

## **Manchester City Council Report for Information**

**Report to:** Children and Young People Scrutiny Committee – 7 December 2022

**Subject:** Attainment Headline outcomes 2022 (provisional)

**Report of:** Director of Education

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### **Summary**

2022 is the first-time formal assessments have been carried out in the primary sector since 2019. We have also seen GCSE and A Level exams return in 2022 after two years of Centre Assessed Grades. The report provides the Committee with a summary of the 2022 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.

As seen nationally, there have been improvements at Key stage 4 and 5 compared to 2019 but a significant decline in outcomes at the end of early years, key stage 1 and key stage 2 (in all subjects except for reading).

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. There were also different arrangements put in place for exams in summer 2022 to support students and make exams fairer for them.

Outcomes for children in the primary phase have declined nationally as a result of the pandemic, however, the impact in Manchester is far more significant than elsewhere especially for our younger children who missed out on most of their early years education and are now in year 1. The percentage of primary schools in the City judged to be good or better remains higher than national. These results therefore need to be considered against a backdrop of the pandemic which has disproportionately impacted Manchester and outcomes for our children. The greatest impact has been on children in the early years and key stage 1 and particularly on the development of writing. This will present a real issue for the City going forward unless this gap in outcomes is appropriately and deliberately addressed and resourced.

The report concludes with a list of actions which are being progressed to address some of the gaps in learning including a proposal for additional support to year 1 cohorts in some of our schools in the most deprived areas of the City.

### **Recommendations**

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

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**Wards Affected:** All

<b>Manchester Strategy outcomes</b>	<b>Summary of how this report aligns to the OMS</b>
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Improving educational outcomes will contribute to Manchester's young people becoming happy, safe and highly skilled and have increased life chances. Improved educational outcomes will enable Manchester's young people to contribute to the economic growth and take advantage of the job opportunities created.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Improving educational outcomes amongst the Manchester school population is essential for young people to gain qualifications and contribute to Manchester's economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Analysis of 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.

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

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

## 1.0 Introduction

- 1.1 2022 is the first-time formal assessments have been carried out in the primary sector since 2019. We have also seen GCSE and A Level exam return in 2022 after two years of Centre Assessed Grades.

Schools and the Council are committed to developing and sustaining a high-quality education system for Manchester. The overall attainment outcomes for Manchester in 2022 indicate improvements in Key Stage 4 and 5 which reflects an improving school system but also the impact of arrangements put in place for summer 2022 to support students and make exams fairer for them.

There has been a decline in outcomes in the primary sector which is greater than that which has been seen nationally. These 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.

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.

At the time of writing this report, 88.9% of Manchester schools were judged to be good or outstanding by Ofsted. This is above the national average of 88.2% and reflects a significant improvement in the secondary sector, with 82.1% of secondary schools judged good or better in November 2022 compared to 74% in June 2019 – this now compares very well with a national average of 80.6% secondary school good or better. Just over 90% of our primary schools are judged to be good or better which is also above national. It is really pleasing to note that 89.1% of all pupils in Manchester attend a good or better school which is 1.8% above the national average; this equates to 91.7% of primary pupils attending a good or better school and 84.8% of secondary pupils – again this is better than national for both sectors.

- 1.2 This report presents the headline outcomes based on provisional performance data for 2022.

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 2022 and January 2023 for each Key Stage.

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**

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

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

Early indicators suggest that EYFS achievement has been particularly affected by the Coronavirus pandemic. Achievement in GLD in Manchester has declined by 13% points against a national decrease of 7% points. Therefore, Manchester's gap to national has increased to 12% points.

#### **Year 1 Phonics Test:**

The percentage of pupils meeting at least the required standard in the phonics check in Y1, has decreased in Manchester by 10.7%. The difference between national outcomes (75%) and those in Manchester (68.4%) is 6.6%.

#### **Key Stage 1:**

The percentage of pupils in Manchester working at the expected standard at KS1 has declined in all areas (reading, writing, maths and science). National data has also declined in all areas. The percentage of pupils in Manchester working at the higher standard at KS1 declined in all subjects in 2022 with the gap between Manchester and national remaining static. All Manchester outcomes at KS1 are below the national outcomes.

#### **Key Stage 2:**

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 disapplying children will have on the outcomes for 2022 due to such turbulence over the last 2 years.

