



the **Gold Standard** in education

ANNUAL ACHIEVEMENT REPORT 2021-22

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1. Introduction by the CEO

This annual report provides a summary of the progress, performance and academic achievements of the Alpha Plus schools and colleges during the 2021/22 academic year. The information contained in this report is taken from the individual school and colleges Annual Progress and Achievement Reports (APARs), the external inspection reports and visits and data collection carried out by the APG Governors. The individual reports of each school and college along with their School Development Plans and Self-Evaluation Forms are the main agenda item of the autumn Governance visit. Performance data is also discussed as part of the regular meetings held between Heads/Principals and their line manager.

Sixty governance visits have been carried out this year. This, is in addition to the 20 strategy meetings which take place every November. Nine schools were inspected over the year. Nineteen forums were held in a range of subject and curriculum areas. These forums are designed to ensure that our teachers are up to date with the latest thinking in their field and allows them to exchange ideas and disseminate good practice.

2. Governance

Governance principles

The Alpha Plus Gold Standard embodies the Group's educational values. It informs individual school and college aims and objectives, and the standards to which Governors hold the Heads and Principals accountable. Governors are responsible for creating an ethos of high expectation and are expected to monitor, evaluate, support and challenge the Heads and Principals and their Senior Leadership Teams.

Good governance is concerned with providing insight, wisdom and good judgement. It requires Governors to 'know their schools', and to promote the importance of good leadership. By knowing their schools and colleges, Governors should be able to ask and answer key questions:

- How well are we doing?
- How do we know?
- Is it good enough?
- What else do we need to do?

The Governors carry out the governance responsibilities required of the proprietor of every school and college. The three¹ key responsibilities of the Governors are:

1. To ensure that schools and colleges have clarity of vision, ethos, and strategic direction
2. To hold the Head/Principal to account for:
 - The educational performance of the school/college and its pupils
 - Child welfare and protection
 - The performance management of staff
3. To oversee the financial performance of the school/college, and to ensure that resources are responsibly and effectively deployed.

Ensuring good management is a part of good governance, and in addition to its role as governing proprietor, Alpha Plus also provides some management and professional services to the schools and colleges. The following pages summarise the governance structure, processes and resources that are in place, distinguishing between governance and management responsibilities.

Governance structure

As described in more detail below, there are five components to the Alpha Plus governance structure for schools and colleges:

- i. Educational Governance
- ii. Line Management
- iii. Operational Management
- iv. Group Governance – overseeing i), ii) and iii) above
- v. The Alpha Plus Council – an educational advisory body

¹ These three key responsibilities listed are taken from the Department for Education *Governance Handbook 2019*.

i) **Educational Governance**

The Educational Governance *process* is managed by the *Director of Governance and Standards* who is responsible for:

- The quality assurance of the governance process, including the cycle of visits, the programme of review and checks, and ensuring follow-up of agreed actions.
NB - Where Governors also have operational or line management responsibilities, and/or corporate governance duties (see below), the Director of Governance and Standards ensures that any potential conflicts of interest are avoided/reconciled.
- The strategic development and quality assurance of teaching, curriculum, assessment, leadership, continuing professional development (CPD), SEND and inspections.
- Promoting relationships with key educational bodies.

The Director of Governance and Standards is the nominated lead Governor for Special Educational Needs and Disabilities, and the primary Governor contact for School Inspectors (i.e. ISI and Ofsted). The Director of Middle Years is the nominated Safeguarding Governor.

ii) **Line Management**

The primary contact point for the Head of each school and college is one of the educational Directors. Key duties of these Directors include:

- Supporting and challenging the Head, mentoring and disciplining as required;
- Recruitment and induction of new Heads; succession planning;
- Objective-setting, annual review and appraisals;
- Identification of CPD and other developmental needs;
- Day-to-day guidance - e.g. on educational matters, incidents, parental relations, complaints;
- Holding Heads to account for the 'inspection-readiness' of their schools;
- Performance review of schools, and reporting to the Alpha Plus Board;
- Agreeing first draft annual budgets of each school.

These Directors are also Governors. The Director of Governance and Standards is responsible for ensuring that any potential conflicts between line management responsibilities and governance duties are avoided or reconciled.

iii) **Operational Management**

One advantage of being part of a Group is the scale benefit it provides. Amongst other things, this enables the provision of expert resources across a number of professional areas, in particular:

- Finance
- Human Resources
- Information Technology
- Marketing
- Property (including Health & Safety)

A 'functional' operational Director with relevant professional expertise is responsible for each of these areas. This includes responsibility for operational efficiency, quality assurance, regulatory compliance, and the sharing of best practice where beneficial. The Directors of functions are also Governors.

The Alpha Plus Group Chief Executive Officer (CEO) meets frequently with the Senior Management Team, comprising these operational Directors, along with the education Directors, and other senior staff as required, to consider strategic and operational matters.

iv) Group Corporate Governance

The functions of Educational Governance, Operational and Line Management described above are all accountable to the Board of Alpha Plus Holdings plc.

The CEO and Deputy Chairman are also Governors and the Chairman is also Chair of the Governors. There are a number of other non-executive Directors who are not Governors.

The Board typically meets nine times a year to consider major operational and strategic matters. It reviews various reports, including the CEO's executive summary, a financial report, and summary progress reports prepared by each Director. These contain academic, pastoral, operational performance data and commentary for each school and college, as well as safeguarding and compliance issues, and inspection outcomes.

Each Head/Principal is required to periodically attend a Board meeting to make a formal presentation regarding their school/college progress, performance, priorities and issues.

v) The Alpha Plus Council (advisory only²)

The Alpha Plus Council advises on the educational direction of the Group, and reviews the educational performance aspects of the schools and colleges. The Council meets once per term and the Board notes its observations and advice.

Council members offer a wide range of experience. The Council considers latest developments in education and their implications for Alpha Plus schools and colleges. Such developments might include: curriculum and assessment; child welfare and protection; government policy; regulatory and inspection issues; independent sector market developments; and social issues such as trends in social media and technology.

² For the avoidance of doubt, the members of the Council (other than the Alpha Plus Holdings plc Chairman and Executive Deputy Chairman) **do not** have any Governance responsibilities for the Alpha Plus schools and colleges.

3. Continuing Professional Development (CPD) and Innovation

Centrally organised CPD and leadership development programmes have been organised for all schools and colleges. These complement the school/college's own CPD programmes and development priorities. They include:

- An annual leadership development programme for middle managers;
- Termly meetings for Heads and Principals;
- An annual conference for Heads, Principals and senior staff;
- Meetings for specific groups, for example, Deputy Heads; Directors of Study; SENDCOs; teaching assistants; subject Heads and coordinators;
- Middle and senior leadership development;
- A range of targeted professional development sessions (for example, child protection, safeguarding, educational visits and journeys).

