

RAISING ACHIEVEMENT IN LAMBETH SCHOOLS
Success and challenges in narrowing the achievement gap

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Raising Achievement in Lambeth Schools 2015-2016

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1. INTRODUCTION

A vital element of school improvement is raising the levels of achievement of underperforming groups of pupils in schools.

LA research into ethnic¹ and gender differences² in educational achievement and pupil mobility³ has also highlighted the importance of raising achievement in Lambeth schools. Research based on school case studies draw on the views of headteachers, staff, governors, parents and pupils. Overall conclusions were that the local authority schools had bucked the national trend through the use of a range of strategies which include leadership, effective teaching and learning, parental involvement, partnership with parents and the community, an inclusive curriculum, effective use of data, well co-ordinated support and guidance, effective use of a diverse black and white workforce and a commitment to equal opportunities and the diversity agenda. Black Caribbean and African students who attend case study schools in the authority are performing well above the national average suggesting that with commitment, similar results could be achieved elsewhere. The LA studies also confirm that the quality of education provided in the local authority schools is the reason for bucking national trends.

There is a clear and comprehensive policy on school improvement that has been developed and made more robust over many years in Lambeth. Schools work well with and receive rigorous challenge from the school improvement services. The borough has had a high percentage of schools recognised as good and outstanding by HMCI and work in raising achievement has been well recognised and noted in national and local media. The recent Ofsted HMCI annual report confirms that 84 per cent of Lambeth children attend a primary school that is rated either 'good' or 'outstanding', putting Lambeth eighth equal for local authority areas out of 150 LAs nationwide. This is fantastic recognition for the quality of our schools and shows that if you live in Lambeth, your child is more likely to go to a good or outstanding school than virtually anywhere else.

LA research into Portuguese, Somali, EAL and mobile children also notes improvement in performance over the last 10 years. This is despite challenges in English support for large numbers of new arrivals in the local authority. Overall Lambeth has a positive story of gradual improvement in attainment over the last ten years and in some instances that improvement has been faster than the national level.

The LA and schools have focused considerable time and resources to ensure that pupils achieve well in basic skills. There has been a noticeable improvement in attainment in English and mathematics as a result of this work over the last 10 years. It is accepted by all in schools that if young people are going to succeed when adults a good understanding of English and mathematics is essential in gaining employment, post 16 and higher education qualifications.

This report examines the standards of pupils' progress. The performance of three cohorts of pupils at KS1, KS2, and GCSE is analysed to illustrate the effects of gender, ethnicity, English fluency and mobility on educational achievement. This is followed by a discussion of the achievement gap in Lambeth schools.

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1. For details see *Ethnic Differences in educational achievement and implications for school improvement strategies*, Research and Statistics Unit, Lambeth Education, Spring Term 2001; McKenley, J., Power, C., Louise, I. and Demie, F. (2003). *Raising Achievement of Black Caribbean Pupils: Good Practice in Lambeth Schools*, Research and Statistics Unit, March; *Ethnicity and Educational Achievement: Implication for school Improvement strategies*, Research and Statistics Unit, London Borough of Lambeth, March 2010.
 2. For details see *Gender Differences in Levels of Attainment in Lambeth Schools*, Research and Statistics Unit, Lambeth Education, Autumn Term 2000.
 3. For details see, *Pupil Mobility in Lambeth Schools: Implications for Raising Achievement & School Management*. Inclusion and Standards Division, Lambeth Council, 2004.

2 STANDARDS OF PUPIL ACHIEVEMENT

2.1 There were significant changes in both KS1 and KS2 assessment in 2016 and so comparison with previous years is not appropriate as the old system of national curriculum levels has been abolished.

Standards in the Foundation Stage Profile

Table 1. Percentage of pupils with a good level of development 2014-2019

	Lambeth	National	Gap
2014	57	60	-3
2015	63	66	-3
2016	69	69	0
2017	71	71	0
2018	72	72	0
2019	72	72	0
2014-2019 improvement	+16	+12	-

2.2 The key measure for the foundation stage is the percentage of children with a good level of development. This is based on children at the end of their reception year. From 2013, children were defined as having reached a good level of development at the end of the EYFS if they achieve at least the **expected level** in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language)
- the early learning goals in the specific areas of mathematics and literacy.

Table 1 shows that Lambeth has closed the gap with the national position over the last five years, with results being on a par with each other for the last two years.

Standards in Phonics

Table 2. Percentage of children meeting the phonics standard

	Lambeth	National	Gap
2012	66	58	+8
2013	73	69	+4
2014	79	74	+5
2015	82	77	+5
2016	84	81	+3
2017	84	81	+3
2018	85	82	+3
2019	82	82	0

2.3 Table 2 shows that phonics test results in Lambeth have been higher than nationally since the inception of the test in 2012. However, results in Lambeth actually fell back in 2019, with both 82% of pupils in the LA and nationally meeting the phonics standard. Children are tested nationally to assess their levels of competency in phonics as this is seen to be a crucial grounding to assist them to become able readers.

Standards at Key Stage 1

2.4 From the advent of the new curriculum and testing arrangements in 2016, attainment in Lambeth has been higher for each subject than the corresponding national figure. This was replicated in each of the following two years. In 2019, results in Lambeth were higher than nationally, by five percentage points in writing, and by three percentage points in both reading and maths.

Table 3. Percentage of pupils meeting the expected standard at KS1, 2017 -2019

	2017			2018			2019		
	Lambeth	National	Gap	Lambeth	National	Gap	Lambeth	National	Gap
Reading	79	76	+3	79	75	+4	78	75	+3
Writing TA	74	68	+6	75	70	+5	74	69	+5
Maths	79	75	+4	80	76	+4	79	76	+3

Standards at Key Stage 2

Table 4. Percentage of pupils meeting the expected standard at KS2, 2017-2019

	2017			2018			2019		
	Lambeth	National	Gap	Lambeth	National	Gap	Lambeth	National	Gap
Reading	79	72	+7	79	75	+4	79	73	+6
Writing TA	83	76	+7	83	78	+5	81	78	+3
Maths	83	75	+8	81	75	+6	84	79	+5
RWM*	70	61	+9	70	64	+6	71	65	+6

*RWM – pupil reached expected standard in each of reading, writing and maths

2.5 In each subject, Lambeth has consistently had higher levels of achievement than nationally at KS2. In 2019, 65% of pupils nationally reached the expected standard in reading, writing and maths combined, whilst the figure for Lambeth was 71%, placing it as the 20th highest LA nationally.

2.6 In addition to looking at overall attainment, the DfE also looks at the progress of pupils between KS1 and KS2. Table 5 shows that this is an indicator where Lambeth is again doing well (The national figure for progress is 0). Lambeth's progress measure was ranked joint 7th highest in reading, joint 8th in writing, and joint 7th in maths. It is pleasing to note that Lambeth scores highly on both progress and attainment. This is a similar picture to that found in 2017 and 2018.

Table 5. Key Stage 1 – Key Stage 2 Progress Measure –Top LAs (%)

Reading		Writing		Mathematics	
City of London ³	4.8	City of London ³	2.5	Newham	2.7
Camden	2.4	Newham	1.9	Camden	2.3
Richmond upon Thames	2.4	Camden	1.8	Richmond upon Thames	2.1
Kensington and Chelsea	2.3	Islington	1.8	Barnet	2.0
Newham	1.9	Redbridge	1.6	Trafford	1.9
Barnet	1.8	Newcastle upon Tyne	1.5	Tower Hamlets	1.9
Trafford	1.7	Herefordshire, County of	1.4	Brent	1.9
Hammersmith and Fulham	1.7	Haringey	1.3	Harrow	1.9
Islington	1.6	Kensington and Chelsea	1.3	Kensington and Chelsea	1.8
Lambeth	1.6	Stockton-on-Tees	1.2	Redbridge	1.8
Herefordshire, County of	1.5	Sunderland	1.2	Lambeth	1.6
Merton	1.5	Kingston upon Hull, City of	1.2	Ealing	1.6
Newcastle upon Tyne	1.4	Lambeth	1.2	Merton	1.6
Kingston upon Hull, City of	1.3	Tower Hamlets	1.2	Sutton	1.6
Tower Hamlets	1.3	Waltham Forest	1.2	Brent	1.6

Standards at Key Stage 4 (GCSE)

2.7 Changes were made in 2016 to GCSE reporting, with the introduction of Progress 8 and Attainment 8 measures. The DfE's main measure is now Progress 8 – KS2-GCSE progress across 8 subjects. This includes English (double-weighted), Maths (double-weighted), 3 English Baccalaureate qualifications and 3 other qualifications which can include English Baccalaureate subjects and other high value academic, arts and vocational qualifications from the DfE approved list. Attainment 8 gives a points score across the same 8 subjects. (Attainment 8 is not directly comparable between 2016 and 2017 due to changes to the scoring system.)

