

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 Due to this change, access to historical pre-prepared data for schools has been withdrawn from this date with the cessation of the authority as a legal entity.

Brisbane Park Infant School (URN: 112199) 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	120	278	119	277	106	277
Male %	55.8	50.9	52.1	50.9	51.9	50.9
Female %	44.2	49.1	47.9	49.1	48.1	49.1
Ever 6 FSM %	42.5	24.9	42.9	25.5	48.1	25.9
Minority ethnic groups %	2.6	34.4	3.4	35.2	4.7	36.6
SEN EHCP %	1.7	2.1	1.7	2.3	3.8	2.5
SEN support %	20.0	12.6	27.7	13.0	33.0	13.5
English additional language %	1.7	21.0	2.5	21.3	2.8	22.1
Stability %	88.9	81.7	88.9	81.0	90.3	80.1
School deprivation indicator	0.33	0.18	0.32	0.18	0.31	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	36	58	42	50	6	3	50	6	44
1	36	33	67	50	3	3	36	0	36
Pre-compulsory	34	65	35	44	6	3	24	6	18

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.

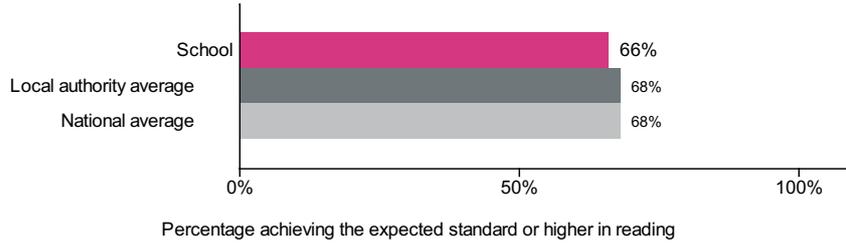
Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence					
		School %	National %	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National %	
All pupils	75	7.3	6.0	17	22.7	17.3	
Male	36	7.2	6.1	6	16.7	17.8	
Female	39	7.4	5.8	11	28.2	16.9	
Ever 6 FSM	37	6.8	8.4	8	21.6	29.7	
Non-Ever 6 FSM	37	7.3	5.0	8	21.6	12.3	
SEN EHCP	3	10.0	10.1	1	33.3	32.2	
SEN support	31	8.0	7.9	8	25.8	25.7	
No SEN	41	6.6	5.5	8	19.5	15.1	
English first language	73	7.1	5.8	15	20.5	16.6	
English additional language	2	16.7	6.3	2	100.0	19.9	

Key stage 1 performance measures

This is provisional data for 2022/23.

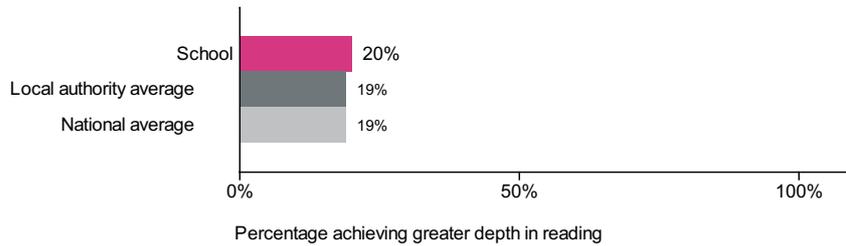
Percentage achieving the expected standard or higher in reading

Number of pupils = 35



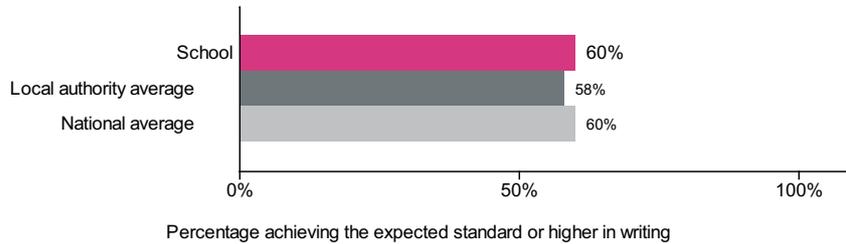
Percentage achieving greater depth in reading

