

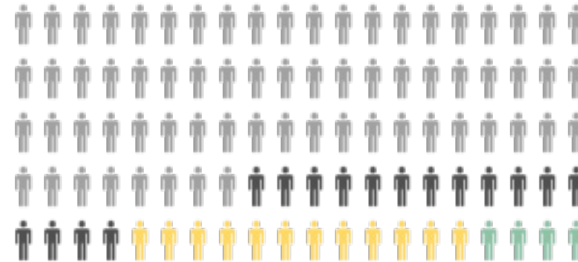


### Pupil characteristics

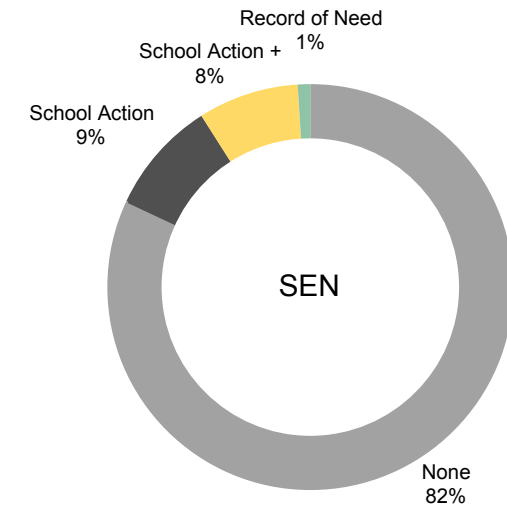
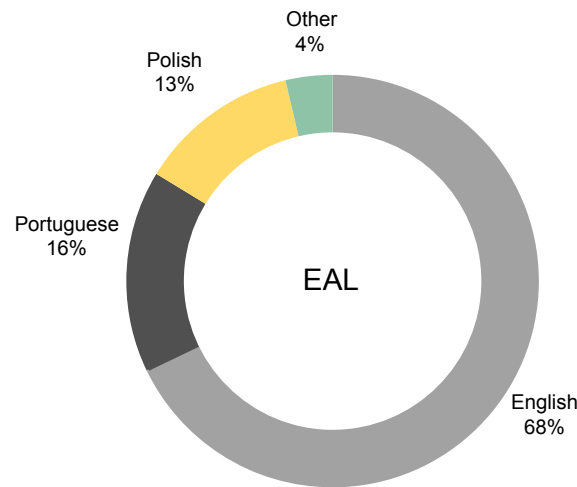
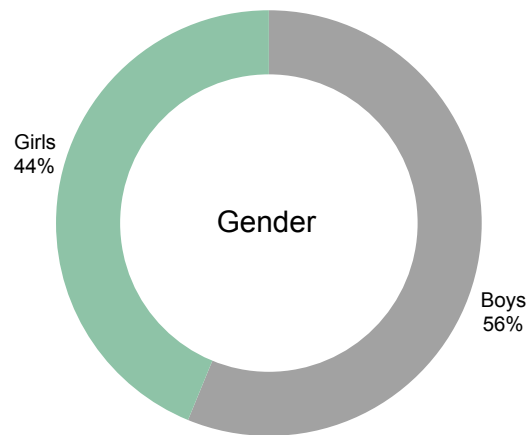
% girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)

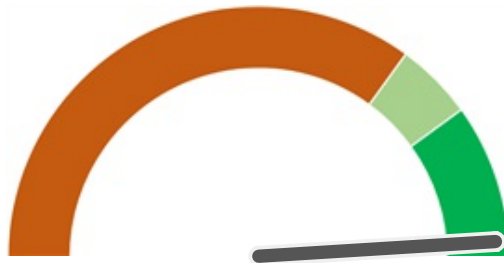




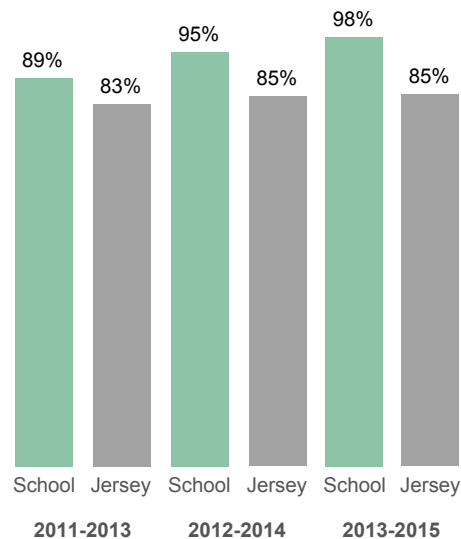
## Key Stage 1 attainment

A new framework for teacher assessments was introduced for the academic year 2015/16, alongside a new curriculum. The academic year 2015/16 was the first year of implementation for both teachers and pupils, and the pupils had not completed a whole Key Stage under the new arrangements. Therefore, this report presents information on pupil attainment and progress up to and including 2014/15. Teacher assessment data under the new framework will be made available once the new curriculum and assessment framework have had time to embed. The information on this page is presented as three-year rolling averages.

