

# Primary School Website Report 2018

Plat Douet  
Head Teacher – Philip Walker



400  
pupils at school

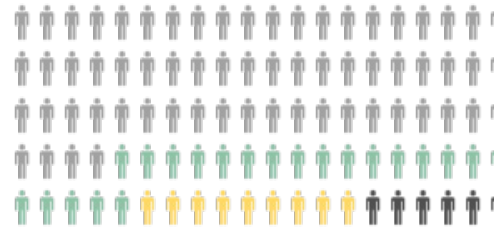


## Pupil characteristics

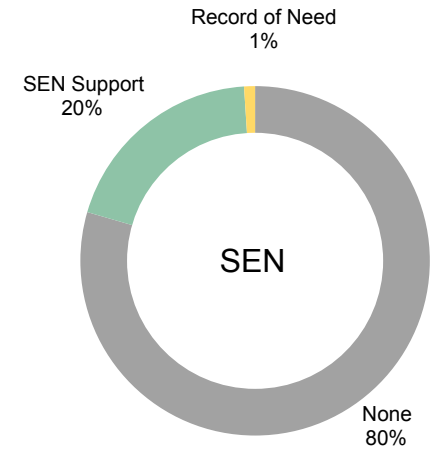
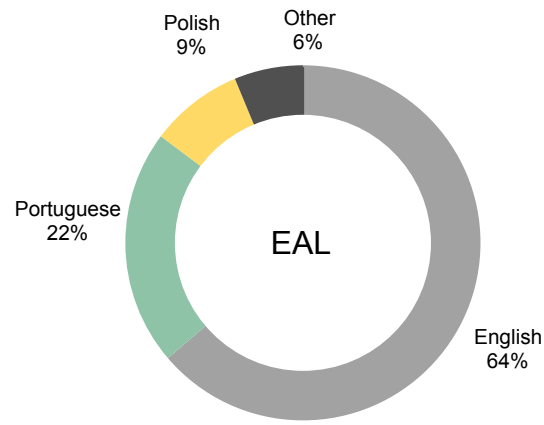
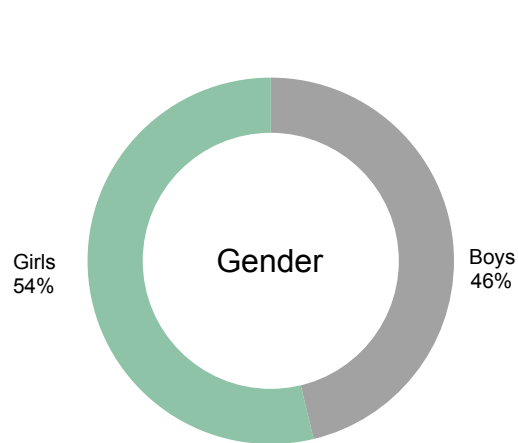
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)





## End of Key Stage 1 attainment (Year 2)

A new teacher assessment framework was first used in schools in Jersey in the 2015/2016 academic year, following the introduction of the 2014 Jersey Curriculum. Under the new assessment framework, the terms 'Emerging', 'Developing', and 'Secure' are used to show the extent to which a pupil has understood and can apply what they have been taught at the end of each academic year. For most pupils, the assessment judgements will correspond with the curriculum objectives for the chronological year group that they are in. For example, a pupil in Year 2 may be assessed as 2 Emerging, 2 Developing, or 2 Secure. Pupils assessed against curriculum objectives below their chronological year group are likely to have identified Special Educational Needs (SEN), or other significant barrier(s) to learning.

### Reading



**87%** of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS1.  
This compares to **89%** across all schools.

### Writing



**70%** of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS1.  
This compares to **80%** across all schools.

### Mathematics



**85%** of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS1.  
This compares to **85%** across all schools.



## End of Key Stage 2 attainment (Year 6)

A new teacher assessment framework was first used in schools in Jersey in the 2015/2016 academic year, following the introduction of the 2014 Jersey Curriculum. Under the new assessment framework, the terms 'Emerging', 'Developing', and 'Secure' are used to show the extent to which a pupil has understood and can apply what they have been taught at the end of each academic year. For most pupils, the assessment judgements will correspond with the curriculum objectives for the chronological year group that they are in. For example, a pupil in Year 6 may be assessed as 6 Emerging, 6 Developing, or 6 Secure. Pupils assessed against curriculum objectives below their chronological year group are likely to have identified Special Educational Needs (SEN), or other significant barrier(s) to learning.

