

**MAYOR OF LONDON**

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# **London Education Report**

Primary education

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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](http://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](http://www.london.gov.uk/schools-for-success)

This section of the London Education Report provides detailed and up-to-date information regarding primary education. Other sections cover early years, secondary and 16-19 education [www.london.gov.uk/London-Education-Report](http://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 please see the version log below:

Version number	Date of release	Updates
2.1	5 July 2019	All latest available data
2.2	20 Sep 2019	Updated exclusions at primary
2.3	23 June 2020	Updated performance at primary school
2.4	25 September	Updated specific groups within primary school and exclusions at primary

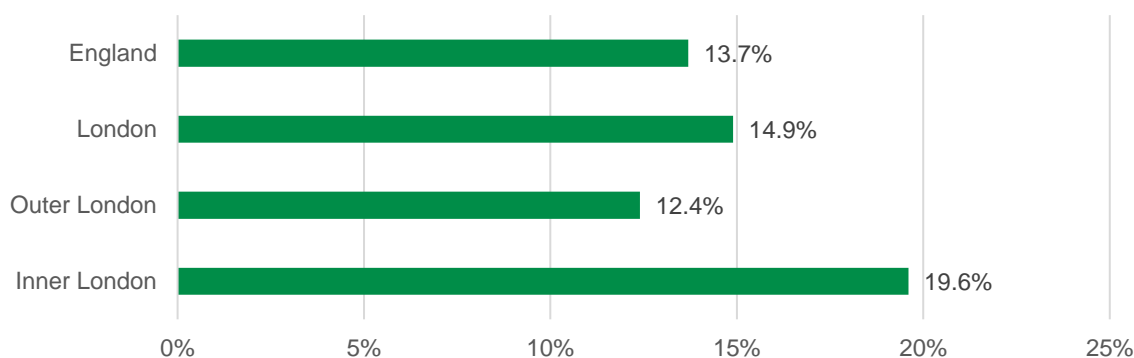
## 2. Primary: students, teachers and schools

### Demographic profile of primary 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 nursery and primary 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.<sup>1</sup> There is also considerable variation between boroughs; the highest rate of primary school age FSM eligibility is within Tower Hamlets (30.1%), whereas the lowest rate is seen in Richmond upon Thames (6.6%).

Figure 2.1: Percentage of nursery and primary school pupils eligible for and claiming free school meals (2018)



**Primary schools in London also have a higher proportion of pupils from minority ethnic backgrounds than the national average.**<sup>2</sup> The proportion of primary pupils in the city's schools who are from minority ethnic backgrounds is more than double the England average. In London's primary schools 73% of pupils belong to an ethnic group other than white British, this compares to the national average of 33%.

**The proportion of London's pupils for whom English is not a first language is substantially higher than the national average.**<sup>3</sup> In London's primary schools 49.4% of pupils are known or believed to have a first language other than English, this compares to the national average of 21.2%.

