

Language Diversity and Attainment in Secondary Schools

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1. Introduction

What does previous research tell us

Language diversity attracts much interest among policy makers and educationalists and yet little is known about the performance of pupils who speak different languages in English schools. There is a wealth of research into ethnic background and achievement in English schools. The most comprehensive influential policy studies and inquiries into the education of children of ethnic minorities were undertaken by the Rampton Committee (1981), Swann Committee (1985) and Parekh Commission (2000). Each of these appeared to show considerable under-achievement of Caribbean and Other Black pupils, when compared with the average level of achievement of White and Asian children. Some of the findings in these reports are supported by studies in the last two decades and show that pupils from the major ethnic groups tend to have a level of attainment below the average for that of their White British peers (Mortimor et al 1988, Demie 2001, Smith and Tomlinson, 1989; Ofsted, 2002a, b; Cabinet Office, 2007; DCSF, 2008b). These documents reflect widespread concerns within the government, academia and schools that a disproportionate number of Black children tend to underperform in public examinations in comparison to their White British peers.

Table 1: GCSE performance in England by ethnic background

Ethnic Group	GCSE Cohort 2014		5 + A*C incl. English and Maths
	Number of Eligible Pupils	%	
Chinese	2152	0.4%	74%
Indian	13394	2.4%	73%
White and Asian	4610	0.8%	67%
Irish	1883	0.3%	66%
Any Other Asian Background	7992	1.4%	62%
Bangladeshi	8139	1.5%	61%
Any Other Mixed Background	7616	1.4%	61%
White and Black African	2351	0.4%	57%
Any Other Ethnic Group	7513	1.3%	57%
Black African	16257	2.9%	57%
White British	422376	75.6%	56%
Unclassified	5513	1.0%	54%
Any Other White Background	20898	3.7%	53%
Pakistani	18575	3.3%	51%
Any Other Black Background	3097	0.6%	49%
White and Black Caribbean	7379	1.3%	49%
Black Caribbean	7606	1.4%	47%
Traveller of Irish Heritage	129	0.0%	14%
Gypsy/Roma	952	0.2%	8%
All pupils	558432	100.0%	57%

Source: National Pupil Database (NPD), Department for Education, January 2014.

In addition to the studies reviewed above, the three most recent significant overviews of research on ethnic differences in levels of achievement have been published by Ofsted (Gillborn & Gipps, 1996;

Gillborn & Mirza, 2000), DfE (2009), Bradbury (2011), and Strand (2013, 2010 and 2012). These research reports also reviewed the stage of recent changes in the educational achievements of ethnic minority pupils. The results confirm previous research findings which suggest considerable under-achievement of Caribbean and Other Black pupils, on average, compared with White British and Asian children. This concern has increased in the wake of recent KS1, KS2, KS3 and GCSE results which show the under-achievement of Black African, Pakistani and Black Caribbean pupils in both primary and secondary schools (DfE 2006; Demie 2001; Strand 2012). This is further supported by recent studies by Dustmann et al (2010) which argued that at the start of school, pupils from most ethnic groups substantially lag behind White British pupils and the gaps decline for all groups through compulsory schooling. The Department for Education (DfE) School Census also suggests that amongst those ending their compulsory education in the UK, Black Caribbean and Pakistani pupils were least successful academically with only 47% of Black Caribbean, 51% of Pakistani pupils achieving 5 or more GCSEs at grade A* to C including English and Maths (Table 1). However, we need to be cautious as ethnicity categorisation has not always been helpful to study achievement of the performance of all pupils in English schools. We would argue that none of these ethnic categories are homogenous. Research shows that the worryingly low achievement levels of many pupils in British schools are masked by Government statistics that fail to distinguish between different European, African and Asian ethnic groups (Hollingsworth and Mansaray 2012; Demie 2011; Demie and Lewis 2010, 2011).

Previous research has noted that the recording of ethnicity in England usually refers, confusingly, to a combination of national boundaries (Indian, Pakistani, Bangladeshi) but also colour (Black, White) and more general geographic distinctions, that supersede national boundaries (Black Caribbean, Black African) (see Hollingsworth and Mansaray 2012; Von Ahn et al 2010; Mitton 2011; Demie 2011). Research shows that collapsing into White Other makes comparison problematic as this group contains a range of other European ethnic groups such as Polish, Czech, Portuguese, Spanish, Turkish, Albanian, Russian etc. Similarly the conflation of the Black African, Black Caribbean, Indian, Pakistani and Bangladeshi ethnic groups is not helpful and tells us little about the role of language. There is therefore a need to unpick how national ethnic categorisations may be used to improve our understanding of the performance of pupils who speak different languages in schools. However, even in the few studies where ethnic differences and educational achievement are considered, the importance of language spoken at home and of English language fluency in achievement between ethnic groups is rarely reported. Thus, it is not possible to tell from most studies whether pupils who are fully fluent in English from different ethnic groups do better than those who are not fluent in English. Furthermore, previous studies lacked data on differences in performance between the different ethnic groups by language spoken. The few recent studies of attainment and language spoken show that there are significant differences between ethnic categories. For example Demie and McLean (2007) KS2 and GCSE data analysis of Black African ethnic group achievement by language confirm that Igbo, Yoruba and Twi- Fante speaking Black African pupils achieved better than other ethnic groups including Indian and White British at a national level. In contrast, Somali and Lingala speakers tend to have very low attainment compared to other groups. This is further supported by Von Ahn et al (2010:7) analysis of KS2 results that indicate the *'Black African group has some of the highest and some of the lowest achieving groups. For example, the three lowest achieving groups – Lingala, French and Somali speakers tend to have low attainment well below that of the lowest attaining ethnic group overall (Black Caribbean), whilst Igbo, Yoruba and English speaking Black Africans achieve as well as the White British group.'* These research findings also suggest that *'some of the ethnic grouping may be too broad to be useful, and that language data can provide more insight into which pupils may be in need of particular support.'* We would argue that there are large attainment gaps in England when data is analysed further by language spoken and English proficiency in addition to ethnic background.

The Aims and Research Methods

Research questions

This research paper considers empirical evidence from England and examines pupil performance differences among the main ethnic groups, by language spoken at home. Three overarching questions guided this research:

- What does the data tell us about language diversity and attainment?
- What is the relationship between English language proficiency and attainment?
- What are the implications for policy and practice?

The data

The strength of the article is its data source of the National Pupil Database. The National Pupil Database (NPD) is a pupil level database which matches pupil and school characteristic data to pupil level attainment. The sample size of the pupils who completed GCSE in summer 2014 is 558,432. The data on state schools is highly accurate and has a number of key features. Firstly, the fact that it is a census dataset containing the population of all pupils in state schools is very helpful for a number of different analyses, compared to a dataset based on just a sample of schools. It provides a much richer set of data on school and pupil characteristics. The dataset includes information on language spoken at home, ethnicity, free school meals, gender and results at Key Stage 4.

Measures of pupil background

Pupil Performance - It is important to note that in the English education system, pupils aged 15 to 16 years at the end of KS4 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 16, and are a series of examinations in the individual subjects the pupils have been studying. For the purpose of this paper underachievement is defined as low attainment which is attainment that is below national average or below age-related expectations.

2. Language Diversity and Attainment in English Schools

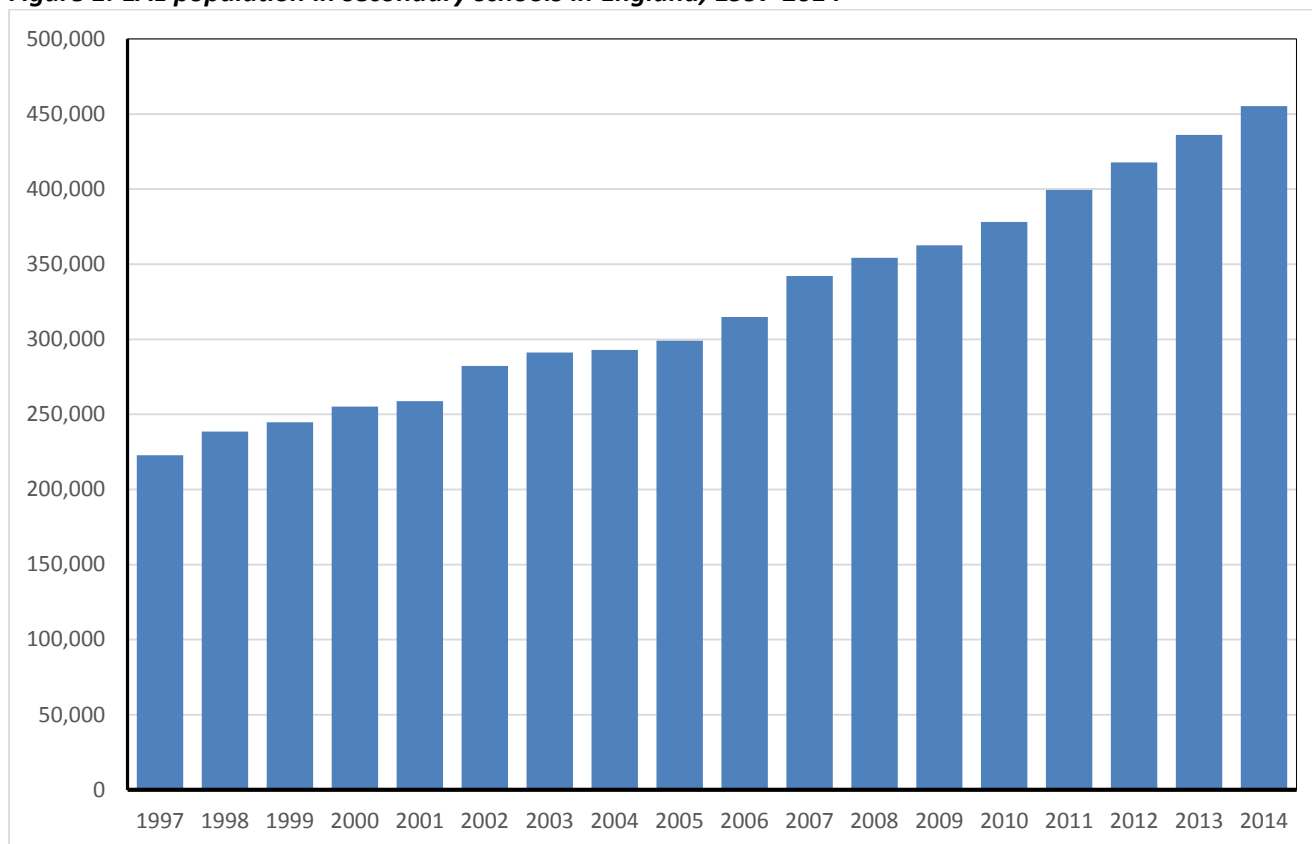
English as an Additional Language and GCSE Attainment in England

The number of pupils in England with English as an additional language (EAL) has seen a dramatic increase over the years. The issue of EAL achievement is increasingly important given the growth in the EAL population in England over the last decade (See Table 2 and Figure 1). About 17% of the school population in England and Wales in 2014, or 1,123,195 children now use English as an additional language. Most of these children belong to well-established ethnic minority communities, and have been born and educated in the UK.

