

Manchester City Council Report for Information

Report to: Children and Young People Scrutiny Committee – 10 October 2017

Subject: Attainment and Attendance - Headline outcomes 2017(provisional)

Report of: Interim Director of Education

Summary

The report provides the Committee with a summary of the 2017 provisional outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. The report also provides an update on the final school attendance figures for half term 1-6 from 2012/13 to 2015/16.

Recommendations

Members are asked to note the contents of the report.

Wards Affected: All

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Background documents (available for public inspection):

None

1.0 Introduction

1.1 Schools and the Council are committed to developing and sustaining a high quality education system for Manchester where no school is less than good, many schools are outstanding and where overall outcomes reach and exceed national benchmarks.

1.2 By the end of the academic year 2016/17, the proportion of Manchester schools judged to be good or outstanding by Ofsted was 87.6%. This is broadly in line with the national average of 87.9%. (Watchsted July 2017)

1.3 The overall attainment outcomes for Manchester in 2017 indicate sustained improvements in Early Years (EY), Key Stage 1 (KS1), Key Stage 2 (KS2) and Key Stage 5 (KS5). Outcomes at Key Stage 4 (KS4) are not comparable with previous years.

1.4 This report presents the headline outcomes based on provisional performance data for 2017. National comparative data for EYFS, Phonics and KS1 is based on emerging figures and have not been released by the DfE. They are therefore subject to change. Final and validated data is expected between October and December 2017 for each Key Stage. A further report will be presented early in 2018 with a detailed analysis of the progress and performance of specific groups of children and young people. This will include for example by ethnicity, gender, those entitled to free school meals, children with Special Educational Needs (SEN) and children who are looked after (LAC). The further report will also include analysis of performance compared with other local authorities across Greater Manchester as well as cities that are Manchester's statistical neighbours.

1.5 Based on the provisional data, outcomes for key aspects of school achievement, attendance and exclusions are as follows:

Early Years Foundation Stage (EYFS): Since 2015, Good level of Development (GLD) outcomes at the end of the EYFS have improved in Manchester by 5 percentage points. Early indications suggest that achievement, both in Manchester and nationally, improved by 2 percentage points in 2017. Manchester's gap to national remains at 5%.

Year 1 Phonics Test: The percentage of pupils meeting the required standard in the phonics check in Y1, has improved in Manchester by 1 percentage point. The difference between national outcomes (81%) and those in Manchester (79%) is 2 percentage points.

Key Stage 1: The percentage of pupils in Manchester working at the expected standard at KS1 improved from 2016 – 2017 in all subjects except science, where it has remained static. The percentage of pupils in Manchester working at the higher standard at KS1 improved from 2016 – 2017 in reading, writing and maths.

Key Stage 2: Provisionally, 58% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 61% nationally. At this time of year, Manchester's unvalidated data is usually approximately 3

percentage points lower than the national average. This is because the data at this point does not take into account the significant number of pupils' outcomes that will be discounted due to the fact that they have had less than two years' experience in the English Primary School education system. On average, once the data has been validated, Manchester outcomes typically increase by between 2 and 3 percentage points, to put us broadly in line with national averages. Provisionally, 7% of Manchester pupils achieved the higher standard in reading, writing and maths combined; this is a 3% improvement on 2016. The progress made in reading, writing and maths at KS2 continues to be statistically significantly better than the national average.

Key Stage 4: The significant changes to the Key Stage 4 performance measures in 2017 mean that direct comparisons with results from previous years are not possible. National and regional provisional GCSE data is expected to be released at the end of October. In 2017 Manchester LA provisional results show; a point score of 43.8 for Attainment 8; 54.8% of pupils gained a grade 4+ in English and maths GCSE in Manchester; 35.6% of pupils gained a grade 5+ in English and maths GCSE in Manchester.

