

School Census

**for maintained secondary schools, CTCs and
academies in England**

Preparation and Guidance for 2007

CONTENTS

Section	Section Topic	Page
1	Introduction	3-9
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	5
1.4.1	School and Pupil Levels	5
1.4.2	Three collections a year	5
1.4.3	Historical and snapshot data	5
1.5	Main changes from School Census 2006 – New data items	6
2	Guidance: completing the School Census	10-16
2.1	Census Dates	10
2.2	Process Diagram	11
2.3	MIS with up to date data	12
2.4	Census specific data	14
2.5	Validation	14
2.6	Generating the School Census return and data checks	15
2.7	School Summary	15
2.8	Authorisation	16
2.9	Sending the School Census return	16
3	Preparation: data items required	17-62
3.1	Pupil Level	24-41
3.1.1	Pupil Identifiers	24
3.1.2	Pupil Characteristics	25
3.1.3	Pupil Status	30
3.1.4	Special Educational Needs	31
3.1.5	Exclusions	33
3.1.6	Home Information	35
3.1.7	Attendance	37
3.1.8	Post 16 Learning Aims	39
3.2	School Level	42-60
3.2.1	School Characteristics	42
3.2.2	Admission Appeals	45
3.2.3	Staffing	47
3.2.4	Class Information	53
3.2.5	Pupil and Teacher Reconciliation	55
3.2.6	ICT	57
3.2.7	Miscellaneous	58
4	Further information	61
Appendix 1	Information about surveys incorporated in School Census	62
Appendix 2	Codesets for data items	64
Appendix 3	Links to relevant websites	79

1 INTRODUCTION

1.1 Purpose of this document

This document is aimed at Children's Services/Local Authorities (LAs) and maintained secondary schools, city technology colleges (CTCs) and academies 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 2007 (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 as it stands direct with their schools or amended 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?

The School Census replaced PLASC in 2006 for all maintained secondary schools, CTCs and academies in England and on a voluntary basis Service Children's Education (secondary schools). The term 'secondary school' includes middle (deemed secondary) schools. The maintained sector covers England only, and includes Community, Foundation, Voluntary Aided and Voluntary Controlled schools. In 2007, the arrangements for School Census are being widened to include nursery, primary, including middle (deemed primary), and special schools (including non-maintained special schools) and special hospital schools and on a voluntary basis Service Children's Education (primary schools).

Independent schools, Pupil Referral Units (PRUs), early years, general hospital schools and alternative provision will not participate in the 2007 School Census but will continue to provide data via the existing ASC process.

1.3 Rationale behind the School Census 2007

The following factors are the business drivers behind the School Census 2007:

- 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 managed school uses themselves, the data should be kept up to date on an event driven basis (ie data should be updated 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).

The Department has begun a data rationalisation process, in order to reduce and rationalise the number of surveys and data collections being sent to schools. The School Census therefore includes data items that have previously been collected via other surveys.

School Census 2007 comprises data items that will allow the following surveys to be dropped:

- Contextual and Absence checking exercise (subject to successful dual running in 2006)
- The School Census is the Department for Transport's preferred mechanism for collecting data to measure the local transport plan mandatory indicator: Mode share of journey to school (LTP4). This applies equally to schools which have an approved travel plan and those which do not. We would not expect LAs to ask schools, which supply mode of travel data through the School Census, to provide this data in a separate survey.
- September Pupil Count

For more details of these surveys see Appendix 1.

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) 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 the 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 2007 – 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 collected in each collection.

1.4.2 Three collections a year

As in 2006 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 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 2006 - New data items

The new data items are described below.

Data item	Rationale
Pupil Level	
Member of SEN Unit (sometimes called special class) indicator	<p>This indicator will allow the identification of pupils with SEN who are members of an SEN Unit (sometimes referred to as special classes) within a mainstream school where children are taught wholly or mainly within separate classes catering to particular types of need. For detailed definition see Section 3.1.4.</p> <p>The data on SEN units and resourced provision was collected from schools for the first time in School Census 2006. In 2007 the data will be collected as two distinct indicators to allow better comparative monitoring of the impact of different types of provision.</p>
Member of resourced provision indicator	<p>This indicator will allow the identification of pupils with SEN who are members of resourced provision, where places are reserved at a mainstream school for pupils with a specific type of SEN, those places being resourced to cater for their needs through eg specialist teachers and access to health professionals. Pupils in resourced provision are taught mainly within mainstream classes. For detailed definition see Section 3.1.4.</p>
Pupil's usual mode of travel to school	<p>The Department for Education and Skills and Department for Transport have a joint 'Travelling to School' initiative. It sets out a programme of activity for schools, LAs and central government to increase walking, cycling and use of public transport and to reduce car use for journeys to and from school. 250 school travel advisers in LAs are funded to support schools developing and implementing active Travel Plans, and capital grants are being paid to schools with Travel Plans that meet the national minimum standard. 10,000 schools will have such Travel Plans in place by March 2006, and all schools by 2010. A key element of each school Travel Plan is the requirement to monitor changes in mode share for journeys to school.</p> <p>Collection of the data through the Census will allow the linking of home postcode to mode of travel, thus allowing geographic and socio-demographic analysis of the data returned. It will also form a valuable cross-departmental strategic resource and will enable local transport planners to identify infrastructure improvements, for example the bus services needed to provide better support for pupils travelling to schools in their LA area.</p> <p>If a school has an approved Travel Plan, then they are required to provide usual mode of travel to school for their pupils via the Census. Other schools are not required to do so. However, providing the information via the Census should save schools having to do so through a local separate collection, which may well have a greater time burden than collection through the Census route.</p>
Language code	<p>Collection of good quality language data can contribute to the planning and implementation of strategies to support the educational inclusion of all pupils, particularly those who speak more than one language, both locally and nationally.</p>