Table 2. EAL population in primary, secondary and special schools in England, 1997-2014

	PRIMARY		SECONDARY		TOTAL	
	No. of pupils with EAL	% of pupils with EAL	No. of pupils with EAL	% of pupils with EAL	No. of pupils with EAL	% of pupils with EAL
1997	276,200	7.8	222,800	7.3	499,000	7.6
1998	303,635	8.5	238,532	7.8	542,167	8.2
1999	301,800	8.4	244,684	7.8	546,484	8.1
2000	311,512	8.7	255,256	8.0	566,768	8.4
2001	331,512	9.3	258,893	8.0	590,405	8.7
2002	350,483	10.0	282,235	8.6	632,718	9.3
2003	362,690	10.4	291,110	8.8	653,800	9.6
2004	376,600	11.0	292,890	8.8	669,490	9.9
2005	395,270	11.6	299,200	9.0	694,470	10.3
2006	419,600	12.5	314,950	9.5	734,550	11.0
2007	447,650	13.5	342,140	10.5	789,790	12.0
2008	470,080	14.4	354,300	10.8	824,380	12.6
2009	491,340	15.2	362,600	11.1	853,940	13.1
2010	518,020	16.0	378,210	11.6	896,230	13.8
2011	547,030	16.8	399,550	12.3	946,580	14.6
2012	577,555	17.5	417,765	12.9	995,320	15.2
2013	612,160	18.1	436,150	13.6	1,061,010	15.9
2014	654,405	18.7	455,205	14.3	1,123,195	16.6

Figure 1. EAL population in secondary schools in England, 1997-2014



Historically, nationally at Key Stage 4, pupils with English as an additional language achieved less well at GCSE than those with English as their first language. However, in 2014, both EAL and non-EAL pupils achieved 57% for the indicator 5 or more A* to C including English and Maths. The gap in performance

between EAL and non-EAL is noticeably smaller than at Key Stage 2. The DfE 2015 GCSE data also suggest similar findings where 58% of White British pupils achieve 5+A*-C including English and maths compared to 55% of EAL pupils. The KS2 data also confirm 77% EAL pupils achieved expected standard at compared with 81% of non-EAL pupils (DfE 2015).

Table 3. EAL and White British GCSE Performance in England

Ethnicity	5 + A*C including English and Maths								
	2006	2007	2008	2009	2010	2011	2012	2013	2014
White British- English only	44%	46%	49%	51%	55%	59%	59%	61%	57%
EAL Pupils*	42%	44%	45%	48%	52%	56%	56%	58%	55%

- All EAL pupils including fully fluent in English

Source: DfE National Pupil Database (NPD)

Language Diversity and EAL Attainment by Regions

In England many languages are spoken at home in addition to English, reflecting the different cultures, experiences and identities of the people in the community. Until 2007 there was no nationally collected data of language spoken at home in England. However, from January 2007, where a pupil's first language is not English, schools were asked by the government to record the actual first language. Information from the January 2014 School Census in England indicated that that there were about 240 languages spoken by the GCSE cohort in schools. Of these 18 languages are spoken by more than 1000 pupils, 28 languages spoken by more than 500 pupils, 71 languages spoken by over 100 speakers , 166 languages spoken by over 5 speakers and 82 languages by 1-4 speakers (see DfE 2014).

However EAL and non EAL data which is collected as part of census data does not tell us much about EAL performance (See Table 3). Researchers have now recognised the weaknesses of using such national data in EAL achievement studies and have argued as unhelpful information which does not differentiate pupils performance by levels of fluency in English and languages spoken at home.

There are also substantial differences in performance between different language groups across the ten DfE regions at the end of Key Stage 4. Inner London has the highest density of EAL pupils in England at 51.8%. It also outperforms non-EAL pupils at GCSE. See table 4.

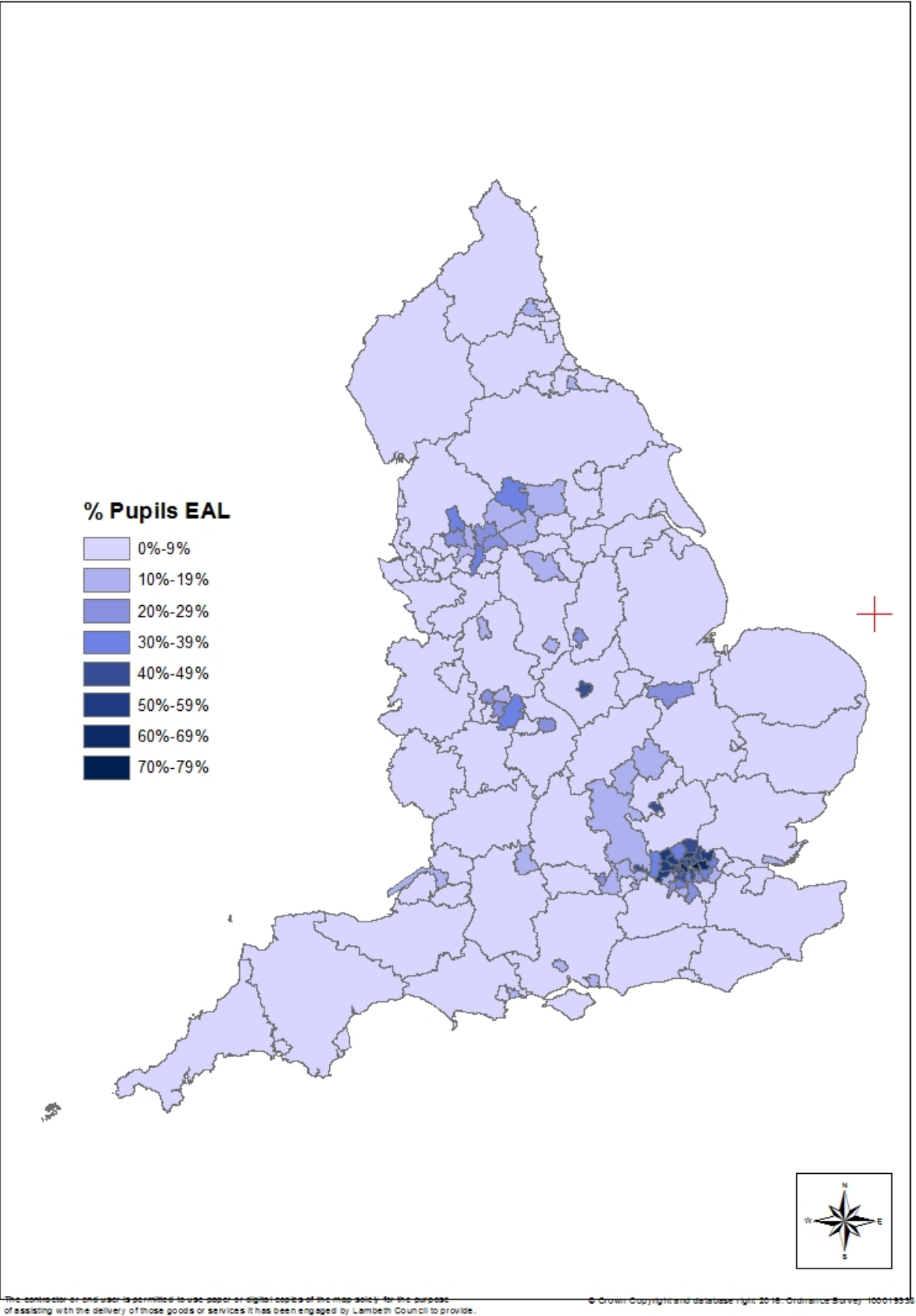
Table 4. GCSE Achievement of EAL pupils by Region of England

Region	%EAL Pupils	% A-C inc EM		
		EAL	Non-EAL	Gap
Inner London	51.8%	59.6%	57.7%	1.9%
Outer London	33.9%	60.7%	62.4%	-1.7%
West Midlands	14.8%	53.3%	55.1%	-1.8%
Yorkshire and the Humber	10.9%	41.5%	55.1%	-13.6%
North West	9.5%	51.5%	56.1%	-4.6%
East Midlands	9.5%	49.1%	54.2%	-5.2%
East	9.0%	51.4%	57.6%	-6.1%
South East	8.8%	56.7%	59.0%	-2.3%
South West	4.3%	51.1%	56.9%	-5.8%
North East	4.2%	50.7%	54.8%	-4.0%
All England	13.4%	54.8%	56.9%	-2.1%

In Figure 2, we can see that the density of pupils with English as an Additional Language varies widely across England, with as many as 70% to 79% of pupils recorded in some areas, particularly inner-cities.

If we look at languages with a cohort of more than 1000 nationally, the highest performing language group is Tamil with 75% achieving 5 or more GCSEs graded A* to C including English and Maths. The lowest performing group is Pashto/Pakhto with only 37% of its cohort of 1023 achieving this indicator. The highest cohort for a language other than English was Urdu with 7012 speakers. Nationally, their performance is below the national average at 53%, but in Inner London they are 2 percentage points above the national average, and in Outer London 6 percentage points above. On the other hand, in Yorkshire and the Humber, a not insignificant cohort of 966 Urdu speakers are 12 percentage points below the national average. Polish and Somali speakers, with cohorts of 4064 and 3084 pupils, whilst achieving at the national average in Inner London, are below in all other regions. Portuguese speaking pupils with a cohort of 1973, are below the national average in all regions, ranging from 12 percentage points below in Inner London to 32 percentage points below in Yorkshire and the Humber. Cohort-wise, Yoruba is the highest African language spoken after Somali pupils with 1001 speakers. In every DfE region in England they are between 10 and 43 percentage points above the national average. See Annex B for details.

Figure 2. Percentage of GCSE pupils with EAL across England in 2014



Overall the analysis by language category illuminates the spread of attainment within ethnic categories and suggests that some of the commonly used ethnic groupings may be too broad to be useful, and that language data can provide greater insight into which pupils may be in need of particular support. Figure 3, shows the gap by region between EAL and non-EAL pupils and the national GCSE average of 57%.

Fig 3: EAL and non-EAL Achievement by Region at GCSE 2014

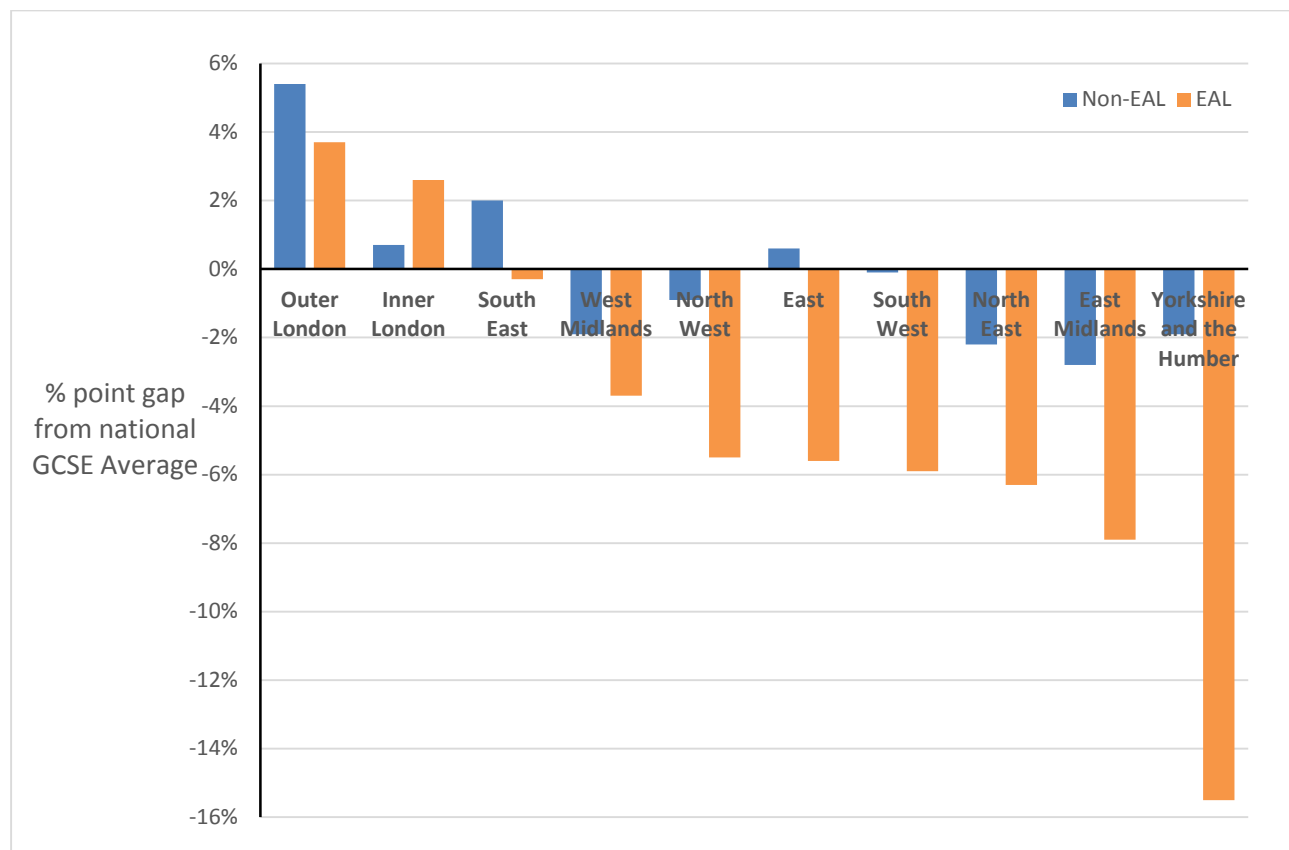


Figure 4, overleaf, shows the distribution of GCSE results for EAL pupils in 2014 across England reduced further to a Local Authority Level.

