



Department
for Education

School census spring and summer 2014 guide for maintained nursery schools

**Instructions for preparing for and
completing the school census 2014 for
maintained nursery schools in England**

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Version history

This gives details of any changes made to the content of this document from the 2013 School Census and any subsequent changes made to the first published version.

1.1	Updated guidance for 'Adopted from Care'	Melanie Armstrong January 2014
1.0	<p>Document reformatted to conform to Departmental publication guidelines.</p> <p>All dates updated throughout the document.</p> <p>Master document produced to include content for all phases. Sections that are not included for all phases are clearly marked with yellow highlights.</p> <p>1.1 Purpose of this document</p> <ul style="list-style-type: none"> ▪ inclusion of PRUs and all-through schools <p>1.2.1 Change in scope – inclusion of PRUs</p> <p>1.2.2 New data items</p> <ul style="list-style-type: none"> ▪ top-up funding indicator ▪ adopted from care ▪ code of all-through for school phase <p>1.2.3 Existing data items</p> <ul style="list-style-type: none"> ▪ funded hours and hours at setting <p>1.3 Which schools will participate in the School Census?</p> <ul style="list-style-type: none"> ▪ addition of studio schools, university technical colleges, all-through schools and PRUs <p>4.3.6 Funded hours</p> <ul style="list-style-type: none"> ▪ Updated to reflect the specification <p>4.3.7 Hours at setting</p> <ul style="list-style-type: none"> ▪ Updated to reflect the specification <p>4.3.10 Top-Up Funding Indicator</p> <ul style="list-style-type: none"> ▪ Information added about this new data item <p>4.3.11 Adopted from Care</p> <ul style="list-style-type: none"> ▪ Information added about this new data item <p>5.2.4 School Phase</p> <ul style="list-style-type: none"> ▪ Addition off all-through ▪ Explanation of why correct phase must be selected ▪ List of phases and estab number ranges added – is this useful? 	Melanie Armstrong, EDD, August 2013

	<p>7 Codesets – Pupil Level</p> <ul style="list-style-type: none">▪ Adopted from care codeset added▪ Clarification of which codes can be used for national curriculum year group <p>Section on links to relevant websites removed as these are given in the relevant places in the document.</p>	
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1. Introduction

1.1 Purpose of this document

This document is aimed at local authority maintained nursery schools so that they:

- understand the rationale behind and purpose of the School Census
- are able to populate their systems with the required data at pupil and school level
- are able to keep their data up to date during the year, and
- are able to complete the 2014 Spring and Summer School Census returns

It is envisaged that this document will be used as a handbook for data collected and stored in schools' management information systems (MIS) throughout the year, rather than just as guidance on census days.

Separate guides are produced for each of the following types of schools: nursery, primary, secondary, all-through, special schools and PRUs and these can be found on the [Department's website](#).

Local authorities (LAs) may choose to use it directly with their schools, or amend to suit their local needs as appropriate. Software suppliers may also find it a useful reference document.

1.2 Main Changes from School Census 2013

1.2.1 Change in scope – inclusion of PRUs

There will be no PRU Census from spring 2014 onwards but PRUs (including alternative provision academies and free schools) will be required to submit termly data as part of the School Census.

1.2.2 New data items

Top-up funding indicator

A true/false flag to indicate those pupils on roll on census day for whom a school receives top-up funding from the local authority or in the case of a PRU the top-up funding could be from a local authority or a school. Top-up funding is supplied by local authorities from their high needs budget directly. In the case of PRUs the top-up funding will come from a local authority's high needs budget directly or through schools. In both cases the top-up funding relates to individual pupils and the time they are in the school or PRU, and is to meet the costs of their support which are additional to the support costs expected to be met from the school or PRU budget share.

Adopted from care

This data item will identify those children on roll on census day who were looked after immediately before adoption, being placed on a special guardianship or residence order. It will be up to those who have parental responsibility (adoptive parents, special guardians and carers of former looked after children on residence orders) to decide if they wish schools to know whether such children have been adopted, or are under a special guardianship order or a residence order.

Code of all-through for school phase

All-through has been added to the codeset for school phase to allow schools that make provision for pupils aged under 7 and over 14 to identify themselves correctly and to be able to submit all the required data for all their pupils in the School Census. Schools should select the phase shown below that is appropriate to them for the School Census.

School Phase	Code	Notes
Nursery	NS	Includes those with maintained or direct grant status
Primary	PS	
Middle (deemed primary)	MP	
Middle (deemed secondary)	MS	
Secondary	SS	
All-through	AT	Excludes PRUs and special schools
Special	SP	Maintained and non-maintained special schools, including hospital special schools and academy special schools
PRUs	PR	Includes AP academies and AP free schools

1.2.3 Changes to existing data items

Funded hours and hours at setting

Funded hours and hours at setting will be required for all children aged 2 as at 31 December 2013 in the spring and summer Census collections. Previously these were only collected for those with SEN and rising 3s (those aged 2 years at 31 August but are 3 by 31 December).

