

Data and Statistics Division

School Census 2012

for

**Secondary Schools (including All-through Schools)
Middle deemed Secondary Schools
City Technology Colleges
and
Academies**

in England

Preparation and Guidance

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Version History

Note: All references below (numbers and letters) are those as used in this guidance document.

1.0	<p>This section indicates the changes from the 2011 School Census Guidance Notes</p> <p>1. 2 Main Changes from School Census 2011</p> <p>a) Data Items removed</p> <ul style="list-style-type: none">i) Gender of Pupils (Entry to Schools)ii) Gender of Entry (Entry to Sixth Form)iii) Gifted and Talented Indicatoriv) Usual mode of travelv) Discount Codevi) Learning Aim Completion Statusvii) Class Activity (only to be collected from Primary and Middle deemed Primary schools) <p>b) New data items</p> <ul style="list-style-type: none">i) Funded Hoursii) Learning Aim Statusiii) Learning Aim Outcomeiv) Learning Aim Resultv) Pupil's Actual National Curriculum Year Group on Leaving <p>c) Existing data items</p> <ul style="list-style-type: none">i) Admissions Appeals Module - Academiesii) Attendance Code D - Dual Registrationiii) Postcode (to be collected in Autumn Census for those pupils with Post-16 learning aims data)iv) Secondary School Phase - Amended Description	Richard Garbitz 23 rd September 2011
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d) Other changes

Reduction in threshold at which a pupil is defined as 'persistently absent' from 20 to 15 per cent.

2.3.1 Snapshot information on Census Day

Education (Pupil Registration) (England) Regulations 2006
Link inserted to 2011 amendment to Regulation 8 which specifies the circumstances under which a pupil can be removed from the register.

2.9.3 School Census Return Dates

Inclusion of new table denoting deadline dates for approved School Census returns to reach the Department for the Spring, Summer and Autumn data collections.

4.3.2 Disability

Updated guidance on disability reflecting requirements of the Single Equality Act (2010) which incorporates the Disability Discrimination Act 2005.

4.3.3 Free School Meal Eligibility

New guidance denoting that Free School Meal Eligibility will be used by the Department in determining the Pupil Premium allocations for schools.

4.3.4 Connexions Agreement

Rewording of guidance to reflect replacement of Connexions with Youth Support Services.

4.3.6 Service Children in Education Indicator

New guidance denoting that the Service Children Indicator will be used by the Department in determining the Pupil Premium allocations for schools.

4.4.2 Pupil Date of Entry

Text changed to indicate that this is the **last date** of entry to the current school. Previously only shown as 'Date of entry to current to school'.

4.4.4 Pupil Part-time Indicator

Addition of new guidance. Clarification of previous guidance in line with the Education (Pupil Registration) (England) Regulations 2006.

	<p>4.4.7 Pupil’s Actual National Curriculum Year Group on Leaving</p> <p>New data item which forms part of the post-16 Learning Aims module.</p> <p>4.8 Attendance Module</p> <p>a) 2011 Performance Tables</p> <p>New guidance about the 2011 Performance Tables and that from October 2011 the Department’s Statistical First Releases will contain absence data for individual schools (previously shown at Local Authority level).</p> <p>b) Persistent Absentee Thresholds</p> <p>New guidance about the reduction in threshold at which a pupil is defined as ‘persistently absent’ from 20 to 15 per cent.</p> <p>4.9 Post-16 Learning Aims Module</p> <p>New guidance to reflect revised collection of Post-16 Learning Aims data.</p> <p>4.9.4 Learning Aim Status</p> <p>New data item in 2012 School Census</p> <p>4.9.6 Learning Aim Result</p> <p>New data item in 2012 School Census. Inclusion of a table denoting examination / assessment result categories.</p> <p>4.9.7 Learning Aim Outcome</p> <p>New data item in 2012 School Census.</p> <p>6. Codesets - Pupil Level</p> <p>Inclusion of following new codesets:</p> <ul style="list-style-type: none"> - Learning Aim Status - Learning Aim Outcome 	
1.1	<p>1. 2 Main Changes from School Census 2011</p> <p>b) New data items</p> <p>iv) Attendance code Y</p> <p>Inclusion of text indicating the only three permissible circumstances in which attendance code Y (Unable to attend due to exceptional circumstances - not counted in possible attendances) can be used.</p>	Richard Garbitz 11 th November 2011

	<p>c) Existing data items</p> <p>ii) Attendance code D - Dual Registration Guidance on application of Attendance code D in respect of dual registered pupils.</p> <p>vi) Pupil Home Address Text updated to indicate that the collection of pupil home address information is being re-introduced as part of the Summer and Autumn Censuses.</p> <p>3.1 What will be collected when</p> <p><i>Pupil Level</i> Changes to Summer and Autumn columns of 'Home Information' module to signify that data will now be collected for on-roll pupils.</p> <p>4.4.1 Pupil Enrolment Status</p> <p>Attendance and Absence Guidance on application of Attendance code D in respect of dual registered pupils.</p> <p>4.7 Home Information module</p> <p>Text updated to indicate that the collection of pupil home address information will now be in each termly Census. Previously, this data was only collected as part of the Spring Census.</p> <p>4.8 Attendance module</p> <p><i>Dual registered pupils</i> Guidance on application of Attendance code D in respect of dual registered pupils.</p> <p><i>Pupils unable to attend school due to exceptional circumstances</i> Inclusion of text indicating the only three permissible circumstances in which attendance code Y (Unable to attend due to exceptional circumstances - not counted in possible attendances) can be used.</p> <p><i>Planned school closure / partial closure</i> Revised guidance on use of Attendance code # which now includes partial school closure. Previously it could only be applied to whole school closure.</p>	
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1 INTRODUCTION

1.1 Purpose of this document

This document is aimed at Local Authority Children Services and Education data teams, and maintained Secondary * and Middle deemed Secondary schools, City Technology Colleges and Academies so that they:

- Understand the rationale behind and purpose of the School Census
- Are able to prepare for the School Census
- Are able to complete School Census returns during 2012

* Included under this heading are All-through schools

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 the Department's website at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/a0064400/school-census-2012>

Local Authorities (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 Main Changes from School Census 2011

a) Data items removed

- i) Gender of Pupils (Entry to Schools)*
- ii) Gender of Entry (Entry to Sixth Form)*
- iii) Gifted and Talented Indicator*
- iv) Usual mode of travel*

The Government have an aim of reducing the demands for data made of the front-line by the centre. In the Department for Education a review of all collections was undertaken from August 2010. The content of the School Census was studied carefully, with input from data providers in schools and local authorities. The value of each data item was noted and areas selected where the burden of providing the data might outweigh the value of the information obtained, where there were serious doubts about the quality of the information or where policy changes had lessened the requirement to know about particular topics. Subsequently, recommendations were put to Ministers about the potential removal of specific data items. The above four data items were the ones which received Ministerial approval in June 2011 for their removal from the School Census.

v) Discount Code

Discount codes were previously required from secondary schools with sixth forms to enable the Department to match the learning aims data provided by such schools via the School Census to results data provided by awarding bodies. However as both the aims and results will be provided by schools as part of the 2012 School Census collection the Department will no longer need to match the data and consequently will not require discount codes to be provided.

Schools will still be able to record discount codes in their systems should they wish to do so. If a school is teaching two or more qualifications that share a QAN, then the school should record the different Discount Codes for each of these within their systems so as to allow them to distinguish between the qualifications. This will be especially important where an individual pupil is doing more than one of the qualifications that share the same QAN.

vi) Learning Aim Completion Status

This has been removed as the following items in the code set for Learning Aim Completion Status are no longer required in the School Census.

'0' - The learner is re-sitting the examination or coursework only; and

'X' - Data input error.

A new data item of 'Learning Aim Status' and code set has been introduced (See b ii below).

vii) Class Activity

As part of the Department's Root and Branch Review of data collections, it has been agreed that Class Activity is no longer required from Secondary schools. The data item is now only being collected from Primary and Middle deemed Primary schools.

Class activity remains for Primary schools due to the requirements set out in the Education (Infant Class Sizes) (England) Regulations 1998 concerning Key Stage 1 class sizes. This collection is used by the Department to assess compliance.

Secondary school organisation is more complex with the concept of a typical class size being less relevant and therefore it has been agreed that there is no need for Class Activity to be collected centrally for Secondary schools.

b) New data items

i) Funded Hours (only relevant for All-through schools)

The data item 'Funded Hours' will be collected for all children aged under 5 in all schools (except City Technology Colleges and Non-Maintained Special Schools) to record the number of hours **funded by the LA** during Census week for the child at that establishment.

'Funded Hours' should only include the level of free entitlement to education at the setting which is attracted by the child. Any additional hours which are funded by the parent at the establishment should **not** be included within the 'Funded Hours'.

Note:

'Funded hours' are different from 'Hours at setting' which record the total number of hours spent by children aged under 5 in **education provision** at the school irrespective of who funded the hours (i.e. it is the total of any hours funded under the free entitlement to nursery education plus any additional hours of education funded from our sources such as parents).

ii) Post 16 Learning Aims

Post 16 Learning Aims will only be **collected once a year as part of the Autumn Census**.

Information is required from schools with sixth forms on learning aims from the previous and current academic years. Information will also be collected on the outcome of the previous academic years' aims and in order to do this the following three new data items (with codes set values shown) are being collected:

- Learning Aim Status (Continuing, Completed, Withdrawn or Transferred);
- Learning Aim Outcome (Pass, Fail or Unknown); and
- Learning Aim Result (Result of the overall examination / assessment associated with the completed learning aim)

iii) Pupil's Actual National Curriculum Year Group on Leaving

This should be provided in the Autumn Census for those learners for whom Post 16 learning aims data are returned and who left the school prior to Census Day. The Pupil's Actual National Curriculum Year Group is not provided for pupils who are off roll so this field is necessary to show which year group a pupil was in when they left the school. This data item is defined as the year group in which the pupil was taught for the majority of their time, regardless of their chronological age, at the date they left the school.

iv) Attendance Code Y

Code Y (Unable to attend due to exceptional circumstances - not counted in possible attendances) will be collected as part of the School Census from 2012 following changes to attendance regulations and procedures.

Schools will use code Y to record the sessions where a pupil is unable to attend because:

- The school site, or part of it, is closed due to an unavoidable cause;
- The transport provided by the school or a local authority is not available, and their home is not within walking distance; or
- A local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.

As part of the changes to the attendance regulations and procedures the use of attendance code # is also being changed to include partial school closure. Previously it could only be applied to whole school closure.

It is acknowledged that details of the proposed changes to Attendance codes # and Y were given to software suppliers late in their development schedule and so it may not be possible for them to be implemented in systems in time for the 2012 School Census collections. Until this change can be implemented in systems, schools should continue to use code Y to record planned partial closure. The Department acknowledges that data collected in the School Census during 2012 may include absences recorded under both the old and new definition of code Y and will acknowledge this in its published statistics using this data.

Note: Attendance guidance information can be found on the Department's website at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendance/a0010008/pupil-registration-regulations-and-guidance>

c) Existing data items

i) Admission Appeals Module - Academies

This has been extended for the 2012 collection to allow Academies to return data in respect of admission appeals. Although the changes to the validation rules for 2012 mean that all Academies will be able to complete this module, DfE would only expect to receive admission appeals data from those converter Academies which were previously Voluntary Aided or Foundation schools. Admission appeals in such establishments are lodged with the school itself as opposed to through the Local Authority.

Those Academies which were not Voluntary Aided or Foundation Schools at the time of the appeals should not complete this module.

ii) Attendance Code D - Dual Registration

From September 2011 the way in which schools should record attendance and absence for pupils who are registered at more than one school i.e. referred to as dually registered pupils, will change.

Attendance code D (Dual registered at another educational establishment) is not counted in the School Census as an attendance. Each school will only record the attendance and absence for the sessions the pupil is required to attend at their school. Each school will use code D to record all of the sessions that the pupil is due to attend at the other school.

This change does not affect schools' obligations with respect to safeguarding and they must follow up all unexplained and unexpected absences in a timely manner.

Note: Attendance guidance information can be found on the Department's website at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendancedata/a0010008/pupil-registration-regulations-and-guidance>

iv) Postcode

This will be collected in the Autumn Census for those pupils for whom Post 16 learning aims data is being submitted.

A key element of the current School / Academy Sixth Form Funding Formula is the 'deprivation uplift' and this is derived from the pupil's post code.

Information about the home post code of pupils enrolled at schools on Census Day is currently collected in the Spring School Census only. However, home post code is needed for all pupils for whom learning aims information is being submitted in the Autumn School Census to help identify those individuals who should attract extra funding as part of the above 'deprivation uplift'. Collecting post code information alongside the learning aims information in the Autumn School Census, rather than trying to match in this information from the Spring School Census, will result in more timely, complete and accurate data.

v) Secondary School Phase - Amended Description

The description for the School Phase of 'SS' has been changed from 'Secondary (including CTCs and Academies)' to 'Secondary'. The Academies Act 2010 extended the provision to become an Academy to all school phases and so the description associated with 'SS' has been changed to reflect that.

vi) Pupil Home Address Information

Pupil home address information is being re-introduced as part of the Summer and Autumn Censuses. In 2011 this information was only collected as part of the Spring Census in January.

d) Other changes

Individual Pupil Persistent Absentee Threshold

A ministerial announcement was made in July 2011 stating that the Department for Education is changing the definition of '*persistent absence*' to deal with the reality of pupil absenteeism in schools and its impact on their learning.