In 2021/22, 13 middle leaders attended the middle leadership development programme run by APG and University College, London. This brings the total to 95 teachers from the inception of this course in 2017.

The Group also offers a subsidised Initial Teacher Training programme in partnership with Buckingham University. This was successfully completed by 4 trainees and the programme will be repeated in 2022/23. This brings the total to 37 since the course was introduced in 2017.

A range of educational forums met, mainly virtually, over the course of 2021/22 to discuss key educational issues and share good practice. Deputy Heads and Directors of Studies met each term, as did Heads/Principals and curriculum leaders. Subject forums were held in Mathematics, English, Science, Art, Music, MFL and R.E/PSHEE. Forums for Designated Safeguarding Leads, Educational Visit Coordinators, mentors, SEND Coordinators, Learning Assistants, Digital Literacy Leads and Early Years staff also convened every 6 months. Forums were also held for HR and administration staff, marketing staff and portal administrators. Most Forums were held online as this format made attendance easier for colleagues. Going forwards, forums will operate on a hybrid model with some face-to-face and some online.

The annual leadership conference for senior leaders was held in October 2021. Attendees heard from Andy Coulson and a range of workshops including those led by Directors, Headteachers, SLT and Head Office staff. Finally, attendees listened to an update on APG from the CEO and the Innovation Award winners were announced.

Innovation award

The award is designed to support and reward creativity and innovation, as well as provide ideas that can be shared with other APG schools. The awards are assessed against a range of criteria. Awards, made in October 2021, included 'The New Normal' to Portland Place Online, 'Digital Literacy/Curriculum/Resources' to The Story Lab Minors Nursery, 'Welfare and Pastoral Care' to Sleep Practitioners DLD and 'Teaching and Resources' to the Word Aware Initiative at Chepstow House School.

4. Achievement – Academic Performance and Enrichment

A. Nursery Schools

Davenport Lodge Nursery School

The children make good progress in the prime areas of learning due to the emphasis in individualised planning. Children leave the nursery as confident, happy learners due to the warm and caring environment. They make good progress in physical skills due to the emphasis on outdoor learning and the input of specialist activities like the Alan Higgs sports sessions. The nursery has used the WellComm assessment tool to support them to screen and support the children's communication and language skills. As a result of the focused literacy sessions, children in the pre-reception class achieve above expected levels of development.

Areas for development for the following year include:

- Communicate effectively with parents the progress of their child.
- Develop the provision on cultural diversity and inclusion.
- Develop Digital Literacy.
- Develop the provision for Maths especially numbers.

Rolfe's Nursery School

The majority of the children (82%) make excellent progress in the prime areas of learning and are working above age related expected milestones. The practitioners are knowledgeable; they know the children well and as a result can personalise their learning. The children make excellent progress in the specific areas of learning with half of the children working above age related expectations. This is due to systematic approach to reading and core texts and the provision of meaningful experiences for the children to explore the world around them.

Areas for development for the following year include:

- Ensuring consistency in the delivery of digital literacy.
- Implementing the revised progression of skills.
- Continuing to diversify the offering and learning moments.

The Minors Nursery School

90% of children exceed their developmental milestones for the prime areas of learning. The strong focus on positive relationships between teachers and children, the excellent modelling of language and wide range of physical experiences ensures excellent progress across all the curriculum areas. The school's phonics programme remains well embedded and yields excellent progress in spite of changes to staffing this year. A more robust structured programme of Maths has had a big impact on the children's mathematical skills with most children working above age related expectations. Lastly, there is a broad range of opportunities for children to develop their creativity and become independent and creative thinkers.

Areas for development for the following year include:

- Embedding the new assessment system, Arc Pathway.
- Working on the consistency of teaching across practitioners in light of staff changes.
- Develop the provision for outdoor learning.
- Improving the percentage of children exceeding age related expectations in writing.

B. Schools

Chepstow House School

Types of assessment used – BASE, PIPS, PTE, CATS, PASS

Summary – In English, value has been added in all year groups across the school. Value added increases as children progress through Years 3–6. On average, all children are reading above their chronological age from Reception-Year 6. The children continue to make good progress in Maths. 42% of children are making expected progress, 24% higher than expected and 22% making much higher-than-expected progress. Value added has been significant in Maths for the current Year 6 children.

Early Years – All children in Reception score above the national average in both Literacy and Maths, with over 90% reaching average or above in their BASE test. Children progressed well throughout the year with 100% reaching PIPS Level 3 (expected) or above in Reading and 93% in Maths. This shows excellent progress considering the low baseline at the beginning of the year.

SEND – SEND children make good progress across all areas of the curriculum with value added in their results. Intervention is provided to build secure foundations and continues where required.

EAL – All children with EAL are making good progress in line with their peers. Once children are embedded into the UK education system, good progress is made.

Leavers – Places achieved included St. Paul's, Latymer Upper, Godolphin and Latymer, and Kings College Wimbledon.

Next Steps

Priorities for 2022/23 include:

- Develop enrichment opportunities throughout the school and the curriculum.
- To further develop digital literacy throughout the school in line with being part of the Microsoft Incubator Programme.
- To review the writing assessment criteria across the school.

Falcons Pre-Prep School

Types of assessment used – BASE, INCAS, PIPS, PIRA, PUMA

Summary – In Reading, students are achieving, on average, almost 1 year above their chronological age. In Maths, students are achieving, on average at least 1 year above their chronological age.

Early Years – All children in Reception score above the national average in both Literacy and Maths, with 70% meeting or exceeding their early learning goals. The nursery has a strong cohort with 80% of children exceeding age related expectations.

SEND – Children with SEND have made consistent and steady progress in both English and Maths as a result of the targeted interventions that were implemented.

EAL – EAL students are making progress and the gap is closed by the time they reach Year 2.

Leavers – At 7+, all applicants were offered one of their first choice schools. Places achieved included St. Paul's, Latymer, Kings College, Hampton and Caldicott.

Next Steps

Priorities for 2022/23 include:

- Ensuring the impact of reasonable adjustments and programs used to support SEN and EAL students.
- Improving the written output that demonstrates higher level thinking in English.
- Provide opportunities for students to respond to problem solving questions in open-ended writing formats in Maths.
- Supporting nursery students with their communication and language skills.

Falcons Prep School

Types of assessment used – INCAS, MidYis, CAT4

Summary – In Reading, students are achieving, on average, over 1 year above their chronological age. In Maths, students are achieving, on average, over 1.5 years above their chronological age.

SEND – Progress has been made for all boys. Specific areas of difficulties are addressed with individuals.

