

Swanwick School and Sports College
Standards Document on KS4 Qualifications.
2025 – 2026

Context:

At Swanwick School and Sports College (SSSC) our ethos is to give pupils the opportunity to succeed and achieve through a tailored and personalised curriculum for all pupils. At SSSC we offer a wide variety of qualifications through Nationally recognised examinations including; GCSEs, Functional Skills, OCR and AQA Entry Levels, King's Trust units, ASDAN Lifeskills Challenges and the Sports Leadership Award. The curriculum utilises both our Teacher's and Teaching Assistant's staff knowledge and transferable skills. This enhances the pupil's learning both academically and their holistic wellbeing. Our wide breath of qualifications ensures that relevant and aspirational qualifications are available to all of our pupils in both the Nurture and Cognition Pathways, so that they all can achieve.

Results:

- In total GCSEs were offered in six subjects, with the opportunity for pupils to gain seven GCSEs.
- A total of 47 GCSEs were achieved, 38% were Grade 3 or above.
- All pupils taking GCSE English Language at least achieved a 'Pass' in Speaking and Listening
- Five Entry Level Certificate qualifications were offered.
- A total of 73 Entry Level Certificates were achieved, 44% were at Entry Level 3.
- Three Functional Skills qualifications were offered.
- 52 Functional Skills Certificates were achieved, 40% were at Entry Level 3 or above.
- Three pupils achieved The Young Leader Award.
- Five pupils achieved The Sports Leadership Award.
- A total of 288 ASDAN Life Skills Challenge Certificates were achieved over 53 different Challenges
- A total of 25 King's Trust portfolios were achieved.

GCSEs

	OCR Maths (13 pupils)	AQA English Language (7 pupils)	AQA Science: Double Award (9 pupils)	AQA Geography (4 pupils)	Pearson's Edexcel History (2 pupils)	AQA Art & Design (Fine Art) (3 pupils)
Grade 6						
Grade 5						2
Grade 4	1		1 (Grade 4-4)			
Grade 3	1	5	3 (Grade 3-2)			1
Grade 2	4	2	2 (Grade 2-2) 1 (Grade 2-1)	1	2	
Grade 1	7		2 (Grade 1-1)	3		
Ungraded						

	AQA English Spoken Language
Distinction	0
Merit	3
Pass	4

Entry Level Certificate

	Maths (23 pupils)	English (27 pupils)	Geography (9 pupils)	History (pupils)	PE (10 pupils)
Entry 3	6	10	6	6	4
Entry 2	8	13	2	2	5
Entry 1	8	3	0	0	0
U	1	1	1	1	1

Functional Skills

	Maths (28 pupils)	English (26 pupils)	Digital Skills (7)
Level 2		1	
Level 1	1	1	0
Entry 3	10	5	3
Entry 2	3	5	0
Entry 1	12	11	0

ASDAN Lifeskills Challenges

	Number of Challenges	Portfolios
WTE1	10	20
Entry Level 1	14	121
Entry Level 2	10	43
Entry Level 3	11	80
Level 1	7	22
Level 2	1	2
TOTAL	53	288

King's Trust

	Entry Level 3	Level 1
Number of Units achieved	3	2
Number of portfolios	21	4

Judgments:

- There was an increase in both the number of GCSE qualifications achieved and the proportion of GCSE grades at Grade 3 and above, demonstrating improved attainment across the school's academic pathways.
- A significant strength is that 100% of pupils entered for GCSE qualifications achieved at least a Grade 1, ensuring that every pupil gained a recognised qualification outcome.
- Pupils accessed a broad GCSE curriculum across six subject areas, with opportunities to achieve up to seven GCSE qualifications, reflecting the school's commitment to maintaining high aspirations for learners with SEND.
- English Language outcomes were particularly positive, with all pupils securing a pass or above in the Spoken Language component, demonstrating the effectiveness of communication and oracy development across the curriculum.
- The school achieved a substantial number of Entry Level qualifications, with 73 certificates awarded across five subject areas, demonstrating strong accreditation opportunities for pupils working below GCSE level.
- There was an increase in the overall number of Entry Level qualifications achieved compared with previous years, reflecting improved curriculum engagement and completion rates.
- Outcomes in English and Mathematics showed an increase in pupils achieving Entry Level 2 and above.
- History outcomes were particularly encouraging, with an increase in pupils achieving Entry Level 2 or above.
- Nearly half of all Entry Level qualifications were achieved at Entry Level 3, demonstrating that many pupils are being supported to achieve the highest available Entry Level standard.
- The achievement of Level 1 and Level 2 qualifications in English and Mathematics demonstrates that some pupils are successfully progressing beyond Entry Level pathways.
- The school's commitment to preparing pupils for adulthood is reflected in the breadth of wider accreditation achieved.
- Pupils achieved 288 ASDAN Life Skills Challenge Certificates across 53 separate challenge areas, demonstrating extensive engagement in developing independence, employability and life skills.
- The number of ASDAN portfolios completed increased by 100%, representing a significant improvement in accreditation outcomes and pupil engagement.
- The range of ASDAN challenges achieved highlights a personalised curriculum that allows pupils to experience success across a wide variety of practical and vocational areas.
- Leadership opportunities continue to grow, with pupils achieving both Sports Leadership and Young Leader Awards, helping to develop confidence, responsibility and preparation for future pathways.

Summary:

Overall, examination outcomes demonstrate continued improvement across the school. Pupils successfully accessed a broad range of qualifications aligned to their individual needs and aspirations, with increases seen in GCSE attainment, Entry Level outcomes and wider accreditation. There has been an increase in the proportion of GCSE grades at Grade 3 and above, improvements in Entry Level English, Mathematics and History outcomes, and a 100% increase in ASDAN portfolio completion. These outcomes reflect the school's commitment to maintaining high expectations, providing personalised learning pathways and ensuring pupils leave with meaningful qualifications that support their next steps in education, employment and independent living.