

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 Due to this change, access to historical pre-prepared data for schools has been withdrawn from this date with the cessation of the authority as a legal entity.

Carlyle Infant and Nursery Academy (URN: 147125)

This is a new academy which opened on 1 August 2019.
Go to [Carlyle Infant and Nursery School](#) for the previous record.

School performance summary 2022/2023

School characteristics

Basic characteristics trends

This is final data for 2022/2023 (January 2023 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 2 basic characteristics trends						
Breakdown	2021		2022		2023	
	School	National	School	National	School	National
Number on roll	204	278	185	277	166	277
Male %	54.4	50.9	51.9	50.9	49.4	50.9
Female %	45.6	49.1	48.1	49.1	50.6	49.1
Ever 6 FSM %	22.4	24.9	18.7	25.5	14.3	25.9
Minority ethnic groups %	72.2	34.4	70.4	35.2	75.8	36.6
SEN EHCP %	2.9	2.1	3.2	2.3	1.8	2.5
SEN support %	12.3	12.6	9.7	13.0	10.8	13.5
English additional language %	29.1	21.0	25.9	21.3	39.2	22.1
Stability %	91.2	81.7	89.0	81.0	80.0	80.1
School deprivation indicator	0.12	0.18	0.13	0.18	0.12	0.18

Basic characteristics by national curriculum year group

This is final data for 2022/2023 (January 2023 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Basic characteristics by national curriculum year group									
National curriculum year group	Number on roll	Male %	Female %	Ever 6 FSM %	Minority ethnic groups %	English additional language %	All SEN %	SEN EHCP %	SEN support %
2	59	47	53	19	75	44	15	3	12
1	41	54	46	17	77	41	17	2	15
Pre-compulsory	66	48	52	3	75	33	8	0	8

Absence

This data includes all absences reported during the autumn term 2022 and spring term 2022. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

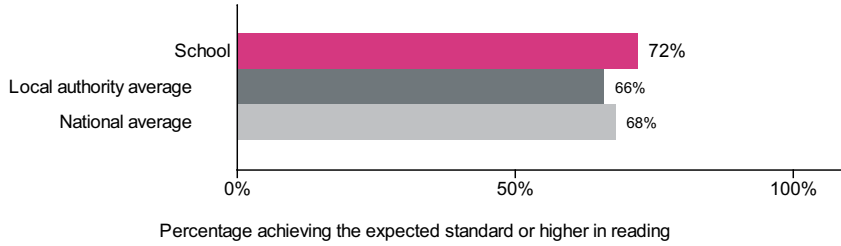
Breakdown	No. of enrolments in the school	Absence					
				Sessions missed due to absence			
		School %	National %	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National %	
All pupils	107	7.6	6.0	27	25.2	17.3	
Male	53	8.8	6.1	17	32.1	17.8	
Female	54	6.5	5.8	10	18.5	16.9	
Ever 6 FSM	18	9.2	8.4	6	33.3	29.7	
Non-Ever 6 FSM	88	7.3	5.0	21	23.9	12.3	
SEN EHCP	3	30.5	10.1	3	100.0	32.2	
SEN support	12	8.0	7.9	4	33.3	25.7	
No SEN	88	6.8	5.5	19	21.6	15.1	
English first language	63	6.1	5.8	12	19.0	16.6	
English additional language	44	9.6	6.3	15	34.1	19.9	

Key stage 1 performance measures

This is provisional data for 2022/23.

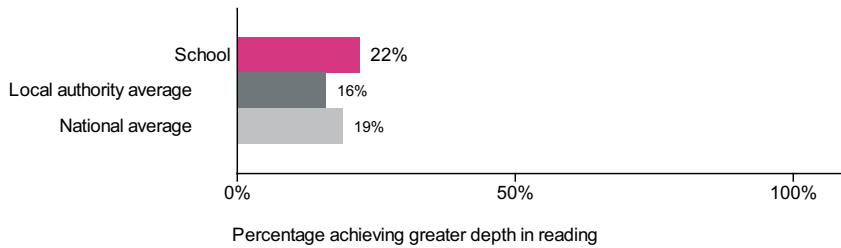
Percentage achieving the expected standard or higher in reading

