Lambeth

THE ACHIEVEMENT OF MIXED HERITAGE PUPILS
IN LAMBETH SCHOOLS – EMPIRICAL EVIDENCE 2022

RESEARCH AND STATISTICS UNIT
LAMBETH CHILDREN & YOUNG PEOPLE'S SERVICE
LONDON SW9 7QE

2022

RS318/22

Enquiries to: Feyisa Demie, Rebecca Butler, Robert Tong, James McDonald, Andy Hau

Report number RS 318/22

RS318/22

Contents

1. INTRODUCTION

This paper considers evidence of mixed heritage pupil achievement in Lambeth schools.

At the time of the 2001 ONS national census, people who identified themselves as from a Mixed ethnic background formed 1.2% of the population in England (or 677,177 people. By the 2011 census this had increased to 2.3% of the resident population and is now almost 1.2 million people. Those of mixed heritage also had the largest proportion of people in the pre-16 age group.

In London, 5% are classed as mixed heritage in the 2011 census, with Mixed White/Black Caribbean being the single largest group at 1.5%. This is also the case for Lambeth, where 2.7% (8,302 residents) identified themselves as being Mixed White/Black Caribbean. The smallest of the mixed ethnicity groups in Lambeth was Mixed White/Asian at 1.2% (3,574 residents).

The body of academic research on this increasing mixed-race population has been slowly growing over the past few decades e.g. Wilson, 1987; Tizard and Phoenix, 1993; Ifekwunigwe, 1998; Parker and Song, 2001; Olumide, 2002; Ali,2003). This literature has also been influential in highlighting the dangers of treating the experiences of different categories of mixed heritage people as if they were the same. In the joint University of Bristol and Birmingham LEA study 'Understanding the Educational Needs of Mixed Heritage Pupils (Tikly, Caballero, Haynes and Hill, 2004) it states:

> *'….although there is evidence (supported by the present study) that White/Black Caribbean pupils may be underachieving as a group, there is more limited evidence that White/Asian pupils may be outperforming other groups at 'A' level (Ballard, 1999; Modood, 2003). Whilst this may be related to the tendency for this group to be of a higher socio-economic status, it may also be due to a different perception and reaction to the nature of its mixed background, in the sense that this mixed background is unnoticed and/or viewed as insignificant.'*

They go on to say:

> *'…White/Black Caribbean Pupils are both the largest group of mixed heritage pupils, and the group most at risk of underachieving. The study will, therefore focus on the achievement of this group of pupils. The literature also draws attention, however, to another aspect, namely the need of mixed heritage pupils to have their identities recognised and understood in the school context.'*

The broad conclusions from this report are:

> *'….this analysis shows that the attainment of White/Black Caribbean pupils is below average, the attainment of White/Black African pupils is similar to average in primary schools and slightly below average in secondary schools, and the attainment of White/Asian pupils is above average.'*

This paper investigates the outcomes for each mixed heritage pupil group in the context of Lambeth schools.

2. AIMS AND OBJECTIVES OF THE RESEARCH

This research project aims to raise the awareness of achievement of mixed heritage pupils at all key stages. Specific objectives are:

- To study the achievement of mixed heritage pupils at the end of Key Stage 1, Key Stage 2 and GCSE.
- To examine the school experiences of mixed heritage pupils.
- To identify reasons for underachievement, where applicable.

3. THE LA CONTEXT

Number of Mixed Heritage Pupils in Lambeth Schools

This research paper considers evidence from Lambeth, an inner London Authority. Lambeth LA is one of the most ethnically, linguistically and culturally diverse boroughs in Britain. Approximately 85% of pupils are from black and ethnic minority groups. The 2022 January Schools Census shows that there were 37,163 pupils in the LA's schools. Of these, African pupils formed the largest ethnic group with 22.2% followed by White British (15.4%), Black Caribbean (12.8%), White Other (11.4%), Mixed Other (7.1%), and Portuguese (3.2%).

Figure 1. Changes in the School Composition in the LA by Main Ethnic Group 2008-2022
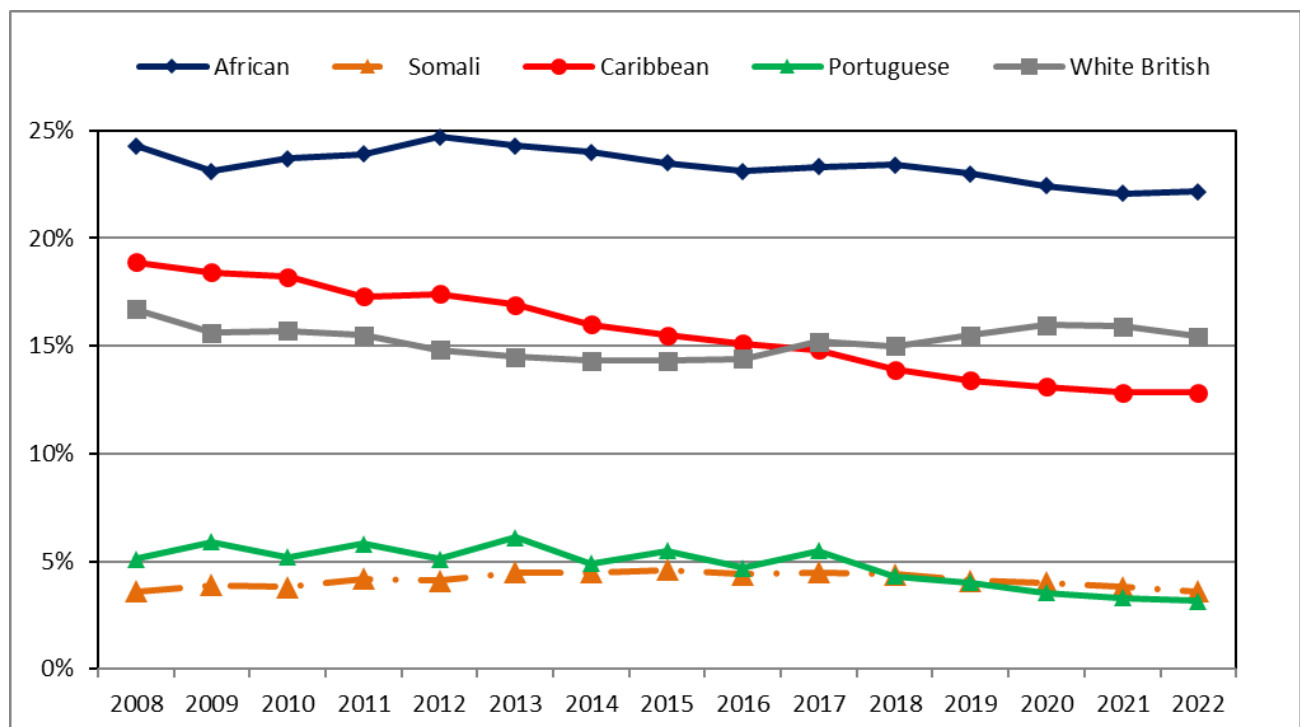
There has been a change in the overall composition of the black and ethnic minority population in Lambeth schools. The 1991 ONS census showed that overall, 66% of pupils in the LA's schools belonged to black and other ethnic minority communities compared to 85% in 2011.

