

**Provision for Community Language Learning  
in London  
Final Report June 2006**

***Joanna McPake***

***Scottish CILT  
Institute of Education, University of Stirling***

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## **Summary**

### ***This report***

This is a regional report for Central and Outer London, based on information gathered from local authority representatives in the course of a survey covering Scotland, England and Wales. Separate reports for the other English regions, Wales and Scotland have also been produced. The work represents a collaboration between CILT - the National Centre for Languages, Scottish CILT and CILT Cymru, with the purpose of providing more detailed information than is currently available about provision for community language learning, and of supporting future initiatives to develop such provision.

### ***Definition of community languages***

Community languages are defined as all languages in use in a society, other than the dominant or national language. In England, where the dominant national language is English, community languages include Urdu, Panjabi, Somali, Chinese, Polish, Italian and British Sign Language (BSL).

### ***The main findings***

The main findings are

- at least 232 languages are currently in use among children at school in London;
- at least 83,900 children speak another language in addition to English;
- there is provision for 48 community languages, during the school day, as an extra-curricular activity, or through complementary schools.

### ***The national report***

These findings are supplementary to a national report published in autumn 2005, based on data collected via questionnaires sent to all mainstream and complementary providers in England, Scotland and Wales, on the rationale for provision and the support needs of community languages teachers.

## **I. Introduction**

This report describes provision for community language learning for children of school age in London. Community languages are defined as all languages in use in a society, other than the dominant or national language. In England, where the dominant, national language is English, community languages include Urdu, Panjabi, Somali, Chinese, Polish, Italian and British Sign Language (BSL). Languages which are taught as modern foreign languages in schools (e.g. French, German, Spanish) are also community languages for those who use these languages at home or in the community.

### **1.1 How do children learn community languages?**

Children acquire community languages in different ways. Some grow up in families which speak one or more community languages at home, and they may also live in areas where there are many others who speak the same language. Some children have spent time in other countries where the language is widely spoken. Although it is often assumed that children who speak community languages have learned this language first and subsequently learn English, this is not always the case. Many families use both the community language and English in their daily lives, and children who grow up in these circumstances are bi- (or multi-) lingual from the outset. In some cases, children learn a community language after they have learned English. Children from families of Pakistani origin often learn to speak Panjabi at home, but start to attend Urdu and Arabic classes around the same time as they start school, in order to learn both the national language of Pakistan and the language of the Qu'ran.

It is sometimes assumed that children who speak community languages need no formal education in these languages as they are 'naturally' fluent. However, just as monolingual English-speaking children spend many years studying English at school, children who speak community languages can benefit greatly from opportunities to study formally the languages they have acquired, particularly in terms of becoming literate. The nature and extent of provision varies considerably for different languages, and across England.

### **1.2 What kinds of provision are available?**

Some mainstream secondary schools offer classes in those community languages, for which GCSE, A/S and A-Level examinations are available. These include Mandarin, Cantonese, Panjabi, Bengali, Farsi and Arabic. A number of schools do not offer classes but act as examination centres for students who wish to sit these exams. In some cases, mainstream schools liaise with complementary schools to enable complementary school students to sit these exams. In other cases, schools make individual arrangements with students who are known to be fluent in these languages (usually students who have arrived relatively recently from a country in which the language in question is spoken) ensuring that the students understand the examination requirements. In 2005, over 22,000 students from schools across England sat GCSEs in community languages.

For most community languages, complementary schools are the main sources of formal education. Most complementary schools are organised by families and communities, independently of local authorities, although in some cases local authorities offer financial or other support. Classes are held after the mainstream school day or at weekends, and may be

for as little as one hour a week or as much as nine hours a week, spread over several days. Provision varies considerably, depending on the interests and resources of the community. Where there are sufficiently large numbers of students, it is possible to organise classes by age or linguistic competence, employ qualified teachers, and purchase text-books and other teaching materials from countries in which the languages are spoken or specially designed for community language learners in the UK. In some cases, embassies and cultural organisations sponsored by the governments of these countries provide financial support and resources, and this may include enabling children to sit examinations of relevance to the country in question. Other communities, particularly those with small numbers of speakers, may operate on a more informal basis, with classes in the home of an interested parent, using improvised teaching resources. For some communities, the principal reason for wishing to ensure that children acquire competence in the community language is religious. Classes in the appropriate languages are offered by churches, mosques, synagogues, gurdwaras and temples, and their focus is likely to be on developing the linguistic skills needed to read religious texts and to participate in worship.

We have found only limited information about British Sign Language (BSL). This seems partly to do with debates concerning whether sign languages are 'real' languages or not. Though there is growing acceptance that they are languages, in practice, information about provision for learning BSL (whether by Deaf children or by hearing peers who wish to communicate with Deaf friends) seems to be more readily available from special needs co-ordinators than from language advisers or others concerned with this area, at local authority level. It has not been feasible within the time available to conduct a comprehensive trawl of special needs advisers in addition to the other representatives contacted and therefore the information we have at present about provision for BSL is patchy. It may be possible to improve on this before the project comes to an end.

### **1.3 Why are community languages important?**

Helping children to maintain and develop their community languages is important for individuals, for their communities, and for wider English society, for various reasons:

- families have the right to pass on their cultural and linguistic heritage to their children;
- children who have the opportunity to grow up bilingual have obvious linguistic advantages;
- research has also shown that bilingual children have cognitive advantages deriving from the more sophisticated brain development which learning two languages from an early age promotes;
- having access to a range of languages is an important economic, cultural and intellectual resource for any society.

