



# **Children and Young People Scrutiny Committee**

Date: Wednesday, 24 June 2020

Time: 10.00 am

Venue: [https://manchester.public-i.tv/core/portal/webcast\\_interactive/485325](https://manchester.public-i.tv/core/portal/webcast_interactive/485325)

## **Advice to the Public**

The Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020

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## **Membership of the Children and Young People Scrutiny Committee**

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### **Councillors –**

Sameem Ali, Alijah, Cooley, Hewitson, T Judge, Kilpatrick, Lovecy, McHale, Madeleine Monaghan, Reeves, Reid, Sadler, Stone (Chair) and Wilson

### **Co-opted Members -**

Ms S Barnwell, Ms Z Derraz, Mr L Duffy, Ms J Fleet, Mrs J Miles, and Dr W Omara

## Agenda

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**1. Urgent Business**

To consider any items which the Chair has agreed to have submitted as urgent.

**2. Appeals**

To consider any appeals from the public against refusal to allow inspection of background documents and/or the inclusion of items in the confidential part of the agenda.

**3. Interests**

To allow Members an opportunity to [a] declare any personal, prejudicial or disclosable pecuniary interests they might have in any items which appear on this agenda; and [b] record any items from which they are precluded from voting as a result of Council Tax/Council rent arrears; [c] the existence and nature of party whipping arrangements in respect of any item to be considered at this meeting. Members with a personal interest should declare that at the start of the item under consideration. If Members also have a prejudicial or disclosable pecuniary interest they must withdraw from the meeting during the consideration of the item.

**4. Minutes**

5 - 18

To approve as a correct record the minutes of the meeting held on 4 March 2020.

To receive the minutes of the meeting of the Ofsted Subgroup held on 22 January 2020.

**5. Update on COVID-19 Activity - to follow**

**6. Attainment and Progress 2019**

19 - 162

Report of the Director of Education

This report provides an analysis of the 2019 outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. The report also includes summary of performance according to groups by ethnicity. The final validated results became available in February 2020.

**7. Overview Report**

163 - 170

Report of the Governance and Scrutiny Support Unit

This report provides the Committee with details of key decisions that fall within the Committee's remit and an update on actions resulting from the Committee's recommendations. The report also includes the Committee's work programme, which the Committee is asked to amend as appropriate and agree.

## Information about the Committee

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Scrutiny Committees represent the interests of local people about important issues that affect them. They look at how the decisions, policies and services of the Council and other key public agencies impact on the city and its residents. Scrutiny Committees do not take decisions but can make recommendations to decision-makers about how they are delivering the Our Manchester Strategy, an agreed vision for a better Manchester that is shared by public agencies across the city.

The Children and Young People Scrutiny Committee reviews the services provided by the Council and its partners for young people across the city including education, early years, school standards and valuing young people.

In addition to the elected members the Committee has seven co-opted member positions. These are:

- Representative of the Diocese of Manchester – Vacant
- Representative of the Diocese of Salford – Mrs Julie Miles
- Parent governor representative – Ms Samantha Barnwell
- Parent governor representative – Dr Walid Omara
- Parent governor representative – Ms Zainab Derraz
- Secondary sector teacher representative – Mr Liam Duffy
- Primary sector teacher representative – Ms Joanne Fleet

The co-opted members representing faith schools and parent governors are able to vote when the Committee deals with matters relating to education functions.

The Council wants to consult people as fully as possible before making decisions that affect them. Members of the public do not have a right to speak at meetings but may do so if invited by the Chair. If you have a special interest in an item on the agenda and want to speak, tell the Committee Officer, who will pass on your request to the Chair. Groups of people will usually be asked to nominate a spokesperson. The Council wants its meetings to be as open as possible but occasionally there will be some confidential business. Brief reasons for confidentiality will be shown on the agenda sheet.

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Smoking is not allowed in Council buildings.

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## Further Information

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For help, advice and information about this meeting please contact the Committee Officer:

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This agenda was issued on **Tuesday, 16 June 2020** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA.

## **Children and Young People Scrutiny Committee**

### **Minutes of the meeting held on 4 March 2020**

#### **Present:**

Councillor Stone – in the Chair  
Councillors Sameem Ali, Alijah, Cooley, Hewitson, T Judge, Kilpatrick, Lovecy, McHale, Madeleine Monaghan, Reeves, Reid, Sadler and Wilson

#### **Co-opted Voting Members:**

Ms Z Derraz, Parent Governor Representative  
Ms S Barnwell, Parent Governor Representative  
Mrs J Miles, Diocese of Salford Representative

#### **Co-opted Non Voting Members:**

Mr L Duffy, Secondary Sector Teacher Representative

#### **Also present:**

Councillor Bridges, Executive Member for Children and Schools  
Darren Parsonage, Manchester Health and Care Commissioning (MHCC)  
Katy Calvin-Thomas, Manchester Local Care Organisation (MLCO)  
Nicola Marsden, MLCO  
Karen Fishwick, Manchester University NHS Foundation Trust

#### **Apologies:**

Dr W Omara, Parent Governor Representative  
Ms J Fleet, Primary Sector Teacher Representative

### **CYP/20/14 Minutes**

The Chair expressed his disappointment that the Department for Education (DfE) had agreed to the closure of Newall Green High School, noting that the Committee had opposed this. The Executive Member for Children and Schools reported that there had been a lot of local opposition to this and that the Council had opposed its closure. He informed Members that the Council had worked to develop an alternative proposal to save the school, including offering some additional investment, but had only received a response to its proposal after the decision had been announced. He reported that the Council was working to address the issues resulting from this decision, including finding new school places for affected pupils and looking at the pupils' transport needs. Members requested that an oral update on this be provided at the meeting of the Ofsted Subgroup on 18 March 2020 and that further information be provided at the Committee's meeting on 27 May 2020, to include how current Year 10 pupils, who would remain at the school, would be supported and the role of the academy trust in the lead up to this decision. The Chair requested that officers also keep him updated between these meetings. He advised that all Committee Members were welcome to attend the Ofsted Subgroup meeting on 18 March 2020.

## Decisions

1. To approve as a correct record the minutes of the meeting held on 5 February 2020.
2. To request that the meeting of the Ofsted Subgroup on 18 March 2020 receive an oral update on work to address the issues arising from the decision to close Newall Green High School, including progress in finding new school places for the affected pupils.
3. To request that further information in relation to the decision to close Newall Green High School be provided to the Committee's meeting on 27 May 2020, to additionally include how current Year 10 pupils, who will remain at the school, will be supported and the role of the academy trust in the lead up to this decision.
4. To request that the Chair be kept updated between these meetings.

## **CYP/20/15 Annual Report on Special Educational Needs and/or Disability (SEND)**

The Committee received a report of the Strategic Director of Children and Education Services which set out in detail the legal and strategic context in which services were delivered to children with SEND, a profile/demography of need in Manchester and an outline of the advice, support and services that were available for children and their families. In addition, the report detailed how children and their families were influencing and shaping how agencies and services worked together so that Manchester City Council and its partners continually improved the experiences and outcomes of children with SEND. It reported that investment in modern, energy efficient and high quality education infrastructure would drive reductions in carbon across the estate of schools.

Officers referred to the main points and themes within the report which included:

- Overall population with SEND;
- How parents'/carers' and children's and young people's views impacted on strategic decisions;
- The Local Offer;
- How an integrated transparent pathway allowed parents and young people to access services across education, health and social care;
- How children and young people with SEND had their needs met through excellent education, health and care services, jointly commissioned where appropriate;
- Preparing for Adulthood (PfA);
- Improved outcomes and standards across education and training; and
- The workforce.

Some of the key points and themes that arose from the Committee's discussions were:

- To recognise the good work taking place in this area;
- How parents could be assisted to obtain the right adaptations for their children;
- Transport, including travel training;
- That mainstream schools which had a reputation for providing high quality support to pupils with SEND attracted more pupils with SEND and that this could place additional budget pressures on the school, particularly where children did not yet have an Education Health and Care Plan (EHCP);
- The importance of early identification of SEND;
- That some children with SEND benefited from being in a special school which had high aspirations for them but that for most children, including those with moderate learning difficulties, being in an inclusive, mainstream school was the best option; and
- Support for young people once they left school, including support for a transition to adult social care and health services.

The SEND Lead informed Members about work taking place to streamline the assessment and provision of equipment for children with mobility needs, for use both at school and in the home, and advised that officers would be able to provide further information at a future meeting as this work progressed.

The SEND Lead informed Members that approximately 35 pupils per year received travel training through a contract with the Travel Training Partnership which gave them the skills to travel to school independently and also to travel for leisure activities, which the young people found valuable. She reported that some short break providers were also being asked to help young people to develop the skills to travel independently and that schools would be offered training on how to deliver travel training to pupils with SEND, to enable more pupils to benefit from this. The Director of Education informed Members that officers were in discussions with Transport for Greater Manchester (TfGM) about improving transport for young people with SEND, including the issuing of concessionary passes, and that a meeting was being arranged between young people from the Changemakers group and TfGM so that the young people could raise their issues directly.

The Head of Schools Quality Assurance and Strategic SEND informed the Committee that, if a school was facing financial challenges due to a high proportion of pupils with SEND, there was a mechanism for reviewing its funding, although she advised that there had only been one school so far where it had been considered appropriate to make adjustments to the budget.

The Head of Schools Quality Assurance and Strategic SEND informed Members that information on work to identify children with SEND at the earliest stage was covered in the Early Years report which had also been submitted to the Committee. She reported that a key element of the new Inclusion Strategy was the identification of any SEND, particularly Social Emotional and Mental Health (SEMH) needs. Darren Parsonage from MHCC reported that girls tended to be better at hiding their needs, which might delay an autism diagnosis, but that the social communication pilot in south Manchester was identifying girls' needs earlier which would ensure they got the right support as soon as possible.

The Executive Member for Children and Schools highlighted the budget pressures which schools and councils were facing on a national level. He reported that the budget proposals due to be considered at the Budget Council meeting on 6 March 2020 included additional resources for the Statutory Assessment Team which dealt with EHCPs and that an additional £20 million had already been agreed to fund more special school places. The Chair advised Members that, although funding for the High Needs Block of the Dedicated Schools Grant had been increased this year, this followed several years of under-funding, and that Members should continue to campaign for more funding.

A Member who was also a Parent Champion and a member of Manchester Parent Carer Forum outlined how parents of children with SEND were supporting each other and arranging activities where these were not already available in the local area. She advised the Committee that work was still ongoing and there was still room for improvement but that, as long as these issues were being discussed and parents were being included in these conversations, further progress could be made. The SEND Lead read out some comments from Jordan Navarro from Manchester Parent Carer Forum which recognised the multi-agency work taking place and the progress made so far to improve outcomes for children and young people with SEND. In his comments, he advised that there was a lot more work to be done but that he was confident that further progress would be made, working in collaboration with parents and carers.

The SEND Lead reported that the local authority and health services now had responsibility for supporting young people with SEND up to the age of 25. She informed Members that significant work was taking place with partners, including adult social services, health services and education, to improve the transition for young people who would require support into adulthood and ensure that they were able to have a good life as adults.

### **Decisions**

1. To encourage Members to lobby the government for more funding for pupils with SEND.
2. To note that Ofsted inspection reports for special schools are being monitored through the Ofsted Subgroup.

[Samantha Barnwell declared a personal interest as a Parent Champion and a member of the steering group for the Manchester Parent Carer Forum.]

[Councillor Wilson declared a personal interest as a governor at Broad Oak Primary School.]

[Councillor Stone declared a personal interest as a governor at Manchester Secondary Pupil Referral Unit.]

### **CYP/20/16 Improving Children's Outcomes Through Collaboration and Working in Partnership in a Locality**

The Committee received a presentation of Children's Services and Manchester Local Care Organisation (MLCO) which provided an update on the development of the



Children's Services Locality Model and partnership working with the MLCO.

The main points and themes within the presentation included:

- Update on the Children's Services locality programme;
- Partnership working with MLCO;
- The Smoke Free Family pilot;
- Foetal Alcohol Spectrum Disorder and the opportunity for a future partnership pilot in relation to this; and
- Next steps.

Some of the key points and themes that arose from the Committee's discussions were:

- To welcome the presentation and the work taking place;
- Venues within the community which could be used to engage with people, including the role of Sure Start Centres and the benefits of the co-location of different services;
- The role that schools and ward co-ordination could play in this work;
- The impact of smoking on health;
- That marijuana and shisha smoking were also issues of concern, not only tobacco smoking;
- That it was important to focus on and review how successful the work was in accessing hard-to-reach groups; and
- Smoking outside of hospitals, including hospitals providing facilities for smokers.

The Strategic Head of Early Help thanked Members for their comments, stating that they would be taken into account. The Strategic Director of Children and Education Services described the three phase approach to this work, starting with work within the Council on Early Years and Early Help, then collaboration and partnerships and finally looking at leadership, governance and accountability arrangements, which he suggested the Committee might want to consider at a future meeting. He also suggested that the appropriate scrutiny committee might want to look at the licensing issues relating to shisha smoking.

Katy Calvin-Thomas from the MLCO informed the Committee that Manchester University NHS Foundation Trust was working hard to prevent smoking on its sites and to encourage and support people to stop smoking. She offered to provide further information on how the Manchester University NHS Foundation Trust was dealing with smoking around its hospital sites, to which the Chair agreed. The Executive Member for Children and Schools advised Members that he would circulate a briefing note on work that was already taking place to address smoking in pregnancy.

Katy Calvin-Thomas reported that many adult health services were co-located with social care, mental health services and the Voluntary and Community Sector and that, as many parents were users of these services, they were looking into how this could be joined up with the work relating to children and families.

## Decisions

1. To request further information on how the Manchester University NHS Foundation Trust is dealing with smoking around its hospital sites and to note that the Executive Member for Children and Schools will circulate a briefing note on work that is already taking place to address smoking in pregnancy.
2. To request an update in 12 months' time on both the Smoke Free Family pilot project and how the wider work is being expanded.
3. To encourage Members to discuss these issues through their Ward Co-ordination meetings.

## CYP/20/17 Early Years Service

The Committee received a report of the Strategic Director of Children and Education Services which provided an update on the strategic and operational priorities in relation to Early Years.

Officers referred to the main points and themes within the report which included:

- LGA Early Years Peer Review;
- Overview of Early Years Quality Assurance arrangements;
- Early Outcomes Fund;
- Performance and outcomes for the Healthy Child Programme and the Early Years Delivery Model (EYDM);
- Ages and Stages (ASQ3) Results;
- Communication and Language Pathway;
- Parenting Pathway;
- Planned evaluation of the EYDM;
- Summary of key Early Years outcomes; and
- Forward plan and priorities.

Some of the key points and themes that arose from the Committee's discussions were:

- To recognise the positive outcomes from the LGA Early Years Peer Review;
- To encourage Members to attend the meetings of the Ofsted Subgroup, which considered Ofsted inspection reports for early years settings;
- Concern about children who were not receiving adequate support and whose families were not engaging with early years services; and
- That training sessions were currently being delivered on Adverse Childhood Experiences and to encourage other Committee Members to arrange to attend if they had not already done so.

The Strategic Head of Early Help advised Members that the Sure Start Centres provided both universal services and a targeted offer and that they had skilled Outreach Workers working to engage with families who were not accessing services.

She reported that a Greater Manchester project called Data Analytics aimed to identify at an earlier stage which children were not on course to be school ready and outlined the approach which would be taken to improve school readiness, advising that further information could be provided at a future meeting as this work developed.

Nicola Marsden from MLCO drew Members' attention to the improvement in the uptake of the Developmental Assessments over the previous 12 months. She reported that the number of Health Visitor vacancies had reduced from 19 to 8 since September 2019 and that additional nursery nurses and administrative resources had been employed to support this work. She advised Members that take-up of the Developmental Assessments was being improved through providing assessments in the child's home and on Saturdays, improving the quality of their data and publicising the assessments through a range of settings including Sure Start Centres and GPs' surgeries. Karen Fishwick from Manchester University NHS Foundation Trust outlined how her service identified and engaged with families whose children had not had their Developmental Assessments, including through their Missed Appointment Policy, through referrals from other health services and through outreach work.

### **Decision**

To receive an update report in 12 months' time and to note that aspects of this work will also be monitored through other reports on the Committee's work programme.

### **CYP/20/18 Overview Report**

A report of the Governance and Scrutiny Support Unit was submitted. The overview report contained key decisions within the Committee's remit, responses to previous recommendations and the Committee's work programme, which the Committee was asked to approve.

### **Decision**

To note the report and agree the work programme.

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## **Children and Young People Scrutiny Committee – Ofsted Subgroup**

### **Minutes of the meeting held on 22 January 2020**

#### **Present:**

Councillor Lovecy – in the Chair  
Councillors Reid and Stone

#### **Apologies:**

Dr W Omara, Parent Governor Representatives

#### **CYP/OSG/20/01 Minutes**

#### **Decision**

To approve as a correct record the minutes of the meeting held on 13 November 2019.

#### **CYP/OSG/20/02 Feedback on School Visits**

The Chair reported that Members of the Subgroup had recently visited Manchester Communication Academy, Abbott Community Primary School and Ashgate Specialist Support School, which, she advised, were all fantastic schools.

Members discussed the visit to Manchester Communication Academy, highlighting the recording studio, the breakfast club, the activities available, community engagement and the inclusive nature of the school. Members also discussed the challenges of open plan buildings, with the Head of School Quality Assurance and Strategic SEND commenting that most schools built as part of the Building Schools for the Future project had been built as open plan with flexible walls but that most had since made changes to create contained classrooms. In response to a comment from the Chair, she informed Members that the school was currently making some changes to address a budget deficit.

Members discussed the visit to Abbott Community Primary School, highlighting the pro-active headteacher, the breakfast club, which had improved punctuality, the links to the local community and the library. Members also discussed the proposed expansion of the school, the challenges that small schools faced when they expanded rapidly and the importance of the headteacher and the Council having an adequate voice in the process. The Head of School Quality Assurance and Strategic SEND outlined the process for this and how the Council and the school leadership team were involved. She reported that many schools had now expanded so the learning from these experiences would be utilised to better manage future school expansions. She advised the Subgroup that she would pass Members' comments on to the Director of Education and the Head of Access.

Members discussed the visit to Ashgate Specialist Support School. The Chair commented that it was an excellent school and that she had been very impressed by the progress that the children had made by Key Stage 2. She reported that the staff understood the pupils' needs and that the children learnt to manage their own

behaviour. The Subgroup discussed whether some children who were being supported in mainstream education would be better placed in special schools. A Member commented that, wherever possible, children with Special Educational Needs and Disability (SEND) should be placed in mainstream schools with additional support but that there were some children for whom a special school was the best option. The Head of School Quality Assurance and Strategic SEND informed Members about the work to increase the number of special school places in the city, while noting that places were being filled as soon as they became available. A Member commented that, while the funding for the High Needs Block of the Dedicated Schools Grant had now been increased, it had previously been frozen for several years. The Subgroup discussed the co-location of special schools and mainstream schools, noting that in some cases this was working well but in others the schools did not engage with each other.

The Chair informed Members that she had written to the schools to thank them for accommodating the visits.

### **Decision**

To note the oral reports.

### **CYP/OSG/20/03 Support to Schools and Early Years Settings**

The Subgroup considered the information that had been submitted which provided an overview of the support available to schools and early years settings.

Officers gave an overview of the information provided including:

- The Council's offer to schools;
- School Quality Assurance Protocol;
- Early Years Quality Assurance Protocol; and
- The work of the Early Years Quality Assurance Team.

The Chair requested that this information be circulated to all Members of the Children and Young People Scrutiny Committee.

A Member welcomed the support that the Quality Assurance Team provided to Manchester schools, citing an example of a school they had helped. The Head of School Quality Assurance and Strategic SEND highlighted the positive feedback received from the Greater Manchester Peer Challenge review of Manchester's school improvement work.

A Member advised that, where schools were not engaging, officers should inform Ward Councillors who might be able to assist. The Chair recognised the importance of Ward Councillors being involved in school improvement and the role they could play. In response to a Member's question, the Senior School Quality Assurance Officer updated Members on the work of the Manchester Schools Alliance.

In response to a question from the Chair, the Senior School Quality Assurance Officer outlined how her team used its influence, brokered support for schools and

provided quality assurance of this. The Chair recognised the strategic thinking and quality of work taking place with reduced resources.

In response to a question from the Chair, the Senior Quality Assurance Officer (Early Years) informed Members of work to address school readiness, including promoting a shared understanding of what school readiness was as, she advised, nurseries, parents and primary schools could all have different expectations about what children should be able to do when they started school.

### **Decision**

To request that this information be circulated to all Members of the Children and Young People Scrutiny Committee.

### **CYP/OSG/20/04 Ofsted Inspections of Manchester Schools**

The Subgroup received a list of all Manchester schools which had been inspected since the last meeting and the judgements awarded. The Senior School Quality Assurance Officer provided an overview of this information.

The Subgroup considered the recent Ofsted special measures monitoring inspection report for Newall Green High School, noting that this was the third monitoring inspection since the school had become subject to special measures following the inspection that had taken place in March 2018. At the latest monitoring inspection, Ofsted had judged that leaders and managers at the school were taking effective action towards the removal of special measures. The Senior School Quality Assurance Officer provided an overview of the findings, commenting that the school was engaging well with the Quality Assurance Team and had been receiving additional support from the team, due to being in special measures. She reported that the trust which ran the school had approached the Department for Education to discuss closing the school and that, if this went ahead, the Council would support parents through the admissions process to find new school places for their children.

Members welcomed the progress that was being made in improving the school and stated their opposition to proposals to close the school. A Member reported that the Council's Executive was opposed to the proposed closure of the school and that this issue would also be considered at the next meeting of the Children and Young People Scrutiny Committee on 5 February 2020. The Head of School Quality Assurance and Strategic SEND advised Members that schools which were judged as 'inadequate' could over time see a reduction in their school roll, which then made it more challenging to improve, and that the falling school roll was the reason given for the proposal to close Newall Green High School.

The Subgroup discussed the ability of other Wythenshawe schools to absorb the 360 pupils who would need a new school place if the school closed. The Head of School Quality Assurance and Strategic SEND advised the Subgroup that there were some places available at other Wythenshawe schools but some parents were concerned about siblings being able to attend the same school and parents of children with Special Educational Needs and Disability (SEND) were concerned about finding another school which would meet their child's needs; however, she reiterated the

Council's commitment to providing support to the families who would be affected by the proposed closure and informed Members that the Admissions Team was already working to identify other school places for the affected pupils.

The Subgroup considered the recent Ofsted inspection report for St Anne's RC Primary School in Ancoats, which continued to be judged as 'good' by Ofsted. The Senior School Quality Assurance Officer outlined the strengths and areas for improvement identified through the inspection. The Chair commented that this was a good report and recommended that the Subgroup write to the school to congratulate them.

The Subgroup considered the recent Ofsted inspection report for St John's RC Primary School. The Senior School Quality Assurance Officer reported that the school had last been inspected in November 2006, when it had been judged outstanding, and had then been re-inspected in October 2019 under the new Ofsted Framework, when it had been judged as 'good'. She reported that the senior leadership team and almost all of the teaching staff had changed since the last inspection and that the school had self-assessed as being 'good'. She informed Members that the school had been working with the Quality Assurance Team and outlined the support that was being provided to them. She highlighted some of the key points from the inspection report.

The Chair welcomed the subsidised trips abroad for pupils and praised the work of the headteacher. A Member expressed concern at the length of time between Ofsted inspections, which was due to the school having previously been judged as 'outstanding' and advised that, based on his knowledge of the school, the report was a realistic appraisal of the school. The Head of School Quality Assurance and Strategic SEND welcomed the Department for Education's proposal that 'outstanding' schools should no longer be exempt from routine Ofsted inspections. A Member recommended that the Subgroup write to the school to congratulate them on their recent Ofsted report and support them on their journey back to 'outstanding'.

The Subgroup considered the recent Ofsted inspection report for Varna Community Primary School. The Senior School Quality Assurance Officer informed Members that this had been a thematic inspection to better understand the school's curriculum and that the school's Ofsted judgement did not change as a result of this type of visit. She reported that the inspection had focused on languages provision (Spanish), which was a specialism for the school, and highlighted some of the strengths and areas for improvement detailed in the report. A Member welcomed the report and that Spanish was a strength for the school.

### **Decision**

To write to St Anne's RC Primary School and St John's RC Primary School to congratulate them on their recent Ofsted reports.

### **CYP/OSG/20/04 Ofsted Inspections of Daycare Providers**

The Subgroup considered the recent Ofsted inspection report for Bubbly Bear Ltd. The Senior Quality Assurance Officer (Early Years) informed Members that the



setting had been judged as 'requires improvement' for a second time; however, she advised Members that they now had a strong manager in place and that the Ofsted inspector had found that the setting had some strengths and had the capacity to improve. She also outlined the support that was being provided to help them to improve. In response to a question from the Chair, she confirmed that it was expected that the setting would improve.

The Subgroup considered the recent Ofsted inspection report for Foundation Years Nurseries Debdale Park. The Senior Quality Assurance Officer (Early Years) provided Members with an overview of the setting, reporting that its Ofsted judgement had changed from 'outstanding' to 'good' under the new Ofsted Framework. A Member reported that the nursery was involved in the local community and that the children enjoyed their time there. He suggested that the Subgroup visit the nursery.

The Subgroup considered the recent Ofsted inspection report for Tiddlywinks Out Of School Club, which had previously been judged as 'outstanding' and which had been judged as having 'met' the quality and standards of early years provision at its most recent inspection. The Senior Quality Assurance Officer (Early Years) reported that all the standalone out of school clubs in Manchester had been judged as 'good' or 'outstanding' but that Ofsted now only judged out of school clubs as either having 'met' or 'not met' the quality and standards of early years provision. In response to a question from the Chair, she advised that this was because out of school settings were play-based rather than education-based.

### **Decision**

To request that a visit to Foundation Years Nurseries Debdale Park be arranged for Members of the Subgroup.

### **CYP/OSG/20/05 Terms of Reference and Work Programme**

The Subgroup considered the Terms and Reference and Work Programme.

### **Decision**

To approve the Terms of Reference and Work Programme.

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**Manchester City Council  
Report for Resolution**

**Report to:** Children and Young People Scrutiny Committee – 24 June 2020

**Subject:** Attainment and Progress 2019

**Report of:** Director of Education

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### Summary

This report provides the Committee with an analysis of the 2019 outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. The report also includes summary of performance according to groups by ethnicity. The final validated results became available in February 2020.

As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 are cancelled and that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. Consequently, the July 2019 results will be used in any Ofsted inspections in 2020/21. This report will detail the only validated external data which will be available until external assessments are re-instated following COVID-19.

### Recommendations

Members are asked to consider and comment on the information and review the next steps within the report.

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### 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. Investment in modern, energy efficient and high quality education infrastructure drives reductions in carbon across the estate of schools.
A connected city: world class infrastructure and connectivity to drive growth	Continued improvements in education will enhance the City's attractiveness to potential residents and contribute to the development of high quality neighbourhoods.

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

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- Attainment and progress update of final 2019 outcome report, published February 2020.
- Provisional attainment and progress 2019 report, published October 2019.
- DFE performance tables
- Local Authority Interactive Tool tables.
- April 2020. Sutton Trust: Social Mobility and COVID-19
- April 2020. Children's Commissioner: Tackling the Disadvantage Gap during the COVID-19 crisis.

## 1.0 Introduction

Schools and Manchester City Council remain committed to the development of a high quality education system for Manchester. This report is being written during the lockdown for COVID-19, which has resulted in an unprecedented partial closure of schools.

Prior to COVID-19 there had been years of sustained improvement in attainment, progress and Ofsted outcomes in our school system. This report will provide a future benchmark as our school system seeks to recover from the closure to our schools. The Sutton Trust's report, April 2020, 'Social Mobility and COVID-19' and the Children's Commissioner April 2020 briefing on 'Tackling the disadvantage gap during the COVID-19 crisis' both acknowledge that during school closure the inequality gap will become larger with pupils from backgrounds of high deprivation falling further behind which will have a significant impact in Manchester.

Before schools partially closed, the overall Ofsted outcomes for Manchester in March 2020 indicated 90% of schools and 98% of early years settings are good or better. Both these are above national average and indicate an improving system. 93.3% of Manchester primary schools and 73% of secondary schools are judged by Ofsted to be good or outstanding. Particularly pleasing to report is the sustained improvement in the secondary sector which has seen a 10% improvement for the last two years. 53% were judged to be good or better in February 2018 and 63% in February 2019.

2019 was a challenging year for primary attainment outcomes in Manchester. However there were improvements in KS4 outcomes; real success and improvement at KS5 and Manchester disadvantaged pupils continue to do better than the same cohort nationally. There was a slight decline in phonics, KS1 and a larger decline in KS2 reading; a widening of the gap at EYFS, KS1 and KS2. However KS2 progress outcomes continue to be strong. At KS4 there has been an improvement in progress outcomes and improvement in the percentage of pupils achieving both a standard pass and a higher pass in English and Maths. At KS5 outcomes continue to be better than nation for A'levels, technical and applied qualifications.

## 1.1 Background

All attainment and progress outcomes are now validated at every key stage and can be compared against national comparators, with the exception of outcomes for 'Our Children'. A complete breakdown of results including tables, graphs and written analysis has been included in the appendices.

## 2.0 Primary Outcomes in Manchester

Primary education remains a strength of the city. In recent years outcomes at the end of Key Stage 2 have continued to improve and have been broadly in line with national averages with maths as a strength. Children also make better than national progress in all subjects in our primary schools.

However, in 2019 there has been a dip in outcomes at all primary stages with reading in particular showing the biggest gaps with national. Analysis shows that children in Manchester struggled with the additional text and questions in the 2019 SATS reading paper and that more work needs to be done on pace, fluency and resilience. Reading is a priority focus for the city. The Read Manchester campaign has been in place since 2016 and aims to promote reading for enjoyment and raise awareness of its power to transform children's lives. Work to date has included giving 165 book start packs to under 5s and 31,000 books to disadvantaged children to enable children to develop a love of books. In 2020, Manchester will continue the Read Manchester campaign in partnership with the National Literacy Trust as a National Literacy Hub. We will continue with a city wide campaign to promote reading and also include access to evidence based targeted reading programmes in some of our schools.

- 2.1 Reading has also been identified as a priority focus for the Manchester Schools Alliance (MSA) and the Manchester School Improvement Partnership (MSIP). Primary Schools with low or declining outcomes are targeted for additional support through MSIP.

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

- 3.1 The Early Years Foundation Stage assesses 17 Early Learning Goals which 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. The remaining 4 **specific** areas are: literacy; mathematics; understanding the world and expressive arts and design. To achieve the national Good Level of Development (GLD) measure, children must achieve at least the expected level in the Early Learning Goals within the prime areas of learning and also in literacy and mathematics.
- 3.2 Following 5 years of sustained improvement in EYFS, provisional data shows that achievement in Manchester declined by 1% in 2019 and the gap to national has increased to 6%. Data shows that early intervention in communication and language and personal, social and emotional development have meant that outcomes in these areas of learning have held. The areas of learning where achievement is lowest and where there was the biggest decline are literacy and mathematics. Improving literacy and mathematics, with an emphasis on boys learning, is the focus of a targeted programme of work with schools and settings working together in localities.

### **4.0 Year 1 Phonics Test**

- 4.1 The Year 1 Phonics screening check is used to test children's reading and phonics skills and what they have learned in their first two years at school. The Phonics Screening Check is designed to show how well a child can use the phonics skills they have learned and to identify students who need extra phonics help. National expectation is that pupils should achieve the pass mark of 32.

- 4.2 The percentage of pupils meeting at least the required standard in the phonics check in Y1, has declined in Manchester by 0.9 percentage points. The difference between national outcomes (82%) and those in Manchester (79%) has therefore increased to three percentage points. This follows years of sustained improvement in phonics.
- 4.3 Schools with low phonics and reading outcomes have been invited to work closely with one of our teaching schools on a phonics intervention programme which has had proven impact in previous years.

## **5.0 Key Stage 1**

- 5.1 At Key Stage 1 (Year 2) pupils sit KS1 Standard Assessment Tests (SATs) in reading and maths in addition to teacher-assessed tests in speaking and listening, writing and science. By the end of this key stage pupils are expected to be working at the national expected standard (score of 100) or higher standard.
- 5.2 2019 was a challenging year for KS1 outcomes. Following the improvements in 2018 there was an overall decline in the proportion of children achieving both the expected standard and the higher standard. Maths and writing at the expected level and reading, writing and maths at higher standard all declined in 2019. However, the greatest gap to national continues to be in reading at the end of KS1.
- 5.3 Reading is a priority for the city. Schools with low reading outcomes have been invited to work with a teaching school on improving reading outcomes and focussing in particular on the lower 20% within Key Stage 1. The intervention model is based on a bespoke school to school support programme. It has been commissioned where individual schools have been identified as vulnerable, based on a range of factors discussed during the Quality Assurance process, including staff experience and school performance.

## **6.0 Key Stage 2**

- 6.1 Key Stage 2 SATS were changed significantly in 2016 to fall in line with the new national curriculum and are more rigorous than the previous test. At the end of Year 6 pupils sit tests in reading, maths, grammar punctuation and spelling (GPS). As with KS1, by the end of key stage 2 pupils are expected to be working at the national expected standard (a scaled score of 100 or more) or higher standard.
- 6.2 Following years of sustained improvement, Key Stage 2 attainment outcomes were disappointing in 2019. A significant 3% drop in reading outcomes impacted on a decline in the proportion of pupils achieving the expected standard in reading, writing and maths combined. 61.4% pupils met the expected standard in reading, writing and maths which is 3.6% below national. 9% met the higher standard in reading, writing and maths which is the same as outcomes in 2018 and is also below national.
- 6.3 Compared to 2018 outcomes, the % of pupils achieving expected standard and higher standard in maths and GPS improved, writing stayed the same but

there was a decline of % of pupils achieving both expected and higher standard in reading. In nearly all schools in the city, outcomes for reading were lower than for maths and writing. As previously stated reading is a priority for the city and schools with the lowest reading scores have been targeted for a thematic intervention which is being led by one of our teaching schools and has had proven impact in the past.

- 6.4 Manchester's progress scores fell for all subjects in 2019. However, the progress made in all subjects continues to be statistically significantly better than national.

## 7.0 Secondary Outcomes in Manchester

In 2019, there has been significant improvement in Manchester secondary schools. Ofsted judgements and results indicate slight overall improvements in GCSE outcomes; with increased performance at 4+, progress 8 and Ebacc. Despite these positives there is significant variability between schools including those with similar cohorts. Improving GCSE outcomes remains a key priority for Manchester and school to school support has been brokered.

### 7.1 Key Stage 4

- 7.2 Since 2016 significant changes have been made to Key Stage 4 performance measures which have had an impact on GCSE results nationally. Schools now report the percentage of pupils achieving grades 5-9 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 2019, the more challenging GCSEs in English Language, English Literature and Mathematics were examined for the third time and all subjects are now examined using the 1-9 numerical grade, with the exception of a small number of ancient and modern foreign languages.

- 7.3 Overall, in 2019, Manchester's Key Stage 4 outcomes improved slightly. The percentage of pupils achieving 4+ in English & Maths is 56.2%, an increase of 0.7 percentage point which represents a slight narrowing of the gap to national. The percentage of pupils achieving 5+ in English & Maths in Manchester is 35.5%, which equates to the same 0.1% drop seen nationally but therefore remains below national. At GCSE, English results are much stronger than Maths, which is the reverse to the KS2 outcomes. English results appear to reflect an investment in improving reading in the primary phase and there has been greater primary / secondary curriculum work through the engagement with the National Literacy Trust. Work to improve maths in secondary schools is ongoing through Teach Manchester working with targeted secondary schools supporting the implementation of Maths Mastery. This work is funded by the Local Authority.
- 7.4 Attainment 8 remains below national and the gap has widened by 0.1 in 2019 to 1.4. The headline measure of attainment 8 in Manchester was 43.3 in 2019 compared to a national average of 44.7. However, progress of Manchester GCSE pupils has improved overall. The progress 8 score for Manchester has increased to -0.11, by 0.02 points, but remains statistically significantly below



national. However, it continues to compare favourably with statistical neighbours and other GM authorities.

- 7.5 There has also been an increase in the average points score for EBacc in both Manchester and nationally. Manchester is still below the national at 3.79, however the gap has narrowed to 0.08 points. There has been an increase in the percentage of Manchester pupils being entered for the EBacc and a 2.4% increase in those achieving the EBacc. Improving Ebacc performance is indicative of the work that schools have done across Manchester on their curriculum.
- 7.6 Improving outcomes at Key Stage 4 remains a key priority for the city. Although 2019 has seen small improvements in English and Maths outcomes the challenge remains to further narrow the gap to national for Manchester pupils' performance in the key headline measures. Following the COVID-19 school closures, this will be a far harder challenge.

## **8.0 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 and continue further study either through A levels or studying vocational / technical qualifications. 2019 outcomes have a greater number of the newly reformed A levels with all A levels being reformed by July 2020.

- 8.1 Post 16 education is a real strength in the city; a strength to be celebrated. In 2019 outcomes show an increase in the percentage of students achieving the highest A Level grades (2% increase in grade A\* and A) and this contrasts with a decrease nationally. Overall the percentage of students achieving A\* to E decreased slightly to 97.9% but remains above national. In particular, school 6th forms performed really well in 2019 with A Level outcomes above national on all measures.
- 8.2 In addition, Manchester students performed well in both technical and applied qualifications. Manchester students studying technical qualifications gained an APS of 31.20 compared with 28.43 nationally. When comparing in terms of grades, Manchester students averaged a Distinction- compared with a Merit+ nationally. Manchester is ranked 3rd in GM when comparing technical results. Manchester students studying Applied General Qualifications gained an APS of 29.25, compared with 28.0 nationally. Manchester ranked 4th in GM when comparing Applied General results.

## **9.0 Outcomes by Groups**

- 9.1 Children eligible for Free School Meals (FSM) and Disadvantaged children in Manchester consistently achieve better than the same cohorts nationally at each phase of education. Children with English as an Additional Language (EAL) perform better than Non EAL children but not as well as their national counterparts by Key Stage 4.

Improving the outcomes for White British pupils and pupils identified as SEND support remains a key challenge for the city.

## **10.0 Disadvantaged Pupils**

Manchester schools continue to make good use of pupil premium funding and although there remains a difference between disadvantaged and non disadvantaged outcomes, disadvantaged children in Manchester consistently achieve better than the same cohorts nationally at each phase of education and have done for a sustained number of years. Where performance has not been as strong, MCC have brokered pupil premium reviews from the Manchester Teaching School Alliance and MCC has also brokered school to school support from schools where disadvantaged performance is high.

- 10.1 The improvements in outcomes for children eligible for Free School Meals (FSM) at Early Years Foundation Stage (EYFS) seen in 2018 were sustained in 2019, despite the 1% decline for all pupils, and are better than the same cohort nationally. In 2019 outcomes for children eligible for FSM were similar to 2018 at Year 1 phonics and improved or remained the same across all subjects at the end of Key Stage 1 at the expected standard, and additionally, in the higher standard for reading and maths. Disadvantaged children's performance declined in line with all Manchester pupils by 1% in 2019 at year 1 phonics, reading and maths at expected, however the proportion of disadvantaged pupils achieving the higher standard in maths improved.
- 10.2 KS2 outcomes indicate a decline in disadvantaged pupils achieving the expected standard at Reading, Writing and Maths combined, which reflects the decline seen across all pupils. The strength of maths teaching in Manchester primary schools can be seen through the improvements for maths disadvantage outcomes at expected with sustained outcomes at the higher standard. In 2019 outcomes declined across all accountability measures for disadvantaged pupils at Key Stage 4, however they remain above the same cohort nationally.

## **11.0 English as an Additional Language (EAL)**

EAL pupils are an expanding cohort with 41.4% of Manchester children identified as EAL compared to 38.2% in 2017. Generally their needs are well met at Manchester schools with some schools having particular success with a personalised curriculum approach.

- 11.1 Overall, the progress of Manchester pupils with English as an Additional Language reflect positive sustained improvements, although in 2019 there has been a decline at GLD, phonics, KS1 reading and KS2 reading; similar to the decline seen by the overall pupil population. However EAL maths at expected standard at KS1 improved as did science and there were improvements at the higher standard at KS1 in all subjects. At KS2 there was an improvement in EAL pupils achieving expected standard in RWM with significant improvements in maths. EAL pupils achieving the higher standard in RWM

remained the same. As previously stated reading is a priority for the MSA and MCC is working with teaching schools to widen the reach of the thematic reading school led interventions, which have had proven impact.

- 11.2 In 2019 outcomes at KS4 for Manchester EAL pupils were better than Manchester non EAL pupils for all accountability measures. The 2019 progress 8 score of 0.46 was better than for other pupil groups, and a slight improvement on 2018 however outcomes are below national when compared to the same cohort.

