



## Children & Young People Select Committee

### Tackling Race Inequality in Lewisham Schools

**Date:** 11 January 2024

**Key decision:** No.

**Ward(s) affected:** All

**Contributors:** Anthony Doudle, Head of Lewisham Learning

### Outline and recommendations

This report seeks to provide an update on the work schools and the Council is currently doing to address race inequality and to improve educational outcomes for Black Caribbean Heritage pupils.

#### 1. Summary

There is a Council-wide commitment to tackling race inequalities, which includes work in various services across the Council and a key piece of this work is actively tackling race inequality in our schools. A steering group of Head Teachers, stakeholders and local authority officers has been working to drive this work forward. Tackling race inequality is a three year approach, funded by Lewisham Learning involving all Lewisham schools and the college. It started in September 2021. It is a three year project that will be reviewed and next steps identified.

The existing approach is based on the recommendations of national and local research and focuses on Black Caribbean pupils. The main aims are to:

- Close the historic attainment gap which was 7-10% at the start of the programme and improve life chances;
- Tackle systemic bias and racism;
- Address and reduce disproportionately high rates of exclusions; and
- Support parents and communities;

Following initial research, recommendations emerged which led to the development of a three year action plan which is now in its third year.

We are seeking to evaluate the evidenced-based activity that research tells us will secure long term improved outcomes for Black pupils. We recognise that this work is part of a long term commitment to a programme of improvement. Measuring impact, particularly in the context of the pandemic is a challenge and it must be noted that data included here is still unvalidated. A full review will take place once validated examination results are available.

## 2. Recommendations

Members are asked to note the information and suggested actions contained in the report under each of the headings.

## 3. Background

Nationally certain groups identified by ethnicity underachieve at school and one of the groups which have been impacted by this across London and indeed across the country are children and young people with a Black Caribbean heritage. This has been recognised in many reviews and reports over the years. This issue has also been recognised previously by the CYP Select Committee.

Young people with a Black Caribbean heritage, including those with a mixed heritage background constitute nearly a quarter of the school population in Lewisham.

Over the last few years the Council, through Lewisham Learning have been working with schools across the borough to address concerns about race equality and in particular the educational outcomes of pupils with a Black Caribbean heritage. As part of this work recent research in this area has been considered in addition to good practice in other Local Authority areas and specific research carried out in Lewisham.

Lewisham is an open borough that celebrates diversity, and has a history of standing up to racism and inequalities, from the Battle of Lewisham in 1977 to more recently becoming a Borough of Sanctuary.

There remains a Council-wide commitment to tackling race inequalities, which includes work in various services across the Council and a key piece of this work is actively tackling race inequality in our schools, bringing new energy, expertise and a fresh collaborative approach.

The impact of Covid continues to have a disproportionate impact on families of lower incomes and also certain minority ethnic groups. Lewisham schools have used additional funding from the Department of Education to provide catch up opportunities for pupils most impacted, however the inequality the borough is trying to address is a national issue and long-standing. The Tackling Race Inequality in Education (TRIE) commitment is addressing this complex issue, however this will remain a long term commitment.

**3.1 STRAND UPDATES** – it is important to acknowledge that no single initiative will bring about the change needed.

**Leadership - How can we make sure that more of our black staff progress to senior leadership jobs; there are more black parents and community members on governing boards; that school leaders have engaged with racial literacy and bias training; that we know and understand any barriers to tackling race inequality, at school level, and provide appropriate bespoke support to school leaders and governors where it is needed** <https://schoolsservices.lewisham.gov.uk/Page/21668>

### Governors Toolkit

Three governor training sessions have been delivered to Lewisham education settings. 128 governors across the borough have engaged in the Governor Toolkit training offer.