Data item	Rationale
Pupil's reason for absence and Number of sessions missed	<p>In past years data has been collected on whether pupil absences are authorised or not. By collecting information on the number of pupil absences by the reason for absence, better information will become available on why pupils miss school, thereby informing local and national attendance strategies. Schools will also be able to benchmark their absence rates against other schools.</p> <p>This data item is only required from those schools with integrated attendance packages as part of their management information systems. Those who do not have integrated attendance packages may continue to provide data on authorised and unauthorised absences only. (See section 3.1.7)</p>
Pupil's full home address	<p>The introduction of an Information Sharing Index, under the provisions of the Children Act 2004, will give practitioners working with children a resource to identify children who are not in receipt of statutory services or who need extra services. The child's home address will be a necessary part of the Index. Obtaining this via the Census is a very effective way of getting information that schools will hold on their management information systems.</p> <p>The data will be collected termly. Although schools will only be required to check it 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.</p>
Post 16 Learning Aims Module	<p>This module will be collected in the Autumn Census only. The "Success for All" strategy¹ and the "14-19 Education and Skills" White Paper² have announced the development of comparable measures of success across all Post-16 provision. Data for the Further Education and Work Based Learning sectors are collected at learning aim level for each student. Data currently available from school sixth forms is limited to achievement data and aggregated participation data collected via the September Pupil Count and the Post-16 module of the School Census. To ensure equable treatment across the Post-16 sectors and proper accountability, data from sixth forms need to be provided in a manner similar to that for the other sectors. The five new data items agreed to be collected for each student are:</p>
Qualification Accreditation Number (QAN)	<p>A valid entry from a database of QANs.</p> <p>Every course of study leading to any level of qualification will have been allocated a QAN which may be linked for categorisation or analysis to:</p> <ul style="list-style-type: none"> • Qualification Type (A Level, AS Level etc.) • Qualification Title • Awarding Body • Subject (with mapping to the Subject/Sector Framework) <p>National Qualifications Framework (NQF) level.</p>
Learning aim start date	The date on which learning for the learning aim began.

¹ Success for All is the long-term reform strategy to develop the high-quality, demand-led, responsive colleges and providers needed in the learning and skills sector. See www.successforall.gov.uk/.

² Cm 6476. See www.dfes.gov.uk/publications/14-19educationandskills/.

Data item	Rationale
Learning Aim Planned End Date	<p>The date by which the school and learner plan to complete the learning related to this learning aim.</p> <p>This will allow for analyses on the basis of bringing together all learning aims planned to end in a given year. So, two year programmes starting in 2005/06 and one year programmes starting in 2006/07 are all brought together in the data reports for 2006/07; that is the year when they were due to end. It will also enable matching of learners across teaching years, ensuring that learners on two year programmes who withdraw in year 1 are included in reports, which guarantees that success rates take into account the outcomes of all members of the starting class/cohort.</p>
Learning Aim Actual End Date	<p>The date that the learner completed the learning activities necessary to achieve the learning aim.</p> <p>This will confirm that the learner is still in attendance and is eligible for funding; that learning has ended and that a valid entry is required in completion status (see below); and will provide a proxy for planned end year when planned end date is missing.</p>
Learning Aim Completion status	<p>An indication of the degree of completion of the learning activities leading to the learning aim.</p> <p>This will confirm that learners have completed the formal learning programme and can be considered as having been retained; that learners have withdrawn before the end of the formal learning programme; that a learner has transferred out of one learning aim and into another; or confirm that a learner is still actively engaged in the formal learning programme (continuing).</p>

Data item	Rationale
School Level	
Provision of Extended Services	<p>This item was introduced, for secondary schools, in School Census 2006, but the codeset has been amended and expanded for 2007. Schools select from a codeset the categories of extended services that apply to them. For detailed definition see Section 3.2.7.</p> <p>Extended schools are high profile in both the Five Year Strategy for Children and Learners and the Ten Year Childcare Strategy. These strategies set out the Government's vision for all schools to become extended schools by 2010, providing a core set of services including all year round 8am-6pm school based childcare for primary school aged children and a range of interesting activities before and after school for secondary school aged children. A prospectus for schools was published in summer 2005.</p> <p>The provision of extended services on school sites can lead to a number of benefits including: improved pupil behaviour, attendance and achievement; greater parental involvement in their child's education; making better use of schools' facilities by opening them up to the community; providing better help to school staff and parents to address children's wider needs; and enabling parents to return to work and so reducing the numbers of children living in poverty.</p> <p>The Department rolled out funding to support the development of extended schools from 2003-04. Initially aimed at areas of deprivation, all LA areas received this funding from 2005-06.</p> <p>Robust information on the prevalence and characteristics of the extended services in schools is required to assess the impact of this funding and to monitor progress towards these policy objectives.</p>
Extended Services: Core offer: number of places	This item is for those schools indicating, in the item on the provision of Extended Services, that they are providing the core offer for school age children. The core offer is defined as having childcare/activities available 8am-6pm, all year round.

