

Data Management and Analysis Group

Summary: Ethnicity and attainment in schools

An analysis of the 2002 and 2003 London Pupil Datasets



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Statements of evidence and statements of policy

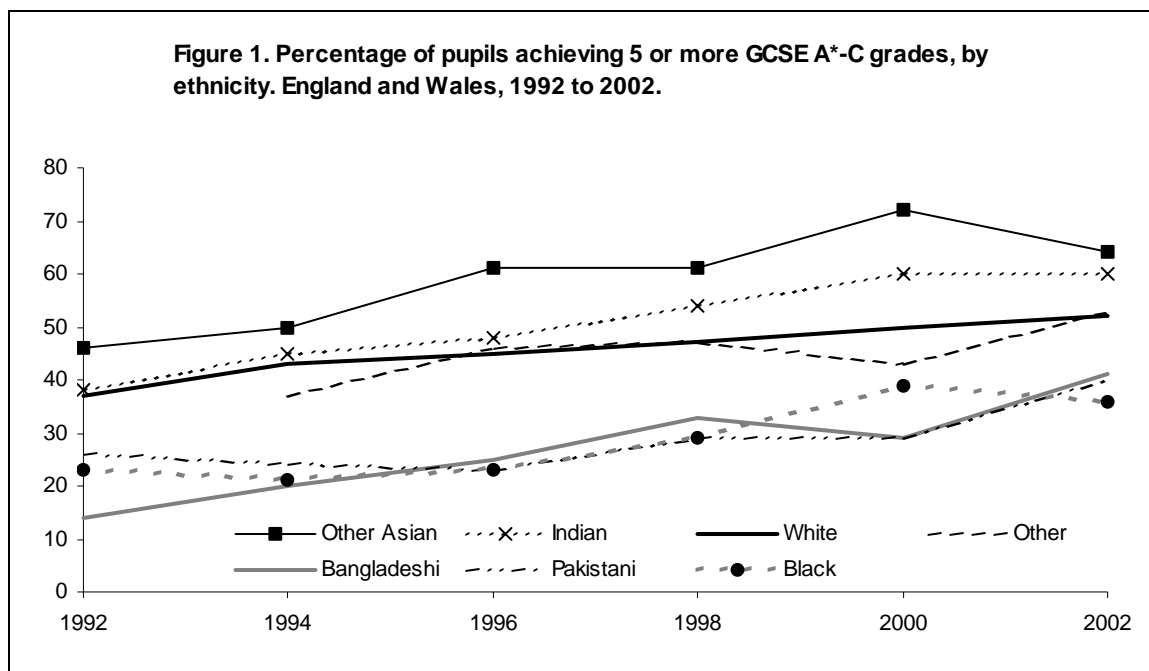
DMAG aims to provide an impartial analysis of empirical data. Nothing in this report should be interpreted as a statement of GLA policy.

What past research, carried out before the creation of the pan-London pupil dataset in 2002, told us

Raw score education results, which are the main focus of this report, matter. Young Londoners without educational qualifications are more likely than others to face unemployment. Education is a high stakes game.

Before the creation of the National Pupil Database (NPD) in 2002, research tended to rely on data from sample surveys or was found in reports from a limited number of local authorities. The numbers of individuals for whom records of attainment were available in sample surveys and local authority reports were generally small. Research based on pre-2002 data, sample survey data, and reports from small local authorities can be useful, but caution is needed in assuming that findings from studies based on that data will apply equally to all schools in all London boroughs.

