



Children and Young People Scrutiny Committee

Date: Wednesday, 6 December 2023

Time: 10.00 am

Venue: Council Chamber, Level 2, Town Hall Extension

Everyone is welcome to attend this committee meeting.

There will be a private meeting for Committee Members only at 9.30 am in the Council Antechamber.

Access to the Public Gallery

Access to the Public Gallery is on Level 3 of the Town Hall Extension, using the lift or stairs in the lobby of the Mount Street entrance to the Extension. There is no public access from any other entrance.

Filming and broadcast of the meeting

Meetings of the Children and Young People Scrutiny Committee are 'webcast'. These meetings are filmed and broadcast live on the Internet. If you attend this meeting you should be aware that you might be filmed and included in that transmission.

Membership of the Children and Young People Scrutiny Committee

Councillors –

Reid (Chair), N Ali, Alijah, Amin, Bano, Bell, Fletcher, Gartside, Hewitson, Judge, Lovecy, Ludford, Marsh, McHale, Muse, Nunney, Sadler and Sharif Mahamed

Co-opted Members -

Mr G Cleworth, Miss S Iltaf, Ms K McDaid, Canon Susie Mapledoram, Mrs J Miles, Ms L Smith and Mr Yacob Yonis

Agenda

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

To approve as a correct record the minutes of the meeting held on 8 November 2023.

Pages
5 - 14

5. Attainment Headline outcomes 2023 (provisional)

Report of the Director of Education

Pages
15 - 34

The report provides a summary of the 2023 provisional outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. It also provides a list of actions which are being progressed to address some of the gaps in learning.

6. Early Years

To Follow

7. Post-16

To Follow

8. Overview Report

Report of the Governance and Scrutiny Support Unit

Pages
35 - 46

The monthly report includes the recommendations monitor, relevant key decisions, the Committee's work programme and any items for information

Information about the Committee

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 – Canon Susie Mapledoram
- Representative of the Diocese of Salford – Mrs Julie Miles
- Parent governor representative – Mr Yacob Yonis
- Parent governor representative – Ms Katie McDaid
- Parent governor representative – Mr Gary Cleworth
- Secondary sector teacher representative – Miss Saba Iltaf
- Primary sector teacher representative – Ms Laura Smith

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. To help facilitate this, the Council encourages anyone who wishes to speak at the meeting to contact the Committee Officer in advance of the meeting by telephone or email, who will then pass on your request to the Chair for consideration. 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.

The Council welcomes the filming, recording, public broadcast and use of social media to report on the Committee's meetings by members of the public.

Agenda, reports and minutes of all Council Committees can be found on the Council's website www.manchester.gov.uk

Smoking is not allowed in Council buildings.

Joanne Roney OBE
Chief Executive
3rd Floor, Town Hall Extension,
Manchester, M60 2LA.

Further Information

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

Rachel McKeon
Tel: 0161 234 4497
Email: rachel.mckeon@manchester.gov.uk

This agenda was issued on **Tuesday, 28 November 2023** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 2, Town Hall Extension (Library Walk Elevation), Manchester M60 2LA

Children and Young People Scrutiny Committee

Minutes of the meeting held on 8 November 2023

Present:

Councillor Reid – in the Chair
 Councillors N Ali, Alijah, Amin, Bano, Bell, Gartside, Hewitson, Judge, Lovecy, Ludford, Marsh, McHale, Muse, Nunney, and Sharif Mahamed

Co-opted Voting Members:

Mr G Cleworth, Parent Governor Representative
 Canon S Mapledoram, Representative of the Diocese of Manchester

Co-opted Non-Voting Members:

Miss S Iltaf, Secondary Sector Teacher Representative

Also present:

Councillor Akbar, Executive Member for Finance and Resources
 Councillor Bridges, Executive Member for Early Years, Children and Young People
 Councillor T Robinson, Executive Member for Healthy Manchester and Adult Social Care
 Al Ford, Child and Adolescent Mental Health Services (CAMHS)
 Victoria Smith, Greater Manchester Integrated Care
 Tom Dainty, Greater Manchester Integrated Care

Apologies:

Councillors Fletcher and Sadler
 Ms L Smith, Primary Sector Teacher Representative
 Mr Y Yonis, Parent Governor Representative

CYP/23/46 Minute's Silence

The Committee held a minute's silence for all children caught up in conflicts across the world.

CYP/23/47 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 13 October 2023.

CYP/23/48 The impact of COVID-19 on children and young people's mental health and well-being

The Committee considered a report and presentation of Al Ford, Director of CAMHS (Child and Adolescent Mental Health Services) which built on the report to the Committee on 20 July 2022 and provided an update on the exploration of the impact of COVID-19 on children and young people's mental health and well-being. Within this paper evidence suggested that children and young people's mental health and

wellbeing had been substantially impacted during the pandemic, which had resulted in higher prevalence, demand and acuity (complexity) for CAMHS.

Key points and themes in the report and presentation included:

- Information on the impact of COVID-19 on children and young people's mental health and well-being;
- Manchester CAMHS waiting time and demand; and
- CAMHS response and transformation.

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

- To welcome the work taking place;
- Work in relation to development trauma and Fetal Alcohol Spectrum Disorder (FASD);
- Waiting times and cancelled CAMHS appointments;
- Medication shortages for Attention Deficit Hyperactivity Disorder (ADHD);
- The role of schools in supporting children and young people, and support for schools; and
- The under-representation of males in the children and young people receiving treatment from CAMHS.

The Chair advised Members that the Committee would receive a report on FASD at a future meeting.

Al Ford, Director of CAMHS reported that CAMHS was not commissioned to provide a FASD service but that his service was developing a business case in relation to this as it was recognised that there was a gap in the health system in relation to FASD. He informed Members that children who did not have the typical physical symptoms of FASD were often misconstrued as having autism or ADHD and that the service had a social development clinic which worked with children who were difficult to diagnose and that this clinic could diagnose FASD. In relation to trauma, he reported that Greater Manchester was signed up to be a trauma-informed region and that CAMHS had a whole workforce transformation programme around trauma-informed practice. A Member commented that autism could arise from FASD and that these were connected. She also emphasised the importance of diagnosing developmental trauma.

The Executive Member for Early Years, Children and Young People suggested that a larger piece of work on FASD was needed, involving both social care and health, and he asked the Strategic Director of Children and Education Services to discuss this further with the Member who raised it and CAMHS outside of the meeting. He expressed concern that children's well-being was not prioritised by the Government during the pandemic and that the COVID-19 Inquiry was not sufficiently focusing on this. He also highlighted the impact of the cost-of-living crisis and rising poverty on children's well-being.

The Chair supported the Executive Member's comments about children not being prioritised during the pandemic.

Al Ford confirmed that the service kept a record of all cancelled appointments, whether they were cancelled by the service or the family, reporting that capacity issues and industrial action had led to some appointments being cancelled. He informed Members that the service had a high level of demand and a finite capacity so had to prioritise children with the highest level of clinical need, meaning that some families were waiting for two years. He stated that he recognised that this was an unacceptable length of time to wait for diagnosis but that the service had been successful in receiving an NHS Pathfinder Pilot Award to develop an under-5s programme, delivering intervention alongside assessment, which was cutting assessment times by 50% and providing help and support upfront. He reported that Manchester Foundation Trust was seeking to stockpile an amount of ADHD medication for the most clinically vulnerable and that prescribers were being encouraged to move away from prescribing branded drugs and use alternatives as well. He informed Members that communications were being sent out in relation to this issue, including to schools, and offered to provide further information on this. He stated that it was hoped that the medication shortage issue would be resolved by the end of the year.

The Executive Member for Healthy Manchester and Adult Social Care highlighted some of the key issues within the report and how he was responding to these, including informing Members about discussions taking place on how the Council could work in partnership with CAMHS on a whole-system approach.

