

MAYOR OF LONDON

London Education Report

Secondary education

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**Greater London Authority
March 2021**

Published by
Greater London Authority
City Hall
The Queen's Walk
More London
London SE1 2AA

www.london.gov.uk

enquiries 020 7983 4000

minicom 020 7983 4458

ISBN

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1. Introduction

London has a lot to be proud of when it comes to education and pupils in the city are now consistently amongst the highest performers in the country. London's education system is central to it continuing to grow as a global hub of innovation, culture and economic activity. Maintaining this requires great teachers and leaders, outstanding schools, and a seamless, high quality experience for young people from early years to adulthood. The Mayor supports London's education system through programmes including [Schools for Success](#), [Teach London](#) and the [London curriculum](#). Find out more about the Mayor's work to support high quality early years education here www.london.gov.uk/early-years

The Mayor's Schools for Success programme recognises London's schools that are tackling low student achievement and are willing to help others. Teachers can find out more about what these schools are doing and arrange to visit them by viewing their profiles www.london.gov.uk/schools-for-success

This section of the London Education Report provides detailed and up-to-date information regarding secondary education. Other sections cover early years, primary and 16-19 education www.london.gov.uk/London-Education-Report

This report is based on the latest available data and will be updated as new data is released. For information on updates to the LER please see the version log in the table below:

Version number	Date of release	Updates
3.1	5 July 2019	All latest available data
3.2	20 Sept 2019	Updated exclusions at secondary
3.3	23 June 2020	Updated performance at secondary school
3.4	25 Sept 2020	Updated specific groups within secondary school and exclusions at secondary
3.5	12 March 2021	Updated with 2019/20 attainment data

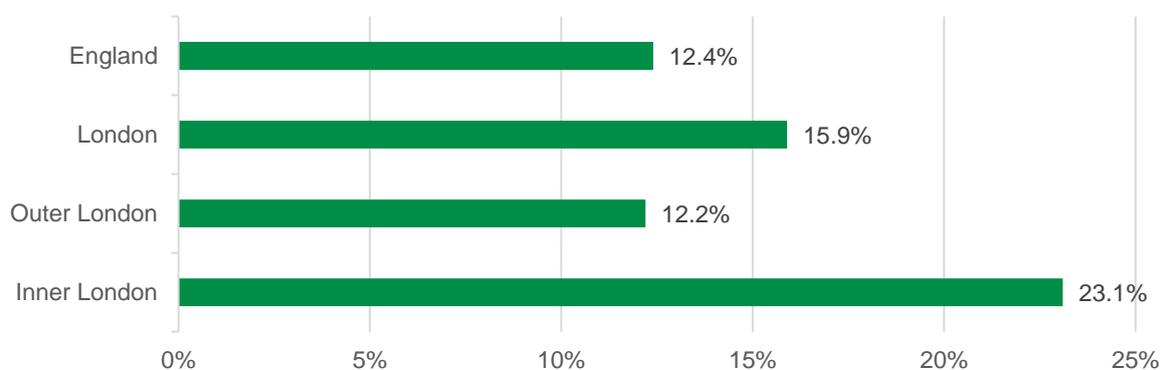
2. Secondary: students, teachers and schools

Demographic profile of secondary school aged children in London

Schools in London have a higher proportion of pupils from disadvantaged backgrounds than the average for England. However, economic inequality is not distributed evenly across the city.

The percentage of secondary school pupils eligible for and claiming free school meals (FSM) within outer London is slightly lower than the national average but within inner London the rate is substantially higher.¹ There is also considerable variation between boroughs; the highest rate of FSM eligibility is within Tower Hamlets (38.2%), whereas the lowest rate is seen in Kingston upon Thames (6.1%).

Figure 3.1: Percentage of secondary school pupils eligible for and claiming free school meals (2018)



Schools in London also have a higher proportion of pupils from minority ethnic backgrounds than the national average.² The proportion of pupils in the city's schools who are from minority ethnic backgrounds is more than double the England average. In London's secondary schools 72% of pupils belong to an ethnic group other than white British, this compares to the national average of 30%.

The proportion of London's pupils for whom English is not a first language is substantially higher than the national average.³ In London's secondary schools 41.4% of pupils are known or believed to have a first language other than English, this compares to the national average of 16.6%.

¹ Department for Education, 'Schools, pupils and their characteristics: January 2018', May 2019.

² Ibid.

³ Ibid.

The percentage of London pupils at secondary with special educational needs across London is broadly in line with other regions.⁴ However, there is a considerable difference between inner and outer London. While inner London has the highest rate, outer London has the lowest rate in the country.

Figure 3.2: Percentage of all secondary pupils with special educational needs (2018)



Secondary pupil projections and teacher supply

London has seen rapid growth in the number of children living in the city over the last decade, which has already led to a significant increase in school pupil numbers. The Greater London Authority (GLA) publishes pan-London demand for school places projections.⁵ The latest publication (March 2018) shows that secondary demand will peak at 479,900 places in 2023/24. By 2027/28 London will require an additional 65,200 secondary places, equivalent to roughly 2,200 classes, or 54 standard 1,200-place secondary schools. This growth in secondary demand is fuelled by the large cohorts currently seen in the primary system moving into secondary education.

⁴ Department for Education, 'Special educational needs in England: January 2018', August 2018.

⁵ <https://data.london.gov.uk/dataset/pan-london-school-place-demand>

The GLA commissioned research⁶ by the National Foundation for Education Research (NFER) into teacher supply, retention and mobility in London. This research found that London's teacher labour market faces a particularly acute challenge over the coming decade, especially at secondary level.

Number and type of secondary schools

In London, the proportion of local authority maintained secondary schools is higher than seen elsewhere in the country⁷. This is also the case at the primary stage of education.

