



ALP Leicester

ANNUAL REPORT

ACADEMIC YEAR
2025/6

Vision Statement

Empowering success through holistic and individualised learning

Mission Statement

At ALP Leicester we believe that education can help every learner achieve their full potential no matter what their ability. It's this belief that drives us to be so passionate about the work we do with our learners and it is why our bespoke approach works for so many disengaged and vulnerable young people. ALP Leicester aims to create flexible, individualised programmes of learning support for children and young people who, for a variety of reasons, are unable to access mainstream education. From the point of referral, we focus on the special educational needs and disabilities (SEND) of the learner and on family liaison, in order to provide the most effective and appropriate educational intervention.

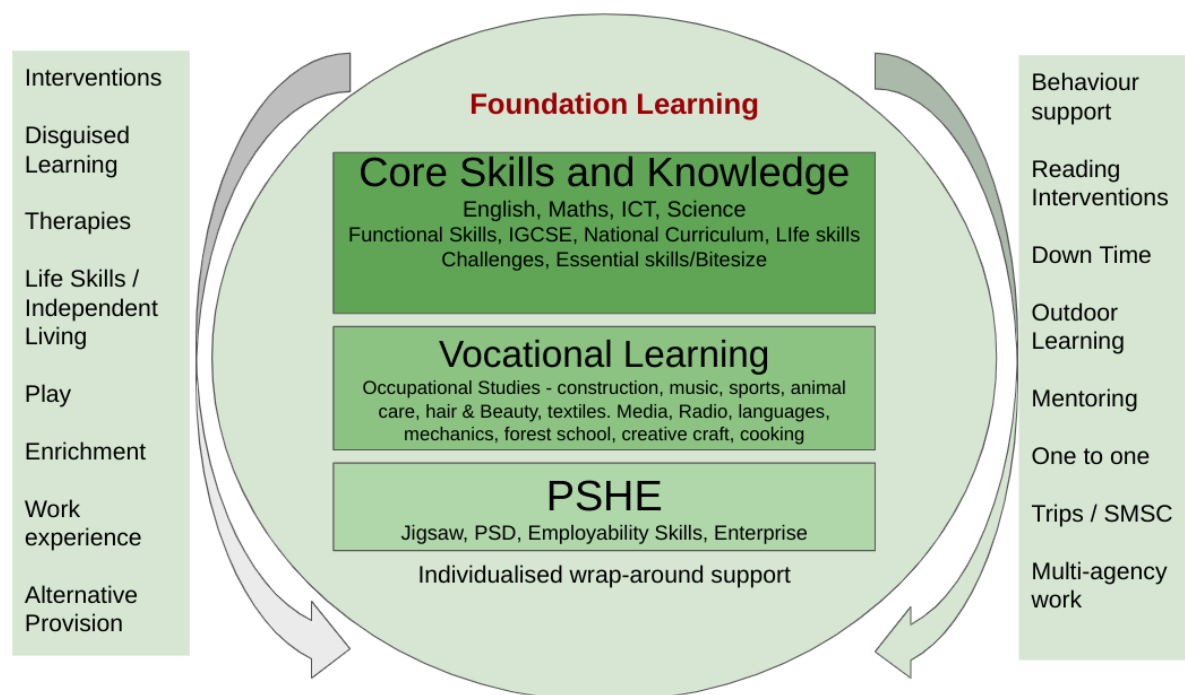
Working closely with the Local Authorities, we provide outcomes that are in accordance with the individual needs of each learner. We specialise in education placements of young people with SEND including (but not limited to) Autistic Spectrum Disorder, Emotional Behavioural Difficulties, complex needs and mental health difficulties.

There are five schools in the chain - Pierview Academy - Gravesend - Kent, Parkview Academy, Welling - Greater London, ALP Leicester - Birstall - Leicestershire, ALP Nuneaton, Warwickshire, and ALP Sittingbourne, Kent.

Values

	Attendance	Focus on improving each learner's attendance level to ensure they give themselves the basis to achieve
	Routine	Staff help learners to gain a routine that is adapted to pupils' individual needs to ensure they feel comfortable in the educational environment.
	Relationships	Learners are assisted in developing sound relationships with tutors and other service users
	Respect	Working with learners and families in a holistic manner to maximise their life chances and educational potential
	Trust	When a pupil feels more secure and understood. A two-way relationship
	Teaching	A formal, well balanced, academic curriculum takes place with a wide range of opportunities

Curriculum



The curriculum is based on the National Curriculum and Foundation Learning which ensures that all of the students have an element of core subjects, vocational learning and PSHE within their timetables. This is all supported with wrap-around care to meet individual needs.