EAL – EAL pupils have all made progress in both English and Maths. All but one of the EAL pupils are now working towards a level of fluency that can be considered bilingual.

Leavers – 11+ leavers are mainly to London Day schools. 13+ shows a range of good destinations with offers including Charterhouse and Radley. Offers to Eton College, Bradfield etc have also been secured.

Next Steps

Priorities for 2022/23 include:

- Termly HODs Subject development meetings.
- Continue with the embedding of learning diamonds.

Falcons Girls School

Types of assessment used – CEM BASE Assessment, INCAS, CATS

Summary – In Reading, students are achieving well. In Maths, students are achieving, on average, 1.5 years above their chronological age.

Early Years – Children in Reception have made progress across all main areas, with particular increases in Maths. In nursery, the results from the children's assessments, showed that most of the cohort were achieving at or above the average scores for their age. The children made most progress in reading and writing.

SEND – SEND pupils are making progress at the same rate as the rest of the cohort or at a faster rate and therefore closing the gap between themselves and their peers, for example they made accelerated progress in Reading.

EAL – The majority of EAL students are in the nursery. EAL learners are making better progress than their monolingual peers, with the exception of spellings and Maths.

Leavers – At 11+, pupils received offers in line with expectations, with an increase in both offers and scholarships. Places achieved included Godolphin & Latymer, Harrodian, Francis Holland and Kingston Grammar.

Next Steps

Priorities for 2022/23 include:

- English: The English Lead to focus on 'Reading' as the centre of the English Schemes of Work, around which other disciplines (writing, speaking, SPAG) will integrate.
- Mental Maths: to continue to focus on developing pupils' Maths skills.
- Regular opportunities for pupils to give feedback on their learning, including what have they found useful/interesting and what has been challenging.

Hilden Grange School

Types of assessment used – CEM, INCAS, MIDYIS, Rising Stars, GAPS, PUMA, NGRT, NGST

Summary – In Reading, students are achieving, on average, almost 2 years above their chronological age. In Maths, students are achieving, on average, 2 years above their chronological age.

Early Years – The nursery cohort is strong and now taught within ability groups, leading to a number performing beyond their age expectations. Upon entry, many of the children's social communication, interaction, speech and language, physical development and emotional well-being was below expectations following Covid. Interventions have brought them to the necessary level. Reception has experienced similar issues regarding social interaction.

SEND – The number of SEND children in the prep school in particular, has continued to rise, as has the level of support needed.

EAL – EAL students not making the expected progress are also monitored for possible SEND. Two students joined HG from Ukraine and were well supported in the transition.

Leavers – At 11+, there was a 100% pass rate. Places achieved included Judd, Tunbridge Wells, Tonbridge and Skinners. 15 scholarship places have been accepted, including Bede's, Kent College and Radnor House. At 13+, 14 scholarships have been accepted.

Next Steps

Priorities for 2022/23 include:

- Continued curriculum development of English from KS1-3.
- Raising the standards of Maths and English in KS1.
- SEND Provision: ensuring the needs of the growing number of children with SEND are fully met.

Pembridge Hall School

Types of assessment used – BASE, INCAS, NGRT, NMM

Summary – In Reading and Maths students are achieving, on average, over 1 year above their chronological age. In Year 5, these figures rise to almost 2.5 years in Reading and over 2.5 years in Maths.

Early Years – The Reception cohort attained slightly above national average. Additionally, progress in Reading is immense over the course of the academic year, with 96% surpassing the expected reading level. In Maths, 73% of pupils achieved the curriculum objectives, with 6% of those exceeding it.

SEND – SEND children are making good progress and attaining almost 2 years above chronological ages in Reading and over 1 year in Maths. All SEND groups are on average working significantly above their chronological ages and pupils with Social, Emotional and Mental Health needs are impressively working in line with the whole school average.

EAL – EAL children are making excellent progress in both Reading and Maths with 90% and 95% respectively, attaining over the national average and 26% and 40% attaining in the top 4% nationally.

Leavers – 50 girls received 197 offers. 32% of the year group accepted boarding schools, this remains in line with post-Covid projections. London day schools remain the most popular choice and Godolphin and Latymer continues to be the most favoured Senior School destination. Several scholarships from leading schools were offered.

Next Steps

Priorities for 2022/23 include:

- Promote higher attendance to improve attainment.
- Narrow the attainment gap in English, in the Middle and Upper School.
- Provide in-class SEND support and quality first teaching.
- Accelerate the progress of summer born, lower attaining girls.

St Anthony's School for Boys

Type of assessment used – PIRA, PUMA, INCAS, CAT, MIDYIS, SSRT

Summary – In Reading, students are achieving, on average, almost 2 years above their chronological age. In Maths, students are achieving, on average, 2 years above their chronological age.

Early Years – Children are either working at or working at greater depth in Maths and Literacy. Gross motor skills have made particular progress thanks to the new outside learning space. To bridge the gap in communication, language and physical/social/emotional development, there has been a focus on more curriculum coverage in these areas.

SEND – In all year groups with the exception of one pupil, SEND pupils are on average achieving greater than their chronological age in Reading and Maths, this is achieved across all year groups.

EAL – From Year 1-6, EAL pupils are on average achieving greater than their chronological age in both Reading and Maths.

Leavers – This year's results have been the strongest Common Entrance performance for many years, largely due to the full curriculum review at the end of 2020/21. The school is particularly pleased with the number of scholarships (5) awarded to boys in Year 8. Places achieved across the school include St Paul's, City, Harrow, Westminster and Wetherby.

Next Steps

Priorities for 2022/23 include:

- Ensure that the range of standardised data collected by the school is shared more systematically with clear year group level focus and targets arising. Ensure all assessment data is consistently used proactively, beyond reporting on attainment and value added.
- Stream students in English in Years 3-6. This is an action point arising from the analysis of Developed Ability Scores outlined above.
- Implement and embed a Mastery Teaching approach and provide quality CPD on this as a whole school training need and priority.

St Anthony's School for Girls

Type of assessment used – PTE, PTM, CAT4, NGRT, NGST, INCAS, BASE

Summary – In Reading and Maths, students are achieving, on average, over 1 year above their chronological age.

Early Years – In the nursery, all pupils have made good progress from their starting points across all areas of learning, excellent progress has been made in communication, language and reading. Collaboration and handover ensured a smooth transition to the boys' school. In Reception, the girls have made excellent progress, particularly in reading and writing, performing above age related expectations.

SEND – 75% of students are working above the national average. There is not a significant gap between SEND and non-SEND pupils. Students are monitored using an online tracker and staff will continue to receive CPD for recognising and implementing strategies of support for those with need.