Many recent reports have pointed to the increasing importance of multilingualism in a world in which international communications, labour force mobility and the impact of globalisation on business and on culture are key factors in economic and political change (e.g. Beacco and Byram, 2003; Commission of the European Communities, 2003). Investing in community languages, in addition to modern languages in schools, will ensure greater diversity in the range of languages for England to draw on in business, cultural, political and social contexts. It will also capitalise on existing language skills and expertise.

## **2. This study**

This study was devised to provide more detailed information than has been available till now about provision for learning community languages. Although local authorities and community networks are often well-informed about provision in their area, it has been difficult or impossible to develop a national picture of the range of languages for which provision is available, the number of children studying these languages or the levels of competence achieved. This has made it difficult to define the extent of the potential linguistic resources available to England or to plan for ways in which the development of these resources can be supported.

The aims of this study were therefore

- to collate existing information about provision for community languages in England;
- to collect more detailed information directly from providers about the goals of provision and how these are achieved.

This report focuses on the first of these aims, in relation to London, drawing on the information provided via a trawl of local authority representatives and community sources. It supplements the national report, published in autumn 2005.

### **2.1 The trawl**

All local authorities in Central and Outer London were contacted and asked for any available information about community language provision in their area, in both mainstream and complementary schools. The initial point of contact in each authority has been the modern languages adviser (where these exist) or others known to CILT – the National Centre for Languages as responsible for modern languages in the authority. The trawl began in September 2004 and continued until March 2005 (along with similar trawls for the other English regions, Wales and Scotland). The longer than predicted timescale for the trawl reflects both the complexities of provision and the division of responsibilities. In some authorities, community languages are seen as falling under modern languages, while in others, it is, for example, the English as an Additional Language team or the race equality officer who collects the information, while special needs advisers may hold information about provision for BSL.

### **2.2 Main findings**

We also asked local authority representatives to provide us with any information already collected by the authority about languages other than English spoken by school children. Eight local authorities were able to provide this information, which, together with information about teaching provision from other authorities, indicates that at least 232 languages are currently in use in London, by at least 83,900 children. This figure is certainly an underestimate, however, because not all local authorities collect information about the number of languages spoken by children in their schools, or about the number of children who speak other languages in addition to English. See Appendix A for further details of the range of languages and the local authorities in which they are spoken.

We also asked local authority representatives for information about provision for community languages in mainstream schools in their authority, as part of the core curriculum (i.e. during school hours) or as part of the enhanced curriculum (i.e. after school hours or at weekends); and about provision organised independently of the authority, by complementary schools. In London, there is provision for 48 community languages, during the school day, as an extra-curricular activity, or through complementary schools. See Appendix B for further details of the languages for which provision is made and the local authorities in which this provision is available.

It seems likely that there are other complementary schools which we have failed to identify either via the local authority trawl or through web searches. It is also possible that local authority representatives are not always aware of mainstream schools' activities in support of community language learning. In some cases, this can be quite sporadic, because only very small numbers of pupils are concerned. Sometimes, it seems that schools do not publicise this activity, for reasons which are not entirely clear. We note that some schools which we know to support community language learning as an extra-curricular activity do not mention this in website or prospectuses which nevertheless provide extensive details of sports, music and drama activities taking place out of school hours.

### **2.3 The survey**

As a result of the trawl and the related web searches, questionnaires were sent to all primary, secondary and complementary school providers identified across Wales, England and Scotland. Analysis of the questionnaire returns has provided more detailed information about the range of languages for which provision is made, the rationale for provision and the achievement of the students (in terms of examinations sat). It also identifies the support needs of providers. These issues are covered in a separate, national report, published in autumn 2005.

### **3. Trawl findings by local authority**

The London area is divided into two, Central London and Outer London. *Central London* comprises 13 local authorities: City of London, Camden, Greenwich, Hackney, Hammersmith and Fulham, Islington, Kensington & Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth, and Westminster. *Outer London* comprises 20 authorities: Barking & Dagenham, Barnet, Bexley, Brent, Bromley, Croydon, Ealing, Enfield, Haringey, Harrow, Havering, Hillingdon, Hounslow, Kingston-upon-Thames, Merton, Newham, Redbridge, Richmond-upon-Thames, Sutton, and Waltham Forest.

#### **Central London**

*City of London* did not provide any information.

*Camden* collects information about the linguistic diversity among its school children but did not make this available. The borough's schools do not teach community languages as part of the school day but children have been entered for examinations as appropriate, for example in Bengali. Camden supports community language classes outside school hours by providing premises in 15 schools. The classes consist of one hour sessions for primary-aged children and the languages involved are: Albanian, Arabic, Bengali, Congolese French, Dinka (Sudanese), Latin American Spanish, Lingala and Somali. The borough also provides or funds the teachers' fees and

the teaching materials and also supports the professional development of the community language teachers.

*Greenwich* did not provide detailed information about community language provision locally but one of its secondary schools for boys has day-time teaching and one of its secondary schools for girls and a pre-school in the same building has after-school teaching of one or more community languages. Information about the languages concerned and the numbers of school children involved was not provided.

*Hackney and Hammersmith and Fulham* did not supply any information.

