

Manchester City Council Report for Information

Report to: Children and Young People Scrutiny Committee – 15 January 2025

Subject: Attainment Headline outcomes 2024 (provisional)

Report of: Director of Education

Summary

The report provides the Committee with a summary of the 2024 outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 2, Key Stage 4 and Key Stage 5.

There have been improvements at Key stage 4 and 5 compared to 2023. Outcomes at the end of early years, and key stage 2 have broadly increased from 2023 but have not yet returned to pre-pandemic levels although the quality of education in our primary schools, remains strong. These results therefore continue to need to be considered against a backdrop of the pandemic which disproportionately impacted Manchester and outcomes for our children.

The improvements in Key Stage 4 and 5 in Manchester reflects an improving school and post-16 system in Manchester.

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	

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, November 2023)

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

1.0 Introduction

- 1.1 2024 is the third 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.
- 1.2 Schools and the Council are committed to developing and sustaining a high-quality education system for Manchester. The overall attainment outcomes for Manchester in 2024 indicate improvements in Key Stage 4 and 5 which reflects an improving school system.
- 1.3 All results continue to need to be considered against a backdrop of the pandemic which 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.
- 1.4 In September 2024, 89.6% of Manchester primary schools were judged to be Good or better with 91.1% of primary aged pupils in Manchester attending a good or better school. 80.6% of Manchester secondary schools were judged to be good or better compared to 74.9% of schools in the North West. 84.3% of secondary aged pupils in Manchester attend a good or better school. Since September, OFSTED has removed the single word grading of a school and schools are now given 4 grades linked to the headings: Leadership and Management; Quality of Education; Personal Development and Behaviour and Attitudes (additional grades are given for Sixth Form for secondary schools with this provision and Early Years for primary schools with nursery provision).
- 1.5 In the academic year 2023/24, 66 Manchester schools were inspected. Of these inspections, 41 schools maintained their previous grades, 10 schools improved their previous grade and 15 schools had a decline in grade (8 of these were previously outstanding). The main areas for improvement in inspections relate to the curriculum, particularly in the primary sector.
- 1.6 This report presents the headline outcomes based on provisional performance data for 2024. Based on previous years' performance we would anticipate a positive change to our Key Stage 2 results, and slight changes to our Key Stage 4 and 5 results. Final and validated data is expected between December 2024 and February 2025 for each Key Stage.
- 1.7 Key Stage 1 assessments are no longer statutory: whilst schools may choose to sit the assessments, there is no requirement to formally submit results to the Local Authority, and no data are submitted to the Department for Education. KS1 outcomes are therefore not included in this provisional outcomes report.
- 1.8 National comparative data for EYFS and Phonics are based on emerging figures which have not been released by the DfE yet. They are therefore subject to change.

1.9 A further report will be presented 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.

2.0 **Headlines**

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

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

EYFS achievement continues to be impacted by the Coronavirus pandemic. The children at the end of EYFS in summer 2024 were born between 1st September 2018 and 31st August 2019 and therefore were under 2 when the pandemic started. Early indicators suggest that dedicated interventions are improving EYFS achievement. Achievement in GLD in Manchester has risen by 1.1% points against a national increase of 0.2% points. Therefore, the gap between Manchester and national has now decreased to 8.1% points.

2.2 **Year 1 Phonics Test:**

The percentage of pupils meeting at least the required standard in the phonics check in Y1 has remained consistent with 2023 data. The difference between national outcomes (80%) and those in Manchester (74%) is 6.0%, increased from a 5% difference in 2023.

2.3 **Key Stage 2:**

2.3.1 Provisionally, 54% of pupils in Manchester have met the expected standard in reading, writing and maths combined, compared with 60% nationally.

2.3.2 Provisionally, 4% of Manchester pupils achieved the higher standard in reading, writing and maths combined, compared to 8% nationally.

2.3.3 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 consider 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. We expect to have validated Key Stage 2 data in December 2024 with these updated outcomes.

