

**Manchester City Council  
Report for Resolution**

**Report to:** Children and Young People Scrutiny Committee – 27 February 2018

**Subject:** Attainment and Progress 2017

**Report of:** Director of Education

**Summary**

This report provides the Committee with an analysis of the 2017 outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4. The report also includes summary of performance according to groups by ethnicity.

**Recommendations**

Members are asked to note the contents of the report.

**Wards Affected:** All

<b>Manchester Strategy outcomes</b>	<b>Summary of how this report aligns to the OMS</b>
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Improving educational outcomes will contribute to Manchester’s young people becoming happy, safe and highly skilled and have increased life chances. Improved educational outcomes will enable Manchester’s young people to contribute to the economic growth and take advantage of the job opportunities created.
A highly skilled city: world class and home grown talent sustaining the city’s economic success	Improving educational outcomes amongst the Manchester school population is essential for young people to gain qualifications and contribute to Manchester’s economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Analysis of pupil groups’ attainment allows for identification of priorities with the aim of improving attainment outcomes for all children and particularly children eligible for Free School meals, disadvantaged children, children with SEND. Improving attainment outcomes will ensure all young people have the best possible opportunity to succeed.

A liveable and low carbon city: a destination of choice to live, visit, work	An improving school system will make Manchester an attractive place to live and work.
A connected city: world class infrastructure and connectivity to drive growth	

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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 judged by OFSTED to be less than good and where overall outcomes reach and exceed national benchmarks. The overall outcomes for Manchester in 2017 indicate sustained improvements at EYFS, Key Stage 1, Key Stage 2 and Key Stage 5.

## 2.0 Background

The headline outcomes for each key stage are:

- **Early Years Foundation Stage: Early Years Foundation Stage:** Outcomes at the end of the EYFS have improved from 2016 by 2%, to 66% of children achieving the expected Good Level of Development (GLD). Attainment nationally also increased by 2% last year. The difference between Manchester and national outcomes has therefore remained at 5%.
- **Key Stage 1:** 2017 was the second year of the new key stage 1 tests in maths and reading. These results are now the second set 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 second year of the new tests, the results can only be compared directly to those from 2016.
- The difference between outcomes for pupils in Manchester and those nationally, has marginally widened in 2017.
- There is a 5% difference between Manchester outcomes and national outcomes in reading, 3% in writing, 3% in maths and 6% in science. From 2016-17, this is a 1% decrease in reading, 2% decrease in writing and 1% decrease in maths outcomes.
- From 2016 the percentage of pupils meeting the required standard in the phonics check improved by 1% in Manchester compared with 0% nationally.
- **Key Stage 2:** 2017 was also the second 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 were the first tests to reflect the new primary curriculum, which was introduced in 2014. As 2017 is the second year of the new tests, the results can be compared directly with 2016 results.
- 60% 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 in line with the national average with 75% 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.
- In 2017 the percentage of pupils achieving the expected standard in grammar, punctuation and spelling (GPS) exceeded the national average. The average scaled score for maths and GPS is the same as the national average in 2017. The average scaled score for reading is lower by 1 point than the national average.

- All progress scores (reading, writing and maths) for the 2017 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:** In recent years there have been significant changes to Key Stage 4 performance measures which have had 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. 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. 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 has been described as the closest match to a 'C' grade at GCSE.
- 2017 Manchester LA results for attainment 8 shows a slight reduction in the difference to national. However the difference to national has slightly increased for outcomes in progress 8 and both 9-5 in English and Maths and 9-4 in English and Maths.
- The Manchester overall progress 8 score was -0.05 which was slightly below the national progress 8 score of 0.
- The Manchester Attainment 8 score was 43.4 compared with a national attainment 8 score of 44.6; the difference to national has reduced to 1.2.
- 54.3% of Manchester pupils achieved grade 9-4 in English & Maths which is 4.8% below national average; 34.9 % of Manchester pupils achieved grade 9-5 in English & Maths which is 4.7% below national average.
- The percentage of pupils achieving the English Baccalaureate grade 9-4 in 2017 was 19.6%; the difference to national is 2.3%. The percentage of pupils achieving the English Baccalaureate grade 9-5 in 2017 was 16.7%; the difference to national is 3%.
- Manchester disadvantaged pupils achieved better than disadvantaged pupils nationally for progress 8; attainment 8; Ebacc and achieved in line with disadvantaged pupils for grade 9-4 and grade 9-5 in English and Maths.
- **Key Stage 5:** 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. When making comparisons it is important to remember that 2017 outcomes are the first for some of the new reformed A levels although it will take until 2020 before all A levels in the curriculum have been reformed so the reliability of direct comparisons between years will continue to be lacking in validity .
- In 2017 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 2017. The APS in Manchester at 31.45 compares favourably with statistical neighbours at 28.7. 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 2016 outcomes in Manchester were 39th and in 2017 there has been small fall to 45<sup>th</sup> out of 152 LAs is recorded.

- In 2017 average point score (APS) outcomes for Applied General qualifications place Manchester 5/8 in relation to Core Cities and below the national outcomes.
- Average point score outcomes/ entry (technical) places Manchester 2/8 in terms of Core Cities; outcomes are in line with England and above statistical neighbour outcomes.

**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 2017, the percentage of pupils achieving a GLD in Manchester has improved by 13% compared with 11% nationally.

- Outcomes at the end of the EYFS improved from 2016 by 3%. In 2016/17 66% of children achieved the expected Good Level of Development.
- Attainment nationally also increased by 2% last year. The difference between Manchester and national outcomes has therefore remained at 5% as nationally 71% of 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% and physical development at 85%.
- The gap to national outcomes in most cases ranges between 5% and 6%. The smallest gap to national outcomes is in writing (4%) and the largest gap to national is understanding the world and exploring media and materials (7%).

		Results for 2017				
		Manchester				National
		Emerging	Expected	Exceeding	Expected or Exceeding	Expected or Exceeding
<b>Good Level of Development</b>					<b>66%</b>	<b>71%</b>
<b>PRIME LEARNING GOALS</b>	<b>Communication and Language</b>					
	Listening and attention	21%	62%	17%	80%	86%
	Understanding	21%	62%	18%	79%	86%
	Speaking	22%	64%	15%	79%	85%
	<b>Physical Development</b>					
	Moving and handling	15%	71%	13%	85%	90%
	Health and self-care	15%	71%	14%	85%	91%
<b>Personal, Social and Emotional</b>						

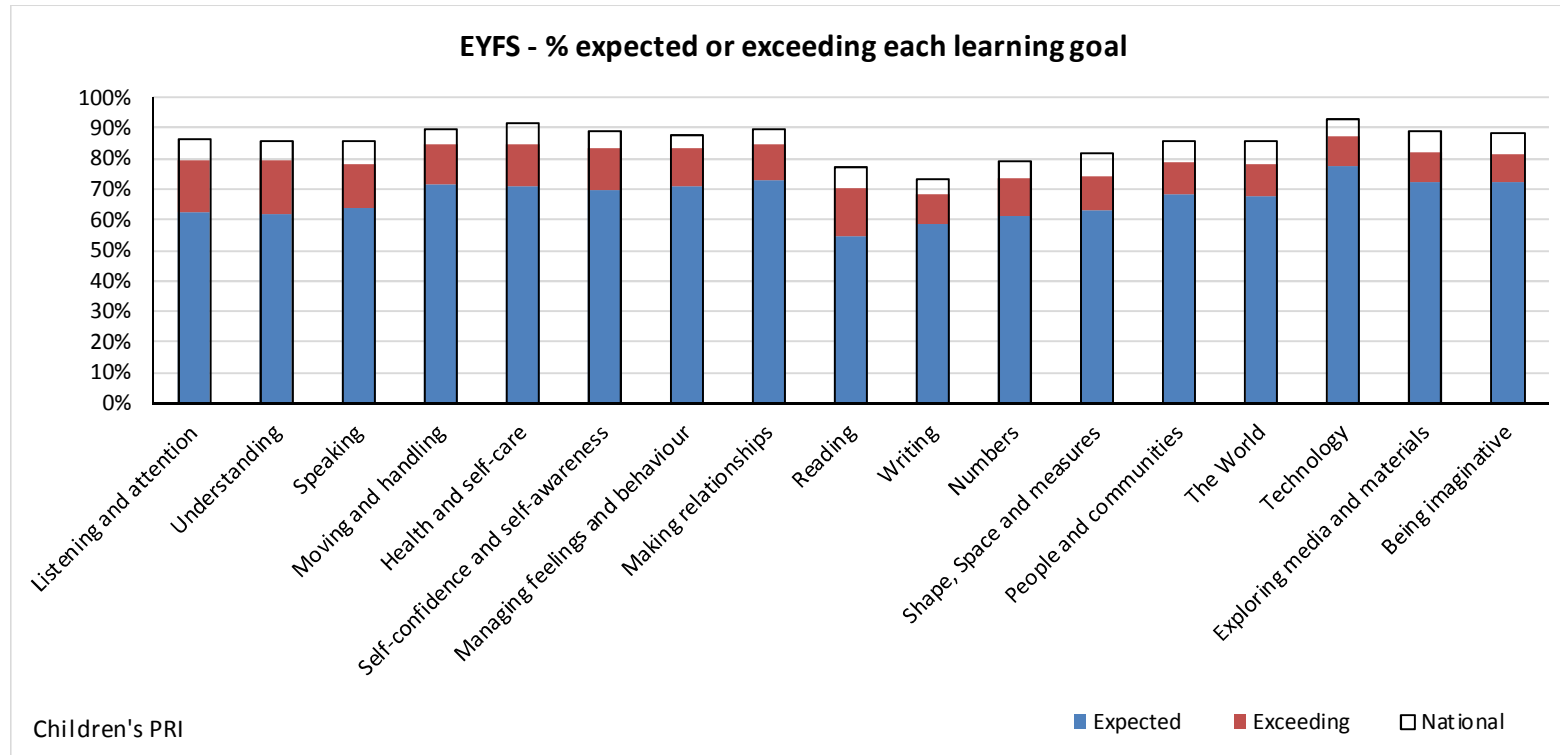
<b>Development</b>					
Self-confidence and self-awareness	17%	70%	14%	83%	89%
Managing feelings and behaviour	17%	71%	12%	83%	88%
Making relationships	15%	73%	12%	85%	90%

<b>SPECIFIC LEARNING GOALS</b>	<b>Literacy</b>					
	Reading	30%	55%	16%	71%	77%
	Writing	32%	59%	10%	69%	73%
	<b>Mathematics</b>					
	Numbers	26%	61%	13%	74%	79%
	Shape, Space and measures	26%	63%	11%	74%	82%
	<b>Understanding the World</b>					
	People and communities	21%	68%	11%	79%	86%
	The World	22%	68%	11%	79%	86%
	Technology	13%	78%	10%	87%	93%
	<b>Expressive arts and design</b>					
	Exploring media and materials	18%	72%	10%	82%	89%
	Being imaginative	19%	72%	9%	82%	88%



**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 in 2017.
- Overall, more children achieved the expected level or above in the prime learning goals, than the specific learning goals.

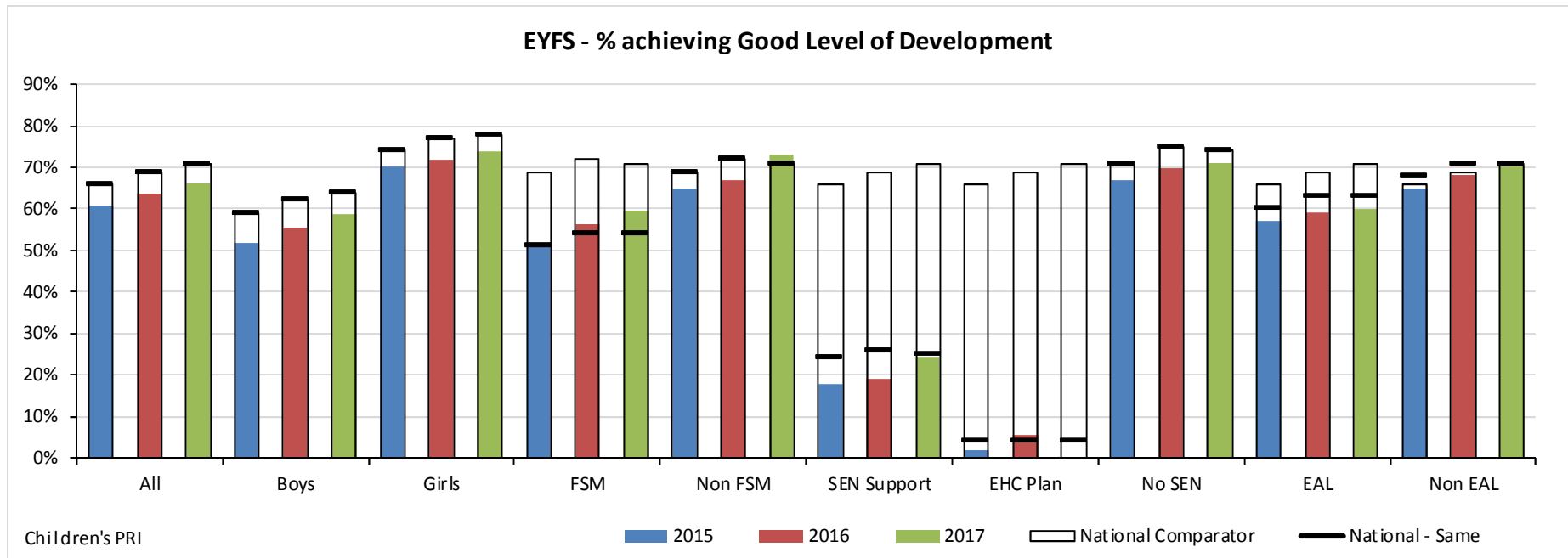
<b>Summary</b>	<b>Manchester</b>	<b>National</b>
<b>Communication and Language</b>	75%	82.1%
<b>Physical Development</b>	81%	87.5%
<b>Personal, social and Emotional Development</b>	80%	85.2%
<b>Literacy</b>	68%	72.8%
<b>Mathematics</b>	72%	77.9%
<b>Understanding the world</b>	76%	83.6%
<b>Expressive arts and design</b>	80%	86.7%
<b>Prime Learning goals</b>	75%	79.0%
<b>Specific learning goals</b>	64%	69.9%
<b>All learning goals</b>	64%	69.0%

### 3.4 Results by Pupil Groups

	% GLD compared with National Comparator Groups									2017 GLD Nat SAME
	2015			2016			2017			
	Manchester	National	Diff	Manchester	National	Diff	Manchester	National	Diff	
<b>All</b>	61%	66%	-5%	64%	69%	-5%	66%	71%	-4%	71%
<b>Boys</b>	52%	59%	-7%	56%	62%	-6%	59%	64%	-5%	64%
<b>Girls</b>	70%	74%	-4%	72%	77%	-5%	74%	78%	-4%	78%
<b>FSM</b>	52%	69%	-17%	56%	72%	-16%	59%	71%	-12%	54%
<b>Non FSM</b>	65%	69%	-4%	67%	72%	-5%	73%	71%	2%	71%
<b>SEN Support</b>	18%	66%	-48%	19%	69%	-50%	24%	71%	-46%	25%
<b>EHC Plan</b>	2%	66%	-64%	5%	69%	-64%	0%	71%	-71%	4%
<b>No SEN</b>	67%	71%	-4%	70%	75%	-5%	71%	74%	-3%	74%
<b>EAL</b>	57%	66%	-9%	59%	69%	-10%	60%	71%	-11%	63%
<b>Non EAL</b>	65%	66%	-1%	68%	69%	-1%	70%	71%	0%	71%

**Notes:**

- The block graph below shows the data for pupil groups; as in the table above (3.4). The blue block relates to outcomes in 2015, red relates to outcomes in 2016 and green relates to outcomes in 2017.
- 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.



**3.4.1 Gender**

- The proportion of boys achieving a GLD in 2017 improved by 3%. The difference between outcomes for boys in Manchester and outcomes for boys nationally has reduced by 2% since 2015.
- Outcomes for girls in Manchester improved by 2% whereas outcomes nationally improved by 1%. This has resulted in the difference narrowing 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 3% in the attainment of pupils who are eligible for Free School Meals (FSM).
- In 2016 the difference between outcomes for FSM and non FSM pupils was 11% in Manchester; in 2017 non FSM learners outcomes improved by 6% this widened the gap to 14%.
- A higher proportion of pupils eligible for FSM in Manchester achieved a GLD than the same group of pupils nationally, there still remains a 12% difference when compared with all other non FSM pupils nationally but this gap has narrowed since 2016.
- The emphasis remains on improving attainment for both groups.

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

- There has been an improvement of 5% in the attainment of pupils receiving SEN support but 0% of those children on an EHC plan achieved a GLD.
- The difference in attainment between pupils receiving SEN support and those without SEN narrowed by 3% in 2017.
- 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 2017 the attainment of Manchester pupils speaking English as an additional language (EAL) improved by 2% to 61%.
- The difference in attainment between this group and all pupils nationally is 11% whereas outcomes for non EAL pupils in Manchester and all pupils nationally are in line.
- 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.

- 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 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 continue to 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.
- Further strengthen the security of assessment in the Early Years PVI sector through improving moderation of assessments.
- Build on the experiences from 2016 to 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.
- Ensure a comprehensive understanding of what aspects of the Good Level of Development measures need to be targeted and develop a mechanism for sharing this across all providers
- Work with the Primary Strategy Group to increase the proportion of children achieving GLD in the Early Years Foundation stage to diminish the 5% difference to national outcomes.

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

##### **4.1 Context**

- This is the sixth 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 2016-17 the percentage of pupils meeting the required standard in the phonics check improved by 1% in Manchester compared with 0% nationally.
- The difference between Manchester and national outcomes is 3%.

#### 4.3 Outcome Summary

- Outcomes in Manchester have improved by 6% since 2015, nationally they have improved by 4%. The difference therefore between Manchester and national outcomes is diminishing.

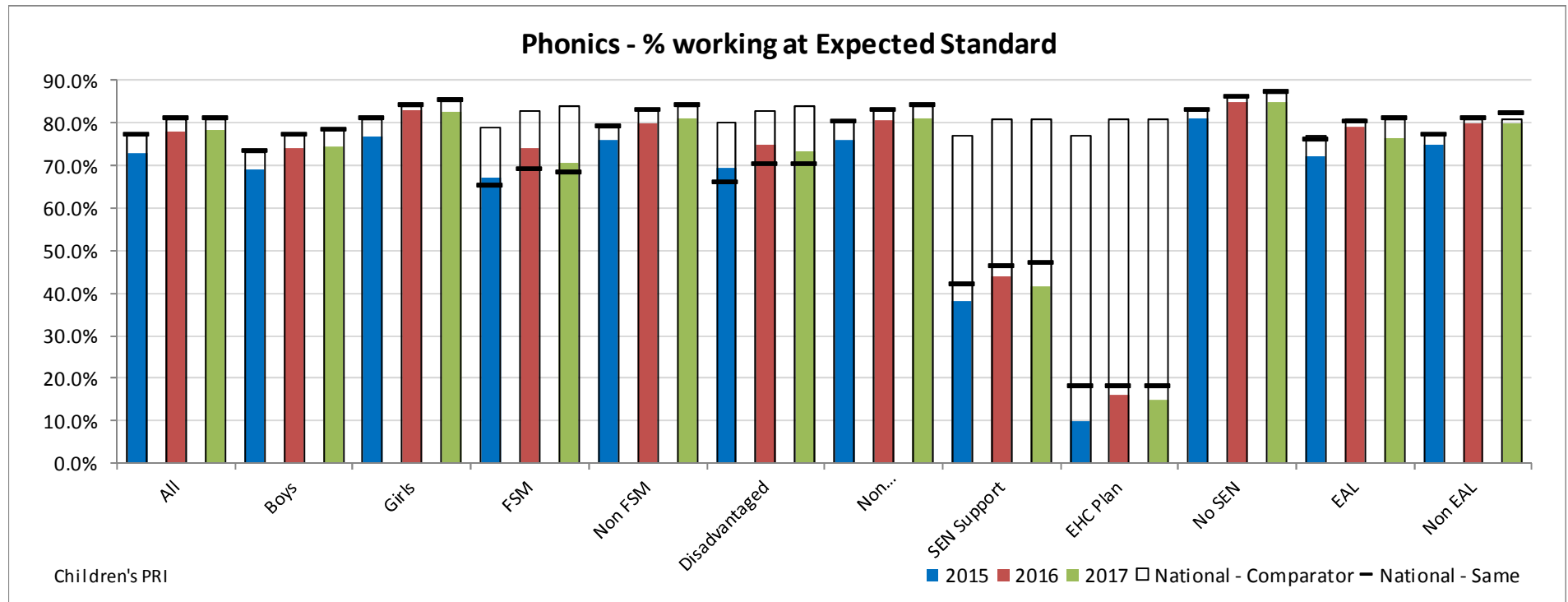
Year 1 Phonics									
Score	2015			2016			2017		
	Manchester	National	Diff	Manchester	National	Diff	Manchester	National	Diff
<b>32+</b>	73%	77%	-4%	78%	81%	-3%	79%	81%	-3%
<b>0-31</b>	21%	21%	0%	21%	18%	3%	20%	17%	3%
<b>A/D</b>	1%	2%	-1%	3%	2%	1%	2%	1%	1%

#### 4.4 Results by Pupil Groups in 2016

	% Working Above											
	2015				2016				2017			
	Manchester	National	Diff	Same	Manchester	National	Diff	Same	Manchester	National	Diff	Same
<b>All</b>	73%	77%	-4%	77%	78%	81%	-3%	81%	79%	81%	-3%	81%
<b>Boys</b>	69%	73%	-4%	73%	74%	77%	-3%	77%	75%	78%	-3%	78%
<b>Girls</b>	77%	81%	-4%	81%	83%	84%	-1%	84%	83%	85%	-2%	85%
<b>FSM</b>	67%	79%	-12%	65%	74%	83%	-9%	69%	71%	84%	-13%	68%
<b>Non FSM</b>	76%	79%	-3%	79%	80%	83%	-3%	83%	81%	84%	-3%	84%
<b>Disadvantaged</b>	69%	80%	-11%	66%	75%	83%	-8%	70%	74%	84%	-11%	70%
<b>Non Disadvantaged</b>	76%	80%	-4%	80%	81%	83%	-2%	83%	81%	84%	-3%	84%
<b>SEN Support</b>	38%	77%	-39%	42%	44%	81%	-37%	46%	42%	81%	-39%	47%
<b>EHC Plan</b>	10%	77%	-67%	18%	16%	81%	-65%	18%	15%	81%	-66%	18%
<b>No SEN</b>	81%	83%	-2%	83%	85%	86%	-1%	86%	85%	87%	-2%	87%
<b>EAL</b>	72%	77%	-5%	76%	79%	81%	-2%	80%	77%	81%	-4%	81%
<b>Non EAL</b>	75%	77%	-2%	77%	80%	81%	-1%	81%	80%	81%	-1%	82%

**Notes:**

- The block graph below shows the data from the table above (4.4). The blue block relates to outcomes in 2015, red relates to outcomes in 2016 and green relates to outcomes in 2017.
- 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.



**4.4.1 Gender**

- In 2017, girls in Manchester achieved better than boys in the phonics check. The difference in attainment between the two groups of pupils diminished by 1% compared with 2016 outcomes.

- Girls' attainment is 2% 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 a decrease of 3% in the attainment of pupils who are eligible for Free School Meals (FSM).
- In 2016 the difference between outcomes for FSM and non FSM pupils was 6% in Manchester; in 2017 this increased to 10%.
- 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 4% better than national, however there still remains a 13% difference when compared with all other non FSM pupils nationally.
- The emphasis remains on improving attainment for both groups and closing the gap between these groups.

#### **4.4.3 Disadvantaged Pupils**

- The proportion of disadvantaged pupils in Manchester meeting the required standard in phonics declined by 1% and outcomes for non disadvantaged showed no change from 2016.
- When comparing outcomes for disadvantaged pupils in Manchester, with other non disadvantaged pupils nationally, the difference is 11%. This is an increase of 3% from 2016.
- Outcomes for disadvantaged pupils in Manchester are 4% better than outcomes for the same group of pupils nationally.
- Although 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 2017, there was a 2% decline 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 increased by 2% since 2016.
- The difference between SEN pupils in Manchester achieving the expected standard in phonics and national other pupils has also increased by 2%.
- There is a difference between SEN pupils in Manchester achieving the expected standard in phonics and SEN pupils nationally has increased to 5%.



