

Glossary of terms used in both the bulletin and the data files

Absenteeism - Pupil level absence data was collected from maintained primary and secondary schools for the first time in 2007/08. Primary and secondary absenteeism data from special and independent schools are obtained from two annual surveys undertaken by the Welsh Government. The absence data relate to those pupils of statutory school age (5-15 at the start of the academic year) from the beginning of the academic year to the late May Bank Holiday for the secondary sector and for the whole academic year for the primary sector.

Overall absences comprise those which are authorised and unauthorised:

- An authorised absence is an absence with permission from a teacher or other authorised representative of the school. This includes instances of absence for which satisfactory explanation has been provided (e.g. illness, family bereavement, religious observance, or foot and mouth disease restrictions in 2000/01).
- An unauthorised absence is an absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences.

Note that pupils undertaking approved and supervised educational activities conducted away from the school (e.g. work experience or educational visits) are deemed to be present at the school.

Age of pupils - Throughout this release pupils' ages are quoted as at 31 August. This refers to the start of the academic year and is a useful reference in that pupils normally transfer from maintained primary to secondary school, and move thereafter through the secondary school system, according to their age on 31 August. The statutory school leaving age is also in part related to the same definition. In addition, Section 2 contains some tables with numbers of children with ages at 31 December - for further details see 'Under 5s'.

Average class size - This is derived from data collected on the schools census return and is calculated as follows:

- i. in primary schools: the number of pupils in all registered classes divided by the total number of classes (nursery, ordinary, mixed and special classes) on the day of enumeration. Where a class has both full-time and part-time morning and afternoon pupils the size of the class is the number of full-time pupils plus either the morning or afternoon part-time pupils whichever is the greater.
- ii. in secondary schools: the total number of pupils divided by the total number of classes. Both the number of pupils and classes refer to a specific period in the school timetable on the day of enumeration.

Compulsory school age - The compulsory school age means any age between 5 and 16 years. Section 35 of the Education Act 1944, which provided for the raising of the minimum school leaving age from 15 to 16 years, was brought into effect from 1 September 1972. All children who had not reached their 15th birthday by that date were required to remain at school until they were 16, and the figures for January 1974 were the first to fully reflect the change. Rules governing the date when a child could leave school were further amended by the Education (School Leaving Date) Act 1976. Between 1976 and 1997 the minimum school leaving arrangements were:-

- i. a child whose 16th birthday falls in the period 1 September to 31 January inclusive may leave at the end of the Spring term (i.e. the following Easter).
- ii. a child whose 16th birthday falls in the period 1 February to 31 August may leave on the Friday before the last Monday in May.
- iii. Under section 8(4) of the Education Act 1996 a new single school leaving date was set for 1998 and all subsequent years. This is the last Friday in June in the school year in which the child reaches age 16.

English as an Additional Language (EAL) - Details of pupils' stages of EAL are surveyed annually by specialist Ethnic Minority Achievement Services (EMAS) or EAL services within local authorities. Pupils learning EAL in schools, including those who are in receipt of support by the specialist EMAS or EAL Services, are categorised "A" to "E". Pupils make progress in acquiring English as an additional language

in different ways and at different rates. Progression from stage A to stage E can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

Please note that this data item is not intended to capture English fluency levels for Welsh first language speakers, but rather to identify the English language proficiency for additional language learners whose first languages are neither English nor Welsh.

Exclusions - The data on exclusions are collected from LAs throughout the year on the Exclusions Monitoring Forms. Exclusions relate to occurrences rather than pupils, i.e. a pupil excluded from two schools within a year would be recorded twice.

First Language - From January 2012, the Welsh Assembly Government will start to collect information on the first language of all compulsory school aged pupils in all maintained schools through the Pupil Level Annual Schools' Census (PLASC).

The purpose of this additional data collection is:

- (a) to better understand the linguistic diversity of the school population in Wales; and
- (b) together with other information collected through PLASC, to assist the Welsh Assembly Government, LAs and schools in planning and providing services to support pupils with additional language development needs. This will help to ensure that all pupils have every opportunity to fulfil their potential.

Since there is already bilingual educational provision in Wales for pupils whose first language is English and/or Welsh, the primary focus of this data collection is to gather and collate information about the other first languages of pupils in Wales. The data will complement the existing information collected by the Welsh Assembly Government via PLASC on pupils' ethnic backgrounds and levels of English language acquisition of pupils for whom English is an additional language (EAL).

