

Educational Diversity

Academic Outcomes

Year 11 students

Year 2023/24

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1. Overview

Educational Diversity supports students who are unable to access mainstream provision as a result of social, emotional, behavioural or medical needs. As such, the cohort is constantly changing, the number of students on roll was 103 at the beginning of the academic year, through to 167 at the end of June 2024. A significant proportion of these students tend to be in KS4, often having arrived from Out of Area, with significant gaps in their education.

At the start of 2023/24, there were 33 learners in year 11, which subsequently increased slightly to 39 by year 11 official leaving date.

Of the 39 students in year 11 (June 2024), 11 (28%) of these students joined part way through year 11, with 5 of these (12.8%) having only been with us only for a maximum of six months from January onwards.

For the purposes of analysis, all statistics refer to all **39** students who were on role of Educational Diversity at the end of the academic year. This includes both fully registered (32) and dual registered students (7).

As the majority of these learners arrive with little evidence of prior learning, together with disengagement, complexity of need and low attendance, the challenge is always to try to ensure they leave our school / service with some recognised qualifications. This is a priority and so we explore as many accreditation routes as possible, employing a number of strategies in an endeavour to ensure this happens. We appreciate that, for some students, attainment may be at a relatively low level but also recognise that by re-engaging in their own learning they can significantly enhance self-esteem and willingness to continue further post-16.

2. Our Performance Measures

We are aware that for mainstream schools the Progress 8 performance measures are used.

However, as PRUs are not included in these national calculations, we have chosen measures that best reflect the aims of the service.

This report therefore recognises two aspects:

- Year 11 students' **re-engagement in education** as measured by their participation in examination entries, especially key subjects that enhance employability.
- Students' **outcomes in terms of attainment** in these examinations.

For self-evaluation, this report also compares our figures against Alternative Provision (AP) settings nationally. Specific data from PRUs is not available.

We have used the 2019 national data, as DfE has not published more recent statistics.

Comparative data is taken from the DfE document:

[DFE Education Statistics \(2019\)](#)

[JCQ Examination results \(2021\)](#)

3. Measures of Engagement and Participation

a. Students entered for at least 1 qualification

39 students were on roll in June 2024, 34 (87.2%) were entered for recognised qualifications.

This is slightly lower than previous academic years (2021/22 and 2022/23 all students were entered for at least 1 recognised qualification).

26 (66.7 %) of pupils were entered for 1+ GCSEs or equivalents.

This is a decline from 2022/23 when 74% of pupils were entered for 1+ GCSEs or equivalents.

This is slightly higher than the results in 2019/20 Alternative Provision settings nationally (62.3%)

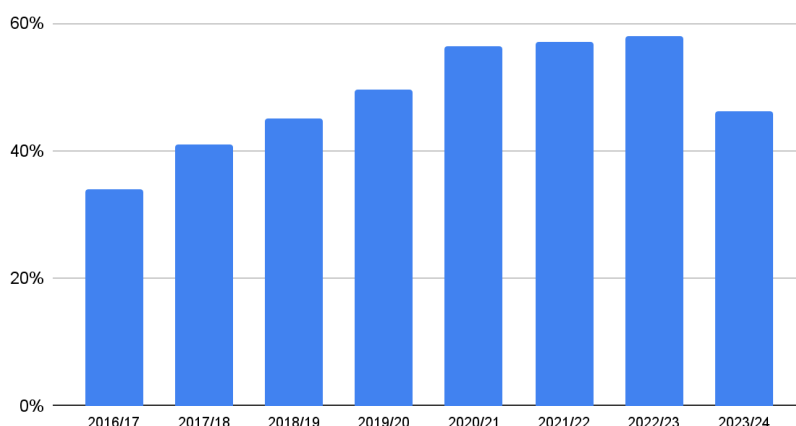
For all schools in England and Wales, 2019/20, this is 98%

b. Students entered for 5+ Qualifications

18 (46.2%) of students were entered for five or more qualifications.