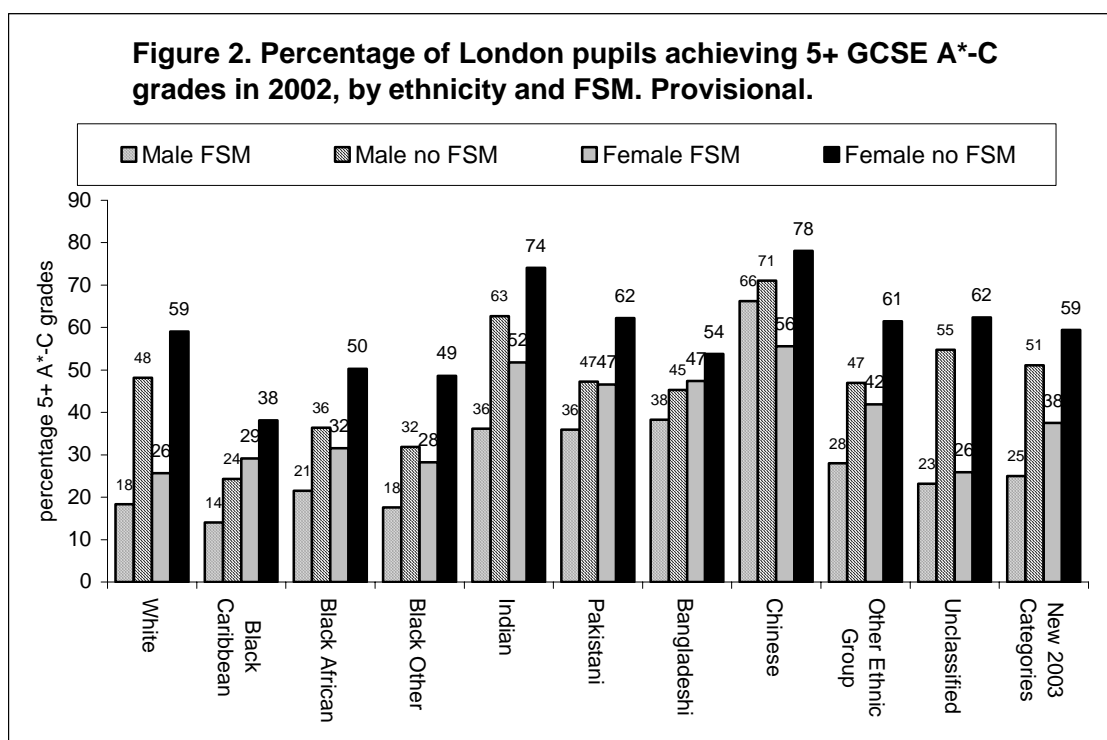
A frequently quoted conclusion from past research, typically based on small sample surveys which are not specific to London, is that there is a hierarchy of educational attainment. At the end of compulsory schooling, Chinese and Indian have been seen as having higher levels of attainment than White pupils while Black, Bangladeshi and Pakistani children have been seen as having lower levels of attainment than White pupils. The more comprehensive (and more recent) LPD enables us to say with absolute certainty whether those conclusions apply to schooling in the capital now. Additionally, given its size, the LPD can support analyses which show the attainment of Chinese children separately from that of other children, in a way that the small sample survey on which figure 1 is based cannot.



Source: supplementary tables to the ONS report *Focus on Social Inequalities 2004* edition, and based on Youth Cohort Survey data. The YCS is a national sample survey.

Poverty, measured as pupils' entitlement to free schools meals, has also been linked to inequality in educational outcomes. More recent evidence from the NPD suggests that socio-economic differences do not 'explain away' differences in the attainment of pupils from different ethnic groups. Differences in attainment between pupils from different ethnic groups exist amongst pupils who are entitled to free school meals and amongst pupils who are not entitled to free school meals.

