

The Educational Attainment of Black Caribbean Pupils in Lambeth



Feyisa Demie, Rebecca Butler

**Schools Research and Statistics Unit
Lambeth Education and Learning
Lambeth Civic Centre
First floor
6 Brixton Hill
London SW2 1EG**

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1 Introduction

This article is a contribution to the debate about the educational attainment of Black Caribbean pupils. Black Caribbean children have attended English schools for decades and yet relatively few studies have examined the reasons for their underachievement. This issue is of increasing importance for the government to develop its education policy and to provide targeted support for the Black Caribbean population in English schools. Table 1 shows the number of Black Caribbean pupils recorded nationally over the last 10 years in state funded schools, collected as part of the DfE's School Census. Numbers have been falling for the last 5 years, down from about 91,500 in 2018 to about 82,400 in 2022. This also represents a drop as a proportion of the school population, at 1%, down from a high of 1.3%. However, the data will show the educational importance of focusing on Black Caribbean pupils as one of the ethnic groups in UK.

Table 1. Black Caribbean pupils nationally, 2013–22

	Number			Percentage		
	Primary	Secondary	All Pupils	Primary	Secondary	All Pupils
2013	42,440	43,182	87,665	1.2%	1.4%	1.3%
2014	44,060	42,895	88,950	1.3%	1.4%	1.3%
2015	44,200	43,740	89,895	1.3%	1.4%	1.3%
2016	40,938	42,763	85,830	1.1%	1.3%	1.2%
2017	39,732	42,517	84,474	1.1%	1.3%	1.2%
2018	46,377	42,053	91,429	1.0%	1.3%	1.1%
2019	44,582	41,533	89,083	0.9%	1.2%	1.1%
2020	42,937	40,688	86,543	0.9%	1.2%	1.0%
2021	40,674	40,273	83,712	0.9%	1.2%	1.0%
2022	39,769	39,893	82,402	0.9%	1.1%	1.0%
2021	975,238	20.9	601,238	17.2	1,576,476	19.3

Researchers in education attainment also show the underachievement of Black Caribbean heritage pupils has been a persistent problem facing national policy makers in schools in England for many years. Research in the 1980s gave a good deal of attention to the underachievement of pupils of Black Caribbean backgrounds and confirmed that '*they are underachieving as a group within the education system*' (Rampton 1981, Swann 1985). Other research in the 1990s and 2000s also reflected earlier findings with Black Caribbean and African pupils continuing to make less progress on average than other pupils (Gillborn and Gipps 1996; Gillborn and Mirza 2000, Demie 2005; 2003; 2001; GLA 2004). Each of these studies appeared to show considerable underachievement of Black Caribbean pupils in comparison with the achievement of White and Asian pupils.

Recent research also confirmed that the English school system has produced dismal academic results for a high percentage of Black Caribbean pupils over the last 60 years. Over the past four decades, national research has shown that their achievements persistently lag behind the average achievement of their peers and the gap was growing at the end of primary and secondary education. A key finding from the analysis showed that 46% of Black Caribbean pupils gained 5+A*- C including English and maths at GCSE, compared with 54% of all pupils nationally. Furthermore, the KS2 data

revealed a similar pattern, with Black Caribbean pupils having the lowest levels of achievement of any ethnic group (Demie and Mclean 2017). Overall, the data has shown that Black Caribbean underachievement is real and persistent with consistently low levels of attainment and the difference between their performance and that reported nationally is the largest of any ethnic group. The reasons for the underachievement of Black Caribbean pupils are wide-ranging and complex. A number of key factors were identified as main reasons for persistent underachievement in English schools including headteachers' poor leadership on equality issues, institutional racism, stereotyping, teachers' low expectations, curriculum barriers and relevance, lack of diversity in the work force and lack of targeted support, exclusions issues, low expectations, socio-economic disadvantage, lack of role models and peer pressure (see Demie and Mclean 2017; Demie 2022)

All the body of available research suggests that they are underachieving, and this became a hot issue with the education system (see Demie and Christabel 2017, EHRC 2015, Strand 2012, Gillborn and Mirza, 2000). Previous research also shows that there has been a policy concern about the educational achievement of Black Caribbean pupils in schools (Tomlinson 2008, Strand 2012, Demie, and Mclean 2017, EHRC 2015. There is an urgent need to increase our understanding of the factors which lie behind this underachievement.

1.1 The aims of the research

This research aims to explore Black Caribbean pupils' attainment in Lambeth schools. Three research questions guided this research:

- What does the data tell us about the performance of Black Caribbean pupils in schools over the period?
- What does contextual factors tell us about the achievement of Black Caribbean pupils?
- What is the implication for policy and practice?

A complementary methodological approach has been used in the research including:

- Reviewing research literatures and survey results.
- Analysing trend attainment data to explore changes.

2 The context of the Local Authority

2.1 Black Caribbean pupils in Lambeth

Table 2 shows a similar position in Lambeth as for nationally, with both absolute and percentages showing a downward trend. In 2003 more than one in five pupils in a Lambeth school was Black Caribbean, but twenty years later this had fallen to about one in eight. Black Caribbean pupils currently comprise the third largest group in Lambeth schools, behind Black African and White British pupils. Figure 1 clearly shows that while the Black African population has remained relatively constant (22.6% in 2003, and 22.2% in 2022), Black Caribbean pupils have reduced, from 21.6% of the school population to 12.8% over the same period. The proportion of White British pupils also showed a net reduction, from 20.2% to 15.4%. In 2003, Black Caribbean pupils comprised the second largest group in Lambeth, but 20 years, later they had fallen to third place.

