

Explanatory notes

Attainment: JPAF Steps

The Jersey Primary Assessment Framework (JPAF) is used by all Government of Jersey primary schools to assess pupil attainment. Under the JPAF 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 from the Jersey Curriculum.

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 two 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. The data does not include pupils that are not of compulsory school age i.e. nursery.

Measures for Jersey

Measures of attainment and progress for Jersey reflect all pupils in all Government of Jersey schools (non-fee paying and fee-paying) and non-maintained schools, but exclude pupils in special schools. Attendance rates for Jersey are calculated across Government of Jersey schools only, both non-fee paying and fee-paying.

Pupil numbers - Characteristics

Pupil numbers reflect pupils in Nursery to Year 6 recorded in the January 2021 school census.

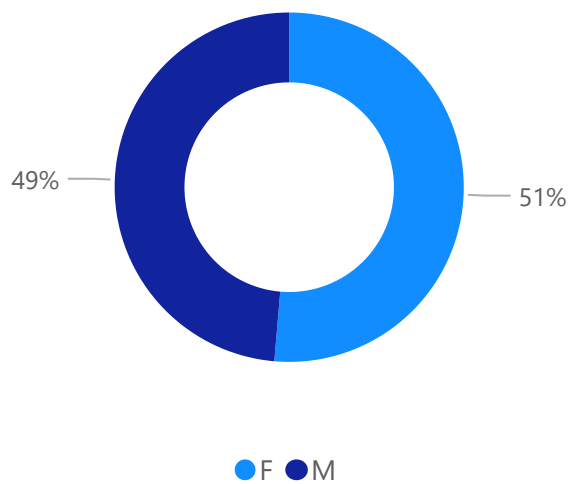
La Moye School

John Baudains
Head Teacher

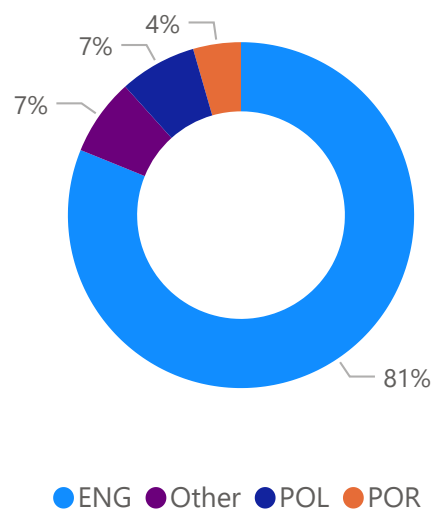
403

Pupils At School

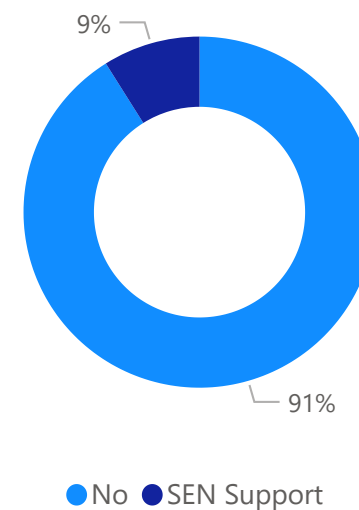
Gender



First Language



Special Educational Need



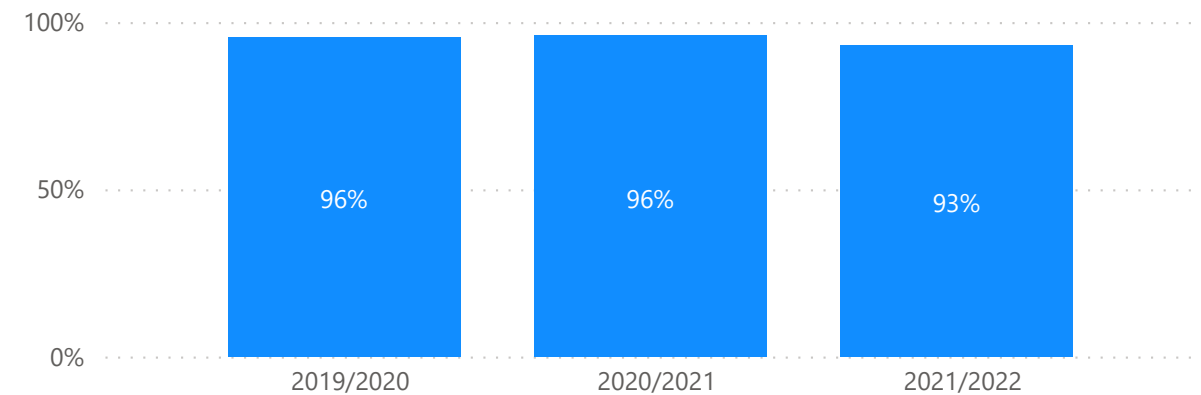
Primary School Website Report

Attendance

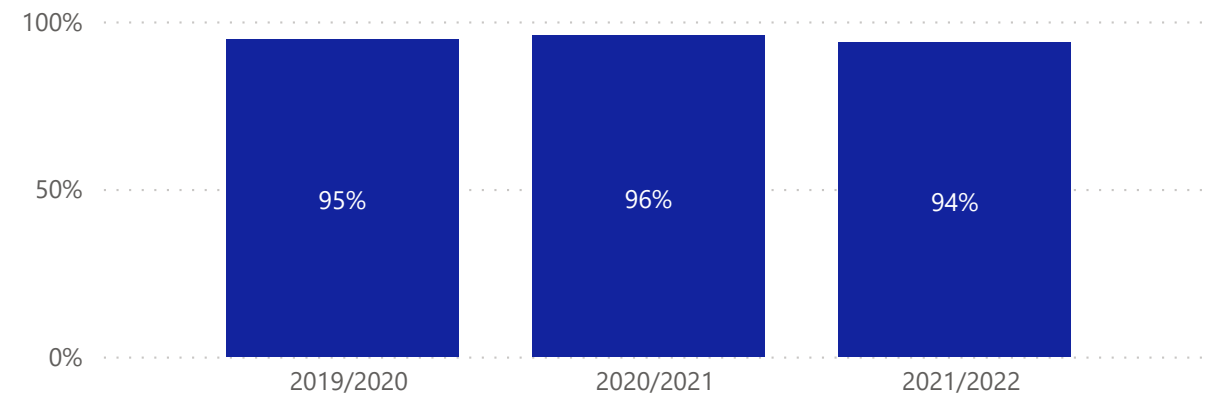
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Please note: School attendance rates have been adjusted to account for the impact of the pandemic (school closures, isolating and shielding).