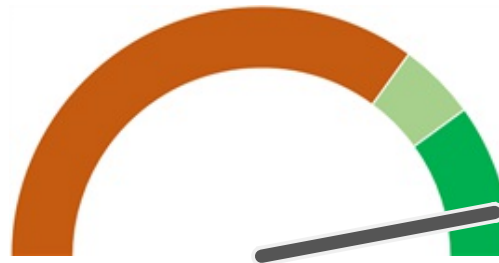
### Reading



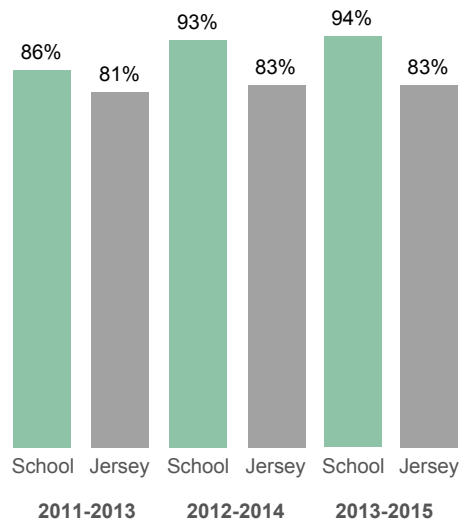
% of pupils attaining a level 2 or above in reading



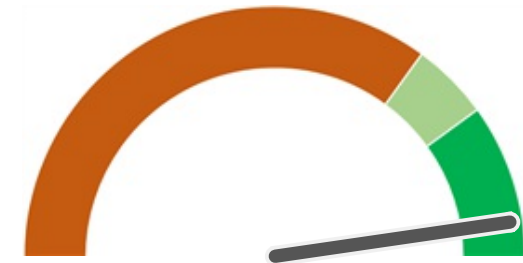
### Writing



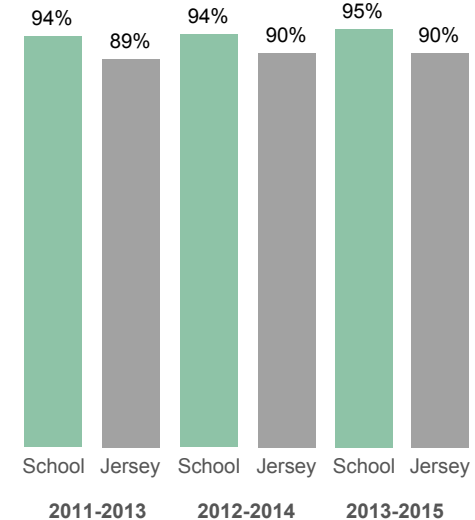
% of pupils attaining a level 2 or above in writing