Figure 2. Mixed Heritage Ethnic Groups – as a Proportion of the Total School Population in Lambeth (2012 to 2022)
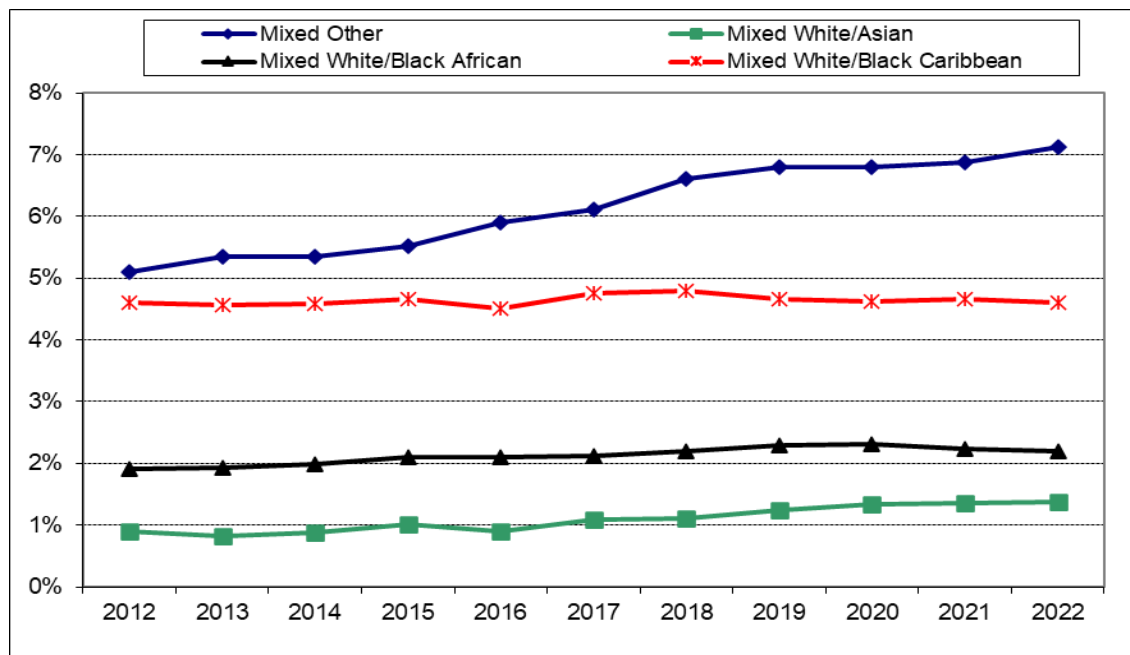

Table 1. Percentage of total school population, 2012 to 2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Mixed Other	5.1%	5.3%	5.4%	5.5%	5.9%	6.1%	6.6%	6.8%	6.8%	6.9%	7.1%
Mixed White/Asian	0.9%	0.8%	0.9%	1.0%	0.9%	1.1%	1.1%	1.3%	1.3%	1.4%	1.4%
Mixed White/Black African	1.9%	1.9%	2.0%	2.1%	2.1%	2.1%	2.2%	2.3%	2.3%	2.2%	2.2%
Mixed White/Black Caribbean	4.6%	4.6%	4.6%	4.7%	4.5%	4.8%	4.8%	4.7%	4.6%	4.7%	4.6%

Table 2. Numbers per Mixed Heritage Group, 2012 to 2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Mixed Other	1,707	1,831	1,922	1,996	2,116	2,322	2,512	2,592	2,581	2,585	2,645
Mixed White/Asian	302	283	314	367	344	418	427	476	505	509	510
Mixed White/Black African	641	659	713	762	778	807	837	874	875	838	819
Mixed White/Black Caribbean	1,540	1,561	1,646	1,681	1,665	1,807	1,816	1,777	1,757	1,751	1,713

Source: DfE Schools Census

Of all English local authorities, Lambeth serves one of the largest proportion of mixed heritage pupils. As figure 2 illustrates, the 'Mixed Other' category forms the largest group and has shown slight, consistent increases year on year when taken as a proportion of the entire Lambeth school population. This category, by definition, includes a broad range of sub-categories (see note in appendix 1) which helps to explain why they form the largest group.

The other categories have remained broadly the same, with 'Mixed White/Black Caribbean' pupils being the second largest of the four groups. Findings from this study are therefore of significant importance for formulating policies and strategies aimed at raising the achievement of certain mixed heritage pupils at both the national and local level.