- There has been a small decrease of 1% in pupils with an EHC plan achieving the expected standard in phonics. This is 3% below the same group of pupils nationally.
- Reducing the difference between outcomes for all pupils and those pupils with special educational needs remains a priority.

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

- In 2017 the difference between Manchester EAL learners and the national EAL group slightly increased by 3%.

#### **4.5 Next Steps**

- Ensure phonics development continues to be a key focus for all pupils
- Further develop the phonics intervention programme to share effective practices across the school system by continuing with a targeted approach led by a teaching school.

### **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 have improved in writing, reading and maths and have remained the same as 2016 in science.
- However improvements nationally have slightly exceeded improvements in Manchester (by 1%) as a result the difference between outcomes for pupils in Manchester and nationally has widened slightly (by 1%) .

#### **5.3 Outcome summary**

- In 2017, 71% of pupils achieved the expected standard in reading, 65% in writing, 72% in maths and 77% in science.
- There is a 5% difference between Manchester outcomes and national outcomes in reading, 3% in writing, 3% in maths and 6% in science.

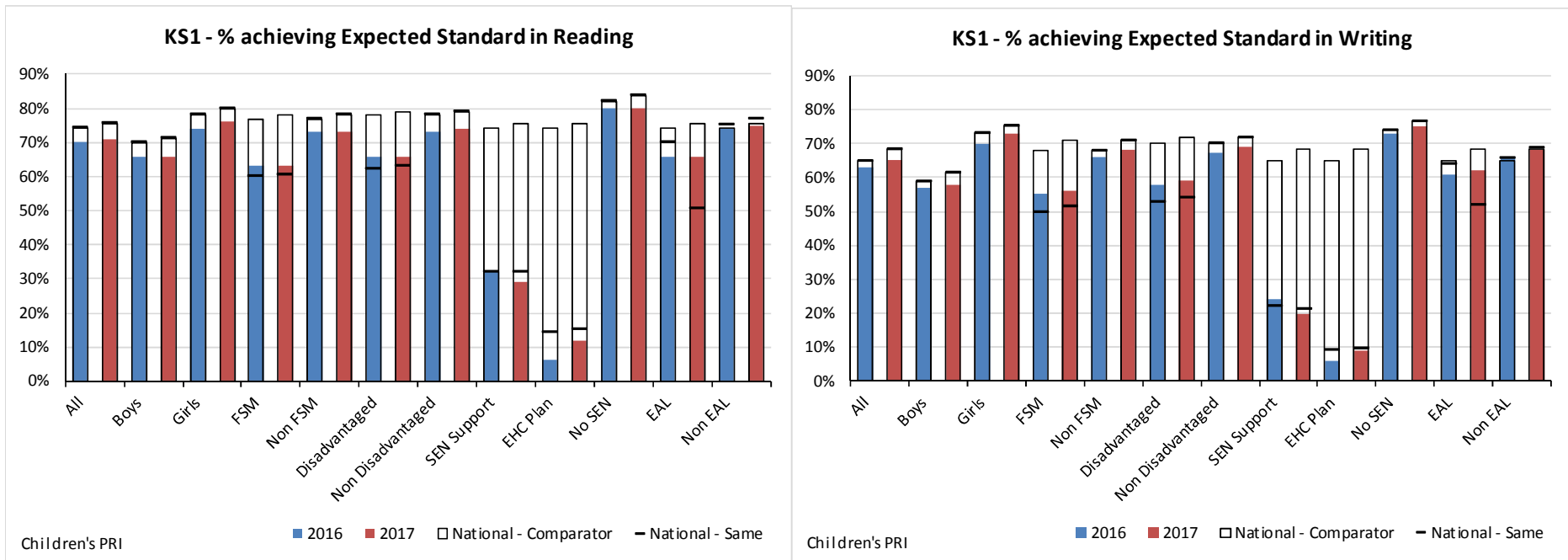
**5.3 Results by Pupil Groups: % Achieving the expected standard**

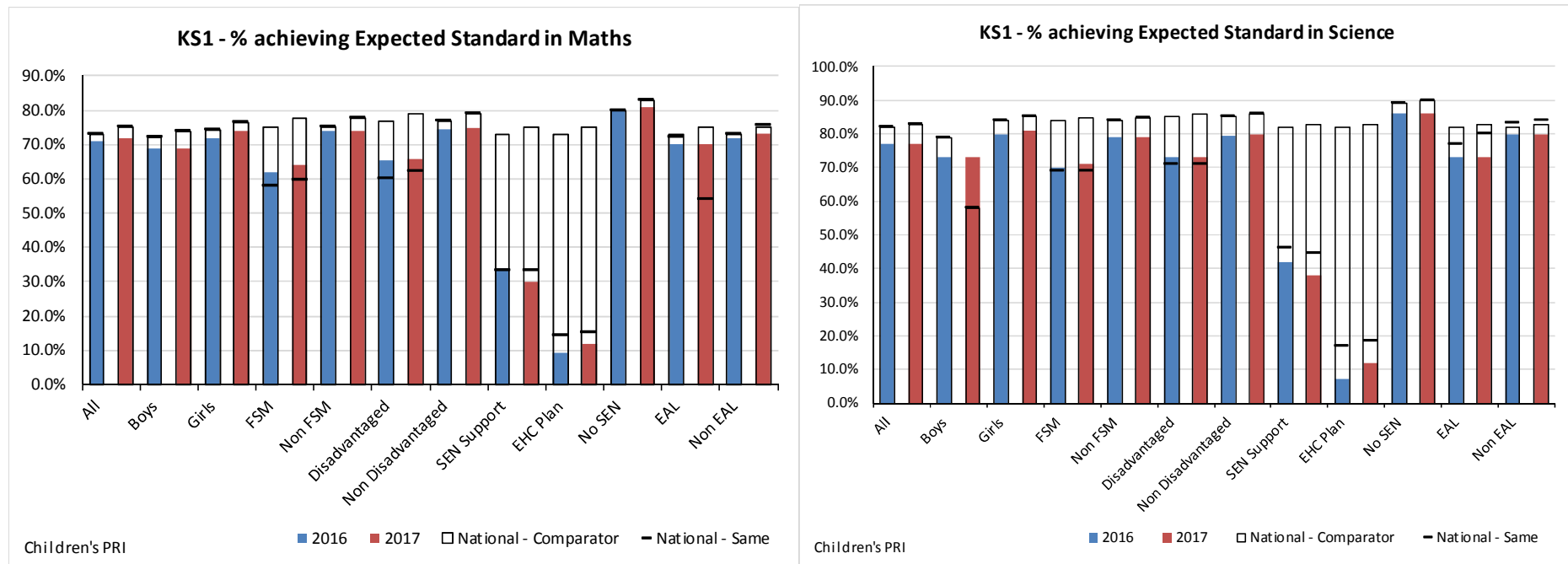
	<b>KS1 % Achieving Expected Standard Compared with National Comparator Groups and Same Groups</b>															
	<b>Reading</b>								<b>Writing</b>							
	<b>2016</b>				<b>2017</b>				<b>2016</b>				<b>2017</b>			
	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	70%	74%	-4%	74%	71%	76%	-5%	76%	63%	65%	-2%	65%	65%	68%	-3%	68%
<b>Boys</b>	66%	70%	-4%	70%	66%	71%	-5%	71%	57%	59%	-2%	59%	58%	62%	-4%	62%
<b>Girls</b>	74%	78%	-4%	78%	76%	80%	-4%	80%	70%	73%	-3%	73%	73%	75%	-2%	75%
<b>FSM</b>	63%	77%	-14%	60%	63%	78%	-15%	60%	55%	68%	-13%	50%	56%	71%	-15%	51%
<b>Non FSM</b>	73%	77%	-4%	77%	73%	78%	-5%	78%	66%	68%	-2%	68%	68%	71%	-3%	71%
<b>Disadvantaged</b>	66%	78%	-12%	62%	66%	79%	-13%	63%	58%	70%	-12%	53%	59%	72%	-13%	54%
<b>Non Disadvantaged</b>	73%	78%	-5%	78%	74%	79%	-5%	79%	67%	70%	-3%	70%	69%	72%	-3%	72%
<b>SEN Support</b>	32%	74%	-42%	32%	29%	76%	-47%	32%	24%	65%	-41%	22%	20%	68%	-48%	22%
<b>EHC Plan</b>	6%	74%	-68%	14%	12%	76%	-64%	15%	6%	65%	-59%	9%	9%	68%	-59%	10%
<b>No SEN</b>	80%	82%	-2%	82%	80%	84%	-3%	84%	73%	74%	-1%	74%	75%	77%	-2%	77%
<b>EAL</b>	66%	74%	-8%	70%	66%	76%	-10%	51%	61%	65%	-4%	64%	62%	68%	-6%	52%
<b>Non EAL</b>	74%	74%	0%	75%	75%	76%	-1%	77%	66%	65%	1%	66%	68%	68%	0%	69%

	<b>KS1 % Achieving Expected Standard Compared with National Comparator Groups and Same Groups</b>															
	<b>Maths</b>								<b>Science</b>							
	<b>2016</b>				<b>2017</b>				<b>2016</b>				<b>2017</b>			
	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	71%	73%	-2%	73%	72%	75%	-3%	75%	77%	82%	-5%	82%	77%	83%	-6%	83%
<b>Boys</b>	69%	72%	-3%	72%	69%	74%	-5%	74%	73%	79%	-6%	79%	73%	58%	15%	58%
<b>Girls</b>	72%	74%	-2%	74%	74%	76%	-2%	76%	80%	84%	-4%	84%	81%	85%	-4%	85%
<b>FSM</b>	62%	75%	-13%	58%	64%	78%	-14%	60%	70%	84%	-14%	69%	71%	85%	-14%	69%
<b>Non FSM</b>	74%	75%	-1%	75%	74%	78%	-4%	78%	79%	84%	-5%	84%	79%	85%	-6%	85%
<b>Disadvantaged</b>	65%	77%	-12%	60%	66%	79%	-13%	62%	73%	85%	-12%	71%	73%	86%	-13%	71%
<b>Non Disadvantaged</b>	75%	77%	-3%	77%	75%	79%	-4%	79%	79%	85%	-6%	85%	80%	86%	-6%	86%
<b>SEN Support</b>	34%	73%	-39%	33%	30%	75%	-45%	33%	42%	82%	-40%	46%	38%	83%	-45%	44%
<b>EHC Plan</b>	9%	73%	-64%	14%	12%	75%	-63%	15%	7%	82%	-75%	17%	12%	83%	-71%	18%
<b>No SEN</b>	80%	80%	0%	80%	81%	83%	-2%	83%	86%	89%	-3%	89%	86%	90%	-4%	90%
<b>EAL</b>	70%	73%	-3%	72%	70%	75%	-5%	54%	73%	82%	-9%	77%	73%	83%	-10%	80%
<b>Non EAL</b>	72%	73%	-1%	73%	73%	75%	-2%	76%	80%	82%	-2%	83%	80%	83%	-3%	84%

**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 2016, red relates to outcomes in 2017.
- 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.





### 5.4.1 Gender

- In 2017, 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 10% nationally it is 9% in Manchester. In writing the difference in Manchester is 15% whereas nationally it is 13%. In maths the difference in Manchester is 5% but nationally it is 2%. The difference in science in Manchester is 8% and nationally it is 7%.
- 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 2017 the difference in outcomes for reading between FSM and non FSM pupils was 10% in Manchester whereas it was 18% for the same group of pupils nationally. In writing it was 12% in Manchester and 20% nationally. In maths it was 10% in Manchester and 18% nationally and in science 8% in Manchester and 16% 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 13% difference in all 4 subjects between Manchester outcomes for disadvantaged pupils when compared with the outcomes for all other non disadvantaged pupils nationally.
- In 2017 the difference in outcomes for reading between disadvantaged and non disadvantaged pupils was 8% in Manchester whereas it was 16% for the same group of pupils nationally. In writing it was 10% in Manchester and 18% nationally. In maths it was 9% in Manchester and 17% nationally and in science 7% in Manchester and 15% nationally. Manchester outcomes for disadvantaged are significantly better than outcomes for the same group of pupils nationally.

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

- A smaller proportion of Manchester pupils receiving SEN support achieved the expected standard in reading (3%), writing (2%) and maths (3%) and (5%) in science.
- The difference in reading outcomes for pupils with SEN in Manchester and those without is 1% less than the difference nationally. In writing it is the same, and in maths it is 1% more. In science, 2% more pupils with SEN achieved the expected standard at KS1 than did SEN pupils in Manchester.
- More pupils with an EHC plan nationally achieved the expected standard at KS1 in all subjects, than did Manchester pupils however the differences to national are improved from 2016. 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 15% higher than the same group nationally in reading, 10% higher in writing, 16% higher in maths and 7% lower in science.
- The difference in outcomes for EAL learners compared with all pupils nationally is greatest in reading and science; being 9% and 7% respectively. With the exception of science the gap between outcomes for EAL and non EAL learners is better than the national gap.

**5.5 Results by Pupil Groups: % Achieving the higher standard**

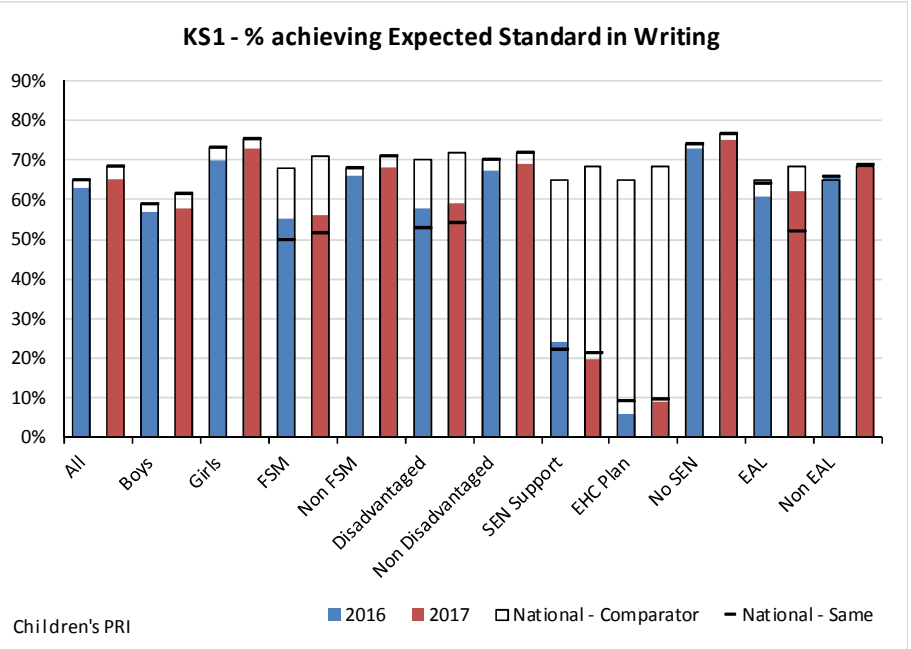
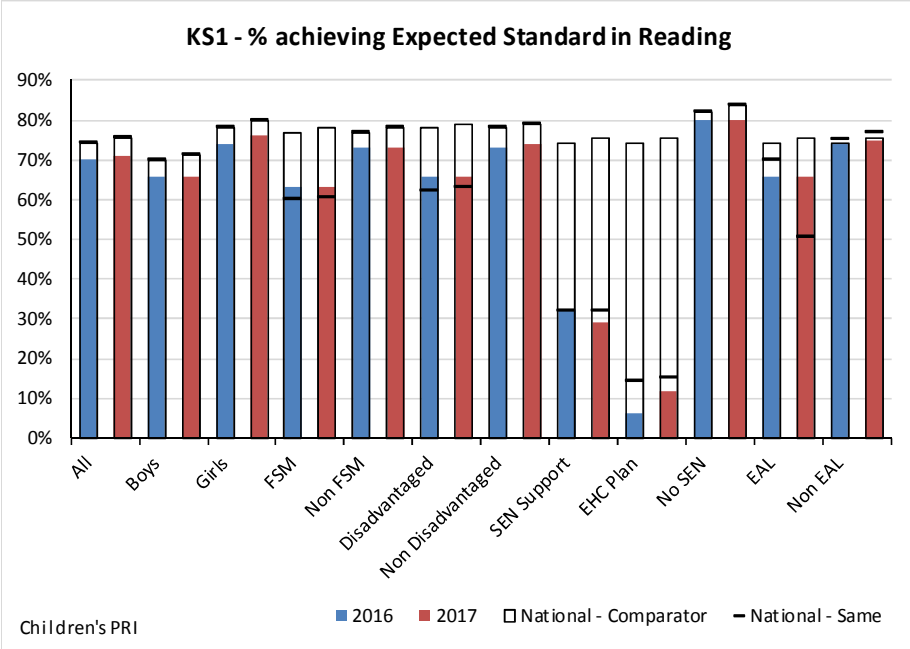
	<b>KS1 - % Achieving Higher Standard compared with National Comparator Group and National Same Group</b>															
	<b>Reading</b>								<b>Writing</b>							
	<b>2016</b>				<b>2017</b>				<b>2016</b>				<b>2017</b>			
	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	18%	24%	-6%	24%	20%	25%	-5%	25%	10%	13%	-3%	13%	14%	16%	-2%	16%
<b>Boys</b>	15%	20%	-5%	20%	17%	22%	-5%	22%	7%	10%	-3%	10%	10%	11%	-1%	11%
<b>Girls</b>	20%	27%	-7%	27%	23%	29%	-6%	29%	13%	17%	-4%	17%	18%	20%	-2%	20%
<b>FSM</b>	13%	26%	-13%	12%	13%	27%	-14%	13%	7%	15%	-8%	6%	8%	17%	-9%	7%
<b>Non FSM</b>	19%	26%	-7%	26%	22%	27%	-5%	27%	11%	15%	-4%	15%	16%	17%	-1%	17%
<b>Disadvantaged</b>	14%	27%	-13%	13%	15%	28%	-13%	14%	7%	16%	-9%	7%	9%	18%	-9%	8%
<b>Non Disadvantaged</b>	21%	27%	-6%	27%	23%	28%	-5%	28%	12%	16%	-4%	16%	17%	18%	-1%	18%
<b>SEN Support</b>	4%	24%	-20%	4%	4%	25%	-21%	5%	1%	13%	-12%	2%	2%	16%	-14%	2%
<b>EHC Plan</b>	1%	24%	-23%	2%	1%	25%	-24%	3%	1%	13%	-12%	1%	0%	16%	-16%	1%
<b>No SEN</b>	21%	27%	-6%	27%	24%	29%	-5%	29%	12%	15%	-3%	15%	16%	18%	-2%	18%
<b>EAL</b>	16%	24%	-9%	20%	17%	25%	-8%	23%	10%	13%	-3%	13%	13%	16%	-3%	15%
<b>Non EAL</b>	20%	24%	-4%	25%	23%	25%	-2%	27%	11%	13%	-2%	14%	15%	16%	-1%	16%

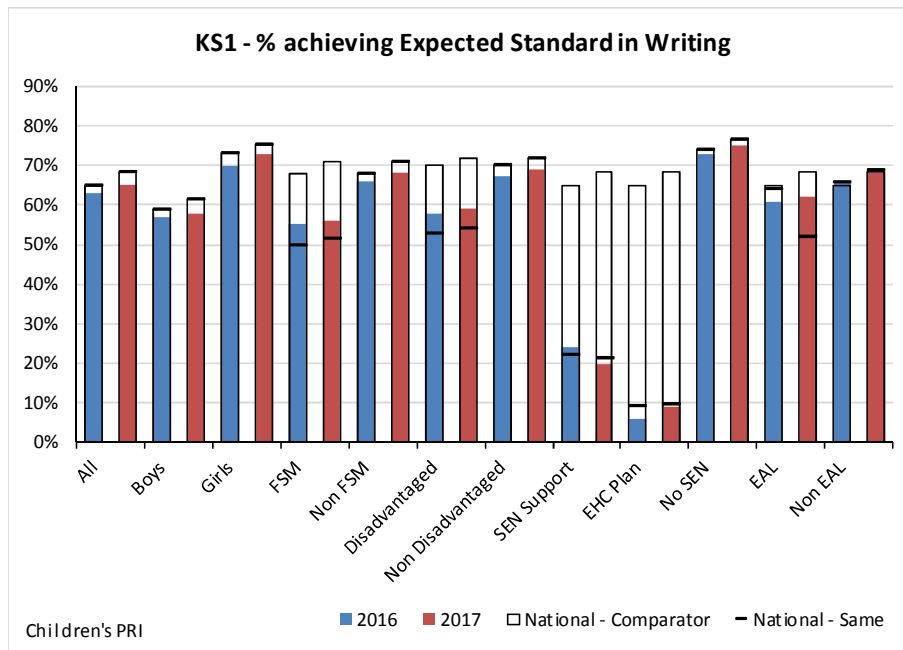
	<b>KS1 - % achieving Higher Standard in Maths compared with National Comparator Groups and National Same Group</b>							
	<b>2016</b>				<b>2017</b>			
	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	15%	18%	-3%	18%	18%	20%	-2%	20%
<b>Boys</b>	16%	19%	-3%	19%	19%	22%	-3%	22%
<b>Girls</b>	13%	16%	-3%	16%	16%	19%	-3%	19%
<b>FSM</b>	10%	19%	-9%	9%	11%	22%	11%	10%
<b>Non FSM</b>	11%	19%	-8%	19%	16%	22%	-6%	22%
<b>Disadvantaged</b>	10%	20%	10%	10%	13%	23%	10%	11%
<b>Non Disadvantaged</b>	18%	20%	-2%	20%	21%	23%	-2%	23%
<b>SEN Support</b>	3%	18%	15%	4%	4%	20%	16%	4%
<b>EHC Plan</b>	2%	18%	16%	2%	1%	20%	19%	2%
<b>No SEN</b>	17%	20%	-3%	20%	20%	23%	-3%	23%
<b>EAL</b>	15%	18%	-3%	18%	17%	20%	-3%	20%
<b>Non EAL</b>	15%	18%	-3%	18%	18%	20%	-2%	21%

**Notes:**

- The block graphs on page 22 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 2017, the proportion of girls achieving a higher standard at KS1 in reading and writing was higher than boys and the difference increased from 2016 but in maths more boys achieved at the higher standard.
- 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 outcomes nationally in reading was 5% for boys and 6% for girls. In writing it was 1% for boys and 2% 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 6% and by 8% 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 2017 the difference in outcomes at the higher standard for reading between FSM and non FSM pupils was 9% in Manchester whereas it was 14% for the same group of pupils nationally. In writing it was 8% in Manchester and 10% nationally and in maths it was 5% 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% difference in reading, 9% difference in writing and 10% difference in maths between Manchester outcomes for disadvantaged pupils and all other non-disadvantaged pupils nationally.
- In 2017 the difference in outcomes at the higher standard for reading between disadvantaged and non-disadvantaged pupils was 8% in Manchester whereas it was 14% for the same group of pupils nationally. In writing it was 8% in Manchester and 10% nationally. In maths it was 8% in Manchester and 12% 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 6% lower than the same group nationally in reading, 2% lower in writing, 3% lower in maths.
- The difference in outcomes for higher attaining EAL learners compared with all higher attaining pupils nationally was 6% in reading, 2% in writing and 1% in maths. Improving outcomes for higher attaining EAL pupils is an area for improvement especially reading.

## 5.6 Next steps

- Key Stage 1 remains an important focus as following improvements in 2016 outcomes have improved in 2017 but not as fast as has happened nationally.
- Continue the work on improving outcomes in reading as part of the impact of the '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 changed. Where previously results were recorded as the percentage of pupils gaining a particular national curriculum level, the key measure since 2016 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 pupil's 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 score 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 changed in 2016.

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 at KS2**

- 60% 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 the same as the national average with 75% 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 exceeds the percentage of pupils achieving the expected standard 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 7% of pupils achieving the higher standard in combined reading, writing and maths. This is 2% below the national average. Pupil outcomes at the higher standard were 4% below the national average in reading, 3% below in writing and Manchester pupils' outcomes were the same as national outcomes in maths.
- Of the components making up the RWM measure for all pupil groups in Manchester, reading was the lowest performing element.

### **Progress in 2017 at KS2**

All progress scores (reading, writing and mathematics) for the 2017 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. This improves on the positive progress outcomes in 2016.

### **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 114<sup>th</sup> out of 152 Local Authorities.
- In maths, outcomes in Manchester are in line with the national average which placed the outcomes for Manchester pupils 79<sup>th</sup> out of 152 Local Authorities.

