



**THE ACHIEVEMENT OF MIXED HERITAGE  
PUPILS  
IN LAMBETH SCHOOLS – EMPIRICAL  
EVIDENCE 2023**

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

2023

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

Report number RS 348/24

RS348/24

## Contents

<b>1. INTRODUCTION</b>	<b>1</b>
<b>2. AIMS AND OBJECTIVES OF THE RESEARCH</b>	<b>2</b>
<b>3. THE LA CONTEXT</b>	<b>2</b>
<b>Number of Mixed Heritage Pupils in Lambeth Schools</b>	<b>2</b>
<b>The Dataset</b>	<b>5</b>
<b>Measures of Performance</b>	<b>5</b>
<b>4. THE ACHIEVEMENT OF MIXED HERITAGE PUPILS IN SCHOOLS</b>	<b>6</b>
<b>KS1 and KS2 Trend Evidence</b>	<b>6</b>
<b>GCSE Evidence</b>	<b>8</b>
<b>5. FACTORS AFFECTING ACHIEVEMENT OF MIXED HERITAGE PUPILS</b>	<b>9</b>
<b>Social Characteristics of Mixed Heritage Pupils in Schools</b>	<b>9</b>
<b>Gender Differences and Achievement</b>	<b>10</b>
<b>Social Background and Achievement</b>	<b>11</b>
<b>English Language Acquisition and Achievement</b>	<b>13</b>
<b>Pupil Mobility and Achievement</b>	<b>15</b>
<b>6. CONCLUSIONS</b>	<b>16</b>
<b>Conclusions</b>	<b>16</b>
<b>References</b>	<b>18</b>
<b>Appendices</b>	<b>19</b>

## 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 2021 census this had increased to 3% of the resident population and is now almost 1.7 million people. Those of mixed heritage also had the largest proportion of people in the 0-24 age group, 61% compared to 27% for those classified as White British. The figure for Lambeth was smaller but still significant with 48% of mixed heritage people being 24 or under.

In London, 5.7% are classed as mixed heritage in the 2021 census, with Mixed White/Black Caribbean being the single largest group at 1.5%. This is also the case for Lambeth, where 2.6% (8,348 residents) identified themselves as being Mixed White/Black Caribbean. The smallest of the mixed ethnicity groups in Lambeth was Mixed White/Black African at 1.3% (4,006 residents). A total of 505,577 people in London identified themselves as mixed heritage, so almost a third of all mixed race people in England reside in London.

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:

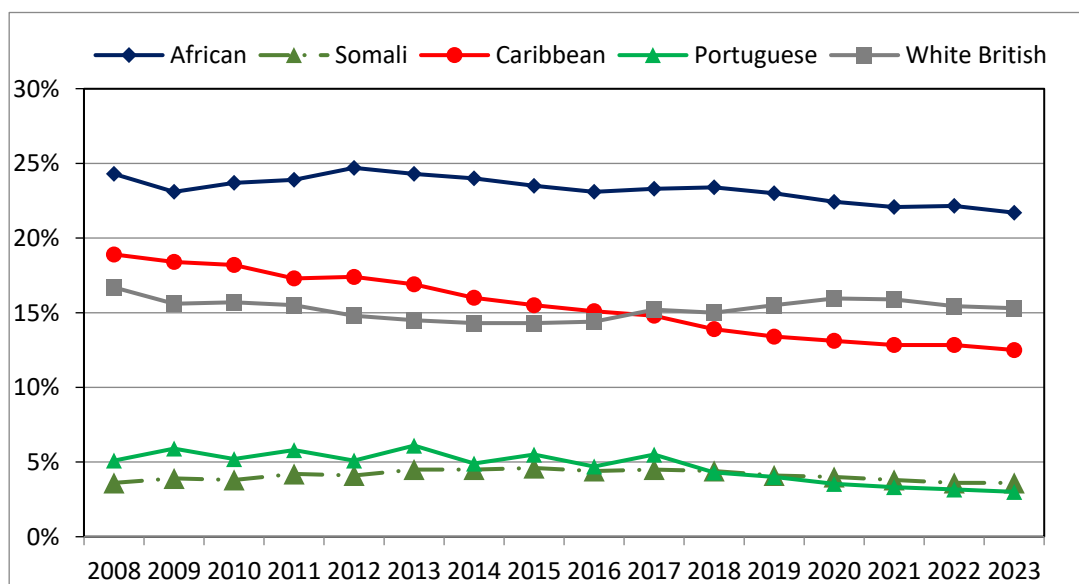
- To study the achievement of mixed heritage pupils at the end of Key Stage 1, Key Stage 2 and GCSE.
- To examine the school experiences of mixed heritage pupils.
- To identify reasons for underachievement, where applicable.

