


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 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

- Progress 8 was significantly above average overall and for all prior attainment groups.
- Disadvantaged pupils’ Progress 8 was significantly above national other overall and not significantly below average for any prior attainment group.
- Progress 8 was significantly above average in English and mathematics overall and not significantly below average for any prior attainment group.
- Disadvantaged pupils’ Progress 8 was not significantly below national other* overall or for any prior attainment group in English or mathematics.*and not well below average.
- For pupils who have special educational needs, Progress 8 was not significantly below average* overall or for any prior attainment group in English or mathematics.*and not well below average.

2015		
National Floor Standards	School	
5A*-C with E&M	40%	53%
EP in English	73%	65%
EP in Mathematics	68%	69%
Floor standards met?		

Weaknesses in 2016

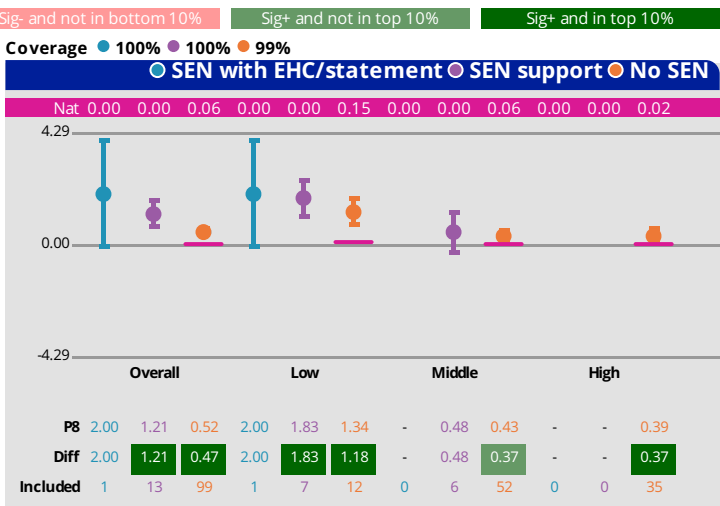
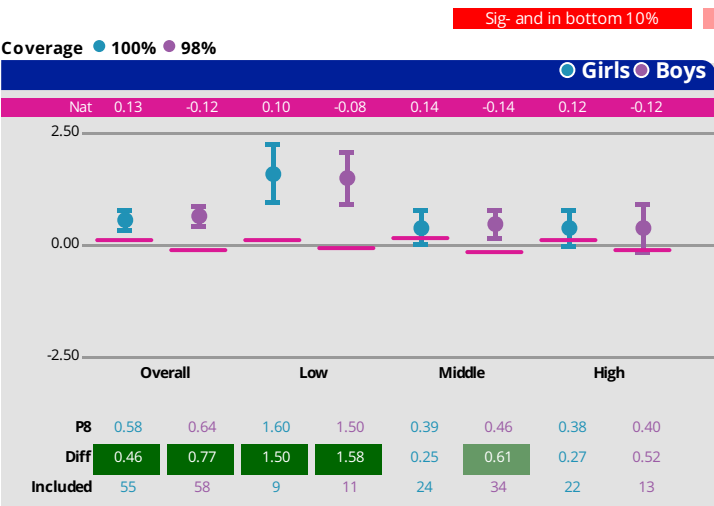
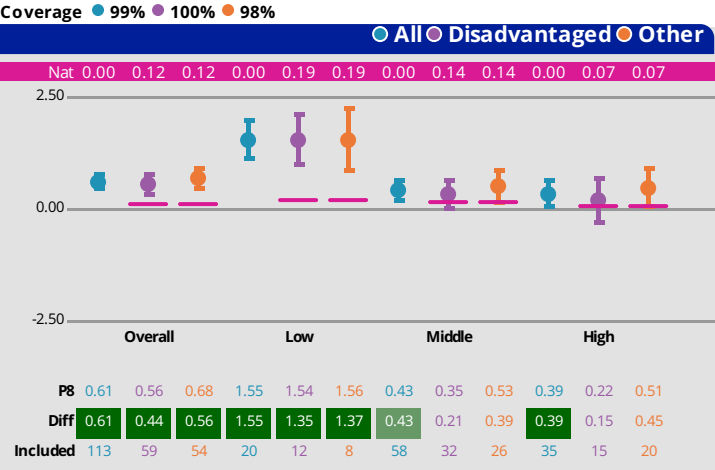
- Attendance was low for the group: SEN support (in the lowest 10%).

Weaknesses are indicated for cohorts of at least six. Data for very small groups should be treated with caution. Where a group is identified as in the highest or lowest 10%, it has been compared with the highest or lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally. Where progress is said to be ‘not well below average’, it is not in the lowest 10%. In progress strengths, ‘significantly’ refers to statistical significance based on a 95% confidence interval.

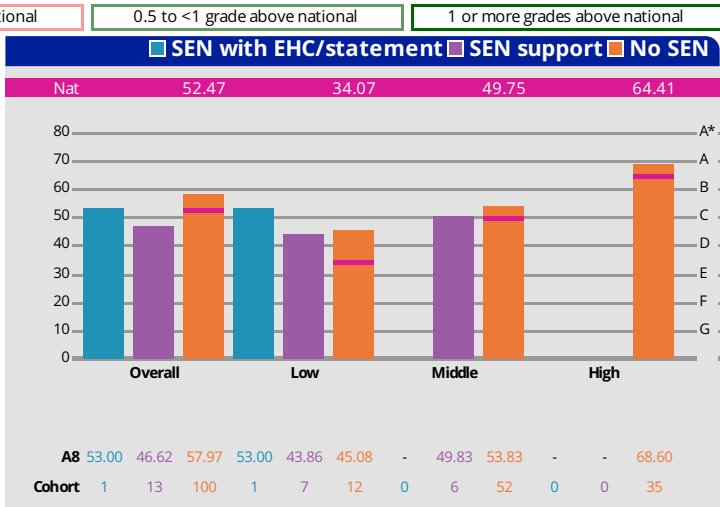
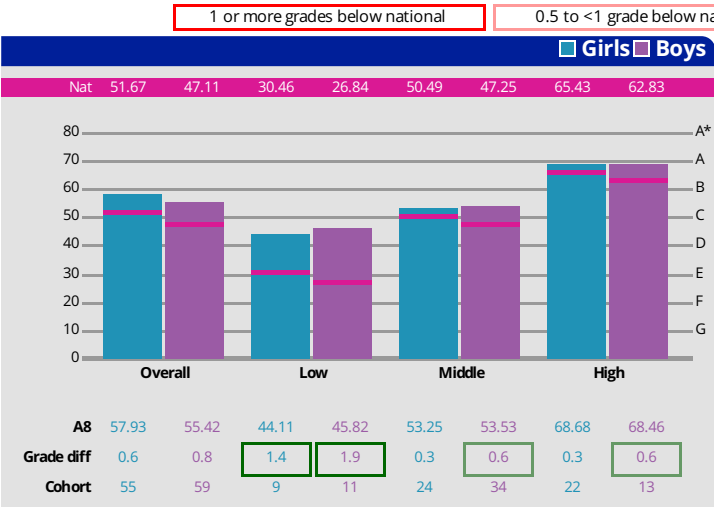
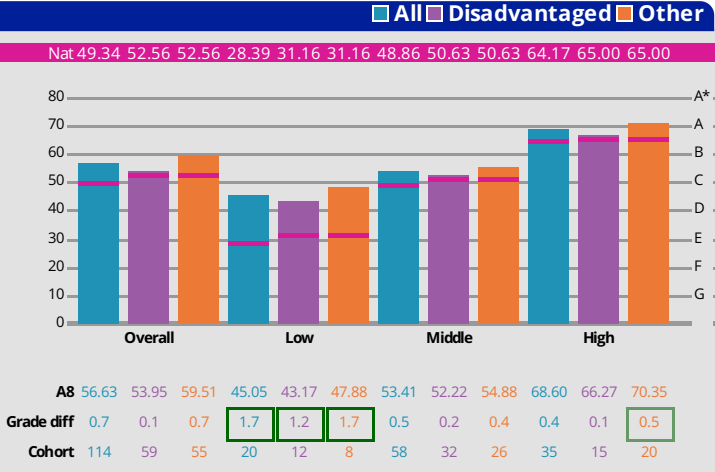
Ormiston Chadwick Academy
Overall Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