### Mathematics



% of pupils attaining a level 2 or above in mathematics

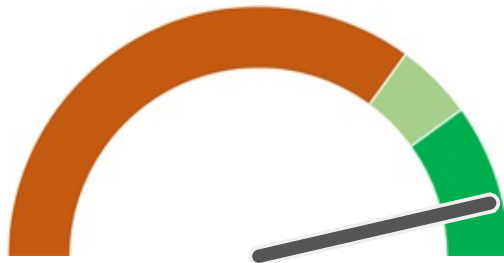




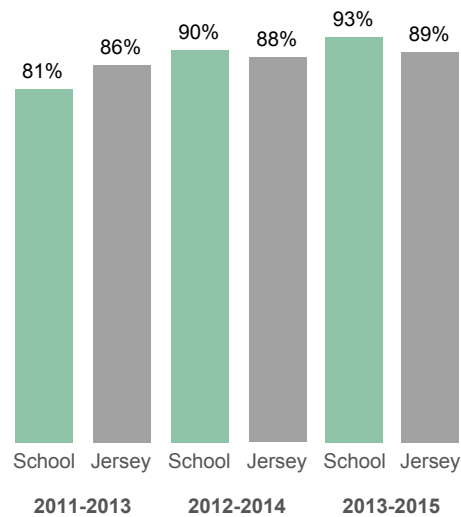
## Key Stage 2 attainment

A new framework for teacher assessments was introduced for the academic year 2015/16, alongside a new curriculum. The academic year 2015/16 was the first year of implementation for both teachers and pupils, and the pupils had not completed a whole Key Stage under the new arrangements. Therefore, this report presents information on pupil attainment and progress up to and including 2014/15. Teacher assessment data under the new framework will be made available once the new curriculum and assessment framework have had time to embed. The information on this page is presented as three-year rolling averages.

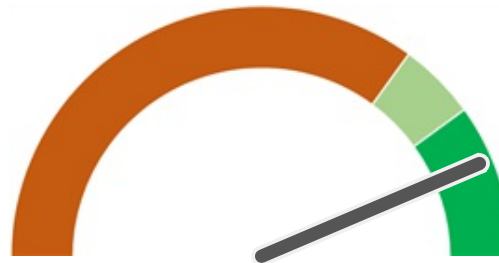
### Reading



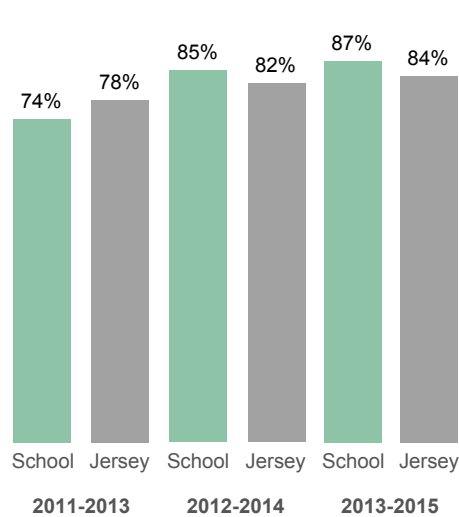
% of pupils attaining a level 4 or above in reading



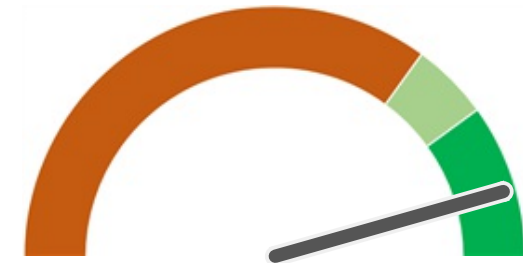
### Writing



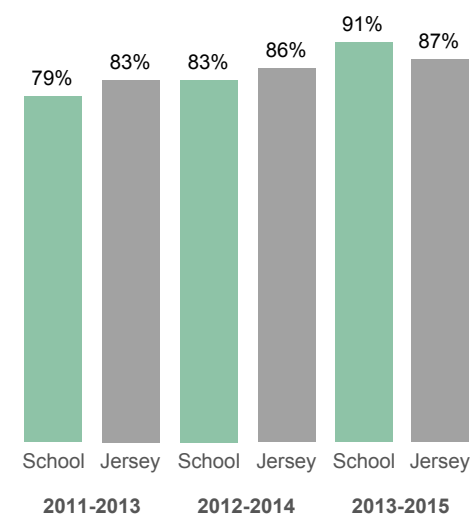
% of pupils attaining a level 4 or above in writing



### Mathematics



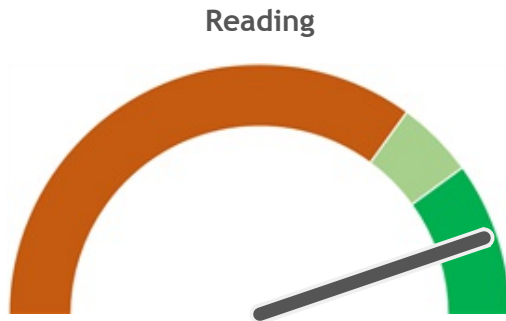
% of pupils attaining a level 4 or above in mathematics



