



THE ACHIEVEMENT OF PORTUGUESE PUPILS IN
LAMBETH SCHOOLS – EMPIRICAL EVIDENCE

RESEARCH AND STATISTICS UNIT
LAMBETH CHILDREN & YOUNG PEOPLE'S SERVICE
LONDON SW9 7QE

February 2013

Enquiries to: Feyisa Demie, Anne Taplin, Rebecca Butler, Robert Tong, James McDonald, Andy Hau, Ramon Dimaano

Report number RS

Contents

1. INTRODUCTION	3
2. AIMS AND OBJECTIVES OF THE RESEARCH	4
3. THE LA CONTEXT	5
Number of Portuguese Pupils in Lambeth Schools	5
The Dataset	7
Measures of Performance	7
4. THE ACHIEVEMENT OF PORTUGUESE PUPILS IN SCHOOLS	8
KS1 and KS2 Trend Evidence	8
KS3 AND GCSE Evidence	10
5. FACTORS AFFECTING ACHIEVEMENT OF PORTUGUESE HERITAGE PUPILS	12
Social Characteristics of Portuguese Pupils in Schools	12
Gender Differences and Achievement	12
Social Background and Achievement	14
English Language Acquisition and Achievement	15
Pupil Mobility and Achievement	18
6. CONCLUSIONS AND POLICY IMPLICATIONS	19
Conclusions	19
Policy Implications	20
References	21
Appendices	22-25

1. INTRODUCTION

The original Portuguese report in 2001, had this to say as an introduction.

“English schools have been educating immigrant children for decades. Recently, however, new arrivals have brought challenges to schools as the majority are relatively new to English. Because of a lack of available data there is little research into the achievement of Portuguese pupils. There are no reliable statistics on the Portuguese population as a separate ethnic group in Britain and there is little clarity on the number of Portuguese pupils in schools. Additionally, the educational underachievement of Portuguese students in British schools has seldom been mentioned in the standards debate in the last decade. Yet the achievement of Portuguese heritage pupils lags far behind the average achievement of the majority of their peers and the gap is growing at the end of primary and secondary education. Despite much academic debate and policy makers' concern about underachievement in schools, the needs of Portuguese pupils have not been addressed and are overlooked by local and national policy makers because of the failure to recognise Portuguese as a distinct ethnic group in data collection.”

Evidence in Lambeth showed a pattern of continuous underachievement of Portuguese children compared to the national average of White British, African, Caribbean, Indian and other ethnic minority groups (Demie et al 2006). However, in recent years, the achievement of Portuguese children has been rising and the gap with Lambeth overall has been closing. The KS2, KS3 and GCSE trend data in Lambeth also indicates Portuguese pupils were in most instances the lowest attaining of the major ethnic groups, although in 2011 they are higher than Black Other pupils for GCSE.

Broadly speaking, there are marked differences in performance between different ethnic groups at national level. Chinese, Indian and White British pupils are the highest achieving groups, followed by Black African, Bangladeshi and Black Caribbean at all key stages. Portuguese pupils are the lowest achieving group. This is not surprising as the findings from a number of previous studies came to similar conclusions (Demie 2001; Gillborn and Mirza 2000; Gillborn and Gipps 1996). Perhaps the most important new evidence from the national data is that there is now some evidence that Chinese, Bangladeshi and Indian heritage pupils are improving at higher rates, leading to a narrowing of the gap between these groups and White British pupils.

Portuguese heritage pupils have also, like Black African and Black Caribbean pupils, shown sufficient rates of improvement to close the attainment gap. This, however, is still wide for KS1, KS2 and KS3. As with findings from previous studies the data highlights a particular disadvantage experienced by Portuguese and black heritage pupils in the British education system (Demie 2001; Gillborn and Mirza 2000; Gillborn and Gipps 1996). To date it has been difficult to draw generalised conclusions from research into Portuguese educational achievement because national level data in Britain does not distinctly categorize Portuguese pupils, making it difficult to accurately establish the relative achievement of Portuguese pupils compared to White British and other ethnic groups. Recently a number of London Local Authorities (LAs) with high populations of Portuguese pupils started monitoring and collecting data which provides interesting research evidence. The data collected by London LAs confirms that Portuguese pupils have not shared equally in increasing rates of achievement (see Demie et al 2006).

Previous studies attribute the roots of Portuguese pupil underachievement (Demie et al 2006) to a number of factors including lack of understanding of the British education system, difficulties in speaking English, poor school attendance, poverty, interrupted prior education, negative teacher perceptions, poor school to home liaison and lack of exposure to written language.

Research in Lambeth also suggests that Portuguese children are underachieving in schools and that they form one of the fastest growing ethnic groups in London (Demie et al 2007). One of the main reasons for Portuguese pupil underachievement is the lack of fluency in English, creating a considerable language barrier. About 68% of Portuguese pupils in Lambeth schools are not fluent in English. The study also confirms that, as highlighted in other studies, underachievement of Portuguese pupils is perpetuated by factors such as low expectations, economic deprivation, poor housing, overcrowding, a disrupted prior education and parental lack of understanding of the British education system. The Lambeth study also identified strategies that have been adopted to overcome some of the barriers to achievement which face Portuguese children in schools. These include parental engagement, effective use of a more diverse workforce, developing an inclusive ethos and strategies, developing an inclusive curriculum, support for EAL, mentoring and role models, monitoring performance and the effective use of data for self-evaluation (Demie et al 2007).

Overall the review of literature confirms there is a lack of national comparative attainment data to identify patterns of achievement of children of Portuguese origin in Britain. This places serious constraints on effecting targeting policy and practice developments at national and local level. The body of available research suggests that most previous studies have focussed on reasons why Portuguese children are underachieving (see Demie et al 2007; Demie et al 2006) but with scant research on positive experiences of Portuguese pupils in British schools. Previous research has confirmed that there is a lack of understanding of the factors which contribute to the educational success and high attainment of Portuguese heritage pupils (see Demie 2006, McKenley et al, 2003). This highlighted a clear need for detailed case studies of successful schools in raising the achievement of Portuguese heritage pupils as a means of increasing our understanding of the ways in which schools can enhance pupils' academic achievement.

2. AIMS AND OBJECTIVES OF THE RESEARCH

This research project aims to raise the achievement of Portuguese heritage pupils at all key stages. Specific objectives are:

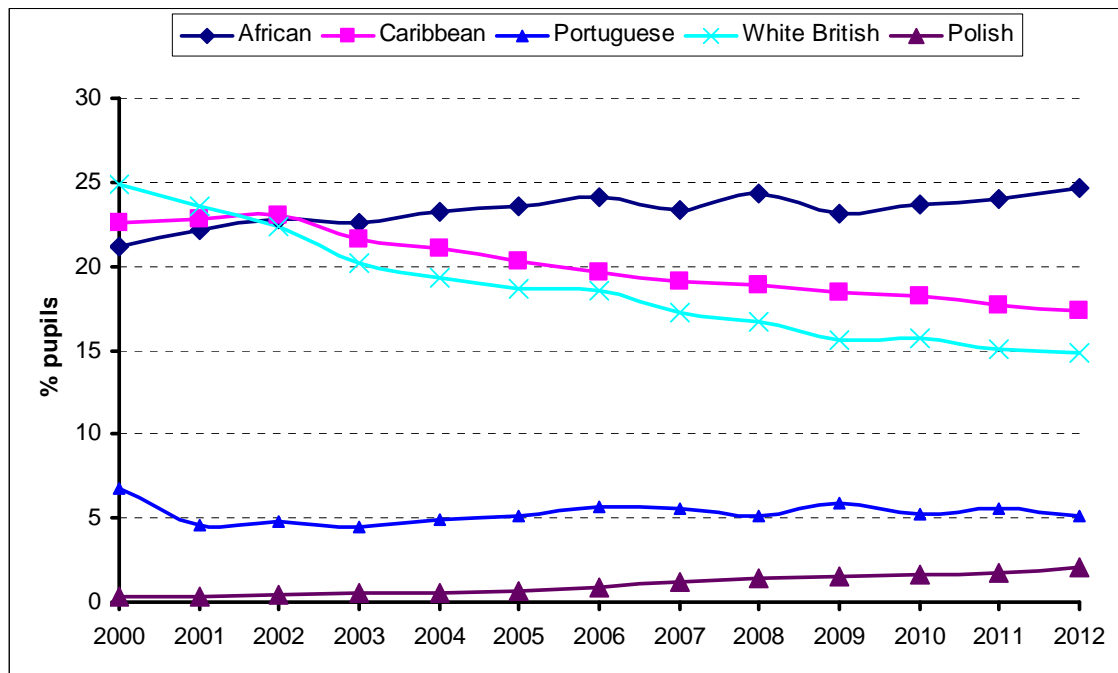
- To study the achievement of Portuguese heritage pupils at the end of Key Stage 1, Key Stage 2, Key Stage 3 and GCSE.
- To examine the school experiences of Portuguese heritage pupils.
- To identify reasons for underachievement.

