

Chief Inspector's Report

2014/15



Celebrating achievement and
learning in Lambeth


Lambeth



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Introduction

Welcome to the 2014/15 annual Lambeth Chief Inspector's Report. This report summarises the progress made by Lambeth schools, pupils and the school community in raising achievement throughout the academic year. It also serves as an evaluation of the Local Authority's work, in partnership with schools, to achieve annual targets and the council's vision for excellent schools provision. Each section includes an indication of priorities for 2015/17.

Highlights of the academic year

Excellent GCSE results place Lambeth schools among the very best in the capital for improvement. There was continued improvement at the end of 2014/15 in terms of Ofsted inspection outcomes. Overall there were 29 school inspections. Of fifteen primary schools inspected in Lambeth five were graded as 'outstanding'; six were graded 'good'; four were graded as 'requires improvement'. Eight secondary schools were inspected. Four were judged 'good' and four were judged outstanding. Currently no Lambeth schools are judged to be causing Ofsted concern.

Raising achievement

At Key Stage 2 attainment is clearly above corresponding national levels, while KS1 results in the borough are around the national level. Furthermore the borough achieves extremely well on the KS1-KS2 two levels of progress indicator, being joint highest LA for maths, and ninth for writing.

Lambeth has seen significant improvement at GCSE achievement, following a sustained period of focus since 1997. Results at GCSE are now consistently above the national average. However, this progress is not reflected at post-16 results, where the borough continues to lag behind the national average. For example, the Department for Education data shows that the proportion of students achieving 3 or more A levels at A*-E grade is 82.4% compared to a national average of 91.8%. When considering the higher grades, only 5.6% of students achieve 3 A levels at AAB, compared to a national average of 11.9%.

Narrowing the gap

The relative performance of African pupils at KS1 and KS2 has been at or around the borough average each year, with similar rates of improvement. However, the picture is different at GCSE where they tend to be the highest achieving group.

Somali pupils have previously been identified as underperforming in Lambeth. They have made good strong progress in each of the key stages and are now above the Lambeth level at each key stage with the exception of KS1.

White British pupils had consistently high levels of attainment at KS1 and KS2, with rates of improvement at or exceeding the borough average. In contrast, the achievement of White British pupils at GCSE has only exceeded the borough average for the last two years.

Girls outperformed boys each year in reading and writing at KS1, and this was also true for maths, albeit by a smaller margin. At KS2, girls also outperformed boys in reading by a clear margin, while in maths there was much less of a gap. At GCSE, girls outperformed boys on each indicator. Fully fluent bilingual pupils were consistently the highest attainers at each key stage. At KS1, stage 3 fluency pupils outperformed English-only speakers but this was not true for the other key stages.

There continues to be a wide gap in attainment between those who have free school meals and those who pay. However, the attainment of both groups is higher than their peers nationally at each key stage.

The overall evidence suggests that Black Caribbean pupils are underperforming particularly at GCSE, however Portuguese pupils made good progress over the period with improvement in levels of fluency in English. The underachievement of Black Caribbean pupils remains a concern and is obviously an issue policy makers and schools need to address.

Attendance

Overall absence is lower in Lambeth than nationally for both primary and secondary schools – 3.9% and 4.7%, respectively, compared to 4.0% and 5.3% nationally. Persistent absence is lower for secondary schools in Lambeth (15% or more absences: 4.6% compared to 5.4% nationally) but this is not true for primary schools (2.3% compared with 2.1%).

Exclusions


Permanent exclusions continue to remain static with the implementation of Managed Transfers to avoid exclusion wherever possible. 18 of the 41 permanent exclusions occurring during 2014/15 were from out of borough schools. Lambeth had 0.08% of exclusions as a percentage of the whole school population (a reduction of 0.02 percentage points) compared to a national figure of 0.06% (2014/15).

Key challenges for 2014/16

Across all schools there is a continued need for consistent and strong leadership and high quality safeguarding. Absorbing changes to the Ofsted inspection regime and major changes in school funding arrangements as well as managing the implementation of the legislative changes such as the Children and Families Act 2014 and the Education and Adoption Act 2016 provide real challenges for schools. School Improvement Advisers (SIAs) will continue to work closely with schools to offer support and challenge.

The excellent partnership working between schools, the Local Authority and other partners continues to provide children and young people in Lambeth with a high standard of education equipping them well for their future lives. Together, we continually strive to improve the education experience and address areas of development.

I look forward to continuing to work in partnership with you to continue to improve the quality of education and care for all our children and young people.



Cathy Twist
Chief Inspector/Director, Education, Learning and Skills

Context

Lambeth is one of 13 boroughs that make up inner London. It is the second largest inner London Borough with an official population of at least 318,000 (ONS 2014 Mid-Year Population Estimate). This is up four thousand from 314,000 the last population estimate for the borough in 2013.

Covering an area of around 10 square miles, Lambeth measures seven miles north to south and about 3 miles east to west. It has one of the largest geographic areas of any inner London borough, and is situated in south London between Wandsworth and Southwark, and south from Westminster.

There are several distinct areas in Lambeth: Waterloo, Vauxhall, Kennington, Brixton, Clapham, Stockwell, Norwood and Streatham.

The latest deprivation¹ data is the 2015 Index of Multiple Deprivation (IMD). IMD 2015 places Lambeth as the 8th most deprived borough in London and 22nd most deprived district in England. This is an improved relative position since 2010 when Lambeth was ranked as the 14th most deprived authority in England.

This is less deprived than Hackney, Haringey, Islington, Newham and Tower Hamlets which are the most deprived nationally and similar to boroughs like Southwark and Lewisham.

Those living in the most deprived areas are spread throughout the borough but are particularly concentrated in Brixton and Stockwell, with some in Norwood. Coldharbour ward being the most deprived in some ways. The most affluent ward in the borough is Clapham Common with areas such as Crescent Lane which is among the most well off in the borough.

The borough is divided into 21 wards, represented by 63 elected councillors. Each ward is represented by 3 councillors. Ward profiles are available in the most recent State of the Borough report.

Lambeth is extremely ethnically diverse- even more so than recorded 10 years ago. It really is the world in one borough.

Lambeth has been in the top 10% as a destination for international migrants for every year from 1951, confirming that Lambeth has been a destination for overseas immigration for much of the last 100 years.

Lambeth has a complex ethnic and cultural mix, most similar to Southwark and Lewisham, with large African, Latin American and Portuguese-speaking populations. It is a destination for many migrants, especially the young, from around Britain and abroad - in particular Poland and other EU countries as well as Australia, New Zealand and South Africa.

Lambeth has a low percentage of people with an English only identity and the proportion of White

¹DCLG, who produce the Indices of deprivation, explicitly advise against making comparisons over time between releases of the deprivation data. The indices were initially designed to provide a consistent basis for allocating deprivation funds down to a small area level. It was therefore designed to be consistent across all areas of the country, rather than being comparable over time. Benefits data, for example, is an important part of the indicators, and is obviously subject to change as legislation and guidance change.

British people has decreased from 50% to 39% in the last 10 years. Lambeth's largest non-white ethnic group is black African followed by the second largest proportion of black Caribbean in London after Lewisham, although this community is reducing as a proportion of the population. Lambeth has significant Portuguese, Polish and Somali populations. There is a relatively small south Asian population.

Recent health estimates suggest Lambeth has one of the largest Lesbian Gay Bisexual and Transgender (LGBT) populations in London.

Lambeth is a young borough. Over half of the population is younger working aged (20-44 years), and there relatively few children and young people under 20. Lambeth has the highest number of people aged 25-29 of any London borough. Many families leave the borough with small children. The borough has a small proportion of people aged 60+.

The proportion of people moving in and out of the borough is high, similar to many places in inner London; approximately 12% of the population leave each year and are replaced by around 12% new arrivals. In other words, around 88% of the population each year remains the same.

The population change gives rise to significant pupil mobility within Lambeth schools. The average pupil mobility is 17.9% in primary schools and 8.5% in secondary schools. These rates of change are typical of inner London though this can be higher in individual schools. A significant number of children and young people are from refugee and asylum seeking families which also affects the level of pupil mobility.

Overall, the pupil population in Lambeth schools has risen from 28,593 pupils in 2003 to 36,597 pupils in 2015, a rise of 26%. Pupil numbers in the primary sector have risen by about 14% between 2004 and 2014. The rolls of the five nursery schools have remained relatively stable over the period, since they are almost always full. The reduction in the special school rolls can be attributed to the recent reviews and subsequent restructuring of special education within Lambeth and the reintegration of many former special school pupils into mainstream education. The number of secondary age pupils has risen by around 47% since 2004.

Lambeth Schools

Lambeth contains 90 schools with a total of 36,597 pupils. Of the 90 schools, 14 have academy status. The types of school and pupils on roll in January 2015 are as follows:

Table 1: Types of school and pupils on roll, January 2015 (Source: School Census 2015). Data includes academies.

Type of School	Number of Schools/Units	Pupil Roll (Headcount)
Nursery	5	487
Primary	62	23,517
Secondary	18	11,983
Special	5	438
Pupil Referral Units	2	172
Grand Total*	90	36,597

*Durand, Dunraven and Turney are all-through establishments so are counted in both primary and secondary, but are only counted once in the overall total.

There is also a wide range of alternative education provision within the borough supporting pupils who are excluded (or at risk of exclusion), pregnant school girls, young offenders and pupils with autism and other sensory impairments.

Our child population is also very diverse. About 37% of the general population of the borough White British. There are even higher numbers attending our local schools with 85% of pupils being from a BME background. A significant number are children and young people from refugee and asylum seeking families. This has an impact on the level of mobility which can make it difficult to effectively target services to those most at need.

Black African pupils form the largest ethnic group in Lambeth with 24%, followed by Black Caribbean at 16% and White British at 15%. The ethnic composition of the schools' population has changed since 2002, with the percentage of Black African pupils increasing from 22.8% to 24% during this time, while the percentages of Black Caribbean and White British pupils have continued to fall. The Portuguese community continues to grow in Lambeth. The percentage of Portuguese pupils is now 5% (2015).

The diversity of Lambeth's population is reflected by the exceptional number of languages and dialects spoken in Lambeth schools, with the Lambeth Pupil Survey of January 2015 recording 150 languages, in addition to English. 18,663 pupils spoke or understood a language other than English at home. This represents 51% of the total respondents. Portuguese is the most common language spoken by Lambeth pupils after English with 2811 (7.7%) of speakers. Spanish is the second most spoken language with 2053 (5.6%) of speakers, closely followed by Somali (4.6%), French (3.8%) and Yoruba (3.3%).