	2018	London as a % of total	England as a % of total
Academies	284	56.9%	65.4%
Free school	53	10.6%	4.9%
Local Authority (LA) maintained	151	30.3%	27.2%
Studio schools	4	0.8%	0.9%
University Technical College (UTC)	7	1.4%	1.5%
Total	499		

⁶ Worth, J., Rennie, C. and Lynch, S. (2018). Teacher Supply, Retention and Mobility in London. Slough: NFER

⁷ GOV.UK, 'Get information about schools. May 2019

3. Performance at secondary school

New accountability arrangements were introduced at Key Stage 4 in 2016, including two new headline measures: Attainment 8 and Progress 8. These measure a pupil's attainment in eight subjects and the progress of pupils between Key Stage 2 and Key Stage 4. These measures replaced the previous 5 A*-C including English and mathematics as the key attainment measure at Key Stage 4.

At key stage 4, GCSE qualifications are now awarded on a 9-1 scale as opposed to letter grades. Nine is then highest grade and 1 the lowest. The top grades, from 9 to 7, are designed to correspond to the old grades of A and A*⁸; this creates a greater degree of differentiation. An award of 4 is considered a standard pass whereas 5 is considered a strong pass.

In 2018, **London had the highest Attainment 8 score of any region in England**⁹, at 49.4; this compared with the national average of 44.5; this pattern was repeated in 2019 when London's Attainment 8 score was 49.7 compared to the national average of 46.8.¹⁰ In 2019, the average Attainment 8 score for boys in Inner London was 45.6 points whereas for girls it was 51.2 points. In 2019, the average Attainment 8 score for boys in Outer London was 47.5 points whereas for girls it was 53.3 points.

Due to the COVID-19 pandemic, the summer exam series was cancelled in 2020. Students scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two. **The 2019/20 data should not be directly compared to attainment data from previous years** for the purposes of measuring change in student performance. In 2020 London again had the highest Attainment 8 score of any region in England at 53.2. The average Attainment 8 score for boys was 50.5 points whereas for girls it was 55.9 points.

In both 2018 and 2019, **London performed particularly well on the Progress 8 measure**¹¹, with an average score of 0.23 (in 2018) and 0.22 (in 2019). London's 2019 score of 0.22 means that pupils achieve more than a fifth of a grade higher in each GCSE

⁸ Ofqual warns against "direct comparisons and overly simplistic descriptions"

⁹ Department for Education, 'Key stage 4 performance 2019 (revised)', September 2020 and Department for Education, 'Revised GCSE and equivalent results in England: 2017 to 2018', January 2019.

¹⁰ We should use caution when comparing headline measures between years; we can make meaningful comparisons between regions within a year but should avoid basing conclusions on the change in scores in a region over time

¹¹ Ibid.

subject than pupils with similar prior attainment nationally. London was far ahead of the next highest-performing region, the East of England with 0.00. In 2019, the average Progress 8 score for boys in Inner London was -0.08 points whereas for girls it was 0.43. In 2019, the average Progress 8 score for boys in Outer London was -0.02 points whereas for girls it was 0.5.

Pupils in London are far more likely to be entered for the EBacc¹², and more likely to achieve good grades in these subjects. In 2018, 52.2% of pupils were entered for all components of the EBacc, in 2019 this rose to 53.8%. In 2018, the average EBacc points score¹³ for London pupils was 4.42 (this compares to a national average of 3.85), making London the highest performing region. In 2019, the average EBacc points score for London pupils was 4.47 (this compares to a national average of 3.87), again making London the highest performing region.

In both 2018 and 2019, **London had the highest proportion of pupils achieving a pass in English and Maths GCSE of any region in England.** In 2019, 68.7% of London pupils achieved a 9-4 pass¹⁴ in English and Maths, this compares to a national average of 59.8%. In the same year, 49% achieved a 9-5 pass¹⁵, this compares to a national average of 40.1%.

¹² The EBacc is a set of subjects (English language and literature, maths, sciences, geography or history and a language) that keep young people's options open for further study and future careers

¹³ The previous measure 'percentage of pupils achieving the EBacc' was discontinued in 2017

¹⁴ Grade 4 is considered a 'standard pass'

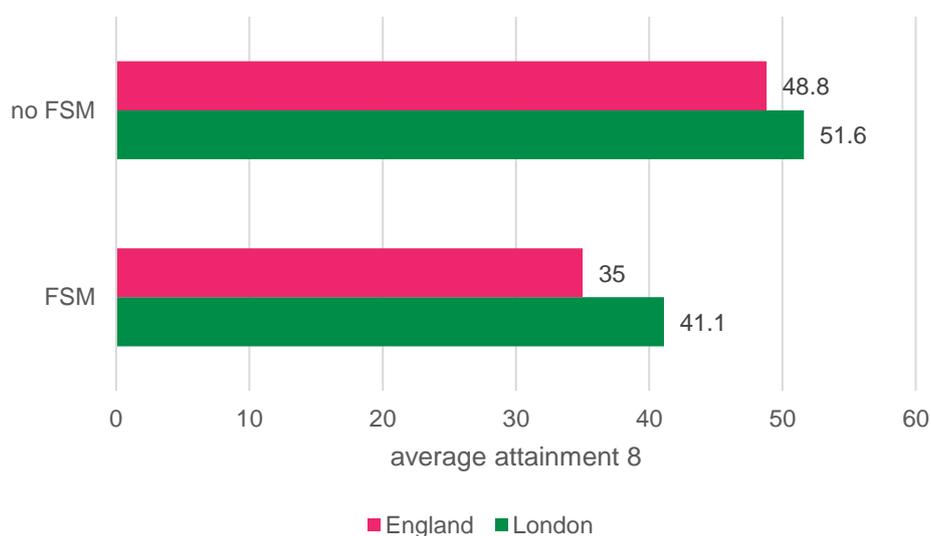
¹⁵ Grade 5 is considered a 'strong pass'

4. Specific groups within secondary school

Pupils from low income backgrounds

As in other parts of the country, pupils from low income backgrounds achieve lower results than their peers in key stage 4 assessments.¹⁶ However, pupils from low income backgrounds (eligible for free school meals, FSM) in London achieve higher results than similar pupils elsewhere. Furthermore, **the gap (between FSM and non-FSM) is narrower in London (10.5 points) than elsewhere (13.8 points).**

Figure 3.3: FSM eligible pupils' attainment at key stage 4 (2019)



In 2020, London pupils eligible for free school meals averaged an attainment 8 score of 45 compared to 55.2 for those not eligible for free school meals¹⁷.