Al Ford reported that Manchester Thrive in Education was currently providing support to 35% of schools in Manchester but that there was a commitment in the NHS long-term plan to cover all education settings, while recognising that this required a major workforce expansion. He informed Members that Manchester was further ahead on this work than most areas and that, as long as the national Government remained committed to this agenda, he was confident that all education settings in Manchester would have a Mental Health Support Worker within the next 5 to 7 years. He informed Members about a pilot project taking place in the Pupil Referral Unit, advising that education settings with greater need were being prioritised for quicker and more intensive support. In response to a question from the Chair, he informed Members that some primary schools were already covered by Manchester Thrive in Education and that all education settings in Manchester could contact the Mental Health Support Team Leads to obtain consultation support. He reported that schools could access CAMHS digitally or by telephone and that schools were encouraged to have a Mental Health Champion in their senior leadership team who could act as a conduit between the mental health support system, including CAMHS, and the school. In response to a question from the Chair, he offered to circulate contact details to schools via the local authority, in case any were not clear on who to contact with regards to mental health issues. He recognised that the large-scale transformation programme would require a large communications strategy to ensure schools were aware of the changes and how to access to the right support.

In response to questions from the Chair, Victoria Smith, Greater Manchester Integrated Care, reported that most of the schools already covered by Manchester Thrive in Education were secondary schools and that expansion had to be incremental as there was not capacity to provide this to all schools at present,

although other support was available to all schools. She confirmed that schools did not pay for Manchester Thrive in Education but could pay for additional support.

In response to a Member's question about looking for alternative approaches and best practice from elsewhere, Al Ford reported that his service was a national pathfinder on a number of initiatives and was happy to taking learning from elsewhere. In response to a Member's question, he provided information on the Adoption Psychology Service, advising that the service provided support to children living up to 40 or 50 miles from Manchester, and he offered to provide additional information on this service. In response to a further question, he provided information on the well-being support available to CAMHS staff. He reported that the under-representation of males in those receiving treatment through Manchester CAMHS reflected the national picture and that the service had a 16+ service which provided outreach to teenagers who were not accessing its services. The Chair commented on the level of suicide among young men, the other support which was available such as CALM and some of the ways that could be used to communicate this, such as billboards and social media.

The Chair expressed concern at the increase in students struggling with mental health and that teachers were having to deal with these issues on a regular basis. She also expressed concern at the increase in eating disorders. Al Ford reported that eating disorders had worsened due to the pandemic, when families had been unable to access early intervention and prevention, but that post-pandemic there was still a higher prevalence of eating disorders, not only in Manchester, for a range of reasons, including the increased pressures on children and young people. In response to a question from the Chair about staff absences, he reported that a third of his service's absences were due to stress and anxiety and that the service was providing programmes of work to ensure that its staff stayed healthy and in work.

In response to a question from the Chair about Educational Health and Care Plans (EHCPs), the Strategic Director of Children and Education Services reported that 78% were completed on time, which compared favourably to comparable local authorities, and that this was at a time of increased demand, without additional resources. He suggested that the Committee receive a report on children with Special Educational Needs and Disability (SEND) at a future meeting.

Decision

To note the report and support actions that enable services, including education settings, to collaborate effectively to meet the emotional wellbeing and mental health needs of children and young people.

[Councillor Nunney declared a personal interest as an employee of Manchester Foundation Trust.]

[Councillor Reid declared a personal interest as a Governor of Manchester Foundation Trust.]

CYP/23/49 Manchester - Child Friendly City

The Committee considered a report of the Strategic Director of Children and Education Services which provided an overview of work for Manchester to become internationally recognised as a 'Child Friendly City'.

Key points and themes in the report included:

- Background information;
- Main issues;
- Governance;
- Development stage; and
- Delivery stage.

The Committee watched a short video which provided an overview of the emerging themes throughout the Discovery phase of this work.

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

- To welcome the report and the video and the approach being taken;
- To welcome the wide expansion of the number of schools in Manchester which were Rights Respecting Schools from the three schools which had initially signed up for this;
- That this was building an expectation among young people that their voices would be heard and raising a generation to be active citizens;
- That climate change was a very important issue for children and young people, the effect of car fumes on children's health and that children and young people needed positive actions that they could take to address climate change and to see the outcomes of this;
- Making the city centre Child Friendly, including the advertisements on display;
- The importance of play and ensuring that inclusive play was at the centre of every development in the city; and
- Timescales for the action plan and the delivery stage.

A Member who was Lord Mayor during Our Year shared her experiences of the positive work that had taken place and emphasised the importance of listening to children and young people's voices. The Chair and other Members shared their experiences of taking part in the engagement with children and young people. The Chair also commented on the important role that Social Value could play in this work.

The Executive Member for Early Years, Children and Young People emphasised the importance of engaging with young people in a respectful and non-patronising manner, including explaining obstacles to implementing a suggestion and collaborating on finding solutions. He provided an example from his ward about partnership working to ensure that public spaces were designed in way which provided an environment for children to play. In response to a question from the Chair, he confirmed that the launch event would be at the Council meeting in January 2024.

The Strategic Director of Children and Education Services informed Members that supporting more schools to become Rights Respecting Schools was part of the Children and Young People's Plan. In response to a question about choosing the final three 'badges' from the five key top themes, he reported that innovation and creativity would be used to select the final three badges and that these would be announced in January 2024. He reported that the timescale for creating the development plan was two to four months and that officers were already giving consideration to the content of the plan, although it could not be populated until the three badges were decided. He reported that Cardiff had recently become the UK's first Child Friendly City and that it had taken the city about five years to achieve this status but that Manchester already had a lot of positive things in place in relation to participation and engagement and youth and play services so was already further along the journey. Therefore, he would hope Manchester would be able to progress a bit more quickly. In response to a Member's question, he recognised the challenge in changing officers' ways of thinking and approach to work across all Directorates across the Council. He informed Members that there were people acting as Champions and Ambassadors across the Council's Directorates, as well as in partner organisations, that training was important to help shape this and that the training needed to result in sustained changes in ways of working.

Decisions

1. To support the promotion of initiatives/programmes within areas of responsibility that create activities, opportunities and celebrate the success of Manchester's children and young people.
2. To endorse and support Manchester's journey in becoming a globally recognised child friendly city.

CYP/23/50 LADO Annual Report 2022 - 2023

The Committee considered a report of the Strategic Director of Children and Education Services which provided an overview of the LADO Annual Report, which was included at appendix 1. The Annual Report provided an overview and analysis of the work of the LADO (Local Authority Designated Officer) in the management of allegations against adults who worked with children in a paid or voluntary capacity in Manchester, for the period 1 April 2021 to 31 March 2022. This included how effective the safeguarding partnership was in discharging its statutory responsibilities. The report considered the learning and development over the last twelve months and set priorities for 2023-2024 against this.

Key points and themes in the report included:

- Background information; and
- The priorities identified in the Annual Report which were:
 - To safely and effectively support employers whilst managing the LADO demand;
 - To raise awareness and develop the training offer to the children's workforce; and

- To build on the performance framework, to quality assure activity to focus on learning and improvement.

The Chair reported that recent safeguarding training had highlighted the role of the LADO. In response to a Member's question on the take-up of the training referred to in the report, the Service Lead (Safeguarding) informed the Committee that they had now started gathering data on this and would be able to include it in the LADO Annual Report from next year, advising that it was important to compare this data against the agencies which were seeking advice and guidance from the LADO.

Decision

To note the report.