The Department has reduced the threshold at which a pupil is defined as '*persistently absent*' to 15 per cent, down from 20 per cent previously.

Some schools tend to take action to intervene when pupils near the persistently absent threshold, but nearing 20 per cent was too late. Lowering the threshold will help ensure that schools take action sooner to deal with absence.

The new threshold will be published in statistical releases from October 2011 onwards, with the old threshold of 20 per cent being published alongside it.

1.3 Which schools will participate in the School Census?

In 2012 the arrangements for School Census will include:

- Nursery
- Primary (including Middle deemed Primary)
- Secondary (including Middle deemed Secondary)
- City Technology Colleges
- Academies
- Special schools (including non-maintained special schools)
- Hospital special schools; and
- Service Children's Education schools (on a voluntary basis)

The maintained sector covers England only and includes Community, Foundation, Voluntary Aided and Voluntary Controlled schools.

There is no independent school participation in the 2012 School Census. Independent schools and General Hospital Schools will continue to provide data via the existing School Level Annual School Census (SLASC) collection.

Early Years settings (Private, Voluntary and Independent), Alternative Provision and Pupil Referral Units will provide a pupil level return (but not as part of this School Census). Separate requirements and guidance documentation are issued for each of these areas.

1.4 Rationale behind the School Census 2012

The following factors are the business drivers behind the School Census 2012:

- It is consistent with the overall vision to:
 - Collect data once and use many times

- Automate the collection of data
- 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 is 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 is that which a well managed school uses themselves, the data should be kept up to date on an event driven basis (i.e. data should be updated by the school as soon as it is aware of any change or addition) and so the burden of collection by the Department should not be high.
- All data collected is as defined in the Common Basic Data Set (CBDS).
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/a0058744/common-basic-data-set-cbds-database>

Analysis of individual pupil records supports the drive to raise standards, provides accurate targeting of funding, and assists the monitoring and development of policy. Examples of the uses of data collected include:

- Information about the numbers of pupils will be matched with data from the School Workforce Census to monitor pupil: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 (including development of the new Pupil Premium) and contributing to the School and College Performance Tables exercise;
- Data will continue to be used nationally for the Standards and Testing Agency (STA) Key Stage 2 National Curriculum Test Pupil Registration process;
- The data is used to support other key areas involving LAs such as the Revenue Support Grant and LA Benchmarking Tables.

Without the above 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.

<http://www.legislation.gov.uk/ukpga/1996/56/section/537A>

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;
- Ensures schools are protected from any legal challenge that they are breaching a duty of confidence to pupils; and
- Helps to ensure that returns are completed by schools.

1.5 Structure of the School Census

1.5.1 School and Pupil Levels

The School Census is divided into two levels - 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 are listed in Section 3. The School Census has been structured in this way to allow different combinations of modules to be collected in each collection.

1.5.2 Three collections a year

As in previous years, different modules will be collected in each Census. Your school's MIS software will be able to extract the relevant data items for each Census.

1.5.3 Historical as well as snapshot data

Much of the data to be collected represents some characteristic of a pupil at a point in time e.g. Free School Meal Eligibility. However, the modules for Attendance, Exclusions and Post 16 Learning Aims capture historical data from a previous term or academic year 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, together with the Post 16 Learning Aims, will require data on some pupils who have left the school before Census day.

A third module which captures historical data is admission appeals in respect of potential pupils in Foundation and Voluntary Aided schools only, whose applications for admission have been refused. This is historical data to the school but is not individual pupil data.

2 COMPLETING THE SCHOOL CENSUS

2.1 Census Dates

Every maintained secondary school, City Technology College and Academy in England is required to complete three Census returns in the calendar year 2012 with one collection being held in each term. In the case of LAs that operate six term years, the Census collection will be every other term.

The Census dates are as follows:

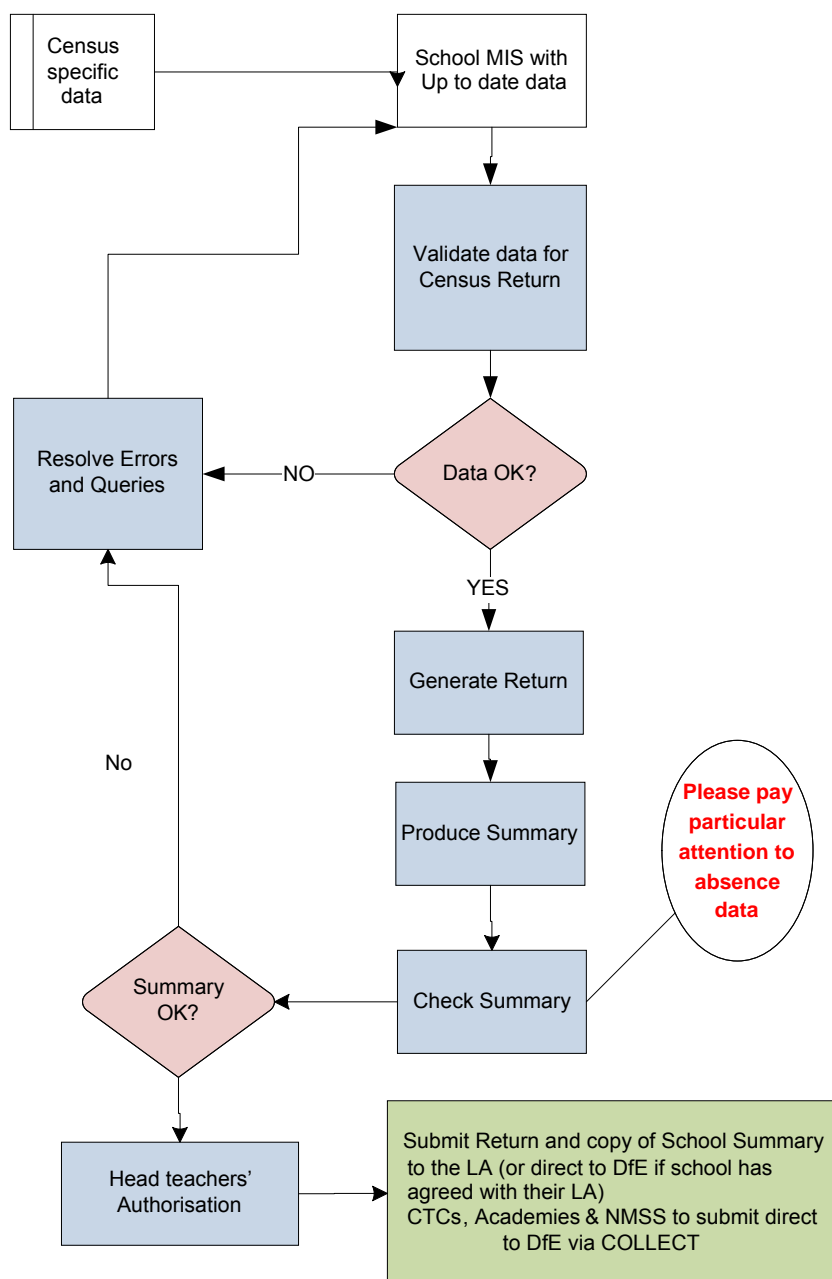
- Third Thursday in January (19th January 2012)
- Third Thursday in May (17th May 2012)
- First Thursday in October (4th October 2012)

Unusual Circumstances

If unusual circumstances impact on Census day, for example, severe weather conditions or religious observances then schools may find that the numbers of pupils and/or staff who are not present on that day are abnormally high. If any Census figures, for example, 'school meals taken' are affected then 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 or as an earlier day in Census week or the previous Thursday, if that reflects the normal situation. On occasions where other 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 Update school MIS with current data

The individual pupil records and school characteristics information for the Census will be extracted automatically by your MIS and parts of them may not be edited manually. Although data validation will take place within your software it is possible that missing pupils, missing excluded pupils, exclusions and attendance data for those 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 has been entered and updated in your system before the School Census return is created. Information on exclusions, attendance and classes as taught will (as far as possible) also be extracted

automatically where the relevant data has previously been entered, but can if necessary be keyed directly into the School Census return.

Individual data will be included in the return for the following pupils and you should therefore ensure that all relevant data for them is kept up to date.

Spring Census (January)	Summer Census (May)	Autumn Census (October)
<ul style="list-style-type: none"> • All pupils on the register on the Census day • Any additional pupils subject to any type of exclusion in the Summer Term 2011 • Any additional pupils who attended the school in the previous term (Autumn 2011) 	<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 2011 • Any additional pupils who attended the school in the previous term (Spring 2012) 	<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 2012 • Any additional pupils who attended the school in the previous term (Summer Term 2012) • Any additional pupils for whom learning aims are being submitted (from the start of the previous academic year to Census Day)

2.3.1 Snapshot information on Census Day

Information should be provided for all pupils on the school's admission register (in accordance with Regulation 5 of the Education (Pupil Registration) (England) Regulations 2006). This Regulation specifies the information that a school's admission register should contain.

<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/5/made>

The registration of pupils is governed by:

Section 434 of the Education Act 1996 which specifies that all persons who are pupils at the school must be registered.

<http://www.legislation.gov.uk/ukpga/1996/56/section/434>

and;

The Education (Pupil Registration) Regulations 2006

<http://www.opsi.gov.uk/si/si2006/20061751.htm>

Regulation 8 specifies the circumstances under which a pupil can be removed from the register - for example, registration at another school, written notification of parental intention to educate at home, and long term absence (four weeks or more) where both the school and LA have failed after reasonable enquiry to locate the pupil.

<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/8/made> and a subsequent amendment set out in the Education (Pupil Registration) (England) (Amendment) Regulations 2011 at <http://www.legislation.gov.uk/ukxi/2011/1625/made>

The count on Census Day includes all pupils whose enrolment status is C (Current), M (Dual main) or S (Dual subsidiary) but **excludes any pupil whose enrolment status is G (Guest)**.

Of particular note is the recording of the following:

- Children of service families register at the school on Census day are no different to any other pupil registered at the school and will have an enrolment status of C (Current), M (Dual main) or S (Dual subsidiary). Provided that the pupil is registered at the school on Census day, they should be included in the school's return.
- Traveller children can be registered at one or more schools and will have an enrolment status of C (Current), M (Dual main) or S (Dual subsidiary). Provided that the pupil is registered at the school on Census day, they should be included in the school return.

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 e.g. 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.

If a pupil is no longer on the admissions register 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 does not affect the attendance and exclusion areas of the Census.** This applies whether the information has been passed on 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.

2.3.2 Attendance and exclusions data

Note:

Regulation 6 of the Education (Pupil Registration) (England) Regulations 2006 specifies the information that a school's attendance register should contain.

<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/6/made> plus a subsequent amendment set out in the Education (Pupil Registration) (England) (Amendment) Regulations 2010 at <http://www.legislation.gov.uk/ukxi/2010/1725/made>

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

Exclusions data should be provided for any pupils that were subject to any exclusion during the period for which data is collected.

Attendance and exclusions data could therefore 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, the In Care indicator and SEN Provision; and
- For those 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.

2.3.3 Post-16 Learning Aims data

Post-16 learning aims data should be provided by schools with sixth forms. Learning aims should be included for those learners who have or had at the time of the learning aims current or main registration at the school. Specifically learning aims taken in the **current academic year** will be collected for any learners who

- Have been on roll in the school at any point between 1st August 2012 and Census Day, and
- Were in Actual National Curriculum Year Group 12 or above in that period, regardless of their age, and
- For whom the school wishes to claim funding from the Young People's Learning Agency (or its successor)

Learning aims taken in the **previous academic year** will be collected for any learners who

- Have been on roll in the school at any point between 1st August 2011 and 31st July 2012, and
- Were in Actual National Curriculum Year Group 12 or above in that period, regardless of their age, and
- For whom the school wishes to claim funding from the Young People's Learning Agency (or its successor)

Post-16 learning aims data may therefore be required for learners who are no longer on roll on the Census Day. For these learners, the following modules / data items will also be collected and so must be retained on the MIS even though the learner is no longer on roll.

- The Pupil ID module
- The Pupil Status module which includes the Actual National Curriculum Year Group at the time of leaving; and
- Post code

2.3.4 School Identifier

The DfE School Number is required as the identifier for the school and 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 DfE. ***If you are in any doubt about these codes, please check with your LA*** or you can determine your LA and establishment code by accessing

<http://www.edubase.gov.uk/home.xhtml>

2.4 Census specific data

Depending on their local arrangements, schools may need to manually complete the following modules at the point of completing the Census return - Exclusions, Attendance, Admission Appeals, Class Information, Pupil Reconciliation and Miscellaneous. Instructions as to what data is required for each of the School Census collections are given in Section 3.

2.5 Validation

Census data is used by DfE policy divisions, other government departments, LAs, external agencies and educational researchers. The data is also used for funding purposes, and as principal data for RAISEonline. Accuracy of data is, therefore, of paramount importance.

