Primary School Website Report 2017

Bel Royal

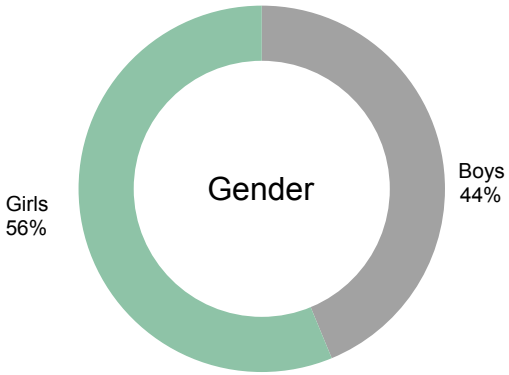
Head Teacher – Sonia Burton

201
pupils at school

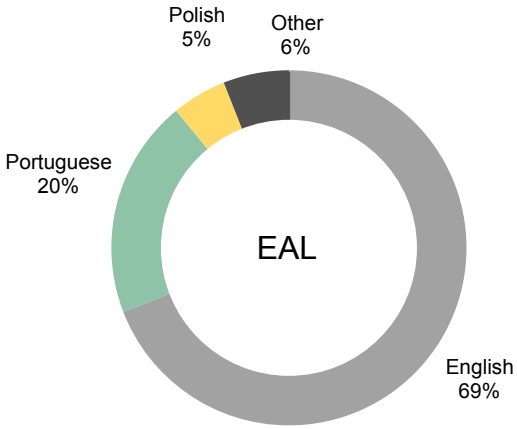
States of Jersey

Pupil characteristics

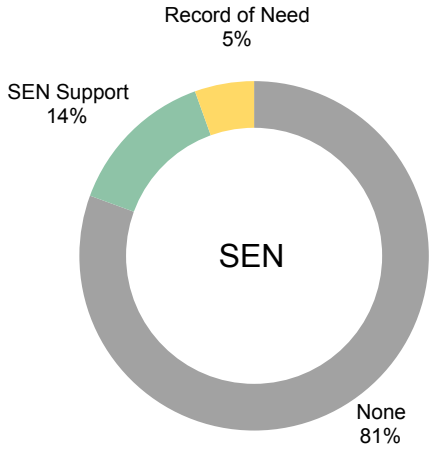
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

Bel Royal

Head Teacher – Sonia Burton

201
pupils at school

States of Jersey

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..

Reading

65% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

65% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

62% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

Bel Royal
Head Teacher – Sonia Burton

201
pupils at school

States of Jersey

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..

Reading

42% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

19% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

42% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

Bel Royal

Head Teacher – Sonia Burton

201
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	50	15	19
	Percentage Developing or above	65	65	62
	Percentage Emerging or above	69	77	77
6	Percentage Secure	19	0	15
	Percentage Developing or above	42	19	42
	Percentage Emerging or above	65	50	65

Primary School Website Report 2017

Bel Royal

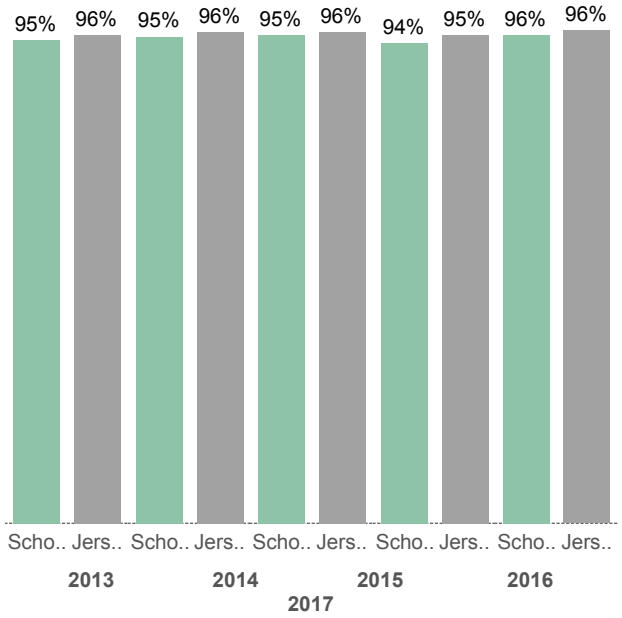
Head Teacher – Sonia Burton

201
pupils at school

States of Jersey

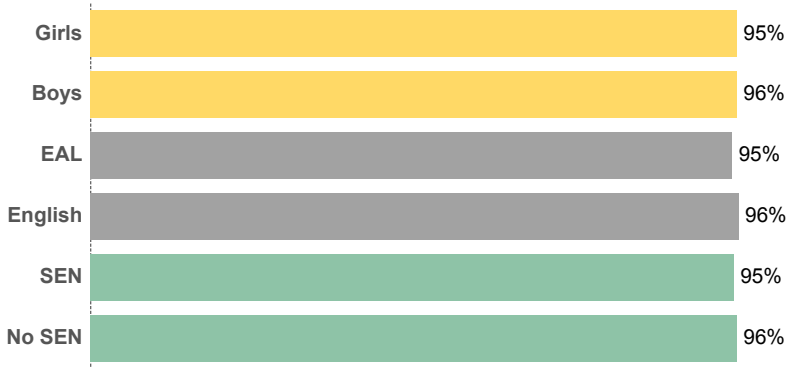
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

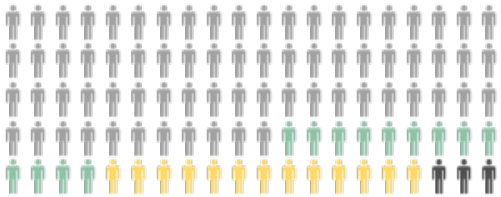
d'Auvergne
Head Teacher – Cris Lakeman

407
pupils at school

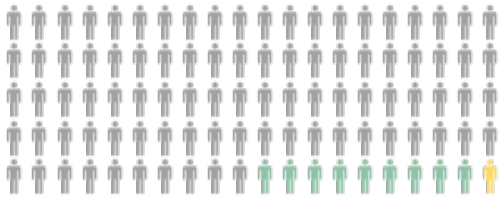
Pupil characteristics

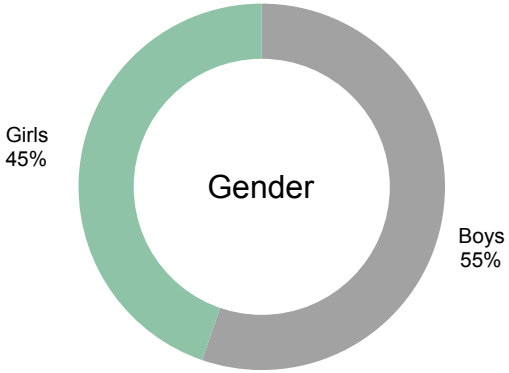
% boys/girls

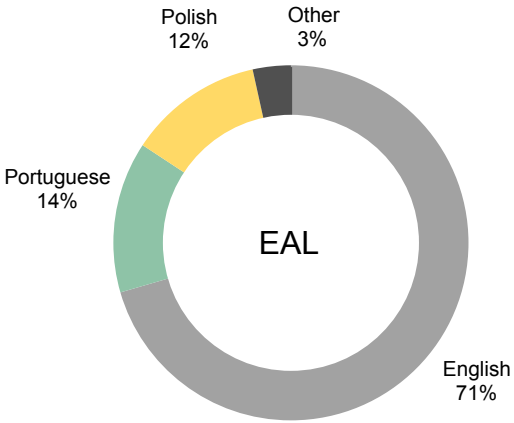
% English as an Additional Language (EAL)

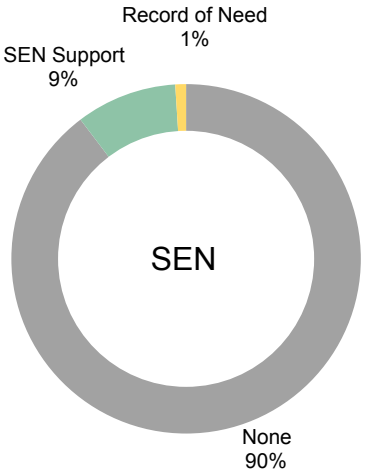


% with Special Educational Needs (SEN)









Primary School Website Report 2017

d'Auvergne
Head Teacher – Cris Lakeman

407
pupils at school

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..

Reading

91% of pupils at d'Auvergne were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

89% of pupils at d'Auvergne were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

94% of pupils at d'Auvergne were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

d'Auvergne
Head Teacher – Cris Lakeman

407
pupils at school

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..

Reading

88% of pupils at d'Auvergne were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

76% of pupils at d'Auvergne were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

82% of pupils at d'Auvergne were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

d'Auvergne

Head Teacher – Cris Lakeman

407
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	77	70	72
	Percentage Developing or above	91	89	94
	Percentage Emerging or above	92	92	96
6	Percentage Secure	61	59	61
	Percentage Developing or above	88	76	82
	Percentage Emerging or above	92	90	98

Primary School Website Report 2017

d'Auvergne

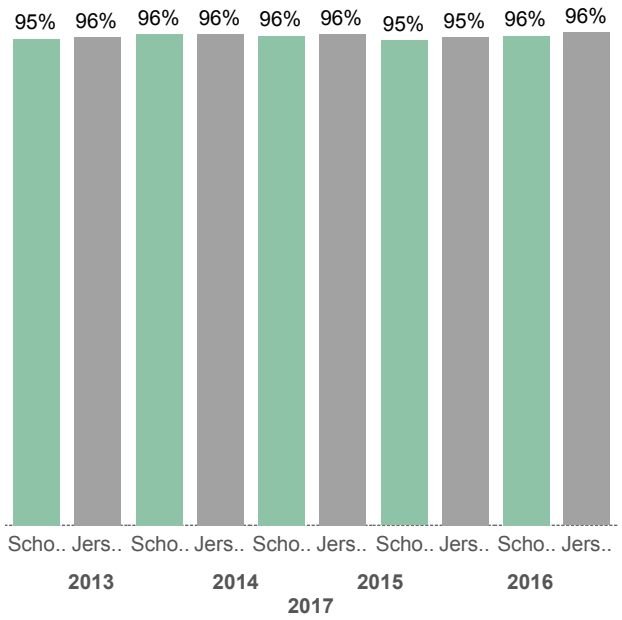
Head Teacher – Cris Lakeman

407
pupils at school

States of Jersey

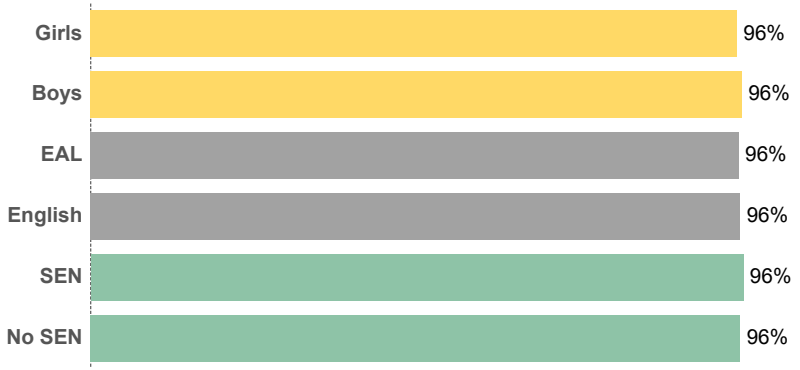
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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

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Pupil numbers

Pupil numbers reflect pupils in Reception to Year 6 (i.e. excluding pupils in nursery class) recorded in the January 2017 school census.

Primary School Website Report 2017

First Tower

Head Teacher – Debbie Maindonald (Acting)

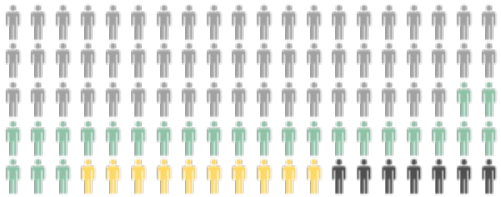
333
pupils at school

States of Jersey

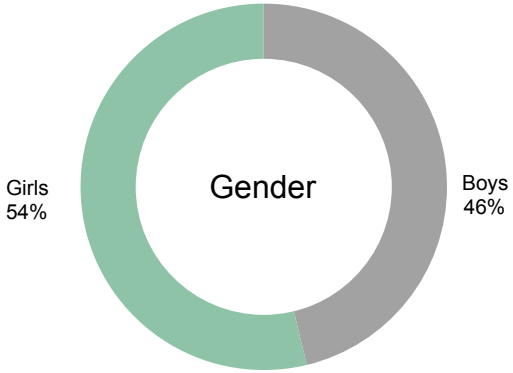
Pupil characteristics

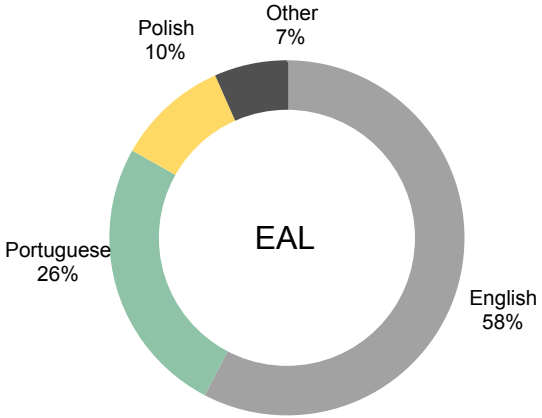
% boys/girls

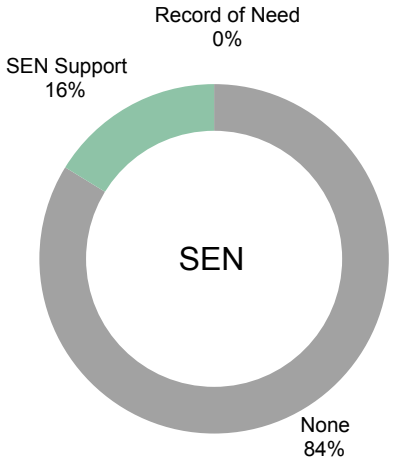
% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)







Primary School Website Report 2017

First Tower

Head Teacher – Debbie Maindonald (Acting)

333
pupils at school

States of Jersey

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..

Reading

83% of pupils at First Tower were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

62% of pupils at First Tower were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

81% of pupils at First Tower were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

First Tower

Head Teacher – Debbie Maindonald (Acting)

333
pupils at school

States of Jersey

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..

Reading

55% of pupils at First Tower were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

34% of pupils at First Tower were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

39% of pupils at First Tower were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

First Tower

Head Teacher – Debbie Maindonald (Acting)

333
pupils at school

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	36	38	49
	Percentage Developing or above	83	62	81
	Percentage Emerging or above	89	79	91
6	Percentage Secure	25	11	16
	Percentage Developing or above	55	34	39
	Percentage Emerging or above	61	55	59

Primary School Website Report 2017

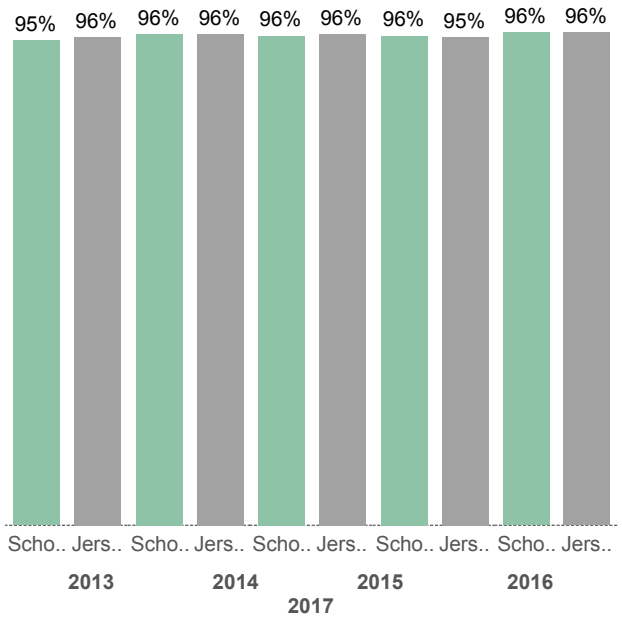
First Tower

Head Teacher – Debbie Maindonald (Acting)

333
pupils at school

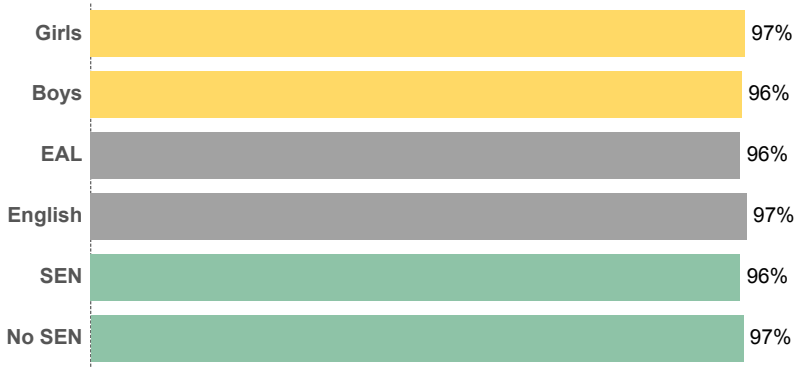
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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Attendance

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Measures for Jersey

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Pupil numbers

Pupil numbers reflect pupils in Reception to Year 6 (i.e. excluding pupils in nursery class) recorded in the January 2017 school census.