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

#### **Key Stage 4:**

All GCSEs now provide a 1-9 grade rather than a letter grade. In 2022, arrangements were put in place for summer 2022 to support students and make exams fairer for them.

There has been an improvement in the percentage of Manchester children achieving English and Maths at both grade 4+ and grade 5+. 64% 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.

National and regional provisional GCSE data has not yet been released.

### **Key Stage 5:**

In 2022 Manchester outcomes show an increase in the percentage of students achieving the highest A level grades. In 2022, arrangements were put in place for summer 2022 to support students and make exams fairer for them.

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

### **2.1 Context**

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.

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 – and changes between 2019 and 2022 ELGs - are set out in the table below:

7 areas of learning ( <b>prime in bold</b> )	Year	Early Learning Goal (ELG)
<b>Communication and language</b>	2019	Listening and attention; Understanding; Speaking
	2022	Listening, attention and understanding, Speaking
<b>Physical development</b>	2019	Moving and handling; Health and self-care
	2022	Gross motor skills, Fine motor skills
<b>Personal, social and emotional development</b>	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

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.

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:

The three year trend for GLD is outlined below. **Detailed comparisons with national averages will be available in January 2023.**

	% GLD								
	2018			2019			2022		
	LA	Nat.	Diff	LA	Nat.	Diff	LA	Nat.	Diff
<b>All</b>	67%	72%	-5%	66%	72%	-6%	53%	65%	-12%

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 has declined further in 2022.

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.

During the cohort's nursery year, schools were only open for vulnerable and key worker children between January and March of 2021, and schools continued to be severely impacted by Covid cases resulting in class closures and reduced staffing during the rest of the academic year. On occasion, when schools were operating on minimal staffing and finding it difficult to open, pupils in Nursery were asked to stay at home to allow staff to be re-allocated to teach children of statutory school age.

Manchester's gap to national has therefore increased to 12% points

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

	<b>2018</b>	<b>2019</b>	<b>2022</b>
<b>Communication and Language</b>	76%	75.3%	68.0%
<b>Physical Development</b>	82%	81.7%	75.7%
<b>Personal, social &amp; emotional development</b>	80%	79.1%	73.7%
<b>Literacy</b>	69%	67.4%	55.3%
<b>Mathematics</b>	73%	71.4%	63.9%
<b>Understanding the world</b>	76%	76.7%	65.7%
<b>Expressive arts and design</b>	80%	81.9%	72.1%
<b>Prime Learning goals</b>	74%	72.3%	62.2%
<b>Specific learning goals</b>	66%	64.9%	51.4%
<b>All learning goals</b>	65%	64.4%	50.4%

Compared with emerging figures at the same time in 2019, outcomes in the prime learning goals, specific learning goals and overall have all declined.

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.

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

12.7% point more children achieve the expected level of development in Communication and Language compared to Literacy.

The provisional outcomes for each individual ELG are outlined below:

	<b>Manchester</b>	
	<b>Emerging</b>	<b>Expected</b>
<b>Listening, attention and understanding</b>	28.6%	71.4%
<b>Speaking</b>	28.5%	71.5%
<b>Gross motor skills</b>	13.1%	86.9%
<b>Fine motor skills</b>	22.6%	77.4%
<b>Self-regulation</b>	23.3%	76.7%
<b>Managing self</b>	20.7%	79.3%
<b>Building relationships</b>	18.8%	81.2%
<b>Word reading</b>	37.8%	62.2%
<b>Writing</b>	43.0%	57.0%
<b>Comprehension</b>	31.0%	69.0%
<b>Numbers</b>	34.0%	66.0%
<b>Numerical patterns</b>	34.9%	65.1%
<b>Past and present</b>	31.6%	68.4%



<b>People, culture and communities</b>	31.7%	68.3%
<b>The Natural World</b>	27.6%	72.4%
<b>Creating with materials</b>	23.2%	76.8%
<b>Being imaginative</b>	24.4%	75.6%

Early Years children have achieved well in gross motor skills, fine motor skills and building relationships. 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

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

The percentage of Year 1 pupils in Manchester, working at or above the expected standard in phonics, decreased by 10.7% in 2022. Early indications show that the national average has also decreased. This gap between Manchester and national is 6.6%.

