

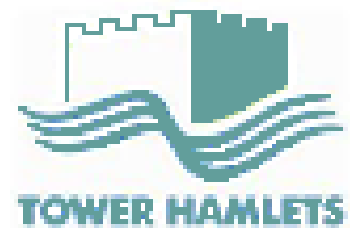
# TOWER HAMLETS COUNCIL EQUALITY IMPACT ASSESSMENT SCHOOL ADMISSION ARRANGEMENTS 2015



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**Prepared by:** Pupil Services  
Education Social Care and  
Wellbeing Directorate





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## Equality Analysis (EA)

### Section 1 – General Information (Aims and Objectives)

Name of the proposal including aims, objectives and purpose:

#### School Admissions in Tower Hamlets

Admissions to schools are functions that operate within a policy framework. There are arrangements and policies for the admission of pupils to nursery, primary and secondary mainstream schools. By law all schools must have admission policies that are published and made available to parents. In Tower Hamlets (TH), the Local Authority is the admission authority for community schools and the governing bodies are the admission authorities for own admission authority schools i.e. Voluntary Aided, Trust, Academy and Free Schools.

Applications made outside of the September entry point, are referred to in this report as 'in-year' admissions. These are coordinated centrally on a half termly basis and follow the respective primary or secondary admissions arrangements. Applications from pupils who are 'out of school' are processed outside of the above timetable and are allocated a place within ten school days.

Admission authorities must consult on their admission arrangements in accordance with a statutory timetable, publish information for parents including the procedure and timetable; the oversubscription criteria; the number of places available at each school and the number of applications refused; arrangements for informing parents of the outcome of their applications; and details of how to access further information. The local authority must also consult upon and implement co-ordinated schemes for admissions to the reception year group and secondary transfer.

Nursery Admissions Arrangements came into effect in September 2014. Whilst, the policy is in line with the primary coordinated admissions arrangements for reception class, the Authority does not coordinate the nursery admissions centrally and schools administer the admissions individually. Parents apply directly to their preferred school(s); schools will then notify the outcome to parents. There is a standard closing date and offer date for TH schools and nurseries. The Authority will collect the outcome data from schools once the offers have been made. This data collection will be used in future years to monitor the decision-making for nursery admissions.

Primary co-ordinated admissions to the reception year group have operated since the 2006/7 academic year. This is a statutory scheme with the aim of notifying every parent applying to a Tower Hamlets primary school on the same day of a single offer, if possible, at the school ranked highest that is able to offer a place. The decisions are taken by governors in respect of own admission authority schools and community schools apply the Council's over-subscription criteria. Co-ordinated admissions allow the Local Authority (LA) to monitor the decision-making in respect of community schools.

Applications for secondary transfer are dealt with and determined by the LA, except for those to the Bishop Challoner Collegiate schools, Raine's Foundation, Sir John Cass Foundation, Wapping High School, London Enterprise Academy and Canary Wharf College. There are co-ordinated admission arrangements for secondary schools; with the LA working closely with own admission authority schools.

All schools must, by law, have oversubscription (admission) criteria, which are used to determine the offer of places if a school receives more applications than there are places available. The criteria must be compatible with equal opportunities legislation, have regard to the Authority's responsibility to promote racial equality and as far as possible be inclusive of all the elements of the school's local community. There is also a requirement for the criteria to be clear, fair and objective. For the secondary schools that use the LA's admission policy, banding is used to achieve a balance of ability in the intake.

The relevant legislation for the admissions criteria is the School Admissions Code 2014 issued under the School Standards and Framework Act 1998 ('SSFA 1998'), the Equality Act 2010 and the Human Rights Act 2008.

Admission authorities have a duty to comply with parental preference whenever practicable. The effect is that no influence can be brought to bear on admissions to under-subscribed schools as all the applications will be successful. This can result in schools where there is little diversity of intake in terms of ethnicity and significant gender imbalance. A relevant factor in Tower Hamlets in this respect is that single sex education is more popular for girls than for boys.

Own admission authority schools have their own admission policies. Generally speaking, they give priority on a denominational basis, although many Church of England schools have "open" places for children from other world faiths. Where priority for admission is based on denominational grounds and the school is oversubscribed, the admission of pupils from other world faiths may be limited. Whilst the pupil profile in these schools is diverse, in some of the Voluntary Aided (VA) schools Bangladeshi children are significantly underrepresented. In many cases, these schools receive few applications from Bangladeshi parents.

There are also schools with very few non-Bangladeshi pupils. The principle that underpins the Council's admission policy is proximity to school and the location of some schools combined with the local demography can sometimes result in a monocultural intake.

The policies being considered under this Equalities Analysis set out the processes and criteria for admitting children to community schools and how Tower Hamlets Council coordinates admission applications within the Pan London area. In accordance with the School Admissions Code, these policies include processes and criteria that are fair, objective and transparent.

The following policies are contained within the remit of this Equalities Analysis.

- Nursery Admissions arrangements
- Primary School Admissions arrangements
- Secondary School Admissions arrangements
- In-Year Admissions arrangements

### Who is expected to benefit from the proposal?

The Council seeks to use objective admission criteria which maximises equal opportunity and equitable access to education, in order to create community schools with balanced intakes, in terms of ability, gender, ethnicity and socio-economic factors. The following groups are expected to benefit:

**Parents** – the policies and procedures need to be clear for parents to understand how to apply

for a school place and how school places are allocated by the admissions authority.

**Children** – All children receive an offer of a school place at the earliest opportunity and normally at one of their local schools.

**Schools** - Schools will have a clear policy within which to exercise their responsibilities for admissions.

**Local Authority** - A clear policy against which to make decisions, co-ordinate offers of places and monitor pupil admissions.

**Service area:**

Learning and Achievement

**Team name:**

Pupil Services

**Service manager:**

Terry Bryan

**Name and role of the officer completing the EA:**

Terry Bryan, Head of Pupil Services

What initial evidence do we have which may help us think about the impacts or likely impacts on service users or staff?

Data and information has been collected from the following data and reports:

- 2011 National Census
- School Census collections (various years)
- Analysis of admissions outcomes (various years)
- Central Pupil Database
- Consultation outcomes (various)
- Transport administration system
- Equality Impact Assessment Bow School (2013)
- Mode of travel survey (2011)

### Tower Hamlets Resident Profile

The residential profile in Tower Hamlets is set out in Appendix A. Data from the 2011 National Census shows Tower Hamlets is a diverse borough from many different ethnic backgrounds. However, it is clear that two groups are prominent in the borough. This is shown in Appendix A, Table 2.1. 32.8% of residents are of white origin and 32% are of Bangladeshi origin. The remaining 35.2% are made up of all other groups.

### Key Findings:

#### Nursery arrangements

The recent consultation on the admissions arrangements for 2016/17 (Appendix B) showed that all respondents agreed with the nursery admissions arrangements following that of the primary school admissions arrangements. This included implementing the same catchment areas and 'nearest school' tie-break criterion in line with the admissions arrangements for primary schools.

The outcome for nursery admissions is not yet available for monitoring. Whilst the Authority does not centrally administer the nursery arrangements, the Authority will oversee the process and review the outcomes to ensure that all schools are consistent when decision-making for school places and full and part-time places.

#### Primary Arrangements

Before the introduction of catchment areas, priority was given to pupils living closest to the school by shortest walking distance. The introduction of catchment areas in 2013/14 gave priority to pupils living within the catchment area of the school over those living outside the catchment area. This is demonstrated by a significant reduction in the number of 'allocated'<sup>1</sup> pupils in 2013/14 to only 61 children in 2014/15 school year.

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<sup>1</sup> Allocated – where a child could not be offered a place from any of the family's preferred schools and the LA then allocates a place at the nearest available school.

## Parental Choice

Catchment areas by their nature create boundaries, and due to the geography of the borough and location of the schools, no two areas can claim to be equal in offering parental choice.

Although the catchment areas are designed to accommodate the projected pupil population it is recognised that they could limit choice, especially in areas where there are fewer community schools. The Council successfully consulted on and implemented the proposed changes to two existing catchment areas giving parents in these areas a wider choice of schools over a larger area, thereby increasing families' accessibility to a local community school. This also ensures that families, who are not offered a place at their preferred school(s), also have the opportunity to access an alternative school that is within reasonable walking distance to their home.

The maps in Appendix D show the pattern of applications both before and after the catchment area system was implemented. The maps illustrate the impact of the introduction of catchment areas with the trend showing an increase of pupils getting an offer for a school in their catchment area.

The last two years data shows that the introduction of the catchment areas has had positive outcomes for families and schools. The 2013/14 preference outcomes show that 93.4% of applicants received an offer from one of their top three preferred schools and 83.7% received an offer at their 1<sup>st</sup> preference school. The overall preference success was 95.3% for 2013/14.

In 2014/15 the preference outcomes had further improved. 95.7% of applicants received an offer from one of their top three preferred schools and 85.7% received an offer at their 1<sup>st</sup> preference school. The overall preference success was 97.3% for 2014/15. This is demonstrating that there is a shift in families' applications and more and more children are receiving an offer at a local preferred school.

The success of the catchment area is further demonstrated in Appendix A, Table 3.4. The table illustrates the number of children that are placed at a school outside their Catchment Area. In 2012/13 (before the introduction of catchment areas) a total of 184 children were placed outside of their catchment area. This number was significantly reduced, with the introduction of Catchment Areas and 'nearest school' priority, to 25 children allocated a school place outside of the catchment area. The outcome for 2014/15 really demonstrates the success of the policy as no children were placed outside of their catchment area and were able to access a school from within their catchment area. The increasing percentage of pupils (Appendix D Table 1) that have been offered a school in the same catchment area indicates that the tie break and catchment areas are having the desired effect, giving pupils access to a local school place.

The catchment areas and the 'nearest school' priority continue to ensure that children access a school close to home and this has subsequently reduced the number of families travelling to a school over two miles. The policy is also contributing to the Authorities aim to reduce the travel cost generated through travel assistance, as the number of families requiring travel assistance is lower than previous years. Appendix A, table 3.5 shows the reduction in children on transport over the last three years.



## **Mobility**

Safer walking journeys are promoted by avoiding main roads due to the design of the catchment areas. Appendix C shows a map of the catchment areas alongside the major roads in the borough.

## **Secondary arrangements**

Following the consultation last year, the Authority had considered a request from parents living in the Bow North Area to review the secondary school admissions policy, in light of the concern that there were limited opportunities for families living in Bow to access a local secondary school place. Consideration was given to whether or not there was a need to implement a designated priority admission (catchment) area for Morpeth School or another school in or around the Bow area. Consideration was also given to whether or not the 'nearest school' tie-break criterion should be introduced as part of the admissions arrangements for secondary schools. The detailed analysis included an equalities impact assessment on the effects of the relocation of Bow School and its change of designation from a single sex to a mixed (boys and girls) school.

The analysis showed that children living in the Bow North Area (Appendix A, Table 3.7) were still able to access a nearby school and also that most children living in Bow had secured a place at either Morpeth or Bow school during the last secondary transfer round in 2014. Based on this outcome the Authority had deemed that there was no requirement to introduce a priority area for neither Morpeth School nor a need to introduce the 'nearest school' tie-break for admissions arrangements to secondary schools.

As part of a previous Equality Impact Assessment and the 2013 applications data, had indicated that girls in Bow travelled furthest to access a preferred secondary school. The expansion and change of Bow from a boys' school to a mixed school had increased the secondary provision and equality of choice for parents of girls. Appendix A, Table 2.3c shows that the average distance travelled by residents of Bow and Bromley wards has reduced; this is largely attributed to Bow school becoming a mixed school in September 2014. Other wards in the East and South of the Borough have also seen reductions in the average distances travelled by pupils.

For the purposes of comparison, the new ward boundaries that came into effect in May 2014 have been used for 2013 and 2014 applications.

The expansion of Bow school also addressed the disproportionate impact on the local community in Bow, in particular those from a BAME background. Across Tower Hamlets, 84.6% of BAME pupils were able to get their first choice of school, which equates 2109 to pupils out of 2420. During the 2013/14 academic year, only 65% of BAME pupils living in the Bow area managed to secure their first choice of school, this is has now improved to 86%. As shown in Appendix A, Table 2.4a. This is largely to do with the relocation and re-designation of Bow School.



## Information Gap

The following Data was not available at the time of completing this analysis:

- RSL data – Registered Social Landlords
- Although we were able to get a summary level breakdown of ethnicity in the current housing waiting list, this was not broken down by wards, which would have allowed further analysis as to which areas are likely to see pressures in school places
- Data unavailable on sexual orientation of pupils
- Data unavailable on pupils religious background
- Data unavailable on gender reassignment
- Data unavailable on civil partnership in relations to pupils parents/guardians
- Data unavailable on pregnancy and maternity for active pupils

## Section 3 – Assessing the Impact on the Nine Groups with Protected Characteristics

### Parents/Residents

The profile of Tower Hamlets residents can be found in Appendix A, which is taken from the 2011 National Census.

Based on the 2011 Census data, there are a total of 254,096 people living in Tower Hamlets (aged 0 to 85 and over). The largest group is 'White' accounting for 32.8% (83,269 people). Residents with a Bangladeshi origin account for 32% of the population (81,377). 12.4% (31,550) are from the 'Other White' ethnic groups, which would include people from eastern Europe. The 'Black/African/Caribbean' ethnic group make up 7.3% (18,629) of the population. A complete analysis is included in Appendix A, Table 3.1.

### Pupils

The 2011 National Census offers an insight into the profile of pupils that are due to enter the education system over the next few years. Analysis of the 0 to 4 age bracket shows there are a total of 18,750 people in the borough at that age group. This equates to 7.38% of the total population of Tower Hamlets.

49.5% (9,280 people) of 0 to 4 year olds are from the 'Bangladeshi' ethnic group, followed by 16.8% (3,153 people) from the 'White' ethnic group. Mixed/multiple ethnic groups and Black/African/Caribbean/ Black British ethnic groups make up for 9.9% (1,851 people) and 9.7% (1,823 people), respectively. A complete analysis is included in Appendix A, Table 3.2.

A more detailed profile of the school age population is provided by the most recent pupil census, Spring 2014, which collected ethnicity data and can be found in Appendix A, Table 3.3a.

### Gender

The school population profile using the 2014 spring census, the most recent collection to carry ethnicity data is set out in Appendix A, Table 2.2. There are 36,439 (Nursery to Year 11) pupils in school, 14.32% are from a white background and 62.32% from a Bangladeshi background. In total, there are 18,118 males and 18,321 females from the school population.

### Other Socio economic factors

Approximately 46% of pupils receive 'Free School Meals'.

### Location and types of Primary School in Tower Hamlets

Catchment Area	Academy	Free	Community	Voluntary Aided	Grand Total
Area 1 Stepney	2		10	2	14
Area 2 Bow	1		6	1	8
Area 3 Poplar	2		9	3	14
Area 4 Isle of Dogs	2		4	2	8
Area 5 Wapping			6	4	10
Area 6 BG			11	5	16
<b>Grand Total</b>	<b>7</b>	<b>0</b>	<b>46</b>	<b>17</b>	<b>70</b>

### Types of Secondary School in Tower Hamlets

Gender	Academy	Free	Community/Trust/VC	Voluntary Aided	Grand Total
Girls and Boys	2	2	7	2	13
Girls			1	2	3
Boys			1	1	2
<b>Grand Total</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>5</b>	<b>18</b>

### Qualitative or Quantitative Data

The following Qualitative data is available:

- Discussion at Admissions Forum (Admissions Forum's minutes)

### Quantitative

- Outcomes of 2013/14 and 2014/15 admissions with Catchment area
- Consultation 2015/16 outcomes
- Consultation 2016/17 outcomes
- School Census (PLASC)
- Admissions statistics on Central Pupil Database
- Mode of Travel Survey
- 2011 National Census
- Housing approvals – LDD extract (March 2014)

Pupil data held on the central pupil database and the data from the termly census enable analysis against the key equality factors.

### Equalities profile of staff

The Pupil Services Team is responsible for delivering the service. Of the 15 staff members, 59% (9 people) are of Bangladeshi origin. 13% (2 people) are Black British, and 24% are from (1 person from each) a White, Pakistani, Vietnamese and Mixed ethnic group. 8 staff members are female and seven are male. The ages range from early 20's to 50's.

### **Barriers faced by service users:**

The service is actively trying to widen its accessibility to its service users by continually reviewing its business practices.

### **Language**

The admission brochures are published in English. They have been produced in other languages in the past. Although the brochures are not currently translated, multilingual staff are on hand to explain and advise where necessary. Where required, additional translators are bought in to advice with specialist languages.

### **Accessing Service**

The service operates from 8.00am to 5.30pm on Monday to Friday. Some working parents, who may be members of the target groups, may have difficulty accessing the service. However, all services are available online, such as brochures, guidance leaflets, admissions forms and a generic mailbox is [school.admissions@towerhamlets.gov.uk](mailto:school.admissions@towerhamlets.gov.uk) advertised in all publications. Pupil Services are also exploring other online methods to further improve accessibility outside of office hours.

