



KS4 Headline Performance Summary 2016 to 2021

Headline measure	2016	Nat Devon	2017	Nat Devon	2018	Nat Devon	2019	Nat Devon	2020*	2021**
Progress 8	0.06 ●	-0.03 -0.02	0.26 ●	-0.03 -0.10	0.10 ●	-0.02 -0.13	0.04 ●	-0.03 -0.13	0.44	0.39
Progress 8 National Quintile	3	—	2	— —	2	— —	3	— —	—	—
Progress 8 National Percentile	43 rd	—	25 th	— —	39 th	— —	44 th	— —	—	—
Attainment 8	50.5	49.9 50.5	50.4	46.3 46.5	47.7	46.5 45.8	48.3	46.7 46.3	51.8	52.5
≥ Grade 5 in English & maths ⁺	67%	63% 65%	53%	43% 42%	42%	43% 41%	52%	42% 43%	50%	47%
EBacc entries	50%	43% 50%	37%	38% 38%	30%	38% 37%	31%	40% 38%	37%	36%
EBacc achieving ≥ grade 5 ⁺⁺	29%	25% 23%	26%	21% 19%	11%	17% 14%	11%	17% 15%	16%	16%
EBacc Average Point Score [§]	4.7	4.6 4.7	4.6	4.3 4.1	4.04	4.04 3.98	4.04	4.07 4.06	4.48	4.54
Progress 8 English	0.03	-0.04 -0.01	0.42	-0.04 -0.13	0.00	-0.04 -0.13	-0.02	-0.04 -0.16	0.27	0.20
Progress 8 Mathematics	0.26	-0.02 -0.04	0.36	-0.02 -0.12	0.13	-0.02 -0.08	0.01	-0.02 -0.08	0.37	0.35
Progress 8 EBacc	0.14	-0.02 0.09	0.22	-0.33 -0.33	0.06	-0.03 -0.10	0.08	-0.03 -0.07	0.43	0.44
Progress 8 Open	-0.13	-0.04 -0.13	0.12	-0.04 -0.15	0.15	-0.04 -0.22	-0.01	-0.04 -0.24	0.56	0.47
VA Sciences	-0.25	— —	0.04	— —	-0.01	— —	0.05	— —	0.32	0.27
VA Languages	-0.23	— —	-0.01	— —	-0.17	— —	-0.50	— —	-0.08	0.25
VA Humanities	0.31	— —	0.32	— —	0.33	— —	0.35	— —	0.67	0.70

* The higher of [Centre Assessed Grades](#) and 'calculated grades' (see Ofqual's evaluation [here](#)). ** [Teacher Assessed Grades](#). Please note that comparing statistics in 2020 and 2021 with each other or against previous years should only be done if caution can be exercised, and with a clear understanding of the different methodologies used. This is extremely important, including for the 'pseudo-' progress 8 and value-added scores presented for 2020 and 2021 (which are calculated against 2019 datasets and on wholly different methodologies). Statistics should be used for internal analyses only, for example to compare within year patterns, or as an indicator of what the school expected students' performance to be in comparison with students' relative performance in the school in 2019, but again this should be interpreted with caution. (FFT analyses produced from the data from the 1700+ schools who participated in the data sharing exercises of [2020](#) and [2021](#) are more reliable as comparators against other schools in the same year, though again, this remains fraught with interpretive problems.)