## **12.0 Our Children**

Manchester's Virtual School is effective and ensures all children have a high quality PEP in place and that Pupil Premium is linked to outcomes included in the PEP. The school also has targeted schools with high numbers of looked after children and provides additional advice, support and funding where required. Children and young people's achievements are recognised at an annual achievement awards and there has also been a programme of training for schools on attachment awareness. The validated outcomes for Our Children in Care in 2019 have not yet been published and therefore national comparators are not possible at every key stage.

- 12.1 The Virtual School has impacted on improving outcomes for 'Our Children' and young people across all key stages for the last 3 years. Outcomes for looked after children have been better than this cohort nationally at the end of KS2 and KS4 for the last 2 years.
- 12.2 In 2019 there were 66 children in Year 6 who have been in the care of Manchester for 12 months or more as of the 31st March 2019. Of the 66 children 66.6% have an identified special educational need with 25.7% having an Education Health and Care Plan (EHCP). The 2019 Key Stage 2 results for the 66 children showed, in line with results for all children, a dip on the previous year in all areas except for maths. Our Children in Year 6 performed better in reading, maths and grammar, punctuation and spelling than all children in Local Authority Care nationally. However, they performed less well in writing and the combined measure of reading, writing and maths, than all children in local authority care nationally. Our children with any level of SEND are performing better in all areas than all children in local authority care nationally.
- 12.3 The validated 2019 Key Stage 4 results for young people in Local Authority Care have not yet been published. Our provisional data shows that in 2019 the young people in Year 11 who were in the care of Manchester for 12 months or more who were entered for GCSEs achieved outcomes at least in line with the 2018 results for children in the care of Manchester which was above the results for children in care nationally.

### **13.0 Children with Special Educational Needs and/or disabilities (SEND)**

Educational outcomes for children and young people with SEND in Manchester continue to show an inconsistent picture with disappointing outcomes at KS4.

- 13.1 Early Years Foundation Stage outcomes for pupils receiving SEN support declined in 2019 with 4% fewer pupils meeting the Good Level of Development (GLD) standard. There has been an increase in the percentage of pupils with an EHC plan achieving GLD. In 2019 far fewer pupils identified with SEMH and those identified with Speech language and communication needs achieved GLD. This further widens the gap in attainment between pupils receiving SEN Support and those without SEN and is a priority for targeted work. In addition to address this Manchester has invested in every primary school receiving Elklan training. This training programme equips practitioners with practical strategies to develop communication skills of all children, but especially those with speech, language and communication needs.
- 13.2 Phonics outcomes for children with SEND have improved in 2019 and are now 1% below national. At Key Stage 1, 2019 outcomes for children with SEND at SEN support and those with an EHCP improved in all subjects at the expected and higher standard with the exception of writing for children with EHCPs. Outcomes for children identified as SEMH improved in all subjects whilst there was a slight decrease in outcomes for children with moderate learning difficulties.
- 13.3 Following the improvements for outcomes for children with SEND at the end of Key Stage 2 in 2018, in which outcomes were above national for SEND support pupils and at national for those with an EHCP, outcomes in 2019 show a significant drop of 9% for SEND support pupils in reading. This has impacted on RWM with outcomes for pupils with SEND support and EHCP below national for expected and higher. When analysing individual groups Key Stage 2 SEND outcomes have been impacted by a 20% and a 10% drop, respectively, in pupils identified with ASD and Moderate learning difficulties achieving the expected standard in reading. Initial analysis has shown that schools who have targeted the lowest 20% of pupils in reading at KS1 have managed to sustain improvements in their reading including for SEND pupils. Therefore this is one of the approaches to be used in the reading intervention with targeted schools.
- 13.4 Although outcomes at KS2 for children with identified SEND were generally disappointing, outcomes for pupils whose primary need is social, emotional and mental health (SEMH) improved in all subjects other than reading. This cohort achieved at national or higher in all subjects when compared with the cohort of pupils with the same primary need.
- 13.5 At Key Stage 4 in 2019, the percentage of SEND pupils who achieved a grade 4 or above in 2019 has remained the same as 2018 with improvements for SEN Support and a slight decline for those pupils with an EHCP. However

KS4 outcomes for all SEND, SEN support and those pupils with an EHCP are below SEN outcomes nationally in all accountability measures. Of particular concern is the Manchester SEN support progress 8 score of -0.81 in 2019 compared to a national progress 8 score of -0.43 for the same cohort. However, there were significant improvements in the performance of pupils with autism (ASD) and those with identified social, emotional and mental health (SEMH). There was a 12 % increase in pupils with autism achieving a grade 4 to 9 in English and Maths and there was also a 3% improvement in young people with achieving a grade 4-9 in English and Maths.

## **14.0 Ethnicity**

Outcomes for Manchester pupils by ethnicity is a mixed picture. Some groups made improvements across each of the performance measures. This was true of the Indian and Bangladeshi heritage pupils who made improvements in outcomes for 2018 and again at EYFS and KS2 in 2019.

- 14.1 Manchester's White British cohort remained below national outcomes at every Key Stage in 2019. In 2019 KS2 outcomes for White British students at the expected standard are 5 % below at RWM and 2 % below at the higher standard.
- 14.2 In 2019 Key Stage 4 outcomes for Manchester White British pupils were below national outcomes for each accountability measure with a 7% difference in A8; a progress 8 score of -0.59; and over a 10% difference to national in English and Maths at 4-9 and 5-9. The two other ethnic groups with sustained lower outcomes are the white and black Caribbean pupils and the Traveller/Roma group. The white and black Caribbean pupils have made some progress in 2019 as have the Caribbean cohort, whilst the Traveller/Roma pupil performance is in decline. However there has been a decline in white and black African outcomes.
- 14.3 Data is shared with Headteachers and officers from Education & Skills who will continue to work with schools to focus on raising the attainment of all pupils with a particular focus on White British; Black Caribbean and Traveller/Roma groups who have performed less well than other groups at KS4 for a number of years and are over represented in exclusion data, although this disproportionality in exclusion data reduced significantly in 2018/19.

## **15.0 Conclusion**

The validated 2019 data seen in conjunction with an improving proportion of Good and Outstanding Schools in every sector reflects the sustained improvement in Manchester schools and education system over a number of years. Manchester's committed family of schools has continued to improve outcomes for pupils at all key stages and have continued to invest and develop a self-improving school system. Prior to the COVID-19 crisis the challenge remained, in building on success, but also in working with our

schools Early Years settings and colleges to reduce stubborn attainment gaps at the different key stages.

Support and intervention had been planned for schools based on these outcomes, Ofsted outcomes and intelligence from the LA Quality Assurance (QA) reports and interventions. This support and intervention had been brokered through the Manchester School Improvement Partnership with representation from all the Manchester Teaching Schools and the National Leaders in Education in the city. The temporary school closures has interrupted both thematic and bespoke interventions with schools focusing on developing online platforms, remote learning and ensuring their vulnerable children remain safe with an education offer.

## 16.0 Next steps

Our next steps have to focus on an expanding offer in schools; COVID-19 recovery and the continued assurance of the safeguarding of our vulnerable children. Quality Assurance processes, focussing on the improvement of Leadership and Management, Quality of Education, Behaviour and Attitudes and Personal Development in schools, will only be possible when schools have been given a clear strategy for re-opening.

- 16.1 Continue to work with schools through the Manchester School Improvement Partnership; the Headteacher Coordination Group; the Primary Strategy Group and the Secondary Headteacher Collaborative to focus on a shared local vision for increasing the offer in our schools and settings in response to the partial closure during the COVID-19 crisis.

To support this there will be a focus on:

- Improved Transition
- Post 16
- Special Schools increasing offer for children with EHCPs ensuring reasonable endeavours are made
- Exclusions and attendance
- Vulnerable pupils and Safeguarding
- Early Years
- Workforce
- Logistics

- 16.2 A review of the Quality Assurance process to reflect the impact of COVID-19 ensuring it reflects the need for prioritising emotional resilience at the same time as retaining a focus on improving outcomes across all stages and provides assurance for our vulnerable and disadvantaged cohorts, including those with EHCPs.
- 16.3 Through strategic partnership working with the Manchester School Improvement Partnership, Teaching Schools and the Manchester Schools Alliance and through the quality assurance process, ensure that there is a continued focus on reducing the differences between outcomes for all groups

of pupils in Manchester and their national comparator groups when schools return to the national curriculum offer.

16.4 Continue to improve outcomes at Early Years Foundation Stage:

- Work with the Primary Strategy Group to increase the proportion of children achieving GLD in the Early Years Foundation Stage in order to diminish the 6% difference to national outcomes.
- Work with the Early years settings to understand the challenges of Covid-19 within the Early Years sector including the high number of furloughed staff and closed settings.

16.5 Continue to develop reading across the city by:

- Introduce a Transition Read across Year 6 and Year 7; with every child in year 6 reading the same title and continuing the work in Year 7.
- Promoting the importance of reading with children and parents through the Read Manchester campaign.
- Working with Manchester Teaching Schools and Manchester School Improvement Partnership to review reading outcomes at KS1 using a proven thematic intervention focussed on the lowest 20% and a focus on improving the teaching of reading.
- Ensuring targeted school to school support is in place.

16.6 Continue to improve maths outcomes at Key Stage 4 in partnership with the teaching schools, by targeting identified schools for inclusion in bespoke intervention programmes, including expanding the Maths Mastery intervention programme, working across primary and secondary schools, to include a greater number of secondary schools with below average maths results.

16.7 Improve outcomes for pupils with SEND by:

- Focus on transition back to school following Covid-19 interruption to children with additional needs
- Continue to work with SENDCos and school leaders to improve the consistency of inclusion across Manchester schools.
- Targeting support and challenge in identified schools following analysis of the performance of SEND support children and children with EHC plans with targeted.

16.8 Continue to work with the partnership of providers to ensure a high quality offer is sustained and available for all learners, regardless of their pathway of either academic, vocational or technical routes post 16. Continue to ensure all our young people have a quality offer of Education and Training and track our vulnerable cohorts including promoting the RONI (Risk of NEET) tool.

## 17.0 Summary

Schools and Manchester City Council remain committed to sustaining improvements within the school system and to improving attainment outcomes at all Key Stages and for all pupils.

Following the COVID-19 crisis, improving outcomes for all Manchester children will remain a key educational priority, but particularly for the disadvantaged and vulnerable cohorts who will have been disproportionately affected by the partial closure of schools. There will also need to be an increased focus on emotional resilience for all Manchester children as schools recover from the covid-19 crisis with expected increased anxiety levels amongst the pupil population.



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## Appendix 2: 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, a child arrangements order or a residence order.

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## Appendix 3: Early Years Foundation Stage

### 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
- 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

Pupils are assessed against the ELGs and judged to be at one of three levels; 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, pupils 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 2017 to 2019, the percentage of pupils achieving a GLD in Manchester remained the same, whilst nationally there has been an improvement of 1 percentage point.
- In 2019 66% of pupils in Manchester achieved the expected GLD compared with 72% nationally.
- The difference between Manchester and national outcomes is 6%.
- Improving the percentage of pupils achieving a Good Level of Development by the end of the EYFS remains a key priority for the city.

### **3.3 Outcome summary**

- The outcomes for each area of learning are outlined in the table and block graph below:
- Results for the expected or exceeding level of achievement in the individual learning goals were lowest in reading and writing at 70% and 68% respectively.
- Outcomes were highest in technology at 89% and health and self-care at 86%.

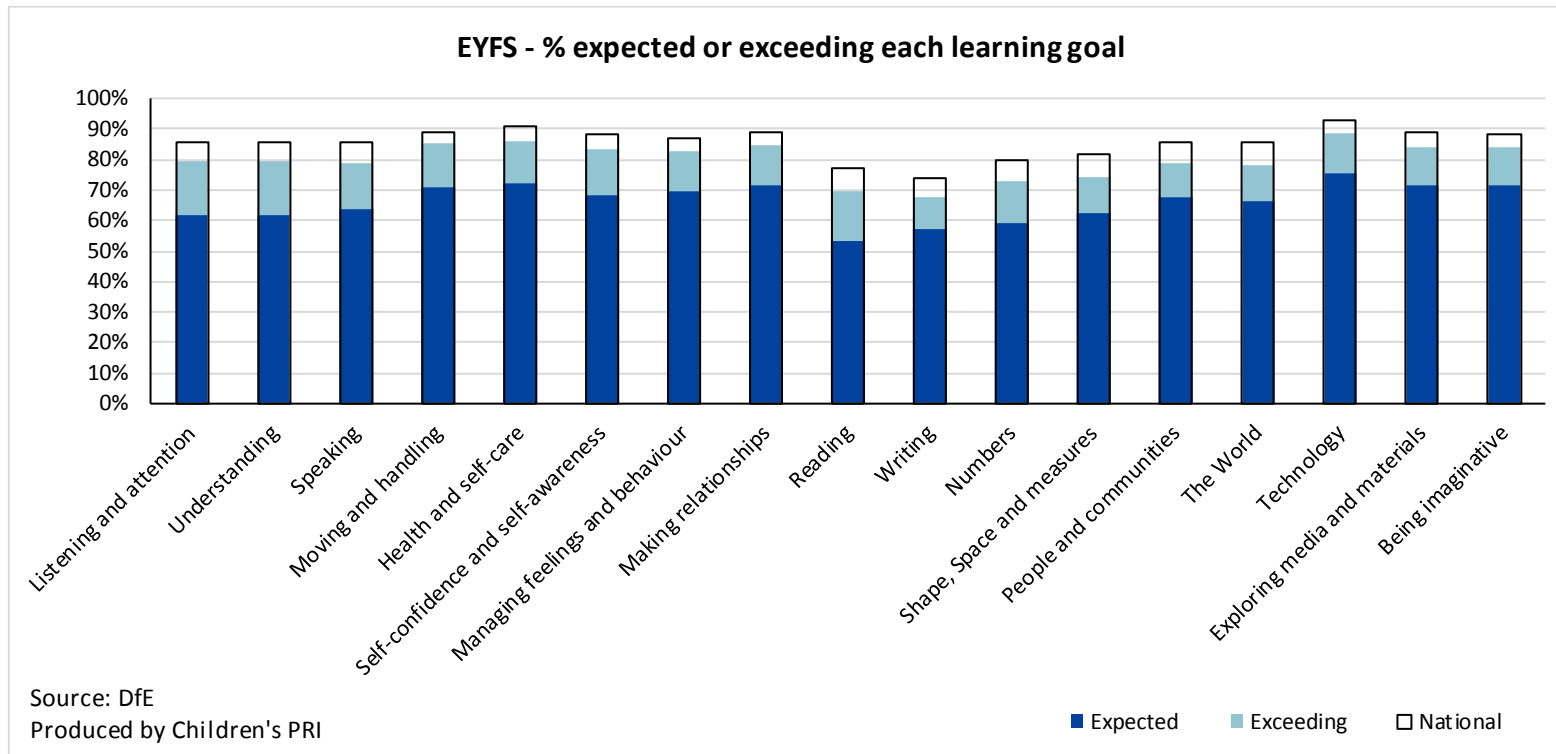
		Results for 2019				
		Manchester				National
		Emerging	Expected	Exceeding	Expected or Exceeding	Expected or Exceeding
<b>Good Level of Development</b>					<b>66%</b>	<b>72%</b>
<b>PRIME LEARNING GOALS</b>	<b>Communication and Language</b>					
	Listening and attention	20%	62%	18%	80%	86%
	Understanding	21%	62%	18%	80%	86%
	Speaking	21%	64%	15%	79%	85%
	<b>Physical Development</b>					
	Moving and handling	15%	71%	14%	85%	89%
	Health and self-care	14%	72%	14%	86%	91%
	<b>Personal, Social and Emotional Development</b>					
	Self-confidence and self-awareness	17%	68%	15%	83%	89%
	Managing feelings and behaviour	17%	70%	13%	83%	87%
	Making relationships	15%	72%	13%	85%	89%

<b>SPECIFIC LEARNING GOALS</b>	<b>Literacy</b>					
	Reading	30%	53%	16%	70%	77%
	Writing	32%	57%	11%	68%	74%
	<b>Mathematics</b>					
	Numbers	27%	60%	14%	73%	80%
	Shape, Space and measures	26%	63%	12%	74%	82%
	<b>Understanding the World</b>					
	People and communities	21%	67%	12%	79%	86%
	The World	22%	66%	12%	78%	86%
	Technology	11%	75%	14%	89%	93%
	<b>Expressive arts and design</b>					
	Exploring media and materials	16%	72%	12%	84%	89%
	Being imaginative	16%	72%	12%	84%	89%



**Notes:**

- The dark blue section of the block graph below show the % of Manchester pupils that achieved the expected GLD and the light blue section shows those that 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 was lower in literacy and mathematics.
- Overall, more pupils achieved the expected level or above in the prime learning goals, than the specific learning goals.

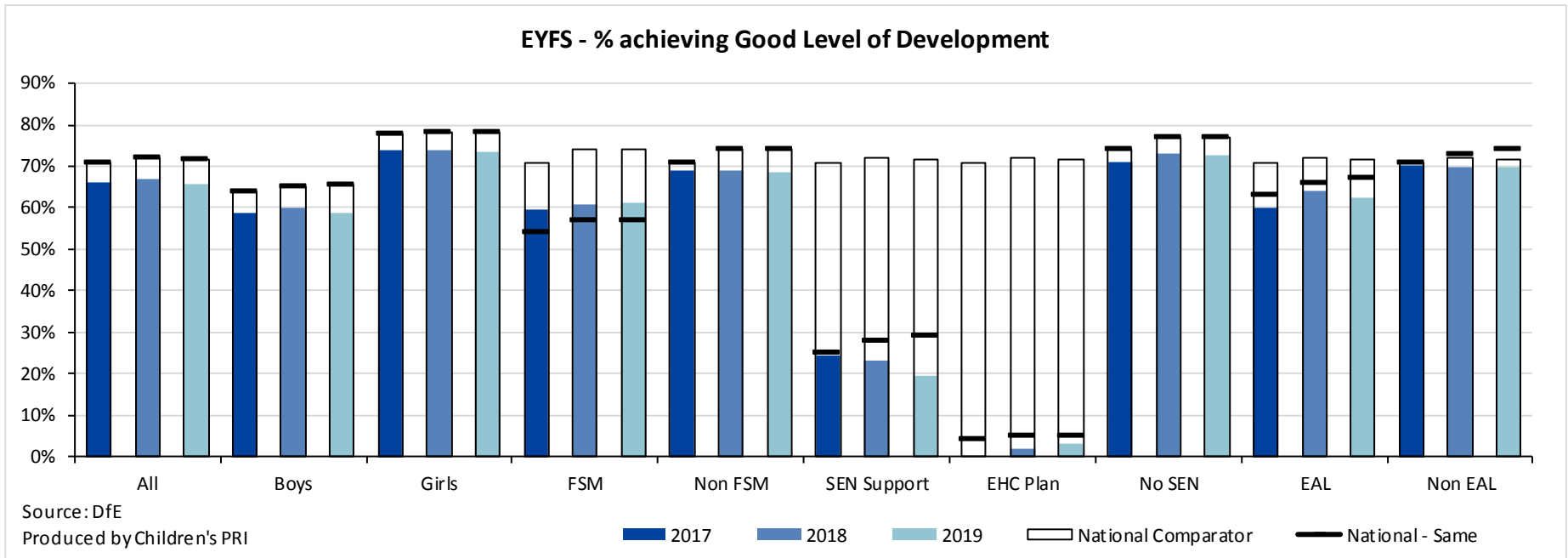
<b>Summary</b>	<b>Manchester</b>	<b>National</b>
<b>Communication and Language</b>	75.3%	82.2%
<b>Physical Development</b>	81.7%	87.1%
<b>Personal, social and Emotional Development</b>	79.1%	84.8%
<b>Literacy</b>	67.3%	73.4%
<b>Mathematics</b>	71.4%	78.5%
<b>Understanding the world</b>	76.7%	83.9%
<b>Expressive arts and design</b>	81.9%	87.2%
<b>Prime Learning goals</b>	72.3%	79.2%
<b>Specific learning goals</b>	64.9%	71.4%
<b>All learning goals</b>	64.4%	70.7%

### 3.4 Results by Pupil Groups

	% GLD compared with National Comparator Groups									2019 GLD Nat SAME
	2017			2018			2019			
	Manchest er	Nation al	Diff	Manches ter	Nation al	Diff	Manches ter	Nationa l	Diff	
<b>All</b>	66%	71%	-5%	67%	72%	-5%	66%	72%	-6%	72%
<b>Boys</b>	59%	64%	-5%	60%	65%	-5%	59%	66%	-7%	66%
<b>Girls</b>	74%	78%	-4%	74%	78%	-4%	73%	78%	-5%	78%
<b>FSM</b>			-			-			-	
	59%	71%	12%	61%	74%	13%	61%	74%	13%	57%
<b>Non FSM</b>	69%	71%	-2%	69%	74%	-5%	69%	74%	-5%	74%
<b>SEN Support</b>			-			-			-	
	24%	71%	46%	23%	72%	49%	19%	72%	53%	29%
<b>EHC Plan</b>			-			-			-	
	0%	71%	71%	2%	72%	70%	3%	72%	69%	5%
<b>No SEN</b>	71%	74%	-3%	73%	77%	-4%	73%	77%	-4%	77%
<b>EAL</b>			-			-			-	
	60%	71%	11%	64%	72%	-8%	62%	72%	10%	67%
<b>Non EAL</b>	70%	71%	0%	70%	72%	-2%	70%	72%	-2%	74%

**Notes:**

- The block graph below shows the data for pupil groups; as in the table above (3.4). The dark blue block relates to outcomes in 2017, mid blue relates to outcomes in 2018 and light blue relates to outcomes in 2019.
- 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 2019 dipped by 1% whereas nationally they improved by 1%. The difference between outcomes for boys in Manchester and outcomes for boys nationally has therefore increased by 2%.
- Outcomes for girls in Manchester dipped by 1% whereas nationally they stayed the same as in 2018.
- As in previous years a higher proportion of girls than boys achieved a GLD. The gap between boys and girls in Manchester remains at 14% whereas nationally, the gap is 12%. The challenge remains to improve attainment for both groups.

### 3.4.2 Pupils Eligible for Free School Meals

- The attainment of pupils who are eligible for Free School Meals (FSM) remains unchanged at 69%.
- The difference between outcomes for pupils eligible for FSM and non FSM is 8% in Manchester. This was the same as in 2018.
- A higher proportion of pupils eligible for FSM in Manchester achieved a GLD (61%) than the same group of pupils nationally (57%). There remains a gap of 13% when comparing the FSM cohort of Manchester with all other non FSM pupils nationally.

### 3.4.3 Pupils with Special Educational Needs

- 19% of pupils receiving SEN support achieved a GLD compared with 29% nationally. This is a decline of 4% since 2018.
- 3% of pupils on an EHC plan achieved a GLD compared with 5% nationally. This is a 1 percentage point improvement on 2018.
- Of those pupils not in receipt of SEN support, 73% achieved a GLD which was the same in 2018.
- 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 2019 GLD outcomes for pupils speaking English as an additional language (EAL) declined by 2% to 62%. Compared with the same group of pupils nationally, there is a difference of 5%.
- The difference in attainment between this group and all pupils nationally is 10% whereas outcomes for non EAL pupils in Manchester and all pupils nationally has a 2% gap.

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## Appendix 4: Key Stage 1 Phonics

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

#### 4.1 Context

This is the eighth 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

- In 2019 the percentage of pupils meeting the required standard in the phonics check declined by 1% in Manchester whereas nationally it remained the same.
- The difference between Manchester and national outcomes has increased from 2% to 3%.

#### 4.3 Outcome Summary

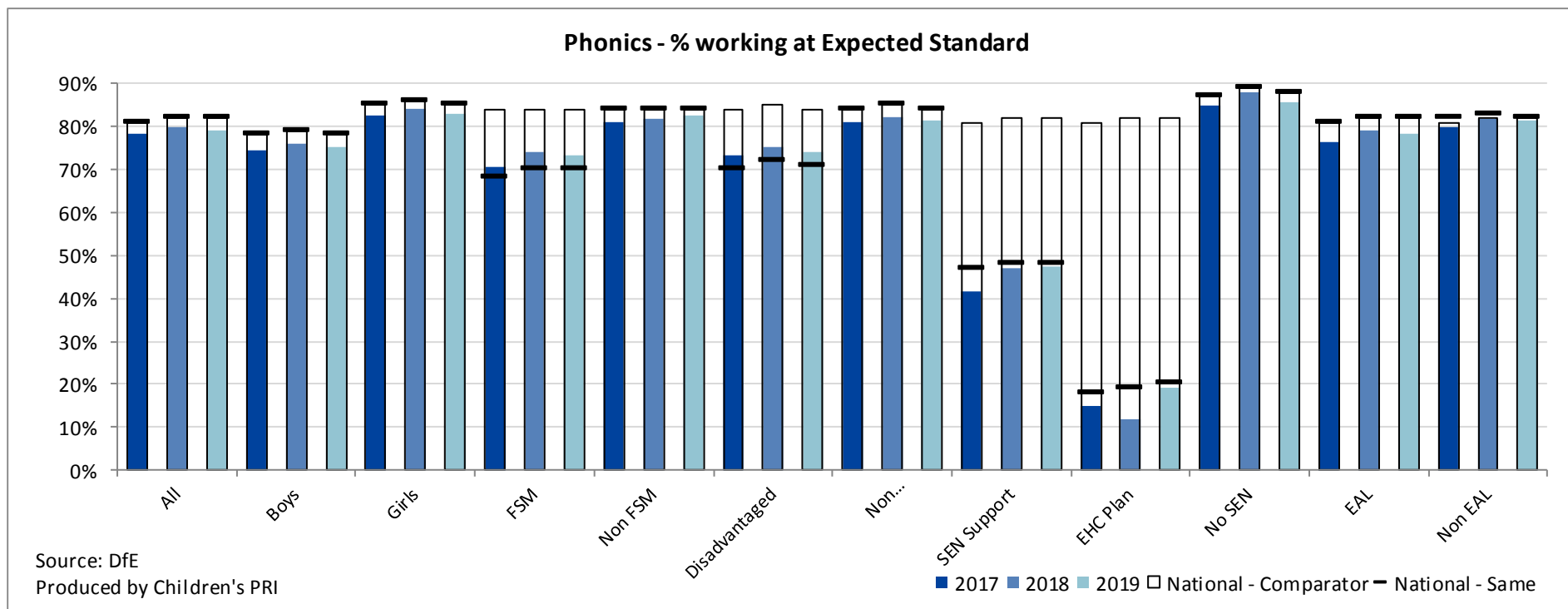
- Phonics outcomes in Manchester have remained the same since 2017, nationally they have improved by 1%. The difference between Manchester and national outcomes is 3%.

Score	Year 1 Phonics								
	2017			2018			2019		
	Manchester	National	Diff	Manchester	National	Diff	Manchester	National	Diff
<b>32+</b>	79%	81%	-2%	80%	82%	-2%	79%	82%	-3%
<b>0-31</b>	20%	17%	3%	18%	16%	2%	19%	16%	3%
<b>A/D</b>	2%	1%	1%	2%	2%	0%	2%	2%	0%

### 4.3.1 Results by Pupil Groups

	% Working Above											
	2017				2018				2019			
	Manchester	National	Diff	Same	Manchester	National	Diff	Same	Manchester	National	Diff	Same
<b>All</b>	79%	81%	-3%	81%	80%	82%	-2%	82%	79%	82%	-3%	82%
<b>Boys</b>	75%	78%	-3%	78%	76%	79%	-3%	79%	75%	78%	-3%	78%
<b>Girls</b>	83%	85%	-2%	85%	84%	86%	-2%	86%	83%	85%	-2%	85%
<b>FSM</b>			-				-				-	
	71%	84%	13%	68%	74%	84%	10%	70%	73%	84%	11%	70%
<b>Non FSM</b>	81%	84%	-3%	84%	82%	84%	-2%	84%	83%	84%	-1%	84%
<b>Disadvantaged</b>			-				-				-	
	74%	84%	10%	70%	75%	85%	10%	72%	74%	84%	10%	71%
<b>Non Disadvantaged</b>	81%	84%	-3%	84%	82%	85%	-3%	85%	82%	84%	-3%	84%
<b>SEN Support</b>			-				-				-	
	42%	81%	39%	47%	47%	82%	35%	48%	47%	82%	35%	48%
<b>EHC Plan</b>			-				-				-	
	15%	81%	66%	18%	12%	82%	70%	19%	19%	82%	63%	20%
<b>No SEN</b>	85%	87%	-2%	87%	88%	89%	-1%	89%	86%	88%	-2%	88%
<b>EAL</b>	77%	81%	-4%	81%	79%	82%	-3%	82%	78%	82%	-4%	82%
<b>Non EAL</b>	80%	81%	-1%	82%	82%	82%	0%	83%	81%	82%	-1%	82%





#### 4.3.2 Gender

- As was the case nationally, girls in Manchester achieved better than boys in the phonics check. The gender attainment gap in Manchester in 2019 is the same as it was in 2017, mirroring the picture nationally.
- The attainment gap in Manchester is 8%; nationally it is 7%.
- Girls' attainment is 2% lower than girls nationally and boys' attainment is 3% lower.
- Increasing the percentage of both boys and girls meeting the required standard in phonics is a priority.

### 4.3.3 Pupils Eligible for Free School Meals

- There has been a 1% decrease in the attainment of pupils who are eligible for Free School Meals (FSM); nationally it has remained the same.
- The gap between outcomes for FSM and non FSM pupils increased by 2% from 2018 to 2019 and currently stands at 10% which is the same as in 2017.
- A higher percentage 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 are 3% better than national.
- There is an 11% gap in attainment for FSM pupils in Manchester 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.

### 4.3.4 Disadvantaged Pupils

- In 2019 the proportion of disadvantaged pupils in Manchester meeting the required standard in phonics decreased by 1% whilst outcomes for non-disadvantaged pupils remained the same.
- Outcomes for disadvantaged pupils in Manchester were 3% better than outcomes for the same group of pupils nationally.
- When comparing outcomes for disadvantaged pupils in Manchester, with other non-disadvantaged pupils nationally, the difference remains at 10%; as it was in 2017.
- Reducing the difference between outcomes for disadvantaged pupils in Manchester and other non-disadvantaged pupils nationally remains a priority.

### 4.3.5 Pupils with Special Educational Needs

- The 5% improvement made in 2018, for Manchester pupils receiving SEN support, was sustained in 2019.
- The difference between those pupils with SEN and those without SEN in Manchester achieving the expected standard in phonics has diminished by 2%. However, outcomes for non SEN pupils decreased by 2%.
- The difference between SEN pupils in Manchester achieving the expected standard in phonics and national other pupils is the same as it was in 2018.
- The difference between SEN pupils in Manchester achieving the expected standard in phonics and SEN pupils nationally is 1% whereas in 2017 it was 5%.
- There has been an increase of 7% in pupils with an EHC plan achieving the expected standard in phonics. This is now only 1% 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.

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

- In 2019 outcomes for both EAL and non EAL learners dipped by 1%.
- When comparing outcomes for EAL learners in Manchester, with other non EAL pupils nationally, the difference increased from 3% in 2018 to 4% in 2019.

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## Appendix 5: Key Stage 1

### 5.0 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 remained the same in science, dipped by 1% in reading and writing and by 2% in maths.
- From 2018-2019, the difference between outcomes for pupils in Manchester and pupils nationally has diminished by 1% in science, remained the same in writing and has increased by 1% in reading and by 2% in maths.

#### 5.3 Outcome summary

- In 2019, 71% of pupils achieved the expected standard in reading, 66% in writing, 72% in maths and 78% in science.
- There is a 3% difference between Manchester outcomes and national outcomes in writing and a 4% difference in reading, maths and science.

### Results by Pupil Groups: % Achieving the expected standard

	KS1 % Achieving Expected Standard in Reading Compared with National Comparator Groups and Same Groups											
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
<b>All</b>	71%	76%	-5%	76%	72%	75%	-3%	75%	71%	75%	-4%	75%
<b>Boys</b>	66%	71%	-5%	71%	67%	71%	-4%	71%	66%	71%	-5%	71%
<b>Girls</b>	76%	80%	-4%	80%	77%	80%	-3%	80%	76%	79%	-3%	79%

<b>FSM</b>	63%	78%	-15%	60%	64%	78%	-14%	60%	65%	78%	-	60%
<b>Non FSM</b>	73%	78%	-5%	78%	74%	78%	-4%	78%	74%	78%	-4%	78%
<b>Disadvantaged</b>	66%	79%	-13%	63%	67%	79%	-12%	62%	66%	78%	-	62%
<b>Non Disadvantaged</b>	74%	79%	-5%	79%	75%	79%	-4%	79%	73%	78%	-5%	78%
<b>SEN Support</b>	29%	76%	-47%	32%	30%	75%	-45%	33%	32%	75%	-	33%
<b>EHC Plan</b>	12%	76%	-64%	15%	8%	75%	-67%	13%	10%	75%	-	13%
<b>No SEN</b>	80%	84%	-3%	84%	82%	84%	-2%	84%	80%	83%	-3%	83%
<b>EAL</b>	66%	76%	-10%	51%	69%	75%	-6%	73%	67%	75%	-8%	72%
<b>Non EAL</b>	75%	76%	-1%	77%	75%	75%	0%	76%	75%	75%	0%	68%

**KS1 % Achieving Expected Standard in Writing Compared with National Comparator Groups and Same Groups**

	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
<b>All</b>	65%	68%	-3%	68%	67%	70%	-3%	70%	66%	69%	-3%	69%
<b>Boys</b>	58%	62%	-4%	62%	61%	63%	-2%	63%	59%	63%	-4%	63%
<b>Girls</b>	73%	75%	-2%	75%	73%	77%	-4%	77%	73%	76%	-4%	76%
<b>FSM</b>	56%	71%	-15%	51%	57%	73%	-16%	53%	59%	72%	-	53%
<b>Non FSM</b>	68%	71%	-3%	71%	69%	73%	-4%	73%	69%	72%	-3%	72%
<b>Disadvantaged</b>	59%	72%	-13%	54%	60%	74%	-14%	55%	60%	73%	-	55%
<b>Non Disadvantaged</b>	69%	72%	-3%	72%	71%	74%	-3%	74%	69%	73%	-4%	73%
<b>SEN Support</b>	20%	68%	-48%	22%	22%	70%	-48%	25%	24%	69%	-	25%

<b>EHC Plan</b>	9%	68%	-59%	10%	7%	70%	-63%	9%	5%	69%	-	9%
<b>No SEN</b>	75%	77%	-2%	77%	77%	79%	-2%	79%	76%	78%	-3%	78%
<b>EAL</b>	62%	68%	-6%	52%	65%	70%	-5%	69%	64%	69%	-5%	68%
<b>Non EAL</b>	68%	68%	0%	69%	69%	70%	-1%	70%	68%	69%	-1%	70%

<b>KS1 % Achieving Expected Standard in Maths Compared with National Comparator Groups and Same Groups</b>												
	<b>2017</b>				<b>2018</b>				<b>2019</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>	72%	75%	-3%	75%	74%	76%	-2%	76%	72%	76%	-4%	76%
<b>Boys</b>	69%	74%	-5%	74%	72%	75%	-3%	75%	71%	75%	-4%	75%
<b>Girls</b>	74%	76%	-2%	76%	75%	77%	-2%	77%	74%	77%	-3%	77%
<b>FSM</b>	64%	78%	-14%	60%	66%	79%	13%	61%	66%	78%	13%	61%
<b>Non FSM</b>	74%	78%	-4%	78%	76%	79%	-3%	79%	76%	78%	-2%	78%
<b>Disadvantaged</b>	66%	79%	-13%	62%	68%	80%	12%	63%	67%	79%	13%	62%
<b>Non Disadvantaged</b>	75%	79%	-4%	79%	77%	80%	-3%	80%	76%	79%	-3%	79%
<b>SEN Support</b>	30%	75%	-45%	33%	35%	76%	41%	36%	37%	76%	39%	36%
<b>EHC Plan</b>	12%	75%	-63%	15%	12%	76%	64%	13%	12%	76%	64%	14%
<b>No SEN</b>	81%	83%	-2%	83%	83%	84%	-1%	84%	81%	84%	-3%	84%
<b>EAL</b>	70%	75%	-5%	54%	73%	76%	-3%	75%	71%	76%	-5%	75%
<b>Non EAL</b>	73%	75%	-2%	76%	75%	76%	-1%	76%	75%	76%	-1%	76%

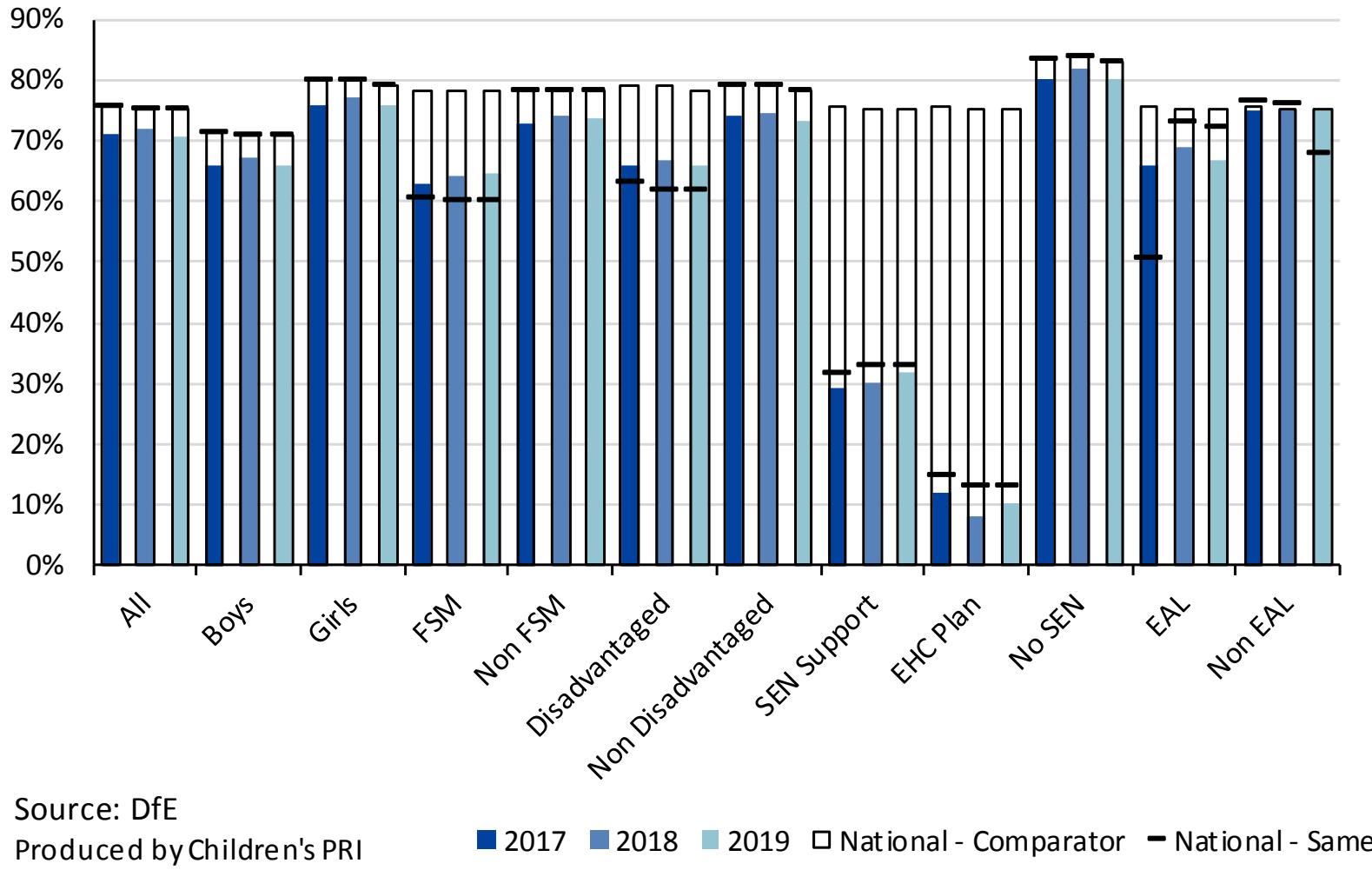
	<b>KS1 % Achieving Expected Standard in Science Compared with National Comparator Groups and Same Groups</b>											
	<b>2017</b>				<b>2018</b>				<b>2019</b>			
	<b>Ma n</b>	<b>Nat</b>	<b>Diff</b>	<b>Sam e</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Sam e</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Sam e</b>
<b>All</b>	77 %	83%	-6%	83%	78%	83%	-5%	83%	78%	82%	-4%	82%
<b>Boys</b>	73 %	80%	-7%	80%	75%	80%	-5%	80%	75%	80%	-5%	80%
<b>Girls</b>	81 %	85%	-4%	85%	81%	85%	-4%	85%	81%	85%	-4%	85%
<b>FSM</b>	71 %	85%	-14%	69%	71%	85%	-14%	69%	73%	85%	-13%	69%
<b>Non FSM</b>	79 %	85%	-6%	85%	80%	85%	-5%	85%	81%	85%	-4%	85%
<b>Disadvantaged</b>	73 %	86%	-13%	71%	74%	86%	-12%	71%	73%	85%	-12%	70%
<b>Non Disadvantaged</b>	80 %	86%	-6%	86%	81%	86%	-5%	86%	80%	85%	-5%	85%
<b>SEN Support</b>	38 %	83%	-45%	44%	42%	83%	-41%	46%	45%	82%	-37%	46%
<b>EHC Plan</b>	12 %	83%	-71%	18%	11%	83%	-72%	15%	15%	82%	-67%	16%
<b>No SEN</b>	86 %	90%	-4%	90%	87%	90%	-3%	90%	86%	90%	-4%	90%
<b>EAL</b>	73 %	83%	-10%	80%	75%	83%	-8%	79%	74%	82%	-8%	78%
<b>Non EAL</b>	80 %	83%	-3%	84%	81%	83%	-2%	84%	82%	82%	0%	78%



**Notes:**

- The block graphs below show the data from the tables above. The dark blue block relates to outcomes in 2017, mid blue relates to outcomes in 2018 and light blue relates to outcomes in 2019.
- 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.

