

St Saviour's School is a one form entry primary school on the outskirts of town with a Nursery and a Communication Centre (the Haven) for pupils with social and communication difficulties (including autism). The school bases its vision on its core values of: Achieve, Respect and Co-operate, and its mission statement: Partners in Building a Future. The school prides itself on being an extremely inclusive environment that strives to meet the needs of all pupils. We also spend considerable time in developing our position at the heart of the community and maintain strong links with several local businesses.

At St Saviour's we focus on the achievement of all children. We measure pupils' achievement in the same way as schools across Jersey and the U.K. achievement. It 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.

School data for the last three years shows that standards overall are variable and improving. There are a number of factors that influence this, such as the small number of children in some year groups and the fact that year groups often vary considerably in ability levels. What is very clear from this information is that all pupils make extremely good progress. This means that pupils achieve their expected levels and many achieve higher than expected.

SCHOOL ANNUAL REPORT 2015

St. Saviour's Primary School
Head Teacher – Kirstie Williams



194
pupils at school

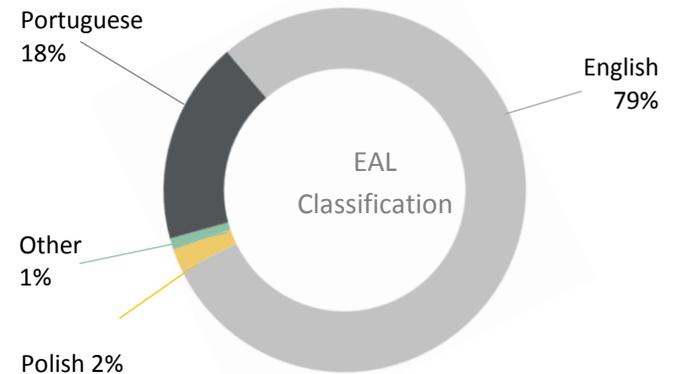
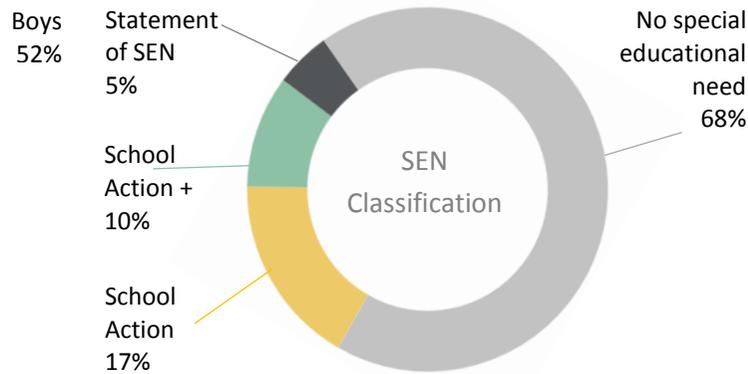
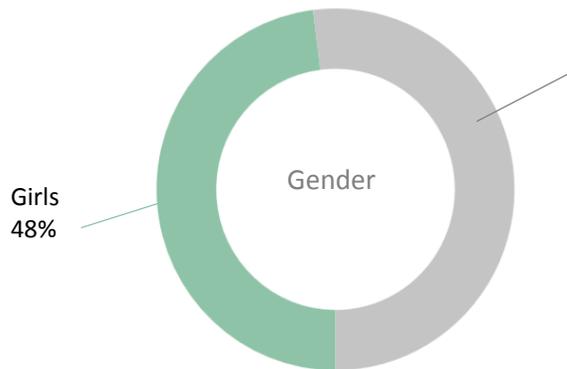
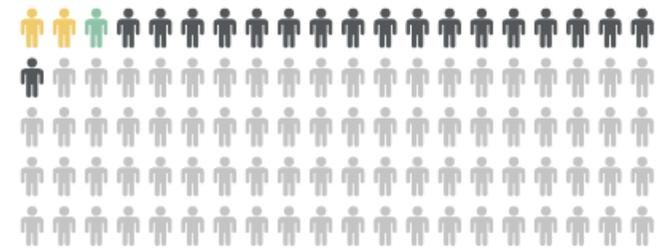
% of girls



