

department for

education and skills

creating opportunity, releasing potential, achieving excellence

School Census

for maintained primary schools

Preparation and Guidance for 2008

CONTENTS

Section	Section Topic	Page
1	Introduction	3-5
1.1	Purpose of the document	3
1.2	Which schools will participate in the School Census	3
1.3	Rationale behind the School Census	3
1.4	Structure of the School Census	4
1.4.1	School and Pupil Levels	4
1.4.2	Three collections a year	5
1.4.3	Historical and snapshot data	5
1.5	Main changes from School Census 2007	5
2	Guidance: completing the School Census	6-12
2.1	Census Dates	6
2.2	Process Diagram	7
2.3	MIS with up to date data	8
2.4	Census specific data	10
2.5	Validation	10
2.6	Generating the School Census return and data checks	11
2.7	School Summary	11
2.8	Authorisation	12
2.9	Sending the School Census return	12
3	Preparation: data items required	13-55
3.1	Pupil Level	21-35
3.1.1	Pupil Identifiers	21
3.1.2	Pupil Characteristics	22
3.1.3	Pupil Status	27
3.1.4	Special Educational Needs	28
3.1.5	Exclusions	30
3.1.6	Home Information	32
3.1.7	Attendance	34
3.2	School Level	36-55
3.2.1	School Characteristics	36
3.2.2	Admission Appeals	39
3.2.3	Staffing	42
3.2.4	Class Information	47
3.2.5	Pupil and Teacher Reconciliation	50
3.2.6	ICT	52
3.2.7	Miscellaneous	53
4	Further information	56
Appendix 1	Codesets for data items	57
Appendix 2	Links to relevant websites	71

1 INTRODUCTION

1.1 Purpose of this document

This document is aimed at Children's Services/Local Authorities (LAs) and maintained primary schools so that they:

- understand the rationale behind and purpose of the School Census (Section 1)
- are able to prepare for the School Census (Section 3)
- are able to complete School Census returns during 2008 (Section 2).

It is envisaged that this document will be used as a handbook for data entered onto schools' Management Information Systems (MIS) throughout the year, rather than just as guidance on census days.

This document is published on TeacherNet and LAs may choose to use it direct as it stands with their schools or amend to suit their local needs as appropriate. Software suppliers may also find it a useful reference document.

1.2 Which schools will participate in the School Census?

In 2008 the arrangements for School Census will include nursery, primary, middle deemed primary, secondary, including middle deemed secondary, CTC's, academies and special schools (including non-maintained special schools), special hospital schools, and on a voluntary basis Service Children's Education (primary schools). The maintained sector covers England only, and includes Community, Foundation, Voluntary Aided and Voluntary Controlled schools.

There are no plans for independent school participation in the 2008 School Census. Independent schools will continue to provide data via the existing School Level Annual School Census (SLASC) process.

Subject to successful piloting in 2007, School Census-type arrangements will be extended to cover Pupil Referral Units, General Hospital Schools, Early Years private, voluntary and independent settings (PVI), and Alternative Provision. Separate requirements and guidance documentation will be issued for each of these areas.

1.3 Rationale behind the School Census 2008

The following factors are the business drivers behind the School Census 2008

- it is consistent with the overall vision underpinning the New Relationship with Schools (NRWS) programme which includes
 - collect data once and use many times
 - collection of data should be automatic
 - data collected should be that which a well prepared school uses themselves or be justified with a clear business case
- it assumes that much of the data are already held in schools' MIS ready for transfer on census day and so the need for data entry on the day is kept to a minimum.

- given that the majority of the data collected at pupil level are those which a well prepared school uses themselves, the data should be kept up to date on an event driven basis (ie data should be kept up to date by the school as soon as it is aware of any change or addition so the update is event driven) and so the burden of collection by the Department should not be high.
- the majority of data collected are as defined in the Common Basic Data Set (CBDS).

Analysis of individual pupil records supports the drive to raise standards, provides accurate targeting of funding, and the monitoring and development of policy. For example, information about the numbers of pupils, teachers and education support staff is used to monitor child:adult ratios; information on class sizes, pupils with statements, pupils with SEN but without statements (*School Action* or *Early Years Action* and *School Action Plus* or *Early Years Action Plus*), free school meals, ethnicity, absences and permanent exclusions is used to monitor the Government's social inclusion policy. Pupil numbers are used for funding LAs and schools and contribute to the School and College Achievement and Attainment Tables exercise (previously known as Performance Tables).

Data will also continue to be used nationally for the National Assessment Agency (NAA's) DC2 Pupil Test Registration process. The data are used to support other key areas involving LAs such as Revenue Support Grant and LA Benchmarking Tables. Without this information it would be very difficult for Ministers, Parliament, central and local government, pressure groups and the public to monitor government policies and their effectiveness.

The submission of the School Census returns, including a set of named pupil records, is a statutory requirement on schools under section 537A of the Education Act 1996. Putting School Census on a statutory basis:

- Means that schools do not need to obtain parental or pupil consent to the provision of information; and are
- protected from any legal challenge that they are breaching a duty of confidence to pupils; and
- helps ensure that returns are completed by schools.

1.4 Structure of the School Census

1.4.1 School and Pupil Levels

The School Census is divided into two levels for 2008 – Pupil and School. Each level comprises modules of data items that relate to a single theme or topic. The modules and the individual data items included in each module are listed in Section Two. The School Census has been structured in this way to allow different combinations of modules to be included in each collection.

1.4.2 Three collections a year

As in 2007 different modules will be collected in each Census - see Section 2.2 for what will be collected when. Your school's MIS software will be able to extract from your MIS the relevant data items for each census.

1.4.3 Historical as well as snapshot data

Much of the data to be collected represents some characteristic of a pupil at a point in time, eg whether a pupil was in care on the census day. However, the modules for Attendance and Exclusions capture historical data from a previous term rather than the census day. This enables the census to be generated from your software using data that the school will have input at the time, for example the date a pupil left the school. It also enables LAs and the Department to build up a continuous picture of pupil attendance and exclusions from successive censuses. Please note that these modules will require data on some pupils who have left the school before census day.

A third module which captures historical data is admission appeals. Admission appeals are in respect of potential pupils whose applications for admission have been refused; it is historical data to the school but is not pupil data.

1.5 Main Changes from School Census 2007

New data items and data items no longer being collected are described below.

New Pupil Level Data items	Pupil Level Data items no longer being collected
Service Children in Education Indicator	Annual Absence
Ethnicity Codeset for Sri Lankan Other	Annual Exclusions

2 GUIDANCE: COMPLETING THE SCHOOL CENSUS

2.1 Census Dates

Every maintained primary school in England is expected to complete three Census Returns in the calendar year 2008. There will be one collection each term, or for LAs that operate six term years, collection will be every other term.

The Census Dates will be as follows each year:

- third Thursday in January (17 January 2008)
- third Thursday in May (15 May 2008)
- first Thursday in October (2 October 2008)

If unusual circumstances impact on census day for example, severe weather conditions or religious observances, schools may find that the numbers of pupils and/or staff who are not at school that day are abnormally high. If any census figures for example, 'school meals taken' are affected, then (as cited in sections 3.2.3, 3.2.4 and 3.2.7) a day and time when the situation can be regarded as normal should be selected.

School/LAs may interpret this literally as the next normal day (possibly Friday 18 January) or alternatively, as an earlier day in census week or the previous Thursday, if that reflects the normal situation.

If alternative days/times are used, schools should record these for audit purposes.

2.2 Process Diagram

The process diagram below shows the steps that need to be taken to produce, check, authorise and send each Census Return.



2.3 School MIS with up to date data

The individual pupil records, school characteristics and exclusions information for the School Census will be extracted automatically by your MIS and parts of them may not be edited manually. Also, although strenuous data validation will take place within your software, missing pupils, missing excluded pupils, exclusions and attendance data for pupils no longer on roll and some incorrect data may not flag up any errors or queries. It is essential therefore that all relevant pupil data have been entered and updated in your system before the School Census return is created. Information on exclusions, attendance, teaching and education support staff and classes as taught will (as far as possible) also be extracted automatically where the relevant data have previously been entered, but can if necessary be keyed directly into the School Census return.

Individual pupil data will be included in the return for the following pupils and so you should ensure that all relevant data are kept up to date for these pupils:

Spring Census (January)	Summer Census (May)	Autumn Census (October)
<ul style="list-style-type: none"> • all pupils on the register on the census day • any additional pupils permanently excluded in the previous school term (06/07) • any additional pupils who attended the school in the previous term 	<ul style="list-style-type: none"> • all pupils on the register on the census day • any additional pupils subject to any type of exclusion in the Autumn Term 07/08 • any additional pupils who attended the school in the previous term 	<ul style="list-style-type: none"> • all pupils on the register on the census day • any additional pupils subject to any type of exclusion in the Spring Term 07/08 • any additional pupils who attended the school in the previous term

The registration of pupils is governed by section 434 of the Education Act 1996 <http://www.opsi.gov.uk/acts/acts1996/1996056.htm> and the Education (Pupil Registration) Regulations 2006 <http://www.opsi.gov.uk/si/si2006/20061751.htm>. Section 434 specifies that all persons who are pupils at the school must be registered. Regulation 5 specifies the information that a school's admission register should contain, Regulation 8 specifies the circumstances under which a pupil can be removed from the register (for example, registration at another school, written notification of parental intention to educate at home, and long term absence (four weeks or more) where both the school and LA have failed after reasonable enquiry to locate the pupil).

A pupil would normally be dually registered in the following circumstances:

- Registered at a mainstream school (main school) but considered to need specialist support by attending a special school (subsidiary school) on a regular basis and, therefore, also registered at the special school
- Registered at a mainstream school (main school) but, because of eg behaviour problems, the pupil is also required to attend a PRU (subsidiary school) for part of each week and is, therefore, also registered at the PRU
- Registered at a special school or at a PRU (main school) but also attending another mainstream school (subsidiary school) on a regular basis as part of preparation for return to the mainstream school

Guest pupils are pupils attending some lessons or sessions on an irregular basis at a school, for example, through an arrangement between schools to deliver areas of the curriculum which the main school, for some reason, cannot deliver.

Snapshot information on Census Day:

Attendance information must be included for all persons who were pupils of the school during the period that is being reported on and for the whole of the time during the reporting period that they were pupils. This is regardless of whether the pupil is no longer attending the school, dual registered, currently attending another school, or a guest pupil.

Other information should be provided only for pupils on the school's admission register (in accordance with Regulation 5 of the Education (Pupil Registration) Regulations 2006) on the census day. Note that:

- all pupils (including traveller children) dually registered with a special school or Pupil Referral Unit should be included by their main school, whether or not they were scheduled to attend this school on the census day;
- overseas pupils registered at the school on the census day should be included in that school's return, eg service children whose families are based overseas.
- traveller children should be reported by the school they are attending on census day, or if this is not known, by their 'base school', the school that they have attended during periods when they and their parents were not travelling in the preceding 18 months (as defined in The Education (Pupil Registration) Regulations 2006). If there are two or more schools which fulfil the definition of base school, the school where the pupil has attended most recently should be reported as the base school.

If a pupil is not in attendance at your school on the census day and you have already passed information (including UPN) on to their new school then you must not record the pupil on your School Census return. This applies whether the information has been passed on either verbally, in writing or via the Common Transfer File (CTF). Following this guidance should eliminate cases of double counting, any of which, the LA would need to investigate.

Attendance and exclusions data:

Attendance data should be provided for all pupils of compulsory school age that were on roll for one or more sessions during the term for which data are collected.

Exclusions data should be provided for any pupils that were subject to any exclusions during the period for which data are collected. Attendance and exclusions data could therefore legitimately be required for pupils who are no longer on the school roll on the Census Day. For these pupils, the following modules/data items will also be collected and so must be retained on the MIS even though the pupil is no longer on roll. For attendance: the Pupil ID module; and for termly exclusions: the Pupil ID module and, at the time of exclusion, In Care indicator and SEN Provision. For pupils who are no longer on roll, in order to identify them, the Pupil Status module will also be collected and so it is important, for example, that Pupil Date of Leaving is completed.

School Identifier

The DfES School Number is required as the identifier for the school. It comprises a 3 digit LA code and a 4 digit Establishment code.

It is essential that both these codes are correct and up to date. Any error (including the provision of an old value of either code) is likely to lead to the rejection of your return by DfES. ***If you are in any doubt therefore about these codes, please check with your LA***, or you can check your LA and establishment code by accessing www.edubase.gov.uk/EstablishmentFind.aspx

2.4 Census specific data

Depending on their local needs, schools may need to manually complete the following modules at the point of completing the Census return: Exclusions, Attendance, Admission Appeals, Class Information, School Staffing, Pupil and Teacher Reconciliation, ICT and Miscellaneous. Instructions as to what is required to be done for the Census are given in Section 3

2.5 Validation

Census data is used by DfES policy divisions, other government departments, LAs, external agencies and educational researchers. The data is also used for funding purposes, and is a principal data source for the autumn benchmarking including RAISEonline. Accuracy of data is therefore paramount.

Both LAs and the DfES expect there to be zero errors on the Census return. The only exception to this is where a software bug generates an error that cannot be fixed or circumvented and an agreement has been reached between the LAs and the DfES that the error is acceptable.

Schools' MIS software will report validation errors and queries. Software suppliers will be introducing more validation 'on entry' to improve the quality of the data entered and to ensure they are CBDS compliant, eg to check the format and values are valid. This should mean that there are fewer validation errors when the School Census return is generated.

When the data are validated for the School Census, a validation *error* is generated when software rules are broken. For example, an illegal character is entered, a value may be out of range or totals do not add up correctly. Validation errors must be corrected.