1.3 Which schools will participate in the School Census?

The School Census covers information to be provided to the Department by maintained nursery, primary, middle, secondary, all-through and special schools (including hospital schools), PRUs, City Technology Colleges (CTCs) and academies (including free schools, studio schools and university technical colleges) in England. Non-maintained special schools are also required to participate in the School Census.

Local authority maintained PRUs and alternative provision (AP) academies (including AP free schools) in England are to make termly School Census returns from Spring 2014. In previous years there has been a separate annual PRU Census which has now been discontinued following the decision to include PRUs in the School Census.

Service Children Education schools, both primary and secondary, may participate on a voluntary basis.

There is no independent school participation in the 2014 School Census. Independent schools and general hospital schools will continue to provide data via the existing School Level Annual School Census (SLASC) collection.

Individual level returns will be provided for children in early years settings (private, voluntary and independent) and alternative provision but not as part of this School Census. Separate requirements and guidance documentation are issued for the [Early Years Census](#) and [Alternative Provision Census](#).

1.4 Rationale behind the School Census 2014

The following factors are the business drivers behind the School Census 2014:

- 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 \(CBDS\)](#).

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 local authorities 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 local authorities 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](#).

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 termly Census. Your school's MIS software will be able to extract the relevant data items for each Census. Details of the data items required for the 2014 Spring and Summer School Census returns are given in this document. A separate guide for the data items required for the 2014 Autumn and 2015 Spring and Summer School Census returns will be published at a later date.

2. Completing the School Census

2.1 Census Dates

Every maintained nursery school in England is required to complete census returns, one each term. This document provides a guide to the information required in the 2014 Spring and Summer Census returns. A separate document will provide a guide to the information required in the 2014 Autumn School Census and the 2015 Spring and Summer School Census collections. In the case of local authorities and schools that operate six term years, the Census collection will be every other term.

The 2014 Spring and Summer Census dates are as follows:

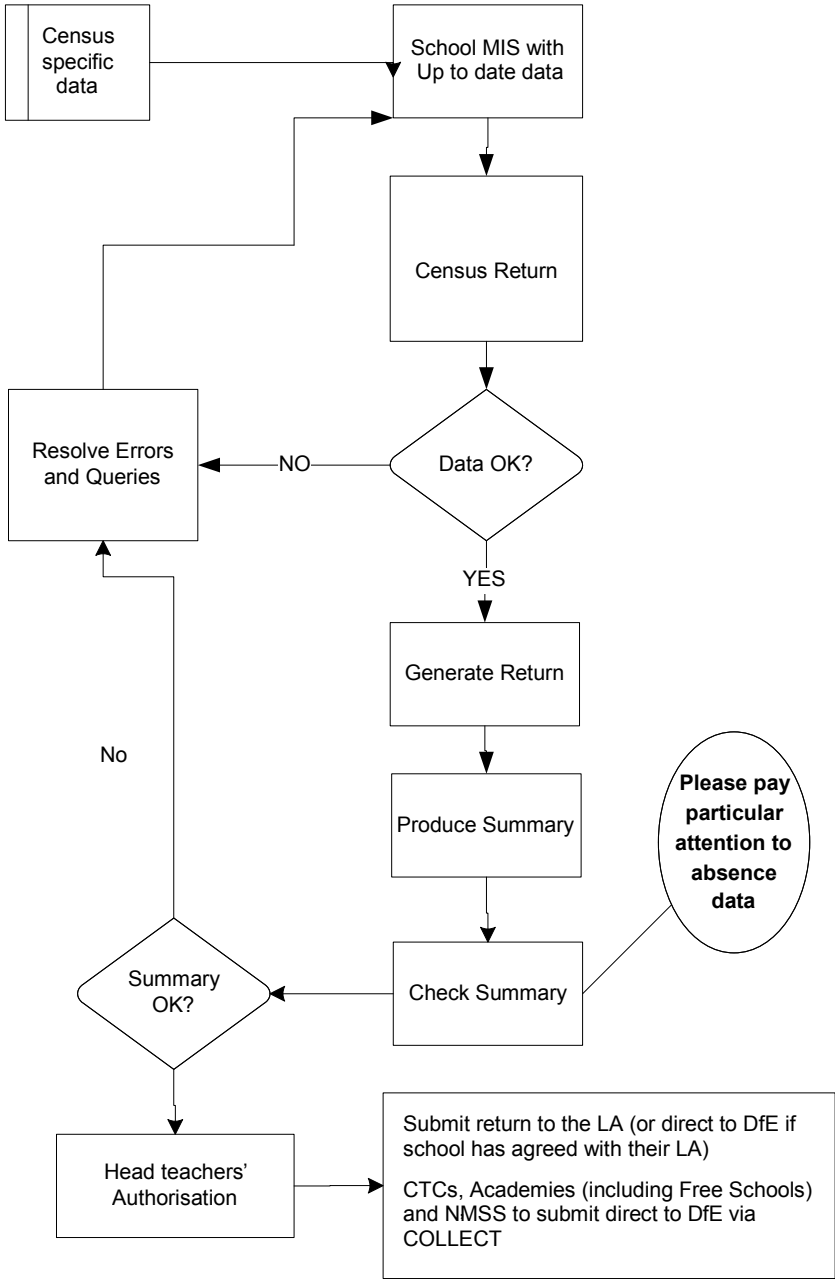
- third Thursday in January - 16 January 2014
- third Thursday in May – 15 May 2014

2.2 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 / local authorities 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.