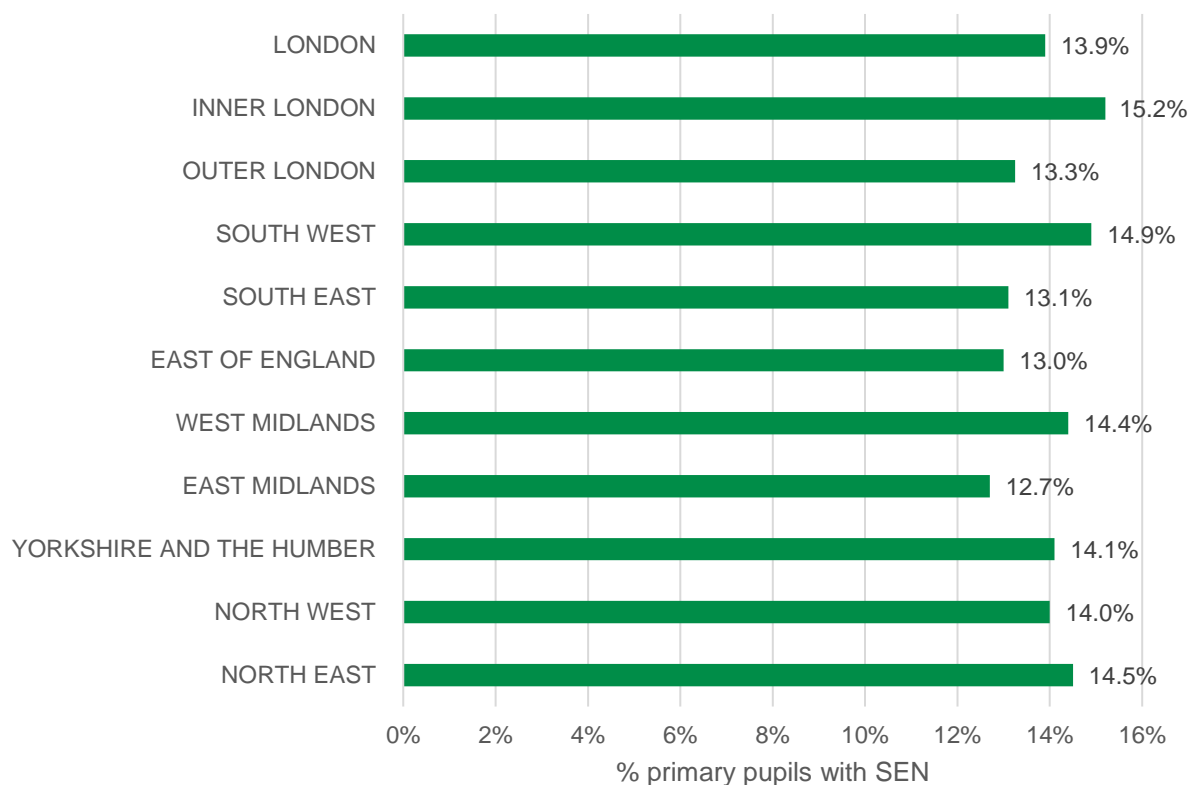
<sup>1</sup> Department for Education, 'Schools, pupils and their characteristics: January 2018', May 2019.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

**The percentage of London primary pupils with special educational needs across London is broadly in line with other regions.**<sup>4</sup> However, there is a considerable difference between inner and outer London. While inner London has the highest rate, outer London has one of the lower rates nationally.

Figure 2.2: Percentage of primary pupils with special educational needs (2018)



### Primary pupil projections

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.<sup>5</sup> The latest publication (March 2018) shows that primary demand will peak at 704,900 in 2018/19. Over the remainder of the projection period<sup>6</sup> primary demand will fall, this is mostly due to a recent fall in births following a period of high growth.

### Number and type of primary schools

In London, the proportion of Local Authority (LA) maintained primary schools is higher than seen elsewhere in the country.<sup>7</sup> This is also the case at the secondary stage of education.

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

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

<sup>6</sup> Up to 2027/28

<sup>7</sup> GOV.UK, 'Get information about schools. May 2019

	Number (2018)	London as a % of total	England as a % of total
Academies	440	23.6%	30.8%
Free school	72	3.9%	1.2%
Local Authority (LA) maintained	1351	72.5%	67.9%
<b>Total</b>	<b>1863</b>		

### 3. Performance at primary school (KS1 and KS2)

**London's primary school students outperform those in other regions** in the Year 1 phonics check<sup>8</sup>, intended to assess whether pupils have achieved the expected level of reading skill. In 2018 and 2019, London retained its position as the region with the highest percentage of students meeting the required standard. The rate has risen from 80% in 2015 to 84% in 2019. In each of the past five years the percentage of girls meeting the required standard has been six percentage points higher than that of boys. In the Year 1 phonics check, four London authorities fell below the national average.

At the end of Key Stage 1<sup>9</sup> students are assessed. In 2019, **the percentage of London pupils that achieved the expected standard in writing (73%) and maths (78%) was the highest in the country and joint highest in reading** (alongside the South-East, with 77%). Furthermore, the percentage of London pupils that were seen to be working at extra depth was also the highest in the country (English reading 28%, English writing 18% and Mathematics 25%). London ranked as the joint second-highest region in terms of those reaching the expected standard in Science (83%).<sup>10</sup>

London remains the region with the highest percentage (71%) of Key Stage 2<sup>11</sup> pupils reaching the expected standard in writing, reading and Maths. However, figure 2.3 shows that a gap between boys and girls persists. **While performance has improved, still 29% of children who are leaving primary school are not fully ready for secondary education.**

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<sup>8</sup> Department for Education, 'Phonics screening check and key stage 1 assessments: England 2019, December 2019.