EAL – 83% of students are working above the national average in reading. Tracking, pupil progress meetings and updating current provision will continue, to work to raise standards.

Leavers – At 11+, offers included Channing, Mill Hill, Francis Holland, SHHS and North Bridge House. Five academic scholarships were also achieved.

Next Steps

Priorities for 2022/23 include:

- Raise standards in mental arithmetic.
- Strengthen the level of challenge for the most able mathematicians, particularly in Years 1-4.
- Further consolidate success of guided reading and explicit reading skills in Literacy.

Wetherby School

Type of assessment used – BASELINE, PIPS, INCAS, SWST, CAT4

Summary – In Reading, students are achieving, on average, 2.5 years above their chronological age. In Maths, students are achieving, on average, 2.7 years above their chronological age.

Early Years – The cohort entered the school with PIPS scores that were the lowest in the history of the school, as a result of Covid nursery closures and home learning. On exit, the scores raised considerably, not matching the year prior's results but remained in line with previous cohorts.

SEND – Students are well supported with a very strong Learning Support Department, supported in class, in small groups, 1-to-1 and with Speech and Language Therapists. Additionally, floating members of staff run bespoke sessions during and after school. Trends show most SEND pupils make good or excellent progress.

EAL – The majority of EAL boys have a good grasp of English upon starting Reception. Boys in Reception are supported in class or in English intervention groups. If needed, 1-to-1 sessions with the speech and language therapist are available. By the time the boys leave Year 3, the gap is marginal, if any to their peers.

Leavers – 7 and 8+ results were exceptionally pleasing and impressive. Offers included St Paul’s, Westminster Under, Sussex House and Kings College. Results include 10 offers, 8 acceptances to St Paul’s at 7+ and 15 offers and 9 accepted to Westminster Under at 8+.

Next Steps

Priorities for 2022/23 include:

- To further develop the tracking and monitoring of reading.
- To develop the spatial reasoning curriculum.
- To continue to enhance the teaching of phonics and handwriting.

Wetherby Prep School

Types of assessment used – NGRT, PTM, CAT4

Summary – Exit results in English, Maths and in other subjects remain strong in Common Entrance and Scholarship examinations, with pleasing numbers of boys continuing to gain entry to many of London’s top schools.

SEND – The majority of boys with SEND are making good progress with their CAT and NGRT scores. With regards to Common Entrance exams, pupils continue to make substantial progress with the boys achieving excellent results, including some ‘B’, ‘A’ and ‘A+’ grades.

EAL – 60 boys are identified as EAL; many are bilingual. Their reading ages continue to improve year-on-year, in line with the rest of the cohort.

Leavers – Leavers list is in line with previous years. Destinations include Eton, Harrow, Rugby (for the first time), Charterhouse, Wellington and Winchester. There was a small number of leavers at 11+ to Latymer, KCS, UCS and City of London.

Next Steps

Priorities for 2022/23 include:

- Introduce MIDYIS and INCAS testing across the school.
- Develop further the programme of SAS testing to give consistent results.
- Review the way in which the curriculum will change according to changes in Latin and English Common Entrance syllabus changes.

Wetherby Kensington

Type of assessment used – PIPS, INCAS, CAT4, SWST, BURT

Summary – In Reading, many students achieve over 2 years above their chronological age. In Maths, many students achieve 2 years above their chronological age.

Early Years – 96% of the year group made at least the expected progress and 43% exceeded the average expectations. To further improve, guided reading practice will be fully embedded to further accelerate progress.

SEND – Pupils on the SEND register are making good progress, improving from below average attainment to within or above national expectations. Some boys with language difficulties (on the autistic spectrum) struggle with the different use of language in Maths, they are progressing at a slower rate.

EAL – The attainment of EAL students across the school is good. There is no attainment gap evident based purely on boys having EAL or being bilingual.

Leavers – At 7+, boys gained places at schools including St Paul’s Juniors, Latymer and Kings College. At 8+, offers were received from schools including Thomas’ Fulham, Sussex House, Fulham Prep and Wetherby Prep.

Next Steps

Priorities for 2022/23 include:

- To continue to have a focus on reading with a particular emphasis on comprehension to develop inference and deduction skills.
- To focus on mental arithmetic strategies across the school.
- To review and develop differentiation across all curriculum areas, ensuring teaching and learning is of the highest standards.

Wetherby-Pembridge School

Types of assessment used – GL, CAT4, NRG, PTM, BASE

Summary – In Reading, value has been added across all year groups. In Maths, value has been added across all year groups with the exception of Grade 4 (with 3 low scoring students in the cohort).

Early Years – Overall, the students in Early Years made significant progress in all 7 areas of learning throughout the year. The majority of the group scored above national averages in the BASE assessment in most areas. Students scoring the lowest on their BASE at the beginning of the school year, were able to make great strides in Literacy and Maths, scoring above or just below National Average scores at the end of the year.

SEND – SEND support is put in place and intervention classes offered where needed.

EAL – Currently, there is only one pupil with EAL status. Their strong academic skills are not affected by the fact that English is not the primary language at home.

Next Steps

Priorities for 2022/23 include:

- Regular interventions in Maths, Reading and Phonics to ensure children identified as having significant gaps/needs make accelerated progress.
- Improve writing standards across the school.
- Continue to encourage daily reading at home.
- Improve Science provision across all year groups.

C. Senior Schools and Colleges

Aggregate A Level results for the Colleges and Wetherby Senior School					
A Level Results	A*	A*-A	A*-B	A*-C	A*-E
Nationally 2022³	15%	36%	63%	83%	98%
APG 2022	20%	47%	74%	89%	99%
APG 2021	35.1%	65.7%	87.6%	97.5%	100%
APG 2020	31%	62%	85%	96%	100%
APG 2019	16%	39%	65%	83%	98%
APG 2018	11%	32%	59%	83%	98%
APG 2017	20%	47%	73%	89%	99%
APG 2016	20%	48%	72%	90%	99%
APG 2015	15.8%	38.6%	65.1%	82.9%	97.9%
APG 2014	13.8%	38.4%	65.3%	83.6%	97.7%
APG 2013	17%	40.7%	64%	83.7%	99.2%

College/ School	Exams per student	No. of students	No. of exams
ACC	3.2	89	285
ACM	2.6	38	97
DLD	2.6	81	214
WSS	3.3	55	179
Total APG	Av – 2.9	Av – 66 Total – 263	Av – 194 Total – 775
Total Colleges	Av – 2.8	Av – 69 Total – 208	Av – 199 Total – 596

Abbey College Cambridge (Number of pupils: 394, SEN: 14%, EAL: 99.5%)

Types of assessments – A-Level, IFP⁴, GCSE

Summary – Results have been exemplary in the first year of public examinations since 2019. At A Level, Chinese students remain the anchor around which the college's results are built, the students are consistently high performing. Hong Kong is also a significant growth grouping for ACC. At ACC, top grade performance at A Level and GCSE far outstrips national averages. Significant progress is visible against predicted grades (CAT4), continuing the positive trend at both A Level and GCSE. The value added is positive across all departments at A Level. The results of SEND students overall were inconsistent. Changes in the department will develop provision and examination processes.

