

# School Annual Report 2015

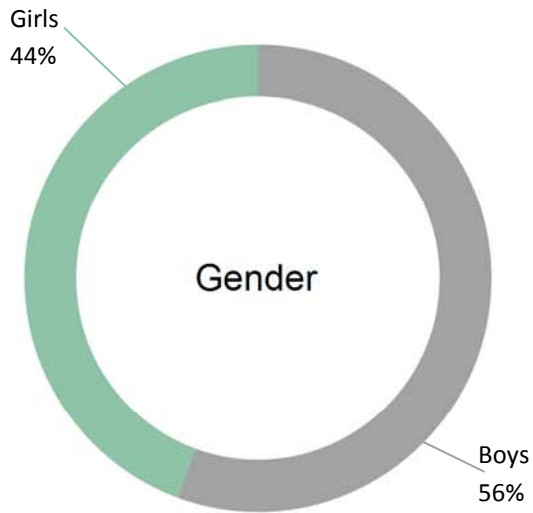
Les Quennevais  
Head Teacher – Sarah Hague



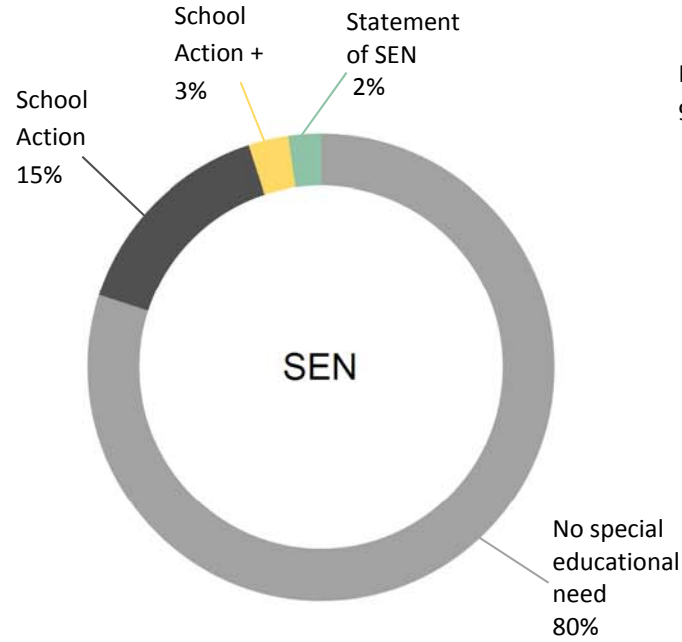
704  
pupils at school



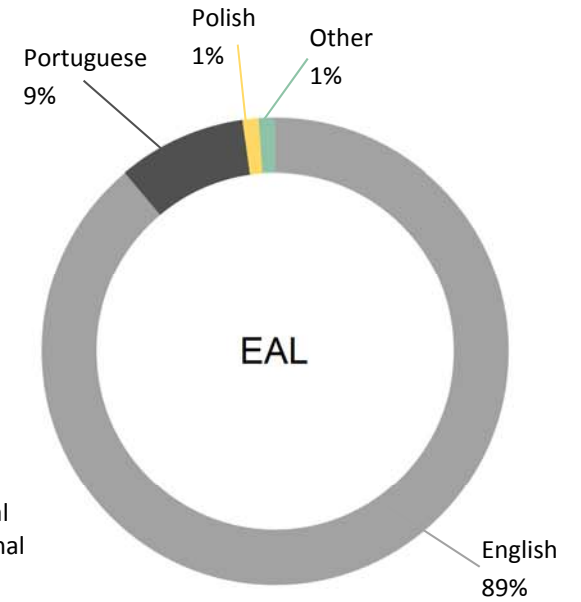
% boys/girls



% with Special Educational Needs (SEN)

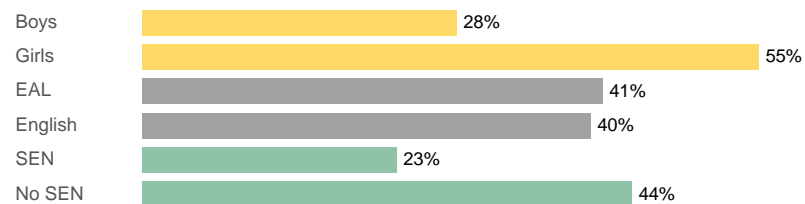


% English as an Additional Language (EAL)