**Table 1** summarises attendance at training for 46 primary settings (including nursery schools) and **Table 2** summarises attendance at training for five secondary schools. A total of 51 educational settings have participated since 2021 - 2023

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Table 1:

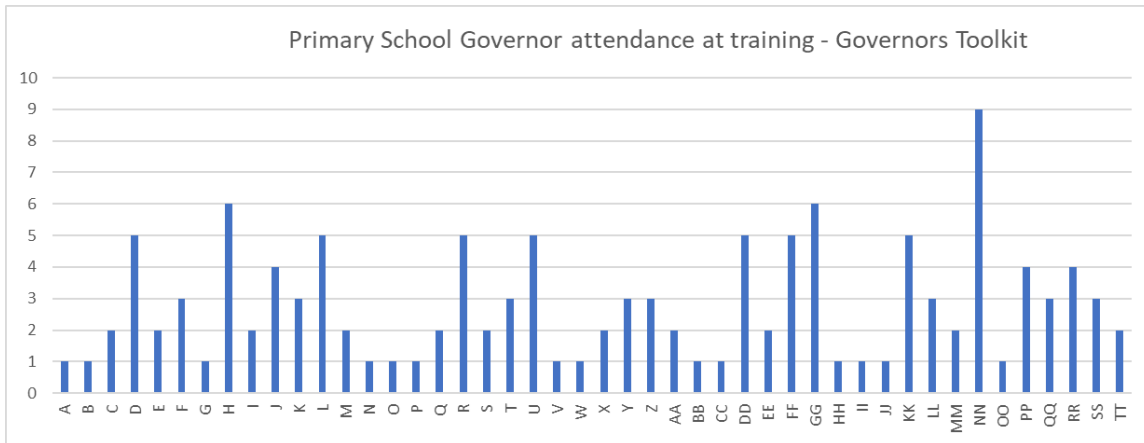
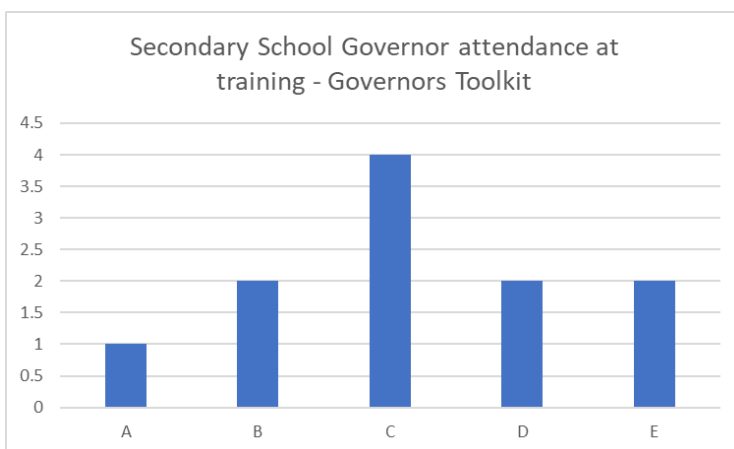
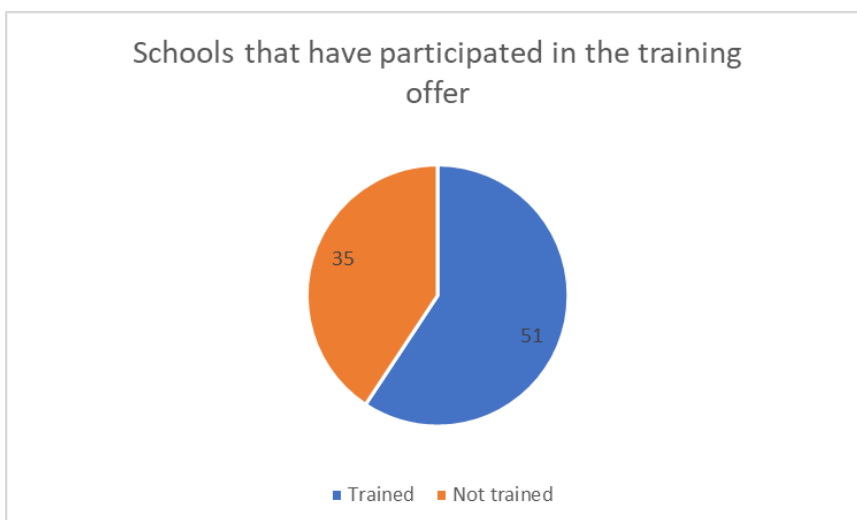


Table 2:



**Table 3** is a summary of training across the borough. 51 settings (60%) have now participated in training to support governors in schools. 35 settings (40%) have not yet participated in the offer provided by Lewisham. It is proposed to offer the training and to invite these schools to attend.