During holidays when schools are closed families often move into the area and parents are unable to organise school places for their children during this period. Information and advice is available from Pupil Services, however applications cannot always be fully determined until schools re-open. The parents or children may be members of particular target groups.

The Parents' Advice Centre (PAC) also acts as a point of contact for parents and liaises with Pupil Services; however with this service restricting its support to parents of children with Special Educational Needs, this may limit other parents' accessibility to impartial advice. Pupil Services, in collaboration with Parent and Families Support Service, are exploring other avenues to ensure that parents have access to support and advice throughout the admissions process, from the initial application stage (when making informed choices) to the appeals stage.

### **Publication**

Pupil Services publications are widely available. Key changes and policy awareness is shared through media communications. These are often accompanied by press releases to local community papers, predominantly Bengali language papers. East End Life is used to reach the widest possible audience when printing public notices or advertising consultations or policies.

### **Online Service**

More and more services are being offered online. Pupil Services is working with stakeholders to understand their views on online services. The most recent applications for primary reception places and secondary transfer have seen an increase in online applications. Pupil Services has supported parents by providing step-by-step guidance on completing online applications. School staff were also trained in order for parents to access support at first contact. It is anticipated that the access to online services will empower service users and enable them to access information out of hours. The Authority is mindful that online services may be inaccessible for some families who are not IT literate or do not have access to such facilities, therefore support will be provided from officers at all stages. The Council's Idea stores and schools will also be able to provide access to computers for families to complete school application and access online services. The

impact of increased online facilities will be monitored to ensure that no one group of residents are disadvantaged.

### Recent consultation exercises carried out

- Consultation for admissions in 2013/14, undertaken in 2011/12
  - Consultation lasted for over 12 weeks
  - LA consulted with schools, governing bodies, children centre's (both staff and parents), local community organisations, churches, mosques, GP surgeries, housing associations, local neighbouring local authorities etc.
  - Consultation was advertised in local and Bengali newspapers
- Consultation for admissions in 2015/16, undertaken in 2013
  - Consultation lasted for over 8 weeks
  - LA consulted with TH residents, schools, governing bodies, admissions forums etc.
  - Consultation was advertised in local and Bengali newspapers
  - Consultation meeting with Primary school teachers and parents, for admissions in 2015/16, undertaken in 2013, with over 30 attendees
- Consultation for admission in 2016/17, undertaken in 2014
  - Consultation lasted for over 8 weeks
  - LA consulted with, TH residents, schools, local community organisations, governing bodies, children centres, admissions forums etc.
  - Consultation was advertised in East End Life. The complete communication plan is included in Appendix B.

### Key Findings from 2016/17 consultation

Despite using various methods to engage stakeholders, there were only four responses from residents.

There was a collective response completed by the Tower Hamlets (TH) Admissions Forum and comments were also received from the City of London Admissions Forum.

The following analysis shows the outcome of the 4 residents and the Admissions Forums responses:

*All respondents agreed with the proposed arrangements for TH Nursery Schools admissions 2016/17. The TH Admissions Forum agreed with the proposed arrangements and oversubscription criteria for admission to Nursery schools. There was no objection to this from the City of London Admissions Forum.*

*3 out of 4 respondents (75%) disagreed with the proposed arrangements and oversubscription criteria for admission to community primary schools. The TH Admissions Forum also agreed with the proposed arrangements and oversubscription criteria for admission to community primary schools. There was no objection to this from the City of*

*London Admissions Forum.*

*75% of respondents (3 people) agreed to the proposed arrangements for oversubscription criteria for admission to community secondary schools in 2016/17. The TH Admissions Forum agreed with the proposed arrangements and oversubscription criteria for admission to community primary schools. There was no objection to this from the City of London Admissions Forum.*

*3 of the 4 respondents (75%) agreed with TH's scheme for coordinating year 7 and reception year admissions. The TH Admissions Forum agreed with the proposed arrangements and oversubscription criteria for admission to community primary schools. There was no objection to this from the City of London Admissions Forum.*

*75% of respondents (3 people) disagreed to the TH's scheme for co-ordinating in-year admissions. Whilst the TH Admissions Forum had agreed with the proposed admissions arrangements, they also made the following comments: Diocesan Schools are advised they must comply with the agreed in-year arrangements, however individual schools may decide not to.*

*3 of the 4 respondents (75%) agreed to the PAN for TH schools in 2016/17. The Admissions Forum provided the following comment: Despite planned expansions and developments notified, there is a request from the Forum for the development or expansion of the previous Bow School site to be brought forward and for school places to be given priority in all decisions.*

*All of the respondents agreed with their schools' Planned Admission Number*

*All of the respondents agreed with the PAN for those schools whose admissions impact on their own school.*

*The City of London Admission Forum did not complete the full questionnaire but have submitted comments related to secondary school priority zones.*

Full details of the consultation are included in Appendix B.

The public consultation took place between 1<sup>st</sup> of November 2014 and 5<sup>th</sup> January 2015. The overall numbers of responses were low, but not unexpected given that no changes were being proposed from those agreed previously; and were in line with other admissions consultations undertaken in previous years.

### **Additional factors which may influence disproportionate or adverse impact?**

#### **Management Arrangements**

There are no management arrangements which could be deemed to have a disproportionate impact on any of the equality target groups.

#### **The Process of Service Delivery**

The Pupil Service operates from 8.00am to 5.30pm on weekdays. The service is used by parents, schools, governors and other agencies. The team is a collection of diverse individuals well placed to represent the beneficiaries of its service.

Pupil Services deals with admissions to schools, including primary and secondary schools in Tower Hamlets and publishes the primary and secondary admission brochures. Applications for reception class places and admission to secondary school, when pupils are 11, must be made through this service. The team is also responsible for the admission appeals for community and some own admission authority schools; the home to school travel pass scheme; and issuing performance licenses and work permits to children and chaperones that are required by employment law. A register is also kept of children who are home educated.

A large number of children in Tower Hamlets schools are from the Bangladeshi community and this group is well represented in the Team. Their expertise and bi-lingual skills are used to ensure parent's queries are answered competently and that parents have full understanding of the processes. However, the needs of some parents who use the service cannot always be met with such a small staff group.

This is of particular concern for minority groups where English is the second language, for example newer communities from Eastern Europe. At present this need is met through translation services where necessary.

In certain circumstances, where the parent or guardian may be unable to physically attend an appointment home visits can be carried out. Facilities for disabled people are available at the Team's location in the Town Hall at Mulberry Place.

Colleagues in other service areas, such as, the 'Family Information Service', School Attendance, Parents Advice Centre and Children's Centres are made aware and kept up to date of significant changes in school admissions. These teams may be the first point of contact for many parents. There is regular communication and training for staff in all schools that have an involvement with admissions, including administrative staff, Heads of Year, Headteachers and governors, whose equality profiles are not available. Most schools have staff that can speak the community languages. Bengali is very widely spoken.

Pupil Services also provide services to schools. The use of technology initiatives such as SchoolView, allows schools to monitor their admissions, check pupil information as well as view and update their waiting lists in real time. This has enabled Pupil Services to form strong partnerships with schools. Sharing information and coordinating efforts ultimately ensures parents receive a proficient and consistent service from multiple contact points.

Involvement with other community groups through collectives, such as, the Tower Hamlets Admissions Forum further reinforces community ties and helps disseminate information about admissions to the wider community. The Admissions Forum's membership has been reviewed to ensure that it well representative of all stakeholders.

Awareness sessions for school based staff on catchment areas and the tie break criterion has strengthened working relationships with key stakeholders ensuring parents receive an informed and consistent message regardless of whom may be their first point of contact.



Target Groups	Impact	Reason(s)
Race	Positive (Parents and pupils)	<p>The school admissions policies do not discriminate against or show bias towards any particular race. The admissions policies for community schools are not based on race, therefore all race groups are treated equally, and decisions made accordingly.</p> <p>Analysis of reception applications between 2011 and 2013 show that 85.7% of pupils (12,011 pupils) who applied for a school place were from a Black, Asian or minority ethnic (BAME) group. The remaining 14.3% (2,007) were from a White ethnic group. 2437 reception applications received in 2014 were from a BAME background. This information was gathered from the Central Pupil Database (where the ethnicity information was available as some families refused to provide ethnicity information at the point of data collection) and is shown in Appendix A, Table 3.3a.</p> <p>Based on the 2014 Spring School census data, Appendix A Table 3.3a shows a breakdown of ethnicity by year group. The number of BAME children in Reception, Year 1 and Year 2 remain consistent. There are no large fluctuations between these year groups to suggest that any one group has benefited disproportionately. Appendix A, Table 3.3b shows a breakdown of the different ethnicities per school.</p> <p><b>Reducing inequalities – previous 85%</b>            Across Tower Hamlets, 87.1% of BAME pupils were able secure their first choice of secondary school, which equates to 2109 pupils out of 22420. Previously, in 2013/14 only 65% of BAME pupils living in the Bow area managed to secure their first choice of school. This has improved during the last secondary transfer round to 85%. The relocation and re-designation of Bow school has contributed to this. Appendix A, Table 3.7 shows maps including cut-off distances for Morpeth school for the last three years and Bow school during the most recent 2014/15 school year. Bow school has recently expanded therefore the school was able to accommodate children from a wider section of the borough.</p> <p>Appendix A, Table 3.8 shows the applications to local schools from Bow residents over the last three years. Applications to Morpeth have been relatively similar whilst the relocation of Bow school in 2014 has seen the number of application to that school from Bow residents increase dramatically.</p> <p>The expansion and change of characteristic for the new Bow school has addressed the travelling issues faced by residents in most of the Bow area.</p>



Target Groups	Impact	Reason(s)
		<p><b>Ensuring strong community cohesion</b></p> <p>Data from the Spring 2014 census, presented in Appendix A, Table 3.3b highlights the fact that there are 16 schools where more than 85% of the pupils are from one ethnic group. These schools are largely mono-cultural with very few non-Bangladeshi pupils. The principle that had underpinned the Council's admission policy was proximity to school and the location of some schools combined with the local demography results in a mono-cultural intake. Whilst it is natural for the largest group to be represented in the school population, the 'nearest school' tie break alongside school catchment areas may restore some balance and more accurately reflect the local community.</p>
Disability	Positive	<p>The school admission arrangements are designed to accommodate the needs of all applicants. The policy seeks to enable pupils and parents with disabilities to receive additional priority to attend a particular school under its 'medical or social' criterion, which is the second priority group. A judgement is made on each case based on the evidence provided and its merits.</p>
Gender	Positive	<p><b>Nursery and Primary Schools</b></p> <p>Gender is not criterion used for ranking in the policies, therefore all pupils will have to be admitted regardless of Gender.</p> <p><b>Secondary schools</b></p> <p>The Bow school increases choice for parents of female students in the local area, however Bow has been a boys' school, one of only three in the borough. The change of school characteristic will reduce the choice for parents wishing to send their sons to single sex boys' school.</p> <p><b>Reducing inequalities</b></p> <p>The increase in options for girls in the Bow area helped to reduce inequality of choice for girls in that area.</p> <p>Based on 2013 applications data, girls in Bow travelled furthest, with an average distance of more than 1.5km, to access a preferred secondary school. On average, a girl living in Bow would travel more than a girl living in 12 of the remaining 15 wards. Only female pupils living in Blackwall and Cubitt Town, Limehouse and Millwall had to travel further. Furthermore, a girl living in Bow East would travel almost twice the distance to their first choice school compared to a girl living in another area of Tower Hamlets. This is shown in Appendix A, Table 2.3b.</p> <p>Appendix A Table 2.3c shows that the distance girls in Bow travel to access a preferred school has</p>

Target Groups	Impact	Reason(s)
		reduced. This is as a result of the re-designation of Bow school to a mixed school.
Gender Reassignment	Neutral	The school admission arrangements have no gender reassignment criterion. Pupils are admitted regardless of their sexual orientation. However, there is no available evidence to assess the impact of the school admissions policy on groups based on gender reassignment.
Sexual Orientation	Neutral	The school admission arrangements have no sexual orientation criterion. Pupils are admitted regardless of their sexual orientation. However, there is no available evidence to assess the impact of the school admissions policy on groups based on sexual orientation.
Religion or Belief	Neutral	The school admission arrangements have no 'Religion or Belief' criterion. Pupils are admitted regardless of their religion or belief. There are however voluntary aided schools that give priority to their religious denomination and are permitted to so in legislation.
Age	Positive	<p>Pupils of school age are admitted to their respective year group either through the first point of entry to the coordinated admissions round or 'in-year' admission.</p> <p><b>Reducing inequalities</b>            With nursery admission arrangements now in line with the policy for primary admissions will ensure that there is a coherent and consistent approach in admissions in primary phase. It also seeks to enable children to have continuity within the same school setting by minimising the disruption to a child's education by having to change schools between nursery and reception.</p> <p>The introduction of catchment areas for all entry points into school may give clarity and stability to parents, especially those with multiple children. Although sibling priority is offered this is no guarantee of a school place. The continuance of the catchment area criteria could further strengthen the ability for local pupils to secure local school places all the way through the education system.</p>
Marriage and Civil Partnerships.	Neutral	The school admission arrangements have no 'Marriage and Civil Partnership' criterion. Pupils are admitted regardless of the status of their parents/guardians. However, there is no available evidence to assess the impact of the school admissions policy based on marriage or civil partnership status.
Pregnancy and Maternity	Neutral	The school admission arrangements have no 'pregnancy' criterion.

Target Groups	Impact	Reason(s)
<p>Other Socio-economic Carers</p>	<p>Positive</p>	<p><b>Medical or Social needs</b> The second priority group in the admissions arrangements give priority to pupils who apply to a specific school under medical or social grounds. Each case is assessed on its merit.</p> <p><b>Allocations</b> Where a pupil has failed to secure their preferred choice of school, either through a low number of preferences or through oversubscription in all of their six preferences, they are allocated the nearest school with a vacancy. In previous years when there were no catchment areas, the pattern of applications was concentrated in the central schools within the borough, whilst the residents on the borders found themselves at the bottom of the waiting lists. Pupils were allocated schools that were more than two miles away and therefore would be eligible to apply for travel assistance, thereby increasing the travel assistance cost. With the introduction of catchment areas the pattern of application is more localised therefore any pupils who fail to secure their preferred school would likely be offered an alternative option from within nearby.</p> <p>In 2011/12 there were 272 allocations, this decreased to 182 (33%) in 2012/13, however the introduction of catchment areas has seen allocations reduce significantly in 2013/14 from 182 to 90 (50%) and further reduced to 61 allocations In 2014/15 school year, of which only 25 children were placed outside of their catchment area.</p> <p><b>Mobility</b> Based on the Mode of Travel survey, which is shown in Appendix A, where each catchment area is broken down by each table from Tables 3.10 to 3.16.</p> <p>The data for Catchment Area 1 (Appendix A, Table 3.10) shows that majority of pupils – 82.09% (3529 out of 4299 pupils) attending a school in Catchment Area 1 walk to school. Of the 3529 pupils, 79.68% (3812) have a walk to school that is less than 500m.</p> <p>Appendix A, Table 3.11 shows that Catchment Area 2 has a total of 1553 pupils out of 1894 (82%) walk to school, 75.40% of which travel less than 500m. Appendix A, Table 3.12 for Catchment Area 3 has 87.68% (1943 out of 2216) pupils walking to school. 85.64% (1664 out of 1943) had a walking distance less than 500m.</p>

Target Groups	Impact	Reason(s)
		<p>In Catchment Area 4, Appendix A, Table 3.13, 77.58% (2263 out of 2917) walked to school, with 76.84% (1739 pupils) walking less than 500m. Catchment Area 5, Appendix A, Table 3.14, had 73.10% (1049 out of 1435) pupils walking to school, with 71.78% (753 pupils) walking less than 500m.</p> <p>In Catchment Area 6, Appendix A, Table 3.15, 78% of pupils walked to school, with 80.50% (1259) walking less than 500m.</p> <p>Finally, in Catchment Area 7, Appendix A, Table 3.16, 85.03% of pupils (2403 out of 2826) walked to school, with 79.28% (1905) walking less than 500m.</p> <p>The general trend from the above analysis shows that majority of pupils live close enough to their school to be able to walk there. The implementation of the catchment area system and the ‘nearest school’ tie-break will allow more pupils to attend a school within walking distance, as well as reduce the overall distance they would have to travel to get to a school within the catchment area they live in.</p> <p><b>Travel Assistance</b>  Those receiving travel assistance in the form of a transport bus service, have reduced since the introduction of catchment areas. There were 137 children in 2012 receiving transport, reducing to 98 in 2013 and further reduced to 60 in 2014. This is shown in Appendix A, Table 3.5.</p> <p>Appendix A, Table 3.6, shows the total number of children receiving travel assistance. There are a high number of BAME children receiving travel assistance. The table includes all children currently receiving one form of travel assistance and includes any previous applications where children were not successful in getting a local school. These include applications from families housed in new developments in the outskirts of the borough. The primary admissions policy which includes the use of the ‘nearest school’ tie break and catchment areas is also applied to in year applications. In addition, priority is also given to children travelling to a school over two miles (or three miles for older children) from home. This is to ensure that children receiving travel assistance are able to secure a local school place at the earliest opportunity; thereby reducing the total number of children receiving travel assistance over a period of time.</p> <p><b>Social housing &amp; new developments</b>  With the majority all new developments in Tower Hamlets having units available for social housing,</p>

Target Groups	Impact	Reason(s)
		<p>there will be a greater demand for school places from vulnerable groups.</p> <p>The housing demand shows that of the 19,810 people on the housing waiting list, 56.5% (11,201 people) are of an Asian ethnicity, followed by 22.7% (4,551 people) from a White ethnic group, and 12% (2,385 people) from a Black ethnic group. This is shown in Appendix A, Table 3.17.</p> <p>Some new developments are on the outskirts of the borough whilst the majority are located in areas which would increase the pressure on residents living in the black spots with no nearby school; without the use of the nearest school tie break these families will find themselves at the bottom of the waiting list for all schools due to their proximity.</p> <p>With the use of the nearest school tie break they will have a fairer chance of securing a place at their nearest school. Appendix E shows the location of planned and completed developments. If the tie break criterion was solely based on proximity to school, pupils living in the new developments would find themselves near the bottom of their local schools waiting lists. The profile of residents on the social housing register and the increased pressure on school places as a result of the new developments indicate there would have been an adverse impact on BAME groups had the catchment areas and nearest school tie break not been implemented.</p>

## Section 4 – Mitigating Impacts and Alternative Options

From the analysis and interpretation of evidence in section 2 and 3 - Is there any evidence of or view that suggests that different equality or other protected groups (inc' staff) could have a disproportionately high/low take up of the new proposal?