## PUPIL CHARACTERISTICS

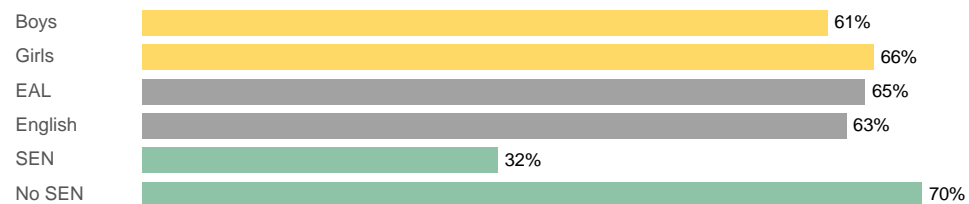
### % of pupils making expected progress in English



**40%**

of all pupils at the school  
made expected progress  
in English

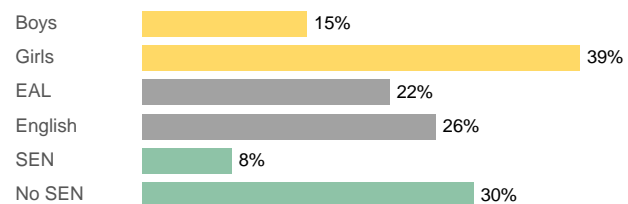
### % of pupils making expected progress in mathematics



**63%**

of all pupils at the school  
made expected progress  
in mathematics

### % of pupils achieving 5+ A\*-C grades including English and mathematics



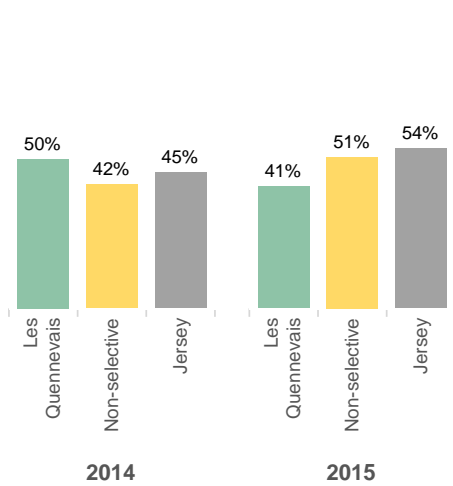
**26%**

of all pupils at the school  
achieved 5+ A\* - C grades  
including English and  
mathematics