Table 3:



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Published outcomes for those schools who have not participated in the offer of the Governor Toolkit training does vary. Outcomes in fourteen primary schools indicated that for Black Caribbean pupils compared to all pupils in each school, the gap in attainment ranges from 5% to 47%. This exceeds the ambition of the project which aims to reduce the gap by 7 – 10%. In eleven primary school outcomes for Black Caribbean pupils exceeds all pupils at the end of Key Stage 2.

Outcomes in eight secondary school which have not taken up the governor toolkit training offer present a similar picture. Attainment 8 outcomes in five secondary schools for Black Caribbean pupils are below national outcomes for the same group and the gap between these pupils and all pupils in the schools ranges from 0.5 to 0.9. In three secondary schools outcomes for Black Caribbean pupils at Attainment 8 are above national for this group, however the gap to all pupils ranges from 0.3 to 1.4.

Attainment 8 outcomes for the five secondary schools that have participated in the training offer have achieved better gains in closing the gap between Black Caribbean pupils compared to all pupils at the school. This reducing gap ranges from 0.1 to 1.4. However, it is worth noting that for Black Caribbean pupils in three of these schools their outcomes compared to their peers nationally are still below national averages.

### Pupil, Staff and Senior Leadership Surveys:

A baseline survey of young people's views of school was undertaken in June/July 2021 to support and ensure that our programme development and implementation is targeted correctly. This analysis includes responses from:

- 1,035 pupils in 27 schools.
- 333 staff in 40 schools.
- 36 senior leaders in 32 schools.

A request has been sent to all schools and colleges to update the survey. The outcomes of this will be available later in January 2024.

Actions:

- To hold a Governor's Conference on the impact of the "Governors Toolkit" and the impact of the tool on the school community.
- To write to governing bodies who have not yet attended the training and highlight the importance of the training as part of the pledge.
- To survey those schools who have attended the training to gain insights into how they are now using the Governors Toolkit to bring about change.

### **3.2 Curriculum - How can we make sure that the curriculum better reflects our communities here in Lewisham?**

At the time of writing this report, 97% of Lewisham schools are judged good or better. The current framework of inspection focuses on the quality of education which requires schools to ensure that the curriculum offer for pupils is diverse and relevant to their local communities. All schools are required to demonstrate how they meet the requirements of the Equality Act 2010 and how this is reflected in the curriculum.

Since the previous report to the CYP Select Committee three curriculum conferences have been held. These remain popular with schools. The most recent conference was held in [July 2023](#).

Lewisham Learning School Improvement Partners were requested to report on school activity in relation to tackling race inequality. All schools were able to engage in the conversation and

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below are a sample of activities that were included in school reports:

- Participation in Anti-racism for leaders course/Tackling race inequality/Nicola Rollock re Racial equality
- DHT/Inclusion lead – Racial Literacy course
- Literacy Lead – racial equality training
- Unconscious Bias to develop an awareness and understanding of our own biases, developing the language to address and tackle (racial) inequalities
- Participation in Migration Stories Project
- Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic pupils
- Review of History schemes of work and other curriculum areas
- Actively recruited staff and governor diversity
- Review of exclusions 2017/18 to 2021/22
- Review of policy documents
- Participation in community conversations
- Establishing an equalities working party and developing a race equalities action plan
- Appointing an Equalities governor
- Curriculum mapping, targeting positive role models representative of the school (pupil) demographic within the curriculum across year groups throughout the year, developing beyond Black History Month
- Auditing the school Library to ensure that inspirational literature reflects the rich cultural diversity of the school.

In 2022/23 schools identified the need to embed actions listed above.

In addition to the above, 66 school leaders have participated in Intensive Leadership Course from 2021 – 2023. 33 Inclusion leaders have participated in Inclusion leads course during the same period.

Going forward all school improvement partners have been asked to include an update on the work schools are doing to tackle race inequality in Spring and Summer visits to schools.

#### Migration Stories: A Place For Me

A theatre based project to investigate and immerse our children and young people in the stories of members of our community that migrated and settled here in Lewisham.