CYP/23/51 Revenue Budget Update 2024/25

The Committee considered the report of Deputy Chief Executive and City Treasurer which informed Members that the Council was forecasting an estimated budget shortfall of £46m in 2024/25, £86m in 2025/26, and £105m by 2026/27. After the application of approved and planned savings, and the use of c£17m smoothing reserves in each of the three years, this gap reduced to £1.6m in 2024/25, £30m in 2025/26 and £49m by 2026/27. This position assumed that the savings approved as part of the Medium-Term Financial Strategy in February 2023 of £36.2m over three years were delivered.

The report provided a high-level overview of the updated budget position. The Committee was invited to consider the current proposed changes which were within its remit and to make recommendations to the Executive before it agreed to the final budget proposals in February 2024.

Key points and themes within the report included:

- Updates on the refreshed position including progress in reaching a balanced budget, reflecting preliminary savings and investment options;
- The government was expected to announce the Autumn Statement on 22 November 2023, but no major changes were expected;
- Government funding for 2024/25 would be confirmed in the provisional finance settlement, expected late in December 2023;
- The accompanying report set out the priorities and officer proposals for the services within the remit of this committee. This included a reminder of the savings proposals identified as part of last year's budget setting process (£36.2m across three years) and additional savings for consideration (£2.5m from 2024/25). As far as possible these were aimed at protecting the delivery of council priorities and represented the least detrimental options; and
- There remained a forecast shortfall of £1.6m next year. Any further reduction to the underspend this year would reduce the need to top back up General Fund reserve in 2024/25 and help bridge this shortfall. In addition, the Collection Fund position would be finalised in January and the final levy amounts from GMCA confirmed.

The Executive Member for Finance and Resources expressed concern at the cuts to local authority funding over the last 14 years, the impact of inflation and the uncertainty caused by one-year financial settlements from the Government, which the Council would only be informed of in December. He called on the Government to adequately fund local authorities and to provide a financial settlement for a number of years, rather than a year at a time, to enable local authorities to plan ahead. In response to a Member's question about the use of reserves, he reported that the Council had a general reserve fund of £25 million and would need to use some of this during the year to meet in-year pressures but that this would need to be replenished the following year. He reported that after 2026/27 all the smoothing reserves would be depleted and the Council would only have its general reserve fund remaining.

Decision

To note the report.

CYP/23/52 Children and Education Services Budget 2024/25

The Committee considered a report of the Strategic Director of Children and Education Services which set out the priorities for the services in the remit of the Committee and detailed the initial revenue budget changes proposed by officers. The Committee was invited to consider the current proposed changes which were within its remit and to make recommendations to the Executive before it agreed to the final budget proposals in February 2024.

Key points and themes in the report included:

- Service overview and priorities;
- Service budget and proposed changes;
- Use of reserves;
- Grants;
- Commissioning and procurement priorities;
- Workforce implications; and
- Equality and anti-poverty impact.

The Head of Finance (Children, Education and Schools) informed the Committee that, since the report had been published, officers were no longer considering consulting with schools on a 0.5% transfer from the school block to support High Needs Block pressures for the next financial year, although it might be something that would need to be considered in 2025/26.

In response to a question from the Chair, the Director of Education confirmed to the Committee that the Council was continuing to claw back money from schools with excessive budget surpluses in order to support the High Needs Block.

The Executive Member for Early Years, Children and Young People supported the earlier comments made by the Executive Member for Finance and Resources, under the previous budget item. and also expressed concern at profiteering in children's placements, the Government's handling of Unaccompanied Asylum-Seeking Children and the lack of funding for school buildings; however, he welcomed that Manchester

had managed to reduce its number of Looked After Children and had a more stable workforce than other areas.

The Chair highlighted the progress that had been made since 2014, including the valuable role of edge of care services, while expressing concern at the cuts to Council budgets. She stated that the level of cuts was unsustainable and that it was having a negative impact on children and families who were also being badly affected by Universal Credit cuts, increasing heating bills, rising rents and the cost-of-living crisis.

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

- To welcome the focus on early intervention and cost avoidance;
- To express concern that deprived areas of the country were most affected by budget cuts;
- To thank officers for their outstanding work, in the face of significant cuts;
- Concern about school budgets, in particular how schools would manage to fund the agreed pay rise out of their existing budgets; and
- The importance of ensuring that as far as possible Manchester children were placed through providers which shared the Council's values and were not profiteering.

In response to a request for clarification on workforce implications, the Strategic Director of Children and Education Services reported that there were no workforce implications from the budget proposals but that a lot of funding came from grants which were for a limited period of time, which presented a risk and challenge for the service to manage.

In response to the question on ethical providers, the Deputy Director of Children's Services explained how values and behaviours were built into the Sufficiency Strategy, with mechanisms to support that. He reported that the need for changes in the market was also recognised in the Government's Stable Homes, Built on Love strategy.

The Executive Member for Early Years, Children and Young People advised Members that, having to fund the agreed pay rise out of existing budgets, as well as dealing with inflation, effectively represented a budget cut for schools. He also expressed concern that the Department for Education had miscalculated its school settlement for Manchester so at short notice Manchester schools had been informed that they would receive £3.8 million less than they had anticipated.

The Director of Education informed the Committee that the miscalculation was due to an error on pupil numbers. She reported that in a small primary school the difference would be approximately £1000 and for the biggest secondary schools it would be around £94,000. She advised Members that a report on this would be considered by the Schools Forum.

The Executive Member for Finance and Resources shared the Member's concern that urban, deprived areas had been disproportionately affected by Government cuts,

stating that if Manchester had received a fair settlement, it would be £70 million per year better off and that he wanted Manchester to be treated fairly by the next Government.

The Chair noted that the Committee would receive a further budget report in February 2024.

Decision

To note the report.

CYP/23/53 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.

Manchester City Council Report for Information

Report to: Children and Young People Scrutiny Committee – 6 December 2023

Subject: Attainment Headline outcomes 2023 (provisional)

Report of: Director of Education

Summary

The report provides the Committee with a summary of the 2023 provisional outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.

There have been improvements at Key stage 4 and 5 compared to 2019. Outcomes at the end of early years, key stage 1 and key stage 2 have broadly increased from 2022 but have not yet returned to pre-pandemic levels.

The improvements in Key Stage 4 and 5 in Manchester reflects an improving school system where the percentage of secondary schools judged to be good or better is now better than national.

Although outcomes for children in the primary phase have not returned to pre-pandemic levels, the percentage of primary schools in the City judged to be good or better remains strong. These results therefore need to be considered against a backdrop of the pandemic which has disproportionately impacted Manchester and outcomes for our children.

The report concludes with a list of actions which are being progressed to address some of the gaps in learning.

Recommendations

Members are asked to note the outcomes and review the recommended next steps.

Wards Affected: All

Environmental Impact Assessment -the impact of the issues addressed in this report on achieving the zero-carbon target for the city	
Equality, Diversity and Inclusion - the impact of the issues addressed in this report in meeting our Public Sector	

Equality Duty and broader equality commitments	
--	--

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
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 attainment allows for identification of priorities with the aim of improving attainment outcomes for all children and particularly children eligible for Free School meals, disadvantaged children, children with SEND. Improving attainment outcomes will ensure all young people have the best possible opportunity to succeed.
A liveable and low carbon city: a destination of choice to live, visit, work	An improving school system will make Manchester an attractive place to live and work.
A connected city: world class infrastructure and connectivity to drive growth	An improving education system contributes to generating future growth by a highly skilled workforce and young people committed to reducing the carbon footprint.

Contact Officer:

Name: Amanda Corcoran
 Position: Director of Education
 Telephone: 0161 234 4314
 E mail: amanda.corcoran@manchester.gov.uk

Name: Andrea Daubney
 Position: Assistant Director of Education
 Telephone: 07795635026
 Email: andrea.daubney@manchester.gov.uk

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.