### Reading



**78%** of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS2.  
This compares to **85%** across all schools.

### Writing



**75%** of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS2.  
This compares to **84%** across all schools.

### Mathematics



**82%** of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS2.  
This compares to **82%** across all schools.

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## Attainment summary

A new teacher assessment framework was first used in schools in Jersey in the 2015/2016 academic year, following the introduction of the 2014 Jersey Curriculum. Under the new assessment framework, the terms 'Emerging', 'Developing', and 'Secure' are used to show the extent to which a pupil has understood and can apply what they have been taught at the end of each academic year. For most pupils, the assessment judgements will correspond with the curriculum objectives for the chronological year group that they are in. For example, a pupil in Year 6 may be assessed as 6 Emerging, 6 Developing, or 6 Secure. Pupils assessed against curriculum objectives below their chronological year group are likely to have identified Special Educational Needs (SEN), or other significant barrier(s) to learning.

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	69	33	52
	Percentage Developing or above	87	70	85
	Percentage Emerging or above	94	87	100
6	Percentage Secure	45	36	35
	Percentage Developing or above	78	75	82
	Percentage Emerging or above	95	95	98

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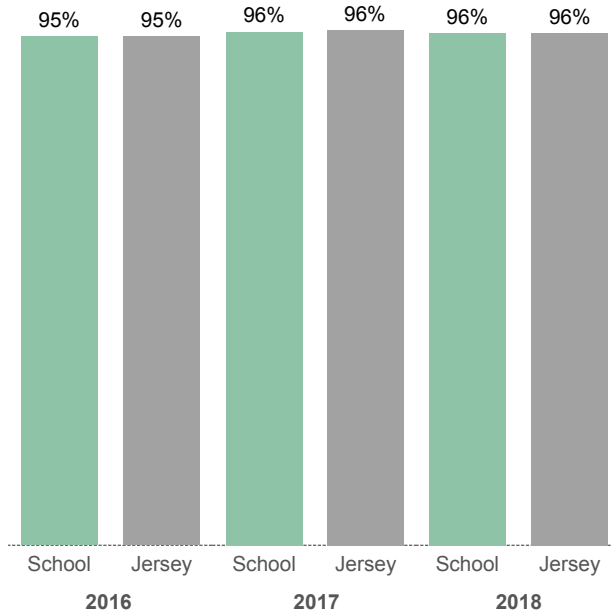


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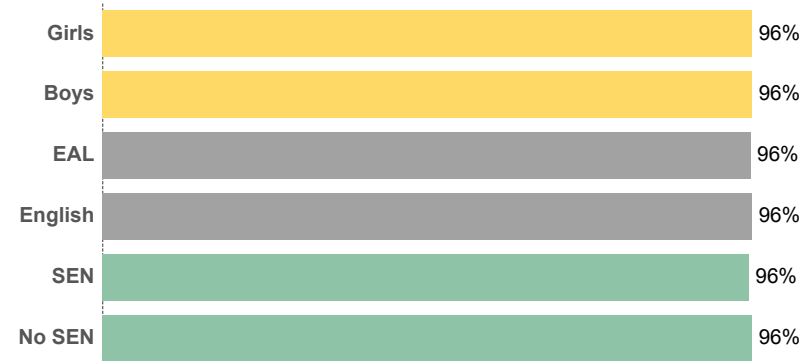


## Attendance

### Attendance rate



### Attendance rate by pupil characteristics 2017/18 academic year



## Explanatory notes

### Attainment: JPAF Steps

A new Jersey Primary Assessment Framework (JPAF) was first used in schools in Jersey in the 2015/2016 academic year, following the introduction of the 2014 Jersey Curriculum. Under the new assessment framework, the terms 'Emerging', 'Developing', and 'Secure' are used to show the extent to which a pupil has understood and can apply what they have been taught across the year.

When pupils reach the end of a Key Stage (i.e. Year 2 and Year 6), a teacher assessment will be completed. For most pupils, the assessment judgements (JPAF Steps) will correspond with the curriculum objectives for the chronological year group that they are in. For example, a pupil in Year 6 may be assessed as 6 Emerging, 6 Developing, or 6 Secure. Pupils assessed against curriculum objectives below their chronological year group are likely to have identified Special Educational Needs (SEN), or other significant barrier(s) to learning.

### Attendance

Attendance measures represent the percentage of all available sessions that were attended by pupils (there are 2 sessions available in each school day: am and pm sessions). The overall attendance rate represents the percentage of sessions attended by all pupils in the school (not just those reaching the end of a Key Stage).

### Measures for Jersey

Measures of attainment and progress for Jersey as a whole reflect all pupils in all States schools (non-fee paying and fee-paying) and non-maintained schools, but exclude pupils in special schools. Attendance rates for Jersey as a whole are calculated across States schools only, both non-fee paying and fee-paying.

### Pupil numbers

Pupil numbers reflect pupils in Reception to Year 6 (i.e. excluding pupils in nursery class) recorded in the January 2018 school census.