2.4 Key Stage 4:

- 2.4.1 In 2024 Manchester provisional Progress 8 is +0.07, which is higher than National Progress 8, considerably higher than the North-West Progress 8, and the highest Progress 8 figure for Manchester since the figure was reported.
- 2.4.2 There has been an improvement in the percentage of Manchester children achieving English and Maths at and grade 5+ with 41.8% compared to 41.3% in 2023. 60.9% of pupils gained a grade 4+ in English and Maths GCSE in Manchester which is a slight decline from 2023.
- 2.4.3 For the second year, we collected the % of GCSE entries achieved at Grade 4 and above and at Grade 7 and above on results day. 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.
- 2.4.4 Based on previous years' data, slight changes are seen between provisional and validated Key Stage 4 data releases: 2022/23 saw a slight increase compared with provisional to validated Attainment 8 scores.

2.5 Key Stage 5:

- 2.5.1 In 2024 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. There has also been a larger than national increase in the percentage of students attaining the highest grades (A*/A).
- 2.5.2 T level data provided by Manchester College shows that the College has a higher retention rate on T level courses than seen nationally and a 100% pass rate with 78% achieving a higher grade both of which are above national.
- 2.5.3 There may be slight changes to validated Key Stage 5 results and national comparators when data are released by the Department for Education (DfE) in February.

3.0 Early Years Foundation Stage (EYFS)

- 3.1 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.
- 3.2 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 learning. Each area of learning is made up of two or three Early Learning Goals (ELGs). These are set out in the table below:

7 areas of learning (prime in bold)	Early Learning Goal (ELG)
Communication and language	Listening, attention and understanding, Speaking
Physical development	Gross motor skills, Fine motor skills
Personal, social and emotional development	Self-regulation; Managing self; Building relationship
Literacy	Word reading; Writing; Comprehension
Mathematics	Number; Numerical Patterns
Understanding the world	Past and present; People, culture and communities; The natural world
Expressive arts and design	Creating with materials; Being imaginative

3.3 In the 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.

3.4 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.

3.5 **EYFS Outcomes:**

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

3.6

	% GLD								
	2022			2023			2024		
	LA	Nat.	Diff	LA	Nat.	Diff	LA	Nat.	Diff
All	53%	65%	-12%	58.5%	67.5%	-8.7%	59.6%	67.7%	-8.1%

3.7 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 and the gap to national increased to 12%.

3.8 In response to 2022 data there was a concerted focus during the 2022/23 and 2023/24 academic years on the Early Years to address gaps in learning and development and a range of support offers were devised and implemented. Part of Manchester's support offer has been delivered through 'Making Manchester Fairer' – the city-wide action plan to address inequalities and has focused on developing the skills of early years practitioners to address speech, language and communication needs and social, emotional and mental health needs.

- 3.9 In 2023 Manchester's gap to national decreased to 8.7% points. In 2024 this gap decreased to 8.1%.
- 3.10 Early indications suggest we are improving outcomes for some of our most vulnerable young people compared with national and regional averages: 53.6% of children in receipt of 'disadvantaged' achieved GLD (national – 52%, regional – 48.8%) and 52.6% of children eligible for 'free school meals' achieved GLD compared to 52.2% last year (national – 51.5%, regional 48.9%). Whilst Manchester outcomes continue to improve, regional outcomes have seen a decline.
- 3.11 The outcomes for the 7 areas of learning are outlined below:

2022	2023	2024			
			68.0%	69.7%	70.5%
Communication and Language					
Physical Development			75.7%	77.8%	77.8%
Personal, social & emotional development			73.7%	76.0%	75.7%
Literacy			55.3%	60.2%	61.3%
Mathematics			63.9%	67.5%	68.7%
Understanding the world			65.7%	68.1%	69.5%
Expressive arts and design			72.1%	73.6%	75.4%
Prime Learning goals			62.2%	65.5%	65.9%
Specific learning goals			51.4%	56.4%	58.0%
All learning goals			50.4%	58.5%	57.2%

- 3.12 Compared with emerging figures at the same time in 2023, outcomes in the prime learning goals have all increased.
- 3.13 Across the 7 broad areas of learning, the greatest increase between 2022 and 2024 is in Literacy: 61.3% of children achieved 'expected' in 2024 compared with 55.30% in 2022, an increase of 6.0 % points. 5 of the 7 broad areas of learning have seen increases in achievement compared with 2023: there has been a slight decrease in the percentage of children achieving in Personal, social and emotional development, and there was no change in Physical Development.
- 3.14 Overall, more children continue to achieve the expected level in the prime learning goals than the specific learning goals.
- 3.15 We continue to see a differing in the percentage of children who achieve the expected level of development in Communication and Language compared with Literacy.
- 3.16 The provisional outcomes for each individual ELGs in 2024 are outlined below:

	Manchester	
	Emerging	Expected
Listening, attention and understanding	26.7%	73.3%
Speaking	25.6%	74.4%
Gross motor skills	11.9%	88.1%
Fine motor skills	21.3%	78.7%
Self-regulation	22.0%	78.0%
Managing self	18.8%	81.2%
Building relationships	18.2%	81.8%
Word reading	31.6%	68.4%
Writing	36.7%	63.3%
Comprehension	29.0%	71.0%
Numbers	29.6%	70.4%
Numerical patterns	29.8%	70.2%
Past and present	28.0%	72.0%
People, culture and communities	28.6%	71.4%
The Natural World	24.4%	75.6%
Creating with materials	21.2%	78.8%
Being imaginative	22.1%	77.9%

3.17 Early Years children have achieved well in gross motor skills, building relationships managing self and creating with materials. The lowest outcomes continue to be 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. However, these early learning goals have experienced the greatest increase between 2023 and 2024. We also see the trend of writing being an issue which is replicated which is also across KS1 and KS2.

4.0 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. These data are provisional from NCER (National Consortium for Examination Results). Official provisional national figures were not available at the time of writing this report.

4.1 Outcomes Summary

A breakdown of national results that are below 32 and where pupils were absent/ disappled in 2024 is not yet available.

Score	Year 1 Phonics								
	2022			2023			2024		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
32+	68%	75%	-7%	74%	79%	-5%	74%	80%	-6%
0-31	28%	22%	-6%	23%	18%	-5%	22%	17%	-5%
A/D	3%	2%	-1%	3%	2%	-1%	3%	3%	0%

- 4.2 Initial analysis of Year 1 Phonics reveals that disadvantaged pupils in Manchester outperform disadvantaged pupils nationally with 68.4% (compared to 68.3% in 2023) of disadvantaged pupils meeting standard in Year 1 phonics compared to 68% nationally.

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 The outcome measure for KS2 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 unvalidated data set 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 have 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 2022, 2023 and 2024. For Manchester, the 2018, 2019 2022 and 2023 outcomes improved in every subject from provisional to final. Considering this trend, we may see 2024 outcomes continue to improve when we report the validated results in March 2025.
- 5.2.2 Provisionally, 54% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 60% 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 twelve percentage points and six percentage points respectively. The smallest gap is in Grammar, Punctuation and Spelling (GPS) with a gap of 2%.

5.3

		Provisional 2022	Final 2022	Difference Provisional 2022-Final 2022	Provisional 2023	Final 2023	Difference Provisional 2023-Final 2023	Provisional 2024	Difference Provisional 2023-2024	
Manchester	Meeting Expected Standard	RWM	51.30%	52%	0.7%	51%	54%	3%	54%	3%
		Reading	69.40%	71%	1.6%	68%	69%	1%	68%	0%
		Writing TA	59.20%	60%	0.8%	61%	64%	3%	64%	3%
		Maths	66.70%	68%	1.3%	69%	70%	1%	69%	0%
		GPS	69.20%	71%	1.8%	69%	71%	1%	70%	1%
		Science TA	69.90%	71%	1.1%	72%	75%	3%	75%	3%
	Average Scaled Score	Reading	103.6	104	0.40	104.00	104.00	0.00	104.00	0.00
		GPS	104.7	104.8	0.10	104.00	105.00	0.00	105.00	0.00
		Maths	102.9	103.2	0.30	104.00	104.00	0.00	103.00	1.00
	National	Meeting Expected Standard	RWM	59%	59%	0.0%	59%	60%	1%	60%
Reading			76%	75%	-1.0%	73%	73%	0%	74%	1%
Writing TA			70%	69%	-1.0%	71%	72%	1%	72%	1%
Maths			73%	73%	0.0%	73%	73%	0%	73%	0%
GPS			74%	73%	-1.0%	72%	73%	1%	72%	0%
Science TA			80%	79%	-1.0%	80%	81%	1%	81%	1%
Average Scaled Score		Reading	105	104	-1.00	105.00	105.00	0.00	105.00	0.00
		GPS	105	105	0.00	105.00	105.00	0.00	105.00	0.00
		Maths	104	105	1.00	104.00	104.00	0.00	104.00	0.00

5.4 Percentage of pupils achieving greater depth

5.4.1 The table below shows the provisional outcomes for pupils in 2022, 2023 and 2024. It also shows the actual outcomes for 2022 and 2023.