3. THE LA CONTEXT

Number of Portuguese Pupils in Lambeth Schools

This research paper considers evidence from Lambeth, an inner London Authority. Lambeth LA is one of the most ethnically, linguistically and culturally diverse boroughs in Britain. About 84% of pupils are from black and ethnic minority groups. The 2012 Schools Census shows that there were 33,938 pupils in the LA's schools. Of these, African pupils formed the largest ethnic group with 24.7% followed by Black Caribbean (17.4%), White British (14.8%), White Other (7.5%), Portuguese (5.1%), and Black Other (4.4%).

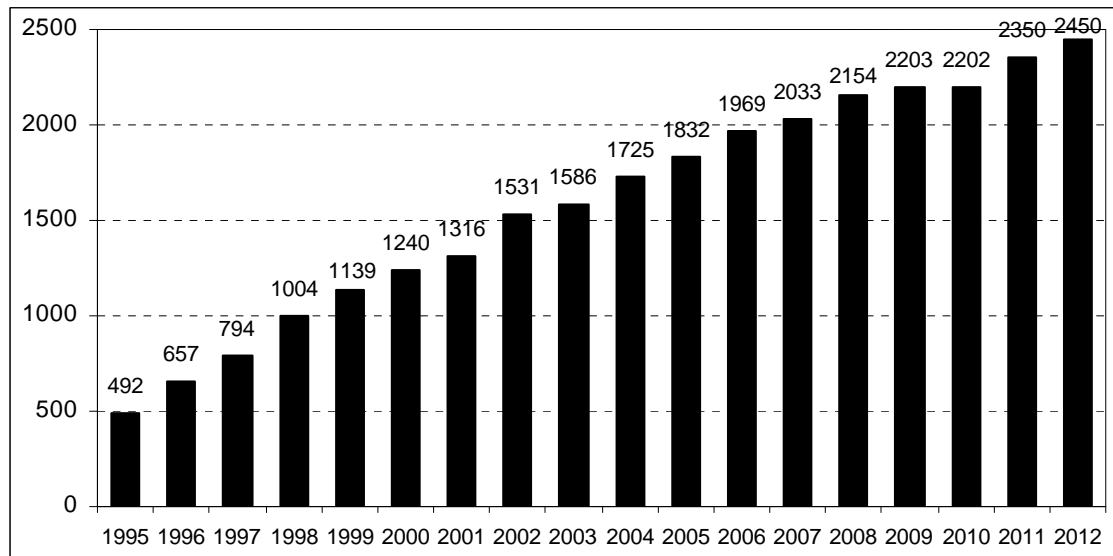
Figure 1. Changes in the School Composition in the LA by Main Ethnic Group



There has been a change in the overall composition of the black and ethnic minority population in Lambeth schools. The 1991 census showed that overall 66% of pupils in the LA's schools belonged to black and other ethnic minority communities compared to 85% in 2012.

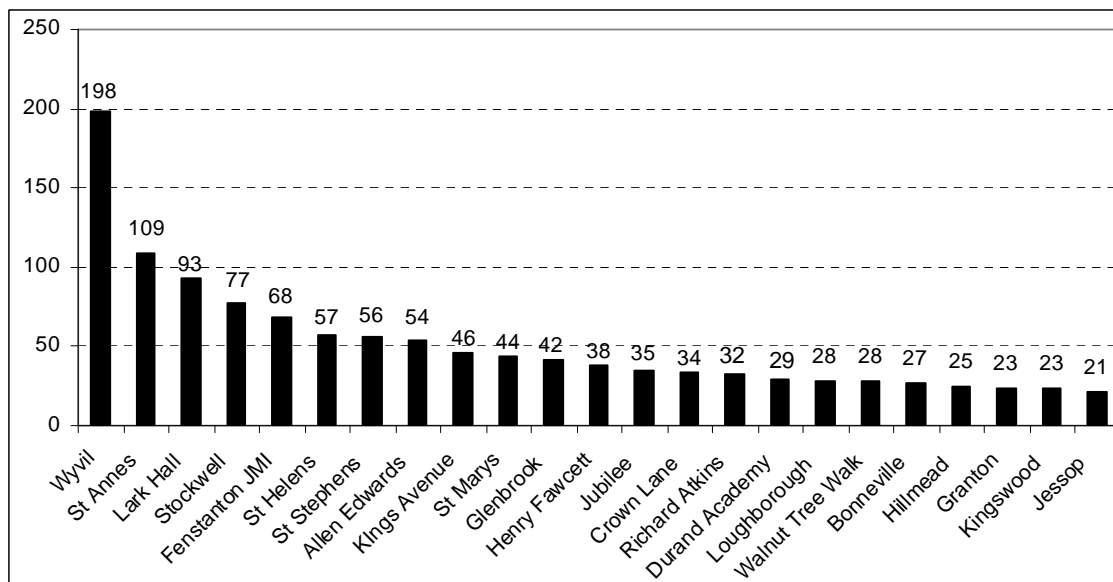
Of all English local authorities, Lambeth serves the largest proportion of Portuguese pupils and findings from this study are therefore of significant importance for formulating policies and strategies aimed at raising the achievement of Portuguese pupils at both national and local level.

Figure 2. Number of Portuguese Pupils in Lambeth Schools (1995-2012)



The focus of this research is Lambeth schools. Data on the number of Portuguese pupils in primary, secondary and special schools, as well as performance data relating to KS1, KS2, KS3, KS4 was analysed. In addition all the LA's schools were asked to provide details of their pupils' backgrounds such as name, date of birth, sex, ethnic background, free school meal eligibility, date of admission or mobility data and level of fluency in English for contextual analysis. Where available we also drew evidence from national data published by the Department for Education (DfE).

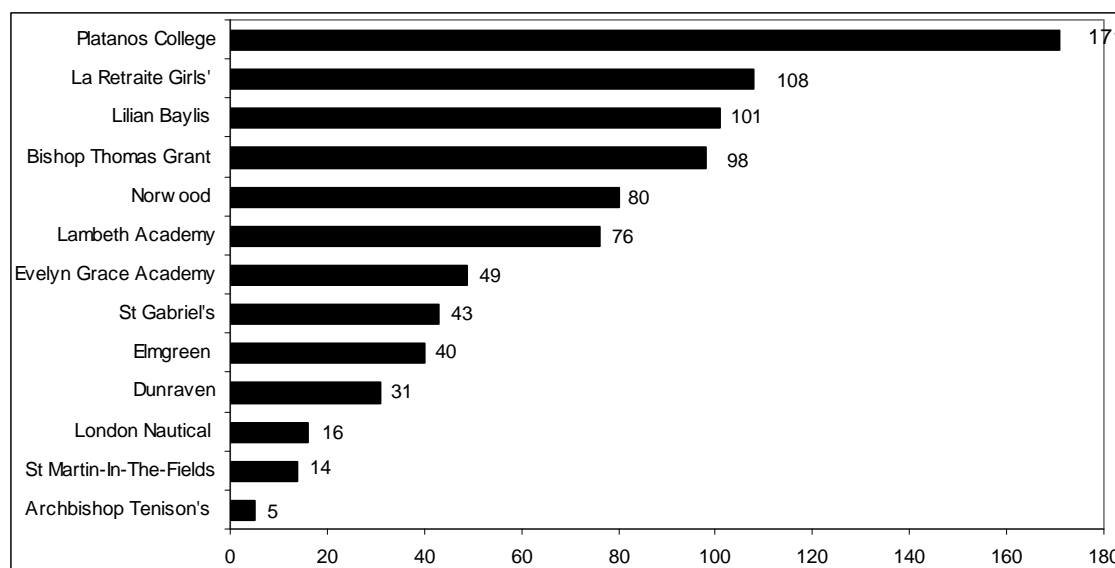
Figure 3. Number of Portuguese Pupils by Primary School, 2012



The main findings in figure 2 illustrate that overall numbers of Portuguese pupils attending Lambeth schools has increased since 1994 from 432 to 2450 in 2012. Figure 3 shows primary schools where 20 or more Portuguese pupils were on roll as at January 2012. The top five schools (Wyvil, St Anne's, Stockwell, Lark Hall and Fenstanton) are located in similar central/northern parts of the borough, specifically Oval, Ferndale and Lark Hall wards.

