



RAISING ACHIEVEMENT IN LAMBETH SCHOOLS

SUCCESS AND CHALLENGES IN CLOSING THE ACHIEVEMENT GAP

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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.

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.

LA research into Portuguese, Somali, and EAL 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.

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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.

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.

It should be noted that there were no tests or assessments in either 2020 or 2021 due to Covid. Generally, results have dropped between 2019 and 2022 but the drop has not been equally shared amongst all groups.

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 possible as the old system of national curriculum levels has been abolished.

Standards in the Foundation Stage Profile (age 5)

Table 1. Percentage of pupils with a good level of development

	Lambeth	National	Gap
2014	56	60	-4
2015	63	66	-3
2016	68	69	-1
2017	71	71	0
2018	72	72	0
2019	72	72	0
2022	67	65	+2
2023	67	67	0

- 2.2 The key measure for the Foundation Stage is the percentage of children with a 'good' level of development. This is based on the assessment of children at the end of their reception year. Children are defined as having reached a good level of development at the end of the Early Years Foundation Stages (EYFS) if they achieve or exceed the expected level in all three Prime Learning Goals and the specific learning goals Literacy and Mathematics.

Reforms were introduced in September 2021 that significantly revised the EYFS profile. Therefore the 2022 and 2023 data should not be directly compared to previous years.

Table 1 shows that, prior to the EYFS reforms, Lambeth closed the gap resulting in three years of parity with the national outcomes from 2017-2019. After the reforms Lambeth was two percentage points above, with parity returning in 2023.

Standards in Phonics (pupils aged 6)

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
2022	75	75	0
2023	78	79	-1

- 2.3 Table 2 shows phonics test results over the last ten years. 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. Attainment in Lambeth was much higher than nationally in 2012, with a gap of eight percentage points, but in the years since the gap has narrowed, and in 2023 Lambeth pupils were less likely than those nationally to be meeting the expected standard, albeit with a gap of only one percentage point.

Standards at Key Stage 1 (age 7)

- 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 for KS1. However, the gap in 2023 is slightly smaller than for the previous years, at two percentage points in reading and maths and three points in writing.

Table 3. Percentage of pupils meeting the expected standard at KS1

	2019			2022			2023		
	Lambeth	National	Gap	Lambeth	National	Gap	Lambeth	National	Gap
Reading	78	75	+3	71	67	+4	70	68	+2
Writing	74	69	+5	63	58	+5	63	60	+3
Maths	79	76	+3	71	68	+3	72	70	+2

Standards at Key Stage 2 (age 11)

- 2.5 In each subject, Lambeth has consistently had higher levels of achievement than nationally at KS2. In 2023, 60% of pupils nationally reached the expected standard in reading, writing and maths combined, whilst the figure for Lambeth was 64%.

Table 4. Percentage of pupils meeting the expected standard at KS2

	2019			2022			2023		
	Lambeth	National	Gap	Lambeth	National	Gap	Lambeth	National	Gap
Reading	79	74	+5	78	75	+3	77	73	+4
Writ TA	81	79	+2	73	70	+3	74	72	+2
Maths	84	79	+5	75	72	+3	77	73	+4
RWM*	71	65	+6	61	59	+2	64	60	+4

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

- 2.6 In addition to looking at overall attainment, the Department for Education (DfE) also looks at the progress that pupils make between KS1 and KS2. As Table 5 shows, it is pleasing to note that Lambeth scores higher on both progress and attainment than nationally. This is a similar position to that recorded for Lambeth in previous years, where progress was always high. Lambeth compares favourably with the inner London average in reading, where the inner London rates tend to be better in writing and maths.

Table 5. Key Stage 1- Key Stage 2 Progress measures

	2019			2022			2023		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Lambeth	1.56	1.23	1.58	0.31	0.65	0.56	0.9	0.5	0.9
Inner London	1.09	1.06	1.23	0.9	1.11	0.99	0.8	1.2	1.3
London	0.85	0.77	1.2	0.75	0.89	1.16	0.7	1.0	1.4
England	0.03	0.03	0.03	0.04	0.05	0.04	0.0	0.0	0.0

Source: DfE Performance tables

The KS1-KS2 progress measure looks at how children with the same starting point at KS1, do at KS2. A positive score of +1 for example, means that children in that LA scored on average 1 scaled score more than other similar children nationally.

Standards at Key Stage 4 (GCSE – age 16)

- 2.6 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: This measures 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.). The DfE also states this year that "The more meaningful comparison is with 2019, the last year that summer exams were taken before the pandemic, as 2023 saw a return to pre-pandemic grading, with some protections. In 2022 outcomes broadly reflected a mid-point between 2019 and 2021, to take account of the impact of the pandemic and in line with Ofqual's approach to grading in 2022. It is expected that performance in 2023 will generally be lower than in 2022."

- 2.7 Table 6 shows that this year, Lambeth's attainment is slightly above England overall in each indicator. Attainment 8 is very similar but Lambeth's English and maths 9-4 and 9-5 results are both 2 percentage points higher than nationally.

Table 6. GCSE Performance

	2019		2022		2023	
	Lambeth	National*	Lambeth	National*	Lambeth	National*
Attainment 8	44.1	44.7	46.3	46.9	44.8	44.6
Progress 8 score	-0.04	0.00	-0.15	0.00	0.01	0.00
English & Maths 9-4	59%	60%	66%	64%	63%	61%
English & Maths 9-5	39%	40%	47%	46%	44%	42%

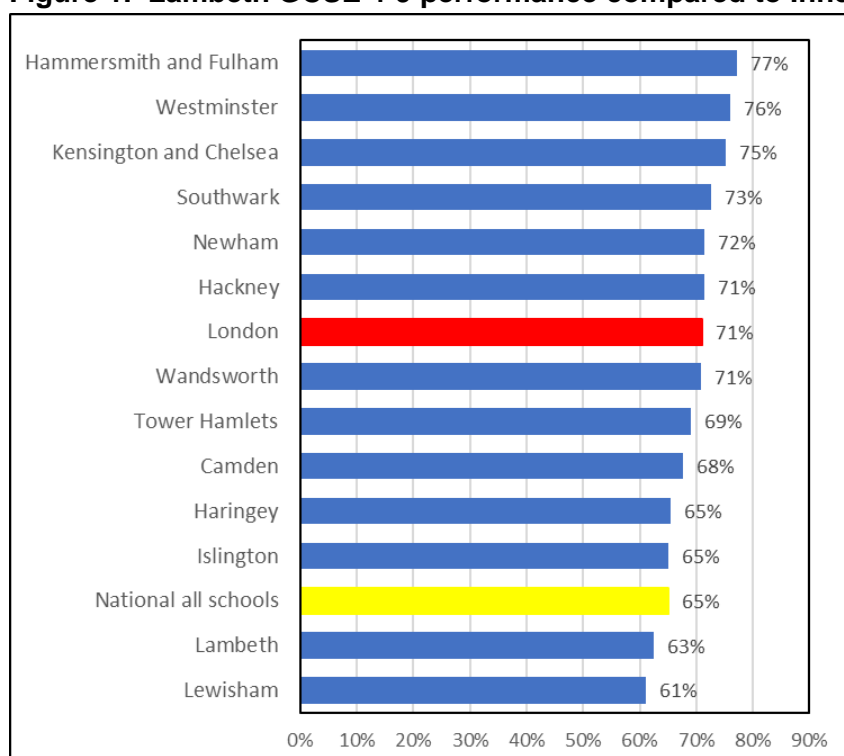
**National figures are based on all pupils. Information on ethnic background, FSM etc is only available for state-maintained pupils.*

- 2.8 Table 7 shows Lambeth's performance at GCSE is below London and all inner London Local Authorities. In 2023, it was slightly above the national figure for those getting a standard English and Maths pass, and on the attainment 8 and progress 8 figures. Although Lambeth improved on the English and Maths measure between 2019 and 2023, its performance on headline figures is generally below other London boroughs.

Table 7. GCSE headline performance compared to Inner London LAs and National 2023

		Attainment 8	English & Maths 9-5	English & Maths 9-4	Ebacc 9 to 5	Ebacc 9 to 4	Ebacc APS
London, National and Lambeth results	Inner London	49.6	52%	69%	24%	34%	4.5
	Outer London	51.0	55%	72%	25%	35%	4.6
	London	50.5	54%	71%	25%	34%	4.6
	National - State funded	46.2	45%	65%	17%	24%	4.1
	National - All schools	44.6	42%	61%	16%	23%	4.0
	Lambeth	44.8	44%	63%	16%	23%	4.0
Inner London LA Results	Camden	47.9	50%	68%	22%	30%	4.4
	Hackney	51.2	53%	71%	29%	40%	4.7
	Hammersmith & Fulham	54.6	61%	77%	38%	50%	5.1
	Haringey	48.1	48%	65%	20%	27%	4.3
	Islington	46.6	47%	65%	20%	28%	4.2
	Kensington and Chelsea	53.4	59%	75%	18%	23%	4.6
	Lambeth	44.8	44%	63%	16%	23%	4.0
	Lewisham	45.3	44%	61%	18%	26%	4.1
	Newham	50.9	54%	72%	24%	35%	4.6
	Southwark	51.8	55%	73%	28%	41%	4.7
	Tower Hamlets	48.4	53%	69%	21%	30%	4.3
	Wandsworth	50.2	56%	71%	29%	40%	4.7
	Westminster	54.1	60%	76%	32%	44%	5.0
	London	50.5	54%	71%	25%	34%	4.6
	National - All Schools	44.6	42%	61%	16%	23%	4.0

Figure 1. Lambeth GCSE 4-9 performance compared to Inner London LAs



Standards at Key Stage 5 (Post 16- age 18)

2.9 Table 8 shows that Lambeth is on a par with its pre-pandemic 2019 result, a C+ grade on average, and is below the national outcome again this year.

Table 8. Post 16 Performance Data

	2019		2022		2023	
	Lambeth	National	Lambeth	National	Lambeth	National
Cohort - A levels	715	283,532	844	284,614	960	293,211
APS per entry - A level	34.0	33.8	36.9	38.8	34.4	35.2
APS per entry A level - expressed as a grade	C+	C+	B-	B	C+	B-
Cohort - academic quals	766	296,751	853	290,510	964	299,870
APS per entry –	33.9	34.1	36.8	38.9	34.4	35.4
APS per entry academic - expressed as a grade	C+	C+	B-	B	C+	B-
Cohort - tech quals	49	19,468	87	27,074	125	27,976
APS per entry - tech	27.3	28.4	32.0	30.6	31.1	28.5
APS per entry tech quals - expressed as a grade	Merit+	Merit+	Dist-	Dist-	Dist-	Merit+
Cohort - applied general quals	223	64,822	399	118,432	450	123,317
APS per entry - applied general quals	29.6	28.3	29.8	31.9	29.2	29.6
APS per entry applied quals - expressed as a	Merit+	Merit+	Merit+	Dist-	Merit+	Merit+

2.10 The evidence in vocational qualifications shows Lambeth is above the national for the first time in technical routes, with the number of students taking these qualifications continuing to increase. In applied general qualifications Lambeth is on a par with its 2019 outcome and the national result. A notable observation is the number of students in Lambeth taking applied qualifications is double the figure seen in 2019.

Closing the Achievement Gap

The following sections look what the contextual data tell us about pupil performance and underperforming groups by ethnic groups, gender, EAL pupils, FSM eligibility and mobility rate.

The Achievement Gap of Ethnic Minority Children

- 3.1 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.

