



THE ACHIEVEMENT OF SOMALI PUPILS IN LAMBETH
SCHOOLS – EMPIRICAL EVIDENCE

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Contents

1. INTRODUCTION	1
2. AIMS AND OBJECTIVES OF THE RESEARCH	5
3. THE LA CONTEXT	5
Number of Somali Pupils in Lambeth Schools	5
The Dataset	7
Measures of Performance	8
4. THE ACHIEVEMENT OF SOMALI PUPILS IN SCHOOLS	9
KS1 and KS2 Trend Evidence	9
KS3 and GCSE Evidence	11
5. FACTORS AFFECTING ACHIEVEMENT OF SOMALI HERITAGE PUPILS	13
Social Characteristics of Somali Pupils in Schools	13
Gender Differences and Achievement	14
Social Background and Achievement	16
English Language Acquisition and Achievement	17
Pupil Mobility and Achievement	19
6. CONCLUSIONS AND POLICY IMPLICATIONS	20
Conclusions	20
Policy Implications	21
References	22
Appendices	23

1. INTRODUCTION

The Background to Somali Communities in Britain

In recent years considerable attention has been devoted to the issue of underachievement of Black pupils in British schools. The first official recognition of the problem was The Rampton Report (Rampton 1981), the interim report of the Committee of Inquiry into the Education of Children of Ethnic Minority Groups. This report, and further research carried out in the 1980s and 1990s, focused specifically on the relative underachievement of Black Caribbean and African pupils (Mortimore et al, 1988; Nuttall et al, 1989; Kendall, 1998; Gillborn and Gipps, 1996; Demie, 2001; Demie, 2005).

In contrast to the above situation, research into the educational attainment of Somali children in British schools remains scant. It has also been noted by several commentators that little is known about the actual size of the Somali population resident in Britain, with the 2001 census figure for Somali-born London inhabitants alone being less than half the figure estimated by some recent studies (Harris, 2004). The 2001 census records 43,532 people born in Somalia being resident in the UK. But this is only a percentage of the full Somali population, as it does not take account of UK-born children of Somali parentage. A survey in 2004 also suggests there was a low level of participation by the Somali community in the 2001 census (survey results were reported orally at a Somali Community Meeting held at the House of Commons, 29th March 2004)¹. Estimates vary considerably as to the actual number of Somalis in the UK, with one estimate put at 250,000 in 2002 (Ioan Lewis, Liberation Meeting, London, 26th November 2002).

Abdul Diriyee, in his 2006 article entitled 'The Ticking Bomb: The Educational Underachievement of Somali Children in British Schools', believes:

'They (Somalis) remain largely ignored and their needs neglected by the local and national policy-makers, largely because of the failure to recognise Somali as a distinct ethnic group'

This apparent lack of recognition seems paradoxical considering Somalis have been present in British society since the late 19th century, and were one of the first Black communities to settle in the UK. One reason for this put forward by other commentators and researchers is the 'social invisibility' of Somali people. Hermione Harris explains this in her 2004 study entitled *'The Somali Community in the UK: What we know and how we know it'* by comparing Somalis to the African-Caribbean community in Britain:

'Both groups suffer racism, but African-Caribbeans are perceived to be part of British society...It is not the volume of research on African-Caribbeans (although this is considerable) that gives them a public presence, but their high visibility in a wider society' (Harris 2004, pg.13)

She goes on to explain:

'Somalis too are rendered visible by their dress. But the social distance between Somalis and...British culture increases their isolation. There is therefore a dissonance between the amount of

¹ The source for this survey comment is Hermione Harris' 2004 paper *'The Somali Community in the UK: What we know and how we know it'*

information which actually exists, and what is believed to be known'
(Harris 2004, pg.13)

As a partial counter to the earlier statement by Diriye, Harris claims there is already a wealth of information available on the Somali community:

'ICAR (The Information Centre about Asylum and Refugees in the UK) has identified 139 substantial items on Somalis in the UK published since 1990...Many locally-produced reports are never widely circulated, and new material is emerging all the time' (Harris 2004, pg.10)

But she also qualifies this later on in her report by commenting that it was the civil war in the 1980s, and the resultant diaspora of the indigenous Somalian population, that caused the Somali community in Britain to become a focus of concern. It was this wave of migration that set the current pattern of Somali settlement in the UK. It is important to note that the large increase in refugees who entered the UK in the 1980s and 1990s was mostly made up of women and children, some coming to join their husbands but the majority being single-parent families. This changed the makeup of Somali communities from being single male workers (who were present from the previous waves of immigration) to refugee communities with large numbers of children and young adults.

In recent years' the nature of Somali immigration to the UK has changed from being composed of refugees leaving Somalia itself, to those leaving other host countries (such as Sweden, Norway and Holland) for the UK. A major motivation for this is to join family members and settled Somalian communities in Britain. As Harris states:

'The UK hosts the largest Somali community outside Somalia, and the UK is described by Somalis as a 'meeting point', a 'more intercultural society' than many of the (European) states Somalis leave behind'
(Harris 2004, pg.24)

The Educational Context

Somali culture places an emphasis upon a high level of self-reliance and resourcefulness when faced with difficulties or obstacles, which some researchers have made pains to note. For example, Ali and Jones (2000) in their report *'Meeting the educational needs of Somali pupils in Camden schools'* offset underachievement with some positive comments made by teachers in regard to their Somali pupils. As a general comment towards all refugee pupils, they state:

'...most teachers who have refugee pupils in their class do not see them as problem pupils. Individual refugee pupils...may have various learning and other educational difficulties and needs, but they also bring into the classroom a range of opportunities and perspectives that can enrich the learning and understandings of all who are working there' (Ali and Jones 2000, pg.6)

But taking these positive viewpoints into account, Somali pupils still face a range of obstacles to learning that they can find very difficult to surmount – hence the general trend of underachievement. As a background factor to be considered in this debate, Diriye (*The Ticking Bomb*, 2006) makes the point that when a child comes to the UK from Somalia they are placed in classes based on their age group – and are immediately at a disadvantage to their peers in terms of their learning experience. It can also be the case that new arrivals to the UK have no experience of writing in any language whatsoever, as Somali home-based literacy tends to be largely oral and not written.