The three secondary schools with the highest number of Portuguese pupils in 2011 (see figure 4) were Platanos College, La Retraite, Lilian Baylis and Bishop Thomas Grant.

Figure 4. Number of Portuguese Pupils by Secondary School, 2012



The Dataset

The sample consisted of pupils who completed National Curriculum Assessment tests at the end of KS1, KS2, KS3 and KS4. In addition, all the LA's schools were asked to provide details of their pupils' backgrounds such as name, date of birth, sex, ethnic background, free school meal eligibility, date of admission or mobility data and level of fluency in English for contextual analysis. Where available we also drew evidence from national data published by the Department of Families and Education (DfE).

Measures of Performance

It is important to note that in the English education system, pupils aged 5 to 16 years are taught National Curriculum subjects and are tested in English, mathematics and science. These tests are age dependent and divided into four key stages: KS1, KS2, KS3 and KS4. They are intended to show whether children have reached the National Curriculum learning targets standard which range from 1 to 8 between Key Stage 1 (KS1) and Key Stage 3 (KS3). Pupils climb the levels as they get older and learn more. Thus, a typical seven-year-old is expected to achieve level 2B, an eleven year-old level 4 and fourteen year old level 5. At the end of KS4, most 15 and 16-year-olds also take General Certificate of Secondary Education (GCSE) exams. These are the major qualifications taken by pupils at the end of compulsory schooling at the age of 15, and are a series of examinations in the individual subjects the pupils have been studying. Therefore the measure of performance used in the analysis is level 2B or above for KS1, level 4 or above for KS2, level 5 or above for KS3 and 5+A*-C for GCSE. An overall indicator of pupil attainment in KS1, KS2 and KS3 was also derived by taking of the average of the three tests - English, mathematics and science for each school and the LA.

The next section examines the achievement of Portuguese students in Lambeth schools at the end of KS1, KS2, KS3, and GCSE. Two methodological approaches are used. Firstly, the study looks at the pattern of the performance in the LA to establish the achievement of Portuguese pupils in Lambeth schools compared to the

other main ethnic groups in the UK. This is followed by detailed data analysis of factors affecting the performance of Portuguese pupils. The main questions posed are:

- How well do Portuguese pupils perform in Lambeth schools?
- What are the differences in level of attainment at the end of KS1, KS2, KS3 and GCSE between schools?
- What are the factors influencing performance?

4. THE ACHIEVEMENT OF PORTUGUESE PUPILS IN LAMBETH SCHOOLS

Introduction

The issue of Portuguese underachievement is complicated by lack of identification of Portuguese pupils within data. Broadly speaking, Portuguese pupils are found within the wider definition of 'Other White' in national level data. As a result of this lack of data there are limitations in past research into Portuguese underachievement in British schools. The absence of national comparative data which identifies patterns of children of Portuguese origin, places serious constraints on affecting targeting policy and practice developments at national and local level. It is also important to note that some LAs' Portuguese populations are very small and so any percentages are prone to large fluctuations.

KS1 and KS2 Trend Evidence

Despite the lack of national data on Portuguese pupil achievement, since 1998 Lambeth has collected data on this group which has provided an interesting example in research evidence. The following section outlines outcomes and trends for Portuguese pupils and other ethnic groups within Lambeth over the past seven years.

Table 1. KS1 Attainment by Ethnic Background (2006-2012)

Ethnic Group	Key Stage 1 Average (% Level 2B+)								
	2006	2007	2008	2009	2010	2011	2012	Change 06-12	Change 11-12
African	61	63	61	64	70	69	73	+12	+4
<i>Somali</i>	44	56	51	58	68	67	66	+22	-1
Caribbean	57	57	55	56	59	59	67	+10	+8
White British	71	70	72	75	73	78	83	+12	+5
Portuguese	42	46	46	50	54	53	56	+14	+3
White Other	60	66	64	62	70	73	73	+13	0
Polish	49	58	47	56	73	67	67	+18	0
Black Other	59	57	59	62	61	62	75	+16	+13
Lambeth -all	61	62	62	64	67	68	73	+12	+5

Note: For KS1 from 2005 onwards the average is calculated using the teacher assessment outcomes in reading, writing and maths. Prior to this it was the test outcomes in these subjects.

Of the major ethnic groups, Portuguese pupils have consistently been the lowest performing group. At KS1, Portuguese pupils improved by 14 percentage points, between 2006 and 2012, compared with an improvement of 12 points for Lambeth pupils overall.

In 2006, 57% of Caribbean pupils achieved level 2B or above, but by 2012 this has increased by ten percentage points. African pupils' performance increased by 12 points. Black Other pupils' performance increased by 16 percentage points. The performance of Somali pupils has also been included in this table (and the other key stage tables), and this group is a subset of the African data. The cohort size of this group has increased from fewer than 20 at each key stage to much more significant numbers since 2003, so the data is subject to fluctuation, and any interpretation of this group's results should be taken with caution. Somali pupils showed the strongest performance over the seven years, up 22 percentage points, although there have been year on year fluctuations.

The gap between White British (the strongest performers) and the weakest performers, the Portuguese pupils, fell very slightly from 29 percentage points in 2011, to 27 percentage points in 2012.

Table 2. KS2 Attainment by Ethnic Background (2006-2012)

Ethnic Group	Key Stage 2 Average (% Level 4+)								
	2006	2007	2008	2009	2010*	2011	2012	Change 06-12	Change 11-12
African	71	76	75	76	82	85	87	16	2
<i>Somali</i>	49	50	59	74	74	84	88	39	4
Caribbean	57	58	67	71	78	78	84	27	6
White British	74	78	82	87	84	89	92	18	3
White Other	78	83	83	85	90	87	93	15	6
Polish	88	84	78	82	83	92	91	3	-1
Portuguese	49	59	73	71	76	77	86	37	9
Black Other	62	73	71	75	80	84	90	28	6
Lambeth	74	74	77	79	81	83	88	14	5

At KS2, the test average is calculated using the actual outcomes in English, maths and science. Figures for 2006 onwards take into account pupils removed from the results who have recently arrived from overseas i.e. within the last two years and speak a language other than English. Therefore, any comparison to previous years' outcomes should be treated with caution.

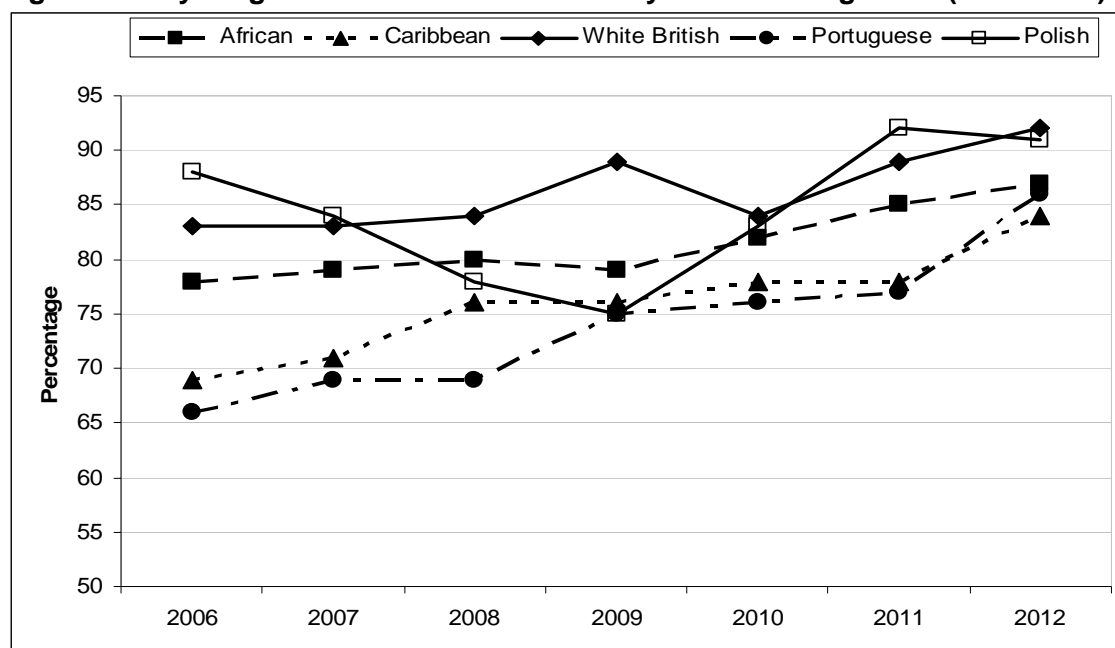
**2010 only includes schools that sat tests and does not include any Science.*

Again at KS2, Portuguese pupils are getting close to the Lambeth average with 86% achieving an average KS2 score this year. They have narrowed the gap considerably since 2006, moving from being 25 percentage points below the borough average, to only two points below this year.

