Primary School Website Report 2017

Grouville

Head Teacher – Nichola Turner

367
pupils at school

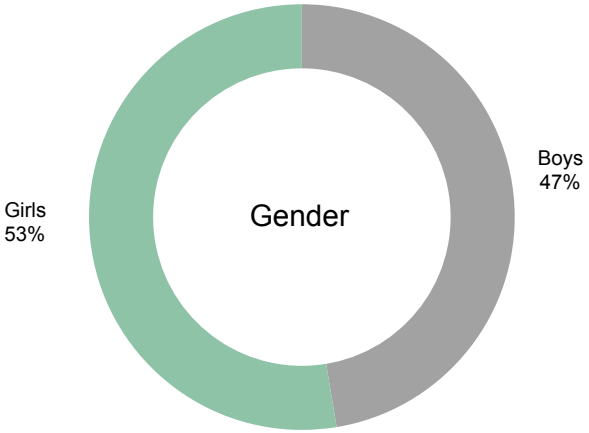
States of Jersey

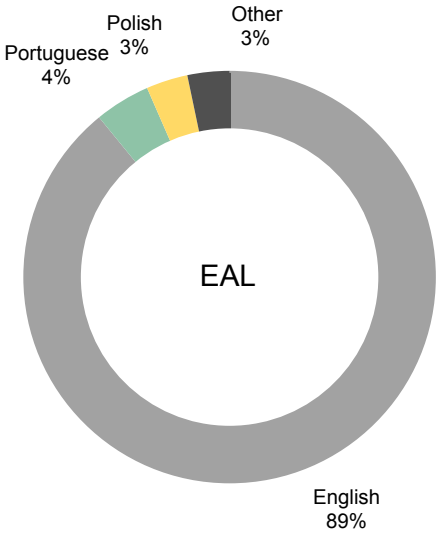
Pupil characteristics

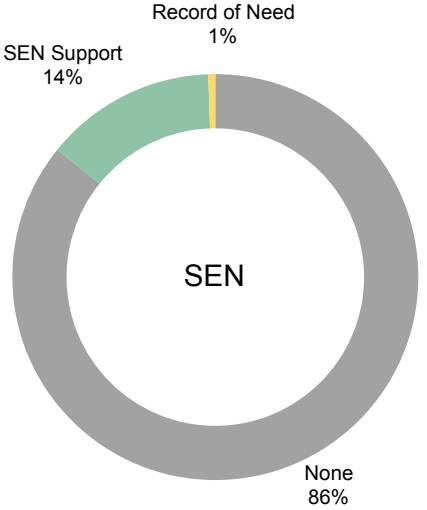
% boys/girls

% English as an Additional Language (EAL)

% with Special Educational Needs (SEN)







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Grouville
Head Teacher – Nichola Turner

367
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 Special Educational Needs (SEN), or other significant barrier(s) to learning.

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.

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End of Key Stage 2 attainment (Year 6)

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

Reading

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.

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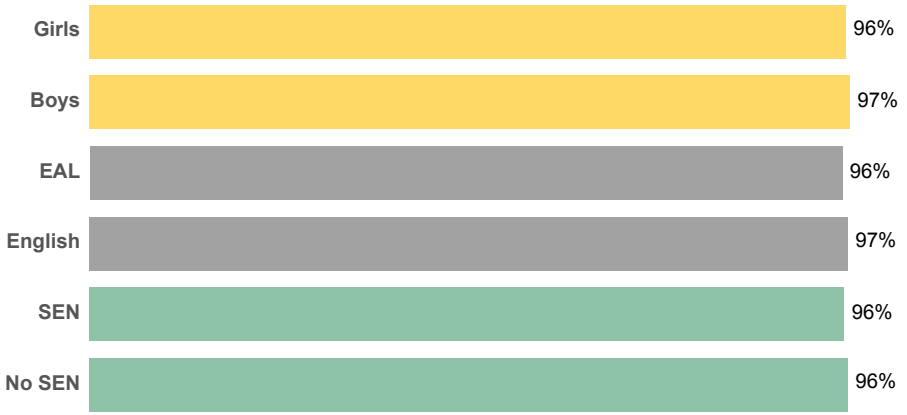
Attendance

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.