

**Manchester City Council  
Report for Resolution**

**Report to:** Children and Young People Scrutiny Committee – 28 February 2017

**Subject:** Attainment and Attendance 2016

**Report of:** Director of Education and Skills

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**Summary**

This report provides the Committee with an analysis of the 2016 outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4 along with a short summary of next steps in each key stage. The report also includes summary of performance according to groups by ethnicity and other characteristics and an update on provisional data for absence and persistent absence.

**Recommendations**

Members are asked to note the contents of the report.

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**Wards Affected:**

All

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**Background documents (available for public inspection):**

None

## **1.0 Introduction**

Schools and the Council remain committed to the development of a high quality education system for Manchester where no school is less than good and where overall outcomes reach and exceed national benchmarks. The overall outcomes for Manchester in 2016 indicate sustained improvements in all key stages.

## **2.0 Background**

2.1 The headline outcomes for each key stage are:

- **Early Years Foundation Stage:** Outcomes at the end of the EYFS have improved from 2015-16 by 3%, to 64% of children achieving the expected Good Level of Development (GLD). Attainment nationally also increased by 3% last year. The difference between Manchester and national outcomes has therefore remained at 5%.
- **Key Stage 1:** 2016 was the first year of the new key stage 1 tests in maths and reading. These results are the first to reflect the new primary curriculum, which was introduced in 2014. This new curriculum is intended to be on a par with the best education systems in the world, and to give children the best start in life. Because this is the first year of the new tests, the results will look very different from those of previous years and should not be compared directly.
- The difference however, between outcomes for pupils in Manchester and those nationally, continues to diminish. Outcomes at KS1 in all subjects are the closest they have ever been to the national averages.
- There is a 4% difference between Manchester outcomes and national outcomes in reading, 2% in writing, 2% in maths and 5% in science. From 2015-16, this is a 0.4% improvement in reading, 3.4% improvement in writing and 1.2% improvement in maths.
- From 2015-16 the percentage of pupils meeting the required standard in the phonics check improved by 5% in Manchester compared with 4% nationally.
- **Key Stage 2:** 2016 was the first year of the new key stage 2 tests in maths, reading and grammar, punctuation and spelling. The tests assess children against a national standard. 2016 tests are the first tests to reflect the new primary curriculum, which was introduced in 2014. As this is the first year of the new tests, the results will look different from those of previous years and cannot be compared with them directly. As the new standard is higher than the old one, fewer children have met the new expected standard than the previous standard, both locally and nationally.
- 52% of pupils in Manchester achieved the expected standard in reading, writing and maths. This is 1 percentage point below the national average.

- In maths, the Manchester average is one percentage point above the national average with 71% of pupils achieving the expected standard. The percentage of pupils in Manchester achieving the expected standard in reading and writing are both below the national average, by 3 and 1 percentage points respectively.
- Manchester had the same percentage of pupils achieving the expected standard as nationally in grammar, punctuation and spelling (GPS). The average scaled score for maths and GPS is the same as the national average. The average scaled score for reading is lower than the national average.
- All progress scores (reading, writing and maths) for the 2016 cohort of Manchester pupils were above the national average and statistically significantly better; showing that children in Manchester are making more progress in all areas of their learning.
  
- **Key Stage 4:** 2016 was the first year of the adoption of new secondary accountability measures of Attainment 8 and Progress 8. Schools also continued to report the percentage of pupils achieving A\* - C in English and Maths and the proportion of pupils entered for, and achieving the EBacc.
- Manchester LA results showed a positive increase from 2015 outcomes in all accountability measures with the exception of EBacc.
- The Manchester overall progress 8 score was -0.03 which was in line with the national progress 8 score of 0.
- The Manchester Attainment 8 score improved by 2.8 from 2015 with national results improving at a slower rate. The difference to national has reduced to 1.4.
- 55.3% of Manchester pupils achieved A\*-C in English & Maths with 59.3% pupils achieving this measure nationally. This was an improvement for Manchester of 7.8 percentage points and the difference between Manchester and national results has reduced to 4%.
- The percentage of pupils achieving the English Baccalaureate has fallen in Manchester by 1.3% in 2016 compared to a slight increase nationally. The difference to national has therefore widened to 3.9 percentage points.
  
- **Key Stage 5:** In 2016 A level average points scores (APS) outcomes / A level entry (academic) placed Manchester 1/8 in terms of Core Cities' outcomes, above the North West average and slightly below the England average for 2016. The APS in Manchester, at 31.21, compares favourably with statistical neighbours at 27.95. This placed Manchester 1<sup>st</sup> in their statistical neighbour group and 1<sup>st</sup> in the Core City group of LAs. In 2015 outcomes in Manchester were 75<sup>th</sup> and in 2016 an improvement to 39<sup>th</sup> out of 152 LAs is recorded.

- **Attendance:** Final figures for half terms (HT)1-4 in 2015/16 show that primary schools in Manchester remained level with the national average with an overall absence of 3.9%. Manchester secondary schools reduced overall absence to 4.5%; diminishing the difference to national.
- Persistent absence in Manchester primary schools increased slightly in HT 1-4 in 2015/16 to 9.5% compared with the 2014/15 persistent figure of 9.3%. This remains above the national average of 8.8%. Persistent absence in Manchester secondary schools improved during HT 1-4 in 2015/16 to 10.8% compared with 13.8% in 2014/15 rate. This is now 1.5 percentage points below the national average.

**Notes:**

**Data comparisons:**

Tables and charts included in this report compare Manchester’s outcomes with national comparator groups as defined by Ofsted (see table below). Manchester’s outcomes are also compared with national outcomes for the ‘same’ groups of pupils where this data is available. For example the national comparator group for Free School Meals Pupils (FSM) is other non-FSM pupils nationally. The ‘same’ comparator group would be Manchester FSM pupils compared with FSM pupils nationally.

<b>Manchester pupil group</b>	<b>National comparator group</b>
All pupils	All pupils
Boys	Boys
Girls	Girls
FSM	Other (non- FSM)
Non FSM	Other (non- FSM)
Disadvantaged	Other (Non- Disadvantaged)
Non Disadvantaged	Other (Non- Disadvantaged)
SEN Support	All pupils
EHC Plan	All pupils
No SEN	No SEN
EAL	All pupils
Non EAL	All pupils

**Disadvantaged Pupils:**

*In Key Stages 1, 2 and 4 the term 'disadvantaged pupils' is used to refer to those pupils for whom the pupil premium provides support. This includes pupils who:*

- *were registered as eligible for free school meals at any point in the last 6 years (FSM)*
- *have been looked after for 1 day or more (CLA)*
- *were adopted from care on or after 30 December 2005 or left care under either a special guardianship order or a child arrangements order*

**3.0 Early Years Foundation Stage (EYFS) Profile**

**3.1 Context**

The 17 Early Learning Goals (ELGs) within the EYFS are organised across 7 areas of learning. The 7 areas of learning include the three **prime** areas of

- personal, social and emotional development;
- physical development and
- communication and language.

and the 4 **specific** areas of

- literacy
- mathematics
- understanding the world
- expressive arts and design

Each area of learning is made up of two or three Early Learning Goals (ELGs). These are set out in the table below:

Area of learning ( <b>prime in bold</b> )	Early Learning Goal (ELG)
<b>communication and language</b>	Listening and attention; Understanding; Speaking
<b>physical development</b>	Moving and handling; Health and self care

<b>personal, social and emotional development</b>	Self confidence and self awareness; Managing feelings and behaviour; Making relationships
literacy	Reading; Writing
mathematics	Numbers; Shape, space and measures
understanding the world	People and communities; The World; Technology
expressive arts and design	Exploring and using media and materials; Being imaginative

Children are assessed against the ELGs and judged to be at one of three levels; either an emerging, expected or exceeding level of development. Each level is given a point score. Emerging = 1 point, expected = 2 points and exceeding =3 points. These point scores are referred to as average point scores (APS).

To achieve the national Good Level of Development (GLD) measure, children must achieve at least the expected level in the 8 ELGs within the prime areas of learning and also in literacy and mathematics.

### 3.2 Headline Summary

- From 2014 to 2016, the percentage of pupils achieving a GLD in Manchester has improved by 11% compared with 9% nationally.
  - Outcomes at the end of the EYFS improved from 2015-16 by 3%. In 2016 64% of children achieved the expected Good Level of Development.
  - Attainment nationally also increased by 3% last year. The difference between Manchester and national outcomes has therefore remained at 5% as nationally 69% children achieved a GLD.

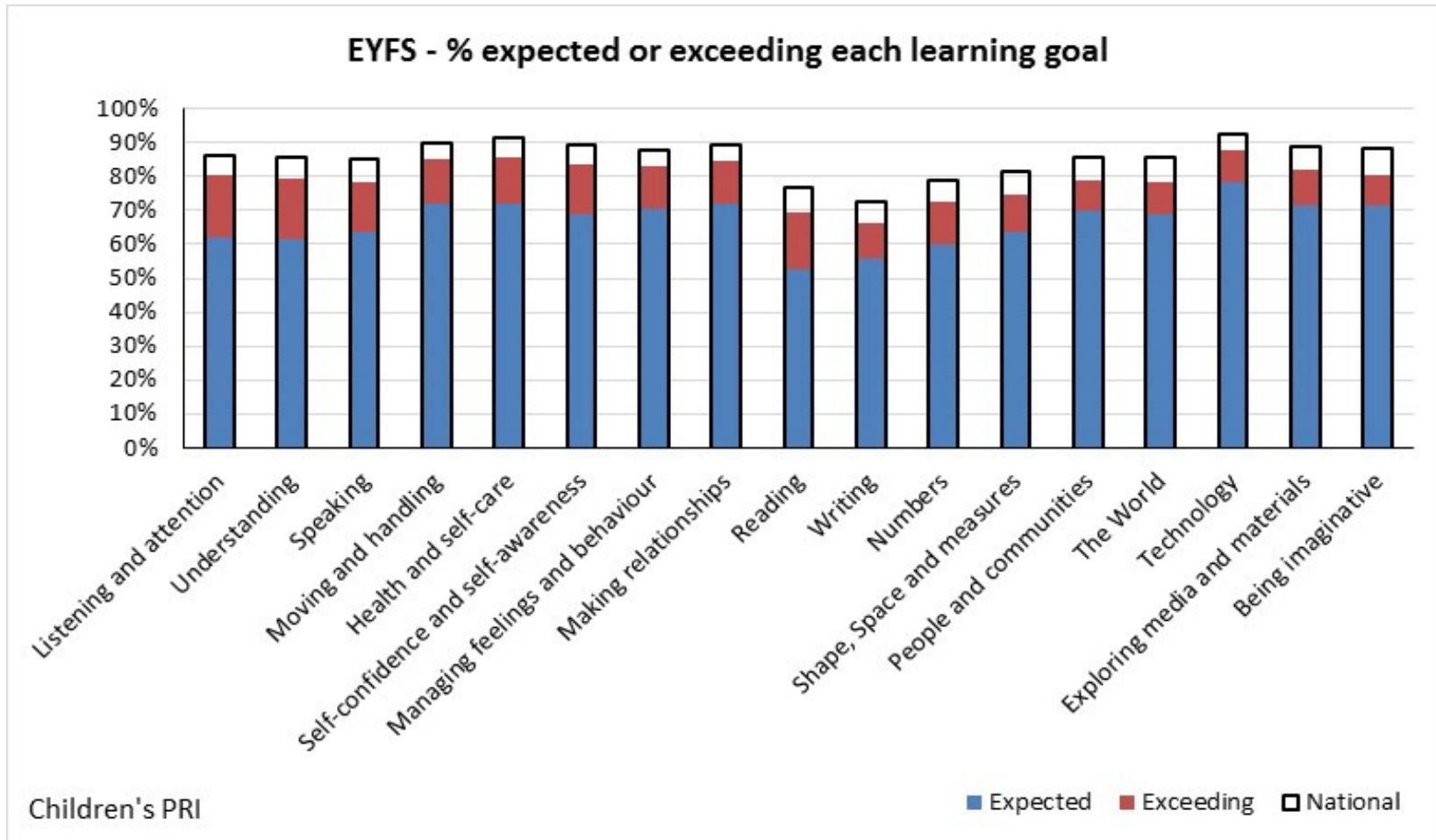
### 3.3 Outcome summary

- The outcomes for each area of learning are outlined in the table and block graph below:
- Results for the expected level of achievement in the individual learning goals were lowest in reading, writing and number; although improvements of 1%, 2% and 2% have been made respectively.
- Outcomes were highest in technology at 87.9% and physical development at just above 85%.

2016		Manchester				National
		Emerging	Expected	Exceeding	Expected or Exceeding	Expected or Exceeding
<b>Good Level of Development</b>					<b>64%</b>	<b>69%</b>
<b>PRIME LEARNING</b>	<b>Communication and Language</b>					
	Listening and attention	19.3%	62.2%	18.1%	80.3%	86.3%
	Understanding	20.0%	61.3%	18.3%	79.6%	85.9%
	Speaking	21.3%	63.4%	14.8%	78.2%	85.1%
	<b>Physical Development</b>					
	Moving and handling	14.4%	72.0%	13.1%	85.1%	89.8%
	Health and self-care	14.2%	71.8%	13.6%	85.4%	91.5%
	<b>Personal, Social and Emotional Development</b>					
	Self-confidence and self-awareness	15.7%	68.8%	15.0%	83.8%	89.2%
	Managing feelings and behaviour	16.4%	70.7%	12.5%	83.2%	87.9%
Making relationships	15.1%	72.1%	12.4%	84.5%	89.5%	
<b>SPECIFIC LEARNING GOALS</b>	<b>Literacy</b>					
	Reading	30.3%	52.9%	16.3%	69.2%	77.0%
	Writing	33.3%	55.6%	10.7%	66.3%	72.6%
	<b>Mathematics</b>					
	Numbers	27.1%	60.0%	12.4%	72.4%	78.8%
	Shape, Space and measures	25.2%	63.5%	10.9%	74.4%	81.7%
	<b>Understanding the World</b>					
	People and communities	20.5%	69.8%	9.3%	79.1%	85.8%
	The World	21.1%	69.0%	9.5%	78.5%	85.7%
	Technology	11.7%	78.5%	9.4%	87.9%	92.4%
	<b>Expressive arts and design</b>					
	Exploring media and materials	17.8%	71.4%	10.4%	81.8%	88.6%
	Being imaginative	18.9%	71.7%	8.9%	80.6%	88.1%

**Notes:**

- The blue and red sections of the block graph below show the % of Manchester pupils that achieved the expected GLD or exceeded it.
- The empty space at the top of each block shows the difference between Manchester’s outcomes and outcomes nationally.





- Across the 7 broad areas of learning, attainment remains lowest in Literacy and Mathematics, although they have both improved since 2015.
- Overall, more children achieved the expected level or above in the prime learning goals, than the specific learning goals.

<b>Summary</b>	<b>Manchester</b>	<b>National</b>
<b>Communication and Language</b>	79.5%	82.0%
<b>Physical Development</b>	81.4%	87.5%
<b>Personal, social and Emotional Development</b>	83.8%	84.8%
<b>Literacy</b>	65.7%	72.1%
<b>Mathematics</b>	70.8%	77.4%
<b>Understanding the world</b>	80.7%	83.2%
<b>Expressive arts and design</b>	77.9%	86.4%
<b>Prime Learning goals</b>	71.3%	78.1%
<b>Specific learning goals</b>	60.8%	68.5%
<b>All learning goals</b>	60.2%	67.3%

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### 3.4 Results by Pupil Groups

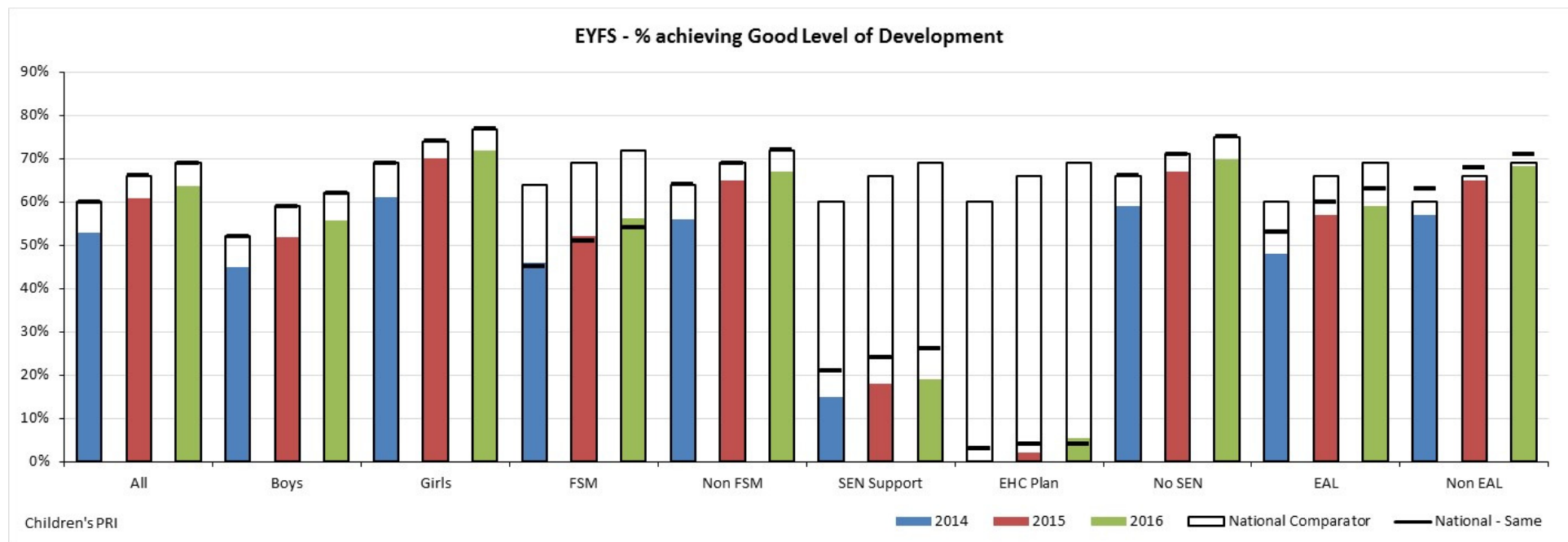
<b>EYFS:</b>	<b>% GLD Compared With National Comparator Groups</b>									<b>GLD NAT same</b>
	<b>2014</b>			<b>2015</b>			<b>2016</b>			
	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	
<b>All</b>	53%	60%	-7%	61%	66%	-5%	64%	69%	-5%	69%
<b>Boys</b>	45%	52%	-7%	52%	59%	-7%	56%	62%	-6%	62%
<b>Girls</b>	61%	69%	-8%	70%	74%	-4%	72%	77%	-5%	77%
<b>FSM</b>	46%	64%	18%	52%	69%	17%	56%	72%	16%	54%

<b>Non FSM</b>	56%	64%	-8%	65%	69%	-4%	67%	72%	-5%	72%
<b>SEN Support</b>	15%	60%	45%	18%	66%	48%	19%	69%	50%	26%
<b>EHC Plan</b>	0%	60%	60%	2%	66%	64%	5%	69%	64%	4%
<b>No SEN</b>	59%	66%	-7%	67%	71%	-4%	70%	75%	-5%	75%
<b>EAL</b>	48%	60%	12%	57%	66%	-9%	59%	69%	10%	63%
<b>Non EAL</b>	57%	60%	-3%	65%	66%	-1%	68%	69%	-1%	71%

Children's  
PRI

**Notes:**

- The block graph below shows the data for pupils groups; as in the table above (3.4). The blue block relates to outcomes in 2014, red relates to outcomes in 2015 and green relates to outcomes in 2016.
- The empty space at the top of the block shows the difference between Manchester's outcomes and the national comparator group.
- The solid black line crossing each block shows the outcomes for the same group of pupils nationally.
- For example, outcomes in 2016 for FSM pupils in Manchester was 56% which is 16% lower than the national comparator group of other non-FSM pupils. However when compared with the same group of FSM pupils nationally, Manchester outcomes were 2% above.



### 3.4.1 Gender

- The proportion of boys achieving a GLD in 2016 improved by 4%. The difference between outcomes for boys in Manchester and outcomes for boys nationally has reduced by 1% since 2015.
- Outcomes for girls in Manchester improved by 2% whereas outcomes nationally improved by 3%. This has resulted in the difference widening by 1%.
- As in previous years a higher proportion of girls than boys have achieved a GLD. The challenge remains to improve attainment for both groups.

### 3.4.2 Pupils Eligible for Free School Meals

- There has been an improvement of 4% in the attainment of pupils who are eligible for Free School Meals (FSM).
- In 2015 the difference between outcomes for FSM and non FSM pupils was 13% in Manchester; in 2016 this reduced to 11%.

- A higher proportion of pupils eligible for FSM in Manchester achieved a GLD than the same group of pupils nationally, however there still remains a 16% difference when compared with all other non FSM pupils nationally.
- The emphasis remains on improving attainment for both groups.

### **3.4.3 Pupils with Special Educational Needs**

- There has been an improvement of 1% in the attainment of pupils receiving SEN support and an improvement of 3% for those on an EHC plan.
- The difference in attainment between pupils receiving SEN support and those without SEN widened by 2% in 2016. This reflects the high level of complex needs in the City along with an increase in the numbers of pupils with SEN coming in to the City.
- Reducing the difference in outcomes for pupils with SEN support and those without continues to be a focus.

### **3.4.4 Pupils speaking English as an Additional Language**

- In 2016 the attainment of Manchester pupils speaking English as an additional language (EAL) improved by 2% to 59%.
- The difference in attainment between this group and all pupils nationally is 10% whereas the difference between non EAL pupils in Manchester and all pupils nationally is 1%.
- The challenge remains to improve outcomes for EAL learners.
- The breakdown of results by ethnic group is in section two of this report.

### **3.5 Next steps/challenges for the EYFS:**

- Continue to increase the proportion of eligible two year olds entitled to the Free Early Education funding who take up their places. In September Manchester's take up was 77% which is broadly in line with national.
- Further embed the use of the matching provision to need tool across the Early Years, to support accurate identification of SEN and appropriate early support and intervention.
- Continue to engage childcare providers with the Early Years Quality Assurance Framework to build on the steadily increasing numbers of settings moving to Good or better judgements in Ofsted inspections
- Complete the integrated review for two year olds pilot and roll out the findings across the city.
- Continue to embed the Early Years Delivery Model assessments at stages 1-5 and the associated interventions and increase the number of schools involved in the ages and stages questionnaire at stage six; on entry to nursery.

- Embed the early identification of children and families who require additional support for speech and language and parenting skills, including increasing the number of Early Years practitioners who are trained to support the development of language friendly environments.
- Strengthen the security of assessment in the Early Years PVI sector through improving moderation of assessments.
- Streamline and strengthen transition arrangements between PVI sector and schools.
- Continue to work with schools, through the Quality Assurance process, to focus on the improvement of outcomes across the EYFS.

#### 4. **KEY STAGE ONE: Phonics Test Year One**

##### 4.1 Context

- This is the fifth year that the phonics check has been completed in schools. National expectation is that pupils should achieve the pass mark of 32.

##### 4.2 Headline summary

- From 2015-16 the percentage of pupils meeting the required standard in the phonics check improved by 5% in Manchester compared with 4% nationally.
- The difference between Manchester and national outcomes is 3%.

##### 4.3 Outcome Summary

- Although outcomes in Manchester have improved by 6% since 2014, nationally they have improved by 7%. The difference therefore between Manchester and national outcomes is not diminishing.

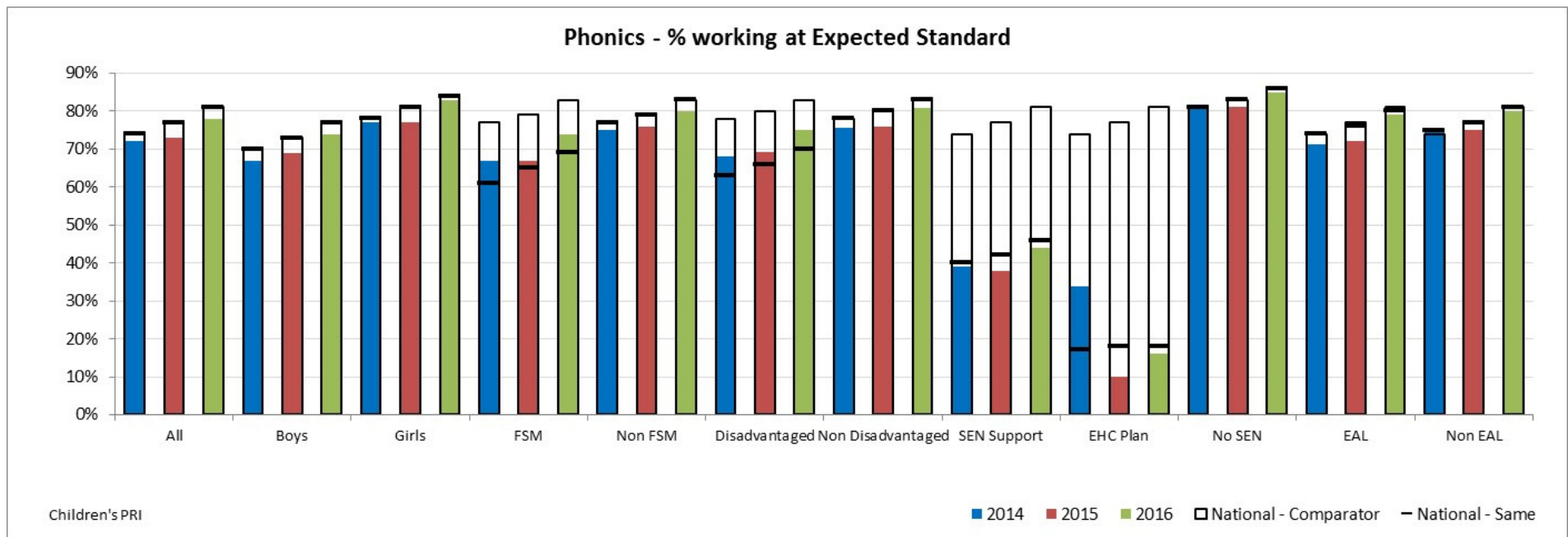
	Year 1 Phonics								
	2014			2015			2016		
Score	MCR	NAT	Diff	MCR	NAT	Diff	MCR	NAT	Diff
<b>32+</b>	72%	74%	-2%	73%	77%	-4%	78%	81%	-3%
<b>0-31</b>	26%	24%	2%	21%	21%	0%	21%	18%	3%
<b>A/D</b>	2%	1%	1%	1%	2%	-1%	3%	2%	1%

#### 4.4 Results by Pupil Groups in 2016

	% meeting the required standard compared with National Comparator Groups									2016 NAT same
	2014			2015			2016			
	MCR	NAT	Diff	MCR	NAT	Diff	MCR	NAT	Diff	
<b>All</b>	72%	74%	-2%	73%	77%	-4%	78%	81%	-3%	81%
<b>Boys</b>	67%	70%	-3%	69%	73%	-4%	74%	77%	-3%	77%
<b>Girls</b>	77%	78%	-1%	77%	81%	-4%	83%	84%	-1%	84%
<b>FSM</b>	67%	77%	-10%	67%	79%	-12%	74%	83%	-9%	69%
<b>Non FSM</b>	75%	77%	-2%	76%	79%	-3%	80%	83%	-3%	83%
<b>Disadvantaged</b>	68%	78%	-10%	69%	80%	-11%	75%	83%	-8%	70%
<b>Non Disadvantaged</b>	76%	78%	-3%	76%	80%	-4%	81%	83%	-2%	83%
<b>SEN Support</b>	39%	74%	-35%	38%	77%	-39%	44%	81%	-37%	46%
<b>EHC Plan</b>	34%	74%	-40%	10%	77%	-67%	16%	81%	-65%	18%
<b>No SEN</b>	81%	81%	0%	81%	83%	-2%	85%	86%	-1%	86%
<b>EAL</b>	71%	74%	-3%	72%	77%	-5%	79%	81%	-2%	80%
<b>Non EAL</b>	75%	74%	1%	75%	77%	-2%	80%	81%	-1%	81%

#### Notes:

- The block graph below shows the data from the table above (4.4). The blue block relates to outcomes in 2014, red relates to outcomes in 2015 and green relates to outcomes in 2016.
- The empty space at the top of the block shows the difference between Manchester's outcomes and the national comparator group.
- The solid black line crossing each block shows the outcomes for the same group of pupils nationally.
- For example, outcomes in 2016 for disadvantaged pupils in Manchester was 75% which is 8% lower than the national comparator group of other non-disadvantaged pupils. However when compared with the same group of disadvantaged pupils nationally, Manchester outcomes were 5% above those nationally.