Yes? No? No

If yes, please detail below how evidence influenced and formed the proposal? For example, why parts of the proposal were added/removed?

*(Please note – a key part of the EA process is to show that we have made reasonable and informed attempts to mitigate any negative impacts. AN EA is a service improvement tool and as such you may wish to consider a number of alternative options or mitigation in terms of the proposal.)*

N/A

## Section 5 – Quality Assurance and Monitoring

Have monitoring systems been put in place to check the implementation of the proposal and recommendations?

Yes? Yes No?

How will the monitoring systems further assess the impact on the equality target groups?

The policy is monitored in a number of ways. Parental preference success rates and admission appeal figures are reported annually to the DfE and are compared with those for other London LAs. The policy is reviewed annually and monitoring reports are used to inform the review, to identify trends, issues and proposals for change.

The Admission Forum monitors the fairness and effectiveness of admission arrangements as well as the Local Authority Fair Access Protocol, which sets the standard for 'in-year' admissions in Tower Hamlets schools as well as protects the rights and opportunities for the most vulnerable children and families.

The admission policies of the voluntary schools are also subject to consultation and comment from the LA under advice from the Admission Forum. The Office of the Schools Adjudicator collects information from the LA to report to the Secretary of State on the extent to which the admission arrangements are compliant with the mandatory requirements of the School Admissions Code 2014 and other statutory requirements contained in Part 3 of the Schools Standards and Framework Act 1998. The LA is obliged to provide a copy of the admission arrangements for this external scrutiny and for all the admission authorities in Tower Hamlets.

### Monitoring

The Equal Chance Analysis Report and other Equality Impact Assessment will continue to be used to monitor the impact on the equality target groups from the outcomes of the coordinated admission process and nursery admissions process.

Report analysis	Indicator
Pupil Preference success rate	Pupils secure preferred school
Distance travelled to school	Pupils securing local school place
Nearest school success rate	Pupils securing local school place
Distance to allocated school	Pupils securing alternative local place
Criteria success rate	Pupils receiving the correct priority
Pupils receiving travel assistance	Admissions pattern by catchment area
Profile of applicants	Impact on race/gender in proportion to population profile
Distance to and catchment area of preferred school	Change in admissions pattern
Distance to and catchment area of preferred school by race	Disproportionate impact on particular ethnic group

Additional FSM analysis to determine if this group is disproportionately affected by the direct and indirect outcomes of the coordinated admission process.

**Quality Assurance**

- Due diligence is carried out on application forms by the Pupil Services Team
- Validation checks are carried out during the application process to ensure applications contain the required data such as application address
- System checks are carried out to ensure iteration process and ranking has been implemented according to the admissions arrangements

**Report to the Admissions Forum**

It will allow the Local Authority to monitor the impact of the policy and any changes that may occur on a year on year basis. As a result it will assist the Local Authority in steering its outlined action plan in having a positive impact on all target groups.

Does the policy/function comply with equalities legislation?  
 (Please consider the [OTH objectives](#) and [Public Sector Equality Duty](#) criteria)

Yes? Yes                      No?

If there are gaps in information or areas for further improvement, please list them below:

How will the results of this Equality Analysis feed into the performance planning process?

The equality analysis exercise has highlighted the need to extend the remit of data collections to effectively monitor the equality target groups.

There is an annual review process subject to a statutory timetable. The process will commence earlier so that the involvement of the parents' panel can be assured and a greater effort made to engage the community.

Consideration will be given to broadening future consultation process to capture increased responses from all stakeholders.



**Section 6 - Action Plan**

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
Greater collaboration with services working with parental groups to raise policy awareness to enable informed choices and positives outcomes for families.	Public sessions held throughout the Borough for discussion and Q&A.	Public sessions to take place between October – December 2015.	Terry Bryan	
Widely publish the key dates for nursery admissions to ensure that parents are fully informed about the admissions process.	Publish leaflet as hard copy and organise sessions with Children’s Centre and Parent and Families Support Service	To be completed by October 2015.	Terry Bryan	
Collect nursery admissions outcomes information to monitor decision making.	Ensure that relevant data is captured as part of school data collection exercise.	To be completed by September 2015	Abdul Quddus	
Collaborate with the Family and Support Service to provide impartial advice for families throughout the admissions process.	Guiding parental choice to include the nearest school would help to change the pattern of applications and increase the chance of securing a local school place	To be completed by October 2015.	Terry Bryan	
Review the data collection at the point of application	Consider including data items on common application form that will enable impact assessment on wider	Common Application Form to be updated for applications in the school year 2015/16	Terry Bryan	

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
	equality target group			
Review the quality of data collection from schools.	Ensure that data captured is relevant to report on equality target groups.	To be completed by December 2015.	Abdul Quddus	
Improve the recording of travel assistance data	Travel assistance to be recorded consistently and on the Central Pupil Database to provide opportunity for analysis across the equality target groups.	To be completed by September 2015.	Terry Bryan	
To monitor and report termly to the Admission Forum on the Fair Access Protocol.	Pupil Admissions keep a record of concerns and report them at least monthly to the Service Manager.	Monitoring of the children awaiting school places demonstrates improvement.	Terry Bryan	

### Section 7 – Sign Off and Publication

<b>Name:</b> (signed off by)	Anne Canning
<b>Position:</b>	Service Head for Learning and Achievement
<b>Date signed off:</b> (approved)	

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**Appendix A**

**Table 2.1 – Residential profile of Tower Hamlets on all ages Ethnicity breakdown based on all ages (Aged 0-85 and over)**

Ethnicity breakdown	Number of residents		Proportion of residents	
	Age 0 to 85 and over	All Ages	Age 0 to 85 and over	All Ages
<b>All Residents</b>				
<b>All categories: Ethnic group</b>	<b>254,096</b>	<b>254,096</b>	<b>100%</b>	<b>100%</b>
White	83,269	83,269	32.8%	32.8%
Other White	31,550	31,550	12.4%	12.4%
Mixed/multiple ethnic group	10,360	10,360	4.1%	4.1%
Asian/Asian British (excluding Bangladeshi)	23,124	23,124	9.1%	9.1%
Bangladeshi	81,377	81,377	32.0%	32.0%
Black/African/Caribbean/Black British	18,629	18,629	7.3%	7.3%
Other ethnic group	5,787	5,787	2.3%	2.3%

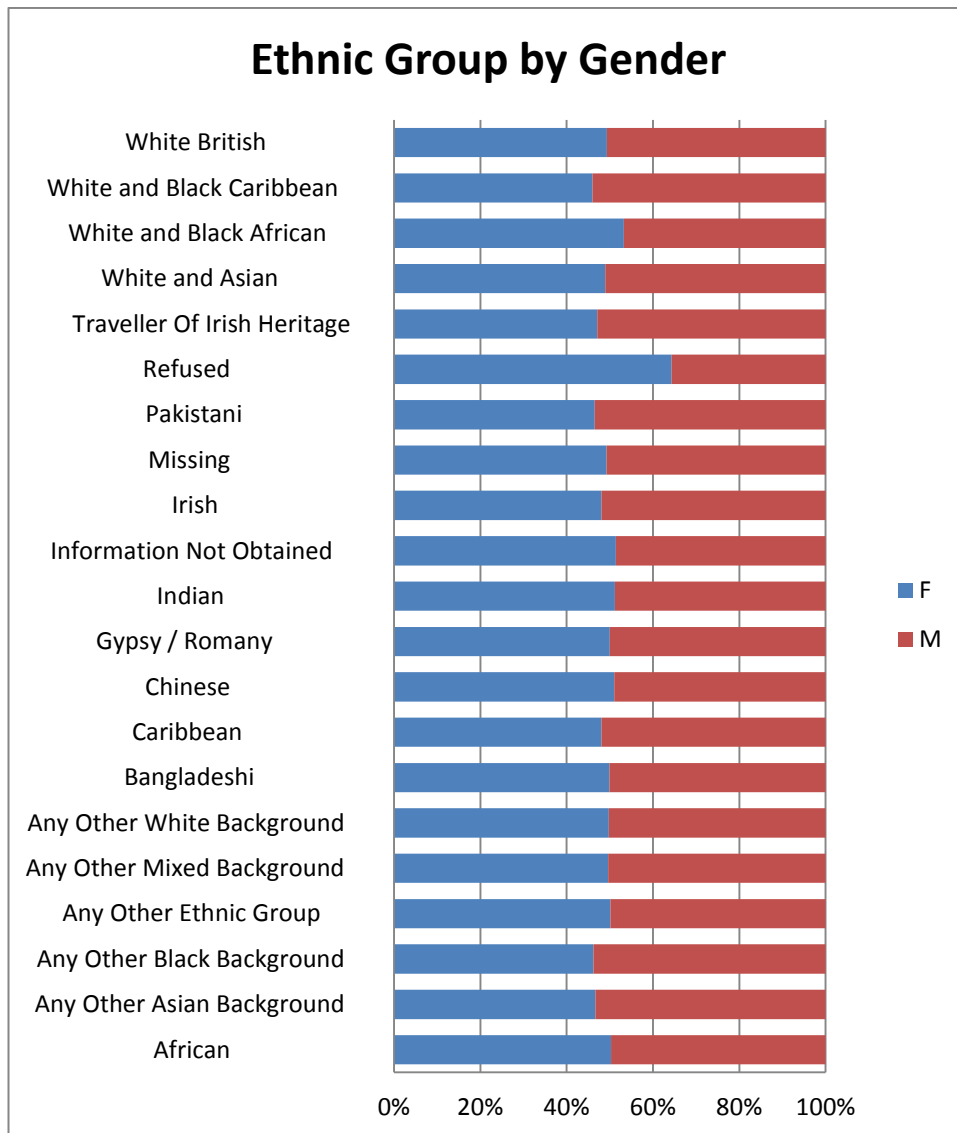
*(National Census, 2011)*

**Table 2.2 – School population profile. Ethnicity breakdown of school population by gender (Nursery to Year 11)**

	F	M	Grand Total
African	1442	1425	2867
Any Other Asian Background	111	127	238
Any Other Black Background	165	192	357
Any Other Ethnic Group	485	483	968
Any Other Mixed Background	390	396	786
Any Other White Background	671	677	1348
Bangladeshi	11338	11369	22707
Caribbean	284	307	591
Chinese	100	96	196
Gypsy / Romany	2	2	4
Indian	157	150	307
Information Not Obtained	37	35	72
Irish	37	40	77
Missing	337	347	684
Pakistani	160	184	344
Refused	9	5	14
Traveller Of Irish Heritage	8	9	17
White and Asian	161	168	329
White and Black African	99	87	186
White and Black Caribbean	263	309	572
White British	1862	1913	3775
Grand Total	18118	18321	36439

[NC Year N1 to 11, spring 2014 pupil census]

**Chart 2.2a Pupil Profile Chart**



[NC Year N1 to 11, spring 2014 pupil census]

**Table 2.3a – Distances travelled by Secondary school pupils**

Distance travelled by secondary School pupils, based on 2014 applicants

Average of DISTANCE	GENDER		Grand Total
	F	M	
WARD			
Bethnal Green	916.02	835.31	878.89
Blackwall and Cubitt Town	3127.20	3001.15	3059.97
Bow East	2121.25	2534.12	2282.80
Bow West	1395.76	1976.85	1657.25
Bromley North	1196.61	1506.67	1376.12
Bromley South	1190.43	1072.25	1145.52
Canary Wharf	3298.79	3006.59	3187.75
Island Gardens	2050.41	2445.40	2252.97
Lansbury	1992.81	1526.53	1784.47
Limehouse	2121.71	1519.48	1957.47
Mile End	1555.06	1504.97	1529.64

Poplar	2312.23	2288.73	2301.38
Shadwell	1000.96	1127.19	1064.08
Spitalfields and Banglatown	1128.81	1224.69	1177.65
St Dunstan's	1341.31	741.80	1020.64
St Katharine's and Wapping	1214.80	1373.82	1300.43
St Peter's	1351.78	1181.22	1257.97
Stepney Green	1075.15	783.47	916.32
Weavers	2054.87	1529.81	1625.27
Whitechapel	722.25	1277.61	989.39
Grand Total	1582.41	1499.97	1542.28

(2014 applications, Central Pupil Database, 2014)

**Table 2.3b – Distance travelled by secondary School pupils, based on 2013 applicants**

Average of DISTANCE	GENDER		
	F	M	Grand Total
WARD			
Bethnal Green	845.16	826.57	836.50
Blackwall and Cubitt Town	3181.39	2794.46	2966.43
Bow East	2172.08	2548.44	2331.75
Bow West	1498.91	2037.60	1775.95
Bromley North	1421.56	1781.18	1591.91
Bromley South	1392.64	1161.35	1269.13
Canary Wharf	2699.25	2816.75	2756.63
Island Gardens	2712.37	3477.79	3038.62
Lansbury	2067.78	1585.11	1840.83
Limehouse	1870.26	2083.65	1980.91
Mile End	1433.74	1276.86	1360.99
Poplar	2426.66	2261.94	2327.14
Shadwell	768.13	1270.59	1046.66
Spitalfields and Banglatown	1104.79	1199.29	1156.19
St Dunstan's	1346.55	770.20	1043.21
St Katharine's and Wapping	624.11	1021.54	868.68
St Peter's	911.86	1072.83	991.53
Stepney Green	961.29	807.28	887.71
Weavers	1026.94	916.20	959.63
Whitechapel	626.72	1370.31	1026.40
Grand Total	1486.85	1505.46	1496.20

(2013 applications, Central Pupil Database, 2014)

**Table 2.3c – comparison 2013/14 and 2014/15 school years**

	Bow Average		Bromley Average	
	F	M	F	M
Academic Year 2014/15	1758.50	2255.48	1193.52	1289.46
Academic Year 2013/14	1835.49	2293.02	1407.10	1471.26
Difference (metres)	-76.99	-37.54	-213.58	-181.80



### Map 2.3d – New Ward Boundaries 2014



**Table 2.4a – BAME Ethnicity profile for secondary school pupils offered their 1<sup>st</sup> preference school. Analysis of BAME ethnicity of pupils offered a secondary place by ward (%)**

	Non-BAME		None BAME Total	BAME		BAME Total	Grand Total
Row Labels	F	M		F	M		
Bethnal Green	14.06%	7.81%	21.88%	32.81%	45.31%	78.13%	100.00%
Blackwall and Cubitt Town	20.51%	20.51%	41.03%	15.38%	43.59%	58.97%	100.00%
Bow East	11.11%	11.11%	22.22%	40.74%	37.04%	77.78%	100.00%
Bow West	5.26%	0.00%	5.26%	52.63%	42.11%	94.74%	100.00%
Bromley North	7.69%	7.69%	15.38%	41.03%	43.59%	84.62%	100.00%
Bromley South	9.09%	2.27%	11.36%	47.73%	40.91%	88.64%	100.00%
Canary Wharf	20.69%	13.79%	34.48%	27.59%	37.93%	65.52%	100.00%
Island Gardens	8.00%	4.00%	12.00%	44.00%	44.00%	88.00%	100.00%
Lansbury	9.86%	9.86%	19.72%	46.48%	33.80%	80.28%	100.00%
Limehouse	27.27%	0.00%	27.27%	36.36%	36.36%	72.73%	100.00%
Mile End	6.67%	5.00%	11.67%	53.33%	35.00%	88.33%	100.00%
Poplar	3.57%	10.71%	14.29%	46.43%	39.29%	85.71%	100.00%
Shadwell	5.41%	0.00%	5.41%	67.57%	27.03%	94.59%	100.00%
Spitalfields and Banglatown	0.00%	0.00%	0.00%	61.76%	38.24%	100.00%	100.00%
St Dunstan's	0.00%	4.88%	4.88%	36.59%	58.54%	95.12%	100.00%
St Katharine's and Wapping	0.00%	21.05%	21.05%	42.11%	36.84%	78.95%	100.00%
St Peter's	6.25%	8.33%	14.58%	39.58%	45.83%	85.42%	100.00%
Stepney Green	5.00%	5.00%	10.00%	45.00%	45.00%	90.00%	100.00%
Weavers	5.13%	7.69%	12.82%	46.15%	41.03%	87.18%	100.00%
Whitechapel	3.57%	0.00%	3.57%	60.71%	35.71%	96.43%	100.00%
<b>Grand Total</b>	<b>8.22%</b>	<b>7.14%</b>	<b>15.36%</b>	<b>44.07%</b>	<b>40.57%</b>	<b>84.64%</b>	<b>100.00%</b>

(Central Pupil Database 2015)

The table above (2.4) discounts pupils that do not have ethnicity recorded, or refused to provide that information. BAME total is from all pupils with an ethnicity code.