Figure 3. Number of Mixed Heritage Pupils in Lambeth Schools (2012-2022)
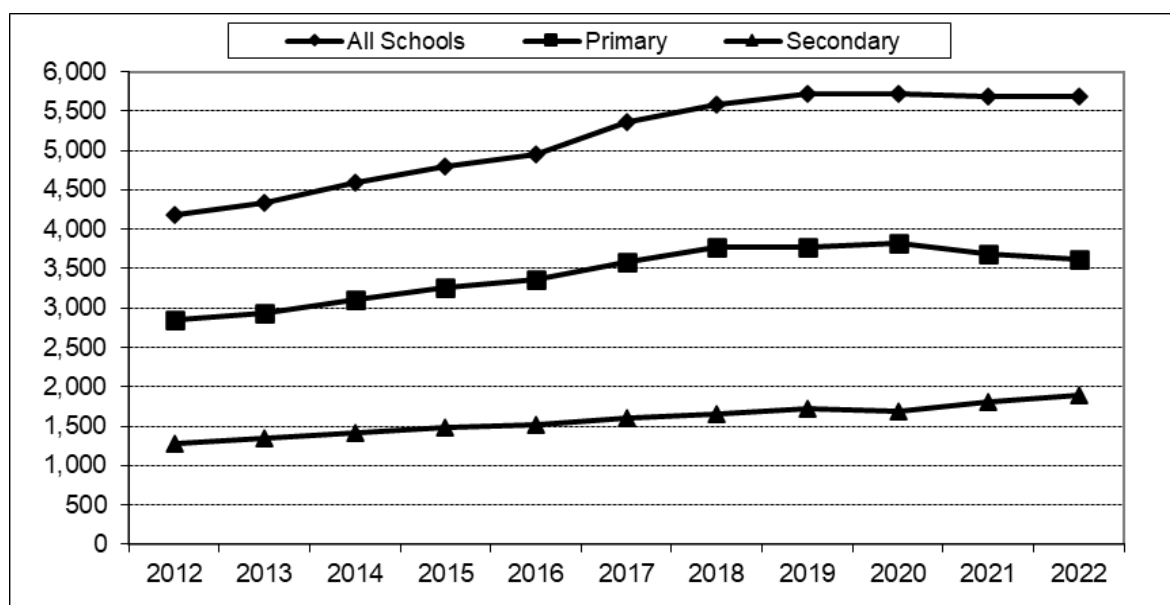
Table 3. Total numbers of Mixed Heritage Pupils, 2012 to 2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Schools	4,190	4,334	4,595	4,806	4,953	5,354	5,592	5,719	5,718	5,683	5,687
Primary	2,842	2,933	3,106	3,256	3,363	3,582	3,765	3,781	3,823	3,682	3,621
Secondary	1,275	1,343	1,417	1,483	1,520	1,609	1,658	1,727	1,687	1,808	1,888

The 'All Schools' figures include pupils in special and nursery schools, and pupil referral units.

Source: DfE Schools Census

Figure 3 clearly shows that the number of mixed heritage pupils in all schools increased year-on-year up until 2019, since when they have fallen slightly. This can be attributed to a decline in the primary mixed cohort, as numbers in secondary schools continue to increase (despite a drop in 2020).

Tables in appendix 1 show the numbers for each mixed heritage group in all Lambeth schools. Those classified on the 2022 Schools Census as 'Mixed Other' form the single largest group at 2,645 pupils, followed by 'Mixed White/Black Caribbean' pupils at 1,713. Historically, 'Mixed Other' has been the largest single group over the ten-year period shown. The numbers for 'Mixed White/Black African' and 'Mixed White/Asian' are smaller, but still significant, at 819 and 510 respectively.

The Dataset

The sample consisted of pupils who completed National Curriculum Assessment tests at the end of KS1, KS2, and KS4. In addition, all the LA's schools were asked to provide details of their pupils' backgrounds such as name, date of birth, gender, ethnic background, free school meal eligibility, date of admission or mobility data and level of fluency in English for contextual analysis. Where available we also drew evidence from national data published by the Department for Education (DfE).

Measures of Performance

It is important to note that in the English education system, pupils aged 5 to 11 years are taught National Curriculum subjects and are tested in English, mathematics and science. These tests are age dependent and divided into two key stages: KS1 and KS2. They are intended to show whether children have reached the National Curriculum expected standards at Key Stage 1 (KS1) and Key Stage 2 (KS2). At the end of KS4, most 15 and 16-year-olds also take General Certificate of Secondary Education (GCSE) exams. These are the major qualifications taken by pupils at the end of compulsory schooling at the age of 15, and are a series of examinations in the individual subjects the pupils have been studying. In 2016, levels were removed from key stage assessments and instead, pupils' marks in tests indicate whether they have reached the expected threshold for other pupils of their age. Therefore, the measure of performance used in the analysis is "expected" or above for KS1 and KS2, and 9 to 4 in both English and Maths, and Attainment 8 and Progress 8 for GCSE. An overall indicator of pupil attainment in KS2 was also derived by taking the average of the Reading and Maths tests (KS2) and pupils attaining the "expected" for all of Reading, Writing and Maths at KS2. At KS1 an overall indicator for Teacher Assessments was taken – the average of Reading, Writing and Mathematics.

The next section examines the achievement of Mixed Heritage students in Lambeth schools at the end of KS1, KS2, and GCSE.   Two methodological approaches are used. Firstly, the study looks at the pattern of the performance in the LA to establish the achievement of these pupils in Lambeth schools compared to the other main ethnic groups. This is followed by detailed data analysis of factors affecting their performance. The main questions posed are:

- How well do each mixed group perform in Lambeth schools?
- What are the differences in level of attainment at the end of KS1, KS2, and GCSE between schools?
- What are the factors influencing performance?

4. THE ACHIEVEMENT OF MIXED HERITAGE PUPILS IN LAMBETH SCHOOLS

KS1 and KS2 Trend Evidence

The following section outlines outcomes and trends for Mixed Heritage pupils and a selection of other ethnic groups within Lambeth over the past seven years.

Due to significant changes in the way KS1 and KS2 assessments are now reported, the 2016 outcomes are not comparable to previous years. However, trend data is shown for illustrative purposes.