#### 4.4.1 Gender

- In 2016, girls in Manchester achieved better than boys in the phonics check. The difference in attainment between the two groups of pupils increased by 1% compared with 2015 outcomes.
- Girls' attainment is 1% lower than girls nationally whereas boys' attainment is 3% lower.
- Increasing the percentage of both boys and girls meeting the required standard in phonics is a priority.

#### 4.4.2 Pupils eligible for free school meals

- There has been an improvement of 7% in the attainment of pupils who are eligible for Free School Meals (FSM).
- In 2015 the difference between outcomes for FSM and non FSM pupils was 9% in Manchester; in 2016 this reduced to 6%.
- A higher proportion of pupils eligible for FSM in Manchester met the required standard in the phonics check than the same group of pupils nationally. Manchester outcomes for FSM pupils was 5% better than national, however there still remains a 9% difference when compared with all other non FSM pupils nationally.
- The emphasis remains on improving attainment for both groups.

#### **4.4.3 Disadvantaged Pupils**

- The proportion of disadvantaged pupils in Manchester meeting the required standard in phonics improved by 6% and outcomes for non disadvantaged pupils improved by 5%.
- When comparing outcomes for disadvantaged pupils in Manchester, with other non disadvantaged pupils nationally, the difference is 8%. This is a reduction of 3% from 2015.
- Outcomes for disadvantaged pupils in Manchester are 5% better than outcomes for the same group of pupils nationally.
- Although steady improvements are being made, reducing the difference between outcomes for disadvantaged pupils in Manchester and other non disadvantaged pupils nationally remains a priority.

#### **4.4.4 Pupils with Special Educational Needs**

- In 2016, there was a 6% improvement in Manchester pupils receiving SEN support achieving the expected standard in phonics.
- The difference between pupils with SEN in Manchester achieving the expected standard in phonics and those without has reduced by 2% since 2015.
- The difference between SEN pupils in Manchester achieving the expected standard in phonics and national other pupils has also reduced by 2%.
- There is a difference of 2% between SEN pupils in Manchester achieving the expected standard in phonics and SEN pupils nationally.
- There has been a 6% improvement in pupils with an EHC plan achieving the expected standard in phonics. This however is 2% below the same group of pupils nationally.

#### **4.4.5 Pupils speaking English as an Additional Language**

- Outcomes for EAL pupils in 2016 improved by 7%; leaving only 1% difference between EAL pupils and non EAL pupils in Manchester.
- The difference between outcomes for EAL pupils in Manchester and all pupils nationally is 2%, whereas in 2015 it was 5%.
- The difference between outcomes for EAL learners and all pupils nationally is diminishing.

#### **4.5 Next Steps**

- Continue the work on improving outcomes for phonics as part of the wider 'Read Manchester' initiative.



- Target identified schools, with low phonics outcomes at EY and low reading outcomes at KS1, for inclusion in the phonics intervention programme; brokered through the Manchester School Improvement Partnership. The focus will be on diminishing the difference to national comparators for all groups.
- Continue to work with colleagues from Speech and Language teams across the early years, including childcare providers, to ensure targeted groups access support and intervention following assessment.

## 5. **KEY STAGE ONE**

### 5.1 Context

- Pupils should be working at the national expected or higher standard by the end of KS1. This report includes data for pupils achieving at the expected standard and higher standard.

### 5.2 Headline summary

- Outcomes at KS1 in all subjects are the closest they have ever been to the national averages.
- The difference between outcomes for pupils in Manchester and those nationally continues to diminish.

### 5.3 Outcome summary

- In 2016, 70% of pupils achieved the expected standard in reading, 63% in writing, 71% in maths and 77% in science.
- There is a 4% difference between Manchester outcomes and national outcomes in reading, 2% in writing, 2% in maths and 5% in science.

### 5.4 Results by Pupil Groups in 2016: % Achieving the expected standard

**2016 - KS1 % Achieving Expected Standard Compared With National Comparator Groups and Same Groups**

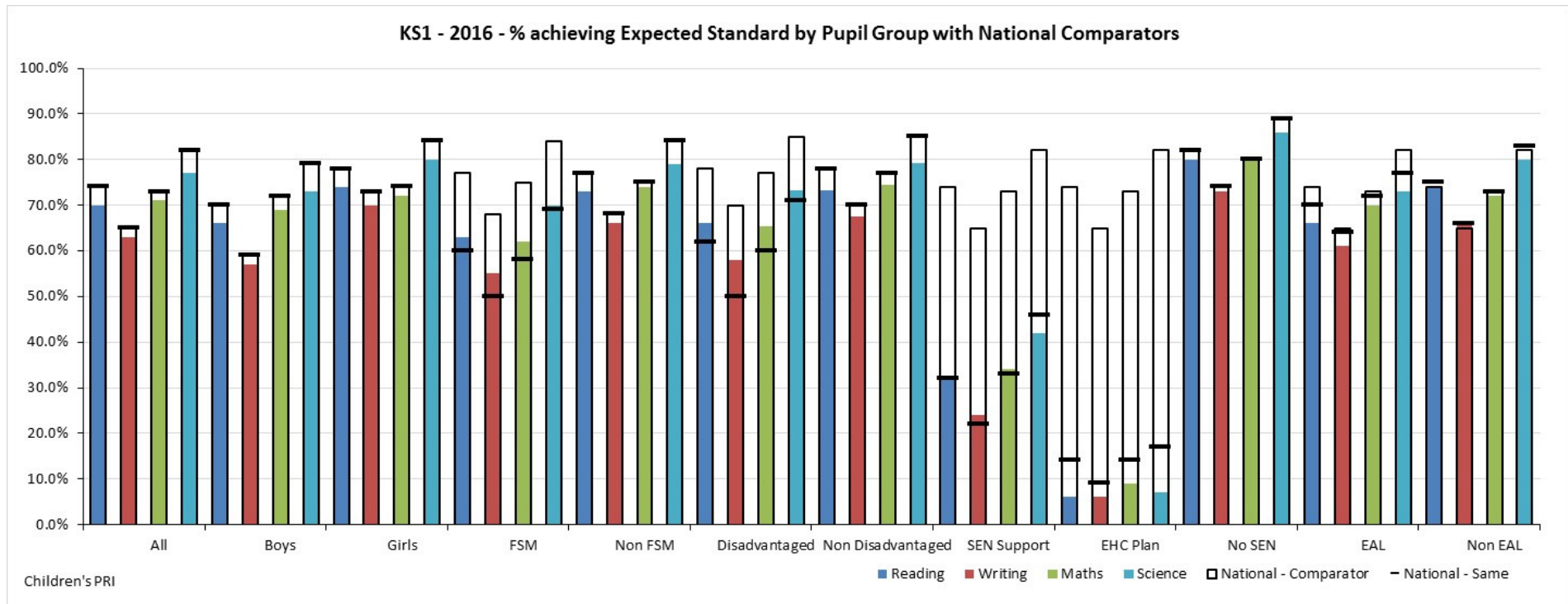
	Reading				Writing				Maths				Science			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same
<b>All</b>	70.0%	74.0%	-4.0%	74%	63.0%	65.0%	-2.0%	65%	71.0%	73.0%	-2.0%	73%	77.0%	82.0%	-5.0%	82%
<b>Boys</b>	66.0%	70.0%	-4.0%	70%	57.0%	59.0%	-2.0%	59%	69.0%	72.0%	-3.0%	72%	73.0%	79.0%	-6.0%	79%
<b>Girls</b>	74.0%	78.0%	-4.0%	78%	70.0%	73.0%	-3.0%	73%	72.0%	74.0%	-2.0%	74%	80.0%	84.0%	-4.0%	84%
<b>FSM</b>	63.0%	77.0%	14.0%	60%	55.0%	68.0%	13.0%	50%	62.0%	75.0%	13.0%	58%	70.0%	84.0%	14.0%	69%
<b>Non FSM</b>	73.0%	77.0%	-4.0%	77%	66.0%	68.0%	-2.0%	68%	74.0%	75.0%	-1.0%	75%	79.0%	85.0%	-5.0%	84%

<b>Disadvantaged</b>	66.0%	78.0%	12.0%	62%	58.0%	70.0%	12.0%	50%	65.3%	77.0%	11.7%	60%	73.2%	85.0%	11.8%	71%
<b>Non Disadvantaged</b>	73.2%	78.0%	-4.8%	78%	67.4%	70.0%	-2.6%	70%	74.5%	77.0%	-2.5%	77%	79.3%	85.0%	-5.7%	85%
<b>SEN Support</b>	32.0%	74.0%	42.0%	32%	24.0%	65.0%	41.0%	22%	34.0%	73.0%	39.0%	33%	42.0%	82.0%	40.0%	46%
<b>EHC Plan</b>	6.0%	74.0%	68.0%	14%	6.0%	65.0%	59.0%	9%	9.0%	73.0%	64.0%	14%	7.0%	82.0%	75.0%	17%
<b>No SEN</b>	80.0%	82.0%	-2.0%	82%	73.0%	74.0%	-1.0%	74%	80.0%	80.0%	0.0%	80%	86.0%	89.0%	-3.0%	89%
<b>EAL</b>	66.0%	74.0%	-8.0%	70%	61.0%	65.0%	-4.0%	64%	70.0%	73.0%	-3.0%	72%	73.0%	82.0%	-9.0%	77%
<b>Non EAL</b>	74.0%	74.0%	0.0%	75%	66.0%	65.0%	1.0%	66%	72.0%	73.0%	-1.0%	73%	80.0%	82.0%	-2.0%	83%

Children's PRI

**Notes:**

- The block graph below shows the data from the table above (5.4). The dark blue block relates to the percentage of KS1 pupils achieving the expected standard in reading in 2016, red relates to outcomes in writing, green relates to maths and light blue relates to science.
- The empty space at the top of the block shows the difference between Manchester's outcomes and the national comparator group.
- The solid black line crossing each block shows the outcomes for the same group of pupils nationally.
- For example, outcomes in writing for KS1 pupils receiving SEN support in Manchester was 24% which is 41% lower than the national comparator group of all pupils nationally. However when compared with the same group of pupils receiving SEN support nationally, Manchester outcomes were 2% above.



### 5.4.1 Gender

- In 2016, KS1 girls in Manchester outperformed boys in all subjects; mirroring the national picture.
- The difference between boys and girls achieving the expected standard in KS1 reading is the same as national, which is 8%. In writing the difference in Manchester is 13% whereas nationally it is 14%. In maths the difference in Manchester is 3% but nationally it is 2%. The difference in science in Manchester is 7% and nationally it is 5%.
- Increasing the percentage of both boys and girls achieving the expected standards in all subjects at KS1 remains a priority.

### 5.4.2 Pupils eligible for free school meals

- In 2016 the difference in outcomes for reading between FSM and non FSM pupils was 10% in Manchester whereas it was 17% for the same group of pupils nationally. In writing it was 11% in Manchester and 18% nationally. In maths it was 12% in Manchester and 17% nationally and in science 9% in Manchester and 15% nationally.

- FSM pupils in Manchester outperform FSM pupils nationally in all subjects at KS1. There still remains a difference however between FSM pupils and other non FSM pupils nationally and reducing this difference is a focus.

#### **5.4.3 Disadvantaged Pupils**

- The proportion of disadvantaged pupils in Manchester achieving the expected standard at KS1 in all subjects is higher than the same group nationally. However, there is a 12% difference in all subjects between Manchester outcomes for disadvantaged pupils and all other non disadvantaged pupils nationally.
- In 2016 the difference in outcomes for reading between disadvantaged and non disadvantaged pupils was 7% in Manchester whereas it was 16% for the same group of pupils nationally. In writing it was 9% in Manchester and 20% nationally. In maths it was 10% in Manchester and 17% nationally and in science 6% in Manchester and 14% nationally. Manchester outcomes are significantly better than outcomes nationally.

#### **5.4.4 Pupils with Special Educational Needs**

- A slightly higher proportion of Manchester pupils receiving SEN support achieved the expected standard in reading, writing and maths than the same group of pupils nationally. This was the opposite way round in science.
- The difference in reading outcomes for pupils with SEN in Manchester and those without is 2% less than the difference nationally. In writing it is 4% less, and in maths it is 1% less. In science, 1% more pupils with SEN achieved the expected standard at KS1 than did SEN pupils in Manchester.
- A significantly higher proportion of pupils with an EHC plan nationally achieved the expected standard at KS1 in all subjects, than did Manchester pupils. Increasing the proportion of pupils with an EHC plan, achieving the expected standard at KS1 in all subjects, is a focus area.

#### **5.4.5 Pupils speaking English as an Additional Language**

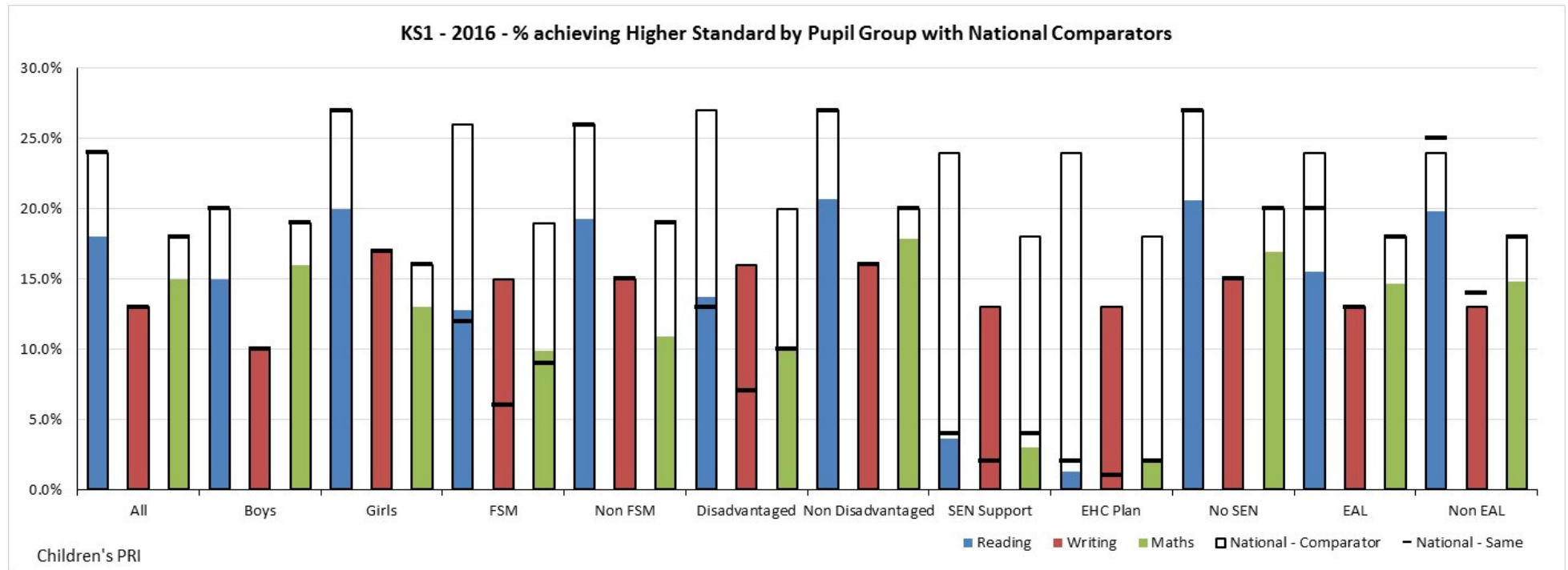
- The proportion of EAL learners in Manchester achieving the expected standard at KS1 is 4% lower than the same group nationally in reading, 3% lower in writing, 2% lower in maths and 4% lower in science.
- The difference in outcomes for EAL learners compared with all pupils nationally is greatest in reading and science; being 8% and 9% respectively.

### 5.5 Results by Pupil Groups in 2016: % Achieving the higher standard

KS1 - % Achieving Higher Standard Compared With National Comparator Group and National Same Group												
	Reading				Writing				Maths			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same
<b>All</b>	18.0%	24.0%	-6.0%	24%	10.0%	13.0%	-3.0%	13%	15.0%	18.0%	-3.0%	18%
<b>Boys</b>	15.0%	20.0%	-5.0%	20%	7.0%	10.0%	-3.0%	10%	16.0%	19.0%	-3.0%	19%
<b>Girls</b>	20.0%	27.0%	-7.0%	27%	13.0%	17.0%	-4.0%	17%	13.0%	16.0%	-3.0%	16%
<b>FSM</b>	12.8%	26.0%	-13.2%	12%	7.3%	15.0%	-7.7%	6%	9.9%	19.0%	-9.1%	9%
<b>Non FSM</b>	19.3%	26.0%	-6.7%	26%	10.9%	15.0%	-4.1%	15%	10.9%	19.0%	-8.1%	19%
<b>Disadvantaged</b>	13.7%	27.0%	-13.3%	13%	7.3%	16.0%	-8.7%	7%	10.2%	20.0%	-9.8%	10%
<b>Non Disadvantaged</b>	20.7%	27.0%	-6.3%	27%	12.1%	16.0%	-3.9%	16%	17.9%	20.0%	-2.1%	20%
<b>SEN Support</b>	3.6%	24.0%	-20.4%	4%	1.1%	13.0%	-11.9%	2%	3.0%	18.0%	-15.0%	4%
<b>EHC Plan</b>	1.3%	24.0%	-22.7%	2%	1.3%	13.0%	-11.7%	1%	1.9%	18.0%	-16.1%	2%
<b>No SEN</b>	20.6%	27.0%	-6.4%	27%	11.8%	15.0%	-3.2%	15%	16.9%	20.0%	-3.1%	20%
<b>EAL</b>	15.5%	24.0%	-8.5%	20%	9.7%	13.0%	-3.3%	13%	14.7%	18.0%	-3.3%	18%
<b>Non EAL</b>	19.8%	24.0%	-4.2%	25%	10.6%	13.0%	-2.4%	14%	14.8%	18.0%	-3.2%	18%

**Notes:**

- The block graph below shows the data from the table above (5.5). The dark blue block relates to the percentage of KS1 pupils achieving a higher standard in reading in 2016, red relates to outcomes in writing and green relates to maths.
- The empty space at the top of the block shows the difference between Manchester's outcomes and the national comparator group.
- The solid black line crossing each block shows the outcomes for the same group of pupils nationally.
- For example, outcomes in maths for disadvantaged pupils in Manchester was 10.2% which is 9.8% lower than the national comparator group of other non disadvantaged pupils nationally. However when compared with the same group of disadvantaged pupils nationally, Manchester outcomes were broadly in line with national.



### 5.5.1 Gender

- In 2016, the proportion of girls achieving a higher standard at KS1 in reading and writing was higher than boys but in maths this is switched round. This is the same picture nationally.
- Fewer boys and girls in Manchester achieved the higher standard in all subjects than did the same groups nationally. The difference between Manchester outcomes at the higher standard and national outcomes in reading was 5% for boys and 7% for girls. In writing it was 3% for boys and 4% for girls. In maths it was 3% for boys and 3% for girls.
- Girls in Manchester outperformed boys at the higher standard in reading by 5% and by 6% in writing whereas in maths, boys outperformed girls by 3%.
- Increasing the percentage of both boys and girls achieving the higher standard in all subjects at KS1 remains a priority as does reducing the difference in outcomes for boys and girls.

### **5.5.2 Pupils eligible for free school meals**

- In 2016 the difference in outcomes at the higher standard for reading between FSM and non FSM pupils was 6.5% in Manchester whereas it was 14% for the same group of pupils nationally. In writing it was 3.6% in Manchester and 9% nationally and in maths it was 10% in Manchester and 10% nationally.
- Outcomes at the higher standard for FSM pupils in Manchester were broadly the same as outcomes for FSM pupils nationally. There still remains a difference however between FSM pupils and other non FSM pupils nationally and reducing this difference is a focus.

### **5.5.3 Disadvantaged Pupils**

- The proportion of disadvantaged pupils in Manchester achieving the higher standard at KS1 in all subjects was broadly in line with the same group of pupils nationally. However, there was a 13.3% difference in reading, 8.7% difference in writing and 9.8% difference in maths between Manchester outcomes for disadvantaged pupils and all other non disadvantaged pupils nationally.
- In 2016 the difference in outcomes at the higher standard for reading between disadvantaged and non disadvantaged pupils was 7% in Manchester whereas it was 14% for the same group of pupils nationally. In writing it was 4.8% in Manchester and 9% nationally. In maths it was 7.7% in Manchester and 10% nationally.

### **5.5.4 Pupils with Special Educational Needs**

- A similar proportion of Manchester pupils receiving SEN support achieved the higher standard in reading, writing and maths when compared with the same group of pupils nationally. This was the same for pupils on an EHC plan.

### **5.5.5 Pupils speaking English as an Additional Language**

- The proportion of EAL learners in Manchester achieving the higher standard at KS1 was 4.4% lower than the same group nationally in reading, 3.3% lower in writing, 2% lower in maths and 3.3% lower in science.
- The difference in outcomes for higher attaining EAL learners compared with all higher attaining pupils nationally was 8.5% in reading, 3.3% in writing and 3.3% in maths. Improving outcomes for higher attaining EAL pupils is an area for improvement.

### **5.6 Next steps**

- Continue the work on improving outcomes in reading as part of the wider 'Read Manchester' initiative.
- Target identified schools, with low KS1 reading outcomes, for inclusion in the phonics intervention programme; brokered through the Manchester School Improvement Partnership. The focus will be on diminishing the difference to national comparators for all groups.

- Through strategic partnership working with the Manchester School Improvement Partnership, Teaching Schools and the Manchester Schools Alliance, focus on improving outcomes for EAL learners, pupils with an EHC plan and higher attaining pupils.
- Through the quality assurance process ensure there is a continued focus on reducing the differences between outcomes for all groups of pupils in Manchester and their national comparator groups.

## **6. KEY STAGE TWO (KS2) Results**

### **6.1 Context**

In 2016 the measures for KS2 performance have changed. Where previously results were recorded as the percentage of pupils gaining a particular national curriculum level, this year the measure is the percentage of pupils reaching an expected standard. This measure has been assessed by tests (and teacher assessment) in reading, maths, grammar, punctuation and spelling (GPS) and through teacher assessment alone in writing and science.

The headline measures are:

- the percentage of pupils achieving the expected standard in reading, writing and mathematics (RWM)
- the percentage of pupils achieving the higher standard in reading, writing and mathematics
- the school's progress score in each of reading, writing and maths
- the pupils' average scaled\* score in each of reading and mathematics

\*The scaled score takes pupils' actual scores and using a statistical model, supported by a panel of teachers, adjusts scores to fall in a range from 80 – 120. A score of 99 or below means a pupil has not reached the expected standard. 100 or more signifies a pupil has met the expected standard and above 110 has exceeded the expected standard.

### **Interpreting progress scores**

By definition, the average progress score, for all mainstream pupils nationally, is zero.

A school's progress scores, for each of English reading, English writing and mathematics are the average of each of its pupils' progress scores in that subject. School level progress scores will be presented as positive and negative numbers either side of zero.

- a score of 0 means pupils in this school, on average, do about as well as those with similar prior attainment nationally
- a positive score means pupils in this school, on average, do better than those with similar prior attainment nationally
- a negative score means pupils in this school, on average, do worse than those with similar prior attainment nationally.



(A negative score does not mean that pupils did not make any progress; rather it means they made less progress than other pupils nationally with similar starting points.)

**Notes: Using the new national comparators to compare local performance with national outcomes for progress and attainment of pupil groups; raising the bar**

In order to be able to interpret the data at KS2 please refer to the table at the start of this document which clearly sets out the national comparator groups which have changed this year.

To assist in understanding how outcomes for particular groups are changing, a measure described as NAT (SAME) has been added to some of the tables where the data is available. This provides the outcomes for the same group nationally, so that a comparison can be made with similar groups of Manchester learners.