Table 9. KS1 attainment by ethnic background 2019 & 2022-23 (% meeting expected standard)

	Lambeth			National			Average		
	Reading	Writing	Maths	Reading	Writing	Maths	Lambeth	National	Gap
2019									
Black African	76	74	79	73	76	78	76	76	0
Somali*	76	74	76	-	-	-	75	-	-
Black Caribbean	73	64	66	65	68	71	68	68	0
Black Other	70	69	75	68	71	73	72	71	0
Portuguese*	64	64	73	-	-	-	67	-	-
White British	86	80	87	69	84	76	76	74	+10
White Other	80	77	84	67	80	71	75	71	+9
All Pupils	78	74	79	75	69	76	76	73	+3
2022									
Black African	64	72	70	69	69	61	66	65	+4
Somali*	63	77	72	-	-	-	71	-	-
Black Caribbean	52	60	57	65	57	56	62	61	-4
Black Other	51	59	55	63	55	52	58	58	-3
Portuguese*	55	62	61	-	-	-	59	-	-
White British	77	84	85	68	82	57	68	64	+18
White Other	66	71	78	65	72	57	69	64	+8
All Pupils	71	63	71	67	58	68	68	64	+4
2023									
Black African	69	62	68	63	66	70	69	67	-1
Somali*	67	57	65	-	-	-	63	-	-
Black Caribbean	56	47	56	55	53	64	61	60	-7
Black Other	70	57	66	59	65	67	66	64	+1
Portuguese*	59	54	61	-	-	-	58	-	-
White British	84	75	85	60	81	69	71	67	+14
White Other	72	68	76	58	72	65	71	65	+7
All Pupils	70	63	72	68	60	70	68	66	+2

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

- 3.2 In 2019, attainment for White British and White Other pupils in Lambeth was above their peers nationally, by about 10 percentage points, while Black African, Black Caribbean and Black other pupils' attainment matched that found in England. However, the position changed by 2023, with White British attainment in the borough 14 percentage points higher than nationally, while Black Caribbean pupils attainment in the LA was about seven points lower.

Table 10. KS2 attainment by ethnic background 2019 & 2022-23 (% reaching expected standard)

	Lambeth				National				RWM gap
	Reading	Writ TA	Maths	RWM	Reading	Writ TA	Maths	RWM	
2019									
Black African	79	83	85	72	74	80	81	67	+5
Somali	76	83	87	68	-	-	-	-	-
Black Other	71	79	76	61	69	75	74	60	+1
Black Caribbean	69	74	75	60	67	73	70	56	+4
Portuguese	62	70	71	55	-	-	-	-	-
White British	87	87	89	80	74	79	78	65	+15
White Other	80	83	87	74	69	75	80	63	+11
All Pupils	79	81	84	71	73	78	79	65	+6
2022									
Black African	77	71	73	60	77	72	74	62	-2
Somali	79	68	78	60	-	-	-	-	-
Black Other	62	56	56	43	73	69	68	56	-13
Black Caribbean	70	65	58	47	71	63	60	49	-2
Portuguese	72	68	73	52	-	-	-	-	-
White British	87	83	85	78	75	69	70	58	+20
White Other	80	74	81	66	73	70	75	61	+5
All Pupils	78	73	75	61	75	70	72	59	+2
2023									
Black African	75	75	79	63	73	75	76	63	0
Somali	77	72	80	63	-	-	-	-	-
Black Other	68	62	72	55	70	70	70	56	+1
Black Caribbean	67	64	62	49	66	66	63	50	+1
Portuguese	73	69	76	56	-	-	-	-	-
White British	88	85	85	78	73	71	71	59	+19
White Other	81	79	85	73	70	71	76	60	+13
All Pupils	77	74	77	64	73	72	73	60	+4

- 3.3 In 2019, attainment of all the main ethnic groups in Lambeth was above that found nationally, ranging from 15 percentage points above for White British pupils, five points for Black African and four points for Black Caribbean pupils. However, this was not the case in 2023, where both Black African and Black Caribbean attainment was similar to their peers nationally. Black African pupils' attainment in the borough fell by 9 percentage points between 2019 and 2023, down 11 points for Black Caribbean pupils, but down only two percentage points for White British pupils, while the drops nationally were four points for Black African pupils and six points for both Black Caribbean and White British pupils.

Table 11. GCSE attainment by ethnic background 2019 & 2022-23

	Lambeth				National		
	Att 8	Prog8	E&M 9-4 %	No.	Att 8	Prog8	E&M 9-4 %
2019							
African	45.5	0.1	64	583	47.4	0.33	64
Black Other	35.6	-0.4	37	82	43	0.08	54
Caribbean	36.4	-0.6	47	393	39.4	-0.31	48
Portuguese	43.5	0.3	50	111	-	-	-
White British	47.4	-0.1	64	250	46.2	-0.14	65
White Other	50.2	0.5	67	185	46.8	0.45	62
All Pupils	44.1	-0.04	59		44.7	0.00	60
2022							
African	48.1	0	75	615	50.8	0.35	73
Black Other	41.4	-0.4	57	97	46.8	0.11	66
Caribbean	37.8	-0.7	52	390	41.6	-0.33	56
Portuguese	49.8	0.3	72	81	-	-	-
White British	47.8	-0.4	65	260	47.6	-0.18	67
White Other	50.8	0.5	71	236	50.7	0.49	70
All Pupils	46.3	-0.15	66		46.9	0.00	64
2023							
African	45.9	0.14	69	585	48.6	0.37	69
Black Other	40.6	-0.33	51	102	44.2	0.09	59
Caribbean	35.5	-0.58	48	369	39.9	-0.24	52
Portuguese	45.4	0.38	62	74	-	-	-
White British	47.9	-0.03	68	300	44.8	-0.18	63
White Other	50.4	0.55	70	277	48.3	0.46	66
All pupils	44.8	0.01	63		44.6	0.00	61

- 3.4 In 2023 the highest attaining group in Lambeth was for Black African pupils, of whom 69% got a pass in both English and maths, the same as the national figure, but Lambeth African pupils' results were lower for attainment 8 and progress 8 than for Black African pupils, oa similar picture to previous years. Portuguese pupils in the borough again had a stronger set of results than in 2019 with 62% getting English and maths, an attainment 8 figure of 45.4 and a progress 8 score of 0.38. This was higher than both the Lambeth and national overall figures, impressive for a group that has previously been flagged for underperforming. The attainment of White British pupils in the borough rose between 2022 and 2023, and is now higher than the corresponding national figure.

Figure 2. GCSE English and Maths 4-9 by ethnic background (2019 & 2022-23)

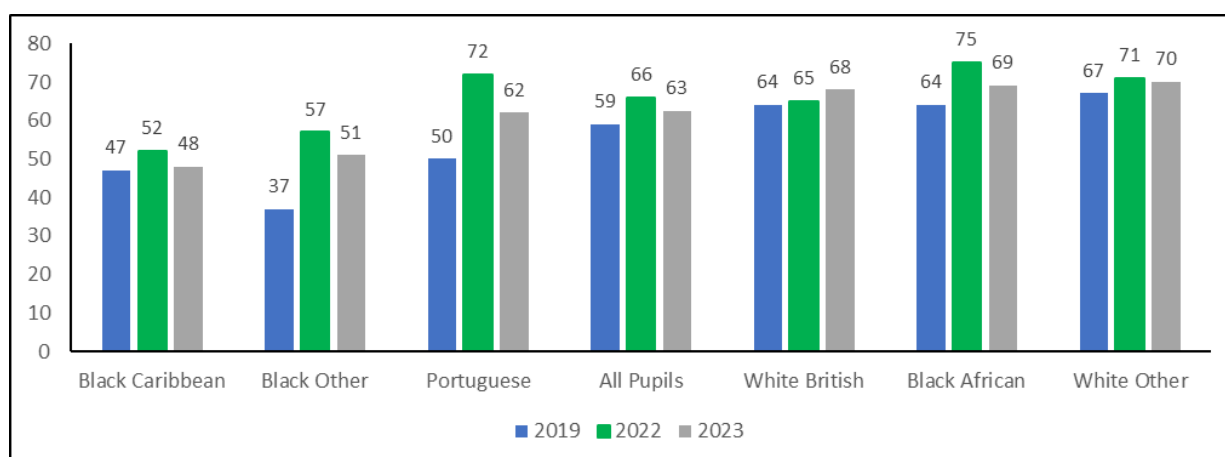
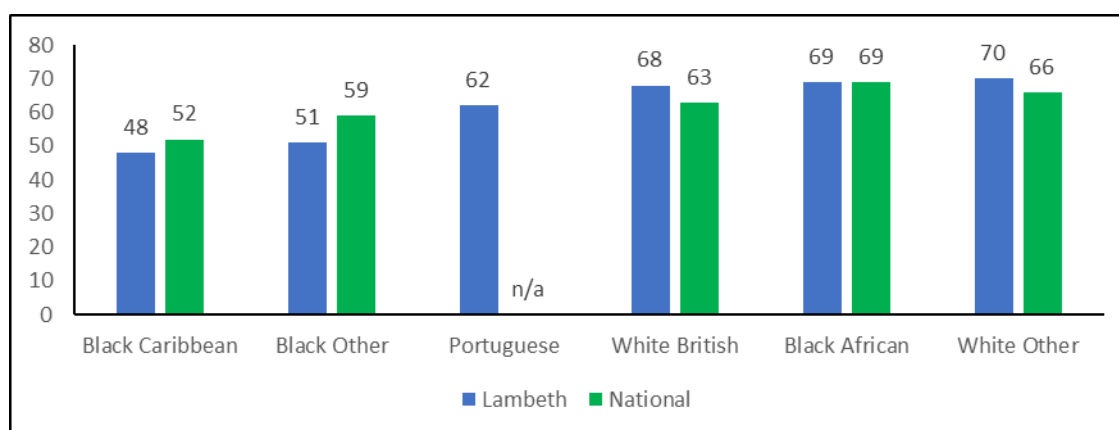


Figure 3. GCSE English and Maths 9-4 by ethnic background, Lambeth and national 2023



The Achievement Gap of Mobile and Non-mobile pupils

3.5 Tables 12 and 13 demonstrate 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 12. KS2 performance by length of time spent in school, 2019 & 2022-23

	2019				2022				2023			
	Read	Math	Writ	RWM	Read	Maths	Writ	RWM	Read	Maths	Writ	RWM
Joined in year 6	59	77	67	54	49	44	42	31	48	53	44	35
Joined in year 4/5	71	77	69	60	71	65	59	50	68	69	61	52
Joined by Y3	81	85	84	73	79	77	75	63	79	79	77	67

Table 13. GCSE performance by length of time spent in school, 2019 & 2022-23

	2019				2022				2023			
	Att8	Prog8	E+M4	No	Att8	Prog8	E+M4	No	Att8	Prog8	E+M4	No
Joined in y11	24.5	-1.7	36	11	29.0	-1.3	32	25	31.3	-0.92	38	34
Joined in y10	36.5	-1.1	44	123	33.7	-1.4	45	122	34.4	-0.98	40	145
Joined by 9	44.5	0.0	59	2055	47.0	-0.1	68	2210	45.5	0.05	64	2239

- 3.6 Table 12 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 35% of those who joined in year 6 met the expected standard in RWM, compared with 67% of those who were there from year 3, in 2023. Similarly, table 13 for GCSE shows that those who joined by year 9 had the strongest performance, and results decreased the shorter the time at the school. In 2023, pupils who had been at the school for the whole of KS4 were nearly twice as likely as those who joined in year 11 to get passes in both English and maths (38% and 64% respectively).

The Gender Gap: Gender and attainment (all pupils)

Table 14. KS1 by gender 2019 & 2022-23 (% reaching the expected standard)

	Lambeth				National			
	Reading	Writing	Maths	Av.	Reading	Writing	Maths	Av.
2019								
Boys	75	68	77	73	71	63	75	69
Girls	81	79	81	80	79	76	77	77
Gap	+6	+11	+4	+7	+8	+13	+2	+8
2022								
Boys	68	59	72	66	63	52	68	61
Girls	74	68	71	71	71	64	67	67
Gap	+6	+9	-1	+5	+8	+12	-1	+6
2023								
Boys	66	57	70	64	65	54	71	63
Girls	74	69	73	72	72	66	70	69
Gap	+8	+12	+3	+8	+7	+12	-1	+6

- 3.7 In each of the last three years of reported assessment at KS1, both boys and girls in the borough had higher levels of attainment than that recorded nationally. Generally, the gap was bigger for boys in the borough than for girls. The biggest gap between boys and girls was for writing, then reading and there was much closer agreement for maths. This was true in both Lambeth and nationally.

