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 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 Due to this change, access to historical pre-prepared data for schools has been withdrawn from this date with the cessation of the authority as a legal entity.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)

English grammar, punctuation and spelling attainment by pupil group

This is final data for 2022/23.

Breakdown	Key stage 2 English grammar, punctuation and spelling by pupil group																
	English grammar punctuation and spelling attainment							Average spelling mark		Spelling mark							
	Cohort	Achieving the expected standard		Achieving the higher standard		Average score				5+		10+		15+		20+	
		Sch %	Nat %	Sch %	Nat %	Sch	Nat	Sch	Nat	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	51	76	72	22	30	103.8	104.9	13.6	12.6	88	86	82	70	60	42	8	4
Male	37	73	68	19	27	103.0	104.2	13.6	12.4	86	83	81	68	61	42	8	4
Female	14	86	77	29	33	105.8	105.7	13.7	12.8	93	89	86	73	57	43	7	4
Disadvantaged	10	90	78	10	35	105.4	106.1	16.3	13.1	100	90	100	75	80	47	10	4
Other	41	73	78	24	35	103.4	106.1	13.0	13.1	85	90	78	75	55	47	8	4
SEN EHCP	1	0	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEN support	6	50	N/A	0	N/A	96.2	N/A	10.0	N/A	50	N/A	50	N/A	50	N/A	0	N/A
No SEN	44	82	82	25	36	104.8	106.5	14.1	13.5	93	94	86	80	61	49	9	4
Non-mobile	47	74	74	21	31	103.6	105.1	13.5	12.7	87	87	80	71	59	43	9	4
English first language	51	76	N/A	22	N/A	103.8	N/A	13.6	N/A	88	N/A	82	N/A	60	N/A	8	N/A
English additional language	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Prior attainment																	
Low overall	6	0	26	0	2	90.2	96.0	4.4	7.5	20	57	20	30	0	9	0	0
Middle overall	28	79	80	7	21	102.4	104.4	13.4	12.5	93	94	82	75	57	38	4	2
High overall	15	100	98	47	67	109.6	111.6	16.5	16.1	100	99	100	96	80	75	20	9
Reading low	9	11	28	0	3	91.9	96.3	4.9	7.3	25	57	25	29	13	8	0	0
Reading middle	27	85	83	7	25	103.4	105.2	14.3	13.1	100	96	89	80	59	42	4	2
Reading high	13	100	99	54	71	110.5	112.2	16.8	16.5	100	100	100	97	85	79	23	10
Writing low	9	11	35	0	4	93.3	97.5	5.8	8.1	50	63	25	35	0	12	0	0
Writing middle	32	88	88	13	32	104.1	106.5	14.3	13.8	94	97	91	84	66	49	6	3
Writing high	8	100	99	63	81	110.9	113.6	17.5	17.1	100	100	100	99	88	86	25	14
Maths low	6	17	31	0	3	92.5	96.9	6.5	8.3	33	62	33	36	17	13	0	0
Maths middle	29	76	83	10	27	102.6	105.4	13.3	13.0	93	94	82	78	57	43	4	2
Maths high	14	100	98	43	70	109.6	112.2	16.6	16.2	100	99	100	95	79	76	21	11