

**Educational Diversity**

**Academic Outcomes**

**Year 11 Students**

**Year: 2021/22**

**Version 1**



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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, although the number of students on roll was 115 at the beginning of the academic year, through to 180 at the end of June. The majority 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 2021/22, there were 64 learners in year 11, which subsequently increased to 70 by the end of the academic year which saw an increase of 9.4% in the year group.

Of the 70 students in year 11 (June 2022), 14 (20%) of these students joined part way through year 11, with 5 of these (7%) 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 **70** students who were on role of Educational Diversity at the end of the academic year. This includes both fully registered (58) and dual registered students (12).

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

70 students were on roll in June 2022, all were entered for recognised qualifications.

This represents 100% of the Year 11 cohort.

This is in line with previous academic years

35 (50 %) of pupils were entered for 1+ GCSEs or equivalents.

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

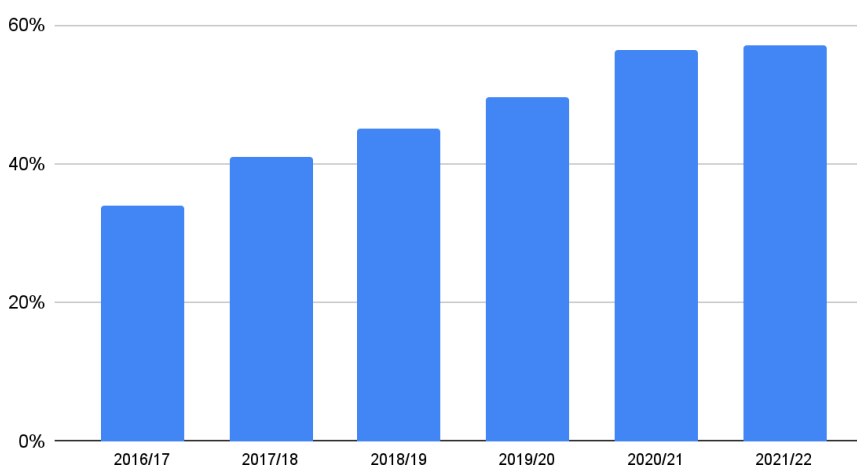
For all schools in England and Wales, 2019/20, this is 98%

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

40 (57.1%) of students were entered for five or more qualifications.

The percentage of students being entered for 5+ qualifications has continued to increase on a yearly basis. 2016/17 = 34%, 2017/18 = 41%, 2018/19 = 45% and 2019/20 = 49.5%, 2020/21 = 56.5%, 2021/22 = 57.1%

Ed Diversity Entries: At Least 5 Qualifications



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

69 students (98.6%) were entered for an English qualification. The 1 student who wasn't entered had achieved an English qualification prior to joining Educational Diversity.

68 students (97.1%) achieved a recognised English qualification.

Within these, 29 students (41.4%) were awarded a GCSE grade in English.

67 students (95.7%) successfully completed a Functional Skills English course.

There is no available comparative data for PRUs nationally.

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

70 students (100%) were entered for a maths qualification.

66 students (94.3%) achieved a recognised Maths qualification.

Of these, 29 students (41.4%) were awarded a GCSE grade in maths.

64 students (91.4%) successfully completed a Functional Skills Maths course.

15 students (21.4%) successfully completed the Edexcel Award in Number and Measure.

There is no available comparative data for PRUs nationally.

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

27 students (38.6%) were entered for both English and Maths GCSEs.

This is below 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.

### a. Students gaining at least 1 qualification

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

This means that 68 students (97.1%) left with a recognised qualification.

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

This is in line with data for the past 7 academic years.

### b. Students gaining 1 or more GCSE grades or equivalents

49 students (70%) gained one or more GCSE qualifications or an equivalent Functional Skills grade (level 1 or 2).

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

39 students (55.7%) left with five or more recognised qualifications.

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

15 students (21.4%) gained five or more qualifications that are either GCSE or the equivalent Functional Skills at Level 1 or Level 2.

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

26 students (37.1%) gained one or more qualifications at the higher grades that are either GCSE grades 4 -9 or the equivalent at Functional Skills Level 2.

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

This year, 2 students (2.8%) left with five higher grades, either in GCSEs or Functional Skills.

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

These same 2 students (2.8%) successfully gained five higher grades including English and Maths.

**h. English Baccalaureate**

No students studied subjects to qualify for the EBACC.

**i. Key Subject: Any Qualification in English**

68 students (97.1%) achieved a recognised English qualification, whether GCSE or Functional Skills at their most appropriate level.

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 29 students entered for a GCSE in English, 9 (31%) students gained an English qualification at the higher grades, 4-9.

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%

14 students (20%) gained an English qualification at one of the higher grades, whether GCSE 4-9 or Functional Skills Level 2.



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

66 students (94.3%) achieved a recognised Maths qualification, at GCSE or Functional Skills at their most appropriate level.

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 30 students entered for a GCSE in Maths, 8 students (26.7%) gained a maths qualification at the higher grades, 4-9.