³ Examination results - JCQ Joint Council for Qualifications

⁴ International Foundation Programme

A-Level – Students achieved near double the national average for A*-A results and presents a near 33% increase on the national average at A*-B.

A Level results	A*	A*-A	A*-B	A*-C	A*-E
Abbey College Cambridge 2022	31%	60%	80%	91%	98%
Abbey College Cambridge 2021	43%	74%	92%	99%	100%
Abbey College Cambridge 2020	45%	83%	98%	100%	100%
Abbey College Cambridge 2019	34%	71%	92%	98%	100%
Abbey College Cambridge 2018	21%	54%	78%	93%	99%

GCSE - 27% 9, 48% 9-8, 61% 9-7, 91% 9-4 and 99% 9-1. ACC achieved triple the national average of 9-8 grades.

IFP – The overall average was 67% (pass rate 94%).

Exit results – One student gained a place at Cambridge in Engineering. Across the G5 universities, 20% secured an offer and 45% a Russell Group place. 97% of those who applied to university have confirmed their places. The pioneering Medicine Preparation Programme has continued its phenomenal success with 22 offers, up from last year’s record-breaking 19.

Next steps:

Priorities for 2022/23 include:

- How can Oxbridge success be increased?
- How can greater value added be achieved for students? What teaching methods are the most impactful?
- How can attainment be raised in IFP (all pathways) to counter this year’s decline?

Abbey College Manchester

Types of assessments – A-Level, IFP/CSP, GCSE

Summary – The college achieved strong results in both A-Level, GCSE and IFP/CSP, with good value added, especially for the two-three year students.

A-Level – At ACM, 38% of grades achieved were A*-A and value added was higher than in the last exam determined grades series in 2019. All SEND students achieved what they needed to, to progress to their next stage in education.

A Level Results	A*	A*-A	A*-B	A*-C	A*-E
Abbey College Manchester 2022	11%	38%	64%	86%	100%
Abbey College Manchester 2021	32.7%	60.2%	82.7%	96.9%	100%
Abbey College Manchester 2020	19.3%	51.8%	78.1%	93.9%	100%
Abbey College Manchester 2019	7.0%	20.4%	46.5%	71.3%	98%
Abbey College Manchester 2018	9.5%	34%	61.2%	87.8%	100%

GCSE – 25% 9, 40% 9-7, 78% 9-4 and 99% 9-1.

IFP/CSP – The overall average for the IFP/CSP was 64% (compared to 70% in 2021). Two students failed to pass. IFP/CSP continues to provide good differentiation and strong progression for students.

Exit results – 94% of students achieved at least one offer, 46% gained their ‘first choice’, 32% gained Russell Group places, one Oxford place was achieved and five places on medical courses.

Next steps:

Priorities for 2022/23 include:

- Development and implementation of PATCHH – enabling students to be more independent in their learning, becoming more active learners. The feedback and reporting/reviewing system will also be improved to increase the impact of assessments and monitoring process.
- Develop mental health and well-being support to ensure as much as possible is done to identify the issues that students face and provide them with the needed support/guidance.
- Continue to develop the curriculum offering to meet the students’ needs and enhance the attractiveness of the college to prospective students.

DLD College London

Type of assessments – A-Level, BTEC, IFP, GCSE

Summary – DLD continued to return strong examination results this summer. At A*-A, there has been a 17% increase and at A*-B 15% increase from the 2019 results, the last set of exam determined grades. At A-Level, international students out-performed British students (trend continued at GCSE), boarders out-performed day and girls slightly out-performed boys.

A-level – When compared nationally, DLD achieved higher than the national average at each grade bracket. 18% of grades were A*, 41% A*-A and 71% A*-B. Maths remains the most popular subject, Business, Economics and Psychology follow. Media has shown the biggest increase across the college.

A level results	A*	A*-A	A*-B	A*-C	A*-E
DLD College London 2022	18%	41%	71%	87%	99%
DLD College London 2021	26%	56%	81%	95%	100%
DLD College London 2020	23%	50%	76%	93%	100%
DLD College London 2019	7%	26%	54%	78%	98%
DLD College London 2018	13%	29%	59%	85%	96.7%

GCSE - 16% 9, 49% 9-7, 94% 9-4 and 99% 9-1. At GCSE, there has been a significant increase on 2019, 9-7 grades increased 22% and 9-8 29%.

BTEC/IFP – At BTEC diploma, 92% of grades were at Distinction level, an increase of 42% on summer 2021. 100% of grades were Merit and above. For BTEC certificate, 20% were distinction level and there was a 100% pass rate. 100% of students were offered a place at their first choice. At IFP, 36% of students received a distinction.

Exit results – Of those eligible to apply to university, 91% applied. 97% achieved at least one offer, 78% gained a place at their first choice and 27% achieved a Russell Group place. Destinations included St Andrews, UCL, KCL, Queen Mary and City.

Next steps:

Priorities for 2022/23 include:

- Continue to achieve consistently high grades over the coming years.
- Develop the monitoring of students e.g. restructured daily interventions, HOD tracking data, re-designing the assessment and reporting cycle and encouraging the home-school partnership.
- Continued development and consolidation of feedback.

Portland Place – Senior School

Assessments used – GCSE, EPQ⁵, MIDYIS, CEM

Summary – 7% 9, 33% 9-7, 86% 9-4 and 98% 9-1. Achievement at GCSE was good, with an increased proportion of the highest grades (9-7) and strong sixth form routes secured for students. The school achieved above the national average. In the hybrid school's first set of GCSE results, students achieved at least as well as the day school, a very pleasing outcome. The GCSE results show SEND and EAL students achieve in line with their academic ability, they are well supported and their needs are not a barrier to their attainment. For the first time in recent years, two students undertook an EPQ and one student Additional Maths.

Exit results – Academically high performing students earned Sixth Form places at South Hampstead High (with scholarship), St Paul's School and Highgate. Within APG, three students are attending DLD and one to Wetherby Senior. Other places gained include Mill Hill, Kew House and Kensington Park.

Next steps:

Priorities for 2022/23 include:

- There is an entirely new Mathematics faculty in place with a number of systematic changes to focus on consistently high expectations of students.
- Focus across all subjects on the lower ability students to ensure no grades below a 4.
- Improve Maths and Science results to at least match those in English.