Key Stage 5: In 2017, Manchester outcomes show an increase in the percentage of students achieving the highest A level grades. The percentage of students achieving a grade A* has increased to 7.6% compared to 6.3% last year. The percentage of students achieving grade A*- A is 24.5%; an increase of four percentage points compared with 2016. Overall the percentage of students achieving A*-E has increased to 98.3%, which is above the national outcome of 97.9%. Nationally, there has been a slight increase in those students achieving the higher grades but a slight decrease in the percentage achieving grades A*-E.

Attendance: School attendance has improved significantly in Manchester in recent years. These improvements have broadly been sustained. The overall absence in primary schools increased in 2015/16 by 0.1 percentage point to 4.1%. The rate of absence in Manchester secondary schools improved by 0.3 percentage points to 4.9%. This is 0.3 percentage points better than the national average of 5.2%. The gap between the national and Manchester average in special schools narrowed to 1.1 percentage points. The overall absence for all Manchester schools is 4.5% which is one percentage point below the national average.

2.0 Early Years Foundation Stage (EYFS)

2.1 Context

2.11 The revised Early Years Foundation Stage (EYFS) was introduced in September 2012. The 17 Early Learning Goals 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

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

7 areas of learning (prime in bold)	Early Learning Goal (ELG)
communication and language	Listening and attention; Understanding; Speaking
physical development	Moving and handling; Health and self-care
personal, social and emotional development	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

2.13 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).

2.14 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 literacy and mathematics.

2.2 EYFS outcomes

The three year trend for GLD is outlined below. Detailed comparisons with national averages will be available in October.

	% GLD								
	2015			2016			2017		
	LA	Nat.	Diff	LA	Nat.	Diff	LA	Nat.	Diff
All	61%	66%	-5%	64%	69%	-5%	66%	71%	-5%

- Since 2015, GLD outcomes at the end of the EYFS have improved in Manchester by 5 percentage points.
- Early indications suggest that achievement, both in Manchester and nationally, improved by 2 percentage points in 2017.
- Manchester's gap to national remains at 5%.

2.21 The outcomes for the 7 areas of learning are outlined below:

	Manchester
Communication and Language	74%
Physical Development	80%
Personal, social and Emotional Development	79%
Literacy	67%
Mathematics	71%
Understanding the world	75%
Expressive arts and design	79%
Prime Learning goals	72%
Specific learning goals	63%
All learning goals	63%

- Compared with emerging figures at the same time last year, outcomes in the prime learning goals have remained the same, outcomes in the specific learning goals have improved by 2 percentage points and outcomes in all learning goals have improved by 3 percentage points.
- Across the 7 broad areas of learning, achievement is lowest in Literacy. However, this is a 1 percentage point improvement on last year.
- Overall, more children achieve the expected level or above in the prime learning goals, than the specific learning goals.

2.23 The provisional outcomes for each individual ELG are outlined below:

	Manchester			
	Emerging	Expected	Exceeding	Expected or Exceeding
Listening and attention	20%	62%	17%	79%
Understanding	20%	61%	18%	78%
Speaking	21%	63%	15%	78%
Moving and handling	15%	70%	13%	84%
Health and self-care	15%	70%	14%	84%
Self-confidence and self-awareness	17%	69%	13%	82%
Managing feelings and behaviour	16%	70%	12%	82%
Making relationships	15%	72%	12%	84%
Reading	29%	54%	16%	70%
Writing	31%	58%	10%	68%
Numbers	26%	60%	12%	73%
Shape, Space and measures	25%	62%	11%	73%
People and communities	21%	67%	10%	78%
The World	21%	67%	11%	78%
Technology	13%	77%	10%	86%
Exploring media and materials	18%	71%	10%	81%
Being imaginative	18%	71%	9%	81%

- Results for the expected level of achievement in the individual learning goals were lowest in writing at 68% and highest in technology at 86%.
- Writing outcomes however, have seen a 2 percentage point improvement on this time last year.

