

Achievement at Mont Nicolle Primary School in 2016

Mont Nicolle School's ethos is described by our Core Values of Care, Believe and Succeed and this underpins everything that we do. We are passionate about learning and have high aspirations for all, grounded in a caring and supportive community. We value every child as an individual and work hard to help them make the best possible progress with all aspects of their development and learning. We are a Rights Respecting School and promote equality and diversity through our focus on 'No Outsiders'.

The school is situated in St. Brelade serving a catchment from Les Quennevais to St. Aubin. We are a non-selective, inclusive school with a comprehensive intake. We have grown significantly over the past three years and currently have 267 learners on roll. We are a single-form entry school, which means we have one class per year, but we currently have double classes in Year 1 and Year 3. We also have a purpose-built 30 place Nursery.

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 single class year groups, each child represents about 4% of our data, in our double class year groups, each child represents about 2%. The school has a smaller percentage of children with Special Educational Needs (SEN), Jersey Premium (JP) and English as an Additional Language (EAL) than average in Jersey schools. This can mean that percentage data for JP, EAL and SEN children can be misleading as it may refer to only one or two children.

The context of our school

Raising standards in writing and maths continues to be a major focus for the school. This year the school has introduced a new maths approach, Maths-No Problem, which is based on Singapore maths teaching and is tried and tested with excellent results in the UK. This year we have also introduced a new creative curriculum where learning is organised into topics designed to engage children and to make learning even more meaningful. The school continues to ensure all children's learning is monitored and tracked to ensure they make the best possible process.

Standards of both attainment and progress continue to improve across the school and tracker forecasts continue to indicate increasing numbers of children are working at age-related expectations or beyond this, working at greater depth. The increased levels of challenge in the new curriculum in maths and English mean that our expectations for children's attainment are higher than ever. We have set ourselves high expectations about the number of children working at age-related expectations. The school is working to develop the progress and attainment for JP and SEN children in particular, and to ensure boys attain and progress as well as girls.

Our Key Stage 1 attainment data is broadly in line with Jersey averages. In July 2015 our KS1 results were higher than Jersey averages in all areas. In July 2016, our Key Stage 1 results were higher than Jersey averages in reading and writing, significantly so in reading. In maths in 2016, we were in line with Jersey averages. Some of our historical data (before 2013), especially at the end of Key Stage 1, is not as reliable as more recent data because this pre-dates our current tracking, internal and external moderations systems. This accounts for the seemingly higher percentages of attainment at Level 2 2011-2013.

This issue, of some inaccuracy in historical end of Key Stage 1 data, also impacted on our seemingly below Island averages for progress in Key Stage 2 writing and mathematics due to the way the data is measured. Since September 2012, we have been carefully monitoring progress for all children, and average rates of progress have been improving and are at least in line with National Expectations, and ahead of this in reading.

Our Key Stage 2 attainment data in reading, writing and maths has improved since 2011, reading by 15 percentage points, writing by 7 percentage points, and mathematics by 4 percentage points. In reading, we are now above Island averages. In 2016, our data was in line or above Jersey averages for children, although this data represents the first set of data in the new curriculum and so needs to be treated cautiously.

Historically in Key Stage 1, girls outperform boys, especially so in writing. EAL children do less well than non-EAL children in all areas, and significantly so in writing. Children with Special Educational Needs (SEN), do less well than non-SEN children in all areas, but again most significantly in writing. More recently, EAL and SEN children have been closing the gap, especially so in reading.

Key Stage 2 progress data shows that girls outperform boys, more so in writing, and less so in reading and maths. EAL children actually outperform non-EAL children in reading, are fairly close in maths, but are behind in writing. SEN children also outperform non-SEN children in reading, but do less well in maths and writing.

Historically our Key Stage 2 attainment data shows that girls outperform boys in all areas. There is no difference between EAL and non-EAL children in maths, and in reading EAL children actually outperform non-EAL peers. In writing, EAL children however, do less well than non-EAL children. SEN children did considerably less well than their peers in all areas, although the difference is less marked in reading. Recent data shows that girls continue to outperform boys, but EAL children are closing the gap in all areas. SEN children still attain less well.