2.8 Table 6 shows Lambeth's performance at GCSE is broadly similar to that found nationally.

Table 6. GCSE Performance

	2017		2018		2019	
	Lambeth	National	Lambeth	National	Lambeth	National
Attainment 8	44.3	44.6	44.6	44.5	44.1	44.7
Progress 8 score	-0.12	-0.03	-0.05	-0.02	-0.04	-0.03
English & maths 4-9	60%	59%	60%	59%	59%	60%
English & maths 5-9	39%	40%	39%	40%	39%	40%

*overall national figures are based on all pupils in mainstream schools. Information on ethnic background and gender is only available for state maintained pupils.

Standards at Key Stage 5 (Post 16)

- 2.9 The main findings from the 2019 data suggest that Lambeth secondary schools achieved above national average on key performance indicators. Table 7 shows that Lambeth was above the national in the proportion of students achieving 3 AABs or better at A level, 20.6% compared to 16.5%. This is a marked improvement over the borough result of 15.2% in 2018.
- 2.10 The evidence suggests in vocational routes, Lambeth is below the national in technical qualifications, but above in applied general. It should be noted few schools offer the technical route, and where they do cohorts can be small. The evidence also confirms pupils undertaking applied general qualifications did particularly well in Lambeth this year. On average, all achieved a Merit+ per entry. As a consequence, Lambeth has improved over its 2018 result in this qualification route.

Table 7. Post 16 Performance Data 2018 & 2019

	2018		2019	
	Lambeth	National	Lambeth	National
Cohort 16-18 at end of study	1,911	n/a	1,964	n/a
Cohort - A levels only	852	n/a	724	289,623
APS per entry - A level	31.7	33.3	34.0	34.0
APS per entry A level - expressed as a grade	C+	C+	C+	C+
Cohort - academic quals	882	n/a	776	296,751
APS per entry - academic	31.8	33.6	33.9	34.3
APS per entry academic - expressed as a grade	C+	C+	C+	C+
Cohort - tech quals	19	n/a	49	19,468
APS per entry - tech quals	31.3	28.1	27.3	28.6
APS per entry tech quals - expressed as a grade	Dist-	Merit+	Merit	Merit+
Cohort - applied general quals	163	n/a	215	64,822
APS per entry - applied general quals	25.9	28.5	29.6	28.9
APS per entry applied quals - expressed as a grade	Merit	Merit+	Merit+	Merit+
% achieving AAB or better at A level	15.2%	16.2%	20.6%	16.5%

The Achievement Gap

The Achievement Gap of Ethnic Minority Children⁴

2.11 It is now widely acknowledged that closing the gap in educational attainment between different ethnic groups is a pressing concern of both local and national importance. Lambeth has been focusing on closing the gap between groups of pupils and their peers for many years and has had considerable success. A new project focusing on Black Caribbean pupil achievement began in 2018 and will run until 2020.

Table 8. KS1 attainment by ethnic background 2019 (% meeting expected standard)

	Lambeth				National				Average
	Reading	Writing	Maths	Ave.	Reading	Writing	Maths	Ave.	Gap
Black African	74	76	79	77	78	73	76	76	+1
Somali*	74	76	76	75	n/a	n/a	n/a	n/a	n/a
Black Caribbean	64	73	66	68	71	65	68	68	0
Black Other	69	71	75	71	73	68	72	71	0
Portuguese*	64	64	73	67	n/a	n/a	n/a	n/a	n/a
White British	80	86	87	84	76	69	76	74	+10
White Other	77	80	84	80	71	67	75	71	+9

*Somali and Portuguese data is separately collected in Lambeth but not nationally

2.12 In 2019, White British pupils had the highest levels of attainment in each subject in Lambeth, whilst Portuguese and Black 'Other' pupils were least likely to meet the expected standard. Comparing the achievement of Lambeth pupils to achievement nationally based on ethnic background, it is pleasing to note that the main groups in the borough at least as well as their peers nationally, while White British and White 'Other' outperformed them by a clear margin.

Table 9. KS2 attainment by ethnic background 2019 (% reaching the expected standard)

	Lambeth				National				RWM gap
	Reading	Writ TA	Maths	RWM	Reading	Writ TA	Maths	RWM	
Black African	78	85	83	72	74	80	81	67	+5
Somali	76	87	83	68	n/a	n/a	n/a	n/a	n/a
Black Other	71	76	79	61	70	75	74	60	+1
Black Caribbean	69	75	73	60	67	73	70	56	+4
Portuguese	61	70	69	54	n/a	n/a	n/a	n/a	n/a
White British	87	89	87	80	74	79	78	65	+15
White Other	80	87	82	74	69	75	80	63	+11

2.13 In 2019, Portuguese pupils in Lambeth at KS2 had the lowest levels of attainment with only 54% reaching the expected standard in reading, writing and maths. They were followed by Black Caribbean pupils (60%), while White British pupils had the highest levels of achievement, with 80% meeting the standard. The performance of all the

⁴ The ethnic categories used in this report are based on available official national statistics. However, it needs to be noted that the national categories used for ethnic groups have weaknesses and there is a lack of detailed ethnically based statistics at national or local level in UK to be able to get a complete picture in the local authority. The achievement of different ethnic groups in British schools is complicated by the problem of categorisation under groups which are too broadly defined nationally as Black African, White Other, Black Other, Indian, Pakistani, Other Ethnic Group etc. As a result of the lack of detailed social class and ethnically based data, there are limitations in past research into different ethnic groups. The absence of detailed national data which identifies patterns of achievement of ethnic minority children of African, Asian, Black British, Latin American and European heritage in British schools, places serious constraints on effective targeting policies and developments at national and local level.

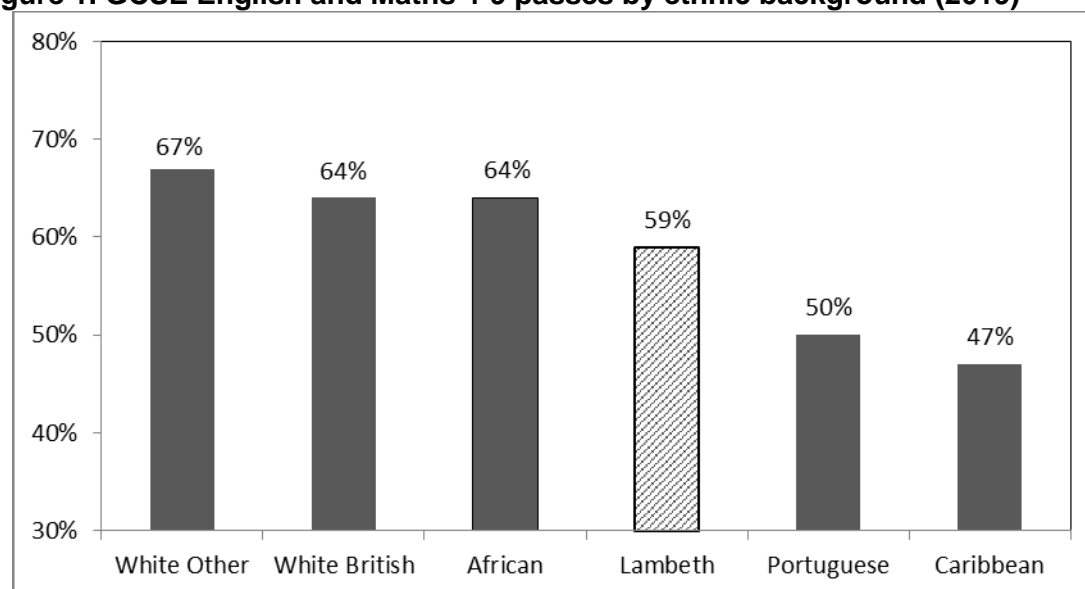
ethnic groups in Lambeth was higher than their peers nationally. Again, as for KS1, the biggest gap was in favour of White British pupils, followed by White 'Other' pupils.

Table 10. GCSE attainment by ethnic background 2019

	Lambeth			National		
	Att8	Prog8	% E+M 4-9	Att8	Prog8	% E+M 4-9
Black African	45.5	0.13	64%	47.3	0.33	64%
Black Caribbean	36.4	-0.61	47%	39.4	-0.31	48%
Portuguese	43.5	0.28	50%	n/a	n/a	n/a
White British	47.4	-0.11	64%	46.2	-0.14	65%
White Other	50.2	0.50	67%	46.8	0.45	62%

2.14 White 'Other' were the highest attaining group in Lambeth, with 67% gaining 4-9 passes in English and maths. They also had the highest progress 8 score. In contrast, the lowest performing group in the borough were Black Caribbean pupils, with only 47% gaining English and maths (closely followed by the Portuguese cohort at 50%). Comparing the results with their peers nationally, White 'Other' was the only ethnic group in Lambeth to have higher performance across all three indicators. However, African and White British pupils in Lambeth were on a par in the E&M 4-9 indicator.

Figure 1. GCSE English and Maths 4-9 passes by ethnic background (2019)



The Achievement Gap of Mobile and Non-mobile pupils

2.15 Tables 11 demonstrates the effect mobility has on attainment. Those pupils who were at the school for the whole of the key stage were more likely to reach the required standard.

