

## ArtsEd – Day School and Sixth Form

### Academic Results and Destinations 2025

We believe that students, and their parents, should be given the assurance that they will achieve to the very best of their potential. At ArtsEd this is achieved in both the academic and vocational aspects of the 'ArtsEd Curriculum' through the excellence of teaching and learning; fundamentally, this is set within an environment where pastoral care is at its heart and that is inclusive, nurturing and enables all our students to thrive.

This is reflected in our strong academic results that show significant added value throughout each student's journey at the School. There are small class sizes which enable us to know the individual student and develop highly productive working relationships between students and teachers. We are an academically non-selective school with a collaborative ethos that instils a sense of self-belief in our students which, when combined with the very significant levels of personal development, undoubtedly create the foundations for their academic success.

This ethos within our school, coupled with small cohort sizes (number of students in Year 11: GCSE - 30; Year 13: A level - 9 and BTEC - 62), means that at ArtsEd a smaller number of students in Years 11 and 13 sit public examinations than in most other schools; we also have a much wider spread of talent and ability across the academic and vocational courses. Consequently, it is inevitable that there will be fluctuations in the overall results of different cohorts; combined year group outcomes do not show the programmes of personalised support for individual students, nor do they reflect the significant progress made by them.

The results at ArtsEd reflect the quality of teaching and learning, the ability of our students and their commitment to achieving their best throughout the time they are with us. At the heart of supporting the successes this year is our unique 'ArtsEd Curriculum' – where vocational training of the highest quality is rooted and integrated within the academic programme. This was recognised by the Independent Schools Inspectorate in the most recent inspection, when they awarded the School the highest accolade – an area of significant strength:

*'The standards that pupils achieve in performing arts, in line with the school's expressed aims, are a significant strength of the school.'*

**ISI Inspection Report 2024**

*'Leaders plan a curriculum through which pupils study a wide range of academic and vocational subjects. Pupils develop linguistic, mathematical, scientific and technological skills. Leaders strategically plan ahead and adapt their curriculum in the light of the changing demands of the world of performing arts.'*

**ISI Inspection Report 2024**

The 2025 results for our Year 11 and 13 students were a wonderful recognition of their endeavours.

### Year 11 Results

GCSE courses start in Year 9, and students typically take 9 GCSEs; additionally they have their own chosen vocational pathway lessons in dance, drama or musical theatre. Core subjects are English Language, English Literature, Mathematics and Combined Science Trilogy. Subject to meeting key criteria, there is also the possibility to sit an additional GCSE in a language in which they are fluent.

In 2025, Year 11 students produced a record-breaking set of results – they eclipsed those of 2019 when the School achieved its previous best set of results since GCSEs were reformed. 15% of all grades awarded were grade 9 – (up 6% on 2024 and 5% better than 2019); 48% of grades awarded were 9 - 7 (up 2% on 2024 and 5% better than 2019).

'Value-added' analysis in 2025 showed that on average each Year 11 student achieved nearly 1 grade (0.9) higher in each subject than their cognitive abilities test scores indicated:

All GCSEs	2025 %	2024 %
9	15	9
9 – 8	30	25
9 – 7	48	46

## Year 13 Results

Our Sixth Form students can take one of three different pathways: A levels, BTEC, or uniquely a combination of both. Those on the A level pathway usually start with up to 4 A levels. This year, the majority of students studied the BTEC pathway, which is the BTEC Level 3 Extended Diploma in Performing Arts Practice (Acting/Musical Theatre/Dance) and is the equivalent of 3 A levels; in addition, a significant number of these BTEC students also chose to study 1 or 2 A levels.

This year's Year 13 produced some superb results. The BTEC Level 3 Extended Diploma has three main specialisms in the Performing Arts: Acting, Dance and Musical Theatre. There were some outstanding results in these vocational courses, where Distinction\* (D\*) is the equivalent to an A\* at A level; Distinction (D) is an A grade; Merit (M) is a B grade. 66% of students achieved D\*D\*D\* (A level equivalent of 3 A\* grades), 89% achieved DDD or better (equivalent to AAA at A level), and all our BTEC students achieved at least DMM (ABB):

	BTEC %	
	2025	2024
<b>D*D*D*</b>	66	69
<b>D*D*D* - D*D*D</b>	74	77
<b>D*D*D* - D*DD</b>	86	85
<b>D*D*D* - DDD</b>	89	90

There were some excellent A level outcomes with 75% of grades awarded at A\*-B, an increase of 4% on the previous year. There were some outstanding results, including a number of students who achieved at least one A\*.

	A level %	
	2025	2024
<b>A*- A</b>	26	26
<b>A*- B</b>	75	71

When the BTEC and A level results are combined, The overall number of top grades in A level (A\*) and BTEC (D\*) was up 5% to 55%. The A\*- A rate was 74% (up 6%) and A\*- B rate was 89% (up 1%)

	A level and BTEC combined %	
	2025	2024
<b>A*</b>	55	50
<b>A*- A</b>	74	68
<b>A*- B</b>	89	88

These results were outstanding and enabled this multi-talented year group to move on to leading conservatoires and institutions in the UK and abroad, or into the industry.