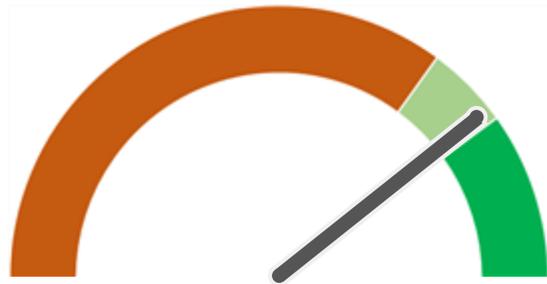
% of pupils with a Special Educational Need (SEN)



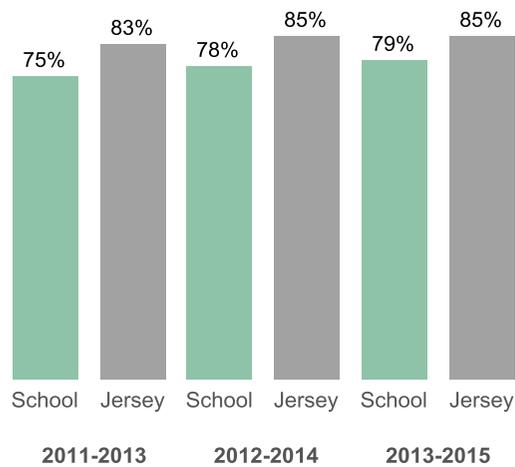
% of pupils who have English as an Additional Language (EAL)



Reading

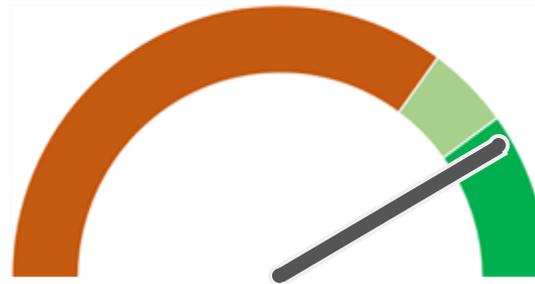


% of pupils attaining level 2 or above in reading

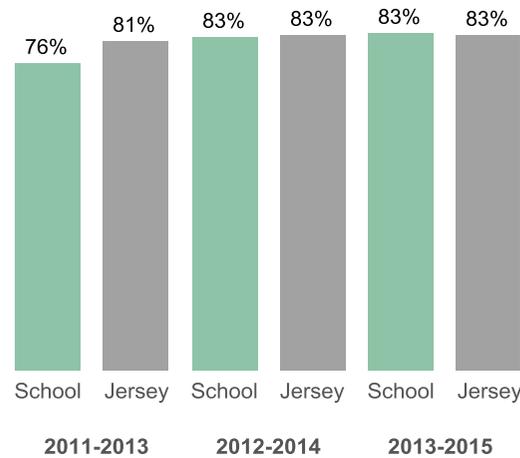


In 2013-2015, 79% of pupils attained a level 2 or above in KS1 teacher assessments in reading. This represents an increase of 1 percentage point compared to 2012-2014.