At KS2, Caribbean pupils are the lowest attaining group. However they have narrowed the gap considerably since 2006, moving from being 17 percentage points below the borough average, to only four points below this year. The performance of African pupils has been on or around the borough average in each of the last seven years. Somali pupils closed the gap with Lambeth, reducing a gap of 25 percentage points in 2006 to nothing by 2012, although again the cohort size is small.

Figure 2 below illustrates that each of the major ethnic groups have improved since 2006, and that there is much less disparity in attainment by 2012.

Figure 5. Key Stage 2 Level 4+ Performance by Ethnic Background (2006-2012)



KS3 and GCSE Trend Evidence

Table 3. KS3 Attainment by Ethnic Background (2006-2012)

Ethnic Group	Key Stage 3 Average (% Level 5+)							Change 06-12	Change 11-12
	2006	2007	2008	2009	2010	2011	2012		
African	68	73	74	78	79	82	82	+14	0
<i>Somali</i>	38	30	55	64	65	71	81	+43	+10
Caribbean	61	60	61	75	73	73	76	+15	+3
White British	79	73	68	81	79	83	82	+3	-1
White Other	70	72	66	76	83	82	83	+13	+1
Polish	67	81	60	75	82	78	83	+16	+5
Portuguese	65	56	57	68	69	68	74	+9	+6
Black Other	72	74	62	72	85	79	73	+1	-6
Lambeth	69	68	67	78	79	80	79	+10	-1

From 2009, there were no statutory tests at key stage 3, and so the results of the teacher assessments are reported here, which are not directly comparable with previous year's reported data.

Similar to the trend seen at KS1 and KS2, Portuguese pupils have shown a significant improvement at KS3 since 2006, with an increase of nine percentage points, however the gap with Lambeth is similar to 2006 at five points. White Other pupils also showed strong improvement between 2006 and 2012, up 14 percentage points. In 2012, White British pupils had the highest levels of attainment with 79% gaining level 5+, although their rate of improvement is low at three percentage points. The attainment of African pupils has reached that of White British pupils by 2012, and is now 82%, an increase of 14 percentage points since 2006. Caribbean pupils have also improved faster than in Lambeth although they are still below the LA average.

Table 4. GCSE 5+ A*-C inc English and Maths Attainment by Ethnic Background

Ethnic Group	GCSE Results (% 5+ A*-C inc English and Maths)								Change 06-12	Change 11-12
	2006	2007	2008	2009	2010	2011	2012			
African	47%	51%	51%	65%	66%	71%	66%	+19%	-5%	
<i>Somali</i>	14%	10%	20%	48%	50%	61%	61%	+47%	0%	
Caribbean	36%	33%	40%	43%	45%	49%	53%	+17%	+4%	
White British	38%	37%	45%	45%	46%	57%	61%	+23%	+4%	
White Other	32%	32%	51%	62%	49%	62%	72%	+40%	+10%	
Polish	25%	25%	50%	72%	15%	63%	79%	+54%	+16%	
Portuguese	17%	27%	37%	39%	42%	52%	56%	+39%	+4%	
Black Other	45%	36%	58%	60%	41%	51%	52%	+7%	+1%	
Lambeth	42%	40%	48%	54%	53%	60%	62%	+20%	+2%	

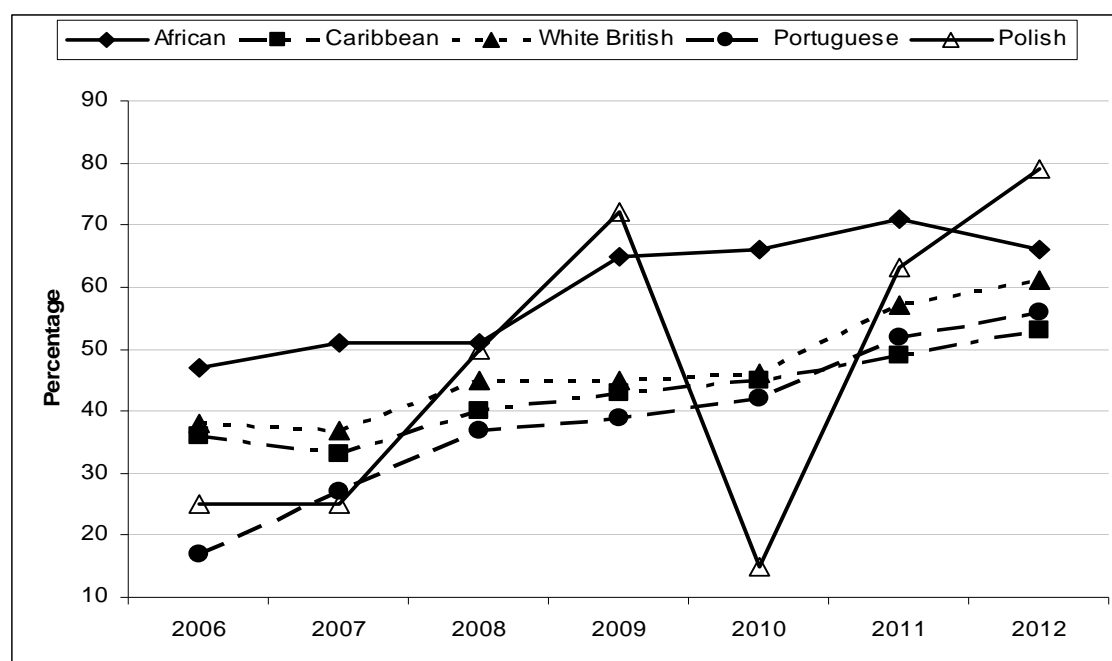
The KS3 and GCSE figures for 2006 onwards take into account pupils removed from the results who have recently arrived from overseas i.e within the last two years and speak a language other than English.

Polish pupils have narrowed the gap rapidly since 2006, and have increased their 5 A* to C including English and Maths grades by 54 percentage points to 79%. Some of their results have, however, wildly fluctuated.

Portuguese pupils have also shown strong improvement, and have narrowed the gap with Lambeth. Caribbean pupils are currently 9 percentage points below the borough average, (at 53% and 62% respectively.)

At GCSE African pupils are one of the highest achieving groups. African pupils achieved 66% at 5 A* to C including English and Maths this year. The smaller number of Somali pupils have closed the gap with Lambeth and have made substantial improvement over the last three years in particular, an increase of 11 percentage points.

Figure 6. GCSE 5+ A*-C inc English and Maths attainment by ethnic background (2006-2012)



5. FACTORS AFFECTING ACHIEVEMENT OF PORTUGUESE HERITAGE PUPILS

Four factors that are helpful in understanding the effect of background factors on attainment of Portuguese pupils in schools were considered - eligibility for free school meals (FSM), gender, pupil mobility and level of fluency in English. The findings from table 5 confirm that Portuguese pupils are somewhat more disadvantaged. For example the table shows that 60% of KS3 pupils were eligible for FSM, and 29% of GCSE pupils. The national figures for FSM eligibility are considerably lower at each key stage.

Table 5. Social Characteristics of Portuguese pupils in Lambeth schools by Key Stage Cohorts 2012

Key Stages	Total Cohort	Gender		FSM (%)	EAL		Mobility rate
		Boys (%)	Girls (%)		Stage 1-3 Not fluent in English	Stage 4 Fully fluent in English	
Key Stage 1	123	50%	50%	27%	88%	12%	9%
Key Stage 2	126	54%	46%	22%	60%	40%	10%
Key Stage 3	129	34%	66%	60%	35%	53%	9%
Key Stage 4	94	43%	67%	29%	19%	81%	29%

Gender Differences and Achievement

Tables 6 and 7 repeat patterns established earlier, whereby girls tend to outperform boys (Demie, 2001; Gillborn and Gipps, 1996). The findings of the results between key stages indicate overall in the LA that girls achieve higher averages than boys by a noticeable margin. This is true for African and Caribbean pupils at all key stages, however historically White British boys at GCSE were more likely to perform at or above the level of girls (Demie et al 2006).