2.3 Process diagram

The following process diagram shows the steps that need to be taken to produce, check, authorise and send each census return.



2.4 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, and exclusions 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.

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)
<ul style="list-style-type: none"> ▪ All pupils on the register on the census day 	<ul style="list-style-type: none"> ▪ All pupils on the register on the census day

2.4.1 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.

The registration of pupils is governed by:

- [Section 434 of Education Act 1996](#) which specifies that all persons who are pupils at the school must be registered – and
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#) and subsequent amendment [Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2011](#). 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.

The count on census day includes all pupils whose enrolment status is:

- C (Current - Single registration at this school);
- M (Current Main - Dual registration); or
- S (Current Subsidiary - Dual registration)

The count excludes any pupil whose enrolment status is G (Guest - pupil not registered at the school but attending some sessions or lessons).

Please note 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 if they were:

- 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; or
- 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 as being on roll on census day on your School Census return.

2.4.2 School Identifier

The DfE School Number is required as the identifier for the school and comprises a three digit LA code and a four 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 [Edubase](#).

2.5 Census specific data

Depending on their local arrangements and software systems, schools may need to manually complete some modules at the point of completing the Census return e.g. funded hours. Instructions as to which data items are required for each of the School Census collections are given in Section 3.

2.6 Validation

Census data is used by the DfE policy divisions, other government departments, local authorities, 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 local authorities and the 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 local authorities and the DfE that the error is acceptable.

Schools' MIS software will report most validation errors and queries. If the DfE makes late changes to validations then commercial software suppliers may not be able to include such 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 and late changes to an absolute minimum.

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 local authorities or the DfE will question queries it is also essential to investigate them, and to amend the data as necessary.

2.7 Generating the School Census return and data checks

These completion notes should be read in conjunction with the documentation provided by your software supplier and, for local authority maintained schools, any software specific School Census user guide available from your local authority.

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 local authority for advice. If you do not take MIS/ICT support from the local authority, 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.

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 local authority and/or the Department. Whilst the Department will endeavour to update guidance if there are any changes to codesets the definitive list of codesets can be found in the [CBDS](#).

2.8 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. This is the school's only opportunity to check its Census data before it is used by DfE for funding purposes.
- if the summary report 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 report 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 meal eligibility or the number of pupils with SEN.

DfE also recommends that the school summary report is compared to the one for the previous term or year to highlight any anomalous data between the respective Census collections. It is vital for a school to check the accuracy of data in this summary report 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 are submitted in each Census, the contents of the school summary report will also be different for each termly Census.

2.9 Authorisation by head teacher

Once the School Census data have been submitted to the DfE, either directly (for non-maintained special schools 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 report to satisfy local audit purposes if they so choose.

2.10 Sending the School Census return

Any queries about this process should be directed to the DfE Service Desk by completing the data collections service request form available under 'Contact Us' on the [Department's website](#).

2.10.1 Maintained schools

Once the return has been authorised by the head teacher, it should be made available to the LA or the 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.

2.10.2 School Census return dates

The deadline for all School Census returns to reach the Department is provided in the table below.

LA maintained schools will need to consult their individual local authorities 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 the DfE.

Data Collection	Census Day	Deadline for returns
Spring Census	Thursday 16 January 2014	Wednesday 12 February 2014
Summer Census	Thursday 15 May 2014	Wednesday 11 June 2014

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 collected in the School Census 2014 have been grouped into modules as follows:

Pupil level (section 4)	School level (section 5)
Pupil identifiers	School characteristics
Pupil characteristics	School location
Pupil status	Miscellaneous
Special educational needs	
Home information	

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 2013/14 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 7 and 8.

3.1 What will be collected when?

3.1.1 Pupil level

The table below shows the individual pupil level data items collected in the spring and summer census collections. “On” signifies that the data item is required for pupils on roll on census day, “Off” for those no longer on roll on census day but for whom some data is required, “B” for all pupils, both those on and off roll. “x” means not required for the Census indicated. Further information about the data items is given in section 4.

