

## KS4

Progress 8 score - -0.15 (from starting point) \* (-0.83 from KS2)

Attainment 8 score - 40.2\* (national average 42.2)

Percentage of students achieving a good pass in English and Mathematics - 42%  
(national average 39.1%)

Percentage of students achieving a standard pass in English and Mathematics - 65%  
(national average 63.3%)

Student destinations - 96% in sustained destination (94% national average)

\*The JCB Academy uses GL assessments as the starting point for measuring progress as learners only join the Academy at the start of year 10. Two thirds of students at The JCB Academy do not undertake five Ebacc subjects (therefore for these students although the measure is over 8 qualifications students at The JCB Academy only have 7 entries that count in this measure) - for further information on this please see below. Adjusting for the specialist curriculum and starting points, the Academy would calculate a progress 8 score of +0.24.

## KS5

Progress students have made in English GCSE - +0.03 (national average -0.10)

Progress students have made in Mathematics GCSE - -0.14 (national average -0.23)

Average grades and course completion in 16-19 qualifications -

A Levels - -0.21, D, 97.4%

Academic - -0.10, D+, 97.4%

Applied General - -0.68, Dist-, 92.9%

Technical Qualifications - 0.00, Merit+, 88.1%

Student sustained destinations - 90% in sustained education or employment  
(national average 88%)

Breakdown:

University 65% (National average 48%)

Further Education 12% (National 14%)

Employment 13% (National 23%)

## Progress 8 measure and impact on The JCB Academy

Progress nationally is measured from KS2 via the mechanism of Progress 8. This does not capture the progress learners achieve at the academy as this does not represent their starting point.

Firstly, The JCB Academy would echo the Ofsted report of the West Midlands Manufacturing Academy:

*"Outcomes for pupils good - Pupils join the school in Year 10. It would therefore be misleading to evaluate pupils' progress against national averages because these measures are based on progress from Year 7."*

The performance tables have the following footnote:

*In UTCs, studio schools and some other academies, pupils typically start in year 10, rather than in year 7 as is the case for most secondary schools. This means that, by the end of year 11, pupils in these schools will have typically attended that school for only 2 years, compared to 5 years for pupils in most secondary schools. As a result, the Progress 8 data for these schools is not directly comparable with the Progress 8 data for other schools. UTCs, studio schools and some FE colleges with KS4 provision provide a specialist technical and professional education. The government's position is that it is not appropriate to expect the same rates of EBacc entry from these types of provision and that each school should decide on a case by case basis whether its specialist curriculum is compatible with the full EBacc.*

Furthermore the Ofsted framework states:

*"When evaluating pupil progress between key stages 2 and 4, inspectors will take account where pupils start part way through a phase or key stage (for example if they join a university technical college at age 14).*

Issue	Impact	Comment
EBacc slots filled due to specialist curriculum offer	<ul style="list-style-type: none"> <li>Attainment and progress figures depressed with greater impact as we move through prior attainment scores to HATs.</li> <li>Lack of 'choice' in filling slots - most learners don't keep their <i>best 3</i></li> </ul>	Datalab have calculated the overall impact on progress to be around -0.39 for P8
Progress is calculated from KS2 yet academy entry is at Y10	<ul style="list-style-type: none"> <li>Student A8 estimates are high compared to current ability profile</li> <li>Lack of time to address</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data demonstrates large decline in English</li> <li>Baseline data by KS2 ability band shows</li> </ul>

	underperformance from KS3	<p>exemplifies decline further</p> <ul style="list-style-type: none"> <li>• CAT4 spatial bias still inflates Mean SAS</li> <li>• 1dp change at KS2 can alter GCSE expectation by up to ½ grade - see A8 estimate table</li> </ul>
Gender in-balance	<ul style="list-style-type: none"> <li>• Performance measures are skewed when compared to NA in a wide range of measures</li> <li>• NA information for Gender in key sub-groups is not available - such as Disadvantaged or Other MALE data</li> </ul>	<ul style="list-style-type: none"> <li>• P8 overall 0.2 gap</li> <li>• English 0.4 gap</li> <li>• EBacc 0.2 gap</li> <li>• Open 0.4 gap</li> <li>• Languages 0.5 gap</li> </ul>
KS2 profile skewed by high maths performance	<ul style="list-style-type: none"> <li>• Measures for courses, especially English are skewed by high maths KS2 performance</li> </ul>	Baseline data identifies largest underperformance at KS3 lies in English to compound this issue
High SEN proportions, especially for SEN Support	<ul style="list-style-type: none"> <li>• Significant amount of resources required to provide the necessary support</li> <li>• KS3 underperformance more difficult to correct</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data for SEN students shows they have an average English baseline 20 standardised points below ALL learners at the Academy and 30 below NA placing them in the 'very low' category</li> </ul>
Open Element complexity	<ul style="list-style-type: none"> <li>• Learners study highly challenging subjects in the Open Element (see National Engineering data)</li> <li>• No 'rescue' qualifications used</li> </ul>	<ul style="list-style-type: none"> <li>• We calculate this to have -0.3 impact on P8 and significantly greater impact on the Open Element score and individual comparisons for Engineering</li> </ul>