

**ANNUAL REPORT OF THE TOWER HAMLETS  
STANDING ADVISORY COUNCIL ON RELIGIOUS  
EDUCATION (SACRE) FOR 2024-2025**



Masjid an-Nabawi  
Madenah, Saudi Arabia

Rumaysa  
Stepney Park Primary School

See Rumaysa's commentary on the next page

I drew Masjid al-Nabawi. I had two reasons for drawing this. Firstly, because this mosque is a very special place for Muslims. Secondly, because I had recently come back from visiting this place and it left a special place in my heart.

Masjid al-Nabawi is the second most sacred place in Islam and is located in the city of Madinah. One prayer performed in Masjid al-Nabawi is equivalent to a thousand prayers elsewhere in the world except for ~~the~~ Makkah!

Medina was the destination <sup>of</sup> ~~where~~ the Prophet Muhammad's migration in 622CE from Makkah, marking the beginning of the Islamic calendar.

The reason ~~this~~ why mosque was so special was it was the first place where the Prophet established the Final muslim community. Muslims were allowed to worship Allah freely without getting prosecuted. It was a place where Muslims and non muslims lived together respecting each others beliefs, unlike everywhere else in SA Arabia at the time.

The Prophet later passed away in his room inside the sacred mosque. He was buried in the same place and the green dome was ~~made~~ made over it. A few years later, his 2 closest friends and companions

Many people pray in this mosque everyday and send their peace and blessings (salam) upon the prophet.

Being there is a calm, soothing experience and signals a time to reflect on our many blessings. Its a time where we remember our prophet's love and compassion and the sacrifice he made to establish Islam.

Many people dream of coming to this place, making me extremely lucky as I have visited this place 3 times.

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## **Tower Hamlets SACRE Annual Report 2024–25 (Framework Draft)**

Annual Report of the Tower Hamlets Standing Advisory Council on Religious Education (SACRE) 2024–2025

### **Introduction**

Since 1988, every local authority has been required to maintain a Standing Advisory Council on Religious Education (SACRE). While legislation defines the statutory remit of SACREs — principally oversight of Religious Education (RE) and collective worship — the way this role is exercised varies considerably between local authorities.

Tower Hamlets SACRE has developed a distinctive approach, shaped by the borough’s exceptional religious, non-religious and cultural diversity, strong professional networks, and a sustained commitment to high-quality Religious Education for all pupils. This annual report sets out SACRE’s work during the 2024–2025 academic year, in accordance with statutory requirements.

The report draws on the minutes of SACRE meetings held in November 2024, February 2025 and June 2025, alongside survey evidence from primary schools and attainment and workforce data. As with previous reports, it is intended both as a public record of SACRE’s work and as a monitoring document to support the local authority, schools and wider stakeholders.

## Foreword by the Chair of SACRE

It is a pleasure to present the Annual Report of Tower Hamlets SACRE for 2024–2025. This has been a year of consolidation, reflection and careful forward planning, set against a rapidly changing national policy landscape for Religious Education.

Throughout the year, SACRE has continued to benefit from the strong professional commitment of teachers, advisers and community representatives across the borough. Tower Hamlets remains distinctive in the extent to which RE is taken seriously as an academic subject, a contributor to pupils' wider education, and a vital element of social cohesion. The sustained strength of GCSE Religious Studies entry in the borough, discussed later in this report, continues to testify to this.

A particular focus this year has been on leadership capacity and curriculum coherence in primary schools. The SACRE Primary School Survey, undertaken in 2025, provides a valuable snapshot of practice and highlights both significant strengths and areas where further support is needed. It reinforces the importance of subject leadership, access to RE-specific professional development, and clear curriculum planning, particularly in a context where RE is often taught by non-specialists.

SACRE has also spent considerable time engaging with national developments, most notably the Curriculum and Assessment Review. Discussions at SACRE meetings reflected both the opportunities and the complexities associated with possible reform, including questions of entitlement, consistency, local determination and the future role of SACREs. Tower Hamlets SACRE has continued to engage constructively with national bodies, contributing evidence and professional insight informed by local experience.

