

# **Educational Diversity**

**Academic Outcomes**

**Year 11 students**

**Year 2024/25**

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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 120 at the beginning of the academic year, through to 179 at the end of June 2025. 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 2024/25, there were 49 learners in year 11, which subsequently increased slightly to 50 by year 11 official leaving date 27/06/25.

Of the 50 students in year 11 (June 2025), 8 (16%) of these students joined part way through year 11, with 3 of these (6%) 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 **50** students who were on role of Educational Diversity at the end of the academic year (27/06/25). This includes both fully registered (36) and dual registered students (14).

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

50 students were on roll on 27th June 2025, **48** (96%) were entered for recognised qualifications.

- This is higher than 2023/24 when 87.2% of all students were entered for at least 1 recognised qualification. But lower than the previous 2 academic years (2021/22 and 2022/23 when all students were entered for at least 1 recognised qualification).

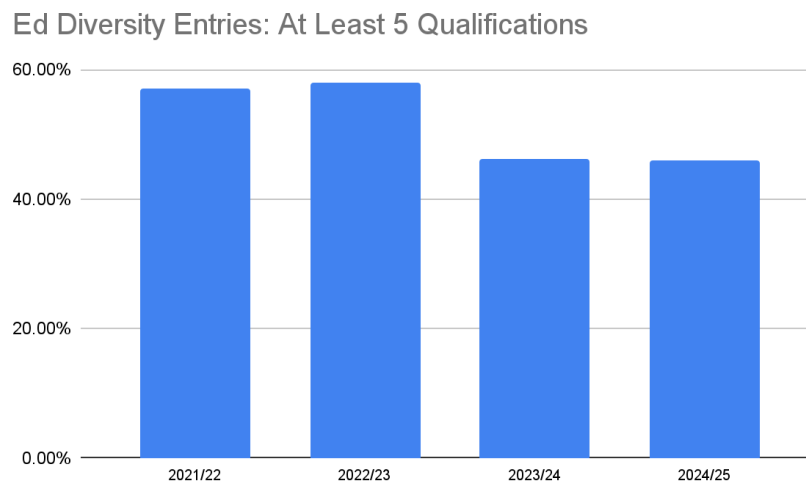
**33** (66 %) of pupils were entered for 1+ GCSEs or equivalents.

- This is in line with 2023/24 when 66.7% of year 11 students were entered for 1+ GCSE or equivalents but lower than 2022/23 when 74% of pupils were entered for 1+ GCSEs or equivalents.

#### b. Students entered for 5+ Qualifications

**23** (46%) of students were entered for five or more qualifications.

- This has shown a slight decline for the past 2 academic years.



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

**45** students (90%) were entered for an English qualification.

- This is higher than for 2023/24 (84.6%) were entered for an English qualification.
- But lower than 2022/23 when 94% of students were entered for an English qualification.

**42** students (84%) achieved a recognised English Qualification.

- This is higher than for 2023/24 when 76.9% of students achieved a recognised English qualification.
- But slightly lower than 2022/23 when 85.7% of students achieved a recognised English qualification.
- Within these, 25 students (61%) were awarded a GCSE grade this is an increase from 2023/24 when 53.8% of students achieving an English grade were awarded a GCSE grade. (2021/22 - 41.4%).

**41** students (82%) successfully completed a Functional Skills English course.

- This is higher than for 2023/24 when 71.8% gained a Functional Skills grade.
- (2022/23 - 80% , 2021/22 - 95.7% ).

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

**47** students (94%) were entered for a maths qualification with Educational Diversity.

- This is higher than 2023/24 when 87.2% of students were entered for a maths qualification but lower than 2022/23 when 98% of students were entered for an maths qualification.

**44** students (88%) achieved a recognised Maths qualification.

- This is higher than for 2023/25 when 74.4% of students gained a qualification.
- (2022/23 - 82%, 2021/22 - 94.3%).

**22** students (44% ) were awarded a GCSE grade in maths.

- This is lower than for 2023/24 when 51.3% of students gained a maths GCSE grade.
- (2022/23 - 54%, 2021/22 - 41.4%).

**43** students (86%) successfully completed a Functional Skills Maths course.

- This is higher than 2023/24 when 66.7% of students gained a FS qualification.
- (2022/23 - 78% )

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

**24** students (48% ) were entered for both English and maths GCSEs.

- This is lower than the 2023/24 when 51.3% were entered for both English and maths GCSEs.
- (2022/23 -56%, 2021/22 - 38.6%).

## 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 50 students.

### a. **Students gaining at least 1 qualification**

**47** students (92.2%) left with a recognised qualification.

- This is higher than 2023/24 when 84.6% left with a recognised qualification and 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**

**39** students (78%) gained one or more GCSE qualification or an equivalent Functional Skills Grade (level 1 or 2).

- This is higher than for 2023/24 when 64.1% of students gained 1 GCSE or equivalent pass.
- (2022/23 - 73.5%, 2021/22 - 70%)

**c. Students gaining 5 or more qualifications**

**21** students (42%) left with five or more recognised qualifications.

- This is lower than for 2023/24 when 48.7% of students left with 5 or more recognised qualifications.
- (2022/23 - 59.2%, 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.

**d. 5+ GCSE or Equivalent**

**17** students (34%) gained five or more qualifications that are either GCSE or the equivalent Functional Skills at Level 1 or Level 2.