Table 11. KS2 performance by length of time spent in school, 2019

	Reading	Maths	Writ TA	RWM
Joined in year 6	59	77	67	54
Joined in year 4 or 5	71	77	69	60
Joined in Y3 or before	81	85	84	73

Table 12. GCSE performance by length of time spent in school, 2019

	Att8	Prog8	E+M 4-9	Cohort
Joined in year 7	45.2	0.0	60%	1,803
Joined in year 8	40.1	-0.2	53%	131
Joined in year 9	39.8	-0.4	51%	121
Joined in year 10	36.5	-1.1	44%	123
Joined in year 11	24.5	-1.7	36%	11

2.16 Table 11 clearly shows the gap between those who were at the school who were at the school for the whole of KS2, compared with those who joined in years 4, 5 and 6. Only 54% of those who joined in year 6 met the expected standard in RWM, compared with 73% of those who were there from year 3. Similarly, table 12 for GCSE shows that those who joined in year 7 had the strongest performance, and results decreased the shorter the time at the school.

The Gender Gap

Table 13. KS1 performance by gender 2019 (% reaching the expected standard)

	Lambeth				National			
	Reading	Writing	Maths	Average	Reading	Writing	Maths	Average
Boys	75	68	77	73	71	63	75	70
Girls	81	79	81	80	79	76	77	77
Gap	+6	+11	+4	+7	+8	+13	+2	+7

2.17 In 2019, both boys and girls in the borough had higher levels of attainment than that recorded nationally, whilst girls outperformed boys in each subject. The gaps were 11 percentage points in writing, six in reading and four in maths – all in favour of girls.

Table 14. KS2 performance by gender 2019 (% reaching the expected standard)

	Lambeth				National			
	Reading	Writ TA	Maths	RWM	Reading	Writ TA	Maths	RWM
Boys	74	76	82	68	69	72	78	60
Girls	81	85	84	74	78	85	79	70
Gap	+7	+9	+2	+6	+9	+13	+1	+10

2.18 In 2019 at KS2, girls in Lambeth outperformed boys in each subject, which is similar to the pattern seen at KS1. The largest gap was in writing at nine percentage points, reading at seven points, with a closer agreement in maths at only a two points difference. Both groups of pupils in the borough outperformed their peers nationally in each subject, with the exception of girls in writing where they were equal (at 85% achieving the expected standard).

Figure 2. KS2 Performance 2019 (% meeting expected standard in RWM)

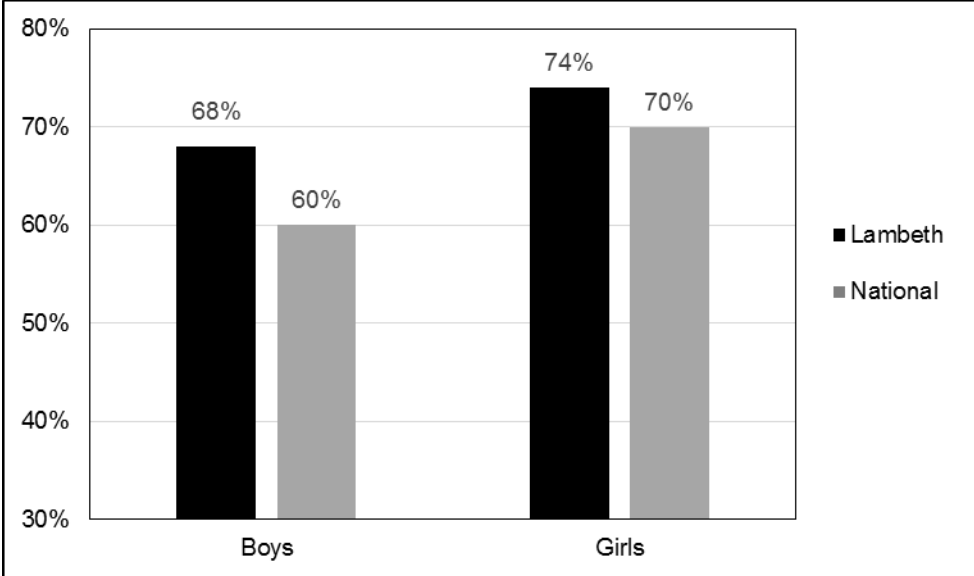


Table 15. GCSE performance by gender 2019

	Lambeth			National		
	Att8	Prog8	% E+M 4-9	Att8	Prog8	% E+M 4-9
Boys	41.2	-0.34	55%	41.7	-0.17	56%
Girls	46.8	0.25	62%	47.8	0.22	64%
All	44.1	-0.04	59%	44.7	-0.03	60%

2.19 Girls consistently outperform boys in the borough, on each of the key indicators. In 2019, 62% of girls and 55% of boys got a grade 4-9 in English and maths, a difference of seven percentage points. This is similar to the gap reported nationally. Girls in the borough had slightly better progress than girls nationally, but this was not true for the boys.

The Achievement Gap for EAL Pupils

2.20 The speed of acquisition of English for pupils with English as an additional language and its implications for performance is, as yet, a relatively under-researched field, but one of crucial importance to all involved in education. In this section of the report we look at the influence of fluency in English on pupils’ performance at different key stages. Lambeth, in common with many other inner London boroughs, has a high proportion of pupils whose first language is not English. This year, for the second time, DfE stages of fluency are being used.

Table 16. Percentage of EAL pupils at each level of fluency by Key Stage 2019

Fluency Level	Key Stage 1	Key Stage 2	GCSE
Stage A – new to English	3%	0%	1%
Stage B – Early Acquisition	11%	3%	2%
Stage C –Developing Competence	15%	12%	8%
Stage D - Competent	11%	17%	13%
Stage E – Fluent	8%	19%	27%
EAL – All	48%	46%	51%

2.21 As table 16 shows, most of the bilingual pupils with low levels of English fluency (stages A and B) have been at KS1 and KS2, and by the time they reach secondary school far fewer are at this level. Of course, there will be some pupils who may have no English if they join a secondary school from abroad and this is reflected in the figures.

EAL Attainment at KS2

2.22 National testing and assessment provides a comprehensive account of the attainment of bilingual pupils at various key stages of the National Curriculum. Amongst bilingual pupils at all key stages, the general trend has been as fluency in English improves so average outcomes correspondingly increases.

Table 17. KS2 performance by stage of fluency 2019 (% reaching the expected standard)

Fluency Level	Reading	Writing	Maths	RWM	Cohort
Stage A – new to English	22	11	22	11	9
Stage B – Early Acquisition	26	27	42	15	92
Stage C –Developing Competence	64	70	78	52	366
Stage D - Competent	81	84	88	73	511
Stage E – Fluent	95	96	96	91	565
English speaker	80	82	83	72	1,383

2.23 As for KS2, fully fluent stage E bilingual speakers had the highest levels of attainment, with 91% meeting the expected standard in RWM combined. This compares with 72% of English only speakers and 73% of bilingual competent speakers.

EAL Attainment at GCSE

Table 18. GCSE performance by stage of fluency 2019

Fluency Level	Attainment 8	Progress 8	% E+M 4-9	Cohort
Stage A – New to English	11.9	-1.50	0%	7
Stage B – Early Acquisition	21.1	-1.20	0%	36
Stage C – Developing Competence	39.1	0.45	43%	150
Stage D - Competent	46.1	0.07	62%	247
Stage E – Fluent	49.4	0.29	67%	491
English Only	42.3	-0.33	56%	884

2.24 Similar to the outcomes seen at KS2, improved competence in English correlates to higher results, with fluent stage E speakers having the highest attainment and favourable progress. Their results were also substantially above the corresponding figures for English only speakers.

2.25 It should be remembered that pupils at the earliest stages of English fluency often comprise small cohorts, especially at secondary level. At each key stage their improvement rate was much lower than that found in the borough overall, and the gap is widening with their more fluent peers. This may not be surprising as until they have an adequate grasp of English in order to access the curriculum effectively, it is a bar to attainment and improvement. What is notable is that fully fluent bilingual learners outperform English only speakers by a considerable margin.

The achievement gap by eligibility for free school meals

2.26 Social class differences have commonly been assumed to play a large influence on educational attainment. Eligibility for free schools has often been used as a proxy for deprivation in a number of studies, both in Lambeth and nationally. School level data shows a clear relationship between levels of poverty and examination results.

Table 19. KS1 performance by FSM status 2019 (% reaching the expected standard)

	Lambeth			National			Gap		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Eligible	68	63	68	60	53	61	+8	+10	+7
Not Eligible	82	78	83	78	72	78	+4	+5	+5
Gap	-14	-15	-15	-18	-19	-17			

2.27 There was a clear consistent gap in performance between those eligible for a free meal and those who paid for a meal at key stage 1. This was true both in Lambeth and nationally. Both Lambeth pupils who were eligible for a FSM, and those who paid, outperformed their peers nationally by a clear margin, with the greatest gap in writing (Lambeth FSM pupils being 10 percentage points above the corresponding national outcome).

