

The State of London's Children Report 2007

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SOLCR content

- Poverty & economic well-being
- Being Healthy
- Staying safe
- Achievement
- Enjoyment
- Supporting families
- Making a positive contribution

What Counts?

And What Gets Counted?

Poverty and educational inequalities: a complex relationship

- Characteristics of London
- Attainment
- Disadvantaged groups
- Narrowing the gap
- Some issues & questions

London has distinct characteristics

- extremes of wealth and deprivation side by side
- high proportion of pupils eligible for free school meals (especially in inner London)
- high proportions of pupils with a black, Asian or other ethnic minority heritage.
- highest levels of mobility in country
- schools have more pupils & less experienced & less stable workforce

Attainment

- 2006 KS2 – London levels equal to or just below national levels.
- Results at KS3 improved faster in London than in England between 2001 and 2005
- In 2006, 58 per cent of London pupils achieved the equivalent of five or more A* – C grades at GCSE compared with an England average of 57 per cent
- Post 16 young people in London are attaining level 3 qualifications at slightly above the national average, but at a slightly older age.

Disadvantaged groups

- Low income strong predictor of attainment
- However, boys are more likely to have low attainment than girls
- Especially those of Bangladeshi, Pakistani and black African origin
- And children who move a lot
- Not only attainment but engagement

Permanent exclusions

- Numbers very small overall and declining
- Particular improvement in inner London
- But, 'black' and 'mixed' heritage pupils still around twice as likely to be permanently excluded in London as their 'white' counterparts

Narrowing the gap

Key stage 3, English level 5
and above, by region and
characteristic

	% pupils achieving level 5 and above	% achieving of those eligible for FSM	% achieving for whom ESL
North East	70	45	63
North West	71	48	62
East Midlands	73	47	71
West Midlands	71	49	65
London	73	58	69
South East	75	47	72
South West	74	48	60
England	73	50	67

Some questions & issues

- Educational outcomes are not just about attainment
- The relationship between poverty and education is complex & needs to take account of gender & ethnicity as well as deprivation
- Multiple factors associated with deprivation affect educational performance e.g. parental skills & confidence, children's disaffection & sense of control over learning, practical issues.

Questions & issues

- Just 14% of variation in individuals' performance is accounted for by school quality (JRF, Sept 2007)
- Equality of educational opportunity must address multiple aspects of disadvantaged children's lives particularly their engagement in education