5.4.2 Provisionally, 4% of Manchester pupils achieved greater depth in reading, writing and maths combined. This is the same as 2023 and is 4% below provisional figures nationally.

5.4.3 There has been a 1.1% increase for pupils achieving greater depth in Grammar, Punctuation and Spelling which is 1ppt less than the national increase of 2%. If we also consider the broadly static percentage of pupils achieving expected standard in Reading, this reflects the positive impact of Read Manchester (118,473 books and 2,677 magazines were donated to schools, community groups and food banks across the year) and also the commitment of Manchester schools to continue to encourage reading for pleasure (17,931 library books read by 5,605 pupils during Summer Reading Challenge 2024) to promote progress but also to support pupils' wellbeing.

5.5

		Provisional 2022	Final 2022	Difference Provisional 2022-Final 2022	Provisional 2023	Final 2023	Difference Provisional 2023-Final 2023	Provisional 2024	Difference Provisional 2023-2024	
Manchester	Achieving Greater Depth	RWM	3.9%	4%	0.1%	4%	4%	0%	4%	0%
		Reading	25.5%	26%	0.5%	24%	24%	0%	24%	0%
		Writing TA	5.9%	6%	0.1%	7%	7%	0%	7%	0%
		Maths	20.4%	21%	0.6%	21%	26%	5%	26%	5%
		GPS	27.9%	29%	1.1%	29%	30%	1%	31%	2%
National	Achieving Greater Depth	RWM	7%	7%	0%	8%	8%	0%	8%	0%
		Reading	28%	28%	0%	29%	29%	0%	28%	-1%
		Writing TA	13%	13%	0%	13%	13%	0%	13%	0%
		Maths	22%	23%	1.0%	24%	24%	0%	24%	0%
		GPS	28%	28%	0%	30%	30%	0%	32%	2%

6.0 Primary Outcomes Analysis – Key Points

- 6.1 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. The cohort completing end of year tests in 2024 would have been year 2 during the pandemic. 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.
- 6.2 Reading is the subject which consistently is showing the least impact from the pandemic. 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.
- 6.3 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. This process includes brokering support from schools where the curriculum and outcomes are strong, to work with schools where the outcomes are not as good.
- 6.4 As a result of the 2022 Early Years Outcomes, we have invested a significant amount of resource into schools with the lowest Early Years outcomes and in our most deprived wards via Making Manchester Fairer. This resource has enabled schools to appropriately address the gap in outcomes for these children compared to other areas of the city.

7.0 Key Stage 4 GCSE

Context

- 7.1 Since 2019, 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 and is a pass whilst a grade 5 at GCSE is considered to be a strong pass.
- 7.1.1 Attainment 8 and Progress 8 scores are based on pupils' results across eight subjects with a double weighting for English and Mathematics. 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.
- 7.1.2 Attainment 8 provides a point score for the school that is essentially the student average point score across eight subjects.
- 7.1.3 In 2019 Ebacc was reported as an average point score for the first year. The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.
- 7.1.4 The EBacc is:
- English language and literature
 - maths
 - the sciences
 - geography or history
 - a language
- 7.1.5 Secondary schools are measured on the number of pupils that take GCSEs in these core subjects. Schools are also measured on how well their pupils do in these subjects.
- 7.1.6 Pupils' attainment is calculated as an average point score, meaning that all results at all grades count towards the EBacc. The EBacc is a performance measure for schools, not a qualification for pupils. Pupils' individual average point scores are not published. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.
- 7.1.7 This is the third summer exam series since 2019 and the second 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.
- 7.1.8 In 2023, there was a return to pre-pandemic grading nationally, however, in maths, physics, and combined science exams, students continue to be given

formulae and equation sheets, so there were fewer things to memorise for the exams.