Primary School Website Report 2017

Grands Vaux

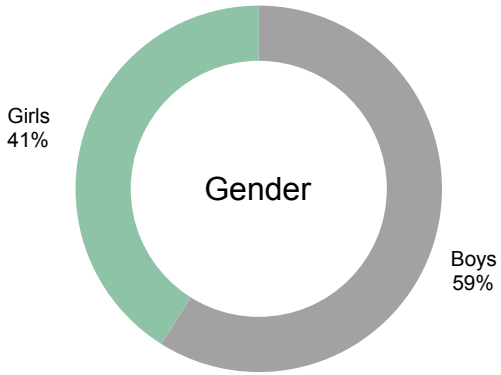
Head Teacher – Maria McCool

151
pupils at school

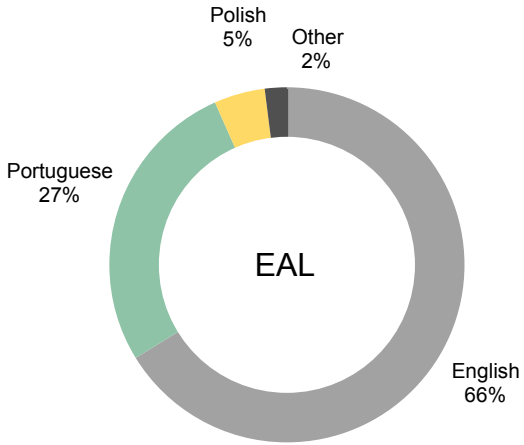
States of Jersey

Pupil characteristics

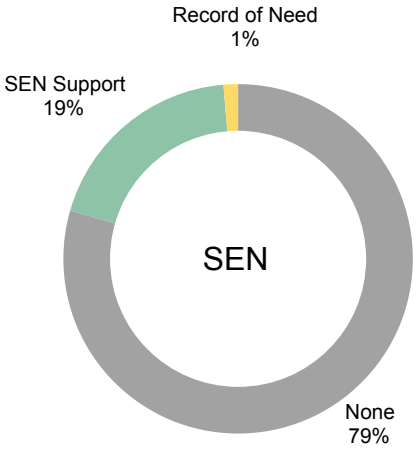
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

Grands Vaux

Head Teacher – Maria McCool

151
pupils at school

States of Jersey

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..

Reading

65% of pupils at Grands Vaux were assessed as Developing or Secure within their year group at the end of KS1. This compares to **82%** across all schools.

Writing

65% of pupils at Grands Vaux were assessed as Developing or Secure within their year group at the end of KS1. This compares to **77%** across all schools.

Mathematics

75% of pupils at Grands Vaux were assessed as Developing or Secure within their year group at the end of KS1. This compares to **83%** across all schools.

Primary School Website Report 2017

Grands Vaux

Head Teacher – Maria McCool

151
pupils at school

States of Jersey

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..

Reading

73% of pupils at Grands Vaux were assessed as Developing or Secure within their year group at the end of KS2. This compares to **78%** across all schools.

Writing

67% of pupils at Grands Vaux were assessed as Developing or Secure within their year group at the end of KS2. This compares to **70%** across all schools.

Mathematics

73% of pupils at Grands Vaux were assessed as Developing or Secure within their year group at the end of KS2. This compares to **75%** across all schools.

Primary School Website Report 2017

Grands Vaux

Head Teacher – Maria McCool

151
pupils at school

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	55	15	40
	Percentage Developing or above	65	65	75
	Percentage Emerging or above	70	75	95
6	Percentage Secure	53	33	40
	Percentage Developing or above	73	67	73
	Percentage Emerging or above	87	93	87

Primary School Website Report 2017

Grands Vaux

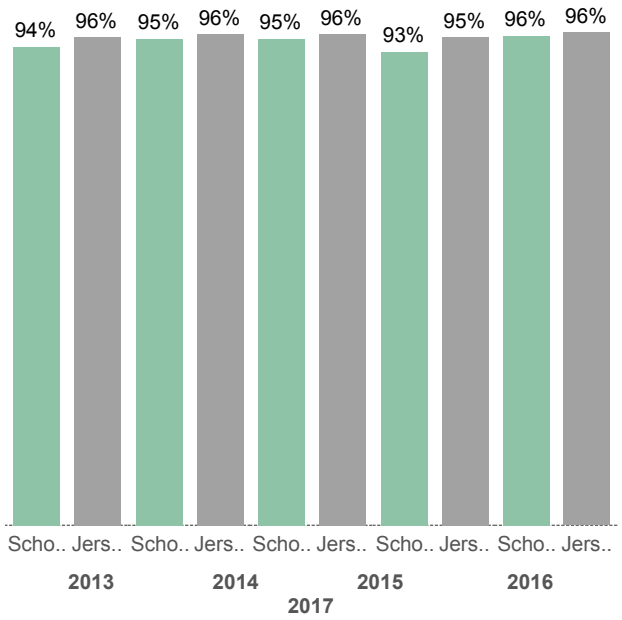
Head Teacher – Maria McCool

151
pupils at school

States of Jersey

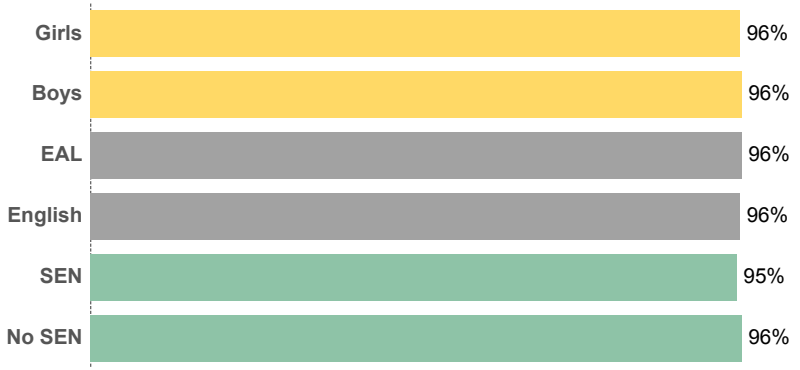
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

Grouville

Head Teacher – Nichola Turner

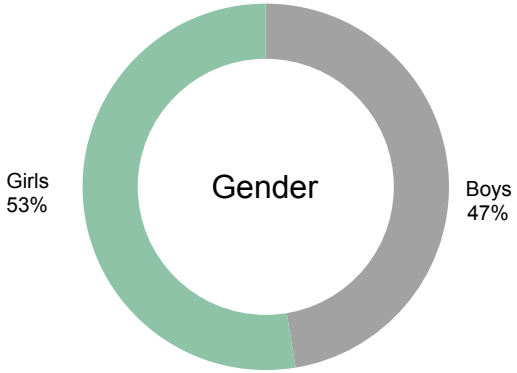
367
pupils at school

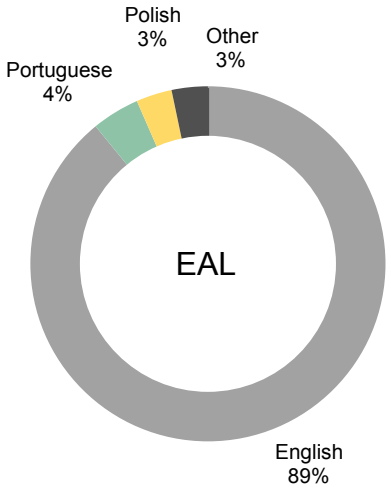
Pupil characteristics

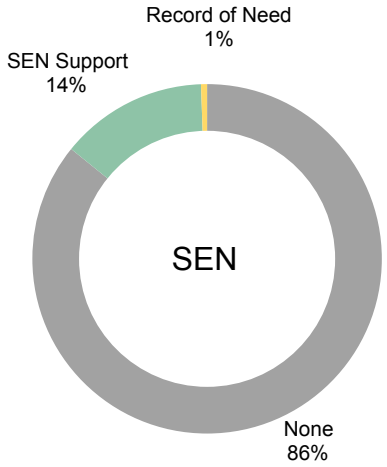
% boys/girls

% English as an Additional Language (EAL)

% with Special Educational Needs (SEN)







Primary School Website Report 2017

Grouville
Head Teacher – Nichola Turner

367
pupils at school

States of Jersey

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..

Reading

86% of pupils at Grouville were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

76% of pupils at Grouville were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

84% of pupils at Grouville were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

Grouville
Head Teacher – Nichola Turner

367
pupils at school

States of Jersey

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..

Reading

81% of pupils at Grouville were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

85% of pupils at Grouville were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

81% of pupils at Grouville were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

Grouville

Head Teacher – Nichola Turner

367
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	67	59	71
	Percentage Developing or above	86	76	84
	Percentage Emerging or above	94	94	98
6	Percentage Secure	60	40	45
	Percentage Developing or above	81	85	81
	Percentage Emerging or above	96	94	94

Primary School Website Report 2017

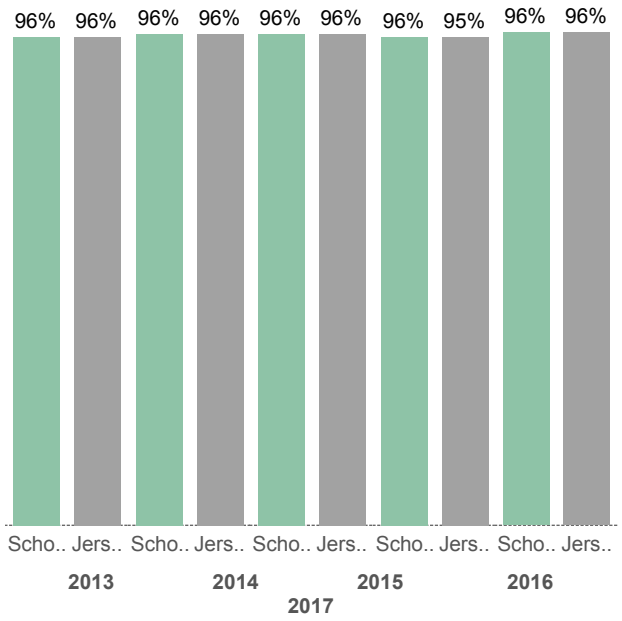
Grouville

Head Teacher – Nichola Turner

367
pupils at school

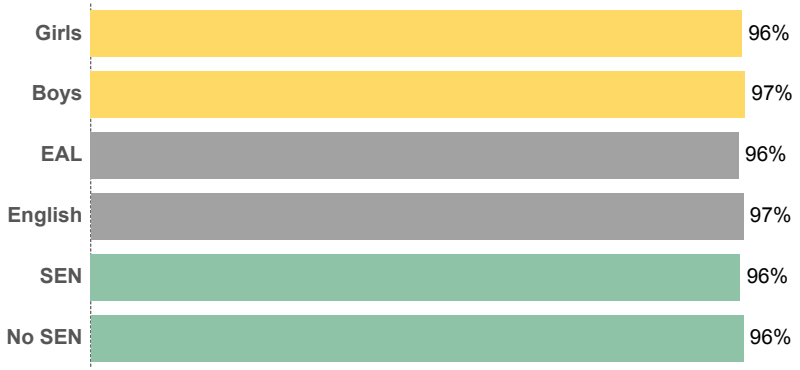
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

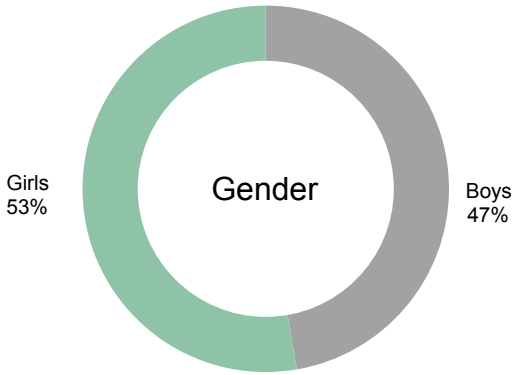
Janvrin
Head Teacher – Iain George

351
pupils at school

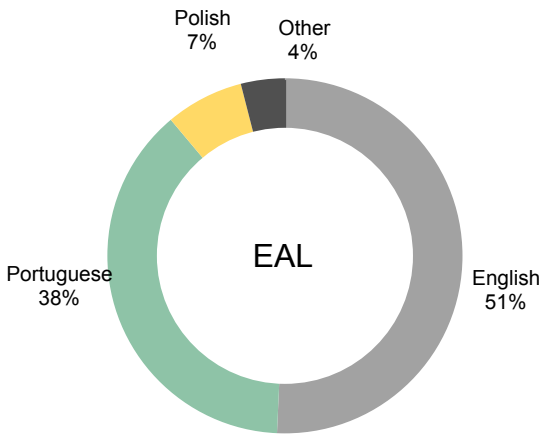
States of Jersey

Pupil characteristics

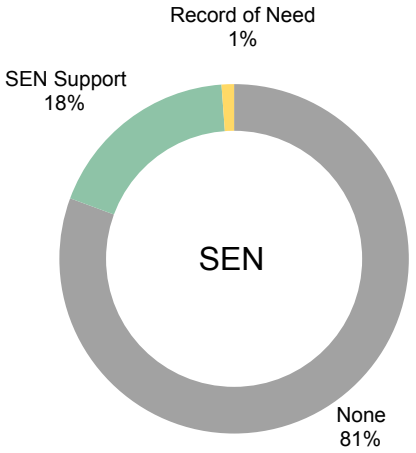
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

Janvrin
Head Teacher – Iain George

351
pupils at school

States of Jersey

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..

Reading

83% of pupils at Janvrin were assessed as Developing or Secure within their year group at the end of KS1. This compares to **82%** across all schools.

Writing

83% of pupils at Janvrin were assessed as Developing or Secure within their year group at the end of KS1. This compares to **77%** across all schools.

Mathematics

81% of pupils at Janvrin were assessed as Developing or Secure within their year group at the end of KS1. This compares to **83%** across all schools.

Primary School Website Report 2017

Janvrin
Head Teacher – Iain George

351
pupils at school

States of Jersey

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..

Reading

60% of pupils at Janvrin were assessed as Developing or Secure within their year group at the end of KS2. This compares to **78%** across all schools.

Writing

48% of pupils at Janvrin were assessed as Developing or Secure within their year group at the end of KS2. This compares to **70%** across all schools.

Mathematics

48% of pupils at Janvrin were assessed as Developing or Secure within their year group at the end of KS2. This compares to **75%** across all schools.

Primary School Website Report 2017

Janvrin
Head Teacher – Iain George

351
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	50	46	35
	Percentage Developing or above	83	83	81
	Percentage Emerging or above	100	98	100
6	Percentage Secure	6	10	10
	Percentage Developing or above	60	48	48
	Percentage Emerging or above	88	88	90

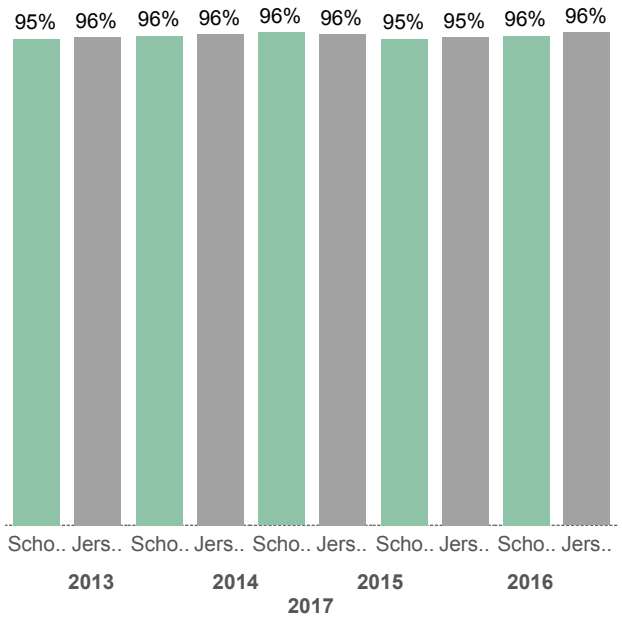
Primary School Website Report 2017

Janvrin
Head Teacher – Iain George

351
pupils at school

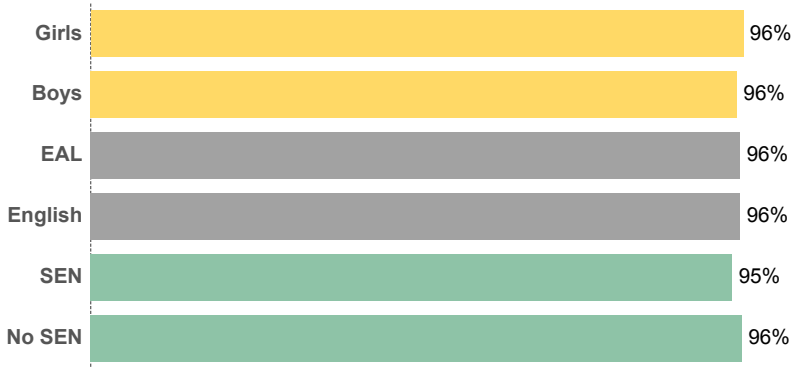
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

Jersey College Preparatory School

Head Teacher – Richard Sugden

373
pupils at school

Jersey College Prep School is a states fee-paying primary school which serves families across an Island wide catchment. There is a three form, co-educational, non-selective provision starting in Reception and throughout Key Stage 1. At the end of Key Stage 1, most boys transfer to Victoria College Prep and a two form entry provision remains for the girls in Key Stage 2. Pupils gain places into Reception through a ballot system. There is a further opportunity for eleven girls to join the school in Year 3, through a selective admissions process.

Jersey College Prep School and Jersey College for Girls work in close partnership as one College.

Jersey College Prep is a high performing school which has outperformed Jersey and UK averages over the last five years. As a school, we are committed to ensuring our pupils make good progress and continue to strive for the highest standards. Significant curriculum development and rigorous monitoring and target setting continue to raise achievement across the school. We recognise and value the wider achievements of all our pupils and provide an engaging curriculum with many opportunities to encourage pupils to learn collaboratively and confidently.