Figure 1. Lambeth population change 2003–2022 (%)

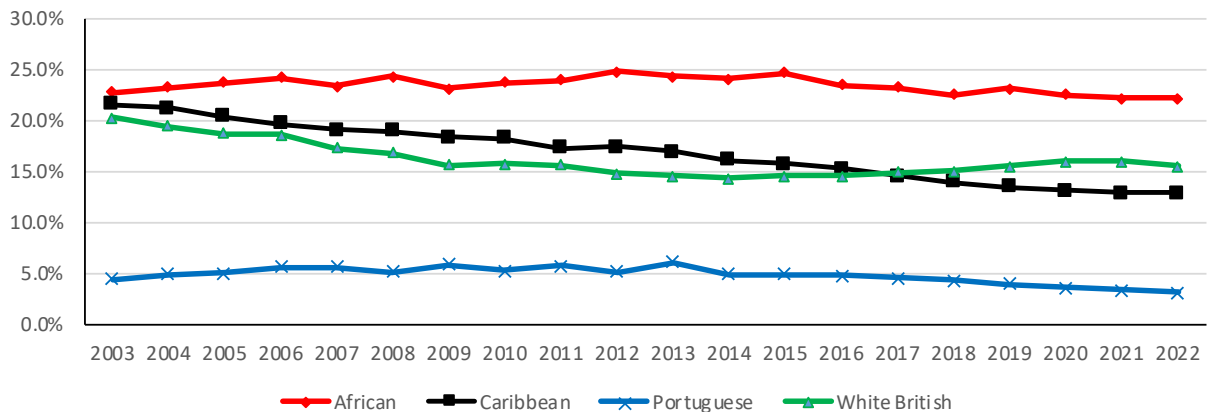


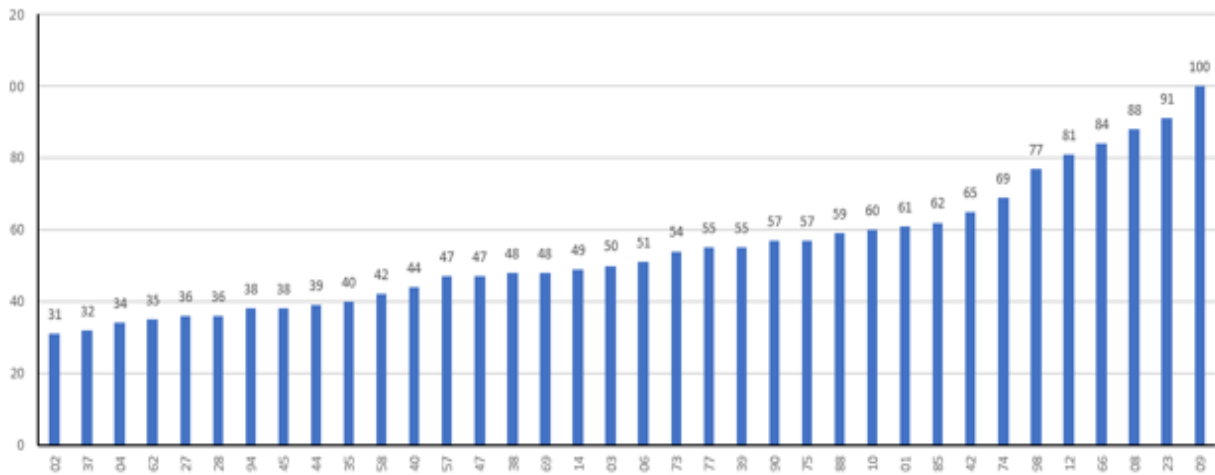
Table 2. Black Caribbean pupils Lambeth, 2003–22

	Number			Percentage		
	Primary	Secondary	All Pupils	Primary	Secondary	All Pupils
2003	4,210	1,700	6,150	21.1%	23.0%	21.6%
2004	4,109	1,735	6,082	20.6%	22.2%	21.1%
2005	4,035	1,681	5,865	20.3%	20.8%	20.3%
2006	3,923	1,725	5,824	19.5%	20.5%	19.6%
2007	3,763	1,744	5,686	18.7%	20.0%	19.1%
2008	3,770	1,810	5,750	18.6%	19.8%	18.9%
2009	3,572	1,848	5,662	17.7%	19.7%	18.4%
2010	3,665	1,929	5,785	17.6%	19.7%	18.2%
2011	3,397	1,900	5,484	16.5%	19.0%	17.3%
2012	3,632	2,024	5,817	16.5%	18.7%	17.4%
2013	3,585	2,054	5,789	15.9%	18.5%	16.9%
2014	3,464	2,103	5,746	14.9%	18.3%	16.0%
2015	3,356	2,145	5,679	14.3%	17.9%	15.7%

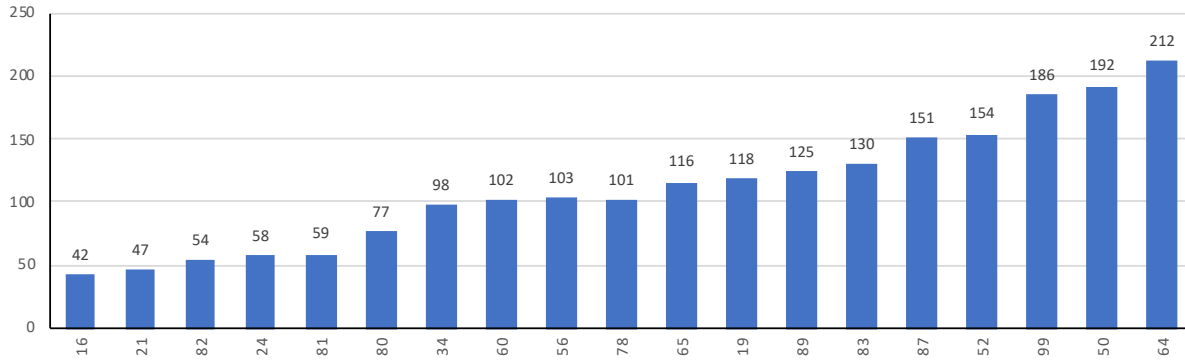
	Number			Percentage		
	Primary	Secondary	All Pupils	Primary	Secondary	All Pupils
2016	3,285	2,165	5,623	13.7%	17.5%	15.3%
2017	3,133	2,166	5,531	13.1%	16.7%	14.5%
2018	2,978	2,098	5,294	12.5%	15.9%	13.9%
2019	2,826	2,075	5,113	12.1%	15.5%	13.4%
2020	2,709	2,059	4,978	11.7%	15.2%	13.1%
2021	2,604	2,007	4,825	11.7%	14.3%	12.8%
2022	2,510	2,036	4,771	11.6%	14.2%	12.8%

The number of Black Caribbean pupils in primary schools ranged from a low of 7 to a high of 100 pupils in the January 2022 census. More than half of Lambeth primary schools had more than 30 Black Caribbean pupils (36 schools). School 1 08 had the largest proportion (35% of school population) followed by schools, 69, 23, 40 and 85 (all 24%). A further six primary schools had a Black Caribbean population of between 23 and 20% (schools 12, 47, 45, 98 and 10).

