

RESEARCH AND STATISTICS UNIT

THE ACHIEVEMENT OF SOMALI PUPILS IN LAMBETH Research Brief - 2019

1. Introduction

This report presents the results of the 2019 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.

2. Overall Achievement and Main Findings

Table 1 shows the results in 2019 for tests at KS1, KS2 and GCSE. On average at KS1 Somali pupils performed in line with the Lambeth outcome, and above the national, with writing being their strongest subject in relative terms. At KS2 they were below Lambeth in the combined RWM indicator, but above the national. Again their strongest subject was writing, with reading being their weakest subject at both key stages. At GCSE they were in-line with Lambeth and national results in the threshold indicator of 9-4, but had a slightly lower negative progress rate.

Table 1: Portuguese Pupils KS1, KS2, and GCSE Performance 2019

Key Stages		2019		
		All Somali pupils	Lambeth All Pupils	National All Pupils
KS1 - Level Expected	Reading	74%	78%	75%
	Writing	76%	74%	69%
	Maths	76%	79%	76%
	Average	75%	76%	73%
KS2 - Level Expected	Reading	76%	79%	73%
	Writing TA	87%	81%	78%
	Maths	83%	84%	79%
	All RWM	68%	71%	65%
GCSE	9 to 4 English and Maths	59%	59%	60%
	Attainment 8	41.6	44.1	44.7
	Progress 8	-0.13	-0.04	-0.03

3. Contextual Factors Influencing Achievement

A pupil's social and economic background can affect educational achievement. The following sections discuss factors affecting Key Stage results. All calculations for the “gap” between different factors are subject to rounding. Overall, Somali pupils are highly disadvantaged with over a third of all pupils eligible for free school meals at each key stage. 92% are not fluent in English at KS1, 72% at KS2, with the figure being much lower at 43% at GCSE.

Table 2: Social Characteristics of Somali Pupils in Lambeth Schools 2019

Key Stages	Total Cohort	Gender		FSM (%)	EAL		Mobility rate
		Boys (%)	Girls (%)		Stage A-D Not fluent in English	Stage E Fully fluent in English	
Key Stage 1	121	53%	47%	40%	92%	5%	10%
Key Stage 2	161	47%	53%	36%	72%	27%	14%
Key Stage 4	107	56%	44%	41%	43%	42%	13%

3.1 Gender

For the Somali cohort in 2019, boys outperformed girls by a considerable margin at KS1, whereas the reverse is true at KS2 and GCSE. Historically, Somali girls have outperformed boys in all key stages.

Table 3: Somali Pupils KS1, KS2, and GCSE Performance by Gender 2019

Key Stages		Somali			Lambeth All Pupils			National All Pupils		
		Boys	Girls	Gap	Boys	Girls	Gap	Boys	Girls	Gap
KS1 - Level Expected	Reading	86%	65%	+21%	75%	81%	+6%	71%	79%	+8%
	Writing	83%	68%	+15%	68%	79%	+11%	63%	76%	+13%
	Maths	81%	65%	+16%	77%	81%	+4%	75%	77%	+2%
	Average	83%	66%	+17%	73%	80%	+7%	70%	77%	+7%
KS2 - Level Expected	Reading	71%	81%	-10%	74%	81%	+7%	69%	78%	+9%
	Maths	74%	91%	-17%	76%	85%	+9%	72%	85%	+13%
	Writing TA	84%	89%	-5%	82%	84%	+2%	78%	79%	+1%
	All RWM	59%	75%	-16%	68%	74%	+6%	60%	70%	+10%
GCSE	9 to 4 English and Maths	47%	74%	-27%	55%	62%	+7%	56%	64%	+8%
	Attainment 8	37.0	47.6	-10.6	41.2	46.8	+5.6	41.7	47.8	+6.1
	Progress 8	-0.38	0.19	-0.57	-0.34	0.25	+0.59	3.84	4.32	+0.48

3.2 Free School Meals

Somali pupils who were eligible for free school meals largely performed below their paid meal peers, which is in line with the expectation. The largest gaps were in writing and maths at KS1, and reading at KS2. Reading at both KS1 and KS2. However, the situation was reversed at GCSE, with the FSM pupils 19 percentage points above their paid meal peers in the 9-4 indicator.