Progress 8



Attainment 8

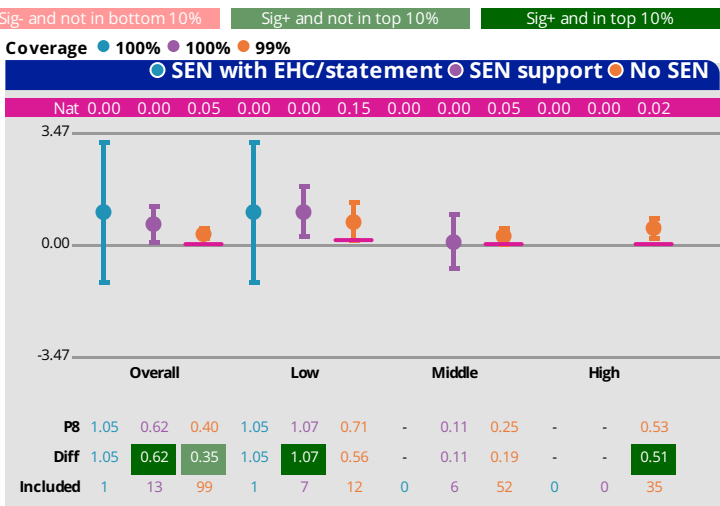
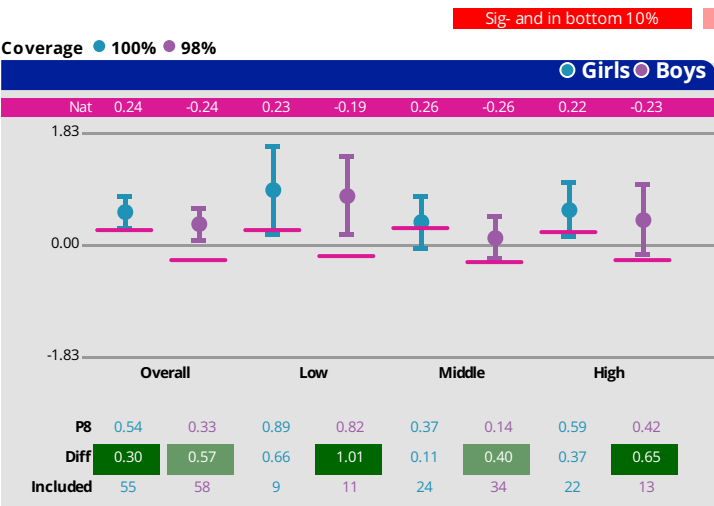
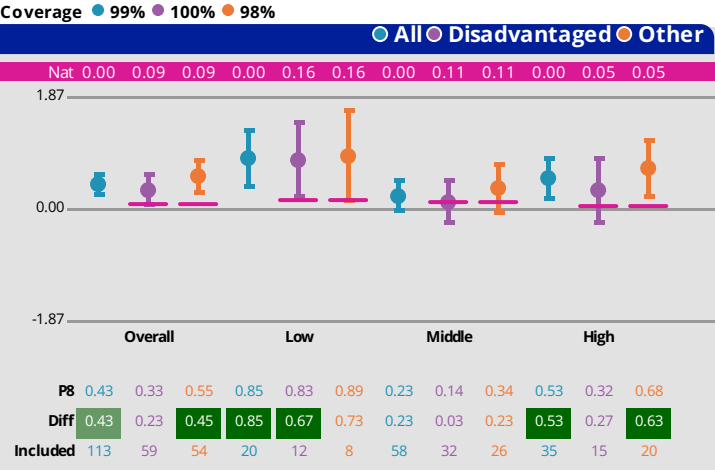


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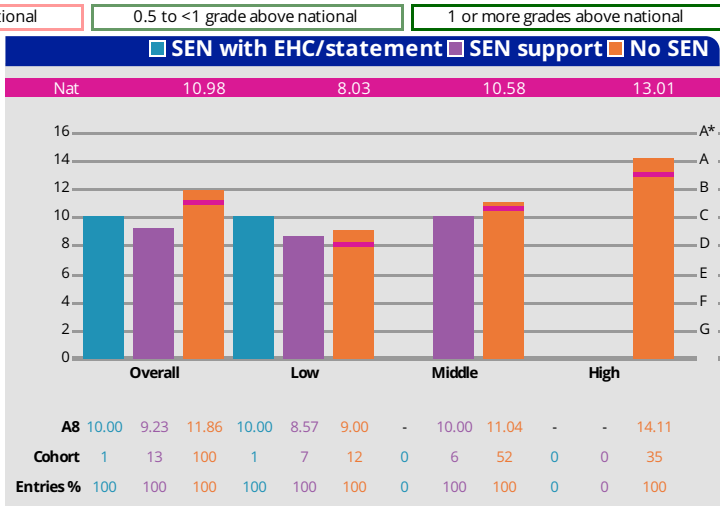
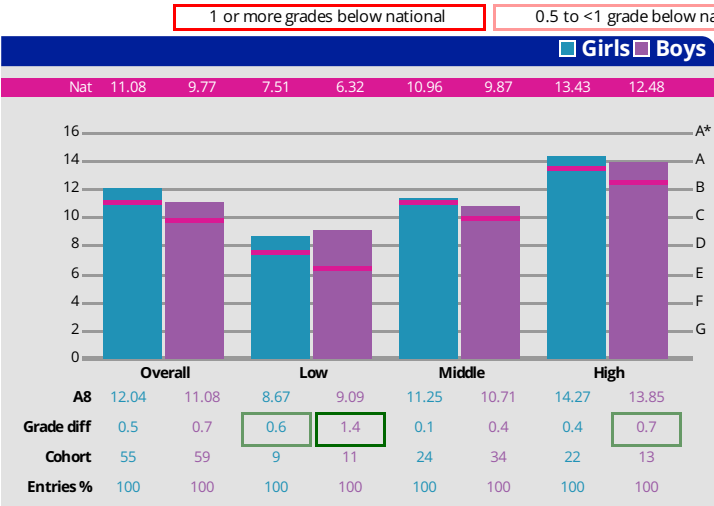
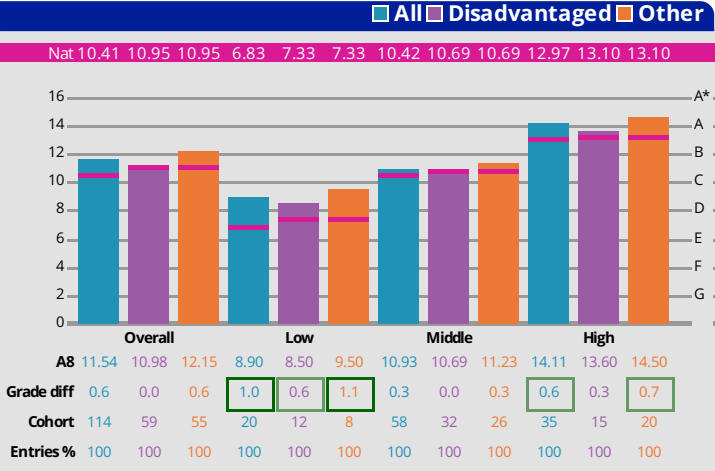
English element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

Progress 8



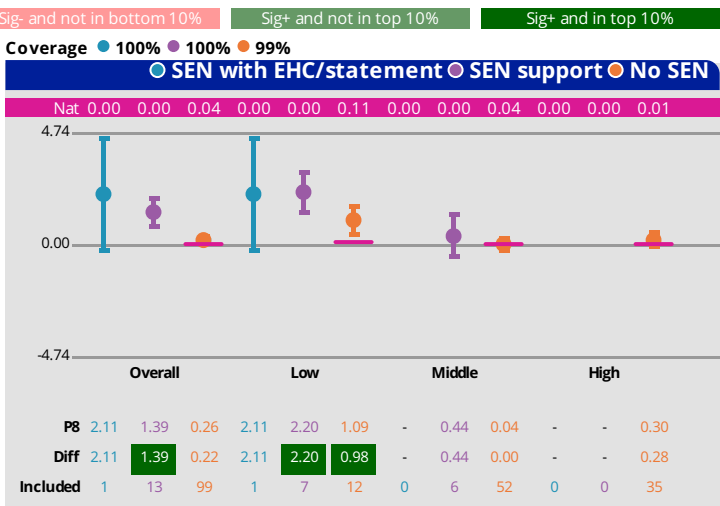
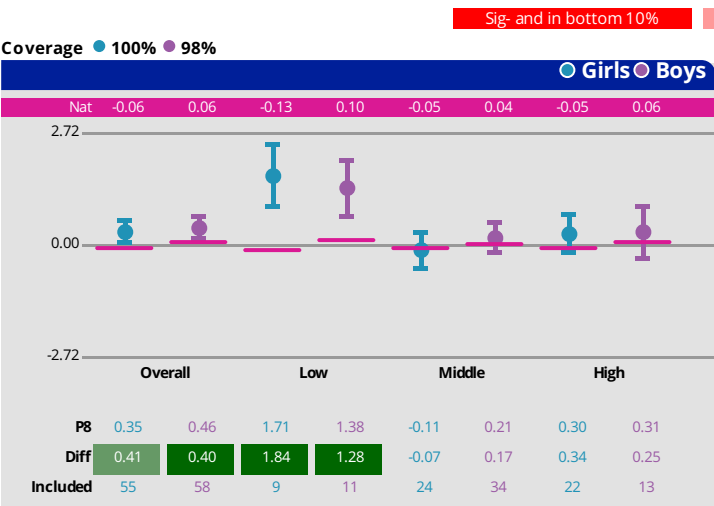
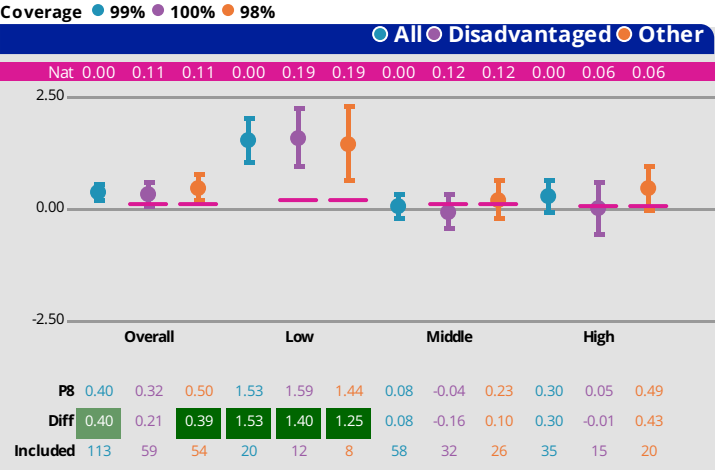
Attainment 8



