Technical completion notes for local authorities and schools

Pupil Level Annual School Census (PLASC) – January 2015

(Census day: Tuesday, 13 January 2015)

Primary schools

Version 1.0

Audience
Headteachers of maintained primary schools, local authorities.

Status
Technical completion notes.

Date of issue
October 2014.

Further information
PLASC question and answer document available at
http://wales.gov.uk/topics/educationandskills/schoolshome/schooldata/ims/datacollections/pupillev
elannualschoolcensus/?lang=en. You may also e-mail PLASC@wales.gsi.gov.uk or contact the
Welsh Government staff below.

Gareth Hopkins
School and Teacher Statistics
Knowledge and Analytical Services
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

Tel: 029 2082 6203
e-mail: plasc@wales.gsi.gov.uk

Claire Horton
School Information and Improvement Branch
Department for Education and Skills
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

Tel: 029 2082 1703
e-mail: ims@wales.gsi.gov.uk

These completion notes can also be found at www.wales.gov.uk/ims

Please check that the school name and contact details held by the Welsh Government for your
school are correct on the Welsh Government website (select 'school sector' from tabs at the foot
of each worksheet) at www.wales.gov.uk/topics/statistics/about/reference/schooladdress/?lang=en
Amendments, authorised by the headteacher, should be sent to plasc@wales.gsi.gov.uk with
'school address change' typed in the subject box.

Contents

Changes to January PLASC 2015

1. New items added

<mark>A new governance item to capture information on federated schools has been added to section 3.4.</mark>

2. Existing Items Altered

Exceptions reasons for infants have been updated.

3. Items removed

No items have been removed from the collection.

Further notes

- <mark>All pupils on roll must be included in the PLASC return (including nursery pupils). PLASC pupil numbers and free school meal eligibility data will be used to finalise funding allocations. It is very important that the Head teacher is content with the accuracy of the return before submitting PLASC returns to the Welsh Government.</mark> Please thoroughly check the reports created in DEWI to verify pupil numbers and entitlement to free school meals as **this has a major impact on future funding calculations**.

- Amendments will only be accepted via a resubmitted PLASC file before the end of the summer term and **not** during the autumn when WG will be circulating the funding calculations to LAs.

- **Note on Enrolment status - please note that only pupils with an enrolment status of M (Main) or C (Current) will be included in funding calculations i.e. pupils with an enrolment status of S (Subsidiary) or G (Guest) will not be included in funding calculations.**

Section 1: Introduction

1.1 The Pupil Level Annual School Census (PLASC) requires that information about pupils is provided as individual pupil records, including the pupil's name and "unique pupil number" (UPN), rather than as school totals. Information on teaching and non-teaching staff, classes as taught and teaching vacancies, is also required for PLASC.

1.2 Analysis of the individual pupil records from PLASC, in conjunction with pupils' Key Stage and examination results, provides schools, LAs and central agencies with a far greater range of information than is possible with school totals thereby supporting the drive to raise standards, the more accurate targeting of funding, and the monitoring and development of policy.

1.3 PLASC data provides much of the contextual data that is used in the All Wales Core Data Sets. The data sets are delivered to schools and LAs as useful contextual analysis tools for consideration of accountability and planning within a school's individual circumstances. The data sets are also used by Estyn as part of their inspection materials. It is important that the PLASC data is accurately reported by schools to ensure that these tools are useful and appropriate to the school and LA. **Of particular importance are the fields relating to free school meal eligibility, the pupil's postcode, the pupil's EAL, special educational needs and the medium of delivery in the school, all of which are currently used to determine the school families which underpin these packs.**

1.4 The individual pupil records for PLASC will be generated automatically by your management information software (MIS) and parts of them may not be editable manually. **It is essential therefore for all relevant pupil data to be entered into your system before the PLASC return is created.** Information on teaching and non-teaching staff, classes as taught and teaching vacancies will (as far as possible) also be extracted automatically where the relevant data have previously been entered, but can if necessary be keyed directly into the PLASC return. If you are unsure of the data that are required for PLASC 2015 then please contact your Local Authority.

