Manchester City Council
Report for Resolution

Report to: Children and Young People Scrutiny Committee – 9 October 2018

Subject: Attainment Headline Outcomes 2018 (provisional)

Report of: Director of Education

Summary

The report provides the Committee with a summary of the 2018 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.

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

Wards Affected: All

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 pupil groups' attainment allows for identification of priorities with the aim of improving attainment outcomes for all children and particularly children eligible for Free School meals, disadvantaged children, children with SEND. Improving attainment outcomes will ensure all young people have the best possible opportunity to succeed.
A liveable and low carbon city: a destination of choice to live, visit, work	An improving school system will make Manchester an attractive place to live and work.

A connected city: world class infrastructure and connectivity to drive growth	An improving education system contributes to generating future growth by a highly skilled workforce and young people committed to reducing the carbon footprint.

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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 Attendance Report October 2017; Attainment Report February 2018.

1. Introduction

1.1 Schools and the Council are committed to developing and sustaining a high quality education system for Manchester where no school is judged by Ofsted to be less than good, many schools are outstanding and where overall outcomes reach and exceed national benchmarks. The overall attainment outcomes for Manchester in 2018 indicate sustained improvements in Early Years (EYFS), Key Stage 1 (KS1), Key Stage 2 (KS2) and Key Stage 4 (KS4).

By the end of the academic year 2017/18, the proportion of Manchester schools judged to be good or outstanding by Ofsted was 87.6%. This is broadly in line with the national average of 87.9%. (Watchsted August 2018)

1.2 This report presents the headline outcomes based on provisional performance data for 2018.

National comparative data for EYFS, Phonics and KS1 is based on emerging figures and have not been released by the DfE. They are therefore subject to change. Final and validated data is expected between October and December 2018 for each Key Stage.

A further report will be presented early in 2019 with a detailed analysis of the progress and performance of specific groups of children and young people. This will include for example by ethnicity, gender, those entitled to free school meals, children with Special Educational Needs (SEN) and children who are looked after (LAC). The further report will also include analysis of performance compared with other local authorities across Greater Manchester as well as cities that are Manchester's statistical neighbours.

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

Early Years Foundation Stage (EYFS): There has been sustained year on year improvement in EYFS, with a 3% improvement since 2016. Early indications suggest that achievement, both in Manchester and nationally, improved by one percentage point in 2018. Manchester's gap to national remains at 5%.

Year 1 Phonics Test: The percentage of pupils meeting at least the required standard in the phonics check in Y1, has improved in Manchester by one percentage point. The difference between national outcomes (83%) and those in Manchester (80%) is three percentage points.

Key Stage 1: The percentage of pupils in Manchester working at the expected standard at KS1 improved from 2017 to 2018 in all subjects except reading, where it has remained static. The percentage of pupils in Manchester working at the higher standard at KS1 improved from 2017 to 2018 in reading and maths and remained static in writing. All Manchester outcomes at KS1 are below the national outcomes.

Key Stage 2: Provisionally, 60% of pupils in Manchester have met the expected

standard in reading, writing and maths combined compared with 64% nationally. This year the KS2 results for a number of pupils have been annulled for Reading, Writing and Maths due to maladministration of the assessments; this is currently being investigated. The provisional outcomes for Manchester increase to 61.6% when these results, currently recorded as zero, are removed from the calculation. 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. On average, once the data has been validated, Manchester outcomes typically increase by between two and three percentage points, which would mean results were broadly in line with national averages.

Provisionally, 9% of Manchester pupils achieved the higher standard in reading, writing and maths combined; this is a 2 percentage point improvement on 2017. The progress made in reading, writing and maths at KS2 continues to be statistically significantly better than the national average.

Key Stage 4: There have again been changes to the way the GCSE accountability measures are calculated. Most GCSEs in 2018 now provide a 1-9 grade rather than a letter grade; this indicates that these outcomes are coming from the new suite of GCSEs that have been designed to be more rigorous and to be assessed by a final exam at the end of two years of study.