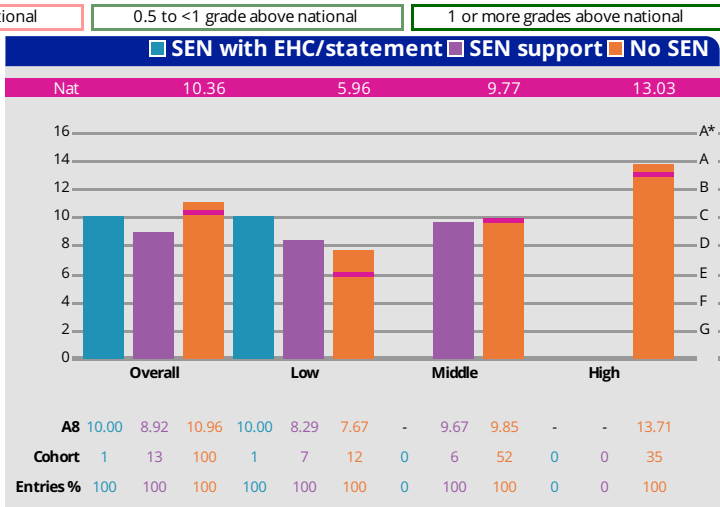
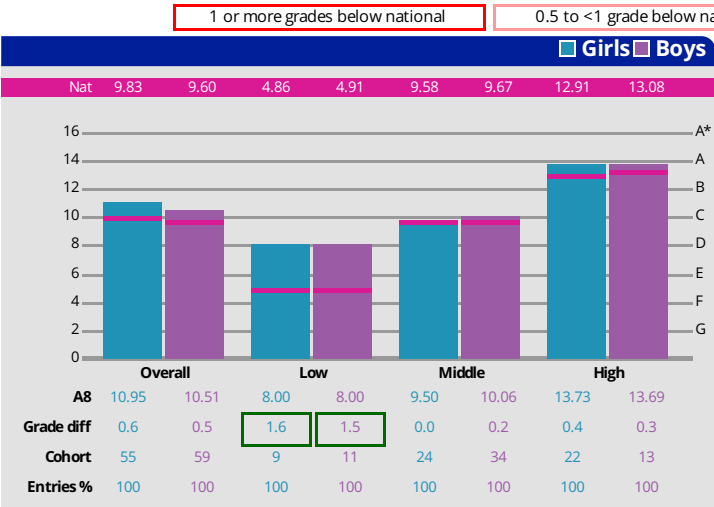
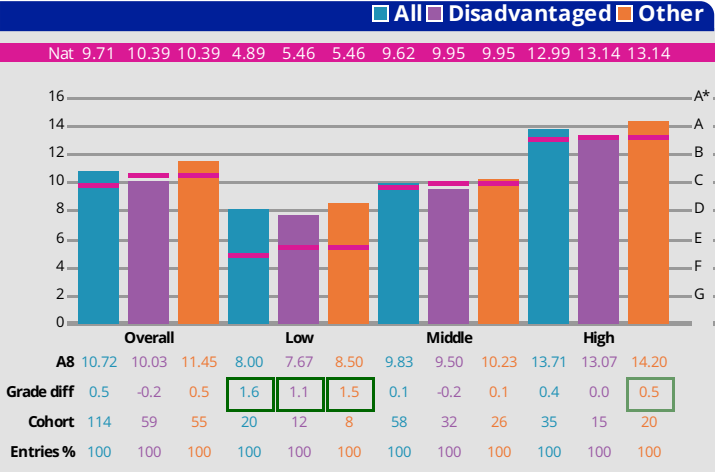
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Mathematics element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

Progress 8



Attainment 8

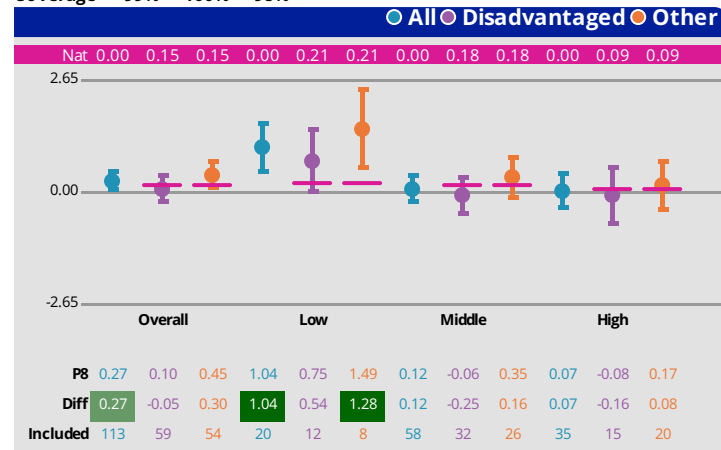


EBacc element Progress 8 and Attainment 8

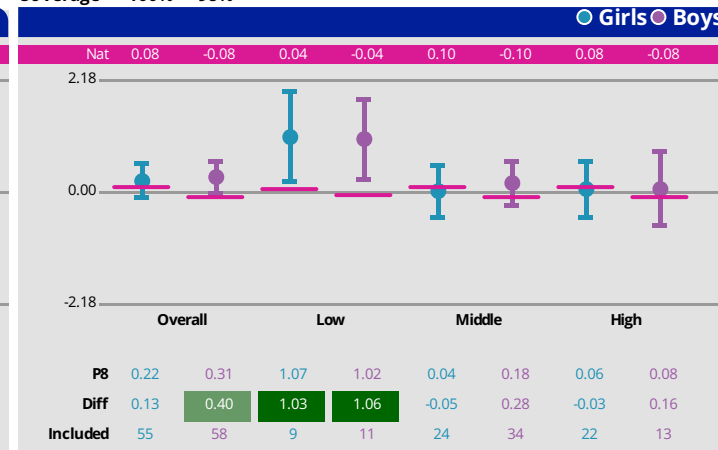
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Progress 8

