

Lambeth Equality Commission

A Lambeth for all Residents

Briefing Paper 2: Equalities issues in education

This briefing paper offers an overview of the education provided in Lambeth schools. It highlights groups of children and young people who experience differing education outcomes in Lambeth (in particular in relation to attainment and exclusions), offers detail of what we are currently doing to address these issues and flags ongoing issues of concern. It then goes on to raise some questions for the commission to consider. The paper focuses on the picture in our mainstream schools up to GCSE, drawing on available data¹.

The Lambeth Context

Lambeth is home to 67,000 children and young people, 22% of the total population of 300,000. As a borough, it is experiencing one of the fastest rising birth rates in the country, with a third more children entering Reception in September 2014 compared to 2006. Our forecasts indicate that the combined primary and secondary populations (Year R to Year 11) will increase a further 10,000 by 2017/18.

In terms of our school population, approximately one in three children in Lambeth is born into poverty, higher than the national average of one in five. 52% of all primary aged children and 38% of all pupils at secondary school in Lambeth do not speak English as a first language. The average for England is 19% and 13% respectively.

Lambeth has 59 primary phase schools, five special schools, five nursery schools, two all through (primary and secondary phase) schools and two pupil referral units. Of the 16 secondary schools, nine are academies. Three primary schools are academies. As of September 2016 there are 14 schools with sixth forms, (including three special schools), one further education college and one adult education college. There is one free standing sixth form and one University Technical College. There are ten special educational needs resource bases attached to mainstream schools.

Why is education important?

Lambeth Council's new Borough Plan sets out a commitment to *'giving our children and young people the best start in life and ensuring they have a fair chance to fulfil their potential by reducing inequalities in education, skills, employment and general life chances'*². Our commitment to reducing inequalities in education outcomes stems from our understanding that the support that our children and young people receive in our nurseries and schools, both to learn and attain and achieve wider outcomes (including, for example, the acquisition of communication skills, confidence etc), has an important influence on the rest of their lives. We know that poor attainment and experience of education can contribute to and exacerbate inequalities in other areas. So we know, for example that, African Caribbean heritage pupils who experience amongst the largest gaps in average attainment with their peers, are significantly less

¹ No data was available on attainment (or exclusions) by for pupils with physical disabilities and/or SEN and we propose to cover these separately. Data on A-Level attainment is not included because final figures are not available at the time of going to press.

² The five and ten year outcome targets made as part of the Borough Plan are outlined in Appendix 2.

likely to progress to university, more likely to be unemployed and live in poverty³. They are also more likely to be subject to stop and search and be in the criminal justice system, and experience mental health issues.⁴

The challenge

Over the past 10 or so years Lambeth has made significant gains in raising achievement across all its schools. Primary schools have improved significantly over the last 5 years and Lambeth primary schools are performing at the top of the national league tables, with over 95 % Ofsted rated 'good' or better. However, a small number require improvement and robust school to school support is being brokered to accelerate improvement in those schools. Overall the secondary and college phase is strong with schools performing at or above the national average. Our aim is that all school and college provision is judged at least 'good' by 2018. All Early Years settings and Children's Centres are judged 'good' or better by Ofsted. Lambeth has a particularly high proportion of schools judged 'outstanding'.

Lambeth's schools perform very well up to GCSE level. Our standards at Key Stage 1⁵ (KS1), Key Stage 2⁶ (KS2), and Key Stage 4 (GCSE level) are all above the national average. However, post-16 results lag behind the national average though it does need to be noted that the cohort is a very different one post-16 as pupils often move into different education providers at this age group.

As well as making considerable gains in improving performance overall, Lambeth's schools have significantly narrowed gaps in performance between different groups of pupils (focusing on differences between pupils in receipt of Free School Meals, of different ethnicities, gender and for whom English is an additional language (EAL)).

Outcomes of different groups in Lambeth Schools

Attainment

As with all children nationally and internationally the impact of children's social and economic background is evident from the time children start education. Differences in outcomes emerge from the Early Years Foundation Stage with gaps between girls and boys; children living in poverty (using receipt of 'free school meals' as a proxy); particular ethnicities; children for whom English is an additional language and the national averages.

So, whilst 68% of Lambeth children in 2016 achieved a "good level of development", just 1% below the national average there are some clear inequalities:

- White British and 'Mixed Other' children achieved 78% and 72% at this measure, respectively. Of the larger ethnic groups, Somali children only achieved 59% and Portuguese 44%.

³ Only 16% of all Black Caribbean men go on to University. What is worrying is that 15% of black Caribbean men are unemployed compared to 5% of their white British counterparts and 30% of Black Caribbean individuals currently live in poverty.

⁴ They are nearly 8 times as likely to be stopped and searched by the Police as their white counterparts. There is also now greater disproportionality in the number of black people in prisons in the UK than in the US. Out of the British national prison population, 10% are black. For black Britons this is significantly higher than the 2.8% of the general population they represent (Prison Reform Trust, 2014). NHS (2011) statistics also consistently highlighted that rates of admission and detentions in Mental Health institutions were higher for Black Caribbean and African groups than for the rest of the population with around 70% of inpatients being from these groups.

⁵ Year 1 and 2 of primary school

⁶ Years 3, 4, 5 and 6 of primary school

- Children not eligible for free school meals achieved 71%, and those with free school meals achieved 59%.
- Of the EAL children, 65% achieved a good level of development compared to English-only speakers who achieved 72%.
- Girls outperformed boys, achieving 75% compared to 62%.

As you would expect, these inequalities are also evident when children reach school, with the greatest inequalities evident between ethnic groups. The table below shows the size of difference in attainment between particular ethnic groups and the Lambeth average at key stages 1, 2 and 4.

Table 1: Attainment gap by ethnicity at Key Stage 1, 2 and 4.

Ethnic group	Key stage 1 2015	Key stage 2 2015	Key stage 4 5 GCSE A*-C incl English and Maths) 2015	Key stage 4 5 GCSE A*-C incl English and Maths) 2016
Portuguese ⁷	-18	-9	-8	=
African Caribbean	-4	-9	-14	-
African	+1	=	=	-
<i>Somali</i>	-2	-1	-4	+16
Black other	-1	+1	-	-
White other	=	+3	+5	-

= indicates in line with borough average. (-) indicates less than the borough average and (+) indicates more than the borough average; – indicates data was not available for this briefing.