Both LAs and DfE 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 DfE that the error is acceptable.

Schools' MIS software will report most¹ validation errors and queries.

When the data is validated for the School Census, a validation **Error** is generated when data 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 and reflects 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. As LAs or DfE will question queries it is also essential to investigate them, 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 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. If you do not take MIS / ICT support from the LA, then contact 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. You will need to go through this process carefully as it will substantially reduce the number of validation errors in your return and the work needed to subsequently to resolve these.

¹ If DfE make late changes to validations, for instance to the Autumn Census based on outcomes of the Summer Census, then commercial suppliers may not be able to include these changes in their software releases. There are also some validation checks that are only produced in COLLECT so a school may see an 'error on load' even though nothing is shown when validated in the MIS. The Department aims to keep these differences to a minimum."

Although the data checks are very important, you cannot assume that successful completion of them guarantees that all the necessary data is present and that your School Census return will be correct. The absence of any validation errors or queries also does not guarantee a successful return. 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 shown in Sections 6 and 7 and will reflect the values contained in the data file which the software prepares for transmission to your LA and/or 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/or DfE - as in previous years the School Summary contains information about persistent absenteeism. As there is no FORVUS checking exercise before publication in the Performance tables, this is the school's **only** opportunity to check these figures.
- If the summary is forwarded to the LA it allows them to check the return from the school
- Provides DfE with assurance that the return has been subject to some data checking by the school and LA

The summary should be inspected carefully and particular attention paid to those sections that might reveal evidence that some individual pupil data was not entered on to the system prior to generating the return e.g. free school meals or number of pupils with SEN.

DfE also recommends that the school summary be compared to the one for the previous year to highlight any anomalous data between the years. It is vital for a school to check the accuracy of data in this summary as it is this data that is submitted to DfE as an accurate reflection of the situation in the school on Census day.

As different data is submitted in each Census, the contents of the School Summary will also be different for each termly Census.

2.8 Authorisation

Once the School Census data has been submitted to DfE, either directly (for City Technology Colleges and Academies) or via the LA for maintained schools, it will be deemed to have been authorised by the head teacher. LAs and schools can implement further authorisation methods such as printing and signing the summary to satisfy local audit purposes if they so choose.

2.9 Sending the School Census Return

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

2.9.1 Maintained schools

Once the return has been authorised by the head teacher, it should be made available to the LA or DfE as appropriate. Maintained schools will need to consult their LAs on the arrangements for this process and check the local deadline for provision of the return. The deadline should allow sufficient time for the LA to discuss any queries about the data with the school before submitting it to DfE.

2.9.2 Academies, City Technology Colleges and Non-Maintained Special Schools

Once the return has been authorised by the head teacher, it should be sent directly to the Department via the COLLECT system.

2.9.3 School Census Return Dates

The deadline for all approved School Census returns to reach the Department is provided in the table below. LA Maintained schools will need to consult their individual LAs on the arrangements for this process and check the local deadline for provision of the return. The local deadline will be set as to allow the LA sufficient time to discuss any queries about the data with the school before submitting it to DfE.

Data Collection	Census Day	Deadline for Approved Returns
Spring Census	Thursday 19 th January 2012	Wednesday 15 th February 2012
Summer Census	Thursday 17 th May 2012	Wednesday 13 th June 2012
Autumn Census	Thursday 4 th October 2012	Wednesday 31 st October 2012

3 PREPARATION - DATA ITEMS REQUIRED

Most of the data collected in the School Census is that 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 2012 have been grouped into modules as follows:

Pupil Level (Section 4)	School Level (Section 5)
Pupil Identifiers	School Characteristics
Pupil Characteristics	Admission Appeals
Pupil Status	Class Information
Special Educational Needs	Pupil Reconciliation
Exclusions	Miscellaneous
Home Information	
Attendance	
Post-16 Learning Aims	

Schools are encouraged to take a look at the data items to be collected in the School Census before the start of the academic year 2011/12 so as to ensure that information is 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 information 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 is extracted for the School Census.

Codesets for individual data items are given in Sections 6 and 7.

3.1 What will be collected when?

Pupil Level

Please read in conjunction with Section 4.

On - Pupils on Roll Off - Pupils off Roll B - All Pupils (Both on and off roll)

× - Not Required

Sp - Spring

Su - Summer

Au - Autumn

Ref	Title	XML	MODULE	Middle Deemed Secondary			Secondary		
				Sp	Su	Au	Sp	Su	Au
100001	Unique Pupil Number (UPN)	UPN	PUPIL IDENTIFIERS	B	B	B	B	B	B
100002	Pupil's Former UPN	FormerUPN		B	B	B	B	B	B
100003	Pupil Surname	Surname		B	B	B	B	B	B
100004	Pupil Forename	Forename		B	B	B	B	B	B
100006	Pupil Middle Names	MiddleNames		B	B	B	B	B	B
100007	Pupil Date of Birth	DOB		B	B	B	B	B	B
100008	Pupil Gender	Gender		B	B	B	B	B	B
100009	Pupil former Surname	FormerSurname		B	B	B	B	B	B
100011	Pupil Preferred Surname	PreferredSurname		On	On	On	On	On	On
100016	ULN	UniqueLearnerNumber		B	B	B	B	B	B
100319	Ethnicity	Ethnicity		CHARACTERISTICS	B	×	×	B	*
100469	Type of Disability	Disability	On		×	×	On	*	*
100033	Pupil Free School Meal Eligibility	FSMeligible	On		On	On	On	On	On
100036	Connexions Agreement	Connexions	On		On	On	On	On	On
100047	Language Code	Language	B		B	B	B	B	B
100330	Service Children in Education Indicator	ServiceChild	On		×	×	On	×	×
100290	Funded Hours	FundedHours	On		On	On	On	On	On
100291	Hours at Setting	HourAtSetting	On		On	On	On	On	On

Ref	Title	XML	MODULE	Middle Deemed Secondary			Secondary		
				Sp	Su	Au	Sp	Su	Au
100060	Pupil Enrolment Status	EnrolStatus	STATUS	On	On	On	On	On	On
100063	Pupil Date of Entry	EntryDate		B	B	B	B	B	B
100064	Pupil Date of Leaving	LeavingDate		Off	Off	Off	Off	Off	Off
100065	Pupil Part-time Indicator	PartTime		B	B	B	B	B	B
100067	Pupil Boarder Indicator	Boarder		B	B	B	B	B	B
100068	Pupil's Actual National Curriculum Year Group	NCyearActual		On	On	On	On	On	On
100486	Pupil's Actual National Curriculum Year Group on Leaving	NCyearLeaving		x	x	Off	x	x	Off
100472	Pupil SEN Provision (formerly stage)	SENprovision		On	On	On	On	On	On
100080	Pupil SEN Type ranking	SENtypeRank	On	x	x	On	x	x	
100081	Pupil SEN Type	SENtype	On	x	x	On	x	x	
100075	Member of SEN Unit (sometimes called special class) indicator	SENunitIndicator	On	x	x	On	x	x	
100076	Member of resourced provision indicator	ResourcedProvisionIndicator	On	x	x	On	x	x	
100087	Exclusion Category	Category	EXCLUSIONS	B	B	B	B	B	B
100088	Exclusion Reason	Reason		B	B	B	B	B	B
100038	In Care Indicator	InCare		B	B	B	B	B	B
100472	Pupil SEN Provision (formerly stage)	SENprovision		B	B	B	B	B	B
100090	Exclusion Start Date	StartDate		B	B	B	B	B	B
100093	Exclusion actual number of sessions	Sessions		B	B	B	B	B	B

Ref	Title	XML		Middle Deemed Secondary			Secondary		
				Sp	Su	Au	Sp	Su	Au
100103	SAON	SAON	HOME INFO	On	On	On	On	On	On
100109	PAON	PAON		On	On	On	On	On	On
100115	Street	Street		On	On	On	On	On	On
100116	Locality	Locality		On	On	On	On	On	On
100117	Town	Town		On	On	On	On	On	On
100118	Administrative Area	AdministrativeArea		On	On	On	On	On	On
100119	Post Town	PostTown		On	On	On	On	On	On
100121	Postcode	Postcode		On	On	B	On	On	B
100128	Address Line 1	AddressLine1		On	On	On	On	On	On
100129	Address Line 2	AddressLine2		On	On	On	On	On	On
100130	Address Line 3	AddressLine3		On	On	On	On	On	On
100131	Address Line 4	AddressLine4		On	On	On	On	On	On
100132	Address Line 5	AddressLine5		On	On	On	On	On	On
100228	Possible Sessions	SessionsPossible		ATTENDANCE	B	B	B	B	B
100230	Sessions missed due to Authorised Absence	SessionsAuthorised	B		B	B	B	B	B
100231	Sessions missed due to Unauthorised Absence	SessionsUnauthorised	B		B	B	B	B	B
100481	Attendance codes	AttendanceReason	B		B	B	B	B	B
100233	Number of sessions missed	AbsenceSessions	B		B	B	B	B	B
100255	Qualification Accreditation Number	QAN	POST-16 LEARNING AIMS	x	x	B	x	x	B
100256	Learning Aim Start Date	LearningStartDate		x	x	B	x	x	B
100257	Learning Aim Planned End Date	LearningPlannedEndDate		x	x	B	x	x	B
100258	Learning Aim Actual End Date	LearningActualEndDate		x	x	B	x	x	B
100478	Learning Aim Status	LearningAimStatus		x	x	B	x	x	B
100479	Learning Aim Outcome	LearningAimOutcome		x	x	B	x	x	B
100480	Learning Aim Result	LearningAimResult		x	x	B	x	x	B

School Level

Please read in conjunction with Section 5.

* - Not Required

Sp - Spring

Su - Summer

Au - Autumn

Ref	Title	XML	MODULE	Middle Deemed Secondary			Secondary		
				Sp	Su	Au	Sp	Su	Au
200001	LA Number	LEA	CHARACTERISTICS	✓	✓	✓	✓	✓	✓
200002	DfE Establishment Number	Estab		✓	✓	✓	✓	✓	✓
200039	School Name	SchoolName		✓	✓	✓	✓	✓	✓
200006	School Phase	Phase		✓	✓	✓	✓	✓	✓
200632	Type of School	SchoolType		✓	✓	✓	✓	✓	✓
200013	Maximum Year Group	HighestNCyear		✓	✓	✓	✓	✓	✓
200012	Minimum Year Group	LowestNCyear		✓	✓	✓	✓	✓	✓
200014	Intake Type	Intake		✓	✓	✓	✓	✓	✓
200015	Governance	Governance		✓	✓	✓	✓	✓	✓
200022	School Email Address	Email		✓	✓	✓	✓	✓	✓
200118	School Telephone Number	PhoneNo		✓	✓	✓	✓	✓	✓
200089	Sub-dwelling	SAON	LOCATION	✓	x	x	✓	x	x
200090	Dwelling	PAON		✓	x	x	✓	x	x
200091	Street	Street		✓	x	x	✓	x	x
200092	Locality	Locality		✓	x	x	✓	x	x
200093	Town	Town		✓	x	x	✓	x	x
200094	Administrative Area	AdministrativeArea		✓	x	x	✓	x	x
200095	Post Town	PostTown		✓	x	x	✓	x	x
200096	Postcode	PostCode		✓	x	x	✓	x	x
200101	Address Line 1	AddressLine1		✓	x	x	✓	x	x
200102	Address Line 2	AddressLine2		✓	x	x	✓	x	x
200103	Address Line 3	AddressLine3		✓	x	x	✓	x	x
200104	Address Line 4	AddressLine4	✓	x	x	✓	x	x	
200105	Address Line 5	AddressLine5	✓	x	x	✓	x	x	
200139	Admissions appeals lodged	Lodged	ADMISSIONS APPEALS	✓	x	x	✓	x	x
200140	Admissions appeals withdrawn	Withdrawn		✓	x	x	✓	x	x
200141	Admissions appeals heard by Independent Admissions Committee	Heard		✓	x	x	✓	x	x
200142	Admissions appeals heard by Independent Admissions Committee - decided in parent's favour	Upheld		✓	x	x	✓	x	x

Ref	Title	XML	MODULE	Middle Deemed Secondary			Secondary		
				Sp	Su	Au	Sp	Su	Au
200143	Admissions appeals heard by Independent Admissions Committee - rejected	Rejected	RECON	✓	x	x	✓	x	x
200169	Part-Time pupils not at school	PartTimeNotIn		✓	x	x	✓	x	x
200170	Private Study pupils	PrivateStudy		✓	x	x	✓	x	x
200171	Pupils at Another School	AtOtherSchool		✓	x	x	✓	x	x
200172	Pupils on Work Experience	WorkExperience		✓	x	x	✓	x	x
200173	Pupils at FE Colleges	FEcollege		✓	x	x	✓	x	x
200185	Class Reference Name	ClassName	CLASS INFO	✓	x	x	✓	x	x
200190	No of Teachers in the Class	Teachers		✓	x	x	✓	x	x
200191	No of Adult Non-Teachers in the Class	NonTeachers		✓	x	x	✓	x	x
200560	Class Year group	YearGroup		✓	x	x	✓	x	x
200195	Class Activity	ASCactivity		x	x	x	x	x	x
200201	No of Pupils from the host school in the class	HomePupils		✓	x	x	✓	x	x
200202	No of Pupils from other schools in the class	GuestPupils	✓	x	x	✓	x	x	
200147	Free School Meals Taken	FreeMealsTaken	MISC	✓	x	x	✓	x	x

4 PUPIL LEVEL

4.1 Survey Reference Dates

The survey reference dates are:

2012-01-19 (Spring Census)

2012-05-17 (Summer Census)

2012-10-04 (Autumn)

These dates should be generated by your MIS but with the facility to edit the date where there are unusual circumstances (as described in section 2.1).