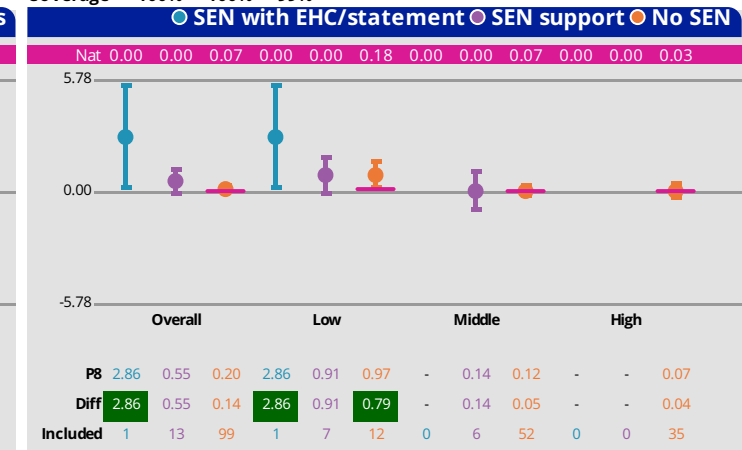
Coverage ● 99% ● 100% ● 98%



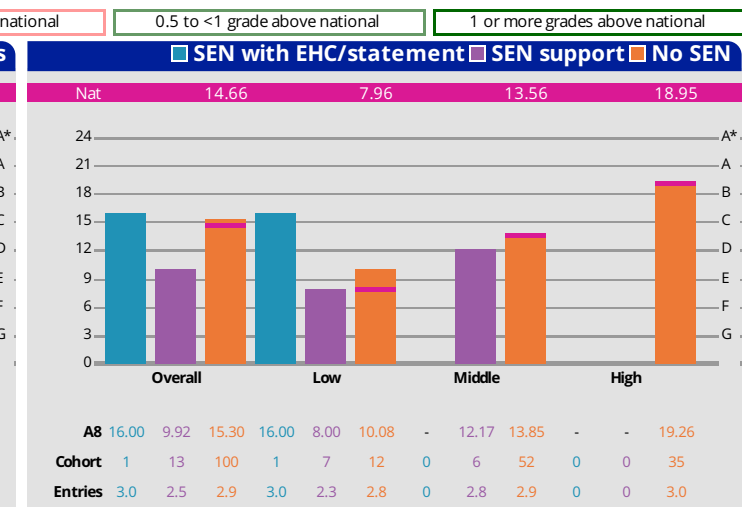
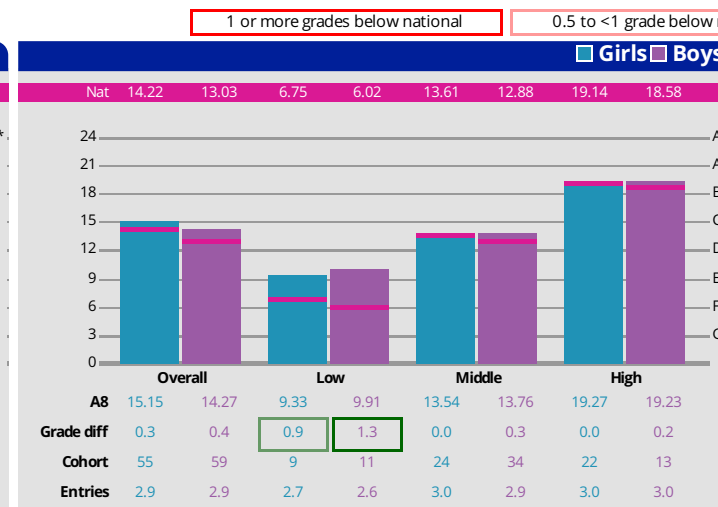
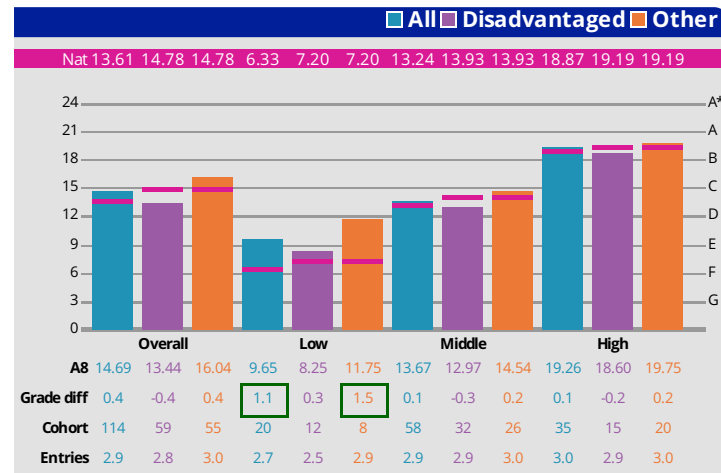
Coverage ● 100% ● 98%



Coverage ● 100% ● 100% ● 99%



Attainment 8

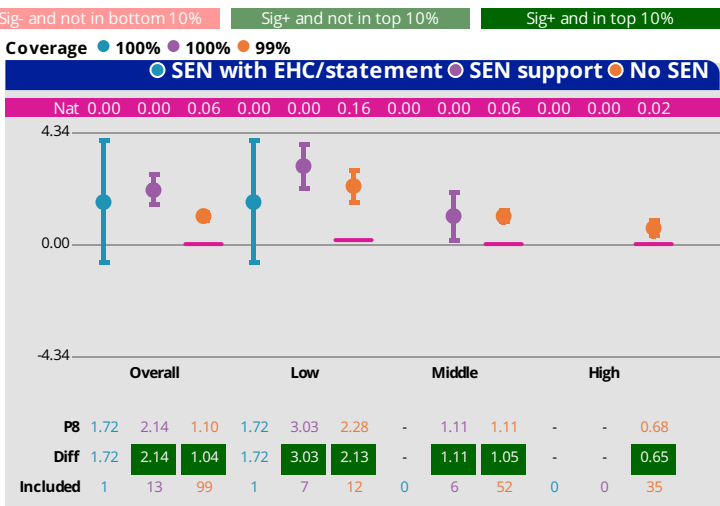
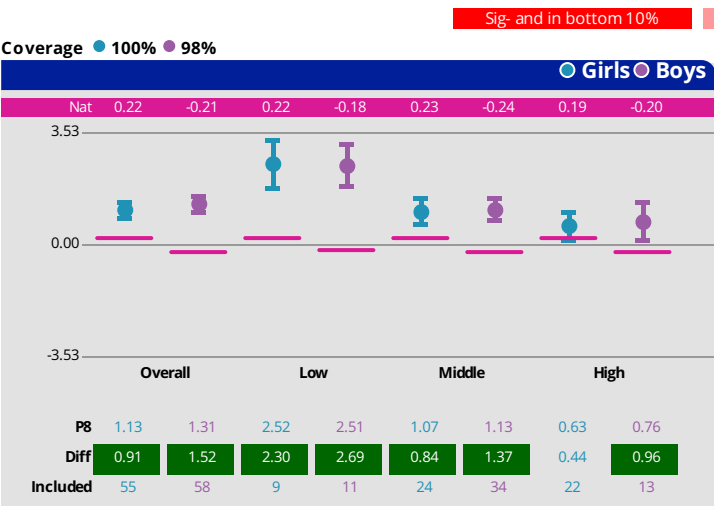
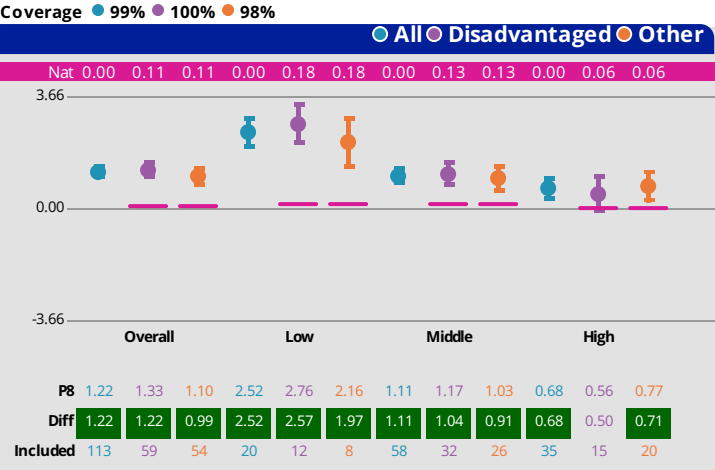


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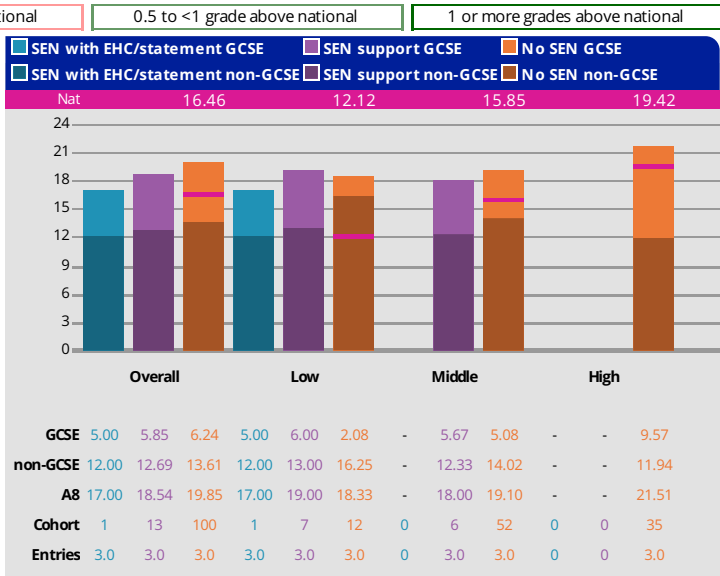
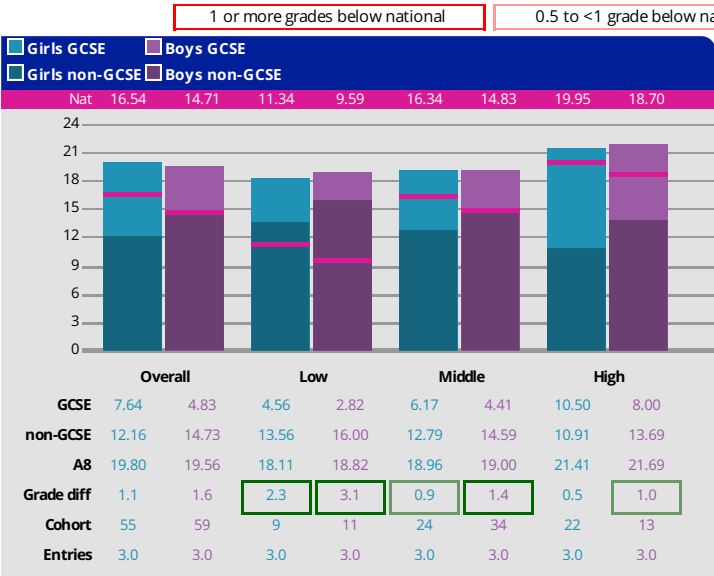
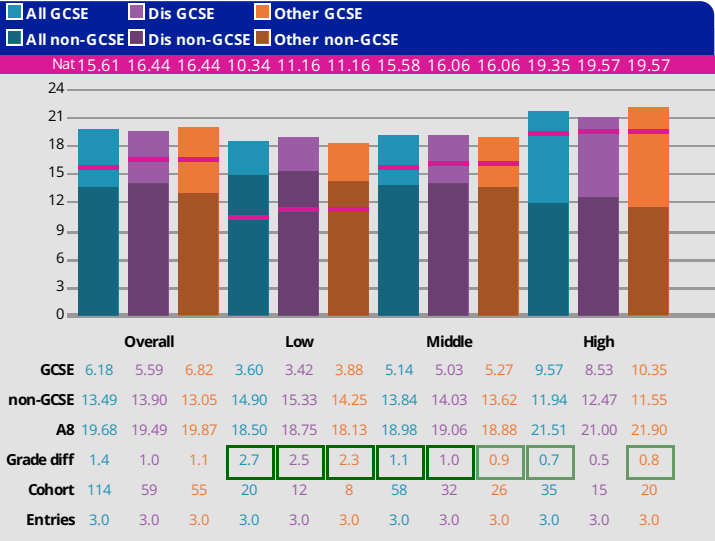
Open element Progress 8 and Attainment 8

In each group, data is shown overall and for pupils with low, middle and high prior attainment. National progress scores for all pupils are zero; other national figures are shown by horizontal bars. For progress, statistically significant differences from national are shaded. For attainment, the difference from national for prior attainment groups is shaded green if half a grade or more above and red if half a grade or more below. Coverage is shown for each group overall.