Whilst the size of the gap does change year on year (with most reducing), there are a number of patterns evident for pupils with particular characteristics or combinations of characteristics. These are examined in appendix 3 with key findings summarised below:

By ethnicity:

- Portuguese children and young people do significantly less well than average at KS1 and KS2. Though the gap becomes less significant as they progress through school (possibly as they acquire better English language skills) this has recently closed so that at KS4, Portuguese match the Lambeth average.
- African Caribbean children underperform from key stage 1, but rather than the gap closing as they progress through school (as it does for Portuguese pupils), the gap widens and stands at -14% by GCSE level for 2015. This needs to be seen in the context of over one third of Lambeth African Caribbean pupils being eligible for free school meals, twice the national rate.
- In contrast, Black African pupils do better than average overall. Somali pupils, as a significant sub-group of Black African pupils, have in the past done less well than average with the difference standing at -4 at GCSE level in 2015. However, figures from this year show this gap to have closed, with Somali pupils now doing better than the Lambeth average.

By income:

⁷ Language, not ethnicity: in Lambeth because of the large number of Portuguese speakers in the borough our schools' research team collect information by language spoken in order to track performance.

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- Poverty is recognised as having a strong influence on children’s attainment and this is evident in the performance of children in Lambeth who receive free school meals or for whom schools receive pupil premium⁸. So for example the gap between pupils on free school meals and their counterparts not on free school meals at KS1, KS2 and GCSE is -10, -7 and -20 respectively. These are, however, significantly narrower gaps than the national.
- For example, it should be noted that the gap in between pupils in receipt of FSM or pupil premium⁹ in Lambeth is considerably smaller than the national average. So for example, that whilst the gap for free school meal pupils at KS2 is -7 in Lambeth, it is -17 nationally.
- While poverty makes little difference to the achievements at school of some ethnic groups, it makes a huge difference to White British children on free school meals and to African Caribbean heritage pupils, particularly boys.

By EAL:

- Relatively large numbers of pupils in Lambeth schools speak English as an additional language (EAL). Differences in attainment between these pupils and the average are most significant at KS1 but close over time as fluency improves. By GCSE only 1% of pupils need considerable support and 9% need some support.
- However, the impact of EAL is still evident at GCSE level, where only 11% of those needing considerable support and 40% of those needing some support achieved the expected standard of 5 GCSEs A*-C including English and Maths, compared to the Lambeth average of 57%.
- It is worth noting that it takes a child between 4 and 7 years to become fully fluent bilingual speakers and writers and that fully fluent bilingual speakers outperform their monolingual peers at GCSE.

By gender:

- Girls continue to outperform boys at all levels. While some of this is attributed to developmental milestones being reached at different ages by the different genders and by the impact of our academic year on those who are ‘summer born’, especially boys, there is more work to do to ensure appropriate curriculum and learning environments for both genders.

School exclusions

Although Lambeth schools have a slightly higher rate of permanent school exclusion¹⁰ than nationally (0.08% compared to 0.07%), this rate is continually decreasing. Schools and the Council’s inclusion team look at alternatives to exclusion wherever possible and offer a range of support through managed transfers or alternative education placements. Managed transfers give pupils the opportunity of a ‘fresh start’ without permanent exclusion.

In terms of exclusions, our data shows that there are a range of immediate triggers for permanent exclusion including disruptive behaviour, drugs, physical or verbal abuse, many of which point to wider social issues or vulnerabilities.

However, where exclusions occur there are groups of pupils who are disproportionately affected. The following table demonstrates the percentage of exclusions in comparison to the ethnicity of school population:

⁹ The pupil premium is an additional funding given to publically funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In 2013/14 financial year, schools received £953 for each pupil eligible primary-aged pupil. This covers 1.83 million pupils in England (DfE 2014)

¹⁰ As compared to fixed term exclusion.

Exclusions as a percentage of size of ethnic group.

Table 2: Exclusions by ethnicity 2015-6 Ethnicity	Permanent Exclusions	Managed Transfers	Pupil Population	Ethnicity of Excluded Pupils	Ethnicity of Managed Transfers
Black African	5	6	8627	0.06%	0.07%
Black Caribbean	28	6	5623	0.50%	0.11%
Mixed White/Black Caribbean	7	2	1665	0.42%	0.12%
White British	1	1	5368	0.02%	0.02%

This suggests in one year that Mixed White/Black Caribbean, Black Caribbean and Black African pupils were more likely to be excluded than their White British counterparts, with potential implications for their long term education outcomes and wider life chances. For example, wider evidence suggests that few young people permanently excluded return to mainstream education, and are highly likely to become more involved in criminal activity (Berridge, 2001). The majority of those excluded were male, on free school meals and of secondary age.

Conclusions

The main differences in the number of excluded pupils evident from the figure above relate to ethnicity, gender and income (in terms of attainment), and ethnicity, gender and income (in terms of exclusions). African Caribbean pupils in particular experience poorer outcomes on both fronts.

The reasons for the underachievement of African Caribbean pupils are wide-ranging and complex. 'Within education literature (*nationally*) four main school -related factors have emerged: stereotyping; teachers' low expectations; exclusions and headteachers' poor leadership on equality issues. All of these can perpetuate low attainment and disengagement from learning by Black Caribbean students,' (Demie, 2003). Other researchers have also noted that the lack of adequate support to schools from parents, economic deprivation, poor housing and home circumstances (Rampton, Swann 1985); teachers low expectations by entering for lower or foundation tier or ability groupings (Gillborn and Youdell 2000, Strand 2012), institutional racism and the failure of the national curriculum to reflect adequately the needs of a diverse and multi ethnic society (MacPherson 1999, Gillborn 2000); lack of targeted support and negative peer pressure (Demie 2003, GLA, 2004).

Reducing inequalities in schools: what works?

Some of the wider inequalities (such as low income) that are linked to pupil attainment in schools are very powerful and it would be unfair to assume that schools can respond to the challenges these pose alone¹¹. However, schools can play an important role in tackling inequalities in attainment by different groups and are accountable for how they try to do so (for example, using Pupil Premium Funding). There are now a number of schools serving disadvantaged communities that can demonstrate poverty need not be an excuse for low

¹¹ For example, some studies suggest that 80% of the factors affecting pupil's performance (such as family circumstances and the neighbourhood or local community in which they live) are outside the school's influence. Only 20% of achievement is attributable to what schools do Rasbash et al (2010). Ofsted also pointed out that 'these factors are beyond the school gates and the communities where pupils live can have a detrimental impact on their achievement. Schools can do much to improve the outcomes of disadvantaged pupils but only so much.' (Ofsted 2014:32)

attainment (Demie and Mclean 2014, Demie and Lewis 2010, Mongon and Chapman 2010, Ofsted 2009). These studies show that high quality education can transform lives and compensate for shortcomings in a society. Recent national research and data (See Ofsted 2014 and Sutton Trust 2014) has also revealed how the pupil premium is helping to close the gaps through targeted support and interventions. The key challenge then is to find out what strategies schools can use to make a difference to the achievement of groups, such as disadvantaged pupils with low income background.