A number of children and young people also live in special circumstances. For example:

- In 2015, 18.6% of pupils in Lambeth primary schools and 22% in secondary schools were identified as having a Special Educational Needs. Within this figure there are more with very complex needs.
- 456 children are in care to Lambeth Council for a variety of reasons (as reported April 2016)
- The 2014 under 18 conception rate for Lambeth was 33.8 per 1,000 girls aged 15-17, or 142 girls. This represents an increase from the 2013 rate of 24.7 per 1,000. However, the rate has fallen substantially from the 2003 peak of 96 per 1,000 girls, or 415 girls (source Public Health Outcomes Framework)
- 278 children are subject to a Child Protection Plan because they may be at serious risk of harm (as reported April 2016).

Priority One

Lambeth schools provide fully inclusive education

Specific areas of focus in 2014/15 were:

- Continue to reduce the school age conception rate
- Increase the number of available primary and secondary school places
- Focus on compliance with the school admissions code
- Support schools in providing high quality information, advice and guidance to parents/carers and young people at key transition points
- Support and encourage excellent education achievement for children looked after
- Increase the number of young people educated about healthy relationships
- Increase the number of places in mainstream schools for children with an additional or special need
- Increase the number of special school places in the Borough
- Ensure that excluded pupils have access to a quality education provision
- Children missing education are identified and placed at the earlier opportunity
- Home educated pupils are monitored and assessed
- Support schools to comply with statutory minimum safeguarding standards
- Supporting schools to understand responsibilities under the Counter Terrorism Act
- Supporting schools to further develop practice in recognising and reporting suspected cases of FGM

Work to achieve these areas of focus and targets

In 2014/15 the Lambeth Healthy Schools Strategic Group again commissioned the Lambeth Health & Wellbeing programme to provide a PSHE programme in all of our primary, secondary and special schools. This work was delivered by the Health Education Link service (HELs) for primary schools and special schools and by Brook for secondary schools. The organisation TENDER was commissioned to work with four secondary schools and an AEP around healthy relationships. The programmes involved assessments/audits at each school to identify their needs, lessons delivery and model lessons by HELs for teachers, support with policy development and scheme of work revision. Staff training and parent information sessions were also delivered. Topics covered were:

- Sex & Relationship Education
- Drug, Alcohol & Tobacco Education
- Emotional Health & wellbeing
- Eating on a budget parent sessions

In response to national and local issues, lessons included cyber-safety, sexual bullying/consent and FGM sessions for primary school staff and parents. FGM was discussed during sessions with secondary pupils. Organisations communicated with each other regularly via the PSHE Provider's Forum to ensure there is a common approach to all aspects of the programme and a termly coordination grid compiled to give an overview of agencies working with schools.

During 2014/15 Brook engaged with fourteen mainstream secondary schools, delivering 467 lessons to over six and a half thousand pupils. Brook was unsuccessful in engaging with targeted youth settings and AEPs. They also found their drop-in sessions were not engaging young people as they would have liked.

Tender was commissioned to work in 4 schools and an AEP with a focus on healthy relationships

Key Outcomes from the Brook and TENDER secondary school provision indicated:

- Increased awareness of young people around the associated risks of drug/substance misuse; consent and the legal issues around sexual violence particularly among girls; improved access to support services on contraception and teenage pregnancy/parenthood.
- Improved content and delivery of drug and substance misuse and sexual health curriculum, including STIs, particularly on Chlamydia and HIV transmission on which there was very little information and guidance. This was achieved through better co-ordination with PSHE leads/co-ordinators.
- Young people have better knowledge on dealing with situations of emotional stress arising out of unhealthy relationships, including domestic abuse and sexual exploitation as well as stress triggered by concerns about body image/self-perception.
- Development of partnership network with Foundation 66 (drugs and substance misuse), the Gaia Centre and Victim Support (violent/abusive relationships and child sexual exploitation) to support young people at risk of involvement in gang culture.

Needs assessments from young people in schools identified the following issues they still require help with and will be addressed in 2015-16 and beyond:

- Sexual bullying, including sexual exploitation
- Abusive relationships
- Stress including cyber-bullying
- Self-harm as a response to emotional stress
- Stress/depression often caused by body dysmorphia
- Gender-specific provision for girls



HELs supported schools with policy and schemes of work; staff training around drugs and alcohol education and sex and relationship education and FGM; parental sessions on healthy eating on low budgets; model lessons for KS2 on behaviour, relationship education including body changes, emotional health and drugs and substance misuse.

HELs supported 45 primary/ special schools and delivered 69 model lessons, up from 59, a 16.95% rise over 2013/14. This represents coverage of 71.4% of all primary schools in the borough and 50% of Special Schools and AEPs.

It increased the total of INSET/teacher training sessions from 13 to 47, an increase of 261.54% over 2013/14.

Key outcomes for HELs provision:

- Improved levels of confidence and competence among teachers in the delivery of sessions across drugs and emotional wellbeing education. The positive response to training is reflected in increased uptake rates of INSET days.
- Increased level of engagement with partner schools arising out of their participation in the Healthy Schools London accreditation programme
- Improved awareness of children on the dangers of drugs and alcohol as well as chemical substances commonly used in the home, such as cleaning detergents.
- Increased confidence among low income families in ability to provide healthy meals on marginal budgets
- Improved knowledge base of children around biological body changes, particularly in transitions associated with puberty; children have also improved their knowledge around sexual health, sexuality and the reproductive cycle.
- Children have also improved their knowledge on the protection offered by law against Child Sexual Exploitation (CSE), and
- School staff have learnt more about sexual abuse such as Female Genital Mutilation (FGM).

HELs children needs assessments and feedback plus parental feedback identified the following as key needs:

- Peer pressure to undertake risky behaviours such as truancy, view online pornography or participate in disruptive behaviour in class or in the playground.
- Emotional stress arising out of high parental expectations in academic attainment
- Depression or other stress conditions arising out of increased awareness of body image, particularly among children classified as overweight or obese.
- Cyber bullying, including inappropriate sexual advances, the use of abusive or intimidating language
- Increased access to pornographic or other inappropriate social media space and parents' lack of confidence or competence to support children with e-safety.

During 2014 /15, 18 schools were accredited by Healthy Schools London for the Bronze or Silver Award. Sixty-one schools were engaged with the programme. The PSHE/Healthy Schools team continued to support schools to achieve both the Bronze and Silver Awards to the highest standard.

Continue to reduce the school age conception rate 2014 Under 16 and under-18 conception data (released on 9th March 2016)

The 2012-2014 under-16 conception rate is **6.7** (85 conceptions) per 1,000 13-15 year old females. This represents a **decline of 5.6% since 2011-2013. 76.5%** of these conceptions ended in termination.

The 2014 under-18 conception rate for Lambeth is **33.8 (142 conceptions)** per 1,000 girls aged 15-17, representing an overall decline **60.4%** since 1998 the baseline. However, the rate of under-18 teenage conceptions in Lambeth **increased** in 2014 recording a **36.8%** increase since the 2013 under-18 conception rate of **24.7** per 1,000 girls aged 15-17 years. There was an increase of **37** conceptions between 2013 (105 conceptions) and 2014 (142 conceptions). **66.2%** of these conceptions ended in termination.

Lambeth is now the Inner London Authority with the highest under-18 conception rate just above Lewisham so it is crucial that PSHE work continues with young people.

Table 1: Performance against statistical neighbours

	1998		2014		%Change
	Number	Rate	Number	Rate	1998-2014
LAD1 and GOR	2864	66.7	1098	23.1	-65.4
Inner London					
Lambeth	365	85.3	142	33.8	-60.4
Southwark	318	87.2	110	27.4	-68.6
Lewisham	319	80.0	144	31.3	-60.9
Hackney & City of London	273	77.1	101	24.7	-68.0
Haringey	227	62.3	100	22.6	-63.7
Islington	163	58.3	58	20.2	-65.4
Brent	218	47.8	99	18.5	-61.3

Family Learning

Family learning programmes delivered in Children's Centres, schools and other community venues have increased the confidence and skills of parents and carers in supporting their children's learning. The courses aim to recruit parents and carers with literacy and numeracy skills below Level 2 or parents and carers whose children's attainment needs additional support. Within the target group there are priority groups including:

- Male family members and carers (especially those who need support with parenting)
- Those living in economic deprivation
- Families from underachieving ethnic groups
- The extended family and other carers

Courses include Helping My Child with Reading and Writing, Helping My Child with Mathematics, Family ICT, Animation and Film, Family Enterprise and Family Cookery and Nutrition. Courses are adapted to meet the needs of the families in particular schools or children's centres and in line with children's centre and school priorities. Data collected from a telephone survey of learners in 2014/15 reveals that 98% of the survey sample thought that the course had had a positive impact on their child or that their child had improved their achievement and attainment at school and 89% became more involved in their child's school or local children's centre. Parents and carers also work on individual targets to help their own progression and are offered the chance to do accreditation on some courses. All parents and carers are offered information, advice and guidance as each course draws to an end. Almost 700 adult learners have been enrolled on Family Learning courses to date this year with retention and success rates (to 1st May 2015) currently standing at 93% retention and 93% success.

School Safeguarding Team

Safeguarding children in schools continues to remain a priority for the Schools Safeguarding Team. It remains that all Lambeth schools, including academies, free and independent schools, continue to use the team well as a resource to support and advise but also to challenge and quality assure their safeguarding arrangements in line with statutory minimum standards and beyond. This is broadly achieved through on site safeguarding health checks to assist schools in reviewing their safeguarding arrangements to ensure children are safeguarded and protected but also to ensure schools are in line with evaluation schedules. This work is now carried out in liaison with the checks carried out by the Council's Internal Audit team to ensure joined up working and to minimise duplication. The Schools Safeguarding Team continues to issue advice to schools through telephone

and electronic contacts but also through the safeguarding circular which informs schools about current safeguarding issues, changes to safeguarding law and statutory guidance, and writing and disseminating model policies. This is now also being made available to schools via the Schools Services Website. Feedback from schools is very positive regarding the updated information they receive and we note that schools act upon the requirements as highlighted to them.

Return of the Schools Safeguarding Checklist continues to be supported well by all schools and greatly assists the Schools Safeguarding Team work by helping to target the supportive work in our schools. Due to the nature of the checklist schools also use it to assist in their inspection preparations. A report on the status of schools overall compliance with statutory minimum standards is presented to the Council's SIMG and Safeguarding Boards.

Safeguarding and Child Protection Training continues to be a popular traded service with Lambeth Schools, Academies and our Independent sector settings, and assists with our schools continuing to meet their statutory training cycles. Training for schools governors has been revised and is available to schools through Governor Services and directly with Governing Bodies. In partnership with colleagues from Schools HR Safer Recruitment training is also made available for schools and governors and is always oversubscribed.