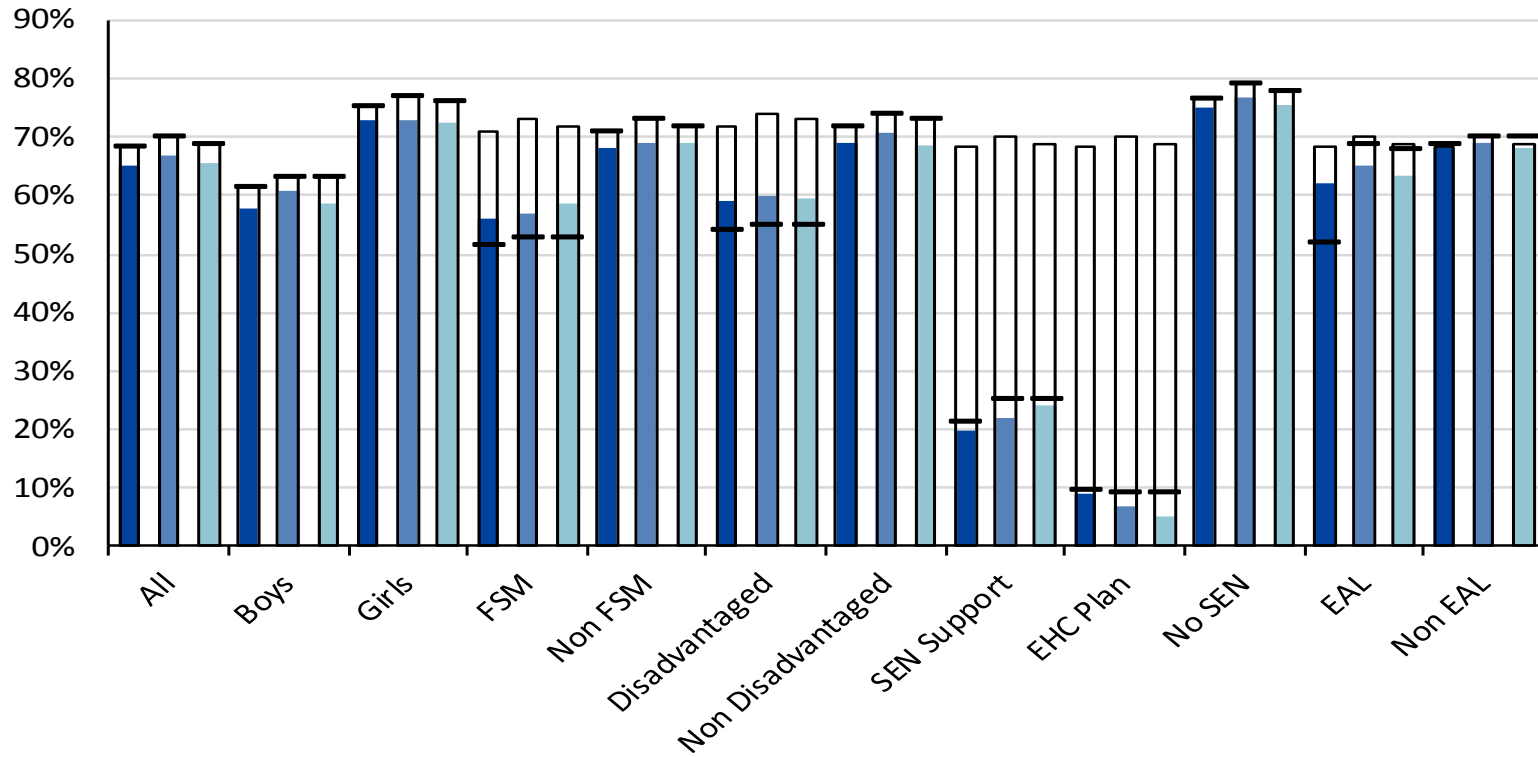
### KS1 - % achieving Expected Standard in Reading



Source: DfE  
Produced by Children's PRI

■ 2017 ■ 2018 ■ 2019 □ National - Comparator — National - Same

### KS1 - % achieving Expected Standard in Writing

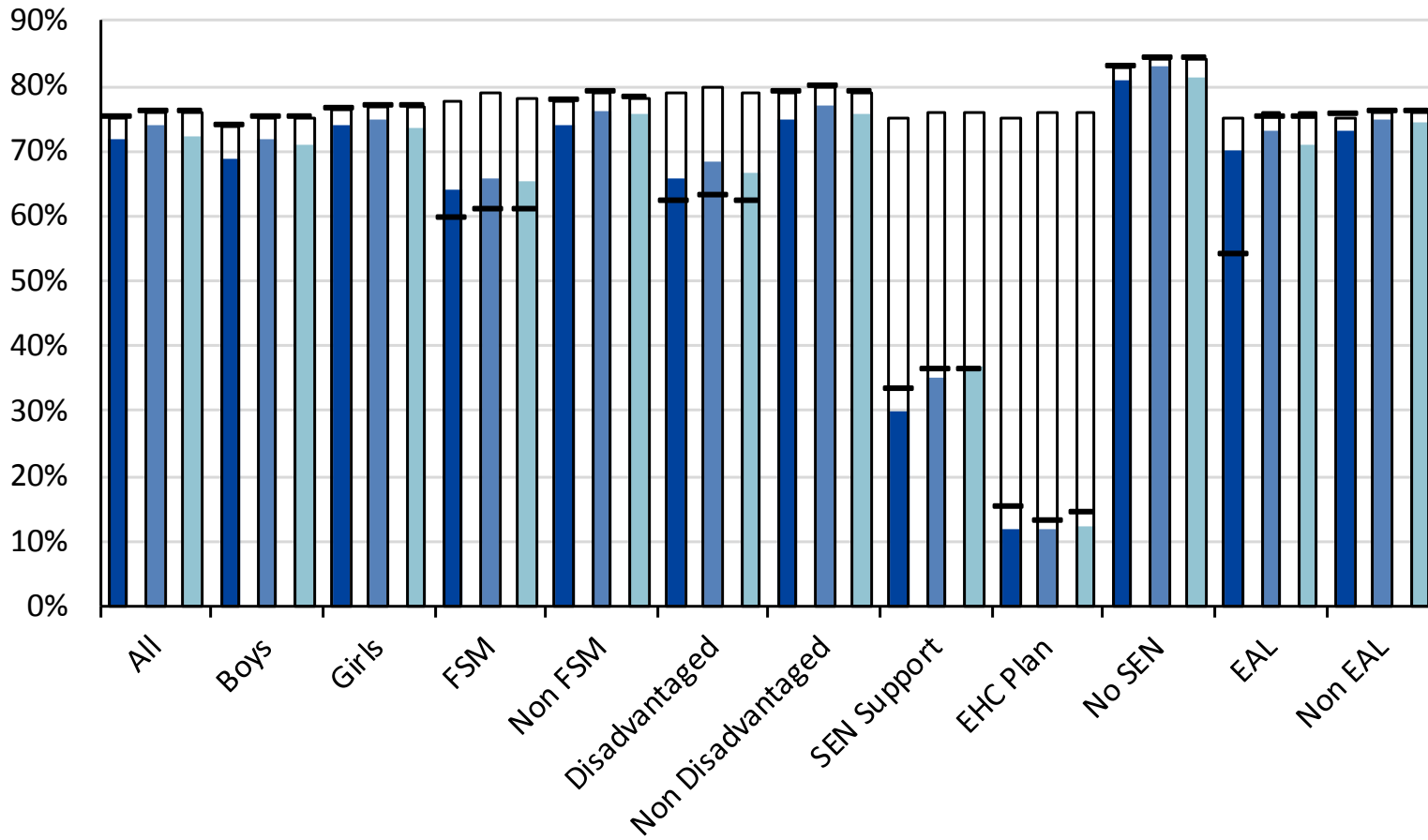


Source: DfE

Produced by Children's PRI

■ 2017 ■ 2018 ■ 2019 □ National - Comparator — National - Same

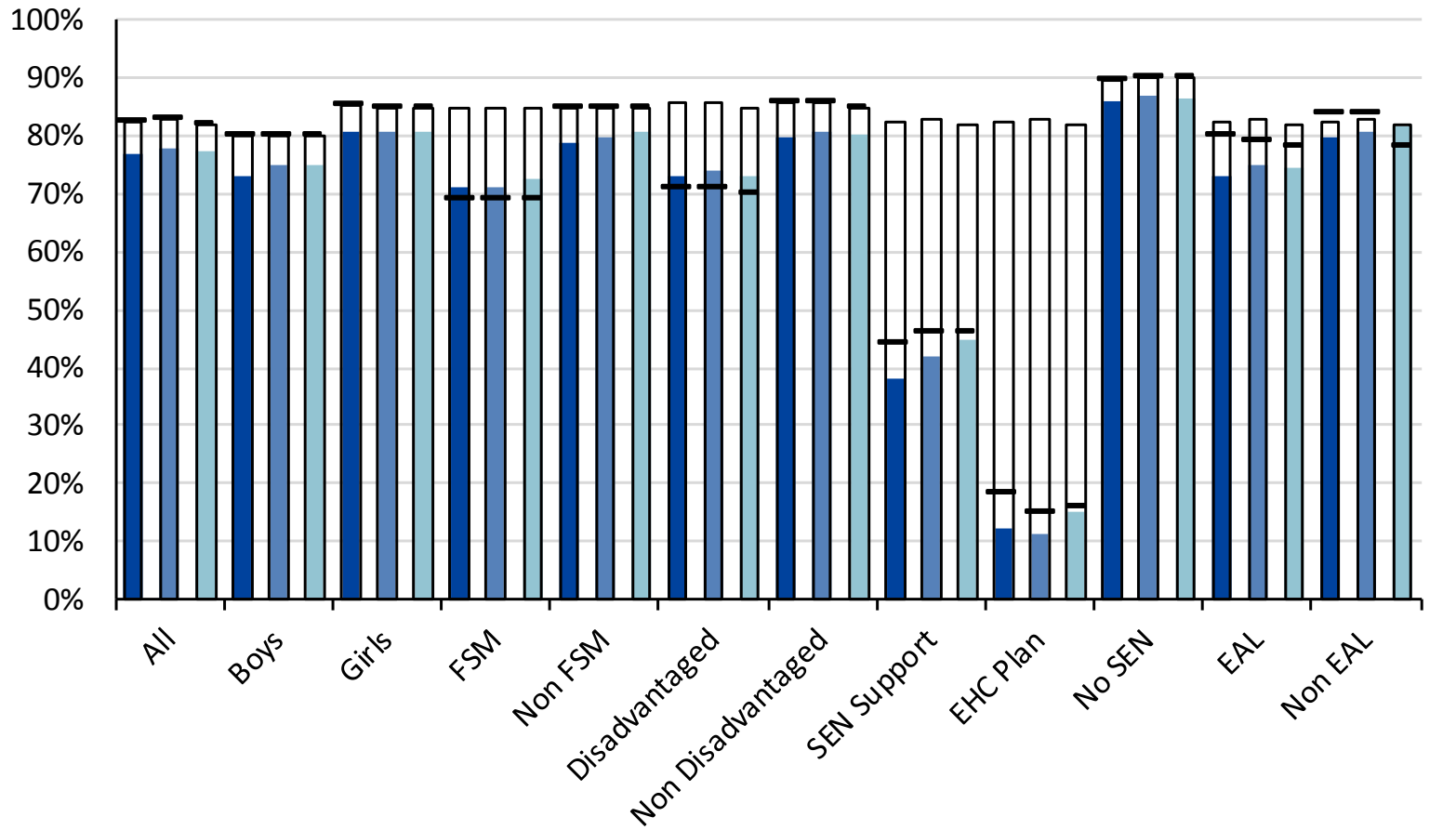
### KS1 - % achieving Expected Standard in Maths



Source: DfE  
Produced by Children's PRI

■ 2017 ■ 2018 ■ 2019 □ National - Comparator — National - Same

## KS1 - % achieving Expected Standard in Science



Source: DfE

Produced by Children's PRI

■ 2017 
 ■ 2018 
 ■ 2019 
  National - Comparator 
  National - Same

### 5.4.1 Gender

- In 2019, 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 was 8% nationally and 10% in Manchester. In writing, the difference in Manchester was 14%, whereas nationally it was 13%. In maths the difference remained at 3% in Manchester and 2% nationally. The difference in science didn't change either, remaining at 6% in Manchester and 5% nationally.
- 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 2019 the difference in outcomes for reading between FSM and non FSM pupils was 9% in Manchester, by contrast this was 18% for the same group of pupils nationally. In writing the difference was 10% in Manchester and 19% nationally. In maths it was 10% in Manchester and 17% nationally and in science 8% in Manchester and 16% nationally.
- FSM pupils in Manchester outperformed 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 was higher than the same group nationally. However, there was a difference (12% in reading, maths and science and 13% in writing) between Manchester outcomes for disadvantaged pupils compared with the outcomes for all other non-disadvantaged pupils nationally.
- In 2019 the difference in outcomes for reading between disadvantaged and non-disadvantaged pupils was 7% in Manchester whereas it was 16% for the same group of pupils nationally. In writing it was 9% in Manchester and 18% nationally. In maths it was 9% in Manchester and 17% nationally and in science 7% in Manchester and 15% nationally.
- In all subjects, Manchester outcomes for disadvantaged pupils are better than outcomes for the same group of pupils nationally.

#### 5.4.4 Pupils with Special Educational Needs

- In 2019 KS1 outcomes at the expected level, improved in all subjects for pupils receiving SEN support.
- The difference between outcomes for Manchester pupils receiving SEN support and SEN support pupils nationally is diminishing. In reading, writing and science the difference was only 1% and in maths Manchester pupils outperformed the same pupils nationally by 1%.
- The difference in reading outcomes for SEN support pupils in Manchester and those without any SEN was 2% less than the difference nationally. In writing it was 1% less, in maths it was 4% less and in science it was 3% less
- More pupils with an EHC plan nationally achieved the expected standard at KS1 in all subjects, than did Manchester pupils. The difference was 3% in reading, 4% in writing, 2% in maths and 1% in science. 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 was 5% lower than the same group nationally in reading and 4% in writing, maths and science.
- The difference in outcomes for EAL learners in Manchester compared with non EAL was 4% in writing and maths and 8% in reading and science.
- The gap between outcomes for EAL and non EAL learners in Manchester is wider than the gap nationally.
- Improving outcomes for EAL learners remains a priority.

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

	KS1 - % achieving Higher Standard in Reading compared with National Comparator Groups and National Same Group											
	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
<b>All</b>	20%	25%	-5%	25%	22%	26%	-4%	26%	21%	25%	-4%	25%
<b>Boys</b>	17%	22%	-5%	22%	18%	22%	-4%	22%	18%	22%	-4%	22%
<b>Girls</b>	23%	29%	-6%	29%	26%	29%	-3%	29%	24%	29%	-5%	29%
<b>FSM</b>	13%	27%	-14%	13%	14%	28%	-14%	13%	15%	27%	-12%	13%
<b>Non FSM</b>	22%	27%	-5%	27%	24%	28%	-4%	28%	24%	27%	-3%	27%
<b>Disadvantaged</b>	15%	28%	-13%	14%	17%	29%	-13%	14%	16%	28%	-12%	14%
<b>Non Disadvantaged</b>	23%	28%	-5%	28%	25%	29%	-4%	29%	24%	28%	-4%	28%
<b>SEN Support</b>	4%	25%	-21%	5%	4%	26%	-22%	5%	5%	25%	-20%	5%
<b>EHC Plan</b>	1%	25%	-24%	3%	4%	26%	-23%	2%	2%	25%	-23%	2%
<b>No SEN</b>	24%	29%	-5%	29%	26%	29%	-4%	29%	25%	29%	-4%	29%
<b>EAL</b>	17%	25%	-8%	23%	19%	26%	-7%	22%	17%	25%	-8%	21%
<b>Non EAL</b>	23%	25%	-2%	27%	24%	26%	-2%	27%	24%	25%	-1%	26%

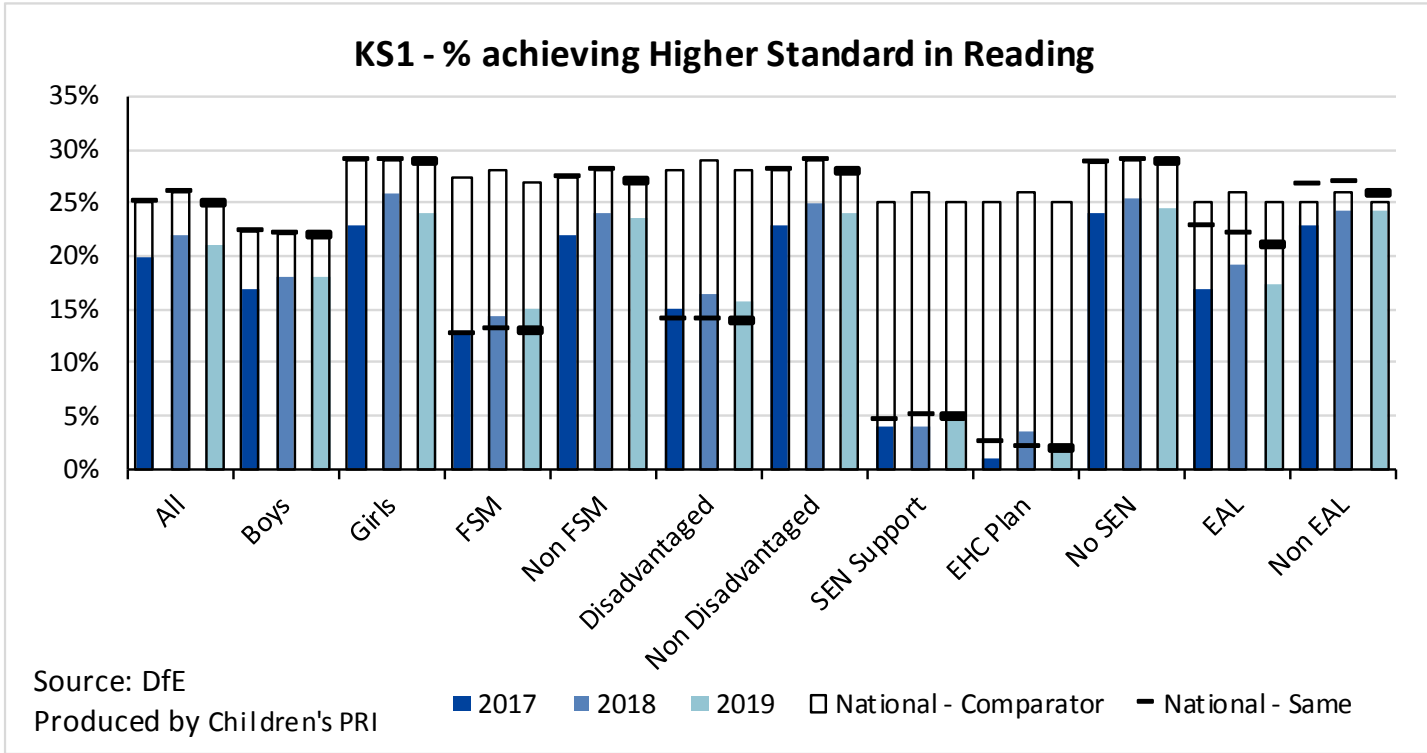


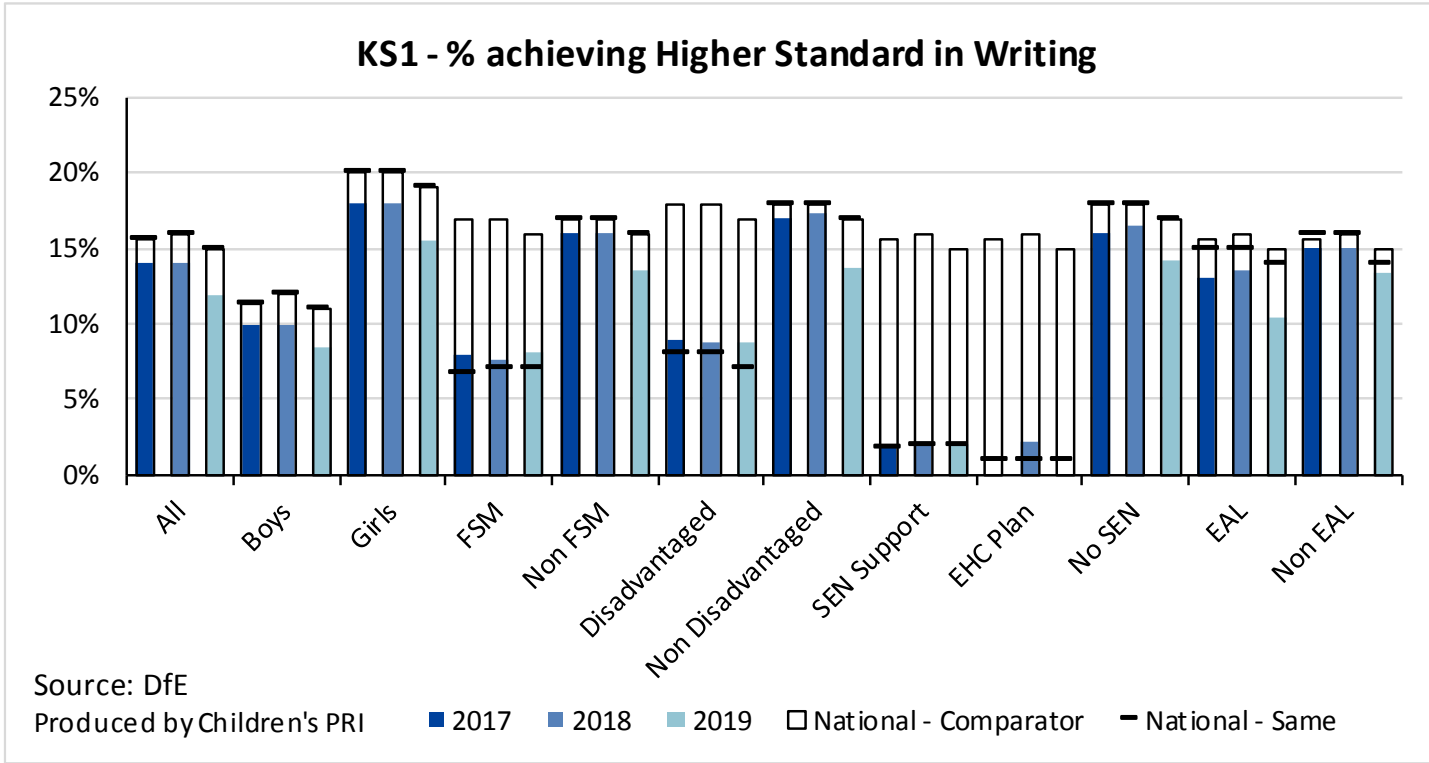
<b>KS1 - % achieving Higher Standard in Writing compared with National Comparator Groups and National Same Group</b>												
	<b>2017</b>				<b>2018</b>				<b>2019</b>			
	<b>Ma n</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	14 %	16%	-2%	16%	14%	16%	-2%	16%	12%	15%	-3%	15%
<b>Boys</b>	10 %	11%	-1%	11%	10%	12%	-2%	12%	9%	11%	-3%	11%
<b>Girls</b>	18 %	20%	-2%	20%	18%	20%	-2%	20%	16%	19%	-4%	19%
<b>FSM</b>	8%	17%	-9%	7%	8%	17%	-9%	7%	8%	16%	-8%	7%
<b>Non FSM</b>	16 %	17%	-1%	17%	16%	17%	-1%	17%	14%	16%	-3%	16%
<b>Disadvantaged</b>	9%	18%	-9%	8%	9%	18%	-9%	8%	9%	17%	-8%	7%
<b>Non Disadvantaged</b>	17 %	18%	-1%	18%	17%	18%	-1%	18%	14%	17%	-3%	17%
<b>SEN Support</b>	2%	16%	-14%	2%	2%	16%	-14%	2%	2%	15%	-13%	2%
<b>EHC Plan</b>	0%	16%	-16%	1%	2%	16%	-14%	1%	0%	15%	-15%	1%
<b>No SEN</b>	16 %	18%	-2%	18%	17%	18%	-1%	18%	14%	17%	-3%	17%
<b>EAL</b>	13 %	16%	-3%	15%	14%	16%	-3%	15%	10%	15%	-5%	14%
<b>Non EAL</b>	15 %	16%	-1%	16%	15%	16%	-1%	16%	13%	15%	-2%	14%

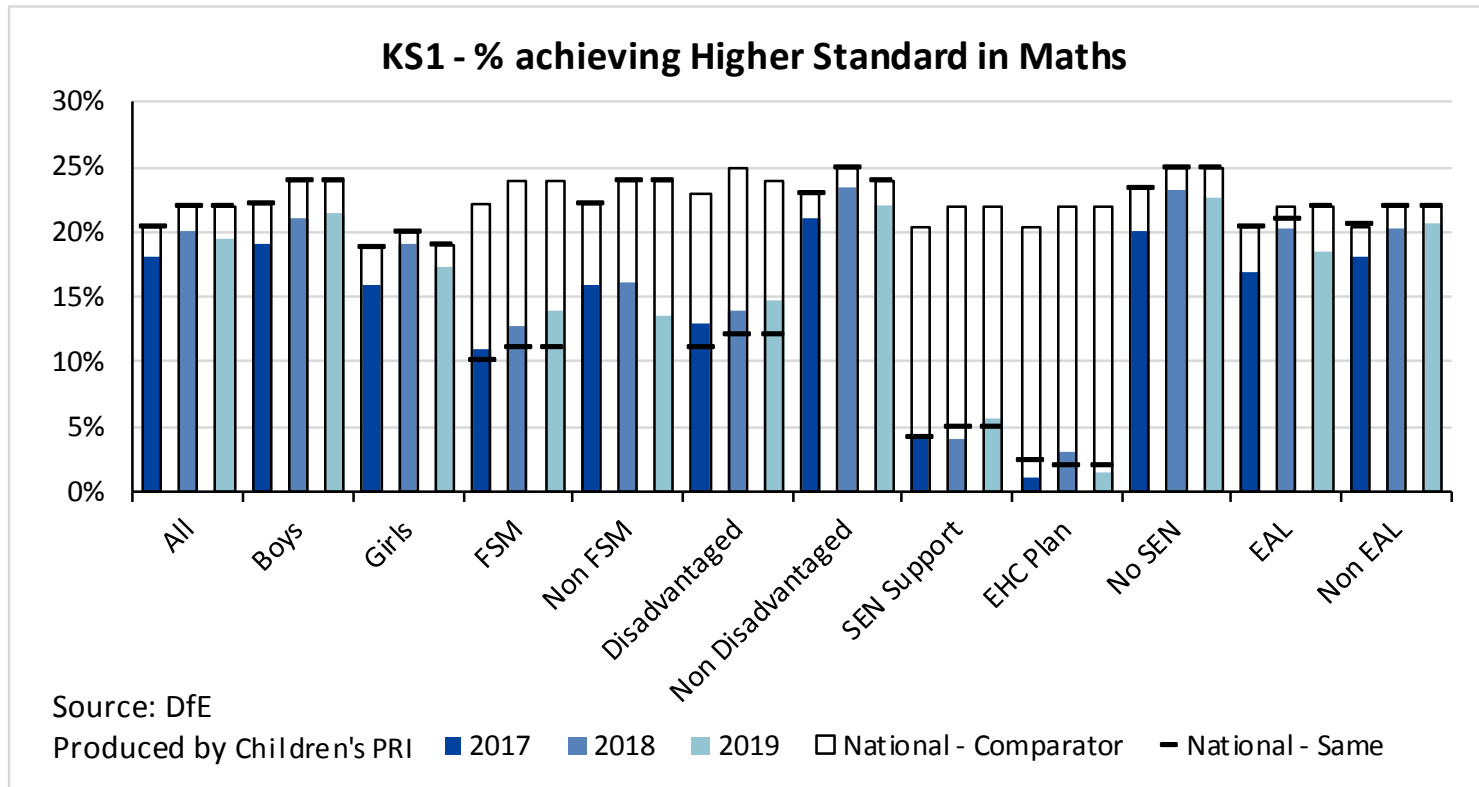
	<b>KS1 - % achieving Higher Standard in Maths compared with National Comparator Groups and National Same Group</b>											
	<b>2017</b>				<b>2018</b>				<b>2019</b>			
	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Sam e</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Sam e</b>	<b>Man</b>	<b>Nat</b>	<b>Diff</b>	<b>Sam e</b>
<b>All</b>	18%	20%	-2%	20%	20%	22%	-2%	22%	19%	22%	-3%	22%
<b>Boys</b>	19%	22%	-3%	22%	21%	24%	-3%	24%	21%	24%	-3%	24%
<b>Girls</b>	16%	19%	-3%	19%	19%	20%	-1%	20%	17%	19%	-2%	19%
<b>FSM</b>	11%	22%	-	10%	13%	24%	-	11%	14%	24%	-10%	11%
<b>Non FSM</b>	16%	22%	-6%	22%	16%	24%	-8%	24%	14%	24%	-11%	24%
<b>Disadvantaged</b>	13%	23%	-	11%	14%	25%	-	12%	15%	24%	-9%	12%
<b>Non Disadvantaged</b>	21%	23%	10%	23%	24%	25%	11%	25%	22%	24%	-2%	24%
<b>SEN Support</b>	4%	20%	-2%	4%	4%	22%	-	5%	6%	22%	-16%	5%
<b>EHC Plan</b>	1%	20%	16%	2%	3%	22%	18%	2%	1%	22%	-21%	2%
<b>No SEN</b>	20%	23%	19%	23%	23%	25%	19%	25%	23%	25%	-2%	25%
<b>EAL</b>	17%	20%	-3%	20%	20%	22%	-2%	21%	19%	22%	-4%	22%
<b>Non EAL</b>	18%	20%	-3%	21%	20%	22%	-2%	22%	21%	22%	-1%	22%

**Notes:**

- The block graphs below show the data from the tables above. The dark blue block relates to outcomes in 2017, mid blue relates to outcomes in 2018 and light blue relates to outcomes in 2019.
- 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.







#### 5.5.1 Gender

- The proportion of girls achieving a higher standard at KS1 in reading and writing is consistently higher than boys, whilst in maths more boys achieve at the higher standard. This mirrors the national picture.
- In 2019 a lower proportion of boys and girls in Manchester achieved the higher standard in all subjects than in the same groups nationally. The difference between Manchester outcomes at the higher standard and outcomes at the higher standard nationally in reading was 4% for boys and 5% for girls. In writing it was 3% for boys and 4% for girls. In maths it was 3% for boys and 2% for girls.
- Girls in Manchester outperformed boys at the higher standard in reading and writing by 7%, conversely, in maths, boys outperformed girls by 4%.

- 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 2019 the difference in outcomes at the higher standard for reading between FSM and non FSM pupils was 9% in Manchester. By comparison, the difference was 14% for the same groups of pupils nationally. In writing the difference was 6% in Manchester, but 9% nationally and in maths there was no difference in Manchester and 13% nationally.
- Outcomes at the higher standard for FSM pupils in Manchester were higher than outcomes for FSM pupils nationally. There still remains a difference however between FSM pupils in Manchester 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 remains higher than the same group of pupils nationally. However, there was a 12% difference in reading, 8% difference in writing and 9% difference in maths between Manchester outcomes for disadvantaged pupils and all other non-disadvantaged pupils nationally.
- In 2019 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 5% in Manchester and 10% nationally. In maths it was 7% in Manchester and 12% nationally.

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

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

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

- The proportion of EAL learners in Manchester achieving the higher standard at KS1 was 4% lower than the same group nationally in reading and writing and 3% lower in maths.





## Appendix 6: Key Stage 2

### 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 assessment for measuring writing changed in 2018 so RWM outcomes are not comparable to 2017*)
- the percentage of pupils achieving the higher standard in reading, writing and mathematics (*Changes to the assessment regime in 2018 mean writing outcomes are not directly comparable to recent years.*)
- 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 into 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. In 2018 research from recent years was applied to ensure that highly negative scores are not included in the calculation for progress scores so that this does not impact disproportionately on the overall outcome)

**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 to national outcomes with similar groups of Manchester learners.

## 6.2 Headlines

### Attainment at KS2

- Attainment outcomes for achieving the expected standard in maths and science improved in 2019. In writing and Grammar, Punctuation and Spelling (GPS), outcomes remain unchanged and in reading they declined by 2%.
- 61% of pupils in Manchester met the expected standard in reading, writing and maths combined. This is 1% below the results for 2018. As outcomes nationally improved by 1%, Manchester's gap to national has increased to 4%.
- In Maths, the Manchester average was 1% below the national average for pupils achieving the expected standard. The percentage of pupils in Manchester achieving the expected standard in reading, writing and science were all below the national average, by 3 percentage points. Manchester was in line with the percentage of pupils achieving the expected standard nationally in Grammar, Punctuation and Spelling (GPS). The average scaled score was 0.6 higher than the national average for GPS, but 0.7 lower in reading and 0.3 lower in maths.
- Manchester had 9% of pupils achieving the higher standard in reading, writing and maths combined. The 2% improvement made in 2018 has been maintained however this is 2% below the national average. Pupil outcomes at the higher standard were 3% below the national average in reading, 4% below in writing and 2% below in maths.

## Progress in 2019 at KS2

- As in previous years, the progress scores in all subjects for the 2019 cohort of Manchester pupils, were above the national average and were statistically significant.
- On average, Manchester's pupils have made more progress than those pupils nationally with the same prior attainment level.

## 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 and writing were the areas where all learners were the furthest away from national outcomes, at -3%. This placed the outcomes for Manchester pupils in terms of RWM 129<sup>th</sup> out of 152 Local Authorities. This was lower than both 2017 and 2018.
- The progress made by Manchester pupils in reading and maths were statistically significantly better than national and there was no difference in writing.

### Comparison with national averages

	<b>KS2 % Achieving Expected Standard in Reading Compared with National Comparator Groups and Same Groups</b>											
	<b>2017</b>				<b>2018</b>				<b>2019</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>	69%	72%	-3%	72%	72%	75%	-3%	75%	70%	73%	-3%	73%
<b>Boys</b>	66%	68%	-2%	68%	69%	72%	-3%	72%	64%	69%	-5%	69%
<b>Girls</b>	72%	75%	-3%	75%	76%	79%	-3%	79%	76%	79%	-3%	79%
<b>FSM</b>	60%	74%	-14%	55%	63%	78%	-15%	60%	61%	76%	-15%	58%
<b>Non FSM</b>	72%	74%	-2%	74%	76%	78%	-2%	78%	73%	76%	-3%	76%
<b>Disadvantaged</b>	63%	77%	-14%	60%	67%	80%	-13%	64%	65%	78%	-13%	62%

<b>Non Disadvantaged</b>	75%	77%	-2%	77%	78%	80%	-2%	80%	75%	78%	-3%	78%
<b>SEN Support</b>	36%	72%	-36%	37%	44%	75%	-31%	43%	36%	73%	-37%	41%
<b>EHC Plan</b>	8%	72%	-64%	15%	16%	75%	-60%	16%	9%	73%	-65%	16%
<b>No SEN</b>	78%	80%	-2%	80%	81%	83%	-2%	83%	80%	81%	-1%	81%
<b>EAL</b>	63%	72%	-9%	65%	68%	75%	-8%	71%	66%	73%	-7%	70%
<b>Non EAL</b>	73%	72%	1%	73%	76%	75%	1%	77%	72%	73%	-1%	74%

	<b>KS2 % Achieving Expected Standard in Writing Compared with National Comparator Groups and Same Groups</b>											
	<b>2017</b>				<b>2018</b>				<b>2019</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>	75%	76%	-1%	76%	75%	78%	-3%	78%	75%	78%	-3%	78%
<b>Boys</b>	69%	70%	-1%	70%	70%	72%	-2%	72%	68%	72%	-4%	72%
<b>Girls</b>	81%	82%	-1%	82%	81%	84%	-3%	84%	82%	85%	-4%	85%
<b>FSM</b>	66%	79%	-13%	61%	65%	81%	-16%	63%	65%	81%	-16%	64%
<b>Non FSM</b>	78%	79%	-1%	79%	79%	81%	-2%	81%	79%	81%	-2%	81%
<b>Disadvantaged</b>	70%	81%	-12%	66%	70%	83%	-13%	67%	70%	83%	-13%	68%
<b>Non Disadvantaged</b>	80%	81%	-1%	81%	81%	83%	-2%	83%	80%	83%	-3%	83%
<b>SEN Support</b>	33%	76%	-43%	34%	38%	78%	-40%	38%	36%	78%	-42%	39%
<b>EHC Plan</b>	5%	76%	-71%	13%	12%	78%	-66%	13%	9%	78%	-69%	14%
<b>No SEN</b>	86%	86%	0%	86%	86%	88%	-2%	88%	87%	88%	-2%	88%
<b>EAL</b>	74%	76%	-2%	74%	72%	78%	-6%	77%	74%	78%	-5%	77%
<b>Non EAL</b>	75%	76%	-1%	77%	78%	78%	-1%	79%	76%	78%	-2%	79%

<b>KS2 % Achieving Expected Standard in Maths Compared with National Comparator Groups and Same Groups</b>												
	<b>2017</b>				<b>2018</b>				<b>2019</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>	75%	75%	0%	75%	75%	76%	-1%	76%	78%	79%	-1%	79%
<b>Boys</b>	74%	75%	-1%	75%	75%	75%	0%	75%	76%	78%	-2%	78%
<b>Girls</b>	77%	75%	2%	75%	76%	76%	0%	76%	80%	79%	1%	79%
<b>FSM</b>	65%	78%	-14%	59%	65%	78%	-13%	59%	68%	82%	-14%	63%
<b>Non FSM</b>	79%	78%	1%	78%	79%	78%	1%	78%	82%	82%	0%	82%
<b>Disadvantaged</b>	69%	80%	-12%	63%	69%	81%	-12%	64%	72%	84%	-12%	67%
<b>Non Disadvantaged</b>	83%	80%	3%	80%	82%	81%	1%	81%	84%	84%	0%	84%
<b>SEN Support</b>	42%	75%	-33%	41%	46%	76%	-31%	42%	43%	79%	-36%	46%
<b>EHC Plan</b>	10%	75%	-65%	15%	13%	76%	-63%	15%	13%	79%	-66%	17%
<b>No SEN</b>	85%	83%	2%	83%	84%	84%	0%	84%	88%	87%	1%	87%
<b>EAL</b>	76%	75%	1%	76%	75%	76%	-1%	77%	80%	79%	1%	80%
<b>Non EAL</b>	76%	75%	1%	75%	76%	76%	0%	75%	77%	79%	-3%	78%

<b>KS2 % Achieving Expected Standard in RWM Compared with National Comparator Groups and Same Groups</b>												
	<b>2017</b>				<b>2018</b>				<b>2019</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>	60%	61%	-1%	61%	62%	64%	-2%	64%	61%	65%	-4%	65%
<b>Boys</b>	56%	57%	-1%	57%	58%	61%	-3%	61%	55%	60%	-5%	60%
<b>Girls</b>	64%	65%	-1%	65%	66%	68%	-2%	68%	68%	70%	-2%	70%
<b>FSM</b>	49%	64%	-15%	43%	51%	68%	-17%	46%	50%	68%	-18%	47%
<b>Non FSM</b>	64%	64%	0%	64%	66%	68%	-2%	68%	66%	68%	-2%	68%
<b>Disadvantaged</b>	53%	67%	-14%	48%	56%	70%	-14%	51%	55%	71%	-16%	51%
<b>Non Disadvantaged</b>	68%	67%	1%	67%	69%	70%	-1%	70%	68%	71%	-3%	71%

<b>SEN Support</b>	22%	61%	-39%	20%	27%	64%	-37%	24%	23%	65%	-42%	25%
<b>EHC Plan</b>	2%	61%	-59%	8%	8%	64%	-56%	9%	5%	65%	-60%	9%
<b>No SEN</b>	71%	70%	1%	70%	72%	74%	-2%	74%	73%	74%	-2%	74%
<b>EAL</b>	56%	61%	-5%	58%	59%	64%	-5%	63%	60%	65%	-5%	64%
<b>Non EAL</b>	63%	61%	2%	62%	65%	64%	1%	65%	63%	65%	-2%	65%

**KS2 % Achieving Expected Standard in Science Compared with National Comparator Groups and Same Groups**

	2017				2018				2019			
	Manchester	National	Diff	Same	Manchester	National	Diff	Same	Manchester	National	Diff	Same
	<b>All</b>	78%	82%	-4%	82%	79%	82%	-3%	82%	80%	83%	-3%
<b>Boys</b>	75%	79%	-4%	79%	77%	80%	-3%	80%	76%	81%	-5%	81%
<b>Girls</b>	82%	84%	-2%	84%	82%	85%	-3%	85%	83%	86%	-3%	86%
<b>FSM</b>	68%				70%				71%	86%	-15%	69%
<b>Non FSM</b>	82%				82%				83%	86%	-3%	86%
<b>Disadvantaged</b>	73%				74%				75%	88%	-13%	73%
<b>Non Disadvantaged</b>	85%				84%				84%	88%	-4%	88%
<b>SEN Support</b>	42%	82%	-40%		46%	82%	-36%		45%	83%	-38%	51%
<b>EHC Plan</b>	6%	82%	-76%		15%	82%	-67%		13%	83%	-70%	18%
<b>No SEN</b>	89%				89%				90%	92%	-2%	92%
<b>EAL</b>	77%	82%	-5%		76%	82%	-6%		79%	83%	-4%	83%

<b>Non EAL</b>	79%	82%	- 3%		0%	82%	- 82%		81%	83%	-2%	84%
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National comparators for science are only available for all pupils, boys and girls in 2017 and 2018.