4.2 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 will be required for any additional pupils who are no longer on roll but for whom the attendance and exclusions modules are collected.

4.2.1 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 Annnnnnnnnnn or AnnnnnnnnnnA (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 <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/upn/a0064607/upn-policy-and-practice-guidance>

4.2.2 Pupil's Former UPN

This is where the pupil has held another UPN whilst at your school (e.g. where a temporary UPN was allocated when the pupil was first admitted to the school, but subsequently replaced by the permanent one being retrieved from a previous school). Adopted pupils should have new UPNs and no link to their former UPNs.

4.2.3 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).

4.2.4 Pupil Forename

In full and not shortened or familiar versions.

4.2.5 Pupil Middle Names

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

4.2.6 Pupil Date of Birth

Date of birth of pupil in the format CCYY-MM-DD.

4.2.7 Pupil Gender

The gender of the pupil in the format of M (Male) or F (Female).

4.2.8 Pupil Former Surname

This should only be completed if a former surname is already known to the school - otherwise 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 then record the most recently used.

4.2.9 Pupil Preferred Surname

The surname most commonly used in the school and shown in full and not in any shortened or familiar versions.

4.2.10 Unique Learner Number

Unique Learner Numbers (ULNs) are assigned to students over the age of 14 in publicly funded education and training. They are allocated and managed by the Learning Records Service (previously known as MIAP) and will remain with the individual for their lifetime. Schools delivering 14-19 Diplomas will need to acquire a ULN for each of their Diploma students and hold these in their MI system.

Schools can acquire and verify ULNs for their students, and make minor updates to student data (the Learning Records Service would like to know about any changes to students' basic identification data, name or address for example) through the ULN Service on the School to School (S2S) website.

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s/a0064650/school-to-school-s2s>

This enables schools to export data from their MI system and submit it directly to the Learning Records Service for processing. The response file, containing new or verified ULNs, can then be imported back into the school's MI system to update the student records.

4.3 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.

4.3.1 Ethnicity

All pupils aged 5 and over as at the previous 31st August should have an ethnic category assigned to them. Where the information has not yet been collected then this needs to be recorded as 'Not obtained'. If the parent or pupil has refused to give the information then 'Refused' should be assigned.

The codeset reflects categories used in the 2001 National Population Census, with additional categories for Travellers of Irish heritage, pupils of Gypsy / Roma heritage and Sri Lankan Other. If the National Population Census categories do not meet the needs of local monitoring, LAs may use the DfE 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.

The hierarchy of ethnicity categories can be found at Section 7 in the link below.
<http://media.education.gov.uk/assets/files/doc/e/ethnicity%20data%20standard.doc>

4.3.2 Disability

The collection of information on the disabled pupil population is expected to help meet the requirements of the Single Equality Act (2010) which now incorporates the Disability Discrimination Act 2005.

Collection of disability data will be carried out as part of the Spring Census. In 2012 the submission of data will continue to be on a **voluntary basis**.

A default value of NCOL (Not Collected) should be submitted if no information about disability is gathered. Multiple entries to record a child with more than one disability are allowable.

The Equality Act states that someone is disabled if '*they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities*'.

There are three important features of this definition:

- The impairment itself
- Its effect on the person's daily life
- Its duration - whether it lasts for a year or more.

There are an additional two groups of children covered by the Act. These children do not have to prove their condition has a substantial adverse effect:

- Children whose treatment (excluding glasses) offset the effect of the condition e.g. children on medication for epilepsy which is necessary to control the fits.
- Children with cancer, HIV infection, progressive conditions such as muscular dystrophy and multiple sclerosis at the point of diagnosis are all taken as meeting the criteria without proving an adverse effect, together with children with severe disfigurement

Disability is not the same as special educational needs (SEN). Almost half the children with an SEN do not meet the DDA definition of disability. Children with SEN experience difficulties in learning in school but may not have an impairment that impacts substantially on their daily life. Similarly, a significant proportion of disabled children do not have special educational needs, including those with health and mental health needs.

A toolkit is available to help schools work with parents to better identify and support children with disabilities. Research has shown that the toolkit (which includes a parental questionnaire and a range of flexible tools for schools to use with pupils) can improve the provision of information on the needs of disabled children and their families, in addition to helping schools to better meet their duties under disability and equality legislation.

The toolkit will also help schools record disability data in their management information systems.

The toolkit can be found on the Department's website at:

<http://www.education.gov.uk/childrenandyoungpeople/specialeducationalneeds/a0065985/disability-toolkit>

4.3.3 Free School Meal Eligibility

Note: Free School Meal Eligibility will be used by the Department in determining the Pupil Premium allocations for schools and, as such, it is essential that this data item is correctly recorded on the School Census.

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

- The relevant LA / school have confirmed that they are entitled to free school meals; or
- The relevant LA / school have seen the necessary documentation (e.g. a TC602 Tax Credit Award Notice) that shows that they are entitled to free school meals.

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 then 'false' should be applied.

Note: The Education (School Lunches) (Prescribed Requirements) (England) Order 2003 sets out an additional requirement for children who have not attained **compulsory school age** but receive education. These children must be registered pupils and be 'receiving education both **before and after** the lunch period' before being eligible for free school meals or a paid-for meal. This requirement was introduced from April 2003.

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

- Income Support (IS)
- Income Based Job Seekers Allowance (IBJSA)
- An income-related employment and support allowance
- 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 which from 6th April 2011 does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs*
- Guarantee element of State Pension Credit.

* Note: Where a parent is entitled to Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school lunches.

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

Further information can be found at:

<http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/qttl/health-safety-welfare/meals/free-meals>

It should be noted that it will not be necessary for individual schools / LAs to calculate a family's annual taxable income. The HM Revenue and Customs (HMRC) 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 HMRC 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') and it is strongly suggested that this document is used to make that assessment.

Similarly, it is strongly suggested 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.

Eligibility Checking Service

The Eligibility Checking Service (ECS) streamlines the FSM eligibility checking process for both LAs and parents. The ECS allows LAs to electronically check in a single application all the relevant data held by three Government Departments (DWP, Home Office and HMRC) in order to confirm pupils' FSM eligibility. Rather than providing paper evidence (e.g. TC602) of being in receipt of the relevant benefit, parents simply need to provide their NI number, date of birth and surname. LAs are then able to undertake an eligibility check in real time via their on-line link to the system.

The FSM Eligibility Checking System is only accessible by Local Authorities, who use it on behalf of their schools to check pupils' entitlement to free meals. Academies are not able to access the system themselves.

Since they are independent of their LA, even when the LA in which they are based is using the checking system, an Academy will not necessarily have easy access to it themselves. Some Academies have made arrangements with their LA to access the system through them, often for a fee, but the service available (and the cost of that service) varies between LAs.

4.3.4 Connexions Agreement

Note: From April 2010, funding streams that had in the past gone to Connexions and youth services were brought together and focused on targeted support for young people through the Early Intervention Grant (EiG). The term 'Youth Support Services' is generally used to reflect the combined service but local authorities are free to brand the service as they wish. For the purposes of the School Census the field will keep its name of 'Connexions Agreement'.

This field should be completed for all pupils who are:

- Aged 12 and above (as at 31st August 2011 in the Spring and Summer Census); and
- Aged 12 and above (as at 31st August 2012 in the 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 the data to the Youth Support Service. The codeset is located in Section 6.

There is a legal requirement under the Education and Skills Act 2008 to pass information on request to the Youth Support Service for pupils in or approaching the age of 13. The information which schools are required to provide consists of:

- a) The names and addresses of pupils and their parents - which must be provided to the Youth Support Service in any event;
- b) The date of birth of the pupil;
- c) Other information relevant to the provision of Youth Support Services. Parents, or pupils themselves if aged 16 or over, have the right to instruct the school not to provide information (over and above name, address and date of birth) to the Youth Support Service.

The provision under (c) 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 Youth Support Service on request.

Privacy 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, address and date of birth. If the values of 'No' or 'UNS' (Unsought) are recorded then information beyond name and address cannot be shared with the Youth Support Service. A Privacy Notice template for issue by LAs and schools is available on the DfE website at:

<http://www.education.gov.uk/researchandstatistics/statisticalreturns/a0064374/suggested-text-and-guidance-for-issuing-privacy-notices>

4.3.5 Language Code

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 (See Language codeset in Section 6).

If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English. In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses only another language, the school should consult with the pupil or parent to determine which language should be recorded.

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

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

4.3.6 Service Children in Education Indicator

The Service Children Indicator will be used by the Department in determining the Pupil Premium allocations for schools and, as such, it is essential that this data item is correctly recorded on the School Census.

Indicates if a child has a parent or parents who are Service personnel serving in regular HM Forces military units of all forces, or in the Armed Forces of another nation and stationed in England, and exercising parental care and responsibility. The information will be of use to help identify both the impact that being a Service child has on their education and the impact that catering for large numbers of Service children has on the school. Please note, however, that data on individual pupils is not being shared with the Ministry of Defence (MoD).

This is only relevant to children whose parents are designated as Personnel Category 1 or 2 which are shown on the MoD website, however all parents will be aware of their Personnel Category

<http://www.mod.uk/DefenceInternet/AboutDefence/CorporatePublications/PersonnelPublications/Welfare/PersonalStatusCategoryDefinitions.htm>

Valid codes are 'Yes', 'No' and 'Refused' with an additional code of 'Unknown' to be held by the school to indicate no response given or other reason for no information. **This field is collected in the Spring Census only**, for all pupils on roll on Census day. This field has been default filled with 'No' to reduce the burden on schools so that it will only be necessary to change the entry for those Children who are from Service families.

4.3.7 Funded Hours (only relevant for All-through schools)

This data item records for each pupil aged 2, 3 and 4 (as at 31st August) the total number of hours they spent in **education provision** at the school which are **funded under the free entitlement to education for under 5's**. Any additional hours which are funded by other means e.g. the parent, should **NOT** be included against Funded Hours.

This information is collected in all three terms from all schools (with the exception of City Technology Colleges and Non Maintained Special Schools).

Funded Hours will be used to determine the Dedicated Schools Grant and Pupil Premium allocations for pupils aged Under 5 and consequently it is essential that this is recorded correctly for all pupils as part of the School Census.

The allocation of Dedicated Schools Grant (DSG) and Pupil Premium funding for pupils aged Under 5 for 2012-13 will be based on the Funded Hours recorded on the 2012 Spring Census and not the full time / part time indicator (the funding methodology will be the same as for 2011-12 except Funded Hours rather than Hours at Setting will be used). Consequently it is essential that the Funded Hours recorded

on the census accurately reflect the hours at the setting (to the nearest 0.5 - see examples below) **funded under the free entitlement to education for under 5's** as this will be used to determine the funding allocation from DfE.

Examples:

- 12 hours and 0 to 14 minutes = 12.0 Hours
- 12 Hours and 15 to 44 minutes = 12.5 Hours
- 12 Hours and 45 to 59 minutes = 13.0 Hours

For funding purposes, the Funded Hours recorded on the Census will be capped at 12.5 hours per week for 2 year olds with SEN and 15 hours per week (i.e. the free entitlement) for rising 3s and pupils aged 3 at 31st August 2011. All pupils aged 4 as at the 31st August 2011 are also entitled to 15 hours free entitlement education provision. However the Department fully supports LAs who choose to fund 4 year olds full time and, therefore, Funded Hours will be capped at 25 hours for pupils aged 4 at 31st August 2011.

The table below shows the maximum Funded Hours available for pupils aged Under 5 years split by age group

	Maximum Funded Hours (Per week)
2 year olds with SEN Pupils aged 2 years at 31 st December 2011 with Special Educational Needs (Born between 01/01/09 and 31/12/09)	12.5 hours
Rising 3's Pupils aged 2 years at 31 st August 2011 but 3 by 31st December 2011 (Born between 01/09/08 and 31/12/08)	15 hours
3 year olds Pupils aged 3 years at 31 st August 2011 (Born between 01/09/07 and 31/08/08)	15 hours
4 year olds Pupils aged 4 years at 31 st August 2011 (Born between 01/09/06 and 31/08/07)	25 hours

Funded Hours should only include the hours the pupil spent in **education provision** and should therefore exclude any hours of 'childcare' and breaks where the pupils are not receiving education. Extended schools services (e.g. breakfast clubs and after school clubs) should also be excluded as they are not considered to be education provision.

4.3.8 Hours at Setting (only relevant for All-through schools)

This data item records, for each pupil aged 2, 3 and 4 (as at 31st August) the total number of hours they spent in **education provision** at the school irrespective of who funded the hours (i.e. it is the total of any hours funded under the free entitlement to nursery education plus any additional hours of education funded from our sources such as parents).