Table 6: Portuguese Pupils KS1, KS2, KS3 and GCSE Performance in Lambeth by Gender - 2012

Key Stages		All Portuguese pupils	Boys	Girls	Gap Girls-Boys
KS1 - Level 2B+	Reading	56%	49%	63%	+4%
	Writing	47%	36%	58%	+22%
	Maths	64%	64%	65%	+1%
	Average	56%	50%	62%	+12%
KS2 - Level 4+	English	85%	87%	83%	+4%
	Maths	87%	88%	86%	+2%
	Science TA	87%	90%	84%	+6%
	Average	86%	88%	84%	+4%
KS3 - Level 5+	English	75%	68%	79%	+11%
	Maths	76%	59%	85%	+26%
	Science	71%	57%	79%	+22%
	Average	74%	61%	81%	+20%
GCSE	5+ A*-C EM	56%	40%	69%	+29%
	5+ A*-C	83%	73%	91%	+18%
	5+ A*-G	90%	85%	94%	+9%

For the Portuguese cohort, gender outcomes in 2012 show girls performing better than boys in all key stages except KS2.

Table 7: Lambeth KS2 and GCSE Performance by Ethnicity and Gender 2008 to 2012

Ethnic Group	Year	KS2 (Average Level 4+)				GCSE (5+ A*-C inc English & Maths)			
		All	Boys	Girls	Gap	All	Boys	Girls	Gap
African	2008	80%	78%	83%	+5%	51%	49%	52%	+3%
	2009	78%	76%	80%	+4%	65%	57%	69%	+12%
	2010	82%	80%	84%	+4%	66%	59%	69%	+10%
	2011	85%	80%	88%	+8%	71%	68%	73%	+5%
	2012	87%	85%	89%	+4%	66%	58%	72%	+14%
Somali	2008	69%	63%	77%	+14%	20%	14%	22%	+8%
	2009	75%	77%	74%	-3%	48%	42%	55%	+13%
	2010	74%	75%	72%	+3%	50%	43%	52%	+9%
	2011	84%	83%	86%	+3%	61%	54%	67%	+13%
	2012	88%	91%	86%	-5%	61%	58%	64%	+6%
Caribbean	2008	76%	72%	80%	+8%	40%	35%	43%	+8%
	2009	75%	72%	78%	+6%	43%	37%	48%	+11%
	2010	78%	74%	82%	+8%	45%	38%	50%	+12%
	2011	78%	69%	87%	+18%	49%	43%	52%	+9%
	2012	84%	78%	90%	+12%	53%	49%	57%	+8%
Portuguese	2008	69%	76%	60%	-16%	37%	22%	48%	+26%
	2009	73%	75%	71%	-4%	39%	34%	43%	+9%
	2010	75%	69%	80%	+11%	42%	36%	45%	+9%
	2011	77%	72%	79%	+7%	52%	40%	57%	+17%
	2012	86%	88%	84%	-4%	56%	40%	69%	+29%
Polish	2008	78%	72%	91%	+19%	50%	50%	n/a	n/a
	2009	82%	93%	77%	-16%	72%	78%	67%	-11%
	2010	83%	76%	89%	+13%	15%	9%	50%	+41%
	2011	92%	88%	96%	+8%	63%	63%	64%	+1%
	2012	91%	97%	87%	-10%	79%	87%	71%	-16%
White British	2008	84%	85%	82%	-3%	45%	38%	56%	+18%
	2009	89%	87%	92%	+4%	45%	42%	49%	+7%
	2010	84%	81%	87%	+6%	46%	42%	51%	+9%
	2011	89%	87%	91%	+4%	57%	54%	65%	+11%
	2012	92%	91%	94%	+3%	61%	58%	67%	+9%
Lambeth	2008	80%	78%	81%	+3%	48%	44%	50%	+6%
	2009	81%	80%	82%	+2%	54%	46%	59%	+13%
	2010	82%	79%	85%	+6%	53%	47%	58%	+11%
	2011	84%	80%	88%	+8%	60%	57%	63%	+6%
	2012	88%	86%	91%	+5%	62%	59%	66%	+7%
National	2008	83%	81%	84%	+3%	50%	46%	54%	+8%
	2009	82%	80%	84%	+4%	53%	49%	58%	+9%
	2010	80%	78%	82%	+4%	54%	49%	58%	+9%
	2011	81%	79%	83%	+4%	59%	55%	63%	+8%
	2012	85%	83%	87%	+4%	59%	55%	64%	+9%

Social Background and Achievement

The free school meals variable is often used as a proxy measure of the extent of social deprivation in pupils' backgrounds and has been linked to underachievement in a number of studies (Gillborn and Youdell, 2002; Demie, 2001). School level data demonstrates a clear relationship between the concentration of poverty levels in schools and tests and examination results. The proportion of Portuguese pupils taking KS2 in 2012 who were eligible for free school meals (FSM) was 22%, and for the GCSE cohort it was 29%. Table 8 indicates there is a marked difference in performance of Portuguese pupils eligible for free meals between primary and secondary key stages. At the end of primary education, the difference between pupils eligible for FSM and those not is large, with 80% of eligible pupils achieving an average KS2 result of level 4+, whereas 88% of pupils who were not eligible achieved this level. GCSE data shows 33% of pupils on free school meals gained 5+ A*-C inc English and Maths this year, compared to 66% of those not eligible. Overall, the findings from the LA data confirm that pupils eligible for school meals often performed considerably below their more affluent peers.

Table 8. Performance of Portuguese pupils by Free School Meal status (2011 & 2012)

Key Stage		2011			2012		
		Free Meals	Paid Meals	Gap	Free Meals	Paid Meals	Gap
KS1 - Level 2B+	Reading	34%	55%	+21%	55%	57%	+2%
	Writing	24%	51%	+27%	48%	47%	-1%
	Maths	38%	66%	+28%	61%	66%	+5%
	Average	32%	57%	+25%	55%	56%	+1%
KS2 - Level 4+	English	68%	79%	+11%	79%	87%	+8%
	Maths	71%	77%	+6%	82%	89%	+7%
	Science	77%	79%	+2%	79%	90%	+11%
	Average	69%	78%	+9%	80%	88%	+8%
KS3 - Level 5+	English	54%	75%	+21%	82%	65%	-17%
	Maths	60%	71%	+11%	76%	76%	0%
	Science	57%	73%	+16%	73%	69%	-4%
	Average	57%	73%	+16%	77%	70%	-7%
GCSE	5+ A*-C EM	42%	55%	+13%	33%	66%	+33%
	5+ A*-C	67%	77%	+10%	74%	87%	+13%
	5+ A*-G	96%	97%	+1%	85%	93%	+8%

There are also some striking differences within the main ethnic groups when the data is further analysed by eligibility for free school meals. Table 9 shows that at GCSE, 70% of Black African pupils not eligible for free school meals achieved 5+A*-C including English and Maths, compared with 60% of pupils who were eligible, a gap of ten percentage points. There was a similar magnitude of gap for Caribbean pupils, but White British pupils had a very large gap of 22 points. This finding underlines the importance of treating any measure of school or LA performance which does not include the influence of background factors such as social class and deprivation, with scepticism. As we have argued in the previous section, our analysis is not complete because of a lack of data on social class. Care must be taken in generalizing the results particularly of White British pupils from this study to a wider context.

A number of studies have confirmed that London's white population is not representative of the social class composition of White pupils more generally in the UK and tends to be more skewed towards people with a working class background (Demie, 2001). Because of the social class profile, 'it is possible that in inner London, low attainment by white working class pupils is a particular issue, and that markedly different results might be found in a less disadvantaged rural setting. Further research into populations outside inner London is clearly required (Strand, 1999, p199).

Table 9. Performance by Key Stage, FSM and Ethnic Background in Lambeth, 2011

	Key Stage 2 (% level 4+)			GCSE(% 5+A*-C inc English & Maths)		
	% of pupils eligible	Eligible	Not Eligible	% of pupils eligible	Eligible	Not Eligible
African	46%	90%	84%	38%	60%	70%
Caribbean	47%	88%	79%	39%	48%	57%
Portuguese	10%	88%	80%	29%	33%	66%
Polish	13%	80%	93%	17%	80%	96%
White British	25%	77%	97%	24%	44%	66%
Lambeth	37%	92%	84%	32%	56%	80%

English Language Acquisition and Achievement

Another important factor relating to ethnic background and Portuguese achievement is English fluency. For students to have access to the curriculum it is clear that they need to be fluent in the language of instruction. Some students of Portuguese heritage are fluent in English while others may not be.

