



Ashford School and Ashford Prep School

Academic Performance Statement

Contents

| | |
|---|---|
| Vision, Aims and Learning Habits | 1 |
| Introduction | 2 |
| Assessment and Evaluating Examination Results | 3 |
| A Level Results 2023..... | 4 |
| Year 13 leaver destinations 2023 | 4 |
| GCSE Results 2023 | 5 |
| Pre Senior Baccalaureate | 6 |
| Ashford Prep School examination results 2023 | 6 |
| Ashford Prep School Destinations 2023..... | 8 |

This document is made available to both prospective and current parents via the School's website and is also available in hard copy version by contacting the School.

Vision, Aims and Learning Habits

Ashford School's vision is: to be recognised nationally and internationally as a centre of excellence, empowering young people to make a difference in their changing world.

In order to achieve this, the School's Aims are:

- Inspire the minds of all our learners to be adventurous inside and outside of the classroom.
- Create a supportive environment where the wellbeing of the child is paramount as we believe that happiness breeds success.
- Foster a sense of respect for individuality by encouraging intellectual freedom and creativity, determination and leadership.
- Encourage academic confidence and curiosity.
- Empower our community of learners with confidence to be a genuine and best version of themselves.

These aims are achieved academically through our inculcation of Learning Habits. These are:

Independence

Pupils:

- Take responsibility for their own learning
- Take full advantage of the opportunities they are given
- Ask themselves what they can do better and are proactive in making improvements

Creativity

Pupils:

- Are adventurous, polite and encouraging at all times
- Welcome the ideas and perspectives of others
- Hold their own views up to scrutiny and are prepared to modify their opinions

Reflection and Responsibility

Pupils:

- Think about the needs and contributions of their peers and not just themselves
- Examine their own behaviour, to ensure we act with measured confidence and self assurance
- Look critically at our place in the school community and what can be done to improve it

Resilience

Pupils:

- Rise to new challenges, and take risks with new things
- Respond constructively to criticism, and embrace failure as a route to success
- Strike a balance between aspiration and acceptance

Scholarship and Curiosity

Pupils:

- Think creatively and critically
- Pursue depth of understanding, and question the simply answer
- Welcome reasoned debate, and communicate their ideas effectively

Tolerance and Collaboration

Pupils:

- Are courteous, polite and encouraging at all times
- Welcome the ideas and perspectives of others
- Hold their own views up to scrutiny and are prepared to modify their opinions

Introduction

At Ashford School we believe that if a pupil is happy and secure they are more likely to be successful. We believe that learning should be challenging, motivating and lead to a sense of fulfilment, which is why we provide an inspiring environment that encourages growth and adventure so that our students can develop into all they are capable of being.

The School's approach to learning ensures that academic rigour is at the centre of all curriculum planning and lesson delivery. This enables pupils to develop the confidence both in and beyond the classroom in order to brave new experiences, learn from mistakes and take measured risks.

Assessment and Evaluating Examination Results

The purpose of internal assessment at Ashford School is to:

- Track pupil's academic and social progress and achievement
- Gather information that will improve the effectiveness of teaching and learning throughout the school and be central to classroom practice
- Gather information about the attainment of individuals, groups and cohorts against National Standards
- Gather information that will inform the school's strategic planning

In addition to internal assessments, Ashford School uses a variety of external assessments (such as baseline testing) to inform teaching and learning. In total, all these assessments are intended to facilitate student progress and the evaluation of that progress against relevant national norms.

Overall, internal and external assessments help to:

- monitor the effectiveness of teaching and schemes of work
- build up a profile of pupil achievement
- recognise and highlight achievement
- motivate pupils, providing positive encouragement
- aid improvement in performance
- diagnose difficulties, providing information about areas needing reinforcement or the need for additional support
- know where each pupil is in his/her development
- know where each pupil needs to go next
- identify pupils who are very able and need extending and in which areas
- assess whether the planning, resources and learning objectives are appropriate
- assess how pupils are applying their skills, knowledge and understanding across the curriculum

The Senior Leadership Team monitors public examination results. These results are then reviewed with reference to the School's Aims and specific departmental targets. Examination results are also evaluated through Department Review Meetings in the autumn of each year, where academic targets are put in place. In these meetings, public examination performance at Ashford School is analysed against similar centres and all centres. In addition, Ashford School public examination performance is compared with national performance norms through analysis of data from FFT Education Datalab. Any implications are considered for inclusion in the School's Strategic Plan as necessary.

