



PARKVIEW

ANNUAL REPORT

ACADEMIC YEAR 2025/6

Vision Statement

Empowering success through holistic and individualised learning

Mission Statement

At Parkview 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 Parkview 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.

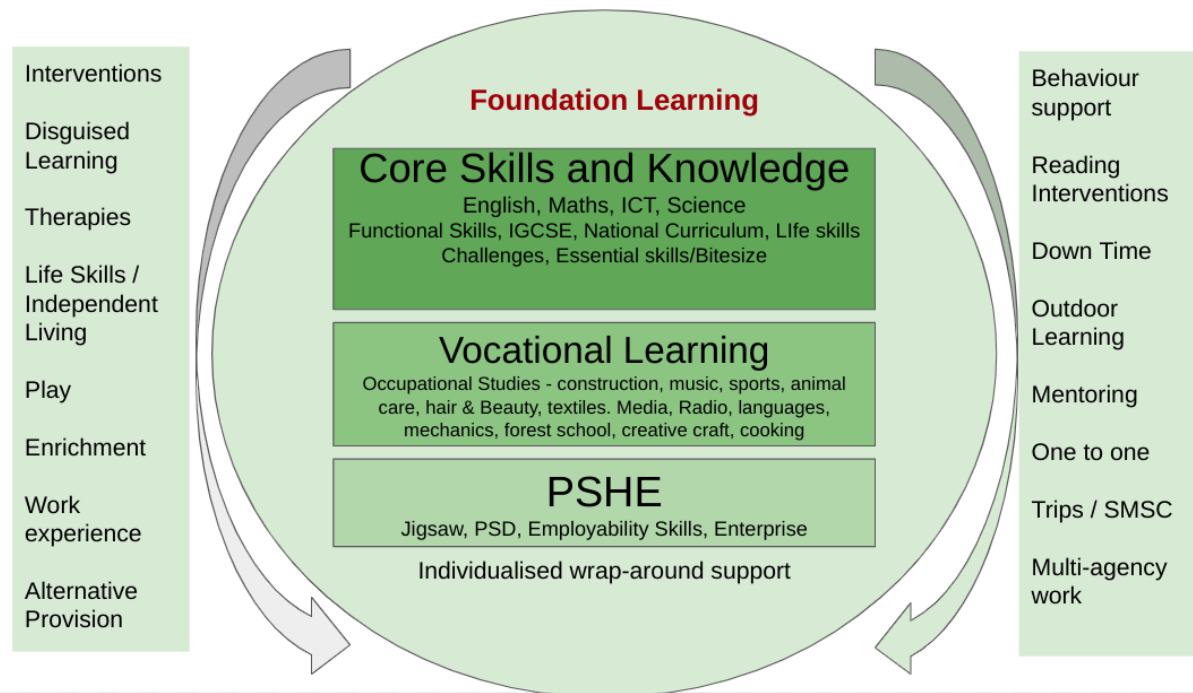
Working closely with the Local Authorities, we provide outcomes that are in accordance with the individual needs of each learner. We specialise in education placements of young people with SEND including (but not limited to) Autistic Spectrum Disorder, Emotional Behavioural Difficulties, complex needs 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
146-148 Park View Road, Welling. DA16 1SR	50	6-19	Emma Chatzispayridou

Parental Involvement

ALP Parkview 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 Parkview 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 Parkview

Staff Attendance and Retention		
Number of Staff	Number of School Days	Staff Absences Total Number of Days
32(Opening)	195	154+
Number of staff from the end of the previous academic year	Number of those staff retained throughout the following year	% retention
32 (closing)	26	81%

Attendance - Students	
Year Groups	Attendance rate
Primary	71%
Secondary	72%
Post 16	66%
Overall	73% (95% without EBSA and mid-year leavers)

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	50	5

Qualifications Achieved			
	2023/24	2024/25	2025/26
Subject			
EL1 Reading	4	6	7
EL1 Writing	2	6	7
EL1 SLC	3	3	5
EL2 Reading	3	9	4
EL2 Writing	3	6	4
EL2 SLC	1	6	7
EL3 Reading	2	7	8
EL3 Writing	1	5	9
EL3 SLC	2	4	11
Level 1 Reading	1	2	4
Level 1 Writing	1	3	4
Level 1 SLC	2	2	5
Level 2 Reading	2	2	0
Level 2 Writing	1	3	0
Level 2 SLC	2	2	0
iGCSE English	0	3 (B,C,E)	1 (B)
EL1 Maths	6	5	4
EL2 Maths	2	4	7
EL3 Maths	3	6	6
Level 1 Maths	0	1	2
Level 2 Maths	0	0	0
EL3 DFS	N/A	N/A	N/A
Level 1 DFS	N/A	N/A	N/A
iGCSE Combined Sciences	N/A	N/A	3 (C,E,F)
Exercise Studies L2	0	2	0
Employability EL3	2	0	4
Employability Level 1	3	3	2

Employability Level 2	3	4	5
Preparing to work in schools level 1	N/A	N/A	1
PSD Level 1	0	3	0
Interpersonal Skills	0	2	0
Supporting Schools & Colleges Level 2	N/A	N/A	2
Occupational Studies EL3	0	0	9
Occupational Studies Level 1	0	0	1
Creative Crafts Level 1	2	1	6
Creative Crafts Level 2	0	1	0
RHSE Level 1	3	4	5
RHSE Level 2	3	0	1
ASDAN Lifeskills	30	30	N/A
Graphic Design Level 1	0	1	2
Music Technology Level 1	1	4	2
Music Technology Level 2	3	1	1
Radio Level 1	1	1	3
Interactive Media	0	3	1
IT Entry Level 3	6	0	9
IT Level 1	2	0	1
IT Level 2	0	0	2
Totals	111	148	155

Exclusions	
Number of fixed-term exclusions	8
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	3	1
October 2025	1	0	0
November 2025	1	0	3
December 2025	1	0	0
January 2026	1	0	0
February 2026	2	0	0
March 2026	0	0	0
April 2026	0	0	0
May 2026	0	2	0
June 2026	0	1	2
July 2026	0	0	1
Total	6	6	7

Progress	
Primary learners making expected or above-expected progress In English	72%
Primary learners making expected or above-expected progress In Maths	55%
Secondary learners making expected or above-expected progress In English	72%
Secondary learners making expected or above-expected progress in Maths	40%
Secondary learners making expected or above-expected progress in ICT	40%
Post-16 learners making expected or above-expected progress In English	90%
Post-16 learners are making expected or above-expected progress in Maths	40%
Post 16 learners making expected or above progress in ICT	70%

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	5

Number leaving with no secure destination	2
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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
78	12 MASH 13 CAMHS	5	4	0