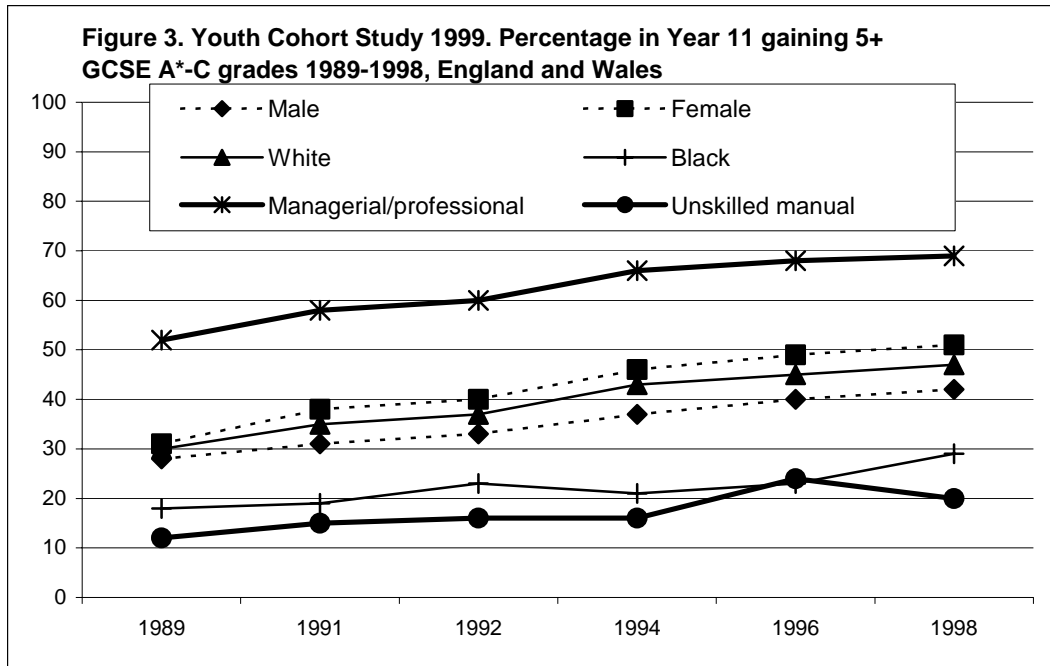
Additionally, differences in average attainment exist between boys and girls which can override differences associated with entitlement to free school meals. Black Caribbean girls who are entitled to free school meals have higher levels of attainment at GCSE on standard performance table measures than Black Caribbean boys who are not entitled to free school meals. The same point applies to Bangladeshi girls entitled to free school meals and to Bangladeshi boys not entitled to free school meals.



Source: 2002 LPD

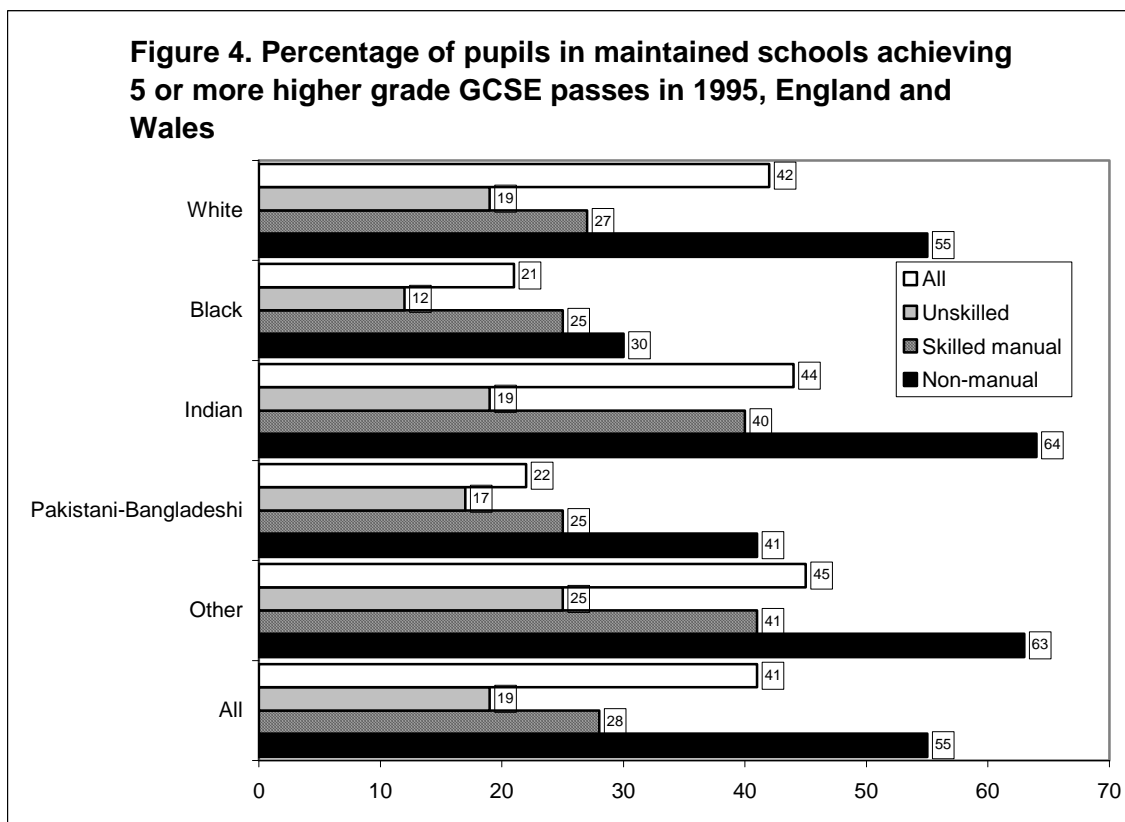
Nonetheless, inequality in the educational attainment of pupils from different ethnic groups is accompanied by a wider economic inequality amongst adults. The proportion of Black and ethnic minority pupils in London's schools has increased. There may be implications for social cohesion, and for the global competitiveness of London's economy, if inequalities are seen as persisting and adversely affecting an increasing proportion of London's residents.