The year has also seen strong levels of community engagement, with SACRE members actively supporting schools through visits, networks, interfaith activity and guidance. These contributions, often undertaken voluntarily, play a crucial role in bringing Religious Education to life for pupils and ensuring that teaching reflects lived religion and belief in the borough.

I would like to thank all SACRE members for their ongoing commitment, our adviser for her expert guidance, and officers and clerks for their support. As we look ahead, SACRE remains focused on sustaining high standards in RE, supporting leaders and teachers, and ensuring that pupils in Tower Hamlets continue to receive a rich, rigorous and inclusive Religious Education.

Ruth Marx  
Chair of Tower Hamlets SACRE

## Membership

During the 2024–2025 academic year, Tower Hamlets SACRE continued to operate with representation across all four statutory groups, while also addressing a number of longstanding recruitment and attendance challenges.

Group A (Christian and other religious denominations, including non-religious worldviews) continued to reflect the breadth of religious and belief communities in the borough. Membership during the year included representatives from Roman Catholic, Jewish, Muslim, Hindu, Sikh, Buddhist, African Caribbean Pentecostal, Bahá'í, Free Church, Society of Friends traditions, and a Representative of Non-Religious Worldviews. While engagement from several members remained strong, SACRE continued to carry vacancies for Muslim representatives, reflecting the ongoing need for nomination and approval through the Council of Mosques. SACRE members noted that this remained an area requiring continued attention and relationship-building.

Group B (Church of England representatives) saw significant improvement over the course of the year. At the November 2024 meeting, there were vacancies within Group B. By the June 2025 meeting, all Church of England vacancies had been filled, following sustained engagement with the London Diocesan Board for Schools. SACRE formally welcomed new Church of England representatives at the Summer Term meeting and recorded its thanks to members who supported this recruitment.

Group C (teacher representatives) experienced positive development during the year. SACRE continued to benefit from strong engagement from both primary and secondary practitioners, many of whom also held leadership roles within borough-wide RE networks. Recruitment efforts led to the successful appointment of an additional teacher representative during the Spring Term, strengthening classroom-informed discussion within SACRE. Nonetheless, SACRE noted that teacher workload and capacity continued to present challenges to sustained participation.

Group D (local authority representatives) included elected members and senior officers. Attendance by councillors varied across meetings, with quorum achieved at the February and June 2025 meetings but not at the November 2024 meeting. SACRE continued to note the importance of consistent local authority engagement in order to fulfil its statutory role effectively.

Throughout the year, SACRE was supported by its professional adviser, whose role included providing national policy updates, advising on statutory responsibilities, and supporting curriculum and school-facing work. Clerk support ensured continuity of governance, accurate record-keeping, and compliance with procedural requirements.

SACRE continued to monitor membership balance and attendance patterns as part of its self-evaluation, recognising that effective representation across all four groups remains central to its advisory function.

## Membership by group

The membership of Tower Hamlets SACRE during the 2024–2025 academic year comprised representatives appointed across the four statutory groups, as set out below.

### **Group A: Christian and other religious denominations (including non-religious worldviews)**

Ms Elaine Arundell – Roman Catholic Representative

Ms Sara Brown – Bahá'í Faith Representative

Ms Hannah Peaty (Amalanandi) – Buddhist Representative

Pastor Michael Omolola – African Caribbean Pentecostal Church Representative

Mr Leon Silver – Jewish Representative

Mr Birbahadur Singh Bance – Sikh Representative

Mr Ram Chandra Saha – Hindu Representative

Mr Aron O'Carroll – Society of Friends (Quaker) Representative

Mr Philip Emery – Representative of Non-Religious Worldviews

Vacancies: Muslim Representatives (2)