Diriye then goes on to explain four possible *'roots of underachievement'*:

1. Trauma – the civil war after-effects. Many of the children in British schools may not have experienced the actual war, but they still grew up in a long process of unsettlement which finally brought them to the UK.
2. Overcrowding. Many Somali families live in deprived neighbourhoods with overcrowded accommodation. The result is children have little or no space to organise their learning material, and excessive noise levels are not conducive to learning either.
3. Racism. Despite claims about diversity and racial equality in the media and among educational professionals, teachers are a part of a wider community which, as every community, has cultural prejudices and racist attitudes.
4. Language and literacy. The idea of bilingualism is new to Somalis. Where parents are unable to speak English themselves (which is the majority) this limits their ability to assist their children with their studies. This might also diminish Somali parents will to visit the school and speak to members of staff about their children.

By addressing some of the points above, local authorities have come up with a range of resources and initiatives to assist with the issue of Somali underachievement. For example, in the case of Lambeth, schools already have access to support for Somali pupils as part of EMAG (Ethnic Minority Achievement Grant) funding, which is used to assist underperforming ethnic groups and pupils with low levels of English fluency. In addition to this, the following support is also available:

- A primary EAL programme in 14 schools, including those with significant numbers of Somali pupils
- Additional allocation of Bilingual Teaching Assistant support from EMAT (the Ethnic Minority Achievement Team) for newly arrived Somali pupils, to help with induction and home to school liaison
- Free interpreting and translation service to help communication between parents and schools
- Training courses for primary teachers on issues relating to Somali pupils
- The imminent appointment (at the time of writing this report) of a Somali Education Officer to be part of EMAT. The post will include working with Lambeth's Somali communities, as well as supporting pupils and schools

In another London borough, Hounslow started the Somali enrichment project in 2003, which aims to provide positive role models from the local Somali community for 11-16 year old Somalis, as well as raising the motivation and self-esteem of this group of pupils.²

In their report to Camden LEA, Ali and Jones (2000)³ cite a range of strategies Camden schools have adopted in order to raise Somali attainment. These include:

- The employment of specialised staff e.g. Somali link workers
- Support for and encouragement of Somali language classes
- A clear and owned school policy for refugee and asylum seeking children
- A pastoral system that is responsive to the particular needs of Somali pupils
- Good home/school/community links, especially getting Somali parents involved with the school as much as possible
- Focused INSET for mainstream teachers, particularly newly qualified teachers, on how to best support their bilingual learners
- Maintaining an INSET programme that keeps all staff up to date with the issues involved with increasing Somali achievement

They go on to make the following important statement:

'Academic achievement is monitored with the usual range of measures, exams, SATs and GCSE results. But educational achievement is more than the measurable academic. Social skills and behaviour are also monitored through observation outside, in lessons, in the canteen and through communication with the pastoral team and families. This was seen as important for Somali pupils who, with other refugee pupils, have a range of adjustment issues to cope with in their new environment' (Ali and Jones 2000, pg.10)

To summarise, Somali pupils face many difficulties and challenges to learning, but together with the Somali community, schools and local authorities have been endeavouring to address these issues in order to provide Somali pupils with the education they deserve in order for them all to reach their full potential.

² Source: 'Tackling Underachievement', October 2003, DfES

³ Ali, E and Jones, C, (2000) *Meeting the Educational Needs of Somali Pupils in Camden Schools*, Institute of Education, London University.

2. AIMS AND OBJECTIVES OF THE RESEARCH

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

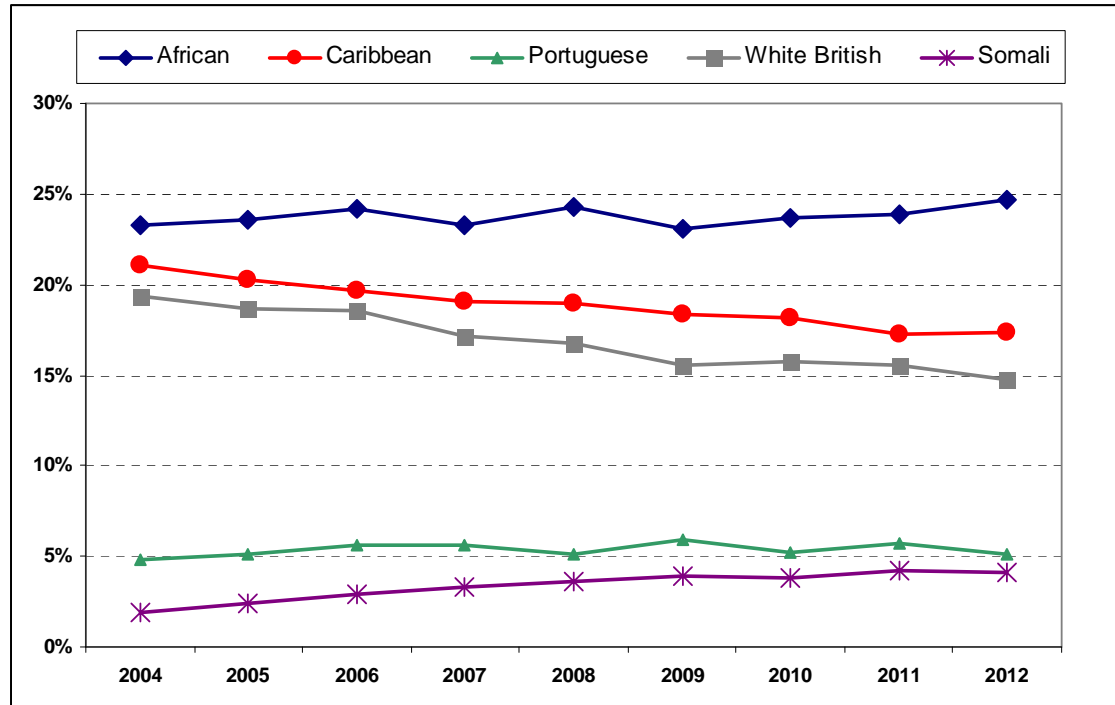
- To study the achievement of Somali heritage pupils at the end of Key Stage 1, Key Stage 2, Key Stage 3 and GCSE.
- To examine the school experiences of Somali heritage pupils.
- To identify reasons for underachievement.

