



ANNUAL REPORT OF THE TOWER HAMLETS STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) FOR 2021 – 2022

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Introduction

Since 1988, it has been a requirement that every local authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship - in practice every SACRE has developed its own particular style and character.

Tower Hamlets SACRE developed its own particular style and character has over the years, as this report will testify.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is published, sent to the local authority, to local schools and to other interested parties. One important element of the report is performance data and an analysis of the extent to which schools are meeting their legal duties in relation to RE. Validated GCSE data was not available until this month, hence the delay in the publication of the report. More recently, other datasets have been made available by the DfE, most significantly the school workforce data that supports the monitoring of the level of provision in secondary schools.

Foreword by the Chair of SACRE



‘The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain.

Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate.’

Religious Education Council of England and Wales

Religious Education in Tower Hamlets is robust, rigorous, and developing every year.

Attendance at Religious Education training and at our Network meetings indicates that Religious Education continues to thrive in the London Borough of Tower Hamlets (LBTH). Most training and meetings have moved online allowing schools and individuals to attend virtually. This more flexible approach has resulted in greater attendance. Religious Education Primary School attendance is now at 74%; it is now a more vibrant, collaborative meeting. The group has begun to develop, through research, small projects. A current project arose from an analysis of children’s attitudes towards other faiths than their own. Using the RE Today book ‘Good and Evil’ where the teachings and guidance from the 3 Abrahamic faiths is explored, children discovered that the 3 main faiths had many similarities. As Jo Cox said, *“We are far more united and have far more in common than that which divides us”* Children became more tolerant and understanding of other faiths. This project has now been shared with all schools in Tower Hamlets, sharing excellent practice. Pleasingly, because of the 2022 RE conference in Tower Hamlets Secondary Schools (KS3-KS5) have requested a termly network meeting like the Primary one. This has now been commissioned and led by Ruth Marx, our current Vice Chair.

Further evidence of Tower Hamlets success was discussed at parliamentary level through a question raised by Janet Daby where she asked- *‘To ask the Secretary of State for Education, which local authorities entered the (a) highest and (b) lowest proportion of their year 11 cohort for GCSE Religious Studies in the 2022-23 academic year.’* Nick Gibb replied *‘In the 2021/22 academic year, the Local Authority with the highest percentage of pupils entering GCSE Religious Studies was the Isles of Scilly with 86.7%, but this is based on only 15 pupils at the end of Key Stage 4. The next highest percentage was for Tower Hamlets, with 81%’* So out of 152 LAs, Tower Hamlets entered more candidates for GCSE than any other LA. It had been a very long struggle to persuade LAs to treat GCSE Religious Studies as a worthwhile endeavour in which students could do well. In 2021 there had been an 81% entry rate in Tower Hamlets, which was the best ever.

Tower Hamlets SACRE continues to grow and represents all the major religious traditions and non-religious worldviews. We are an active and supportive committee who are

currently exploring alternative funding for the excellent AFAB project. We hope to report next year that the project has been re-established.

The SACRE Agenda is always greater than the time allocated and whilst I am always grateful to the committee members for their generosity beyond the published time, I am delighted by the further generosity of committee members who have volunteered to participate in a 'The Time Limited Working Group (TLWG)', which has allowed us address some of the agenda items which need extensive discussion. The group then report to the main SACRE meeting. The current TLWG which comprises of Ms Marx, Ms Thorne and Ms Uddin, and assisted by Mrs Weston. Currently the TLWG scrutinized the SACRE Action Plan and decided that whilst many things already belonged in the "excellent" category. Areas that needed to be more effective were identified and made targets for this year. It was felt that there needed to be strategies to improve Member attendance and fill Membership vacancies, and there should be more training opportunities. The TLWG talked about the possibility of having induction meetings for new members. The paper was presented to the full committee members and set these out in detail. It was also felt that the relationship between SACRE and the Tower Hamlets Interfaith Forum (THIFF) should be stronger. There were things for which THIFF received funding, but SACRE did not. The TLWG was of the view that evaluation visits to schools should be reinstated. Members felt there was a need to be in schools to understand and celebrate the excellent work taking place. This has been an excellent initiative which allows SACRE become even more effective.