Ref	Data item	xml tag	Spring	Summer
Pupil identifiers module				
100001	Unique Pupil Number (UPN)	UPN	On	On
100002	Pupil's Former UPN	FormerUPN	On	On
100003	Pupil Surname	Surname	On	On
100004	Pupil Forename	Forename	On	On
100006	Pupil Middle Names	MiddleNames	On	On
100009	Pupil former Surname	FormerSurname	On	On
100011	Pupil Preferred Surname	PreferredSurname	On	On
100007	Pupil Date of Birth	DOB	On	On
100008	Pupil Gender	Gender	On	On
Pupil characteristics module			<input type="checkbox"/>	<input type="checkbox"/>
100484	Free School Meal Eligibility Start Date	FSMstartDate	On	On
100485	Free School Meal Eligibility End Date	FSMendDate	On	On
200634	Country of UK	UKcountry	On	On
100330	Service Children in Education Indicator	ServiceChild	On	*
100290	Funded Hours	FundedHours	On	On
100291	Hours at Setting	HoursAtSetting	On	On
100511	Top Up Funding Indicator	TopUpFunding	On	On
100512	Adopted from Care	AdoptedFromCare	On	On
Pupil status module				
100060	Pupil Enrolment status	EnrolStatus	On	On
100063	Pupil Date of Entry	EntryDate	On	On
100065	Pupil Part-time Indicator	PartTime	On	On
100067	Pupil Boarder Indicator	Boarder	On	On
100068	Pupil's Actual National Curriculum Year Group	NCyearActual	On	On
SEN module				
100472	Pupil SEN Provision (formerly stage)	SENprovision	On	On
100080	Pupil SEN Type ranking	SENtypeRank	On	*
100081	Pupil SEN Type	SENtype	On	*
100075	Member of SEN Unit (sometimes called special class) indicator	SENunitIndicator	On	*
100076	Member of resourced provision indicator	ResourcedProvisionIndicator	On	*
Home information module				
100103	SAON	SAON	On	On
100109	PAON	PAON	On	On
100115	Street	Street	On	On
100116	Locality	Locality	On	On
100117	Town	Town	On	On
100118	Administrative Area	AdministrativeArea	On	On
100119	Post Town	PostTown	On	On
100121	Postcode	PostCode	On	On

Ref	Data item	xml tag	Spring	Summer
100128	Address Line 1	AddressLine1	On	On
100129	Address Line 2	AddressLine2	On	On
100130	Address Line 3	AddressLine3	On	On
100131	Address Line 4	AddressLine4	On	On
100132	Address Line 5	AddressLine5	On	On

3.1.2 School Level

The table below shows the school level data items collected in the spring and summer census collections. “✓” signifies that the data item is required for and “x” that it is not. Further information about the data items is given in section 5.

Ref	Data item	xml tag	Spring	Summer
School characteristics module				
200039	School Name	SchoolName	✓	✓
200638	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	✓	✓
School location module				
200089	Sub-dwelling	SAON	✓	x
200090	Dwelling	PAON	✓	x
200091	Street	Street	✓	x
200092	Locality	Locality	✓	x
200093	Town	Town	✓	x
200094	Administrative Area	AdministrativeArea	✓	x
200095	Post Town	PostTown	✓	x
200096	Postcode	PostCode	✓	x
200101	Address Line 1	AddressLine1	✓	x
200102	Address Line 2	AddressLine2	✓	x
200103	Address Line 3	AddressLine3	✓	x
200104	Address Line 4	AddressLine4	✓	x
200105	Address Line 5	AddressLine5	✓	x
Miscellaneous module				
200147	Free School Meals Taken	FreeMealsTaken	✓	x

4. Pupil Level

4.1 Survey reference dates

The survey reference dates (in the format yyyy-mm-dd) are:

- 2014-01-16 (Spring Census)
- 2014-05-15 (Summer Census)

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 2.2).

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 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 Annnnnnnnnnnn or AnnnnnnnnnnnA (for a temporary UPN) where A is a character and n is numeric. UPNs are generally produced automatically using routines programmed into the MIS software when a pupil first enters the maintained schools' sector in England or Wales. Temporary UPNs may only be issued as an interim measure until the permanent UPN is obtained. For further information see [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).

In exceptional circumstances a school may be unsure as to which gender should be recorded for a particular pupil. The advice from the Department is to record the gender according to the wishes of the pupil and/or parent.

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.

4.3 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 Free School Meal Eligibility

(a) Data collected

Each of the Census collections will require the inclusion of any periods of FSM eligibility since the previous Census for those pupils on roll on census day. The following three data items will be used to collect this information:

- FSM Eligibility Start Date
- FSM Eligibility End Date

- Country of UK (this will be system generated and will not require any data entry by schools)

These data items will be collected for pupils within the scope of the collections on roll on census day, and with any periods of FSM eligibility since the last Census i.e. those with:

- a) an FSM Eligibility Start Date on or before the current census day and no FSM Eligibility End Date (eligibility on-going on census day); or
- b) an FSM Eligibility End Date from the first day after the previous Census and on or before the current census day

In respect of b) for the 2014 Spring and Summer School Census returns the FSM Eligibility End Dates are as follows:

- Spring Census - between 4 October 2013 and 16 January 2014 inclusive
- Summer Census - between 17 January 2014 and 15 May 2014 inclusive

If schools have FSM eligibility flagged for a pupil in their systems they must make sure that their systems are updated to include an FSM Start Date ready for collection in the 2014 School Census and, if appropriate, transfer in Common Transfer Files (CTF).