Primary School Website Report 2017

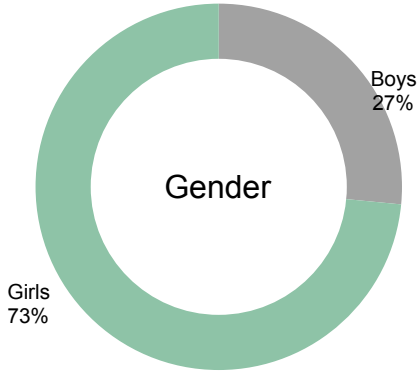
Jersey College Preparatory School

Head Teacher – Richard Sugden

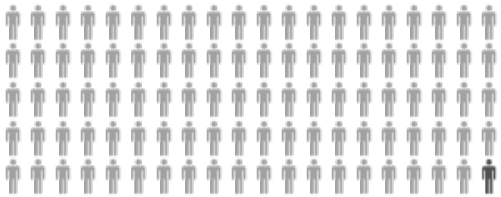
373
pupils at school

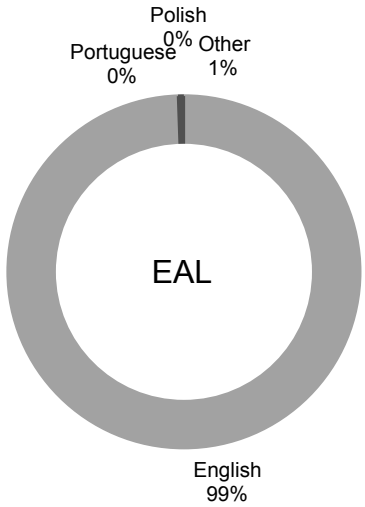
Pupil characteristics

% boys/girls

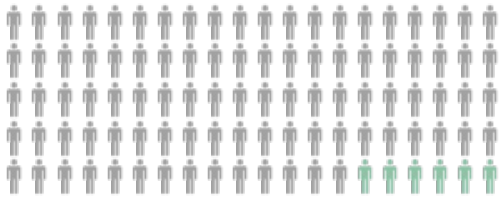


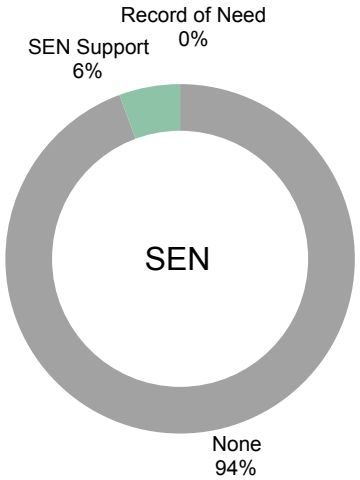
% English as an Additional Language (EAL)





% with Special Educational Needs (SEN)





Primary School Website Report 2017

Jersey College Preparatory School

Head Teacher – Richard Sugden

373
pupils at school

States of Jersey

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..

Reading

98% of pupils at Jersey College Preparatory School were assessed as Developing or Secure within their year group at the end of KS1. This compares to **82%** across all schools.

Writing

94% of pupils at Jersey College Preparatory School were assessed as Developing or Secure within their year group at the end of KS1. This compares to **77%** across all schools.

Mathematics

92% of pupils at Jersey College Preparatory School were assessed as Developing or Secure within their year group at the end of KS1. This compares to **83%** across all schools.

Primary School Website Report 2017

Jersey College Preparatory School

Head Teacher – Richard Sugden

373
pupils at school

States of Jersey

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..

Reading

100% of pupils at Jersey College Preparatory School were assessed as Developing or Secure within their year group at the end of KS2. This compares to **78%** across all schools.

Writing

100% of pupils at Jersey College Preparatory School were assessed as Developing or Secure within their year group at the end of KS2. This compares to **70%** across all schools.

Mathematics

91% of pupils at Jersey College Preparatory School were assessed as Developing or Secure within their year group at the end of KS2. This compares to **75%** across all schools.

Primary School Website Report 2017

Jersey College Preparatory School

Head Teacher – Richard Sugden

373
pupils at school

States of Jersey

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..

Year Group1	Measure	Reading	Writing	Mathematics
2	Percentage Secure	91	77	78
	Percentage Developing or above	98	94	92
	Percentage Emerging or above	98	95	97
6	Percentage Secure	98	93	91
	Percentage Developing or above	100	100	91
	Percentage Emerging or above	100	100	98

Primary School Website Report 2017

Jersey College Preparatory School

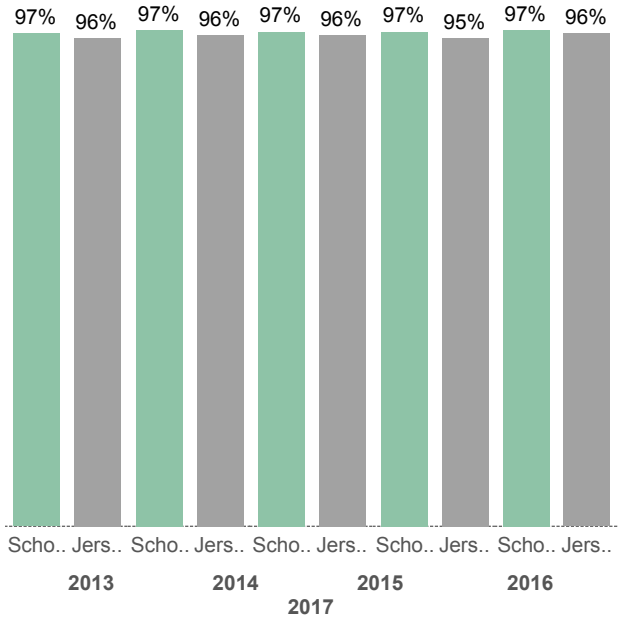
Head Teacher – Richard Sugden

373
pupils at school

States of Jersey

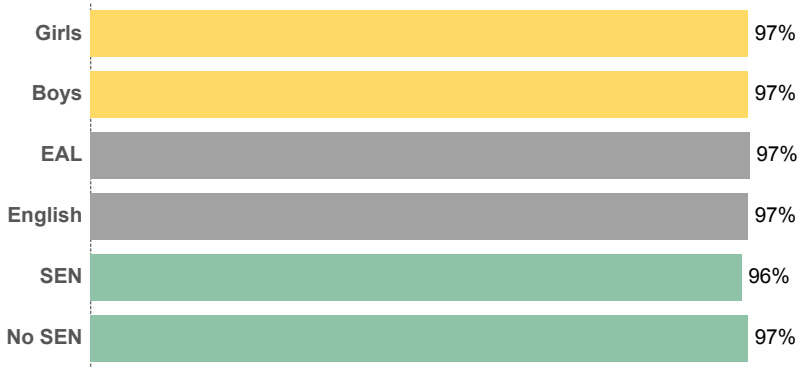
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

La Moye
Head Teacher – John Baudains

351
pupils at school

States of Jersey

Achievement at La Moye Primary School in 2017

Our school focuses on the progress and achievement of all children. We measure achievement in the same way as schools across Jersey. Since the introduction of the new curriculum in Jersey, the way we 'grade' children's attainment across Jersey is different from schools in the UK.

Pupils' achievement is measured in two ways: their progress and their attainment. Progress measures how far the child achieves from their starting point. Attainment measures how high they achieve. For example, a child with a low starting point may make far more progress in their learning than a child who finishes the year with higher attainment. Together, progress and attainment measures tell us how well children achieve at school. In our year groups, each child represents about 2.5% of our data. The school has a smaller percentage of children with Special Educational Needs (SEN) and English as an Additional Language (EAL) than average in Jersey schools. This can mean that percentage data for EAL and SEN children can be misleading as it may refer to only one or two children. Our Jersey Premium percentage in 2017 was 20%.

The school has high levels of attendance, at 97% in 2017. This is above Jersey Education Department's targets and above the average for Jersey schools. In July 2017, standards of attainment in the school continue to be above Jersey averages in all areas at the end of Key Stage 1. At the end of Key Stage 2, standards of attainment remain above Jersey averages in Reading and Writing. Standards of attainment in Maths at KS2 in 2017 were below Jersey averages. Developing Maths is a key feature of the current school improvement plan.

Primary School Website Report 2017

La Moye

Head Teacher – John Baudains

351
pupils at school

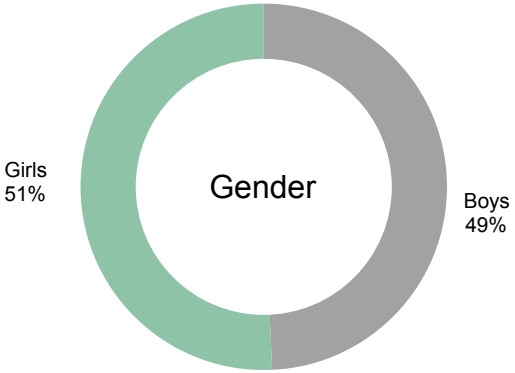
States of Jersey

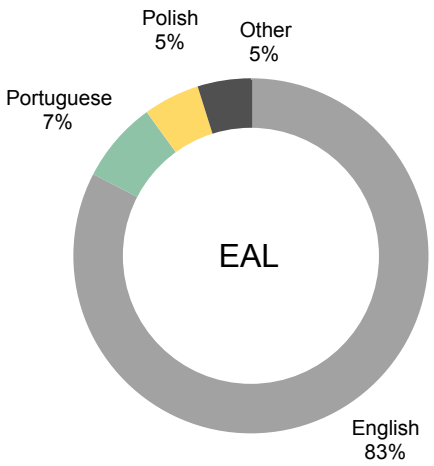
Pupil characteristics

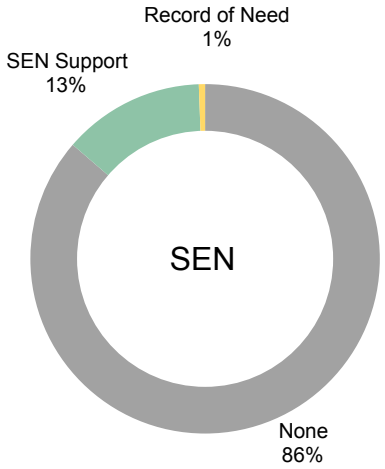
% boys/girls

% English as an Additional Language (EAL)

% with Special Educational Needs (SEN)







Primary School Website Report 2017

La Moye
Head Teacher – John Baudains

351
pupils at school

States of Jersey

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..

Reading

88% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

88% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

85% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

La Moye
Head Teacher – John Baudains

351
pupils at school

States of Jersey

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..

Reading

81% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

75% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

60% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

La Moye

Head Teacher – John Baudains

351
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	63	73	65
	Percentage Developing or above	88	88	85
	Percentage Emerging or above	94	94	96
6	Percentage Secure	67	46	54
	Percentage Developing or above	81	75	60
	Percentage Emerging or above	96	92	79

Primary School Website Report 2017

La Moye

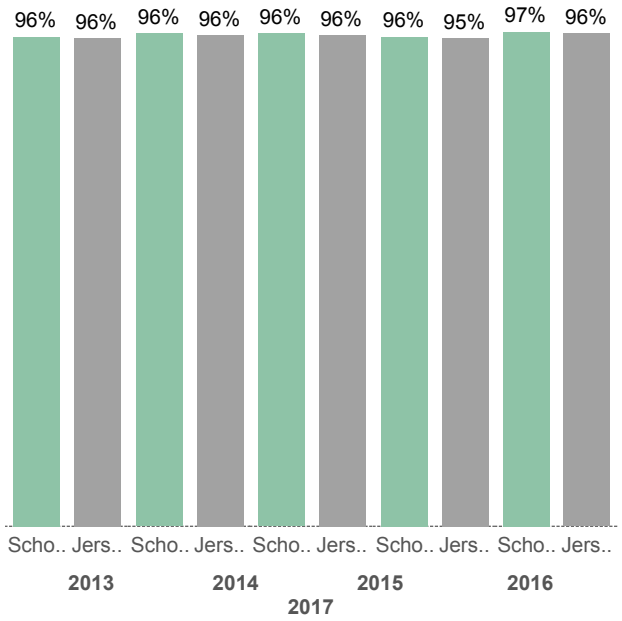
Head Teacher – John Baudains

351
pupils at school

States of Jersey

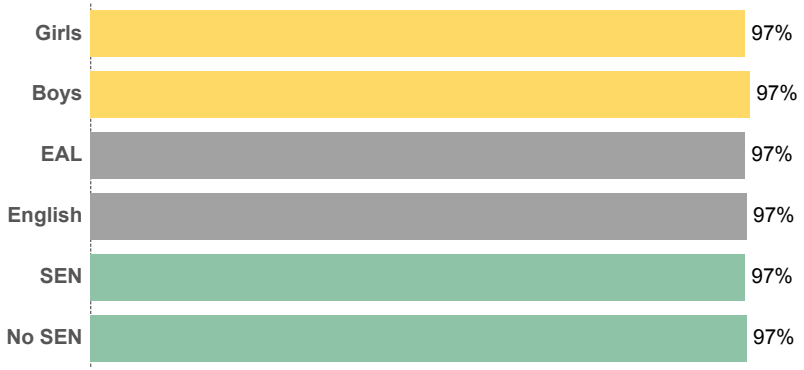
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

Les Landes

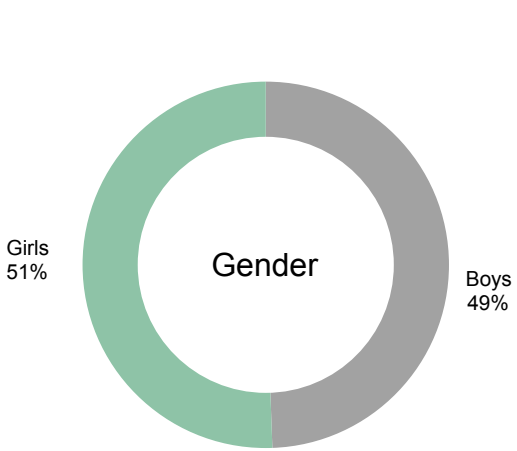
Head Teacher – Vicki Charlesworth

176
pupils at school

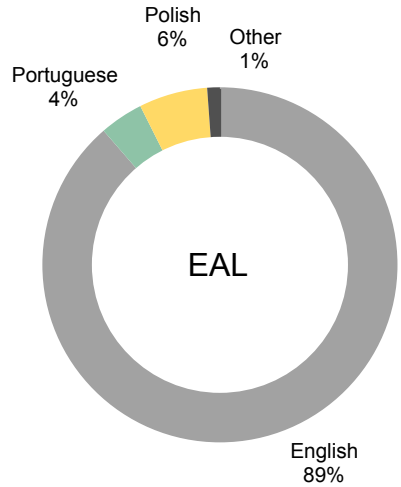
States of Jersey

Pupil characteristics

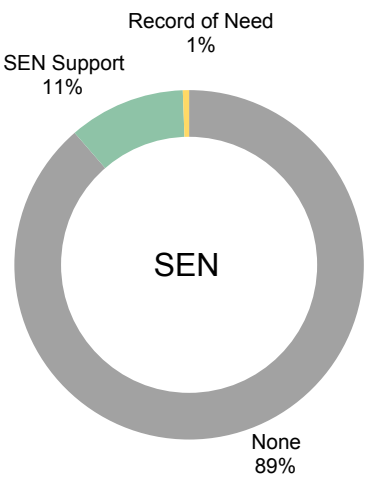
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

Les Landes

Head Teacher – Vicki Charlesworth

176
pupils at school

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..

Reading

83% of pupils at Les Landes were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

83% of pupils at Les Landes were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

83% of pupils at Les Landes were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

Les Landes

Head Teacher – Vicki Charlesworth

176
pupils at school

States of Jersey

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..

Reading

88% of pupils at Les Landes were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

88% of pupils at Les Landes were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

92% of pupils at Les Landes were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

Les Landes

Head Teacher – Vicki Charlesworth

176
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	58	29	46
	Percentage Developing or above	83	83	83
	Percentage Emerging or above	100	96	100
6	Percentage Secure	75	42	75
	Percentage Developing or above	88	88	92
	Percentage Emerging or above	100	100	100

Primary School Website Report 2017

Les Landes

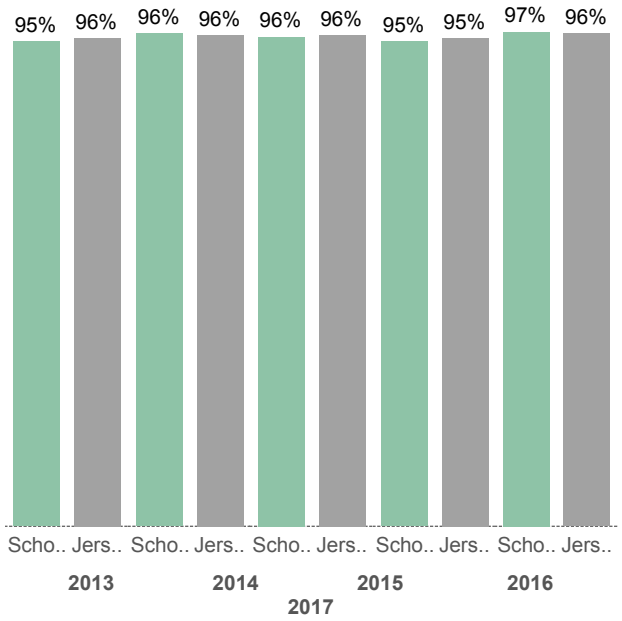
Head Teacher – Vicki Charlesworth

176
pupils at school

States of Jersey

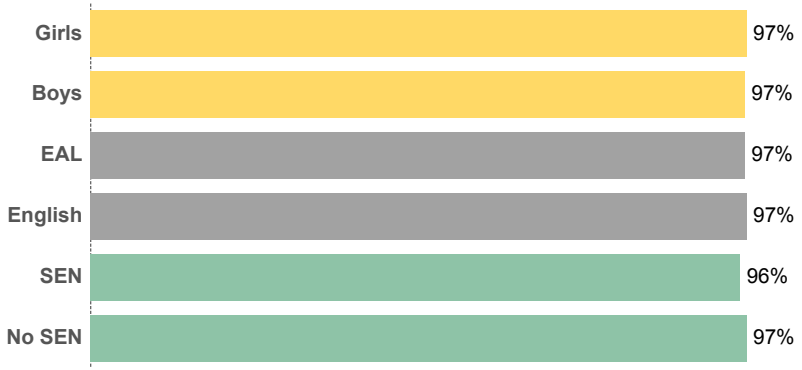
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

Mont Nicolle
Head Teacher – Lisa Paul

236
pupils at school

States of Jersey

Achievement at Mont Nicolle Primary School in 2017

Mont Nicolle School's ethos is described by our Core Values of Care, Believe and Succeed and this underpins everything that we do. We are passionate about learning and have high aspirations for all, grounded in a caring and supportive community. We value every child as an individual and work hard to help them make the best possible progress with all aspects of their development and learning. We are a Rights Respecting School and promote equality and diversity through our focus on 'No Outsiders'.