[Peoplescape Theatre](#) were commissioned to create this work by devising a performance inspired by life stories collected during reminiscence sessions in local schools with the Elders and Grandparents of children attending. We would like to thank the schools who helped facilitate the reminiscence sessions - Rathfern Primary, Adamsrill Primary and Haberdashers' Knights Academy.

Once the reminiscence based performance was created, [A Place For Me](#) was performed in all the participating schools across two academic years (2021/22 & 2022/23). Following on from the performances a practitioner then returned to the schools and provided eight workshops culminating in the class creating their own performance about migration; taking themes and inspiration from their own stories making every performance unique to their school, class and community. In most cases the schools then held performances of these pieces for the parents of that year group.

Over the past two years the project has engaged with:

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16 Primary schools and four Secondary schools across Lewisham.

Reaching approximately 1,500 pupils, age 8-12 year olds.

544 workshops across all schools.

Actions:

- Re-deliver “Unpacking the Pledge” training, showcasing the effective practice in Lewisham schools and targeting year groups in 5, 6, 7, 8 and 9.
- Launch the Race Equality Audit Toolkit for schools in Summer 2024. This is to provide schools with the opportunity to highlight the strengths and areas of further development of their curriculum offer.
- Deliver the 4<sup>th</sup> Conference in Summer 2024 as part of launching the Race Equality Audit Toolkit and to celebrate the success of the pledge and the identifying the next steps
- Work with Peoplescape to explore the possibility of developing an in depth arts based intervention on Adulthood.

### **3.3 Parents and Community - How can we make sure that our schools are collaborating with parents and the community?**

<https://schoolsservices.lewisham.gov.uk/Page/21672>

The ‘community conversation spaces framework’ has developed across Lewisham schools. In January 2022 training was provided for five schools. In July 2023, three schools shared their experiences of holding community conversations and as a result this has now expanded to seventeen schools across the borough.

KS2 and KS4 outcomes remain varied across all seventeen schools. Overall absence and persistent attendance continue to be a challenge, please note that this is a significant national issue since the pandemic. However, 2 schools participating in community conversations are now reporting that there are currently no barriers to persistent absence for pupils of Black Caribbean heritage.

All schools participating in community conversations are reporting zero suspensions for pupils of Black Caribbean heritage.

The [Lewisham Young Leaders Academy](#) continues to provide support for Black Caribbean and dual heritage (Black Caribbean/White) pupils in Lewisham. The academy focuses on the following aspects:

- Black History
- Critical thinking/problem solving
- Financial Literacy
- Health and Fitness
- Home Economics/Life Skills/Cooking Skills
- Identify (Who am I)
- Influence
- Introduction to Entrepreneurship
- Presentation Skills
- Study Skills and Revision Techniques
- The traits of Leadership

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- 13 Steps to Success

Diversity of governing bodies continues to be a focus. The table below indicates the impact of this work in Lewisham:

September 2019	September 2020	August 2023	December 2023
23% (BAME)	29% (BAME)	38% (non white)	TBC

Since January 2023, a new agreed protocol has been agreed for LA appointed governors. This is in line with [Lewisham Council's Corporate Strategy priorities](#) which includes the commitment to "We will recruit more Black, Asian and minority ethnic school governors to better reflect our diverse borough". In Autumn 2022, the Lewisham Education Strategy 2022-2027 was launched. Developing inclusive, equitable schools is at the heart of the strategy. Strengthening leadership of diversity will be key to this.

Lewisham Learning is encouraging Black and Asian heritage individuals to become LA governors for Lewisham schools to make governing bodies more representative of the young people they serve. All appointments are approved by the Executive Director to ensure that there is a focus on the ethnicity of the proposed governors.

In addition, updates on tackling race inequality are now a standard item on termly model agendas for school governing body agendas.

Actions:

- To encourage more governors to register their ethnicity and to continue to promote the importance of governing diversity in support schools.
- Support the manifesto pledge to engage with Lewisham Young Leaders Academy through regular visits and interview pupils attending to understand their experience.
- To use the 17 community conversation schools to embed and support practice more widely across the local authority through creating case studies to share with all schools.
- Support schools to have community conversations that focus on attendance and outcomes that will support pupils of Black Caribbean heritage

### 3.4 Relationships - How can we make sure that the relationships between teachers and students are positive, productive, and backed up by the right school policies? <https://schoolsservices.lewisham.gov.uk/Page/21670>

Work continues with schools and partners to minimise school exclusions and support children to thrive in mainstream education. The focus of this support is to reduce disproportionality. We continue to recognise external issues such as housing, cost of living crisis and mental health needs all contribute to exclusions, suspensions and attendance at school.