*Islington* collects information on an annual basis about the community languages spoken by school children in the borough. Of a school roll of 22,903 children in 2004, 9,376 (41%) spoke another language in addition to English, comprising 112 or more different languages. The main community languages spoken were Turkish (1,600 speakers), Bengali (1,559 speakers), Somali (785 speakers), Yoruba (547) speakers, Spanish (529 speakers), Arabic (503) speakers and French/French Creole (382 speakers). A further four languages have 200 speakers or more, nine have 100 speakers or more, seven have 50 speakers or more. Some of the LEA's secondary schools teach Turkish and Bengali but provision for such languages during the school day is decreasing. However, where the numbers are high, some schools are teaching Turkish to Year 6 children alongside parents. The authority pays for GCSE entries in community languages and in 2004, 82 school students were entered for GCSE Turkish, 48 for Bengali, 14 for Arabic, eight for Portuguese and six for Chinese. *Islington* provides support for community language learning outside school hours by providing premises for Arabic and Chinese classes.

*Kensington and Chelsea* collects information on the community languages spoken by school children in the borough and the figures for 2004 show that 5,127 (75% of the school population) spoke a total of 119 languages. The most widely spoken languages were Arabic (1,263 speakers, just under a quarter of the total), Portuguese (436 speakers), Spanish (433 speakers), Tagalog (293 speakers), Somali (233 speakers), French (231 speakers), Albanian (211 speakers) and Farsi (208 speakers). A further six languages have 100 speakers or more and five have 50 speakers or more. Four of the LEA's secondary schools teach community languages as curricular subjects and the languages concerned are Arabic, French, German, Italian, Japanese, Persian, Polish, Portuguese, Russian and Spanish. In 2004, school students took GCSEs in the following languages: French (316 candidates), Spanish (172 candidates), Portuguese (14 candidates), Arabic and Italian (each with 13 candidates), German and Persian (each with five candidates), Russian (three candidates) and Japanese and Polish (one candidate each).

The borough does not provide direct support for community language classes run by other groups and organisations but probably contributes indirectly through its grants to the Westway Development Trust, which runs the Partnership for Supplementary Schools in Kensington and Chelsea. Most of these schools teach one or more community languages as part of their programmes. The mostly commonly taught languages are Arabic (seven schools) and French and Spanish (three schools each) and there are individual supplementary schools offering Bilen (an Eritrean language), Chollo (a southern Sudanese language), Georgian, Somali and Tigrinya. Staff from the Westway Development Trust observe the community language teachers, arrange training for them and help them to choose and buy resources. There has been particular success in the development of bilingual materials with parents who teach Bilen and

Arabic through the SHARE – Parents and Children Learning Together which has been developed by CEDC (now Continyou) and accredited through NOCN.

Lambeth collects information about the community languages spoken by school children in the borough. In its 2004 report 'Language Diversity in Lambeth Schools', the authority noted that 11,308 pupils in the 2003 survey used a language other than English at home, and listed 142 different languages. In the Chief Inspector's Report 2002-03, 32 different languages are listed as having 43 or more speakers within a school population of 28,517, of which Yoruba (1,754 speakers), Portuguese (1,586 speakers), Twi (Akan) (945 speakers), Spanish (899 speakers) and French (887 speakers) are the most widely used. A further six languages have between 250 and 500 speakers and nine have more than 100 speakers. In the category 'others', a further 124 languages are listed, spoken by a total of 734 children. The Inspector's report notes the percentage rise of African children which, at 22.6%, has almost doubled since 1993. One of the LEA's primary schools teaches Portuguese with help from the Portuguese Embassy and in 2004, a number (unspecified) of school students were entered for GCSE Portuguese. The authority also pays for students to enter the Institute of Linguists examinations in Yoruba and in 2004, 304 candidates were presented.

Lambeth has a long-running tradition of supplementary schools and community-based education and a number of schools have been flourishing for over 20 years. Lambeth Education publishes a directory of supplementary schools, mother-tongue classes and other community organisations in its area and the current edition gives details of community language classes for school-aged children for Albanian, Amharic, Arabic, Cantonese (including GCSE entry), [Egyptian (Mdw.Ntr)], Kurdish, Mandarin, Portuguese, Saho, Somali and Spanish.

Lewisham collects information about the community languages spoken by school children in its area as part of the annual PLASC data/returns for the DfES. The most recent data showed that over 11,135 pupils (of an approximate total of 34,000) spoke at least 123 languages in addition to English. The most widely spoken are Yoruba (926), Turkish (697), French (598), Tamil (564), English Creole (482), Somali (361), Albanian (283), Vietnamese (278), Spanish (264), Portuguese (220), Chinese (not specified) (217), Bengali (212), Akan/Asante/Twi (209) and Ibo (203). A further five languages have between 100 and 200 speakers.

Four of the borough's secondary schools and one of its primary schools teach one or more community languages during the school day. All of them teach Turkish, one also teaches Somali and Urdu, and another Vietnamese. The Italian Embassy also provides support for Italian teaching in one school. In 2004, it is estimated that around 150 school students took GCSE Turkish, 50 took Vietnamese and individual candidates were entered for other community languages (unspecified). The LEA provides support for community languages outside school hours through the LEA Supplementary School Consortium. Individual schools have letting arrangements with community groups, schools pay for GCSE entries of students from the supplementary schools on their premises, and the LEA contributes to teachers' fees through its grants to the consortium and provides free training to teachers at its professional development centre in the evenings. The Consortium publishes a directory of supplementary and heritage language schools in Lewisham. The current edition lists 16 different languages taught in these schools, the most common of which are Arabic, Yoruba, Somali and Ibo. There are also schools offering tuition up to GCSE and 'A' level in Bengali, Mandarin and Turkish. Other languages listed are Akan, Ashanti, Dari, French, Ga, German, Hausa, Igbo, Pashto, Swahili and Tamil.