Number of pupils = 60



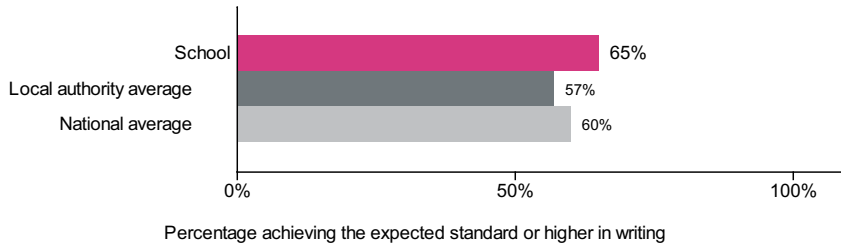
Percentage achieving greater depth in reading

Number of pupils = 60



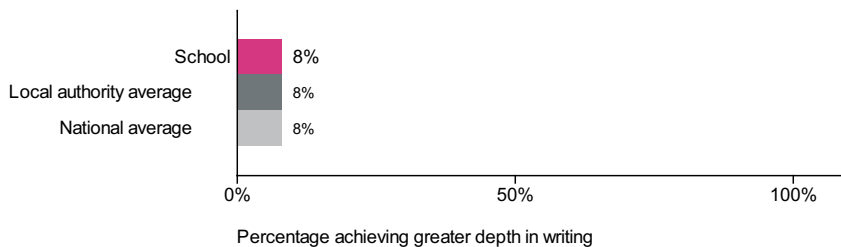
Percentage achieving the expected standard or higher in writing

Number of pupils = 60



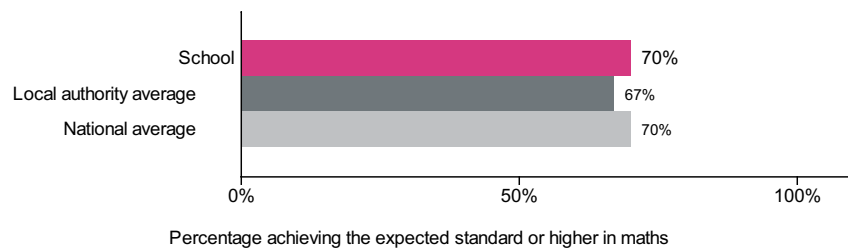
Percentage achieving greater depth in writing

Number of pupils = 60



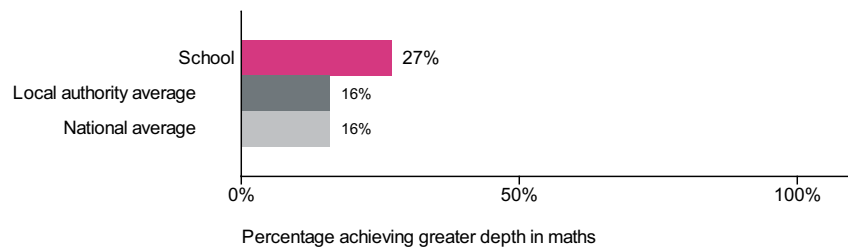
Percentage achieving the expected standard or higher in maths

Number of pupils = 60



Percentage achieving greater depth in maths

Number of pupils = 60



Key stage 1 additional reports

Reading attainment by pupil group

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	60	22	19	72	68	10	22	17	9
Male	26	23	17	69	65	8	23	19	11
Female	34	21	21	74	72	12	21	15	7
Disadvantaged	11	18	22	55	73	18	19	18	7
Other	49	22	22	76	73	8	19	16	7
SEN EHCP	1	0	N/A	0	N/A	0	N/A	0	N/A
SEN support	7	0	N/A	29	N/A	14	N/A	57	N/A
No SEN	50	26	22	80	77	10	19	10	4
English first language	32	34	N/A	88	N/A	3	N/A	9	N/A
English additional language	26	8	N/A	54	N/A	19	N/A	23	N/A

