

Our school focuses on the achievement of all children. We measure achievement in the same way as schools across Jersey and the U.K. 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.

“The core purpose of Bel Royal School is to provide engaging opportunities so that children develop their own learning skills within an inclusive community”.

Bel Royal school, within its community, has a Resource Base Provision with additional facilities to allow children with a range of physical, medical, and specific speech and language needs to be educated with and alongside their peer group. Success is measured by all pupils showing progressions from their initial and individual starting points. Bel Royal School is pro-active in its approach to Curriculum Development and Assessment and has a constant monitoring process linked to a programme of both external moderation for Y6 and Y2 and internal moderation that matches the processes of an external moderation, for Rec, Y1, Y3, Y4 and Y5. Teachers are continually developing the capacity for data analysis, its use and how the data can be used to plan accurate intervention to ensure greater individual progress and attainment across all year groups, targeting under achievement, and ensuring expected progress or better for all individual pupils, targeted group sets and the class as a whole. We are aware, given the composition of our school population, that comparisons across different schools, and different data sets, may not reflect our very strong inclusive nature. In a cohort as small as Bel Royal, when considering Year Group Data for Annual Reports we are aware that overall figures and percentages can be influenced by the individual percentage weightings of a small number of children whose individual learning needs and rates of progression are well outside that of their year group expectations. Within both KS1 and KS2 we are proud that all pupils make progress. Pupils working at levels matching their abilities made expected sub-levels of progress, and pupils working at their own Year Group / Age appropriate expectations achieved at least expected levels of progress, with many achieving better than this. Within the KS1 Y2 class there were 26 pupils with a very large percentage of Girls 18, 69% compared to 8 Boys, 31%. 19% of Y2 pupils are considered to demonstrate Special Educational Needs, including pupils with a Record of Need, or classified as School Action Plus or School Action. 30% of the class experience English as an additional language outside the language spoken at home. Due to the Development Matters Profiling used to measure progress in Reception across all Jersey schools, for pupils in Y2 in July 2015, data to illustrate progress over their time from Foundation Stage to the end of Key Stage 1 is not available to any Primary School. However 3 year trends 2013-15 for Bel Royal in Reading, Writing and Mathematics show a consistent attainment of 83% or above for the period, and represent a more valid picture of school attainment at Key Stage 1. Within the KS2 Y6 class there were 21 pupils, with an even split between Girls and Boys with 11 Girls 52% and 10 Boys 48%. 20% of Y6 pupils are considered to demonstrate Special Educational Needs, including pupils with a Record of Need, or classified as School Action Plus or School Action. 28% of the class experience English as an additional language outside the language spoken at home. Where children were working at an age appropriate Y6 level 91% of pupils at Bel Royal School, where data was available to allow comparisons to be measured, made the 2 or more expected levels of individual progress in Mathematics in 2015, with 14% achieving better than expected 3 or more Levels of progress. 77% of Y6 pupils at Bel Royal School made the 2 or more expected levels of individual progress in Reading in 2015, with 5% achieving better than expected 3 or more levels of progress, and 72% made the 2 or more expected levels of individual progress in Writing in 2015, with 10% achieving better than expected 3 or more levels of progress.

Teacher assessments are agreed against the standards set out in the Jersey Curriculum and are subject to a rigorous termly review by the school in partnership with the class teachers, as a result all members of the school staff show an excellent knowledge and understanding of their pupils needs and strengths and continue to provide engaging opportunities so that the children develop their own learning skills within an inclusive community.