*Southwark* has provided information on grant-aided supplementary schools, homework clubs and mother tongue schools in the borough. A total of 13 schools are listed covering languages such as Arabic (four schools), Bengali and Urdu (three schools each), Cantonese (two schools), Panjabi, Tigrinya, Turkish and Vietnamese.

*Tower Hamlets* collects information on the community languages spoken by school children in its area. In the 2004–05 survey, over 96 different languages were spoken by at least 20,715 pupils. The most widely used are Bengali (17,669 or 56% of the school population), Somali (745), Arabic (334), Turkish (284), Cantonese (245), Yoruba (244), Vietnamese (196), Urdu (178), French (159), Portuguese (143), Panjabi (135) and Spanish (105). A further five languages had between 39 and 100 speakers.

Bengali is taught in 13 secondary schools in the borough and in 2004, there were 674 entries at GCSE and 16 at 'AS' Level for the language. There were also 10 entries for GCSE Chinese. The schools pay all examination fees. There are some 65 out of school projects teaching community languages, 30 of which are classes taught in LEA secondary and primary schools; the remaining 35 are held in local community halls, mosques, churches, libraries and other rented premises and run by voluntary organisations. The languages taught are Arabic, Bengali, Chinese, French, Italian, Rwandan, Somali, Spanish, Urdu and Vietnamese. Curriculum support is provided for all languages in the form of teaching materials and equipment and a grant for revenue costs. Tower Hamlets also employs 110 part-time teachers, again for all languages, and additional teachers are also employed by the voluntary organisations. As well as supporting the professional development of its own community language teachers, the LEA provides training for staff employed by the voluntary sector in building capacity for running successful classes.

*Wandsworth* did not provide any information.

*Westminster* collects information on the languages spoken by pupils in its schools. In the April 2005 survey, 234 different languages were recorded as being spoken by 12,800 school children. Arabic had the largest number of speakers (3,375), followed by Bengali/Sylheti (1,973), Albanian (841), Portuguese (705), Kurdish (497), Spanish (423), Somali (394), French (350), Farsi (344), Yoruba (286), Tagalog/Filipino (243), and Urdu (227). Another five languages were spoken by between 100 and 200 children.

## **Outer London**

*Barking and Dagenham* did not provide any information.

*Barnet* has not collected information about the community languages spoken by school children for the past four or five years. There was no information available about provision of community languages as part of the school curriculum but students are entered for the relevant examinations. Details of the languages concerned and the numbers of students involved were not given. Barnet provides support for four community language schools in a number of general but unspecified ways. Again, the languages associated with these schools were not given.

*Bexley and Brent* did not provide any information.

*Bromley* collects information regarding the community languages spoken by children in its schools on an annual basis. The figures for December 2003 showed that 568 children spoke a total of 60 languages, of which the most widely spoken were Somali (62 speakers), Turkish (52 speakers), Bengali (46 speakers), Spanish (37 speakers), Albanian and French (each with 34 speakers) and Tamil (33 speakers). Portuguese and Cantonese had 25 and 21 speakers respectively. Among the other languages, two had 15 or more speakers, eight had ten or more, six had five or more and 37 languages had fewer than five speakers. The LEA estimates that 4% of its school population speaks another language (or languages) in addition to English. The LEA makes provision for BSL at one of its infant schools but there was no further information about school-based or LEA-supported community language provision. Within the borough there are a range of independent language schools offering Arabic, Gujarati, Hindi, Italian, Korean, Mandarin, Somali, Tamil and Urdu.

*Croydon* no longer gathers information about the community languages spoken by school children in the council's area. The last survey was seven or eight years ago. Some secondary schools teach community languages as curricular subjects and in 2003 a total of 96 candidates were entered for GCSEs in Bengali, Greek, Polish, Russian and Urdu. The council publishes a directory of community language classes and supplementary schools. The 2002 edition lists 29 different organisations providing classes for children aged 3-18, which offer a range of 22 different languages. Four of these provide teaching up to GCSE and/or 'AS' and 'A' Level in Bengali, Gujarati, Polish and Russian.

*Ealing* did not provide any information.

*Enfield* has one primary school which makes some form of community language provision during the school day but there are no further details about this or anything else about LEA-supported or independent teaching of community languages.

*Haringey* collects information on the community languages spoken by school children, and in the 2003 survey, at least 133 languages were recorded as being used by approximately 15,050 pupils. The most widely used were Turkish (3,274), Somali (2,189), Twi (Akan) (953), Bengali (889), French (597), Yoruba (549), Arabic (493), Albanian (483), Portuguese (465), Kurdish (464), Spanish (430), Greek (417), Urdu (318), Vietnamese (313), Gujarati (303), Lingala (274), Panjabi (263), Patois (not specified) (239), Igbo (226) and Polish (216). Three more languages had between 100 and 200 speakers, and the other languages listed had between one and 100 speakers. It is estimated that 80% of the school population is drawn from different minority backgrounds.

The main languages taught as curricular subjects in the council's schools are Turkish, Bengali, Greek and French. In two schools science is taught through the medium of Turkish. Students who study a community language at school are entered for examinations and there is a celebrity community award for candidates who gain their GCSE or 'A' level in the language(s) a year early. Haringey also employs two officers with a specific remit to make links between the LEA and the local community (language) schools. One recent event was a 'Meeting of Minds' conference. The LEA also covers the cost of candidates' entry fees for the Institute of Linguists Somali examinations.

*Harrow* and *Havering* did not provide any information.