A *Query* is reported where the data is unusual or unexpected reflecting a potential inaccuracy or omission in the underlying data in the schools' MIS or entry to the census form. For example, where no pupils are reported as having special needs or where there is a probability of data being omitted, such as permanent exclusions, of which many schools may genuinely have had none in the previous school year.

MIS software will report queries that should be investigated. LAs will question queries therefore it is also essential to investigate all queries, and to amend the data as necessary.

2.6 Generating the School Census return and data checks

These completion notes should be read in conjunction with any software specific School Census user guide available through your LA and with the documentation provided by your software supplier.

Your software supplier is likely to have drawn up a 'data entry specification' listing all the pupil data that must be entered into your system if the pupil records within your School Census return are to be complete and correct. If you have not seen this specification, please contact your LA for advice or, if you do not take MIS/ICT support from the LA, your software supplier direct.

Your software may contain a series of 'data checks' which will help you to identify and correct errors and inconsistencies in your data prior to generating your School Census return. Please go through this process carefully as it will substantially reduce the number of validation errors in your return and the work you will need to do subsequently to resolve these.

Although the data checks are very important, you cannot assume that successful completion of them guarantees that all the necessary data are present, and that your School Census return will be correct. Nor does the absence of any validation errors or queries guarantee that. You must therefore ensure that you have fully entered into your system all of the data set out in the data entry specification.

The code values for data items listed in Section 3 are given in the Appendix and will reflect the values contained in the data file which the software prepares for transmission to your LA and the Department.

2.7 School Summary

The census return software generates a report summarising the data in the School Census return automatically. Given that the return itself is too large to be viewed in its entirety, it fulfils a number of purposes:

- to allow school staff preparing the return to check its accuracy and completeness before passing it to the head teacher
- to allow the head teacher authorising the return to check its accuracy and completeness before submitting the return to the LA and DfES
- if the summary is forwarded to the LA, it would allow the LA to check the return from the school
- provides DfES with assurance that the return has been subject to some data checking by the school and LA

The summary should be inspected carefully, paying particular attention to those sections that might reveal evidence that some individual pupil data were not entered on to the system prior to generating the return, eg free school meals, number of pupils with SEN. The DfES also recommends that the school summary be compared to the school summary generated for the previous year to highlight any anomalous data between years. It is vital for a school to check the accuracy of data in this summary, as it will be this data that is submitted to the DfES as an accurate reflection of the School.

As different data are submitted in each Census, the contents of the School Summary will also be different for each term's Census.

2.8 Authorisation

Once the School Census data has been submitted to the DfES, via the LA, it will be deemed to have been authorised by the head teacher. LAs and schools should implement further authorisation methods such as printing and signing the summary.

2.9 Sending the School Census Return

Any queries regarding this process should be directed to the **DfES Service Desk** on **01325 392626** or email dsc.helpdesk@dfes.gsi.gov.uk.

Once the return has been authorised by the head teacher, it should be sent via the **School 2 School (S2S) system** or other secure transfer mechanism to your LA. Any queries regarding this process please contact your LA.

Please check with your LA regarding their deadline for submission of your return to them, this should allow sufficient time for the LA to discuss any queries on the data with the school before submitting to the DfES.

3 PREPARATION: DATA ITEMS REQUIRED

Most of the data collected in the School Census are those which a well prepared school would be expected to use for its own purposes. The majority of data items should therefore be kept up to date within a school's MIS on an event driven basis.

Data items that are going to be collected in the School Census 2008 have been grouped into modules as follows:

Pupil Level (full details in section 3.1)	School Level (full details in section 3.2)
Pupil Identifiers	School Characteristics
Pupil Characteristics	Admission Appeals
Pupil Status	Class Information
Special Educational Needs	School Staffing
Exclusions	Pupil and Teacher Reconciliation
Home Information	ICT
Attendance	Miscellaneous

Schools are urged to take a look at the data items to be collected in the School Census before the start of the academic year 2007/08 to ensure data are entered correctly within their MIS. Schools should note that software suppliers are including more validation on data entry so it should not be possible to enter data in the wrong format or that does not comply with the specified codeset. This should ensure a higher quality of data entered and fewer validation errors to be checked when the data are extracted in School Census.

Codesets for individual data items are given in Appendix 1 and their existence is highlighted against the appropriate data item.

What will be collected when?

Pupil level			
Module	Spring Census (January)	Summer Census (May)	Autumn Census (October)
Pupil ID	<p>Required for all pupils on roll on Census Day:</p> <p>Unique Pupil Number (UPN) Pupil's Former UPN Pupil Surname Pupil Forename Pupil Middle Names Pupil Date of Birth Pupil Gender Pupil former Surname Pupil Preferred Surname</p> <p>All data items except Pupil Preferred Surname required for (i) any additional pupils specified in the Exclusions module plus (ii) any additional pupils specified in Attendance module</p>	<p>Required for pupils on roll on Census Day:</p> <p>Unique Pupil Number (UPN) Pupil's Former UPN Pupil Surname Pupil Forename Pupil Middle Names Pupil Date of Birth Pupil Gender Pupil former Surname Pupil Preferred Surname</p> <p>All data items except Pupil Preferred Surname for (i) any additional pupils specified in the Exclusions module plus (ii) any additional pupils specified in Attendance module</p>	<p>Required for pupils on roll on Census Day:</p> <p>Unique Pupil Number (UPN) Pupil's Former UPN Pupil Surname Pupil Forename Pupil Middle Names Pupil Date of Birth Pupil Gender Pupil former Surname Pupil Preferred Surname</p> <p>All data items except Pupil Preferred Surname for (i) any additional pupils specified in the Exclusions module plus (ii) any additional pupils specified in Attendance module</p>

Pupil Characteristics	<p>Required for all pupils on roll on census day:</p> <p>Pupil Ethnic Code (for pupils 5 years and over) Source of Pupil Ethnic Code (for pupils 5 years and over) Pupil Free School Meal Eligibility In Care Indicator In Care - Caring Authority Code In Care while at current school indicator Language Code (for pupils 5 years and over) Gifted & Talented indicator Mode of Travel Service Children in Education Indicator Source of Service Children in Education Indicator In Care indicator is required for permanently excluded pupils (and hence no longer on roll) specified in the Exclusions module.</p>	<p>Required for all pupils on roll on census day:</p> <p>Pupil Ethnic Code (for pupils 5 years and over) Source of Pupil Ethnic Code (for pupils 5 years and over) Pupil Free School Meal Eligibility Language Code (for pupils 5 years and over) Gifted & Talented indicator</p> <p>In Care indicator is required for excluded pupils specified in the Exclusions module.</p>	<p>Required for all pupils on roll on census day:</p> <p>Pupil Ethnic Code (for pupils 5 years and over) Source of Pupil Ethnic Code (for pupils 5 years and over) Pupil Free School Meal Eligibility Language Code (for pupils 5 years and over) Gifted & Talented indicator</p> <p>In Care indicator is required for excluded pupils specified in the Exclusions module.</p>
Pupil Status	<p>Required for all pupils on roll on census day:</p> <p>Pupil Enrolment status Pupil Date of Entry Pupil Date of Leaving Pupil Part-time Indicator Pupil Boarder Indicator Pupil's Actual National Curriculum Year Group</p> <p>Pupil Entry Date, Pupil Leaving Date and Pupil Part-time Indicator are required for permanently excluded pupils (and hence no longer on roll) specified in the Exclusions module.</p>	<p>Required for all pupils on roll on census day:</p> <p>Pupil Enrolment status Pupil Date of Entry Pupil Date of Leaving Pupil Part-time Indicator Pupil Boarder Indicator Pupil's Actual National Curriculum Year Group Pupil Class Type</p> <p>Pupil Entry Date, Pupil Leaving Date and Pupil Part-time Indicator are required for excluded pupils specified in the Exclusions module.</p>	<p>Required for all pupils on roll on census day:</p> <p>Pupil Enrolment status Pupil Date of Entry Pupil Date of Leaving Pupil Part-time Indicator Pupil Boarder Indicator Pupil's Actual National Curriculum Year Group Pupil Class Type</p> <p>Pupil Entry Date, Pupil Leaving Date and Pupil Part-time Indicator are required for excluded pupils specified in the Exclusions module.</p>

Pupil level			
Module	Spring Census (January)	Summer Census (May)	Autumn Census (October)
SEN	<p>Required for all pupils on roll on Census Day: Pupil SEN Provision</p> <p>Only for pupils with SEN Provision P or S on roll on Census Day: Pupil SEN Type ranking Pupil SEN Type Member of SEN Unit (sometimes called special class) indicator Member of resourced provision indicator</p> <p>Pupil SEN Provision at the time of exclusion is required for pupils specified in the Exclusions module (hence the School MIS will need to retain suitable historical data).</p>	<p>Required for all pupils on roll on Census Day: Pupil SEN Provision</p> <p>Pupil SEN Provision at the time of exclusion is required for pupils specified in Exclusions module (hence the School MIS will need to retain suitable historical data).</p>	<p>Required for all pupils on roll on Census Day: Pupil SEN Provision</p> <p>Pupil SEN Provision at the time of exclusion is required for pupils specified in Exclusions module (hence the School MIS will need to retain suitable historical data).</p>
Exclusions	<p>Required for pupils specified in Exclusions module who were subject to any exclusion with a start date during the period 9/04/2007 and 31/08/2007 inclusive and for which Exclusion Appeal Result is not equal to R or O: Exclusion Category Exclusion Reason Exclusion Start Date Exclusion actual number of sessions For pupils subject to more than one exclusion multiple instances are required.</p>	<p>Required for pupils specified in Exclusions module who were subject to any exclusion with a start date during the period 1/09/2007 and 31/12/2007 inclusive and for which Exclusion Appeal Result is not equal to R or O: Exclusion Category Exclusion Reason Exclusion Start Date Exclusion actual number of sessions For pupils subject to more than one exclusion multiple instances are required.</p>	<p>Required for pupils specified in Exclusions module who were subject to any exclusion with a start date during the period 1/01/2008 and 23/03/2008 inclusive and for which Exclusion Appeal Result is not equal to R or O: Exclusion Category Exclusion Reason Exclusion Start Date Exclusion actual number of sessions For pupils subject to more than one exclusion multiple instances are required.</p>

Pupil level			
Module	Spring Census (January)	Summer Census (May)	Autumn Census (October)
Home Information	<p>Required for all pupils on roll on Census Day:</p> <p>Either SAON PAON Street Locality Town Administrative Area Post Town Postcode</p> <p>Or Address Line 1 Address Line 2 Address Line 3 Address Line 4 Address Line 5 Postcode</p> <p>Depending which format data is currently held within schools' MIS</p>	<p>Required for all pupils on roll on Census Day:</p> <p>Either SAON PAON Street Locality Town Administrative Area Post Town Postcode</p> <p>Or Address Line 1 Address Line 2 Address Line 3 Address Line 4 Address Line 5 Postcode</p> <p>Depending which format data is currently held within schools' MIS</p>	<p>Required for all pupils on roll on Census Day:</p> <p>Either SAON PAON Street Locality Town Administrative Area Post Town Postcode</p> <p>Or Address Line 1 Address Line 2 Address Line 3 Address Line 4 Address Line 5 Postcode</p> <p>Depending which format data is currently held within schools' MIS</p>
Attendance	<p>Termly attendance data are required for non-boarder pupils aged 5 to 15 inclusive on 31/08/2007 (i.e. where DOB falls between 1/09/1991 and 31/08/2002 inclusive) who were on roll for at least one session during the period from the start of the 2007 Autumn term to 31/12/2007 inclusive.</p> <p>Either: Possible Sessions Attendance codes Number of sessions missed</p> <p>Or: Possible Sessions Sessions missed due to Authorised Absence Sessions missed due to Unauthorised Absence</p> <p>For schools that use an electronic attendance package integrated with their main MIS</p> <p>For schools not using an integrated attendance package</p>	<p>Termly attendance data are required for non-boarder pupils aged 5 to 15 inclusive on 31/08/2007 (i.e. where DOB falls between 1/09/1991 and 31/08/2002 inclusive) who were on roll for at least one session during the period 01/01/2008 to 23/03/2008 inclusive.</p> <p>Either: Possible Sessions Attendance codes Number of sessions missed</p> <p>Or: Possible Sessions Sessions missed due to Authorised Absence Sessions missed due to Unauthorised Absence</p> <p>For schools that use an electronic attendance package integrated with their main MIS</p> <p>For schools not using an integrated attendance package</p>	<p>Termly attendance data are required for non-boarder pupils aged 5 to 15 inclusive on 31/08/2007 (i.e. where DOB falls between 1/09/1991 and 31/08/2002 inclusive) who were on roll for at least one session during the period 24/03/2008 to 23/05/2008 inclusive.</p> <p>Either: Possible Sessions Attendance codes Number of sessions missed</p> <p>Or: Possible Sessions Sessions missed due to Authorised Absence Sessions missed due to Unauthorised Absence</p> <p>For schools that use an electronic attendance package integrated with their main MIS</p> <p>For schools not using an integrated attendance package</p>

School level			
Module	Spring Census (January)	Summer Census (May)	Autumn Census (October)
School Characteristics	LA Number DfES Establishment Number School Name School Phase School Type Maximum Year Group Minimum Year Group Intake Type Governance School Email Address School Telephone Number Either Or SAON Address Line 1 PAON Address Line 2 Street Address Line 3 Locality Address Line 4 Town Address Line 5 Administrative Area Postcode Post Town Postcode	LA Number DfES Establishment Number School Name School Phase School Type Maximum Year Group Minimum Year Group Intake Type Governance School Email Address School Telephone Number Either Or SAON Address Line 1 PAON Address Line 2 Street Address Line 3 Locality Address Line 4 Town Address Line 5 Administrative Area Postcode Post Town Postcode	LA Number DfES Establishment Number School Name School Phase School Type Maximum Year Group Minimum Year Group Intake Type Governance School Email Address School Telephone Number Either Or SAON Address Line 1 PAON Address Line 2 Street Address Line 3 Locality Address Line 4 Town Address Line 5 Administrative Area Postcode Post Town Postcode