## **6.2 Headlines**

### **Attainment in 2016 at KS2**

- 52% of pupils in Manchester achieved the expected standard in reading, writing and maths. This is 1 percentage point below the national average.
- In Maths, the Manchester average was one percentage point above the national average with 71% of pupils achieving the expected standard. The percentage of pupils in Manchester achieving the expected standard in reading and writing were both below the national average, by 3 and 1 percentage points respectively. Manchester had the same percentage of pupils achieving the expected standard as nationally in Grammar, Punctuation and Spelling (GPS). The average scaled score for Maths and GPS was the same as the national average. The average scaled score for reading was lower than the national average.
- Science outcomes for pupils achieving the expected standard were 4% below the national average.
- Manchester had 4% of pupils achieving the higher standard in combined reading, writing and maths. This is one percentage point below the national average. Pupil outcomes at the higher standard were 4% below the national average in reading, 3% below in writing and 1% below in maths.
- Of the components making up the RWM measure for all pupil groups in Manchester, reading was the lowest performing element.

### Progress in 2016 at KS2

- All progress scores (reading, writing and mathematics) for the 2016 cohort of Manchester pupils were above the national average and statistically significantly better; showing that children in Manchester made more progress in all areas of their learning.

### Outcomes in Manchester LA compared with national comparator groups

#### 6.3 Percentage of pupil groups achieving Expected Standard at KS2 in Manchester LA compared with national comparator groups

#### Summary

- Of the three elements making up the KS2 reading, writing, maths (RWM) expected measure, reading was the area where all learners were the furthest away from national outcomes, at -3%. This placed the outcomes for Manchester pupils 117<sup>th</sup> out of 152 Local Authorities.
- In maths, outcomes in Manchester for all pupils exceed the national average by 1% which placed the outcomes for Manchester pupils 65<sup>th</sup> out of 152 Local Authorities.

#### Comparison with national averages

	KS2: 2016 % Achieving Expected Standard Compared With National Comparator Group and National Same Group																			
	Reading				Writing				Maths				RWM				Science			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same
All	63%	66%	-3%	66%	73.0%	74.0%	-1.0%	74%	71.0%	70.0%	1.0%	70%	52.0%	53.0%	-1.0%	53%	77.0%	81.0%	-4.0%	81%
Boys	59%	62%	-3%	62%	66.0%	68.0%	-2.0%	68%	70.0%	70.0%	0.0%	70%	48.0%	50.0%	-2.0%	50%	74.0%	79.0%	-5.0%	79%
Girls	66%	70%	-4%	70%	80.0%	81.0%	-1.0%	81%	72.0%	70.0%	2.0%	70%	56.0%	57.0%	-1.0%	57%	80.0%	83.0%	-3.0%	83%
FSM	54%	69%	-15%	49%	42.0%	77.0%	-35.0%	59%	62.0%	73.0%	-11.0%	54%	42.0%	57.0%	-15.0%	35%	67.5%	Not available	Not available	Not available
Non FSM	66%	69%	-3%	69%	77.0%	77.0%	0.0%	77%	75.0%	73.0%	2.0%	73%	56.0%	57.0%	-1.0%	57%	80.6%	Not available	Not available	Not available
Disadvantaged	56%	72%	-16%	53%	68.0%	79.0%	-11.0%	64%	65.0%	76.0%	-11.0%	58%	45.0%	60.0%	-15.0%	39%	71.2%	Not available	Not available	Not available
Non Disadvantaged	70%	72%	-2%	72%	79.0%	79.0%	0.0%	79%	79.0%	76.0%	3.0%	76%	61.0%	60.0%	1.0%	60%	83.1%	Not available	Not available	Not available
SEN Support	34%	66%	-32%	32%	34.0%	74.0%	-40.0%	32%	39.0%	70.0%	-31.0%	36%	18.0%	53.0%	-35.0%	16%	44.1%	81.0%	36.9%	Not available
EHC Plan	10%	66%	-56%	14%	9.0%	74.0%	-65.0%	13%	14.0%	70.0%	-56.0%	15%	5.0%	53.0%	-48.0%	7%	12.2%	81.0%	-68.8%	Not available
No SEN	71%	74%	-3%	74%	84.0%	84.0%	0.0%	84%	80.0%	78.0%	2.0%	78%	61.0%	62.0%	-1.0%	62%	86.4%	Not available	Not available	Not available

KS2: 2016 % Achieving Expected Standard Compared With National Comparator Group and National Same Group																					
		Reading				Writing				Maths				RWM				Science			
		MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same
<b>EAL</b>		57%	66%	-9%	58%	70.0%	74.0%	-4.0%	73%	71.0%	70.0%	1.0%	72%	48.0%	53.0%	-5.0%	50%	73.0%	81.0%	-8.0%	Not available
<b>Non EAL</b>		66.1%	66.0%	0.1%	68%	75.0%	74.0%	1.0%	74%	71.2%	70.0%	1.2%	69%	54.7%	53.0%	1.7%	54%	79.3%	81.0%	-1.7%	Not available

*National comparators for science are only available for all pupils, boys and girls.*

### 6.3.1 Gender

- In 2016, at KS2 Girls continued to out-perform boys in all areas with the greatest difference in writing (14%) and least in maths (2%).

### 6.3.2 Pupils eligible for free school meals

- In 2016 KS2 writing was a key issue of concern for FSM pupils however overall outcomes at KS2 in RWM for FSM pupils placed Manchester 27<sup>th</sup> out of 152 local authorities. FSM learners in Manchester did less well in writing (-17%) than the national similar group but did better in reading (+5%) and maths (+8%) and did better than the similar group in the RWM (+7%) combined measure.

### 6.3.3 Disadvantaged Pupils

- The new national comparators in 2016 highlight reading as the major focus for disadvantaged pupils. However outcomes in RWM at KS2 for disadvantaged pupils placed Manchester 28<sup>th</sup> out of 152 local authorities. When compared with the national disadvantaged cohort, disadvantaged learners in Manchester exceed national outcomes in all measures.

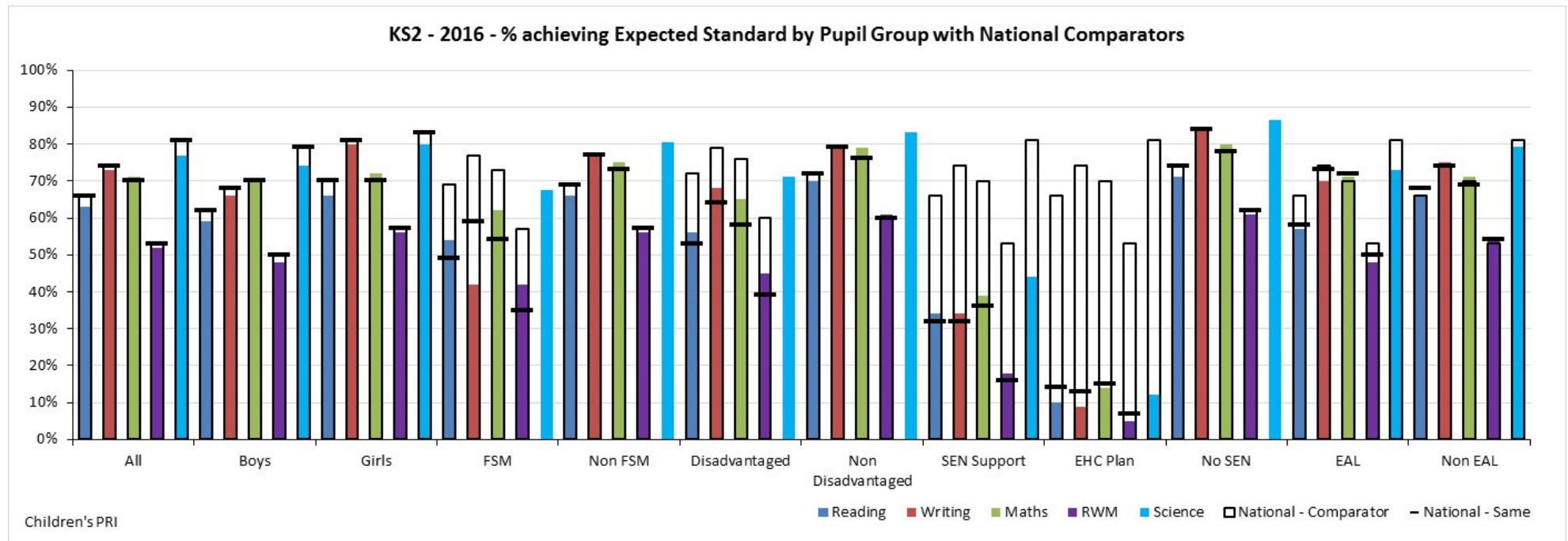
### 6.3.4 Pupils with Special Educational Needs

- KS2 outcomes in 2016 for learners with SEN support showed that all elements had significant gaps to national comparators with the most significant being in writing (-40%). The group of pupils with No-SEN were below national in reading (-3%) but were in line with national outcomes in writing and exceed national outcomes in maths by 2%. For Manchester SEN pupils without statements, their outcomes placed Manchester 45<sup>th</sup> out of 152 local authorities. When compared with the national SEN support cohort, those learners in the SEN support group in Manchester exceeded national outcomes in all measures.
- Outcomes for pupils with an EHC plan highlight all areas as having a significant gap to all pupils nationally. Writing showed the largest gap (-65%). The gap in attainment that is identified from comparing this group of pupils with the new national

comparator for all pupils, will be an issue for learners in many local authorities. When compared with the same group of pupils nationally, those on an EHC plan in Manchester do less well in all subjects.

### 6.3.5 Pupils speaking English as an Additional Language

- EAL learners exceeded national outcomes in maths (+1%) but were below national in writing (-4%) and reading (-9%). The group of pupils who are non-EAL exceeded outcomes in reading, writing and maths and overall the national comparator for combined RWM was exceeded by 1.7%.



### 6.4 How have Manchester's attainment outcomes at KS2 differed from comparator groups over time 2014 - 2016

The difference of pupils' outcomes in Manchester when compared with the national key indicators across the last three years has been chosen to give a sense of how outcomes have changed over time. However the confidence with which conclusions can be

drawn from these figures this year is in question as the methodologies are so different. Small changes may be due to differences in performance but may also be accounted for in the different way the figures have been calculated. Looking at the difference between Manchester and national outcomes over time should be more useful for comparisons and to see trends.

<b>% Difference with National Comparator Group and National Same Group (% L4+ and % Expected Standard)</b>						
<b>RWM</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2014 NAT same</b>	<b>2015 NAT same</b>	<b>2016 NAT same</b>
<b>All</b>	0.0%	0.0%	-1.0%	0.0%	0.0%	-1.0%
<b>Boys</b>	0.0%	0.0%	-2.0%	0.0%	0.0%	-2.0%
<b>Girls</b>	0.0%	1.0%	-1.0%	0.0%	1.0%	-1.0%
<b>FSM</b>	-12.0%	-11.0%	-15.0%	6.0%	6.0%	7.0%
<b>Non FSM</b>	1.0%	1.0%	-1.0%	1.0%	1.0%	-1.0%
<b>Disadvantaged</b>	-10.8%	-9.0%	-15.0%	5.2%	6.0%	6.0%
<b>Non Disadvantaged</b>	1.4%	1.0%	1.0%	1.4%	1.0%	1.0%
<b>SEN Support</b>	-31.0%	-33.0%	-35.0%	6.0%	4.0%	2.0%
<b>EHC Plan</b>	-70.0%	-68.0%	-48.0%	-6.0%	-4.0%	-2.0%
<b>No SEN</b>	1.0%	1.0%	-1.0%	1.0%	1.0%	-1.0%
<b>EAL</b>	-1.0%	-2.0%	-5.0%	1.0%	-1.0%	-2.0%
<b>Non EAL</b>	0.0%	2.0%	1.7%	0.0%	1.0%	0.7%

#### 6.4.1 Gender

- In 2016, a small gap has emerged between Manchester attainment measures and the comparator group at KS2 boys (-2%) and girls (-1%).

#### 6.4.2 Pupils eligible for free school meals

- In 2016, against the new comparator the difference between Manchester pupils and the national outcomes in RWM for FSM pupils has increased. However when compared to the national FSM cohort, Manchester learners have at least maintained the positive gap they have sustained over the last three years. Manchester is 27<sup>th</sup> out of 152 local authorities for this measure.

### **6.4.3 Disadvantaged Pupils**

- The new national comparators suggest an increasing gap in 2016 compared to previous years but when compared with similar learners, Manchester disadvantaged learners performed better than their peers nationally and this difference is being sustained to place Manchester 28<sup>th</sup> out of 152 local authorities in 2016.

### **6.4.4 Pupils with Special Educational Needs**

- KS2 outcomes in 2016 for SEN support learners showed significant gaps to the new national comparator. However when compared to similar learners the gap was positive but is on a downward trend over the last three years. This currently places Manchester learners with SEN support with outcomes 45<sup>th</sup> out of 152 local authorities.
- Outcomes for pupils with an EHC plan highlight that the difference with the national comparator has been diminishing over the last three years but is still significant. When compared with the national cohort of learners with an EHC plan, Manchester learners did less well than the national cohort but this gap has been decreasing over the last three years and in 2016 was reduced to -2%.

### **6.4.5 Pupils speaking English as an Additional Language**

- EAL learners' outcomes in RWM suggest that a gap has started to emerge over the last three years with Manchester EAL learners doing less well than EAL pupils nationally. The group of pupils who are non-EAL marginally exceeded outcomes in RWM by 0.7%.

## **6.5 Percentage of pupil groups achieving Higher Standard at KS2 in Manchester LA compared with national comparator groups**

### **Comparison with national averages**

For pupils to achieve the higher standard they must have gained a scaled score in the relevant subject at 110 or above. In writing a moderated teacher assessment indicating they were working at the higher standard must be achieved.

KS2: 2016 % Achieving Higher Standard Compared With National Comparator Group and National Same Group																
	Reading				Writing				Maths				RWM			
	MCR	NAT	Diff	NAT same	MCR	NAT	Diff	NAT same	MCR	NAT	Diff	NAT same	MCR	NAT	Diff	NAT same
<b>All</b>	15.0%	19.0%	-4.0%	19%	12.0%	15.0%	-3.0%	15%	16.0%	17.0%	-1.0%	17%	4.0%	5.0%	-1.0%	5%
<b>Boys</b>	12.0%	16.0%	-4.0%	16%	9.0%	11.0%	-2.0%	11%	18.0%	18.0%	0.0%	18%	4.0%	5.0%	-1.0%	5%
<b>Girls</b>	17.0%	22.0%	-5.0%	22%	15.0%	19.0%	-4.0%	19%	14.0%	15.0%	-1.0%	15%	5.0%	6.0%	-1.0%	6%
<b>FSM</b>	8.5%	21.0%	-12.5%	8%	7.0%	16.0%	-9.0%	7%	8.9%	18.0%	-9.1%	8%	1.5%	6.0%	-4.5%	2%
<b>Non FSM</b>	17.0%	21.0%	-4.0%	21%	13.9%	16.0%	-2.1%	16%	18.8%	18.0%	0.8%	18%	5.3%	6.0%	-0.7%	6%
<b>Disadvantaged</b>	9.5%	23.0%	-13.5%	10%	8.1%	18.0%	-9.9%	8%	10.3%	20.0%	-9.7%	9%	2.0%	7.0%	-5.0%	2%
<b>Non Disadvantaged</b>	20.5%	23.0%	-2.5%	23%	16.3%	18.0%	-1.7%	18%	22.5%	20.0%	2.5%	20%	6.8%	7.0%	-0.2%	7%
<b>SEN Support</b>	4.9%	19.0%	-14.1%	5%	2.6%	15.0%	-12.4%	2%	4.4%	17.0%	-12.6%	4%	0.5%	5.0%	-4.5%	x
<b>EHC Plan</b>	2.1%	19.0%	-16.9%	3%	0.0%	15.0%	-15.0%	1%	1.6%	17.0%	-15.4%	2%	0.0%	5.0%	-5.0%	x
<b>No SEN</b>	17.1%	22.0%	-4.9%	22%	14.4%	17.0%	-2.6%	17%	19.0%	19.0%	0.0%	19%	5.2%	6.0%	-0.8%	6%
<b>EAL</b>	11.3%	19.0%	-7.7%	14%	10.7%	15.0%	-4.3%	14%	16.5%	17.0%	-0.5%	20%	3.7%	5.0%	-1.3%	5%
<b>Non EAL</b>	16.7%	19.0%	-2.3%	20%	12.7%	15.0%	-2.3%	15%	15.6%	17.0%	-1.4%	16%	4.5%	5.0%	-0.5%	5%

Children's PRI

### 6.5.1 Gender

- In 2016, 1% more girls than boys achieved the Higher Standard in RWM. Nationally this measure was 1%. In Manchester 5% more girls than boys achieved the Higher Standard in reading. 6% more girls than boys achieved the Higher Standard in writing. 4% more boys than girls achieved the Higher Standard in maths.

### 6.5.2 Pupils eligible for free school meals

- In 2016, 1.5 % of FSM pupils achieved the Higher Standard in RWM with the national non-FSM cohort achieving 6.0%. When compared with the national cohort of FSM learners Manchester learners were in line with these outcomes.

### 6.5.3 Disadvantaged Pupils

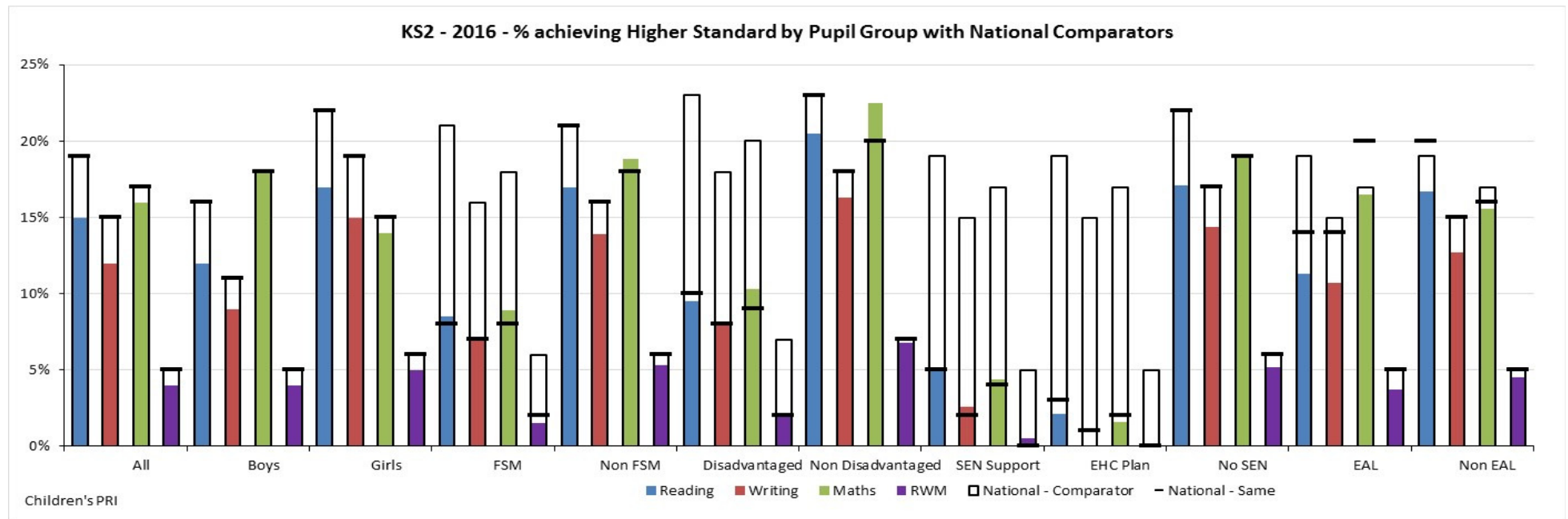
- 2.0% of disadvantaged pupils achieved the Higher Standard in RWM with the national non-disadvantaged comparator group achieving 7.0%. When compared with the national cohort of disadvantaged learners Manchester learners were in line with these outcomes.

### 6.5.4 Pupils with Special Educational Needs

- KS2 outcomes in 2016 for SEN support learners showed all elements had gaps to national comparators. The group of pupils with No-SEN were below national in reading and writing and in line with national outcomes in maths.
- No Manchester pupils with an EHC plan attained the Higher Standard in RWM overall. 2.1% did achieve reading and 1.6% gained Higher Standard maths but no pupils were assessed as having achieved the Higher Standard in writing. Manchester outcomes were below national outcomes for these pupils.

### 6.5.5 Pupils speaking English as an Additional Language

- The percentage of EAL learners attaining the Higher Standard in maths was almost in line with national outcomes (-0.5%) but were below national in writing (-4.3%) and reading (-7.7%). When compared with the national cohort of EAL learners Manchester learners did less well than the national cohort in all areas. The group of pupils who are non-EAL exceeded outcomes in reading, writing and maths and overall the national comparator for combined RWM was exceeded by 1.7%.





## 6.6 KS1 to 2 Progress

New progress measures have been calculated in 2016 identifying each pupil's starting point in KS1 and plotting expected progress and measuring against the number of learners making this progress. If all pupils make the progress, a score of zero is recorded. A score greater than zero highlights pupils making more progress than would be expected. A score below zero suggests progress is below what would be expected.

Progress for **All** pupils in Manchester is above what would be expected in

- reading (+0.3)
- writing (+0.8)
- and maths (+1.1)

<b>KS2 - 2016 - Progress Scores Compared With National Comparator Group and National Same Group</b>												
	<b>Reading</b>				<b>Writing</b>				<b>Maths</b>			
	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>NAT same</b>	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>NAT same</b>	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>NAT same</b>
<b>All</b>	0.3	0	0.3	0	0.8	0	0.8	0	1.1	0	1.1	0
<b>Boys</b>	0.1	-0.3	0.4	-0.3	0	-0.8	0.8	-0.8	1.7	0.6	1.1	0.6
<b>Girls</b>	0.6	0.4	0.2	0.4	1.6	0.8	0.8	0.8	0.6	-0.6	1.2	-0.6
<b>FSM</b>	-0.1	0.2	-0.3	-0.9	0.5	0.1	0.4	-0.5	0.6	0.1	0.5	-0.7
<b>Non FSM</b>	0.5	0.2	0.3	0.2	1	0.1	0.9	0.1	1.3	0.1	1.2	0.1
<b>Disadvantaged</b>	-0.2	0.3	-0.5	-0.7	0.6	0.1	0.5	-0.3	0.6	0.2	0.4	-0.5
<b>Non Disadvantaged</b>	1	0.3	0.7	0.3	1.1	0.1	1	0.1	1.7	0.2	1.5	0.2
<b>SEN Support</b>	-0.2	0	-0.2	-1.3	-1	0	-1	-2.4	0	0	0	-1.1
<b>EHC Plan</b>	-3.3	0	-3.3	-3.1	-2.8	0	-2.8	-4	-2.4	0	-2.4	-3.5
<b>No SEN</b>	0.5	0.3	0.2	0.3	1.3	0.5	0.8	0.5	1.5	0.3	1.2	0.3
<b>EAL</b>	0.3	0	0.3	0.3	1.3	0	1.3	1.5	2	0	2	2
<b>Non EAL</b>	0.3	0	0.3	-0.1	0.6	0	0.6	-0.3	0.6	0	0.6	-0.4

### 6.6.1 Gender

- In reading and writing girls' progress was ahead of that of boys, in maths boys' progress was marginally better than girls'. Manchester boys and girls made more progress than pupils nationally.

### **6.6.2 Pupils eligible for free school meals**

- FSM pupils made more progress than would be anticipated in writing and maths but progress was slightly below what would be anticipated in reading. However when compared with the national FSM cohort progress was better in Manchester in all areas.

### **6.6.3 Disadvantaged Pupils**

- Disadvantaged pupils made more progress than would be anticipated in writing and maths but progress was slightly below what would be anticipated in reading. However when compared with the national disadvantaged cohort progress was better in Manchester in all areas.

