



ANNUAL REPORT
ACADEMIC YEAR
2024/25

Vision Statement

Empowering success through holistic and individualised learning

Mission Statement

At Parkview Academy 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. Parkview Academy 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.

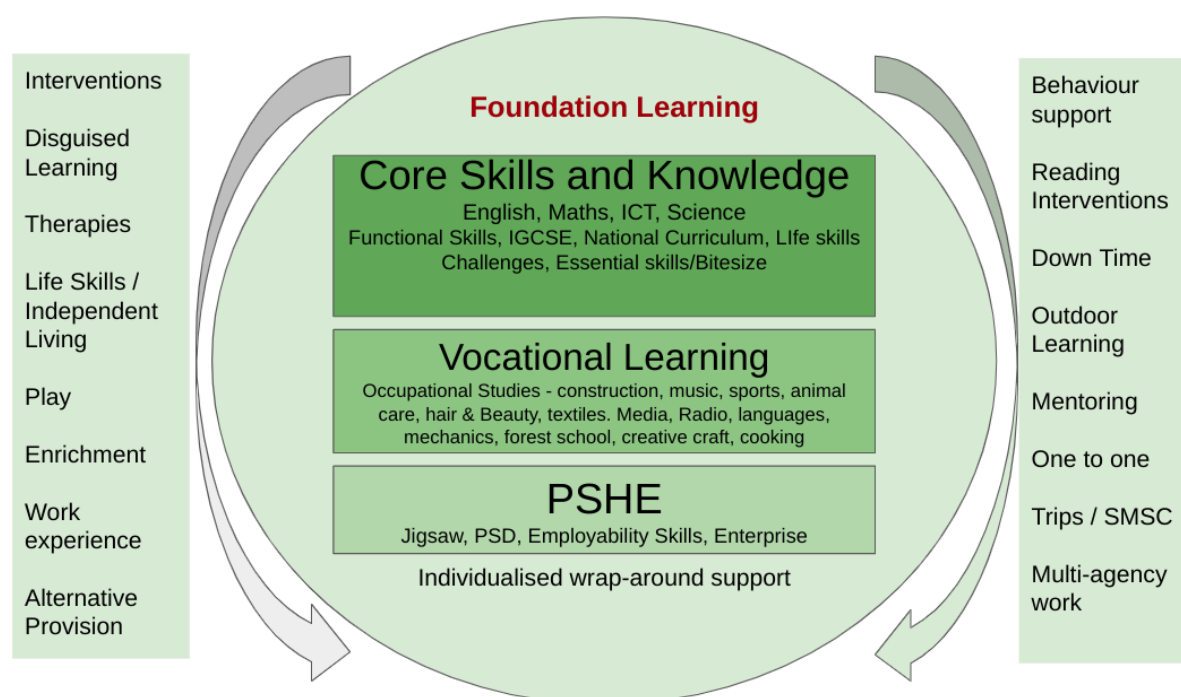
There are five schools in the chain - Pierview Academy - Gravesend - Kent, Parkview Academy, Welling - Greater London, ALP Leicester - Birstall - Leicestershire, ALP Nuneaton, Warwickshire, and ALP Sittingbourne, Kent. We also operate an outdoor provision called ALP The Lodge, Stockbury, Kent.

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
Parkview Academy – 144-148, Park View Road, Welling, Kent, DA16 1SR	50	6-19	Emma Chatzispayridou

Parental Involvement

Parkview Academy 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. Parkview Academy 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.

David Cowell MBE – Managing Director

Parkview Academy

Staff Attendance and Retention

Number of Staff	Number of School Days	Staff Absences Total Number of Days
31	196	170.64
Number of staff from the end of the previous academic year	Number of those staff retained throughout the following year	% retention
34	25	74%

Attendance - Students

Year Groups	Average attendance rate
Primary	66.08%
Secondary	75.20%
Post 16	62.19%
Total	72.06%
Total (not inc persistent non-attenders)	86.85%

Number of Students on role at the start of the academic year	Number of students on role at the end of the academic year	Number of new admissions
46	49	16

Qualifications Achieved

Qualification	Level	Number of Learners Achieved
Core Skills		
Functional Skills English: Reading	EL1	6
Functional Skills English: Reading	EL2	9
Functional Skills English: Reading	EL3	7
Functional Skills English: Reading	L1	2
Functional Skills English: Reading	L2	2
Functional Skills English: Writing	EL1	6
Functional Skills English: Writing	EL2	9
Functional Skills English: Writing	EL3	5
Functional Skills English: Writing	L1	3
Functional Skills English: Writing	L2	3
Functional Skills English: SLC	EL1	3
Functional Skills English: SLC	EL2	6
Functional Skills English: SLC	EL3	4

Functional Skills English: SLC	L1	2
Functional Skills English:SLC	L2	2
Total Qualifications Achieved FS English:		69
iGCSE First Language English (Cambridge)	Grade D and above	2 (total 3 sat)
Total Qualifications Achieved GCSE English:		2
Functional Skills Mathematics	EL1	5
Functional Skills Mathematics	EL2	4
Functional Skills Mathematics	EL3	6
Functional Skills Mathematics	L1	1
Functional Skills Mathematics	L2	0
Total Qualifications Achieved FS Maths:		18
iGCSE Combined Sciences (Cambridge)	Grade D and above	1 (total 3 sat)
Total Qualifications Achieved GCSE Science:		1
Vocational		
Creative Craft: Art	L1	1
Creative Craft: Art	L2	1
Graphic Design	L1	1
Music Technology	L1	4
Music Technology	L2	1
Radio	L1	1
Interactive Media	L1	3
Total Qualifications Achieved:		11
PSHE / PSD		
Award in Relationships, Sex and Health Education	L1	4
Employability	L2	5
Total Qualifications Achieved:		
Total Qualifications Achieved		97

Exclusions

Number of fixed-term exclusions	12
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 2024	0	0	0
October 2024	3	0	0
November 2024	1	0	0
December 2024	2	0	0

January 2025	0	1	1
February 2025	1	1	1
March 2025	6	1	0
April 2025	1	1	0
May 2025	2	0	0
June 2025	3	0	0
July 2025	1	1	0
Total	20	5	2

Progress

Primary learners making expected or above-expected progress In English	66%
Primary learners making expected or above-expected progress In Maths	66%
Secondary learners making expected or above-expected progress In English	80%
Secondary learners making expected or above-expected progress in Maths	48%
Secondary learners making expected or above-expected progress in ICT	50%
Post-16 learners making expected or above-expected progress In English	100%
Post-16 learners are making expected or above-expected progress in Maths	40%
Post 16 learners making expected or above progress in ICT	80%

Destinations

Number of students who left the school during or at the end of the academic year	9
Number going into further employment, education or training	5
Number leaving with no secure destination	2
Destination unknown	2

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
24	8	9	21	0

