

**Springwell Alternative Academy Mablethorpe 2025/2026****Year 11 Outcomes**

	Springwell Alternative Academy Mablethorpe (2021/22) Cohort: 12	Springwell Alternative Academy Mablethorpe (2022/23) Cohort: 8	Springwell Alternative Academy Mablethorpe (2023/34) Cohort: 9	Springwell Alternative Academy Mablethorpe (2024/25) Cohort: 15	Springwell Alternative Academy Mablethorpe (2025/26) Cohort: 12
% of pupils achieving at least 1 qual	100%	100%	100%	100%	100%
% of pupils achieving at least 1 GCSE	83.3%	100%	100%	100%	100%
% of pupils achieving 5 or more quals	83.3%	75%	67%	100%	100%
% of pupils achieving 5 or more quals with English & Maths entry level or above	83.3%	75%	67%	100%	100%
% of pupils achieving GCSE English	72.7%	87.5%	100%	100%	100%
% of pupils achieving English any qual pass	72.7%	100%	100%	100%	100%
% of pupils achieving GCSE Maths	83.3%	87.5%	77%	93%	91.6%
% of pupils achieving Maths any qual pass	83.3%	100%	100%	100%	91.6%
% of pupils achieving a Science qual	100%	75%	77%	93%	91.6%

Number of qualifications	0	1	2	3	4	5	6	7	8	9	10	>10
Number of pupils	0	0	0	0	0	1	1	1	0	2	2	5

Mablethorpe: Pathway Assessment Group*Pathway 1 – Minimum of 2 qualifications that support post 16 progression**Pathway 2 – Minimum of 3 qualifications that support post 16 progression**Pathway 3 – Minimum of 4 qualifications that support post 16 progression**Pathway 4 – Minimum of 5+ qualifications that support post 16 progression*

Pathway	% that achieved the pathway expected outcome measure	% with a positive post 16 destination (as of Aug 2026)
1	100%	100%
2	100%	100%
3	100%	100%
4	100%	100%

Context:

The Year 11 cohort at Springwell Alternative Academy Mablethorpe was predominantly made up of students who had spent a significant period at the academy. This followed a lack of willingness from local secondary schools to trial the pupils for reintegration. Consequently, these Year 11 pupils faced substantial educational disruptions prior to joining. A large majority arrived with major learning gaps, missing key foundational knowledge, most notably across the core subjects of English and Mathematics.

Addressing these foundational gaps demanded an intensive curriculum strategy that blended Key Stage 4 academic requirements with targeted, individualised support. The main focus



was on closing educational gaps, rebuilding student engagement, and accelerating academic achievement to prepare pupils for post-16 success and facilitate meaningful qualification outcomes. While most of the cohort engaged through full on-site school provision, two pupils attended site on a reduced timetable and one pupils accessed tailored support via our off-site mobile classroom Targeted Intervention (TI) program.

Highlights:

The 2025/26 cohort at Springwell Alternative Academy Mablethorpe, consisting of 12 pupils, achieved exceptional outcomes across the board. Every pupil in the cohort successfully attained at least one qualification, including at least one GCSE, with 100% of students securing five or more qualifications. This high level of academic success extended to core subjects, with all pupils achieving a qualification in GCSE English. Additionally, the academy saw very strong performance in other core areas, with 91.6% of pupils achieving a qualification in GCSE Maths and a science qualification. Particularly noteworthy are the achievements in core subjects, marked by two students attaining a grade 4 in GCSE English and another two securing a grade 5 in GCSE Maths. These accomplishments represent essential milestones for their ongoing progression and mark a historic precedent for the Academy in attaining this level of GCSE pass rates. Looking ahead, the cohort is exceptionally well-positioned for their next steps, with data from August 2026 confirming that 93% of the pupils are in sustained Employment, Education, or Training, highlighting the effectiveness of our preparation for their post-16 transition. Students participating in the TI provision successfully re-engaged with their education, with 100% attaining a varied range of qualifications, including full GCSEs, Functional Skills, and vocational certifications.

Next steps for 2026-2027:

1. Entry Level 1 functional skills qualifications to be completed with all KS4 pupils at the earliest opportunity, with Y11 taking precedence.
2. Continue to have a focus on Year 10 pupils working towards unitised qualification credits to support pupils to attain certificate level qualifications in Year 11.
3. Continue to monitor and evaluate the sustainability of post-16 placements for the 2026/27 cohort to maintain the higher rate of 93% of positive destinations in Education, Employment, or Training.
4. Ensure mock examinations are effectively utilised to inform and deliver bespoke, targeted interventions that address specific learning gaps for pupils.
5. Tracking of qualifications to be detailed to ensure that opportunities do not arise for students to leave without necessary qualifications.