School Sector:

Independent

Schools Address	Pupil Registration	Age Range	Head Teacher
ALP Leicester, Stonehill Ave, Birstall, Leicester LE4 4JG	55	6-19	Daniel Brown

Parental Involvement

ALP Leicester believes that education can help every individual achieve their full potential no matter what their ability. It's this belief that drives the school to be so passionate about the work we do with our learners and it is why our dynamic and bespoke approach works for so many disengaged and vulnerable young people.

Since establishing, we have been able to offer our students and their parents and carers a package of support during what can be for many families, a very challenging time. This support begins with understanding the individual needs of the students and their families. We involve parents and carers in decision-making at every stage, this includes initial screening, choice of courses, annual reviews and one-to-one mentoring. ALP Leicester encourages parents and carers to be actively involved in their children's education.

Parents' and carers' views are very important to us as they help shape the way our school develops and grows. We encourage parents and carers to attend parent's evenings, visit the school and complete our parent survey.

ALP Leicester

Staff Attendance and Retention		
Number of Staff	Number of School Days	Staff Absences Total Number of Days
40	190	250.94
Number of staff from the end of the previous academic year	Number of those staff retained throughout the following year	% retention
40	32 (8 leavers)	80%

Attendance - Students	
Year Groups	Attendance rate
Primary	97%
Secondary	86% (93%)
Post 16	81%
Overall	85.5% (91%)

*Figures in brackets represent numbers excluding non-attenders

Number of Students on roll at the start of the academic year	Number of students on roll at the end of the academic year	Number of new admissions
46	45 (5 leavers)	16

Qualifications Achieved - 2024/2025

Qualification	Level	Number of Learners Achieved
Core Skills		
TLM IT User Skills	L1	8
Digital Skills	L1	5
Functional Skills English: Reading	EL	13
Functional Skills English: Reading	L1	3
Functional Skills English: Writing	EL	13
Functional Skills English: Writing	L1	2
Functional Skills English: SLC	EL	11
Functional Skills English: SLC	L1	2
Functional Skills English: SLC	L2	1
Functional Skills Mathematics	EL	0
Functional Skills Mathematics	L1	1
Science UAS	N/A	166
Vocational		
Creative Craft: Art	EL	14
Occupational Studies in the workplace	EL3	5
Occupational Studies in the Workplace	L1	4
PSHE / PSD		
Cache Mental Health Awareness	L1	4
ASDAN Towards Independence	N/A	13
PSD	L1	4
Enterprise	E/L1	1
Employability Skills	E/L1	2
Total Qualifications Achieved		272 (106)

Qualifications Achieved - 2025/2026		
QA Group	Subject	2025/26
	ASDAN	
Towards Independence	Baking introduction	29
	Business enterprise	4
	Independent living - Progression	4
	Making pictures	4
	Work awareness	4
	Sports and Leisure	4
QA Group	NCFE	
Arts and Media	Level 1 Award in Creative Craft	3

Business and Enterprise	Level 1/2 Technical Award in Business and Enterprise	0
Food and Cookery	Level 1 Certificate in Food and Cookery Skills	3
Functional Skills	Entry Level 3 Functional Skills Qualification in English	3
	Entry Level 2 Functional Skills Qualification in Mathematics	20
	Level 2 Functional Skills Qualification in English	2
	Level 1 Functional Skills Qualification in Mathematics	7
	Entry Level 2 Functional Skills Qualification in English	26
	Entry Level 1 Functional Skills Qualification in Mathematics	16
	Level 1 Functional Skills Qualification in English	5
	Entry Level 1 Functional Skills Qualification in English	13
	Level 2 Functional Skills Qualification in Mathematics	1
	Entry Level 3 Functional Skills Qualification in Mathematics	7
Health, Childcare and Education	CACHE Level 1 Award in Sexual Health Awareness	3
Music and Performance	Level 1 Award in Music Technology	8
Preparation for Life and Work	Level 1 Award in Exploring Occupational Studies for the Workplace	20
	Entry Level Award in Occupational Studies for the Workplace (Entry 3)	11
	Level 1 Award in Employability Skills	6
	Entry Level 2 Certificate in Essential English in Everyday Life	3
	Entry Level 2 Certificate in Essential Maths in Everyday Life	5
TLM		
ICT	Entry Level 1 Award in IT User Skills (Open Systems and Enterprise) (ITQ)	15