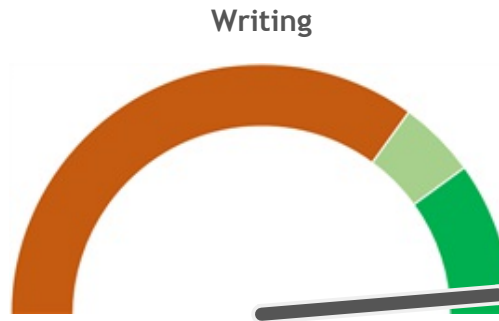
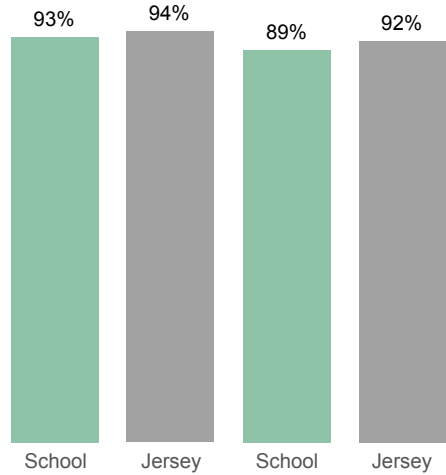


### Key Stage 2 progress

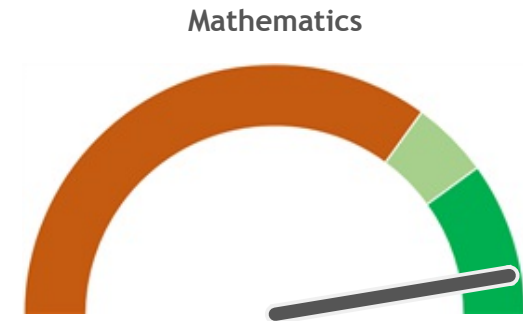
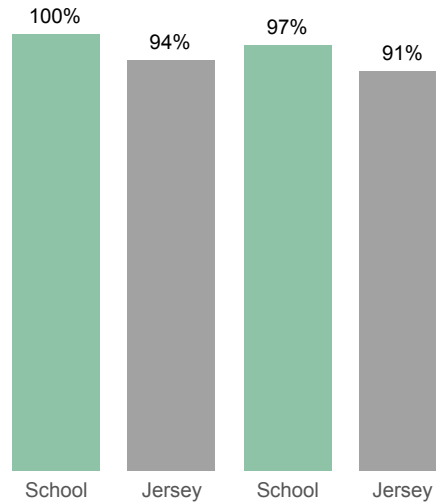
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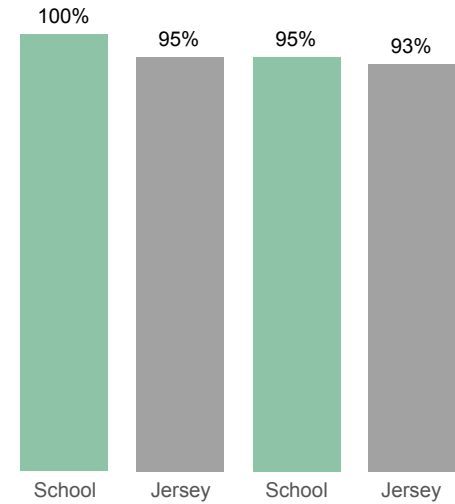
% of pupils making expected progress in reading



% of pupils making expected progress in writing



% of pupils making expected progress in mathematics



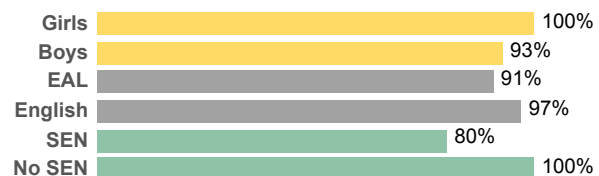


## Results by pupil characteristics

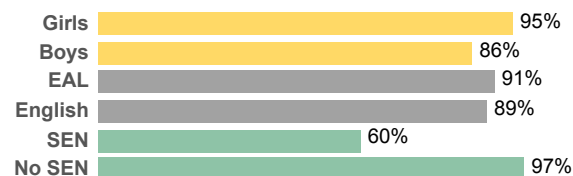
A new framework for teacher assessments was introduced for the academic year 2015/16, alongside a new curriculum. The academic year 2015/16 was the first year of implementation for both teachers and pupils, and the pupils had not completed a whole Key Stage under the new arrangements. Therefore, this report presents information on pupil attainment and progress up to and including 2014/15. Teacher assessment data under the new framework will be made available once the new curriculum and assessment framework have had time to embed. The information on this page is for academic year 2014/15.