#### Summary of Pupil Absence: 2023 (Appendix 1 pages 6 - 7)

Mixed White & Black Caribbean pupils had the highest absence rate of any ethnic group in Lewisham. However, at 9.8%, this was in line with the England average.

- While Black Caribbean pupils had a much higher absence rate than Black African pupils, this is a trend seen across England.
- Additionally, while the absence rate of Black African pupils was in line with the England average, the rate of Black Caribbean pupils in Lewisham was slightly below the England average.

#### Exclusions and Suspensions 2021/22

In 2022/23 exclusion figures saw a slight improvement on the previous year, which experienced

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the significant and challenging impact of the Covid pandemic. Schools have continued to support their pupils facing challenges and barriers to learning and Lewisham Secondary schools withdrew a further four permanent exclusions and implemented alternative resolutions. The external factors that pupils face day to day and present in school have been amplified by the effects of the Covid pandemic. Persistent disruptive behaviour (possibly linked to special education need) anxiety, mental health and wellbeing and serious youth violence have continued to impact heavily on exclusions this academic year. This has been reported as similar experiences for neighbouring boroughs.

#### Primary exclusions (per 1,000) 2021/22

- The permanent exclusion rate for Lewisham primary schools remained at zero per cent which was better than England at 0.02 per cent and London and Inner London at 0.01 per cent.
- The suspension rate for Lewisham primary schools was 1.01 per cent which is below England at 1.42 per cent but above London at 0.45 per cent and Inner London at 0.81 per cent. All statistical neighbour boroughs saw an increase in suspensions.

#### Primary exclusions by ethnicity (per 1,000) 2021/22

- The data shows disproportionality in Lewisham Primary schools for 'Black African', 'Black Caribbean' and 'White and Black Caribbean' background with suspensions.

#### Secondary exclusions (per 1,000) 2021/22

- The permanent exclusion rate for Lewisham secondary schools declined slightly from 0.07 to 0.11 per cent better than England at 0.16 per cent, but above London at 0.08 per cent.
- The suspension rate for Lewisham secondary schools declined to 11.90 per cent which is below England at 13.96 per cent but above London at 8.84 per cent and Inner London at 9.56 per cent.
- However, most statistical neighbour boroughs saw an increase in permanent exclusions and suspensions. This can be attributed to the first academic year without the COVID pandemic disruption but also the factor of increased mental health issues as a result.

#### Secondary exclusions by ethnicity (per 1,000) 2021/22

- The data shows disproportionality in Lewisham Secondary schools for, 'Black African', 'Black Caribbean' and 'White and Black Caribbean' with suspensions; also for 'Black African', 'Black Caribbean' and 'White Black Caribbean' and 'White British' with permanent exclusion.

Permanent exclusions and managed transfers by ethnicity – Lewisham schools only (includes percentage of ethnic breakdown per secondary cohort). Permanent exclusions have increased to 0.22 per cent affecting White British pupils. Permanent exclusions at 0.42 per cent and managed transfers at 0.62 per cent affecting Black British / Black Caribbean pupils are similar to 2021/22. Permanent exclusions for Black British / Black African pupils were at 0 per cent and 0 per cent for managed transfers which is an improvement on 2021/22.

#### Special Educational Needs (SEN):

- No pupil with an EHCP was permanently excluded from a Lewisham school. However, nine pupils permanently excluded in 2022/23 from Lewisham were receiving in school SEN support, three excluded for persistent disruptive behaviour, two for physical assault on a pupil, two for offensive weapons/knives, one for sexual misconduct and one for theft. Of the managed transfer pupils in 2022/23, eight were receiving in school SEN support, two excluded were for persistent disruptive behaviour and one for drugs / alcohol and two for physical assault on an adult, two for physical assault on a pupil and one for damage.

During 2022/23 the main reasons for permanent exclusion and managed transfer are persistent disruptive behaviour and verbal/physical assault on another pupil.