	Entry Level 2 Full Award Entry Level Award in IT User Skills (ITQ)	18
	Entry Level 3 - Full Award Award in IT User Skills (Open Systems and Enterprise) (ITQ)	1
AQA		
Science	Understanding the Solar system	4
	Introduction to Space and our world	4
	Physics, electricity, magnetism	4
	Investigating electromagnets	4
	Fish, amphibians, reptiles, birds and mammals. What animals do I know?	12
	Identifying and researching animals	12
	Biology - The human body	17
	Biology - The structure of the heart	17
	Introduction to everyday materials	18
	Uses and properties of everyday materials	18
	Explaining what plants need to survive	17
	Starting to learn about plants	17
	Ecosystems	17
	Energy transfer	18
	Forces	18
	Forces and motions	18
	Reproduction and inheritance	21
	Introduction to genetics	21
	Understanding human development	21
	Acids and Alkalis	26
	Elements, compounds and chemical reactions	25
	Making a wooden product with support	35
	Making and experimenting with slime	20
	Totals	629
	Totals excluding Science*	245

* Science qualifications for a proportion of certificates. (All science awards recorded are AQA Unit Award Scheme (UAS) certificates, recognising achievement in individual units of learning. Each completed unit generates a separate certificate. These are valuable measures of incremental progress, but are not equivalent to full qualifications such as GCSEs, Functional Skills or vocational qualifications.

Exclusions	
Number of fixed-term exclusions	5
Number of permanent exclusions	0

Behaviour (Physical Intervention Incidents)			
Month	Number of recorded physical interventions	Number of racist incidents	Number of incidents of bullying
September 2025	0	0	0
October 2025	1	0	0
November 2025	0	0	0
December 2025	1	0	5
January 2026	0	0	2
February 2026	0	0	0
March 2026	0	0	0
April 2026	0	0	0
May 2026	0	0	0
June 2026	0	0	0
July 2026	0	0	0
Total	2	0	7*

Progress	
Primary learners making expected or above-expected progress In English	93.8
Primary learners making expected or above-expected progress In Maths	81.3
Secondary learners making expected or above-expected progress In English	85.7
Secondary learners making expected or above-expected progress in Maths	78.6
Secondary learners making expected or above-expected progress in ICT	100
Post-16 learners making expected or above-expected progress In English	88.9
Post-16 learners are making expected or above-expected progress in Maths	50
Post 16 learners making expected or above progress in ICT	100

*For the purposes of data analysis and reporting, learners are grouped into three cohorts: **Primary (Oak, Maple and Birch), Secondary (Cedar and Willow), and Post-16 (Elm and Pine)**. These cohorts are not determined by chronological age alone. Learners are placed within cohorts following careful consideration of their **cognitive profile, developmental stage, individual needs and age**, so that curriculum provision remains appropriately matched to each learner. As a result, cohort groupings may not align directly with traditional age-related phases or key stages.

Destinations	
Number of students who left the school during or at the end of the academic year	7
Number going into further employment, education or training	6
Number leaving with no secure destination	1

