

Year 11 Outcomes

Provisional Data and analysis of 2025 outcomes

This document is correct as of September 2025 and contains data taken from FFTAspire and not using official DFE data. This document will be updated once the official outcomes are published and will also then contain any reviews of marking which may well change the overall figures published.



Introduction and context

The cohort of 2025 were a cohort that was quite unique to Warblington. Being the smallest year group on roll (with 117 students) they were a cohort who missed out on the leaving of primary school and arrived into secondary education enjoying 'bubbles' masks and disruption to the start of their Warblington journey.

Due to the lack of Key Stage 2 Data, they were tested quickly on entry using Cognitive Ability Tests (CATs) which we have used for the last 5 years to help us build a picture of how best each student learns. The results for this year group were quite different to their counterparts previous and future peers, and indicated in the table.

	High	Middle	Low
2022	19%	57%	23%
2023	25%	36%	33%
2024	23%	34%	38%
2025	9%	56%	33%

Why is this relevant?

Starting points are important and give a story behind the data. For example, in **Mathematics**, our Attainment 8 dropped 0.4 from 4.8 to 4.4, yet our progress score still remained positive at +0.38. This means that despite the average attainment dropping, **students still made better than expected progress** because their relevant starting points were lower than the previous cohorts. Equally, with **Computer Science**, the number of students taking the qualification doubled from 28 to 59 – opening out the subject to more students – but this has an impact on the 4+ percentage and average grade – but still kept the department in the **top 25% of departments** nationally

Key demographics of the cohort of 2025

	School Information	Key comparative measures	
	Cohort 2025	Warblington 2024	National Figures
Total number of students	117	126	N/A
Percentage of students who were Free School Meals (FSM)	32%	33%	24%
Percentage of students with an EHCP	5.1%	2.3%	4.9%
Percentage of students with an identified SEND need	27.4%	16.8%	19%
Gender split	45% Male 55% Female	52% Male 48% Female	51% Male 49% Female



The Importance of context when reviewing outcomes

Published results for 2024 are available here and compare the school to national averages. We know however that every year group is unique and special to us. We may have more than average Free School Meals students (33% v 24% nationally), or more students who come to us midway through a school year than other schools, more students with SEND... that is what makes us great. We also know that students experiencing vulnerability, particularly during Years 10 and 11 may not achieve as well as their peers but the staff are committed to ensuring every student who wears our badge is part of the community and is given every opportunity to succeed.

What the official statistics don't tell you is how similar students perform. Yet this is something we are really proud of as it places us above average in terms of the percentage achieving Eng and Maths with a grade of 4 or better, and the average progress being in line with national.

KS4 Progress 2024 · Contextual Value Added 120 matched pupils

Progress 8 (Overall)

-0.05 ↑



In line with the national average (0) ↕

% English & Maths (Grade 4+)

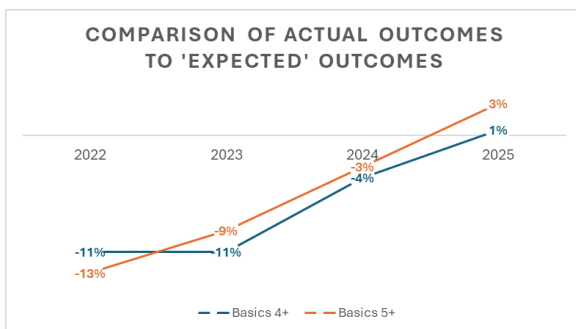
+4% ↑



In line with the national average (0%) ↕

Year on Year Trends

	2022	2023	2024	2025
Basics 4+	54%	53%	57%	55%
Basics 4+ Target <i>(Using prior data)</i>	65%	64%	61%	54%
Basics 5+	33%	36%	37%	35%
Basics 5+ Target <i>(Using prior data)</i>	46%	45%	40%	32%
Attainment 8	3.9	3.9	3.9	3.8
Progress 8	-0.93	-0.75 ↑	-0.49 ↑	-0.45 ↑



The graph shows that the 2025 outcomes are the first time the school has been **above expected outcomes** for the Basics (achieving both English and Maths) since returning to exams. This is expected to continue with the cohort of 2026.

Disadvantaged

	2023	2024	2025
Basics 4+	24%	34% ↑	39% ↑
Basics 5+	5%	12% ↑	23% ↑
Attainment 8	2.9	3.0 ↑	3.2 ↑

2025 saw the highest percentage of disadvantaged students achieving 4's in both English and Maths, 5's in both and further increases in their average grade, and above Hampshire outcomes for similar students.



