



Achievement at Mont Nicolle Primary School in 2017

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 2 and Year 4. We also have a purpose-built 30 place Nursery.

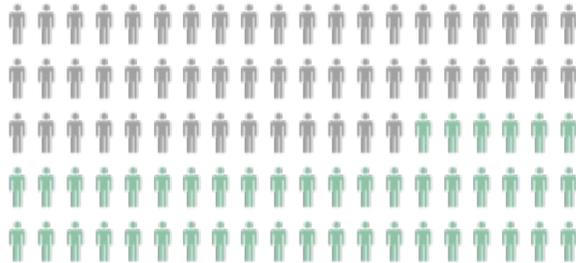
Our school focuses on the progress and achievement of all children. We measure achievement in the same way as schools across Jersey. Since the introduction of the new curriculum in Jersey, the way we 'grade' children's attainment across Jersey is different from schools in the UK. Pupils' achievement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

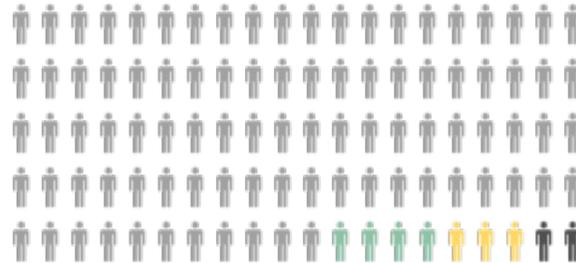


Pupil characteristics

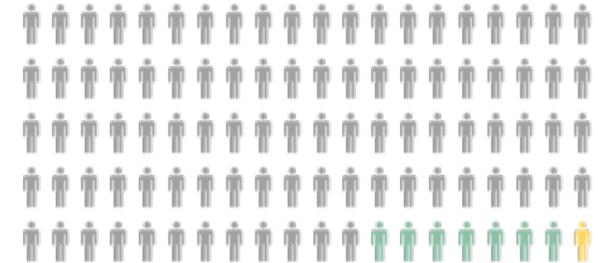
% boys/girls



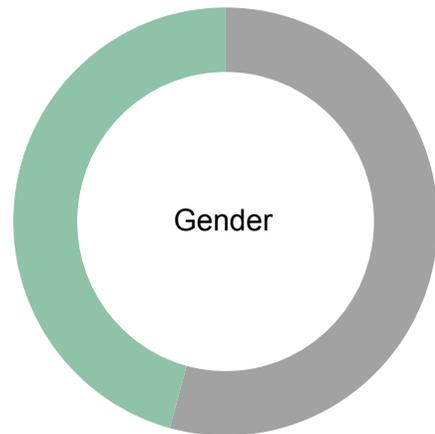
% English as an Additional Language (EAL)



% with Special Educational Needs (SEN)

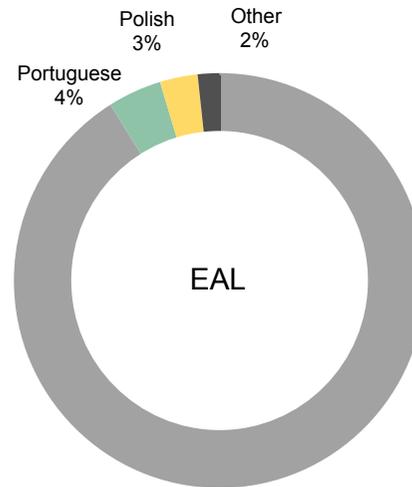


Girls
46%



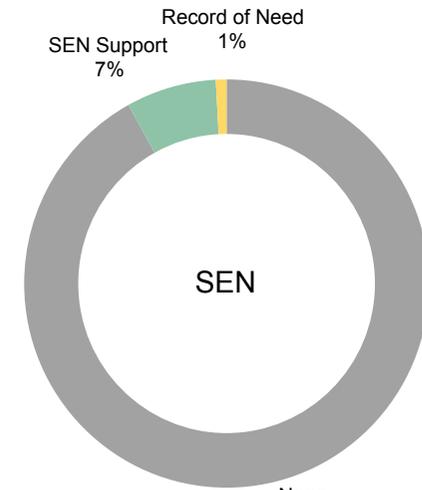
Gender

Boys
54%



EAL

English
91%



SEN

None
92%



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



100% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS1. This compares to **82%** across all schools.