Progress 8



Attainment 8



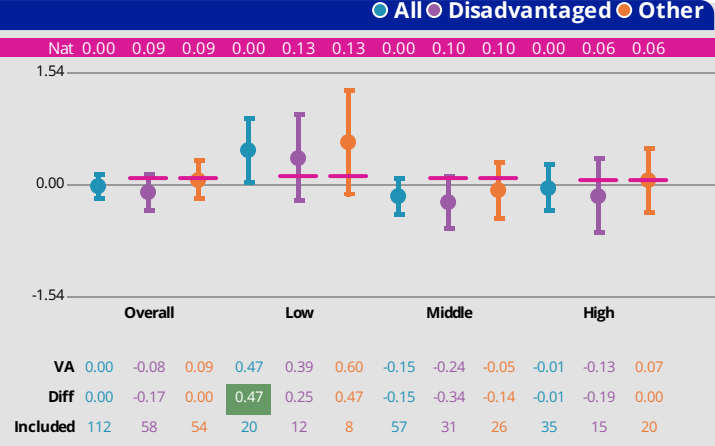
Ormiston Chadwick Academy

Science value added and attainment

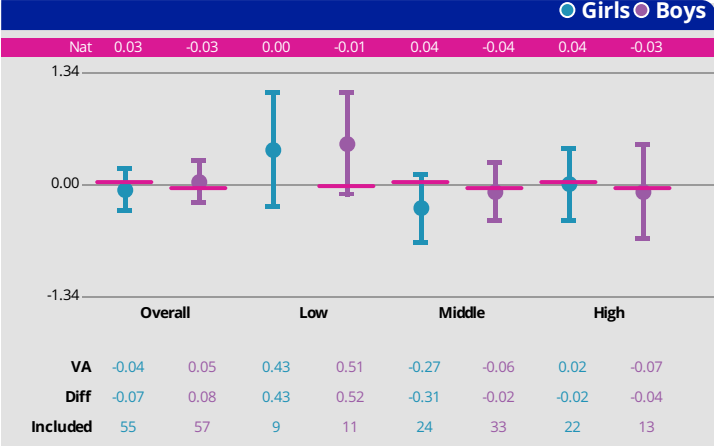
In each group, data is shown overall and for pupils with low, middle and high prior attainment. National value added scores for all pupils are zero; other national figures are shown by horizontal bars. For value added, statistically significant differences from national are shaded. For attainment, the table shows the percentage of those pupils entered who attained the grade C threshold and not the percentage of the cohort. The difference from national is shown as the number of pupils it represents and, for prior attainment groups, shaded green if three or more above and red if three or more below. Coverage shows the percentage of the cohort for each group overall.

Value added

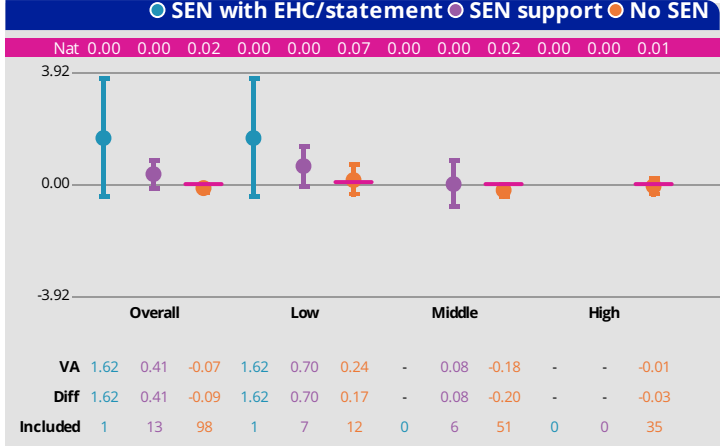
Coverage 98% 98% 98%



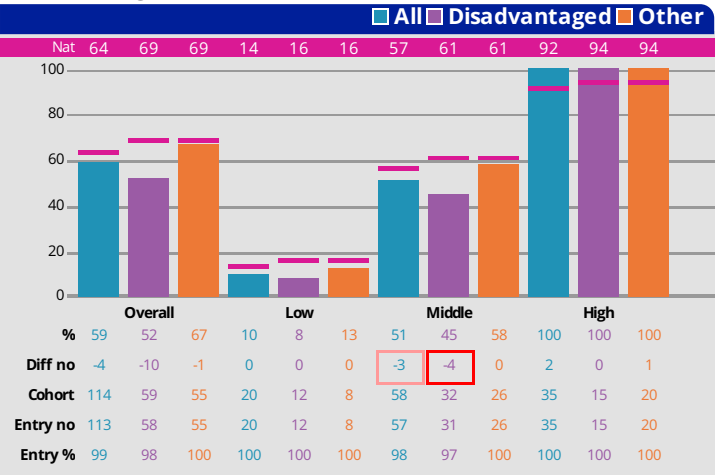
Coverage 100% 97%



Coverage 100% 100% 98%



% attained grade C threshold

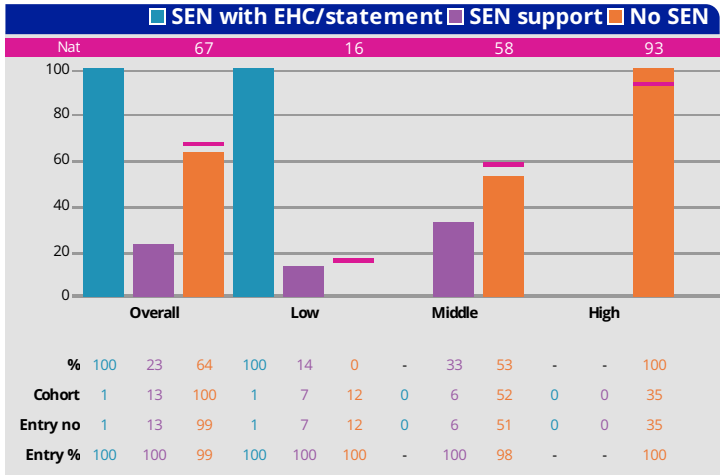
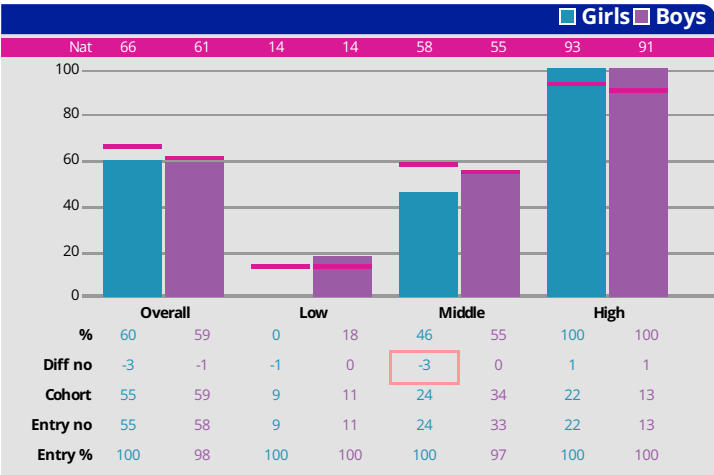


Four or more pupils below national

Three pupils below national

Three pupils above national

Four or more pupils above national



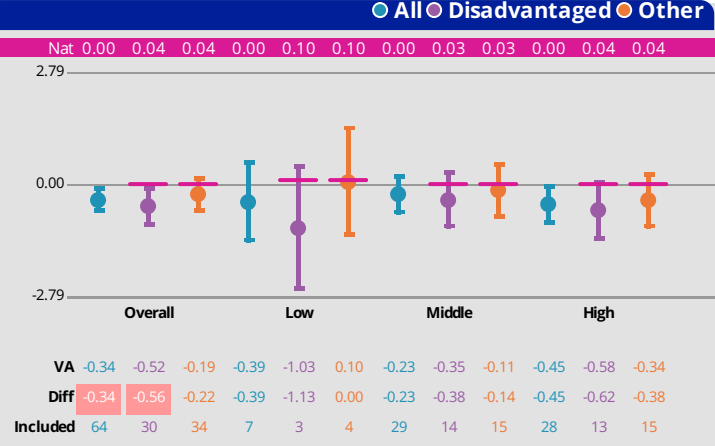
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Languages value added and attainment