*Hillingdon* does not collect information about the community languages spoken by school children as it is no longer required to do so. The last survey was in 1999 and the results were published in a document entitled '*The Languages of London*'. The LEA does not keep a central record of if/where community languages are taught in its schools and only individual schools could provide information about such provision and also about examination entries. The LEA does not keep a directory of community language providers in the area but one of its officers works on a programme entitled '*Connecting Communities*' which makes links between the Black, Asian and Minority ethnic communities in Hillingdon.

One of *Hounslow's* secondary schools makes some form of community language provision during the school day but there are no further details about this or anything else about LEA-supported or independent teaching of community languages.

*Kingston-upon-Thames* collects information on the community languages spoken by school children as part of the PLASC survey but these data were not made available. Secondary schools in the borough do not teach community languages as curricular subjects and the LEA does not keep information on GCSE entries for community languages in its schools. There is no LEA support for community language classes outside school hours but the authority was able to provide information about supplementary schools in the borough which teach a range of community languages such as Arabic, Gujarati, Hindi, Italian, Korean, Mandarin (including up to GCSE level), Tamil and Urdu.

*Merton* did not provide any information.

*Newham* has day-time provision for a number of community languages in eight of its 15 secondary schools and all but one enter children for GCSEs in community languages. The main languages taught are Bengali and Urdu (in six schools), Gujarati (in two schools), and individual schools offer Mandarin, Panjabi, Portuguese and Spanish. Several of the schools without daytime provision offer other forms of support to children learning community languages such as bringing in native speakers, after school clubs and lessons or extracurricular sessions which focus on past papers and examination skills. In 2004, *Newham's* schools had 494 entries at GCSE level for the following languages: Urdu (179 candidates), Bengali (106 candidates), Spanish (71 candidates), Panjabi (37 candidates), Gujarati (33 candidates). Smaller numbers were entered for Turkish, Chinese, Russian, Persian, Dutch and Polish.

*Redbridge* does not collect information about the community languages spoken by children in the borough. Nine of its schools offer a community language as a curricular subject, mostly Urdu (five schools) and Panjabi (two schools) with individual schools teaching Bengali, Chinese, Gujarati, Russian and Turkish. Two of the schools also have after school clubs teaching Farsi and Urdu. School students are entered for GCSE in these languages but there are no details of the numbers involved at present. The LEA provides support for community language classes outside school hours in a number of ways. One of its primary schools hosts a Saturday morning school for Farsi and Arabic and school budgets cover teaching materials and candidates' examination fees. The LEA also contributes to teachers' fees through school and out of school hours funding. There is independent provision of Arabic, Farsi and Gujarati and classes for Albanian are currently being set up. The Madrasahs teach Urdu and Arabic.

*Richmond-upon-Thames* collects data every two years on the community languages spoken by children in its schools but information from the 2005 survey was not available. There is no day-time provision for community languages in the LEA's schools but school students are entered for GCSE in a range of community languages. For example, in 2004, there were a total of 70 GCSE entries for the following: Spanish (22), Italian (17), Arabic (nine), Persian (five), Russian (five), Modern Greek (three), Chinese (three), Portuguese (two), Urdu (two), Panjabi (one) and Turkish (one) and three entries at 'AS' level, two for Russian and one for Persian. Richmond also provides a range of support for community language teaching including a community teacher for Arabic families at one of its primary schools, premises for an Afghan community school and examination entrance fees for 31 other languages. The LEA also has a Lingua Badge award for achievement in community languages and secondary schools taking part in the British Airways Language Flag award are encouraged to sit this in their mother tongue. Within the borough, there is independent provision at a nursery school for bilingual Russian children and it is assumed that Muslim parents send their children to supplementary schools in nearby Hounslow and Kingston-upon Thames.

*Sutton* does not provide school-based teaching of community languages but school students are encouraged to take GCSEs in languages such as Arabic, Bengali, Chinese, Portuguese and Russian. In 2004, school students also took GCSEs in Gujarati, Italian, Modern Greek, Modern Hebrew, Panjabi, Persian, Polish, Spanish, Turkish, Urdu, Japanese, and Dutch and in 2005 candidates were entered for Somali for the first time. Information concerning the numbers of students involved is not available. The LEA does not provide support for out of hours community language teaching and does not keep a directory of independent providers, although there are plans to do so in 2005.

*Waltham Forest* has two secondary schools teaching Urdu as a curricular subject and students also take GCSEs in Turkish and Greek. There are no details of the numbers of school students involved. The LEA was planning to run a "multilingual month" in March 2005 and as part of this intended to collect information on community language classes and other forms of independent provision.

## Appendix A: Languages spoken by London school children

This list is based on information supplied by local authorities which conduct surveys of the community languages spoken by children in authority schools, or provided information about provision for community languages, indicating that these languages were spoken by children in the authority. In some cases there were only single or very few speakers of particular languages. The contributing authorities are: Bromley, Camden, Haringey, Islington, Kensington & Chelsea, Kingston-upon-Thames, Lambeth, Lewisham, Newham, Redbridge, Richmond-upon-Thames, Southwark, Sutton, Tower Hamlets, Waltham Forest, and Westminster.