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- Persistent disruptive behaviour: Permanent exclusions – eight and managed transfers - six in 2022/23 and represents a decrease. The data for those pupils permanently excluded and managed transferred for persistent disruptive behaviour are in Year 7 (one), Year 8 (one), Year 9 (six) and Year 10 (six), varied in ethnicity and this year - nine were female.
- Verbal/physical assault on another pupil: Permanent exclusions – five and managed transfers - six in 2022/23 and this represents an increase. The data for those pupils permanently excluded and managed transferred for verbal/physical assault on another pupil are in Year 7 (one), Year 8 (five) and Year 9 (six), varied in ethnicity and this year – eight were female.

#### Review of borough wide behaviour policies:

During the summer term of 2022/23 the Access, Inclusion and Participation Service undertook an audit of Lewisham behaviour policies with the view to making suggestions, provide clear questions and messages, whilst considering language and relationships with statutory guidance. The findings of the audit were shared at a cross borough behaviour policy workshop, with a small group of local authority colleagues and school leaders, in October 2023.

Positive findings of the audit include:

- Accessibility to policies on school websites
- Policies are clear and purposeful that articulates the schools positive and nurturing ethos
- Some policies refer to behaviour as a form of communication
- Schools record and monitor behaviour and have 'interventions' in the form of individualised plans
- There was no evidence highlighting race 'inequality' practice.

Areas that the audit highlighted include for further discussions with schools:

- Most behaviour policies are punitive in approach and typically focus on actions to take where there are breaches to the policy. Policies do not often make the link between behaviour and communicating a need for help
- Some schools are using a zero tolerance approach, which does not support a graduated response and relation between behaviour/SEND
- Behaviour trends are not being reviewed to inform behaviour policies.

Evidence suggests that more needs to be undertaken to develop collaborative working with children/parents/carers and making referrals to other agencies, policies and complaints procedures.

Actions:

- Implement the [attendance guidance](#) to support schools increasing attendance at school by increasing the number of schools registered with 'Study Bugs'
- Increase the levels of engagement with Early Help to address factors that will help to mitigate rates of exclusion and suspensions and increase attendance
- Reduce exclusions and suspensions through working with schools and senior leaders to develop:
  - Opportunities for Primary and Secondary schools to work collaboratively and share approaches/good practice by creating school hubs
  - Provide training and support that differentiates between challenging SEMH and SEND
  - Create Parent Carer forums at local authority level – pupil voice.

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- Develop a restorative placement offer – criteria to be determined.
- Provide more challenge to schools on exclusion, including A Call to Action Conference – No Reason to Exclude – part of the long-term school improvement strategy that focusses on developing Relationships and safe schools.

#### 4. Outcomes

Outcomes in 2023 – Appendix 1 (pages 2 – 5)

Please refer to Appendix 1 Race Equality Analysis for further detail. It is worth noting that the Key Stage 2 outcomes in 2023 are a reflection of the disruption caused by the pandemic when this cohort of Year 6 pupils were in Year 3 and 4. This is similar to pupils in Year 11 who were in Years 8 and 9 during both national lockdowns.

A full analysis will be carried out when validated data is available in February 2024. Current provisional data reflects the effects of the pandemic and, as elsewhere in the country, these effects are not uniform but usually have had a larger impact on disadvantaged students than those that are not disadvantaged. They vary greatly from ward to ward and school to school. The ambition is to reduce the gap by 7 – 10% over time. The table below demonstrates the current provisional gap in relation to 2023 outcomes.

Attainment	Early Years	KS1 (RWM)	KS2 (RWM)	Attainment 8
All Pupils	70%	56%	60%	45.3
Black African	61%	53%	58%	45.2
Black Caribbean	61%	44%	50%	38.8
Any other Black	64%	53%	56%	39.9
White and Black African	68%	66%	77%	52.0
White and Black Caribbean	64%	37%	44%	38.7

- While outcomes for Lewisham pupils were in line with the England averages, there remains variation between ethnicities.
- In Early Years the gap to all Lewisham pupils is smallest for White and Black African (2%) while the largest gap is for pupils of Black African and Black Caribbean heritage (9%).
- In Key Stage 1 the largest gap to all Lewisham pupils is White and Black Caribbean pupils (19%) followed by Black Caribbean (12%), while White and Black African pupils perform better than all Lewisham pupils.
- In Key Stage 2 the largest gap to all Lewisham pupils is Black Caribbean pupils (10%) followed by White and Black Caribbean (6%), while White and Black African pupils perform better than all Lewisham pupils. White and Black African pupils perform better than all Lewisham pupils.
- Attainment 8 at Key Stage 4 gap is most pronounced for White and Black Caribbean (-6.6), Black Caribbean (-6.5) and Any other Black (-5.4). White and Black African perform better than all pupils.