3. THE LA CONTEXT

Number of Somali 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 'Any Other Group' (4.7%).

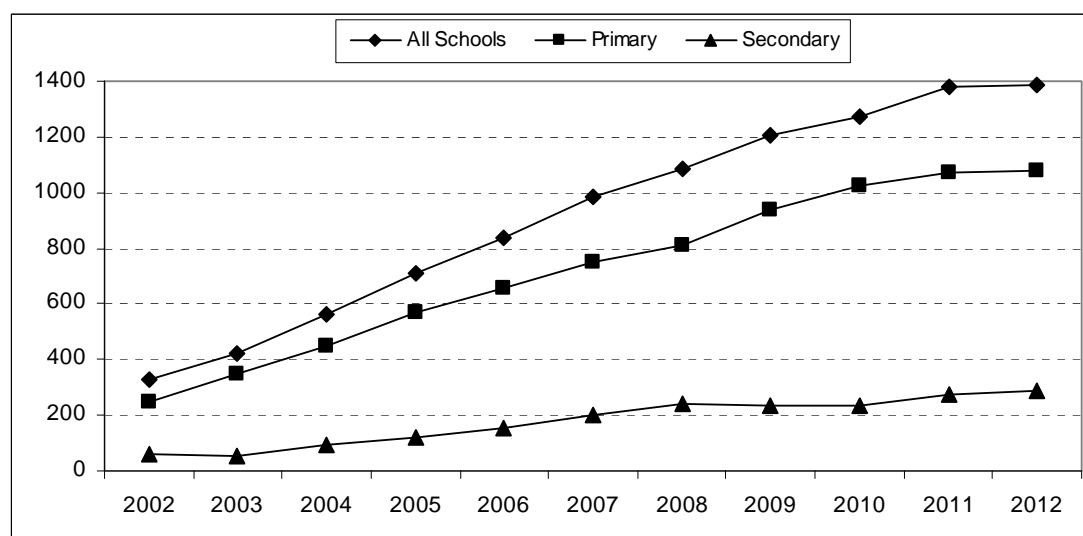
Figure 1. Changes in the School Composition in the LA by Main Ethnic Group



There has been a change in the overall composition of the black and ethnic minority population in Lambeth schools. The 1991 ONS census showed that overall 66% of pupils in the LA's schools belonged to black and other ethnic minority communities compared to 85% in 2011.

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

Figure 2. Number of Somali Pupils in Lambeth Schools (2002-2012)



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
All Schools	327	423	561	707	835	982	1,085	1,203	1,271	1,382	1,386
Primary	249	346	448	569	659	749	811	938	1,026	1,074	1,079
Secondary	57	55	91	119	151	202	241	237	232	275	286

The 'All Schools' figures include pupils in special and nursery schools, and pupil referral units.

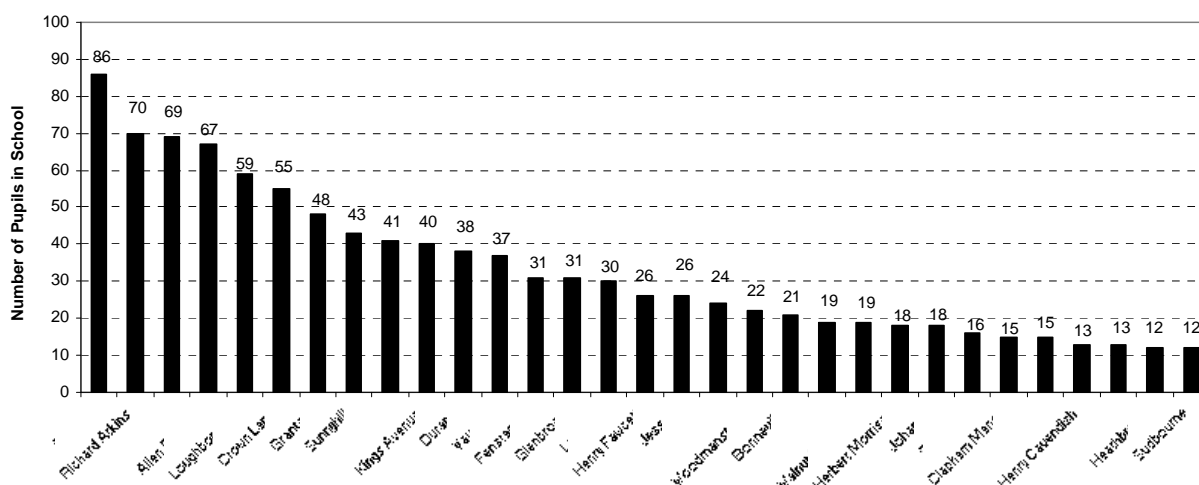
Source: Research & Statistics Unit Pupil Survey 2001-2008, DfE Schools Census 2009 onwards.

Figure 1 above clearly illustrates that the Somali population in all Lambeth schools has increased consistently, by approximately 100 pupils each year, until 2012 where it has now levelled off.