*Table 2.4b – Average for pupils living in Bow offered their 1<sup>st</sup> preference school*

Bow East	11.11%	11.11%	22.22%	40.74%	37.04%	77.78%	100.00%
Bow West	5.26%	0.00%	5.26%	52.63%	42.11%	94.74%	100.00%
Bromley North	7.69%	7.69%	15.38%	41.03%	43.59%	84.62%	100.00%
Bromley South	9.09%	2.27%	11.36%	47.73%	40.91%	88.64%	100.00%
Bow Average	8.19%	5.56%	13.74%	46.69%	39.57%	86.26%	100.00%
Bromley Average	8.39%	4.98%	13.37%	44.38%	42.25%	86.63%	100.00%

**Table 2.4c – BAME Ethnicity profile for secondary school pupils offered their 1<sup>st</sup> preference school. Analysis of BAME ethnicity of pupils offered a secondary place by ward (numbers)**

Row Labels	Non-BAME		None BAME Total	BAME		BAME Total	Grand Total
	F	M		F	M		
Bethnal Green	16	8	24	72	76	148	172
Blackwall and Cubitt Town	18	13	31	30	45	75	106
Bow East	11	11	22	40	45	85	107
Bow West	12	16	28	37	34	71	99
Bromley North	7	9	16	40	48	88	104
Bromley South	5	3	8	83	62	145	153
Canary Wharf	11	8	19	41	38	79	98
Island Gardens	8	7	15	24	32	56	71
Lansbury	15	16	31	109	98	207	238
Limehouse	4	2	6	10	10	20	26
Mile End	8	7	15	91	84	175	190
Poplar	7	6	13	49	43	92	105
Shadwell	4		4	59	61	120	124
Spitalfields and Banglatown	2	7	9	55	43	98	107
St Dunstan's	3	4	7	65	78	143	150
St Katharine's and Wapping	3	7	10	19	16	35	45
St Peter's	16	10	26	72	79	151	177
Stepney Green	5	4	9	55	63	118	127
Weavers	3	11	14	50	45	95	109
Whitechapel	2	2	4	54	54	108	112
<b>Grand Total</b>	<b>160</b>	<b>151</b>	<b>311</b>	<b>1055</b>	<b>1054</b>	<b>2109</b>	<b>2420</b>

**Table 3.1 Tower Hamlets Resident Profile. Full Ethnic breakdown of residents based on all ages (Aged 0 to 85 and over)**

Full Breakdown of Ethnicity	Number of residents		Proportion of residents	
	Age 0 to 85 and over	All Ages	Age 0 to 85 and over	All Ages
<b>All Residents</b>				
All categories: Ethnic group	254,096	254,096	100%	100%
<b>White: Total</b>	<b>114,819</b>	<b>114,819</b>	<b>45.2%</b>	<b>45.2%</b>
<i>White: English/Welsh/Scottish/Northern Irish/British</i>	79,231	79,231	31.2%	31.2%
<i>White: Irish</i>	3,863	3,863	1.5%	1.5%
<i>White: Gypsy or Irish Traveller</i>	175	175	0.1%	0.1%
<i>White: Other White</i>	31,550	31,550	12.4%	12.4%
<b>Mixed/multiple ethnic group: Total</b>	<b>10,360</b>	<b>10,360</b>	<b>4.1%</b>	<b>4.1%</b>
<i>Mixed/multiple ethnic group: White and Black Caribbean</i>	2,837	2,837	1.1%	1.1%
<i>Mixed/multiple ethnic group: White and Black African</i>	1,509	1,509	0.6%	0.6%
<i>Mixed/multiple ethnic group: White and Asian</i>	2,961	2,961	1.2%	1.2%
<i>Mixed/multiple ethnic group: Other Mixed</i>	3,053	3,053	1.2%	1.2%
<b>Asian/Asian British: Total</b>	<b>104,501</b>	<b>104,501</b>	<b>41.1%</b>	<b>41.1%</b>
<i>Asian/Asian British: Indian</i>	6,787	6,787	2.7%	2.7%
<i>Asian/Asian British: Pakistani</i>	2,442	2,442	1.0%	1.0%
<i>Asian/Asian British: Bangladeshi</i>	81,377	81,377	32.0%	32.0%
<i>Asian/Asian British: Chinese</i>	8,109	8,109	3.2%	3.2%
<i>Asian/Asian British: Other Asian</i>	5,786	5,786	2.3%	2.3%
<b>Black/African/Caribbean/Black British: Total</b>	<b>18,629</b>	<b>18,629</b>	<b>7.3%</b>	<b>7.3%</b>
<i>Black/African/Caribbean/Black British: African</i>	9,495	9,495	3.7%	3.7%
<i>Black/African/Caribbean/Black British: Caribbean</i>	5,341	5,341	2.1%	2.1%
<i>Black/African/Caribbean/Black British: Other Black</i>	3,793	3,793	1.5%	1.5%
<b>Other ethnic group: Total</b>	<b>5,787</b>	<b>5,787</b>	<b>2.3%</b>	<b>2.3%</b>
<i>Other ethnic group: Arab</i>	2,573	2,573	1.0%	1.0%
<i>Other ethnic group: Any other ethnic group</i>	3,214	3,214	1.3%	1.3%

(National Census, 2011)

**Table 3.2 Tower Hamlets Residents Profile, Ethnicity breakdown of residents aged 0 to 4**

Ethnicity Breakdown	Number of residents		Proportion of residents	
	Age 0 to 4	All Ages	Age 0 to 4	All Ages
<b>All Residents</b>				
<b>All categories: Ethnic group</b>	<b>18,750</b>	<b>254,096</b>	<b>100%</b>	<b>100%</b>
White	3,153	83,269	16.8%	32.8%
Other White	999	31,550	5.3%	12.4%
Mixed/multiple ethnic group	1,851	10,360	9.9%	4.1%
Asian/Asian British (excluding Bangladeshi)	1,292	23,124	6.9%	9.1%
Bangladeshi	9,280	81,377	49.5%	32.0%
Black/African/Caribbean/Black British	1,823	18,629	9.7%	7.3%
Other ethnic group	352	5,787	1.9%	2.3%

*(National Census, 2011)*

**Table 3.3a – Pupil ethnicity profile - Breakdown of ethnicity by year group**

Row Labels	N1	N2	R	1	2	3	4	5	6	7	8	9	10	11	Grand Total
African	124	78	275	245	248	275	203	227	211	181	209	196	207	188	2867
Any Other Asian Background	11	8	25	19	21	24	20	15	16	18	10	15	19	17	238
Any Other Black Background	9	7	33	25	26	30	25	32	31	22	22	27	32	36	357
Any Other Ethnic Group	44	33	98	103	116	95	82	85	67	54	43	57	45	46	968
Any Other Mixed Background	48	40	109	94	84	72	63	71	59	18	36	38	27	27	786
Any Other White Background	53	47	147	144	127	105	108	104	101	73	80	79	93	87	1348
Bangladeshi	872	730	1803	1926	1845	1836	1841	1900	1905	1717	1609	1611	1538	1574	22707
Caribbean	8	9	27	43	45	46	52	32	50	49	52	61	60	57	591
Chinese	12	11	25	16	14	22	14	14	16	3	5	11	14	19	196
Gypsy / Romany				1				1			1		1		4
Indian	14	24	40	39	20	37	25	15	13	14	21	14	16	15	307
Information Not Obtained	2	22	6	4	3	7	3	5	3	6	3	6	1	1	72
Irish	2	1	4	8	3	9	9	11	6	5	3	2	9	5	77
Missing	501	168	15												684
Pakistani	14	17	25	28	38	39	28	26	28	21	23	16	25	16	344
Refused			1	2						4		5	1	1	14
Traveller Of Irish Heritage		1	2	3	1	1	3	1		1	1	1		2	17
White and Asian	13	12	36	35	38	34	28	32	19	12	16	18	22	14	329
White and Black African	7	1	13	16	16	18	16	13	9	15	13	23	15	11	186
White and Black Caribbean	12	9	37	37	60	65	46	43	47	38	37	45	52	44	572
White British	147	104	346	331	344	314	300	333	286	212	234	274	271	279	3775
<b>Grand Total</b>	<b>1893</b>	<b>1322</b>	<b>3067</b>	<b>3119</b>	<b>3049</b>	<b>3029</b>	<b>2866</b>	<b>2960</b>	<b>2867</b>	<b>2463</b>	<b>2418</b>	<b>2499</b>	<b>2448</b>	<b>2439</b>	<b>36439</b>

Spring 2014 census



**Table 3.3b – Pupil ethnicity profile - Proportion of ethnicity per school**

School	African	Any Other Asian Background	Any Other Black Background	Any Other Ethnic Group	Any Other Mixed Background	Any Other White Background	Bangladeshi	Caribbean	Chinese	Gypsy / Romany	Indian	Information Not Obtained	Irish	Missing	Pakistani	Refused	Traveller Of Irish Heritage	White and Asian	White and Black African	White and Black Caribbean	White British
St Marys & St Michaels RC School	22%	1%	1%	6%	5%	10%	4%	9%	1%	0%	1%	0%	1%	8%	1%	0%	1%	2%	2%	5%	21%
St Elizabeth Catholic Primary School	11%	0%	8%	5%	6%	13%	0%	5%	0%	0%	0%	0%	4%	0%	0%	0%	0%	2%	3%	10%	33%
Lansbury Lawrence Primary School	8%	0%	0%	3%	2%	1%	74%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	1%	8%
Malmesbury Primary School	8%	0%	1%	3%	2%	5%	65%	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	1%	11%
Ben Jonson Primary School	10%	0%	0%	3%	0%	2%	80%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	1%
Bonner Primary School	14%	0%	0%	3%	2%	3%	55%	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	2%	0%	2%	14%
Old Palace J, M & I School	11%	0%	0%	2%	3%	1%	75%	1%	0%	0%	0%	0%	0%	0%	2%	0%	0%	1%	0%	0%	2%
Canon Barnett Primary School	13%	0%	0%	2%	2%	3%	74%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	3%
Cayley Primary School	3%	0%	1%	2%	2%	3%	85%	0%	0%	0%	1%	0%	0%	1%	1%	0%	0%	1%	0%	0%	2%
Blue Gate Fields Junior School	4%	0%	0%	1%	1%	0%	91%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	0%



School	African	Any Other Asian Background	Any Other Black Background	Any Other Ethnic Group	Any Other Mixed Background	Any Other White Background	Bangladeshi	Caribbean	Chinese	Gypsy / Romany	Indian	Information Not Obtained	Irish	Missing	Pakistani	Refused	Traveller Of Irish Heritage	White and Asian	White and Black African	White and Black Caribbean	White British
Chisenhale Primary School	7%	0%	0%	3%	5%	7%	35%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	2%	36%
Columbia Primary School	7%	1%	0%	2%	3%	8%	46%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	2%	0%	2%	26%
Cubitt Town Junior School	8%	3%	1%	3%	2%	4%	52%	1%	1%	0%	1%	0%	0%	0%	1%	0%	0%	2%	1%	3%	18%
Cyril Jackson Primary School	8%	2%	1%	4%	2%	3%	67%	0%	0%	0%	1%	0%	0%	0%	2%	0%	0%	1%	0%	1%	7%
The Clara Grant Primary School	9%	0%	1%	3%	2%	1%	77%	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	3%
Globe Primary School	17%	2%	2%	1%	3%	4%	52%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%	17%
Hague Primary School	1%	0%	0%	1%	3%	1%	90%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	3%
Harbinger Primary School	3%	0%	1%	4%	6%	8%	56%	0%	3%	0%	3%	0%	0%	0%	1%	0%	0%	1%	1%	1%	13%
John Scurr Primary	3%	1%	0%	1%	1%	1%	88%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
Lawdale Junior School	3%	0%	0%	3%	1%	0%	85%	3%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	3%
Elizabeth Selby Infants' School	6%	0%	0%	6%	1%	1%	79%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	3%
Marion Richardson Primary School	7%	1%	1%	1%	1%	3%	78%	1%	1%	0%	0%	0%	0%	0%	2%	0%	0%	1%	0%	1%	2%

School	African	Any Other Asian Background	Any Other Black Background	Any Other Ethnic Group	Any Other Mixed Background	Any Other White Background	Bangladeshi	Caribbean	Chinese	Gypsy / Romany	Indian	Information Not Obtained	Irish	Missing	Pakistani	Refused	Traveller Of Irish Heritage	White and Asian	White and Black African	White and Black Caribbean	White British
Marner Primary School	5%	0%	0%	1%	1%	1%	82%	1%	0%	0%	1%	0%	0%	0%	2%	0%	0%	1%	0%	1%	1%
Mayflower Primary School	4%	1%	0%	1%	1%	1%	89%	1%	0%	0%	1%	0%	0%	0%	1%	0%	0%	1%	0%	0%	1%
Mowlem Primary School	3%	0%	1%	3%	1%	3%	82%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	4%
Blue Gate Fields Infants School	5%	1%	1%	2%	2%	0%	88%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	0%
Olga Primary School	10%	0%	0%	0%	4%	2%	47%	2%	0%	0%	0%	0%	2%	1%	0%	0%	0%	3%	0%	2%	25%
Redlands Primary School	4%	0%	0%	2%	1%	1%	90%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%
Manorfield Primary School	12%	1%	2%	4%	2%	3%	53%	1%	1%	0%	0%	1%	0%	1%	1%	0%	0%	1%	0%	2%	13%
Stebon Primary School	4%	1%	0%	0%	1%	1%	91%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Stewart Headlam Primary School	10%	1%	1%	5%	2%	2%	74%	1%	2%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	2%
Virginia Primary School	10%	1%	0%	5%	3%	4%	75%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
Wellington Primary School	11%	1%	0%	3%	1%	4%	66%	1%	1%	0%	2%	0%	1%	0%	4%	0%	1%	0%	0%	0%	6%
Woolmore Primary School	10%	0%	0%	5%	1%	1%	75%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	2%

School	African	Any Other Asian Background	Any Other Black Background	Any Other Ethnic Group	Any Other Mixed Background	Any Other White Background	Bangladeshi	Caribbean	Chinese	Gypsy / Romany	Indian	Information Not Obtained	Irish	Missing	Pakistani	Refused	Traveller Of Irish Heritage	White and Asian	White and Black African	White and Black Caribbean	White British
Thomas Buxton Primary School	6%	0%	0%	4%	2%	0%	83%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%
Seven Mills Primary School	5%	0%	0%	3%	3%	4%	68%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	9%
Cubitt Town Infants' School	8%	1%	1%	4%	6%	2%	47%	1%	2%	0%	3%	0%	0%	2%	1%	0%	0%	1%	1%	2%	18%
Osmani Primary School	7%	0%	0%	4%	1%	0%	82%	0%	1%	0%	1%	0%	0%	1%	2%	0%	0%	0%	0%	0%	0%
Shapla Primary	4%	3%	1%	2%	1%	1%	87%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Hermitage Primary School	3%	0%	0%	5%	5%	6%	64%	1%	0%	0%	3%	0%	1%	0%	1%	0%	0%	2%	1%	0%	8%
Bangabandhu Primary School	7%	0%	0%	3%	2%	1%	78%	0%	0%	0%	1%	0%	0%	0%	1%	0%	0%	2%	0%	1%	3%
Halley Primary School	2%	0%	0%	2%	0%	0%	90%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	1%	0%	0%	2%
Bigland Green Primary School	4%	0%	0%	4%	1%	1%	85%	0%	0%	0%	1%	0%	0%	1%	1%	0%	0%	1%	0%	0%	1%
Kobi Nazrul Primary School	2%	0%	0%	2%	0%	0%	93%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%
Smithy Street School	6%	0%	0%	2%	1%	2%	82%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	1%	0%	0%	3%
Bygrove Primary School	7%	0%	0%	2%	0%	1%	80%	0%	0%	1%	2%	0%	0%	0%	2%	0%	0%	1%	0%	0%	4%