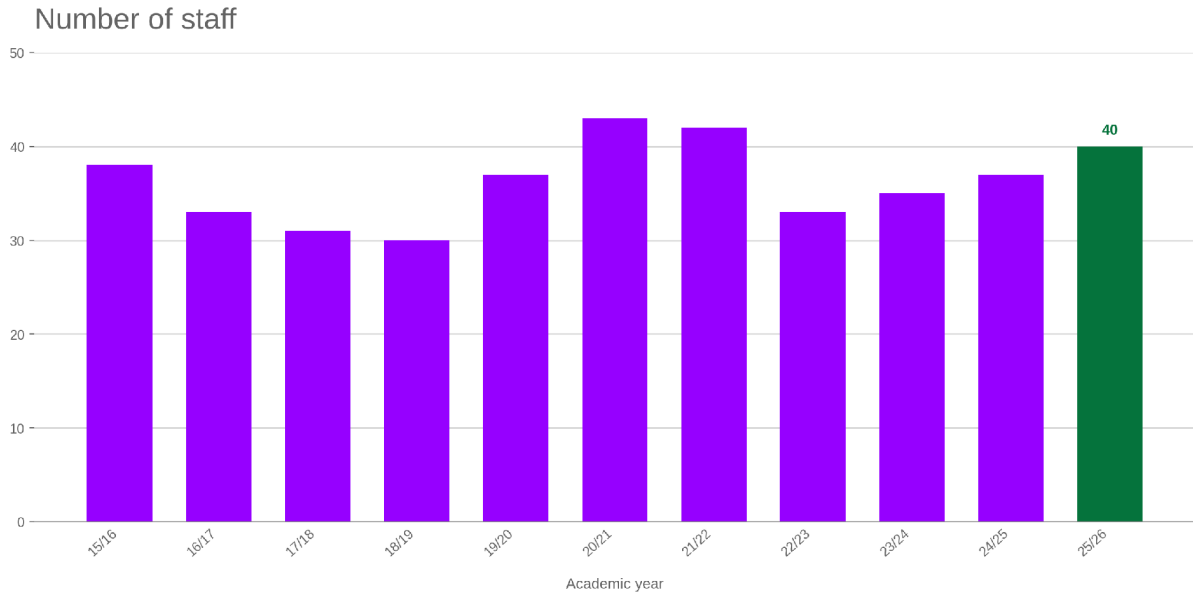
Safeguarding / Health and Safety				
Number of Safeguarding concerns reported to the school	Number of safeguarding concerns reported to Local Authority	Number of Accidents Involving Staff	Number of staff Accidents Involving Students	RIDDOR Reports
51	1	6	0	0

Historical Graphs

ALP Leicester Annual Report 2025/26

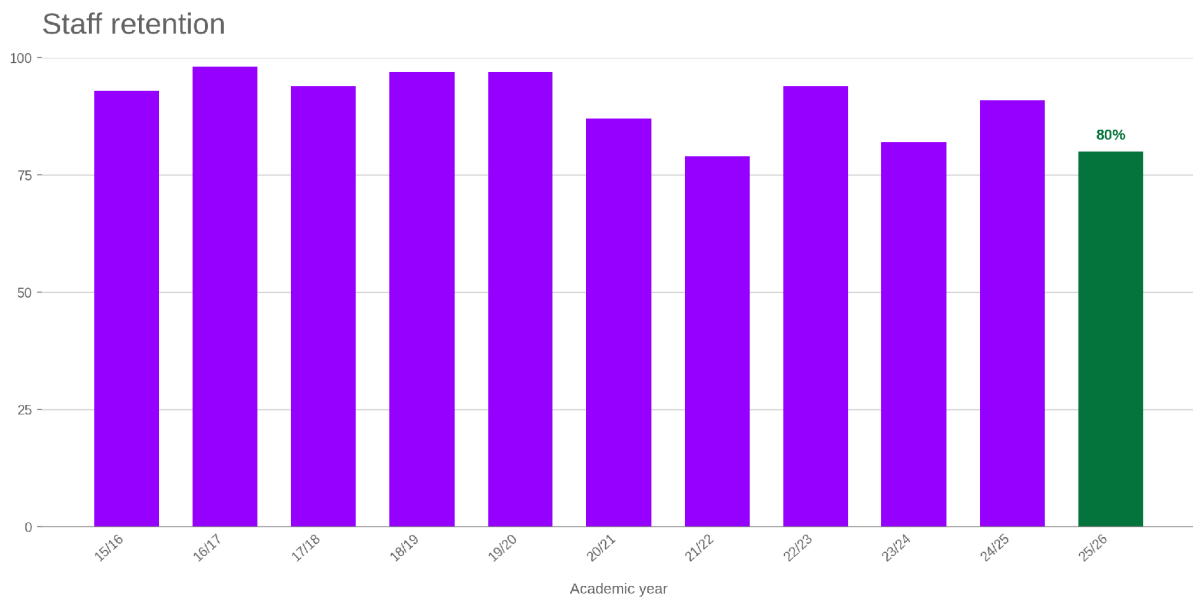
The following graphs extend the historical series from the 2024/25 annual report with the 2025/26 working-report figure. The 2025/26 bar is shown in green.