**Comparison with national averages**

	<b>KS2 - % achieving Expected Standard</b>															
	<b>Reading</b>								<b>Writing</b>							
	<b>2016</b>				<b>2017</b>				<b>2016</b>				<b>2017</b>			
	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	63%	66%	-3%	66%	69%	72%	-3%	72%	73%	74%	-1%	74%	75%	76%	-1%	76%
<b>Boys</b>	59%	62%	-3%	62%	66%	68%	-2%	68%	66%	68%	-2%	68%	69%	70%	-1%	70%
<b>Girls</b>	66%	70%	-4%	70%	72%	75%	-3%	75%	80%	81%	-1%	81%	81%	82%	-1%	82%
<b>FSM</b>	54%	69%	-15%	49%	60%	74%	-14%	55%	42%	77%	-35%	59%	66%	79%	-13%	61%
<b>Non FSM</b>	66%	69%	-3%	69%	72%	74%	-2%	74%	77%	77%	0%	77%	78%	79%	-1%	79%
<b>Disadvantaged</b>	56%	72%	-16%	53%	63%	77%	-14%	60%	68%	79%	-11%	64%	70%	81%	-12%	66%
<b>Non Disadvantaged</b>	70%	72%	-2%	72%	75%	77%	-2%	77%	79%	79%	0%	79%	80%	81%	-1%	81%
<b>SEN Support</b>	34%	66%	-32%	32%	36%	72%	-36%	37%	34%	74%	-40%	32%	33%	76%	-43%	34%
<b>EHC Plan</b>	10%	66%	-56%	14%	8%	72%	-64%	15%	9%	74%	-65%	13%	5%	76%	-71%	13%
<b>No SEN</b>	71%	74%	-3%	74%	78%	80%	-2%	80%	84%	84%	0%	84%	86%	86%	0%	86%
<b>EAL</b>	57%	66%	-9%	58%	63%	72%	-9%	65%	70%	74%	-4%	73%	74%	76%	-2%	74%
<b>Non EAL</b>	66%	66%	0%	68%	73%	72%	1%	73%	75%	74%	1%	74%	75%	76%	-1%	77%

	<b>KS2 - % achieving Expected Standard</b>															
	<b>Maths</b>								<b>Reading, Writing &amp; Maths</b>							
	<b>2016</b>				<b>2017</b>				<b>2016</b>				<b>2017</b>			
	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	71%	70%	1%	70%	75%	75%	0%	75%	52%	53%	-1%	53%	60%	61%	-1%	61%
<b>Boys</b>	70%	70%	0%	70%	74%	75%	-1%	75%	48%	50%	-2%	50%	56%	57%	-1%	57%
<b>Girls</b>	72%	70%	2%	70%	77%	75%	2%	75%	56%	57%	-1%	57%	64%	65%	-1%	65%
<b>FSM</b>	62%	73%	-11%	54%	65%	78%	-14%	59%	42%	57%	-15%	35%	49%	64%	-15%	43%
<b>Non FSM</b>	75%	73%	2%	73%	79%	78%	1%	78%	56%	57%	-1%	57%	64%	64%	0%	64%
<b>Disadvantaged</b>	65%	76%	-11%	58%	69%	80%	-12%	63%	45%	60%	-15%	39%	53%	67%	-14%	48%
<b>Non Disadvantaged</b>	79%	76%	3%	76%	83%	80%	3%	80%	61%	60%	1%	60%	68%	67%	1%	67%
<b>SEN Support</b>	39%	70%	-31%	36%	42%	75%	-33%	41%	18%	53%	-35%	16%	22%	61%	-39%	20%
<b>EHC Plan</b>	14%	70%	-56%	15%	10%	75%	-65%	15%	5%	53%	-48%	7%	2%	61%	-59%	8%
<b>No SEN</b>	80%	78%	2%	78%	85%	83%	2%	83%	61%	62%	-1%	62%	71%	70%	1%	70%
<b>EAL</b>	71%	70%	1%	72%	76%	75%	1%	76%	48%	53%	-5%	50%	56%	61%	-5%	58%
<b>Non EAL</b>	71%	70%	1%	69%	76%	75%	1%	75%	55%	53%	2%	54%	63%	61%	2%	62%



	KS2 - % achieving Expected Standard in Science							
	2016				2017			
	Manchester	National	Diff	Same	Manchester	National	Diff	Same
<b>All</b>	77%	81%	-4%	81%	78%	82%	-4%	82%
<b>Boys</b>	74%	79%	-5%	79%	75%	79%	-4%	79%
<b>Girls</b>	80%	83%	-3%	83%	82%	84%	-2%	84%
<b>FSM</b>	68%				68%			
<b>Non FSM</b>	81%				82%			
<b>Disadvantaged</b>	71%				73%			
<b>Non Disadvantaged</b>	83%				85%			
<b>SEN Support</b>	44%	81%	37%	-	42%	82%	40%	-
<b>EHC Plan</b>	12%	81%	69%	-	6%	82%	76%	-
<b>No SEN</b>	86%				89%			
<b>EAL</b>	73%	81%	-8%		77%	82%	-5%	
<b>Non EAL</b>	79%	81%	-2%		79%	82%	-3%	

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

### 6.3.1 Gender

- In 2017, at KS2 Girls continued to out-perform boys in all areas with the greatest difference in writing (12%) and least in maths (3%). Girls' performance in maths is better than the national average for girls. Boys performance in science is 4% below the national average for boys

### 6.3.2 Pupils eligible for free school meals

- In 2017 KS2 the difference between outcomes for maths outcomes for FSM and non FSM in Manchester was the largest at 15% (nationally 21%). However when compared with the non-disadvantaged national cohort reading, writing and maths display very similar differences. In reading and writing the gap was 12% in Manchester against 19% and 18% respectively

nationally. Outcomes at KS2 in RWM for FSM pupils placed Manchester 31<sup>st</sup> out of 152 local authorities. FSM learners in Manchester did better in writing (5%) in reading (+5%) and in maths (+8%) when compared with other FSM pupils nationally. They also did better than the similar group in the RWM (+6%) combined measure.

### **6.3.3 Disadvantaged Pupils**

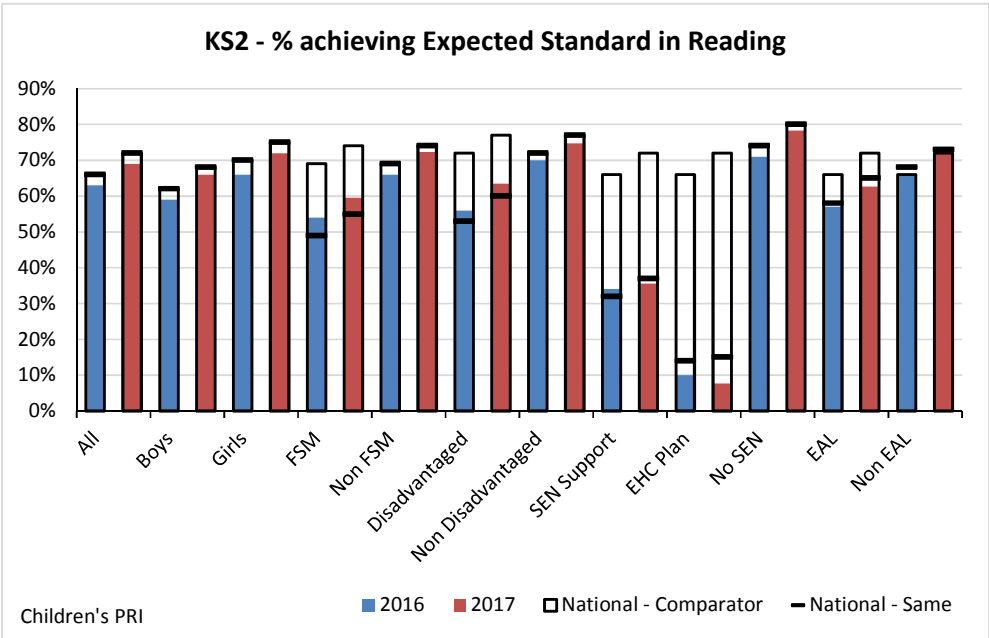
- The new national comparators in 2017 highlight maths as a focus for disadvantaged pupils as this measure has the largest difference for outcomes when compared with non-disadvantaged Manchester learners. However outcomes in RWM at KS2 for disadvantaged pupils placed Manchester 31<sup>st</sup> out of 152 local authorities. When compared with the national disadvantaged cohort, disadvantaged learners in Manchester exceed national outcomes in all measures Reading (+3%), Writing (+4%), maths (+6%), combined RWM (+6%).

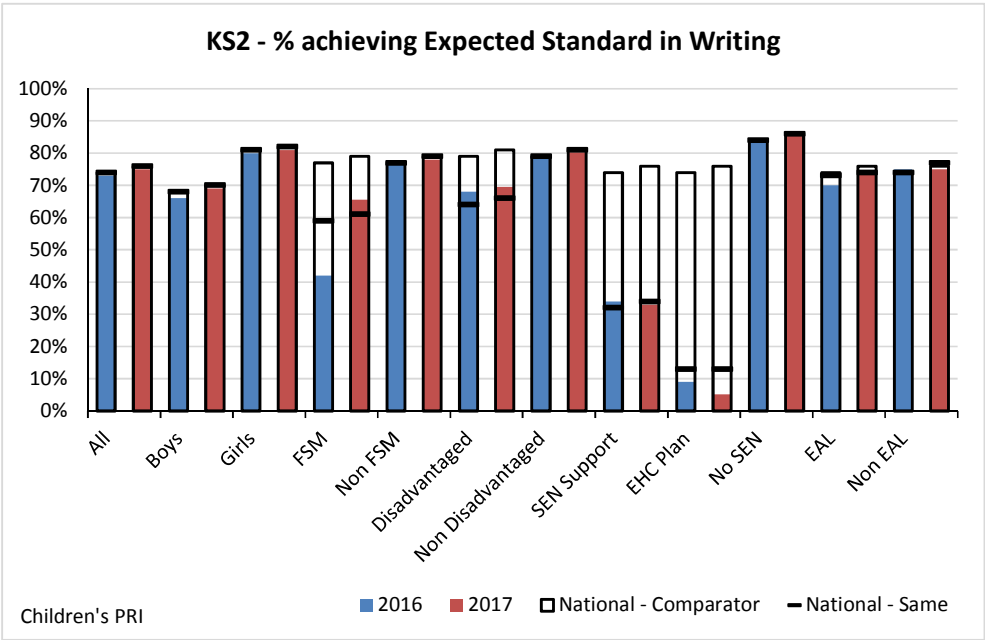
### **6.3.4 Pupils with Special Educational Needs**

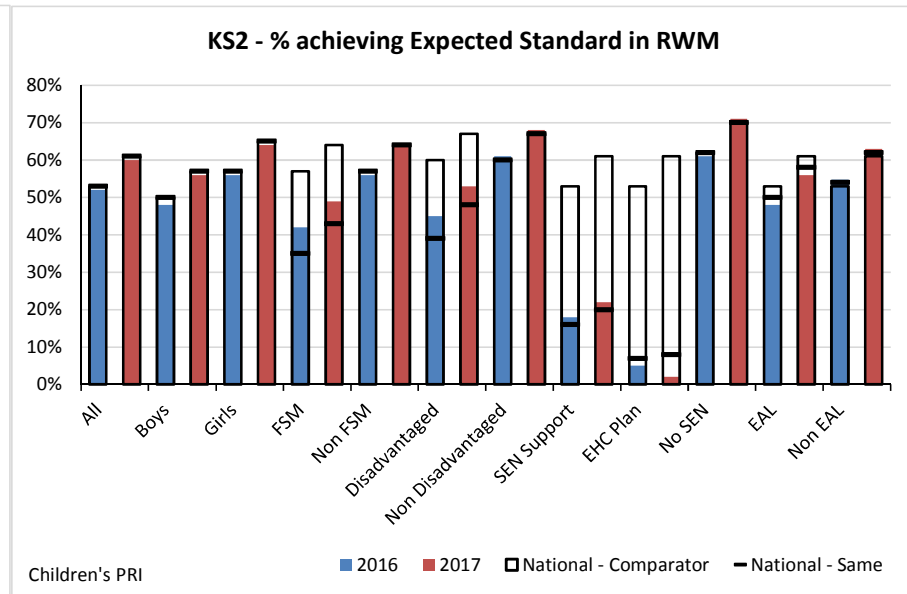
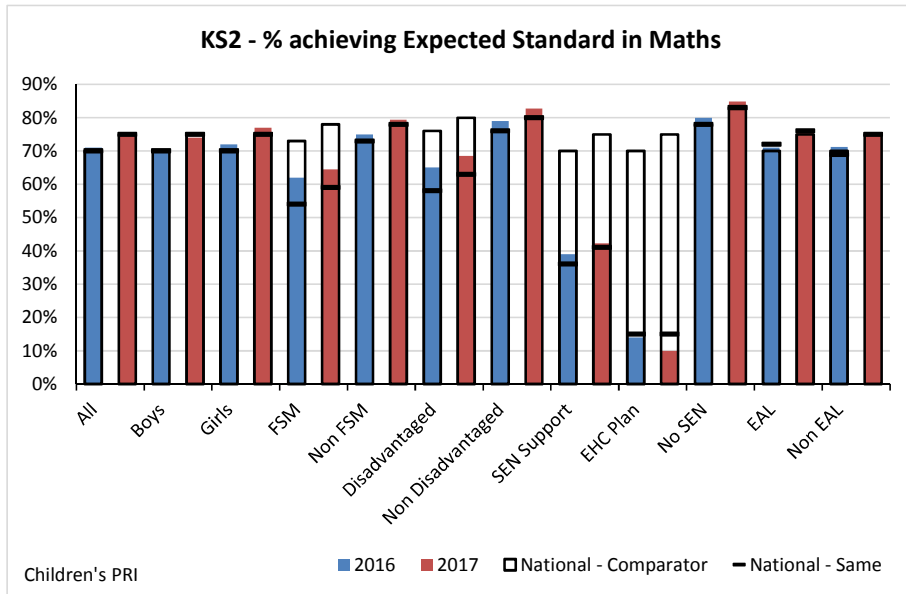
- KS2 outcomes in 2017 for learners with SEN support showed that there continue to be significant gaps to national comparators in all areas. However when the outcomes for Manchester pupils in receipt of SEN support are compared with the similar group nationally their outcomes are in line with the national cohort and for the combined RWM measure are above national by 2%.
- Outcomes for pupils with an EHC plan are close to national in reading outcomes but below the national cohort of pupils with EHC plans in Writing (8%) and maths (5%).

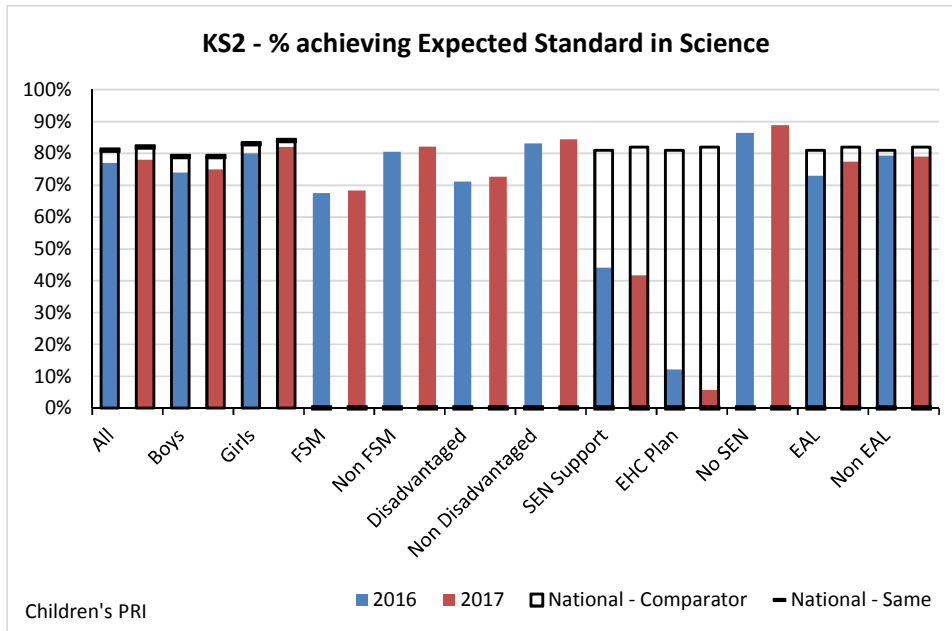
### **6.3.5 Pupils speaking English as an Additional Language**

- EAL learners are in line with national outcomes in maths and writing in 2017 but were below in reading. In Manchester the largest difference in outcomes is in reading where the difference between EAL and non EAL learners is 10%.









#### 6.4 How have Manchester's attainment outcomes at KS2 differed from comparator groups over time 2014 - 2017

The difference of pupil's outcomes in Manchester when compared with the national key indicators across the last four years has been chosen to give a sense of how outcomes have changed over time. However the confidence with which conclusions can be drawn is in question as the methodologies from 2014/2015 to 2016/17 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. 2018 will be the first year we have a 3 year trend available using the new methodologies.

<b>% Difference in RWM with National Comparator Group and National Same Group (% L4+ and % Expected Standard)</b>								
	<b>National Comparator</b>				<b>National Same</b>			
<b>RWM</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>All</b>	0%	0%	-1%	-1%	0%	0%	-1%	-1%
<b>Boys</b>	0%	0%	-2%	-1%	0%	0%	-2%	-1%
<b>Girls</b>	0%	1%	-1%	-1%	0%	1%	-1%	-1%
<b>FSM</b>	-12%	-11%	-15%	-15%	6%	6%	7%	6%
<b>Non FSM</b>	1%	1%	-1%	0%	1%	1%	-1%	0%
<b>Disadvantaged</b>	-11%	-9%	-15%	-14%	5%	6%	6%	5%
<b>Non Disadvantaged</b>	1%	1%	1%	1%	1%	1%	1%	1%
<b>SEN Support</b>	-31%	-33%	-35%	-39%	6%	4%	2%	2%
<b>EHC Plan</b>	-70%	-68%	-48%	-59%	-6%	-4%	-2%	-6%
<b>No SEN</b>	1%	1%	-1%	1%	1%	1%	-1%	1%
<b>EAL</b>	-1%	-2%	-5%	-5%	1%	-1%	-2%	-2%
<b>Non EAL</b>	0%	2%	2%	2%	0%	1%	1%	1%

#### 6.4.1 Gender

- In 2017 KS2 boys and girls are 1% below the national measure.

#### 6.4.2 Pupils eligible for free school meals

- In 2017, against the new comparator the difference between Manchester pupils and the national outcomes in RWM for FSM pupils has remained the same as in 2016. However when compared to the national FSM cohort, Manchester learners have maintained the positive gap they have sustained over the last three years showing that FSM learners in Manchester do better than similar pupils nationally.

### **6.4.3 Disadvantaged Pupils**

- The new national comparators suggest a small decrease in the gap in 2017 compared to 2016 but when compared with similar learners, Manchester disadvantaged learners performed better than their peers nationally and this difference is being sustained.

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

- KS2 outcomes in 2017 for SEN support learners highlight significant gaps to the new national comparator. However when compared to similar learners those receiving SEN support do slightly better than the national cohort (+2%). However in 2017 those learners with an EHC plan did less well than the national cohort (-6%).

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

- EAL learners' outcomes in RWM identify that a small difference has emerged over the last three years with Manchester EAL learners doing slightly less well (2%) than EAL pupils nationally. The key area that gives rise to this difference is reading.

## **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.



	<b>KS2 - % achieving higher standard</b>															
	<b>Reading</b>								<b>Writing</b>							
	<b>2016</b>				<b>2017</b>				<b>2016</b>				<b>2017</b>			
	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	15%	19%	-4%	19%	21%	25%	-4%	25%	12%	15%	-3%	15%	15%	18%	-3%	18%
<b>Boys</b>	12%	16%	-4%	16%	19%	22%	-3%	22%	9%	11%	-2%	11%	11%	13%	-2%	13%
<b>Girls</b>	17%	22%	-5%	22%	24%	21%	3%	21%	15%	19%	-4%	19%	18%	23%	-5%	23%
<b>FSM</b>	9%	21%	-13%	8%	13%	27%	-14%	12%	7%	16%	-9%	7%	9%	19%	-10%	8%
<b>Non FSM</b>	17%	21%	-4%	21%	24%	27%	-3%	27%	14%	16%	-2%	16%	17%	19%	-2%	19%
<b>Disadvantaged</b>	10%	23%	-14%	10%	16%	29%	-13%	14%	8%	18%	-10%	8%	11%	21%	-10%	10%
<b>Non Disadvantaged</b>	21%	23%	-3%	23%	27%	29%	-2%	29%	16%	18%	-2%	18%	19%	21%	-2%	21%
<b>SEN Support</b>	5%	19%	-14%	5%	3%	25%	-22%	7%	3%	15%	-12%	2%	3%	18%	-15%	3%
<b>EHC Plan</b>	2%	19%	-17%	3%	1%	25%	-24%	4%	0%	15%	-15%	1%	0%	18%	-18%	1%
<b>No SEN</b>	17%	22%	-5%	22%	25%	28%	-3%	28%	14%	17%	-3%	17%	18%	21%	-3%	21%
<b>EAL</b>	11%	19%	-8%	14%	16%	25%	-9%	19%	11%	15%	-4%	14%	13%	18%	-5%	16%
<b>Non EAL</b>	17%	19%	-2%	20%	25%	25%	0%	26%	13%	15%	-2%	15%	16%	18%	-3%	18%

	KS2 - % achieving higher standard															
	Maths								Reading, Writing & Maths							
	2016				2017				2016				2017			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
<b>All</b>	16%	17%	-1%	17%	23%	23%	0%	23%	4%	5%	-1%	5%	7%	9%	-2%	9%
<b>Boys</b>	18%	18%	0%	18%	24%	24%	0%	24%	4%	5%	-1%	5%	5%	7%	-2%	7%
<b>Girls</b>	14%	15%	-1%	15%	22%	21%	1%	21%	5%	6%	-1%	6%	9%	10%	-1%	10%
<b>FSM</b>	9%	18%	-9%	8%	12%	25%	-13%	11%	2%	6%	-5%	2%	3%	10%	-7%	0%
<b>Non FSM</b>	19%	18%	1%	18%	27%	25%	2%	25%	5%	6%	-1%	6%	9%	10%	-1%	10%
<b>Disadvantaged</b>	10%	20%	-10%	9%	16%	27%	-11%	13%	2%	7%	-5%	2%	5%	11%	-6%	4%
<b>Non Disadvantaged</b>	23%	20%	3%	20%	32%	27%	5%	27%	7%	7%	0%	7%	10%	11%	-1%	11%
<b>SEN Support</b>	4%	17%	-13%	4%	6%	23%	-17%	5%	1%	5%	-5%	0%	1%	9%	-8%	1%
<b>EHC Plan</b>	2%	17%	-15%	2%	1%	23%	-23%	3%	0%	5%	-5%	0%	0%	9%	-9%	1%
<b>No SEN</b>	19%	19%	0%	19%	28%	26%	2%	26%	5%	6%	-1%	6%	9%	10%	-1%	10%
<b>EAL</b>	17%	17%	-1%	20%	24%	23%	1%	26%	4%	5%	-1%	5%	6%	9%	-3%	8%
<b>Non EAL</b>	16%	17%	-1%	16%	23%	23%	0%	22%	5%	5%	-1%	5%	8%	9%	-1%	9%

### 6.5.1 Gender

- In 2017, 4% more girls than boys achieved the Higher Standard in RWM. Nationally this measure was 3%. In Manchester 7% more girls than boys achieved the Higher Standard in reading. 6% more girls than boys achieved the Higher Standard in writing. 2% more boys than girls achieved the Higher Standard in maths. Boys' outcomes are in line with national boys outcomes for maths and girls are 1% above other girls nationally. Boys' outcomes in writing are below other boys nationally (2%) but girls outcomes are further below (5%).

### 6.5.2 Pupils eligible for free school meals

- In 2017 FSM pupils achieved slightly above the national averages (+1%) for similar pupils at the Higher Standard in reading, writing and maths. In Manchester 3% of the FSM cohort achieved the Higher Standard in RWM which is line with national.