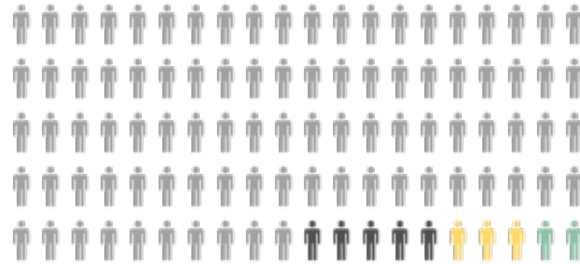


Pupil characteristics

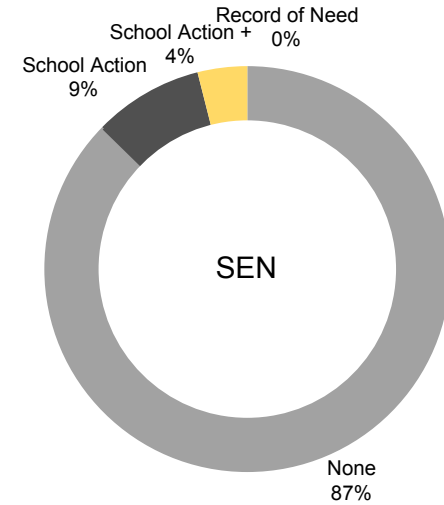
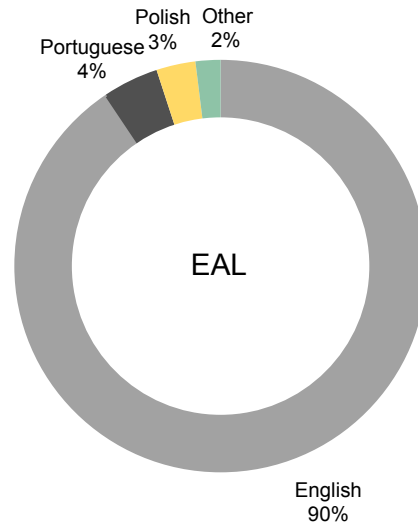
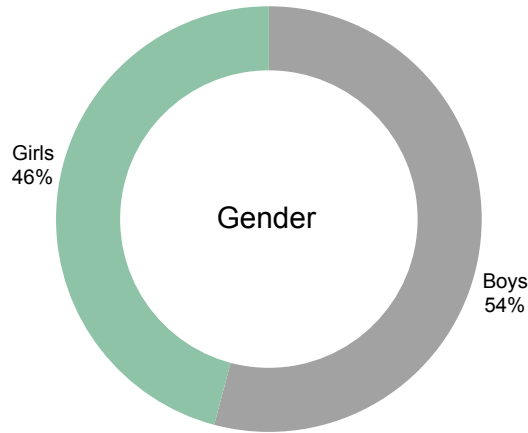
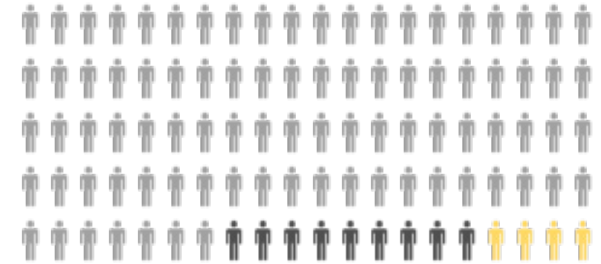
% girls



% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)

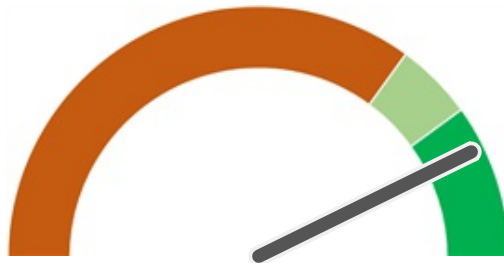




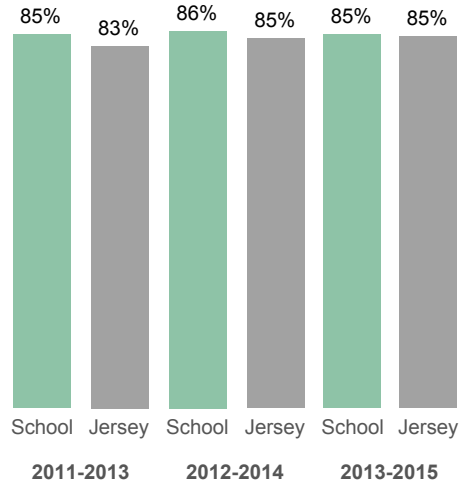
Key Stage 1 attainment

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.