2.3 Next steps:

- Detailed analysis of outcomes to identify those schools where specific action can be targeted through brokered school to school improvement.
- Share data analysis across Early Years Childcare sector and Sure Start Children's Centres, to enable all settings and SSCC to focus their efforts on the areas of learning and groups of children according to locality data.
- Embed the Early Years Delivery Model focus on communication and language and monitor the impact of speech and language therapy in the Early Years.
- Through continued focus on reading development, increase the number of trained volunteers from local communities
- Continue to develop strategies to involve parents and carers in reading with their children.
- Improve school readiness outcomes and establish an early years volunteer pathway (early words together).

3.0 Key Stage One Phonics Test: Year 1

3.1 Context

3.11 This is the sixth year that the phonics check has been completed in schools. Working at or above the expected standard nationally, requires a score of 32+ points. This data is provisional from NCER (National Consortium for Examination Results). Official provisional national figures were not available at the time of writing this report.

3.2 Headlines

The percentage of pupils meeting the required standard + in the phonics check in Y1, has improved in Manchester by 1 percentage point.

The difference between national outcomes (81%) and those in Manchester (79%) is 2 percentage points.

3.3 Outcome Summary

- The percentage of Year 1 pupils in Manchester, working at or above the expected standard in phonics, increased by 1 percentage point in 2017. Early indications show that the national average has remained the same as in 2016. The difference between the outcomes in Manchester and England has continued to diminish and currently stands at 2 percentage points.

Year 1 Phonics									
	2015			2016			2017		
Score	Manchester	National	Diff	Manchester	National	Diff	Manchester	National	Diff
32+	73%	77%	-4%	78%	81%	-3%	79%	81%	-2%
0-31	21%	21%	0%	21%	18%	3%	20%		
A/D	1%	2%	-1%	3%	2%	1%	2%		

3.4 A breakdown of national results that are below 32 and where absent/disapplied are not yet available.

- From 2015 to 2017, Manchester outcomes have improved at a faster rate than those nationally. Manchester has improved by 6 percentage points whilst nationally, the improvement is 4 percentage points.

4.0 Key Stage One outcomes

4.1 Context

4.11 In 2016, pupils were no longer assessed using levels. They are now said to be achieving the expected standard or achieving the higher standard. As the KS1 assessments changed in 2016, data is only available for 2016 and 2017. Outcomes reflect the new primary curriculum, which was introduced in 2014 and has set higher standards in England. The system of assessment identifies whether children are meeting the national expected standard in the four assessment subjects; reading, writing, maths and science or working at a higher standard in reading writing or maths.

4.12 The DfE had not released the provisional national figures at the time of writing this report. Any comparative national figures used in this section are based on emerging figures available on the data collection website. The figures are calculated using all Local Authorities' (LA) data that have been entered on the site. These comparisons have been used to give an early indication of Manchester's position.

4.2 **KS1 Headline summary**

The percentage of pupils in Manchester working at the expected standard at KS1 improved from 2016 – 2017 in all subjects except science, where it has remained static. The percentage of pupils in Manchester working at the higher standard at KS1 improved from 2016 – 2017 in reading, writing and maths.

4.3 % pupils achieving the expected standard

- The table below shows that the percentage of pupils achieving at least the expected standard in reading and maths improved by 1 percentage point in 2017, by 2 percentage points in writing and remained the same in science.
- The difference between outcomes in Manchester and those nationally has increased by 1 percentage point in all subjects.
- The greatest difference is in science and reading.

	2016: % achieving expected standard			2017 % achieving expected standard		
	Manchester	National	Difference	Manchester	National	Difference
Reading	70%	74%	-4%	71%	76%	-5%
Writing	63%	65%	-2%	65%	68%	-3%
Maths	71%	73%	-2%	72%	75%	-3%
Science	77%	82%	-5%	77%	83%	-6%

4.4 % pupils achieving the higher standard

- The table below shows that the percentage of pupils achieving the higher standard in reading improved by 2 percentage points in 2017, by 4 percentage points in writing and by 3 percentage points in maths..
- The difference between outcomes in Manchester and those nationally has reduced by 1 percentage point in all subjects.
- The greatest difference is in reading.

