



## Curriculum Impact 2025 – 2026

| Accreditation Summary   |            |
|-------------------------|------------|
| GCSE                    | 68         |
| Functional Skills       | 144        |
| BTEC                    | 30         |
| Trade                   | 19         |
| ASDAN                   | 208        |
| <b>2025 -2026 Total</b> | <b>470</b> |
| 2024 -2025 Total        | 381        |
| 2023 -2024 Total        | 310        |
| 2022-2023 Total         | 260        |
| 2021 -2022 Total        | 246        |
| 2020 -2021 Total        | 156        |
| 2019 -2020 Total        | 145        |
| 2018 -2019 Total        | 126        |

| Accreditation Summary by site |     |
|-------------------------------|-----|
| Works                         | 287 |
| Hub                           | 159 |
| Gallery                       | 24  |

| Year              | Total<br>Accreditations | GCSE | Functional<br>Skills | BTEC | ASDAN | Trade |
|-------------------|-------------------------|------|----------------------|------|-------|-------|
| 25-26             | 470                     | 68   | 145                  | 30   | 208   | 19    |
| 24-25             | 381                     | 56   | 150                  | 22   | 112   | 41    |
| 23-24             | 310                     | 45   | 99                   | 21   | 108   | 37    |
| 22-23             | 260                     | 44   | 157                  | 12   | 8     | 39    |
| 21-22             | 246                     | 38   | 102                  | 19   | 28    | 59    |
| 20-21             | 156                     | 27   | 50                   | 23   | 29    | 27    |
| 19-20             | 145                     | 37   | 45                   | 26   | 0     | 37    |
| 18-19             | 126                     | 28   | 47                   | 26   | 0     | 25    |
| % Change 25 to 26 | 23%                     | 21%  | -3%                  | 36%  | 86%   | -53%  |

## English

| Accreditation                   | No of Accreditations Achieved |
|---------------------------------|-------------------------------|
| GCSE English Literature Grade 3 | 2                             |
| GCSE English Language Grade 3   | 6                             |
| GCSE English Literature Grade 2 | 4                             |
| GCSE English Language Grade 2   | 6                             |
| GCSE English Literature Grade 1 | 5                             |
| GCSE English Language Grade 1   | 20                            |
| 2025 – 26 Total                 | 43                            |
| 2024 – 25 Total                 | 36                            |

| Accreditation                     | No of Accreditations Achieved |
|-----------------------------------|-------------------------------|
| Functional Skills English Level 2 | 11                            |
| Functional Skills English level 1 | 11                            |
| Functional Skills English Entry 3 | 10                            |
| Functional Skills English Entry 2 | 8                             |
| Functional Skills English Entry 1 | 41                            |
| 2025 – 26 Total                   | 81                            |
| 2024 – 25 Total                   | 64                            |

## Maths

| Accreditation      | No of Accreditations Achieved |
|--------------------|-------------------------------|
| GCSE Maths Grade 4 | 1                             |
| GCSE Maths Grade 3 | 4                             |
| GCSE Maths Grade 2 | 3                             |
| GCSE Maths Grade 1 | 17                            |
| 2025 – 26 Total    | 25                            |
| 2024 – 25 Total    | 21                            |

| Accreditation                   | No of Accreditations Achieved |
|---------------------------------|-------------------------------|
| Functional Skills Maths Level 2 | 2                             |
| Functional Skills Maths Level 1 | 9                             |
| Functional Skills Maths Entry 3 | 12                            |
| Functional Skills Maths Entry 2 | 12                            |
| Functional Skills Maths Entry 1 | 29                            |

|                 |    |
|-----------------|----|
| 2025 – 26 Total | 64 |
| 2024 – 25 Total | 69 |

## Science

| Accreditation                | No of<br>Accreditations<br>Achieved |
|------------------------------|-------------------------------------|
| BTEC Level 1 Applied Science | 15                                  |
| ASDAN Short Course Science   | 16                                  |
| 2025 – 26 Total              | 31                                  |
| 2024 – 25 Total              | 39                                  |

## Physical Education

| Accreditation                         | No of<br>Accreditations<br>Achieved |
|---------------------------------------|-------------------------------------|
| BTEC Level 2 Introductory Sport Award | 1                                   |
| BTEC Level 1 Introductory Sport Award | 7                                   |
| ASDAN Short Course PE                 | 37                                  |
| 2025 – 26 Total                       | 45                                  |
| 2024 – 25 Total                       | 10                                  |

## Catering

| Accreditation                                       | No of<br>Accreditations<br>Achieved |
|-----------------------------------------------------|-------------------------------------|
| AIM Level 1 Hospitality and Catering Certificate    | 1                                   |
| AIM Level 1 Hospitality and Catering Award          | 1                                   |
| AIM Entry 3 Hospitality and Catering Certificate    | 4                                   |
| AIM Entry 3 Hospitality and Catering Extended Award | 3                                   |
| ASDAN Catering short course                         | 11                                  |
| 2025 – 26 Total                                     | 20                                  |
| 2024 – 25 Total                                     | 20                                  |