Writing



89% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS1. This compares to **77%** across all schools.

Mathematics



100% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS1. This compares to **83%** 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



78% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS2. This compares to **78%** across all schools.

Writing



78% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS2. This compares to **70%** across all schools.

Mathematics

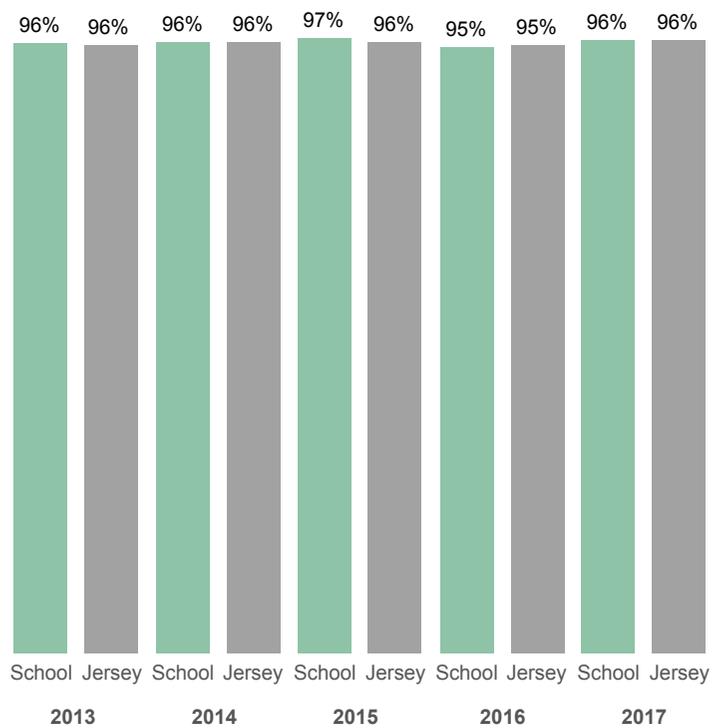


74% of pupils at Mont Nicolle were assessed as Developing or Secure within their year group at the end of KS2. This compares to **75%** across all schools.



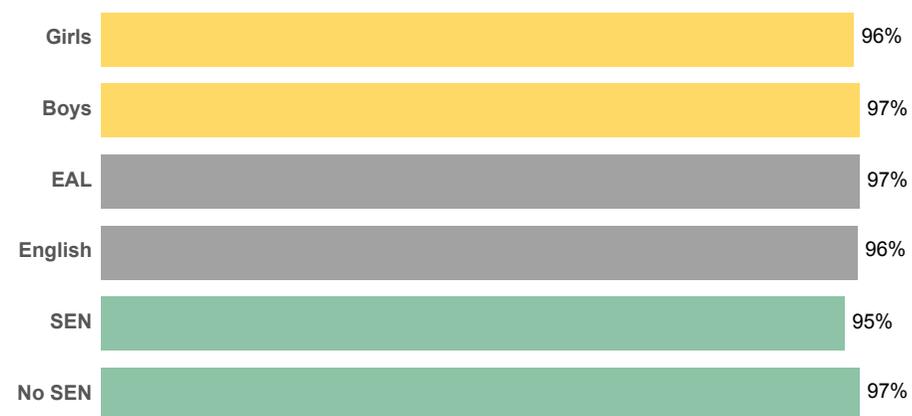
Attendance

Attendance rate



Attendance rate by pupil characteristics

2016/17 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 2017 school census.