However, it is important to note from the above analysis that using EAL status alone is not necessarily an accurate marker for studying the impact on attainment. Knowing that a pupil has English as an additional language has limited use when researching underachieving groups. EAL is a very heterogeneous group made up of pupils from many different ethnic and cultural backgrounds, which are likely to show a wide variation in achievement. We need to be cautious and recognise that *‘EAL is not a precise measure of language proficiency at pupil-level. ‘First language’ which is used here is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English, or that they cannot speak English fluently. Pupils can therefore be identified in the census as EAL when they are bilingual and have no specific need of support to access mainstream education in English.’* (See DfE 2016a:27)

A number of researchers have also commented on the inadequacy of EAL/not EAL as an accurate marker in statistical studies e.g.

'Using EAL status alone is not necessarily an accurate marker for studying the impact on attainment. Knowing that a pupil has English as an additional language has limited use when researching underachieving groups. EAL is a very heterogeneous group made up of pupils from many different ethnic and cultural backgrounds, which are likely to show a wide variation in achievement.' (Demie, Hau and McDonald, 2016: 7)

Other researchers have also argued that:-

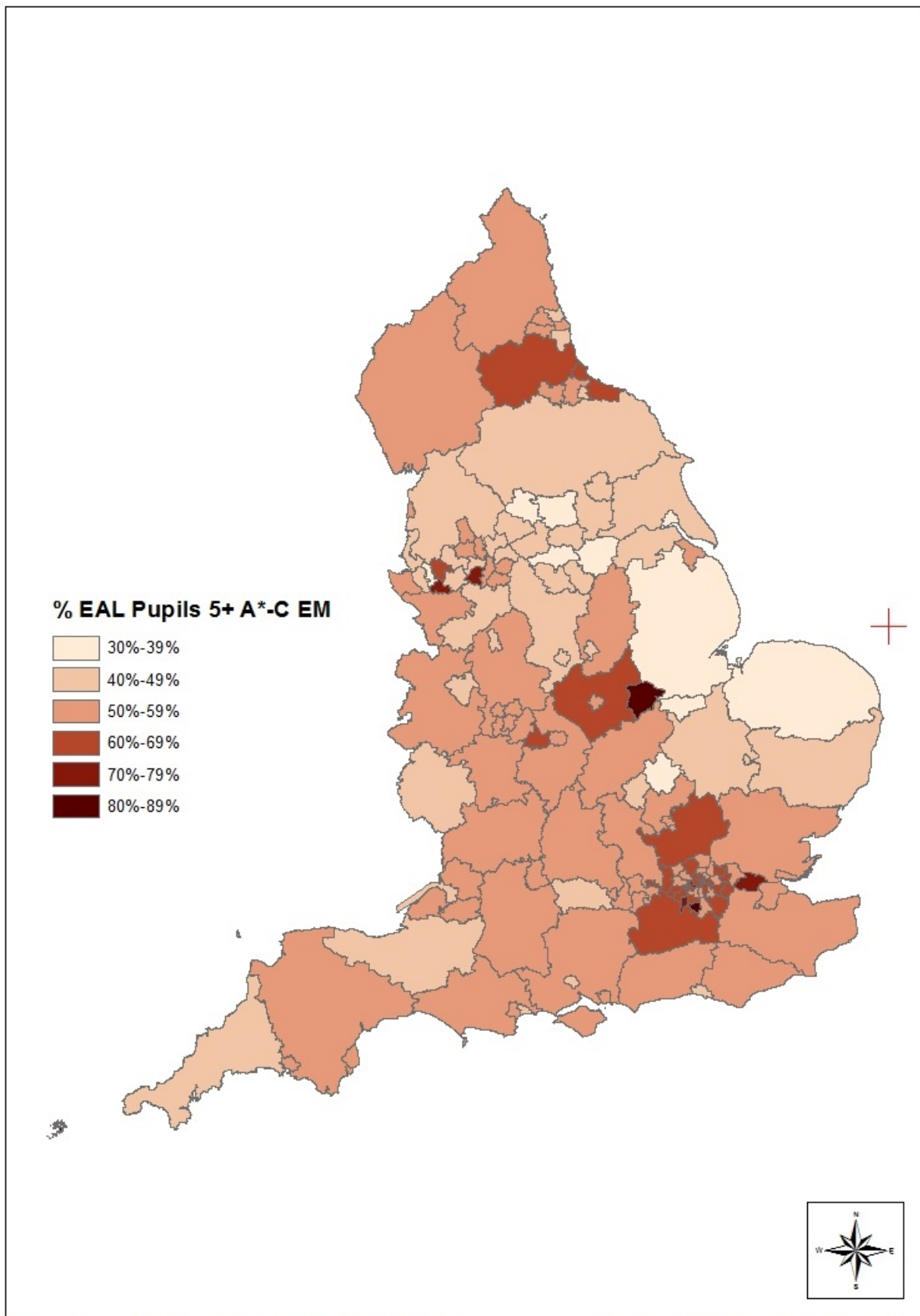
'The NPD EAL data clearly needs to be interpreted with some caution. It is explicitly not a measure of the pupil's fluency in English: pupils recorded as EAL may speak no English at all or they may be fully fluent in English. Indeed there is huge heterogeneity within the group coded as EAL. On the one hand, this might include second or third generation ethnic minority students who may be exposed to a language other than English as part of their cultural heritage but use it rarely if at all, using English as their everyday language and being quite fluent in it. At the other extreme it might include new migrants arriving in England who speak no English at all, and may have varying levels of literacy in their previous country of origin' (Strand et al 2015).

Leedham (2016) also noted that as a result of using EAL status, undifferentiated by stages or levels of proficiency and language spoken at home, a number of previous researchers and policy makers 'reinforced a misleading and inaccurate picture of EAL achievement by repeating a familiar narrative that EAL learners outperforming their monolingual peers. She argued that meaningful analysis of outcomes of EAL pupils achievement is only achieved through data disaggregated by stages of fluency in English, languages and ethnic background.'

We would further argue that EAL and non EAL data which is collected as part of census data does not tell us much about EAL performance (Demie and Strand 2006, Strand et al 2015). Researchers have now recognised the weaknesses of using such national data in EAL achievement studies and have argued as unhelpful information which does not differentiate pupils performance by levels of fluency in English or language background (Demie 2015, Von Ahn et al 2011, Demie and Strand 2006). There is a need for more research on languages spoken at home and attainment including the relationship between stages of fluency in English and attainment to improve our knowledge about EAL pupils performance schools. Other languages spoken at home and stage of fluency in English is therefore potentially a powerful predictor of differential attainment among EAL pupils at all key stages and an important factor in pupil achievement.

This will be examined in the following sections.

Figure 4. EAL Pupils achieving 5 or more GCSEs at grades A* to C including English and Maths



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English as an Additional Language and Diversity and Attainment

The above analysis of EAL performance by regions is invaluable in improving our knowledge related to a pupil's background and achievement, but it is useful to be cautious when using the national School Census categories. Even in the few studies where EAL educational achievement are considered, the importance of language diversity in achievement between language groups is rarely reported. EAL is clearly an important category which is connected to ethnicity, though obviously does not map straightforwardly onto it. Table 5 shows language spoken for pupils nationally at Key Stage 4. After English speakers (86.6% of KS4 pupils), the most common groups were the Asian languages of Urdu, Panjabi, and Bengali respectively.

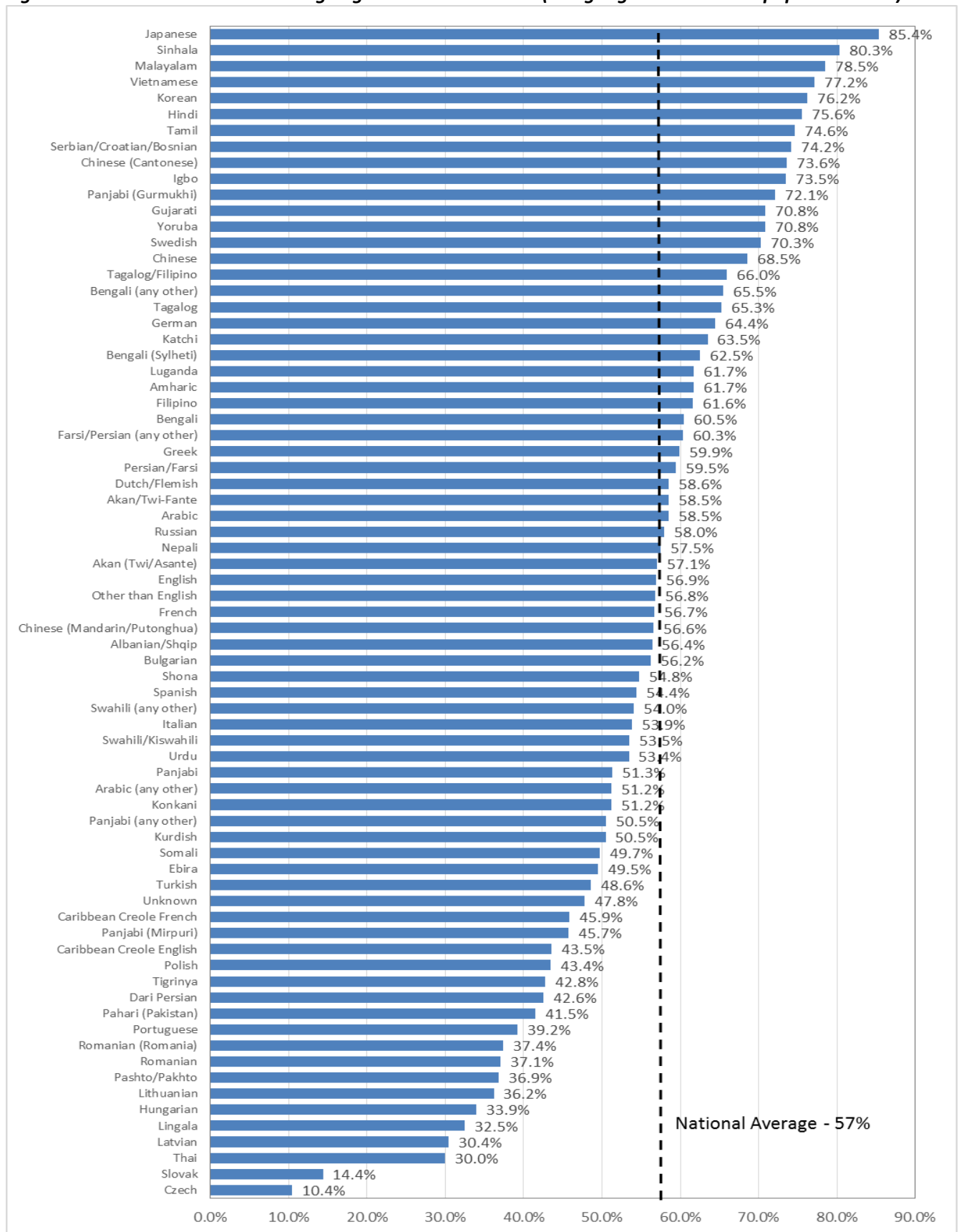
Table 5: Main Language Groups (1000 peakers of more) in England at KS4 2014

Language	Total	Overall	Main ethnic Groups
English	482436	57%	White British, Black African, Black Caribbean
Other than English	13057	57%	
Urdu	7012	53%	Pakistani
Panjabi	6378	51%	Indian, Pakistani
Bengali	4952	61%	Bangladeshi
Polish	4064	43%	White Other
Gujarati	3155	71%	Indian
Somali	3084	50%	Black African
Arabic	2182	58%	Any other Group, Black African
Portuguese	1973	39%	White Other, Any Other Group
Turkish	1445	49%	White Other
Tamil	1388	75%	Asian Other
French	1331	57%	White Other, Black African
Bengali (Sylheti)	1183	62%	Bangladeshi
Spanish	1052	54%	White Other
Pashto/Pakhto	1023	37%	Asian Other
Yoruba	1001	71%	Black African
Total		57%	

Source: National Pupil Database (NPD), Department for Education, January 2014.