Table 20. KS2 performance by FSM status 2019 (% reaching the expected standard)

	Lambeth				National				Gap			
	Read	Writ	Maths	RWM	Read	Writ	Maths	RWM	Read	Writ	Maths	RWM
Eligible	68	73	73	60	58	64	63	47	+10	+9	+10	+13
Not eligible	82	85	88	75	76	81	82	68	+6	+4	+6	+7
Gap	-14	-12	-15	-15	-18	-17	-19	-21				

2.28 Table 20 shows that both those eligible for a free meal and those who paid were more likely to reach the expected standard in each subject in Lambeth than nationally. Furthermore, the gap between FSM and non-FSM pupils was smaller in Lambeth across the board in each subject.

Table 21. GCSE performance by FSM status 2019

	Lambeth			National		
	Att8	Prog8	E+M	Att8	Prog8	E+M 4-9
Eligible	38.5	-0.24	51%	34.9	-0.53	41%
Not Eligible	45.9	0.03	61%	48.6	0.06	69%
All	44.1	-0.04	59%	44.7	-0.03	60%

2.29 Comparison with the national breakdown in 2019, shows that Lambeth had a smaller gap and that their FSM pupils outperformed FSM pupils nationally. In Lambeth, 51% of those eligible for FSM got grade 4-9 in English and maths compared with 41% of pupils nationally.

The achievement gap for Pupil Premium pupils

2.30 This year, for the sixth time, the DfE is providing additional funding known as the 'pupil premium' to target disadvantaged pupils. To be eligible for the funding, pupils must have been entitled to a free meal at any time during the preceding six years or be a child looked after.

Table 22. KS2 Pupil Premium 2019

	Lambeth			National		
	Disadvantaged Pupils (i)	Other Pupils (ii)	Gap	Disadvantaged Pupils (i)	Other Pupils (ii)	Gap
RWM combined	64	77	+13	51	72	+21
Reading	73	84	+11	62	78	+16
Writing TA	77	90	+13	67	83	+16
Maths	76	87	+11	67	84	+17

(i) disadvantaged pupils – eligible for a free meal in the last six years, or a looked after child

(ii) Other pupils, never identified as eligible for a FSM in the last six years

2.31 Table 22 clearly shows Lambeth’s success in closing the gap between disadvantaged and other pupils. In 2019, the gap was again smaller for each indicator than nationally, but in addition both disadvantaged and non-disadvantaged pupils in the borough did better than their peers nationally. 64% of disadvantaged pupils in Lambeth met the expected standard in RWM combined compared with 51% nationally. Similarly, table 23 shows that there is also a smaller gap in Lambeth than nationally at GCSE between the cohorts. Lambeth disadvantaged pupils performed six percentage points above their peers nationally, whereas the reverse was true in the case of the ‘other’ non-disadvantaged cohorts.

Table 23. GCSE pupil premium 2019

	English and maths 4-9 (%)		
	Other	Disadvantaged	Gap
Lambeth	66	51	-15
National	72	45	-27
Gap	-6	+6	-

The Achievement of pupils by free school meals status and ethnic background

2.32 There is increasing evidence that the performance of pupils from a White background in inner city schools are beginning to fall behind that of some of the other ethnic groups. Tables 24-27 break down performance by ethnicity and FSM, and also ethnicity, gender and FSM. Overall, in Lambeth it is notable that the biggest gap in attainment is for White British pupils at both KS2 and GCSE. At KS2, 83% of White British pupils not eligible for a FSM met the expected standard in RWM, but only 64% of those eligible did so – a gap of 19 percentage points. At GCSE, 72% of non FSM pupils and 35% of White British FSM pupils got a grade 4-9 in English and maths. Breaking down this data further by gender shows that the gap between those eligible and not eligible, for any of the main ethnic groups, is wider for White British boys, and this true at both KS2 and GCSE.

Table 24. KS2 (RWM) by ethnicity and FSM status (%) 2019

	Lambeth			
	All pupils	Not FSM	FSM	Gap
African	72	74	68	-6
Black Other	61	66	52	-14
Caribbean	60	65	51	-14
Portuguese	55	59	42	-17
White British	80	83	64	-19
White Other	74	77	54	-17
All pupils	71	75	60	-15

Table 25. GCSE English and Maths (% grade 4-9) by ethnicity and FSM status 2019

	Lambeth			
	All Pupils	Non FSM	FSM	Gap
Black African	64	65	60	-5
Black Other	37	41	29	-12
Caribbean	47	47	46	-1
Portuguese	50	54	36	-18
White British	64	72	35	-37
White Other	67	68	64	-4
All pupils	59	61	51	-10

Table 26. KS2 (RWM) by ethnicity, gender and FSM (%) 2019

	Female			Male		
	Not FSM	FSM	Gap	Not FSM	FSM	Gap
Black African	79	77	-2	69	58	-11
Black Other	63	57	-6	70	48	-22
Caribbean	71	55	-16	60	47	-13
Portuguese	64	40	-24	53	44	-10
White British	82	63	-18	83	65	-18
White Other	79	55	+24	74	53	-22
All pupils	78	63	-15	72	56	-16

Table 27. GCSE English and Maths (% grade 4-9) by Ethnicity, gender and FSM 2019

	Female			Male		
	Not FSM	FSM	Gap	Not FSM	FSM	Gap
Black African	72	59	-13	63	58	-5
Black Other	66	85	+19	57	42	-15
Caribbean	52	42	-10	41	19	-22
Portuguese	49	44	-4	51	25	-26
White British	73	35	-38	66	38	-28
White Other	73	58	-15	71	68	-3
All pupils	66	53	-12	60	47	-13

2.33 The Lambeth and national data also suggests that there is a strong association between poverty and successful achievement in education.

- 2.34 Tables 24 and 25 show that the gap in attainment between White British pupils eligible and not eligible for free school meals was 19 percentage points in Lambeth at KS2 and 37 percentage points at GCSE, while for Black African pupils it was only 6 percentage points at GCSE.
- 2.35 While poverty makes little difference to the achievements at school of some ethnic groups, it makes a notable difference to White British children on free school meals. Making comparisons between the educational attainments of different ethnic groups without explicitly considering the effect of economic disadvantage, effectively treating White British as a single group, is extremely misleading.

The Achievement trends of main ethnic groups in Lambeth

- 2.36 The underachievement of Portuguese pupils was raised as an issue in Lambeth schools in the late 1990s, and arrangements were made to separately identify and record their academic achievements. Although the format of tests and examinations have drastically changed over the last 15 years, it is possible to demonstrate that Portuguese pupils are closing the gap, albeit from a very low starting point.
- 2.37 Table 28 shows the performance of the main ethnic groups in Lambeth with results for 2000 and 2019, and shows the gap in attainment with the corresponding Lambeth results. Despite the format of the tests having changed, it clearly shows that Portuguese pupils have shown the most improvement of all the main groups at KS1 and GCSE (although the same isn't true at KS2). There are notable improvement across all groups at KS1 and GCSE, however only the White British cohort have shown an improvement at KS2 (up by six percentage points).

Table 28. Trend Performance of main ethnic groups, 2000 & 2019 (%)

		2000*	2019	2000-2019
KS1 Average	Portuguese	32	67	+35
	African	66	77	+11
	Caribbean	59	68	+9
	White British	64	84	+20
	White Other	63	80	+17
	Lambeth	60	76	+16
	National	61	73	+12
KS2 RWM	Portuguese	55	54	-1
	African	73	72	-1
	Caribbean	67	60	-7
	White British	74	80	+6
	White Other	75	74	-1
	Lambeth	68	71	+3
	National	74	65	-11
GCSE	Portuguese	17	50	+33
	African	47	64	+17
	Caribbean	36	47	+11
	White British	38	64	+26
	White Other	32	67	+35
	Lambeth	41	60	+19
	National	49	59	+10

The achievement gap for pupils with special educational needs

2.38 Table 29 demonstrates a clear link with level of special educational need and attainment. In Lambeth, 81% of those with no identified SEN met the expected standard in RWM combined, compared with only 15% of pupils with an Educational healthcare plan (EHCP), whilst 44% of those with SEN support reached this standard. For each level of SEN and subject, pupils in Lambeth were more likely to meet the expected standard than similar pupils nationally. For example, in Lambeth 60% of SEN support pupils achieved the threshold in reading, as opposed to 41% nationally (a difference of 19 percentage points). The largest gap for the EHCP cohorts was in maths, with a nine percentage point difference in favour of Lambeth.

Table 29. KS2 performance by stage of SEN 2019 (%)

	Lambeth				National			
	Reading	Writ TA	Maths	RWM	Reading	Writ TA	Maths	RWM
No SEN	87	91	92	81	81	88	87	74
SEN Support	60	58	64	44	41	39	46	25
EHCP	22	20	26	15	16	14	17	9
All pupils	79	81	84	71	73	78	79	65

2.39 However simply looking at level of SEN does not consider the type of special educational need. Table 30 breaks down attainment by prime SEN need. Some groups are very small and so caution should be exercised when drawing any conclusions. Nevertheless it clearly shows that pupils with different SEN needs have different levels of attainment.

2.40 The most common SEN recorded in Lambeth’s primary schools in 2019 was for speech, language and communication needs with 145 pupils. 23% of these pupils met the expected standard in RWM compared with 19% of their similar peers nationally. The next largest group was those pupils with social, emotional and mental health needs. Again, in Lambeth this group were more likely to reach the expected standard than pupils nationally, (57% getting RWM compared with 35% nationally). The only other group with a cohort size over 100 was for pupils with moderate learning difficulties, and this group also had higher attainment levels with 35% getting RWM compared to 11% of pupils nationally.