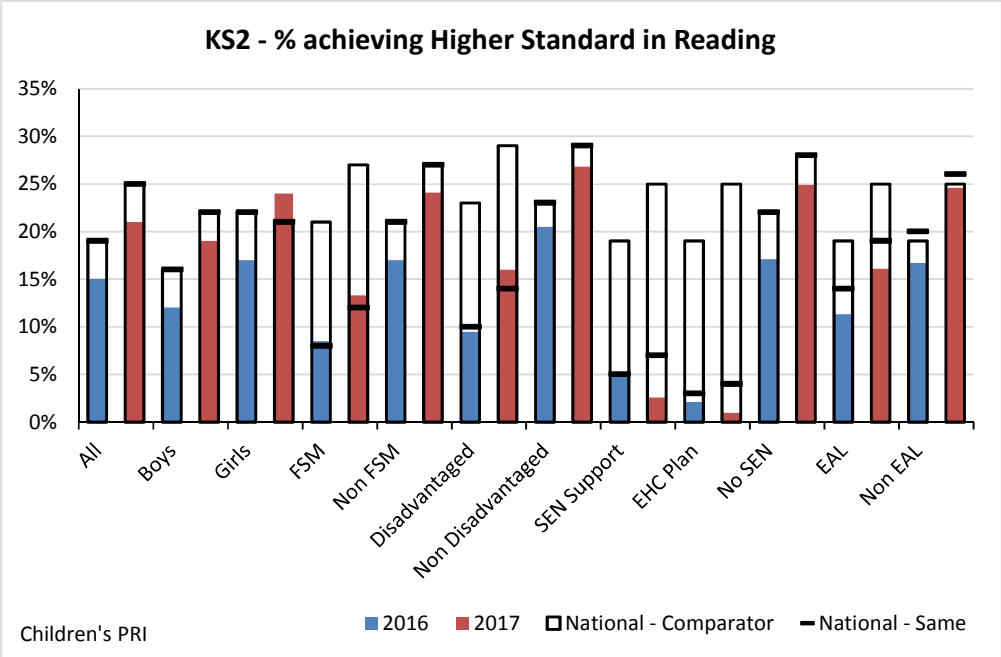
### **6.5.3 Disadvantaged Pupils**

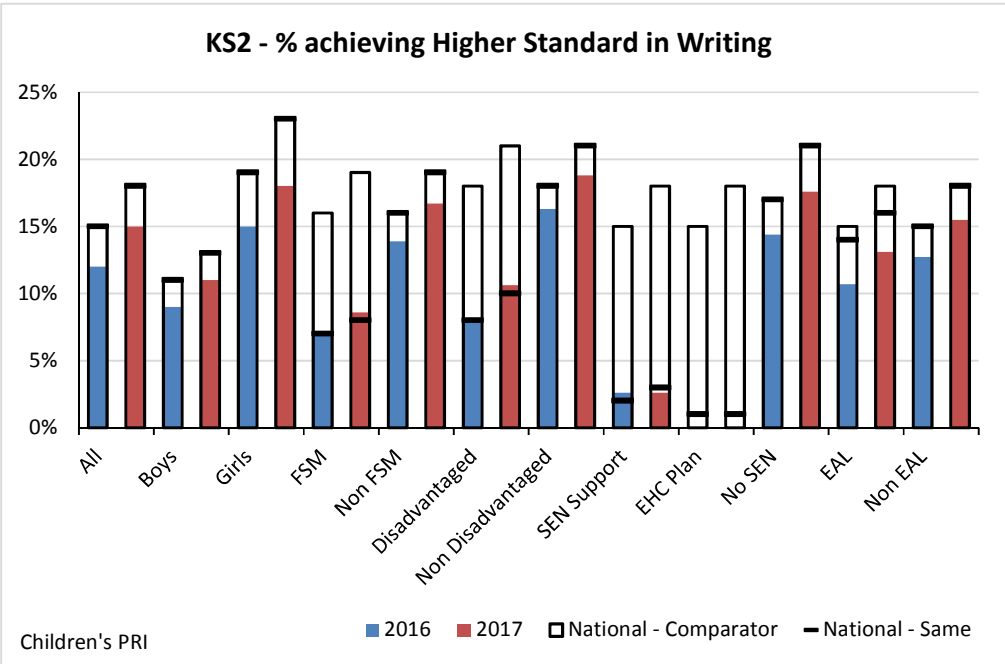
- 5% of disadvantaged pupils achieved the Higher Standard in RWM with the national disadvantaged comparator group achieving 4%. When compared with the national cohort of disadvantaged learners Manchester learners were above and in maths by 5%.

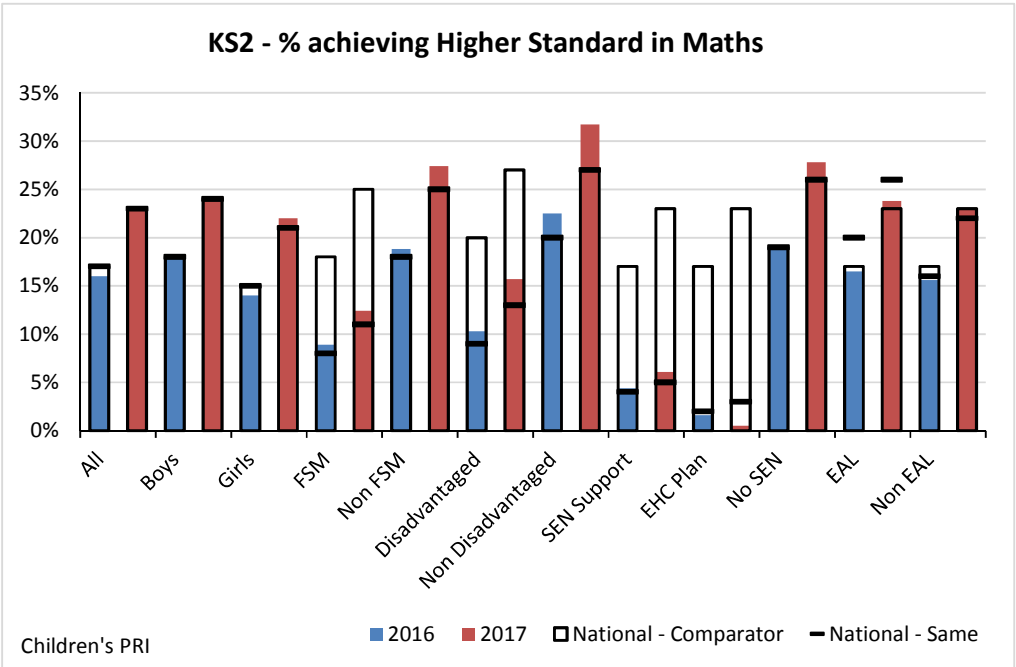
### **6.5.4 Pupils with Special Educational Needs**

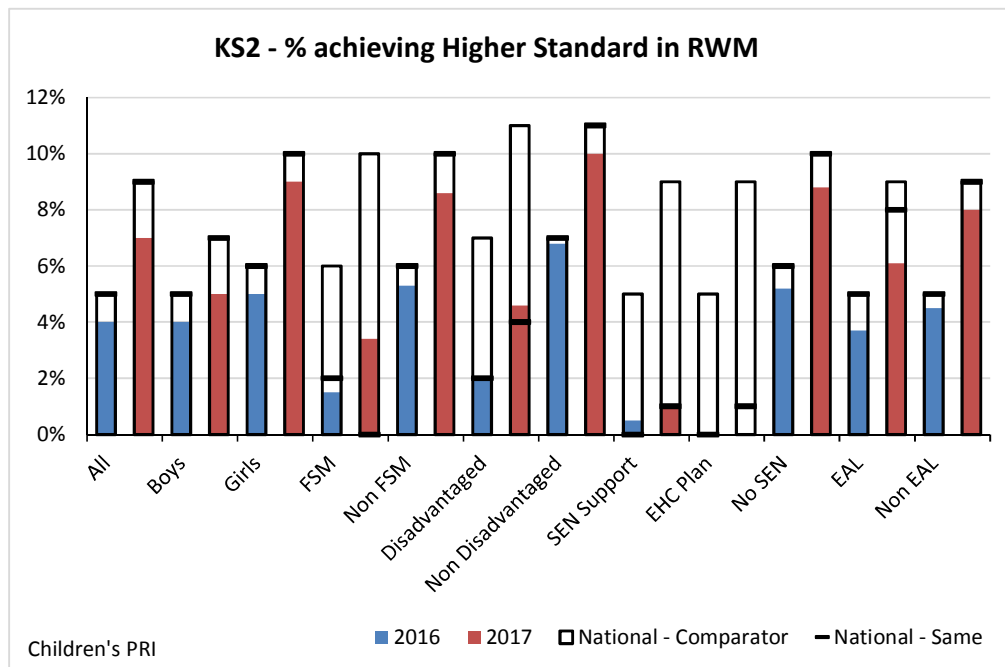
- KS2 outcomes in 2017 for SEN support learners identify a gap in reading (4%) when compared with the national similar group. In maths and writing outcomes were in line with the national similar group and overall Manchester pupils achieved in line outcomes for Higher Standard in RWM.
- No Manchester pupils with an EHC plan attained the Higher Standard in RWM overall. 2% did achieve reading and 1% 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









## 6.6 KS1 to 2 Progress

New progress measures were calculated for the first time 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 (+0.5)
- writing (+0.5)
- and maths (+1.3)

	Progress Scores with National comparator groups and National Same groups															
	Reading								Writing							
	2016				2017				2016				2017			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same
<b>All</b>	0.3	0	0.3	0	0.5	0	0.5	0	0.8	0	0.8	0	0.52	0	0.52	0
<b>Boys</b>	0.1	-0.3	0.4	-0.3	0.48	-0.3	0.78	-0.3	0	-0.8	0.8	-0.8	0.18	-0.8	0.62	-0.8
<b>Girls</b>	0.6	0.4	0.2	0.4	0.64	0.3	0.34	0.3	1.6	0.8	0.8	0.8	1.22	0.8	0.42	0.8
<b>FSM</b>	-0.1	0.2	-0.3	-0.9	0.09	0.2	0.11	-0.9	0.5	0.1	0.4	-0.5	0.1	0.1	0	-0.7
<b>Non FSM</b>	0.5	0.2	0.3	0.2	0.74	0.2	0.54	0.2	1	0.1	0.9	0.1	0.69	0.1	0.59	0.1
<b>Disadvantaged</b>	-0.2	0.3	-0.5	-0.7	0.28	0.3	0.02	-0.7	0.6	0.1	0.5	-0.3	0.29	0.2	0.09	-0.4
<b>Non Disadvantaged</b>	1	0.3	0.7	0.3	0.87	0.3	0.57	0.3	1.1	0.1	1	0.1	0.78	0.2	0.58	0.2
<b>SEN Support</b>	-0.2	0	-0.2	-1.3	-0.18	0	0.18	-1.2	-1	0	-1	-2.4	1.88	0	-1.88	-2.2
<b>EHC Plan</b>	-3.3	0	-3.3	-3.1	-5.36	0	5.36	-3.7	-2.8	0	2.8	-4	6.41	0	-6.41	-4.3
<b>No SEN</b>	0.5	0.3	0.2	0.3	0.84	0.3	0.54	0.3	1.3	0.5	0.8	0.5	1.2	0.5	0.7	0.5
<b>EAL</b>	0.3	0	0.3	0.3	0.32	0	0.32	0.3	1.3	0	1.3	1.5	1.48	0	1.48	1.4
<b>Non EAL</b>	0.3	0	0.3	-0.1	0.69	0	0.69	-0.1	0.6	0	0.6	-0.3	0.07	0	-0.07	-0.3



	<b>Progress Scores in Maths with National Comparator group and National Same group</b>							
	<b>2016</b>				<b>2017</b>			
	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>Same</b>	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	1.1	0	1.1	0	1.35	0	1.35	0
<b>Boys</b>	1.7	0.6	1.1	0.6	1.94	0.6	1.34	0.6
<b>Girls</b>	0.6	-0.6	1.2	-0.6	0.76	-0.7	1.46	-0.7
<b>FSM</b>	0.6	0.1	0.5	-0.7	0.41	0.2	0.21	-0.8
<b>Non FSM</b>	1.3	0.1	1.2	0.1	1.71	0.2	1.51	0.2
<b>Disadvantaged</b>	0.6	0.2	0.4	-0.5	0.78	0.3	0.48	-0.6
<b>Non Disadvantaged</b>	1.7	0.2	1.5	0.2	2	0.3	1.7	0.3
<b>SEN Support</b>	0	0	0	-1.1	0.14	0	0.14	-1.1
<b>EHC Plan</b>	-2.4	0	-2.4	-3.5	-4.72	0	-4.72	-4.1
<b>No SEN</b>	1.5	0.3	1.2	0.3	1.74	0.3	1.44	0.3
<b>EAL</b>	2	0	2	2	2.24	0	2.24	2.1
<b>Non Eal</b>	0.6	0	0.6	-0.4	0.81	0	0.81	-0.4

### 6.6.1 Gender

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

### 6.6.2 Pupils eligible for free school meals

- FSM pupils made more progress than would be anticipated in reading, writing and maths; when compared with the national FSM cohort progress was better in Manchester in all subjects.

### **6.6.3 Disadvantaged Pupils**

- Disadvantaged pupils made more progress than would be anticipated in maths and when compared with the national disadvantaged cohort progress was better in Manchester in all areas.

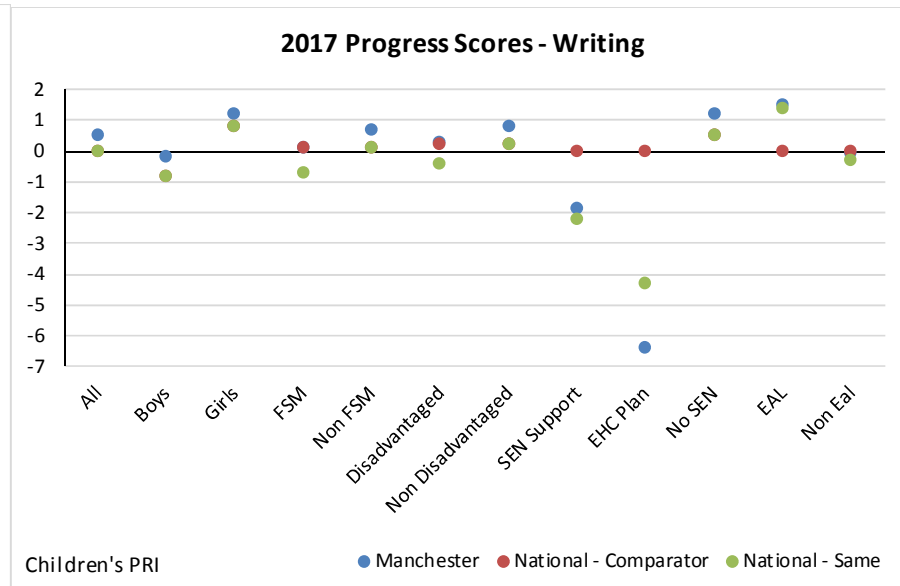
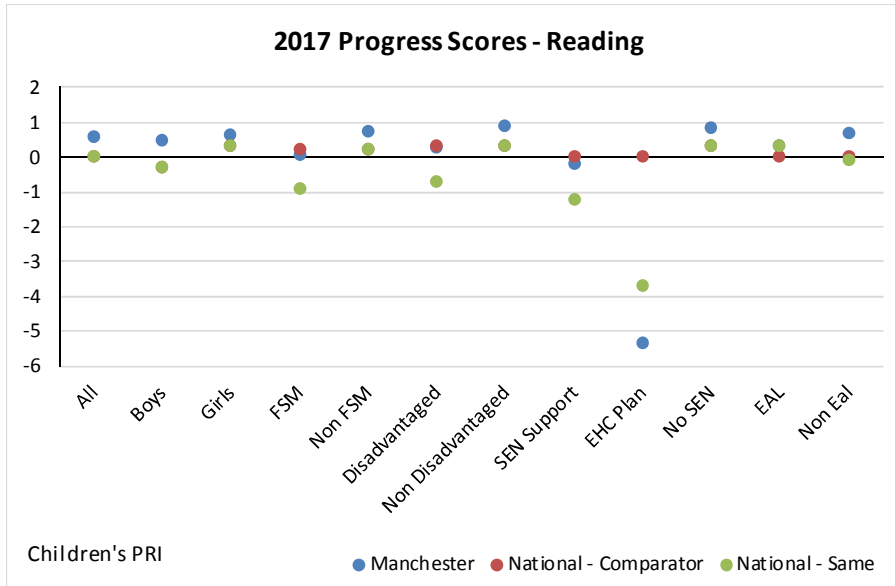
### **6.6.4 Pupils with Special Educational Needs**

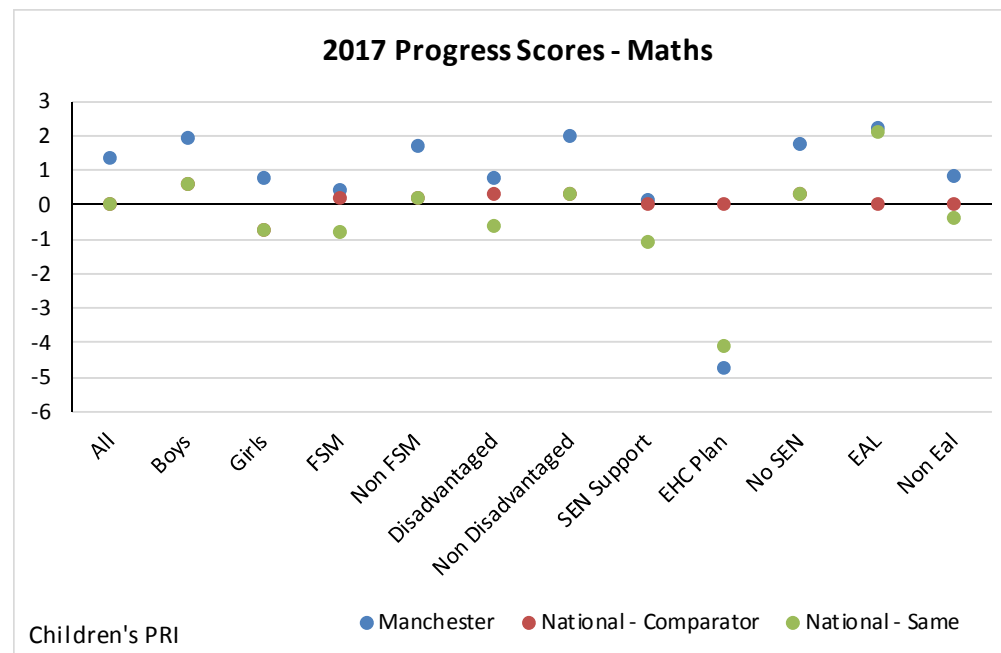
- Pupils in the group SEN support made better than expected progress in maths but less progress in writing and reading than might be expected. However when compared with the national SEN cohort progress was better in Manchester in all areas.
- Those pupils with an EHC plan made less progress in reading,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

- 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.
- 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 can be improved.
- To consolidate the work started in the Year of Reading in Manchester to build on the engagement of children and families in maintaining a pleasure for reading and learning.
- To continue to share the good practice in both the teaching of reading and the teaching of mastery in maths with secondary schools.

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

**The significant changes to the Key Stage 4 performance measures in 2017 mean that direct comparisons with results from previous years are not possible**

### **7.1 Context**

- In recent years there have been significant changes to Key Stage 4 performance measures which have had 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. Schools also continue 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.
- 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 considered to be 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.

### **7.2 Headlines**

- 2017 Manchester LA results for attainment 8 shows a positive diminishing the difference to national (1.2 pts). However the difference to national has slightly increased for outcomes in progress 8 and both 9-5 in English and Maths and 9-4 in English and Maths.
- The Manchester overall progress 8 score was -0.05 which was below 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.

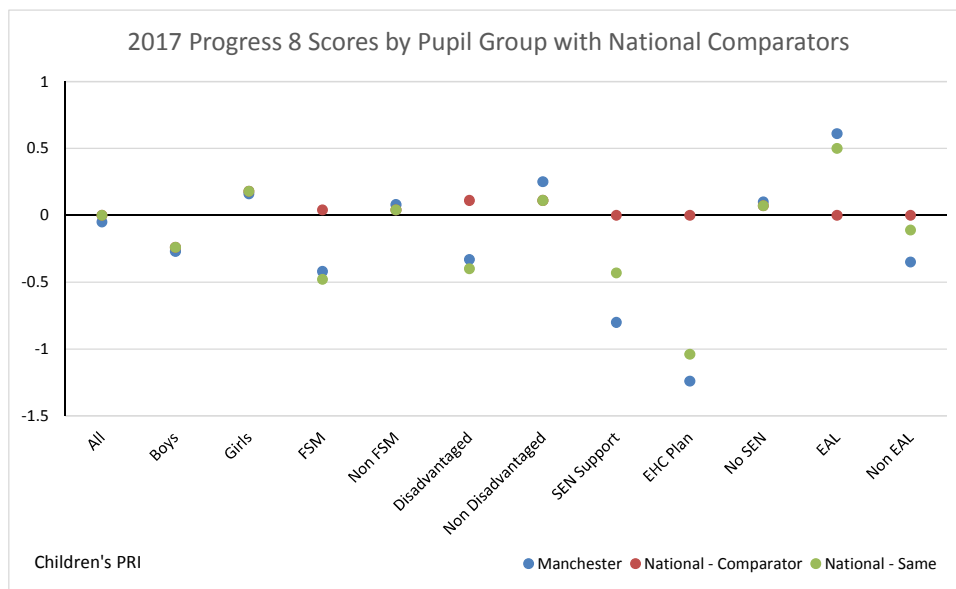
- The Manchester Attainment 8 score was 43.4 compared with a national attainment 8 score of 44.6; the difference to national has reduced to 1.2. Manchester's Attainment 8 for disadvantaged pupils was above the national attainment 8 score for disadvantaged pupils.
- 54.3% of Manchester pupils achieved grade 9-4 in English & Maths with 59.1% pupils achieving this measure nationally. 34.9 % of Manchester pupils achieved grade 9-5 in English & Maths with 39.6 % pupils achieving this measure nationally. The difference between Manchester and national results for both measures has increased to 4.8% and 4.7% respectively.
- The percentage of pupils achieving the English Baccalaureate grade 9-4 in 2017 was 19.6%; the difference to national has reduced by 1.6 percentage points to 2.3%. The percentage of pupils achieving the English Baccalaureate grade 9-5 in 2017 was 16.7%; the difference to national has similarly reduced by 0.9 percentage points to 3%.
- Manchester disadvantaged pupils achieved better than disadvantaged pupils nationally for progress 8; attainment 8; Ebacc and in line with disadvantaged pupils for grade 9-4 and grade 9-5 in English and Maths.

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

			Gap to National	
		2017	2015-16	2016-17
Manchester	Attainment 8	43.4	-1.4	-1.2
	Progress 8	-0.05	-0.03	-0.05
	9-5 in English & Maths	34.9%	-4.0%	-4.7%
	9-4 in English & Maths	54.3%	-4.0%	-4.8%
	% entered English Bacc	32.9%	-1.3%	-2.1%
	% achieved English Bacc (9-5)	16.7%	-3.9%	-3.0%
	% achieved English Bacc (9-4)	19.6%	-3.9%	-2.3%
England	Attainment 8	44.6		
	9-5 in English & Maths	39.6%		
	9-4 in English & Maths	59.1%		
	% entered English Bacc	35.0%		
	% achieved English Bacc (9-5)	19.7%		
	% achieved English Bacc (9-4)	21.9%		

- Due to the changes in how Key Stage 4 performance measures have been calculated in 2017 and the changes to the grading system it is impossible to compare directly with previous year results.
- In 2017, Manchester LA results saw a reduction to the difference to national in Attainment 8 and those achieving Ebacc, however against all other accountability measures there was an increase in the difference to national.

## 7.4 Progress 8



2017 - Progress 8 Compared With National Comparator Group	MCR	NAT	Diff	2017 NAT same
<b>Boys</b>	-0.27	-0.24	-0.03	-0.24
<b>Girls</b>	0.16	0.18	-0.02	0.18
<b>FSM</b>	-0.42	0.04	-0.46	-0.48
<b>Non FSM</b>	0.08	0.04	0.04	0.04
<b>Disadvantaged</b>	-0.33	0.11	-0.44	-0.4
<b>Non Disadvantaged</b>	0.25	0.11	0.14	0.11
<b>SEN Support</b>	-0.8	0	-0.8	-0.43
<b>EHC Plan</b>	-1.24	0	-1.24	-1.04
<b>No SEN</b>	0.1	0.07	0.03	0.07
<b>EAL</b>	0.61	0	0.61	0.5
<b>Non EAL</b>	-0.35	0	-0.35	-0.11

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 2017 Manchester's progress 8 score for all pupils was below national with a progress 8 score of -0.05 compared to national progress 8 of 0; this is a decline from 2016 when progress 8 was -0.03 and therefore classed as in line with national outcomes.