As part of our commitment to understanding the role schools can play in reducing inequality, Lambeth Education's Research and Statistics Unit have continued to undertake ground breaking research into what works to make a difference in Lambeth schools, with a focus on raising achievement and narrowing the gap. Full details of our projects¹² can be found at: www.lambeth.gov.uk/rsu

Case study research to understand Lambeth schools' success in promoting and addressing inequalities in attainment identified the following factors:

- effective teaching and learning
- effective leadership at all levels including paying attention to individual students' needs
- inclusive pastoral care
- strong values and high expectations that are applied consistently
- effective use of data to monitor performance and to identify underachieving groups
- tracking pupil progress closely against targets
- supporting children who may need extra help
- schools providing continuous professional development
- Schools that have clear discipline with consistent expectations and also nurture, praise and celebrate the success of students, which builds self-esteem and encourages students to excel.

What is particularly special about the case study schools is that the headteachers are committed to creating a school ethos that stresses high achievement, equal opportunities and values 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 many local people working at the case study schools both in teaching and other posts who speak 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.

Lambeth Education's Research and Statistics Unit is currently undertaking a research project to investigate the reasons why pupils nationally from Black Caribbean heritage backgrounds are underachieving and to identify the factors that are contributing to their lack of success in the school system. The research will examine in detail:

- The historical background of Black Caribbean settlement in Britain;
- The extent of Black Caribbean pupils' educational underachievement;
- The factors responsible for Black Caribbean pupils' educational underachievement;
- Whether the problem is significantly worse for Black Caribbean boys than girls;
- What steps schools can take to improve the educational attainment of Black Caribbean pupils;
- What role the Government and local Councils can play in delivering improved educational outcomes.

¹² Funded by external agencies such as DfE, Wallcott Foundation, Clapham Park Project, London Local Authorities and ALG

Questions for consideration/discussion:

1. How far does this paper cover what you understand to be the main differences in outcomes in Lambeth's education system? What is missing?
2. What additional information, if any, would you like about the profile, causes and impact of differences in outcomes in Lambeth's schools? Are there any specific issues you'd like the commission to explore in more depth?
3. What, to you, appear to be the most critical issues?
4. Based on what you have read here and your wider knowledge, where do you think we could have most influence and what are the levers available to us?
5. What further action should the commission undertake to explore this topic?

NOTE ENDS

Appendix 1: Raising achievement: detailed attainment data by equality group

1. The Achievement Gap of Ethnic Minority Children¹³

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.

Tables 1 to 3 show the average test performance in key stages 1, 2 and 4 from 2011 to 2015 for the largest ethnic groups in terms of size. Somali pupils have also been included as this is a growing group in Lambeth, and their performance has been a cause for concern due to the gap in their achievement when compared with other groups. However, the data shows a significant improvement for this group of pupils due to a focus by schools and the LA.

Table 1. KS1 attainment by ethnic background (2011-2015)

Ethnic Group	Key Stage 1 Average (% Level 2B+)						
	2011	2012	2013	2014	2015	Change 11-15	Change 14-15
African	69	73	77	78	81	+12	+3
<i>Somali</i>	67	66	72	76	78	+11	+2
Caribbean	59	67	71	71	76	+17	+5
White British	78	83	83	86	86	+8	-
Portuguese	53	56	62	63	62	+9	-1
White Other	73	73	78	78	80	+7	+2
Black Other	62	75	72	73	76	+14	+3
Lambeth -all	68	73	75	78	80	+12	+2

Of the major ethnic groups, Portuguese pupils have consistently been the lowest performing group, and the relative gap with the LA has not narrowed over the last five years.

Caribbean pupils' performance has also always been below the borough average, and they have only outperformed Portuguese pupils. Their rate of improvement over the last five years was the largest of the main ethnic groups, and their achievement levels are currently four percentage points below the LA overall. White British pupils have constantly been the highest achieving group at KS1.

The performance of Somali pupils has also been included in this table (and the other key stage tables), and this group is a subset of the African data. The cohort size of this group is small for each key stage, and so the data is subject to fluctuation, so any interpretation of this group's results should be taken with caution.

¹³ *The ethnic categories used in this report is based on available official national statistics. However, it need to be noted that the national categories used for ethnic groups have weaknesses and there is a lack of detailed ethnically based statistics at national or local level in UK to be able to get a complete picture in the local authority. The achievement of different ethnic groups in British schools is complicated by the problem of categorisation under groups which are too broadly defined nationally as Black African, White Other, Black Other, Indian, Pakistani, Other Ethnic Group etc. As a result of the lack of detailed social class and ethnically based data, there are limitations in past research into different ethnic groups. The absence of detailed national data which identifies patterns of achievement of ethnic minority children of African, Asian, Black British, Latin American and European heritage in British schools, places serious constraints on effective targeting policies and developments at national and local level. Such data is fundamental in identifying which ethnic groups are most at risk of underachievement and to design specific interventions that will be effective in raising achievement, whatever their background but the government is not keen on collecting such data because of its complexity and the bureaucratic burden that it may impose on schools. It is unlikely such data will be available in the future.*

The gap between White British (the strongest performers) and the weakest performers, the Portuguese pupils has always been at least 20 percentage points.

Table 2. KS2 attainment by ethnic background (2011-2015)

Ethnic Group	Reading, Writing, Maths combined (Level 4+)						
	2011	2012	2013	2014	2015	Change Nov-15	Change 14-15
African	77	78	79	82	86	9	4
<i>Somali</i>	82	82	83	82	85	3	3
Caribbean	69	74	77	75	77	8	2
White British	85	90	91	91	93	8	2
White Other	79	84	83	91	89	10	-2
Portuguese	67	78	78	73	77	10	4
Black Other	75	80	80	75	87	12	12
Lambeth	78	79	81	82	86	8	4

Over the last five years, Caribbean and Portuguese pupils had the lowest levels of attainment, and they have barely reduced the gap with Lambeth over this time. In 2015 they were both nine percentage points below the Lambeth average.

The performance of African pupils has been on or around the borough average in each of the last five years, as have Somali pupils, while as for KS1, White British pupils were the highest achievers each year.

The gap between the highest (White British) and lowest (Portuguese and Caribbean) achievers is currently 16 percentage points. Figure 2 below illustrates how each of the major ethnic groups have improved since 2011.

