



## **William Morris School Qualification Analysis 2025-2026**

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## Qualifications at William Morris School

At William Morris School, we are committed to ensuring that every pupil is provided with the opportunity to achieve their full potential and develop the skills, knowledge, and confidence required to succeed in adult life. Through a carefully planned curriculum and a progressive approach to fostering independence, we provide access to a broad range of nationally recognised qualifications that support pupils in achieving meaningful outcomes.

We believe that all achievements should be recognised, valued, and celebrated. Qualifications awarded by accredited examination boards and awarding organisations provide an externally validated measure of pupils' accomplishments and serve as an important means of recognising their hard work and progress. Achieving qualifications can have a significant positive impact on pupils by:

- **Enhancing confidence and self-esteem**, providing pupils with tangible evidence of their success.
- **Increasing motivation and engagement**, encouraging continued participation in learning.
- **Recognising progress and achievement**, demonstrating that key learning objectives have been met.
- **Validating knowledge, skills, and understanding**, through nationally recognised accreditation.
- **Supporting future progression**, including access to further education, training, employment, and wider community opportunities.

### Personalised Learning and Accreditation Pathways

We encourage all pupils to work towards qualifications that support their future aspirations and provide appropriate next steps in education, training, employment, or independent living. Our curriculum is designed to be flexible, inclusive, and responsive to individual needs, ensuring that every pupil has access to learning opportunities that are appropriately challenging and meaningful.

Pupil progress is carefully monitored through the use of specialist assessment systems, including B Squared and Connecting Steps, alongside robust teacher assessment and

subject-specific tracking processes. This enables staff to identify progress accurately, inform curriculum planning, and ensure that pupils remain on pathways that reflect their individual strengths and needs.

Equally important is the selection of appropriate qualification routes. Decisions regarding examination entries are made on an individual basis, taking account of each pupil's academic profile, learning needs, aspirations, and ability to access different forms of assessment. As a result, pupils may work towards qualifications ranging from Entry Level Certificates through to GCSEs and A Levels, as well as Functional Skills, ASDAN programmes, and BTEC qualifications.

This personalised approach ensures that every pupil's educational journey is appropriately recognised and accredited, while promoting ambition, achievement, and successful progression beyond school.

Our aim is not simply for pupils to collect qualifications, but to achieve meaningful accreditation that evidences genuine progress, celebrates personal success, and prepares them effectively for the next stage of their lives.

#### Qualifications Offered at William Morris School

William Morris School currently offers a range of nationally recognised qualifications, including:

- GCSEs (General Certificate of Secondary Education)
- Entry Level Certificates (ELC)
- ASDAN Awards
- A Levels
- Functional Skills Qualifications (Entry Level, Level 1 and Level 2)
- BTEC Qualifications

#### Understanding the Qualifications

##### GCSE

GCSE qualifications are delivered through established examination boards AQA and Pearson Edexcel. These awarding organisations provide a broad range of courses and assessment methods, enabling the school to select pathways that best meet pupils' individual needs and strengths.

Qualification decisions are made on a personalised basis, ensuring that each pupil is entered for courses that provide an appropriate level of challenge while maximising opportunities for success. Where appropriate, pupils may undertake alternative GCSE pathways, including shorter-course qualifications.

### ELC

Entry Level Certificates provide accessible and meaningful accreditation for pupils who may find the demands of GCSE examinations particularly challenging. These qualifications enable pupils to demonstrate their knowledge, skills, and understanding through a combination of classroom-based assessment and externally accredited outcomes.

The awarding organisation selected may vary in order to ensure that qualifications remain well matched to the needs of individual learners and current curriculum provision.

### Functional Skills

Functional Skills qualifications develop essential literacy, numeracy, and digital competencies that are vital for everyday living, future learning, and employment. Available from Entry Level through to Level 2, these qualifications provide practical and relevant learning opportunities that support pupils' preparation for adulthood.

### BTEC

BTEC qualifications are offered across Key Stages 4 and 5 and provide vocationally focused learning pathways that combine practical skill development with subject-specific knowledge. These qualifications often offer an alternative approach to assessment, enabling pupils to demonstrate achievement through coursework, project work, and practical activities alongside, or instead of, traditional examinations.

The school's vocational offer is reviewed regularly to ensure it remains aligned with qualification reforms, pupil interests, and future employment opportunities.