A simple definition of 'First' language in the context of this guidance is:

'The language which a child first learned as a small child, and to which s/he may continue to be exposed to at home or in the community'

Foundation Phase - The Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven. Statutory rollout of the Foundation Phase framework started in September 2008 for all 3 to 4-year-olds in maintained schools and funded non-maintained settings, and the process was completed in the 2011/12 school year.

In Foundation Phase, the mandatory Areas of Learning are "Personal and social development, well-being and cultural diversity" (PSD), "Language, literacy and communication skills" -in English (LCE) or Welsh (LCW) - and "Mathematical development" (MDT).

Free meals - Under Section 512 of the Education Act 1996, as amended by Section 116 of the School Standards and Framework Act 1998, LAs have a duty to provide free school meals to pupils entitled to free school meals if their families receive Income Support or Income Based Jobseeker's Allowance or Support under Part VI of the Immigration and Asylum Act 1999 or the guarantee element of State Pension Credit. They are also eligible if their parents are in receipt of Income Related Employment and Support Allowance (IR). Employment and Support Allowance is an integrated contributory and income related allowance and replaced, for new claimants, Incapacity and Income Support, where it is paid on the grounds of incapacity and sickness. Children who receive Income Support or Income Based Jobseeker's Allowance in their own right are also eligible to receive free school meals. Children whose families are in receipt of Child Tax Credit, providing they are not entitled to Working Tax Credit, and have an annual income, as assessed by HM Revenue & Customs that does not exceed £16,190 are also eligible for free school meals.

Free milk - Under Section 512 of the Education Act 1996, as amended by Section 116 of the School Standards and Framework Act 1998 LAs retain the power to provide free milk to pupils from families receiving income support or a job seeker's allowance where the circumstances are reasonable for the provision of school milk. In addition, under the provision of the Welfare Food Regulations 1988 children under 5 years old who are placed in the care of a registered child minder, registered day nursery or a day nursery remain entitled to one third of a pint of milk for each day of attendance.

Free School Breakfast Initiative - The overall aim of this initiative is to provide all pupils registered in primary schools in Wales, including those of primary age in special schools, with the opportunity of receiving a free healthy breakfast at school each day during the school week. The school breakfasts are optional; their principal focus is for those children who, for whatever reason, do not have this opportunity to have breakfast.

Full-time equivalent (FTE) -

- i. of pupils: each part-time pupil is counted as half of a pupil
- ii. of teachers/support staff: the full-time equivalent of part-time teachers/support staff expresses the teachers'/support staff service in hours as a proportion of a school week, normally 32.5 hours for maintained schools and 26 hours for independent schools.

Governors - The figures come from the Schools' Census. For the years prior to 1999/00 an element of double counting is included. Where schools shared the same governing body the governors of the body were counted in every school of the group. Since January 2000 in accordance with the Schools Standard and Framework Act 1998, grouped governing bodies are not permitted. Information for special schools was collected for the first time in January 2001.

Grant maintained schools - Those schools which had attained grant maintained (GM) status as established in the Education Reform Act, 1988 operated as charitable trusts, funded directly by the Welsh Government (formerly the Welsh Office). Grant maintained schools were recategorised following the introduction of a new school framework consisting of four categories: community, voluntary aided, voluntary controlled and foundation by the School Standards and Framework Act 1998. All maintained schools (including GM schools) were recategorised from 1 September 1999.

Independent schools - Schools which charge fees and may also be financed by individuals, companies or charitable institutions. All independent schools in Wales have to register with the Welsh Government (formerly the Welsh Office).

Key Stages - The National Curriculum is applied to 4 key stages of pupil development. Broadly these are:

	Pupils ages	Year groups
Key Stage 1	5-7	1-2
Key Stage 2	7-11	3-6
Key Stage 3	11-14	7-9
Key Stage 4	14-16	10-11

Regular and systematic assessment of a pupil's on-going progress throughout compulsory schooling is an essential complement to the National Curriculum.

LA maintained schools - Schools maintained by the local authorities. The authorities meet their expenditure partly from council tax and partly from general grants made by the Welsh Government (formerly the Welsh Office). From 1 September 1999, all previous categories of school were replaced by four new categories (community, voluntary aided, voluntary controlled and foundation).

Nursery schools - Schools providing education primarily for children below compulsory school age (i.e. under 5) on either a part-time or full-time basis.

Primary schools - Comprises 3 types of school: infants' for children aged 5 to 7, junior for those aged 7 to 11 and combined junior and infants' for both age groups. Many primary schools also provide nursery classes for children aged under 5.