Figure 1. Key Stage 2 level 4+ performance by ethnic background (RWM combined)

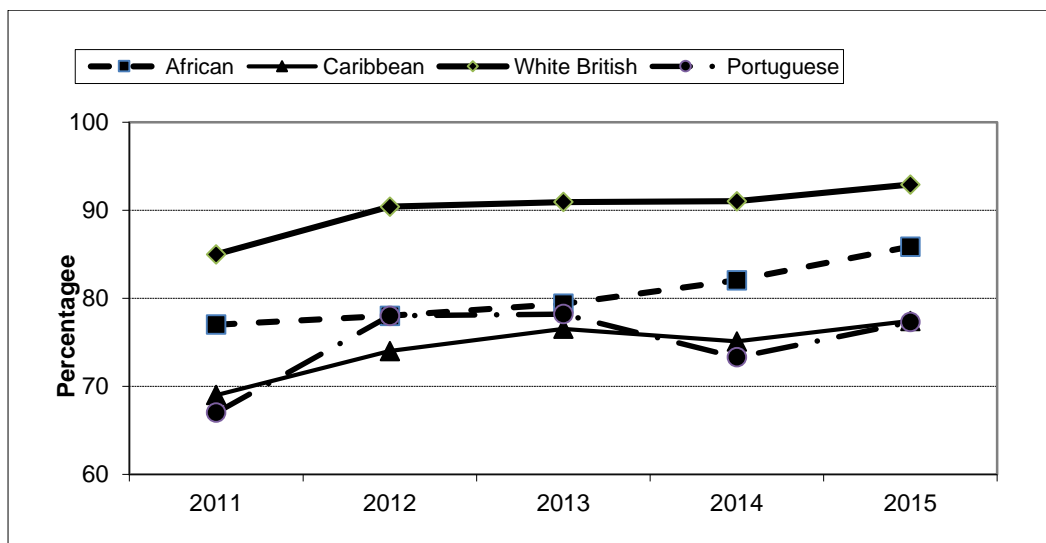


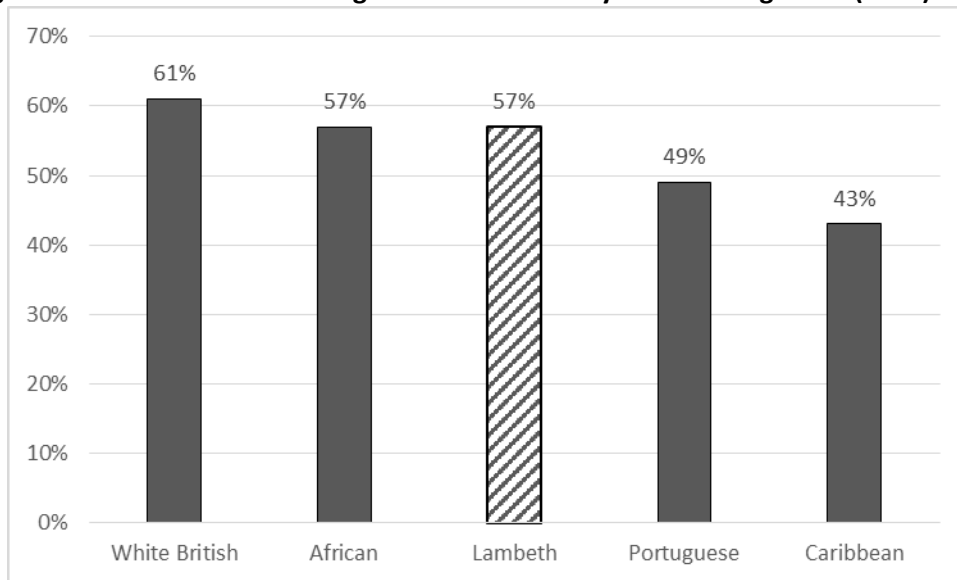
Table 3. GCSE attainment by ethnic background 2014 -5

	2014		2015	
	% 5+ A*-C inc E&M 1st Entry	% 5+ A* - C	% 5+ A*-C inc E&M 1st Entry	% 5+ A* - C
African	61	73	57	70
<i>Somali</i>	60	73	53	65
Caribbean	48	59	43	53
Portuguese	49	67	49	73
White British	59	67	61	67
White Other	66	80	62	73
Lambeth	57	68	57	68
National	53	64	54	65

For the indicator of five good passes including English and maths, White other pupils then African pupils were generally the highest achievers. This year, for the third time, White British pupils had higher levels of achievement than in Lambeth overall.

The lowest achieving groups were Portuguese and Caribbean pupils. In 2015, 49% of Portuguese pupils and 43% of Caribbean pupils got 5+A*-C including English and maths, well below the borough average of 57%.

Figure 2. GCSE 5+ A*-C including E&M attainment by ethnic background (2015)



2. The Gender Gap

Table 4. KS1 performance by gender 2011-2015 (% Level 2B+)

Gender	Year	Reading	Writing	Maths	Average
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Boys	2011	63	53	70	62
	2012	73	61	74	69
	2013	75	64	76	72
	2014	77	69	79	75
	2015	79	71	82	77
Girls	2011	77	69	73	73
	2012	79	73	78	77
	2013	82	77	79	79
	2014	84	79	81	81
	2015	84	80	83	83
Girls-Boys (Difference)	2011	+14	+16	+3	+11
	2012	+6	+12	+4	+8
	2013	+7	+13	+1	+7
	2014	+7	+10	+2	+6
	2015	+5	+9	+1	+6

In each of the years examined, girls have always outperformed boys in each subject. The biggest gap was for writing, at about 10 percentage points, although the figure varied slightly each year from 9 to 16 points. The gap for reading was lower each year than the corresponding writing gap, by about three or four percentage points and ranged from 5 to 14 percentage points in favour of girls. In mathematics, there was much closer agreement in performance between boys and girls, with a gap of on average about two percentage points in favour of girls.

Comparison with the 2015 national figures show that boys in the borough were more likely to get level 2B+ in writing (71%) compared with 65% nationally, with their results being one percentage point higher than nationally in reading and two percentage points higher in maths.

Overall girls' results in the borough were similar to nationally, matching for maths and writing and being two percentage points below in reading.

