Khalsa Science Academy

Inspection Dashboard

The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of progress and attainment at key stages 1 and 2 for 2016 and other data for the last three years. It shows progress first, including from the main starting points.

It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils, overall and by prior attainment. SEN group progress is compared with the national for all pupils, which is zero.

The front page summarises strengths and weaknesses based on only the 2016 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2016, highlighting consistency across starting points and subjects.

Strengths in 2016

- KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures.*within one pupil below national.

- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures for other pupils. *within one pupil below national.

- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures for other pupils. *within one pupil below national.

Weaknesses in 2016

- KS1 writing was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS group: exceeding (GD).

Weaknesses are indicated for cohorts of at least three (six for phonics). Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils and not the figures for the group nationally. Where attainment is identified as well below the national figure, this is by an amount equivalent to two or more pupils. Data for very small groups should be treated with caution.

In progress strengths, 'significantly' refers to statistical significance based on a 95% confidence interval.

Khalsa Science Academy
Reading

Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the reading early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

Ofsted

Key stage 1

■ % expected+ ■ % greater depth

| | Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national |

All pupils

| Nat | 74 | 24 | 36 | 2 | 85 | 20 | 99 | 65 |

	Overall		Emerging		Expected		Exceeding	
%	77	38	33	0	75	13	100	73
Diff no	0	3	0	0	0	0	0	0
Cohort	26	26	3	3	8	8	11	11

Disadvantaged

| Nat | 78 | 27 | 39 | 2 | 87 | 21 | 99 | 66 |

	Overall		Emerging		Expected		Exceeding	
%	50	50	0	0	-	-	100	100
Diff no	0	0	0	0	-	-	0	0
Cohort	2	2	1	1	0	0	1	1

Other

| Nat | 78 | 27 | 39 | 2 | 87 | 21 | 99 | 66 |

	Overall		Emerging		Expected		Exceeding	
%	79	38	50	0	75	13	100	70
Diff no	0	2	0	0	0	0	0	0
Cohort	24	24	2	2	8	8	10	10

Girls

| Nat | 78 | 27 | 38 | 2 | 87 | 21 | 99 | 66 |

	Overall		Emerging		Expected		Exceeding	
%	78	44	0	0	100	25	100	100
Diff no	0	1	0	0	0	0	0	0
Cohort	9	9	1	1	4	4	2	2

Boys

| Nat | 70 | 20 | 34 | 2 | 84 | 19 | 99 | 63 |

	Overall		Emerging		Expected		Exceeding	
%	76	35	50	0	50	0	100	67
Diff no	1	2	0	0	-1	0	0	0
Cohort	17	17	2	2	4	4	9	9

Khalsa Science Academy
Writing

Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the writing early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

% expected+   **% greater depth**

Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national

All pupils

Nat	65	13	30	1	82	13	98	52

	Overall		Emerging		Expected		Exceeding	
%	73	12	25	0	67	0	100	25
Diff no	1	0	0	0	0	0	0	-3
Cohort	26	26	4	4	6	6	12	12

Disadvantaged

Nat	70	16	33	1	83	14	99	53

	Overall		Emerging		Expected		Exceeding	
%	50	50	0	0	-	-	100	100
Diff no	0	0	0	0	-	-	0	0
Cohort	2	2	1	1	0	0	1	1

Other

Nat	70	16	33	1	83	14	99	53

	Overall		Emerging		Expected		Exceeding	
%	75	8	33	0	67	0	100	18
Diff no	1	-1	0	0	0	0	0	-3
Cohort	24	24	3	3	6	6	11	11

Girls

Nat	73	17	34	1	84	14	99	54

	Overall		Emerging		Expected		Exceeding	
%	67	0	0	0	67	0	100	0
Diff no	0	-1	0	0	0	0	0	-1
Cohort	9	9	1	1	3	3	3	3