The Schools Safeguarding Team is working in partnership with the Councils PREVENT Officer to ensure that all school understand their statutory duties with regards to preventing their pupils from becoming radicalised and two half day events have been delivered for Headteachers on this subject. Schools have been made aware of new legislation and statutory guidance and a model safeguarding policy has been written by the Schools Safeguarding Team for schools to adopt as part of their safeguarding duties in this area should they so wish. The DfE WRAP train the trainer has been undertaken by the Schools Team and this will greatly assist in rolling out the aware of the PREVENT programme in schools

Free internet safety (e-safety) training is made available to all schools via our CEOP Ambassador by way of assemblies for students and tailored training for parents to raise awareness about how young people can keep themselves safe in the digital world and how parents can promote the safe use of the online world within the home environment. All schools are making good use of this service. Lambeth's dedicated strategy and policy on Child Sexual Exploitation (CSE) was formally ratified by the LSCB and promoted to all schools. Schools have been encouraged to attend free specialist CSE training via the LSCB and have been proactive in making appropriate referrals to social care when concerns have been raised. The schools safeguarding team has now received specialist 'train the trainer' CSE training in order to train a dedicated CSE 'lead' in every Lambeth school.

Not in Education, Employment or Training (NEET)

The Raising Participation Strategy focuses on young people remaining in education, learning and employment until 17 in the 14/15 academic year increasing to 18 in the 15/16 academic year. A long standing focus is on the proportion of young people in Years 12-14 who are NEET (Not in Education, Employment or Training). Numbers in learning, education or training in learning increased from 6637 in March 2014 to 6853 (March 15). During the same period NEET levels in Years 12-14 fell, from 3.27% to 2.55%(at March 15) representing 184 young people, which compares well with our statistical neighbours. This improvement reflects well as Unknown participation remained relatively constant over the year at 13.9% which is still high and remains a key focus. Lambeth is reviewing its strategies to identify those who are unknown, and also ways to strengthen its work with those young people in schools at risk of becoming NEET (RONIs). This area of work is often complex and resource intensive.

Increase the number of available primary and secondary school places including special provision

There has been an overall 14% increase in applications to the primary school reception age group since 2010 with the highest increases in the Norwood and Streatham areas. Work continues to be carried out to project the demand for extra school places following proposed new housing developments in the north of the borough including the Vauxhall and Nine Elms developments. In order to ensure that there are adequate school places in the borough there have been a number of school expansions and refurbishments in many of our primary schools. Since 2007 there have been 33.5 'bulge' classes set up across the borough; however there were no bulge classes set up in 2014 as the school expansions provided sufficient capacity at that time. There have been 20.2 permanent forms of entry expansions to Primary Schools completed between 2007 and 2014 with a further 4 forms of entry opening in September 2015.

There will be an increase of children from the primary sector coming through the system who will need a secondary school place. Because of the opening of a number of new secondary provisions including 'free' schools, projections indicate a surplus of places until 2017/18. After 2017/18 Lambeth may have a shortage of secondary places however plans and feasibility studies are under way to expand existing secondary schools and possibly build a new 6 form entry school in the south of the borough. The opening of mainstream 'free' schools is managed by the DfE out of the local authority's control and makes local pupil place planning difficult. Trinity Secondary school opened in September 2014 as a 4 form entry school.

In September 2015 all applicants to Lambeth primary and secondary schools were offered a school place. This has been a continuing success for the Pupil Place Planning in the authority.



Special Educational Needs (SEN) Review

The SEN Review began in 2011 and sought to ensure that as many Lambeth children with additional or special education needs are educated in the borough and in mainstream provision where possible. Analysis of the changing needs of children and young people has led to planning and implementation of 10 specialist 'Resource Bases' in mainstream schools. 8 of these Resource bases will open in the 2014/15 academic year. The 9th is due to open in September 2015. There are also advanced discussions to add another secondary ASD Resource base totalling 10 across Lambeth. The local needs analysis carried out has also informed on the re-designations of our special schools to create more capacity, as well as support for a new secondary ASD free school due to open in 2018. In the case of one secondary SLD special school this has resulted in the re-design of the interior spaces, an increase in capacity, and the review of the revenue budget to secure the additional therapies and curriculum that the changing profile of needs of the students in the school requires. The SEN review developments have also been enjoined with implementation of the key tenets of the Children and Families Act 2014. Implications of this Act are being embedded across Lambeth.

School exclusions

Permanent exclusions continue to remain static with the implementation of Managed Transfers to avoid exclusion wherever possible. 18 of the 41 permanent exclusions occurring during 2014/15 were from out of borough schools. Lambeth had 0.08% of exclusions as a percentage of the whole school population (a reduction of 0.02 percentage points) compared to a national figure of 0.06% (2014/15).

Table 2: School Exclusions

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Primary	19	13	11	12	16	8
Secondary	45	36	31	31	24	32
Special	1	0	1	0	2	1
Total	65	49	43	43	42	41

Support to schools

Vulnerable Pupil Management Group (VPMG): The VMG meets monthly and is attended by internal and external representatives from numerous disciplines in order to raise complex cases requiring resolution and address the associated issues. The Panel seeks to place children in schools as quickly as possible.

Managed transfers: 'Managed transfers' are being promoted as an alternative to permanent exclusion. This is where a school has sufficient evidence to issue a permanent exclusion after exhausting an extensive range of intervention strategies but in partnership with the parent, looks to place in Alternative Provision, or in another school where a child can make a 'fresh start'. This process is done with the agreement of Headteachers, Lambeth's alternative provisions, the parent and young person. The use of transfers where appropriate promotes a more positive transfer into alternative education rather than having the stigma of a permanent exclusion on their record.

Virtual School

The Virtual School works to the guidance issued by the DfE in September 2014 'Promoting the Attainment of Looked after Children'

The remit of the Virtual School changed in September 2014 from just being responsible for pupils of statutory school age to include those children in the Early Years and Post-16 young people. On this basis, three new members of staff were recruited to be responsible for the following cohorts: EY to Year 5, Year 6 – Year 10 and Year 11-14.

The last academic year has seen a general trend of improvement in attainment across the Key Stages particularly in Maths at KS1. Reading and Maths at KS2 demonstrated that 75% of pupils achieved Level 4 (National figures for all children are 89% and 85% respectively), however this figure is significantly lower in Writing (58% and 86% National); as such writing attainment and progress are a focus of PEP meetings for the present Year 7 with PPG targeted to accelerate progress. The number of young people achieving 5 GCSEs graded A* - C including English and Maths is 26%. This is down from the previous year of 36%. However, it should be noted that the numbers taking GCSEs has increased from 25 to 43 (highest in the last 3 years) and the actual numbers achieving 5 GCSE (including M & E) has increased from 9 to 11. In spite of the improvement, our young people are still not doing as well as their Lambeth peers, who are generally performing better than their national peers. The expectation is that all CLA will achieve as well as, or better than their peers, so a strong focus of the Virtual School is to maintain and extend this progress.

Online learning in maths has been purchased for all children and young people to support them in their numeracy development and in addition, children in years 1, 3, 5 and 7 receive Letterbox Parcels from May to October each year to assist with literacy and numeracy development. All primary children also have online learning in reading, spelling and maths. This year a library was created with resources for social workers to use with their children on statutory visits. The resources are reading schemes, literacy, maths and PSHE games to improve resilience and develop children holistically, as well as academically.

A Virtual School Management Board has been established to provide independent oversight and support for the Virtual School, with a remit similar to a Governing Body. Its remit is to focus exclusively on pupil achievement at all levels of the school. It has members from various stakeholders (local schools, health professionals, social care) and reports to the Corporate Parenting Board.

Moving forward – priorities for 2015/16 – 2016/17

- Continue to develop and implement additional special needs places in the Borough
- Pro-active working with headteachers and alternative education providers to consider use of managed transfers to avoid Permanent Exclusions
- Negotiations between parents, Headteachers, Inclusion and the Parallel Learning Trust in an attempt to eliminate occurrences of permanent exclusion via the use of Managed Transfers where all parties are in agreement.
- Continue to ensure the highest standard of safeguarding in all educational settings
- Ensure children identified as missing from education are supported to be placed in an education provision
- Assess the quality of home education provided by parents outside of mainstream schooling
- Roll out programme of Workshops for Raising Awareness of Prevent and child sexual exploitation awareness training



Key contacts for Priority One

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Priority Two

Raising achievement at the end of the foundation stage

Introduction

Over the last five years, there has been a secure upward trend in results for Lambeth children at the end of Early Years Foundation Stage as measured by profile scores. In 2013, the government introduced a new, more demanding Early Years Foundation Stage Profile (EYFSP) assessment following the Tickell Review of 2010. The revised EYFSP eradicated the 69 Early Learning Goals replacing them with just 17 focusing on 3 prime areas of learning: Communication and Language; Physical Development; and Personal, Social and Emotional Development plus 4 specific areas of learning: Literacy; Mathematics; Understanding the World; and Expressive Arts, Designing and Making. Within these scales a child can gain a score of 1-3 with 1 being 'emerging', 2 being 'expected' and 3 being 'exceeding'. These scales are also classified into prime and specific areas of learning. These areas of learning are outlined below. The DfE had this to say about the new Good Level of Development (GLD) for pupils in schools:

"From 2013, children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy."

In 2015, 63% of Lambeth children attained the good level of development, a figure broadly similar to many inner London authorities but below the national figure of 66%. However the gap between the Lambeth figure and the national narrowed in 2014-15 to 3%.

Overall development and main findings

Table 3: EYFSP National and Lambeth Aggregate Results 2015

	National 2015	Lambeth 2014
Good Level of Development (GLD)	66%	63%
Average Total Points (ATP)	34.3	32.8
Communication and Language (CLL)	80%	76%
Physical Development (PD)	87%	86%
Personal, Social And Emotional Development (PSE)	84%	81%
Literacy (LIT)	70%	66%
Mathematics (MAT)	76%	73%
Understanding the World (UW)	82%	80%
Expressive Arts and Design (EAD)	85%	84%
Prime Learning Goals (Pri)	76%	71%
Specific Learning Goals (Spe)	66%	62%
All Learning Goals (All)	64%	61%

Contextualisation of the EYFSP Results with Factors Influencing Performance

A child's social and economic background can affect educational achievement. The following sections discuss gender, ethnicity, free school meal entitlement, English as an Additional Language, and term of birth as factors affecting the EYFSP "Areas of Learning" outcomes. All calculations for the "gap" between different factors are subject to rounding. Contextual tables for the early learning goal scales can be found in the appendices.--

Gender

Girls had a higher percentage in all EYFSP assessment scales. The average total points for girls, was 2.8 more than boys. A good level of development was attained by 21% more girls than boys. The gap nationally is 17% and 2.6 average total points.