Pupil characteristics

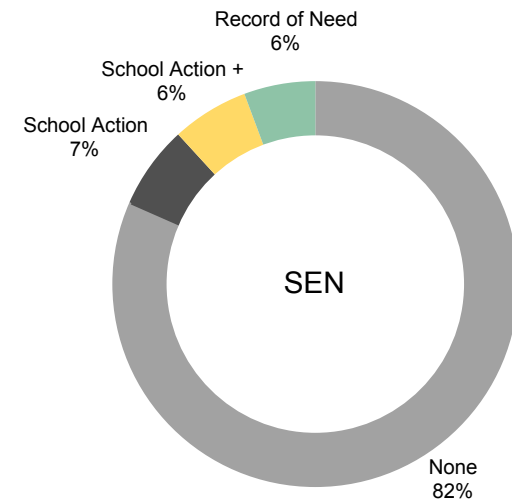
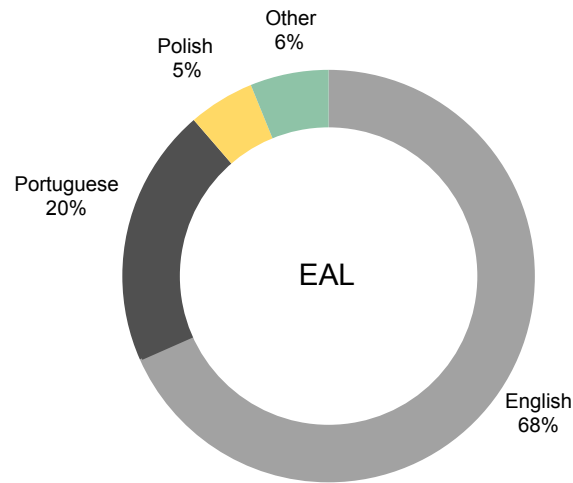
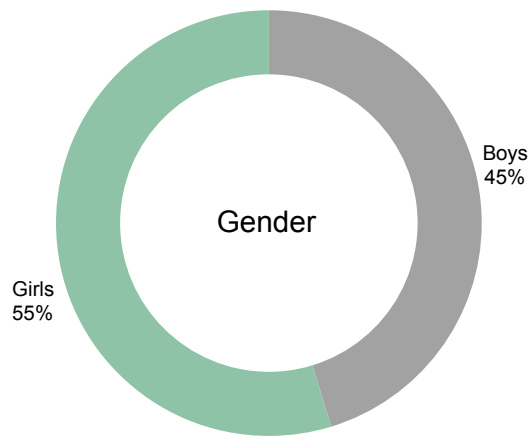
% girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)