Boys

Nat	59	10	27	1	79	11	98	48

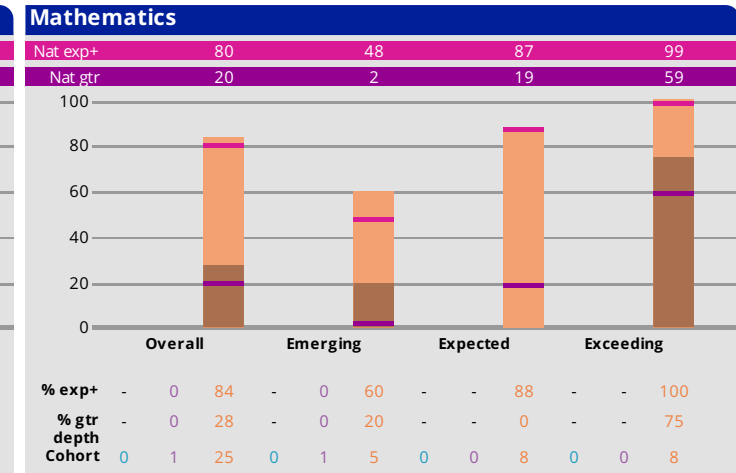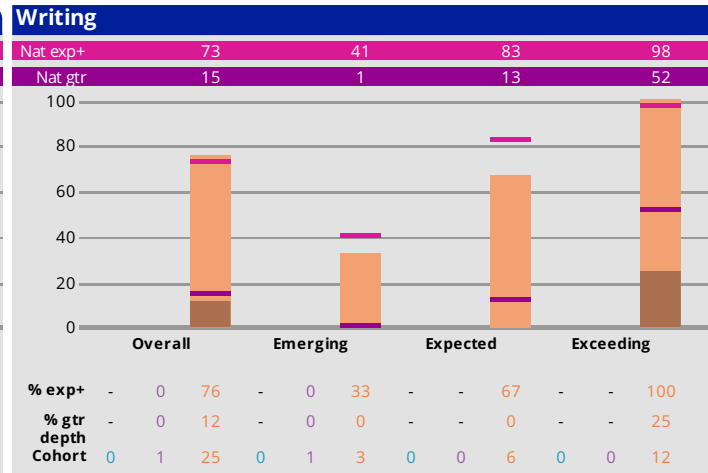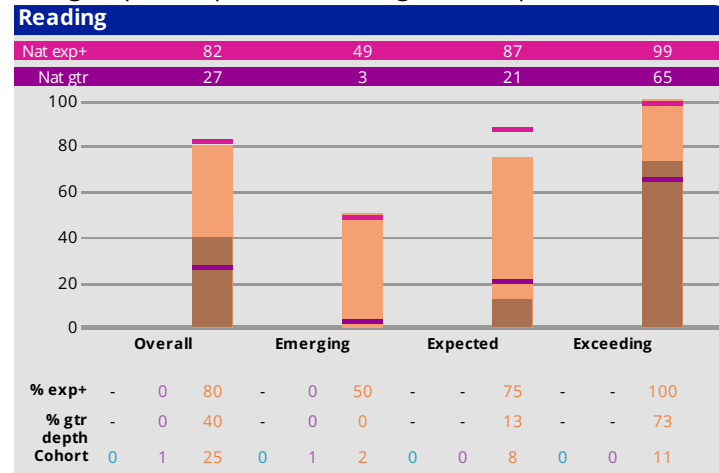|	Overall		Emerging		Expected		Exceeding	
%	76	18	33	0	67	0	100	33
Diff no	3	1	0	0	0	0	0	-1
Cohort	17	17	3	3	3	3	9	9

Khalsa Science Academy
Mathematics

Attainment is shown for all pupils, disadvantaged and other pupils, girls and boys. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the mathematics early learning goal. National values are shown by horizontal bars. The difference from national is shown as the number (no) of pupils it represents and is shaded for the early learning goal development groups.

Legend: ■ % expected+ ■ % greater depth

| Two or more pupils below national | One pupil below national | One pupil above national | Two or more pupils above national |

All pupils

Nat	73	18	36	2	86	18	99	59

	Overall		Emerging		Expected		Exceeding	
%	81	27	50	17	88	0	100	75
Diff no	2	2	0	0	0	-1	0	1
Cohort	26	26	6	6	8	8	8	8

Disadvantaged

Nat	77	20	40	2	87	20	99	61

	Overall		Emerging		Expected		Exceeding	
%	50	50	0	0	-	-	100	100
Diff no	0	0	0	0	-	-	0	0
Cohort	2	2	1	1	0	0	1	1

Other

Nat	77	20	40	2	87	20	99	61

	Overall		Emerging		Expected		Exceeding	
%	83	25	60	20	88	0	100	71
Diff no	1	1	1	0	0	-1	0	0
Cohort	24	24	5	5	8	8	7	7

Girls

Nat	74	16	34	1	85	16	99	53

	Overall		Emerging		Expected		Exceeding	
%	67	11	0	0	80	0	100	100
Diff no	0	0	0	0	0	0	0	0
Cohort	9	9	1	1	5	5	1	1

Boys

Nat	72	19	37	2	87	21	99	65

	Overall		Emerging		Expected		Exceeding	
%	88	35	60	20	100	0	100	71
Diff no	2	2	1	0	0	0	0	0
Cohort	17	17	5	5	3	3	7	7

Khalsa Science Academy
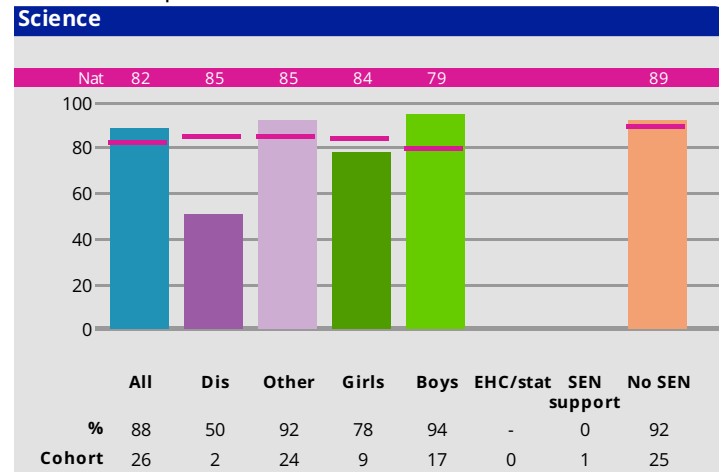## SEN groups and science

Attainment in reading, writing and mathematics is shown for SEN groups. In each group, data is shown overall and for pupils with emerging, expected and exceeding development in the corresponding early learning goal. National figures for the no SEN group are shown by horizontal bars. In science, the percentage of pupils attaining the expected standard is shown for each group.