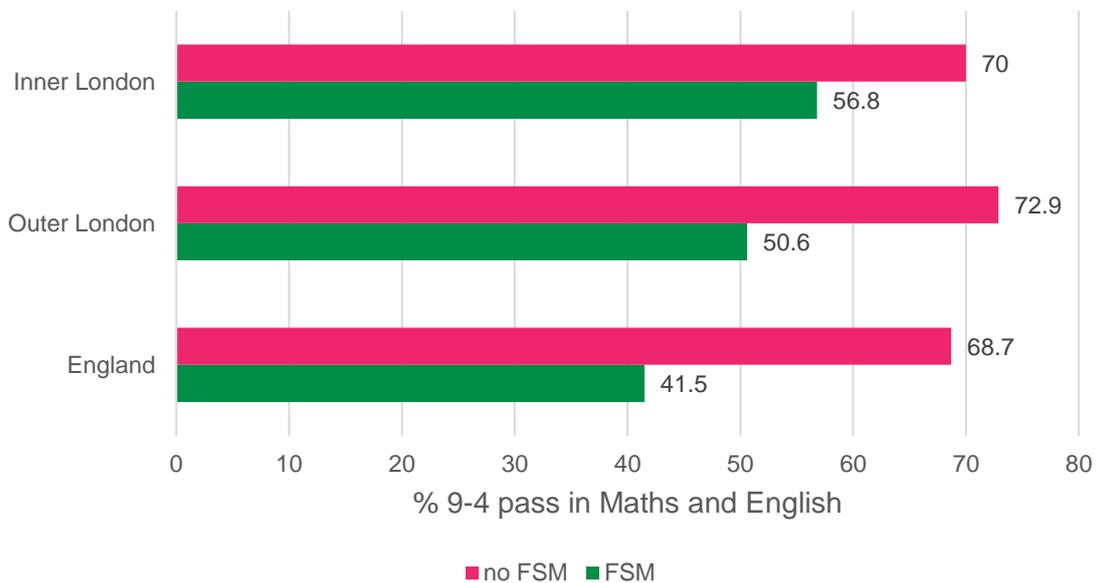
In terms of progress, London FSM pupils score better (-0.15) than similar pupils elsewhere (-0.53) and the gap (0.46 points in London versus 0.59 nationally) from non-FSM pupils is smaller.

A greater percentage of London pupils from low income backgrounds achieve a 9-4 pass in GCSE Maths and English (56.8% in inner London and 50.6% in outer London versus 41.5% nationally). **The gap between the percentage FSM pupils passing Maths and English versus non-FSM students is narrower in London (13.2% in inner London and 22.3% in outer London) than it is nationally (27.2%).**

¹⁶ Department for Education, 'Key stage 4 performance 2019 (revised)', September 2020

¹⁷ 2019/20 data should not be directly compared to attainment data from previous years

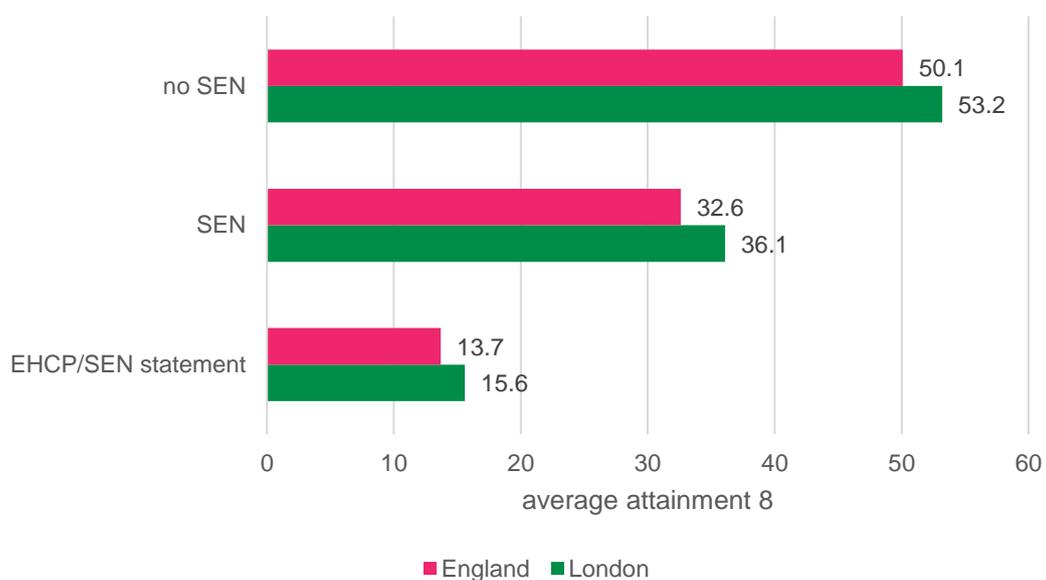
Figure 3.4: FSM eligible pupils' passing Maths and English at key stage 4 (2019)



Pupils with special educational needs (SEN)

Like other regions across England, pupils with a SEN statement or those eligible for SEN support achieve lower results than their peers in key stage 4 assessments.¹⁸ However, **in London both groups (EHC plan and SEN support) achieve higher results than similar pupils elsewhere.**

Figure 3.5: SEN pupils' attainment at key stage 4 (2019)



¹⁸ Department for Education, 'Key stage 4 performance 2019 (revised)', September 2020
Version 3.4: September 2020

In 2020, London pupils with a SEN statement or EHC plan averaged an attainment 8 score of 17.5 compared to 40 for those with SEN support and 56.7 for those with no identified SEN.