	<b>Language</b>	<b>Authority</b>
1.	Acholi	Islington, Haringey, Kensington & Chelsea, Lambeth, Lewisham, Westminster
2.	Afar	Islington, Westminster
3.	Afrikaans	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
4.	Azerbaijani	Islington
5.	Akan (Asante, Ashante, Fante, Twi)	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
6.	Albanian	Bromley, Camden, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Redbridge, Tower Hamlets, Westminster
7.	Ambo	Kensington & Chelsea
8.	Amharic	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
9.	Arabic*	Bromley, Camden, Haringey, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Redbridge, Richmond, Southwark, Sutton, Tower Hamlets, Westminster
10.	Aramaic	Lambeth
11.	Armenian	Haringey, Kensington & Chelsea, Lambeth, Lewisham, Westminster
12.	Assamese	Lambeth
13.	Assyrian	Islington, Kensington & Chelsea, Lambeth
14.	Awutu (Efutu)	Lambeth
15.	Azerbaijani (Azeri)	Westminster
16.	Bajan (Barbadian English Creole)	Haringey
17.	Baluchi	Haringey, Islington, Lambeth
18.	Bantu**	Haringey
19.	Bari (Kuku, Pojulu)	Westminster
20.	Basque	Lambeth

21.	Bemba	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
22.	Bende	Lambeth
23.	Bengali	Bromley, Camden, Croydon, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Redbridge, Southwark, Sutton, Tower Hamlets, Westminster
24.	Berber***	Haringey, Kensington & Chelsea, Lambeth, Westminster
25.	Bilen	Lambeth
26.	Bosnian	Haringey, Westminster
27.	Bravanesse	Haringey, Islington, Tower Hamlets
28.	British Sign Language	Lambeth, Lewisham
29.	Bru, Eastern (Tri)	Lewisham
30.	Bukusu	Lambeth
31.	Bulgarian	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
32.	Burmese	Haringey, Islington, Lambeth, Lewisham, Tower Hamlets, Westminster
33.	Cantonese	Bromley, Haringey, Lewisham, Southwark, Tower Hamlets, Westminster
34.	Carib	Islington, Tower Hamlets
35.	Caribbean Creole English	Haringey, Westminster
36.	Caribbean Creole French	Haringey, Westminster
37.	Catalan	Westminster
38.	Chagga (Chaga, Kichaga)	Islington
39.	Che	Lewisham
40.	Chinese (not specified)	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Redbridge, Richmond, Sutton, Tower Hamlets
41.	Comorian	Islington
42.	Congo Swahili (Kingwana)	Kensington & Chelsea, Lewisham
43.	Creole (not specified)	Haringey, Tower Hamlets
44.	Creole (English)	Lewisham
45.	Creole (French)	Islington, Kensington & Chelsea
46.	Creole (Guyanese English)	Westminster
47.	Creole (Jamaican English)	Westminster
48.	Creole (Portuguese)	Westminster
49.	Croatian	Bromley, Haringey, Tower Hamlets, Westminster
50.	Czech	Bromley, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster

51.	Dagbani (Dagbane)	Tower Hamlets, Westminster
52.	Dangme Kuchi (Krobo)	Lambeth
53.	Danish	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
54.	Dari (Zoroastrian)	Islington, Lambeth, Lewisham, Tower Hamlets
55.	Dass (Barawa)	Haringey
56.	Dhophadola	Lambeth
57.	Dinka	Haringey, Camden, Islington, Kensington & Chelsea, Westminster
58.	Dutch	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Sutton, Tower Hamlets, Westminster
59.	Ebira	Lewisham, Westminster
60.	Edo (Benin, Bini)	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Westminster
61.	Efik	Islington, Lambeth, Lewisham, Tower Hamlets
62.	Ekpeye	Lewisham
63.	Eleme	Lambeth
64.	Esan (Ishan)	Haringey, Islington, Lambeth, Lewisham
65.	Estonian	Islington, Lambeth, Tower Hamlets, Westminster
66.	Ewe	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
67.	Fang	Lambeth
68.	Farsi (Persian)	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Redbridge, Richmond, Sutton, Tower Hamlets, Westminster
69.	Filipino (Pilipino)	Haringey, Tower Hamlets, Westminster
70.	Finnish	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
71.	Flemish	Kensington & Chelsea, Lambeth, Lewisham, Westminster
72.	Frafra	Lambeth
73.	French	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
74.	French (Congolese)	Camden
75.	Fulani (Fulfulde, Adamawa)	Kensington & Chelsea, Lambeth, Lewisham
76.	Ga(a) (Ga-Adangme)	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
77.	Gaelic	Haringey, Kensington & Chelsea, Lambeth, Lewisham
78.	Georgian	Haringey, Westminster
79.	German	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster

80.	Geser-Gorom (Goran)	Haringey
81.	Goanese Konkani (Goan)	Haringey
82.	Gokana	Lewisham
83.	Gola	Islington, Lambeth
84.	Gourmancéma (Gurma)	Kensington & Chelsea
85.	Greek	Bromley, Croydon, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Richmond, Sutton, Tower Hamlets, Waltham Forest, Westminster
86.	Gujarati	Bromley, Croydon, Haringey, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Newham, Redbridge, Sutton, Tower Hamlets, Westminster
87.	Hakka	Bromley, Westminster
88.	Hausa	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
89.	Hebrew	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Sutton, Westminster
90.	Hindi	Bromley, Haringey, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Tower Hamlets, Westminster
91.	Hokkien	Haringey
92.	Hungarian	Bromley, Haringey, Kensington & Chelsea, Lambeth, Lewisham, Westminster
93.	Ibibio	Lambeth
94.	Icelandic	Bromley, Islington, Kensington & Chelsea, Westminster
95.	Idoma	Westminster
96.	Ibo (Igbo, Eche)	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
97.	Igede	Lambeth, Lewisham
98.	Ijo	Lambeth, Lewisham, Westminster
99.	Ika	Lewisham
100.	Ikwere	Lambeth
101.	Ilocano	Bromley, Islington, Kensington & Chelsea; Lambeth, Westminster
102.	Indonesian	Haringey, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
103.	Irish Gaelic	Islington
104.	Isekiri (Itsekiri)	Islington, Lambeth, Lewisham
105.	Isoko	Haringey, Lambeth, Lewisham
106.	Italian	Bromley, Haringey, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Richmond, Sutton, Tower Hamlets, Westminster
107.	Japanese	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Sutton, Tower Hamlets, Westminster