To encourage schools to enter the national NATRE Spirited Arts competition Deborah Weston has established a Tower Hamlets Spirited Arts competition for our schools. All entries then will be forwarded to the national competition. We look forward to seeing their responses and possibly winners!

A further example of the noteworthy work carried out to support schools is the LBTH SACRE Ramadan Guidance handbook developed for teachers, carers and parents, in partnership with the London Muslim Centre and the Tower Hamlets Council of Mosques, which has been updated. This work was led by Juber Hussain and Deborah Weston (RE Advisor/Inspector) who have updated the guidance for LBTH schools relating to Ramadan.

I wish to acknowledge the immense support received from Deborah Weston OBE, RE advisor for Tower Hamlets, Angus Huck our clerk to SACRE and the whole SACRE Committee who make the role interesting and challenging. Finally, I wish to extend a huge thank-you to the schools and their staff who help to make Religious Education a high profile subject relevant to the children attending LBTH schools.

This annual report will give you a flavour of some of the work of Tower Hamlets SACRE including our achievements and areas to develop.

Carolyn Lindsay

Chair Tower Hamlets' SACRE

Membership

Group A: 16 Representatives from such Christian and other religious denominations as in the opinion of the Authority will appropriately reflect the principal religious traditions in the area. (Quorum 2)

[1 African Caribbean Pentecostal Churches; 1 Buddhist; 1 Free Church; 1 Hindu; 1 Jewish; 6 Muslim; 3 Roman Catholic; 1 Sikh; and 1 Society of Friends]

Ms Elaine Arundell (Roman Catholic Representative)

Mr Birbahadur Singh Bance (Sikh Representative),

Ms Wahida Begum (Muslim Representative)

Mr Ram Chandra Saha (Hindu Representative)

Mr Leon Silver (Jewish Representative)

Ms Hannah Peaty (Buddhist Representative)

Mr Maswood Ahmed (Muslim Representative)

Mr Mark Daveren (Roman Catholic Representative)

Mr Juber Hussain (Muslim Representative)

Fr John Moffatt SJ (Roman Catholic Representative)

Mr Aran O'Carroll (Free Church – Society of Friends)

Dr John Opute (African Caribbean Pentecostal Church)

Ms Fiona Shaik Umar (Muslim Representative)

Vacancies: 2 Muslim Representatives, Free Church (Salvation Army) and 1 Roman Catholic Representative

Group B: 6 representatives from The Church of England.

Mr Allan McLean (Church of England Representative)

Ms Kate McNab (Church of England Representative)

Ms Fiona Robb (Church of England Representative)

Mr Robert Scott (Church of England Representative)

Mr Will Clarke (Church of England Representative)

Mr Brian Welsh (Church of England Representative)

Vacancies: 1 Church of England Representative

Group C: 7 Representatives from associations representing teachers which, in the opinion of the Authority, ought to be represented having regard to the circumstances of the area.

Ms Ruth Marx (Teacher Representative)

Ms Aislinn Millett (Teacher Representative)

Ms Nasima Khanom (Teacher Representative)

Mr Lannen Armstrong (Teacher Representative)

Ms Fahmida Khanum Uddin (Co-opted Christ Church Primary School)

Vacancies: 1

Group D: 4 representatives from the Local Authority

[3 elected Members; and 1 officer]

Ms Carolyn Lindsay (The Partnership) – Chair

Councillor Asma Begum
Councillor Mohammed Pappu
Councillor Andrew Wood

Co-options

Ms Brigid Amoatin (Co-opted CrossTeach)
Mr Tom Llewelyn-Jones (Representative of non-religious worldviews)

In attendance:

Mrs Deborah Weston (Advisor to SACRE)
Mr Angus J Huck (Clerk)

SACRE are pleased to report that in most cases, attendance at SACRE has improved during the pandemic. It appears that remote meetings are easier for people to attend than face to face. SACRE have agreed to meet remotely for the Autumn and Spring meetings and face to face or hybrid in the Summer. The exception to this is the attendance for Committee D. Changes to membership of this committee has resulted in communication issues and this to inquoracy of several SACRE meetings. These issues have been discussed and a plan of action put in place which we hope will improve the situation.

