

## **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 (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 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 Government of Jersey schools (non-fee paying and fee-paying) and non-maintained schools, but exclude pupils in special schools. Attendance rates for Jersey are calculated across Government of Jersey schools only, both non-fee paying and fee-paying.

### **Pupil numbers - Characteristics**

Pupil numbers reflect pupils in Nursery to Year 6 recorded in the January 2021 school census.

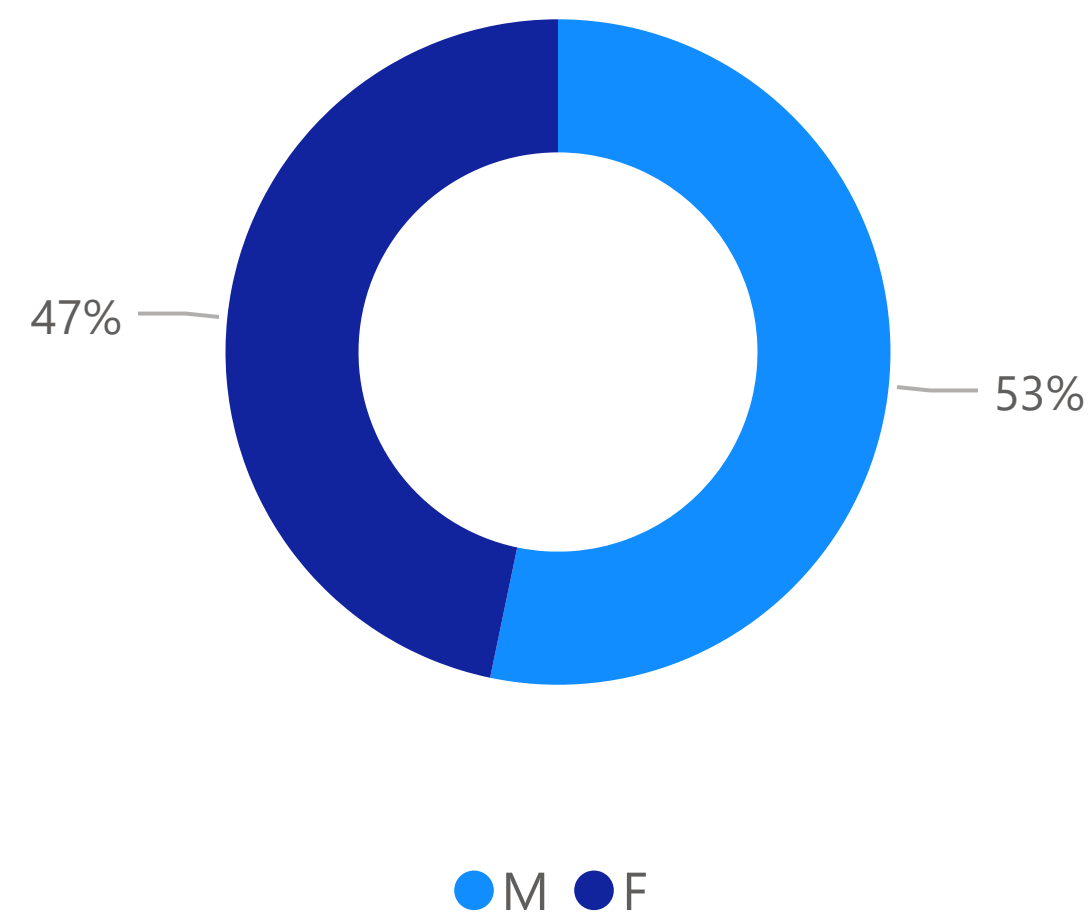
Bel Royal  
School

Sonia Burton  
Head Teacher

