

Ashcroft Technology Academy

URN: 135316 | Inspected: 02 December 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Exceptional

Pupils learn the curriculum very successfully and achieve highly across a very wide range of subjects. Work seen in lessons reflects these outcomes. Pupils demonstrate real confidence in recalling and applying their learning. They secure the knowledge that they need to succeed. Pupils' attainment is consistently well above national averages, with almost all pupils securing strong passes in English and mathematics at GCSE. There are no significant differences in the outcomes that pupils achieve between subjects. This means that pupils finish key stage 4 extremely well prepared for future learning. Disadvantaged pupils and those with special educational needs and/or disabilities make excellent progress through the curriculum. Their rates of progress at the end of Year 11 often exceed the national average for all pupils. Leaders' actions have a transformational impact in giving pupils the knowledge and skills they need to succeed in life.

Curriculum and teaching Exceptional

The school has crafted a curriculum that is ambitious, broad and taught to a consistently high standard across all subjects and key stages. All pupils study the full suite of English Baccalaureate subjects at key stage 4. Lessons are carefully designed so that pupils build strong foundations in communication, literacy and numeracy. Reading is a priority in the school. The school quickly identifies and helps pupils who need additional support to catch up. Teachers have expert subject knowledge. They explain ideas with clarity and precision. Teachers check pupils' understanding frequently and systematically, and address misconceptions straight away. This allows pupils to consolidate their knowledge successfully. Pupils are actively involved in learning, which helps them think and respond with confidence. Assessment systems are rigorous, with regular checks, so that gaps in pupils' learning are identified and addressed quickly. Staff use modelling techniques very effectively so that pupils know what excellence looks like. Teaching is supported by high-quality professional development and collaborative feedback, which helps the school maintain the highest standards. Leaders review evidence on pupils' learning and adapt the curriculum and teaching accordingly. The same high expectations apply to all pupils and curriculum adaptations focus on removing barriers to learning rather than reducing challenge.

Inclusion

Strong standard

Inclusion at Ashcroft Technology Academy is built on high expectations for every pupil and early, accurate

Ashcroft Technology Academy

URN: 135316 | Inspected: 02 December 2025

identification of need. Leaders ensure that disadvantaged pupils, those with special educational needs and/or disabilities, and others facing barriers receive timely, targeted support. The impact of the pupil premium strategy is regularly monitored by leaders. All pupils follow the same broad academic programme. Teams from the 'ARC' specially resourced provision for pupils with special educational needs and/or disabilities (SEND) and inclusive care and support work together to provide highly effective support for pupils that need it. Staff receive regular training to embed inclusive teaching practices. A range of strategies, such as check-ins, paired reading, handwriting and social skills, demonstrate the school's high expectations and a commitment to reducing barriers to pupils' learning and/or wellbeing. Leaders are committed to partnership working, engaging with local advisory services to ensure that strategies impact positively on pupils. Pupils' attendance and behaviour are closely monitored, with additional support for pupils at risk of disengagement. The school's extended day, homework clubs and catch-up sessions help pupils keep pace. Enrichment activities and trips are accessible to all. Leaders track pupils' progress rigorously and adjust strategies to ensure that pupils with SEND and those who are disadvantaged attain above the national averages. This approach reflects a culture where inclusion is proactive, systematic and central to the school's success. Personal development and well-being Strong standard Personal development and wellbeing are central to life at the school. Leaders provide a well-structured programme that helps pupils grow into confident, respectful and resilient young people. Through the social curriculum and weekly praise sessions, pupils learn about values such as integrity, kindness and perseverance. Through this programme they are encouraged to reflect on their behaviour and achievements. These sessions also address important issues such as online safety and equality. Pupils know how to recognise healthy and unhealthy relationships. This enables pupils to understand how to keep themselves safe and treat others with respect. The school promotes tolerance and celebrates diversity through events such as Black History Month and International Women's Day, alongside regular discussions about fundamental British values and cultural awareness. Pastoral care is strong and responsive. Staff know pupils well and act quickly when extra support is needed. Specialist provision, including mentoring and counselling, is available for those facing challenges, and pupils say they feel well supported. A wide range of enrichment activities, clubs and trips are offered. These opportunities help pupils develop confidence, teamwork and leadership skills. Careers education begins early and is carefully planned. Pupils receive impartial advice and experience employer-led events, workplace visits and tailored guidance as they move through the school. Post-16 students benefit from targeted support for university and apprenticeship applications. Leaders have thought carefully about how to raise the aspirations of all pupils, including those that are disadvantaged. The school's approach ensures that pupils are well prepared for academic success, as well as life beyond school. Pupils are equipped with the knowledge, skills and character to thrive.