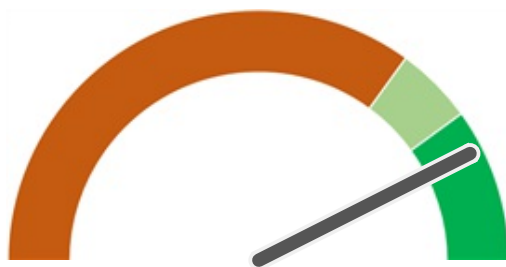




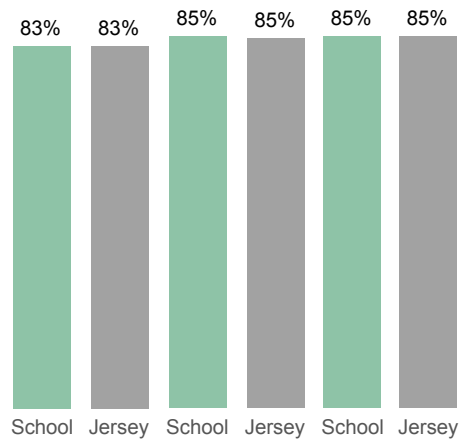
Key Stage 1 attainment

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

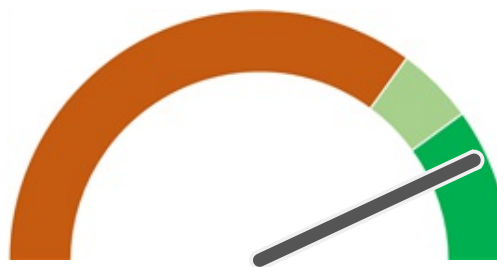


% of pupils attaining a level 2 or above in reading

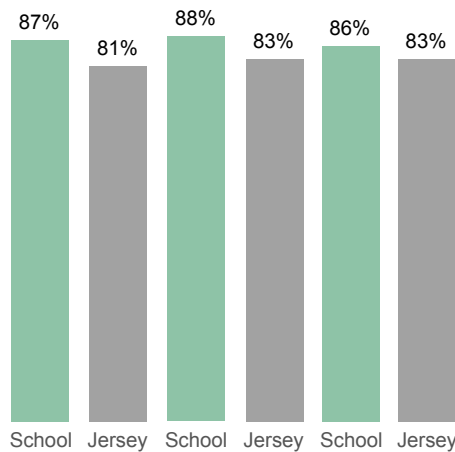


2011-2013 2012-2014 2013-2015

Writing

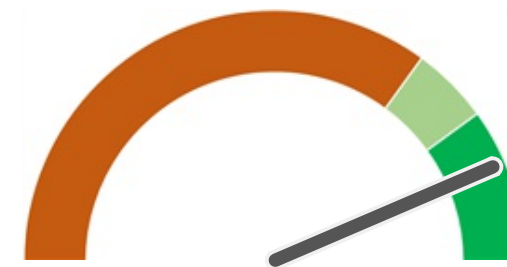


% of pupils attaining a level 2 or above in writing

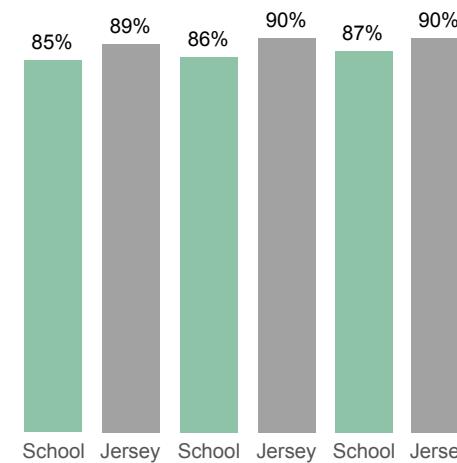


2011-2013 2012-2014 2013-2015

Mathematics



% of pupils attaining a level 2 or above in mathematics



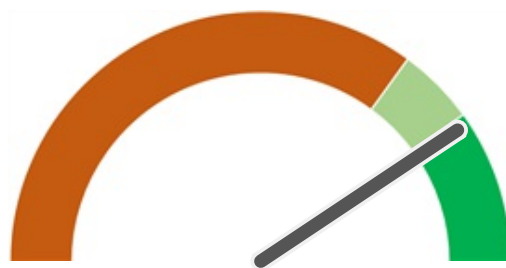
2011-2013 2012-2014 2013-2015



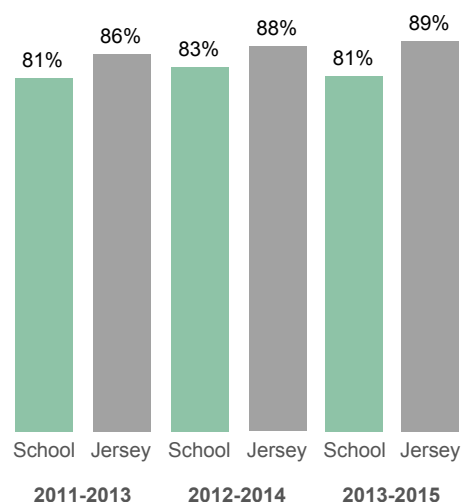
Key Stage 2 attainment

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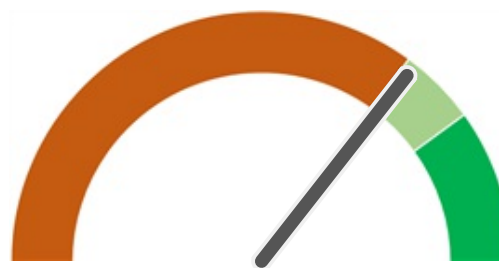
Reading