### 6.3.1 Gender

- In 2019, at KS2 girls continued to out-perform boys in all areas with the greatest difference in writing (14%) and least in maths (4%).
- Girls' attainment in maths was 1% above the national average. In all other subjects both girls' and boys' attainment were below national.
- The gender gap in reading for Manchester pupils was 12%, nationally it was 10%. In writing the gap was 14% and 13% nationally. In maths Manchester's gap was 4% and nationally it was 1%.
- The gap between boys' and girls' attainment in Manchester widened from 2018 to 2019 in all subjects.

### 6.3.2 Pupils eligible for free school meals

- In 2019 at KS2 the difference between outcomes in reading for FSM and non FSM pupils in Manchester was 12%, nationally it was 18%. In writing and maths the difference in Manchester was 14% whereas nationally it was 17% and 19% respectively.
- FSM learners in Manchester did better in reading (+6%), in writing (+3%) and in maths (+5%) when compared with other FSM pupils nationally. They also did better than the similar group in the RWM (+5%) combined measure.

### 6.3.3 Disadvantaged Pupils

- When compared with the national disadvantaged cohort, disadvantaged learners in Manchester exceeded national outcomes in 2019 in all measures: reading (+6%); writing (+5%); maths (+5%); combined RWM (+7%).
- The difference between Manchester's non-disadvantaged cohort and the disadvantaged cohort was 6% better than national in reading, 15% better in writing and 5% better in maths and 7% better in RWM combined.

### 6.3.4 Pupils with Special Educational Needs

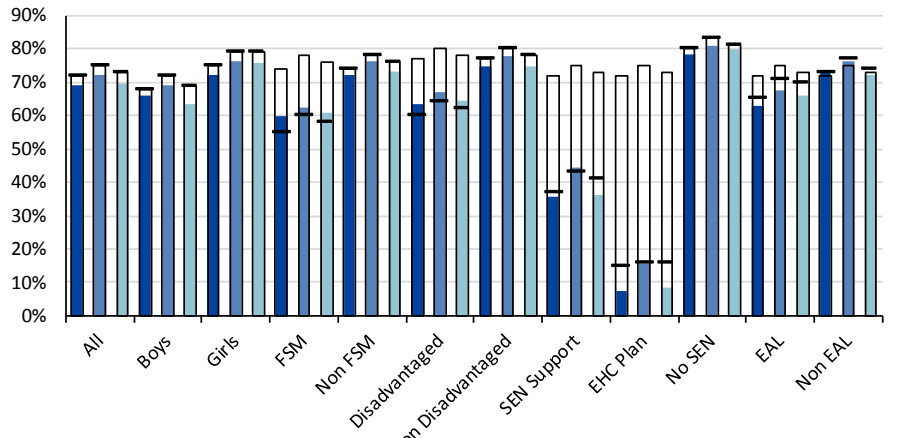
- In comparing the outcomes for Manchester pupils in receipt of SEN support with the similar group nationally, their outcomes were 5% below in reading, 3% below in writing and maths and 2% below in RWM combined.
- KS2 outcomes in 2019 for learners with SEN support showed that there continues to be significant gaps to national comparators in all areas.
- Outcomes for pupils with an EHC plan were below the national cohort of pupils with EHC plans in all areas.

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

- Outcomes for EAL learners in Manchester were below the national outcomes in reading (-4%) and writing (-3%) compared with those learners in the EAL national cohort. In maths, they were in line with national. They were also below in RWM combined (-4%).
- In Manchester the largest difference in outcomes between EAL and non EAL learners was in reading (-6%); nationally it was -4%. In maths, Manchester's EAL learners outperformed non EAL by 3%; nationally it was 2%.

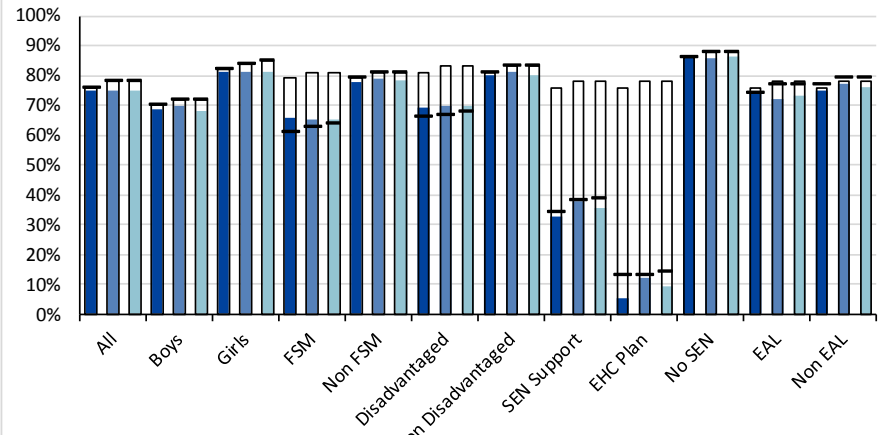


**KS2 - % achieving Expected Standard in Reading**



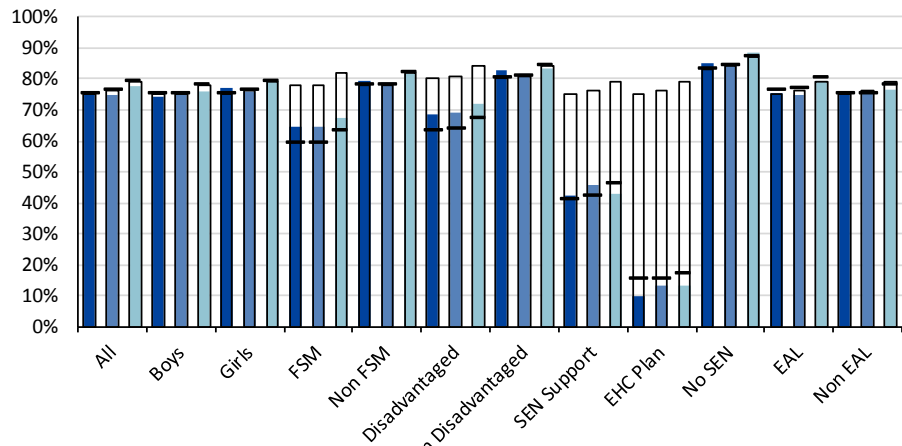
Source: DfE  
Produced by Children's PRI

**KS2 - % achieving Expected Standard in Writing**



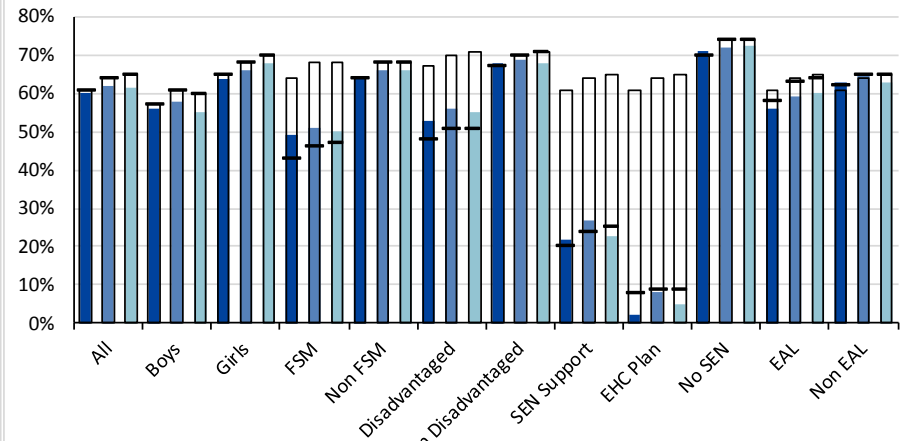
Source: DfE  
Produced by Children's PRI

**KS2 - % achieving Expected Standard in Maths**



Source: DfE  
Produced by Children's PRI

**KS2 - % achieving Expected Standard in RWM**



Source: DfE  
Produced by Children's PRI

## 6.4 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 in Reading Compared with National Comparator Groups and Same Groups</b>											
	<b>2017</b>				<b>2018</b>				<b>2019</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>	21%	25%	-4%	25%	26%	28%	-2%	28%	24%	27%	-3%	27%
<b>Boys</b>	19%	22%	-3%	22%	22%	24%	-2%	24%	20%	22%	-3%	22%
<b>Girls</b>	24%	28%	-4%	28%	30%	33%	-3%	33%	28%	32%	-4%	32%
<b>FSM</b>	13%	27%	-14%	12%	18%	30%	12%	16%	16%	29%	-14%	15%
<b>Non FSM</b>	24%	27%	-3%	27%	29%	30%	-1%	30%	27%	29%	-2%	29%
<b>Disadvantaged</b>	16%	29%	-13%	14%	21%	33%	12%	18%	18%	31%	-13%	17%
<b>Non Disadvantaged</b>	27%	29%	-2%	29%	31%	33%	-2%	33%	30%	31%	-1%	31%
<b>SEN Support</b>	3%	25%	-22%	7%	11%	28%	17%	9%	8%	27%	-19%	9%
<b>EHC Plan</b>	1%	25%	-24%	4%	5%	28%	23%	4%	1%	27%	-26%	4%
<b>No SEN</b>	25%	28%	-3%	28%	30%	32%	-2%	32%	28%	31%	-3%	31%
<b>EAL</b>	16%	25%	-9%	19%	22%	28%	-7%	24%	21%	27%	-6%	25%
<b>Non EAL</b>	25%	25%	0%	26%	29%	28%	1%	29%	26%	27%	-1%	28%

**KS2 % Achieving Higher Standard in Writing Compared with National Comparator Groups and Same Groups**

	2017				2018				2019			
	Man	Nat	Diff	Same	Man	Nat	Diff	Same	Man	Nat	Diff	Same
	<b>All</b>	15%	18%	-3%	18%	16%	20%	-4%	20%	16%	20%	-4%
<b>Boys</b>	11%	13%	-2%	13%	13%	15%	-2%	15%	12%	15%	-3%	15%
<b>Girls</b>	18%	23%	-5%	23%	20%	25%	-5%	25%	20%	25%	-5%	25%
<b>FSM</b>	9%	19%	-10%	8%	11%	22%	11%	10%	10%	22%	13%	10%
<b>Non FSM</b>	17%	19%	-2%	19%	18%	22%	-4%	22%	19%	22%	-3%	22%
<b>Disadvantaged</b>	11%	21%	-10%	10%	12%	24%	12%	11%	11%	24%	13%	11%
<b>Non Disadvantaged</b>	19%	21%	-2%	21%	21%	24%	-4%	24%	21%	24%	-3%	24%
<b>SEN Support</b>	3%	18%	-15%	3%	3%	20%	17%	3%	3%	20%	17%	4%
<b>EHC Plan</b>	0%	18%	-18%	1%	1%	20%	19%	2%	0%	20%	20%	2%
<b>No SEN</b>	18%	21%	-3%	21%	20%	24%	-4%	24%	20%	24%	-4%	24%
<b>EAL</b>	13%	18%	-5%	16%	14%	20%	-7%	19%	15%	20%	-5%	19%
<b>Non EAL</b>	16%	18%	-3%	18%	19%	20%	-2%	20%	17%	20%	-3%	20%

<b>KS2 % Achieving Higher Standard in Maths Compared with National Comparator Groups and Same Groups</b>												
	<b>2017</b>				<b>2018</b>				<b>2019</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>	23%	23%	0%	23%	23%	24%	-1%	24%	25%	27%	-2%	27%
<b>Boys</b>	24%	24%	0%	24%	24%	26%	-2%	26%	28%	29%	-1%	29%
<b>Girls</b>	22%	21%	1%	21%	21%	22%	-1%	22%	23%	24%	-1%	24%
<b>FSM</b>	12%	25%	-13%	11%	14%	26%	12%	12%	15%	29%	14%	14%
<b>Non FSM</b>	27%	25%	2%	25%	26%	26%	0%	26%	29%	29%	0%	29%
<b>Disadvantaged</b>	16%	27%	-11%	13%	17%	28%	11%	14%	17%	32%	15%	16%
<b>Non Disadvantaged</b>	32%	27%	5%	27%	29%	28%	0%	28%	33%	32%	1%	32%
<b>SEN Support</b>	6%	23%	-17%	5%	6%	24%	18%	6%	6%	27%	21%	7%
<b>EHC Plan</b>	1%	23%	-23%	3%	4%	24%	20%	3%	1%	27%	26%	3%
<b>No SEN</b>	28%	26%	2%	26%	27%	27%	0%	27%	31%	31%	0%	31%
<b>EAL</b>	24%	23%	1%	26%	23%	24%	-1%	27%	28%	27%	1%	32%
<b>Non EAL</b>	23%	23%	0%	22%	22%	24%	-2%	23%	24%	27%	-4%	25%

<b>KS2 % Achieving Higher Standard in RWM Compared with National Comparator Groups and Same Groups</b>												
	<b>2017</b>				<b>2018</b>				<b>2019</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>	7%	9%	-2%	9%	9%	10%	-1%	10%	9%	11%	-2%	11%
<b>Boys</b>	5%	7%	-2%	7%	8%	8%	0%	8%	8%	9%	-2%	9%
<b>Girls</b>	9%	10%	-1%	10%	10%	12%	-2%	12%	10%	13%	-3%	13%

<b>FSM</b>	3%	10%	-7%	0%	4%	11%	-7%	4%	5%	12%	-8%	4%
<b>Non FSM</b>	9%	10%	-1%	10%	11%	11%	0%	11%	11%	12%	-1%	12%
<b>Disadvantaged</b>	5%	11%	-6%	4%	6%	12%	-6%	4%	5%	13%	-8%	5%
<b>Non Disadvantaged</b>	10%	11%	-1%	11%	12%	12%	0%	12%	13%	13%	0%	13%
<b>SEN Support</b>	1%	9%	-8%	1%	1%	10%	-9%	1%	2%	11%	-9%	2%
<b>EHC Plan</b>	0%	9%	-9%	1%	1%	10%	-9%	1%	0%	11%	-	1%
<b>No SEN</b>	9%	10%	-1%	10%	11%	12%	-1%	12%	11%	13%	-2%	13%
<b>EAL</b>	6%	9%	-3%	8%	8%	10%	-2%	10%	8%	11%	-3%	11%
<b>Non EAL</b>	8%	9%	-1%	9%	10%	10%	0%	10%	10%	11%	-1%	11%

#### 6.4.1 Gender

- In 2019, 2% more girls than boys achieved the Higher Standard in RWM. Nationally this measure was 4%. In Manchester 8% more girls than boys achieved the Higher Standard in reading and writing. 5% more boys than girls achieved the Higher Standard in maths.
- Both boys' and girls' outcomes at the Higher Standard were below national in all areas; most noticeably for girls' reading (-4%) and writing (-5%).

#### 6.4.2 Pupils eligible for free school meals

- In 2019 FSM pupils achieved 1% above the national averages for similar pupils at the Higher Standard in reading, maths and RWM combined. In Manchester the percentage of the FSM cohort achieving the Higher Standard in writing was in line with national.

#### 6.4.3 Disadvantaged Pupils

- In 2019 the percentage of Manchester disadvantaged pupils achieving the Higher Standard in RWM was in line with the national disadvantaged comparator group.

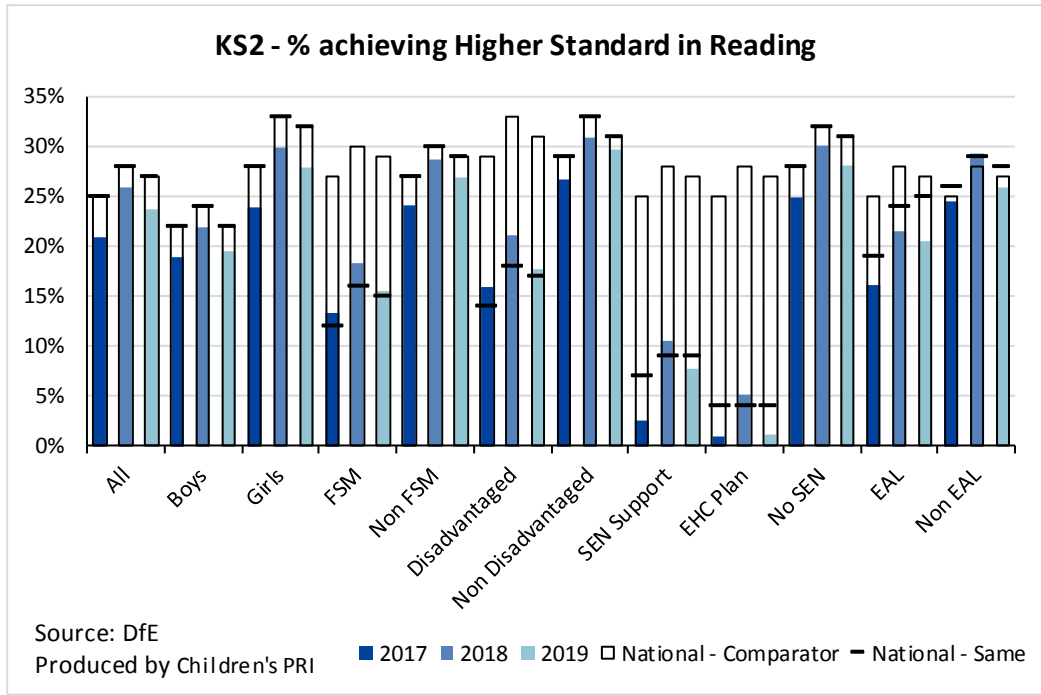
- When compared with the national cohort of disadvantaged learners, Manchester learners were above national comparator outcomes by 1% in reading and maths and were in line with national in writing.

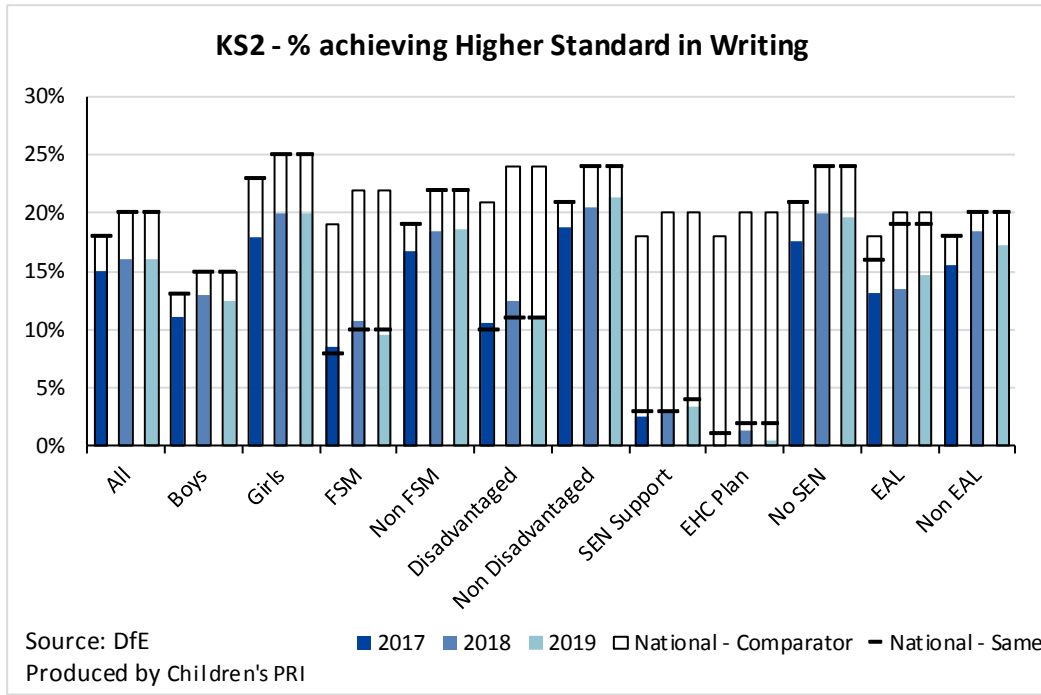
#### **6.4.4 Pupils with Special Educational Needs**

- KS2 outcomes at the Higher Standard in 2019, for pupils with SEN support, were 1% below the same cohort nationally in reading, writing and maths and were in line with national in RWM combined.
- Outcomes for Manchester pupils with an EHC plan attaining the Higher Standard, were below the same cohort nationally in all areas. The greatest difference was in reading (-3%)

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

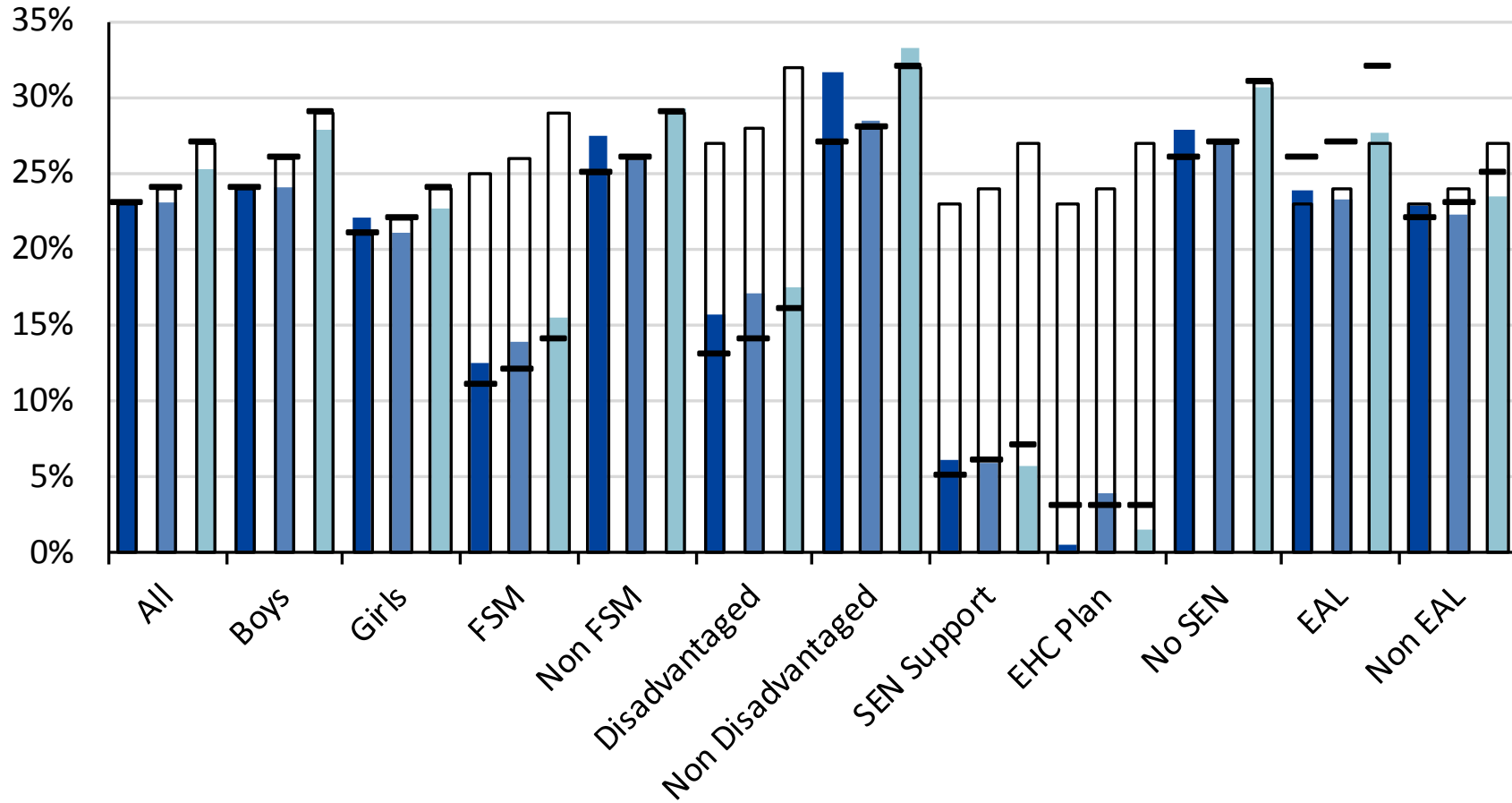
- In 2019 outcomes at the Higher Standard for Manchester pupils with EAL were below those seen by the national EAL cohort. In reading, writing and maths the gap to national was -4%. In RWM combined it was -3%.
- In Manchester the largest difference in outcomes at the Higher Standard, between EAL and non EAL learners was in reading (-5%); nationally it was -3%. In maths, Manchester's EAL learners outperformed non EAL by 4%; nationally it was 7%.







### KS2 - % achieving Higher Standard in Maths

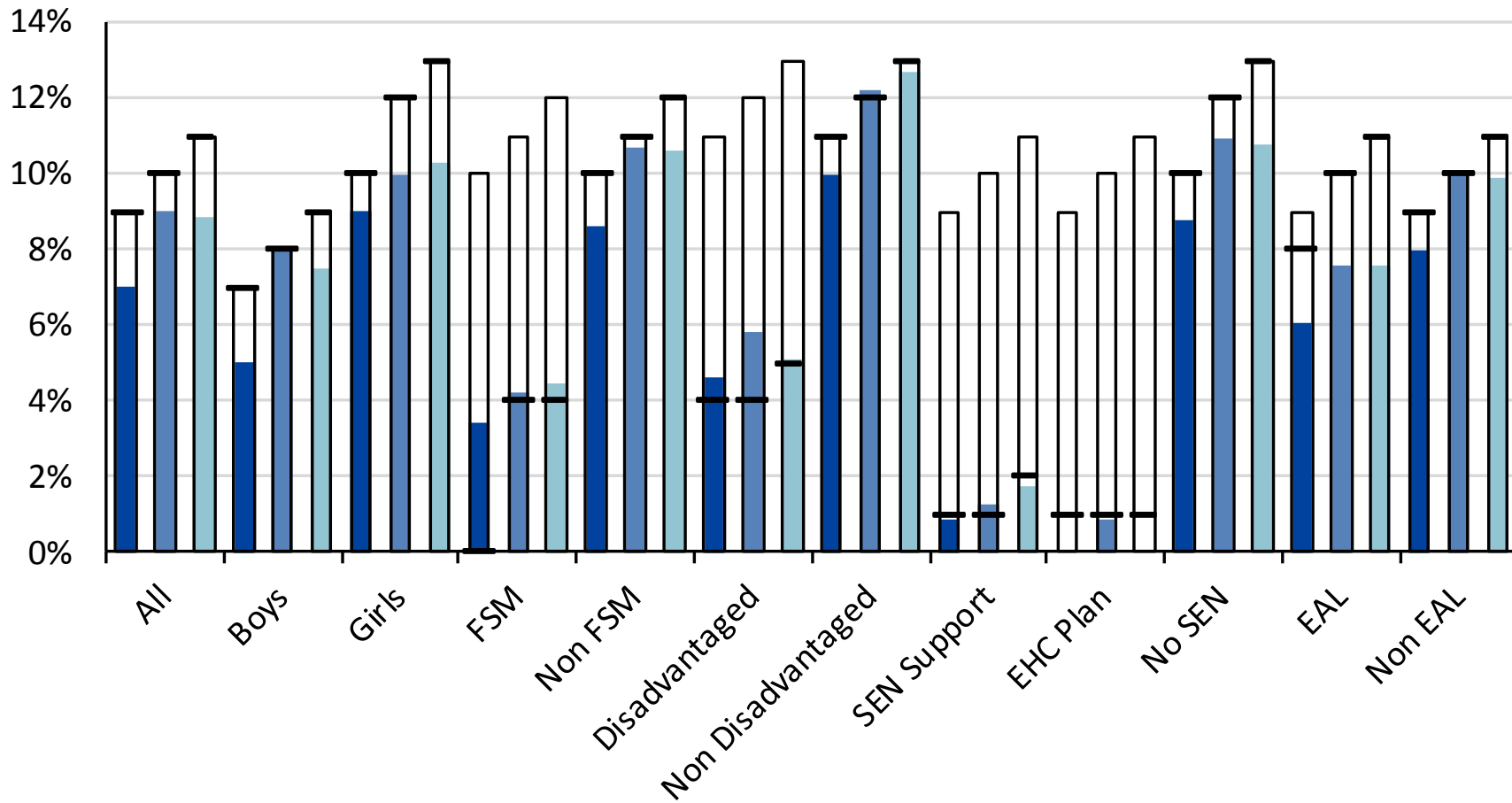


Source: DfE

Produced by Children's PRI

■ 2017 ■ 2018 ■ 2019 □ National - Comparator — National - Same

## KS2 - % achieving Higher Standard in RWM



Source: DfE

Produced by Children's PRI

■ 2017  
 ■ 2018  
 ■ 2019  
  National - Comparator  
  National - Same

## 6.5 KS1 to 2 Progress

New progress measures were calculated for the first time in 2016 identifying each pupil's starting point in KS1, plotting expected progress and measuring against the number of learners making this same 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 (+0.4)
- writing (+0.2)
- and maths (+0.8)

	Progress Scores in Reading with National comparator groups and National Same groups											
	2017				2018				2019			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MC R	NA T	Diff	Same
<b>All</b>	0.5	0	0.5	0	0.9	0	0.9	0	0.4	0	0.4	0
<b>Boys</b>	0.48	-0.3	0.78	-0.3	0.5	-0.4	0.9	-0.4	0.23	0.54	0.31	-0.54
<b>Girls</b>	0.64	0.3	0.34	0.3	1.4	0.4	1	0.4	1.13	0.62	0.51	0.62
<b>FSM</b>	0.09	0.2	-0.11	-0.9	0.1	0.2	-0.1	-0.8	0.23	0.2	0.43	-0.8
<b>Non FSM</b>	0.74	0.2	0.54	0.2	1.2	0.2	1	0.2	0.71	0.2	0.51	0.2
<b>Disadvantaged</b>	0.28	0.3	0.02	-0.7	0.4	0.3	0.1	-0.6	0.04	0.3	0.34	-0.6
<b>Non Disadvantaged</b>	0.87	0.3	0.57	0.3	1.4	0.3	1.1	0.3	0.96	0.3	0.66	0.3
<b>SEN Support</b>	-0.18	0	0.18	-1.2	0.4	0	0.4	-1	0.43	0	0.43	-1

<b>EHC Plan</b>	-5.36	0	-5.36	-3.7	-3	0	-3	-3.8	3.38	0	3.38	-3.6
<b>No SEN</b>	0.84	0.3	0.54	0.3	1.2	0.3	0.9	0.3	0.79	0.4	0.39	0.4
<b>EAL</b>	0.32	0	0.32	0.3	1	0	1	0.6	0.72	0	0.72	0.8
<b>Non EAL</b>	0.69	0	0.69	-0.1	0.9	0	0.9	-0.1	0.25	0	0.25	-0.1

<b>Progress Scores in Writing with National comparator groups and National Same groups</b>												
	<b>2017</b>				<b>2018</b>				<b>2019</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>MCR</b>	<b>NAT</b>	<b>Diff</b>	<b>Same</b>
<b>All</b>	0.52	0	0.52	0	0.3	0	0.3	0	0.19	0	0.19	0
<b>Boys</b>	-0.18	-0.8	0.62	-0.8	-0.5	-0.8	0.3	-0.8	-0.48	-0.73	0.25	-0.73
<b>Girls</b>	1.22	0.8	0.42	0.8	1	0.8	0.2	0.8	0.88	0.82	0.06	0.82
<b>FSM</b>	0.1	0.1	0	-0.7	-0.6	0.1	-0.7	-0.7	-0.64	0.2	-0.84	-0.7
<b>Non FSM</b>	0.69	0.1	0.59	0.1	0.6	0.1	0.5	0.1	0.53	0.2	0.33	0.2
<b>Disadvantaged</b>	0.29	0.2	0.09	-0.4	-0.2	0.2	-0.4	-0.4	-0.33	0.3	-0.63	-0.5
<b>Non Disadvantaged</b>	0.78	0.2	0.58	0.2	0.7	0.2	0.5	0.2	0.74	0.3	0.44	0.3
<b>SEN Support</b>	-1.88	0	-1.88	-2.2	-1.7	0	-1.7	-1.8	-1.37	0	-1.37	-1.7
<b>EHC Plan</b>	-6.41	0	-6.41	-4.3	-3.2	0	-3.2	-4.1	-4.63	0	-4.63	-4.3
<b>No SEN</b>	1.2	0.5	0.7	0.5	0.8	0.5	0.3	0.5	0.76	0.5	0.26	0.5
<b>EAL</b>	1.48	0	1.48	1.4	0.6	0	0.6	-0.2	0.9	0	0.9	-0.2
<b>Non EAL</b>	-0.07	0	-0.07	-0.3	0	0	0	-0.2	-0.27	0	-0.27	1.2

Progress Scores in Maths with National Comparator group and National Same group												
	2017				2018				2019			
	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same	MCR	NAT	Diff	Same
<b>All</b>	1.35	0	1.35	0	1.1	0	1.1	0	0.82	0	0.82	0
<b>Boys</b>	1.94	0.6	1.34	0.6	1.6	0.7	0.9	0.7	1.46	0.73	0.73	0.73
<b>Girls</b>	0.76	-0.7	1.46	-0.7	0.6	-0.7	1.3	-0.7	0.16	-0.69	0.85	-0.69
<b>FSM</b>	0.41	0.2	0.21	-0.8	0.1	0.2	-0.1	-0.8	-0.11	0.2	0.31	-0.9
<b>Non FSM</b>	1.71	0.2	1.51	0.2	1.5	0.2	1.3	0.2	1.2	0.2	1	0.2
<b>Disadvantaged</b>	0.78	0.3	0.48	-0.6	0.5	0.3	0.2	-0.6	0.12	0.4	0.28	-0.7
<b>Non Disadvantaged</b>	2	0.3	1.7	0.3	1.7	0.3	1.4	0.3	1.58	0.4	1.18	0.4
<b>SEN Support</b>	0.14	0	0.14	-1.1	0.2	0	0.2	-1	-0.5	0	-0.5	-1
<b>EHC Plan</b>	-4.72	0	-4.72	-4.1	-3.2	0	-3.2	-3.8	-2.73	0	2.73	-4
<b>No SEN</b>	1.74	0.3	1.44	0.3	1.5	0.3	1.2	0.3	1.26	0.4	0.86	0.4
<b>EAL</b>	2.24	0	2.24	2.1	2.2	0	2.2	-0.4	2.27	0	2.27	2.1
<b>Non EAL</b>	0.81	0	0.81	-0.4	0.5	0	0.5	-0.4	-0.11	0	0.11	-0.4

### 6.5.1 Gender

- Gender performance in 2019 mirrors that of the last 2 years. In reading and writing girls' progress was better than boys however in maths, boys' progress was better than girls'.
- Manchester boys and girls made more progress than pupils nationally in reading, writing and maths.

### 6.5.2 Pupils eligible for free school meals

- Manchester's FSM pupils made more progress in reading, writing and maths; when compared with the national FSM cohort.

### 6.5.3 Disadvantaged Pupils

- Disadvantaged pupils from Manchester made more progress in all subjects when compared with the national disadvantaged cohort and better than expected progress in maths.

### 6.5.4 Pupils with Special Educational Needs

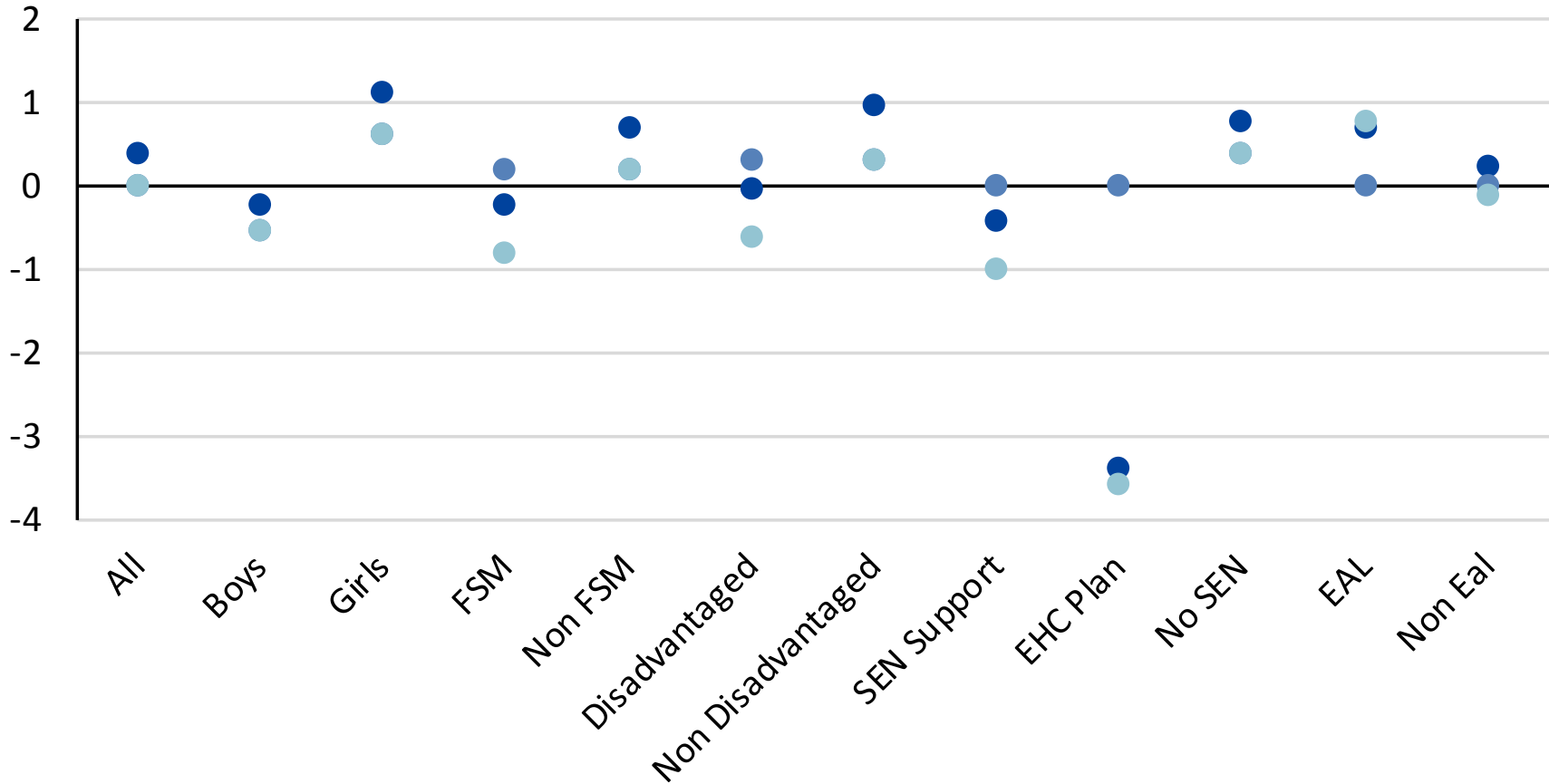
- Pupils in the group SEN support made better progress in reading, writing and maths when compared with the national SEN cohort.
- For Manchester pupils with an EHC plan, progress was better than the national cohort in reading and maths. This is a year on year improvement in maths, since 2017.

