

## Important

### Use 2022/23 school and college performance data with caution

School performance data for the 2022/23 academic year should be used with caution given the ongoing impacts of the COVID-19 pandemic, which affected individual schools and pupils differently.

School performance data should be considered alongside a range of other information about the school, which could include looking at school websites, reading Ofsted reports, and speaking to the school directly. Conclusions should not be drawn on a single piece of data alone.

### KS4 performance data

Performance measures based on qualification results from 2022/23 cannot be directly compared to measures from 2021/22. This is because a different grading approach was used in 2021/22, to take account of the impact of the pandemic.

In 2022/23 there was a return to pre-pandemic standards for GCSEs, AS and A levels, with protection built into the grading process to recognise the disruption that students have faced. For VTQs that are taken alongside, or instead, of GCSEs and A levels, there was also a return to pre-pandemic standards in 2022/23. For many students, results from 2021/22 adapted assessments were used towards qualifications in 2022/23.

More information on qualification grading approaches for this year and last year can be found at [Exam results 2023: 10 things to know about GCSE, AS and A level grades - The Ofqual blog](#) and [Vocational and technical qualifications grading in 2023 - The Ofqual blog](#)

For more information on how we calculate performance measures, and the factors affecting measures for 2022/23, please see the [KS2, KS4 and 16 to 18 technical guides](#).

### User research volunteers needed

The ASP team are currently looking at reviewing the Analyse School Performance (ASP) and we need your help in doing this.

You can help us shape the future of the service and give us a better understanding of how the system is used, identifying any areas that can be improved.

We would like to talk with you in a user research capacity - please contact [christopher.wood@education.gov.uk](mailto:christopher.wood@education.gov.uk) to arrange a confidential user research session.

### LA boundary change

Local authorities have been re-organised with effect from 1st April 2023. The local authority of Cumbria (909) has been split into two new authorities. Cumberland (942) and Westmorland and Furness (943). Due to this change, access to historical pre-prepared data for schools has been withdrawn from this date with the cessation of the authority as a legal entity.

## Ursuline Catholic Primary School (URN: 104937)

### Key stage 2 disadvantaged

This is final data for 2022/23.

## Average progress for disadvantaged pupils in reading, writing and maths

We calculate the scores by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1.

See

[School performance tables: about the data](#) for more information.

	<b>Reading</b> <a href="#">Explore data in detail</a>	<b>Writing</b> <a href="#">Explore data in detail</a>	<b>Maths</b> <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>-0.71</b>	<b>-1.49</b>	<b>0.33</b>
Confidence interval	-4.6 to 3.2	-5.2 to 2.3	-3.3 to 4.0
Number of disadvantaged pupils	10	10	10
Disadvantaged pupils with adjusted scores	1	0	0
National average for non-disadvantaged pupils	0.43	0.36	0.51
<a href="#">Switch comparator</a>			

### Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	6	1	28	6	15	3
Number of pupils with adjusted scores	0	0	0	0	2	1
Progress score	-7.27	-7.85	-1.37	0.79	-2.06	-1.34
National average	0.05	0.57	0.04	0.46	0.03	0.32
Difference	-7.32	-8.42	-1.41	0.33	-2.09	-1.66
Confidence interval	-12.3 to -2.2	-20.2 to 4.5	-3.7 to 1.0	-4.2 to 5.8	-5.2 to 1.1	-8.5 to 5.8

### Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	6	1	28	6	15	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	-4.95	-5.35	1.16	-1.02	-1.48	-1.16
National average	0.03	0.59	0.05	0.39	0.03	0.22
Difference	-4.98	-5.94	1.11	-1.41	-1.51	-1.38
Confidence interval	-9.8 to -0.1	-17.2 to 6.5	-1.1 to 3.4	-5.9 to 3.8	-4.5 to 1.6	-8.0 to 5.7

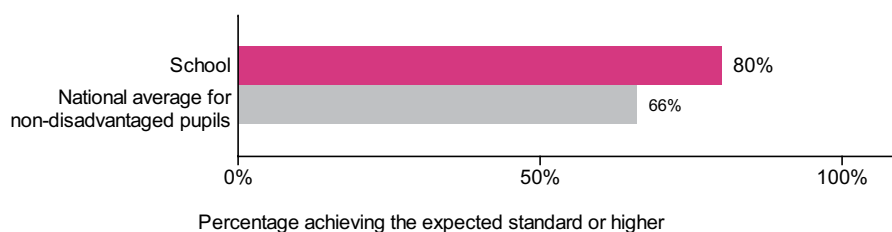
### Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	6	1	28	6	15	3
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	-2.69	3.14	-0.57	0.89	-3.21	-1.71
National average	0.04	0.84	0.04	0.55	0.02	0.31
Difference	-2.73	2.30	-0.61	0.34	-3.23	-2.02
Confidence interval	-7.4 to 2.0	-8.5 to 14.7	-2.8 to 1.6	-3.8 to 5.6	-6.2 to -0.2	-8.4 to 5.0

# Reading, writing and maths combined

## Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 10

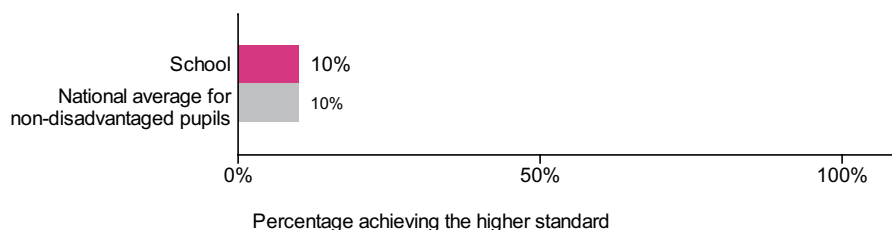


## Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	6	1	28	6	15	3
Percentage	0	0	64	83	100	100
National average	12	15	62	66	94	95
Difference	-12	-15	2	17	6	5

## Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 10



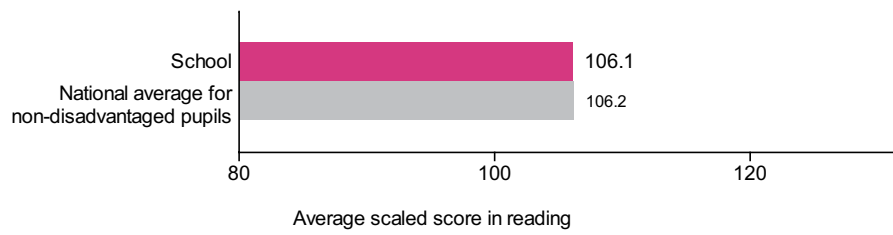
## Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	6	1	28	6	15	3
Percentage	0	0	0	0	13	33
National average	0	0	2	2	24	26
Difference	0	0	-2	-2	-11	7

# Average scaled score for disadvantaged pupils in:

## Reading

Number of disadvantaged pupils = 10



## Maths

Number of disadvantaged pupils = 10