### **Group B: Church of England Representatives**

Ms Brigid Beney

Mr Selwyn Cush-Etter

Ms Hannah Genn

Ms Fiona Robb

Ms Mary Thorne

Ms Kate McNab

### **Group C: Teacher Representatives**

Ms Ruth Marx

Ms Tahmina Chowdhury

Ms Fahmida Khanum Uddin

Mr Noah Swinden

Mr Omar Farooq

Vacancies: Teacher Representatives (2)

**Group D: Local Authority Representatives**

Councillor Sirajul Islam

Councillor Mushtak Ahmed

Mr Farhad Ahmed – Head of School Governance

**In attendance (non-voting)**

Mrs Deborah Weston OBE– Adviser to SACRE

Mr Angus J Huck – Clerk to SACRE

## Meeting Dates and Quorum

Tower Hamlets SACRE met on three occasions during the 2024–2025 academic year, in accordance with its statutory responsibilities. Meetings were scheduled across the Autumn, Spring and Summer terms to enable SACRE to monitor provision, consider national and local developments, and fulfil its advisory role to the local authority.

The meetings were held on the following dates:

- Monday 25 November 2024
- Monday 24 February 2025
- Monday 30 June 2025

The November 2024 meeting was inquorate due to the absence of sufficient local authority representatives. As a result, while discussion took place and actions were identified, any decisions requiring formal approval were noted as inchoate and were subsequently ratified at a quorate meeting, in line with established SACRE practice.

The February 2025 and June 2025 meetings were both quorate, with representation across all four statutory groups. This enabled SACRE to formally approve minutes, confirm actions arising from earlier meetings, and discharge its statutory functions effectively.

SACRE continued to note the importance of consistent attendance, particularly from Group D representatives, in order to secure quorum and ensure continuity of decision-making. The issue of councillor attendance was discussed during the year, and steps were taken to improve communication and notification arrangements to support attendance.

Overall, SACRE was able to conduct its core business during the year, with quorate meetings enabling formal decision-making and non-quorate meetings contributing to ongoing discussion, professional exchange and forward planning.

## Matters Discussed by SACRE During 2024–2025

During the 2024–2025 academic year, Tower Hamlets SACRE considered a range of matters arising from its statutory responsibilities. These discussions provided the context for the monitoring findings, support activity and priorities set out elsewhere in this report.

SACRE considered evidence relating to **standards and provision in Religious Education**, including examination entry and outcomes, timetable allocation at Key Stage 4, and entitlement for pupils not entered for GCSE Religious Studies. These matters are reported in detail in the *Standards of Provision and Outcomes* section and associated appendices. SACRE discussions focused on the implications of this evidence for curriculum coherence, progression and statutory compliance, rather than on individual school performance.

SACRE also discussed **primary provision and leadership capacity**, informed by the Primary School Provision Survey 2025. Discussion centred on the implications of

leadership turnover, access to RE-specific professional development, and curriculum coherence. The survey findings and analysis are reported in the *Primary School Provision Survey* section and Appendix C.

In addition, SACRE considered a number of **national developments affecting Religious Education**, including the Curriculum and Assessment Review and developments in inspection practice. While no immediate statutory changes were implemented during the year, SACRE noted that national policy signals were already influencing school-level decision-making, reinforcing the importance of stability, clarity and professional guidance at local level.

Across these discussions, SACRE emphasised the importance of evidence-informed monitoring, constructive engagement with schools, and clear communication about statutory expectations. These considerations shaped SACRE's approach to support for schools and informed its priorities for the year ahead.

## Monitoring and Evaluation – Standards of Provision and Outcomes

Monitoring standards and levels of provision in Religious Education (RE) is a core statutory function of SACRE. During the 2024–2025 academic year, Tower Hamlets SACRE continued to review examination entry patterns and outcomes alongside wider indicators of curriculum quality, entitlement and coherence.

### Standards in Secondary Schools

Analysis of GCSE Religious Studies outcomes indicates that seven Tower Hamlets secondary schools achieved results above the national average at grades 9–4. In addition, the majority of secondary schools continue to enter a very high proportion of pupils for GCSE Religious Studies, with twelve schools entering 90% or more of the KS4 cohort. SACRE has also noted that a small number of schools show evidence of early entry in Year 10, a practice which both Ofsted and SACRE have previously highlighted as raising concerns about curriculum depth, progression and pupil entitlement.