This information is collected in all three terms from all schools (with the exception of City Technology Colleges and Non Maintained Special Schools).

This will allow the Department to monitor the hours attended at maintained settings on the same basis as private / voluntary / independent provision.

For dually registered pupils, only record the actual hours attending each school. The main registration should **only** include the hours spent in education at the main registration. The subsidiary registration should **only** include the hours spent in education there.

Hours at Setting should only include the hours the pupil spent in **education provision** (to the nearest 0.5 - see examples below)

- 12 hours and 0 to 14 minutes = 12.0 Hours
- 12 Hours and 15 to 44 minutes = 12.5 Hours
- 12 Hours and 45 to 59 minutes = 13.0 Hours

Hours at setting should exclude any hours of 'childcare' and breaks where the pupils are not receiving education. Extended schools services (e.g. breakfast clubs and after school clubs) should also be excluded as these are not considered education provision.

4.4 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.

Pupil Date of Entry, Date of Leaving and 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's Actual National Curriculum Year Group on Leaving will be collected in the Autumn Census for those pupils who are no longer on roll but for whom learning aims data are being returned.

4.4.1 Pupil Enrolment Status

This indicates the Pupil Enrolment Status using one of the registration codes supplied in the codeset (See Section 6). It is important that each pupil recorded on the School Census is assigned the correct enrolment status as that will ensure that they are correctly registered at a school in line with the Pupil Registration Regulations and ensures that funding is accurately targeted in line with published funding methodologies.

The MIS will automatically default the value of this field to 'C' - Current (Single registration at this school).

Pupils recorded as 'Guest' should **NOT** be included in the Census return.

As shown below, 'Guest' registration may now be used for the following scenarios but schools should be aware of the School Attendance guidance when applying this category:

- a) Managed / Negotiated Transfers
- b) Consortia Schools
- c) Post 16 and Diploma Pupils
- d) Traveller Pupils
- e) Family Units
- f) Specialised Units
- g) Inclusion Classes
- h) External Candidates
- i) Purchased Tuition
- j) School-supervised off-site Education
- k) Dually Registered Pupils - Hospital Special Schools
- l) Overseas / Exchange Pupils

Please ensure that dually registered and guest pupils are recorded correctly.

The following explanations relating to particular situations / scenarios concerning these categories should help schools with this.

a) Managed / Negotiated Transfers

A pupil may be transferred to another school on a trial basis. In such a case, the original school will maintain the pupil's registration. If the receiving school decide to accept the pupil on a permanent basis then, obviously, the registration will transfer at that time. During the trial period, however, there is no method of indicating this situation in the receiving school. As the data collected during the census is used for future funding purposes, the inability to credit the receiving school is perceived as a disincentive to accept the pupil, often to the pupil's detriment. The financial arrangements between the schools are a matter for their mutual agreement, but it is important to be able to identify pupils in this situation.

It is recommended that for the duration of any trial period:

- The original school maintains the pupil's record with an Enrolment Status of 'M' (Current Main - dual registration)
- The receiving school maintains the pupil's record with an Enrolment Status of 'S' (Current Subsidiary - dual registration)

b) Consortia schools

Schools often provide courses of study in collaboration with other schools (or other educational establishments). These may be formal or informal arrangements. A pupil registered in one school may have part, or even all, of their academic tuition in the premises of another school. In such circumstances it is important that the pupil is assigned correctly to the school which holds the pupil's registration. The financial arrangements between the schools are a matter for their mutual agreement but it is important to be able to identify pupils in this situation.

It is recommended that for a pupil who is receiving tuition at a school other than the registration school:

- The registration school maintains the pupil's record with an Enrolment Status of 'C' (Current - Single registration at this school)
- The providing school maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, if the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used.

c) Post 16 and Diploma pupils

The guidance provided above for Consortia schools will be the same for Post 16 pupils and pupils who are attending tuition in the premises of another school as part of Diploma arrangements.

d) Traveller Pupils

A traveller pupil may attend another school during periods when his / her parent is travelling in the course of trade or business. In such cases, the school where the pupil ordinarily attended, during the immediately preceding 18 months when not travelling, will maintain the pupil's registration. It is recommended that for the duration of this period:

- The ordinary school of attendance maintains the pupil's record with an Enrolment Status of 'M' (Current Main - dual registration)
- The receiving school maintains the pupil's record with an Enrolment Status of 'S' (Current Subsidiary - dual registration)

e) Family units

In many areas nursery school education is being provided in establishments which also provide wider childcare and/or family support services. Often, the establishment wishes to maintain a single management information system for all the children it serves and, equally often, it is the school management information system which is used for this purpose. When submitting information for census purposes, however, it is important to distinguish between those children who are receiving nursery education from those who are receiving other services.

It is recommended that:

- For children receiving nursery education, the school / establishment maintains the pupil's record with an Enrolment Status of 'C' (Current - Single registration at this school).
- For children receiving childcare provision but not nursery education the school / establishment, if it wishes to do so, maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)
- For children receiving both nursery education and childcare provision, the school / establishment records the pupil as part-time and maintains the pupil's record with an Enrolment Status of 'C' (Current - Single registration at this school)

f) Specialised Units

In some LA areas, units have been established to deliver specialised education services for pupils from schools in an extended area, not just the school in which the unit is located. These units often provide support for English Language acquisition (English as an Additional Language) or special education needs support, commonly with those children who have Visual or Hearing Impairments or have Speech and Language difficulties.

It is recommended that for a pupil who is receiving tuition in a specialised unit at a school other than the registration school:

- The registration school maintains the pupil's record with an Enrolment Status of 'C' (Current - Single registration at this school)
- The providing school, if it wishes to do so, maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, if the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used.

g) Inclusion Classes

To foster the inclusion agenda for pupils with special educational needs, "inclusion classes" have been established whereby pupils who are registered at a special school are taught in classes located in a mainstream school's premises. Tuition is provided, either wholly or partly, by teachers from the special school.

These classes are, effectively, satellite classes of the special school and should not be treated as classes of the mainstream school.

It is recommended that for a pupil who is attending an inclusion class:

- The special school maintains the pupil's record with an Enrolment Status of 'C' (Current - Single registration at this school)
- The mainstream school, if it wishes to do so, maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

h) External Candidates

Occasionally, adults are registered at a school in order for them to enter an examination and, perhaps, receive some level of tuition towards this aim. In such cases it is recommended that the providing school, if it wishes to do so, maintains the adult's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

i) Purchased Tuition

In some schools externally provided tuition may be purchased at another establishment for a registered pupil. If the provider establishment is a maintained school then the situation should be treated as for consortia schools above.

If the provider is a commercial organisation, or an organisation outside the maintained school sector, then the pupil should be recorded with an Enrolment Status of 'C' (Current - Single registration at this school).

j) School-supervised off-site Education

Some schools have registered pupils who, for varying reasons, receive all or part of their tuition at home, or other suitable premises, under the supervision of the school. The school will support the pupil and staff will carry out regular visits (often, the pupil will have had a computer installed and online tutoring is provided). In such cases, the pupil should be recorded with an Enrolment Status of 'C' (Current - Single registration at this school).

k) Dually Registered Pupils - Hospital Special Schools

For those pupils who may be attending a 'hospital special school' they should only be recorded on the register if they are receiving an education provision. They should **NOT** be recorded if they are only attending such an establishment for 'hospital check ups', 'day surgery' or any other form of medical appointment or operation.

However, if the pupil receives an education provision from the 'hospital special school' and also attends a mainstream school, then they should be recorded as dually registered. The school of 'ordinary attendance' should be recorded as the 'main' registration. In the majority of cases this will be the mainstream school, and the hospital special school should then record the pupil with a subsidiary registration. If the pupil receives an education provision from the 'hospital special school' during their stay in hospital, then they can be recorded as a 'Guest' registration.

If a pupil is originally solely registered at the 'hospital special school' and also attends a mainstream school as part of a reintegration programme then they should be recorded as dually registered with the hospital special school holding the 'main registration'.

If after consultation with the school, medical advisors, parents and the LA, the conclusion is that the pupil should attend the hospital special school full time to meet the pupil's SEN needs, and that the decision is a permanent arrangement, then the pupil must be removed from the mainstream school and solely registered at the 'hospital special school'. However if this scenario is only a temporary measure the pupil should be dually registered, with the mainstream school holding the main registration, and the hospital special school recording the subsidiary registration.

l) Overseas / Exchange Pupils

Overseas or exchange pupils on the school register at the time of the census should be recorded therein with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions) and therefore not included on the school census returns.

Attendance and Absence

From September **2011** the way schools should record attendance and absence for '**Dually Registered**' pupils will change.

Attendance code D (Dual registered at another educational establishment) is not counted in the School Census as an attendance. Each school will only record the attendance and absence for the sessions the pupil is required to attend at their school. Each school will use code D to record all of the sessions that the pupil is due to attend at the other school.

For safeguarding reasons, schools must follow up all unexplained and unexpected absences in a timely manner.

For pupils that are present **at a supervised educational activity that is off-site and approved by the school** it is important the alternative provider and the school have an agreement in place to share attendance information. The onus is on the school to contact the alternative provider and establish these agreements. Schools must not assume that a pupil is present at the “supervised educational activity” just because he / she are expected to be. They must only use the “present at approved educational activity” when it is confirmed that the pupil was present.

For pupils attending another establishment as a ‘Guest Registration’ it is essential that the school that holds the ‘guest’ registration reports any absences to the ‘home’ school who must record these absences as part of their School Census return.

Note: Attendance guidance information can be found on the Department’s website at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendance/a0010008/pupil-registration-regulations-and-guidance>

Post-16 Learning Aims

Schools with sixth forms should only include learning aims for those pupils who have (or had at the time of the learning aims) current or main registration at the school. For dual registered pupils, funding will only be provided to the main school. All learning aims for dual registered pupils must be returned by the school that holds the pupil’s main registration i.e. the main school should return the learning aims being taken at both the main and subsidiary schools. Subsidiary schools should not submit learning aims in respect of pupils with subsidiary registrations.

4.4.2 Pupil Date of entry

This is the last date of entry to the current school.

Please Note

Those pupils who are transferring from Nursery to Reception in the same school do **NOT** need new entry dates (for all through schools).

Pupils entering year 12 and above from the same school should **NOT** be removed from the admissions register and should **NOT** be provided with a new entry date.

Any new schools opening who have **retained the existing establishment number** of their predecessor school should return information in the School Census as if they were a continuing school i.e. they should return historic attendance and exclusion data for the preceding term(s) before conversion. These schools should, therefore, leave the date of arrival in school (i.e. the entry date) for pupils as the date at which the pupil joined the original establishment.

However any new schools opening that have been **given a new establishment number** should give all pupils a new entry date (i.e. the day which they start at the new school) and consequently any historical exclusions and attendance data from predecessor schools must not be included in the Census return for these schools.

4.4.3 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.

4.4.4 Pupil Part-time Indicator

This indicates whether a pupil is part-time in education (attends fewer than 10 sessions a week) or not. It does not indicate that a pupil is part-time at one or more establishments. A pupil attending three full days in one school and two full days in another school should not be classified by either school as part-time. The MIS will automatically default the value of this field to false as the majority of pupils will not be part-time.

In certain circumstances some pupils of compulsory school-age will be placed on a part-time timetable in order to meet their individual needs, for example when a medical condition prevents them from attending full-time, as part of a re-integration package or as part of a flexi-schooling agreement. The part-time timetable should not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time and be agreed with the pupil's parents / carers.

Compulsory school-age pupils on a part-time timetable are, by definition, not present at school for part of the week or day. They are also not attending approved educational activity and must therefore be absent from school. In agreeing to the part-time timetable the school has agreed to the absence and must therefore record it in their system as an authorised absence. This will ensure that the school has a record of the amount of education a pupil has missed and help it to identify pupils that might need additional support. Schools cannot record the pupil as "not required to attend" or that the school was closed to the pupil in question as this would contravene the regulations.

Therefore compulsory school-age pupils on a part-time timetable should be recorded as full-time with the appropriate absence code used for the sessions when they are not required to attend.

Please note that the funding for pupils recorded as part-time on the School Census is halved so it is essential to ensure that these pupils are correctly recorded on the School Census.

For further guidance please see the school attendance website.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendance/a009991/absence-data>

4.4.5 Pupil Boarder Indicator

Indicates whether a pupil is a boarder or not. The MIS will automatically default the value of this field to N, not a boarder (See Pupil Boarder codeset in Section 6)

4.4.6 Pupil's Actual National Curriculum Year Group

The year group in which the pupil is taught for the majority of their time, regardless of their chronological age (See Pupil NC Year Group codeset in Section 6)

4.4.7 Pupil's Actual National Curriculum Year Group on Leaving

The year group in which the pupil was taught for the majority of their time, regardless of their chronological age, at the date they left the school. This data item is only required from Secondary schools with sixth forms for pupils for whom Post-16 learning aims information is being submitted and who left the school prior to the Autumn Census Day. Pupil's Actual National Curriculum Year Group would not be provided for these off roll pupils and so the purpose of this data item is to enable the correct identification of these pupils.