### KS1 attainment – % of pupils attaining a level 2 or above

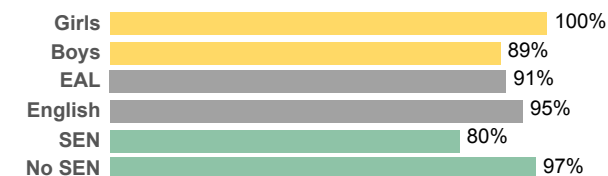
#### Reading



#### Writing

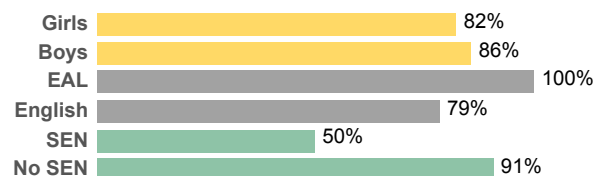


#### Mathematics

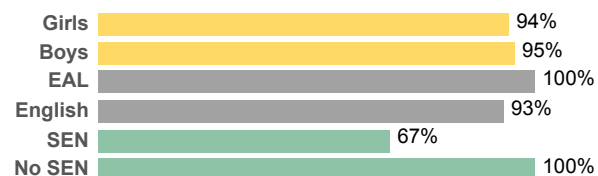


### KS2 progress – % of pupils making expected progress

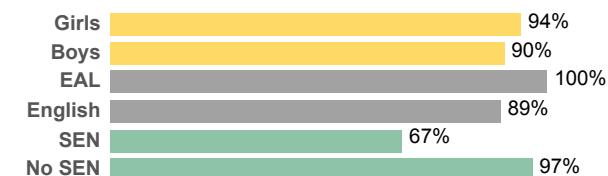
#### Reading



#### Writing

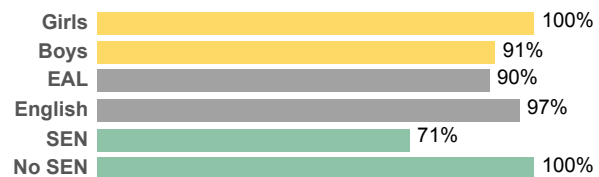


#### Mathematics

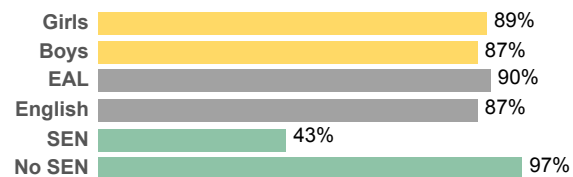


### KS2 attainment – % of pupils attaining a level 4 or above

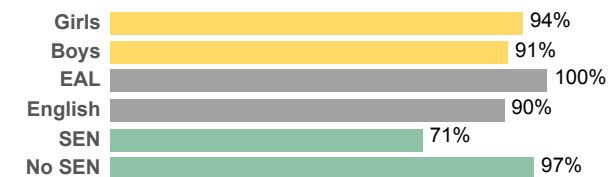
#### Reading



#### Writing



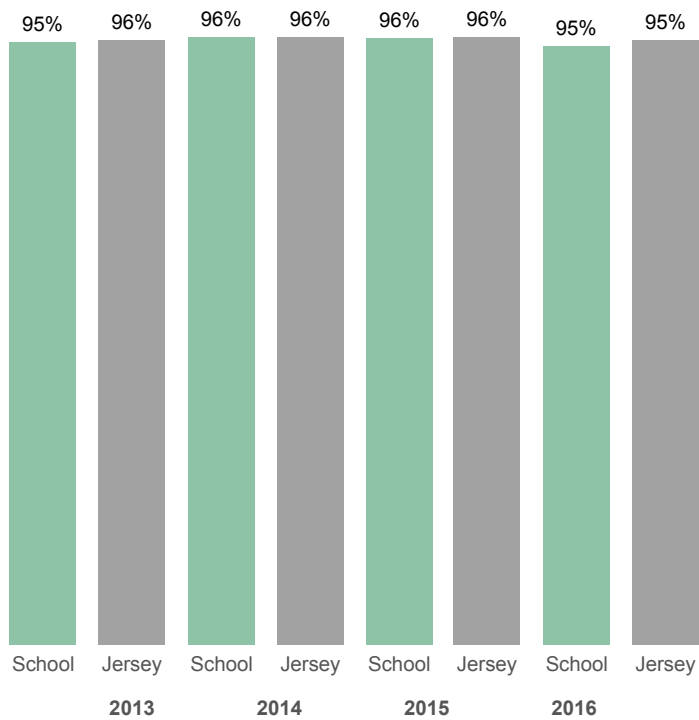
#### Mathematics



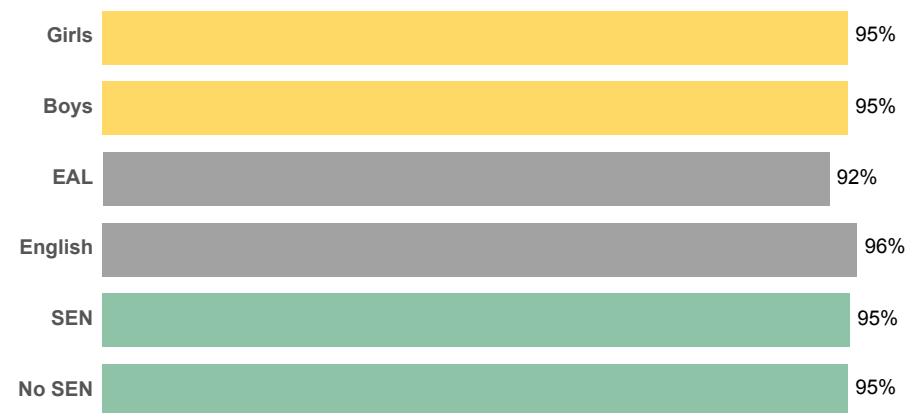


## Attendance

Attendance rate



Attendance rate by pupil characteristics  
2015/16 academic year



## Explanatory notes

### Curriculum levels

When pupils reach the end of a Key Stage, their attainment in core subjects is assessed against the standards set out in the Jersey curriculum. Teacher assessments measure the extent to which a pupil has the specific knowledge, skills and understanding that they are expected to have mastered by the end of the Key Stage.

In 2015 and in previous years, pupils were assessed against the standards of the curriculum using a system of curriculum levels. Levels were designed so that most pupils would progress by approximately one level every two years.

A new framework for teacher assessments was introduced for the academic year 2015/16, alongside a new curriculum. The academic year 2015/16 was the first year of implementation for both teachers and pupils, and the pupils had not completed a whole Key Stage under the new arrangements. Therefore, this report presents information on pupil attainment and progress up to and including 2014/15. Teacher assessment data under the new framework will be made available once the new curriculum and assessment framework have had time to embed.