Writing

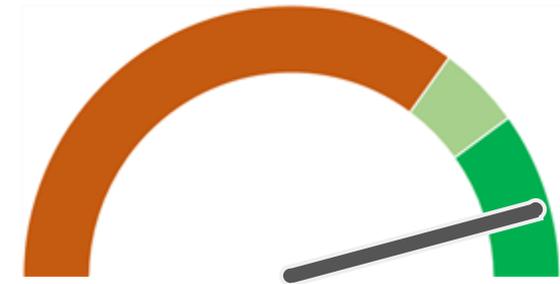


% of pupils attaining level 2 or above in writing

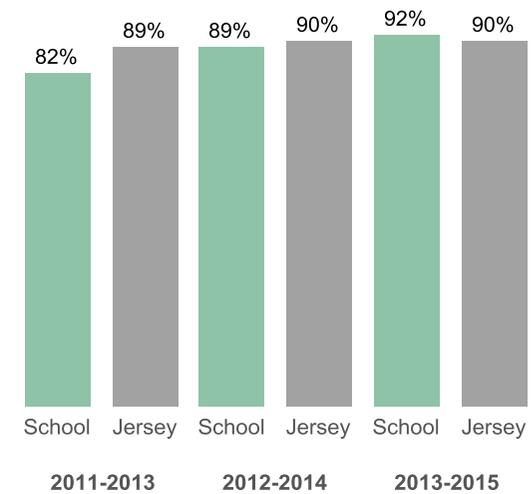


In 2013-2015, 82% of pupils attained a level 2 or above in KS1 teachers assessments in writing. This represents a decrease of 1 percentage point compared to 2012-2014.

Mathematics

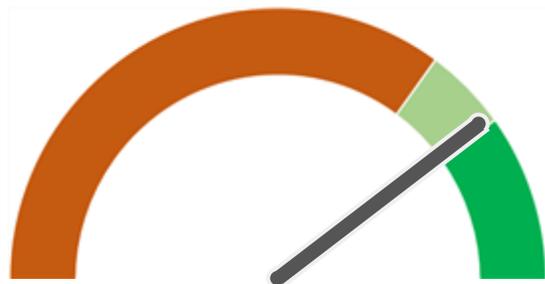


% of pupils attaining level 2 or above in mathematics

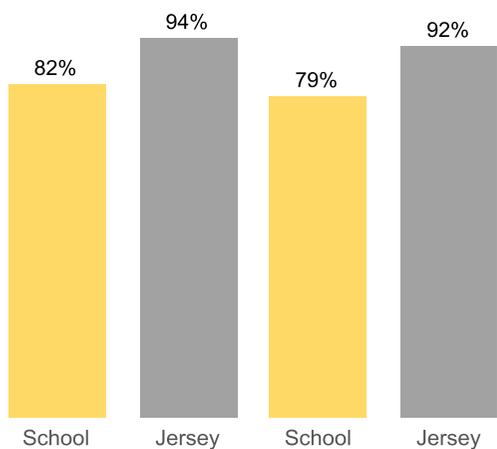


In 2013-2015, 92% of pupils attained a level 2 or above in KS1 teacher assessments in mathematics. This represents an increase of 3 percentage points compared to 2012-2014.

Reading



% of pupils making expected progress in reading

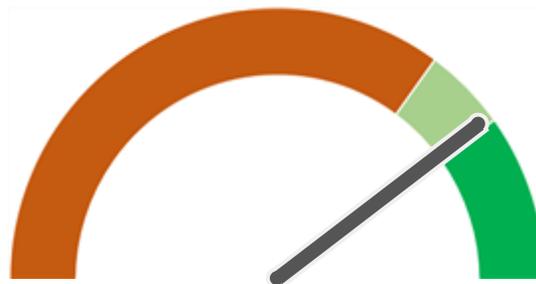


2014

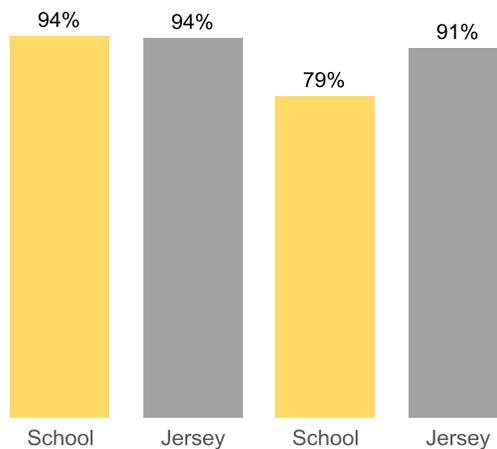
2015

In 2015, 79% of pupils made the expected amount of progress across KS2 in the subject of reading. This represents a decrease of 3 percentage points compared to 2014.