Graph A



2025/26 working report: 40 staff.

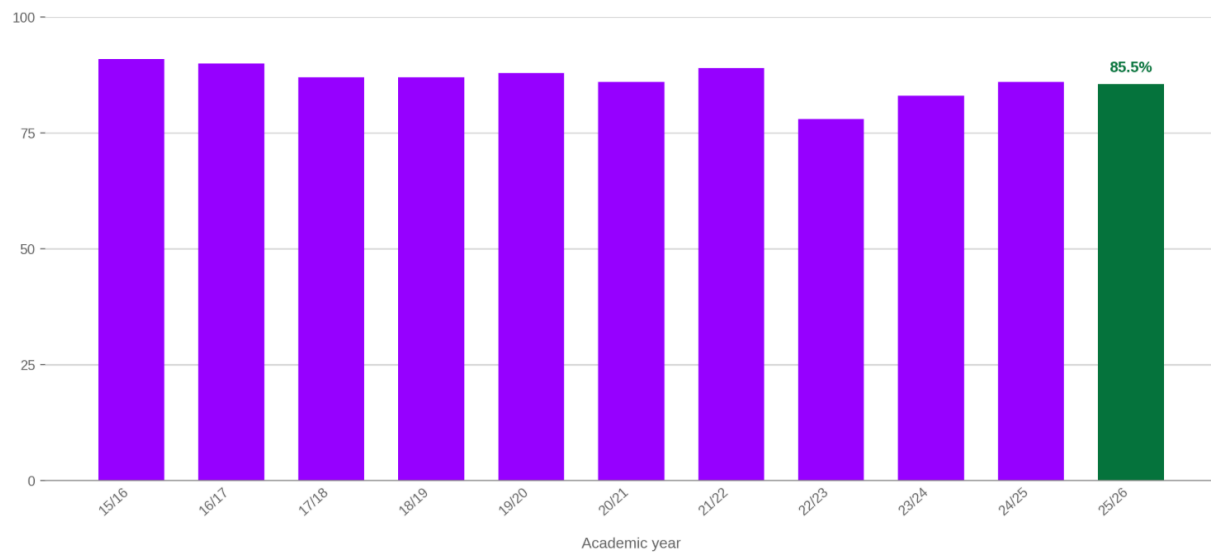
Graph B



2025/26: 80% staff retention (32 of 40 retained)

Graph C

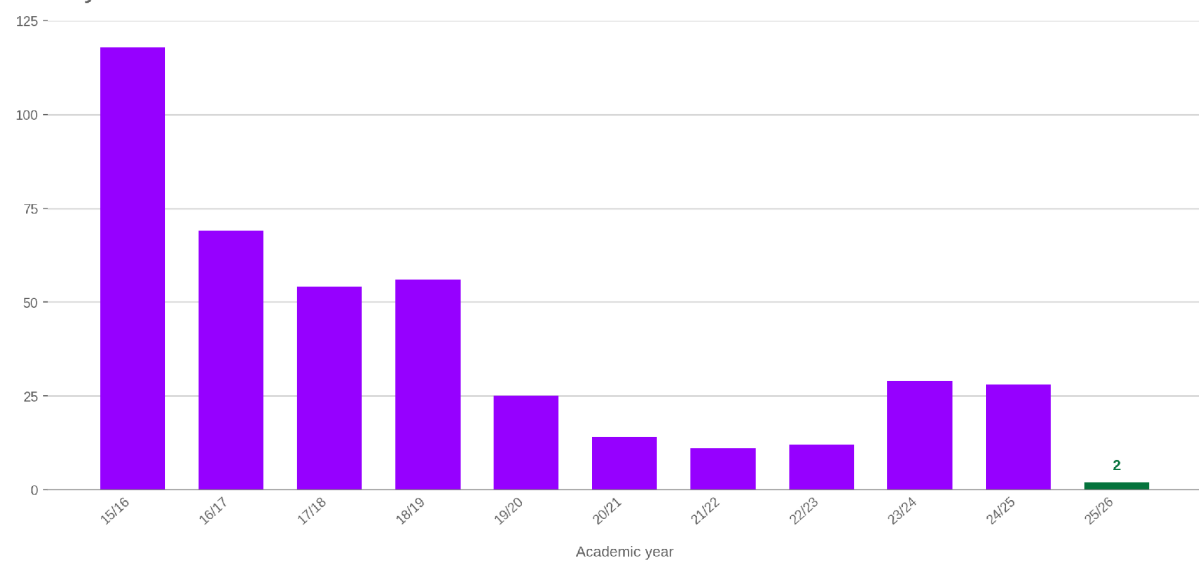
Learner attendance



2025/26 overall attendance: 85.5% including all learners. Attendance excluding non-attenders: 91%.

