Manchester City Council
Report for Information

Report to: Children and Young People Scrutiny Committee – 9 October 2019

Subject: Attainment Headline outcomes 2019 (provisional)

Report of: Director of Education

Summary

The report provides the Committee with a summary of the 2019 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.

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

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.

Contact Officer:

Name: Amanda Corcoran
Position: Director of Education
Telephone: 0161 234 4314
E mail: a.corcoran@manchester.gov.uk

Name: Isobel Booler
Position: Head of Schools Quality Assurance and Strategic SEND
Telephone: 07774005731
Email: i.booler@manchester.gov.uk

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 2017, October 2018)
Annual validated attainment outcome reports (March 2017, October 2018)

1.0 Introduction

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 2019 indicate improvements in Key Stage 4 and 5 which reflects an improving school system. Following five years of sustained improvements in the primary sector there has been a slight decline in outcomes. These results need to be considered against a backdrop of year on year improvements and an increasing proportion of good or better schools in Manchester with a particularly strong primary sector.

By the end of the academic year 2018/19, 90% of Manchester schools were judged to be good or outstanding by Ofsted. This is above the national average of 86% and reflects a significant improvement in the secondary sector, with 74% of secondary schools judged good or better in June 2019 compared to 54% in January 2018. It is really pleasing to note that 88% of all pupils in Manchester attend a good or better school which is 4% above the national average; this equates to 93% of primary pupils attending a good or better school and 79% of secondary pupils.

1.2 This report presents the headline outcomes based on provisional performance data for 2019.

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 October and December 2019 for each Key Stage.

A further report will be presented early 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.

2.0 <u>Headlines</u>

Based on the **provisional data**, outcomes for key aspects of school achievement, attendance and exclusions are as follows

Early Years Foundation Stage (EYFS): Following 5 years of sustained improvement in EYFS, early indicators suggest that achievement in Manchester declined by 1% in 2019 whilst nationally achievement remained the same. Therefore, Manchester's gap to national has increased to 6%.

Year 1 Phonics Test: The percentage of pupils meeting at least the required standard in the phonics check in Y1, has decreased in Manchester by one percentage point. The difference between national outcomes (82%) and those in Manchester (79%) is three percentage points.

Key Stage 1: The percentage of pupils in Manchester working at the expected standard at KS1 remained the same in Reading and Science but declined in Writing and Maths. The percentage of pupils in Manchester working at the higher standard at KS1 declined in all subjects in 2019 compared to results in 2018. All Manchester outcomes at KS1 are below the national outcomes.

Key Stage 2: Provisionally, 60% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 65% 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. On average, once the data has been validated, Manchester outcomes typically increase by between two and three percentage points, which would mean 2019 results are expected to be slightly below the national average after a number of years in which results have been broadly in line.

Provisionally, 9% of Manchester pupils achieved the higher standard in reading, writing and maths combined; which is the same as 2018.

The progress made in reading, writing and maths at KS2 continues to be statistically significantly better than the national average.

Key Stage 4: Nearly all GCSEs in 2019 now provide a 1-9 grade rather than a letter grade; this indicates that these outcomes are coming from the new suite of GCSEs that have been designed to be more rigorous and to be assessed by a final exam at the end of two years of study.

There has been an improvement in the percentage of Manchester children achieving English and Maths at both grade 4+ and grade 5+. 57.2% of pupils gained a grade 4+ in English and Maths GCSE in Manchester and 36.1% of pupils gained a grade 5+ in English and Maths GCSE in Manchester.

National and regional provisional GCSE data is expected to be released in mid-October.

Key Stage 5: 2017 was the first year when reformed A-levels were taught as a linear course with one exam at the end.

In 2019 Manchester outcomes show an increase in the percentage of students achieving the highest A level grades. Overall, the percentage of students achieving A*-E decreased slightly to 98%, which is above the national outcome of 97.6%. Nationally, the results have remained stable compared with 2018.