Score	Year 1 Phonics								
	2018			2019			2022		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
<b>32+</b>	80%	82%	-2%	79.1%	82%	-2.9%	68.4%	75%	-6.6%
<b>0-31</b>	18%	16%	2%	18.9%	16%	2.9%			
<b>A/D</b>	2%	2%	0%	1.9%	2%	+0.1%			

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

Initial analysis of year 1 Phonics reveals a link between reduced attainment and EAL. This could be due to pupils spending longer periods speaking languages other than English (which the assessment is solely based on) at home during lockdowns.

### 4.0 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 greater depth 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 Percentage of pupils achieving the expected standard

The table below shows that in 2022 the percentage of pupils achieving at least the expected standard has declined across each subject area. Provisional data indicates that writing and science have seen the greatest decreases when compared with 2019 data (-17% points and -14% points respectively).

The difference between outcomes in Manchester and those nationally is now between 8% and 9% points for reading, writing and maths. In contrast to 2019 data, science has seen the greatest gap (13% points) between Manchester and national outcomes.

	% achieving expected standard								
	2018			2019			2022		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
<b>Reading</b>	71%	75%	-4%	71%	75%	-4%	59%	67%	-8%
<b>Writing</b>	67%	70%	-3%	66%	69%	-3%	49%	58%	-9%
<b>Maths</b>	74%	76%	-2%	72%	76%	-4%	60%	68%	-8%
<b>Science</b>	78%	83%	-5%	78%	82%	-4%	64%	77%	-13%

#### 4.2 Percentage of pupils achieving greater depth (was known as 'higher standard')

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

Reading and Writing declined by circa eight percentage points and Maths declined by 7.7% points.

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								
	2018			2019			2022		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
<b>Reading</b>	22%	26%	-4%	21%	25%	-4%	12.9%	18.0%	-5.1%
<b>Writing</b>	14%	16%	-2%	12%	15%	-3%	3.8%	8.0%	-4.2%

<b>Maths</b>	20%	22%	-2%	19%	22%	-3%	11.3%	15.1%	-3.8%
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## 5.0 **Key Stage Two (KS2) Provisional Results**

### 5.1 **Context**

*These results are provisional and have not 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.

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**

The table below shows the provisional outcomes for pupils in 2018, 2019 and 2022. It also shows the actual outcomes for 2018 and 2019. For Manchester, the 2018 and 2019 outcomes improved in every subject from provisional to final. Considering this trend, we may see 2022 outcomes improve when we report the validated results in March 2023.

Provisionally, 51.3% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 59% nationally.

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. Pupils achieving expected standard in reading has stayed broadly the same. The largest gaps are in Writing and Science where the gap to national is ten percentage points. The smallest gap is in Grammar, Punctuation and Spelling (GPS) with a gap of 4.8%.

			Provisional 2018	Final 2018	Difference Provisional 2018 - Final 2018	Provisional 2019	Final 2019	Difference Provisional 2019-Final 2019	Provisional 2022	Difference Provisional 2019-2022
<b>Manchester</b>	<b>Meeting Expected Standard</b>	<b>RWM</b>	60%	62%	+2%	60%	61.4%	+1.4%	51.3%	-8.7%
		<b>Reading</b>	70%	72%	+2%	68%	69.5%	+1.5%	69.4%	+1.4%
		<b>Writing TA</b>	73%	75%	+2%	73%	74.8%	+1.8%	59.2%	-14.2%
		<b>Maths</b>	73%	75%	+2%	76%	77.7%	+1.7%	66.7%	-9.3%
		<b>GPS</b>	76%	78%	+2%	77%	78.4%	+1.4%	69.2%	-7.8%
		<b>Science TA</b>	77%	79%	+2%	78%	79.5%	+1.5%	69.9%	-8.1%
	<b>Average Scaled Score</b>	<b>Reading</b>	104	105	+1	103	103.3	+0.3	103.6	+0.6
		<b>GPS</b>	106	107	+1	106	106.6	+0.6	104.7	-1.3
		<b>Maths</b>	104	104	0	105	104.7	-0.3	102.9	-2.1
<b>National</b>	<b>Meeting Expected Standard</b>	<b>RWM</b>	64%	64%	0	65%	65%	0	59%	-6%
		<b>Reading</b>	75%	75%	0	73%	73%	0	76%	+3%
		<b>Writing TA</b>	78%	78%	0	78%	78%	0	70%	-8%
		<b>Maths</b>	76%	76%	0	79%	79%	0	73%	-6%
		<b>GPS</b>	78%	78%	0	78%	78%	0	74%	-4%
		<b>Science TA</b>	82%	82%	0	83%	83%	0	80%	-3%
	<b>Average Scaled Score</b>	<b>Reading</b>	105	105	0	104	104	0	105	+1
		<b>GPS</b>	106	106	0	106	106	0	105	-1
		<b>Maths</b>	104	104	0	105	105	0	104	-1