Table 5. Average Key Stage 1 Attainment by Ethnic Group (2012-2022)

Ethnic Group	Key Stage 1 Average (Reading, Writing, Maths)									+/-
	2012	2013	2014	2015	2016	2017	2018	2019	2022	19-22
Mixed Other	77%	76%	79%	83%	77%	84%	80%	79%	70%	-9%
Mixed White/Asian	89%	95%	90%	87%	91%	84%	95%	99%	87%	-12%
Mixed White/Black African	78%	70%	81%	85%	79%	79%	79%	87%	71%	-16%
Mixed White/Black Caribbean	65%	72%	80%	78%	79%	73%	74%	69%	62%	-7%
African	73%	77%	79%	81%	74%	78%	78%	77%	69%	-8%
Somali	*66%*	*72%*	*76%*	*78%*	*75%*	*77%*	*74%*	*75%*	*71%*	*-4%*
Black Other	75%	72%	74%	86%	71%	71%	66%	71%	57%	-14%
Caribbean	67%	71%	73%	76%	71%	70%	73%	68%	55%	-13%
Polish	*67%*	*77%*	*78%*	*82%*	*72%*	*86%*	*79%*	*82%*	*73%*	*-9%*
Portuguese	56%	62%	64%	62%	63%	61%	69%	67%	59%	-8%
White British	83%	83%	87%	86%	83%	85%	83%	84%	82%	-2%
White Other	73%	78%	78%	80%	74%	79%	77%	80%	72%	-8%
Lambeth -all	**73%**	**75%**	**78%**	**79%**	**75%**	**77%**	**78%**	**76%**	**68%**	**-8%**

Note: For KS1 from 2012-2015 the average is calculated using the teacher assessment outcomes at Level 2B+ in reading, writing and maths. There are no levels after 2015 and pupils are calculated on whether they have met the "expected" standard for their age group.

Whilst 2016 cannot be compared to previous years because of the change from levels to "expected"; we can still compare relative gaps within the year groups.

Of the mixed categories, pupils in the Mixed White/Asian group are consistently the highest achieving, with Mixed White/Black Caribbean pupils having the lowest outcomes. The achievement of all pupils in Lambeth has been negatively affected by the impact of COVID-19, but to varying degrees when viewed by ethnic group. The Mixed White/Black African group experienced the largest decline over their 2019 result and were only three percentage points above the Lambeth result in 2022. The gap in 2019 was eleven points.

Historically, all the mixed heritage groups in Lambeth achieved above, or were on a par with, the corresponding national average. However, in 2022 Mixed White/Black Caribbean pupils were below the national average by two percentage points for the first time.

Table 6. KS2 Attainment by Ethnic Background (2016-2022)

| Ethnic Group | RWM average | | | | | +/- |
	2016	2017	2018	2019	2022	19-22
Mixed Other	64%	72%	75%	75%	66%	-9%
Mixed White/Asian	86%	97%	90%	85%	85%	0%
Mixed White/Black African	75%	68%	79%	80%	65%	-15%
Mixed White/Black Caribbean	55%	66%	66%	67%	51%	-16%
African	60%	70%	69%	72%	60%	-12%
Somali	*62%*	*71%*	*72%*	*68%*	*60%*	*-8%*
Black Other	65%	67%	66%	61%	43%	-18%
Caribbean	51%	62%	57%	60%	47%	-13%
Polish	*58%*	*62%*	*80%*	*78%*	*70%*	*-8%*
Portuguese	43%	54%	55%	54%	52%	-2%
White British	79%	80%	82%	80%	77%	-3%
White Other	63%	71%	74%	74%	65%	-9%
Lambeth	**61%**	**70%**	**70%**	**71%**	**61%**	**-10%**

In a repeat of the KS1 trend, Mixed White/Asian pupils have been the highest achieving group year-on-year since 2016 and were the only mixed group to maintain the same result between 2019 and 2022.

Mixed White/Black Caribbean pupils were consistently the lowest performing group. Post-COVID they also exhibited the greatest decrease, down by 16 percentage points over their 2019 outcome. This resulted in a ten-percentage point gap to the Lambeth outcome. Mixed White/Black African pupils also experienced a large decrease over the same period.

Table 7. KS2 Attainment by Ethnic Background 2019 & 2022 (% meeting the expected standard)

| | 2019 | | | | 2022 | | | | RWM |
	Reading	Writ TA	Maths	RWM	Reading	Writ TA	Maths	RWM	+/-
Mixed Other	84%	86%	87%	75%	81%	76%	84%	66%	-9%
Mixed White/Asian	95%	93%	88%	85%	87%	91%	91%	85%	0%
Mixed White/Black African	86%	88%	89%	80%	84%	77%	75%	65%	-15%
Mixed White/Black Caribbean	78%	77%	77%	67%	73%	66%	68%	51%	-16%
African	78%	85%	83%	72%	77%	71%	72%	60%	-12%
Somali	*76%*	*87%*	*83%*	*68%*	*78%*	*67%*	*78%*	*60%*	*-8%*
Black Other	71%	76%	79%	61%	63%	57%	57%	43%	-18%
Caribbean	69%	75%	73%	60%	70%	64%	58%	47%	-13%
Polish	*84%*	*93%*	*87%*	*78%*	*84%*	*76%*	*85%*	*70%*	*-8%*
Portuguese	61%	70%	69%	54%	71%	67%	73%	52%	-2%
White British	87%	89%	87%	80%	87%	83%	85%	77%	-3%
White Other	80%	87%	82%	74%	79%	73%	81%	65%	-9%
Lambeth	**79%**	**81%**	**84%**	**71%**	**77%**	**72%**	**74%**	**61%**	**-10%**

In terms of individual subjects, Mixed White/Asian pupils had the highest results in all subjects in 2022, although they were on a par with Mixed White/Black African pupils in maths in 2019. were

one percentage point above). In 2022 Reading was the strongest subject for both Mixed White/Black Caribbean and Mixed White Black/African pupils.

GCSE Trend Evidence

There were two major changes to the calculation of the GCSE performance measures in 2014, which means it is not possible to make comparisons to earlier years. Only the first entry to a subject is counted, and there is also a restriction on the range of qualifications included. No qualification can count as larger than one GCSE, and only two non-GCSEs can be included.