ADVICE:

SACRE wishes to thank officers for their support in ensuring places on committees of SACRE are filled.

SACRE Meetings Held

The following SACRE meetings were held during the reporting period:

8th November 2021

14th March 2022

4th July 2022

All meetings were held remotely on Zoom

Work Plan 2021-22

The work plan for 2021-2022 is reported as appendix A

Monitoring and Evaluation

Standards in Tower Hamlets Schools.

SACRE undertakes a number of activities annually to fulfil its responsibilities including the monitoring of:

School Workforce Data (Secondary)

Schools complete the school workforce census every November and this allows SACRE to discuss the number of teaching hours each secondary school reports for RE. Although not all schools appear to complete the census accurately, it appears that more schools are reporting RE and there are fewer incidents of a mismatch between different sources of data on the same school i.e. a website check, GCSE entry data and school workforce figures.. SACRE is pleased that steps to encourage schools to report their provision for RE accurately are having a positive effect.

Appendix B below sets out the data schools reported to the Department for Education.

SACRE advice: SACRE has advised the council to remind four schools that they appear not to be reporting their provision for RE accurately and should try to rectify that situation when completing the next census. We have also asked the council to discuss provision for RE in three schools where the available data might indicate that they are not providing RE for all pupils in accordance with their funding agreement.

GCSE Entries and Results

The Tower Hamlets Agreed Syllabus requires that all students in all schools follow a course in Religious Education leading to a GCSE qualification. The publication of results therefore is another tool that helps us monitor levels and quality of provision. However, during the pandemic, DfE made a decision from the summer of 2020 to Summer 2021 that because

qualifications such as GCSE and A were awarded based on school assessment, it would not be reasonable to use them in national performance tables. This means that 2022 was the first time that SACRE had a chance to monitor GCSE entry and performance in three years.

It was highlighted that Tower Hamlets's position in a ranked list of local authorities by rate of entry for GCSE had risen to the top position out of 152 local authorities when ranked according to entries for GCSE Religious Studies (This is because 81% of pupils (up from 77%) completing year 11 are entered for GCSE in Tower Hamlets. Members were delighted by this figure. The lowest ranked authority entered 14%.

SACRE ADVICE

SACRE wishes to advise the council of its agreed view that where SACRE has identified strengths or areas for development in relation to Religious Education in specific schools, the subject should form part of the annual conversations conducted by the School Effectiveness Team. This we believe is consistent with School Support Strategy 2019 and the aim that by 2022, there will be an effective process to 'challenge and support all schools to increase quality and standards of education'.¹

¹ Tower Hamlets Council Education Support Strategy 2019-2022 <https://www.TowerHamlets.gov.uk/sites/default/files/assets/documents/education-support-strategy-2019-v02.pdf>

Other matters discussed that fall under the remit of SACRE

SACRE discussion of National Developments in RE

At each meeting, SACRE received an update of some of the national developments in RE. In this reporting year, these updates and publications included the following:

- i. Work on the Worldviews project led by RE Today on behalf of the RE Council of England and Wales
- ii. the completion of a public perception survey on RE conducted by Culham St Gabriel's Trust <https://www.cstg.org.uk/activities/campaigns/public-perception/>
- iii. Publications from Ofsted specifically the Research Review of Religious Education
- iv. Resources published by organisations linked to specific religious or non-religious worldviews.
- v. Government action related to RE including responses to parliamentary questions and the White Paper 2022.
- vi. NATRE Survey of provision for RE in Secondary Schools
- vii. A Parliamentary Round Table on RE
- viii. Insight Report from the Hindu Education Board on Religious Education

Tower Hamlets SACRE is pleased to be part of the National Association of SACREs (NASACRE) and welcomed the introduction of a comprehensive training programme for SACRE members. SACRE used the SACRE Self-Evaluation Tool to review its performance and would be making a number of changes to the 2022-23 Action Plan as a consequence.

Audio visual resources published by SACRE

SACRE resolved to extend the provision of locally based resources to support the teaching of RE. Two resources have been published so far. The first is a video exploring for the Christian faith has an impact on an individual's life. The second helps people to learn more about Buddhism the London Buddhist Centre in Bethnal Green. The resources are available on the Faith in Tower Hamlets website in the Religious Education section.

