

Educational Diversity

Academic Outcomes

Year 11 Students

Year: 2018-19

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 with numbers ranging from 195 at the beginning of the academic year, through to 313 in 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 2018 / 2019, there were 74 learners in year 11, which subsequently increased to 93 by the end of the academic year – an increase of 26% in the year group.

Of the 93 in year 11, 28 (30%) of these students joined part way through year 11, with 10 of these (11%) 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 **93** students who were on the role of Educational Diversity at the end of the academic year.

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 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 2017 / 18 national data, as DfE no longer publish these statistics.

Comparative data is taken from the DfE document:

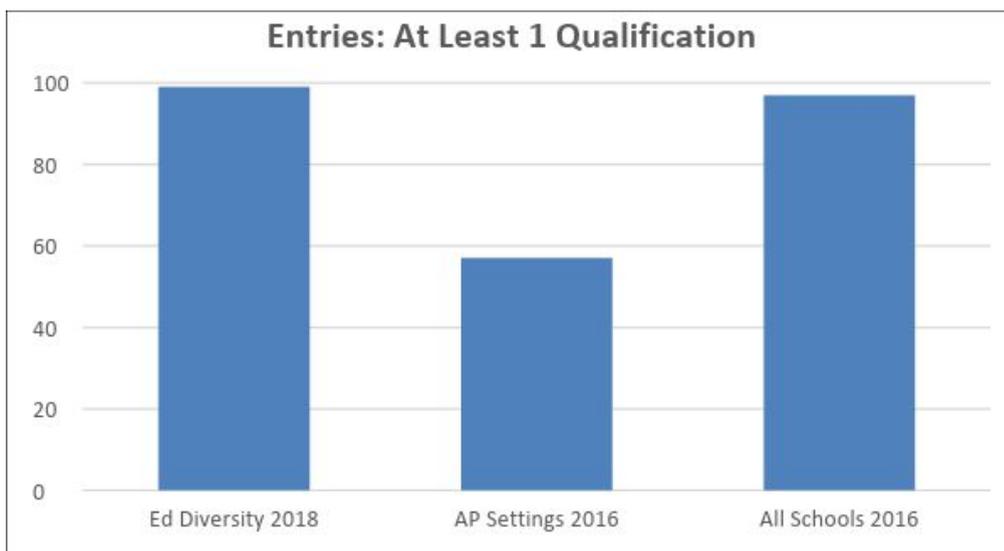
SFR01/2018: GCSE and equivalent results in England 2015/16 (Revised)

3. Measures of Engagement and Participation

a. **Students entered for at least 1 qualification**

92/93 students engaged such that they were able to be entered for examinations.

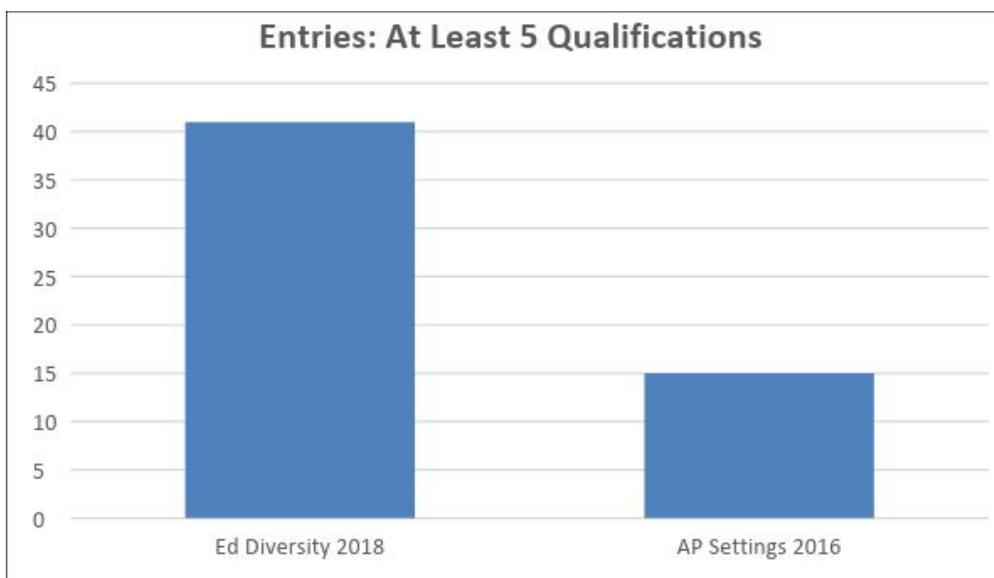
This represents 99% of the Year 11 cohort, **well above** the average for Alternative Provision settings nationally (57%), and is even **slightly above** the 2015-16 average for all schools in England and Wales (97%).



b. Students entered for 5+ Qualifications

42/93 (45%) of students were entered for five or more qualifications.

This is **well above** the historic average for Alternative Provision settings nationally (15%).