	2016: % achieving higher standard			2017 % achieving higher standard		
	Manchester	National	Difference	Manchester	National	Difference
Reading	18%	24%	-6%	20%	25%	-5%
Writing	10%	13%	-3%	14%	16%	-2%
Maths	15%	18%	-3%	18%	20%	-2%

4.5 Next steps

- Further detailed analysis of outcomes to identify those schools where specific action can be targeted through brokered school to school improvement.
- Share effective practice on the moderation of assessment through the Manchester Schools Alliance
- Engage with national developments in Science as this subject becomes more of a focus for national outcomes.
- Continue to work in partnership with the Manchester teaching schools to deliver a bespoke training programme focusing on a play based approach to the teaching of phonics.

5.0 Key Stage Two (KS2) Provisional Results

5.1 Context

5.11 These results are provisional and do not take into account any schools who were late in submitting their teaching assessments to the DfE; nor have they been adjusted for any international new arrivals. These amendments will be reflected in the final statistical release.

5.12 In 2016, pupils were no longer assessed using levels. They are now said to be achieving the expected standard or achieving the higher standard. As the KS2 assessments changed in 2016, data is only available for 2016 and 2017. Outcomes reflect the new primary curriculum, which was introduced in 2014 and has set higher standards in England. The system of assessment identifies whether children are meeting the national expected standard in the four assessment subjects; reading,

writing, maths and science or working at a higher standard in reading writing or maths. Additional performance measures have been added based on the average test score in the Grammar, Punctuation and Spelling (GPS), Reading and Maths. A pupil is achieving the expected standard if they have a scaled score of 100 or above and achieving the higher standard if they have a scaled score of 110 or above.

5.2 **Headline summary**

- Provisionally, 58% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 61% nationally. At this time of year, Manchester's unvalidated data is usually approximately 3 percentage points lower than the national average. This is because the data at this time does not take into account the significant number of pupils' outcomes that will be discounted; due to the fact that they have had less than two years' experience in the English Primary School education system. On average, once the data has been validated, Manchester outcomes typically increase by between 2 and 3 percentage points, to put us broadly in line with national averages. Provisionally, 7% of Manchester pupils achieved the higher standard in reading, writing and maths combined; this is a 3% improvement on 2016.
- The progress made in reading, writing and maths at KS2 continues to be statistically significantly better than the national average.

5.3 **% pupils achieving the expected standard**

5.31 The table below shows the provisional outcomes for pupils in 2016 and 2017. It also shows the actual outcomes for 2016. For Manchester, the outcomes improved in every subject from provision to actual. Such improvements are not statistically significant nationally.

- Provisionally, 58% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 61% nationally.
- The percentage of pupils in Manchester achieving the expected standard in reading, writing and maths separately are all below the national average based on provisional data. The largest gap is in reading where the gap to national is 5 percentage points. The smallest gap is in maths with a gap of just 1 percentage point.
- If the same increases are made as last year once data has been validated, Manchester's outcomes could once again be broadly in line with national. Pupils achieving the expected standard would be the same as the national.
- The average scaled score of 104 in maths and 106 in GPS is the same as the national average while the average scaled score in reading is 1 mark below.
- Manchester has improved at the same rate as nationally in each subject with the average scaled score in GPS increasing by 2 points and reading and maths increasing by 1 point.