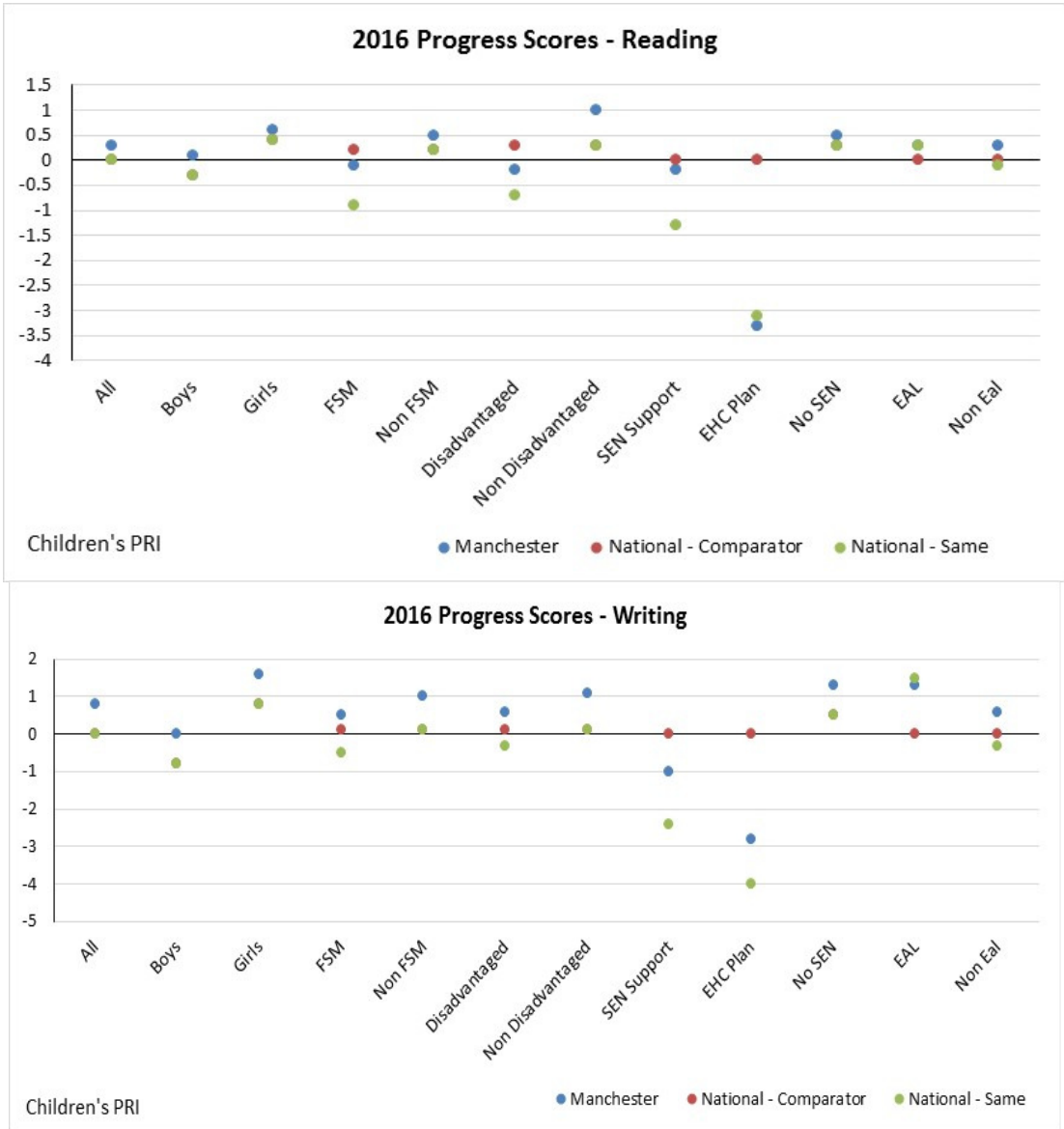
### **6.6.4 Pupils with Special Educational Needs**

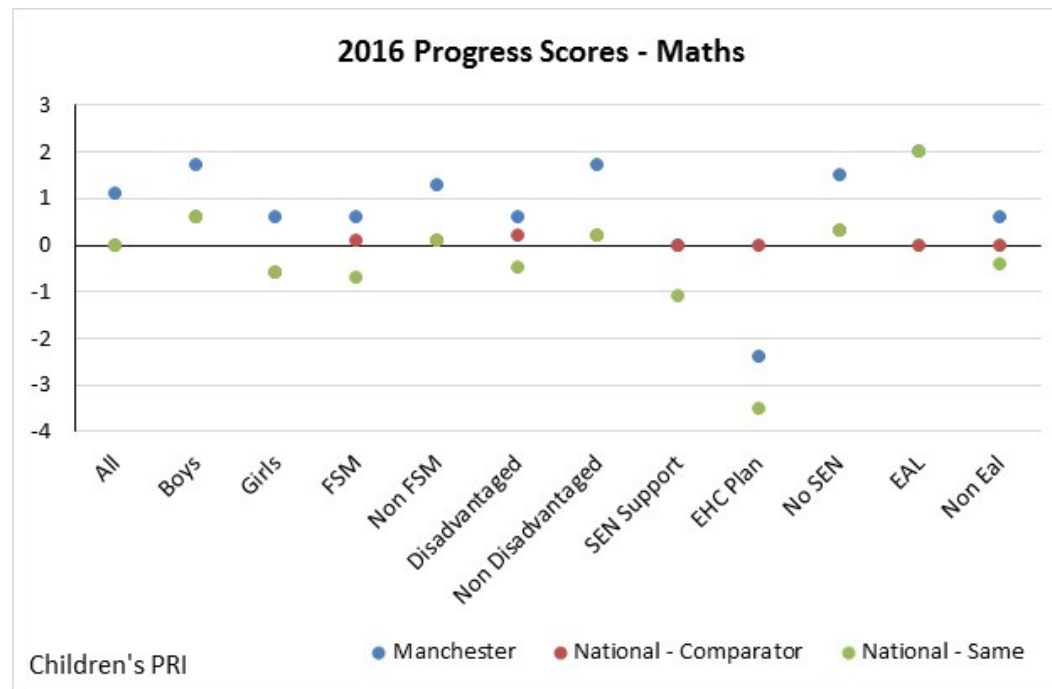
- Pupils in the group SEN support made expected progress in maths but less progress in writing and reading than might be expected. However when compared with the national SEN cohort progress was better in Manchester in all areas.
- Those pupils with an EHC plan made less progress in reading, writing and maths and the difference to national outcomes for these pupils was the greatest. However when compared with the national EHC plan pupil cohort, progress was better in Manchester in all areas.

### **6.6.5 Pupils speaking English as an Additional Language**

- EAL learners made better than expected progress in all areas. When compared to the national cohort of EAL pupils, outcomes were in line or very similar in all areas.

The 3 graphs below highlight expected progress in reading, writing and maths. The horizontal axis marks expected progress.





### 6.8 Next steps/challenges

- To refine the data shared with schools so that it reflects the national changes in assessment and so that it fully supports the self improving school system.
- Make full use of the LA Quality Assurance process to work with identified schools to improve outcomes for all pupil groups. In particular to explore how outcomes for learners with an EHC plan and pupils with EAL can be continually improved.
- Through the strategic partnership working with the Manchester Schools Alliance, Teaching Schools, National Leaders of Education and the Manchester School Improvement Partnership continue to focus on
  - Bringing all outcomes to at least in line with national results – for expected standards and higher standards.
  - Closing the gap between boys and girls
  - Ensuring pupil progress sustains above the national average in all areas.
- To consolidate the work started in the Year of Reading in Manchester to build on the engagement of children and families in maintaining pleasure in reading and learning.

## **7. KEY STAGE 4 Final Results**

### **7.1. Context**

Over the past three years there have been significant changes in the calculations of Key Stage 4 performance measures which have had significant impact on GCSE results nationally. 2016 saw further change with a move away from the headline measure of 5+ A\* - C including English and Maths to the adoption of new secondary accountability measures of Attainment 8 and Progress 8. Schools also continued to report the percentage of pupils achieving A\* - C in English and Maths; the proportion of pupils entered for, and achieving the EBacc, and the proportion of pupils achieving at least one qualification.

### **7.2 Headlines**

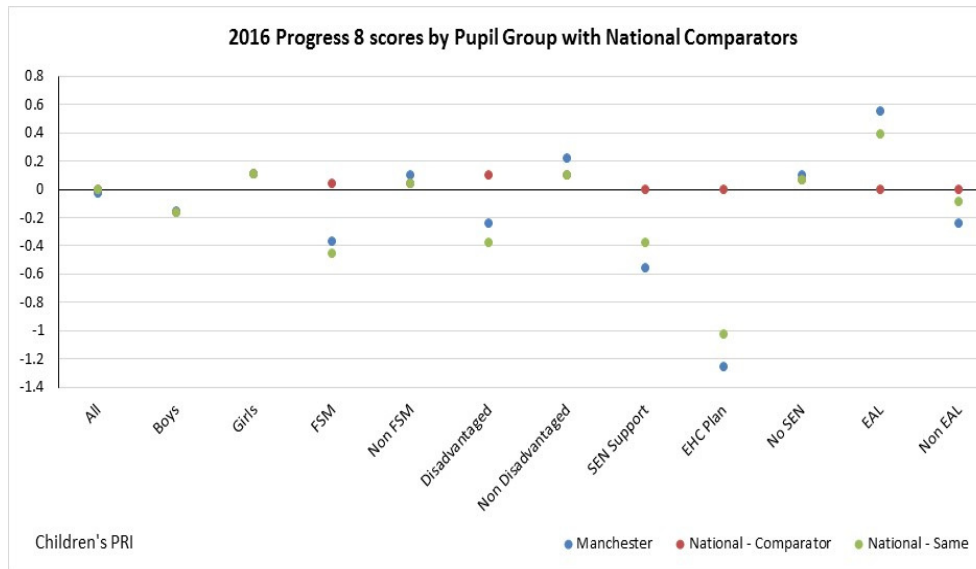
- 2016 Manchester LA results showed a positive increase from 2015 outcomes in all accountability measures with the exception of EBacc.
- The Manchester overall progress 8 score was -0.03 which was in line with the national progress 8 score of 0. Manchester's progress 8 score for disadvantaged pupils was above the national progress 8 score for disadvantaged pupils. Similarly the progress 8 score for non-disadvantaged pupils in Manchester was above the national progress 8 score for non-disadvantaged pupils.
- The Manchester Attainment 8 score was 47.1 compared with a national attainment 8 score of 48.5. The Manchester score improved by 2.8 from 2015 with national results improving at a slower rate. Therefore the difference to national has reduced to 1.4. Manchester's Attainment 8 for disadvantaged pupils was above the national attainment 8 score for disadvantaged pupils.
- 55.3% of Manchester pupils achieved A\*-C in English & Maths with 59.3% pupils achieving this measure nationally. This was an improvement for Manchester of 7.8 percentage points and the difference between Manchester and national results has reduced to 4%.
- The percentage of pupils achieving the English Baccalaureate has fallen in Manchester from 20.5% in 2015 to 19.2% in 2016 compared to a slight increase nationally to 23.1%; the difference to national has therefore widened to 3.9 percentage points.
- Manchester disadvantaged pupils achieved better than disadvantaged pupils nationally for every accountability measure.
- The DfE has released the % of pupils achieving 5+ A\*-C including English & Maths for 2016 although it is no longer an accountability measure. For Manchester this was 49.9%, compared with 53.5% nationally. This was a 2.4 percentage point increase compared with 2015 for Manchester, while the national figure was down by 0.3 percentage points. Therefore the difference has narrowed to 3.6 percentage points.

### 7.3 Comparison between Manchester and England Key Stage 4 Results Trend

Performance Measures		2014	2015	2016	2015-16 changes
Manchester	Progress 8			-0.03	NA
	Attainment 8		44.3	47.1	+2.8
	% A*-C in English and Maths	53.5%	49.1%	55.3%	+6.2
	% entered for English Baccalaureate	38.0%	36.8%	35.5%	-1.3%
	% achieving English Baccalaureate	22.1%	20.5%	19.2%	-1.3%
	% 5+ A*-C inc English and Maths	51.4%	47.5%	49.9%	+2.4%
England					
	Progress 8			0	NA
	Attainment 8		47.4	48.5	+1.1
	% A*-C in English and Maths	55.5%	55.8%	59.3%	+3.5
	% entered for English Baccalaureate	36.2%	36.2%	36.8%	+0.4%
	% achieving English Baccalaureate	22.8%	22.9%	23.1%	+0.2
	% 5+ A*-C inc English and Maths	53.4%	53.8%	53.5%	-0.3

- In 2016, Manchester LA results improved from the results in 2015 against all accountability measures with the exception of the English Baccalaureate.

### 7.4 Progress 8



	2016 - Progress 8 Compared With National Comparator Group			2016 NAT same
	MCR	NAT	Diff	
All	-0.03	0	-0.03	0
Boys	-0.16	-0.17	0.01	-0.17
Girls	0.11	0.11	0	0.11
FSM	-0.37	0.04	-0.41	-0.46
Non FSM	0.1	0.04	0.06	0.04
Disadvantaged	-0.24	0.1	-0.34	-0.38
Non Disadvantaged	0.22	0.1	0.12	0.1
SEN Support	-0.56	0	-0.56	-0.38
EHC Plan	-1.26	0	-1.26	-1.03
No SEN	0.1	0.06	0.04	0.06
EAL	0.55	0	0.55	0.39
Non EAL	-0.24	0	-0.24	-0.09

Children's PRI

- Progress 8 was introduced as a new accountability measure for KS4 outcomes in 2016. The progress 8 score measures the progress of pupils from the end of primary school to the end of secondary school. The score is calculated by comparing the achievement of all the schools pupils against the Attainment 8 score of all pupils nationally with similar prior attainment at the end of primary school. A Progress 8 score is published as a numerical figure where each GCSE grade is equal to one. For example, 0.5 means pupils made half a grade more progress across their subjects than pupils nationally with similar prior attainment. A score of 0 would mean pupils made expected progress in line with pupils nationally with similar prior attainment.
- In 2016 Manchester's progress 8 score for all pupils was in line with national with a progress 8 score of -0.03 compared to national progress 8 of 0.

#### **7.4.1 Gender**

- The Manchester progress 8 score for boys of -0.16 was significantly below the Manchester progress 8 for girls of 0.11.
- When compared to national progress 8 scores, the Manchester girls progress 8 score was exactly the same as national and the Manchester boys progress 8 score was very slightly above boys nationally with a score of -0.16 against a national score of -0.17.

#### **7.4.2 Pupils Eligible for Free School Meals**

- The Manchester progress 8 score for pupils' eligible for FSM although below the national comparator was above the progress 8 score of those pupils eligible for FSM nationally. Manchester FSM's progress 8 score was -0.37 compared to a national same progress 8 score of -0.46; Manchester was ranked 41 out of all Local Authorities.
- In addition the Manchester progress 8 score for pupils not eligible for FSM of 0.1 was also above the progress 8 score for Non FSM nationally, 0.06; Manchester was ranked 49 out of all Local Authorities.

#### **7.4.3 Disadvantaged Pupils**

- The progress 8 score for Manchester disadvantaged pupils was -0.24 , which was below the national comparator but was above the progress 8 score of -0.38 for disadvantaged pupils nationally. Manchester was ranked 38 out of all Local Authorities for disadvantaged progress 8.
- Similarly the progress 8 score for non-disadvantaged pupils in Manchester was 0.22 which was above the national progress 8 score for non-disadvantaged pupils of 0.1. Manchester was ranked 31 out of all Local Authorities for non-disadvantaged progress 8.

#### **7.4.4 Pupils with Special Educational Needs**

- Manchester SEN support pupils progress 8 score was below both the national comparator and the national score for SEN support. Manchester SEN support pupils progress 8 score was -0.56 compared to the national same progress 8 of -0.38.
- There was also a gap in the performance in progress 8 for children with an EHC plan compared to both the national comparator and national same group.

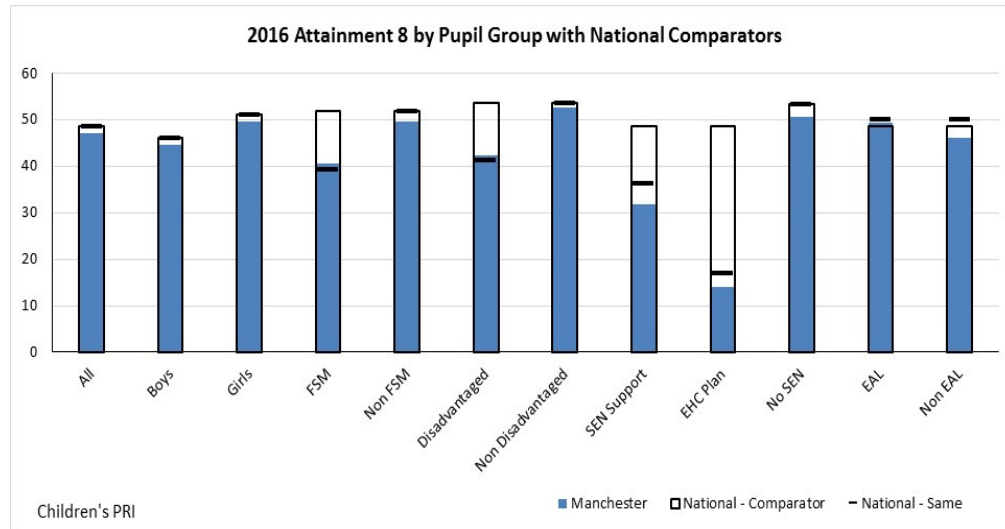
#### **7.4.5 Pupils with English as an Additional Language**

- In Manchester the progress score for children with English as an Additional Language (EAL) was above the national same group. Manchester EAL progress 8 score was 0.55 compared to the National EAL progress 8 score of 0.39.



- However Manchester’s Non EAL children performed significantly below the national same group with a Manchester Non EAL progress 8 score of -0.24 compared to the national Progress 8 score of -0.09.

## 7.5 Attainment 8



2016 - Attainment 8 Compared With National Comparator Group				2016 NAT same
	MCR	NAT	Diff	
All	47.1	48.5	-1.4	48.5
Boys	44.7	46	-1.3	46
Girls	49.6	51.1	-1.5	51.1
FSM	40.5	51.8	-11.3	39.1
Non FSM	49.5	51.8	-2.3	51.8
Disadvantaged	42.4	53.5	-11.1	41.2
Non Disadvantaged	52.7	53.5	-0.8	53.5
SEN Support	31.8	48.5	-16.7	36.2
EHC Plan	14.1	48.5	-34.4	17
No SEN	50.6	53.3	-2.7	53.3
EAL	49.3	48.5	0.8	49.9
Non EAL	46.1	48.5	-2.4	50

Children’s PRI

- Attainment 8 was also a new accountability measure for KS4 outcomes for 2016. Attainment 8 is based on all pupils' results across eight subjects with a double weighting for English and Mathematics. Attainment 8, using points as grade equivalents, measures a student's average grade across eight subjects.
- In 2016 Manchester’s attainment 8 score for all pupils is below national with a score of 47.1 compared to a national attainment 8 score of 48.5.

### 7.5.1 Gender

- The Manchester attainment 8 score for boys of 44.7 was significantly below the Manchester attainment 8 for girls of 49.6.

- When compared to national outcomes the attainment 8 scores for both Manchester boys and girls were below the national score with a slightly wider difference to national for Manchester girls of -1.5 compared to the -1.3 difference to national for Manchester boys.

#### **7.5.2 Pupils Eligible for Free School Meals**

- The Manchester attainment 8 score for pupils eligible for FSM although significantly below the national comparator was above the attainment 8 score of those pupils eligible for FSM nationally. Manchester FSM's attainment 8 score was 40.5 compared to an attainment 8 score of 39.1 for pupils eligible for FSM nationally.
- The Manchester attainment 8 score for pupils not eligible for FSM was below those pupils not eligible for FSM nationally. Manchester non FSM pupils' attainment 8 score was 49.5 compared to a national attainment 8 score of 51.8.

#### **7.5.3 Disadvantaged Pupils**

- The attainment 8 score for Manchester disadvantaged pupils was significantly below the national comparator, however when compared to the 'national same' group Manchester disadvantaged pupils performed better than disadvantaged pupils nationally and Manchester ranked 43 for disadvantaged attainment 8. The attainment 8 score for Manchester disadvantaged pupils was 42.2, which was -11.1 below the national comparator but was above the attainment 8 score of 41.2 for disadvantaged pupils nationally.
- The attainment 8 score for Manchester non- disadvantaged pupils was -0.8 below non-disadvantaged pupils nationally.

#### **7.5.4 Pupils with Special Educational Needs**

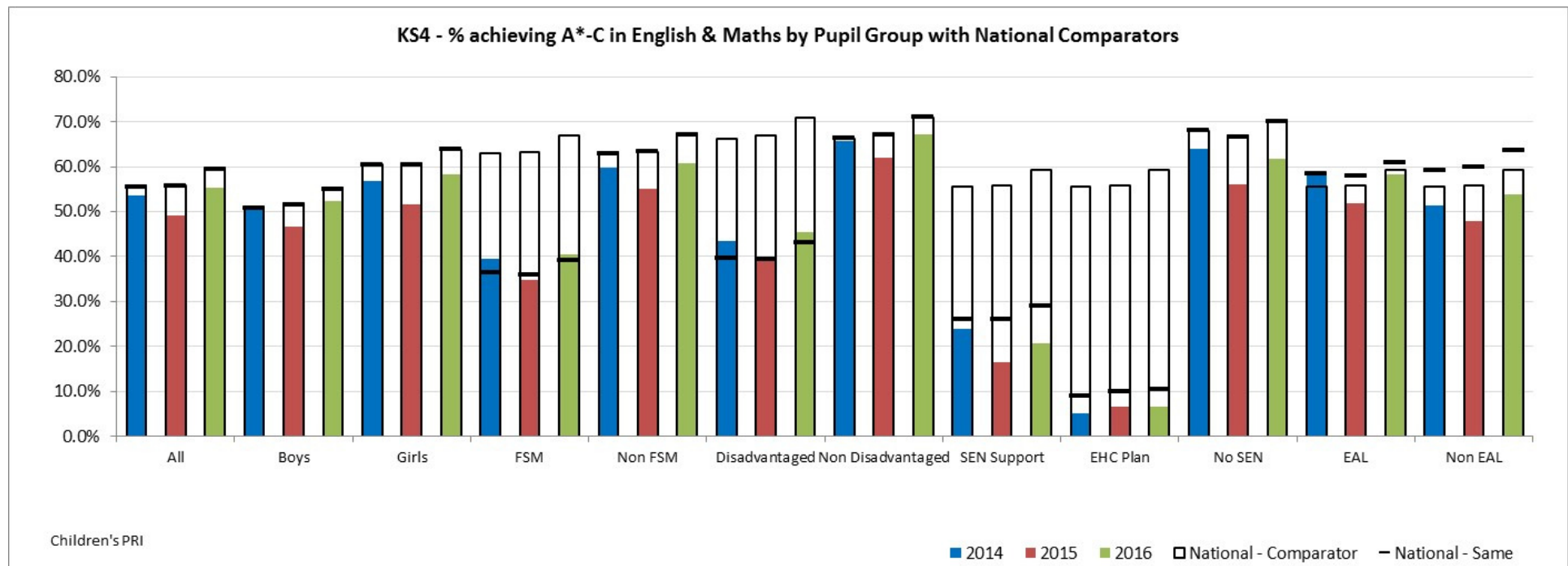
- Manchester SEN support pupils' attainment 8 score was significantly below both the national comparator and the national score. Manchester SEN support pupils' attainment 8 score was 31.8 compared to the national SEN support attainment 8 of 36.2
- There is also a difference in the performance in Attainment 8 for children with an EHC plan compared to both the national comparator and national same group. The Manchester attainment 8 score for pupils with an EHC plan was 14.1 compared to a national score of 17.

#### **7.5.5 Pupils with English as an Additional Language**

- Manchester EAL children's attainment 8 score was in line with EAL pupils nationally where as Manchester Non EAL children performed significantly below the Non EAL pupils nationally.
- Manchester EAL attainment 8 score was 49.3 compared to the National EAL attainment 8 score of 49.9. Manchester Non EAL pupils' attainment progress 8 score was 46.1 compared to the national attainment 8 score of 50.

**7.6 % Achieved A\*-C in English and Maths**

	% Achieved A*-C in English & Maths Compared With National Comparator Group									2016 NAT same
	2014			2015			2016			
	MCR	NAT	Diff	MCR	NAT	Diff	MCR	NAT	Diff	
<b>All</b>	53.5%	55.5%	-2.0%	49.1%	55.8%	-6.7%	55.3%	59.3%	-4.0%	59.3%
<b>Boys</b>	50.4%	50.8%	-0.4%	46.6%	51.6%	-5.0%	52.3%	55.0%	-2.7%	55.0%
<b>Girls</b>	56.7%	60.5%	-3.8%	51.6%	60.4%	-8.8%	58.4%	63.8%	-5.4%	63.8%
<b>FSM</b>	39.5%	62.9%	- 23.4%	34.7%	63.3%	-28.6%	40.4%	67.0%	-26.6%	39.2%
<b>Non FSM</b>	59.8%	62.9%	-3.1%	55.2%	63.3%	-8.1%	60.7%	67.0%	-6.3%	67.0%
<b>Disadvantaged</b>	43.5%	66.3%	- 22.8%	38.9%	67.0%	-28.1%	45.4%	71.0%	-25.6%	43.2%
<b>Non Disadvantaged</b>	65.8%	66.3%	-0.5%	62.1%	67.0%	-4.9%	67.1%	71.0%	-3.9%	71.0%
<b>SEN Support</b>	23.8%	55.5%	- 31.7%	16.6%	55.8%	-39.2%	20.8%	59.3%	-38.5%	29.0%
<b>EHC Plan</b>	5.0%	55.5%	- 50.5%	6.5%	55.8%	-49.3%	6.5%	59.3%	-52.8%	10.5%
<b>No SEN</b>	64.0%	68.0%	-4.0%	56.1%	66.7%	-10.6%	61.8%	70.1%	-8.3%	70.1%
<b>EAL</b>	58.2%	55.5%	2.7%	51.9%	55.8%	-3.9%	58.2%	59.3%	-1.1%	60.8%
<b>Non EAL</b>	51.4%	55.5%	-4.1%	47.8%	55.8%	-8.0%	53.9%	59.3%	-5.4%	63.5%



- In 2016 the proportion of Manchester pupils achieving A\*-C in English and Maths improved with 55.3% of Manchester pupils achieving A\*-C in English & Maths compared to 59.3% pupils achieving this measure nationally. This is an improvement for Manchester pupils of 7.8 percentage points and the difference between Manchester and national results has reduced to 4%.
- The percentage for both FSM pupils and disadvantaged pupils in Manchester achieving A\*-C in English and Maths is above both FSM pupils and disadvantaged pupils nationally. However all other pupil groups in Manchester have achieved below national percentages.

### 7.6.1 Gender

- In 2016, the proportion of Manchester girls achieving A\*-C in English and Maths was significantly higher than the proportion of Manchester boys; this was the same picture nationally.

- Although Manchester girls achieved above Manchester boys with 58.4% gaining A\*-C in English and Maths, the girls had a much greater difference to national of 5.4%. Manchester boys achieved 52.3% A\*-C in English & Maths which was 2.7% below boys nationally.

#### **7.6.2 Pupils Eligible for Free School Meals**

- As stated above pupils eligible for FSM achieved above FSM pupils nationally, although they performed significantly below the national comparator group.
- Manchester FSM achieved 40.4% A\*-C in English & Maths which was 1.2% above the national same group who achieved 39.2%.
- However in Manchester those pupils not eligible for FSM achieved significantly below non FSM pupils nationally with 60.7 % of non FSM children gaining A\*-C in English and Maths compared to 67 % nationally.
- Manchester non FSM pupils' achievement at A\*-C in English and Maths had improved from 2015 results and the difference to national for non FSM achieving A\*-C in English and Maths decreased from 8.1% in 2015 to 6.3% in 2016.