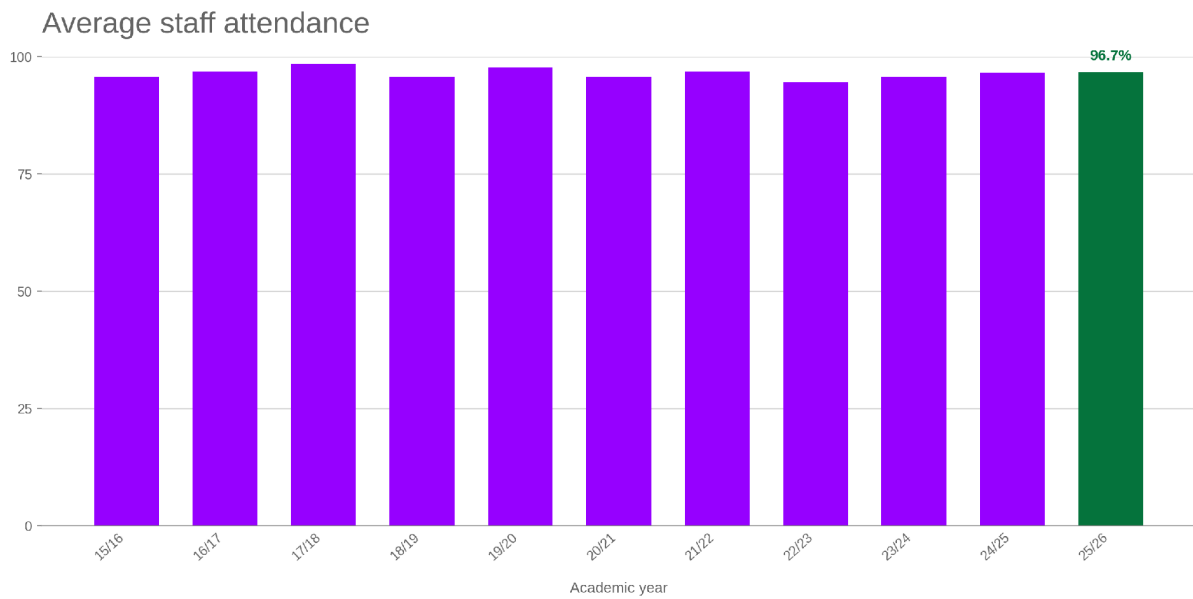
Graph D

Physical intervention incidents



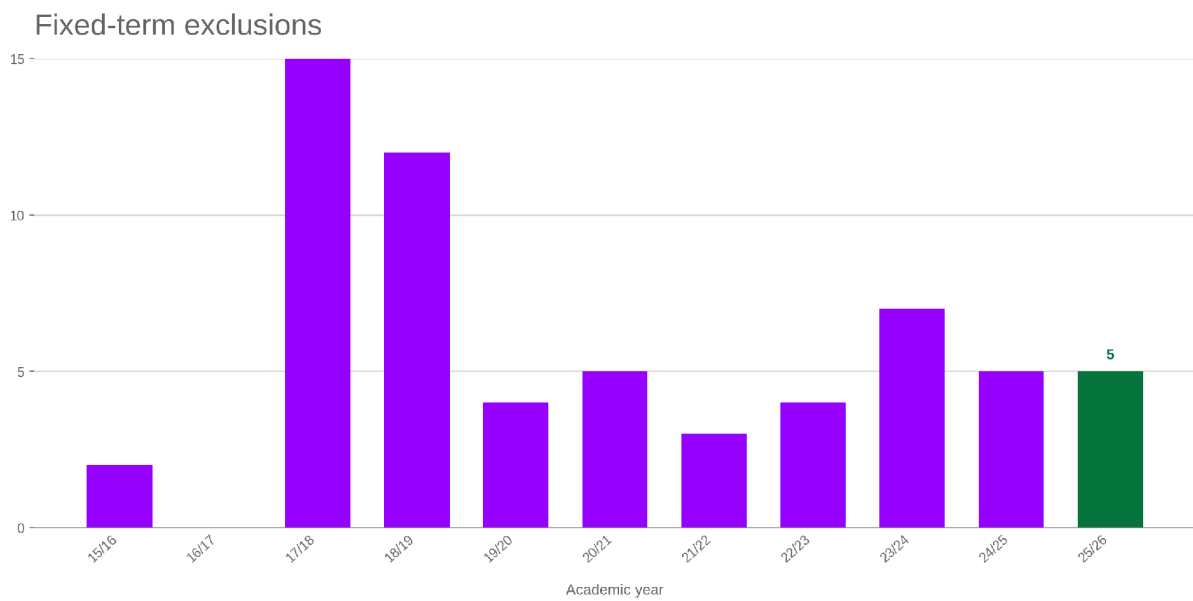
Context: 25 of the 28 incidents in 2024/25 related to one learner. 2025/26 total: 2.