Writing



% of pupils making expected progress in writing

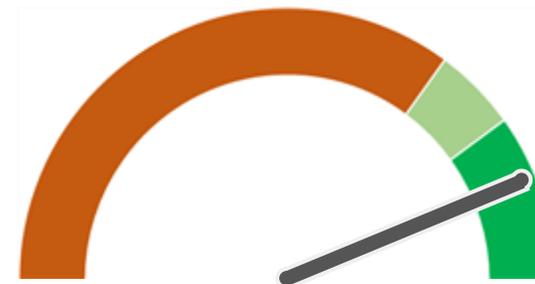


2014

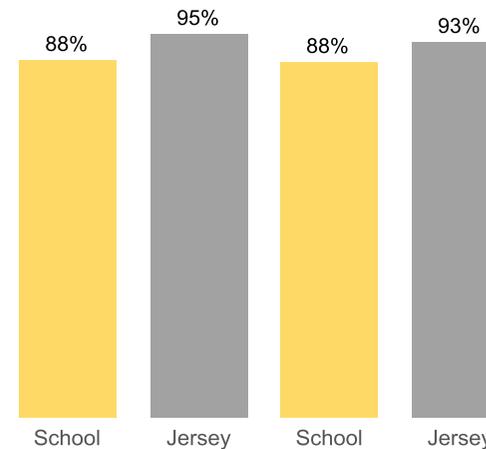
2015

In 2015, 79% of pupils made the expected amount of progress across KS2 in the subject of writing. This represents a decrease of 15 percentage points compared to 2014.

Mathematics



% of pupils making expected progress in mathematics



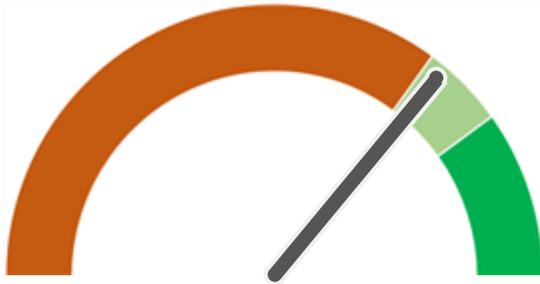
2014

2015

In 2015, 88% of pupils made the expected amount of progress across KS2 in the subject of mathematics. This reflects no change from 2014.

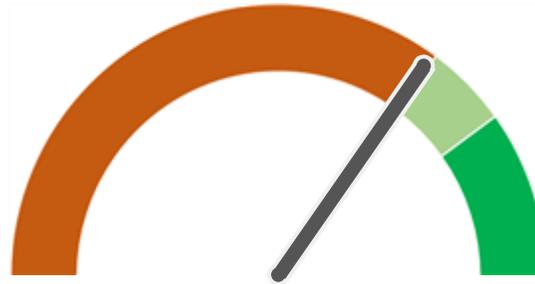
KS2 ATTAINMENT – Data reflects 3-year rolling averages

Reading



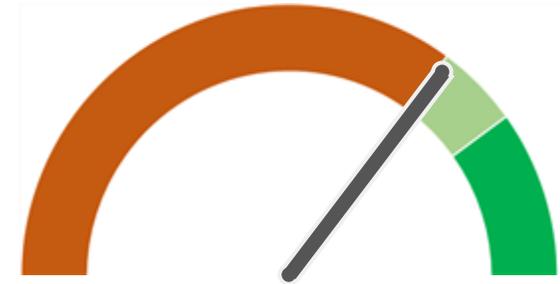
% of pupils attaining a level 4 or above in reading

