

THE ACHIEVEMENT OF SOMALI PUPILS IN LAMBETH

Research Brief 2016

1. Introduction

This report presents the results of the 2015 Key Stage 1, 2, and GCSE tests and assessments for Somali pupils in Lambeth. The purpose of this report is to encourage the use of Key Stage data and to provide questions as a basis for improving Key Stage performance for Somali pupils in schools.

It is important to note that in the English education system, pupils aged 5–16 years are taught the National Curriculum subjects and are tested in English, mathematics and science. These tests are age dependent and divided into three key stages: KS1, KS2, and KS4. They are intended to show whether children have reached the National Curriculum learning targets standard, which ranges from 1 to 6 between Key Stage 1 (KS1) and Key Stage 2 (KS2). Pupils climb the levels as they get older and learn more. Thus, a typical seven year old is expected to achieve level 2B at KS1 and a typical eleven year-old is expected to achieve level 4 at KS2. At the end of KS4, most 15 and 16 year-olds also take 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 at KS1, level 4 or above for performance at KS2 and 5 or more A*–C grades for GCSE including English and mathematics.

An overall indicator of pupil attainment in KS1 and KS2 was also derived by taking the average of the assessments – Reading, Writing and Maths at KS1, and the Reading and Maths tests at KS2.

2. Overall Achievement and Main Findings

Table 1, shows the improvement of Somali pupils over the past ten years. There is no published national data for Somali pupils. We can see a remarkable improvement in KS1, KS2 and GCSE for Lambeth Somali pupils between 2005 and 2015 compared to the corresponding improvement nationally.

Table 1: Somali Pupils KS1, KS2 and GCSE Improvement 2005-2015

Key Stage		2005	2007	2008	2009	2010	2015	Change 2005 - 15
KS1 - Average Reading/Writing/Maths Level 2B+	Somali	50%	56%	51%	58%	68%	78%	28%
	National All Pupils	69%	68%	68%	69%	68%	79%	10%
KS2 - Average Reading/Maths Level 4+	Somali	47%	43%	69%	68%	76%	92%	45%
	National All Pupils	77%	81%	83%	83%	81%	88%	11%
GCSE - 5 or more GCSEs including English and Maths	Somali	0%	11%	20%	48%	50%	55%	55%
	National All Pupils	45%	46%	48%	50%	53%	53%	8%

Table 2, overleaf, shows the results in 2015 for all tests at KS1, KS2 and GCSE. In Key Stage 1, Somali pupils are behind the Lambeth and national figures, however, in Key Stage 2 Somali pupils have progressed at a greater rate and are above Lambeth and national figures. At GCSE, Somali pupils are slightly beneath Lambeth at 5+ A*–C including English and Maths, they are above the national average.

Table 2: Somali Pupils KS1, KS2, and GCSE Performance 2015

Key Stages		2015		
		All Somali Pupils	Lambeth All Pupils	National All Pupils
KS1 - Level 2B+	Reading	81%	82%	82%
	Writing	73%	76%	72%
	Maths	81%	82%	82%
	Average	78%	80%	79%
KS2 - Level 4+	Reading	91%	93%	89%
	Maths	93%	92%	87%
	Writing TA	88%	90%	87%
	Average R/M	92%	92%	88%
GCSE	5+ A*-C EM	55%	56%	53%

3. Contextual Factors Influencing Key Stage 1 Achievement

A pupil's social and economic background can affect educational achievement. The following sections discuss gender, ethnicity, free school meal entitlement, and English as an Additional Language as factors affecting Key Stage results. All calculations for the "gap" between different factors are subject to rounding. Some data is not available as national figures. Some figures may not add up to 100 percent where data has not been fully provided. Overall, Somali pupils are highly disadvantaged with nearly half of all pupils eligible for free school meals. Over 80% are not fluent in English at KS1, half are not fluent at KS2, and a third not fluent at GCSE.

Table 3: Somali Cohorts by Fluency in English and FSM in Lambeth 2015

Key Stage	Total	Fluency in English				FSM	
		EAL Stage 1	EAL Stage 2	EAL Stage 3	Fully Fluent	Eligible	Not Eligible
KS1	167	7%	34%	43%	16%	49%	51%
KS2	141	1%	9%	38%	52%	48%	52%
GCSE	47	0%	4%	18%	71%	45%	55%

3.1 Gender

In Lambeth, Somali girls achieved a higher percentage in Key Stages 1 and GCSE, but at Key Stage 2 they were slightly lower than boys. At GCSE, the pattern is more like the Lambeth and national, with girls outperforming boys.

Table 4: Somali Pupils KS1, KS2, and GCSE Performance by Gender 2015

Key Stages		Somali			Lambeth All Pupils			National All Pupils		
		Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
KS1 - Level 2B+	Reading	75%	87%	+12	79%	84%	+5	78%	86%	+8
	Writing	66%	79%	+13	71%	80%	+9	66%	80%	+14
	Maths	78%	84%	+6	82%	83%	+1	79%	84%	+5
	Average	73%	83%	+10	77%	83%	+6	79%	85%	+6
KS2 - Level 4+	Reading	91%	90%	-1	89%	94%	+5	87%	91%	+4
	Maths	94%	92%	-2	90%	92%	+2	87%	87%	0
	Writing TA	92%	91%	-1	84%	89%	+5	83%	91%	+8
	Avge R/M	58%	52%	-6	89%	93%	+4	87%	89%	+2
GCSE	5+ A*-C EM	65%	71%	+4	54%	60%	+6	53%	62%	+9

3.2 Free School Meals

Children who were eligible for free school meals scored a lower percentage in all Key Stages, in both Lambeth and nationally. This pattern is also displayed by Somali pupils. The biggest gap, 12%, is for Reading at KS1.