Pupil Adult Ratio (PAR) - The pupil adult ratio is calculated by dividing the FTE of pupils on roll in schools by the FTE of all teachers and support staff employed in schools, excluding administrative staff.

Pupil Support Staff Ratio - The pupil support staff ratio is calculated by dividing the FTE of pupils on roll in schools by the FTE of support staff employed in schools, excluding administrative staff.

Pupil Teacher Ratios (PTR) - The pupil teacher ratio is calculated by dividing the FTE of pupils on roll in schools by the FTE of qualified teachers (Headteachers, Deputy Heads and other qualified teachers). There are 2 sources of information on the size of the teaching force and therefore 2 bases upon which PTRs may be calculated. The ratios are referred to as "PTR within schools" and "Overall PTR".

- i. PTR within schools: The teacher count is derived from the school census return. The figures include any teachers temporarily absent, supply and relief teachers filling vacant posts, but exclude unfilled vacancies. Teachers absent for long periods or seconded for other duties are excluded but their replacements included. When calculating the PTR within schools, the number of teachers relates only to FTE qualified teachers on the establishment of the school.
- ii. Overall PTR: The teacher count is derived from the STATS 3 return completed by each LA and grant maintained (GM) school. The figures derived from these forms are necessarily higher than those from the school census return as the STATS 3 forms cover those teachers on secondment, absent from school for long periods (together with those who are employed as supply teachers to temporarily replace them), peripatetic teachers, unqualified instructors and student teachers. The overall PTR derived using these teacher numbers is therefore lower than the PTR within schools which relates solely to qualified teachers on the school establishment. The overall PTR is largely used in a financial context.

Pupil Referral Units (PRUs) - Section 19 (1) of the Education Act 1996 requires LAs to make arrangements for the provision of suitable education at schools or otherwise for children of compulsory school age who, for whatever reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless suitable arrangements are made for them. Section 19 (2) states that any school established to provide education for such children and which is not a county [community] or special school, shall be known as a "Pupil Referral Unit".

Pupils present - This is derived from data collected on the schools census return.

- i. for full-time pupils in maintained schools: the number of pupils in attendance on the morning of the enumeration day.
- ii. for part-time pupils in maintained schools: the number of pupils in attendance either on the morning or afternoon of the enumeration day.

For maintained nursery, primary and special schools the sum of the full-time and part-time pupils in attendance are counted as pupils present.

Pupils with Special Educational Needs (SEN) - A child has special needs if he or she has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children. Pupils with SEN may have statements issued by the LA or may have their needs identified by the school. In the latter case they come under one of two further categories: School Action or School Action Plus.

- i. Pupils with statements: Pupils for whom the LA maintains a statement of SEN under Part IV of the Education Act 1996. A statement may be issued by the LA after assessment of a child's needs.

- ii. **School Action:** When a class or subject teacher identifies that a pupil has SEN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.
- iii. **School Action Plus:** When the class or subject teacher and the SEN Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place. The SEN Co-ordinator usually takes the lead although day-to-day provision continues to be the responsibility of the class or subject teacher.

Secondary schools - These take pupils at 11 years old until statutory school leaving age and beyond. A school is classified as comprehensive when its admission arrangements are without reference to ability. Sixth form colleges are recorded for statistical purposes as "other" secondary schools up until April 1993 when they transferred from the LAs to the further education sector.

Sixth Form colleges - These left LA control and transferred to the further education sector in April 1993. Since November 1994, they are referred to as Further Education Institutions (FEIs).

Special schools - Special schools, both day and boarding, provide education for children with SEN who cannot be educated satisfactorily in ordinary schools. Maintained special schools are provided and run by LAs. In addition to special schools provision is made for pupils with SEN to attend special classes at mainstream schools. Some independent schools also provide education wholly or mainly for such pupils. The pupils and schools involved are not included with special schools but are included with mainstream or independent schools in the tables of this release.

Staying-on rates - These rates apply solely to the school population. They express the numbers of pupils aged 16, 17 and 18 and over (at the start of the academic year) staying on in school voluntarily after reaching the statutory school leaving age as percentages of each cohort 1, 2 or 3 years earlier. In areas of net inward migration of population such percentages may be inflated while net outward migration may lead to the percentages being understated. More importantly however is the increasing tendency in recent years for some pupils to go to further education to follow GCE courses and for some LAs to provide post-16 education in FEIs. For these reasons staying-on rates should be studied in conjunction with participation rates.