4.5 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.

4.5.1 Pupil SEN Provision

Valid provision types under the SEN Code of Practice. For further details, see <http://www.education.gov.uk/schools/pupilsupport/sen/guidance/a0013160/the-sen-code-of-practice>

It is anticipated that a history of provision should be recorded within a school's MIS. 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 (See codeset in Section 6)

4.5.2 Pupil SEN Type ranking

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 as 1 and the secondary as 2.

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*).

4.5.3 Pupil SEN type code

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:

<http://www.education.gov.uk/schools/pupilsupport/sen/data/a0013057/data-collection-by-type-of-sen>

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*) (See codeset in Section 6)

4.5.4 Member of SEN Unit indicator

This indicator will allow the identification of pupils with SEN who are members of an SEN Unit.

SEN Units are special provisions within a mainstream school where the children are taught mainly within separate classes. Units:

- Receive additional funding from the LA specifically for the purpose of the provision;
- Cater for a specific type or types of SEN (e.g. autistic spectrum disorders);
- Are usually for pupils with statements of SEN (but may also provide support for pupils at *School Action Plus*).

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

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 S (*Statement*). We would normally expect to see S for pupils in a unit.

4.5.5 Member of resourced provision indicator

This indicator will allow the identification of pupils who receive support for their type of SEN from a specialist 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, but requiring a base and some specialist facilities around the school. Resourced provisions:

- Receive additional funding from the LA (specifically for the purpose of the provision);
- Cater for a specific area or areas of SEN (e.g. specific learning difficulties);
- Are usually for pupils with statements of SEN (but could include pupils at *School Action Plus*).

Most LAs include details of what will be provided through a resourced provision in a pupil's statement of special educational needs. It is extremely unlikely that a child would be placed in a unit and receive support from a resourced provision, but a school could have resourced provision for one type of need and a unit for another.

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 S (Statement). We would normally expect to see P or S for pupils supported by a resourced provision.

4.6 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:

- Data relating to the Autumn term will be collected in the following Summer Census;
- Data relating to the Spring term in the following Autumn Census; and
- Data relating to the Summer term in the following Spring Census.

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

- Permanent exclusions overturned by the governors where the pupil has been reinstated;
- Permanent exclusions overturned by an independent appeal panel where the pupil has been reinstated
- 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.

- Exclusion extract routines

Spring Census	All those exclusions with Start Dates between 25/4/2011 (Easter Monday) and 31/8/2011
Summer Census	All those exclusions with Start Dates between 1/9/2011 and 31/12/2011
Autumn Census	All those exclusions with Start Dates between 1/1/2012 and 8/4/2012 (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 for schools with 6 terms) 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.

4.6.1 Exclusion Category

For each exclusion, this indicates the type of exclusion - fixed period, lunchtime or permanent (See codeset in Section 6).

4.6.2 Exclusion Reason

This gives the reason for each exclusion. Some MIS allow schools to enter more than one reason for any exclusion and so they can record a main as well as a secondary reason(s) for any exclusion. For the Census only the main reason will be collected.

The following table provides descriptions of reasons for exclusions. The categories should cover the main reasons for exclusions and the “other” category should be used sparingly. The descriptions should be used as a guide and are not intended to be used as a tick list for exclusions.

Exclusion Reason	Description
Bullying	Verbal Physical Homophobic bullying
Damage includes damage to school or personal property belonging to any member of the school community	Arson Graffiti Vandalism
Drug and alcohol related	Alcohol abuse Drug dealing Inappropriate use of prescribed drugs Possession of illegal drugs Smoking Substance abuse
Persistent disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules
Physical assault against adult	Obstruction and jostling Violent behaviour Wounding
Physical assault against pupil	Fighting Obstruction and jostling Violent behaviour Wounding
Racist abuse	Derogatory racist statements Racist bullying Racist graffiti Racist taunting and harassment Swearing that can be attributed to racist characteristics
Sexual misconduct	Lewd behaviour Sexual abuse Sexual assault Sexual bullying Sexual graffiti Sexual harassment
Theft	Selling and dealing in stolen property Stealing from local shops on a school outing Stealing personal property (adult or pupil) Stealing school property
Verbal abuse / threatening behaviour against adult	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation
Verbal abuse / threatening behaviour against pupil	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation

Other includes incidents which are not covered by the categories above but this category should be used sparingly.

4.6.3 Exclusion Start Date

The exclusion start date should reflect the date the exclusion starts i.e. 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 is collected and so only exclusions which have been upheld will be included in a return.

4.6.4 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 and 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.

All items in the Pupil Identifiers module (except Preferred Surname) will be collected for those pupils no longer on roll but for whom the exclusions module is collected. Any In Care Indicator and SEN provision at the time of any exclusion will also be collected in all three Censuses.

4.7 Home Information module

All data items should be maintained on an event driven basis. These data items will be collected **in each termly Census** and show the pupil's current address only for those whose 'Pupil Address Type' is 'C' (Current). In 2011, this information was only collected as part of the Spring Census.

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

Where the BS7666 format is used then the SAON and Street must be provided and at least one of Town, Locality, Administrative Area or Post Town.

The expectation is that schools will be able to provide a valid home address for the great majority of their pupils (including boarding pupils). Boarding pupils from abroad should be recorded with their “home” address as the address where they reside during term time, which may be the school’s address (If a second address is an overseas address, validation errors on the postcode can be ignored.) Where a child has multiple addresses (i.e. 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.

4.7.1 SAON

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

4.7.2 PAON

Dwelling name and/or number.

4.7.3 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.

4.7.4 Locality

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town

4.7.5 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.

4.7.6 Administrative Area

Geographic area that may be the highest level local administrative area e.g. county or unitary authority.

4.7.7 Post Town

The Post Office usually assigns these based on Sorting Office.

4.7.8 Postcode

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

Or

4.7.9 Address Line 1

First line of the address.

4.7.10 Address Line 2

Second line of the address.

4.7.11 Address Line 3

Third line of the address.

4.7.12 Address Line 4

Fourth line of address.

4.7.13 Address Line 5

Fifth line of the address.

4.7.14 Postcode

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

4.8 Attendance module

This module will be collected in all three Censuses. Information will be provided for a pupil's attendance in the term prior to the Census.

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

All schools (except nurseries and special schools) are required to submit data for each census on all pupils of compulsory school age during the term prior to the census. For terms in the academic year 2011/2012, information should be included for pupils who were aged between 5 and 15 as at the 31st August 2011 (i.e. their date of birth falls between 1st September 1995 and 31st August 2006) and who were on the school roll for at least one session during the specified term. For the summer term, attendance information is only required up until the Friday before the late Spring Bank Holiday.

The Attendance collection periods for each Census are shown in the table below.

Spring Census	Start of the 2011 Autumn term (which can be sometime in August in some LAs) to 31/12/2011
Summer Census	From 01/01/2012 to Easter Sunday (8 th April) 2012 inclusive
Autumn Census	Easter Monday (9 th April) 2012 to the Friday (1 st June) before the late Spring Bank Holiday 2012 inclusive

Data Collected

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 an electronic registration system 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 the Friday before the Spring Bank Holiday, rather than for the full term.

Dual registered pupils

From September **2011** the way schools should record attendance and absence for '**Dually Registered**' pupils will change.

Attendance code D (Dual Registered) is not counted in the School Census as an attendance. Each school will only need to record the attendance and absence for the sessions the pupil is required to attend at their school. Each school will use code D to record all of the sessions that the pupil is due to attend at the other school.

Pupils unable to attend school due to exceptional circumstances (Attendance code Y)

Code Y (Unable to attend due to exceptional circumstances - not counted in possible attendances) will be collected as part of the School Census from 2012 following changes to attendance regulations and procedures.

Attendance code Y will be collected for statistical purposes. Schools will use code Y to record the sessions where a pupil is unable to attend because:

- The school site, or part of it, is closed due to an unavoidable cause;
- The transport provided by the school or a local authority is not available, and their home is not within walking distance; or
- A local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.

As part of the changes to the attendance regulations and procedures the use of attendance code # is also being changed to include partial school closure. Previously it could only be applied to whole school closure.

It is acknowledged that details of the proposed changes to Attendance codes # and Y were given to software suppliers late in their development schedule and so it may not be possible for them to be implemented in systems in time for the 2012 School Census collections. Until this change can be implemented in systems, schools should continue to use code Y to record planned partial closure. The Department acknowledges that data collected in the School Census during 2012 may include absences recorded under both the old and new definition of code Y and will acknowledge this in its published statistics using this data.

2011 Performance Tables - School Absence Data

Please note that the Performance Tables (PT) absence data checking exercise will no longer be taking place and that schools will not be given the opportunity to suppress their absence data on the PT website. Therefore it is essential that schools ensure that this data is returned correctly in the termly School Census as this will be the data used by the Department for publication.

Absence data are collected termly at pupil level through the School Census and published on a termly basis at National and Local Authority level through the School Absence Statistical First Release (SFR). As from October 2011 the autumn term and spring term (combined) and the subsequent End Year (5 half terms) SFRs will contain absence data at school level.

Persistent Absentee Thresholds

The Department has reduced the threshold at which a pupil is defined as '*persistently absent*' to 15 per cent, down from 20 per cent previously. Some schools tend to take action to intervene when pupils near the persistently absent threshold, but nearing 20 per cent was too late. Lowering the threshold will help ensure that schools take action sooner to deal with absence.

The table below shows the new thresholds against which absence statistics will be published in future. Initially, statistics will be published for both the 20 and 15 per cent thresholds.

	Threshold sessions for Persistent Absence			
	20% threshold		Newly introduced 15% threshold	
	Half term	Cumulative	Half term	Cumulative
Autumn Half Term 1	14	14	10	10
Autumn Half Term 2	14	28	12	22
Spring Half Term 1	12	40	8	30
Spring Half Term 2	12	52	8	38
Summer Half Term 1	12	64	8	46

4.8.1 Possible Sessions

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

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.

The possible sessions for a dual registered pupil submitted by the main school will **not** include those sessions when the pupil is due to attend the subsidiary school.

Similarly, the possible sessions for a dual registered pupil submitted by the subsidiary school will **not** include those sessions when the pupil is due to attend the main school.

4.8.2 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.

4.8.3 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. Schools which use electronic registration systems integrated with their main MIS.

4.8.4 Pupil Attendance Codes

Valid reasons for absence codes. The use of fixed codes is to assist in monitoring not only whether pupils are absent with or without the permission of the school, but also why pupils are absent from school (See codeset in Section 6).

4.8.5 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.

4.9 Post-16 Learning Aims module

This module is collected once a year in the Autumn Census from schools of secondary phase with sixth forms (including middle deemed secondary schools, CTCs and academies). While pupils at other schools, such as special schools, may be studying learning aims, the YPLA does not calculate funding based on this information and it will therefore NOT be collected as part of the School Census.

This module collects information on learning aims from the previous as well as those for the current academic year. It will also collect information on the outcome of the previous year's aims. This includes the result e.g. A, A*, and the outcome (pass, fail or result unknown).

Information on learning aims will be used by the YPLA (or its successor organisation) for:

- Their business performance report
- Modelling the impact of new policies
- Assessing the costs of future provision
- Ensuring the integrity of the learning aims data used to calculate success rates after the end of the academic year
- Providing information on the mix of provision being offered in each local authority and
- Determining funding levels for these schools

Learning aims taken in the **current academic year** will be collected for any learners who:

- Have been on roll in the school at any point between 1st August 2012 and 31st July 2012, and
- Were in Actual National Curriculum Year Group 12 or above in that period, regardless of their age, and
- For whom the school wishes to claim funding from the YPLA (or its successor)

Learning aims that were taken in the **previous academic year** will be collected for any learners who:

- Have been on roll in the school at any point between 1st August 2011 and Census Day, and
- Were in Actual National Curriculum Year Group 12 or above in that period, regardless of their age, and
- For whom the school wishes to claim funding from the YPLA (or its successor)

These may include pupils who have left school prior to the Autumn Census Day.

Note that any learner who is doing the majority of their learning at level 3 or above would be expected to be in Actual National Curriculum Year Group 12 or above. Learning aims would therefore be expected to be returned in the School Census for such a learner. If a learner is in Actual National Curriculum Year Group 11 or below studying towards some level 3 (or above) qualifications but with the majority of their learning at level 2 (or below) learning aims should not be returned for them in the School Census. Schools may need to exercise some judgement as to what is meant by the majority of a learner's programme at level 3 or above.

Funding will usually be agreed for learners who have completed their statutory education and hold qualifications at least equivalent to a full level 2. This means that YPLA will agree to fund those aged under 16 in schools with sixth forms who are studying most of their courses at level 3 - see paragraph 44 of YPLA's Learner Eligibility Guidance 2010/11 <http://readingroom.ypla.gov.uk/ypla/agency-leg2010-11-version1aon12-04-2010.pdf>.

Schools should only include learning aims for those learners who have (or had at the time of the learning aims) current or main registration at the school. For dual registered pupils, funding will only be provided to the main school. All learning aims for dual registered pupils must therefore be returned by the school which holds the pupil's main registration i.e. the main school should return the learning aims being taken at both the main and subsidiary schools. Subsidiary schools should not submit learning aims in respect of pupils with subsidiary registration.