More optimistically, past research also provides evidence of change over time. Current inequalities are not fixed in stone. That said, evidence in the report indicates that Black Caribbean pupils may not have benefited from wider changes in attainment in London to the extent that might be expected.



Source: DfEE Statistical Bulletin 4/1999

Pre-NPD research also indicates that socio-economic factors have a bearing on attainment. When socio-economic differences are taken into account, inequalities of attainment within ethnic groups may be as great as or greater than inequality between ethnic groups.



Source: Sean Demack, David Drew and Mike Grimsley *Minding the Gap: ethnic, gender and social class differences in attainment at 16, 1988-95*.(20)

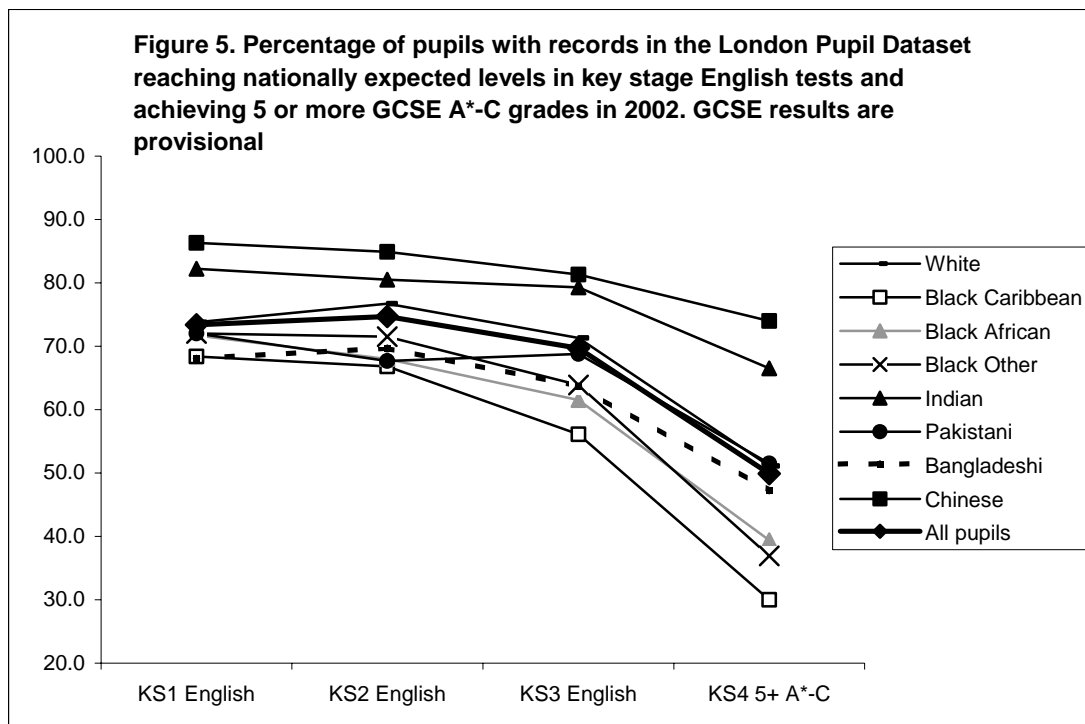
Data from individual local authority research and statistics units in the 1990s confirmed that in some authorities Black pupils had higher levels of attainment than White pupils, and that in others Bangladeshi and White pupils had similar levels of attainment. Additionally, in at least one local authority outside London, Black Caribbean pupils were found to have high levels of attainment in the early years of primary schooling.

On balance, past research points to inequality in the educational attainment of children from different ethnic groups, which nonetheless can change over time and which is likely to be influenced in part, though not totally, by the child's level of socio-economic advantage (and quite possibly by the quality of education).