Number of pupils = 35



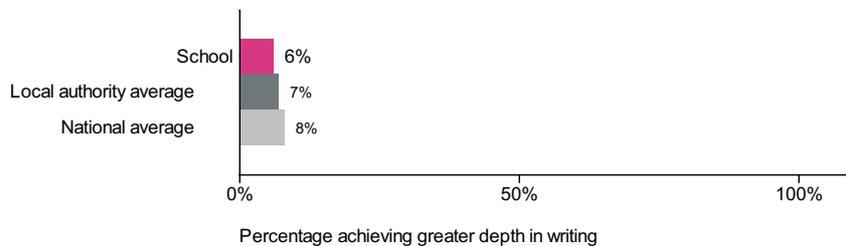
Percentage achieving the expected standard or higher in writing

Number of pupils = 35



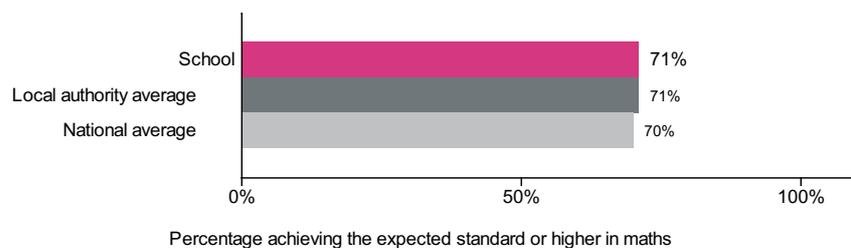
Percentage achieving greater depth in writing

Number of pupils = 35



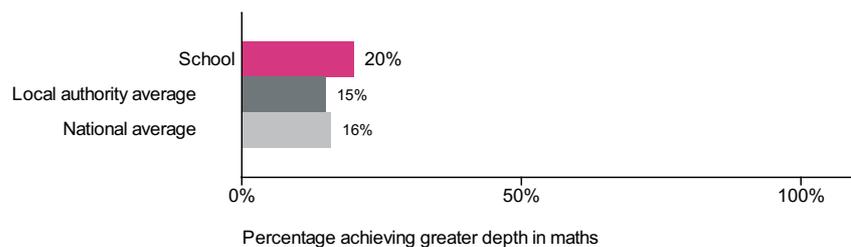
Percentage achieving the expected standard or higher in maths

Number of pupils = 35



Percentage achieving greater depth in maths

Number of pupils = 35



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	35	20	19	66	68	23	22	9	9
Male	20	15	17	50	65	35	23	10	11
Female	15	27	21	87	72	7	21	7	7
Disadvantaged	17	18	22	71	73	12	19	12	7
Other	18	22	22	61	73	33	19	6	7
SEN EHCP	2	0	N/A	0	N/A	0	N/A	50	N/A
SEN support	15	7	N/A	47	N/A	40	N/A	13	N/A
No SEN	18	33	22	89	77	11	19	0	4
English first language	34	21	N/A	68	N/A	21	N/A	9	N/A
English additional language	1	0	N/A	0	N/A	100	N/A	0	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	35	6	8	60	60	29	28	9	10
Male	20	5	6	35	54	50	31	10	13
Female	15	7	10	93	66	0	26	7	7
Disadvantaged	17	6	10	65	65	18	26	12	8
Other	18	6	10	56	65	39	26	6	8
SEN EHCP	2	0	N/A	0	N/A	0	N/A	50	N/A
SEN support	15	7	N/A	47	N/A	40	N/A	13	N/A
No SEN	18	6	10	78	69	22	26	0	5
English first language	34	6	N/A	62	N/A	26	N/A	9	N/A
English additional language	1	0	N/A	0	N/A	100	N/A	0	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	35	20	16	71	70	20	21	6	7
Male	20	15	19	55	71	35	20	5	8
Female	15	27	13	93	70	0	23	7	6
Disadvantaged	17	18	19	71	75	12	18	12	5
Other	18	22	19	72	75	28	18	0	5
SEN EHCP	2	0	N/A	0	N/A	50	N/A	0	N/A
SEN support	15	0	N/A	53	N/A	33	N/A	13	N/A
No SEN	18	39	19	94	79	6	19	0	3
English first language	34	21	N/A	74	N/A	18	N/A	6	N/A
English additional language	1	0	N/A	0	N/A	100	N/A	0	N/A

