



Education and Achievement Report 2018/19

An evaluation of the Local Authority's work, in partnership with schools, to achieve the Council's vision for excellent school provision.

Including an evaluation of Year 1 of the Education and Learning Strategy 2018-22

Celebrating excellent
education in Lambeth


Lambeth



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Introduction

Welcome to the 2018/19 annual Lambeth Education & Achievement 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, through its Education and Learning Strategy, to achieve priorities against annual targets and the council's vision for excellent school provision.

This report details the standards of pupils' achievement and progress from the Early Years Foundation Stage and KS1 to KS2, KS4 and KS5 in 2019 in Lambeth schools. The performance of each key stage cohort is examined to illustrate the effects of gender, ethnicity, English fluency, mobility and Special Educational Needs (SEN) on educational attainment.

Highlights of the academic year

There was continued improvement at the end of 2018-19 in terms of Ofsted inspection outcomes. Overall, there were 23 school inspections. Of 14 primary schools inspected in Lambeth 2 was graded 'outstanding', 12 'good' and 1 was graded as requiring improvement. 4 secondary schools were inspected. 2 were judged as good. 2 Secondary school was judged as requiring improvement. Overall of the 23 Lambeth schools inspected, 20 were judged as 'good or outstanding'.

Raising achievement

Lambeth had higher levels of attainment in the phonics test (taken in year 1), KS1 and KS2 than nationally, while results for the Early Years Foundation Stage (end of Reception year) and GCSE were broadly in line with national figures. Furthermore, on the KS1-KS2 progress measure, Lambeth achieved extremely highly, being the 5th highest LA nationally in reading and 6th in both mathematics and writing.

Girls outperformed boys in each subject at KS1, and also at KS2. At GCSE, girls outperformed boys on each of the three main measures.

Fully fluent bilingual pupils were consistently the highest attainers at each key stage. At both GCSE and KS2, stage D (competent bilingual speakers) pupils also outperformed English only speakers.

Pupils who have an additional special need or an Education, Health and Care Plan achieve less well than their peers but better than pupils with similar needs nationally.

Narrowing the gap

There continues to be a wide gap in attainment between those who have a free meal and those who pay. However, attainment of both groups is higher than their peers nationally at KS1 and KS2, and the relative gap is smaller than nationally.

Again this year, Portuguese speaking pupils (a group analysed in Lambeth but not nationally to reflect the relatively high percentage of Portuguese speaking pupils in the borough) had amongst the lowest levels of attainment, consistently below the Lambeth average, for KS1 and KS2, and also GCSE.

The picture for Black Caribbean pupils, another underachieving group, was more varied. At KS1 and KS2 they had higher levels of attainment than Portuguese, but for GCSE they were the lowest attaining of the major ethnic groups in the borough.

White British pupils had the highest levels of attainment at KS1 and KS2, but this was not true at GCSE.

The overall evidence from the data suggests that Black Caribbean pupils are underachieving particularly at GCSE. This is the same as nationally. This underachievement remains a concern and is obviously an issue that policy makers and schools need to address. In Lambeth we have launched a two-year project 'Raising the Game' to improve outcomes for Black Caribbean pupils.

While Lambeth secondary schools performed in line with the national averages they did not do as well as some other London boroughs in 2019 partly because of the number of new secondary schools that have opened in the borough in recent years to cope with the expanding pupil population and the time it takes to establish a new school successfully. Further improving secondary school performance is therefore a priority. A number of secondary schools achieved very highly.

Attendance

Overall absence in Lambeth is in line with the national average for primary and lower for the secondary phase. Nationally, overall absence was 96% for primary schools nationally (96% in Lambeth), and for secondary schools it was 94.2% (94.9% in Lambeth). Persistent absence is lower for secondary schools in Lambeth (10% or more absences: 13.1% compared to 28.8% nationally) and in primary schools 8.7% compared with 8.2% nationally.

(Autumn 2018 and Spring 2019 attendance data)

Exclusions

The available data for exclusions from Lambeth schools shows that a reduction in permanent exclusions occurred during 2018-19 academic year from 45 to 24. Lambeth's exclusion level is 0.09% of exclusions in comparison with the whole school population which is in line with London figures and lower than national figures which is 0.1%. Source: DfE statistical first release. We were pleased to note a reduction in the number of exclusions for Black Caribbean pupils following our 'Raising the Game' programme.

SEND Local Area Strategy

This was launched in 2017/18 and is addressing the needs of all children and young people with SEND. It sets out our shared vision, principles and priorities to ensure partners are working together effectively to identify and meet the needs of Lambeth's children and young people with Special Educational Needs and / or Disabilities (SEND) from birth to the age of 25. The strategy aims to meet the requirements of the Children and Families Act in a way that is ambitious, inclusive and realistic in the challenging financial context.

The SEND Local Offer

The Local Offer has two purposes: to 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 young people with SEND can be found at younglambeth.org/localoffer

Lambeth Schools Partnership (LSP)

The partnership between schools and the Local Authority, the Lambeth Schools Partnership, goes from strength to strength. This formal commitment for schools to work together for the betterment of Lambeth as a whole is well embedded with the vast majority of schools having active membership. Governed by a board made up of representatives from each of the school clusters, school governors, teaching schools and Local Authority senior leaders, the LSP subscribes to a set of aims and principles as outlined at <http://lambethschoolspartnership.uk>.

The vision and values of the LSP lie at the heart of the collaboration between partners and the LSP board members are working together to redefine school improvement strategies and share them with the clusters from where they were elected.

The LSP priorities remain; raising achievement of Black Caribbean students through its Raising the Game project, the development of Teach Lambeth which is improving teacher recruitment and saving schools money, raising achievement at for those pupils at higher starting points in our Challenge for All working group and improving strategic governance. Overarching priorities include improving outcomes for secondary aged pupils and reducing exclusions.

Our partnership has been successful in defining the key priorities for Lambeth pupils and continues to be a driver for successful school improvement.



Cathy Twist

Director, Education and Learning

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 327,000 in 2016. If trends continue, Lambeth's population is projected to grow by just over 1% per year for the next five years, and just under 1% for the five years after that. The pupil population grew significantly between 2006 and 2013 with the 'baby boom' and a large number of additional school places were provided. In some areas of the borough these numbers are now falling.

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

Largely residential, Lambeth is one of the most densely populated areas in the country with an average of 12,020 residents per square kilometre; this compares to an average of 5,600 for London, and just 366 for England as a whole. Lambeth is extremely ethnically diverse. It has a complex social and ethnic mix, with large African, Latin American and Portuguese populations, and is an important focus for the UK black Caribbean population. Lambeth has been in the top 10% as a destination for international migrants for every year from 1951.

IMD 2015 places Lambeth as the 9th most deprived borough in London and 44th most deprived district in England. This is an improved position since 2010 when Lambeth was ranked as the 14th most deprived authority in England.¹

31% of the population live in areas of high deprivation. 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 is the most deprived. 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.

60% of Lambeth's population (3 in 5) describe their ethnicity as other than white British. Around 40% of Lambeth residents are White British or Irish, in line with inner London (43%). 15% of the population are from other White backgrounds. About two thirds of these people are from Europe outside the UK & Ireland. Black people make up a quarter of the population (24%). Lambeth's largest non-white ethnic group is black African (11%), followed by black Caribbean (9.8%).

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¹ DCLG, 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.

Lambeth has significant Portuguese, Polish and Somali populations. Around 150 different languages are spoken in families in the borough. Around 17,000 people (6% of the population) speak a main language other than English, mostly EU and African languages.

There are around 130,000 households in Lambeth. One-family households make up almost half of Lambeth's households. Lone parents make up one in ten households. One third of families with children are in receipt of benefits. If current trends continue, the number of households will rise by 30,000 between 2011 and 2031.

Around 65% of households live in rented accommodation, and a third own their own home. Just under one in five households rent from the council, and around 16% rent from other social landlords. Just under one in three households are privately rented. Rents have increased by 18% in recent years and there has been a noticeable increase in concern about lack of affordable housing. Over 70% of households in Lambeth live in flats, either purpose built or converted houses. Just over 10% of households live in detached or semi-detached houses.

Lambeth is a relatively young borough. 44% of the population is younger working aged (20-39 years), and there are relatively few children and young people under 20.

Lambeth has the fourth highest turnover of residents in England. The proportion of people moving in and out of the borough is high, similar to many places in inner London; approximately 13% of the population leave each year and are replaced by around 13% new arrivals. In other words, around 87% of the population each year remains the same. Many families with small children leave the borough.

The population change gives rise to significant pupil mobility within Lambeth schools. The average pupil mobility is 25% in primary schools and 9% 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 38,200 pupils in 2018, a rise of 34%. Pupil numbers in the primary sector have risen by 22% between 2003 and 2018. 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 77% since 2003 and they have been accommodated in seven new build secondary schools. A further new secondary school is to be opened in 2021.

Lambeth Schools

As of January 2019, Lambeth contained 93 school settings (including pupil referral units) with a total of 38,071 pupils. Of these schools, 21 have academy status. The types of school and pupils on roll were as follows:

Table 1: Types of school and pupils on roll, January 2019. Data includes academies.

Type of School	Number of Schools / Units	Pupil Roll (Headcount)
Nursery	5	562
Primary	62	23,445
Secondary	19	13,400
Special	5	537
Pupil Referral Units	2	127
Grand Total*	93	38,071

Source: DfE Schools Census January 2019. Data includes academies.

* In 2019, Dunraven and Woodmansterne were all-through establishments so are counted in both primary, secondary, but are only counted once in the overall total.

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

Our child population is also very diverse. 39% of the general population of the borough are White British. In our local schools 85% of pupils are 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.

Black African pupils form the largest ethnic group in Lambeth schools with 22%, followed by White British at 15% and Black Caribbean at 14%. The ethnic composition of the schools' population has changed over the years, with the three largest groups falling in size slightly indicating even greater diversity than was the case 10 years ago. The groups which have increased in size since 2008 are the 'White Other' and mixed-race categories.

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 2018 recording 141 languages, in addition to English. 18,560 pupils spoke or understood a language other than English at home. This represents 49% of the total respondents. Portuguese is the most common language spoken by Lambeth pupils after English with 2,668 speakers (7%). Spanish is the second most spoken language with 2,352 speakers (5.8%), closely followed by Somali (4.4%), French (3.4%) and Polish (3.1%).