3.0   Early Years Foundation Stage (EYFS)

3.1   Context

Since 2012 schools have been following the Early Years Foundation Stage (EYFS). The 17 Early Learning Goals within the EYFS are organised across 7 areas of learning. The 7 areas of learning include the three prime areas of:

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

and the 4 specific areas of:

- literacy
- mathematics
- understanding the world
- expressive arts and design

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

7 areas of learning (**prime in bold)**	Early Learning Goal (ELG)
communication and language	Listening and attention; Understanding; Speaking
physical development	Moving and handling; Health and self-care
personal, social and emotional development	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships
Literacy	Reading; Writing
Mathematics	Numbers; Shape, space and measures
understanding the world	People and communities; The World; Technology
expressive arts and design	Exploring and using media and materials; Being imaginative

Children are assessed against the ELGs and judged to be at one of three levels; either **an emerging, expected or exceeding** level of development. Each level is given a points score. Emerging = 1 point, expected = 2 points and exceeding = 3 points. These point scores are referred to as average point scores (APS).

To achieve the national **Good Level of Development** (GLD) measure, children must achieve at least the **expected** level in the 8 ELGs within the prime areas of learning and literacy and mathematics.

3.2   EYFS Outcomes:

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

	% GLD								
	2017			**2018**			**2019**		
	LA	Nat.	Diff	LA	Nat.	Diff	LA	Nat.	Diff
All	66%	71%	-5%	67%	72%	-5%	66%	72%	-6%

In 2019 GLD outcomes at the end of EYFS declined in Manchester for the first time since 2014. Early indicators suggest that whilst achievements in Manchester declined by one percentage point, nationally achievement remained the same. Manchester's gap to national has therefore increased to 6%.

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

	2017	**2018**	**2019**
Communication and Language	74%	76%	75.3%
Physical Development	80%	82%	81.7%
Personal, social & emotional development	79%	80%	79.1%
Literacy	67%	69%	67.4%
Mathematics	71%	73%	71.4%
Understanding the world	75%	76%	76.7%
Expressive arts and design	79%	80%	81.9%
Prime Learning goals	72%	74%	72.3%
Specific learning goals	63%	66%	64.9%
All learning goals	63%	65%	64.4%

Compared with emerging figures at the same time last year, outcomes in the prime learning goals, specific learning goals and overall have all declined when compared to 2018.

Across the 7 broad areas of learning, achievement remains lowest in Literacy and Literacy achievement is two percentage points lower than last year.

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

8% more children achieve the expected level of development in communication and language compared to Literacy.

The provisional outcomes for each individual ELG are outlined below:

	Manchester			
	Emerging	**Expected**	**Exceeding**	**Expected or Exceeding**
Listening and attention	20.3%	62.0%	17.7%	79.7%
Understanding	20.5%	61.7%	17.8%	79.5%
Speaking	21.1%	63.7%	15.2%	78.9%
Moving and handling	14.9%	71.1%	14.0%	85.1%
Health and self-care	14.0%	72.0%	14.0%	86.0%
Self-confidence and self-awareness	16.6%	68.5%	14.9%	83.4%
Managing feelings and behaviour	17.1%	69.6%	13.2%	82.9%
Making relationships	15.2%	71.5%	13.3%	84.8%
Reading	30.3%	53.4%	16.3%	69.7%
Writing	32.2%	57.3%	10.5%	67.8%
Numbers	26.9%	59.5%	13.6%	73.1%
Shape, Space and measures	25.8%	62.5%	11.7%	74.2%
People and communities	21.1%	67.4%	11.5%	78.9%
The World	21.6%	66.1%	12.3%	78.4%
Technology	11.0%	75.5%	13.5%	89.0%
Exploring media and materials	15.9%	71.7%	12.4%	84.1%
Being imaginative	16.2%	71.8%	12.0%	83.8%

There has been an increase in the expected levels of achievement of Technology, Exploring Media and Materials and Being Imaginative. The expected levels of achievement remains static in Moving and Handling, Health and Self-care, People and communities and The World while all other learning goals have declined. The outcomes were lowest in writing at 68% and reading at 70% and highest in technology at 89%.