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

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

**16** 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 slightly lower than for 2023/24 when 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.
- (2022/23 - 49%, 2021/22 - 37.1%)

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

**2** student (4%) students 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 2023/24 when 5% students left with five higher grades, either in GCSEs or Functional Skills (this included passes for both GCSE maths and FS maths).
- (2022/23 - 4%)

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

0 students successfully gained five higher grades including English and Maths (this does not include 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**

42 students (84%) achieved a recognised English Qualification.

- This is higher than for 2023/24 when 76.9% of students achieved a recognised English
- (2022/23 - 85.7%, 2021/22 - 97.1%).

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

13 students (26%) gained an English qualification at one of the higher grades, whether GCSE 4-9 or Functional Skills Level 2.

- (2023/24 -33.6%, 2022/23 - 28.6%, 2021/22 - 20%)
- 

8 students (30.7%), out of the 26 students entered for a GCSE in English, gained a qualification at the higher grades, 4-9.

- (2023/24 - 28.6%, 2022/23 - 6.1%)

#### **k. Key Subject: Any Qualification in Maths**

44 students (88%) achieved a recognised Maths qualification at GCSE or Functional Skills at their most appropriate level.

- This is higher than for 2023/25 when 74.4% of students gained a qualification.
- (2022/23 - 82%, 2021/22 - 94.3%).

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

**6** students (12%) gained a maths qualification at one of the higher grades, whether GCSE 4-9 or Functional Skills Level 2.

- (2023/24 - 12.8%, 2022/23 - 24.5%, 2021/22 - 17.1%).

**4** students (8%), out of the 24 students entered for a GCSE in Maths, gained a qualification at the higher grades, 4-9.

- 2023/24 - 10.3%, 2022/23- 30%)

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

**28** students (56%) gained a grade in both key subjects.

- 2023/24 - 53.8%, 2022/23 - 57.1%, 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.**

**3** students (6%) achieved Higher grades (GCSE 4-9 or FS level 2) in both English and maths.

- 2023/24 - 10.3%, 2022/23 - 16.3%, 2021/22 - 7.1%)

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

	2022 Results	2023 Results	2024 Results	2025 Results
Proportion of students leaving with at least 1 recognised qualification	97.1%	87.8%	84.6%	92.2%
Proportion of students leaving with at least 1 GCSE grade or equivalent	70%	73.5%	64.1%	78%
Proportion of students leaving with at least 5 GCSE grades or equivalents	21.4%	38.8%	23.1%	34%
Proportion of students leaving with a qualification in English	97.1%	85.7%	76.9%	84%
Proportion of students who were gaining a higher grade in English 4-9 or equivalent	20%	28.6%	33.6%	26%
Proportion of students leaving with a qualification in Maths	94.3%	83.7%	74.4%	88%
Proportion of students gaining a higher grade in Maths 4-9 or equivalent	17.1%	24.5%	12.8%	12%

## 6. Year on Year Trends

	2022 Results	2023 Results	2024 Results	2025 Results
Proportion of students leaving with at least <b>1 recognised qualification</b>	97%	87.8%	84.6%	92.2%

Proportion of students leaving with at least <b>1 GCSE</b> grade or equivalent	70%	73.5%	64.1%	78%
Proportion of students leaving with at least <b>5 GCSE</b> grades or equivalent	21.4%	38.8%	23.1%	34%

Proportion of students leaving with a qualification in <b>English</b>	97.1%	85.7%	76.9%	84%
Proportion of students gaining a higher grade in <b>English</b> – grades 4-9 or equivalent	20%	28.6%	33.6%	26%

Proportion of students leaving with a qualification in <b>Maths</b>	94.3%	83.7%	74.4%	88%
Proportion of students gaining a higher grade in <b>Maths</b> – grades 4-9 or equivalent	17.1%	24.5%	12.8%	12%

## 7. External Students

Educational Diversity provided a supportive examination centre for 1 student 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 1 external student sitting a total of 2 GCSEs. These students were provided with a separate room to best support their needs. The qualifications achieved by these students are not included in this report.

### Student Characteristics

Students on roll 27/06/2025

Gender

Female	28
Male	22
<b>Total</b>	<b>50</b>

Whole School Headlines	Number	Percentage
Entered for 1+ Quals (any)	48	96%
Gained 1+ Quals (Any)	47	92.2%
Gained 5+ Quals (any)	21	42%
Gained 5+ GCSE Equivalent (L1/L2)	17	34%
Entered for an English Qual	43	86%
Gained an English Qual (any)	41	84%
Gained an English Higher Grade (4+/L2)	13	26%
Entered for a maths Qual	44	88%
Gained a maths Qual (any)	44	88%
Gained a maths Higher Grade (4+/L2)	6	12%
Gained an English and a maths Higher Grade (4+/L2)	3	6%

Subject	GCSE Grade Achieved					Total Grades
	1	2	3	4	5	
English Lang.	6	6	5	4	4	25
Maths	5	9	5	3		22
Biology	2	12	7	1	1	23
Art	1	1	4	1		7
Photography	1	3	2			6
<b>Total</b>	<b>15</b>	<b>31</b>	<b>23</b>	<b>9</b>	<b>5</b>	<b>83</b>

Subject	Functional Skills Grade Achieved					Total Grades
	E1	E2	E3	L1	L2	
English		2	9	17	11	41
Maths		3	21	13	6	43
ICT			9	12		21
<b>Total</b>		<b>5</b>	<b>39</b>	<b>44</b>	<b>17</b>	<b>105</b>

[Additional Exam Data 2024/25](#)

[24/25 Targets and Results](#)