In terms of progress, both London pupils with SEN support and those with an EHC plan, score better than similar pupils elsewhere¹⁹.

	No SEN	SEN Support	EHCP/SEN statement
England	0.08	-0.43	-1.17
London	0.34	-0.25	-0.99

A higher proportion of London pupils with an EHC plan or SEN statement, and those with SEN support, have a 9-4 pass in Maths and English, compared to similar pupils nationally. The gap in attainment between those with SEN support versus non-SEN (32.8% in Inner London and 38.3% in Outer London) is smaller than that seen nationally (39%). However, the gap between those with an EHC plan and non-SEN is larger in Outer London (62.3%) than for England as a whole (60.2%); however, it is smaller in Inner London (59.7%).

Figure 3.6: SEN pupils' passing Maths and English at key stage 4 (2019)

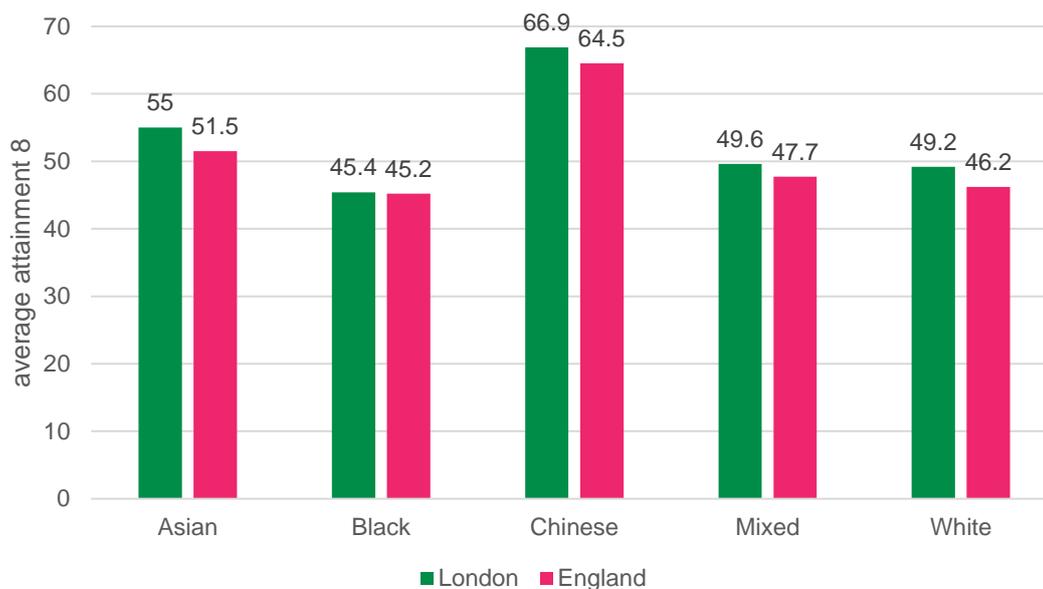


¹⁹ 2019/20 data should not be directly compared to attainment data from previous years
Version 3.4: September 2020

Pupils from minority ethnic backgrounds

Both nationally and in London there are differences in attainment at key stage 4 between pupils with different ethnic backgrounds.²⁰ **Attainment 8 scores for each ethnic category in London are higher than the national average.**

Figure 3.7: Attainment at key stage 4 by ethnicity (2019)



In 2020, Asian pupils in London averaged an attainment 8 score of 58, Chinese pupils 69.1, Mixed ethnicity 53, white 52.9 and Black pupils 49.4²¹.

The performance/attainment of London pupils with different ethnic backgrounds shows a similar pattern to that seen nationally in terms of progress 8 scores. Both Chinese and Asian students show the highest rate of progress, both in London and nationally. However, Black pupils in London have a lower average progress 8 score than that seen nationally.

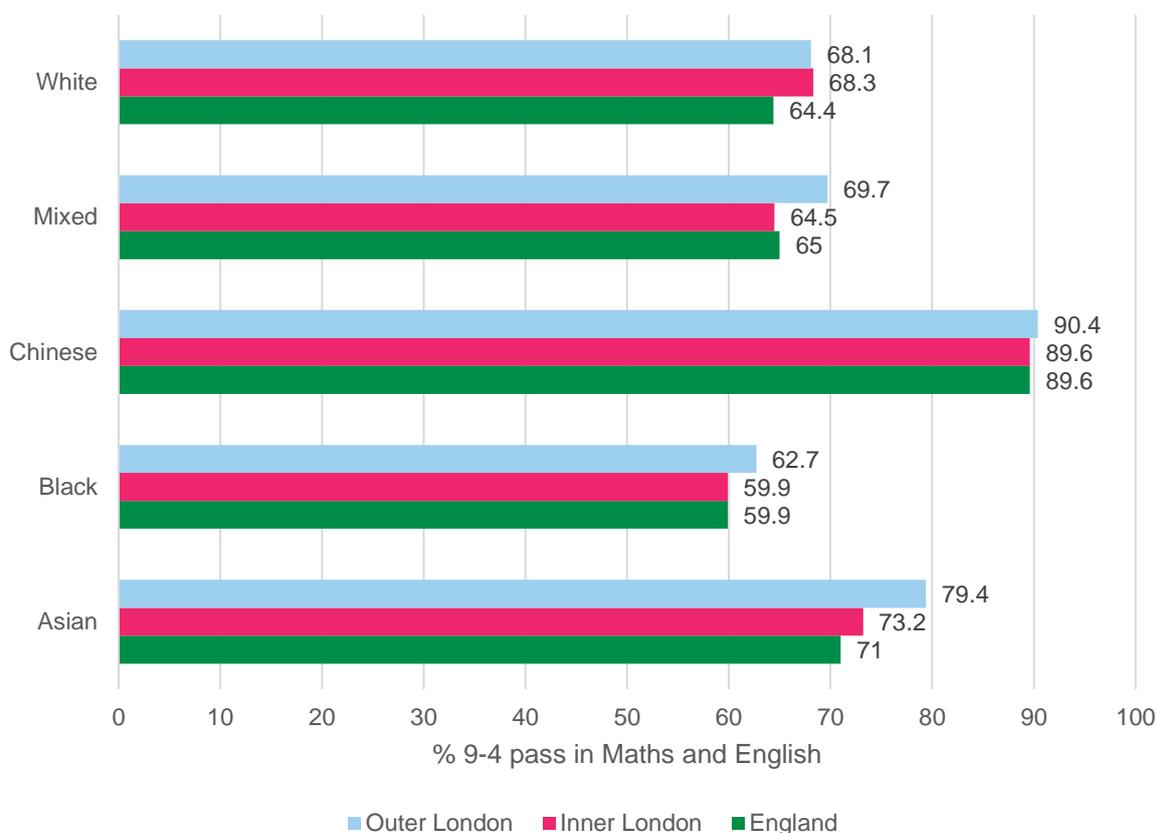
	White	Mixed	Asian	Black	Chinese
England	-0.11	0.0	0.47	0.13	0.86
London	0.07	0.1	0.62	0.09	0.86