Agreed Syllabus review

SACRE completed its Agreed Syllabus review in the spring of 2022 with a launch planned for Summer 2022. SACRE and its Agreed Syllabus Conference resolved to renew the license with RE Today for their model syllabus A and to offer copies for all schools in Tower Hamlets. SACRE also extended the collection of units of work to accompany the syllabus and these will be made available in the coming months.

Teacher Education

SACRE noted the disappointing news that following the withdrawal of bursaries in the previous year, the number of recruits to training to teach RE had fallen again. Given that the DfE had failed to meet its target for recruiting teachers of RE for 9 years in the previous 10, and the fact that three times as many lessons of RE are taught by those with no-post A level qualification in the subject, it was difficult to see how this could be justified.

In more positive news, the government had decided to continue funding subject knowledge enhancement courses so that those with a degree in a subject outside the Theology and Religious Studies field could be better prepared to train as a teacher of RE.

SACRE continued to monitor opportunities for training and to circulate these to teachers in Tower Hamlets. These included:

[NATRE's New2RE programme](#) for primary and secondary Early Career teachers (in their first two years of teaching) and those trained in another subject but new to teaching RE

[Research of the Month](#) from RE:Online to help teachers keep up to date with the latest developments in their subject

[#REChatUK twitter forum](#)

Occurs the first Monday of every month in term time. The timetable is here: [#REchatUK \(natre.org.uk\)](#)

[Farmington Scholarships](#)

[Culham St Gabriel's Leadership Programme](#)

Appendix A: Tower Hamlets Standing Advisory Council on RE - Action Plan

From Religious Education in English Schools DCSF (2010)

A SACRE must:

- advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit¹¹
- publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the LA
- send a copy of the report to the DfE
- meet in public unless confidential information is to be disclosed
- make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public). There are also provisions about public access to the agenda and reports for meetings.

A SACRE should:

- monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus
- provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training
- in partnership with its LA, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality teaching and learning of RE
- offer advice to the LA, and through the LA to schools, concerning how an existing agreed syllabus can be interpreted so as to fit in with a broad, balanced and coherent curriculum.

A SACRE may:

- require its LA to review the agreed syllabus and, if after discussion a vote is taken on this matter, the LA group on SACRE is not entitled to cast a vote. A majority decision by the three other committees is sufficient
- decide to advise the LA on matters related to its functions to the LA – equally, an LA may decide to refer matters to its SACRE
- co-opt members who are not members of any of the four groups
 - such co-opted members may provide educational expertise, young peoples' views or religious and non-religious views that reflect a diverse multi-cultural society.
- However, on any question to be decided by a SACRE, its constituent groups each have a single vote but co-opted members do not have a vote.
- Decisions within a group do not require unanimity. Each group must regulate its own proceedings, including provision for resolving deadlock. Many SACREs have chosen to adopt a constitution to regulate their proceedings and ways of working.

SACRE WORK PLAN
To meet the statutory duties of a SACRE
2021-22

Objective	Action	Responsibility	Date	Success criteria
1. SACRE meetings are planned and dates published annually	Agenda planning Liaison with clerk and chair Meeting preparation Report writing Meeting attendance Minute taking Publication of meeting agendas and minutes	Clerk, Chair, Adviser LA representative, members	Termly SACRE meetings	Meetings are effective meetings with actions followed up between meetings Members have a working knowledge of <ul style="list-style-type: none"> • issues affecting RE in the area • the Agreed Syllabus for RE • an understanding of the responsibilities of SACRE
2. Complete review of Agreed Syllabus and convene the Agreed Syllabus Conference	Complete the review of the syllabus Convene an Agreed Syllabus Conference during the Academic Year Publicise the launch event Encourage SACRE members to attend Distribute revised materials as they become available during the academic year Respond to queries from schools	Adviser SACRE members	Launch scheduled Summer Term 2022	<ul style="list-style-type: none"> • Agreed Syllabus, support materials well received by schools
3. SACRE have the opportunity to consider national developments in relation to RE in Tower Hamlets	Consider relevant material from National organisations (AREAIC, NATRE, REC, NASACRE as well as the DfE, Ofsted and Tower Hamlets Council departments Termly NATRE local group newsletter distributed to primary and secondary network leads SACRE to be kept up to date with developments around the Schools White Paper, Schools Bill and consultation on Statutory Academy Trust Standards as they relate to RE	Adviser NATRE local group officer Adviser	As information is published	Items on the Agenda for each meeting, Attendance at relevant meetings e.g. NASACRE AGM Minutes record discussions and actions