This means that this year's outcomes for both Manchester as a whole, and for individual schools, cannot be compared with last year's outcomes in any subject except English and Maths. The results which can be directly compared with 2017 have improved; there has been an improvement in the percentage of Manchester children achieving English and Maths at both grade 4+ and grade 5+. 56.6% of pupils gained a grade 4+ in English and Maths GCSE in Manchester and 36.1% of pupils gained a grade 5+ in English and Maths GCSE in Manchester.

National and regional provisional GCSE data is expected to be released at the end of October. In 2018 Manchester LA provisional results show a point score of 43.5 for Attainment 8.

Key Stage 5: 2017 was the first year when reformed A-levels were taught as a linear course with one exam at the end. 2018 results are not directly comparable to 2017 as the phased reform programme means that there has been an increase in the number of subjects assessed as a linear course.

In 2018 Manchester outcomes show a decrease in the percentage of students achieving the highest A level grades. Overall, the percentage of students achieving A*-E remained the same at 98.3%, which is above the national outcome of 97.6%. Nationally, the results have remained stable compared with 2017.

2.   Early Years Foundation Stage (EYFS)

2.1 Context

The revised Early Years Foundation Stage (EYFS) was introduced in September 2012. The 17 Early Learning Goals within the EYFS are organised across 7 areas of learning. The 7 areas of learning include the three **prime** areas of:

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

and the 4 **specific** areas of:

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

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

7 areas of learning (**prime in bold**)	Early Learning Goal (ELG)
communication and language	Listening and attention; Understanding; Speaking
physical development	Moving and handling; Health and self-care
personal, social and emotional development	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships
Literacy	Reading; Writing
Mathematics	Numbers; Shape, space and measures
understanding the world	People and communities; The World; Technology
expressive arts and design	Exploring and using media and materials; Being imaginative

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

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

2.2 EYFS outcomes

The three year trend for GLD is outlined below. **Detailed comparisons with**

national averages will be available in October.

	% GLD								
	2016			**2017**			**2018**		
	LA	Nat.	Diff	LA	Nat.	Diff	LA	Nat.	Diff
All	64%	69%	-5%	66%	71%	-5%	67%	72%	-5%

- Since 2016, GLD outcomes at the end of the EYFS have improved in Manchester by three percentage points. Early indications suggest that achievement, both in Manchester and nationally, improved by one percentage point in 2018.
- Manchester's gap to national remains at 5%.

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

	2017	**2018**
Communication and Language	74%	76%
Physical Development	80%	82%
Personal, social and emotional development	79%	80%
Literacy	67%	69%
Mathematics	71%	73%
Understanding the world	75%	76%
Expressive arts and design	79%	80%
Prime Learning goals	72%	74%
Specific learning goals	63%	66%
All learning goals	63%	65%

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

The provisional outcomes for each individual ELG are outlined below:

	Manchester			
	Emerging	**Expected**	**Exceeding**	**Expected or Exceeding**
Listening and attention	19%	63%	18%	81%
Understanding	19%	62%	18%	80%
Speaking	20%	65%	15%	80%
Moving and handling	14%	71%	15%	85%
Health and self-care	14%	72%	14%	86%

Self-confidence and self-awareness	16%	70%	14%	84%
Managing feelings and behaviour	16%	71%	12%	84%
Making relationships	14%	73%	12%	85%
Reading	29%	55%	16%	71%
Writing	31%	59%	10%	69%
Numbers	25%	61%	14%	74%
Shape, Space and measures	24%	63%	12%	75%
People and communities	21%	68%	11%	79%
The World	22%	66%	12%	78%
Technology	12%	75%	13%	88%
Exploring media and materials	17%	72%	11%	83%
Being imaginative	18%	72%	10%	82%

- There has been an increase in the expected levels of achievement in all the individual learning goals, except The World which remains static. The outcomes were lowest in writing at 69% and highest in technology at 88%.

2.3 Next steps

Improve school readiness outcomes by:

- Detailed analysis of outcomes to identify those schools where specific action can be targeted through brokered school to school improvement.
- Share data analysis across Early Years Childcare sector to gain an understanding of the needs to improve EYFS outcomes and target specific settings for additional support from a teaching school where appropriate.
- Commit to the Early Years Delivery Model by increasing the proportion of take up of the 6 month and 2 year Health visitor visit.
- Continue to promote importance of reading with children and parents through the Read Manchester campaign

3. Key Stage One Phonics Test: Year 1

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

3.1 Headlines

- The percentage of pupils meeting at least the required standard in the phonics check in Y1, has improved in Manchester by one percentage point.
- The difference between national outcomes and those in Manchester is three percentage points.

