

2 February 2018

Dear Parent/Carer

**RE: Progress 8 Measure**

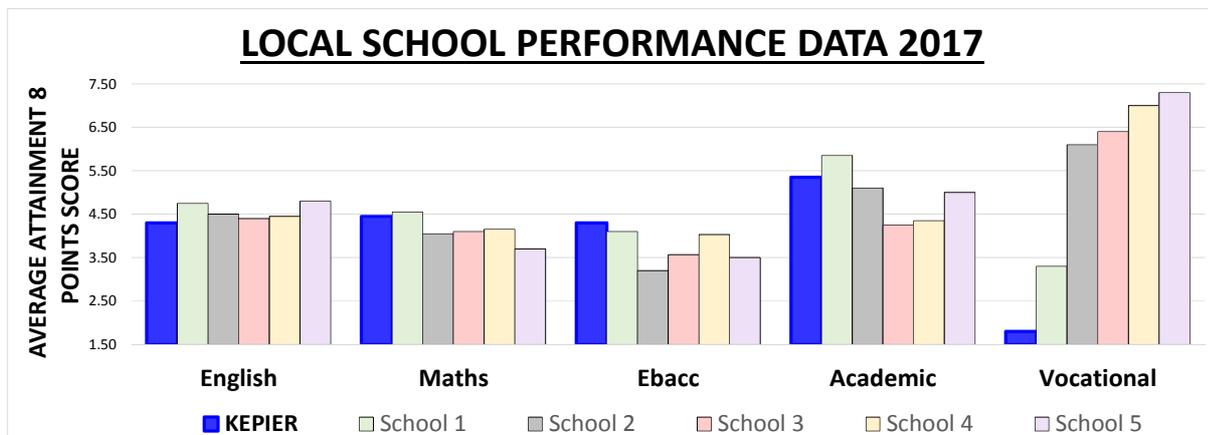
You may have seen recent reports about our underperformance in the media regarding our Progress 8 score. Whilst we are, understandably, disappointed with this year's Progress 8 score, we do not think it tells the whole story of our school's current performance. Schools are judged in many different ways. When considering the wide range of indicators, Kepier outperforms many other schools both locally and nationally.

When Progress 8 was first launched I wholeheartedly supported it, thinking this would be a fair way of ensuring that every child's performance of a broad and balanced range of subjects could be measured. Unfortunately, some schools have resorted to 'gaming the system', to ensure they achieve a good Progress 8 score. Schools who don't 'game the system', tend to be positioned much lower in the resulting Progress 8 league tables.

Here at Kepier, we follow a traditional curriculum including academically demanding GCSEs such as French and Humanities. If your child has the ability to achieve a language qualification, we believe it is right that we encourage them to do so. Yes, these qualifications are tough, but we see them as preparing our young people for the competitive world of work and preparing them for their future as global citizens.

Many schools have entered whole year groups for vocational qualifications such as the ECDL. 'Datalab' educationalists have found that learners score the equivalent of an A grade in the ECDL, despite achieving an average score below a C across their GCSEs.

This can be seen clearly in the table below:



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The Government is aware of the ongoing issues with Progress 8, and is taking action to rectify them; ECDL has now been removed from the Progress 8 calculations. The Government will also continue to publish the EBacc measure, which shows the schools that successfully provide an academic curriculum; we rank highly in the EBacc measure, achieving above the national average.

We will continue to provide a challenging and aspirational curriculum, which supports the needs of all learners. If you wish to understand more about the Performance Tables, please do contact me or a member of the Senior Leadership Team, who all have an excellent knowledge of our data.

Yours faithfully

*Nicola Cooper*

Nicola Cooper

Principal

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