Figure 3. Average KS1 performance at level 2B+ by gender (2006-2015)

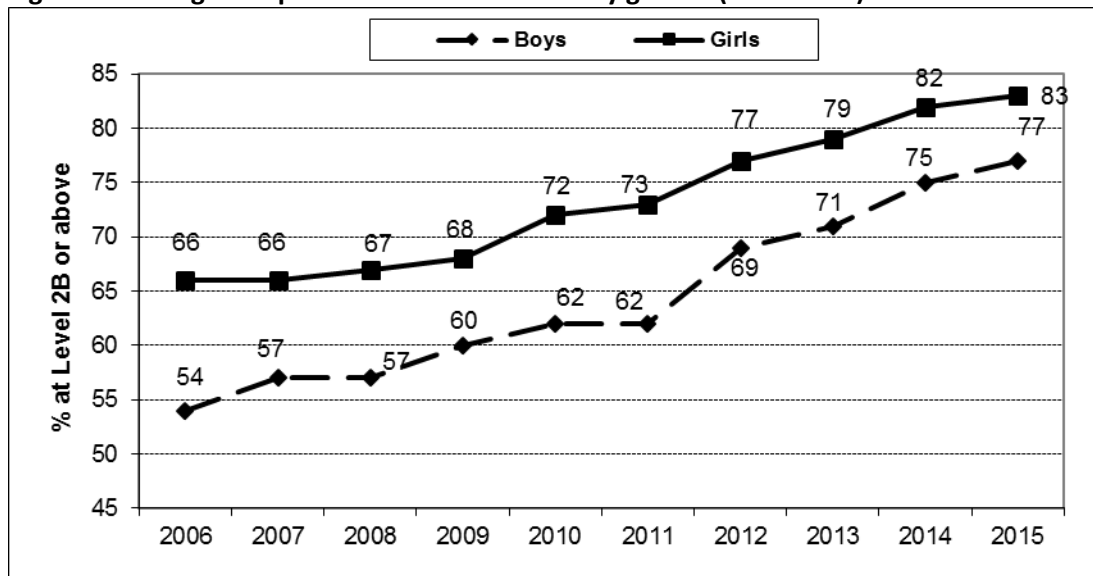


Table 5. KS2 Test Performance by Gender 2011-2015 (% Level 4+)

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Gender	Year	Reading	Maths	RWM
Boys	2011	80	81	74
	2012	87	87	77
	2013	88	92	79
	2014	89	88	80
	2015	90	91	82
Girls	2011	90	87	83
	2012	92	90	85
	2013	91	91	83
	2014	93	89	85
	2015	95	93	89
Girls-Boys (Difference)	2011	+10	+6	+9
	2012	+5	+3	+8
	2013	+3	-1	+4
	2014	+4	+1	+5
	2015	+5	+2	+7

From 2013 there was no English test level but comparison of the reading test results show that girls continue to outperform boys although the gap has narrowed. In maths, girls were either on a par with or outperformed boys by a few percentage points.

In 2015, the attainment of girls in Lambeth was higher than for girls nationally in both subjects, with a gap of four percentage points in reading, and six percentage points in maths. Boys in Lambeth also outperformed boys nationally in reading and maths (by three and four percentage points respectively).

Figure 4. KS2 performance at level 4+ by gender (reading, writing and maths combined)

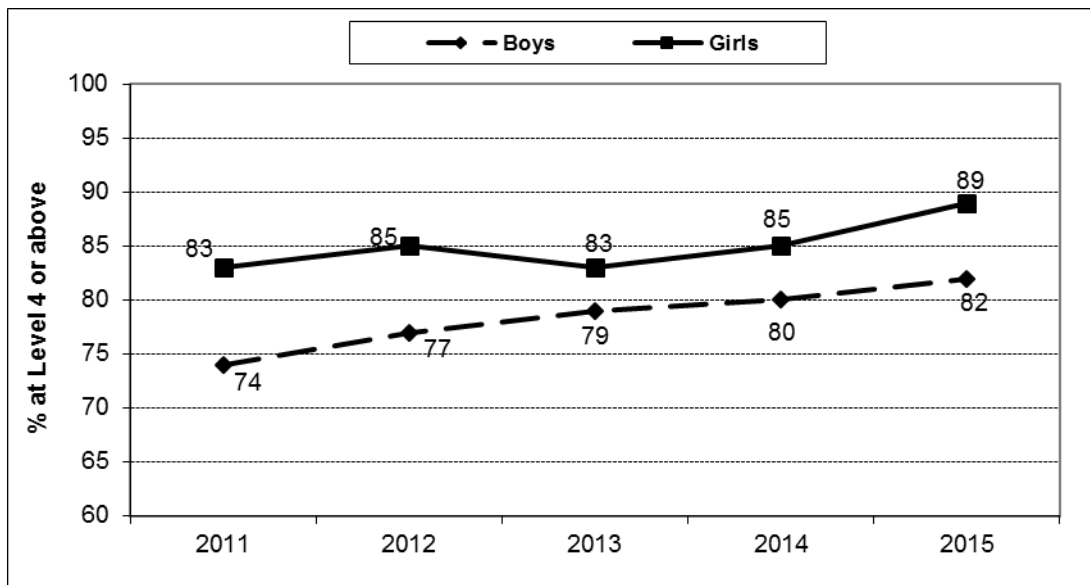
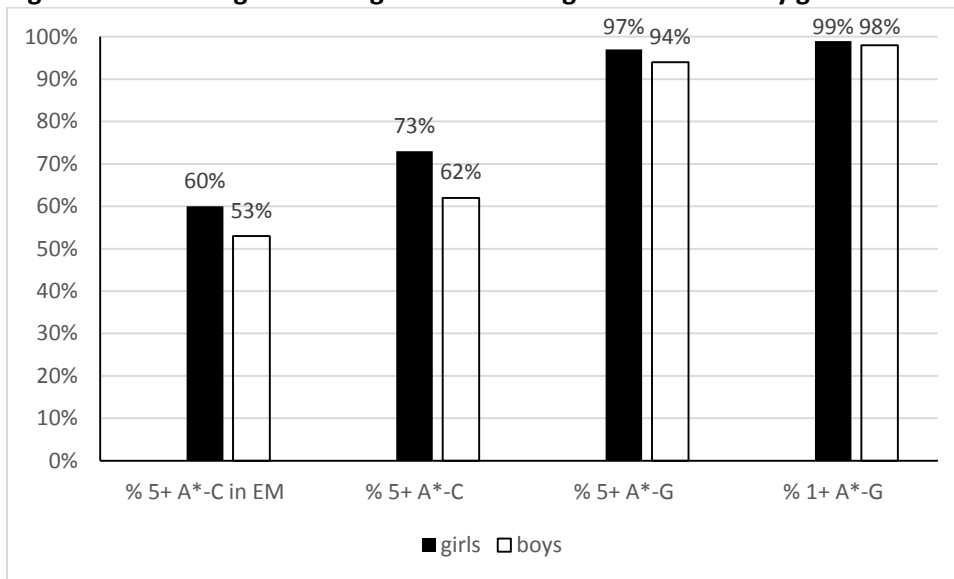


Table 6. GCSE performance by gender 2014 -5

Gender	Year	% 5+ A*-C inc EM	% 5+ A*-C	% 5+ A*-G	% 1+ A*-G
Girls	2014	62	76	95	99
	2015	60	73	97	99
Boys	2014	52	61	93	98
	2015	53	62	94	98

Girls consistently outperform boys in the borough, on each of the key indicators. In 2015, 60% of girls and 53% of boys gained 5+ A*-C including English and maths.