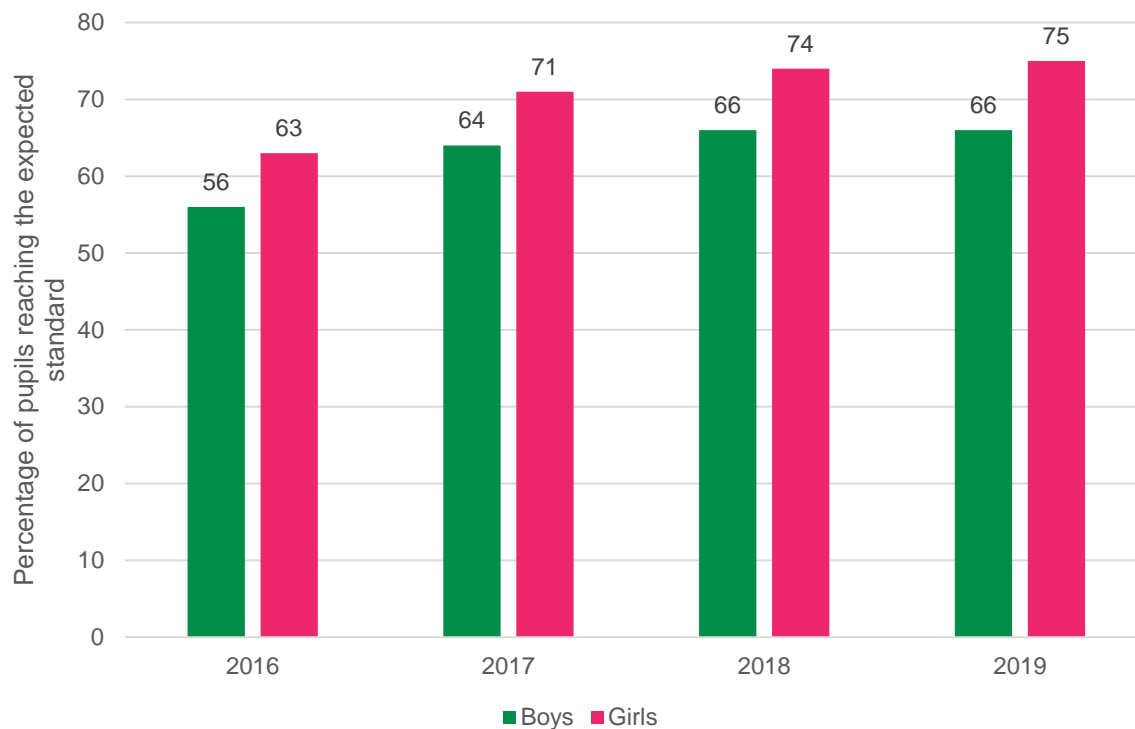
<sup>9</sup> Ibid.

<sup>10</sup> The proportion working at extra depth in Science is not reported

<sup>11</sup> Department for Education, 'Statistics: key stage 2', April 2020.



Figure 2.3: Percentage of pupils reaching the expected standard in writing, reading and Maths by gender at Key Stage 2<sup>12</sup> (2016-2019)



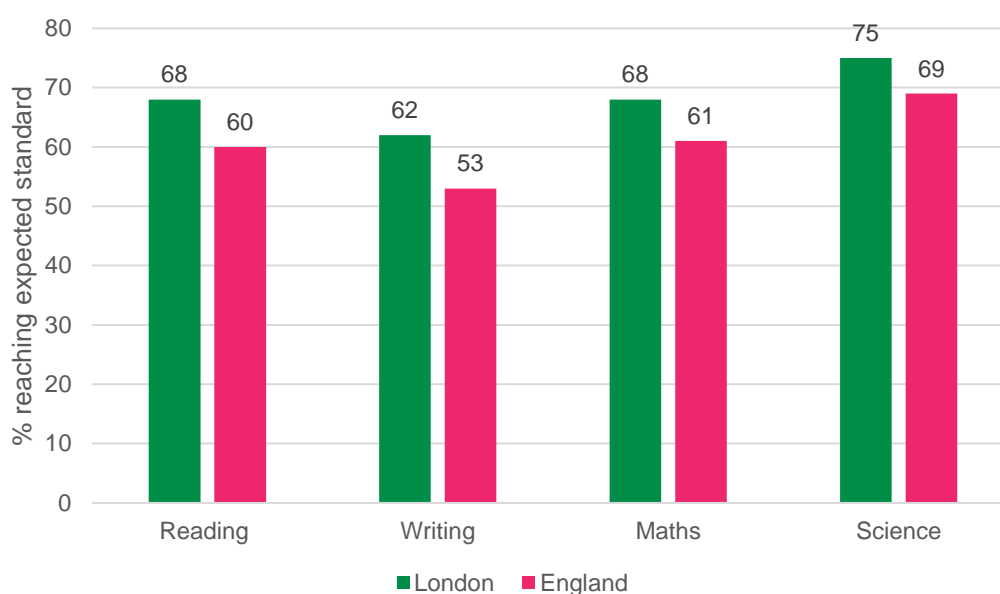
<sup>12</sup> Department for Education, 'National curriculum assessments: key stage 2, 2019 (revised)', December 2019