The percentage of students being entered for 5+ qualifications had increase on a yearly basis from 2016/17 = 34% to 2022/23 = 58% but showed a decline this academic year.

Ed Diversity Entries: At Least 5 Qualifications



c. Key Subject: Students entered for a qualification in English

33 students (84.6%) were entered for an English qualification. This is lower than 2022/23 when 94% of students were entered for an English qualification.

30 students (76.9%) achieved a recognised English Qualification. This is lower than 2022/23 when 85.7% of students achieved a recognised English qualification.

Within these, 21 students (53.8%) were awarded a GCSE grade in English. An increase from 2022/23 when 48% achieved a grade (2021/22 - 41.4%).

28 students (71.8%) successfully completed a Functional Skills English course. This is lower than for 2022/23 when 80% of students gained a FS qualification. (2021/22 when 95.7%)

There is no available comparative data for PRUs nationally.

d. Key Subject: Students entered for a qualification in Maths

34 students (87.2%) were entered for a maths qualification with Educational Diversity. This is lower than 2022/23 when 98% of students were entered for an maths qualification.

29 students (74.4%) achieved a recognised Maths qualification. This is lower than for 2022/23 when 82% of students gained a qualification. (2021/22 - 94.3%).

Of these, 20 students (51.3%) were awarded a GCSE grade in maths. This is slightly lower than 2022/23 when 54% of students gained a GCSE grade. (2021/22 - 41.4%).

26 students (66.7%) successfully completed a Functional Skills Maths course. This is lower than 2022/23 when 78% of students gained a FS qualification.

There is no available comparative data for PRUs nationally.

e. Key Subjects -Students entered for English and Mathematics GCSEs

20 students (51.3%) were entered for both English and maths GCSEs. This is lower the 2022/23 when 56% were entered for both English and maths GCSEs. (2021/22 - 38.6%).

This is slightly above the average for Alternative Provision settings nationally 2019/20 (49.3%)

For all schools in England and Wales, 2019/20, this is 97.2%

4. Measures of Attainment

These include:

- students with a single registration at Educational Diversity
- students who were also dual registered at another school, but **were actually taught and took exams** at Ed Diversity.

This includes a total of 39 students.

a. Students gaining at least 1 qualification

Almost every student entered for exams did gain some recognised accreditation.

This means that 33 students (84.6%) left with a recognised qualification. This is slightly lower than for 2022/23 when 87.8% left with a recognised qualification. (2021/22 - 97.1%)

These include students who were also dual registered at another school, but **were actually taught and took exams** at Ed Diversity.

b. Students gaining 1 or more GCSE grades or equivalents

25 students (64.1%) gained one or more GCSE qualification or an equivalent Functional Skills Grade (level 1 or 2). This is lower than for 2022/23 when (73.5%) gained one or more GCSE qualifications or an equivalent Functional Skills grade (level 1 or 2). (2021/22 - 70%)

These results are **above** the results in 2019/20 Alternative Provision settings nationally (61%)

For All Schools 2019/20 this is 97.8%.

c. Students gaining 5 or more qualifications

19 students (48.7%) left with five or more recognised qualifications. This is lower than for 2022/23 when 59.2% left with five or more recognised qualifications. (2021/22 - 55.7%).

Some of these, although valid qualifications, are below GCSE at Entry Level as this was most appropriate to the student's ability. Some students sat more than 1 qualification in maths, English and/or vocational subjects.