SEN groups % expected+ and % greater depth

Legend: SEN with EHC/statement % expected | SEN with EHC/statement % high | SEN support % expected | SEN support % high | No SEN % expected | No SEN % high
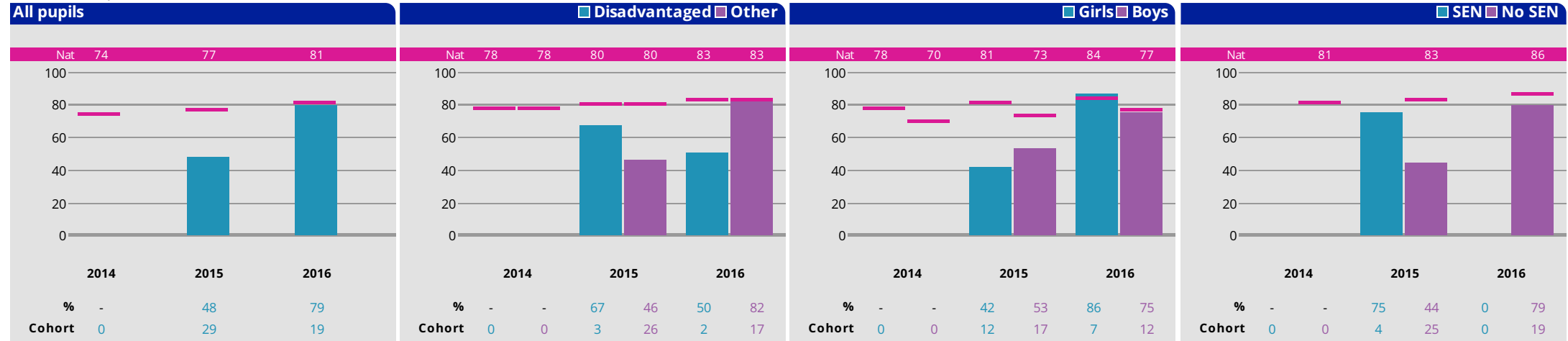

Reading

	Overall			Emerging			Expected			Exceeding		
Nat exp+		82			49			87			99		
Nat gtr		27			3			21			65		
% exp+	-	0	80	-	0	50	-	-	75	-	-	100
% gtr depth	-	0	40	-	0	0	-	-	13	-	-	73
Cohort	0	1	25	0	1	2	0	0	8	0	0	11

Writing

	Overall			Emerging			Expected			Exceeding		
Nat exp+		73			41			83			98		
Nat gtr		15			1			13			52		
% exp+	-	0	76	-	0	33	-	-	67	-	-	100
% gtr depth	-	0	12	-	0	0	-	-	0	-	-	25
Cohort	0	1	25	0	1	3	0	0	6	0	0	12

Mathematics

	Overall			Emerging			Expected			Exceeding		
Nat exp+		80			48			87			99		
Nat gtr		20			2			19			59		
% exp+	-	0	84	-	0	60	-	-	88	-	-	100
% gtr depth	-	0	28	-	0	20	-	-	0	-	-	75
Cohort	0	1	25	0	1	5	0	0	8	0	0	8

Science % expected

Science

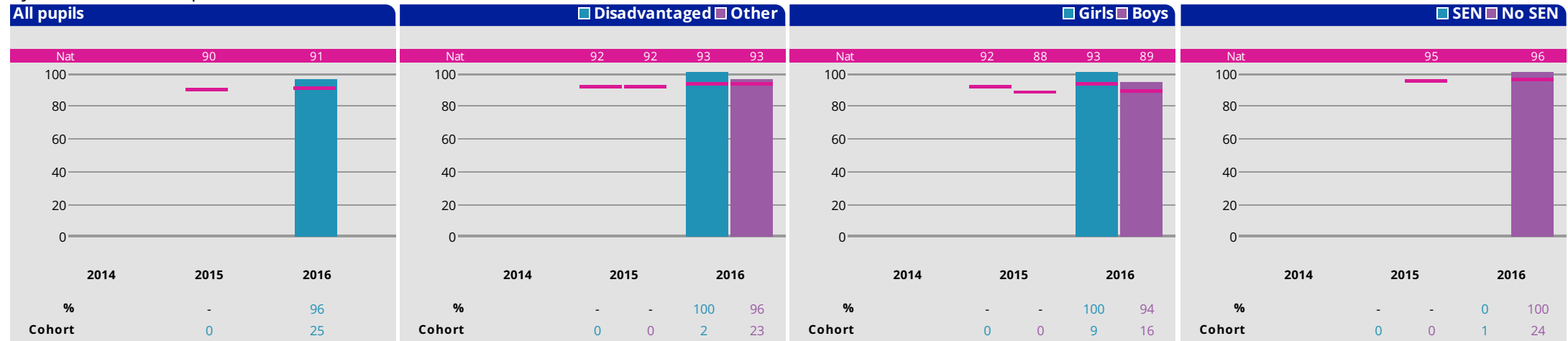|	All	Dis	Other	Girls	Boys	EHC/stat	SEN support	No SEN
Nat	82	85	85	84	79			89
%	88	50	92	78	94	-	0	92
Cohort	26	2	24	9	17	0	1	25

