

# Language Diversity, English Proficiency and Attainment in Lambeth Schools

**2021**

RS /19

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## 1. Introduction

Language diversity attracts much interest among policy makers and educationists and yet little is known about the performance of pupils who speak different languages in British schools. Since 1990, schools in the London Borough of Lambeth have demonstrated a commitment to valuing language diversity and have developed a remarkably detailed body of knowledge about the home and community languages used by their pupils. In previous years, the local authority had implemented a data collection system for Lambeth schools to specifically monitor the range of ethnic backgrounds, languages spoken and English fluency of the school population.

This report describes the languages spoken by pupils in Lambeth schools in order to compare how the pattern of language usage has changed in the borough over the past few years and examines the proficiency in English of each of these language groups.

## 2. Methodology

All nursery, primary, secondary, special schools and the pupil referral units have collected information on languages spoken by their pupils in January every year since 1992.

Information on 37,590 pupils in schools and pupil referral units was collected in January 2021. Details of a pupil's proficiency in English and first language were collected as part of the EAL English Proficiency Survey in January 2021.

### *Ethnic Background Categories*

The ethnicity categories are based on DfE guidelines and local need, and are similar to those used across the borough for monitoring equal opportunities.

1. Any Other Group	8. Greek	15. White British
2. Asian Other	9. Gypsy/Roma	16. White Irish
3. Bangladeshi	10. Indian	17. White Other
4. Black African	11. Pakistani	18. Mixed White/Black African
5. Black Caribbean	12. Portuguese	19. Mixed White/Asian
6. Black Other	13. Turkish	20. Mixed White/Black Caribbean
7. Chinese	14. Vietnamese	21. Mixed Other

Ethnic background relates not to the pupil's country of birth or nationality, but to his or her predominant racial and cultural identity. The categories used are those agreed by the local authority for its monitoring procedures.

### *Language Categories*

Schools were asked to question pupils and their parents on their language(s) in accordance with the DfE definition "*a first language, where it is other than English, is recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community*".

Where two or more languages were used at home, the mother-tongue was recorded.

## *English Proficiency*

In 2016, the Department for Education (DfE) adopted a national five stage EAL English proficiency as part of school census. These five stages range from New to English to Fluent and are described below:

**Stage A (*New to English*).** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a **considerable amount of EAL support**.

**Stage B (*Early Acquisition*).** May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a **significant amount of EAL support** to access the curriculum.

**Stage C (*Developing Competence*).** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires **ongoing EAL support** to access the curriculum fully.

**Stage D (*Competent*).** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs **some/occasional EAL support** to access complex curriculum material and tasks.

**Stage E (*Fluent*).** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates **without EAL support** across the curriculum.'

For the purposes of this analysis, pupils at **Stages A-E** are classified as 'EAL'. **Stage A** are classified as 'New to English', those at **Stage E** are classed as 'fully fluent' and **Stages A-C** are classified as 'not competent or fluent'.

Pupils who only speak English and have no access to any other language are not assigned a Stage of English Proficiency and are classed as 'English only'.

### 3. Ethnic Background of the School Population in Lambeth

Table 1 shows the ethnic background of pupils in Lambeth schools in 2019 and shows how the ethnic composition of the school population has changed since 2000. Those pupils of compulsory school age and above who have been classified as an ethnic group other than White British are defined as being of ethnic minority origin.

The main findings of the ethnicity analysis show that:

- of the 37,590 pupils recorded in the 2021 School Census for Lambeth, the largest ethnic groups were **Black African** (22.1%), **White British** (15.9%), followed by **White Other** (15.2%), and **Black Caribbean** (12.8%)
- **White Other** were the fastest growing ethnic group having increased by two percentage points over the last ten years but growth has plateaued in recent years.
- 81% of pupils in Lambeth schools were from an ethnic minority background. This is an increase of six percentage points since the 2000 census.

**Table 1: Ethnic Background of the Lambeth School Population 2000 & 2012-2021 (%)**

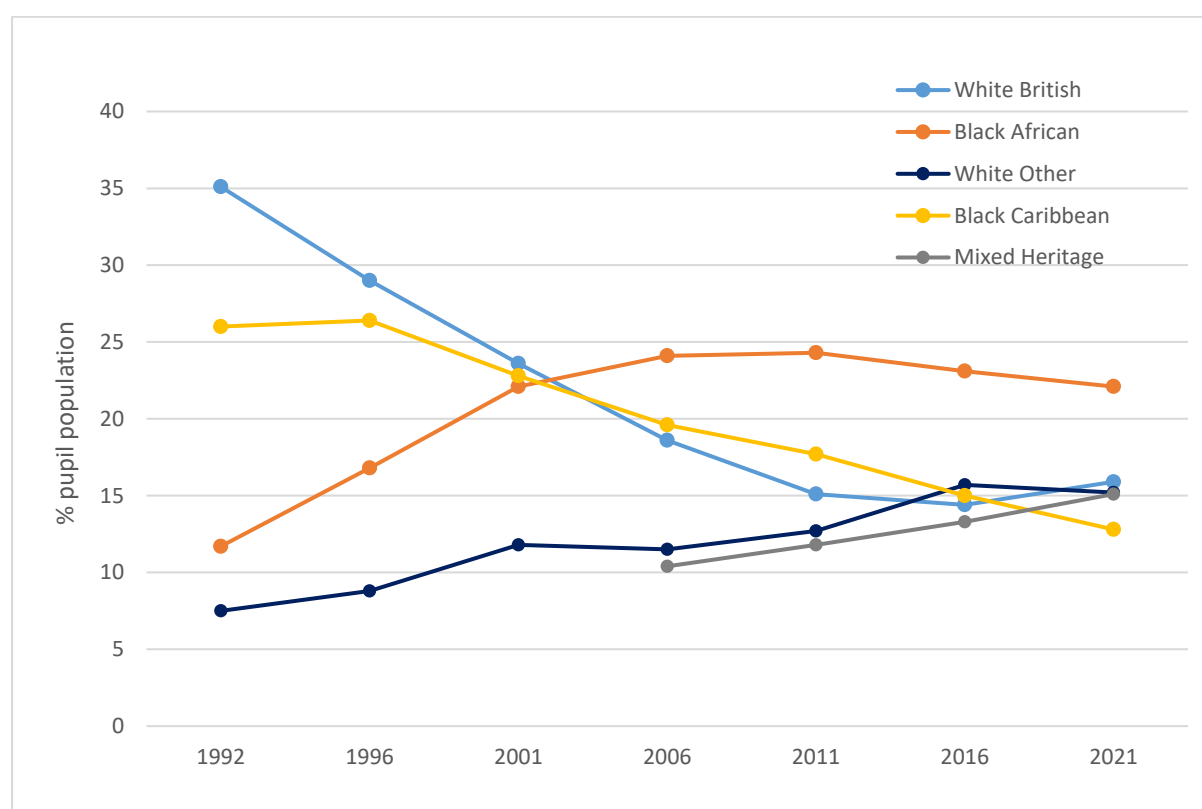
Ethnicity	2000	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Black African</b>	21.2	24	23.9	24.1	23.5	23.1	23.2	23.4	23	22.4	22.1
<b>White British</b>	24.9	14.7	14.3	13.7	14.3	14.4	14.9	15	15.5	16	15.9
<b>White Other (All)</b>	12.1	13.2	14.5	15.2	15.2	15.7	16.1	16.2	15.7	15.4	15.2
<i>Portuguese</i>	4.4	5.1	6	5.9	5.9	5.8	5.7	4.3	4	3.5	3.3
<i>Turkish</i>	0.6	0.4	0.4	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.3
<i>Greek</i>	0.3	0.2	0.3	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1
<b>Black Caribbean</b>	22.6	17	16.6	16	15.5	15	14.5	13.8	13.4	13.1	12.8
<b>Mixed Other</b>	-	5	5.3	5.4	5.5	5.8	6.1	6.6	6.8	6.8	6.9
<b>Any Other Group</b>	-	4.6	4.1	4.6	4.7	4.8	4.7	4.9	5	5.2	5.4
<b>Mixed White/Carib.</b>	-	4.6	4.5	4.6	4.6	4.5	4.6	4.7	4.7	4.6	4.6
<b>Black Other</b>	11	4.6	4.8	4.5	4.7	4.6	4.7	3.8	3.7	3.9	4.1
<b>Mixed White/African</b>	-	1.9	1.9	2	2.1	2.1	2.1	2.2	2.3	2.3	2.2
<b>Asian Other</b>	-	1.4	1.3	1.3	1.3	1.3	1.3	1.4	1.4	1.5	1.5
<b>Bangladeshi</b>	1.9	1.5	1.5	1.5	1.4	1.4	1.4	1.4	1.4	1.4	1.4
<b>Pakistani</b>	1.2	1.2	1.3	1.2	1.3	1.3	1.3	1.3	1.4	1.4	1.3
<b>Mixed White/Asian</b>	-	0.8	0.8	0.9	0.9	0.9	0.9	1.1	1.3	1.3	1.4
<b>Indian</b>	1.6	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.8
<b>Chinese</b>	1.1	0.7	0.7	0.8	0.8	0.8	0.8	0.6	0.6	0.6	0.5
<b>White Irish</b>	1.4	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5
<b>Vietnamese</b>	0.9	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
<b>Gypsy/Roma</b>	-	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
<b>Ethnic Minority</b>	75	82.1	82.7	83.5	82.9	82.7	83.1	82.9	82.2	81.5	81.0

DfE School Census January 2021. Aggregate percentages will not equate to 100% due to the exclusion of pupils for whom ethnic background is not known, or who refused to provide this information.

The ethnic composition of the Lambeth school population has changed considerably over the years (see Table 1). In 2000, White British was the largest ethnic group with 24.9% of the pupil population. This dropped markedly to 13.7% in 2014. However, since 2014 absolute numbers of White British pupils have started to rise again and now make up 15.9% of the Lambeth pupil population.

Pupils from an ethnic minority background had seen a surge in numbers in both primary and secondary schools in Lambeth with almost a 50% increase in numbers of ethnic minority pupils in Lambeth schools since 2000, now making up 81% of the school population. This growth has plateaued in recent years.

**Figure 2: Changes in School Population in Lambeth by Main Ethnic Group, 1992-2021**



Black African remains the largest pupil ethnic group in Lambeth schools and levels have remained fairly consistent over the last ten years with the numbers of Black African pupils rising in line with the growth of the pupil population (Figure 2). In contrast, the percentage of Black Caribbean pupils continues to fall. From a high point of 26% in 1992, levels of Black Caribbean pupils have halved to 13% in 2021.

The largest increase in pupil numbers since 1992 has been White Other, whose percentage has more than doubled, predominantly driven by the large Portuguese, Spanish and Polish speaking communities. Of these, 29% are Portuguese speakers, 16% are Polish speakers and 15% are Spanish speakers.

Also rising are the numbers of mixed race pupils. In 2019, 15.1% of pupils in Lambeth schools were of mixed race heritage, compared to 9.1% in 2003 when records for this ethnic category began. These are predominantly made up of pupils who are of Mixed Other (6.8% of the pupil population) and Mixed White/Black Caribbean heritage (4.7%).

## 4. Languages Spoken in Lambeth Schools

In Lambeth, many languages are spoken in addition to English, reflecting the different cultures, experiences and identities of the people in the community.

Previous research has examined the close association between ethnicity and language spoken. Nearly all White British and Black Caribbean pupils speak English as their only language. However, most other ethnic minority groups tend to have pupils who speak another language and speak English as an additional language (EAL).

This section attempts to capture the richness and variety of the different languages used in Lambeth.

### EAL in Lambeth

The EAL pupil population in Lambeth has increased over the years (Table 2).

In 2000, 36% of pupils in Lambeth schools were categorised as EAL ( $\approx 1$  in 3) and has now risen to 48% in 2021 ( $\approx 1$  in 2). Nurseries (46% EAL) and primary schools (49% EAL) show the highest levels of EAL pupils, slightly more than secondary schools (46%).

Special schools (38%) and pupil referral units (14%) tend to have much lower levels of pupils with English as an additional language.

**Table 2: EAL Pupil Population in Lambeth Schools by School Type 2000 and 2012-2021**

School	2000	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Nursery	41.9%	47.7%	48.3%	47.1%	50.5%	48.4%	49.2%	51.3%	49.8%	49.5%	46.1%
Primary	37.7%	50.4%	51.0%	52.5%	52.9%	52.5%	50.5%	50.7%	51.7%	51.3%	49.1%
Secondary	32.8%	43.3%	44.0%	46.3%	47.9%	45.0%	44.8%	45.5%	47.4%	50.1%	46.1%
Special	25.1%	40.5%	41.1%	41.5%	44.3%	38.4%	37.6%	37.4%	41.7%	42.8%	37.7%
PRU	10.5%	18.1%	18.0%	23.2%	19.2%	7.7%	10.9%	14.9%	18.4%	22.6%	14.1%
<b>Total</b>	<b>36.1%</b>	<b>47.9%</b>	<b>48.5%</b>	<b>50.2%</b>	<b>51.0%</b>	<b>49.6%</b>	<b>48.3%</b>	<b>48.6%</b>	<b>49.9%</b>	<b>50.7%</b>	<b>47.7%</b>

Figure 3 shows the spread of EAL pupils across the borough. Schools in the centre and towards the north of the borough, in areas such as Ferndale, Stockwell and Oval, tended to have higher levels of pupils with EAL. Schools towards the east of the borough in Herne Hill, Thurlow Park and Gipsy Hill areas had on average lower instances of EAL. This is commensurate with the levels of ethnic minority pupils in the wards.

### Language Diversity in Lambeth

The 2021 data records that 143 different languages, including English, were spoken by pupils in Lambeth schools (Table 3). Seven languages had more than 1000 speakers namely English, Spanish, Portuguese, Somali, French, Polish and Arabic. Further to this, 38 languages had more than 100 speakers and 43 languages had more than 50 speakers.