Writing

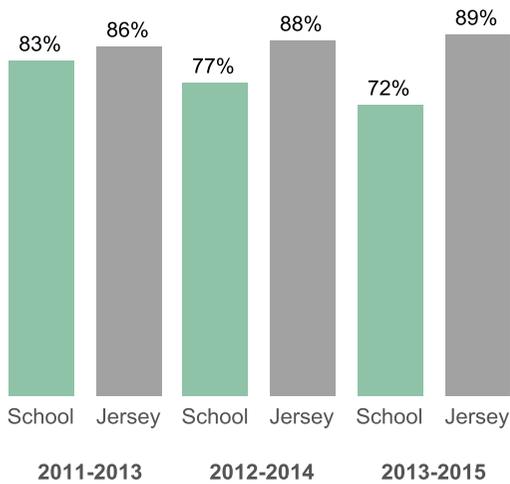


% of pupils attaining a level 4 or above in writing

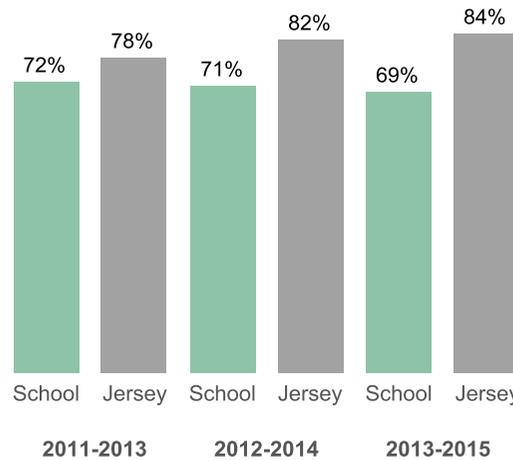
Mathematics



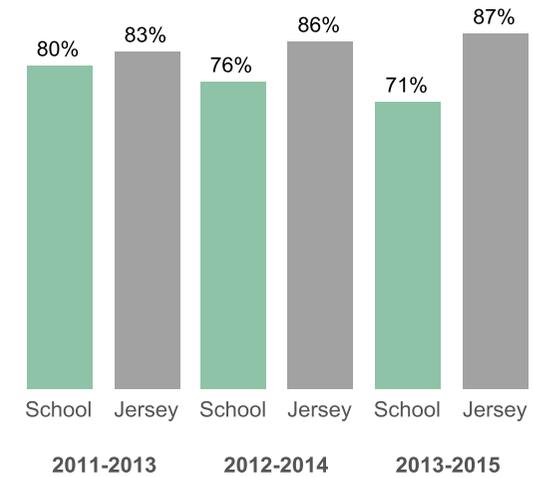
% of pupils attaining a level 4 or above in mathematics



In 2013-2015, 72% of pupils attained a level 4 or above in KS2 teacher assessments in reading. This represents a decrease of 5 percentage points compared to 2012-2014.



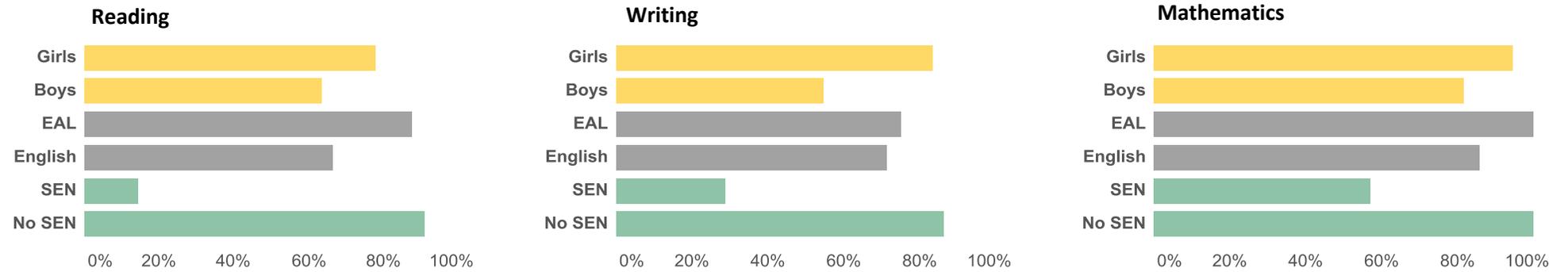
In 2013-2015, 69% of pupils attained a level 4 or above in KS2 teachers assessments in writing. This represents a decrease of 2 percentage points compared to 2012-2014.