Charts display combined figures for SEN with an EHC plan/statement and SEN support. The percentage of all Year 2 pupils who have met the expected standard is shown for 2015 and 2016.
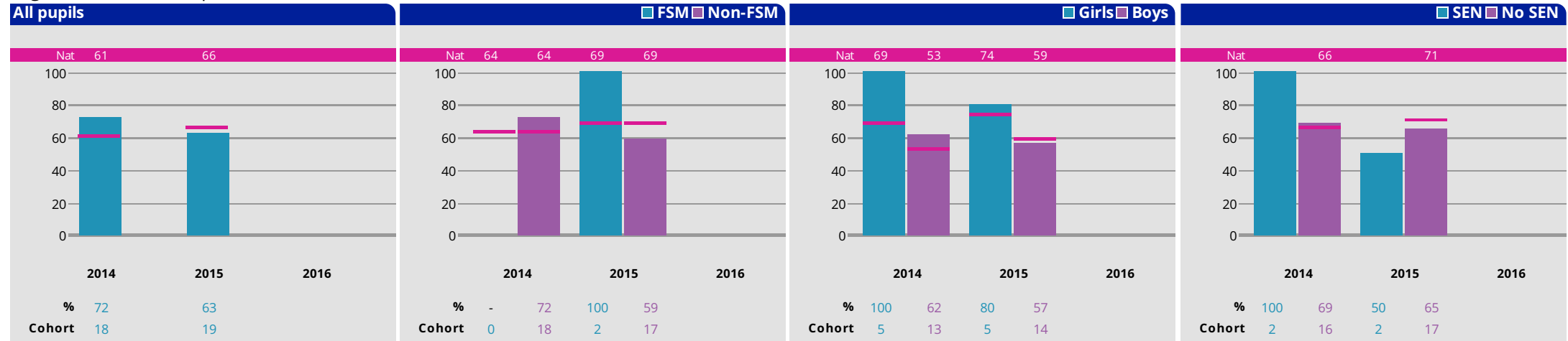
Year 1 % expected

All pupils

	2014	2015	2016
Nat	74	77	81
%	-	48	79
Cohort	0	29	19

Disadvantaged | Other

	2014		2015		2016	
Nat	78	78	80	80	83	83
%	-	-	67	46	50	82
Cohort	0	0	3	26	2	17

Girls | Boys

	2014		2015		2016	
Nat	78	70	81	73	84	77
%	-	-	42	53	86	75
Cohort	0	0	12	17	7	12

SEN | No SEN

	2014		2015		2016	
Nat		81		83		86
%	-	-	75	44	0	79
Cohort	0	0	4	25	0	19

By end of Year 2 % expected

All pupils

	2014	2015	2016
Nat		90	91
%	-	-	96
Cohort		0	25

Disadvantaged | Other

	2014		2015		2016	
Nat			92	92	93	93
%	-	-	-	-	100	96
Cohort					2	23

Girls | Boys

	2014		2015		2016	
Nat			92	88	93	89
%	-	-	-	-	100	94
Cohort					9	16

SEN | No SEN

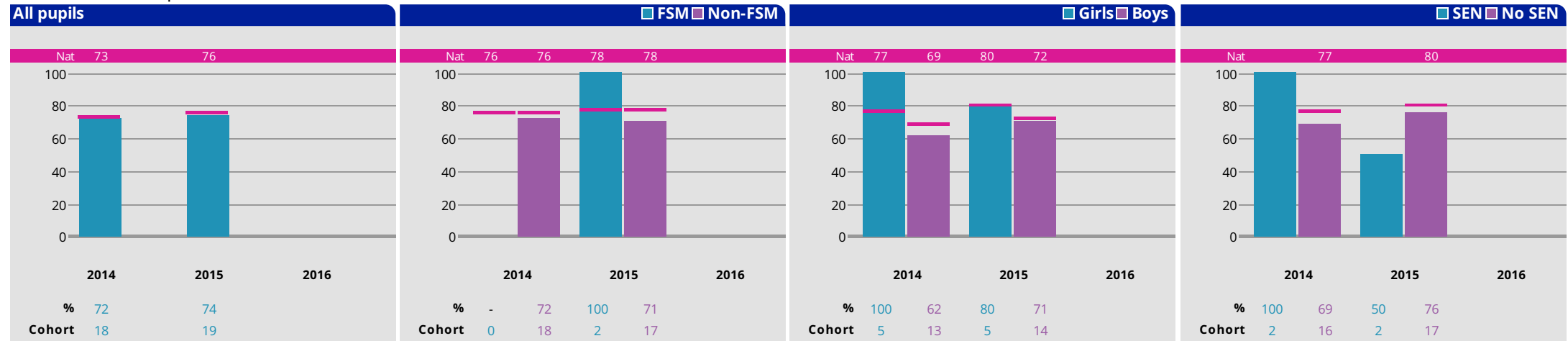|	2014		2015		2016	
Nat				95		96
%	-	-	-	-	0	100
Cohort					1	24