Table 15. KS2 by gender 2019 & 2022-23 (% reaching the expected standard)

	Lambeth				National			
	Reading	Writ TA	Maths	RWM	Reading	Writ TA	Maths	RWM
2019								
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
2022								
Boys	74	68	76	58	70	63	72	55
Girls	81	77	74	65	80	76	71	63
Gap	+7	+9	-2	+7	+10	+13	-2	+8
2023								
Boys	74	68	77	60	70	65	74	56
Girls	80	79	78	68	76	78	72	63
Gap	+6	+11	+1	+8	+6	+13	-2	+7

3.8 As for KS1, both girls and boys in Lambeth had higher levels of attainment in each year when compared with their peers nationally, with the gaps in Lambeth being similar to the national picture in most instances.

Figure 4. Key Stage 2 Performance 2019 & 2022-23 (% meeting expected standard in RWM)

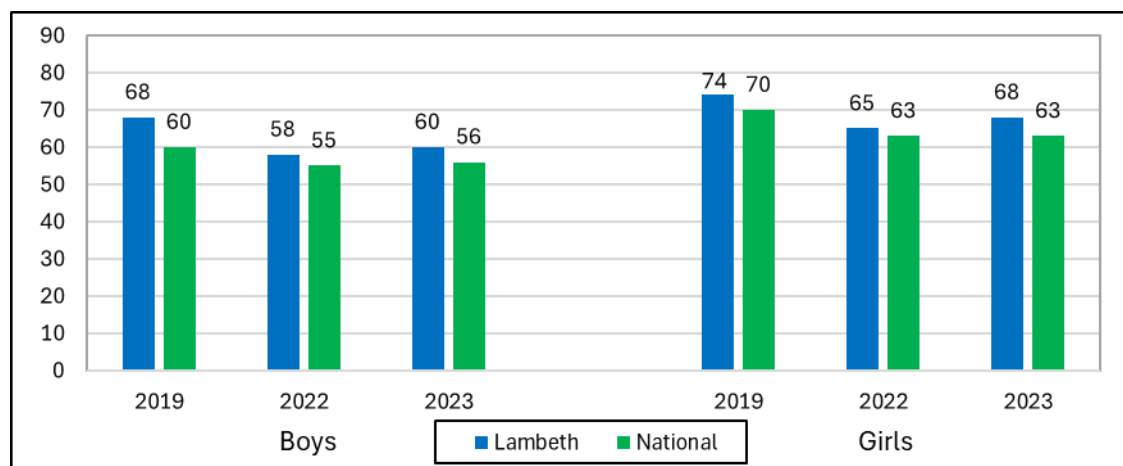
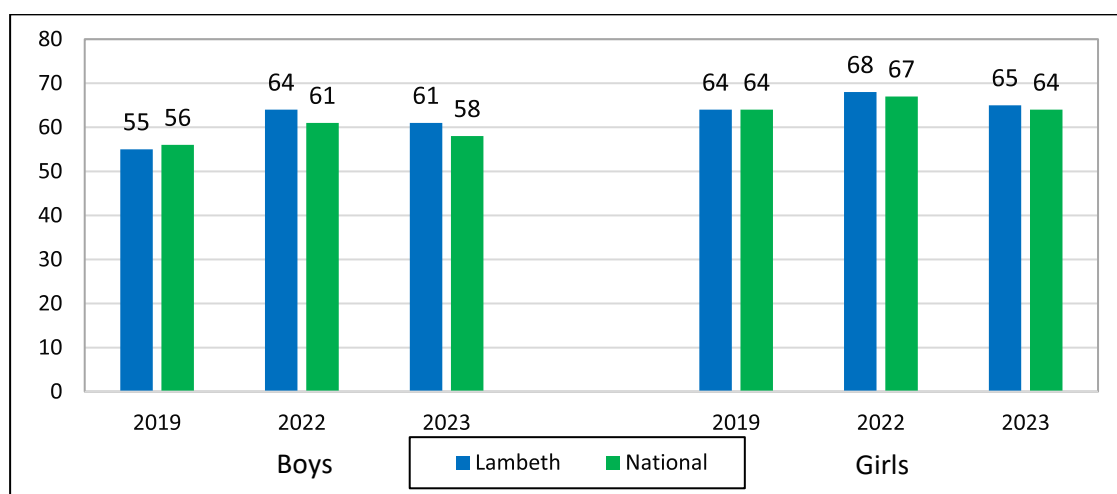


Table 16. GCSE performance by gender 2019 & 2022-23

	Lambeth			National		
	Att8	Prog8	E+M 4-9 (%)	Att8	Prog8	E+M 4-9 (%)
2019						
Girls	47.8	0.22	64	47.8	0.19	64
Boys	41.2	-0.34	55	41.7	-0.33	56
All	44.1	-0.04	59	44.7	0.00	60
2022						
Girls	48.4	0.03	68	49.9	0.13	67
Boys	44.3	-0.32	64	44.3	-0.25	61
All	46.3	-0.15	66	46.9	0.00	64
2023						
Girls	47.2	0.06	65	47.3	0.10	64
Boys	42.4	-0.21	61	42.2	-0.21	58
All	44.8	0.01	63	44.6	0.00	61

Figure 5. GCSE Performance 2019 & 2022-23 (% 9-4 E&M)



3.9 Girls consistently outperform boys in the borough, on each of the key indicators. In 2019, 64% of girls and 55% of boys got a grade 4-9 in English and maths, a gap of nine percentage points compared with eight points nationally. In 2023, both boys and girls in the borough improved, but boys by a larger margin. Between 2019 and 2023 boys in Lambeth improved from 55 to 61, up six percentage points, whilst girls improved by one percentage point up to 65%. In each of the three years, boys in Lambeth made negative progress overall, while the reverse was true for girls. This is the same position as found nationally.

The Achievement Gap for EAL Pupils

- 3.10 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 fifth time, DfE stages of fluency are being used.

Table 17. Percentage of EAL pupils at each level of fluency by Key Stage 2023

Fluency Level	Key Stage 1	Key Stage 2	GCSE
Stage A – new to English	4	1	0
Stage B – Early Acquisition	11	2	2
Stage C –Developing Competence	14	11	5
Stage D - Competent	9	18	11
Stage E – Fluent	7	18	30
EAL – All	44	50	48

Excludes schools that did not make a return

- 3.11 As table 17 shows, most of the bilingual pupils with low levels of English fluency (stages A and B) have been at KS1, 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

- 3.12 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 18. KS2, Percentage reaching expected standard 2022 & 2023

Fluency Level	2022				2023				RWM change 2022 -23
	Read	Maths	Writin	RWM	Reading	Maths	Writing	RWM	
Stage A – C non fluent	55	58	42	35	53	63	48	40	+5
Stage D – Competent	81	84	77	64	83	87	81	70	+6
Stage E – Fluent	92	89	91	82	91	91	92	85	+3
English Only	79	72	74	61	77	73	73	62	+1

- 3.13 At KS2 in 2023, fully fluent bilingual speakers had the highest levels of attainment, with 85% meeting the expected standard in Reading, Writing and Maths (RWM) combined. This compares with 62% of English only speakers and 70% of bilingual competent speakers. All groups improved between 2022 and 2023, but the improvement was lowest for English only speakers, up one percentage point, compared to an improvement of 6 percentage points for Stage D – competent bilingual speakers.

EAL Attainment at GCSE

Table 19. GCSE performance 2022 & 2023

Fluency Level	2022				2023			
	Attainment 8	Progress 8	E+M 4-9 (%)	Cohort	Attainment 8	Progress 8	E+M 4-9 (%)	Cohort
Stage A-C non fluent	31.5	-0.31	35	100	43.8	0.71	53	119
Stage D - Competent	41.1	-0.18	59	150	47.4	0.39	63	180
Stage E – Fluent	52.0	0.18	78	441	49.7	0.31	73	512
English Only	42.6	-0.53	60	745	42.1	-0.30	59	715

- 3.14 Fluent stage E bilingual speakers had the highest attainment in each of the three key GCSE indicators and were the only group to have a positive progress 8 in both years.
- 3.15 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 (FSM)

3.16 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 20. Percentage of pupils reaching expected standard at KS1, 2019 & 2022-23

	Lambeth			National			Gap		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
2019									
Eligible	68	63	68	60	53	61	+8	+10	+7
Not Eligible	81	78	83	78	72	78	+3	+6	+5
Gap	-13	-15	-15	-18	-19	-17	-	-	-
2022									
Eligible	61	53	61	51	41	52	+10	+12	+9
Not Eligible	76	69	77	72	63	73	+4	+6	+4
Gap	-14	-16	-16	-21	-22	-21	-	-	-
2023									
Eligible	63	54	64	54	44	56	+9	+10	+8
Not Eligible	76	69	78	73	65	75	+3	+4	+3
Gap	-13	-15	-14	-19	-21	-19	-	-	-

3.17 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, but the gap was wider for FSM pupils. The net drop in attainment between 2019 and 2023 was similar in Lambeth for for each subject for those eligible for FSM and those not eligible, while in England overall those eligible for FSM showed a bigger drop in attainment.

Table 21. KS2 attainment by eligibility for free school meals, 2019 & 2022-23

	Lambeth				National				Gap			
	Read	Writ	Maths	RWM	Read	Writ	Maths	RWM	Read	Writ	Maths	RWM
2019												
Not eligible	82	85	88	75	76	81	82	68	+6	+4	+6	+7
Eligible	68	73	73	60	58	64	63	47	+10	+9	+10	+13
Gap	-14	-12	-15	-15	-18	-17	-19	-21	-	-	-	-
2022												
Not eligible	82	77	82	68	79	75	77	64	+3	+2	+5	+4
Eligible	70	64	63	49	61	54	55	42	+9	+10	+8	+7
Gap	-12	-13	-19	-19	-18	-21	-22	-22	-	-	-	-
2023												
Not eligible	82	81	83	72	78	77	79	66	+4	+4	+4	+6
Eligible	69	65	69	54	59	58	58	43	+10	+7	+11	+11
Gap	-13	-16	-14	-18	-19	-19	-21	-18	-	-	-	-

3.18 Table 21 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 tended to be smaller in Lambeth for each subject in most instances. In 2023, 72% of Lambeth pupils not eligible for FSM and 54% eligible met the standard in reading, writing and maths combined. The comparable figure nationally were 65% and 43% respectively.

Table 22. GCSE attainment by eligibility for free school meals 2019 & 2022-23

	Lambeth			National		
	Att8	Prog8	E+M 4-9 (%)	Att8	Prog8	E+M 4-9 (%)
2019						
Not Eligible	45.9	0.03	61	48.6	.06	68
Eligible	38.5	-0.24	51	34.9	-0.53	41
Gap	-7.4	-0.27	-10	-13.7	-0.59	-27
2022						
Not Eligible	49.8	0.0	73	51.8	.11	74
Eligible	40.2	-0.5	54	36.8	-0.59	47
Gap	-9.6	-0.5	-19	-15	-0.7	-27
2023						
Not Eligible	48.4	0.21	70	49.6	0.13	72
Eligible	39.1	-0.30	52	34.7	-0.58	43
Gap	-9.3	-0.51	-18	-14.9	-0.71	-29

- 3.19 Pupils who were eligible for a FSM had negative progress 8 score in Lambeth, compared to a positive progress 8 for those not eligible. This was true in each of the last three years, and was also true nationally. Pupils in Lambeth who were eligible for a FSM did better than their peers nationally in each of the three indicators, while Lambeth pupils not eligible did less well than nationally. The gap between FSM and non FSM pupils in Lambeth widened between 2019 and 2023. For English and maths, the gap was 10 percentage points in 2019 but 18 points in 2023.