<p>4. Produce annual report of the work of SACRE including advice to the council.</p>	<p>Collate information, source data and draft report Ensure final report presented to LA Report published Copy to Department for Education and to NASACRE</p>	<p>Adviser to draft, Chair to write foreword, Clerk to circulate. An elected representative to present to council</p>	<p>Spring Term (to account for data publication dates)</p>	<p>Completed draft in time for Spring meeting Report presented to council Copies sent to all schools via mailing system Copy acknowledged by DfE</p>
<p>5. Engage with local schools and Academy Trusts to understand how Religious Education and Collective Worship are provided in Tower Hamlets</p>	<p>Schools encouraged to complete survey once every three years Members analyse findings Findings circulated via mailing system Reported in Annual Report</p>	<p>Adviser Primary and Secondary Network leader</p>	<p>Once every three years</p>	<p>Surveys completed by majority of schools Findings discussed at SACRE meetings. Evidence of improvement year on year</p>
<p>6. Provide information on the RE curriculum and resources to schools including through training</p>	<p>Update schools on current developments in RE (NATRE and other material requested by SACRE) via mailing system and Network meetings Invite update to list of places to visit and visitors and publish new version</p>	<p>Adviser Primary and Secondary Network leads Adviser</p>	<p>Termly Annually Annually</p>	<p>Schools in receipt of material Teachers respond to material received Teachers raise questions to the adviser</p>
<p>7. Monitor provision for RE and Collective Worship</p>	<p>Source and present national and local data as follows: <ul style="list-style-type: none"> – GCSE validated and unvalidated results and entries (local and national) – School workforce data (local and national) – Ofsted Reports that mention RE – Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local) – Review school websites – Write to schools about findings – Sample collective worship policies </p>	<p>Adviser All SACRE members LA representative</p>	<p>Annually</p>	<p>LA respond to advice offered on strengths of RE and collective worship, and areas in need of development Schools respond to feedback on their websites and policies</p>

8. Evaluate SACRE work and establish priorities	Item at summer term meeting	All SACRE members	Summer term meeting	Evaluation identified success criteria are met
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Appendix B – School Workforce Data Published summer 2022

National Context

Source: JOINT COUNCIL FOR QUALIFICATIONS (This includes entries in all schools)

Provisional GCSE (Full Course) Results (9-1 Only) - June 2022

CUMULATIVE PERCENTAGES of Subject Results by Grade

Category	Subject	Year	Number Sat	9	8	7	6	5	4	3	2	1	U
GCSE Full Course England 9 - 1	Religious Studies	2022	221983	9.7	21.6	34.7	51.8	66.1	76.7	87.0	94.5	98.5	100
GCSE Full Course England 9 - 1	Religious Studies	2021	221419	11.5	23.9	37.9	53.4	67.6	80.2	90.0	95.8	98.9	100
GCSE Full Course England 9 - 1	Religious Studies	2019	227913	7.4	17.9	30.5	46.6	60.9	72.3	86.3	94.3	98.5	100

school_type	subject	Qualification type	grade	number_achieving	percentage_achieving
All state-funded	Religious Studies	GCSE	9 to 1	185522	89
All state-funded	Religious Studies	GCSE	9 to 4	142558	69
All state-funded	Religious Studies	GCSE	9 to 5	121647	59

Tower Hamlets school workforce (published summer 2022) and GCSE data (summer 2022)

School name	Religious character	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	GCSE Entries
Bishop Challoner Boys' School	Roman Catholic	8.26	6.9	13.2	10.8	10.6	95%