Table 30. KS2 performance by type of SEN 2019 (%)

	Lambeth					National			
	Reading	Writing	Maths	RWM	Cohort	Reading	Writing	Maths	RWM
specific learning difficulty	56	53	63	38	86	39	34	45	21
moderate learning difficulty	54	49	57	35	110	24	23	29	11
severe learning difficulty	0	0	0	0	14	3	2	3	1
profound & multiple learning difficulty	0	0	0	0	4	1	1	1	0
social, emotional & mental health	69	67	70	57	144	52	48	52	35
speech, language & communication	40	38	42	23	145	30	30	40	19
hearing impairment	44	67	78	44	9	53	58	60	43
visual impairment	0	0	0	0	6	58	58	62	46
multi-sensory impairment	n/a	n/a	n/a	n/a	0	55	49	52	39
physical disability	50	33	58	33	12	52	50	51	37
autistic spectrum disorder	35	34	42	29	62	40	38	42	28
other difficulty/disability	58	49	60	44	43	44	42	46	29
All pupils	79	81	84	71	3029	73	78	79	65

2.41 As for KS2, at GCSE there is a clear relationship between SEN and attainment, although Lambeth's results were similar to that found nationally. Only 9% of pupils with an ECHP got a grade 4-9 in English and maths compared with 66% of pupils with no SEN in Lambeth.

Table 31. GCSE performance by SEN 2019 (%)

	Lambeth			National		
	Att8	Prog8	E+M 4-9	Att8	Prog8	E+M 4-9
No identified SEN	47.5	0.10	66%	49.9	0.08	71%
SEN Support	33.5	-0.46	29%	32.4	-0.41	32%
ECHP	15.7	-1.03	9%	13.6	-1.16	11%
All pupils	44.1	-0.04	59%	44.7	-0.03	60%

2.42 At GCSE, pupils in Lambeth were most likely to have a described need of *specific learning difficulty* (with 78 pupils) of whom 28% got English and maths grades 4-9, compared to 38% of similar pupils nationally. The next largest group was for pupils with social, emotional and mental health needs (75 pupils) of whom 33% got grade 4-9 in English and maths, and were above their national peers by six percentage points.

Table 32. GCSE performance by prime SEN need 2019 (%)

	Lambeth				National		
	Att8	Prog8	E+M 4-9	Cohort	Att8	Prog8	E+M 4-9
specific learning difficulty	33.2	-0.3	28%	78	34.4	-0.18	36%
moderate learning difficulty	29.1	-0.6	13%	46	22.1	-0.57	13%
severe learning difficulty	1.0	-1.4	0%	7	2.5	-1.41	1%
profound & multiple learning difficulty	0.0	-1.5	0%	1	1.7	-1.44	1%
social, emotional and mental health	32.5	-0.9	33%	75	26.2	-1.19	27%
speech, language & comm needs	26.7	-0.4	13%	61	25.8	-0.44	21%
hearing impairment	40.3	0.4	67%	6	38.6	-0.16	48%
visual impairment	55.0	-1.5	100%	1	38.4	-0.27	49%
multi-sensory impairment	58.0	-1.6	100%	1	37.0	-0.24	44%
physical disability	23.0	-0.7	20%	5	33.2	-0.48	40%
autistic spectrum disorder	16.1	-1.2	16%	70	28.3	-0.75	34%
other difficulty/disability	36.3	0.1	40%	20	33.1	-0.41	35%

4. Conclusions

The LA's school improvement initiatives put much emphasis on the monitoring of performance and the need to identify the factors behind underachievement in order to close the gaps between different groups.

The main findings from the 2019 data suggests:

- Lambeth had higher levels of attainment in KS1 and KS2 than all pupils nationally, whilst results in EYFS, phonics and GCSE were either on a par with the national or broadly in line. Furthermore, on the KS1-KS2 progress measure, Lambeth achieved extremely highly, being in the top ten of 150 local authorities in each subject. This continues the positive trend seen in previous years.
- Again this year, Portuguese pupils had amongst the lowest levels of attainment, consistently below the Lambeth average in KS1 and KS2, and to a lesser extent at GCSE.
- Caribbean pupils also remain another under-performing group, being the lowest achievers in all three indicators at GCSE. This underachievement remains a concern and is obviously an issue that policy makers and schools need to address. In Lambeth we have launched a two year project 'Raising the Game' to improve outcomes for Black Caribbean pupils.
- White British pupils had consistently high levels of attainment at KS1 and KS2, although the differences are less significant at GCSE, but still above the overall Lambeth result.
- Girls outperformed boys across the board again this year in all key stages.
- Fully fluent (stage D) bilingual pupils outperformed the English only speakers at both KS2 and GCSE. A trend that continues year on year.
- Lambeth pupils eligible for free school meals match the national expectation, by performing below their paid meal peers, with the largest gaps in maths at both KS1 and KS2, and the KS2 RWM indicator (15 percentage points apiece).

- Disadvantaged pupils in Lambeth perform above the same cohort nationally at both KS2 and GCSE, albeit the gaps remain to their non-disadvantaged peers.
- Pupils who have SEN support or an Education, Health and Care Plan (EHCP) achieve less well than their peers, but better than pupils with similar needs nationally at KS2. The SEN support cohort in particular outperform their peers nationally by a considerably margin (for example 19 percentage points above in the KS2 RWM combined indicator).

Appendix 1

EYFS Results by Social Characteristics – Lambeth and National 2019

	LAMBETH EYFS Results 2019				NATIONAL EYFS Results 2019			
	Average Points Score	% of pupils at GLD	% at or above all Learning Goals	Cohort	Average Points Score	% of pupils at GLD	% at or above all Learning Goals	Cohort
Social factors								
Gender								
Female	34.3	77%	76%	1,512	35.8	78%	78%	311,521
Male	32.3	65%	66%	1,552	34.6	66%	64%	327,425
Meal Status								
Free Meals	31.9	61%	60%	706	31.5	57%	55%	89,742
Paid Meals	33.7	75%	73%	2,354	35.1	74%	73%	549,204
Ethnic Background								
African	32.1	66%	64%	569	33.4	70%	68%	21,432
Any Other Group	31.9	67%	65%	126	32.5	65%	63%	12,048
Asian Other	32.7	67%	67%	49	33.6	71%	69%	11,469
Bangladeshi	29	43%	43%	30	33.1	69%	67%	10,212
Black Other	32.8	71%	69%	114	33.1	67%	66%	4,434
Caribbean	32.4	67%	66%	328	33.6	69%	68%	5,270
Chinese	35	82%	82%	11	35.5	78%	76%	3,002
Greek	35.6	80%	80%	5	n/a	n/a	n/a	n/a
Gypsy/Roma	n/a	n/a	n/a	0	28.5	35%	34%	2,151
Indian	32.8	67%	67%	24	35.5	79%	78%	20,363
Mixed Other	33	69%	68%	267	34.9	74%	73%	15,789
Mixed White/Asian	35.5	78%	78%	55	35.8	76%	75%	10,305
Mixed White/Black African	31.4	58%	56%	62	34.6	72%	71%	5,777
Mixed White/Black Caribbean	34.6	78%	77%	126	34.3	70%	69%	9,814
Pakistani	31.6	63%	60%	52	32.7	66%	64%	27,141
Portuguese	31.8	64%	62%	110	n/a	n/a	n/a	n/a
Turkish	33	80%	70%	10	n/a	n/a	n/a	n/a
Vietnamese	30.5	75%	75%	4	n/a	n/a	n/a	n/a
White British	35.5	83%	83%	607	35.1	74%	73%	409,675
White Irish	39.9	100%	100%	16	36.2	75%	74%	1,551
White Other	33.6	74%	72%	387	33.2	67%	66%	45,361
Fluency in English								
Stage A – New to English	17.0	0%	0%	284	n/a	n/a	n/a	n/a
Stage B – Early Acquisition	28.1	42%	39%	432	n/a	n/a	n/a	n/a
Stage C – Developing Competence	30.8	61%	58%	365	n/a	n/a	n/a	n/a
Stage D - Competent	34.4	81%	80%	185	n/a	n/a	n/a	n/a
Stage E – Fluent	36.2	76%	73%	129	n/a	n/a	n/a	n/a
English Only	34.5	87%	84%	1,566	n/a	n/a	n/a	n/a
All pupils	33.3	72%	70%	3,064	34.6	72%	71%	638,946

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.

n/a = data not available. Where this is shown figures are not published at the national level by the DfE.

SUPP = data suppressed where cohorts are fewer than five pupils.