**Table 3: Main Languages Spoken in Lambeth Schools 1992 & 2017-2021 (50+ speakers)**

Language	1992		2017		2018		2019		2020		2021	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
English	18937	76.2	19040	51.1	19299	50.6	18892	49.7	18558	48.9	19442	51.8
Spanish	233	0.9	2178	5.8	2352	6.2	2504	6.6	2599	6.9	2566	6.8
Portuguese	377	1.5	2641	7.1	2668	7.0	2620	6.9	2581	6.8	2374	6.3
Somali	32	0.1	1671	4.5	1672	4.4	1689	4.4	1621	4.3	1464	3.9
French	245	1	1334	3.6	1312	3.4	1388	3.6	1394	3.7	1298	3.5
Polish	34	0.1	1199	3.2	1199	3.1	1228	3.2	1166	3.1	1116	3.0
Arabic	295	1.2	986	2.6	1032	2.7	1110	2.9	1138	3.0	1067	2.8
Akan/Twi-Fante	366	1.5	851	2.3	824	2.2	877	2.3	894	2.4	808	2.2
Yoruba	800	3.2	967	2.6	902	2.4	933	2.5	910	2.4	808	2.2
Urdu	322	1.3	444	1.2	457	1.2	497	1.3	472	1.2	451	1.2
Italian	153	0.6	374	1.0	405	1.1	424	1.1	436	1.1	445	1.2
Bengali	479	1.9	463	1.2	473	1.2	468	1.2	499	1.3	441	1.2
Tigrinya	66	0.3	367	1.0	397	1.0	396	1.0	395	1.0	385	1.0
Amharic	0	0	293	0.8	298	0.8	319	0.8	325	0.9	317	0.8
Albanian/Shqip	0	0	218	0.6	228	0.6	227	0.6	248	0.7	245	0.7
Chinese	489	2	267	0.7	251	0.7	261	0.7	271	0.7	240	0.6
Lingala	12	0	219	0.6	199	0.5	218	0.6	219	0.6	193	0.5
Romanian	-	-	148	0.4	176	0.5	171	0.4	187	0.5	175	0.5
Turkish	243	1	152	0.4	152	0.4	174	0.5	186	0.5	173	0.5
Igbo	291	1.2	173	0.5	166	0.4	196	0.5	177	0.5	167	0.4
Russian	0	0	86	0.2	102	0.3	114	0.3	116	0.3	128	0.3
Krio	9	0	125	0.3	133	0.3	139	0.4	139	0.4	126	0.3
Pashto/Pakhto	0	0	86	0.2	91	0.2	98	0.3	105	0.3	123	0.3
Tagalog/Filipino	42	0.2	120	0.3	118	0.3	118	0.3	121	0.3	112	0.3
Vietnamese	176	0.7	96	0.3	99	0.3	112	0.3	118	0.3	112	0.3
German	38	0.2	122	0.3	122	0.3	111	0.3	117	0.3	107	0.3
Bulgarian	-	-	75	0.2	101	0.3	112	0.3	100	0.3	101	0.3
Kurdish	17	0.1	75	0.2	84	0.2	84	0.2	84	0.2	86	0.2
Panjabi	125	0.5	68	0.2	67	0.2	72	0.2	74	0.2	81	0.2
Gujarati	326	1.3	60	0.2	76	0.2	74	0.2	73	0.2	75	0.2
Persian/Farsi	0	0	49	0.1	58	0.2	60	0.2	70	0.2	70	0.2
Luganda	21	0.1	97	0.3	75	0.2	89	0.2	88	0.2	69	0.2
Lithuanian	-	-	64	0.2	78	0.2	74	0.2	67	0.2	64	0.2
Greek	133	0.5	72	0.2	63	0.2	65	0.2	74	0.2	63	0.2
Swahili/Kiswahili	23	0.1	76	0.2	73	0.2	86	0.2	81	0.2	63	0.2
Tamil	0	0	63	0.2	63	0.2	67	0.2	68	0.2	62	0.2
Ga	-	-	64	0.2	52	0.1	48	0.1	60	0.2	59	0.2
Hungarian	-	-	45	0.1	47	0.1	53	0.1	49	0.1	52	0.1
Hindi	-	-	55	0.1	41	0.1	49	0.1	54	0.1	52	0.1
Czech	-	-	42	0.1	53	0.1	52	0.1	60	0.2	51	0.1
Edo/Bini	-	-	47	0.1	47	0.1	46	0.1	51	0.1	51	0.1
Slovenian	-	-	1	0.0	2	0.0	1	0.0	2	0.0	51	0.1

The language profile of the Lambeth school population has changed considerably since 1992. Table 3 shows the most frequently spoken languages in Lambeth schools and demonstrating how the numbers of speakers has changed since 1992. The main findings of the language analysis in 2021 show that:

- 51.8% of the pupil population in Lambeth spoke only **English**. 47.7% were recorded as speaking another language other than English. This represents 17,913 pupils who spoke or understood a language other than English (EAL).
- The largest non-English speaking language group is **Spanish** (6.8%), which has now overtaken Portuguese as the largest group of EAL learners in Lambeth. This is followed by **Portuguese** (6.3%), **Somali** (3.9%), **French** (3.5%) and **Polish** speakers (3.0%)



## Main Languages Spoken

Since 1992 when language data was first collected in Lambeth, monolingual **English** speakers have dropped from being 76.2% of the pupil population to 51.8% as the numbers of speakers of other languages has gone up.

**Spanish** speakers make up the largest group of EAL learners with 6.8% of the pupil population, having overtaken Portuguese speakers. Since 1992, Spanish speakers have shown the largest increase in overall numbers, from just 233 to 2566 in 2021 (Table 3 and Figure 4). On closer examination, 36.5% of the Spanish speakers were classified as 'Any Other Ethnic Group', which will include pupils from Central and South American countries, in particular from Lambeth's sizeable Colombian community. 34.3% were classified as 'White Other', suggesting European descent.

**Portuguese** speakers were the largest language group in Lambeth for many years but are now the second largest with 6.3% of the pupil population. The Portuguese speaking population has grown considerably since language information was first collected in 1992 from just 377 to 2374 in 2021, but after an initial rise, numbers have begun to decline over recent years. Of these pupils, 68.6% were recorded as being of 'White Other' ethnicity, mainly from the established Portuguese community in Lambeth. 12.3% were of 'Mixed Heritage', 7% were 'Black African' (suggesting heritage from former Portuguese colonies in Africa such as Angola and Mozambique) and 5.5% were from 'Any Other Ethnic Group', particularly pupils from Brazil, who have grown in number in Lambeth schools in recent years.

The number of **Somali** speakers has increased from just 32 pupils in 1992 to 1464 pupils in 2021 and make up 3.9% of the pupil population.

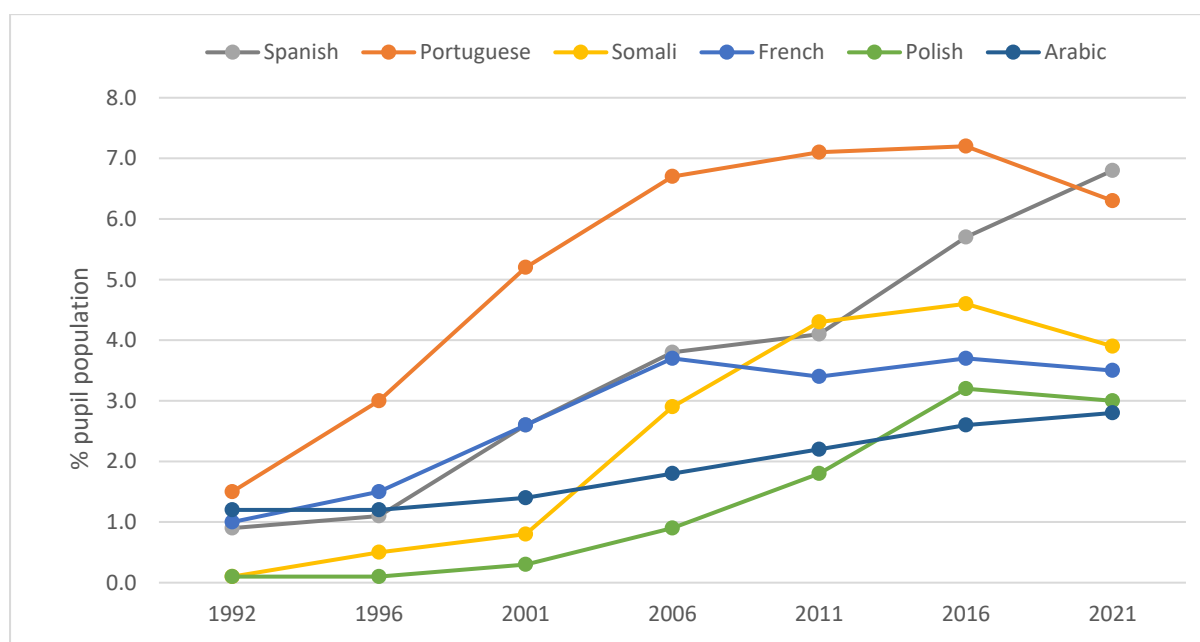
**French** speakers have seen steady increases since 1992, growing from 245 speakers to 1298 in 2021, although numbers have plateaued in recent years. On further analysis, 53.7% of French speakers were coded as being of 'Black African' heritage, suggesting their heritage as being from French speaking African states such as Senegal and the Ivory Coast, with 13.8% categorised as 'White Other'.

**Polish** speaking pupils make up 3% of the Lambeth pupil population, having grown from 34 speakers in 1992 to 1116 speakers in 2021. The dramatic rise in numbers of Polish speaking pupils over recent years, goes some way to account for the rise in pupils of 'White Other' ethnicity in Lambeth.

**Arabic** speaking pupils make up 2.8% of the pupil population and numbers continue to grow steadily. 33.4% of these pupils were of 'Black African' heritage and 25.4% were from 'Any Other Ethnic Background', which will include pupils of North African and Middle Eastern descent. 19% were of 'Mixed Heritage'.

The main African languages spoken in Lambeth schools are **Akan Twi-Fante** and **Yoruba**. Pupils speaking **Akan Twi-Fante**, spoken principally in Ghana have increased in number since 1992, but has steadily steadily fallen since 2015. **Yoruba**, one of the main languages of Nigeria, was the main EAL language group in 1992 with 3.2% of the pupil population, considerably larger than every language other than English. However, since a high point of 1909 speakers in 2001, numbers have been decreasing steadily year on year and are now only the 9<sup>th</sup> largest group.

**Figure 4: Changes in Language Speakers in Lambeth Schools 1992-2021 (1000+ speakers)**



## 5. English Proficiency of EAL Pupils

When introduced to an English-speaking environment, pupils with English an Additional Language begin to acquire language skills in addition to the language(s) they grew up with. The term bilingual was increasingly used in education in recognition of this developing skill and to refer to pupils who have access on a regular basis to more than one language. For pupils to fully and effectively access the curriculum, it is clear they need to be fluent in English, with English being the language of instruction.

For the purposes of this report, pupils at **Stages A-E** are classified as 'EAL'. **Stage A** are classified as 'New to English' and **Stages A-C** are classified as 'Not Fluent'. Those classified at **Stage E** are classified as 'Fully Fluent'.

Pupils who only speak English and have no access to any other language are not assigned a Stage of English Fluency and are classed as 'English Only'.

**Table 4: Numbers of Pupils by English Proficiency Stage in Lambeth Schools\* 2021**

	Proficiency in English													
	Stage A New to English		Stage B Early Acquisition		Stage C Developing Competence		Stage D Competent		Stage E Fluent		English Only		Not yet assessed	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Nursery</b>	97	16.9	67	11.7	34	5.9%	14	2.4%	10	1.7%	311	54.1	42	7.3%
<b>Primary</b>	750	4.1%	1585	8.6%	2703	14.6	2303	12.5	1652	9.0%	8982	48.7	477	2.6%
<b>Secondary</b>	124	1.6%	466	5.8%	670	8.4%	841	10.6	1869	23.5	3827	48.0	170	2.1%
<b>Special</b>	18	4.1%	80	18.1	42	9.5%	39	8.8%	26	5.9%	235	53.0	3	0.7%
<b>PRU</b>	0	0.0%	0	0.0%	3	4.7%	0	0.0%	2	3.1%	55	85.9	4	6.3%
<b>Lambeth</b>	989	3.6%	2198	8.0%	3452	12.6	3197	11.6	3559	12.9	13410	48.8	696	2.5%

\*Due to the impact of school closures during the pandemic, returns were not received from Bonneville Primary, Henry Cavendish Primary, Hill Mead Primary, Jubilee Primary, Rosendale Primary, St Leonard's Primary, St Luke's Primary, St Helen's Primary, Elm Court School, Dunraven School, Lilian Baylis School, St Martin in the Fields School, Evelyn Grace Academy, Kings College Maths, Lambeth Academy, Oasis South Bank and South Bank Engineering UTC

Table 4 shows the stages of proficiency at each phase of education. Of the 27,501 pupils for whom English proficiency information was collected from schools, 198 (34.5%) of nursery pupils were assessed as Stage A-C (not competent/fluent in English) compared to 5038 (27.3%) of primary pupils and 1260 (15.8%) of secondary pupils.

The findings outlined above are quite pronounced and can be supported by the following OfSTED evidence, in terms of the speed of English language acquisition:-

*“It takes on average five to seven years to become fully competent in a second language, although this will vary in the speed with which they acquire this competence. Fluency in spoken English is usually achieved within two years, but the ability to read and understand more complex texts containing unfamiliar cultural references and to write the academic English needed for success in examinations takes much longer.”* (OfSTED, Inspecting English as an additional language, 2001, p.5)

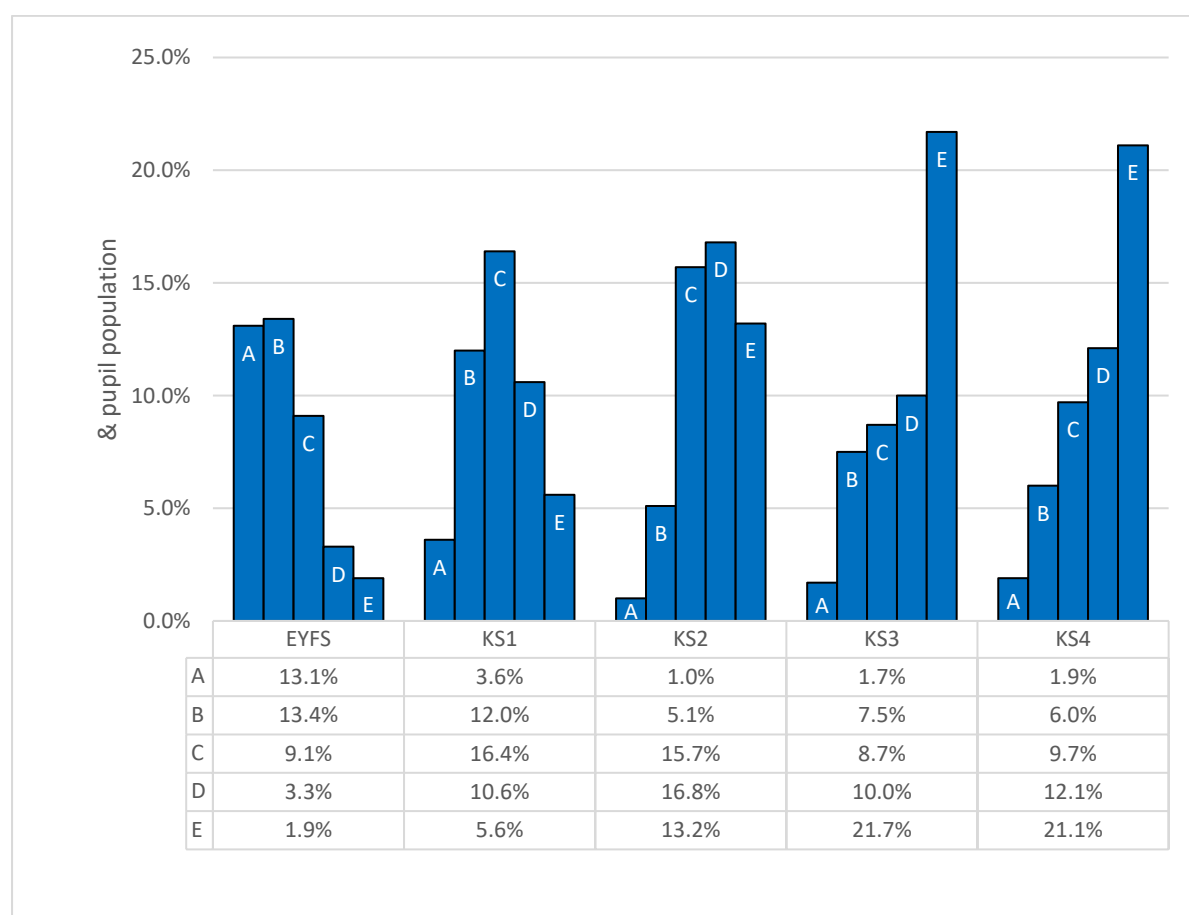
The percentage of EAL pupils since the new stages of proficiency were introduced:

	2017	2018	2019	2020	2021
<b>Primary</b>					
Stage A (New to English)	5.1%	5.4%	4.7%	4.4%	4.1%
Stage B (Early Acquisition)	10.2%	9.9%	9.1%	8.8%	8.6%
Stage C (Developing Competence)	13.9%	13.7%	14.3%	14.2%	14.6%
Stage D (Competent)	10.8%	11.2%	12.1%	12.2%	12.5%
Stage E (Fluent)	9.4%	9.3%	9.9%	9.2%	9.0%
English Only	49.1%	49.3%	48.0%	48.5%	48.7%
Stage A-C (Not Competent/Fluent)	29.2%	29.0%	28.1%	27.4%	27.3%
Stage D-E (Competent/Fluent)	20.2%	20.5%	22.0%	21.4%	21.5%
<b>Secondary</b>					
Stage A (New to English)	1.2%	0.9%	1.0%	1.2%	1.6%
Stage B (Early Acquisition)	2.4%	2.8%	3.8%	4.1%	5.8%
Stage C (Developing Competence)	5.8%	6.3%	7.5%	7.7%	8.4%
Stage D (Competent)	11.8%	9.4%	13.1%	10.0%	10.6%
Stage E (Fluent)	23.0%	20.9%	22.5%	24.9%	23.5%
English Only	55.0%	58.5%	48.3%	49.1%	48.0%
Stage A-C (Not Competent/Fluent)	9.4%	10.0%	12.4%	13.0%	15.8%
Stage D-E (Competent/Fluent)	34.8%	30.3%	35.6%	49.1%	34.1%
<b>Lambeth</b>					
Stage A (New to English)	3.7%	4.0%	3.7%	3.8%	3.6%
Stage B (Early Acquisition)	7.5%	7.6%	7.5%	7.5%	8.0%
Stage C (Developing Competence)	12.0%	11.0%	12.0%	12.1%	12.6%
Stage D (Competent)	12.2%	10.4%	12.2%	11.3%	11.6%
Stage E (Fluent)	13.8%	12.9%	13.8%	13.5%	12.9%
English Only	48.8%	52.6%	48.8%	48.8%	48.8%
Stage A-C (Not Competent/Fluent)	23.2%	22.6%	23.2%	23.4%	24.2%
Stage D-E (Competent/Fluent)	26.0%	23.3%	26.0%	24.8%	24.5%

This can be broken down further by looking at the English proficiency stages by the year groups in each key stage (Figure 6). As EAL pupils go through their school life, their proficiency in English improves.