This trend is due to changes in the composition of the primary school Somali population rather than any significant increase in the number of Somalis attending secondary schools. The addition of two Muslim primary schools into LA maintained status has contributed to the greater than average primary increase seen between 2008 and 2009.

Figure 2 overleaf shows the primary schools where at least 10 or more Somali pupils were on roll as at January 2012. Of the top ten schools, eight were in North Lambeth town centre area (Bishops, Oval, and Vassall wards), seven in Brixton town centre (Brixton Hill, Coldharbour, and Tulse Hill wards), five in Clapham & Stockwell (Clapham Common and Thornton wards) and two in Streatham town centre (Streatham South and Streatham Wells wards). These demographics have been largely the same over the last six years.

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



Only schools with more than 10 Somali pupils on roll are shown above. Appendix 1 shows the number of Somali pupils in each primary and secondary school for 2011 & 2012.

Table 1. Ethnic Background of the Lambeth School Population, 2002-2012 (% of total)

Ethnic Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
African*	22.8	22.6	23.2	23.6	24.1	23.3	24.3	23.1	23.7	23.9	24.7
Somali	1.2	1.5	1.9	2.4	2.9	3.3	3.6	3.9	3.8	4.2	4.1
Caribbean	23.0	21.6	21.1	20.3	19.6	19.1	18.9	18.4	18.2	17.3	17.4
Portuguese	4.8	4.5	4.9	5.1	5.7	5.6	5.1	5.9	5.2	5.8	5.1
White British	22.4	20.2	19.3	18.7	18.6	17.2	16.7	15.6	15.7	15.5	14.8

*Includes Somali pupil statistics

Table 1 shows the four main ethnic groups (with Somali as a sub-set of African) who have previously been identified as underperforming in Lambeth schools. The African cohort has been increasing in size since 2002 and has constituted the single largest group since 2003 – this corresponds with a decline in the proportion of Caribbean pupils from 2003 onwards. White British pupils have also shown a steady decline over the 11 year period. The Portuguese and Somali cohorts are relatively small in comparison, although the latter is almost four times the size it was in 2002.

Lambeth schools already have access to support for Somali pupils as part of EMAG (Ethnic Minority Achievement Grant) funding, which is used to assist underperforming ethnic groups and EAL pupils at stages 1 to 3 to raise their educational achievement. And in addition to this, schools can also use funding from their main school budgets to assist these groups.

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, gender, 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).

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.

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 including English and maths for GCSE. An overall indicator of pupil attainment in KS1, KS2 and KS3 was also derived by taking the average of the assessments – Reading, writing and maths at KS1, English and maths at KS2, and English, maths and science at KS3.

The next section examines the achievement of Somali 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 Somali pupils in Lambeth schools compared to the other main ethnic groups. This is followed by detailed data analysis of factors affecting the performance of Somali pupils. The main questions posed are:

- How well do Somali 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 SOMALI PUPILS IN LAMBETH SCHOOLS

KS1 and KS2 Trend Evidence

Despite the lack of national data on Somali pupil achievement, in Lambeth we were able to identify such pupils using the language descriptor in the Lambeth Annual Pupil Survey (and now via the DfE Schools Census). The following section outlines outcomes and trends for Somali pupils and other ethnic groups within Lambeth over the past seven years.

Table 2. Average Key Stage 1 Attainment by Ethnic Group (2008-2012)

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>	<i>44</i>	<i>56</i>	<i>51</i>	<i>58</i>	<i>68</i>	<i>67</i>	<i>66</i>	<i>22</i>	<i>-1</i>
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

Table 2 shows that Somali pupils have improved at a much faster rate than their peers, and in 2010 they were above the Lambeth average although the situation is reversed this year. They remain seven percentage points adrift of the African cohort as a whole, compared to a 17 point difference seven years ago. Portuguese pupils remain the lowest achieving group.

The cohort size of Somalis has increased again despite experiencing a drop in 2011 (appendix 2 shows cohort sizes for the last five years).

Appendix 3 shows the proportion of Somali pupils at each stage of fluency in English. At KS1 the majority of pupils have been at the early stages of English acquisition (stages 1 and 2) in years prior to 2011, with 47% of pupils still falling into this category in 2012. This could go some way to explaining their relatively low levels of attainment.

Table 3 shows the subject level teacher assessment results for Somali pupils compared to all pupils across the Lambeth. Reading and maths tend to be their strongest subjects, outperforming the overall Lambeth cohort in both subjects in 2010 and 2011. They have experienced the greatest increase in reading, up by 15 percentage points over the five-year period, greater than the improvement seen across Lambeth.

Table 3. Key Stage 1 Attainment by Subject (2008-2012)

Year	Key Stage 1 - % at Level 2B+						
	Somali Cohort No.	Reading		Writing		Maths	
		Somali	All	Somali	All	Somali	All
2008	107	54%	65%	43%	54%	56%	67%
2009	129	63%	67%	50%	57%	61%	68%
2010	149	72%	69%	60%	61%	72%	70%
2011	135	71%	70%	57%	61%	74%	72%
2012	155	70%	76%	59%	67%	69%	76%
08-12 Change	+48	+16%	+11%	+16%	+13%	+13%	+9%

Table 4. Average Key Stage 2 Test Attainment by Ethnic Group (2008-2012)

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

In 2010 the KS2 tests were boycotted by about 25% of Lambeth schools. All 2010 data is based only on 47 schools - there were 92 Somali pupils in the KS2 cohort, but only 68 of those sat the tests.

Historically at KS2, Somali pupils have performed below both the LA expectations and the outcomes seen by the African cohort overall. However, significant improvement over the seven-year period led them to surpass the LA result in 2011, and equal it in 2012.

Of the KS2 Somali cohort, 28 percent had low levels of English fluency (stages 1 and 2) in 2007, this has fallen to only five percent in 2012. The total 'non-fluent' cohort (stages 1 to 3) is now 50 percent compared to 87 percent five years ago.