4.0 Key Stage One Phonics Test: Year 1

This is the eighth year that the phonics check has been completed in schools. 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.*

4.1 Outcome Summary

The percentage of Year 1 pupils in Manchester, working at or above the expected standard in phonics, decreased by one percentage point in 2019. Early indications show that the national average has remained the same. This widens the gap between Manchester and national to three percentage points.

Year 1 Phonics									
	2017			**2018**			**2019**		
Score	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
32+	79%	81%	-2%	80%	82%	-2%	79%	82%	-3%
0-31	20%	17%	3%	18%	16%	2%			
A/D	2%	2%	0%	2%	2%	0%			

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

5.0 Key Stage One Outcomes

Context:

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

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

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

5.1 Key Stage One Outcome Summary

5.2 Percentage of pupils achieving the expected standard

The table below shows that in 2019 the percentage of pupils achieving at least the expected standard in reading and science has remained the same; has declined by two percentage points in maths and by one percentage point in writing.

The difference between outcomes in Manchester and those nationally is now 4 % for reading, science and maths; this reflects a slight narrowing of difference in science but an increased gap in maths.

	% achieving expected standard								
	2017			**2018**			**2019**		
	Manc	**Nat**	**Diff**	**Manc**	**Nat**	**Diff**	**Manc**	**Nat**	**Diff**
Reading	71%	76%	-5%	71%	75%	-4%	71%	75%	-4%
Writing	65%	68%	-3%	67%	70%	-3%	66%	69%	-3%
Maths	72%	75%	-3%	74%	76%	-2%	72%	76%	-4%
Science	77%	83%	-6%	78%	83%	-5%	78%	82%	-4%

5.3   Percentage of pupils achieving the higher standard

The table below shows that in 2019 the percentage of pupils achieving the higher standard declined in Reading, Writing and Maths compared to 2018. Reading and Maths declined by one percentage point and Writing declined by two percentage points.

The difference between outcomes in Manchester and those nationally increased by one percentage point in writing and maths and remained the same in reading.

The greatest difference continues to be in reading.

	% achieving higher standard								
	2017			**2018**			**2019**		
	Manc	**Nat**	**Diff**	**Manc**	**Nat**	**Diff**	**Manc**	**Nat**	**Diff**
Reading	20%	25%	-5%	22%	26%	-4%	21%	25%	-4%
Writing	14%	16%	-2%	14%	16%	-2%	12%	15%	-3%
Maths	18%	20%	-2%	20%	22%	-2%	19%	22%	-3%

6.0   Key Stage Two (KS2) Provisional Results

6.1   Context

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

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

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

6.2   Percentage of pupils achieving the expected standard

The table below shows the provisional outcomes for pupils in 2017, 2018 and 2019. It also shows the actual outcomes for 2017 and 2018. For Manchester, the 2017 and 2018 outcomes improved in every subject from provisional to final; it is expected that 2019 outcomes will also improve from provisional results publication to the final validated results which will be reported on in detail in March 2020.

Provisionally, 60% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 65% nationally.

The percentage of pupils in Manchester achieving the expected standard in reading, writing and maths separately are all below the national average based on provisional data. The largest gaps are in reading, writing and science where the gap to national is five percentage points. The smallest gap is in Grammar, Punctuation and Spelling (GPS) with a gap of one percentage point.

At this time of year, Manchester's unvalidated 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.
If the same increases are made as last year once data has been validated, Manchester's outcomes could once again be at national for maths.

The average scaled scores of 104 in maths and 106 in GPS are the same as the national average, and the same as 2018, while the average scaled score in reading remains one mark below the national at 103.