## 3. THE LA CONTEXT

### Number of Mixed Heritage Pupils in Lambeth Schools

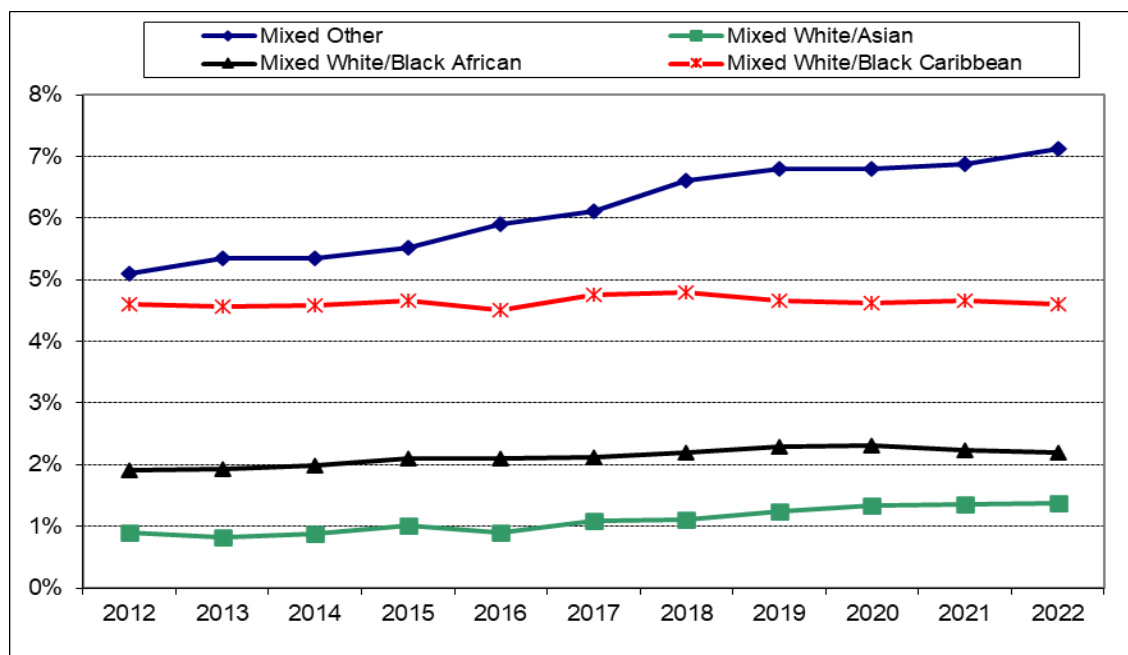
This research paper considers evidence from Lambeth, an inner London Authority. Lambeth LA is one of the most ethnically, linguistically and culturally diverse boroughs in Britain. Approximately 85% of pupils are from black and ethnic minority groups. The 2023 January Schools Census shows that there were 36,942 pupils in the LA's schools. Of these, African pupils formed the largest ethnic group with 21.7% followed by White British (15.3%), Black Caribbean (12.5%), White Other (11.6%), Mixed Other (7.5%), and Any Other Group (5.9%).

**Figure 1. Changes in the School Composition in the LA by Main Ethnic Group 2008-2023**



There has been a change in the overall composition of the black and ethnic minority population in Lambeth schools. In 1991 66% of pupils in the LA's schools belonged to black and other ethnic minority communities, compared to 82% in 2021.

**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, 2013 to 2023**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Mixed Other	5.3%	5.4%	5.5%	5.9%	6.1%	6.6%	6.8%	6.8%	6.9%	7.1%	7.5%
Mixed White/Asian	0.8%	0.9%	1.0%	0.9%	1.1%	1.1%	1.3%	1.3%	1.4%	1.4%	1.5%
Mixed White/Black African	1.9%	2.0%	2.1%	2.1%	2.1%	2.2%	2.3%	2.3%	2.2%	2.2%	2.2%
Mixed White/Black Caribbean	4.6%	4.6%	4.7%	4.5%	4.8%	4.8%	4.7%	4.6%	4.7%	4.6%	4.5%

