

## **ACADEMIC RESULTS SUMMARY**

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## Curriculum Rationale

### Godolphin Values



### Godolphin Aims

As a consequence of the Godolphin Values, we aim for pupils to achieve the best educational outcomes, and through examinations or otherwise, to demonstrate Ambition, Authenticity, Courage and Kindness.

This is often demonstrated through success in exams at high grades and high value added against prior attainment (CEM ALIS, YELLIS etc).

Godolphin uses a variety of internal and external assessments to inform teaching and learning. These assessments are intended to facilitate pupil progress and the evaluation of that progress against relevant national norms.

## **Curriculum Intent**

In delivering the aims, the curriculum requires 4 main intentions. All departments make contributions.

1. Engage and enthuse.

Engagement with content and learning in and out of lessons is the most fundamental aspect of making progress and the first step to ensuring impact of the curriculum.

2. Achieve academically.

Through engagement with the curriculum the pupils will develop both skills and knowledge and the confidence to creatively apply both. Academic achievement is evidenced by thought and actions based on this learning.

3. Apply to the real world.

Learning must be relevant to the world practically, aesthetically, creatively, personally, or intellectually. Our curriculum should highlight and develop these links.

4. Progress to HE, Careers, and future life.

Our curriculum should provide knowledge, understanding and opportunity to best prepare pupils for the future that they choose. This can involve further education, careers, or personal progress and fulfilment.

## Teaching and Learning Focus

This year, to improve delivery of the aims, and build upon existing excellent exam results we are focusing on a series of learning behaviours. Those chosen for this academic year are based around independence in learning. Three strands to that are highlighted below and are adapted for use in all different subject classrooms.



# Learning Behaviours

## *Independent*

*Be organised  
Set goals  
Take responsibility for your own progress  
Manage your time*

## *Motivated*

*Contribute and participate  
Always try your best  
Bring ideas to class  
Actively seek out how to improve*

## *Curious*

*Ask questions  
Look things up  
Extend your knowledge yourself  
Try to find solutions yourself*

## Tracking and Monitoring

Pupils are monitored closely formally and informally to ensure progress. Informal monitoring happens at many points through a school day within lessons, and during informal pastoral or extracurricular activities. Progress is important and valued beyond the academic and pastoral and social progress is also a focus for staff interactions.

Beyond informal tracking in lessons, we collate formal assessment data on a regular basis throughout the school.

Pupil attainment is measured against descriptors in the lower school, and against national examination standards for Fourth Year and above. We also track engagement grades against descriptors monitoring pupil application to work.

Pupil attainment is also tracked against expected outcomes based on prior achievements including in external baseline tests provided by CEM (Cambridge Centre for Evaluation and Monitoring).

## **Value Added**

The data provided by CEM allow us to calculate the value added for individual pupils, and to help them to achieve the best possible grade.

Value added data is an important measure of success for Godolphin, for individual departments, and for pupils. We monitor and track value added over the years with interventions where required. Strong positive value added, as shown by a range of pupils and departments over the years is also an opportunity to share good practice.

Long term averages of value-added show that Godolphin achieves a value added of +1 grades and +0.5 grades at GCSE and A-level respectively. Recent annual averages have been higher.

## **Results 2024-25**

### **Overview Results - GCSE**

Godolphin pupils enjoyed an excellent set of GCSE results across the 2025 cohort, highlighting their determination and hard work over the past five years.

Many pupils achieved outstanding sets of grades including 9 who averaged a Grade 8 or over in each subject. In total 29 students averaged a Grade 7 or above in each subject.

Across the cohort, the students far exceeded national averages with 38% of Godolphin results receiving a Grade 8 or above compared to 12% nationally and 75% of results receiving a Grade 6 or above compared to 35% nationally.

### **Overview Results – Godolphin Sixth**

Godolphin is delighted to announce an excellent set of A Level results for 2025, highlighting the hard work and dedication of its students. Many students have excelled, with several achieving exclusively A\* and A grades.

Our students are set to study a diverse range of courses reflecting the breadth of their interests and talents. Notable university destinations include Oxford, Durham, Exeter, Newcastle, Edinburgh and Bristol with an even split across the Arts, Humanities, Maths and Sciences. Other students are going on to study Technical Theatre production, Architecture, Law, Paramedic Science and Film.

## Raw Grades

### GCSE

Overall	
8-9	38%
5-9	86%
Maths	
8-9	31%
5-9	79%
English	
8-9	48%
5-9	87%

### A-level

Overall	
A - A*	35%
E - A*	100%