School	African	Any Other Asian Background	Any Other Black Background	Any Other Ethnic Group	Any Other Mixed Background	Any Other White Background	Bangladeshi	Caribbean	Chinese	Gypsy / Romany	Indian	Information Not Obtained	Irish	Missing	Pakistani	Refused	Traveller Of Irish Heritage	White and Asian	White and Black African	White and Black Caribbean	White British
William Davis Primary School	9%	1%	0%	3%	2%	2%	75%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	1%	3%
Arnhem Wharf Primary School	11%	1%	1%	7%	3%	3%	53%	1%	1%	0%	4%	0%	0%	0%	1%	0%	0%	1%	2%	4%	9%
Harry Gosling Primary School	4%	0%	0%	2%	1%	1%	89%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Christ Church CofE School	7%	0%	2%	3%	5%	5%	61%	7%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	5%
Guardian Angels Roman Catholic Primary School	10%	2%	6%	5%	19%	8%	2%	9%	0%	0%	4%	0%	2%	0%	0%	0%	0%	0%	0%	1%	31%
Stepney Greencoats Church of England Primary School	7%	2%	2%	3%	3%	4%	39%	2%	2%	0%	0%	3%	0%	0%	0%	1%	0%	0%	1%	4%	30%
Our Lady RC Primary School	16%	1%	3%	1%	7%	10%	2%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	5%	44%
St Agnes RC Primary	24%	1%	2%	5%	8%	5%	0%	9%	1%	0%	0%	0%	1%	0%	0%	0%	2%	2%	2%	9%	31%
St Anne's Catholic Primary School	10%	1%	4%	9%	8%	10%	3%	4%	0%	0%	1%	4%	1%	0%	1%	0%	0%	1%	1%	6%	34%
St Edmund's Catholic Primary School	8%	4%	0%	4%	4%	25%	1%	2%	2%	0%	4%	0%	0%	0%	0%	0%	0%	6%	2%	6%	30%

School	African	Any Other Asian Background	Any Other Black Background	Any Other Ethnic Group	Any Other Mixed Background	Any Other White Background	Bangladeshi	Caribbean	Chinese	Gypsy / Romany	Indian	Information Not Obtained	Irish	Missing	Pakistani	Refused	Traveller Of Irish Heritage	White and Asian	White and Black African	White and Black Caribbean	White British
St John's Church of England Primary School	8%	0%	3%	2%	2%	3%	31%	5%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	7%	33%
St Luke's Church of England Primary School	8%	1%	3%	3%	6%	8%	24%	1%	5%	0%	9%	0%	0%	0%	1%	0%	0%	1%	1%	2%	29%
St Matthias Church of England Primary School	7%	1%	1%	2%	3%	9%	45%	4%	0%	0%	4%	0%	1%	0%	1%	0%	0%	1%	0%	1%	17%
St Paul with St Luke C of E Primary School	9%	0%	2%	1%	2%	4%	61%	6%	1%	0%	1%	1%	0%	0%	1%	0%	0%	0%	1%	1%	12%
St Pauls Whitechapel Church of England	6%	0%	3%	1%	5%	5%	60%	1%	2%	0%	2%	0%	0%	0%	3%	0%	0%	3%	2%	0%	6%
St Peters London Docks CofE Primary	2%	1%	2%	4%	9%	6%	32%	3%	1%	0%	1%	7%	0%	0%	2%	0%	0%	7%	0%	3%	20%
St Saviour's Church of England Primary School	8%	1%	2%	1%	8%	4%	3%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	2%	3%	63%
English Martyrs Roman Catholic Primary School	4%	0%	0%	5%	5%	40%	2%	4%	1%	0%	0%	0%	1%	0%	0%	0%	0%	6%	2%	3%	26%

School	African	Any Other Asian Background	Any Other Black Background	Any Other Ethnic Group	Any Other Mixed Background	Any Other White Background	Bangladeshi	Caribbean	Chinese	Gypsy / Romany	Indian	Information Not Obtained	Irish	Missing	Pakistani	Refused	Traveller Of Irish Heritage	White and Asian	White and Black African	White and Black Caribbean	White British
Holy Family Catholic School	24%	2%	2%	5%	1%	16%	0%	4%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	2%	4%	37%
Bow School of Maths and Computing	4%	0%	0%	2%	2%	4%	70%	2%	0%	0%	1%	0%	0%	0%	1%	0%	0%	1%	0%	1%	12%
Langdon Park School	9%	1%	0%	2%	0%	3%	66%	1%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	2%	12%
Morpeth School	7%	1%	1%	1%	1%	3%	66%	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	2%	14%
Mulberry School for Girls	3%	0%	0%	2%	0%	0%	93%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%
Stepney Green Maths & Computing College	1%	0%	0%	1%	0%	1%	96%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
St Paul's Way Trust School	5%	0%	0%	2%	1%	2%	84%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	3%
Oaklands Secondary School	4%	0%	0%	0%	0%	4%	84%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	5%
Swanlea School, Whitechapel	9%	0%	1%	1%	0%	2%	80%	1%	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	2%
Bishop Challoner Catholic Collegiate School	24%	2%	3%	5%	2%	13%	9%	9%	0%	0%	1%	0%	0%	0%	1%	0%	0%	2%	3%	6%	19%
George Green's	7%	1%	1%	3%	1%	5%	50%	1%	2%	0%	1%	0%	1%	0%	0%	0%	0%	1%	1%	1%	23%

School	African	Any Other Asian Background	Any Other Black Background	Any Other Ethnic Group	Any Other Mixed Background	Any Other White Background	Bangladeshi	Caribbean	Chinese	Gypsy / Romany	Indian	Information Not Obtained	Irish	Missing	Pakistani	Refused	Traveller Of Irish Heritage	White and Asian	White and Black African	White and Black Caribbean	White British	
School																						
Central Foundation Girls' School	6%	1%	1%	1%	1%	1%	84%	1%	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	3%
Sir John Cass/Redcoat School	8%	1%	1%	2%	0%	2%	75%	3%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	1%	1%	3%
Bishop Challoner Catholic Collegiate School	22%	2%	4%	7%	2%	13%	8%	9%	1%	0%	2%	0%	0%	0%	1%	0%	0%	1%	3%	5%	20%	
Raine's Foundation School	11%	1%	6%	2%	4%	6%	9%	10%	0%	0%	1%	1%	1%	0%	0%	0%	0%	1%	1%	5%	42%	
Total	8%	1%	1%	3%	2%	4%	63%	2%	1%	0%	1%	0%	0%	2%	1%	0%	0%	1%	1%	2%	10%	

**Appendix A, Table 3.4 – Children placed at a school outside their Catchment Area.**

	Catchment 1 Stepney	Catchment 2 Bow North	Catchment 3 Bow South	Catchment 4 Poplar	Catchment 5 Isle of Dogs	Catchment 6 Wapping	Catchment 7 Bethnal Green	Total
2014/15	0	0	0	0	0	0	0	0
2013/14	0	2	0	6	17	0	0	25
2012/13	18	40	32	56	13	6	19	184

**Appendix A, Table 3.5 – Travel Assistance**

Children on Transport

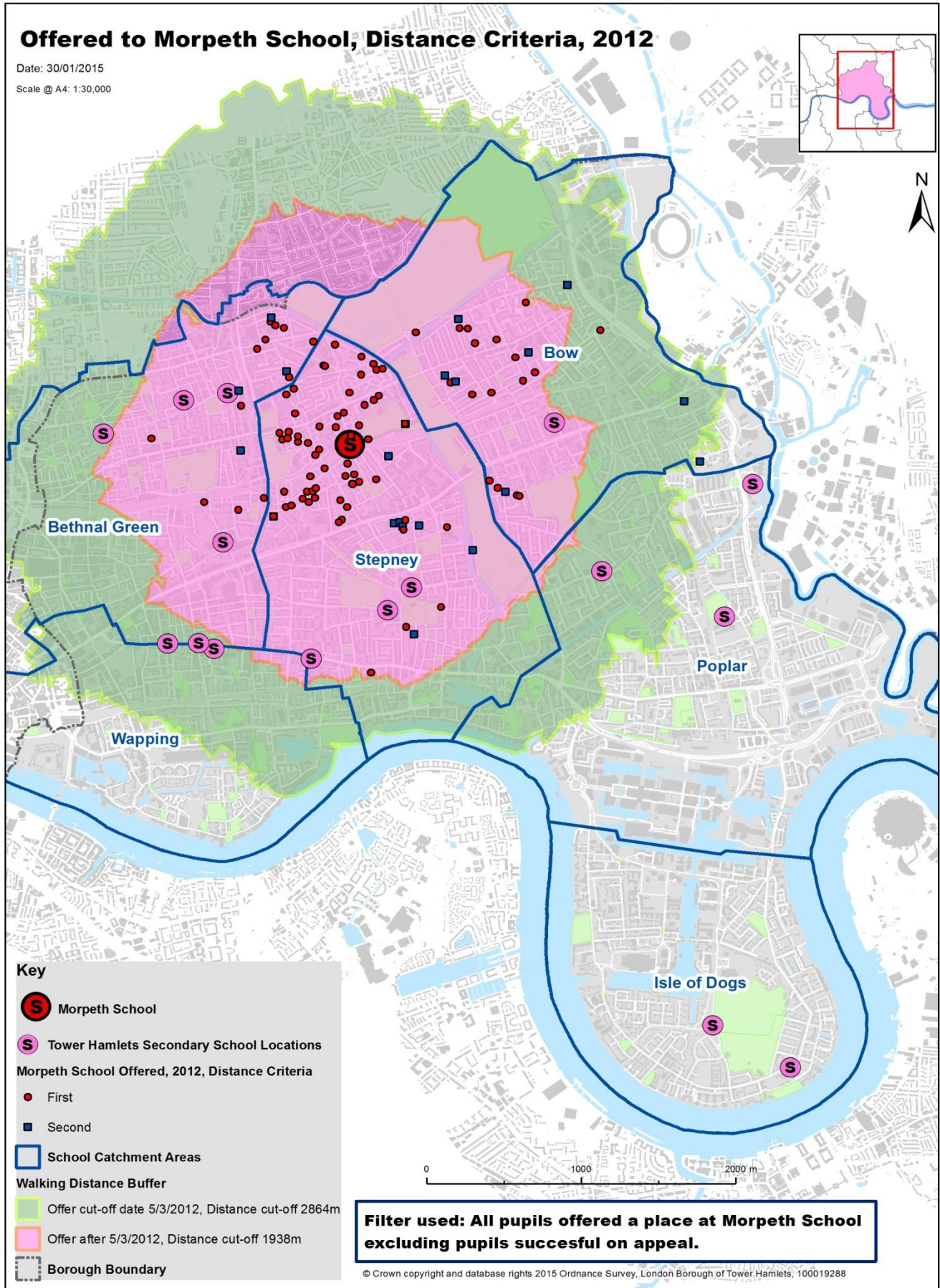
2012	2013	2014
137	98	60

**Table 3.6 - Children currently receiving one form of travel assistance – breakdown by ethnicity**

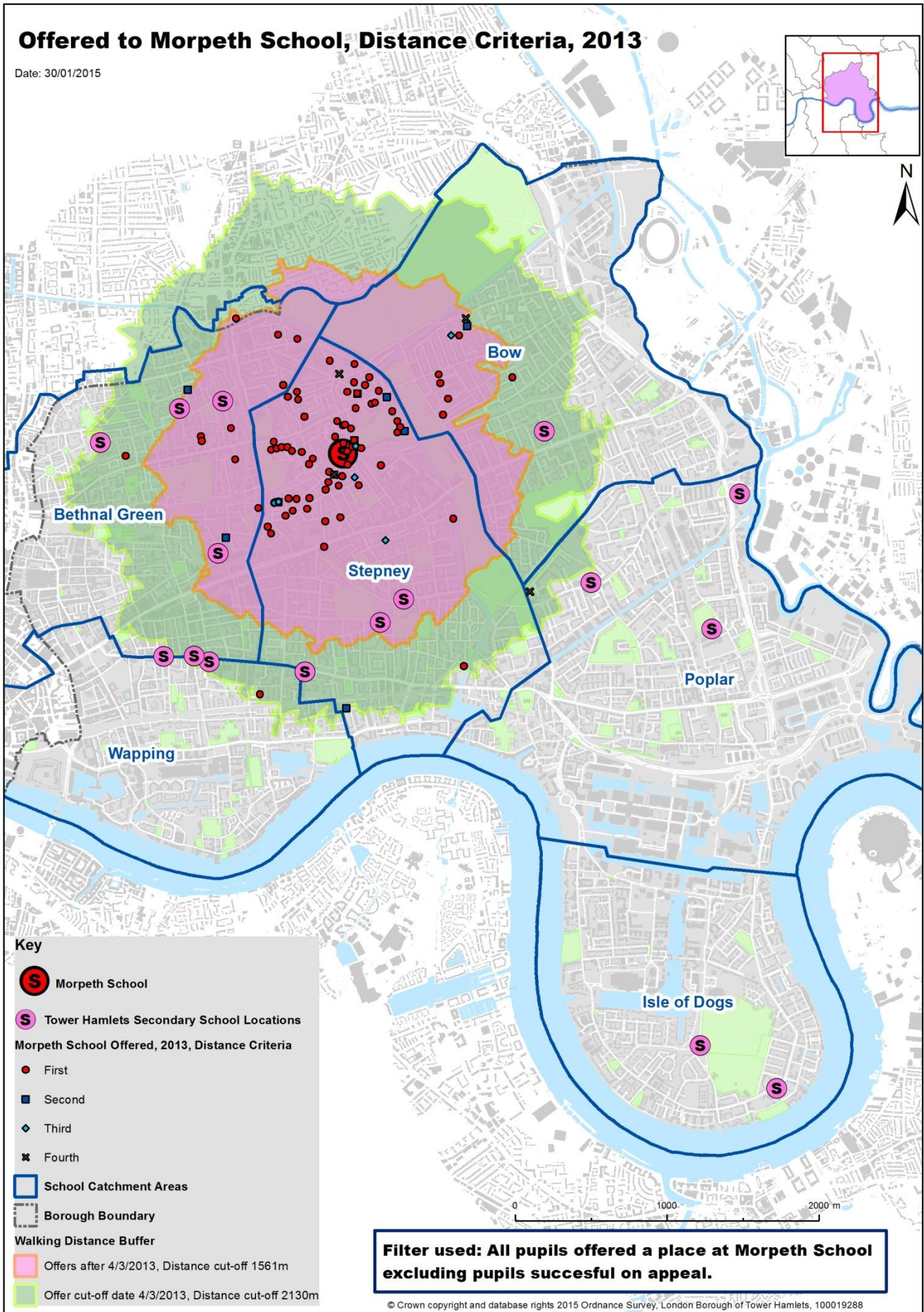
Ethnicity	Travel Assistance	%
Bangladeshi	125	76.6%
Black	16	9.8%
Other BAME	8	4.9%
White other	5	3.1%
White British	4	2.5%
Information not obtained	5	3.1%
Total	163	100%