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

- In 2018, 18% of pupils in Lambeth schools were identified as having a Special Educational Need. Within this figure there are more with very complex needs.
- The total number of children on the council's children's disability register (i.e. those registered, not necessarily the total living in the borough) is 573.
- On average there are approx. 400 children in care to Lambeth Council for a variety of reasons (as at July 2018).



1. Lambeth schools provide fully inclusive education

Specific areas of focus in 2018/19:

- Increase the number of available primary and secondary school places and manage sufficiency in specific areas
- 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 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 quality education provisions
- Children missing education are identified and placed at the earliest 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
- Increase the number of young people educated about healthy relationships
- Continue to reduce the school aged conception rate
- Supporting schools to further develop practice in recognising and reporting suspected cases of FGM

Work to achieve these areas of focus and targets

The PSHE Providers Forum continued to meet termly to co-ordinate the provision offered by external providers. Primary PSHE Coordinators and Healthy Schools leads are invited to attend the termly PSHE and Healthy Schools Forum. All schools are offered support to prepare for September 2020 when Relationship Education (primary), Relationship and Sex Education (secondary) and Health Education will be statutory in all schools.

The Training Effect (TTE) continue to offer their emotional health and resilience programme HeadFirst to our primary and secondary schools. 22 primary and 3 secondary schools have received training to deliver the programme. Schools voluntarily engaging with the service complete audits to ascertain the whole school received staff training to deliver effective pupil support and have access to a library of resources, programmes and support. A bank of online resources is continually updated and matched to the needs of pupils and teaching staff.

To date, selected members of staff from 20 schools have received Youth Mental Health First Aid (YMHFA) training delivered by TTE.

By August 2019 Healthy Schools London had accredited Lambeth with thirty-nine bronze, nine silver and two gold awards. Seventy-five schools are registered with the programme.

Lambeth has been hugely successful in reducing teenage conceptions and maternities. However, there has been an increase per 1,000 15 – 18 year olds from 22.8 in 2017 to 24.0 in 2019. The burden of poor sexual health is still disproportionately on young people, who have high rates of new STI diagnoses and re-infection.

School Safeguarding

The School Safeguarding team continued to support and promote the safeguarding of children from the early years to college education. Lambeth schools, including independent schools, used the team well as a resource for support and advice. The team has challenged and quality assured the safeguarding arrangements in line with statutory requirements in response to allegations and complaints and to promote good practice. This has been provided through on site safeguarding audits to assist schools in reviewing their safeguarding arrangements but also to ensure schools remain in line with statutory requirements. A regular forum for school safeguarding leads has provided information and guidance about current safeguarding issues, changes to safeguarding law, statutory guidance and has enabled members to disseminate and share good practice. Feedback from schools has been very positive regarding the updated information they receive, and schools have acted upon the advice provided.

Schools have completed a section 11 safeguarding self-assessment audit and submitted it to the schools safeguarding team. This has assisted the team to target their work with schools and provide a report for the Lambeth Children Safeguarding Board (LSCB). Schools have also found the audit useful to assist in their inspection preparation.

Safeguarding and Child Protection Training has continued to be popular with Lambeth Schools, Academies and other settings as well as governors, assisting them to continue to meet their statutory training cycles. In partnership with colleagues from Schools HR, Safer Recruitment training is also been provided to schools.

The Schools Safeguarding Team has worked to ensure that all schools understand their statutory duties regarding preventing pupils from the risk of radicalisation. Schools have been made aware of new legislation and statutory guidance and a model safeguarding policy has been provided for schools to adopt as part of their safeguarding duties.

Lambeth's dedicated strategy and policy on Child Sexual Exploitation (CSE) was formally ratified by the LSCB and promoted to all schools. Schools are proactive in making appropriate referrals to social care when concerns have been raised.

The safeguarding team has also provided training to designated safeguarding leads and pastoral leads on child sexual exploitation.

As members of Lambeth's Multi-Agency Safeguarding Hub, the team have provided information from schools regarding cases being discussed at hub meetings which has helped in decision making and action in order to safeguard children.

Not in Education, Employment or Training (NEET)

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 from April 2017 had decreased to 5147 (94.8%) and in April 2018 they decreased again to 4948 (89.15%).

During the same period NEET levels in Years 12-14 fell to 1.62% in April 2018, making Lambeth the 2nd lowest borough of all the 8 central London Boroughs.

In Feb 2018, Unknown participation averages over the years 2017-18 at 8.1% making Lambeth 2nd highest of all the central London boroughs.

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 was a 19% increase in applications for Reception by Lambeth residents between 2009 and 2014; the highest increases were in the Norwood and Streatham areas. There was then a drop in applications between 2014 and 2018 of 14%, remaining highest in the Clapham & Stockwell and Streatham areas. However, it is expected that the numbers will rise again in the long term due to the additional developments being built in the borough and an increasing birth rate which began in 2016/17. The long-term projected increase in housing is the main driver of a continuing long-term increase in school demand.

There was a 21% increase in the number of Y7-11 pupils on roll in Lambeth's schools between 2011/12 and 2018/19. The additional numbers in Lambeth's primary schools are now moving into Year 7 so the secondary school population is expected to grow further. The forecasted shortage of secondary places in Lambeth from 2018/19 was addressed by expanding the new Secondary department in Woodmansterne school from 3 forms of entry in September 2017 to 5 forms of entry in September 2019 and by adding bulge classes to Norwood and Bishop Thomas Grant schools. Feasibility studies are also under way to expand existing secondary schools and provide further places. 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.

In September 2019 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)

The SEND reforms introduced in 2014 require all children with a Statement of Special Educational Needs and young people with a Learning Difficulty Assessment to be assessed for an Education, Health and Care Plan (EHCP). All Statements have now been converted to EHCPs.

London's boroughs including Lambeth are dealing with a significant increase in the number of young people with Education Health and Care Plans (EHCPs), more than anywhere else in the country. A higher percentage of pupils in Lambeth schools are identified as having SEN than the average for all England, Statistical Neighbours or other London Boroughs; this is a long-standing trend.

In 17/18 17.7% of pupils were identified as having SEN. This figure includes all those who have a statutory Education, Health and Care plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 14.6% nationally.

Across all London Boroughs (excl. City), the proportion of pupils with statements or education, health and care (EHC) plans ranges from 0.7% to 4.4%. Lambeth has a value of 4.1%.

We continue to aim to ensure that children's special educational needs are identified as early as possible in order to give them the best possible early support to improve their ability to access education.

The Early Years SEN Team work with children with significant social, communication needs and complex developmental needs. At any one time, there can be over 200 children known to the team. In 2017, 93% of families rated the visits as helpful to very helpful. Our Complex Needs Officers run specialist stay and play groups at different settings across Lambeth which are all well attended by families. The EY SEN team also offer ASD drop-in and workshops for parents on a termly basis. These sessions, which have been running since Summer 2017 are topic based and cover, Autism Advice, Sleep and Toileting, and Communication and Behaviour.

Within Lambeth we have six enhanced nurseries each with four places for children with additional needs. These nurseries have been identified as being able to provide specialist support and are given extra funding to aid training and equipment. They also receive a high level of training and support from external professionals to be able to meet the children's needs appropriately.

The majority of school aged children with SEND are educated in mainstream schools alongside their peers and their needs assessed and met without the need for an EHCP. To support children with more complex needs in mainstream schools we have established specialist Resource Bases in some mainstream provisions. These are specialist provisions with their own admission numbers, and all are subject to Service Level Agreements (SLAs) between the Local Authority as commissioner and the schools as providers. Children and young people are admitted through the SEN admissions process as in special schools and all have Education Health and Care Plans (EHCPs).

A few children and young people with EHCPs, with the most complex and profound needs may require a placement in a special school. Since 2012 we have been reviewing and planning our specialist capacity requirements to 2018.

The reviews have resulted in:

- 131 additional primary ASD and SLCN places being created.
- 90 additional secondary ASD places have been created or are planned.
- New post-19 provision – the Michael Tippett College opened in September 2016.

School exclusions

There is a downward trend in school exclusions in Lambeth schools between 2017/18 and 2018/19. The DfE data shows permanent exclusions have decreased by 49% in Lambeth since last year. This is a good news and it suggest that there is now a good awareness in schools and governing body on the need to tackle school exclusions in Lambeth.

Table 2: School exclusions

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Primary	19	13	11	12	16	8	13	9	5	1
Secondary	45	36	31	31	24	32	31	25	38	20
Special	1	0	1	0	2	1	1	0	0	0
Total	65	49	43	43	42	41	45	34	43	21

Source: DfE statistical first release.

Support to schools

Vulnerable Pupil Monitoring Group (VPMG): The VPMG has continued to meet 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.

Virtual School

The Virtual school for Looked After Children continued to support the improvement of educational outcomes for this group of pupils. The cohort of EYFS Lambeth CLA children in 2019 was very small but they achieved the Good Level of Development outcome (pupils achieved at least expected in all Prime, Literacy and Maths goals

The cohort of Year 1 Phonics CLA children in 2019 was very small but all were working at the level of the test. In the last academic year all schools with Year 1 LAC had the opportunity to access additional pupil premium to provide further phonics interventions.

The cohort of children at Key Stage 1 in 2019 was very small. 50% had SEN. Performance overall was in line with both the Inner London and national CLA averages, where approximately 1 in 3 pupils achieved the outcome in 2019.

At KS2 Lambeth CLA outperformed Inner London CLA pupils and national CLA pupils across all measures. Approximately half of the cohort achieved the RWM combined measure, higher than the Inner London and national CLA averages. Over half of the pupils had SEN with one in four of the cohort on an EHCP. When discounting the barrier of SEN, non-SEN Lambeth CLA almost all achieved the expected standard at Reading, Writing and Maths.

Lambeth CLA pupils have made excellent progress between KS1 and KS2. The percentage of Lambeth CLA pupils making expected progress or better was higher than the national CLA average at Reading, Writing and Maths. This includes Lambeth CLA pupils with SEN, where 60% (3 of 5 pupils) with an EHCP made expected progress or better at Reading and Writing since KS1.