- During Early Years (N1, N2 and Reception) most EAL pupils are at Stage A (New to English) or Stage B (Early acquisition), with very few at Stage E (Fully Fluent in English).
- By the beginning of primary school (Years 1 and 2) the number of Stage A pupils falls dramatically and most EAL pupils are at Stage B or Stage C (Developing Competence).
- During Key Stage 2 (Years 3-6) pupils at the early stages of English proficiency (Stage A and B) are low with most EAL pupils now at Stage C or Stage D (Competent). Numbers of Stage E (Fully Fluent) pupils also rises considerably towards the end of primary school.
- At the beginning of secondary school (years 7 to 9) most EAL pupils are competent or fluent in English, 31.7% of the total pupil cohort.
- By the time pupils reach Key Stage 4 (years 10 and 11), the percentage of pupils who are EAL and competent or fluent in English rises to 33.2%.

**Figure 6: Lambeth English Proficiency Stages by Key Stage Year Groups 2021**



## 6. Language and English Proficiency

Patterns of English proficiency vary between individual languages.

**Table 5: Pupil language and English proficiency in Lambeth primary schools 2021 (20+ speakers)**

Language	Cohort	Stage A-C (Not Competent /Fluent)	Stage D-E (Competent or Fluent)
Kurdish	44	81.8%	18.2%
Pashto/Pakhto	62	72.6%	27.4%
Persian/Farsi	39	69.2%	30.8%
Somali	707	69.0%	31.0%
Spanish	1176	67.9%	32.1%
Turkish	81	66.7%	33.3%
Albanian/Shqip	146	66.4%	33.6%
Portuguese	1203	64.4%	35.6%
Romanian	88	61.4%	38.6%
Russian	70	61.4%	38.6%
Tigrinya	226	61.1%	38.9%
Arabic	561	60.2%	39.8%
Lithuanian	39	59.0%	41.0%
Polish	615	57.7%	42.3%
Tagalog/Filipino	52	57.7%	42.3%
Bengali	217	57.6%	42.4%
Bulgarian	55	56.4%	43.6%
Krio	64	56.3%	43.8%
Amharic	198	55.1%	44.9%
Urdu	262	55.0%	45.0%
Lingala	95	54.7%	45.3%
Panjabi	39	53.8%	46.2%
Tamil	42	52.4%	47.6%
Hindi	31	51.6%	48.4%
Ga	30	50.0%	50.0%
Swahili/Kiswahili	33	48.5%	51.5%
Akan/Twi-Fante	491	47.7%	52.3%
French	647	47.6%	52.4%
Czech	25	44.0%	56.0%
Slovak	23	43.5%	56.5%
Italian	243	43.2%	56.8%
Hungarian	29	41.4%	58.6%
Chinese	154	40.9%	59.1%
Igbo	101	40.6%	59.4%
Yoruba	406	39.7%	60.3%
Vietnamese	53	37.7%	62.3%
Swedish	32	34.4%	65.6%
German	62	33.9%	66.1%
Edo/Bini	30	33.3%	66.7%
Dutch/Flemish	22	31.8%	68.2%
Gujarati	46	30.4%	69.6%
Greek	27	29.6%	70.4%
Luganda	38	28.9%	71.1%
Japanese	32	28.1%	71.9%
Caribbean Creole English	21	23.8%	76.2%
<b>All Primary (EAL)</b>	<b>8993</b>	<b>56.0%</b>	<b>44.0%</b>

In primary schools, Kurdish (82%), Pashto/Pakhto (73%) and Persian/Farsi (69%) were the language groups who were the least fluent in English. Of the larger language groups, Somali (69%), Spanish (68%), Portuguese (64%) and Polish (58%) also showed lower proficiencies in English, relative to other language groups.

In contrast, Japanese, Luganda and Greek speaking pupils showed much higher English proficiency, with over 70% of pupils in these language groups being competent or fully fluent in English. Yoruba (60% competent/fluent) and Akan Twi Fante (52%) speakers were also recorded as being more fluent in English in comparison to many of their EAL peers, as were French speakers (52%).

Language groups such as Albanian/Shqip, Romanian, Russian, Lithuanian, Polish and Bulgarian also tended to have more pupils who were not fluent in English and follow a trend of low English proficiency of pupils whose language is associated with Central or Eastern European origin.

Many speakers of the main African languages, particularly those which are associated with African Commonwealth countries, such as Nigeria and Ghana, tended to be more proficient in English. Pupils who speak Igbo (Nigeria), Edo/Bini (Nigeria) Akan Twi-Fante (Ghana), Yoruba (Nigeria) and Luganda (Uganda), were more likely to be proficient in English compared to languages associated with non-Commonwealth African countries, such as Tigrinya (Ethiopia/Eritrea), Lingala (DR Congo) and Somali.

**Table 6: Pupil language and English proficiency in Lambeth secondary schools 2021 (20+ speakers)**

Language	Cohort	Stage A-C (Not Competent/ Fluent)	Stage D-E (Competent or Fluent)
Arabic	216	47.2%	52.8%
Spanish	697	44.9%	55.1%
Portuguese	562	44.0%	56.0%
Vietnamese	25	44.0%	56.0%
Somali	263	43.0%	57.0%
Polish	299	37.5%	62.5%
Pashto/Pakhto	30	33.3%	66.7%
Tigrinya	76	30.3%	69.7%
Turkish	33	30.3%	69.7%
Romanian	41	29.3%	70.7%
Chinese	28	28.6%	71.4%
Bengali	90	27.8%	72.2%
Italian	95	26.3%	73.7%
Bulgarian	23	26.1%	73.9%
Albanian/Shqip	41	22.0%	78.0%
French	297	21.2%	78.8%
Tagalog/Filipino	32	18.8%	81.3%
Igbo	40	17.5%	82.5%
German	21	14.3%	85.7%
Amharic	50	14.0%	86.0%
Urdu	72	13.9%	86.1%
Akan/Twi-Fante	181	11.6%	88.4%
Yoruba	184	11.4%	88.6%
Lingala	46	6.5%	93.5%
Krio	28	3.6%	96.4%
<b>All Secondary (EAL)</b>	<b>3970</b>	<b>31.7%</b>	<b>68.3%</b>

***\*Totals may not add up to 100% due to pupils who were "Not yet assessed". Figures are for those schools for whom proficiency in English data was collected.***

In secondary schools, pupils tend to be more proficient in English. However speakers of Arabic (47% not fluent), Spanish (45%) and Portuguese (44%), still had high levels of pupils who were not fluent in English. Of note, most of the largest language groups in Lambeth, particularly Spanish, Portuguese, Somali and Polish demonstrated lower levels of English proficiency across both primary and secondary phases, relative to other language groups.

The majority of the major language groups in secondary schools listed in Table 6 had over 70% of speakers who were competent/fluent in English, including many languages which showed low proficiency in primary schools (Table 5).

## 7. English Proficiency and Attainment

The speed of acquisition for pupils with English as an additional language and its implications for performance is a relatively under-researched field, but one of crucial importance to all involved in education. In this section of the report we look at the influence of proficiency in English on pupil performance at different Key Stages. Lambeth, in common with many other inner London boroughs, has a high proportion of pupils whose first language is not English. For the purposes of this report, pupils categorized as Stages A-C are Not Fluent (require EAL support) and pupils categorized as Stage E are Fully Fluent (require no EAL support).

Table 7 shows that more Key Stage 1 EAL pupils are at low levels of English proficiency than for later key stages. At Key Stage 2, more EAL pupils have progressed to the intermediate stages of proficiency in English (C and D). By the time they reach Key Stage 4, the majority of EAL pupils are fully fluent in English (E) and there are hardly any pupils at the early stages of English proficiency.

**Table 7: Stage of Proficiency by Key Stage Year in Lambeth Schools 2018**

Proficiency Stage	EYFS	KS1	KS2	KS4
Stage A (New to English)	9.2%	3.6%	1.3%	1.2%
Stage B (Early Acquisition)	14.1%	11.7%	5.2%	2.4%
Stage C (Developing Competence)	12.0%	16.9%	13.4%	6.0%
Stage D (Competent)	6.0%	8.6%	17.3%	12.7%
Stage E (Fully Fluent)	4.2%	8.7%	15.0%	26.0%
English Only	51.4%	50.1%	47.1%	50.7%

## Attainment in Primary Schools

### Key Stage 2

**Table 10: Key Stage 2 Attainment by Stage of Proficiency in English 2019**

Proficiency	Pupil No.	Reading	Writing	Maths	GPS	RWM	RWM High
Stage A	17	0%	0%	0%	0%	0%	0%
Stage B	103	23%	25%	41%	33%	14%	1%
Stage C	370	63%	70%	77%	72%	51%	1%
Stage D	512	81%	84%	88%	89%	73%	5%
Stage E (Fully Fluent)	566	95%	96%	96%	97%	91%	23%
Stage A-C (Not Competent/Fluent)	492	53%	58%	67%	62%	41%	1%
Stage A-E (EAL)	1570	77%	80%	84%	83%	70%	11%
English Only	1393	79%	81%	82%	81%	71%	16%

Like in KS1, EAL pupils overall at KS2 achieved similar outcomes to monolingual English speakers (70% and 71% RWM respectively). However, very few EAL pupils in the early stages of English proficiency achieved the expected standard at Reading, Writing and Maths combined, with no Stage A pupils at all achieving the measure. EAL pupils at early proficiency in English performed better at Maths than at Reading or Writing. The pattern from previous key stages is repeated, with attainment across all subjects improving as proficiency in English increases.

EAL pupils who were competent or fluent in English outperformed monolingual English speakers with Stage E in particular (91% RWM) achieving 20 percentage points higher than their monolingual peers. 1 in 4 EAL pupils who were fully fluent in English achieved the higher standard at RWM, nearly one and a half times as likely to do so than English-only speakers.

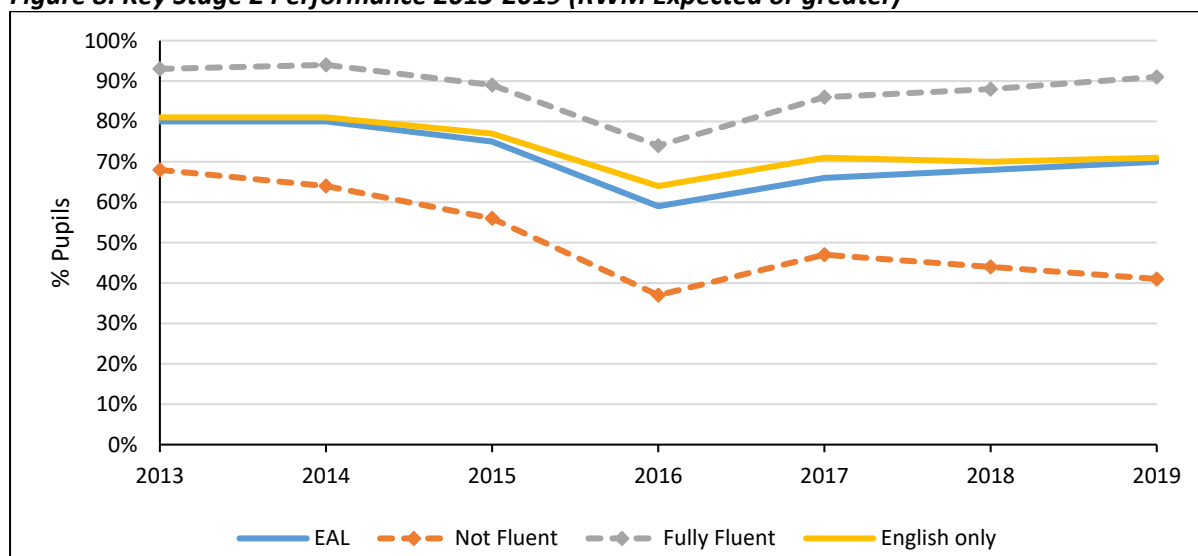
**Table 11: Lambeth KS2 Attainment by Stage of Proficiency in English 2013-2019 (RWM)**

Proficiency Stage	2013	2014	2015	2016	2017	2018	2019	Change 18-19
EAL	80%	80%	75%	59%	66%	68%	70%	+2%
Not Competent/Fluent	68%	64%	56%	37%	47%	44%	41%	-3%
Fully Fluent	93%	94%	89%	74%	86%	88%	91%	+3%
English only	81%	81%	77%	64%	71%	70%	71%	+1%
All Pupils	80%	81%	76%	61%	69%	69%	70%	+1%

Table 11 shows Key Stage 2 attainment over the last seven years. As at Key Stage 1, the performance between EAL pupils overall and English Only pupils during this period has closed. Achievement of pupils who are fully fluent in English continues to be high, with their 2019 outcome being 21 percentage points above the overall test average for all pupils.

There remains a significant and widening gap in attainment between EAL pupils who are fully fluent in English and those that are not competent or fluent in English and require EAL support, with the gap doubling from 25 percentage points in 2013 to 50 percentage points in 2019. The gap is also considerably wider than that seen at KS1.

**Figure 8: Key Stage 2 Performance 2013-2019 (RWM Expected or greater)**





## Attainment in Secondary Schools

### GCSE

Analyses of GCSE results also show that fluency in English continues to have a strong influence on the performance of pupils with English as an additional language (Table 12).

**Table 12: GCSE Attainment by Stage of Proficiency in English 2018**

Proficiency	Pupil No.	5+ A*-C EM	Attainment8	English and Maths 9-4	English and Maths 9-5
Stage A	17	0%	16.2	0%	0%
Stage B	29	10%	26.5	10%	3%
Stage C	116	39%	40.0	49%	22%
Stage D	264	64%	49.6	69%	48%
Stage E (Fully Fluent)	459	65%	49.4	68%	47%
Stage A-C (Not Competent/Fluent)	162	30%	35.3	37%	17%
Stage A-E (EAL)	885	58%	48.0	63%	42%
English Only	1083	50%	41.9	56%	36%

EAL pupils overall at GCSE outperformed monolingual English-only pupils across all measures, with EAL pupils achieving a six point higher mean Attainment8 score and six percentage points higher than their monolingual peers at 9-5 English and Maths.