GCSE Religious Studies outcomes continue to represent a distinctive strength within the borough. Analysis of GCSE Religious Studies (Full Course) results indicates that seven Tower Hamlets secondary schools achieved results above the national average at grades 9–4. These schools were:

- Swanlea School (88.4%)
- Mulberry School for Girls (86.1%)
- St Paul's Way Trust School (84.7%)
- Stepney All Saints Church of England Secondary School (81.3%)
- Central Foundation Girls' School (80.1%)
- Morpeth School (77.7%)
- Langdon Park Community School (76.8%)

SACRE noted that these outcomes were achieved across a range of school types and contexts, reflecting sustained subject leadership and curriculum commitment rather than isolated practice. Members also noted that strong GCSE outcomes were most secure where they were underpinned by coherent Key Stage 3 provision and sufficient curriculum time.

In addition to attainment, SACRE monitored the proportion of pupils entered for GCSE Religious Studies. The data show that the majority of Tower Hamlets secondary schools continue to enter a very high proportion of pupils for the qualification. Twelve schools entered 90% or more of the KS4 cohort for GCSE Religious Studies:

- Mulberry School for Girls (99.2%)
- Central Foundation Girls' School (99.6%)
- Bishop Challoner Catholic School (99.5%)
- Stepney All Saints Church of England Secondary School (99.0%)

- Stepney Green Mathematics and Computing College (98.4%)
- Mulberry Stepney Green Mathematics and Computing College (98.4%)
- St Paul’s Way Trust School (97.5%)
- Swanlea School (100.0%)
- Bow School (99.1%)
- George Green’s School (94.8%)
- Morpeth School (92.3%)
- London Enterprise Academy (95.7%)

SACRE recognised that such consistently high entry rates are unusual nationally, particularly given that Religious Studies does not currently sit within the EBacc measure. Members considered this to be a strong indicator of the value placed on RE within Tower Hamlets schools.

However, SACRE also examined patterns of curriculum time at Key Stage 4. In line with previous years, SACRE noted that a small number of schools appeared to be entering pupils for GCSE Religious Studies in Year 10, evidenced by the absence of RE curriculum time in Year 11. The schools identified through this indicator were:

- Swanlea School
- Morpeth School
- St Paul’s Way Trust School

SACRE reiterated its position, consistent with Ofsted subject guidance, that early entry to GCSE Religious Studies is not considered good practice. Members noted that early entry can limit curriculum depth, restrict opportunities for progression, and reduce pupils’ entitlement to a broad and balanced RE curriculum across the full Key Stage.

In reviewing standards of provision, SACRE emphasised that headline attainment figures must be considered alongside curriculum time, sequencing, staffing and subject expertise. High entry rates and strong outcomes are most meaningful where they sit within a coherent curriculum that provides pupils with sustained and cumulative learning in Religious Education.

Detailed school-level data supporting this analysis are provided in Appendix A.

### **Timetable provision and entitlement at Key Stage 4 (Years 10–11)**

Analysis of timetable data for Religious Education across Years 7–13 indicates that, in most Tower Hamlets secondary schools, pupils continue to receive a timetabled programme of RE at Key Stage 4, either through GCSE Religious Studies or through alternative provision. However, the data also identify a small number of schools where pupil entitlement at Key Stage 4 appears not to be fully secured.

In particular, **Mulberry UTC** and **Wapping High School** both show **GCSE Religious Studies entry rates below 90%**, alongside **no recorded timetabled RE provision in Year 11**. In these schools, pupils who do not opt for GCSE Religious Studies appear to receive **no ongoing Religious Education during Key Stage 4**. SACRE notes that this pattern raises concerns in relation to statutory entitlement, as all pupils are legally entitled to Religious Education throughout Years 10 and 11, irrespective of whether they are entered for a public examination.