This was followed by sizeable groups of Polish, Gujarati, Somali, Arabic, Portuguese, Turkish, Tamil, French, Bengali, Spanish, Pashto and Yoruba speaking pupils. The 2014 NPD records 250 different languages (including English) spoken by pupils at Key Stage 4. Of these, 123 languages were spoken by 20 or more pupils. There were 56 of the language groups with 20 or more speakers above the national average for Key Stage 4. The highest performing language groups were the Indian languages of Marathi (89.5%) and Telugu (88.9%) speaking pupils who were over 30 percentage points higher than the national figure. Also achieving well were Japanese (85.4%), Sinhala (80.3%), Croatian (78.6%), Malayalam (78.5%), Danish (78.3%), Chinese (77.3%) and Vietnamese (77.2%) all being twenty percent or more higher than the national figure. The lowest achieving groups were Czech (10.4%), Romani (14.3%), Slovak (14.4%) and Romany/English Romanes (17.0%) speaking pupils. Figure 5, shows the breadth of GCSE results by language in England. Using five or more GCSEs including English and maths as an indicator, outcomes vary from Japanese speakers achieving 85.4% to Czech speakers achieving 10.4% compared to the national average of 57%. Only pupil cohorts over 80 were used in this analysis.

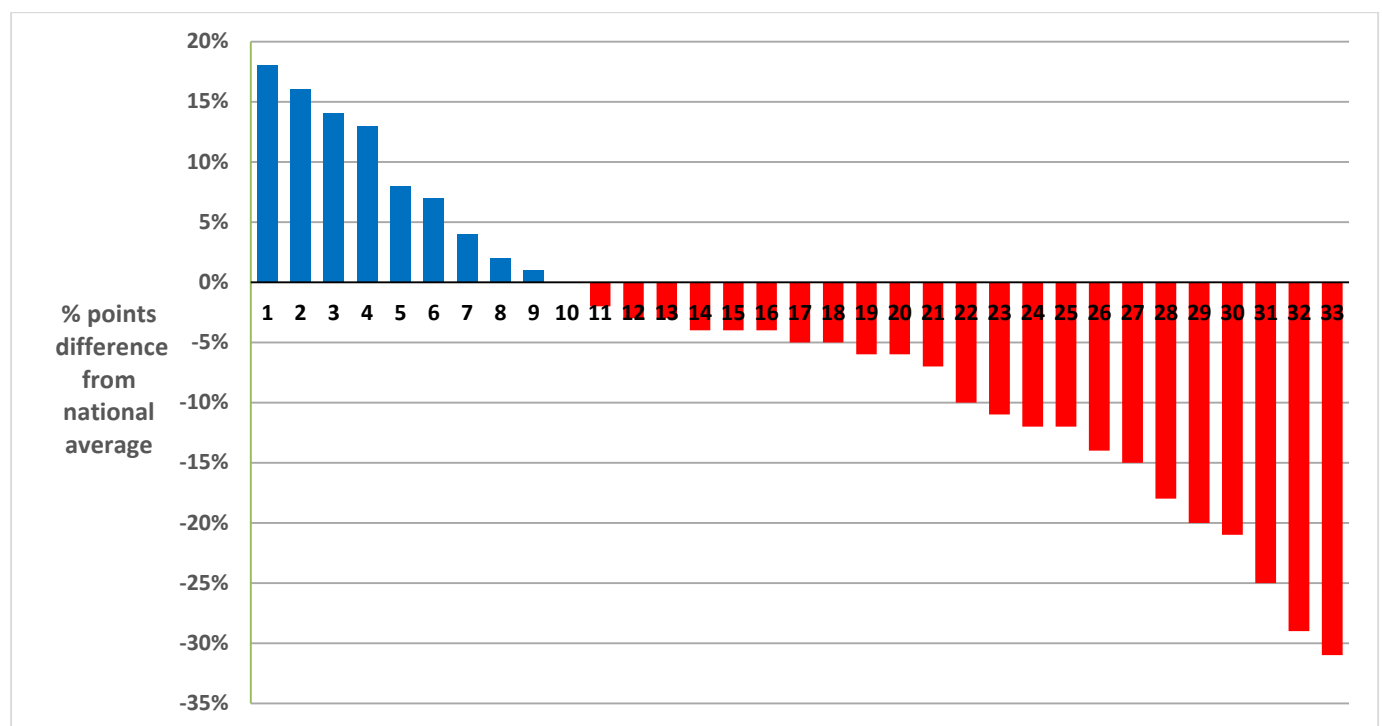
Figure 5 - Five or more A*-C including English and Maths 2014 (Languages with over 80 pupils in cohort)



Language Diversity and Attainment of Black African Pupils

The above analysis on performance by ethnic group is valuable in improving our knowledge related to ethnic background and achievement. However, even in the few studies where ethnic differences and educational achievement are considered, the importance of language diversity in achievement between ethnic groups is rarely reported. As argued earlier, the ethnic categories used above are often imprecise for a number of ethnic categories and this is constrained by categorisation of the official data available at national level. The national data suggests that some of the ethnic groups demonstrate a high degree of linguistic homogeneity. For example, 98% of White British and 94% of Black Caribbean children spoke English at home compared to 84% of the Bangladeshi ethnic group who spoke Bengali. However other ethnic groups are very linguistically diverse. In particular, the Black African, White Other, Indian and Pakistani ethnic categories gloss over enormous linguistic diversity. It is useful to be cautious when using the national School Census ethnic categories. Ethnicity is clearly an important category which is connected to language, though obviously does not map straightforwardly onto it. As Von Ahn et al noted *‘while many languages “attach” to particular ethnic groups ... knowing a person’s language does not tell us about their country of origin or ethnic heritage’* (2010, p. 6). The empirical evidence from English schools in this research showed that the Black African category is one of the most linguistically diverse with 37% speaking English as their language at home, followed by Somali (18%), Yoruba (7%), Twi-Fante (4%), French (4%), Swahili (2%) and Lingala (1%). Other languages such as Tigrinya, Arabic, Igbo, Amharic, Luganda, Krio and Ga, have each between 20 and 300 speakers. There are further languages with an even smaller number of speakers.

Figure 6. Five or more GCSE including English and maths for Black African Languages (Over 20 speakers)



- | | | | | |
|-------------|-------------------------|--------------------------|------------------------|----------------|
| 1. Igbo | 8. Akan/Twi-Fante | 15. Akan (Fante) | 22. Ndebele | 29. Bemba |
| 2. Edo/Bini | 9. Arabic | 16. Other | 23. Italian | 30. Hausa |
| 3. Yoruba | 10. Akan (Twi/Asante) | 17. Caribbean Creole Eng | 24. Ndebele (Zimbabwe) | 31. Lingala |
| 4. Swedish | 11. Swahili (any other) | 18. Krio | 25. Zulu | 32. Wolof |
| 5. Amharic | 12. Shona | 19. Ga | 26. Tigrinya | 33. Portuguese |
| 6. English | 13. German | 20. Dutch/Flemish | 27. Chichewa/Nyanja | |
| 7. Luganda | 14. Swahili/Kiswahili | 21. Somali | 28. French | |

In terms of educational attainment, there are significant differences within ethnic categories, when the data is disaggregated by language spoken. The Black African ethnic group contains some of the highest achieving language groups, but also some of the lowest. Igbo, Edo/Bini, Yoruba, Swedish, Amharic, English, Luganda, Akan Twi-Fante, and Arabic speaking pupils do better than the national average, but many other languages are underachieving (see Table 6 and Figure 6).

Table 6: GCSE performance of Black African pupils by language spoken at home (5+A*-C incl. English & Maths)

Languages spoken by Black African	Associated Country	English as an official language	5+ GCSE incl. English and Maths	Cohort
Igbo	Nigeria	Yes	75%	187
Edo/Bini	Nigeria	Yes	73%	33
Yoruba	Nigeria	Yes	71%	929
Swedish	Sweden/Somalia	No	70%	23
Amharic	Ethiopia	Yes	65%	79
English		Yes	64%	6054
Luganda	Uganda	Yes	61%	93
Akan/Twi-Fante	Ghana	Yes	59%	328
Arabic	Various		58%	260
Akan (Twi/Asante)	Ghana	Yes	57%	160
Swahili (any other)	Other	Yes	55%	104
Shona	Zimbabwe	No	54%	632
German	Namibia	Yes	54%	81
Swahili/Kiswahili	Tanzania, Kenya	Yes	53%	223
Akan (Fante)	Ghana	Yes	53%	30
Other/Believed to be other than English	n/a		53%	1827
Caribbean Creole Eng	n/a		52%	21
Krio	Sierra Leone	Yes	52%	48
Ga	Ghana	Yes	51%	41
Dutch/Flemish	Suriname	No	51%	85
Somali	Somalia	No	50%	2959
Ndebele	South Africa	Yes	47%	60
Italian	Libya	No	46%	102
Ndebele (Zimbabwe)	Zimbabwe	Yes	45%	22
Zulu	South Africa	Yes	45%	40
Tigrinya	Eritrea, Ethiopia	Yes	43%	170
Chichewa/Nyanja	Malawi/Zimbabwe	Yes	42%	24
French	Ivory Coast, Senegal, Gabon	No	39%	560
Bemba	Zambia	Yes	37%	30
Hausa	Nigeria	Yes	36%	25
Lingala	Congo	No	32%	242
Wolof	Senegal, Gambia	No	28%	43
Portuguese	Angola, Cape Verde	No	26%	251
Black African - All Pupils			57%	15766
National Average			57%	558432

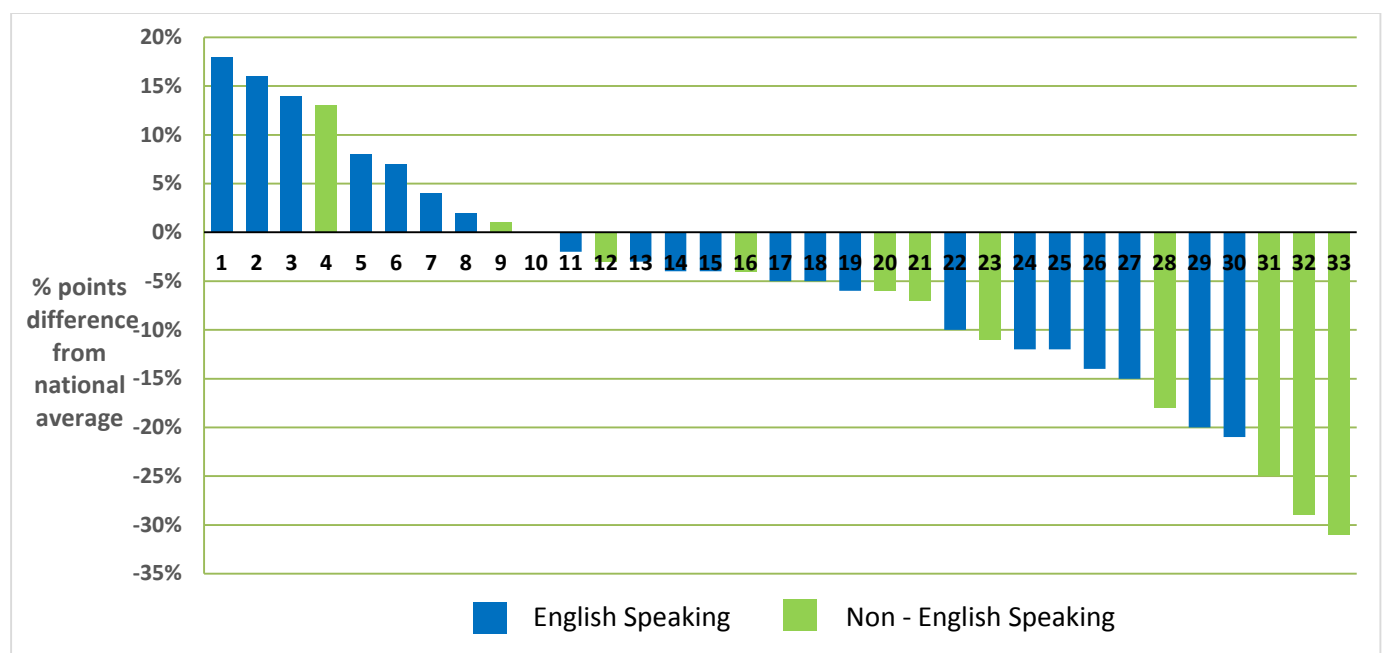
Source: National Pupil Database (NPD), Department for Education, January 2014

There are twelve African languages that perform 10% or more below the national average. These are; Ndebele, Italian, Ndebele (Zimbabwe), Zulu, Tigrinya, Chichewa/Nyanja, French, Bemba, Hausa, Lingala, Wolof, and Portuguese.