## 4. Specific groups within primary school (KS1 and KS2)

### 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 1 teacher assessments.<sup>13</sup> However, **pupils from low income backgrounds (eligible for free school meals) in London achieve higher results than similar pupils elsewhere.**

Figure 2.4: FSM eligible pupils in key stage 1 teacher assessments (2019)

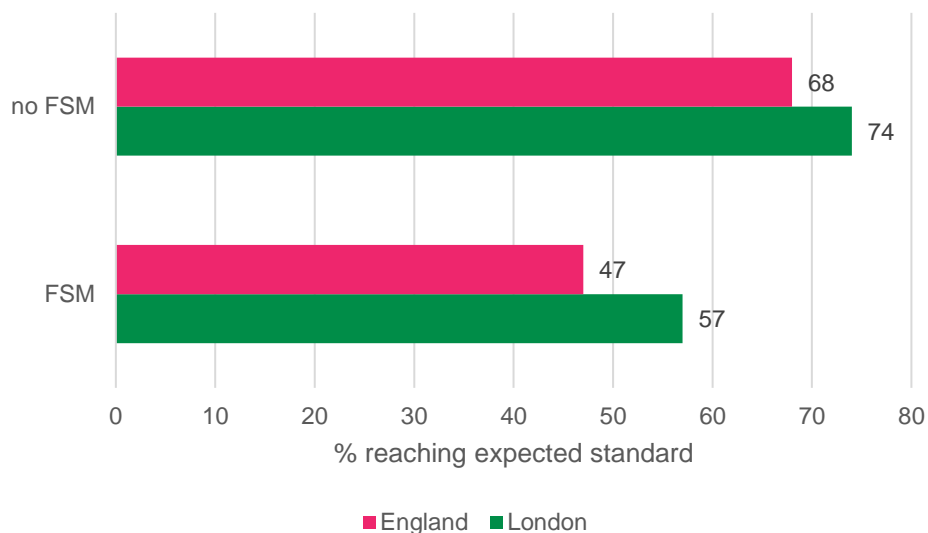


At the end of key stage 2 **London FSM eligible pupils outperform their peers elsewhere in the country in reaching the expected standard in reading, writing and mathematics.**<sup>14</sup> In addition, **the gap between the London-based FSM eligible pupils and those not eligible for FSM is narrower than elsewhere in the country (17% versus 21%).**

<sup>13</sup> Department for Education, 'Phonics screening check and KS1 assessments: England 2019', December 2019.

<sup>14</sup> Department for Education, 'National curriculum assessments: key stage 2, 2019 (revised)', December 2019.

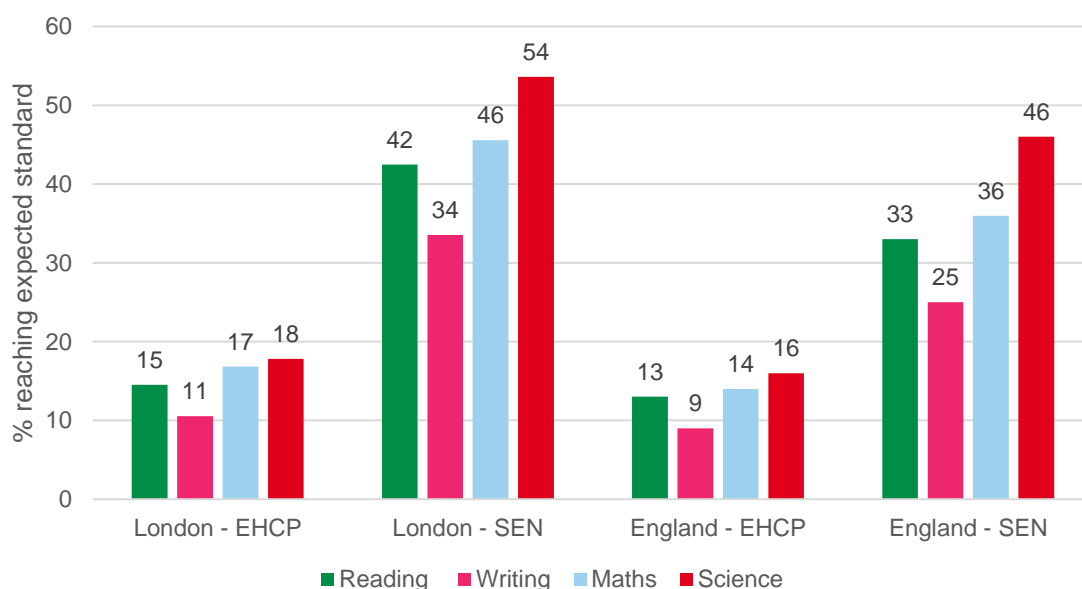
Figure 2.5: FSM eligible pupils at key stage 2 (2019)