The achievement gap for Pupil Premium pupils

- 3.20 This year, for the eighth 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 23. Key Stage 2 Pupil Premium 2019 & 2022-23 (% reaching the expected standard)

	Lambeth			National		
	Disadvantaged Pupils	Other Pupils	Gap	Disadvantaged Pupils	Other Pupils	Gap
2019						
RWM	64	78	+16	51	71	+20
Maths	77	90	+13	67	84	+17
Writ TA	76	86	+10	68	83	+15
Reading	76	86	+10	62	78	+16
2022						
RWM	50	70	+20	43	65	+22
Maths	64	84	+20	56	78	+22
Writ TA	65	78	+14	55	75	+20
Reading	70	83	+13	62	80	+18
2023						
RWM	55	72	+17	44	66	+22
Maths	70	83	+13	59	79	+20
Writ TA	66	81	+15	58	77	+19
Reading	70	82	+12	60	78	+18

- 3.21 Table 23 clearly shows Lambeth's success in closing the gap between disadvantaged and other pupils. In each year, 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. 55% of disadvantaged pupils in Lambeth met the expected standard in RWM combined compared with 44% nationally in 2023. Similarly, table 24 shows that there was also a smaller gap in Lambeth than nationally at GCSE each year, although PP pupils in the borough outperform PP pupils nationally, this is not the case for non-deprived pupils.

Table 24. GCSE attainment by pupil premium 2019 & 2022-23

	Lambeth			National		
	Att8	Prog8	E+M 4-9 (%)	Att8	Prog8	E+M 4-9 (%)
2019						
Not Disadvantaged	48.3	0.2	66	50.3	0.13	72
Disadvantaged	39.6	-0.2	51	36.7	-0.45	45
All	44.1	-0.04	59	44.7	0.00	60
2022						
Not Disadvantaged	51.2	0.1	76	52.6	0.15	76
Disadvantaged	40.3	-0.5	55	37.5	-0.55	48
All	46.3	-0.15	66	46.9	0.00	64
2023						
Not Disadvantaged	49.4	0.28	72	50.2	0.17	73
Disadvantaged	39.3	-0.30	52	34.9	-0.57	43
All	44.8	0.01	63	44.6	0.00	61

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

3.22 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 25-28 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 in 2023, 84% of White British pupils not eligible for a FSM met the expected standard in RWM, but only 54% of those eligible did so – a gap of 30 percentage points. At GCSE, 79% of non-FSM White British pupils and 38% 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 girls, and this true at both KS2 and GCSE.

Table 25. Lambeth KS2 (RWM) by ethnicity and Free school meals 2022 & 2023 (%)

	2022			2023		
	Not FSM	FSM	Gap	Not FSM	FSM	Gap
Black African	66	54	-12	66	61	-5
Black Other	50	38	-12	63	48	-15
Black Caribbean	55	41	-14	56	44	-12
Portuguese	50	58	+8	51	62	+11
White British	84	43	-41	84	54	-30
White Other	72	46	-26	78	56	-22
Lambeth	68	49	-19	72	54	-18

Table 26. Lambeth English & Maths (grade 4-9) by Ethnicity and FSM 2022 & 2023

	2022				2023			
	All	Not FSM	FSM	Gap	All	Not FSM	FSM	Gap
Black African	75	80	69	-11	69	73	64	-9
Black Other	57	61	51	-10	51	59	42	-17
Black Caribbean	52	60	43	-17	48	58	40	-18
Portuguese	72	73	69	-4	62	69	52	-17
White British	65	75	37	-38	68	79	38	-41
White Other	71	75	60	-15	70	72	61	-11
All Pupils	64	73	59	-14	63	70	52	-18

Table 27. Lambeth KS2 (RWM) by ethnicity, gender and Free school meals 2023 (%)

	Girls			Boys		
	Not FSM	FSM	Gap	Not FSM	FSM	Gap
Black African	71	68	-3	59	54	-5
Black Other	61	54	-7	65	44	-21
Black Caribbean	54	51	-3	59	36	-23
Portuguese	68	64	-4	36	60	+24
White British	90	53	-37	78	55	-23
White Other	76	58	-18	80	55	-25
Lambeth	75	58	-17	68	50	-18

Table 28. Lambeth English & Maths (grade 4-9) by Ethnicity, gender and Free School Meals (%) 2023

	Girls			Boys		
	Not FSM	FSM	Gap	Not FSM	FSM	Gap
Black African	74	66	-8	71	61	-10
Black Other	67	50	-17	53	33	-20
Black Caribbean	61	42	-21	53	37	-16
Portuguese	68	60	-8	70	47	-23
White British	79	43	-36	79	35	-44
White Other	76	63	-13	69	59	-10
Lambeth	72	54	-18	68	50	-18

- 3.23 The data suggests that there is a strong association between poverty and less successful achievement in education.
- 3.24 Table 25 shows that the gap in attainment between White British pupils eligible and not eligible for free school meals in 2023 was 39 percentage points in Lambeth at KS2. By comparison the gap was smaller for Black African and Black Caribbean pupils, at five and twelve percentage points respectively.
- 3.25 Whilst 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 is extremely misleading.

The achievement trends of main ethnic groups in Lambeth

- 3.26 The underachievement of both Black Caribbean and 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.
- 3.27 Although the format of tests and examinations have drastically changed over the last 15 years, it is possible to demonstrate that Black Caribbean pupils continue to underachieve while Portuguese heritage pupils seem to be closing the gap in most instances. At both KS2 and GCSE Portuguese pupils narrowed the gap with the overall Lambeth and national position between 2019 and 2023, whereas the gap widened slightly at KS1 in 2023. At KS2 the gap narrowed from 17 percentage points below the Lambeth result in 2019 to nine points below this year. For GCSE, Portuguese pupils had attainment 10 points below Lambeth in 2019 but by 2023 they were only one point adrift.
- 3.28 The underachievement of Black Caribbean heritage pupils has been also a persistent problem for many years. 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 at KS2 and GCSE and that reported nationally is widening. At KS1 the gap between Black Caribbean pupils and Lambeth was four

percentage points in 2019, but had widened to 13 points below in 2023. Similarly, at KS2 the gap widened from 11 points below Lambeth to 15 points below in 2023, and these gaps were also replicated for GCSE, going from 11 points in 2019 to 15 points below in 2023.

3.29 Table 29 shows the performance of the main ethnic groups for the past three years.

Table 29. Trend Performance of main ethnic groups, 2019 & 2022-23 (%)

		2019	2022	2023	19 -23 change	National	Gap with National
KS1 Average	Portuguese	69	59	58	-11	n/a	n/a
	Black African	78	69	66	-12	67	-1
	Black Caribbean	73	57	53	-20	60	-7
	White British	83	82	81	-2	67	+14
	White Other	77	72	72	-5	65	+7
	Lambeth	77	69	67	-10	67	0
	National	73	64	66	-7		
KS2 (Reading, Writing, Maths combined)	Portuguese	54	52	56	+2	n/a	n/a
	Black African	72	60	63	-9	63	0
	Black Caribbean	60	47	49	-11	50	-1
	White British	80	78	78	-2	59	+19
	White Other	74	66	73	-1	60	+13
	Lambeth	71	61	64	-7	59	+5
	National	65	59	59	-6		
GCSE (4-9 in English and Maths)	Portuguese	50	72	62	+12	n/a	n/a
	Black African	64	75	69	+5	69	0
	Black Caribbean	47	52	48	+1	52	-4
	White British	64	65	68	+4	63	+5
	White Other	67	71	70	+3	66	+4
	Lambeth	58	66	63	+5	60	+3
	National	60	64	61	+1		

The achievement gap for pupils with special educational needs

- 3.30 Table 30 demonstrates a clear link between the level of special educational need and attainment. In Lambeth, 76% of those with no identified SEN met the expected standard in RWM combined, compared with 13% of pupils with an Educational healthcare plan (EHCP), while 35% of those with 'SEN support' (additional educational needs) reached this standard in 2022. For each level of SEN and subject, pupils in Lambeth were more likely to meet the expected standard than pupils nationally.

Table 30. Key Stage 2 performance by stage of SEN 2019 & 2022-23 (%)

	Lambeth				National			
	Reading	Writ TA	Maths	RWM	Reading	Writ TA	Maths	RWM
2019								
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
2022								
No SEN	86	83	84	72	84	80	81	69
SEN Support	57	43	50	30	44	30	40	21
EHCP	24	14	23	9	16	11	15	7
2023								
No SEN	86	85	87	76	82	83	83	70
SEN Support	60	46	55	35	45	34	42	24
EHCP	19	19	23	13	18	12	16	8

- 3.31 However, simply looking at overall levels of SEN does not take into account 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 (**- cohort sizes less than 5 have been suppressed). Some pupils may have a number of co-existing needs so again caution should be exercised when drawing conclusions. Nevertheless, the table clearly shows that pupils with different SEN needs generally achieve different levels of attainment.
- 3.32 The most common SEN recorded in Lambeth's KS2 cohort in 2023 was for speech, language and communication needs with 189 pupils. 24% of these pupils met the expected standard in RWM compared with 18% 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, (40% getting RWM compared with 29% nationally). Generally, for all the larger groups, with the exception of pupils with "other difficulty or disability", Lambeth pupils had higher levels of attainment than nationally, based on type of need.

Table 31. Key Stage 2 performance by type of SEN 2023 (%)

	Lambeth					National			
	Read	Writ	Maths	RWM	Cohort	Read	Writ	Maths	RWM
Autistic Spectrum Disorder	42%	40%	43%	31%	86	41%	35%	39%	41%
Hearing Impairment	57%	43%	57%	43%	7	55%	54%	56%	55%
Moderate Learning Difficulty	26%	18%	32%	14%	57	24%	15%	22%	24%
Multi-sensory Impairment	n/a	n/a	n/a	n/a	0	57%	44%	48%	57%
Other Difficulty or Disability	45%	27%	39%	18%	44	45%	33%	40%	45%
Physical Disability	56%	44%	67%	44%	9	50%	42%	45%	50%
Profound & Multiple Learning Difficulty	**	**	**	**	<5	2%	1%	2%	2%
Severe Learning Difficulty	0%	0%	0%	0%	9	2%	1%	2%	2%
Social, Emotional and Mental Health	68%	55%	58%	40%	154	53%	40%	46%	53%
Specific Learning Difficulty	60%	35%	53%	31%	83	41%	27%	39%	41%
Speech, Language & Com needs	41%	38%	42%	24%	189	34%	27%	37%	34%
Visual Impairment	50%	75%	50%	50%	4	58%	51%	55%	58%

3.33 As for KS2, at GCSE there is a clear relationship between SEN and attainment, although Lambeth's results were similar to those found nationally. Only 14% of pupils with an ECHP got a grade 4-9 in English and maths in 2023, compared with 72% of pupils with no SEN. Only pupils with no SEN had a positive progress 8 score overall, and this was true for all three years shown.