The school is situated in St. Brelade serving a catchment from Les Quennevais to St. Aubin. We are a non-selective, inclusive school with a comprehensive intake. We have grown significantly over the past three years and currently have 267 learners on roll. We are a single-form entry school, which means we have one class per year, but we currently have double classes in Year 2 and Year 4. We also have a purpose-built 30 place Nursery.

Our school focuses on the progress and achievement of all children. We measure achievement in the same way as schools across Jersey. Since the introduction of the new curriculum in Jersey, the way we 'grade' children's attainment across Jersey is different from schools in the UK. Pupils' achievement is measured in two ways: their progress and their attainment. Progress measures how far the child achieves from their starting point. Attainment measures how high they achieve. For example, a child with a low starting point may make far more progress in their learning than a child who finishes the year with higher attainment. Together, progress and attainment measures tell us how well children achieve at school.

In our single class year groups, each child represents about 4% of our data, in our double class year groups, each child represents about 2%. The school has a smaller percentage of children with Special Educational Needs (SEN), Jersey Premium (JP) and English as an Additional Language (EAL) than average in Jersey schools. This can mean that percentage data for JP, EAL and SEN children can be misleading as it may refer to only one or two children.

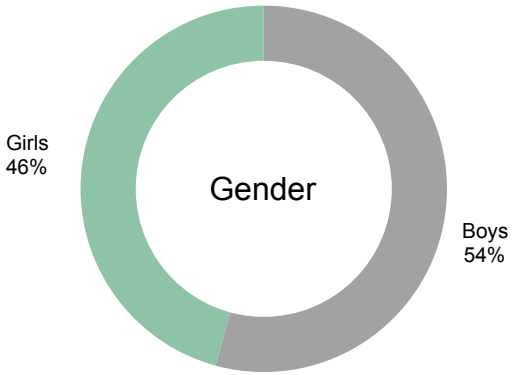
Primary School Website Report 2017

Mont Nicolle
Head Teacher – Lisa Paul

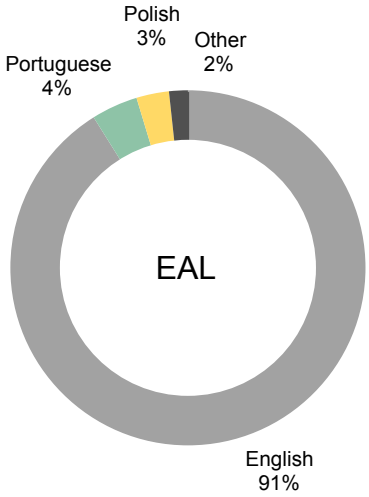
236
pupils at school

Pupil characteristics

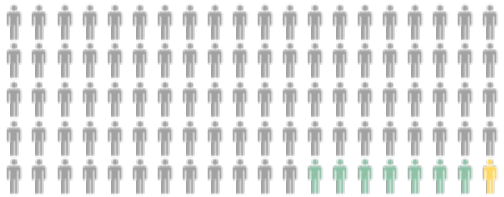
% boys/girls

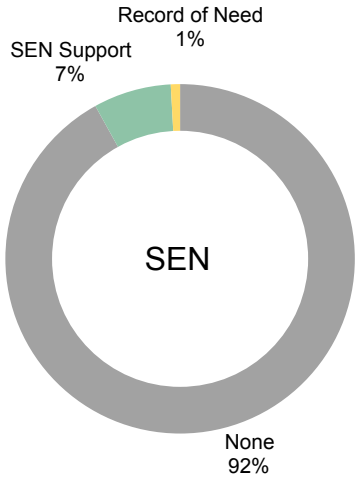


% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)





Primary School Website Report 2017

Mont Nicolle

Head Teacher – Lisa Paul

236
pupils at school

States of Jersey

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..

Reading

100% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS1. This compares to **82%** across all schools.

Writing

89% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS1. This compares to **77%** across all schools.

Mathematics

100% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS1. This compares to **83%** across all schools.

Primary School Website Report 2017

Mont Nicolle

Head Teacher – Lisa Paul

236
pupils at school

States of Jersey

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..

Reading

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

Writing

78% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

74% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

Mont Nicolle

Head Teacher – Lisa Paul

236
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	89	68	68
	Percentage Developing or above	100	89	100
	Percentage Emerging or above	100	100	100
6	Percentage Secure	63	67	56
	Percentage Developing or above	78	78	74
	Percentage Emerging or above	89	85	85

Primary School Website Report 2017

Mont Nicolle

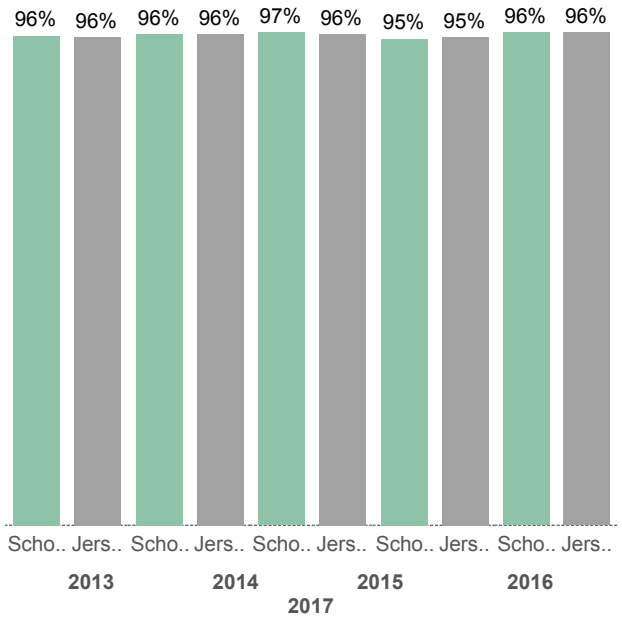
Head Teacher – Lisa Paul

236
pupils at school

States of Jersey

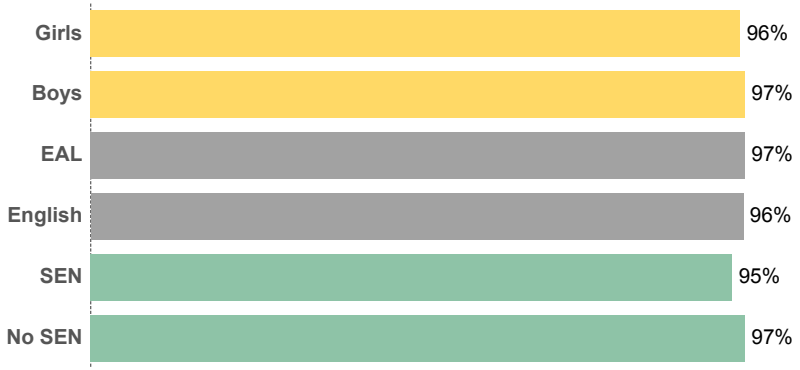
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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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.

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Pupil numbers

Pupil numbers reflect pupils in Reception to Year 6 (i.e. excluding pupils in nursery class) recorded in the January 2017 school census.

Primary School Website Report 2017

Plat Douet

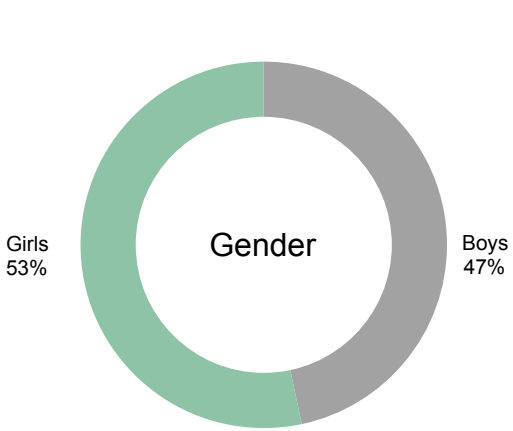
Head Teacher – Suzanne Conoops

377
pupils at school

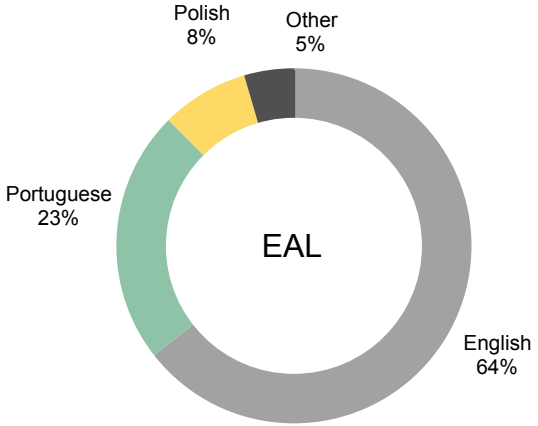
States of Jersey

Pupil characteristics

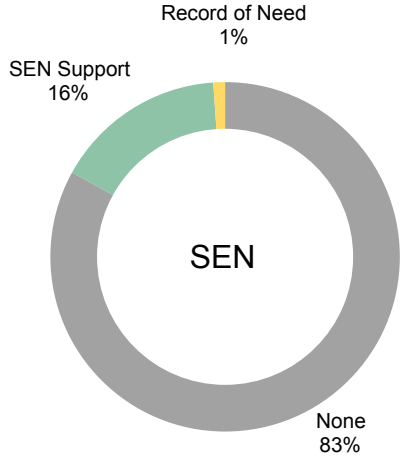
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

Plat Douet

Head Teacher – Suzanne Conoops

377
pupils at school

States of Jersey

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..

Reading

77% of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

63% of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

90% of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

Plat Douet

Head Teacher – Suzanne Conoops

377
pupils at school

States of Jersey

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..

Reading

52% of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

36% of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

62% of pupils at Plat Douet were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

Plat Douet

Head Teacher – Suzanne Conoops

377
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	62	17	40
	Percentage Developing or above	77	63	90
	Percentage Emerging or above	92	88	94
6	Percentage Secure	20	8	34
	Percentage Developing or above	52	36	62
	Percentage Emerging or above	84	78	88

Primary School Website Report 2017

Plat Douet

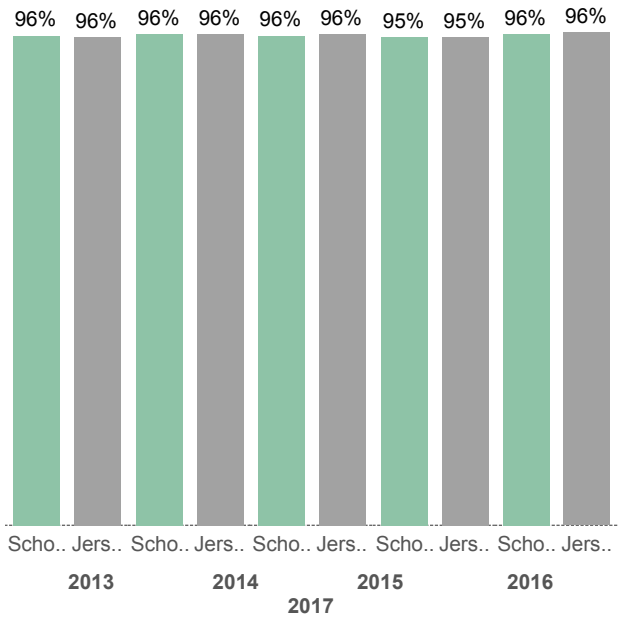
Head Teacher – Suzanne Conoops

377
pupils at school

States of Jersey

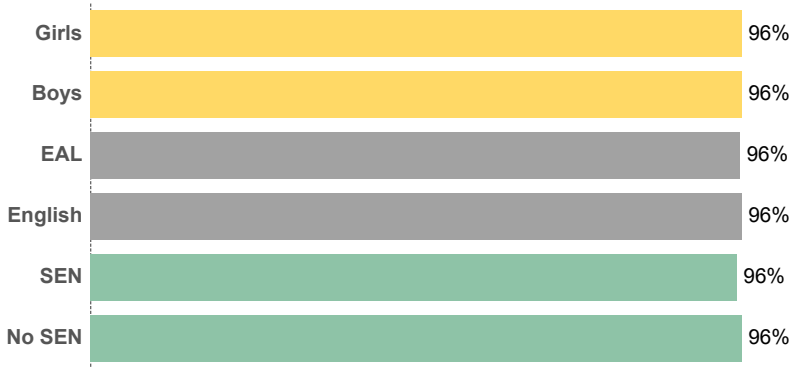
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

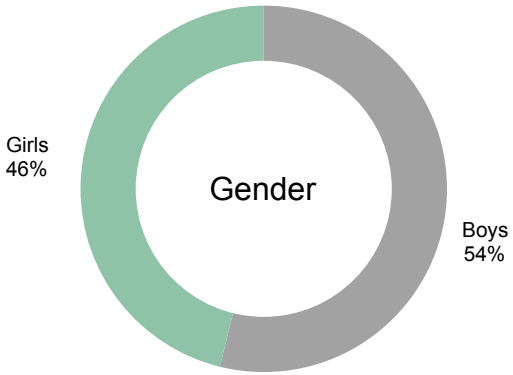
Rouge Bouillon

Head Teacher – Russell Price

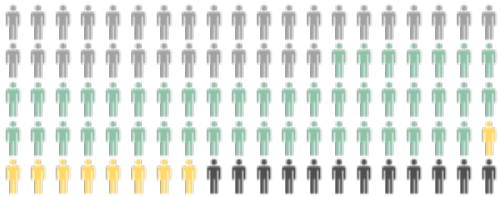
388
pupils at school

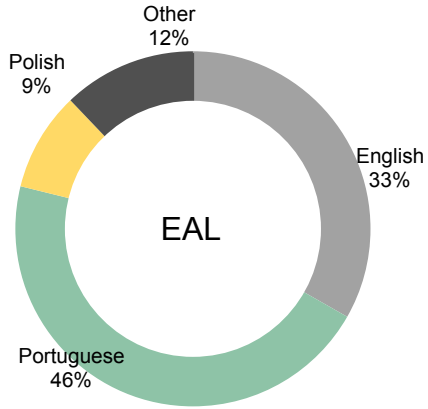
Pupil characteristics

% boys/girls

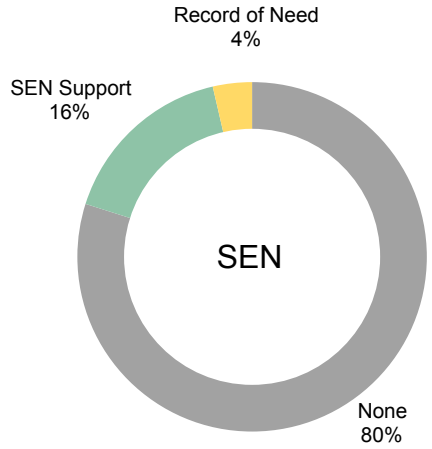


% English as an Additional Language (EAL)





% with Special Educational Needs (SEN)



Primary School Website Report 2017

Rouge Bouillon

Head Teacher – Russell Price

388
pupils at school

States of Jersey

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..

Reading

31% of pupils at Rouge Bouillon were assessed as Developing or Secure within their year group at the end of KS1. This compares to **82%** across all schools.

Writing

27% of pupils at Rouge Bouillon were assessed as Developing or Secure within their year group at the end of KS1. This compares to **77%** across all schools.

Mathematics

53% of pupils at Rouge Bouillon were assessed as Developing or Secure within their year group at the end of KS1. This compares to **83%** across all schools.

Primary School Website Report 2017

Rouge Bouillon

Head Teacher – Russell Price

388
pupils at school

States of Jersey

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..

Reading

83% of pupils at Rouge Bouillon were assessed as Developing or Secure within their year group at the end of KS2. This compares to **78%** across all schools.

Writing

79% of pupils at Rouge Bouillon were assessed as Developing or Secure within their year group at the end of KS2. This compares to **70%** across all schools.

Mathematics

85% of pupils at Rouge Bouillon were assessed as Developing or Secure within their year group at the end of KS2. This compares to **75%** across all schools.