At GCSE, Lambeth CLA pupils overall performed slightly above CLA pupils in Inner London and nationally at GCSE English and Maths. 22% of Lambeth CLA pupils achieved a standard pass in GCSE English and Maths (grade 9-4) with 11% achieving a strong pass (grade 9-5), three percentage points higher than the

Inner London CLA average of 9%. The average Attainment 8 score for Lambeth CLA is slightly below the Inner London and national CLA average.

Overall outcomes at GCSE are impacted by the high levels of pupils who also have SEN with a quarter of all Lambeth CLA pupils at GCSE having an EHCP in place. When discounting the barrier of SEN, Lambeth CLA pupils' attainment across all measures improves with approximately 1 in 3 pupils achieving a standard (9-4) pass at English and Maths.

The Virtual School Management Board continues to scrutinise the work of the Virtual school giving support and offering challenge to all aspects of the school to ensure that every effort is made to improve outcomes for looked after children.

Moving forward – Focus for 2019/20-2020/21

- Responding to the recommendations to further improve our SEND offer in the joint Ofsted /CQC Local Area SEND inspection of January 2020.
- Meeting the statutory deadlines for new Education, Health and care Plans in the face of significant increase in demand, as well as meeting the statutory deadlines for all conversions of Statements to EHCPs while working within budget allocations.
- Continue to reduce exclusions, particularly for overrepresented groups of pupils and primary aged pupils.
- 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 and monitor the quality of home education provided by parents outside mainstream schooling
- The provision of a forum for Healthy Schools London school leads and PSHE coordinators to help develop sustainability for PSHE.
- Delivery of more FGM sessions for staff and parent/carers and develop and delivery of FGM awareness lessons for 9-11-year olds (upper KS2).
- Increase rigour in tracking our 'unknown' Not in Education, Employment or Training (NEET) population and decreasing the number of unknown students in the NEET figures.
- Further embed the offer for 'Prevent' Education across the borough.
- Improve the outcomes for children looked after by Lambeth Local Authority at all age groups.
- Continue to improve GCSE outcomes for CLA. Example: By identifying interventions at the earliest opportunity and monitoring the impact of these closely.

Key contacts for 'Lambeth schools provide fully inclusive education'

Cathy Twist	Director, Education and Learning	020 7926 9541
Clare Dudman	Assistant Director, School Quality Assurance and Partnerships	020 7926 2262
Adam Yarnold	Lead, Special Education Needs and Disability	020 7926 9450
Ruth Wright	Service Manager, School Admissions and Child Employment Team	020 7926 9500
Stuart Boffin	Lead, School Inclusion Service	020 7926 6928
Sue Franklin	Head of education Psychology and Pupil Support Services	020 7926 5599
Stuart Thompson Pras Sothinathan	Co-Headteachers, Virtual School for Looked After Children	020 7926 1729
Maggie Harriott	Assistant Director, Education Strategy and Inclusion	020 7926 2108
Sarwan Jandu	Safeguarding Children Managers	020 7926 9643
Janis Marsh	PSHE, EHWP and Healthy Schools Co-ordinator	07984 495 993



2. Raising achievement at the end of the foundation stage

Introduction

The Early Years Foundation Stage (EYFS) measures children's progress at age five in three prime areas of learning; Communication and Language, Physical Development and Personal, Social and Emotional Development and four specific areas of learning; Literacy, Mathematics, Understanding the World, and Expressive Arts, Designing and Making.

Within these areas 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.

From 2013, children have been 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.

Overall development and main findings

Table 3: EYFSP National and Lambeth Aggregate Results 2019

	National 2019	Lambeth 2019
Good Level of Development (GLD)	71.8%	71.5%
Average Total Points (ATP)	34.6	33.3
Communication and Language (CLL)	82%	80%
Physical Development (PD)	87%	87%
Personal, Social And Emotional Development (PSE)	85%	83%
Literacy (LIT)	73%	73%
Mathematics (MAT)	79%	78%
Understanding the World (UW)	84%	82%
Expressive Arts and Design (EAD)	87%	87%
Prime Learning Goals (Pri)	79%	78%
Specific Learning Goals (Spe)	71%	71%
All Learning Goals (All)	71%	70%

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 2.0 more than boys. A good level of development was attained by 11% more girls than boys.

Table 4 EYFSP Profile by Gender

	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
Female	1514	77%	34.3	85%	91%	88%	79%	81%	86%	93%	84%	77%	76%
Male	1552	66%	32.3	75%	82%	78%	68%	74%	78%	81%	72%	65%	64%
Gap		+11	+2.0	+10	+9	+10	+11	+7	+12	+12	+12	+12	+12

Ethnic background

Of the major ethnic groups, White British children have the highest percentage for a good level of development at 83. Other groups do have higher percentages but have significantly fewer children in their cohorts. Somali children have the lowest percentages of the major ethnic groups with 59. White British children have the highest average total points score with 35.5 points. Somali children have the lowest with 29.9 points.

Table 5 EYFSP by Major Ethnic Groups

	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
African	568	66%	32.1	75%	82%	79%	68%	73%	77%	81%	73%	65%	64%
Somali*	95	59%	29.9	67%	69%	73%	59%	62%	68%	69%	65%	57%	57%
Any Other Group	126	67%	31.9	74%	86%	80%	69%	71%	78%	88%	71%	65%	65%
Black Other	111	71%	32.8	80%	86%	81%	72%	77%	81%	92%	77%	70%	69%
Caribbean	327	67%	32.5	76%	82%	79%	68%	75%	80%	82%	72%	66%	66%
Mixed Other	266	68%	33.0	80%	87%	82%	69%	76%	83%	86%	77%	68%	68%
Mixed White/ Caribbean	126	78%	34.6	91%	94%	91%	79%	86%	90%	93%	87%	78%	77%
Portuguese	111	62%	31.7	70%	79%	77%	64%	67%	70%	86%	70%	61%	60%
White British	593	83%	35.5	90%	93%	91%	84%	87%	92%	93%	89%	83%	83%
White Other	386	74%	33.6	81%	90%	86%	76%	80%	82%	87%	79%	72%	72%

* 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 14 in a good level of development. There was a difference of 1.8 average total points between FSM and non-FSM children.

Table 6 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	2355	75%	33.7	82%	88%	85%	76%	81%	84%	88%	80%	74%	73%
Free	707	61%	31.9	75%	82%	79%	62%	68%	76%	82%	72%	61%	60%
Gap		+14	+1.8	+7	+6	+6	+14	+13	+8	+6	+8	+13	+13

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 10 in a good level of development. There was a difference of 2.1 average total points between EAL and non-EAL children.

Table 7 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	1575	77%	34.4	86%	90%	87%	78%	83%	88%	90%	83%	77%	77%
EAL children	1396	67%	32.3	74%	83%	80%	68%	73%	76%	83%	73%	65%	65%
Gap		+10	+2.1	+12	+7	+7	+10	+10	+12	+7	+10	+12	+12

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 15. There was also a difference of 3.1 points between Autumn and Summer born children's average total point score.

Table 8 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	1019	79%	34.8	84%	91%	87%	80%	84%	86%	89%	83%	78%	77%
Spring	1011	73%	33.4	82%	88%	85%	74%	79%	84%	88%	80%	72%	72%
Summer	1036	64%	31.7	75%	81%	78%	65%	71%	77%	83%	71%	63%	62%
Gap		+15	+3.1	+9	+10	+9	+15	+13	+9	+6	+12	+15	+15

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 50 of the postcodes of children at foundation stage age living in the 30, 20 and 10 most deprived areas.

Table 9 EYFSP by Disadvantaged Areas

SOA	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
10%	209	64%	32.1	76%	86%	79%	65%	69%	77%	83%	73%	63%	63%
20%	781	67%	32.5	77%	83%	80%	69%	74%	79%	83%	73%	66%	66%
30%	502	69%	32.9	78%	84%	82%	71%	75%	79%	84%	76%	68%	68%
50%	816	76%	33.9	83%	88%	85%	78%	81%	85%	90%	81%	76%	75%
70%	223	78%	34.7	86%	91%	88%	78%	83%	88%	93%	84%	77%	77%
Gap		+14	+2.6	+10	+5	+9	+13	+14	+11	+10	+11	+14	+14

There is a 14% gap between the 10% most and 70% least deprived SOAs for a Good Level of Development. Nationally in 2018 this gap was 13%.

Special Educational Needs

As expected, EYFSP performance decreases with SEN Support and children with an EHCP. The gap for a good level of development is 77%. The lowest gaps are for Literacy and Maths.

Table 10 EYFSP Assessment by Special Educational Needs

	Cohort	Indicators		Areas of Learning							Overall		
		GLD	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	PRI	SPE	All
EHCP	72	0%	19.4	6%	11%	7%	8%	11%	8%	13%	0%	1%	0%
Support	218	31%	26.2	41%	53%	47%	34%	41%	43%	54%	37%	31%	30%
No SEN	2774	77%	34.2	85%	91%	88%	78%	82%	87%	91%	83%	76%	75%
Gap		+77	14.8	+79	+80	+81	+70	+71	+79	+78	+83	+75	+75

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 percent 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 2019, the achievement gap was 34.7%. Nationally in 2019, the achievement gap was 32.4%.

Table 11 Key Indicators 2019

Indicator	2019			2018		
	Lambeth	National	+/-	Lambeth	National	+/-
Good Level of Development	71.5%	71.8%	-0.3	72.2%	71.6%	+0.6
Average Total Point Score	33.3	34.6	-1.6	33.7	34.6	-0.9
Achievement Gap	34.7%	32.4%	-2.3	32.0%	31.8%	-0.2

Conclusions and Key Issues

Lambeth's gap between advantaged and disadvantaged postcodes was less than the national gap. However, it was below figures nationally for a Good Level of Development, Average Total Point Score and Narrowing the Gap and was 1% below in Mathematics but it was equal to national figures for Literacy. Girls in Lambeth achieved results above boys in all areas of the EYFSP. Children not eligible for free school meals achieved higher results in all areas of the EYFSP than those children eligible. English only speaking pupils achieved higher results in all areas than children with EAL.