Annual provisional attainment outcome reports (October 2018, November 2019, November 2022)

Annual validated attainment outcome reports (March 2018, June 2019)

1.0 Introduction

- 1.1 2023 is the second time formal assessments have been carried out in the primary sector since 2019. We have also seen GCSE and A Level exams return to pre-pandemic grading standards.
 - 1.1.1 Schools and the Council are committed to developing and sustaining a high-quality education system for Manchester. The overall attainment outcomes for Manchester in 2023 indicate improvements in Key Stage 4 and 5 which reflects an improving school system.
 - 1.1.2 All results need to be considered against a backdrop of the pandemic which has disproportionately impacted Manchester. Furthermore, Manchester has significantly higher levels of pupils eligible for FSM, pupils with English as an Additional Language (EAL), and Disadvantaged Pupils, than Greater Manchester, North West and England, and any comparisons with performance should be viewed in the context of these different levels of need/vulnerability and the increased impact of the pandemic on these groups.
 - 1.1.3 During the academic year of 2020/21 there were a total of 6,431,736 sessions recorded as *non-attendance related to COVID-19* in Manchester schools which amounts to 3,215,868 days of lost face-to-face time. This includes those who were shielding, quarantining from travel, self-isolating as a case or as a household, social, community or school contact and the January to March 2021 lockdown period, during which school attendance was not statutory. This data relates to children in Years 1 to 11. Using the approximate number of children in this range from the school census, of 75,000, this would amount to an average number of days lost per child of 42.9 for COVID-19 related absence. These children would be in Years 3 to 13 in the academic year 2022/23, therefore children in all assessment cohorts have been impacted by non-attendance related to COVID-19 or lack of access to service.
 - 1.1.4 At the time of writing this report, 88.4% of Manchester schools were judged to be good or outstanding by Ofsted. This is below the national average of 89.3%. In the secondary sector, 82.8% of schools are judged good or better in October 2023 compared with a national average of 82%. It is really pleasing to note that 88.9% of all pupils in Manchester attend a good or better school (which is 3.1% above the North West average and 0.3% above national).
 - 1.1.5 In the academic year 2022/23 74 Manchester schools were inspected. Of these inspections, 60 schools maintained their previous grades, 7 schools improved their previous grade and 7 schools had a decline in grade. The main areas for improvement in inspections relate to the curriculum, particularly in the primary sector.
- 1.2 This report presents the headline outcomes based on provisional performance data for 2023.
 - 1.2.1 National comparative data for EYFS, Phonics and KS1 is based on emerging figures and have not been released by the DfE. They are therefore subject to

change. Final and validated data is expected between November 2023 and January 2024 for each Key Stage.

- 1.2.2 A further report will be presented in March with a detailed analysis of the progress and performance of specific groups of children and young people. This will include for example by ethnicity, gender, those entitled to free school meals, pupil premium, children with Special Educational Needs (SEN) and Our Children. The further report will also include analysis of performance compared with other local authorities across Greater Manchester as well as cities that are Manchester's statistical neighbours.

Headlines

- 1.2.3 Based on the **provisional data**, outcomes for key aspects of school achievement:

Early Years Foundation Stage (EYFS):

- 1.2.4 EYFS achievement continues to be impacted by the Coronavirus pandemic. Early indicators suggest that dedicated interventions are improving EYFS achievement. Achievement in GLD in Manchester has risen by 5.4% points against a national increase of 2.1% points. Therefore, the gap between Manchester and national has now decreased to 8.7% points.

Year 1 Phonics Test:

- 1.2.5 The percentage of pupils meeting at least the required standard in the phonics check in Y1 has increased in Manchester by 5.5% compared with 2022 data. The difference between national outcomes (78.9%) and those in Manchester (73.9%) is 5.0%, reduced from a 7% difference in 2022.

Key Stage 1:

- 1.2.6 The percentage of pupils in Manchester working at the expected standard at KS1 has increased in all areas (reading, writing, maths and science). National data has also increased in all areas. The percentage of pupils in Manchester working at greater depth standard at KS1 declined in all subjects in 2023. The 'greater depth' gap between Manchester and national has remained static. All Manchester outcomes at KS1 are below the national outcomes.

Key Stage 2:

- 1.2.7 Provisionally, 51.3% of pupils in Manchester have met the expected standard in reading, writing and maths combined, compared with 59% nationally. At this time of year, Manchester's unvalidated data is usually approximately three percentage points lower than the national average. This is because the data does not take into account the significant number of pupils' outcomes that will be discounted due to the fact that they have had less than two years experience in the English primary school education system. It is unclear

currently what the impact of disaffected children will have on the outcomes for 2023 due to such turbulence over the last 3 years.

- 1.2.8 Provisionally, 3.9% of Manchester pupils achieved the higher standard in reading, writing and maths combined, compared to 7% nationally.

Key Stage 4:

- 1.2.9 All GCSEs now provide a 1-9 grade rather than a letter grade. In 2023, there has been a return to pre-pandemic grading nationally, however, in maths, physics, and combined science exams, students were given formulae and equation sheets, so there were fewer things to memorise for the exams. In GCSE modern foreign languages, the exams did not have to test unfamiliar vocabulary.
- 1.2.10 There has been an improvement in the percentage of Manchester children achieving English and Maths at both grade 4+ and grade 5+. 61% of pupils gained a grade 4+ in English and Maths GCSE in Manchester and 46% of pupils gained a grade 5+ in English and Maths GCSE in Manchester.
- 1.2.11 National and regional provisional GCSE data has not yet been released.

Key Stage 5:

- 1.2.12 In 2023 Manchester provisional outcomes show an increase in the percentage of students achieving Grade C and above at A level with this figure is also above national provisional. In 2023, there has been a return to pre-pandemic grading nationally at A level.

2.0 Early Years Foundation Stage (EYFS)

2.1 Context

- 2.1.1 Since 2012 schools have been following the Early Years Foundation Stage (EYFS). In 2021 the new Early Years Foundation Stage framework became statutory for all early years providers. The changes introduced to the 2021 Framework relevant to attainment were amendments to the 17 Early Learning Goals (ELG) and the assessment categories. These changes mean that comparison with pre-2022 attainment may not be possible across each ELG.
- 2.1.2 The 17 Early Learning Goals within the EYFS are organised across 7 areas of learning. The 7 areas of learning include the three **prime** areas of:

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

and the 4 **specific** areas of:

- literacy

- mathematics
- understanding the world
- expressive arts and design

2.1.3 Each area of learning is made up of two or three Early Learning Goals (ELGs). These – and changes between 2019 and 2022 ELGs - are set out in the table below:

7 areas of learning (prime in bold)	Year	Early Learning Goal (ELG)
Communication and language	2019	Listening and attention; Understanding; Speaking
	2022	Listening, attention and understanding, Speaking
Physical development	2019	Moving and handling; Health and self-care
	2022	Gross motor skills, Fine motor skills
Personal, social and emotional development	2019	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships
	2022	Self-regulation; Managing self; Building relationship
Literacy	2019	Reading; Writing
	2022	Word reading; Writing; Comprehension
Mathematics	2019	Numbers; Shape, space and measures
	2022	Number; Numerical Patterns
Understanding the world	2019	People and communities; The World; Technology
	2022	Past and present; People, culture and communities; The natural world
Expressive arts and design	2019	Exploring and using media and materials; Being imaginative
	2022	Creating with materials; Being imaginative

2.1.4 In the new 2022 EYFS Framework, children are assessed against each ELG and judged to be at one of two levels; **emerging** or **expected**. Each level is given a point score. Emerging = 1 point, expected = 2 points. These point scores are referred to as average point scores.

2.1.5 Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the **expected** level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

2.2 EYFS Outcomes:

2.2.1 The three-year trend for GLD is outlined below. Detailed comparisons with national averages will be available later this academic year.