### 6.5.5 Pupils speaking English as an Additional Language

- EAL learners in Manchester made better than expected progress in all areas.
- When compared to the national cohort of EAL pupils, progress was better in writing and maths.

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

## 2019 Progress Scores - Reading

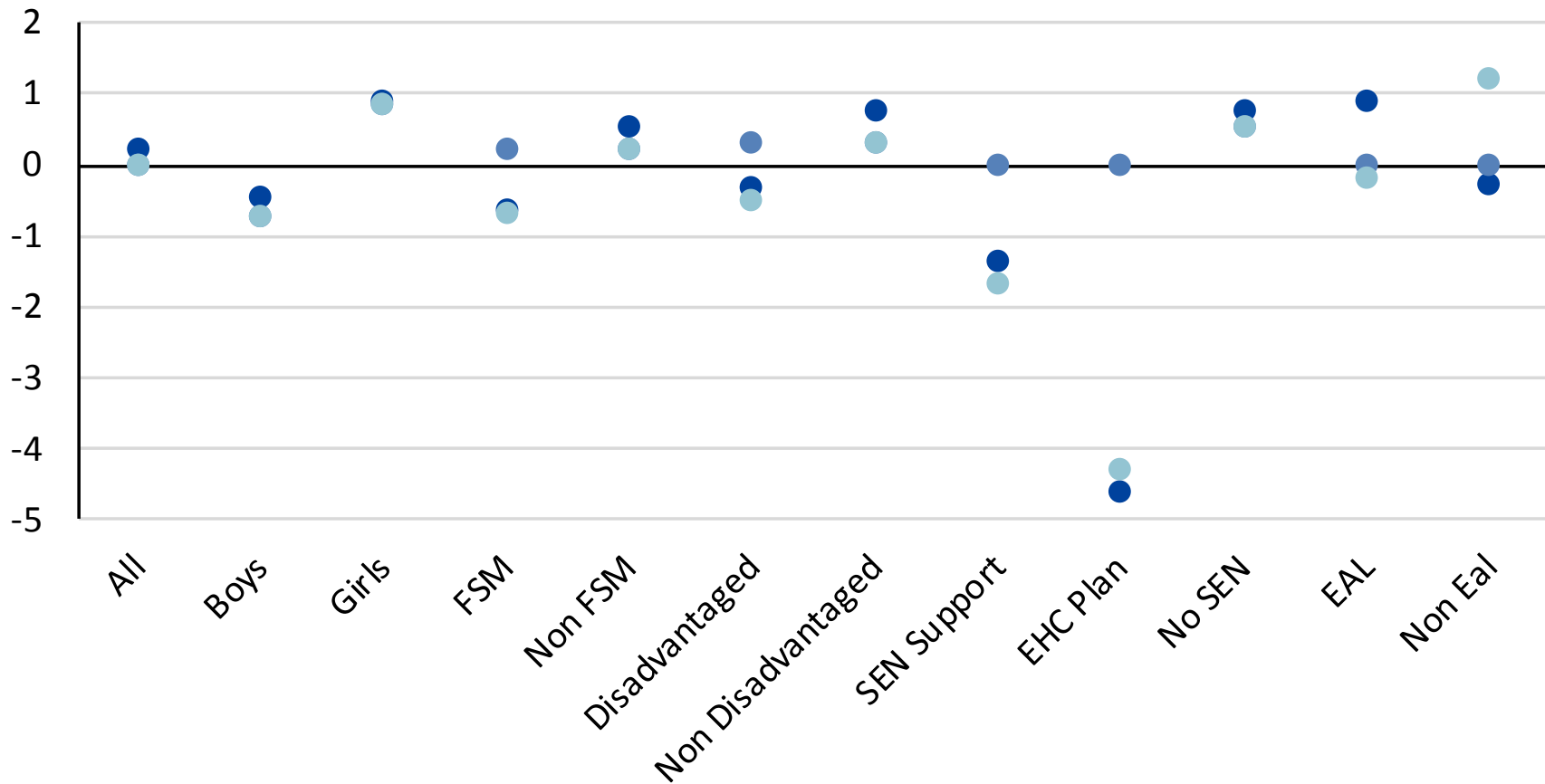


Source: DfE

Produced by Children's PRI

● Manchester   
 ● National - Comparator   
 ● National - Same

## 2019 Progress Scores - Writing



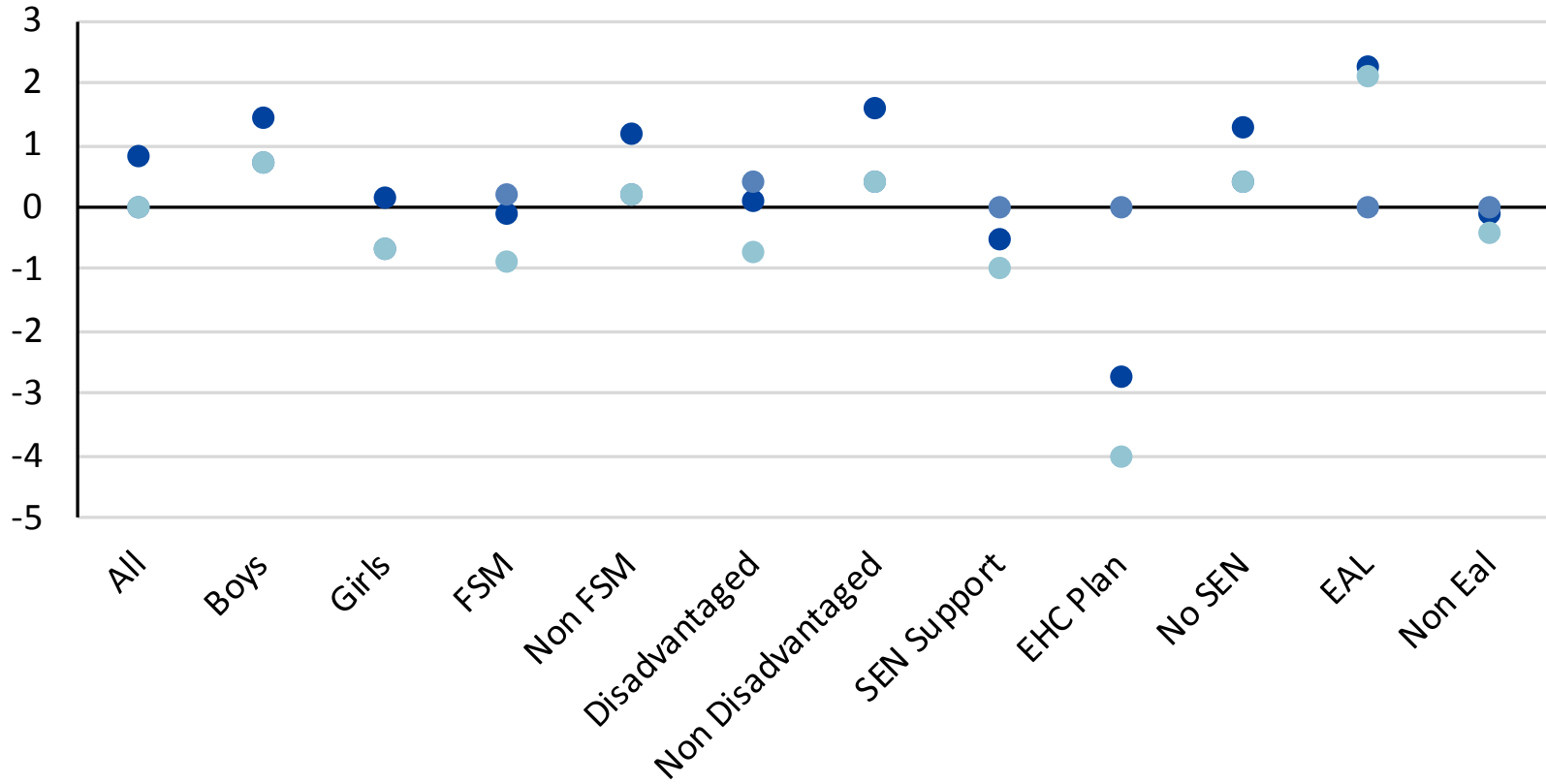
Source: DfE

Produced by Children's PRI

● Manchester ● National - Comparator ● National - Same



## 2019 Progress Scores - Maths



Source: DfE

Produced by Children's PRI

● Manchester

● National - Comparator

● National - Same

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## Appendix 7: Key Stage 4

### 7. KEY STAGE 4 Final Results

The Department for Education & Skills listened to feedback and refined the methodology in 2018, in order to reduce the disproportionate impact of extreme pupil-level progress scores only. There is now a limit as to how negative a pupil's progress score can be when calculating the school average.

The significant changes to the Key Stage 4 performance measures in 2018 mean that direct comparisons with results from previous years are not possible. The range of new more demanding GCSEs which were reported for the first time in 2018 has increased. This introduces more variables which then impacts on the calculation of the overall measures.

#### 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. In 2016 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 report the percentage of pupils achieving grades 5-9 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 2019 the more challenging GCSEs in English Language, English Literature and mathematics have been examined for the third time. More GCSEs were graded on a 1-9 numerical grade in 2018, including Science, Humanities and Languages.
- Attainment 8 and Progress 8 scores are based on pupils' results across eight subjects with a double weighting for English and Mathematics. In 2017 the methodology for calculating Attainment 8 moved to a new system. This system has continued in 2018 and 2019. 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. Feedback from schools has identified the disproportionate impact of extreme pupils' scores on the progress measure. This has been responded to in the methodology for calculating progress in 2018 and 2019.

## 7.2 Headlines

- 2019 Manchester's results for attainment 8 shows that the difference to national is -1.4 pts. The difference to national has slightly improved (by 0.02 pts) for outcomes in progress 8.
- The Manchester overall progress 8 score was -0.14 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 has improved by 0.1 pt to 43.3 pts compared with a national attainment 8 score of 44.7; the difference to national has increased to -1.4.
- 56.2% of Manchester pupils achieved grade 9-4 in English & Maths which is an improvement of 0.7%. Nationally, the outcome is 59.8% which is an improvement of 0.4%. 35.5 % of Manchester pupils achieved grade 9-5 in English & Maths whilst 40.1 % pupils achieving this measure nationally. The difference between Manchester and national results for 9-4 in English and Maths has reduced to -3.6% and remains at -4.6% for 9-5 English and Maths.
- The average point score for students entered for the English Baccalaureate grade was 3.79 in 2019. This measure was introduced in 2018 to judge the English Baccalaureate. The average point score nationally was 3.87. Manchester gap to national improved from -0.16 in 2018 to -0.08 in 2019.

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

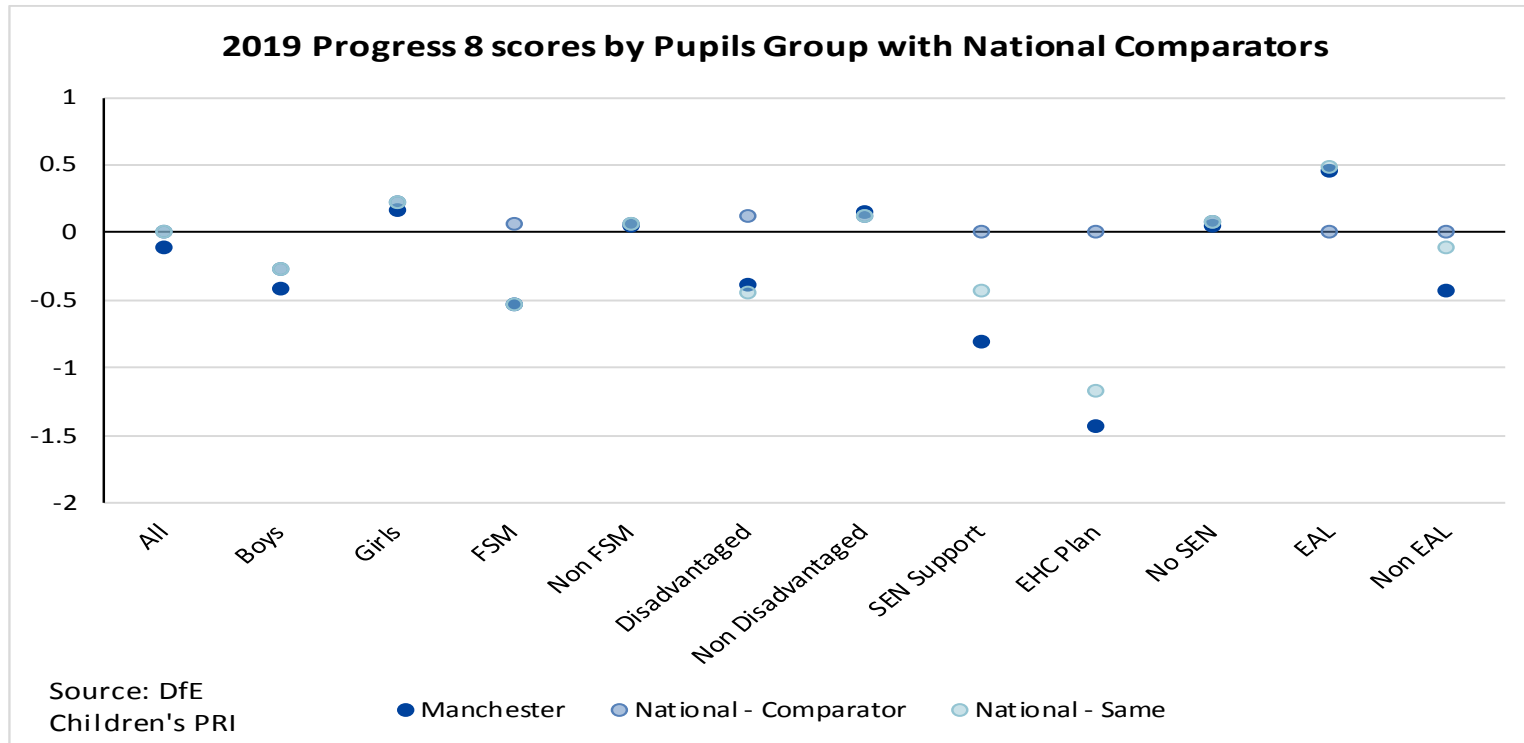
		Gap to National						
		2017	2018	2019	2015-16	2016-17	2017-18	2018-19
Manchester	Attainment 8	43.4	43.2	43.3	-1.4	-1.2	-1.3	-1.4
	Progress 8	-0.05	-0.13	-0.11	-0.03	-0.05	-0.13	-0.11
	9-5 in English & Maths	34.9%	35.6%	35.5%	-4.0%	-4.7%	-4.6%	-4.6%
	9-4 in English & Maths	54.3%	55.5%	56.2%	-4.0%	-4.8%	-3.9%	-3.6%
	% entered English Bacc	32.9%	33.5%	40.4%	-1.3%	-2.1%	-1.7%	3.8%
	EBacc APS		3.69	3.79			-0.16	-0.08
	% achieved English Bacc (9-5)	16.7%	12.7%	15.1%	-3.9%	-3.0%	-2.7%	-0.7%
	% achieved English Bacc (9-4)	19.6%	19.8%	23.2%	-3.9%	-2.3%	-2.4%	0.3%
England	Attainment 8	44.6	44.5	44.7				
	9-5 in English & Maths	39.6%	40.2%	40.1%				
	9-4 in English & Maths	59.1%	59.4%	59.8%				
	% entered English Bacc	35.0%	35.2%	36.6%				
	EBacc APS		3.85	3.87				
	% achieved English Bacc (9-5)	19.7%	15.4%	15.8%				
	% achieved English Bacc (9-4)	21.9%	22.2%	22.9%				

- Due to the changes in how Key Stage 4 performance measures were calculated in 2018 and the changes to the grading system it is impossible to compare directly with previous year results.
- From 2018-2019, Manchester's results saw a 0.1 increase in the difference to national for Attainment 8. 9-5 in English and Maths remained the same as in 2018 but in all other measures Manchester improved compared to National.
- Most noticeably, the gap to national for % achieved English Bacc (9-5) improved by 2% and the gap to national for % achieved English Bacc (9-4) improved by 2.1%.

#### 7.4 Progress 8

2019 - Progress 8 Compared With National Comparator Group				2019 Nat Same
	MCR	NAT	Diff	
<b>All</b>	-0.11	0	-0.11	0
<b>Boys</b>	-0.41	-0.27	-0.14	-0.27
<b>Girls</b>	0.17	0.22	-0.05	0.22
<b>FSM</b>	-0.53	0.06	-0.59	-0.53
<b>Non FSM</b>	0.05	0.06	-0.01	0.06
<b>Disadvantaged</b>	-0.38	0.13	-0.51	-0.44
<b>Non Disadvantaged</b>	0.15	0.13	0.02	0.13
<b>SEN Support</b>	-0.81	0	-0.81	-0.43
<b>EHC Plan</b>	-1.43	0	-1.43	-1.17
<b>No SEN</b>	0.05	0.08	-0.03	0.08
<b>EAL</b>	0.46	0	0.46	0.48
<b>Non EAL</b>	-0.43	0	-0.43	-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 2019 Manchester's progress 8 score for all pupils was below national with a progress 8 score of -0.11 compared to national progress 8 of 0; this is an improvement from 2018 when progress 8 was -0.13. However Manchester's progress 8 compares favourably with GM Local Authorities. and therefore classed as in line with national outcomes.

#### **7.4.1 Gender**

- The Manchester progress 8 score for boys of -0.41 was below the Manchester progress 8 for girls of 0.17.
- When compared to national progress 8 scores, the Manchester girls' progress 8 score was below national with a progress 8 score of 0.17 compared to the national girls' progress 8 score of 0.22. Similarly, the Manchester boys' progress 8 score was below boys nationally with a score of -0.41 compared with -0.27 nationally.
- In 2019 Manchester girl's narrowed the gap to national whilst the boys' progress saw a widening of the gap.

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

- The Manchester progress 8 score for pupils' eligible for FSM was below expected but was the same as the progress 8 score of those pupils eligible for FSM nationally. Manchester FSM's progress 8 score was -0.53 compared to a national same progress 8 score of -0.53.
- Of particular note is Manchester progress 8 score for pupils not eligible for FSM of 0.05 was in line with the progress 8 score for Non FSM nationally, 0.06 and is a huge improvement on last year.

#### **7.4.3 Disadvantaged Pupils**

- The progress 8 score for Manchester disadvantaged pupils was -0.38, which was below expected progress but was above the progress 8 score of -0.44 for disadvantaged pupils nationally.
- The progress 8 score for non-disadvantaged pupils in Manchester was 0.15 which was above the national progress 8 score for non-disadvantaged pupils of 0.13.
- Therefore it could be argued that all children make better progress than nationally when compared with the same cohort.

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

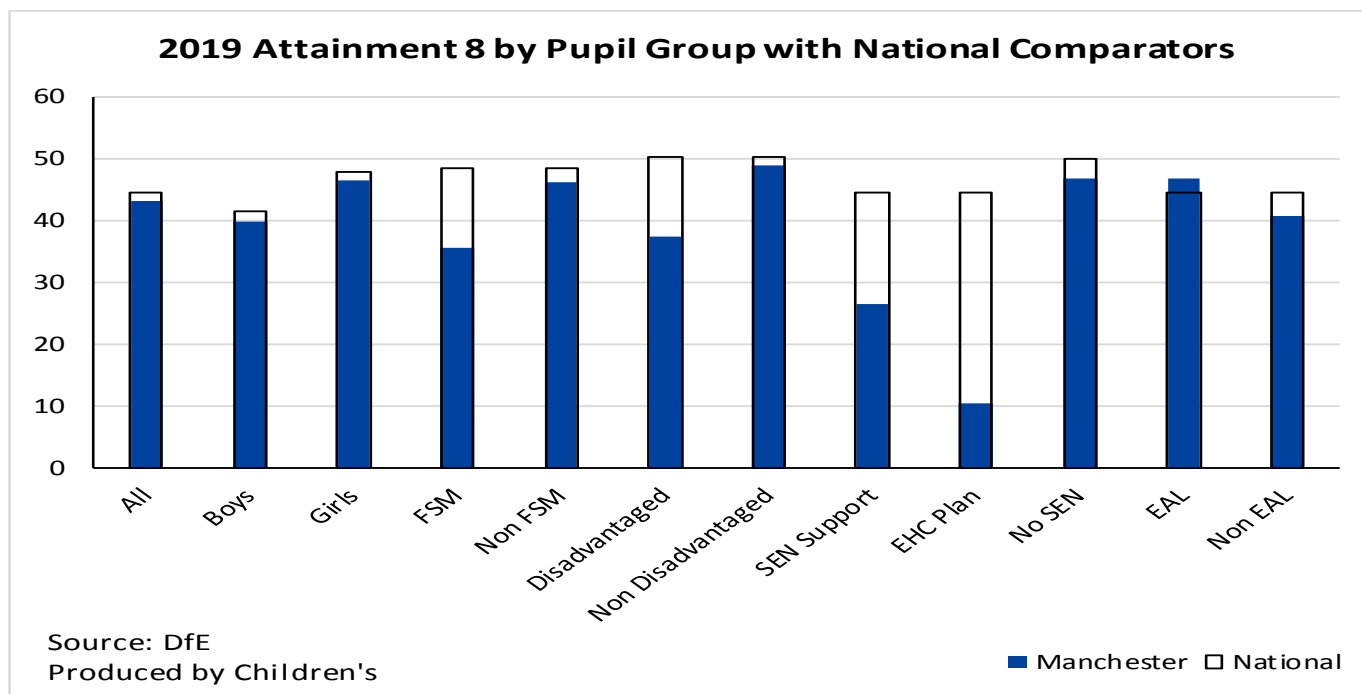
- Manchester SEN support pupils performance was below expected progress and lower than the group of SEN support pupils nationally. Manchester SEN support pupils progress 8 score was -0.81 compared to the national progress 8 of -0.43.
- There was also a gap in the performance in progress 8 for children with an EHC plan compared to both the national comparator and national same group.

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



- In Manchester the progress score for children with English as an Additional Language (EAL) was similar to the national same group. Manchester EAL progress 8 score was 0.46 compared to the National EAL progress 8 score of 0.48. This gap was narrowed further in 2019
- However, Manchester's Non EAL children performed significantly below the national same group with a Manchester Non EAL progress 8 score of -0.43 compared to the national Progress 8 score of -0.11.

### 7.5 Attainment 8



- 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 provides a point score for the school that is essentially the student average point score across eight subjects.
- In 2019 Manchester's attainment 8 score for all pupils is below national with a score of 43.3 compared to a national attainment 8 score of 44.7. The difference to national has increased slightly from 2016 outcomes to 1.4.

#### 7.5.1 Gender

- The Manchester attainment 8 score for boys of 40 was significantly below the Manchester attainment 8 for girls of 46.6.
- When compared to national outcomes the attainment 8 scores for both Manchester boys and girls were below the national score with a wider difference to national for Manchester girls of -1.7 compared to the - 1.2 difference to national for Manchester boys.

2019 - Attainment 8 Compared With National Comparator Group				2019 NAT same
	MCR	NAT	Diff	
<b>All</b>	43.3	44.7	-1.4	44.7
<b>Boys</b>	40	41.7	-1.7	41.7
<b>Girls</b>	46.6	47.8	-1.2	47.8
<b>FSM</b>	35.6	48.6	-13	34.9
<b>Non FSM</b>	46.2	48.6	-2.4	48.6
<b>Disadvantaged</b>	37.6	50.3	-12.7	36.7
<b>Non Disadvantaged</b>				
	48.9	50.3	-1.4	50.3
<b>SEN Support</b>	26.7	44.7	-18	32.6
<b>EHC Plan</b>	10.4	44.7	-34.3	13.7
<b>No SEN</b>	46.9	49.9	-3	49.9
<b>EAL</b>	46.9	44.7	2.2	47.6
<b>Non EAL</b>	40.8	44.7	-3.9	46.6

Children's PRI

This is a significant narrowing of the gap for Manchester girls.

#### 7.5.2 Pupils Eligible for Free School Meals

- The Manchester attainment 8 score for pupils' eligible for FSM was above the attainment 8 score of those pupils eligible for FSM nationally. Manchester FSM's attainment 8 score was 35.6 compared to an attainment 8 score of 34.9 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 46.2 compared to a national attainment 8 score of 48.6.

#### 7.5.3 Disadvantaged Pupils

- The attainment 8 score for Manchester disadvantaged pupils was above disadvantaged pupils nationally and was 37.6, compared to the attainment 8 score of 36.7 for disadvantaged pupils nationally.
- The attainment 8 score for Manchester non-disadvantaged pupils was -1.4 below non-disadvantaged pupils nationally with Manchester non- disadvantaged children achieving an attainment 8 score of 48.9 compared to national non- disadvantaged of 50.3.

#### **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 26.7 compared to the national SEN support attainment 8 of 32.6.
- 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 10.4 compared to a national score of 13.7.

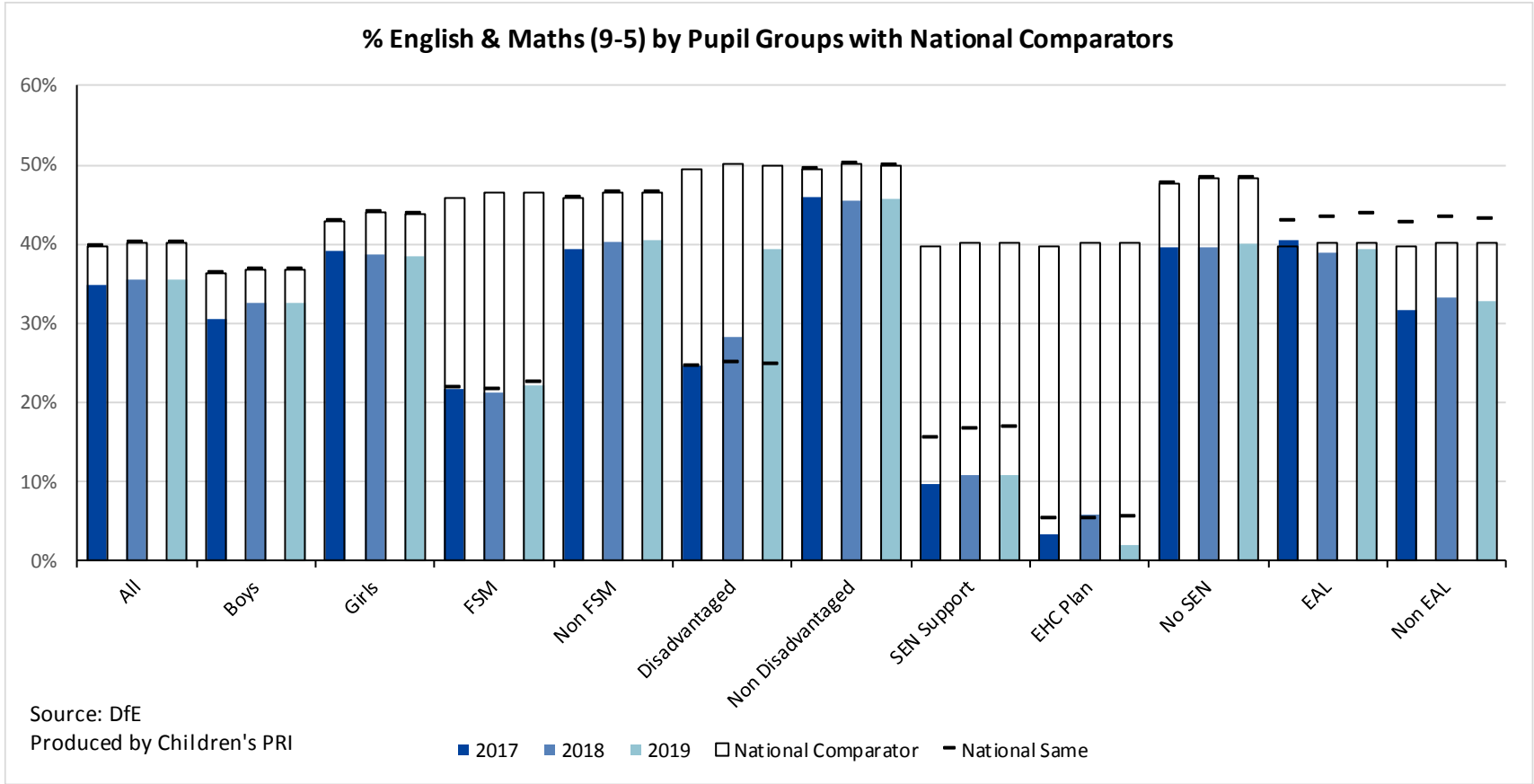
#### **7.5.5 Pupils with English as an Additional Language**

- 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 46.9 compared to the National EAL attainment 8 score of 47.6. Manchester Non EAL pupils' attainment progress 8 score was 40.8 compared to the national attainment 8 score of 46.6.

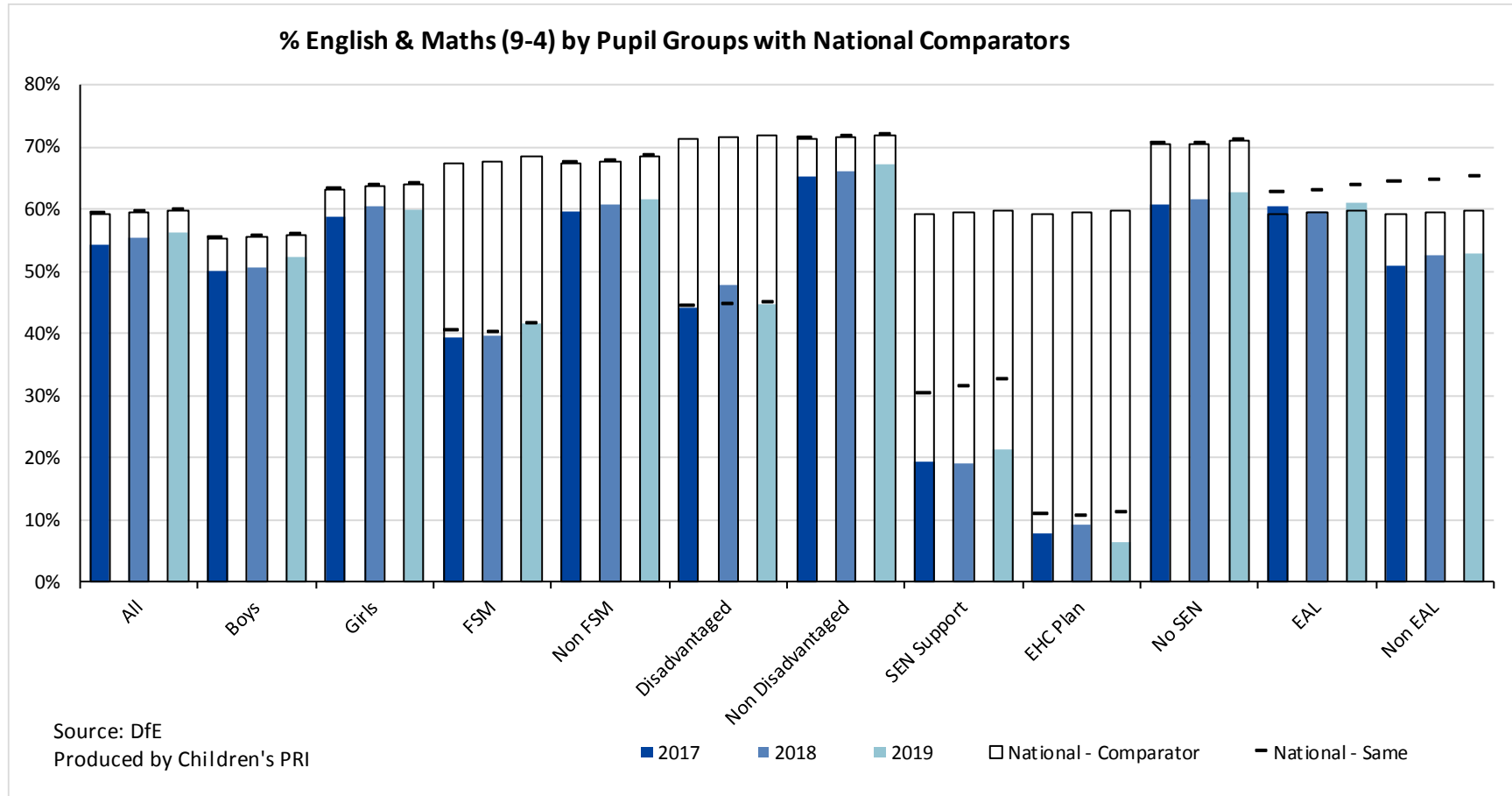
7.6 % Achieved grade 9-4 and grade 9-5 in English and Maths

	% achieved English & Maths (9-5)											
	2017				2018				2019			
	Manchester	National	Diff	Same	Manchester	National	Diff	Same	Manchester	National	Diff	Same
<b>All</b>	34.9%	39.6%	-4.7%	39.6%	35.6%	40.2%	-4.6%	40.2%	35.5%	40.1%	-4.6%	40.1%
<b>Boys</b>	30.6%	36.4%	-5.8%	36.4%	32.6%	36.8%	-4.2%	36.8%	32.5%	36.7%	-4.2%	36.7%
<b>Girls</b>	39.1%	42.9%	-3.8%	42.9%	38.6%	43.9%	-5.3%	43.9%	38.4%	43.7%	-5.3%	43.7%
<b>FSM</b>	21.7%	45.8%	-24.1%	21.7%	21.3%	46.4%	-25.1%	21.6%	22.1%	46.6%	-24.5%	22.5%
<b>Non FSM</b>	39.4%	45.8%	-6.4%	45.8%	40.3%	46.4%	-6.1%	46.4%	40.5%	46.6%	-6.1%	46.6%
<b>Disadvantaged</b>	24.6%	49.4%	-24.8%	24.5%	28.3%	50.1%	-21.8%	24.9%	39.3%	49.9%	-10.6%	24.7%
<b>Not Disadvantaged</b>	46.0%	49.4%	-3.4%	49.4%	45.5%	50.1%	-4.6%	50.1%	45.7%	49.9%	-4.2%	49.9%
<b>SEN Support</b>	9.6%	39.6%	-30.0%	15.5%	10.8%	40.2%	-29.4%	16.5%	10.8%	40.1%	-29.3%	16.8%
<b>EHC Plan</b>	3.3%	39.6%	-36.3%	5.3%	5.9%	40.2%	-34.3%	5.3%	2.0%	40.1%	-38.1%	5.5%
<b>No SEN</b>	39.5%	47.6%	-8.1%	47.6%	39.6%	48.3%	-8.7%	48.3%	40.0%	48.2%	-8.2%	48.2%
<b>EAL</b>	40.4%	39.6%	0.8%	42.8%	39.0%	40.2%	-1.2%	43.3%	39.3%	40.1%	-0.8%	43.8%
<b>Non EAL</b>	31.7%	39.6%	-7.9%	42.7%	33.3%	40.2%	-6.9%	43.4%	32.9%	40.1%	-7.2%	43.2%

Children's PRI



	% achieved English & Maths (9-4)											
	2017				2018				2019			
	Manchester	National	Diff	Same	Manchester	National	Diff	Same	Manchester	National	Diff	Same
<b>All</b>	54.3%	59.1%	-4.8%	59.1%	55.5%	59.4%	-3.9%	59.4%	56.2%	59.8%	-3.6%	59.8%
<b>Boys</b>	50.0%	55.2%	-5.2%	55.2%	50.7%	55.5%	-4.8%	55.5%	52.4%	55.9%	-3.5%	55.9%
<b>Girls</b>	58.7%	63.1%	-4.4%	63.1%	60.4%	63.7%	-3.3%	63.7%	59.9%	63.9%	-4.0%	63.9%
<b>FSM</b>	39.4%	67.4%	28.0%	40.3%	39.7%	67.7%	-28.0%	40.0%	41.6%	68.5%	26.9%	41.4%
<b>Non FSM</b>	59.5%	67.4%	-7.9%	67.4%	60.7%	67.7%	-7.0%	67.7%	61.5%	68.5%	-7.0%	68.5%
<b>Disadvantaged</b>	44.1%	71.2%	27.1%	44.3%	47.7%	71.5%	-23.8%	44.5%	44.8%	71.8%	27.0%	44.7%
<b>Non Disadvantaged</b>	65.4%	71.2%	-5.8%	71.2%	66.2%	71.5%	-5.3%	71.5%	67.2%	71.8%	-4.6%	71.8%
<b>SEN Support</b>	19.2%	59.1%	39.9%	30.1%	19.0%	59.4%	-40.4%	31.3%	21.2%	59.8%	38.6%	32.3%
<b>EHC Plan</b>	7.9%	59.1%	51.2%	10.7%	9.2%	59.4%	-50.2%	10.5%	6.5%	59.8%	53.3%	11.1%
<b>No SEN</b>	60.8%	70.4%	-9.6%	70.4%	61.5%	70.6%	-9.1%	70.6%	62.7%	71.0%	-8.3%	71.0%
<b>EAL</b>	60.4%	59.1%	1.3%	62.5%	59.7%	59.4%	0.3%	63.0%	61.1%	59.8%	1.3%	63.6%
<b>Non EAL</b>	50.9%	59.1%	-8.2%	64.2%	52.7%	59.4%	-6.7%	64.6%	52.9%	59.8%	-6.9%	65.0%



### 7.6.1 9-4 and 9-5 English and Maths

- In 2019 56.2% of Manchester pupils achieved grade 9-4 in English & Maths compared to 59.8% pupils achieving this measure nationally whilst 35.5% of Manchester pupils achieved grade 9-5 in English & Maths compared to 40.1% pupils achieving this measure nationally. The difference between Manchester and national results has narrowed to -3.6% at grade 9-4 and remains -4.6% 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 or slightly above 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 either the same or above for both FSM pupils and disadvantaged pupils nationally.
- All other pupil groups in Manchester have achieved below national percentages when compared to the same cohort.

### 7.6.2 Gender

- In 2019, 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 59.9% gaining 9-4 and 38.4% gaining 9-5 in English and Maths; however Manchester girls achieved significantly below girls nationally.
- 52.4% of Manchester boys achieved grade 9-4 in English and Maths compared to 55.9% of boys nationally; 32.5% of Manchester boys achieved grade 9-5 in English and Maths compared to 36.7% of boys nationally. Manchester boys improved their outcomes at grade 9-4 from 2018.

### 7.6.3 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 41.6% 9-4 in English & Maths which was 0.2% above the same cohort nationally. 21.1% of Manchester pupils eligible for FSM achieved grade 9-5 in English and Maths which was similar to national with 21.5%



#### 7.6.4 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 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 44.8 % grade 9-4 in English & Maths compared to 44.7% for the same cohort nationally; Manchester disadvantaged pupils achieved 25% grade 9-5 in English & Maths compared to 24.7% 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 67.2% at grade 9-4 in English and Maths compared to 71.8% nationally and 45.7% of Manchester non disadvantaged pupils achieved grade 9-5 in English and Maths compared to 49.9% nationally.

#### 7.6.5 Pupils with Special Educational Needs

- Manchester pupils with SEN support perform significantly below the same cohort nationally for this accountability measure, as well as for progress 8 and attainment 8.
- Manchester pupils with SEN support achieved 21.2% grade 9-4 in English & Maths which is 11.1% below the same cohort nationally, which is a narrowing of the gap compared to 2018. Similarly, Manchester pupils at SEN support achieved 10.8% grade 9-5 in English & Maths which is 6% 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 6.5 % 9-4 in English & Maths compared to 11.1% of children with an EHC plan nationally. At the higher level Manchester children with an EHC plan achieved 2% 9-5 in English & Maths compared to 5.5% of children with an EHC plan nationally.

