



Explanatory notes

Attainment: JPAF Steps

The Jersey Primary Assessment Framework (JPAF) is used by all Government of Jersey primary schools to assess pupil attainment. Under the JPAF 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 from the Jersey Curriculum.

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 and/or Disabilities (SEN/D), or other significant barrier(s) to learning.

Attendance

Attendance measures represent the percentage of all available sessions that were attended by pupils (there are two 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. The data does not include pupils that are not of compulsory school age i.e. nursery.

Measures for Jersey

Measures of attainment and progress for Jersey reflect all pupils in all fee-paying and non-fee paying Mainstream Primary Government Schools (Special schools not included).

Pupil numbers - Characteristics

Pupil numbers reflect pupils in Nursery to Year 6 recorded in the May 2023 school census.

Multi-Lingual Learners

If a pupil experiences more than one language (which may include English) during early development, then they are deemed to be a Multi-Lingual Learner (MLL) and the language/languages other than English are recorded as their home language (introduced in Jersey in 2022) or first language.



Children, Young People, Education and Skills

Primary School Website Report

Characteristics

School

Bel Royal

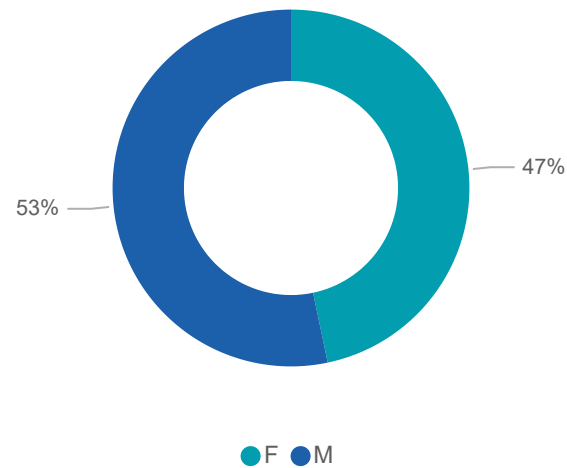
Head Teacher

Claire Hammond

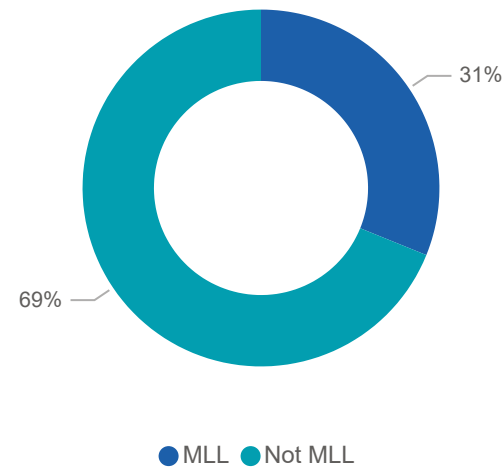
212

Pupils at School

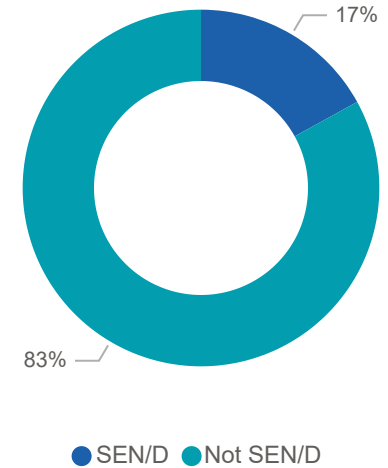
Gender



Multi-Lingual Learners



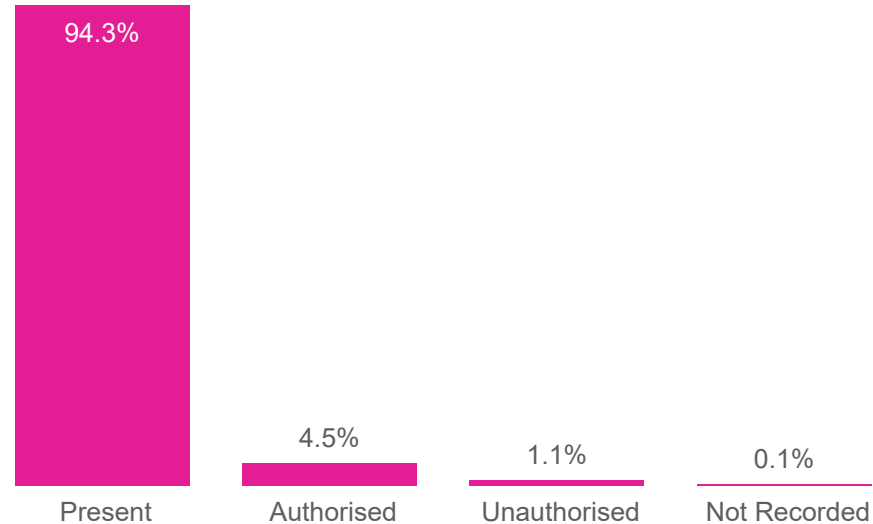
Special Educational Needs or Disabilities