2 GUIDANCE: COMPLETING THE SCHOOL CENSUS

2.1 Census Dates

Every maintained secondary school, CTC and academy in England is expected to complete three Census returns in the calendar year 2007. 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:

- third Thursday in January (18 January 2007)
- third Thursday in May (17 May 2007)
- third Thursday in September (20 September 2007)

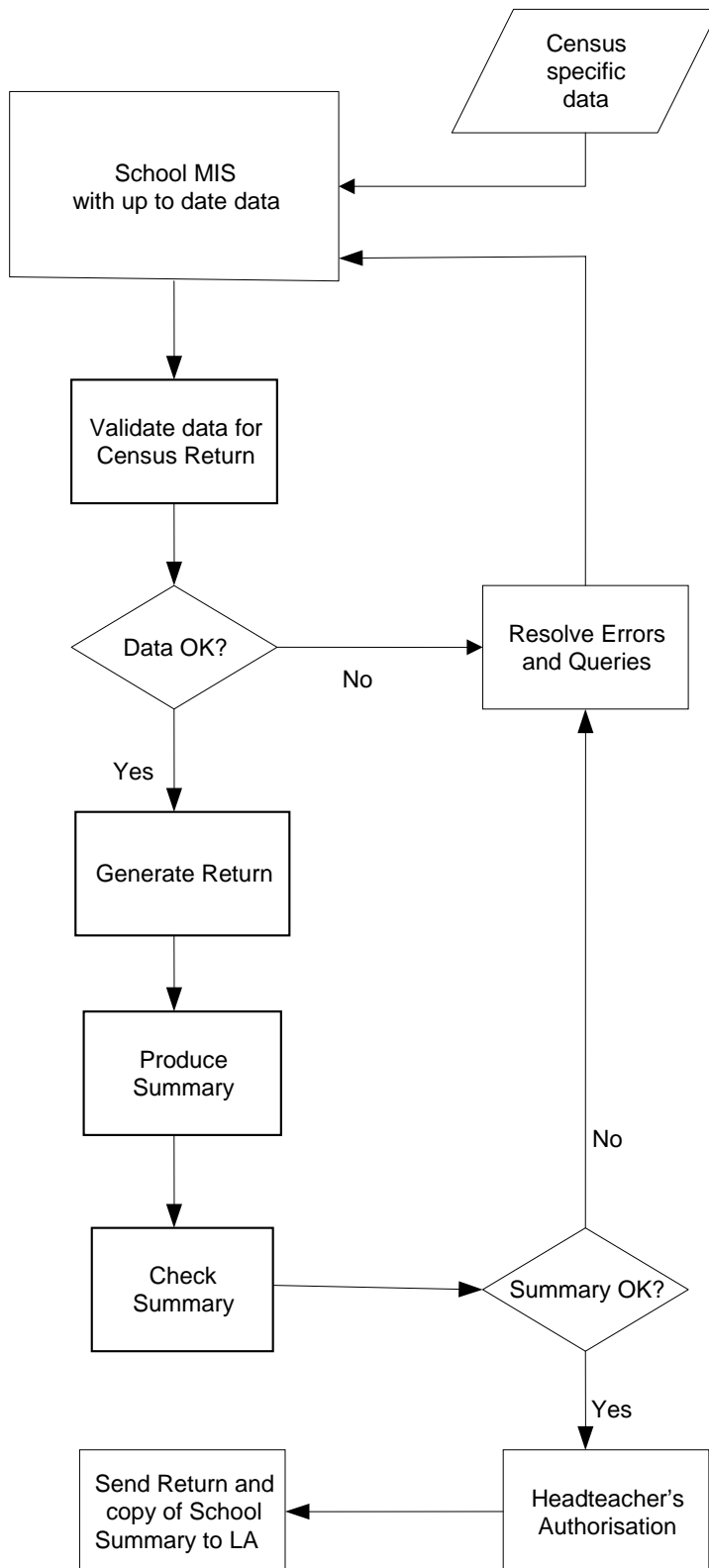
If unusual circumstances impact on census day for example, severe weather conditions or religious observances, schools may find that the numbers of pupils and/or staff who are not at school that day are abnormally high. If any census figures for example, 'school meals taken' are affected, then (as cited 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.

Schools/LAs may interpret this literally as the next normal day (possibly Friday 19 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 and school characteristics 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 (September)
<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 Summer Term (05/06) 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 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 Spring Term 06/07 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 1995 www.opsi.gov.uk/si/si1995/Uksi_19952089_en_1.htm and <http://www.opsi.gov.uk/si/si1997/19972624.htm>. Section 434 specifies that all persons who are pupils at the school must be registered. Regulation 6 specifies the information that a school's admission register should contain, Regulation 9 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) and Regulation 10 specifies the circumstances under which dually registered pupils can be removed from the register.

