



CENTURY

Progress Outcomes at Inspired Schools: A Technical Analysis

Executive Summary

CENTURY creates constantly adapting personalised learning paths for every student, whilst providing teachers with real-time data insights to make effective and targeted interventions. International schools and groups use CENTURY as a core part of their digital ecosystem, from adaptive homework to supporting different needs within the classroom. It helps improve student outcomes while giving teachers more time to focus on teaching.

This report focuses on CENTURY's impact on progress by analysing platform usage across four academic years (2022/2023 - 2025/2026) against outcomes on an independent, external progress test. The analysis was conducted on data from 8 schools in the Inspired group, spanning Europe, the Americas and Asia.

The findings show that those students who engaged the most consistently on CENTURY were more likely to exceed the progress expected of them on an independent assessment than those who engaged least. This pattern holds in both Maths and English.

The more students engaged with CENTURY, the more likely they were to **exceed expected progress** on an independent, external assessment.



58%



In Maths, students who engaged most were **58% more likely*** to exceed expected progress than those who engaged least.

29%



In English, students who engaged most were **29% more likely**** to exceed expected progress than those who engaged least.

3,300+



More than **3,300** student outcomes were analysed across **8** partner schools.



inspired

“We are delighted that across more than 3,300 annual progress tests in eight Inspired schools, 31% of results showed above-expected progress, against a norm expectation of 25%. Below-expected progress ran at 17%, a third lower than the norm. As such our pupils were around twice as likely to make above-expected progress as below-expected progress when using CENTURY Tech.”



MIKE LAMBERT, GLOBAL EDUCATION DIRECTOR, INSPIRED

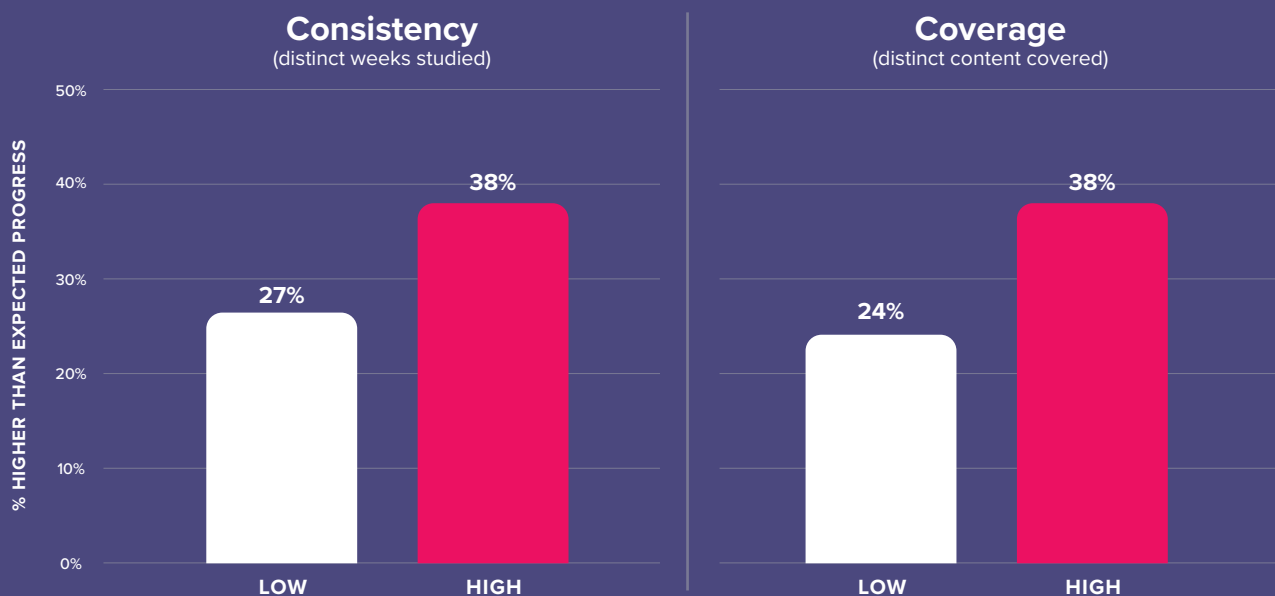
*58% is the relative percentage difference. This equates to +14 percentage points
 **29% is the relative percentage difference. This equates to +8 percentage points

Findings: Maths

In Maths, students who engaged most with CENTURY were more likely to exceed their expected progress on an independent, external assessment than students who engaged least.

Students who engaged most were **14 percentage points more likely to exceed expected progress** when engagement was measured by breadth of content covered, and **11 percentage points more likely** when measured by consistency of weekly use. Both differences are statistically significant.

Maths: % achieving higher-than-expected progress by usage band



Students were split into thirds within each school and subject.
The charts compare the lowest and highest thirds; the middle third is not shown.