7.2 Provisional Headlines

Headline Results

- 7.2.1 In 2024, the headline measure of Attainment 8 in Manchester is 44.5 compared to 44.8 in 2023. Whilst this is slightly below 2023, this is still above 2019 data. The number of pupils achieving a grade 9-5 (good pass) in English and Maths has increased compared with 2023, but increased in comparison with 2019 (6.3% increase in 9-5 in English and Maths).
- 7.2.2 For the second 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.
- 7.2.3 Progress 8 is +0.07, which is higher than National Progress 8 figure in 2024 (-0.03) and the highest Progress 8 figure for Manchester since the figure was reported. Manchester Progress 8 is also significantly above the North West figure of -0.17 meaning every child in Manchester is achieving significantly more progress than other pupils in the region.

7.3

						Gap to National		
		2019	2022	2023	2024	2022	2023	2024
Manchester	Attainment 8	43.3	46.4	44.8	44.5	-0.60	0.20	-1.40
	Progress 8	-0.11	0.00	-0.02	0.07	0.03	0.01	0.10
	9-5 in English & Maths	35.5%	46.0%	41.3%	41.8%	-0.5%	-0.9%	-4.1%
	9-4 in English & Maths	56.2%	63.9%	61.4%	60.9%	-0.2%	0.9%	-4.1%
	% entered English Bacc	40.4%	38.1%	45.0%	46.9%	2.3%	8.8%	6.5%
	English Bacc APS	3.79	4.08	3.95	4.00	-0.01	0.07	-0.07
	% achieved English Bacc (9-5)	15.1%	17.6%	16.7%	18.1%	-1.2%	1.0%	0.1%
	% achieved English Bacc (9-4)	23.2%	24.0%	25.1%	27.2%	-2.9%	0.8%	2.0%
	% GCSE grades achieved at grade 4 and above			69%	68%			
	% GCSE grades achieved at grade 4 and above			23%	21%			
England	Attainment 8	44.7	47.0	44.6	45.9			
	Progress 8	-0.03	-0.03	-0.03	-0.03			
	9-5 in English & Maths	40.1%	46.5%	42.2%	45.9%			
	9-4 in English & Maths	59.8%	64.1%	60.5%	65.0%			
	% entered English Bacc	36.6%	35.8%	36.2%	40.4%			
	English Bacc APS	3.87	4.09	3.88	4.07			
	% achieved English Bacc (9-5)	15.8%	18.8%	15.7%	18.0%			
	% achieved English Bacc (9-4)	22.9%	26.9%	24.3%	25.2%			
	% GCSE grades achieved at grade 4 and above			67.8%	67.4%			
	% GCSE grades achieved at grade 4 and above			21.6%	21.7%			

*National figures are compared to all state-funded schools

7.4 Initial analysis of the KS4 outcomes shows some particularly strong outcomes:

- Female pupils have outperformed national significantly in Progress 8 (+0.21 compared to +0.09 nationally) and % achieving 9-5 in the English Baccalaureate (22.4% compared to 21.3% nationally)
- British pupils from black and ethnic minorities have outperformed national in Attainment 8 (47.1 compared to 46.0 nationally), Progress 8 (+0.40 compared to -0.02 nationally), % achieving grades 9-4 English and Maths (65.4% compared to 65.1% nationally), % achieving 9-5 in the English Baccalaureate (19.8% compared to 18% nationally) and English Baccalaureate average points score (4.28 compared to 4.08 nationally).
- EAL pupils have outperformed national significantly across all measures consistently: Attainment 8 (48.2 compared to 45.4 nationally), Progress 8 (+0.62 compared to -0.13 nationally), % achieving grades 9-5 English and Maths (47% compared to 45.1% nationally), % achieving grades 9-4 English and Maths (67% compared to 64.5% nationally), % achieving 9-5 in the English Baccalaureate (21.6% compared to 16.8% nationally) and English Baccalaureate average points score (4.45 compared to 3.99 nationally).
- Disadvantaged pupils have outperformed disadvantaged pupils across all measures consistently: Attainment 8 (38.6 compared to 34.5 nationally),

Progress 8 (-0.22 compared to -0.57 nationally), % achieving grades 9-5 English and Maths (30.9% compared to 25.8% nationally), % achieving grades 9-4 English and Maths (50.4% compared to 43.4% nationally), % achieving 9-5 in the English Baccalaureate (12.2% compared to 8% nationally) and English Baccalaureate average points score (3.42 compared to 2.99 nationally).