School level			
Module	Spring Census (January)	Summer Census (May)	Autumn Census (October)
Admissions Appeals	For foundation and voluntary aided or special agreement schools only: Admission appeals lodged Admission appeals withdrawn Admission appeals heard by Independent Admission Appeals Panel Admission appeals heard by Independent Admission Appeals Panel - decided in parent's favour Admission appeals heard by Independent Admission Appeals Panel- rejected Admission appeals against non-admission to Infant Classes Admission appeals relating to Infant Classes withdrawn Admission appeals relating to Infant Classes heard by Independent Admission Appeals Panel Admission appeals relating to Infant Classes heard by Independent Admission Appeals Panel – decided in parent’s favour Admission appeals relating to Infant Classes heard by Independent Admission Appeals Panel - rejected	No data items	No data items
Staff Information	Teacher Category Teacher Gender Full Time Teachers Part Time Teachers Teacher Part Time Hours Full Time Non-teaching Staff Part Time Non-teaching Staff Non-teaching Staff Category Non-teaching Staff Headcount Non-teaching Staff Hours	No data items	No data items

School level			
Module	Spring Census (January)	Summer Census (May)	Autumn Census (October)
Class Information	Class Reference Name Number of Teachers in the Class Number of Adult Non-Teachers in the Class Class Year group Class Activity Number of Pupils from the host school in the class Number of Pupils from other schools in the class Class Type Class Key Stage	No data items	No data items
Reconciliation	Part-Time pupils not at school Private Study pupils Pupils at Another School Teachers not teaching Teachers at Other Schools Part-Time Teachers not at School Teachers from Other schools	No data items	No data items
ICT	Number of computers Number of interactive whiteboards Number of teachers with access to ICT	No data items	No data items
Miscellaneous	Free School Meals Taken Provision of Extended services Extended services school-age childcare places Extended services nursery-age childcare places	No data items	No data items

3.1 Pupil Level

Survey Reference Date The survey reference date must be 2008-01-17 (Spring Census), 2008-05-15 (Summer Census), 2008-09-18 (Autumn Census). This should be generated by your MIS, but you will be able to edit the date where there are unusual circumstances (as described in section 2.1).

3.1.1 Pupil Identifiers module

All data items in this module should be maintained on an event driven basis. This module will be collected in all three censuses for all pupils on roll on the relevant census day. All the data items except Preferred Surname will be collected for any additional pupils who are no longer on roll but for whom the attendance and exclusions modules are collected.

Unique Pupil Number (UPN) This is generated by your MIS or transferred to you from another school in a CTF file and you are not expected to calculate manually. The UPN must be 13 characters in the format Annnnnnnnnnnn or AnnnnnnnnnnnA (for a temporary UPN) where A is a character and n is numeric. UPNs are generally produced automatically using routines programmed into the MIS software when a pupil first enters the maintained schools' sector in England or Wales. Temporary UPNs may only be issued as an interim measure until the permanent UPN is obtained. For further information see: www.teachernet.gov.uk/management/tools/ims/upn.

Pupil's Former UPN This is where the pupil has held another UPN whilst at your school (eg where a temporary UPN was allocated when the pupil was first admitted to the school, but subsequently replaced by the permanent UPN being retrieved from a previous school)

Pupil Surname Full legal surname, as the school believes it to be (schools are not necessarily expected to have verified this from a birth certificate or other legal document).

Pupil Forename In full, not shortened or familiar versions.

Pupil Middle Names In full, not shortened or familiar versions. If pupil has no middle name(s) then this field must be left blank

Pupil Date of Birth Date of birth of pupil in the format CCYY-MM-DD

Pupil Gender (See codeset in Appendix 1) Gender of pupil in the format M (Male) or F (Female)

Pupil Former Surname This should only be completed if a former surname is already known to the school. If not this field should be left blank. Schools need not and should not take any special steps to establish the existence of former surnames of which they are not already aware. If the pupil has more than one former surname, record the most recently used.

Pupil Preferred Surname The surname most commonly used in the school. In full, not shortened or familiar versions.

3.1.2 Pupil Characteristics module

All data items in this module should be maintained on an event driven basis or collected/updated via the school's normal data checking procedures. Pupil's Usual Mode of Travel to school, In Care Indicator, In Care while at current school indicator and In Care - Caring Authority Code, will only be collected in the Spring Census for all pupils on census day. All other data items in this module will be collected in all three censuses for all pupils on roll on the relevant census day. Some individual data items, as indicated, will be collected for any additional pupils who are no longer on roll but for whom the exclusions module is collected.

Pupil Ethnic Code

All pupils aged 5 and over as at 31 August 2007 should have an ethnic category assigned to them or if the information has not yet been collected 'Not obtained' or if the parent or pupil has refused to give the information 'refused' should be assigned.

The codeset reflects categories used in the 2001 National Population Census, with additional categories for Travellers of Irish heritage, pupils of Gypsy/Roma heritage, and Sri Lankan Other. If the national population census categories do not meet the needs of local monitoring, LAs may use the DfES approved list of extended categories. Your LA will have decided which of the ethnic codes to use and these codes should be reflected in your MIS.

Source of Pupil Ethnic Code (See Ethnicity Source codeset in Appendix 1)

This describes the source of the ethnic code information obtained eg parents, school, pupil. It must be completed for all pupils aged 5 and over as at 31 August 2007. In order to meet data protection requirements, it is essential that information provided by parents or pupils can be distinguished from information ascribed by the school. Further guidance can be found at www.standards.dfes.gov.uk/ethnicminorities/

First Language (See Language codeset in Appendix 1)

A first language other than English should be recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community.

If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English.

In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses only another language, the school should consult with the pupil or parent to determine which language should be recorded.

Where a pupil's first language is not English, schools may record specific languages from the extended language codeset or continue to use codes from the short codeset used in PLASC 2006. ENB (Not known but believed to be English) and OTB (Not known but believed to be other than English) are appropriate where a pupil's first language is not known with absolute certainty because the parents have not responded to enquiries, but the school can judge with a high degree of confidence whether it is English or not.

Further guidance can be found at <http://www.standards.dfes.gov.uk/ethnicminorities>.

This is a compulsory field for all pupils aged 5 and over as at 31 August 2007.

Pupil Free School Meal Eligibility

Pupils should be recorded as eligible ('true') **ONLY** if a **claim** for free school meals has been made by them or on their behalf by parents **and** either

- a) the relevant LA has confirmed their eligibility and a free school meal is currently being provided for them, or
- b) the school or the LA have seen the necessary documentation (eg, a TC602 Tax Credit Award Notice) that supports their eligibility, and the administration of the free meal is to follow as a matter of process.

Conversely, if pupils are in receipt of a free meal but there is confirmation that they are no longer eligible and entitlement will be revoked, 'false' should be applied.

Children whose parents are in receipt of the following are entitled to receive free school meals:

- Income Support (IS)
- Income Based Job Seekers Allowance (IBJSA)
- support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided they are not entitled to Working Tax Credit and have an annual income from 6 April 2007 (as assessed by the Inland Revenue) which does not exceed £14,495
- Guarantee element of State Pension Credit.

Children who receive IS or IBJSA in their own right are also entitled to receive free school meals.

It should be noted that it will not be necessary for individual schools/LAs to calculate a family's annual taxable income. The Inland Revenue will perform this income calculation and it is this figure that should be used to determine free school meal entitlement.

Each time a tax credit award is calculated, the Inland Revenue will automatically issue a **Tax Credit Award Notice (TC602)** to the applicant. The award notice will set out the annual income and key family details. This notice includes details of all the information that is required to assess a child's free school meal eligibility (under the 'tax credit' category') therefore we strongly suggest that this document is used to make that assessment.

Similarly, we strongly suggest that the Pension Credit Award Notice, issued automatically by The Pension Service to all those in receipt of Pension Credits, is used to assess a child's free school meal eligibility under the 'Guarantee State Pension Credit' category.

Pupil's Usual Mode of Travel to school (See Usual Mode of Travel codeset in Appendix 1)

Usual mode of travel to school should be recorded for all pupils in schools with an approved Travel Plan. Where a pupil uses more than one mode of travel for each journey to school, the longest element of the journey *by distance* should be recorded. For example a pupil who travels 5 miles by car and then walks the last mile to school, the pupil's usual mode of travel should be recorded as Car/Van. Car share covers both informal car share arrangements and formal car share schemes.

If a pupil uses different modes of travel throughout the week and the most frequently used weekly mode cannot be determined, then the most commonly used mode throughout the academic year must be recorded.

Pupils whose usual mode of travel is by scooter, skateboard or roller skates/blades should record their usual mode of travel as Walking.

Boarding pupils should record their usual mode of travel as Boarder - not applicable.

For schools which do not have an approved Travel Plan, the recording of pupil's usual mode of travel is optional. However, it is anticipated that all schools will have a Travel Plan by 2010 and LAs will be using School Census for reporting progress against local targets (eg in Local Transport Plans) rather than carrying out separate surveys.

Census validation will check whether or not a school reports any pupils' usual mode of travel and will result in a query message where none is found. This query message can safely be ignored by schools who have not recorded pupils' usual mode of travel because they do not currently have a Travel Plan.

We suggest that this information be collected from children (or parents) in the Autumn, as this will limit the burden for schools at Census time. Perhaps the item could be on schools' data checking sheets or collected during registration. The Department for Transport is aware that a child's usual mode of travel might be seasonal and could be different on different days of the week, but it is hoped that an Autumn collection of pupils' *usual* mode of travel might balance out any bias.

This item will be collected in the Spring Census only for all pupils on roll on census day

Gifted & Talented indicator

Indicates if the child is in the Gifted and Talented cohort for the school. Schools should include all pupils on their gifted and talented or able pupils register if they have one. Any such register should include:

- a) all pupils in the Excellence in Cities (EiC) Gifted and Talented population, if the school has one.

If a school does not have a register but does have pupils identified in (a) above, these should be recorded in place of a register.

There is a default entry of false so schools will only need to populate this data item for the children to whom it applies. Schools that do not identify Gifted and Talented pupils should just return the default value of false for all their pupils. For more information see <http://www.standards.dfes.gov.uk/giftedandtalented/identification/>.

In Care Indicator Indicates whether a pupil is in the care of the LA. This indicator may be system generated from recording the date that a period in care started for a child on your MIS. The indicator is collected in the Spring Census only for all pupils on roll on census day

Schools should be informed about all children who are in care and use the In Care Indicator to record this. Those responsible for completing this return should liaise with the school's designated teacher for looked after children. The designated teacher should receive a Personal Education Plan (PEP) for each child who is in care (**a PEP is a statutory requirement**). In addition, the school can check with the LAs 'Looked After Children Team' - details can be obtained via the following website www.dfes.gov.uk/educationprotects.

Under the Children's Act 1989, a child is looked after by a LA if he or she is in their care or is provided with accommodation for more than 24 hours by the LA. They fall into four main groups:

- i. children who are accommodated under a voluntary agreement with their parents (Section 20)
- ii. children who are the subject of a care order (Section 31) or interim care order (Section 38)
- iii. children who are subject of emergency orders for the protection of the child (Section 44 and 46)
- iv. children who are compulsorily accommodated. This includes children remanded to the LA or subject to a criminal justice supervision order with a residence requirement (Section 21).

In all cases Social Services would be involved.

In Care indicator at the time of any exclusion will be collected together with exclusion information in all three censuses.

In Care while at current school indicator Used to indicate if a pupil has ever been in care while at this school. The indicator is collected in the Spring Census only for all pupils on roll on census day

In Care - Caring Authority Code Code of the 'originating' authority, where the child was originally placed in public care and which looks after the child for the purposes of the Children Act 1989. All LA codes can be found in the LA look up table (LEA List) at http://www.teachernet.gov.uk/management/ims/datamanagement/cbds/CBD_Sspecs/. (Valid LA codes exclude pre-LGR codes included in this look up table.)

This field is collected in the Spring Census only, for all pupils on roll on census day and must be completed with a valid LA code (or XXX if the originating LA is not known) if either 'In Care Indicator' or 'In Care while at current school indicator' is 'true'.

Service Children in Education Indicator Indicates if a child has a parent or parents who are Service personnel, serving in regular military units of all forces and exercising parental care and responsibility.) The information will be of use to help identify both the impact that being a Service child has on their education and the impact that catering for large numbers of Service children has on the school.

Valid codes are 'Yes', 'No' and 'Refused' with an additional code of 'Unknown' to be held by the school to indicate no response given or other reason for no information. This field is collected in the Spring Census only, for all pupils on roll on census day.

**Source of
Service
Children in
Education
Indicator**

This describes the source of the service child indicator obtained eg parents, school, pupil. It must be completed for all pupils. In order to meet data protection requirements, it is essential that information provided by parents or pupils can be distinguished from information ascribed by the school. This field is collected in the Spring Census only, for all pupils on roll on census day.

3.1.3 Pupil Status module

All data items in this module should be maintained on an event driven basis. This module will be collected in all three censuses for all pupils on roll on census day and Pupil Date of Entry, Pupil Date of Leaving and Pupil Part-time Indicator will be collected for any additional pupils who are no longer on roll but for whom the attendance and exclusions modules are collected.