Overarching Headline Measures



Standard pass in
Maths and
English 55%

A further 3% achieved
the relevant functional
skills qualification to
enable them access to
their post-16 choice



Strong pass in
both Maths and
English 35%

7

1 in 10 grades
awarded were a 7
or better (for the
second year
running)

Up 7% since
2022

70% of students
achieved a grade
9-4 in
Mathematics



Progress in line
with top 25% of
schools in the



57% of students
achieved a grade
9-4 in English

Up 5% since
2022

Disadvantaged
students saw huge
gains:

A8: 3.2
Basics 4+ 39%
Basics 5+ 23%



Up 5% in 4+,
up 11% in 5+



Attendance mattered!

This year, more than
ever before, the
achievement of those
present 90% or more
was significantly
higher/

Progress 8 Score: -0.45

Up 0.48 since
2022

Progress in maths ranks us in the
top 20% of schools in the
country...

For the 3rd year running!



Progress Score taken from jftaspire



Quotes from Year 11

Each year we give year 11 a chance to say 'thank you' to anyone who has helped or supported them during their time... here is what the class of 2025 had to say:

"You've just been an amazing help and I wouldn't have come this far without you. Thank you for believing in me"

"You always made me smile as I walked in your class. Thank you for just being a great English teacher"

"You has been an amazing tutor since your very first day with us! You include everyone in everything and you're always there when I need you!"

"Thank you for getting us through to the end of the year absolutely fine, even though you became our tutor teacher around half way through the year, and for being very supportive and patient in Maths lessons! :)"

"Thank you for sending me a lovely note in the Survival kits we were given before our exams. It meant a lot and got me through... I passed them all!"

"Thank you for being an amazing teacher, and for always being proud of me!"

"Thank you for giving me the confidence I needed to believe in myself!"

"Thank you for being supportive, encouraging and a great science teacher. I never got science until Year 9. You made it interesting and I got 7's!"

"Thanx for always being there for me and making me feel like I can talk to someone at school."

"You are such a good teacher and made our English class like a family and just being such a nice person to talk to at school"

"For everything that you've done for us and for making our maths lessons so fun all the time and for genuinely just being such a sweet and kind-hearted person to everyone around you - I just want you to know how much we all appreciate you :)"

"Because she helped me when I was feeling my lowest and always supported me and helped me. If it wasn't for her I don't think I would have got through school so Thankyou so much"



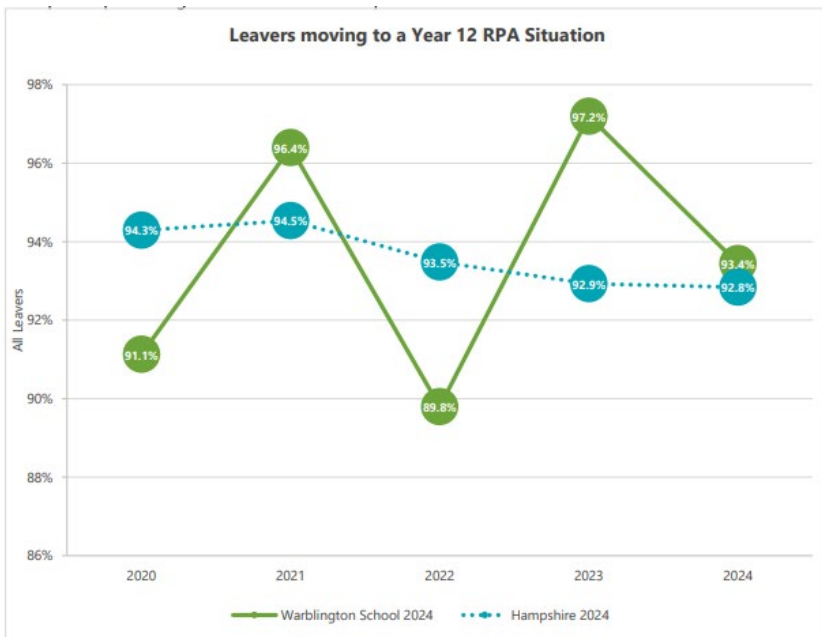
Post 16 Information



For those who read this annually, you'll know that the post-16 data is always a little behind the outcome data as colleges and employees register their new cohorts. We work alongside Hampshire Futures to continue to monitor and support our students once they have left us.