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

89 students (96%) took exams for a recognised English qualification.

Within these, 37 students (42%) sat the GCSE English exams.

83 students (88%) successfully completed a Functional Skills English course.

There are no available comparative data for PRUs nationally.

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

92 students (99%) took exams for a recognised Maths qualification.

Of these, 40 students (43%) sat the GCSE maths exams.

92 students (99%) successfully completed a Functional Skills Maths course.

38 students (41%) successfully completed the Edexcel Award in Number and Measure.

There are no available comparative data for PRUs nationally.

4. Measures of Attainment

a. Students gaining at least 1 qualification

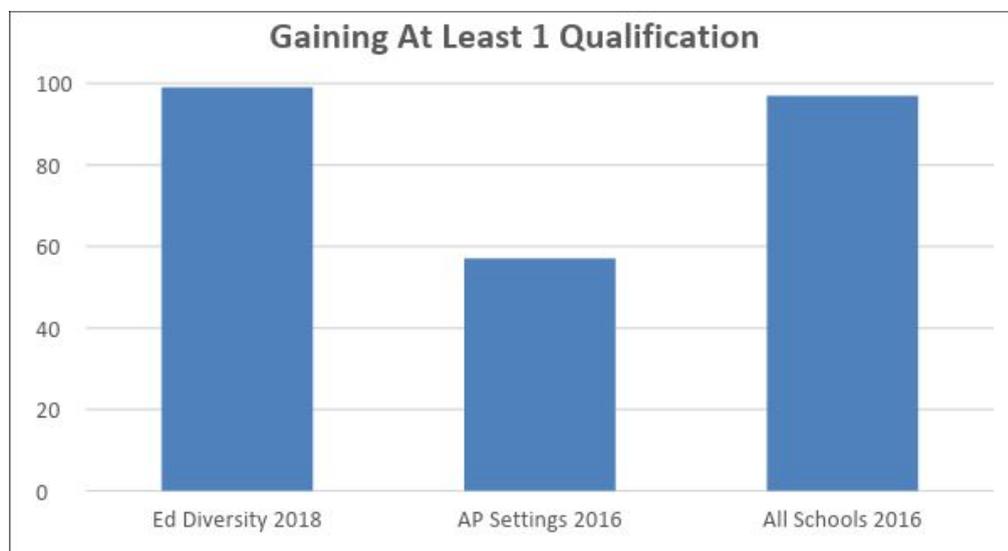
Almost every student entered for exams did gain some recognised accreditation.

This means that 92 students (99%) left with a recognised qualification.

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.

These results are **above** the results in 2016 Alternative Provision settings nationally (57%) and is in line with the All Schools average (97%).



b. Students gaining 1 or more GCSE grades or equivalents

74 students (80%) gained one or more of the reformed GCSE qualifications or an equivalent Functional Skills grade.

c. Students gaining 5 or more qualifications

46 students (49%) 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.

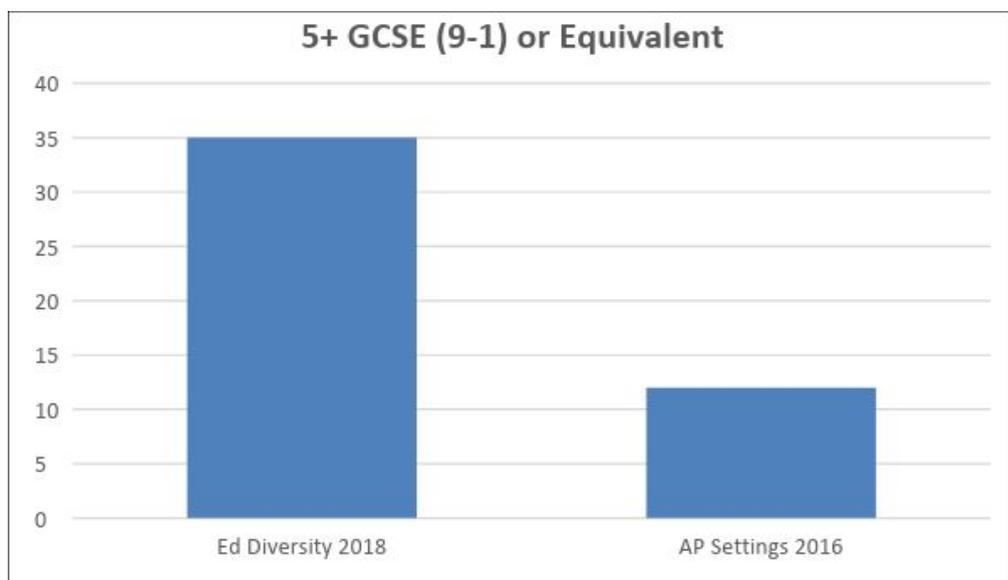
There is no readily available national comparison data for AP settings.

d. 5+ GCSE or Equivalent

33 students (35%) gained five or more qualifications that are either GCSE or the equivalent Functional Skills at Level 1 or Level 2.