There is no readily available national comparison data for AP settings.

d. 5+ GCSE or Equivalent

9 students (23.1%) gained five or more qualifications that are either GCSE or the equivalent Functional Skills at Level 1 or Level 2. This is lower than for 2022/23 when 38.8% gained five or more qualifications that are either GCSE or the equivalent Functional Skills at Level 1 or Level 2. (2021/22 - 21.4%).

e. Higher GCSE Grades - 1+ GCSE Grade 4 or above or equivalent

13 students (33.3%) gained one or more qualifications at the higher grades that are either GCSE grades 4 -9 or the equivalent at Functional Skills Level 2. This is lower than for 2022/23 when 49% gained one or more qualifications at the higher grades that are either GCSE grades 4 -9 or the equivalent at Functional Skills Level 2. (2021/22 - 37.1%)

f. Higher Grades - 5+ GCSE grades 4 -9 or Equivalent

This year, 2 student (5%) students (4%) left with five higher grades, either in GCSEs or Functional Skills (this included passes for both GCSE maths and FS maths). This is comparable with 2022/23 when 4% of students left with five higher grades, either in GCSEs or Functional Skills (this included passes for both GCSE maths and FS maths).

g. Higher Grades - 5+ GCSE grades 4 -9 or Equivalent and including English and Maths GCSE

1 student (2.5%) successfully gained five higher grades including English and Maths (this does not included passes for both GCSE and FS in the same subject).

h. English Baccalaureate

No students studied subjects to qualify for the EBACC.

i. Key Subject: Any Qualification in English

30 students (76.9%) achieved a recognised English qualification, whether GCSE or Functional Skills at their most appropriate level. This is lower than for 2022/23 when 85.7% achieved a recognised English qualification, whether GCSE or Functional Skills at their most appropriate level. (2021/22 - 97.1%).

There is no readily available national comparison data for AP settings.

j. Key Subject: Higher Grades in English – Grades 4 -9 or Equivalent

Out of the 21 students entered for a GCSE in English, 6 (28.6%) students gained an English qualification at the higher grades, 4-9. (2022/23 - 6.1%)

13 students (33.6%) gained an English qualification at one of the higher grades, whether GCSE 4-9 or Functional Skills Level 2. This is a slight increase from 2022/23 (28.6%) . (2021/22 - 20%)

These results are **in line** with the Alternative Provision settings for England and Wales 2019/20 (30%)

For all schools (UK) 2021 the figure was 73.9%

k. Key Subject: Any Qualification in Maths

29 students (74.4%) achieved a recognised Maths qualification, at GCSE or Functional Skills at their most appropriate level. This is lower than for 2022/23 when 83.7% achieved a recognised Maths qualification, at GCSE or Functional Skills at their most appropriate level. 2021/22 - 94.3%

There is no readily available national comparison data for AP settings.

l. Key Subject: Higher Grades in Maths – Grades 4 -9 or Equivalent

Out of the 23 students entered for a GCSE in Maths, 4 students (10.3%) gained a maths qualification at the higher grades, 4-9. This is lower than for 2022/23 when 30% of students entered for GCSE maths gained 4-9 grades.

5 students (12.8%) gained a Maths qualification at one of the higher grades, whether GCSE 4-9 or Functional Skills Level 2. This is lower than for 2022/23 when 24.5% of students gained a GCSE 4-9 or L2 FS qualification. (2021/22 - 17.1%).

These results are **lower than** the results for Alternative Provision settings nationally 2019/20 of 28.6%.

For all schools (UK) 2021 the figure is 69.4%

m. Key Subjects: GCSE grades 1-9 or Equivalent in Both English and Maths

21 students (53.8%) gained a grade in both key subjects. A slight decrease from 2022/23 when 57.1% of students gained both key subjects at GCSE 1-9 or FS Level 1 or 2. (2021/22 - 52.9%)

For many students, the equivalent Level 1 or Level 2 Functional Skills qualifications was more appropriate than GCSE.

n. Key Subjects: Higher grades in English and Maths – GCSE grades 4-9 or equivalent.

4 students (10.3%) achieved Higher grades (GCSE 4-9 or FS level 2) in both English and maths. This is an decrease from 2022/23 when 16.3% of students achieved higher grades. (2021/22 - 7.1%)

This is **inline with** the average for Alternative Provision settings nationally 2019/20 (10.3%).

For All Schools in England and Wales this is 71.2%.