	% GLD								
	2019			2022			2023		
	LA	Nat.	Diff	LA	Nat.	Diff	LA	Nat.	Diff
All	66%	72%	-6%	53%	65%	-12%	58.5%	67.5%	-8.7%

- 2.2.2 In 2019 GLD outcomes at the end of EYFS declined in Manchester for the first time since 2014. As a direct result of Covid, GLD declined further in 2022.
- 2.2.3 This cohort of children have been significantly impacted by a lack of social interaction during key years of their development. During 2020/21 (the 2022 nursery cohort's pre-school year) access to Early Years Services decreased due to the Covid Restrictions.
- 2.2.4 In 2022 Manchester's gap to national therefore increased to 12% points.
- 2.2.5 In response to 2022 data there has been a concerted focus during the 2022/23 academic year on the Early Years: a range of support offers were devised and implemented.
- 2.2.6 In 2023 Manchester's gap to national decreased to 8.7% points. Provisional data indicate that Manchester has one of the largest percentage point increases in GLD across the North-West.
- 2.2.7 Part of Manchester's support offer has been delivered through 'Making Manchester Fairer' – the city-wide action plan to address inequalities. Early indications suggest we are improving outcomes for some of our most vulnerable young people compared with national and regional averages: 54.0% of children in receipt of 'pupil premium' achieved GLD (national – 52.1%, regional – 50.6%) and 52.2% of children eligible for 'free school meals' achieved GLD (national – 51.6%, regional 49.8%).
- 2.2.8 The outcomes for the 7 areas of learning are outlined below:

	2019	2022	2023
Communication and Language	75.3%	68.0%	69.7%
Physical Development	81.7%	75.7%	77.8%
Personal, social & emotional development	79.1%	73.7%	76.0%
Literacy	67.4%	55.3%	60.2%
Mathematics	71.4%	63.9%	67.5%
Understanding the world	76.7%	65.7%	68.1%
Expressive arts and design	81.9%	72.1%	73.6%
Prime Learning goals	72.3%	62.2%	65.5%
Specific learning goals	64.9%	51.4%	56.4%
All learning goals	64.4%	50.4%	58.5%

- 2.2.9 Compared with emerging figures at the same time in 2019, outcomes in the prime learning goals, specific learning goals and overall have all declined.
- 2.2.10 Across the 7 broad areas of learning, achievement remains lowest in Literacy. Initial data suggest that Literacy achievement is twelve percentage points lower compared with pre-pandemic figures.

2.2.11 Overall, more children achieve the expected level in the prime learning goals than the specific learning goals.

2.2.12 The difference in the percentage of children who achieve the expected level of development in Communication and Language compared with Literacy has reduced: this now stands at 9.5 percentage points.

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

	Manchester	
	Emerging	Expected
Listening, attention and understanding	27.4%	72.6%
Speaking	26.9%	73.1%
Gross motor skills	12.4%	87.6%
Fine motor skills	21.0%	79.0%
Self-regulation	21.8%	78.2%
Managing self	19.4%	80.6%
Building relationships	18.0%	82.0%
Word reading	33.4%	66.6%
Writing	38.3%	61.7%
Comprehension	28.9%	71.1%
Numbers	30.3%	69.7%
Numerical patterns	31.6%	68.4%
Past and present	29.5%	70.5%
People, culture and communities	29.5%	70.5%
The Natural World	25.9%	74.1%
Creating with materials	22.3%	77.7%
Being imaginative	23.6%	76.4%

2.2.14 Early Years children have achieved well in gross motor skills, fine motor skills, building relationships and managing self. The lowest outcomes are in word reading, writing and numerical patterns – probably a reflection of the skills which are more challenging for very young children to learn at home. Outcomes in reading and writing were lowest in 2019 (70% and 68% respectively), therefore this trend continues. We also see the trend of writing replicated across KS1 and KS2.

3.0 Key Stage One Phonics Test: Year 1

3.0.1 The Year 1 Phonics screening check was introduced to all schools in 2012. Working at or above the expected standard nationally requires a score of 32+ points. *This data is provisional from NCER (National Consortium for Examination Results). Official provisional national figures were not available at the time of writing this report.*

3.1 Outcome Summary

- 3.1.1 The percentage of Year 1 pupils in Manchester, working at or above the expected standard in phonics, increased by 5.5% in 2023. This gap between Manchester and national has reduced slightly and now stands at 5.0% points.

	Year 1 Phonics								
	2019			2022			2023		
Score	Manc	Manc	Manc	Manc	Nat	Diff	Manc	Nat	Diff
32+	79.1%	79.1%	79.1%	68%	75%	-7%	73.9%	78.9%	5.0%
0-31	18.9%	18.9%	18.9%	28%	22%	-6%			
A/D	1.9%	1.9%	1.9%	3%	2%	-1%			

- 3.1.2 A breakdown of national results that are below 32 and where pupils were absent/disapplied in 2023 is not yet available.
- 3.1.3 Initial analysis of year 1 Phonics reveals a reversal of the 2022 observation in which reduced attainment was associated with having ‘English as an Additional Language (EAL): pupils in this cohort appear to have closed the gap with pupils for whom English is the first language.

4.0 Key Stage One Outcomes

Context:

- 4.0.1 Since 2016, pupils have no longer been assessed using levels. Outcomes are measured by those children achieving the expected standard or achieving the higher standard. Outcomes reflect the primary curriculum, which was introduced in 2014 and has set higher standards in England.
- 4.0.2 The system of assessment identifies whether children are meeting the national expected standard in the four assessment subjects; reading, writing, maths and science or working at a greater depth in reading, writing or maths.
- 4.0.3 *The DfE had not released the provisional national figures at the time of writing this report. Any comparative national figures used in this section are based on emerging figures available on the data collection website. These comparisons have been used to give an early indication of Manchester’s position.*

4.1 Percentage of pupils achieving the expected standard

- 4.1.1 The table below shows that in 2023 the percentage of pupils achieving at least the expected standard has increased across each subject area compared with 2022. Provisional data indicates that maths and science have seen the greatest increases when compared with 2022 data (4.3% points and 5.4% points respectively).
- 4.1.2 The difference between outcomes in Manchester and those nationally is now between 6.3% and 8.1% points for reading, writing and maths. Continuing the trend from 2022 science sees the greatest gap (9.4% points) between

Manchester and national outcomes, though this gap has reduced by c.4% points.

	% achieving expected standard								
	2019			2022			2023		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
Reading	71%	75%	-4%	59%	67%	-8%	61.4%	68.3%	-6.8%
Writing	66%	69%	-3%	49%	58%	-9%	52.0%	60.1%	-8.1%
Maths	72%	76%	-4%	60%	68%	-8%	64.1%	70.4%	-6.3%
Science	78%	82%	-4%	64%	77%	-13%	69.3%	78.7%	-9.4%

4.2 Percentage of pupils achieving greater depth (was known as ‘higher standard’)

4.2.1 The table below shows that in 2023 the percentage of pupils achieving the greater depth (known as higher standard in 2019) remained broadly stable in Reading, Writing and Maths compared to 2022.

4.2.2 The difference between outcomes in Manchester and those nationally has increased in all subjects, however, the greatest difference continues to be in Reading, as in previous years.

	% achieving greater depth								
	2019			2022			2023		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
Reading	21%	25%	-4%	12.9%	18.0%	-5.1%	13.0%	18.8%	-5.7%
Writing	12%	15%	-3%	3.8%	8.0%	-4.2%	3.7%	8.2%	-4.6%
Maths	19%	22%	-3%	11.3%	15.1%	-3.8%	11.7%	16.3%	-4.6%

5.0 Key Stage Two (KS2) Provisional Results

5.1 Context

5.1.1 *These results are provisional and have not been adjusted for any international new arrivals. These amendments will be reflected in the final statistical release.*

5.1.2 Since 2016, pupils have no longer been assessed using levels. The outcome measure is the proportion of pupils achieving the expected standard or achieving the higher standard.