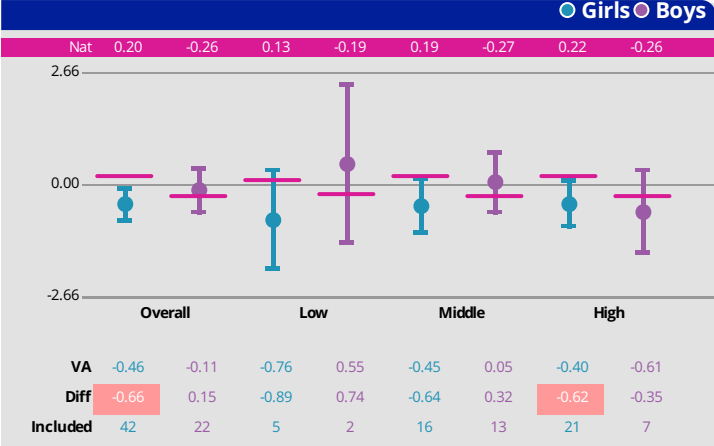
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Value added

Coverage 56% 51% 62%



Coverage 76% 37%



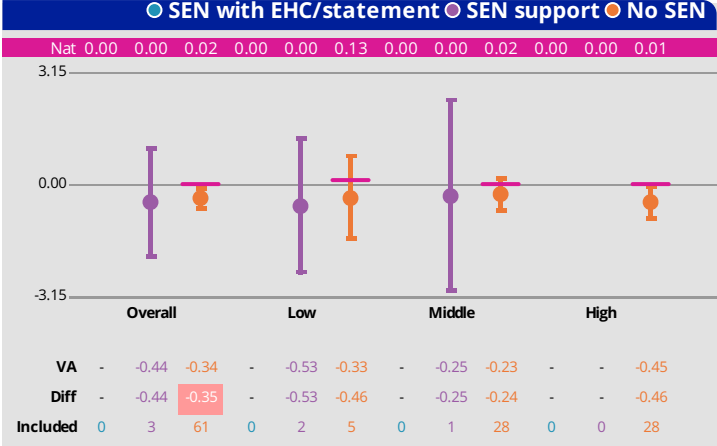
Sig- and in bottom 10%

Sig- and not in bottom 10%

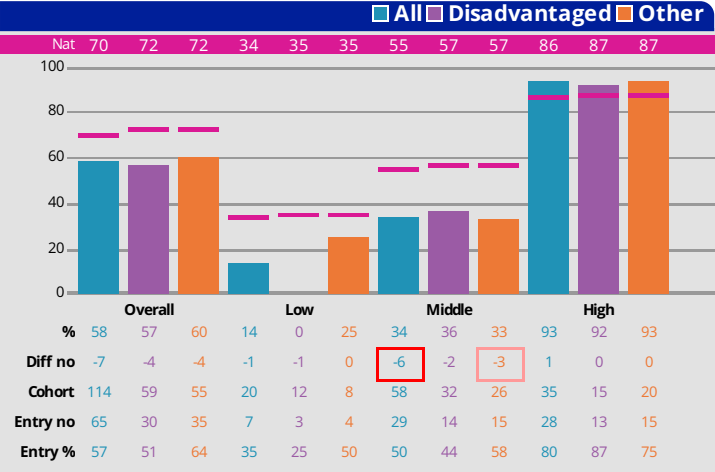
Sig+ and not in top 10%

Sig+ and in top 10%

Coverage 0% 23% 61%



% attained grade C threshold

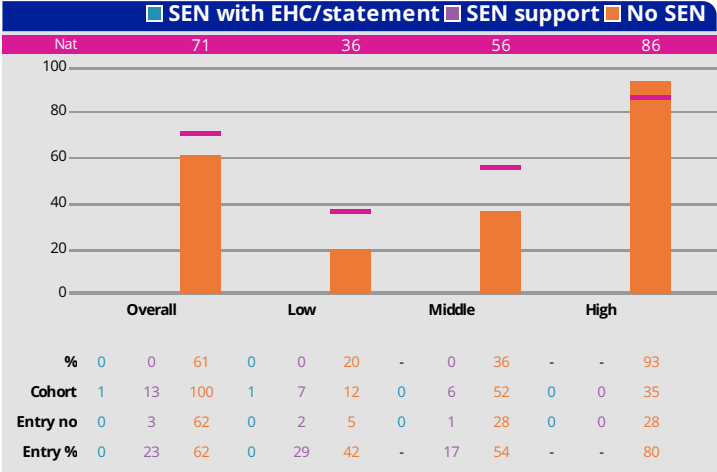
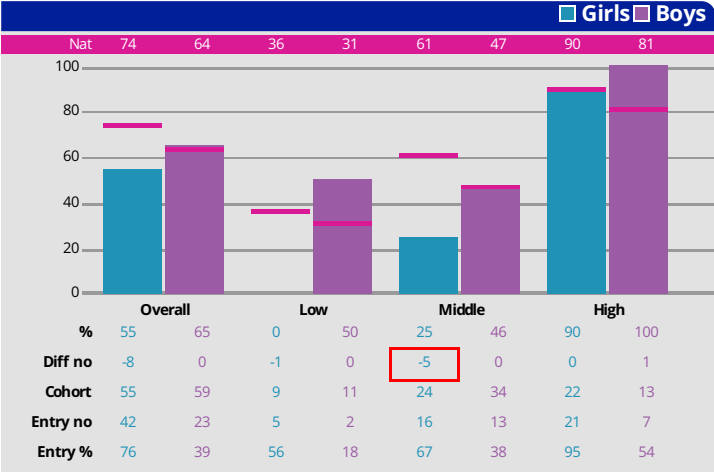


Four or more pupils below national

Three pupils below national

Three pupils above national

Four or more pupils above national



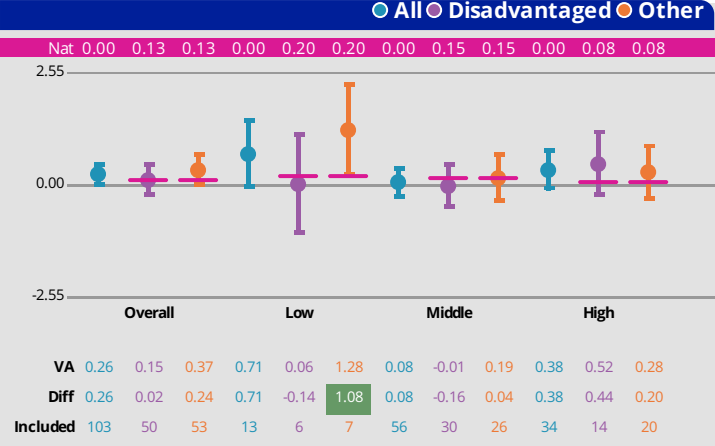
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Humanities value added and attainment

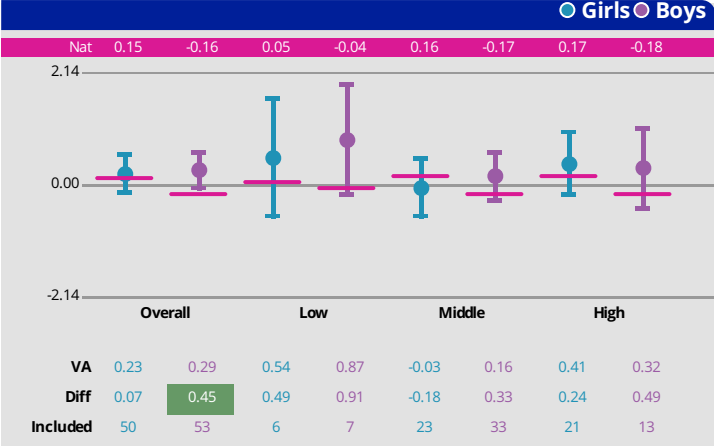
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Value added

