

Ashcroft Technology Academy

Address: 100 West Hill, SW15 2UT

Unique reference number (URN): 135316

Inspection report: 2 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional ●

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.

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.

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.

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 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 ●

Inclusion

Strong standard ●

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

This school is a single academy, Prospect Education (Technology) Trust Limited, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Lord Michael Ashcroft.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal and other senior leaders, as well as the chair of the executive board and a representative from the trust during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors confirmed the following information about the school:

The school has a specially resourced provision for pupils with special educational needs and/or disabilities. The provision provides up to 16 places for pupils with autism.

Principal: Douglas Mitchell

Lead inspector:

Robert Grice, His Majesty's Inspector

Team inspectors:

Amy Jackson, Ofsted Inspector

Una Buckley, His Majesty's Inspector

Susan Maguire, His Majesty's Inspector

Russell Bennett, His Majesty's Inspector

Lisa Smith, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

School and pupil context

Total pupils

1,511

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,450

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

32.14%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.51%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with Special Educational Needs (SEN) support

11.05%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, MSI - Multi-Sensory Impairment, PD - Physical Disability, MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	84.5%	45.2%	Above
2023/24	80.0%	45.9%	Above
2022/23	79.4%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	66.3	45.9	Above
2023/24	65.6	45.9	Above
2022/23	63.3	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	1.34	-0.03	Above
2022/23	1.09	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	75.8%	25.6%	Above
2023/24	72.4%	25.8%	Above
2022/23	69.4%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	58.0	34.9	Above
2023/24	58.7	34.6	Above
2022/23	57.0	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	1.01	-0.57	Above
2022/23	0.95	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	75.8%	52.8%	22.9 pp
2023/24	72.4%	53.1%	19.3 pp
2022/23	69.4%	52.4%	16.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	58.0	50.3	7.7
2023/24	58.7	50.0	8.6
2022/23	57.0	50.3	6.7

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	1.01	0.16	0.85
2022/23	0.95	0.17	0.78

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	91%	91%	Average
2022 leavers	96%	93%	Average
2021 leavers	95%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2023/24	42.03	34.38	Above
2022/23	41.80	34.16	Above
2021/22	43.73	37.86	Above

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2023/24	0.34	0.00	Above

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	1.9%	7.7%	Below
2023/24	2.6%	8.9%	Below
2022/23	3.6%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	3.0%	21.1%	Below
2023/24	4.0%	25.6%	Below
2022/23	7.1%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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