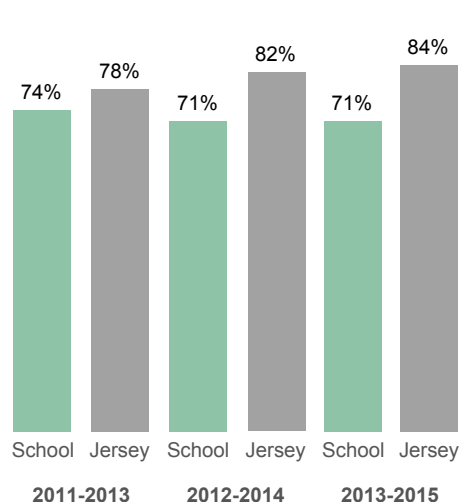
% of pupils attaining a level 4 or above in reading



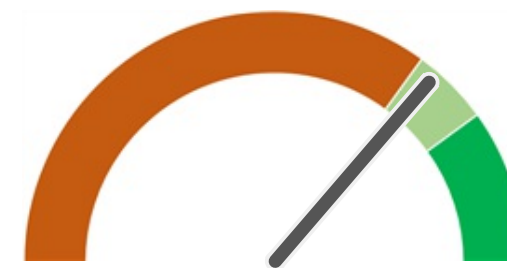
Writing



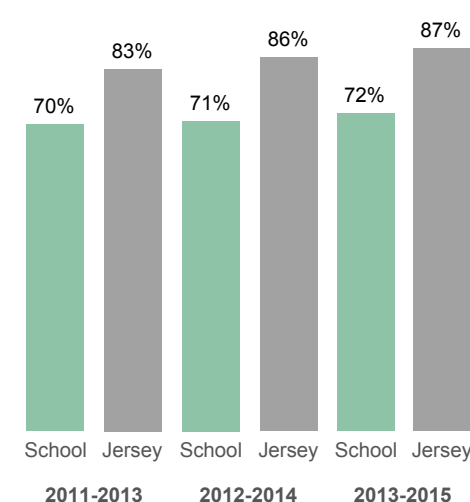
% of pupils attaining a level 4 or above in writing



Mathematics



% of pupils attaining a level 4 or above in mathematics

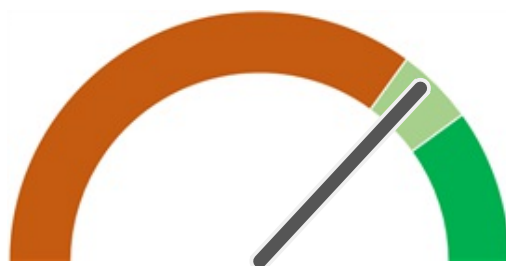




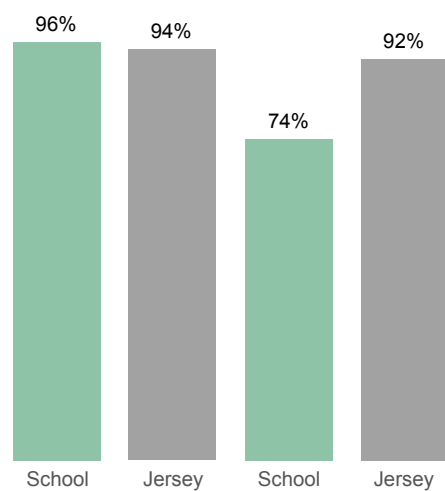
Key Stage 2 progress

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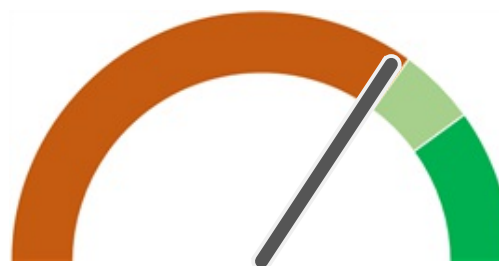
Reading



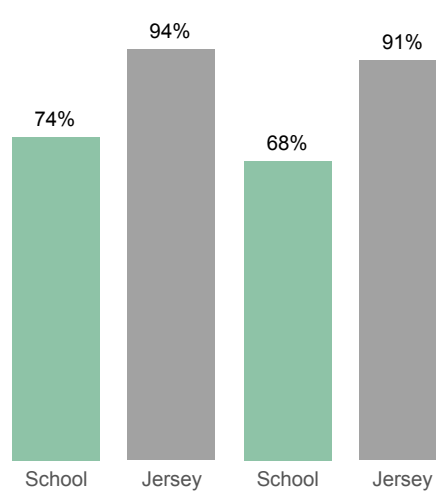
% of pupils making expected progress in reading