EYFSP Profile by Gender

	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
Female	1671	73%	34.1	83%	93%	88%	75%	79%	85%	92%	80%	73%	72%
Male	1560	52%	31.3	68%	80%	74%	55%	66%	74%	76%	62%	51%	50%
Gap		21%	2.8	15%	13%	14%	20%	13%	11%	16%	18%	22%	22%



Ethnic background

Of the major ethnic groups, White British children have the highest percentage for a good level of development at 79%. Other groups do have higher percentages but have significantly fewer children in their cohorts. Any Other Group children have the lowest percentages of the major ethnic groups with 46%. White British children have the highest average total points score with 35.1 points. Any Other children have the lowest with 30.5 points.

EYFSP by Major Ethnic Groups

	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
African - Somali*	703	62%	32.4	74%	85%	79%	66%	72%	76%	80%	71%	60%	59%
Any Other Group	145	56%	31.2	72%	83%	75%	59%	66%	70%	74%	67%	51%	50%
Black Other	149	46%	30.5	60%	86%	76%	51%	62%	68%	84%	56%	46%	44%
Caribbean	137	58%	32.6	74%	88%	77%	61%	72%	80%	87%	68%	58%	55%
Mixed Other	385	56%	32.3	75%	84%	78%	58%	70%	82%	83%	69%	56%	55%
Mixed White/ Caribbean	206	65%	33.4	80%	92%	83%	69%	78%	84%	89%	76%	67%	64%
Portuguese	149	56%	31.9	76%	82%	74%	57%	64%	78%	83%	66%	55%	55%
White British	125	52%	30.6	60%	82%	74%	57%	59%	70%	80%	58%	54%	51%
White Other	579	79%	35.1	89%	92%	91%	80%	87%	91%	91%	85%	78%	77%
White Other	368	64%	32.6	74%	86%	80%	67%	72%	77%	83%	70%	64%	63%

*Somali children are included in the African results



Free School Meals

Children who were eligible for free school meals scored a lower percentage in all areas of learning. The gap between children eligible for a free meal and those not eligible was 18% in a good level of development. There was a difference of 2.2 average total points between FSM and non-FSM children.

Table 4: EYFSP Profile by Free School Meals

	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
Paid	2345	68%	33.4	79%	89%	84%	70%	77%	83%	88%	75%	68%	66%
Free	846	50%	31.2	68%	80%	75%	54%	62%	72%	77%	62%	49%	48%
Gap		18%	2.2	11%	9%	9%	16%	15%	11%	11%	13%	19%	18%

Fluency in English

Broadly, our analysis shows those children that have English as an additional language have a lower percentage in the EYFSP assessment outcomes. There is a gap of 6% in a good level of development. There was a difference of 1.2 average total points between EAL and non-EAL children.

EYFSP Assessment by First Language

	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
English Only	1551	66%	33.5	81%	88%	83%	68%	77%	85%	87%	75%	66%	66%
EAL children	1586	60%	32.7	71%	86%	80%	64%	70%	75%	83%	68%	60%	60%
Gap		6%	1.2	10%	2%	3%	4%	7%	10%	4%	7%	6%	6%

Term of Birth

There is a relationship between term of birth and the EYFSP outcomes. There is a decline in percentages from autumn birth through spring birth to those children born in the summer term. The gap between autumn and summer for a good level of development is 22%. There was also a difference of 3.5 points between Autumn and Summer born children's average total point score.

EYFSP Assessment by Term of Birth

	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
Autumn	1098	74%	34.6	84%	91%	87%	77%	82%	86%	89%	80%	74%	72%
Spring	1090	62%	32.6	76%	86%	81%	64%	72%	79%	85%	72%	61%	60%
Summer	1043	52%	31.1	67%	81%	74%	55%	64%	73%	79%	62%	52%	51%
Gap		22%	3.5	17%	10%	13%	22%	18%	13%	10%	18%	22%	21%

Disadvantaged Areas

The DfE have provided postcodes for the analysis of each Local Authority's most deprived areas. The measure of deprivation used is the "Index of Multiple Deprivation". The index is constructed using measurements of the income, employment, health, education and skills, crime and living environment characteristics of a given area. The disadvantaged areas are defined as the 30% most deprived postcodes, broadly equivalent to the population size of the 20% most deprived wards.

Lambeth's cohort is particularly deprived with about 70% of the postcodes of children at foundation stage age living in the 30% most deprived areas.

	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
70%	517	71%	34.0	82%	91%	86%	75%	78%	84%	91%	78%	72%	70%
30%	2252	61%	32.3	74%	85%	79%	63%	71%	78%	82%	70%	60%	59%
Gap		10%	1.7	8%	6%	7%	12%	7%	6%	9%	8%	12%	11%

Narrowing the Gap

The DfE and LAs are also committed to reducing the percentage inequality gap in achievement between the mean score of the lowest 20% of children and the median score of all children. The absolute gap in points is expressed as a percentage of the median score.

In Lambeth in 2015, the achievement gap was 34.8%. Nationally in 2015 the achievement gap was 32.1%.

Key Indicators 2014

Indicator	Lambeth	National	+/-
Good Level of Development	63%	66%	-3%
Average Total Point Score	32.8	34.3	-1.5
Achievement Gap	34.8%	32.1%	-2.7%

Conclusions and Key Issues

- Lambeth was below figures nationally for a Good Level of Development, Average Total Point Score and Narrowing the Gap, but results were similar to other inner London authorities.
- Lambeth was below all national figures in all but two Early Learning Goals. The widest gap from the national was reading and space, shape and measures. Lambeth children did better than the national result in “Health and Self-Care” and “Making relationships.”
- Lambeth’s gap between advantaged and disadvantaged postcodes was less than the national gap.
- Girls in Lambeth achieved results above boys in all areas of the EYFSP.
- Children not eligible to free school meals achieved higher results in all areas of the EYFSP than those children eligible.
- All Literacy and mathematics early learning goals were below the national figure.

Children’s Centres

Children’s achievement in the EYFSP continues to be a key performance measure for Lambeth’s network of 26 children’s centres and 2 satellite sites. Data is provided to each Centre in relation to all children in the EYFSP cohort with recorded contact with that Centre, and used to inform planning and determine priorities for centres on a borough wide and local basis. All Children’s Centres maintain a particular focus on improving outcomes for children eligible for free school meals, as well locally identified underachieving groups.

EYFS delivery is led by qualified Children’s Centre teachers, who also have a remit to support Private, Voluntary and Independent (PVI) settings and child-minders within the Children’s Centre area. Robust tracking of children in the Centre’s target groups, including those on very low incomes and eligible for free school meals, measures impact and allows appropriate interventions to be made to support children’s progress in line with the EYFS framework and Ofsted requirements of Children’s Centres. Three Children’s Centre inspections have taken place in Lambeth using data available for the EYFSP 2014, of which one has been judged outstanding, and two good.

Inspection outcomes for Lambeth Children’s Centres to date (June 2015) are as follows: 100% of children’s centres are good or outstanding. Ten outstanding, 13 good. One children’s centre has yet to be inspected.

Supporting Quality Improvement across the Early Years Sector

Changes to the statutory requirements for local authorities in September 2013 has meant that the local authority has a more targeted role to support settings judged as ‘Inadequate’ or ‘Requiring Improvement’ by Ofsted. The early years sector is diverse and settings that are good or even outstanding can change rapidly. Lambeth continues to support all settings through a comprehensive Continuous Professional Development programme (CPD), termly forums with leaders and managers and annual visits and development plans for all settings. Targeted support is offered to settings identified both by Ofsted and the local authority as in need of improvement. The targeted support this includes regular visits, an action plan, supports from high quality settings in the area, inset and targeted locality training on key areas that need improvement.

All settings that receive an ‘Inadequate’ Ofsted inspection outcome have their two, three and four year old funding removed as only settings that are Good or Outstanding can offer the funded places for two, three and four year olds.

The percentage of Lambeth private, voluntary and independent sector providers judged to be good or better, as at August 2015, is now 86% which is in line with judgements nationally. 76% of Lambeth childminders are judged to be good or better compared to 84% nationally. Overall, 80% of non-maintained preschool provision in Lambeth is judged good or better compared to 85% nationally.

The importance of outdoor education has been championed in Lambeth initially by investing in Forest School education and as budget reduction impacted on our ability to fund places for NVQ recognised courses, we have developed a programme called ‘Natural Thinkers’. This is a resource for developing the outdoor provision within early years settings. The work carried out has been recognised by the Food Flagship Programme funded by the Mayor of London and currently 21 primary schools working in early years and at Key Stage 1 have now been involved in the project to date.



Moving forward – priorities for 2015/16

- Further improve quality of provision across all sectors through categorisation and audit of maintained and Private, Voluntary and Independent settings with a focus on improving the quality of the provision offered by childminders.
- Improve outcomes for vulnerable and under performing groups of children in Lambeth Early Years provision, especially for those families where children are eligible for free school meals and those with additional special needs.
- Improve the outreach to hard to reach and hidden families and improve cross partnership working.
- Continue to develop the funded places for vulnerable two year olds, and increase capacity of places available.
- Use the expertise of the consortium of Lambeth nursery schools and early years advisers to develop and deliver targeted training and support for local providers on a borough wide and locality basis.
- Embed 2 year old Integrated Reviews working in partnership the Health Visiting Service across the borough.
- Provide support and guidance to the childcare sector around the future proposed delivery of 30 hours free childcare.

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Priority Three

Continuing improvement in the quality of education for primary aged pupils

Specific areas of focus in 2014/15 were:

- Improving achievement for all groups of children
- Safeguarding children
- Continue to improve the percentage of children achieving combined level 4+ in English and Mathematics combined
- Ensure no school falls below national floor standards
- To broker and encourage school to school working and support

Introduction

Lambeth schools as a Local Authority group are within the top ten of all local authorities in England. The school improvement team has been complimented by headteachers and other professionals and undergo frequent quality assurance, performance management and training to maintain high quality support and challenge to schools.

There remains a core offer of support and traded services to support schools with their ongoing and continual improvement and development. Advisers work closely with a group of linked schools and ensure proportionate support is tailored to the different and specific needs of the wide range of settings. The core and wider team will often work together to provide schools with support and an external view on the school's performance, its strengths and areas for development.

There has been a range of support provided in relation of a number of key changes in education such as assessment. The advisory team is committed to continual support for school leaders as changes progress further and schools adopt a wide range of assessment structures to gain a picture of pupils' achievement.

The individuals within the school improvement team continue to have cross-phase skills and many work cross phase across special, primary, secondary and 16-18. The narrowing of achievement between specific groups continues to be an area of focus. This also remains a key aspect within the Ofsted framework.