Figure 2. Black Caribbean pupils by primary school, 2022



1 Schools have been coded here, and these codes match the corresponding school by school attainment appendices.

Figure 3. Black Caribbean pupils by secondary school, 2022

Similarly, figure 3 shows the number of Black Caribbean pupils in Lambeth secondary schools, which ranged from a low of 42 pupils in School 16, to a high of 212 pupils for school 64. Four schools recorded a Black Caribbean population of more than 20%; school 83 (27%), school 19 (25%), school 81 and also school 82.

2.2 Characteristics of Black Caribbean pupils

Table 3 clearly demonstrates that Black Caribbean pupils have higher levels of need than their peers. In 2022, over half of Black Caribbean pupils in Lambeth were eligible for a FSM, compared to 35% of all Lambeth pupils and 23% of all pupils nationally. Furthermore, Black Caribbean pupils in Lambeth were more likely than Black Caribbean pupils nationally to be eligible for a FSM (52% vs 41% nationally). This pattern has been found in each of the last three years. The percentage of pupils eligible for FSM has risen for all groups since 2020.

In the same way Black Caribbean pupils in Lambeth schools were always more likely to have an EHCP or SEN support. In 2022, 7.6% had an ECHP, nearly double the overall national average of 4%, and also higher than the national Black Caribbean average of 5.4%

Table 3. Characteristics of Black Caribbean pupils, 2020–2022

	Black Caribbean			All Pupils		
	2020	2021	2022	2020	2021	2022
Lambeth						
FSM eligible %	40.8	48.0	51.7	27.3	32.3	35.3
No SEN	75.1	75.3	74.1	81.8	81.8	80.9
SEN Support	18.4	18.0	18.3	13.5	13.1	13.5
EHCP	6.4	6.7	7.6	4.7	5.1	5.5
National						
FSM eligible %	32.0	37.6	40.5	17.3	20.8	22.5
No SEN	79.0	78.8	78.5	84.6	83.7	83.4
SEN Support	16.3	16.1	16.1	12.1	12.6	12.6
EHCP	4.7	5.1	5.4	3.3	3.7	4.0

Table 4. Types of SEN in Lambeth pupils 2020 -2022 (% of school population)

	2020			2021			2022		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
Black Caribbean Pupils									
ASD	1.6%	2.2%	3.1%	1.7%	2.0%	2.9%	2.0%	2.5%	3.3%
Hearing Impairment	0.1%	0.3%	0.2%	0.1%	0.3%	0.2%	0.2%	0.3%	0.2%
Moderate LD	2.0%	4.0%	2.8%	2.2%	2.9%	2.7%	1.7%	2.3%	2.0%
Multi sensory impairment	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.2%	0.1%
No Specific need	0.8%	1.4%	1.0%	0.7%	0.9%	0.8%	0.9%	0.9%	0.9%
Other	1.1%	1.9%	1.4%	1.1%	1.3%	1.3%	1.2%	1.2%	1.4%
Physical Difficulty	0.3%	0.8%	0.5%	0.3%	0.4%	0.3%	0.3%	0.4%	0.4%
Profound multiple LD	0.0%	0.0%	0.3%	0.0%	0.0%	0.2%	0.1%	0.0%	0.2%
Social, emotional &MH	5.3%	5.8%	5.7%	5.2%	6.9%	6.1%	5.4%	6.5%	6.1%
Speech, language, comm	8.5%	4.4%	6.7%	8.3%	5.0%	6.8%	9.3%	5.5%	7.7%
Severe LD	0.0%	0.1%	0.5%	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Specific LD	2.0%	3.6%	2.6%	1.7%	4.4%	2.8%	2.0%	4.3%	3.0%
Visual Impairment	0.1%	0.0%	0.1%	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%
All Lambeth pupils									
ASD	1.9%	1.6%	2.7%	2.1%	1.8%	2.8%	2.4%	1.9%	3.1%
Hearing Impairment	0.2%	0.3%	0.2%	0.2%	0.3%	0.2%	0.2%	0.3%	0.2%
Moderate LD	1.2%	2.5%	1.7%	1.2%	1.8%	1.5%	1.1%	1.5%	1.3%
Multi sensory impairment	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
No Specific need	0.6%	1.0%	0.7%	0.6%	0.6%	0.6%	0.9%	0.5%	0.7%
Other	0.9%	1.6%	1.1%	0.8%	1.2%	1.1%	0.8%	1.1%	1.1%
Physical Difficulty	0.3%	0.4%	0.4%	0.3%	0.4%	0.3%	0.3%	0.4%	0.3%
Profound multiple LD	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%
Social, emotional &MH	2.8%	3.8%	3.2%	2.5%	4.3%	3.2%	2.9%	4.2%	3.5%
Speech, language, comm	6.4%	3.8%	5.5%	6.7%	4.2%	5.7%	7.0%	4.3%	5.9%
Severe LD	0.0%	0.1%	0.4%	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Specific LD	1.4%	3.2%	2.0%	1.3%	3.4%	2.1%	1.5%	3.3%	2.2%
Visual Impairment	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

Table 4 illustrates that Black Caribbean pupils have a different profile of SEN need to that of Lambeth overall. There are some categories of need with very few pupils in, so it is difficult to compare, however, Black Caribbean primary pupils in the borough were nearly twice as likely as pupils in Lambeth overall to have a SEMH need, while for secondary Black Caribbean pupils the rate was about one and a half times as high. Similarly they were more than one and a half times as likely to have a moderate learning difficulty with 2% of all Black Caribbean pupils with this need in 2022, compared with 1.3% in Lambeth. They were also overrepresented for both speech, language and communication needs and specific learning difficulties. In fact the only need where Black Caribbean pupils were underrepresented was for Autistic spectrum disorder, although this was only true for primary aged pupils, as by secondary phase they were more likely than pupils in Lambeth overall to have this need.