Pupil Enrolment Status (See codeset in Appendix 1) Indicates the enrolment status of a pupil using one of the registration codes supplied in the codeset. Ensures that pupils are not double counted for funding purposes. The MIS will automatically default the value of this field to C for Current. **Please ensure that dually registered and guest pupils are recorded correctly.**

Pupil Date of entry Date of entry to current school.

Pupil Date of leaving Date pupil left current school. The completion of this field will enable identification of pupils who are no longer on the school's roll.

Pupil Part-time Indicator Indicates whether a pupil is part-time or not. The MIS will automatically default the value of this field to false as the majority of pupils will not be part-time.

Part-time attendance is allowable for all ages. Part-time attendance is anything less than 10 sessions per week, and refers to part-time in education NOT part-time at one or more establishments, ie three full days in one school and two full days in another school should not be classified by either school as part-time. For a pupil who is on a part-time timetable, for whatever reason, the school is authorising absence for the time the pupil is not timetabled to be present. For further guidance please see the school attendance website www.dfes.gov.uk/schoolattendance/otherinitiatives/absence.cfm.

Pupil Boarder Indicator (See Pupil Boarder codeset in Appendix 1) Indicates whether a pupil is a boarder or not. The MIS will automatically default the value of this field to N, not a boarder.

Pupil's Actual National Curriculum Year Group (See Pupil NC Year Group codeset in Appendix 1) The year group in which the pupil is taught for the majority of their time, regardless of their chronological age.

Pupil Class Type Indicates whether or not the pupil is in a nursery class or not. Class' equates to registration group. A nursery class is one designated by the LA – any pupil in a class not designated as a nursery class by the LA should be counted as an other (O) class even if they are of nursery age

3.1.4 Special Educational Needs module

All data items in this module should be maintained on an event driven basis. SEN provision will be collected in all three censuses for all pupils on roll on the relevant census day. All other data items will only be available on schools' MIS for those pupils with Pupil SEN Provision equal to P (*School Action Plus* or *Early Years Action Plus*) or S (*Statement*) and will only be collected in the Spring Census.

Pupil SEN Provision (See codeset in Appendix 1)	<p>Valid provision types under the SEN Code of Practice. For further details, see http://www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/. It is anticipated that a history of provision should be recorded within a school's MIS.</p> <p>This data item will be collected in all three censuses for all pupils on roll on census day. SEN Provision at the time of any exclusion will also be collected in all three censuses.</p>
Pupil SEN type code (See codeset in Appendix 1)	<p>This field records the nature of a pupil's special educational need. The primary need and, if appropriate, their secondary need should be recorded. Guidance on Data collection by type of special educational need is available at www.teachernet.gov.uk/wholeschool/sen/datatypes/.</p> <p>This data item will be collected in the Spring Census only for all pupils on roll on census day with an SEN Provision of P (<i>School Action Plus</i> or <i>Early Years Action Plus</i>) or S (<i>Statement</i>)</p>
Pupil SEN Type ranking	<p>This indicates the rank order of a pupil's special educational need, recorded in Pupil SEN type. The most significant, or primary need, should be ranked 1, the secondary 2.</p> <p>This data item will be collected in the Spring Census only for all pupils on roll on census day with an SEN Provision of P (<i>School Action Plus</i> or <i>Early Years Action Plus</i>) or S (<i>Statement</i>).</p>

Member of SEN Unit or special class indicator

This indicator will allow the identification of pupils with SEN who are members of an SEN Unit, sometimes called special classes.

SEN Units, or special classes are provisions within a mainstream school where the children are taught wholly or mainly within separate classes which:

- receive additional funding from the LA specifically for the purpose of the provision
- cater for a specific area or areas of SEN (eg hearing impairment)
- are usually for pupils with statements of SEN (but may include pupils at *School Action Plus* or *Early Years Action Plus* - decisions about resources to support pupils with additional needs, SEN and severe and complex SEN, will vary depending on the arrangements the LA has with its schools).

(Most pupils placed in units will have the unit written into their statement of special educational needs. It is extremely unlikely that a child would be in both a unit and a resourced provision, but a school could have resourced provision for one type of need and a unit for another.)

Pupils who are taught wholly or partly in the provision and partly in mainstream classes (the balance may vary widely) should be included.

This data item will be collected in the Spring Census only for all pupils on roll on census day with an SEN Provision of P (*School Action Plus* or *Early Years Action Plus*) or S (*Statement*).

Member of resourced provision indicator

This indicator will allow the identification of pupils with SEN who are members of a resourced provision.

Resourced provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, who would require a base and some specialist facilities around the school and which:

- receive additional funding from the LA (specifically for the purpose of the provision)
- cater for a specific area or areas of SEN (eg hearing impairment)
- are usually for pupils with statements of SEN (but may include pupils at *School Action Plus* or *Early Years Action Plus* - decisions about resources to support pupils with additional needs, SEN and severe and complex SEN, will vary depending on the arrangements the LA has with its schools).

(Some LAs may make placements without the details being written into a pupil's statement of special educational needs. Other LAs may include the details of what will be provided through the resourced provision in a pupil's statement. It is extremely unlikely that a child would be in both a unit and a resourced provision, but a school could have resourced provision for one type of need and a unit for another.)

Pupils who are taught wholly or partly in the provision and partly in mainstream classes (the balance may vary widely) should be included.

This data item will be collected in the Spring Census only for all pupils on roll on census day with an SEN Provision of P (*School Action Plus* or *Early Years Action Plus*) or S (*Statement*).

3.1.5 Exclusions module

The whole module will be collected in all three censuses for all types of exclusions that occurred two terms previous to that in which the census falls, ie exclusion data relating to the autumn term will be collected in the following Summer Census, that relating to the spring term in the following Autumn Census and that relating to the summer term in the following Spring Census.

Where known, the following **should not be included**:

- a) permanent exclusions overturned by the governors where the pupil has been reinstated;
- b) permanent exclusions overturned by an independent appeal panel where the pupil has been reinstated
- c) permanent exclusions overturned by an independent appeal panel where, because of exceptional circumstances or other reasons, it was not practical to give a direction requiring reinstatement, although it otherwise would have been appropriate to give such a direction.

To satisfy conditions (b) and (c) above, exclusions with Exclusion Appeal Result equal to R (Reinstatement) or O (Reinstatement would be appropriate but not in the best interests of the child given other circumstances) will be filtered out by the extract routine. **Schools must therefore ensure that Exclusion Appeal Result is maintained on an event driven basis so that these exclusions can automatically be filtered out when data are extracted for the Census.**

The Spring Census extract routine will select all those exclusions with Start Dates between 9/4/07 (Easter Monday) and 31/8/07, the Summer Census will select all those exclusions with Start Dates between 1/9/2007 and 31/12/2007 and the Autumn Census will select those with Start Dates between 1/1/2008 and 23/3/2008 (Easter Sunday). Whilst these dates do not represent real term dates, they will ensure that the vast majority of exclusions for the Autumn (terms 1 and 2 for schools with 6 terms) and Spring (terms 3 and 4) Terms are picked up for the majority of schools.

If schools do not use a module in their MIS which records exclusions the data items will need to be manually calculated for each pupil and manually added to the Census return.

Exclusion Category For each exclusion, this indicates the type of exclusion: fixed period, lunchtime or permanent.
(See codeset in Appendix 1)

Exclusion Reason (See codeset in Appendix 1) For each exclusion, the reason for the exclusion. Some MIS allow schools to enter more than one reason for any exclusion, so schools can record a main reason as well as secondary reasons for any exclusion on their MIS. But for the Census only the main reason will be collected for each exclusion.

Exclusion Start Date The exclusion start date should reflect the date the exclusion starts, ie the date that the pupil was asked to leave the school by the Head teacher. By not collecting the data until two terms after that in which the exclusion started, it is anticipated that all appeals procedures would have been completed by the time the data are collected and so only exclusions which have been upheld will be included in a return.

Actual number of sessions excluded from For each fixed period and lunchtime exclusion, the actual number of sessions for which the exclusion is in effect. For fixed period exclusions, each full school day counts as two sessions: a half school day counts as one session. For lunchtime exclusions, each lunchtime for which the exclusion applies counts as one session. Although information about reinstated exclusions are not being collected in the School Census, schools may wish to record the number of sessions for which the child was excluded before being reinstated and for this the actual, not the planned number of sessions should be recorded.

This data item will be collected for fixed period and lunchtime exclusions that occurred two terms previously.

As noted in the guidance for Pupil Identifiers, Pupil Characteristics and SEN modules, all items in the Pupil Identifiers module (except Preferred Surname) will be collected for pupils no longer on roll but for whom the exclusions module is collected and In Care Indicator and SEN provision at the time of any exclusion will also be collected in all three censuses. SEN Provision, Pupil Ethnic Code and Source of Pupil Ethnic Code at the time of any permanent exclusion during the academic year 2006/07 will also be collected in the Spring Census.

3.1.6 Home Information module

All data items should be maintained on an event driven basis. These data items will be collected only for a pupil's current address, ie addresses for which 'Pupil Address Type' = 'C' (current).

Although schools will only be required to check that this information is up-to-date on an annual basis, it is clear that most schools change a pupil's address records as and when they are notified of any change. Increasingly data is being used for geographic analysis, which means that accurate recording of postcode is especially important.

Schools are able to provide the Department with their addresses in whichever format their data is currently held within their MIS, either SAON, PAON, Post Town etc Postcode (BS7666 Address), or Address Line 1-5, Postcode (UK Postal Address). (Schools should not worry if these field names do not mean anything to them, no change is needed to the way in which address information is currently held within their MIS to complete the Census returns.)

The expectation is that schools will be able to provide a valid home address for the great majority of their pupils (including boarding pupils). Where a child has multiple addresses (ie where the child lives with both parents at different stages of the week) both addresses should be supplied. (If a second address is an overseas address, validation errors on the postcode can be ignored.)

Whilst every effort must be made to obtain these pupil details, the Department understands that in extreme circumstances this is not always possible. In such extreme cases these fields can be left blank or a partial address can be supplied and the validation errors ignored.

SAON	Flat, apartment name or number or other sub-division of a dwelling.
PAON	Dwelling name and/or number.
Street	Street name or street description (Validation will result in a query where there is a dwelling name/number but no street. If the address legitimately has no street, the query can be ignored.)
Locality	The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town
Town	The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district.
Administrative Area	Geographic area that may be the highest level local administrative area eg county, unitary authority, London.
Post Town	Post Office usually assigns these based on Sorting Office.
Postcode	The code allocated by the Post Office to identify a group of postal delivery points.

Or

Address Line 1 First line of address

Address Line 2 Second Line of Address.

Address Line 3 Third line of address.

Address Line 4 Fourth line of address.

Address Line 5 Fifth line of address.

Postcode The code allocated by the Post Office to identify a group of postal delivery points.

3.1.7 Attendance module

This module will be collected in all three censuses, providing information for a pupil's attendance in the term prior to the census.

This module will only be collected for pupils of compulsory school age (pupils aged 5 before 1 September 2007 and aged 15 or younger on 31 August 2007). For terms in the academic year 2007/2008, information should be included for pupils who were aged 15 or younger as at the 31 August 2007 (ie their date of birth falls between 1 September 1991 and 31 August 2002) and who were on the school roll for at least one session during the specified term.

This module will not be collected for any pupils who are boarders, ie Pupil Boarder indicator does not equal N.

The data required for each pupil will be the aggregate number of possible attendance sessions, and the actual number of absences by reason for absence.

For schools that use the electronic registration module on their MIS, the census will extract relevant data for each pupil for each term. Schools which use electronic registration that is not integrated with their main MIS (or record attendances in paper registers) will need to extract the relevant data for each pupil included in the Census, according to the dates for the previous term, and manually add this data to the Census return. In this case absence reporting by reason is not required and schools should report on the number of authorised and the number of unauthorised absences for each pupil. Schools should seek advice from the supplier of their main MIS on how to manually add data for the Census return. Please note that for the summer term, attendance information is only required up until 23 May 2008, the Friday before the late May Bank Holiday, rather than the full term.

Possible Sessions Possible sessions during the term. There are 2 sessions for each school day (morning and afternoon).

Schools which use electronic registration systems integrated with their main MIS:

Pupil Attendance Codes (See codeset in Appendix 1) Valid reasons for absence codes. The use of fixed codes to assist in monitoring not only whether pupils are absent with or without the permission of the school, but why pupils are absent from school.

Number of sessions missed The number of sessions missed for each specified reason for absence.

Schools which use electronic registration that is not integrated with their main MIS, or record attendances in paper registers, should manually calculate and add to their census return:

**Sessions
missed due to
Authorised
Absence**

Authorised absence is absence which has been authorised by a teacher or other authorised representative of the school. Absence can be authorised retrospectively if the teacher or other authorised representative of the school subsequently 'accepts' a reason for the absence provided by a parent.

**Sessions
missed due to
Unauthorised
Absence**

Unauthorised absence is absence without leave from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences

3.2 School Level

Survey Reference Date The survey reference date must be 2008-01-17 (Spring Census), 2008-05-15 (Summer Census), 2008-09-18 (Autumn Census). This should be automatically input by your MIS, but should be variable to allow for alternative dates where there are special circumstances (as described in section 2.1).

3.2.1 School Characteristics module

All data items should be maintained on an event driven basis. This module will be collected in all three censuses.

LA Number A three digit code that identifies a particular LA. The LA number represents the LA responsible for maintained education. You can check your LA code by accessing www.edubase.gov.uk/EstablishmentFind.aspx

DfES Establishment Number The DfES Establishment number is a four digit reference number allocated to each school. You can check your DfES Estab number by accessing www.edubase.gov.uk/EstablishmentFind.aspx

School Name In full, including the word 'School' or 'College' if this is part of the school's full name.

School Phase (See codeset in Appendix 1) This code indicates the phase of education offered by your school. PS is the code for primary schools.