Table 12 Early Years Provision as at July 2019

Providers	Number	Good or better
Childminders	276	90%
Private, Voluntary and Independent providers (PVIS)	121	95%
After School and Breakfast provisions	64	93%
Maintained Nursery Schools	5	100%

Children's Centres

- Lambeth in 2018 /2019 had a network of 23 children's centres which are largely school based and managed, and organised in groups of one, two or three centres for planning and delivery purposes.
- All employ small teams of core staff consisting, across two centres, of one manager, two Better Start workers; a small number of sessional early years staff and an administrator.
- These small staff teams are responsible for the direct delivery of universal and targeted stay and play activity.
- Crèches enable parents and carers to access parenting support or adult and family learning activities and for targeted family support for families with additional needs.
- All Children's Centres maintain a particular focus on improving outcomes for children eligible for free school meals, as well locally identified underachieving groups.

Supporting Quality Improvement across the Early Years sector

- Lambeth continues to support all settings through a comprehensive Continuous Professional Development Programme (CPD), termly forums with nursery and childcare 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. This is achieved through regular visits, action plans and targeted locality training on key areas that need improvement.
- Business development, advice and support especially around childcare sustainability, growth and marketing is provided.
- The SEN Early Years teams support children, families and schools with early identification of additional needs.
- 'Enhanced' nursery settings offer additional support for children with SEND
- Applying for support from the 'Inclusion Fund' meant that schools were able to access additional funding to support those with SEND.

Moving forward: Early years focus for 2019/20-2020/21

- 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.
- Work closely with the Family Information Service Team (FIS) in order to continue to develop the funded places for vulnerable two year olds and increase capacity of places where necessary.
- Continue the trend of improving good levels of development for children at the end of the Early Years Foundation Stage.
- Continue to support and increase the take up of 30 hours childcare for parents through working in partnership with childcare providers.

- Continue to raise the profile of Early Years services within the borough so that more families are able to access their entitlement to education, childcare and Lambeth-commissioned services.
- Continue to support the growth of the Lambeth Schools Partnership so that an increasing number of Early Years and school support services can be offered through a mixture of local authority support and traded services.
- Continue to keep the progress of vulnerable groups under review to ensure the current steady upwards trend in outcomes continues and LEAP to report on progress and learning in line with its reporting schedule.
- To support the review being conducted as part of the Better Start programme and consider the recommendations made to further integrate early education, health and commissioned services so that services are accessible and provided increasingly efficiently for families within the borough.
- Ensure that all providers are fully aware of and make good use of the Special Education Needs Inclusion Fund and the Disability Access Fund (DAF) in order to increase the uptake and support young children's additional needs whilst attending early years settings.
- Encourage settings to take up the Early Years Pupil Premium (EYPP) in order to support and improve the education provided for disadvantaged 3 and 4 years olds.
- Further embed the take up amongst providers of The Mayor of London's Healthy Early Years London Awards in order to help to reduce health inequalities by supporting a healthy start to life across themes that include healthy eating, oral and physical health and early cognitive development.
- Work closely with the Commissioning Team and offer support where appropriate the Children's Centre restructure programme across the borough.
- Ensure that there is a new, updated and robust Childcare Sufficiency Assessment in place which will enable an assessment of existing childcare provision across the borough, mapping supply of demand and gaps in the childcare market in order to assist with the future planning of provision.

Key contacts: 'Raising achievement at the end of the Foundation Stage'

Kathryn Shaw	Lead: Early Years and Out of School Quality Improvement	020 7926 6681
Feyisa Demie	Head of School Research and Statistics	020 7926 9448



3. Continuing improvement in the quality of education for primary aged pupils

Specific areas of focus in 2018/19:

- Improving achievement for all groups of children
- Continue to improve the percentage of children achieving aged related expectations in reading, writing and mathematics combined
- Ensure no school falls below national floor standards
- To broker and encourage school to school working and support
- Ensure that pupils with special and additional needs make good progress

Introduction

Lambeth schools perform well in terms of the percentage of good or better schools as judged by Ofsted. The school improvement advisory team has been complemented by headteachers and other professionals and our evaluation process shows that schools value the quality of the support they receive.

Through the Lambeth Schools Partnership (LSP) a range of training, support from teaching schools and peer challenge is brokered. There has been a core offer of support as well as 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 often work together to provide schools with support and an external view on the school's performance, its strengths and areas for development. We have worked closely with our teaching schools and research school to provide a broad range of continuing professional development to meet the needs of our settings.

A key area of support this year has been planning to enhance the wider curriculum, particularly in the primary phase. Schools have been using the opportunity to review their curriculum to ensure that it has been broad and balanced whilst meeting academic rigour. The advisory team has been 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. All have been senior leaders in schools and have brought a wealth of experience.

Standards at Key Stage 1 (age 7)

From the advent of the new curriculum and testing arrangements in 2016, attainment in Lambeth has been higher for each subject than the corresponding national figure for KS1. This was replicated in each of the following two years. In 2019, results in Lambeth were higher than nationally, by five percentage points in writing, and by three percentage points in both reading and maths.

Table 13 – Percentage of pupils meeting the expected standard at KS1, 2017-2019

	2017			2018			2019		
	Lambeth	National	Gap	Lambeth	National	Gap	Lambeth	National	Gap
Writing	73	68	+5	75	70	+5	74	69	+5
Reading	79	76	+3	79	75	+4	78	75	+3
Maths	79	75	+4	80	76	+4	79	76	+3

Standards at Key Stage 2 (age 11)

Table 14 – Percentage of pupils meeting the expected standard at KS2, 2017-2019

	2017			2018			2019		
	Lambeth	National	Gap	Lambeth	National	Gap	Lambeth	National	Gap
Reading	79	72	+7	79	75	+4	79	73	+6
Maths	83	75	+8	81	76	+5	84	79	+5
Writ TA	83	76	+7	83	78	+5	81	78	+3
RWM*	70	61	+9	70	64	+6	71	65	+6

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

In each subject, Lambeth has consistently had higher levels of achievement than nationally at KS2. In 2019, 65% of pupils nationally reached the expected standard in reading, writing and maths combined, whilst the figure for Lambeth was 71%, placing it as the 21st highest LA nationally (based on provisional figures).

In addition to looking at overall attainment, the DfE also looks at the progress that pupils make between KS1 and KS2. As Table 5 shows, Lambeth had the joint 9th highest progress in reading, 10th joint highest in writing and 12th joint highest in maths nationally (out of 150 LAs). It is pleasing to note that Lambeth scores highly on both progress and attainment. This is a similar position to that recorded for Lambeth in each of the previous three years, where progress was always high.

Table 15 – Key Stage 1- Key Stage 2 Progress measures – Top LAs

Reading test		Writing TA		Maths test	
City of London	4.8	City of London	2.5	City of London	3.9
Camden	2.4	Newham	1.9	Newham	2.7
Richmond upon Thames	2.4	Camden	1.8	Camden	2.3
Kensington and Chelsea	2.3	Islington	1.8	Richmond upon Thames	2.1
Newham	1.9	Redbridge	1.6	Barnet	2.0
Barnet	1.8	Newcastle upon Tyne	1.5	Trafford	1.9
Trafford	1.7	Herefordshire, County of	1.4	Tower Hamlets	1.9
Hammersmith and Fulham	1.7	Haringey	1.3	Brent	1.9
LAMBETH	1.6	Kensington and Chelsea	1.3	Harrow	1.9
Islington	1.6	LAMBETH	1.2	Kensington and Chelsea	1.8
Herefordshire, County of	1.5	Stockton-on-Tees	1.2	Redbridge	1.8
Merton	1.5	Sunderland	1.2	LAMBETH	1.6

Source: DfE Performance tables:

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

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. Lambeth has been focusing on closing the gap between groups of pupils and their peers for many years and has had considerable success. A new project focusing on Black Caribbean pupil achievement began in 2018 and will run until 2020.

Table 16 KS1 attainment by ethnic background 2019 (% meeting expected standard)

	Lambeth				National				Average
	Writing	Reading	Maths	Av.	Writing	Reading	Maths	Av.	Gap
Black African	74	76	79	76	73	78	76	76	0
Somali*	74	76	76	75	n/a	n/a	n/a	n/a	n/a
Black Caribbean	64	73	66	68	65	71	68	68	0
Black Other	69	70	75	71	68	73	72	71	0
Portuguese*	64	64	73	67	n/a	n/a	n/a	n/a	n/a
White British	80	86	87	84	69	76	76	74	+10
White Other	77	80	84	80	67	71	75	71	+9

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

In 2019, White British pupils had the highest levels of attainment in each subject in Lambeth, whilst Portuguese and Black 'other' pupils were least likely to meet the expected standard. Black Caribbean and Black Caribbean achievement is in line of the national average. Comparing the achievement of Lambeth pupils to achievement nationally based on ethnic background, it is pleasing to note that the main groups in the borough at least as well as their peers nationally, while White British and White other outperformed them by a clear margin.

Table 17 KS2 attainment by ethnic background 2019 (% reaching the expected standard)

	Lambeth				National				RWM gap
	Reading	Maths	Writ TA	RWM	Reading	Maths	Writ TA	RWM	
Black African	79	85	83	72	74	81	80	67	+5
Somali	76	87	83	68	n/a	n/a	n/a	n/a	n/a
Black Other	71	76	79	61	69	74	75	60	+1
Black Caribbean	69	75	74	60	67	70	73	56	+4
Portuguese	62	71	70	55	n/a	n/a	n/a	n/a	n/a
White British	87	89	87	80	74	78	79	65	+15
White Other	80	87	83	74	69	80	75	63	+11

In 2019, Black African, Black other, Black Caribbean, White British and White other are achieving above national average at KS2. Portuguese pupils in Lambeth at KS2 had the lowest levels of attainment with only 55% reaching the expected standard in reading, writing and maths. They were followed by Black Caribbean pupils (60%), while White British pupils had the highest levels of achievement, with 80% meeting the standard. The performance of all the ethnic groups in Lambeth was higher than their peers nationally. **Again, as for KS1, the biggest gap was in favour of White British pupils and White other pupils.** All the main ethnic group do well in Lambeth schools.

