

## Important

### Use 2021/22 school performance data with caution

Following the COVID-19 pandemic, most exams, tests and assessments resumed in academic year 2021/22.

Pupils included in the 2021/22 KS2 and KS4 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic.

We do not recommend making direct comparisons with data from previous years or between schools or colleges.

The KS2/KS4 school data should be used with caution. It reflects a school's results in 2021/22 but cannot provide information about the factors which may have influenced these results. Comparisons with local and national averages should be made cautiously to put an individual school's results into context.

For KS4 specifically:

- Several changes were made to exams and grading. These include advanced notice of exam topics and GCSE, AS and A level grading being based around a midpoint between 2021 and pre-pandemic outcomes.
- Changes were also made to the way school and college performance measures were calculated. Results achieved between January 2020 and August 2021 by pupils included in this year's measures are not included in the calculations.

For a full explanation of all the factors affecting these results please see the

KS4 2021/22 technical guide

. Further information on school and college accountability for 2021/22 can be found [here](#)

### 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 will be re-organised with effect from 1st April 2023.

The local authority of Cumbria (909) will be split into two new authorities. Cumberland (942) and Westmorland and Furness (943).

Due to this change, access to historical pre-prepared data for schools is withdrawn from this date with the cessation of the authority as a legal entity.

# Key stage 2

This is provisional data for 2022/23.

## Progress in reading, writing and maths

### Reading

Number of pupils = 86

Pupils with adjusted scores = 0

**Above average 2.81**

Confidence interval  
1.5 to 4.1

### Writing

Number of pupils = 86

Pupils with adjusted scores = 0

**Well above average 3.40**

Confidence interval  
2.1 to 4.7

### Maths

Number of pupils = 86

Pupils with adjusted scores = 0

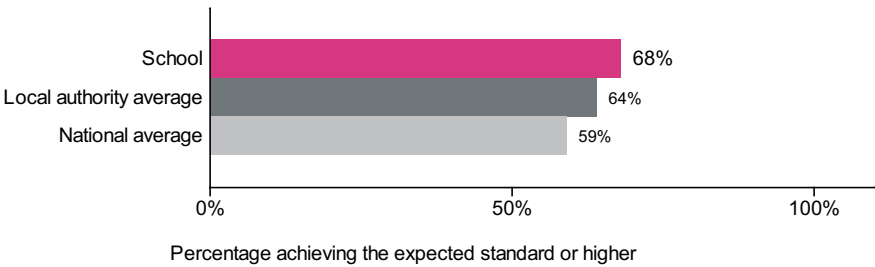
**Above average 2.11**

Confidence interval  
0.9 to 3.4

## Reading, writing and maths combined

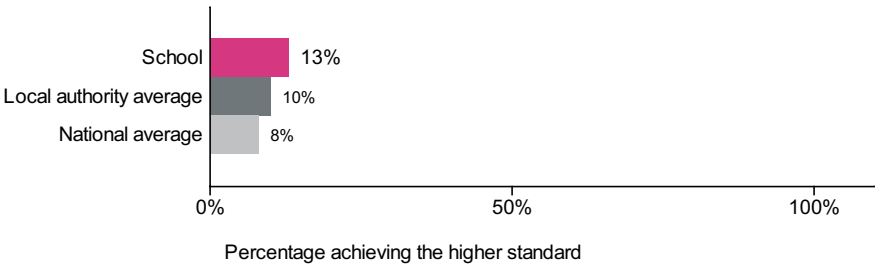
### Percentage of pupils achieving the expected standard or higher

Number of pupils = 90



### Percentage of pupils achieving the higher standard

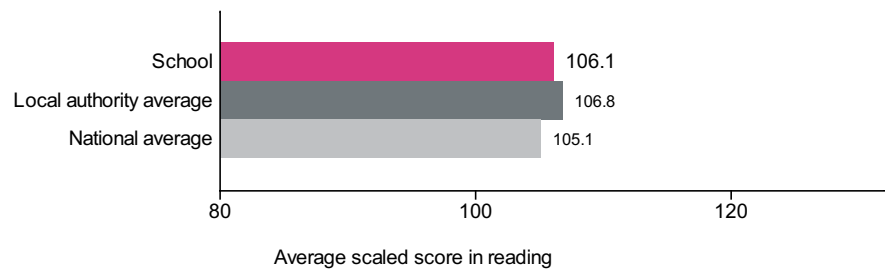
Number of pupils = 90



# Average scaled score in:

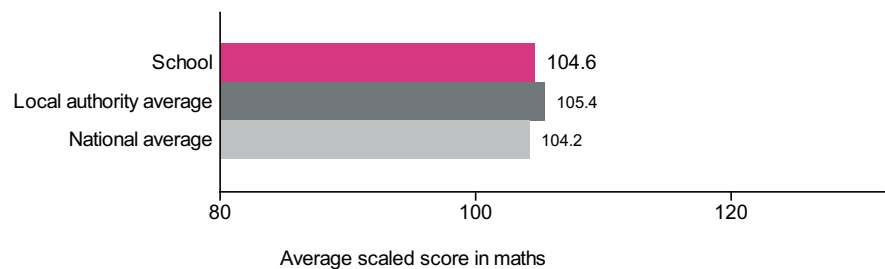
## Reading

Number of pupils = 90



## Maths

Number of pupils = 90



## Junior schools

We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average, they also have lower progress scores. This may be for a variety of reasons and should be taken into account when comparing their results to schools which start educating their pupils from the beginning of key stage 1.