Table 32. GCSE performance by SEN 2019 & 2022-23 (%)

	Lambeth			National		
	Att8	Prog8	E+M 4-9 (%)	Att8	Prog8	E+M 4-9 (%)
2019						
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
Statement or EHC plan	15.7	-1.03	9	13.6	-1.16	11
All Pupils	44.1	-0.04	59	44.7	0.00	60
2022						
No identified SEN	50.2	0.0	74	52.4	0.1	76
SEN Support	36.1	-0.60	45	34.8	-0.47	39
Statement or EHC plan	17.5	-1.00	16	14.3	-1.33	13
All Pupils	46.3	-0.15	66	46.9	0.00	64
2023						
No identified SEN	49.2	0.20	72	49.9	0.1	72
SEN Support	34.1	-0.54	36	33.2	-0.45	37
Statement or EHC plan	16.8	-0.96	14	14	-1.12	13
All Pupils	44.8	0.01	63	44.6	0.00	61

Table 33. GCSE attainment by SEN Need 2023

	Lambeth				National		
	Att8	Prog8	E+M 9-4 (%)	Cohort	Att8	Prog8	E+M 9-4 (%)
Autistic Spectrum Disorder	19.7	-1.0	24%	93	29	-0.67	36%
Hearing Impairment	**	**	**	<5	40.8	0.06	53%
Moderate Learning Difficulty	25.5	-1.0	17%	42	22.3	-0.49	16%
Multi-Sensory Impairment	**	**	**	<5	35.9	-0.36	48%
Other Difficulty/Disability	23.0	-1.0	29%	24	33.1	-0.43	38%
Physical Disability	34.0	-0.2	36%	11	33.9	-0.41	42%
Profound & Multiple LD	**	**	**	<5	1.9	-1.49	2%
Social, emotional and mental health	32.9	-0.7	31%	132	26.4	-1.19	29%
Speech, Language & Comm Needs	31.9	-0.3	34%	115	27.1	-0.38	27%
Severe Learning Difficulty	**	**	**	<5	1.9	-1.47	1%
Specific Learning Difficulty	28.2	-0.6	28%	88	34.5	-0.17	39%
Visual Impairment	**	**	**	<5	39.5	-0.14	51%
Total	44.8	0.01	63	2,439	44.6	0.00	61%

- 3.34 The most common need for the Lambeth cohort in 2023 was for social, emotional and mental health needs with 132 pupils, followed by Speech, language and communication needs (SLCN) with 115 pupils. Both these groups had higher levels of attainment than found in their peers nationally in each of the three GCSE indicators. 34% of Lambeth pupils with SLCN gained a standard pass in English and maths, comparing favorably with the corresponding national figure of 27%.

Raising Standards: Strengths and Weaknesses of the Local Authority

3.35 During the period the LA recorded a number of successes and challenges in raising standards in schools and closing the achievement gap.

Strengths in Standards

3.36 There are several strengths in standards in the LA. The main findings from the data suggests:

- In foundation stage, Lambeth's attainment is on a par with the national outcome.
- At KS1, KS2 and GCSE attainment is clearly above corresponding national levels.

Table 34. Percentage of pupils meeting the expected standard 2023

		Lambeth	National	Difference
Phonics	% working at	78%	79%	-1%
FSP	GLD	67%	67%	0%
KS1	Reading	70%	68%	+2%
	Writing	63%	60%	+3%
	Maths	72%	70%	+2%
KS2	Reading	77%	73%	+4%
	Writing TA	74%	72%	+2%
	Maths	77%	73%	+4%
	RWM	64%	60%	+4%
GCSE	English & maths 9-4	63%	61%	+2%
A level	APS per entry A level (shown as a grade)	C+	B-	Lower

Strengths by background factors

3.37 The data shows there is a clear difference in attainment by pupil factors, and in many cases the attainment of Lambeth pupils is well above the comparable national figure.

- Girls outperformed boys in reading and writing at KS1 and KS2 but there was little difference in maths
- Fully fluent bilingual EAL pupils were consistently the highest attainers.
- The attainment of disadvantaged pupils is higher than their peers nationally at KS1 and KS2, and the relative gap is smaller than nationally.
- The largest ethnic groups in the school, Black African, White British, White Other, outperformed their peers nationally.
- Portuguese pupils have traditionally underperformed, with results at KS1 decreasing slightly, KS2 remaining steady, and improving at GCSE with the gap to the Lambeth result narrowing in 2023 to only one percentage point in the 9-4 E&M indicator (compared to nine points in 2019).

Figure 6. KS2 performance by background factor compared to national 2023 (%)

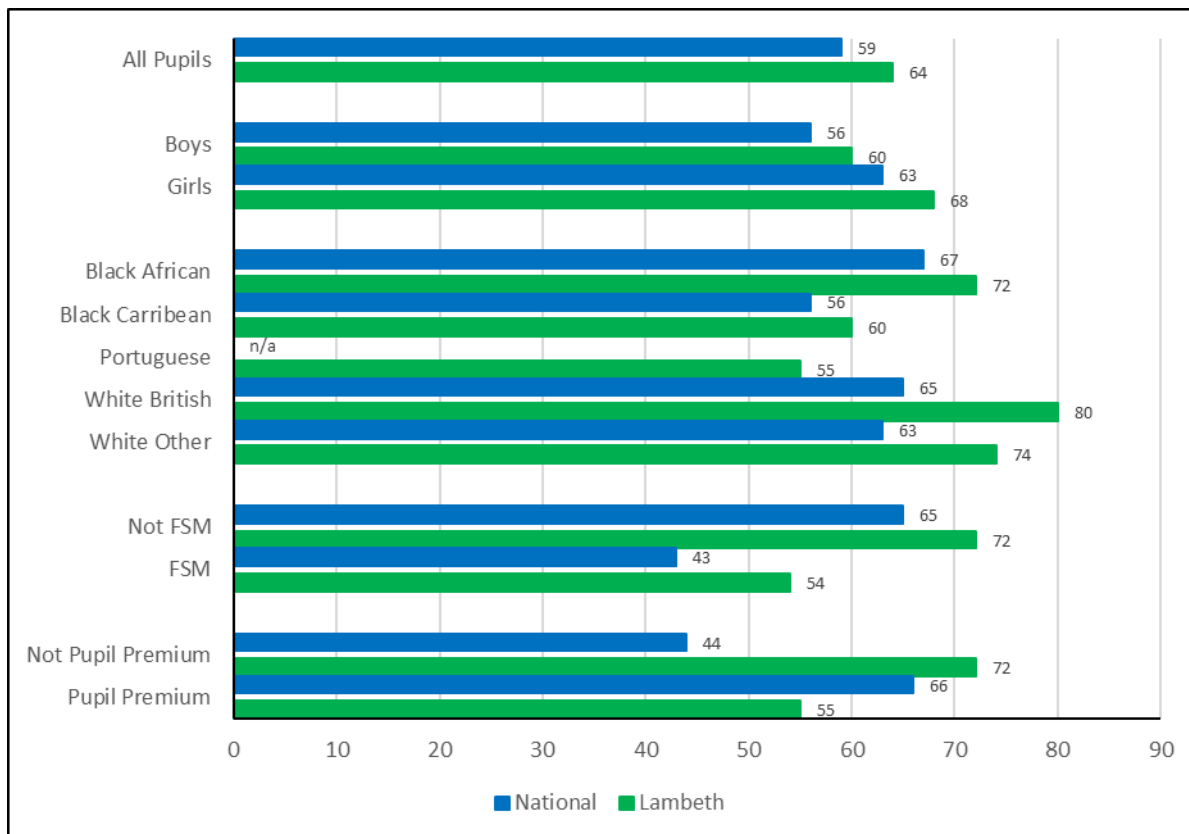
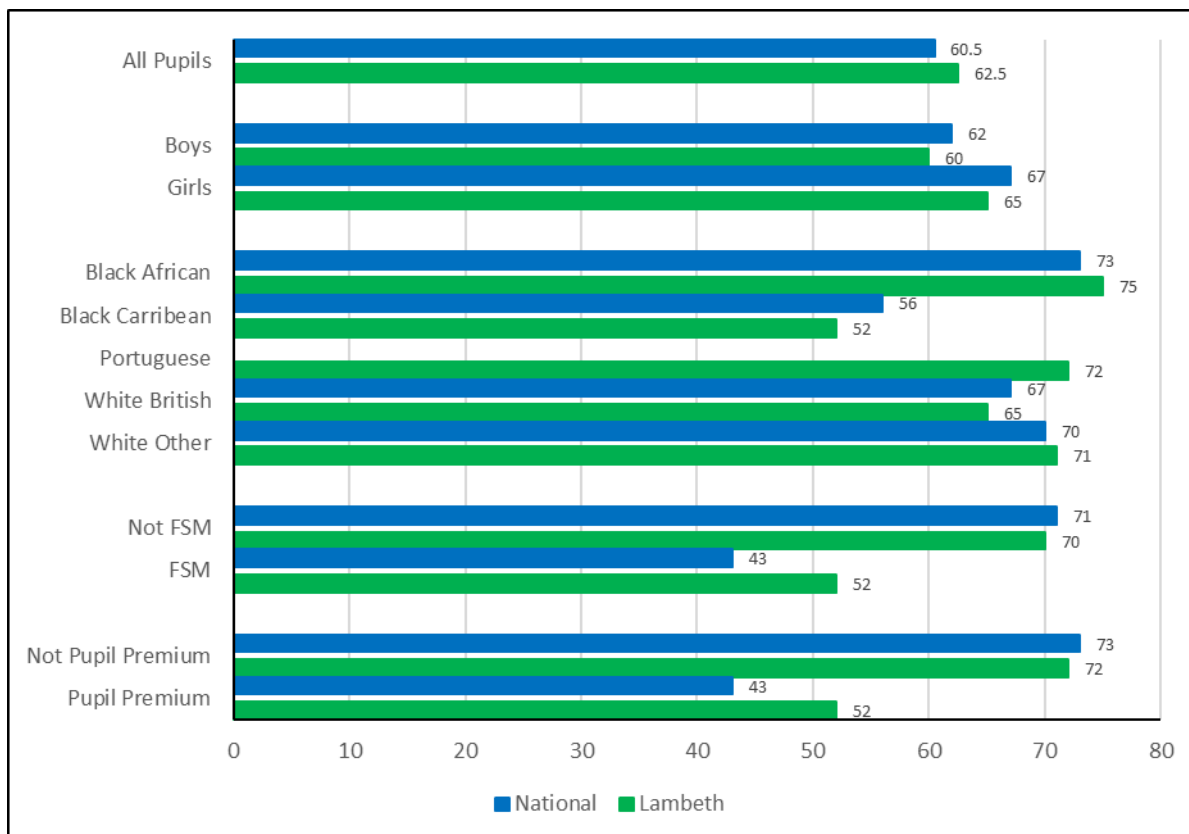


Figure 7. GCSE performance by background % 4-9 compared to national 2023



Weaknesses and Areas of Development

- 3.38 It can clearly be seen from that Black Caribbean and non-fluent pupils achieve significantly below the Lambeth average at each of the assessment stages, and this is also true for Portuguese pupils at KS1 and KS2.

Table 35. Attainment by underperforming groups in Lambeth 2023

		%	Lambeth - All Pupils (%)	Gap
FSP - GLD	Black Caribbean	60	67	-7
	Portuguese	52		-15
	EAL not fluent in English	59		-8
Phonics Wa	Black Caribbean	68	78	-10
	Portuguese	71		-7
	EAL not fluent in English	73		-5
KS1 Average	Black Caribbean	53	68	-15
	Portuguese	58		-10
	EAL not fluent in English	56		-12
KS2 RWM	Black Caribbean	49	64	-15
	Portuguese	56		-8
	EAL not fluent in English	35		-29
GCSE % 9-4 E&M	Black Caribbean	48	63	-15
	Portuguese	62		-1
	EAL not fluent in English	53		-10

- 3.39 Table 36 also shows although the format of the KS2 tests has changed over time, Black Caribbean attainment has consistently been lower than overall attainment for pupils in the borough. The drop in attainment between 2019 and 2023 was larger for Black Caribbean pupils than for the LA as a whole. Similarly, at GCSE there has also been consistent underperformance, and the gap has not narrowed over time.