Table 8. English and Maths 9 to 4/A*-C Attainment by Ethnic Background (2015 – 2022)

	2015	2016	2017	2018	2019	2022	+/- 19-22	National 2022
Mixed Other	62%	63%	58%	65%	55%	66%	+11%	71%
Mixed White/Asian	83%	83%	75%	67%	91%	80%	-11%	77%
Mixed White/Black African	83%	66%	56%	76%	64%	71%	+7%	69%
Mixed White/Black Caribbean	50%	49%	54%	54%	53%	39%	-14%	57%
African	61%	66%	61%	65%	64%	75%	+11%	73%
Somali	*57%*	*81%*	*60%*	*78%*	*59%*	*67%*	*+8%*	*n/a*
Black Other	52%	62%	53%	62%	37%	57%	+20%	66%
Caribbean	47%	45%	50%	43%	47%	52%	+5%	56%
Polish	*71%*	*68%*	*56%*	*76%*	*78%*	*81%*	*+3%*	*n/a*
Portuguese	51%	59%	58%	47%	50%	72%	+12%	n/a
White British	66%	67%	60%	63%	64%	65%	+1%	68%
White Other	65%	71%	65%	71%	67%	71%	+4%	70%
Lambeth	**59%**	**62%**	**60%**	**60%**	**59%**	**66%**	**+7%**	
National	**56%**	**59%**	**59%**	**59%**	**60%**	**64%**	**+4%**	

Table 9. Attainment 8 and Progress 8 by Ethnic Background (2019 & 2022)

	Attainment 8				Progress 8			
	Lambeth		National		Lambeth		National	
	2019	2022	2019	2022	2019	2022	2019	2022
Mixed Other	44.0	50.7	49.2	51.2	-0.04	0.09	0.14	0.09
Mixed White/Asian	58.2	54.6	53.2	54.8	0.52	0.24	0.22	0.21
Mixed White/Black African	46.8	49.4	47.4	49.0	0.09	0.06	0.04	0.01
Mixed White/Black Caribbean	40.9	35.0	41.0	42.1	-0.50	-1.14	-0.38	-0.46
African	45.5	48.1	47.3	50.8	0.13	-0.02	0.33	0.35
Somali	41.6	44.2	n/a	n/a	-0.13	-0.30	n/a	n/a
Black Other	35.6	41.4	43.0	46.8	-0.40	-0.41	0.08	0.11
Caribbean	36.4	37.8	39.4	41.6	-0.61	-0.73	-0.31	-0.33
Polish	57.8	58.3	n/a	n/a	1.09	0.68	n/a	n/a
Portuguese	43.5	49.8	n/a	n/a	0.28	0.28	n/a	n/a
White British	47.4	47.8	46.2	47.6	-0.11	-0.38	-0.14	-0.18
White Other	50.2	50.8	46.8	50.7	0.50	0.48	0.45	0.49
Lambeth	**44.1**	**44.0**	**44.7**	**48.7**	**-0.04**	**-0.04**	**-0.03**	**-0.06**

Similar to previous key stages, Mixed White/Asian pupils were the highest achievers in the 9 to 4 including English and maths indicator, despite an eleven-percentage point drop in 2022. Similarly, they have also shown a decrease in their Attainment 8 and Progress 8 outcomes (albeit the latter remains a positive score). Small cohort numbers should be borne in mind at GCSE level.

Mixed White/Black African pupils, together with the Mixed Other group, saw increases over their 2019 attainment results which is encouraging.

Mixed White/Black Caribbean pupils remained static from 2017-2019, but experience a large decrease in 2022, down by 14 percentage points in the 9-4 indicator. Their Attainment 8 and Progress 8 outcomes have also fallen significantly.

5. FACTORS AFFECTING ACHIEVEMENT OF MIXED HERITAGE PUPILS

The four factors shown in tables 10 and 11 are helpful in understanding achievement patterns of mixed heritage pupils in Lambeth schools. The data confirms that Mixed White Black/Caribbean pupils are a particularly disadvantaged group, with 50% eligible for free school meals at KS2 and 60% at GCSE, much higher than the averages for the other mixed groups.

In comparison, Mixed White/Asian pupils are generally less disadvantaged, being well below the Lambeth FSM average at KS2.

Table 10. Social Characteristics of Mixed Heritage pupils in Lambeth schools by Key Stage 2 Cohorts 2022

| Key Stage 2 | Total Cohort | Gender (%) | | FSM (%) | EAL (%) | | | Mobility rate (%) |
		Boys	Girls		Stage A-C Not fluent in English	Stage D Competent in English	Stage E Fully fluent in English	
Mixed Other	231	54%	46%	32%	11%	14%	16%	12%
Mixed White/Asian	46	61%	39%	13%	2%	9%	20%	9%
Mixed White/Black African	57	37%	63%	39%	12%	9%	19%	11%
Mixed White/Black Caribbean	142	50%	50%	50%	50%	50%	50%	50%
Lambeth	**2,880**	**51%**	**49%**	**37%**	**13%**	**15%**	**16%**	**12%**

Table 11. Social Characteristics of Mixed Heritage pupils in Lambeth schools by GCSE Cohorts 2022

| GCSE | Total Cohort | Gender (%) | | FSM (%) | EAL (%) | | | Mobility rate (%) |
		Boys	Girls		Stage A-C Not fluent in English	Stage D Competent in English	Stage E Fully fluent in English	
Mixed Other	103	57%	43%	34%	3%	5%	18%	5%
Mixed White/Asian	20	65%	35%	35%	5%	10%	30%	0%
Mixed White/Black African	51	57%	43%	31%	2%	8%	22%	6%
Mixed White/Black Caribbean	104	53%	47%	60%	3%	0%	2%	9%
Lambeth	**2,357**	**52%**	**48%**	**38%**	**4%**	**6%**	**19%**	**6%**

Gender Differences and Achievement

In general terms nationally, girls tend to outperform boys. In Lambeth this is also true for African and Caribbean pupils at all key stages, however in recent years White British boys at GCSE performed above the level of girls (Demie et al 2006).

Reflecting the above observations, girls outperformed boys in most cases for each of the mixed groups.

By subject at KS2 the greatest gaps in attainment were in writing for all groups, notably the Mixed White/Black Caribbean girls who were 18 percentage points above the boys. However, for three of the four mixed groups boys performed better in maths, with a nine-point gap in the Mixed White/Black African and Mixed White/Black Caribbean cohorts.

Small cohorts should be borne in mind here when interpreting these results.

