



Ashford Senior School and Ashford Prep School Academic Performance Statement

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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.



1. Vision, Aims and Learning Habits

Ashford School's vision is: To be recognised as a national centre of educational 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

2. 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.

Senior School Curriculum Philosophy:

1. The development of secure literacy and numeracy skills lies at the heart of our curriculum.
2. We have designed an inclusive and comprehensive curriculum offering a broad range of stimulating courses. Academic rigour and challenge opportunities are embedded in programmes of study.
3. Our curriculum helps children both to appreciate and to understand the past and the present, whilst encouraging them to embrace innovation in the ever changing world around us.
4. Staff promote the importance of reading, scholarship and the development of lifelong learning.
5. We encourage positive learning habits so that all students can reach their full potential.
6. Our curriculum empowers students to think creatively and critically so that they can make informed choices about their future.

3. 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.

4. A Level Results 2025

	2025
No of candidates	73
No of A level entries	202
% A*	13
% A*/A	36
% A*-B	68
% A*-C	87
% Pass	99.5

Three year average

	2025
% A*	12
% A*/A	37
% A*-B	68
% A*-C	87
% Pass	100



5. Year 13 leaver destinations 2025

Apprenticeship	Property management
Australia	Medicine
Australia	Physiotherapy
Canterbury Christ Church University	Physiotherapy
Cardiff Metropolitan University	Criminology
Coventry University	Geography and Environmental Hazards
De Montfort University	Medical Science
Gap year then University of Bristol	Veterinary Nursing and Companion Animal Behaviour
Imperial College London	Chemistry with Molecular Physics
KCL	Neuroscience
KCL	Biomedical Engineering
Loughborough University	Engineering Management (with placement year)
Loughborough University	Criminology and Sociology (with placement year)
Loughborough University	Psychology
Loughborough University	Psychology with Criminology (with placement year)
Loughborough University	Psychology (with placement year)
Nottingham Trent University	Business Management and Accounting and Finance
Nottingham Trent University	Real Estate
Oxford Brookes University	Marketing Management
QMUL	Economics, Maths and Statistics with a Year Abroad
Royal Birmingham Conservatoire	Music
Royal Holloway	Computer Science



Royal Holloway	Computer Science with a Year in Industry
Royal Holloway	Business and Management (Year in Business)
UCL	Mathematics
University of Bath	Management with Marketing with work placement
University of Bristol	Modern Languages
University of Bristol	Biochemistry
University of Bristol	Medicine
University of Bristol	Physics
University of Bristol	Civil Engineering
University of Chichester	Physical Education (Secondary Years)
University of Durham	Natural Sciences
University of Edinburgh	Arabic and History
University of Exeter	Politics with Employment Experience
University of Exeter	English
University of Exeter	Psychology with Professional Placement
University of Exeter	Psychology
University of Exeter	English and Drama with Study Abroad
University of Exeter	Business and Management
University of Exeter	Computer Science
University of Kent	Mechanical Engineering
University of Leicester	Business Economics
University of Manchester	Management (Marketing)
University of Newcastle	Chemical Engineering
University of Newcastle	Medicine and Surgery



University of Newcastle	Sustainable Land and Business Management
University of Newcastle	Economics
University of Nottingham	Medicine
University of Nottingham	Psychology
University of Nottingham	Ancient History
University of Nottingham	Computer Science and Artificial Intelligence with Year in Industry
University of Nottingham	Medicine
University of Nottingham	Computer Science with a Year in Industry (deferred)
University of Nottingham	Computer Science with Year in Industry
University of Portsmouth	Architecture
University of South Wales (deferred)	Aircraft Maintenance Engineering (Including Foundation Year)
University of Surrey	Economics with Foundation Year
University of Surrey	Psychology
University of Sussex	Social Sciences (with a foundation year)
University of Warwick	Economics
University of Warwick	Design for Sustainable Innovation
University of Warwick	Accounting and Finance
University of Westminster	Digital Marketing
UWE, Bristol	Marketing

Some pupils also: 1) deferred a year; 2) applied to universities abroad; or 3) went to Art College



6. GCSE Results 2025

	2025
No of candidates	74
% GCSE 9	20
% GCSE 9-7	61.7
% GCSE 9-4	96.4
% GCSE 9-5	91.2

Three year average

	2025
% Grade 9	14
% Grade 9-	
% 7	52
% 9-5	88
% 9-4	96

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

Ashford Prep School

7. Pre Senior Bacculaureate

The PSB (Pre Senior Bacculaureate) 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.



8. Ashford Prep School examination results 2025

Year 6 PSB Results Summer 2025

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.

Maths	English	Science	Computing	DT	HE	OAKS	PA	Music	Art	Citizenship	History	Geography	MFL	Sport	PSPQ	Co-Curricular	ABCs	Contribution to School Life
6	6	6	6	6	6	7	8	7	7	6	6	6	6	7	7	6	7	7

Total % average of cohort of 51 using the 10-point scale of 10 areas (faculties were averaged): 64% 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 6 showing expected elements. Performing Arts, Music, Art and Sport were the highest subjects.

PSPQ Results Summer 2025:

Projects grades awarded at the end of the year:

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

Awarded: 17 Bronze, 18 Silver, 9 Gold and 7 Gold + with distinction.

Average % Score of overall project across the cohort: 70% which is the same as last year's cohort, highlighting an overall achievement of high expected/exceeding level.

Summer Assessment Results

At the Prep School, we use GL assessments tested in the Autumn and Summer term Measuring progress across the year in addition to writing assessment (completed termly). 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 (GL PTE) Results Summer 2025

% at each level	Emerging	Expected	Exceeding	Expected +
Year 1	18	63	18	81
Year 2	6	31	62	93
Year 3	5	54	41	95
Year 4	0	40	60	100
Year 5	4	42	55	97
Year 6	2	58	40	98
Whole School Average	6	48	46	94



English Writing Results Summer 2025

% at each level	Emerging	Expected	Exceeding	Expected +
Year 1	35	32	24	56
Year 2	14	51	34	85
Year 3	31	52	15	67
Year 4	11	75	14	89
Year 5	11	59	30	89
Year 6	25	43	31	83
Whole School Average	21	52	25	78

Maths (GL PTM) Results Summer 2025

% at each level	Emerging	Expected	Exceeding	Expected +
Year 1	15	47	39	86
Year 2	3	34	63	97
Year 3	8	39	54	93
Year 4	4	45	52	97
Year 5	6	48	46	94
Year 6	6	74	20	94
Whole School Average	7	48	46	94

EYFS Summer results 2025

The Early Years Foundation Stage end of Year results from the cohort of 34 children showed: 87% On Track, 13% Not on Track.

Year 1 Phonics Summer 2025

The Year 1 end of Year phonics attainment for the cohort of 34: 74% Expected, 26% Not meeting expected level (9 children).

9. Ashford Prep School Destinations 2025

Year 6 Destinations

Cohort: 51

55% moved onto Ashford Senior School

Other School destinations: 27% Grammar; 12% other independent; 6% other state schools;

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