A number of studies have explored the relationship between English fluency and pupil attainment. Demie and Strand (2005) examined the results at KS2 and GCSE whilst at the same time controlling for age, gender, free school meals, ethnic background and mobility rate. The results indicated that pupils who spoke English as an additional language scored significantly lower than those who spoke English as first language or were fluent in English.

Figure 7. Average Key Stage 2 Attainment of Portuguese Pupils by Stage of English Fluency 2012

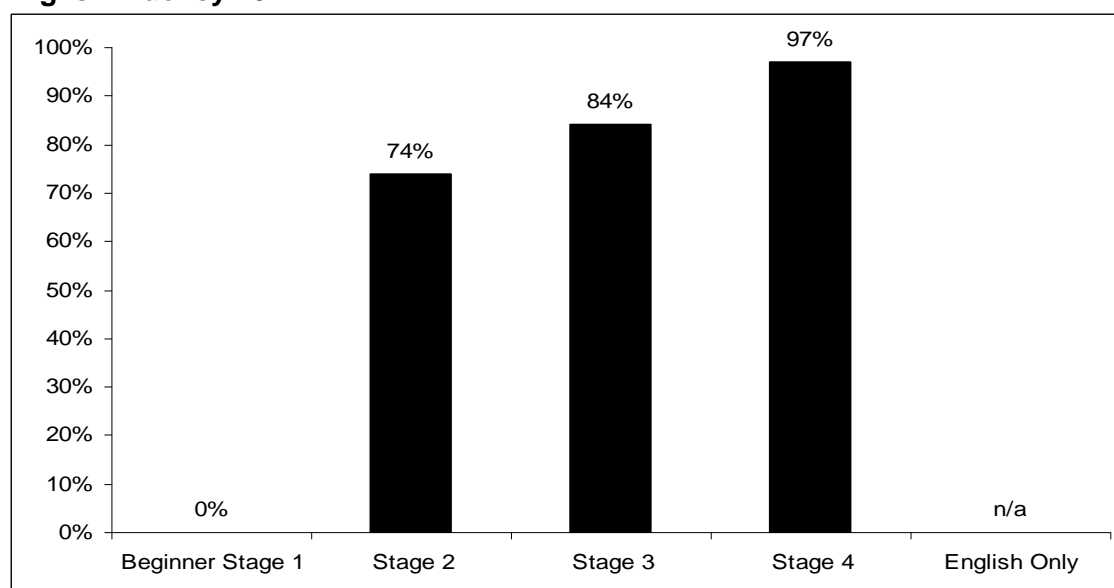


Table 10 and figure 7 give the average KS1 and KS2 performance by level of fluency in English. Portuguese pupils' performance at KS1 and KS2 increases as the stage of proficiency in English increases. Bilingual Portuguese speakers who were fully fluent in English were more likely to gain level 4+, than those at the early stages of English acquisition.

Table 10. Average Key Stage 1 Attainment of Portuguese Pupils by Stage of English Fluency (2008 - 2012)

Fluency Stage	Key Stage 1 Average (% Level 2B+)					
	2008	2009	2010	2011	2012	% Change 08-12
Beginner Stage 1	0%	25%	33%	13%	23%	+23%
Stage 2	10%	43%	47%	42%	47%	+37%
Stage 3	40%	68%	77%	77%	74%	+34%
Fully Fluent Stage 4	79%	92%	100%	92%	81%	+2%
English Only	87%	33%	n/a	33%	n/a	n/a
All Portuguese pupils	46%	51%	54%	53%	56%	+10%

Table 11. Average Key Stage 2 Attainment of Portuguese Pupils by Stage of English Fluency (2008 - 2012)

Fluency Stage	Key Stage 2 Average (% Level 4+)					
	2008	2009	2010	2011	2012	% Change 08-12
Beginner Stage 1	0%	25%	40%	30%	0%	0%
Stage 2	40%	41%	34%	43%	74%	+34%
Stage 3	64%	75%	77%	75%	84%	+20%
Fully Fluent Stage 4	95%	96%	99%	99%	97%	+2%
English Only	n/a	100%	n/a	100%	n/a	n/a
All Portuguese pupils	69%	73%	75%	76%	86%	+17%

Analysis of KS3 and GCSE results also shows that fluency in English continues to have an influence on the performance of pupils with EAL (see tables 10 and 11). Overall empirical evidence at the end of primary and secondary education from the authority suggests pupils in the early stages of fluency perform at very low levels, while bilingual pupils who are reasonably proficient in English perform better, on average, than English only speakers despite some yearly fluctuations. Portuguese pupils assessed as fully fluent in English tend to perform above the national averages at all key stages.

Table 12. Average Key Stage 3 Attainment of Portuguese pupils by Stage of English Fluency (2008 - 2012)

Fluency Stage	Key Stage 3 Average (% Level 5+)					
	2008	2009	2010	2011	2012	% Change 08-12
Beginner Stage 1	33%	50%	0%	20%	83%	+50%
Stage 2	52%	24%	33%	36%	22%	-30%
Stage 3	41%	71%	57%	50%	67%	+26%
Fully Fluent Stage 4	66%	80%	78%	82%	88%	+22%
English Only	67%	33%	n/a	100%	100%	+23%
All Portuguese pupils	57%	68%	69%	68%	74%	+17%

Table 13. Average Key Stage 4 Attainment of Portuguese pupils by Stage of English Fluency (2008 - 2012)

Fluency Stage	GCSE (% 5+ A*-C inc English & Maths)					
	2008	2009	2010	2011	2012	% Change 08-12
Beginner Stage 1	n/a	0%	0%	n/a	0%	n/a
Stage 2	0%	0%	0%	50%	0%	0%
Stage 3	32%	20%	39%	28%	43%	+11%
Fully Fluent Stage 4	45%	51%	46%	58%	62%	+17%
English Only	n/a	100%	100%	0%	n/a	n/a
All Portuguese pupils	37%	39%	42%	52%	56%	+19%

There are also some striking differences within the main ethnic groups when the KS2 and GCSE data is further analysed by levels of fluency in English. Tables 14 and 15 show that performance for all main ethnic groups increases when combined with improved English acquisition amongst the bilingual cohort. These findings support a number of studies that have explored the relationship between English fluency and pupil attainment. Demie and Strand (2005) examined the results at KS2 and GCSE whilst at the same time controlling for age, gender, free school meals, ethnic background and mobility rate.

The results indicated that pupils who were at the early stages of fluency achieved significantly lower outcomes than those who spoke English as a first language, or were fully fluent in English.

Table 14. KS2 Average Attainment by Ethnicity and Fluency in English – 2012

Fluency Stage	African		Caribbean		Polish		Portuguese		White British	
	Cohort	L4+	Cohort	L4+	Cohort	L4+	Cohort	L4+	Cohort	L4+
Beginner Stage 1	4	38%	0	n/a	0	n/a	1	0%	0	n/a
Stage 2	39	64%	0	n/a	9	74%	27	74%	0	n/a
Stage 3	177	80%	0	n/a	16	94%	49	84%	2	100%
Fully Fluent	304	94%	3	100%	13	100%	49	97%	6	100%
English	63	92%	466	84%	0	n/a	0	n/a	347	92%
All Pupils	587	87%	469	84%	39	91%	126	86%	355	92%

Table 15. GCSE 5+ A*-C inc English & Maths Attainment by Ethnicity and Fluency in English – 2012

Fluency Stage	African		Caribbean		Polish		Portuguese		White British	
	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result
Beginner Stage 1	4	25%	0	n/a	0	n/a	2	0%	0	n/a
Stage 2	9	33%	1	0%	2	0%	2	0%	0	n/a
Stage 3	44	43%	0	n/a	10	70%	14	43%	1	0%
Fully Fluent	271	74%	2	50%	17	94%	76	62%	11	82%
English	106	60%	362	54%	0	n/a	0	n/a	253	60%
All Pupils	435	66%	365	53%	39	79%	94	56%	265	61%

These findings offer much encouragement for policy makers and school improvement practitioners. They demonstrate that once the language barrier is overcome, it is possible to attain good levels of achievement for all key stages.