Table 12: Mixed Heritage Pupils KS2 Subject Performance in Lambeth by Gender – 2022

Key Stage 2 by subject		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
Boys	Reading	79%	82%	81%	69%
	Writing TA	70%	86%	71%	58%
	Maths	86%	86%	81%	72%
	All RWM	61%	79%	67%	45%
Girls	Reading	84%	94%	86%	80%
	Writing TA	83%	100%	81%	76%
	Maths	82%	100%	72%	63%
	All RWM	72%	94%	64%	58%
Gap Boys-Girls	Reading	+5%	+12%	+5%	+11%
	Writing TA	+13%	+14%	+10%	+18%
	Maths	-4%	+14%	-9%	-9%
	All RWM	+11%	+15%	-3%	+13%

Table 13: Mixed Heritage Pupils GCSE Key Indicators in Lambeth by Gender – 2022

GCSE – key indicators		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
Boys	9 to 4 English and Maths	69%	77%	69%	35%
	Attainment 8	51.2	55.2	49.4	31.4
	Progress 8	0.04	-0.02	0.28	-1.39
Girls	9 to 4 English and Maths	61%	86%	73%	45%
	Attainment 8	50.2	53.4	49.5	39.1
	Progress 8	0.16	0.67	-0.22	-0.89
Gap Boys-Girls	9 to 4 English and Maths	-8%	+9%	+4%	+10%
	Attainment 8	-1.0	-1.8	+0.1	+7.7
	Progress 8	+0.12	+0.69	-0.50	+0.50

With the exception of the Mixed Other group, girls outperformed boys in the 9 to 4 E&M indicator, with Mixed White/Asian girls having the highest outcome (86%, well above the Lambeth figure). Mixed White/Black Caribbean boys had a very low result of 35%, being 42 points below the Mixed White/Asian boys.

In terms of the progress 8 measure, Mixed White/Asian girls showed the most positive outcome, followed by the Mixed White/Black African boys. Similar to the attainment indicators, Mixed White/Black Caribbean boys had the lowest progress measure of all the groups, a negative score of -1.39.

Social Background and Achievement

The free school meals indicator is often used as a proxy measure of social deprivation in pupils' backgrounds and has been linked to underachievement in a number of studies (Gillborn and Youdell, 2002; Demie, 2001). School level data demonstrates a clear relationship between the concentration of poverty levels in schools and tests and examination results. In the context of this report, the Mixed White/Black African and Caribbean cohorts are the most deprived of the mixed heritage groups in Lambeth.

Table 14 shows the KS2 outcomes by FSM status. There are several significant gaps between the FSM and paid meal cohorts (where FSM pupils are below), such as 27 percentage points in maths for the Mixed White/Black African group, and 21 points in the overall RWM indicator for the Mixed White/Asian group. However, the small cohort sizes involved for this group should be borne in mind.

Mixed White/Black Caribbean FSM pupils had the lowest results in all bar maths, where the Mixed White/Black African FSM pupils were two points below. The gap in the combined indicator for the Mixed White/Black Caribbean group is also notable, with a 15 points difference between the cohorts.

Table 14: Mixed Heritage Pupils KS2 Subject Performance in Lambeth by Free School Meal Status – 2022

Key Stage 2 by subject		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
FSM	Reading	81%	83%	73%	71%
	Writing TA	71%	83%	73%	61%
	Maths	75%	83%	59%	61%
	All RWM	57%	67%	55%	44%
Paid	Reading	81%	88%	91%	79%
	Writing TA	79%	93%	80%	73%
	Maths	89%	93%	86%	74%
	All RWM	71%	88%	71%	59%
Gap FSM-Paid	Reading	0%	+5%	+18%	+8%
	Writing TA	+8%	+10%	+7%	+12%
	Maths	+14%	+10%	+27%	+13%
	All RWM	+14%	+21%	+16%	+15%

Table 15: Mixed Heritage Pupils GCSE Key Indicators in Lambeth by Free School Meal Status – 2022

GCSE		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
FSM Eligible	9 to 4 English and Maths	57%	57%	50%	32%
	Attainment 8	46.4	48.1	44.3	32.3
	Progress 8	-0.13	-0.35	0.27	-1.23
Paid Meals	9 to 4 English and Maths	71%	92%	80%	50%
	Attainment 8	53.0	58.0	51.8	39.0
	Progress 8	0.20	0.47	-0.02	-1.00
Gap FSM-Paid	9 to 4 English and Maths	+14%	+35%	+30%	+18%
	Attainment 8	+6.6	+9.9	+7.5	+6.7
	Progress 8	+0.33	+0.82	-0.29	+0.23

At GCSE the outcomes followed expectation, where the paid meal cohorts performed above the FSM pupils. The largest gaps were 35 percentage points in the 9-4 indicator for the Mixed White/Asian group, and 30 points for the Mixed White/Black African group. In terms of FSM pupil progress, only the Mixed White/Black African FSM cohort had a positive measure and exhibited better progress than their paid meal peers. Mixed White/Black Caribbean FSM pupils had the lowest progress measure of all the groups, irrespective of FSM status.

There are also some striking differences within the main ethnic groups when the data is further analysed by eligibility for free school meals. Table 10 shows that at GCSE, 73% of Portuguese pupils not eligible for free school meals achieved 9 to 4 in English and Maths, compared with 69% of pupils who were eligible; a gap of 4 percentage points. There was a much larger gap for White British pupils of 38 percentage points.

This finding underlines the importance of treating any measure of school or LA performance which does not include the influence of background factors such as social class and deprivation, with scepticism.

Table 16. Performance by Key Stage, FSM and Ethnic Background in Lambeth, 2022

	Key Stage 2 RWM (% Expected)			GCSE(% 9 to 4 in English and Maths)		
	% of pupils eligible	Eligible	Not Eligible	% of pupils eligible	Eligible	Not Eligible
Mixed Other	32%	57%	71%	34%	57%	71%
Mixed White/Asian	13%	67%	88%	35%	57%	92%
Mixed White/Black African	39%	55%	71%	31%	50%	80%
Mixed White/Black Caribbean	50%	44%	59%	60%	52%	50%
African	49%	53%	66%	43%	69%	80%
Somali	*50%*	*53%*	*67%*	44%	62%	77%
Caribbean	55%	41%	55%	47%	43%	60%
Polish	17%	41%	76%	17%	63%	85%
Portuguese	30%	58%	49%	36%	69%	73%
White British	16%	43%	84%	25%	37%	75%
Lambeth	**37%**	**49%**	**68%**	**38%**	**54%**	**73%**

English Language Acquisition and Achievement

A number of studies have explored the relationship between English fluency and pupil attainment. Demie and Strand (2005) examined the results at KS2 and GCSE whilst at the same time controlling for age, gender, free school meals, ethnic background and mobility rate. The results indicated that pupils who spoke English as an additional language scored significantly lower than those who spoke English as first language or were fluent in English.