Moving forward – priorities for 2019/20-2020/21

- Support schools causing concern and/or below or just above national floor standards.
- Embed and work with the 'Lambeth Schools Partnership' to ensure priorities areas of action and working groups are supported to successful outcomes.
- 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, with particular reference to disadvantaged pupils and Black Caribbean achievement.
- Offer information and advice on high quality provision for arts, creativity, adult and family learning opportunities.
- Continue programmes of support to extend pupils of all abilities.
- Support the development of teacher and schools alliances.
- Work with the LSP to enhance recruitment opportunities through 'Teach Lambeth'.
- Ensure schools are well supported to manage financial challenges arising from a real term reduction in funding over recent years of 8%.
- Actively manage pupil place planning to ensure school rolls do not fall beyond manageable numbers during a period of population flux.

Key Contacts: Continuing Improvement in the Quality of Education for Primary Aged Pupils

Cathy Twist	Director, Education and Learning	020 7926 9541
Clare Dudman	Senior Schools and Educational Improvement Adviser	020 7926 2262
Anthony Billings	Schools and Educational Improvement Adviser	020 7926 8847
Feyisa Demie	Head of School Research and Statistics	020 7926 9448



4. Continuing improvement in the quality of education for pupils aged 11-19 years

Specific areas of focus in 2018/19:

- 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 P8 scores
- Continuing to improve the percentage of pupils achieving 5+ in English and mathematics (the Basics) in GCSE examinations
- Improving the attainment and progress of more able pupils who start secondary school with the highest levels of attainment
- Ensuring that no schools fall below the 'floor standard'
- To provide a rapid response in any instances where schools cause concern to ensure that they improve quickly
- 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
- Ensuring those pupils with additional and specific needs make good progress in Lambeth schools and settings

Introduction

Working with the LSP to achieve success in these areas of 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. Two serving secondary headteachers from another London borough were recruited in 2018 and have added some additional capacity to the secondary SIA team.

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. Despite the changing educational landscape and increasingly mixed economy of secondary schools in Lambeth, the vast majority of them are members of the Lambeth Schools Partnership including our academies and free schools. There is a strong collaborative network of secondary headteachers and a sense of collective endeavour. SIAs have continued to lead a termly secondary headteachers meeting which enables leaders to keep up to date with developments, share best practice in improvement strategies and discuss concerns.

School Improvement Advisers have also organised 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.

In 2018-19, of all secondary schools inspected nationally 75 percent were judged 'good' or better. In Lambeth 90% of secondary schools were judged good or better. Half termly action groups are in place for those schools that are not yet good and these meet half termly. These schools are monitored by SIMG (the School Improvement Monitoring Group) and receive additional support to improve.

Reducing the number of schools below the floor target and the narrowing of achievement between specific groups continues to be an area of focus for the school improvement team and for secondary schools. Examples of groups that have had a renewed focus have been more able pupils, Black Caribbean pupils and those entitled to Pupil Premium.

14-19 Developments

Before September 2018 schools/colleges across the borough were working towards publishing details of their careers programmes as well as having a named "careers leader" in place to oversee it all. Alongside this, they were preparing to embed the Gatsby benchmarks, reflecting international best practice, by improving their careers provision through meeting all eight benchmarks by the end of 2020. The successful completion of the ESF funded 'Careers Clusters' project supported 17 schools/colleges to meet requirements and expectations as set out in the government's career strategy; reinforced through statutory guidelines. A key one being the appointment of a career lead by September 2018.

By March 2019, 17 secondary schools/colleges involved with the Careers Cluster initiative had already completed stage 2 of the Quality in Careers Standard (QICs) and 15 schools achieved the full award. This has resulted in each school having an embedded programme of careers education and guidance informed by Lambeth's local labour market information which addresses the needs of each pupil, embedding equality and diversity considerations throughout.

The impact of Careers Cluster has meant that young people in Lambeth experienced multiple firsthand opportunities to learn from employers about work, employment choices, apprenticeships and the skills which are valued in the workplace.

To continue to support schools/colleges with accessing information, share best practice and fortify relationships the Lambeth Career Cluster Alumni group has been developed for all school/colleges to participate in on a termly basis beyond the project end. Similarly, a 'keeping in touch' document that usefully aligns the school's information update against the Gatsby benchmarks in preparation of the QICs annual review and Ofsted frameworks has been adopted.

The project provided a solid foundation on which to sustain and develop new relationships between local schools/colleges and employers/higher education institutions, having improved school and college leaders' capability and clearly demonstrated the value of such relationships in supporting the work readiness of all young people and successful transitions from school to work or higher education and beyond.

La Retraite are one of the first 15 schools among the first 52 providers chosen to deliver the government's new technical qualification T Levels which are new two-year technical programmes for young people aged 16 to 19, being delivered from September 2020. The three subject areas be offered to pupils are Digital production, Design and development, Education and childcare, all of which are equivalent to 3 A levels.

T Levels, alongside apprenticeships, will provide young people with a new high-quality technical alternative to A levels. The new qualification has been developed with employers and will combine classroom study with workplace experience, from which students can progress directly into work or further study, helping with the development of technical skills in the same way as academic skills.

The recently revised Post 16 Choices prospectus and new Parents and Carers' Guide provides young people with a full understanding of all Post 16 options and supports parents/carers' to help teenagers research the world of work and careers. Young people are given widespread awareness of the Russell Group Guide "Informing Choices" and the factor of 'facilitating subjects' at A-level. The prospectus ensured that young people were 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 Southbank University Technical College focusing Engineering. There is further information detailing vocational studies at Lambeth College, work-based learning routes including apprenticeships and information on entrepreneurship. The prospectus is linked to additional resources and information via the Young Lambeth Website.

All providers of 14-19 learning including all secondary schools/colleges, 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.

Not in Education, Employment or Training (NEET)

A long-standing focus for Lambeth has been to increase the number of Year 12-13s who are participating in learning and reduce the numbers of young people who are NEET or Not Known.

By the end of March 2018, Lambeth had 89.7% of year 12-13s participating in education, training or employment (with accredited training). In March 2019 the percentage of young people participating increased to 90.3%.

Not known activity levels have more than halved since March 2018. The Lambeth percentage of young people of year 12-13 age with an unknown activity in March 2018 was 8.2%, this fell to 6.5% in March 2019. During the same period, NEET levels in Years 12-13 rose from 1.6% in March 2018 to 2.4% in March 2019.

This indicates that the Lambeth strategies are currently working. 2018-19 has seen an increase in Participation, a reduction in Not Known activity and reduction in NEET.

Standards at Key Stage 4 (GCSE – age 16)

Changes were made in 2016 to GCSE reporting, with the introduction of Progress 8 and Attainment 8 measures. The DfE's main measure is now Progress 8: this measures KS2-GCSE progress across 8 subjects. This includes English (double-weighted), Maths (double-weighted), 3 English Baccalaureate qualifications and 3 other qualifications which can include English Baccalaureate subjects and other 'high value' academic, arts and vocational qualifications from the DfE approved list. Attainment 8 gives a points score across the same 8 subjects. (Attainment 8 is not directly comparable between 2016 and 2017 due to changes to the scoring system).

Table 18 Lambeth's performance at GCSE is broadly similar to that found nationally.

	2017		2018		2019	
	National	Lambeth	National*	Lambeth	National*	Lambeth
Attainment 8	44.6	44.3	44.5	44.6	44.5	44
Progress 8 score	-0.03	-0.12	-0.02	-0.05	-0.08	-0.04
English and Maths 4-9	59.1	60.2	59.4	59.8	59.5	58.3
English and Maths 5-9	39.6	39.3	40.2	39.3	39.2	38.5

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

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

The main findings from the 2019 data suggest that Lambeth secondary schools achieved above national average on key performance indicators. Table 7 below shows that Lambeth was above the national in the proportion of students achieving 3 AABs or better at A level, 22.2% compared to 20.3%.

The evidence suggests in vocational routes, Lambeth is below the national in technical qualifications, but above in applied general. It should be noted few schools offer the technical route, and where they do cohorts can be small. The evidence also confirms pupils undertaking applied general qualifications did particularly well in Lambeth this year. On average, all achieved a Distinction per entry, compared to a Merit+ nationally. As a consequence, Lambeth has improved over its 2018 result, up from a Merit to a Merit+.

Table 19 Post 16 Performance Data 2018 and 2019

	2018		2019	
	Lambeth	National	Lambeth	National
Cohort 16-18 at end of study	1,911	n/a	1,964	n/a
Cohort - A levels only	852	299,420	724	289,623
APS per entry - A level	31.7	33.3	33.8	33.8
APS per entry A level - expressed as a grade	C+	C+	C+	C+
Cohort - academic quals	882	n/a	776	296,751
APS per entry – academic	31.8	33.6	33.7	34.1
APS per entry academic - expressed as a grade	C+	C+	C+	C+
Cohort - tech quals	19	n/a	49	19,468
APS per entry - tech quals	31.3	28.1	26.5	28.4
APS per entry tech quals - expressed as a grade	Dist-	Merit+	Merit	Merit+
Cohort - applied general quals	163	n/a	215	64,822
APS per entry - applied general quals	25.9	28.5	29.7	28.4
APS per entry applied quals - expressed as a grade	Merit	Merit+	Merit+	Merit+
% achieving AAB or better at A level	15.20%	16.20%	22.20%	20.30%

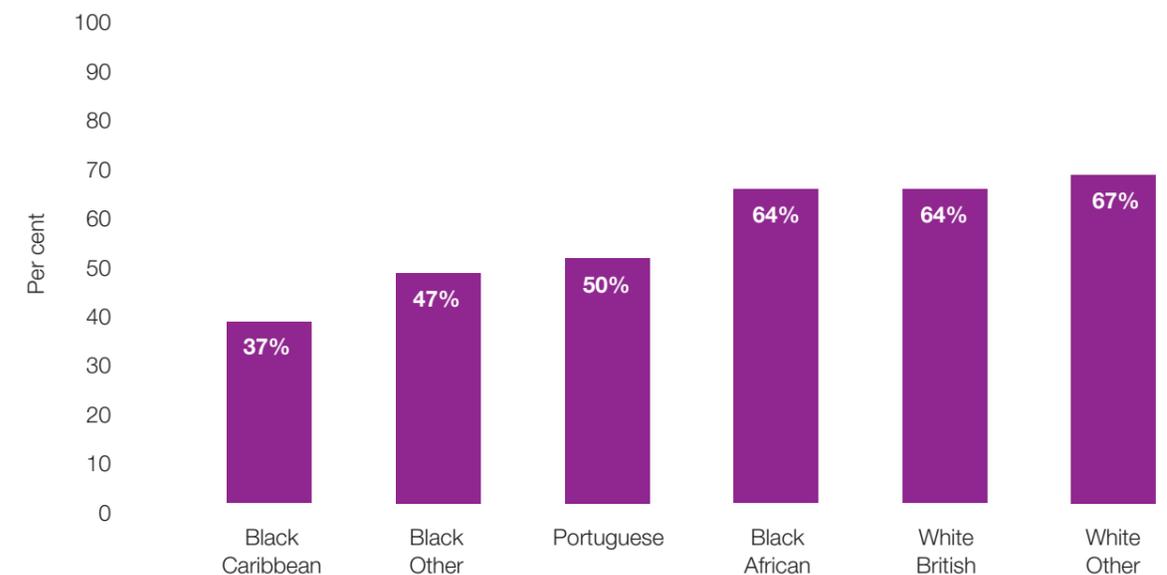
The Achievement Gap of Ethnic Minority Children