Standards at Key Stage 1

Table 5. Percentage of pupils reaching level 2 and above at KS1 (2011–2015)

	Writing		Reading		Maths	
	Lambeth	National	Lambeth	National	Lambeth	National
2011	81	81	83	85	87	90
2012	84	83	87	87	90	91
2013	86	85	89	89	91	91
2014	87	86	90	90	92	92
2015	89	88	90	90	92	93
Difference 2011-15	+7	+7	+7	+5	+5	+3
Difference 2014-15	+2	+2	-	-	-	+1

Over the last five years, attainment overall at KS1 has risen faster in Lambeth than nationally, and the gap has been closed in each of the three subjects. For the last four years, achievement in Lambeth schools in writing was higher than nationally, while it matched for reading.

Standards at Key Stage 2

Table 6. Percentage of pupils reaching level 4 and above at KS2 (2011–2015)

	Reading		Maths		Combined indicator**	
	Lambeth	National	Lambeth	National	Lambeth	National
2011	85	84	84	80	78	74
2012	89	87	88	84	79	75
2013	90	86	91	85	81	75
2014	91	89	88	86	82	79
2015	92	89	92	87	86	80
Difference 2011-15	+7	+5	+8	+7	+8	+6
Difference 2014-15	+1	-	+4	+1	+4	+1

**combined indicator 2011 is based on achieving both English and maths level 4+. From 2012 this has been replaced by the percentage gaining level 4+ in each of Reading, maths and writing teacher assessment (RWM combined).

In both reading and mathematics, Lambeth currently has higher levels of achievement than nationally. This has been the case for the last five years. In 2016, 86% of Lambeth pupils gained level 4 or above in the reading, writing and maths overall, comparing favourably with the national figure of 80%.

In addition to looking at overall attainment, the DfE also looks at the percentage of pupils making at least two levels progress between KS1 and KS2. Table 7 shows that this is an indicator where Lambeth has constantly been higher than the corresponding national figure. In 2015, figures showed 96% of Lambeth pupils (nationally 94%) made two levels progress in writing. In mathematics, 94% of Lambeth pupils made two levels of progress compared with 90% nationally. Only three other LAs in the country had higher rates of progress in maths. Similarly, 95% of Lambeth pupils made two levels of progress (91% nationally) in reading, a percentage only four other LAs bettered.

Table 7. Two levels of progress between KS1 and KS2 (2011-2015)

	Reading		Writing Teacher Assessment		Maths	
	Lambeth	National	Lambeth	National	Lambeth	National
2011	n/a	n/a	n/a	n/a	90	83
2012	93	90	94	90	92	87
2013	93	88	95	91	94	88
2014	93	91	96	93	94	89
2015	95	91	96	94	94	90

Table 8. Two levels of progress by top performing LAs 2015 (%)

Reading		Mathematics	
Kensington and Chelsea	97	Redcar and Cleveland	96
City of London	96	City of London	96
Redcar and Cleveland	95	Kensington and Chelsea	96
Lambeth	95	Sutton	95
Barnet	95	Lambeth	94
Bromley	95	Wigan	94
Greenwich	95	Camden	94
Merton	95	Westminster	94
Richmond upon Thames	95	Bromley	94
Sutton	95	Greenwich	94
National	91	National	90

The Achievement Gap in Lambeth Schools

The Achievement Gap of Ethnic Minority Children

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 9 and 10 show the average test performance in key stages 1 and 2 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 9. 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
- Somali	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 has been similar to that found in Lambeth, and their achievement levels are currently seven 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.

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

Table 10. KS2 attainment by ethnic background (2011-2015)

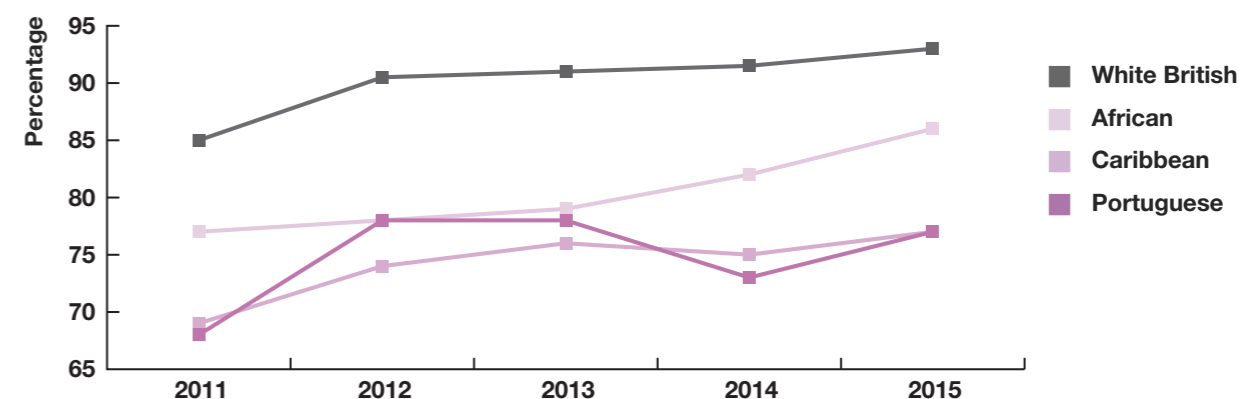
Ethnic Group	Reading, Writing, Maths combined (Level 4+)						
	2011	2012	2013	2014	2015	Change 11-15	Change 14-15
African	77	78	79	82	86	9	4
- Somali	82	82	83	82	85	3	3
Caribbean	69	74	77	75	77	8	2
White British	85	90	91	91	93	8	2
Portuguese	67	78	78	73	77	10	4
White Other	79	84	83	91	89	10	-2
Black Other	75	80	80	75	87	12	12
Lambeth -all	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 1 below illustrates how each of the major ethnic groups have improved since 2011.

Figure 1. Key Stage 2 level RWM 4+ performance by ethnic background (2011-2015)



Moving forward – priorities for 2015/16

- Support schools causing concern and/or below or just above national floor standards.
- In partnership with school leaders continue to review school effectiveness and ensure intervention is timely and effective.
- Narrow the gap in achievement between groups of pupils and underperforming groups.
- Develop Clusters and partnerships of schools to work together to share and disseminate good practice and training opportunities.
- Offer information and advice on high quality provision for arts, creativity, ICT, adult and family learning opportunities.
- Continue programmes of support to extend pupils of all abilities.
- Support the development of teacher and schools alliances

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Priority Four

Continuing improvement in the quality of education for pupils aged 11–19 years

Specific areas of focus in 2014/15 were:

- Improving outcomes in education for all groups of pupils, including those in receipt of pupil premium
- Raising the proportion of pupils making expected and more than expected progress between KS2 and KS4 and ensuring that all schools have positive value added scores
- Continuing to improve the percentage of pupils achieving 5 A*-C grades including English and mathematics in GCSE examinations
- Improving the attainment and progress of pupils who start secondary school with the highest levels of attainment
- Ensuring that no schools fall below 'floor standards'
- To provide a rapid response in any instances where schools cause concern to ensure that they improve quickly
- Coordinating support for the Raising of the Participation Age
- Increasing participation for the NEET cohort and introducing strategies for reducing unknown destinations.
- Supporting and challenging school sixth forms to improve attainment in post 16 qualifications
- Supporting all secondary and secondary special schools so that they receive good or better judgments in Ofsted inspections
- Supporting schools in anticipating nationally initiated changes in curriculum and assessment
- Raising the profile and increasing the participation of students in apprenticeships

Introduction

To achieve success in these areas of focus work has included the maintenance and enhancing of a high quality school improvement team. School Improvement Advisers (SIAs) work closely with and know each secondary school well. SIAs are experienced secondary leaders with long standing backgrounds in inspection who are familiar with the Ofsted framework and well aware of changes within education and their implications.

There is a balance of a core offer support and traded services to provide support and challenge to secondary schools. This is focused on the outcomes for all groups of secondary aged pupils. Advisers work closely with individual schools and ensure training and support is bespoke to the context of each school. SIAs have continued to lead a termly leadership briefing which enables headteachers to keep up to date with developments and to share improvement strategies and concerns. Within the increasingly mixed economy in Lambeth which includes academies and free schools, the lead Secondary SIA visits each of these institutions termly for "keeping in touch" visits. The principles for working with all educational institutions continues to be enshrined within the Charter for the Lambeth Learning Community. There are good relationships between the LA and academies and links have been set up with Free Schools.

In 2014-15, all secondary schools have received good or outstanding Ofsted grades. Two schools categorised as requiring improvement in 2013 achieved significant improvements and where categorised as good in their subsequent re inspection in 2015.

School Improvement Advisers have also organized and led whole school reviews in a range of schools, either in line with agreed strategies in the LA Action Plan or at the request of headteachers and governors. The focus of these reviews has included teaching and learning, leadership and management and marking and assessment, sixth form and subject specific reviews.

As indicated in the "Review of School Standards" section which follows, GCSE results marked the first interruption on steady year on year improvement for over ten years. Results remain in line with national averages. The flatlining of results were due to a range of factors linked to changes in the structure of GCSE courses and grade boundaries which affected a number of schools.

The narrowing of achievement between specific groups continues to be an area of focus for the school improvement team and for schools. Examples of groups that have had a renewed focus have been higher attaining pupils and those entitled to Pupil Premium. Analysis of RAISEonline indicates growing success with the former and impressive success with the latter.

14–19 Developments

The borough seeks to support schools to enable real choice for young people and make sure that learners see clear paths of progression to further and higher education, training or employment. The Education Act 2011 placed a duty on schools to secure the provision of independent careers guidance for pupils in Years 9 to 11 with effect from September 2012. This duty was subsequently extended down to Year 8 and up to age 18 taking effect from September 2013. This guidance was updated for schools and colleges in March 2015.



The 14–19 coordinator has set up a Secondary/Post 16 Careers, Education, Information and Advice Forum which seeks to inform all CEIAG leads of borough specific opportunities, changes in light of the current education reform and a strong focus on increasing awareness and participation in apprenticeships, particularly in the light of increasing Construction opportunities in the Nine Elms regeneration and other S106 projects. There has also been a significant drive of linking schools with employers to ensure that employer engagement is reflected in curriculum design.

The Post 16 Choices prospectus 15/16 (June 15) will provide young people with a full understanding of all Post 16 options, giving young people widespread awareness of the Russell Group Guide 'Informing Choices' and the factor of 'facilitating subjects' at A-level. The prospectus ensures that young people are well informed about the currency of different qualifications and the range of different pathways central to informing progression. The prospectus details the high quality range of sixth form provision in the borough, including Kings College London Maths School as well as the new Southbank University Technical College (opening Sept 16) focussing on Medical and Building Engineering. There is further information detailing vocational studies at Lambeth College, workbased learning routes including apprenticeships and information on entrepreneurship. The prospectus will be further linked to additional resources and information via the Young Lambeth Website.