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

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

12 students (17.1%) gained a Maths qualification at one of the higher grades, whether GCSE 4-9, Functional Skills Level 2 or Number & Measure Level 2.

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

37 students (52.9%) gained a grade in both key subjects.

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.**

5 students (7.1%) achieved Higher grades in both English and maths.

This is **below** 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 2019, 2020, 2021 and 2022 results

	2019 Results	2020 Results	2021 Results	2022 Results
Proportion of students leaving with at least 1 recognised qualification	99%	99%	95%	97.1%
Proportion of students leaving with at least 1 GCSE grade or equivalent	80%	72%	68%	70%
Proportion of students leaving with at least 5 GCSE grades or equivalents	35%	29%	21%	21.4%
Proportion of students leaving with a qualification in English	91%	90%	91.8%	97.1%
Proportion of students who were gaining a higher grade in English 4-9 or equivalent	25%	22%	27%	20%
Proportion of students leaving with a qualification in Maths	99%	99%	90.6%	94.3%
Proportion of students gaining a higher grade in Maths 4-9 or equivalent	30%	29%	21.4%	17.1%

## 6. Year on Year Trends

	2015 Results	2016 Results	2017 Results	2018 Results	2019 Results	2020 Results	2021 Results	2022 Results
Proportion of students leaving with at least <b>1 recognised qualification</b>	90%	97%	97%	99%	99%	99%	95%	97%

Proportion of students leaving with at least <b>1 GCSE grade or equivalent</b>	48%	48%	42%	72%	80%	72%	68%	70%
Proportion of students leaving with at least <b>5 GCSE grades or equivalents</b>	18%	24%	28%	33%	35%	29%	15.5%	21.4%

Proportion of students leaving with a qualification in <b>English</b>	92%	82%	87%	93%	91%	90%	91.8%	97.1%
Proportion of students gaining a higher grade in <b>English</b> – grades 4-9 or equivalent	11%	6%	19%	18%	25%	22%	27%	20%

Proportion of students leaving with a qualification in <b>Maths</b>	78%	96%	95%	99%	99%	99%	90.6%	94.3%
Proportion of students gaining a higher grade in <b>Maths</b> – grades 4-9 or equivalent	6%	13%	22%	24%	30%	29%	21.4%	17.1%

## 7. External Students

Educational Diversity has previously provided a supportive examination centre for those students who have 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 not required to supported any external students.

### Student Characteristics

Students on roll 24/06/22

Gender

Female	25	35.7%
Male	45	64.3%
<b>Total</b>	<b>70</b>	<b>/</b>

<b>Whole School Headlines</b>	<b>Number</b>	<b>Percentage</b>
Entered for 1+ Quals (any)	<b>70</b>	<b>100</b>
Gained 1+ Quals (Any)	<b>68</b>	<b>97.1</b>
Gained 5+ Quals (any)	<b>39</b>	<b>55.7</b>
Gained 5+ GCSE Equivalents (L1/L2)	<b>15</b>	<b>21.4</b>
Entered for an English Qual	<b>68</b>	<b>97.1</b>
Gained an English Qual (any)	<b>68</b>	<b>97.1</b>
Gained an English Higher Grade (4+/L2))	<b>14</b>	<b>20</b>
Entered for a maths Qual	<b>68</b>	<b>97.1</b>
Gained a maths Qual (any)	<b>66</b>	<b>94.3</b>
Gained a maths Higher Grade (4+/L2)	<b>12</b>	<b>17.1</b>
Gained an English and a maths Higher Grade (4+/L2)	<b>5</b>	<b>7.1</b>

Subject	GCSE Grade Achieved								Total Grades
	1	2	3	4	5	6	7	8	
English Lang.	5	9	6	5	2	/	1	1	29
English Lit	/	/	1	2	/	/	/	/	3
Maths	7	10	4	6	2	/	/	/	29
Biology	3	8	9	2	2	/	/	/	24
Art	3	1	7	5	5	1	/	/	22
Photography	1	4	4	/	/	6	/	2	17
RE	1	3	1	2	/	/	/	/	7
History	/	1	1	/	/	/	/	/	2
Chemistry	/	/	/	1	/	/	/	/	1
Physics	/	/	1	/	/	/	/	/	1
Comb Sci	/	/	1(2)	/	/	/	/	/	1(2)
Textiles	/	/	/	/	/	1	/	/	1
German	/	/	/	/	1	/	/	/	1
French	/	/	/	1	/	/	/	/	1
<b>Total</b>	<b>20</b>	<b>36</b>	<b>35</b>	<b>24</b>	<b>12</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>139 (140)</b>

Subject	Functional Skills Grade Achieved					Total
	E1	E2	E3	L1	L2	
English	1	8	19	26	12	66
Maths	/	12	26	16	9	63
ICT	/	/	13	7	6	26
<b>Total</b>	<b>1</b>	<b>20</b>	<b>58</b>	<b>49</b>	<b>27</b>	<b>155</b>