Primary School Website Report 2017

Rouge Bouillon

Head Teacher – Russell Price

388
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	7	2	0
	Percentage Developing or above	31	27	53
	Percentage Emerging or above	53	42	60
6	Percentage Secure	27	12	25
	Percentage Developing or above	83	79	85
	Percentage Emerging or above	98	90	98

Primary School Website Report 2017

Rouge Bouillon

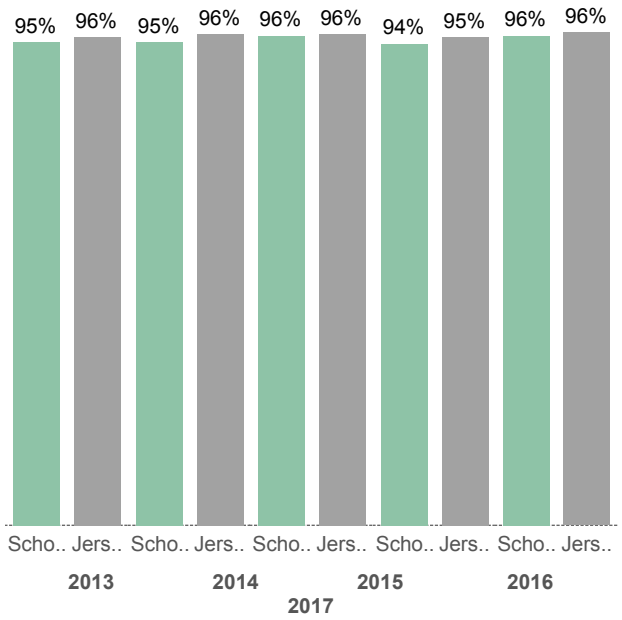
Head Teacher – Russell Price

388
pupils at school

States of Jersey

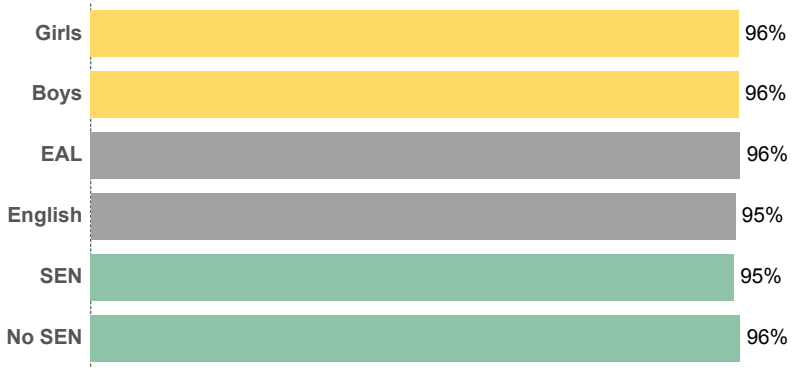
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

Samarès

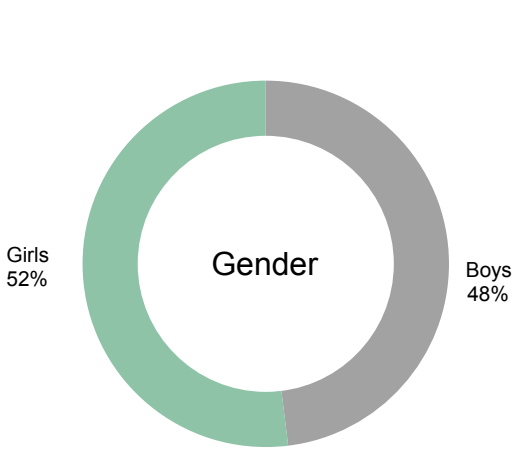
Head Teacher – Mike McDermott

206
pupils at school

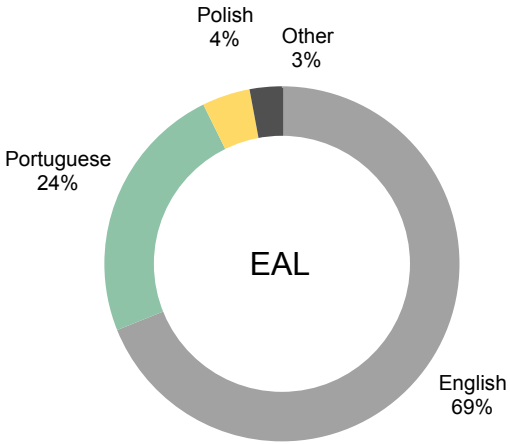
States of Jersey

Pupil characteristics

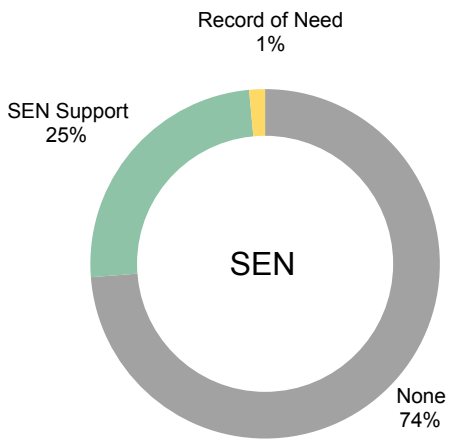
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

Samarès

Head Teacher – Mike McDermott

206
pupils at school

States of Jersey

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..

Reading

82% of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

76% of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

79% of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

Samarès

Head Teacher – Mike McDermott

206
pupils at school

States of Jersey

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..

Reading

62% of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

46% of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

69% of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

Samarès

Head Teacher – Mike McDermott

206
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	58	18	39
	Percentage Developing or above	82	76	79
	Percentage Emerging or above	92	87	92
6	Percentage Secure	42	31	38
	Percentage Developing or above	62	46	69
	Percentage Emerging or above	77	54	73

Primary School Website Report 2017

Samarès

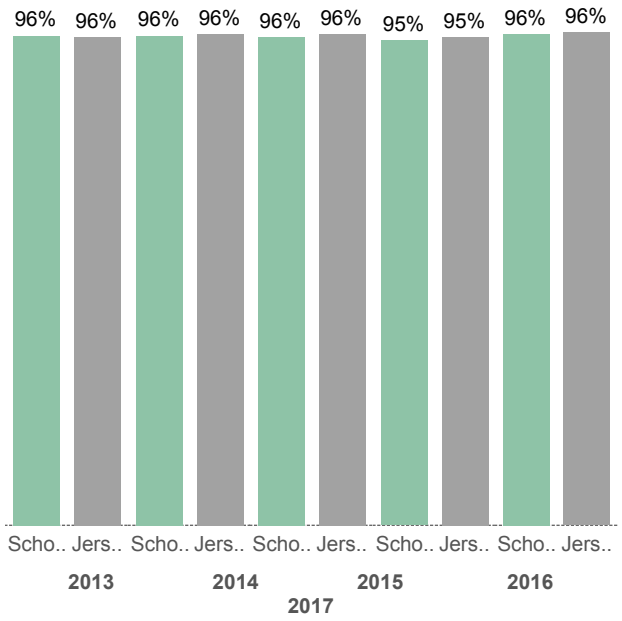
Head Teacher – Mike McDermott

206
pupils at school

States of Jersey

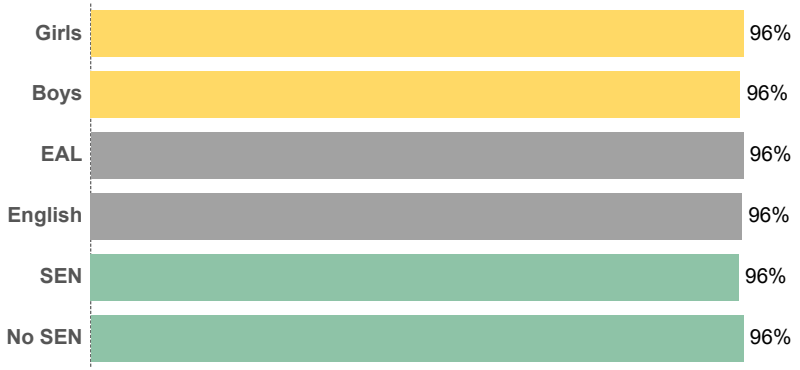
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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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

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Measures for Jersey

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Pupil numbers

Pupil numbers reflect pupils in Reception to Year 6 (i.e. excluding pupils in nursery class) recorded in the January 2017 school census.

Primary School Website Report 2017

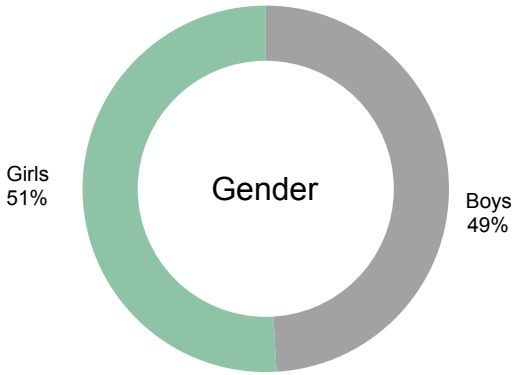
Springfield

Head Teacher – Sam Cooper

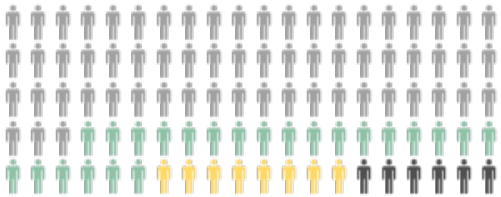
216
pupils at school

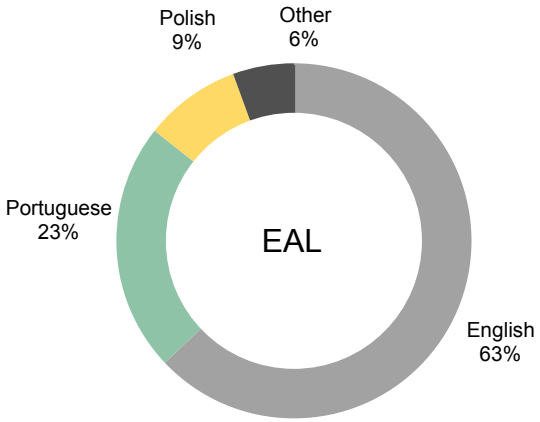
Pupil characteristics

% boys/girls

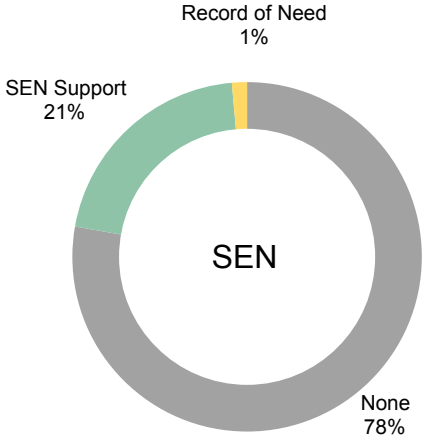


% English as an Additional Language (EAL)





% with Special Educational Needs (SEN)



Primary School Website Report 2017

Springfield

Head Teacher – Sam Cooper

216
pupils at school

States of Jersey

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..

Reading

100% of pupils at Springfield were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

100% of pupils at Springfield were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

93% of pupils at Springfield were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

Springfield
Head Teacher – Sam Cooper

216
pupils at school

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..

Reading

67% of pupils at Springfield were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

63% of pupils at Springfield were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

67% of pupils at Springfield were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

Springfield

Head Teacher – Sam Cooper

216
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	76	76	76
	Percentage Developing or above	100	100	93
	Percentage Emerging or above	100	100	100
6	Percentage Secure	59	56	56
	Percentage Developing or above	67	63	67
	Percentage Emerging or above	78	70	85

Primary School Website Report 2017

Springfield

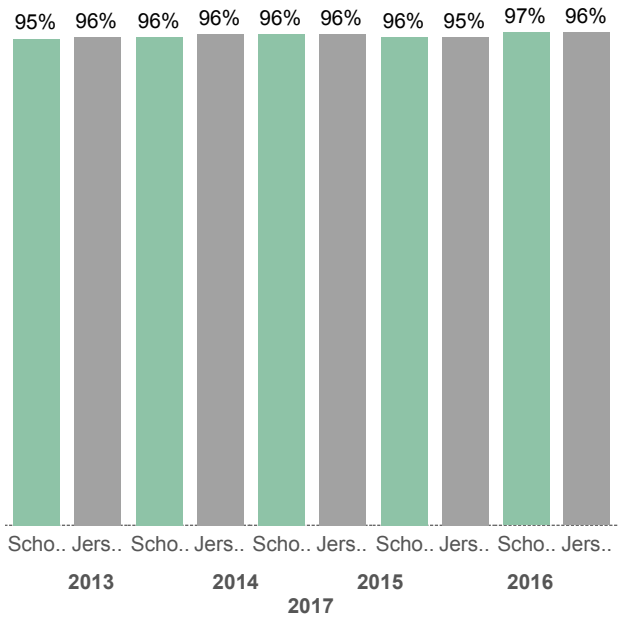
Head Teacher – Sam Cooper

216
pupils at school

States of Jersey

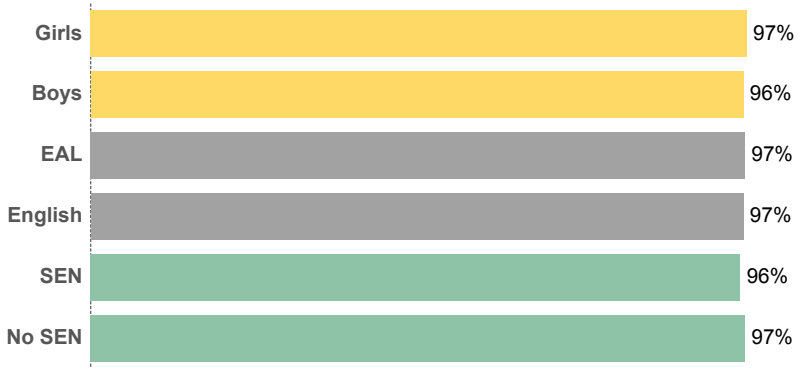
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

St Clement's

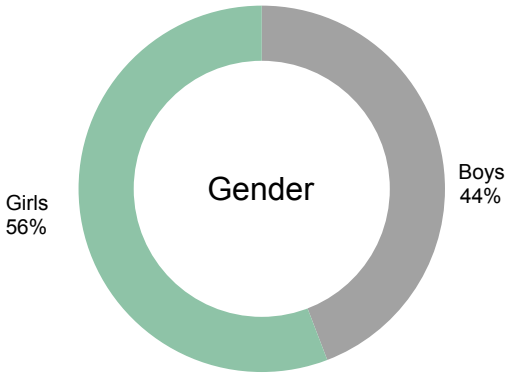
Head Teacher – Richard Heaven

181
pupils at school

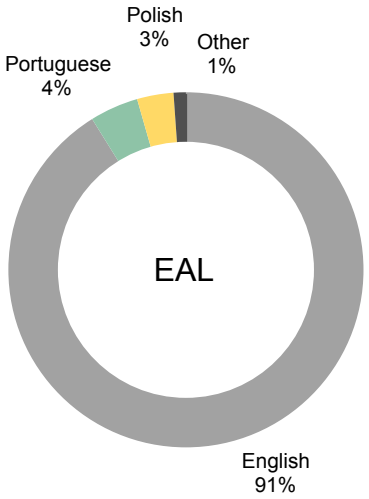
States of Jersey

Pupil characteristics

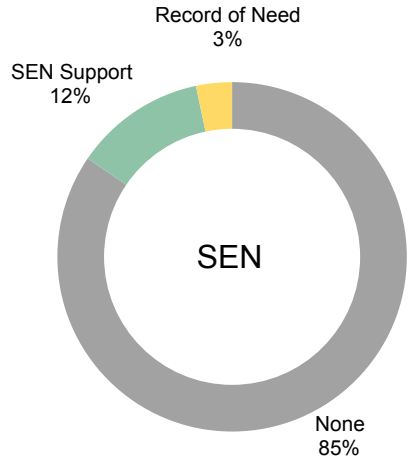
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

St Clement's
Head Teacher – Richard Heaven

181
pupils at school

States of Jersey

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..

Reading

72% of pupils at St Clement's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

72% of pupils at St Clement's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

72% of pupils at St Clement's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

St Clement's
Head Teacher – Richard Heaven

181
pupils at school

States of Jersey

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..

Reading

69% of pupils at St Clement's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

69% of pupils at St Clement's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

69% of pupils at St Clement's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

St Clement's

Head Teacher – Richard Heaven

181
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	36	24	40
	Percentage Developing or above	72	72	72
	Percentage Emerging or above	100	100	92
6	Percentage Secure	31	46	31
	Percentage Developing or above	69	69	69
	Percentage Emerging or above	88	92	88

Primary School Website Report 2017

St Clement's

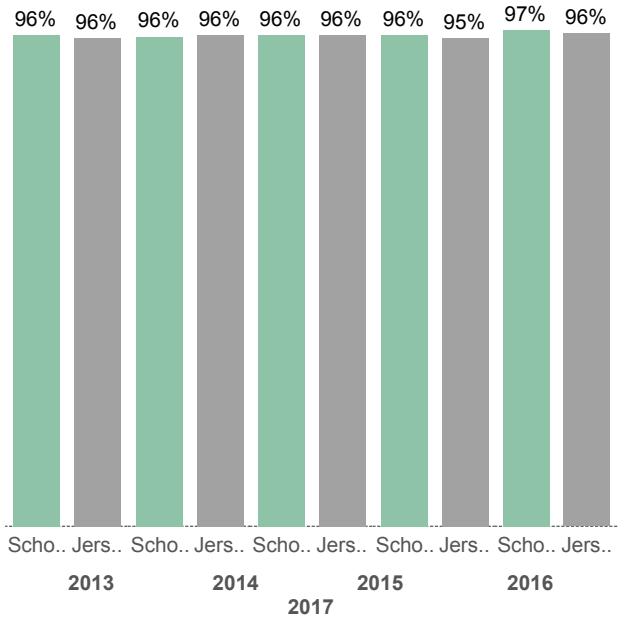
Head Teacher – Richard Heaven

181
pupils at school

States of Jersey

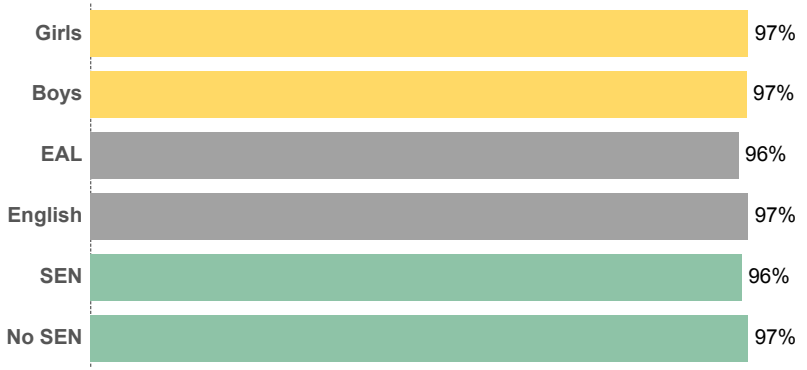
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

St John's
Head Teacher – Trudie De La Haye

183
pupils at school

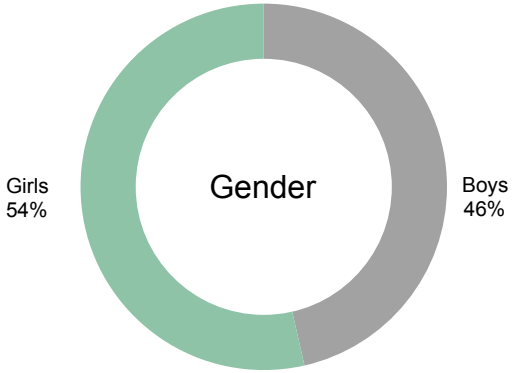
States of Jersey

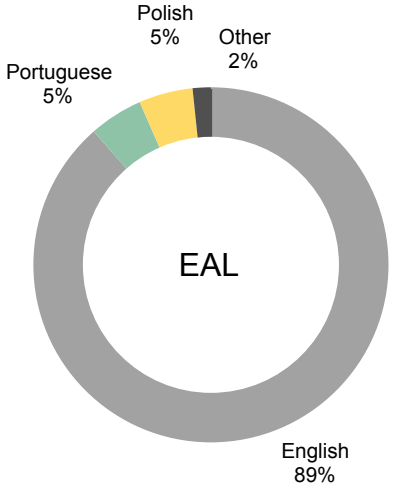
Pupil characteristics

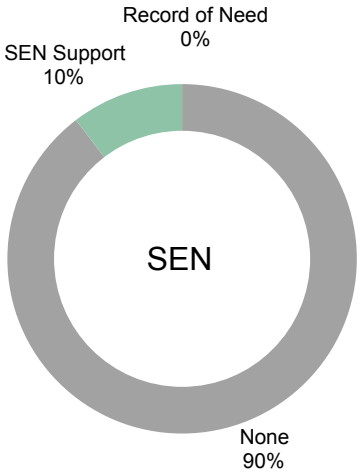
% boys/girls

% English as an Additional Language (EAL)

% with Special Educational Needs (SEN)







Primary School Website Report 2017

St John's
Head Teacher – Trudie De La Haye

183
pupils at school

States of Jersey

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..