Students in the high-engagement band were more likely to exceed expected progress than those in the low-engagement band, whichever way engagement was measured. The difference was largest for coverage, where the proportion rose from 24% to 38%, a gain of 14 percentage points. For consistency, it rose from 27% to 38%, a gain of 11 percentage points.

Maths: likelihood of exceeding expected progress by engagement level

Metric	Lower-engagement students	Higher-engagement students	Difference
Consistency (weeks studied)	26.9%	37.7%	+11 percentage points
Coverage (content covered)	23.7%	37.7%	+14 percentage points

Figures for the high-engagement band are model-adjusted (school fixed effects, gender-adjusted).

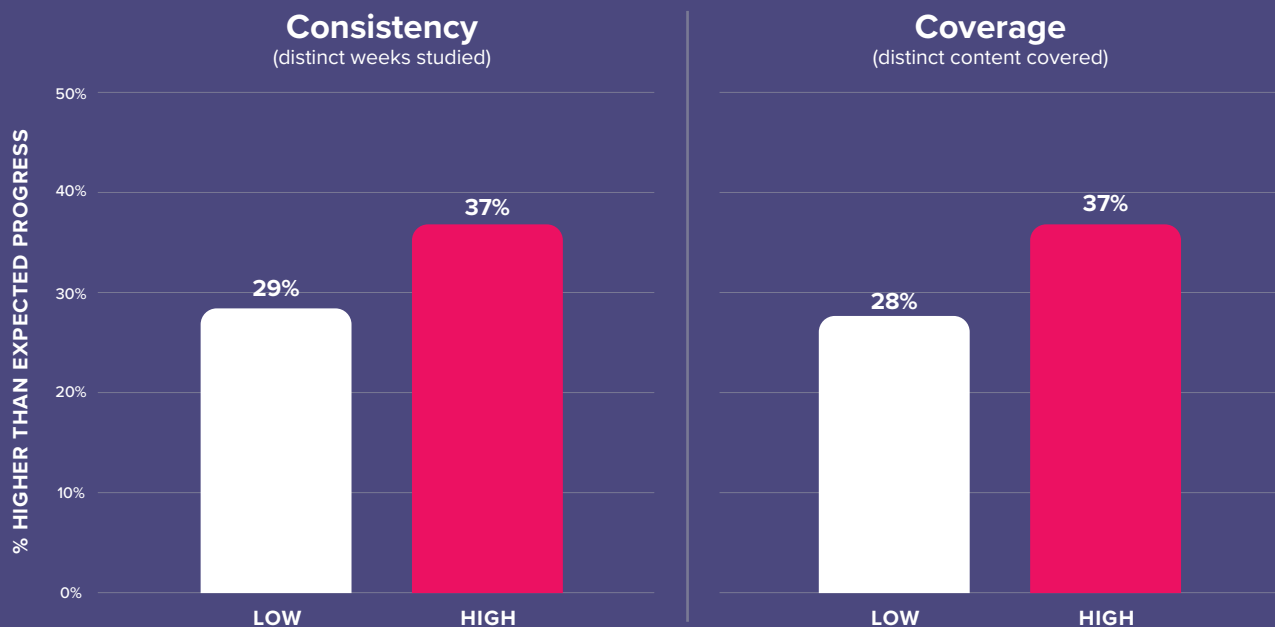
BASED ON 1,741 STUDENT-TEST PAIRS ACROSS 8 SCHOOLS

Findings: English

Students who engaged most with CENTURY were more likely to exceed their expected progress in English on an independent, external assessment.

Students in the high-engagement band were **8 percentage points more likely to exceed expected progress** when engagement was measured by breadth of content covered, and **7 percentage points more likely** when measured by consistency of weekly use.

English: % achieving higher-than-expected progress by usage band



Students were split into thirds within each school and subject.
The charts compare the lowest and highest thirds; the middle third is not shown.

Students in the high-engagement band were more likely to exceed expected progress than those in the low-engagement band, on both measures. For consistency and coverage alike, the proportion rose from 29% to 37%.

English: likelihood of exceeding expected progress by engagement level

Metric	Lower-engagement students	Higher-engagement students	Difference
Consistency (weeks studied)	29.3%	36.8%	+7 percentage points
Coverage (content covered)	28.5%	36.9%	+8 percentage points

Figures for the high-engagement band are model-adjusted (school fixed effects, gender-adjusted).

BASED ON 1,571 STUDENT-TEST PAIRS ACROSS 7 SCHOOLS

What this means for schools

Three practical implications follow for school leaders.



Consistency matters

Regular use across the school year was associated with better outcomes than sporadic, high-volume use.