### 5.3 Percentage of pupils achieving greater depth

The table below shows the provisional outcomes for pupils in 2018, 2019 and 2022. It also shows the actual outcomes for 2018 and 2019.

Provisionally, 3.9% of Manchester pupils achieved greater depth in reading, writing and maths combined. This is five percentage points below 2019 and is 3.1% below provisional figures nationally.

There has been a 2.5% increase for pupils achieving greater depth in Reading, which is greater than 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 significant book gifting from Read Manchester (80,000 books gifted between September 2021 to August 2022) and also the commitment of Manchester schools to continue to encourage reading for pleasure (17,000 children joined the Summer Reading Challenge in 2021) throughout the pandemic not only to promote progress but also to support pupils' wellbeing.

			Provisional 2018	Final 2018	Difference Provisional 2018-Final 2018	Provisional 2019	Final 2019	Difference Provisional 2019-Final 2019	Provisional 2022	Difference Provisional 2019-2022
<b>Manchester</b>	<b>Achieving Greater Depth</b>	<b>RWM</b>	9%	9%	0	9%	8.9%	-0.1%	3.9%	-5.1%
		<b>Reading</b>	25%	26%	+1%	23%	23.7%	+0.7%	25.5%	+2.5%
		<b>Writing TA</b>	16%	16%	0	16%	16.1%	+0.1%	5.9%	-10.2%
		<b>Maths</b>	22%	23%	+1%	25%	25.2%	+0.2%	20.4%	-4.8%
		<b>GPS</b>	36%	37%	+1%	37%	37.8%	+0.8%	27.9%	-9.1%
<b>National</b>	<b>Achieving Greater Depth</b>	<b>RWM</b>	10%	10%	0	11%	11%	0	7%	-4%
		<b>Reading</b>	28%	28%	0	27%	27%	0	28%	+1%
		<b>Writing TA</b>	20%	20%	0	20%	20%	0	13%	-7%
		<b>Maths</b>	24%	24%	0	27%	27%	0	22%	-5%
		<b>GPS</b>	34%	34%	0	36%	36%	0	28%	-8%

#### 5.4 Primary Outcomes Analysis – Key Points

Without doubt, the pandemic has severely impacted on our primary outcomes in 2022. 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.

Reading is the subject least impacted by the pandemic, with attainment decreasing the least (and even increasing for some groups at KS2) between 2019 and 2022. 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. At KS2, those with low and medium prior attainment meeting the expected standard in Reading has actually increased by 11% between 2019 and 2022.

Throughout the pandemic, we conducted quality assurance of schools' remote learning offer, shared good practice in remote learning via webinars and distributed additional devices including mobile data for schools to provide to disadvantaged pupils. Despite this, issues were still raised by schools and families around a lack of space for children to work at home, access to the internet and the IT skills of families.

Our 2022 primary outcomes demonstrate the value our primary school system, specifically our highly skilled workforce in schools, add to pupils' outcomes. Even with access to remote learning, the gap between outcomes for Manchester and national has increased because children were not consistently able to attend school. The impact of the pandemic on outcomes for our youngest children in particular will present a real issue for the City going forward unless this gap in outcomes is appropriately and deliberately addressed and resourced. Already for example we are seeing an increase in requests for Education, Health and Care plans for children in this cohort due to their significantly delayed development.

## **6.0 Key Stage 4 GCSE**

*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.*

### **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. 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.

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.

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.

In 2019 Ebacc was reported as an average point score for the first year.

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.

This is the first summer exam series since 2019. 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'.

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. They expected results overall to be higher than in 2019, but not as high as in 2020.

Grade boundaries in 2022 were set in a way that was as fair as possible for all students, across all subjects and exam boards.