Table 20 GCSE attainment by ethnic background 2019

	Lambeth			National		
	Att8	Prog8	E+M 4-9	Att8	Prog8	E+M 4-9
Black African	45.5	0.13	64%	47.1	0.32	64%
Black Caribbean	35.6	-0.40	37%	43.0	0.09	55%
Black other	36.4	-0.61	47%	39.3	-0.28	48%
Portuguese	43.5	0.28	50%	n/a	n/a	n/a
White British	47.4	-0.11	64%	46.1	-0.14	65%
White Other	50.2	0.50	67%	47.3	0.46	63%

White 'other' were the highest attaining group in Lambeth, with 67% gaining 4-9 passes in English and mathematics. They also had the highest progress 8 scores. In contrast, the lowest performing group in the borough were Black Caribbean pupils, with only 37% gaining English and mathematics. Comparing the results with their peers nationally, White 'other' was the only ethnic group in Lambeth to have higher performance across all three indicators. Black African achievement broadly in line with national average.

Figure 1. GCSE English and Maths 4-9 by ethnic background (2019)



Moving forward – Focus for 2019/20-2020/21

- Continue to develop and embed the Lambeth Schools Partnership (LSP)
- Analyse performance data to identify gaps and develop strategies to close them
- Monitor progress in all 11-19 settings through the LSP School Improvement Adviser (SIA) visits
- Improve standards of attainment and progress at KS3, 4 and 5 for all groups of students
- Ensure all secondary schools are graded at least good by Ofsted
- Ensure no school is below the P8 floor standard
- Provide appropriate professional development in relation to priorities
- Improve progress of underperforming groups
- Ensure the curriculum matches learners' needs throughout 11-19 and promote the reduction of those not in employment, education or training (NEET)
- Support schools in maximising performance in the English Baccalaureate at GCSE
- Ensure all secondary schools are working towards fulfilling the 8 Gatsby benchmarks for careers education
- Maintain professional networks to share and disseminate good practice
- Ensure that children with SEND and additional needs perform as well as their peers nationally
- Work with schools and neighbouring boroughs to manage pupil place planning effectively
- Ensure schools budgets are effectively managed

Key contacts: 'Continuing improvement in the quality of education for secondary aged pupils':

Cathy Twist	Director, Education and Learning	020 7926 9541
Clare Dudman	Senior Schools and Education Improvement Adviser	020 7926 2622
Anthony Billings	Schools and Education Improvement Adviser	020 7926 9936
Juliet Williams	Careers Cluster Project Lead	020 7926 9644
Feyisa Demie	Head of School Research and Statistics	020 7926 9448

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

Specific areas of focus in 2018/19:

- Ensure schools and other education provision have strong leadership and do not cause Ofsted concern
- Launch and work with the Lambeth Schools Partnership and through this provide quality school improvement support and challenge to ensure schools continue to have access to high quality advice and work better together to raise standards of achievement
- Through Lambeth School Services, support schools to access quality council services and training programmes
- Further broker partnerships between schools to enhance outcomes.

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 continue to be judged positively by Ofsted. During the 2017-18 academic year, 12 primary schools were inspected by Ofsted, one of those schools inspected was judged as 'outstanding', 10 were judged as 'good' and one as 'requiring improvement'. Four secondary schools were inspected with 3 judged as good and one judged as requiring improvement. Two special schools were inspected with one judged outstanding and one judged as 'good'. Further to this of the two nurseries inspected both were judged as providing an outstanding education. Overall 18 out of 20 Lambeth schools inspected in 2017-18 were judged by Ofsted as good or better.

In 2018-19 through the Lambeth Schools Partnership the school improvement advisory offer has been able to continue to support and challenge schools. All LA schools who are subscribers to the LSP, have been provided with an assigned School Improvement Adviser (SIA). SIAs supported and challenged their assigned schools on the basis of need but noting that all urban schools can become vulnerable at any time. SIA time was additionally focused on schools in challenging circumstances and specifically but not exclusively those identified by the LA's School Improvement Monitoring Group. The roles and SIAs supported headteachers and schools in a number of ways:

- Analyse dashboard data with Headteachers and governors. Quality assuring 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. This leaves headteachers in a better position to ensure that outcomes are robust and accurate and the identified priorities for development are appropriate.
- Discussing and challenging, 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.
- Providing 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
- Confirming 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).
- Providing a headteacher performance management service.
- Identifying and sharing good practice. The SIA has provided advice and support which enables a school to develop and improve its provision.

Our School governing bodies are integral to the leadership and management of schools, providing both support and challenge to senior leaders and performing the following three core functions:

- 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.

As part of the Lambeth Schools Partnership (LSP) offer, Lambeth Governor Services provided personalised advice and support to both maintained schools and academies in person, by telephone and by email. This service was free of charge, on request.

Schools and academies that subscribe to the LSP received a termly report from the Director, Education and Learning, for governors and headteachers, "Working Together", which addressed the current national and local educational and governance issues and included recommendations for action. Every half term all governors received a more general newsletter summarising the latest educational news and developments. Conferences take place three times per year for both headteachers and governors.

The governor portal was updated regularly, providing easily accessible information and documentation, including currently available training, a termly 'model agenda' and the newsletter.

A rolling governor training and development programme was offered, concentrating on governing body statutory duties and responsibilities, and responding to then current national and local issues and most recent developments in those areas. The programme was developed in consultation with the training and skills governors' group and informed by best practice. In 2018/19, 280 governors from 68 schools attended LA training courses or events, with overwhelmingly good feedback.

In September 2019, there were 55 Local Authority governor places on the governing bodies for all 73 maintained schools (including 7 federation boards, governing 22 schools between them), with around 10 of those vacant at any one time. Academy governing bodies may also have an LA representative, but there is no requirement for them to do so.

LA governors are now only nominated by the Local Authority, but appointed by the governing body itself, so it is for the governing body to decide whether the nominee meets their eligibility criteria. Prospective governors from our well-established and effective LA governor recruitment programme are also made available to schools for appointment under other categories with vacancies.

Moving forward – Focus for 2019/20-2020/21

- Working with the LSP, ensure schools and other education provision have strong leadership and do not cause the LA or Ofsted concern particularly in governance, finance and safeguarding
- Ensure school Clusters and partnerships use best practice in commissioning
- Provide updated school financial procedures to assist and facilitate schools to, manage budgets, apply best value principles and QA practice in the management and procurement of services and get good value for money
- Work with the LSP to 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
- Develop and embed further the Lambeth Schools Partnership, enhancing the strategic role of the board
- Support and challenge school leaders and governors to improve the quality of governance, including the promotion of 3-5 year strategic plans.
- Further changes to the Ofsted guidance to integrate
- Financial pressures for all of our settings require leaders in all phases to ensure that their decision making is based around proven strategies for raising attainment and accelerating progress, particularly for disadvantaged pupils and those with higher starting points.
- Continue to attract and nurture teaching and leadership talent with the 'Teach Lambeth' initiative.

Key contacts: 'Developing schools as self-managing, improving and evaluating institutions'

Cathy Twist	Director, Education and Learning	020 7926 9541
Clare Dudman	Senior School and Education Improvement Adviser	020 7926 2262
Peter Compton	Co-ordinator of Governor Services	020 7926 9636
David Tully	Senior Finance Manager	020 7926 1887
Feyisa Demie	Lead, Research and Statistics	020 7926 9448
Colm Doyle	Lead, Lambeth Schools Service.	020 7926 8942



Education and Learning Strategy 2018-22: Year 1 Evaluation

The strategy was developed to agree a shared ambition for the LA, schools and settings to ensure the continuing focus on standards and achievement in a period of national and local change. It identifies 5 priority areas to be addressed. These are:

- Standards of schools and achievement for all pupils
- Improving inclusion and reducing exclusions
- Finance and funding pressures
- Recruitment and retention of quality school staff
- Provision of sufficient high quality school places

The strategy has 10 overarching objectives which cover statutory and post statutory learning. The following table provides and evaluation of progress against these in 2018-19.