SACRE recognises that schools organise Key Stage 4 curricula in different ways and that GCSE entry patterns alone do not determine curriculum quality. However, where GCSE Religious Studies is not taken by the full cohort, schools are expected to ensure that pupils who do not opt for the qualification receive a clearly identified and timetabled programme of Religious Education. The absence of any recorded provision for these pupils suggests that this entitlement may not be consistently met in all cases.

SACRE further notes that this issue is distinct from early entry to GCSE Religious Studies. While early entry raises concerns about curriculum depth and progression, the absence of alternative provision for non-GCSE pupils represents a more fundamental issue of access and compliance. SACRE therefore emphasises the importance of schools being able to demonstrate how they meet the Religious Education entitlement of **all pupils at Key Stage 4**, including those following non-GCSE pathways.

SACRE will continue to monitor Key Stage 4 provision through timetable data alongside examination entry and outcomes, and will work with schools where concerns are identified to support review and improvement of Religious Education provision.

Detailed school-level data supporting this analysis are provided in Appendix B.

## Primary School Provision Survey 2025

As part of its statutory monitoring role, SACRE undertook a Primary School Provision Survey during the 2024–2025 academic year. The survey was designed to provide SACRE with a structured snapshot of current practice in Religious Education across Tower Hamlets primary schools, focusing on leadership capacity, curriculum use, professional development, enrichment and statutory compliance.

Responses were received from **19 schools**, comprising **17 primary schools and 2 secondary schools**, with duplicate submissions removed. While this represents around a quarter of Tower Hamlets primary schools and is not intended to be statistically representative, SACRE considers the dataset to provide a credible and informative picture of practice in a significant minority of schools. The survey therefore functions both as a system-level monitoring tool and as a professional self-evaluation resource for individual schools.

### Leadership and curriculum oversight

Responses were predominantly submitted by **RE subject leaders and senior leaders with curriculum responsibility**, rather than by individual class teachers. SACRE notes that this strengthens the validity of the findings, as responses reflect whole-school curriculum intent, leadership oversight and understanding of statutory responsibilities, rather than isolated classroom practice.

The survey indicates that, in the majority of responding schools, leaders are able to articulate how RE fits within the wider curriculum and to describe the structure and sequencing of RE units across the school. However, SACRE also notes that where leaders reported uncertainty about curriculum coherence or progression, this was often linked to recent changes in subject leadership or limited access to RE-specific professional development.

### Professional development and subject expertise

The survey shows that a **clear majority of responding schools reported that the RE subject leader had undertaken RE-specific CPD within the last year**. CPD most commonly focused on understanding the Agreed Syllabus, curriculum design and progression, and strengthening subject knowledge in religion and worldviews. SACRE welcomes this level of engagement, as strong subject leadership is a key enabling factor for quality RE, particularly in primary schools where RE is most often taught by non-specialists.

However, the survey also highlights a more mixed picture for **wider staff CPD**. In a number of schools, RE-specific CPD was limited to the subject leader, with fewer opportunities for class teachers to develop confidence and subject understanding. SACRE notes that where RE CPD is not extended beyond the subject leader, there is a greater risk of variability in

quality between classes and year groups, and of RE being narrowed or conflated with PSHE or assemblies.

### **Curriculum use and the Agreed Syllabus**

Most responding schools reported that they **follow the Tower Hamlets Agreed Syllabus**, either fully or mostly. SACRE notes that for maintained schools without a religious character and voluntary controlled schools, the Agreed Syllabus is the statutory syllabus for RE. Where schools reported that they “mostly” follow the syllabus, SACRE considers it important that leaders are confident that any adaptations still secure required content, progression and sufficient curriculum time.

A majority of schools also reported using the **Tower Hamlets units of work**, either in full or in part. SACRE recognises that the use of alternative schemes or locally adapted materials can be lawful and effective, provided that leaders are able to demonstrate clear mapping to syllabus expectations and sufficient depth of study. Where schools reported limited or partial use of the units, SACRE notes the importance of leaders being able to evidence how breadth, progression and inclusion of both religious and non-religious worldviews are secured.