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 6 of the Education (Pupil Registration) Regulations 1995) on the census day. Note that:

- all pupils (including traveller children) dually registered 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) (Amendment) Regulations 1997). 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 any pupils of compulsory school age that were on roll for one or more session during the term for which data are collected. Exclusions data should be provided for any pupils that were subject to any exclusion 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; for termly exclusions: the Pupil ID module and, at the time of exclusion, In Care indicator and SEN Provision; and for annual exclusions: Pupil ID module and, at the time of any permanent exclusion, SEN Provision, Pupil Ethnic Code and Source of Pupil Ethnic Code (Spring Census only). 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 PANDAs. 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, either directly, for CTCs and academies, or via the LA, for maintained schools, 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 **school.census@dfes.gsi.gov.uk**.

Maintained schools

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. For the Spring Census (January) the deadline for all returns to reach the Department is **Wednesday 14th February 2007**.

CTC's and academies

Once the return has been authorised by the head teacher, it should be sent directly to the Department via the S2S system. For the Spring Census (January) the deadline for all returns to reach the Department is **Wednesday 14th February**.

3 PREPARATION: DATA ITEMS REQUIRED

Most of the data collected in the School Census are those which a well managed 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 2007 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
Post 16 Learning Aims	

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 2006/07 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 2 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 (September)
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 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 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>
Pupil Characteristics	<p>Required for all pupils on roll on census day:</p> <p>Pupil Ethnic Code Source of Pupil Ethnic Code Pupil Free School Meal Eligibility Connexions Agreement 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</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 Source of Pupil Ethnic Code Pupil Free School Meal Eligibility Connexions Agreement Language Code 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 Source of Pupil Ethnic Code Pupil Free School Meal Eligibility Connexions Agreement Language Code Gifted & Talented indicator</p> <p>In Care indicator is required for excluded pupils specified in the Exclusions module.</p>

Pupil level			
Module	Spring Census (January)	Summer Census (May)	Autumn Census (September)
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 Pupil Class Type</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>
SEN	<p>Required for all pupils on roll on Census Day:</p> <p>Pupil SEN Provision 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>Pupil SEN Provision is required for all pupils on roll on Census Day. Pupil SEN Provision at the time of exclusion is required for pupils specified in Exclusions module.</p>	<p>Pupil SEN Provision is required for all pupils on roll on Census Day. Pupil SEN Provision at the time of exclusion is required for pupils specified in Exclusions module.</p>

Pupil level			
Module	Spring Census (January)	Summer Census (May)	Autumn Census (September)
Attendance	<p>Termly attendance data are required for non-boarder pupils aged 5 to 15 inclusive on 31/08/2006 (i.e. where DOB falls between 1/09/1990 and 31/08/2001 inclusive) who were on roll for at least one session during the period from the start of the 2006 Autumn term to 31/12/2006 inclusive.</p> <p>Either:</p> <p>Attendance codes Number of sessions missed</p> <p>For schools that use an electronic attendance package integrated with their main MIS</p> <p>Or:</p> <p>Possible Sessions Sessions missed due to Authorised Absence Sessions missed due to Unauthorised Absence</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 31/08/2006 (i.e. where DOB falls between 1/09/1990 and 31/08/2001 inclusive) who were on roll for at least one session during the period 01/01/2007 to 08/04/2007 inclusive.</p> <p>Either:</p> <p>Attendance codes Number of sessions missed</p> <p>For schools that use an electronic attendance package integrated with their main MIS</p> <p>Or:</p> <p>Possible Sessions Sessions missed due to Authorised Absence Sessions missed due to Unauthorised Absence</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 31/08/2006 (i.e. where DOB falls between 1/09/1990 and 31/08/2001 inclusive) who were on roll for at least one session during the period 09/04/2007 to 25/05/2007 inclusive.</p> <p>Either:</p> <p>Attendance codes Number of sessions missed</p> <p>For schools that use an electronic attendance package integrated with their main MIS</p> <p>Or:</p> <p>Possible Sessions Sessions missed due to Authorised Absence Sessions missed due to Unauthorised Absence</p> <p>For schools not using an integrated attendance package</p>
Post 16 Learning Aims 2007	No data items	No data items	<p>Required for all pupils in Year 12 or above and any pupils in Year 11 or below aged 16 or above on 31/08/2007 who were on roll for at least one session during the period from 17/05/2007 to 20/09/2007 inclusive.</p> <p>Qualification Accreditation Number (QAN) Learning aim start date Learning Aim Planned End Date Learning Aim Actual End Date Learning Aim Completion status</p>

Module	Spring Census (January)	Summer Census (May)	Autumn Census (September)
School level			
School Characteristics	LA Number DfES Establishment Number School Name School Phase School Type Gender of entry Gender of sixth form entry Maximum Year Group Minimum Year Group Intake Type Governance School Email Address School Telephone Number Either Or Sub-dwelling Address Line 1 Dwelling 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 Gender of entry Gender of sixth form entry Maximum Year Group Minimum Year Group Intake Type Governance School Email Address School Telephone Number Either Or Sub-dwelling Address Line 1 Dwelling 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 Gender of entry Gender of sixth form entry Maximum Year Group Minimum Year Group Intake Type Governance School Email Address School Telephone Number Either Or Sub-dwelling Address Line 1 Dwelling Address Line 2 Street Address Line 3 Locality Address Line 4 Town Address Line 5 Administrative Area Postcode Post Town Postcode
Admissions Appeals	For foundation and voluntary aided 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	No data items	No data items

