

Manchester City Council Report for Information

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

Subject: Attainment Headline outcomes 2023 (provisional)

Report of: Director of Education

Summary

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

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

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

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

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

Recommendations

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

Wards Affected: All

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

Equality Duty and broader equality commitments	
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Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Improving educational outcomes will contribute to Manchester's young people becoming happy, safe and highly skilled and have increased life chances. Improved educational outcomes will enable Manchester's young people to contribute to the economic growth and take advantage of the job opportunities created.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Improving educational outcomes amongst the Manchester school population is essential for young people to gain qualifications and contribute to Manchester's economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Analysis of attainment allows for identification of priorities with the aim of improving attainment outcomes for all children and particularly children eligible for Free School meals, disadvantaged children, children with SEND. Improving attainment outcomes will ensure all young people have the best possible opportunity to succeed.
A liveable and low carbon city: a destination of choice to live, visit, work	An improving school system will make Manchester an attractive place to live and work.
A connected city: world class infrastructure and connectivity to drive growth	An improving education system contributes to generating future growth by a highly skilled workforce and young people committed to reducing the carbon footprint.

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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, November 2022)

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

1.0 Introduction

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

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

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

Headlines

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

Early Years Foundation Stage (EYFS):

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

Year 1 Phonics Test:

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

Key Stage 1:

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

Key Stage 2:

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

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

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

Key Stage 4:

- 1.2.9 All GCSEs now provide a 1-9 grade rather than a letter grade. In 2023, there has been a return to pre-pandemic grading nationally, however, in maths, physics, and combined science exams, students were given formulae and equation sheets, so there were fewer things to memorise for the exams. In GCSE modern foreign languages, the exams did not have to test unfamiliar vocabulary.

- 1.2.10 There has been an improvement in the percentage of Manchester children achieving English and Maths at both grade 4+ and grade 5+. 61% of pupils gained a grade 4+ in English and Maths GCSE in Manchester and 46% of pupils gained a grade 5+ in English and Maths GCSE in Manchester.

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

Key Stage 5:

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

2.0 Early Years Foundation Stage (EYFS)

2.1 Context

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

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

and the 4 **specific** areas of:

- literacy

- mathematics
- understanding the world
- expressive arts and design

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

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

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

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

2.2 EYFS Outcomes:

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

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

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

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

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

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

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

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

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

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

3.0 **Key Stage One Phonics Test: Year 1**

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

3.1 **Outcome Summary**

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

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

3.1.2 A breakdown of national results that are below 32 and where pupils were absent/disapplied in 2023 is not yet available.

3.1.3 Initial analysis of year 1 Phonics reveals a reversal of the 2022 observation in which reduced attainment was associated with having ‘English as an Additional Language (EAL): pupils in this cohort appear to have closed the gap with pupils for whom English is the first language.

4.0 Key Stage One Outcomes

Context:

4.0.1 Since 2016, pupils have no longer been assessed using levels. Outcomes are measured by those children achieving the expected standard or achieving the higher standard. Outcomes reflect the primary curriculum, which was introduced in 2014 and has set higher standards in England.

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

4.0.3 *The DfE had not released the provisional national figures at the time of writing this report. Any comparative national figures used in this section are based on emerging figures available on the data collection website. These comparisons have been used to give an early indication of Manchester’s position.*

4.1 Percentage of pupils achieving the expected standard

4.1.1 The table below shows that in 2023 the percentage of pupils achieving at least the expected standard has increased across each subject area compared with 2022. Provisional data indicates that maths and science have seen the greatest increases when compared with 2022 data (4.3% points and 5.4% points respectively).

4.1.2 The difference between outcomes in Manchester and those nationally is now between 6.3% and 8.1% points for reading, writing and maths. Continuing the trend from 2022 science sees the greatest gap (9.4% points) between

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

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

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

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

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

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

5.0 Key Stage Two (KS2) Provisional Results

5.1 Context

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

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

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

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

5.2 Percentage of pupils achieving the expected standard

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

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

5.3 Percentage of pupils achieving greater depth

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

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

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

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

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

5.4 Primary Outcomes Analysis – Key Points

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

6.0 Key Stage 4 GCSE

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

6.1 Context

- 6.1.1 In recent years there have been significant changes to Key Stage 4 performance measures which have had significant impact on GCSE results nationally. In 2016, there was a move away from the headline measure of 5+ A* - C including English and Maths to new secondary accountability measures of Attainment 8 and Progress 8.

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

6.2 Provisional Headlines

6.2.1 Headline Results

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

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

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

7.0 Stage 5 A Level

7.1 Context

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

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

7.2 Provisional Headlines

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

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

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

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

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

8.0 Conclusions

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

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

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

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

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

8.5 The LA will continue to fund a Quality Assurance visit and report for each school in the city in the autumn term and further intervention and support will be planned for the year.

8.6 A more detailed analysis of outcomes by pupil groups will be presented in March 2023 following the publication of all validated data.

9.0 Next Steps

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