Bishop Challoner Girls' School	Roman Catholic	15.64	16.15	8.29	9.96	11	94%
Bow School	Does not apply	5.33	3.6	5.9	5.18	4.72	97%
Central Foundation Girls' School	None	3.61	3.69	3.67	6.9	6.54	100%
East London Arts & Music	None	.	.	.	.	.	0%
George Green's School	None	0	0	0	6.4	3.82	64%
Langdon Park Community School	Does not apply	6.6	6.67	7.2	7.63	5.57	51%
London Enterprise Academy	None	2.77	4.17	3.26	7.61	7.2	100%
Morpeth School	Does not apply	3.16	2.68	11.3	10.7	0*	97%
Mulberry School for Girls	Does not apply	2.99	3.3	6.54	6.37	7.37	100%
Mulberry UTC	Does not apply	N/A	N/A	N/A	3.64	5.37	5%
Oaklands School	Does not apply	3.94	3.86	3.94	8.11	6.9	33%
St Paul's Way Trust School	None	3.78	4.89	9.48	9.06	0*	94%
Stepney All Saints Church of England School	Church of England	6.16	5.72	5.69	6.28	6.21	100%
Stepney Green Mathematics and Computing College	Does not apply	0	5.12	5.88	5.76	5.53	100%
Swanlea School	Does not apply	2.83	3.03	10.1	11.1	0*	97%
Wapping High School	None	.	.	.	.	.	0%

***Presumed early entry. Note Ofsted comment on early entry**

“Research from the DfE found that religious studies was one of the most popular subjects (alongside statistics and English literature) for early entry, such as in the summer of Year 10.[footnote 30] However, the analysis revealed that those pupils taking religious studies early performed worse than their non-early-entrant peers. In 2019, 17,309 pupils were entered early for religious studies (the second-highest subject after English literature). This accounted for over 7.5% of the 2019 entries for GCSE religious studies. Those pupils with lower prior attainment who were early entrants, which may include many disadvantaged pupils and pupils with SEND, performed considerably worse than their peers with low prior attainment who were not early entrants. Early entry to GCSE religious studies therefore appears to be bad for pupils’ attainment, especially for those who can least afford it (pupils with low prior attainment).”Source: <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

GCSE Attainment

School name	School religious character	School type	Number of pupils at the end of Key	Full course entry %	Short course only entry %	Full course result 9-4%	Short course result 9-4%
Bow School	Does not apply	CY	224	96.4	0.0	64.8	.
Langdon Park Community School	Does not apply	CY	179	51.4	0.0	75.0	.
Morpeth School	Does not apply	CY	237	97.0	0.0	76.5	.
Oaklands School	Does not apply	CY	135	32.6	0.0	79.5	.
Swanlea School	Does not apply	CY	208	96.6	0.0	89.1	.
George Green's School	None	VC	205	64.4	0.0	84.8	.
Central Foundation Girls' School	None	VA	237	99.6	0.0	89.0	.
Stepney All Saints Church of England Secondary School	Church of England	VA	204	100.0	0.0	86.8	.
Bishop Challoner Girls' School	Roman Catholic	VA	144	97.2	0.0	80.7	.
New City College	Does not apply	FESI	89	12.4	0.0	72.7	.
Bishop Challoner Boys' School	Roman Catholic	VA	120	95.0	0.0	70.2	.
Mulberry Academy Shoreditch	Does not apply	ACC	168	98.2	0.0	72.1	.
Wapping High School	None	F	71	0.0	0.0	.	.
London Enterprise Academy	None	F	111	99.1	0.0	71.8	.
Canary Wharf College 3	None	F	33	0.0	97.0	.	75.0
St Paul's Way Trust School	None	ACC	236	94.5	3.4	85.2	37.5
Mulberry School for Girls	Does not apply	ACC	207	99.0	0.0	89.8	.
Mulberry Stepney Green Mathematics and Computing College	Does not apply	ACC	178	100.0	0.0	70.2	.
Mulberry UTC	Does not apply	UTC	41	4.9	0.0	100.0	.
TOWER HAMLETS	.	.	3088	81.1	1.3	79.8	67.5
ENGLAND	.	.	221,983	34.0	2.6	76.8	66.1