School Type (See codeset in Appendix 1) This code indicates which type of educational establishment the school is.

Minimum Year Group (See School NC Year Group codeset in Appendix 1) This is the lowest year group for which the school customarily makes provision. Exceptional pupils/ situations eg 'early entry' or 'held back' should not influence these values.

Maximum Year Group (See School NC Year Group codeset in Appendix 1) This is the highest year group for which the school customarily makes provision. Exceptional pupils/ situations eg 'early entry' or 'held back' should not influence these values.

Intake Type (See codeset in Appendix 1) This code denotes the policy for admitting pupils to the establishment and is decided by the School in conjunction with the LA.

If the school has no specific criteria for offering a place then COMP should be recorded. This means comprehensive in the sense 'of broad scope', which includes pupils being in a certain catchment distance area from the school. If a school has more than one criterion for offering a place, eg it is a catholic grammar school, only one intake type can be recorded; the main one. If both are equally weighted, then the school must decide on one.

Governance (See codeset in Appendix 1) This code specifies the governance of the school as indicated on a school's Instrument of Government.

School Email Address The e-mail address for official communications must be present and include the character @. The email address provided must be for an account that is used on a regular basis and one that is accessible to the Head teacher, eg 'head@' or 'office@'. It would not normally be one that identifies a particular individual by name. This email address may be used for future DfES correspondence.

School Telephone Number This should be the main school telephone number which is used for official purposes.

Schools are able to provide the Department with their addresses in whichever format their data is currently held within their MIS, either, SAON, PAON, Street, Locality, Town, Administrative Area (BS7666 Address), or Address Line 1, Address Line 2, Address Line 3, Address Line 4 and Address Line 5 (UK Postal Address). (Schools should not worry if these field names do not mean anything to them, no change is needed to the way in which address information is currently held within their MIS to complete the Census returns.)

SAON Flat, apartment name or number or other sub-division of a dwelling.

PAON Dwelling name and/or number.

Street Street name or street description that has been allocated to a street by the street naming authority.

Locality The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town, or stand in its own right within the context of an administrative area. Where an industrial estate contains streets it is defined as a locality in its own right.

Post Town Post Office usually assigns these based on Sorting Office.

Town The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district.

Administrative Area The administrative area is a geographic area that may be the highest level local administrative area, which may be a county or a unitary authority, an island or island group or London.

Postcode The code allocated by the Post Office to identify a group of postal delivery points.

Or

Address Line 1 First Line of Address

Address Line 2 Second Line of Address

Address Line 3 Third Line of Address

Address Line 4 Fourth Line of Address

Address Line 5 Fifth Line of Address

Postcode The code allocated by the Post Office to identify a group of postal delivery points.

Information in this module is only required if your school was responsible for its own admission appeals against non-admission at any time during the **2006/07** academic year – that is if it is a foundation, voluntary aided or special agreement school.

Only appeals organised by the school's governing body should be included. If your school operates arrangements jointly with other schools, your return should, where possible, include appeals for your school only.

This module will be collected in the Spring Census only, providing information for a school's admission appeals against non-admission during the whole of the previous full **academic year**.

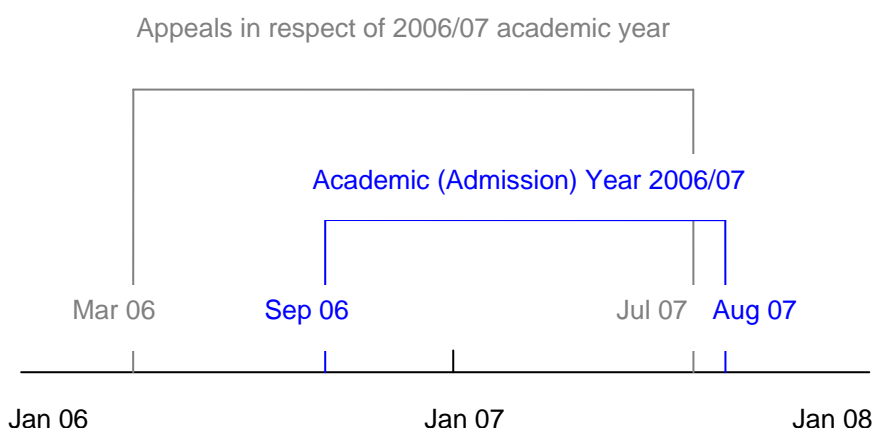
Admission appeals lodged Total number of admission appeals lodged by parents between March 2006 and July 2007 against non-admission to the school at any time in the academic admission year between September 2006 and August 2007, as shown in the diagram below.

The following should be **included**:

- appeals lodged before the start of the 2006/07 academic year against non-admission for that year, including
 - appeals not pursued to the hearing stage, and those not resolved
 - appeals that did not reach a hearing because a place became available (at your school or another) which was accepted by parents

The following should be **excluded**:

- appeals lodged after September 2006 against non-admission for the 2007/2008 year ie appeals lodged between March 2007 and August 2007 against non-admission in September 2007



Admission appeals withdrawn Total number of admission appeals withdrawn by parents before reaching an independent appeals panel (a panel set up by the governors in accordance with Section 423 of the Education Act 1996)

Admission appeals heard by Independent Admission Appeals Panel	Total number of admission appeals heard by an independent appeals panel.
Admission appeals heard by Independent Admission Appeals Panel - decided in parent's favour	Total number of admission appeals decided in parent's favour by an independent appeals panel.
Admission appeals heard by Independent Admission Appeals Panel – rejected	Total number of admission appeals rejected by an independent appeals panel.
Admission appeals against non-admission to Infant Classes	Of the total number of admission appeals lodged the number of appeals lodged by parents against non-admission to infant classes in the 2006/2007 academic year.
Admission appeals relating to Infant Classes withdrawn	Total number of admission appeals relating to infant classes that were withdrawn by parents before reaching an independent appeals panel (a panel set up by the governors in accordance with section 94 of the School Standards and Framework Act 1998);
Admission appeals relating to Infant Classes heard by Independent Admission Appeals Panel	Total number of admission appeals relating to Infant Classes heard by an independent appeals panel.

Admission appeals relating to Infant Classes heard by Independent Admission Appeals Panel - decided in parent's favour

Total number of admission appeals relating to infant classes that were decided in the parent's favour by an independent appeals panel.

Admission appeals relating to Infant Classes heard by Independent Admission Appeals Panel - rejected

Total number of admission appeals relating to infant classes that were rejected by an independent appeals panel.

The information required may be held in the personnel module of your MIS or it may be held elsewhere.

This module will be collected in the Spring Census only and is split for ease of presentation into Teachers and Education Support Staff.

Teachers

Include all teachers who normally work at the school (during the school day, not including teachers working in extended school services), including all outreach and peripatetic teachers. The source of funding is immaterial for the purposes of the School Census return and teachers funded from any source should be included: the fact that the teacher normally works at the school is the crucial factor.

Information is required for the following groups of teachers:

- a) teachers normally employed at the school as at the Spring Census week (week beginning 15 January 2008) unless unusual arrangements occur in that week, in which case the normal situation should be recorded, and other teachers on the school's books as at the Spring Census week
- b) teachers normally employed who are teachers of minority ethnic pupils.

The information required for each of these groups is set out in a series of diagrams below. These diagrams do not necessarily correspond exactly to any screen displayed by your software, although there may be some similarities. It may be that information in precisely the format required cannot be generated from the personnel module of your software, even if you have fully populated it with data, and that you will therefore need to carry out some manual adjustments or data entry.

For all the teacher categories below the information required includes the total weekly directed hours of part-time staff. 'Directed hours' are the average hours per week for which a teacher is required to attend school, including assembly but excluding lunch breaks. A full-time teacher is considered to work 32.5 directed hours per week, and the weekly directed hours of part-time teachers should be calculated on a pro rata basis. For each category of teacher for which a figure is required, the directed hours of each part-time teacher in that category should be calculated in this way and then added up. The total should be rounded to the nearest whole number of hours (rounding 0.5 upwards).

You may find the following ready reckoner helpful for converting contracted full-time equivalence (FTE) hours to directed hours per week

0.1	=	3.25	directed hours per week	0.6	=	19.5
0.2	=	6.5		0.7	=	22.75
0.3	=	9.75		0.8	=	26
0.4	=	13		0.9	=	29.25
0.5	=	16.25		1.0	=	32.5

a) Teachers normally employed at the school as at the Spring Census week

Include:

- peripatetic teachers who regularly teach at your school
- staff on short term paid absence (*less than a term*)
- relief staff covering long term absence (*a term or more*)
- relief staff filling nominal vacancies;

Exclude:

- staff on long term paid absence (*a term or more*); for example on maternity or sick leave, or on secondment. In these cases the absent teacher is, by virtue of the length of absence, no longer regarded as 'normally employed'
- relief staff covering short term absence (*less than a term*); in these cases the absent teacher is still regarded as 'normally employed'
- any vacancies not filled by relief staff
- student teachers on School Centred Initial Teacher Training (SCITT) courses.

Information required for these teachers is as per the following diagram:

Teacher Type Code (see below)	Full-time staff		Part-time staff			
	Number of Men	Number of Women	Men		Women	
			Number	Directed Hours per week	Number	Directed Hours per week
QT (qualified teacher)						
<i>Teachers who have been awarded Qualified Teacher Status (QTS), following the successful completion of an approved course of initial teacher training (ITT), or via an alternative route.</i>						
NQ (teachers not recognised as qualified)						
<i>Any person who is not qualified (not on any scheme leading to Qualified Teacher Status and not recognised as qualified). Any teacher without QTS and not elsewhere specified, should be included here, even if they are on the qualified teacher pay spine.</i>						
LQ (Teachers on schemes leading to Qualified Teacher Status)						
<i>A person who is either waiting to start an ITT course for which they've been accepted, is currently undertaking an ITT course, or has completed an ITT course but has not yet been awarded QTS (eg Newly Qualified Teachers (NQTs) who have not completed their probationary year). Students on teaching practice should not however be included.</i>						

b) Teachers normally employed who are teachers of minority ethnic pupils

Any teacher shown above (with teacher type **QT**, **NQ** & **LQ**) who is employed at least partly to teach English as an additional language or to meet other needs of minority ethnic pupils should be included again here, with teacher type **ET** or **LT**, as appropriate.

If a teacher:

is employed at the school solely to teach English as an additional language or to meet other needs of minority ethnic pupils, then their full or part-time status, and if part-time their directed hours, will be the same here as under (a)

but if:

they are not employed solely to teach English as an additional language or to meet other needs of minority ethnic pupils, then they should be counted as part-time here (even if they appear as full-time under (a), and their directed hours should be based on their time specifically related to the teaching of English as an additional language or meeting other needs of minority ethnic pupils.

Teacher Type Code (see below)	Full-time staff		Part-time staff			
	Number of Men	Number of Women	Men		Women	
			Number	Directed Hours per week	Number	Directed Hours per week
ET (Teachers of Ethnic Minorities)						
<i>Any teacher who is employed to meet the needs of minority ethnic pupils should be included again here.</i>						
LT (Teachers of English as an Additional Language)						
<i>Any teacher who is employed wholly or partly to teach English as an additional language should be included again here.</i>						

Education Support Staff

Include all appropriate education support staff who normally work at the school (during the school day, not including teachers working in extended school services), regardless of how they are funded.

Information should relate to staff employed in the Spring Census week (the week beginning 15 January 2008) unless unusual arrangements occur in that week, in which case the normal situation should be recorded.

Include

- staff on short term paid absence (less than a term);
- relief staff covering long term absence (a term or more)

Exclude

- staff on long term paid/unpaid absence (a term or more); - for example on maternity or sick leave. In these cases the absent staff member is, by virtue of the length of absence, no longer regarded as 'normally employed'.

- relief staff covering short term absence (less than a term); in these cases the absent staff member is still regarded as 'normally employed';
- premises related staff such as caretakers;
- canteen staff, lunchtime supervisors and lunchtime welfare assistants;
- anyone doing unpaid voluntary work

The information required is set out in the diagram below, which may resemble but probably not correspond exactly, to a screen displayed by your software. This information consists of:

- for each of a series of staff types, the cumulative hours worked per week for all staff doing work of that type
- for each of a series of staff types, a headcount of the staff doing work of that type
- the total number of staff, taking all staff types together

Higher Level Teaching Assistant (HLTA) status was introduced in PLASC 2005. HLTA is not a qualification. It is possible that someone could be using HLTA as a job title even though the person concerned has not been awarded HLTA status. Only those individuals who have been awarded HLTA status by the Training and Development Agency (TDA), formerly the Teacher Training Agency, on behalf of the Secretary of State (SoS) should be counted.

HLTA status is awarded to individuals who have demonstrated that they meet the national professional standards for HLTAs by successfully completing an HLTA programme at one of the providers who have been approved to deliver HLTA assessment and training programmes by the TDA. On successful completion of an HLTA programme they will be sent a letter awarding HLTA status by the TDA on behalf of the SoS.

It is unlikely that information in this table can be derived directly from the personnel module of your software, even if you have fully populated it with data. Any information generated by your software is therefore likely to require manual adjustments.

If you are unsure about whether a Teaching Assistant should be classified as Qualified or Unqualified further guidance can be found at

www.lg-employers.gov.uk/skills/teaching/download.html.

Note that:

- staff should be recorded and their weekly hours counted on the basis of their normal working arrangements during term time, whether or not they work or get paid during school holidays;
- for each staff type, once the weekly hours (excluding lunch breaks) of staff doing work of that type have been added up, the total should be rounded to the nearest whole number (rounding 0.5 upwards)
- a member of staff may be recorded in more than one area under headcount.