EAL pupils in secondary phase tend to be more proficient in English than in the primary phase and pupils at Stage D and Stage E achieved significantly better outcomes than English-only pupils across all the headline measures.

However, approximately 1 in 5 Lambeth GCSE EAL pupils were not competent/fluent in English and maintain the pattern experienced at all previous key stages by performing below the outcomes for their more fluent and monolingual English-only peers. No Stage A pupils and very few Stage B pupils achieved any of the measures. Stage C pupils were 14 percentage points below English-only pupils achieving grade 9-5 at English and Maths.

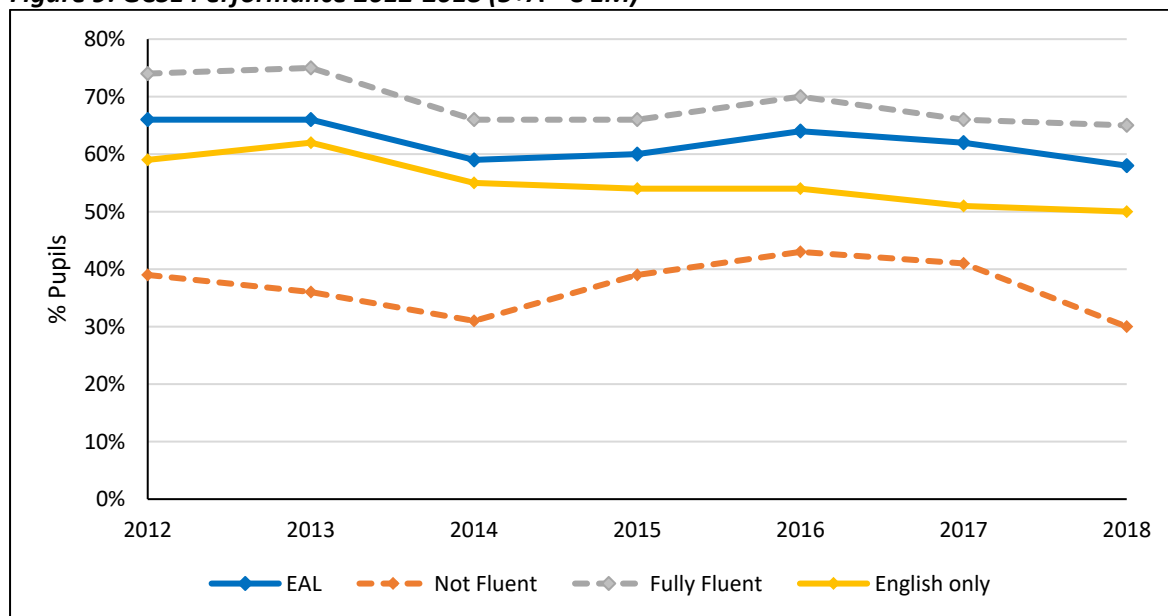
**Table 13: Lambeth GCSE Attainment by Stage of Proficiency in English 2012-2018 (5+A\*-C EM)**

Proficiency Stage	2012	2013	2014	2015	2016	2017	2018	Change 17-18
EAL	66%	66%	59%	60%	64%	62%	58%	-4%
Not Competent/Fluent	39%	36%	31%	39%	43%	41%	30%	-11%
Fully Fluent	74%	75%	66%	66%	70%	66%	65%	-1%
English only	59%	62%	55%	54%	54%	51%	50%	-1%
All Pupils	61%	62%	56%	57%	56%	56%	54%	-2%

Lambeth EAL pupils at GCSE buck the trend seen over previous key stages. Over the seven year period between 2012 and 2018 (Table 13), EAL pupils overall consistently outperformed English Only speakers with the gap in 2018 at eight percentage points for pupils achieving 5 or more A\*-C including English and Maths. Fully fluent pupils performed 15 percentage points better than their English-only peers whilst only 1 in 3 EAL pupils who were not competent/fluent in English achieved the measure.

Most Lambeth EAL pupils sitting GCSE have progressed to an English proficiency that is competent or better having been in the school system for longer and the pattern of high attainment from EAL pupils who are fluent in English across all key stages offers a reason why EAL pupils overall consistently outperform monolingual English speakers at GCSE.

**Figure 9: GCSE Performance 2012-2018 (5+A\*-C EM)**



## 8. Language Diversity and Attainment in Schools

### KS2 Attainment by Language Spoken

Table 14 shows language spoken for pupils in Lambeth at Key Stage 2 in 2019. After English speakers (46.5% of KS2 pupils), the most common groups were Spanish (7.3%), Portuguese (6.2%) and Somali (5.3%), followed by sizable groups of Polish (3.6%) and French-speaking (3.6%) pupils. Where language groups consisted of significant numbers of more than one main ethnic group, this has been disaggregated.

The highest performing language groups were Urdu (86% RWM) and Chinese (85% RWM) with Chinese having the most pupils achieving the RWM Higher measure with 1 in 3 Chinese pupils achieving the outcome (compared to 1 in 7 monolingual English-speaking pupils).

Of the larger language groups who performed well at KS2, Polish-speaking pupils were eight percentage points above the local authority average at RWM. Arabic-speaking pupils also performed above the LA average, but on closer examination, Arabic speakers from a 'Black African' ethnic background (64% RWM) were underperforming when compared to 73% of Arabic speakers from 'Any Other Group' (suggestive of Arabic North African or Middle Eastern origin) who achieved the expected outcome and were working above the LA average.

**Table 14. Key Stage 2 attainment of main language groups in Lambeth schools 2019**

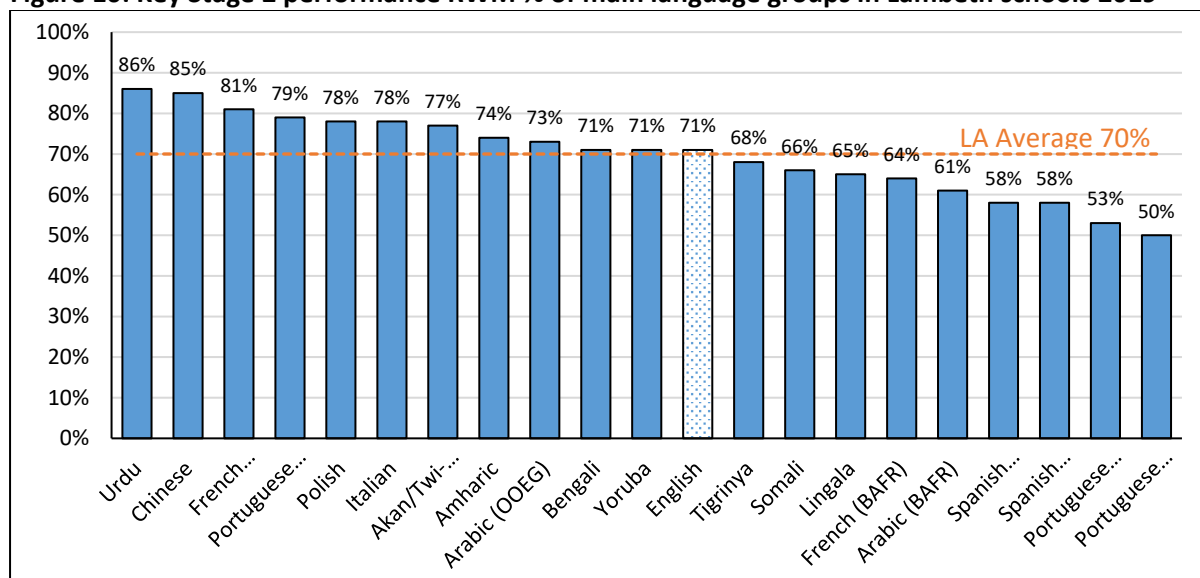
Language	Pupil No.	Reading %	Writing %	Maths %	RWM %	RWM High %
Urdu	55	91%	91%	96%	86%	18%
Chinese	20	90%	85%	95%	85%	30%
Polish	110	84%	87%	93%	78%	7%
Italian	41	83%	81%	81%	78%	12%
Akan/Twi-Fante	88	83%	86%	88%	77%	13%
Arabic	93	83%	87%	88%	75%	9%
<i>Arabic (Black African)</i>	31	71%	84%	78%	61%	10%
<i>Arabic (Any Other Group)</i>	30	80%	83%	87%	73%	13%
Amharic	23	83%	74%	83%	74%	22%
Bengali	45	76%	80%	84%	71%	11%
Yoruba	92	79%	79%	79%	71%	9%
English	1420	79%	81%	82%	71%	15%
<i>English (Black Caribbean)</i>	441	69%	74%	75%	60%	5%
<i>English (White British)</i>	405	87%	87%	89%	80%	29%
<i>English (Black African)</i>	133	77%	84%	83%	73%	13%
French	110	77%	79%	83%	69%	12%
<i>French (Black African)</i>	64	75%	77%	83%	64%	5%
<i>French (White Other)</i>	16	88%	81%	88%	81%	44%
Tigrinya	47	75%	85%	94%	68%	13%
Somali	163	75%	82%	86%	66%	8%
Lingala	23	74%	65%	74%	65%	4%
Spanish	222	68%	69%	80%	57%	6%
<i>Spanish (Any Other Group)</i>	84	71%	70%	85%	58%	5%
<i>Spanish (White Other)</i>	95	66%	70%	78%	58%	6%
Portuguese	191	61%	69%	69%	55%	9%
<i>Portuguese (White Other)</i>	137	61%	69%	68%	53%	7%
<i>Portuguese (Black African)</i>	14	79%	86%	86%	79%	21%
<i>Portuguese (Any Other Group)</i>	8	50%	50%	88%	50%	0%
<b>Lambeth (ALL)</b>	<b>3057</b>	<b>78%</b>	<b>81%</b>	<b>83%</b>	<b>70%</b>	<b>13%</b>

The lowest performing language groups at RWM were Portuguese (55%), Spanish (57%) and Lingala (65%). Speakers of these language were also less likely to achieve the RWM Higher measure with less than 1 in 10 of these groups achieving the outcome. On closer examination, Portuguese speakers with an ethnic background of 'White Other' (suggesting pupils from Portugal) and speakers with an ethnic background of 'Any Other Group' (suggesting pupils from Brazil) were the lowest performers of all. These two groups were outperformed by Black African Portuguese speakers (79% RWM), but caution should be applied to this figure as the cohort size for this group is relatively small with only 14 speakers and was underperforming in previous years.

Of the larger language groups who underperformed at KS2, Somali speakers were four percentage points below the LA average, slightly lower than in previous years. French speaking pupils were performing at around the LA average, but on closer analysis, Black African French speakers (suggesting origin from one of the many former African French colonies, such as Ivory Coast, Mali, Senegal etc) were performing below the LA average (64%), but French speakers from the White Other ethnic group (suggesting European heritage) were amongst the highest achievers with 81% achieving the RWM and nearly 1 in 2 achieving the RWM Higher measure.

Monolingual English-speaking pupils were performing in line with the LA average in 2019, but looking at this further, White British English speakers were performing 20 percentage points higher at RWM than Black Caribbean English speakers, a group who have consistently underperformed at LA and national level.

**Figure 10: Key Stage 2 performance RWM % of main language groups in Lambeth schools 2019**

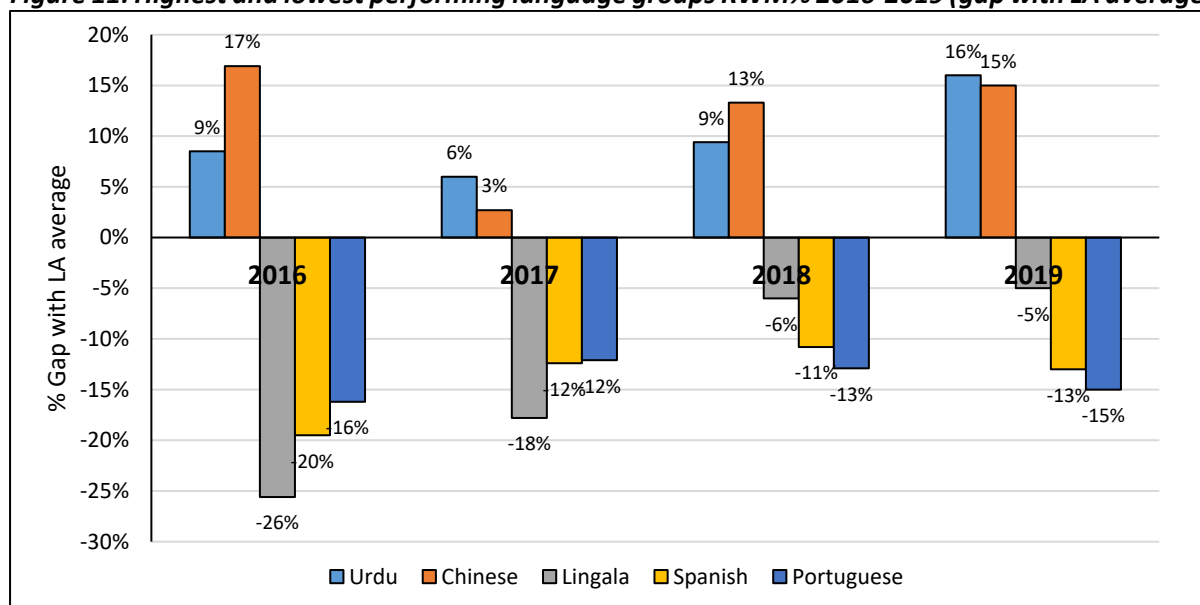


Looking back over the last few years (Table 15), the highest performing language groups, Urdu and Chinese, have consistently been achieving above the local authority average. In contrast, the two lowest performing language groups, Spanish and Portuguese pupils have consistently performed well below the local authority average (Figure 11). Polish speaking pupils in previous years have underperformed, but in the last couple of years they have outperformed monolingual English-only pupils and were achieving well above the LA average.