What the pan-London and national pupil datasets tell us now

DfES Analytical Services provide an annually updated subset of London data from the NPD. This London Pupil Dataset (LPD) is not a sample survey. It contains individual pupil records of *all* young people in the maintained sector who attend London schools (regardless of where they live) or who live in London (regardless of where they attend school). Individual pupil records include information on ethnicity and educational attainment.

Analysis of this data confirms that positive change can take place during the individual child's educational career. In London, Bangladeshi pupils have particularly low levels of attainment at key stage 1 in the early years of primary schooling, have one of the highest levels of entitlement to free school meals of any group of pupils, but nonetheless show improved performance in later key stages. In public examinations at the end of compulsory schooling the attainment of Bangladeshi pupils in London is close to that of White pupils. Similarly, data from the LPD indicate that the average attainment of Pakistani pupils in public examinations at the end of compulsory schooling is close to that of White pupils.



Source: 2002 LPD

Asian pupils in London tend not only to 'catch up' with White pupils by the end of compulsory schooling, but also tend to have higher levels of attainment than their counterparts in England as a whole. Analyses of NPD data published by the DfES show that, in more than two out of three London boroughs and on standard performance measures, the average level of attainment in all Asian groups at GCSE exceeds that of White British pupils in the same local authority, exceeds the London average, and exceeds the average for England.

Table 1. Comparative position, pupils gaining 5 or more higher grade examination passes at the end of compulsory schooling in London boroughs, 2004

	Number of London boroughs where								
	Pupils in a particular group have a higher pass rate than equivalent (M/F/T) White British pupils in the same borough			Pupils in a particular group have a higher pass rate than equivalent (M/F/T) pupils in London as a whole			Pupils in a particular group have a higher pass rate than equivalent (M/F/T) pupils in England as a whole		
	Male	Female	All	Male	Female	All	Male	Female	All
White	16	20	19	12	14	13	15	14	14
White British	-	-	-	13	13	15	14	13	15
Irish	19	22	24	20	24	25	20	24	26
Any other White	15	19	19	15	14	14	15	14	15
Mixed	15	19	18	13	12	12	13	13	12
White and Black Caribbean	11	10	11	8	9	8	9	9	9
White and Black African	13	10	19	12	10	16	12	10	16
White and Asian	22	22	27	21	20	28	21	20	28
Any other multiple heritage	13	18	18	12	14	15	13	14	15
Asian	26	30	29	24	25	27	25	26	27
Indian	29	29	32	25	29	32	25	29	32
Pakistani	19	20	25	18	18	21	18	19	22
Bangladeshi	20	18	21	16	15	17	16	16	17
Any other Asian	22	29	25	25	24	26	25	24	27
Black	5	11	9	5	5	4	7	7	6
Black Caribbean	5	8	5	3	4	4	3	5	4
Black African	9	14	13	8	9	9	8	10	9
Any Other Black	10	11	8	7	6	8	7	7	8
Chinese	28	27	31	27	26	29	27	26	30
Any other ethnic group	18	24	20	17	19	17	17	20	20
Unclassified	18	20	19	18	18	20	18	18	20
All pupils	16	24	28	11	13	13	13	14	14

Source: supplementary tables associated with DfES Statistical First Release 08 2005

The same published tables show that Black African pupils outperform their White British counterparts in a little under half of London boroughs, that Black African pupils exceed the average for London in four boroughs, and that Black African pupils exceed the national average in six London boroughs.

Progress in attainment over time is not spread equally amongst all groups. The gap between Black Caribbean pupils and White pupils as a whole in London tends to

increase as pupils move through the school system. Nonetheless, Black Caribbean attainment at GCSE exceeds that of White British pupils in five London boroughs, and exceeds the national average in four London authorities. As a group, Black Caribbean pupils are least likely to exceed the regional and national average.

Nonetheless, there is evidence of high levels of attainment by Black Caribbean pupils in individual secondary schools. Some schools and some pupils may be succeeding against the odds, and data from those schools may warrant further analysis. However, as in any other research, what the evidence will tell us should not be assumed in advance of investigation. High levels of success in some schools may be a consequence of schools selecting pupils who already have high levels of attainment before being admitted, rather than being a consequence of an educational breakthrough.

The report uses GCSE point scores, which are also reported in national performance tables. These identify the full range of pupil attainment in a way that threshold measures, such as the percentage of pupils who do and who do not achieve five or more higher grade passes at GCSE, cannot. In 2002, points were awarded for each grade as follows: A*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, other=0. The more and higher the grades a pupil achieves, the higher his or her total point score.