Appendix 1

Year 1 Phonics Results by Social Characteristics – Lambeth and National 2019

	LAMBETH Phonics Results 2019		NATIONAL Phonics Results 2019	
	% Wa	Cohort	% Wa	Cohort
Social factors				
Gender				
Female	85%	1,560	85%	316,667
Male	80%	1,582	78%	332,485
Meal Status				
Free Meals	73%	743	70%	105,516
Paid Meals	86%	2,327	84%	543,636
Ethnic Background				
African	85%	636	538	22,769
Any Other Group	78%	130	101	12,690
Asian Other	92%	36	33	11,775
Bangladeshi	85%	26	22	10,538
Black Other	80%	118	94	4,778
Caribbean	73%	324	237	5,737
Chinese	100%	19	19	3,298
Greek	50%	4	2	n/a
Gypsy/Roma	33%	3	1	2,359
Indian	95%	20	19	20,915
Mixed Other	78%	239	187	16,105
Mixed White/Asian	95%	55	52	10,423
Mixed White/Black African	78%	65	51	5,735
Mixed White/Black Caribbean	74%	139	103	10,169
Pakistani	86%	51	44	27,672
Portuguese	77%	94	72	n/a
Turkish	100%	6	6	n/a
Vietnamese	86%	7	6	n/a
White British	89%	609	540	423,914
White Irish	95%	20	19	1,565
White Other	85%	398	337	46,724
Fluency in English				
Stage A – New to English	59%	170	100	n/a
Stage B – Early Acquisition	79%	410	322	n/a
Stage C – Developing Competence	90%	447	401	n/a
Stage D - Competent	92%	286	262	n/a
Stage E – Fluent	95%	192	182	n/a
English Only	83%	1,505	1,246	n/a
All pupils	82%	3,142	82%	649,152

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.

n/a = data not available. Where this is shown figures are not published at the national level by the DfE.

SUPP = data suppressed where cohorts are fewer than five pupils.

Appendix 1

KS1 Teacher Assessments by Social Characteristics – Lambeth and National 2019

Social factors	LAMBETH KS1 Results 2019 (% expected standard)					NATIONAL KS1 Results 2019 (% expected standard)				
	Reading	Writing	Maths	Average	Cohort	Reading	Writing	Maths	Average	Cohort
Gender										
Female	81%	79%	81%	80%	1,576	79%	76%	77%	77%	325,180
Male	75%	68%	77%	73%	1,533	71%	63%	75%	70%	341,213
Meal Status										
Free Meals	68%	63%	68%	66%	739	60%	53%	61%	58%	107,158
Paid Meals	82%	78%	83%	80%	2,324	78%	72%	78%	76%	559,235
Ethnic Background										
African	76%	74%	79%	77%	606	78%	73%	76%	76%	23,752
Any Other Group	72%	71%	78%	74%	126	68%	64%	72%	68%	12,672
Asian Other	73%	65%	76%	71%	37	77%	74%	79%	77%	11,959
Bangladeshi	74%	71%	77%	74%	31	75%	72%	76%	74%	10,849
Black Other	71%	69%	75%	71%	119	71%	65%	68%	68%	5,071
Caribbean	73%	64%	66%	68%	371	71%	83%	91%	86%	6,083
Chinese	96%	91%	100%	96%	23	84%	83%	91%	86%	3,327
Greek	67%	67%	67%	67%	3	n/a	n/a	n/a	n/a	n/a
Gypsy/Roma	100%	0%	0%	33%	1	30%	26%	34%	30%	2,529
Indian	89%	78%	89%	85%	27	83%	80%	85%	83%	21,443
Mixed Other	81%	75%	80%	79%	263	78%	72%	77%	76%	15,821
Mixed White/Asian	100%	98%	100%	99%	44	82%	77%	82%	80%	10,377
Mixed White/Black African	90%	87%	84%	87%	63	77%	71%	76%	75%	5,875
Mixed White/Black Caribbean	73%	65%	70%	69%	153	72%	64%	70%	69%	10,622
Pakistani	74%	72%	81%	75%	57	72%	68%	73%	71%	28,870
Portuguese	64%	64%	73%	67%	97	n/a	n/a	n/a	n/a	n/a
Turkish	50%	50%	83%	61%	6	n/a	n/a	n/a	n/a	n/a
Vietnamese	71%	71%	71%	71%	7	n/a	n/a	n/a	n/a	n/a
White British	86%	80%	87%	84%	603	76%	69%	76%	74%	437,845
White Irish	89%	89%	100%	93%	9	80%	72%	79%	77%	1,578
White Other	80%	77%	84%	80%	378	71%	67%	75%	71%	47,825
Fluency in English										
Stage A – New to English	38%	37%	48%	41%	101	n/a	n/a	n/a	n/a	n/a
Stage B – Early Acquisition	58%	55%	66%	60%	328	n/a	n/a	n/a	n/a	n/a
Stage C – Developing Competence	79%	75%	83%	79%	468	n/a	n/a	n/a	n/a	n/a
Stage D - Competent	91%	89%	91%	91%	352	n/a	n/a	n/a	n/a	n/a
Stage E – Fluent	93%	88%	93%	91%	250	n/a	n/a	n/a	n/a	n/a
English Only	80%	75%	79%	78%	1,483	n/a	n/a	n/a	n/a	n/a
All pupils	78%	74%	79%	76%	3,109	75%	69%	76%	73%	666,393

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.

n/a = data not available. Where this is shown figures are not published at the national level by the DfE.

SUPP = data suppressed where cohorts are fewer than five pupils.

Appendix 1 continued

KS2 Results by Social Characteristics – Lambeth and National 2019

Social factors	LAMBETH KS2 Results 2019 (% expected standard)					NATIONAL KS2 Results 2019 (% expected standard)				
	Reading	Writing TA	Maths	R,W,M	Cohort	Reading	Writing TA	Maths	R,W,M	Cohort
Gender										
Female	81%	85%	84%	74%	1,483	78%	85%	79%	70%	317,109
Male	74%	76%	82%	68%	1,546	69%	72%	78%	60%	330,437
Meal Status										
Free Meals	68%	73%	73%	60%	793	58%	64%	63%	47%	108,849
Paid Meals	82%	85%	88%	75%	2,235	76%	81%	82%	68%	535,528
Ethnic Background										
African	79%	83%	85%	72%	754	74%	80%	81%	67%	26,192
Any Other Group	78%	79%	88%	69%	147	67%	73%	79%	61%	12,691
Asian Other	84%	86%	92%	78%	37	76%	83%	87%	71%	12,136
Bangladeshi	80%	83%	87%	74%	46	75%	83%	84%	70%	11,063
Black Other	71%	79%	76%	61%	127	70%	75%	74%	60%	5,246
Caribbean	69%	74%	75%	60%	458	67%	73%	70%	56%	7,145
Chinese	88%	82%	94%	82%	17	82%	88%	94%	80%	2,843
Greek	100%	100%	50%	50%	2	n/a	n/a	n/a	n/a	n/a
Gypsy/Roma	33%	33%	33%	33%	3	28%	33%	34%	19%	2,309
Indian	95%	91%	95%	86%	22	80%	87%	89%	77%	19,305
Mixed Other	84%	86%	87%	75%	164	76%	81%	80%	68%	13,890
Mixed White/Asian	95%	93%	88%	85%	41	80%	84%	84%	73%	8,849
Mixed White/Black African	86%	88%	89%	80%	65	76%	79%	78%	67%	5,444
Mixed White/Black Caribbean	78%	77%	77%	67%	151	70%	74%	72%	59%	10,139
Pakistani	90%	92%	98%	88%	52	69%	78%	79%	62%	28,972
Portuguese	62%	70%	71%	55%	113	n/a	n/a	n/a	n/a	n/a
Turkish	100%	60%	80%	60%	5	n/a	n/a	n/a	n/a	n/a
Vietnamese	100%	100%	100%	100%	4	n/a	n/a	n/a	n/a	n/a
White British	87%	87%	89%	80%	427	74%	79%	78%	65%	426,048
White Irish	89%	89%	78%	78%	9	82%	82%	82%	73%	1,690
White Other	80%	83%	87%	74%	358	69%	75%	80%	63%	43,498
Fluency in English										
Stage A – New to English	22%	11%	22%	11%	9	n/a	n/a	n/a	n/a	n/a
Stage B – Early Acquisition	26%	27%	42%	15%	92	n/a	n/a	n/a	n/a	n/a
Stage C – Developing Competence	64%	70%	78%	52%	366	n/a	n/a	n/a	n/a	n/a
Stage D - Competent	81%	84%	88%	73%	511	n/a	n/a	n/a	n/a	n/a
Stage E – Fluent	95%	96%	96%	91%	565	n/a	n/a	n/a	n/a	n/a
English Only	80%	82%	83%	72%	1,383	n/a	n/a	n/a	n/a	n/a
All pupils	79%	81%	84%	71%	3,029	73%	78%	79%	65%	647,546

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.

n/a = data not available. Where this is shown figures are not published at the national level by the DfE.

SUPP = data suppressed where cohorts are fewer than five pupils.

R,W,M = reading, writing and maths combined.