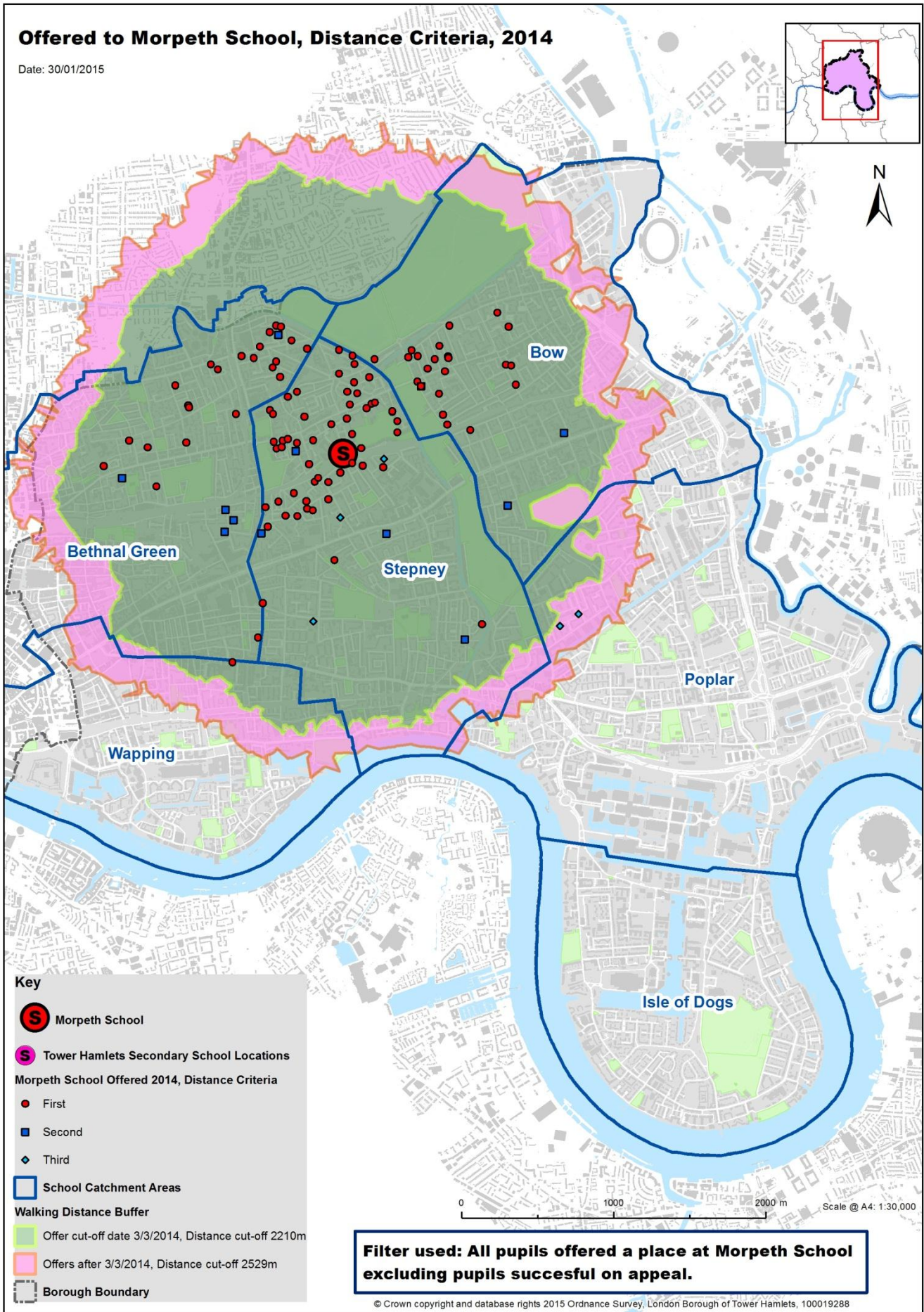
Table 3.7





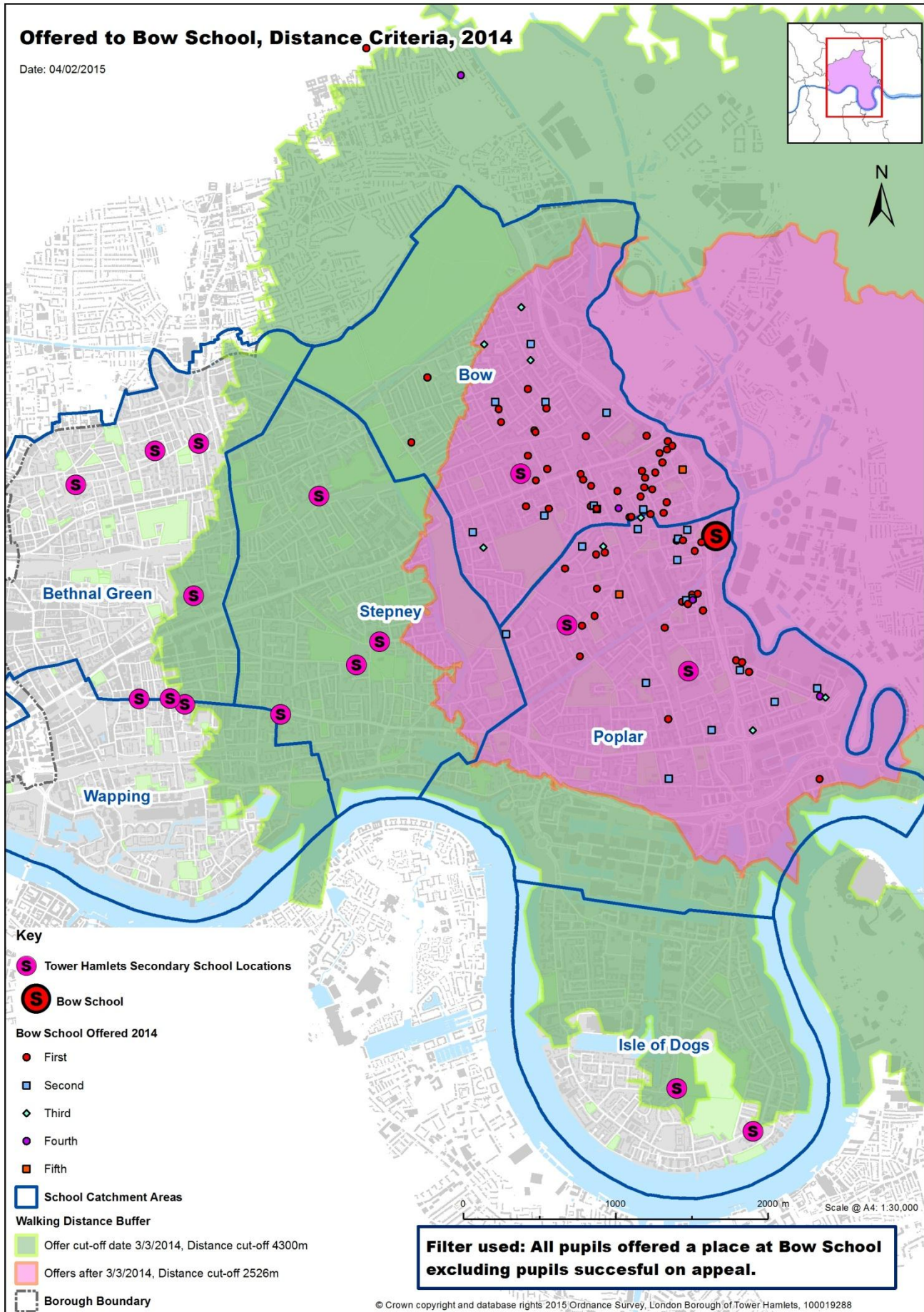




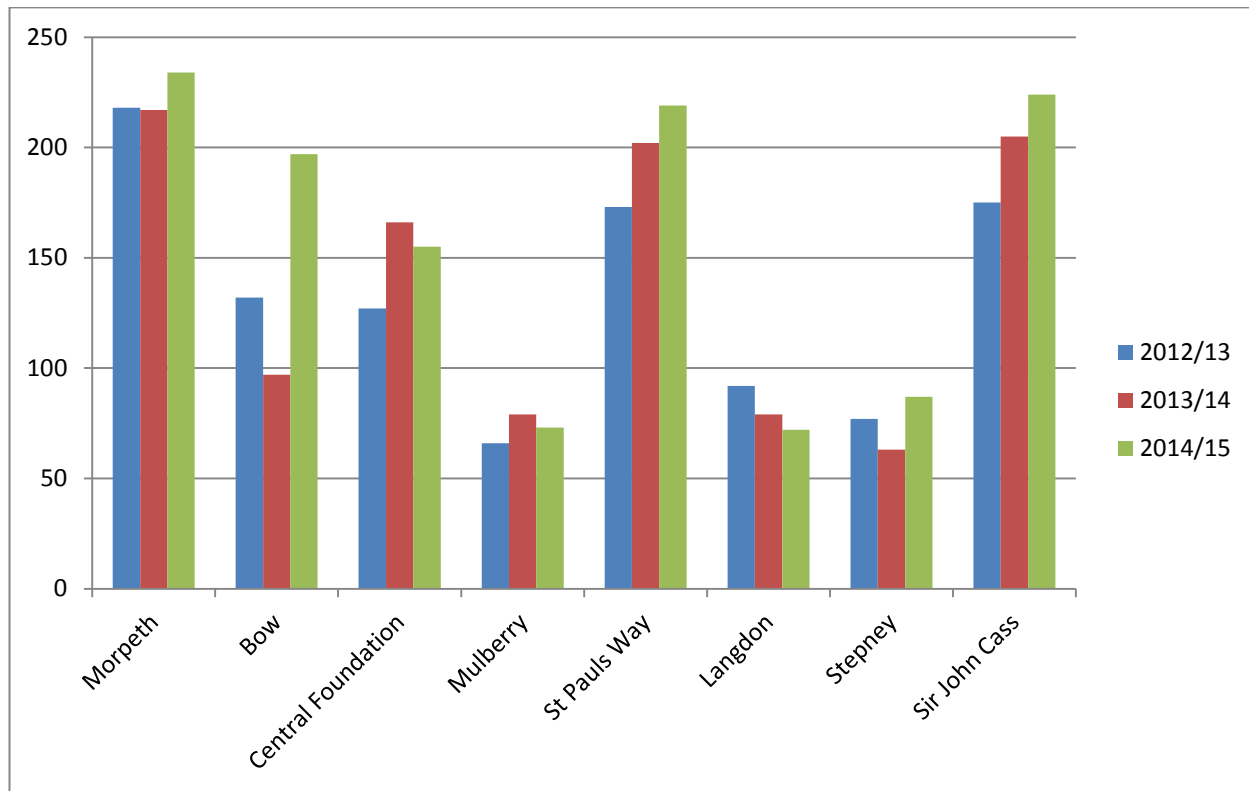




Appendix A, Table 3.8 – Applications to Bow School



**Table 3.9** - Applications to schools from Bow residents over the last three years



	Morpeth		Bow*		Central Foundation		Mulberry		St Pauls Way		Langdon		Stepney		Sir John Cass		Total Bow Resident pupils
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
<b>2012/13</b>	218	48	132	29	127	28	66	15	173	38	92	20	77	17	175	39	<b>453</b>
<b>2013/14</b>	217	44	97	20	166	34	79	16	202	41	79	16	63	13	205	42	<b>488</b>
<b>2014/15</b>	234	49	197	41	155	32	73	15	219	46	72	15	87	18	224	47	<b>480</b>

Total applications from Bow Residents	
<b>2012/13</b>	<b>453</b>
<b>2013/14</b>	<b>488</b>
<b>2014/15</b>	<b>480</b>

**Appendix A - Table 3.10 – 3.16 (Mode of Travel Survey)  
Mode of Travel Area Catchment Area 1**

Mode of Travel to schools in Area 1	Under 500 m	Under 1 km	Under 2 km	Under 3 km	Under 5 km	Under 10 km	Over 10 km	Grand Total
Bicycle	14	4	2					20
Bus	31	19	56	38	7	1		152
Car	266	88	83	39	9	12	8	505
Carshare	11	1	4					16
Other	1			4				5
Rail	2	2		2	5	5	3	19
School Bus	8	6	15	11	11	1	1	53
Walk	2812	439	180	63	24	8	3	3529
<b>Grand Total</b>	<b>3145</b>	<b>559</b>	<b>340</b>	<b>157</b>	<b>56</b>	<b>27</b>	<b>15</b>	<b>4299</b>

*(Mode of Travel Survey, 2011)*

Table 3.11 Mobility of Travel  
Mode of Travel in Catchment Area 2

Mode of Travel to schools in Area 2	Under 500 m	Under 1 km	Under 2 km	Under 3 km	Under 5 km	Under 10 km	Over 10 km	Grand Total
Bicycle	10	13	3	1				27
Bus	19	9	20	8	3			59
Car	101	73	31	15	7	4	2	233
Carshare	3	3	1	3				10
Other		1	5					6
Rail	1	1					2	4
School Bus		1	1					2
Walk	1171	275	77	12	7	7	4	1553
<b>Grand Total</b>	<b>1305</b>	<b>376</b>	<b>138</b>	<b>39</b>	<b>17</b>	<b>11</b>	<b>8</b>	<b>1894</b>

*(Mode of Travel Survey, 2011)*

Table 3.12 Mobility of Travel  
Mode of Travel in Catchment Area 3

Mode of Travel to schools in Area 3	Under 500 m	Under 1 km	Under 2 km	Under 3 km	Under 5 km	Under 10 km	Over 10 km	Grand Total
Bicycle	1	1	1					3
Bus	4	8	31	9	1			53
Car	103	40	32	10	4	4	2	195
Carshare	2							2
Other	1	1	1					3
Rail	3	1	3	3	4	2		16
School Bus			1					1
Walk	1664	218	46	7	5	2	1	1943
<b>Grand Total</b>	<b>1778</b>	<b>269</b>	<b>115</b>	<b>29</b>	<b>14</b>	<b>8</b>	<b>3</b>	<b>2216</b>

(Mode of Travel Survey, 2011)

Table 3.13 Mobility of Travel  
Mode of Travel in Catchment Area 4

Mode of Travel to schools in Area 4	Under 500 m	Under 1 km	Under 2 km	Under 3 km	Under 5 km	Under 10 km	Over 10 km	Grand Total
Bicycle	2	6						8
Bus	16	24	35	16	2	1		94
Car	248	129	46	16	8	9	3	459
Carshare	4	1				1		6
Other	2	1						3
Rail	8	4	22	12	1	3	2	52
School Bus	2	3	12	9	6			32
Walk	1739	360	118	25	10	5	6	2263
<b>Grand Total</b>	<b>2021</b>	<b>528</b>	<b>233</b>	<b>78</b>	<b>27</b>	<b>19</b>	<b>11</b>	<b>2917</b>

*(Mode of Travel Survey, 2011)*

Table 3.14 Mobility of Travel  
Mode of Travel in Catchment Area 5

Mode of Travel to schools in Area 5	Under 500 m	Under 1 km	Under 2 km	Under 3 km	Under 5 km	Under 10 km	Over 10 km	Grand Total
Bicycle	13	4	4	1				22
Bus	21	24	44	28	5	1		123
Car	69	60	48	28	12	7	7	231
Carshare			1					1
Other	1		1					2
Rail	1		1			1		3
School Bus		1	2	1				4
Walk	753	197	65	18	14	1	1	1049
<b>Grand Total</b>	<b>858</b>	<b>286</b>	<b>166</b>	<b>76</b>	<b>31</b>	<b>10</b>	<b>8</b>	<b>1435</b>

*(Mode of Travel Survey, 2011)*



Table 3.15 Mobility of Travel  
Mode of Travel in Catchment Area 6

Mode of Travel to schools in Area 6	Under 500 m	Under 1 km	Under 2 km	Under 3 km	Under 5 km	Under 10 km	Over 10 km	Grand Total
Bicycle	9	1	1		1			12
Bus	21	8	30	24	34	2		119
Car	70	49	42	25	16	4	11	217
Carshare		1						1
Other	4	3	1		1			9
Rail	5			3	4	1	2	15
School Bus	2		1	6	57	2		68
Walk	1259	184	61	21	38	1		1564
<b>Grand Total</b>	<b>1370</b>	<b>246</b>	<b>136</b>	<b>79</b>	<b>151</b>	<b>10</b>	<b>13</b>	<b>2005</b>

Table 3.16 Mobility of Travel  
Mode of Travel in Catchment Area 7

Mode of Travel to schools in Area 7	Under 500 m	Under 1 km	Under 2 km	Under 3 km	Under 5 km	Under 10 km	Over 10 km	Grand Total
Bicycle	6	1	3	1				11
Bus	11	7	31	32	32	11	1	125
Car	79	46	37	24	27	2	10	225
Carshare	1							1
Other	1	2	2	1				6
Rail			1	4		1	3	9
School Bus	2	1	2	10	31			46
Walk	1905	258	119	50	39	20	12	2403
<b>Grand Total</b>	<b>2005</b>	<b>315</b>	<b>195</b>	<b>122</b>	<b>129</b>	<b>34</b>	<b>26</b>	<b>2826</b>

(Mode of Travel Survey, 2011)

**Appendix A, Table 3.17 – Ethnicity for housing waiting list**

<b>Ethnicity</b>	<b>Number of people</b>	<b>% of people</b>
Asian	11,201	56.5 %
Black	2,385	12.0 %
Dual	497	2.5 %
White	4,504	22.7 %
Other	1,041	5.3 %
REFUSED	182	0.9 %
<b>Total:</b>	<b>19,810</b>	

(Housing Register as at 01 Dec 2014)

Current housing waiting list as of December 2014, break downed by ethnicity. Please note that the below recorded ethnicity groups are of the main applicant on a housing application only.

## Appendix B – School Admission Admissions 2016/17 - Consultation Survey Response

### 1.0 Introduction

Tower Hamlets Council consulted the public on its school admission arrangements for 2016/17. The aim being to further improve the school admission arrangements for Tower Hamlets schools, so that they are fair and that as many parents as possible gain a place for their child at one of their preferred schools. The consultation covered the following:

#### (i) Proposed Admissions Policies for Tower Hamlets community schools

- Nursery School/Class Admissions Policy
- Oversubscription criteria for Nursery Schools and Classes
- Priority criteria for part-time and full-time places
- Primary Schools Admissions Policy
- Oversubscription criteria, including a change to the priority admission (catchment) areas for community school
- Secondary Schools Admissions Policy
- Oversubscription criteria

#### (ii) Proposed coordinated schemes

- For reception year of primary school
- For Year 7 of secondary school; and
- For admissions outside of normal points of entry ('In-Year')

#### (iii) Planned admission number (PAN) for Tower Hamlets Schools

The consultation was launched the 1<sup>st</sup> of November 2014 and ended on the 5<sup>th</sup> of January 2015. The consultation lasted for over 8 weeks.

### 2.0 Communication

The table below includes the communication methods used to advertise and promote the consultation.