			Provisional 2017	Final 2017	Difference Provisional 2017-Final 2017	Provisional 2018	Final 2018	Difference Provisional 2018-Final 2018	Provisional 2019	Difference Provisional 2018-2019	% increase Final 2018 to provisional 2019
Manchester	**Meeting Expected Standard**	RWM	58%	60%	+2%	60%	62%	+2%	60%	0	-2%
		Reading	66%	69%	+3%	70%	72%	+2%	68%	-2%	-4%
		Writing TA	72%	75%	+3%	73%	75%	+2%	73%	0	-2%
		Maths	74%	75%	+1%	73%	75%	+2%	76%	+3%	+1%
		GPS	76%	79%	+3%	76%	78%	+2%	77%	+1%	-1%
		Science TA	76%	78%	+2%	77%	79%	+2%	78%	+1%	-1%
	Average Scaled Score	Reading	103	103	0	104	105	+1	103	-1	-2
		GPS	106	106	0	106	107	+1	106	0	-1
		Maths	104	104	0	104	104	0	105	1	1
National	**Meeting Expected Standard**	RWM	61%	61%	0	64%	64%	0	65%	+1%	+1%
		Reading	71%	72%	+1%	75%	75%	0	73%	-2%	-2%
		Writing TA	76%	76%	0	78%	78%	0	78%	0	0
		Maths	75%	75%	0	76%	76%	0	79%	+3%	+3%
		GPS	77%	77%	0	78%	78%	0	78%	0	0
		Science TA	82%	82%	0	82%	82%	0	83%	+1%	+1%
	Average Scaled Score	Reading	104	104	0	105	105	0	104	-1	-1
		GPS	106	106	0	106	106	0	106	0	0
		Maths	104	104	0	104	104	0	105	1	1

6.3 Percentage of pupils achieving the higher standard

The table below shows the provisional outcomes for pupils in 2017, 2018 and 2019. It also shows the actual outcomes for 2017 and 2018. For Manchester, in 2017 and 2018 the outcomes improved slightly in reading, writing and GPS from provisional to final. Manchester results reflect national results. There has been an increase nationally in Maths and a decrease in reading outcomes nationally.

Provisionally, 9% of Manchester pupils achieved the higher standard in reading, writing and maths combined. This is the same as 2018 and is two percentage points below provisional figures nationally.

There is an improvement in the final outcomes from 2018 to the provisional outcomes in 2019 in maths.

There has been a one percentage point increase for pupils achieving the higher standard in GPS and a three percentage point increase for pupils

achieving the higher standard in maths. Reading saw a decrease of two percentage points in Manchester and a one percentage point decrease nationally.

|			Provisional 2017	Final 2017	Difference Provisional 2017-Final 2017	Provisional 2018	Final 2018	Difference Provisional 2018-Final 2018	Provisional 2019	Difference Provisional 2018-2019	% increase Final 2018 to provisional 2019
Manchester	Achieving Higher Standard	RWM	7%	7%	0	9%	9%	0	9%	0	0
		Reading	20%	21%	+1%	25%	26%	+1%	23%	-2%	-3%
		Writing TA	14%	15%	+1%	16%	16%	0	16%	0	0
		Maths	23%	23%	0	22%	23%	+1%	25%	+3%	+2%
		GPS	32%	33%	+1%	36%	37%	+1%	37%	+1%	0
National	Achieving Higher Standard	RWM	9%	9%	0	10%	10%	0	11%	+1%	+1%
		Reading	25%	25%	0	28%	28%	0	27%	-1%	-1%
		Writing TA	18%	18%	0	20%	20%	0	20%	0	0
		Maths	23%	23%	0	24%	24%	0	27%	+3%	+3%
		GPS	31%	31%	0	34%	34%	0	36%	+2%	+2%

6.4 Progress from KS1-KS2

Progress scores were introduced in 2016 to measure the progress that pupils had made relative to other pupils nationally who had the same level of prior attainment. The national score for this measure in all subjects is zero.