3.2 Outcome Summary

The percentage of Year 1 pupils in Manchester, working at or above the expected standard in phonics, increased by one percentage point in 2018. Early indications show that the national average has increased by two percentage points. This widens the gap between Manchester and national to three percentage points.

Year 1 Phonics										
	2016			2017			2018			
Score	Manchester	National	Diff	Manchester	National	Diff	Manchester	National	Diff	
32+	78%	81%	-3%	79%	81%	-2%	80%	83%	-3%	
0-31	21%	18%	3%	20%	17%	3%	18%			
A/D	3%	2%	1%	2%	2%	0%	2%			

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

3.3 Next steps

Continue to work in partnership with the Manchester teaching schools to deliver a bespoke training programme focusing on a play-based approach to the teaching of phonics. This has now got a two year evidence base of impact on improved outcomes.

4. Key Stage One outcomes

Context

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.

The system of assessment identifies whether children are meeting the national expected standard in the four assessment subjects; reading, writing, maths and science or working at a higher standard in reading writing or maths.

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 KS1 Headline summary

- The percentage of pupils in Manchester working at the expected standard at KS1
  improved from 2017 to 2018 in all subjects except reading, where it has remained static.
- The percentage of pupils in Manchester working at the higher standard at KS1 improved from 2017 to 2018 in reading and maths and remained static in writing.
- All outcomes are below the provisional national average.

4.2 Percentage of pupils achieving the expected standard

- The table below shows that in 2018 the percentage of pupils achieving at least the expected standard in reading has remained the same, has improved by two percentage points in writing and maths and improved by one percentage point in science.
- The difference between outcomes in Manchester and those nationally has closed by one percentage point in reading, maths and science. The gap has remained the same in writing.
- The greatest difference continues to be in science and reading.

| | % achieving expected standard | | | | | | | | |
| | 2016 | | | 2017 | | | 2018 | | |
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
Reading	70%	74%	-4%	71%	76%	-5%	71%	75%	-4%
Writing	63%	65%	-2%	65%	68%	-3%	67%	70%	-3%
Maths	71%	73%	-2%	72%	75%	-3%	74%	76%	-2%
Science	77%	82%	-5%	77%	83%	-6%	78%	83%	-5%

4.3 Percentage of pupils achieving the higher standard

- The table below shows that in 2018 the percentage of pupils achieving the higher standard in reading and maths improved by two percentage points. The results remained the same in writing.
- The difference between outcomes in Manchester and those nationally has reduced by one percentage point reading and remained the same in writing and maths.
- The greatest difference continues to be in reading.

| | % achieving higher standard | | | | | | | | |
| | 2016 | | | 2017 | | | 2018 | | |
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
Reading	18%	24%	-6%	20%	25%	-5%	22%	26%	-4%
Writing	10%	13%	-3%	14%	16%	-2%	14%	16%	-2%
Maths	15%	18%	-3%	18%	20%	-2%	20%	22%	-2%

4.4   Next steps

- Further detailed analysis of outcomes to identify those schools where specific action can be targeted through brokered school to school improvement.
- Engage with national developments in Science as this subject becomes more of a focus for national outcomes.
- Work with Manchester Teaching Schools and Manchester School Improvement Partnership to review reading outcomes at KS1; ensure targeted school to school support is in place, and develop a training offer in conjunction with the Manchester Schools Alliance.
- Continue to promote importance of reading with children and parents through the Read Manchester campaign

5.   Key Stage Two (KS2) Provisional Results

5.1   Context

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

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. Outcomes reflect the 2014 primary curriculum, which was introduced in 2014 and has set higher standards in England.

5.2   Headline summary

- Provisionally, 60% of pupils in Manchester have met the expected standard in reading, writing and maths combined, compared with 64% nationally.
- This year the KS2 results for a number of pupils have been annulled for Reading, Writing and Maths due to maladministration. The provisional outcomes for Manchester increase to 61.6% when these results, currently recorded as zero, are removed from the calculation. 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. On average, once the data has been validated, Manchester outcomes typically increase by between two and three percentage points, which is broadly in line with national averages.
- The progress made in reading, writing and maths at KS2 continues to be statistically significantly better than the national average.