### Attainment

Key Stage 1 attainment measures for 2014/15 and previous years are presented as the percentage of pupils attaining a level 2 or above in reading, writing and mathematics. It was expected that most pupils would have attained a level 2 or above by the end of Key Stage 1.

Key Stage 2 attainment measures for 2014/15 and previous years are presented as the percentage of pupils attaining a level 4 or above in reading, writing and mathematics. It was expected that most pupils would have attained a level 4 or above by the end of Key Stage 2.

Attainment data is calculated and presented for rolling 3-year periods e.g. the percentage of pupils reaching the expected level of attainment in 2013 - 2015. Due to small cohort sizes in Jersey schools, large fluctuations in school attainment data can be observed year on year, so this report presents data across 3-year periods such that trends can be evident.

### Expected progress

Expected progress at Key Stage 2 for 2014/15 and previous years reflected the percentage of pupils that made the expected amount of progress between the end of Key Stage 1 and the end of Key Stage 2. It was expected that the majority of pupils would progress by 2 curriculum levels or more over this 4 year period.

### Pupil characteristics

'Pupil characteristics' measures reflect the difference between the performance of various pupil groups: boys and girls, pupils with a special education need (SEN) and those without, and pupils who have English as a first language and those who have English as an additional language (EAL).

'Pupil characteristics' measures reflect the performance of pupil groups in the 2014/15 academic year. Historic data is not presented in this report due to the lack of availability of information from previous years.

### 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 2016 school census.

### Attainment and Progress dials

The colour coding on the attainment and progress dials represents the following:  
Orange – 0 to 69.9%; Light green – 70% to 79.9%; Dark green – 80% to 100%.