A full-time member of education support staff is considered to work 37 hours per week (excluding lunch breaks), unless a different figure is specified by your LA. Where a member of staff does work of more than one type, their total hours, taking all types of work together, should be used to determine whether they are full-time or part-time. They, and their hours, should then be counted on that basis throughout.

Examples: A member of staff works 22 hours per week as a secretary and 15 as a librarian.

Their total hours are therefore 37 per week, making them full-time. In part (a) of the diagram below, they contribute 22 hours to the cumulative hours of admin officers/secretaries and the post count would reflect them under this category, and 15 hours to the cumulative hours of librarians and the post count would reflect them under this category. In part (b) they are counted as one full-time member of staff.

Another member of staff works 10 hours per week as a bilingual assistant and 8 as a nurse – total hours 18 per week, making them part-time. In part (a) of the diagram they contribute 10 hours to the cumulative hours of bilingual assistants and the post count would reflect them under this category, and 8 to the cumulative hours of matrons/nurses/medical staff and the post count would reflect them under this category. In part (b) they are counted as one part-time member of staff.

a) Cumulative Weekly Hours of Education Support Staff by Staff Type

Staff Type Code		Cumulative Weekly Hours (excluding lunch breaks)	Post count
Education Support Staff			
HL	Higher Level Teaching Assistant		
QA	Teaching Assistants with Diploma in Childcare and Education (previously NNEB) or equivalent		
UA	Teaching Assistants without Diploma in Childcare and Education (previously NNEB) or equivalent		
SN	Special Needs Support Staff		
Minority Ethnic Pupils Support Staff			
EB	Bilingual Assistants		
EO	Others		
Other Education Support Staff			
ME	Matrons/Nurses/Medical Staff		
LI	Librarians		
IT	IT Technicians		
TE	Technicians (including laboratory assistants, design technology assistants, home economics and craft technicians)		
SS	Others (including welfare assistants in the classroom*, learning mentors (employed at the school), study supervisors, cover supervisors, any other education support staff regularly employed at the school (not covered in teaching assistants))		
Admin/Clerical Staff (including only those who look after the administration of the school)			
AO	Admin Officers/Secretaries		
BU	Bursars (including School Business Managers)		
AC	Other Admin/Clerical Staff		

* Any staff designated 'welfare assistants' who only work lunchtimes are NOT to be included on this return

b) Total Number of Education Support Staff (including admin and clerical staff)

Total number of full-time education support staff	
Total number of part-time education support staff	

Details are required of all classes running at the selected time on the Spring Census day (17 January 2008). The 'selected time' is based on the last digit of a school's DfES establishment number as follows:

0, 1 or 5 = 1 hour/period **before** the **end** of **morning** school

2, 3 or 6 = 1 hour/period **after** the **start** of **afternoon** school

4, 7, 8 or 9 = 1 hour/period **after** the **start** of **morning** school.

If the selected time is not appropriate to the school timetable (for example, if the selected time is when the whole school or a large proportion of the school is in an assembly with the head teacher) schools should choose an hour/period that reflects a 'normal' class situation that applies at the selected time each Thursday of the term. Do not record unusual situations (such as class amalgamation or school closure) which may have occurred on the Census day due (for example) to staff training or absence, severe weather conditions or religious observances.

Any group of pupils receiving instruction outside the normal class framework at the selected time (including pupils in an SEN unit or special class) should be treated as a separate 'class as taught' unless this is an atypical or temporary arrangement.

Infant Class Guidance

Primary schools with infant classes are asked to ensure that the selected period is one when the infant class (KS1 and/or Reception) are engaged in an academic activity, rather than undertaking one of the activities which are 'excepted' (PE/Games or Music, Singing, Drama, Watching TV or Listening to the Radio) from the 'class size legislation'. If, at the time of the count, infant class children are involved in one of the excepted activities i.e. a large group activity such as music, drama or watching TV, the count should be deferred to the next '**ordinary**' teaching session. This change of selected time should be enacted for **all classes** in the school, not just the infant ones.

Any Primary school that has infant classes (Reception and/or KS1) in breach of the legal class size limit of 30 pupils per a single school teacher (as a result of teachers being on PPA time, those reporting classes with 'excepted activities' or any other circumstances) will be contacted by the Department for further details. An explanation or the 'Exception reason' will be sought.

Exception Reason:

- a) A child moves into an area outside the normal admissions round and there is no other school which would provide suitable education within a reasonable distance of his or her home.
- b) A child receives a statement of special educational needs naming the school or a child with a statement naming that school moves into the area, in each case outside the normal admissions round;
- c) A child is initially refused admission to a school but is subsequently offered a place there either because the person making the original decision recognises that an error was made in implementing the school's admission arrangements; or because an admission appeals panel decides that an error has been made by the admission authority or that the admission authority had acted unreasonably in initially refusing to admit the child to the school;

d) In addition, to preserve the important benefits for children with educational needs which may be derived from attending mainstream classes, a child normally educated in a special educational needs unit attached to a mainstream school or in a special school will be treated as an excepted pupil for any time when he or she is in an infant class in the mainstream school.

This module will be collected in the Spring Census only.

Class Reference Number	This is the Class Name and can be any character string up to 30 characters.
Number of Teachers in the Class	<p>This is the number of teaching staff taking the class. Include all qualified or unqualified teachers; exclude teachers wholly or mainly providing support to individual pupils and teachers on Planning, Preparation and Assessment (PPA) time. Teachers on PPA time at the selected hour of the Census should be recorded with those 'teachers employed at the school and in school at the selected time but not teaching a class at the selected time' as part of the teacher reconciliation.</p> <p>Teachers do not have to be in a class teaching all the time to meet the class size requirements. However, schools have to have classes of 30 pupils or less to a <u>school teacher</u>. These are not contradictory concepts as an HLTA or TA may 'teach' an infant class (or carry out 'specified work' or 'specified teaching activities') in certain circumstances (as set down in Regulations) for example, when a teacher is away from their class on their PPA time, provided he or she is working under the direction and supervision of a teacher. Supervision does not require a teacher to be physically present all the time and teachers and head teachers need to take into account the skills, expertise and experience of the HLTA or TA in deciding the level of supervision required.</p>
Number of Adult Non-Teachers in the Class	This is the number of education support staff present in the class. Include teaching assistants, special needs support staff, minority ethnic pupils support staff, and other education support staff. Exclude non-teaching staff wholly or mainly providing support to individual pupils.
Class Year Group (See School NC Year Group codeset in Appendix 1)	This should refer to the curriculum followed by the class and hence the values of the National Curriculum Year Groups for pupils in the class, rather than their dates of birth. Mixed year groups are those containing pupils from more than one NC Year Group. The presence of the odd pupil who has been held back or advanced a year, and so is of a different chronological age to the rest of the class, does not render the class as a mixed year group class.
Class Activity (See codeset in Appendix 1)	Highlights the activity that takes place in a classroom (eg PE or games, private studies, group project work). Only one activity should be selected.
Number of Pupils from the host school in the class	This is the number of pupils from this school scheduled to be in the class at the selected time. Include any pupils temporarily absent on the Census day. Part-time pupils not scheduled to be in the school at the selected time should be excluded and counted instead in the pupil reconciliation.
Number of Pupils from other schools in the	This is the number of pupils from other schools scheduled to be in the class at the scheduled time. Include pupils from other schools for whom attendance in this class at the selected time is the normal arrangement.

class

Class Type Indicates whether a class is a nursery class or not. A nursery class is one designated by the LA – any class not designated by the LA should be counted as an other (O) class even if it contains nursery-age pupils

Class Key Stage Indicates which key stage is being taught in the class

This module will be collected in the Spring Census only.

The purpose of the pupil reconciliation is to check that the number of registered pupils for whom the return contains individual pupil data is consistent with the number of pupils reported in classes as taught – after allowing for the fact that some registered pupils may not have been in class at the selected time.

To enable the pupil reconciliation to be carried out the software will ask you to enter the number of pupils in each of the following groups:

- part-time pupils not scheduled to be in school at the selected time (including both nursery and other part-time pupils where appropriate)
- pupils engaged in private study at the selected time
- pupils attending another school at the selected time

The software will then execute the reconciliation and generate an error message if pupil numbers do not agree. The reconciliation consists of the following calculation:

number of pupils **from this school** scheduled to be in the class at the selected time summed over all classes as taught

Plus pupils engaged in private study at the selected time
Plus pupils from this school who were part time pupils not scheduled to be in attendance at the school at the selected time
Plus pupils attending another school at the selected time

must equal the number of pupils on roll on the Spring Census day for whom individual pupil data have been provided (not including any guest pupils).

The purpose of the teacher reconciliation is to check that the number of teaching staff employed at the school is consistent with the number teaching classes at the selected time – allowing for teachers not teaching at the selected time, and also any teachers from other schools teaching classes at your school.

To enable the teacher reconciliation to be carried out you will be asked to provide the number of teachers in the following groups:

- teachers employed at the school and in school at the selected time but not teaching a class at the selected time (including the headteacher and teachers on PPA time if appropriate)
- teachers employed at the school but engaged with a class at another school at the selected time
- part-time teachers employed at the school but not scheduled to be in school at the selected time
- teachers from other schools engaged with a class at your school at the selected time

The software will execute the reconciliation and generate an error message if teacher numbers do not agree. The reconciliation consists of the following calculation:

number of teaching staff taking the class summed over all classes as taught

- Plus** teachers employed at the school and in school at the selected time but not teaching a class at the selected time
- Plus** teachers employed at the school but engaged with a class at another school at the selected time
- Plus** part-time teachers employed at the school but not scheduled to be in school at the selected time
- minus** teachers from other schools engaged with a class at your school at the selected time

must equal the total number of teaching staff normally employed at the school as at the Spring Census week

This module will be collected in the Spring Census only.

Number of computers

This is the number of computers available in the school for **teaching and learning**. When counting the number of computers include only those whose primary use is for teaching and learning for use by pupils and teachers and

- **include** desktop and portable computers (ie laptops, tablets and palmtops) plus specialist computers used in CAD/CAM, art & design etc.;
- **include** school-owned equipment assigned to individual staff or pupils;
- **include** all computers that are available for teaching and learning regardless of whether they are owned or loaned short or long term;
- **exclude** equipment which is privately owned by staff or pupils;
- **exclude** equipment that is used wholly for administrative purposes;
- **exclude** equipment that is permanently broken or for which there is no compatible software;
- **exclude** equipment that is no longer used.

A computer does not need to have access to the web or any particular software to be included, it is sufficient that it meets one of the above criteria.

Number of teachers with access to ICT

This is the number of teachers who have personal access to a computer. When counting the number of teachers:

- **include** teachers who have been assigned school-owned equipment for individual long-term use or who have personal access to privately-owned equipment for use at school and/or at home;
- **include** teachers with personal access to desktop and/or portable (ie laptop, tablet and palmtop) computers;
- **include** computers and laptops bought through schemes such as the Laptops for Teachers initiative.
- **exclude** teachers whose only 'personal' access to computers is through short-term loan of school-owned equipment that is also available to other staff (eg pools of laptops); and
- **exclude** teachers with personal access to equipment that is permanently broken or for which there is no compatible software.

Personal access is where the equipment has been assigned to an individual teacher. If the equipment is shared amongst a number of teachers then they cannot be counted as having personal access. However, if two teachers job share and share a computer and both have access to it when they want it, they would both be counted as having personal access.

Number of interactive whiteboards

In counting the number of interactive whiteboards in the school

exclude equipment that is permanently broken.

This module will be collected in the Spring Census only.

Free School Meals Taken

The number of pupils who had a free school meal at lunchtime on the Spring Census day should be entered. This should include both day and boarding pupils, and reflect what occurred on the Census day, unless the lunchtime situation that day was abnormal, in which case the figure should be based on the next normal day. Meals provided at the beginning or end of the school day should be ignored for the purposes of the Census return. This would normally require manual entry for the Census return.

Provision of Extended services (See Extended Services codeset in Appendix 1)

Indicates which extended services your school provides access to, either on its own and/or in partnership with other school(s) and/or other provider(s) (including voluntary, community and private sectors).

The term 'in partnership' means that other school(s)/ provider(s) offer services/activities, or your school provides services/activities jointly with other school(s)/ provider(s);
AND at least one of a)-d) apply:
 a) service/activity is on your school's site (including where you let space)
 b) involvement of your school's staff
 c) your school has a formal partnership agreement or contract with the other school(s)/provider(s),
 d) there is supervised transport for children between your school and the other school(s)/provider(s).

Schools should select as many codes from the codeset as apply. If no extended services apply please select the code 'None'.

Before-school childcare and/or activities (CH_BEFOR) includes breakfast clubs, other pre-school clubs, study support and recreational activities taking place before school.

After-school childcare and/or activities (CH_AFTER) includes after-school clubs, homework clubs, study support and recreational activities taking place after school.

Childcare and/or activities during school holidays (CH_HOLS) includes holiday play schemes, holiday clubs, summer schools, study support and recreational activities taking place in school holidays.

Other forms of childcare (CH_OTH) includes any childcare not covered by before-school and after-school childcare and childcare during school holidays, including day nurseries and crèches for children under three years.

All year round childcare for school-age children (and for children up to three years old) (CH_YEAR and CH_INT_Y) must be offered from 8am-6pm, five days per week, all year round (ie on all weekdays for at least 48 weeks of the calendar year (covering term-time and school holidays)) or in accordance with your community's need. This offer can comprise a mixture of childcare, before-school and after-school and holiday activities. If childcare/activities for primary school children are off the school site in term-time, then supervised transport must be offered for the children if these codes are to apply.