#### **7.6.3 Disadvantaged Pupils**

- The proportion of Manchester disadvantaged pupils achieving A\*-C in English and Maths followed a similar pattern to those children eligible for FSM with a higher proportion of Manchester disadvantaged pupils achieving A\*- C in English and Maths than disadvantaged pupils nationally but with a significantly lower proportion of non disadvantaged pupils in Manchester achieving the qualification.
- Manchester disadvantaged pupils achieved 45.4% A\*-C in English & Maths which was 2.2% above national disadvantaged pupils who achieved 43.2%.
- 2016 Manchester results saw a 6.5% increase of disadvantaged pupils achieving A\*-C in English and Maths compared to 2015 .
- Manchester non disadvantaged pupils also improved outcomes for the proportion of pupils achieving A\*-C in English and Maths compared to 2015 by 5%. Manchester non disadvantaged pupils achieved 67.1% compared to 71% nationally.

#### **7.6.4 Pupils with Special Educational Needs**

- Manchester SEN support pupils perform below both the national comparator group and the national same group for this accountability measure as well as for progress 8 and attainment 8.
- Manchester SEN support achieved 20.8% A\*-C in English & Maths which is 9% below the 'national same' group, but it is an improvement from 2015 results.

- There is also a difference in the performance in A\*-C in English & Maths for children with an EHC plan compared to both the national comparator and national same group. Manchester children with an EHC plan achieved 6.5% A\*-C in English & Maths compared to 10.5% of children with an EHC plan nationally.
- Non SEN achievement at A\*-C English and Maths was significantly below national with Manchester non SEN achieving 8.3% below the national same group. Manchester non SEN achieved 61.8% A\*-C in English & Maths compared to the national non SEN achievement of 70.1%. However this was an increase compared to 2015 results.

### 7.6.5 Pupils with English as an Additional Language

- When using this accountability measure both Manchester EAL children and Manchester non EAL children achieve below EAL and non EAL nationally. The difference in performance is much smaller for EAL children than for the non EAL children.
- Manchester EAL children achieved 58.2% A\*-C in English & Maths, an increase of 6.3% from 2015 and 4.3% above Manchester non EAL children but 1.1% below EAL children nationally.
- Manchester non EAL children achieved significantly below both Manchester EAL and non EAL children nationally. Manchester non EAL children gained 53.9% A\*-C in English & Maths which was 5.4% below national non EAL children who achieved 59.3%. It was however a 6.1% improvement from 2015 results when the difference to national was 8%.

### 7.7 English Baccalaureate

	% Entered EBacc Compared With National Comparator Group									2016 NAT same
	2014			2015			2016			
	MCR	NAT	Diff	MCR	NAT	Diff	MCR	NAT	Diff	
<b>All</b>	38.0%	36.2%	1.8%	36.8%	36.2%	0.6%	35.5%	36.8%	-1.3%	36.8%
<b>Boys</b>	30.9%	34.5%	-3.6%	30.9%	34.2%	-3.3%	27.9%	31.6%	-3.7%	31.6%
<b>Girls</b>	45.1%	43.4%	1.7%	42.9%	43.6%	-0.7%	43.5%	42.3%	1.2%	42.3%
<b>FSM</b>	27.2%	41.8%	-14.6%	24.1%	41.7%	-17.6%	24.4%	42.5%	-18.1%	23.0%
<b>Non FSM</b>	42.8%	41.8%	1.0%	42.2%	41.7%	0.5%	39.6%	42.5%	-2.9%	42.5%
<b>Disadvantaged</b>	30.2%	44.7%	-14.5%	28.2%	44.7%	-16.5%	27.0%	45.5%	-18.5%	25.2%

<b>Non Disadvantaged</b>	47.5%	44.7%	2.8%	47.8%	44.7%	3.1%	45.6%	45.5%	0.1%	45.5%
<b>SEN Support</b>	15.8%	36.2%	-20.4%	11.5%	36.2%	-24.7%	10.0%	36.8%	-26.8%	14.7%
<b>EHC Plan</b>	1.5%	36.2%	-34.7%	5.0%	36.2%	-31.2%	3.7%	36.8%	-33.1%	4.0%
<b>No SEN</b>	45.8%	45.5%	0.3%	42.3%	44.2%	-1.9%	40.1%	44.7%	-4.6%	44.7%
<b>EAL</b>	44.1%	36.2%	7.9%	43.4%	36.2%	7.2%	38.8%	36.8%	2.0%	46.4%
<b>Non EAL</b>	35.2%	36.2%	-1.0%	33.8%	36.2%	-2.4%	34.0%	36.8%	-2.8%	38.8%

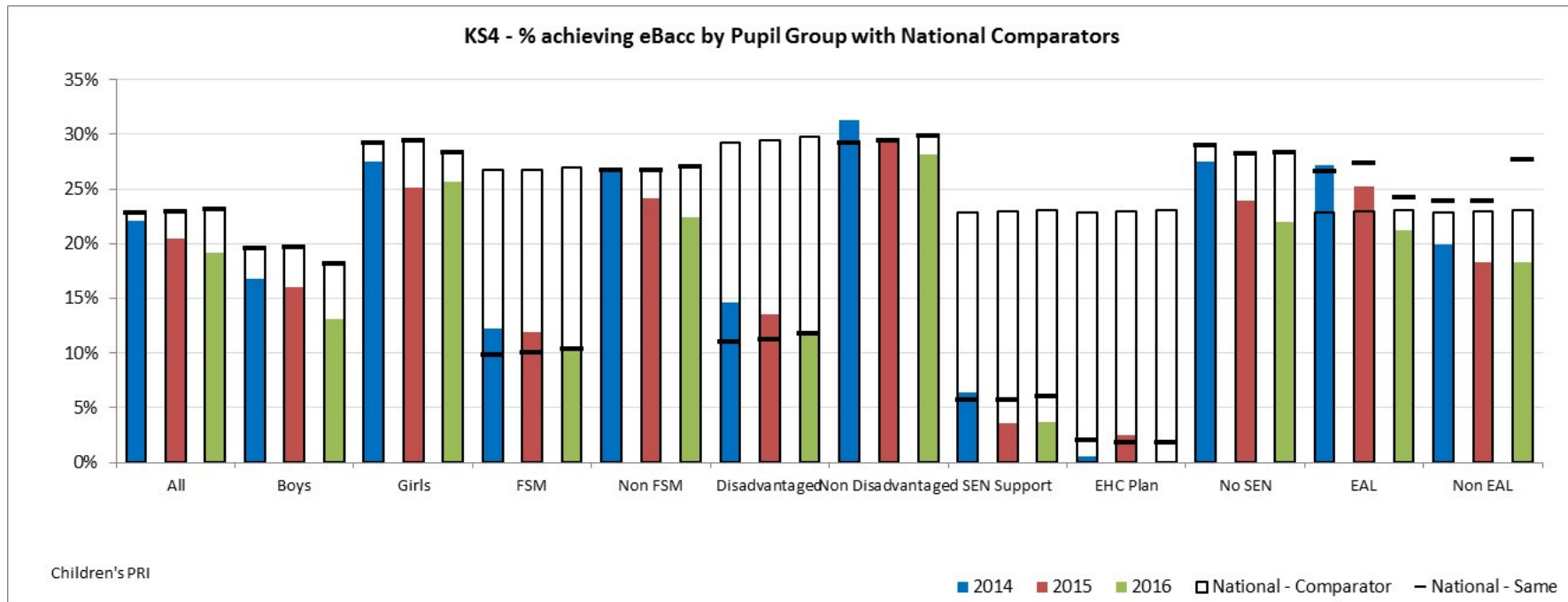
Children's PRI

- The percentage of pupils in Manchester entered for a group of qualifications that meet the criteria for the English Baccalaureate has decreased slightly from 36.8 % entered in 2015 to 35.5% in 2016; national entries rose by 0.4% in the same period.

	<b>% Achieved EBacc Compared with National Comparator Group</b>									
	<b>2014</b>			<b>2015</b>			<b>2016</b>			<b>2016 NAT same</b>
	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	
<b>All</b>	22.1%	22.8%	-0.7%	20.5%	22.9%	-2.4%	19.2%	23.1%	-3.9%	23.1%
<b>Boys</b>	16.8%	19.5%	-2.7%	16.0%	19.6%	-3.6%	13.1%	18.1%	-5.0%	18.1%
<b>Girls</b>	27.5%	29.2%	-1.7%	25.1%	29.4%	-4.3%	25.6%	28.3%	-2.7%	28.3%
<b>FSM</b>	12.2%	26.7%	-14.5%	11.9%	26.7%	-14.8%	10.5%	27.0%	-16.5%	10.3%
<b>Non FSM</b>	26.6%	26.7%	-0.1%	24.1%	26.7%	-2.6%	22.4%	27.0%	-4.6%	27.0%
<b>Disadvantaged</b>	14.6%	29.2%	-14.6%	13.5%	29.4%	-15.9%	11.8%	29.8%	-18.0%	11.7%
<b>Non Disadvantaged</b>	31.3%	29.2%	2.1%	29.3%	29.4%	-0.1%	28.1%	29.8%	-1.7%	29.8%
<b>SEN Support</b>	6.4%	22.8%	-	3.6%	22.9%	-19.3%	3.7%	23.1%	-	6.0%

% Achieved EBacc Compared with National Comparator Group										
	2014			2015			2016			2016 NAT same
	MCR	NAT	Diff	MCR	NAT	Diff	MCR	NAT	Diff	
			16.4%						19.4%	
<b>EHC Plan</b>	0.5%	22.8%	- 22.3%	2.5%	22.9%	-20.4%	0.0%	23.1%	- 23.1%	1.8%
<b>No SEN</b>	27.5%	29.0%	-1.5%	23.9%	28.2%	-4.3%	22.0%	28.3%	-6.3%	28.3%
<b>EAL</b>	27.2%	22.8%	4.4%	25.2%	22.9%	2.3%	21.2%	23.1%	-1.9%	24.2%
<b>Non EAL</b>	19.9%	22.8%	-2.9%	18.3%	22.9%	-4.6%	18.3%	23.1%	-4.8%	27.7%

Children's PRI





- The percentage of Manchester pupils achieving the Ebacc has declined over the last three years with 19.2% achieving the Ebacc in 2016 compared to national Ebacc achievement of 23.1%. Therefore the difference to national has increased to 3.9%.
- Manchester FSM pupils and Manchester disadvantaged pupils achieved in line with the same groups nationally where as all other pupil groups performed below national averages.

#### **7.7.1 Gender**

- There has been a declining three year trend for Manchester boys achieving the Ebacc. In 2016 13.1% of Manchester boys achieved the Ebacc, 5% below the 18.1% of boys who achieved it nationally and 12.5% below Manchester girls.
- Manchester girls achieving the Ebacc, although significantly above Manchester boys were 2.7% below girls nationally.
- When comparing results to 2015 the % of Manchester boys achieving the Ebacc has decreased by 2.9% and the difference to boys nationally has increased.

#### **7.7.2 Pupils Eligible for Free School Meals**

- In 2016 10.5% of Manchester children eligible for Free school meals achieved the Ebacc which although significantly below the national comparator was 0.2% above children eligible for FSM nationally.
- Whilst Manchester children eligible for FSM were in line with national there was a 4.6% difference between the percentage of children not eligible for FSM in Manchester achieving the Ebacc and national percentages.
- There has been a decrease from 2015 of both children eligible for FSM and those not eligible for FSM achieving the Ebacc.

#### **7.7.3 Disadvantaged Pupils**

- In 2016, 11.8% of disadvantaged children in Manchester achieved the Ebacc which although well below the national comparator was the same as disadvantaged children nationally.
- Manchester non disadvantaged children achieving the Ebacc was 28.1% compared to 29.8% nationally. The difference to national had increased from -0.1% in 2015 to -1.7% in 2016.
- When compared to 2015 outcomes there has been a decrease in the proportion achieving Ebacc for both Manchester disadvantaged children and Manchester non disadvantaged children.

#### **7.7.4 Pupils with Special Educational Needs**

- In Manchester 3.7% of children with SEN support achieved the Ebacc which was similar to 2015 outcomes and significantly below the national comparator and is also 3.3% below the proportion of SEN support children achieving the Ebacc nationally.

- 0% of Manchester children with an EHC plan achieved the Ebacc in 2016 compared to 2.5% in Manchester in 2015 and compared to 1.8% nationally.
- There has been a decrease in the proportion of children in Manchester without SEN achieving the Ebacc and therefore the difference to national has increased to 6.5%

#### **7.7.5 Pupils with English as an Additional Language**

- Between 2015 and 2016 the proportion of EAL children in Manchester achieving the Ebacc decreased by 3.1% and fell below EAL outcomes nationally.
- In Manchester the proportion of non EAL children achieving the Ebacc remains below the the proportion of EAL children achieving the qualification with 21.2% of EAL children gaining the Ebacc compared to 18.3% non EAL.
- The proportion of Non EAL children achieving the Ebacc has remained static compared to 2015 but it is significantly lower than the proportion of Non EAL children gaining the Ebacc nationally with a 9.4% difference to national outcomes.

#### **7.7.6 KS4 school results**

- The improvements in KS4 outcomes in Manchester as a whole are reflected in the outcomes for individual schools. The numbers of schools below the Government's floor standard has decreased from six schools in 2015 to three schools in 2016. (The government's floor standard has changed. In 2015 the floor standard was 40% of pupils achieving 5A\*-C including English and Maths ;in 2016 the floor standard is a progress 8 score of -0.5 )
- Three schools have been identified as 'coasting'. ( A secondary school is identified as coasting if, in 2014 and 2015 , less than 60% of pupils achieved 5A\*-C including English and Maths , and less than the national median percentage of pupils achieved expected progress in English and maths, and, in 2016, the school's Progress 8 score was below -0.25. A school must be below the coasting thresholds in all three years to fall within the overall coasting definition )
- Twenty schools out of the twenty five with outcomes for two years improved their Attainment 8 score from 2015 to 2016.
- Thirteen out of twenty-six schools had positive progress 8 scores with children making better than national progress.
- Abraham Moss Community School achieved the highest progress 8 score of 0.52 and Levenshulme High School achieved the second highest with a progress score of 0.48. These two schools have been recognised regionally for their positive progress 8 scores.
- The King David High School had the highest Attainment 8 score of 62.8 %. Where as Manchester Academy had the biggest increase in Attainment 8 of 8.59.
- Twenty-two out of twenty-five schools improved the proportion of pupils achieving A\*-C in English and Maths. Abraham Moss improved the proportion of children achieving A\*-C English and Maths by 18%; Manchester Academy results increased by 20% and Manchester Communications Academy results increased by 19%.

- Although the percentage of pupils achieving 5 A\*-C in English and Maths is not an accountability measure in 2016, fourteen out of the twenty-five schools improved on 2015 outcomes.
- 2016 saw a drop in the proportion of children in Manchester achieving the Ebacc and this is reflected in the decrease in the proportion of pupils gaining the Ebacc qualification in the majority of schools. Fifteen schools had a declining proportion of children achieving the Ebacc.

### 7.7.7 Results by schools

DfE No	School Name	Attainment 8	Progress 8	Below Floor
4271	Abraham Moss Community School	50.1	0.52	N
4768	The Barlow RC High School and Specialist Science College	49.5	-0.22	N
4256	Burnage Academy for Boys	43.3	0.15	N
4002	Cedar Mount Academy	34.6	-0.87	Y
4281	Chorlton High School	51.9	0.16	N
6914	The Co-operative Academy of Manchester	47.3	0.14	N
6912	The East Manchester Academy	40.7	-0.56	Y
4810	The King David High School	62.6	0.1	N
4005	Levenshulme High School	49.3	0.49	N
4753	Loreto High School Chorlton	47.4	-0.16	N
6905	Manchester Academy	45.6	0.15	N
6913	Manchester Communication Academy	47.2	-0.08	N
4004	Manchester Creative Studio	25.6	-2.2	Y
6910	Manchester Creative and Media Academy	44.2	-0.15	N
6908	Manchester Enterprise Academy	44.1	-0.31	N
6909	Manchester Health Academy	42.2	-0.22	N
4006	Newall Green High School	43.4	-0.48	N
4761	Our Lady's RC High School	46.5	-0.13	N
4248	Parrs Wood High School	54.6	0.31	N
4762	St Matthew's RC High School	47.4	-0.39	N

DfE No	School Name	Attainment 8	Progress 8	Below Floor
4766	Saint Paul's Catholic High School	42.8	-0.33	N
4770	St Peter's RC High School	49.6	0.2	N
4765	Trinity CofE High School	52.8	0.16	N
4257	Whalley Range 11-18 High School	49.1	0.26	N
6907	William Hulme's Grammar School	53.4	0.04	N
4276	Wright Robinson College	49	0.3	N

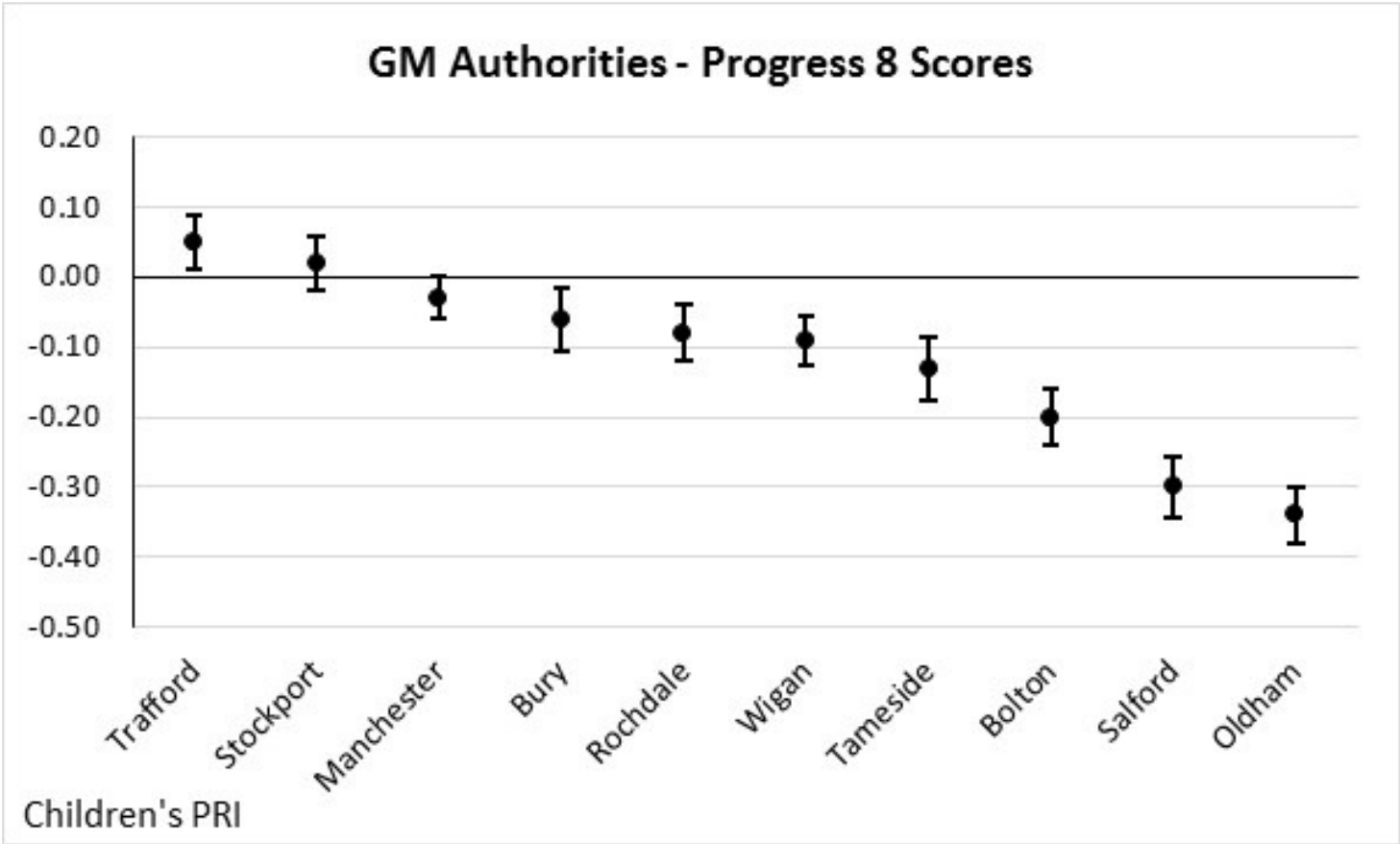
Manchester	47.1	-0.03
National	48.5	0

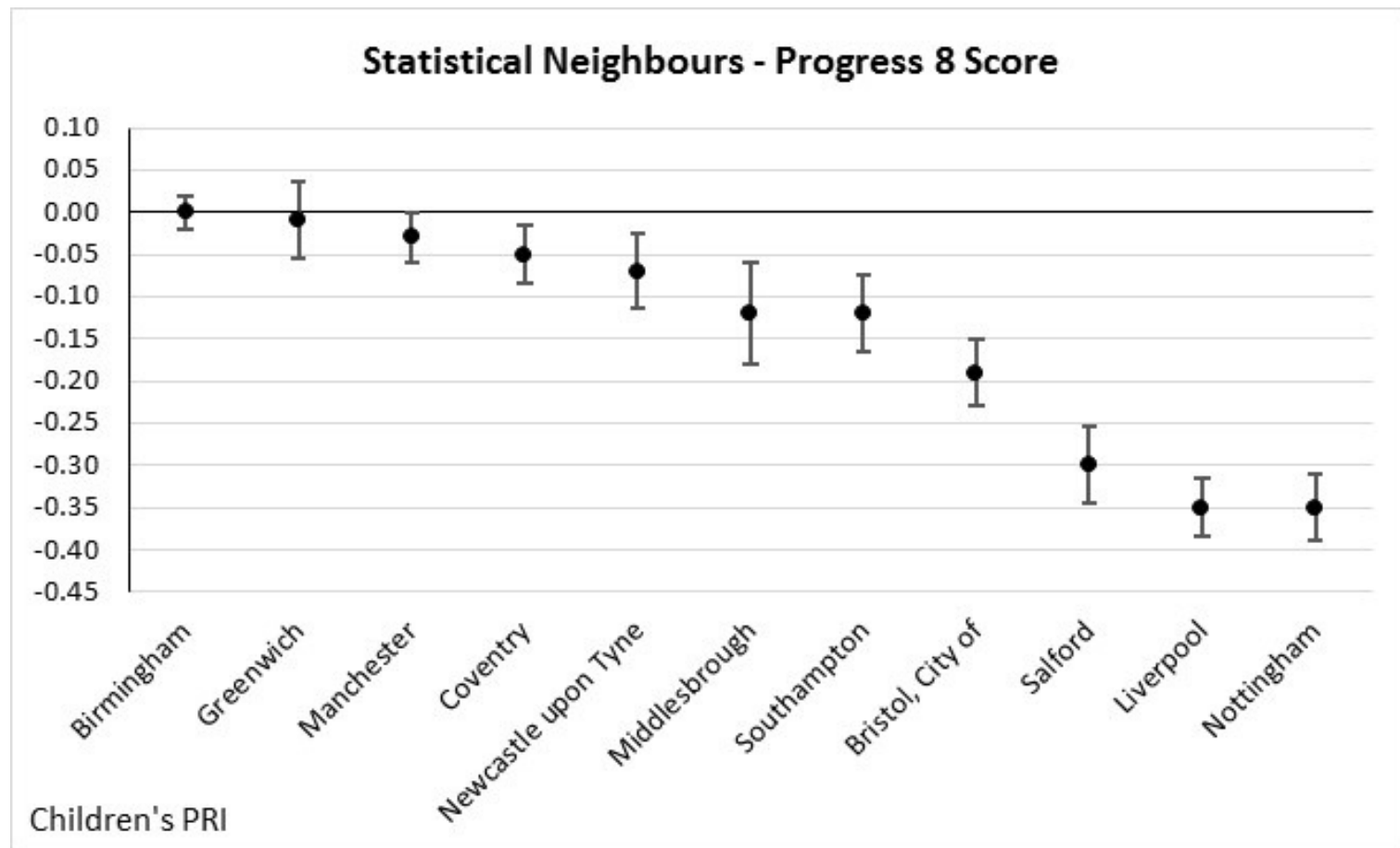
School Name	% A*-C in E&M					% Achieved eBacc				
	2014	2015	2016	Diff 15-16	Diff 14-16	2014	2015	2016	Diff 15-16	Diff 14-16
Abraham Moss Community School	41.0%	40.0%	58.0%	18.0%	17.0%	16.0%	18.0%	12.0%	-6.0%	-4.0%
The Barlow RC High	70.0%	59.0%	55.0%	-4.0%	15.0%	27.0%	21.0%	15.0%	-6.0%	12.0%
Burnage Academy	63.0%	45.0%	51.0%	6.0%	12.0%	16.0%	19.0%	12.0%	-7.0%	-4.0%
Cedar Mount Academy	36.0%	32.0%	28.0%	-4.0%	-8.0%	13.0%	10.0%	2.0%	-8.0%	11.0%
Chorlton High School	70.0%	53.0%	66.0%	13.0%	-4.0%	39.0%	32.0%	39.0%	7.0%	0.0%
The Co-operative Academy of Mcr	57.0%	49.0%	55.0%	6.0%	-2.0%	9.0%	16.0%	18.0%	2.0%	9.0%
The East Manchester Academy	0.0%	39.0%	42.0%	3.0%	42.0%	0.0%	3.0%	6.0%	3.0%	6.0%
The King David High School	94.0%	89.0%	91.0%	2.0%	-3.0%	51.0%	41.0%	33.0%	-8.0%	18.0%
Levenshulme High School	55.0%	57.0%	55.0%	-2.0%	0.0%	37.0%	39.0%	44.0%	5.0%	7.0%
Loreto High School Chorlton	53.0%	47.0%	55.0%	8.0%	2.0%	28.0%	21.0%	20.0%	-1.0%	-8.0%
Manchester Academy	46.0%	33.0%	53.0%	20.0%	7.0%	12.0%	2.0%	3.0%	1.0%	-9.0%

School Name	% A*-C in E&M					% Achieved eBacc				
	2014	2015	2016	Diff 15-16	Diff 14-16	2014	2015	2016	Diff 15-16	Diff 14-16
Manchester Communication Acad	0.0%	38.0%	57.0%	19.0%	57.0%	0.0%	13.0%	9.0%	-4.0%	9.0%
Manchester Creative Studio			40.0%					0.0%		
Manchester Creative and Media Academy	55.0%	57.0%	49.0%	-8.0%	-6.0%	37.0%	39.0%	11.0%	-	-
Manchester Enterprise Academy	63.0%	51.0%	55.0%	4.0%	-8.0%	19.0%	15.0%	18.0%	3.0%	-1.0%
Manchester Health Academy	47.0%	43.0%	36.0%	-7.0%	11.0%	6.0%	6.0%	9.0%	3.0%	3.0%
Newall Green High School	57.0%	52.0%	42.0%	10.0%	15.0%	9.0%	8.0%	8.0%	0.0%	-1.0%
Our Lady's RC High School	43.0%	53.0%	57.0%	4.0%	14.0%	8.0%	11.0%	8.0%	-3.0%	0.0%
Parrs Wood High School	63.0%	63.0%	73.0%	10.0%	10.0%	36.0%	35.0%	33.0%	-2.0%	-3.0%
St Matthew's RC High School	48.0%	43.0%	50.0%	7.0%	2.0%	18.0%	25.0%	24.0%	-1.0%	6.0%
Saint Paul's Catholic High School	45.0%	47.0%	46.0%	-1.0%	1.0%	16.0%	24.0%	15.0%	-9.0%	-1.0%
St Peter's RC High School	59.0%	48.0%	59.0%	11.0%	0.0%	12.0%	15.0%	7.0%	-8.0%	-5.0%
Trinity CofE High School	55.0%	63.0%	66.0%	3.0%	11.0%	18.0%	18.0%	15.0%	-3.0%	-3.0%
Whalley Range 11-18 High School	58.0%	52.0%	54.0%	2.0%	-4.0%	36.0%	35.0%	34.0%	-1.0%	-2.0%
William Hulme's Grammar School	67.0%	66.0%	72.0%	6.0%	5.0%	34.0%	24.0%	24.0%	0.0%	10.0%
Wright Robinson College	65.0%	55.0%	60.0%	5.0%	-5.0%	27.0%	25.0%	28.0%	3.0%	1.0%
Manchester	53.5%	49.1%	55.3%	6.2%	1.8%	22.1%	20.5%	19.2%	-1.3%	-2.9%
National	55.5%	55.8%	59.30%	3.5%	3.8%	22.8%	22.9%	23.10%	0.2%	0.3%

## 7.8 Comparison with other Local Authorities

- In comparison with other local authorities Manchester LA's outcomes have improved more rapidly from 2015 than other authorities with the exception of Ebacc where Manchester LA results for Ebacc have declined relative to other Local authorities.