Table 4: Somali Pupils KS1, KS2, and GCSE Performance by Free School Meals 2019

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 – Expected Standard	Reading	75%	77%	-2%	68%	82%	-14%	60%	78%	-18%
	Writing	69%	77%	-8%	63%	78%	-15%	53%	72%	-19%
	Maths	71%	79%	-8%	68%	83%	-15%	61%	78%	-17%
	Average	72%	78%	-6%	66%	80%	-14%	58%	76%	-18%
KS2 – Expected Standard	Reading	72%	79%	-7%	68%	82%	-16%	58%	76%	-18%
	Writing TA	84%	88%	-4%	73%	85%	-12%	64%	81%	-17%
	Maths	83%	83%	0%	73%	88%	-15%	63%	82%	-19%
	All RWM	64%	70%	-6%	60%	75%	-15%	47%	68%	-21%
GCSE	9 to 4 English and Maths	70%	51%	+19%	51%	61%	-10%	41%	69%	-28%
	Attainment 8	42.0	41.4	+0.6	38.5	45.9	-7.4	34.9	48.6	-13.7
	Progress 8	-0.16	-0.12	-0.04	-0.24	0.03	-0.27	-0.53	0.06	-0.59

3.3 Ethnic background

Table 5 shows that Somali pupils were far from the lowest performing group in Lambeth. To the contrary, they had some of the highest outcomes, such as in maths and writing TA at KS2. This is a good improvement over their historical outcomes, in all key stages.

Table 5: Achievement of Somali Pupils and Major Lambeth Ethnic Groups in Lambeth 2019

Key Stages		Portuguese	Somali	African	Black Other	Caribbean	White British	White Other
KS1 - Level Expected	Reading	64%	74%	74%	69%	64%	80%	77%
	Writing	64%	76%	76%	71%	73%	86%	80%
	Maths	73%	76%	79%	75%	66%	87%	84%
	Average	67%	75%	77%	71%	68%	84%	80%
KS2 - Level Expected	Reading	62%	76%	78%	71%	69%	87%	80%
	Writing TA	70%	87%	85%	76%	75%	89%	87%
	Maths	71%	83%	83%	79%	73%	87%	82%
	All RWM	55%	68%	72%	61%	60%	80%	74%
GCSE	9 to 4 English and Maths	50%	59%	64%	37%	47%	64%	67%
	Attainment 8	43.5	41.6	45.5	35.6	36.4	47.4	50.2
	Progress 8	0.28	-0.13	0.13	-0.40	-0.61	-0.11	0.50

* Somali children included in the African results

There is no direct comparison for Somali pupils with national data. However, in several instances Somali pupils performed above the other major ethnicities nationally.

Table 6: Achievement of Lambeth Somali Pupils and Major Ethnic Groups in England 2019

Key Stages		Lambeth Somali	National				
			African	Black Other	Caribbean	White British	White Other
KS1 - Level Expected	Reading	74%	78%	71%	71%	76%	71%
	Writing	76%	73%	65%	83%	69%	67%
	Maths	76%	76%	68%	91%	76%	75%
	Average	75%	76%	68%	86%	74%	71%
KS2 - Level Expected	Reading	76%	74%	70%	67%	74%	69%
	Writing TA	87%	80%	75%	73%	79%	75%
	Maths	83%	81%	74%	70%	78%	80%
	RWM	68%	67%	60%	56%	65%	63%
GCSE	9 to 4 English and Maths	59%	64%	54%	48%	65%	62%
	Attainment 8	41.6	47.3	43.0	39.4	46.2	46.8
	Progress 8	-0.13	0.33	0.08	-0.31	-0.14	0.45

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 in most instances (see table 7 below).

Please exercise caution in interpreting these outcomes, as cohort numbers can be small, and n/a denotes there were no pupils for that relevant outcome.

Table 7: Achievement of Somali Pupils by Language Fluency in Lambeth 2019

Proficiency stage	KS1 - Average	KS2 - Average	GCSE – % 9 to 4 grades
Stage A - New to English	22%	n/a	n/a
Stage B - Early Acquisition	73%	36%	0%
Stage C - Developing Competence	80%	57%	50%
Stage D - Competent	96%	72%	58%
Stage E - Fluent	72%	84%	64%
Non - Fluent (Stage A - D)	76%	61%	52%
English Only	n/a	n/a	n/a
All Pupils*	75%	68%	59%

4. Conclusions and Key Issues

- Somali pupils in Lambeth have made huge improvements at each key stage, so they no longer constitute the lowest performing group.
- Somali girls generally perform better than boys.
- The Somali group showed similar patterns as Lambeth and national pupils in FSM and EAL.

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