A further examination of the data suggests that the highest achieving Black African language groups are of West and East African origin. Many countries in these regions have English as an official language whereas areas such as Central and South-Eastern Africa do not.

This would seem to have an impact on pupil attainment. At Key Stage 4, pupils who spoke languages that were associated with African countries that were not part of the Commonwealth or had English as an official language perform below the national average at GCSE. The one language that performs above the national average with no Commonwealth association is Swedish. However, it is likely that these pupils are of Somali ethnicity and originally resident in Sweden, a country which has welcomed Somali refugees. Figure 7 shows that with the exception of Swedish, languages originating from countries that are part of the Commonwealth, such as Igbo (Nigeria), Edo/Bini (Nigeria), Yoruba (Nigeria), Amharic (Ethiopia), Luganda (Uganda), and Akan/Twi-Fante (Ghana) achieved above the national average. African countries where English is not an official language such as Shona (Zimbabwe), Dutch/Flemish (Suriname), Somali (Somalia), Italian (Libya), French (Ivory Coast, Senegal, Gabon), Lingala (Congo), Wolof (Senegal, Gambia) and Portuguese (Angola, Cape Verde) are all underperforming groups achieving well below the national average.

Figure 7. Languages of Black African Commonwealth / Non-Commonwealth Countries (5+A*-C including English and Maths)

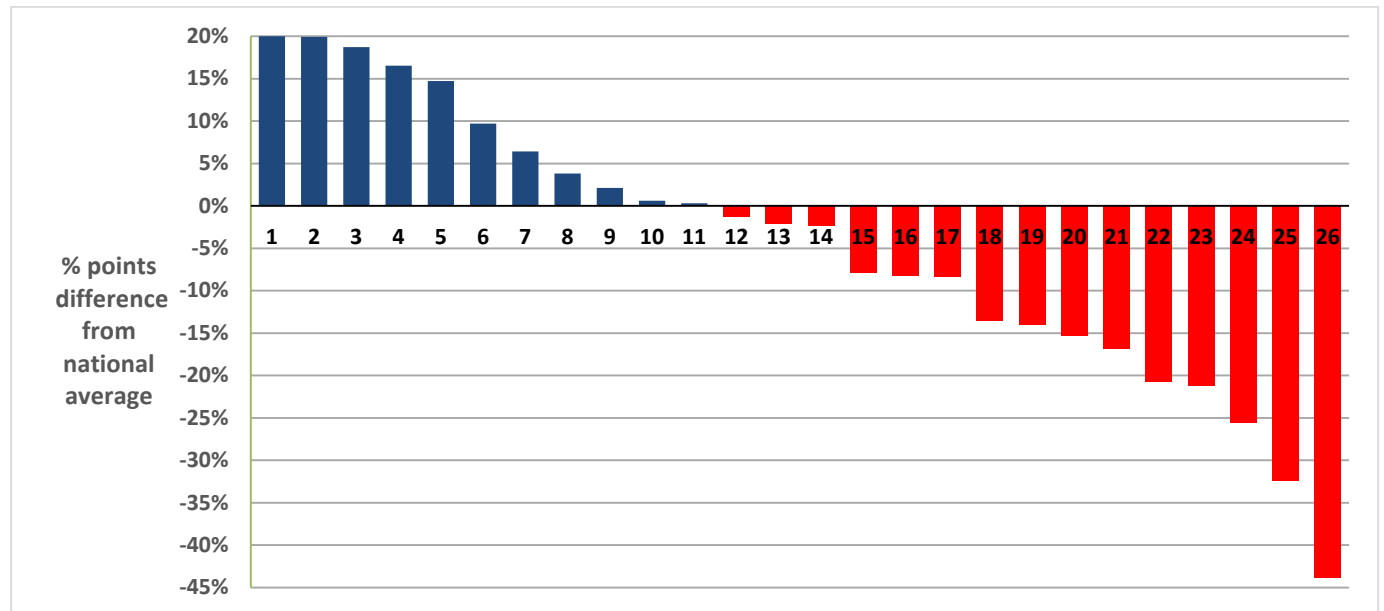


1. Igbo	8. Akan/Twi-Fante	15. Akan (Fante)	22. Ndebele	29. Bemba
2. Edo/Bini	9. Arabic	16. Other	23. Italian	30. Hausa
3. Yoruba	10. Akan (Twi/Asante)	17. Caribbean Creole Eng	24. Ndebele (Zimbabwe)	31. Lingala
4. Swedish	11. Swahili (any other)	18. Krio	25. Zulu	32. Wolof
5. Amharic	12. Shona	19. Ga	26. Tigrinya	33. Portuguese
6. English	13. German	20. Dutch/Flemish	27. Chichewa/Nyanja	
7. Luganda	14. Swahili/Kiswahili	21. Somali	28. French	

Language Diversity and Attainment of White Other Pupils

The White Other ethnic category is also very linguistically diverse at Key Stage 4 with English being the most commonly spoken (31%), Polish (18%), Turkish (5%), Portuguese (5%), Lithuanian (4%) and Albanian/Shqip (3%), Russian Spanish, Latvian and Romanian each 2%. In addition a number of pupils speak languages such as Greek, French, Bulgarian, Serb-Croatian, Bosnian, Slovak, Norwegian, Maltese, Latvian, Kurdish, Hungarian, Swedish and Danish.

Figure 8: Five or more GCSE including English and maths for White Other Languages (Over 30 speakers)



- | | | | | |
|-----------------------------|--------------------|---------------|------------------------|------------|
| 1. French | 7. German | 13. Bulgarian | 19. Polish | 25. Slovak |
| 2. Dutch/Flemish | 8. Greek | 14. Russian | 20. Portuguese | 26. Czech |
| 3. Serbian/Croatian/Bosnian | 9. Italian | 15. Turkish | 21. Romanian (Romania) | |
| 4. Swedish | 10. Spanish | 16. Other | 22. Hungarian | |
| 5. Ukrainian | 11. Albanian/Shqip | 17. Kurdish | 23. Lithuanian | |
| 6. English | 12. Arabic | 18. Romanian | 24. Latvian | |

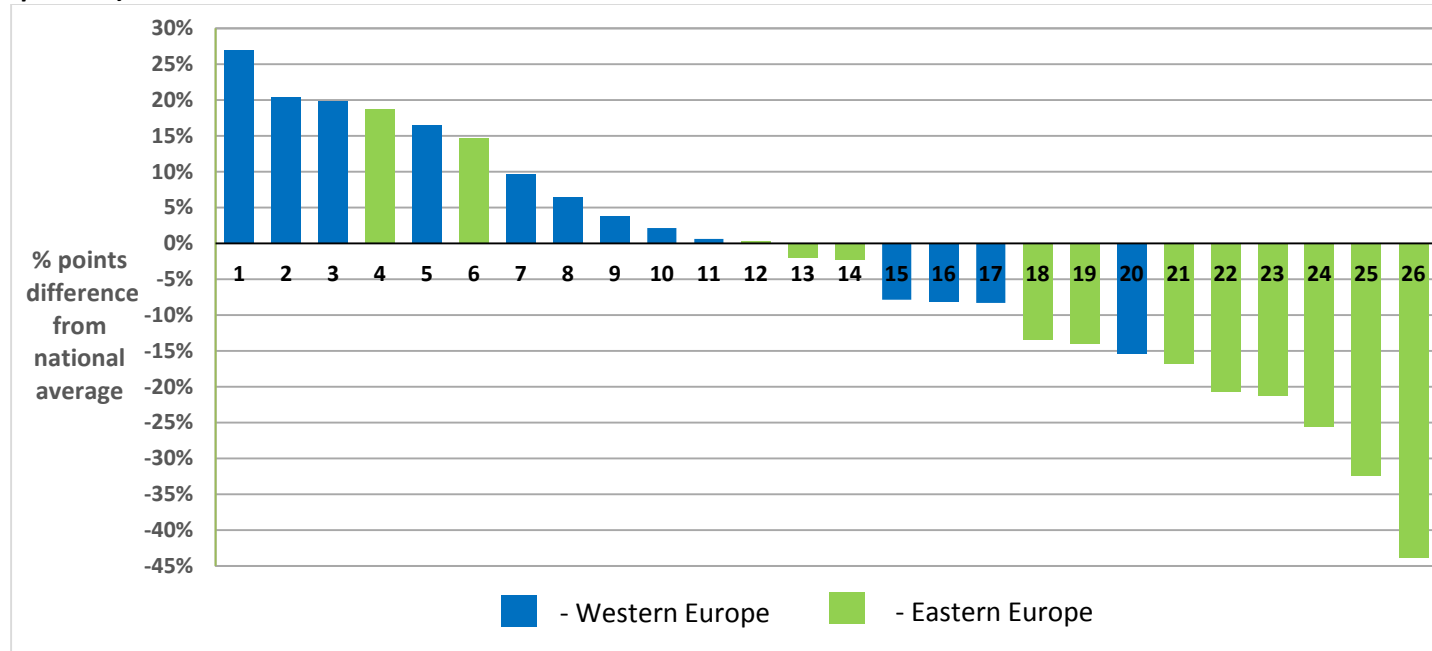
Table 7: GCSE performance of White Other pupils by language spoken at home

Languages spoken by White Other	5 + A*-C incl. E&M	Cohort	Languages spoken by White Other	5 + A*-C incl. E&M	Cohort
French	77%	208	Turkish	49%	1125
Dutch/Flemish	77%	52	Kurdish	49%	39
Serbian/Croatian/Bosnian	76%	70	Other than English	49%	1948
Swedish	74%	34	Romanian	43%	398
Ukrainian	72%	46	Polish	43%	3754
English	67%	6465	Portuguese	42%	1068
German	63%	205	Romanian (Romania)	40%	97
Greek	61%	222	Hungarian	36%	265
Italian	59%	230	Lithuanian	36%	934
Spanish	58%	413	Latvian	31%	344
Albanian/Shqip	57%	621	Slovak	25%	293
Arabic	56%	131	Czech	13%	190
Bulgarian	55%	253	White Other-All pupils	53%	20898
Russian	55%	426	National Average	57%	558432

Source: National Pupil Database (NPD), Department for Education, January 2014

Within White Other, a number of sub-groups including speakers of Arabic, Bulgarian, Russian, Turkish, Kurdish, Romanian, Polish, Portuguese, Romanian (Romania), Hungarian, Lithuanian, Latvian, Slovak and Czech are performing below the national average. By contrast, French, Dutch/Flemish, Serbian/Croatian/Bosnian, Swedish, Ukrainian, German, Greek, Italian and Spanish speakers achieve better than the national average (see Table 6). One of the reasons for underachievement by some White Other language groups is the language barrier. Previous research shows that *'between 64% and 80% of pupils who are underachieving are not fluent in English, compared to French, Danish, Swedish, Dutch, German, Serb-Croatian, Afrikaans and Albanian speakers with a significant number of pupils fully fluent in English.'* (See Demie and Hau 2013a, p.17). Some of the high achieving children in the White Other ethnic group are second or third generation, born in the UK with a good knowledge of English. Figure 8 displays the difference from the national average of White Other Languages. This figure also aslo shows that most of the language groups associated with the White Other ethnicity are of European descent. However, there is a significant difference when comparing languages from countries in Western Europe to Eastern Europe (Fig 9). In the White Other ethnic category, Western European languages such as Danish, French, Dutch/Flemish, Serbian/Croatian/Bosnian and Swedish are the highest achieving, performing above the national average for achieving five or more GCSE A* to C grades including English and maths. The notable exception to this are Portuguese speaking pupils who are a consistently underperforming group with just 42% achieving the expected benchmark, a significant 15 percentage points below the national average. Conversely and maybe an area which requires further scrutiny, pupils speaking Eastern European languages such as Czech, Slovak, Latvian, Lithuanian, Hungarian, and Romanian are some of the lowest achieving groups of all the languages spoken. Of particular concern could be the large number of Polish speaking pupils, one of the fastest growing groups in the UK of whom only 43% achieved five or more GCSE A* to C grades including English and maths.