### ASDAN

ASDAN programmes are available to pupils in Key Stages 4 and 5 and focus on the development of employability, independence, personal, and social skills. These nationally recognised qualifications support pupils in preparing for adult life while providing opportunities to achieve meaningful accreditation within a broad range of practical contexts.

## A Level

Where appropriate, A Level qualifications provide opportunities for pupils to undertake advanced academic study in preparation for higher education, employment, or specialist vocational pathways. Information regarding A Level provision is considered on an individual basis and reflects pupils' specific aspirations, abilities, and progression routes.

## Qualification Analysis 2025-2026

### GCSE Analysis 2025-2026

| Subject                  | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U | X | Total Grades Attained | % 1-9 grades | % 4-9 grades |
|--------------------------|---|---|---|---|---|---|---|---|---|---|---|-----------------------|--------------|--------------|
| English Language         |   |   |   |   |   |   | 3 |   |   |   |   | 3                     | 100          | 0            |
| Mathematics              |   |   |   |   |   |   | 3 |   |   |   |   | 3                     | 100          | 0            |
| Business                 |   |   |   |   |   | 1 |   |   |   |   |   | 1                     | 100          | 100          |
| Citizenship Studies      |   |   |   |   | 1 |   |   | 1 | 1 |   |   | 3                     | 100          | 33           |
| Art and Design: Fine Art |   |   |   | 1 |   |   |   |   |   |   |   | 1                     | 100          | 100          |
| Computer Science         |   |   |   |   | 1 |   |   |   | 1 |   |   | 2                     | 100          | 50           |
| Music                    |   |   |   |   |   |   |   | 1 |   |   |   | 1                     | 100          | 0            |
| <b>Summary</b>           |   |   |   | 1 | 2 | 1 | 6 | 2 | 2 | 0 | 0 | 14                    | 100          | 29           |

### Double GCSE Grade Analysis 2025-2026

| Subject          | 9 | 8 | 7 | 6 | 5 | 4 | 4-3 | 3 | 2 | 1 | U | X | Total Grades Attained | % 1-9 grades | % 4-9 grades |
|------------------|---|---|---|---|---|---|-----|---|---|---|---|---|-----------------------|--------------|--------------|
| Combined Science |   |   |   |   |   |   | 2   |   |   |   |   |   | 2                     | 100          | 50%          |
| Summary          |   |   |   |   |   |   | 2   |   |   |   |   |   | 2                     | 100%         | 50%          |

### BTEC Vocational Qualifications Analysis 2025-2026

| Subject                | BTEC Level 2 | U | X | Total Grades Attained | Level 2 Passing Grade Rate |
|------------------------|--------------|---|---|-----------------------|----------------------------|
| Home Cooking Skills    | 3            |   |   | 3                     | 100%                       |
| Health and Social Care | 3            |   |   | 1                     | 100%                       |
| Summary                | 2            |   |   | 2                     | 100%                       |

### Executive Summary 2025-2026

The 2025-2026 qualification outcomes at William Morris School reflect the school's continued commitment to providing personalised, ambitious, and meaningful pathways for all pupils. Through a carefully tailored curriculum and a diverse range of accredited qualifications, pupils have been supported to achieve outcomes that recognise their individual strengths, celebrate their progress, and prepare them for their next stage of education, training, or employment.

This year, pupils achieved qualifications across GCSE, Combined Science GCSE, and vocational BTEC programmes. The breadth of qualifications undertaken demonstrates the school's inclusive approach to accreditation, ensuring that pupils are able to access qualifications that are both appropriate and challenging.

Key outcomes for 2025-2026 include:

- **100% GCSE attainment rate**, with all GCSE entries resulting in an awarded grade.
- **29% of GCSE grades achieved at Grade 4 or above**, demonstrating successful achievement of standard pass grades across a range of subjects.
- Successful GCSE outcomes in **Business Studies, Art and Design, Citizenship Studies, Computer Science, English Language, Mathematics and Music**.

- **100% attainment in Combined Science GCSE**, with all candidates achieving a recognised qualification.
- **100% pass rate in BTEC Level 2 qualifications**, including Home Cooking Skills and Health and Social Care.
- Strong participation in both academic and vocational pathways, enabling pupils to secure qualifications aligned to their individual aspirations and future destinations.