All providers of 14–19 learning including all secondary schools, Lambeth College and work-based learning providers are working together to ensure that their curriculum offer matches learners' needs and requirements including young people with learning difficulties and those with complex needs. The Children and Families Bill sets out a new Special Educational Needs and Disability (SEND) Code of Practice placing a duty on local authorities to publish in one place a 'Local Offer', information about provision for children and young people with SEND and support for their families.

The Local Offer has two purposes, provide parents, children and young people with clear, comprehensive and accessible information about provision available and how they can access it and to make the provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents, carers and service providers in its review and development to the age of 25. A detailed Local Offer (information for parents, children and YP with SEND can be found at www.younglambeth.org/localoffer.

Raising of the Participation Age

The Raising Participation Strategy focuses on young people remaining in education, learning and employment until 17 in the 14/15 academic year increasing to 18 in the 15/16 academic year. A long standing focus is on the proportion of young people in Years 12–14 who are NEET (Not in Education, Employment or Training). Numbers in learning, education or training in learning increased from 6637 in March 2014 to 6853 (March 15). During the same period NEET levels in Years 12–14 fell, from 3.27% to 2.55% (at March 15) representing 184 young people, which compares well with our statistical neighbours. This improvement reflects well as Unknown participation remained relatively constant over the year at 13.9% which is still high and remains a key focus. Lambeth is reviewing its strategies to identify those who are unknown, and also ways to strengthen its work with those young people in schools at risk of becoming NEET (RONIs). This area of work is often complex and resource intensive.

Priorities: know the cohort; promoting participation, retention and progression; mix and match of high quality academic and vocational provision; strengthening skills and employment opportunities, including apprenticeships; and raising learners achievement.

Review of School Standards

Standards at Key Stage 4 (GCSE): There have been two major changes to the calculation of the GCSE performance measures in 2014 which means it is not possible to make comparisons to earlier years¹. Nevertheless, again this year Lambeth outperformed when compared with the national average. In this report, previous years' data has been retained to show the relative gap between Lambeth and national results. However, no direct comparison should be made between 2015 and previous years data.

Table 11: Percentage of pupils achieving level 5+A*-C and 5+A*-G (2009-2013)

	5+ A* - C		5+ A* - C including English + mathematics	
	Lambeth	National	Lambeth	National
2009	73	70	54	50
2010	74	75	53	53
2011	80	80	61	59
2012	85	82	63	59
2013	86	82	66	59
Difference 2009-13	+13	+12	+12	+9
Difference 2012/13	+1	0	+3	0

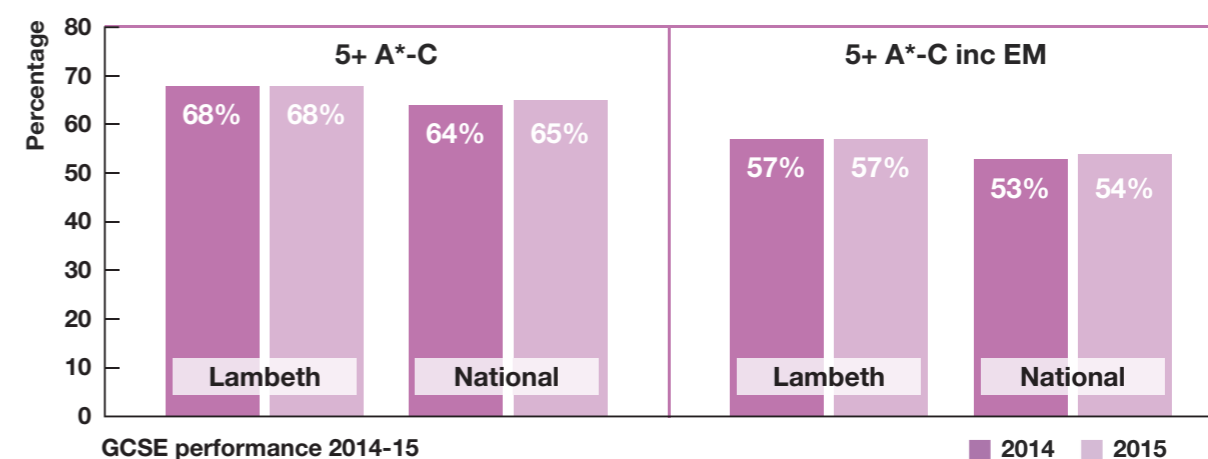
¹From 2014

i) only the first entry to a subject is counted

ii) there is a restricted range of qualifications included. No qualification can count as larger than one GCSE.

Only two non-GCSEs can be included.

Figure 1. GCSE Percentage 5+ A*-C achievement 2014-15



The Achievement Gap in Lambeth Schools

GCSE Performance, 2015 (End of KS4 Pupils) by ethnic background

Ethnic Background	2015			
	5+ A*-C inc English & Maths	5+ A* - C	Ebaccalaureate	Cohort
African	59%	72%	29%	462
Any Other Group	63%	80%	33%	91
Asian Other	75%	79%	43%	28
Bangladeshi	58%	66%	26%	38
Black Other	48%	63%	23%	75
Caribbean	45%	56%	19%	318
Chinese	65%	76%	41%	17
Greek	44%	67%	0%	9
Gypsy/Roma	0%	0%	0%	1
Indian	73%	82%	27%	11
Mixed Other	62%	68%	24%	76
Mixed White/Asian	83%	100%	42%	12
Mixed White/Black African	83%	87%	37%	30
Mixed White/Black Caribbean	50%	57%	32%	74
Pakistani	84%	95%	53%	19
Portuguese	50%	74%	25%	158
Turkish	64%	91%	55%	11
Vietnamese	100%	100%	100%	2
White British	64%	70%	30%	247
White Irish	70%	70%	40%	10
White Other	62%	73%	34%	105

Considering the four largest ethnic groups, and taking the indicator of five good passes including English and mathematics, White British pupils had the highest levels of achievement, followed by African pupils, while Portuguese and Caribbean pupils were below the borough average by seven and 12 percentage points respectively in 2015.



Standards at Key Stage 5 (Post 16)

Lambeth has seen a significant improvement at GCSE achievement, following a sustained period of focus since 1997. During the period 1997 to 2014 Lambeth experienced a significant improvement in achievement with the first stalling in this trend in 2015. Results at GCSE are now consistently above the national average. This strong trend of progress had not been reflected in post 16 results, with the borough continuing to lag behind the national average. However, there are very positive signs of improvements in the 2015 results, where the gap between Lambeth and the national average has narrowed considerably. A level results have improved in Lambeth both in terms of the average points per entry and per student. Performance in vocational subjects at post 16 is now above the national figure. In terms of average points scores for all level 3 courses, Lambeth is now consistently above the Inner London average on both measures. It is also now close to the national average for average points per entry. The majority of schools achieved a positive value added score in 2015. It is hoped that this very encouraging trend of improvement will continue in 2016 and for subsequent years.

The Department for Education data below shows that the proportion of students achieving 3 or more A levels at A*-E grade is 67% compared to a national average of 79%.² In 2015, 7.3% of pupils in Lambeth gained grade AAB or higher in at least two facilitating subjects, about half the rate nationally (14.7%). Similarly, the APS per entry, and also per pupil is below the national average, although table 7 shows that the rate of improvement between 2012 and 2015 in Lambeth is much higher than nationally for APS per entry and also per pupil, albeit from a much lower base.

Table 12: Post 16 Performance Data 2015

	2014		2015	
	Lambeth	National	Lambeth	National
A level entry	204.2	211.2	210	216.1
A level entry expressed as a grade	C-	C	C	C+
A level student (full-time equivalent)	683.7	772.8	707	778.3
At least 3 A levels at A*-E	65%	78%	67.4	78.7
At least 2A level at A*-E	82.4%	91.8%	90.1	92.2
At least 1 A level at A*-E	99.5%	99.6%	99.6	99.8
Grades AAB or higher in at least 2 facilitating subjects	5.6%	11.9%	7.3	14.7
APS per entry (A level or equivalent)	209.8	214.6	213.5	215.9
APS per student (A level or equivalent)	659.7	714	681.7	717.8

²This does not include vocational qualifications: for example if a student had taken 2 A Levels and a BTEC, only their A Level results would be captured.

Table 13. Post 16 Performance Data 2015: A/As level and equivalent results by APS per student and per entry compared to Inner London LAs

	APS per student		Change 14-15	APS per student		Change 12-15
	2012	2015		2012	2015	
Camden	649.6	613.3	-36.3	209.7	205.5	-4.2
H&F	648.6	632.6	-16.0	204.5	203.9	-0.6
Hackney	671.5	670.8	-0.7	204.5	209.7	5.2
Haringey	651.7	694.7	43.0	209.9	215.1	5.2
Islington	634.8	654.1	19.3	200.0	206.1	6.1
K&C	720.2	732.2	12.0	214.8	217.8	3.0
Lambeth	617.2	681.7	64.5	202.1	213.5	11.4
Lewisham	646.9	639.3	-7.6	201.2	202.8	1.6
Newham	577.1	672.6	95.5	200.5	214.3	13.8
Southwark	714.0	752.0	38.0	215.2	219.6	4.4
Tower Hamlets	644.9	703.9	59.0	201.0	215.4	14.4
Wandsworth	676.0	657.9	-18.1	203.8	207.1	3.3
Westminster	599.0	656.9	57.9	201.2	211.1	9.9
Croydon	692.7	694.5	1.8	209.4	215.0	5.6
Kingston	713.8	674.4	-39.4	213.8	214.5	0.7
Merton	727.2	722.6	-4.6	218.0	217.3	-0.7
Richmond	686.8	651.7	-35.1	195.5	195.5	0.0
Inner London	644.2	665.0	20.8	204.4	209.8	5.4
National	733.0	717.8	-15.2	212.8	215.9	3.1

Note: KS5 includes all level 3 courses- A Levels, Applied A- Levels, BTECS, and International Baccalaureate. Point score are derived from QCA standards where A=270, B=240, C=201, D=180 and E=150.