Progress scores are measured against the figure of zero. Scores above zero indicate more progress has been achieved and scores below zero indicate that less progress has been achieved. Both key stages below have been significantly impacted by school closures during periods of lockdown experienced as a result of the pandemic.

Progress	KS1 - KS2	Progress 8
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	(RWM)	
All Pupils	+0.05	0.00
Black African	-0.13	+0.06
Black Caribbean	-1.04	-0.37
Any other Black	-0.50	-0.22
White and Black African	+0.15	+0.26
White and Black Caribbean	-1.76	-0.48

- White and Black Caribbean pupils had the lowest progress scores at both Key Stage 2 and Key Stage 4, indicating that they made less progress compared to pupils with similar prior attainment. However, their Progress 8 score was in line with the England average for White and Black Caribbean pupils, indicating these pupils made similar progress in Lewisham compared to their peers across England
- Pupils from a Black Caribbean background had the second lowest progress scores at both Key Stage 2 and Key Stage 4. At -0.37, their Progress 8 score was lower than the England average of -0.24, indicating that Black Caribbean pupils are making less progress in Lewisham than their peers across England
- When taken as a whole ethnic group, Black pupils have a negative Progress 8 score. However, this masks differences between Black African and Black Caribbean pupils. Black African pupils have a positive Progress 8 score, while the score for Black Caribbean pupils is negative.

#### Outcomes 2019 – 2023 (KS2) – Appendix 1 (pages 10 – 12)

- Overall, the proportions of pupils from almost all ethnic backgrounds that reached the expected or higher standard in reading, writing and maths in Lewisham fell from 2019 to 2023. However, the progress scores of these pupils were generally much higher in 2023, indicating more progress from Key Stage 1 to Key Stage 2 in Lewisham compared to their peers in 2019.
- Outcomes in 2019 compared to 2023 at Key Stage 2 (RWM) are a decline for Black African pupils at 10%, Black Caribbean at 5%, Any other Black Background at 8%, White and Black African at 1%, however the gap for White and Black Caribbean pupils widen to 20%. Progress for all of the named groups above continued to decrease over the same period with the exception of Black Caribbean pupils which increased. These outcomes vary greatly across all schools and it correlates with the ongoing challenge of persistent absence from school. Work with primary schools with combined reading, writing and maths outcomes in conjunction with attendance issues will be meeting with the Head of Lewisham Learning in Spring 2024 to gain further insights and progress towards improving outcomes in Summer 2024. Five primary schools are currently receiving medium level support from Lewisham Learning, with a focussed lens on improving outcomes for all groups.
- White and Black Caribbean pupils saw a large change in the proportion of pupils that achieved the expected or higher standard in reading, writing and maths.
- The proportion of White and Black Caribbean pupils that reached the expected or higher standard in reading, writing and maths saw a decrease from 64% in 2019 to 44% in 2023.
- Pupils from White and Black Caribbean background had the lowest progress score of any ethnic group in both years. This progress score decreased by 0.12 points from 2019 to 2023, making White and Black Caribbean pupils the only ethnic group that made less progress in 2023 than in 2019.

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Outcomes 2019 – 2023 (KS4) – Appendix 1 (pages 13 – 15)

- Pupils from any Black ethnic background saw an improvement in their Progress 8 scores. The positive Progress 8 score of Black African pupils in 2023 indicated that, unlike in 2019, these pupils made positive progress at Key Stage 4.
- Additionally, pupils from Black Caribbean background saw a 2.8 point increase in their average Attainment 8 score in 2023 compared to 2019. The Progress 8 score of these pupils increased by 0.29 points in 2023, indicating that Black Caribbean pupils made more progress in Lewisham compared to their peers with similar prior attainment in 2019.