Figure 9: Five or more GCSE including English and maths for White Other European Languages (Over 25 speakers)



1. Danish	7. English	13. Bulgarian	19. Polish	25. Slovak
2. French	8. German	14. Russian	20. Portuguese	26. Czech
3. Dutch/Flemish	9. Greek	15. Turkish	21. Romanian (Romania)	
4. Serbian/Croatian/Bosnian	10. Italian	16. Other	22. Hungarian	
5. Swedish	11. Spanish	17. Kurdish	23. Lithuanian	
6. Ukrainian	12. Albanian/Shqip	18. Romanian	24. Latvian	

Language Diversity and Attainment of Indian Pupils

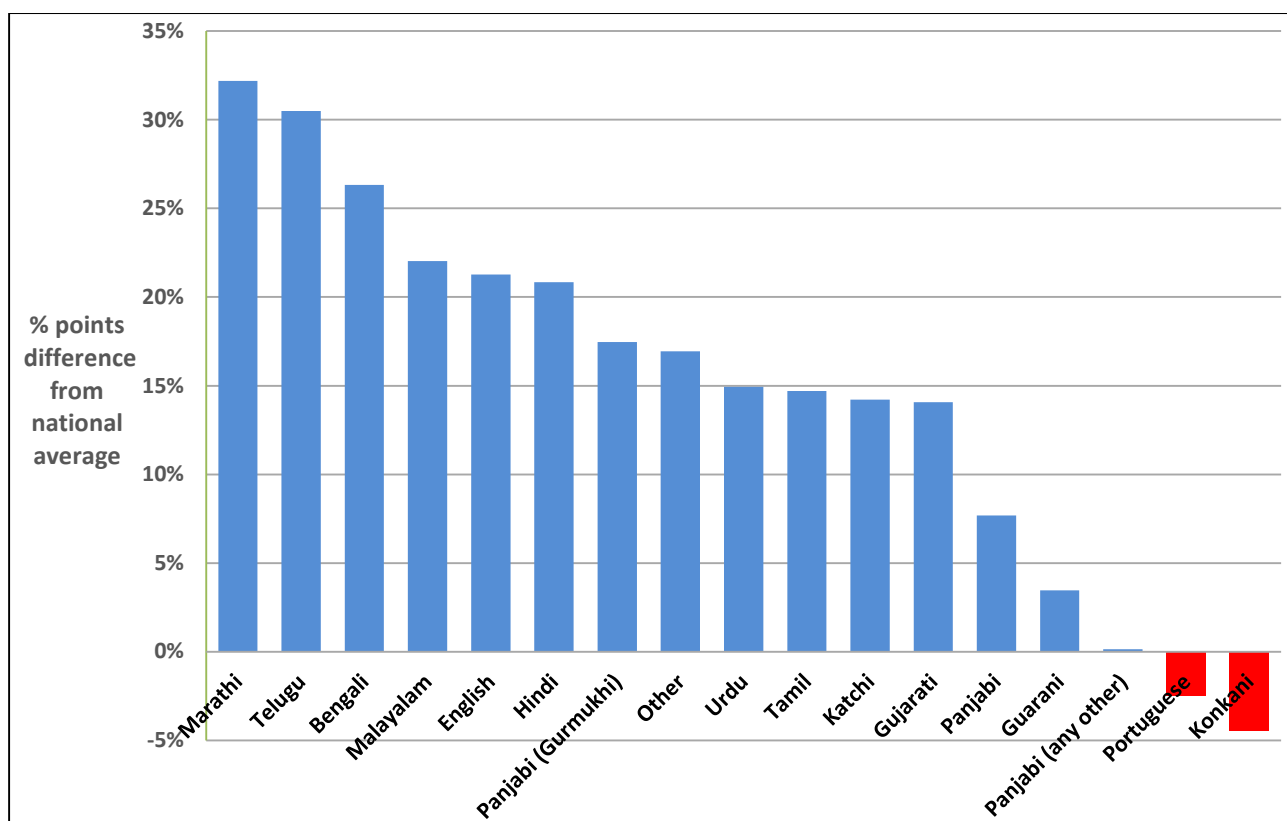
The Indian ethnic group are one of the highest achieving groups of pupils in England. They consistently achieve well above expected levels at GCSE. The empirical evidence demonstrates a high level of achievement at 5+A*-C including English and Maths. In 2014, 73% of Indian pupils achieved 5+A*-C compared to the national average of 53%. However, India is a very linguistically diverse country with many regions with different dialects spoken. The GCSE national data showed a remarkable 58 different languages spoken within the Indian ethnic category of 13,394 pupils.

All but 15 of the 58 languages spoken by Indian pupils achieved less than the national figure at GCSE in 2014. In the languages with cohorts over 20 pupils, the highest performing language groups were Marathi (89%), Telugu (88%), Bengali (83%), Malayam (79%) and English and Hindi (78%). The lowest performing were Konkani (53%) and Portuguese (55%). In regards to the cohort, English speakers account for a third of the cohort, whilst Gujarati and Panjabi speakers make up a further 40% of the total. The remaining 27% of the cohort account for the other 55 recorded languages.

Table 8: GCSE performance of Indian pupils by language spoken at home (cohort over 20)

Language	5+ GCSE including English and Maths	Cohort	% of Cohort
English	78%	4438	33.1%
Gujarati	71%	2952	22.0%
Panjabi	65%	2393	17.9%
Other	74%	1497	11.2%
Hindi	78%	424	3.2%
Malayalam	79%	410	3.1%
Urdu	72%	253	1.9%
Panjabi (Gurmukhi)	74%	184	1.4%
Tamil	72%	159	1.2%
Panjabi (any other)	57%	154	1.1%
Konkani	53%	118	0.9%
Katchi	71%	66	0.5%
Guarani	60%	43	0.3%
Bengali	83%	42	0.3%
Telugu	88%	40	0.3%
Marathi	89%	37	0.3%
Portuguese	55%	22	0.2%
All Indian	73%	13394	
National	57%	558432	

Figure 10: Five or more GCSE including English and maths for Indian Languages (Over 20 speakers)



Language Diversity and Attainment of Pakistani Pupils

Pupils with a Pakistani ethnic background make up the third highest cohort at GCSE, but are one of the lowest performers with 51% achieving five or more A* to C grades at GCSE including English and maths; this is beneath the national average. There are a total of 51 languages spoken by this cohort, the majority being Urdu (34%), English (22%), and Panjabi (19%) speakers. The remaining 25% of pupils account for the other 48 languages.

Figure 11: Five or more GCSE including English and maths for Pakistani Languages (Over 20 speakers)

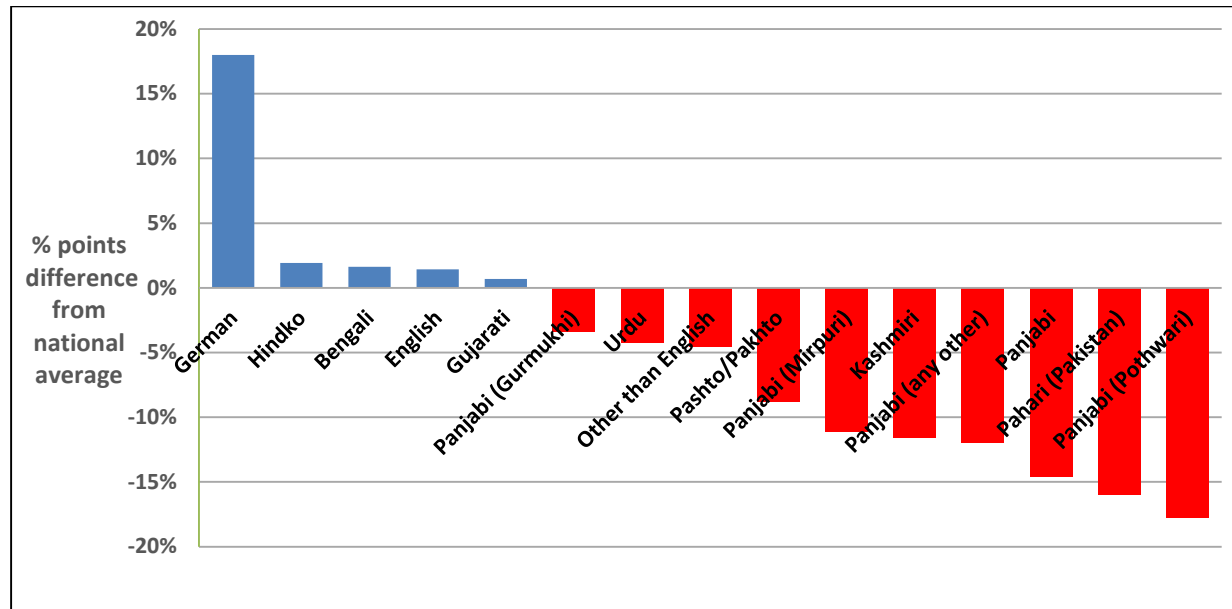


Table 9: GCSE performance of Pakistani pupils by language spoken at home (cohort over 20)

Language	5+ GCSE including English and Maths	Cohort	% of Cohort
Urdu	53%	6297	34%
English	58%	4162	22%
Panjabi	42%	3608	19%
Other than English	52%	2361	13%
Panjabi (Mirpuri)	46%	955	5%
Pashto/Pakhto	48%	425	2%
Panjabi (any other)	45%	213	1%
Pahari (Pakistan)	41%	117	1%
Hindko	59%	56	0.3%
Panjabi (Pothwari)	39%	51	0.3%
Kashmiri	45%	33	0.2%
Bengali	59%	29	0.2%
German	75%	28	0.2%
Panjabi (Gurmukhi)	54%	28	0.2%
Gujarati	58%	26	0.1%
All Pakistani	51%	18517	
National	57%	558432	

Highest performers at GCSE in pupil cohorts greater than 20, were Pakistani speakers of German (75%). They were followed by Hindko and Bengali (59%) and English and Gujarati (58%). Lowest performing were Panjabi/Pothwari (39%), Pahari/Pakistan (41%), and alarmingly the third highest cohort in England with 3608 pupils, Panjabi (42%). All but 5 languages; German, Hindko, Benglai, English and Gujarati, performed below the national average of 57% (see figure 11).