Table 36. Black Caribbean KS2 and GCSE trend results

	KS2 (% RWM)			GCSE (% 9-4 E&M)		
Year	Lambeth-Black Caribbean	Lambeth-All Pupils	Gap	Lambeth Black Caribbean	Lambeth – All 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
2023	49	64	-15	48	63	-15
2016-2023	-2	+2	-	+3	+1	-
2019-2023	-11	-7	-	+1	+4	-

- 3.40 As noted previously, the attainment of Portuguese pupils has also been of concern. It can be seen that the gap with Lambeth was between 15 and 19 percentage points since the introduction of the new KS2 tests in 2016 and up until 2019. However Portuguese pupils improved between 2019 and 2023, up 2 percentage points compared with a 7 point drop in the LA, thus halving the gap. A similar picture was noted at GCSE. Attainment has consistently been below that found in the borough overall, until 2022 when Portuguese pupils outperformed those in Lambeth by six percentage points in the 9-4 E&M indicator. In 2023 they were below again, albeit by only one percentage point.
- 3.41 Portuguese Speakers improvement is mainly due to improvement in English proficiency in secondary schools. This has enabled them to access national curriculum. It would be also useful to look Portuguese speakers by the country of origin, but such data is not collected or available through national census. Portuguese are also not considered as ethnic group in national census but collected as part of White Other which even complicate the matter. It is only in Lambeth they are considered as a group and as Portuguese Speakers using language census. This is not the same as ethnic background. It is impossible at present to analyse any data by country origin because of lack of data at national and local level.

Table 37. Portuguese KS2 and GCSE trend results

Year	KS2 (% RWM)			GCSE (% 4-9 E&M)		
	Lambeth Portuguese	Lambeth All pupils	Gap	Lambeth Portuguese	Lambeth All pupils	Gap
2016	43	62	-19	59	62	-3
2017	54	70	-16	58	60	-2
2018	55	70	-15	47	60	-13
2019	54	71	-17	50	59	-9
2022	52	61	-9	72	66	+6
2023	56	64	-8	62	63	-1
2016-2023	+13	+2	-	+3	+1	-
2019-2023	+2	-7	-	+12	+4	-

3.42 EAL pupils who were new to English or at the early acquisition stage and so not fluent in English show very low attainment and are underachieving. The gap in attainment between non fluent EAL pupils and Lambeth pupils as a whole remains substantial. It is clear that lack of fluency has a substantial impact on attainment.

Table 38. EAL not fluent in English KS2 and GCSE trend results

Year	KS2 (% RWM)			GCSE (% 4-9 E&M)		
	Lambeth EAL not fluent	Lambeth All pupils	Gap	Lambeth EAL not fluent	Lambeth All pupils	Gap
2016*	39	62	-23	22	62	-40
2017	49	70	-21	41	60	-19
2018	46	70	-24	37	60	-23
2019	44	71	-27	33	59	-26
2022	35	61	-25	35	66	-31
2023	40	64	-24	53	63	-10
2016-2023	+1	+2	-	+31	+1	-
2019-2023	-4	-7	-	+20	+4	-

*2016 data is based on the EAL scales 1-4 rather than A-E.

4. School strategies to raise achievement and close the achievement gap

- 4.1 There are a number of school strategies to raise achievement of all pupils. The LA has completed a number of research projects which have been funded by external agencies such as the DfE, Walcot Foundation, Clapham Park Project, London Local Authorities, DfE and ALG and by proceeds of national conferences run by the LA on school improvement. These have included successful practice in raising the achievement of *Black Caribbean pupils*, *Mobile pupils*, *English as Additional Language* pupils and good practice in closing the achievement gap for disadvantaged pupils in schools.
- 4.2 These studies have focussed on the success factors behind higher attainment and good practice for narrowing achievement gaps. Complementary methodological approaches have been used to explore performance and the views of teachers, parents and their children about schooling have been sought. Case studies have been carried out to observe lessons and to hold discussions with headteachers, staff, governors and pupils evaluating and gathering evidence on how well all pupils are achieving and the factors contributing to this. Pupil and parent focus groups have been undertaken to ascertain their views regarding their experiences and about what works for them in school. The main findings of all the research show that, despite challenging circumstances, KS2 results improved significantly in the case study schools. Overall the data shows that from the generally low starting points, students reach exceptionally high standards at KS2 in these schools, performing above the national average for all pupils and groups. A number of research papers have identified some overarching factors behind the schools' success in Lambeth, which include:
- Headteachers' excellent leadership
 - Effective teaching and learning,
 - Use of a relevant inclusive curriculum
 - Parental engagement
 - Links with the community
 - Effective use of data to monitor performance and to identify underachieving groups
 - Effective support for pupils who speak English as an additional language
 - Diversity in the school workforce
 - Effective use of pupil voice
- 4.3 Other common features of the success of these schools included tracking pupil progress closely against targets, supporting children who may need extra help through targeted support and providing continuous professional development. Schools had clear discipline policies with consistent expectations and also used nurture and praise to celebrate the success of students, which builds self-esteem and encourages students to excel.

- 4.4 What is particularly notable about all the case study schools over a ten year period is that the headteachers were committed to creating a school ethos that stressed high achievement, equal opportunities and valued cultural diversity. The schools employed a range of strategies and targeted support to challenge underachievement and poverty through extensive use of a diversified workforce including teaching assistants, EAL teachers and learning mentors. There were also many local people working at the case study schools both in teaching and other posts who spoke many of the languages of the local community. Teachers were able to reflect the cultures and identities of the communities represented in their school in their lessons.
- 4.5 The research findings also argue that schools on their own cannot compensate for societal disadvantage and remind policy makers to acknowledge the importance of the relationship between social disadvantage and educational achievement. Some of the factors influencing low attainment are beyond the control of schools and it is impossible for them to overcome the problem of poverty and disadvantage alone. Education researchers and practitioners have debated the question of what, and how much, schools can do to mitigate the effect of socio-economic context such as school intake characteristics, family social background and the neighbourhood where pupils live on educational outcomes and raising achievement in schools. School effectiveness research has shown that only about 8-15% of the attainment difference between schools is accounted for by what they actually do. Researchers have continued arguing that social factors including poverty have a huge impact on achievement. This is further supported by Ofsted which has also pointed out that social factors and the communities where pupils live can have an adverse impact on achievement. Overall there is now a consciousness in the field of educational research that around 85% of the difference in how well children do at school is dependent on what happens outside the school gates. There is, therefore, a need for national and local initiatives beyond the school gate to tackle disadvantages in the communities and to raise achievement.
- 4.6 However, we would argue that while many of the factors driving low achievement lie beyond the direct control of schools, it is a mistake to assume that schools cannot be a significant part of the solution. The lessons from Lambeth's research suggest that broader factors must be addressed, such as housing, family support and serious youth violence, so that schools can make a real difference in raising achievement and narrowing gaps.

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 data suggests that:

- Lambeth had higher levels of attainment in KS1 and KS2 than nationally, while the phonics results were just below national average, and FSP results were on a par in 2023.
- At GCSE achievement is above the national average on all key indicators but below inner London LAs.
- Girls outperformed boys in reading and writing at KS1 and KS2 but had slightly lower results for maths in 2022. This patten was replicated nationally.
- Fully fluent bilingual pupils were consistently the highest attainers.
- Pupils who have SEN support or an Education, Health and Care Plan achieve less well than their peers but better than pupils with similar needs nationally at KS2, while at GCSE results were comparable with national when broken down by stage of need..
- There continues to be a wide gap in attainment between those who have a free meal and those who pay. However, attainment of both groups is higher than their peers nationally at KS1 and KS2, and the relative gap is smaller than nationally. The attainment of pupils eligible for Free School Meals (FSM) fell more between 2019 and 2023 than for those not eligible.
- At both KS1 and KS2 White British pupils had the highest levels of attainment of any of the largest ethnic groups in Lambeth. Their attainment was also higher than their peers nationally and the drop in attainment between 2019 and 2023 was lower than for other groups.
- Previous research has shown that Portuguese, Black Caribbean and pupils non fluent in English had amongst the lowest levels of attainment and are considered to be underachieving groups.
- There have been signs of improvement in the attainment of Portuguese pupils in the last two years. There is little net improvement at KS1 compared to the Lambeth average, but at KS2 the gap in attainment with the LA halved between 2019 and 2023, down from 17 percentage points below to only eight points below this year, while at GCSE, Portuguese pupils now attain above the Lambeth average, a significant improvement.
- The underachievement of Black Caribbean heritage pupils has been also a persistent problem for many years. Overall, the data has shown that Black Caribbean underachievement is real and persistent with consistently low levels of attainment. At KS1 the gap between Black Caribbean pupils and Lambeth was four percentage points in 2019,

but had widened to 13 points below in 2023. Similarly for KS2 the gap widened from 11 points below to 15 points below in 2023, and these gaps were also replicated for GCSE, going from 11 points in 2019 to 15 points below in 2023.

- Black African pupils in the borough had the highest overall attainment at GCSE, at 69%, on a par their peers nationally. Although White British pupils had the highest attainment at KS1 and KS2 by a clear margin, this was not replicated at GCSE.

Appendix 1

EYFS Results by Social Characteristics – Lambeth and National 2023

	LAMBETH EYFS Results 2023			NATIONAL EYFS Results 2023		
	% of pupils at GLD	% at or above all Learning Goals	Cohort	% of pupils at GLD	% at or above all Learning Goals	Cohort
Social factors						
Gender						
Boys	62%	59%	1,322	61%	59%	316,615
Girls	73%	71%	1,320	74%	73%	302,276
Meal Status						
Free Meals	56%	54%	759	52%	50%	109,100
Paid Meals	73%	71%	1,827	72%	70%	495,247
Ethnic Background						
African	61%	58%	475	64%	62%	23,433
<i>Somali</i>	56%	54%	70	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Any Other Group	61%	57%	126	59%	57%	13,932
Asian Other	74%	71%	42	65%	62%	12,453
Bangladeshi	84%	80%	25	65%	62%	10,076
Black Other	65%	63%	113	60%	59%	4,468
Caribbean	60%	59%	291	62%	60%	4,924
Chinese	80%	70%	10	76%	74%	3,308
Greek	SUPP	SUPP	SUPP	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Gypsy/Roma	SUPP	SUPP	SUPP	34%	32%	2,137
Indian	77%	77%	22	72%	70%	23,387
Mixed Other	65%	63%	214	69%	67%	18,659
Mixed White/Asian	92%	92%	49	73%	72%	11,440
Mixed White/Black African	70%	70%	54	68%	66%	5,904
Mixed White/Black Caribbean	62%	57%	105	64%	63%	10,149
Pakistani	61%	57%	46	62%	60%	26,031
Portuguese	52%	52%	65	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Turkish	75%	75%	8	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Vietnamese	SUPP	SUPP	SUPP	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White British	81%	80%	504	69%	68%	380,101
White Irish	85%	85%	20	71%	71%	1,520
White Other	67%	64%	316	65%	62%	45,814
Fluency in English						
Stage A-C – Non-Fluent	59%	57%	713	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Stage D - Competent	85%	82%	148	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Stage E – Fluent	77%	77%	86	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
<i>All EAL Pupils</i>	65%	62%	947	62%	60%	123,769
English Only	71%	69%	1,408	69%	68%	476,814
All Pupils	67%	65%	2,642	67%	66%	618,891

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 2023

	LAMBETH Phonics Results 2023		NATIONAL Phonics Results 2023	
	% Wa	Cohort	% Wa	Cohort
Social factors				
Gender				
Boys	76%	1,349	76%	324,168
Girls	81%	1,364	82%	308,492
Meal Status				
Free Meals	71%	896	66%	140,005
Paid Meals	83%	1,817	82%	492,655
Ethnic Background				
African	78%	495	79%	25,110
<i>Somali</i>	78%	89	n/a	n/a
Any Other Group	70%	138	75%	14,699
Asian Other	80%	40	80%	12,827
Bangladeshi	64%	33	81%	11,052
Black Other	72%	102	76%	4,584
Caribbean	68%	275	74%	5,033
Chinese	85%	13	88%	3,938
Greek	SUPP	SUPP	n/a	n/a
Gypsy/Roma	n/a	0	44%	2,485
Indian	83%	23	85%	24,098
Mixed Other	82%	241	81%	18,375
Mixed White/Asian	88%	58	85%	11,492
Mixed White/Black African	83%	60	80%	6,105
Mixed White/Black Caribbean	67%	123	75%	10,385
Pakistani	85%	39	80%	27,652
Portuguese	71%	85	n/a	n/a
Turkish	83%	6	n/a	n/a
Vietnamese	SUPP	SUPP	n/a	n/a
White British	88%	533	79%	388,902
White Irish	82%	11	80%	1,472
White Other	83%	321	79%	47,503
Fluency in English				
Stage A-C – Non-Fluent	73%	749	n/a	n/a
Stage D - Competent	88%	190	n/a	n/a
Stage E – Fluent	92%	140	n/a	n/a
<i>All EAL pupils</i>	78%	1,079	75%	128,180
English Only	80%	1,371	76%	500,421
All pupils	78%	2,713	79%	632,660