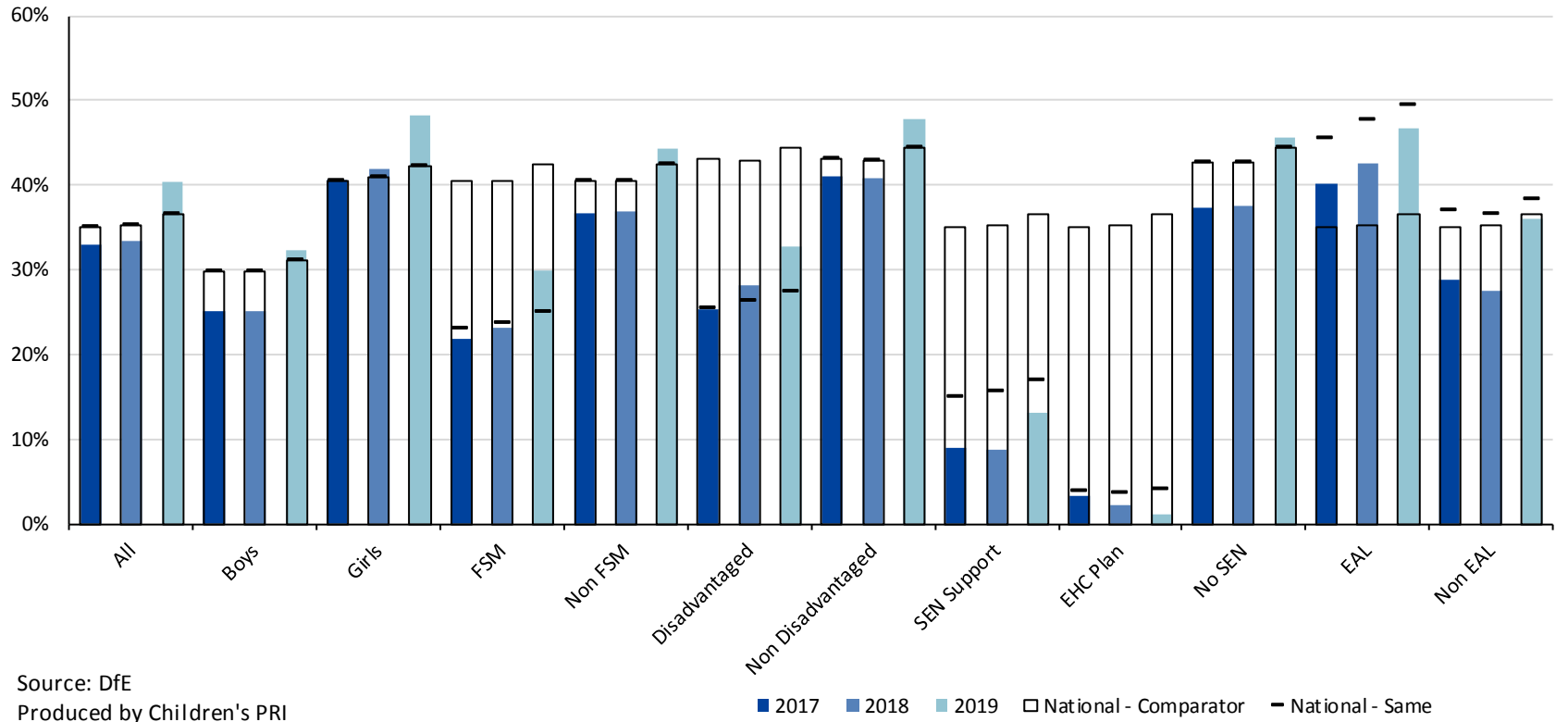
#### 7.6.6 Pupils with English as an Additional Language

- 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 61.1% 9-4 in English & Maths and 39.3% 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 2.5% below EAL children nationally at grade 9-4 and 4.5% 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 52.9% 9-4 in English & Maths which was below national non EAL children who achieved 65% and Manchester non EAL children gained 32.9% 9-5 in English & Maths which was below national non EAL children who achieved 43.2%

### **7.7. English Baccalaureate**

### KS4 - % entered eBacc by Pupil groups with National Comparators



Source: DfE  
Produced by Children's PRI

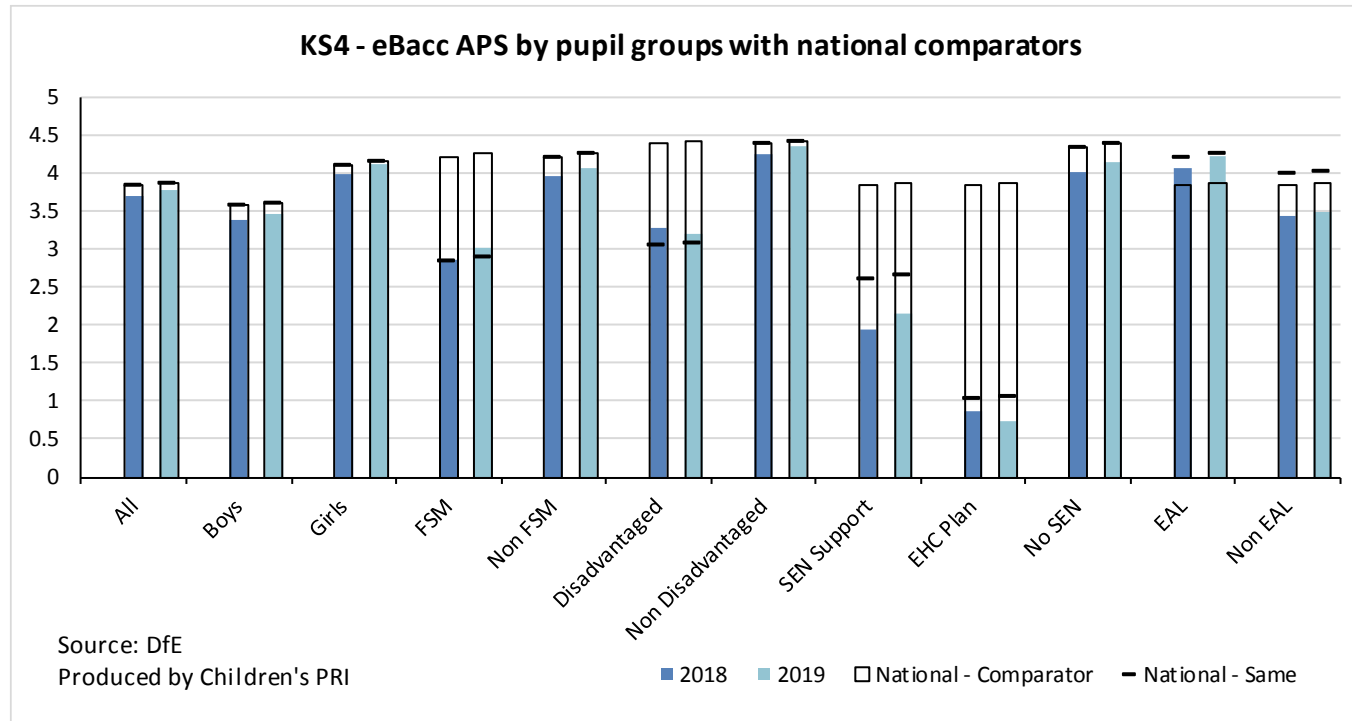
	% entered eBacc											
	2017				2018				2019			
	Manchest er	Nation al	Diff	Sam e	Manchest er	Nation al	Diff	Sam e	Manchest er	Nation al	Diff	Sam e
<b>All</b>	32.9%	35.0%	-2.1%	35.0 %	33.5%	35.2%	-1.7%	35.2 %	40.4%	36.6%	3.8%	36.6 %
<b>Boys</b>	25.0%	29.8%	-4.8%	29.8 %	25.2%	29.8%	-4.6%	29.8 %	32.4%	31.1%	1.3%	31.1 %
<b>Girls</b>	40.7%	40.5%	0.2%	40.5 %	41.9%	40.9%	1.0%	40.9 %	48.3%	42.3%	6.0%	42.3 %
<b>FSM</b>	21.9%	40.5%	18.6%	- 23.1 %	23.1%	40.5%	17.4%	- 23.6 %	29.8%	42.4%	12.6%	- 25.1 %
<b>Non FSM</b>	36.7%	40.5%	-3.8%	40.5 %	36.9%	40.5%	-3.6%	40.5 %	44.3%	42.4%	1.9%	42.4 %
<b>Disadvantaged</b>	25.4%	43.0%	17.6%	- 25.4 %	28.1%	42.8%	14.7%	- 26.4 %	32.8%	44.5%	11.7%	- 27.5 %
<b>Non Disadvantaged</b>	41.0%	43.0%	-2.0%	43.0 %	40.9%	42.8%	-1.9%	42.8 %	47.8%	44.5%	3.3%	44.5 %
<b>SEN Support</b>	8.9%	35.0%	26.1%	- 15.0 %	8.8%	35.2%	26.4%	- 15.6 %	13.1%	36.6%	23.5%	- 16.9 %
<b>EHC Plan</b>	3.3%	35.0%	31.7%	- 3.8 %	2.2%	35.2%	33.0%	- 3.6 %	1.2%	36.6%	35.4%	- 4.0 %
<b>No SEN</b>	37.3%	42.6%	-5.3%	42.6 %	37.6%	42.7%	-5.1%	42.7 %	45.6%	44.5%	1.1%	44.5 %
<b>EAL</b>	40.2%	35.0%	5.2%	45.5 %	42.5%	35.2%	7.3%	47.7 %	46.8%	36.6%	10.2%	49.4 %
<b>Non EAL</b>	28.8%	35.0%	-6.2%	36.9 %	27.5%	35.2%	-7.7%	36.6 %	36.1%	36.6%	-0.5%	38.2 %

Children's PRI

- The percentage of pupils in Manchester entered for a group of qualifications that meet the criteria for the English Baccalaureate has increased from 32.9 % entered in 2017 to 40.4% in 2019; national entries have not increased by the same amount.

	Ebacc APS							
	2018				2019			
	Manchester	National	Diff	Same	Manchester	National	Diff	Same
<b>All</b>	3.69	3.85	-0.16	3.85	3.79	3.87	-0.08	3.87
<b>Boys</b>	3.40	3.58	-0.18	3.58	3.46	3.61	-0.15	3.61
<b>Girls</b>	3.99	4.12	-0.13	4.12	4.11	4.15	-0.04	4.15
<b>FSM</b>	2.86	4.22	-1.36	2.85	3.01	4.26	-1.25	2.91
<b>Non FSM</b>	3.97	4.22	-0.25	4.22	4.08	4.26	-0.18	4.26
<b>Disadvantaged</b>	3.28	4.4	-1.12	3.07	3.21	4.43	-1.22	3.08
<b>Non Disadvantaged</b>	4.25	4.4	-0.15	4.4	4.35	4.43	-0.08	4.43
<b>SEN Support</b>	1.93	3.85	-1.92	2.61	2.15	3.87	-1.72	2.66
<b>EHC Plan</b>	0.86	3.85	-2.99	1.04	0.74	3.87	-3.13	1.07
<b>No SEN</b>	4.01	4.35	-0.34	4.35	4.14	4.39	-0.25	4.39
<b>EAL</b>	4.08	3.85	0.23	4.22	4.22	3.87	0.35	4.27
<b>Non EAL</b>	3.44	3.85	-0.41	4.01	3.49	3.87	-0.38	4.04

Children's PRI



**7.7.1**

- The measure for Ebacc changed in 2018 from percentage achieving Ebacc 9-4/9-5 to percentage achieving Ebacc Average points score (APS).The percentage of students achieving Ebacc APS in Manchester improved to 3.79 compared with a national score of 3.87, a significant narrowing of the gap.
- 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.

**7.7.2 Gender**

- Manchester boys achieve significantly below Manchester girls in the Ebacc. In 2018 Manchester boys achieved the Ebacc APS of 3.46 compared with 4.11 of Manchester girls.
- The APS of Manchester boys achieving the Ebacc was 3.46 compared with a national figure of 3.61.
- Manchester girls achieving the Ebacc APS was 4.11, this compared with a national figure of 4.15.

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

- In 2019 the percentage of Manchester FSM student achieving Ebacc APS was 3.21 compared with a national figure of 2.91, showing a positive picture.

### **7.7.4 Disadvantaged Pupils**

- In 2019, disadvantaged children in Manchester achieved the Ebacc achieved an APS 3.28, compared with a national score of 3.08. This again shows a positive picture.
- Manchester non-disadvantaged children achieving the Ebacc with an APS of 4.35 compared to a national figure of 4.43.

### **7.7.5 Pupils with Special Educational Needs**

- In Manchester children with SEN support achieved the Ebacc with an APS of 2.15 compared with a national figure of 2.66, slightly below.
- Manchester children with an EHC plan achieving the Ebacc with an APS of 0.74 compared with the national figure of 1.07.

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

- In Manchester, EAL children achieved the Ebacc with an APS of 4.22 compared with a national figure of 4.27.
- In Manchester, non EAL children achieving the Ebacc with an APS of 3.49 compared to the national APS figure of 3.82.

## **7.8 KS4 school results**

- The numbers of schools below the Government's floor standard has decreased from seven schools in 2017 to five schools in 2019. (The government's floor standard is a progress 8 score of -0.5)
- Twelve 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 1.14 and Whalley Range High School achieved the second highest with a progress score of 0.74. These are significant achievements and need to be celebrated. On average, the girls at Levenshulme achieved a grade higher than those pupils nationally at the same starting point.
- The King David High School had the highest Attainment 8 score of 59.7, followed by Levenshulme High School with 54.1.

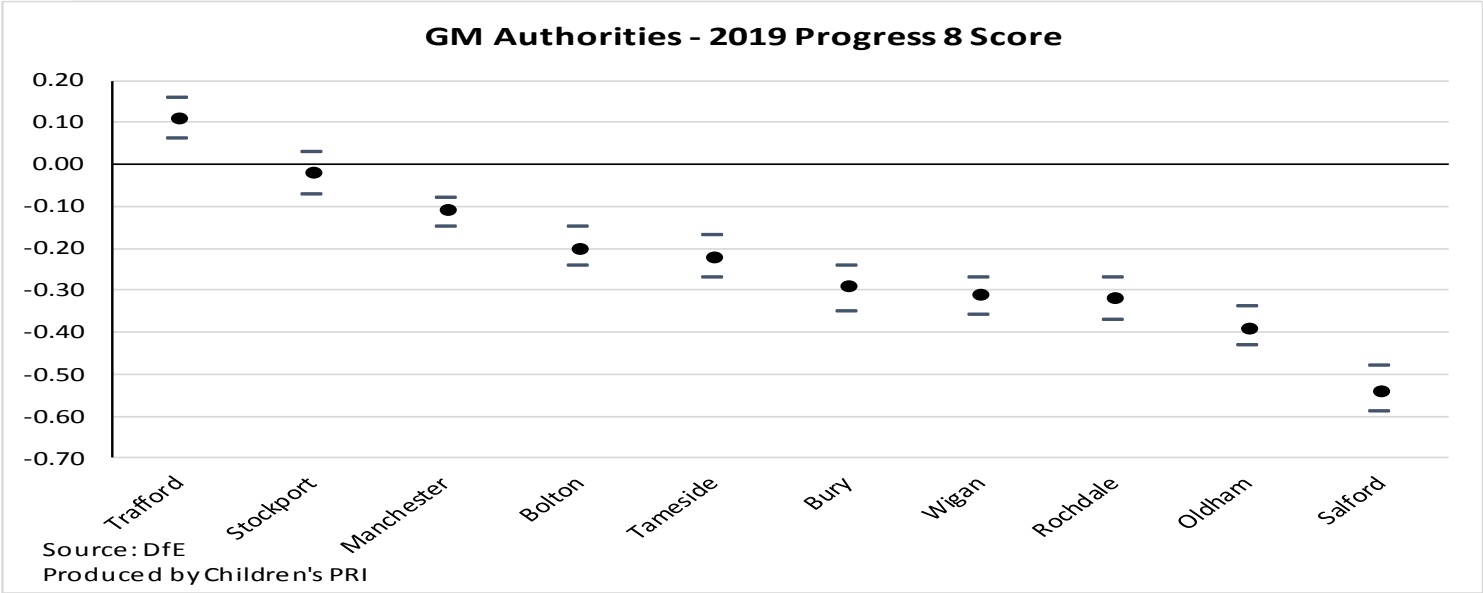
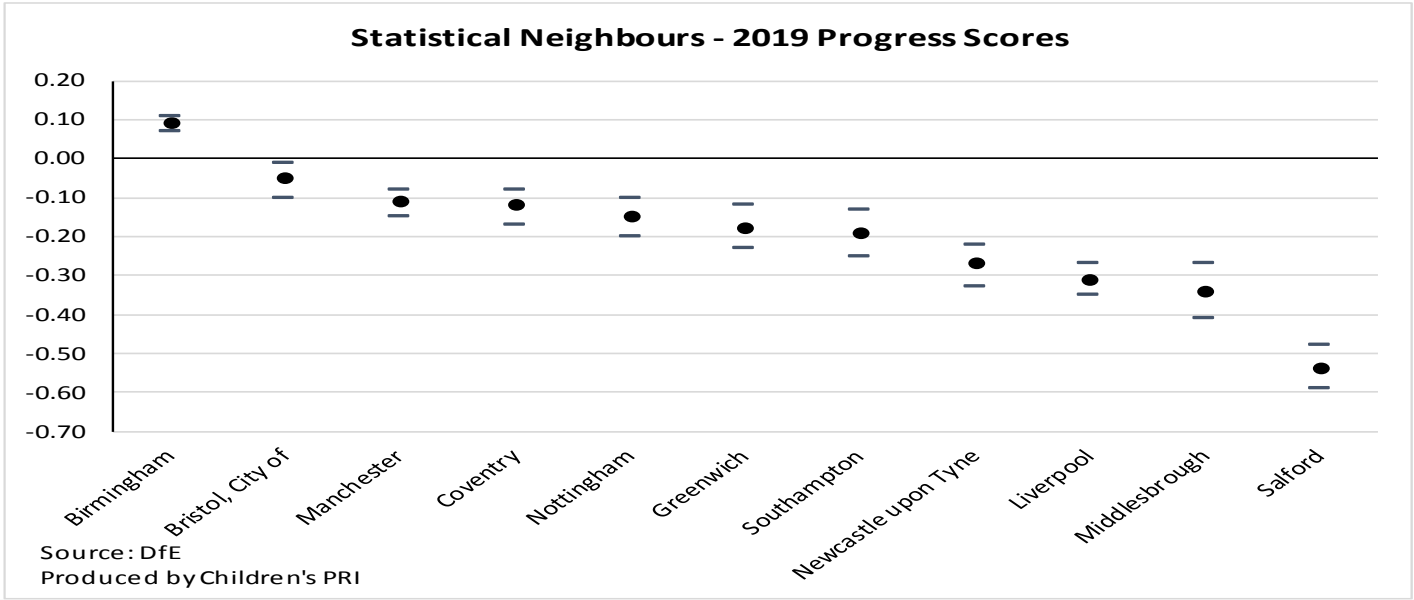
### 7.8.1 Results by Schools

DfE No	School Name	2019				
		A8	P8	% E&M 9-5	% E&M 9-4	eBacc APS
4271	Abraham Moss Community School	41.7	-0.08	26.4%	52.9%	3.50
4256	Burnage Academy for Boys	44.3	0.31	43.9%	65.7%	3.78
4002	Cedar Mount Academy	39.3	-0.28	26.4%	39.9%	3.72
4281	Chorlton High School	49.4	0.11	53.2%	70.2%	4.54
4005	Levenshulme High School	54.1	1.14	55.8%	72.9%	5.15
4753	Loreto High School Chorlton	42.4	-0.14	41.0%	63.9%	3.64
6905	Manchester Academy	39.9	-0.09	31.5%	53.3%	3.20
6913	Manchester Communication Academy	43.2	0.08	27.9%	47.0%	3.76
6908	Manchester Enterprise Academy	38.1	-0.43	23.2%	45.1%	3.38
6909	Manchester Health Academy	36.9	-0.88	21.7%	47.2%	2.98
4006	Newall Green High School	32.5	-1.06	21.5%	40.0%	2.79
4761	Our Lady's RC High School	44.8	0.01	33.5%	56.3%	3.87
4248	Parrs Wood High School	48.6	-0.05	46.1%	68.5%	4.29
4766	Saint Paul's Catholic High School	37.4	-0.56	22.6%	42.8%	3.26
4762	St Matthew's RC High School	39.3	-0.9	33.2%	47.7%	3.51
4770	St Peter's RC High School	48.4	0.32	38.0%	56.7%	4.15
4768	The Barlow RC High School	46.8	0.04	35.8%	59.5%	4.07
4008	The Co-op Academy North Manchester	37.2	-0.64	18.5%	41.5%	3.23
6914	The Co-op Academy Manchester	47.5	0.06	30.2%	59.9%	3.97
4010	The East Manchester Academy	37.3	-0.82	22.6%	42.9%	3.39



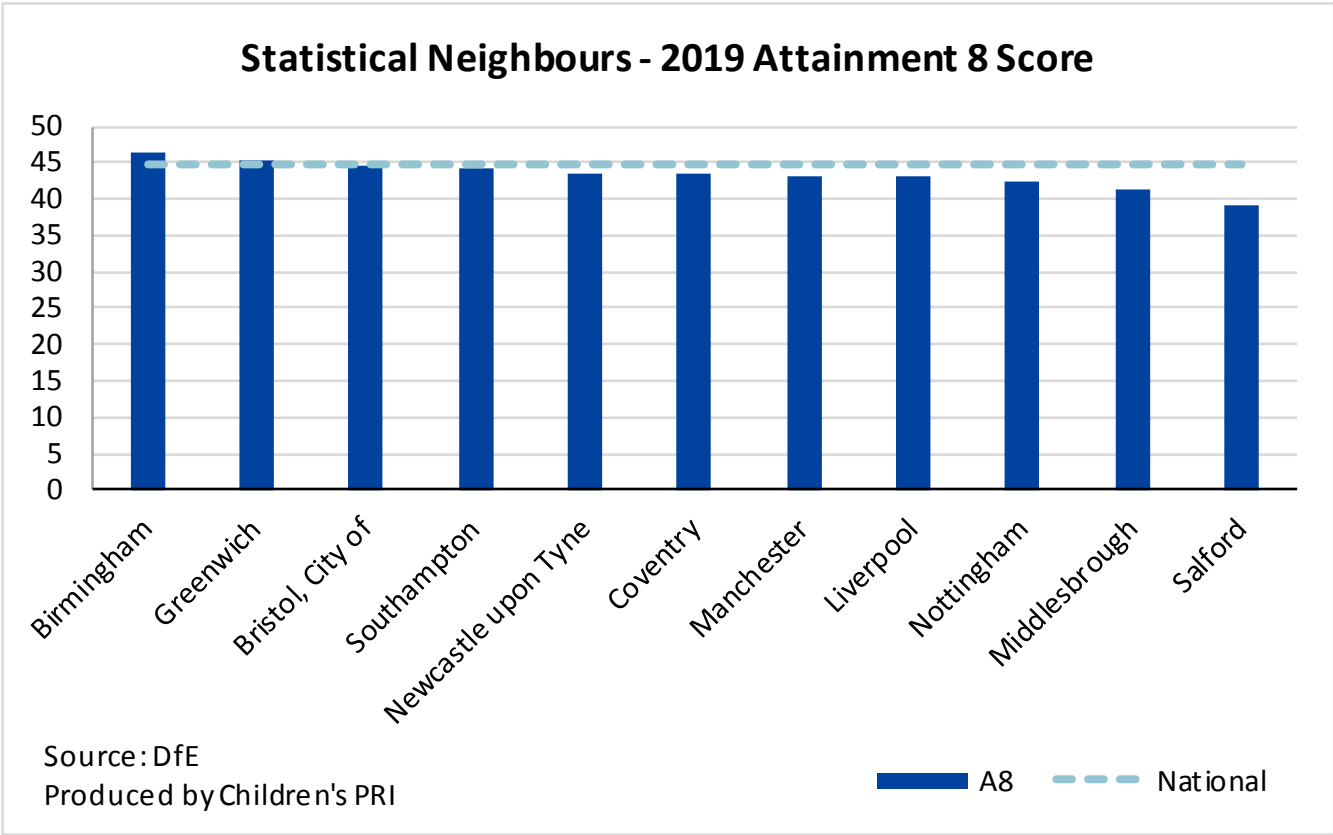
4810	The King David High School	59.7	0.23	74.2%	86.6%	5.27
4765	Trinity CofE High School	45.8	-0.32	35.4%	58.4%	3.79
4257	Whalley Range 11-18 High School	49.7	0.74	39.2%	65.3%	4.55
6907	William Hulme's Grammar School	53.3	0.28	56.1%	74.3%	4.63
4276	Wright Robinson College	44.7	0.24	41.0%	64.3%	3.89
	Manchester	43.3	-0.11	35.5%	56.2%	3.79
	National	44.7	0	40.1%	59.8%	3.87

### 7.9 Comparison with other Local Authorities

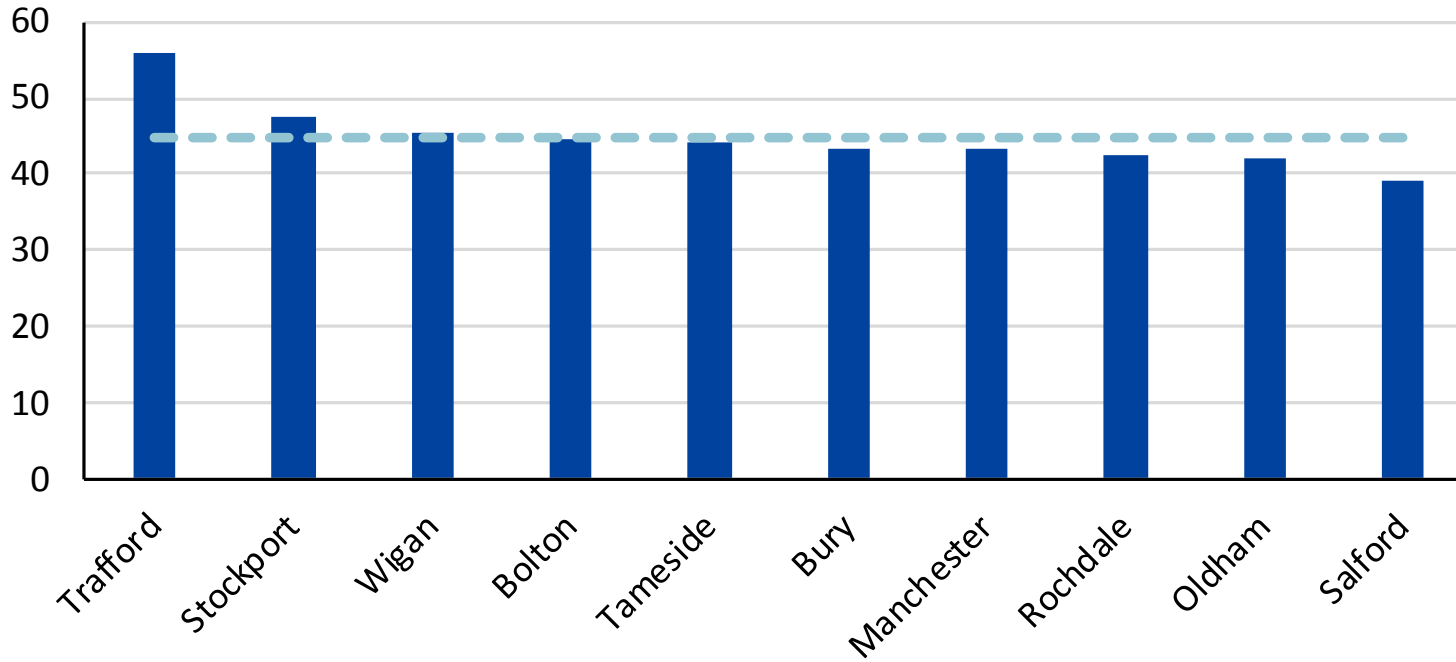


## Progress 8

- Manchester LA has the third highest progress 8 score of -0.11 when compared to other Greater Manchester Authorities.
- Manchester's outcomes for progress 8 also compared favourably with the majority of statistical neighbours. Manchester achieved the third highest progress 8 score when compared to its statistical neighbours.



### GM Authorities - 2019 Attainment 8 score



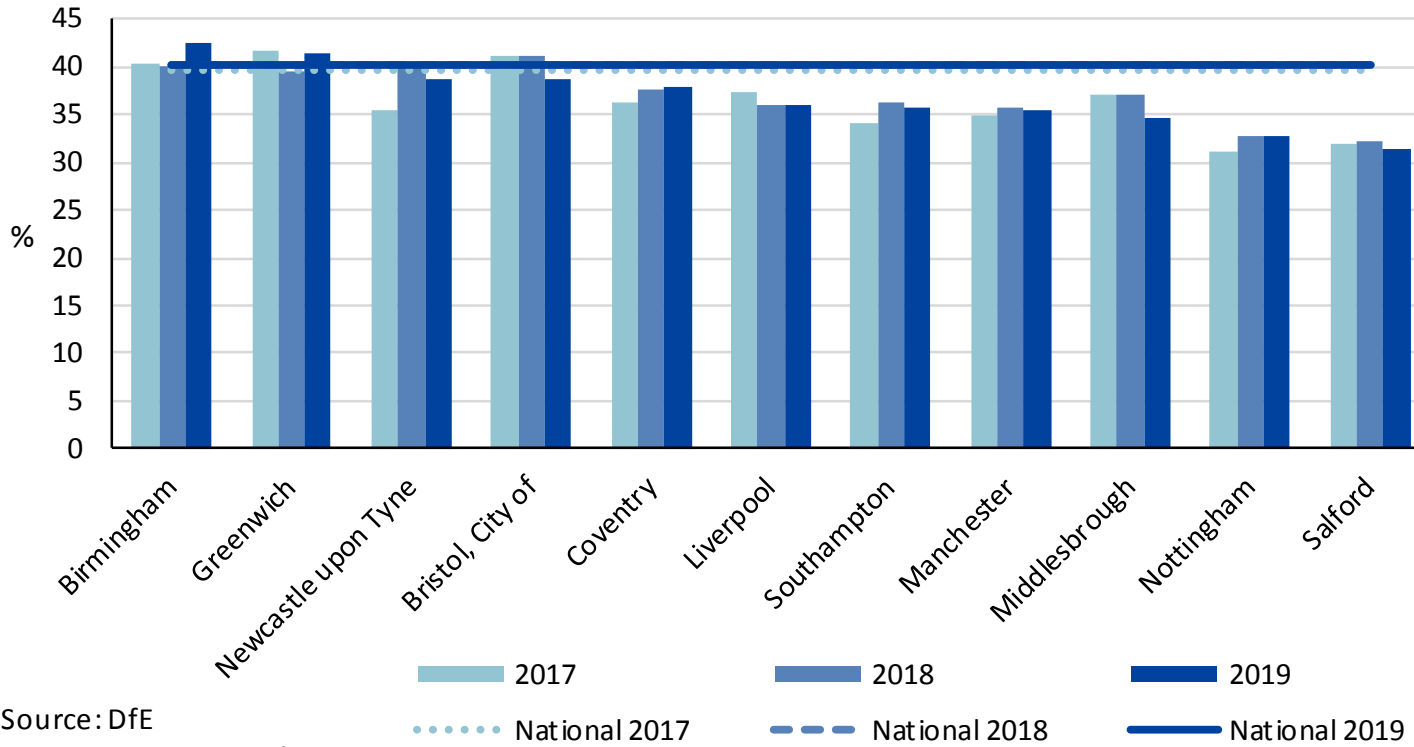
Source: DfE  
Produced by Children's PRI

**A8**    **National**

## Attainment 8

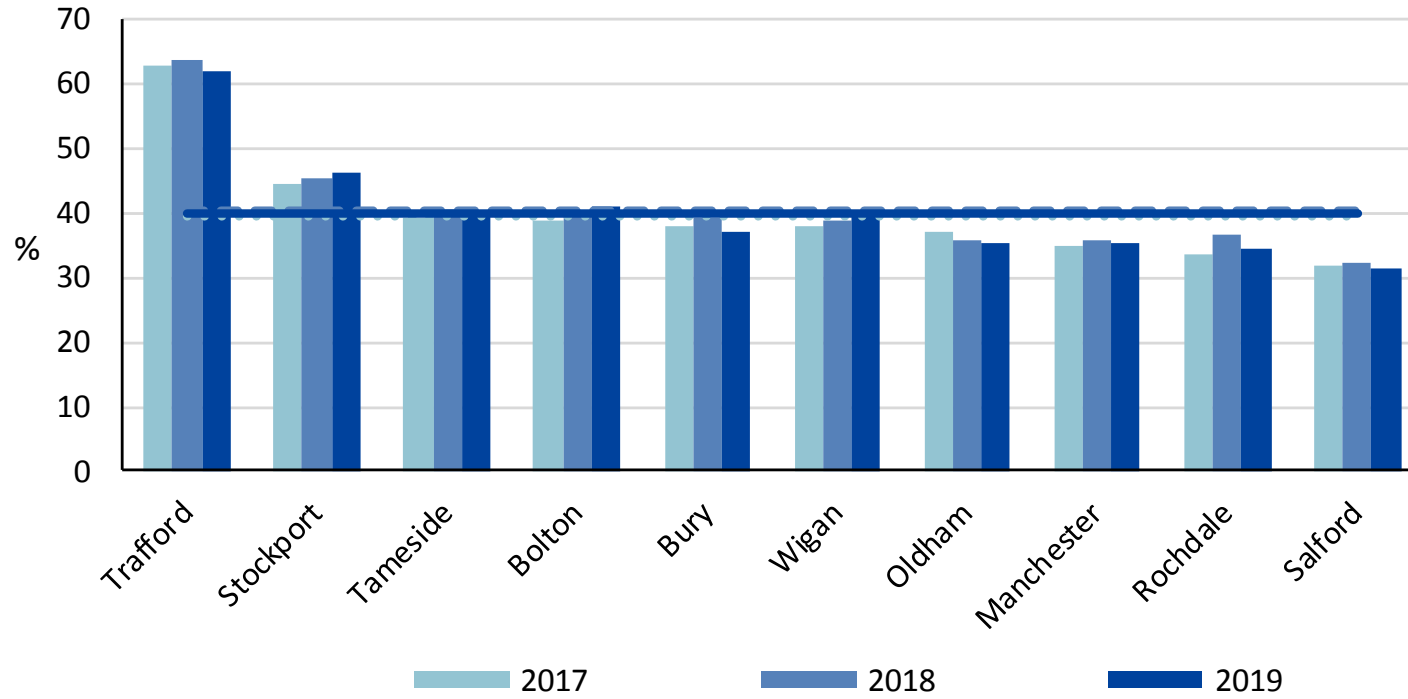
- Manchester LA has not performed as well against the attainment 8 accountability measure when compared with other Greater Manchester Authorities with the fourth lowest attainment 8 score of 43.3

### Statistical Neighbours - % achieving 9-5 in English & Maths



Source: DfE  
Produced by Children's PRI

### GM Authorities - % achieving 9-5 in English & Maths



Source: DfE

Produced by Children's PRI

2017

2018

2019

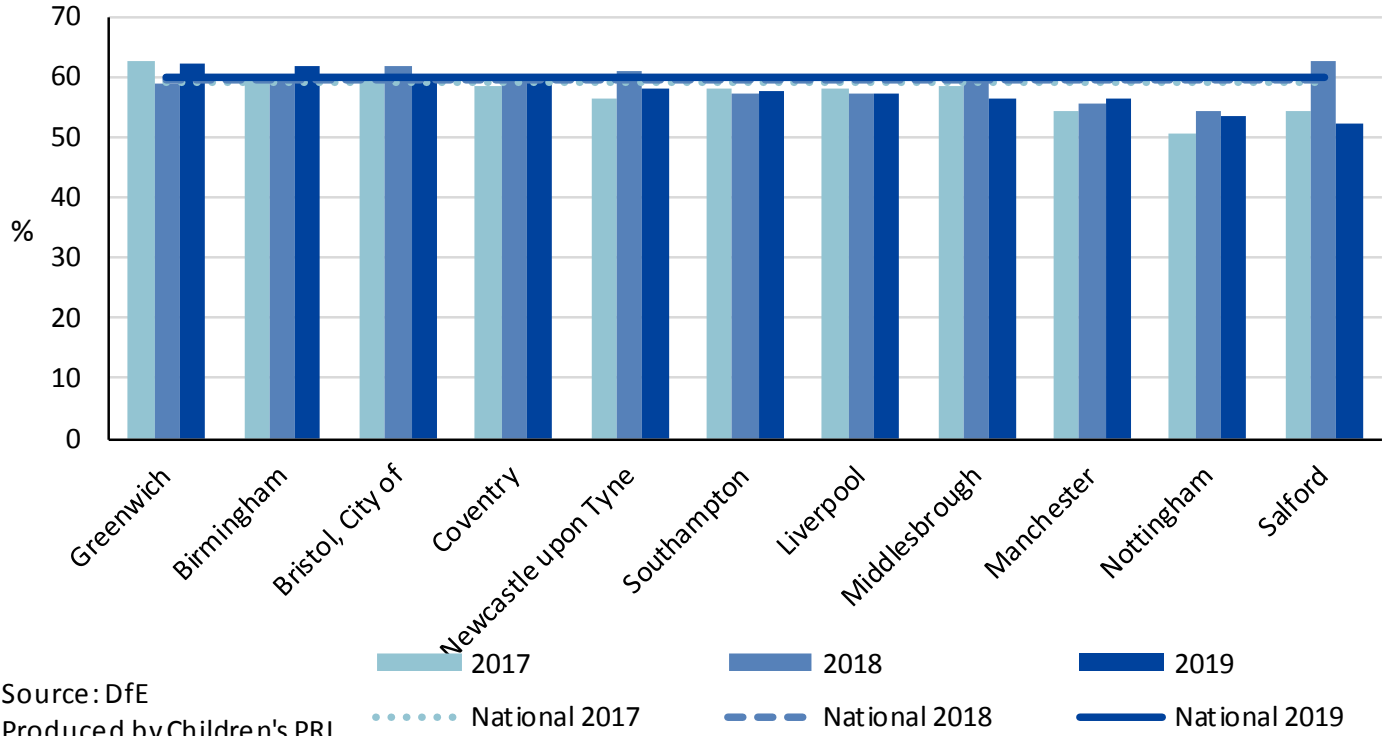
National 2017

National 2018

National 2019



### Statistical Neighbours - % achieving 9-4 in English & Maths



Source: DfE

Produced by Children's PRI

2017

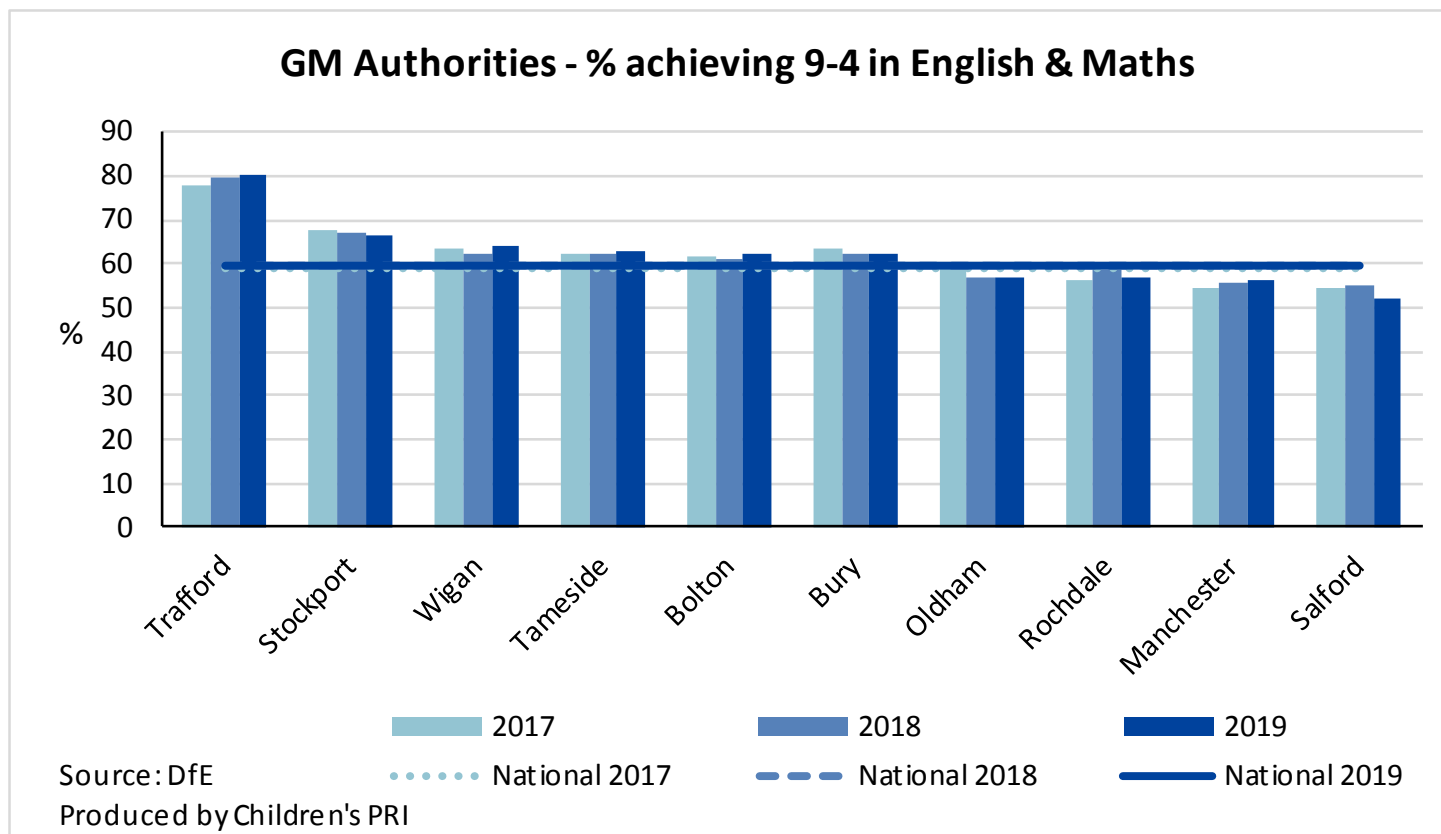
2018

2019

National 2017

National 2018

National 2019



#### English & Maths (9-4) and (9-5):

- When compared to statistical neighbours, Manchester ranked ninth out of the statistical neighbours in the percentage of pupils achieving English and Maths at grade 9-4 and ranked eighth when comparing achievement at grade 9-5.
- Manchester has not performed well by comparison 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 9-5 and eighth for 9-4
- Disadvantaged pupils in Manchester have performed relatively well in terms of achieving English & Maths, in Greater Manchester

## Appendix 8: Key Stage 5

### 8.0 Key Stage 5 Results

#### 8.1 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 progress to college for their level 3 education either studying A levels or vocational/ technical qualifications. 2016 student outcomes were the first to be fully impacted on by Professor Wolf's review of post 16 qualifications. When making comparisons it is important to remember that 2019 outcomes are the first for all 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 linear exams assessed at the end of the two year A level study rather than by AS modules at the end of the first year of study followed by A2 modules 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.