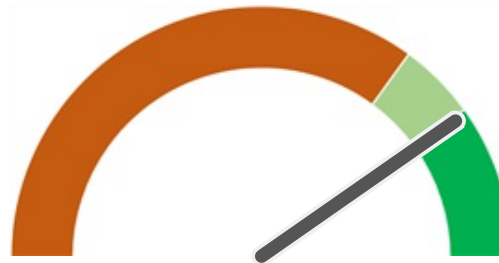
Reading



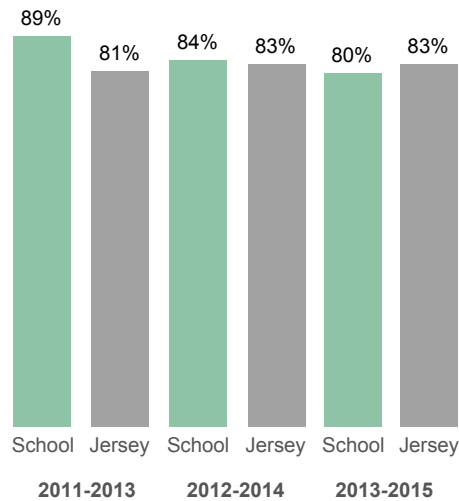
% of pupils attaining a level 2 or above in reading



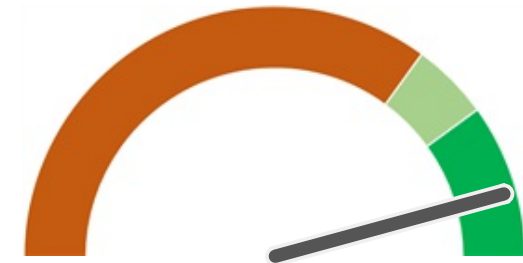
Writing



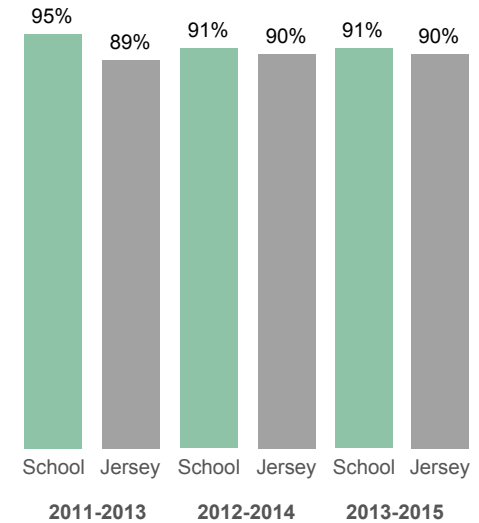
% of pupils attaining a level 2 or above in writing



Mathematics



% of pupils attaining a level 2 or above in mathematics

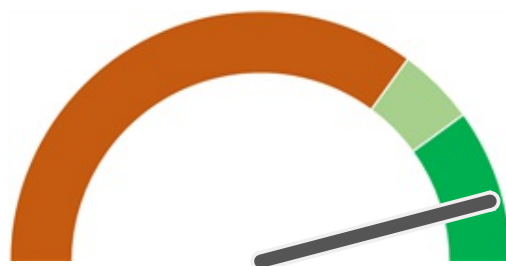




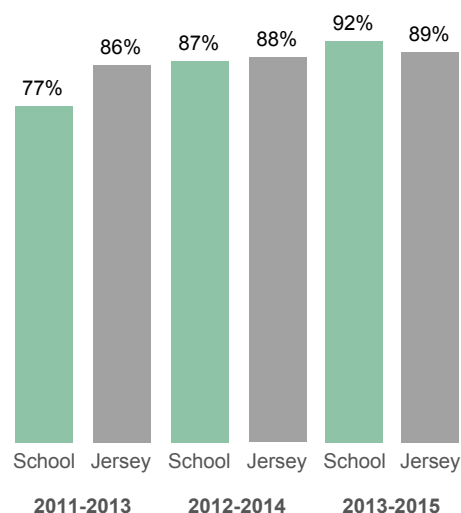
Key Stage 2 attainment

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.