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 2023

	LAMBETH KS1 Results 2023 (% expected standard)					NATIONAL KS1 Results 2023 (% expected standard)				
Social factors	Reading	Writing	Maths	Average	Cohort	Reading	Writing	Maths	Average	Cohort
Gender										
Boys	66%	57%	70%	64%	1,381	65%	54%	71%	63%	331,787
Girls	74%	69%	73%	72%	1,399	72%	66%	70%	69%	317,149
Meal Status										
Free Meals	63%	54%	64%	60%	954	54%	44%	56%	51%	157,943
Paid Meals	76%	69%	78%	74%	1,764	73%	65%	75%	71%	490,993
Ethnic Background										
African	69%	62%	68%	66%	546	70%	63%	69%	67%	25,854
<i>Somali</i>	67%	57%	65%	63%	86	n/a	n/a	n/a	n/a	n/a
Any Other Group	63%	58%	66%	62%	145	59%	53%	65%	59%	14,704
Asian Other	66%	66%	77%	70%	47	68%	63%	72%	68%	13,432
Bangladeshi	80%	73%	83%	79%	30	70%	65%	72%	69%	11,134
Black Other	70%	57%	66%	64%	101	67%	59%	66%	64%	4,980
Caribbean	56%	47%	56%	53%	290	64%	55%	61%	60%	5,147
Chinese	69%	69%	63%	67%	16	78%	73%	89%	80%	4,416
Greek	SUPP	SUPP	SUPP	SUPP	SUPP	n/a	n/a	n/a	n/a	n/a
Gypsy/Roma	n/a	n/a	n/a	n/a	0	26%	20%	30%	25%	2,481
Indian	88%	79%	88%	85%	24	75%	69%	78%	74%	24,541
Mixed Other	71%	64%	74%	70%	231	71%	64%	72%	69%	18,039
Mixed White/Asian	81%	79%	86%	82%	57	76%	68%	77%	74%	11,391
Mixed White/Black African	72%	55%	63%	63%	60	70%	62%	71%	68%	6,142
Mixed White/Black Caribbean	69%	62%	69%	67%	121	63%	54%	63%	60%	10,523
Pakistani	63%	61%	63%	62%	46	66%	59%	67%	64%	28,032
Portuguese	59%	54%	61%	58%	70	n/a	n/a	n/a	n/a	n/a
Turkish	73%	45%	73%	64%	11	n/a	n/a	n/a	n/a	n/a
Vietnamese	SUPP	SUPP	SUPP	SUPP	SUPP	n/a	n/a	n/a	n/a	n/a
White British	84%	75%	85%	81%	484	69%	60%	71%	67%	403,136
White Irish	81%	81%	81%	81%	16	69%	60%	71%	67%	1,458
White Other	72%	68%	76%	72%	344	65%	58%	71%	65%	48,314
Fluency in English										
Stage A-C – Non-Fluent	56%	51%	61%	56%	713	n/a	n/a	n/a	n/a	n/a
Stage D - Competent	89%	83%	86%	86%	237	n/a	n/a	n/a	n/a	n/a
Stage E – Fluent	92%	82%	90%	88%	165	n/a	n/a	n/a	n/a	n/a
<i>All EAL Pupils</i>	68%	63%	71%	67%	1,115	65%	58%	69%	64%	138,590
English Only	72%	64%	73%	70%	1,391	70%	61%	71%	67%	503,077
All pupils	70%	63%	72%	68%	2,780	68%	60%	70%	66%	648,936

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 2023

	LAMBETH KS2 Results 2023 (% expected standard)					NATIONAL KS2 Results 2023 (% expected standard)				
Social factors	Reading	Writing TA	Maths	R,W,M	Cohort	Reading	Writing TA	Maths	R,W,M	Cohort
Gender										
Boys	74%	68%	77%	60%	1,407	70%	65%	74%	56%	343,845
Girls	80%	79%	78%	68%	1,471	76%	78%	72%	63%	329,156
Meal Status										
Free Meals	69%	65%	69%	54%	1,187	60%	57%	58%	43%	183,699
Paid Meals	82%	81%	83%	72%	1,691	78%	77%	79%	66%	489,302
Ethnic Background										
African	75%	75%	79%	63%	605	74%	75%	76%	63%	27,642
<i>Somali</i>	77%	72%	80%	63%	118	n/a	n/a	n/a	n/a	n/a
Any Other Group	71%	66%	79%	59%	137	64%	66%	72%	55%	14,969
Asian Other	81%	81%	79%	70%	43	74%	76%	82%	67%	13,516
Bangladeshi	79%	76%	90%	76%	29	76%	79%	81%	68%	11,485
Black Other	68%	62%	72%	55%	106	70%	70%	70%	56%	5,316
Caribbean	67%	64%	62%	49%	373	67%	66%	63%	50%	6,245
Chinese	86%	86%	90%	81%	21	76%	74%	94%	69%	5,784
Greek	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Gypsy/Roma	SUPP	SUPP	SUPP	SUPP	SUPP	30%	29%	29%	18%	2,404
Indian	81%	71%	86%	62%	21	79%	81%	87%	73%	23,856
Mixed Other	77%	76%	77%	65%	249	76%	75%	76%	64%	16,444
Mixed White/Asian	95%	90%	100%	88%	40	80%	80%	81%	70%	10,528
Mixed White/Black African	82%	79%	74%	70%	66	74%	73%	73%	61%	6,108
Mixed White/Black Caribbean	72%	59%	60%	50%	155	69%	65%	63%	51%	10,842
Pakistani	79%	83%	88%	73%	52	70%	72%	76%	60%	30,069
Portuguese	73%	69%	76%	56%	90	n/a	n/a	n/a	n/a	n/a
Turkish	100%	83%	100%	83%	6	n/a	n/a	n/a	n/a	n/a
Vietnamese	88%	88%	100%	88%	8	n/a	n/a	n/a	n/a	n/a
White British	88%	85%	85%	78%	485	74%	71%	71%	59%	427,850
White Irish	SUPP	SUPP	SUPP	SUPP	SUPP	80%	75%	77%	66%	1,520
White Other	81%	79%	85%	73%	331	70%	71%	76%	60%	48,299
Fluency in English										
Stage A-C – Non-Fluent	50%	46%	61%	38%	387	n/a	n/a	n/a	n/a	n/a
Stage D - Competent	83%	81%	87%	70%	488	n/a	n/a	n/a	n/a	n/a
Stage E – Fluent	91%	92%	91%	85%	492	n/a	n/a	n/a	n/a	n/a
<i>All EAL Pupils</i>	76%	75%	81%	66%	1,367	70%	71%	77%	60%	148,103
English Only	76%	73%	72%	62%	1,360	74%	72%	72%	60%	520,856
All pupils	77%	74%	77%	64%	2,878	73%	71%	73%	60%	673,001

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 2023

	LAMBETH GCSE Results 2023 (Key Indicators)					NATIONAL GCSE Results 2023 (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										
Boys	42.4	-0.21	61%	3.76	1,230	42.2	-0.21	58%	3.68	308,635
Girls	47.2	0.06	65%	4.15	1,209	47.3	0.10	64%	4.10	294,978
Meal Status										
Free Meals	39.1	-0.30	52%	3.41	976	34.8	-0.58	43%	2.95	137,204
Paid Meals	48.4	0.21	70%	4.31	1,463	49.6	0.13	72%	4.38	469,711
Ethnic Background										
African	45.9	0.14	69%	4.03	585	48.7	0.37	69%	4.32	26,334
<i>Somali</i>	43.6	-0.03	67%	3.87	99	n/a	n/a	n/a	n/a	n/a
Any Other Group	48.0	0.42	65%	4.47	179	47.0	0.53	64%	4.29	12,989
Asian Other	50.8	0.58	76%	4.55	50	54.3	0.69	77%	4.93	12,152
Bangladeshi	50.5	0.74	67%	4.36	46	51.9	0.50	75%	4.62	10,981
Black Other	40.6	-0.33	51%	3.47	102	44.3	0.09	59%	3.89	4,862
Caribbean	35.5	-0.58	48%	2.94	369	40.0	-0.24	52%	3.42	6,787
Chinese	55.1	0.57	82%	5.18	11	65.5	1.08	89%	6.20	3,383
Greek	SUPP	SUPP	SUPP	SUPP	SUPP	n/a	n/a	n/a	n/a	n/a
Gypsy/Roma	SUPP	SUPP	SUPP	SUPP	SUPP	20.3	-0.89	16%	1.62	1,429
Indian	50.8	0.12	79%	4.43	14	59.4	0.82	84%	5.43	19,601
Mixed Other	44.6	-0.15	61%	3.98	120	48.8	0.11	68%	4.37	13,580
Mixed White/Asian	47.7	-0.15	80%	4.12	15	51.7	0.18	74%	4.61	8,787
Mixed White/Black African	45.1	0.18	58%	3.92	62	46.4	-0.02	65%	4.09	5,074
Mixed White/Black Caribbean	37.8	-0.72	48%	3.21	109	39.1	-0.46	51%	3.31	9,282
Pakistani	55.3	0.81	94%	5.08	18	47.0	0.24	66%	4.13	27,242
Portuguese	45.4	0.38	62%	4.18	74	n/a	n/a	n/a	n/a	n/a
Turkish	49.2	0.60	69%	4.54	16	n/a	n/a	n/a	n/a	n/a
Vietnamese	66.5	0.80	100%	5.93	7	n/a	n/a	n/a	n/a	n/a
White British	47.9	-0.03	68%	4.23	300	44.9	-0.18	64%	3.88	392,497
White Irish	49.8	0.83	67%	4.34	6	50.7	0.07	71%	4.51	1,651
White Other	50.4	0.55	70%	4.69	277	48.4	0.46	67%	4.42	38,104
Fluency in English										
Stage A-C – Non-Fluent	43.8	0.71	53%	4.15	119	n/a	n/a	n/a	n/a	n/a
Stage D - Competent	47.4	0.39	63%	4.36	180	n/a	n/a	n/a	n/a	n/a
Stage E – Fluent	49.7	0.31	73%	4.45	512	n/a	n/a	n/a	n/a	n/a
<i>All EAL Pupils</i>	48.4	0.37	68%	4.39	811	48.5	0.51	67%	4.40	108,301
English Only	42.1	-0.30	59%	3.62	715	45.9	-0.12	65%	3.99	494,564
All pupils	44.8	0.01	63%	3.96	2,439	44.6	0.00	61%	3.88	673,092