The DfE have not publicly released progress scores for 2019 yet therefore there are no comparisons available.

The Manchester progress scores shown in the table below have therefore been calculated internally.

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

KS1-2 Progress Scores

Source: DfE
Produced by Children's PRI
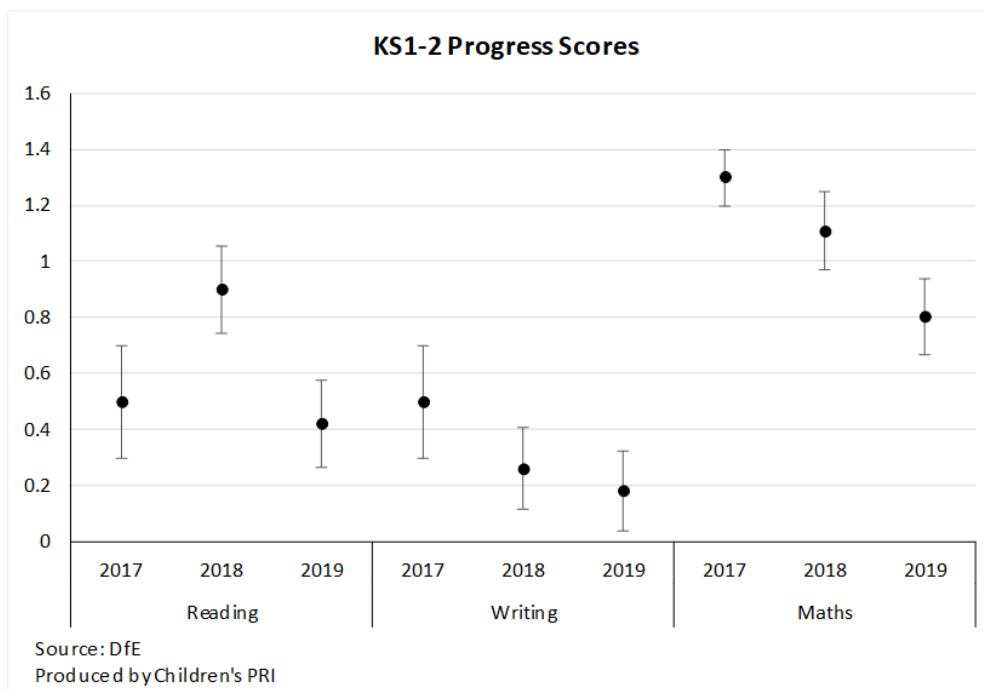
7.0   Key Stage 4 GCSE

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

7.1   Context

In recent years there have been significant changes to Key Stage 4 performance measures which have had significant impact on GCSE results nationally. Three years ago 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.

In 2017 the more challenging GCSEs in English Language, English Literature and mathematics were examined for the first time. These reformed GCSEs were graded on a 1-9 numerical grade. Grade 4 is the closest match to a 'C' grade at GCSE.

In 2018 and 2019 an increasing number of reformed GCSEs graded on a numerical 1-9 grade have been assessed with very few legacy GCSEs.

Attainment 8 and Progress 8 scores are based on pupils' results across eight subjects with a double weighting for English and Mathematics.

Attainment 8 provides a point score for the school that is essentially the student average point score across eight subjects. In 2019 Ebacc is being reported as an average point score for the first year.

The school's progress 8 score measures the progress of pupils from the end of primary school. It is based on a calculation that uses each students' average point score from Key Stage 2 and compares this to their outcomes at the end of Key Stage 4.

7.2   Provisional Headlines

In 2019 Manchester LA provisional results show an improvement across all accountability measures.