Wetherby Senior School

Types of assessments – A-Level, GCSE, MidYIS

Summary – Excellent results were achieved across the school, well above the national averages and well above the independent sector averages at GCSE.

A-Level – WSS was substantially above national averages and though not as selective as other sixth forms, equalled the independent sector average for A*-C, indicating excellent performances.

A Level Results	A*	A*-A	A*-B	A*-C	A*-E
Wetherby Senior 2022	18%	50%	79%	92%	100%
Wetherby Senior 2021	38%	70%	92%	99%	100%
Wetherby Senior 2020	35%	58%	85%	97%	100%

GCSE – 29% 9, 52% 9-8, 75% 9-7 and 99% 9-4.

⁵ Extended Project Qualification

SEND - The data indicates the provision for students with a range of moderate to severe learning difficulties is enabling the vast majority to achieve highly, fulfilling their baseline predictions and often exceeding them.

Exit results – 87% of students achieved their first choice university (84% 2021), 76% of those remaining in the UK, gained Russell Group places. 36% of the cohort applied internationally, one Ivy League place was achieved. The school expects the ISC 2023 annual census to show WSS as one of the top 5 UK boys' feeder schools to the USA. 100% of A Level students received at least one offer. Of the 80% who achieved B or above in their EPQ, a considerable number had obtained preferential offers from UK universities based on their EPQ outcomes. A much higher number completed the course in 2022 (2021 was impacted by Covid).

Next steps:

Priorities for 2022/23 include:

- Continue to prepare for an ISI inspection and to refine good practice in teaching and learning.
- Establishment of a Digital Steering Committee.
- Enrich learning with a wider range of trips and opportunities to exploit the resources in the capital.

5. Inspection Findings

An increased focus on regulation and compliance is part of the educational landscape and Alpha's aim is to ensure that schools' and colleges' self-evaluation is suitably rigorous and robust so that inspectors can readily see the evidence behind judgments. Our termly governance visits and regular reporting to the Board provide strong evidence of monitoring, support and challenge.

The main findings and recommendations in each inspection report are discussed with individual Heads and Principals in order to ensure that the appropriate actions needed can be agreed and incorporated into their School Development Plan. The reports will also be discussed at the Alpha Plus Management meetings and at the Board. We share relevant details of inspections with all our Heads, which helps them to prepare for their own inspections.

A number of Alpha Plus schools are due inspections so it is likely that we will have a significant number in 2022/23.

6. Looking Ahead – CEO’s report

This section of the report describes some of the key developments in 2021/22 and also focuses on another key question: what are our priorities over the next 12 months?

Some important developments in 2021/22:

- Our schools continued to refine a range of strategies and approaches to teaching and learning, drawing on best practice including in digital learning.
- Portland Place School’s hybrid school continued to grow and evolve.
- We held a successful annual senior leadership teams’ conference with a range of speakers and workshops, many of them run by APG schools.
- We continued to develop content for ‘The Education Hub’, our online space for the repository of research, case studies and films of great teaching.
- We worked with Nurseries to launch an online pre-Nursery preparation programme – the Plus programme.

Priorities 2022/23, these include:

- Planning for the opening of a new secondary school in Olympia, 2025 - Wetherby Arts School.
- Monitoring demographic data to identify locations for new schools.
- Supporting registrars and admissions staff to ensure interested parents receive ‘Gold standard’ service.
- Disseminating best practice in digital learning and publishing case studies of effective practice in the use of digital technology in APG schools on the Education Hub.
- Continuing to work in partnership with Buckingham University on Initial Teacher Training.
- Continuing to work in partnership with UCL to train new teachers based in APG schools.
- Supporting the Heads and Principals to achieve excellent grades in forthcoming ISI inspections and outstanding grades in forthcoming Ofsted inspections. In doing this we will ensure that our governance visits reflect any changes at a national level from either the inspectorates or the DfE.
- Supporting schools in developing their approaches to the mental health and well-being of children and staff.
- Continuing to run 19 Forums for APG staff in order to share best practice.

I would like to record my thanks to my colleagues in Head Office, to the non-executive directors and to the Chairman for their continuing support in moving forward these projects. I would also like to thank our teachers and staff for their hard work and commitment to our mission: “to provide the very best start in life for every child in our care.”

Appendix 1: External Entrance Examinations Offers

Pupil progress and achievement has again been rewarded by a good spread of 7+, 8+, 11+ and Common Entrance Offers. Many Alpha Plus pupils were offered their first choice school, with a healthy number of our pupils winning exhibitions and scholarships in drama, music and sports.

7+ Offers

School	2018	2019	2020	2021	2022
Bute House	4	3	2	4	1
Caldicott	4	7		3	1
Caterham				1	
City of London	1			1	1
Danes Hill				1	
Dragon	1				
Dulwich			1		
Falcons Prep	14	12	24	5	15
Falkner House	3				
Fulham Prep		1			
Haberdashers'	1		1		3
Hampton Pre	4	1	1	1	2
Harroddian	1				
Heathfield House					1
Highgate	1	6	1	5	3
Kew College		3			
Kew Green	2	1			
King's House	3	3		2	3
Kings Wimbledon	3	3	9	12	9
Kings Cambridge	1				
Kin's School Chester			2		
Lambrook					1
Latymer	10	6	4	12	10
NLCS				1	
Orchard House			1		
Papplewick	3				
Port Regis	1				
Ravenscourt Park				2	1
Rokeby School		1			
St James Park				2	
St. Paul's	13	21	14	18	14
St. Philips		1	1	1	
St. Thomas	1				
Summer Fields	1				
The Hall		1			
The Mall	1				1
Thomas Battersea				1	
Twickenham Prep				1	
UCS	1	2	2	5	7
WCCS		1			
Westminster Under	4	10	9	10	7
Wetherby Prep	1	2		1	3
Windlesham House			1		

8+ Offers

(WL = Waiting List)

School	2018	2019	2020	2021	2022
Abingdon House			1		
American School			2		
Arnold House		1			
ASL		2			
Bruern Abbey		1	2		
Bute House	1				
Caldicott	9	7	8	5	18
Channing		1			
Chepstow House			1	1	
Danes Hill					1
Dragon	2				
Dulwich			1		
Fulham Prep		1			1
Harrodian	2	4	1	1	1
Highfield				1	
Kings College	5	4	5	1	
Kings Wimbledon				2	5
Lambrook	1			3	4
Latymer Prep					(1 WL)
Ludgrove	1	1			4
Papplewick		1		1	1
Port Regis					1
Prince's Garden Prep					1
Sandroyd	1				
St. Paul's	12	7	2	10	9
St. Philip's			1	3	1
Summer Fields	3	2		4	2
Sussex House	17	12	20	24	29 (8 WL)
Thomas' Battersea				3	
Thomas' Fulham				1	1
Thomas' Kensington				1	
Trevor Roberts					1
UCS		2	1	1	1
Walthampton School			1		
W.C.C.S.	1	1	8	9	6
Westminster	9	9	7	11	15
Wetherby Prep	7	65	101	83	87
Windlesham House			1		
Abroad			4	1	