**Table 15: Key Stage 2 performance of main language groups RWM % and gap analysis 2016-2019**

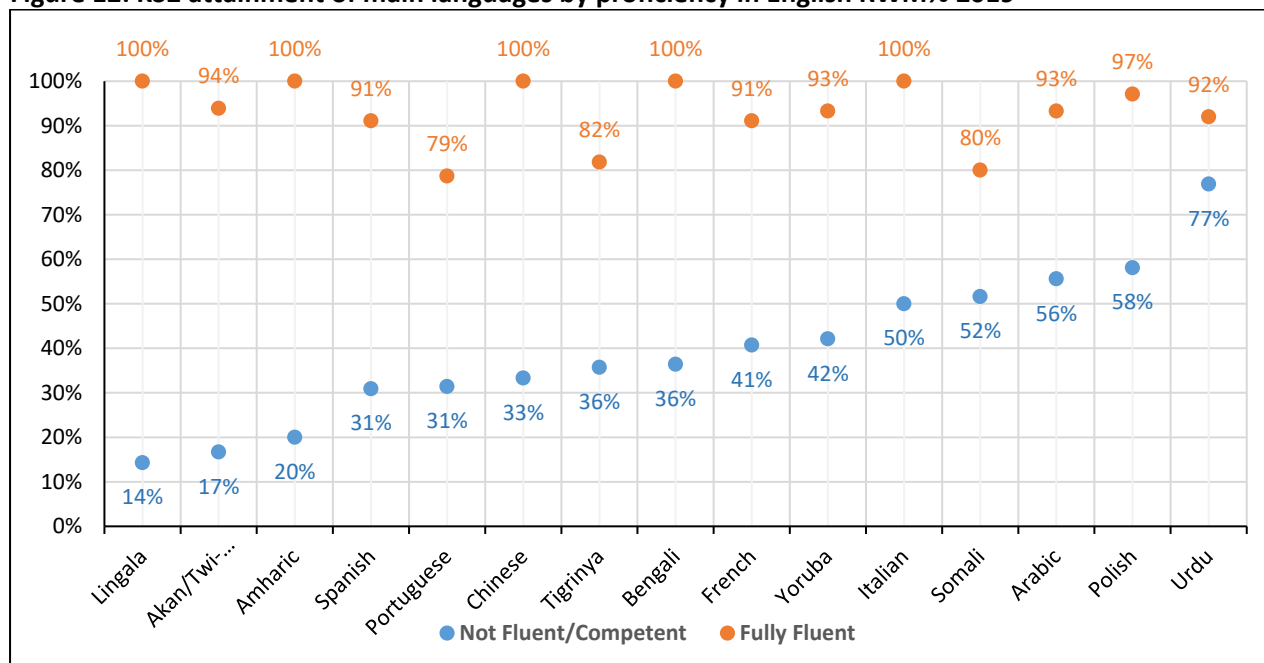
Language	Expected or better RWM %				Gap with LA average %			
	2016	2017	2018	2019	2016	2017	2018	2019
Urdu	71%	76%	79%	86%	9%	6%	9%	16%
Chinese	79%	73%	83%	85%	17%	3%	13%	15%
Polish	58%	60%	79%	78%	-4%	-10%	9%	8%
Italian	60%	54%	64%	78%	-2%	-16%	-6%	8%
Akan/Twi-Fante	64%	63%	69%	77%	2%	-8%	-1%	7%
Arabic	66%	78%	71%	75%	4%	8%	1%	5%
Amharic	89%	85%	82%	74%	27%	15%	12%	4%
Bengali	76%	78%	68%	71%	14%	8%	-2%	1%
Yoruba	66%	80%	69%	71%	4%	10%	-1%	1%
English	64%	71%	70%	71%	2%	1%	0%	1%
French	60%	73%	68%	69%	-3%	3%	-2%	-1%
Tigrinya	77%	71%	67%	68%	15%	1%	-3%	-2%
Somali	62%	71%	70%	66%	0%	1%	0%	-4%
Lingala	36%	52%	64%	65%	-26%	-18%	-6%	-5%
Spanish	43%	58%	59%	57%	-20%	-12%	-11%	-13%
Portuguese	46%	58%	57%	55%	-16%	-12%	-13%	-15%
<b>Lambeth ALL</b>	<b>62%</b>	<b>70%</b>	<b>70%</b>	<b>70%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

**Figure 11: Highest and lowest performing language groups RWM% 2016-2019 (gap with LA average)**



Different language groups varied by level of proficiency in English. Figure 12 shows a breakdown of the attainment of different language speakers by their proficiency in English. Pupils who were not competent or fluent in English (Stage A-C) performed least well across all language groups. As pupils progressed to be competent in English (Stage D) attainment also improved across all language groups. Pupils who were assessed as being fully fluent in English demonstrated the highest attainment, with all or nearly all pupils achieving the expected standard, regardless of language spoken.

**Figure 12: KS2 attainment of main languages by proficiency in English RWM% 2019**



This is consistent with findings from previous research and encouragingly confirms that once the barrier of language is overcome, it is possible for all pupils to achieve well. This evidence can be used with schools to demonstrate that the more effective their English language teaching is, the more positive impact it will have on the results of individual EAL pupils and therefore on the results of the whole school.

## GCSE Attainment by Language Spoken

Table 16 shows languages spoken for pupils in Lambeth who sat GCSE exams in 2018. After English speakers (50.9% of GCSE pupils), the most common groups were Portuguese (8.3%), Spanish (7.4%) and Somali (4.4%), followed by sizable groups of speakers of French (2.6%) and Yoruba (2.1%). Where language groups consisted of significant numbers of more than one main ethnic group, this has been disaggregated.

**Table 16. GCSE attainment of main language groups in Lambeth schools 2018**

Language	Pupil No.	5+A*C/ 9-4EM%	9-4EM%	9-5EM%	Attainment8
Chinese	17	82%	82%	71%	59.5
Tagalog/Filipino	10	80%	80%	60%	59.7
Polish	37	76%	76%	62%	57.0
Albanian/Shqip	11	73%	82%	64%	51.6
Igbo	14	71%	71%	64%	49.5
Bengali	34	71%	77%	50%	50.7
Italian	15	67%	80%	53%	54.8
Yoruba	44	66%	68%	50%	48.6
Somali	94	64%	78%	51%	48.1
Tigrinya	20	60%	60%	50%	44.2
Arabic	37	60%	60%	41%	42.9
<i>Arabic (Black African)</i>	9	67%	67%	44%	46.9
<i>Arabic (Any Other Group)</i>	7	29%	29%	29%	37.6
French	56	59%	68%	30%	46.9
<i>French (Black African)</i>	34	53%	65%	21%	42.9
<i>French (White Other)</i>	5	80%	80%	60%	59.7
Akan/Twi-Fante	41	54%	63%	42%	42.4
Portuguese	176	52%	55%	34%	45.1
<i>Portuguese (White Other)</i>	142	51%	54%	34%	45.6
<i>Portuguese (Black African)</i>	11	55%	55%	36%	45.7
<i>Portuguese (Any Other Group)</i>	8	25%	25%	25%	35.3
Spanish	157	51%	55%	29%	44.3
<i>Spanish (Any Other Group)</i>	80	46%	50%	29%	42.9
<i>Spanish (White Other)</i>	50	58%	62%	30%	45.0
English	1079	50%	55%	36%	41.8
<i>English (Black Caribbean)</i>	379	36%	43%	24%	36.5
<i>English (White British)</i>	210	56%	62%	42%	46.9
<i>English (Black African)</i>	167	63%	67%	50%	46.9
<b>Lambeth (ALL)</b>	<b>2116</b>	<b>55%</b>	<b>60%</b>	<b>39%</b>	<b>44.6</b>

Referencing the 5 or more A\*-C/9-4 with English and Maths measure, the highest performing language groups in 2018 were Chinese (82%) and Tagalog/Filipino (80%) speaking pupils with Chinese speaking pupils also having the highest outcome for pupils achieving the new 9-5 English and Maths headline measure (71%).

Like at Key Stage 2, Polish speaking pupils continued a trend of high achievement for this group where 76% achieved the outcome at GCSE in 2018. Somali pupils also performed well being nine percentage points above the LA average of 55%.

Of the larger language groups in Lambeth, French speakers (59%) were performing just above the local authority average, but as in Key Stage 2, there was a stark difference in performance between Black African French speaking pupils of whom just 53% achieved the 5+A\*-C/9-4 EM measure and the results of French speaking pupils from a White Other ethnic background (80%).

Portuguese speakers (52%) and Spanish speakers (51%) continued a consistent trend of underperformance at key stage tests. On closer examination, there was no discernible difference between the performance of Black African Portuguese speakers and White Other Portuguese speakers. However, only a quarter of Portuguese speakers from 'Any Other Group' (suggesting Brazilian heritage) achieved the measure, but caution should be applied to this as the cohort size was small and further analysis should be done before any conclusions can be drawn.

Notably, monolingual English speaking pupils were the lowest performing of the main language groups in Lambeth schools at GCSE in 2018 at nearly all of the headline outcomes including 5+A\*-C/9-4 including English and Maths, 9-4 English and Maths and mean attainment 8 score. The main ethnic cohort of English speakers was Black Caribbean and the underachievement of pupils from Black Caribbean heritage is a persistent problem facing national policymakers for many years (Demie, McLean 2017). With just 1 in 3 pupils achieving the 5+A\*-C/9-4 EM measure, their underperformance has a significant impact on the English speaking cohort. White British English speakers were working in line with the LA average with about 1 in 2 pupils achieving the outcome. Black African English speakers were a higher performing group with two thirds of this group achieving the outcome.

**Table 17. GCSE performance of main language groups 5+A\*-C/9-4EM % and gap analysis 2015-2018**

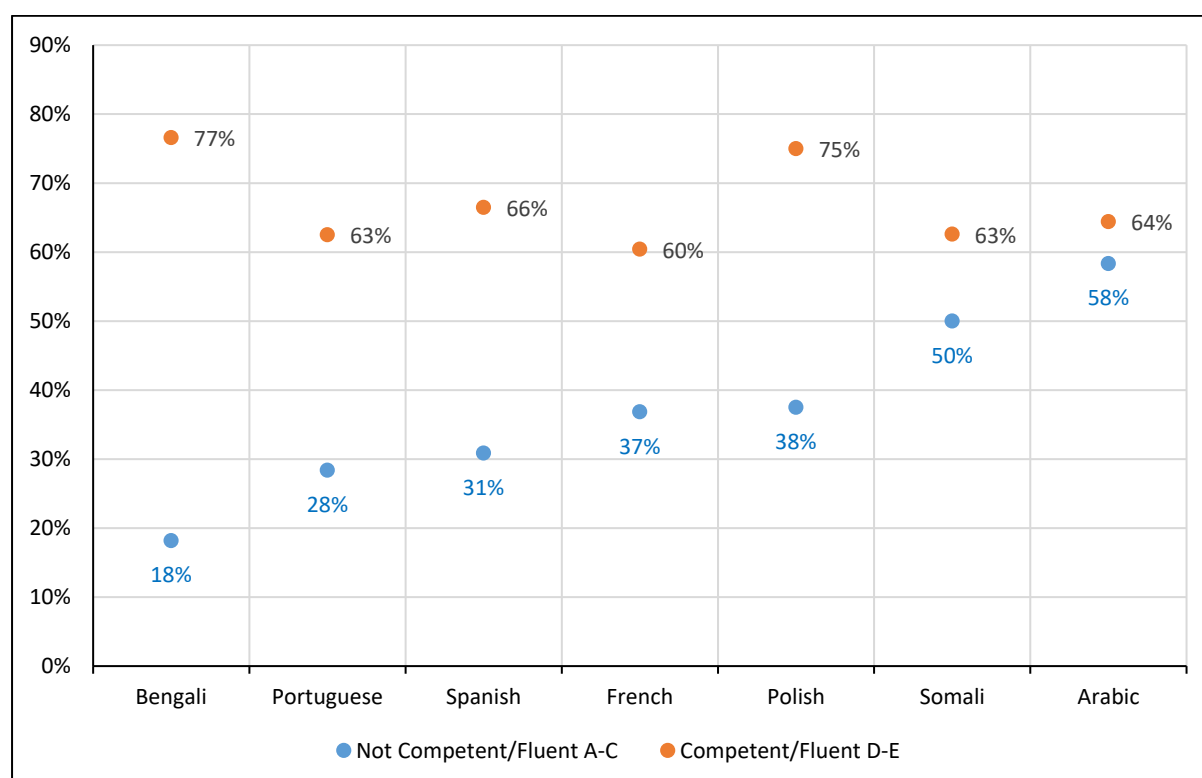
Language	2015	2016	2017	2018		2015	2016	2017	2018
Chinese	63%	78%	91%	82%		6%	22%	35%	27%
Tagalog/Filipino	92%	100%	x	80%		35%	44%	x	25%
Polish	68%	65%	56%	76%		11%	9%	0%	21%
Albanian/Shqip	55%	78%	86%	73%		-2%	22%	30%	18%
Igbo	x	77%	54%	71%		x	21%	-2%	16%
Bengali	58%	70%	62%	71%		1%	14%	6%	16%
Italian	88%	69%	x	67%		31%	13%	x	12%
Yoruba	68%	62%	60%	66%		11%	6%	4%	11%
Somali	55%	71%	55%	64%		-2%	15%	-1%	9%
Tigrinya	79%	50%	81%	60%		22%	-6%	25%	5%
Arabic	67%	62%	68%	60%		10%	5%	12%	4%
French	50%	61%	55%	59%		-7%	5%	-1%	4%
Akan/Twi-Fante	64%	58%	55%	54%		7%	1%	-1%	-1%
Portuguese	50%	59%	57%	52%		-7%	3%	1%	-3%
Spanish	54%	48%	60%	51%		-3%	-8%	4%	-4%
English	54%	53%	53%	50%		-3%	-3%	-3%	-6%
Lingala	43%	50%	27%	x		-14%	-6%	-29%	x
Urdu	82%	60%	67%	x		25%	4%	11%	x
Amharic	100%	90%	X	x		43%	34%	x	x
Lambeth ALL	57%	56%	56%	55%		0%	0%	0%	0%

Table 17 examines GCSE performance of the main language groups, looking back over the last few years (language cohorts in any year which are under 10 pupils has been suppressed). The highest performing language group, Chinese, has consistently achieved above the local authority average. Notably, most language groups which performed better than the LA average in 2018 also performed well in previous years, being close to or above the LA average, particularly speakers of Tagalog, Polish, Albanian, Bengali, Italian and Yoruba.

The lowest performing language group in 2018, monolingual English speakers, have consistently performed below the local authority average (Figure 11). Spanish speakers have also underperformed in previous years as did speakers of Lingala.

Pupils at Key Stage 4 tended to be more fluent in English with very few pupils at the early stages of proficiency. Consequently, many language groups had few or no pupils who were not fluent/competent in English. For those language groups for which there were measurable numbers of pupils sitting GCSE exams, those who were not competent/fluent in English repeated the pattern seen at KS2 by not performing as well as those who were competent/fluent in English (Figure ). In particular, the underachieving language groups, Spanish and Portuguese showed a 35 percentage point gap between those who were not competent/fluent in English and those that were. 86% of Polish pupils sitting GCSE in 2019 were competent/fluent in English and three quarters of these achieved the 5+ A\*-C EM outcome, which would account for their continued high performance at GCSE in this and previous years.

**Figure 13: GCSE attainment of main languages by proficiency in English 5+A\*-C/9-4 EM % 2017&2018**





## 9. Conclusions

Lambeth is one of the most ethnically, linguistically and culturally diverse boroughs in England. The 2021 School Census showed that overall 81% of pupils in Lambeth schools belonged to ethnic minority communities. Having initially grown in numbers since 1992, the proportion of Black African pupils has remained consistent over recent years, while the levels of Black Caribbean pupils has fallen during this time. The proportion of White British pupils has also continued to decline, from 24.9% in 2000 to 15.9% in 2021, although absolute numbers have begun to rise again in recent years. White Other pupils are the fastest growing ethnic category followed by Mixed Heritage pupils.

The variety of different languages spoken has increased with 143 different languages spoken by Lambeth pupils in 2021, the largest groups being English, Spanish, Portuguese, Somali, French, Polish and Arabic. Of these 143 languages, 43 languages had more than 50 speakers. Spanish, Arabic and Polish speaking pupils are the fastest growing language groups in terms of absolute numbers, whilst speakers of Yoruba and Akan Twi-Fante continue to decline in number, despite being predominate language groups in previous years. This diversity is a strength that should be celebrated and reflected in all aspects of Lambeth schooling.

49% of pupils in primary schools and 46% in secondary schools were classed as EAL. The primary figure is a considerable increase over the 27% of EAL pupils seen in 1995. Of those pupils who spoke or understood a language in addition to English, 53% in primary and 30% in secondary were classified as not competent/fluent in English.