School Attendance Rate



Jersey Attendance Rate



Under the JPAF, 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

98% of pupils at La Moye were assessed as Developing or Secure within their Year Group at the end of KS1. This compares to **88%** across all schools

Writing

91% of pupils at La Moye were assessed as Developing or Secure within their Year Group at the end of KS1. This compares to **84%** across all schools

Mathematics

98% of pupils at La Moye were assessed as Developing or Secure within their Year Group at the end of KS1. This compares to **87%** across all schools

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Reading

93% of pupils at La Moye were assessed as Developing or Secure within their Year Group at the end of KS2. This compares to **87%** across all schools

Writing

91% of pupils at La Moye were assessed as Developing or Secure within their Year Group at the end of KS2. This compares to **86%** across all schools

Mathematics

85% of pupils at La Moye were assessed as Developing or Secure within their Year Group at the end of KS2. This compares to **86%** across all schools

Primary School Website Report

Attainment Summary

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Year 2			
Name	% Secure	% Developing Or Above	% Emerging Or Above
Mathematics	77%	98%	100%
Reading	86%	98%	100%
Writing	71%	91%	100%

Year 6			
Name	% Secure	% Developing Or above	% Emerging Or Above
Mathematics	64%	85%	100%
Reading	82%	93%	98%
Writing	53%	91%	98%