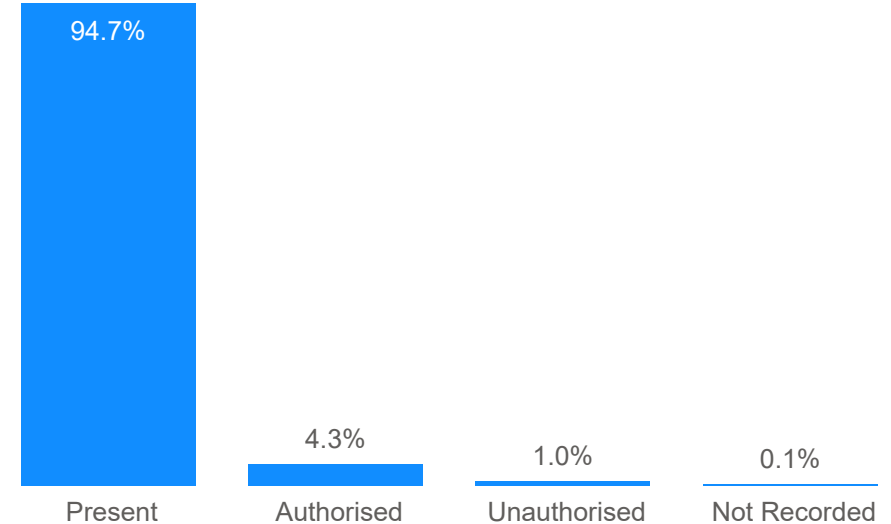


Attendance measures represent the percentage of all available sessions that were attended by pupils (there are two sessions available in each school day: am and pm sessions). The overall attendance rate represents the percentage of sessions attended by all pupils in the school. The data does not include pupils that are not of compulsory school age i.e. nursery.

% School



% All Other Schools





The Jersey Primary Assessment Framework (JPAF) is used by all Government of Jersey primary schools to assess pupil attainment. Under the JPAF 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 from the Jersey Curriculum.

Under the JPAF, 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 or Disabilities (SEN/D), or other significant barrier(s) to learning.

Reading

92% of pupils at **Bel Royal** were assessed as Developing and above within their Year Group at the end of KS1. This compares to **89%** across all schools.

Writing

92% of pupils at **Bel Royal** were assessed as Developing and above within their Year Group at the end of KS1. This compares to **86%** across all schools.

Mathematics

96% of pupils at **Bel Royal** were assessed as Developing and above within their Year Group at the end of KS1. This compares to **90%** across all schools.



The Jersey Primary Assessment Framework (JPAF) is used by all Government of Jersey primary schools to assess pupil attainment. Under the JPAF 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 from the Jersey Curriculum.

Under the JPAF, 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 or Disabilities (SEN/D), or other significant barrier(s) to learning.

Reading

70% of pupils at Bel Royal were assessed as Developing and above within their Year Group at the end of KS2. This compares to 89% across all schools.

Writing

63% of pupils at Bel Royal were assessed as Developing and above within their Year Group at the end of KS2. This compares to 86% across all schools.

Mathematics

72% of pupils at Bel Royal were assessed as Developing and above within their Year Group at the end of KS2. This compares to 86% across all schools.



The Jersey Primary Assessment Framework (JPAF) is used by all Government of Jersey primary schools to assess pupil attainment. Under the JPAF 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 from the Jersey Curriculum.

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.

Year 2 Attainment

Subject	% Secure and above	% Developing and above	% Emerging and above
Reading	76%	92%	96%
Writing	72%	92%	96%
Mathematics	84%	96%	96%

Year 6 Attainment

Subject	% Secure and above	% Developing and above	% Emerging and above
Reading	56%	70%	88%
Writing	40%	63%	86%
Mathematics	44%	72%	84%