Teachers in schools - The figures for teachers, which are derived from the school census return, submitted by individual schools at the same time as the counts of pupils, refer to qualified teachers only, in post at the date of the census, including staff temporarily absent, supply and relief teachers filling vacant posts, but excluding unfilled vacancies:

- i. Qualified teachers are mainly those who have satisfactorily completed an approved course or who are in possession of certain acceptable qualifications.
- ii. Other teaching staff includes:
 - Student teachers (persons over the age of 18 who intend to proceed to training for qualified teacher status);
 - Instructors (persons who have not obtained qualified teacher status but who are employed to give instruction in a specialist skill);
 - Language assistants (foreign students on exchange schemes or persons resident in this country whose mother tongue is a foreign language and who are employed to give conversational lessons in this language);
 - Unqualified teachers (persons whose appointment to the assistant staff of a nursery school or to the staff of a nursery class has been approved under Regulation 16(3)(c) of the Schools Regulations 1959).

Teachers in service - Information on teachers in service derives from an annual return (STATS 3) which collects data on the total teaching force on the payroll of LAs in Wales. This data covers a wider population of teachers than those “within schools”.

Teachers on the payroll of LAs include:

- full-time teachers in regular service including those on secondment;
- FTE of part-time teachers in regular service;
- full-time teachers in occasional service excluding agency staff from January 1998;
- FTE of student teachers and instructors up to and including January 1997

Other teachers include:

- full-time teachers in regular service including those on secondment;
- FTE of part-time teachers in regular service;
- full-time teachers in occasional service including agency staff from January 1998;
- FTE of licensed teachers and instructors.

Adult Education centres include:

- full-time teachers in regular service including those on secondment;
- FTE of part-time teachers in regular service;
- FTE of hourly paid part-time teachers;
- FTE of all staff not paid on Burnham scales but who spend all or part of their time teaching.

Under 5s - Provision for under 5s is covered in section 2 where some tables show the estimated number of pupils aged at 31 December, not as at 31 August, the date used throughout the rest of the publication. The attendance at schools of children under the age of 5 is voluntary and can be on a full-time or part-time basis.

Voluntary schools - These are established by voluntary bodies, mainly the religious denominations, but are maintained by the LAs. The admission authority of a voluntary aided school is the governing body; in the case of a voluntary controlled school it is the LA.

Welsh Medium Schools - From 2008/09 primary and secondary schools were asked to report their Welsh Medium Type, using the guidance in the Welsh Government’s information document 023-2007:

‘Defining schools according to Welsh medium provision’

See <http://wales.gov.uk/topics/educationandskills/publications/guidance/definingschools?lang=en>

i. Welsh medium primary schools

From January 2009, primary schools reporting the categories of *Welsh Medium*, *Dual Stream*, and *Transitional* have been shown as Welsh medium schools in this statistical release.

The methods of classification applied in previous years are detailed below:

From January 1995 – January 2008 the classification method described schools as:

Category A: if the school contains classes where Welsh is the main medium and if at least half pupils are in such classes;

Category B: either the school contains a class/classes where Welsh is the main medium but fewer than half the pupils are in such classes, or the school contains a class/classes where Welsh is used as a medium for teaching part of the curriculum.

For January 1994 and earlier the method described schools as:

Category A: either the school contained only classes taught mainly in Welsh, or the school contained classes taught mainly in Welsh but also had classes with Welsh taught as a second language or not taught at all.

Category B: either the school contained no classes taught mainly in Welsh but had classes taught partly in Welsh, or the school contained both such type of class and no other types of class.

The former method of classification meant that a Category A school could less clearly be a Welsh medium school than some Category B schools.

ii. Welsh medium secondary schools

For January 2010, secondary schools reporting categories of *Welsh Medium* and *Bilingual* have been shown as Welsh medium schools in this statistical release.

Prior to 2010, Welsh medium secondary schools were defined as in the Education Act 2002, Section 105(7), if more than one half of the following subjects, namely religious education and the subjects (excluding English and Welsh) which are foundation subjects, are taught wholly or partly in Welsh:

Mathematics	Technology	Religious Education
Science	Music	Modern Foreign Languages
History	Art	
Geography	Physical Education	

Year groups - The National Curriculum year groups are as follows:-

	Primary						Secondary						
Form	.	.	.	.	.	.	1	2	3	4	5	L6	U6
Year Group	1	2	3	4	5	6	7	8	9	10	11	12	13
Average age at the preceding August	5	6	7	8	9	10	11	12	13	14	15	16	17