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 2019

	2018					2019					Difference				
	APS per entry	3 best APS	% AAB	% AAB - 2 facilitating subjects	% 3+ A grades	APS per entry	3 best APS	% AAB	% AAB - 2 facilitating subjects	% 3+ A grades	APS per entry	3 best APS	% AA B	% AAB - 2 facilitating subjects	% 3+ A grades
<b>Manchester</b>	31.8	33.4	16.7			32.6	31.8	15.8							
	1	9	%	11.7%	9.5%	9	5	%	11.2%	8.8%	0.88	-1.64	0.9	-0.5%	-0.7%
<b>Birmingham</b>	31.6	32.3	19.3			32.3	33.7	20.3							
	2	6	%	16.2%	11.3%	7	8	%	17.1%	12.4%	0.75	1.42	1.0	0.9%	1.1%
<b>Bristol</b>	31.5	30.4	13.7			32.6	30.8	17.1							
	7	6	%	10.8%	7.4%	9	6	%	13.7%	10.9%	1.12	0.4	3.4	2.9%	3.5%
<b>Leeds</b>	31.1	31.1	16.1			31.7	31.1	15.3							
	6	5	%	12.0%	9.5%	7	1	%	11.0%	8.8%	0.61	-0.04	0.8	-1.0%	-0.7%
<b>Liverpool</b>	30.1	30.7	16.4				31.3	15.7							
	2	3	%	13.9%	9.9%	30.6	5	%	13.7%	11.0%	0.48	0.62	0.7	-0.2%	1.1%
<b>Newcastle</b>	30.5	32.3	16.3			32.8	33.3	17.5							
	5	9	%	11.6%	9.2%	2	9	%	12.5%	10.2%	2.27	1	1.2	0.9%	1.0%

<b>Nottingham</b>	30.3 7	31.9 5	17.7 %	12.1%	9.6%	30.7 1	31.1 1	15.8 %	11.2%	9.4%	0.34	-0.84	- 1.9 %	-0.9%	-0.2%
<b>Sheffield</b>	32.5 2	33.0 7	21.8 %	17.3%	13.5%	32.8 5	33.4	20.9 %	16.8%	13.3%	0.33	0.33	- 0.9 %	-0.5%	-0.2%
<b>National</b>	33.3 3	33.5 9	21.1 %	16.2%	12.9%	34.0 1	33.9 6	21.3 %	16.5%	13.0%	0.68	0.37	0.2 %	0.3%	0.1%
<b>North West</b>	32.3 6	32.6 8	17.7 %	12.5%	10.1%	32.8 3	32.5 8	17.6 %	12.8%	10.2%	0.47	-0.1	- 0.1 %	0.3%	0.1%
<b>Statistical Neighbours</b>	29.3 4	29.4 4	12.7 %	9.2%	6.9%	30.6 3	30.0 7	13.7 %	10.1%	7.8%	1.29	0.63	1.0 %	0.9%	0.9%

### A Level

(Source: LAIT from DfE Feb 2020)

#### 8.3 A level outcomes 2018

- In 2019 A level average points scores (APS) outcomes / A level entry (academic) place Manchester 3/8 in terms of Core Cities outcomes, in line with the North West average and slightly below the England average for 2019. The APS in Manchester at 32.69 compares favourably with statistical neighbours at 30.63. This places Manchester 3<sup>rd</sup> in the Core City group of LAs. In 2018 outcomes in Manchester were 68<sup>th</sup> and in 2019 there has been a rise to 62<sup>nd</sup> out of 152 LAs is recorded.
- In 2019 the APS for 3 best A levels outcomes places Manchester 3/8 in relation to Core Cities outcomes and below the NW average and below the England APS.
- In 2019 the percentage of learners gaining AAB places Manchester 5/8 when compared with Core Cities and below the NW average and England outcomes. In 2019 15.8 % of learners achieved grades AAB or better which compares favourably with statistical neighbours outcomes at 13.7%. In 2019 15.8% of learners achieved grades AAB or better. Manchester ranked 68<sup>th</sup> in 2018 and in 2019 77<sup>th</sup> out of 152 LAs for this indicator.

- In 2019 the percentage of learners gaining 3+ A grades in A level places Manchester 7/8 for Core Cities and below the average for learners in the NW and for the total England cohort. In 2019 8.8% of learners achieved this measure which compares favourably with statistical neighbour outcomes at 7.8%. In 2019 outcomes ranked Manchester post 16 learners 72<sup>nd</sup> for this outcome and in 2019 79<sup>th</sup> out of 152 LAs.

#### 8.4 Table summarising national rankings relating to A level Attainment in 2019

	Manchester ranking of all LAs		
	2017	2018	2019
APS per entry	49	68	62
3 best APS	45	35	89
% AAB	57	68	77
% AAB - 2 facilitating subjects	86	85	91
% 3+ A grades	72	72	79

(Source: LAIT from DfE Feb 2020)

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

	2018				2019				Difference			
	Applied General quals.	Tech level performance	English Progress	Maths Progress	Applied General quals.	Tech level performance	English Progress	Maths Progress	Applied General quals.	Tech level performance	English Progress	Maths Progress
Manchester	28.69	23.97	0.05	0.08	29.74	31.07	0.08	0.16	1.05	7.10	0.03	0.08
Birmingham	33.90	28.03	0.10	-0.02	31.95	26.54	0.22	0.03	-1.95	-1.49	0.12	0.03
Bristol	25.49	24.50	-0.16	-0.18	27.41	28.54	-0.17	-0.15	1.92	4.04	-0.01	0.03
Leeds	27.90	31.46	-0.06	-0.07	26.56	31.32	0.17	0.05	-1.34	-0.14	0.23	0.18
Liverpool	29.87	27.58	0.23	0.10	28.51	31.20	0.21	0.11	-1.36	3.62	-0.02	0.03
Newcastle	30.67	24.57	-0.15	-0.19	27.18	27.13	0.14	-0.03	-3.49	2.56	0.29	0.18

<b>Nottingham</b>	28.05	31.41	-0.25	-0.24	28.41	30.10	-0.02	-0.06	0.36	-1.31	0.23	0.18
<b>Sheffield</b>	28.23	28.00	0.00	-0.14	29.59	26.31	0.03	-0.07	1.36	-1.69	0.03	0.07
<b>National</b>	28.45	28.10	0.06	0.05	28.91	28.64	0.13	0.08	0.46	0.54	0.07	0.03
<b>North West</b>	28.55	28.28			29.55	29.04			1.00	0.76		
<b>Statistical</b>												
<b>Neighbours</b>	28.57	28.35			28.41	28.30			-0.16	-0.05		

(Source: DfE School and College performance tables Feb 2020)

*\*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 2/8 in relation to Core Cities.
- APS outcomes/ entry (technical) places Manchester 3/8 in terms of Core Cities outcomes.
- Progress outcomes for those post 16 learners not achieving a level 2 English qualification at the start of level 3 studies places Manchester 5/8 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.

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## Appendix 9: Ethnicity

### 9. Analysis of Attainment 2019 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.

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 2019. The end column is the comparative figure from the schools' annual census January 2018.

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.

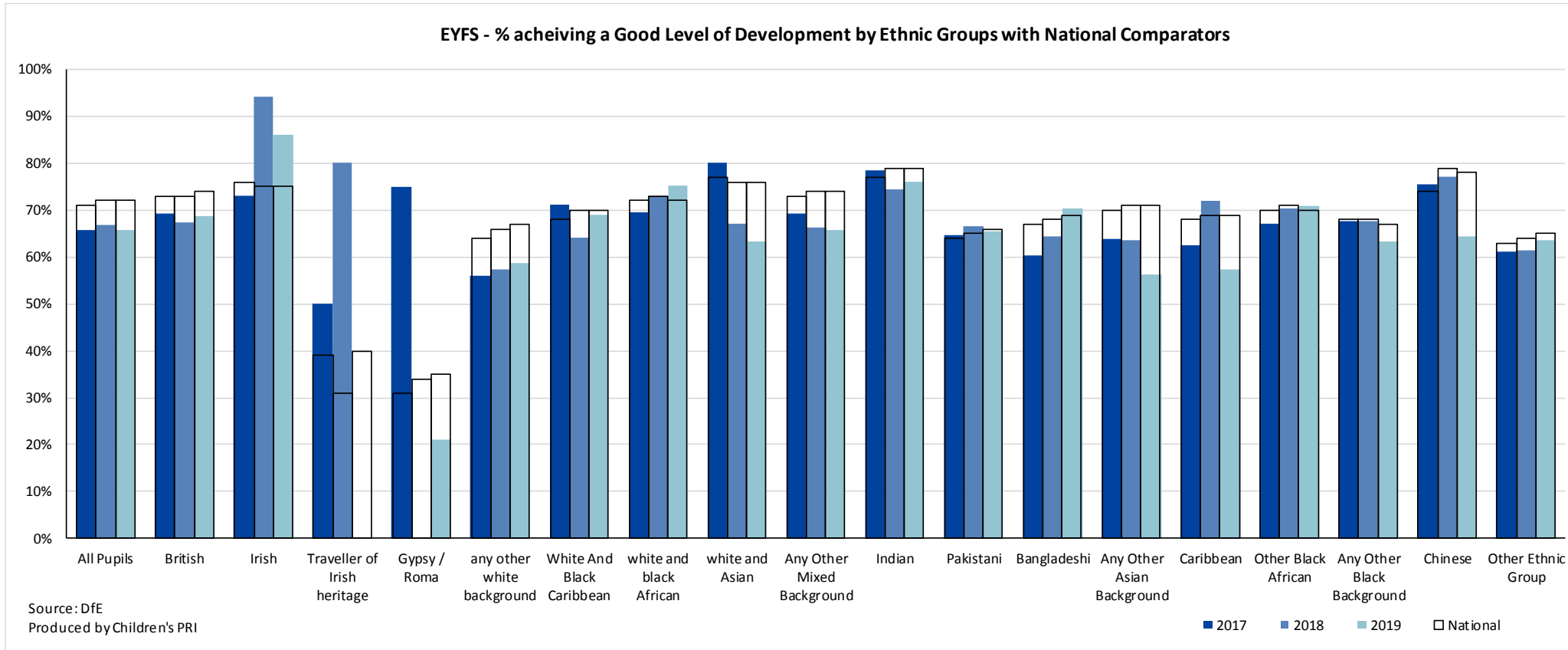
Numbers on Roll by Ethnicity 2018/19										
Broad Category	Ethnic Group	Nursery	Primary	Secondary	All Through	Sixth Form	Special	PRU	Total	NOR Total 2017/18
White	British	66	19576	9973	183	144	634	206	30782	30773

	European	5	2333	778	69	8	36	0	3229	3161
	Irish	0	182	116	3	4	7	4	316	328
	Traveller Of Irish Heritage	0	59	25	0	0	2	5	91	82
	Gypsy/Roma	0	226	59	14	0	8	4	311	189
	Other White	4	561	464	15	4	10	8	1066	938
Black or Black British	Caribbean	2	796	595	47	5	49	13	1507	1539
	Nigerian	5	1836	811	38	7	31	0	2728	2569
	Somali	3	1392	765	152	4	39	0	2355	2414
	Other Black African	23	3182	1764	121	52	104	22	5268	4831
	Any Other Black Background	4	2249	1048	14	9	37	12	3373	3113
Chinese	Chinese	7	681	200	11	3	10	1	913	882
Mixed/ Dual Background	White And Asian	2	873	342	53	6	21	4	1301	1186
	White And Black African	2	902	398	24	6	25	7	1364	1250
	White And Black Caribbean	10	1449	782	43	7	47	27	2365	2288
	Any Other Mixed Background	8	1725	848	63	23	65	16	2748	2550
Asian or Asian British	Bangladeshi	0	1222	816	40	10	38	0	2126	2075
	Indian	4	1065	371	130	0	22	1	1593	1546
	Mirpuri Pakistani	0	523	85	99	2	11	0	720	808
	Other Pakistani	1	7902	3950	1569	73	203	16	13714	12844
	African Asian	0	162	33	11	5	7	0	218	224
	Other Asian	3	1158	549	69	9	35	8	1831	1701
	Afghanistani	1	543	102	67	1	6	0	720	709

Any Other Ethnic Group	Arab	22	2424	807	234	5	33	0	3525	3356
	Iranian	1	154	41	15	0	4	0	215	215
	Vietnamese	0	77	35	0	0	2	0	114	114
	Other Ethnic Group	5	1138	547	112	7	28	16	1853	1660
No Data	Information Not Obtained	2	263	291	14	6	12	22	610	574
	Refused	2	273	254	10	5	33	0	577	523
	Unknown	0	0	0	0	0	0	0	0	120
	Total	182	54926	26849	3220	405	1559	392	87533	84562
	Non-White British	61.5%	63.4%	60.8%	93.6%	61.7%	56.4%	41.8%	63.5%	62.2%
	Non White	56.6%	57.3%	55.5%	90.4%	57.8%	52.4%	36.5%	57.8%	56.6%

**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.**

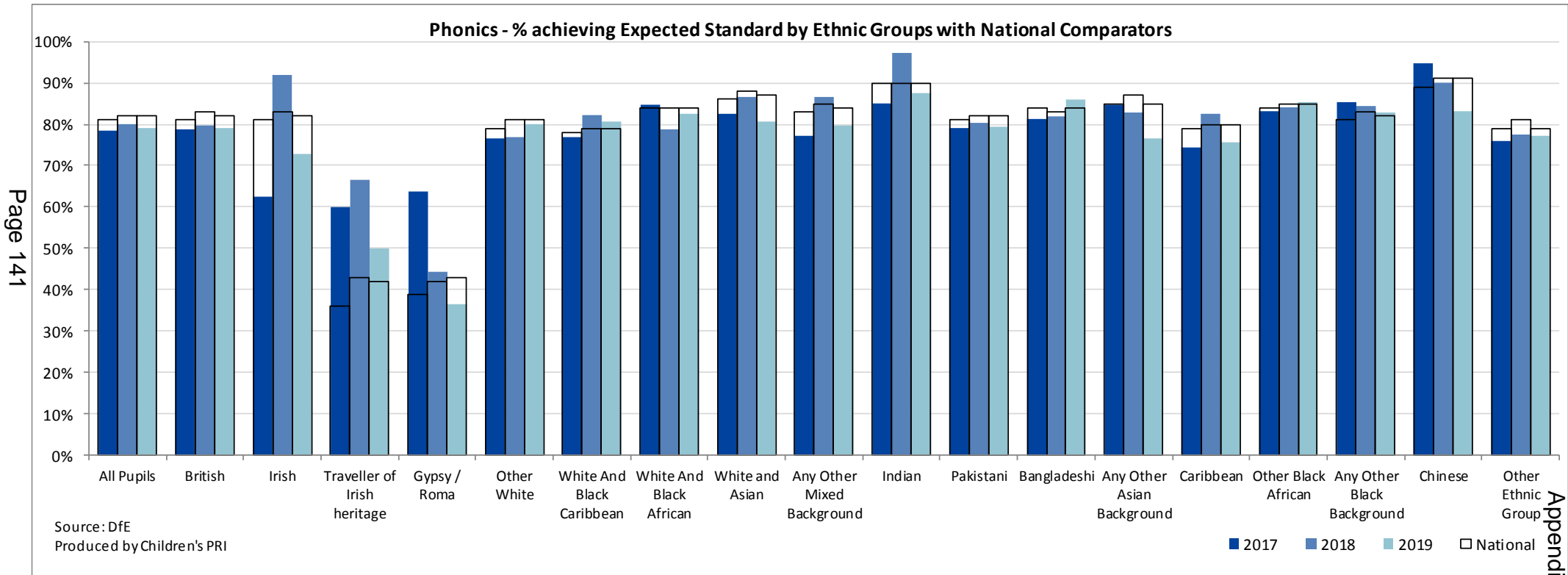
## 9.2 Early Years Foundation Stage



- The ethnic groups with the highest percentage of pupils achieving a good level of development (GLD) in Manchester in 2018 are Irish with 86.2%, Indian with 76% and white and black African children with 75.2%. The best performing ethnic groups nationally are Chinese, Indian and White and Asian.
- The Pakistani group is the largest ethnic group after White British in Manchester and performed in line with the national group with 66% of children achieving GLD.

- Black African learners outcomes in 2019 exceeded the national group by 1% (71%); Bangladeshi learners also exceeded the national group by 1.5% with 70.4% achieving GLD.
- All other groups performed below their national groups and below the national level of 71.8%.
- The Manchester White British Group performed 2.8% above the Manchester average of 66 %, but remains 5% behind the national group.

**9.3 Phonics:**

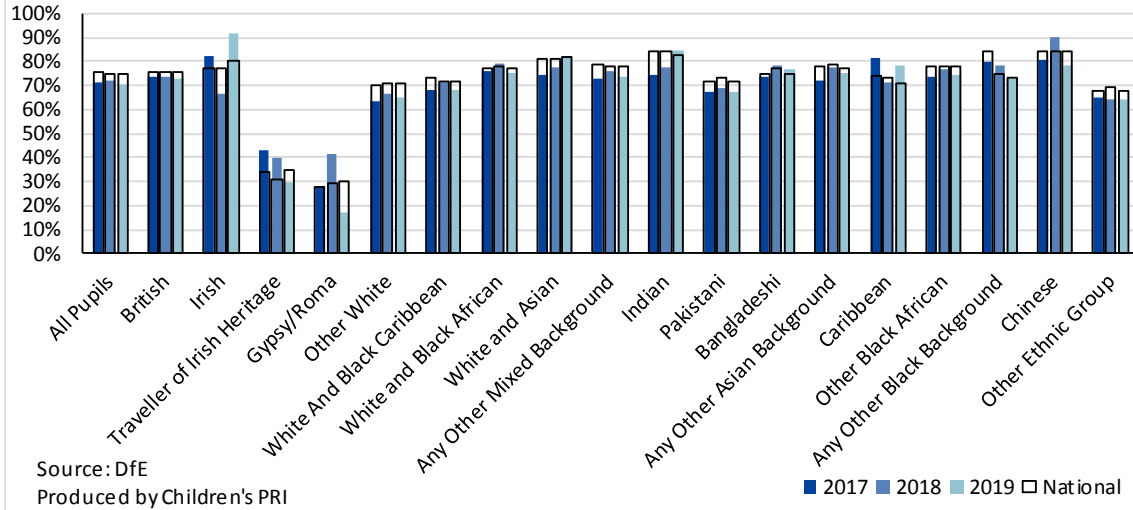


- The ethnic group with the highest percentage of pupils meeting the required standard at phonics is Indian with 87.6% which is 2% below national for the group.

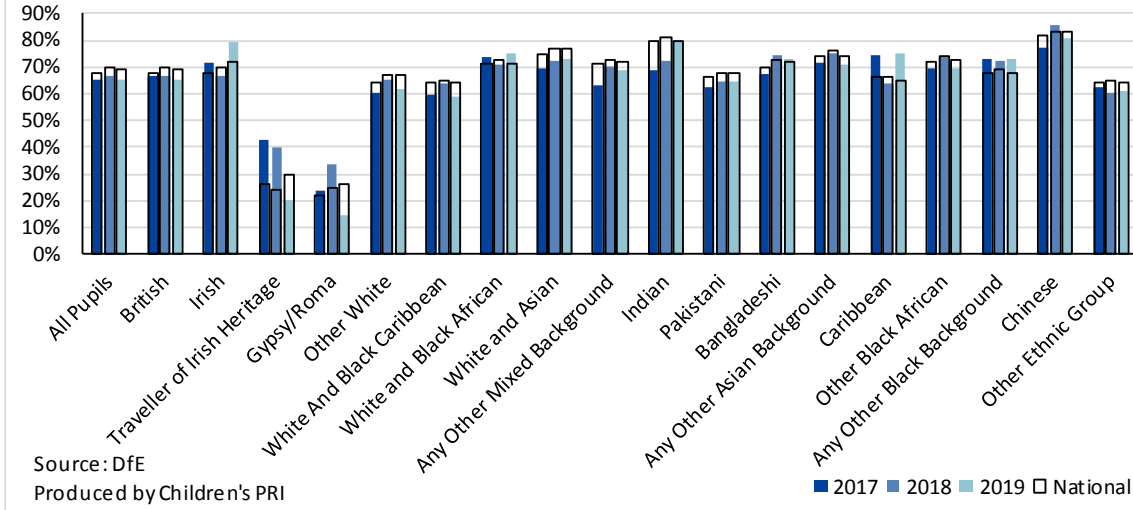
- The only ethnic groups in Manchester who outperformed the equivalent national group were Bangaldeshi children. Black African children and those from any other black background performed in line with their national group where as all other groups in Manchester did not perform as well as national.
- Nationally, the best performing groups at phonics are Chinese with 91%, followed by Indian, 91%. There was no change in the top performing ethnic groups nationally between 2016 and 2019
- The ethnic group with the lowest percentage of pupils meeting the required standard in phonics in Manchester in 2018 is Gypsy/Roma with 36.4% (7% above the equivalent national group.). The next lowest performing groups in Manchester are Traveller of Irish Heritage at 50% which is 8% above the national cohort for this group.
- Nationally, the lowest performing group is Traveller of Irish heritage, 42% Followed by Gypsy/Roma 43%.

## 9.4 Key Stage 1:

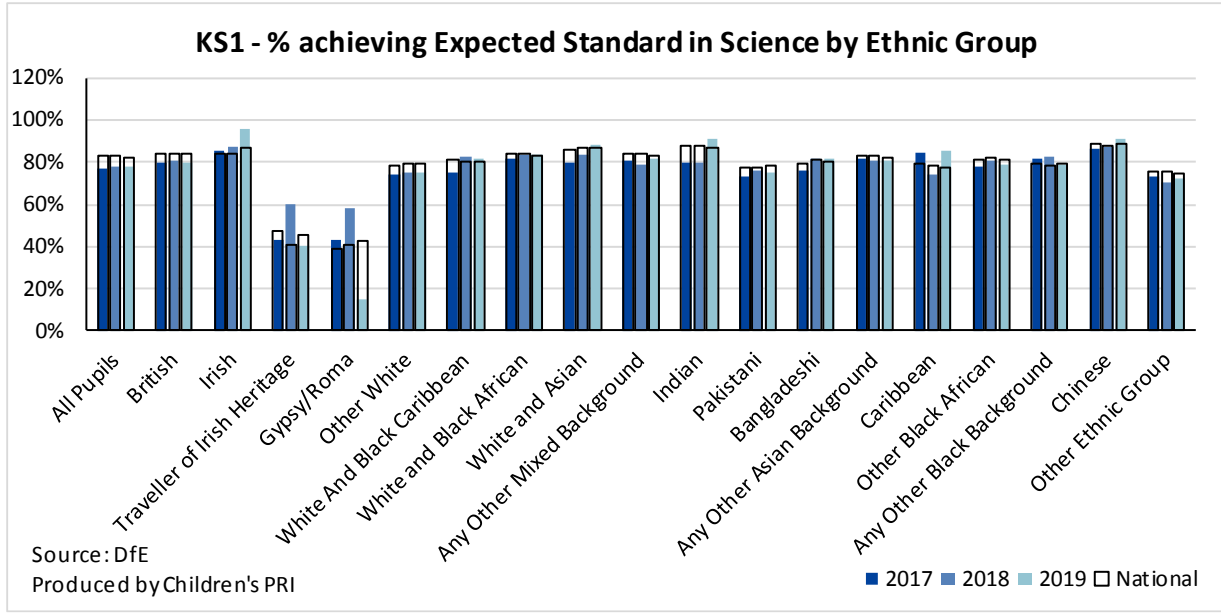
**KS1 - % achieving Expected Standard in Reading by Ethnic Group**

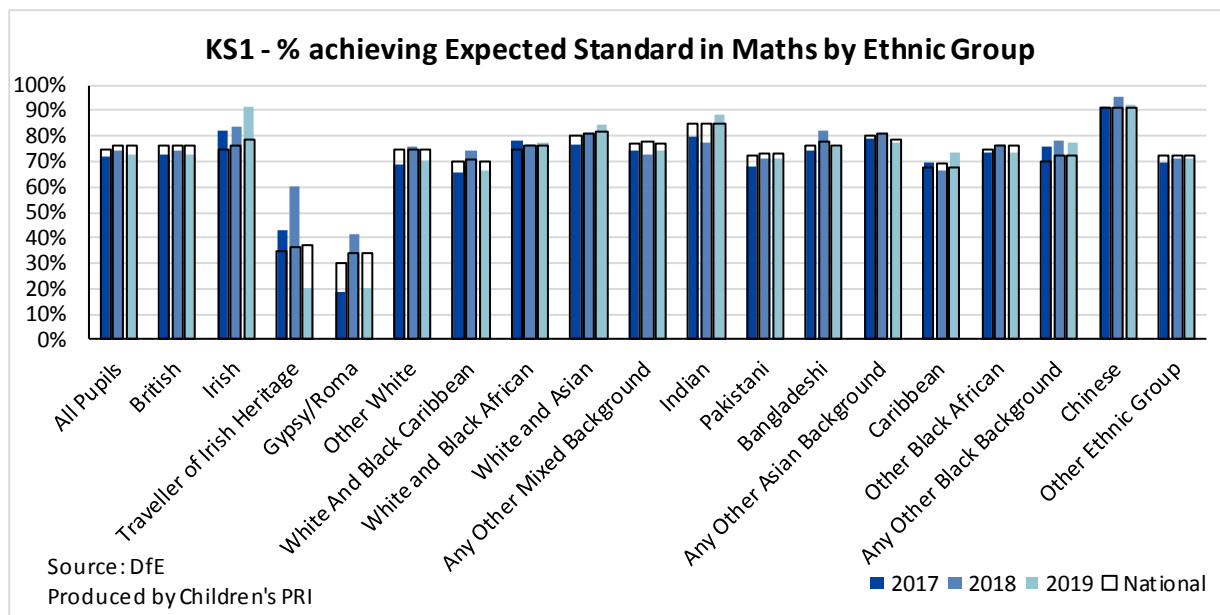


**KS1 - % achieving Expected Standard in Writing by Ethnic Group**









### 9.4.1 Key Stage 1 Reading

- The ethnic groups with the highest percentage of pupils achieving the expected standard at KS1 in Reading is Irish with 91.7%. The next highest ethnic groups are Indian with 84.6%, White and Asian 82.2%, Black Caribbean 78.4% and Bangladeshi 78.4%. All above the national average of 75%.
- Nationally, the ethnic group with the highest percentage of pupils achieving the expected standard in Reading is Indian with 83% and Chinese with 84%.
- The ethnic groups that have the lowest percentage of pupils achieving the expected standard in Reading in Manchester are Gypsy/Roma with 17.6% and Traveller of Irish Heritage with 30%. This mirrors the lowest performing ethnic groups nationally - Gypsy/Roma, 30% and Traveller of Irish Heritage, 35%.

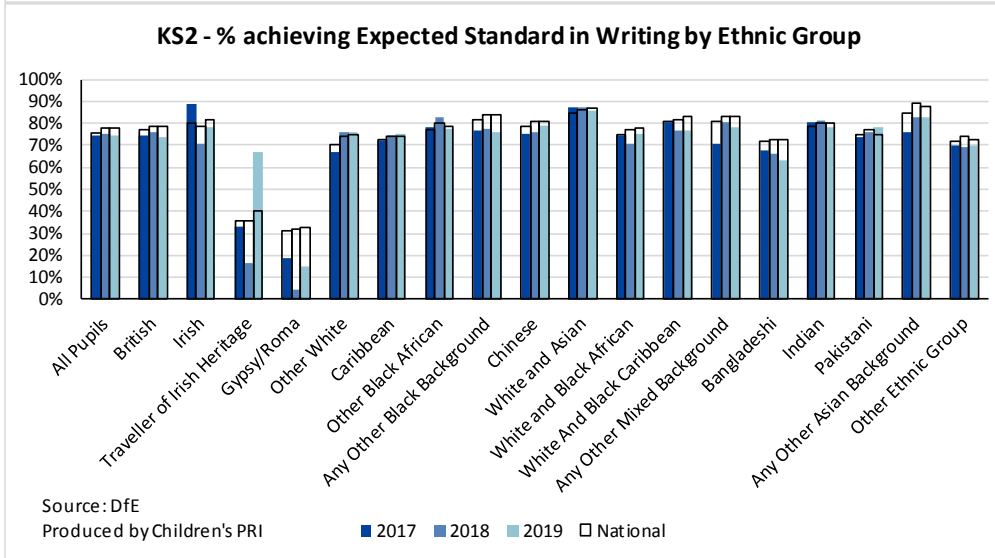
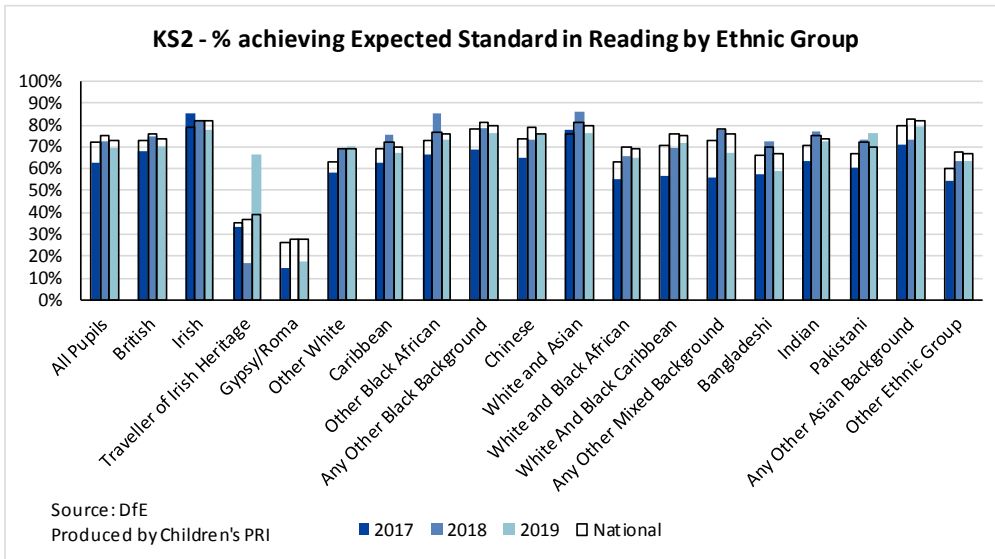
### 9.4.2 Key Stage 1 Writing

- The ethnic group with the highest percentage of pupils achieving the expected standard at KS1 in Writing in Manchester is Chinese with 80.6% and Indian with 80.4%. The next highest ethnic groups are Irish, 79.2%.
- In addition to the above, the following groups achieved above both the national average of 69% - White and black African, white and Asian, Bangladeshi, Black Carribean and any other black background.
- The White British Group performed below the Manchester average with 65.1% compared to 66% Manchester average.
- Nationally, the ethnic group with the highest percentage of pupils achieving the expected standard in Writing is Chinese with 83%, followed by Indian with 81%.
- Nationally, the lowest performing groups were Gypsy Roma with 26.0% and Traveller of Irish Heritage with 30%.
- The ethnic group that has the lowest percentage of pupils achieving the expected standard in Writing in Manchester is, Gypsy/Roma 20% The next lowest performing group in Manchester is Traveller of Irish Heritage with 14%.

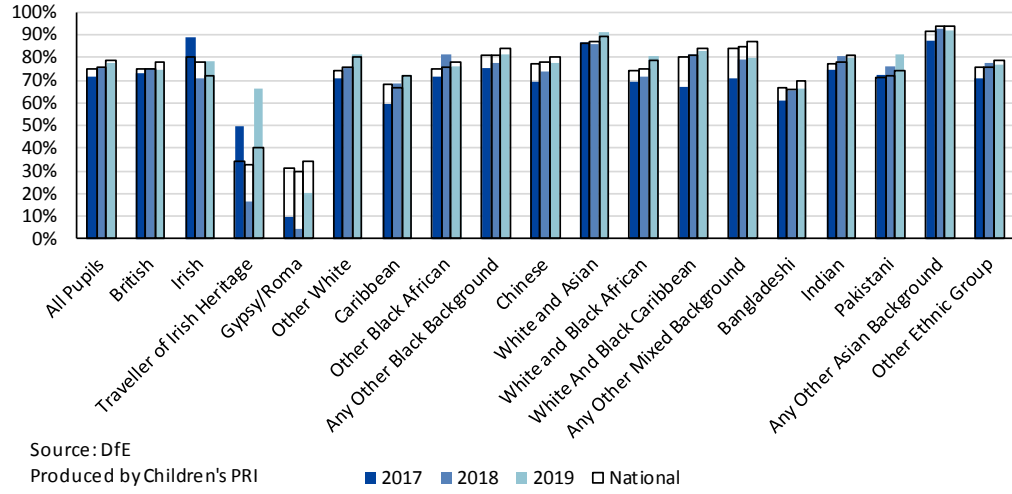
### 9.4.3 Key Stage 1 Maths

- The ethnic group with the highest percentage of pupils achieving the expected standard at KS1 in Maths is Chinese 92.5%, followed by Irish 91.7% and Indian 88.1%.
- In addition the following groups exceeded the national average of 76% (and Manchester average of 72.4%) White and Asian 84.7%, White and Black African 77.7%, Any Other Asian background 77.6% and Any other Black Background 77.1%.
- Nationally, the ethnic groups with the highest percentage of pupils achieving the expected standard in Maths are Chinese 91%, followed by Indian 85%.
- The ethnic group that has the lowest percentage of pupils achieving the expected standard in Maths in Manchester is Traveller of Irish Heritage. The next lowest performing group in Manchester is Gypsy/Roma. Again, this reflects national performance as the lowest performing ethnic groups were also Gypsy/Roma and Traveller of Irish Heritage.

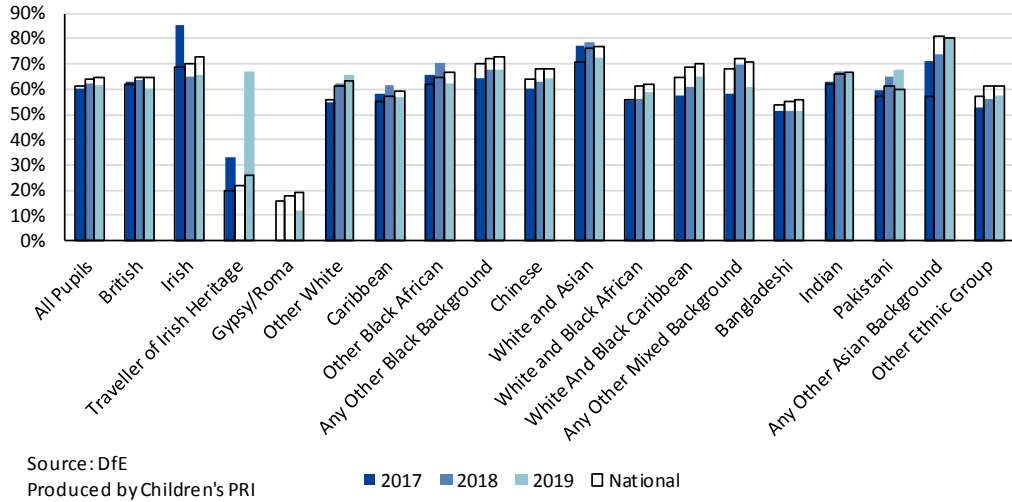
### 9.5 Key Stage 2:



**KS2 - % achieving Expected Standard in Maths by Ethnic Group**



**KS2 - % achieving Expected Standard in RWM by Ethnic Group**



### 9.5.1 Key Stage 2 Reading, Writing and Maths combined

- The Manchester ethnic groups with the highest percentage of pupils achieving the expected standard at KS2 in combined Reading, Writing and Maths are Any Other Asian background, 79.7% (up on 2017), White and Asian 72.7% Pakistani 67.9% and Any Other Black Background 67.7%.
- Some ethnic groups improved their performance at expected standard in 2019, others saw a decline compared to 2018 outcomes.
- A number of groups performed above the national average of 65% - Irish, 64.7%, Pakistani 65.6%, Traveller of an Irish Heritage 66.7 %, Any Other Black Background 67.7%, White and Asian, 72.7%, Indian 66.3%, Pakistani 67.9% and Any Other Asian Background 79.7%.
- The national groups who performed best are Any Other Asian Background (80%) and White and Asian (77%).
- The groups with the lowest percentage of pupils achieving the expected standard in combined Reading, Writing and Maths in Manchester are Gypsy/Roma with 11.8% and Bangladeshi 51.5%. The national performance of these ethnic groups are 19% and 56% respectively.

### 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 Any Other Asian Background 79.7%, Irish 78.1%, Pakistani 76.2%, White and Asian, 76.5% and Any Other Black Background 76.3%.
- Nationally, the highest performing groups are Any other Asian, with 80% and Irish, with 73%.
- The ethnic group with the lowest percentage of pupils achieving the expected standard in Reading is Gypsy/Roma, with 17.6% in Manchester, and 28% nationally.

### 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 White and Asian, 85.6%, followed by Any other Asian Background with 82.8%. These groups both achieved above the national average of 78.0% with Pakistani 78.3%, Any Other Mixed Background 78.5%, Indian, 78.1%, Irish 78.1%, also performing well.

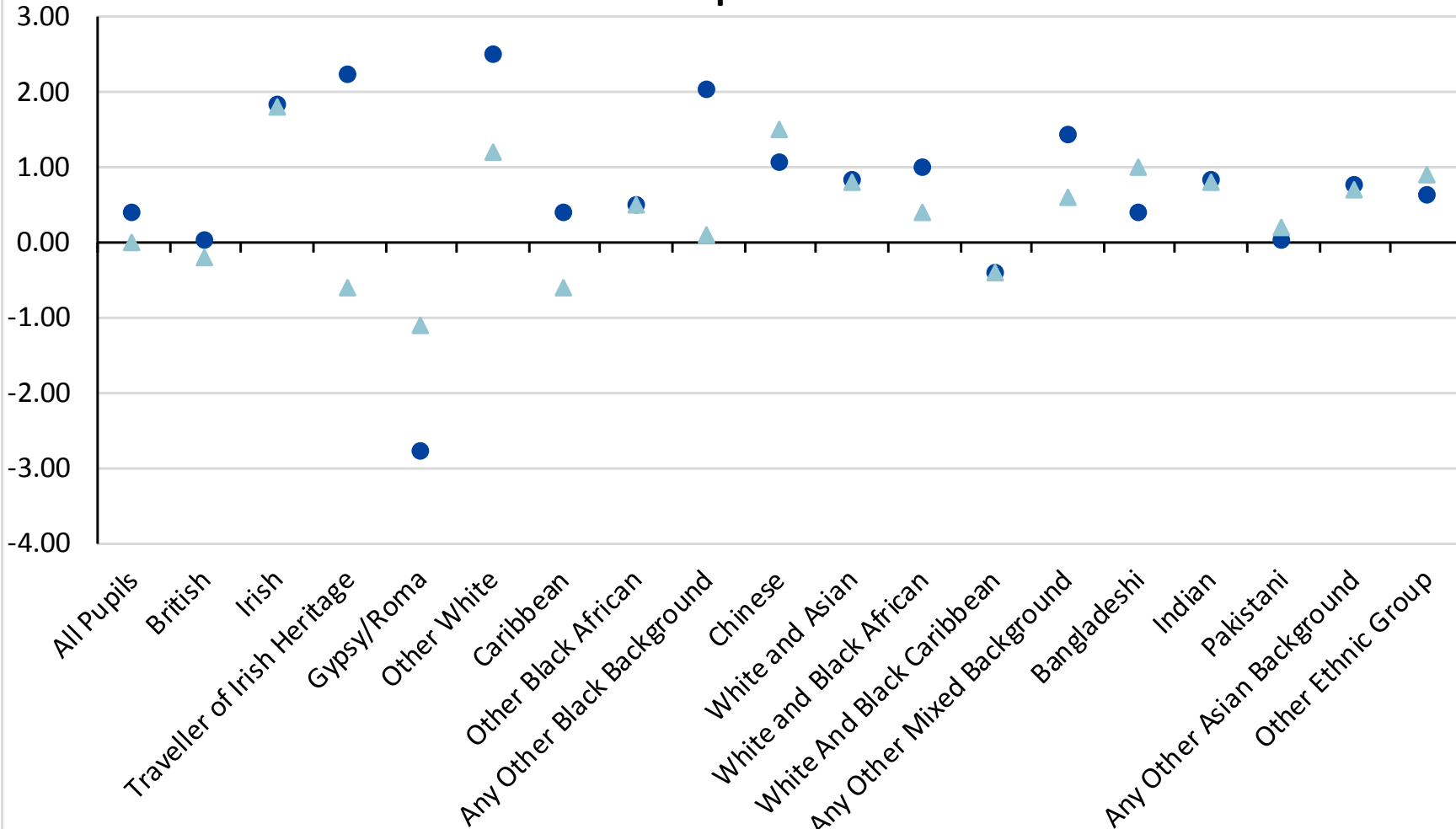
- The Pakistani +3.3%, Caribbean +1.4%, Other Black African +1.6% and Travellers of Irish Heritage +26.7% groups performed above their national groups,
- The ethnic groups with the lowest percentage of pupils achieving the expected standard in Writing were Gypsy/Roma, 14.7%, reflecting the lower achievement nationally for this group which nationally is 33%.