Language groups showed varying proficiencies in English. In Lambeth nursery and primary schools in 2021, pupils speaking Japanese, Greek and Luganda had the highest proportion of pupils who were Stage D-E (competent or fully fluent) in English with over 70%. Also demonstrating high English proficiency levels were speakers of Gujarati, Dutch/Flemish, Edo-Bini, German, Swedish, Vietnamese and Yoruba. In Lambeth secondary schools, pupils speaking Lingala, Yoruba, Akan/Twi-Fante, Urdu, Amharic and German demonstrated the highest English proficiency. Historically, many Black African languages associated with African states with Commonwealth origin showed a higher proficiency in English compared to languages associated with countries with non-Commonwealth roots.

At the opposite end of the spectrum, languages associated with Central and Eastern European nations such as Bulgarian, Romanian, Polish and Russian showed low levels of English proficiency. Of the main language groups in Lambeth, Spanish, Portuguese, Somali, Polish and Arabic demonstrated some of the lowest levels of English proficiency across both primary and secondary phases.

Research, both here and elsewhere has shown that EAL pupils who are not proficient in English tend to do less well in schools and pupils who are fully proficient in English consistently outperform their monolingual English-only peers across all key stages. The findings of this paper confirm that there is a strong relationship between the stage of proficiency in English and educational attainment. Empirical evidence from the LA shows that the performance level of EAL pupils increases as proficiency in English increases. Pupils in the early stages of proficiency perform at low levels, while EAL pupils assessed as fully fluent in English (Stage E) perform above the LA outcomes at all key stages. By the time pupils sit GCSE exams in Year 11, most EAL pupils have progressed to be competent/fluent in English and their high performance at GCSE would appear to have a significant impact on the test average for all pupils in the borough. 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.

## Appendix 1: Main Languages Spoken in Lambeth Nursery and Primary Schools 2021

Language	No.	%
English	11002	50.7%
Spanish	1428	6.6%
Portuguese	1412	6.5%
Somali	832	3.8%
French	768	3.5%
Arabic	687	3.2%
Polish	633	2.9%
Akan/Twi-Fante	553	2.6%
Yoruba	485	2.2%
Italian	298	1.4%
Tigrinya	272	1.3%
Urdu	271	1.3%
Bengali	259	1.2%
Amharic	234	1.1%
Chinese	170	0.8%
Albanian/Shqip	168	0.8%
Igbo	120	0.6%
Lingala	105	0.5%
Romanian	97	0.4%
Turkish	94	0.4%
Russian	84	0.4%
Believed Other than English	79	0.4%
German	78	0.4%
Krio	74	0.3%
Pashto/Pakhto	69	0.3%
Vietnamese	66	0.3%
Tagalog/Filipino	62	0.3%
Other Language	56	0.3%
Kurdish	51	0.2%
Bulgarian	50	0.2%
Gujarati	45	0.2%
Persian/Farsi	43	0.2%
Luganda	41	0.2%
Panjabi	41	0.2%
Swahili/Kiswahili	40	0.2%
Japanese	39	0.2%
Lithuanian	38	0.2%
Swedish	37	0.2%
Czech	36	0.2%
Ga	35	0.2%
Edo/Bini	34	0.2%
Hungarian	34	0.2%
Hindi	34	0.2%
Tamil	34	0.2%
Greek	33	0.2%
Caribbean Creole English	29	0.1%
Dutch/Flemish	25	0.1%
Hausa	24	0.1%
Slovak	23	0.1%
Finnish	19	0.1%
Manding/Malinke	18	0.1%
Refused	18	0.1%
Latvian	17	0.1%
Ewe	15	0.1%
Other than English	15	0.1%
Ukrainian	15	0.1%
Fula/Fulfulde-Pulaar	14	0.1%
Serbian/Croatian/Bosnian	14	0.1%
Information not obtained	13	0.1%
Danish	11	0.1%
Esan/Ishan	10	<0.1%
Norwegian	10	<0.1%
Shona	10	<0.1%
Tigre	10	<0.1%
Malayalam	9	<0.1%
Thai	9	<0.1%
Urhobo-Isoko	9	<0.1%
Caribbean Creole French	8	<0.1%
Pahari (Pakistan)	8	<0.1%
Acholi	7	<0.1%
Ebira	7	<0.1%

Language	No.	%
Estonian	7	<0.1%
Kikuyu/Gikuyu	7	<0.1%
Mongolian (Khalkha)	7	<0.1%
Wolof	7	<0.1%
Armenian	6	<0.1%
Bemba	6	<0.1%
Catalan	6	<0.1%
Guarani	6	<0.1%
Berber/Tamazight	6	<0.1%
Afrikaans	5	<0.1%
Icelandic	5	<0.1%
Kinyarwanda	5	<0.1%
Macedonian	5	<0.1%
Nepali	5	<0.1%
Sinhala	5	<0.1%
Zulu	5	<0.1%
British Sign Language	4	<0.1%
Hebrew	4	<0.1%
Itsekiri	4	<0.1%
Konkani	4	<0.1%
Lango (Uganda)	4	<0.1%
Malay/Indonesian	4	<0.1%
Telugu	4	<0.1%
Basque/Euskara	3	<0.1%
Chichewa/Nyanja	3	<0.1%
Katchi	3	<0.1%
Korean	3	<0.1%
Mauritian/Seychelles Creole	3	<0.1%
Romani (International)	3	<0.1%
Temne	3	<0.1%
Tiv	3	<0.1%
West-African Pidgin English	3	<0.1%
Bamileke (Any)	2	<0.1%
Welsh/Cymraeg	2	<0.1%
Georgian	2	<0.1%
Ijo (Any)	2	<0.1%
Marathi	2	<0.1%
Mende	2	<0.1%
Maltese	2	<0.1%
Nzema	2	<0.1%
Oromo	2	<0.1%
Tswana/Setswana	2	<0.1%
Uzbek	2	<0.1%
Assyrian/Aramaic	1	<0.1%
Anyi-Baule	1	<0.1%
Chechen	1	<0.1%
Dagbani	1	<0.1%
Efik-Ibibio	1	<0.1%
Fang	1	<0.1%
Gaelic/Irish	1	<0.1%
Iban	1	<0.1%
Idoma	1	<0.1%
Igala	1	<0.1%
Kirghiz/Kyrgyz	1	<0.1%
Moore/Mossi	1	<0.1%
Ndebele	1	<0.1%
Romany/English Romanes	1	<0.1%
Siraiki	1	<0.1%
Sotho/Sesotho	1	<0.1%
Swazi/Siswati	1	<0.1%
Sundanese	1	<0.1%
Tibetan	1	<0.1%
Tulu	1	<0.1%
Tumbuka	1	<0.1%
Visayan/Bisaya	1	<0.1%
<b>Total</b>	<b>21680</b>	<b>100%</b>

## Appendix 2: Main Languages Spoken in Lambeth Secondary Schools 2021

Language	No.	%	Language	No.	%
English	7729	53.4%	Japanese	6	0.0%
Spanish	1081	7.5%	Manding/Malinke	6	0.0%
Portuguese	914	6.3%	Norwegian	6	0.0%
Somali	602	4.2%	Tigre	6	0.0%
French	496	3.4%	Esan/Ishan	5	0.0%
Polish	393	2.7%	Finnish	5	0.0%
Arabic	367	2.5%	Katchi	5	0.0%
Yoruba	315	2.2%	Malayalam	5	0.0%
Akan/Twi-Fante	240	1.7%	Shona	5	0.0%
Other than English	184	1.3%	Ukrainian	5	0.0%
Bengali	165	1.1%	Catalan	4	0.0%
Italian	135	0.9%	Georgian	4	0.0%
Believed to be Other than	128	0.9%	Hebrew	4	0.0%
Tigrinya	110	0.8%	Latvian	4	0.0%
Urdu	103	0.7%	Luo (Kenya/Tanzania)	4	0.0%
Lingala	85	0.6%	Sinhala	4	0.0%
Amharic	80	0.6%	Afrikaans	3	0.0%
Albanian/Shqip	73	0.5%	Ebira	3	0.0%
Turkish	72	0.5%	Estonian	3	0.0%
Information not obtained	68	0.5%	Icelandic	3	0.0%
Refused	62	0.4%	Macedonian	3	0.0%
Romanian	62	0.4%	Mongolian (Khalkha)	3	0.0%
Chinese	61	0.4%	Romany/English	3	0.0%
Krio	51	0.4%	Romani (International)	3	0.0%
Slovenian	51	0.4%	Sundanese	3	0.0%
Pashto/Pakhto	48	0.3%	Berber/Tamazight	3	0.0%
Tagalog/Filipino	48	0.3%	Acholi	2	0.0%
Igbo	46	0.3%	Welsh/Cymraeg	2	0.0%
Vietnamese	44	0.3%	Guarani	2	0.0%
Bulgarian	35	0.2%	Konkani	2	0.0%
Russian	34	0.2%	Malay/Indonesian	2	0.0%
Kurdish	33	0.2%	Ndebele	2	0.0%
Panjabi	28	0.2%	West-African Pidgin	2	0.0%
German	27	0.2%	Afar-Saho	1	0.0%
Greek	25	0.2%	Balochi	1	0.0%
Ga	23	0.2%	Bemba	1	0.0%
Luganda	23	0.2%	British Sign Language	1	0.0%
Swahili/Kiswahili	23	0.2%	Cambodian/Khmer	1	0.0%
Persian/Farsi	22	0.2%	Danish	1	0.0%
Dutch/Flemish	20	0.1%	Efik-Ibibio	1	0.0%
Other Language	18	0.1%	Gaelic (Scotland)	1	0.0%
Lithuanian	17	0.1%	Herero	1	0.0%
Hungarian	16	0.1%	Igala	1	0.0%
Hindi	16	0.1%	Itsekiri	1	0.0%
Wolof	16	0.1%	Kikongo	1	0.0%
Edo/Bini	15	0.1%	Korean	1	0.0%
Gujarati	15	0.1%	Mende	1	0.0%
Caribbean Creole English	14	0.1%	Mauritian/Seychelles	1	0.0%
Tamil	14	0.1%	Nepali	1	0.0%
Swedish	11	0.1%	Oromo	1	0.0%
Czech	10	0.1%	Pahari/Himachali (India)	1	0.0%
Hausa	10	0.1%	Pahari (Pakistan)	1	0.0%
Serbian/Croatian/Bosnian	10	0.1%	Samoan	1	0.0%
Slovak	10	0.1%	Siraiki	1	0.0%
Ewe	8	0.1%	Tiv	1	0.0%
Fula/Fulfulde-Pulaar	7	0.0%	Visayan/Bisaya	1	0.0%
Thai	7	0.0%	Zulu	1	0.0%
Caribbean Creole French	6	0.0%	<b>Total</b>	<b>14472</b>	<b>100.0%</b>

### Appendix 3: All Languages Spoken in Lambeth Schools in 2021 – by Type of School

Language	Nursery		Primary		Secondary		Special		PRU		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Acholi	0	0.00%	7	0.00%	0	0.00%	2	0.00%	0	0.00%	9	0.00%
Afar-Saho	0	0.00%	0	0.00%	0	0.00%	1	0.00%	0	0.00%	1	0.00%
Afrikaans	0	0.00%	6	0.00%	0	0.00%	3	0.00%	0	0.00%	9	0.00%
Akan/Twi-Fante	26	4.50%	540	2.40%	0	0.00%	236	1.70%	6	1.00%	808	2.20%
Albanian/Shqip	5	0.90%	167	0.70%	0	0.00%	71	0.50%	2	0.30%	245	0.70%
Amharic	12	2.10%	222	1.00%	0	0.00%	77	0.60%	6	1.00%	317	0.80%
Arabic	16	2.80%	681	3.10%	0	0.00%	356	2.50%	14	2.30%	1067	2.80%
Armenian	1	0.20%	5	0.00%	0	0.00%	0	0.00%	0	0.00%	6	0.00%
Assyrian/Aramaic	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Anyi-Baule	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Bamileke (Any)	0	0.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	2	0.00%
Balochi	0	0.00%	0	0.00%	0	0.00%	1	0.00%	0	0.00%	1	0.00%
Bemba	0	0.00%	6	0.00%	0	0.00%	1	0.00%	0	0.00%	7	0.00%
Bengali	7	1.20%	267	1.20%	0	0.00%	163	1.20%	4	0.70%	441	1.20%
British Sign Language	0	0.00%	4	0.00%	0	0.00%	1	0.00%	0	0.00%	5	0.00%
Basque/Euskara	0	0.00%	3	0.00%	0	0.00%	0	0.00%	0	0.00%	3	0.00%
Bulgarian	1	0.20%	64	0.30%	0	0.00%	35	0.30%	1	0.20%	101	0.30%
Cambodian/Khmer	0	0.00%	0	0.00%	0	0.00%	1	0.00%	0	0.00%	1	0.00%
Catalan	0	0.00%	6	0.00%	0	0.00%	4	0.00%	0	0.00%	10	0.00%
Caribbean Creole	1	0.20%	31	0.10%	0	0.00%	14	0.10%	0	0.00%	46	0.10%
Caribbean Creole	0	0.00%	9	0.00%	0	0.00%	6	0.00%	0	0.00%	15	0.00%
Chechen	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Chinese	1	0.20%	178	0.80%	0	0.00%	59	0.40%	2	0.30%	240	0.60%
Chichewa/Nyanja	0	0.00%	3	0.00%	0	0.00%	0	0.00%	0	0.00%	3	0.00%
Welsh/Cymraeg	0	0.00%	2	0.00%	0	0.00%	2	0.00%	0	0.00%	4	0.00%
Czech	1	0.20%	39	0.20%	0	0.00%	10	0.10%	1	0.20%	51	0.10%
Danish	0	0.00%	11	0.00%	0	0.00%	1	0.00%	0	0.00%	12	0.00%
Dagbane	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Dutch/Flemish	0	0.00%	26	0.10%	0	0.00%	19	0.10%	1	0.20%	46	0.10%
Ebira	0	0.00%	9	0.00%	0	0.00%	3	0.00%	0	0.00%	12	0.00%
Edo/Bini	2	0.30%	33	0.10%	0	0.00%	15	0.10%	1	0.20%	51	0.10%
Efik-Ibibio	0	0.00%	1	0.00%	0	0.00%	1	0.00%	0	0.00%	2	0.00%
English	310	53.90%	11293	50.60%	55	85.90%	7400	52.90%	383	62.30%	19442	51.80%
Esan/Ishan	1	0.20%	9	0.00%	0	0.00%	5	0.00%	0	0.00%	15	0.00%
Estonian	1	0.20%	6	0.00%	0	0.00%	3	0.00%	0	0.00%	10	0.00%
Ewe	0	0.00%	15	0.10%	0	0.00%	8	0.10%	0	0.00%	23	0.10%
Fang	0	0.00%	1	0.00%	0	0.00%	0	0.00%	1	0.20%	2	0.00%
Finnish	0	0.00%	19	0.10%	0	0.00%	5	0.00%	0	0.00%	24	0.10%
French	15	2.60%	780	3.50%	3	4.70%	482	3.40%	18	2.90%	1298	3.50%
Fula/Fulfulde-Pulaar	1	0.20%	16	0.10%	0	0.00%	7	0.10%	0	0.00%	24	0.10%
Ga	1	0.20%	34	0.20%	0	0.00%	23	0.20%	1	0.20%	59	0.20%
Gaelic/Irish	1	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Gaelic (Scotland)	0	0.00%	0	0.00%	0	0.00%	1	0.00%	0	0.00%	1	0.00%
Georgian	0	0.00%	2	0.00%	0	0.00%	4	0.00%	0	0.00%	6	0.00%
German	0	0.00%	80	0.40%	0	0.00%	25	0.20%	2	0.30%	107	0.30%
Kikuyu/Gikuyu	0	0.00%	7	0.00%	0	0.00%	0	0.00%	0	0.00%	7	0.00%
Galician/Galego	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Greek	2	0.30%	35	0.20%	0	0.00%	25	0.20%	1	0.20%	63	0.20%
Guarani	0	0.00%	6	0.00%	0	0.00%	2	0.00%	0	0.00%	8	0.00%
Gujarati	1	0.20%	59	0.30%	0	0.00%	14	0.10%	1	0.20%	75	0.20%
Hausa	0	0.00%	24	0.10%	0	0.00%	9	0.10%	1	0.20%	34	0.10%
Hindko	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.20%	1	0.00%
Hebrew	1	0.20%	3	0.00%	0	0.00%	4	0.00%	0	0.00%	8	0.00%