3 Black Caribbean attainment

This section looks at the attainment of Black Caribbean pupils in Lambeth and nationally with comparisons to the overall attainment of pupils. It should be noted that the format of tests and exams have changed over the last 10 years so it would not be appropriate to calculate a net improvement, rather we should look at relative gaps within years. Furthermore there were no national test results published in 2020 or 2021 due to Covid.

3.1 Key Stage 1

The key measure for KS1 was the percentage meeting level 2B+ between 2011 and 2015. From 2016, the national curriculum changed and the measure was those meeting the expected standard.

Table 5. Key Stage 1 Attainment 2011–2022 (expected standard)

			2011	2012	2013	2014	2015	2016	2017	2018	2019	2022	
LAMBETH	Black Caribbean	Reading	63	73	76	78	79	76	73	76	73	59	
		Writing	53	60	67	68	71	68	66	70	64	51	
		Maths	61	67	71	75	79	70	71	73	66	55	
	All Pupils	Reading	70	76	79	80	82	78	79	79	79	78	70
		Writing	61	67	70	74	76	72	74	74	75	74	63
		Maths	72	76	77	80	82	76	79	80	80	79	71
	Gap	Reading	-7	-3	-3	-2	-3	-2	-6	-3	-5	-11	
		Writing	-8	-7	-3	-6	-5	-4	-8	-5	-10	-12	
		Maths	-11	-9	-6	-5	-3	-6	-8	-7	-13	-16	
National	Black Caribbean	Reading	68	72	75	78	80	73	74	73	71	63	
		Writing	53	57	62	65	68	64	66	66	65	52	
		Maths	63	66	70	74	75	66	68	69	68	58	
	All Pupils	Reading	74	76	79	81	82	74	76	75	75	67	
		Writing	61	64	67	70	72	65	68	70	69	58	
		Maths	74	76	78	80	82	73	75	76	76	68	
	Gap	Reading	-6	-4	-4	-3	-2	-1	-2	-2	-4	-4	
		Writing	-8	-7	-5	-5	-4	-1	-2	-4	-4	-6	
		Maths	-11	-10	-8	-6	-7	-7	-7	-7	-8	-10	

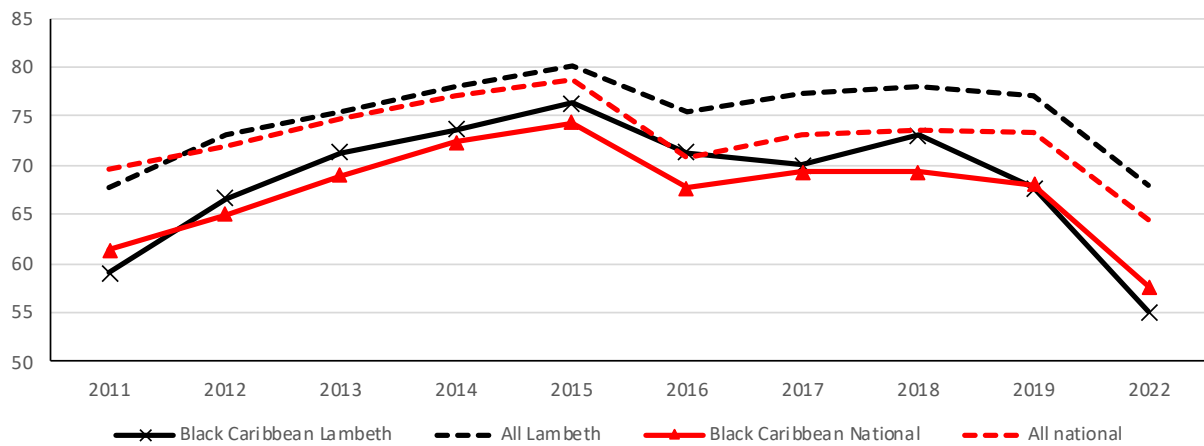
Figure 4. Average KS1 attainment 2011-2022

Table 5 and figure 4 show that Black Caribbean attainment in both Lambeth and nationally is below that of the overall population and the relative gap has not improved. Generally, KS1 attainment for all pupils in Lambeth has been higher than nationally, but this was not always true when comparing Black Caribbean attainment in the borough with their peers nationally.

3.2 Key stage 2

There have been several changes to the key measurements for KS2. In 2011 and 2012 it was the percentage gaining level 4 or above in English and maths tests, in 2013 the measure separated out English into reading (test) and writing (teacher assessment). In 2016 the measurement moved away from numerical levels to those meeting the expected standard. There was a substantial drop in the proportion of pupils meeting the expected standard at this point, down from 80% nationally in 2015, to only 53% under the new measure the following year.

In Lambeth, Black Caribbean pupils always had attainment levels below that found in the borough overall, and between 2016 and 2022 under the new framework the net gap widened, from 11 percentage points to 14 percentage points in 2022. This is wider than the corresponding gap nationally of 10 percentage points.