Coverage ● 90% ● 85% ● 96%



Coverage ● 91% ● 90%



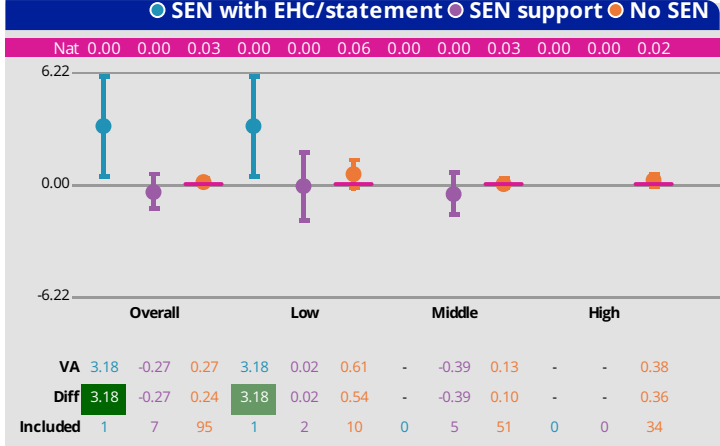
Sig- and in bottom 10%

Sig- and not in bottom 10%

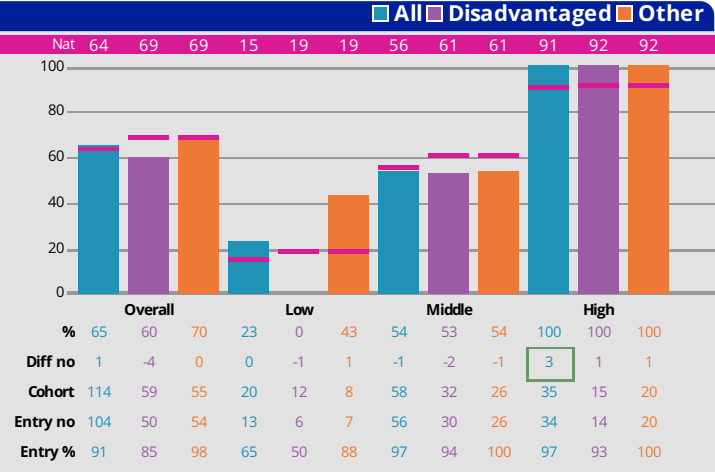
Sig+ and not in top 10%

Sig+ and in top 10%

Coverage ● 100% ● 54% ● 95%



% attained grade C threshold

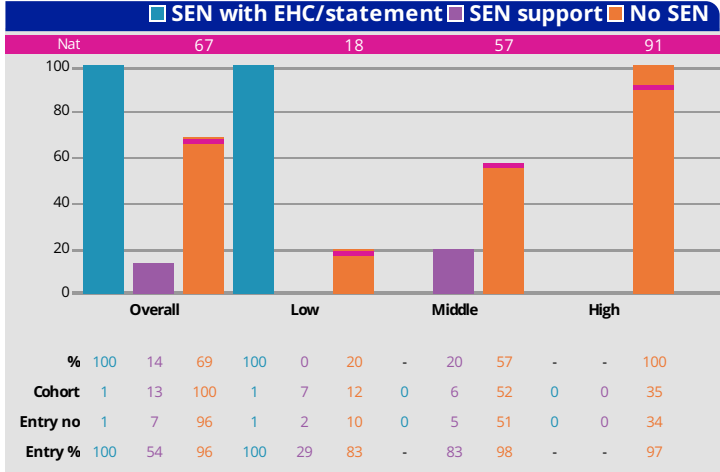
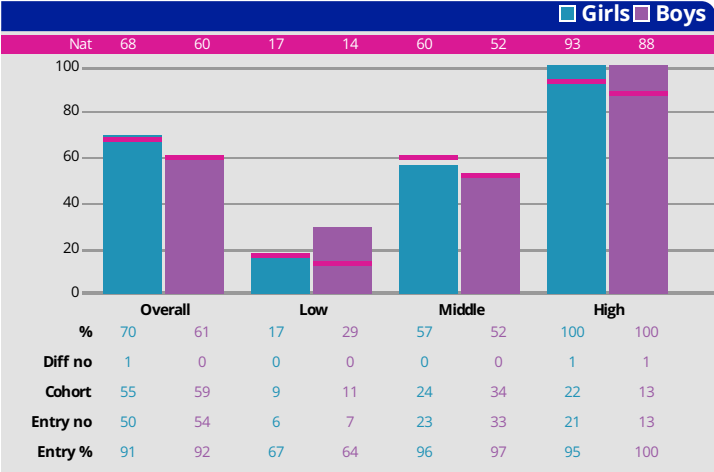


Four or more pupils below national

Three pupils below national

Three pupils above national

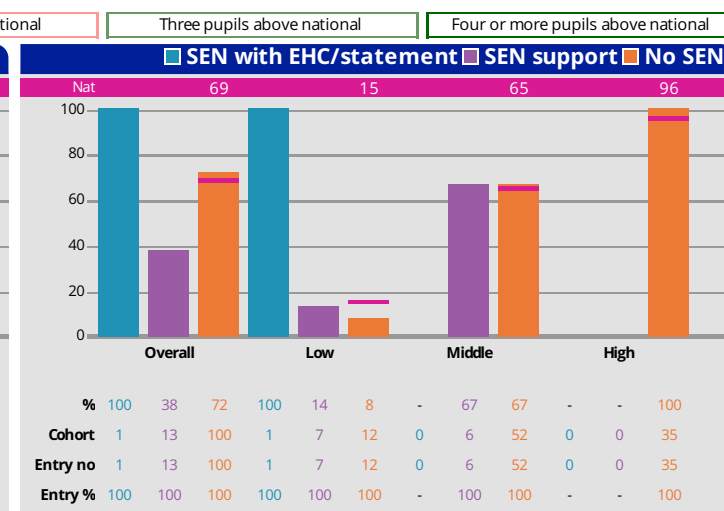
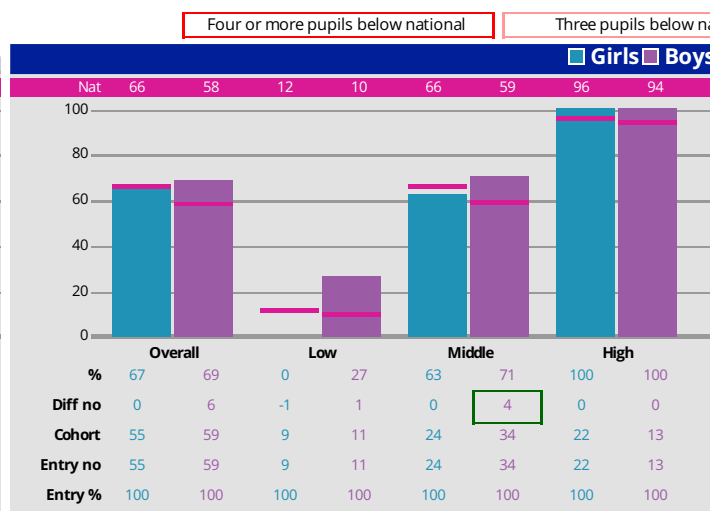
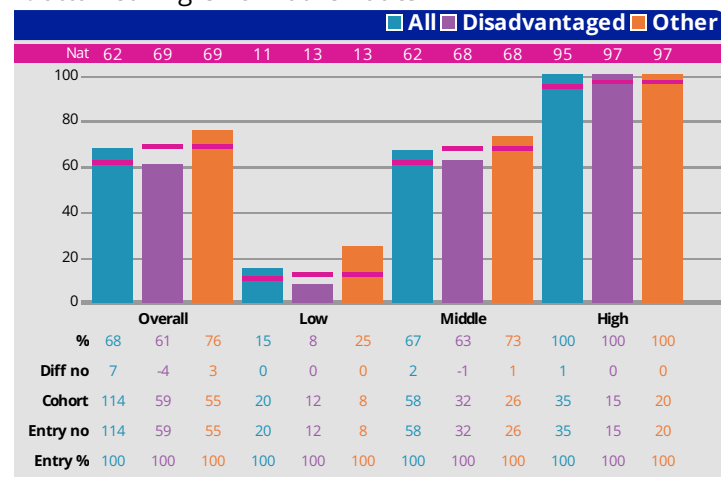
Four or more pupils above national



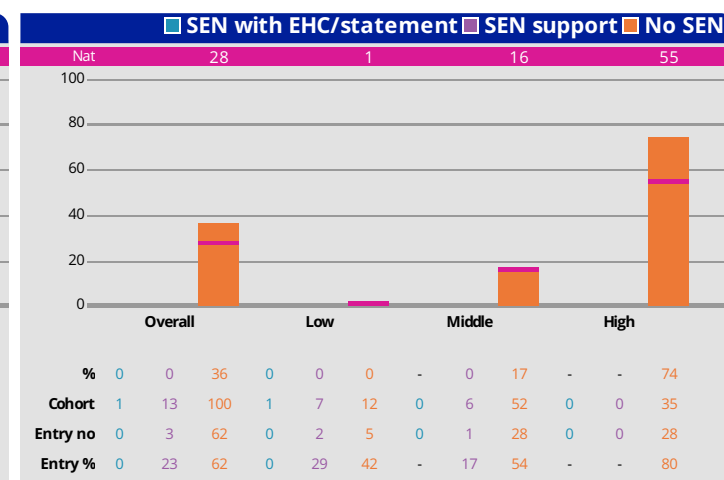
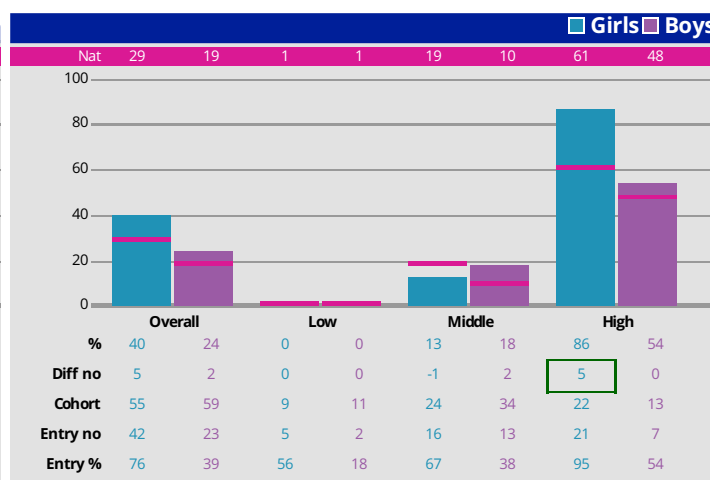
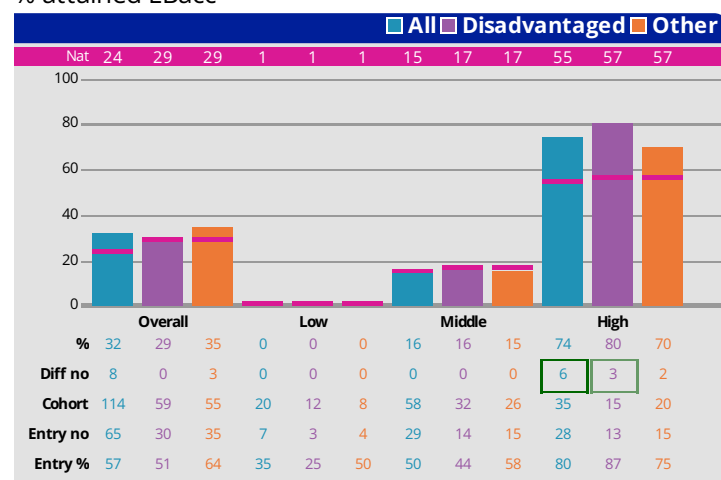
Thresholds