Science attainment by pupil group

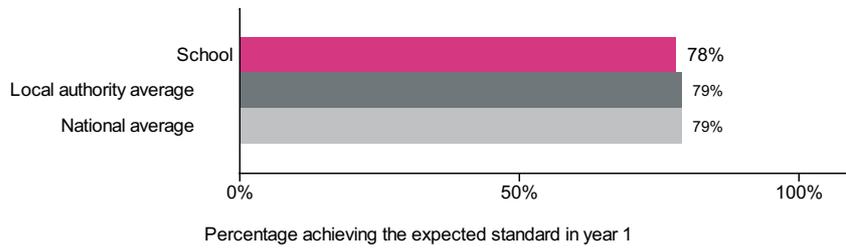
Key stage 1 science attainment by pupil group			
Breakdown	Cohort	At least expected standard in science	
		Sch %	Nat %
All pupils	35	91	79
Male	20	90	76
Female	15	93	81
Disadvantaged	17	82	83
Other	18	100	83
SEN EHCP	2	50	N/A
SEN support	15	87	N/A
No SEN	18	100	87
English first language	34	91	N/A
English additional language	1	100	N/A

Phonics performance measures

This is provisional data for 2022/23.

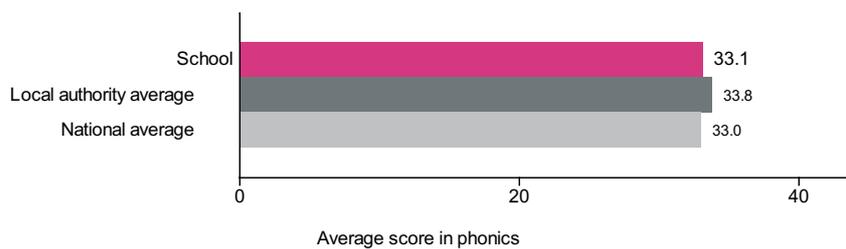
Percentage achieving the expected standard in phonics

