

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

**Report to:** Children and Young People Scrutiny Committee – 5 March 2019

**Subject:** Attainment and Progress 2018

**Report of:** Director of Education

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### **Summary**

This report provides the Committee with an analysis of the 2018 outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4. The report also includes summary of performance according to groups by ethnicity.

### **Recommendations**

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

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**Wards Affected:** All

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### **Alignment to the Our Manchester Strategy Outcomes**

<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 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	An improving school system will make Manchester

destination of choice to live, visit, work	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 2018 outcome report, published February 2019.
- Provisional attainment and progress 2018 report, published October 2018.
- DFE performance tables
- Local Authority Interactive Tool tables.

## 1.0 Introduction

Schools and Manchester City Council remain committed to the development of a high quality education system for Manchester.

The overall Ofsted outcomes for Manchester in January 2019 indicate 87% of schools and 98% of early years settings are good or better. Both these are above national average and indicate an improving system. 92.1% of Manchester primary schools and 63% of secondary schools are judged by Ofsted to be good or outstanding. Particularly pleasing to report is the 10% improvement in the secondary sector which was previously judged to be 53% good or better in January 2018.

## 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.

## 1.2 Summary of Outcomes

Outcomes for key aspects of school achievement and progress have continued to improve in 2018 at EYFS, phonics and KS1. KS2 progress outcomes continue to be strong. At KS4 there has been a decline in progress outcomes but an improvement in the percentage of pupils achieving a standard pass in English and Maths. However, at KS5 there has been a decline in results.

## 2.0 Early Years Foundation Stage (EYFS)

2.1 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.

2.2 There has been sustained year on year improvement in EYFS, with a 3.3% improvement since 2016. Both in Manchester and nationally, EYFS GLD outcomes improved by one percentage point in 2018. Manchester's gap to national remains at 5%, therefore, diminishing the difference remains a priority for the city and is the impact measure of improving school readiness.

### **3.0 Year 1 Phonics Test**

- 3.1 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. This is the seventh year that the phonics check has been completed in schools. 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.
- 3.2 The percentage of pupils meeting at least the required standard in the phonics check in Y1, has improved in Manchester by 1.5 percentage points. The difference between national outcomes (82%) and those in Manchester (80%) is two percentage points. The sustained improvement in phonics is reflective of the embedded targeted approach whereby a number of schools have worked closely with a teaching school to improve outcomes.

### **4.0 Key Stage 1**

- 4.1 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.
- 4.2 The percentage of pupils in Manchester working at the expected standard at KS1 improved from 2017 to 2018 in all subjects. The percentage of pupils in Manchester working at the higher standard at KS1 improved from 2017 to 2018 in all subjects. All Manchester outcomes at KS1 are below the national outcomes.
- 4.3 The difference between outcomes in Manchester and those nationally has closed by at least one percentage point in reading, maths and science. The gap has remained the same in writing. The greatest difference continues to be in writing, science and reading. Bespoke school to school support 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.

### **5.0 Key Stage 2**

- 5.1 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, spelling, punctuation and grammar. 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.
- 5.2 62.2% of pupils in Manchester have met the expected standard in reading, writing and maths combined. This is 3% above the results for 2017 but widens

the gap with the national average of 64% to 1.8%. The percentage of pupils in Manchester achieving the expected standard are below national in all areas except GPS which is the same. Reading and Writing are below by 3% and Maths has fallen to 1% from no gap in 2017.

- 5.3 This year the KS2 results for a number of pupils have been annulled for Reading, Writing and Maths due to maladministration of the assessments; this is currently being investigated. The outcomes for Manchester increases to 63.8% (-0.2% below national) when these results, currently recorded as zero, are removed from the calculation. This demonstrates sustained improvements by Manchester primary schools at Key Stage 2.
- 5.4 There has also been improvements at the higher standard with 9% of Manchester pupils achieving the higher standard in reading, writing and maths combined; this is a 2 percentage point improvement on 2017. This narrows the gap with national average of 10% to 1%. There has also been an improvement in Manchester in all subjects individually except Maths which has remained the same.
- 5.5 The progress scores for Manchester continue to be positive in 2018 and Manchester's pupils have made more progress than those nationally with the same prior attainment. The 2018 cohort made more progress in Reading but less progress in Writing and Maths than the 2017 cohort. The differences between these cohorts however, are not significant.

## **6.0 Key Stage 4**

- 6.1 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 2018, the more challenging GCSEs in English Language, English Literature and Mathematics were examined for the second time and further reformed GCSEs were examined for the first time in 2018 using the 1-9 numerical grade, these include Science, Humanities and Languages which fall within the Ebacc group of qualifications.

The changes to the Key Stage 4 performance measures in 2018 mean that direct comparisons with results from previous years are not possible. The range of new more demanding GCSEs reporting for the first time in 2018 has increased. This introduces more variables which then impacts on the calculation of the overall measures. Furthermore, the Dfe, having listened to feedback, has refined the methodology for 2018 in order to reduce the disproportionate impact of extreme pupil-level progress scores only. There is now a limit as to how negative a pupil's progress score can be when calculating the school average.