**Table 2. Numbers per Mixed Heritage Group, 2013 to 2023**

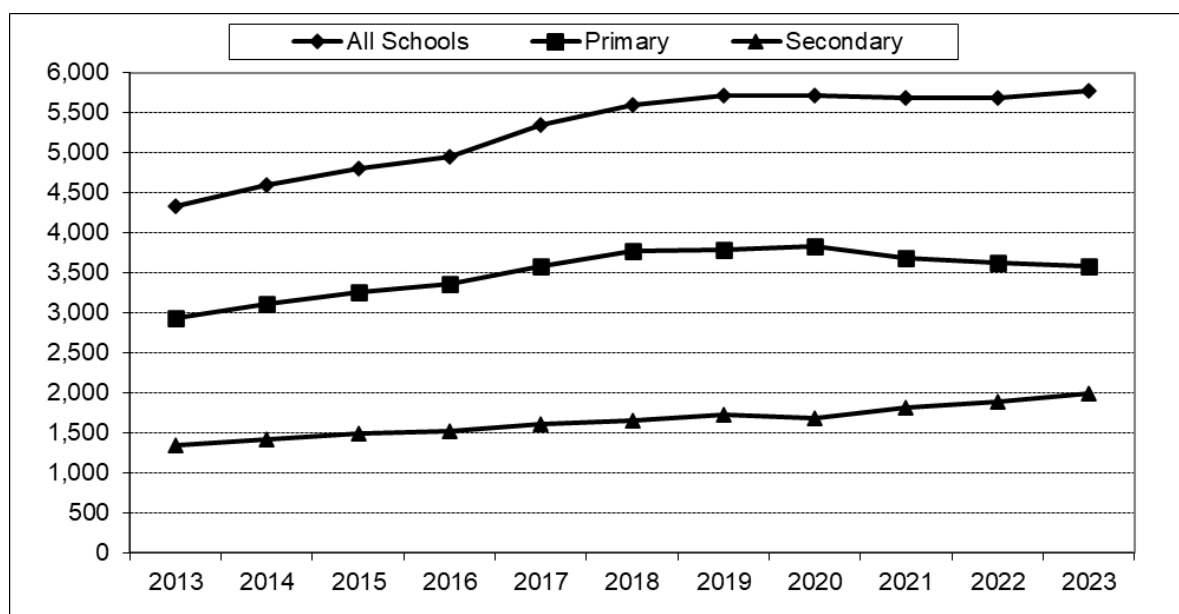
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Mixed Other	1,831	1,922	1,996	2,116	2,322	2,512	2,592	2,581	2,585	2,645	2,765
Mixed White/Asian	283	314	367	344	418	427	476	505	509	510	537
Mixed White/Black African	659	713	762	778	807	837	874	875	838	819	818
Mixed White/Black Caribbean	1,561	1,646	1,681	1,665	1,807	1,816	1,777	1,757	1,751	1,713	1,656

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 (2013-2023)**



**Table 3. Total numbers of Mixed Heritage Pupils, 2013 to 2023**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
All Schools	4,334	4,595	4,806	4,953	5,354	5,592	5,719	5,718	5,683	5,687	5,776
Primary	2,933	3,106	3,256	3,363	3,582	3,765	3,781	3,823	3,682	3,621	3,587
Secondary	1,343	1,417	1,483	1,520	1,609	1,658	1,727	1,687	1,808	1,888	1,992

*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, and then levelled off for the next three years. In 2023 they have shown an increase again, which is reflected in the secondary cohort. In contrast primary numbers have decreased year-on-year from their high point in 2020.

Tables in appendix 1 show the numbers for each mixed heritage group in all Lambeth schools. Those classified on the 2023 Schools Census as 'Mixed Other' form the single largest group at 2,765 pupils, followed by 'Mixed White/Black Caribbean' pupils at 1,656. 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 818 and 537 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 (2013-2023)**

Ethnic Group	Key Stage 1 Average (Reading, Writing, Maths)								
	2013	2014	2015	2016	2017	2018	2019	2022	2023
Mixed Other	76%	79%	83%	77%	84%	80%	79%	70%	70%
Mixed White/Asian	95%	90%	87%	91%	84%	95%	99%	87%	82%
Mixed White/Black African	70%	81%	85%	79%	79%	79%	87%	71%	63%
Mixed White/Black Caribbean	72%	80%	78%	79%	73%	74%	69%	62%	67%
African	77%	79%	81%	74%	78%	78%	77%	69%	67%
<i>Somali</i>	72%	76%	78%	75%	77%	74%	75%	71%	63%
Black Other	72%	74%	86%	71%	71%	66%	71%	57%	66%
Caribbean	71%	73%	76%	71%	70%	73%	68%	55%	54%
<i>Polish</i>	77%	78%	82%	72%	86%	79%	82%	73%	76%
Portuguese	62%	64%	62%	63%	61%	69%	67%	59%	58%
White British	83%	87%	86%	83%	85%	83%	84%	82%	82%
White Other	78%	78%	80%	74%	79%	77%	80%	72%	72%
<b>Lambeth</b>	<b>75%</b>	<b>78%</b>	<b>79%</b>	<b>75%</b>	<b>77%</b>	<b>78%</b>	<b>76%</b>	<b>68%</b>	<b>68%</b>
<b>National</b>	<b>75%</b>	<b>77%</b>	<b>79%</b>	<b>71%</b>	<b>73%</b>	<b>74%</b>	<b>73%</b>	<b>64%</b>	<b>66%</b>