This is **well above** the corresponding 2016 figure for Alternative Provision settings nationally (12%).

For all mainstream schools in England and Wales this is 91%.



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

43 students (46%) 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, 9 students (10%) left with five higher grades, either in GCSEs or Functional Skills.

This is **slightly above** the very low figures for all Alternative Provision settings nationally (1.5%).

Understandably, these fall well below the average for mainstream schools (65%).

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

These same 5 of these students (5%) successfully gained five higher grades including English and Maths.

This is a little higher than the national figures for all Alternative Provision settings (1%).

h. English Baccalaureate

No students studied subjects to qualify for the EBACC.

i. Key Subject: Any Qualification in English

85 students (91%) gained 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 32 students entered for a GCSE in English, 12 (38%) students gained an English qualification at the higher grades, 4-9. These results are well **above** the results in 2018 Alternative Provision settings nationally (12.6%)

23 students (25%) 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

92 students (99%) gained 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 40 students entered for a GCSE in Maths, 15 (38%) students gained a maths qualification at the higher grades, 4-9. These results are well **above** the results in 2018 Alternative Provision settings nationally (15%)

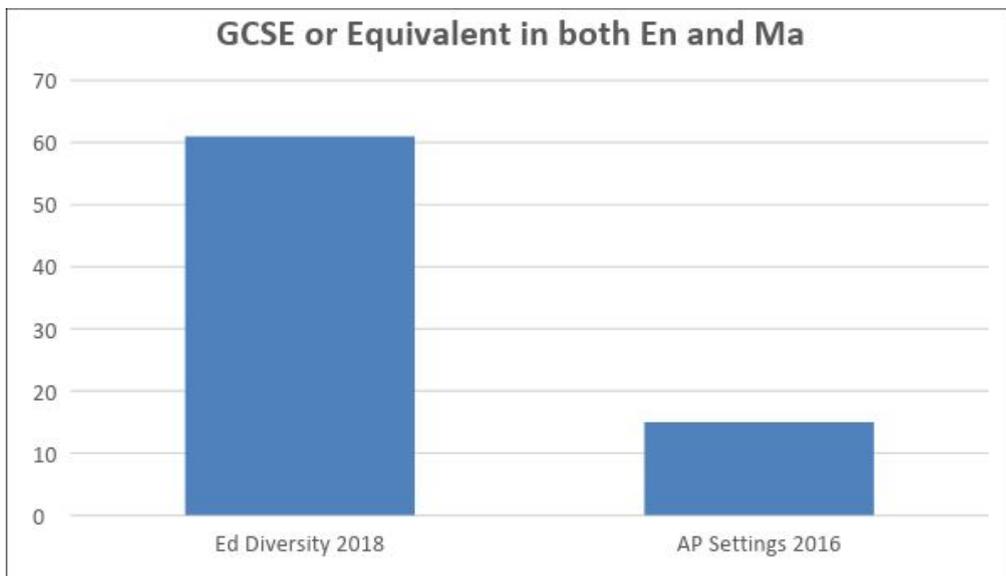
28 students (30%) gained a Maths qualification at one of the higher grades, whether GCSE 4-9, Functional Skills Level 2 or Number & Measure Level 2.

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

53 students (57%) 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.

This is **well above** the average for Alternative Provision settings nationally (19%).



5. Performance Against 2018-19 SIP Targets

	SIP 2019 Aspirational Targets	2019 Results
Proportion of students leaving with at least 1 recognised qualification	100%	99%
Proportion of students leaving with at least 1 GCSE grade or equivalent	70%	80%
Proportion of students leaving with at least 5 GCSE grades or equivalents	26%	35%
Proportion of students leaving with a qualification in English	100%	90%
Proportion of students gaining a higher grade in English – 9 - 1 or equivalent	25%	25%
Proportion of students leaving with a qualification in Maths	100%	99%
Proportion of students gaining a higher grade in Maths – 9 - 1 or equivalent	25%	30%

6. Year on Year Trends

	2015 Results	2016 Results	2017 Results	2018 Results	2019 Results
Proportion of students leaving with at least 1 recognised qualification	90%	97%	97%	99%	99%

Proportion of students leaving with at least 1 GCSE grade or equivalent	48%	48%	42%	72%	80%
Proportion of students leaving with at least 5 GCSE grades or equivalents	18%	24%	28%	33%	35%

Proportion of students leaving with a qualification in English	92%	82%	87%	93%	90%
Proportion of students gaining a higher grade in English – grades 4-9 or equivalent	11%	6%	19%	18%	25%

Proportion of students leaving with a qualification in Maths	78%	96%	95%	99%	99%
Proportion of students gaining a higher grade in Maths – grades 4-9 or equivalent	6%	13%	22%	24%	30%

7. External Students

Educational Diversity also provides 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 supported 6 external students, all of whom successfully gained qualifications.