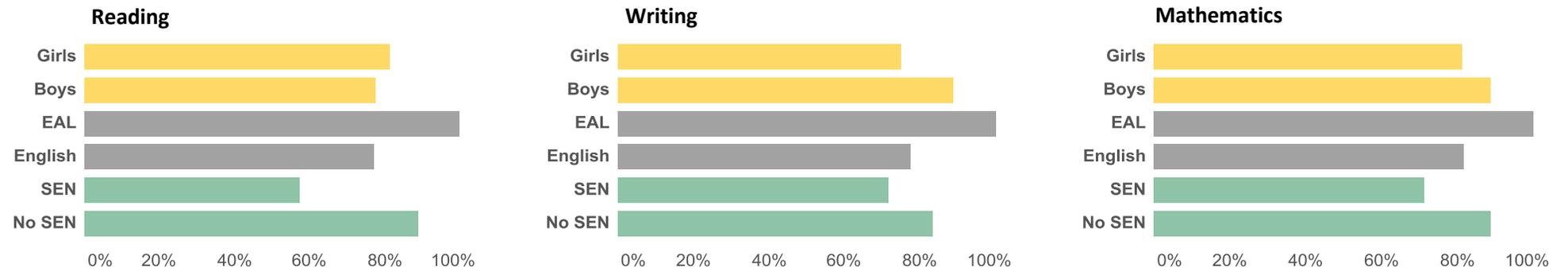
In 2013-2015, 71% of pupils attained a level 4 or above in KS2 teacher assessments in mathematics. This represents a decrease of 5 percentage points compared to 2012-2014.

PUPIL CHARACTERISTICS

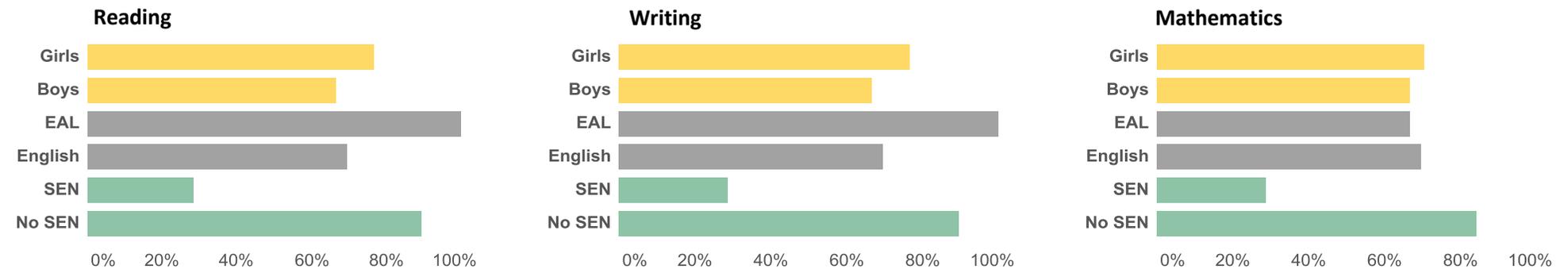
KS1 ATTAINMENT - % of pupils attaining a level 2 or above