The full range of point scores are used to measure the similarity and dissimilarity in the attainment of BME pupils compared with White pupils, and that comparison is given in table 2 on the last page of the summary. Viewed this way, the attainment of Chinese pupils, followed by that of Black Caribbean pupils, shows the least similarity with that of White pupils.

GCSE point scores are also used in the report to review similarities and dissimilarities of attainment taking socio-economic factors are taken into account. The socio-economic context is provided by information from the 2001 national at census output area level. Differences in attainment *within* ethnic groups, when social advantage and disadvantage are taken into account, tend to be larger than the general differences *between* White pupils and BME pupils.

Nonetheless, differences in attainment between White and ethnic minority pupils continue to exist when the socio-economic context is taken into account, albeit at a reduced level. The attainment of Black Caribbean pupils tends to vary least when the socio-economic context is taken into account, and shows considerable similarity with that of White pupils in neighbourhoods with a high level of social disadvantage.

The report provides evidence that differences of attainment within the White group are a major feature of educational inequality in London. This particularly applies to differences in the attainment of White pupils living in socially advantaged areas on the one hand and of White pupils living in socially disadvantaged areas. Continuing progress on school improvement in the capital will not realise its full potential if that gap is not closed or at least reduced.

The report also provides a range of evidence that the attainment of Black Caribbean pupils is a particular issue in London. On the available evidence, pupils in this group are most likely to fall behind others as they move through the education system, leading to what is a near collapse in attainment at the end of compulsory schooling for far too many (though not all) Black Caribbean pupils. This collapse cannot wholly be explained by economic disadvantage, but it is a near certainty that it will lead to economic disadvantage for too many pupils in this group when they leave the school system.

Table 2. Number and percentage of pupils in each uncapped GCSE point score range by ethnicity, 2002 - provisional

	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese
Number of pupils in each point score group								
0	2,694	333	425	169	139	99	154	24
0.5 - 10.0	2,478	430	465	182	108	96	170	12
10.5 - 20.0	3,256	672	668	260	252	192	249	24
20.5 - 30.0	4,688	859	855	387	499	310	357	40
30.5 - 40.0	6,145	925	978	404	832	452	527	68
40.5 - 50.0	7,187	779	994	377	1,223	594	562	115
50.5 - 60.0	6,188	429	709	243	1,200	394	437	140
60.5 - 70.0	4,033	172	320	126	826	211	217	122
70.5 - 80.0	1,795	35	100	38	429	70	99	68
80.5+	525	5	22	10	106	22	20	42
Totals	38,989	4,639	5,536	2,196	5,614	2,440	2,792	655
Percentage of pupils in each point score group								
0	6.9	7.2	7.7	7.7	2.5	4.1	5.5	3.7
0.5 - 10.0	6.4	9.3	8.4	8.3	1.9	3.9	6.1	1.8
10.5 - 20.0	8.4	14.5	12.1	11.8	4.5	7.9	8.9	3.7
20.5 - 30.0	12	18.5	15.4	17.6	8.9	12.7	12.8	6.1
30.5 - 40.0	15.8	19.9	17.7	18.4	14.8	18.5	18.9	10.4
40.5 - 50.0	18.4	16.8	18	17.2	21.8	24.3	20.1	17.6
50.5 - 60.0	15.9	9.2	12.8	11.1	21.4	16.1	15.7	21.4
60.5 - 70.0	10.3	3.7	5.8	5.7	14.7	8.6	7.8	18.6
70.5 - 80.0	4.6	0.8	1.8	1.7	7.6	2.9	3.5	10.4
80.5+	1.3	0.1	0.4	0.5	1.9	0.9	0.7	6.4
Totals	100	100	100	100	100	100	100	100
Percentage of pupils with point scores similar to those of White pupils.								
0		6.9	6.9	6.9	2.5	4.1	5.5	3.7
0.5 - 10.0		6.4	6.4	6.4	1.9	3.9	6.1	1.8
10.5 - 20.0		8.4	8.4	8.4	4.5	7.9	8.4	3.7
20.5 - 30.0		12	12	12	8.9	12	12	6.1
30.5 - 40.0		15.8	15.8	15.8	14.8	15.8	15.8	10.4
40.5 - 50.0		16.8	18	17.2	18.4	18.4	18.4	17.6
50.5 - 60.0		9.2	12.8	11.1	15.9	15.9	15.7	15.9
60.5 - 70.0		3.7	5.8	5.7	10.3	8.6	7.8	10.3
70.5 - 80.0		0.8	1.8	1.7	4.6	2.9	3.5	4.6
80.5+		0.1	0.4	0.5	1.3	0.9	0.7	1.3
Totals		80.1	88.3	85.7	83.1	90.4	93.9	75.4
Difference								
0		0.3	0.8	0.8	-4.4	-2.8	-1.4	-3.2
0.5 - 10.0		2.9	2	1.9	-4.5	-2.5	-0.3	-4.6
10.5 - 20.0		6.1	3.7	3.4	-3.9	-0.5	0.5	-4.7
20.5 - 30.0		6.5	3.4	5.6	-3.1	0.7	0.8	-5.9
30.5 - 40.0		4.1	1.9	2.6	-1	2.7	3.1	-5.4
40.5 - 50.0		-1.6	-0.4	-1.2	3.4	5.9	1.7	-0.8
50.5 - 60.0		-6.7	-3.1	-4.8	5.5	0.2	-0.2	5.5
60.5 - 70.0		-6.6	-4.5	-4.6	4.4	-1.7	-2.5	8.3
70.5 - 80.0		-3.8	-2.8	-2.9	3	-1.7	-1.1	5.8
80.5+		-1.2	-0.9	-0.8	0.6	-0.4	-0.6	5.1
Absolute difference		39.8	23.5	28.6	33.8	19.1	12.2	49.3
Percentage difference		19.9	11.8	14.3	16.9	9.6	6.1	24.7