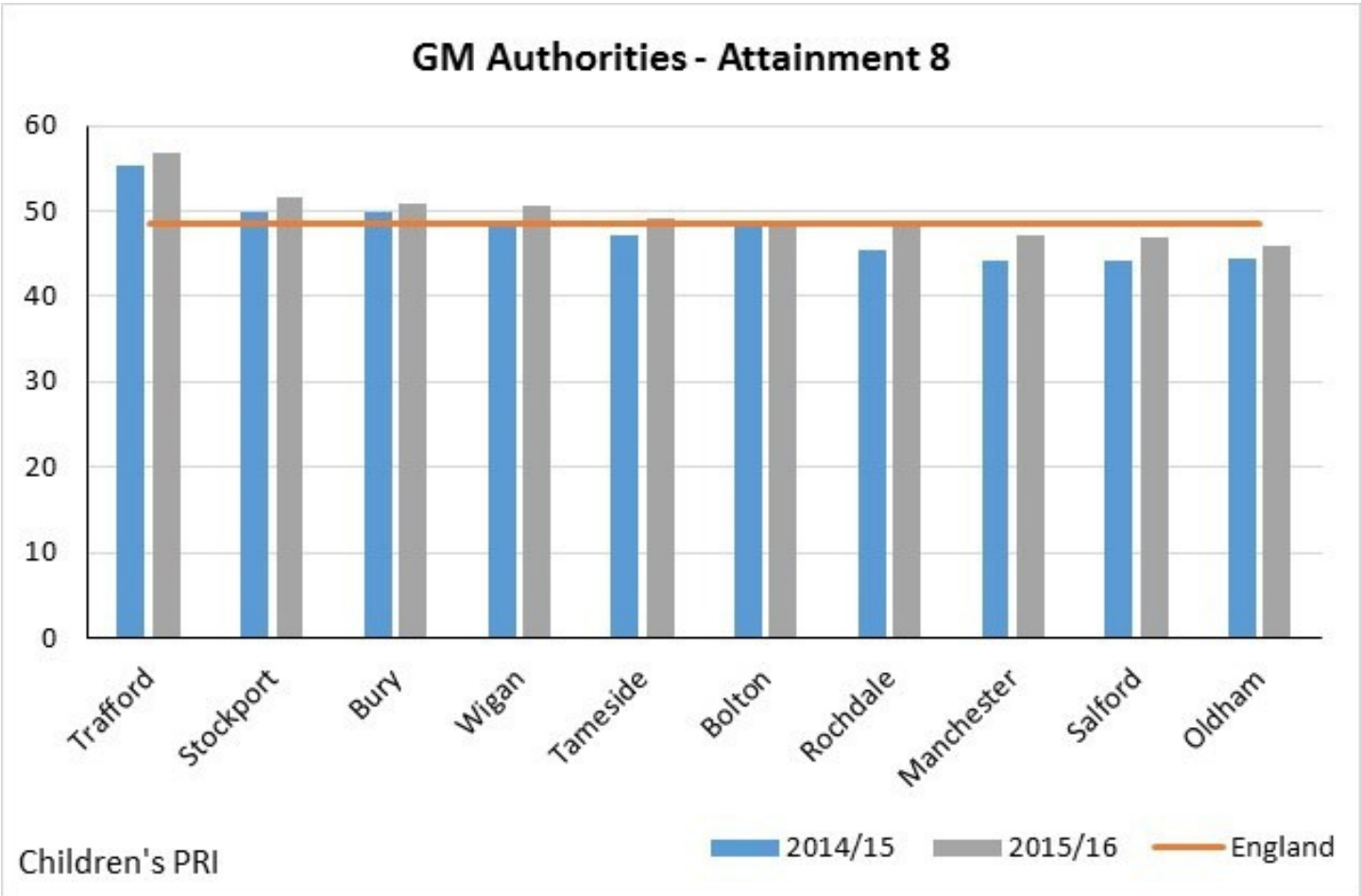


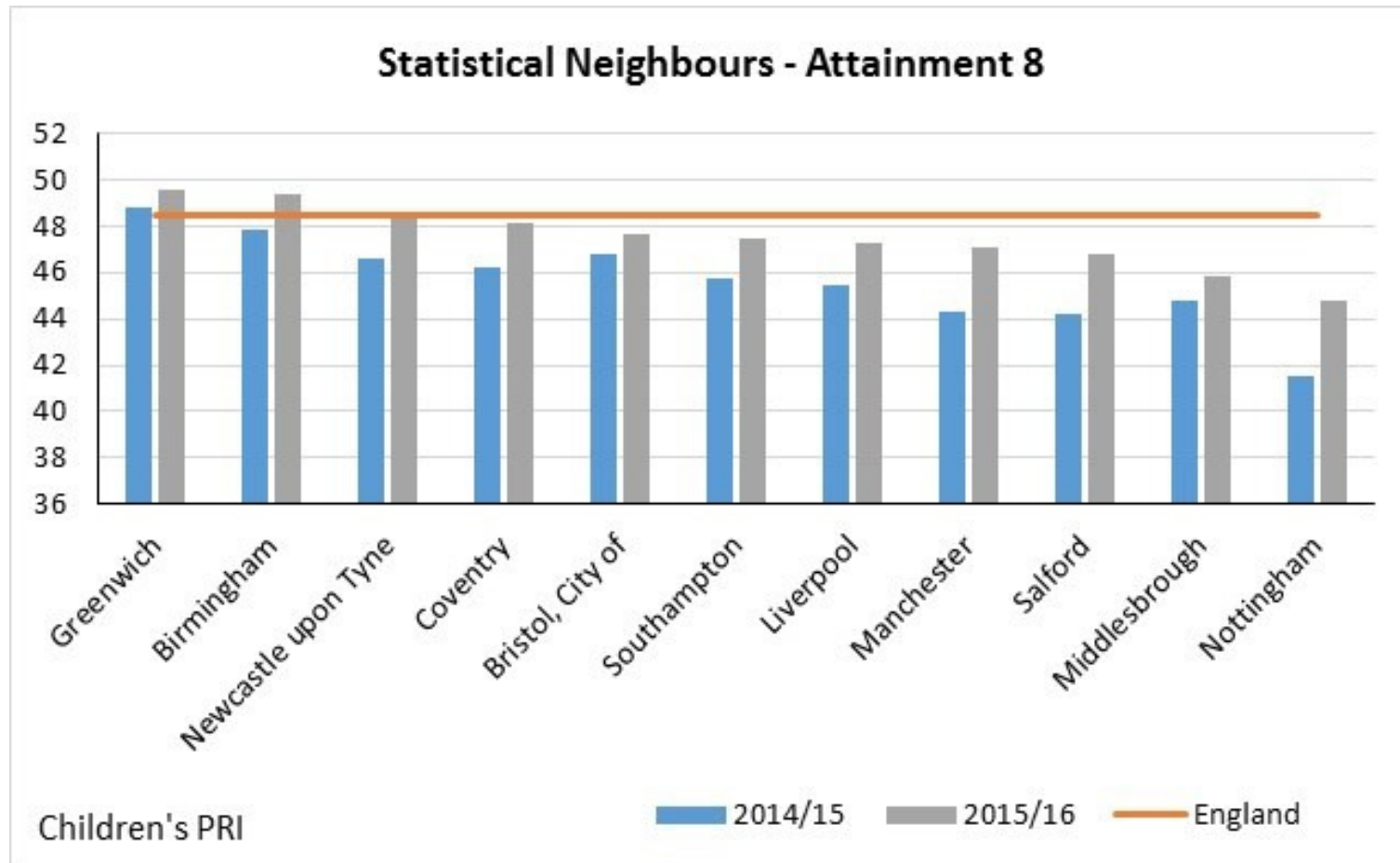


- Manchester LA has performed well against the progress 8 accountability measure when compared to other Greater Manchester Authorities with the third highest progress 8 score of -0.03. Trafford's progress score was 0.05 and Stockport's progress 8 was 0.02.
- Manchester's progress 8 for both disadvantaged pupils and non disadvantaged pupils is the highest in Greater Manchester

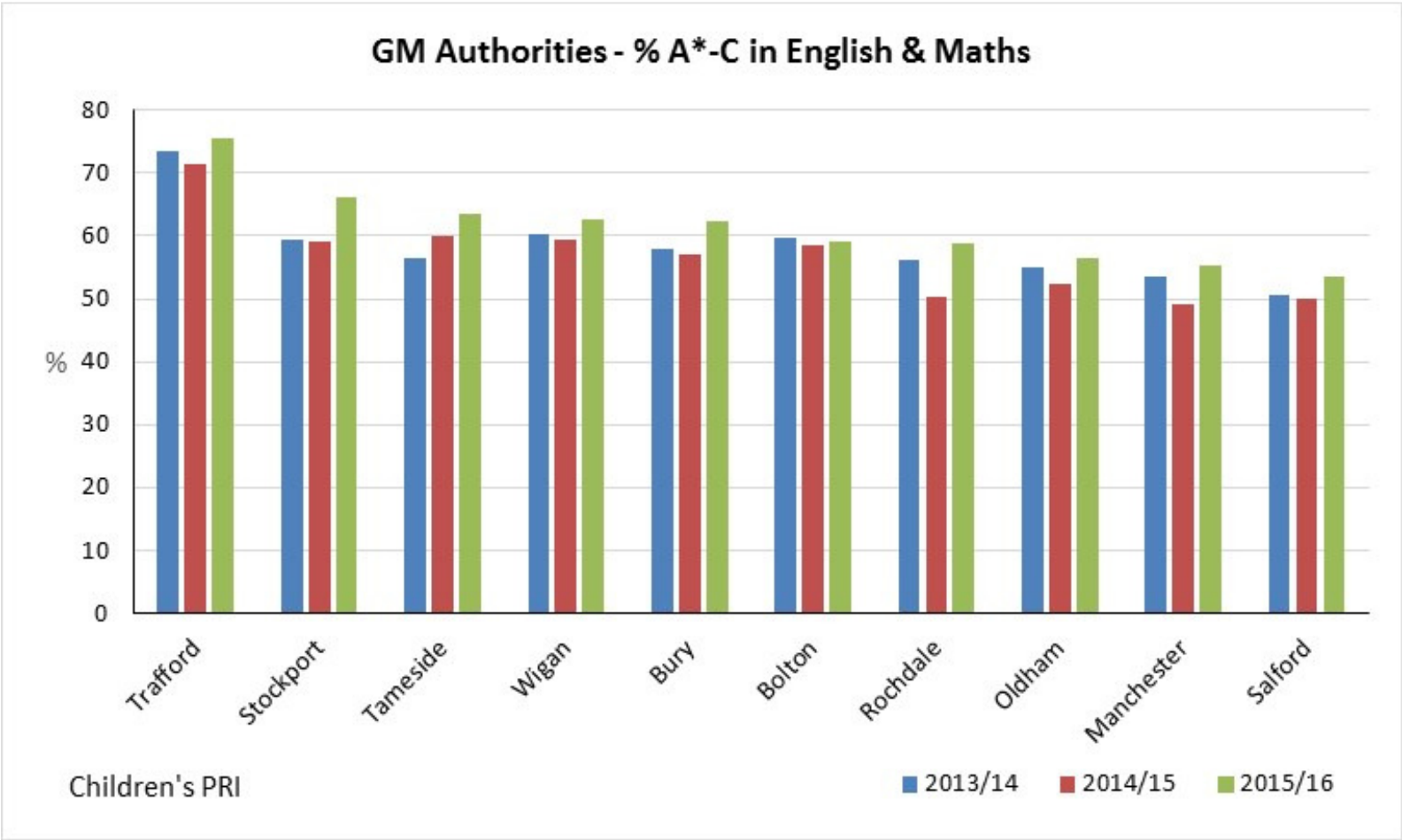
- Manchester's outcomes for progress 8 compared favourably with the majority of statistical neighbours. Manchester achieved the third highest progress 8 score when compared to its statistical neighbours and ranked 75 out of all Local authorities.

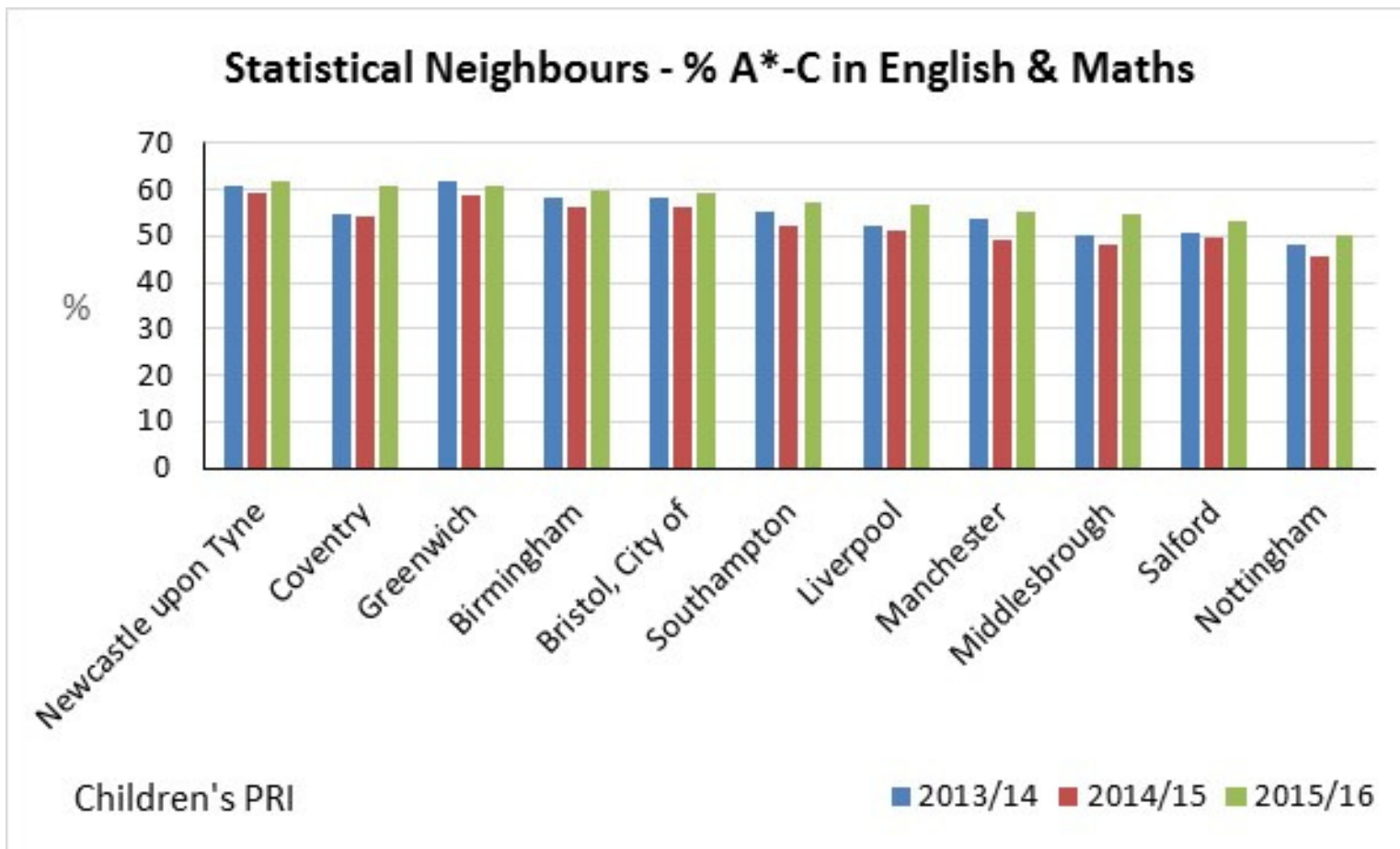






- Although Manchester and Rochdale saw the largest increase in Attainment 8 scores between 2015 and 2016 of 2.80; Manchester's Attainment 8 was the third lowest in Greater Manchester and ranked 137 out of all Local authorities.
- Similarly when compared to statistical neighbours Manchester had the second largest increase behind Nottingham in Attainment 8 however Manchester ranked eighth when compared to all statistical neighbours.





- Compared with Greater Manchester authorities, the 2016 A\*-C including English and Maths results in Manchester are the second lowest of the 10 authorities despite increasing by 6.2%.
- When compared to statistical neighbours, Manchester achieved 55.30% A - C which ranked eighth out of the statistical neighbours and ranked 139 out of all Local authorities.

### **Next Steps/ Challenges:**

- Support identified schools to continue to raise outcomes in English and Mathematics (2017 and 2018 GCSE cohorts) through brokered support.
- Work with schools to build on current strengths and to develop a city wide strategy to improve outcomes in English and Mathematics
- Further analysis of the performance of SEN support children and children with EHC plans to understand the barriers to progress to raise attainment.
- Development of the Teach Manchester reading project to improve the teaching of reading in secondary schools to roll out to further schools over the coming months
- Work with schools to build on current strengths in progress 8 by sharing good practice.
- To focus on raising attainment at Ebacc, particularly for Boys and non EAL pupils.

## **8.1 Key Stage 5 Results**

### **Context**

Legislation enacted in 2014 requires all young people to enter into employment, education or training at age 16+. A majority of learners at 16 move to college to start their level 3 education to continue further study either through A levels or studying vocational/ technical qualifications. The 2016 student outcomes are the first to be fully impacted on by Prof Alison Wolf's review of post 16 qualifications.

Five new accountability headline measures for schools, colleges and other institutions providing education for 16-19 year olds have been introduced by DfE in 2016. These are designed to place a greater emphasis on progress and progression alongside attainment, ensuring students make progress from their starting points and that every young person leaves education capable of getting a place at university, an apprenticeship or a good job.

The measures are:

- **Progress** - a value added progress measure to show how well students have progressed when compared with students with the same prior attainment for students taking Level 3 academic and Applied General qualifications. A completion and attainment measure which compares the attainment of students with the national average attainment for each qualification and treats non-completion as a fail for students taking Tech Levels (and Technical Certificates from 2017);

- **Attainment** – continuing the average point score per entry measure and removing the average point score per student measure;
- **Retention** - a measure showing the proportion of students being retained in their core aim and aligned as far as possible with the retention element of the funding formula;
- **English and maths** – an average change in grade measure for students who did not get a good pass (currently a grade C) in these subjects at GCSE;
- **Destinations** –the measure shows the percentage of students going to or remaining in a sustained education or employment destination in the academic year after taking A levels or other Level 3 qualifications.

A number of these measures will be published by DfE in March 2017 providing details of the 2016 outcomes. This report includes those key headlines that can currently be drawn from the data that has been made available from national statistical releases.

From 2017 there are plans to expand the performance tables to include level 2 outcomes and to introduce disadvantage measures showing how students who were eligible for the pupil premium in year 11 compare to their peers in each of the five headline measures.

From 2018 there are plans to include apprenticeships and work based learning in performance tables.

## 8.2 Comparison with Core Cities performance 2016

### A Level

Core Cities	*A Level cohort APS/	*3 best A levels APS	*A levels AAB	A levels AAB – 2 fac	3+ A grades
	2016	2016	2016	2016	2016
Birmingham	29.74	33.67	19.0	15.4	10.9
Bristol	30.18	32.48	16.3	12.1	9.0
Leeds	28.14	31.64	14.8	11.2	7.8
Liverpool	28.13	32.34	15.7	13.4	9.2
Manchester	31.21	34.95	17.7	11.5	9.1

<b>Newcastle</b>	<b>28.12</b>	<b>31.21</b>	<b>13.8</b>	<b>9.8</b>	<b>6.7</b>
<b>Nottingham</b>	<b>27.90</b>	<b>32.62</b>	<b>16.4</b>	<b>11.9</b>	<b>9.5</b>
<b>Sheffield</b>	<b>30.80</b>	<b>33.99</b>	<b>20.0</b>	<b>16.6</b>	<b>13.1</b>
<b>North West</b>	<b>30.55</b>	<b>34.45</b>	<b>19.0</b>	<b>13.0</b>	<b>10.8</b>
<b>SN</b>	<b>27.95</b>	<b>31.58</b>	<b>12.85</b>	<b>9.31</b>	<b>6.72</b>
<b>England</b>	<b>31.79</b>	<b>34.97</b>	<b>21.1</b>	<b>17.0</b>	<b>13.2</b>
<b>LA ranking</b>	<b>39</b>	<b>33</b>	<b>66</b>	<b>82</b>	<b>71</b>

(Source LAIT from

DfE Feb 2017)

*\*In 2016 the system for reporting some A level measures changed so this is the first year some results are reported in this way.*

### **A level outcomes 2016**

- In 2016 A level average points scores (APS) outcomes / A level entry (academic) place Manchester 1/8 in terms of Core Cities outcomes and above the North West average and slightly below the England average for 2016. The APS in Manchester at 31.21 compares favourably with statistical neighbours at 27.95. This places Manchester 1<sup>st</sup> in their statistical neighbour group and 1<sup>st</sup> in the Core City group of LAs. In 2015 outcomes in Manchester were 75<sup>th</sup> and in 2016 an improvement to 39<sup>th</sup> out of 152 LAs is recorded.
- In 2016 the APS for 3 best A levels outcomes places Manchester 1/8 in relation to Core Cities outcomes and above the NW average and in line with England APS. Students outcomes for this indicator in Manchester are 1/11 in relation to statistical neighbours.
- In 2016 the percentage of learners gaining at least AAB as A level outcomes places Manchester 3/8 in comparison with Core Cities and below the NW average and England outcomes. In 2016 the percentage of learners achieving this measure is 17.7% which compares favourably with statistical neighbour outcomes of 12.85%. This places Manchester 2<sup>nd</sup> in the statistical neighbour group for this measure (2/11). In 2015 outcomes ranked Manchester 42<sup>nd</sup> and in 2016 66<sup>th</sup> out of 152 LAs.
- In 2016 the percentage of learners gaining AAB with 2 subjects being facilitating subjects places Manchester 6/8 when compared with Core Cities and below the NW average and England outcomes. In 2016 11.5 % of learners achieved grades AAB or better for A levels where 2 are facilitating subjects which compares favourably with statistical neighbours' outcomes at 9.31%. This places Manchester 5<sup>th</sup> in their statistical neighbour group. Manchester ranked 82<sup>nd</sup> in 2016 out of 152 LAs for this indicator.

- In 2016 the percentage of learners gaining 3+ A grades in A level places Manchester 4/8 for Core Cities and below the average for learners in the NW and for the total England cohort. In 2016 9.1 % of learners achieved this measure which compares favourably with statistical neighbour outcomes at 6.72%. This places Manchester 4th in their statistical neighbour group. In 2015 outcomes ranked Manchester post 16 learners 55<sup>th</sup> for this outcome and in 2016 71<sup>st</sup> out of 152 LAs.

**8.3 Table summarising national rankings relating to A level Attainment in 2016** *(Source LAIT from DfE Feb 2017)*

Indicator	Manchester ranking of all LAs
APS per entry best 3 A levels	33
APS per entry A level cohort	39
% of learners with 3+ A grades/double awards	71
% of learners achieving grades AAB or better (+2 Fac subj)	66 (82)



### 8.4 Table of Core Cities outcomes in Applied General Qualifications, Tech level performance and Progression in L2 Maths and English

Core Cities	*Applied general quals	**Tech level performance	Prog En	Prog Ma
	2016	2016	2016	2016
Birmingham	35.71	32.75	-0.14	-0.23
Bristol	33.35	26.80	-0.26	-0.22
Leeds	34.74	29.77	-0.3	-0.33
Liverpool	28.13	28.01	-0.07	-0.25
<b>Manchester</b>	<b>32.65</b>	<b>30.66</b>	<b>-0.16</b>	<b>0</b>
Newcastle	33.31	28.33	-0.22	-0.23
Nottingham	34.67	28.12	-0.22	-0.25
Sheffield	31.63	29.25	-0.26	-0.31
North West	NA	32.59	NA	NA
SN	NA	30.10	NA	NA
England	34.69	30.77	-0.1	-0.13
LA ranking	NA	78	NA	NA

(Source DfE School and College performance tables Feb 2017)

\*Applied general are qualifications that provide broad study of a vocational area (eg.BTECS). They are designed to lead to higher education and they include areas such as performing arts, business and health and social care.