#### **7.4.1 Gender**

- The Manchester progress 8 score for boys of -0.27 was significantly below the Manchester progress 8 for girls of 0.16.
- When compared to national progress 8 scores, the Manchester girls progress 8 score was slightly below national with a progress 8 score of 0.16 compared to the national girls' progress 8 score of 0.18. Similarly, the Manchester boys progress 8 score was very slightly below boys nationally with a score of -0.27 against a national score of -0.24.

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

- The Manchester progress 8 score for pupils' eligible for FSM although below expected it was above the progress 8 score of those pupils eligible for FSM nationally. Manchester FSM's progress 8 score was -0.42 compared to a national same progress 8 score of -0.48; Manchester was ranked 45 out of all Local Authorities.
- In addition, the Manchester progress 8 score for pupils not eligible for FSM of 0.08 was also above the progress 8 score for Non-FSM nationally, 0.04; Manchester was ranked 58 out of all Local Authorities.

#### **7.4.3 Disadvantaged Pupils**

- The progress 8 score for Manchester disadvantaged pupils was -0.33, which was below expected progress but was above the progress 8 score of -0.4 for disadvantaged pupils nationally. Manchester was ranked 44 out of all Local Authorities for disadvantaged progress 8.
- Similarly, the progress 8 score for non-disadvantaged pupils in Manchester was 0.25 which was above the national progress 8 score for non-disadvantaged pupils of 0.11. Manchester was ranked 31 out of all Local Authorities for non-disadvantaged progress 8.

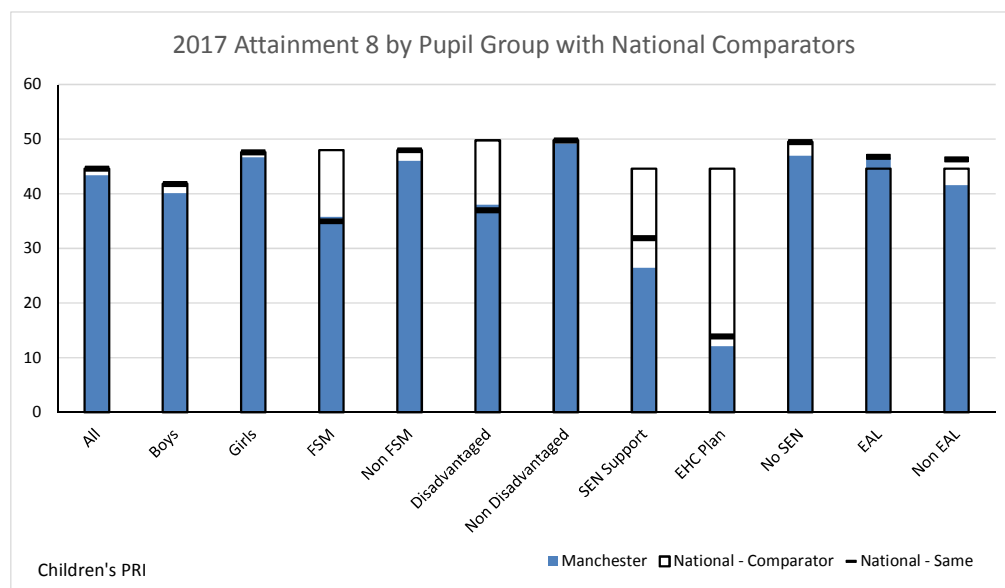
#### **7.4.4 Pupils with Special Educational Needs**

- Manchester SEN support pupils made less progress than expected and less progress than SEN support pupils nationally. Manchester SEN support pupils progress 8 score was -0.8 compared to the national same progress 8 of -0.43. Manchester was ranked 145 out of all Local Authorities for progress of SEN support pupils.
- 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. Manchester was ranked 120 out of all Local Authorities for progress of pupils with an EHC plan.

### 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



2017 - Attainment 8 Compared With National Comparator Group				2017 NAT same
	MCR	NAT	Diff	
All	43.4	44.6	-1.2	44.6
Boys	40.1	41.8	-1.7	41.8
Girls	46.7	47.6	-0.9	47.6
FSM	35.8	48.0	-12.2	35.0
Non FSM	46.0	48.0	-2.0	48.0
Disadvantaged	38.0	49.8	-11.8	37.0
Non Disadvantaged	49.2	49.8	-0.6	49.8
SEN Support	26.5	44.6	-18.1	31.9
EHC Plan	12.1	44.6	-32.5	13.9
No SEN	47.0	49.5	-2.5	49.5
EAL	46.6	44.6	2.0	46.8
Non EAL	41.6	44.6	-3.0	46.3

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 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.
- In 2017 Manchester's attainment 8 score for all pupils is below national with a score of 43.4 compared to a national attainment 8

score of 44.6. However the difference to national has diminished slightly from 2016 outcomes to 1.2.

### **7.5.1 Gender**

- The Manchester attainment 8 score for boys of 40.1 was significantly below the Manchester attainment 8 for girls of 46.7.
- 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 boys of -1.7 compared to the - 0.9 difference to national for Manchester girls.

### **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 slightly above the attainment 8 score of those pupils eligible for FSM nationally. Manchester FSM's attainment 8 score was 35.8 compared to an attainment 8 score of 35.0 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 46 compared to a national attainment 8 score of 48.

### **7.5.3 Disadvantaged Pupils**

- The attainment 8 score for Manchester disadvantaged pupils was significantly below the national comparator of non-disadvantaged pupils, however when compared to the same cohort Manchester disadvantaged pupils performed better than disadvantaged pupils nationally and Manchester ranked 39 for disadvantaged attainment 8. The attainment 8 score for Manchester disadvantaged pupils was 38, which was -11.8 below non-disadvantaged nationally but was above the attainment 8 score of 37 for disadvantaged pupils nationally.
- The attainment 8 score for Manchester non-disadvantaged pupils was -0.6 below non-disadvantaged pupils nationally with Manchester non-disadvantaged children achieving an attainment 8 score of 49.2 compared to Manchester disadvantaged pupils' attainment 8 of 38.0 and national non-disadvantaged of 49.8.

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

- Manchester SEN support pupils' attainment 8 score was significantly below SEN support pupils nationally. Manchester SEN support pupils' attainment 8 score was 26.5 compared to the national SEN support attainment 8 of 31.9.

- There is also a difference in the performance in Attainment 8 for children with an EHC plan compared to the same cohort nationally. The Manchester attainment 8 score for pupils with an EHC plan was 12.1 compared to a national score of 13.9.

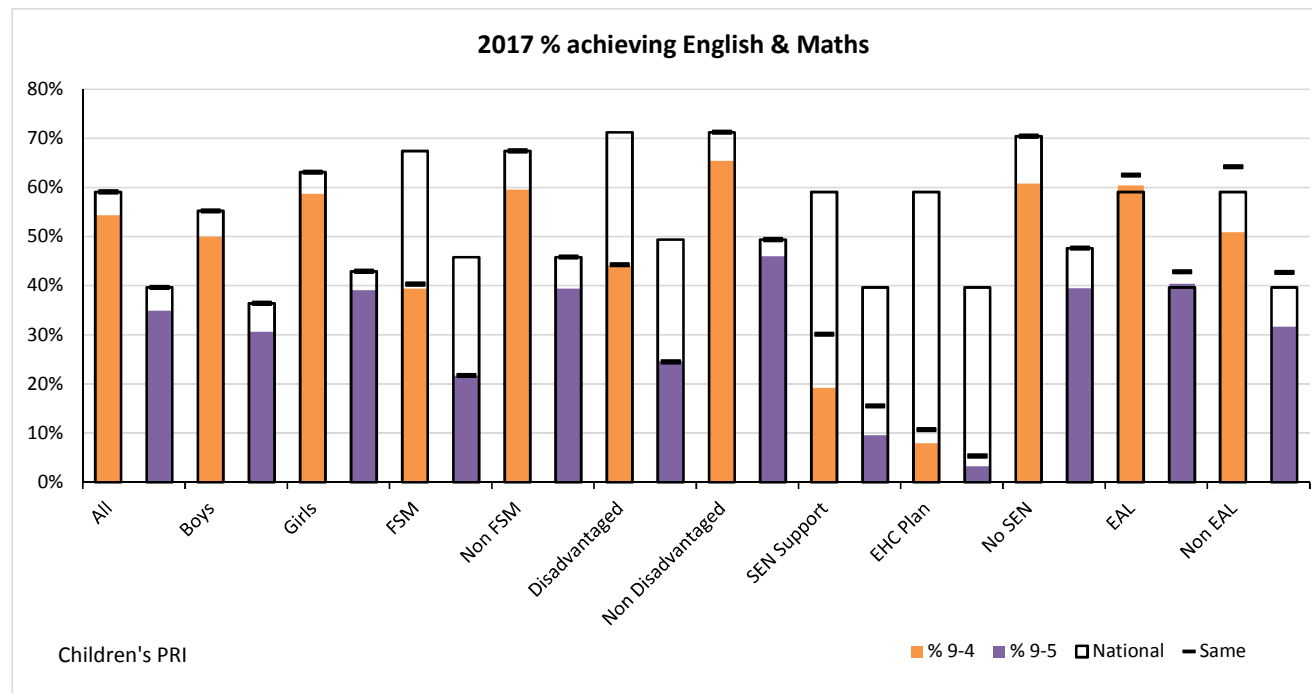
### 7.5.5 Pupils with English as an Additional Language

- Manchester EAL children's attainment 8 score was above the national attainment 8 score for all pupils and it was in line with EAL pupils nationally whereas Manchester Non EAL children performed significantly below the Non EAL pupils nationally.
- Manchester EAL attainment 8 score was 46.6 compared to the National EAL attainment 8 score of 46.8. Manchester Non EAL pupils' attainment progress 8 score was 41.6 compared to the national attainment 8 score of 46.3.

### 7.6 % Achieved grade 9-4 and grade 9-5 in English and Maths

	% achieving English & Maths with National Comparator group and National Same group							
	% 9-4				% 9-5			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same
<b>All</b>	54.3%	59.1%	-4.8%	59.1%	34.9%	39.6%	-4.7%	39.6%
<b>Boys</b>	50.0%	55.2%	-5.2%	55.2%	30.6%	36.4%	-5.8%	36.4%
<b>Girls</b>	58.7%	63.1%	-4.4%	63.1%	39.1%	42.9%	-3.8%	42.9%
<b>FSM</b>	39.4%	67.4%	-28.0%	40.3%	21.7%	45.8%	-24.1%	21.7%
<b>Non FSM</b>	59.5%	67.4%	-7.9%	67.4%	39.4%	45.8%	-6.4%	45.8%
<b>Disadvantaged</b>	44.1%	71.2%	-27.1%	44.3%	24.6%	49.4%	-24.8%	24.5%
<b>Non Disadvantaged</b>	65.4%	71.2%	-5.8%	71.2%	46.0%	49.4%	-3.4%	49.4%
<b>SEN Support</b>	19.2%	59.1%	-39.9%	30.1%	9.6%	39.6%	-30.0%	15.5%
<b>EHC Plan</b>	7.9%	59.1%	-51.2%	10.7%	3.3%	39.6%	-36.3%	5.3%
<b>No SEN</b>	60.8%	70.4%	-9.6%	70.4%	39.5%	47.6%	-8.1%	47.6%
<b>EAL</b>	60.4%	59.1%	1.3%	62.5%	40.4%	39.6%	0.8%	42.8%
<b>Non EAL</b>	50.9%	59.1%	-8.2%	64.2%	31.7%	39.6%	-7.9%	42.7%

Children's PRI



- In 2017 54.3% of Manchester pupils achieved grade 9-4 in English & Maths compared to 59.1% pupils achieving this measure nationally and 34.9% of Manchester pupils achieved grade 9-5 in English & Maths compared to 39.6% pupils achieving this measure nationally. The difference between Manchester and national results has increased to -4.8% at grade 9-4 and -4.7% for those children achieving grade 9-5 at English and Maths.
- The percentage for both FSM pupils and disadvantaged pupils in Manchester achieving grade 9-4 in English and Maths is in line with both FSM pupils and disadvantaged pupils nationally. Similarly, the percentage for both FSM pupils and disadvantaged pupils in Manchester achieving grade 9-5 in English and Maths is the same as both FSM pupils and disadvantaged pupils nationally.
- All other pupil groups in Manchester have achieved below national percentages when compared to the same cohort.

### **7.5.6 Gender**

- In 2017, the proportion of Manchester girls achieving both grade 9-4 and grade 9-5 in English and Maths was significantly higher than the proportion of Manchester boys; this was the same picture nationally.
- Manchester girls achieved above Manchester boys with 58.7% gaining 9-4 and 39.1% gaining 9-5 in English and Maths; the girls also had a smaller difference to national than boys with a difference of -4.4% at grade 9-4 and a difference -3.8% at grade 9-5.
- 50% of Manchester boys achieved grade 9-4 in English and Maths compared to 55.2% of boys nationally; 30.6% of Manchester boys achieved grade 9-5 in English and Maths compared to 36.4% of boys nationally.

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

- As stated above pupils eligible for FSM achieved in line with FSM pupils nationally, although they performed significantly below those not eligible for free school meals.
- Manchester FSM achieved 39.4% 9-4 in English & Maths which was 0.9% below the same cohort nationally the national same group who achieved 39.2%. 21.8% of Manchester pupils eligible for FSM achieved grade 9-5 in English and Maths which was the same as the cohort nationally.
- In Manchester those pupils not eligible for FSM achieved significantly below non FSM pupils nationally with 59.5 % of non FSM children gaining grade 9-4 compared to 67.4% nationally. There was a similar pattern at grade 9-5 with and 39.4% of Manchester pupils not eligible for FSM achieving grade 9-5 in English and Maths compared to 45.8 % nationally.

### **7.5.8 Disadvantaged Pupils**

- The proportion of Manchester disadvantaged pupils achieving grade 9-4 and grade 9-5 in English and Maths followed a similar pattern to those children eligible for FSM with a similar proportion of Manchester disadvantaged pupils achieving 9-4 grades and 9-5 grades in English and Maths than disadvantaged pupils nationally but with a significantly lower proportion of non-disadvantaged pupils in Manchester achieving the qualifications.
- Manchester disadvantaged pupils achieved 44.1% grade 9-4 in English & Maths compared to 44.3% for the same cohort nationally; Manchester disadvantaged pupils achieved 24.6% grade 9-4 in English & Maths compared to 24.5% for the same cohort nationally.
- Manchester non-disadvantaged pupils achieved below the same cohort nationally at both grade 9-4 and grade 9-5 in English and Maths. Manchester non disadvantaged pupils achieved 65.4% at grade 9-4 in English and Maths compared to 71.2%

nationally and 46% of Manchester non disadvantaged pupils achieved grade 9-5 in English and Maths compared to 49.4% nationally.

### **7.5.9 Pupils' with Special Educational Needs**

- Manchester SEN support pupils perform significantly below the same cohort nationally this accountability measure as well as for progress 8 and attainment 8.
- Manchester SEN support achieved 19.2% grade 9-4 in English & Maths which is 10.9% below the same cohort nationally, which is a greater difference to national than last year. Similarly, Manchester SEN support achieved 9.6% grade 9-5 in English & Maths which is 5.9% below the same cohort nationally.
- There is also a difference in the performance in A\*-C in English & Maths for children with an EHC plan compared to the same cohort nationally. Manchester children with an EHC plan achieved 7.9% 9-4 in English & Maths compared to 10.7% of children with an EHC plan nationally. At the higher level Manchester children with an EHC plan achieved 3.3% 9-5 in English & Maths compared to 5.3% of children with an EHC plan nationally.
- Non SEN achievement at both grade 9-4 and grade 9-5 in English and Maths was significantly below national with Manchester non SEN achieving 9.6% below the same cohort nationally at grade 9-4 and 8.1% below the same cohort nationally at grade 9-5. Manchester non SEN achieved 60.8% grade 9-4 and 39.5% grade 9-5 in English & Maths compared to the national non SEN achievement of 70.4% at grade 9-4 and 47.6% at grade 9-5 in English and Maths.

### **7.5.10 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 60.4% 9-4 in English & Maths and 40.4% 9-5 in English and Maths above Manchester non EAL children and above all children nationally but below the same cohort nationally. Manchester EAL children performed 2.1% below EAL children nationally at grade 9-4 and 2.4 below EAL children nationally at grade 9-5.
- Manchester non EAL children achieved significantly below both Manchester EAL and non EAL children nationally. Manchester non EAL children gained 50.9% 9-4 in English & Maths which was 14.3% below national non EAL children who achieved 64.2% and Manchester non EAL children gained 31.7% 9-5 in English & Maths which was 11% below national non EAL children who achieved 42.7%

## 7.6 English Baccalaureate

	% Entered EBacc Compared With National Comparator Group									2017 NAT same
	2015			2016			2017			
	MCR	NAT	Diff	MCR	NAT	Diff	MCR	NAT	Diff	
<b>All</b>	36.8%	36.2%	0.6%	35.5%	36.8%	-1.3%	32.9%	35.0%	-2.1%	35.0%
<b>Boys</b>	30.9%	34.2%	-3.3%	27.9%	31.6%	-3.7%	25.0%	29.8%	-4.8%	29.8%
<b>Girls</b>	42.9%	43.6%	-0.7%	43.5%	42.3%	1.2%	40.7%	40.5%	0.2%	40.5%
<b>FSM</b>	24.1%	41.7%	-17.6%	24.4%	42.5%	-18.1%	21.9%	40.5%	-18.6%	23.1%
<b>Non FSM</b>	42.2%	41.7%	0.5%	39.6%	42.5%	-2.9%	36.7%	40.5%	-3.8%	40.5%
<b>Disadvantaged</b>	28.2%	44.7%	-16.5%	27.0%	45.5%	-18.5%	25.4%	43.0%	-17.6%	25.4%
<b>Non Disadvantaged</b>	47.8%	44.7%	3.1%	45.6%	45.5%	0.1%	41.0%	43.0%	-2.0%	43.0%
<b>SEN Support</b>	11.5%	36.2%	-24.7%	10.0%	36.8%	-26.8%	8.9%	35.0%	-26.1%	15.0%
<b>EHC Plan</b>	5.0%	36.2%	-31.2%	3.7%	36.8%	-33.1%	3.3%	35.0%	-31.7%	3.8%
<b>No SEN</b>	42.3%	44.2%	-1.9%	40.1%	44.7%	-4.6%	37.3%	42.6%	-5.3%	42.6%
<b>EAL</b>	43.4%	36.2%	7.2%	38.8%	36.8%	2.0%	40.2%	35.0%	5.2%	45.5%
<b>Non EAL</b>	33.8%	36.2%	-2.4%	34.0%	36.8%	-2.8%	28.8%	35.0%	-6.2%	36.9%

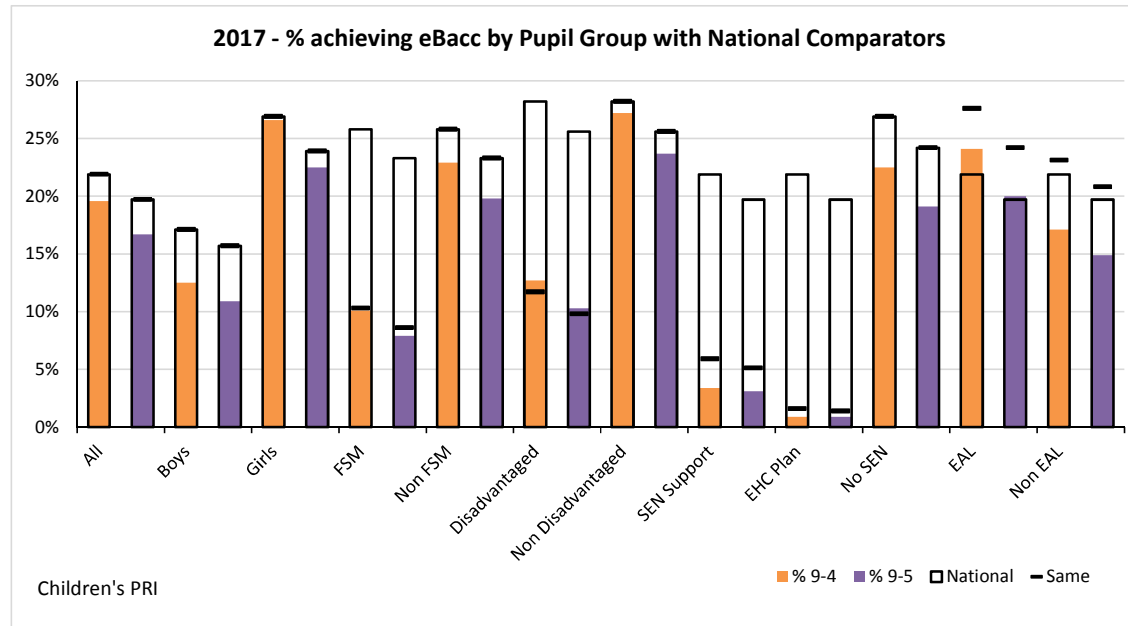
Children's PRI

- The percentage of pupils in Manchester entered for a group of qualifications that meet the criteria for the English Baccalaureate has decreased again from 35.5 % entered in 2016 to 32.9% in 2017; national entries declined by 1.8% in the same period.



	<b>% achieving EBacc with National Comparator group and National Same group</b>							
	<b>% 9-4</b>				<b>% 9-5</b>			
	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>Same</b>	<b>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	19.6%	21.9%	-2.3%	21.9%	16.7%	19.7%	-3.0%	19.7%
<b>Boys</b>	12.5%	17.1%	-4.6%	17.1%	10.9%	15.7%	-4.8%	15.7%
<b>Girls</b>	26.6%	26.9%	-0.3%	26.9%	22.5%	23.9%	-1.4%	23.9%
<b>FSM</b>	10.1%	25.8%	-	10.3%	7.9%	23.3%	-15.4%	8.6%
<b>Non FSM</b>	22.9%	25.8%	-2.9%	25.8%	19.8%	23.3%	-3.5%	23.3%
<b>Disadvantaged</b>	12.7%	28.2%	-	11.7%	10.3%	25.6%	-15.3%	9.8%
<b>Non Disadvantaged</b>	27.2%	28.2%	-1.0%	28.2%	23.7%	25.6%	-1.9%	25.6%
<b>SEN Support</b>	3.4%	21.9%	-	5.9%	3.1%	19.7%	-16.6%	5.1%
<b>EHC Plan</b>	0.9%	21.9%	-	1.6%	0.9%	19.7%	-18.8%	1.4%
<b>No SEN</b>	22.5%	26.9%	-4.4%	26.9%	19.1%	24.2%	-5.1%	24.2%
<b>EAL</b>	24.1%	21.9%	2.2%	27.6%	20.0%	19.7%	0.3%	24.2%
<b>Non EAL</b>	17.1%	21.9%	-4.8%	23.1%	14.9%	19.7%	-4.8%	20.8%

Children's PRI



- The percentage of Manchester pupils achieving the Ebacc in 2017 at 9-4 is 19.6% with the percentage achieving the Ebacc at 9-5 being 16.7%. The difference to national has decreased in Ebacc achievement.
- Manchester FSM pupils and Manchester disadvantaged pupils achieved in line or above the same cohort nationally whereas all other pupil groups performed below national averages.

### 7.6.1 Gender

- Manchester boys achieve significantly below Manchester girls in the Ebacc. In 2017 12.5% of Manchester boys achieved the Ebacc at grade 9-4 compared with 26.6% of Manchester girls and 10.9% of Manchester boys achieved the Ebacc at grade 9-5 compared with 22.5% girls.
- The proportion of Manchester boys achieving the Ebacc at both grade 9-4 and grade 9-5 was below boys nationally by 4.6% and 4.8% respectively.

- Manchester girls achieving the Ebacc, although significantly above Manchester boys were slightly below girls nationally by 0.3% at grade 9-4 and 1.4% at grade 9-5.

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

- In 2017 10.1% of Manchester children eligible for Free school meals achieved the Ebacc at grade 9-4 and 7.9% at grade 9-5. This was significantly below pupils not eligible for Free School Meals, however it was in line with pupils eligible for FSM nationally; 0.2% below at grade 9-4 and 0.7% below at grade 9-5 for EBacc achieved by children eligible for FSM nationally.
- Whilst Manchester children eligible for FSM were in line with other children eligible for FSM nationally there was a 12.8% difference between the percentage of Manchester children eligible for FSM and those not eligible achieving the Ebacc at grade 9-4 and a greater difference of 14.6% at grade 9-5.
- Whilst Manchester children eligible for FSM were in line with the same cohort nationally there was a 2.9% difference between the percentage of children not eligible for FSM in Manchester achieving the Ebacc at grade 9-4 and national percentages and an increased difference of 3.5% at the higher grade of 9-5 Ebacc.