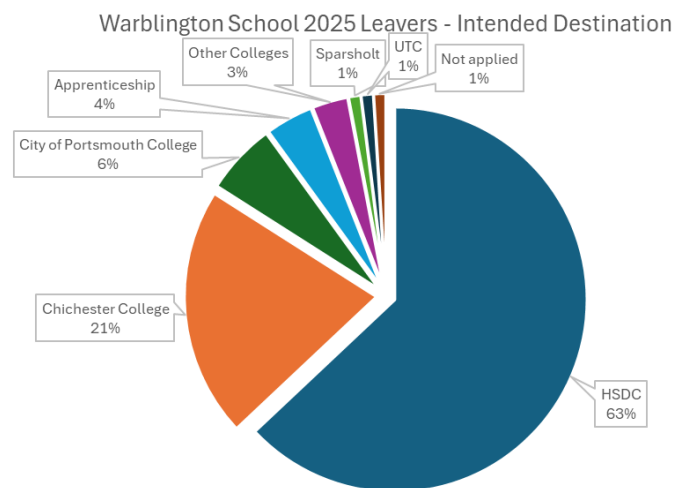
2024 Leaver Data

Again, we finished above the Hampshire and local averages for those in RPA. The graph to the left shows the percentage of leavers from Warblington School who moved to an RPA situation in Year 12. It shows percentages for the past five years and compares these to the Hampshire percentages over the same time period. We continue to be proud that our post-16 engagement is higher than Hampshire, meaning our students are better prepared for their post Warblington journey than at other local schools.



Intended Destinations of Cohort 2025

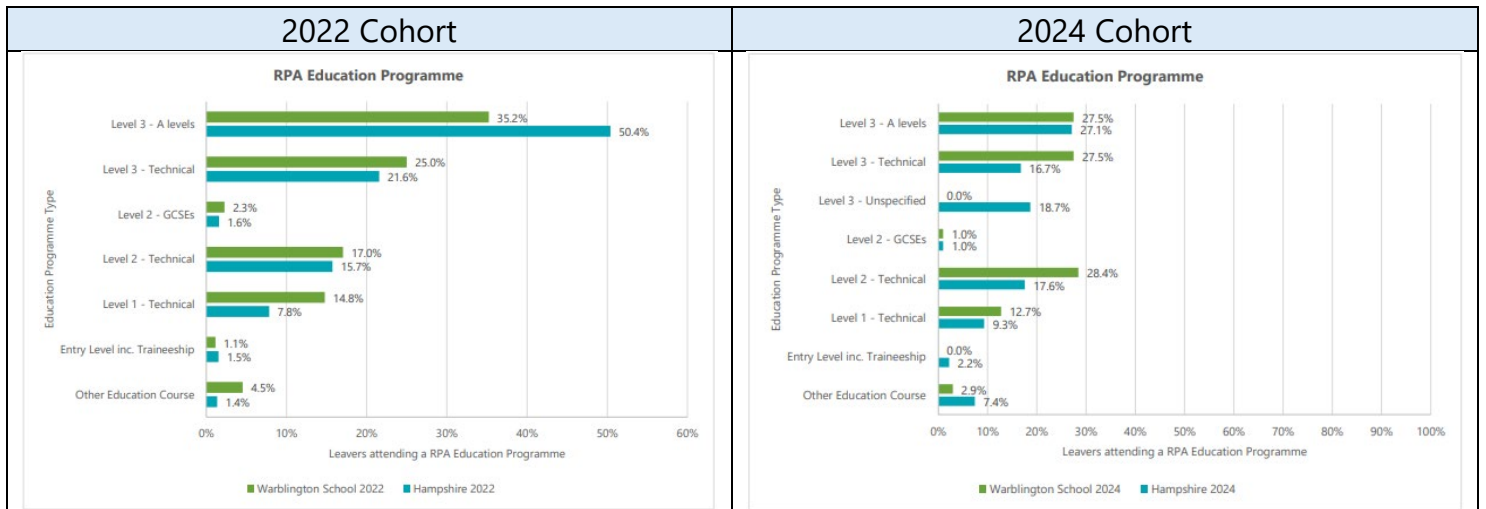
We strive to ensure that all of the students have an intended destination before leaving us. This year, destinations are similar to previous years with the majority intending to enrol at Havant and South Downs College (HSDC). Whilst maintaining contact post results day is more challenging, we are only aware of 2 students who needed some additional support after receiving their result envelopes in August. Pleasingly, both students got their place at their college, following conversations between ourselves and the college.





Qualifications Post-16

There are different types of education programmes. The bar chart below shows that a higher percentage of education programme leavers from Warblington School moved on to study a Level 3 programme than the Hampshire average. A higher percentage moved to Technical programmes than the Hampshire average



By adding the comparison with 2022, it paints a much bigger picture. Since the 2022 leavers, we have worked hard to not only improve the outcomes for our students but also increase the quality of careers advice and guidance given. 2024 was the first time that Warblington saw a **higher percentage of students opting for A-levels post 16 than Hampshire**. We have worked hard to reduce the numbers who study GCSEs and Level 1 courses in college (down by 5% and now in line with Hampshire averages)