*Note: For KS1 from 2013-2015 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 in most instances. However, in 2023 they were on a par with the Lambeth average and performed above the Mixed White/Black African cohort. 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 below the Lambeth result in 2023 (the first time this has been the case since 2013).

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, with Mixed White/Black African pupils three points below in 2023.

**Table 6. KS2 Attainment by Ethnic Background (2016-2023)**

Ethnic Group	RWM average					
	2016	2017	2018	2019	2022	2023
Mixed Other	64%	72%	75%	75%	66%	65%
Mixed White/Asian	86%	97%	90%	85%	85%	88%
Mixed White/Black African	75%	68%	79%	80%	65%	70%
Mixed White/Black Caribbean	55%	66%	66%	67%	51%	50%
African	60%	70%	69%	72%	60%	63%
<i>Somali</i>	62%	71%	72%	68%	60%	63%
Black Other	65%	67%	66%	61%	43%	55%
Caribbean	51%	62%	57%	60%	47%	49%
<i>Polish</i>	58%	62%	80%	78%	70%	84%
Portuguese	43%	54%	55%	54%	52%	56%
White British	79%	80%	82%	80%	77%	78%
White Other	63%	71%	74%	74%	65%	73%
<b>Lambeth</b>	<b>61%</b>	<b>70%</b>	<b>70%</b>	<b>71%</b>	<b>61%</b>	<b>64%</b>
<b>National</b>	<b>53%</b>	<b>61%</b>	<b>64%</b>	<b>65%</b>	<b>59%</b>	<b>60%</b>

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 and then improved upon their pre-pandemic 2019 result.

Mixed White/Black Caribbean pupils were consistently the lowest performing group. Post-COVID they also exhibited the greatest decrease, down by 16 percentage points in 2022 over their 2019 outcome. This resulted in a ten-percentage point gap to the Lambeth average. Mixed White/Black African pupils also experienced a large decrease over the same period, although they showed an improvement in 2023.

**Table 7. KS2 Attainment by Ethnic Background 2022 & 2023 (% meeting the expected standard)**

	2022				2023				RWM +/-
	Reading	Writ TA	Maths	RWM	Reading	Writ TA	Maths	RWM	
Mixed Other	81%	76%	84%	66%	77%	76%	77%	65%	-1%
Mixed White/Asian	87%	91%	91%	85%	95%	90%	100%	88%	+3%
Mixed White/Black African	84%	77%	75%	65%	82%	79%	74%	70%	+5%
Mixed White/Black Caribbean	73%	66%	68%	51%	72%	59%	60%	50%	-1%
African	77%	71%	72%	60%	75%	75%	79%	63%	+3%
<i>Somali</i>	78%	67%	78%	60%	77%	72%	80%	63%	+3%
Black Other	63%	57%	57%	43%	68%	62%	72%	55%	+12%
Caribbean	70%	64%	58%	47%	67%	64%	62%	49%	+2%
<i>Polish</i>	84%	76%	85%	70%	87%	86%	92%	84%	+14%
Portuguese	71%	67%	73%	52%	73%	69%	76%	56%	+4%
White British	87%	83%	85%	77%	88%	85%	85%	78%	+1%
White Other	79%	73%	81%	65%	81%	79%	85%	73%	+8%
<b>Lambeth</b>	<b>77%</b>	<b>72%</b>	<b>74%</b>	<b>61%</b>	<b>77%</b>	<b>74%</b>	<b>77%</b>	<b>64%</b>	<b>+3%</b>
<b>National</b>	<b>75%</b>	<b>69%</b>	<b>71%</b>	<b>59%</b>	<b>73%</b>	<b>72%</b>	<b>73%</b>	<b>60%</b>	<b>+1%</b>

In terms of individual subjects, Mixed White/Asian pupils had the highest results in all subjects in 2023. Reading was the strongest subject for both Mixed White/Black Caribbean and Mixed White Black/African pupils, the latter being five percentage points above the corresponding Lambeth figure.

## GCSE Trend Evidence

In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022.

