



Education My Life Matters 'Success for Everyone'

Performance Data and Learner Outcomes

Our approach to performance and progress

At EMLM, learner outcomes are considered in the context of each learner's starting point, previous educational experience, attendance, engagement and individual needs.

Many learners join following disruption to their education and may require support to rebuild confidence, establish consistent routines and re-engage with formal learning and assessment.

We therefore consider academic qualifications alongside wider indicators of progress, including attendance, engagement, readiness for assessment and preparation for the next stage of education, training or employment. The information below provides a transparent overview of qualifications achieved in recent academic years.

At a glance: what the data tells us

- Learners have achieved Functional Skills and vocational qualifications despite, in some cases, significant disruption to prior education.
- Improved attendance and engagement have been important indicators of progress alongside qualification outcomes.
- Small cohort sizes mean that individual learner circumstances can have a substantial effect on headline figures; outcomes are therefore interpreted alongside starting points and cohort context.

How we use performance information

Performance information is used to review learners' progress from their individual starting points, identify barriers to achievement, and inform teaching, intervention and preparation for assessment. Academic outcomes are considered alongside attendance, engagement and wider progress, enabling leaders to evaluate the impact of provision for learners who may have experienced significant disruption to their education.

Given the small size of our cohorts, performance information is interpreted carefully and within the context of individual learners' starting points and circumstances. Published information is presented in a way that protects learners' privacy while providing parents, carers, commissioners and other stakeholders with a clear and proportionate picture of learner achievement and progress.

2025-2026

Qualification / Assessment	Outcome	Awarding Organisation
Functional Skills - Maths	Level 2 - Pass	Open Awards
Functional Skills - Maths	Level 1 - Pass	Open Awards
Functional Skills - Reading	Level 1 - Pass	Open Awards
Functional Skills - Writing	2 x Level 1 - Pass	Open Awards
Functional Skills – Speaking, Listening & Communicating (SLC)	2 x Level 1 - Pass	Open Awards
Functional Skills - Maths	2 x Entry Level 3 - Pass	Open Awards
Functional Skills - Reading	2 x Entry Level 3 - Pass	Open Awards
Functional Skills - Writing	Entry Level 3 - Pass	Open Awards
Functional Skills – Speaking, Listening & Communicating (SLC)	3 x Entry Level 3 - Pass	Open Awards



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Qualification / Assessment	Outcome	Awarding Organisation
GCSE - Maths	2 x Grade 3	Pearson Edexcel
GCSE – English Language	1x Grade 3	Pearson Edexcel
GCSE - Spoken Language	1x Pass	Pearson Edexcel

Cohort context and progress

Across the 2025–2026 academic year, the Year 11 cohort comprised nine learners. Six of the nine learners progressed to completing Functional Skills examinations, with two also taking the significant step of sitting GCSE examinations. Engagement with GCSE-level assessment reflected increased confidence, ambition and readiness to undertake greater academic challenge.

The outcomes should be considered within the context of a cohort with complex and varied starting points. Of the three learners who did not progress to Functional Skills examinations, one moved into secure accommodation, one relocated to a different area and one experienced significant barriers to attendance associated with emotionally based school avoidance (EBSA). The cohort also included one learner who enrolled shortly before the October half-term and another who joined at the end of April, substantially reducing the time available for engagement and preparation.

For a number of learners, reaching the assessment stage was itself a significant outcome. Starting points included extended periods out of education, in some cases exceeding three years, emotionally based barriers to attendance, low levels of self-belief, and social, emotional and mental health needs. Progress towards formal assessment demonstrated increased readiness to learn, greater confidence and an improved capacity to engage with formal assessment. This was also evident through learners' participation in SLC and Spoken Language assessments.

Attendance and engagement

Attendance outcomes demonstrated clear improvements for individual Year 11 learners when compared with their previous placements. Examples included increases from 0% to 57%, 0% to 85%, 65% to 71% and 82% to 97%.

These improvements demonstrate that learners were accessing education more consistently, sustaining engagement more effectively and developing greater stability in their learning routines. For learners whose previous experiences included prolonged absence or significant barriers to attendance, these gains represent an important measure of progress alongside academic outcomes.

2024-2025

Qualification / Assessment	Outcome	Awarding Organisation
Functional Skills - Maths	Level 1 - Pass	Open Awards
Functional Skills - Reading	Level 1 - Pass	Open Awards
Functional Skills - Speaking & Listening	Level 1 - Pass	Open Awards

Cohort context and progress

Eight Year 11 learners sat a range of Functional Skills assessments during 2024-2025. Four joined EMLM at the beginning of the academic year. The cohort included learners who had experienced extended periods



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out of formal education, disrupted attendance and punctuality, low confidence and limited previous experience of formal examinations.

Attendance and engagement

Several Year 11 learners made substantial improvements in attendance compared with their previous placements. Examples included increases from 0% to 60%, 5% to 52%, and 82% to 97%. These figures provide additional context for the progress made by the cohort and demonstrate improved engagement and consistency for individual learners.

2023-2024

Qualification / Assessment	Outcome	Awarding Organisation
Functional Skills - Maths	Level 1 Pass	Open Awards
Functional Skills - Reading	Level 1 Pass	Open Awards
Functional Skills - Writing	Level 1 Pass	Open Awards
Functional Skills - Speaking & Listening	Level 1 Pass	Open Awards
Induction to Hair and Beauty	Level 1 Pass	NVQ

Learners achieved qualifications across Functional Skills and vocational learning. Outcomes should be viewed in the context of individual starting points, including learners who joined EMLM part-way through the academic year and learners who had previously experienced low engagement with formal qualifications.