Figure 5. Percentage achieving 5+ A*-C inc English and maths by gender 2015



3. The Achievement Gap for EAL Pupils

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.

Table 7. Percentage of pupils at each level of fluency by Key Stage 2015

Fluency Level	Key Stage 1	Key Stage 2	GCSE
Stage 1 - beginner	4	1	0
Stage 2 - considerable support	14	5	1
Stage 3- some support	19	17	9
Fully Fluent – Stage 4	16	30	36
English Only	47	47	54

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As table 7 shows, most of the bilingual pupils with low levels of English fluency (stages 1 and 2) have been at KS1 and KS2, and by the time they reach secondary school far fewer are at this level. Of course, there will be some pupils who may have no English if they join a secondary school from abroad and this is reflected in the figures.

EAL Attainment at KS1 and KS2

National testing and assessment provide 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 8. Average Key Stage 1 performance at level 2B+ (2011-2015)

Fluency Level	2011	2012	2013	2014	2015	Change 11-15	Change 14-15
Stage 1 - beginner	23	24	32	33	34	+11	+1
Stage 2 - considerable support	47	49	58	62	64	+27	+2
Stage 3- some support	78	84	83	84	87	+9	+3
Fully Fluent Stage 4	91	92	92	93	94	+3	+1
English Only	69	75	77	80	82	+13	+2
All Pupils	68	73	75	78	80	+12	+2

Fully fluent (stage 4) pupils have consistently been the highest performers, followed by pupils at stage 3 of English fluency. Both groups outperformed English only speakers by a clear margin each year.

The performance of stage 1 and 2 pupils, those in early stages of English language acquisition have been more variable, partly because the cohort sizes are relatively small and subject to fluctuations.

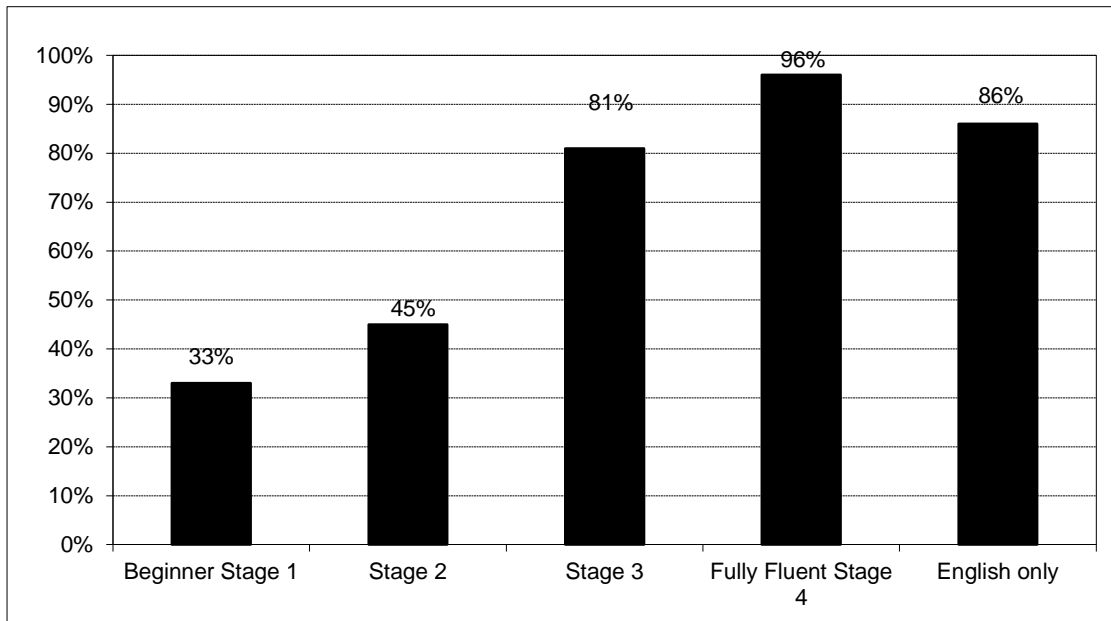
Table 9. Key Stage 2 Test Performance at Level 4+ (RWM combined)

Fluency Level	2011	2012	2013	2014	2015	Change 11-15	Change 14-15
Stage 1 - beginner	11	21	41	36	33	23	-3
Stage 2 - considerable support	40	45	43	42	45	5	3
Stage 3- some support	69	75	77	76	81	12	5
Fully Fluent Stage 4	95	93	93	94	96	1	2
English Only	78	80	81	82	86	7	4
All Pupils	78	79	81	82	86	8	4

Again at KS2, fully fluent bilingual pupils had the highest levels of attainment, with 96% gaining an level 4+ at RWM combined in 2015. This compares favourably with the borough average of 86%. Unlike at KS1, English only pupils had higher attainment levels than stage 3 fluency pupils.

Again, the performance of pupils at the earliest stages of learning English fluctuated each year due to the small cohort sizes, but their attainment is significantly below the borough average.

Figure 6 . KS2 performance in 2015 by fluency in English (RWM combined)