\*\*Tech levels are qualifications for students wishing to develop the specialist skills and knowledge for a technical occupation or industry. They lead to recognised occupations, for example in engineering, IT, accounting or professional cookery.

- Average point score (APS) outcomes for Applied General qualifications place Manchester 6/8 in relation to Core Cities and below the national outcomes.

- APS outcomes/ entry (technical) places Manchester 2/8 in terms of Core Cities outcomes and below the NW average and slightly below England outcomes. Students outcomes in Manchester are 5/11 in the statistical neighbour group of LAs.
- Progress outcomes for those post 16 learners not achieving a level 2 English qualification at the start of level 3 studies places Manchester 3/8 when compared to Core Cities and progress is slightly below that seen nationally.
- Progress outcomes for those post 16 learners not achieving a level 2 maths qualification at the start of level 3 studies places Manchester 1/8 when compared to Core Cities and progress is above that seen nationally.

### Next Steps/Challenges

- To challenge and support schools and colleges where progress is an issue
- To work with schools and colleges to ensure a robust QA system is in place across this sector to enable effective practice to be identified and shared.
- To work with schools and colleges to ensure that there is a strong offer available for all learners.

### 9. Attendance

- The 2015/16 academic year saw a change in the calculation of overall and persistent absence. Overall absence now includes absence for all six half terms for all years from Yr 1 to Yr 10, instead of half terms 1-5 as in previous years.
- Overall absence for Yr 11 is still calculated based on half terms 1-5. Also from 2015/16, a pupil was deemed to be persistently absent if they had missed at least 10% of the sessions, where previously it had been 15% of sessions.
- Final annual absence figures for 2015/16 will not be released by the DfE until March 2017 so Manchester figures are only provisional and there are no national comparatives.
- Provisional annual results for 2015/16 show that the overall absence in primary schools has increased slightly to 4.1%, from the 2014/15 annual figure of 4.0%. Overall absence in secondary schools has also increased slightly, to 5.7%, compared with 5.1% in 2014/15.
- Provisional figures for persistent absence shows an increase in primary schools to 9.7%, from 9.3% in 2014/15. There is however, a decrease in the rate in persistent absence in secondary schools to 11.4% from 13.8% in 2014/15.

		Overall Absence			10% PA	
		2013/14	2014/15	2015/16	2014/15	2015/16
Primary	Manchester	3.8%	4.0%	4.1%	9.3%	9.7%
	England	3.8%	4.0%		8.4%	

	<b>Gap</b>	0.0%	0.0%		0.9%	
<b>Secondary</b>	<b>Manchester</b>	5.1%	5.1%	5.7%	13.8%	11.4%
	<b>England</b>	5.1%	5.2%		13.8%	
	<b>Gap</b>	0.0%	-0.1%		0.0%	

Children's PRI

## 10. Analysis of Attainment 2016 by Ethnicity

### 10.1 Context

Manchester is an international city that continues to attract people from across the world. Some communities have been part of the city for 3 or 4 generations. Others are more recent, including professionals, students, refugees and migrants seeking work. Each year schools admit an average of 1200 children who are International New Arrivals, many of whom are new to English. There are over 190 languages spoken in the city and over a third of Manchester's children and young people are bi-lingual or multi-lingual.

To monitor progress and to meet obligations under the Race Relations (Amendment Act) and the Equalities Act we have adopted 20 ethnic categories, within 6 broad categories, with the agreement of communities and the Department for Education and these are used in the schools annual census. The Somali and the Black African groups are reported on separately in Manchester, although in the national data they are combined. The numbers on roll by ethnicity are detailed in the table below. The data is taken from the schools annual census January 2016. The end column is the comparative figure from the schools annual census January 2015.

It should be noted that there is under-ascription of some communities and the number where the information was refused or not collected, 1572, is higher than that of some of the groups. Caution is needed when interpreting the data, especially of smaller groups. Some of the groups are very broad, including pupils from a wide range of backgrounds and educational experiences, some new to English, some fluent in both their home language and in English, some with gaps in education, some with parents not confident to engage with schools, some who have suffered prejudice and discrimination.

Comments should not be taken as applying to every individual in each group. Individual pupils may also be at risk because of other factors eg disadvantage, exclusion or poor attendance. However, there are trends to be noted over the three years data in this report and schools should be aware of all relevant factors that may indicate pupils at risk of under-achievement.

<b>Numbers on Roll by Ethnicity 2015/16</b>										
<b>Broad Category</b>	<b>Ethnic Group</b>	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>All Through</b>	<b>Sixth Form</b>	<b>Special</b>	<b>PRU</b>	<b>Total</b>	<b>NoR Total 2014/15</b>
White	British	0	19891	10069	209	125	424	307	31025	31190
	European	0	2099	727	87	0	13	2	2928	2675
	Irish	0	204	85	4	0	6	5	304	302
	Traveller Of Irish Heritage	0	69	35	0	0	4	6	114	106
	Gypsy/Roma	0	186	59	10	0	5	4	264	284
	Other White	0	418	335	16	4	6	12	791	743
Black or Black British	Caribbean	0	885	579	42	7	32	17	1562	1576
	Nigerian	0	1749	499	20	1	21	0	2290	2060
	Somali	0	1574	740	130	1	32	0	2477	2439
	Other Black African	0	2704	1139	80	48	61	18	4050	3717
	Any Other Black Background	0	1924	826	17	5	30	10	2812	2515
Chinese	Chinese	0	673	189	16	2	6	0	886	825
Mixed/ Dual Background	White And Asian	0	724	255	55	5	9	6	1054	983
	White And Black African	0	747	290	24	5	20	3	1089	1016

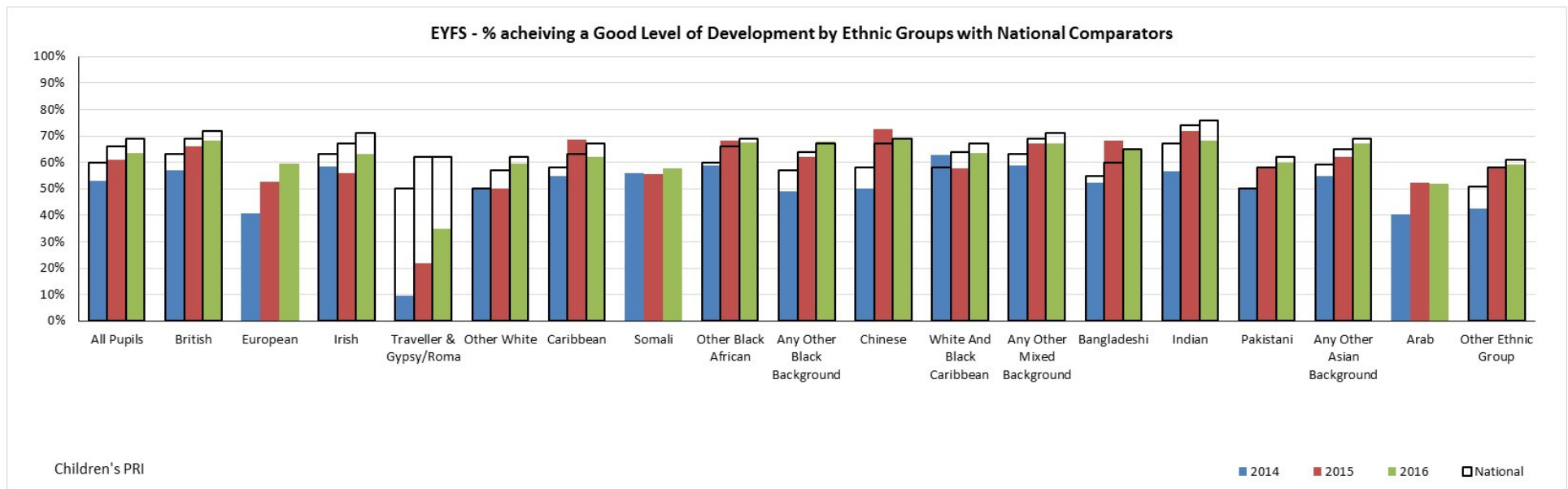
	White And Black Caribbean	0	1345	658	50	6	31	39	2129	2050
	Any Other Mixed Background	0	1584	665	72	8	22	16	2367	2191
Asian or Asian British	Bangladeshi	0	1201	670	34	8	21	3	1937	1857
	Indian	0	1061	307	104	3	13	3	1491	1408
	Mirpuri Pakistani	0	592	144	69	0	13	0	818	805
	Other Pakistani	0	7090	2978	1334	75	136	14	11627	10925
	African Asian	0	194	31	17	1	1	1	245	237
	Other Asian	0	937	398	78	9	32	5	1459	1367
Any Other Ethnic Group	Afghanistani	0	478	105	39	0	2	0	624	572
	Arab	0	2234	606	201	2	23	1	3067	2774
	Iranian	0	133	44	25	0	3	0	205	222
	Vietnamese	0	91	37	1	0	2	0	131	130
	Other Ethnic Group	0	859	404	69	9	13	6	1360	1191
No Data	Information Not Obtained	0	157	219	4	7	0	41	428	513
	Refused	0	246	192	5	1	24	0	468	458

	Unknown	207	463	4	0	0	1	1	676	573
	Total	207	52512	23289	2812	332	1006	520	80678	77704
	Non-White British	0.00%	60.50%	55.00%	92.20%	59.90%	55.40%	32.90%	59.60%	57.90%
	Non White	0.00%	54.80%	49.70%	88.10%	58.70%	52.00%	27.30%	54.10%	52.60%

**Note: Unlike the national comparisons within the rest of the document, the comparisons for ethnic groups are with the same groupings nationally, for example, Chinese pupils in Manchester are compared with Chinese pupils nationally.**

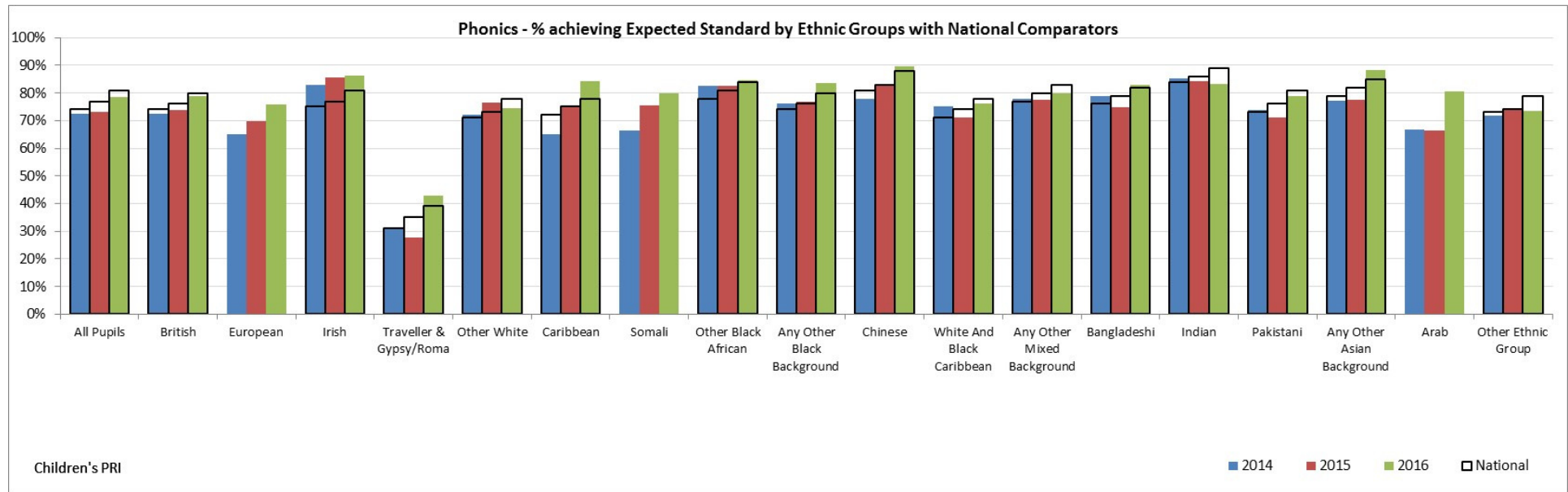
### 10.2 Early Years Foundation Stage:

- The ethnic group with the highest percentage of pupils achieving a good level of development in Manchester is Chinese with 69.2%. The next best performing groups are Indian, 68.4%, Other Black African and White British, 68.1%.
- Nationally, the best performing ethnic groups were Indian, 76%, British, 72%, and Irish and Any Other Mixed Background, both with 71%. This pattern matches that of 2014/15 where Chinese were the best performing in Manchester and the Indian group performed best nationally.
- The ethnic group with the lowest percentage of pupils achieving a good level of development in Manchester is Traveller & Gypsy/Roma with 34.8%. The next lowest performing groups are Arab, 51.9% and Somali, 57.9%.
- Nationally, the lowest performing ethnic groups are Pakistani, Other White and Traveller & Gypsy/Roma all with 62%.
- The groups that have improved the most in Manchester from 2014/15 are Traveller & Gypsy/Roma, 13.06 percentage points, Other White, 9.6 percentage points and Irish by 7.2 percentage points. The groups that have improved the most since 2012/13 are Caribbean, by 29.3 percentage points, Traveller & Gypsy/Roma, by 27.4 percentage points, and Chinese by 25.4 percentage points.



### 10.3 Phonics:

- The ethnic group with the highest percentage of pupils meeting the required standard is Chinese, with 89.5%. The next best performing groups are Any Other Asian Background, 88.3%, and Irish, 86.2%.
- Nationally, the best performing group is Indian, 89%, followed by Chinese, 88% and Any Other Asian Background, 85%. In Manchester in 2014/15, Irish pupils were the best performing with 85.7% of pupils meeting the required standard, followed by Indian pupils, 84.1% and Chinese, 82.8%. There was no change in the top performing ethnic groups nationally between 2014/15 and 2015/16.
- The ethnic group with the lowest percentage of pupils meeting the required standard is Traveller & Gypsy/Roma, with 42.9%. The next lowest performing groups are Other White, 74.5%, and 75.7%.
- Nationally, the lowest performing group is Traveller & Gypsy/Roma, 39%, followed by Other White, Caribbean and White and Black Caribbean, all with 78%.
- The groups that have improved the most in Manchester from 2014/15 are Traveller & Gypsy/Roma, 15.3 percentage points, Arab, 14.1 percentage points and Any Other Asian Background by 10.7 percentage points. The groups that have improved the most since 2013/14 are Caribbean, by 19.4 percentage points, Arab, by 13.6 percentage points, and Somali by 13.3 percentage points.

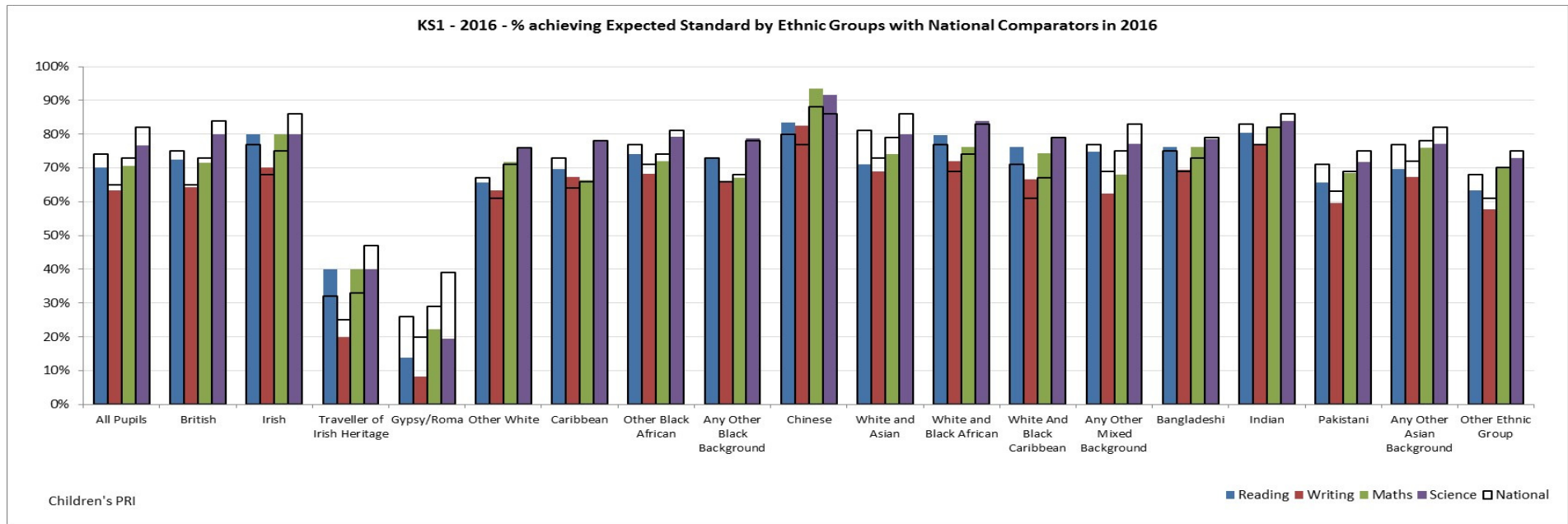


#### 10.4 Key Stage 1:

- The ethnic group with the highest percentage of pupils achieving the expected standard in Reading is Chinese with 83%. The next highest ethnic groups are Indian and Irish, both with 80%.
- Nationally, the ethnic group with the highest percentage of pupils achieving the expected standard in Reading is Indian with 83%, followed by White & Asian, 81% and Chinese, 80%.
- The ethnic group that has the lowest percentage of pupils achieving the expected standard in Reading in Manchester is Gypsy/Roma with 14%. The next lowest performing groups in Manchester are Traveller of Irish Heritage, 40% and Other White and Pakistani, both with 66%.
- Nationally, the lowest performing ethnic groups are Gypsy/Roma, 26%, Traveller of Irish Heritage, 32% and Other White, 67%.
- The ethnic group with the highest percentage of pupils achieving the expected standard in Writing is Chinese with 82%. The next highest ethnic groups are Indian, 77%, and White & Black African, 72%.
- Nationally, the ethnic group with the highest percentage of pupils achieving the expected standard in Writing are Indian and Chinese with 77%, followed by White & Asian, 73%.



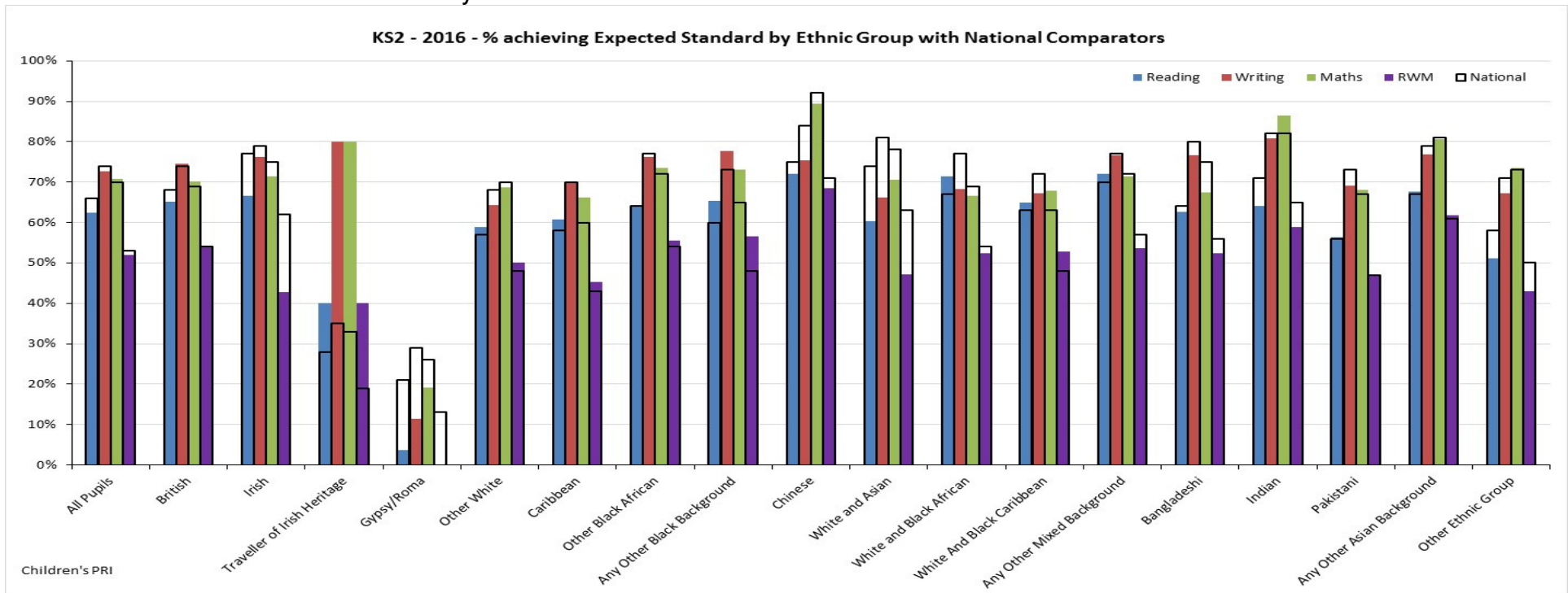
- The ethnic group that has the lowest percentage of pupils achieving the expected standard in Writing in Manchester is Gypsy/Roma with 8%. The next lowest performing groups in Manchester are Traveller of Irish Heritage, 20% and Pakistani, 60%.
- Nationally, the lowest performing ethnic groups are Gypsy/Roma, 20%, Traveller of Irish Heritage, 25% and Other White, 61%.
- The ethnic group with the highest percentage of pupils achieving the expected standard in Maths is Chinese with 94%. The next highest ethnic groups are Indian, 82%, and Irish, 80%.
- Nationally, the ethnic group with the highest percentage of pupils achieving the expected standard in Maths is Chinese with 88%, followed by Indian, 82%, and White & Asian, 79%.
- The ethnic group that has the lowest percentage of pupils achieving the expected standard in Maths in Manchester is Gypsy/Roma with 22%. The next lowest performing groups in Manchester are Traveller of Irish Heritage, 40% and Caribbean, 66%.
- Nationally, the lowest performing ethnic groups are Gypsy/Roma, 29%, Traveller of Irish Heritage, 33% and Caribbean, 66%.
- The ethnic group with the highest percentage of pupils achieving the expected standard in Science is Chinese with 92%. The next highest ethnic groups are Indian and With & Black African, both with 84%.
- Nationally, the ethnic groups with the highest percentage of pupils achieving the expected standard in Science are Chinese, Indian, White & Asian and Irish all with 86%.
- The ethnic group that has the lowest percentage of pupils achieving the expected standard in Science in Manchester is Gypsy/Roma with 19%. The next lowest performing groups in Manchester are Traveller of Irish Heritage, 40% and Pakistani, 72%.
- Nationally, the lowest performing ethnic groups are Gypsy/Roma, 39%, Traveller of Irish Heritage, 47% and Pakistani, 75%.



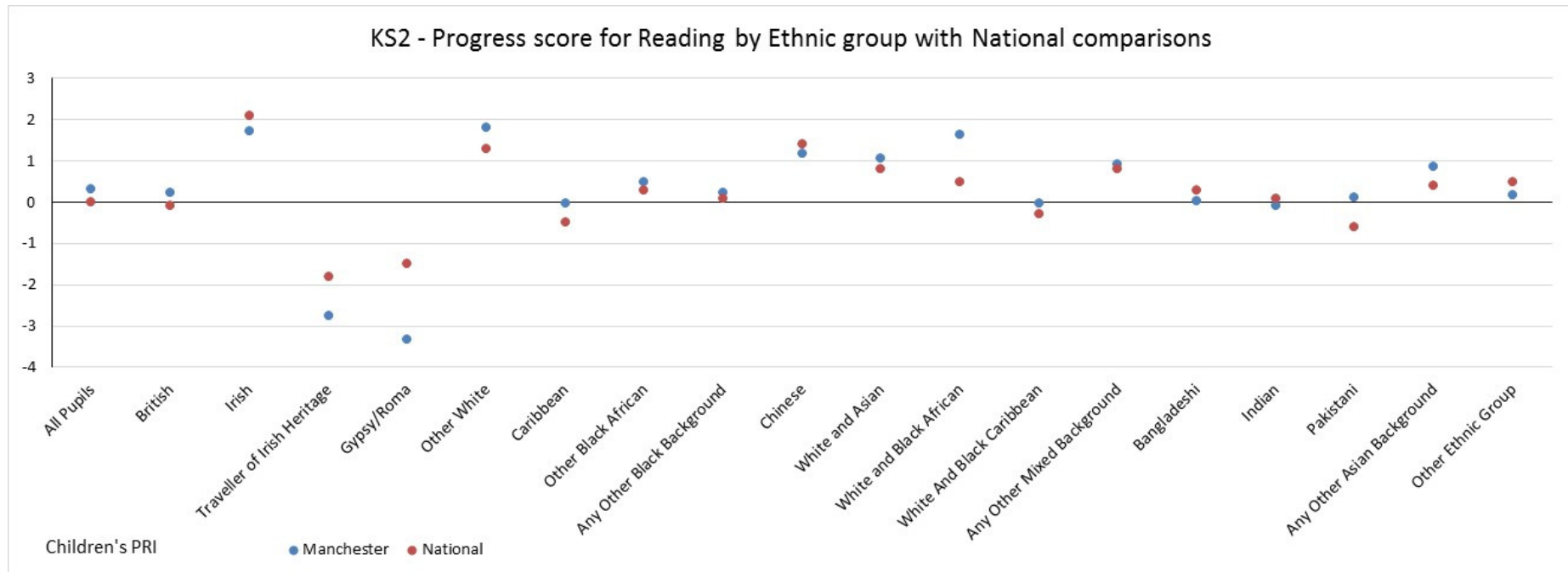
### 10.5 Key Stage 2:

- The Manchester ethnic groups with the highest percentage of pupils achieving the expected standard in combined Reading, Writing and Maths is Chinese with 68.4%, followed by other Asian background, 61.7% and Indian, 58.9%.
- The national groups who performed best are Chinese, 71%, Indian, 65%, and White & Asian, 63%.
- The groups with the lowest percentage of pupils achieving the expected standard in combined Reading, Writing and Maths in Manchester are Gypsy/Roma with 0%, Traveller of Irish Heritage, 40%, and Irish, 42.9%.
- Nationally, the worst performing ethnic groups are Gypsy/Roma, 13%, Traveller of Irish Heritage, 19%, and Caribbean, 43%.
- The ethnic group with highest percentage of pupils achieving the expected standard in Reading is Any Other Mixed Background with 72%, in Manchester, and Irish, nationally with 77%.
- The ethnic group with the lowest percentage of pupils achieving the expected standard in Reading is Gypsy/Roma, with 3.8% in Manchester, and 21% nationally.
- The ethnic group with highest percentage of pupils achieving the expected standard in Writing is Indian in Manchester with 80.8%, and Chinese nationally with 84%.
- The ethnic group with the lowest percentage of pupils achieving the expected standard in Writing is Gypsy/Roma, in Manchester, 11.5% and nationally, 29%.