School level			
Module	Spring Census (January)	Summer Census (May)	Autumn Census (September)
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
Pupil and Teacher Reconciliation	Part-Time pupils not at school Private Study pupils Pupils at Another School Pupils on Work Experience Pupils at FE Colleges Teachers not teaching Teachers at Other Schools Part-Time Teachers not at School Teachers from Other schools	No data items	No data items
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	No data items	No data items
Miscellaneous	Free School Meals Taken Provision of Extended services Extended services core offer places	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

3.1 Pupil Level

Survey Reference Date The survey reference date must be 2007-01-18 (Spring Census), 2007-05-17 (Summer Census), 2007-09-20 (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 it 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 2) 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 2006 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 two additional categories for Travellers of Irish heritage and pupils of Gypsy/Roma heritage. 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 2)

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 2006. 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 2)

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 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 2006.

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 2006 (as assessed by the Inland Revenue) which does not exceed £14,155
- 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 Mode of Travel codeset in Appendix 2)

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.

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

For other schools, which do not have an approved Travel Plan, the recording of pupil's usual mode of travel is optional. However, all schools will have to 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. 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 the suggestion of 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. The cohort will include all the gifted and talented pupils in your school who have been identified as needing targeted provision, up to 10% of the total number of pupils.

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; and
- b) all identified National Academy for Gifted and Talented Youth (NAGTY) members, if the school has any.)

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

www.standards.dfes.gov.uk/giftedandtalented/guidanceandtraining

**Connexions Agreement
(See codeset in Appendix 2)**

This field should be completed for all pupils who are aged 12 and above (as at 31 August 2006 in Spring and Summer Census) and who are aged 12 and above (as at 31 August 2007 in Autumn Census). If it is not completed the system will default to 'unsought'. The Census mechanism is used to transfer this data item from schools to their LA who can then pass on to the Connexions Service. This data item is not used by the DfES.

There is a legal requirement under the Learning & Skills Act 2000 to pass information on request to the Connexions Service for pupils in or approaching the Connexions age range. The information which schools are required to provide consists of:

- a) the names and address of pupils and their parents – which must be provided to the Connexions Service in any event;
- b) other information relevant to the provision of Connexions Services – in this case parents (or pupils themselves if aged 16 or over) have the right to instruct the school not to provide information to the Connexions Service.

The provision under (b) is for an opt-out. Until and unless the parent or pupil gives an instruction, the school remains under a statutory duty to provide information to the Connexions Service on request. Fair Processing Notices need to be issued to parents advising them of their (or their child's) right to instruct the school not to provide information beyond name and address. If the following values are recorded: No or UNS (Unsought) then information beyond name and address cannot be shared with the Connexions Service. A model Fair Processing Notice will be available for issue by LAs and schools in summer 2006.

Further information on Connexions can be found at www.connexions.gov.uk

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 LA's '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 the 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' LA, 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'

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 2) 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 2) 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 2) The year group in which the pupil is taught for the majority of their time, regardless of their chronological 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 2)	<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 2)	<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	<p>This indicator will allow the identification of pupils with SEN who are members of an SEN Unit, sometimes called special classes.</p> <p>SEN Units, or special classes are provisions within a mainstream school where the children are taught wholly or mainly within separate classes which:</p> <ul style="list-style-type: none">• 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). <p>(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.)</p>

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 9/4/06 (Easter Monday) and 31/8/06, the Summer Census will select all those exclusions with Start Dates between 1/9/2006 and 31/12/2006 and the Autumn Census will select those with Start Dates between 1/1/2007 and 8/4/2007 (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 (See codeset in Appendix 2)	For each exclusion, this indicates the type of exclusion: fixed period, lunchtime or permanent.
Exclusion Reason (See codeset in Appendix 2)	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	From 1 September 2005 the definition of exclusion start date changed. 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.

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).

The introduction of an Information Sharing (IS) Index, under the provisions of the Children Act 2004, will give practitioners working with children a tool to identify children who are not in receipt of statutory services or who need extra services. Home address for all children will be collected via the Census termly for populating the IS Index. Although schools will only be required to check that the 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.

Fair Processing Notices will need to be issued to parents/guardians explaining why it is proposed to pass home address information for these pupils to the Department and the use that will be made of the address information. A model Fair Processing Notice will be available for issue by LAs and schools in summer 2006.

Schools are able to provide the Department with their addresses in whichever format their data is currently held within their MIS, either Sub-Dwelling, Dwelling, 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.

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.

Sub-Dwelling	Flat, apartment name or number or other sub-division of a dwelling.
Dwelling	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 2006 and aged 15 or younger on 31 August 2007). For terms in the academic year 2006/2007, information should be included for pupils who were aged 15 or younger as at the 31 August 2006 (ie their date of birth falls between 1 September 1990 and 31 August 2001) 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 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 25 May 2007, the Friday before the spring 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 2) 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

3.1.8 Post 16 Learning Aims module

The Post 16 Courses module in School Census 2006 is completely replaced in the Autumn Census (September) with the new **Post 16 Learning Aims module**.

This module gives information on the learning aims studied by pupils in year 12 and above, regardless of their age; and any pupils in Year 11 or below aged 16 or above on 31/08/2007.