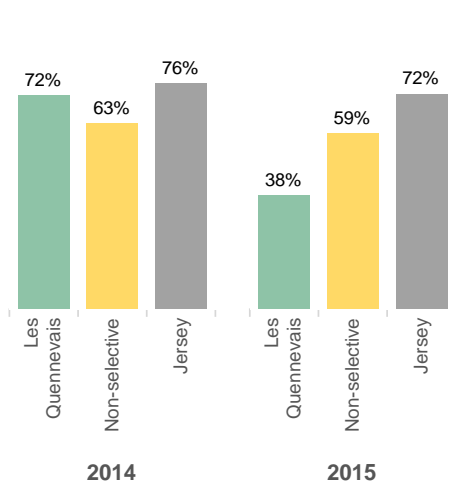
# KS4 PROGRESS

% of pupils making expected progress in English by prior attainment band

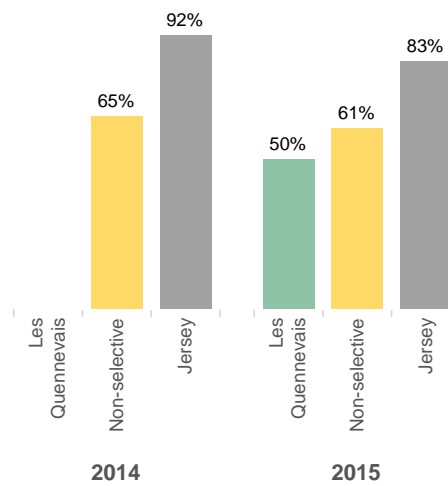
## Low attainers



## Middle attainers



## High attainers

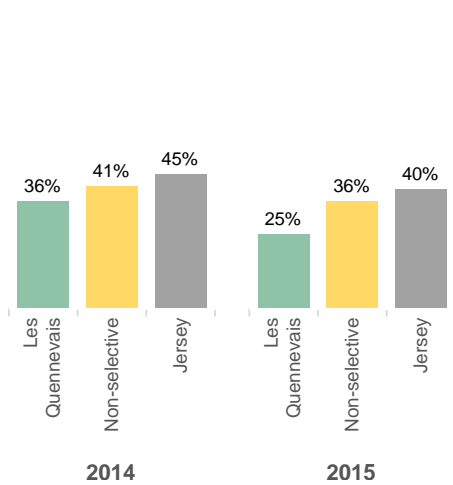


**40%**

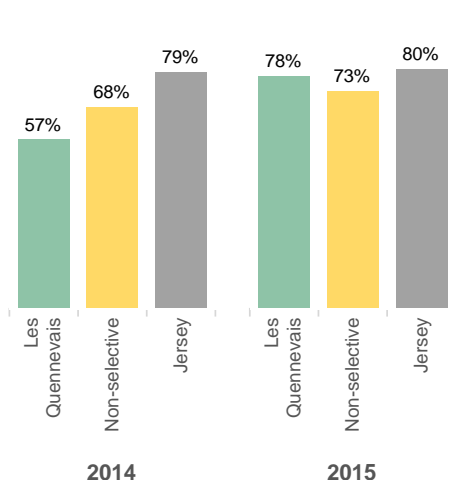
of all pupils at the school made expected progress in English

% of pupils making expected progress in mathematics by prior attainment band

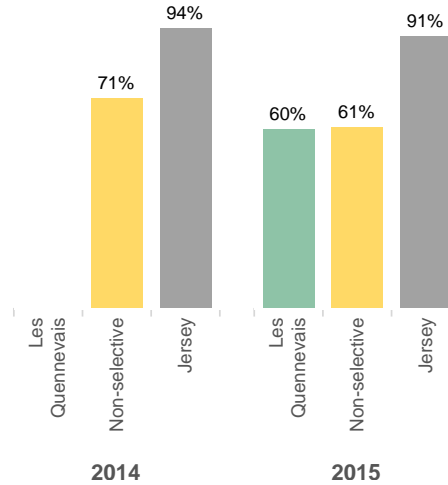
## Low attainers



## Middle attainers



## High attainers



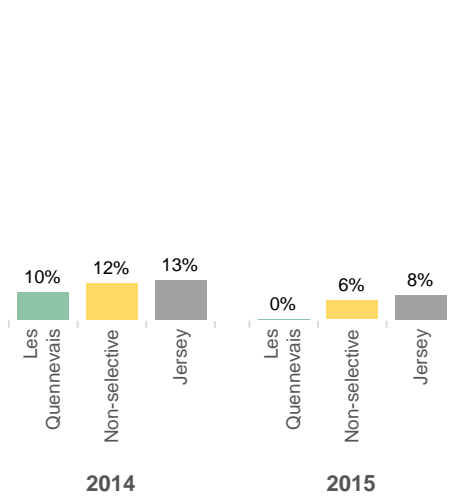
**63%**

of all pupils at the school made expected progress in mathematics

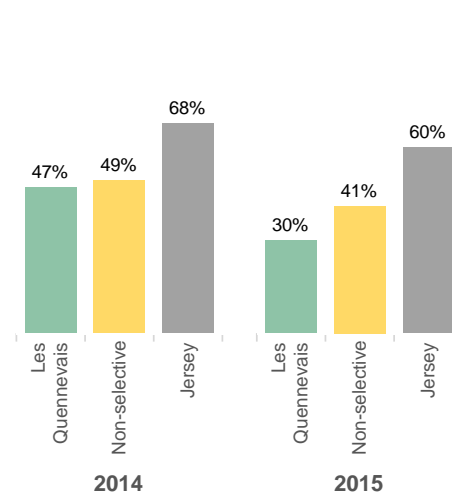
# KS4 ATTAINMENT

% of pupils achieving 5+ A\*-C grades including English and mathematics by prior attainment band