11+ Offers (NumberS = Number of Scholarships)

School	2018	2019	2020	2021	2022
Aldenham	1		1	5	1 (1S)
American School, London	2		1	5	2
Ardingly					1
Arts Ed			1		
Battle Abbey		1			
Bedales			1		
Bede's					1 (1S)
Beechwood	1		1		
Belmont, Mill Hill	2	1	8	9 (16S)	7 (3S)
Benenden	4	2		1	
Bennet Memorial	1		1	1	
Bethany	2	3			
Brighton College			1	2	
Canford					1
Cardinal Vaughan		1		2	
Castle Court					1
Caterham	1	2	3	1	1
Channing			9	6 (1S)	6 (1S)
Charterhouse			1	2	
Cheltenham Ladies College		1	1	2	2
City of London	8	15	8	3	8
City of London (Girls)	5	6		12	9
Clarmont Fan Court		1		5	1
Cobham				1	1
Cothill House				1	
Cranleigh					1
Cranmore					1
Downe House	9	3	1	5	10 (3S)
Dragon School	1				
Dulwich					1
Dwight International					1 (1s)
Eaton Square	3	6			
Ecole Active Bilingue, Lille					
Ecole Jeannine Manuel		1			
Emanuel		2	2	6	9
Epsom College	2		2		
Ewel Castle					1
Forest	1	1		2	1
Francis Holland	55	48	65	70 (17S)	77 (17S)
Fulham Prep		3			2
Fulham Senior	1			2	
Godolphin & Latymer	19	17	15	19	22
Guildford High			1		
Gunnersbury				1	
Haberdashers'	3	3	5	3	3
Haileybury	1	3			
Hall School	1			1	
Halycon				1	3
Hampton	2	1	3		
Hampton House Court		2		1	
Hanford				6	
Harrodian	12	14	3		10

School	2018	2019	2020	2021	2022
Harrow			1	1	
Headington School		1		4	
Heathfield, Ascot		4		3 (1S)	1
Highgate	7	8	9	5	5
Hillview			1	2	1
Holland Park	3	2	2		4
Hurstpierpoint		1		10	
Ibstock Place	13	8	5	1	7
Immanuel School					1
James Allen's Girls'					2
JFS		1		1	
Jeannine Manuel		1		1	1
John Lyon	1			2	14
Judd	5	9	5	4	
Kensington Park School	3	8	8	8	2 (1S)
Kent College	5	3	4	4S	3
Kent House			6	14	
Kew House	17	13	1		2
Kings Rochester		1			
Kings Wimbledon	1	6		1	1 (1S)
Kingston Grammar	1		2		1 (1S)
Kingswood		1			
Lady Eleanor	1	1		2	3
Lambrook			1	22	1
Latymer Upper	14	10	6		23
Laurels		1	3	2	
Leighton Park School			1	2	1
Licensed Victuallers School		1		4	
Lingfield		2	3		6
Ludgrove				1	
Lycee Francais		1			
Magdalen		2		8	
Maida Vale			2	2	22
Maidstone Grammar		1		2	
Marymount Intl.	1	4	4	1	2
Mayfield					1 (1S)
Merchant Taylors	5	11	4	7	5
More House	5	6	6	1	4 (2S)
New Hall				1	
North Bridge House			1	11	4 (1S)
North London Collegiate	3	6	6	2	3
Northwood					1
Notre Dame		1	1	10	4
Notting Hill & Ealing	8	6	1		8 (2S)
Oakwood Park	1				
Oratory	1			6	
Oxford High School					1 (1S)
Pipers Corner					1
Putney High	9	3	1		11 (1S)
Putney Ark	1			25	
Queen's College	33	16	22	11	31 (7S) (9WL)
Queen's Gate	9	17	22		20 (3WL)
Queen Anne's School			1		1

School	2018	2019	2020	2021	2022
Queen Elizabeth Boys					1
Queenswood			4	5	2 (1S)
Radnor House	1	6	2		6 (1S)
Reed's			1		
Sackville	2			2	
Sevenoaks		3	4		4 (1S)
Sherbourne		1			2 (1S)
Shiplake	1			4	
Skinnners'	1	2	3	20	1
South Hampstead H	17	13	12		19
Streatham and Clapham			1		
St Alban's		2			1
St Augustine's	1	1	2	3	
St Benedict's	7	8	4	1	2
St Gabriel's				4	
St George's	1	1	2	4 (1S)	2
St Gregory's		1			
St. Catherine's	3	2	1	1S	2
St Edward's				1	2
St. Helens	1			7	
St. James'	18	17	21		4
St. James Senior Girls					1
St John's	2	1		1	
St John's Leatherhead				2	1
St Margaret's				4	6
St. Mary's, Ascot	6	9	3		7 (1S)
St. Mary's, Calne	2	2	3	1	1
St. Marylebone	1			1	
St. Michael's Grammar					1
St. Paul's	8	3	6	8	4
St. Swithuns	1	1	2	5	1
Surbiton High		1	2	4 (4S)	3
Sutton High			1	3	
Sutton Valance	5	3	4	1 (1S)	5
The Hall				3	
The Weald of Kent					4
Thomas' Senior				2	2
Tonbridge	4	3	6		
Tonbridge Grammar Girls					4
Trinity School	1			4	
Tunbridge Boy	3		4	1	6
Tunbridge Girl		2	1	2	
UCS	9	11	6	7 (1S)	18
Ursuline				10	
Walthamstow Hall	2	2		2	7 (2S)
Weald of Kent	3	1			
Wellington			1		2
Westminster	3	7	3	3	
Wetherby	2	20	1	14	9
WSS				11	15
Wimbledon High	4		1	1S	1
Winchester			1		
Woldingham			1	6	5 (2S)
Wycombe Abbey	4	4	5	3 (1S)	11