Table 5: Somali Pupils KS1, KS2, and GCSE Performance by Free School Meals 2015

Key Stages		Somali			Lambeth All Pupils			National All Pupils		
		Free Meals	Paid Meals	Gap	Free Meals	Paid Meals	Gap	Free Meals	Paid Meals	Gap
KS1 – Level 2B+	Reading	77%	85%	+12	76%	84%	+8	69%	85%	+16
	Writing	68%	78%	+10	68%	79%	+11	57%	75%	+18
	Maths	80%	81%	+1	76%	85%	+9	69%	84%	+15
	Average	75%	81%	+6	73%	83%	+10	65%	81%	+16
KS2 - Level 4+	Reading	86%	94%	+8	89%	93%	+4	80%	91%	+11
	Maths	91%	94%	+3	88%	93%	+5	77%	89%	+12
	Writing TA	89%	94%	+5	82%	92%	+10	75%	89%	+14
	Avg R/M	52%	58%	+6	88%	93%	+5	79%	90%	+11
GCSE	5+ A*-C EM	62%	73%	+11	44%	62%	+18	36%	63%	+27

3.3 Ethnic Background

Table 6, shows that at Key Stage 1 and 2, Somali pupils perform relatively well compared to other Lambeth ethnic groups. However, they fall behind at GCSE, although they are comparable to the Lambeth average of 56%. At KS2, highest performers are White British at 96%, followed by Black Other at 94%. At GCSE, White British pupils are the highest performers for 5 or more GCSEs at A* to C including English and Maths, with 64% attaining this indicator.

Table 6: Achievement of Somali Pupils and Major Ethnic Groups in Lambeth 2015

Key Stages		Somali	Portuguese	Black African	Black Other	Caribbean	White British	White Other
KS1 - Level2B+	Reading	81%	63%	83%	81%	79%	87%	81%
	Writing	73%	56%	78%	73%	71%	82%	74%
	Maths	81%	68%	82%	74%	79%	90%	83%
	Average	78%	62%	81%	76%	76%	86%	80%
KS2 - Level 4+	Reading	91%	85%	93%	94%	89%	97%	91%
	Maths	93%	86%	92%	94%	85%	96%	93%
	Writing TA	88%	83%	90%	88%	83%	94%	87%
	Avg R/M	92%	86%	92%	94%	87%	96%	92%
GCSE	5+ A*-C EM	55%	50%	59%	48%	45%	64%	62%

* Somali children included in the African results

There is no direct comparison for Somali pupils with national data. However, at KS2, the Lambeth Somali average of Reading and Maths is in line with all major national ethnicities. At GCSE, Lambeth Somali pupils are below White British for 5 or more GCSE's including English and Maths. See table 7, overleaf for details.

Table 7: Achievement of Lambeth Somali Pupils and Major Ethnic Groups in England 2015

Key Stages		Lambeth Somali	National				
			Black African	Black Other	Caribbean	White British	White Other
KS1 - Level 2B+	Reading	81%	84%	81%	80%	82%	75%
	Writing	73%	75%	71%	68%	73%	66%
	Maths	81%	80%	78%	75%	83%	79%
	Average	78%	80%	77%	74%	79%	73%
KS2 - Level 4+	Reading	91%	89%	87%	88%	90%	81%
	Maths	93%	86%	83%	82%	87%	84%
	Writing TA	88%	88%	85%	85%	88%	79%
	RM Avge	92%	88%	86%	87%	89%	80%
GCSE	5+ A*-C EM	55%	55%	45%	45%	56%	52%

3.4 Fluency in English

Generally in Lambeth, the higher a pupil's level of English the better they perform, with fully fluent pupils often outperforming pupils who are monolingual English speakers. This is no different for Somali pupils who show the same increase in achievement alongside fluency levels at all Key Stages, see table 8 below.

Table 8: Achievement of Somali Pupils by Language Fluency in Lambeth

Key Stages		All Somali	EAL Stage 1	EAL Stage 2	EAL Stage 3	Fully Fluent
KS1 - Level 2B+	Reading	81%	58%	67%	94%	100%
	Writing	73%	58%	55%	86%	96%
	Maths	81%	58%	71%	94%	93%
	Average	78%	58%	64%	92%	96%
KS2 - Level 4+	Reading	91%	50%	36%	94%	97%
	Maths	93%	50%	45%	94%	100%
	Writing TA	88%	50%	36%	83%	99%
	RM Avge	92%	50%	41%	94%	99%
GCSE	5+ A*-C EM	55%	No pupils	0%	0%	69%

4. Conclusions

- Somali pupils in Lambeth have made huge improvements in:
 - KS1 from 50% in 2005 to 78% in 2015
 - KS2 from 47% in 2005 to 92% in 2015
 - GCSE from 11% in 2007 to 55% in 2015
- The results of Somali pupils in 2015 are mainly above national averages.
- Somali girls perform better than boys at nearly all indicators for KS1 to GCSE.
- Somali pupils showed the same patterns as Lambeth and national pupils in FSM and EAL
- Somali pupils are one of the higher achieving of the major ethnicities in Lambeth.
- There is no national data available for comparison with Somali pupils across England. The Government do not collect this data. However, Lambeth Somali pupils compare favourably with the major national ethnicities in England.

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