**Table 8. English and Maths 9 to 4/A\*-C Attainment by Ethnic Background (2016 – 2023)**

	2016	2017	2018	2019	2022	2023	+/- 19-23
Mixed Other	63%	58%	65%	55%	66%	61%	+6%
Mixed White/Asian	83%	75%	67%	91%	80%	80%	-11%
Mixed White/Black African	66%	56%	76%	64%	71%	58%	-6%
Mixed White/Black Caribbean	49%	54%	54%	53%	39%	48%	-5%
African	66%	61%	65%	64%	75%	69%	+5%
<i>Somali</i>	81%	60%	78%	59%	67%	67%	+8%
Black Other	62%	53%	62%	37%	57%	51%	+14%
Caribbean	45%	50%	43%	47%	52%	48%	+1%
<i>Polish</i>	68%	56%	76%	78%	81%	86%	+8%
Portuguese	59%	58%	47%	50%	72%	62%	+12%
White British	67%	60%	63%	64%	65%	68%	+4%
White Other	71%	65%	71%	67%	71%	70%	+3%
<b>Lambeth</b>	<b>62%</b>	<b>60%</b>	<b>60%</b>	<b>59%</b>	<b>66%</b>	<b>63%</b>	<b>+4%</b>
<b>National</b>	<b>59%</b>	<b>59%</b>	<b>59%</b>	<b>60%</b>	<b>64%</b>	<b>61%</b>	<b>+1%</b>

**Table 9. Attainment 8 and Progress 8 by Ethnic Background (2022 & 2023)**

	Attainment 8				Progress 8			
	Lambeth		National		Lambeth		National	
	2022	2023	2022	2023	2022	2023	2022	2023
Mixed Other	50.7	44.6	51.2	48.8	0.09	-0.15	0.09	0.11
Mixed White/Asian	54.6	47.7	54.8	51.7	0.24	-0.15	0.21	0.18
Mixed White/Black African	49.4	45.1	49.0	46.4	0.06	0.18	0.01	-0.02
Mixed White/Black Caribbean	35.0	37.8	42.1	39.1	-1.14	-0.72	-0.46	-0.46
African	48.1	45.9	50.8	48.6	-0.02	0.14	0.35	0.37
<i>Somali</i>	44.2	43.6	n/a	45.4	-0.30	-0.03	n/a	0.25
Black Other	41.4	40.6	46.8	44.2	-0.41	-0.33	0.11	0.09
Caribbean	37.8	35.5	41.6	39.9	-0.73	-0.58	-0.33	-0.24
<i>Polish</i>	58.3	59.6	n/a	49.9	0.68	1.02	n/a	0.51
Portuguese	49.8	45.4	n/a	43.2	0.28	0.38	n/a	0.44
White British	47.8	47.9	47.6	44.8	-0.38	-0.03	-0.18	-0.18
White Other	50.8	50.4	50.7	48.3	0.48	0.55	0.49	0.46
<b>Total</b>	<b>44.0</b>	<b>44.7</b>	<b>48.7</b>	<b>44.6</b>	<b>-0.15</b>	<b>0.01</b>	<b>0.00</b>	<b>0.00</b>

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 between 2019 and 2023. However, they had a negative progress 8 score in 2023. Small cohort numbers should be borne in mind at GCSE level.

The Mixed Other group experienced a six percentage point increase over their 2019 9-4 result, with Mixed White/Black African pupils showing a six point decrease. They were also below the overall Lambeth result for the first time in five years.

Mixed White/Black Caribbean pupils remained static from 2017-2019, but experienced a large decrease in 2022, down by 14 percentage points in the 9-4 indicator. Their results showed an improvement in 2023. Their Attainment 8 and Progress 8 outcomes have also fallen and remain well below the Lambeth results.

## 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 61% eligible for free school meals at KS2 and 52% 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 both key stages.

**Table 10. Social Characteristics of Mixed Heritage pupils in Lambeth schools by KS2 Cohorts 2023**

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	251	51%	49%	36%	14%	14%	19%	14%
Mixed White/Asian	40	50%	50%	25%	5%	5%	13%	18%
Mixed White/Black African	66	44%	56%	42%	11%	18%	23%	21%
Mixed White/Black Caribbean	155	46%	54%	61%	5%	5%	3%	16%
<b>Lambeth</b>	<b>2,903</b>	<b>49%</b>	<b>51%</b>	<b>41%</b>	<b>14%</b>	<b>17%</b>	<b>17%</b>	<b>14%</b>