108.	Jju (Kaje)	Kensington & Chelsea
109.	Juang (Patua)	Lambeth, Lewisham
110.	Jula (Dioula)	Lambeth
111.	Kachchi (Kutchchi)	Haringey, Lambeth, Westminster
112.	Kachi Koli (Kuchi, Kutchi)	Haringey, Westminster
113.	Kalabari	Haringey, Lambeth, Lewisham
114.	Kanda	Bromley
115.	Kannada	Haringey, Westminster
116.	Kenyang (Bayangi)	Lambeth
117.	Khana (Ogoni)	Lambeth
118.	Khmer (Cambodian)	Kensington & Chelsea, Tower Hamlets, Westminster
119.	Kikuyu (Gikuyu)	Bromley, Islington; Lambeth, Lewisham, Tower Hamlets, Westminster
120.	Kirike (Okrika)	Lambeth
121.	Konkani	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
122.	Kono	Lewisham
123.	Korean	Bromley, Haringey, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Tower Hamlets, Westminster
124.	Kosovan	Haringey
125.	Kpelle	Lewisham
126.	Krio	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
127.	Kru****	Lewisham
128.	Kurdish	Bromley, Haringey, Islington, Kensington & Chelsea, Lewisham, Tower Hamlets, Westminster
129.	Lamnso' (Banso)	Haringey, Lambeth
130.	Lao (Laotian)	Haringey, Islington, Westminster
131.	Latvian	Lewisham, Tower Hamlets, Westminster
132.	Limba	Lambeth
133.	Lingala	Bromley, Camden, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
134.	Lithuanian	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
135.	Lozi	Lambeth, Westminster
136.	Luba-Kasai (Tshiluba)	Haringey
137.	Luganda	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster



167.	Odual	Westminster
168.	Ogbah	Islington
169.	Okpe	Lambeth
170.	Oromo	Haringey, Islington, Lambeth, Westminster
171.	Pahari-Potwari	Lambeth
172.	Pampangan	Kensington & Chelsea, Lambeth, Westminster
173.	Pangasinan	Islington
174.	Panjabi (Gurmukhi)	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Redbridge, Southwark, Sutton, Tower Hamlets, Westminster
175.	Pashto (Pushtu)	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
176.	Patois (not specified)	Bromley, Haringey, Islington, Tower Hamlets
177.	Polish	Bromley, Croydon, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Sutton, Tower Hamlets, Westminster
178.	Portuguese	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Richmond, Sutton, Tower Hamlets, Westminster
179.	Romani (Romany)	Haringey, Lewisham, Westminster
180.	Romanian	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
181.	Rundi (Kirundi)	Haringey, Islington
182.	Russian	Bromley, Croydon, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Redbridge, Richmond, Sutton, Tower Hamlets, Westminster
183.	Rwanda (Kinyarwanda, Lunyarwanda)	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Westminster
184.	Saho	Lambeth, Westminster
185.	Serbian	Westminster
186.	'Serbo-Croat'	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham
187.	Seselwa Creole French (Seychellois Creole)	Haringey, Westminster
188.	Shona	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
189.	Sindhi	Haringey, Islington, Lambeth, Tower Hamlets, Westminster
190.	Sinhala (Singhalese)	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
191.	Siwu (Akpafu)	Lewisham
192.	Slovak	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
193.	Slovene (Slovenian)	Kensington & Chelsea, Westminster
194.	Soga (Lusoga)	Lambeth

195.	Somali	Bromley, Camden, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Sutton, Tower Hamlets, Westminster
196.	Sotho	Kensington & Chelsea
197.	Spanish	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Richmond, Sutton, Tower Hamlets, Westminster
198.	Swahili (Kiswahili)	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
199.	Sylheti	Haringey, Westminster
200.	Swedish	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets
201.	Tagalog	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
202.	Tamil	Bromley, Haringey, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Tower Hamlets, Westminster
203.	Tangoa	Lambeth
204.	Telugu (Tengu)	Kensington & Chelsea, Lewisham, Westminster
205.	Teme	Haringey
206.	Teso (Ateso)	Haringey, Kensington & Chelsea, Lambeth, Lewisham, Westminster
207.	Thai	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
208.	Themne (Temne)	Haringey, Islington, Lambeth, Lewisham, Tower Hamlets, Westminster
209.	Tibetan	Haringey, Westminster
210.	Tigre	Islington, Kensington & Chelsea, Lambeth, Tower Hamlets, Westminster
211.	Tigrigna (Tigrinya)	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Southwark, Westminster
212.	Tiv	Lambeth
213.	Tonga (Chitonga)	Haringey, Westminster
214.	Tongan	Kensington & Chelsea, Lambeth, Lewisham
215.	Tooro (Rutoro)	Haringey, Lewisham
216.	Tsonga	Lambeth
217.	Tswana	Islington, Lambeth
218.	Turkish	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Newham, Redbridge, Richmond, Southwark, Sutton, Tower Hamlets, Waltham Forest, Westminster
219.	Turkmen	Westminster
220.	Ukrainian	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
221.	Urdu/ Panjabi	Bromley, Croydon, Haringey, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Newham, Redbridge, Richmond, Southwark, Sutton, Tower Hamlets, Waltham Forest, Westminster
222.	Urhobo	Haringey, Islington, Lambeth, Lewisham, Tower Hamlets, Westminster