### **7.6.3 Disadvantaged Pupils**

- In 2017, 12.7% of disadvantaged children in Manchester achieved the Ebacc at grade 9-4 and 10.3 % achieved the Ebacc at grade 9-5; both these results were above disadvantaged children nationally by 1% and 0.5% respectively.
- Manchester non-disadvantaged children achieving the Ebacc was 27.2% compared to 28.2% nationally at grade 9-4, a difference of 1% and at the higher level the difference increased to 1.9% with 23.7% of Manchester non disadvantaged achieving the Ebacc compared to 25.6% nationally.
- When compared to 2016 outcomes the difference to national outcomes has decreased in the proportion achieving Ebacc for both Manchester disadvantaged children and Manchester non-disadvantaged children.

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

- In Manchester 3.4% of children with SEN support achieved the Ebacc at grade 9-4 and 3.1% at grade 9-5. This was 2.5 % below the proportion of SEN support children achieving the Ebacc nationally at grade 9-4 and 2% below at grade 9-5.
- When compared to 2016 outcomes the difference to national outcomes has decreased in the proportion achieving Ebacc for Manchester children receiving SEN support.

- 0.9% of Manchester children with an EHC plan achieved the Ebacc in 2017 at grade 9-4 and at grade 9-5 compared to 1.6% and 1.4% respectively of children nationally with an EHC plan.

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

- In 2017 a greater proportion of Manchester EAL children achieved the Ebacc at both grade 9-4 and grade 9-5 when compared with all children nationally. However Manchester EAL children achieved below EAL children nationally at both grade 9-5 and grade 9-4.
- In Manchester 24.1% of Manchester EAL children achieved the Ebacc at grade 9-4 and 20% at grade 9-5. This was 2.2 % below the proportion of EAL children achieving the Ebacc nationally at grade 9-4 and 0.3% below at grade 9-5.
- In Manchester the proportion of non EAL children achieving the Ebacc remains below the the proportion of EAL children achieving the qualification with 24.1% of EAL children gaining the Ebacc at grade 9-4 and 19.7% at grade 9-5 compared to 17.1% of Manchester non EAL children achieving the Ebacc at grade 9-4 and 14.9% at grade 9-5.
- The proportion of Non EAL children achieving the Ebacc in Manchester remains lower than the proportion of Non EAL children gaining the Ebacc nationally with a 4.8% difference to national outcomes at both grades 9-4 and grades 9-5.

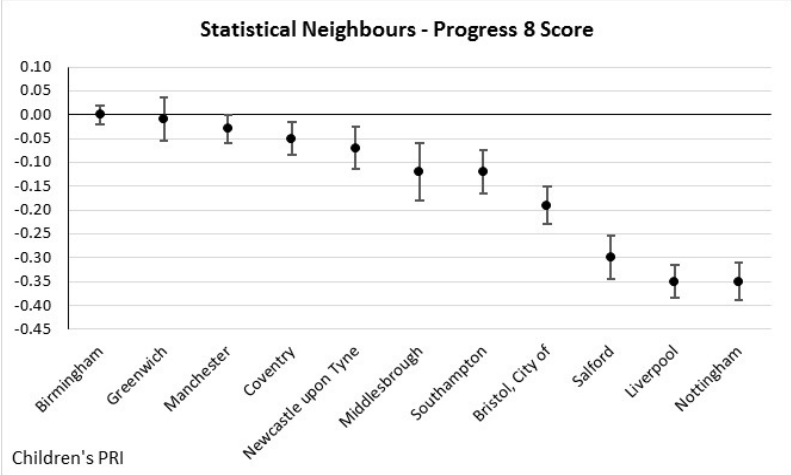
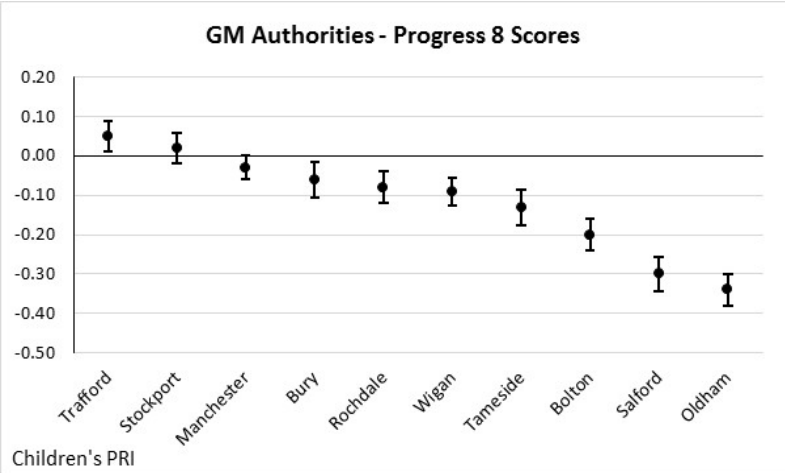
### **7.7 KS4 school results**

- The changes in how KS4 outcomes have been calculated in 2017, including changes to the grading system and calculations of Attainment 8 mean that it is difficult to compare with 2016 outcomes.
- The numbers of schools below the Government's floor standard has increased from three schools in 2016 to eight schools in 2017. (The government's 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 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 and 2017, 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)
- Thirteen out of twenty-six schools had positive progress 8 scores with children making better than national progress.
- Levenshulme High School achieved the highest progress 8 score of 0.67 and Whalley Range High School achieved the second highest with a progress score of 0.56 and Abraham Moss Community School achieved the third highest with a progress score of 0.5.
- The King David High School had the highest Attainment 8 score of 63 %.

7.7.1 Results by schools		2017					
DfE No	School Name	Attainment 8	% 9-5 in English & Maths	% 9-4 in English & Maths	Progress 8	% Ebacc (9-5)	% Ebacc (9-4)
4005	Levenshulme High School	50.9	48%	65%	0.67	40%	47%
4257	Whalley Range 11-18 High School	48.3	47%	63%	0.56	36%	43%
4271	Abraham Moss Community School	43.6	39%	59%	0.5	13%	14%
6907	William Hulme's Grammar School	52.9	56%	75%	0.49	25%	27%
4810	The King David High School	63.0	78%	90%	0.6	40%	42%
4276	Wright Robinson College	46.7	38%	62%	0.45	17%	22%
4765	Trinity CofE High School	52.2	46%	70%	0.32	10%	12%
4281	Chorlton High School	50.7	43%	63%	0.31	35%	40%
6913	Manchester Communication Academy	47.2	33%	59%	0.35	12%	16%
4256	Burnage Academy for Boys	42.4	41%	63%	0.25	19%	20%
4248	Parrs Wood High School	50.1	45%	69%	0.15	25%	30%
4768	The Barlow RC High School	47.6	41%	62%	0.09	19%	23%
6914	The Co-operative Academy of Manchester	43.8	30%	53%	0.03	7%	9%
4770	St Peter's RC High School	43.7	27%	47%	-0.04	9%	12%
6905	Manchester Academy	36.9	30%	45%	-0.14	1%	1%
4761	Our Lady's RC High School	42.4	38%	56%	-0.38	11%	11%
4008	Manchester Creative and Media Academy	37.1	21%	38%	-0.41	8%	8%
4753	Loreto High School Chorlton	38.9	28%	49%	-0.48	7%	8%
6908	Manchester Enterprise Academy	37.1	18%	42%	-0.53	15%	23%
6909	Manchester Health Academy	37.9	13%	36%	-0.68	2%	3%

4766	Saint Paul's Catholic High School	37.9	30%	47%	-0.7	7%	10%
4762	St Matthew's RC High School	40.6	29%	46%	-0.72	20%	21%
4006	Newall Green High School	35.8	15%	29%	-0.72	8%	9%
4010	The East Manchester Academy	35.7	17%	39%	-0.79	5%	8%
4002	Cedar Mount Academy	30.0	15%	28%	-0.89	4%	5%
4004	Manchester Creative Studio	39.3	21%	59%	-1.06	3%	3%
	Manchester	43.4	35%	54%	-0.05	17%	20%
	National	44.6	40%	59%		20%	22%

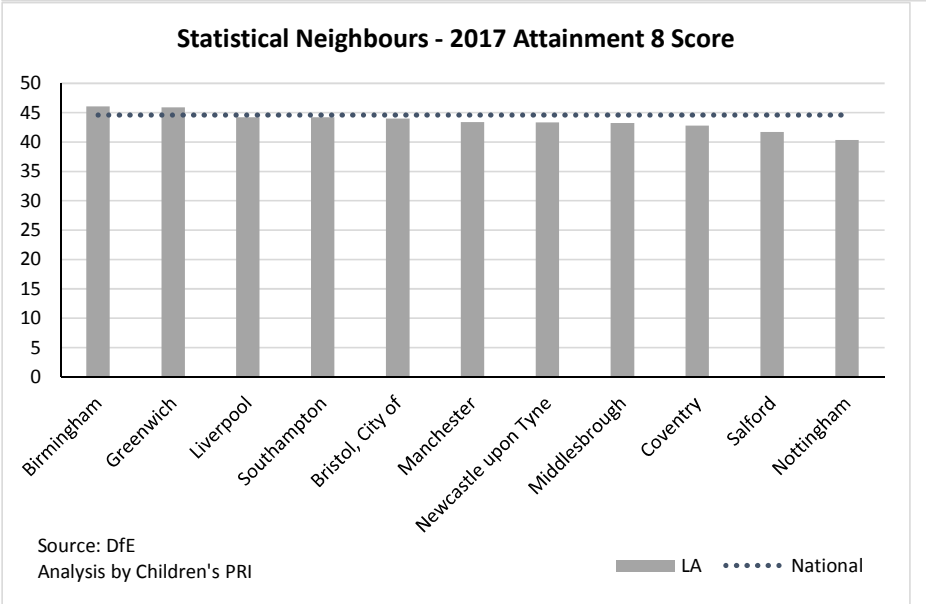
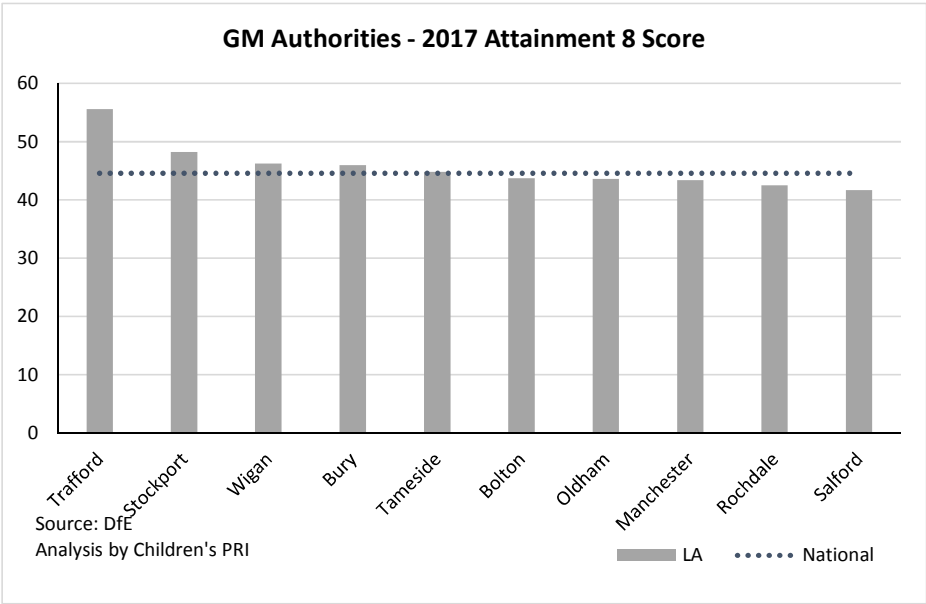
7.8 Comparison with other Local Authorities



### **Progress 8**

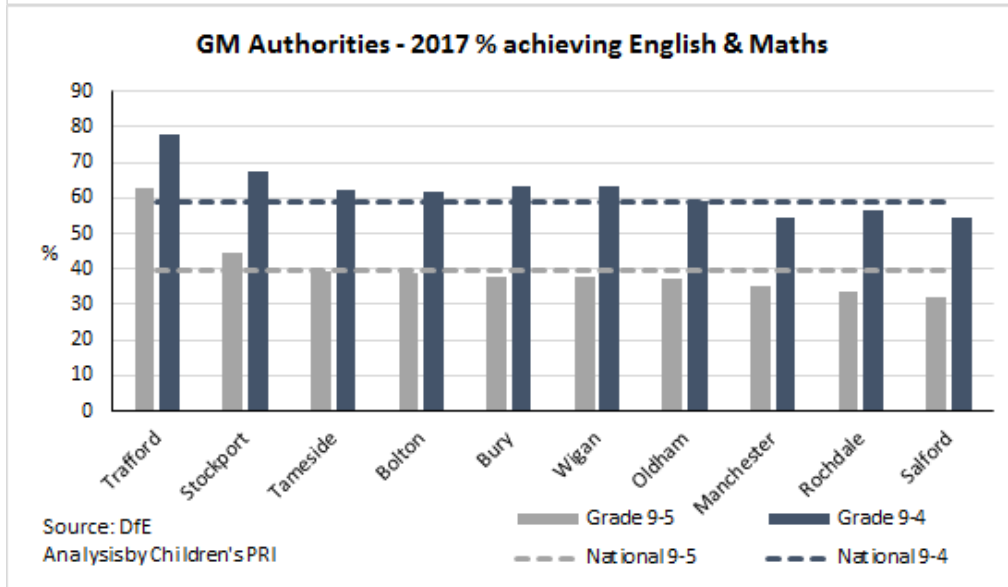
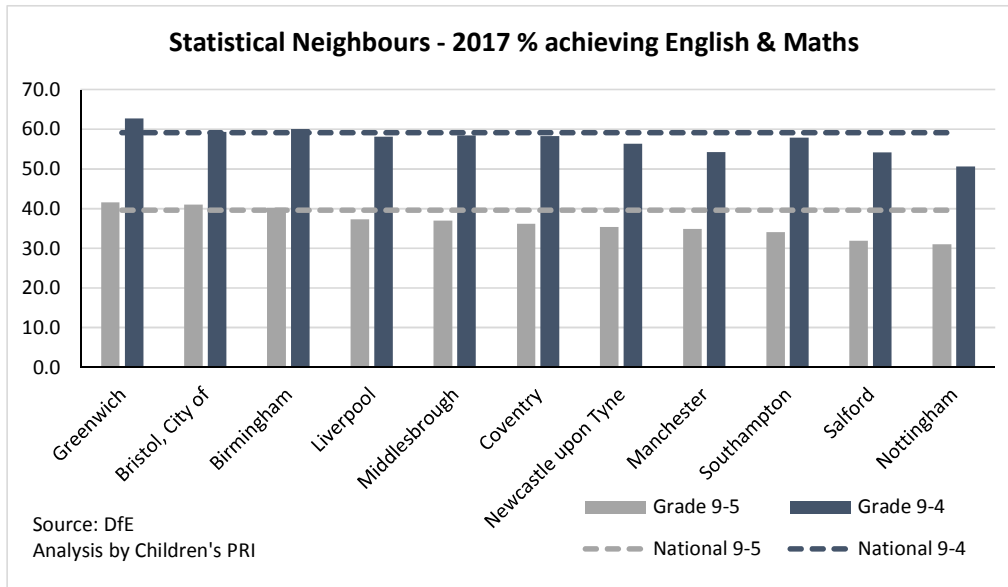
- Manchester LA has performed well against the progress 8 accountability measure when compared to other Greater Manchester Authorities with the third highest progress 8 score of -0.05. Trafford's progress score was 0.16 and Stockport's progress 8 was 0.07.
- Manchester's progress 8 for disadvantaged pupils is the highest in Greater Manchester and second highest for non disadvantaged pupils in Greater Manchester, after Trafford
- 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.
- Manchester's outcomes for progress 8 ranks 78 out of all Local Authorities.





## Attainment 8

- Manchester LA has not performed well against the attainment 8 accountability measure when compared with other Greater Manchester Authorities with the third lowest attainment 8 score of 43.
- Manchester's attainment 8 score for disadvantaged pupils is the second highest in Greater Manchester while the attainment 8 score for non disadvantaged pupils is fourth highest.
- When compared to statistical neighbours Manchester ranked sixth when compared to all statistical neighbours for attainment 8 compared with ranking eighth in 2016.
- When compared to all Local Authorities Manchester ranks 131 for attainment 8.



### **English & Maths (9-4):**

- In 2017 54.3% of Manchester pupils achieved grade 9-4 in English & Maths compared to 59.1% pupils achieving this measure nationally and 34.9% of Manchester pupils achieved grade 9-5 in English & Maths compared to 39.6% pupils achieving this measure nationally.
- When compared with all Local Authorities Manchester ranked 135 for the proportion of pupils achieving grade 9-5 in English and Maths and ranked 144 when comparing achievement at grade 9-4.
- When compared to statistical neighbours, Manchester ranked eighth out of the statistical neighbours in the percentage of pupils achieving English and Maths at grade 9-4 and ranks seventh when comparing achievement at grade 9-5.
- Manchester has not performed well compared in the English & Maths measure for either grade 4-9 or 5-9 when compared with the other Greater Manchester authorities, ranking ninth for grades 4-9 and eighth for grades 5-9
- Disadvantaged pupils in Manchester have performed relatively well in terms of achieving English & Maths, in Greater Manchester, ranking fourth for grades 4-9 and third for 5-9. Non disadvantaged pupils have not performed as well relatively, ranking ninth for grades 4-9 and fifth for grades 5-9, in Greater Manchester.

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

- Brokered support for targeted schools to ensure they continue to raise 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 with targeted support and challenge in identified schools.
- Further 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
- Develop the maths project linking primary schools with secondary schools in the city to develop the teaching of maths mastery in the secondary sector.
- Work with schools to build on current strengths in progress 8 by sharing good practice.
- Develop the QA offer for identified schools to enable an increased focus on improved teaching, learning and assessment.

## **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. 2016 student outcomes were the first to be fully impacted on by Prof Alison Wolf's review of post 16 qualifications. When making comparisons it is important to remember that 2017 outcomes are the first for some of the new reformed A levels although it will take until 2020 before all A levels in the curriculum have been reformed. Essentially course content has been revised and the assessment approach has moved to become exams at the end of the 2 year A level course rather than AS exams at the end of the first year of study followed by A2 exams at the end of the second year.

Five new accountability headline measures for schools, colleges and other institutions providing education for 16-19 year olds were 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 were first published by DfE in March 2017 providing details of the 2016 outcomes. There will be a similar delay in reporting 2017 outcomes for some of these measures. 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/entry	*3 best A levels APS	*A levels AAB	A levels AAB – 2 fac subj	3+ A grades	*A Level cohort APS/entry	*3 best A levels APS	*A levels AAB	A levels AAB – 2 fac subj	3+ A grades	2016-17 Diff				
	2016	2016	2016	2016	2016	2017	2017	2017	2017	2017					
Birmingham	29.74	33.67	19	15.4	10.9	30.4	33.7	19.4	16	11.5	0.66	0.03	0.4	0.6	0.6
Bristol	30.18	32.48	16.3	12.1	9	30.93	33.24	17.9	12.5	10.2	0.75	0.76	1.6	0.4	1.2
Leeds	28.14	31.64	14.8	11.2	7.8	29.92	32.87	16	12	8.7	1.78	1.23	1.2	0.8	0.9
Liverpool	28.13	32.34	15.7	13.4	9.2	29.48	33.01	17.1	14.1	10.1	1.35	0.67	1.4	0.7	0.9
Manchester	31.21	34.95	17.7	11.5	9.1	31.45	34.75	19.3	12	10.1	0.24	-0.2	1.6	0.5	1
Newcastle	28.12	31.21	13.8	9.8	6.7	29.2	33.18	15.5	10.5	8.5	1.08	1.97	1.7	0.7	1.8
Nottingham	27.9	32.62	16.4	11.9	9.5	29.17	32.28	16.6	11.3	10.1	1.27	-0.34	0.2	-0.6	0.6
Sheffield	30.8	33.99	20	16.6	13.1	30.69	33.59	21.2	17.3	12.7	-0.11	-0.4	1.2	0.7	-0.4
North West	30.55	34.45	19	13	10.8	31.31	34.78	19.5	13.2	10.9	0.76	0.33	0.5	0.2	0.1
SN	27.95	31.58	12.85	9.31	6.72	28.7	31.93	14.17	10.36	7.93	0.75	0.35	1.32	1.05	1.21
England	31.79	34.97	21.1	17	13.2	32.39	35.12	22.4	17	13.4	0.6	0.15	1.3	0	0.2
LA ranking	39	33	66	82	71	49	45	57	86	72					

(Source: LAIT from DfE Feb 2018)

\*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 2017

- In 2017 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 2017. The APS in Manchester at 31.45 compares favourably with statistical neighbours at 28.7. 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 2016 outcomes in Manchester were 39<sup>th</sup> and in 2017 there has been small fall to 45<sup>th</sup> out of 152 LAs is recorded.
- In 2017 the APS for 3 best A levels outcomes places Manchester 1/8 in relation to Core Cities outcomes and in line with the NW average and in line with England APS.
- In 2017 the percentage of learners gaining at least AAB as A level outcomes has improved and places Manchester 2/8 in comparison with Core Cities, in line with the NW average and below England outcomes. In 2016 the percentage of learners achieving this measure is 19.3% which compares favourably with statistical neighbour outcomes of 14.17%. In 2016 outcomes ranked Manchester 66<sup>th</sup> and in 2017 57<sup>th</sup> out of 152 LAs.
- In 2017 the percentage of learners gaining AAB with 2 subjects being facilitating subjects places Manchester 5/8 when compared with Core Cities and below the NW average and England outcomes. In 2016 12.0 % of learners achieved grades AAB or better for A levels where 2 are facilitating subjects which compares favourably with statistical neighbours outcomes at 10.36%. Manchester ranked 82<sup>nd</sup> in 2016 and in 2017 86<sup>th</sup> out of 152 LAs for this indicator.
- In 2017 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 2017 10.1 % of learners achieved this measure which compares favourably with statistical neighbour outcomes at 7.93%. In 2016 outcomes ranked Manchester post 16 learners 71<sup>st</sup> for this outcome and in 2017 72<sup>nd</sup> out of 152 LAs.

### 8.3 Table summarising national rankings relating to A level Attainment in 2017 (Source: LAIT from DfE Feb 2018)

Indicator	Manchester ranking of all LAs	
	2016	2017
APS per entry best 3 A levels	33	45
APS per entry A level cohort	39	49
% of learners with 3+ A grades/double awards	71	72
% of learners achieving grades AAB or better (+2 Fac subj)	66 (82)	57 (86)



**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 perform.m	Prog English	Prog Maths	*Applied general quals	**Tech level perform.m	Prog English	Prog Maths	*Applied general quals	**Tech level perform.m	Prog English	Prog Maths
	2016	2016	2016	2016	2017	2017	2017	2017	2016-17 Diff			
Birmingham	35.71	32.75	-0.14	-0.23	35.59	34.32	0.02	0	-0.12	1.57	0.16	0.23
Bristol	33.35	26.8	-0.26	-0.22	33.8	28.15	-0.32	-0.26	0.45	1.35	-0.06	0.04
Leeds	34.74	29.77	-0.3	-0.33	35.78	31.88	-0.16	-0.2	1.04	2.11	0.14	0.13
Liverpool	33.59	28.01	-0.07	-0.25	35.94	30.62	-0.01	-0.05	2.35	2.61	0.06	0.2
Manchester	32.65	30.66	-0.16	0	34.27	32.69	-0.11	0.05	1.62	2.03	0.05	0.05
Newcastle	33.31	28.33	-0.22	-0.23	35.1	29.52	-0.14	-0.21	1.79	1.19	0.08	0.02
Nottingham	34.67	28.12	-0.22	-0.25	32.88	30.44	-0.3	-0.19	-1.79	2.32	-0.08	0.06
Sheffield	31.63	29.25	-0.26	-0.31	33.45	30.65	-0.17	-0.1	1.82	1.4	0.09	0.21
North West	36.12	32.59			36.79	33.66			0.67	1.07		
SN	34.6	30.1			35.92	31.76			1.32	1.66		
England	34.69	30.77	-0.1	-0.13	35.72	32.26	-0.02	0	1.03	1.49	0.08	0.13
LA ranking		78			109	61	91	32		-17		

(Source: DfE School and College performance tables Feb 2018)

\*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 5/8 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 in line with England and above statistical neighbour outcomes.
- 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 continue to challenge and support schools and colleges where progress is an issue
- To work with schools and colleges to ensure a robust school/college led QA system is in place across this sector to ensure effective practices can be identified and shared.
- To work with schools and colleges to ensure that there is a strong post 16 offer available for all learners. This includes implementation of new A levels, initial considerations of the proposed new T level qualifications and providing sufficient, high quality places for the increasing cohort size currently working its way through the school system.