Reading

89% of pupils at St John's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

86% of pupils at St John's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

82% of pupils at St John's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

St John's
Head Teacher – Trudie De La Haye

183
pupils at school

States of Jersey

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..

Reading

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

Writing

80% of pupils at St John's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

85% of pupils at St John's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

St John's
Head Teacher – Trudie De La Haye

183
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	54	46	46
	Percentage Developing or above	89	86	82
	Percentage Emerging or above	100	100	100
6	Percentage Secure	55	50	55
	Percentage Developing or above	85	80	85
	Percentage Emerging or above	100	95	100

Primary School Website Report 2017

St John's

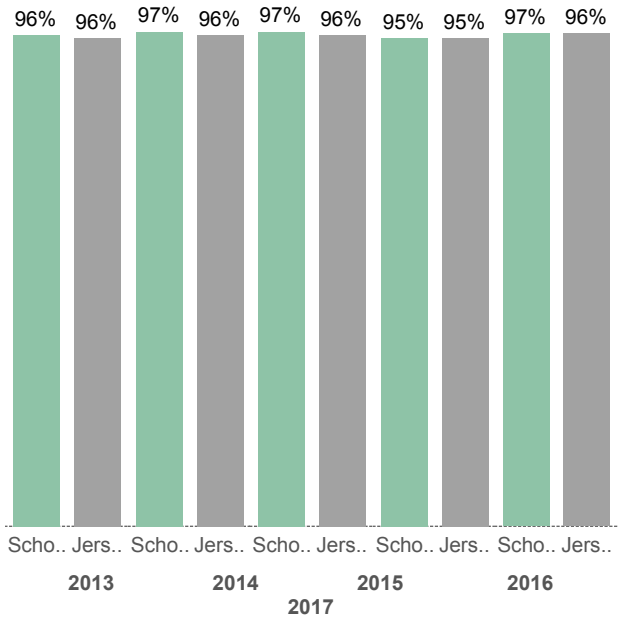
Head Teacher – Trudie De La Haye

183
pupils at school

States of Jersey

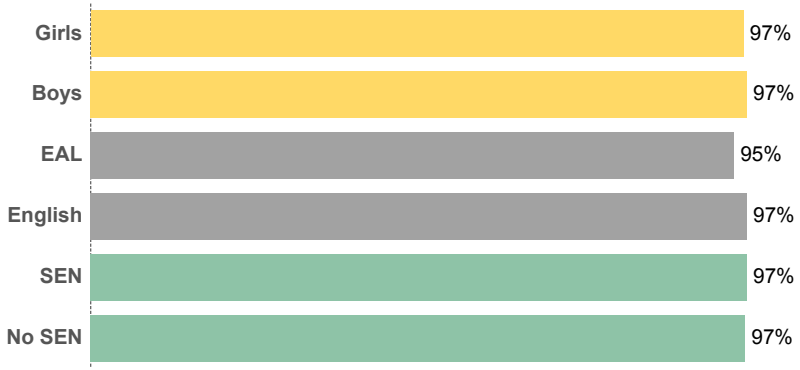
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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Measures for Jersey

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Pupil numbers

Pupil numbers reflect pupils in Reception to Year 6 (i.e. excluding pupils in nursery class) recorded in the January 2017 school census.

Primary School Website Report 2017

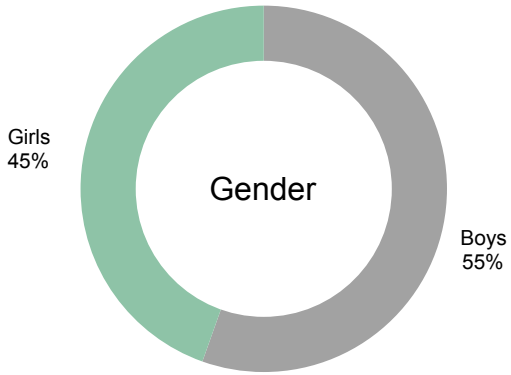
St Lawrence

Head Teacher – Amory Charlesworth

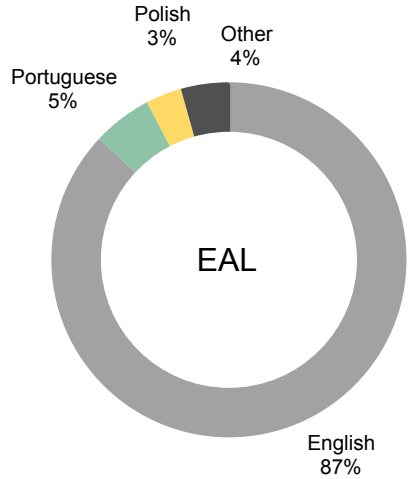
184
pupils at school

Pupil characteristics

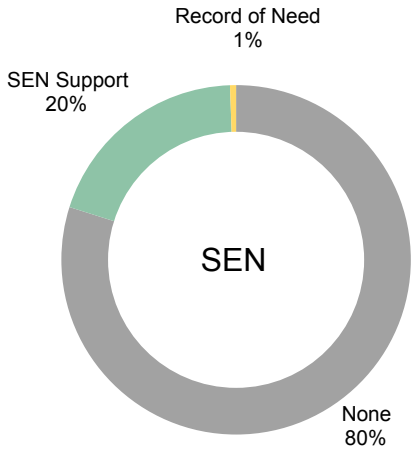
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

St Lawrence
Head Teacher – Amory Charlesworth

184
pupils at school

States of Jersey

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..

Reading

93% of pupils at St Lawrence were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

93% of pupils at St Lawrence were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

93% of pupils at St Lawrence were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

St Lawrence
Head Teacher – Amory Charlesworth

184
pupils at school

States of Jersey

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..

Reading

100% of pupils at St Lawrence were assessed as Developing or Secure within their year group at the end of KS2. This compares to **78%** across all schools.

Writing

100% of pupils at St Lawrence were assessed as Developing or Secure within their year group at the end of KS2. This compares to **70%** across all schools.

Mathematics

96% of pupils at St Lawrence were assessed as Developing or Secure within their year group at the end of KS2. This compares to **75%** across all schools.

Primary School Website Report 2017

St Lawrence

Head Teacher – Amory Charlesworth

184
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	67	41	67
	Percentage Developing or above	93	93	93
	Percentage Emerging or above	100	100	93
6	Percentage Secure	56	40	56
	Percentage Developing or above	100	100	96
	Percentage Emerging or above	100	100	100

Primary School Website Report 2017

St Lawrence

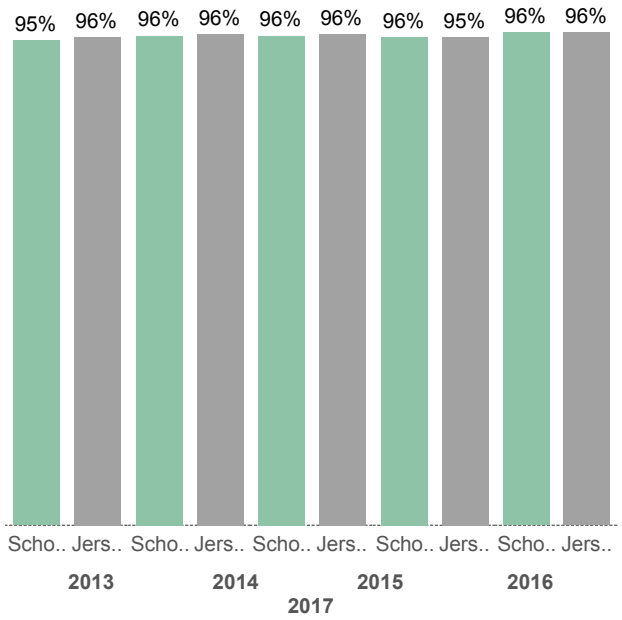
Head Teacher – Amory Charlesworth

184
pupils at school

States of Jersey

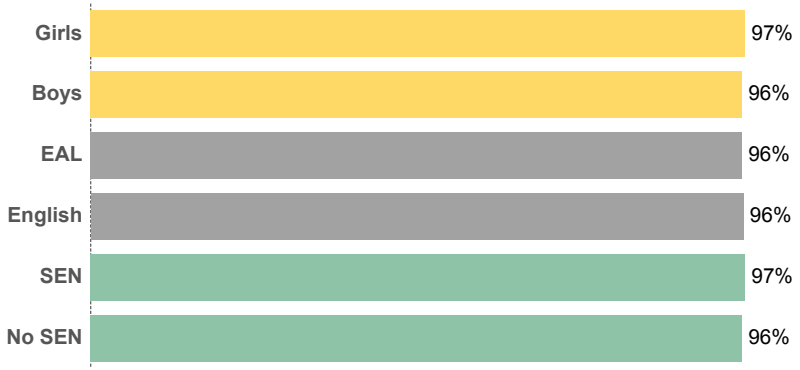
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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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 2017 school census.

Primary School Website Report 2017

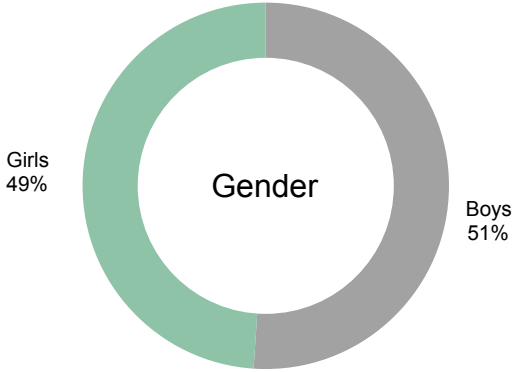
St Luke's
Head Teacher – Adam Turner

188
pupils at school

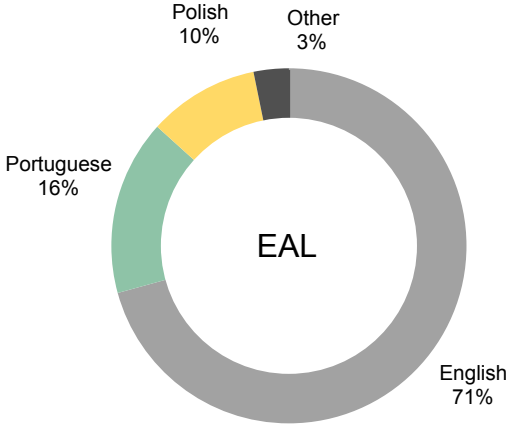
States of Jersey

Pupil characteristics

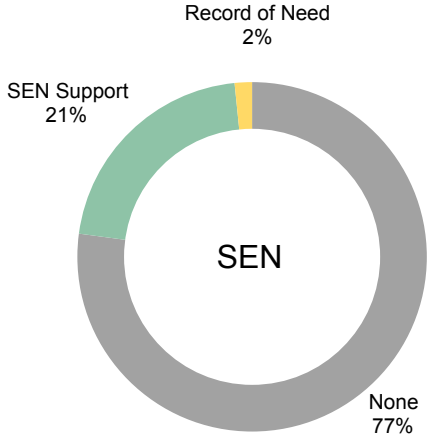
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

St Luke's
Head Teacher – Adam Turner

188
pupils at school

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..

Reading

81% of pupils at St Luke's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

70% of pupils at St Luke's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

85% of pupils at St Luke's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

St Luke's
Head Teacher – Adam Turner

188
pupils at school

States of Jersey

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..

Reading

56% of pupils at St Luke's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

52% of pupils at St Luke's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

56% of pupils at St Luke's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

St Luke's
Head Teacher – Adam Turner

188
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	56	11	56
	Percentage Developing or above	81	70	85
	Percentage Emerging or above	85	85	89
6	Percentage Secure	44	28	28
	Percentage Developing or above	56	52	56
	Percentage Emerging or above	68	52	56

Primary School Website Report 2017

St Luke's

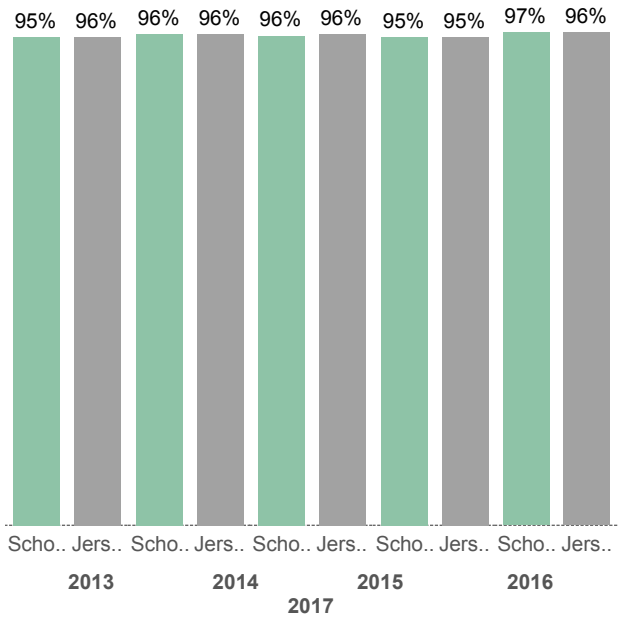
Head Teacher – Adam Turner

188
pupils at school

States of Jersey

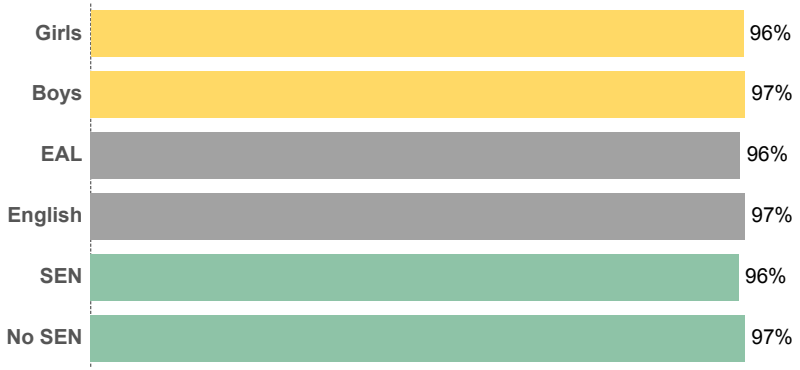
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.