## Art and Design

| Accreditation                           | No of<br>Accreditations<br>Achieved |
|-----------------------------------------|-------------------------------------|
| BTEC Level 2 Art and Design Award       | 1                                   |
| BTEC Level 1 Art and Design Award       | 5                                   |
| BTEC Level 1 Art and Design Certificate | 1                                   |

|                 |   |
|-----------------|---|
| 2025 – 26 Total | 7 |
| 2024 – 25 Total | 6 |

## Motor Vehicle

| Accreditation                             | No of Accreditations Achieved |
|-------------------------------------------|-------------------------------|
| Level 2 Motor Vehicle Studies Award       | 1                             |
| Level 1 Motor Vehicle Studies Certificate | 1                             |
| Entry 3 Motor Vehicle Studies Certificate | 1                             |
| Entry 3 Motor Vehicle Studies Award       | 7                             |
| 2025 - 26 Total                           | 10                            |
| 2024 – 25 Total                           | 9                             |

## ASDAN

| Accreditation                                  | No of Accreditations Achieved |
|------------------------------------------------|-------------------------------|
| ASDAN Computing                                | 38                            |
| ASDAN Football                                 | 4                             |
| ASDAN Careers and Work Experience Short Course | 17                            |
| ASDAN Uniformed services                       | 7                             |
| ASDAN ITT Short Course                         | 6                             |
| ASDAN animal care Short Course                 | 4                             |
| ASDAN Adventure Short Course (ODE)             | 16                            |
| ASDAN Activities (PD)                          | 31                            |
| ASDAN Living Independently Short Course        | 13                            |
| ASDAN Vocational taster (DT)                   | 9                             |
| 2025 – 26 Total                                | 145                           |
| 2024 – 25 Total                                | 123                           |

## Curriculum Impact Overview 2025–2026

*The 2025–2026 academic year has demonstrated a significant and sustained positive impact from the curriculum, with a substantial increase in the number of recognised accreditations achieved by learners. A total of 470 accreditations were achieved across the curriculum, representing an increase of 89 accreditations (23.4%) compared with 2024–2025, when 381 were achieved. This continues a strong upward trajectory from 310 in 2023–2024, 260 in 2022–2023 and 246 in 2021–2022. Overall, accreditation outcomes have increased from 126 in 2018–2019 to 470 in 2025–2026, representing an increase of 344 accreditations (273%) over the period.*

*The breadth of accreditation demonstrates the effectiveness of a curriculum that provides learners with multiple pathways to success. Provision spans GCSEs, Functional Skills, BTEC, vocational and trade qualifications, alongside ASDAN short courses. This range enables learners to work towards meaningful qualifications that reflect their individual starting points, abilities, interests and future aspirations.*

### **English**

*English outcomes have strengthened considerably during 2025–2026. 43 GCSE English accreditations were achieved, compared with 36 in 2024–2025, an increase of 19.4%. A further 81 Functional Skills English accreditations were achieved, compared with 64 the previous year, representing an increase of 26.6%.*

*The outcomes demonstrate that learners are making progress across a broad range of levels, from Entry Level 1 through to Functional Skills Level 2 and GCSE. The 124 English accreditations achieved this year reflect the curriculum's ability to support learners at different starting points while providing appropriate opportunities for progression. The increase in GCSE and Functional Skills outcomes indicates improved engagement with literacy and a growing number of learners successfully securing nationally recognised qualifications.*

### **Maths**

*In Maths, 25 GCSE accreditations were achieved in 2025–2026, compared with 21 in the previous year, representing an increase of 19.0%. Functional Skills Maths outcomes totalled 64, compared with 69 in 2024–2025.*

*Although Functional Skills Maths outcomes have reduced slightly, the overall number of Maths accreditations remained strong at 89. The increase in GCSE outcomes is particularly positive and demonstrates that learners are being supported to progress towards higher-level qualifications. The continued achievement across Entry Levels 1–3, Levels 1 and 2, and GCSE illustrates a flexible curriculum that responds to learners' differing needs and supports progression from their individual starting points.*

### **Science**

*Science provision resulted in 31 accreditations, comprising 15 BTEC Level 1 Applied Science qualifications and 16 ASDAN Science short courses. While this represents a reduction from 39 in 2024–2025, the curriculum continues to provide accessible and relevant science pathways for learners.*

*The combination of vocational and short-course accreditation provides opportunities for learners to develop scientific knowledge, practical skills and confidence while working towards recognised outcomes. The BTEC provision also provides a valuable progression route for learners who are suited to vocational rather than purely examination-based learning.*