*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 - 2023

	LAMBETH GIRLS EYFS Results 2023			LAMBETH BOYS EYFS Results 2023		
	% of pupils at GLD	% at or above all Learning Goals	Cohort	% of pupils at GLD	% at or above all Learning Goals	Cohort
Social factors						
<i>Meal Status</i>						
Free Meals	61%	60%	378	51%	47%	381
Paid Meals	78%	77%	917	67%	65%	910
<i>Ethnic Background</i>						
African	65%	62%	232	58%	55%	243
<i>Somali</i>	64%	62%	39	45%	45%	31
Any Other Group	72%	70%	54	53%	47%	72
Asian Other	84%	84%	19	65%	61%	23
Bangladeshi	83%	83%	12	85%	77%	13
Black Other	67%	66%	64	61%	59%	49
Caribbean	67%	66%	151	52%	51%	140
Chinese	100%	100%	3	71%	57%	7
Greek	100%	100%	3	n/a	n/a	0
Gypsy/Roma	n/a	n/a	0	SUPP	SUPP	SUPP
Indian	83%	83%	12	70%	70%	10
Mixed Other	72%	71%	105	59%	54%	109
Mixed White/Asian	100%	100%	24	84%	84%	25
Mixed White/Black African	71%	71%	28	69%	69%	26
Mixed White/Black Caribbean	71%	67%	52	53%	47%	53
Pakistani	67%	62%	21	56%	52%	25
Portuguese	56%	56%	36	48%	48%	29
Turkish	67%	67%	3	80%	80%	5
Vietnamese	67%	67%	3	n/a	n/a	0
White British	86%	84%	235	77%	76%	269
White Irish	83%	83%	12	88%	88%	8
White Other	75%	75%	174	56%	51%	142
<i>Fluency in English</i>						
Stage A-C – Non-Fluent	65%	63%	350	54%	51%	363
Stage D - Competent	87%	86%	76	83%	78%	72
Stage E – Fluent	77%	77%	43	77%	77%	43
<i>All EAL Pupils</i>	70%	68%	469	60%	57%	478
English Only	77%	76%	717	65%	62%	691
<i>Gender Totals</i>	73%	71%	1,320	62%	59%	1,322

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 - 2023

	LAMBETH GIRLS Phonics Results 2023		LAMBETH BOYS Phonics Results 2023	
	% Wa	Cohort	% Wa	Cohort
Social factors				
Meal Status				
Free Meals	73%	451	68%	445
Paid Meals	85%	913	80%	904
Ethnic Background				
African	82%	267	74%	228
<i>Somali</i>	83%	46	72%	43
Any Other Group	75%	65	66%	73
Asian Other	81%	16	79%	24
Bangladeshi	67%	18	60%	15
Black Other	72%	50	71%	52
Caribbean	71%	139	64%	136
Chinese	75%	8	SUPP	SUPP
Greek	SUPP	SUPP	SUPP	SUPP
Gypsy/Roma	n/a	0	n/a	0
Indian	77%	13	90%	10
Mixed Other	85%	108	80%	133
Mixed White/Asian	91%	32	85%	26
Mixed White/Black African	73%	30	93%	30
Mixed White/Black Caribbean	70%	61	63%	62
Pakistani	81%	21	89%	18
Portuguese	71%	48	70%	37
Turkish	SUPP	SUPP	SUPP	SUPP
Vietnamese	SUPP	SUPP	n/a	0
White British	88%	250	87%	283
White Irish	SUPP	SUPP	83%	6
White Other	87%	166	79%	155
Fluency in English				
Stage A-C – Non-Fluent	78%	370	68%	379
Stage D - Competent	91%	98	85%	92
Stage E – Fluent	88%	86	98%	54
<i>All EAL Pupils</i>	82%	554	74%	525
English Only	81%	677	79%	694
Gender Totals	81%	1,364	76%	1,349

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 – 2023

	LAMBETH GIRLS KS1 Results 2023 (% expected standard)					LAMBETH BOYS KS1 Results 2023 (% expected standard)				
Social factors	Reading	Writing	Maths	Average	Cohort	Reading	Writing	Maths	Average	Cohort
<i>Meal Status</i>										
Free Meals	67%	59%	65%	64%	485	58%	50%	63%	57%	469
Paid Meals	79%	75%	78%	78%	892	72%	63%	77%	71%	872
<i>Ethnic Background</i>										
African	73%	68%	69%	70%	265	65%	56%	68%	63%	281
<i>Somali</i>	73%	58%	63%	64%	40	63%	57%	67%	62%	46
Any Other Group	64%	58%	62%	61%	77	63%	57%	71%	64%	68
Asian Other	67%	67%	70%	68%	27	65%	65%	85%	72%	20
Bangladeshi	92%	92%	83%	89%	12	72%	61%	83%	72%	18
Black Other	80%	68%	73%	73%	40	64%	51%	62%	59%	61
Caribbean	65%	58%	65%	63%	141	47%	36%	48%	43%	149
Chinese	63%	63%	63%	63%	8	75%	75%	63%	71%	8
Greek	SUPP	SUPP	SUPP	SUPP	SUPP	n/a	n/a	n/a	n/a	0
Gypsy/Roma	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	0
Indian	82%	82%	82%	82%	11	92%	77%	92%	87%	13
Mixed Other	73%	67%	74%	71%	127	69%	60%	74%	68%	104
Mixed White/Asian	88%	85%	88%	87%	26	74%	74%	84%	77%	31
Mixed White/Black African	69%	48%	59%	59%	29	74%	61%	68%	68%	31
Mixed White/Black Caribbean	72%	63%	70%	68%	57	66%	61%	69%	65%	64
Pakistani	67%	57%	57%	60%	21	60%	64%	68%	64%	25
Portuguese	50%	44%	50%	48%	34	67%	64%	72%	68%	36
Turkish	SUPP	SUPP	SUPP	SUPP	SUPP	50%	17%	67%	44%	6
Vietnamese	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
White British	90%	85%	88%	88%	256	77%	64%	82%	75%	228
White Irish	83%	83%	83%	83%	6	80%	80%	80%	80%	10
White Other	75%	74%	76%	75%	181	67%	61%	76%	68%	163
<i>Fluency in English</i>										
Stage A-C – Non-Fluent	59%	53%	60%	58%	346	53%	49%	62%	55%	367
Stage D - Competent	88%	85%	81%	85%	133	90%	81%	92%	88%	104
Stage E – Fluent	90%	88%	88%	89%	90	93%	76%	93%	88%	75
<i>All EAL Pupils</i>	71%	66%	69%	69%	569	66%	59%	72%	66%	546
English Only	78%	72%	76%	75%	708	67%	57%	70%	64%	683
<i>Gender Totals</i>	74%	69%	73%	72%	1,399	66%	57%	70%	64%	1,381

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 – 2023

	LAMBETH GIRLS KS2 Results 2023 (% expected standard)					LAMBETH BOYS KS2 Results 2023 (% expected standard)				
Social factors	Reading	Writing TA	Maths	R,W,M	Cohort	Reading	Writing TA	Maths	R,W,M	Cohort
<i>Meal Status</i>										
Free Meals	73%	70%	70%	58%	583	66%	60%	69%	50%	604
Paid Meals	84%	85%	83%	75%	888	80%	75%	83%	68%	803
<i>Ethnic Background</i>										
African	79%	79%	81%	69%	322	70%	70%	75%	56%	283
<i>Somali</i>	77%	72%	78%	61%	64	78%	72%	81%	65%	54
Any Other Group	69%	75%	79%	64%	61	72%	59%	79%	55%	76
Asian Other	86%	86%	82%	73%	22	76%	76%	76%	67%	21
Bangladeshi	87%	87%	93%	87%	15	71%	64%	86%	64%	14
Black Other	72%	67%	69%	57%	54	63%	58%	75%	52%	52
Caribbean	69%	73%	63%	52%	186	65%	55%	61%	46%	187
Chinese	90%	90%	100%	80%	10	82%	82%	82%	82%	11
Greek	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	0
Gypsy/Roma	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Indian	89%	78%	89%	78%	9	75%	67%	83%	50%	12
Mixed Other	78%	81%	78%	68%	122	76%	71%	76%	62%	127
Mixed White/Asian	95%	95%	100%	90%	20	95%	85%	100%	85%	20
Mixed White/Black African	81%	81%	78%	73%	37	83%	76%	69%	66%	29
Mixed White/Black										
Caribbean	74%	67%	58%	54%	84	70%	51%	62%	46%	71
Pakistani	72%	83%	86%	66%	29	87%	83%	91%	83%	23
Portuguese	87%	83%	74%	66%	47	58%	53%	77%	44%	43
Turkish	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Vietnamese	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
White British	91%	90%	87%	83%	250	84%	80%	83%	73%	235
White Irish	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
White Other	80%	78%	80%	72%	169	81%	79%	89%	73%	162
<i>Fluency in English</i>										
Stage A-C – Non-Fluent	57%	56%	63%	46%	167	49%	43%	63%	35%	220
Stage D - Competent	81%	84%	86%	72%	245	85%	78%	88%	69%	243
Stage E – Fluent	93%	94%	91%	87%	271	89%	90%	91%	83%	221
<i>All EAL Pupils</i>	80%	81%	83%	72%	683	75%	71%	81%	63%	684
English Only	79%	78%	73%	65%	715	74%	67%	72%	58%	645
<i>Gender Totals</i>	80%	79%	78%	68%	1,471	74%	68%	77%	60%	1,407

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 – 2023

	LAMBETH GIRLS GCSE Results 2023 (Key Indicators)					LAMBETH BOYS GCSE Results 2023 (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	41.9	-0.16	54%	3.65	469	36.5	-0.42	50%	3.19	507
Paid Meals	50.4	0.33	72%	4.46	740	46.4	0.09	68%	4.16	723
Ethnic Background										
African	48.3	0.29	71%	4.22	311	43.3	-0.03	66%	3.82	274
<i>Somali</i>	42.6	-0.12	65%	3.77	51	44.7	0.06	69%	3.97	48
Any Other Group	51.8	0.66	74%	4.83	92	44.1	0.15	56%	4.09	87
Asian Other	52.6	0.43	77%	4.64	22	49.5	0.72	75%	4.48	28
Bangladeshi	55.3	0.83	68%	4.84	22	46.0	0.65	67%	3.91	24
Black Other	44.9	-0.10	58%	3.88	48	36.8	-0.55	44%	3.11	54
Caribbean	37.8	-0.39	51%	3.15	204	32.6	-0.81	44%	2.67	165
Chinese	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Greek	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Gypsy/Roma	n/a	n/a	n/a	n/a	0	SUPP	SUPP	SUPP	SUPP	SUPP
Indian	52.4	-0.08	86%	4.43	7	SUPP	SUPP	SUPP	SUPP	SUPP
Mixed Other	44.9	-0.27	58%	4	57	44.3	-0.04	63%	3.96	63
Mixed White/Asian	54.9	0.29	100%	5.11	8	39.4	-0.74	57%	3	7
Mixed White/Black African	46.2	0.28	52%	3.95	31	44.1	0.08	65%	3.9	31
Mixed White/Black										
Caribbean	39.0	-0.67	46%	3.28	52	36.6	-0.77	49%	3.15	57
Pakistani	51.2	0.62	89%	4.83	9	59.3	1.02	100%	5.33	9
Portuguese	49.1	0.65	66%	4.47	32	42.6	0.17	60%	3.96	42
Turkish	52.8	1.32	57%	4.81	7	46.4	0.12	78%	4.33	9
Vietnamese	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
White British	51.9	0.16	71%	4.54	132	44.8	-0.18	65%	3.98	168
White Irish	49.8	0.83	67%	4.34	6	n/a	n/a	n/a	n/a	0
White Other	52.9	0.61	73%	4.91	128	48.3	0.51	67%	4.5	149
Fluency in English										
Stage A-C – Non-Fluent	46.5	0.96	57%	4.40	47	42.0	0.57	50%	4.00	72
Stage D - Competent	47.9	0.32	64%	4.43	78	47.0	0.44	63%	4.31	102
Stage E – Fluent	51.2	0.47	73%	4.53	271	48.1	0.11	74%	4.36	241
<i>All EAL Pupils</i>	50.2	0.56	69%	4.54	574	45.7	0.25	65%	4.18	610
English Only	45.8	0.14	62%	4.12	343	38.3	-0.21	54%	3.41	372
Gender totals	47.2	0.06	65%	4.15	1,209	42.4	-0.21	61%	3.76	1,230

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.