Appendix 1 continued

GCSE Results by Social Characteristics – Lambeth and National 2019

	LAMBETH GCSE Results 2019 (Key Indicators)					NATIONAL GCSE Results 2019 (Key Indicators)				
	Attainment 8	Progress 8	% grade 4+ in E&M	Ebacc APS	Cohort	Attainment 8	Progress 8	% grade 4+ in E&M	Ebacc APS	Cohort
Social factors										
Gender										
Female	46.8	0.25	62%	4.20	1,090	47.8	0.22	68%	4.32	265,930
Male	41.2	-0.34	55%	3.65	1,099	41.7	-0.27	61%	3.84	276,638
Meal Status										
Free Meals	38.5	-0.24	51%	3.43	578	34.9	-0.53	41%	2.91	76,237
Paid Meals	45.9	0.03	61%	4.09	1,611	48.6	0.06	69%	4.26	466,331
Ethnic Background										
African	45.5	0.13	64%	4.02	583	47.3	0.33	64%	4.21	19,807
Any Other Group	44.3	0.34	54%	4.19	134	47.3	0.50	64%	4.30	9,607
Asian Other	48.3	0.48	75%	4.43	32	54.5	0.66	76%	4.97	9,303
Bangladeshi	54.5	0.61	81%	4.96	32	50.6	0.47	70%	4.45	9,877
Black Other	35.6	-0.40	37%	3.09	82	43.0	0.08	54%	3.76	3,875
Caribbean	36.4	-0.61	47%	3.03	393	39.4	-0.31	48%	3.33	7,493
Chinese	64.2	0.77	83%	6.32	18	64.3	0.86	89%	5.99	2,006
Greek	70.2	1.99	75%	6.42	4	n/a	n/a	n/a	n/a	n/a
Gypsy/Roma	n/a	n/a	n/a	n/a	0	19.1	-0.81	14%	1.47	1,243
Indian	47.6	-0.20	58%	4.01	12	57.3	0.71	80%	5.24	15,429
Mixed Other	44.0	-0.05	55%	3.96	132	49.2	0.14	68%	4.39	10,108
Mixed White/Asian	58.2	0.52	91%	5.41	11	53.2	0.22	74%	4.77	6,144
Mixed White/Black African	46.8	0.09	64%	4.12	44	47.4	0.04	64%	4.19	3,262
Mixed White/Black Caribbean	40.9	-0.50	53%	3.47	80	47.6	0.00	65%	4.19	27,018
Pakistani	49.6	0.78	80%	4.47	15	46.2	0.24	62%	4.03	23,502
Portuguese	43.5	0.28	50%	3.99	111	n/a	n/a	n/a	n/a	n/a
Turkish	42.1	0.10	43%	3.64	7	n/a	n/a	n/a	n/a	n/a
Vietnamese	51.4	0.19	60%	4.74	5	n/a	n/a	n/a	n/a	n/a
White British	47.4	-0.11	64%	4.25	250	46.2	-0.14	65%	3.99	375,412
White Irish	54.0	0.04	70%	4.90	10	52.1	0.13	74%	4.63	1,688
White Other	50.2	0.50	67%	4.70	185	46.8	0.45	62%	4.25	28,214
Fluency in English										
Stage A – New to English	11.9	-1.50	0%	0.99	7	n/a	n/a	n/a	n/a	n/a
Stage B – Early Acquisition	21.1	-1.20	0%	1.82	36	n/a	n/a	n/a	n/a	n/a
Stage C – Developing Competence	39.1	0.45	43%	3.60	150	n/a	n/a	n/a	n/a	n/a
Stage D - Competent	46.1	0.07	62%	4.31	247	n/a	n/a	n/a	n/a	n/a
Stage E – Fluent	49.4	0.29	67%	4.42	491	n/a	n/a	n/a	n/a	n/a
English Only	42.3	-0.33	56%	3.63	884	n/a	n/a	n/a	n/a	n/a
All pupils	44.1	-0.04	59%	3.93	2,189	44.7	-0.03	60%	3.87	542,568

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.
n/a = data not available. Where this is shown figures are not published at the national level by the DfE.

Appendix 2

Lambeth EYFS Results by Gender - 2019

	LAMBETH GIRLS EYFS Results 2019				LAMBETH BOYS EYFS Results 2019			
	Average Points Score	% of pupils at GLD	% at or above all Learning Goals	Cohort	Average Points Score	% of pupils at GLD	% at or above all Learning Goals	Cohort
Social factors								
Meal Status								
Free Meals	32.9	66%	66%	320	31.1	57%	56%	386
Paid Meals	34.7	80%	79%	1,190	32.7	69%	68%	1,164
Ethnic Background								
African	33.2	72%	70%	293	30.9	59%	58%	276
Any Other Group	33.1	72%	70%	71	30.3	60%	58%	55
Asian Other	32.0	62%	62%	29	33.7	75%	75%	20
Bangladeshi	27.0	30%	30%	10	30	50%	50%	20
Black Other	33.7	79%	75%	61	31.7	62%	62%	53
Caribbean	34.3	77%	76%	156	30.7	58%	56%	172
Chinese	40.8	100%	100%	6	28.0	60%	60%	5
Greek	37.3	100%	100%	3	33.0	50%	50%	2
Gypsy/Roma	n/a	n/a	n/a	0	n/a	n/a	n/a	0
Indian	32.3	60%	60%	10	33.1	71%	71%	14
Mixed Other	33.9	77%	77%	128	32.2	61%	60%	139
Mixed White/Asian	36.2	79%	79%	33	34.6	77%	77%	22
Mixed White/Black African	34.4	77%	77%	30	28.6	41%	38%	32
Mixed White/Black Caribbean	34.5	81%	81%	58	34.7	75%	74%	68
Pakistani	32.3	65%	65%	26	30.8	62%	54%	26
Portuguese	33.2	70%	68%	53	30.5	58%	56%	57
Turkish	33.7	67%	67%	3	32.7	86%	71%	7
Vietnamese	34.0	100%	100%	2	27.0	50%	50%	2
White British	36.4	87%	86%	294	34.7	80%	80%	313
White Irish	40.5	100%	100%	10	39.0	100%	100%	6
White Other	34.5	81%	80%	181	32.8	68%	65%	206
Fluency in English								
Stage A – New to English	29.4	45%	43%	123	27.0	39%	37%	161
Stage B – Early Acquisition	32.4	71%	70%	209	29.3	51%	47%	223
Stage C – Developing Competence	34.8	82%	81%	189	34.5	80%	80%	176
Stage D - Competent	35.3	83%	82%	104	33.3	67%	62%	81
Stage E – Fluent	37.0	88%	88%	73	35.3	86%	80%	56
English Only	35.3	83%	82%	766	33.6	73%	72%	800
Gender Totals	34.3	77%	76%	1,512	32.3	65%	66%	1,552

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.

n/a = data not available.

SUPP = data suppressed where cohorts are fewer than five pupils.

Appendix 2 continued

Lambeth Year 1 Phonics Results by Gender - 2019

	LAMBETH GIRLS Phonics Results 2019		LAMBETH BOYS Phonics Results 2019	
	% Wa	Cohort	% Wa	Cohort
Social factors				
Meal Status				
Free Meals	78%	360	69%	383
Paid Meals	88%	1,169	84%	1,158
Ethnic Background				
African	88%	301	82%	335
Any Other Group	73%	63	82%	67
Asian Other	90%	21	93%	15
Bangladeshi	92%	13	77%	13
Black Other	82%	61	77%	57
Caribbean	77%	163	70%	161
Chinese	100%	11	100%	8
Greek	67%	3	0%	1
Gypsy/Roma	n/a	0	33%	3
Indian	92%	13	100%	7
Mixed Other	80%	121	76%	118
Mixed White/Asian	96%	28	93%	27
Mixed White/Black African	85%	33	72%	32
Mixed White/Black Caribbean	76%	68	72%	71
Pakistani	93%	30	76%	21
Portuguese	79%	39	75%	55
Turkish	100%	4	100%	2
Vietnamese	100%	1	83%	6
White British	92%	300	86%	309
White Irish	100%	9	91%	11
White Other	85%	210	85%	188
Fluency in English				
Stage A – New to English	63%	81	55%	89
Stage B – Early Acquisition	80%	193	77%	217
Stage C – Developing Competence	93%	218	87%	229
Stage D - Competent	90%	151	93%	135
Stage E – Fluent	95%	105	94%	87
English Only	86%	748	80%	757
Gender Totals	85%	1,560	80%	1,582

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.

n/a = data not available.

SUPP = data suppressed where cohorts are fewer than five pupils.