## **9. Analysis of Attainment 2017 by Ethnicity**

### **9.1 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.

During the 2016/17 academic year schools were asked, for the first time, to provide additional information on the nationality, country of birth and English language proficiency of pupils. Proficiency in English is collected for all children at key stage 1 and above, who have been recorded on the census with English as an additional language (EAL). Schools are required to assess their EAL pupils

against a five-point scale of reading, writing and spoken language proficiency and make a 'best fit' judgement as to the overall proficiency stage to which the pupil most closely corresponds.

In January 2017, there were 1.5 million pupils (18.0 per cent of the school population) recorded on the national school census at key stage 1 and above with English as an additional language (EAL). Of these, 5.3 per cent of the EAL population had been assessed with an English proficiency level of 'new to English' and 33.4 per cent had been assessed as 'fluent'. In Manchester, there is a higher percentage of pupils with EAL, 38.4%. The percentage of Manchester pupils assessed as 'new to English' or 'early acquisition' was 6.37%. The percentage of Manchester assessed as 'fluent' was 5.29%. It should be noted than on average it takes between 5 and 7 years for a pupil to progress from 'new to English' to 'fluent'.

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 numbers on roll by ethnicity are detailed in the table below. The data is taken from the schools' annual census January 2017. The end column is the comparative figure from the schools' annual census January 2016.

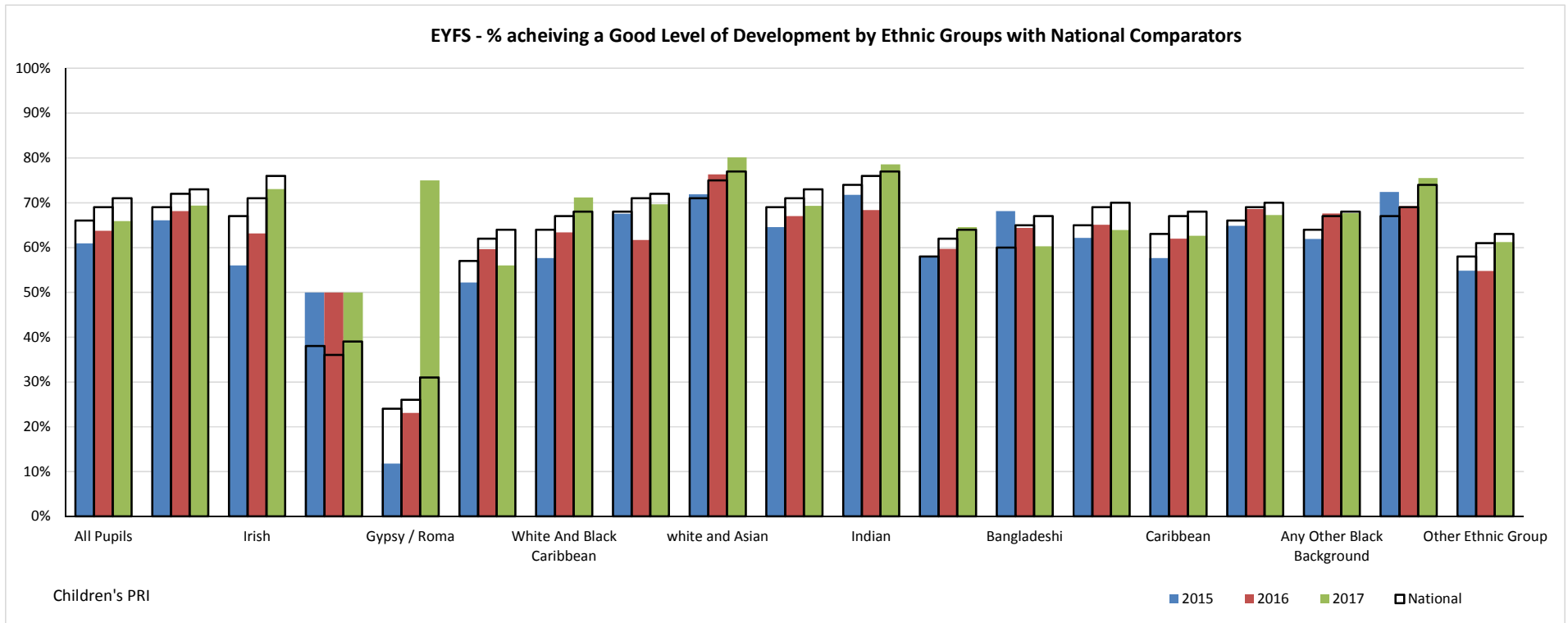
It should be noted that there is under-ascription of some communities and the number where the information was refused or not collected is higher than that of some of the groups. Caution is needed when interpreting the data, especially of smaller groups, some of which comprise less than 10 pupils, which may not be statistically significant. 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.

Numbers on Roll by Ethnicity 2016/17										NOR Total 2015/16
Broad Category	Ethnic Group	Nursery	Primary	Secondary	All Through	Sixth Form	Special	PRU	Total	
White	British	82	20145	9768	186	98	562	240	31081	31025
	European	10	2266	761	82	0	25	2	3146	2928
	Irish	2	220	114	4	0	10	1	351	304
	Traveller Of Irish Heritage	0	56	22	0	0	3	1	82	114
	Gypsy/Roma	0	152	61	13	0	6	6	238	264
	Other White	0	426	357	20	3	11	8	825	791
Black or Black British	Caribbean	4	870	603	47	5	41	13	1583	1562
	Nigerian	4	1833	596	24	0	24	2	2483	2290
	Somali	14	1529	783	144	0	35	0	2505	2477
	Other Black African	24	2874	1291	82	31	77	20	4399	4050
	Any Other Black Background	4	2096	905	15	5	35	13	3073	2812
Chinese	Chinese	4	695	195	17	4	7	0	922	886
Mixed/ Dual Background	White And Asian	3	792	276	54	2	15	2	1144	1054
	White And Black African	4	813	300	21	7	18	2	1165	1089
	White And Black Caribbean	8	1410	664	50	5	40	31	2208	2129
	Any Other Mixed Background	13	1677	741	111	15	44	12	2613	2367
Asian or Asian British	Bangladeshi	0	1260	737	39	5	29	1	2071	1937
	Indian	1	1063	321	114	4	20	2	1525	1491
	Mirpuri Pakistani	4	585	141	108	1	16	0	855	818
	Other Pakistani	4	7479	3257	1439	47	175	14	12415	11627
	African Asian	1	190	36	17	7	3	1	255	245
	Other Asian	9	1052	439	80	5	30	2	1617	1459
Any Other Ethnic Group	Afghanistani	1	510	107	48	0	2	0	668	624
	Arab	21	2363	646	212	1	29	1	3273	3067
	Iranian	0	145	44	24	0	4	0	217	205
	Vietnamese	1	83	38	1	0	2	0	125	131
	Other Ethnic Group	2	947	414	79	13	18	3	1476	1360
No Data	Information Not Obtained	4	157	281	5	45	9	38	539	428
	Refused	0	224	186	6	0	29	0	445	468
	Unknown	0	81	7	0	0	2	0	90	676
	Total	224	53993	24091	3042	303	1321	415	83389	80678
	Non-White British	61.6%	61.8%	57.5%	93.5%	52.8%	54.4%	33.0%	61.4%	59.6%
	Non White	56.3%	56.1%	52.0%	89.6%	51.8%	50.3%	28.7%	55.9%	54.1%

**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.**

**9.2 Early Years Foundation Stage:**

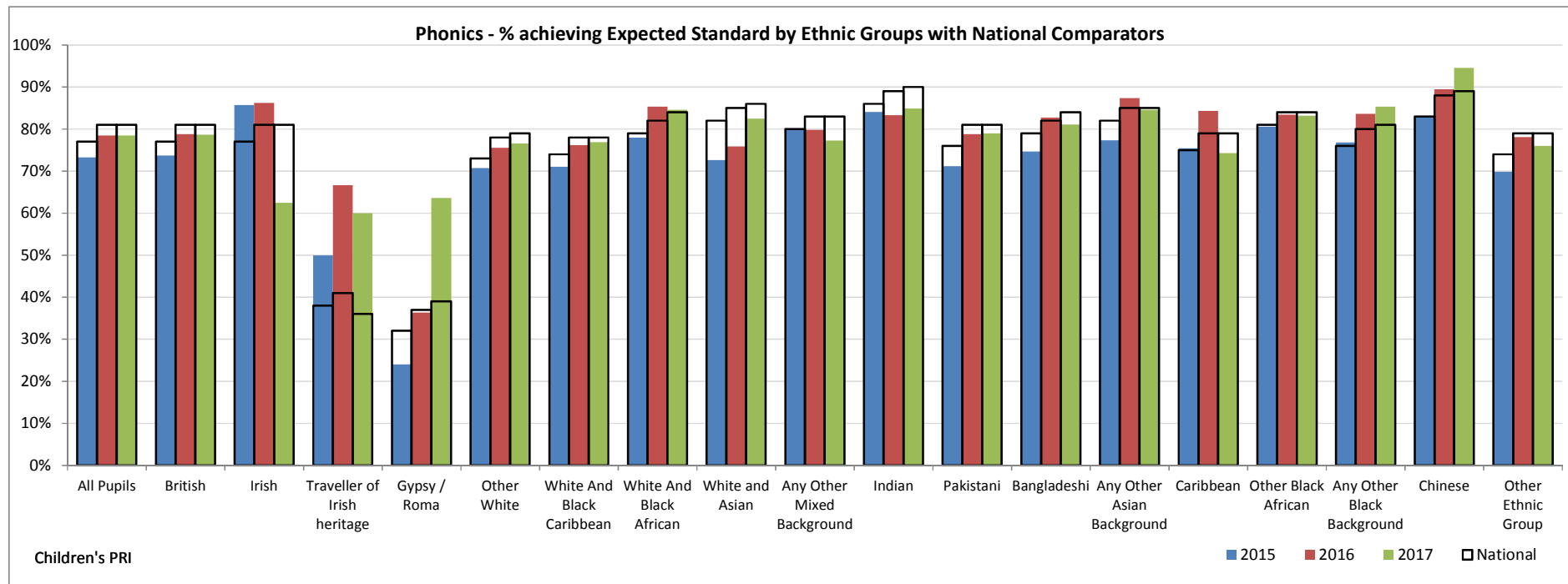


- The ethnic groups with the highest percentage of pupils achieving a good level of development (GLD) in Manchester are White/Asian with 80.2%, Indian with 78.6% and Chinese with 75.5%. These are also the best performing ethnic groups nationally.
- The Gypsy Roma group were the next highest performing in Manchester, with 75% achieving GLD. This was an improvement of 51.9% from 2016 when they had been the lowest performing group and is well above the national figure for

this group of 34%. However, this was an extremely small cohort of 4 children and may reflect low ascription and low take up of EY provision amongst this group.

- The Manchester Traveller of Irish Heritage group also performed above the national group, 50% achieved GLD compared to 36% nationally. However again, this was a small cohort of only 10 children.
- The Pakistani group is the largest ethnic group after White British in Manchester and performed slightly above the national group with 64.6% of children achieving GLD. This was an increase of 5.1% from 2016 and an improvement from 2016 when they were below the national group,
- All other groups performed below their national groups and below the national level of 71%.
- The Manchester White British Group performed 4% above the Manchester average of 65.9%, but remains 3.6% behind the national group.

### 9.3 Phonics:



- The ethnic group with the highest percentage of pupils meeting the required standard at phonics is Chinese, for the second year running, with 94.6%. This is an increase of 4.9% from 2016
- The next best performing groups are Any Other Black Background, Indian, White and Black African, White and Asian, Pakistani, Bangladeshi and British, all of which performed above the Manchester average of 78.5%. Of these, all apart from the British group, performed above the national average of 81.0%.
- Nationally, the best performing groups at phonics are Indian with 90%, followed by Chinese, 89%. There was no change in the top performing ethnic groups nationally between 2015 and 2017
- The ethnic group with the lowest percentage of pupils meeting the required standard in phonics in Manchester is Traveller of Irish Heritage with 60.0%. The next lowest performing groups in Manchester are Irish with 62.5% (which have declined by

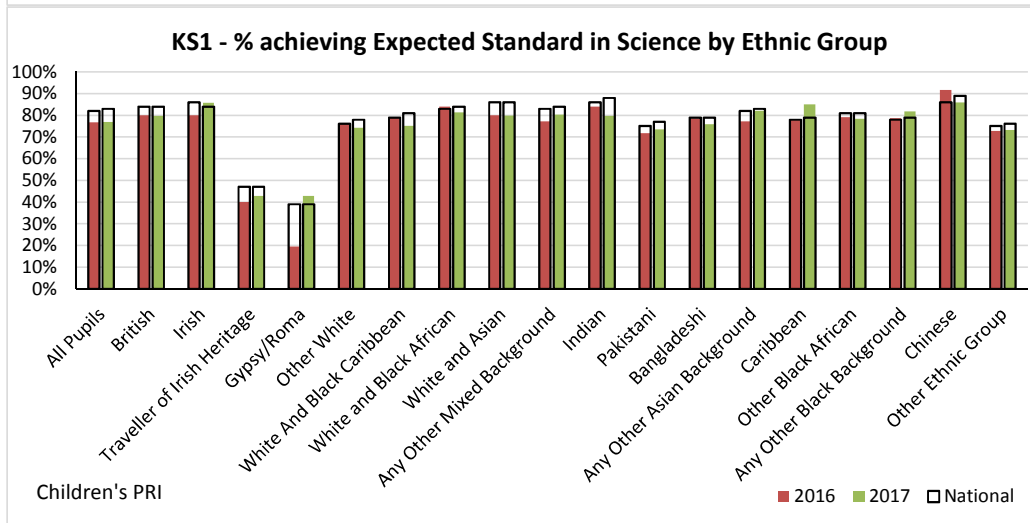
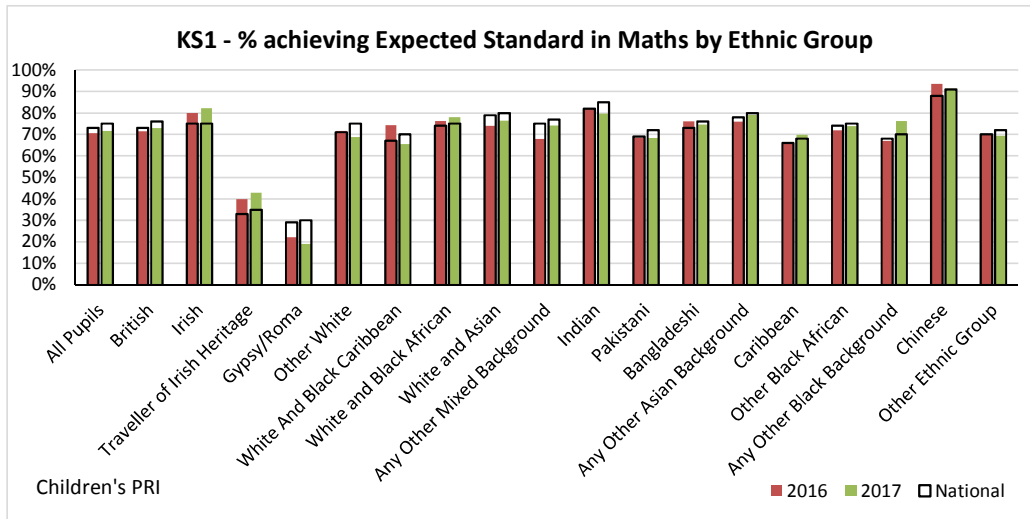
23.7%) and Gypsy/Roma with 63.0%. The Traveller of Irish Heritage and Gypsy/Roma groups both performed above the national groups, but cohort numbers were low.

- Nationally, the lowest performing group is Traveller of Irish Heritage, 36%, followed by Gypsy/Roma, 39%.
- The groups that have improved by more than 10% in Manchester from 2015 are Gypsy/Roma, 39.4%, Traveller of Irish Heritage, 10% and the Chinese, 11.8%.



9.4 Key Stage 1:





### 9.4.1 Key Stage 1 Reading

- The ethnic group with the highest percentage of pupils achieving the expected standard at KS1 in Reading is Irish with 82.1%. The next highest ethnic groups are Caribbean with 81.1%, Chinese with 80.6% and Any Other Black with 80.2%
- Nationally, the ethnic group with the highest percentage of pupils achieving the expected standard in Reading is Indian, Chinese and Any Other Black Background, all with 84%.
- The ethnic groups which achieved above the national average of 76.0% were Irish, 82.1%, Caribbean, 81.1%, Chinese, 80.6%, Any Other Black, 80.2% and White/Black African 76.4%.
- In addition to the above, the ethnic groups which achieved above the Manchester average of 71.0% were British, 73.0%, White and Asian, 74.8%, Indian, 74.2%, Bangladeshi, 73.3% and Any Other Mixed, 72.7%.
- The majority of groups improved on their 2016 performance, with the Caribbean group making the most progress from 69.7% in 2016 to 81.1% in 2017. However some groups had a small decline, including Other White, Indian, White and Black Caribbean, Bangladeshi, White and Black African and Any Other Mixed,
- The ethnic groups that have the lowest percentage of pupils achieving the expected standard in Reading in Manchester are Gypsy/Roma with 28.6% and Traveller of Irish Heritage with 42.9%.
- This mirrors the lowest performing ethnic groups nationally - Gypsy/Roma, 28% and Traveller of Irish Heritage, 34%.

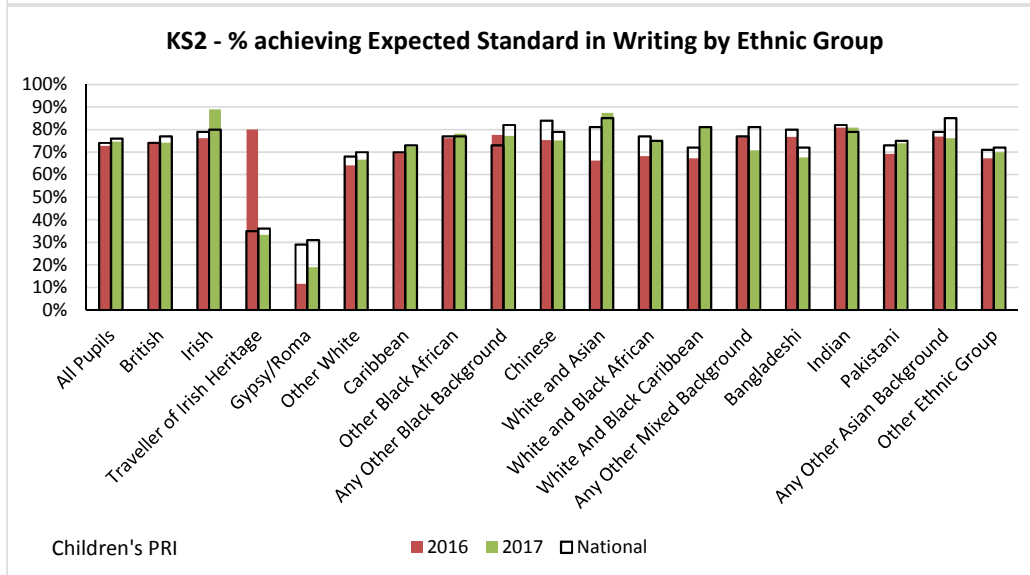
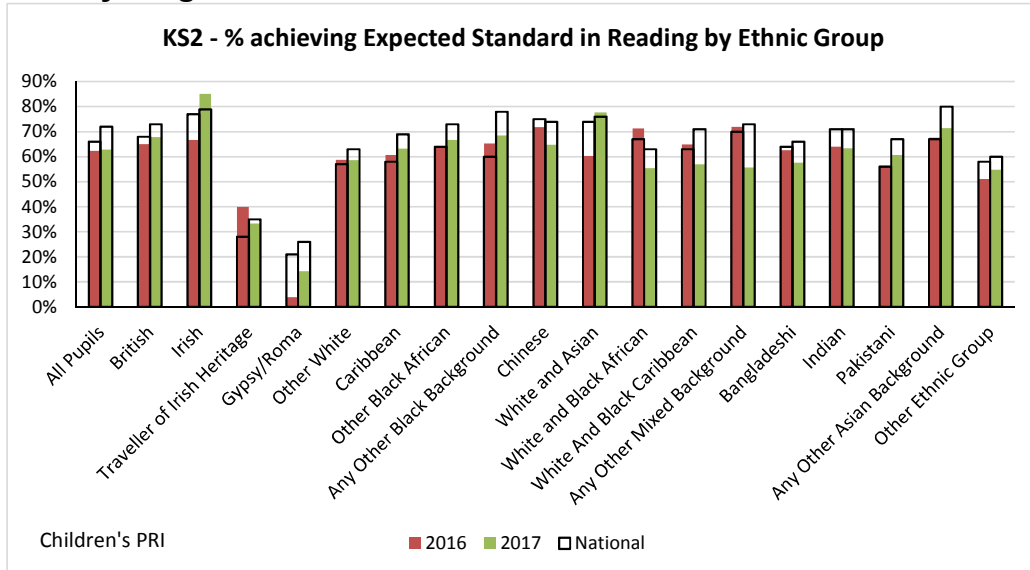
### 9.4.2 Key Stage 1 Writing

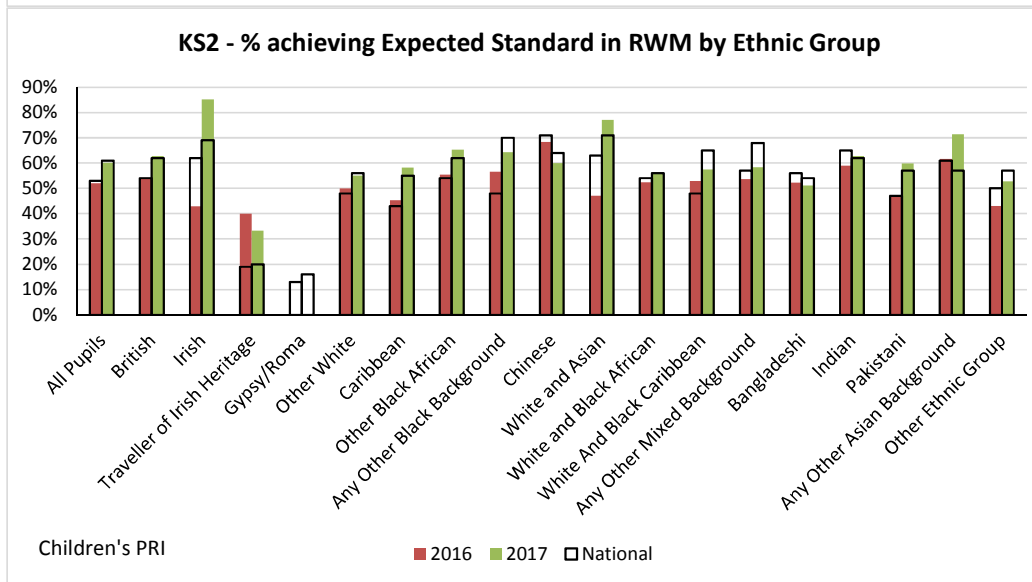
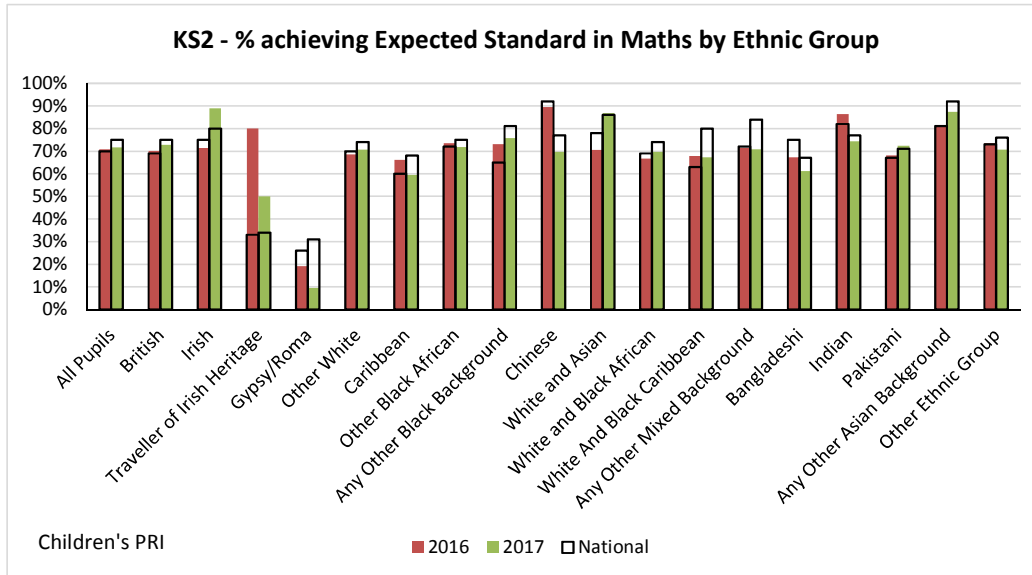
- The ethnic group with the highest percentage of pupils achieving the expected standard at KS1 in Writing in Manchester is Chinese with 77.4%. The next highest ethnic groups are Caribbean, 74.5% and White & Black African, 72%.
- In addition to the above, the following groups achieved above both the national average of 68.0% and the Manchester average of 65.1% - Any Other Black, 73.3%, Irish, 71.4%, Any Other Asian, 71.9%, Any Other Black, 69.2%, White and Asian, 69.7% and Indian, 68.0%.
- The British Group performed above the Manchester average at 66.5%, but below the national average.
- Nationally, the ethnic group with the highest percentage of pupils achieving the expected standard in Writing is Chinese with 82%, followed by Indian with 80%.
- Nationally the lowest performing groups were Gypsy Roma with 22.0% and Traveller of Irish Heritage with 26.0%.
- The ethnic group that has the lowest percentage of pupils achieving the expected standard in Writing in Manchester is Gypsy/Roma with 23.8%. The next lowest performing group in Manchester is Traveller of Irish Heritage, 42.9%

### 9.4.3 Key Stage 1 Maths

- The ethnic group with the highest percentage of pupils achieving the expected standard at KS1 in Maths is Chinese with 91.4%. The next highest ethnic group is Irish, with 82.1%.
- Nationally, the ethnic group with the highest percentage of pupils achieving the expected standard in Maths is Chinese with 91.4%, followed by Indian, 85%, and White & Asian and Any Other Asian, both with 80%.
- In addition to Irish and Chinese, the Manchester groups performing above the national average of 75.0% were Indian, 79.7%, Any Other Asian, 79%, White and Black African, 78% and White and Asian, 76.5%
- The ethnic group that has the lowest percentage of pupils achieving the expected standard in Maths in Manchester is Gypsy/Roma with 19%. The next lowest performing group in Manchester is Traveller of Irish Heritage, 42%.
- In addition to the above, groups performing below the Manchester average of 71.6% were White and Black Caribbean, 65%, Pakistani, 68.3%, Other White, 68.8, Caribbean, 69.8% and Other Ethnic Group, 69.4%.
- Nationally, the lowest performing ethnic groups are Gypsy/Roma, 30% and Traveller of Irish Heritage, 35%.