- 2019 GCSE results for English and Maths at grade 4 and above have improved from 2018 by 1.7% to 57.2%.
- 2019 GCSE results for English and Maths at grade 5 and above have improved from 2018 by 0.5% to 36.1%.
- 2019 GCSE results for English at grade 4 + is 72.2% and shows an improvement on available provisional outcomes from last year
- 2019 GCSE results for Maths at grade 4 + is 61.5 % and shows an improvement on available provisional outcomes from last year
- The provisional 2019 attainment 8 score is 44.1

The accountability measures of progress 8, Ebacc average point score and pupil destinations are not yet available. Progress 8 cannot be accurately measured until the national figures have been agreed and are released by the DfE. This is an average figure for the progress made by all pupils in a school. This is calculated using each pupil's KS2 starting points and then measuring how much progress they make in their KS4 achievements. The average of this across all starting points and all outcomes is what generates the progress 8 score for a school.

National attainment data and local and national progress data will not be available until October.

	Final 2016/17			Final 2017/18			Provisional 2018/19	Diff
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	
% 4+ in English & Maths	54.3%	59.1%	-9.6%	55.5%	59.4%	-3.9%	57.2%	1.7%
% 5+ in English & Maths	34.9%	39.6%	-4.7%	35.6%	40.2%	-4.6%	36.1%	0.5%
% 4+ in English Lang.	61.6%	65%	-3.4%	61.3%	65%	-3.7%	72.2%	10.9%
% 5+ in English Lang.	44.5%	49%	-4.5%	43.4%	49%	-5.6%	55.3%	6.3%
% 4+ in Maths	59.4%	65%	-5.6%	60.1%	65%	-4.9%	61.5%	1.4%
% 5+ in Maths	40.3%	46%	-5.7%	40.7%	46%	-5.3%	40.9%	0.2%

Note: It is not determined whether the provisional English results collected relate to English Language or English Literature, or the higher of the two subjects.

8.0 Key Stage 5 A Level

8.1 Context

2019 is the third year that student outcomes based on the reformed linear A level syllabuses have been published.

8.2 Provisional Headlines

In 2019 Manchester outcomes shows an increase in the percentage of students achieving the highest A level grades. This contrasts with a slight decrease nationally in those achieving the highest grades.

The percentage of students achieving a grade A* has increased by 0.3 percentage points to 6.7.

The percentage of students achieving grade A*- A is 22.9%; an increase of two percentage points compared with 0.7 percentage points in 2018, but a decrease of 1.7 percentage points compared with 2017.

Overall the percentage of students achieving A*-E decreased slightly to 97.9%, which is above the national outcome of 97.6%.

Nationally, the results have remained stable compared with 2018 with outcomes changing at most 0.3 percentage points.

9.0   Conclusion

This year's provisional results demonstrate consolidation and progress at Key Stage 4 and 5 and need to be considered against a backdrop of an improving proportion of good or better schools and within the context of sustained improvement in outcomes within the primary sector for the previous five years.

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. 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.

Manchester's Quality Assurance Protocol has been revised following the introduction of the new Ofsted framework in September 2020.

A more detailed analysis of outcomes by pupil groups will be presented in March 2020 following the publication of all validated data.

10.0   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 work in partnership with the Manchester School Improvement Partnership and Manchester teaching schools to focus on Reading outcomes at all Key stages through the delivery of a bespoke training programme focusing on a play-based approach to the teaching of phonics; targeted school to school support at KS1 and KS2 and through the evaluation and continuation of the Inference programme delivered to targeted secondary schools.
- Develop a pilot programme to address low GLD outcomes, targeting a cluster of schools and settings within a locality. The programme will address low literacy outcomes with a focus on a literacy rich environment, skills development for practitioners and common activities that can take place across the transition point.
- In partnership with the teaching schools, target 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.

- Continue to promote importance of reading with children and parents through the Read Manchester campaign and the development of Manchester as a literacy hub.
- Continue to broker support and intervention for schools through the Manchester School Improvement Partnership and Teaching 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 the Manchester Schools Alliance to ensure they are leading a curriculum that meets the needs of their learners.