Writing attainment by pupil group

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	60	8	8	65	60	10	28	23	10
Male	26	0	6	58	54	15	31	23	13
Female	34	15	10	71	66	6	26	24	7
Disadvantaged	11	9	10	55	65	9	26	27	8
Other	49	8	10	67	65	10	26	22	8
SEN EHCP	1	0	N/A	0	N/A	0	N/A	0	N/A
SEN support	7	0	N/A	0	N/A	43	N/A	57	N/A
No SEN	50	10	10	76	69	6	26	18	5
English first language	32	13	N/A	78	N/A	13	N/A	9	N/A
English additional language	26	4	N/A	50	N/A	8	N/A	38	N/A

Maths attainment by pupil group

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	60	27	16	70	70	22	21	7	7
Male	26	27	19	62	71	27	20	8	8
Female	34	26	13	76	70	18	23	6	6
Disadvantaged	11	27	19	64	75	18	18	9	5
Other	49	27	19	71	75	22	18	6	5
SEN EHCP	1	0	N/A	0	N/A	0	N/A	0	N/A
SEN support	7	14	N/A	14	N/A	43	N/A	43	N/A
No SEN	50	30	19	80	79	18	19	2	3
English first language	32	41	N/A	75	N/A	22	N/A	3	N/A
English additional language	26	12	N/A	65	N/A	19	N/A	12	N/A

Science attainment by pupil group

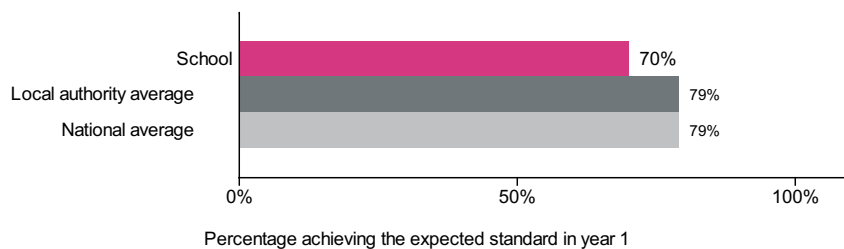
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	60	75	79
Male	26	77	76
Female	34	74	81
Disadvantaged	11	73	83
Other	49	76	83
SEN EHCP	1	0	N/A
SEN support	7	57	N/A
No SEN	50	80	87
English first language	32	84	N/A
English additional language	26	65	N/A

Phonics performance measures

This is provisional data for 2022/23.

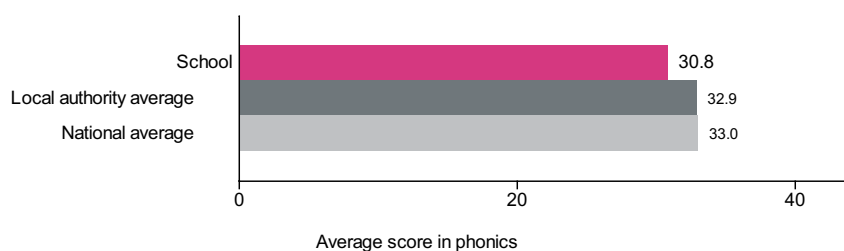
Percentage achieving the expected standard in phonics

