

Manchester City Council Report for Resolution

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

Subject: Attainment and Progress 2019

Report of: Director of Education

Summary

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

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

Recommendations

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

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

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Background documents (available for public inspection):

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

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

1.0 Introduction

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

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

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

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

1.1 Background

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

2.0 Primary Outcomes in Manchester

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

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

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

3.0 Early Years Foundation Stage (EYFS)

- 3.1 The Early Years Foundation Stage assesses 17 Early Learning Goals which are organised across 7 areas of learning. The 7 areas of learning include the three **prime** areas of: personal, social and emotional development; physical development and communication and language. The remaining 4 **specific** areas are: literacy; mathematics; understanding the world and expressive arts and design. To achieve the national Good Level of Development (GLD) measure, children must achieve at least the expected level in the Early Learning Goals within the prime areas of learning and also in literacy and mathematics.
- 3.2 Following 5 years of sustained improvement in EYFS, provisional data shows that achievement in Manchester declined by 1% in 2019 and the gap to national has increased to 6%. Data shows that early intervention in communication and language and personal, social and emotional development have meant that outcomes in these areas of learning have held. The areas of learning where achievement is lowest and where there was the biggest decline are literacy and mathematics. Improving literacy and mathematics, with an emphasis on boys learning, is the focus of a targeted programme of work with schools and settings working together in localities.

4.0 Year 1 Phonics Test

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

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

5.0 Key Stage 1

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

6.0 Key Stage 2

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

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

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

7.0 Secondary Outcomes in Manchester

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

7.1 Key Stage 4

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

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

- 7.4 Attainment 8 remains below national and the gap has widened by 0.1 in 2019 to 1.4. The headline measure of attainment 8 in Manchester was 43.3 in 2019 compared to a national average of 44.7. However, progress of Manchester GCSE pupils has improved overall. The progress 8 score for Manchester has increased to -0.11, by 0.02 points, but remains statistically significantly below

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

7.5 There has also been an increase in the average points score for EBacc in both Manchester and nationally. Manchester is still below the national at 3.79, however the gap has narrowed to 0.08 points. There has been an increase in the percentage of Manchester pupils being entered for the EBacc and a 2.4% increase in those achieving the EBacc. Improving Ebacc performance is indicative of the work that schools have done across Manchester on their curriculum.

7.6 Improving outcomes at Key Stage 4 remains a key priority for the city. Although 2019 has seen small improvements in English and Maths outcomes the challenge remains to further narrow the gap to national for Manchester pupils' performance in the key headline measures. Following the COVID-19 school closures, this will be a far harder challenge.

8.0 Key Stage 5

Legislation enacted in 2014 requires all young people to enter into employment, education or training at age 16+. A majority of learners at 16 move to college to start their level 3 education and continue further study either through A levels or studying vocational / technical qualifications. 2019 outcomes have a greater number of the newly reformed A levels with all A levels being reformed by July 2020.

8.1 Post 16 education is a real strength in the city; a strength to be celebrated. In 2019 outcomes show an increase in the percentage of students achieving the highest A Level grades (2% increase in grade A* and A) and this contrasts with a decrease nationally. Overall the percentage of students achieving A* to E decreased slightly to 97.9% but remains above national. In particular, school 6th forms performed really well in 2019 with A Level outcomes above national on all measures.

8.2 In addition, Manchester students performed well in both technical and applied qualifications. Manchester students studying technical qualifications gained an APS of 31.20 compared with 28.43 nationally. When comparing in terms of grades, Manchester students averaged a Distinction- compared with a Merit+ nationally. Manchester is ranked 3rd in GM when comparing technical results. Manchester students studying Applied General Qualifications gained an APS of 29.25, compared with 28.0 nationally. Manchester ranked 4th in GM when comparing Applied General results.

9.0 Outcomes by Groups

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

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

10.0 Disadvantaged Pupils

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

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

11.0 English as an Additional Language (EAL)

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

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

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

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

12.0 Our Children

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

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

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

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

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

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

14.0 Ethnicity

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

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

15.0 Conclusion

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

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

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

16.0 Next steps

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

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

To support this there will be a focus on:

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

- 16.2 A review of the Quality Assurance process to reflect the impact of COVID-19 ensuring it reflects the need for prioritising emotional resilience at the same time as retaining a focus on improving outcomes across all stages and provides assurance for our vulnerable and disadvantaged cohorts, including those with EHCPs.

- 16.3 Through strategic partnership working with the Manchester School Improvement Partnership, Teaching Schools and the Manchester Schools Alliance and through the quality assurance process, ensure that there is a continued focus on reducing the differences between outcomes for all groups

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

16.4 Continue to improve outcomes at Early Years Foundation Stage:

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

16.5 Continue to develop reading across the city by:

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

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

16.7 Improve outcomes for pupils with SEND by:

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

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

17.0 Summary

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

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