A Level Results 2023

| | 2023 |
|-----------------------|------|
| No of candidates | 57 |
| No of A level entries | 158 |
| % A* | 9 |
| % A*/A | 32 |
| % A*-B | 63 |
| % A*-C | 85 |
| % Pass | 100 |

Year 13 leaver destinations 2023

| University | Subject |
|--|--|
| Birmingham City University | Landscape Architecture |
| Cardiff University | History |
| Cardiff University | Optometry |
| Cardiff University | Spanish and English Literature |
| Durham University | Psychology |
| Harper Adams University | Agriculture |
| Harper and Keele Veterinary School | Veterinary Medicine and Surgery |
| Istituto Marangoni, London | Fashion Design |
| Loughborough University | Politics, Philosophy and Economics |
| Loughborough University | Politics, Philosophy and Economics |
| Manchester Metropolitan University | History |
| Manchester Metropolitan University | History |
| Nottingham Trent University | Business Management and Marketing |
| Nottingham Trent University | Forensic Psychology |
| Oxford Brookes University | Business and Marketing Management |
| Oxford Brookes University | International Hospitality and Tourism Management |
| Queen Mary, University of London | Biochemistry |
| Ravensbourne University | Computer Science |
| University of the Arts London | Fashion Design and Development |
| University of the Arts London | Foundation Diploma in Art and Design |
| University of the Arts London | Foundation Diploma in Art and Design |
| University of Bristol | English |
| University of Bristol | Medicine and Surgery |
| University of Bristol | Sociology and Philosophy |
| University of Buckingham | Medicine and Surgery |
| Università Cattolica del Sacro Cuore, Rome | Medicine and Surgery |

| University | Subject |
|--|--|
| University College London | Economics |
| University College London | Mathematics and Physics |
| University of East Anglia | Biological Sciences |
| University of Essex | Business Management |
| University of Exeter | Business with Industrial Experience |
| University of Glasgow | Computer Science |
| University of Leeds | International Foundation Year |
| University of Manchester | History |
| University of Manchester | Mathematics |
| University of Manchester | Pharmacy |
| University of Nottingham | Engineering and Physical Sciences with a Foundation Year |
| University of Nottingham | English |
| University of Nottingham | Science with a Foundation Year |
| University of Oxford (St Anne's College) | Philosophy, Politics and Economics |
| University of Reading | War, Peace and International Relations |
| University of Southampton | Physiotherapy |
| University of Southampton | Psychology |
| University of Surrey | Psychology (2024 entry) |
| University of Surrey | Sociology |
| University of Sussex | Medical Neuroscience |
| University of the West of England | Business Management and Marketing (2024 entry) |
| University of the West of England | Economics |
| University of the West of England | Mechanical Engineering with a Foundation Year |
| University of the West of England | Philosophy |
| University of the West of England | Real Estate |
| University of the West of England | Sociology |
| University of York | Politics, Philosophy and Economics (2024 entry) |
| Writtle University College | Animal Physiotherapy |

GCSE Results 2023

| | 2023 |
|-----------------------|------|
| No of candidates | 81 |
| % GCSE A* or 9 | 13.7 |
| % GCSE A* or A or 9-7 | 52.7 |
| % GCSE A* - C or 9-4 | 96.2 |

Detailed public examination results for all GCSE/A Level subjects can be obtained on the School's Academic section of the website under Academic Results.

Ashford Prep School

Pre Senior Baccalaureate

The PSB (Pre Senior Baccalaureate) is a framework that has at its heart the development of the values, skills, attitudes and behaviours required for children to succeed and flourish in an ever-changing world. With a greater recognition than ever on the importance of a well-rounded education, the PSB Aware places significant importance on developing each child as a skilled and positive learner. The PSB framework enables us to place greater emphasis on the achievements of the whole child, across all areas of school life, in a way that celebrates how they have performed on a daily basis rather than solely within a formalised test environment.

The PSB Core Skills are:

- 1. Thinking and Learning**
- 2. Reviewing and Improving**
- 3. Communicating**
- 4. Independence**
- 5. Collaboration**
- 6. Leadership**

The PSB Core Skills are also mapped against our ABC values to ensure that pupils recognise and appreciate how these can go hand in hand with each other.

The culmination of a child's time at Ashford Prep School is recognised by an individualised PSB Award Diploma.

Ashford Prep School examination results 2023

Year 6 PSB Results Summer 2023

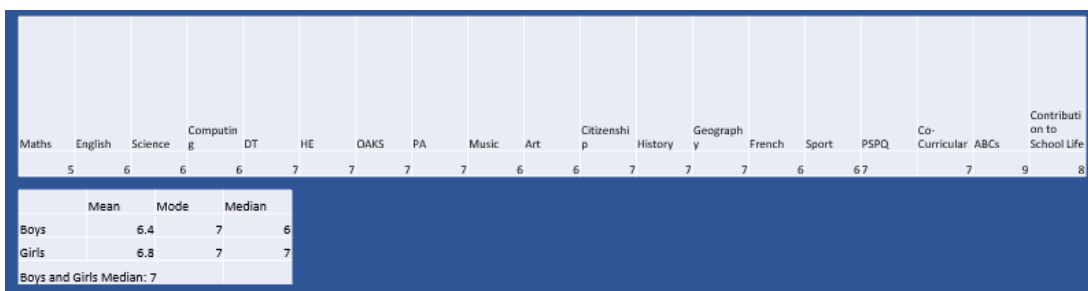
Subject Average Results on PSB 10-point grading scale:

A grade scale has been created for each subject as well as wider areas of the curriculum including the children's contribution to School life; their participation to the co-curriculum programme; the Always Be Caring behaviour code in addition to their PSPQ project.