### Pupils with special educational needs (SEN)

Like other regions across England, pupils with an education health care plan (EHCP) or those eligible for SEN support achieve lower results than their peers in key stage 1 teacher assessments.<sup>15</sup> However, **in London, both groups<sup>16</sup> (EHCP and SEN support) achieve higher results than similar pupils elsewhere.**

Figure 2.6: SEN pupils in key stage 1 teacher assessments (2019).

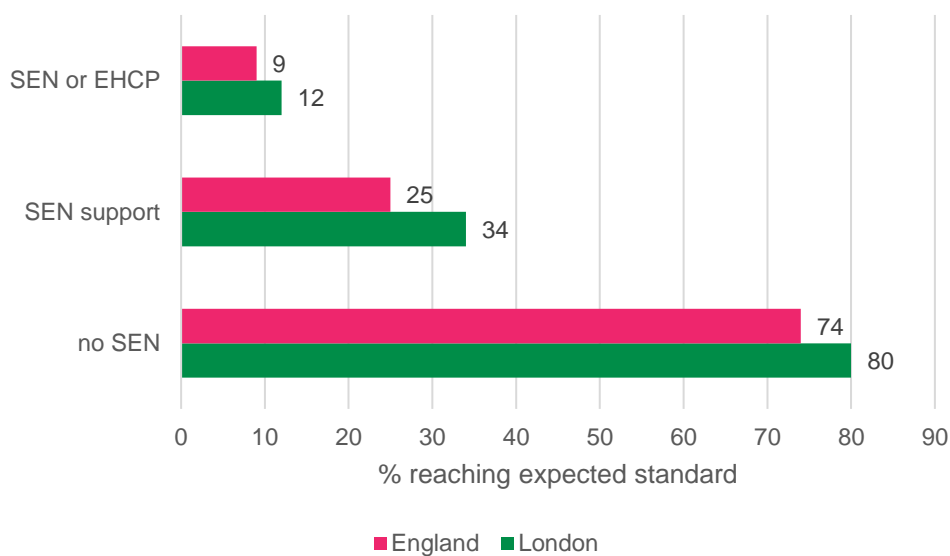


<sup>15</sup> Department for Education, 'Phonics screening check and KS1 assessments: England 2019', December 2019.

<sup>16</sup> The Department for Education classifies pupils as having no-SEN, receiving some kind of SEN support, and those with an EHCP

**In key stage 2 assessments London SEN pupils outperform their peers elsewhere in the country.<sup>17</sup>** The gap is largest for those pupils receiving SEN support but with no EHC plan where **9% more London pupils reach the expected standard when compared to the national average.** However, as is seen elsewhere in England, there is a large gap between pupils with any kind of special educational need and those without.

Figure 2.7: SEN pupils at key stage 2 (2019)



<sup>17</sup> Department for Education, 'National curriculum assessments: key stage 2, 2019 (revised)', December 2019.

## Pupils from minority ethnic backgrounds

**A greater percentage of London pupils meet the expected standard in all key stage 1 teacher assessments in each ethnic category when compared to similar pupils elsewhere.**<sup>18</sup> However, like elsewhere in England, there are differences between ethnic groups. In all four areas Chinese pupils show the highest proportion of those reaching the expected standard. The table below shows the percentage that reached the expected standard in each area by ethnic group:

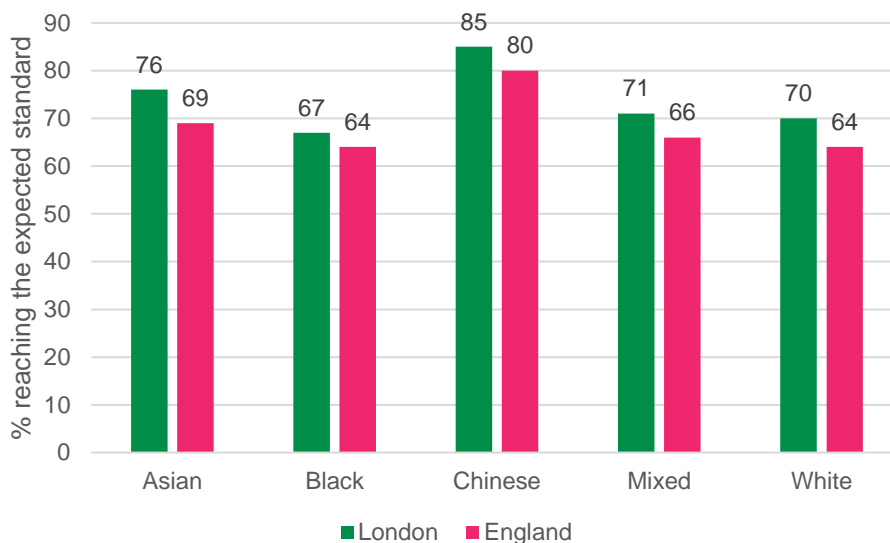
		Asian	Black	Chinese	Mixed	White
Reading	England	77	76	84	77	75
	London	81	77	90	80	77
Writing	England	73	71	83	71	69
	London	78	72	88	74	71
Maths	England	78	74	91	76	76
	London	82	82	92	85	84
Science	England	81	80	89	83	83
	London	85	82	92	85	84

Like at key stage 1, **a greater percentage of London pupils in each ethnic category meet the expected standard at key stage 2 when compared to similar pupils elsewhere.**<sup>19</sup> Again, the pattern from key stage 1 is repeated whereby Chinese pupils show the highest proportion of those reaching the expected standard.

<sup>18</sup> Department for Education, 'Phonics screening check and KS1 assessments: England 2019', December 2019.

<sup>19</sup> Department for Education, 'National curriculum assessments: key stage 2, 2019 (revised)', December 2019.

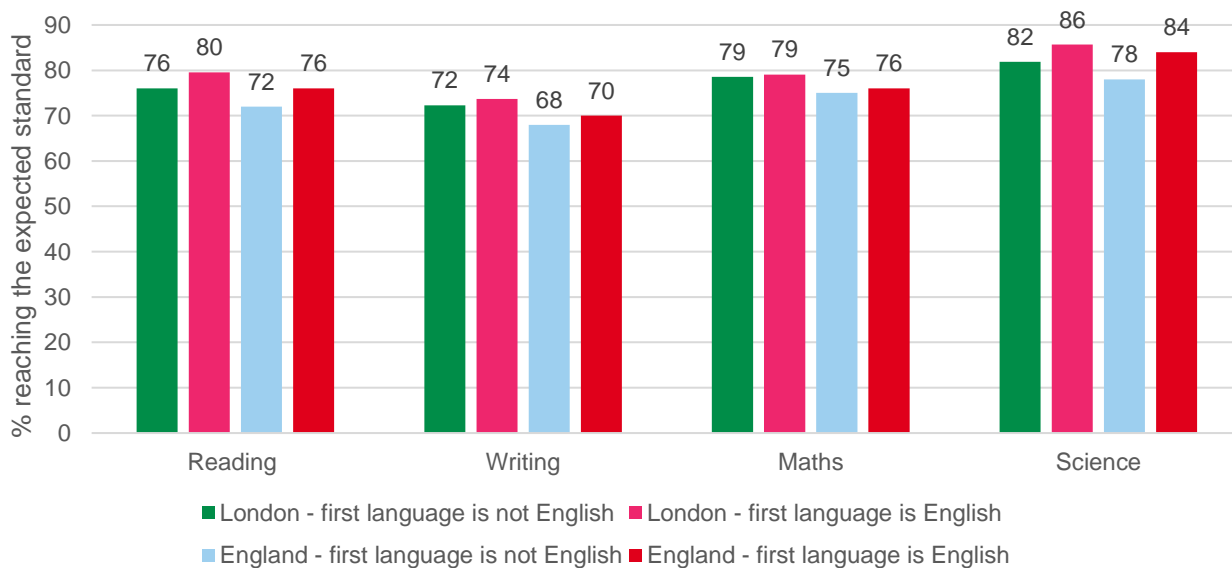
Figure 2.8: Ethnic groups at key stage 2 (2019)



### Pupils with English as an additional language

As in other parts of the country, **pupils for whom English is not their first language achieve lower results than their peers in key stage 1 teacher assessments.**<sup>20</sup> The gap in London is broadly the same as that seen elsewhere in England.