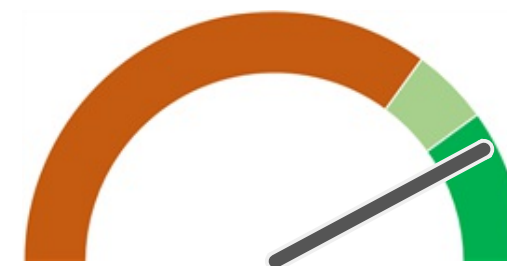
Writing



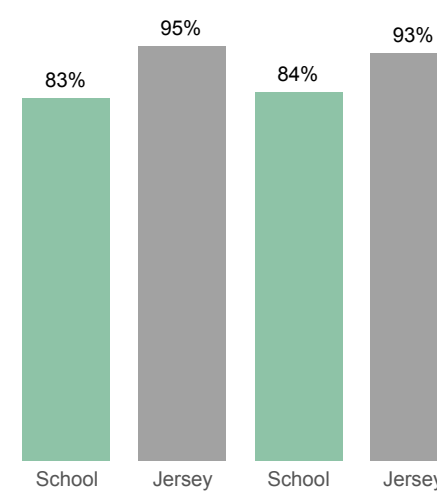
% of pupils making expected progress in writing



Mathematics



% of pupils making expected progress in mathematics



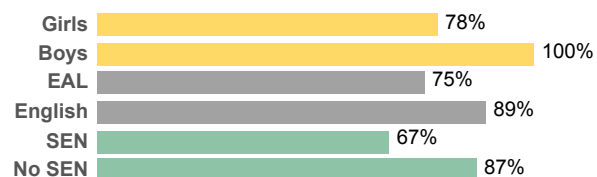


Results by pupil characteristics

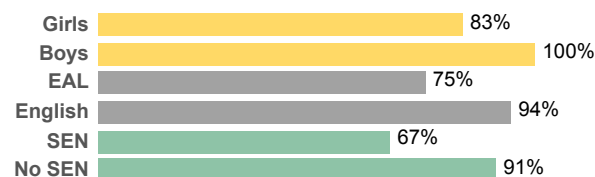
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KS1 attainment – % of pupils attaining a level 2 or above