- 6.2 Overall, in 2018, Manchester has slightly narrowed the gap with national in the percentage of pupils achieving English and Maths, at both grades 9-5 and 9-4, and the percentage of pupils who were entered for the English

Baccalaureate. In 2018, 35.6% of pupils in Manchester have achieved grade 9-5 in both English and Maths compared with 40.2% nationally which is an increase on 2017 outcomes with the gap between Manchester and national closing by 0.1 percentage point. 55.5% of Manchester pupils achieved grade 9-4 in both English and Maths compared with 59.4% nationally. This is a one percentage point increase on 2017 for Manchester while the national average remains unchanged. The gap has therefore narrowed by one percentage point. However, it is recognised that outcomes for English and Maths achievement do not compare favourably with statistical neighbours.

- 6.3 Outcomes for English are better than for Maths; 69.7% pupils achieved a grade 4 in English (either language or literature) compared to 70.5% nationally and 53.5% achieved a grade 5 compared to 56.7% nationally. This signifies a marked improvement and means that English results are in line with national. In Maths 60.2% achieved a grade 4 compared to 64.9% nationally and 40.7% achieved a grade 5 compared to 46.3% nationally.
- 6.4 Attainment 8 remains below national and the gap has widened by 0.1 in 2018 to 1.3. The headline measure of attainment 8 in Manchester was 43.2 in 2018 compared to a national average of 44.5. Attainment 8 does not compare well with statistical neighbours.
- 6.5 The progress 8 score for Manchester is now below national average and has declined since 2017 and 2016 when it was in line with national. The progress 8 score for Manchester is -0.13 and is statistically significantly lower than national. However, it continues to compare favourably with statistical neighbours and other GM authorities.
- 6.6 The percentage of pupils being entered for all components of the English Baccalaureate has increased both in Manchester and nationally, to 33.5% and 35.2% respectively. While there is still a smaller proportion of pupils in Manchester being entered for the English Baccalaureate than nationally, the gap has narrowed by 0.5 percentage points. In Manchester, the EBacc average points score is 3.69, compared with 3.85 nationally.
- 6.7 Improving outcomes at Key Stage 4 remains a key priority for the city. Although 2018 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.

## **7.0 Key Stage 5**

- 7.1 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 to continue further study either through A levels or studying vocational/ technical qualifications. When making comparisons it is important to remember that 2018 outcomes now have the new reformed A levels although it will take until 2020 before all A levels in the curriculum have been reformed so the reliability of direct comparisons

between years will continue to be lacking in validity (Maths is the final A level to change).

- 7.2 In 2018 A level average points scores (APS) outcomes / A level entry (academic) place Manchester 1/8 in terms of Core Cities outcomes and above the North West average and slightly below the England average for 2018. The APS in Manchester is at 31.81. This continues to be an area of strength for the city.

## **8.0 Outcomes by Groups**

- 8.1 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.

## **8.2 Disadvantaged children**

Manchester has continued to demonstrate sustained improvements for disadvantaged children in 2018. Outcomes for disadvantaged children and those eligible for Free School Meals were better than the same cohorts nationally at all key stages.

- 8.2.1 In particular, there were further improvements in outcomes for children eligible for Free School Meals (FSM) at Early Years Foundation Stage (EYFS). Both disadvantaged children and those eligible for FSM improved their performance at Year 1 phonics and across all subjects at the end of Key Stage 1 at the expected standard, and, additionally, in the higher standard for reading and maths. Outcomes improved again across all subjects at expected and higher standard by the end of Key Stage 2 and at Key Stage 4.
- 8.2.2 Although there remains a difference between disadvantaged and non disadvantaged outcomes, Manchester's disadvantaged children do better than the disadvantaged cohort nationally at every key stage.

## **8.3 English as an Additional Language (EAL)**

Overall, the progress of Manchester pupils with English as an Additional Language reflects positive improvements, although there has been a decline at Key Stage 1.

- 8.3.1 The Manchester EAL cohort has continued to improve in 2018, although it remains below the same cohort nationally for EYFS GLD, Year 1 phonics and KS2 outcomes. Outcomes declined at Key Stage 1 in all subjects, except reading at expected standard.

- 8.3.2 Outcomes improved in RWM (Reading Writing and Maths combined) and reading at expected standard at end of KS2 and improved at higher standard in all areas except for maths.
- 8.3.3 Outcomes at KS4 for Manchester EAL pupils continue to be better than Manchester non EAL pupils for all accountability measures. The progress 8 score of 0.44 is better than for other pupil groups.