This module will be collected for all the relevant pupils registered at the school on Autumn census day and for pupils no longer on roll who were on the school roll for at least one session during the current and/or previous term. This may include pupils who have left the school prior to the census day.

Schools will be expected to enter details for each learning aim undertaken by a pupil on an event-driven basis from the release of software to schools in May 2007. In preparation for September 2007 schools will need to enter learning aim details for all relevant pupils who were registered in the school from the beginning of the 2007 Summer term. (This may include historic data for pupils who have left the school and for pupils who have changed courses.)

A re-sit occurs when an examination is retaken, or coursework resubmitted, but the pupil does not attend regular lessons for the course. (Attendance at revision classes may occur.) Re-sits will be identified by having identical values for Learning Aim Start Date and Learning Aim Planned End Date. Re-sits will have a Learning Aim Completion Status value of "0" (which will not change after the examination has been taken or coursework resubmitted).

If a pupil is retaking a complete qualification, including attendance at regular classes, this will be treated in the same manner as any other normal course.

Where schools have consortium arrangements it is important that the students are identified with the correct school. All schools should record course data for all students who are on their roll, irrespective of the location of any course delivery. If a school is providing courses for students enrolled at other schools and the provider school wishes to record details of these students in its own software system then these other students must only be recorded with a Pupil Enrolment Status of 'G' (Guest).

For pupils in Year 12 or above, it is not expected that details of courses studied in Year 11 (or before) will be recorded or collected. For those pupils in Year 11 (or below) where Level 3 information is required, it is not expected that details of Level 1/2 (or Entry Level) courses will be recorded or collected.

Each pupil may have a number of learning aims. For each learning aim, five new data items are to be collected:

Qualification Accreditation Number (QAN) Every course of study leading to any level of qualification will have been allocated a QAN.

Learning aim start date The date on which learning for the learning aim began.

Each QAN in use in a school should be set up with standard start and end dates so that entering the QAN gives an automatic means of providing these data at pupil level. Only exceptions, which will be rare, will need to be entered manually.

Learning Aim Planned End Date The date by which the school and learner plan to complete the learning related to this learning aim.
Unless otherwise indicated by the Completion Status, see below, this will be either:
(a) blank [Completion Status = 1] – ie the student is currently undertaking the course;
(b) the date the student left the school, if the student's Leaving Date is prior to the Learning Aim Planned End Date; or
(c) the Learning Aim Planned End Date, if the date is prior to, or equal to, the student's Leaving Date.

In other cases, if the Completion Status is "3" or "4" then a manual entry will be required. The number of such cases in an individual establishment is likely to be relative small.

Learning Aim Actual End Date The date that the learner completed the learning activities necessary to achieve the learning aim or the date the learner withdrew from the learning activities.

This will confirm that learning has ended and that a valid entry is required in completion status (see below).

Learning Aim Completion status An indication of the degree of completion of the learning activities leading to the learning aim.

(See codeset in Appendix 2)

The Completion Status will be automatically generated as follows:

If the current date is after, or equal to, the Learning Aim Start Date then Completion status = 1;

If the current date is after, or equal to, the Learning Aim Planned End Date, and the Leaving Date is after, or equal to, the Learning Aim Planned End Date, then Completion status = 2;

The relatively few instances of a student not completing a course or changing courses will require manual entry as follows:

If the learner has withdrawn from the learning activities leading to the learning aim then Completion status = 3;

If the learner has transferred to a new learning aim ie the learner has withdrawn from this learning aim and at the same time started studying for another learning aim within the same school then Completion status = 4.

To enable the introduction of this data, the pattern of collection for each term will be different in 2007 to that envisaged for a normal annual collection cycle. To illustrate, the diagram below gives the requirements for 2007 (with the proviso that the requirement to run the Post 16 Courses module in Spring 2007 remains to be finally confirmed) and also the proposals for 2008 and years following. These are for guidance only, and will be confirmed in the relevant guidance for schools.

	2007			2008			
	Spring term	Summer term	Autumn term	Spring term	Summer term	Autumn term	
Spring 2007	■ 18/1 (old Post 16 Courses module)						} Initial year timetable
Summer 2007	No Post 16 data						
Autumn 2007	■ 20/9 (new module)						
Spring 2008				No Post 16 data			} 'Normal' annual cycle
Summer 2008				■ 15/5			
Autumn 2008				■ 18/9			

After concerns were raised from software suppliers and local authorities on the timing of collecting the new post 16 learning aims module from School Census, DfES Senior Managers, LSC and OfSTED have agreed with software suppliers for software to be available in April/May 2007 in time for collecting the new data in the Autumn census of School Census 2007. However, because data from the Academic Year 2006/07 is crucial to the delivery of Fair Funding in 2008/09, we must collect this data in January 2007 and May 2007 via an Interim Solution. DfES is working closely with LSC and OfSTED to find the most appropriate mechanism to minimise burdens on schools.

3.2 School Level

Survey Reference Date The survey reference date must be 2007-01-18 (Spring Census), 2007-05-17 (Summer Census), 2007-09-20 (Autumn Census). This should be automatically input by your MI system, 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 2) This code indicates the phase of education offered by your school. SS is the code for secondary schools (including CTCs and academies) and MS is the code for middle deemed secondary schools.