			Provisional 2016	Final 2016	Difference Provisional 2016- Final 2017	Provisional 2017	Difference Provisional 2016- 2017	% increase Final 2016 to provisional 2017
Manchester	Meeting Expected Standard	RWM	49%	52%	+3%	58%	+9%	6%
		Reading	60%	63%	+3%	66%	+6%	3%
		Writing TA	69%	73%	+4%	72%	+3%	-1%
		Maths	70%	71%	+1%	74%	+4%	3%
		GPS	71%	73%	+2%	76%	+5%	3%
		Science TA	73%	77%	+4%	76%	+3%	-1%
	Average Scaled Score	Reading	102	102	0	103	+1	1
		GPS	104	104	0	106	+2	2
		Maths	103	103	0	104	+1	1
National	Meeting Expected Standard	RWM	53%	53%	0	61%	+8%	8%
		Reading	66%	66%	0	71%	+5%	5%
		Writing TA	74%	74%	0	76%	+2%	2%
		Maths	70%	70%	0	75%	+5%	5%
		GPS	72%	73%	+1%	77%	+1%	4%
		Science TA	81%	81%	0	82%	+1%	1%
	Average Scaled Score	Reading	103	103	0	104	+1	1
		GPS	104	104	0	106	+2	2
		Maths	103	103	0	104	+1	1

5.4 % pupils achieving the higher standard

5.41 The table below shows the provisional outcomes for pupils in 2016 and 2017. It also shows the actual outcomes for 2016. For Manchester, in 2016 the outcomes improved slightly in reading, writing and GPS from provision to actual.

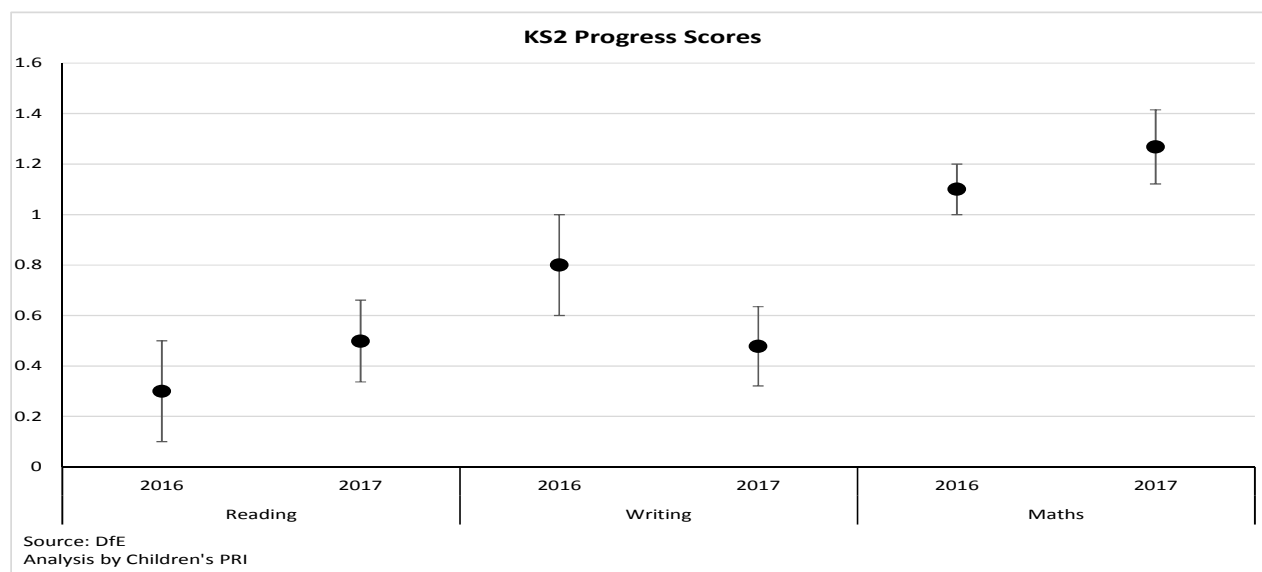
- Provisionally, 7% of Manchester pupils achieved the higher standard in reading, writing and maths combined. This is a 3% improvement on 2016 outcomes but is currently two percentage points lower than the 2017 provisional figures nationally.
- All individual subjects show an improvement in the final outcomes from 2016 to the provisional outcomes in 2017. The greatest increase is in GPS by 10 percentage points.
- There has been a 7 percentage point increase for pupils achieving the higher standard in maths and a five percentage point increase for pupils achieving the higher standard in reading. Writing saw an increase of two percentage points.
- There has also been an increase nationally in all subjects and the percentage of Manchester pupils achieving the higher standard in maths is now level with the national average.