5. Comparison of 2020, 2021, 2022 and 2023 results

	2020 Results	2021 Results	2022 Results	2023 Results	2024 Results
Proportion of students leaving with at least 1 recognised qualification	99%	95%	97.1%	87.8%	84.6%
Proportion of students leaving with at least 1 GCSE grade or equivalent	72%	68%	70%	73.5%	64.1%
Proportion of students leaving with at least 5 GCSE grades or equivalents	29%	21%	21.4%	38.8%	23.1%
Proportion of students leaving with a qualification in English	90%	91.8%	97.1%	85.7%	76.9%
Proportion of students who were gaining a higher grade in English 4-9 or equivalent	22%	27%	20%	28.6%	30.7%
Proportion of students leaving with a qualification in Maths	99%	90.6%	94.3%	83.7%	74.4%
Proportion of students gaining a higher grade in Maths 4-9 or equivalent	29%	21.4%	17.1%	24.5%	12.8%

6. Year on Year Trends

	2017 Results	2018 Results	2019 Results	2020 Results	2021 Results	2022 Results	2023 Results	2024 Results
Proportion of students leaving with at least 1 recognised qualification	97%	99%	99%	99%	95%	97%	87.8%	84.6%

Proportion of students leaving with at least 1 GCSE grade or equivalent	42%	72%	80%	72%	68%	70%	73.5%	64.1%
Proportion of students leaving with at least 5 GCSE grades or equivalents	28%	33%	35%	29%	15.5%	21.4%	4%	5%

Proportion of students leaving with a qualification in English	87%	93%	91%	90%	91.8%	97.1%	85.7%	76.9%
Proportion of students gaining a higher grade in English – grades 4-9 or equivalent	19%	18%	25%	22%	27%	20%	28.6%	33.6%

Proportion of students leaving with a qualification in Maths	95%	99%	99%	99%	90.6%	94.3%	83.7%	74.4%
Proportion of students gaining a higher grade in Maths – grades 4-9 or equivalent	22%	24%	30%	29%	21.4%	17.1%	24.5%	12.8%

7. External Students

Educational Diversity provided a supportive examination centre for 2 students who had nowhere else to take exams.

Without this service these students, who are typically facing very challenging personal circumstances, would gain no qualifications at all.

This year the service was required to support 2 external students sitting a total of 7 GCSEs. These students were provided with 1 to 1 invigilation in separate rooms to best support their needs. The qualifications achieved by these students is not included in this report.

Student Characteristics

Students on roll 30/06/23

Gender

Female	18	46.2%
Male	21	53.8%
Total	39	

Whole School Headlines	Number	Percentage
Entered for 1+ Quals (any)	34	87.2%
Gained 1+ Quals (Any)	33	84.6%
Gained 5+ Quals (any)	18	46.2%
Gained 5+ GCSE Equivalents (L1/L2)	9	23.1%
Entered for an English Qual	33	84.6%
Gained an English Qual (any)	30	76.9%
Gained an English Higher Grade (4+/L2))	12	33.6%
Entered for a maths Qual	34	87.2%
Gained a maths Qual (any)	29	74.4%
Gained a maths Higher Grade (4+/L2)	5	12.8%
Gained an English and a maths Higher Grade (4+/L2)	4	10.3%

Subject	GCSE Grade Achieved							Total Grades
	1	2	3	4	5	6	7	
English Lang.	6	5	4	2	3	1		21
Maths	9	6	1	3	1			20
Biology	7	5	1	1				14
Art	4	2	4	3	1			14
RE				1				1
Comb Sci			1	1				2
Total	26	18	11	11	5	1		72

Subject	Functional Skills Grade Achieved					Total Grades
	E1	E2	E3	L1	L2	
English	1	4	4	7	12	28
Maths		3	12	7	4	26
ICT			6	5	3	14
Total	1	7	22	19	19	68

[Additional Exam Data 2023/24](#)

[2023/24 Targets and Results](#)