School Type (See codeset in Appendix 2) This code indicates which type of educational establishment the school is.

Gender of entry (See codeset in Appendix 2) This code indicates the gender of pupils catered for at the school. A school is defined as single sex if 90% of the pupils are one gender.

Gender of sixth form entry (See Gender of entry codeset in Appendix 2) For schools with a sixth form, this code indicates the gender of pupils catered for. A sixth form is defined as single sex if 90% of pupils between 16 and 18 are one gender.

Minimum Year Group (See School NC Year Group codeset in Appendix 2) 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) 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 2)

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 '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 2)

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, Sub Dwelling, Dwelling, 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.)

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

Dwelling Dwelling name and/or number.

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

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 LA, 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 **2005/06** academic year – that is if it is a foundation or voluntary aided 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 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**.

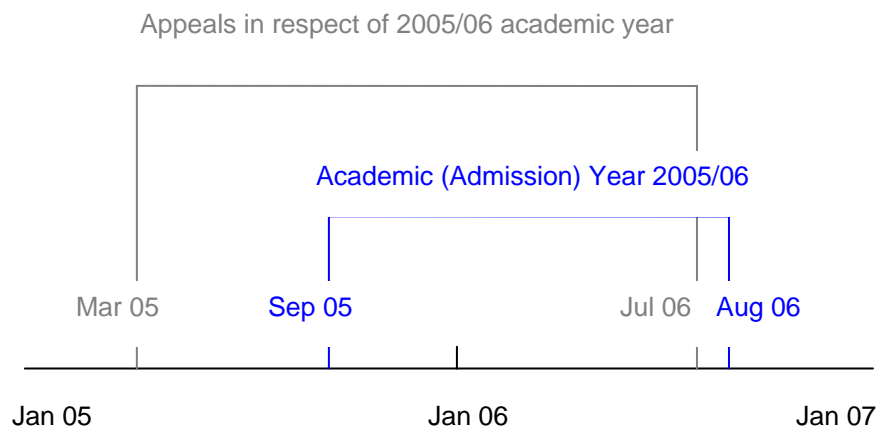
Admission appeals lodged Total number of admission appeals lodged by parents between March 2005 and July 2006 against non-admission to the school at any time in the academic (admission) year between September 2005 and August 2006 as shown in the diagram below.

The following should be **included**:

- appeals lodged before the start of the 2005/06 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 2005 against non-admission for the 2006/2007 academic year ie appeals lodged between March 2006 and August 2006 against non-admission in September 2006



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.

The information required may be held in the personnel module of your MIS or it may be held elsewhere. It is exactly the same as that required for School Census 2006.

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), regardless of how they are funded, including all outreach and peripatetic teachers, all teachers funded from sources such as the Standards Fund, Single Regeneration Budget (SRB), Ethnic Minority Achievement Grant (EMAG), Traveller Grant, etc and PTA funded teachers. The source of funding is immaterial for the purposes of the School Census return – 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 2007) 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.

You may find the following ready reckoner helpful for converting contracted full-time equivalence (FTE) 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 (ITT) courses.

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

Teacher Category (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. This field includes the head or acting head.</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** or **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 Category (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 2007) 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 Teacher Development Agency (TDA), formerly 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

Non Teacher Category		Cumulative Weekly Hours (excluding lunch breaks)	Post count
Education Support Staff			
HL	Higher Level Teaching Assistant		
TA	Teaching Assistants (include nursery nurses, nursery assistants, literacy and numeracy support and any non-teaching staff regularly employed to support teachers in the classroom but not special needs and minority ethnic pupils support staff)		
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 (18 January 2007). The 'selected time' is based on the last digit of a school's DfES establishment number as follows:

- 2, 3 or 6 = 1 hour/period **before** the **end** of **morning** school
- 4, 7, 8 or 9 = 1 hour/period **after** the **start** of **afternoon** school
- 0, 1 or 5 = 1 hour/period **after** the **start** of **morning** school.

Eg school establishment number 4262

School has 6 teaching periods per day, 4 in the morning, 2 in the afternoon and a weekly timetable. The 'selected time' in this school would be period 22 ie $(3 \times 6) + 4 = 22$

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 should be treated as a separate 'class as taught' unless this is an atypical or temporary arrangement.

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	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.
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 2)	This should refer to the curriculum followed by the class and hence the values of the National Curriculum (NC) 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 2)	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 class 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.

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:

- pupils engaged in private study at the selected time
- pupils attending another school at the selected time
- pupils on work experience at the selected time
- pupils attending a course at an FE college 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
Plus	pupils on work experience at the selected time
Plus	pupils attending a course at an FE college 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 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 and childcare (See Extended Services codeset in Appendix 2)

Indicates which extended services and childcare 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 (CH_BEFOR) includes breakfast clubs, other pre-school clubs, study support and recreational activities taking place before school.

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

Childcare 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 (or for another period of a minimum of 10 hours per day eg 8.30am-6.30pm), 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)). 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 about parenting ie learning activities for adults on their own (without children).

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 not just your pupils and school staff.

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.

Social care professionals (S_CARE_P) include social workers, family support workers, youth workers, the police and youth offending teams.