Language	Nursery		Primary		Secondary		Special		PRU		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Herero	0	0.00%	0	0.00%	0	0.00%	1	0.00%	0	0.00%	1	0.00%
Hungarian	0	0.00%	36	0.20%	0	0.00%	16	0.10%	0	0.00%	52	0.10%
Hindi	0	0.00%	36	0.20%	0	0.00%	16	0.10%	0	0.00%	52	0.10%
Iban	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Idoma	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Igala	0	0.00%	1	0.00%	0	0.00%	1	0.00%	0	0.00%	2	0.00%
Igbo	1	0.20%	119	0.50%	0	0.00%	44	0.30%	3	0.50%	167	0.40%
Ijo (Any)	0	0.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	2	0.00%
Itsekiri	0	0.00%	4	0.00%	0	0.00%	1	0.00%	0	0.00%	5	0.00%
Icelandic	0	0.00%	5	0.00%	0	0.00%	3	0.00%	0	0.00%	8	0.00%
Italian	8	1.40%	301	1.30%	0	0.00%	134	1.00%	2	0.30%	445	1.20%
Japanese	0	0.00%	40	0.20%	0	0.00%	6	0.00%	0	0.00%	46	0.10%
Katchi	0	0.00%	5	0.00%	0	0.00%	5	0.00%	0	0.00%	10	0.00%
Kirghiz/Kyrgyz	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Kinyarwanda	0	0.00%	5	0.00%	0	0.00%	0	0.00%	0	0.00%	5	0.00%
Konkani	0	0.00%	4	0.00%	0	0.00%	2	0.00%	0	0.00%	6	0.00%
Kikongo	0	0.00%	0	0.00%	0	0.00%	1	0.00%	0	0.00%	1	0.00%
Korean	0	0.00%	5	0.00%	0	0.00%	1	0.00%	0	0.00%	6	0.00%
Krio	2	0.30%	72	0.30%	0	0.00%	48	0.30%	4	0.70%	126	0.30%
Kurdish	2	0.30%	50	0.20%	0	0.00%	33	0.20%	1	0.20%	86	0.20%
Luganda	0	0.00%	46	0.20%	0	0.00%	23	0.20%	0	0.00%	69	0.20%
Lingala	1	0.20%	104	0.50%	1	1.60%	79	0.60%	8	1.30%	193	0.50%
Lithuanian	2	0.30%	45	0.20%	0	0.00%	17	0.10%	0	0.00%	64	0.20%
Lango (Uganda)	0	0.00%	4	0.00%	0	0.00%	0	0.00%	0	0.00%	4	0.00%
Latvian	0	0.00%	17	0.10%	0	0.00%	4	0.00%	0	0.00%	21	0.10%
Luo (Kenya/Tanzania)	0	0.00%	0	0.00%	0	0.00%	4	0.00%	0	0.00%	4	0.00%
Manding/Malinke	1	0.20%	17	0.10%	0	0.00%	6	0.00%	0	0.00%	24	0.10%
Marathi	0	0.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	2	0.00%
Mende	0	0.00%	2	0.00%	0	0.00%	1	0.00%	0	0.00%	3	0.00%
Macedonian	0	0.00%	5	0.00%	0	0.00%	3	0.00%	0	0.00%	8	0.00%
Malayalam	0	0.00%	9	0.00%	0	0.00%	5	0.00%	0	0.00%	14	0.00%
Maltese	0	0.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	2	0.00%
Malay/Indonesian	0	0.00%	4	0.00%	0	0.00%	2	0.00%	0	0.00%	6	0.00%
Mongolian (Khalkha)	1	0.20%	6	0.00%	0	0.00%	3	0.00%	0	0.00%	10	0.00%
Moore/Mossi	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Mauritian/Seychelles	0	0.00%	3	0.00%	0	0.00%	0	0.00%	1	0.20%	4	0.00%
Ndebele	0	0.00%	1	0.00%	0	0.00%	2	0.00%	0	0.00%	3	0.00%
Nepali	0	0.00%	5	0.00%	0	0.00%	1	0.00%	0	0.00%	6	0.00%
Norwegian	0	0.00%	11	0.00%	0	0.00%	5	0.00%	1	0.20%	17	0.00%
Information not	0	0.00%	14	0.10%	0	0.00%	68	0.50%	0	0.00%	82	0.20%
Nzema	0	0.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	2	0.00%
Oromo	0	0.00%	2	0.00%	0	0.00%	1	0.00%	0	0.00%	3	0.00%
Believed to be Other	0	0.00%	119	0.50%	0	0.00%	125	0.90%	4	0.70%	248	0.70%
Other than English	0	0.00%	17	0.10%	0	0.00%	184	1.30%	1	0.20%	202	0.50%
Other Language	0	0.00%	61	0.30%	0	0.00%	17	0.10%	1	0.20%	79	0.20%
Pashto/Pakhto	0	0.00%	74	0.30%	0	0.00%	48	0.30%	1	0.20%	123	0.30%
Pahari/Himachali	0	0.00%	2	0.00%	0	0.00%	1	0.00%	0	0.00%	3	0.00%
Pahari (Pakistan)	0	0.00%	18	0.10%	0	0.00%	1	0.00%	0	0.00%	19	0.10%
Panjabi	1	0.20%	51	0.20%	0	0.00%	27	0.20%	2	0.30%	81	0.20%
Polish	6	1.00%	712	3.20%	0	0.00%	392	2.80%	6	1.00%	1116	3.00%
Portuguese	26	4.50%	1422	6.40%	4	6.30%	890	6.40%	32	5.20%	2374	6.30%
Persian/Farsi	6	1.00%	42	0.20%	0	0.00%	21	0.20%	1	0.20%	70	0.20%
Refused	0	0.00%	39	0.20%	0	0.00%	62	0.40%	0	0.00%	101	0.30%
Romany/English	0	0.00%	1	0.00%	0	0.00%	2	0.00%	1	0.20%	4	0.00%
Romani (International)	0	0.00%	3	0.00%	0	0.00%	3	0.00%	0	0.00%	6	0.00%

Language	Nursery		Primary		Secondary		Special		PRU		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Romanian	2	0.30%	111	0.50%	0	0.00%	62	0.40%	0	0.00%	175	0.50%
Russian	4	0.70%	89	0.40%	0	0.00%	32	0.20%	3	0.50%	128	0.30%
Samoa	0	0.00%	0	0.00%	0	0.00%	1	0.00%	0	0.00%	1	0.00%
Serbian/Croatian/Bosni	0	0.00%	15	0.10%	0	0.00%	10	0.10%	0	0.00%	25	0.10%
Shona	1	0.20%	10	0.00%	0	0.00%	5	0.00%	0	0.00%	16	0.00%
Slovak	0	0.00%	23	0.10%	0	0.00%	10	0.10%	0	0.00%	33	0.10%
Slovenian	0	0.00%	0	0.00%	0	0.00%	51	0.40%	0	0.00%	51	0.10%
Sinhala	0	0.00%	5	0.00%	0	0.00%	4	0.00%	0	0.00%	9	0.00%
Somali	17	3.00%	833	3.70%	1	1.60%	573	4.10%	40	6.50%	1464	3.90%
Spanish	49	8.50%	1431	6.40%	0	0.00%	106	7.60%	22	3.60%	2566	6.80%
Siraiki	0	0.00%	1	0.00%	0	0.00%	1	0.00%	0	0.00%	2	0.00%
Sotho/Sesotho	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Swazi/Siswati	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Tswana/Setswana	0	0.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	2	0.00%
Sundanese	0	0.00%	1	0.00%	0	0.00%	3	0.00%	0	0.00%	4	0.00%
Swahili/Kiswahili	0	0.00%	40	0.20%	0	0.00%	22	0.20%	1	0.20%	63	0.20%
Swedish	2	0.30%	35	0.20%	0	0.00%	11	0.10%	0	0.00%	48	0.10%
Tamil	0	0.00%	48	0.20%	0	0.00%	14	0.10%	0	0.00%	62	0.20%
Telugu	0	0.00%	5	0.00%	0	0.00%	0	0.00%	0	0.00%	5	0.00%
Temne	0	0.00%	3	0.00%	0	0.00%	0	0.00%	0	0.00%	3	0.00%
Tigre	0	0.00%	10	0.00%	0	0.00%	6	0.00%	1	0.20%	17	0.00%
Tagalog/Filipino	0	0.00%	62	0.30%	0	0.00%	46	0.30%	4	0.70%	112	0.30%
Tigrinya	17	3.00%	256	1.10%	0	0.00%	98	0.70%	14	2.30%	385	1.00%
Thai	0	0.00%	9	0.00%	0	0.00%	7	0.10%	0	0.00%	16	0.00%
Tibetan	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Tiv	0	0.00%	3	0.00%	0	0.00%	1	0.00%	0	0.00%	4	0.00%
Berber/Tamazight	0	0.00%	6	0.00%	0	0.00%	3	0.00%	0	0.00%	9	0.00%
Tulu	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Tumbuka	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Turkish	2	0.30%	98	0.40%	0	0.00%	71	0.50%	2	0.30%	173	0.50%
Ukrainian	2	0.30%	19	0.10%	0	0.00%	5	0.00%	0	0.00%	26	0.10%
Urdu	6	1.00%	342	1.50%	0	0.00%	102	0.70%	1	0.20%	451	1.20%
Urhobo-Isoko	0	0.00%	9	0.00%	0	0.00%	0	0.00%	0	0.00%	9	0.00%
Uzbek	0	0.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	2	0.00%
Vietnamese	0	0.00%	67	0.30%	0	0.00%	42	0.30%	3	0.50%	112	0.30%
Visayan/Bisaya	0	0.00%	1	0.00%	0	0.00%	1	0.00%	0	0.00%	2	0.00%
Wolof	0	0.00%	8	0.00%	0	0.00%	16	0.10%	1	0.20%	25	0.10%
West-African Pidgin	1	0.20%	2	0.00%	0	0.00%	2	0.00%	0	0.00%	5	0.00%
Yoruba	8	1.40%	483	2.20%	0	0.00%	309	2.20%	7	1.10%	808	2.20%
Zulu	0	0.00%	5	0.00%	0	0.00%	1	0.00%	0	0.00%	6	0.00%
Classification Pending	0	0.00%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	2	0.00%
<b>Total</b>	<b>575</b>		<b>22308</b>		<b>64</b>		<b>139</b>		<b>615</b>		<b>37545</b>	

**Appendix 4: English Proficiency & Languages Spoken in Lambeth Schools 2021**

Language	Nursery				Primary				Secondary			
	Cohort	Not Fluent (A-C)	Competent or Better (D-E)	Fully Fluent (E)	Cohort	Not Fluent (A-C)	Competent or Better (D-E)	Fully Fluent (E)	Cohort	Not Fluent (A-C)	Competent or Better (D-E)	Fully Fluent (E)
Acholi	0	0.0%	0.0%	0.0%	7	28.6%	71.4%	57.1%	2	0.0%	50.0%	50.0%
Afar-Saho	0	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	1	0.0%	100.0%	100.0%
Afrikaans	0	0.0%	0.0%	0.0%	6	16.7%	83.3%	66.7%	3	0.0%	33.3%	33.3%
Akan/Twi-Fante	26	84.6%	7.7%	3.8%	540	39.3%	47.2%	23.5%	236	8.9%	67.8%	57.6%
Albanian/Shqip	5	60.0%	0.0%	0.0%	167	56.3%	29.3%	12.0%	71	12.7%	45.1%	31.0%
Amharic	12	75.0%	0.0%	0.0%	222	45.0%	40.1%	17.1%	77	9.1%	55.8%	41.6%
Arabic	16	68.8%	18.8%	0.0%	681	48.0%	32.3%	11.5%	356	28.7%	32.0%	19.9%
Armenian	1	100.0%	0.0%	0.0%	5	20.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
Assyrian/Aramaic	0	0.0%	0.0%	0.0%	1	100.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
Anyi-Baule	12	0.0%	0.0%	0.0%	222	0.0%	100.0%	0.0%	77	0.0%	0.0%	0.0%
Bamileke (Any)	0	0.0%	0.0%	0.0%	2	0.0%	100.0%	0.0%	0	0.0%	0.0%	0.0%
Balochi	0	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
Bemba	0	0.0%	0.0%	0.0%	6	16.7%	66.7%	50.0%	1	0.0%	0.0%	0.0%
Bengali	7	100.0%	0.0%	0.0%	267	44.2%	34.5%	14.6%	163	15.3%	39.9%	27.0%
British Sign	0	0.0%	0.0%	0.0%	4	25.0%	25.0%	25.0%	1	0.0%	100.0%	0.0%
Basque/Euskara	0	0.0%	0.0%	0.0%	0	0.0%	100.0%	66.7%	1	0.0%	0.0%	0.0%
Bulgarian	1	0.0%	100.0%	100.0	64	48.4%	35.9%	9.4%	35	17.1%	48.6%	31.4%
Cambodian/Khmer	0	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	1	0.0%	100.0%	100.0%
Catalan	0	0.0%	0.0%	0.0%	9	16.7%	66.7%	0.0%	6	0.0%	25.0%	25.0%
Carib Cre English	1	100.0%	0.0%	0.0%	31	12.9%	51.6%	19.4%	14	0.0%	78.6%	71.4%
Carib Cre French	0	0.0%	0.0%	0.0%	9	11.1%	77.8%	33.3%	6	16.7%	66.7%	16.7%
Chechen	0	0.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0	0.0%	0.0%	0.0%
Chinese	0	100.0%	0.0%	0.0%	3	34.8%	51.1%	23.6%	0	13.6%	33.9%	23.7%
Chichewa/Nyanja	0	0.0%	0.0%	0.0%	3	0.0%	100.0%	33.3%	0	0.0%	0.0%	0.0%
Welsh/Cymraeg	0	0.0%	0.0%	0.0%	1	0.0%	100.0%	100.0%	1	0.0%	50.0%	50.0%
Czech	0	0.0%	0.0%	0.0%	3	28.2%	35.9%	20.5%	0	0.0%	50.0%	30.0%
Danish	0	0.0%	0.0%	0.0%	11	9.1%	63.6%	18.2%	1	0.0%	100.0%	100.0%
Dagbane	0	0.0%	0.0%	0.0%	3	0.0%	100.0%	0.0%	0	0.0%	0.0%	0.0%
Dutch/Flemish	0	0.0%	0.0%	0.0%	26	26.9%	57.7%	53.8%	19	0.0%	47.4%	31.6%
Ebira	0	0.0%	0.0%	0.0%	9	0.0%	11.1%	11.1%	3	0.0%	66.7%	66.7%
Edo/Bini	2	50.0%	0.0%	0.0%	33	27.3%	60.6%	30.3%	15	0.0%	80.0%	46.7%
Efik-Ibibio	0	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	1	0.0%	100.0%	100.0%
English	310	0.0%	0.0%	0.0%	11293	0.0%	0.0%	0.0%	7400	0.0%	0.0%	0.0%
Esan/Ishani	1	100.0%	0.0%	0.0%	9	44.4%	22.2%	0.0%	5	20.0%	40.0%	40.0%
Estonian	1	0.0%	0.0%	0.0%	6	83.3%	0.0%	0.0%	3	0.0%	33.3%	0.0%
Ewe	0	0.0%	0.0%	0.0%	15	46.7%	46.7%	13.3%	8	0.0%	87.5%	62.5%
Fang	0	0.0%	0.0%	0.0%	1	0.0%	100.0%	100.0%	0	0.0%	0.0%	0.0%
Finnish	0	0.0%	0.0%	0.0%	19	15.8%	57.9%	15.8%	5	0.0%	60.0%	60.0%
French	15	93.3%	0.0%	0.0%	780	37.7%	43.5%	23.8%	482	13.1%	48.5%	39.4%
Fula/Fulfulde-	1	0.0%	0.0%	0.0%	16	50.0%	43.8%	25.0%	7	14.3%	71.4%	71.4%
Ga	1	100.0%	0.0%	0.0%	34	41.2%	44.1%	29.4%	23	0.0%	65.2%	65.2%
Gaelic/Irish	0	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%
Gaelic (Scotland)	0	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%
Georgian	0	0.0%	0.0%	0.0%	2	0.0%	0.0%	0.0%	4	25.0%	50.0%	25.0%
German	0	0.0%	0.0%	0.0%	80	26.3%	51.2%	30.0%	25	12.0%	72.0%	60.0%
Kikuyu/Gikuyu	0	0.0%	0.0%	0.0%	0	71.4%	28.6%	14.3%	1	0.0%	0.0%	0.0%
Galician/Galego	0	0.0%	0.0%	0.0%	0	0.0%	100.0%	100.0%	1	0.0%	0.0%	0.0%
Greek	0	50.0%	50.0%	0.0%	80	20.0%	54.3%	20.0%	25	24.0%	48.0%	36.0%
Guarani	0	0.0%	0.0%	0.0%	80	50.0%	16.7%	0.0%	25	0.0%	100.0%	50.0%
Gujarati	0	100.0%	0.0%	0.0%	80	22.0%	54.2%	42.4%	25	7.1%	57.1%	57.1%
Hausa	0	0.0%	0.0%	0.0%	80	25.0%	54.2%	20.8%	25	0.0%	55.6%	55.6%
Hindko	0	0.0%	0.0%	0.0%	36	0.0%	0.0%	0.0%	16	0.0%	0.0%	0.0%
Hebrew	0	0.0%	100.0%	0.0%	80	33.3%	33.3%	33.3%	25	0.0%	75.0%	75.0%
Herero	0	0.0%	0.0%	0.0%	80	0.0%	0.0%	0.0%	25	0.0%	100.0%	100.0%
Hungarian	0	0.0%	0.0%	0.0%	36	33.3%	47.2%	22.2%	16	6.3%	37.5%	18.8%
Hindi	0	0.0%	0.0%	0.0%	36	44.4%	41.7%	19.4%	16	6.3%	37.5%	31.3%
Iban	0	0.0%	0.0%	0.0%	1	100.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%