Multiple FSM Eligibility Start and End Dates falling within the period should be returned where applicable. For example, if a pupil had been eligible for FSM from 1 September 2011 until 31 October 2013 and then became eligible again from 1 December 2013 then the following would be returned in the 2014 Spring Census:

For the first period of eligibility:

FSM Eligibility Start Date of 01/09/2011 and FSM Eligibility End Date of 31/10/2013;
and

For the second period of eligibility:

FSM Eligibility Start Date of 01/12/2013 and no FSM Eligibility End Date

(b) Pupil Premium Funding

The provision of additional funding to schools via the Deprivation Pupil Premium is directed to those pupils from deprived backgrounds and is based on their eligibility for Free School Meals (FSM).

Only pupils aged 4 and above in Reception to Year 11 (or aged 4 to 15 where National Curriculum year groups do not apply) are eligible for Pupil Premium funding. Pupils attending nursery schools or non-maintained special schools are not eligible for the Pupil Premium.

The terms under which the payment of Pupil Premium operates are set out in the Pupil Premium conditions of grant which are available on the [Department's website](#).

The provision of additional funding through the Pupil Premium only covers FSM eligibility in England. Any periods of FSM eligibility in any other country do not count when determining a pupil's eligibility for the Pupil Premium.

Each period of FSM eligibility will have a system generated Country of UK code attached to enable the Department to ensure that those pupils who have only experienced periods of FSM eligibility outside of England do not attract the Pupil Premium.

For periods of eligibility when a pupil was on roll at a school in England the Country of UK code will be 'ENG'. Pupils who were on roll at a school in Wales, Scotland or Northern Ireland will have been assigned a code of 'WLS', 'SCT' or 'NIR' respectively.

For periods of FSM eligibility that are open as at 1 January 2013 and for all subsequent periods thereafter, school management information systems should automatically populate the Country of UK with the appropriate code for the establishment at which the pupil is on roll. This data item is not expected to be in systems for periods of FSM eligibility that ended before 1 January 2013 but may be provided if known.

(c) Eligibility for Free School Meals

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

Periods of FSM eligibility for pupils should be recorded 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 School Meal but there is confirmation that they are no longer eligible and entitlement will be revoked then the period of eligibility should be ended (with the recording of an appropriate FSM Eligibility End Date).

[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. 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 2013 does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs*
- Guarantee element of State Pension Credit.

*A parent is entitled to the Working Tax Credit run-on payment for a further four weeks after they stop qualifying for Working Tax Credit. Their children are entitled to free school meals for the period that they are in receipt of this payment.

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

It is not 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.

See the frequently asked questions on the [pupil premium page](#) of the Department's website for further information.

(d) FSM Eligibility Checking Service

The FSM 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 ECS is only accessible by LAs, who use it on behalf of their schools to check pupils' entitlement to free meals. Academies are not able to access the ECS themselves and may not have easy access even when the LA in which they are based is using it. Some Academies have made arrangements with an LA (often for a fee) for them to check eligibility via the ECS on their behalf. The service available, and its cost, varies between LAs.

Some LAs also provide a web-based service which enables parents to check their own eligibility via the ECS. Parents of pupils attending academies can use, [myfreeschoolmeals](#), to check if their children are eligible for free school meals.

4.3.2 Service Children in Education Indicator

The Service Children Indicator will be used by the Department in determining the Pupil Premium allocations for schools and also to assist with identifying both the impact that being a Service child has on the education of a pupil and the impact that catering for large numbers of Service children has on individual schools. In the light of the above, it is essential that this data item is correctly recorded on the School Census.

Please note that data on individual pupils is not being shared with the Ministry of Defence (MoD).

The Service Children indicator recorded on the School Census indicates if a child has a parent or parents who is / 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.

Please note that the Territorial Army are not classed as the regular armed forces and, as such, these pupils should not be considered Service Children on the School Census.

The Service Children Indicator is only relevant to children whose parents are designated as Personnel Category 1 or 2 which are shown on [the GOV.UK website](#). However, all parents will be aware of their Personnel Category. From the above link you will see the following definitions:

Personnel Category 1 (PStat Cat 1)

Those in PStat Cat 1 will meet one of the following qualifying criteria:

A legally married member of the Armed Forces, who lives with their spouse, or who would do so but for the exigencies of the Armed Forces.

- a) A member of the Armed Forces, who is registered in a civil partnership in accordance with the Civil Partnership Act 2004, or is in a civil partnership under an overseas scheme recognised under that Act, and who lives with their

registered civil partner, or who would do so but for the exigencies of the Armed Forces.