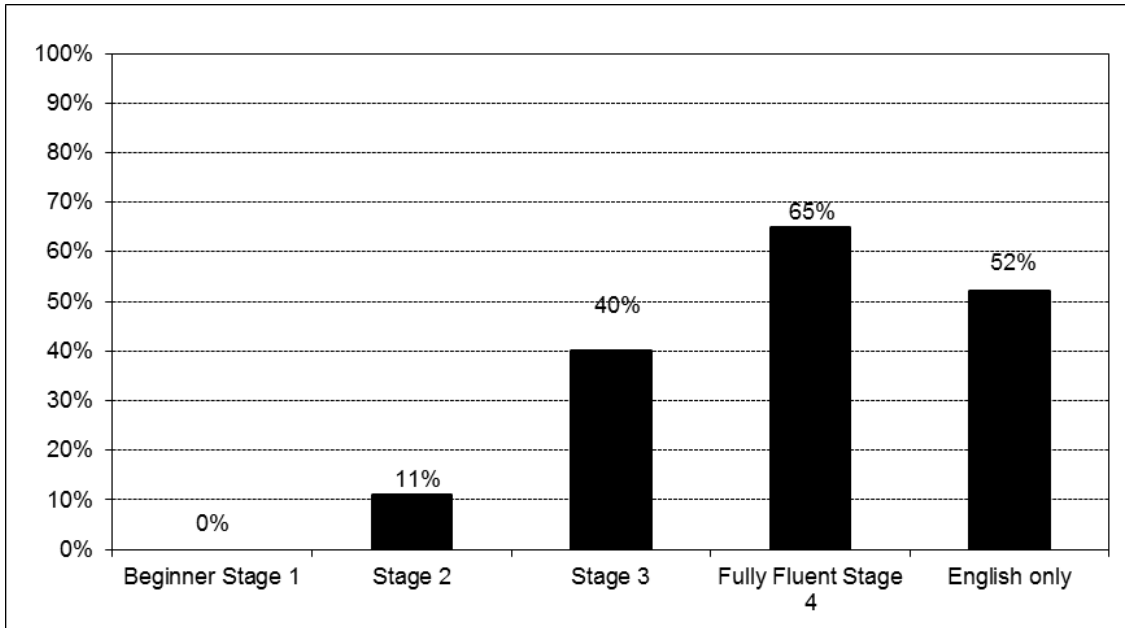
EAL Attainment at GCSE

Table 10. GCSE performance – 5+ A*-C including English and maths 2014 -5

Fluency Level	2014	2015
Stage 1 - beginner	0	0
Stage 2 - considerable support	7	11
Stage 3- some support	34	40
Fully Fluent Stage 4	66	65
English Only	55	52

As for previous key stages, fully fluent bilingual pupils were the highest achieving group. In 2015, 65% gained five good passes including English and maths. They were followed by English only speakers with 52% reaching this level. For stage 3 fluency pupils this figure was 40%.

Figure 7. GCSE % 5+ A*-C inc English and maths attainment in 2015 by fluency in English



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.

4. The achievement gap by eligibility for free school meals

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 11. Average KS1 attainment by eligibility for free school meals (level 2B+)

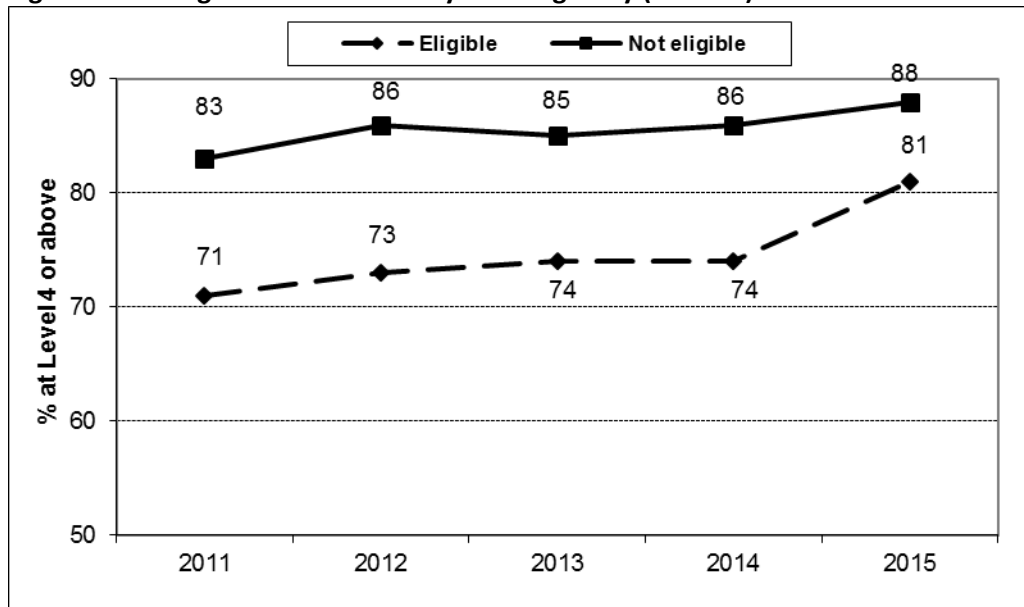
	2011	2012	2013	2014	2015	Change 11-15	Change 14-15
Eligible	60	66	69	72	73	+13	+1
Not Eligible	72	77	79	83	83	+11	0
All Pupils	68	73	75	78	80	+12	+2

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. In 2011 the gap was 12 percentage points, and by 2015 it was still 10 percentage points.

Table 12. KS2 attainment by eligibility for free school meals (level 4+ RWM combined)

	2011	2012	2013	2014	2015	Change 11-15	Change 14-15
Eligible	71	73	74	74	81	+10	+7
Not Eligible	83	86	85	86	88	+5	+2
All Pupils	78	79	81	82	86	8	4

Figure 9. Average KS2 attainment by FSM eligibility (level 4+)



At key stage 2, pupils who were eligible for a free meal were again less likely to gain level 4+ than those who were not eligible. The relative gap narrowed over the last five years, down from 12 percentage points in 2011 to seven points in 2015. Nationally the gap was 17 percentage points.

Table 13. GCSE attainment by eligibility for free school meals 2014

	2014	2015
Eligible for FSM	47	41
Not Eligible	60	61

In 2014, the gap between those who were eligible for a free meal and those who were not was 13 percentage points, however in 2015 this had increased to 20 percentage points.

5. The achievement gap for Pupil Premium pupils

This year, for the fourth time, the DfE is providing additional funding known as the 'pupil premium' to target disadvantaged pupils. To be eligible for the funding, set at £1800 in 2015, pupils must have been entitled to a free meal at any time during the preceding six years or be a child looked after.

Table 14. Key Stage 2 Pupil Premium 2015

	Lambeth			National		
	Disadvantaged Pupils (i)	Other Pupils (ii)	Gap	Disadvantaged Pupils (i)	Other Pupils (ii)	Gap
Reading, Maths and Writing TA combined 4+	82	89	+7	70	85	+15
Maths level 4+	89	95	+6	80	90	+10
Writing level 4+	88	93	+5	79	90	+11

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Reading level 4+	90	95	+5	83	92	+9
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- (i) disadvantaged pupils – eligible for a free meal in the last six years, or a looked after child
- (ii) Other pupils, never identified as eligible for a fsm in the last six years

Table 14 clearly shows Lambeth’s success in closing the gap between disadvantaged and other pupils. In 2014, the gap was smaller for each indicator than nationally, but in addition both disadvantaged and non-disadvantaged pupils in the borough did better than their peers nationally. Similarly, table 15 shows that there is also a smaller gap in Lambeth than nationally at GCSE.

