



Academic performance statement 2026-27

EMBLEY'S MISSION & VALUES

Embley is an academically selective school which is purposefully suited to the challenges of the modern world – the deliberate purposeful formation of young people is our aim, helping them become the best versions of themselves. Our core values of ambition, belief and compassion, underpin all that we do.

Ambition

Embley dares to want more for its children. The world is challenging and changing, and our task is to ensure that every young person leaves Embley with the tools to make progress a reality.

Belief

We are humble and hungry: humble enough to pause and reflect, hungry enough to act ambitiously to make a difference, while having an appropriate and authentic sense of self.

Compassion

We are a community that cares. The world needs more compassion at its heart, and that begins at schools like ours where we help children appreciate that the world does not stop at the end of our own experiences; where they don't think less of themselves but think of themselves less.

ACADEMIC APPROACH

Outstanding teaching lies at the heart of an Embley education. While facilities and resources enhance the learning experience, it is the strength of the relationships between teachers and students that inspires curiosity, engagement and a genuine love of learning.

Our approach combines evidence-informed practice with a strong commitment to the fundamental principles of effective teaching and learning. We celebrate high levels of achievement, recognising that these are built through sustained progress over time. We believe that progress is a meaningful measure of success, and that challenge, perseverance and learning from mistakes are essential parts of personal and academic development. Our teachers provide support and encouragement throughout this journey, helping students develop confidence, resilience and independence.

Embley maintains high academic expectations within a supportive and balanced environment. We encourage students to embrace challenge and strive for excellence, while ensuring that academic ambition is accompanied by appropriate pastoral support and a focus on wellbeing. We monitor each student's progress carefully, using this information to provide tailored guidance and opportunities for growth.

A range of internal and external assessments is used to inform teaching, monitor attainment and support student progress. These assessments provide valuable insight into individual performance and enable progress to be evaluated against national benchmarks where appropriate. Assessment information is used constructively to identify strengths, support development and ensure every student is equipped to achieve their full potential.

TRACKING PROGRESS

From Year 1 through to Year 13, we operate a rigorous back-office function that tracks each child's progress against their potential. In Early Years Foundation Stage, we track progress against the EYFS Framework. Statutory summative



assessments take place: progress checks at aged two, Reception baseline assessment using formative teacher observation and judgement at the start of the year, working towards completion of the EYFS Profile at the end of the year.

Prep School

Our focus in Prep School is on purposeful and progress driven assessment. We achieve this by using cognitive data alongside attainment data to track potential as well as knowledge and understanding.

Year 3 and 5 pupils sit a cognitive ability test which measures underlying potential rather than what a child has been taught. Alongside this, we measure pupil attainment in English and Maths, term by term, across all year groups. We build a picture which allows us to plan for the individual and prioritise pupils reaching *their own* potential.

Year 1 to 6 take a baseline test in English and Maths at the start of the academic year and a test which measures progress against these benchmarks at the end of the year.

Our aim is for at least 20% of pupils to be working at greater depth in Key Stage 1 and at least 30% in Key Stage 2 by the end of the year. We also aim for all pupils to be at the expected standard for their chronological age by the end of the academic year.

Senior School & Sixth Form

As students join Embley Senior School in Year 7 to 9 they sit a 'MidYIS' test which measures underlying potential rather than what the students have been taught. These results are submitted to Durham University as part of a long-term project that processes over 481,000 MidYis assessments each year. Over the last 25 years, hundreds of thousands of students' test scores have been compared with their GCSE results which allows Durham to provide statistical predictions for each child, benchmarked against other children. Year 12 'ALIS' assessments operate in a similar way with the assessment providing an objective perspective of students' strengths and weaknesses and grades are calculated at the start of Year 12 and their two-year A Level programme.

We use our student data from Durham to create 'swarms' which are pictorial representations of a cohort's performance (gap analyses) plotting every pupil and their peers. Using our swarms, we monitor every student's progress at regular intervals against their predictions and against their peers. We then put in place targeted challenge or support mechanisms to improve performance.

GCSE and A Level public exam results are sent to Durham University and a 'value added' score is calculated which analyses the difference between the predicted and actual results. An 'average' score would gain an overall value added score of zero, while a good school might expect an average uplift of a significant proportion of a grade per student.

Over time value added measures have shown that students who attend Embley consistently gain up to a whole grade above that which they may have achieved had they studied elsewhere.

2025-26 NURSERY & PREP ASSESSMENT RESULTS

Maths Attainment	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6 Nationally
Working at greater depth	42%	78%	16%	41%	59%	31%	26%
Working at expected standard or above	100%	89%	74%	82%	91%	94%	74%

Reading Attainment	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6 Nationally
Working at greater depth	42%	44%	29%	41%	30%	58%	33%
Working at expected standard or above	100%	100%	81%	94%	88%	94%	75%

2025-26 GCSE & A LEVEL RESULTS

GCSE Subject Highlights

- Exceptional results in Mathematics, Biology, Chemistry, Physics, French and Religious Studies, with 66% of Mathematics grades and 65% of grades in the other subjects awarded at grade 7 and above (A*-A).
- Most students achieved results beyond those predicted grades when they joined the school, demonstrating the progress they have made during their time at Embley. On average:
 - every student achieved a whole grade higher than their baseline predictions in Mathematics, Computer Science, Drama, French and Physical Education, and
 - more than half of all students achieved at least one grade above their baseline predictions across English Language, Biology, Chemistry, Physics, Combined Science, Art, Geography and Photography.

GCSE grade (%)	2026	2025	2024	2023	2022	2021	2020	2019
9-7 (A*-A equivalent)	47	34	42	25.3	45	60	52	31.1
9-4 (A*-C equivalent)	97	95	97	90	98	99	99.6	91

A Level Subject Highlights

- 100% of grades awarded at A*-B for Further Mathematics, Art & Design, 3D Design and Photography.
- 75% of grades awarded at A*-B for Economics and 72% awarded for Mathematics.
- Increase in the number of A*s in Mathematics, Economics, Physics, Drama and Photography compared with last year.

A Level grade (%)	2026	2025	2024	2023	2022	2021	2020	2019
A*-A	23	36	27.8	16.3	41	56	56	25.2
A*-B	65	66	48	50	59			52
A*-C	88	86	76	80	79	99	98	75.5
A*-E	99	100	98	98.4	100	100	100	97.5

A LEVEL LEAVER DESTINATIONS

This year, 70% of students secured places at their chosen university, reflecting the success of their individual ambitions and pathways. One third of the cohort progress to Russell Group universities in Autumn 2026, including King's College London, Cardiff University, the University of Exeter, the University of Southampton and the University of York.

Beyond university, students have secured prestigious degree apprenticeships with leading organisations such as JP Morgan and Diamond Light Source, while others have chosen to take a gap year or move directly into full-time employment.

Reflecting their individual aims and ambitions, they go on to read a wide range of subjects including mathematics, engineering, physics, business, economics, politics and psychology, alongside creative disciplines such as drama, musical theatre, fashion, journalism and film production. Others pursue professional pathways in sport, healthcare and agriculture.

Document Information

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