Pupil Mobility and Achievement

It is now widely recognised that mobility can have an adverse affect on educational attainment. Mobile pupils are those who join or leave a school at a point other than at the age they would normally start or finish their education at a school. Her Majesty's Chief Inspector reported that high pupil mobility was one of the greatest problems, if not the greatest problem that any school can face.

Table 16. Attainment of Portuguese Pupils by Mobility (2011 & 2012)

Key Stage		2011			2012		
		Non-mobile	Mobile	Gap	Non-mobile	Mobile	Gap
KS2 - Level 4+	English	78%	33%	+45%	85%	85%	0%
	Maths	76%	67%	+9%	88%	85%	+3%
	Science	80%	50%	+30%	87%	92%	-5%
	Average	78%	50%	+28%	86%	87%	-1%
KS3 - Level 5+	English	71%	33%	+38%	79%	42%	+32%
	Maths	69%	50%	+19%	77%	67%	+10%
	Science	70%	33%	+37%	76%	25%	+51%
	Average	70%	39%	+31%	77%	44%	+33%
GCSE % achieving	5+ A*-C EM	100%	50%	+50%	57%	50%	+7%
	5+ A*-C	100%	73%	+27%	85%	70%	+15%
	5+ A*-G	100%	97%	+3%	92%	80%	+12%

Non-mobile pupils were more likely than their mobile peers of the same ethnicity to gain the expected level. Tables 16 and 17, illustrate this point with, on average, Portuguese pupils who spent all of KS2 in the same school achieving better than the Year 4 and 5 arrivals. Those Portuguese pupils who joined late in the key stage have shown improvements in their attainment this year, although the small cohort sizes involved should be borne in mind.

Table 17. Portuguese Pupil Average Attainment by Length of Time Spent in School, 2011 & 2012

Key stage	Mobility by Length of Time Spent in School	Number		Performance	
		2011	2012	2011	2012
KS2 - Level 4+	Joined in Year 3 or before	138	113	80%	86%
	Joined in Year 4&5	27	11	67%	85%
	Joined in Year 6	6	2	50%	100%
KS3 - Level 5+	Joined in Year 7	101	117	71%	77%
	Joined in Year 8	8	5	54%	40%
	Joined in Year 9	6	7	39%	48%
GCSE - 5+ A*-C	Joined in Year 7	82	84	76%	57%
	Joined in Year 8&9	8	7	50%	57%
	Joined in Year 10	3	3	100%	33%
	Joined in Year 11	0	0	n/a	n/a

6. CONCLUSIONS AND POLICY IMPLICATIONS

CONCLUSIONS

In this study we examined educational inequalities and the underachievement of Portuguese pupils in schools. A number of conclusions can be drawn from key stages and GCSE evidence. The findings of the case study LA and national data suggest that:

- All Key Stage data confirms Portuguese pupils are amongst the lowest achieving compared to all main ethnic groups.
- Children from different ethnic groups show differences in educational attainment at the end of each key stage. Indian and Chinese children achieve higher results on average than African, Caribbean, Irish and White British pupils.
- Performances of pupils of Black African origin are higher than Black Caribbean pupils at all key stages.

Overall the achievement of Portuguese pupils is a particular cause for concern and the data shows they are one of the main underachieving groups in the UK. There is a need for strategies to be developed to raise levels of achievement of this group and to reverse trends in the LA and at national level. A number of factors were identified in the underachievement of Portuguese pupils, including the language barrier, teachers' low expectations, stereotyping, exclusion, lack of awareness of Portuguese culture and history, institutional racism, inappropriate curriculum and the failure of the National Curriculum to reflect adequately the needs of a diverse and multi-ethnic society.

Policy Implications

The challenge from this research for national policy makers is that both the LA and government need to recognise the underachievement of Portuguese pupils as an important part of raising standards in schools. Unfortunately it is an unacknowledged problem at national level and there are no specific initiatives to address the situation. The biggest obstacles to raising Portuguese achievement is the 'colour blind' approach which has put the group at a disadvantage and the failure of the National Curriculum to adequately reflect the needs of a diverse, multi-ethnic society (Gillborn 2002; MacPherson 1999). All government education reform acts and white papers failed to explore the specific needs of Portuguese and other new emigrants from the European Community.

Implications for Future Research

The LA data shows that Portuguese children are underachieving in British schools. 'This not a new phenomenon, but one that can not allow to continue. Effective schools that have been dealing with the issues hold the key to the way forward' (DFES, 2003:3). The body of available research suggests that there is lack of research into factors that contribute to educational success and high academic achievement among ethnic minority groups in United Kingdom. There has been also little research into how the experience of successful schools may be disseminated within the LA to address underachievement in other similar schools. The first step in answering these questions is to identify factors that contribute to their success. Recent research into other ethnic groups including Somali, Black African and Black Caribbean by the LA (McKenely et al 2003; Demie et al 2004 and 2007) has identified characteristics of successful schools and discussed in detail these features including strong and purposeful leadership, high expectation for all pupils and teachers, effective use of data, effective teaching and learning, and developing an inclusive curriculum that meets the needs of underachieving groups.

REFERENCES

Demie, F.; Taplin, A.; Butler, R.; Tong, R.; McDonald J. and Fisher, E. (2009). Raising Achievement in Lambeth Schools: Success and challenges in narrowing the achievement gap, Research and Statistics Unit, London Borough of Lambeth.

Demie, F. (2009). Ethnicity and Educational Achievement: Implication for school Improvement strategies, Research and Statistics Unit, London Borough of Lambeth.

Demie, F.; Taplin, A.; Butler, R.; Tong, R.; McDonald J. and Hutter, C. (2008). Raising Achievement of Portuguese Pupils in Lambeth Schools, Research and Statistics Unit, London Borough of Lambeth.

Demie, F.; McLean C, Lewis, K . (2007). Raising Achievement in Somali Pupils: School responses and challenges, Research and Statistics Unit, London Borough of Lambeth, March.

Demie, F.; McLean C, Lewis, K . (2008). Raising Achievement in Somali Pupils: Good Practice in London Schools, Research and Statistics Unit, London Borough of Lambeth, March.

Demie, F.; Strand, S. (2006). English language acquisition and educational attainment at the end of secondary school, Educational Studies, Volume 32, Number 2, June 2006 , pp. 215-231.

Demie, F.; McLean C, Lewis, K . (2006). Raising Achievement of African Heritage pupils: Good Practice in Lambeth schools, Research and Statistics Unit, London Borough of Lambeth, March.

Gillborn, D. and Gipps, C (1996). Recent Research on the Achievement of Ethnic Minority Pupils. OFSTED Reviews of Research, HMSO, London.

Gillborn, D. and Mirza, H.S. (2000). Educational Inequality: Mapping Race and Class. OFSTED.

McKenley, J., Power, C., Ishani, L. and Demie, F. (2003). Raising the Achievement of Black Caribbean Pupils in British Schools: Good Practice in Lambeth Schools. Research and Statistics Unit, Lambeth Education.

MacPherson, W. (1999). The Stephen Lawrence Inquiry: The Report of the Inquiry, HMSO, London.

Appendix 1. KS2 Level 4 and above attainment by primary school - 2012

School Code	Cohort	English	Maths	Science	Average
02	3	33%	33%	67%	44%
07	4	100%	100%	100%	100%
09	2	100%	100%	50%	83%
10	3	100%	100%	100%	100%
12	2	50%	50%	100%	67%
14	1	100%	100%	100%	100%
26	7	71%	86%	86%	81%
27	1	100%	100%	100%	100%
29	1	100%	100%	100%	100%
30	2	50%	50%	50%	50%
31	17	82%	88%	82%	84%
32	6	100%	100%	100%	100%
35	2	100%	100%	100%	100%
37	1	0%	0%	0%	0%
38	6	83%	83%	100%	89%
39	1	100%	100%	100%	100%
40	2	100%	100%	100%	100%
41	1	100%	100%	100%	100%
42	1	100%	100%	0%	67%
44	22	95%	100%	100%	98%
45	1	0%	0%	0%	0%
55	1	100%	100%	100%	100%
59	4	50%	75%	75%	67%
62	7	100%	100%	86%	95%
66	3	100%	100%	100%	100%
72	1	100%	100%	100%	100%
74	1	100%	100%	100%	100%
75	1	100%	100%	100%	100%
77	1	100%	100%	100%	100%
85	6	100%	100%	100%	100%
88	1	100%	100%	100%	100%
90	7	86%	86%	100%	90%
94	4	50%	50%	50%	50%
98	3	67%	33%	33%	44%