Khalsa Science Academy

Early Years Foundation Stage Profile

Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support. For mathematics, children are shown as achieving expected+ if they achieved at least expected in both of the mathematics early learning goals.
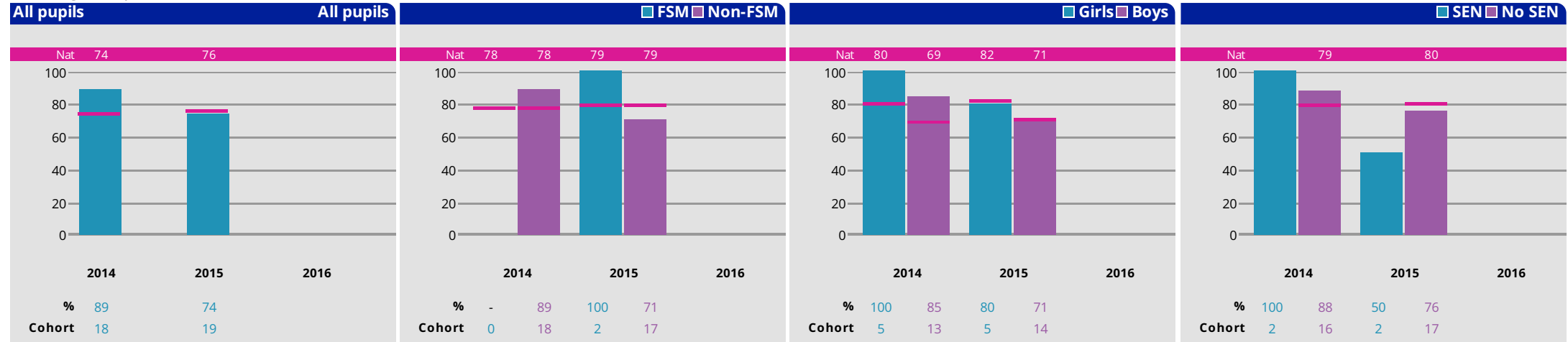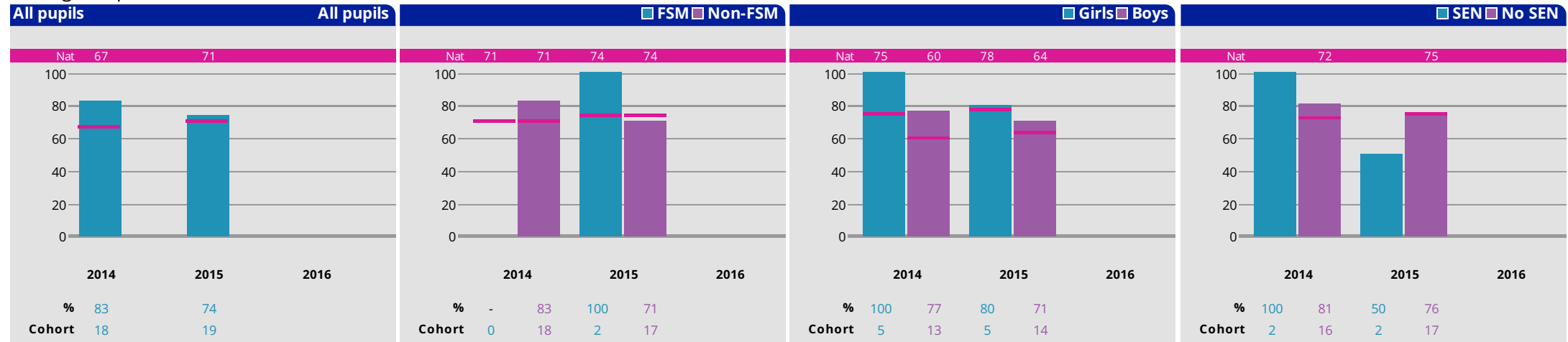
% good level of development

All pupils

Nat	61	66	
	2014	2015	2016
%	72	63	
Cohort	18	19	

FSM / Non-FSM

Nat	64	64	69	69
	2014		2015	
%	-	72	100	59
Cohort	0	18	2	17

Girls / Boys

Nat	69	53	74	59
	2014		2015	
%	100	62	80	57
Cohort	5	13	5	14

SEN / No SEN

Nat	66		71	
	2014		2015	
%	100	69	50	65
Cohort	2	16	2	17

Mathematics % expected+

All pupils

Nat	73	76	
	2014	2015	2016
%	72	74	
Cohort	18	19	

FSM / Non-FSM

Nat	76	76	78	78
	2014		2015	
%	-	72	100	71
Cohort	0	18	2	17

Girls / Boys

Nat	77	69	80	72
	2014		2015	
%	100	62	80	71
Cohort	5	13	5	14

SEN / No SEN

Nat	77		80	
	2014		2015	
%	100	69	50	76
Cohort	2	16	2	17

Early Years Foundation Stage Profile

Charts show figures for FSM and non-FSM groups, as figures for the full disadvantaged group are not available. Charts display combined figures for SEN with an EHC plan/statement and SEN support.