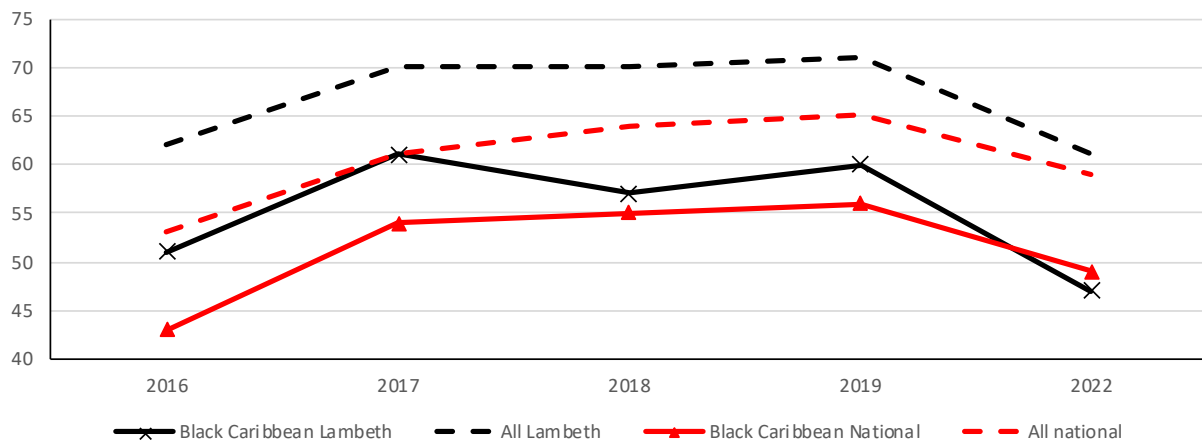
Figure 5 and Table 6 illustrates that with the exception of 2022, Black Caribbean pupils in Lambeth had higher rates of attainment than Black Caribbean pupils nationally.

Table 6. Key Stage 2 Attainment 2011–2022 (expected standard)

			2011	2012	2013	2014	2015	2016	2017	2018	2019	2022
LAMBETH	Black Caribbean	Reading*	79	84	86	89	89	63	75	72	69	70
		Writing	-	-	83	83	84	77	76	78	74	64
		Maths	77	83	88	84	85	68	75	68	75	58
		RWM	-	-	76	75	75	51	61	57	60	47
	All Pupils	Reading	84	88	90	91	92	73	79	79	79	77
		Writing	-	-	87	89	90	81	83	81	81	72
		Maths	84	88	91	88	92	80	83	84	84	74
		RWM	-	-	81	82	86	62	70	70	71	61
	Gap	Reading	-5	-4	-4	-2	-3	-10	-4	-7	-10	-7
		Writing	-	-	-4	-6	-6	-4	-7	-3	-7	-8
		Maths	-7	-5	-3	-4	-7	-12	-8	-16	-9	-16
		RWM	-	-	-5	-7	-11	-11	-9	-13	-11	-14
National	Black Caribbean	Reading	79	83	83	83	87	58	66	70	67	71
		Writing	-	-	80	80	81	70	72	73	73	63
		Maths	73	78	80	80	83	60	67	66	70	60
		RWM	-	-	70	73	75	43	54	55	56	49
	All Pupils	Reading	82	85	86	89	89	66	72	75	73	74
		Writing	-	-	83	85	87	74	76	78	78	69
		Maths	80	84	85	86	87	70	75	75	79	71
		RWM	-	75	75	78	80	53	61	64	65	59
	Gap	Reading	-3	-2	-3	-6	-2	-8	-6	-5	-6	-3
		Writing	-	-	-3	-5	-6	-4	-4	-5	-5	-6
		Maths	-7	-6	-5	-6	-4	-10	-8	-9	-9	-11
		RWM	-	-	-5	-5	-5	-10	-7	-9	-9	-10

* In 2011 and 12 the reading figure relates to English

Figure 5. KS2 attainment 2013–2022 (RWM combined)



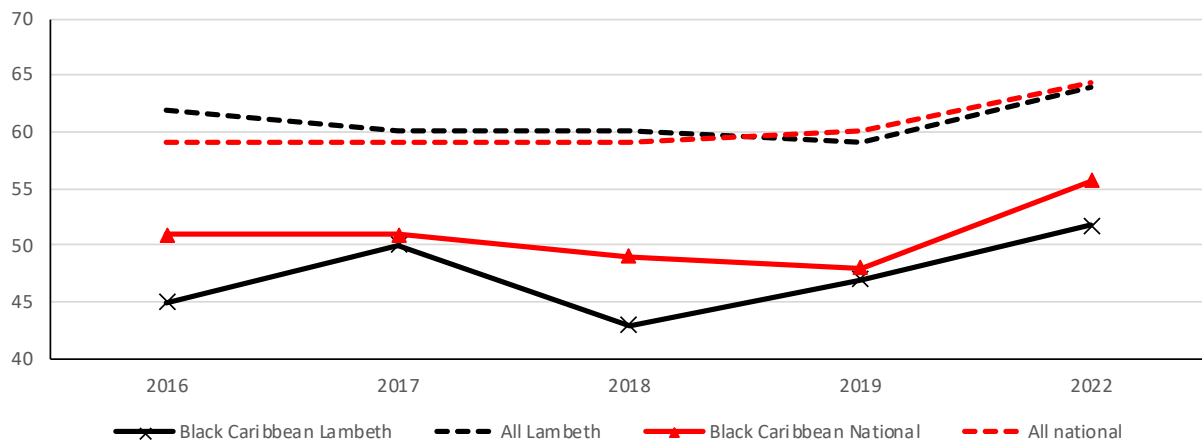
3.3 GCSE

On the measure of a standard pass (a grade C or grade 4 or above), attainment overall in Lambeth was above that nationally until about 2019 and then it was marginally below (see table 7 and Figure 6). However, when Black Caribbean pupils in the borough were compared to their peers nationally the position was slightly different, and since 2015 attainment nationally has been higher than that found in Lambeth,