**9.5 Key Stage 2:**





### 9.5.1 Key Stage 2

- The Manchester ethnic groups with the highest percentage of pupils achieving the expected standard at KS2 in combined Reading, Writing and Maths are Irish, 85.2%, followed by White and Asian with 77.1%, Other Asian background, 71.4% and Indian, 58.9%.
- A number of groups performed above the national average of 61.0% - Irish, 85.2%, White and Asian, 77.1%, Any Other Asian, 71.4%, Other Black African, 65.4%, Any Other Black Background, 65.4%, British, 62.9% and Indian, 62.8%.
- The national groups who performed best are White and Asian and Any Other Black background, 70.0%.
- 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% and Traveller of Irish Heritage, 33.3%, which reflects the national performance of these groups.

### 9.5.2 Key Stage 2 Reading

- The ethnic groups with highest percentage of pupils achieving the expected standard in Reading at KS2 in Manchester are Irish, 85.2%, White and Asian, 77.8% and Any Other Asian, 71.4%.
- Nationally the highest performing groups are Irish, 79% and Any Other Black Background, 78%.
- The ethnic group with the lowest percentage of pupils achieving the expected standard in Reading is Gypsy/Roma, with 14.3% in Manchester, and 26% nationally. However, this is an increase on performance for this group in 2016.

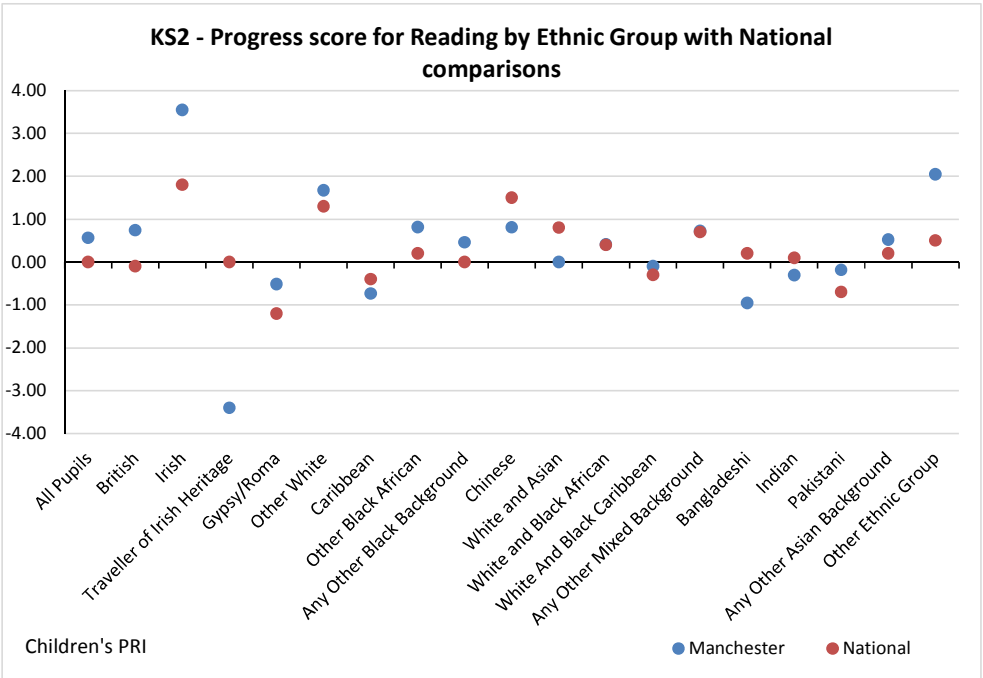
### 9.5.3 Key Stage 2 Writing

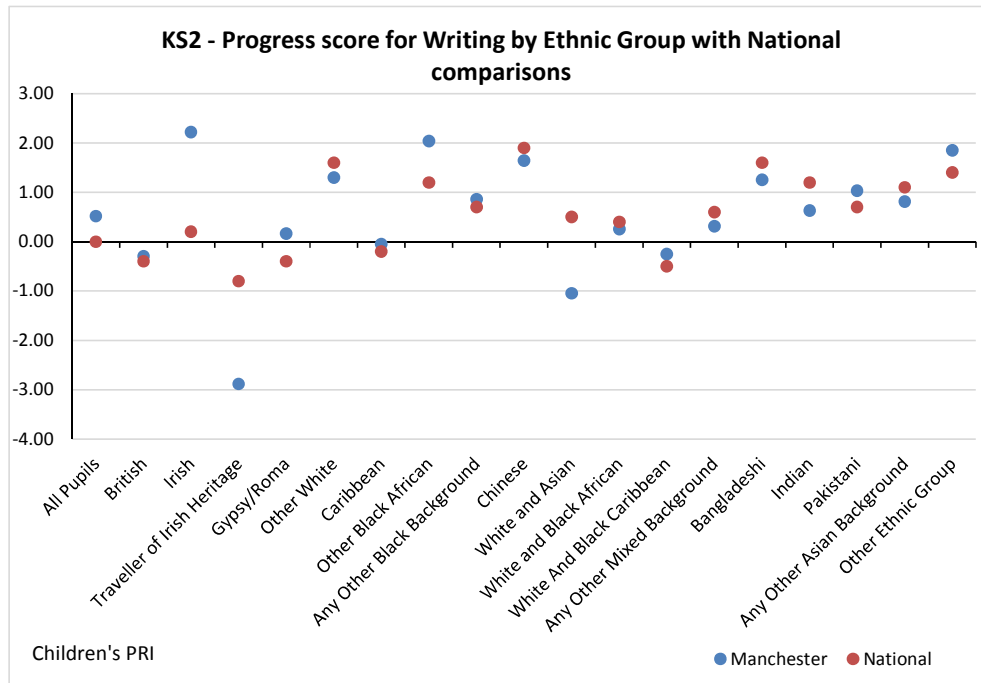
- The ethnic group with highest percentage of pupils achieving the expected standard in Writing at KS2 in Manchester was Irish, 88.9%. This group achieved above the national average of 76.0%, together with White and Asian, 87.5%, White and Black Caribbean, 80.8%, Indian, 80.8%, Any Other Black, 77.1% and Any Other Asian, 76.2%.
- The British, Other Black African, Chinese and White and Black African groups all performed above the Manchester average of 74.6%.
- The Irish, Indian and White and Asian groups all performed above their national groups,
- The ethnic groups with the lowest percentage of pupils achieving the expected standard in Writing were Gypsy/Roma, 19.0% and Traveller of Irish Heritage, 33.3%, reflecting the national figures.

#### **9.5.4 Key Stage 2 Maths**

- The ethnic groups with highest percentage of pupils achieving the expected standard in Maths in Manchester are Irish, 88.9% and Any Other Asian Background, 71.4%
- The ethnic group with the lowest percentage of pupils achieving the expected standard in Maths is Gypsy/Roma, with 9.5% in Manchester which is 21.0% lower than their national group.







## 9.6 Key Stage 2 Progress Scores by Ethnic Groups

### 9.6.1 Key Stage 2 Progress Reading:

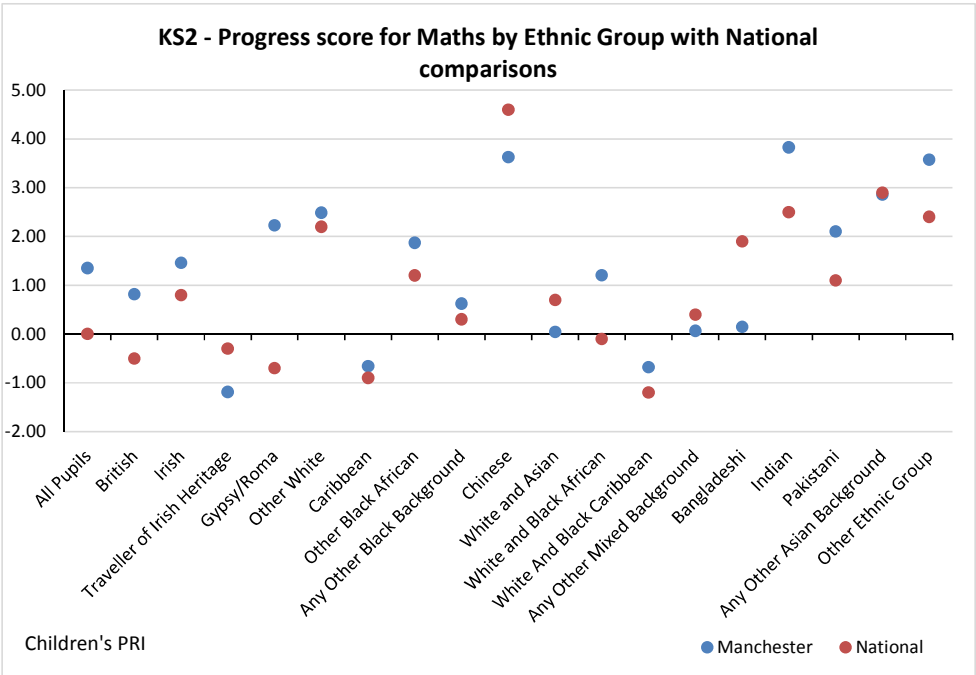
- In terms of progress, all ethnic groups in Manchester have a positive progress score in Reading except Traveller of Irish Heritage, Gypsy/Roma, Caribbean, White & Black Caribbean, Bangladeshi, Indian and Pakistani. The group with the highest progress score is Irish with 3.54%.
- Nationally, the groups with a negative progress score in Reading are White British, Gypsy/Roma, Caribbean, White & Black Caribbean and Pakistani. The group with the highest progress score in Reading nationally is Irish with 1.8%.

### **9.6.2 Key Stage 2 Progress Writing**

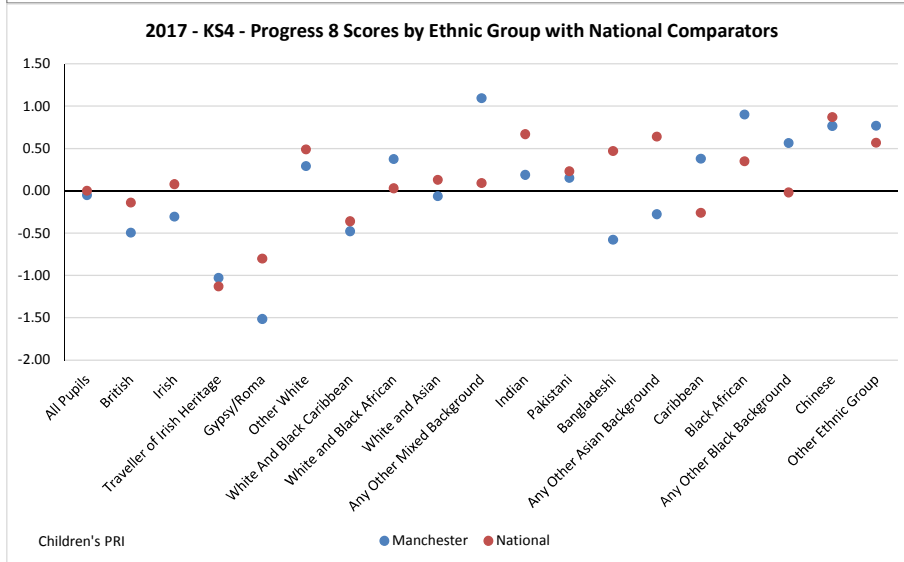
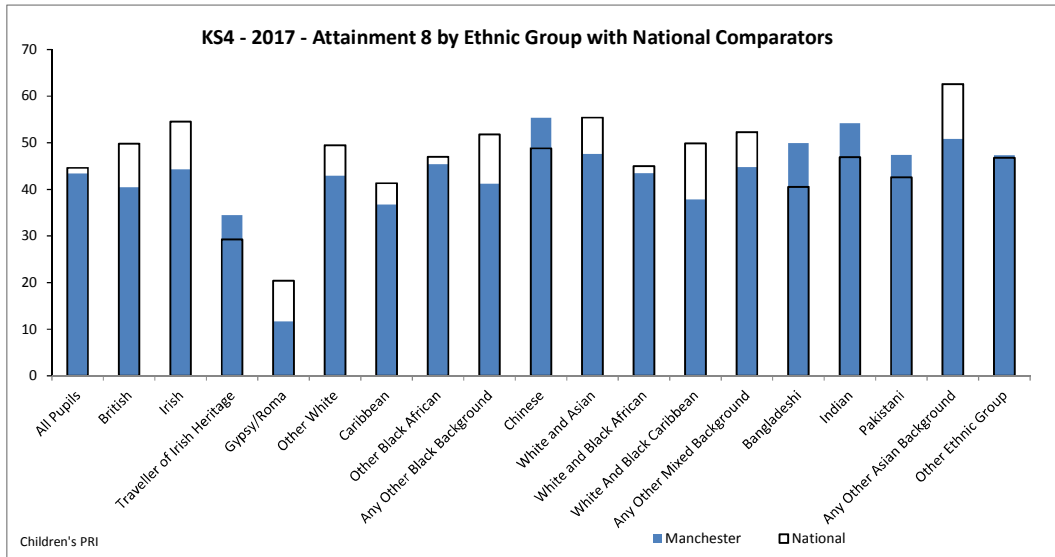
- In terms of progress, all ethnic groups in Manchester have a positive progress score in Writing except British, Traveller of Irish Heritage, Gypsy/Roma, White & Asian and White and Black Caribbean. The group with the highest progress score is Irish with 2.22.
- Nationally, the groups with a negative 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 Writing nationally is Chinese with 1.9.

### **9.6.3 Key Stage 2 Progress Maths**

- In terms of progress, all ethnic groups in Manchester have a positive progress score in Maths except Traveller of Irish Heritage White and Black Caribbean and Caribbean. The group with the highest progress score is Chinese with 3.63.
- 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 groups with the highest progress score in Maths nationally is Chinese with 4.60.

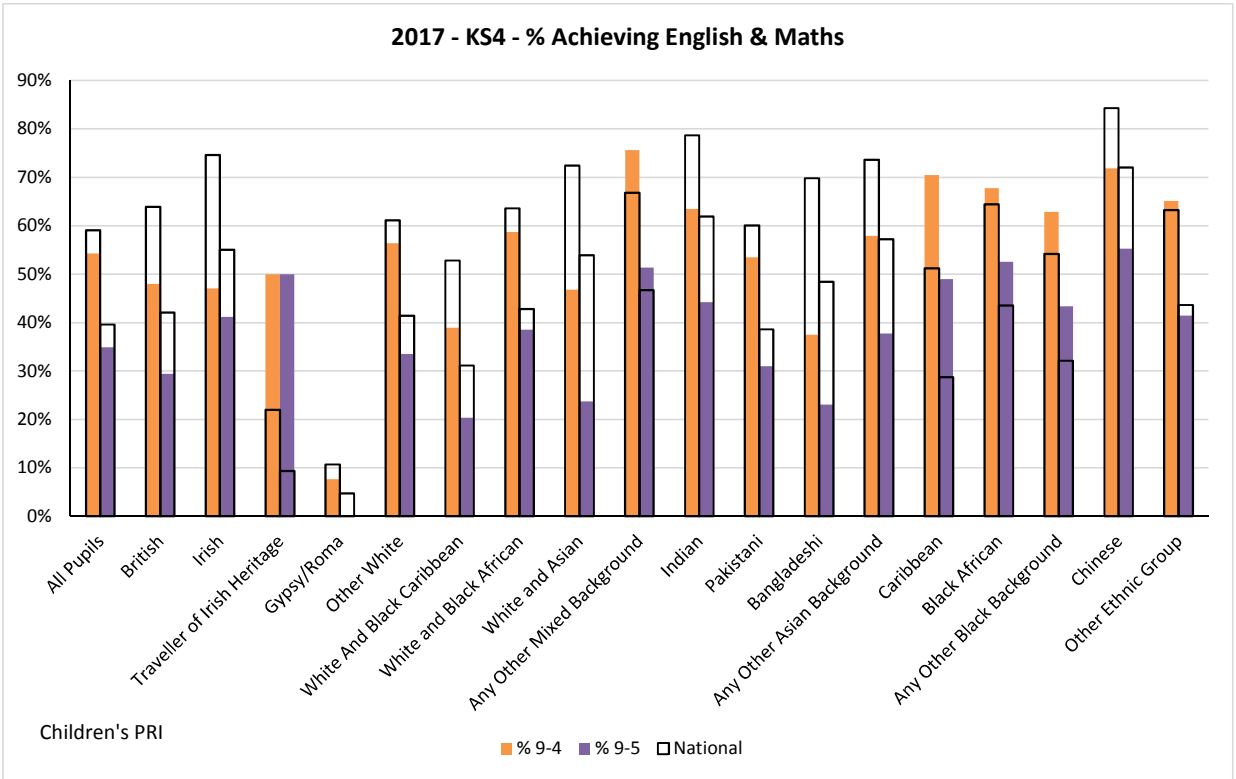


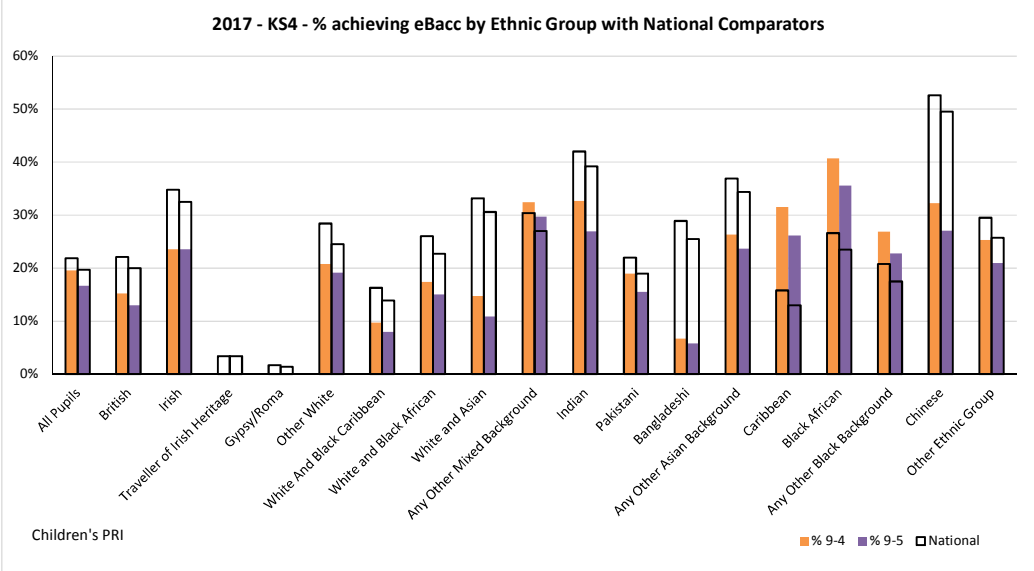
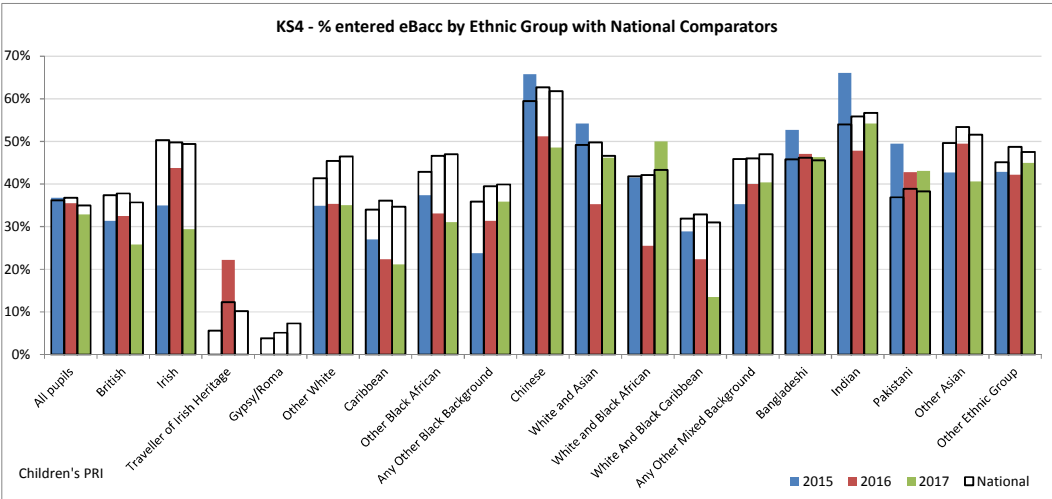
9.7 Key Stage 4:



### 9.7.1 Key Stage 4:

- The ethnic group with the highest Attainment 8 score in Manchester is the Chinese pupils with Indian, Bangladeshi, and Any Other Asian background, the next best performing group in Manchester. This pattern nationally does not follow the Manchester pattern with Any other Asian background pupils being the highest attaining.
- The ethnic group with the lowest Attainment 8 score in Manchester is the Gypsy/Roma. The groups with the second and third lowest Attainment 8 score are Traveller of Irish Heritage and Caribbean.
- Nationally, the Bangladeshi ethnic group falls into the lowest three performing groups, along with Traveller of Irish Heritage, and Gypsy/Roma.
- The ethnic groups in Manchester to have a positive progress 8 scores are Other White, White and Black African, Any other mixed background, Chinese, Indian, Pakistani, Caribbean, Black African, Any other Black Background and Any other ethnic group. The ethnic group with the highest Progress 8 score in Manchester is Any other mixed background.
- There are 11 ethnic groups nationally with positive Progress 8 scores and 10 in Manchester. 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 Any other Asian background.
- The Manchester ethnic groups with a better Progress 8 than their national comparators are Traveller of Irish Heritage, White and Black African, Caribbean, Any other Black background, Any other mixed background and Any other Ethnic Group.







### **9.8 Next Steps**

Data will be shared with Headteachers and officers from Education Services who 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.

### **10 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.