Item	Communication Medium	Locality	Actioned
Director's Briefing for Governors	All Governors Governors were given notice about the impending consultation.	Director's Briefing Autumn Term Brochure	01/09/2014
Email to neighbouring boroughs	Neighbouring LAs		04/11/2014
Head teachers and school staff	Head Teachers Bulletin	To all Head Teachers	03/11/2014 01/12/2014
Advertising consultation on email signatures	Email signature for Pupil Admission and Impulse Team staff	Pupil Services Team	03/11/2014
Advertising consultation on School Admissions website /consultations webpage / news and event webpage	LBTH Website	Internet	03/11/2014
Consultation advert x 2	East End Life Newspaper Two adverts were placed at different intervals to allow maximum publicity.	Borough wide	03/11/2014 20/11/2014
Governing Bodies	Email to all governors via	Borough wide	01/11/2014

Item	Communication Medium	Locality	Actioned
	Governor Services – to remind governors to complete the consultation.		
Email to parent groups/network	Via Parent & Family Support Service – widely circulated for parents' access.	Parent network/newsletter	11/11/2014
Details of consultation advertised	Media Release	Borough wide	04/11/2014
Consultation meeting to discuss the proposed changes	Public Meeting – notice of meeting widely circulated through the above mediums	Professional Development Centre	26/11/2014
Children Centre Leads	Raise Awareness through publicity at Children's Centres. Children Centre to display notice in their public notice board.	Borough wide	17/11/2014
Ocean Somali Community Association	Governors / Somali Community reps – contacted OSCA directly to disseminate information.	information share	02/12/2014
Collective Of Bangladeshi Governors	Governors/ Bangladeshi community reps -- contacted CBSG directly to disseminate information.	information share	02/12/2014
Discussion on consultation held with Forum	Admissions Forum	Professional Development Centre	10/12/2014

### 3.0 Results

Despite the above methods to engage stakeholders, we have received four responses, all completed online. One response was from a parent, one was from a member of the public, one was from a governor (the school was not stated on the response), and one was classified as 'nothing selected'.

There was a collective response completed by the Tower Hamlets Admissions Forum and comments were also received from the City of London Admissions Forum.

The following analysis shows the outcome of the 4 and the Admissions Forums responses:

**1. Do you agree with the proposed arrangements for admission to Tower Hamlets Nursery Schools and classes in 2016/17, which aim to ensure that children attend their nearest school?** All respondents agreed with the proposed arrangements for TH Nursery Schools admissions 2016/17. The TH Admissions Forum agreed with the proposed arrangements and oversubscription criteria for admission to Nursery schools. There was no objection to this from the City of London Admissions Forum.

**2. Do you agree with the proposed arrangements and oversubscription criteria for admission to community primary schools?**

3 out of 4 respondents (75%) disagreed with the proposed arrangements and oversubscription criteria for admission to community primary schools. The TH Admissions Forum also agreed with the proposed arrangements and oversubscription criteria for admission to community primary schools. There was no objection to this from the City of London Admissions Forum.

**3. Do you agree with the proposed arrangements and oversubscription criteria for admission to community secondary schools in 2016/17?**

75% of respondents (3 people) agreed to proposed arrangements for oversubscription criteria for admission to community secondary schools in 2016/17. The TH Admissions Forum agreed with the proposed arrangements and oversubscription criteria for admission to community primary schools. There was no objection to this from the City of London Admissions Forum.

**4a. Do you agree with the Tower Hamlets scheme for co-ordinating year 7 and reception year admissions?**

3 of the 4 respondents (75%) agreed with TH’s scheme for coordinating year 7 and reception year admissions. The TH Admissions Forum agreed with the proposed arrangements and oversubscription criteria for admission to community primary schools. There was no objection to this from the City of London Admissions Forum.

**4b. Do you agree with the Tower Hamlets scheme for co-ordinating in-year admissions?**

75% of respondents (3 people) disagreed to the TH’s scheme for co-ordinating in-year admissions. The TH Admissions Forum commented on this and their comments are listed below.

**5a. Do you agree with the planned admission numbers (PAN) for Tower Hamlets schools in 2016/17?**

3 of the 4 respondents (75%) agreed to the PAN for TH schools in 2016/17. The TH Admissions Forum commented on this and their comments are listed below.

The following questions were for school governing bodies only, of which there was only one response.

**5b. Do you agree with the PAN for your school?**

All of the respondents agreed with their schools’ Planned Admission Number

**5c. Do you agree with the PAN for those schools whose admissions impact on your own school?**

All of the respondents agreed.

**4.0 Breakdown of survey responses in numbers (including the Admissions Forum)**

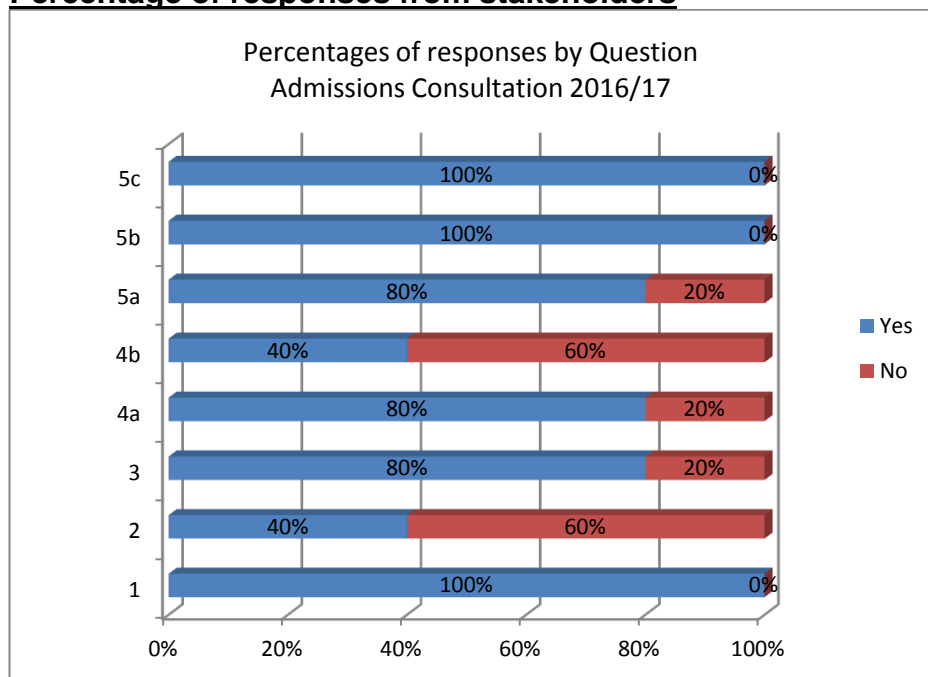
	Yes	No
<b>1. Do you agree with the proposed arrangements for admission to Tower Hamlets Nursery Schools and classes in 2016/17, which aim to ensure that children attend their nearest school?</b>	5	0
<b>2. Do you agree with the proposed arrangements and oversubscription criteria for admission to community primary schools?</b>	2	3
<b>3. Do you agree with the proposed arrangements and oversubscription criteria for admission to community secondary schools in 2016/17?</b>	4	1
<b>4a. Do you agree with the Tower Hamlets scheme for co-ordinating year 7 and reception year admissions?</b>	4	1
<b>4b. Do you agree with the Tower Hamlets scheme for co-ordinating in-year admissions?</b>	2	3
<b>5a. Do you agree with the planned admission numbers (PAN) for Tower Hamlets schools in 2016/17?</b>	4	1

	Yes	No
The next two questions are for school governing bodies only		
<b>5b. Do you agree with the PAN for your school?</b>	1	0
<b>5c. Do you agree with the PAN for those schools whose admissions impact on your own school?</b>	1	0

**Breakdown of responses in percentages**

	Yes	No
<b>1. Do you agree with the proposed arrangements for admission to Tower Hamlets Nursery Schools and classes in 2016/17, which aim to ensure that children attend their nearest school?</b>	100%	0%
<b>2. Do you agree with the proposed arrangements and oversubscription criteria for admission to community primary schools?</b>	40%	60%
<b>3. Do you agree with the proposed arrangements and oversubscription criteria for admission to community secondary schools in 2016/17?</b>	80%	20%
<b>4a. Do you agree with the Tower Hamlets scheme for co-ordinating year 7 and reception year admissions?</b>	80%	20%
<b>4b. Do you agree with the Tower Hamlets scheme for co-ordinating in-year admissions?</b>	40%	60%
<b>5a. Do you agree with the planned admission numbers (PAN) for Tower Hamlets schools in 2016/17?</b>	80%	20%
The next two questions are for school governing bodies only		
<b>5b. Do you agree with the PAN for your school?</b>	100%	0%
<b>5c. Do you agree with the PAN for those schools whose admissions impact on your own school?</b>	100%	0%

**Percentage of responses from stakeholders**



**4.1 Comments from survey**

Question	Respondent type	Comments
1	'Parent'	<p><i>'This is to ensure consistency in the way places are offered and, where possible, that children attend the same school for their nursery and primary education'</i></p> <p><i>I wholeheartedly support that statement and TRULY REGRET that it was not the policy in force when my child started nursery in 2013, she didn't get a place in reception in any of the 6 schools in her application leading to the horrendous appeal process, always a disappointment and a massive waste of energy for Parents. So hopefully the new policy will save young children the trouble to start all over again in another school and the parents the hassle of going through useless appeal procedure and travelling to new school, building new relationship with another school, getting new uniforms.</i></p>
2	'Parent'	<p><i>"Some applicants outside the catchment area live closer to the school applied for than other applicants who live within the catchment area, in this case priority should be given to the applicant living closer to school even if they don't live in the catchment area. The catchment area should be defined in concentric circle rather than using the ward map, it just doesn't make sense, what matters is not the ward boundaries but how far a child has to walk from home to school twice a day."</i></p>
4b	'Member of Public'	<p><i>This policy does not mention that priority is given to children out of school during the year above children who are waiting for a place in a school where they have a sibling but are presently in another school. This is wrong as it creates too much strain on families trying to get siblings to different schools. Priority should be given to children to move schools above those with no school place as ultimately the child who is waiting for a place in the same school as its sibling is will not be taking an additional space only creating one in a different school, which can then be filled by a child without a school place, assuming no other child is waiting for a place with a sibling in that school. That way more children will be placed together relieving the pressure on families, the</i></p>



		<p><i>school in looking after the child at the end of the day, reduce lateness, and reduce transport costs. As the number of spaces in the Borough ultimately remains the same, just as many children who are without a school place will be placed in a school, the only overall difference being that many children will be placed in the same school as their siblings. Please take this into account when you are determining your admissions policy. It does not mention any of this in the policy.”</i></p>
--	--	---

**4.2 Response to comments**

1. This is a positive comment highlighting the intended effect of the new policy. The statement also gives an insight into the impact on families and the pressures the new policy alleviates.
2. Tower Hamlets has adopted the system of having fixed geographical catchment areas containing schools as oppose to each school having its own catchment area which is what the respondent is describing in the comment. The catchment areas do not follow ward boundaries. Natural barriers such as canals and major road have been used to define catchment area boundaries. The Catchment areas have also been designed to ensure the nearest school lies within the same catchment area, however it has to be noted that with new developments being completed this may not be the case for a small number of pupils in the future. The catchment areas will be continued to be monitored to ensure that it is achieving the best outcomes for families.
- 4b. Places for in-year admissions are in line with the admissions policy. However, there are instances where children admitted to a school, in accordance with the Fair Access Protocol, take precedence over those on a waiting list. These can often include children who are out of school. Pupil Services seeks to place children who are out of school, at a school at the earliest opportunity to ensure that children are receiving an education, and that the LA is meeting its statutory obligation and safeguarding duties. The comment above will be taken into consideration when reviewing the criterions in future.

**4.3 Response from Admissions Forums**

**Tower Hamlets Admissions Forum**

Whilst the Forum had agreed with the proposed admissions arrangements, they also made the following comments:

*4b – Diocesan Schools are advised they must comply with the agreed in-year arrangements, however individual schools may decide not to.*

*The Forum also requested that future year’s consultation should seek the views from the Phase Consultative groups.*

*5a – Despite planned expansions and developments notified, there is a request from the Forum for the development or expansion of the previous Bow School site to be brought forward and for school places to be given priority in all decisions.*



**City of London Admissions Forum**

The City of London Admission Forum did not complete the full questionnaire but have submitted comments related to secondary school priority zones, which can be accommodated under question 3.

**Question 3. Do you agree with the proposed arrangements and oversubscription criteria for admission to community secondary schools in 2016/17?**

**Response is in relation to the Tower Hamlets Priority Zones for secondary school:**

Priority Zone A, preference to Mulberry and Stepney Green Maths & Computing College

Priority Zone B, preference to Swanlea.

*“Thank you for giving us the opportunity to comment on Tower Hamlets school admissions arrangements.*

*Priority zones A and B are coterminous with Tower Hamlets borough boundary and do not extend into the City of London. We would be grateful if you could re-visit the priority area to include Middlesex Street and Mansell Street Estates.*

*The closest secondary schools for families on the east side of the City (Mansell Street and Middlesex Street estates) are located within Tower Hamlets.*

*There is a large Bangladeshi population within the two estates who are predominantly Muslims. Some families prefer their children to attend to attend single sex schools; Mulberry School for girls is the preferred choice for Bangladeshi girls.*

*The table below shows the number of successful applications to the three schools in the past 5 years.*

<i>Mulberry</i>	<i>Stepney Green Maths &amp; Computing College</i>	<i>Swanlea</i>
<i>2013 -14 (Sept 2014 entry):</i>  <i>Number of applications = 0</i>  <i>Number of successful applications = 0</i>	<i>2013 -14 (Sept 2014 entry):</i>  <i>Number of applications = 2 (all lower preferences)</i>  <i>Number of successful applications = 0</i>	<i>2013 -14 (Sept 2014 entry):</i>  <i>Number of applications = 2 (all lower preferences)</i>  <i>Number of successful applications = 1</i>
<i>2012 – 13 (Sept 2013 entry):</i>  <i>Number of applications = 4 (1 lower preference)</i>  <i>Number of successful applications = 3</i>	<i>2012 – 13 (Sept 2013 entry):</i>  <i>Number of applications = 3 (all lower preferences)</i>  <i>Number of successful applications = 0</i>	<i>2012 – 13 (Sept 2013 entry):</i>  <i>Number of applications = 1 (lower preference)</i>  <i>Number of successful applications = 0</i>
<i>2011 -12 (Sept 2012 entry):</i>	<i>2011 -12 (Sept 2012 entry):</i>	<i>2011 -12 (Sept 2012 entry):</i>