Graph E



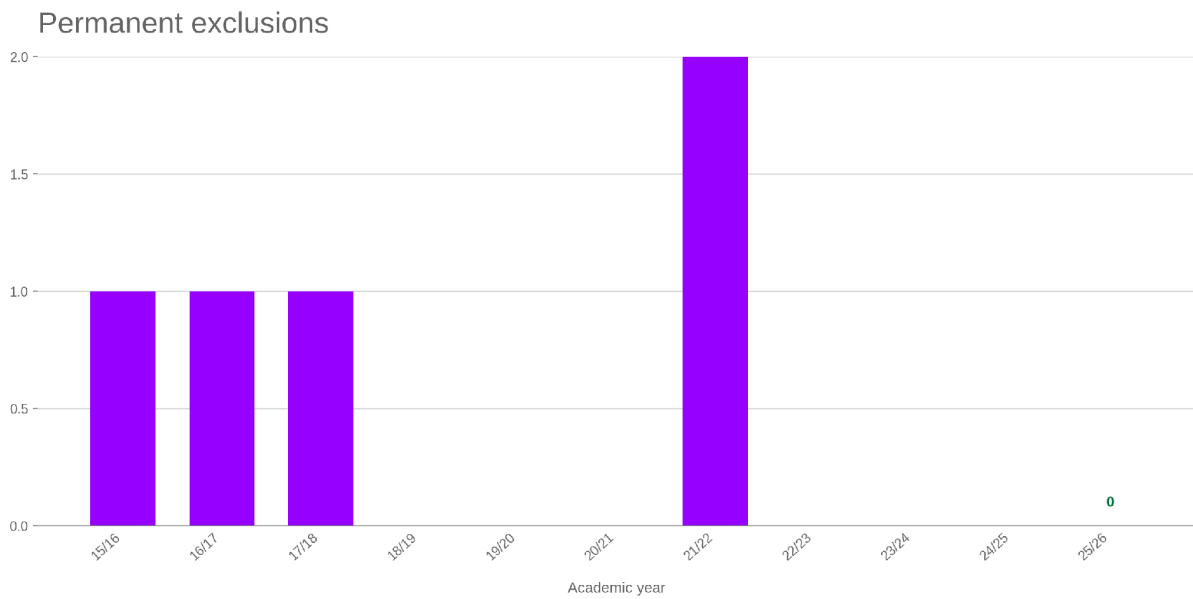
2025/26 figure (96.7%) is calculated from the annual-report totals: 40 staff × 190 days, less 250.94 absence days.

