

Primary School Website Report 2018

La Moye
Head Teacher – John Baudains



353
pupils at school



Achievement at La Moye Primary School in 2018

Our school focuses on the progress and achievement of all children. We measure achievement in the same way as schools across Jersey. Since the introduction of the new curriculum in Jersey, the way we 'grade' children's attainment across Jersey is different from schools in the UK.

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. In our year groups, each child represents about 2.5% of our data. The school has a smaller percentage of children with Special Educational Needs (SEN) and English as an Additional Language (EAL) than average in Jersey schools. This can mean that percentage data for EAL and SEN children can be misleading as it may refer to only one or two children. Our Jersey Premium percentage in 2018 was 25% which is broadly average for Jersey schools.

The school has high levels of attendance, at just over 96% in 2018. This is above CYPES targets and in line with the average for Jersey schools.

In July 2018, standards of attainment at the end of Key Stage 1 continue to be above Jersey averages in writing and maths. Attainment in reading was slightly below this average, and as a result during 2018 the school introduced a new approach to the teaching of reading in order to further raise attainment. At the end of Key Stage 2, standards of attainment were above Jersey averages in all areas.

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Pupil characteristics

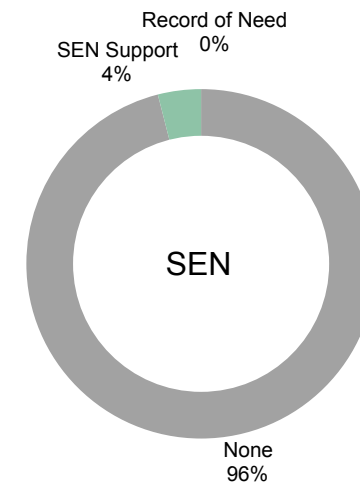
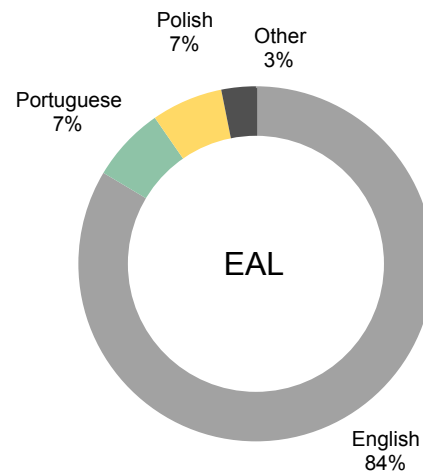
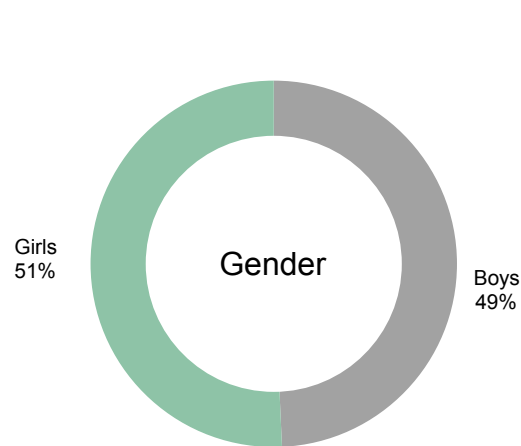
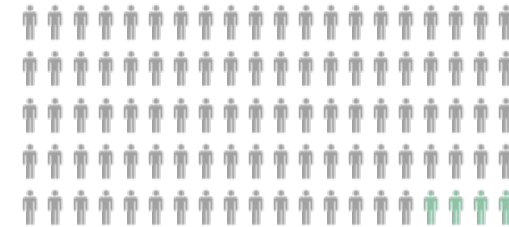
% boys/girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)





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



85% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **89%** across all schools.

Writing



81% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **80%** across all schools.

Mathematics



90% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS1.
This compares to **85%** across all schools.



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



87% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **85%** across all schools.

Writing



89% of pupils at La Moye were assessed as Developing or Secure within their year group at the end of KS2.
This compares to **84%** across all schools.

Mathematics



87% of pupils at La Moye 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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Attainment summary

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.

Year Group	Measure	Reading	Writing	Mathematics
2	Percentage Secure	58	62	67
	Percentage Developing or above	85	81	90
	Percentage Emerging or above	92	100	98
6	Percentage Secure	53	44	44
	Percentage Developing or above	87	89	87
	Percentage Emerging or above	96	96	91

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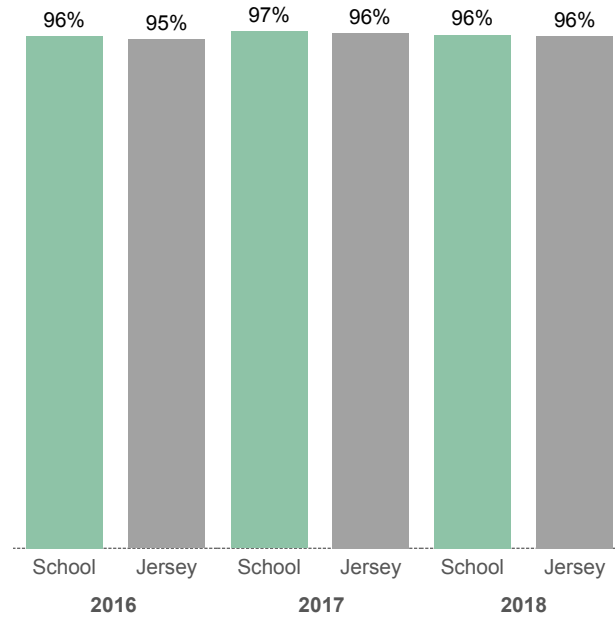


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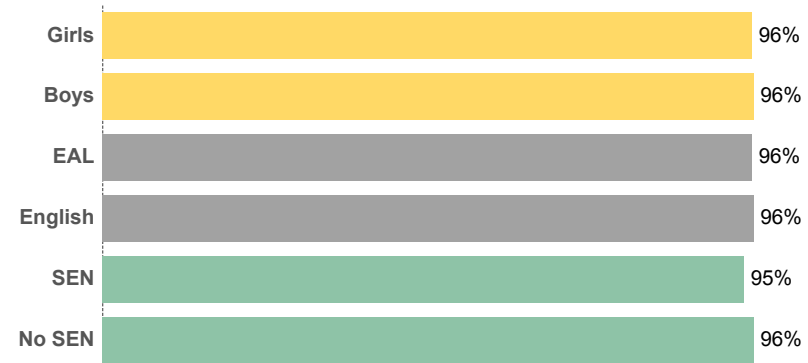


Attendance

Attendance rate



Attendance rate by pupil characteristics 2017/18 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 2018 school census.