Arrangements were put in place for summer 2022 to support students and make exams fairer for them. The government introduced a choice of topics or content in some GCSE exams and exam boards gave advance information about the focus of the content of exams, designed to provide guidance for revision for students ahead of summer exams, and study aids will be allowed in some exams.

Overall provisional National GCSE results are higher than in 2019.

## 6.2 Provisional Headlines

### Headline Results

In 2022, the provisional headline measure of Attainment 8 in Manchester is 46.3 compared to 43.3 in 2019. 9-5 in English and Maths has increased by 10.5% and 9-4 English and Maths has increased by 7.8%. We do not currently have a Progress 8 calculation, percentage entering or achieving the English Baccalaureate for Manchester or any national data for comparison.

		Gap to National						
		2017	2018	2019	2022	2016-17	2017-18	2018-19
<b>Manchester</b>	Attainment 8	43.4	43.2	43.3	46.3	-1.2	-1.3	-1.4
	Progress 8	-0.05	-0.13	-0.11		-0.05	-0.13	-0.11
	9-5 in English & Maths	34.9%	35.6%	35.5%	46%	- 4.7%	- 4.6%	- 4.6%
	9-4 in English & Maths	54.3%	55.5%	56.2%	64%	- 4.8%	- 3.9%	- 3.6%
	% entered English Bacc	32.9%	33.5%	40.4%		- 2.1%	- 1.7%	3.8%
	English Bacc APS		3.69	3.79	4.3		-0.16	-0.08
	% achieved English Bacc (9-5)	16.7%	12.7%	15.1%		- 3.0%	- 2.7%	- 0.7%
	% achieved English Bacc (9-4)	19.6%	19.8%	23.2%		- 2.3%	- 2.4%	0.3%
<b>England</b>	Attainment 8	44.6	44.5	44.7				
	9-5 in English & Maths	39.6%	40.2%	40.1%				
	9-4 in English & Maths	59.1%	59.4%	59.8%				
	% entered English Bacc	35.0%	35.2%	36.6%				
	English Bacc APS		3.85	3.87				
	% achieved English Bacc (9-5)	19.7%	15.4%	15.8%				

% achieved English Bacc (9-4)	21.9%	22.2%	22.9%				
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## 7.0 Key Stage 5 A Level

### 7.1 Context

As with GCSE, this is the first summer exam series for A Levels since 2019. 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. They expected results overall to be higher than in 2019, but not as high as in 2020.

Arrangements were put in place for summer 2022 to support students and make exams fairer for them, in the same way as GCSEs.

Overall National A Level results were higher than in 2019.

### 7.2 Provisional Headlines

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

	Manchester 2018	Manchester 2019	Manchester 2022	National 2018	National 2019	National 2022
A*/A	22.2%	22.9%	34.5%	26.4%	25.8%	35.9%
Grade C and above	75.3%	74.3%	83.7%	77.0%	75.7%	82.1%

The percentage of students achieving grade A\*- A is 34.5%; an increase of 11.6% compared to 2019 data.

The percentage of students achieving A\*-C has increased between 2019 and 2022 with 83.7% achieving these grades. This is 1.6% above national.

## 8.0 Conclusion

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.

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 potentially led to increased outcomes at Key Stage 4 and 5. These adjustments will not be in place for the 2023 cohort and nationally it is expected that results in 2023



will be closer to 2019, nationally.

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.

As part of our Covid education recovery, the Local Authority have worked with Manchester Research School to broker and deliver the 'Making the Difference for Disadvantaged Learners' training programme which seeks to explore practical, evidence-informed approach for closing the poverty-related attainment gap. So far, this has been accessed by in excess of 60 Manchester schools across all phases.

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 March 2022 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.
- Work in partnership with the Manchester School Improvement Partnership to focus on Writing outcomes at all Key Stages.
- Continue to increase access to Early Years Services to limit the impact of the pandemic on future cohorts of children.
- Develop a programme to address low GLD outcomes in schools located in our wards with the highest levels of deprivation. The programme will address language acquisition and low literacy outcomes in particular but will also support family learning.
- Work with GMCA to roll out Think Equal programme to our reception classes.
- Continue to promote importance of reading with children and parents through the Read Manchester campaign, through the Manchester 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.