Results from Common Entrance

School	2018	2019	2020	2021	2022
Abingdon			1		
Aldenham		1		1	
Alexandra Place School			1		
Bedes			1	1 (1S)	
Bedford					1S
Beechwood		1			
Birkhamstead					1
Bradfield		3	2	3	6 (2WL)
Brighton College			2	1	1
Bryanston	1	1		1	1
Canford				1	1
Caterham	1		1		2 (1WL)
Charterhouse	2		3	2	9 (1WL)
City of London	3	5	5	11	22 (2S 1WL)
Claremont Fan Court		1			
Cranbrook		1	2		
Cranleigh			1	2	4
Downside					1
Dulwich	1	2	3	3	12
Eastbourne			1		1
Emanuel	2	2		2	
Epsom	1		2	5	1
Eton	5	11	9	8	4 (4S 8WL)
Forest					1
Fulham Senior				1	
Gunnersbury				1	
Haberdashers					4 (1S)
Haileybury		1	1		
Halycon	1	1			
Hampton	5	1	1	2 (1S)	
Harroddian		5		2	3
Harrow	6	3	5	4	7 (3S 11 interviews)
Highgate			3		2
Hillingdon				1	
Ibstock					1
John Lyon				1	
Kensington Park School		2			
King's Canterbury					2
King's Wimbledon	2				5 (1WL)
Kings Rochester	1		1		
Latymer Upper		2		2	5 (2WL)
Lingfield				2	
Maida Vale					4
Marist College, Australia			1		
Marlborough	1	3	1		
Merchant Taylors	3		4	9	15 (1S)
Mill Hill	5	16	7	14	22 (3S)
Montclair USA			1		
Oundle				1	1
Radley	1		2	4	5 (1WL)
Radnor House					1 (1S)
Reed's			2	2	1
Rugby		2			2

School	2018	2019	2020	2021	2022
Sherborne		1			
Shiplake		2		1	1
Shrewsbury		1	1		
Seaford			1	1	2
Sevenoaks	2	1	1	1	2 (1WL)
St Albans	1				2
St Benedict's				1	1
St Christopher's					1
St Columbus College			1		
St Edmunds				1 (1S)	
St Edwards		2	1	1	4 (1WL)
St James	2	3		3	2
St John's			1	1	
St John's Leatherhead					1
St Paul's	6	7	11	7	18 (7WL)
Stowe	1			2 (1S)	2
Sutton Valence	2		1	6 (1S)	1
The Hall		1			
Thomas Battersea				2	3
Tonbridge	8	15	20	22 (7S)	32 (11WL)
Tunbridge Wells				1	
UCS			4		7 (2WL) (1 platinum award)
Walthamstow Hall					1 (2WL)
Wellington	1	3		3	10 (2WL)
Westminster	3	3	8	4	11 (2WL)
Wetherby Senior	10	15	25	21	30
Whitgift		1			1
Winchester	3	2	5	2	7
Worth				1	1

Appendix 2: University Entrance Abbey College Cambridge

2022	
Name of University	Number of Students
Aston Birmingham	1
Bangor	1
Birkbeck	1
Bournemouth	1
Brunel	2
City	8
Coventry	3
Durham	3
Goldsmiths	1
Imperial College London	5
INTO London/Manchester	1
KCL	6
Lancaster University	1
Queen Mary	8
Royal Holloway	3
Royal Welsh College of Music and Drama	1
The Architecture Association	1
UCL	9
UCLAN	3
University of Bath	2
University of Birmingham	2
University of Bristol	1
University of Buckingham	1
University of Cambridge	1
University of Dundee	1
University of Edinburgh	2
University of Exeter	2
University of Hull	1
University of Kent	1
University of Leeds	3
University of Manchester	10
University of Nottingham	2
University of Sheffield	3
University of Southampton	3
University of St Andrews	1
University of Surrey	10
University of the Arts London	3
University of Warwick	1
University of Westminster	2
Overseas	12 – 2 Cyprus, Columbia USA, Fordham USA, HK Uni, HK UST, 2 IE Madrid, Les Roches Switzerland, St George's Grenada, UBC Canada, Valencia Spain

Abbey College Manchester

2022	
Name of University	Number of Students
Aston University	2
Bristol	1
Brunel	1
City	2
Hartpury	2
Instituto Maragoni	1
KCL	3
Kingston	1
Lancaster	1
Leeds Beckett	1
Liverpool John Moores	1
Manchester Metropolitan	5
Middlesex	2
Newcastle	1
Queen Mary, London	2
Sheffield Hallam	1
Swansea	2
UCLAN	2
University of Bedfordshire	1
University of Buckingham	3
University of Coventry	1
University of East Anglia	1
University of Edinburgh	2
University of Essex	1
University of Hertfordshire	1
University of Huddersfield	3
University of Leeds	2
University of Leicester	1
University of Liverpool	2
University of Manchester	1
University of Nottingham	2
University of Oxford	1
University of Portsmouth	1
University of Reading	2
University of Salford	3
University of Sheffield	3
University of Southampton	3
University of the Arts London	2
University of Warwick	1
University of Westminster	2
Overseas	6 – China, Iraq, Madrid, North America, Portugal, Vietnam

DLD College London

2022	
Name of University	Number of Students
Arts University, Bournemouth	1
Bristol	2
Cardiff	1
City	11
Goldsmiths	2
Hult International Business School	1
Imperial	1
Istituto Marangoni	2
King's College	6
Kingston University	8
Leeds Beckett	1
LSE	1
Manchester Metropolitan	1
Middlesex University	1
Newcastle University	1
Oxford Brookes	1
QMUL	7
Ravensbourne	8
Regents	1
Royal Holloway	4
Sheffield Hallam	1
SOAS	1
UCL	5
University of Bristol	1
University of East Anglia	1
University of Edinburgh	1
University of Exeter	3
University of Leeds	1
University of Nottingham	1
University of Plymouth	1
University of Reading	2
University of Sheffield	1
University of Southampton	2
University of St Andrews	2
University of Sussex	2
University of the Arts London	5
University of Warwick	1
University of Westminster	7

Wetherby Senior School

2022	
Name of University	Number of Students
Babson College, Wellesley MA	1
Bocconi University, Milan	1
City, University of London	1
Durham	1
IE University Madrid	2
Imperial College	1
KCL	1
Loughborough	1
McGill University, Montreal	4
NYU	4
Northeastern University, Boston MA	1
Purdue University	1
Queen Mary, University of London	1
SOAS	1
UCL	1
University of Amsterdam	1
University of Bath	1
University of California, Berkley	1
University of Edinburgh	2
University of Exeter	2
University of Leeds	1
University of Manchester	2
University of Notre Dame, Indiana	1
University of Nottingham	2
University of Pennsylvania	1
University of Reading	2
University of Southampton	1
University of Toronto	1
York University	1
2021 leavers	
International Medical School, Milan	1
McGill University, Montreal	1
SOAS	1
University of Newcastle	1
University of Nottingham	1
York University	1