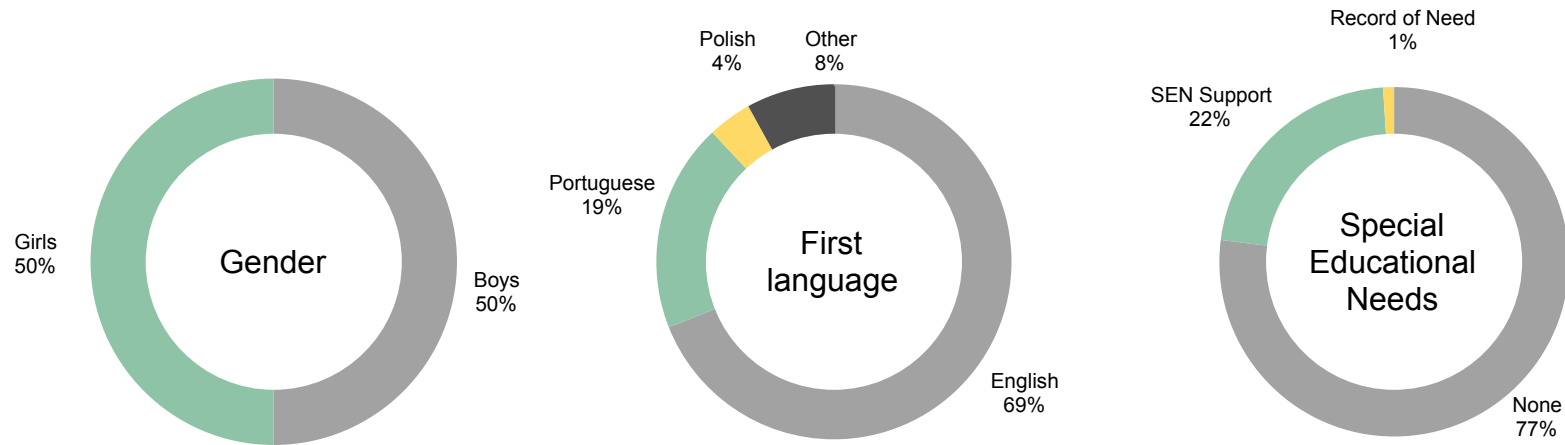


# Primary School Website Report 2019

Samarès  
Head Teacher – Mike McDermott

251  
pupils at school

## Pupil characteristics



# Primary School Website Report 2019

Samarès  
Head Teacher – Mike McDermott

251  
pupils at school

---

## 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



**93%** of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS1.  
This compares to **89%** across all schools.

### Writing



**90%** of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS1.  
This compares to **84%** across all schools.

### Mathematics



**93%** of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS1.  
This compares to **87%** across all schools.

# Primary School Website Report 2019

Samarès  
Head Teacher – Mike McDermott

251  
pupils at school

---

## 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



**90%** of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS2.  
This compares to **87%** across all schools.

### Writing



**85%** of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS2.  
This compares to **83%** across all schools.

### Mathematics



**85%** of pupils at Samarès were assessed as Developing or Secure within their year group at the end of KS2.  
This compares to **82%** across all schools.

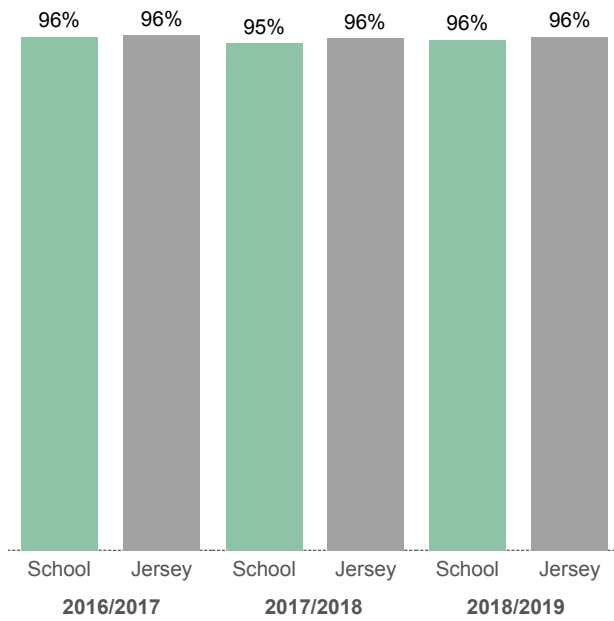
# Primary School Website Report 2019

Samarès  
Head Teacher – Mike McDermott

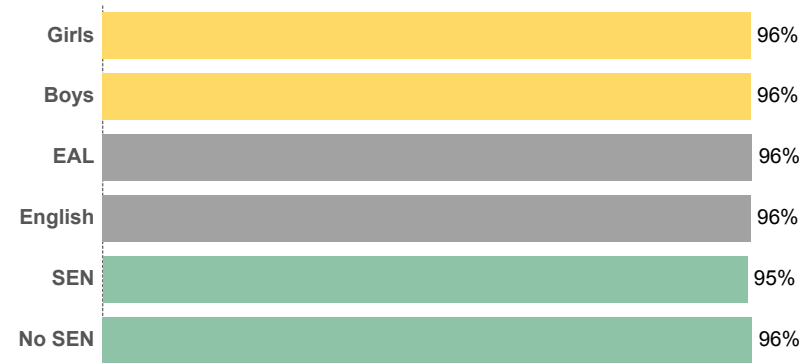
251  
pupils at school

## Attendance

### Attendance rate



### Attendance rate by pupil characteristics 2018/19 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 Government 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 Government schools only, both non-fee paying and fee-paying.

### Pupil numbers

Pupil numbers reflect pupils in Nursery to Year 6 recorded in the January 2019 school census.