Tables 17. Key Stage 2 and GCSE Attainment of Mixed Heritage Pupils by Stage of English Fluency, 2022

Ethnic Group	KS2 (% RWM Combined)			GCSE (% 9 to 4 inc English & Maths)		
	Stages A to C – Non-fluent	Stage D - Competent	Stage E – Fully Fluent	Stages A to C – Non-fluent	Stage D - Competent	Stage E – Fully Fluent
Mixed Other	60%	72%	79%	0%	80%	63%
Mixed White/Asian	100%	50%	89%	100%	100%	83%
Mixed White/Black African	71%	80%	55%	0%	75%	64%
Mixed White/Black Caribbean	50%	100%	100%	33%	n/a	50%

Table 17 gives the average KS2 and GCSE performance by level of fluency in English. Small cohorts become increasingly important to bear in mind here (just one or two pupils in many instances). This year the outcomes do not consistently bear out the usual expectation that as fluency in English improves, so does achievement.

There are also some striking differences within the main ethnic groups when the KS2 and GCSE data is further analysed by levels of fluency in English. Tables 18 and 19 show that in all instances performance increases when combined with improved English acquisition amongst the bilingual cohort. These findings support a number of studies that have explored the relationship between

English fluency and pupil attainment. Demie and Strand (2005) examined the results at KS2 and GCSE whilst at the same time controlling for age, gender, free school meals, ethnic background and mobility rate.

The results indicated that pupils who were at the early stages of fluency achieved significantly lower outcomes than those who spoke English as a first language or were fully fluent in English.

Table 18. KS2 Average Attainment by Ethnicity and Fluency in English – 2022

Proficiency	African		Polish		Somali		Portuguese		White British	
	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result
Stages A to C – Non-Fluent	127	39%	18	28%	49	57%	40	30%	4	25%
Stage D - Competent	141	57%	37	78%	28	57%	59	58%	4	50%
Stage E - Fluent	184	80%	28	93%	18	89%	20	80%	22	82%
English Only	104	67%	0	n/a	0	n/a	3	33%	273	77%
All Pupils	**639**	**60%**	**99**	**70%**	**109**	**60%**	**135**	**52%**	**425**	**77%**

Table 19. GCSE 5+ A*-C inc English & Maths Attainment by Ethnicity and Fluency in English – 2022

Proficiency	African		Somali		Polish		Portuguese		White British	
	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result
Stages A to C – Non-Fluent	19	47%	6	50%	8	38%	8	75%	4	50%
Stage D - Competent	52	50%	10	60%	8	75%	7	57%	5	80%
Stage E - Fluent	187	80%	41	76%	5	100%	26	77%	13	54%
English Only	109	71%	0	n/a	0	n/a	1	100%	167	71%
All Pupils	**615**	**75%**	**84**	**67%**	**48**	**81%**	**81**	**72%**	**260**	**65%**

These findings offer much encouragement for policy makers and school improvement practitioners. They demonstrate that once the language barrier is overcome, it is possible to attain good levels of achievement for all key stages.

4.5 Pupil Mobility and Achievement

It is now widely recognised that mobility can have an adverse effect on educational achievement. Mobile pupils in this context are defined as those who joined school at a point other than the start of the respective key stage. For example, at KS2 a pupil who joins in year 3 is deemed 'non-mobile', whereas a year 5 entrant is classed as 'mobile'. Her Majesty's Chief Inspector reported that high pupil mobility was one of the greatest problems, if not the greatest problem that any school can face.

The 2022 KS2 results by subject in table 20 show the general expectation was met i.e. mobile pupils performed below the non-mobile groups. The largest gaps were in the Mixed White/Black Asian group, with mobile pupils 40 percentage points below their non-mobile peers in reading, and 38 points in the combined RWM indicator. Again, small cohort sizes should be borne in mind here.

Relative to their non-mobile peers, the mobile Mixed White/Black Caribbean pupils performed well in reading and maths this year.

Table 20: Mixed Heritage Pupils KS2 Subject Performance in Lambeth by Mobility – 2022

Key Stage 2		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
Mobile	Reading	75%	50%	83%	78%
	Writing TA	57%	75%	67%	61%
	Maths	71%	75%	67%	67%
	RWM	50%	50%	50%	44%
Non-Mobile	Reading	82%	90%	84%	74%
	Writing TA	79%	93%	78%	68%
	Maths	86%	93%	76%	68%
	RWM	68%	88%	67%	52%
Gap Mobile-Non-Mobile	Reading	+7%	+40%	+1%	-4%
	Writing TA	+22%	+18%	+11%	+7%
	Maths	+15%	+18%	+9%	+1%
	RWM	+18%	+38%	+17%	+8%

At GCSE none of the Mixed White/Asian pupils were deemed mobile, with the mobile Mixed White/Black Caribbean and Mixed White Black/African mobile pupils possessing very low attainment and progress outcomes. Again, the size of the mobile cohorts is often very small.

Table 21: Mixed Heritage Pupils GCSE Key Indicators in Lambeth by Mobility – 2022

GCSE		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
Mobile	9 to 4 English and Maths	60%	n/a	33%	22%
	Attainment 8	34.3	n/a	25.0	22.6
	Progress 8	0.22	n/a	-2.01	-2.58
Non-Mobile	9 to 4 English and Maths	66%	80%	73%	41%
	Attainment 8	50.9	54.6	50.9	36.2
	Progress 8	0.12	0.24	0.20	-0.99
Gap Mobile-Non-Mobile	9 to 4 English and Maths	+6%	n/a	+40%	+19%
	Attainment 8	+16.6	n/a	+25.9	+13.6
	Progress 8	-0.10	n/a	+2.21	+1.59

CONCLUSIONS

Of all English local authorities Lambeth serves one of the largest proportion of mixed heritage pupils, with the population of 'mixed' pupils in secondary schools showing the most significant rises in recent years.