Personnel Category 2 (PStat Cat 2)

Those in PStat Cat 2 will be a member of the Armed Forces who has parental responsibility within the terms of the Children Act 1989 for a child(ren) and who satisfies **all** of the following conditions:

- a) Can properly be regarded as the centre and prime mover in the life of the child(ren).
- b) Provides a home where they normally live with the child(ren) except where unable to do so for reasons attributable to their service in the Armed Forces.
- c) Provides, where the child(ren) is unable to care for itself, a child carer who can look after the child(ren) during their absences attributable to their service in the Armed Forces. The child carer must not be the other natural parent of the child(ren). The other natural parent should normally only have staying access to the child(ren) for an aggregate of 56 days in any 12 month period. Staying access greater than this may render the Service person ineligible for PStat Cat2 (these restrictions on access do not apply while on recognised Unaccompanied Duty).
- d) Accepts financial responsibility for the child(ren).

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.

4.3.3 Funded Hours

This data item records for pupils aged 2, 3 and 4 the total number of hours spent in education provision at the school which are funded under the free entitlement to education for under 5's. This information should be provided by all schools with relevant age children, except city technology colleges and non-maintained special schools. The data collected in the Spring Census will be used to determine the early year's block of the Dedicated Schools Grant allocation which the Department uses to fund local authorities for the provision of education.

Four year olds attract a maximum of 25 funded hours a week, and two and three year olds attract a maximum of 15 hours a week.

Funded hours should only include the hours the pupil spent in education provision and should exclude any hours of ‘childcare’ and breaks or extended schools services (e.g. breakfast clubs and after school clubs as they are not considered as education provision) where the pupils are not receiving education or any additional hours which are funded by other means e.g. the parent.

Children will become eligible for the free entitlement from the term following a child’s third birthday up until they reach compulsory school age, for every child, irrespective of background or family circumstances’ and for a specified subset of disadvantaged 2 year olds from the term following a child’s second birthday.

The table below shows the ages and dates of birth of children for whom funded hours are required.

Age range for Spring Census	Date of birth ranges	Maximum entitlement to funded hours
2 years at 31/12/2013 to 3 years at 31/08/2013	01/09/2009 and 31/12/2011 inclusive	15 hours
4 years at 31/08/2013	01/09/2008 and 31/08/2009 inclusive	25 hours
Age range for Summer Census	Date of birth ranges	Maximum entitlement to funded hours
2 years at 31/03/2014 to 3 years at 31/08/2013	01/09/2009 and 31/03/2012 inclusive	15 hours
4 years at 31/08/2013	01/09/2008 and 31/08/2009 inclusive	25 hours

For dually registered pupils, only record the funded hours spent in education at each school. The main registration should only include the funded hours spent in education at the main registration and the subsidiary registration should only include the funded hours spent in education at the subsidiary registration.

It is important that the funded hours recorded on the Census accurately reflect the hours at the setting, to the nearest 0.5, funded under the free entitlement to education for under 5’s. Examples of rounding to the nearest 0.5:

- 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

Further information on the free entitlement to early education (including the extension of the free entitlement to a specified subset of disadvantaged 2 year olds from

September 2013) is available on the department's website - [Early Education and Childcare](#).

4.3.4 Hours at Setting

Hours at setting are collected for the same pupils and schools for whom funded hours are collected – see above. This data item records for pupils aged 2, 3 and 4 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 other sources such as parents). This information 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. Examples of how to round to the nearest 0.5 are given in the funded hour's section.

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.

4.3.5 Top-Up Funding Indicator

This true/false flag is being introduced to indicate those pupils on roll on census day for whom a school receives top-up funding from the local authority, or in the case of a PRU the top-up funding could be from a local authority or a school.

Top-up funding is supplied by local authorities from their high needs budget directly. In the case of PRUs the top-up funding will come from a local authority's high needs budget directly or through schools. In both cases the top-up funding relates to individual pupils and the time they are in the school or PRU, and is to meet the costs of their support which are additional to the support costs expected to be met from the school or PRU budget share.

In schools it is expected that most pupils for whom top-up funding is paid will also have a statement of special educational needs (SEN), but this is not an automatic link and it will depend on the local policy on statements of SEN.

This data item will be used for funding allocation purposes, and to inform the development of the high needs funding system in the future.

4.3.6 Adopted from Care

This data item will identify those children on roll on census day who were looked after immediately before adoption on or after 30 December 2005*, being placed on a special guardianship order (SGO) or residence order (RO).

It will be up to those who have parental responsibility (adoptive parents, special guardians and carers of former looked after children on residence orders) to decide if they wish schools to know whether such children have been adopted, or are under a special guardianship order or a residence order. Parents should be asked to provide supporting evidence, for example, a photocopy of the adoption order. Parents may conceal sensitive information (e.g. the name of the birth parents) if they wish.