5.3   Percentage of pupils achieving the expected standard

The table below shows the provisional outcomes for pupils in 2016, 2017 and 2018. It also shows the actual outcomes for 2016 and 2017. For Manchester, the 2016 and 2017 outcomes improved in every subject from

provisional to final.

- Provisionally, 60% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 64% nationally. (This increases to 61.6% when annulled results, currently recorded as zero, are removed from the calculation.)
- 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 reading, writing and science where the gap to national is five percentage points. The smallest gap is in Grammar, Punctuation and Spelling (GPS) with a gap of two percentage points.
- At this time of year, Manchester's unvalidated 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.
- If the same increases are made as last year once data has been validated, Manchester's outcomes could once again be broadly in line with national.
- The average scaled scores of 104 in maths and 106 in GPS are the same as the national average, and the same as 2017, while the average scaled score in reading remains one mark below the national at 104.

			Provisional 2016	Final 2016	Difference Provisional 2016-Final 2016	Provisional 2017	Final 2017	Difference Provisional 2017-Final 2017	Provisional 2018	Difference Provisional 2017-2018	% increase Final 2017 to provisional 2018
Manchester	**Meeting Expected Standard**	**RWM**	49%	52%	+3%	58%	60%	+2%	60%	+2%	0%
		Reading	60%	63%	+3%	66%	69%	+3%	70%	+4%	+1%
		Writing TA	69%	73%	+4%	72%	75%	+3%	73%	+1%	-2%
		Maths	70%	71%	+1%	74%	75%	+1%	73%	-1%	-2%
		GPS	71%	73%	+2%	76%	79%	+3%	76%	0%	-3%
		Science TA	73%	77%	+4%	76%	78%	+2%	77%	+1%	-1%
	Average Scaled Score	**Reading**	102	102	0	103	103	0	104	+1	+1
		GPS	104	104	0	106	106	0	106	0	0
		Maths	103	103	0	104	104	0	104	0	0
National	**Meeting Expected Standard**	**RWM**	53%	53%	0	61%	61%	0	64%	+3%	+3%
		Reading	66%	66%	0	71%	72%	+1%	75%	+4%	+3%
		Writing TA	74%	74%	0	76%	76%	0	78%	+2%	+2%
		Maths	70%	70%	0	75%	75%	0	76%	+1%	+1%
		GPS	72%	73%	+1%	77%	77%	0	78%	+1%	+1%
		Science TA	81%	81%	0	82%	82%	0	82%	0%	+0%
	Average Scaled Score	**Reading**	103	103	0	104	104	0	105	+1	+1
		GPS	104	104	0	106	106	0	106	0	0
		Maths	103	103	0	104	104	0	104	0	0

5.4 Percentage of pupils achieving the higher standard

The table below shows the provisional outcomes for pupils in 2016, 2017 and 2018. It also shows the actual outcomes for 2016 and 2017. For Manchester, in 2016 and 2017 the outcomes improved slightly in reading, writing and GPS from provisional to final.
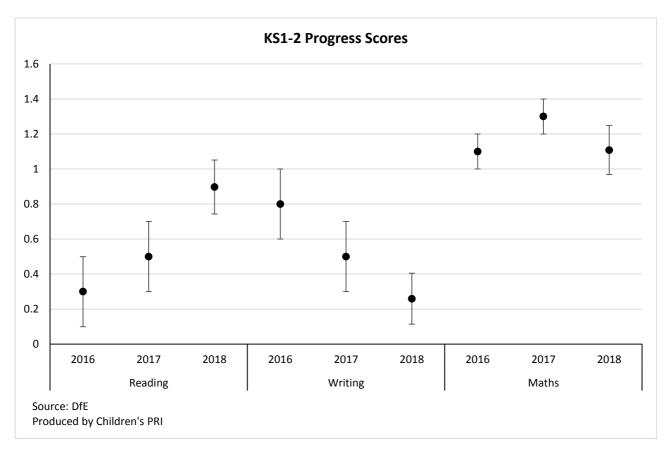
- Provisionally, 9% of Manchester pupils achieved the higher standard in reading, writing and maths combined. This is a two percentage point improvement on 2017 outcomes and one percentage point lower than the 2018 provisional figures nationally.
- There is an improvement in the final outcomes from 2017 to the provisional outcomes in 2018 in all subjects except maths. The greatest increase is in reading by four percentage points.
- There has been a one percentage point increase for pupils achieving the higher standard in writing and a three percentage point increase for pupils achieving the higher standard in GPS. Maths saw a decrease of one percentage point.
- There has also been an increase both nationally in all subjects and in the percentage of Manchester pupils achieving the higher standard in all subjects, although GPS is below the national average.