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% attained English & mathematics



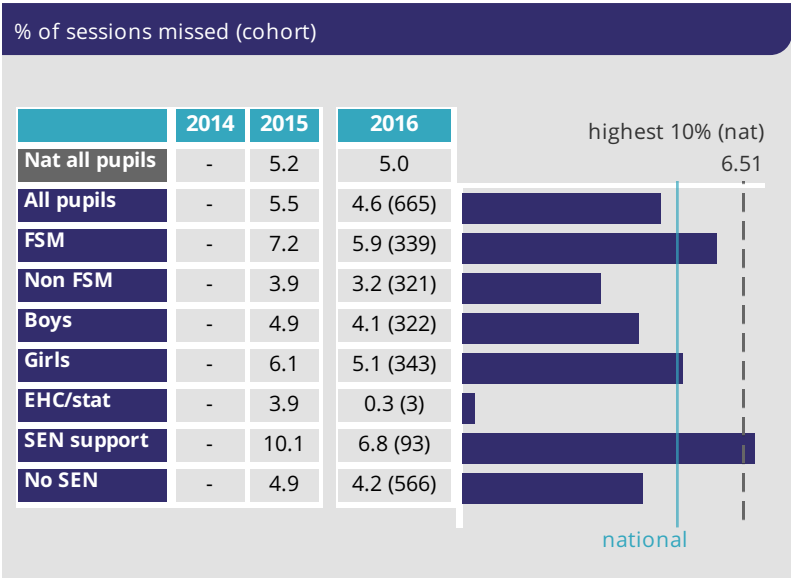
% attained EBacc



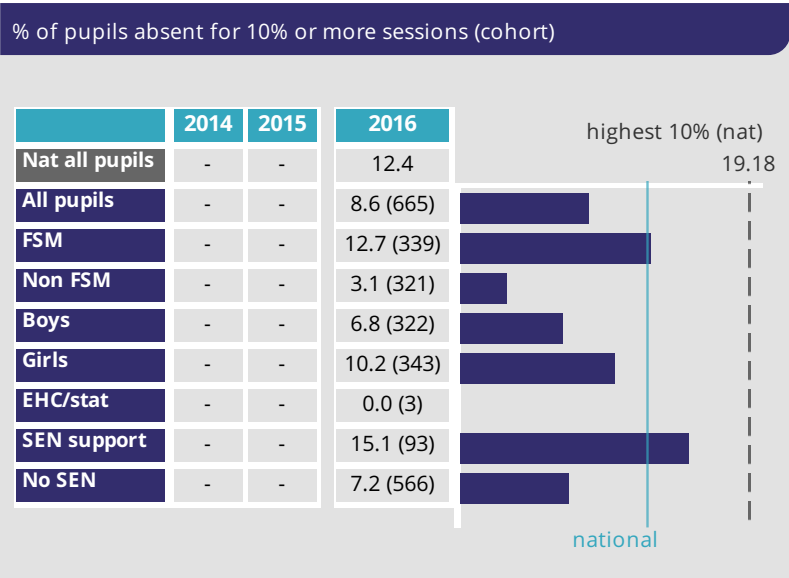
Absence, exclusions

Absence data is for two terms, autumn and spring; the numbers in the pupil groups are based on the autumn school census and may differ from those in spring. On the absence charts, a line shows the highest 10% nationally to help identify groups with low attendance and high persistent absence. 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.

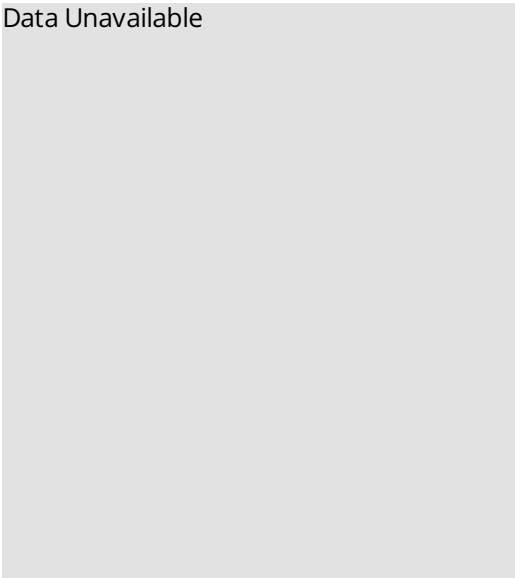
Absence



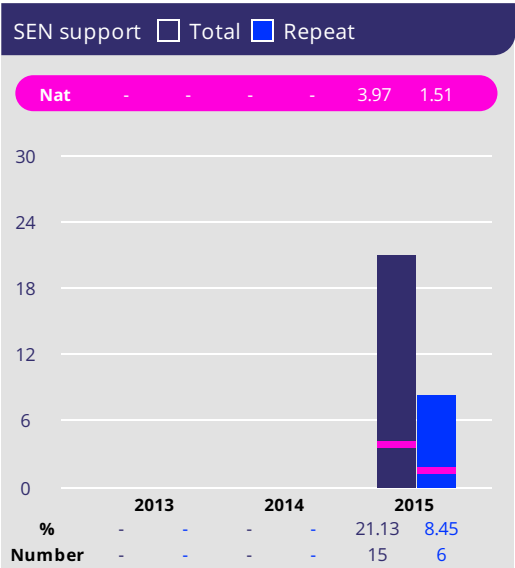
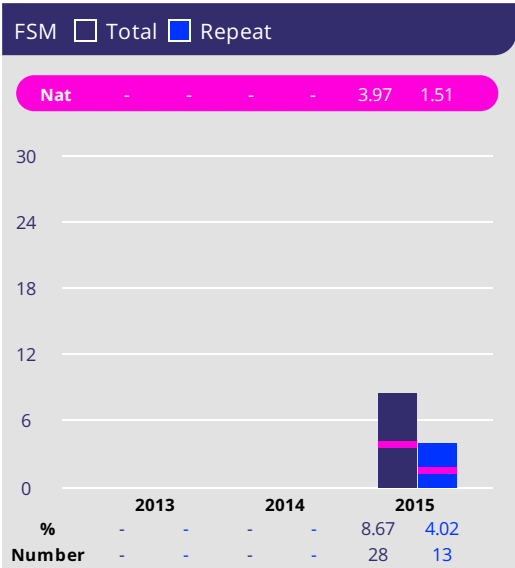
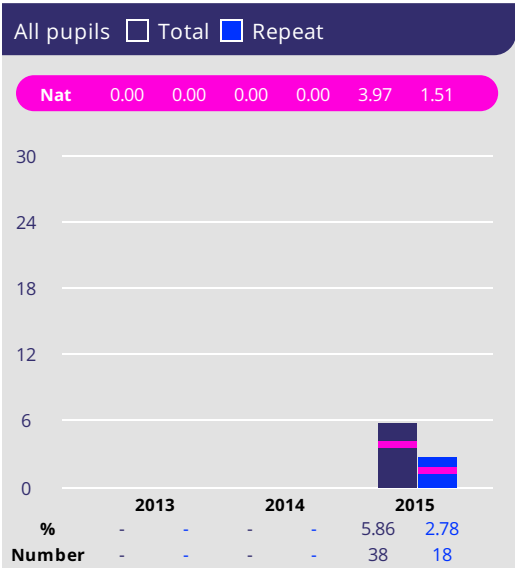
Persistent absence



Destinations



Fixed term exclusions % and number of pupils excluded



Permanent exclusions



Prior attainment for reading and writing in Years 7, 8 and 9 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. For % free school meals, % SEN and % girls, a red line shows the national figure for secondary schools overall, not for each year group.

Number on roll: **643** in year 7 to 11

Ethnicity	
White British	95.5%
Mixed any other mixed background	1.1%
White any other White background	0.8%
Ethnicity not known	0.6%
Mixed White & Asian	0.6%
Any other ethnic group	0.3%
Black or Black British any other Black background	0.3%
Mixed White & Black African	0.3%
Asian or Asian British any other Asian background	0.2%
Mixed White & Black Caribbean	0.2%
White Irish	0.2%
Asian or Asian British Bangladeshi	
Asian or Asian British Indian	
Asian or Asian British Pakistani	
Black or Black British African	
Black or Black British Caribbean	
Chinese	
Parent/pupil preferred not to say	
White Romany or Gypsy	
White Traveller of Irish heritage	