'Mixed Other' forms the largest mixed heritage group in Lambeth schools (2,645 pupils in 2022), followed by 'Mixed White/Black Caribbean' at 1,713 pupils. The numbers for 'Mixed White/Black African' and 'Mixed White/Asian' are smaller, but still significant, at 819 and 510 respectively.

The 'Mixed Other' category, by definition, includes a broad range of sub-categories, so judgements in this report have by and large focussed on the more homogenous groups.

In general terms, Mixed White/Asian pupils are a high achieving group across all key stages in Lambeth, with Mixed White Black/Caribbean pupils being the lowest.

Relative to the national outcomes, each mixed heritage group in Lambeth at Key Stage 2 perform above their peers nationally. This is not the case at GCSE, where historically the Mixed White/Black Caribbean group have been underachieving.

Mixed White/Black Africans tend to perform above the Lambeth average at each key stage, despite some year-on-year fluctuations.

The data confirms that Mixed White/Black Caribbean pupils in Lambeth are a disadvantaged group. For example, at KS2 50 percent of the cohort were eligible for FSM and 60 percent at GCSE, much higher than both the Lambeth and national averages, and the other mixed heritage groups.

Girls tend to outperform boys in each group, although this was not the case at KS2 in maths for the Mixed White/Black African and Mixed White/Black Caribbean groups. Mixed White/Black Caribbean boys had very low outcomes relative to boys in the other mixed groups.

By FSM status, in general terms gaps were significant in all groups, with the FSM pupils performing below their paid meal peers.

In 2022, results when analysed by fluency in English did not reflect the established expectation i.e. the more fluent a pupil is, the better their outcomes will be. Small cohort sizes can often be relevant here, so patterns can fluctuate year on year.

When viewed by mobility status, the general expectation was met at KS2 i.e. mobile pupils performed below the non-mobile groups. At GCSE none of the Mixed White/Asian pupils were deemed mobile, with the Mixed White/Black Caribbean and Mixed White Black/African mobile pupils possessing very low attainment and progress outcomes. The size of the mobile cohorts is often very small and relevant to any yearly fluctuations.

REFERENCES

Gillborn, D. and Gipps, C (1996). *Recent Research on the Achievement of Ethnic Minority Pupils, OFSTED Reviews of Research,* HMSO, London.

Tikly, L; Caballero, C; Haynes, J and Hill, J (2004) *Understanding the Educational Needs of Mixed Heritage Pupils.* (2004). University of Bristol and Birmingham LEA, sponsored by DfES.

Bhattacharyya, G; Ison, L and Blair, M (2003) *Minority Ethnic Attainment and participation in Education and Training: The Evidence.* University of Birmingham and DfES

DfES Good Practice Document (2003), *'Tackling Underachievement'*

Demie, F.; Taplin, A.; Butler, R.; Tong, R.; McDonald J. and Fisher, E. (2009). *Raising Achievement in Lambeth Schools: Success and challenges in narrowing the achievement gap,* Research and Statistics Unit, London Borough of Lambeth.

Demie, F. (2009). *Ethnicity and Educational Achievement: Implication for school Improvement strategies*, Research and Statistics Unit, London Borough of Lambeth.

Demie, F.; Taplin, A.; Butler, R.; Tong, R.; McDonald J. and Hutter, C. (2012). *Raising Achievement of Portuguese Pupils in Lambeth Schools*, Research and Statistics Unit, London Borough of Lambeth.

Demie, F.; Strand, S. (2006*). English language acquisition and educational attainment at the end of secondary school,* Educational Studies, Volume 32, Number 2, June 2006 , pp. 215-231.

Demie, F.; McLean C, Lewis, K . (2006). *Raising Achievement of African Heritage pupils: Good Practice in Lambeth schools*, Research and Statistics Unit, London Borough of Lambeth, March.

Appendix 1 - Number of Mixed Heritage Pupils in Lambeth Schools

Mixed Other

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2012-22 Change
All Schools	1,707	1,831	1,922	1,996	2,116	2,322	2,512	2,592	2,581	2.585	2,645	+938
Primary	1,136	1,222	1,291	1,322	1,461	1,566	1,719	1,777	1,835	1,806	1,793	+657
Secondary	551	591	609	654	684	694	721	740	655	700	781	+230

The 'Mixed Other' group includes: pupils who are Asian/Black (Asian in this context being those from the Indian sub-continent); Asian/Chinese; Asian/Any Other Group; White/Chinese; Black/Chinese; Chinese/Any Other Group; White/Any Other Group; White/Chinese.

Mixed White/Asian

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2012-22 Change
All Schools	302	283	314	367	344	418	427	476	505	509	510	+208
Primary	228	220	253	290	265	331	334	365	387	372	370	+142
Secondary	72	61	60	76	78	82	85	100	106	127	129	+57

Asian in this context refers to pupils from the Indian sub-continent.

Mixed White/Black African

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2012-22 Change
All Schools	641	659	713	762	778	807	837	874	875	838	819	+178
Primary	445	459	495	526	534	524	539	529	528	490	465	+20
Secondary	184	182	209	228	236	257	272	306	314	315	326	+142

Mixed White/Black Caribbean

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2012-22 Change
All Schools	1,540	1,561	1,646	1,681	1,665	1,807	1,816	1,777	1,757	1,751	1,713	+173
Primary	1,033	1,022	1,067	1,118	1,103	1,161	1,173	1,110	1,073	1,014	993	-40
Secondary	468	509	539	525	522	576	580	581	612	666	652	+184

All Mixed Heritage Pupils

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2012-22 Change
All Schools	4,190	4,334	4,595	4,806	4,953	5,354	5,592	5,719	5,718	5,683	5,687	+1,497
Primary	2,842	2,933	3,106	3,256	3,363	3,582	3,765	3,781	3,823	3,682	3,621	+779
Secondary	1,275	1,343	1,417	1,483	1,520	1,609	1,658	1,727	1,687	1,808	1,888	+613