**Table 11. Social Characteristics of Mixed Heritage pupils in Lambeth schools by GCSE Cohorts 2023**

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	120	53%	48%	35%	4%	12%	16%	18%
Mixed White/Asian	15	47%	53%	7%	0%	7%	13%	13%
Mixed White/Black African	62	50%	50%	34%	2%	5%	29%	10%
Mixed White/Black Caribbean	109	52%	48%	52%	1%	1%	6%	14%
<b>Lambeth</b>	<b>2,439</b>	<b>50%</b>	<b>50%</b>	<b>40%</b>	<b>5%</b>	<b>7%</b>	<b>21%</b>	<b>13%</b>

## 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 three of the groups, most notably the Mixed White/Black Caribbean girls who were 16 percentage points above the boys. However, Mixed White/Black Caribbean boys performed better in maths (by four percentage points), with boys and girls in the Mixed Other and Mixed White/Asian groups being on a par with each other in this subject. For the Mixed White/Black African group the greatest gap was in maths, nine percentage points in favour of girls, with the boys two points above in reading.

**Table 12: Mixed Heritage Pupils KS2 Subject Performance in Lambeth by Gender – 2023**

Key Stage 2 by subject		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
<b>Boys</b>	Reading	76%	95%	83%	70%
	Writing TA	70%	85%	76%	51%
	Maths	76%	100%	69%	62%
	All RWM	62%	85%	66%	46%
<b>Girls</b>	Reading	77%	95%	81%	74%
	Writing TA	80%	95%	81%	67%
	Maths	77%	100%	78%	58%
	All RWM	67%	90%	73%	54%
<b>Gap Boys-Girls</b>	Reading	+1%	0%	-2%	+4%
	Writing TA	+10%	+10%	+5%	+16%
	Maths	+1%	0%	+9%	-4%
	All RWM	+5%	+5%	+7%	+8%

**Table 13: Mixed Heritage Pupils GCSE Key Indicators in Lambeth by Gender – 2023**

GCSE – key indicators		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
Boys	9 to 4 English and Maths	63%	57%	65%	49%
	Attainment 8	44.3	39.4	44.1	36.6
	Progress 8	-0.04	-0.74	0.08	-0.77
Girls	9 to 4 English and Maths	58%	100%	52%	46%
	Attainment 8	44.9	54.9	46.2	39.0
	Progress 8	-0.27	0.29	0.28	-0.67
Gap Boys-Girls	9 to 4 English and Maths	-5%	+43%	-13%	-3%
	Attainment 8	+0.6	+15.5	+2.1	+2.4
	Progress 8	-0.23	+1.03	+0.20	+0.10

With the exception of the Mixed White/Asian group, boys outperformed girls in the 9 to 4 E&M indicator this year, with Mixed White/Asian girls having the highest outcome (100%). Although the Mixed White/Black Caribbean boys had a lower result relative to their peers, the gap wasn't as large as it's been in previous years. Despite their lower 9-4 indicator outcomes in most instances, girls possessed higher attainment 8 scores than boys in all four of the mixed groups.

In terms of the progress 8 measure, Mixed White/Asian girls showed the most positive outcome, followed by the Mixed White/Black African boys. Mixed White/Black Caribbean boys had the lowest progress measure of all the groups, a negative score of -0.67.

### 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 writing and 37 points in RWM combined for the Mixed White/Asian group. However, the small cohort sizes involved for this group should be borne in mind (10 FSM pupils in 2023).

Mixed White/Black Caribbean FSM pupils had the lowest results of all the mixed group FSM cohorts, where the Mixed White/Black African FSM pupils were two points below. The gap in maths for the Mixed White/Black Caribbean group is also notable, with a 24 points difference between the cohorts.

**Table 14: Mixed Heritage Pupils KS2 Subject Performance in Lambeth by Free School Meal Status – 2023**

Key Stage 2 by subject		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
<b>FSM</b>	Reading	68%	80%	82%	66%
	Writing TA	64%	70%	82%	53%
	Maths	68%	100%	68%	51%
	All RWM	51%	60%	64%	42%
<b>Paid</b>	Reading	81%	100%	82%	82%
	Writing TA	82%	97%	76%	70%
	Maths	81%	100%	79%	75%
	All RWM	73%	97%	74%	63%
<b>Gap FSM-Paid</b>	Reading	-13%	-20%	0%	-16%
	Writing TA	-18%	-27%	6%	-17%
	Maths	-13%	0%	-11%	-24%
	All RWM	-22%	-37%	-10%	-21%