Community use (FACILITS) means that schools allow people from outside the school (individuals and/or local groups) to use school facilities or spaces. This includes lettings to the community as well as free use by the community; community use of the school playground, school library, classrooms and the school hall. Examples of arts facilities include art rooms, music rooms and drama facilities.

Information sessions for parents (P_INFO_S) should include sessions delivered by a third party such as a voluntary or community organisation in partnership with the school.

Parenting groups using structured parenting programmes (P_GROUPS) includes programmes delivered by a third party such as a voluntary or community organisation in partnership with the school.

Specialised support (P_SPEC) is for those parents who might need it, for example, parents whose children have problems with attendance or behaviour at school and who need targeted support as part of a parenting contract, including support delivered by a third party such as a voluntary or community organisation in partnership with the school.

Information on national/local advice for parents (P_INFO) includes advice through national help lines and websites and through local family support services.

Other parenting/family support (P_OTHER) should not include family learning, where adult family members/carers and children learn together, or standard communication by teachers with parents about their children's education, Parent Teacher Associations or Parent Governors.

Adult education (ADULT) applies if your school offers adult education courses/workshops/sessions. Do not include family learning.

Community access to health and therapeutic services, health promotion activities and physical therapies (HEALTH_C) include mental health services eg counselling, smoking cessation clinics and nutritional advice, physiotherapy and massage.

Community includes pupils' families and others who reside in the local community and not just your pupils and school staff.

Pupils' access to health professionals (HEALTH_P) include nurses, health visitors, speech therapists, psychologists, counsellors and other mental health professionals, health promotion professionals, drug and alcohol misuse workers and health professionals dealing with sexual health issues to support your pupils.

Pupils' access to social care professionals (S_CARE_P) include social workers, family support workers, youth workers, the police and youth offending teams.

**Extended Services:
number of 8am-6pm, all year round, school-age childcare/activity places**

This item is for those schools indicating, in the item on the provision of extended services, that they are providing the full childcare offer for school-age children (code CH_YEAR).

Schools should count the number of childcare/ activity places that are available for their school-age pupils from 8am-6pm, five days per week, **all year round** or that are provided in accordance with their community's need. Include childcare, study support and recreational activities for children and young people. 'All year round' means on all weekdays for at least 48 weeks of the calendar year (covering term-time and school holidays).

The term 'school-age children' refers to children in reception to the end of Key Stage 4. Schools should exclude places provided for three and four year olds in nursery education.

If your school does not offer any childcare/ activities for school-aged pupils from 8am-6pm, five days per week, all year round, then enter 0.

**Extended Services:
number of 8am-6pm, all year round, nursery-age childcare places**

This item is for those schools indicating, in the item on the provision of extended services, that they are providing the full childcare offer for 3 and 4 year olds in nursery education (code CH_INT_Y).

Schools should count the number of childcare/nursery education places that are available for their 3 and 4 year old pupils from 8am-6pm, five days per week, **all year round**, or that are provided in accordance with their community's need. Include childcare, study support and recreational activities for children and young people. 'All year round' means on all weekdays for at least 48 weeks of the calendar year (covering term-time and school holidays).

Schools should exclude places provided for children of other schools and places for children in Reception or older.

If your school does not offer any childcare/nursery education for nursery-aged pupils from 8am-6pm, five days per week all year round, then enter 0.

4 FURTHER INFORMATION

If you need further advice on the completion of any part of the School Census return, please contact your LA. If there are questions which your LA cannot resolve, there is a DfES Helpline, Tel: 01325 392626, which they will be able to contact for further advice.

This document is posted on TeacherNet at
<http://www.teachernet.gov.uk/management/ims/datacollections/sc2007/>.

APPENDIX 1

CODESETS - PUPIL LEVEL

Pupil Gender

M	Male
F	Female

Ethnicity Source

C	Provided by the child (ie pupil)
P	Provided by the parent
S	Ascribed by the current school
T	Ascribed by a previous school
O	Other

Language code list

Descriptor	Full Code List	
Acholi	ACL	
Adangme	ADA	
Afar-Saho	AFA	
Afrikaans	AFK	
Akan/Twi-Fante	AKA	
Akan (Fante)	AKAF	
Akan (Twi/Asante)	AKAT	
Albanian/Shqip	ALB	
Alur	ALU	
Amharic	AMR	
Arabic	ARA	
Arabic (Any Other)	ARAA	
Arabic (Algeria)	ARAG	
Arabic (Iraq)	ARAI	
Arabic (Morocco)	ARAM	
Arabic (Sudan)	ARAS	
Arabic (Yemen)	ARAY	
Armenian	ARM	
Assamese	ASM	
Assyrian/Aramaic	ASR	
Anyi-Baule	AYB	
Aymara	AYM	
Azeri	AZE	
Bamileke (Any)	BAI	
Balochi	BAL	
Beja/Bedawi	BEJ	
Belarusian	BEL	
Bemba	BEM	
Bhojpuri	BHO	
Bikol	BIK	
Balti Tibetan	BLT	

Descriptor	Full Code List	
Burmese/Myanma	BMA	
Bengali	BNG	
Bengali (Any Other)	BNGA	
Bengali (Chittagong/Noakhali)	BNGC	
Bengali (Sylheti)	BNGS	
British Sign Language	BSL	
Basque/Euskara	BSQ	
Bulgarian	BUL	
Cambodian/Khmer	CAM	
Catalan	CAT	
Caribbean Creole English	CCE	
Caribbean Creole French	CCF	
Chaga	CGA	
Chattisgarhi/Khatahi	CGR	
Chechen	CHE	
Chinese	CHI	
Chinese (Any Other)	CHIA	
Chinese (Cantonese)	CHIC	
Chinese (Hokkien/Fujianese)	CHIH	
Chinese (Hakka)	CHIK	
Chinese (Mandarin/Putonghua)	CHIM	
Chokwe	CKW	
Cornish	CRN	
Chitrali/Khowar	CTR	
Chichewa/Nyanja	CWA	
Welsh/Cymraeg	CYM	
Czech	CZE	
Danish	DAN	
Dagaare	DGA	
Dagbane	DGB	
Dinka/Jieng	DIN	
Dutch/Flemish	DUT	
Dzongkha/Bhutanese	DZO	
Ebira	EBI	
Edo/Bini	EDO	
Efik-Ibibio	EFI	
Believed to be English	ENB	*
English	ENG	*
Esan/Ishan	ESA	
Estonian	EST	
Ewe	EWE	
Ewondo	EWO	
Fang	FAN	
Fijian	FIJ	
Finnish	FIN	
Fon	FON	
French	FRN	
Fula/Fulfulde-Pulaar	FUL	
Ga	GAA	
Gaelic/Irish	GAE	
Gaelic (Scotland)	GAL	
Georgian	GEO	
German	GER	
Gogo/Chigogo	GGO	
Kikuyu/Gikuyu	GKY	

Descriptor	Full Code List	
Galician/Galego	GLG	
Greek	GRE	
Greek (Any Other)	GREA	
Greek (Cyprus)	GREC	
Guarani	GRN	
Gujarati	GUJ	
Gurenne/Frafra	GUN	
Gurma	GUR	
Hausa	HAU	
Hindko	HDK	
Hebrew	HEB	
Herero	HER	
Hungarian	HGR	
Hindi	HIN	
Iban	IBA	
Idoma	IDM	
Igala	IGA	
Igbo	IGB	
Ijo (Any)	IJO	
Ilokano	ILO	
Itsekiri	ISK	
Icelandic	ISL	
Italian	ITA	
Italian (Any Other)	ITAA	
Italian (Napoletan)	ITAN	
Italian (Sicilian)	ITAS	
Javanese	JAV	
Jinghpaw/Kachin	JIN	
Japanese	JPN	
Kikamba	KAM	
Kannada	KAN	
Karen (Any)	KAR	
Kashmiri	KAS	
Kanuri	KAU	
Kazakh	KAZ	
Katchi	KCH	
Kirghiz/Kyrgyz	KGZ	
Khasi	KHA	
Kihaya/Luziba	KHY	
Kinyarwanda	KIN	
Kirundi	KIR	
Kisi (West Africa)	KIS	
Kalenjin	KLN	
Kimbundu	KMB	
Kimeru	KME	
Konkani	KNK	
Kinyakyusa-Ngonde	KNY	
Kikongo	KON	
Korean	KOR	
Kpelle	KPE	
Krio	KRI	
Kru (Any)	KRU	
Kisii/Ekegusii (Kenya)	KSI	
Kisukuma	KSU	
Kurdish	KUR	

Descriptor	Full Code List	
Kurdish (Any Other)	KURA	
Kurdish (Kurmanji)	KURM	
Kurdish (Sorani)	KURS	
Lao	LAO	
Luba	LBA	
Luba (Chiluba/Tshiluba)	LBAC	
Luba (Kiluba)	LBAK	
Luganda	LGA	
Lugbara	LGB	
Lugisu/Lumasaba	LGS	
Lingala	LIN	
Lithuanian	LIT	
Lango (Uganda)	LNG	
Lozi/Silozi	LOZ	
Lusoga	LSO	
Latvian	LTV	
Luxemburgish	LTZ	
Luvale/Luena	LUE	
Lunda	LUN	
Luo (Kenya/Tanzania)	LUO	
Luhya (Any)	LUY	
Magahi	MAG	
Maithili	MAI	
Makua	MAK	
Manding/Malinke	MAN	
Manding/Malinke (Any Other)	MANA	
Bambara	MANB	
Dyula/Jula	MANJ	
Maori	MAO	
Marathi	MAR	
Maasai	MAS	
Maldivian/Dhivehi	MDV	
Mende	MEN	
Macedonian	MKD	
Malagasy	MLG	
Malayalam	MLM	
Maltese	MLT	
Malay/Indonesian	MLY	
Malay (Any Other)	MLYA	
Indonesian/Bahasa Indonesia	MLYI	
Magindanao-Maranao	MNA	
Mongolian (Khalkha)	MNG	
Manx Gaelic	MNX	
Moore/Mossi	MOR	
Mauritian/Seychelles Creole	MSC	
Munda (Any)	MUN	
Maya (Any)	MYA	
Nahuatl/Mexicano	NAH	
Nama/Damara	NAM	
Nubian (Any)	NBN	
Ndebele	NDB	
Ndebele (South Africa)	NDBS	
Ndebele (Zimbabwe)	NDBZ	
Nepali	NEP	
Norwegian	NOR	

Descriptor	Full Code List	
Information not obtained	NOT	*
Nuer/Naadh	NUE	
Nupe	NUP	
Newari	NWA	
Nzema	NZM	
Ambo/Oshiwambo	OAM	
Ambo (Kwanyama)	OAMK	
Ambo (Ndonga)	OAMN	
Ogoni (Any)	OGN	
Oriya	ORI	
Oromo	ORM	
Believed to be Other than English	OTB	*
Other than English	OTH	*
Other Language	OTL	
Pangasinan	PAG	
Pampangan	PAM	
Pashto/Pakhto	PAT	
Pahari/Himachali (India)	PHA	
Pahari (Pakistan)	PHR	
Panjabi	PNJ	
Panjabi (Any Other)	PNJA	
Panjabi (Gurmukhi)	PNJG	
Panjabi (Mirpuri)	PNJM	
Panjabi (Pothwari)	PNJP	
Polish	POL	
Portuguese	POR	
Portuguese (Any Other)	PORA	
Portuguese (Brazil)	PORB	
Persian/Farsi	PRS	
Farsi/Persian (Any Other)	PRSA	
Dari Persian	PRSD	
Tajiki Persian	PRST	
Quechua	QUE	
Rajasthani/Marwari	RAJ	
Refused	REF	*
Romany/English Romanes	RME	
Romani (International)	RMI	
Romanian	RMN	
Romanian (Moldova)	RMNM	
Romanian (Romania)	RMNR	
Romansch	RMS	
Runyakitara	RNY	
Runyankore-Ruchiga	RNYN	
Runyoro-Rutooro	RNYO	
Russian	RUS	
Samoan	SAM	
Serbian/Croatian/Bosnian	SCB	
Bosnian	SCBB	
Croatian	SCBC	
Serbian	SCBS	
Scots	SCO	
Shilluk/Cholo	SHL	
Shona	SHO	
Sidamo	SID	

Descriptor	Full Code List	
Sign Language (Other)	SIO	
Slovak	SLO	
Slovenian	SLV	
Sindhi	SND	
Sango	SNG	
Sinhala	SNH	
Somali	SOM	
Spanish	SPA	
Sardinian	SRD	
Siraiki	SRK	
Sotho/Sesotho	SSO	
Sotho/Sesotho (Southern)	SSOO	
Sotho/Sesotho (Northern)	SSOT	
Swazi/Siswati	SSW	
Tswana/Setswana	STS	
Sundanese	SUN	
Swahili/Kiswahili	SWA	
Swahili (Any Other)	SWAA	
Comorian Swahili	SWAC	
Swahili (Kingwana)	SWAK	
Swahili (Brava/Mwiini)	SWAM	
Swahili (Bajuni/Tikuu)	SWAT	
Swedish	SWE	
Tamil	TAM	
Telugu	TEL	
Temne	TEM	
Teso/Ateso	TES	
Tigre	TGE	
Tagalog/Filipino	TGL	
Filipino	TGLF	
Tagalog	TGLG	
Tigrinya	TGR	
Thai	THA	
Tibetan	TIB	
Tiv	TIV	
Berber/Tamazight	TMZ	
Berber/Tamazight (Any Other)	TMZA	
Berber/Tamazight (Kabyle)	TMZK	
Berber (Tamashek)	TMZT	
Tonga/Chitonga (Zambia)	TNG	
Tongan (Oceania)	TON	
Tok Pisin	TPI	
Traveller Irish/Shelta	TRI	
Tsonga	TSO	
Turkmen	TUK	
Tulu	TUL	
Tumbuka	TUM	
Turkish	TUR	
Ukrainian	UKR	
Umbundu	UMB	
Urdu	URD	
Urhobo-Isoko	URH	
Uyghur	UYG	
Uzbek	UZB	
Venda	VEN	

Descriptor	Full Code List	
Vietnamese	VIE	
Visayan/Bisaya	VSY	
Visayan/Bisaya (Any Other)	VSYA	
Hiligaynon	VSYH	
Cebuano/Sugbuanon	VSYS	
Waray/Binisaya	VSYW	
Wa-Paraok (South-East Asia)	WAP	
West-African Creole Portuguese	WCP	
Wolof	WOL	
West-African Pidgin English	WPE	
Xhosa	XHO	
Yao/Chiyao (East Africa)	YAO	
Yiddish	YDI	
Yoruba	YOR	
Zande	ZND	
Zulu	ZUL	
Classification Pending	ZZZ	
* The categories marked with an asterisk are the Language Type (P52) categories previously used for PLASC and School Census. Schools that have no need to use individual language codes may still use these for Language.		

