

Primary School Website Report 2018

Bel Royal
Head Teacher – Sonia Burton

219
pupils at school

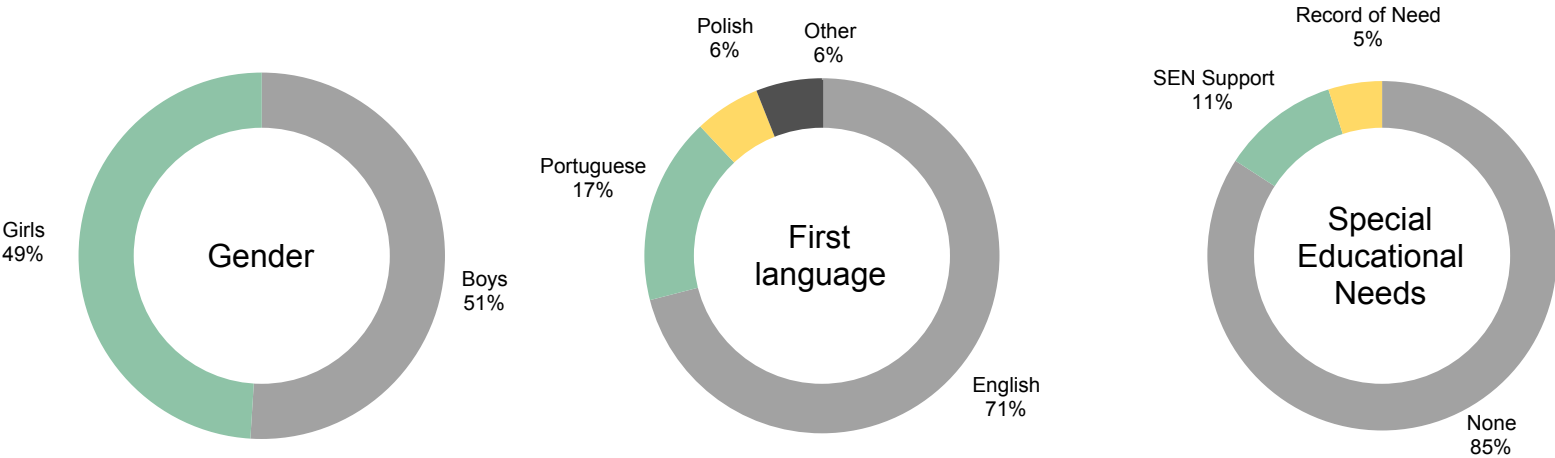
“The core purpose of Bel Royal School is to provide engaging opportunities so that children develop their own learning skills within an inclusive community”.

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. The achievement and progress of all children at Bel Royal are included in the school's data sets.

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: 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.

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 from their respective starting points.

Pupil characteristics



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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



63% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **89%** across all schools.

Writing



71% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **84%** across all schools.

Mathematics



71% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **87%** 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



84% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **87%** across all schools.

Writing



80% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **83%** across all schools.

Mathematics



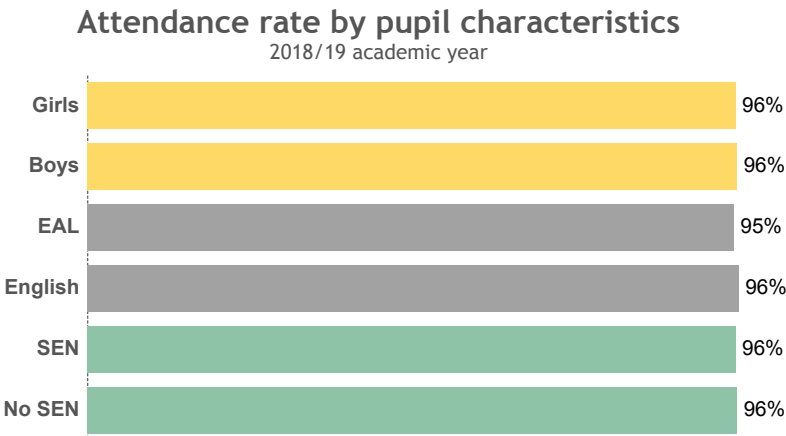
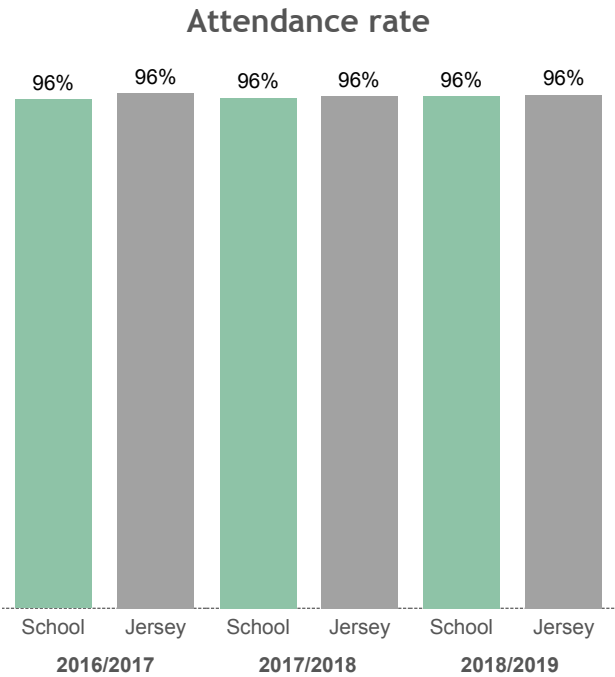
80% of pupils at Bel Royal were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **82%** across all schools.

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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.

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 Government 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 Government schools only, both non-fee paying and fee-paying.

Pupil numbers

Pupil numbers reflect pupils in Nursery to Year 6 recorded in the January 2019 school census.