Maths was their strongest subject in 2012, with results improving by 25 percentage points over five years (almost twice the Lambeth improvement rate). English results are up by 21 percentage points, more than twice the borough increase. Science results are no longer available as the KS2 science tests were discontinued in 2010.

Table 5. Key Stage 2 Test Attainment by Subject (2008-2012)

Year	Key Stage 2 Tests (% at Level 4+)				
	Somali Cohort No.	English		Maths	
		Somali	All	Somali	All
2008	62	66%	80%	65%	74%
2009	86	71%	79%	77%	78%
2010	68	74%	82%	74%	81%
2011	111	82%	84%	86%	84%
2012	119	87%	88%	90%	88%
08-12 Change	+57	+21%	+8%	+25%	+14%

KS3 and GCSE Trend Evidence

Table 6. Average Key Stage 3 Attainment by Ethnic Group (2008-2012)

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

From 2009 there were no statutory tests at KS3, and so the results of the teacher assessments are reported here.

Somali average pupil attainment has increased from 38 percent in 2006 to 81 percent in 2012, narrowing the gap to the Lambeth result from 31 percentage points to two points above. The gap to the African cohort has narrowed even further, from 30 percentage points in 2007 to only one point in 2012.

English results have improved the most since 2008, up by 35 percentage points, with the gap to Lambeth being six points in 2012 compared to 18 points in 2008. The Somali maths and science results have also seen strong improvements well above the Lambeth rates, thus continuing to narrow the gap (with results in science being above for the first time).

Table 7. Key Stage 3 Attainment by Subject (2008-2012)

Year	Somali Cohort No.	Key Stage 3 Results (% at Level 5+)					
		English		Maths		Science	
		Somali	All	Somali	All	Somali	All
2008	40	53%	71%	60%	71%	54%	59%
2009	50	59%	80%	76%	79%	58%	74%
2010	53	72%	81%	62%	79%	60%	76%
2011	55	73%	82%	71%	78%	69%	78%
2012	55	88%	82%	74%	80%	82%	76%
08-12 Change	+5	+35%	+11%	+14%	+9%	+28%	+17%

Table 8. GCSE Attainment by Ethnic Group in the 5+ A*-C including English and Maths Indicator (2006-2012)

Ethnic Group	GCSE Results (% 5+ A*-C inc English and Maths)								
	2006	2007	2008	2009	2010	2011	2012	Change 06-12	Change 11-12
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 Somali cohort has experienced a significant improvement in their attainment at GCSE, and are in line with the Lambeth result for the second consecutive year. They have also narrowed the gap to the African cohort, of which they are a sub-set, from 33 percentage points in 2006 to only five points in 2012.

Results for Somalis in other key GCSE indicators are shown below. In 2008 they were well below the Lambeth outcome in the 5+ A*-C indicator, but have been above it for the last three years. This is a significant achievement and is to be celebrated.

Table 9. GCSE Attainment in three Key Indicators (2008-2012)

Year	Somali Cohort No.	GCSE - Key Indicators					
		5+ A*-C		5+ A*-G		1+ A*-G	
		Somali	All	Somali	All	Somali	All
2008	41	37%	62%	88%	91%	98%	99%
2009	23	65%	73%	48%	94%	100%	99%
2010	28	79%	74%	93%	93%	96%	99%
2011	56	82%	80%	95%	95%	100%	98%
2012	57	88%	85%	95%	95%	96%	100%
08-12 Change	+16	+51%	+23%	+7%	+4%	-2%	+1%

5. FACTORS AFFECTING ACHIEVEMENT OF SOMALI PUPILS

The four factors shown in table 10 are helpful in understanding achievement patterns of Somali pupils in Lambeth schools. The data confirms that Somali pupils are a disadvantaged group. For example, 67% of KS2 pupils were eligible for FSM, and 79% of GCSE pupils. The national figures for FSM eligibility are considerably lower at each key stage.

Table 10. Social Characteristics of Somali 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	155	52%	48%	70%	85%	15%	6%
Key Stage 2	119	52%	48%	67%	51%	49%	18%
Key Stage 3	55	38%	62%	70%	36%	64%	8%
Key Stage 4	57	42%	58%	79%	25%	74%	18%

Gender Differences and Achievement

In general terms nationally, girls tend to outperform boys. In Lambeth this is also true for African and Caribbean pupils at all key stages, however in recent years White British boys at GCSE performed above the level of girls (Demie et al 2006). For the Somali cohort in Lambeth, table 11 shows girls in most instances outperform the boys cohort, with the greatest difference being in the proportion gaining Level 2B+ in writing at KS1.

Table 11: Somali Pupils KS1, KS2, KS3 and GCSE Performance in Lambeth by Gender - 2012

Key Stage		All Somali pupils	Boys	Girls	Gap Girls-Boys
KS1 - Level 2B+	Reading	70%	64%	77%	+13%
	Writing	59%	49%	70%	+21%
	Maths	69%	65%	73%	+8%
	Average	66%	60%	73%	+13%
KS2 - Level 4+	English	87%	88%	85%	-3%
	Maths	90%	93%	86%	-7%
	Average	89%	91%	86%	-5%
	Science TA	88%	92%	85%	-7%
KS3 - Level 5+	English	88%	84%	90%	+6%
	Maths	74%	89%	65%	-24%
	Science	82%	79%	84%	+5%
	Average	81%	84%	80%	-4%
GCSE	5+ A*-C	88%	83%	91%	+8%
	5+ A*-C inc E&M	61%	58%	64%	+6%
	5+ A*-G	95%	88%	100%	+12%

Table 12 overleaf shows the outcomes by gender for other notable ethnic groups within Lambeth schools.

**Table 12: 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 indicator is often used as a proxy measure 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 Somali pupils taking KS2 in 2011 who were eligible for free school meals was 67%, and for the GCSE cohort it was 79% (see table 10 on page 13).