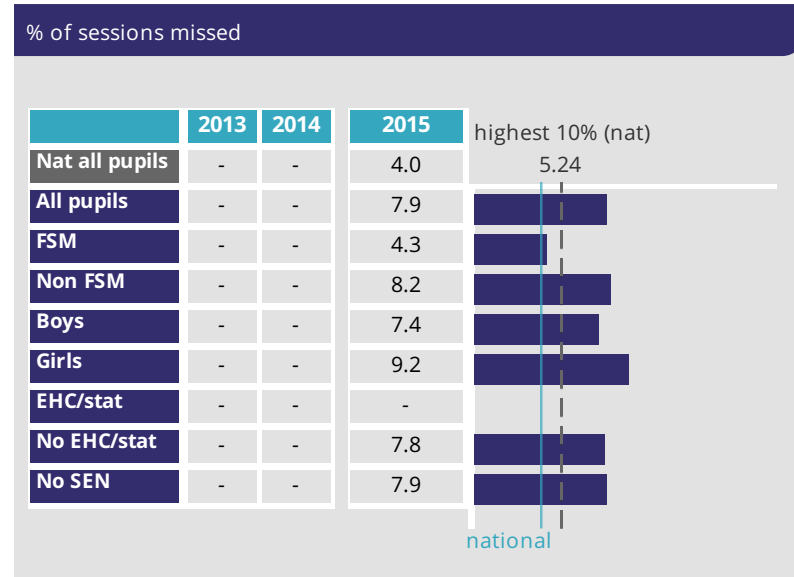**Ofsted**

Key stage 1

Reading % expected+

All pupils					All pupils

Nat 74 76

	2014	2015	2016
%	89	74	
Cohort	18	19	

					☐ FSM ☐ Non-FSM

Nat 78 78 79 79

	2014		2015		2016
%	-	89	100	71	
Cohort	0	18	2	17	

					☐ Girls ☐ Boys

Nat 80 69 82 71

	2014		2015		2016
%	100	85	80	71	
Cohort	5	13	5	14	

					☐ SEN ☐ No SEN

Nat 79 80

	2014		2015		2016
%	100	88	50	76	
Cohort	2	16	2	17	

Writing % expected+

All pupils					All pupils

Nat 67 71

	2014	2015	2016
%	83	74	
Cohort	18	19	

					☐ FSM ☐ Non-FSM

Nat 71 71 74 74

	2014		2015		2016
%	-	83	100	71	
Cohort	0	18	2	17	

					☐ Girls ☐ Boys

Nat 75 60 78 64

	2014		2015		2016
%	100	77	80	71	
Cohort	5	13	5	14	

					☐ SEN ☐ No SEN

Nat 72 75

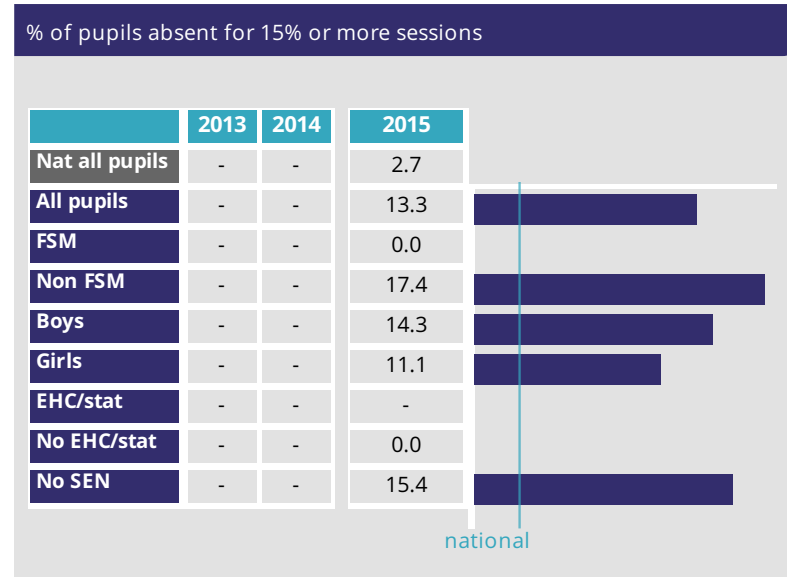|	2014		2015		2016
%	100	81	50	76	
Cohort	2	16	2	17	