Schools are reminded that this is a particularly sensitive data item, and of the need for confidentiality. Schools should ensure that, as for other pupil level data items, they comply with their responsibilities with respect to the Data Protection Act when processing this data.

Schools will be able to record the information using the following codeset. Only one of the values will apply to each pupil and a school’s MIS should provide a default value of N – not declared.

*30 December 2005 was the date when the Adoption and Children Act 2002, which reformed adoption and introduced Special Guardianship Orders, came into force.

Code	Description
N	Not declared
A	Ceased to be looked after through adoption on or after 30 December 2005
G	Ceased to be looked after through a special guardianship order (SGO) on or after 30 December 2005
R	Ceased to be looked after through a residence order (RO)

As part of the Government’s adoption reform programme the Department is considering a range of information that will help to inform thinking in relation to post-adoption support. Very little is known about the attainment of children adopted from

care because they automatically get a new UPN and the Department wants to have better information, collected via this new data item on a voluntary basis, to feed into that process.

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 the Censuses for all pupils on roll on census day.

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

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

Schools should be aware of the [advice on school attendance](#) when applying guest to a pupil registration and will wish to be aware that there are a range of situations where it may be appropriate:

- 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

Further details of all of these are given below:

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 education off-site, under the supervision of the school. Such pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements set out in the Education (Pupil Registration) (England) Regulations 2006.

The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which Code B (attending off-site educational activity) is recorded in the attendance register. 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.

4.4.2 Pupil Date of entry

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

Those pupils who are transferring from Nursery to Reception in the same school should not be given 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 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 data from predecessor schools must not be included in the Census return for these schools.

4.4.3 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. 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.

4.4.4 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 7)

4.4.5 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 7)

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 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 [Special Education Needs Code of Practice](#).

As part of the Special Educational Needs (SEN) reforms, Education Health and Care Plans (EHCPs) will feature in primary legislation that is due for introduction in Parliament during 2013. It is envisaged that these EHCPs will eventually replace SEN statements. Subject to the enactment of the legislation and making of associated regulations, from September 2014 there will be a transition from the use of statements to the use of EHCPs with some children having statements and others EHCPs throughout that transitional period. EHCPs are currently being trialled in pathfinder areas and schools in these areas should record pupils with EHCPs in their MIS as having statements, and return this in the Census collections, until such time as EHCPs are introduced nationally.

It is anticipated that a history of provision should be recorded within a school's MIS.

This data item will be collected in the census collections for all pupils on roll on census day. SEN Provision at the time of any exclusion will also be collected in all School Census collections. (See codeset in Section 7)

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.

Only two rankings will be collected in the School Census and no two needs should be given the same ranking, i.e. if there is more than one SEN type reported they cannot both have a ranking of 1.

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

This field records the nature of a pupil's special educational need. The primary need and, if appropriate, their secondary need should be recorded.

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 7).

4.5.4 Member of SEN Unit

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 receives 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 also 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 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).

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 (BS7666 Address), or Address Line 1-5. Postcode should be provided with either format. 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.

4.6.1 SAON

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

4.6.2 PAON

Dwelling name and/or number.

4.6.3 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.

4.6.4 Locality

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

4.6.5 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.

4.6.6 Administrative Area

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

4.6.7 Post Town

The Post Office usually assigns these based on Sorting Office.

Or

4.6.8 Address Line 1

First line of the address.

4.6.9 Address Line 2

Second line of the address.

4.6.10 Address Line 3

Third line of the address.

4.6.11 Address Line 4

Fourth line of address.

4.6.12 Address Line 5

Fifth line of the address.

And

4.6.13 Postcode

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

5. School Level

5.1 Survey Reference Date

The survey reference dates (in the format yyyy-mm-dd) are 2014-01-16 for the Spring Census and 2014-05-15 for the Summer Census. These should be automatically generated 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.

5.2.1 LA Number

A three digit code that identifies a particular local authority. 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.

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 Edubase

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. Schools should select the phase that is appropriate to them as some different data items are required in the School Census from different phases of schools. All-through has been added to the codeset for school phase (shown below) to allow schools that make provision for pupils aged under 7 and over 14 to identify themselves correctly and to be able to submit all the required data for all their pupils in the School Census.

Academies should use the phase appropriate to their establishment number.

Traditional sponsor-led academies (i.e. those with establishment numbers in the range of 6905-6999) should select secondary. Establishment number ranges for each phase are given in the table below.

A separate version of this guide has been produced for each phase and so schools should ensure they use the correct version for them.

School Phase	Code	Establishment number range	Notes
Nursery	NS	1000-1099, 1800-1899, 6000-6899	Includes those with maintained or direct grant status
Primary	PS	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed primary)	MP	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed secondary)	MS	4000-4999, 5400-5499, 5900-5939, 6000-6899	
Secondary	SS	4000-4999, 5400-5499, 5900-5939, 6000-6899, 6900-6999	Includes city technology colleges
All-through	AT	NOT 1000-1099, 1100-1150, 1800-1899, 5950-5999, 7000-7999	Excludes PRUs and special schools
Special	SP	5950-5999, 6000-6899, 7000-7999	Maintained and non-maintained special schools, including hospital special schools and academy special schools
PRUs	PR	1100-1150, 6000-6899	Includes AP academies and AP free schools

5.2.5 Type of school

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

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 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).