Table 15. GCSE pupil premium 2015

	5+ A*-C inc. E&M		
	Non pupil premium	pupil premium	Gap
Lambeth	68	48	20
National	65	37	28

6. The Achievement of White and Black pupils in Lambeth schools

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. Yet the educational underachievement of particularly White British pupils in inner city schools has seldom been discussed in the achievement debate and national policy formulation.

Table 16. 5 + A* - C including English and Maths by all Black and White pupils (%)

	Black Pupils			White Pupils			White British Pupils			All Pupils		
	Lambeth	National	Gap	Lambeth	National	Gap	Lambeth	National	Gap	Lambeth	National	Gap
2011	60	54	+6	58	58	0	58	58	0	60	58	+2
2012	60	55	+5	63	59	+4	60	59	+1	62	59	+3
2013	64	59	+5	68	60	+8	68	61	+7	66	60	+6
2014	55	54	+1	58	56	+2	59	56	+3	57	53	+4
2015	52	53	-1	58	57	+1	61	57	+4	57	54	+3

Table 17. 5+ A* - C including English and Maths by Ethnicity and Free School Meals (%)

	Lambeth 2015			
	All Pupils	Non FSM	FSM	Gap
African	57%	64%	47%	16
Bangladeshi	58%	57%	60%	-3
Caribbean	43%	49%	37%	11
Chinese	65%	60%	71%	-11

White/ Black African	83%	91%	57%	34
White/Black Caribbean	47%	60%	38%	22
<i>Pakistani</i>	<i>80%</i>	<i>88%</i>	<i>67%</i>	<i>21</i>
White British	61%	72%	32%	40

The Lambeth and national data also suggests that there is a strong association between poverty and successful achievement in education. In particular, White British pupils are the ethnic group most polarised by the impact of socio-economic disadvantage.

Table 17 shows that the gap in attainment between White British pupils eligible and not eligible for free school meals was 40 percentage points in Lambeth, while for African pupils it was only 16 percentage points.

While poverty makes little difference to the achievements at school of some ethnic groups, it makes a huge difference to White British children on free school meals. Making comparisons between the educational attainments of different ethnic groups without explicitly considering the effect of economic disadvantage, effectively treating White British as a single group, is extremely misleading.

Appendix 2: Borough plan education, skills and employment outcomes

- 10 year outcome: Make sure that all children in Lambeth get the best start in their educations and working lives, and that their transitions between different life stages are as successful as possible. We will do this by ensuring that all of our children's centres, nurseries, schools and colleges deliver good or outstanding education for all, with diverse and high quality academic and vocational pathways.

By 2021 we will have:

- Increased the proportion children achieving good levels of social, emotional, communication, and language development by the end of EYFS
- Reduced inequalities in school readiness between children living in poverty, from black Caribbean and Portuguese backgrounds, boys, children in care, children at risk; and the general population
- Ensured that children living in the most deprived wards have the same level of access to good or outstanding primary schools as the general population
- Reduced inequalities in achievement between children in receipt of Pupil Premium, black Caribbean and Portuguese pupils, looked after children and those at risk, boys; and, the general population at key stage 2
- Increased the proportion of children with SEN identified early
- Ensure that more childcare settings in the borough are rated good or outstanding, and more children aged 2 and 3 take up their free early years entitlement

- 10 year outcome: Reduce inequality of education, training and employment outcomes for children, young people and adults from different backgrounds.

By 2021 we will have:

- Narrowed the achievement gap at key stages 3 and 4 between children eligible for Pupil Premium, Looked After Children, children from black Caribbean and Portuguese groups, boys children with SEN; and the general population their peers
- Improved the identification of, and support for, young people at risk of disengagement from education and training
- Increased the numbers of students in Lambeth Schools and colleges at KS5 achieving at least 3 A Levels A*- E or equivalent
- Narrowed the achievement gap at Key Stage 5 between: young people on Pupil Premium, black Caribbean and Portuguese young people, looked after young people/those at risk, young people with SEN, disabled young people, boys; and the general population
- Reduced the numbers of young people (16-19) whose status is unknown or who are not in education, employment and training, particularly looked after children, and children with SEN and/or disabilities
- Reduced inequalities in employment rates between young people (aged 25 and under), LAC, people with health issues and disabilities, from Black African and Black Caribbean and Portuguese groups, residents aged 50+, and, ex-offenders; and the general population
- Reduce the rate of Lambeth young people entering the youth justice system, particularly from those ethnic groups who are currently overrepresented

Appendix 3: Key facts about Lambeth Schools (2014)

- Lambeth is home to 67,000 children and young people, 22% of the total population of 300,000.
- The borough is experiencing one of the fastest rising birth rates in the country.
- In September 2014, a third more children entered Reception than in 2006.
- Our forecasts indicate that the combined primary and secondary populations (Year R to Year 11) will increase a further 10,000 by 2017/18.
- 52% of all primary aged children and 38% of all pupils at secondary school in Lambeth do not speak English as a first language. The average for England is 19% and 13% respectively.
- Approximately one in three children in Lambeth is born into poverty, higher than the national average of one in five.
- There are 59 primary phase schools, five special schools, five nursery schools, two all through (primary and secondary phase) schools and two pupil referral units. Of the 16 secondary schools, nine are academies. Two primary schools are academies.
- As of September 2014 there are 12 schools with sixth forms, (including one special school), one further education college and one adult college.
- There are ten special educational needs resource bases attached to mainstream schools.
- Lambeth is ranked 3rd out of 152 local authorities in terms of expected progress in maths, and joint 8th in writing at age 11 and 73rd at GCSE in the 5+A*-C including English and maths (2014).
- On all Ofsted measures Lambeth is ranked 4th out of 33 London boroughs for performance (2013 Ofsted performance).
- 78% of disadvantaged pupils and 88% of non-disadvantaged pupils in Lambeth achieved the expected level in reading, writing and maths combined at age 11, compared with 67% and 83% nationally for each group (2014).
- 51% of disadvantaged pupils and 55% of non-disadvantaged pupils in Lambeth achieved five A* to C GCSEs or equivalent, including English and maths, compared with 37% and 64% nationally.
- Lambeth is ranked 10 out of 152 local authorities for achievement of pupils on free school meals at 16 (2014).
- NEET in Lambeth is 2.9% compared with the inner London average of 3.84%, while not knowns are at 22.0% compared with the inner London average of 18.57% (2014).