### **Enrichment, visits and lived experience**

The survey indicates that many responding schools make use of **visits to places of worship and other enrichment activities** to support RE. SACRE notes that such opportunities are particularly valuable in Tower Hamlets, where pupils have access to a wide range of lived religion and belief within the local community. Schools also reported inviting visitors to support RE, with SACRE emphasising that visitors are most effective when their contributions are clearly planned, educational in intent, and integrated into the wider curriculum.

Where schools reported limited use of visits or visitors, SACRE notes that this does not in itself indicate weak provision, provided that alternative strategies are in place to support pupils’ understanding of lived religion and belief. However, the absence of any such opportunities may limit pupils’ encounters with diversity within traditions.

### **Implications and next steps**

Overall, the Primary School Provision Survey 2025 presents a largely positive picture among responding schools, with evidence of committed leadership, engagement with professional development, and thoughtful curriculum planning. At the same time, SACRE notes areas where capacity remains uneven, particularly in relation to leadership turnover, access to wider staff CPD, and confidence in curriculum coherence.

SACRE will use the findings of the survey to inform its programme of support for schools during 2025–2026, including signposting high-quality CPD, supporting subject leaders, and

encouraging schools to use the survey as a self-evaluation tool. SACRE also notes that regular review of RE provision is increasingly important in the context of wider curriculum and assessment reform, and will continue to monitor primary provision alongside secondary standards data.

## Support for Schools and Community Engagement

Supporting schools in the effective delivery of Religious Education (RE) remains a central aspect of SACRE's work. During the 2024–2025 academic year, SACRE's support activity was shaped directly by evidence from its monitoring work, including examination data, timetable analysis and the Primary School Provision Survey.

### Professional advice and subject leadership support

Throughout the year, SACRE provided ongoing professional advice to schools through its adviser, responding to queries from school leaders and subject leads on curriculum design, statutory requirements, examination entry, and the interpretation of the Agreed Syllabus. This included support for both maintained schools and academies, recognising the different legal frameworks under which RE is provided.

SACRE noted that demand for subject-specific advice remains high, particularly in primary schools where RE is commonly led by non-specialists and where subject leadership roles change frequently. In response, SACRE continued to prioritise signposting high-quality professional development opportunities for RE subject leaders, including borough-based networks and nationally recognised CPD.

### Networks and professional collaboration

SACRE continued to support and engage with borough-wide RE networks during the year. These networks provide an important forum for subject leaders to share practice, discuss curriculum development, and build confidence in teaching religion and worldviews in a local context. SACRE recognises the value of these networks in supporting consistency and coherence across schools, particularly at a time of wider curriculum and assessment reform.

Members also contributed professional expertise to network meetings, helping to ensure that discussions were informed by statutory guidance, inspection frameworks and national developments affecting RE.

### Support linked to monitoring findings

Findings from the Primary School Provision Survey 2025 informed SACRE's approach to support for schools. In particular, SACRE identified the need to:

- strengthen support for new and recently appointed RE subject leaders
- encourage wider access to RE-specific CPD beyond the subject leader

- support schools in reviewing curriculum coherence and progression
- reinforce understanding of statutory entitlement at Key Stages 2 and 4

SACRE emphasised that the survey was intended as a developmental tool rather than a judgement, and encouraged schools to use it as part of their own self-evaluation processes.

#### Community engagement and enrichment

Community engagement continued to play an important role in supporting RE in Tower Hamlets schools. SACRE members and local community representatives supported schools through visits, advice on planning visits to places of worship, and guidance on engaging visitors in a way that is educationally appropriate, balanced and inclusive.

SACRE continued to promote the use of local places of worship and community resources as part of a planned RE curriculum, recognising the particular opportunities available within the borough. Guidance on visits and visitors was shared with schools to support safeguarding, balance and curriculum coherence.