## **Physical Education**

*Physical Education has experienced one of the most significant areas of growth. 45 accreditations were achieved in 2025–2026, compared with just 10 in 2024–2025. This represents an increase of 350%.*

*The outcomes include BTEC Sport awards alongside 37 ASDAN PE short courses. This significant increase demonstrates the positive impact of broadening PE accreditation opportunities and providing learners with accessible pathways that recognise participation, development and achievement. The provision supports not only physical development but also teamwork, resilience, communication, commitment and personal development.*

## **Catering**

*Catering maintained a consistent level of achievement, with 20 accreditations achieved in both 2025–2026 and 2024–2025.*

*The provision offers a range of AIM Hospitality and Catering qualifications alongside an ASDAN Catering short course. This provides learners with opportunities to develop practical vocational skills, independence, organisation, food preparation and employability skills. Maintaining the same level of accreditation demonstrates the continued relevance and effectiveness of catering as a vocational pathway.*

## **Art and Design**

*Art and Design outcomes increased from 6 accreditations in 2024–2025 to 7 in 2025–2026. Learners achieved BTEC Level 1 and Level 2 awards and a Level 1 Certificate.*

*The curriculum provides learners with opportunities to develop creativity, practical skills, confidence and the ability to communicate ideas through a range of media. The Level 2 achievement is particularly positive as it demonstrates progression to a higher level of vocational study.*

## **Motor Vehicle**

*Motor Vehicle Studies achieved 10 accreditations, compared with 9 in 2024–2025. Learners achieved qualifications ranging from Entry Level 3 through to Level 2.*

*The curriculum provides a clear vocational pathway, allowing learners to develop practical skills alongside knowledge and understanding of the motor vehicle sector. The range of awards and certificates demonstrates that learners are being appropriately challenged according to their individual levels of ability and progression.*

## **ASDAN and Personal Development**

*ASDAN remains a significant strength within the curriculum, with 145 accreditations achieved in 2025–2026, compared with 123 in 2024–2025. This represents an increase of 22 accreditations (17.9%).*

*The range of ASDAN provision is particularly significant, encompassing Computing, Football, Careers and Work Experience, Uniformed Services, ITT, Animal Care, Adventure/ODE, Personal Development, Living Independently and Vocational Taster courses.*

*These outcomes demonstrate that the curriculum extends beyond academic attainment and provides learners with opportunities to develop essential life, employability and personal development skills. The strong growth in ASDAN achievement reflects the value of personalised and experiential learning, particularly for learners who may benefit from alternative or practical approaches to accreditation.*

### **Overall Curriculum Impact**

*The 2025–2026 outcomes demonstrate a curriculum that is broad, inclusive, personalised and increasingly successful in securing recognised outcomes for learners. The achievement of 470 accreditations represents the highest total recorded across the data provided and continues a clear year-on-year upward trajectory.*

#### *Particularly strong areas of impact include:*

*A 23.4% increase in total accreditations compared with 2024–2025.*

*A 273% increase in total accreditations since 2018–2019.*

*Increased GCSE English outcomes from 36 to 43.*

*Increased Functional Skills English outcomes from 64 to 81.*

*Increased GCSE Maths outcomes from 21 to 25.*

*Significant growth in PE accreditation, from 10 to 45.*

*Increased ASDAN accreditation from 123 to 145.*

*Continued strong vocational outcomes across Catering, Art and Design and Motor Vehicle Studies.*

*A broad range of accreditation pathways enabling learners to achieve at Entry Level, Level 1, Level 2 and GCSE.*

*The data indicates that the curriculum is having a meaningful impact on learner achievement by providing multiple routes to accreditation and progression. The combination of academic, functional, vocational and personal development programmes ensures that learners can experience success in areas aligned with their needs, strengths and future goals.*

*The continued rise in overall accreditation numbers is evidence of increasing participation, engagement and successful completion across the curriculum. Importantly, achievement is not concentrated within one subject area; learners are gaining recognition across academic subjects, vocational specialisms, practical learning and personal development.*

### ***Priorities for Further Development***

*The 2025–2026 outcomes also identify opportunities for continued improvement. Particular focus should be given to maintaining the strong progress in English and GCSE Maths while reviewing the slight reduction in Functional Skills Maths and Science outcomes. Curriculum leaders should continue to evaluate entry points, learner progress and accreditation pathways to ensure that provision remains appropriately challenging and responsive.*

*The significant success in PE and ASDAN provides opportunities to identify and share effective practice across other curriculum areas. Further development should also focus on strengthening progression from Entry Level and Level 1 programmes into higher-level qualifications wherever appropriate, while retaining accessible accreditation routes for learners who require them.*

*Overall, the 2025–2026 data provides strong evidence that the curriculum is improving outcomes, broadening opportunities and enabling an increasing number of learners to gain meaningful and nationally recognised achievements. The sustained growth in accreditation over recent years demonstrates the positive impact of a flexible curriculum designed around individual learner needs and progression.*