Table 13 indicates there is a marked difference in performance between the free and paid meal cohorts, although there is no consistent pattern of one cohort outperforming the other.

Table 13. Performance of Somali 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	68%	81%	-13%	73%	64%	+9%
	Writing	54%	67%	-13%	63%	51%	+12%
	Maths	71%	83%	-12%	74%	57%	+17%
	Average	64%	77%	-13%	70%	57%	+13%
KS2 - Level 4+	English	80%	89%	-9%	83%	95%	-12%
	Maths	86%	89%	-3%	90%	89%	-1%
	Average	83%	89%	-6%	87%	92%	-5%
	Science TA	82%	89%	-7%	85%	95%	-10%
KS3 - Level 5+	English	72%	75%	-3%	89%	87%	+2%
	Maths	74%	58%	+16%	74%	73%	+1%
	Science	72%	58%	+14%	80%	87%	-7%
	Average	73%	64%	+9%	81%	82%	-1%
GCSE	5+ A*-C	81%	88%	-7%	84%	100%	-16%
	5+ A*-C inc E&M	63%	50%	+7%	62%	58%	+4%
	5+ A*-G	94%	100%	-6%	93%	100%	-7%

There are also some notable differences within the main ethnic groups when the data is analysed by eligibility for free school meals. Table 14 shows that at GCSE, 60% of African pupils eligible for free school meals achieved 5+A*-C, compared with 70% of the paid meal cohort, a gap of ten percentage points. For Somalis, who form a sub-set of the African cohort, the outcome is reversed and the gap smaller at four percentage points. An important point to note is the majority of Somalis are eligible for FSM at both KS2 and GCSE, whereas the opposite is true for the African group overall. The gap was greatest for White British pupils at KS2 (20 percentage points), and for Portuguese pupils at GCSE.

These findings underline 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.

Table 14. Performance by Key Stage, FSM and Ethnic Background in Lambeth, 2012

	Key Stage 2 (average L4+)			GCSE (5+ A*-C including E&M)		
	% of cohort FSM eligible	Eligible	Not Eligible	% of cohort FSM eligible	Eligible	Not Eligible
African	46%	90%	84%	38%	60%	70%
Somali	67%	87%	92%	79%	62%	58%
Caribbean	47%	88%	79%	39%	48%	57%
Portuguese	10%	88%	80%	29%	33%	66%
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 Somali 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 Somali 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.

Table 15 gives the average KS1 and KS2 performance by level of fluency in English. Similar to expectation, Somali pupils' performance at KS1 and KS2 increases as the stage of proficiency in English increases. The stage 3 (non-fluent) and stage 4 (fully fluent) pupils have in most cases performed above the LA average for the last four years, thus it is the non-fluent stage 1 and 2 pupils who contributed towards any under-performance for the cohort overall.

Tables 15 & 16. Average Key Stage 1 & 2 Attainment of Somali 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	22%	31%	20%	42%	22%	0%
Stage 2	46%	55%	63%	54%	47%	+1%
Stage 3	62%	77%	79%	83%	82%	+20%
Fully Fluent Stage 4	88%	77%	94%	89%	93%	+5%
All Somali pupils	51%	58%	68%	67%	66%	+15%

Fluency Stage	Key Stage 2 Average (% Level 4+)					
	2008	2009	2010	2011	2012	% Change 08-12
Beginner Stage 1	17%	50%	50%	0%	n/a	n/a
Stage 2	47%	55%	41%	55%	92%	+45%
Stage 3	74%	74%	75%	90%	80%	+6%
Fully Fluent Stage 4	81%	93%	87%	96%	95%	+14%
All Somali pupils	66%	74%	74%	84%	88%	+22%

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 17 & 18 below). However, as the cohort sizes are smaller in secondary schools, meaningful conclusions can only be drawn from the stage 3 and 4 (fully fluent) outcomes. The differences can be stark, for example in 2011 a 41 percentage points gap between the stage 3 and 4 pupils at KS3, and 33 points at GCSE.

Tables 17 & 18. Average Key Stage 3 and GCSE 5+ A*-C Attainment of Somali 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	n/a	0%	0%	0%	0%	n/a
Stage 2	0%	33%	8%	0%	40%	+40%
Stage 3	37%	54%	60%	48%	83%	+46%
Fully Fluent Stage 4	58%	77%	78%	89%	90%	+32%
All Somali pupils	55%	64%	65%	71%	81%	+26%

Fluency Stage	GCSE (% 5+ A*-C)					
	2008	2009	2010	2011	2012	% Change 08-12
Beginner Stage 1	0%	n/a	0%	n/a	0%	0%
Stage 2	0%	0%	8%	n/a	50%	+50%
Stage 3	27%	0%	60%	57%	55%	+28%
Fully Fluent Stage 4	67%	85%	70%	90%	67%	0%
All Somali pupils	37%	65%	79%	82%	61%	+24%

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 18 and 19 show that performance for all main ethnic groups increases when combined with improved English acquisition amongst the bilingual cohort. These outcomes 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.

Table 19. KS2 Average Attainment by Ethnicity and Fluency in English – 2012

Fluency Stage	African		Caribbean		Somali		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	6	92%	27	74%	0	n/a
Stage 3	177	80%	0	n/a	53	80%	49	84%	2	100%
Fully Fluent	304	94%	3	100%	60	95%	49	97%	6	100%
English	63	92%	466	84%	0	n/a	0	n/a	347	92%
All Pupils	587	87%	469	84%	119	88%	126	86%	355	92%

Table 20. GCSE 5+ A*-C including English and Maths Attainment by Ethnicity and Fluency in English – 2012

Fluency Stage	African		Caribbean		Somali		Portuguese		White British	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Beginner Stage 1	4	25%	0	n/a	1	0%	2	0%	0	n/a
Stage 2	9	33%	1	0%	2	50%	2	0%	0	n/a
Stage 3	44	43%	0	n/a	11	55%	14	43%	1	0%
Fully Fluent	271	74%	2	50%	42	67%	76	62%	11	82%
English	106	60%	362	54%	0	n/a	0	n/a	253	60%
All Pupils	435	66%	365	53%	61	61%	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.