Source: 2002 LPD

Half GCSEs receive half the standard point score. Some pupils are therefore recorded as having scored, for example, 0.5 points.

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Chinese

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Vietnamese

Nếu bạn muốn có văn bản tài liệu này bằng ngôn ngữ của mình, hãy liên hệ theo số điện thoại hoặc địa chỉ dưới đây.

Greek

Αν θέλετε να αποκτήσετε αντίγραφο του παρόντος εγγράφου στη δική σας γλώσσα, παρακαλείστε να επικοινωνήσετε τηλεφωνικά στον αριθμό αυτό ή ταχυδρομικά στην παρακάτω διεύθυνση.

Turkish

Bu belgenin kendi dilinizde hazırlanmış bir nüshasını edinmek için, lütfen aşağıdaki telefon numarasını arayınız

Punjabi

ਜੇ ਤੁਹਾਨੂੰ ਇਸ ਦਸਤਾਵੇਜ਼ ਦੀ ਕਾਪੀ ਤੁਹਾਡੀ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿਚ ਚਾਹੀਦੀ ਹੈ, ਤਾਂ ਹੇਠ ਲਿਖੇ ਨੰਬਰ 'ਤੇ ਫ਼ੋਨ ਕਰੋ ਜਾਂ ਹੇਠ ਲਿਖੇ ਪਤੇ 'ਤੇ ਰਾਬਤਾ ਕਰੋ:

Hindi

यदि आप इस दस्तावेज की प्रति अपनी भाषा में चाहते हैं, तो कृपया निम्नलिखित नंबर पर फोन करें अथवा नीचे दिये गये पते पर संपर्क करें

Bengali

আপনি যদি আপনার ভাষায় এই দলিলের প্রতিলিপি (কপি) চান, তা হলে নীচের ফোন নম্বরে বা ঠিকানায় অনুগ্রহ করে যোগাযোগ করুন।

Urdu

اگر آپ اس دستاویز کی نقل اپنی زبان میں چاہتے ہیں، تو براہ کرم نیچے دئے گئے نمبر پر فون کریں یا دیئے گئے پتے پر رابطہ کریں

Arabic

إذا أردت نسخة من هذه الوثيقة بلغتك، يرجى الاتصال برقم الهاتف أو مراسلة العنوان أدناه

Gujarati

જો તમને આ દસ્તાવેજની નકલ તમારી ભાષામાં જોઈતી હોય તો, કૃપા કરી આપેલ નંબર ઉપર ફોન કરો અથવા નીચેના સરનામે સંપર્ક સાધો.

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