Table 7. GCSE attainment

			2016	2017	2018	2019	2022
LAMBETH	Black Caribbean	Att8	43.1	37.7	36.3	36.4	37.8
		Prog8	-0.28	-0.53	-0.6	-0.61	-.73
		E+M 9-4*	45	50	43	47	51.8
	All Pupils	Att8	49.7	44.3	44.6	44.1	46.1
		Prog8	0.06	-0.12	-0.05	-0.04	-0.15
		E+M 9-4	62	60	60	59	64.0
	Gap	Att8	-6.6	-6.6	-8.3	-7.7	-8.3
		Prog8	-0.34	-0.41	-0.55	-0.57	-0.58
		E+M 9-4	-17	-10	-17	-12	-12.2
National	Black Caribbean	Att8	45.4	40.5	39.6	39.4	41.6
		Prog8	-0.15	-0.23	-0.3	-0.31	-0.33
		E+M 9-4	51	51	49	48	55.7
	All Pupils	Att8	48.5	44.6	44.5	44.7	47.1
		Prog8	-0.03	-0.03	-0.02	-0.03	-0.06
		E+M 9-4	59	59	59	60	64.3
	Gap	Att8	-3.1	-4.1	-4.9	-5.3	-5.5
		Prog8	-0.12	-0.2	-0.28	-0.28	-0.27
		E+M 9-4	-8	-8	-10	-12	-8.6

Figure 6. GCSE attainment 2016–2022 (English and maths 9–4)



4 Factors affecting attainment

4.1 Gender

Table 8. Attainment by gender

		Lambeth						National					
		Black Caribbean (BC)		All pupils		Gap		Black Caribbean (BC)		All pupils		Gap	
		Boys	Girls	Boys	Girls	BC	All	Boys	Girls	Boys	Girls	BC	All
Key stage 1 (Av)	2018	67	80	74	81	13	7	64	74	70	78	10	8
	2019	64	72	73	80	8	7	62	74	69	77	12	8
	2022	50	60	65	70	10	5	53	62	61	67	9	5
Key Stage 2 (RWM)	2018	54	59	66	73	5	7	49	61	60	68	12	8
	2019	55	65	68	74	10	6	49	64	60	70	15	10
	2022	39	56	57	65	17	8	43	55	54	63	12	9
GCSE (Eng & maths)	2018	36	49	56	63	13	7	42	55	60	68	13	8
	2019	44	50	55	62	6	7	42	55	61	68	13	7
	2022	49	54	64	68	5	4	50	62	66	71	12	5

Table 8 shows that the gap between girls and boys in Lambeth is wider for Black Caribbean pupils than pupils overall at each stage of assessment. In 2022 the gap was 10 percentage points for Black Caribbean pupils compared with 5 points for all pupils at KS1, at KS2 the gap was also twice as much for Black Caribbean pupils compared to all pupils (17 and 8 percentage points respectively), while the gap at GCSE was much more similar for both groups.

Nationally a similar pattern was noted. The gap between all boys and girls was smaller than for the gap between Black Caribbean girls and boys. Black Caribbean boys consistently had the lowest outcomes.

4.2 Free school meals

Table 9. Attainment by FSM

		Lambeth						National					
		Black Caribbean		All pupils		Gap		Black Caribbean		All pupils		Gap	
		FSM	Not FSM	FSM	Not FSM	BC	All	FSM	Not FSM	FSM	Not FSM	BC	All
Key stage 1 (Av)	2018	69	74	68	80	5	12	62	72	58	77	10	19
	2019	59	73	66	81	14	15	61	71	58	76	10	18
	2022	51	61	59	74	10	15	51	63	48	69	12	21
Key Stage 2 (RWM)	2018	49	61	54	74	12	20	47	58	46	68	11	22
	2019	51	65	60	75	14	15	48	60	47	68	12	21
	2022	41	55	49	68	14	19	41	56	42	64	15	22

		Lambeth						National					
		Black Caribbean		All pupils		Gap		Black Caribbean		All pupils		Gap	
		FSM	Not FSM	FSM	Not FSM	BC	All	FSM	Not FSM	FSM	Not FSM	BC	All
GCSE (Eng & maths)	2018	32	47	50	63	15	13	34	53	40	68	20	28
	2019	36	47	51	61	11	10	38	52	41	69	14	27
	2022	47	60	54	73	13	19	45	62	47	74	17	27

FSM is commonly used as a proxy for deprivation. In 2022 49% of all FSM pupils in Lambeth got RWM combined, compared with 68% for non FSM pupils, a gap of 19 percentage points. Nationally the gap was 22 percentage points. Similarly, the gap at GCSE for all pupils was 19 percentage points for all pupils in Lambeth and 27 points for all pupils nationally. Both in Lambeth and nationally the gap was smaller at KS1 and KS2 for Black Caribbean pupils. This was also true for GCSE nationally, but the picture was mixed for Lambeth. Black Caribbean FSM pupils in Lambeth outperformed all FSM pupils nationally at KS1 and KS2, but this was not true at GCSE.

4.3 Attainment by ethnic background

The three biggest ethnic groups in Lambeth are Black African, White British and Black Caribbean. In Lambeth about 13% of school population is Black Caribbean, compared to only 1% nationally.

Table 11. Key stage 2 attainment (RWM %)

	Lambeth			National		
	2019	2022	Gap	2019	2022	Gap
Black African	72	60	-12	67	62	-5
Somali	68	60	-8	n/a	n/a	n/a
Any Other Group	69	53	-14	61	55	-6
Bangladeshi	74	73	-1	70	67	-3
Black Other	61	43	-18	60	56	-4
Caribbean	60	47	-13	56	49	-7
Chinese	82	82	0	80	70	-10
Indian	86	77	-9	76	74	-2
Mixed Other	75	66	-9	68	63	-5
White & Asian	85	85	0	73	68	-5
White & Black African	80	65	-15	67	62	-5
White & Black Caribbean	67	51	-14	58	49	-9
Pakistani	88	69	-19	62	59	-3
Portuguese	55	52	-3	-	-	n/a
White British	80	78	-2	65	58	-7
White Irish	78	69	-9	72	61	-11
White Other	74	66	-8	63	61	-2
All pupils	71	61	-10	65	59	-6

In Lambeth in both years, the highest attaining large group was White British with 78% meeting the expected standard in RWM combined in 2022, a fall of only two percentage points on 2019 – much lower than the overall Lambeth drop of 10 percentage points. Black African pupils fell by 12 percentage points, and Black Caribbean pupils in the borough fell by 13 points; for both groups this was a larger fall

than for their peers nationally, who outperformed them in 2022. In contrast, the gap between White British pupils in the borough and nationally was 20 percentage points in favour of the LA.