5.1.3 Typically, pre-pandemic, Manchester’s unvalidated data was approximately three percentage points lower than the national average. This is because the data does not take into account the significant number of pupils’ outcomes that will be discounted due to the fact that they have had less than two years’ experience in the English Primary School education system. On average,

once the data has been validated, Manchester outcomes typically increase by between two and three percentage points.

5.2 Percentage of pupils achieving the expected standard

- 5.2.1 The table below shows the provisional outcomes for pupils in 2019, 2022 and 2023. It also shows the actual outcomes for 2018 and 2019. For Manchester, the 2018, 2019 and 2022 outcomes improved in every subject from provisional to final. Considering this trend, we may see 2023 outcomes continue to improve when we report the validated results in March 2024.
- 5.2.2 Provisionally, 51% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 59% nationally.
- 5.2.3 The percentage of pupils in Manchester achieving the expected standard in reading, writing and maths separately are all below the national average based on provisional data. The largest gaps are in Writing and Science where the gaps to national are ten percentage points and eight percentage points respectively. The smallest gap is in Grammar, Punctuation and Spelling (GPS) with a gap of 3%.

		Provisional 2019	Final 2019	Difference Provisional 2019-Final 2019	Provisional 2022	Final 2022	Difference Provisional 2022-Final 2022	Provisional 2023	Difference Provisional 2022-2023
Meeting Expected Standard	RWM	60%	61.4%	+1.4%	51.30%	52%	0.7%	51%	0%
	Reading	68%	69.5%	+1.5%	69.40%	71%	1.6%	68%	1%
	Writing TA	73%	74.8%	+1.8%	59.20%	60%	0.8%	61%	-2%
	Maths	76%	77.7%	+1.7%	66.70%	68%	1.3%	69%	-2%
	GPS	77%	78.4%	+1.4%	69.20%	71%	1.8%	69%	0%
	Science TA	78%	79.5%	+1.5%	69.90%	71%	1.1%	72%	-2%
Average Scaled Score	Reading	103	103.3	+0.3	103.6	104	0.40	104.00	0.40
	GPS	106	106.6	+0.6	104.7	104.8	0.10	104.00	-0.70
	Maths	105	104.7	-0.3	102.9	103.2	0.30	104.00	1.10
Meeting Expected Standard	RWM	65%	65%	0	59%	59%	0.0%	59%	0%
	Reading	73%	73%	0	76%	75%	-1.0%	73%	-3%
	Writing TA	78%	78%	0	70%	69%	-1.0%	71%	1%
	Maths	79%	79%	0	73%	73%	0.0%	73%	0%
	GPS	78%	78%	0	74%	73%	-1.0%	72%	-2%
	Science TA	83%	83%	0	80%	79%	-1.0%	80%	0%
Average Scaled Score	Reading	104	104	0	105	104	-1.00	105.00	0.00
	GPS	106	106	0	105	105	0.00	105.00	0.00
	Maths	105	105	0	104	105	1.00	104.00	0.00

5.3 Percentage of pupils achieving greater depth

5.3.1 The table below shows the provisional outcomes for pupils in 2019, 2022 and 2023. It also shows the actual outcomes for 2019 and 2022.

5.3.2 Provisionally, 4% of Manchester pupils achieved greater depth in reading, writing and maths combined. This is the same as 2022 and is 4% below provisional figures nationally.

5.3.3 There has been a 1.1% increase for pupils achieving greater depth in Writing, and Grammar, Punctuation and Spelling which aligns with the national increase of 1%. If we also consider the broadly static percentage of pupils achieving expected standard in Reading, this reflects the positive impact of Read Manchester (102,000 books gifted between October 2022 to September 2023) and also the commitment of Manchester schools to continue to encourage reading for pleasure (20,474 children joined the Summer Reading Challenge in 2023, reading over 35,000 library books) to promote progress but also to support pupils' wellbeing.

			Provisional 2019	Final 2019	Difference Provisional 2019-Final 2019	Provisional 2022	Final 2022	Difference Provisional 2022-Final 2022	Provisional 2023	Difference Provisional 2022- 2023
Manchester	Achieving Greater Depth	RWM	9%	8.9%	-0.1%	3.9%	4%	0.1%	4%	0.10%
		Reading	23%	23.7%	+0.7%	25.5%	26%	0.5%	24%	-1.50%
		Writing TA	16%	16.1%	+0.1%	5.9%	6%	0.1%	7%	1.10%
		Maths	25%	25.2%	+0.2%	20.4%	21%	0.6%	21%	0.60%
		GPS	37%	37.8%	+0.8%	27.9%	29%	1.1%	29%	1.10%
National	Achieving Greater Depth	RWM	11%	11%	0	7%	7%	0.0%	8%	1%
		Reading	27%	27%	0	28%	28%	0.0%	29%	1%
		Writing TA	20%	20%	0	13%	13%	0.0%	13%	0%

	Mat hs	27%	27 %	0	22%	23 %	1.0%	24%	1%
	GPS	36%	36 %	0	28%	28 %	0.0%	30%	2%

5.4 Primary Outcomes Analysis – Key Points

- 5.4.1 Without doubt, the pandemic continues to impact on our primary outcomes. As previously detailed, our children missed a significant amount of school due to high covid rates in the city. This has specifically had a negative impact on our writing results at all key stages as writing requires significant teacher input in order to build the necessary skills. Maths and Science outcomes have decreased but continue to be the subjects with the highest attainment, particularly at KS1.
- 5.4.2 Reading is the subject least impacted by the pandemic, with attainment decreasing the least between 2019 and 2023. This is likely linked to the relative ease to which this activity can be carried out both alone and with family/carers and the significant support via Read Manchester and our schools in providing reading material for children. It is also a skill that once the acquired and children are confident in using (usually by key stage 2) can be improved through practice.
- 5.4.3 Manchester schools have worked tirelessly to mitigate the impact of the pandemic on children’s outcomes going forward. Our 2023 primary outcomes demonstrate the value our primary school system, specifically our highly skilled workforce in schools, add to pupils’ outcomes.
- 5.4.4 The Local Authority’s Quality Assurance process for schools has focused on schools implementing a curriculum which promotes the progress of all children regardless of their starting points. As a result of the 2022 Early Years Outcomes, in 2023, we have invested a significant amount of resource into schools with the lowest Early Years outcomes in our most deprived wards. This resource will enable schools to appropriately address the gap in outcomes for these children compared to other areas of the city.

6.0 Key Stage 4 GCSE

- 6.0.1 *National and regional provisional GCSE data was not available at the time of writing this report. It is expected to be released mid-October. These results are therefore internally calculated from provisional outcomes provided from schools on results’ day and liable to change. Historic data are validated data.*

6.1 Context

- 6.1.1 In recent years there have been significant changes to Key Stage 4 performance measures which have had significant 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.