4.5 Pupil Mobility and Achievement

It is now widely recognised that mobility can have an adverse affect on educational achievement. Mobile pupils in this context are defined as those who joined school at a point other than the start of the respective key stage. For example, at KS2 a pupil who joins in year 3 is deemed 'non-mobile', whereas a year 5 entrant is classed as 'mobile'. 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 21. Attainment of Somali Pupils by Mobility (2011 & 2012)

Key Stage		2011			2012		
		Non-mobile	Mobile	Gap	Non-mobile	Mobile	Gap
KS2 - Level 4+	English	88%	68%	-20%	87%	67%	-20%
	Maths	90%	77%	-13%	91%	81%	-10%
	Average	89%	73%	-16%	89%	74%	-15%
KS3 - Level 5+	English	76%	40%	-36%	91%	60%	-36%
	Maths	71%	50%	-21%	76%	50%	-26%
	Science	68%	50%	-18%	85%	50%	-35%
	Average	72%	47%	-25%	84%	50%	-34%
GCSE % achieving	5+ A*-C	82%	n/a	n/a	91%	70%	-21%
	5+ A*-C inc E&M	61%	n/a	n/a	66%	40%	-26%
	5+ A*-G	95%	n/a	n/a	96%	90%	-6%

Non-mobile Somali pupils were more likely than their mobile peers to gain the expected threshold at each key stage. Tables 21 and 22 illustrate this point and show significant differences in some cases, for example a 36 percentage point gap in English at KS3 and 26 points in 5+ A*-C including English and maths at GCSE. Some of the small mobile cohorts involved should be borne in mind here (see table 22 overleaf).

Table 22. Somali 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	80	98	89%	89%
	Joined in Year 4&5	27	19	83%	82%
	Joined in Year 6	4	2	0%	0%
KS3 - Level 5+	Joined in Year 7	38	46	72%	91%
	Joined in Year 8	6	3	50%	67%
	Joined in Year 9	4	1	42%	0%
GCSE - 5+ A*-C	Joined in Year 7	47	47	81%	91%
	Joined in Year 8&9	9	4	89%	75%
	Joined in Year 10	0	5	n/a	80%
	Joined in Year 11	0	1	n/a	0%

CONCLUSIONS AND POLICY IMPLICATIONS

It is clear to see that Somali pupils have formed an underperforming group in Lambeth at each stage of the National Curriculum, and at GCSE level. However, they continue to narrow the achievement gap to their peers and in a few instances have exceeded the Lambeth outcomes, most notably in maths at KS2 for the last two years. They have also been in line with the Lambeth 5+ A*-C E&M GCSE results in 2011 and 2012.

One reason for historical Somali pupil underachievement is the language barrier. At KS1 and KS2 the majority of Somalis are non-fluent in English, and has been the case over the last five years. Whereas at KS3 and GCSE the opposite is true, with the stage 4 fully fluent pupils increasing each year (to 75% of the cohort in 2012).

Somali pupils also face other challenges, such as the very high proportion who are eligible for free school meals (which is seen as a proxy for social deprivation). But despite these challenges Somali pupils continue to narrow the gap to their peers.

The total Somali population present in Lambeth schools has increased considerably, from 327 in 2002 to 1,386 in 2012, with the majority of this change reflected in primary schools. The achievement of Somali pupils will continue to assume greater importance if this rate of increase is maintained, and the good news is the issues surrounding them have been recognised and are being addressed within the borough's schools.

Overall the achievement of Somali pupils is a particular cause for concern and the data shows they are a significant underachieving group. 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 the national level.

Policy Implications

The challenge from this research for national policy makers is that both the LA and government need to recognise the underachievement of Somali 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.

Implications for Future Research

The LA data shows that Somali children are largely underachieving. Recent research into 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.

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Appendix 1

Number of Somali pupils in Lambeth Primary Schools, 2011 & 2012

School	2011	2012	11-12 Change	School	2011	2012	11-12 Change
Allen Edwards	64	67	+3	Orchard	82	86	+4
Archbishop Sumner	3	2	-1	Paxton	8	7	-1
Ashmole	26	24	-2	Reay	12	15	+3
Bonneville	15	21	+6	Richard Atkins	68	70	+2
Christ Church (Brix)	0	0	0	Rosendale	5	6	+1
Christ Church (Stre)	0	0	0	St Andrew's CE	0	0	0
Clapham Manor	16	15	-1	St Andrew's RC	0	0	0
Corpus Christi	0	0	0	St Anne's	0	0	0
Crown Lane	63	55	-8	St Bede's	0	0	0
Durand	33	38	+5	St Bernadette	0	0	0
Elm Wood	7	3	-4	St Helen's	0	0	0
Fenstanton	30	31	+1	St John The Divine	0	0	0
Glenbrook	28	31	+3	St John's (Angel)	0	0	0
Granton	45	48	+3	St Jude's	0	0	0
Heathbrook	11	12	+1	St Leonard's	0	0	0
Henry Cavendish	9	13	+4	St Luke's	0	0	0
Henry Fawcett	29	26	-3	St Mark's	1	1	0
Herbert Morrison	16	18	+2	St Mary's	0	0	0
Hill Mead	21	19	-2	St Saviour's	2	0	-2
Hitherfield	26	2	-24	St Stephen's	6	6	0
Holy Trinity	0	0	0	Stockwell	16	16	0
Immanuel	4	4	0	Streatham Wells	3	3	0
Iqra	59	69	+10	Sudbourne	11	12	+1
Jessop	21	26	+5	Sunnyhill	49	43	-6
Johanna	16	18	+2	Telferscot	0	1	+1
Jubilee	37	41	+4	Vauxhall	38	37	-1
Julians	1	1	0	Walnut Tree Walk	17	19	+2
Kings Avenue	37	40	+3	Woodmansterne	19	22	+3
Kingswood	9	9	0	Wyvil	11	13	+2
Lark Hall	33	30	-3	Total	1,074	1079	+5
Loughborough	67	59	-8				
Macaulay	0	0	0				