Number of pupils = 36



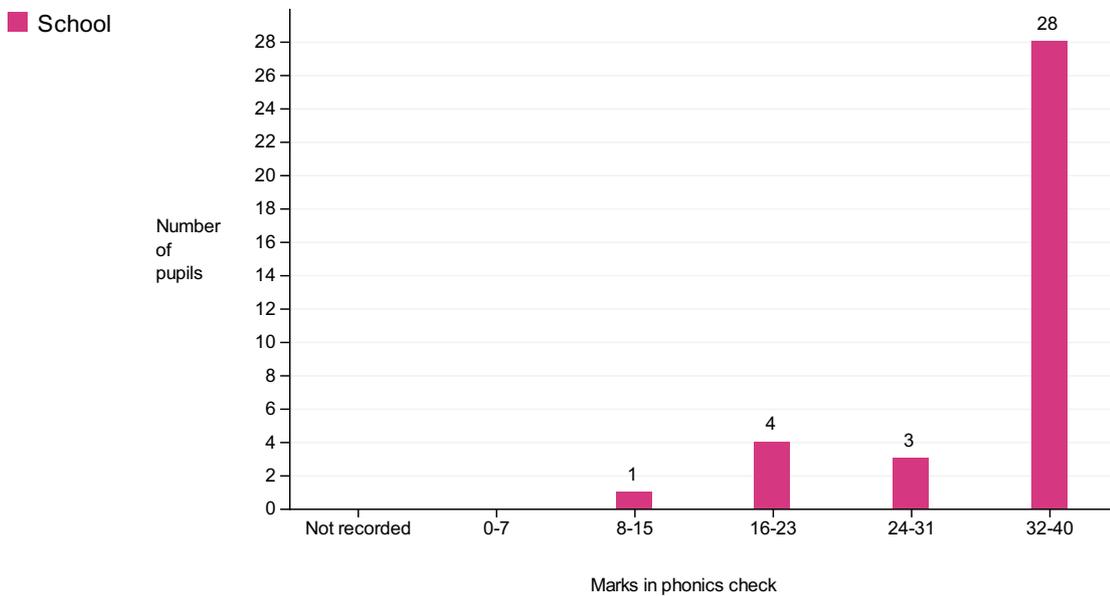
Phonics average score

Number of pupils = 36



Attainment in phonics by mark

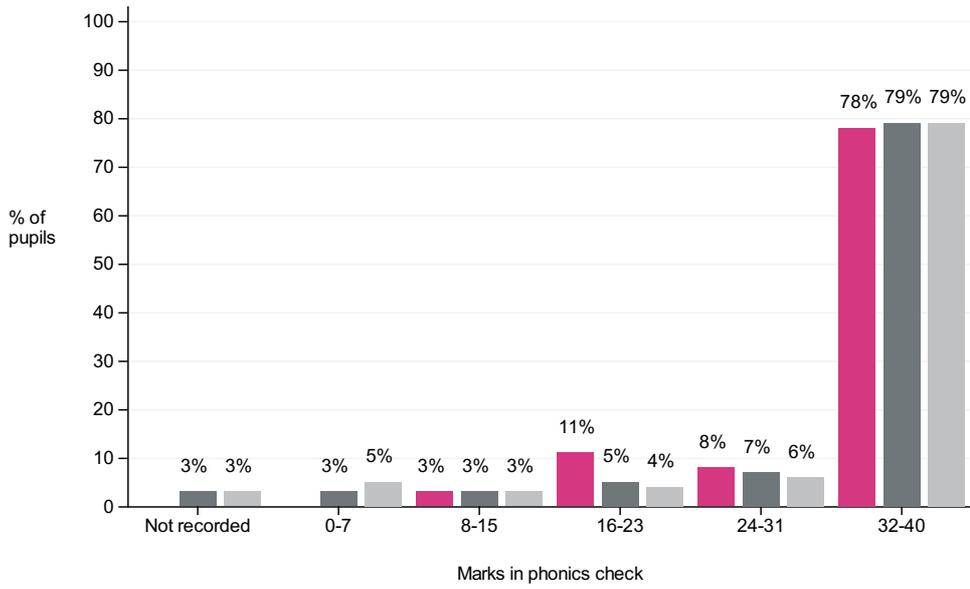
Number of pupils = 36



Attainment in phonics by %

Number of pupils = 36

■ School ■ Local authority average (Westmorland and Furness) ■ 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	36	0	8	28	78	79	33	33	
Male	13	0	1	12	92	76	35	32	
Female	23	0	7	16	70	82	32	34	
Disadvantaged	18	0	5	13	72	67	33	30	
Other	18	0	3	15	83	83	33	34	
SEN EHCP	0	0	0	0	N/A	20	N/A	19	
SEN support	13	0	4	9	69	48	31	25	
No SEN	23	0	4	19	83	86	34	35	
English first language	35	0	7	28	80	80	33	33	
English additional language	1	0	1	0	0	78	20	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	10	0	3	7	70	27
Male	8	0	2	6	75	29
Female	2	0	1	1	50	21
Disadvantaged	4	0	2	2	50	20
Other	6	0	1	5	83	32
SEN EHCP	1	0	1	0	0	21
SEN support	8	0	2	6	75	27
No SEN	1	0	0	1	100	34
English first language	9	0	3	6	67	26
English additional language	1	0	0	1	100	35