EAL Stages of English Acquisition and GCSE Attainment

English language proficiency is the major factor to study the performance of EAL pupils. Research on the relationship between fluency in English and attainment in inner London also confirms that language barriers remain one of the key factors affecting the performance of English as Additional Language (EAL) pupils in British schools (Demie 2011 and 2012; Strand 2006 and Strand and Demie 2005). There are no national validated scales that are complementary to the current English assessment scales used in the national curriculum (NALDIC 2005). However, this study; based on well moderated English fluency stages at a Local authority level by EAL professionals, teachers and LA advisers (see Strand and Demie 2005), confirmed that there is a strong relationship between stage of fluency in English and educational attainment. The results suggest that the percentage of pupils attaining level 4 or above at KS2 and 5 or more A*-C at GCSE increased as stage of proficiency in English increased. Pupils in the early stages of fluency performed at low levels, while EAL pupils who were fully fluent in English far outstripped pupils for whom English was their only language (see Strand 1999; Demie 2013; Demie and Strand 2006 and Strand and Demie 2005).

However, EAL proficiency data is not available at the national level. The Government collect only Ethnicity, language and EAL aggregated data. As a result of a lack of national data we will use data from Lambeth local authority as a case study. The authority has a history of collecting reliable data on level of fluency and language at home, for all pupils attending the authority schools since 1990 (Demie and Strand 2006).

The case study LA is one of the most ethnically, linguistically and culturally diverse boroughs in Britain. In common with many other inner London boroughs, the LA has a high proportion of pupils whose first language is not English. The LA 2014 EAL English language fluency survey showed that overall 86.3% of pupils in schools belonged to black and other ethnic minority communities. The variety of different languages spoken has increased, with 150 different languages spoken by Lambeth pupils in 2014. Approximately 52% of pupils in primary schools and 43% in secondary schools were classed as bilingual. Of those pupils who spoke or understood a language in addition to English, 38% at KS1 and 11% at GCSE were classified as non-fluent in English (Table 10).

Table 10: Pupils at each level of fluency by Key Stage in 2013-14

Fluency Level	Key Stage 1	Key Stage 2	Key Stage 4
EAL Stage 1 (<i>Beginners-New to English</i>)	5%	2%	1%
EAL Stage 2 (<i>Becoming familiar with English</i>)	14%	5%	2%
EAL Stage 3 (<i>Becoming confident as user of English</i>)	19%	17%	8%
EAL Stage 4 (<i>Fully Fluent in English</i>)	13%	29%	32%
English Only	49%	47%	58%

Source: Schools Research and Statistics Unit, Lambeth LA

Table 10 also shows Lambeth pupils by stages of fluency in English at KS1, KS2 and KS4. The data shows that more Key Stage 1 bilingual pupils are at low levels of English fluency, but by the time they reach secondary school there are far fewer pupils at this level.

The EAL learning needs of pupils vary greatly from beginners to advanced learners. Four Stages of English have been widely used to describe the different stages of English through which pupils commonly progress throughout the 1990s and 2000s, (see Demie et al 2013).

For the purposes of this survey Stage 1 – 3 are classified as non-fluent. The four stages in the survey are also widely used in the LAs schools ‘as a diagnostic tool to analyse needs for future teaching focus and...to provide baseline information for statistical purposes’ (Hall, 1996:31). In general it is a very popular assessment with local schools and has been used in the LA since 1988.

Table 11. GCSE performance – 5+ A*-C including English and Maths 2014 -15 in Lambeth LA (%)

GCSE by EAL Stages of English Fluency	2014	2015
EAL Stage 1 (<i>Beginners-New to English</i>)	0%	0%
EAL Stage 2 (<i>Becoming familiar with English</i>)	7%	11%
EAL Stage 3 (<i>Becoming confident as user of English</i>)	34%	40%
EAL Stage 4 (<i>Fully Fluent in English</i>)	66%	65%
English Only	55%	52%
All Pupils- LA average	57%	57%
All Pupils- National Average	53%	54%

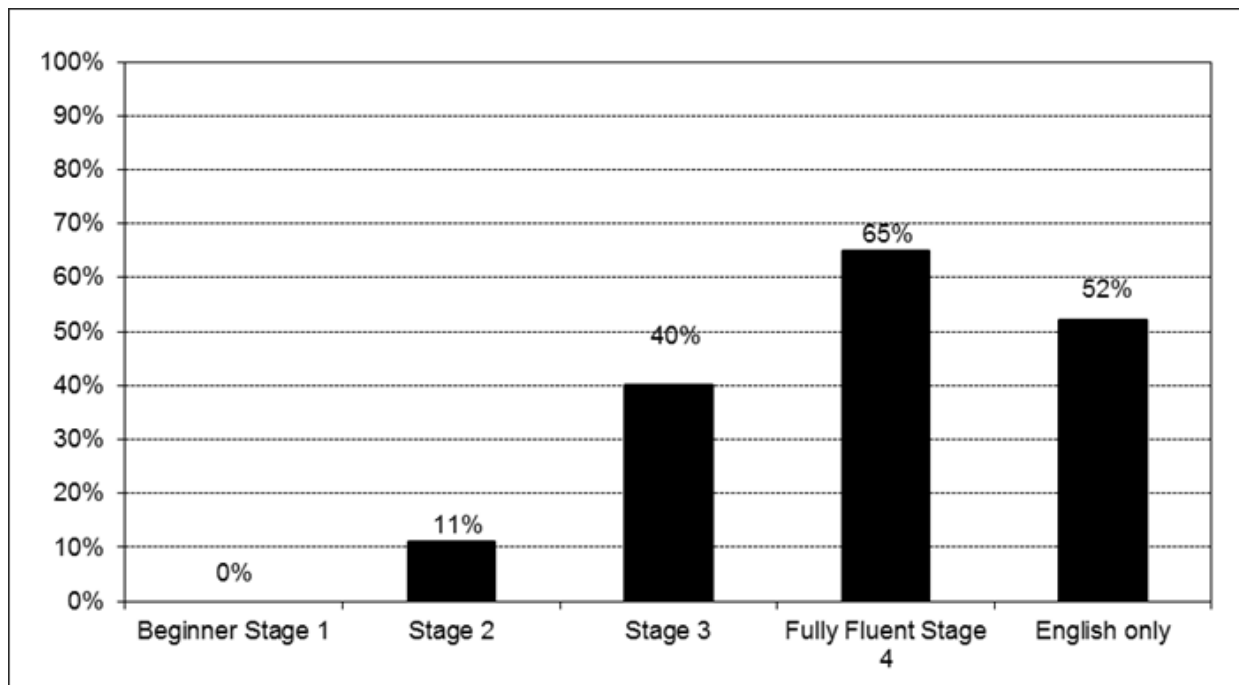
Source: School Research and Statistics Unit, Lambeth LA

Table 11 gives the average performance of EAL pupils at the end of secondary education from 2014 to 2015. The results of the GCSE analysis show that the percentage of pupils attaining 5+A*-C including English and Maths at the end of secondary education increased as the stage of proficiency in English increased. Overall, the data shows that in 2014 no pupils on stage 1 level of fluency in English achieved 5+A*-C including English and Maths compared to 11% on stage 2, 40% on stage 3 and 65% on stage 4 (fully fluent in English). EAL pupils who were fully fluent in English were also much more likely to get level 5+A*-C when compared with English-only speakers. The gap in achievement between monolingual English pupils and EAL pupils not fluent in English (stage 1-3) is 13%.

Overall the data shows that there is a strong relationship between the stages of fluency in English and educational attainment. In general, empirical evidence from the LA shows that the performance level of bilingual pupils increases as fluency in English increases. Pupils in the early stages of fluency perform at low levels and EAL and pupils not fluent in English achieve significantly below White British who speak English only. The data also shows that bilingual pupils assessed as fully fluent in English perform above the LA outcomes at all key stages. These findings offer much encouragement for policy makers and school improvement practitioners. They demonstrate that once the disadvantage of language is overcome, it is possible to attain high levels of achievement.

However, after 2013 the way the GCSE are assessed and reported in England has changed and may not be compared with previous years. Despite this change new data in 2014 and 2015 also shows that fully fluent bilingual pupils were the highest achieving group. (Table 11 and Figure 12). In 2015, 65% gained five good passes including English and maths. They were followed by English only speakers with 52% reaching this level. For stage 3 fluency pupils this figure was 40%. It should be remembered that pupils at the earliest stages of English fluency often comprise small cohorts, especially at secondary level. At each key stage their improvement rate was much lower than that found in the borough overall, and the gap is widening with their more fluent peers.

Figure 12. GCSE % 5+ A*-C including English and maths attainment in 2015 by fluency in English



To conclude, the evidence from the above empirical data shows the biggest underachievers in the UK are EAL non-fluent in English. We suggest that aggregate EAL is not a useful indicator for attainment data analysis. The Centre Forum report has led to this wrong conclusion because of the use of aggregate EAL data which is unhelpful to compare with White British who only speak English. We would argue that the worryingly low achievement of EAL pupils who are not fluent in English has been masked by failure of Government statistics to distinguish EAL pupils by stages of fluency in English or languages spoken at home.

4. Discussion and Implication for Policy and Practice

Building on past research, which suggested links between ethnic background and academic achievement, this study extends the current literature by exploring the potential roles of language data to analyse pupil performance. It's focus is on Black African, White Other, Indian and Pakistani ethnic groups which have the greatest linguistic diversity. The findings of this study suggest that analysing an ethnic group's performance by language adds to our understanding of the associations between language and ethnic background and also confirm that children from different ethnic groups show differences in educational attainment. Indian, Chinese, Bangladeshi and White British pupils achieve higher results, on average, than Black Caribbean, Black African, White Other and Pakistani pupils. Black Caribbean, Black African, White Other, Pakistani, Black Other and Mixed White/Black Caribbean pupils are the main underachieving ethnic groups.

However, we would argue that none of these ethnic categories are homogenous. A further analysis of the data by language spoken highlighted the potential of language data to help disaggregate school census ethnic categories and give greater insight into the performance of different groups in schools. In particular the White Other and the Black African groups had the greatest linguistic diversity and attainment patterns. Of the Black African language groups, the lowest achieving group were Lingala speakers, spoken in the Congo. This group tended to have attainment well below that of the lowest attaining ethnic group Black Caribbean, while the Igbo, Yoruba, Luganda, Somali, Krio, Twi-Fante, Tigrinya and English speaking Black African pupils achieve better than White British and the national

average. Within the White Other Category, both Portuguese and Spanish speakers showed low attainment. By contrast, Polish speakers achieved better than the national average.

This research also illustrates the diverse nature of current ethnic group categories and calls for a rethink of the categories that we use to understand educational achievement in British schools. Researching the achievement of different ethnic groups in British schools is complicated by the problem of categorisation under groups which are too broadly defined nationally as Black African, White Other, Black Other, Indian, Pakistani, Other Ethnic Group etc. As a result of the lack of detailed ethnically based data, there are limitations in past research into different ethnic groups. The absence of detailed national data which identifies patterns of achievement of ethnic minority children of African, Asian and European heritage in British schools, places serious constraints on effective targeting policies and developments at national and local level. As Von Ahn et al (2011) and Demie et al (2011) have so eloquently articulated, this study suggests that language spoken provides a better means to understand the relationship between ethnicity and educational achievement. There is, therefore, a clear requirement for further research into language groups whose needs are obscured in the White Other ethnic category, speaking languages such as Polish, Albanian, German, Spanish, French, Portuguese, Italian, Turkish, Greek, Lithuanian etc. Similarly obscured are the Indian ethnic group who mainly tend to speak Gujarati, Punjabi and Hindi; the Pakistani ethnic group who tend to speak Urdu, Punjabi and the Black African ethnic group which masks the performance of pupils who tend to speak many different languages including English, Yoruba, Somali, Twi-Fante, French, Igbo, Krio, Tigrinya, Lingala, Arabic, Ga, Swahili, Luganda, Amharic, Portuguese, Shona, German, Fang, Manding, Runyakata, Temne and Zulu etc. to gain a fuller picture of their educational achievements.