8.0 Key Stage 5 A Level

Context

8.1 Arrangements were put in place for A Levels in summer 2022 to support students and make exams fairer for them, in the same way as GCSEs, but these were removed in 2023.

8.1.1 All colleges and 6th forms in the City with one exception are graded by OFSTED as good or outstanding. With the exception of The Manchester College all offer A levels. The Manchester College is currently the only provider in the City that offer T levels which is a technical qualification equivalent to A levels.

8.2 Provisional Headlines

8.2.1 In 2024 provisional Manchester outcomes show an increase in the percentage of students achieving the highest A level grades which is greater than the national increase:

	Manchester 2022	Manchester 2023	Manchester 2024	National 2022	National 2023	National 2024
A*/A	34.5%	22.1%	24.5%	35.9%	26.5%	27.6%
Grade C and above	83.7%	75.6%	76%	82.1%	75.4%	75.4%

8.2.2 The percentage of students achieving grade A* - A is 24.5% closes the gap to national from 4.4% in 2023 to 3.1% in 2024.

8.2.3 The percentage of students achieving A*-C has slightly increased between 2023 and 2024 with 76% achieving these grades. This is above the national average for 2024.

8.2.4 These outcomes are particularly pleasing considering the continued impact of the pandemic on our young people in Manchester.

8.3 Key Stage 5 T Level Qualifications

Context

8.4 T Levels are relatively new 2-year courses which are taken after GCSEs and are broadly equivalent in size to 3 A Levels. Launched in September 2020, these courses have been developed in collaboration with employers and education

providers so that the content meets the needs of industry and prepares students for entry into skilled employment, an apprenticeship or related technical study through further or higher education.

8.4.1 T Levels offer students practical and knowledge-based learning at a school or college and on-the-job experience through an industry placement of at least 315 hours – approximately 45 days.

8.4.2 In Manchester, pupils can study for T Levels in:

- Animal Care and Management
- Business Management and Finance
- Construction
- Craft and Design
- Digital
- Education and Early Years
- Engineering and Manufacturing
- Health and Healthcare Science
- Media, Broadcast and Production

8.5 **Manchester T Level Outcomes**

	2022/23	2023/24	National 2023/24	Difference to National 2023/24	Difference to 2022/23
Leavers	98	170			
Achievement rate	73.5	81.2			+7.7
Retention rate	74.5	81.2			+6.7
Pass rate	98.6	100.0	88.0	+12.0	+1.4
High grades	74.0	78.0	62.7	+15.3	+4.0

Uptake of T Levels has increased from 2023 by almost 100%. Achievement, retention have increased alongside an increase in the pass rate and the high grades achieved. Both the pass rate and higher grades in Manchester are significantly higher than national.

9.0 **Conclusion**

9.1 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.

- 9.2 This year's provisional Key Stage 4 and 5 results demonstrate consolidation and progress and should still be considered against a backdrop the pandemic and the impact this had on our pupils' access to education. However, a positive Progress 8 score indicates that pupils in Manchester are making more progress between KS2 and KS4 nationally and there have been some excellent outcomes for groups of pupils in the city against many measures, particularly our EAL and disadvantaged pupils.
- 9.3 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.
- 9.4 Last year, the Local Authority commissioned training for school leaders in the 'Science of Learning' and training for primary subject leaders of foundation subjects in order to strengthen curriculum. Following the impact of this, the Local Authority have not commissioned further training for senior and middle leaders focusing on implementation of the curriculum.
- 9.5 In response to our outcomes in writing in primary phases, where there is the largest gap to national, the LA have also worked in an innovative collaboration with the Education Endowment Foundation and Manchester Research School to devise a 2 year project (The Write Beginnings) to enhance the provision for the teaching of writing in Reception and Year 1. The project will begin in January 2024 and run for 2 years.
- 9.6 The LA will continue to fund at least one Quality Assurance visit and report for each school in the city and further intervention and support is planned for the year.

10.0 Next Steps

- To develop a detailed analysis of outcomes at all Key stages 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 (now 'Flying Start') 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.
- To roll out 'The Write Beginnings' programme to 30-40 Manchester primary schools and monitor the impact of this.