Student Qualification Outcomes

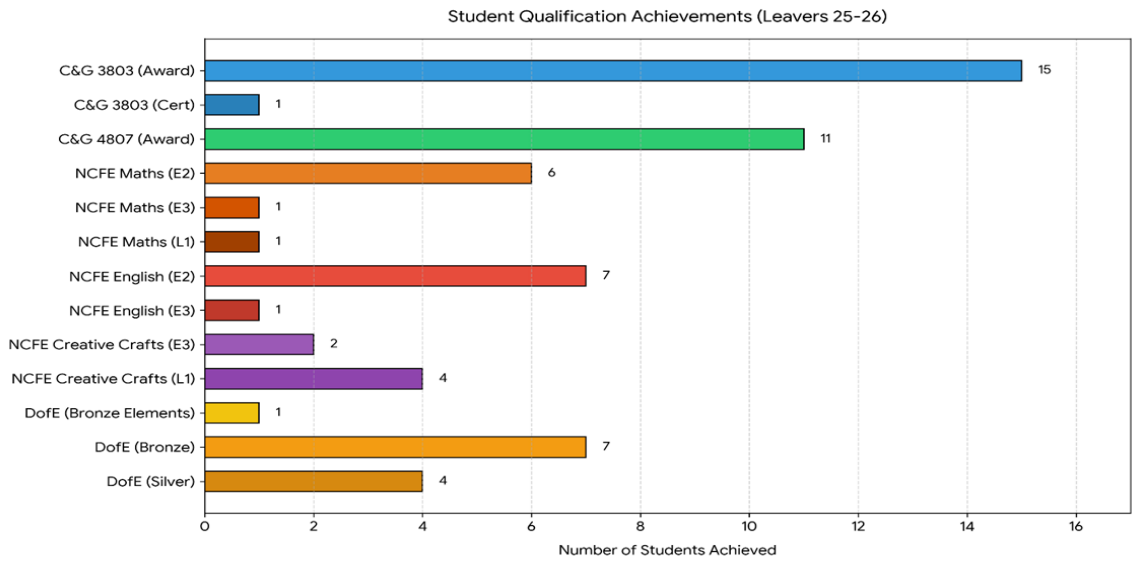
Academic Year 2025–2026

Our approach to student achievement

At Lufton College, students work towards accredited qualifications (where assessed to be appropriate) and personalised learning goals (RARPA) that reflect their starting points, Education, Health and Care Plan (EHCP) outcomes and aspirations for adulthood. We recognise both formal qualifications and progress in communication, literacy, numeracy, employability, independent living and resilience.

Headline qualification outcomes

Outcome measure	2025–26 result
Students enrolled on accredited programmes	27 out of 40
Students entered for qualifications	27
Students achieving planned qualifications	27
Student qualification achievement rate	100%
Qualifications achieved (full awards)	49



Preparing for next steps

Our curriculum supports students to prepare for further education, supported employment, volunteering, greater independence and participation in their communities, according to their individual aspirations.

RARPA – Recognising and Recording Progress and Achievement

RARPA recognises progress in non-accredited learning and enables the college to capture meaningful achievements that may not result in a formal qualification. Students' starting points, individual goals and EHCP outcomes inform assessment and review. Alongside qualifications, students follow our RARPA programme, working towards personalised goals in six curriculum areas: Literacy, Numeracy,

Communication, Independent Living Skills, Resilience and Employability. Progress is evaluated from individual starting points and evidenced through assessment and the practical application of skills. Student will either be enrolled at different levels according to assessment, exploring, embedding and empowering.

Headline RARPA outcomes

Outcome measure	2025–26
Students participating in RARPA programmes	40
Students with assessed starting points	40
Students with 6 yearly individual learning goals	40
Yearly learning goals assessed (6 per student)	240
Students making progress towards long term EHCP outcomes	33 out of 40 (82.5%)
Students making progress towards medium term goals	38 out of 40 (95%)
Students making progress towards short term goals	38 out of 40 (95%)
Students making measurable progress	40

How progress is recognised

Progress is evaluated through baseline assessment, individual learning goals, ongoing observations, practical demonstrations, student work and evidence of skills applied across settings. Regular reviews inform next steps and recognise incremental achievement.

Using outcomes for improvement

RARPA and qualification outcomes are considered together, but reported separately, to provide a balanced picture of achievement. Findings support individual planning, curriculum evaluation, self-assessment and quality improvement.