Learning aims should be included in the Autumn School Census if the learning aim finished after 31st July 2011 or it is on-going i.e. the Actual End Date is blank. Schools should return as a minimum, those learning aims which were started for the minimum period shown below. However, the Department will accept learning aims that have been completed for a period shorter than the minimum shown even though they may not qualify for funding.

Duration of Learning Aim	Minimum period
Greater than or equal to 24 weeks	Six weeks
Two weeks or more but less than 24 weeks	Two weeks
Less than two weeks	One learning engagement

Information in relation to re-sits is not required for the purposes of the School Census and should not be returned by schools. A re-sit occurs when an examination is taken again, or coursework resubmitted, but the pupil does not attend regular lessons for the course (attendance at revision classed may occur).

A re-take occurs when a learner is re-taking a complete qualification, including attendance at regular classes. This will be treated in the same manner as any other normal course and recorded as a new learning aim.

If learners move between year groups during the course of an academic year, it may not be possible for a school's MIS to automatically identify the appropriate learners or learning aims that need to be included in the School Census return. In such cases advice should be sought from the software provider and/or the school may need to make its own judgements according to the criteria set out above and decide whether or not the learner and/or the learning aims should be included in the School Census return.

The following scenarios have been developed to help explain which learners and learning aims should be included:

Scenario	Include learner and/or learning aims	Why?
Dave, aged 16, has completed key stage 4 without getting 5 GCSEs but has continued on to the school's sixth form to do a NVQ level 2 course	Yes	Dave has moved into Actual National Curriculum Year Group 12 and so his NVQ level 2 course should be reported.
Gary, aged 16, failed his GCSEs last year and is now re-taking them	No	Would expect Gary to be kept down in Actual National Curriculum Year Group 11 and so his learning aims would not be reported.
Louise has progressed into the sixth form to do two A levels but is also re-taking one of her GCSEs	Yes	Louise has moved into Actual National Curriculum Year Group 12 and so all her learning aims, including the GCSE re-take, should be reported.
Ian is 15 and in National Curriculum Year Group 11 studying for his GCSEs and has also started an A level	No	Ian is in Actual National Curriculum Year Group 11, with the majority of his learning at level 2, and so his learning aims should not be included.
Gerry is 15 and is studying for 2 A levels and re-taking one GCSE	Yes	The majority of Gerry's learning is a level 3 and despite his youth would be expected to be in Actual National Curriculum Year Group 12, so all his learning aims, included the GCSE re-take, should be reported.
Elisabeth is in Year 12 and is doing her A levels at two schools. She takes her English and French A levels at the Small school and Spanish at the Big school. Which school should return which learning aims?	The Small school should return all three learning aims - A levels in English, French and Spanish. The Big school returns none.	The Small school holds Elisabeth's main registration and will receive funding for her.

The following seven data items comprise this module:

4.9.1 Qualification Accreditation Number (QAN)

Every course of study leading to any level of qualification will have been allocated a QAN.

4.9.2 Learning Aim Start Date

The date on which the pupil began the learning activity necessary to achieve the learning aim. This date should **not** be later than the reference (Census) date.

4.9.3 Learning Aim Planned End Date

The date by which the school and learner plan to complete the activities related to this learning aim, as agreed when the learning commenced. The planned end date should reflect the length of the course being undertaken and should remain unchanged throughout the duration of the learning aim. If the learning aim finishes before or after the planned end date this would be reflected in the actual end date - the planned end date should NOT be change. The planned end date should not be more than 5 years in the future and should be on or before 31st July in the academic year in which the learning aim is planned to end (e.g. for one year courses, such as AS levels which started in August / September 2011, the planned end date should be 31st July 2012). The planned date is used to identify the cohort of learners in the calculation of success rates, so it is important that this date is in the correct academic year.

4.9.4 Learning Aim Status

This should reflect the status of the learning aim at the time for the Autumn Census. There are four possible values as shown in the table below:

Code	Description
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

Learning Aim Status will have a default value of “1” - “the learner is continuing or intending to continue the learning activities leading to the learning aim”.

4.9.5 Learning Aim Actual End Date

The date that the learner completed the learning activities necessary to achieve the learning aim or the date they withdrew or transferred from the learning activities. This should include time for examinations and assessment. Unless a learner has completed, withdrawn or transferred to another learning aim prior to the Census Day then the Learning Aim Actual End Date should be left blank.

4.9.6 Learning Aim Result

This is the result of the overall examination / assessment associated with the completed learning aim. It is a free text field but its content may be checked against the following table:

Code	Description
*, A to G, N, U, X, Y; a combination of two letters in the range A to G; a combination of * and letters in the range A to G; or **; AA*, A*A or A*A*	
01-45 followed by either an 'F' or a 'P' e.g. 01F or 45P	
PA	Pass
ME	Merit
DS	Distinction
CR	Credit
FL	Fail
01-99	Numeric value
FI	First class honours
SU	Upper second class honours
SL	Lower second class honours
SE	Undivided second class honours
TH	Third class honours
FO	Fourth class honours
UH	Unclassified honours
OR	Ordinary
GN	General
DS	Distinction
The following should be used to record basic skill diagnostic assessments only	
LN	Level 2 (no need)
L2	Need at level 2
L1	Need at level 1
E3	Need at entry 3
E2	Need at entry 2
E1	Need at entry 1
The following should be used to record the level of achievement for entry level qualifications	
EL1	Achievement at entry level 1
EL2	Achievement at entry level 2
EL3	Achievement at entry level 3
The following should be used to record the overall grade for BTEC National Certificates where two grades are issued	
	Any combination of two of the letters P, M and D e.g. PP, MP, MD, DD

Code	Description
	The following should be used to record the overall grade for BTEC National Diploma where three or four grades are issued
	Any combination of three or four of the letters P, M and D e.g. PPP, MPP, MPPM
	The following should be used to record the CACHE Level 3 Diploma in Child Care and Education
	Any combination of three of the letters A, B, C, D or E e.g. AAA, BBA, CCB, DDC, EED
	The following should be used to record the Pre-U Certificate
	D1, D2, D3, M1, M2 or M3
OTH	Other grade not included on the list above

4.9.7 Learning Aim Outcome

This indicates the outcome of the learning aim as determined by the school. There are three possible values as shown in the table below:

Code	Description
1	Pass
2	Fail
3	Result not known

Learning Aim Outcome will have a default value of “3” - “Result now known”.

Before recording details of learning aims for individual students, it is suggested that schools produce a list of the qualifications which they will be providing. This school list will then be used for allocating specific learning aims to students.

Each qualification in the school list will be identified by a:

- Qualification Accreditation Number (QAN):
- Learning Aim Start Date (the date the learning activities for the qualification will start in the school); and
- Learning Aim Planned End Date (the date the learning activities for the qualification are due to be completed in the school).

“Learning activities” includes any examination or other method of assessment.

Schools will need to use the QAN Web Services website (QWS) - <https://collectdata.education.gov.uk/qwsweb/default.aspx> - to identify the correct QAN for each learning aim.

Although they are not collected in the School Census, schools may also wish to record discount codes which are used to classify qualifications by subject area. These are also available via QWS. On occasion they distinguish between qualifications with the same QAN. For example, a QAN for Art and Design might cover qualifications in Fine Art, Photography and Art History, each of which has a separate discount code. If a school is teaching two or more qualifications that share a

QAN, the school should record in their system the different discount codes for each of these qualifications. This will be especially important where an individual pupil is doing more than one of the qualifications that share the same QAN.

At the beginning of a learning aim, typically at the start of the academic year, for each learning aim that a pupil is undertaking, schools will be expected to enter details for each one undertaken by a student, using the school list. This will include those courses starting in the current and those continuing from the previous academic year(s).

Throughout the academic year the actual end date and status of the learning aim should be updated on an event driven basis. If the Learning Aim Status is continuing (the default value) then the Learning Aim Actual End Date should be left blank. If the learner has completed, withdrawn or transferred from the learning aim then the Learning Aim Actual End Date should reflect the date the status changed.

For the Autumn School Census, for those learning aims that have been completed and for which awarding bodies have provided results, schools should return the QANs provided by awarding bodies, regardless of whether or not there is already a QAN in their MIS. There is no need for schools to check these against QWS. Data for the following learning aims will not appear on awarding body data and schools will need to access QWS and ensure the up to date QAN is returned for any learning aims that:

- Learners withdrew or transferred from
- Have been completed but for which an awarding body has not provided a result e.g. because the learning aim is assessed by the school itself
- Are continuing

For completed learning aims, the Learning Aim Result should be the result of the overall examination or assessment e.g. A, A*, distinction, provided by awarding bodies. In some school systems it may be possible to populate this field by data feeds provided by awarding bodies typically in August.

The Learning Aim Outcome (pass, fail and result not known) will be dependent on the results data provided to schools by awarding bodies. There may be some learning aims, for example some diplomas, where results data are not provided by awarding bodies because they are assessed by schools themselves. In these cases the schools will need to make a judgement themselves about whether the learning aim was passed or not and enter this information. To help schools determine which results equate to a pass or a fail, the Department will publish a table showing for each QAN the results that would be considered to be a pass.

If a school appeals against a result given by an awarding body and the result of the appeal is received back by the school before / during the collection period, then the revised result and/or outcome should be included in the return. If the appeal result is unknown at the time of the collection then:

- (a) If the initial result being appealed equated to an outcome of fail, schools should return “result not known” for the Learning Aim Outcome and leave the Learning Aim Result blank
- (b) If the initial result being appealed equated to an outcome of pass, schools should return “pass” for the Learning Aim Outcome and the result provided by the awarding body for the Learning Aim Result

Performance funding and success rates for all qualifications, including AS levels, will be calculated according to when the qualifications are due to end (i.e. the Planned End Date), regardless of whether or not they are cashed in (claimed). Any AS levels that have a Planned End Date one year after the Learning Aim Start Date that are not cashed in will be treated as fails for funding and success rate purposes. If a learner continues their study beyond the Planned End Date entered at the start of the learning aim, the Planned End Date must not be changed.

5 SCHOOL LEVEL

5.1 Survey Reference Date

The survey reference dates are:

2012-01-19 (Spring Census)

2012-05-17(Summer Census)

2012-10-04 (Autumn Census)

These should be automatically input by your MIS, but ought to be variable to allow for alternative dates where there are special circumstances (as described in section 2.1).

5.2 School Characteristics module

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

5.2.1 LA Number

A three digit code that identifies a particular LA. The LA number represents the LA responsible for maintained education.

The LA numbers can be found at codeset D00004 in the Common Basic Data Set at: <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/a0058744/common-basic-data-set-cbds-database>

5.2.2 DfE Establishment Number

The DfE Establishment Number is a four digit reference number allocated to each school. You can check your DfE Establishment Number by accessing <http://www.edubase.gov.uk/home.xhtml>

5.2.3 School Name

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

5.2.4 School Phase

This code indicates the phase of education offered by your school. SS is the code for secondary schools (including City Technology Colleges) and MS is the code for middle deemed secondary schools - See codeset in Section 7.

Academies should use the phase appropriate to their establishment number. For example, if the Academy has an Establishment Number appropriate for a Secondary school (within the number ranges below) then they should return under the Secondary phase.

4000-4899 Maintained Secondary (including Middle deemed Secondary)
4900-4999 Sixth Form Consortiums
5400-5499 Maintained Secondary schools
5900-5949 Maintained Primary and Secondary Schools

Traditional Sponsor-led Academies (i.e. those with Establishment Numbers in the range of 6905-6999) should return under the secondary phase.

5.2.5 School Type

This code indicates which type of educational establishment the school is (See codeset in Section 7).

Please note that all Academies should be recorded on the School Census with School Type '49'. This means that any 'maintained schools' which have converted to an Academy or have become a 'sponsored led' Academy will need to update their School Type to '49' in their MIS.

5.2.6 Minimum Year Group

This is the lowest year group for which the school customarily makes provision. Exceptional pupils / situations e.g. 'early entry' or 'held back' should not influence these values (See codeset in Section 7)

5.2.7 Maximum Year Group

This is the highest year group for which the school customarily makes provision. Exceptional pupils / situations e.g. 'early entry' or 'held back' should not influence these values (See codeset in Section 7)

5.2.8 Intake Type

This code denotes the policy for admitting pupils to the establishment and is decided by the school in conjunction with the LA.

If the school has no specific criteria for offering a place then COMP should be recorded. This means comprehensive in the sense 'of broad scope', which includes pupils being in a certain catchment distance area from the school. If a school has more than one criterion for offering a place e.g. 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.

5.2.9 Governance

This code specifies the governance of the school as indicated on a school's Instrument of Government.

Please note that **all Academies** should be recorded on the School Census with Governance of 'CA'. This means that any 'maintained schools' which have converted to an Academy or have become a 'sponsored led' Academy will need to update their Governance to 'CA' in their MIS.

5.2.10 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, e.g. 'head@' or 'office@'. It would not normally be one that identifies a particular individual by name. This email address may be used for future DfE correspondence.

5.2.11 School Telephone Number

This should be the main school telephone number which is used for official purposes - please ensure the number is recorded including the area code.