223.	Uzbek	Westminster
224.	Vietnamese	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Westminster
225.	Visayan (Cebuano)	Westminster
226.	Welsh	Haringey, Islington, Lambeth, Lewisham, Westminster
227.	Wolof	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
228.	Xhosa	Haringey, Islington, Lambeth, Lewisham, Westminster
229.	Yiddish	Lewisham
230.	Yoruba	Bromley, Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
231.	Zaghawa (Beri)	Tower Hamlets
232.	Zulu	Haringey, Islington, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets, Westminster
		* Although there are many different varieties of Arabic sufficiently different to be mutually unintelligible, most LEAs do not differentiate. However, Haringey lists Egyptian Arabic and Tower Hamlets lists Tunisian Arabic separately.
		** "Bantu" refers to a family of hundreds of unspecified languages spoken in Africa
		*** "Berber" refers to several unspecified languages spoken in North Africa, also known as Tamazight languages.
		**** "Kru" refers to a family of around 30 languages spoken in West Africa.
		Unidentifiable languages: Cetuanoa, Zemnu (Bromley), Jamara, Khran (possibly Krahn), Nsewga, Timane, Togo/Ewa (Haringey), Far (Islington), Eriterina, Icaray, Mandego, Mandjah, Ngula, Ukani (Lambeth), Guan (Lewisham)
		Haringey also lists children from former Czechoslovakia, Eritrea, Ghana, Iran and Uganda, but the languages are not specified.

## Appendix B: Languages for which there is authority-based or complementary provision

<b>Language</b>	<b>Authority-supported provision</b>	<b>Independently funded complementary provision</b>
1. Akan (Asante, Ashanti, Twi)		Lewisham
2. Albanian		Camden, Lambeth, Redbridge
3. Amharic		Lambeth
4. Arabic	Kensington & Chelsea, Tower Hamlets	Bromley, Camden, Croydon, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Redbridge, Richmond-upon-Thames, Southwark, Tower Hamlets
5. Bengali	Haringey, Islington, Newham, Redbridge, Tower Hamlets	Camden, Croydon, Lewisham, Southwark, Tower Hamlets
6. Bilin (Bilin)		Kensington & Chelsea
7. BSL	Bromley	
8. Chinese (not specified)	Redbridge, Tower Hamlets	Islington, Tower Hamlets
9. Cantonese		Croydon, Lambeth, Southwark
10. Chollo (southern Sudanese)		Kensington & Chelsea
11. Congolese French		Camden
12. Dari		Lewisham
13. Dinka (Sudanese)		Camden
14. Egyptian Arabic		Lambeth
15. Farsi (Persian)	Kensington & Chelsea, Redbridge	Croydon, Redbridge
16. French	Haringey, Kensington & Chelsea, Newham, Tower Hamlets	Croydon, Kensington & Chelsea, Lewisham, Tower Hamlets
17. Ga		Lewisham
18. Georgian		Kensington & Chelsea
19. German	Kensington & Chelsea	Croydon, Lewisham
20. Greek	Haringey	Croydon
21. Gujarati	Newham, Redbridge	Bromley, Croydon, Kingston, Redbridge
22. Hausa		Lewisham
23. Hindi		Bromley, Croydon, Kingston
24. Ibo (Igbo)		Lewisham
25. Italian	Kensington & Chelsea, Lewisham,	Bromley, Kingston, Tower Hamlets

Tower Hamlets		
26. Japanese	Kensington & Chelsea	Croydon
27. Korean		Bromley, Kingston
28. Kurdish		Croydon, Lambeth
29. Lingala		Camden, Croydon,
30. Luganda		Croydon
31. Malayalam		Croydon
32. Mandarin (Putonghua)	Newham	Bromley, Kingston, Lambeth, Lewisham
33. Panjabi (Gurmukhi)	Newham	Croydon, Southwark
34. Pashto (Pushtu)		Croydon, Lewisham
35. Polish	Kensington & Chelsea	Croydon
36. Portuguese	Kensington & Chelsea	Lambeth, Newham
37. Russian	Kensington & Chelsea, Redbridge	Croydon, Richmond-upon-Thames
38. Rwanda	Tower Hamlets	Tower Hamlets
39. Saho		Lambeth
40. Somali	Lewisham, Tower Hamlets	Bromley, Camden, Croydon, Kensington & Chelsea, Lambeth, Lewisham, Tower Hamlets
41. Spanish (Latin American)	Kensington & Chelsea, Newham, Tower Hamlets	Camden, Kensington & Chelsea, Lambeth; Tower Hamlets
42. Swahili		Croydon, Lewisham
43. Tamil		Bromley, Croydon, Kingston, Lewisham
44. Tigrinya		Southwark, Kensington & Chelsea
45. Turkish	Haringey, Islington, Lewisham, Redbridge	Croydon, Lewisham, Southwark
46. Urdu	Lewisham, Newham, Redbridge, Tower Hamlets, Waltham Forest	Bromley, Croydon, Kingston, Redbridge, Southwark, Tower Hamlets
47. Vietnamese	Lewisham, Tower Hamlets	Croydon, Southwark, Tower Hamlets
48. Yoruba		Lewisham