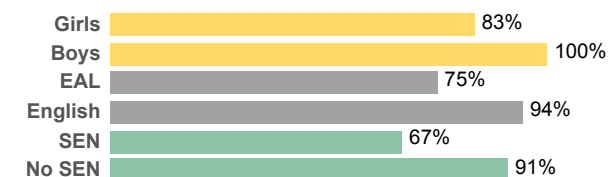
Reading



Writing

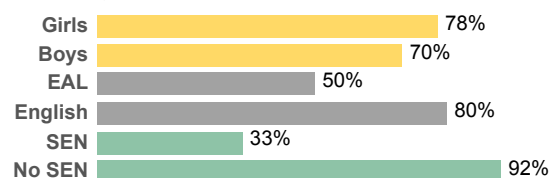


Mathematics

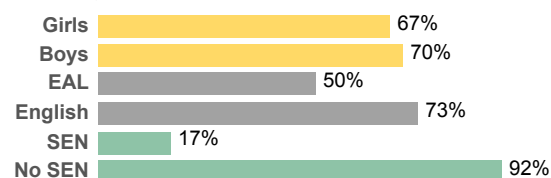


KS2 progress – % of pupils making expected progress

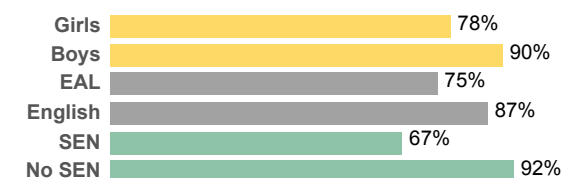
Reading



Writing

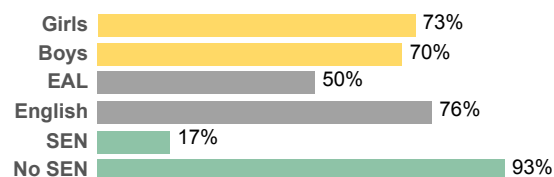


Mathematics

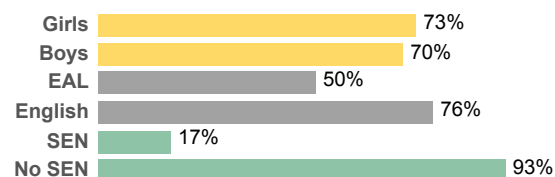


KS2 attainment – % of pupils attaining a level 4 or above

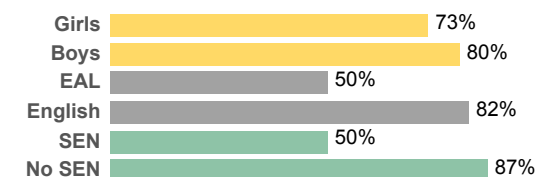
Reading



Writing



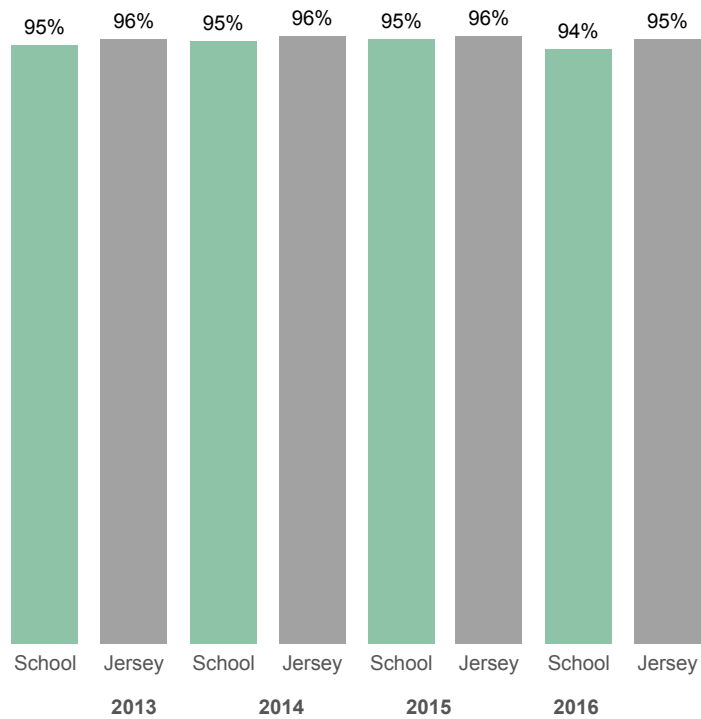
Mathematics



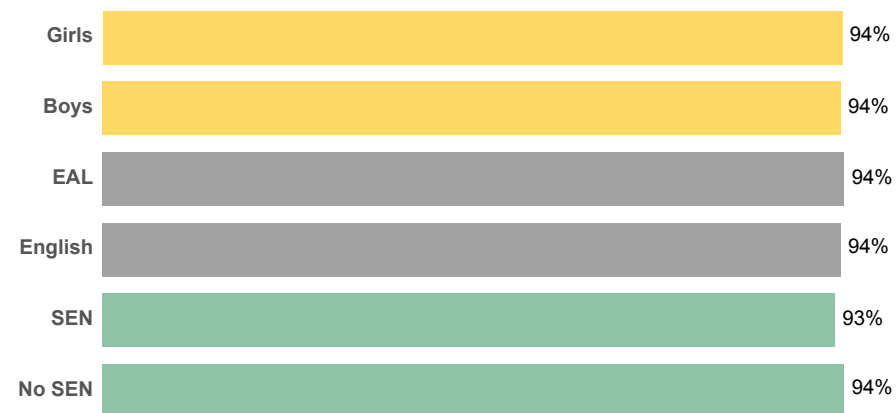


Attendance

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%.