Grading scale:

1-3 Working towards; 4-6 Expected; 7-9 Exceeding; 10 Exceptional

The table shows the averages across all subjects and gender breakdown.



Total % average of cohort of 53 using the 10-point scale of 10 areas (faculties were averaged): 67% showing an average of high expected within this year group (50% showing the average child).

The average grading across all areas of the curriculum is grade 7 showing exceptional elements.

PSPQ Results Summer 2023:

Projects grades awarded at the end of the year:

Scale: Bronze <64%; Silver 65-74%; Gold 75-85%; Gold with distinction 86%

Awarded: 18 Bronze, 13 Silver, 19 Gold and 3 Gold + with distinction.

Average % Score of overall project across the cohort: 69%, highlighting an overall achievement of high expected/exceeding level.

Summer Assessment Results

At the Prep School, we use PIRA (Progress In Reading Assessment) and PUMA (Progress Understanding Maths Assessment) tested termly in addition to a writing assessment. These results are tracked through Year 1-6 and assist us with informing teaching and learning and planning focuses on monitoring progress and understanding. Pupil progress meetings are held termly.

Reading (PIRA) Results Summer 2023

| % at each level | Emerging | Expected | Exceeding | Expected + |
|----------------------|----------|----------|-----------|------------|
| Year 1 | 11 | 29 | 60 | 89 |
| Year 2 | 9 | 22 | 70 | 91 |
| Year 3 | 14 | 39 | 48 | 86 |
| Year 4 | 14 | 49 | 37 | 96 |
| Year 5 | 12 | 29 | 59 | 88 |
| Year 6 | 11 | 51 | 38 | 89 |
| Whole School Average | 12 | 39 | 49 | 88 |

English Writing Results Summer 2023

| % at each level | Emerging | Expected | Exceeding | Expected + |
|----------------------|----------|----------|-----------|------------|
| Year 1 | 11 | 60 | 29 | 89 |
| Year 2 | 8 | 71 | 21 | 92 |
| Year 3 | 23 | 48 | 30 | 78 |
| Year 4 | 17 | 56 | 27 | 83 |
| Year 5 | 17 | 63 | 19 | 82 |
| Year 6 | 2 | 57 | 42 | 99 |
| Whole School Average | 13 | 58 | 29 | 87 |

Maths (PUMA) Results Summer 2023

| % at each level | Emerging | Expected | Exceeding | Expected + |
|----------------------|----------|----------|-----------|------------|
| Year 1 | 11 | 40 | 49 | 89 |
| Year 2 | 9 | 30 | 61 | 91 |
| Year 3 | 16 | 31 | 53 | 84 |
| Year 4 | 10 | 45 | 45 | 90 |
| Year 5 | 12 | 33 | 56 | 89 |
| Year 6 | 14 | 57 | 29 | 86 |
| Whole School Average | 12 | 40 | 47 | 88 |

EYFS Summer results 2023

The Early Years Foundation Stage end of Year results from the cohort of 41 children showed: 80% On Track, 20% Not on Track (8 children: 50% of these (4 children) Not on Track children were for not meeting target for Personal, Social and emotional development; 50% (4 children) for Literacy or maths.

Year 1 Phonics Summer 2023

The Year 1 end of Year phonics attainment for the cohort of 35: 91% Expected, 9% Not meeting expected level (3 children).

Ashford Prep School Destinations 2023

Year 6 Destinations

Cohort: 53

72% moved onto Ashford Senior School

Other School destinations: 17% Grammar; 6% other independent; 6% other state schools

| Date Document Updated | Document Updated by |
|-----------------------|-------------------------------|
| 11/2020 | Rosie Clifford/Joanne Russell |
| 11/2021 | Rosie Clifford/Joanne Russell |
| 11/2022 | Rosie Clifford/Joanne Russell |
| 11/2023 | Rosie Clifford/Joanne Russell |

| Date Document Reviewed | Document Reviewed by | Date of Next Review |
|-------------------------------|-----------------------------|----------------------------|
| September 2019 | LGB | 2020 |
| December 2020 | LGB | December 2021 |
| March 2022 | LGB | December 2022 |
| December 2022 | LGB | December 2023 |
| January 2024 | LGB | |