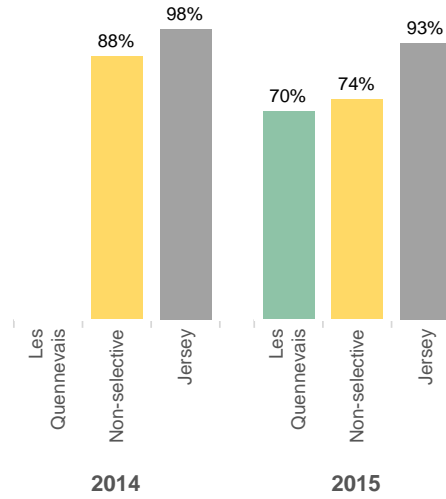
## Low attainers



## Middle attainers



## High attainers

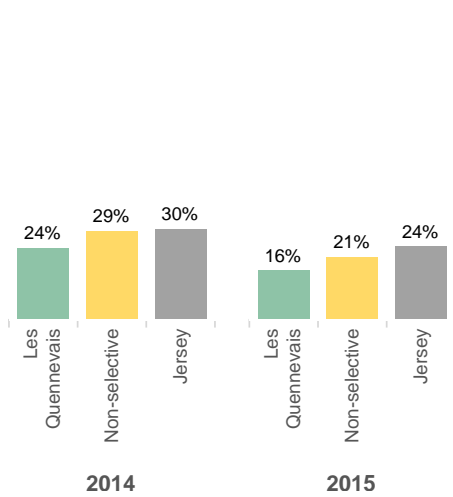


**26%**

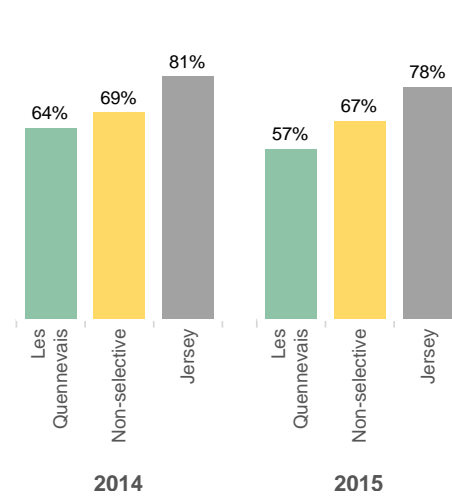
of all pupils at the school achieved 5+ A\*- C grades including English and mathematics