KS2 PROGRESS - % of pupils making expected progress

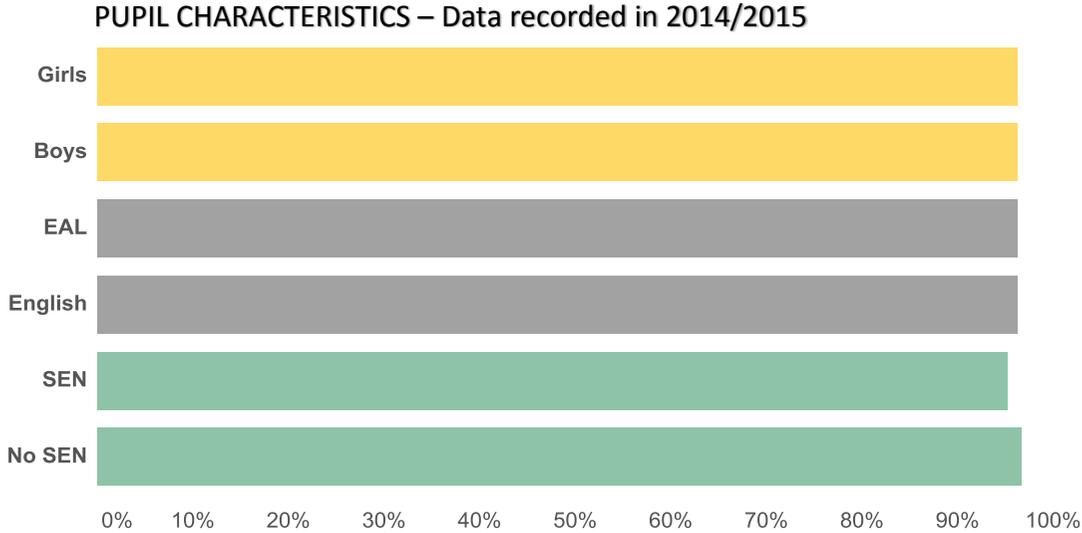
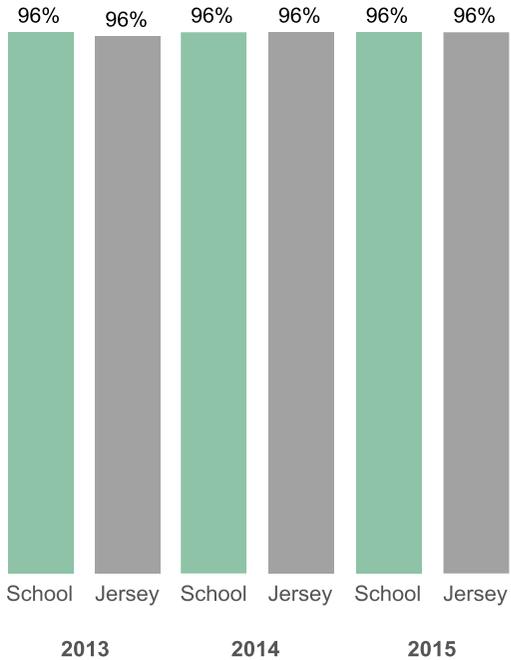


KS2 ATTAINMENT - % of pupils attaining a level 4 or above



ATTENDANCE

ATTENDANCE RATE - % of all possible sessions attended by pupils (Data reflects single years)



In 2015, the attendance rate was unchanged from in the previous year at 96%. Attendance at St Saviour’s Primary School is the same as in Jersey as a whole.

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.

Attainment

Key Stage 1 attainment measures are presented as the percentage of pupils attaining a level 2 or above in reading, writing and mathematics. It is expected that most pupils will attain a level 2 or above by the end of Key Stage 1.

Key Stage 2 attainment measures are presented as the percentage of pupils attaining a level 4 or above in reading, writing and mathematics. It is expected that most pupils will attain a level 4 or above by the end of Key Stage 2.

Attainment data is calculated and presented for rolling 3 year periods i.e. 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. By presenting data for rolling 3 year periods, a valid trend in school attainment is more evident.

Expected progress

Expected progress at Key Stage 2 reflects the percentage of pupils that make the expected amount of progress between the end of Key Stage 1 and the end of Key Stage 2. It is expected that the majority of pupils will progress by 2 curriculum levels or more over this 4 year period.

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).

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 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.

Measures for Jersey

Measures of attainment, progress and attendance at the school level are compared to measures calculated for 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.

Pupil numbers

Pupil numbers reflect pupils in reception year to year 6 (i.e. excluding pupils in nursery class) who were in attendance in academic year 2014/2015.

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%