- 6.1.2 Since 2019, the vast majority of GCSEs have been graded on a numerical 1-9 grade. Grade 4 is the closest match to a Grade 'C' in the previous grading system.
- 6.1.3 Attainment 8 and Progress 8 scores are based on 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.
- 6.1.4 In 2019 Ebacc was reported as an average point score for the first year.
- 6.1.5 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 student's average point score from Key Stage 2 and compares this to their outcomes at the end of Key Stage 4.
- 6.1.6 This is the second summer exam series since 2019 and the first series since the return to 'pre-pandemic' grading standards. The DfE have stated that results should not be compared to 2020 or 2021, because of the different methods of assessment. In 2020 and 2021, pupils received 'centre assessed grades'. Though comparisons to 2022 are provided, the DfE state that the more meaningful comparison is with 2019.
- 6.1.7 The DfE intended 2022 to be a transition year to reflect that we are in a pandemic recovery period and students' education has been disrupted. 2022 results were intended to reflect a midway point between 2021 and 2019 and recognise the disruption experienced by students taking exams in 2022, over their course of study, and so provide a safety net for those who might otherwise just miss out on a higher grade.
- 6.1.8 In 2023, there has been a return to pre-pandemic grading nationally, however, in maths, physics, and combined science exams, students were given formulae and equation sheets, so there were fewer things to memorise for the exams. In GCSE modern foreign languages, the exams did not have to test unfamiliar vocabulary.
- 6.1.9 Overall provisional National GCSE results are higher than in 2019.

6.2 Provisional Headlines

6.2.1 Headline Results

- 6.2.2 In 2023, the provisional headline measure of Attainment 8 in Manchester is 43.2 compared to 46.5 in 2022, though this is in line with 2019 data. 9-5 in English and Maths has decreased compared with 2022, but increased in comparison with 2019 (5.5% increase in 9-5 in English and Maths and 4.8% increase in 9-4 English and Maths).
- 6.2.3 This year, we collected the % of GCSE entries achieved at Grade 4 and above and at Grade 7 and above. The % of GCSEs achieved at Grade 4 and

above in Manchester is 69% compared to 67.8% nationally. The % of GCSEs achieved at Grade 7 and above is 23% compared to 21.6% Nationally and 18.6% in the North West.

		Gap to National						
		2018	2019	2022	2023	2017-18	2018-19	2021-22
Manchester	Attainment 8	43.2	43.3	46.5	43.24	-1.3	-1.4	-2.3
	Progress 8	-0.13	-0.11	0	-0.2	-0.13	-0.11	0
	9-5 in English & Maths	35.60%	35.50%	46.10%	41%	-4.60%	-4.60%	-3.70%
	9-4 in English & Maths	55.50%	56.20%	63.90%	61%	-3.90%	-3.60%	-4.90%
	% entered English Bacc	33.50%	40.40%	38.10%		-1.70%	3.80%	-0.60%
	English Bacc APS	3.69	3.79	4.09	4	-0.16	-0.08	-0.19
	% achieved English Bacc (9-5)	12.70%	15.10%	17.70%		-2.70%	-0.70%	-2.60%
	% achieved English Bacc (9-4)	19.80%	23.20%	24.00%		-2.40%	0.30%	-2.90%
England	Attainment 8	44.5	44.7	48.8				
	9-5 in English & Maths	40.20%	40.10%	49.80%				
	9-4 in English & Maths	59.40%	59.80%	68.80%				
	% entered English Bacc	35.20%	36.60%	38.70%				
	English Bacc APS	3.85	3.87	4.28				
	% achieved English Bacc (9-5)	15.40%	15.80%	20.30%				
	% achieved English Bacc (9-4)	22.20%	22.90%	26.90%				

7.0 Stage 5 A Level

7.1 Context

7.1.1 As with GCSE, this is the first summer exam series for A Levels with a return to pre-pandemic grading standards. Arrangements were put in place for summer 2022 to support students and make exams fairer for them, in the same way as GCSEs, but these were removed in 2023.

7.1.2 Overall National A Level results returned to pre-pandemic grades.

7.2 Provisional Headlines

7.2.1 In 2022 provisional Manchester outcomes show an increase in the percentage of students achieving the highest A level grades:

	Manchester 2019	Manchester 2022	Manchester 2023	National 2019	National 2022	National 2023
A*/A	22.9%	34.5%	22.1%	25.8%	35.9%	26.5%
Grade C and above	74.3%	83.7%	75.6%	75.7%	82.1%	75.4%

7.2.2 The percentage of students achieving grade A*- A is 22.1% which is broadly stable when compared with 2019 data.

7.2.3 The percentage of students achieving A*-C has increased between 2019 and 2023 with 75.6% achieving these grades. This aligns with the national average for 2023.

7.2.4 These outcomes are particularly pleasing considering this cohort of pupils were in their GCSE year in 2020; for the vast majority of pupils, the A level exams in 2023 will be the first external examination they have sat.

8.0 Conclusions

8.1 Our primary outcomes need to be considered against a backdrop of sustained improvement for the previous 5 years leading up to 2019 in addition to the pandemic. The impact of Covid on the learning and progress of those children in Early Years, KS1 and KS2 is significant and will take time and deliberate action by our schools to ensure gaps in pupils' learning are addressed. We will continue to work with our schools and our partners to support them to address this.

8.2 This year's provisional Key Stage 4 and 5 results demonstrate consolidation and progress and need to be considered against a backdrop the pandemic but also of an improving proportion of good or better schools. We must also consider the adjustments made to enable GCSEs and A Levels to be fairer in 2022 have been removed with the exception of some small adjustments in a minority of subjects at GCSE. Despite this, our KS4 outcomes have improved from 2019 and our Grade C and above in A level has improved from 2019.

8.3 The challenge remains to diminish the difference to national at all Key Stages and to decrease the variability in outcomes across the city whilst also mitigating the impact of the pandemic. Support and intervention has been planned for schools based on these provisional outcomes, Ofsted outcomes and intelligence from the LA Quality Assurance (QA) reports and interventions.

8.4 As part of our Covid education recovery, the Local Authority have commissioned training for school leaders in the 'Science of Learning' and

training for primary subject leaders of foundation subjects in order to strengthen curriculum.

- 8.5 The LA will continue to fund a Quality Assurance visit and report for each school in the city in the autumn term and further intervention and support will be planned for the year.
- 8.6 A more detailed analysis of outcomes by pupil groups will be presented in March 2023 following the publication of all validated data.

9.0 Next Steps

- To develop a detailed analysis of outcomes at all Key stages at a district level to gain an understanding of the targeted approach needed in different localities.
- Continue to increase access to Early Years Services to limit the impact of the pandemic on future cohorts of children.
- Continue to implement the Early Years Kickstarter to address low GLD outcomes in schools located in our wards with the highest levels of deprivation and monitor the impact of the programme.
- Continue to encourage schools and settings to engage in Dingley's Promise training which is a free training offer to increase practitioners' awareness of special educational needs in Early Years.
- Continue to promote importance of reading with children and parents through the Read Manchester campaign, through the Manchester Early Years and KS2 to KS3 Transition Read and other programmes provided through National Literacy Trust.
- Continue to broker support and intervention for schools from schools in the City and region to strategically influence school improvement and reduce the gaps to national averages.
- To work with senior leaders across the city, through our quality assurance offer and the Manchester Schools Alliance to ensure they are leading a curriculum that meets the needs of their learners.

This page is intentionally left blank

**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 6 December 2023

Subject: Overview Report

Report of: Governance and Scrutiny Support Unit

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.