			Provisional 2016	Final 2016	Difference Provisional 2016- Final 2017	Provisional 2017	Difference Provisional 2016- 2017	% increase Final 2016 to provisional 2017
Manchester	Achieving Higher Standard	RWM	4%	4%	0	7%	+3%	+3%
		Reading	14%	15%	+1%	20%	+6%	+5%
		Writing TA	11%	12%	+1%	14%	+3%	+2%
		Maths	16%	16%	0	23%	+7%	+7%
		GPS	21%	22%	+1%	32%	+11%	+10%
National	Achieving Higher Standard	RWM	5%	5%	0	9%	+4%	+4%
		Reading	19%	19%	0	25%	+6%	+6%
		Writing TA	15%	15%	0	18%	+3%	+3%
		Maths	17%	17%	0	23%	+6%	+6%
		GPS	23%	23%	0	31%	+8%	+8%

5.5 Progress from KS1-KS2

5.51 Progress scores were introduced in 2016 to measure the progress that pupils had made relative to other pupils nationally who had the same level of prior attainment. The national score for this measure in all subjects is zero. The DfE have not publicly released progress scores for 2017 yet therefore there are no comparisons available. The Manchester progress scores shown in the table below have been calculated internally.

5.52 Manchester's provisional progress scores for reading and maths improved in 2017. The progress score in writing fell by 0.32 points. However, the progress made in all subjects continues to be statistically significantly better than the national average.



5.6 Next steps

- Continue to work with schools through the QA process to support improved outcomes and reduce variability between schools.
- Continue to broker support and intervention for schools through the Manchester School Improvement Partnership and Teaching Schools in the City and region to strategically influence school improvement and reduce the gaps to national averages.

6.0 Key Stage 4 GCSE

6.1 The significant changes to the Key Stage 4 performance measures in 2017 mean that direct comparisons with results from previous years are not possible. National and regional provisional GCSE data was not available at the time of writing this report. It is expected to be released at the end of October.

6.2 Context

6.21 In recent years there have been significant changes to Key Stage 4 performance measures which have had significant impact on GCSE results nationally. Last year there was a move away from the headline measure of 5+ A* - C including English and Maths to new secondary accountability measures of Attainment 8 and Progress 8. In 2017 the more challenging GCSEs in English Language, English Literature and mathematics have been examined for the first time. These new GCSEs have been graded on a 1-9 numerical grade. Grade 4 is the closest match to a 'C' grade at GCSE. Attainment 8 and Progress 8 scores are based on pupils' results across eight subjects with a double weighting for English and Mathematics. In 2017 Attainment 8 has been calculated using a new system. Attainment 8 provides a point score for the school that is essentially the student average point score across eight subjects. The school's progress 8 score measures the progress of pupils from the end of primary school. It is based on a calculation that uses each students' average point score from Key Stage 2 and compares this to their outcomes at the end of Key Stage 4.

6.3 Provisional headlines

- In 2017 Manchester LA provisional results show a point score of 43.8 for Attainment 8.
- 54.8% of pupils gained a grade 4+ in English and maths GCSE in Manchester
- 35.6% of pupils gained a grade 5+ in English and maths GCSE in Manchester.
- National attainment data and local and national progress data will not be available until October.

6.4 Next steps

- Continue to work with schools through the Quality Assurance process to support improved outcomes
- Detailed data analysis of pupil groups and progress data against national and regional comparators (once available) to better understand the impact of changes to the GCSE across a range of pupil groups and identify strategies to address these.