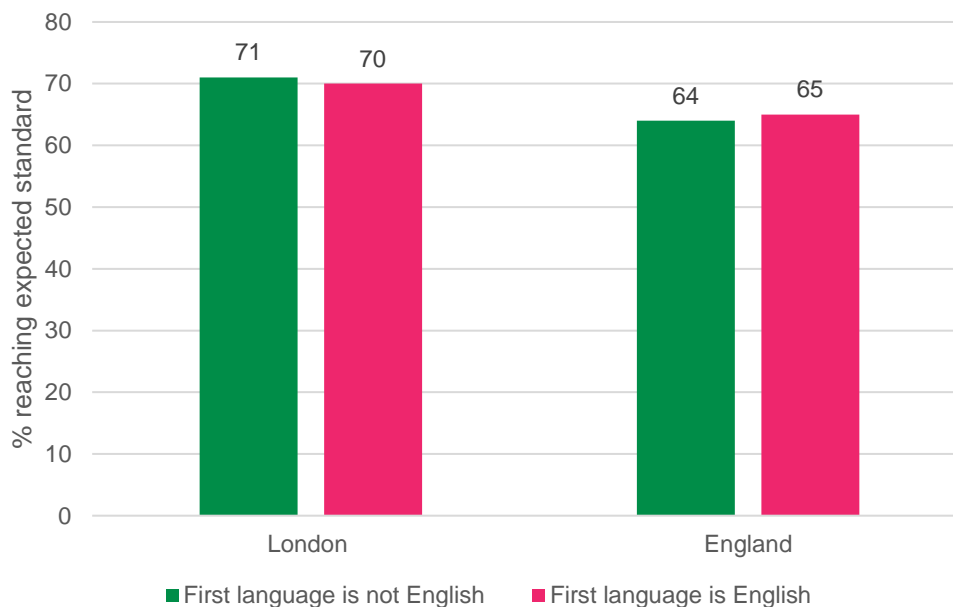
Figure 2.9: Pupils for whom English is not their first language key stage 1 teacher assessments (2019)



<sup>20</sup> Department for Education, 'Phonics screening check and KS1 assessments: England 2019', December 2019.

**Between key stage 1 and 2, both nationally and in London, the gap that existed between pupils for whom English is not their first language and those for whom it is, has closed.**<sup>21</sup> London pupils continue to perform better than the national average at key stage 2 and there is no gap between those for whom English is not their first language and those for whom it is.

Figure 2.10: Pupils for whom English is not their first language at key stage 2 (2019)



<sup>21</sup> Department for Education, 'National curriculum assessments: key stage 2, 2019 (revised)', December 2019.

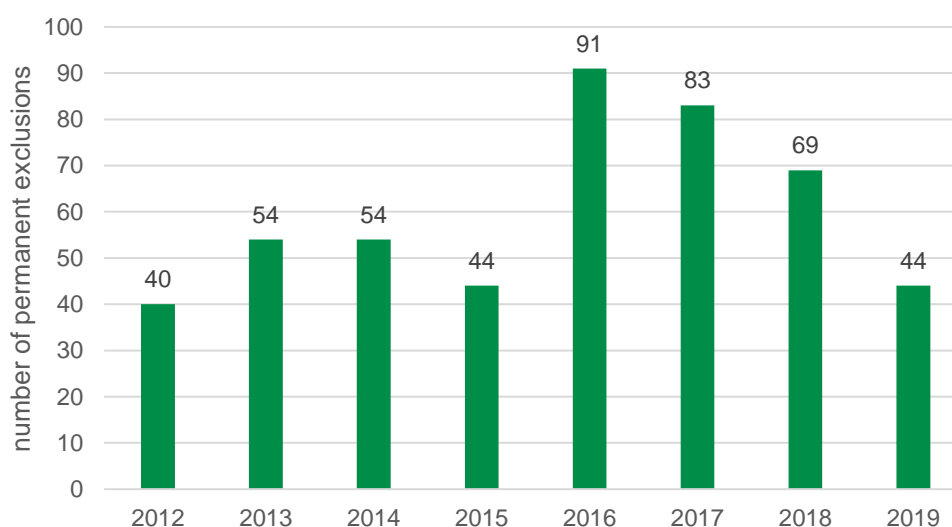
## 5. Exclusions at primary

Exclusions at the primary school level are considerably less common than at secondary. **Across London the rates of permanent and fixed-period exclusions are lower than the national average.**<sup>22</sup> As shown in the table below, the rate of permanent exclusions in London represents just one-hundredth of one percent of the total of London primary school pupils. While fixed-period exclusions are more common, in London less than half of one percent of pupils received such an exclusion in 2018/19.