#### Interfaith and wider educational activity

SACRE members supported and contributed to wider interfaith and community cohesion activity where this aligned with educational aims. SACRE noted the importance of maintaining a clear distinction between educational activity and community or faith-based initiatives, while recognising that well-planned engagement can enhance pupils' understanding of lived religion and belief.

#### Looking ahead

SACRE will continue to align its support for schools with evidence from its monitoring work. Priorities for 2025–2026 include strengthening subject leadership capacity, supporting curriculum coherence at Key Stage 4, and ensuring that all pupils' entitlement to Religious Education is secured across school types and key stages.

## Appendix A

School name	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% year 12 hours - RE	% year 13 hours - RE	% hours - RE
<b>Stepney Green Mathematics and Computing College</b>	2.48	5.14	4.56	5.94	5.84	2.04	2.35	4.03
<b>Morpeth School</b>	3.05	2.7	11.99	11.53	0.0	3.08	2.65	3.37
<b>Oaklands School</b>	3.64	3.48	3.4	7.09	6.49	0.0	0.0	4.08
<b>Swanlea School</b>	3.28	3.11	8.7	9.46	0.0	4.23	3.23	4.64
<b>Stepney All Saints Church of England Secondary School</b>	3.37	6.36	6.62	6.56	6.75	2.95	2.92	5.21
<b>Bishop Challoner Catholic School</b>	10.61	10.87	8.53	9.46	10.06	4.5	3.66	8.63
<b>Wapping High School</b>	?	?	?	?	?			
<b>London Enterprise Academy</b>	4.94	4.64	4.94	10.91	6.58			6.71
<b>Mulberry School for Girls</b>	3.54	3.65	7.21	6.69	6.56	4.06	4.3	5.23
<b>Mulberry Stepney Green Mathematics and Computing College</b>	2.48	5.14	4.56	5.94	5.84	2.04	2.35	4.03
<b>Bow School</b>	1.63	0.0	0.0	?	?	0.0	0.0	5.08
<b>Langdon Park Community School</b>	6.72	6.92	5.66	2.92	5.47	0.0	0.0	4.44
<b>St Paul's Way Trust School</b>	5.12	5.53	10.44	10.93	0.0	3.26	5.41	5.91
<b>George Green's School</b>	3.28	3.26	7.28	6.32	5.11	0.0	0.0	3.93
<b>Central Foundation Girls' School</b>	3.29	3.29	3.77	6.57	6.24	2.62	3.17	4.32
<b>Mulberry UTC</b>				7.15	3.46	0.0	0.0	1.65

## Appendix B

School	KS4 Entry % (FC)	KS4 Entry % (SC)	KS4 Entry % (All)	9–4 % (FC)	9–4 % (SC)	Y10 entry flag
<b>Bishop Challoner Catholic School</b>	99.5	0	99.5	65.7	.	No
<b>Bow School</b>	99.1	0	99.1	53.2	.	
<b>Central Foundation Girls' School</b>	99.6	0	99.6	80.1	.	No
<b>George Green's School</b>	94.8	0	94.8	66.7	.	No
<b>Langdon Park Community School</b>	46.1	0	46.1	76.8	.	No
<b>London Enterprise Academy</b>	95.7	0	95.7	61.4	.	No
<b>Morpeth School</b>	92.3	0	92.3	77.7	.	Yes
<b>Mulberry School for Girls</b>	99.2	0	99.2	86.1	.	No
<b>Mulberry Stepney Green Mathematics and Computing College</b>	98.4	0	98.4	58.6	.	No
<b>Mulberry UTC</b>	50	0	50	70	.	No
<b>Oaklands School</b>	31.6	0	31.6	68.8	.	No
<b>St Paul's Way Trust School</b>	91.1	6.4	97.5	84.7	26.7	Yes
<b>Stepney All Saints Church of England Secondary School</b>	99	0	99	81.3	.	No
<b>Stepney Green Mathematics and Computing College</b>	98.4	0	98.4	58.6	.	No
<b>Swanlea School</b>	100	0	100	88.4	.	Yes
<b>Wapping High School</b>	21.5	0	21.5	50	.	