Language	Nursery				Primary				Secondary			
	Cohort	Not Fluent (A-C)	Competent or Better (D-E)	Fully Fluent (E)	Cohort	Not Fluent (A-C)	Competent or Better (D-E)	Fully Fluent (E)	Cohort	Not Fluent (A-C)	Competent or Better (D-E)	Fully Fluent (E)
Idoma	0	0.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
Igala	0	0.0%	0.0%	0.0%	1	100.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%
Igbo	1	0.0%	0.0%	0.0%	119	34.5%	50.4%	24.4%	44	15.9%	75.0%	54.5%
Ijo (Any)	0	0.0%	0.0%	0.0%	2	50.0%	50.0%	50.0%	0	0.0%	0.0%	0.0%
Itsekiri	0	0.0%	0.0%	0.0%	4	75.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%
Icelandic	0	0.0%	0.0%	0.0%	1	0.0%	60.0%	20.0%	0	0.0%	100.0%	100.0%
Italian	0	25.0%	25.0%	25.0%	2	34.2%	45.2%	21.6%	0	18.7%	52.2%	35.1%
Japanese	0	0.0%	0.0%	0.0%	40	22.5%	57.5%	27.5%	6	16.7%	83.3%	83.3%
Katchi	0	0.0%	0.0%	0.0%	5	0.0%	40.0%	0.0%	5	0.0%	20.0%	20.0%
Kirghiz/Kyrgyz	0	0.0%	0.0%	0.0%	0	100.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%
Kinyarwanda	0	0.0%	0.0%	0.0%	0	0.0%	80.0%	60.0%	1	0.0%	0.0%	0.0%
Konkani	0	0.0%	0.0%	0.0%	0	25.0%	75.0%	0.0%	1	50.0%	0.0%	0.0%
Kikongo	0	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	1	0.0%	100.0%	100.0%
Korean	0	0.0%	0.0%	0.0%	5	80.0%	20.0%	0.0%	1	0.0%	0.0%	0.0%
Krio	2	100.0%	0.0%	0.0%	72	47.2%	38.9%	18.1%	48	2.1%	56.3%	45.8%
Kurdish	2	100.0%	0.0%	0.0%	50	68.0%	16.0%	2.0%	33	6.1%	51.5%	33.3%
Luganda	0	0.0%	0.0%	0.0%	14	23.9%	58.7%	30.4%	68	4.3%	60.9%	47.8%
Lingala	1	100.0%	0.0%	0.0%	104	49.0%	41.3%	20.2%	79	3.8%	54.4%	45.6%
Lithuanian	0	50.0%	0.0%	0.0%	14	48.9%	35.6%	8.9%	68	11.8%	35.3%	23.5%
Lango (Uganda)	2	0.0%	0.0%	0.0%	50	0.0%	50.0%	25.0%	33	0.0%	0.0%	0.0%
Latvian	2	0.0%	0.0%	0.0%	50	23.5%	58.8%	41.2%	33	25.0%	0.0%	0.0%
Luo	0	0.0%	0.0%	0.0%	14	0.0%	0.0%	0.0%	68	0.0%	50.0%	25.0%
Manding/Malinke	0	100.0%	0.0%	0.0%	14	47.1%	29.4%	17.6%	68	16.7%	66.7%	50.0%
Marathi	0	0.0%	0.0%	0.0%	14	50.0%	50.0%	0.0%	68	0.0%	0.0%	0.0%
Mende	0	0.0%	0.0%	0.0%	14	50.0%	50.0%	50.0%	68	0.0%	0.0%	0.0%
Macedonian	0	0.0%	0.0%	0.0%	14	40.0%	20.0%	0.0%	68	0.0%	100.0%	66.7%
Malayalam	0	0.0%	0.0%	0.0%	14	55.6%	33.3%	0.0%	68	20.0%	60.0%	20.0%
Maltese	0	0.0%	0.0%	0.0%	14	0.0%	100.0%	50.0%	68	0.0%	0.0%	0.0%
Malay/Indonesian	0	0.0%	0.0%	0.0%	14	25.0%	25.0%	0.0%	68	0.0%	100.0%	100.0%
Mongolian	0	100.0%	0.0%	0.0%	14	33.3%	33.3%	16.7%	68	0.0%	33.3%	33.3%
Moore/Mossi	0	0.0%	0.0%	0.0%	14	100.0%	0.0%	0.0%	68	0.0%	0.0%	0.0%
Mauritian/Seychell	0	0.0%	0.0%	0.0%	14	0.0%	66.7%	33.3%	68	0.0%	0.0%	0.0%
Ndebele	0	0.0%	0.0%	0.0%	14	0.0%	100.0%	0.0%	68	50.0%	50.0%	50.0%
Nepali	0	0.0%	0.0%	0.0%	14	20.0%	80.0%	0.0%	68	0.0%	100.0%	0.0%
Norwegian	0	0.0%	0.0%	0.0%	14	18.2%	27.3%	18.2%	68	0.0%	60.0%	60.0%
Information not	0	0.0%	0.0%	0.0%	2	64.3%	7.1%	0.0%	0	0.0%	10.3%	10.3%
Nzema	0	0.0%	0.0%	0.0%	2	50.0%	50.0%	0.0%	0	0.0%	0.0%	0.0%
Oromo	0	0.0%	0.0%	0.0%	2	100.0%	0.0%	0.0%	1	0.0%	100.0%	100.0%
Believed to be	0	0.0%	0.0%	0.0%	0	63.0%	31.1%	15.1%	1	27.2%	70.4%	37.6%
Other than English	0	0.0%	0.0%	0.0%	17	52.9%	17.6%	5.9%	184	0.0%	2.2%	2.2%
Other Language	0	0.0%	0.0%	0.0%	119	32.8%	39.3%	9.8%	125	5.9%	17.6%	17.6%
Pashto/Pakhto	1	0.0%	0.0%	0.0%	51	60.8%	23.0%	6.8%	27	20.8%	41.7%	29.2%
Pahari/Himachali	0	0.0%	0.0%	0.0%	61	0.0%	100.0%	0.0%	17	0.0%	100.0%	100.0%
Pahari (Pakistan)	0	0.0%	0.0%	0.0%	61	61.1%	33.3%	0.0%	17	0.0%	0.0%	0.0%
Panjabi	1	0.0%	100.0%	100.0	51	41.2%	33.3%	17.6%	27	7.4%	55.6%	29.6%
Polish	6	66.7%	33.3%	33.3%	712	49.3%	36.2%	11.1%	392	28.6%	47.7%	23.7%
Portuguese	26	73.1%	7.7%	3.8%	1422	53.2%	30.0%	10.3%	890	27.8%	35.4%	23.8%
Persian/Farsi	1	100.0%	0.0%	0.0%	51	50.0%	28.6%	9.5%	27	9.5%	42.9%	23.8%
Refused	0	0.0%	0.0%	0.0%	39	7.7%	12.8%	12.8%	62	0.0%	1.6%	0.0%
Romany/English	0	0.0%	0.0%	0.0%	1	100.0%	0.0%	0.0%	2	50.0%	50.0%	50.0%
Romani	0	0.0%	0.0%	0.0%	39	100.0%	0.0%	0.0%	62	0.0%	66.7%	66.7%
Romanian	0	100.0%	0.0%	0.0%	39	46.8%	30.6%	13.5%	62	19.4%	46.8%	27.4%
Russian	4	25.0%	25.0%	25.0%	89	47.2%	29.2%	9.0%	32	25.0%	34.4%	21.9%
Samoan	0	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%
Serbian/Croatian/B	0	0.0%	0.0%	0.0%	15	33.3%	40.0%	33.3%	10	20.0%	60.0%	60.0%
Shona	1	100.0%	0.0%	0.0%	10	10.0%	60.0%	30.0%	5	0.0%	60.0%	60.0%
Slovak	0	0.0%	0.0%	0.0%	5	43.5%	56.5%	17.4%	4	10.0%	90.0%	90.0%
Slovenian	0	0.0%	0.0%	0.0%	5	0.0%	0.0%	0.0%	4	0.0%	0.0%	0.0%



Language	Nursery				Primary				Secondary			
	Cohort	Not Fluent (A-C)	Competent or Better (D-E)	Fully Fluent (E)	Cohort	Not Fluent (A-C)	Competent or Better (D-E)	Fully Fluent (E)	Cohort	Not Fluent (A-C)	Competent or Better (D-E)	Fully Fluent (E)
Sinhala	0	0.0%	0.0%	0.0%	5	60.0%	40.0%	20.0%	4	25.0%	25.0%	25.0%
Somali	17	82.4%	5.9%	0.0%	833	56.9%	26.2%	7.4%	573	19.7%	26.2%	14.3%
Spanish	49	77.6%	8.2%	2.0%	1431	53.1%	26.1%	9.9%	1064	29.4%	36.1%	22.0%
Siraiki	0	0.0%	0.0%	0.0%	5	100.0%	0.0%	0.0%	4	0.0%	0.0%	0.0%
Sotho/Sesotho	17	0.0%	0.0%	0.0%	833	0.0%	0.0%	0.0%	573	0.0%	0.0%	0.0%
Swazi/Siswati	0	0.0%	0.0%	0.0%	1	100.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
Tswana/Setswana	0	0.0%	0.0%	0.0%	6	50.0%	0.0%	0.0%	3	0.0%	0.0%	0.0%
Sundanese	0	0.0%	0.0%	0.0%	1	100.0%	0.0%	0.0%	0	0.0%	66.7%	33.3%
Swahili/Kiswahili	0	0.0%	0.0%	0.0%	1	40.0%	42.5%	20.0%	0	18.2%	63.6%	40.9%
Swedish	2	0.0%	100.0%	0.0%	35	31.4%	54.3%	31.4%	11	0.0%	90.9%	63.6%
Tamil	0	0.0%	0.0%	0.0%	48	45.8%	41.7%	16.7%	14	35.7%	50.0%	35.7%
Telugu	0	0.0%	0.0%	0.0%	5	60.0%	40.0%	0.0%	0	0.0%	0.0%	0.0%
Temne	0	0.0%	0.0%	0.0%	3	0.0%	100.0%	66.7%	0	0.0%	0.0%	0.0%
Tigre	0	0.0%	0.0%	0.0%	10	40.0%	30.0%	30.0%	6	0.0%	16.7%	0.0%
Tagalog/Filipino	2	0.0%	0.0%	0.0%	35	48.4%	35.5%	12.9%	11	13.0%	56.5%	41.3%
Tigrinya	17	82.4%	5.9%	0.0%	256	48.4%	34.0%	12.1%	98	23.5%	54.1%	39.8%
Thai	0	0.0%	0.0%	0.0%	3	33.3%	55.6%	33.3%	0	14.3%	57.1%	42.9%
Tibetan	0	0.0%	0.0%	0.0%	3	100.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
Tiv	0	0.0%	0.0%	0.0%	6	66.7%	33.3%	0.0%	3	100.0%	0.0%	0.0%
Berber/Tamazight	7	0.0%	0.0%	0.0%	267	83.3%	16.7%	0.0%	163	66.7%	33.3%	0.0%
Tulu	0	0.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0	0.0%	0.0%	0.0%
Tumbuka	0	0.0%	0.0%	0.0%	1	100.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
Turkish	2	100.0%	0.0%	0.0%	98	53.1%	27.6%	7.1%	71	14.1%	32.4%	21.1%
Ukrainian	2	50.0%	0.0%	0.0%	19	47.4%	31.6%	21.1%	5	20.0%	0.0%	0.0%
Urdu	6	66.7%	0.0%	0.0%	342	40.9%	34.5%	14.3%	102	9.8%	60.8%	43.1%
Urhobo-Isoko	0	0.0%	0.0%	0.0%	9	44.4%	44.4%	22.2%	0	0.0%	0.0%	0.0%
Uzbek	0	0.0%	0.0%	0.0%	2	50.0%	50.0%	0.0%	0	0.0%	0.0%	0.0%
Vietnamese	0	0.0%	0.0%	0.0%	67	29.9%	49.3%	22.4%	42	26.2%	33.3%	16.7%
Visayan/Bisaya	0	0.0%	0.0%	0.0%	1	100.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%
Wolof	0	0.0%	0.0%	0.0%	8	50.0%	25.0%	0.0%	16	12.5%	37.5%	31.3%
West-African	0	100.0%	0.0%	0.0%	1	50.0%	50.0%	0.0%	1	0.0%	100.0%	100.0%
Yoruba	8	87.5%	0.0%	0.0%	483	31.9%	50.5%	23.0%	309	6.8%	52.8%	45.0%
Zulu	0	0.0%	0.0%	0.0%	5	40.0%	40.0%	20.0%	1	0.0%	0.0%	0.0%
Unclassified	0	0.0%	0.0%	0.0%	3	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%
<b>Total</b>	<b>591</b>	<b>34.4%</b>	<b>4.2%</b>	<b>1.7%</b>	<b>23532</b>	<b>22.6%</b>	<b>17.7%</b>	<b>7.4%</b>	<b>15658</b>	<b>9.0%</b>	<b>19.4%</b>	<b>13.4%</b>

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