- In partnership with the teaching schools, target identified schools for inclusion in bespoke intervention programmes. The emphasis will be on improving reading skills and mathematics mastery utilising funding from the Strategic School Improvement Funding Bids (SSIF). It was announced early in September that the reading SSIF bid submitted by one of the Teaching School in Manchester (the Manchester Teaching School Alliance) was one of the 55 bids throughout the country (and one of only 3 in Greater Manchester) that was successful. This bid focuses on secondary school staff working alongside primary reading specialists to develop reading interventions for children at secondary school working below or just at age related expectations in reading.

7.0 Key Stage 5 A Level

7.1 Context

7.12 2017 is the first year that student outcomes based on the new linear A level syllabuses have been published. A range of new measures will be reported nationally when validated data is released. This will include progress measures for the first time, alongside some existing and new attainment measures.

7.2 Provisional Headlines

- In 2017 Manchester outcomes show an increase in the percentage of students achieving the highest A level grades.
- The percentage of students achieving a grade A* has increased to 7.6% compared to 6.3% last year.
- The percentage of students achieving grade A*- A is 24.5%; an increase of four percentage points compared with 2016.
- Overall the percentage of students achieving A*-E has increased to 98.3%, which is above the national outcome of 97.9%.
- Nationally, there has been a slight increase in those students achieving the higher grades but a slight decrease in the percentage achieving grades A*-E.

7.3 Next Steps

- Continue to work with the partnership of providers to ensure a high quality offer is sustained and available for students following academic, vocational and technical routes post 16.

8.0 Attendance

8.1 Context

8.11 Figures for school absence during 2015/16 were published by DfE on 23rd March 2017. The 2015/16 academic year saw a change in how absence was recorded. Figures are now calculated using all six half terms for years 1-10 and half terms one-five for year 11. Figures for 2016/17 are not yet available; they will be presented in the February scrutiny report together with further detailed analysis.

8.2 Headlines

- In 2015/16, primary school absence was 4.1% which is broadly in line with the national average.
- Secondary school absence saw a 0.3 percentage point improvement in 2015/16, putting Manchester's attendance figures higher than national.
- Special school absence saw a 2.3 percentage point improvement, reducing the gap to national to 1.1 percentage points.
- In 2015/16, overall absence in all Manchester schools was 0.1 percentage point better than national.

8.3 Overall Absence Trend

The table below shown the overall absence trend from 2012/13 – 2015/16. Figures for 2016/17 have not yet been released.

		Overall Absence Half terms 1-6			
		2012/13	2013/14	2014/15	2015/16
Primary	Manchester	4.5%	3.8%	4.0%	4.1%
	England	4.7%	3.8%	4.0%	4.0%
	Gap	-0.2%	0.0%	0.0%	0.1%
Secondary	Manchester	6.1%	5.1%	5.2%	4.9%
	England	5.9%	5.1%	5.3%	5.2%
	Gap	0.2%	0.0%	-0.1%	-0.3%
Special	Manchester	11.4%	12.7%	12.5%	10.2%
	England	9.6%	9.0%	9.4%	9.1%
	Gap	1.8%	3.7%	3.1%	1.1%
All Schools	Manchester	5.2%	4.5%	4.6%	4.5%
	England	5.3%	4.4%	4.6%	4.6%
	Gap	-0.1%	0.1%	0.0%	-0.1%

9.0 Conclusion and Next Steps

9.1 This year's provisional results demonstrate consolidation and progress in all key indicators, with improvements at all key stages (where comparators are available).

9.2 The challenge remains to diminish the difference to national at all Key Stages and to decrease the variability in outcomes across the city. Support and intervention has been planned for schools based on these provisional outcomes, Ofsted outcomes and intelligence from the LA Quality Assurance (QA) reports and interventions. This support and intervention has been brokered through the Manchester School Improvement Partnership with representation from all the Manchester Teaching Schools and the National Leaders of Education in the city. The LA will continue to fund a Quality Assurance visit and report for each school in the city in the autumn term and further intervention and support will be planned for the year.

9.3 A more detailed analysis of outcomes by pupil groups will be presented in February 2018 following the publication of all validated data.