#### **8.4 Special Educational Needs (SEND)**

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

- 8.4.1 Early Years Foundation Stage outcomes for pupils receiving SEN support declined slightly in 2018 with around 1% fewer pupils meeting the Good Level of Development (GLD) standard. This further widens the gap in attainment between pupils receiving SEN Support and those without SEN. There has been an increase in the percentage of pupils with an EHC plan achieving GLD. Phonics outcomes for children with SEND have improved and the gap to national has narrowed significantly for SEN support pupils to a 0.5% gap compared to a 5 % difference in 2017. At Key Stage 1, 2018 outcomes for children with SEND at SEN support and those with an EHCP improved in all subjects at the expected standard.
- 8.4.2 Children with SEND at the end of Key Stage 2 in 2018 have improved their outcomes in all subjects at the expected standard and in all subjects except maths as the higher standard. Manchester's pupils at SEN Support achieve better than national same cohorts in RWM, and maths and the same as national in reading and writing at the expected standard. Pupils with an EHC plan have substantially improved their outcomes at expected standard - now level with outcomes for a similar cohort nationally in Reading and Writing and only one percentage point behind national average for pupils with EHC plans in combined Reading, Writing and Maths. A higher percentage of children with EHCPs also achieved the higher standard in all subjects. Outcomes at KS2 improved for children with ASD, SEMH and MLD in all subjects.
- 8.4.3 At Key Stage 4 overall, the percentage of SEND pupils who achieved a grade 4 or above and a grade 5 in 2018 has increased slightly from 2017 outcomes. However KS4 outcomes for all SEN, 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 -0.84.

Improving the consistency of both identification and provision for children with special education needs remains a priority. As such, Manchester has employed a special school specialist to work across the Manchester schools to secure these improvements.



## **8.5 Ethnicity**

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

- 8.5.1 Manchester's White British cohort remain below national outcomes at every Key Stage. At EYFS, GLD outcomes for White British children decreased by 2% from 2017 with a 5% difference to national outcomes. In Phonics there was an improvement from 2017 but the difference to national remains 2%. At Key stage 1 outcomes for White British pupils were below national in each subject at the expected standard. At KS2 at the expected standard outcomes for white British pupils were at expected in Maths but below in Reading and Writing and 1.4% below at RWM; at the higher standard outcomes for this cohort were at national for Reading and slightly below for Maths and Writing. KS1-2 progress scores were positive compared to progress made nationally.

Key Stage 4 outcomes for Manchester White British pupils are below national outcomes for each accountability measure with a 6% 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

- 8.5.2 The two other ethnic groups with lower outcomes are the white and black Caribbean pupils and the Traveller/Roma group. The Caribbean pupils have made some progress in 2018 whilst the Traveller/Roma pupil performance is in decline. Both groups reflect national performance for these groups.
- 8.5.3 Data will be 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.

## **9.0 Conclusion**

The single family of Manchester schools is continuing to improve outcomes for pupils at all key stages and is contributing towards further developing our self-improving school system. The challenge remains to build on success whilst refining approaches to target specific pupil groups. Strategically, our shared City wide focus on reading for pleasure has provided significant impetus for further improvement.

The challenge remains to diminish the difference to national at all Key Stages and to decrease the variability in outcomes across the city. Support and intervention has been planned for schools based on these provisional outcomes, Ofsted outcomes and intelligence from the LA Quality Assurance (QA) reports and interventions. This support and intervention has been brokered through the Manchester School Improvement Partnership with representation from all the Manchester Teaching Schools and the National

Leaders in Education in the city.

## **10.0 Next steps**

- 10.1 Continue to work with schools through the Quality Assurance process to support improved outcomes across all stages and reduce variability between schools and identify those schools where specific action can be targeted through brokered school to school improvement to strategically influence school improvement and reduce the gaps to national averages.
- 10.2 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.
- 10.3 Continue to improve outcomes at Early Years Foundation Stage:
- Improve school readiness outcomes by targeting specific settings for additional support from a teaching school where appropriate and by continuing to commit to the Early Years Delivery Model
  - 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 5% difference to national outcomes.
- 10.4 Continue to develop reading across the city by:
- Promoting 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
  - Ensuring targeted school to school support is in place
  - Evaluating the Teach Manchester reading project designed to improve the teaching of reading in secondary schools and roll out the learning from this project to further schools over the coming months
  - Improve maths outcomes at Key Stage 4 by, in partnership with the teaching schools, 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.
- 10.5 Improve outcomes for pupils with SEND by:
- Embedding the use of the matching provision to need tool across the Early Years, to support accurate identification of SEN and appropriate early support and intervention.
  - Launching the inclusion strategy to improve consistency of inclusion across Manchester schools.

- Targeting support and challenge in identified schools following analysis of the performance of SEN support children and children with EHC plans with targeted.

10.6 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 and technical routes post 16. This includes the final year of the implementation of new A levels, initial considerations of the proposed new T level qualifications and providing sufficient, high quality places for the increasing cohort size currently working its way through the school system.

## **11.0 Summary**

Schools and Manchester City Council remain committed to sustained improvement at all Key Stages and for all pupils.

There have been improvements in the majority of accountability measures in 2018, however improving outcomes at GCSE for all Manchester children remains a key educational priority.