The percentage of London pupils achieving a 9-4 in Maths and English in each ethnic category is higher than the national average. In a similar pattern to that seen for attainment and progress, Chinese and Asian students show the highest rates of achieving a 9-4 in Maths and English.

²⁰ Department for Education, 'Key stage 4 performance 2019 (revised)', September 2020

²¹ 2019/20 data should not be directly compared to attainment data from previous years

Figure 3.8: Percentage achieving a 9-4 pass in Maths and English by ethnicity (2019)



Two of the largest underperforming groups in London are black Caribbean and free school meal eligible white boys. The GLA commissioned Boys on Track report²², which was published in 2018, draws attention to these two groups and presents ways they can be supported to improve their educational attainment.

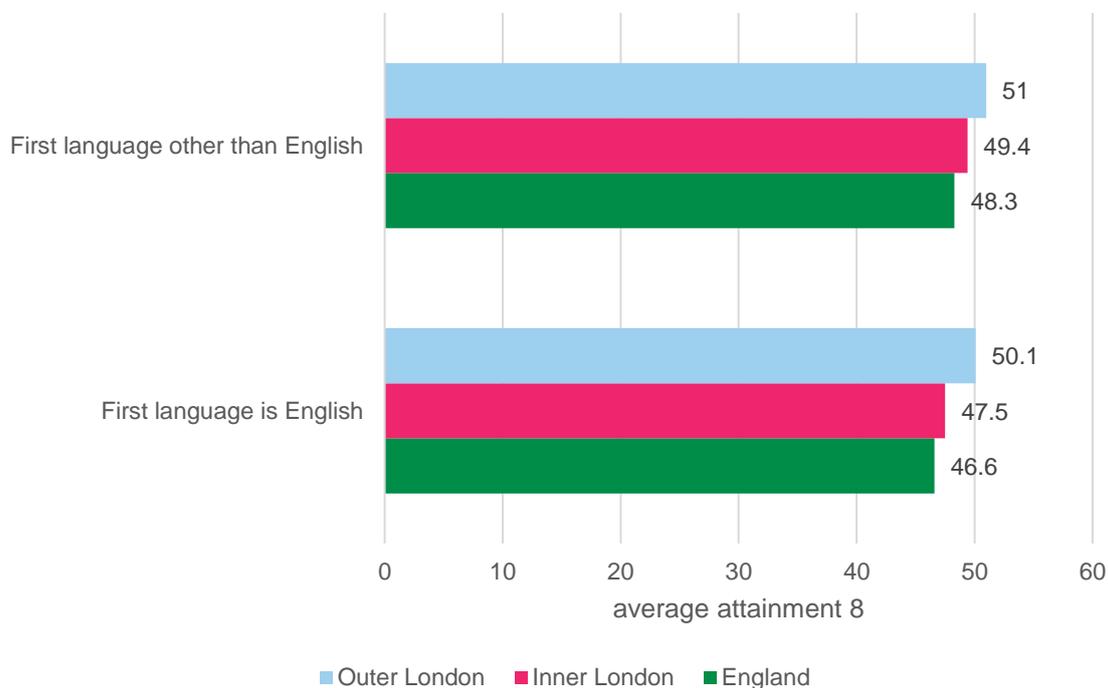
Pupils with English as an additional language

Between key stage 1 and 2 at primary school, both nationally and in London, the gap that existed between pupils for whom English is not their first language (EAL) and those for whom it is, closes. **During secondary school, EAL pupils overtake their counterparts.**²³ In London, their attainment 8 averages are slightly higher (0.9 of a point in Inner London and 1.9 points in Outer London) than pupils whose first language is English. In addition, in London more EAL pupils pass (9-4) Maths and English (3.8% more in Inner London and 0.3% more in Outer London) than pupils whose first language is English.