**Extended
Services: Core
offer: 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 core 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 (or minimum of 10 hours), five days per week, all year round. 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 (or minimum of 10 hours), 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, or if you are an academy or CTC, there is a DfES Helpline 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/.](http://www.teachernet.gov.uk/management/ims/datacollections/sc2007/)

APPENDIX 1

INFORMATION ABOUT SURVEYS INCORPORATED IN SCHOOL CENSUS

DfES School Performance Information: Absence in Schools

This is a compulsory survey for all maintained primary and secondary schools. Information is provided for all pupils of compulsory school age relating to annual absence.

The following are collected:

- DfES Number
- School Name
- Address
- Boarding school indicator
- Number of day pupils of compulsory school age on the roll for at least one session
- Number of pupil sessions
- Number of sessions of authorised absence
- Number of day pupils with at least one authorised absence
- Number of sessions of unauthorised absence
- Number of day pupils with at least one unauthorised absence
- % of sessions of authorised absence
- % of sessions of unauthorised absence

Contextual and Absence checking exercise

This checking exercise is carried out by all maintained primary, middle and secondary schools, Academies and CTCs, special schools and independent schools. The Achievement and Attainment Tables team publishes contextual information after the data, taken from Edubase, School Census and DfES School Performance Information: Absence in Schools survey, are checked with schools.

The data that are provided back to schools to check are as follows:

- DfES Number
- School Name
- Address
- Telephone number
- School type
- Admissions policy
- Specialist school type (if applicable)
- Second specialist school type (if applicable)
- Gender of entry age 11-16
- Gender of sixth form entry
- Normal lowest age
- Normal highest age
- Total pupils (including part-time) of all ages on roll on Census Day
- Number of pupils aged 16-18 on roll on Census Day
- Number of pupils aged 13 on roll on Census Day

- Total pupils on roll on Census Day with statements of special educational needs
- Total pupils on roll on Census Day with special educational needs but without statements
- Number of day pupils of compulsory school age on roll for at least one session
- Number of pupil sessions
- Number of sessions missed through authorised absence
- Number of day pupils with at least one authorised absence
- Number of sessions missed through unauthorised absence
- Number of day pupils with at least one unauthorised absence
- Percentage of pupil sessions missed through authorised absence
- Percentage of pupil sessions missed through unauthorised absence

APPENDIX 2

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	
Burmese/Myanma	BMA	
Bengali	BNG	

Descriptor	Full Code List	
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	
Galician/Galego	GLG	

Descriptor	Full Code List	
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	
Kurdish (Any Other)	KURA	

Descriptor	Full Code List	
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	
Information not obtained	NOT	*

Descriptor	Full Code List	
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	
Sign Language (Other)	SIO	

Descriptor	Full Code List	
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	
Vietnamese	VIE	

Descriptor	Full Code List	
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.		

Connexions Agreement

Yes	Permission has been given by the parent or guardian
No	Parent or guardian has refused permission
UNS	Unsought - school has not yet sent out Fair Processing Notices (Data cannot be shared with Connexions)
SNR	Sought, No Reply - school has sent out Fair Processing Notices, but has received no reply from parent or guardian (Data can be shared with Connexions)

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 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"

GNVQ Level

0	Not taking a GNVQ or VCE
1	Taking a foundation GNVQ
2	Taking an intermediate GNVQ
3	Taking an advanced GNVQ or VCE (Vocational A Level 3, 6 or 12 units)

GNVQ Precursor Level

0	Not taking a GNVQ precursor
2	Taking a level 2 GNVQ precursor (ie a BTEC First or City & Guilds Diploma of Vocational Education at intermediate level)
3	Taking a level 3 GNVQ precursor (ie a BTEC National or City & Guilds Diploma of Vocational Education at national level)

NVQ Level

0	not taking a NVQ
1	taking a NVQ level 1
2	taking a NVQ level 2
3	taking a NVQ level 3

Learning Aim Completion Status

0	The learner is resitting the examination or coursework only. The learner is not attending the full course of study for this learning aim. (The student may be attending some revision classes.)
1	The learner is continuing or intending to continue the learning activities leading to the learning aim
2	The learner has completed the learning activities leading to the learning aim
3	The learner has withdrawn from the learning activities leading to the learning aim
4	The learner has transferred to a new learning aim. That is, the learner has withdrawn from this learning aim and as a direct result has at the same time started studying for another learning aim within the same provider

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	

Gender of entry

C	Mixed
F	Female (only)
M	Male (only)

School NC Year Group

N1	Nursery first year
N2	Nursery second year
R	Reception
1-14	Years 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

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
CT	City technology college (CTC)
CA	Academy

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/secretaries
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 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: includes nursery nurses, nursery assistants, literacy and numeracy support staff and any other non-teaching staff regularly employed to support teachers in the classroom; Excludes: 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 and Year 7
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 3

Links to relevant websites

For (Pupil Registration) Regulations 1995 governing the registration of pupils:

<http://www.opsi.gov.uk/acts/acts1996/1996056.htm>,
www.hms0.gov.uk/si/si1995/Uksi_19952089_en_1.htm and
<http://www.opsi.gov.uk/si/si1997/19972624.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:

www.standards.dfes.gov.uk/giftedandtalented/guidanceandtraining

For information on Connexions:

www.connexions.gov.uk

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/>