5.2.7 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).

5.2.8 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.

5.3 School location module

5.3.1 Address Options

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. Whichever format is used, postcode needs to also be provided. 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.

5.3.2 SAON

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

5.3.3 PAON

Dwelling name and/or number.

5.3.4 Street

Street name or street description.

5.3.5 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.

5.3.6 Post Town

The Post Office usually assigns these based on Sorting Office.

5.3.7 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.

5.3.8 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.

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

And

5.3.14 Postcode

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

5.4 Miscellaneous module

This module will be collected in the Spring Census only.

5.4.1 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.

6. Further Information

Local authority maintained schools should contact their local authority in the first instance for any further help or advice regarding the School Census. If there are questions which your local authority cannot resolve, or if you are a local authority, academy or CTC, then these questions should be directed to the DfE Service Desk by completing a [service request form](#). Service request forms should also be used for changing contact details and requests for access to COLLECT.

This document, along with guides for schools of other phases, is published on the [Department's website](#)

7. Codesets - Pupil Level

Pupil gender

Code	Description
M	Male
F	Female

Adopted from care

Code	Description
N	Not declared
A	Ceased to be looked after through adoption
G	Ceased to be looked after through a special guardianship order (SGO)
R	Ceased to be looked after through a residence order (RO)

Pupil enrolment status

Code	Description
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)
F	FE College*
O	Other Provider*

*PRUs only

Pupil boarder indicator

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

*Special schools only

National curriculum year group

Code	Description
N1	Nursery first year
N2	Nursery second year
R	Reception
1-14	Years 1 to 14
M	Mixed year class*
X	National Curriculum not followed - available only for special schools where pupils are not following a particular NC Year.

*This code is used for class information only and not for a pupil's national curriculum year group

Pupil SEN provision

Code	Description
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

Code	Description
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

8. Codesets – School Level

School phase

Code	Description
NS	Nursery
PS	Primary
MP	Middle (deemed primary)
MS	Middle (deemed secondary)
SS	Secondary
AT	All-through
SP	Special
PR	PRUs

School type

Code	Description
01	First school, 5-8
02	First school, 5-9
03	First school, 5-10
04	First and Middle school, 5-12
05	Middle school, 8-12, deemed Primary
06	Middle school, 9-13, deemed Primary
07	Middle school, 9-13, deemed Secondary
08	Middle school, 10-13, deemed Secondary
09	Comprehensive Upper school, 12-15/16
10	Comprehensive Upper school, 12-18
11	Comprehensive Upper school, 13-16
12	Comprehensive Upper school, 13-18
16	Infant school, 5-7/8
17	Junior school, 7/8-11
18	Infant and Junior school, 5-11
21	Comprehensive all-through, 11-16
22	Comprehensive all-through, 11-18
25	Junior Comprehensive, 11-13, automatic transfer
26	Junior Comprehensive, 11-14, automatic transfer
27	Junior Comprehensive, 11-16, optional transfer at 13
28	Junior Comprehensive, 11-16, optional transfer at 14
29	Senior Comprehensive, 13-16, automatic transfer
30	Senior Comprehensive, 13-18, optional transfer
31	Senior Comprehensive, 13-18, automatic transfer
32	Senior Comprehensive, 14-18, optional transfer
33	Senior Comprehensive, 14-18, automatic transfer
36	Non-Comprehensive Secondary - Modern
37	Non-Comprehensive Secondary - Grammar
38	Non-Comprehensive Secondary - Technical
39	Non-Comprehensive Secondary - Other
41	Middle school, 10-14, deemed Secondary
42	First school, 5-7;
43	First school, 7-10;
44	Comprehensive Upper school, 14/15-18
45	Middle school, 9-12, deemed Primary
46	Comprehensive, Middle and Upper, 10-16
47	City Technology College

Code	Description
48	Comprehensive Upper school, 11-16
49	Academies
50	Maintained Nursery
51	Direct Grant Nursery
52	Special School
53	Hospital Special School
54	LA Maintained PRU

National curriculum year group

Code	Description
N1	Nursery first year
N2	Nursery second year
R	Reception
1-14	Years 1 to 14
M	Mixed year class*
X	National Curriculum not followed - available only for special schools where pupils are not following a particular NC Year*

*Not used for maximum or minimum year group but are used for class key stage

Intake type

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

Governance

Code	Description
CO	Community
VA	Voluntary Aided
VC	Voluntary Controlled
FO	Foundation
IN	Independent
NM	Non-Maintained
CT	CTC
CA	Academy



Department
for Education

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