Of all the ethnic groups in Lambeth, excluding very small ones, only Portuguese pupils had lower attainment than Black Caribbean pupils in 2019, and only Black other pupils had lower attainment in 2022. Nationally, no ethnic group had lower attainment than Black Caribbean in either 2019 or 2022.

Table 12. Attainment at GCSE by ethnic background

	Lambeth								National					
	2019				2022				2019			2022		
	Att 8	Prog8	E&M 9-4	Cohort	Att 8	Prog8	E&M 9-4	Cohort	Att 8	Prog8	E&M 9-4	Att 8	Prog8	E&M 9-4
African	45.5	0.1	64%	583	48.1	0.0	75%	615	47.4	0.33	64.4%	50.8	0.35	73.1%
Somali	41.6	-0.1	59%	107	44.2	-0.3	70%	84	n/a	n/a	n/a	n/a	n/a	n/a
Any Other Group	44.3	0.3	54%	134	46.3	0.3	65%	176	47.3	0.5	63.7%	49.5	0.54	68.4%
Asian Other	48.3	0.5	75%	32	53.8	0.4	79%	48	54.5	0.66	76.1%	56.9	0.7	80.5%
Bangladeshi	54.5	0.6	81%	32	50.6	0.3	71%	34	50.6	0.47	70.3%	54.3	0.55	78.2%
Black Other	35.6	-0.4	37%	82	41.4	-0.4	57%	97	43	0.08	54.4%	46.8	0.11	65.5%
Caribbean	36.4	-0.6	47%	393	37.8	-0.7	52%	390	39.4	-0.31	48.3%	41.6	-0.33	55.7%
Chinese	64.2	0.8	83%	18	60.4	1.1	82%	11	64.3	0.86	89.3%	66	0.99	88.6%
Indian	47.6	-0.2	58%	12	60.9	1.0	90%	10	57.3	0.71	80.0%	61.2	0.83	85.1%
Mixed Other	44.0	0.0	55%	132	50.7	0.1	66%	103	49.2	0.14	67.6%	51.1	0.09	70.9%
Mixed White/Asian	58.2	0.5	91%	11	54.6	0.2	80%	20	53.2	0.22	74.3%	54.7	0.21	76.7%
White & Black African	46.8	0.1	64%	44	49.4	0.1	71%	51	47.4	0.04	63.9%	48.9	0.01	69.2%
White & Black Caribbean	40.9	-0.5	53%	80	35.0	-1.1	39%	104	41	-0.38	53.7%	42	-0.46	56.4%
Pakistani	49.6	0.8	80%	15	49.0	0.2	76%	21	46.2	0.24	62.2%	49	0.28	69.4%
Portuguese	43.5	0.3	50%	111	49.8	0.3	72%	81	n/a	n/a	n/a	n/a	n/a	n/a
White British	47.4	-0.1	64%	250	47.8	-0.4	65%	260	46.2	-0.14	64.6%	47.6	-0.18	67.4%
White Irish	54.0	0.0	70%	10	51.1	-0.5	73%	15	52.1	0.13	74.3%	54.6	0.09	76.9%
White Other	50.2	0.5	67%	185	50.8	0.5	71%	236	46.8	0.45	61.9%	50.7	0.49	70.2%
All Pupils	44.1	-0.4	59		46.1	-0.015	64%		44.7	-0.03	60	47.1	-0.06	64.3%

The attainment of Black African pupils was the highest and furthermore they improved more between 2019 and 2022, up 11 percentage points (on English and maths passes), thus widening the gap more with the other two largest ethnic groups, with White British improving one percentage point, and Black Caribbean improving 5 percentage points. Progress 8 and attainment 8 were also highest for African pupils.

Nationally both White British and Black African attainment was on par for the English and maths measure, but Black African pupils had positive progress 8 results in both years, unlike White British and Black Caribbean pupils.

Of the three largest ethnic groups in Lambeth, only Black African pupils outperformed their peers nationally, while in 2022 there was a gap of 4 percentage points for Black Caribbean pupils (up from one point in 2019), and a gap of two percentage points for White British pupils for the proportion getting a standard pass in both English and maths.

In Lambeth in 2019, only Black Other pupils had lower English and maths results than Black Caribbean pupils, and in 2022 it was only lower for Mixed White and Black Caribbean. Nationally, Black Caribbean attainment was lower than for any other ethnic group in both years.

4.4 Attainment by attendance rate

Attainment and attendance rates are closely linked. Table 13 shows that 74% of pupils who attended at least 95% got RWM combined in 2019 compared with only 48% of those who attended less than 90% in 2019. The corresponding figures for 2022 were 64% and 47% respectively. When looking at Black Caribbean pupils it can be seen that their attainment was lower than their peers with the same attendance rate. Furthermore, they were less likely to have the highest levels of attendance. In 2019, 66% of Black Caribbean pupils and 75% of all Lambeth pupils had attendance rates over 95%, and in 2022 the figures were 56% and 61%.

Table 13. Key stage 2 attainment by attendance band

	2019						2022					
	Read	Writ	Maths	RWM	Cohort	% of cohort	Read	Writ	Maths	RWM	Cohort	% of cohort
Black Caribbean												
<90%	50%	55%	52%	36%	56	12%	69%	61%	41%	38%	80	19%
90-95%	64%	66%	70%	54%	101	22%	70%	62%	58%	46%	99	24%
95%+	73%	78%	80%	65%	305	66%	71%	67%	64%	51%	232	56%
Lambeth												
<90%	58%	62%	62%	48%	229	7%	70%	63%	61%	47%	427	15%
90-95%	75%	76%	77%	64%	519	17%	78%	71%	74%	61%	703	24%
95%+	80%	84%	86%	74%	2316	75%	79%	75%	78%	64%	1747	61%

Table 14 which looks at GCSE attainment shows a similar picture. In both 2019 and 2022 a smaller proportion of Black Caribbean pupils had the highest attendance rates and attainment was generally lower than their peers in Lambeth for each attendance band, as for KS2.