²² https://www.london.gov.uk/sites/default/files/lkmco_boys_on_track_report.pdf

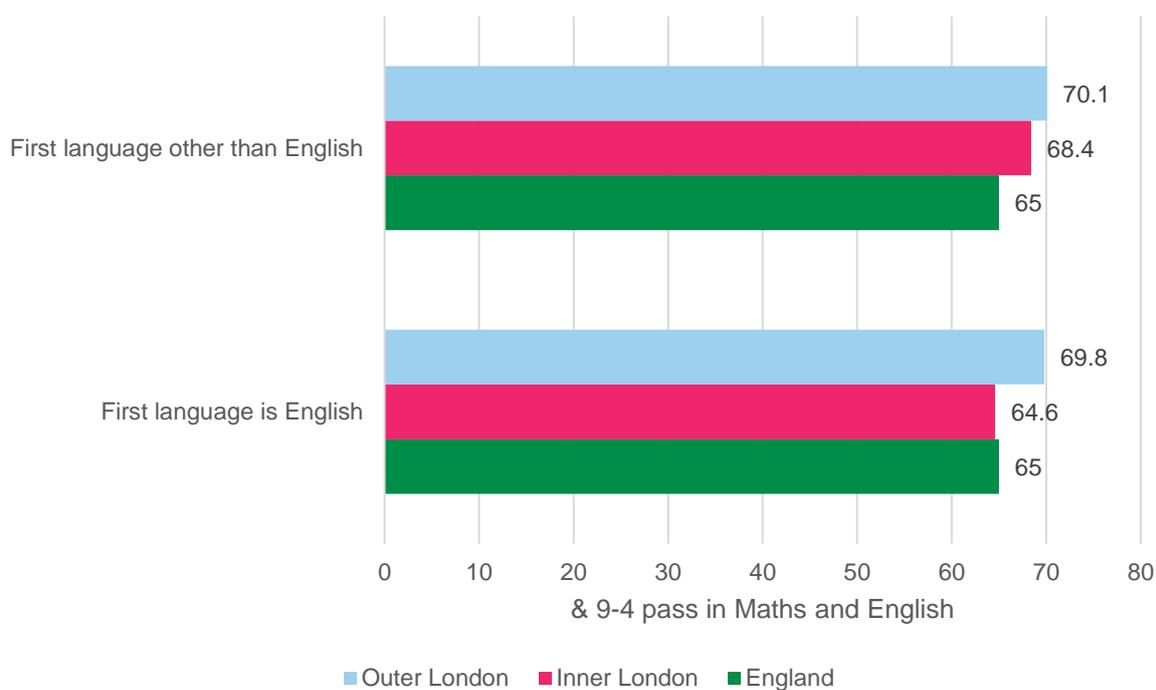
²³ Department for Education, 'Key stage 4 performance 2019 (revised)', September 2020

Figure 3.9: Attainment at key stage 4 by EAL (2019)



In 2020, London pupils for whom English is their first language averaged an attainment 8 score of 53.3 compared to 53.4 who have a first language other than English²⁴.

Figure 3.10: Percentage achieving a 9-4 pass in Maths and English by EAL (2019)



²⁴ 2019/20 data should not be directly compared to attainment data from previous years
Version 3.4: September 2020

The closing of the gap by EAL pupils is demonstrated through their progress 8 scores which, both nationally and in London, are substantially higher than those pupils whose first language is English.

	English is first language	First language other than English
England	-0.11	0.48
Inner London	-0.04	0.4
Outer London	0.07	0.57

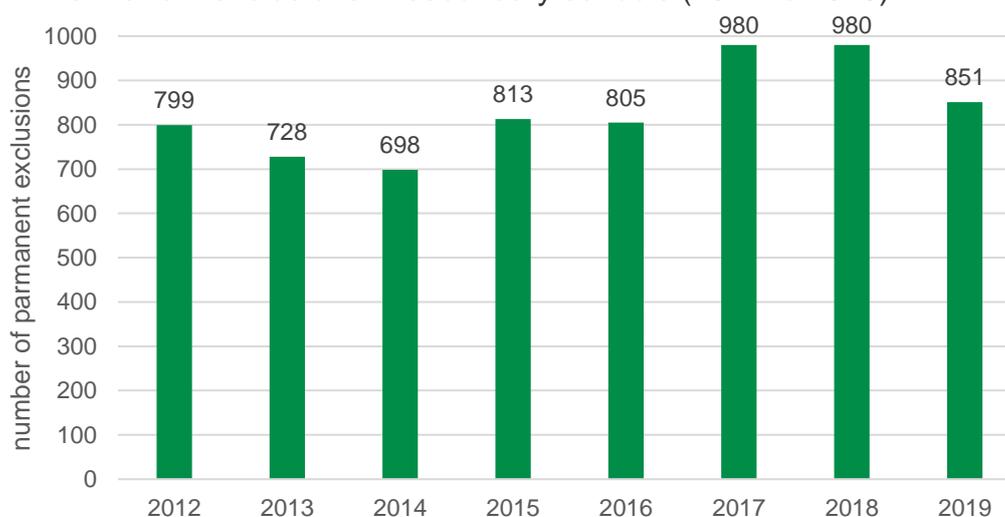
5. Exclusions at secondary

Exclusions at the secondary school level are more common than at primary. **Across London the rates of permanent and fixed-period exclusions are lower than the national average.**²⁵ As shown in the table below, the rate of permanent exclusions in London represents just one-fifth of one percent of the total of London secondary school pupils. While fixed-period exclusions are more common, in London less than five percent of pupils received such an exclusion in 2018/19.