Progress towards achieving Objectives

Objectives	Evaluation – Year 1
To improve performance for all Lambeth pupils and support them to achieve in line with their peers nationally	<p>We continue to work with partners such as the Lambeth Schools Partnership alongside local teaching schools and the research school to improve performance.</p> <p>In 2018-19, Lambeth had higher levels of attainment in Phonics, KS1 and KS2 than nationally, while results for the Early Years Foundation Stage and GCSE were broadly in line with national figures. Furthermore, on the KS1-KS2 progress measure, Lambeth achieved extremely highly, being the 5th highest LA nationally in reading and 6th in both mathematics and writing.</p> <p>There continues to be a wide gap in attainment between those who have a free meal and those who pay. However, attainment of both groups is higher than their peers nationally at KS1 and KS2, and the relative gap is smaller than nationally.</p> <p>The gap in performance for Black Caribbean, Portuguese and other disadvantaged pupils remains a focus for Lambeth and there are a number of local projects in place to improve outcomes.</p> <p>Pupils who have an additional special need or an Education, Health and Care Plan achieve less well than their peers but better than pupils with similar needs nationally.</p> <p>The Lambeth Schools Partnership and school clusters provide continuing professional development to schools to address performance issues as well as to accelerate outcomes for more able pupils.</p> <p>FE College provision is not yet 'good'. The merger with London Southbank University (LSBU) is a very positive step forwards.</p> <p>There are a number of students with unknown destinations at age 18 which is above national figures and we are working to address this.</p>
To support all early years settings, schools, further and adult education and other education providers to be 'good' or 'outstanding'	<p>Despite the funding challenges and constraints, both national and local, through the Lambeth schools Partnership (LSP) we continue to collectively support the capacity of Clusters and individual schools.</p> <p>to support each other to improve. We are supporting Lambeth schools to remain well-governed, financially stable organisations able to meet all pupil needs. Overall of the 23 Lambeth schools inspected, 20 were judged as 'good or outstanding'.</p> <p>We continue to work towards all early settings being judged as 'good' or 'outstanding'. PVI's are offered an annual review which helps them focus on what is required to improve the quality of their provision. Training is also offered to early years practitioners on key identified topics where there are gaps in learning.</p>
To provide sufficient high quality school places	<p>Highly successful with all young people receiving a place in a Lambeth Primary or secondary school.</p> <p>The reduction of school rolls in some areas of the borough to reflect the decline in pupil population after several years of significant growth will continue to be monitored especially schools who are working with reduced funding.</p>
To ensure our youngest children make the best possible start in their learning so that they can fulfil potential in primary and secondary schools	<p>We are continuing to work towards exceeding national expectations of levels of achievement at the end of the Early Years.</p>

Objectives	Evaluation – Year 1
To increase the number of young people who enter further education, employment and training post 18 and 19	<p>Secondary schools attainment of the Quality in Careers Standard and completion of the Lambeth Career Clusters initiative saw increased levels of motivation and commitment to learning among young people in a range of academic, vocational and technical qualifications.</p> <p>A collaborative partnership approach to deliver a range of targeted programmes resulted in enabling KS5 students to make informed choices about employment or further study.</p>
To reduce exclusions from schools so that all pupils have a positive education experience and fulfil their potential	<p>The Secondary Fair Access Panel (FAP) has been assessing potential permanent exclusions with the aim of avoidance including the use of Managed Moves and Managed Transfers via Headteacher participation in the process. Primary level FAP processes are in development to undertake similar work within earlier education year groups.</p> <p>Exclusions for some groups of pupils is disproportionately high. This includes boys, and Caribbean heritage pupils. We have a number of initiatives including a two year project 'Raising the Game' to address this issue which is already showing some positive impact on outcomes. A full evaluation of impact will be completed at the end of the project. We continue to make positive impact in ensuring no SEN nor Primary level pupils in addition to reductions in overall exclusion levels year on year.</p>
To improve outcomes for our most vulnerable learners for example those with special or additional learning needs and those who are in care to the Council	<p>The outcome for LAC at KS2 (age 11) and KS4 (age 16) continues to be above national LAC averages. This particularly seen at KS2 where Lambeth LAC are rated top in comparison to other Inner London Boroughs (where national figures are available) in Reading, Writing and Maths.</p> <p>For children and young people with SEND, Lambeth ranks in the top quartile of LAs in England for the percentage of the EHCP cohort in state-funded mainstream schools (both resourced/unit and not). The percentages of EHCP and SEN Support pupils in Lambeth qualified to level 2 by 19, and the percentages qualified to level 3 by 19, all rank in the top quartile of LAs in England.</p>
To narrow the achievement gap between groups of pupils and their peers including those who are disadvantaged and reduce education inequality	<p>This remains a priority for the council and the LSP. Data continues to identify groups of pupils including Black Caribbean pupils for further support.</p> <p>The LSP has prioritised projects to improve outcomes for identified pupil groups. Raising the Game is focused on achievement of black Caribbean heritage pupils and has established a good local profile. It has run a number of events for pupils, parents and teachers and is making a positive impact on standards.</p>
To support adult learners, particularly those who are disengaged, to participate in learning which improves their lives and/or employment opportunities	<p>As national funding for adult learning is devolved to the Greater London Authority we are working closely with partners to maintain a focus on localities. The Adult Education service is supporting vulnerable adults and those furthest from learning and the workplace to successfully access a range of courses and resources to improve their skills and enhance their employability.</p>
To recruit high quality teachers and provide good quality professional development and training to ensure they continue to teach in the borough.	<p>To deal with national and local recruitment issues the LSP has developed and launched 'Teach Lambeth' with the purpose of attracting new and qualified teachers to the borough. It has established a local Newly qualified teacher pool, teachers can upload profiles and schools can recruit staff directly without the need for agencies.</p> <p>There is a wide offer of CPD on offer to teachers and other school staff from Lambeth School Services, local Teaching School Alliances and local school clusters which focus on priority areas of need identified by the LSP and local data.</p>

The Education and Learning Strategy 2018-22 can be viewed or downloaded from: lambethschoolservices.co.uk/Article/60432



Appendix 1: Pupil Survey 2019 Annual Report

This report presents the results of the analysis of the January 2019 Lambeth DfE Spring 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 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, proficiency 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 2019 Spring School Census recorded details of 38,042 pupils in all schools, academies and pupil referral units. The main findings are summarised below.

1. Ethnic Background

The largest ethnic group in Lambeth schools is Black African with 8765 pupils, or 23% of the pupil population. Collectively, White Other pupils (including Portuguese, Greek and Turkish) are the second largest ethnic group with 15.7%. White British makes up the third largest group with 15.5%.

Ethnic Background of All Pupils 2000 and 2010-2019 (%)

Ethnicity	2000	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Black African	21.2	23.7	24.0	24.0	23.9	24.1	23.5	23.1	23.2	23.4	23.0
White Other (All)	12.1	12.3	12.3	13.2	14.5	15.2	15.2	15.7	16.1	16.2	15.7
Portuguese	4.4	5.2	5.6	5.1	6.0	5.9	5.9	5.8	5.7	4.3	4.0
Turkish	0.6	0.4	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.3	0.3
Greek	0.3	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.1	0.1
White British	24.9	15.6	15.1	14.7	14.3	13.7	14.3	14.4	14.9	15.0	15.5
Black Caribbean	22.6	18.2	17.7	17	16.6	16.0	15.5	15.0	14.5	13.8	13.4
Mixed Other	-	4.8	4.6	5.0	5.3	5.4	5.5	5.8	6.1	6.6	6.8
Any Other Group	-	4.5	7.9	4.6	4.1	4.6	4.7	4.8	4.7	4.9	5.0
Mixed	-	4.5	4.4	4.6	4.5	4.6	4.6	4.5	4.6	4.7	4.7
Black Other	11.0	4.6	4.6	4.6	4.8	4.5	4.7	4.6	4.7	3.8	3.7
Mixed White/African	-	1.6	2.0	1.9	1.9	2.0	2.1	2.1	2.1	2.2	2.3
Bangladeshi	1.9	1.6	1.6	1.5	1.5	1.5	1.4	1.4	1.4	1.4	1.4
Asian Other	-	1.2	1.3	1.4	1.3	1.3	1.3	1.3	1.3	1.4	1.4
Pakistani	1.2	1.1	1.1	1.2	1.3	1.2	1.3	1.3	1.3	1.3	1.4
Mixed White/Asian	-	0.8	0.8	0.8	0.8	0.9	0.9	0.9	0.9	1.1	1.3
Indian	1.6	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Chinese	1.1	0.9	0.8	0.7	0.7	0.8	0.8	0.8	0.8	0.6	0.6
White Irish	1.4	0.6	0.6	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.5
Vietnamese	0.9	0.3	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.2
Gypsy/Roma	-	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Ethnic Minority (All)	75.0	81.5	84.8	82.1	82.7	83.5	82.9	82.7	83.1	82.9	82.2

Source: Research and Statistics Unit EAL Fluency Survey and Spring School Census 2000-2019
Totals may not equate to 100% due to the exclusion of the 'Not Obtained' and 'Refused' categories

The ethnic composition has changed since 2000. The percentage of Black African pupils remains high but over recent years numbers are starting to decline. White Other (including Portuguese, Greek and Turkish) pupils have seen the largest increase from 12.1% in 2000 to 15.7%, but growth has plateaued over recent years. The percentages of Black Caribbean and White British have fallen although numbers of White British pupils since 2014 has shown a steady rise again year on year. Numbers of mixed race pupils have also steadily increased, the two biggest groups being Mixed Other and Mixed White/Caribbean.

2. Main Languages Spoken in Lambeth Schools

Lambeth pupils in the survey spoke 146 languages, including English.

18,892 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 2620 (6.9%) of speakers. Spanish is the next most spoken language with 2504 (6.6%) of speakers, followed by Somali (4.4%), French (3.6%) and Polish (3.2%).

Languages Spoken by Pupils in Lambeth Schools 2019

Language	No.	%	First Language	No.	%
English	18892	49.7%	Luganda	89	0.2%
Portuguese	2620	6.9%	Swahili/Kiswahili	86	0.2%
Spanish	2504	6.6%	Kurdish	84	0.2%
Somali	1689	4.4%	Gujarati	74	0.2%
French	1388	3.6%	Lithuanian	74	0.2%
Polish	1228	3.2%	Punjabi	72	0.2%
Arabic	1110	2.9%	Caribbean Creole English	70	0.2%
Yoruba	933	2.5%	Tamil	67	0.2%
Akan/Twi-Fante	877	2.3%	Greek	65	0.2%
Urdu	497	1.3%	Persian/Farsi	60	0.2%
Bengali	468	1.2%	Swedish	60	0.2%
Italian	424	1.1%	Dutch/Flemish	56	0.1%
Tigrinya	396	1.0%	Hungarian	53	0.1%
Amharic	319	0.8%	Czech	52	0.1%
Chinese	261	0.7%	Hindi	49	0.1%
Albanian/Shqip	227	0.6%	Ga	48	0.1%
Lingala	218	0.6%	Edo/Bini	46	0.1%
Igbo	196	0.5%	Japanese	43	0.1%
Turkish	174	0.5%	Slovak	41	0.1%
Romanian	171	0.4%	Hausa	39	0.1%
Krio	139	0.4%	Serbian/Croatian/Bosnian	35	0.1%
Tagalog/Filipino	118	0.3%	Ukrainian	28	0.1%
Russian	114	0.3%	Finnish	24	0.1%
Bulgarian	112	0.3%	Fula/Fulfulde-Pulaar	21	0.1%
Vietnamese	112	0.3%	Caribbean Creole French	20	0.1%
German	111	0.3%	Ewe	20	0.1%
Pashto/Pakhto	98	0.3%	Others	1,270	3.3%

3. Proficiency in English

8,261 pupils (23.2%) were classified as non-fluent EAL pupils (spoke or understood a language in addition to English, but were not competent or fluent in English). 4.2% were classified as Stage A (New to English), 8.0% as Stage B (Early Acquisition) and 11.5% as Stage C (Developing Competence).