1.5 Your software will carry out an extensive set of validation checks on the PLASC return, and produce reports of errors and queries. **You should attempt to resolve as many of these errors as possible before forwarding the return to your LA.** If there are still errors on the file, when the return reaches the WG, then the WG may require it to be re-submitted (see section 8). The school will be required to amend the errors in their MIS and upload the revised return file through DEWi, the online, secure data transfer system. **Returns will not be edited by the WG after being submitted via DEWi.**

1.6 The provision of individual pupil records means that PLASC returns are very large and cannot readily be viewed in their entirety and visually checked for accuracy. The software therefore creates **a "school summary" of the PLASC return, which should be carefully scrutinised before the return is authorised and forwarded to your LA.**

1.7   The stages to producing your PLASC return are therefore:

(a)   ensure that all relevant pupil, school, teacher, class and vacancy data have been correctly entered into your management information system;

(b)   generate the PLASC return, keying in other non-pupil data as required;

(c)   study reports of errors and queries, and resolve as many as possible;

(d)   scrutinise the school summary closely, in particular for signs that some pupil data may not have been entered;

(e)   obtain the head teacher's authorisation and send the return, via the online data transfer system DEWi, and school summary to your Local Authority.

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

Overview

2.0   These notes are for use by maintained primary schools and Local Authorities in completing the Pupil Level Annual School Census (PLASC) in January 2015. The reason for issuing these notes is so that schools and LAs are aware of the data items required by PLASC, and to assist schools in providing those data items to common definitions.

2.1   The completion notes in sections 3 to 7 describe each required item in detail, providing information where appropriate on:

- The nature of the data to be returned;
- The valid codes/categories to be used;
- Background information detailing any special caveats or situations that apply.

2.2 Sections 8 to 11 provide additional information on data scrutiny, validation and the procedure for submitting the return. Section 12 contains a data item checklist that may be used to ensure all relevant data items have been entered into the PLASC return prior to submitting it to your LA.

Section 2: Data entry and data checking

2.1   The Welsh Government has sent out to appropriate LA representatives a list of all the pupil, teacher, class, vacancy and school data items that must be entered into your system if the records within your PLASC return are to be complete and correct. If you have not seen this list, please see the list in section 12 of this guidance or contact your LA for advice

2.2   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 PLASC return. Please go through this process carefully as it will substantially reduce the number of validation errors in your return and the subsequent work that you may need to do to resolve these. Please thoroughly check the reports created in DEWi to verify pupil numbers and entitlement to free school meals as **this has a major impact on future funding calculations**.

2.3   However neither these data checks, nor the validation rules the software subsequently applies to the PLASC return, can establish whether or not you have entered all the pupil data that should have been entered - for example, that all pupils who are registered eligible for free school meals are recorded as such in your system. The validation process will issue a query if none of the pupils in the return are shown as eligible for free school meals, but if some are shown as eligible there will be no query, yet there may still be other pupils who are eligible but have not been entered as such in your system.

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

2.5   **IMPORTANT NOTE:** Unless otherwise stated, all data items described in the following sections are mandatory for PLASC 2015.

Section 3: General school information

The information given in this section will be used on My Local School, All Wales Core Data Sets and Welsh Government publications, so it is very important that this is up to date and accurate.

3.1 The following **identifying details** for the school are required:

LA number	**Consisting of three digits in the range 660-681.**
School number	**Consisting of four digits, in the ranges 2000-3999, 5200-5299** It is essential for both these codes to be 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 the WG.
School name	In full. The full official name of the school should be entered. Check here for the name currently held by the Welsh Government for your school: http://wales.gov.uk/topics/statistics/about/reference/schooladdress/?lang=en. Amendments, authorised by the Head teacher, should be sent to plasc@wales.gsi.gov.uk with *School Address change* typed in the subject box. Your school name should match that contained in the 'Instrument of Government'.
School Phase	The valid school phase code for primary schools is **PS**.