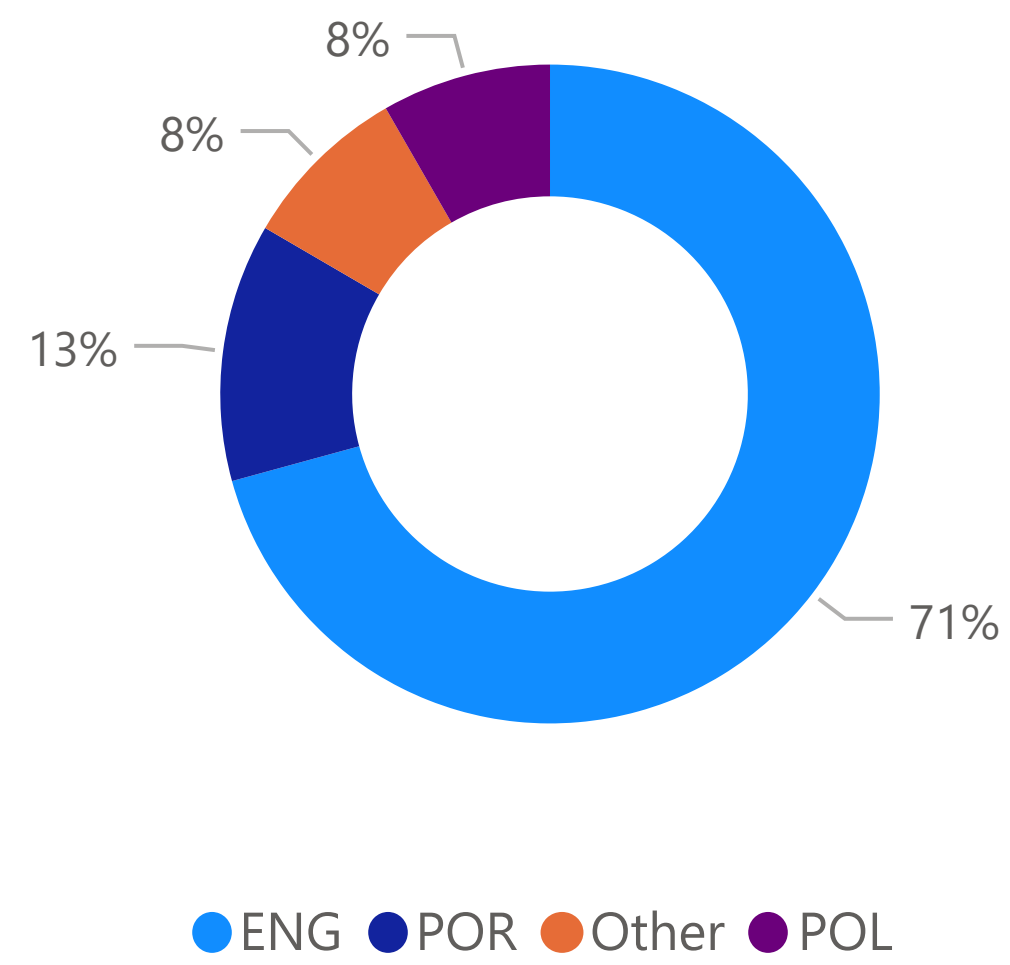
# 229

Pupils At School

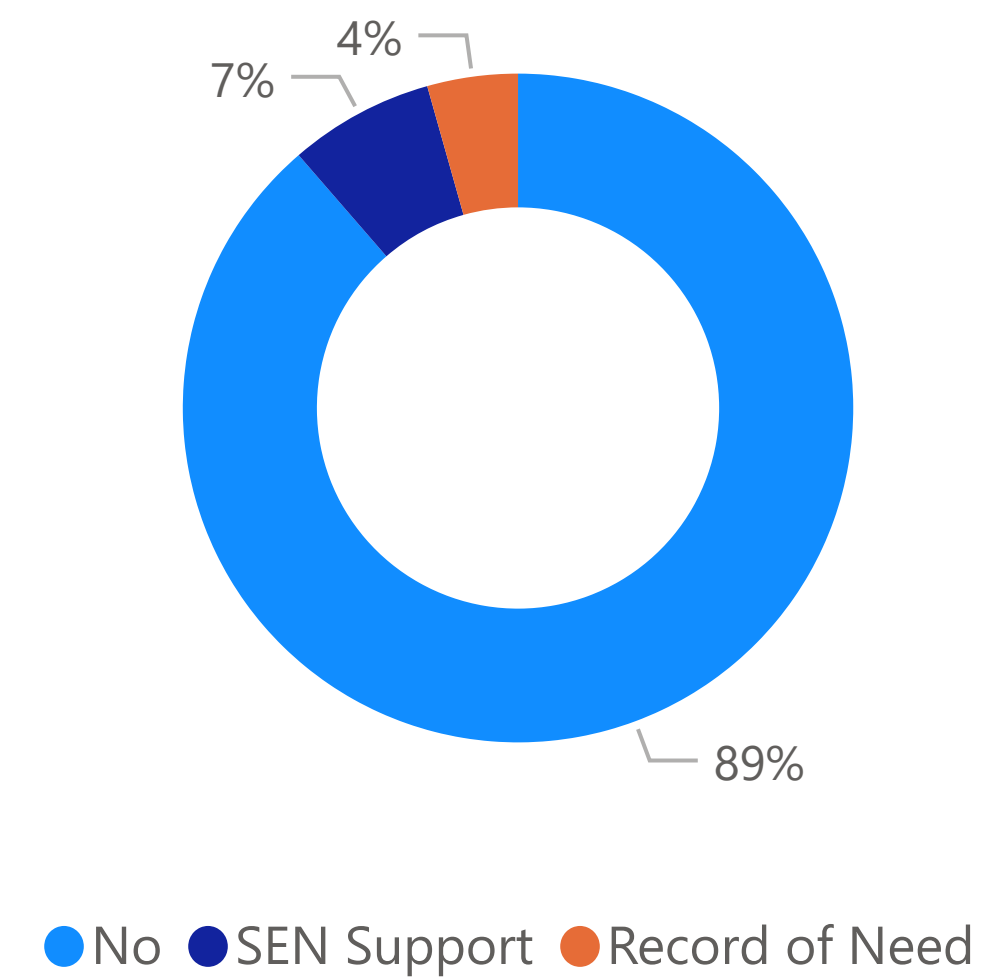
### Gender



### First Language



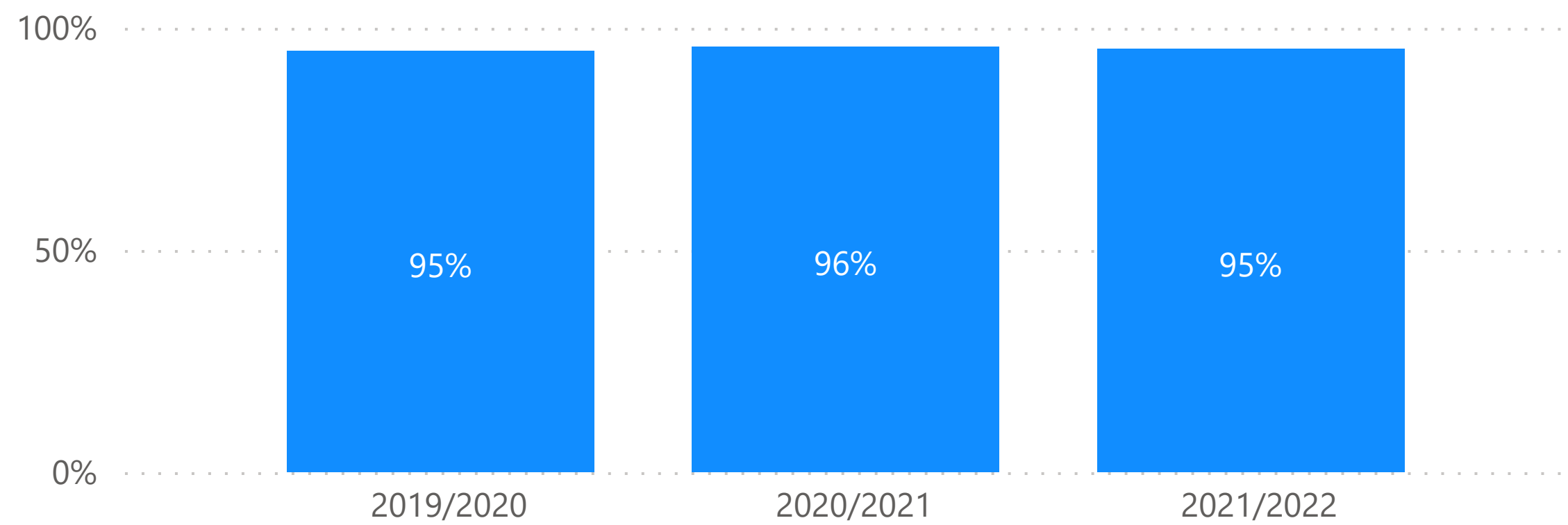
### Special Educational Need



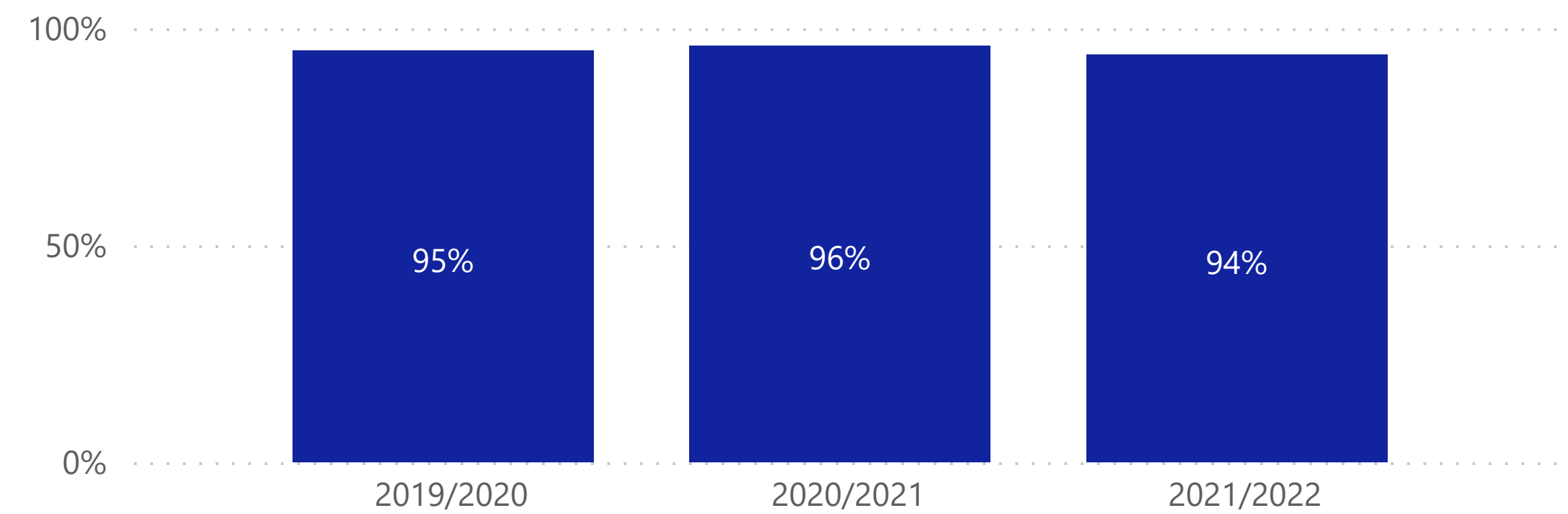
Attendance measures represent the percentage of all available sessions that were attended by pupils (there are two sessions available in each school day: am and pm). The overall attendance rate represents the percentage of sessions attended by all pupils in the school. The data does not include pupils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

Please note: School attendance rates have been adjusted to account for the impact of the pandemic (school closures, isolating and shielding).

### School Attendance Rate



### Jersey Attendance Rate



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 (SEN), or other significant barrier(s) to learning.

### Reading

**88%** of pupils at Bel Royal were assessed as Developing or Secure within their Year Group at the end of KS1. This compares to **88%** across all schools

### Writing

**88%** 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

**88%** 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

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 (SEN), or other significant barrier(s) to learning.

### Reading

**93%** 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

**96%** of pupils at Bel Royal were assessed as Developing or Secure within their Year Group at the end of KS2. This compares to **86%** across all schools

### Mathematics

**96%** of pupils at Bel Royal were assessed as Developing or Secure 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			
Name	% Secure	% Developing Or Above	% Emerging Or Above
Mathematics	69%	88%	92%
Reading	58%	88%	88%
Writing	31%	88%	88%

Year 6			
Name	% Secure	% Developing Or above	% Emerging Or Above
Mathematics	74%	96%	96%
Reading	89%	93%	96%
Writing	74%	96%	96%