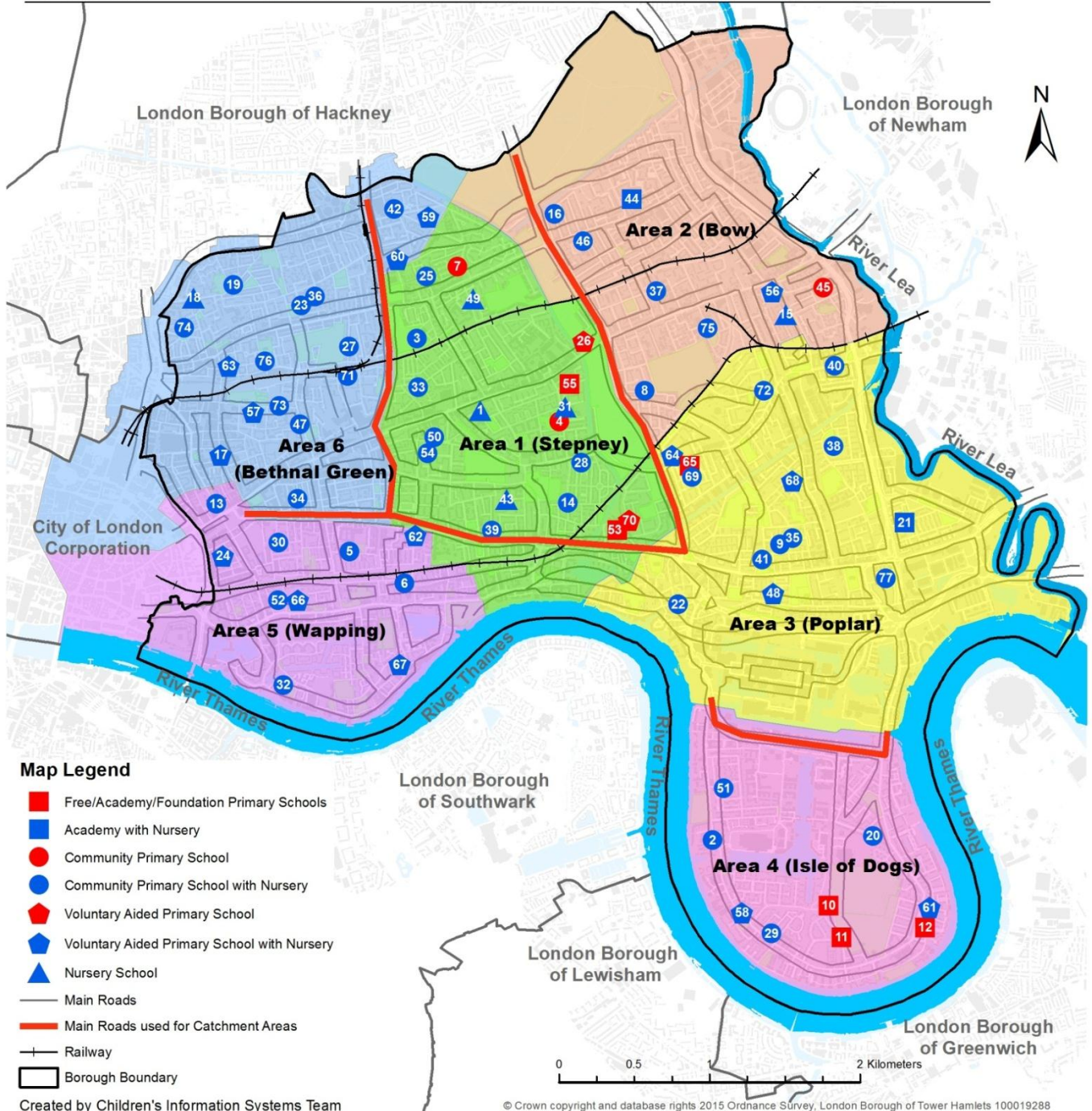
<p><i>Number of applications = 1</i></p> <p><i>Number of successful applications = 1</i></p>	<p><i>Number of applications = 0</i></p> <p><i>Number of successful applications = 0</i></p>	<p><i>Number of applications = 0</i></p> <p><i>Number of successful applications = 0</i></p>
<p><i>2010 -11 (Sept 2011 entry):</i></p> <p><i>Number of applications = 1</i></p> <p><i>Number of successful applications = 1</i></p>	<p><i>2010 -11 (Sept 2011 entry):</i></p> <p><i>Number of applications = 2</i> <i>1 (Lower preference)</i></p> <p><i>Number of successful applications = 1</i></p>	<p><i>2010 -11 (Sept 2011 entry):</i></p> <p><i>Number of applications = 1</i> <i>(Lower preference)</i></p> <p><i>Number of successful applications = 0</i></p>
<p><i>2009 -10 (Sept 2010 entry):</i></p> <p><i>Number of applications = 2</i> <i>(1 lower preference)</i></p> <p><i>Number of successful applications = 1</i></p>	<p><i>2009 -10 (Sept 2010 entry):</i></p> <p><i>Number of applications = 0</i></p> <p><i>Number of successful applications = 0</i></p>	<p><i>2009 -10 (Sept 2010 entry):</i></p> <p><i>Number of applications = 0</i></p> <p><i>Number of successful applications = 0</i></p>

*As you can see the numbers of applications to the three schools are very small. City residents who have expressed their first preference at any of the three schools were successful in getting places even though they are out of the priority zone. Therefore I am sure you'll agree that including the two estates in the priority zone will not add additional pressure on school places.*

**Appendix C – Primary admissions catchment area with major roads and railways**

Date: 30/01/2015

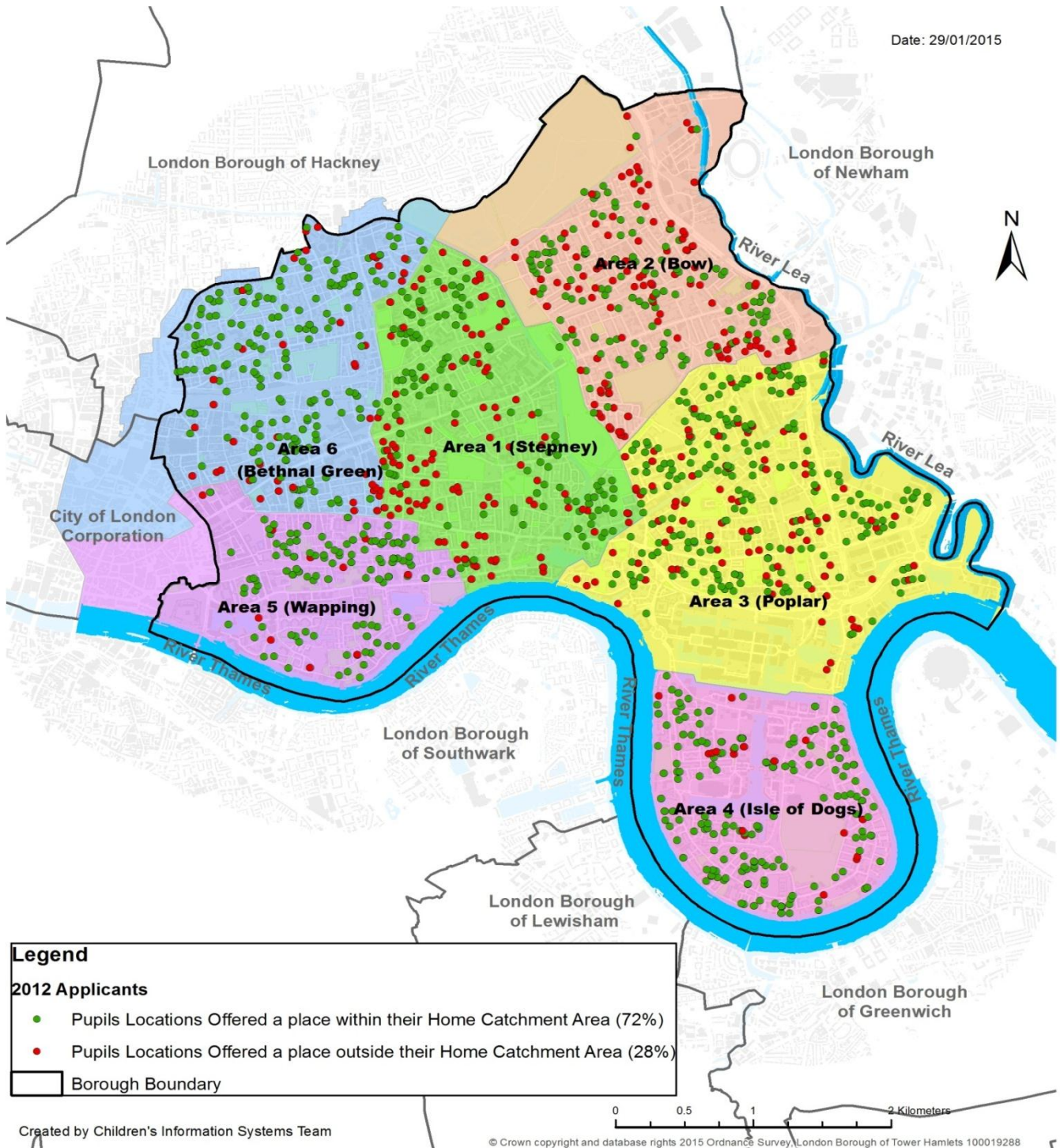
1 Alice Model	16 Chisenhale	31 Harry Roberts	47 Osmani	62 St Mary's & St Michael's
2 Arnhem Wharf	17 Christ Church CofE	32 Hermitage	48 Our Lady & St Joseph	63 St Matthias CofE
3 Bangab&hu	18 Columbia Market	33 John Scurr	49 Rachel Keeling	64 St Paul with St Luke CofE
4 Ben Jonson	19 Columbia	34 Kobi Nazrul	50 Redlands	65 St Paul's Way Foundation
5 Bigland Green	20 Cubitt Town Infants	35 Lansbury Lawrence	51 Seven Mills	66 St Paul's Whitechapel CofE
6 Blue Gate Fields Infants	21 Cubitt Town Junior	36 Lawdale Junior	52 Shapla	67 St Peter's London Docks CofE
6 Blue Gate Fields Junior	21 Culloden	37 Malmesbury	53 Sir William Burrough	68 St Saviour's CofE
7 Bonner (Bethnal Green)	22 Cyril Jackson	38 Manorfield	54 Smithy	69 Stebon
8 Bonner (Mile End)	23 Elizabeth Selby Infants	39 Marion Richardson	55 Solebay (formerly CET) Primary School	70 Stepney Greencoat CofE
9 Bygrove	24 English Martyrs RC	40 Marner	56 St Agnes RC	71 Stewart Headlam
10 Canary Wharf College 3	25 Globe	41 Mayflower	57 St Anne RC	72 The Clara Grant
11 Canary Wharf College East Ferry	26 Guardian Angels RC	42 Mowlem	58 St Edmund RC	73 Thomas Buxton
12 Canary Wharf College Glenworth	27 Hague	43 Old Church	59 St Elizabeth's RC	74 Virginia
13 Canon Barnett	28 Halley	44 Old Ford	60 St John's CofE	75 Wellington
14 Cayley	29 Harbinger	45 Old Palace	61 St Luke's CofE	76 William Davis
15 Childrens House	30 Harry Gosling	46 Olga		77 Woolmore





Appendix D – Pattern of applications before catchment area policy 2012/13

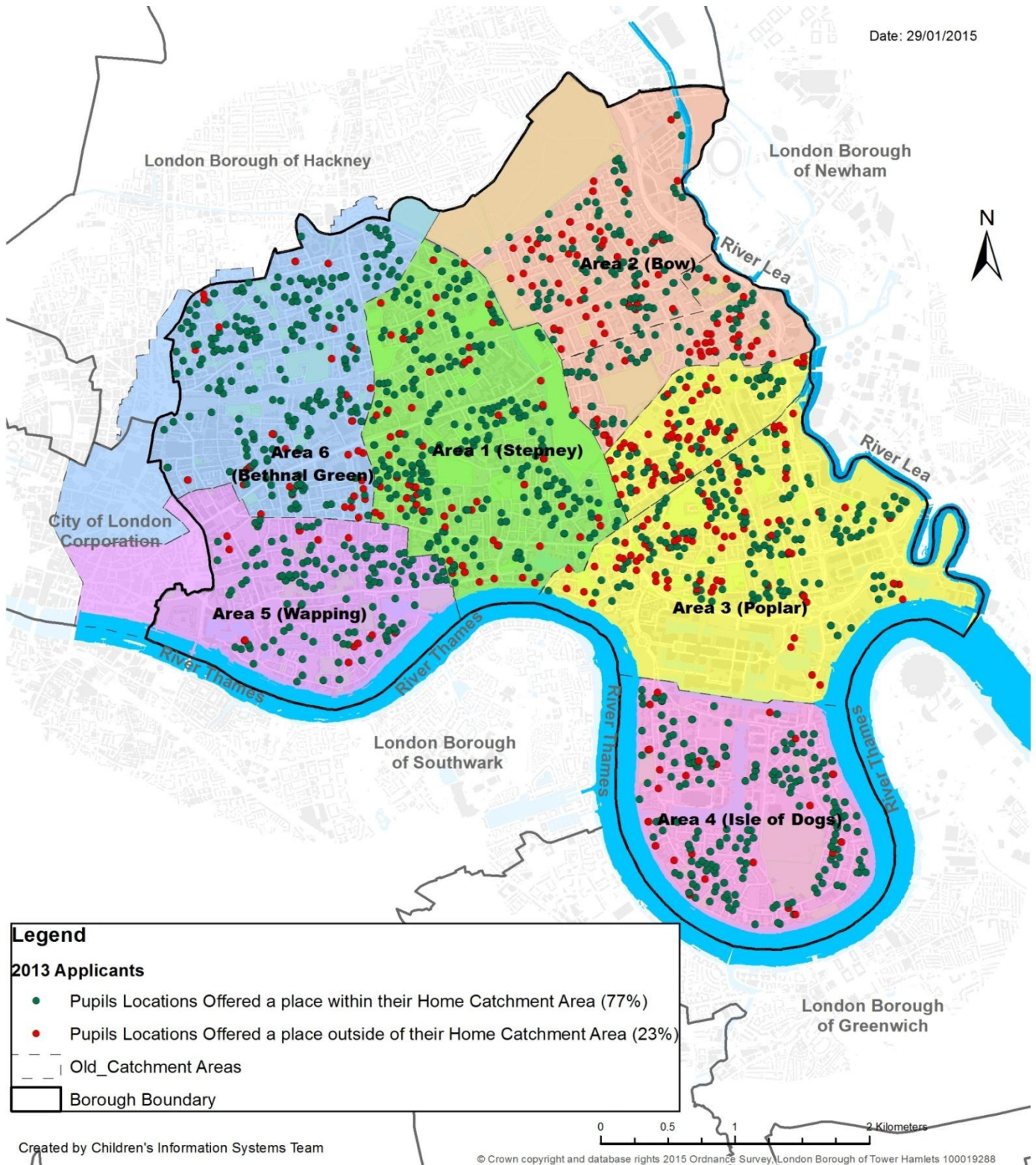
Date: 29/01/2015





Pattern of applications 1<sup>st</sup> year of catchment area implementation  
2013/14

Date: 29/01/2015



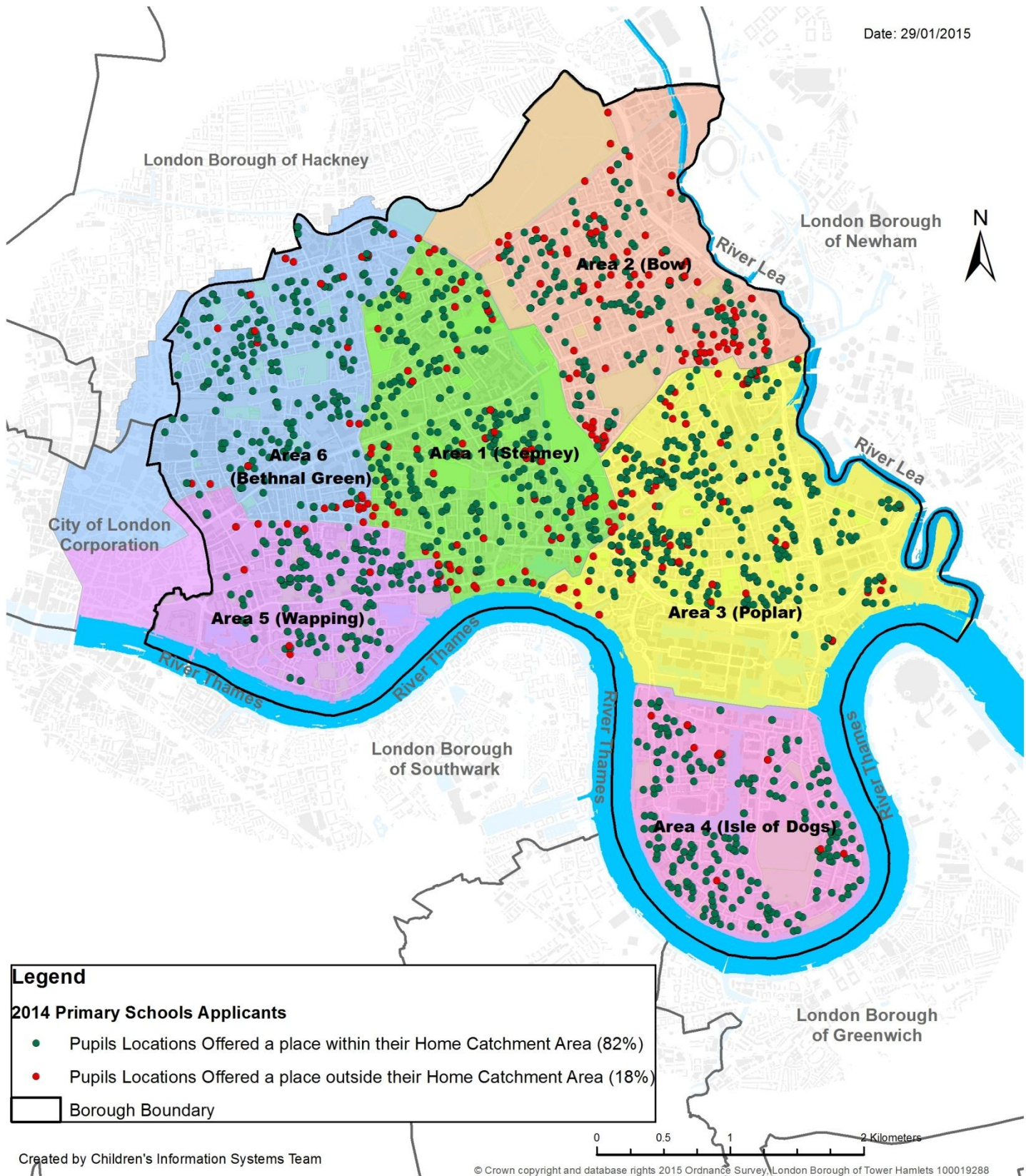
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Pattern of applications 2<sup>nd</sup> year of catchment area implementation  
2014/15

Date: 29/01/2015



Created by Children's Information Systems Team

**Appendix D, Table 1 Places offered within catchment area and outside of catchment area 2012-2014**

	Within Catchment Area	Outside Catchment Area
2012/13 applications	72%	28%
2013/14 applications	77%	23%
2014/15 applications	82%	18%



Appendix E – Planned and Completed Developments

Date: 30/01/2015