Khalsa Science Academy
Absence, exclusions
On the absence chart, a line shows the highest 10% nationally to help identify groups with low attendance. Repeat exclusions show the percentage of pupils who were excluded more than once in the year. Exclusion data relate to earlier years than other data. The group 'No EHC/stat' represents pupils with special educational needs who have no education, health and care plan or statement.
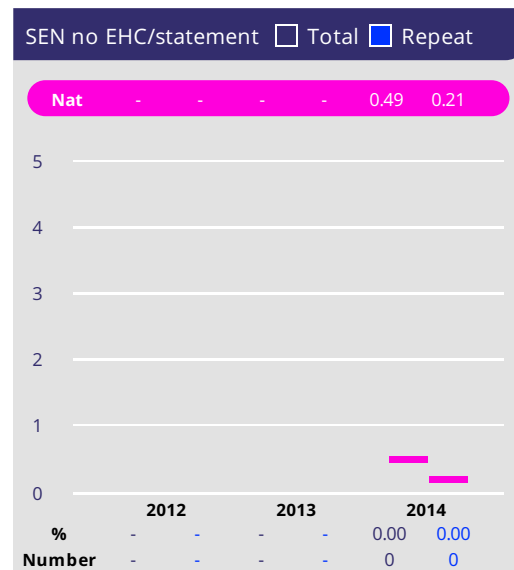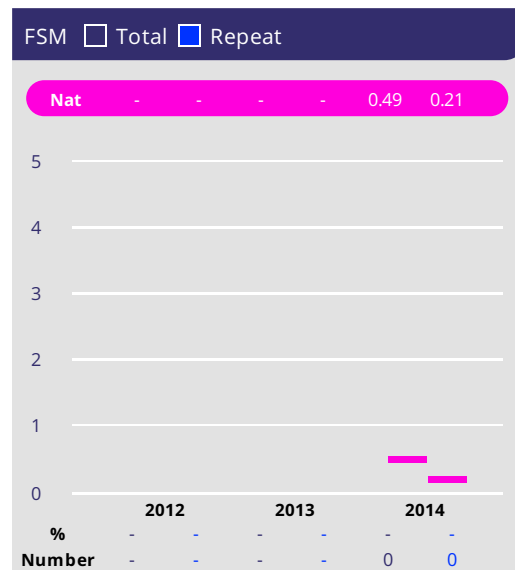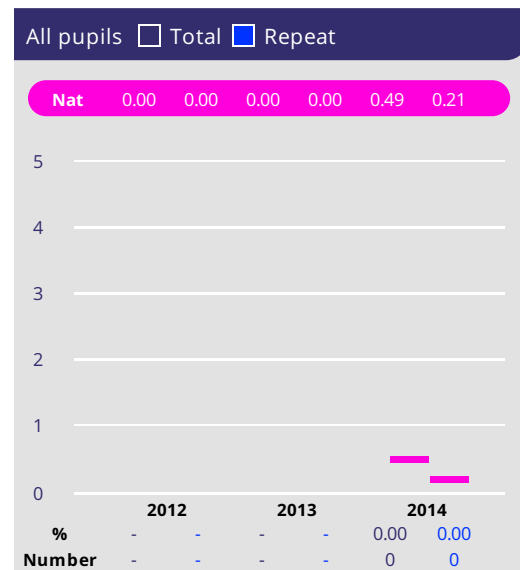
Absence

% of sessions missed

	2013	2014	2015	highest 10% (nat)
Nat all pupils	-	-	4.0	5.24
All pupils	-	-	7.9	
FSM	-	-	4.3	
Non FSM	-	-	8.2	
Boys	-	-	7.4	
Girls	-	-	9.2	
EHC/stat	-	-	-	
No EHC/stat	-	-	7.8	
No SEN	-	-	7.9	

national

Persistent Absence

% of pupils absent for 15% or more sessions

	2013	2014	2015
Nat all pupils	-	-	2.7
All pupils	-	-	13.3
FSM	-	-	0.0
Non FSM	-	-	17.4
Boys	-	-	14.3
Girls	-	-	11.1
EHC/stat	-	-	-
No EHC/stat	-	-	0.0
No SEN	-	-	15.4

national

Fixed term exclusions % and number of pupils excluded

All pupils ☐ Total ■ Repeat

Nat	0.00	0.00	0.00	0.00	0.49	0.21

	2012	2013	2014
%	-	-	0.00 0.00
Number	-	-	0 0

FSM ☐ Total ■ Repeat

Nat	-	-	-	-	0.49	0.21

	2012	2013	2014
%	-	-	-
Number	-	-	0 0

SEN no EHC/statement ☐ Total ■ Repeat

Nat	-	-	-	-	0.49	0.21

	2012	2013	2014
%	-	-	0.00 0.00
Number	-	-	0 0

Permanent exclusions

All pupils

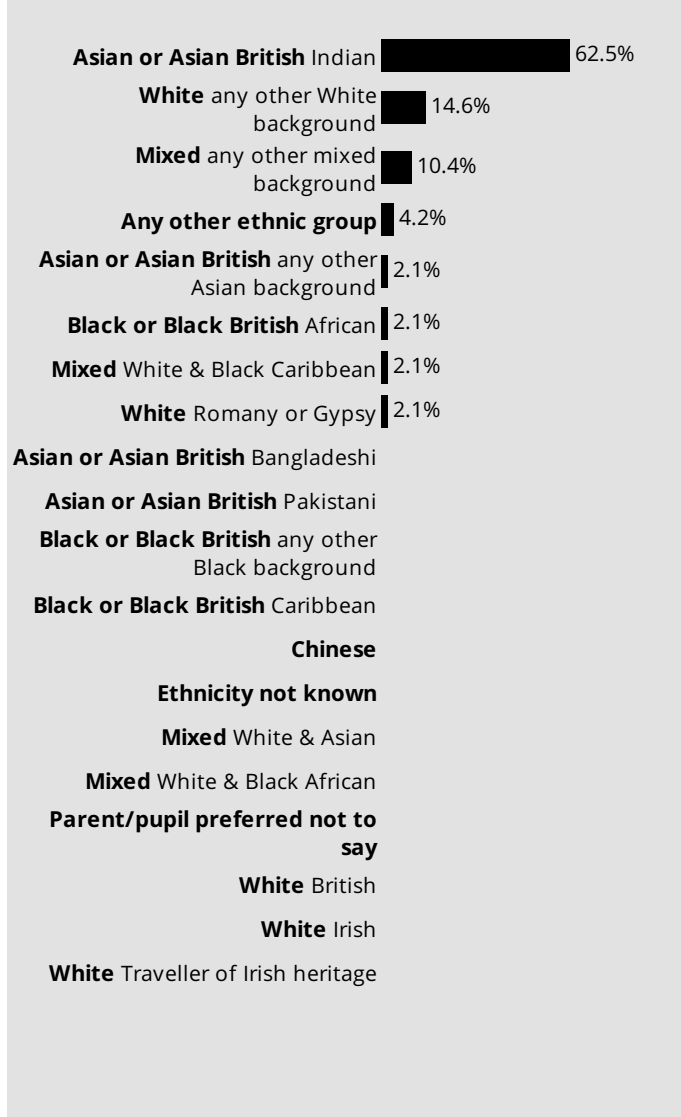**In 2014, 0 pupils were permanently excluded (below the national %)**