% of pupils achieving 5+ A\*-C grades in any subjects by prior attainment band

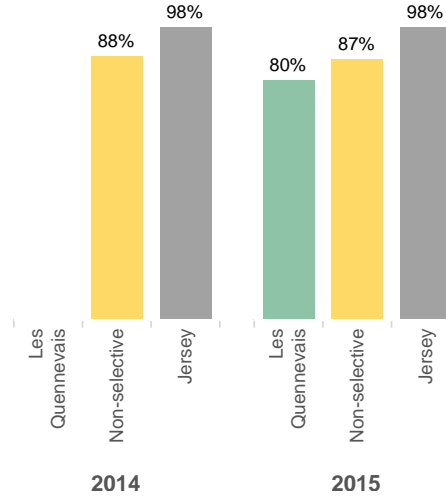
## Low attainers



## Middle attainers



## High attainers

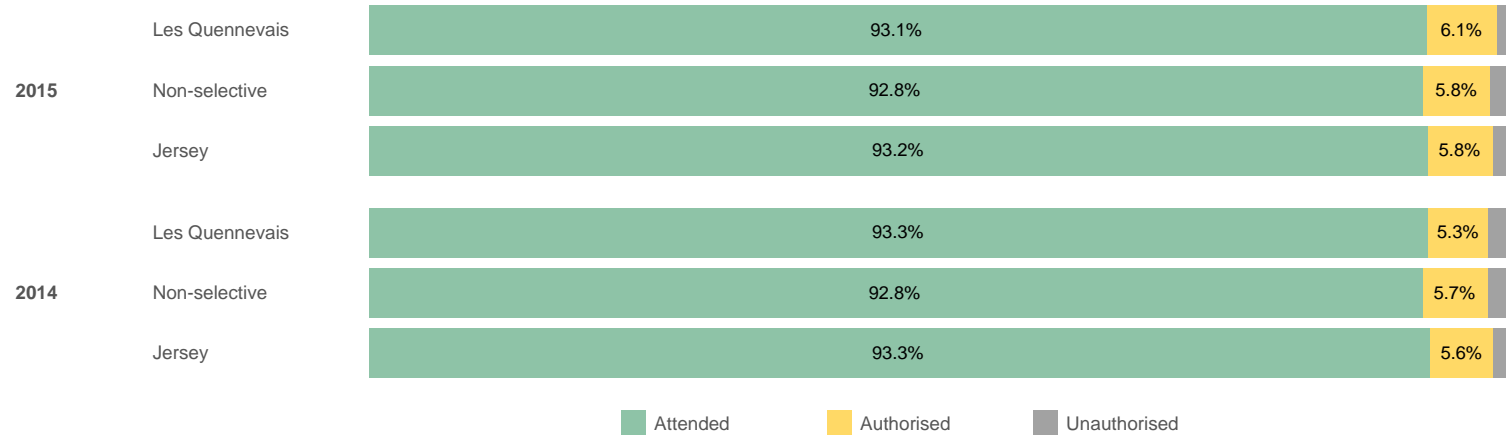


**50%**

of all pupils at the school achieved 5+ A\*- C grades in any subjects

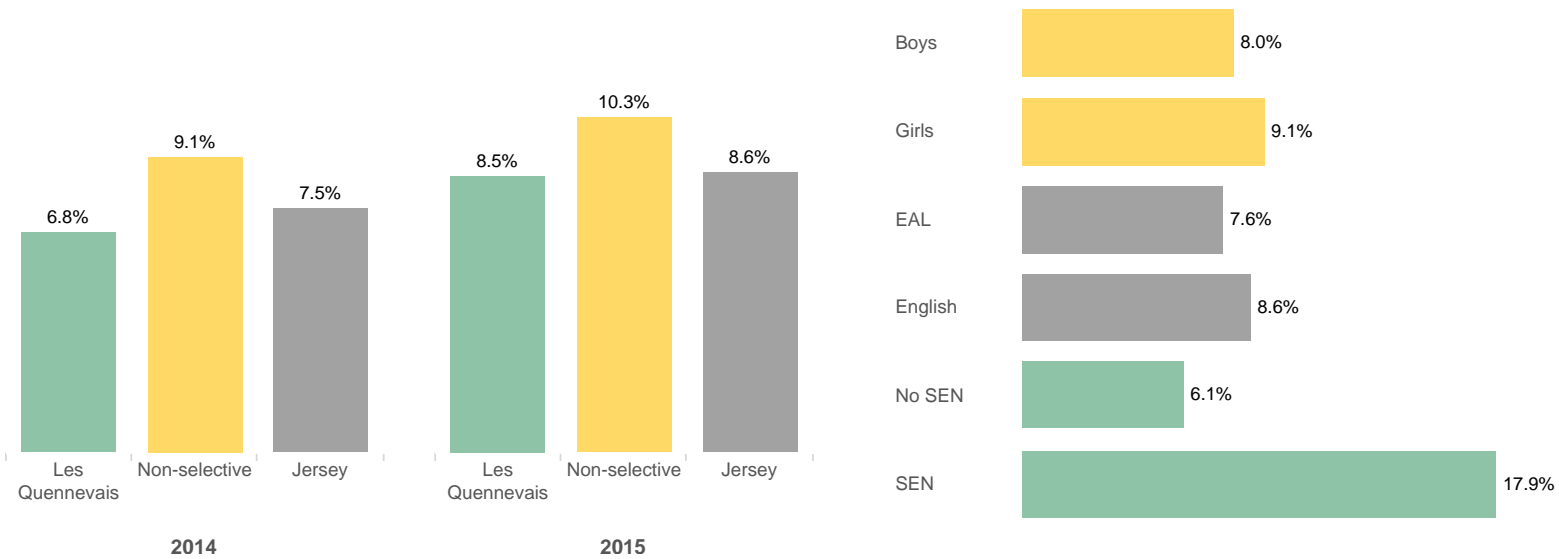
# ATTENDANCE

Attendance, absence and unauthorised absence



**93.1%**  
of all sessions were  
attended by pupils at  
the school

Persistent absentee rate — % of pupils absent for more than 15% of all available sessions



**8.5%**  
of pupils at the school  
were absent for more  
than 15% of all  
available sessions

## Explanatory notes

### Prior Attainment Bands

Pupils are categorised into prior attainment bands based on their performance in moderated teacher assessments at the end of Key Stage 2 (end of primary school). When a pupil reaches 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. At the end of Key Stage 2, it is expected that most pupils will attain a level 4 (age related expectation) or above.

- **Low attainers:** Includes pupils assessed as working below a Level 4 at the end of Key Stage 2
- **Middle attainers:** Includes pupils assessed as working at a Level 4 at the end of Key Stage 2
- **High attainers:** Includes pupils assessed as working above a Level 4 at the end of Key Stage 2

\*Key Stage 2 Levels are calculated as an average of levels assigned in English, maths and science, where all subjects have an equal weight.