			Provisional 2016	Final 2016	Difference Provisional 2016-Final 2017	Provisional 2017	Final 2017	Difference Provisional 2017-Final 2017	Provisional 2018	Difference Provisional 2017-2018	% increase Final 2017 to provisional 2018
Manchester	**Achieving Higher Standard**	**RWM**	4%	4%	0	7%	7%	0	9%	+2%	+2%
		Reading	14%	15%	+1%	20%	21%	+1%	25%	+5%	+4%
		Writing TA	11%	12%	+1%	14%	15%	+1%	16%	+2%	+1%
		Maths	16%	16%	0	23%	23%	0	22%	-1%	-1%
		GPS	21%	22%	+1%	32%	33%	+1%	36%	+4%	+3%
National	**Achieving Higher Standard**	**RWM**	5%	5%	0	9%	9%	0	10%	+1%	+1%
		Reading	19%	19%	0	25%	25%	0	28%	+3%	+3%
		Writing TA	15%	15%	0	18%	18%	0	20%	+2%	+2%
		Maths	17%	17%	0	23%	23%	0	24%	+1%	+1%
		GPS	23%	23%	0	31%	31%	0	34%	+3%	+3%

5.5 Progress from KS1-KS2

- Progress scores were introduced in 2016 to measure the progress that pupils had made relative to other pupils nationally who had the same level of prior attainment. The national score for this measure in all subjects is zero.
- The DfE have not publicly released progress scores for 2018 yet therefore there are no comparisons available.
- The Manchester progress scores shown in the table below have been

calculated internally.

- Manchester's provisional progress scores for reading improved in 2018. The provisional progress score in writing fell by 0.24 points and the provisional progress score in maths fell by 0.19. However, the progress made in all subjects continues to be statistically significantly better than the provisional national average.

KS1-2 Progress Scores

Source: DfE
Produced by Children's PRI

5.6   Next steps

- Continue to work with schools through the Quality Assurance process to support improved outcomes and reduce variability between schools.
- Continue to broker support and intervention for schools through the Manchester School Improvement Partnership and Teaching Schools in the City and region to strategically influence school improvement and reduce the gaps to national averages.
- Working in co-production with Manchester Headteachers refresh the agreed approach to the monitoring and consistency of assessment processes and test administration.

6.   Key Stage 4 GCSE

The significant changes to the Key Stage 4 performance measures in 2018 mean that direct comparisons across all accountability measures with previous years are not possible. National and regional provisional GCSE data was not available at the time of writing this report. It is expected to be released at the end of October.

6.1 Context

- In recent years there have been significant changes to Key Stage 4 performance measures which have had significant impact on GCSE results nationally. Two years ago there was a move away from the headline measure of 5+ A* - C including English and Maths to new secondary accountability measures of Attainment 8 and Progress 8.
- In 2017 the more challenging GCSEs in English Language, English Literature and mathematics were examined for the first time. These reformed GCSEs were graded on a 1-9 numerical grade. Grade 4 is the closest match to a 'C' grade at GCSE.
- In 2018 an increasing number of reformed GCSEs graded on a numerical 1-9 grade were assessed. However, 2018 outcomes include a small number of legacy GCSEs.
- Attainment 8 and Progress 8 scores are based on pupils' results across eight subjects with a double weighting for English and Mathematics. In 2017 Attainment 8 was been calculated using a new system. Attainment 8 provides a point score for the school that is essentially the student average point score across eight subjects.
- The school's progress 8 score measures the progress of pupils from the end of primary school. It is based on a calculation that uses each students' average point score from Key Stage 2 and compares this to their outcomes at the end of Key Stage 4.