In comparison,

0 pupils were excluded in 2013
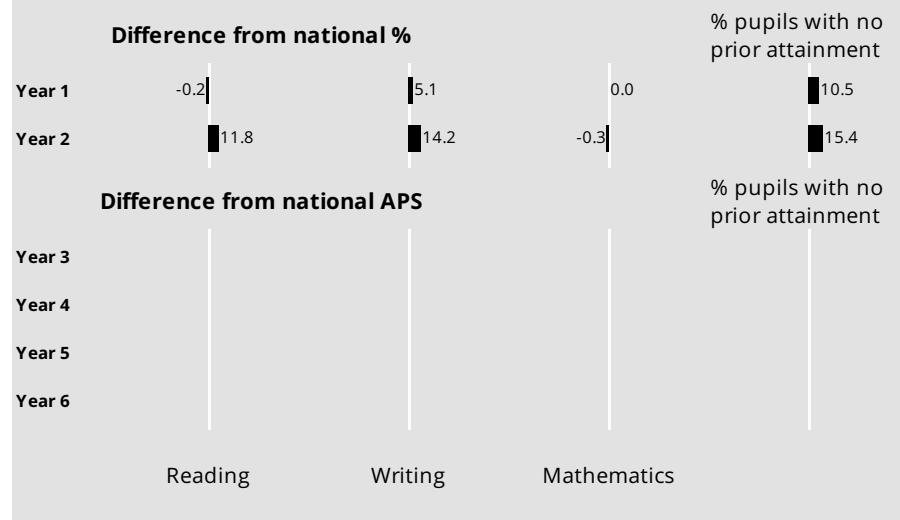
0 pupils were excluded in 2012

Prior attainment for Years 1 and 2 uses the percentage achieving at least expected in reading and in writing early learning goals and in both mathematics early learning goals. Prior attainment for Years 3 to 6 uses APS calculated with points equivalent to whole levels. For % free school meals, % SEN and % girls, a red line shows the national figure for primary schools overall, not for each year group.

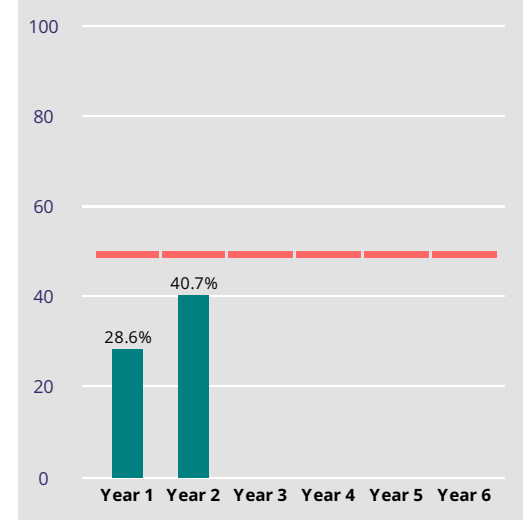Number on roll up to year 6: **59**

Ethnicity

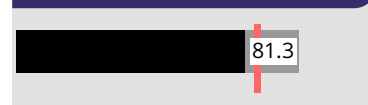|	
Asian or Asian British Indian	62.5%
White any other White background	14.6%
Mixed any other mixed background	10.4%
Any other ethnic group	4.2%
Asian or Asian British any other Asian background	2.1%
Black or Black British African	2.1%
Mixed White & Black Caribbean	2.1%
White Romany or Gypsy	2.1%
Asian or Asian British Bangladeshi	
Asian or Asian British Pakistani	
Black or Black British any other Black background	
Black or Black British Caribbean	
Chinese	
Ethnicity not known	
Mixed White & Asian	
Mixed White & Black African	
Parent/pupil preferred not to say	
White British	
White Irish	
White Traveller of Irish heritage	

Prior attainment

Difference from national %

	Reading	Writing	Mathematics	% pupils with no prior attainment
Year 1	-0.2	5.1	0.0	10.5
Year 2	11.8	14.2	-0.3	15.4

Difference from national APS

	Reading	Writing	Mathematics	% pupils with no prior attainment
Year 3				
Year 4				
Year 5				
Year 6				

% girls

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
28.6%	40.7%				

% first language not English

52.1

% stability

81.3

CLA pupils

-

% free school meals

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
14.3%	11.1%				

% SEN

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0.0%	3.7%				