Appendix 2 continued

Lambeth KS1 Teacher Assessment Results by Gender – 2019

Social factors	LAMBETH GIRLS KS1 Results 2019 (% expected standard)					LAMBETH BOYS KS1 Results 2019 (% expected standard)				
	Reading	Writing	Maths	Average	Cohort	Reading	Writing	Maths	Average	Cohort
Meal Status										
Free Meals	72%	69%	70%	70%	353	65%	58%	67%	63%	386
Paid Meals	85%	83%	85%	84%	1,193	78%	72%	81%	77%	1,131
Ethnic Background										
African	79%	80%	81%	80%	312	74%	69%	77%	73%	294
Any Other Group	80%	78%	85%	81%	59	66%	64%	72%	67%	67
Asian Other	80%	73%	80%	78%	15	68%	59%	73%	67%	22
Bangladeshi	83%	78%	89%	83%	18	62%	62%	62%	62%	13
Black Other	71%	75%	76%	74%	55	70%	64%	73%	69%	64
Caribbean	76%	70%	70%	72%	178	70%	59%	63%	64%	193
Chinese	100%	100%	100%	100%	12	91%	82%	100%	91%	11
Greek	50%	50%	50%	50%	2	100%	100%	100%	100%	1
Gypsy/Roma	n/a	n/a	n/a	n/a	0	100%	0%	0%	33%	1
Indian	100%	90%	100%	97%	10	82%	71%	82%	78%	17
Mixed Other	86%	81%	81%	83%	135	75%	69%	78%	74%	128
Mixed White/Asian	100%	100%	100%	100%	27	100%	94%	100%	98%	17
Mixed White/Black African	90%	90%	83%	88%	30	91%	85%	85%	87%	33
Mixed White/Black Caribbean	74%	69%	69%	71%	85	72%	60%	71%	68%	68
Pakistani	81%	77%	77%	78%	26	68%	68%	84%	73%	31
Portuguese	74%	74%	81%	76%	53	52%	52%	64%	56%	44
Turkish	40%	40%	80%	53%	5	100%	100%	100%	100%	1
Vietnamese	100%	100%	100%	100%	3	50%	50%	50%	50%	4
White British	90%	87%	88%	88%	309	81%	73%	86%	80%	294
White Irish	75%	75%	100%	83%	4	100%	100%	100%	100%	5
White Other	81%	78%	82%	80%	187	80%	76%	85%	80%	191
Fluency in English										
Stage A – New to English	50%	55%	55%	53%	40	30%	25%	43%	32%	61
Stage B – Early Acquisition	59%	60%	66%	62%	151	58%	51%	65%	58%	177
Stage C – Developing Competence	81%	78%	84%	81%	207	77%	73%	83%	78%	261
Stage D - Competent	92%	91%	92%	92%	195	90%	87%	90%	89%	157
Stage E – Fluent	93%	90%	93%	92%	137	92%	87%	93%	91%	113
English Only	83%	81%	81%	82%	774	77%	69%	77%	74%	709
Gender Totals	81%	79%	81%	80%	1,576	75%	68%	77%	73%	1,533

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.

SUPP = data suppressed where cohorts are fewer than five pupils.

Appendix 2 continued

Lambeth KS2 Results by Gender – 2019

Social factors	LAMBETH GIRLS KS2 Results 2019 (% expected standard)					LAMBETH BOYS KS2 Results 2019 (% expected standard)				
	Reading	Writing TA	Maths	R,W,M	Cohort	Reading	Writing TA	Maths	R,W,M	Cohort
Meal Status										
Free Meals	72%	77%	73%	63%	391	64%	68%	72%	56%	402
Paid Meals	86%	89%	88%	78%	1,092	79%	81%	87%	72%	1,143
Ethnic Background										
African	84%	88%	87%	78%	376	73%	79%	84%	66%	378
Any Other Group	83%	83%	90%	69%	58	75%	76%	88%	69%	89
Asian Other	79%	84%	89%	74%	19	89%	89%	94%	83%	18
Bangladeshi	79%	83%	88%	75%	24	82%	82%	86%	73%	22
Black Other	70%	83%	77%	61%	64	71%	75%	75%	62%	63
Caribbean	74%	81%	79%	65%	217	65%	67%	72%	55%	241
Chinese	100%	100%	100%	100%	10	71%	57%	86%	57%	7
Greek	100%	100%	0%	0%	1	100%	100%	100%	100%	1
Gypsy/Roma	n/a	n/a	n/a	n/a	0	33%	33%	33%	33%	3
Indian	100%	100%	94%	94%	17	80%	60%	100%	60%	5
Mixed Other	88%	92%	87%	79%	84	79%	80%	86%	71%	80
Mixed White/Asian	95%	90%	80%	75%	20	95%	95%	95%	95%	21
Mixed White/Black African	83%	90%	93%	80%	30	89%	86%	86%	80%	35
Mixed White/Black Caribbean	85%	80%	76%	70%	74	71%	74%	79%	64%	77
Pakistani	92%	100%	100%	92%	26	88%	85%	96%	85%	26
Portuguese	65%	81%	75%	60%	52	59%	61%	67%	51%	61
Turkish	100%	60%	80%	60%	5	n/a	n/a	n/a	n/a	0
Vietnamese	100%	100%	100%	100%	1	100%	100%	100%	100%	3
White British	87%	88%	84%	79%	198	88%	87%	93%	82%	229
White Irish	83%	83%	67%	67%	6	100%	100%	100%	100%	3
White Other	83%	84%	86%	76%	187	78%	81%	88%	72%	171
Fluency in English										
Stage A – New to English	25%	25%	25%	25%	4	20%	0%	20%	0%	5
Stage B – Early Acquisition	33%	43%	40%	23%	30	23%	19%	44%	11%	62
Stage C – Developing Competence	70%	75%	78%	55%	173	59%	66%	77%	49%	193
Stage D - Competent	84%	88%	90%	76%	245	79%	80%	87%	70%	266
Stage E – Fluent	96%	98%	96%	93%	300	94%	95%	96%	90%	265
English Only	81%	85%	81%	73%	687	78%	79%	84%	71%	696
Gender Totals	81%	85%	84%	74%	1,483	74%	76%	82%	68%	1,546

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.

SUPP = data suppressed where cohorts are fewer than five pupils.

Appendix 2 continued

Lambeth GCSE Results by Gender – 2019

	LAMBETH GIRLS GCSE Results 2019 (Key Indicators)					LAMBETH BOYS GCSE Results 2019 (Key Indicators)				
	Attainment 8	Progress 8	% grade 4+ in E&M	Ebacc APS	Cohort	Attainment 8	Progress 8	% grade 4+ in E&M	Ebacc APS	Cohort
Social factors										
Meal Status										
Free Meals	42.0	0.01	56%	3.71	282	35.23	-0.49	45%	3.16	296
Paid Meals	48.48	0.35	63%	4.35	808	43.34	-0.28	59%	3.82	803
Ethnic Background										
African	49.15	0.46	69%	4.41	316	41.1	-0.26	57%	3.56	267
Any Other Group	44.36	0.53	54%	4.16	69	44.23	0.08	55%	4.23	65
Asian Other	51.19	0.64	75%	4.73	16	45.39	0.29	75%	4.13	16
Bangladeshi	55.58	0.70	83%	5.25	12	53.93	0.56	80%	4.79	20
Black Other	39.41	-0.12	37%	3.51	43	31.29	-0.67	36%	2.62	39
Caribbean	38.55	-0.44	50%	3.19	203	34.08	-0.79	44%	2.85	190
Chinese	68.33	0.72	89%	6.93	9	60.0	0.81	78%	5.72	9
Greek	68.92	1.92	67%	6.45	3	74.0	2.21	100%	6.33	1
Gypsy/Roma	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	0
Indian	51.75	1.43	75%	4.12	4	45.56	-0.89	50%	3.96	8
Mixed Other	46.28	0.20	58%	4.18	67	41.65	-0.30	51%	3.73	65
Mixed White/Asian	65.75	0.60	100%	6.30	5	51.96	0.46	83%	4.67	6
Mixed White/Black African	52.08	0.59	72%	4.50	25	39.91	-0.58	53%	3.60	19
Mixed White/Black Caribbean	44.26	-0.21	56%	3.91	39	37.66	-0.78	49%	3.05	41
Pakistani	53.31	1.37	75%	4.81	8	45.43	0.11	86%	4.07	7
Portuguese	46.69	0.77	56%	4.26	55	40.42	-0.21	45%	3.74	56
Turkish	23	-0.43	0%	1.50	1	45.33	0.19	50%	4.00	6
Vietnamese	48.5	0.70	50%	3.92	2	53.33	-0.15	67%	5.28	3
White British	52.14	0.34	70%	4.72	99	44.22	-0.41	60%	3.94	151
White Irish	43	-0.67	33%	3.78	3	58.75	0.34	86%	5.38	7
White Other	51.18	0.62	64%	4.72	91	49.24	0.38	70%	4.68	94
Fluency in English										
Stage A – New to English	21.5	n/a	0%	1.84	2	8.0	-1.50	0%	0.65	5
Stage B – Early Acquisition	23.08	-1.50	0%	1.94	18	19.03	-1.10	0%	1.70	18
Stage C – Developing Competence	39.07	0.74	36%	3.58	56	39.08	0.29	47%	3.61	94
Stage D - Competent	49.09	0.43	65%	4.62	120	43.34	-0.26	59%	4.02	127
Stage E – Fluent	51.45	0.57	70%	4.64	283	46.52	-0.10	63%	4.14	208
English Only	44.41	-0.10	58%	3.83	447	40.24	-0.57	54%	3.42	437
Gender totals	46.8	0.25	62%	4.20	1,090	41.2	-0.34	55%	3.65	1,099

This table does not include pupils for whom social characteristics are unknown, or were recorded as 'unclassified'.

SUPP = data suppressed where cohorts are fewer than five pupils.