Usual Mode of Travel

WLK	Walk
CYC	Cycle
CAR	Car/Van
CRS	Car Share (with a child/children from a different household)
PSB	Public service bus
DSB	Dedicated school bus
BNK	Bus (type not known)
TXI	Taxi
TRN	Train
LUL	London Underground
MTL	Metro/Tram/Light Rail
BDR	Boarder – not applicable
OTH	Other

Pupil Enrolment Status

C	Current (single registration at this school)
G	Guest (pupil not registered at this school but attending some lessons or sessions)
M	Current Main (dual registration)
S	Current Subsidiary (dual registration)

Pupil Boarder

B	Boarder, nights per week not specified
6*	Boarder, six nights or less a week
7*	Boarder, seven nights a week
N	Not a boarder

*Special Schools only

Pupil's NC Year Group

N1	Nursery first year
N2	Nursery second year
R	Reception
1-14	Years 1 to 14
X	National Curriculum not followed – available only for Special Schools where pupils are not following a particular NC Year.

Pupil SEN Provision

N	No Special Educational Need
A	School Action or Early Years Action
P	School Action Plus or Early Years Action Plus
S	Statement

Pupil SEN Type

SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
BESD	Behaviour, Emotional & Social Difficulties
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
ASD	Autistic Spectrum Disorder
OTH	Other Difficulty/Disability

Pupil Exclusion Category

FIXD	Fixed Period
PERM	Permanent
LNCH	Lunchtime

Pupil Exclusion Reason

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

Pupil Attendance Codes (relating to absence)

Code	Description
I	Authorised absence due to illness (NOT medical or dental etc. appointments) - code used on management information systems is "I"
M	Authorised absence due to medical/ dental appointments - code used on management information systems is "M"
R	Authorised absence due to religious observance - code used on management information systems is "R"
S	Authorised absence due to study leave - code used on management information systems is "S"
T	Authorised absence due to traveller absence - code used on management information systems is "T"
H	Authorised absence due to agreed family holiday - code used on management information systems is "H"
F	Authorised absence due to agreed extended family holiday - code used on management information systems is "F"
E	Authorised absence as pupil is excluded, with no alternative provision made - code used on management information systems is "E"
C	Authorised absence as pupil is absent due to other authorised circumstances - code used on management information systems is "C"
G	Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday - code used on management information systems is "G"
U	Unauthorised absence as pupil arrived after registers closed - code used on management information systems is "U"
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description - code used on management information systems is "O"
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided - code used on management information systems is "N"

CODESETS - SCHOOL LEVEL

School Phase

NS	Nursery
PS	Primary
MP	Middle (Deemed Primary)
MS	Middle (Deemed Secondary)
SS	Secondary (including CTCs and Academies)
SP	Special
EY	Early Years Settings
PR	Pupil Referral Unit (PRU)
XX	Multiple Phases (not Middle, Special or PRU)

School Type

50 = maintained nursery	51 = direct grant nursery
01 = first school, 5-8	02 = first school, 5-9
03 = first school, 5-10	04 = first and middle school, 5-12
05 = middle school, 8-12, deemed primary	06 = middle school, 9-13, deemed primary
07 = middle school, 9-13, deemed secondary	08 = middle school, 10-13, deemed secondary
09 = comprehensive upper school, 12-15/16	10 = comprehensive upper school, 12-18
11 = comprehensive upper school, 13-16	12 = comprehensive upper school, 13-18
16 = infant school, 5-7/8	17 = junior school, 7/8-11
18 = infant and junior school, 5-11	21 = comprehensive all-through, 11-16
22 = comprehensive all-through, 11-18	25 = junior comprehensive, 11-13, automatic transfer
26 = junior comprehensive, 11-14, automatic transfer	27 = junior comprehensive, 11-16, optional transfer at 13
28 = junior comprehensive, 11-16, optional transfer at 14	29 = senior comprehensive, 13-16, automatic transfer
30 = senior comprehensive, 13-18, optional transfer	31 = senior comprehensive, 13-18, automatic transfer
32 = senior comprehensive, 14-18, optional transfer	33 = senior comprehensive, 14-18, automatic transfer
36 = non-comprehensive secondary – modern	37 = non-comprehensive secondary – grammar
38 = non-comprehensive secondary – technical	39 = non-comprehensive secondary – other
41 = middle school, 10-14, deemed secondary	42 = first school, 5-7;
43 = first school, 7-10;	44 = comprehensive upper school, 14/15-18
45 = middle school, 9-12, deemed primary	46 = comprehensive, middle and upper, 10-16
47 = CTC	48 = comprehensive upper school, 11-16
49 = Academies	

School NC Year Group

N1	Nursery first year
N2	Nursery second year
R	Reception
1	Year 1 – 14
M*	Mixed Year Class - Used for Class Information
X*	National Curriculum not followed – available only for Special Schools where pupils are not following a particular NC Year

*Maximum Year Group and Minimum Year Group data items do not include these values

Class Type

N	Nursery Class
O	Not a Nursery Class

Class Key Stage

F	Foundation Stage = nursery or reception classes
1	Key Stage 1
2	Key Stage 2
3	Key Stage 3
M	Mixed class

Intake Type

COMP	Comprehensive
SEL1	Selective (Grammar)
SEL2	Secondary Modern
SEL3	Selective (Technical)
SEL4	Religious School
SPEC	Special

Governance

CO	Community
VA	Voluntary Aided
VC	Voluntary Controlled
FO	Foundation
IN	Independent
NM	Non-Maintained

EstabList

1000 – 1099	LA Nursery Schools
1100 – 1149	Pupil Referral Units
1800 – 1899	Direct Grant Nursery Schools
2000 – 3949	Maintained Primary (inc Middle deemed Primary)
4000 – 4899	Maintained Secondary (inc Middle Deemed Secondary)
4900 – 4999	Sixth Form Consortiums
5200 – 5299	Maintained Primary Schools
5400 - 5499	Maintained Secondary Schools
5900 – 5949	Maintained Primary and Secondary Schools
5950 – 5999	Maintained Special Schools
6000 – 6899	Independent Schools
6900 – 6904	City Technology Colleges
6905 – 6924	Academies
7000 – 7749	Special Schools
7750 - 7798	Special Schools for Nursery-age Children

Class Activity

AR	Art, Craft or Design
EN	English Literacy or Reading
FL	Foreign Language
GP	Group Project work (including mixed activities in other categories and library work)
GS**	General Studies
HU	Humanities (including Geography, History, Economics or Business Studies)
MA	Mathematics or Numeracy
MD	Music, Singing or Drama
OT	Other
PE	PE or Games
PL**	Personal, Social or Leisure Education
PS**	Private Studies
RE	Religious Education
SC	Science
TE	Technology, IT or Computing
TV*	Watching TV or listening to Radio

*For primary schools only

** For middle and secondary schools only

Teacher Category

QT*	Qualified Teacher
NQ*	Teachers not recognised as qualified
LQ*	Teachers on schemes leading to Qualified Teacher Status
LT**	Teachers of English as an Additional Language
ET**	Teachers of Ethnic minorities

* Heads and Deputies to be included in the above categories (normally QT)

** Double counted ie Schools are asked to count LT and ET teachers in QT, LQ, or NQ as well

Teacher Gender

M	Male
F	Female

Non-Teacher Category

AC	Other admin/clerical staff
AO	Admin Officers/clerical staff
BU	Bursars
CQ	Qualified child care staff (Special schools only)
CU	Unqualified Child Care staff (Special schools only)
EB	Minority ethnic pupils support staff - bilingual assistants (all schools)
EO	Minority ethnic pupils support staff - other
HL	Higher level teaching assistant
IT	IT Technicians
LI	Librarians
ME	Matrons/nurses/medical staff
QA	Teacher assistants with Diploma in Childcare and Education (previously NNEB) or equiv (nursery, primary and special schools)
SN	Special needs support staff
SS	Other education support staff
TA	Teacher assistants (middle and secondary schools)
TE	Technicians
UA	Teacher assistants without Diploma in Childcare and Education (previously NNEB) or equiv. (nursery, primary and special schools)

Notes on Non-Teacher Category

Nursery schools: QA, UA, SN, EB, EO, SS, AO, BU, AC, HL

Primary schools: QA, UA, SN, EB, EO, ME, LI, TE, IT, SS, AO, BU, AC (ie not TA, CQ, CU), HL

Middle (deemed primary and secondary) and secondary schools: TA, HL, SN, EB, EO, ME, LI, TE, IT, SS, AO, BU, AC (ie not QA, UA, CQ, CU)

Special Schools: QA, UA, CQ, CU, SN, EB, EO, ME, LI, TE, IT, SS, AO, BU, AC (ie not TA), HL

QA, UA and TA: include nursery nurses, nursery assistants, literacy and numeracy support staff and any other non-teaching staff regularly employed to support teachers in the classroom; Exclude: special needs and minority ethnic pupils support staff

TE: includes laboratory assistants, Design Technology assistants, Home economics and craft technicians; Excludes IT technicians

SS: includes welfare assistants (in the classroom), learning mentors (employed at the school), and any other non-teaching staff regularly employed at the school (not covered in teaching assistants); Excludes special needs and minority ethnic pupils support staff.

Extended Services

CH_BEFOR	Before-school childcare and/or activities for school-age children (term-time)
CH_AFTER	After school childcare and/or activities, for school-age children (term-time)
CH_HOLS	Childcare and/or activities for school-age children during school holidays
CH_INT_T	Childcare integrated with a nursery education place for three and four year olds (term-time)
CH_INT_H	Childcare during school holidays for three and four year olds in nursery education
CH_OTH	Other forms of childcare <u>including</u> any childcare not covered by codes above
CH_YEAR	Childcare or activities for school-age children are offered 8am-6pm 5 days per week, all year round
CH_INT_Y	Childcare for 3 & 4 yr olds in nursery education is offered 8am-6pm 5 days per week, all year round
CH_0_3_Y	Childcare for children up to three years old, five days a week, all year round
CH_SCH_P	Childcare or activities for children are offered in partnership with other schools
CH_EXT_P	Childcare or activities for children are offered in partnership with external providers
STUDY	Study support, sports, arts, music, ICT and/or volunteering opportunities for pupils outside sch hrs
FACILITS	Community use of school's sports, arts, ICT or other facilities and spaces
P_INFO_S	Information sessions for all parents of pupils entering Reception, Year 3, Year 7, Year 8 and Year 9
P_GROUPS	Parenting groups using structured manual-based parenting programmes
P_SPEC	Specialised support, including for parents whose children have problems with attendance/behaviour
P_INFO	Information on national/local advice and support for parents
P_OTHER	Any other parenting/family support which does not use structured manuals, a parents' room, etc
ADULT	Adult education (excluding family learning ie without children)
FAMILY	Family learning (ie parents/carers/other adult family members learning together with children)
HEALTH_C	Health/therapeutic services, health promotion activities and physical therapies for the community
SOCIAL_C	Social care services for the community
C_OTHER	Other advice and support services (eg financial, benefit and employment advice) for the community
HEALTH_P	Work with health professionals to support your pupils
S_CARE_P	Work with social care professionals to support your pupils
EX_OTH	Other category of extended service in your school which are not covered by other codes
NONE	None

APPENDIX 2

Links to relevant websites

For (Pupil Registration) Regulations 2006 governing the registration of pupils:

<http://www.opsi.gov.uk/acts/acts1996/1996056.htm> and
<http://www.opsi.gov.uk/si/si2006/20061751.htm>

For information on schools' LA and establishment codes:

www.edubase.gov.uk/EstablishmentFind.aspx

For information about unique pupil numbers:

www.teachernet.gov.uk/management/tools/ims/upn

For information about collecting data on pupils' ethnicity and first language:

www.standards.dfes.gov.uk/ethnicminorities/

For information about the identification of the gifted and talented pupil cohort and in-school provision:

<http://www.standards.dfes.gov.uk/giftedandtalented/identification/>

For a full list of LA codes

<http://www.teachernet.gov.uk/management/ims/datamanagement/cbds/CBDSspecs/>

For information about helping LAs raise the educational achievements of children and young people in care:

www.dfes.gov.uk/educationprotects

For information on attendance:

www.dfes.gov.uk/schoolattendance/otherinitiatives/absence.cfm

For information on the SEN Code of Practice:

<http://www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/>

For guidance on data collection by type of special educational need:

www.teachernet.gov.uk/wholeschool/sen/datatypes/

For guidance on classifying Qualified and Unqualified Teaching Assistants:

www.lg-employers.gov.uk/skills/teaching/download.html

For the online version of these notes of guidance:

<http://www.teachernet.gov.uk/management/ims/datacollections/sc2007/>