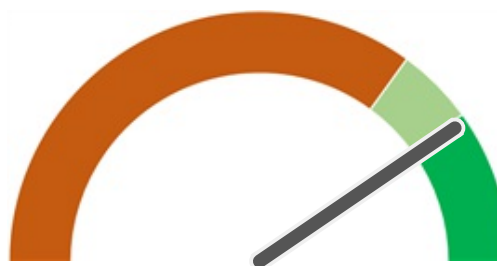
Reading



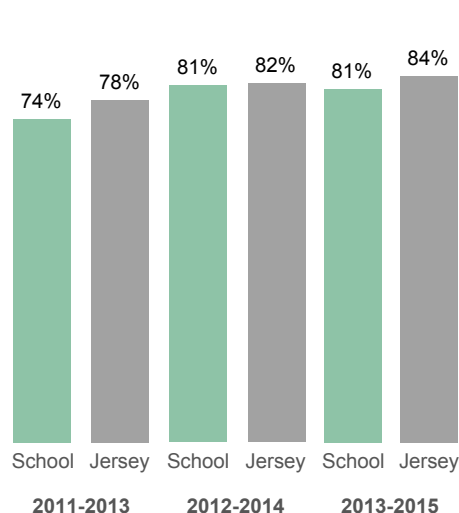
% of pupils attaining a level 4 or above in reading



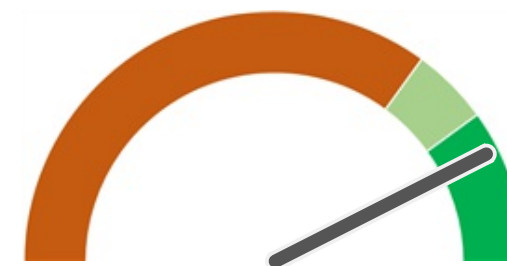
Writing



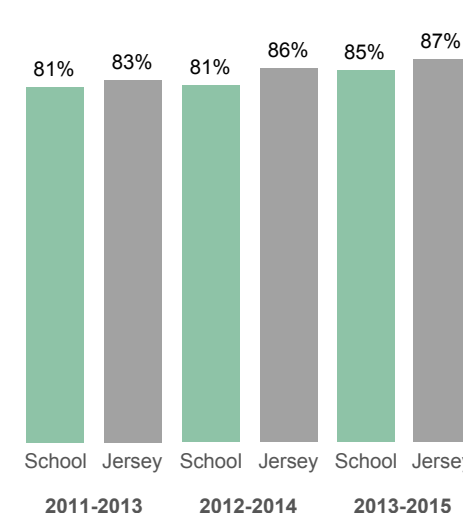
% of pupils attaining a level 4 or above in writing



Mathematics



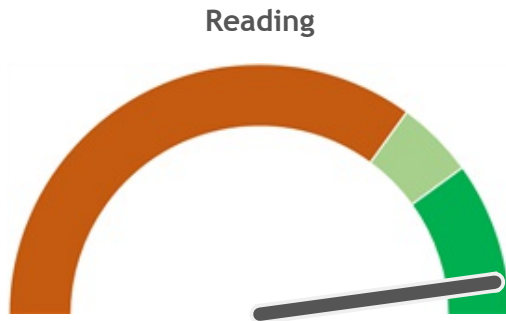
% of pupils attaining a level 4 or above in mathematics



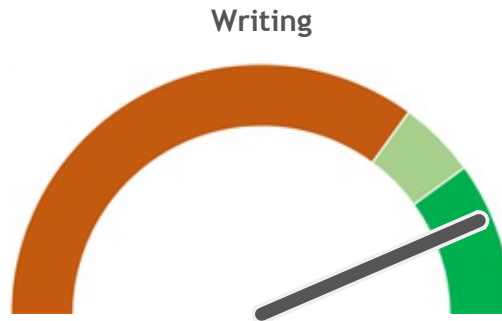
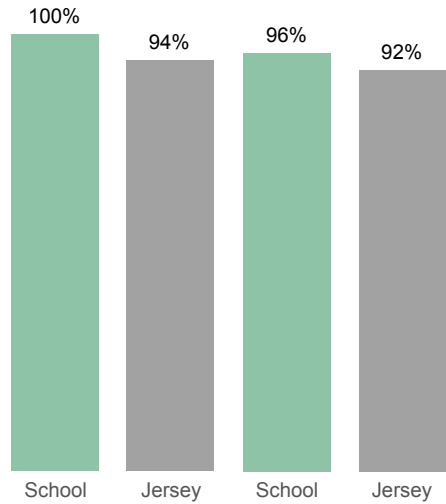