What it's like to be a pupil at this school

Being a pupil at Ashcroft Technology Academy means joining a school that sets high expectations and provides exemplary support so that every pupil can succeed. The school is a productive, safe and purposeful place for pupils to learn. Pupils, and students in the post-16 provision, benefit from a high-quality curriculum. This is delivered with consistent precision and skill by well-trained staff in a calm and focused learning environment. Pupils are very successful in public examinations and extremely well prepared for future learning and life in modern Britain. Pupils' attendance is excellent. They arrive on time, ready to learn. The behaviour of pupils is commendable, in lessons and around the school. Pupils are highly committed to their learning and show positive

Ashcroft Technology Academy

URN: 135316 | Inspected: 02 December 2025

attitudes in lessons, for example when taking part in discussion with teachers and with their peers. Pupils enjoy warm, positive relationships with staff. They appreciate that staff know them well, regularly recognise their achievements and value them as individuals. Pupils show respect for each other and bullying is very rare. An inclusive approach is central to the school. Pupils with special educational needs and/or disabilities, or who are otherwise disadvantaged, are included and supported through tailored help from specialist teams, ensuring barriers to learning and well-being are removed and opportunities are never limited. As a result, pupils are successful in their learning. Beyond academic study, pupils enjoy a rich programme of clubs, trips and activities, from sports and drama to science, technology, engineering and mathematics projects. Personal development is supported through citizenship, relationships, sex and health education as well as the praise and social curriculum. These promote resilience, kindness and responsibility. The extended school day provides opportunities for supervised study and catch-up sessions. Pupils benefit from strong pastoral care, and a wide range of opportunities designed to help every pupil achieve their academic and personal potential.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

Leadership and governance Exceptional

Leadership at Ashcroft Technology Academy is extremely effective and sets very high expectations for pupils and staff. Leaders have a clear vision for providing an excellent education and they work expertly to make sure this happens every day. They are visible around the school and know their pupils well. This creates a safe, calm environment where learning comes first. Leaders check the quality of teaching and behaviour regularly and act quickly if improvements are needed. They provide excellent support for teachers, including high-quality, bespoke training and mentoring for new staff. Leaders use detailed information about pupils' progress to make decisions and ensure that any gaps are addressed. They listen to feedback from staff and pupils and make changes when needed. Members of the executive board and trustees know the school well. They meet regularly, ask challenging questions, and make sure leaders keep standards high. They also check that safeguarding is effective and that resources are used wisely. They fulfil their statutory duties. Staff surveys show that morale is high and that teachers feel valued and supported. There is absolutely no sign of complacency. Leaders at all levels are ambitious for every pupil, including those who face barriers to their learning and/or wellbeing. Their work continues to have a transformative impact on pupils' achievement, behaviour and wellbeing. Post 16 provision Exceptional There is an ambitious and well-structured post-16 study programme that prepares students so well for university, apprenticeships and employment. Students can choose what they will study from a wide range of A levels or the International Baccalaureate. The delivery of the post-16 curriculum is of a consistent high quality. Teachers explain concepts clearly and check understanding regularly, so students build confidence and achieve excellent results. Students demonstrate mature study habits and produce sophisticated work in lessons. Leaders monitor progress closely and intervene quickly when needed, ensuring that all students achieve well. Where

Ashcroft Technology Academy

URN: 135316 | Inspected: 02 December 2025

students may fall behind in their learning, staff act quickly with tailored support, including structured mentoring and study guidance. Careers education is comprehensive and begins early, with impartial advice, employer-led events and targeted workshops. Students also benefit from leadership opportunities, enrichment activities and an ambitious personal development programme that promotes resilience and independence. Many initiatives are student-led. The post-16 provision is truly inclusive. Students with special educational needs and/or disabilities receive effective support, and all are encouraged to aim high. Higher education guidance lessons enable students to understand how to successfully navigate the application process. Sustained high expectations, expert teaching and strong pastoral care mean that students leave Ashcroft well prepared for their

next steps

and for life beyond school. Strong standard

Attendance and behaviour Exceptional

Pupils attend school regularly and behave to a very high standard. Pupils' attendance rates are among the best nationally, with very low levels of persistent absence. The school sets clear expectations and works closely with families to remove barriers to attendance. Pupils arrive on time and settle quickly, so lessons start promptly. Pupils' behaviour in classrooms and around the school is calm and respectful, creating an environment where learning is not disrupted and bullying and discrimination are not tolerated. Staff apply rules and routines consistently, and pupils understand that poor behaviour will be addressed immediately. When issues arise, behaviour mentors from inclusive care and support provide tailored input to help pupils reflect and improve. This reduces repeat problems over time and ensures that pupils do not miss out on learning. This approach means pupils feel safe, relationships with staff are positive and learning time is maximised. Staff and leaders have the same high expectations for all pupils, which is indicative of how they prioritise inclusion. These very high standards of attendance and behaviour have been sustained over time. They contribute directly to pupils' remarkable academic success.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/ashcroft-technology-academy-london>