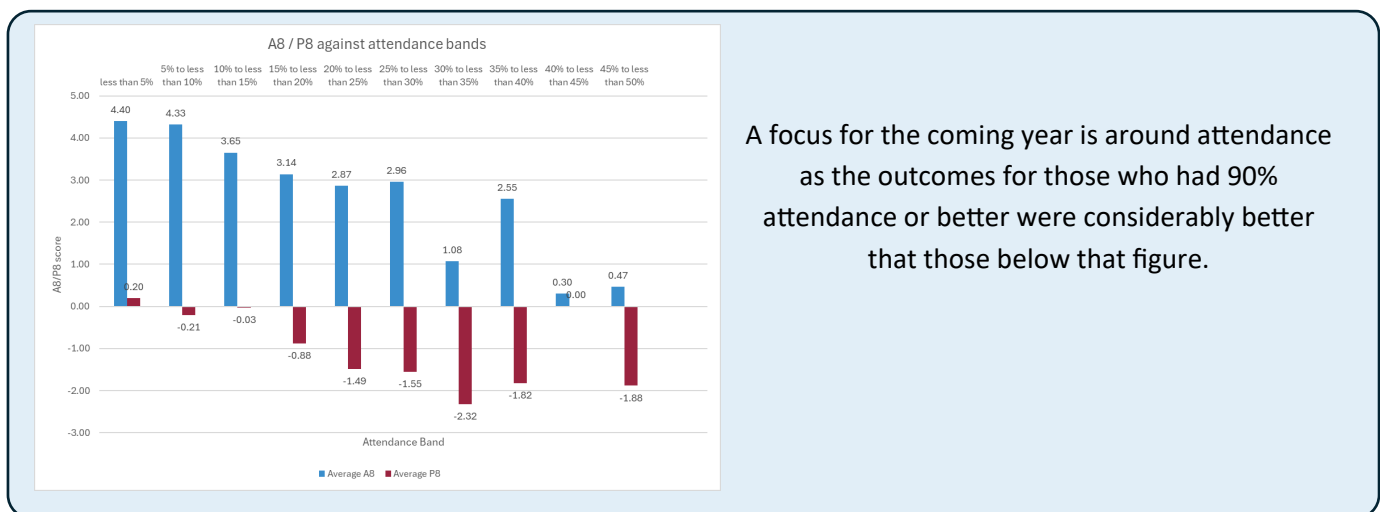


Individual Subject Breakdowns

	Average Grade 2025	Three Year Progress Trend ¹			4+	5+	7+
		2022-23	2023-24	2024-25	Warblington	Warblington	Warblington
ENGLISH AND MATHS							
English Language GCSE	4	↑	↑	↑	56%	36%	8%
English Literature GCSE	3.8	↑	↑	↓	51%	35%	5%
English (Best grade)	4.1	↑	↑	↑	56%	45%	9%
Mathematics GCSE	4.4	↑	↑	↓	70%	48%	17%
EBACC SUBJECTS							
Biology GCSE	5.1	↑	↑	→	90%	52%	19%
Chemistry GCSE	4.9	↑	↑	→	86%	39%	19%
Computer Science (see note)	3.8	↑	↑	↓	59%	32%	14%
French GCSE	3.1	↑	↓	↑	33%	11%	0%
Geography GCSE	3.5	↑	↓	↑	50%	27%	7%
History GCSE	3.7	→	↑	↑	40%	27%	7%
Physics GCSE	5.1	↑	↑	→	90%	57%	14%
Science Double Awd GCSE	3.3	↑	↑	↓	35%	10%	0%
Spanish GCSE	2.6	↑	↑	↓	24%	6%	0%
OTHER SUBJECTS							
Art & Design (Photo) GCSE	4	↓	↑	↑	64%	41%	3%
Art & Design GCSE	4.1	↑	→	→	57%	36%	11%
Catering NonGCSE	3.3	N/A	↑	↑	47%	39%	0%
Childcare Skills NonGCSE		N/A	↑	↑	89%	58%	16%
Perf Arts NonGCSE	3.2	N/A	↑	↑	38%	17%	4%
PE/Sport Studies NonGCSE	4.4	→	↑	↑	68%	39%	17%
Religious Studies	5	N/A	N/A		78%	67%	22%
Statistics	5.2	N/A	↑	↑	83%	83%	42%
Textiles	3.9	N/A	↑	↑	57%	29%	14%

Individual subject scores with a three year trend in progress. This progress score takes into account the starting points of those students who sat that exam.

2025 was a cohort who did not sit their KS2 SAT as therefore CAT (Cognitive Ability Score) averages were used to determine progress. Every students sits a CAT test as it helps understand how every student learns best and gives a good estimate of potential in given subject areas. In the majority of cases, this matches the KS2 Average from primary.



A focus for the coming year is around attendance as the outcomes for those who had 90% attendance or better were considerably better than those below that figure.

1: Progress Score taken from *fftaspire*

2: National averages for progress gives you a measure of the expected score the department should get with the students. In Chemistry for example, we expected 89%, but achieved 86% - this is due to 1 student missing out on a 4 by 2 marks.