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

5.3 School Location module

Address Options

5.3.1 SAON

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

5.3.2 PAON

Dwelling name and/or number.

5.3.3 Street

Street name or street description.

5.3.4 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.

5.3.5 Post Town

The Post Office usually assigns these based on Sorting Office.

5.3.6 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.

5.3.7 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.

5.3.8 Postcode

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

Or

5.3.9 Address Line 1

First Line of Address

5.3.10 Address Line 2

Second Line of Address

5.3.11 Address Line 3

Third Line of Address

5.3.12 Address Line 4

Fourth Line of Address

5.3.13 Address Line 5

Fifth Line of Address

5.3.14 Postcode

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

5.4 Admission Appeals module

This module contains information about admissions appeals and data is only required from Secondary and Middle deemed Secondary schools who were responsible for their own admission appeals against non-admission during the 2010/11 academic year (i.e. Only Voluntary Aided and Foundation schools with Governance codes of 'VA' or 'FO' respectively).

For 2012, this module is also being extended to allow Academies (Governance = CA) to return admission appeals. Although the changes to the validation rules mean that all Academies will be able to complete this module, DfE would only expect to receive such information from converter Academies that were previously Voluntary Aided or Foundation Schools when the admission appeals were lodged. **Those Academies which were not Voluntary Aided or Foundation Schools at the time of the appeals should not complete this module.**

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 to the school in 2010/11

5.4.1 Admission appeals lodged

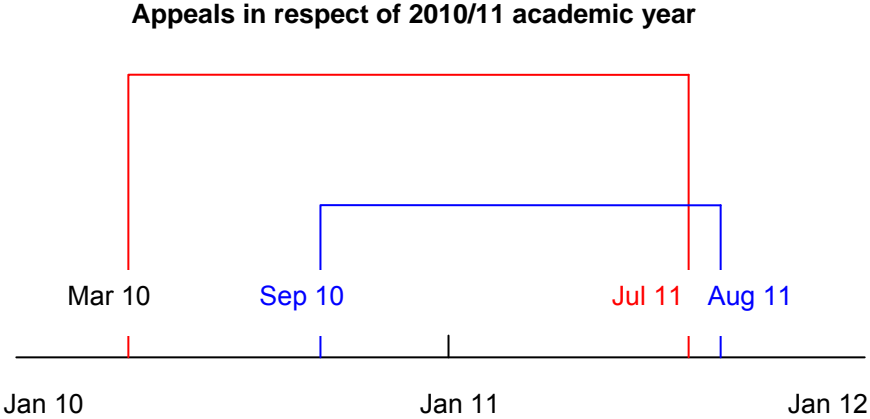
Total number of admission appeals lodged by parents between March 2010 and July 2011 against non-admission to the school at any time in the academic (admission) year between September 2010 and August 2011 as shown in the diagram below.

The following should be **included**:

- Appeals lodged as “refusal to admit for academic year 2010/11” regardless of when the appeal is lodged, 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 as “refusal to admit for academic year 2011/12” regardless of when the appeal is lodged



5.4.2 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).

5.4.3 Admission appeals heard by Independent Admission Appeals Panel

Total number of admission appeals heard by an independent appeals panel.

5.4.4 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.

5.4.5 Admission appeals heard by Independent Admission Appeals Panel - Rejected

Total number of admission appeals rejected by an independent appeals panel.

5.5 Class Information module

Details are required of all classes running at the selected time on the Spring Census Day (19th January 2012). The 'selected time' is based on the last digit of a school's DfE establishment number as follows:

4,7,8 or 9	The selected time is one hour / period before the end of morning school
0,1 or 5	The selected time is one hour / period after the start of afternoon school
2,3 or 6	The selected time is one hour / period after the start of morning school

If the selected time is not appropriate to the school timetable (for example, if the selected time is when the whole school or a large proportion of the school is in an assembly with the head teacher) schools should choose an hour / period that reflects a 'normal' class situation that applies at the selected time each Thursday of the term (see Section 2.1) Do not record unusual situations (such as class amalgamation or school closure) which may have occurred on the Census Day due, for example, to staff training or absence, severe weather conditions or religious observances.

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

This module will be collected in the **Spring Census only**.

5.5.1 Class Reference Number

This is the Class Name and can be any character string up to 30 characters.

5.5.2 Number of Teachers in the Class

This is the number of teaching staff taking the class. Include all qualified or unqualified teachers - exclude those wholly or mainly providing support to individual pupils.

5.5.3 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.

5.5.4 Class Year Group

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 (See codeset in Section 7).

5.5.5 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.

5.5.6 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.

5.6 Pupil Reconciliation module

This module will be collected in the **Spring Census only**.

The purpose of this 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).

5.7 Miscellaneous module

This module will be collected in the Spring Census only.

5.7.1 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.

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 DfE Helpline on 01325 392626 which they will be able to contact for further advice.

This document is posted on the DfE website at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/a0076969/school-census-2012>

6 CODESETS - PUPIL LEVEL

Pupil Gender	
M	Male
F	Female

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 Privacy Notices (Data cannot be shared with Connexions)
SNR	Sought, No Reply - school has sent out Privacy Notices, but has received no reply from parent or guardian (Data can be shared with Connexions)

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	Special schools only
7	Boarder, seven nights a week	Special schools only
N	Not a boarder	

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 Disability Type	
NCOL	Not Collected (the default value)
NONE	No disability
MOB	Problems with Mobility
HAND	Problems with Hand Function
PC	Problems with Personal Care
EAT	Problems with Eating and Drinking
MED	Problems with Medication
INC	Problems with Incontinence
COMM	Problems with Communication
LD	Problems with Learning
HEAR	Problems with Hearing
VIS	Problems with Vision
BEH	Problems with Behaviour
CON	Problems with Consciousness
AUT	Problems with ASD / Aspergers
DDA	Problems with Palliative Care Needs
OTH	Other Disability / Health Problem

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)	
I	Authorised absence due to illness (NOT medical or dental etc appointments)
M	Authorised absence due to medical / dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
H	Authorised absence due to agreed family holiday
F	Authorised absence due to agreed extended family holiday
E	Authorised absence as pupil is excluded, with no alternative provision made
C	Authorised absence as pupil is absent due to other authorised circumstances
D	Dual registered (at another establishment) - not counted in possible attendances **
G	Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday
U	Unauthorised absence as pupil arrived after registers closed
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances

** Not included in School Census

Language Code List					
Descriptor	Full Code List				
Acholi	ACL		Chinese (Mandarin / Putonghua)	CHIM	
Adangme	ADA		Chokwe	CKW	
Afar-Saho	AFA		Cornish	CRN	
Afrikaans	AFK		Chitralli / Khowar	CTR	
Akan / Twi-Fante	AKA		Chichewa / Nyanja	CWA	
Akan (Fante)	AKAF		Welsh / Cymraeg	CYM	
Akan (Twi / Asante)	AKAT		Czech	CZE	
Albanian / Shqip	ALB		Danish	DAN	
Alur	ALU		Dagaare	DGA	
Amharic	AMR		Dagbane	DGB	
Arabic	ARA		Dinka / Jieng	DIN	
Arabic (Any Other)	ARAA		Dutch / Flemish	DUT	
Arabic (Algeria)	ARAG		Dzongkha / Bhutanese	DZO	
Arabic (Iraq)	ARAI		Ebira	EBI	
Arabic (Morocco)	ARAM		Edo / Bini	EDO	
Arabic (Sudan)	ARAS		Efik-Ibibio	EFI	
Arabic (Yemen)	ARAY		Believed to be English	ENB	*
Armenian	ARM		English	ENG	*
Assamese	ASM		Esan / Ishan	ESA	
Assyrian / Aramaic	ASR		Estonian	EST	
Anyi-Baule	AYB		Ewe	EWE	
Aymara	AYM		Ewondo	EWO	
Azeri	AZE		Fang	FAN	
Bamileke (Any)	BAI		Fijian	FIJ	
Balochi	BAL		Finnish	FIN	
Beja / Bedawi	BEJ		Fon	FON	
Belarusian	BEL		French	FRN	
Bemba	BEM		Fula / Fulfulde-Pulaar	FUL	
Bhojpuri	BHO		Ga	GAA	
Bikol	BIK		Gaelic / Irish	GAE	
Balti Tibetan	BLT		Gaelic (Scotland)	GAL	
Burmese / Myanma	BMA		Georgian	GEO	
Bengali	BNG		German	GER	
Bengali (Any Other)	BNGA		Gogo / Chigogo	GGO	
Bengali (Chittagong / Noakhali)	BNGC		Kikuyu / Gikuyu	GKY	
Bengali (Sylheti)	BNGS		Galician / Galego	GLG	
British Sign Language	BSL		Greek	GRE	
Basque / Euskara	BSQ		Greek (Any Other)	GREA	
Bulgarian	BUL		Greek (Cyprus)	GREC	
Cambodian / Khmer	CAM		Guarani	GRN	
Catalan	CAT		Gujarati	GUJ	
Caribbean Creole English	CCE		Gurenne / Frafra	GUN	
Caribbean Creole French	CCF		Gurma	GUR	
Chaga	CGA		Hausa	HAU	
Chattisgarhi / Khatahi	CGR		Hindko	HDK	
Chechen	CHE		Hebrew	HEB	
Chinese	CHI		Herero	HER	
Chinese (Any Other)	CHIA		Hungarian	HGR	
Chinese (Cantonese)	CHIC		Hindi	HIN	
Chinese (Hokkien / Fujianese)	CHIH		Iban	IBA	
Chinese (Hakka)	CHIK		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	
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	
Luxembourgish	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 / Julia	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	*
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	
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	
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.**

Learning Aim Status	
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

Learning Aim Outcome	
1	Pass
2	Fail
3	Result not known

7 CODESETS - SCHOOL LEVEL

School Phase	
NS	Nursery
PS	Primary
MP	Middle (Deemed Primary)
MS	Middle (Deemed Secondary)
SS	Secondary
SP	Special
EY	Early Years Settings
PR	Pupil Referral Unit
XX	Multiple Phases (Not Middle, Special or Pupil Referral Units)
NO	No Establishment (for children not on any establishment roll)

School Type	
01 = First school, 5-8	30 = Senior Comprehensive, 13-18, optional transfer
02 = First school, 5-9	31 = Senior Comprehensive, 13-18, automatic transfer
03 = First school, 5-10	32 = Senior Comprehensive, 14-18, optional transfer
04 = First and Middle school, 5-12	33 = Senior Comprehensive, 14-18, automatic transfer
05 = Middle school, 8-12, deemed Primary	36 = Non-Comprehensive Secondary - Modern
06 = Middle school, 9-13, deemed Primary	37 = Non-Comprehensive Secondary - Grammar
07 = Middle school, 9-13, deemed Secondary	38 = Non-Comprehensive Secondary - Technical
08 = Middle school, 10-13, deemed Secondary	39 = Non-Comprehensive Secondary - Other
09 = Comprehensive Upper school, 12-15/16	41 = Middle school, 10-14, deemed Secondary
10 = Comprehensive Upper school, 12-18	42 = First school, 5-7
11 = Comprehensive Upper school, 13-16	43 = First school, 7-10
12 = Comprehensive Upper school, 13-18	44 = Comprehensive Upper school, 14/15-18
16 = Infant school, 5-7/8	45 = Middle school, 9-12, deemed Primary
17 = Junior school, 7/8-11	46 = Comprehensive, Middle and Upper, 10-16
18 = Infant and Junior school, 5-11	47 = City Technology College
21 = Comprehensive all-through, 11-16	48 = Comprehensive Upper school, 11-16
22 = Comprehensive all-through, 11-18	49 = Academies
25 = Junior Comprehensive, 11-13, automatic transfer	50 = Maintained nursery
26 = Junior Comprehensive, 11-14, automatic transfer	51 = Direct grant nursery
27 = Junior Comprehensive, 11-16, optional transfer at 13	52 = Special schools
28 = Junior Comprehensive, 11-16, optional transfer at 14	53 = Hospital special school
29 = Senior Comprehensive, 13-16, automatic transfer	

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	Maximum Year Group and minimum Year Group data items do not include these values
X*	National Curriculum not followed - available only for special schools where pupils are not following a particular NC Year	

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
CA	Academy

8 Links to relevant websites

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

<http://www.opsi.gov.uk/si/si2006/20061751.htm>

For information on schools' LA and establishment codes

<http://www.edubase.gov.uk/home.xhtml>

For information about unique pupil numbers

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/upn/a0064607/upn-policy-and-practice-guidance>

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

<http://www.education.gov.uk/escs-isb/standardslibrary/a0077051/ethnicity-data-standard>

For a full list of LA codes see codeset D00004 in the Common Basic Data Set

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/a0058744/common-basic-data-set-cbds-database>

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

<http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/qttl/vulnerable-children/legislative-framework/promoting-achievement>

For information on absence / attendance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendance/a009991/absence-data>

For information on the SEN Code of Practice

<http://www.education.gov.uk/schools/pupilsupport/sen/guidance/a0013160/the-sen-code-of-practice>

For guidance on data collection by type of special educational need

<http://www.education.gov.uk/schools/pupilsupport/sen/data/a0013057/data-collection-by-type-of-sen>