### Expected Progress at Key Stage 4

Expected progress at Key Stage 4 reflects the percentage of pupils that make the expected amount of progress between the end of Key Stage 2 and the end of Key Stage 4 in English and mathematics. To calculate expected progress, pupils' attainment in moderated teacher assessments made at the end of Key Stage 2 is compared to their attainment in GCSE and equivalent qualifications at the end of Key Stage 4.

Progress measures are built on the principle that pupils who are working at a level 4 (i.e. age-expected attainment) at the end of Key Stage 2 in a particular subject should attain a grade C or higher at GCSE in that subject. A pupil who is assessed as working at a level 5 (i.e. above age-expected attainment) at the end of Key Stage 2 is expected to attain a B or higher at GCSE.

### Attainment at Key Stage 4

Indicators of attainment at Key Stage 4 such as 'the percentage of pupils attaining 5+ grades at A\* to C in GCSE or equivalent examinations' have been analysed according to best practice methodology (U.K. Department for Education). In 2014, two major methodological reforms were implemented in England to reflect the outcomes of Professor Alison Wolf's Review of Vocational Education recommendations and an early entry policy to only count a pupil's first attempt in a qualification. These reforms impact on the way that GCSE and equivalent examinations are analysed in England today and the results that are produced accordingly. However to compare performance in Jersey in 2015 with that in previous years, '2013 methodology' (pre methodological reforms) has been employed.

To be counted as attaining an A\* to C grade in English and mathematics a pupil must;

#### *English*

achieve an A\* to C grade in GCSE English **or**

enter both English language and English literature GCSEs, achieving an A\* to C grade in English language and an A\* to G grade or U in English literature

#### *Mathematics*

achieve an A\* to C grade in GCSE mathematics **or**

achieve an A\* to C grade in GCSE additional mathematics **or**

enter both GCSE applications of mathematics and GCSE methods in mathematics and achieve A\* to C in either

### **Attainment at Key Stage 5**

The average point score (APS) per entry is currently one of the main headline measures for Key Stage 5 performance in England and will be the only key performance indicator to feature in U.K. performance tables in 2016.

The average point score (APS) per A level entry is calculated by dividing the total number of points achieved by pupils reaching the end of Key Stage 5 in A level, AS level and Applied A and AS level qualifications by the total number of entries made.

The AAB measure represents the percentage of pupils from the A level cohort (pupils reaching the end of Key Stage 5) achieving grades AAB or better in A level or applied single/double award A level examinations.

### **Attendance**

Attendance and absence rates represent the percentage of all available sessions that were attended/missed by pupils (there are 2 sessions available in each school day; am and pm sessions) in years 7 to 11. To account for high levels of study leave and other authorised absences of pupils in year 11 in the second half of the summer term, all attendance and absence sessions relating to this period for this year group are removed prior to any analysis being undertaken and are not included in statistics.

The persistent absentee rate is calculated as the percentage of pupils who have missed 15 per cent or more of all possible sessions across the academic year through authorised or unauthorised absence. This equates to 56 or more sessions of absence (either authorised or unauthorised) for pupils aged 11 to 14 and 46 or more sessions of absence for pupils aged 15.

### **Pupil Numbers**

Pupil numbers reflect all pupils in year 7 to year 13 who were in attendance at the school at the time of the summer census (April 2015).

### **Pupil characteristics**

'Pupil characteristics' measures reflect the difference between the performance of various pupil groups; males and females, 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 latest year (2015). Historic data is not presented in this report due to the lack of availability of robust pupil characteristic information in previous years. Future editions of the report will show how performance gaps change over time.

### **Disclosure Control**

Prior attainment bands with fewer than 10 pupils have been omitted due to limited statistical reliability of results for small pupil groups and for the purposes of statistical disclosure control i.e. to prevent identification of individuals from the data and/or learning something new about them.

### **Measures for Jersey**

Measures of attainment, progress and attendance at the school level are compared to measures calculated for the relevant school sector and Jersey at a national level. Measures of attainment and progress for Jersey reflect all pupils in States non-fee paying schools, States fee-paying schools and non-maintained schools but NOT special schools. Attendance rates for Jersey represent States non-fee paying and States fee-paying schools only.