Primary School Website Report 2017

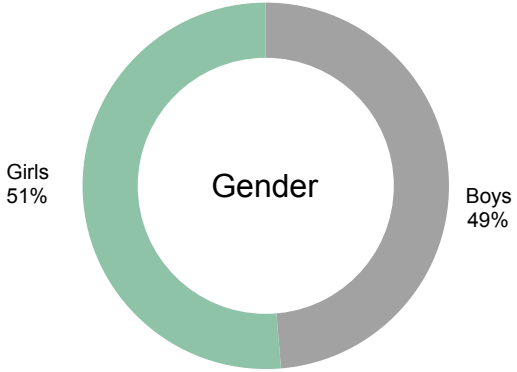
St Martin's
Head Teacher – Jenny Posner

191
pupils at school

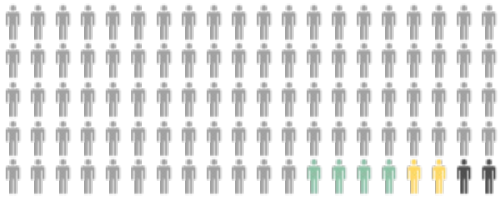
States of Jersey

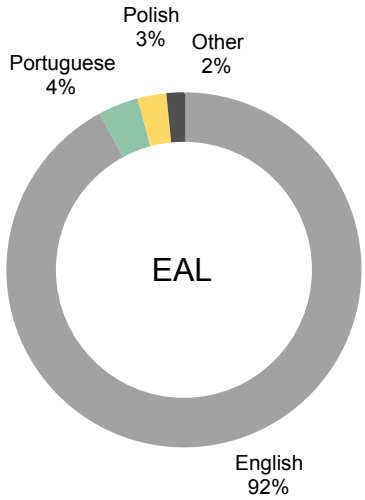
Pupil characteristics

% boys/girls

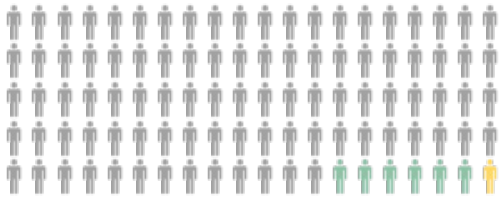


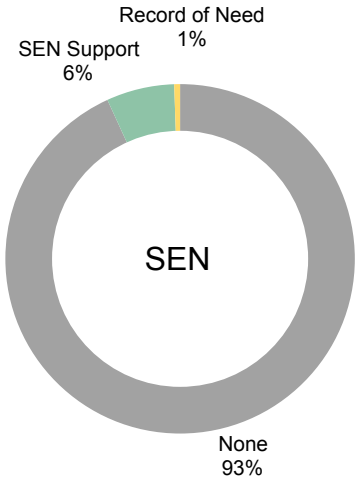
% English as an Additional Language (EAL)





% with Special Educational Needs (SEN)





Primary School Website Report 2017

St Martin's
Head Teacher – Jenny Posner

191
pupils at school

States of Jersey

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..

Reading

89% of pupils at St Martin's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

86% of pupils at St Martin's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

79% of pupils at St Martin's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

St Martin's
Head Teacher – Jenny Posner

191
pupils at school

States of Jersey

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..

Reading

95% of pupils at St Martin's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

95% of pupils at St Martin's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

95% of pupils at St Martin's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

St Martin's
Head Teacher – Jenny Posner

191
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	54	36	43
	Percentage Developing or above	89	86	79
	Percentage Emerging or above	93	93	89
6	Percentage Secure	59	50	50
	Percentage Developing or above	95	95	95
	Percentage Emerging or above	95	95	95

Primary School Website Report 2017

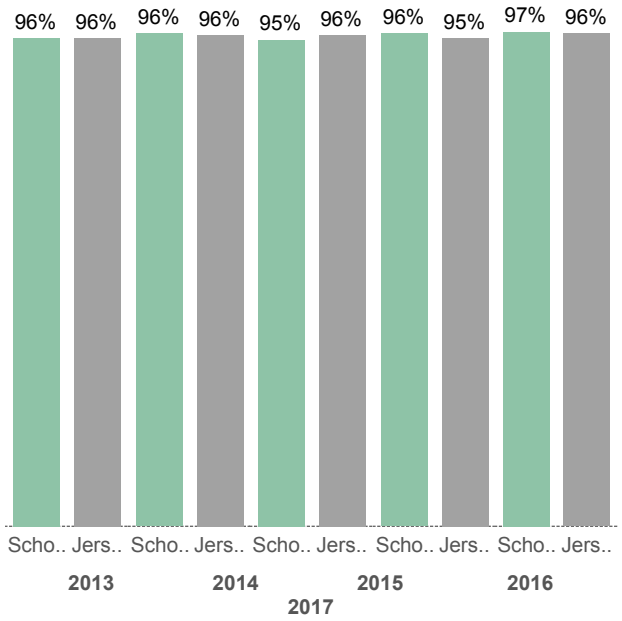
St Martin's
Head Teacher – Jenny Posner

191
pupils at school

States of Jersey

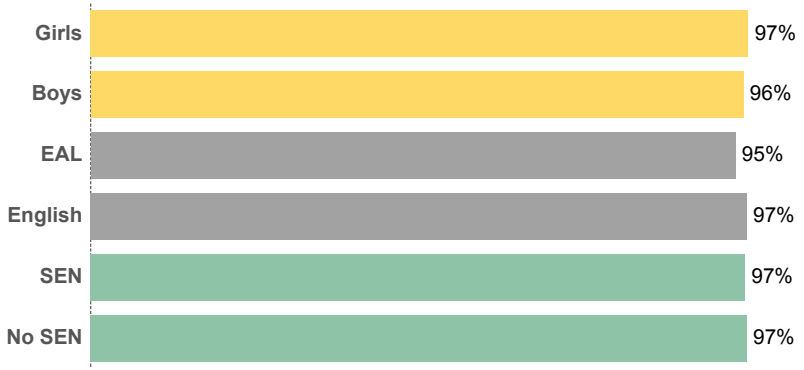
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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Attendance

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Pupil numbers

Pupil numbers reflect pupils in Reception to Year 6 (i.e. excluding pupils in nursery class) recorded in the January 2017 school census.

Primary School Website Report 2017

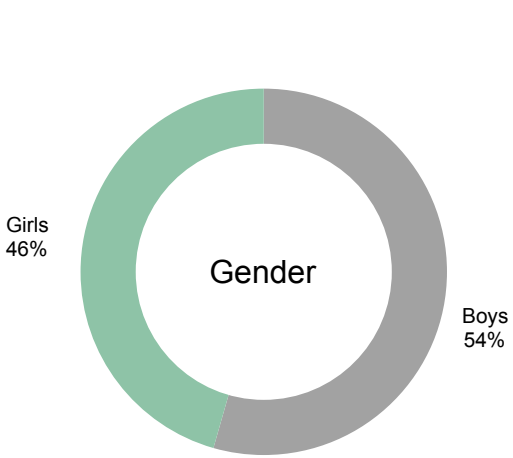
St Mary's
Head Teacher – Maria Stegenwalner

169
pupils at school

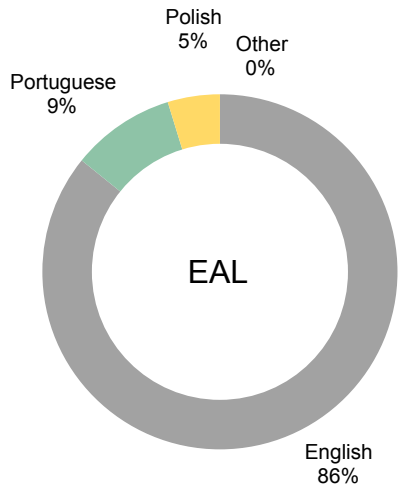
States of Jersey

Pupil characteristics

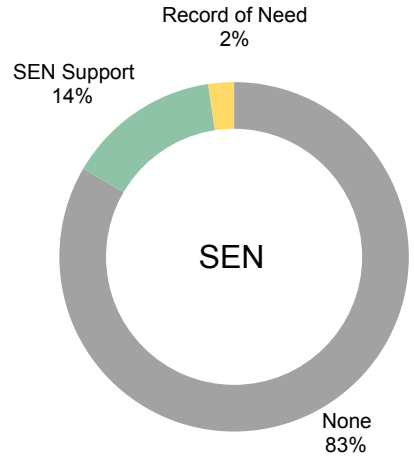
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)



Primary School Website Report 2017

St Mary's
Head Teacher – Maria Stegenwalner

169
pupils at school

States of Jersey

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..

Reading

75% of pupils at St Mary's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

75% of pupils at St Mary's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

88% of pupils at St Mary's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

St Mary's
Head Teacher – Maria Stegenwalner

169
pupils at school

States of Jersey

End of Key Stage 2 attainment (Year 6)

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Reading

33% of pupils at St Mary's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

22% of pupils at St Mary's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

33% of pupils at St Mary's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

St Mary's
Head Teacher – Maria Stegenwalner

169
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	67	38	58
	Percentage Developing or above	75	75	88
	Percentage Emerging or above	96	92	96
6	Percentage Secure	33	11	11
	Percentage Developing or above	33	22	33
	Percentage Emerging or above	61	33	44

Primary School Website Report 2017

St Mary's

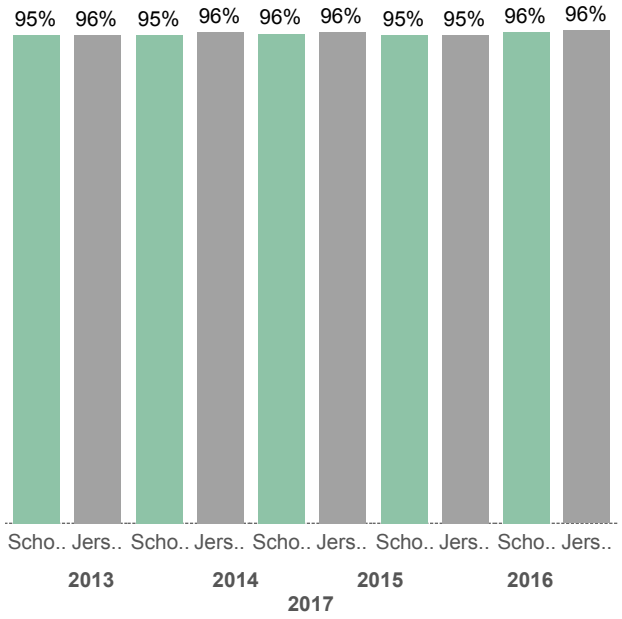
Head Teacher – Maria Stegenwalner

169
pupils at school

States of Jersey

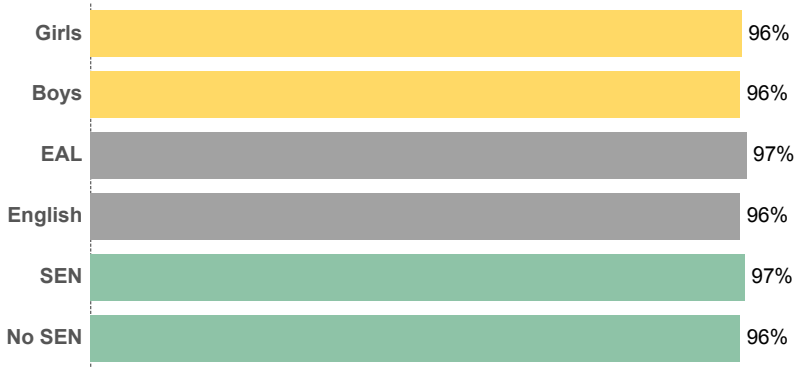
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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Attendance

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Pupil numbers

Pupil numbers reflect pupils in Reception to Year 6 (i.e. excluding pupils in nursery class) recorded in the January 2017 school census.

Primary School Website Report 2017

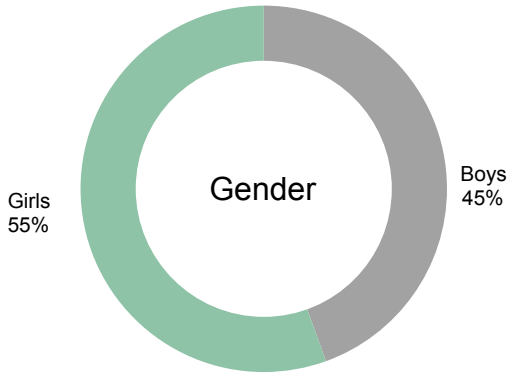
St Peter's
Head Teacher – Sam Dixon

191
pupils at school

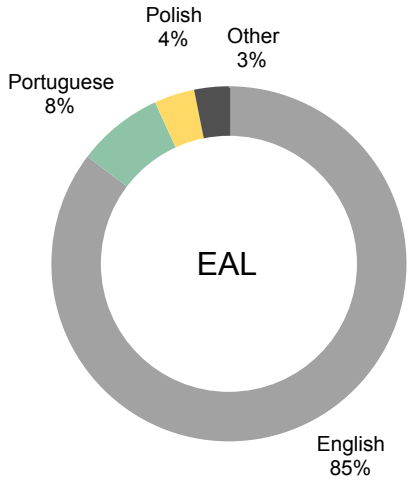
States of Jersey

Pupil characteristics

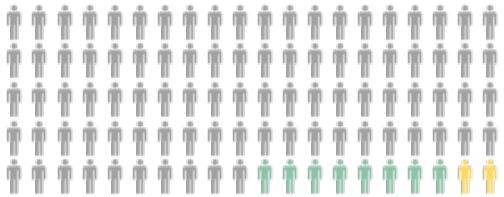
% boys/girls

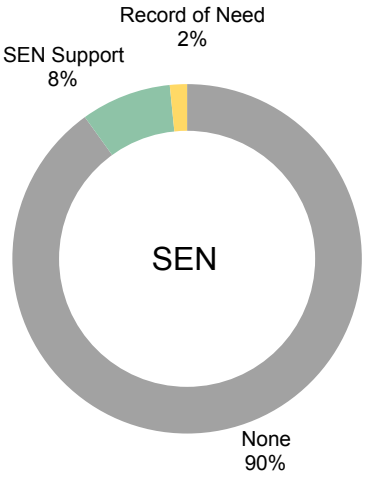


% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)





Primary School Website Report 2017

St Peter's
Head Teacher – Sam Dixon

191
pupils at school

States of Jersey

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..

Reading

88% of pupils at St Peter's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

85% of pupils at St Peter's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

85% of pupils at St Peter's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

St Peter's
Head Teacher – Sam Dixon

191
pupils at school

States of Jersey

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..

Reading

92% of pupils at St Peter's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **78%** across all schools.

Writing

73% of pupils at St Peter's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **70%** across all schools.

Mathematics

77% of pupils at St Peter's were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **75%** across all schools.

Primary School Website Report 2017

St Peter's

Head Teacher – Sam Dixon

191
pupils at school

States of Jersey

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	65	50	54
	Percentage Developing or above	88	85	85
	Percentage Emerging or above	88	88	96
6	Percentage Secure	58	35	31
	Percentage Developing or above	92	73	77
	Percentage Emerging or above	100	96	92

Primary School Website Report 2017

St Peter's

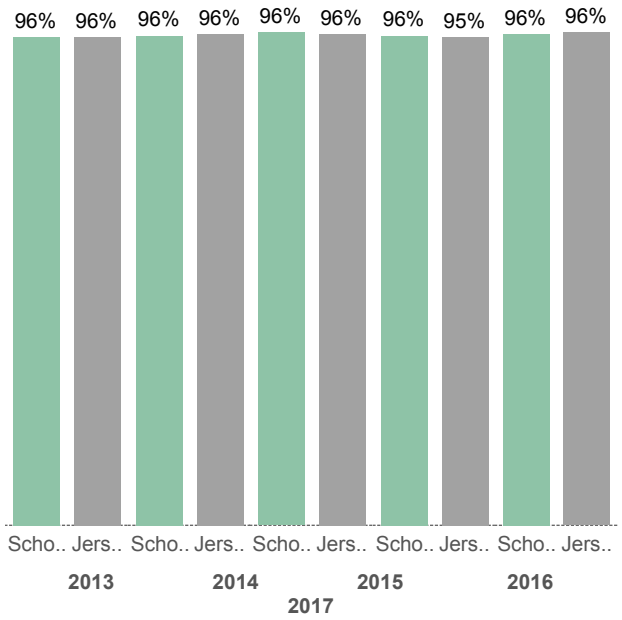
Head Teacher – Sam Dixon

191
pupils at school

States of Jersey

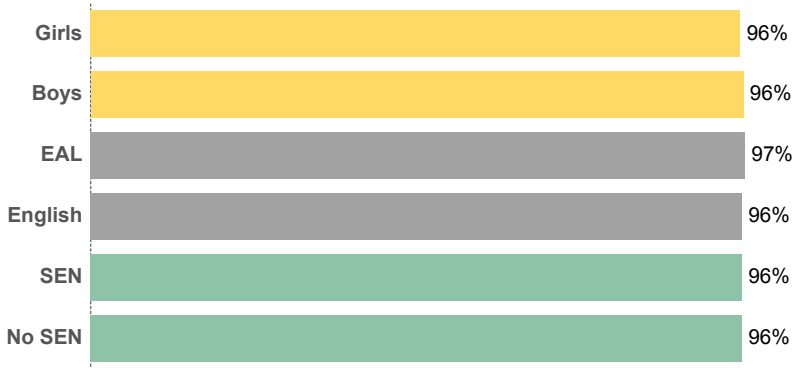
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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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 2017 school census.

Primary School Website Report 2017

St Saviour's

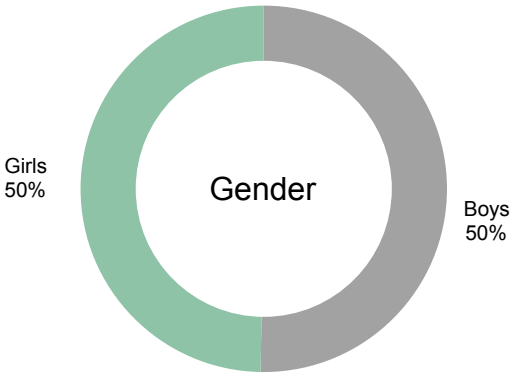
Head Teacher – Kirstie Williams

177
pupils at school

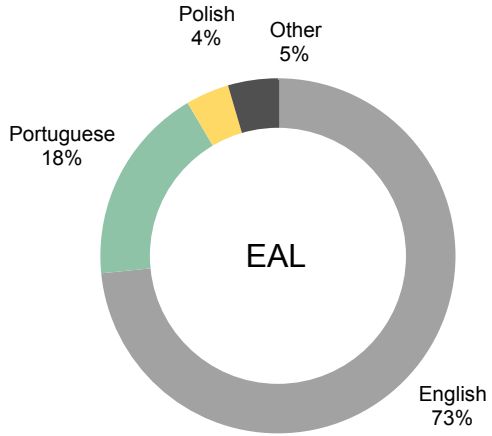
States of Jersey

Pupil characteristics

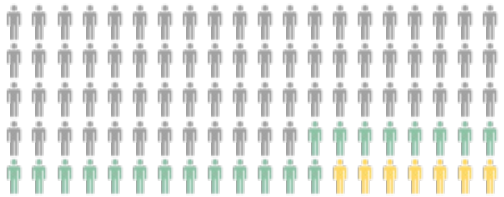
% boys/girls

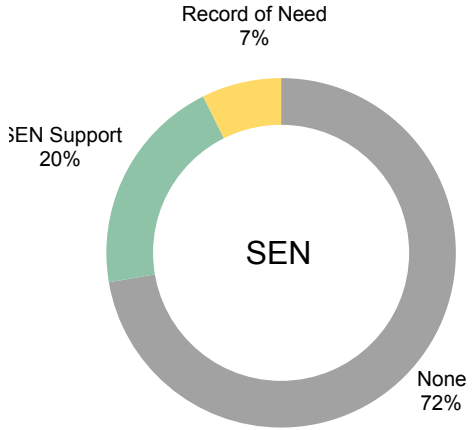


% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)





Primary School Website Report 2017

St Saviour's
Head Teacher – Kirstie Williams

177
pupils at school

States of Jersey

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..