10.9% of pupils were classified as Stage D (Competent) and 13.5% at Stage E (Fully Fluent in English).

Proficiency in English of EAL Pupils by School Type in Lambeth* 2018

	Proficiency in English													
	A		B		C		D		E		English Only		Not yet assessed	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Nursery	93	16.5%	69	12.3%	43	7.7%	16	2.8%	4	0.7%	282	50.2%	55	9.8%
Primary	1093	4.7%	2099	9.1%	3289	14.3%	2795	12.1%	2287	9.9%	11029	47.9%	423	1.9%
Secondary	113	1.1%	405	4.1%	826	8.3%	1411	11.9%	2145	18.0%	4866	48.8%	197	2.0%
Special	26	6.3%	70	17.0%	59	14.4%	31	7.5%	6	1.5%	206	50.1%	13	3.2%
PRU	0	0.0%	0	0.0%	1	0.9%	1	0.9%	19	16.7%	93	81.6%	0	0.0%
Total	1332	3.7%	2672	7.5%	4257	12.0%	4343	12.2%	4898	13.8%	17339	48.8%	718	2.0%

*Excluding City Heights Academy, Lambeth Academy, Oasis South Bank, South Bank Engineering UTC, Elm Court Special School and Hillmead Primary School.

Proficiency in English of EAL Pupils in Lambeth 2017-2019

	Stage of English Proficiency					
	A (New to English)	B (Early Acquisition)	C (Developing Competence)	D (Competent)	E (Fluent)	English Only
2019	3.7%	7.5%	12.0%	12.2%	13.8%	48.8%
2018	4.2%	8.0%	11.5%	10.9%	13.5%	50.4%
2017	3.9%	7.6%	11.0%	10.9%	13.7%	51.4%

From 2017, proficiency (formerly fluency) in English moved from a 4 stage scale (1-4) to a 5 stage scale (A-E). Previously, Stages 1-3 were classed as non-fluent in English with Stage 4 classed as fully fluent.

Proficiency in English of EAL Pupils in Lambeth 1992-2019

Year	Not Fluent	Fluent	English Only	Year	Not Fluent	Fluent	English Only
2016	27.9%	22.4%	49.2%	2003	27.8%	11.8%	60.4%
2015	28.3%	22.0%	48.4%	2002	25.6%	13.4%	61.0%
2014	27.9%	21.1%	50.5%	2001	26.9%	10.7%	61.9%
2013	28.9%	20.6%	50.1%	2000	26.6%	9.5%	63.3%
2012	28.1%	20.0%	51.5%	1999	27.4%	6.6%	66.0%
2011	28.8%	19.0%	54.1%	1998	27.0%	6.1%	65.8%
2010	28.3%	17.5%	53.9%	1997	25.7%	6.2%	68.1%
2009	30.0%	17.2%	52.8%	1996	23.5%	5.9%	70.6%
2008	29.8%	16.3%	54.0%	1995	20.6%	7.0%	72.4%
2007	29.6%	15.8%	54.6%	1994	19.4%	6.6%	74.0%
2006	28.6%	15.1%	56.3%	1993	17.8%	7.0%	75.2%
2005	27.8%	13.9%	57.7%	1992	16.3%	7.0%	76.7%
2004	27.3%	13.5%	58.8%				

4. Free School Meals

In Lambeth schools, including nursery, primary, secondary, special schools and PRUs, 8,496 pupils (22.3%) were eligible for a free school meal. 29,667 pupils (77.7%) paid for their meals.

In primary schools, 21.2% of pupils were eligible for a free school meal and continues to fall. In secondary schools 22.4% of pupils were eligible for a free school meal.

Overall, the percentage of pupils eligible for a free meal continues to fall from a high point of 51.6% in 1994.

Free School Meals by School Type in Lambeth 2019

School Type	Free School Meals		Paid Meals	
	No	%	No	%
Nursery	113	20.1%	449	79.9%
Primary	5605	23.9%	17840	76.1%
Secondary	3481	26.0%	9919	74.0%
Special	368	68.5%	169	31.5%
PRU	57	44.9%	70	55.1%
Total	9624	25.3%	28447	74.7%

Free School Meals in Lambeth 1991-2019

Year	Primary	Secondary	All Schools	Year	Primary	Secondary	All Schools
1991	42.7%	38.3%	42.0%	2006	37.3%	37.4%	37.3%
1992	48.4%	45.5%	46.5%	2007	37.7%	37.4%	37.0%
1993	49.3%	47.9%	49.2%	2008	35.0%	35.1%	35.2%
1994	50.9%	55.3%	51.6%	2009	34.1%	32.7%	33.9%
1995	53.3%	60.1%	51.5%	2010	34.6%	29.7%	33.3%
1996	53.2%	57.1%	49.3%	2011	35.6%	31.4%	34.6%
1997	48.0%	47.8%	47.4%	2012	34.2%	30.4%	33.4%
1998	44.9%	48.3%	45.6%	2013	33.6%	33.3%	33.9%
1999	41.5%	48.4%	43.4%	2014	30.6%	30.8%	31.2%
2000	40.8%	43.3%	41.8%	2015	27.2%	26.6%	27.7%
2001	38.0%	40.7%	39.1%	2016	24.6%	25.6%	25.6%
2002	38.3%	38.8%	38.7%	2017	23.8%	26.4%	25.3%
2003	37.6%	37.1%	37.8%	2018	21.2%	22.4%	22.3%
2004	37.7%	39.1%	38.0%	2019	23.9%	26.0%	25.3%
2005	38.4%	36.6%	38.0%				

5. Special Educational Needs

16.6% of pupils overall were identified as having a Special Educational Need, either informally by their teacher as requiring SEN Support (formally School Action and School Action Plus), or formally by the local authority as having an Education, Health and Care Plan (formerly Statement). The percentage of Lambeth pupils on an EHCP continues to rise.

SEN Provision in Lambeth 2013-2019

Year	SEN Support*		EHCP		Total SEN	
	No.	%	No.	%	No.	%
2013	7452	21.8	1265	3.7	8717	25.5
2014	7592	21.1	1283	3.6	8875	24.7
2015	6319	17.3	1294	3.5	7613	20.8
2016	5390	14.4	1330	3.6	6720	18.0
2017	5610	14.8	1429	3.8	6579	18.6
2018	5207	13.6	1565	4.1	6772	17.7
2019	4782	12.6	1681	4.4	6463	16.6

*Pre-2015 classed as School Action and School Action Plus

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

SEN Primary Need in Lambeth 2019

Area of Prime Special Educational Need	No.	% SEN Pupils	% All Pupils
Speech, Language and Communication Needs	1854	28.7%	4.9%
Social, Emotional and Mental Health	1073	16.6%	2.8%
Autistic Spectrum Disorder	894	13.8%	2.4%
Specific Learning Difficulty	754	11.7%	2.0%
Moderate Learning Difficulty	721	11.2%	1.9%
Other	413	6.4%	1.1%
No Specialist Assessment	303	4.7%	0.8%
Severe Learning Difficulty	149	2.3%	0.4%
Physical Disability	128	2.0%	0.3%
Hearing Impairment	77	1.2%	0.2%
Profound & Multiple Learning Difficulty	51	0.8%	0.1%
Visual Impairment	26	0.4%	0.1%
Multi-Sensory Impairment	20	0.3%	0.1%

6. Borough of Residence

Borough	No.	%	Borough	No.	%
Lambeth	30371	79.8%	Enfield	7	0.0%
Croydon	2345	6.2%	Kent	7	0.0%
Southwark	2240	5.9%	Harrow	6	0.0%
Wandsworth	915	2.4%	Kingston upon Thames	6	0.0%
Merton	824	2.2%	Redbridge	6	0.0%
Lewisham	384	1.0%	Richmond upon Thames	4	0.0%
Bromley	282	0.7%	Brent	3	0.0%
Westminster	87	0.2%	Essex	3	0.0%
Sutton	68	0.2%	Hillingdon	3	0.0%
Camden	48	0.1%	Hounslow	3	0.0%
Greenwich	39	0.1%	Medway	3	0.0%
Surrey	29	0.1%	Waltham Forest	3	0.0%
Islington	26	0.1%	Barking and Dagenham	2	0.0%
Tower Hamlets	26	0.1%	Hertfordshire	2	0.0%
Hackney	24	0.1%	West Sussex	2	0.0%
Hammersmith and Fulham	20	0.1%	Windsor and Maidenhead	2	0.0%
Haringey	19	0.0%	Buckinghamshire	1	0.0%
Bexley	18	0.0%	City of London	1	0.0%
Barnet	17	0.0%	Coventry	1	0.0%
Kensington and Chelsea	15	0.0%	Luton	1	0.0%
Newham	15	0.0%	Nottingham	1	0.0%
Ealing	8	0.0%			

79.8% of pupils in Lambeth Schools are resident in the borough. 87% of children who attend Lambeth nurseries are Lambeth residents, compared to 84.1% of primary pupils, 71.5% of secondary pupils, 82.4% of special pupils and 83.3% of pupils who attend the Lambeth PRU.

Contact

Feyisa Demie
Head of School Research and Statistics
020 7926 9448

Andrew Hau
Schools Research and Statistics Data Manager
020 7926 9454

Address:

Schools Research and Statistics Unit
Education and Learning
1st Floor Civic Centre
6 Brixton Hill
Brixton
SW2 1EG



If you would like this information in large print, in Braille,
on audio tape or in another language, please phone

020 7926 1000

or email

communications@lambeth.gov.uk

Education and Learning

Lambeth Council
PO Box 734
Winchester
SO23 5DG

020 7926 6100

lambeth.gov.uk

lambethschoolservices.co.uk