**Table 15: Mixed Heritage Pupils GCSE Key Indicators in Lambeth by Free School Meal Status – 2023**

GCSE		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
<b>FSM Eligible</b>	9 to 4 English and Maths	57%	100%	38%	35%
	Attainment 8	41.4	39.0	37.7	30.4
	Progress 8	-0.61	0.27	-0.31	-1.18
<b>Paid Meals</b>	9 to 4 English and Maths	63%	79%	68%	62%
	Attainment 8	46.3	48.3	49.0	45.9
	Progress 8	0.12	-0.19	0.43	-0.22
<b>Gap FSM-Paid</b>	9 to 4 English and Maths	-6%	+21%	-30%	-27%
	Attainment 8	-4.9	-9.3	-11.3	-15.5
	Progress 8	-0.73	+0.46	-0.74	-0.96

In 2023 only one pupil in the Mixed White/Asian group was FSM, so it's best not to make any inferences for that cohort this year. Otherwise, at GCSE the outcomes followed expectation, where the paid meal cohorts performed above the FSM pupils. The largest gaps were 30 percentage points in the 9-4 indicator for the Mixed White/Black African group, and 27 points for Mixed White/Black Caribbeans. In terms of FSM pupil progress, all mixed FSM pupils had negative scores, with Mixed White/Black Caribbeans having the lowest at -1.18.

There are also some striking differences within the main ethnic groups when the data is further analysed by eligibility for free school meals. Table 16 shows that at GCSE, 58% of Caribbean pupils not eligible for free school meals achieved 9 to 4 in English and Maths, compared with 40% of pupils who were eligible; a gap of 18 percentage points. There was a much larger gap for White British pupils of 41 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, 2023**

	Key Stage 2 RWM (% Expected)			GCSE(% 9 to 4 in English and Maths)		
	% of pupils FSM	FSM	Paid	% of pupils FSM	FSM	Paid
Mixed Other	36%	51%	73%	35%	57%	63%
Mixed White/Asian	25%	60%	97%	7%	100%	79%
Mixed White/Black African	42%	64%	74%	34%	38%	68%
Mixed White/Black Caribbean	61%	42%	63%	52%	35%	62%
African	56%	61%	66%	45%	64%	73%
<i>Somali</i>	57%	59%	67%	46%	61%	72%
Caribbean	56%	60%	76%	53%	40%	58%
Polish	14%	81%	88%	13%	78%	87%
Portuguese	41%	62%	51%	39%	52%	69%
White British	20%	70%	92%	27%	38%	79%
<b>Lambeth</b>	<b>41%</b>	<b>54%</b>	<b>72%</b>	<b>40%</b>	<b>52%</b>	<b>70%</b>

## 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, 2023**

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	40%	67%	91%	40%	50%	84%
Mixed White/Asian	0%	100%	100%	n/a	100%	100%
Mixed White/Black African	29%	58%	80%	100%	100%	50%
Mixed White/Black Caribbean	57%	71%	80%	100%	100%	67%

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 to five pupils in some instances). This year the outcomes bear out the usual expectation that as fluency in English improves, so does achievement in most instances. This wasn't the case in 2022, which illustrates how skewed the outcomes can be due to small cohort sizes.

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 to 19 show that performance for all main ethnic groups 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 – 2023**

Proficiency	African		Polish		Somali		Portuguese	
	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result
Stages A to C – Non-Fluent	126	48%	23	43%	44	49%	25	32%
Stage D - Competent	180	66%	45	93%	46	67%	39	62%
Stage E - Fluent	170	78%	39	97%	24	65%	23	74%
English Only	114	52%	0	n/a	0	n/a	1	0%
<b>All Pupils</b>	<b>605</b>	<b>63%</b>	<b>111</b>	<b>84%</b>	<b>119</b>	<b>63%</b>	<b>90</b>	<b>56%</b>

**Table 19. GCSE 5+ A\*-C inc English & Maths Attainment by Ethnicity and Fluency in English – 2023**

Proficiency	African		Somali		Polish		Portuguese	
	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result
Stages A to C – Non-Fluent	16	19%	4	0%	24	86%	7	57%
Stage D - Competent	42	64%	11	45%	17	76%	15	67%
Stage E - Fluent	203	74%	50	70%	18	89%	22	73%
English Only	106	73%	0	n/a	0	n/a	1	0%
<b>All Pupils</b>	<b>585</b>	<b>69%</b>	<b>99</b>	<b>67%</b>	<b>69</b>	<b>86%</b>	<b>74</b>	<b>62%</b>

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 2023 KS2 results by subject in table 20 show the general expectation was met i.e. mobile pupils performed below the non-mobile groups. Some of the the largest gaps were in the Mixed White/Black Caribbean group, with mobile pupils 37 percentage points below their non-mobile peers in writing, and 31 points in the combined RWM indicator. Gaps were also significant in the Mixed White/Black African group, although small numbers of mobile pupils should be borne in mind for all ethnic groups.