Reading

73% of pupils at St Saviour's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **82%** across all schools.

Writing

73% of pupils at St Saviour's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **77%** across all schools.

Mathematics

81% of pupils at St Saviour's were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **83%** across all schools.

Primary School Website Report 2017

St Saviour's
Head Teacher – Kirstie Williams

177
pupils at school

States of Jersey

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..

Reading

86% of pupils at St Saviour's were assessed as Developing or Secure within their year group at the end of KS2. This compares to **78%** across all schools.

Writing

82% of pupils at St Saviour's were assessed as Developing or Secure within their year group at the end of KS2. This compares to **70%** across all schools.

Mathematics

100% of pupils at St Saviour's were assessed as Developing or Secure within their year group at the end of KS2. This compares to **75%** across all schools.

Primary School Website Report 2017

St Saviour's

Head Teacher – Kirstie Williams

177
pupils at school

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	73	50	54
	Percentage Developing or above	73	73	81
	Percentage Emerging or above	81	92	88
6	Percentage Secure	64	64	77
	Percentage Developing or above	86	82	100
	Percentage Emerging or above	100	100	100

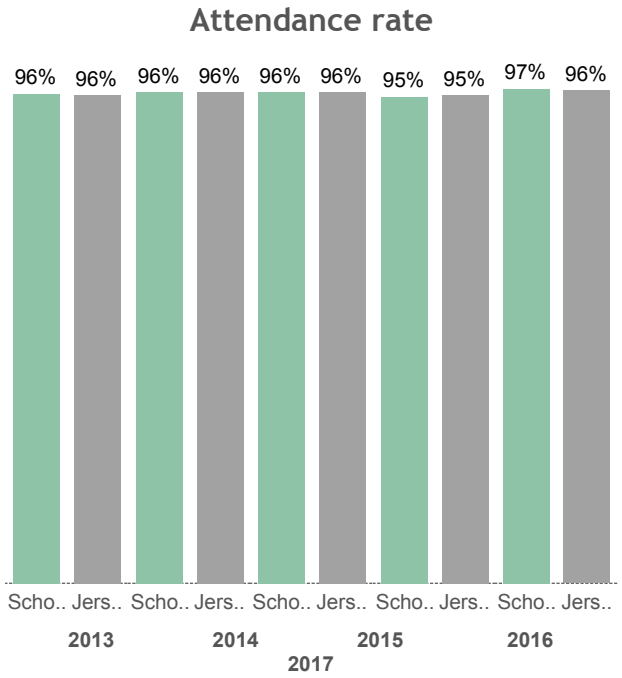
Primary School Website Report 2017

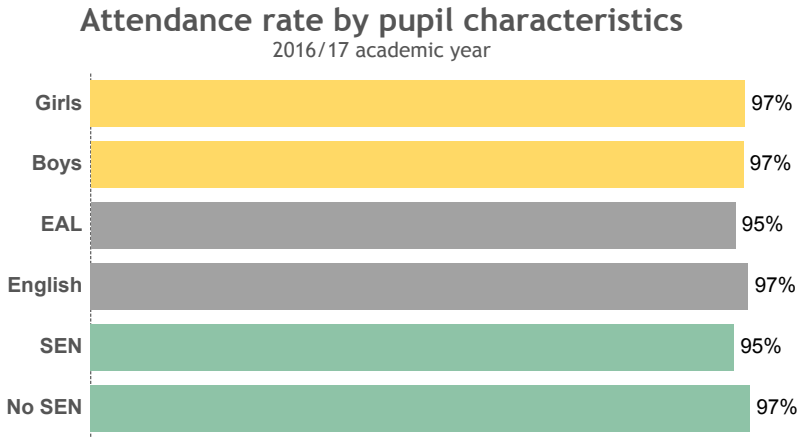
St Saviour's

Head Teacher – Kirstie Williams

177
pupils at school

Attendance





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.

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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 2017 school census.

Primary School Website Report 2017

Trinity

Head Teacher – Katy McMahon

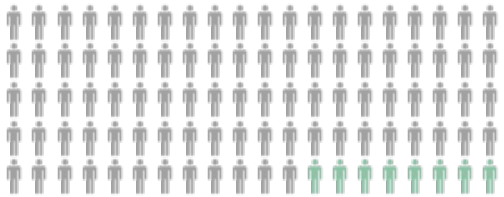
189
pupils at school

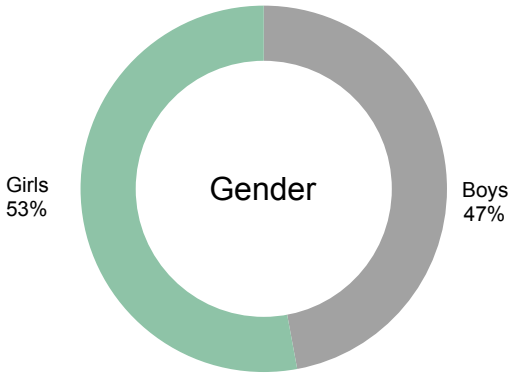
Pupil characteristics

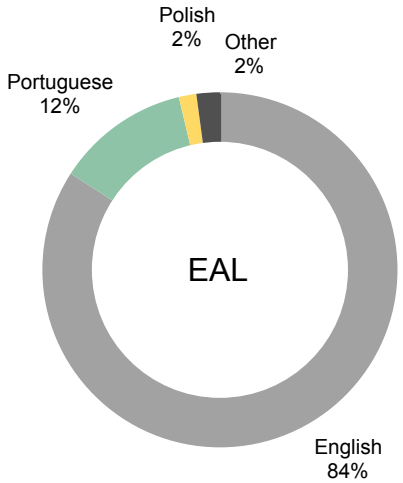
% boys/girls

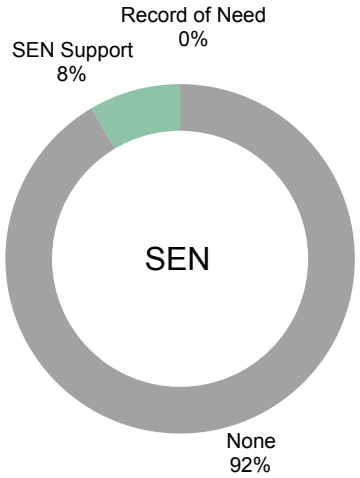
% English as an Additional Language (EAL)

% with Special Educational Needs (SEN)









Primary School Website Report 2017

Trinity
Head Teacher – Katy McMahon

189
pupils at school

States of Jersey

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..

Reading

100% of pupils at Trinity were assessed as Developing or Secure within their year group at the end of KS1. This compares to **82%** across all schools.

Writing

79% of pupils at Trinity were assessed as Developing or Secure within their year group at the end of KS1. This compares to **77%** across all schools.

Mathematics

100% of pupils at Trinity were assessed as Developing or Secure within their year group at the end of KS1. This compares to **83%** across all schools.

Primary School Website Report 2017

Trinity
Head Teacher – Katy McMahon

189
pupils at school

States of Jersey

End of Key Stage 2 attainment (Year 6)

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Reading

73% of pupils at Trinity were assessed as Developing or Secure within their year group at the end of KS2. This compares to **78%** across all schools.

Writing

73% of pupils at Trinity were assessed as Developing or Secure within their year group at the end of KS2. This compares to **70%** across all schools.

Mathematics

81% of pupils at Trinity were assessed as Developing or Secure within their year group at the end of KS2. This compares to **75%** across all schools.

Primary School Website Report 2017

Trinity
Head Teacher – Katy McMahon

189
pupils at school

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..

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	68	54	50
	Percentage Developing or above	100	79	100
	Percentage Emerging or above	100	100	100
6	Percentage Secure	31	31	15
	Percentage Developing or above	73	73	81
	Percentage Emerging or above	96	96	96

Primary School Website Report 2017

Trinity

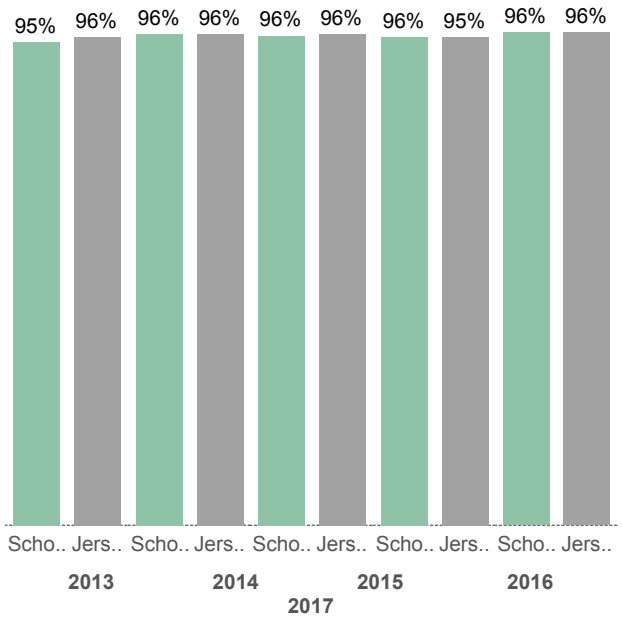
Head Teacher – Katy McMahon

189
pupils at school

States of Jersey

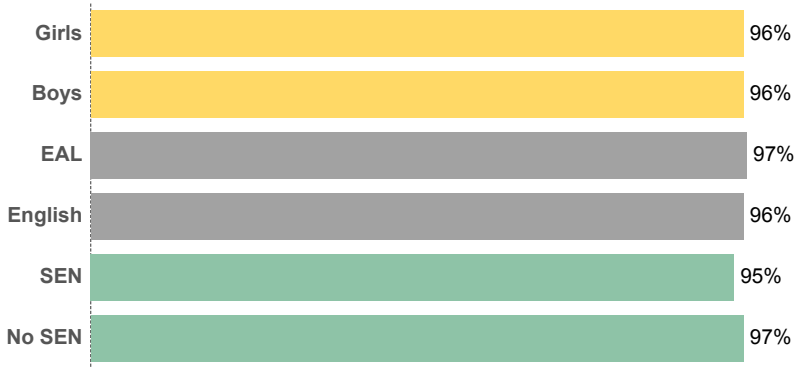
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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Pupil numbers

Pupil numbers reflect pupils in Reception to Year 6 (i.e. excluding pupils in nursery class) recorded in the January 2017 school census.

Primary School Website Report 2017

Victoria College Preparatory School

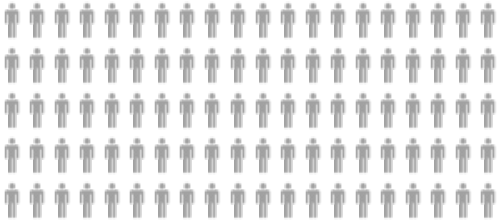
Head Teacher – Dan Pateman

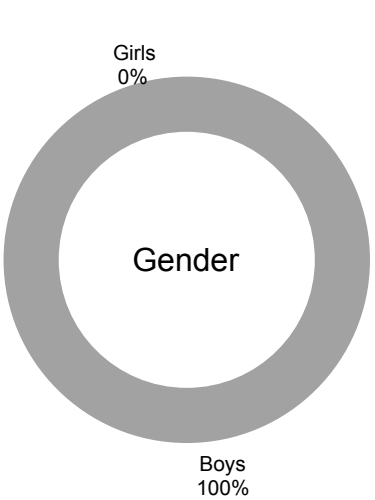
269
pupils at school

States of Jersey

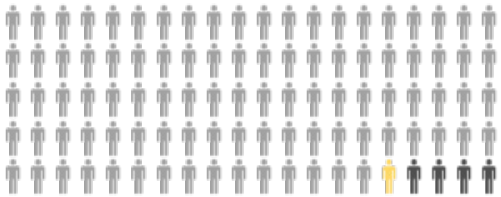
Pupil characteristics

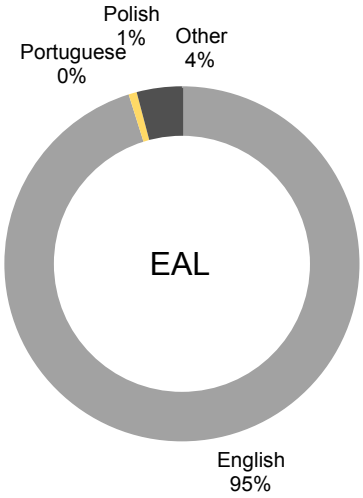
% boys/girls



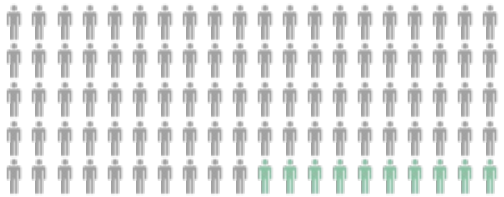


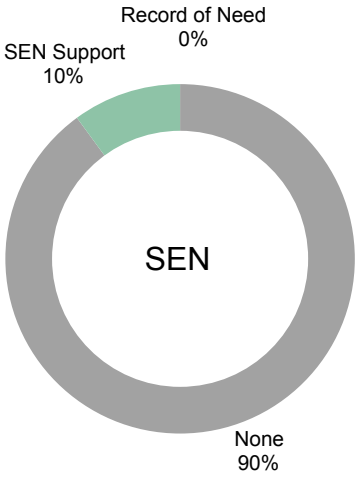
% English as an Additional Language (EAL)





% with Special Educational Needs (SEN)





Primary School Website Report 2017

Victoria College Preparatory School

Head Teacher – Dan Pateman

269
pupils at school

States of Jersey

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..

Reading

100% of pupils at Victoria College Preparatory School were assessed as Developing or Secure within their year group at the end of KS2. This compares to **78%** across all schools.

Writing

100% of pupils at Victoria College Preparatory School were assessed as Developing or Secure within their year group at the end of KS2. This compares to **70%** across all schools.

Mathematics

100% of pupils at Victoria College Preparatory School were assessed as Developing or Secure within their year group at the end of KS2. This compares to **75%** across all schools.

Primary School Website Report 2017

Victoria College Preparatory School

Head Teacher – Dan Pateman

269
pupils at school

States of Jersey

Attainment summary

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Year Group1	Measure	Reading	Writing	Mathematics
6	Percentage Secure	99	100	100
	Percentage Developing or above	100	100	100
	Percentage Emerging or above	100	100	100

Primary School Website Report 2017

Victoria College Preparatory School

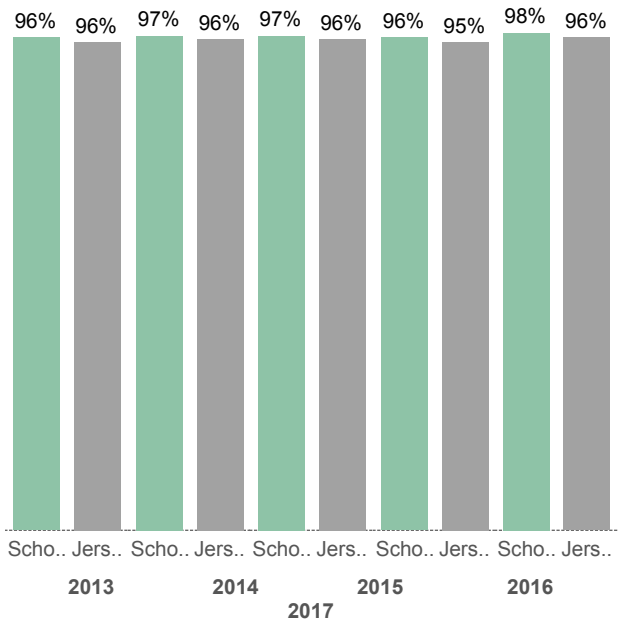
Head Teacher – Dan Pateman

269
pupils at school

States of Jersey

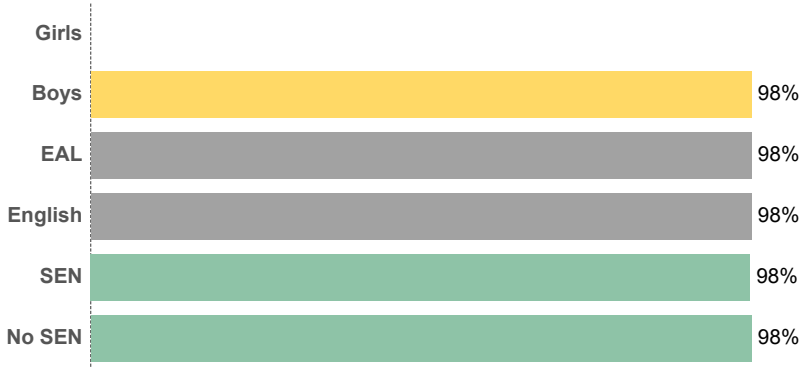
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 academic year



Explanatory notes

Attainment: JPAF Steps

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