Actions:

- School Improvement Partners from Lewisham Learning to support school leaders to focus on improving outcomes for all pupils, with a particular focus on reducing disproportionality for identified ethnic groups.
- Core visit reports to schools to include a detailed breakdown on actions the school has undertaken to improve the diversity of the curriculum, reduce exclusions and suspensions and improve attendance for ethnic groups that have overtime been disproportionately disadvantaged.

## 5. Legal implications

There are no legal implications

## 6. Equalities implications

Under the Equality Act 2010, public authorities are required to have due regard to equality impacts when making decisions in the exercise of their functions (Public Sector Equality Duty, PSED). In particular, public authorities are required to have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 identifies the following as protected characteristics for the purpose of the PSED:

- Age
- Disability
- gender reassignment
- pregnancy and maternity
- race (including ethnicity)
- religion or belief
- sex
- sexual orientation

Lewisham Education strategy 2022-2027 reflects the Council's commitment to reducing achievement gaps and negative disproportionality in educational outcomes for specific groups of children and young people. This involves recording and reporting on data around protected characteristics by groups, as presented in this report. This data informs both how we deliver our

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business as usual functions and the development of strategies and programmes to tackle these inequalities.

The work of the schools' Tackling Race Inequality Steering Group is specifically focussed on addressing the poorer education outcomes achieved by young people from a Black background and in particular with a Black Caribbean heritage.

**7. Climate change and environmental implications**

There are no climate change and environmental implications

**8. Crime and disorder implications**

There are no crime and disorder implications

**9. Health and wellbeing implications**

There are no health and wellbeing implications

**10. Financial implications**

Tackling Race Inequality in Education (TRIE) is a three-year project, allocated £300,000 to support its work. 2023-24 is the final year and an option to extend the project will be reviewed by the Tackling Race Inequality in Education Steering Group.

**11. Background papers**

Children and Young People Select Committee, January 2023 – [Tackling Race Equality in Education](#)

**12. Glossary**

Term	Definition
AP	Alternative provision: places that provide education for children who are unable to go to a mainstream school.
Attainment Eight (8)	Accountability measure introduced in 2016. This calculates how well each pupil did across four elements (or 'buckets'): <ul style="list-style-type: none"> <li>• English – double weighted and best result of English Language or English Literature.</li> <li>• Mathematics – double-weighted.</li> <li>• English Baccalaureate (EBacc) – three EBacc GCSEs (best results in science, humanities (history / geography) and languages).</li> <li>• Other best results in three other subjects</li> </ul>
DFE	Department for Education: a department of the UK Government responsible for child protection, education (compulsory, further and higher education), apprenticeships and wider skills in England
EHCP	Education, Health, and Care Plan: a document setting out the education, health and social care needs of a child or young person for whom extra support is required in a school
EYFS	Early Years Foundation Stage- learning, development, and care of children from birth to 5 years

<b>Term</b>	<b>Definition</b>
<b>GCSE</b>	General Certificate of Secondary Education: main qualification at year 11 (age 16)
<b>GLD</b>	The Good level of Development: as assessed at the end of early years foundation stage
<b>KS1</b>	Key Stage 1: school years 1 and 2 (infants) (ages 5 to 7)
<b>KS2</b>	Key Stage 2: school years 3 to 6 (juniors) (ages 8 to 11)
<b>KS4</b>	Key Stage 4: school years 10 and 11 (ages 15 to 16)
<b>Lewisham Learning</b>	Partnership established by school leaders and the local authority to deliver high quality school improvement to all Lewisham schools.
<b>Progress Eight (8)</b>	Progress Eight is determined by comparing each student's Attainment 8 score to those nationally of other students who had the same KS2 SATs results. This measures the progress each student has made from Year 6 to Year 11.
<b>PRU</b>	Pupil referral unit: provision for children excluded from mainstream school or in need of specialist provision because unable to attend school
<b>SATs</b>	Standard Assessment Tests measure children's educational achievement in years 2 and 6
<b>SEND</b>	Special Educational Needs and Disability

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### 14. Appendices

**Appendix 1: Race Equality Analysis (December 2023) Provisional Data**

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