	Permanent exclusion rate	Fixed-period exclusion rate	1 or more fixed-period exclusions
England	0.20	10.75	4.93
Inner-London	0.17	9.44	5.63
Outer-London	0.16	7.07	4.35

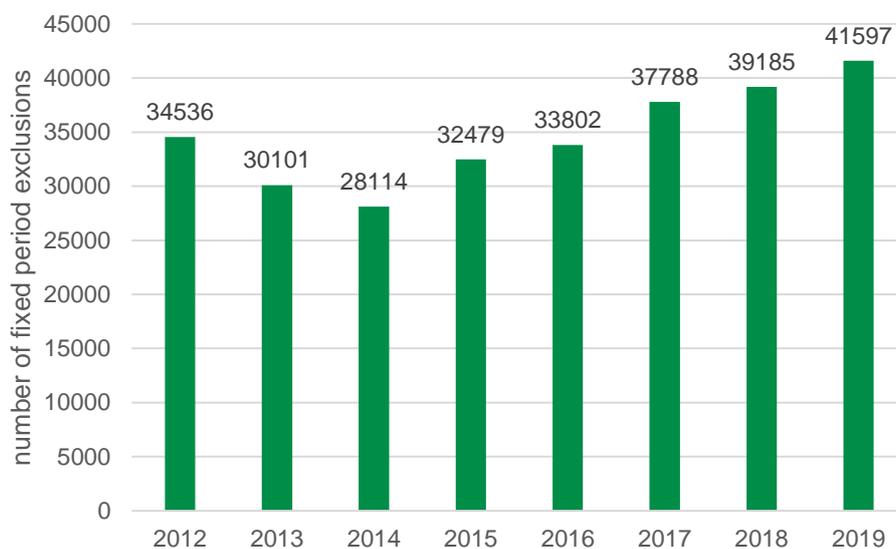
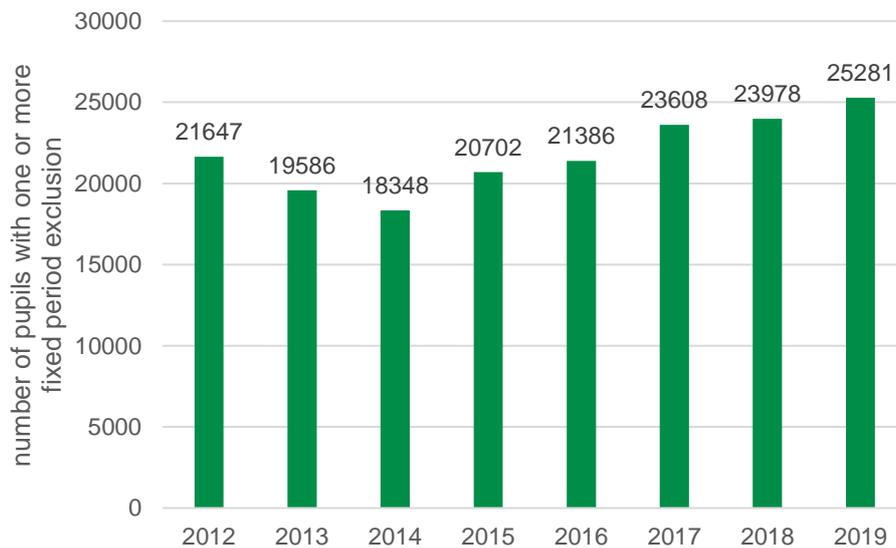
The number of permanent and fixed-period exclusions in London secondary schools between 2011/12 and 2018/19 can be seen in the following figures.

Figure 3.11: Permanent exclusions in secondary schools (2012 to 2019)²⁶



²⁵ Department for Education, 'Permanent and fixed-period exclusions in England: 2018 to 2019', August 2020.

²⁶ Department for Education, 'Statistics: exclusions'

Figure 3.12: Fixed-period exclusions in secondary schools (2012 to 2019)²⁷Figure 3.13: Pupils with one or more fixed-period exclusions in secondary schools (2012 to 2019)²⁸

²⁷ Department for Education, 'Statistics: exclusions'

²⁸ Ibid

Secondary exclusions by gender

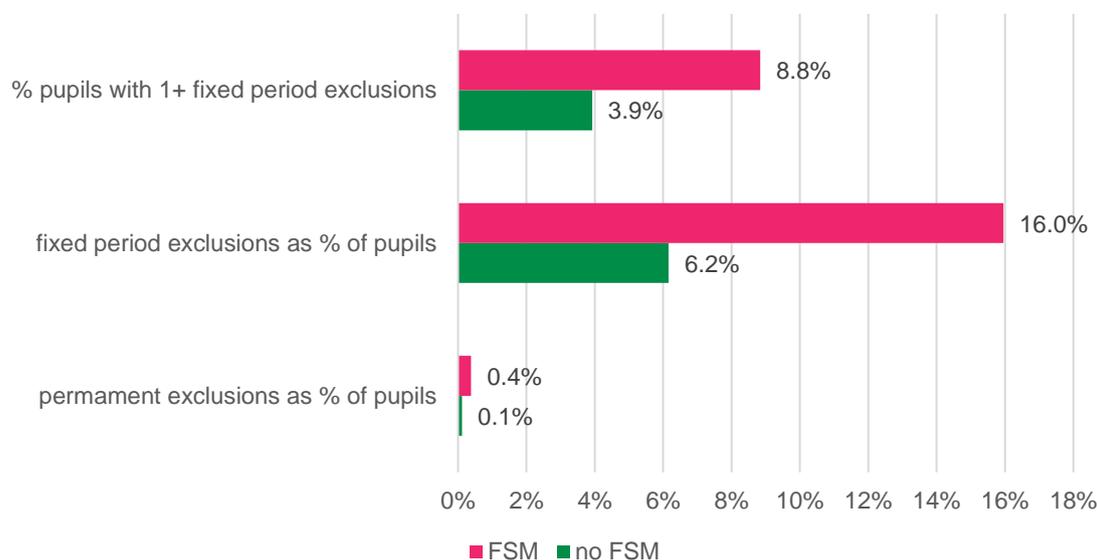
In 2018/19, despite making up only slightly more than half the student population in London, boys accounted for almost three-quarters of permanent exclusions and fixed-period exclusions.²⁹

	Headcount	Permanent	Fixed period
Girls	49.2%	28.6%	27.5%
Boys	50.8%	71.4%	72.5%

Secondary exclusions by free school meal eligibility

In London, FSM pupils are disproportionately represented in the number of permanent and fixed-period exclusions. In 2018/19, FSM pupils made up 41.1% of permanent exclusions despite only making up 21% of the secondary school population in London. An FSM student was more than twice as likely to have one or more fixed-period exclusions during 2018/19 when compared to non-FSM pupils.