	Permanent exclusion rate	Fixed-period exclusion rate	1 or more fixed-period exclusions
England	0.02	1.41	0.63
Inner London	0.01	0.82	0.47
Outer London	0.01	0.79	0.41

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

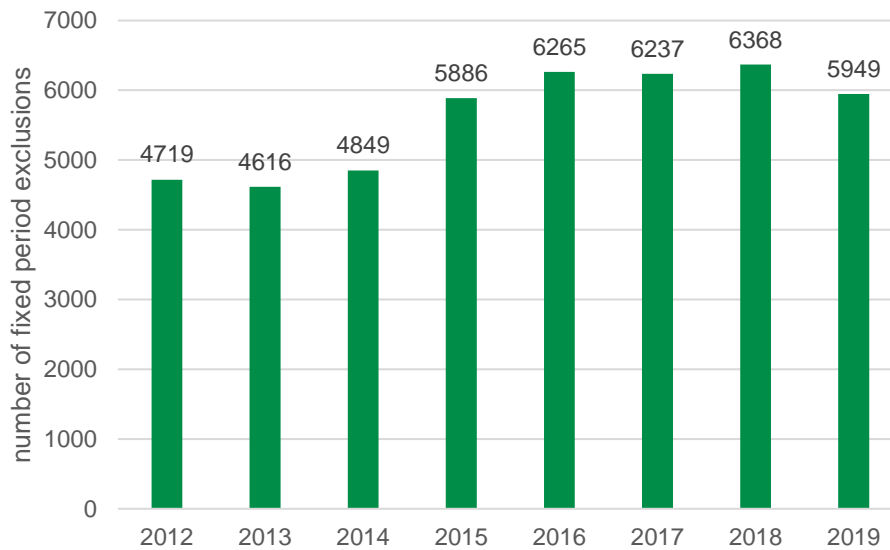
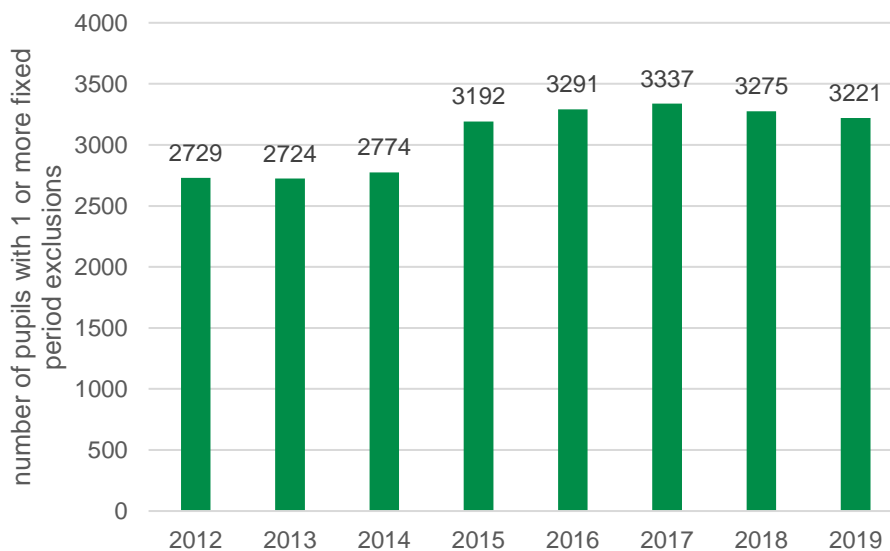
Figure 2.11: Permanent exclusions in primary schools (2012 to 2019)<sup>23</sup>



<sup>22</sup> Department for Education, 'Permanent and fixed-period exclusions in England: 2018 to 2019', August 2020.

<sup>23</sup> Department for Education, 'Statistics: exclusions'



Figure 2.12: Fixed-period exclusions in primary schools (2012 to 2019)<sup>24</sup>Figure 2.13: Pupils with one or more fixed-period exclusions in primary schools (2012 to 2019)<sup>25</sup>

When the Department of Education publish statistics on exclusions at the borough level, they suppress small values. Therefore, where overall numbers are comparatively low, as they are at the primary level, we cannot reliably analyse patterns between groups in London.

<sup>24</sup> Department for Education, 'Statistics: exclusions'

<sup>25</sup> Ibid.

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