Key Stage 2 progress

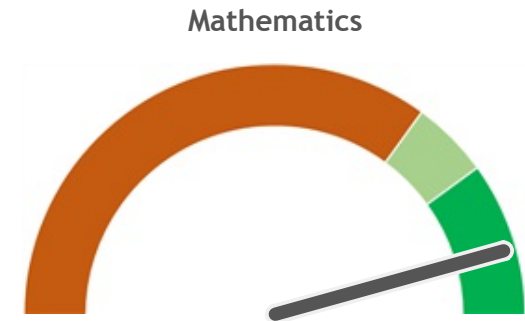
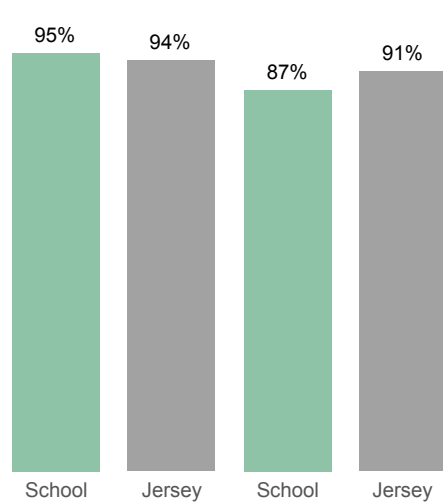
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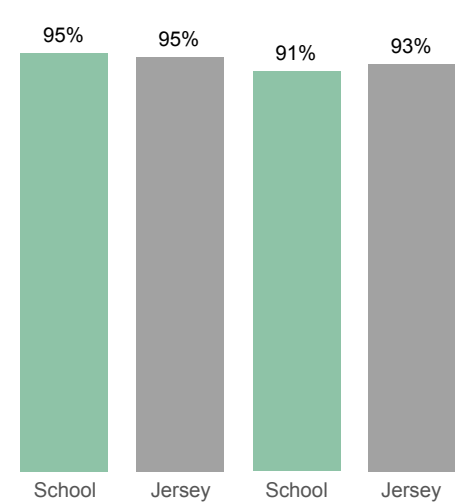
% of pupils making expected progress in reading



% of pupils making expected progress in writing



% of pupils making expected progress in mathematics



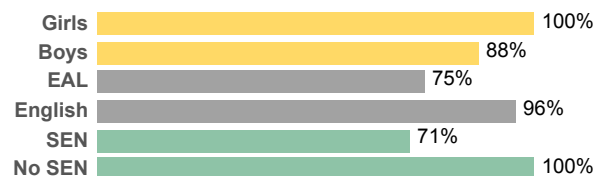


Results by pupil characteristics

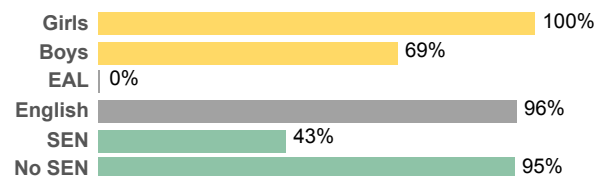
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KS1 attainment – % of pupils attaining a level 2 or above