6.2 Provisional headlines

- In 2018 Manchester LA provisional results show an improvement where results can be compared with 2017.
- 2018 GCSE results for English and Maths at grade 4 and above have improved from 2017 by 2.3% to 56.6%.
- 2018 GCSE results for English and Maths at grade 5 and above have improved from 2017 by 1.2% to 36.1%.
- 2018 GCSE results for English at grade 4 + is 71.3% and shows an improvement on available provisional outcomes from last year
- 2018 GCSE results for Maths at grade 4 + is 60.8 % and shows an improvement on available provisional outcomes from last year
- The accountability measure of attainment 8 cannot be directly compared with 2017. The attainment 8 score that each school reports is based on each pupil's performance in their best 8 subjects and the average across this is what schools report. The provisional 2018 attainment 8 score is 43.5.
- Ebacc scores, likewise, cannot be directly compared to 2017 results as subjects are moving from legacy GCSEs to reformed GCSEs. The 2018 provisional results for Ebacc are: 21.4 % have achieved Ebacc at grade 4 + and 13.4% have achieved Ebacc at grade 5 +.
- The accountability measures of progress 8 and pupil destinations are not yet available. Progress 8 cannot be accurately measured until the national figures have been agreed and are released by the DfE. This is an average figure for the progress made by all pupils in a school. This is calculated using each pupil's KS2 starting points and then measuring how much progress they make in their

KS4 achievements. The average of this across all starting points and all outcomes is what generates the progress 8 score for a school.

- **National attainment data and local and national progress data will not be available until October**.

	Final 2016/17	National 2016/7	Provisional 2017/18	Difference
% 4+ in English & Maths	54.3%	63.9	56.6%	2.3%
% 5+ in English & Maths	34.9%	39.6	36.1%	1.2%
% 4+ in English Lang.	61.6%	65%	71.3%	9.7%
% 5+ in English Lang.	44.5%	49%	54.5%	10.0%
% 4+ in Maths	59.4%	65%	61.4%	2.0%
% 5+ in Maths	40.3%	46%	41.5%	1.2%

Note: It is not determined whether the provisional English results collected relate to English Language or English Literature, or the higher of the two subjects.

6.3 Next steps

- Continue to work with schools and Multi Academy Trusts through the QA process to support improved outcomes.
- In partnership with the teaching schools, target 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.
- Work in partnership with identified schools through the development of a Support and Challenge board focussed on improving outcomes.
- Pilot a multi-agency place plan approach in an area of the city with a focus on improving school outcomes.
- Work with schools to increase the % 4 and 5+ English and Maths, given the stronger individual outcomes for each subject, by sharing good practice from schools who have narrowed the gap

7. <u>Key Stage 5 A Level</u>

7.1 Context

- 2018 is the second year that student outcomes based on the reformed linear A level syllabuses have been published, with an increasing number of subjects being assessed in this way. This makes direct comparisons with previous years difficult.

7.2   Provisional Headlines

- In 2018 Manchester outcomes show a decrease in the percentage of students achieving the highest A level grades. This contrasts with an increase nationally in those achieving the highest grades. Colleges are reviewing teaching approaches to linear testing and ensuring students have the opportunity to revisit the work studied in the first year of the course.
- The percentage of students achieving a grade A* has decreased to 6.4% compared with 7.6% last year.
- The percentage of students achieving grade A*- A is 22.3%; a decrease of two percentage points compared with 2017.
- Overall the percentage of students achieving A*-E remained the same at 98.3%, which is above the national outcome of 97.6%.
- Nationally, the results have remained stable compared with 2017 with outcomes changing at most 0.4 percentage points.

7.3 Next Steps

- Work with providers to understand the impact of linear testing on this years results and
- Continue to work with the partnership of providers to ensure a high quality offer is sustained and available for students following academic, vocational and technical routes post 16.
- Develop refined and robust approach to QA of destination data for post 16.
- Review the post-16 offer against our Manchester outcomes to ensure students are offered the best routes to employment

8.   Conclusion:

This year's provisional results demonstrate consolidation and progress in all key indicators, with improvements at all key stages (where comparators are available) with the exception of KS5.

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

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