Graph F



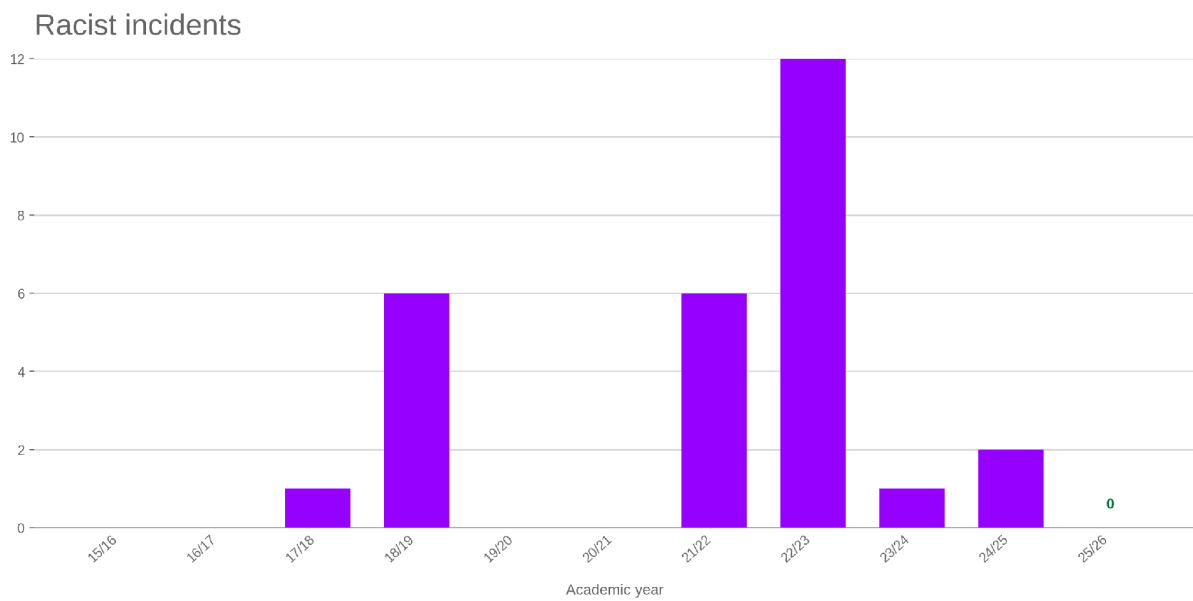
2025/26 total: 5 fixed-term exclusions.

Graph H



2025/26 total: 0 permanent exclusions.

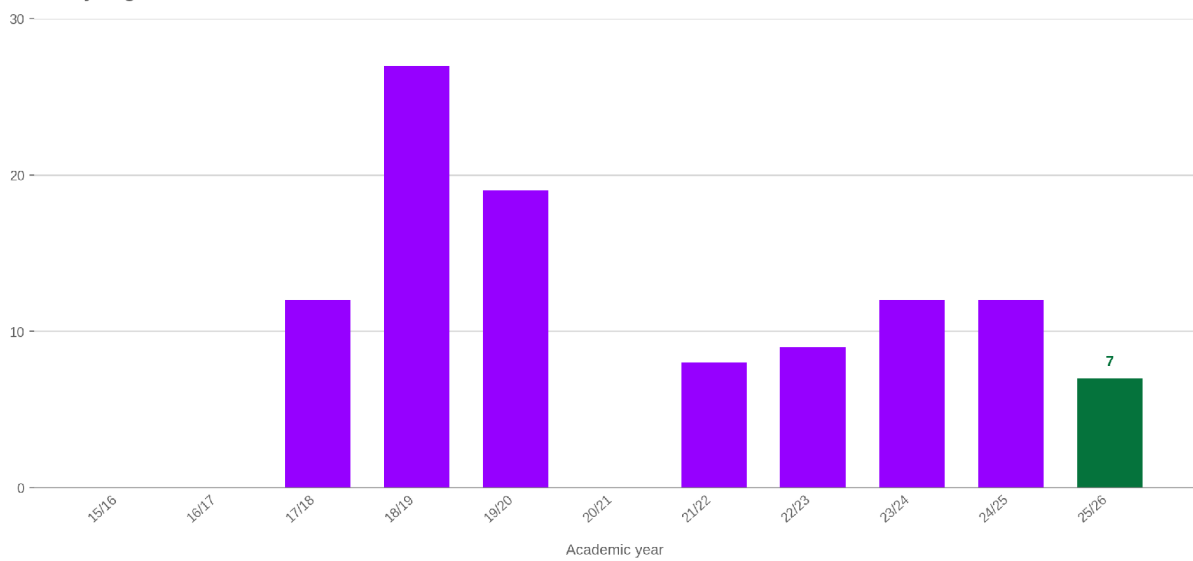
Graph I



2025/26 working report records 0 racist incidents.

Graph J

Bullying incidents



2025/26 annual total confirmed as 7. The working monthly breakdown requires correction before final issue.

Graphs G and K–O have not been updated here because the 2025/26 qualification, safeguarding and accident/RIDDOR figures are still being reconciled.