Number of Somali pupils in Lambeth Secondary Schools, 2011 & 2012

School	2011	2012	11-12 Change
Archbishop Tenison's	2	4	+2
Bishop Thomas Grant	0	0	0
Charles Edward Brooke	19	18	-1
Dunraven School	36	39	+3
Elm Green	7	12	+5
Evelyn Grace Academy	22	28	+6
La Retraite	2	1	-1
Lambeth Academy	0	0	0
Lilian Baylis	52	51	-1
London Nautical	0	0	0
Norwood School	46	46	0
St Martin-in-the-Fields	9	12	+3
Stockwell Park	80	75	-5
Total	275	286	+11

Appendix 2

Key Stage 1 Cohort Sizes per Main Ethnic Group

Ethnic Group	Key Stage 1 Cohort Sizes				
	2008	2009	2010	2011	2012
African	619	599	679	694	700
<i>Somali</i>	107	129	149	135	155
Caribbean	478	481	516	479	482
Portuguese	134	164	134	153	123
White British	432	363	451	407	472
Lambeth	2,607	2,606	2,748	2,819	2,906

Key Stage 2 Cohort Sizes per Main Ethnic Group

Ethnic Group	Key Stage 2 Cohort Sizes				
	2008	2009	2010	2011	2012
African	560	552	486	600	587
<i>Somali</i>	62	86	68	111	119
Caribbean	538	485	339	473	469
Portuguese	112	152	166	171	126
White British	382	371	248	371	355
Lambeth	2,416	2,410	1,860	2,483	2,461

25% of Lambeth schools boycotted the tests in 2010, hence the lower figures.

Key Stage 3 Cohort Sizes per Main Ethnic Group

Ethnic Group	Key Stage 3 Cohort Sizes				
	2008	2009	2010	2011	2012
African	404	417	435	431	452
<i>Somali</i>	40	50	53	55	50
Caribbean	344	332	371	422	377
Portuguese	73	82	91	115	129
White British	288	273	302	271	282
Lambeth	1,708	1,667	1,835	1,983	1,977

GCSE Cohort Sizes per Main Ethnic Group

Ethnic Group	GCSE Cohort Sizes				
	2008	2009	2010	2011	2012
African	385	396	376	411	435
<i>Somali</i>	41	23	28	56	57
Caribbean	297	276	343	326	365
Portuguese	78	82	72	93	94
White British	271	268	259	254	265
Lambeth	1,465	1,560	1,618	1,598	1,800

Appendix 3

Stage of English Fluency – Key Stage 1 Somali Cohort

		English Fluency Stage				
		Stage 1	Stage 2	Stage 3	Stage 4	Total EAL
2008	Cohort	15	46	37	8	106
	% of total	14%	43%	35%	8%	-
2009	Cohort	24	58	35	10	127
	% of total	19%	46%	28%	8%	-
2010	Cohort	15	66	52	16	149
	% of total	10%	44%	35%	11%	-
2011	Cohort	19	47	48	15	135
	% of total	14%	35%	36%	11%	-
2012	Cohort	9	63	59	24	155
	% of total	6%	41%	38%	15%	-

In 2009 EAL status was not known for two pupils, and for six pupils in 2011.

Stage of English Fluency – Key Stage 2 Somali Cohort

		English Fluency Stage				
		Stage 1	Stage 2	Stage 3	Stage 4	Total EAL
2008	Cohort	10	17	27	16	62
	% of total	16%	27%	44%	26%	-
2009	Cohort	2	20	23	27	86
	% of total	2%	23%	43%	31%	-
2010	Cohort	1	11	30	26	68
	% of total	2%	23%	43%	31%	-
2011	Cohort	2	19	53	34	111
	% of total	2%	17%	48%	31%	-
2012	Cohort	0	6	53	60	119
	% of total	-	5%	45%	50%	-

In 2011 EAL status was not known for three pupils.

Stage of English Fluency – Key Stage 3 Somali Cohort

		English Fluency Stage				
		Stage 1	Stage 2	Stage 3	Stage 4	Total EAL
2008	Cohort	0	3	14	23	40
	% of total	-	8%	35%	58%	-
2009	Cohort	1	4	16	29	50
	% of total	2%	8%	32%	58%	-
2010	Cohort	2	4	15	32	53
	% of total	4%	8%	28%	60%	-
2011	Cohort	5	2	11	30	55
	% of total	9%	4%	20%	55%	-
2012	Cohort	1	5	12	32	50
	% of total	2%	10%	24%	64%	-

In 2011 EAL status was not known for seven pupils.

Appendix 3 continued

Stage of English Fluency – GCSE Somali Cohort

		English Fluency Stage				
		Stage 1	Stage 2	Stage 3	Stage 4	Total EAL
2008	Cohort	3	9	11	18	41
	% of total	7%	22%	27%	44%	-
2009	Cohort	0	2	8	12	22
	% of total	-	9%	36%	55%	-
2010	Cohort	0	1	10	17	28
	% of total	-	4%	36%	61%	-
2011	Cohort	0	0	14	42	56
	% of total	-	-	25%	75%	-
2012	Cohort	1	2	11	42	56
	% of total	2%	4%	20%	75%	-

In 2009 EAL status was not known for one pupil, and in 2012 for five pupils.