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

- The ethnic groups with highest percentage of pupils achieving the expected standard in Maths in Manchester are Any Other Asian Background, 92.2% followed by White and Asian, 90.9%
- Learners from a a number of ethnic groups exceeded the national average in maths of 79%, this included White and Black Caribbean 83%, Other Black Backgrounds 81.7%, Other White 81.6%, Pakistani 81.4%, White and Black African 80.9%, Indian 80% and Any Other Mixed Background 80%.
- The ethnic group with the lowest percentage of pupils achieving the expected standard in Maths for Manchester is Gypsy/Roma, with 20.6% compared to national of 34% .

#### **9.6 Key Stage 2 Progress Scores by Ethnic Groups**

### 2019 - KS1-2 Progress Score for Reading by Ethnic Group with National comparisons

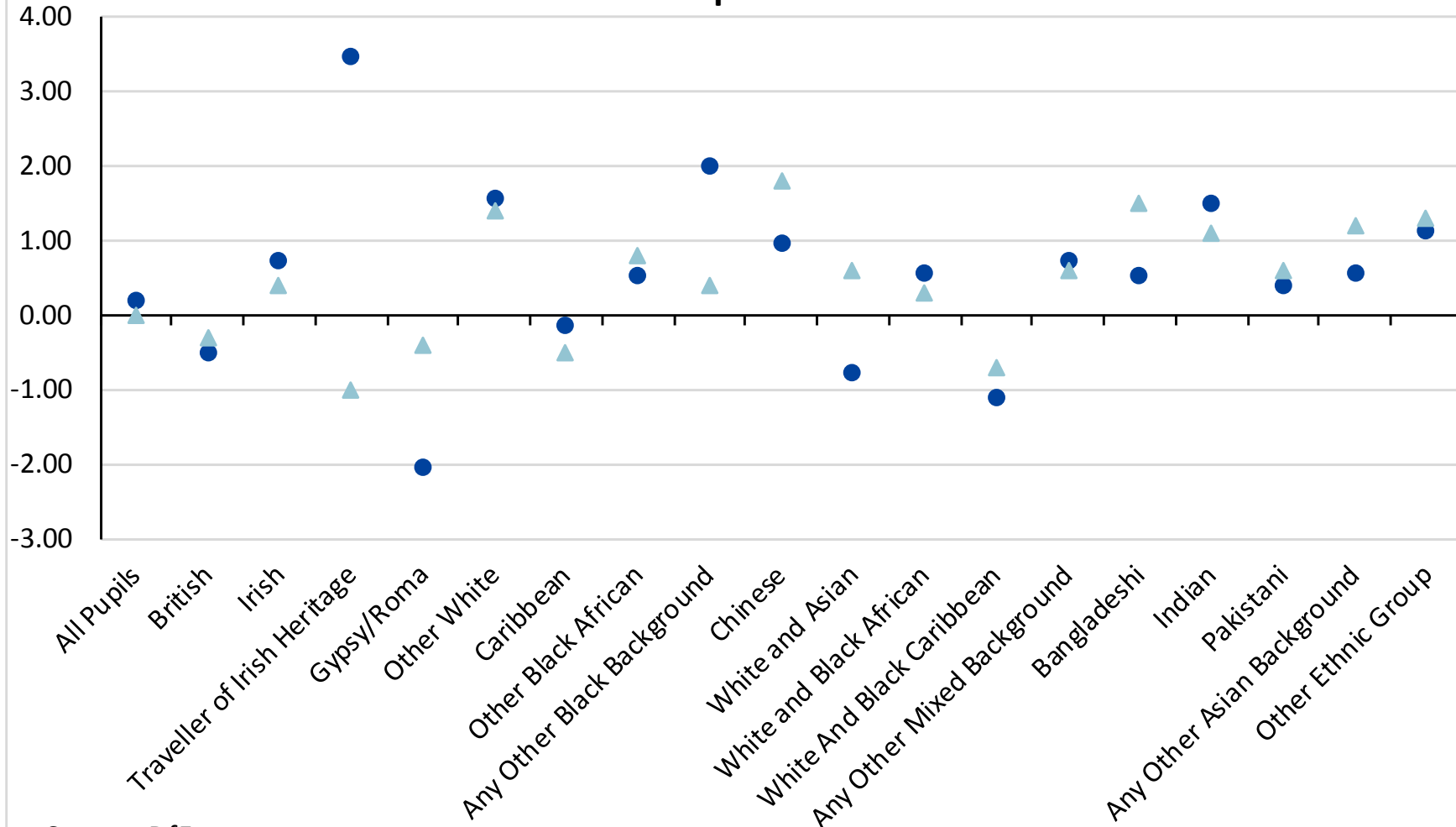


Source: DfE  
Produced by Children's PRI

● Manchester    ▲ National



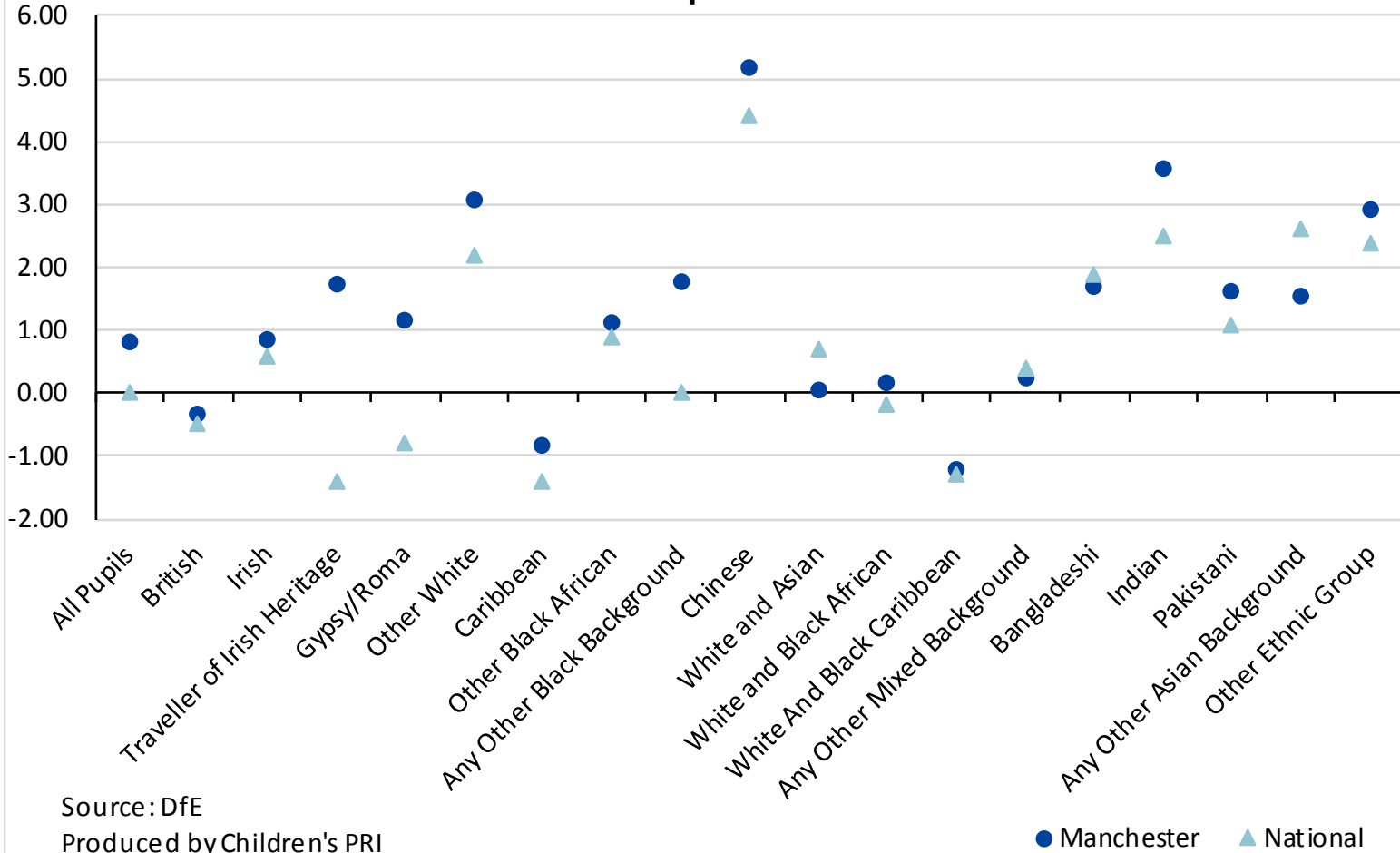
### 2019 - KS1-2 Progress Score for Writing by Ethnic Group with National comparisons



Source: DfE  
Produced by Children's PRI

● Manchester ▲ National

### 2019 - KS1-2 Progress Score for Maths by Ethnic Group with National comparisons



### 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 Gypsy/Roma, White and Black Caribbean. The groups with the highest progress score are Other White Background, Any Other Black Background and travellers of Irish Heritage.
- Nationally, the groups with a negative progress score in Reading are White British, Gypsy/Roma, Traveller of Irish Heritage, Caribbean, White & Black Caribbean. The group with the highest progress score in Reading nationally is Irish and Chinese.

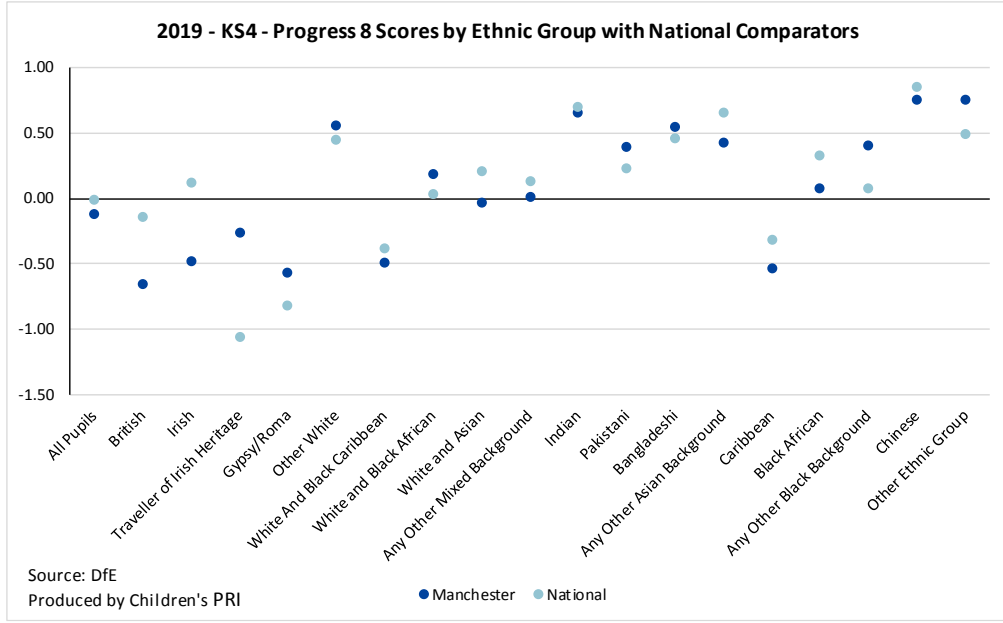
### 9.6.2 Key Stage 2 Progress Writing

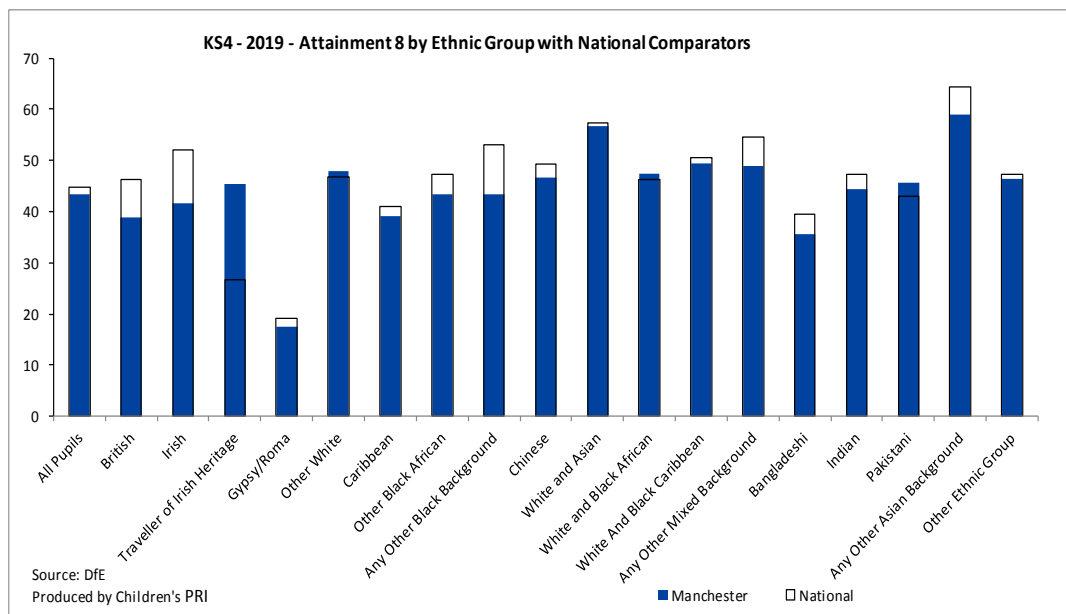
- In terms of progress, all ethnic groups in Manchester have a positive progress score in Writing except British, Gypsy/Roma, White & Asian, Caribbean and White and Black Caribbean. The group with the highest progress score is Traveller of Irish Heritage.
- Nationally, the groups with a negative progress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

### 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 British, Caribbean and White and Black Caribbean. The group with the highest progress score in Manchester is Chinese. This mirrors the highest progress score for an ethnic group in maths nationally which is also Chinese.
- Nationally, the groups with a negative progress score in Maths are British, Traveller of Irish Heritage, Gypsy/Roma, Caribbean, White & Black African, White & Black Caribbean.

### 9.7 Key Stage 4:



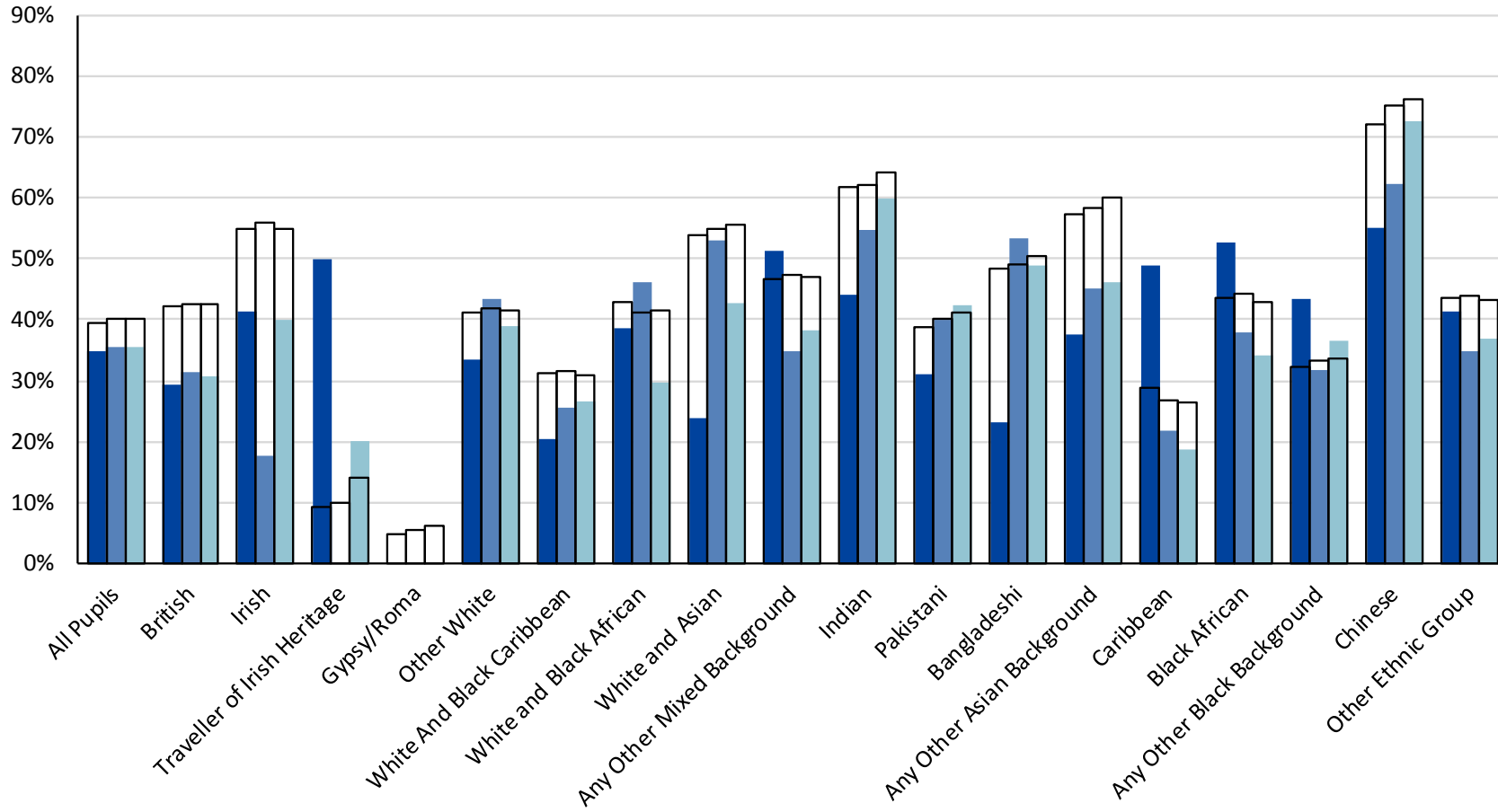


### 9.7.1 Key Stage 4:

- The ethnic group with the highest Attainment 8 score in Manchester in 2019 is unchanged from 2018 with Chinese pupils the best performing followed again by Indian and Bangladeshi as the next best performing group in Manchester. This mirrors the pattern nationally for highest and next performing ethnic group.
- In 2019 the ethnic group with the lowest Attainment 8 score in Manchester, as in 2018, is the Gypsy/Roma group. The groups with the second and third lowest Attainment 8 score are Caribbean, White and Black Caribbean and British. Again, Manchester attainment reflects the performance of groups nationally in terms of Gypsy/Roma and Caribbean being lower attaining groups.
- 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, Bangladeshi, Any Other Asian Background, Black African, Any other Black Background and Any Other Ethnic Group.
- The ethnic groups with the highest Progress 8 score in Manchester are Chinese and also Other Ethnic Group.
- There are 13 ethnic groups nationally with positive Progress 8 scores and 11 in Manchester.

- The ethnic groups in Manchester in 2019 with negative progress 8 scores, similarly to 2018 are White British, Irish, Traveller of Irish Heritage, Gypsy/Roma, Caribbean, White & Black Caribbean and White and Asian.
- The Manchester ethnic groups with a better Progress 8 than their national comparators are Traveller of Irish Heritage, Gypsy/Roma, Other White, White and Black African, Black African, Pakistani, Bangladeshi and Other Ethnic Groups.

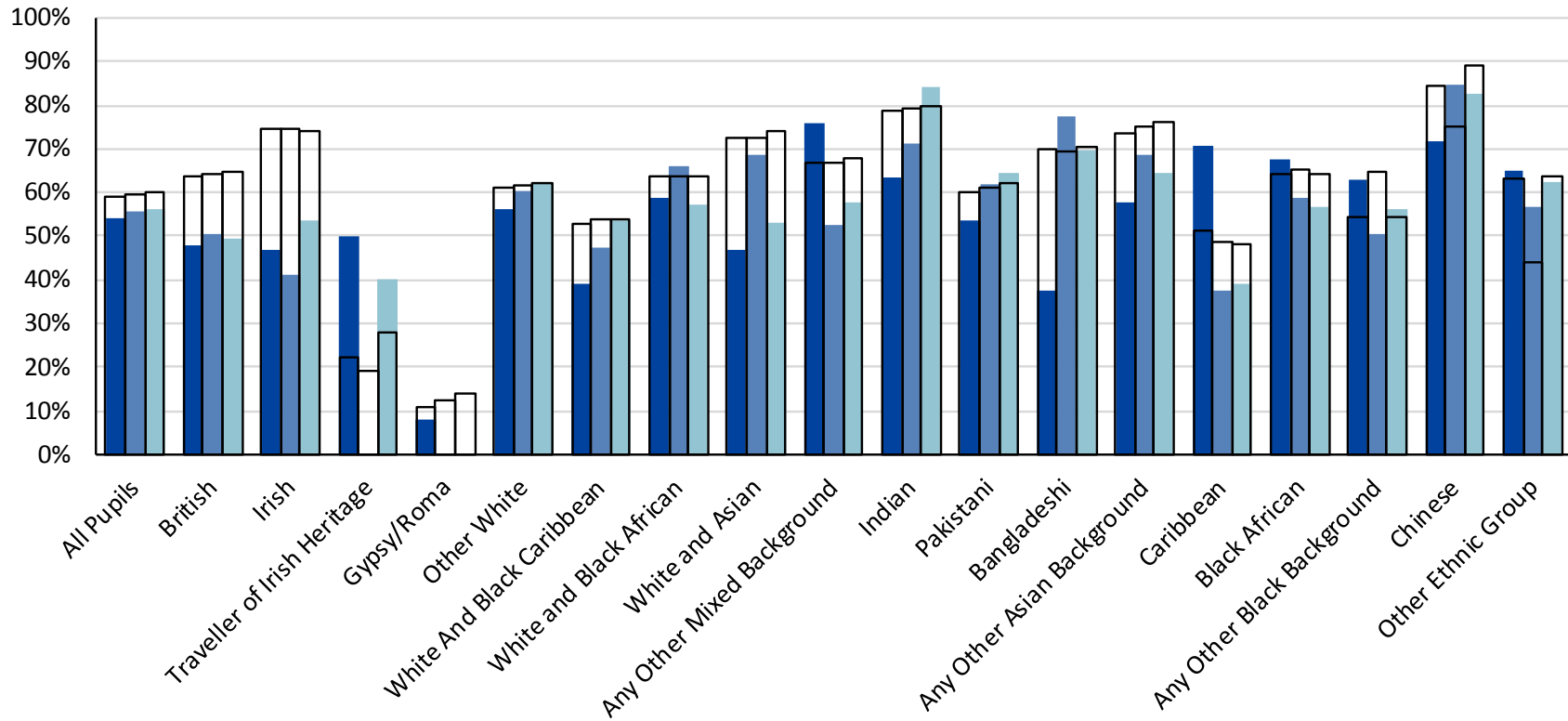
**KS4 - % Achieving English & Maths (9-5) by Ethnic group with National Comparators**



Source: DfE  
Produced by Children's PRI

■ 2017 ■ 2018 ■ 2019 □ National

**KS4 - % achieving English & Maths (9-4) by Ethnic Group with National Comparators**

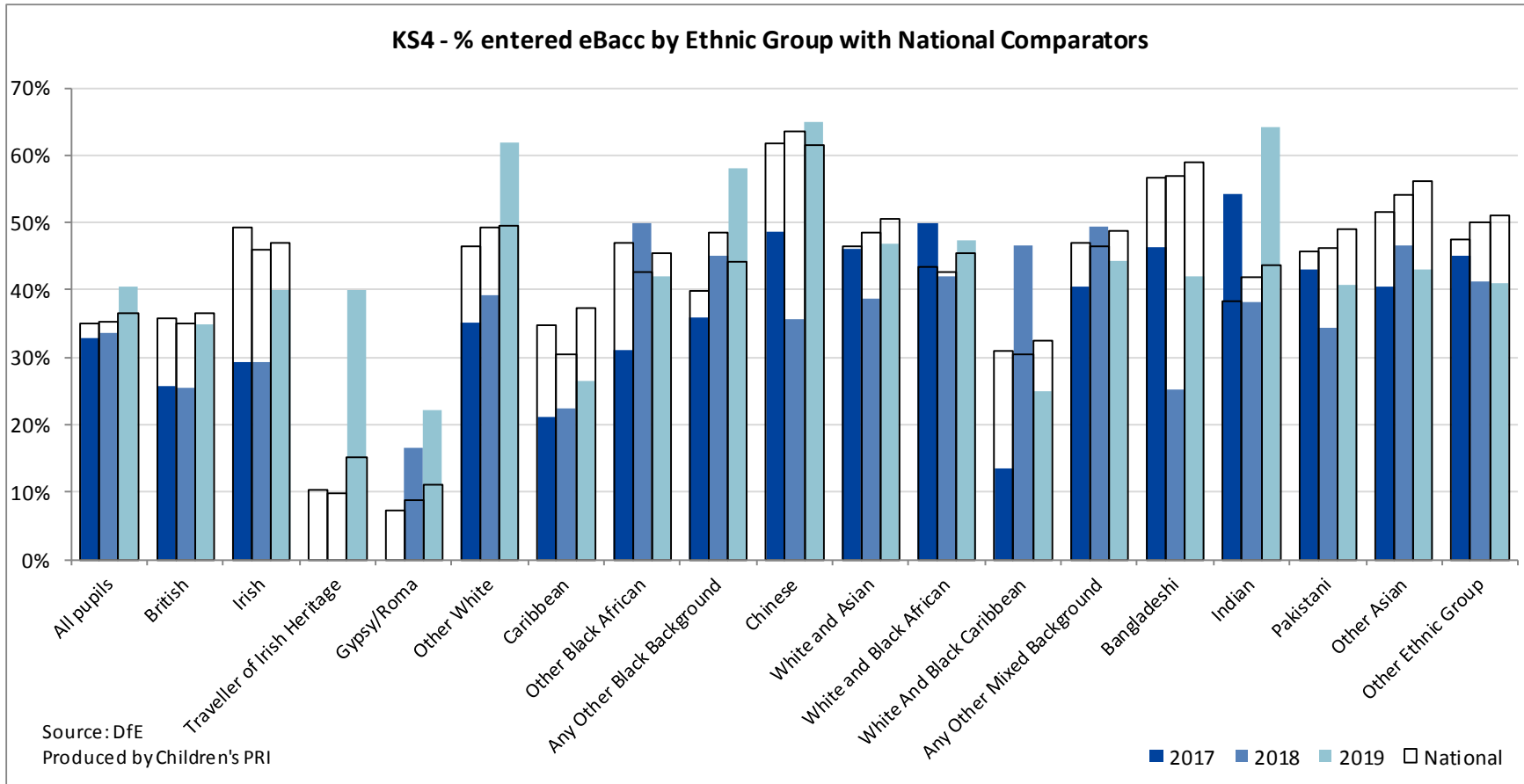


Source: DfE

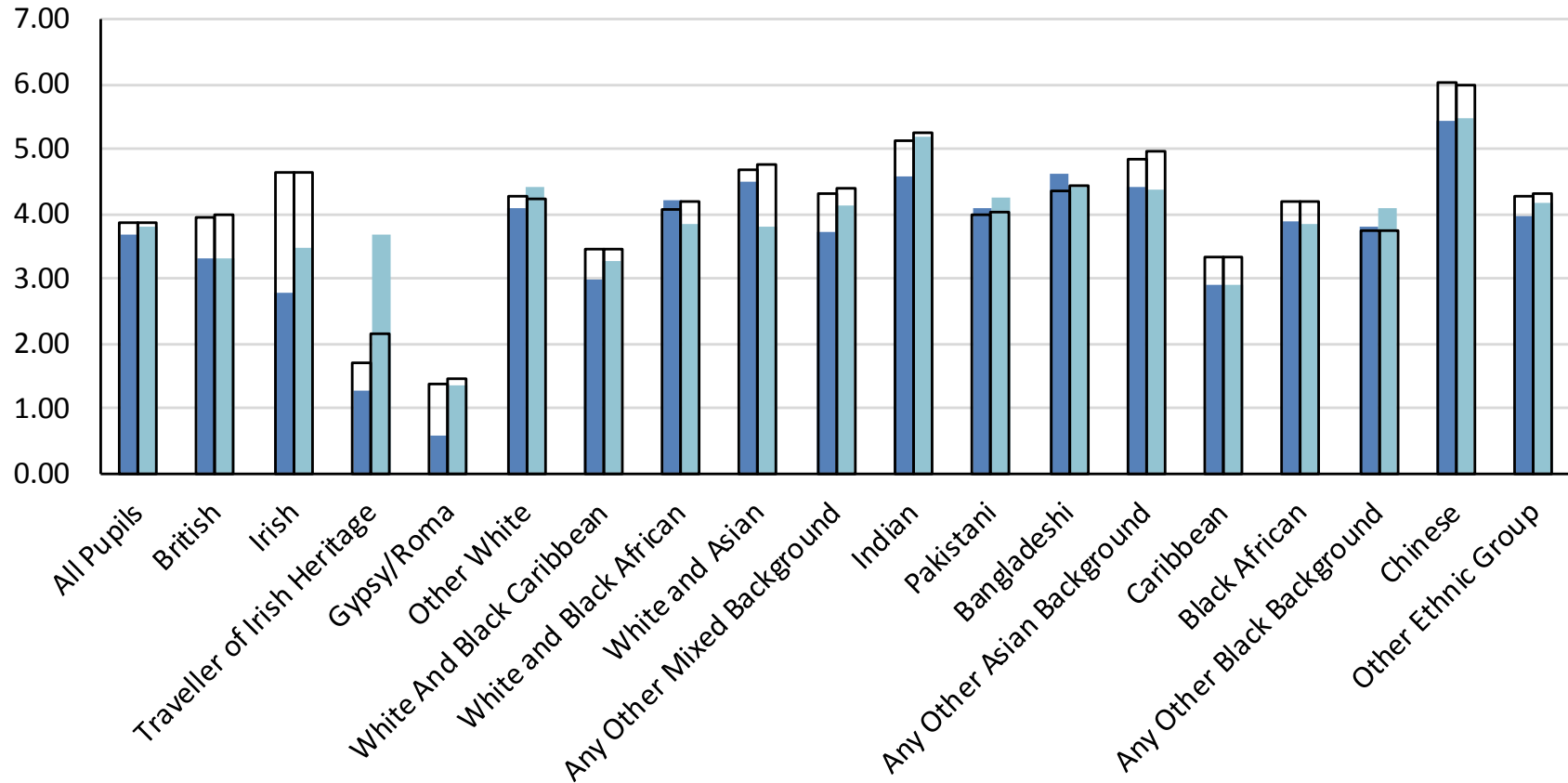
Produced by Children's PRI

■ 2017 ■ 2018 ■ 2019 □ National





### KS4 - EBacc APS by Ethnic Group with National Comparators



Source: DfE  
Produced by Children's PRI

■ 2018 ■ 2019 □ National

**Manchester City Council  
Report for Information**

**Report to:** Children and Young People Scrutiny Committee – 24 June 2020

**Subject:** Overview Report

**Report of:** Governance and Scrutiny Support Unit

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**Summary**

This report provides the following information:

- Recommendations Monitor
- Key Decisions
- Items for information
- Work Programme

**Recommendation**

The Committee is invited to discuss the information provided and agree any changes to the work programme that are necessary.

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**Contact Officer:**

Name: Rachel McKeon  
Position: Scrutiny Support Officer  
Tel: 0161 234 4997  
Email: rachel.mckeon@manchester.gov.uk

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**Wards Affected:** All

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

None

## 1. Monitoring Previous Recommendations

This section of the report contains recommendations made by the Committee, responses to them, if they will be implemented, and if it will be, how this will be done.

Date	Item	Recommendation	Action	Contact Officer
5 September 2017	CYP/17/40 School Place Planning and Admissions	To request further information on the number of siblings who have been allocated places at different schools.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Michelle Devine, Interim Head of Access
6 November 2018	CYP/18/55 Promoting Inclusion and Preventing Exclusion	To request that information on the final destination of pupils who attended the Secondary PRU following permanent exclusion be circulated to Members of the Committee.	A response to this recommendation has been requested and will be circulated to Members by email.	Amanda Corcoran, Director of Education
8 January 2019	CYP/19/05 Youth and Play Services	To request the needs analysis ranking information for the 32 wards in Manchester.	A response to this recommendation has been requested and will be circulated to Members by email.	Amanda Corcoran, Director of Education
9 October 2019	CYP/19/39 Skills for Life	To request that the Council work to ensure that, as far as possible, all settings are involved in Skills for Life, including independent schools, and that officers look into how Skills for Life could be incorporated into the contracts when Our Children are placed in non-Council-owned residential settings.	A response to this recommendation will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
9 October 2019	CYP/19/40 Attainment	To request that when the validated outcomes at primary	A report on School Attainment is being submitted to the Committee's meeting	Amanda Corcoran, Director of

	Headline Outcomes 2019 (provisional)	and GCSE level are confirmed officers circulate a note to Committee Members with the headline information.	on 24 June 2020.	Education/ Isobel Booler, Head of Schools Quality Assurance and Strategic SEND
6 November 2019	CYP/19/46 Ghyll Head Outdoor Education Centre	To recommend that officers look into how Ghyll Head could be used by families whose children are on the edge of care.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
6 November 2019	CYP/19/46 Ghyll Head Outdoor Education Centre	To request that consideration be given as to how Members and the Friends of Ghyll Head can be engaged in the work of the Stakeholder Board.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
6 November 2019	CYP/19/47 Youth Strategy and Engagement	To request demographic information on the young people accessing youth services, particularly the youth hubs, including by ward.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
6 November 2019	CYP/19/48 Youth and Play Services - Young Manchester	To request that clear information on the availability of toilet facilities, for example, in park cafes, be included on signage in parks.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
5 February 2020	CYP/20/11 The Council's Updated Financial Strategy and Budget reports	To request a short note in a future Overview Report on the tendering process for the Educational Psychology service.	A response to this recommendation will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education

	2020/21			
4 March 2020	CYP/20/14 Minutes	<p>To request that the meeting of the Ofsted Subgroup on 18 March 2020 receive an oral update on work to address the issues arising from the decision to close Newall Green High School, including progress in finding new school places for the affected pupils.</p> <p>To request that further information in relation to the decision to close Newall Green High School be provided to the Committee's meeting on 27 May 2020, to additionally include how current Year 10 pupils, who will remain at the school, will be supported and the role of the academy trust in the lead up to this decision.</p> <p>To request that the Chair be kept updated between these meetings.</p>	The Ofsted Subgroup meeting scheduled for 18 March 2020 and the Committee's meeting scheduled for 27 May 2020 were cancelled due to COVID-19.	Rachel McKeon, Scrutiny Support Officer
4 March 2020	CYP/20/16 Improving Children's Outcomes Through Collaboration	To request further information on how the Manchester University NHS Foundation Trust is dealing with smoking around its hospital sites and to note that the Executive Member	A response to this recommendation will be reported back to the Committee via the Overview report.	Paul Marshall, Strategic Director of Children and Education Services

	and Working in Partnership in a Locality	for Children and Schools will circulate a briefing note on work that is already taking place to address smoking in pregnancy.		
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## 2. Key Decisions

The Council is required to publish details of key decisions that will be taken at least 28 days before the decision is due to be taken. Details of key decisions that are due to be taken are published on a monthly basis in the Register of Key Decisions.

A key decision, as defined in the Council's Constitution is an executive decision, which is likely:

- To result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council's budget for the service or function to which the decision relates, or
- To be significant in terms of its effects on communities living or working in an area comprising two or more wards in the area of the city.

The Council Constitution defines 'significant' as being expenditure or savings (including the loss of income or capital receipts) in excess of £500k, providing that is not more than 10% of the gross operating expenditure for any budget heading in the in the Council's Revenue Budget Book, and subject to other defined exceptions.

An extract of the most recent Register of Key Decisions, published on **12 June 2020** containing details of the decisions under the Committee's remit is included below. This is to keep members informed of what decisions are being taken and, where appropriate, include in the work programme of the Committee.

### Register of Key Decisions:

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
<b>Capital Investment in schools</b> <b>Ref: 2016/02/01D</b> The approval of capital expenditure	City Treasurer (Deputy Chief	Not before 1st Mar 2019		Business Case	Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
in relation to the creation of school places through new builds or expansions.	Executive)				
<p><b>Schools Capital Maintenance Programme for 2020/21 Additional Works (2020/05/29A)</b></p> <p>The approval of capital expenditure for a programme of work designed to address condition needs identified in the Council's estate of maintained schools, funded by a capital grant from the DfE.</p>	City Treasurer (Deputy Chief Executive)	Not before 28th Jul 2020		Checkpoint 4 Business Case	Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk
<p><b>Ghyll Head - Refurbishment of the outdoor education centre facility (2020/01/10C)</b></p> <p>Approval of capital expenditure for the purpose of the essential refurbishment of the outdoor education centre facility to improve the asset condition and enable the site to improve outcomes and maximise occupancy and revenue.</p>	City Treasurer (Deputy Chief Executive)	Not before 10th Feb 2020		Checkpoint 4 Business Case	Neil Fairlamb N.Fairlamb@manchester.gov.uk
<p><b>Young Manchester Funding (2019/12/06A)</b></p> <p>To finalise the contract value for</p>	City Treasurer (Deputy Chief	Not before 4th Jan 2020		Manchester Youth Offer Strategy	Lisa Harvey Nebil lisa.harvey-nebil@manchester.gov.uk



Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
the continuation of funding to Young Manchester	Executive)				
<p><b>Youth Offer Strategy (2019/12/11B)</b></p> <p>To agree a Youth Offer Strategy for the next 3 years and complete the production of the strategy document</p>	Strategic Director (Neighbourhoods)	13 Jan 2020		Manchester Youth Offer Strategy	
<p><b>Q20347 Consultant for EYES data Migration. 2019/04/25A</b></p> <p>Contract is to support Manchester City Council with the migration of their Education Management System away from Capita One towards the Liquidlogic EYES solution.</p>	City Treasurer (Deputy Chief Executive)	Not before 1st Jun 2019		Report and Recommendation	Jon Nickson j.nickson@manchester.gov.uk

**Children and Young People Scrutiny Committee  
Work Programme – June 2020**

<b>Wednesday 24 June 2020, 10.00am (Report deadline Friday 12 June 2020)</b>				
<b>Item</b>	<b>Purpose</b>	<b>Executive Member</b>	<b>Strategic Director / Lead Officer</b>	<b>Comments</b>
Update on COVID-19 Activity	To receive a report on activity in relation to COVID-19 for those areas within the Committee's remit.	Councillor Bridges	Paul Marshall/Amanda Corcoran	
School Attainment	To receive an update report on School Attainment.	Councillor Bridges	Amanda Corcoran	
Overview Report	The monthly report includes the recommendations monitor, relevant key decisions, the Committee's work programme and any items for information.		Rachel McKeon	

<b>Wednesday 2 September 2020, 10.00am (Report deadline Thursday 20 August 2020)</b>				
<b>Item</b>	<b>Purpose</b>	<b>Executive Member</b>	<b>Strategic Director / Lead Officer</b>	<b>Comments</b>
Overview Report			Rachel McKeon	