Table 14. GCSE attainment by attendance band

	2019					2022				
	Att 8	Prog8	E&M 4	Cohort	% of cohort	Att 8	Prog8	E&M 4	Cohort	% of cohort
Black Caribbean										
<90%	28.8	-1.2	30%	80	20%	27.8	-1.5	33%	128	33%
90-95%	36.0	-0.8	51%	73	19%	40.0	-0.7	58%	85	22%
95%+	39.2	-0.4	52%	239	61%	44.4	-0.2	64%	172	45%
Lambeth										
<90%	31.0	-1.0	30%	316	15%	33.1	-1.2	39%	596	26%
90-95%	40.4	-0.4	52%	395	18%	48.0	-0.1	70%	575	25%
95%+	47.9	0.2	66%	1454	67%	52.3	0.3	79%	1154	50%

4.5 Attainment by mobility

Mobility is another factor that affects attainment. Table 15 shows that broadly speaking, Black Caribbean pupils had the same mobility profile as pupils in the borough overall, but their attainment was generally lower. In 2022 48% of non mobile Black Caribbean pupils got RWM combined, compared with 63% of all Lambeth non mobile pupils – a gap of 25 percentage points.

Table 15. KS2 attainment by mobility

	2019						2022					
	Read	Writ	Maths	RWM	Cohort	% of cohort	Read	Writ	Maths	RWM	Cohort	% of cohort
Black Caribbean												
Joined by Year 3	69%	75%	75%	60%	386	84%	70%	66%	59%	48%	369	90%
Joined in Year 4 or Year 5	67%	56%	69%	53%	45	10%	72%	53%	50%	44%	32	8%
Joined in Year 6	61%	68%	74%	58%	31	7%	60%	60%	50%	30%	10	2%
Lambeth												
Joined by Year 3	81%	84%	85%	73%	2600	85%	79%	75%	77%	63%	2530	88%
Joined in Year 4 or Year 5	67%	65%	73%	56%	299	10%	71%	59%	65%	50%	266	9%
Joined in Year 6	54%	62%	71%	50%	169	6%	45%	39%	42%	29%	84	3%

Again, as for KS2 the mobility profile for Black Caribbean pupils at GCSE was similar to pupils in the borough overall, with about 94% having joined the school in years 9-11. Again attainment was lower for Black Caribbean pupils when broken down by year of joining than for their peers (excluding those who joined in year 11 where the numbers were very small)

Table 16. GCSE attainment by mobility

	2019					2022				
	Att 8	Prog8	E&M 4	Cohort	% of cohort	Att 8	Prog8	E&M 4	Cohort	% of cohort
Black Caribbean										
Year 11	28.5	-3.1	50%	2	1%	20.5	-2.3	0%	2	1%
Year 10	26.8	-1.6	28%	29	7%	31.3	-1.4	36%	22	6%
Year 7-9	37.2	-0.5	49%	362	92%	38.3	-0.7	53%	366	94%
Lambeth										
Year 11	24.5	-1.7	36%	11	1%	29.0	-1.3	32%	25	1%
Year 10	36.5	-1.1	44%	123	6%	33.7	-1.4	45%	122	5%
Year 7-9	44.5	0.0	59%	2055	94%	47.0	-0.1	68%	2210	94%

4.6 Attainment by term of birth

Previous research has shown that term of birth has an important impact at the earlier stages of primary education. As for pupils generally, summer born Black Caribbean pupils had lower levels of attainment than their spring and autumn born peers. However, in each case the attainment was lower than for pupils born in the same term in the borough.

Table 17. Key stage 1 attainment by term of birth

	2019				2022			
	Read	Writ	Maths	Pupils	Read	Writ	Maths	Pupils
Black Caribbean								
Autumn	80%	74%	77%	116	68%	60%	64%	107
Spring	78%	66%	65%	94	54%	46%	55%	78
Summer	65%	57%	59%	161	55%	46%	47%	132
Lambeth								
Autumn	84%	80%	85%	982	76%	70%	77%	943
Spring	77%	73%	79%	810	69%	63%	71%	719
Summer	74%	69%	75%	1,316	67%	58%	67%	1,225

5 Summary and Conclusions

It is clear that Black Caribbean pupils are a group which is underachieving. The main findings from this report can be summarised as follows:

Table 18. KS2 and GCSE Black Caribbean attainment Trends

Year	KS2			GCSE		
	Lambeth Black Caribbean	Lambeth pupils	Gap	Lambeth Black Caribbean	Lambeth pupils	Gap
2016	51%	62%	-11	45	62	-17
2017	61%	70%	-9	50	60	-10
2018	57%	70%	-13	43	60	-17
2019	60%	71%	-11	47	59	-12
2022	47%	61%	-14	52	66	-14
2016–2022	-4	-2		-7	-4	
2019–2022	-13	-10		-5	-7	

- At KS2, Black Caribbean pupils' attainment was lower than for the LA overall and this gap widened to 14 percentage points in 2022, wider than the corresponding national gap.
- At GCSE, the attainment of Black Caribbean pupils fluctuated but was generally below their peers nationally.
- At KS1, Black Caribbean attainment in both Lambeth and nationally is below that of the overall school population.
- When attainment is broken down by gender it can be seen that the gap between Black Caribbean girls and boys is wider in Lambeth than for pupils in the borough overall. Black Caribbean boys consistently had the lowest outcomes.
- The gap in attainment between FSM and non-FSM Black Caribbean pupils is smaller than for all pupils. This was true in Lambeth and nationally. Black Caribbean FSM pupils in Lambeth outperformed all FSM pupils nationally at KS1 and KS2, but this was not true at GCSE.
- Black Caribbean pupils in Lambeth and nationally generally had the lowest levels of attainment of all ethnic groups.
- When circumstances such as mobility, term of birth and attendance rate were taken into account, Black Caribbean pupils still had lower levels of attainment than their peers when compared against these factors.

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6 Brixton Hill
Brixton
SW2 1EG

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