Appendix 2. GCSE attainment by secondary school - 2012

School code	Cohort	5+ A-C EM	5+ A*-C	1+ A*-G
1	13	62%	92%	100%
2	5	60%	100%	100%
3	7	57%	86%	100%
6	17	82%	94%	100%
7	7	29%	71%	100%
9	13	46%	85%	100%
10	6	50%	100%	100%
11	15	67%	87%	93%
12	5	60%	80%	100%

Appendix 3. Key Stage 1 - 4 Performance for Portuguese Pupils 2004 - 2012 - By Gender

	KS1 (level 2B+)				KS2 (level 4+)				KS3 (level 5+)				GCSE		
	Read	Writ	Maths	Av	Eng	Maths	Sci	Av	Eng	Maths	Sci	Av	5+ AC EM	5+AC	1+AG
Portuguese All Pupils															
2004	35%	34%	57%	42%	60%	60%	70%	63%	40%	52%	31%	41%	n/a	38%	87%
2005	46%	40%	48%	45%	59%	55%	76%	63%	50%	48%	34%	44%	19%	37%	94%
2006	39%	31%	57%	42%	63%	61%	73%	66%	67%	75%	54%	65%	17%	33%	100%
2007	47%	39%	52%	46%	62%	64%	81%	69%	66%	66%	52%	61%	26%	47%	99%
2008	47%	37%	55%	46%	66%	63%	78%	69%	58%	67%	46%	57%	37%	63%	96%
2009	51%	39%	60%	50%	68%	71%	80%	73%	71%	74%	60%	68%	39%	65%	94%
2010	56%	48%	59%	54%	75%	76%	77%	75%	67%	70%	69%	69%	42%	76%	96%
2011	51%	46%	61%	53%	77%	76%	79%	76%	69%	68%	68%	68%	52%	74%	99%
2012	56%	47%	64%	56%	85%	87%	87%	86%	75%	76%	71%	74%	56%	83%	96%
Portuguese Boys Only															
2004	33%	33%	60%	42%	53%	66%	71%	64%	40%	40%	27%	36%	n/a	43%	87%
2005	41%	37%	51%	43%	51%	54%	77%	61%	52%	62%	48%	54%	19%	24%	90%
2006	27%	22%	52%	34%	50%	52%	70%	57%	59%	63%	48%	57%	5%	30%	100%
2007	48%	35%	55%	46%	56%	62%	81%	66%	72%	67%	57%	65%	35%	58%	100%
2008	43%	38%	55%	45%	72%	74%	83%	76%	58%	69%	46%	58%	22%	44%	97%
2009	51%	40%	61%	51%	63%	78%	84%	75%	68%	80%	56%	68%	34%	53%	87%
2010	52%	45%	59%	52%	63%	75%	71%	69%	59%	68%	71%	66%	36%	57%	89%
2011	41%	36%	60%	46%	68%	76%	76%	72%	57%	57%	57%	57%	40%	67%	93%
2012	49%	36%	64%	50%	87%	88%	90%	88%	68%	59%	57%	61%	40%	73%	90%
Portuguese Girls Only															
2004	39%	35%	54%	43%	68%	53%	68%	63%	48%	52%	35%	45%	n/a	34%	86%
2005	51%	43%	44%	46%	68%	55%	75%	66%	51%	41%	27%	40%	19%	43%	95%
2006	48%	38%	61%	49%	73%	68%	76%	72%	76%	80%	63%	73%	23%	35%	100%
2007	46%	42%	49%	46%	69%	68%	82%	73%	65%	63%	52%	60%	22%	41%	98%
2008	51%	35%	55%	47%	59%	50%	72%	60%	59%	66%	45%	57%	48%	76%	96%
2009	52%	38%	58%	49%	73%	65%	76%	71%	72%	72%	61%	68%	43%	75%	100%
2010	61%	51%	59%	57%	84%	76%	82%	80%	74%	72%	68%	71%	45%	89%	100%
2011	63%	57%	61%	60%	83%	76%	81%	79%	79%	77%	77%	78%	57%	78%	98%
2012	63%	58%	65%	62%	83%	86%	84%	84%	79%	85%	79%	81%	69%	91%	100%

Appendix 4. GCSE 5+ A*-C inc. English and Maths by Ethnic Background (2008-2012)

Ethnic Group	GCSE Results (% 5+ A*-C grades inc. English and Maths)						
	2008	2009	2010	2011	2012	Change 08-12	Change 11-12
African	51%	65%	66%	71%	66%	+15%	-5%
Caribbean	40%	43%	45%	49%	53%	+13%	+4%
White British	45%	45%	46%	57%	60%	+15%	+3%
Polish	50%	72%	15%	63%	79%	+29%	+16%
Portuguese	37%	39%	42%	52%	56%	+19%	+4%
Black Other	58%	60%	41%	51%	52%	-6%	+1%
Lambeth	47%	54%	53%	60%	62%	+15%	+2%

Appendix 5. GCSE 5+ A*-C inc. English and Maths by Fluency (2008-2012)

Fluency Stage	GCSE (% 5+ A*-C inc E and M)					
	2008	2009	2010	2011	2012	% Change 08-12
Beginner Stage 1	n/a	0%	0%	n/a	0%	n/a
Stage 2	n/a	0%	0%	50%	0%	n/a
Stage 3	0%	20%	39%	28%	43%	+43%
Fully Fluent Stage 4	32%	51%	46%	58%	62%	+30%
English Only	45%	100%	100%	0%	n/a	n/a
All Portuguese pupils	37%	39%	42%	52%	56%	+19%

Appendix 6. GCSE 5+ A*-C inc. English and Maths by Ethnicity and Fluency - 2012

Fluency Stage	African		Caribbean		Polish		Portuguese		White British	
	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result
Beginner Stage 1	4	25%	0	n/a	0	n/a	2	0%	0	n/a
Stage 2	9	33%	1	0%	2	0%	2	0%	0	n/a
Stage 3	44	43%	0	n/a	10	70%	14	43%	1	0%
Fully Fluent	271	74%	2	50%	17	94%	76	62%	11	82%
English	106	60%	362	54%	0	n/a	0	n/a	253	60%
All Pupils	435	66%	365	53%	39	79%	94	56%	265	61%

Appendix 7. GCSE 5+ A*-C inc. English and Maths by FSM and Ethnicity - 2012

	GCSE(% 5+A*-C inc EM)		
	% of pupils eligible	Eligible	Not Eligible
African	38%	60%	70%
Caribbean	39%	48%	57%
Polish	17%	80%	79%
Portuguese	29%	33%	66%
White British	24%	44%	66%
Lambeth	32%	56%	65%

Appendix 8. Number of pupils in all Lambeth Schools 2012

School	Cohort	School	Cohort
Allen Edwards	54	Lark Hall	93
Archbishop Sumner	10	Lilian Baylis	101
Archbishop Tenison's	5	London Nautical	16
Ashmole	8	Loughborough	28
Bishop Thomas Grant	98	Norwood	80
Bonneville	27	Paxton	11
Christ Church Brixton	20	Platanos College	171
Christ Church Streatham	3	Richard Atkins	32
Clapham Manor	17	Rosendale	10
Corpus Christi Academy	7	St Andrews	11
Crown Lane	34	St Andrew's	14
Dunraven	31	St Annes	109
Durand Academy	29	St Bedes Infants	13
Elm Wood	11	St Bernadette	17
Elmgreen	40	St Gabriel's	43
Evelyn Grace Academy	49	St Helens	57
Fenstanton JMI	68	St John The Divine	1
Glenbrook	42	St Johns Angell Town	12
Granton	23	St Judes	5
Heathbrook	16	St Leonards	4
Henry Cavendish	8	St Lukes	12
Henry Fawcett	38	St Marks	13
Herbert Morrison	11	St Martin-In-The-Fields	14
Hillmead	25	St Marys	44
Hitherfield	19	St Stephens	56
Holy Trinity	9	Stockwell	77
Immanuel & St Andrew	12	Streatham Wells	10
Jessop	21	Sudbourne	10
Johanna Oasis Academy	16	Sunnyhill	20
Jubilee	35	Telferscot	5
Julian's	14	The Reay	5
Kings Avenue	46	Vauxhall	17
Kingswood	23	Walnut Tree Walk	28
La Retraite Girls'	108	Woodmansterne	10
Lambeth Academy	76	Wyvil	198