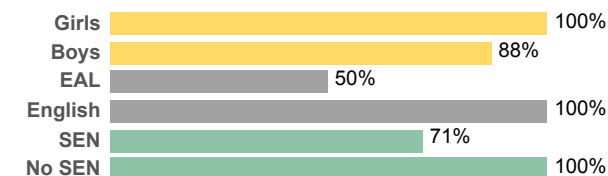
Reading



Writing

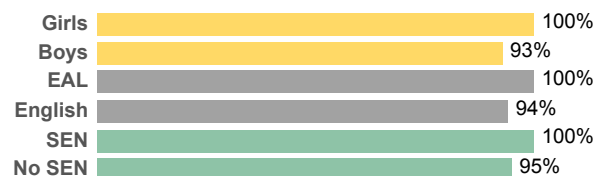


Mathematics

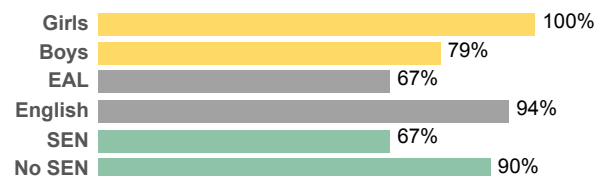


KS2 progress – % of pupils making expected progress

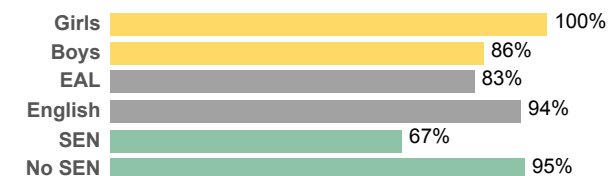
Reading



Writing

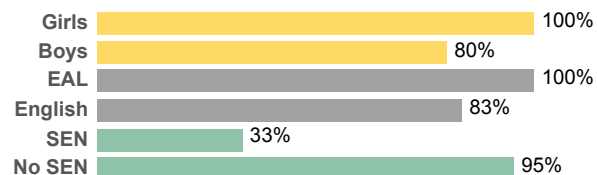


Mathematics

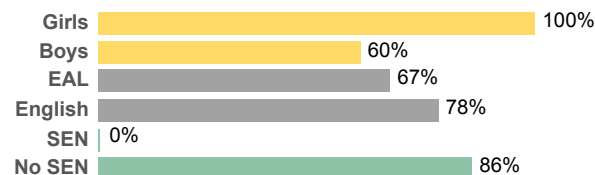


KS2 attainment – % of pupils attaining a level 4 or above

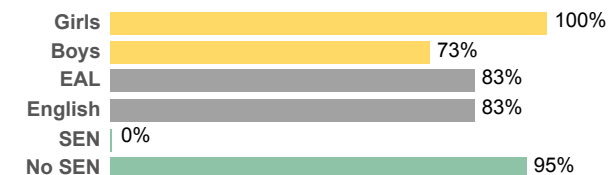
Reading



Writing



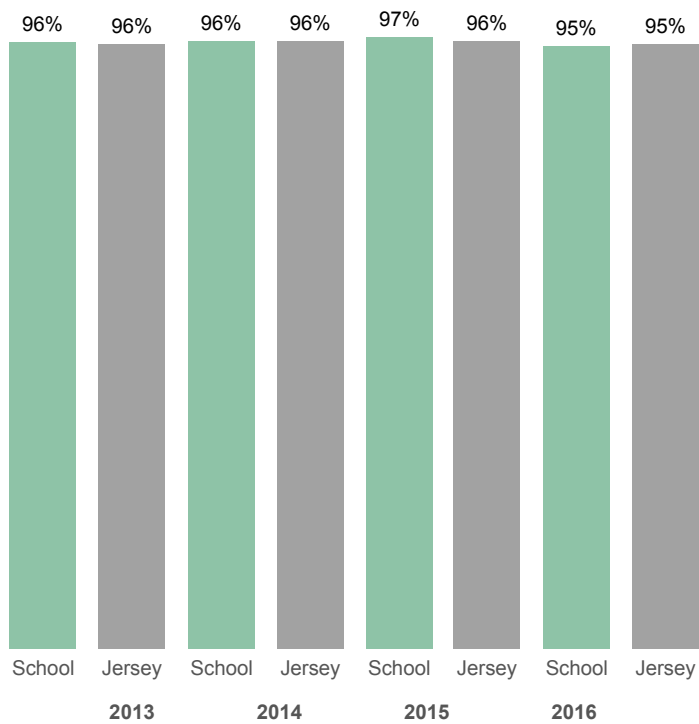
Mathematics



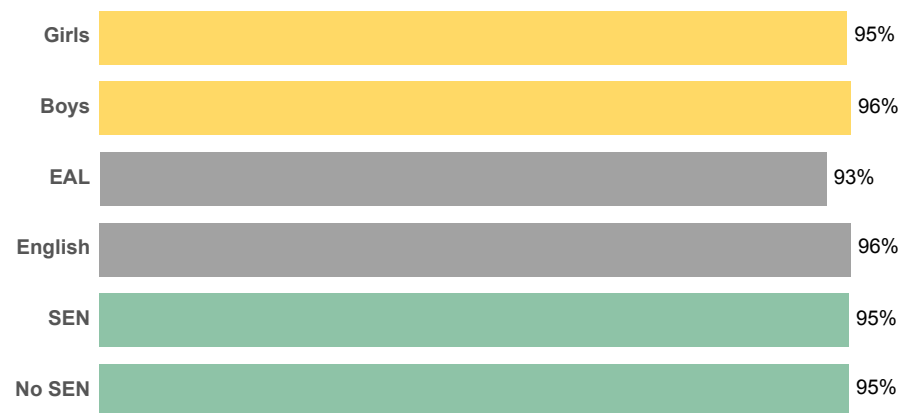


Attendance

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%.