The school's qualification profile continues to demonstrate its commitment to recognising achievement in a way that is meaningful for each learner. Outcomes reflect the progress pupils have made from their individual starting points and highlight the effectiveness of a curriculum that balances academic study, practical learning, employability skills, and personal development.

William Morris School remains committed to ensuring that all pupils leave with qualifications that accurately reflect their abilities, support their future aspirations, and equip them with the confidence and skills required for successful participation in further education, training, employment, and adult life.

## Qualification Analysis 2024-2025

### GCSE Analysis 2024-2025

| Subject                  | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U | X | Total Grades Attained | % 1-9 grades | % 4-9 grades |
|--------------------------|---|---|---|---|---|---|---|---|---|---|---|-----------------------|--------------|--------------|
| English Language         |   |   |   |   |   |   |   |   | 1 |   |   | 1                     | 100          | 0            |
| Mathematics              |   |   |   |   |   |   |   | 1 |   |   |   | 1                     | 100          | 0            |
| History                  |   |   |   |   |   |   |   |   | 1 |   |   | 1                     | 100          | 0            |
| Citizenship Studies      |   |   |   |   |   |   |   |   |   | 1 |   | 0                     | 0            | 0            |
| Art and Design: Fine Art |   |   |   |   | 1 |   |   |   |   |   |   | 1                     | 100          | 100          |
| Summary                  |   |   |   |   | 1 |   |   | 1 | 2 | 1 |   | 4                     | 80           | 20           |

### Double GCSE Grade Analysis 2024-2025

| Subject          | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2   | 1 | U | X | Total Grades Attained | % 1-9 grades | % 4-9 grades |
|------------------|---|---|---|---|---|---|---|-----|---|---|---|-----------------------|--------------|--------------|
| Combined Science |   |   |   |   |   |   |   | 2-2 |   |   |   | 2                     | 100          | 100          |
| Summary          |   |   |   |   |   |   |   | 2   |   |   |   | 2                     | 100%         | 0            |

### Entry Level Certificate Analysis 2024-2025

| Subject     | Entry 3 | Entry 2 | Entry 1 | U | X | Total Grades Attained | ELC Passing Grade Rate |
|-------------|---------|---------|---------|---|---|-----------------------|------------------------|
| English     |         | 1       |         |   |   | 1                     | 100%                   |
| Mathematics |         | 1       |         |   |   | 1                     | 100%                   |
| Science     | 1       |         | 1       |   |   | 2                     | 100%                   |
| Summary     | 1       | 2       | 1       |   |   | 4                     | 100%                   |

### BTEC Vocational Qualifications Analysis 2024-2025

| Subject | BTEC Level 2 | U | X | Total Grades Attained | Passing Grade Rate |
|---------|--------------|---|---|-----------------------|--------------------|
|---------|--------------|---|---|-----------------------|--------------------|

|                     |   |  |  |   |      |
|---------------------|---|--|--|---|------|
| Home Cooking Skills | 2 |  |  | 2 | 100% |
| Summary             | 2 |  |  | 2 | 100% |

### BTEC Introductory Qualifications Level 1 Analysis 2024-2025

| Subject                                   | DISTINCTION | MERIT | PASS | U | X | Total Grades Attained | Passing Grade Rate |
|-------------------------------------------|-------------|-------|------|---|---|-----------------------|--------------------|
| Introductory Course in land Based Studies |             |       | 1    |   |   | 1                     | 100%               |
| Summary                                   |             |       | 1    |   |   | 1                     | 100%               |

### ASDAN Analysis 2024-2025

| Subject                | Qualification Achieved with 3 ASDAN Credits | U | X | Total Grades Attained | Passing Grade Rate |
|------------------------|---------------------------------------------|---|---|-----------------------|--------------------|
| Gardening Short Course | 1                                           |   |   | 1                     | 100%               |
| Summary                | 1                                           |   |   | 1                     | 100%               |

### Functional Skills Analysis 2024-2025

| Subject                   | L1 | Entry 3 | U | X | Total Grades Attained | Passing Grade Rate |
|---------------------------|----|---------|---|---|-----------------------|--------------------|
| Digital Functional Skills |    |         | 1 |   | 0                     | 0%                 |
| Summary                   |    |         | 1 |   | 0                     | 0%                 |