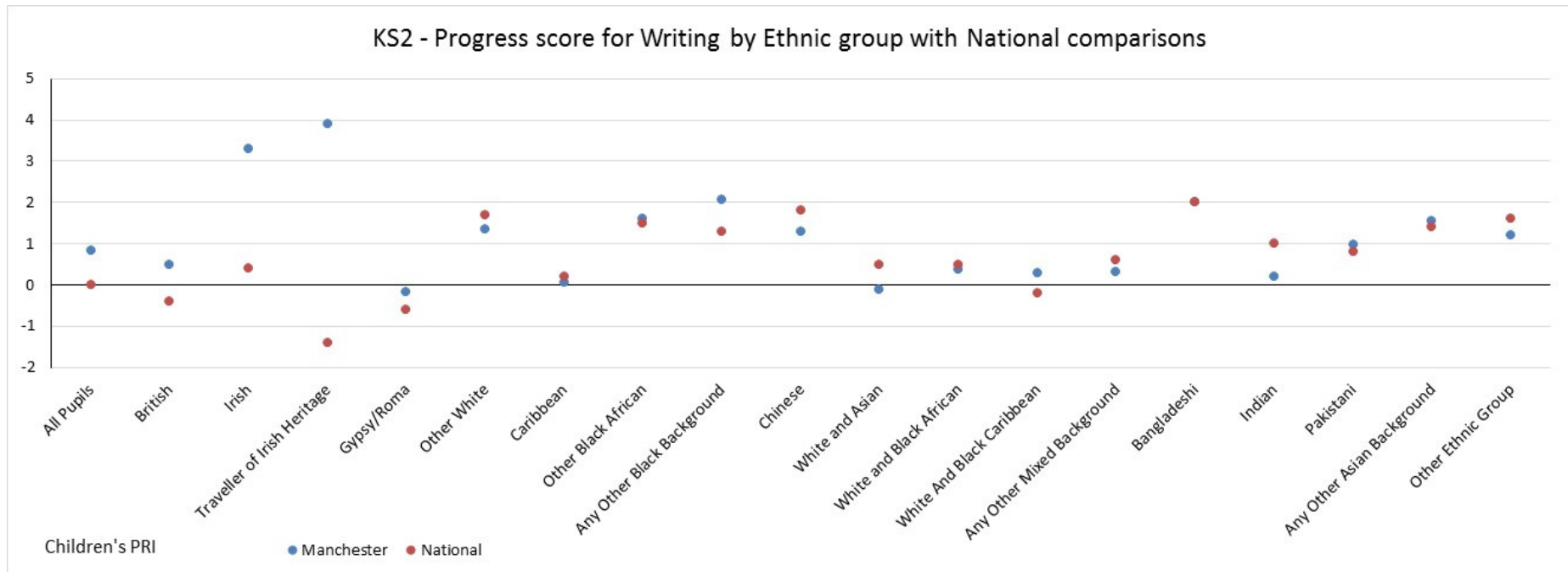
- The ethnic group with highest percentage of pupils achieving the expected standard in Maths is Chinese, with 89.5% in Manchester, and 92% nationally.
- The ethnic group with the lowest percentage of pupils achieving the expected standard in Maths is Gypsy/Roma, with 19.2% in Manchester and 26% nationally.



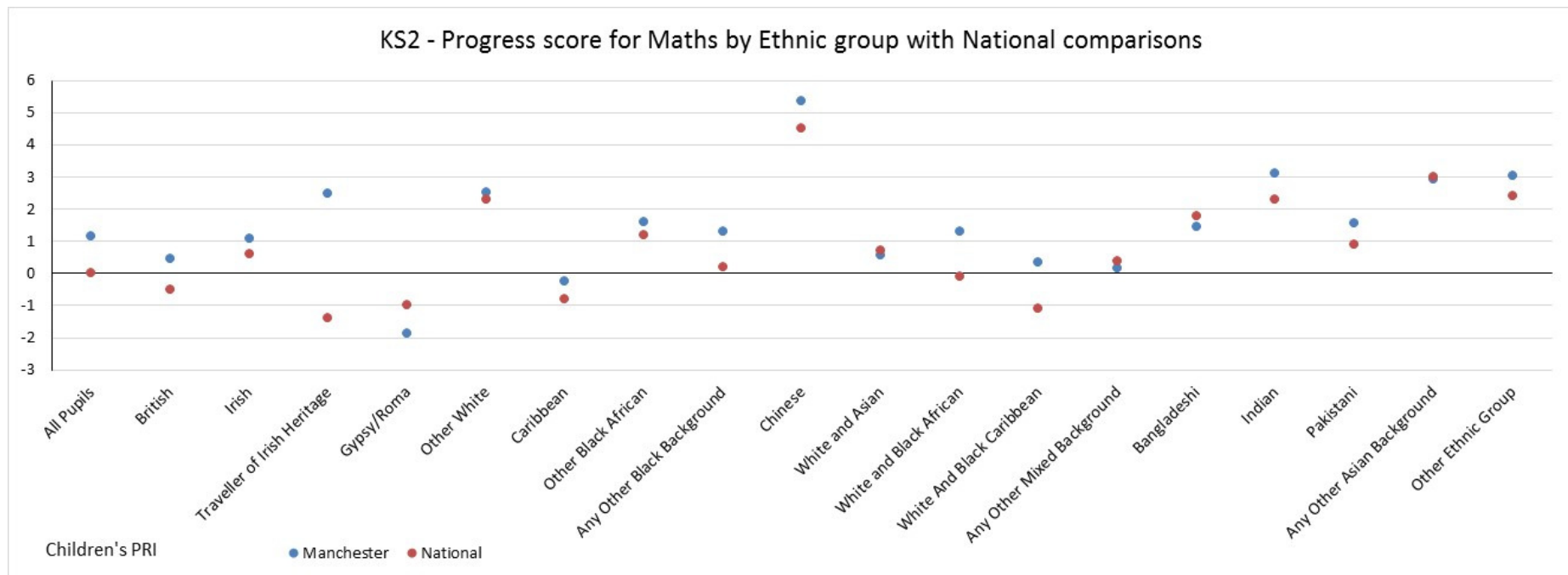
- In terms of progress, all ethnic groups in Manchester have a positive progress score in Reading except Traveller of Irish Heritage, Gypsy/Roma, Caribbean, White & Black Caribbean and Indian. The group with the highest progress score is Other White with 1.81.
- Nationally, the groups with a negative progress score in Reading are White British, Traveller of Irish Heritage, Gypsy/Roma, Caribbean, White & Black Caribbean and Pakistani. The group with the highest progress score in Reading nationally is Irish with 2.1.



- In terms of progress, all ethnic groups in Manchester have a positive progress score in Writing except Gypsy/Roma and White & Asian. The group with the highest progress score is Traveller of Irish Heritage with 3.89.
- Nationally, the groups with a negative progress score in Writing are White British, Traveller of Irish Heritage, Gypsy/Roma and White & Black Caribbean. The group with the highest progress score in Reading nationally is Chinese with 1.8.

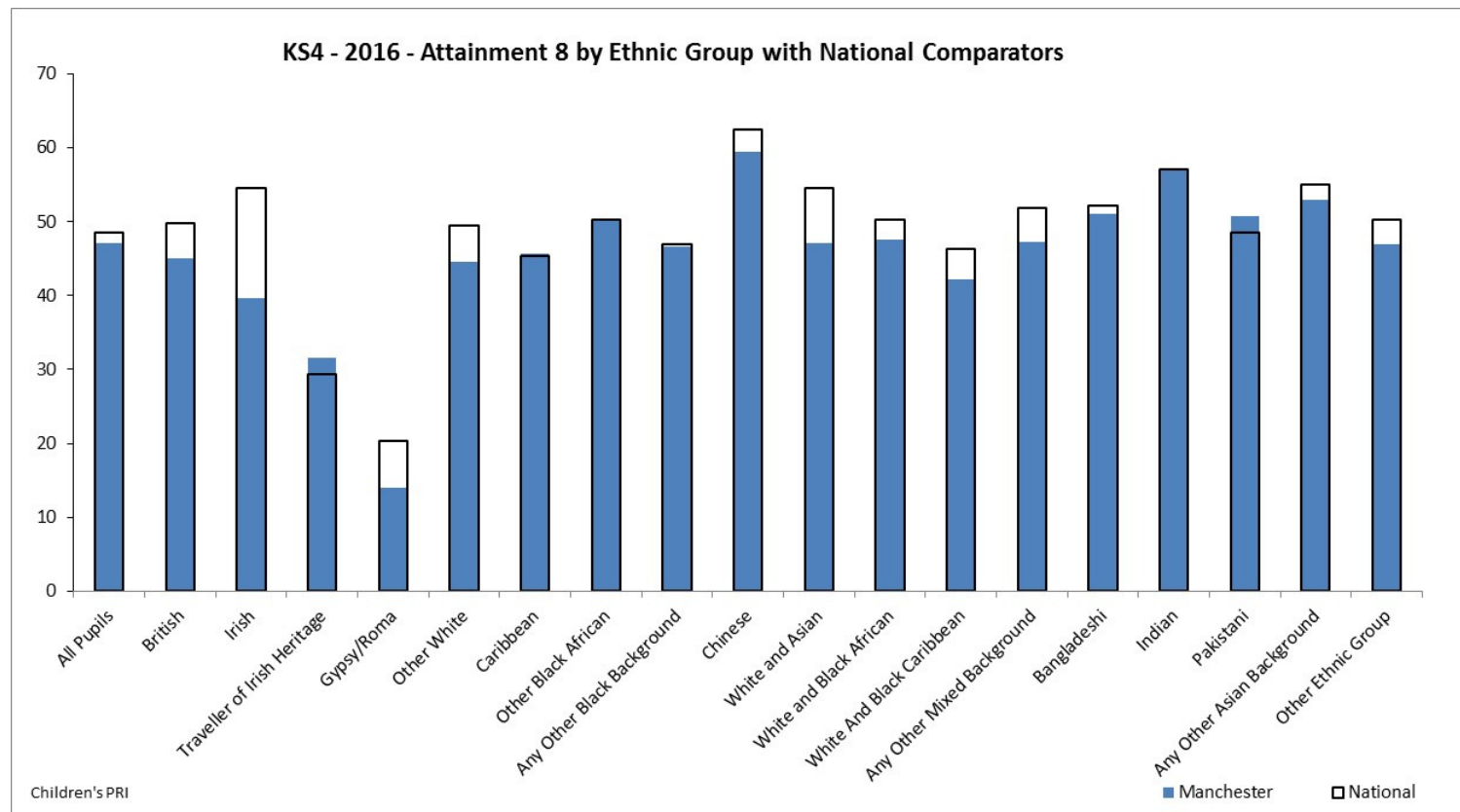


- In terms of progress, all ethnic groups in Manchester have a positive progress score in Maths except Gypsy/Roma and Caribbean. The group with the highest progress score is Chinese with 5.35.
- Nationally, the groups with a negative progress score in Maths are White British, Traveller of Irish Heritage, Gypsy/Roma, Caribbean, White & Black Caribbean and White & Black African.
- The group with the highest progress score in Maths nationally is Chinese with 4.5.



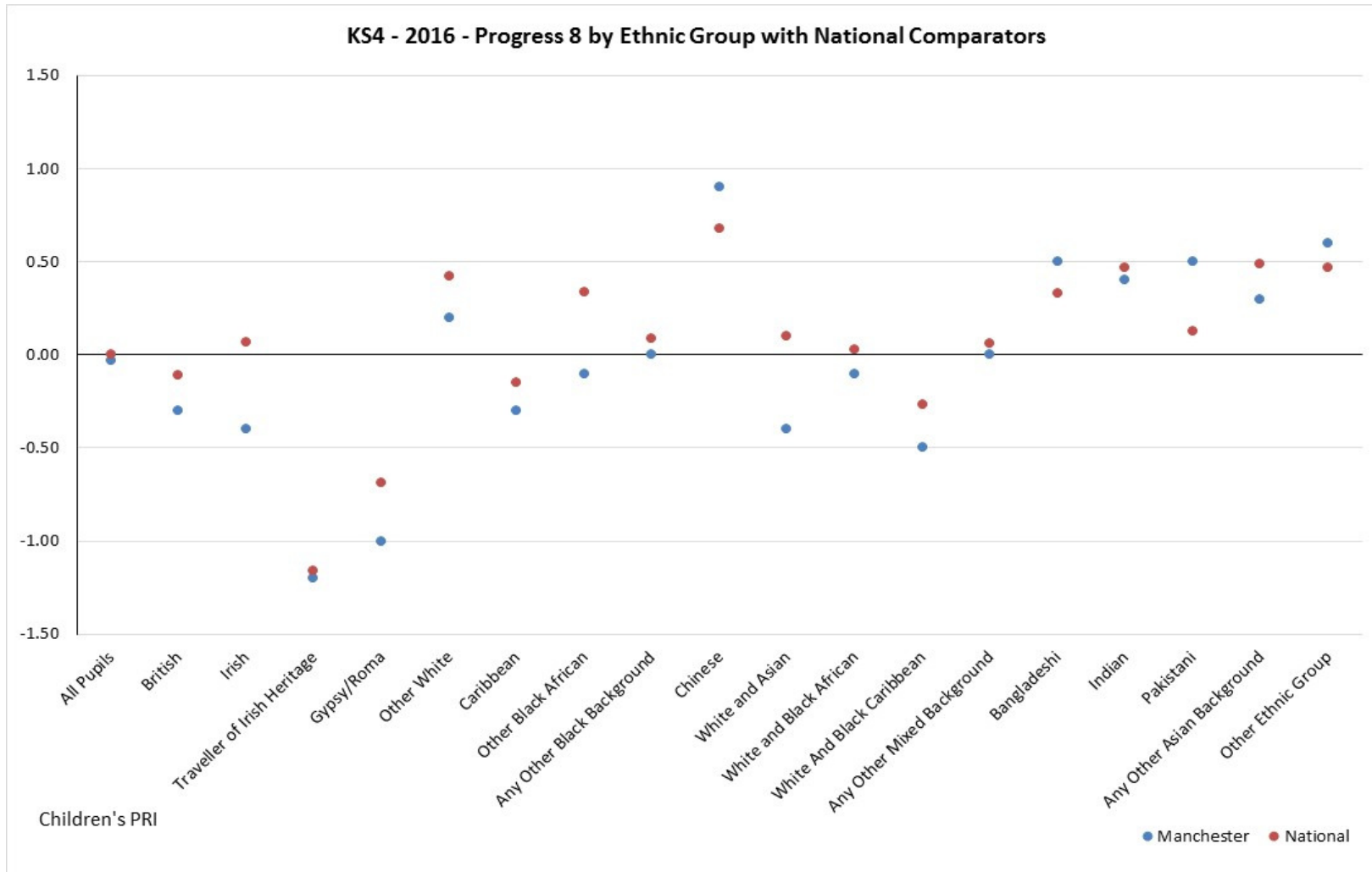
#### 10.6 Key Stage 4:

- Despite the DfE providing 2015 comparisons for Attainment 8 and Progress 8 for some contextual groups, the analysis they have provided for ethnicity is only available for the 5 broad ethnic groups. As a result, we cannot make comparisons in a smaller scale with prior year performance for these two measures.
- The ethnic group with the highest Attainment 8 score in Manchester is the Chinese pupils with 59.5. Indian, 56.9, and Any Other Asian background, 52.9 are the next best performing group in Manchester. This pattern is mirrored in the national results with scores of 62.4, 57 and 55 respectively.
- The ethnic group with the lowest Attainment 8 score in Manchester is the Gypsy/Roma group with 14. The groups with the second and third lowest Attainment 8 score are Traveller of Irish Heritage, 31.5 and Irish, 39.6.
- Nationally, the Caribbean ethnic group falls into the lowest three performing groups with 45.4, along with Traveller of Irish Heritage, 29.3 and Gypsy/Roma, 20.4.

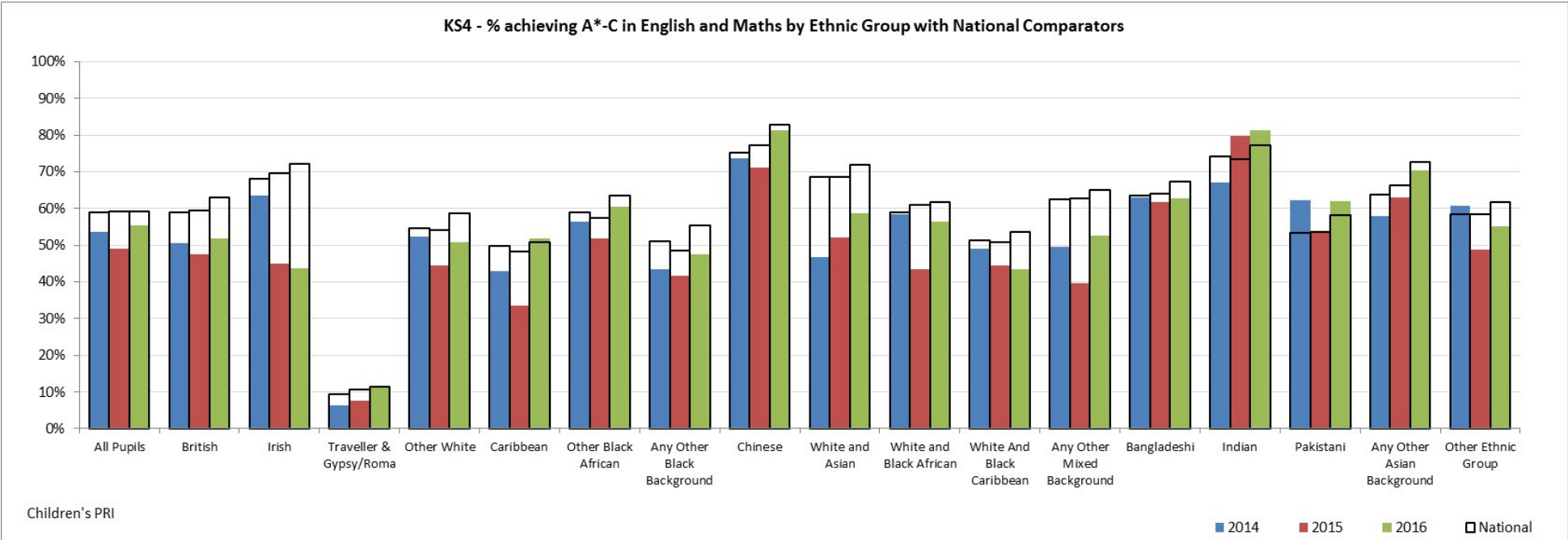


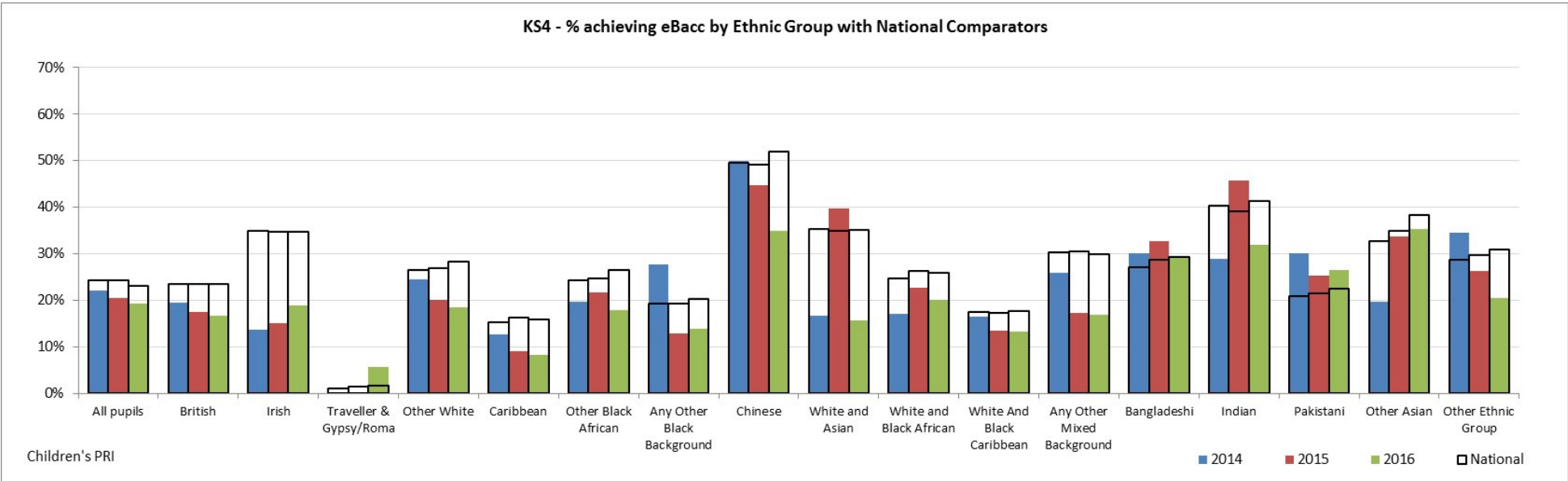
- The only ethnic groups in Manchester to have a positive progress 8 score are Other White, Chinese, Bangladeshi, Indian, Pakistani and Any Other Asian Background. The ethnic group with the highest Progress 8 score in Manchester is Chinese with 0.9.
- There are more ethnic groups nationally with positive Progress 8 scores. In fact, only White British, Traveller of Irish Heritage, Gypsy/Roma, Caribbean and White & Black Caribbean have negative Progress 8 scores.
- The ethnic group with the highest Progress 8 score nationally is Chinese with a score of 0.68.

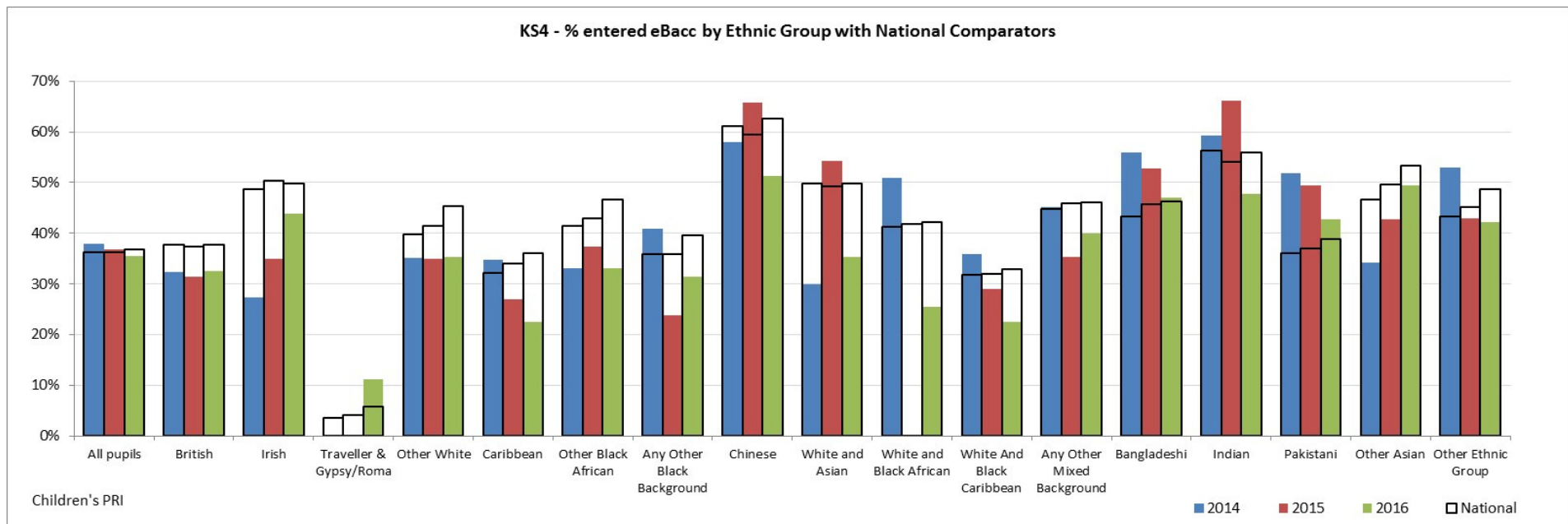
- The Manchester ethnic groups with a better Progress 8 than their national comparators are Chinese, Bangladeshi and Pakistani.











### 10.7 Next Steps

Data will be shared with Headteachers and officers from Education & Skills will continue to work with schools to focus on raising the attainment of all pupils, especially of the following groups:-

- Pakistani, the second largest group in the city. This group achieves below the Manchester and national levels at KS1-KS4.
- Caribbean and White/Caribbean. These groups both perform well at EYFS, KS1 and KS2, but decline at KS4.
- Gypsy Roma & Travellers (GRT). These groups have been the lowest achievers over the past 3 years at both Manchester and national levels.

### 11 Conclusion

The single family of Manchester schools is continuing to improve outcomes for pupils at all key stages and is contributing towards further developing our self improving school system. The challenge remains to build on success and refine approaches to target

specific pupil groups. Strategically, our shared City wide focus on reading for pleasure and for learning will provide significant impetus for further improvement.