Breadth of coverage matters

Students who worked across more of the curriculum tended to do better than those who covered a narrow set of topics, even at a similar overall level of use.



Low engagement may be worth acting on early

Students in the low-engagement band were consistently less likely to exceed expected progress, so identifying and supporting them earlier in the year may be a practical use of CENTURY's usage data.

“Technology on its own doesn’t raise attainment — the way it’s used does. What this analysis points to is that the students making the strongest progress were those using CENTURY regularly and across the breadth of the curriculum, not in occasional bursts. That’s the difference between having edtech in a school and using it purposefully.”

TOM THACKER, CHIEF EDUCATION OFFICER
CENTURY TECH



Testimonials

“For me, CENTURY is the perfect platform for teaching my younger students to become independent learners. The Science nuggets clearly explain concepts through both reading and watching, a choice that is really important nowadays, along with a consistent structure that greatly supports students in taking notes. CENTURY has my science students arriving to the lab prepared, knowledgeable and curious.”

SAMUEL WARM, PHYSICS TEACHER
SOTOGRADE INTERNATIONAL SCHOOL



“We use CENTURY in our Primary classes to set homework that reinforces what pupils have covered in lessons that week. Because it adapts to each child’s level, they get practice that’s pitched right for them rather than a generic worksheet, so homework genuinely consolidates classroom learning. The dashboard also gives us a quick, clear view of where pupils need more support, helping us close gaps sooner. It’s become a really valuable link between what happens in the classroom and independent practice at home.”

MATT MORTON, PRIMARY LEADER OF LEARNING FOR MATHS
SOTOGRADE INTERNATIONAL SCHOOL

“From a school leadership perspective, CENTURY has provided a scalable and effective way to support personalised learning. The platform equips teachers with actionable data while helping students develop independence and resilience in their learning. We have found it particularly valuable in identifying learning gaps early and supporting academic progress across the school.”

BEN ARMSTRONG, CO-HEAD OF SCHOOL, HEAD OF MIDDLE & HIGH SCHOOL
EUROPEAN INTERNATIONAL SCHOOL HO CHI MINH CITY



EUROPEAN
International School
HO CHI MINH CITY
An **inspired** school

Methodology

This analysis examines whether the way students use CENTURY between two consecutive progress tests is associated with their outcomes on those tests. The question we sought to answer is whether more active engagement with CENTURY is associated with a greater likelihood of exceeding expected progress.

- The analysis draws on outcomes from an independent, external progress test, sat under exam conditions taken across four consecutive academic years. This assessment was not created, administered or scored by CENTURY, and the tests analysed here had already taken place before this study was conceived.
- The analysis covers more than 3,300 student-test pairs across 8 partner schools in the Inspired group.
- The schools span Asia, Europe and the Americas and reflect a range of approaches to using CENTURY.
- Two groups of students were excluded to keep the comparison sound:
 - a. Those with no CENTURY activity between their two test sittings, since the question here is about how active users engage.
 - b. Those at the very highest and lowest levels of prior attainment, whose progress categories are structurally constrained and would distort the comparison.

For each student, we identified pairs of consecutive annual test sittings, with each pair covering a window of roughly a year (34 to 60 weeks) between tests; some students contributed up to four sittings across the period which equates to three such pairs. In Maths, this produced 1,741 student-test pairs across 8 schools; in English, 1,571 pairs across 7 schools.

Engagement was measured in two ways: **consistency**, the number of distinct weeks a student used CENTURY between their two tests, and **coverage**, the number of distinct pieces of content a student completed. Consistency

captures regular, habitual use; coverage captures how much of the curriculum a student worked across.

For each school and subject, students were ranked on each metric and split into thirds: low, medium and high engagement. These bands are set within each school, so a student classed as 'high' engagement is in the top third at their own school, not measured against a fixed target set across all schools. All comparisons in this analysis are therefore between students at the same school.

To hold this within-school comparison in place statistically, the analysis uses a linear probability model with school fixed effects, which nets out each school's own average outcome so the result reflects only the variation between more- and less-engaged students within the same school. A linear probability model was used rather than logistic regression, the more conventional choice for a yes/no outcome, because with only 7 to 8 schools in the sample a fixed-effects logistic model would estimate each school's effect too imprecisely; the linear probability model avoids this, and its results can be read directly as a percentage-point difference in likelihood. A logistic regression version of the model was also conducted as a check and gave results in the same direction.

Gender is included as a covariate, to guard against the possibility that it's linked to both engagement and progress; including it changes the estimates by less than 3%, so it does not materially affect the findings. Standard errors are clustered at the student level, since some students appear in the data more than once, across different pairs of test sittings.



CENTURY

To find out more about **CENTURY**
and how it can help you improve learning
outcomes, get in touch with us today.

link.century.tech/international-schools



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