Moving forward – priorities for 2015/16

- Analyse performance data to identify gaps and develop strategies to close them
- Monitor progress in all 11-19 settings through School Improvement Adviser (SIA) visits and 14-19 team
- Improve standards of attainment and progress at KS3, 4 and 5 for all groups of students
- Provide appropriate professional development in relation to priorities
- Improve progress of underperforming groups in core subjects
- Ensure the curriculum matches learner's needs throughout 11-19 to address raising of the participation age and promotes the reduction of those not in employment, education or training (NEET)
- Support schools in maximising performance in the English Baccalaureate at GCSE
- Offer information and advice on high quality provision for arts creativity, ICT, Libraries and family learning
- Maintain professional networks to share and disseminate good practice



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Priority Five

Developing schools as self managing, improving and evaluating institutions with high quality school based staff

Specific areas of focus in 2014/15 were:

- Ensure schools have strong leadership capacity and do not cause Ofsted concern
- Further develop the capacity of school leaders across all phases to include their role as leaders of federations; extended schools and Children's Centres
- Ensure self-evaluation is rigorous and addresses specific successes and barriers
- Further develop partnerships between schools to enhance outcomes for pupils
- Continue to support new and acting Headteachers
- Work with schools to develop a new infrastructure for school improvement support following changes in funding to local authorities



Work to achieve these areas of focus

The Ofsted framework requires a strong evidence profile to demonstrate the effective leadership and management of a school. Lambeth schools were judged very positively by Ofsted. During the 2014/15 academic year, 15 primary schools were inspected by Ofsted, 33% of those schools inspected were judged to have 'outstanding' teaching, 47% 'good', 20% 'requires improvement' and 0% were judged inadequate. Nine secondary schools were inspected in 2014/15. Four of these schools were judged to have 'outstanding' leadership and the other five were judged to be 'good'.

All LA maintained schools have an assigned School Improvement Adviser (SIA). SIAs support and challenge their assigned schools on the basis of need and therefore SIA time will be focused on schools in challenging circumstances and specifically but not exclusively those identified by School Improvement Monitoring Group. The roles and responsibilities of SIAs are:

- Analyse Dashboard Data with Heads/SLTs. Quality Assure with school leaders the judgements that the school has made about achievement of pupils, quality of teaching, behaviour and safety and leadership/management and the evidence cited in support of these evaluations. Headteachers will then be in a better position to ensure that outcomes are robust and accurate and the identified priorities for development are appropriate.
- Discuss and challenge if necessary any targets that the school sets to ensure that they are realistic, appropriate and supported by curriculum and teaching developments to maintain and improve achievement for all pupils.
- Provide the LA with further robust evidence on school performance and priorities that enable it to ensure that services meet the needs of schools and that those performing below expected levels can be appropriately supported in inverse proportion to success.
- Confirm that statutory responsibilities are carried out by the headteacher and the governing body, for example around safeguarding and in relation to the equality duties (sex, race, disability, religion /belief and sexual orientation). The LA Safeguarding checklist assists with this function.
- Provide the headteacher performance management adviser role as part of their core service.
- SIAs also visit their good and outstanding schools on a 'lighter touch' basis to ensure they know of best practice and outcomes for children and young people.
- Identify and share good practice. The SIA will also provide advice and support which enables a school to develop and improve its provision.

School governing bodies are an integral part of the leadership and management of schools, providing both support and challenge to headteachers and performing the following key roles:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

The team publishes a termly report for governors and headteachers, "Working Together", which addresses current national and local educational and governance issues and the team provides support and advice to both maintained schools and academies free of charge.

Personalised advice and support is offered by telephone and email from the named Governor Support Officer for the school. A rolling governor training and development programme is offered, focusing on governing body statutory duties and responsibilities, current national and local issues and recent developments. The programme is developed in consultation with the training link

governors' group and informed by best practice. The appropriate webpages are updated regularly and provide easily accessible information and documentation, including the current training offer, a termly 'model agenda', model terms of reference for committees.

The team also administers elections for the two Parent Governor Representatives on the Council's education-related Scrutiny Committees and is also responsible for setting school term and holiday dates for community and voluntary controlled schools. We have a well-established and effective recruitment programme for Local Authority governors. These potential governors recruited are often made available to schools for appointment under other categories where there are vacancies.

Under the School Governance Constitution Regulations 2012, Local Authority (LA) governors are now nominated by the Local Authority but appointed by the governing body. The LA can nominate any eligible person as a LA governor, but it is for the governing body to decide whether the nominee meets their eligibility criteria. However, this change did not materially affect our practice as appointments to vacancies were always made following consultation with schools and prospective governors, who were interviewed by a panel of experienced governors and checked by the Disqualification and Barring Service (DBS) prior to confirmation of appointment.

The number of Local Authority governor places on each maintained school governing body is determined in law and set out in its Instrument of Government. Academy governing bodies may also have LA representatives, but there is no requirement for them to do so. In 2003 there were 254 LA governors on the governing bodies of maintained schools in Lambeth but as a result of successive statutory changes to the constitution of governing bodies instigated by Government in 2003, 2007 and 2012, and because of other changes, mainly academisation and the formation of "hard" federations of schools under single governing bodies, this number dropped to 178 by March 2015 and, as a result of a further legislative change requiring all maintained and federation governing bodies to reconstitute in line with the 2012 Regulations by 1 September 2015, dropped to 71 by September 2015.

The Local Authority Governor Appointment Panel met five times during the 2014/15 academic year and appointed around 30 candidates for nomination. These potential governors, were either appointed to a pool we maintain for later appointment or direct to schools with existing vacancies.

Moving forward – priorities for 2015/16

- Ensure schools and other education provision have strong leadership and do not cause Ofsted concern
- Further develop partnerships between schools to enhance outcomes
- Ensure school Clusters and partnerships use best practice in commissioning
- Assist and facilitate schools to apply best value principles and QA practice in the management and procurement of services.
- Maintain a high quality school improvement advice team who can challenge and support schools to improve.
- Through Lambeth School Services, Support schools to access quality council services and training programmes



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Appendix 1

Pupil Survey 2014 – Summary

This report presents the results of the analysis of the 2014 Lambeth EAL Fluency Survey and DfE Annual School Census. Each year in January, the Local Authority carries out a census of pupils in its schools. The information provides data for the Local Authority's scheme of formula funding, assists in putting Key Stage 1, 2 & 3 and GCSE achievement into the context of schools' intakes and provides general background information to Lambeth policy makers. The detailed overview of the pupil population is also used as supporting evidence for a range of external grant funding and other submissions and reports to government departments and other agencies.

Information from the two surveys includes name, sex, unique pupil number (UPN), free meals eligibility, home borough, ethnic background, additional languages to English spoken at home, fluency in English, stage and prime area of special educational need, date of admission to school, date of birth, in care details, postcode and national curriculum year as taught.

The 2014 Annual School Census recorded details of 35,826 pupils in all schools, academies and pupil referral units. The main findings are summarised below:

1. Ethnic Background of All Pupils 2000 & 2004-2014 (%)

Ethnicity	2000	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Black African	21.2	23.6	24.1	23.3	24.3	24.1	23.7	24.0	24.0	23.9	24.1
Black Caribbean	22.6	20.3	19.6	19.1	18.9	18.3	18.2	17.7	17.0	16.6	16.0
White British	24.9	18.7	18.6	17.2	16.7	15.9	15.6	15.1	14.7	14.3	13.7
White Other	6.8	6.1	5.2	5.8	6.7	6.9	6.5	6.1	7.5	7.8	8.7
Portuguese	4.4	5.1	5.7	5.6	5.1	5.1	5.2	5.6	5.1	6.0	5.9
Mixed Other	-	3.7	3.9	4.4	4.5	4.6	4.8	4.6	5.0	5.3	5.4
Mixed White/ Black Caribbean	-	4.4	4.5	4.5	4.4	4.4	4.5	4.4	4.6	4.5	4.6
Any Other Group	-	2.9	3.2	3.8	4.1	4.3	4.5	7.9	4.6	4.1	4.6
Black Other	11.0	4.9	4.8	5.8	4.6	4.5	4.6	4.6	4.6	4.8	4.5
Mixed White/ Black African	-	1.3	1.3	1.3	1.4	1.5	1.6	2.0	1.9	1.9	2.0
Bangladeshi	1.9	1.8	1.8	1.6	1.7	1.6	1.6	1.6	1.5	1.5	1.5
Asian Other	-	0.9	0.9	1.1	1.2	1.2	1.2	1.3	1.4	1.3	1.3
Pakistani	1.2	1.1	1.1	1.1	1.1	1.2	1.1	1.1	1.2	1.3	1.2
Mixed White/Asian	-	0.7	0.7	0.7	0.8	0.7	0.8	0.8	0.8	0.8	0.9
Chinese	1.1	1.0	1.0	1.0	1.0	1.0	0.9	0.8	0.7	0.7	0.8
Indian	1.6	0.9	0.8	0.8	0.8	0.7	0.7	0.7	0.7	0.7	0.7
White Irish	1.4	0.8	0.8	0.7	0.6	0.6	0.6	0.6	0.5	0.4	0.4
Turkish	0.6	0.5	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Vietnamese	0.9	0.4	0.4	0.3	0.4	0.3	0.3	0.3	0.3	0.3	0.2
Greek	0.3	0.1	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.3	0.2
Gypsy/Roma	-	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1

Source: Research and Statistics Unit Pupil Survey 2004-2014 & DfE School Census January 2007 onwards
Totals may not equate to 100% due to the exclusion of the 'Not Known' and 'Refused' categories
*Additional categories from 2003

- Black African pupils formed the largest ethnic group in Lambeth with 24.1%, followed by Black Caribbean at 16% and White British at 13.7%.
- The ethnic composition has changed since 2000. The percentage of Black African pupils has grown from 21.2% to 24.1% during this time while the percentages of Black Caribbean and White British pupils have continued to fall.
- The Portuguese community continues to grow in Lambeth. The percentage of Portuguese pupils has grown from 4.4% in 2000 to 5.9% in 2014.



2. Main Languages Spoken in Lambeth Schools

- Lambeth pupils in the survey spoke 150 languages, in addition to English.
- 18035 pupils spoke or understood a language other than English at home. This represents 50% of the total respondents. Portuguese is the most common language spoken by Lambeth pupils after English with 2733 (7.6%) of speakers. Spanish is the second most spoken language with 1835 (5.1%) of speakers, closely followed by Somali (4.5%), French (3.7%) and Yoruba (3.4%).
- The table shows the most popular languages and numbers of speakers in 2014.