Figure 3.14: Exclusions in secondary schools by FSM eligibility (2019)³⁰



²⁹ Department for Education, 'Permanent and fixed-period exclusions in England: 2018 to 2019', August 2020.

³⁰ Ibid.

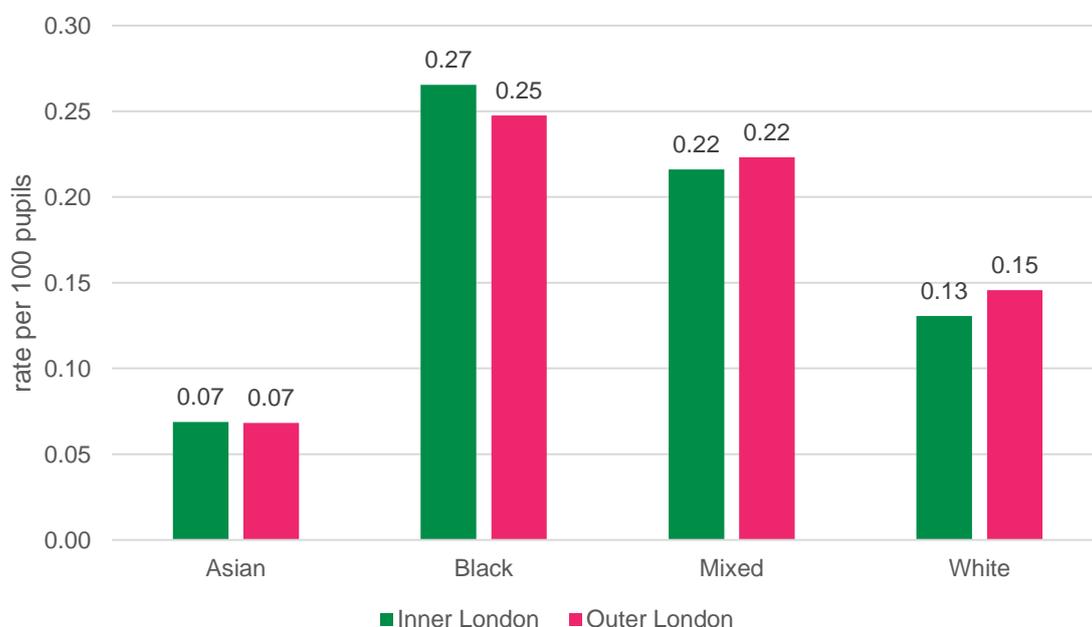
Secondary exclusions by SEN status

Despite making up 12.4% of the student population in 2018/19, pupils with a special educational need³¹ accounted for 27.7% of permanent exclusions.³² SEN pupils were almost three times as likely (10.7% versus 3.9%) as non-SEN pupils to receive one or more fixed-period exclusions.

Secondary exclusions by ethnicity

There is variation in both permanent and fixed-period exclusions rates by ethnicity. In 2018/19, the rates of permanent exclusions were considerably lower for Asian students when compared to all other ethnic groups.

Figure 3.15: Rates of permanent exclusions in secondary schools by ethnicity (2019)³³



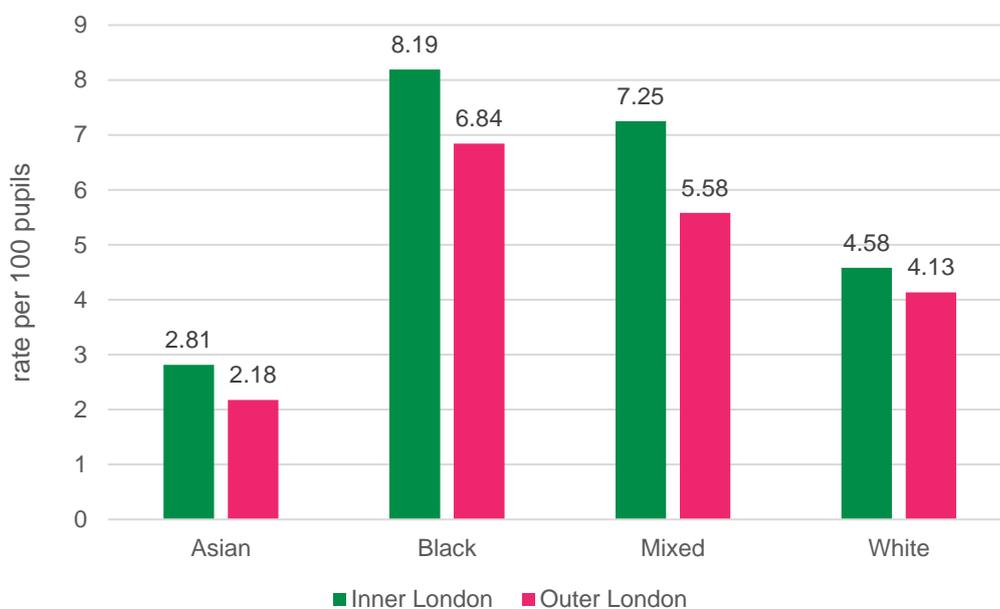
³¹ Includes both those with an EHC plan and those with a SEN support

³² Department for Education, 'Permanent and fixed-period exclusions in England: 2018 to 2019', August 2020.

³³ Ibid

In terms of the rates of pupils with one or more fixed-period exclusions, the rates were highest among Black pupils and lowest among Asian pupils.

Figure 3.16: Rates of pupils with one or more fixed-period exclusion in secondary schools by ethnicity (2019)³⁴



³⁴ Department for Education, 'Permanent and fixed-period exclusions in England: 2018 to 2019', August 2020.

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