Number of pupils = 43



Phonics average score

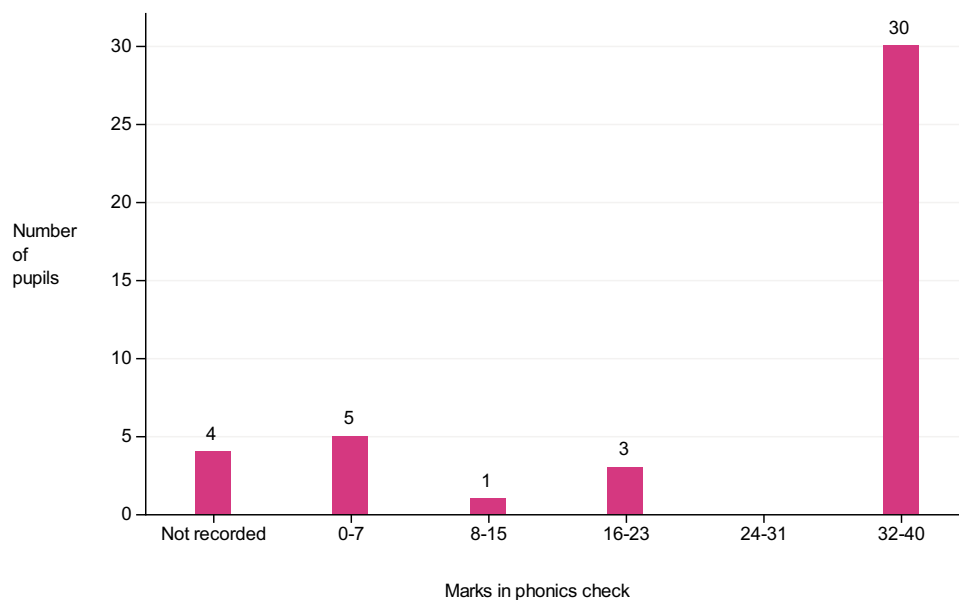
Number of pupils = 43



Attainment in phonics by mark

Number of pupils = 43

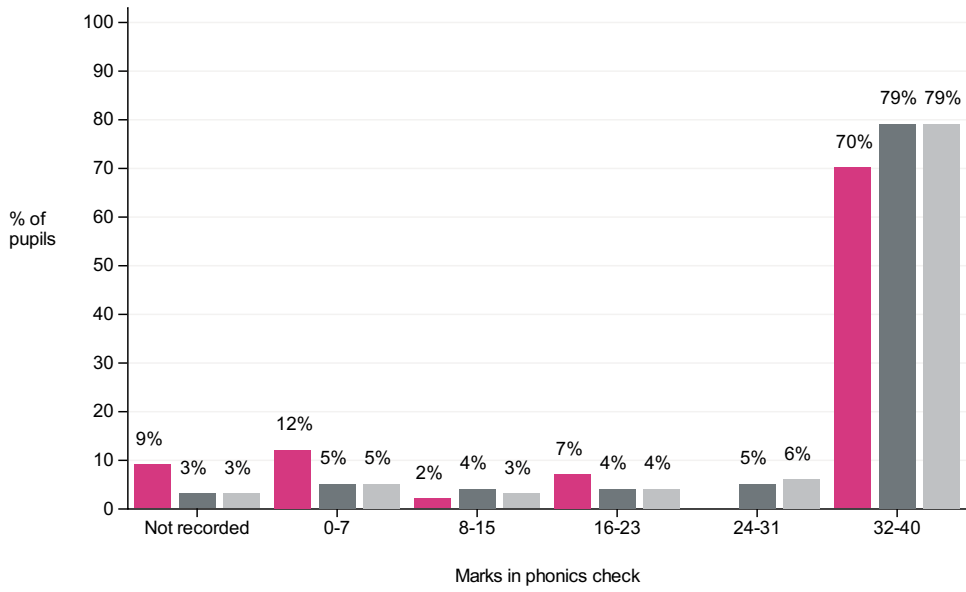
■ School



Attainment in phonics by %

Number of pupils = 43

■ School ■ Local authority average (Derby) ■ National average



Phonics additional reports

Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark		
							School	National	
All pupils	43	4	9	30	70	79	31	33	
Male	22	4	3	15	68	76	32	32	
Female	21	0	6	15	71	82	30	34	
Disadvantaged	8	1	3	4	50	67	23	30	
Other	35	3	6	26	74	83	32	34	
SEN EHCP	1	1	0	0	0	20	N/A	19	
SEN support	6	3	2	1	17	48	20	25	
No SEN	35	0	6	29	83	86	32	35	
English first language	24	3	5	16	67	80	31	33	
English additional language	18	1	3	14	78	78	33	33	

Phonics year 2 attainment by pupil group

Phonics year 2 attainment by pupil group						
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark
All pupils	20	0	7	13	65	29
Male	10	0	2	8	80	32
Female	10	0	5	5	50	27
Disadvantaged	3	0	1	2	67	31
Other	17	0	6	11	65	29
SEN EHCP	0	0	0	0	N/A	N/A
SEN support	4	0	3	1	25	14
No SEN	14	0	3	11	79	33
English first language	7	0	2	5	71	30
English additional language	11	0	4	7	64	28