There are also some limitations to this study that should be noted. Previous research suggests that the number of speakers in some of these groups are too small to make any meaningful comparison with other languages (Demie and Hau 2013a; Demie 2012). As a result we have not taken into consideration any language groups with less than 20 speakers. We would argue any conclusions or interpretations drawn from these small cohorts should be made with care, since the performance of a few pupils can significantly weight the overall performance of a group. Despite these limitations, the broad findings of our research are in line with other studies (see Von Ahn et al 2011 and Demie et al 2011, Mitton 2011, Demie and Mclean 2007, Demie and Hau 2012) and offer significant new insight by extending our existing knowledge in the area of ethnicity, language and achievement.

The findings of this study have implications for the collection and use of disaggregated data at national and international level. As highlighted above, the British system of data collection can be considered the most elaborate when it comes to collecting data related to ethnically based statistics. In Britain, census data is considered the most important source of information about schools and is used by Ministers, Parliament, central and local government, pressure groups and the public to monitor government policies and their effectiveness (DfE 2006; Gill and Demie 2011). We pointed out that accurate and reliable disaggregated ethnic and language data are important to address education inequalities. Such data are important to identify knowledge gaps and develop effective programmes and policies. However, the extent to which ethnic and linguistic data is collected and used varies from country to country (Goldscheider 2002; Graves 2011 and Ford 2013). We would argue, as a matter of good practice, government and public institutions need an account of peoples culture, ethnic and linguistic background in formulating national and local policy. While for example some countries such as UK, USA, Australia and Canada recognise the importance of collecting detailed data, many states believe that recognising ethnic and linguistic differences will have a negative and destabilising effect on the country (see Blum 2002, Goldscheider 2002). In some countries, efforts to deny the existence of different ethnic and linguistic groups can stem from the desire to create a homogenised identity in order to maintain national unity (Blum 2002). For example in France *'it is illegal to include ethnic and language data in official statistics or for Census to include questions about race or origin, ethnic and linguistic background.'* (See Gray 2009:57). But the negative impact of such a policy means some communities are consistently excluded and marginalised with resources remaining in the hands of specific ethnic and linguistic groups.

Other researchers highlighted particularly the issues related to the ethnic classification used in census. The census in many countries collects data on ethnicity or language by asking respondents to choose the ethnic group or language they feel best describes them from the list (Gill and Demie 2011). Issues that are hotly debated in UK and USA include the use of terms such as Black, White, Asian, African, Mixed Race, Other Ethnic Groups and inconsistencies in category descriptions of different communities. Such classification is confusing, inconsistent and inaccurate and hides the real diversities within the country.

There are also other concerns and a growing debate around the need to disaggregate ethnicity and language data. Some governments have been reluctant to detail disaggregated data and have argued a number of reasons related predominately to legal and moral considerations, including privacy of individual data against potential abusers. In countries such as Turkey and France, constitutional provisions and data protection laws have thus been claimed for not articulating data collection on minority groups (Blum 2002, Goldscheider 2002). Furthermore, some governments are reluctant to carry out ethnic and language monitoring to avoiding shedding light on complex problems within the country. Overall, in many countries, there is a lack of relevant disaggregated statistical data which prevents monitoring performance and measuring the effectiveness of government policies.

We would argue that inequality in access in education will not end without detailed disaggregated ethnic and language data and a carefully designed targeted national programme. Detailed disaggregated data by language and ethnic background provides evidence that can be used to design interventions that tackle the root cause of underachievement of different groups in schools. The recommendations from our findings are that if any country is serious about tackling pupil underachievement in schools, they need to recognise first the importance of cultural, ethnic and linguistic diversity. In addition they must collect disaggregated ethnic data and language spoken at home to benefit all groups attending schools. Such data is fundamental in identifying which ethnic and linguistic groups are most at risk of underachievement and to design specific interventions that will be effective in raising achievement, whatever their background.

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Appendix A - Achievement of Languages spoken nationally at GCSE 2014 - 5 or more A* to C grades including English and Maths

Language	Cohort	5+A*-C	Language	Cohort	5+A*-C	Language	Cohort	5+A*-C	Language	Cohort	5+A*-C
English	482436	56.9%	Persian/Farsi	481	59.5%	Arabic (any other)	125	51.2%	British Sign Language	47	17.0%
Urdu	7012	53.4%	Malayalam	437	78.5%	Caribbean Creole English	124	43.5%	Arabic (Yemen)	45	51.1%
Punjabi	6378	51.3%	Chinese (Cantonese)	401	73.6%	Swahili (any other)	124	54.0%	Telugu	45	88.9%
Bengali	4952	60.5%	Punjabi (any other)	388	50.5%	Romanian (Romania)	115	37.4%	Ga	44	50.0%
Polish	4064	43.4%	Akan/Twi-Fante	359	58.5%	Katchi	115	63.5%	Edo/Bini	38	68.4%
Gujarati	3155	70.8%	Latvian	358	30.4%	Amharic	107	61.7%	Marathi	38	89.5%
Somali	3084	49.7%	Czech	345	10.4%	Luganda	107	61.7%	Akan (Fante)	37	56.8%
Arabic	2182	58.5%	Hungarian	330	33.9%	Swedish	101	70.3%	Norwegian	37	70.3%
Portuguese	1973	39.2%	Kurdish	329	50.5%	Ebira	91	49.5%	Kashmiri	36	47.2%
Turkish	1445	48.6%	Farsi/Persian (any other)	305	60.3%	Serbian/Croatian/Bosnian	89	74.2%	Bemba	35	42.9%
Tamil	1388	74.6%	Bengali (any other)	304	65.5%	Japanese	89	85.4%	Arabic (Algeria)	30	70.0%
French	1331	56.7%	Thai	297	30.0%	Caribbean Creole French	85	45.9%	Hausa	28	35.7%
Bengali (Sylheti)	1183	62.5%	Greek	294	59.9%	Korean	84	76.2%	Malay/Indonesian	28	75.0%
Spanish	1052	54.4%	Swahili/Kiswahili	275	53.5%	Hebrew	71	74.6%	Malay (any other)	28	71.4%
Pashto/Pakhto	1023	36.9%	Bulgarian	274	56.2%	Afrikaans	67	62.7%	Romani (International)	28	14.3%
Yoruba	1001	70.8%	Lingala	265	32.5%	Ndebele	67	46.3%	Croatian	28	78.6%
Punjabi (Mirpuri)	983	45.7%	Dutch/Flemish	263	58.6%	Arabic (Morocco)	62	53.2%	Romany/English Romanes	27	22.2%
Lithuanian	981	36.2%	Tagalog	239	65.3%	Danish	60	78.3%	Armenian	26	73.1%
Chinese	823	68.5%	Vietnamese	232	77.2%	Hindko	58	58.6%	Chichewa/Nyanja	26	42.3%
Nepali	810	57.5%	Punjabi (Gurmukhi)	222	72.1%	Portuguese (Brazil)	58	48.3%	Ndebele (Zimbabwe)	26	46.2%
Shona	714	54.8%	Filipino	219	61.6%	Ukrainian	58	74.1%	Serbian	26	61.5%
Albanian/Shqip	711	56.4%	Igbo	211	73.5%	Arabic (Iraq)	56	48.2%	Welsh/Cymraeg	24	70.8%
Tagalog/Filipino	702	66.0%	Tigrinya	194	42.8%	Krio	56	51.8%	Tigre	24	62.5%
Italian	620	53.9%	Dari Persian	188	42.6%	Wolof	54	33.3%	Fijian	23	26.1%
Slovak	571	14.4%	Akan (Twi/Asante)	177	57.1%	Zulu	53	39.6%	Chinese (any other)	22	77.3%
Russian	521	58.0%	Sinhala	142	80.3%	Punjabi (Pothwari)	52	38.5%	Bosnian	21	61.9%
Romanian	502	37.1%	Pahari (Pakistan)	135	41.5%	Mauritian/Seychelles Creole	50	42.0%	Other*/Refused/Unclassified	14830	56.2%
Hindi	499	75.6%	Chinese (Mandarin/Putonghua)	129	56.6%	Portuguese (any other)	50	38.0%	*Other includes language cohorts between 1 and 20 who for statistical reasons have not been included in the analysis		
German	492	64.4%	Konkani	127	51.2%	Guarani	49	63.3%			

Annex B: GCSE performance of language spoken at home by DfE region - 5 or more A* to C grades including English and Maths

	National		East		East Midlands		Inner London		North East		North West	
Language	Total	Overall	Count	5+A*-C	Count	5+A*-C	Count	5+A*-C	Count	5+A*-C	Count	5+A*-C
English	482436	57%	58057	58%	44738	54%	11659	58%	26504	55%	69774	56%
Other than English	13057	57%	869	52%	1077	55%	1640	60%	425	52%	2159	52%
Urdu	7012	53%	549	49%	370	49%	535	59%	81	53%	996	56%
Panjabi	6378	51%	281	44%	355	50%	187	47%	113	49%	980	43%
Bengali	4952	61%	411	57%	118	53%	1791	61%	132	59%	537	50%
Polish	4064	43%	475	39%	396	33%	306	57%	46	39%	334	40%
Gujarati	3155	71%	122	88%	699	58%	225	73%	1	0%	545	71%
Somali	3084	50%	24	33%	157	50%	842	57%	2	0%	212	47%
Arabic	2182	58%	69	62%	65	63%	519	64%	44	52%	200	53%
Portuguese	1973	39%	261	27%	105	36%	558	45%	27	30%	62	29%
Turkish	1445	49%	108	44%	22	27%	498	53%	7	57%	25	28%
Tamil	1388	75%	73	85%	36	69%	127	66%	5	100%	15	67%
French	1331	57%	96	76%	37	51%	403	56%	12	42%	61	61%
Bengali (Sylheti)	1183	62%	88	65%	36	53%	740	65%	9	33%	73	60%
Spanish	1052	54%	76	68%	20	55%	456	50%	8	50%	40	53%
Pashto/Pakhto	1023	37%	30	23%	38	24%	84	36%	9	11%	86	35%
Yoruba	1001	71%	82	79%	14	79%	434	68%	3	100%	36	67%
Total		57%		57%		54%		60%		55%		56%

Appendix B (continued): GCSE performance of language spoken at home by DfE region - 5 or more A* to C grades including English and Maths

	National		Outer London		South East		South West		West Midlands		Yorkshire and the Humber	
Language	Total	Overall	Count	5+A*-C	Count	5+A*-C	Count	5+A*-C	Count	5+A*-C	Count	5+A*-C
English	482436	57%	34225	62%	80838	59%	52537	57%	53027	55%	51077	55%
Other than English	13057	57%	3422	62%	924	57%	411	54%	1336	59%	794	49%
Urdu	7012	53%	1310	63%	592	54%	48	46%	1565	49%	966	45%
Panjabi	6378	51%	1027	67%	627	56%	67	43%	1237	60%	1504	40%
Bengali	4952	61%	622	70%	375	62%	95	61%	582	65%	289	52%
Polish	4064	43%	741	56%	648	43%	318	45%	386	37%	414	35%
Gujarati	3155	71%	958	77%	154	77%	34	74%	215	79%	202	58%
Somali	3084	50%	1172	48%	73	48%	112	37%	379	51%	111	39%
Arabic	2182	58%	675	58%	206	62%	39	64%	184	57%	181	45%
Portuguese	1973	39%	432	44%	262	37%	117	38%	82	44%	67	25%
Turkish	1445	49%	621	49%	85	42%	41	44%	12	42%	26	42%
Tamil	1388	75%	866	76%	190	77%	19	68%	47	64%	10	50%
French	1331	57%	366	51%	167	70%	52	71%	90	43%	47	36%
Bengali (Sylheti)	1183	62%	26	58%	11	82%	5	40%	188	56%	7	43%
Spanish	1052	54%	210	57%	140	62%	53	58%	23	35%	26	38%
Pashto/Pakhto	1023	37%	278	31%	117	35%	13	62%	242	46%	126	42%
Yoruba	1001	71%	336	70%	68	81%	5	100%	13	85%	10	70%
Total		57%		62%		59%		57%		55%		54%