The largest gap between mobile and non-mobile pupils was in writing for the Mixed White/Asian group (mobile pupils being 40 points below), although the very size of the mobile cohort size is relevant here.

**Table 20: Mixed Heritage Pupils KS2 Subject Performance in Lambeth by Mobility – 2023**

Key Stage 2		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
<b>Mobile</b>	Reading	65%	86%	57%	52%
	Writing TA	59%	57%	64%	28%
	Maths	62%	100%	57%	40%
	RWM	47%	57%	50%	24%
<b>Non-Mobile</b>	Reading	78%	97%	88%	76%
	Writing TA	78%	97%	83%	65%
	Maths	79%	100%	79%	64%
	RWM	67%	94%	75%	55%
<b>Gap Mobile-Non-Mobile</b>	Reading	-13%	-11%	-31%	-24%
	Writing TA	-19%	-40%	-19%	-37%
	Maths	-17%	0%	-22%	-24%
	RWM	-20%	-37%	-25%	-31%

At GCSE, of the mobile cohorts the Mixed White/Black Caribbean and Mixed Other 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 – 2023**

GCSE		Mixed Other	Mixed White/Asian	Mixed White/Black African	Mixed White/Black Caribbean
<b>Mobile</b>	9 to 4 English and Maths	24%	50%	50%	13%
	Attainment 8	27.7	38.5	48.8	28.3
	Progress 8	-1.58	-0.78	0.42	-1.48
<b>Non-Mobile</b>	9 to 4 English and Maths	69%	85%	59%	53%
	Attainment 8	48.2	49.1	44.8	39.3
	Progress 8	0.13	-0.05	0.15	-0.61
<b>Gap Mobile-Non-Mobile</b>	9 to 4 English and Maths	-45%	-35%	-9%	-40%
	Attainment 8	-20.5	-10.6	+4.0	-11.0
	Progress 8	-1.71	-0.73	0.27	-0.87

## 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 (2,765 pupils in 2022), followed by 'Mixed White/Black Caribbean' at 1,656 pupils. The numbers for 'Mixed White/Black African' and 'Mixed White/Asian' are smaller, but still significant, at 818 and 537 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.

All four mixed heritage groups in Lambeth at Key Stage 2 performed above the national outcomes, with the exception of the Mixed White/Black Caribbean cohort in the post-COVID years. This group has also been underachieving at GCSE, being 13 percentage points below the national result in the 9-4 indicator.

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 61 percent of the cohort were eligible for FSM and 52 percent at GCSE, much higher than the Lambeth averages, and the other mixed heritage groups.

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

relative to boys in the other mixed groups. Historically at GCSE girls tend to outperform boys in each mixed group, but the situation was less clear cut in 2023 than in previous years.

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

Results when analysed by fluency in English generally reflected 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 both key stages in most instances. At GCSE the Mixed White/Black Caribbean possessed very low attainment and progress outcomes. However, 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

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2013-23 Change
All Schools	1,831	1,922	1,996	2,116	2,322	2,512	2,592	2,581	2,585	2,645	2,765	+934
Primary	1,222	1,291	1,322	1,461	1,566	1,719	1,777	1,835	1,806	1,793	1,787	+565
Secondary	591	609	654	684	694	721	740	655	700	781	893	+302

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

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2013-23 Change
All Schools	283	314	367	344	418	427	476	505	509	510	537	+254
Primary	220	253	290	265	331	334	365	387	372	370	369	+149
Secondary	61	60	76	78	82	85	100	106	127	129	150	+89

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

### Mixed White/Black African

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2013-23 Change
All Schools	659	713	762	778	807	837	874	875	838	819	818	+159
Primary	459	495	526	534	524	539	529	528	490	465	469	+10
Secondary	182	209	228	236	257	272	306	314	315	326	326	+144

### Mixed White/Black Caribbean

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2013-23 Change
All Schools	1,561	1,646	1,681	1,665	1,807	1,816	1,777	1,757	1,751	1,713	1,656	+95
Primary	1,022	1,067	1,118	1,103	1,161	1,173	1,110	1,073	1,014	993	962	-60
Secondary	509	539	525	522	576	580	581	612	666	652	623	+114

### All Mixed Heritage Pupils

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2013-23 Change
All Schools	4,334	4,595	4,806	4,953	5,354	5,592	5,719	5,718	5,683	5,687	5,776	+1,442
Primary	2,933	3,106	3,256	3,363	3,582	3,765	3,781	3,823	3,682	3,621	3,587	+654
Secondary	1,343	1,417	1,483	1,520	1,609	1,658	1,727	1,687	1,808	1,888	1,992	+649