First language	No.	%	First language	No.	%
English	17760	49.6%	Swahili/Kiswahili	94	0.3%
Portuguese	2733	7.6%	Russian	83	0.2%
Spanish	1835	5.1%	Kurdish	78	0.2%
Somali	1626	4.5%	Punjabi	76	0.2%
French	1343	3.7%	Ga	72	0.2%
Yoruba	1222	3.4%	Pashto/Pakhto	71	0.2%
Akan/Twi-Fante	969	2.7%	Romanian	70	0.2%
Polish	943	2.6%	Caribbean Creole French	69	0.2%
Arabic	883	2.5%	Bulgarian	62	0.2%
Bengali	572	1.6%	Dutch/Flemish	57	0.2%
Urdu	414	1.2%	Tamil	57	0.2%
Tigrinya	384	1.1%	Hindi	56	0.2%
Italian	304	0.8%	Gujarati	54	0.2%
Chinese	295	0.8%	Serbian/Croatian/Bosnian	53	0.1%
Amharic	270	0.8%	Swedish	50	0.1%
Lingala	264	0.7%	Lithuanian	45	0.1%
Albanian/Shqip	216	0.6%	Persian/Farsi	45	0.1%
Igbo	210	0.6%	Japanese	42	0.1%
Turkish	160	0.4%	Hausa	40	0.1%
Tagalog/Filipino	131	0.4%	Hungarian	33	0.1%
German	129	0.4%	Slovak	32	0.1%
Krio	118	0.3%	Ewe	29	0.1%
Luganda	118	0.3%	Edo/Bini	28	0.1%
Greek	113	0.3%	Czech	21	0.1%
Vietnamese	97	0.3%	Others	1400	2.8%

Others includes: Acholi, Afar-Saho, Afrikaans, Anyi-Baule, Armenian, Balochi, Bamileke (Any), Bemba, British Sign Language, Bulgarian, Berber/Tamazight, Burmese/Myanma, Cambodian, Catalan, Chichewa/Nyanja, Czech, Dagaare, Danish, Dinka/Jieng, Dyula, Ebra, Efik-Ibibio, Esan/Ishan, Fang, Finnish, Gaelic/Irish, Georgian, Guarani, Hebrew, Iban, Idoma, Igala, Igbo, Ijo (Any), Itsekiri, Kanada, Katchi, Kazakh, Kikamba, Kikongo, Kikuyu/Gikuyu, Kinyarwanda, Kirundi, Kisii/Ekegusii (Kenya), Konkani, Korean, Lango (Uganda), Latvian, Lozi/Silozi, Lugisu, Luo, Kenya/Tanzania), Malagasy, Malay/Indonesian, Malayalam, Maltese, Manding/Malinke, Marathi, Mauritian/Seychelles Creole, Maya (Any), Mende, Mongolian (Khalkha), Moore/Mossi, Ndebele, Nepali, Norwegian, Ogoni (Any), Oriya, Oromo, Pahari (Pakistan), Romani (International), Romany/English Romanes, Runyakitara, Samoan, Sindhi, Sinhala, Slovak, Slovenian, Sotho/Sesotho, Telugu, Temne, Teso/Ateso, Tibetan, Tigre, Tiv, Tongan (Oceania), Ukrainian, Urhobo-Isoko, Welsh/Cymraeg, West-African Creole Portuguese, Wolof, Xhosa, Yao/Chiyao, Zulu.

3. Levels of Fluency in English

- 9,634 pupils (28%) were classified as non-fluent bilingual pupils (spoke or understood a language in addition to English, but were not fully fluent in English).
- 5.8% were classified as Stage 1 (beginners), 9.3% as Stage 2 and 12.8% as Stage 3. 21.1% of pupils were classified as Stage 4, or fully fluent in English.

Year	Bilingual Stage 1 %	Bilingual Stage 2 %	Bilingual Stage 3 %	Bilingual Stage 4 %	English Only %
1992	3.1	6.5	6.7	7.0	76.7
1993	4.3	7.3	6.2	7.0	75.2
1994	5.6	7.6	6.2	6.6	74.0
1995	7.1	7.4	6.1	7.0	72.4
1996	9.2	8.1	6.2	5.9	70.6
1997	10.4	9.0	6.3	6.2	68.1
1998	10.9	8.6	7.5	6.1	65.8
1999	11.0	9.1	7.3	6.6	66.0
2000	9.6	9.0	8.0	9.5	63.3
2001	6.2	10.0	10.7	10.7	61.9
2002	5.3	9.5	10.8	13.4	61.0
2003	6.2	10.3	11.3	11.8	60.4
2004	5.7	9.6	12.0	13.5	58.8
2005	5.9	10.0	11.9	13.9	57.7
2006	5.9	10.3	12.4	15.1	56.3
2007	6.0	10.7	12.9	15.8	54.6
2008	6.3	10.8	12.7	16.3	54.0
2009	6.2	10.7	13.1	17.2	52.8
2010	5.1	10.2	13.0	17.5	53.9
2011	5.8	9.7	13.3	19.0	54.1
2012	5.2	9.9	13.0	20.0	51.5
2013	5.6	9.9	13.4	20.6	50.1
2014	5.8	9.3	12.8	21.1	50.5



4. Free School Meals

- 11,203 pupils (31.2%) were eligible for a free meal. 24,688 pupils (68.8%) paid for their meals.
- In primary schools, 30.6% of pupils were eligible for a free school meal in 2014 and in secondary schools this figure was 30.8%.

Year	Primary %	Secondary %	All Schools %
1991	42.7	38.3	42.0
1992	48.4	45.5	46.5
1993	49.3	47.9	49.2
1994	50.9	55.3	51.6
1995	53.3	60.1	51.5
1996	53.2	57.1	49.3
1997	48.0	47.8	47.4
1998	44.9	48.3	45.6
1999	41.5	48.4	43.4
2000	40.8	43.3	41.8
2001	38.0	40.7	39.1
2002	38.3	38.8	38.7
2003	37.6	37.1	37.8
2004	37.7	39.1	38.0
2005	38.4	36.6	38.0
2006	37.3	37.4	37.3
2007	37.7	37.4	37.0
2008	35.0	35.1	35.2
2009	34.1	32.7	33.9
2010	34.6	29.7	33.3
2011	35.6	31.4	34.6
2012	34.2	30.4	33.4
2013	33.6	33.3	33.9
2014	30.6	30.8	31.2

5. Special Educational Needs

- 26.3% of pupils overall were identified, either informally by their teacher within the stages of the SEN Code of Practice, or formally by the Authority and stated, as having a special educational need.

Stage of SEN	Number	%
School Action	3880	10.8
School Action Plus	3712	10.3
Statemented	1283	3.6
Total	8875	24.7

- Areas of prime special educational need of the above pupils were also identified and are detailed below.

Area of Prime Special Educational Need	Number	% Total Roll
Autistic Spectrum Disorder	537	1.5
Behaviour/Emotion/Social Difficulty	1128	3.1
Hearing Impairment	60	0.2
Moderate Learning Difficulty	918	2.6
Multi-Sensory Difficulty	9	0.0
Other Difficulty	202	0.6
Physical Difficulty	115	0.3
Profound & Multiple Difficulty	68	0.2
Speech/Communication Difficulty	1269	3.5
Severe Learning Difficulty	168	0.5
Specific Learning Difficulty	487	1.4
Visual Impairment	34	0.1



6. Borough of Residence of Pupils in Lambeth Schools

Borough	Number	%
Lambeth	30049	83.72%
Southwark	1856	5.17%
Croydon	1747	4.87%
Wandsworth	784	2.18%
Merton	552	1.54%
Lewisham	265	0.74%
Bromley	161	0.45%
City of Westminster	101	0.28%
Camden	77	0.21%
Islington	46	0.13%
Sutton	45	0.13%
Greenwich	30	0.08%
Tower Hamlets	22	0.06%
Hackney	21	0.06%
Hammersmith and Fulham	20	0.06%
Bexley	16	0.04%
Surrey County	14	0.04%
Kensington and Chelsea	13	0.04%
Haringey	8	0.02%
Newham	8	0.02%
Kingston upon Thames	7	0.02%
Barking and Dagenham	6	0.02%
Hounslow	6	0.02%
Hertfordshire County	6	0.02%
Ealing	5	0.01%
City and County of the City of London	5	0.01%
Kent County	4	0.01%
Waltham Forest	4	0.01%
Brent	4	0.01%
Richmond upon Thames	2	0.01%
Essex County	2	0.01%
Barnet	2	0.01%
Redbridge	1	0.00%
Enfield	1	0.00%
Harrow	1	0.00%

- 95.1% of children who attend Lambeth nursery schools are Lambeth residents, compared to 87.9% of primary pupils, 74.5% of secondary pupils, 83.0% of special pupils and 91.4% of pupils who attend the Lambeth PRU.

Contact

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Glossary

- Autistic Spectrum Disorder (ASD)
- Autistic Spectrum Condition (ASC)
- Black and Minority Ethnic (BME)
- Black Cultural Archives (BCA)
- Careers Education and Guidance programme (CEG)
- Child Protection (CP)
- Children Looked After (CLA)
- Children Missing Education (CME)
- City Learning Centre (CLC)
- Common Assessment Framework (CAF)
- Communication, Language and Literacy (CLL)
- Continual Professional Development (CPD)
- Early Years Foundation Stage (EYFS)
- Early Years Foundation Stage Profile (EYFSP)
- Education Business Partnership (EBP)
- Educational Psychology Service (EPS)
- Fair Access Protocol (FAP)
- Free School Meal (FSM)
- Health Education Links Service (HELS)
- Healthy Schools Programme (HSP)
- Index of Multiple Deprivation (IMD)
- Information Communication Technology (ICT)
- Information, advice and guidance (IAG)
- Key Performance Indicator (KPI)
- Key Stage – (KS1, KS2, KS3)
- Learning Difficulties and Disabilities (LDD)
- Local Authority (LA)
- Managed Learning Environment (MLE)
- National Professional Qualification for Headship (NPQH)
- Newly Qualified Teachers (NQTs)
- Not in Education, Employment or Training (NEET)
- Nursery Education Grant (NEG)
- Overseas Trained Teachers (OTTs)
- Personal Social Health and Economic Education (PSHE)
- Personal Education Plan (PEP)
- Personal, Social and Emotional Development (PSED)
- Physical Education (PE)
- Physical Development (PD)
- Private, Voluntary and Independent (PVI)
- Problem Solving, Reasoning and Numeracy (PSRN)
- Personal, Social, Emotional Development (PSE)
- Profound Multiple Learning Difficulties (PMLD)
- Pupil Referral Unit (PRU)
- Qualified teacher status (QTS)
- Higher Level Teaching Assistants (HLTAs)
- Research and Statistics Unit (RSU)
- School Business Managers (SBMs)
- School Improvement Advisors (SIAs)
- School Social and Emotional Aspects of Learning (SEAL)
- Sex and Relationship Education (SRE)
- Special Education Needs and Disabilities (SEND)
- Special Education Needs Coordinator (SENCO)
- Speech Language and Therapy (SLT)
- Teaching Assistants (TAs)
- Unique Pupil Number (UPN)
- Virtual Learning Environments (VLEs)
- Vulnerable Pupil Panel (VPP)
- Work Related Learning (WRL)

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