Wards Affected: All

Contact Officer:

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

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
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 has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Director (Neighbourhoods)
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 Director (Neighbourhoods)
4 March 2020	CYP/20/16 Improving Children's Outcomes Through Collaboration and Working in Partnership in a Locality	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	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Paul Marshall, Strategic Director of Children and Education Services

Date	Item	Recommendation	Action	Contact Officer
		smoking in pregnancy.		
22 July 2020	CYP/20/26 Manchester's Transformation Plan for Children and Young People's Mental Health and Wellbeing	To request that school governors be included in the plans for schools and that CAMHS and the support on offer be included on the agenda of a future Chair of Governors briefing.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
2 December 2020	CYP/20/51 Early Help Evaluation (2015 - 2020)	To ask officers to consider how Councillors could help with this work and to circulate a note to the Committee Members on this.	A response to this recommendation has been requested and will be circulated to Members.	Julie Heslop, Strategic Head of Early Help
2 December 2020	CYP/20/51 Early Help Evaluation (2015 - 2020)	To request that the Early Help Project Manager provide information on the number of families, in relation to the presentation slides on areas of the city and the sustainability of impacts.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Ed Haygarth, Early Help Project Manager
20 July 2022	CYP/22/36 The impact of COVID-19 on children and young people's mental health and well-being	To request data on the ethnicity and geographical spread of CAMHS referrals, in order to be able to identify any gaps.	A response to this recommendation has been requested and will be circulated to Members.	Al Ford, Director of CAMHS/Rachel McKeon, Governance and Scrutiny Support Officer
21 June 2023	CYP/23/25 Update:	To recommend that consideration be given to	A response to this recommendation has been requested and will be reported	Amanda Corcoran, Director of

Date	Item	Recommendation	Action	Contact Officer
	Education Climate Change Action Plan 2022-24	partnering schools with allotments and parks.	back to the Committee via the Overview report.	Education

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 **27 November 2023** 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
<p>Block Contract for the Provision of New Arrivals Hub for Unaccompanied Asylum-Seeking Children (Age 16+) (2023/06/08A)</p> <p>The appointment of Provider for New Arrivals Hub for Unaccompanied Asylum-Seeking Children (Age 16+)</p>	<p>Strategic Director - Children and Education Services</p>	<p>Not before 8th Jul 2023</p>		<p>Report and recommendation</p>	<p>Sarah Austin, Strategic Lead - Commissioning sarah.austin@manchester.gov.uk</p>
<p>Block Contract for the Provision of Supported Accommodation for Unaccompanied Asylum-Seeking Children (Age 16+) (2023/06/08B)</p> <p>The appointment of Provider for the Provision of Supported Accommodation for Unaccompanied Asylum-Seeking Children (Age 16+) up to 40 units</p>	<p>Strategic Director - Children and Education Services</p>	<p>Not before 8th Jul 2023</p>		<p>Report and recommendation</p>	<p>Sarah Austin, Strategic Lead - Commissioning sarah.austin@manchester.gov.uk</p>

<p>Take a breath - Residential accommodation (2023/07/06A)</p> <p>To implement a residential accommodation model to support hospital discharge and prevent hospital admission for children and young people.</p>	<p>Strategic Director - Children and Education Services</p>	<p>Not before 6th Aug 2023</p>		<p>Report and Recommendations</p>	<p>Sarah Austin, Strategic Lead - Commissioning sarah.austin@manchester.gov.uk</p>
<p>The Provision of a Manchester Sensory Support Service (2023/07/03A)</p> <p>The appointment of Provider for the Provision of a Manchester Sensory Support Service</p>	<p>Strategic Director - Children and Education Services</p>	<p>Not before 3rd Aug 2023</p>		<p>Report and Recommendation</p>	<p>Mike Worsley, Procurement Manager mike.worsley@manchester.gov.uk</p>
<p>The provision of a contraception & sexual health service for young people (2023/09/27A)</p> <p>To award a contract to a provider to deliver a contraception & sexual health service for young people.</p>	<p>Director of Public Health</p>	<p>Not before 27th Oct 2023</p>		<p>Contract Report</p>	<p>Marie Earle, Strategic Commissioning Manager marie.earle@manchester.gov.uk</p>

**Children and Young People Scrutiny Committee
Work Programme – December 2023**

Wednesday 6 December 2023, 10 am (Report deadline Friday 24 November 2023)

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
School Attainment	To receive a report on school attainment. To include information on how schools are progressing with work to address the impact of the pandemic on children's learning.	Councillor Bridges	Amanda Corcoran	
Early Years	To receive a report on Early Years, with a focus on sufficiency and the city's readiness for the forthcoming changes to the free childcare entitlement.	Councillor Bridges	Amanda Corcoran	
Post-16 report	To include: <ul style="list-style-type: none"> • work to reduce the number of young people who are not in employment, education or training (NEET) • Sufficiency of post-16 education 	Councillor Bridges Councillor Hacking	Amanda Corcoran	See December 2022 minutes Invite Chair of the Economy and Regeneration Scrutiny Committee
Overview Report	The monthly report includes the recommendations monitor, relevant key decisions, the Committee's work programme and any items for information.	-	Rachel McKeon	

Wednesday 10 January 2024, 10 am (Report deadline Thursday 28 December 2023)

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
Annual Adoption Report	To receive the annual adoption report.	Councillor Bridges	Paul Marshall	
Annual Fostering Report	To receive the annual fostering report.	Councillor Bridges	Paul Marshall	
Virtual School Report	To receive a report on the Virtual School.	Councillor Bridges	Amanda Corcoran/ Jane Johnson	
Overview Report		-	Rachel McKeon	

Wednesday 7 February 2024, 10 am (Report deadline Friday 26 January 2024)

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
Revenue Budget Update	To receive a report on the financial challenge facing the Council, the latest forecast position, and the next steps.	Cllr Akbar (Finance and Resources)	Carol Culley Tom Wilkinson	
Children and Education	Consideration of the final 2024/25 budget proposals that will go onto February Budget Executive and Scrutiny and March	Councillor Bridges	Carol Culley Tom	

Services 2024/25	Council.		Wilkinson Paul Marshall	
Leaving Care Provision	To receive a report focusing on capacity and responding to the needs of care leavers.	Councillor Bridges	Paul Marshall	
Overview Report		-	Rachel McKeon	

Items To Be Scheduled

Item	Purpose	Executive Member	Strategic Director/ Lead Officer	Comments
Manchester Sensory Support Service Commission	To receive an update report at a future meeting.	Councillor Bridges	Amanda Corcoran	January 2024 (to be confirmed) See March 2022 minutes.
Adoption	To receive a report on adoption which includes what difference the move to Adoption Counts has made in providing stable adoption placements for Our Children and what happens when an adoption breaks down.	Councillor Bridges	Paul Marshall	See November 2021 minutes
School Streets	To receive a report on School Streets.	Councillor Bridges Councillor Rawlins	Amanda Corcoran	Invite Chair of the Environment, Climate Change and Neighbourhoods Scrutiny Committee
Independent Review of	To receive a report on the Independent Review of Children's Social Care.	Councillor Bridges	Paul Marshall	

Children's Social Care				
Domestic Abuse and Children	To receive a report on the impact of domestic abuse on children and the Safe and Together programme.	Councillor Bridges	Paul Marshall	See March 2023 minutes
Children and Young People's Plan 2020 - 2024	To receive an annual report on the progress of this work.	Councillor Bridges	Paul Marshall	See November 2020 minutes
Elective Home Education (EHE)	To receive a report on EHE. To include up-to-date figures on children who are not in school, including those whose parents have chosen EHE, with a breakdown by areas of the city.	Councillor Bridges	Amanda Corcoran	See January 2022 and October 2022 minutes
School Attendance and Attainment	To receive regular reports regarding attainment and attendance.	Councillor Bridges	Amanda Corcoran	
Personal Social Health and Economic (PSHE) Education	To receive a report on PSHE education in schools.	Councillor Bridges	Amanda Corcoran	
Road Safety Around Schools	To consider a report on road safety around schools.	Councillor Rawlins Councillor Bridges	Kevin Gillham Amanda Corcoran	To be confirmed See January 2023 minutes.
Early Years and Health Visiting Service	To receive a further report at an appropriate time.	Councillor Bridges	Paul Marshall	See May 2023 minutes.
Reinforced Autoclaved Aerated	To receive an update at a future meeting.	Councillor Bridges	Amanda Corcoran	See September 2023 minutes

Concrete (RAAC) in Schools				
Youth Justice	To receive a further report on Youth Justice.	Councillor Bridges	Paul Marshall	

This page is intentionally left blank