3.2 The following **contact details** for the school are required:

E-mail address	The e-mail address for general school communications. N@A can be entered if the school does not have one. Please note, however, that the WG may use e-mail addresses submitted in order to contact schools.
Telephone number	The main contact telephone number for the school.
Internet address	The internet address. Can be left blank if the school does not have one.

Fax number	The main contact fax number for the school. Can be left blank if the school does not have one.

3.3 The following **characteristics of the school** are required:

School type	The valid school type codes for primary schools are: **16** infant school without nursery provision **17** junior school **18** primary school (infant and junior) **19** infant school with nursery provision **20** primary school (nursery, infant and junior)
Head teacher's teaching commitment	Should be recorded under *one* of the following categories: **1** none *(i.e. does not teach at all, or only exceptionally)* **2** on average teaches less than half week **3** on average teaches at least a half, but less than a full week **4** teaches full-time.
School gender mix	The gender mix codes for schools are: **A** All (mixed) **F** Female (girls only) **M** Male (boys only).
Taking free school milk	The **number of pupils registered on roll who had free school milk on the Census day** should be entered. This should reflect what occurred on the Census day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day.
Paying for school milk	The **number of pupils registered on roll who paid for school milk on the Census day** should be entered. This should reflect what occurred on the Census day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day.

Full time pupils present on Census day	Of the number of pupils registered on roll, please enter the **number of full time pupils who <u>were present</u> in school for at least one session on the Census day**. This should only include pupils present on that day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day.
Part time pupils present on Census day	Of the number of pupils registered on roll, please enter the **number of part time pupils who <u>were present</u> in school for a session on the Census day**. This should only include pupils present on that day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day. If part time pupils attend your school in different groups on different days then please ensure that the attendance of all groups is included. For example, Group A attends on a Monday, Tuesday and Wednesday; Group B attends on a Thursday and a Friday. Enumeration day is a Tuesday. Therefore, you should add Group A's attendance on Tuesday to Group B's attendance on Thursday.
Morning attendance by part time pupils	The **number of part time pupils <u>on roll</u> who attend the school on mornings only** should be entered. Include pupils who were absent from the school on Census day.
Afternoon attendance by part time pupils	The **number of part time pupils <u>on roll</u> who attend the school on afternoons only** should be entered. Include pupils who were absent from the school on Census day.
Other attendance arrangements for part time pupils	The **number of part time pupils <u>on roll</u> who attend the school under arrangements not covered by the above** should be entered. Include pupils who were absent from the school on Census day.
	The total of the above three fields must equal the total number of part-time pupils

on roll, as calculated from the individual pupil level section.

Welsh Medium Type

Required to describe the school's status as a Welsh/English or Bilingual medium school according a defined set of values:

Valid codes for primary schools are:
WM   Welsh medium
DS   Dual stream
TR   Transitional
EW   English (with significant Welsh)
EM   English medium

Guidance can be found in information document 023-2007 as issued to LAs and schools. It can also be found at:

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

Taking free school meals

The **number of pupils registered on roll who had a free school meal on the Census day** should be entered. This should 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.

Paying for school meals

The **number of pupils registered on roll who paid for a school meal on the Census day** should be entered. This should 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.

LA designated special classes

The number of LA designated special classes in the school. LA designated classes are classes designated by the LA consisting wholly or mainly of pupils with special educational needs. Classes established on the school's own initiative and consisting of pupils with learning difficulties etc **should not be included**. All LA designated special classes should be included whether they exist separately

or within a special unit.

Pupils in LA designated special classes	Please record:
	The number of pupils **on roll at the school** who are in an LA designated special class.
	The number of pupils **from another school** who are in an LA designated special class.
Free Breakfasts on census day	The **number of pupils who took a free breakfast on census day**. This count should include all pupils (i.e. Free School Meal eligible and all other pupils).
	This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, you should not include data relating to any other breakfast sessions that the school may be operating.
Free Breakfasts on census day for Free School Meal eligible pupils	The **number of Free School Meal eligible pupils who took a free breakfast on census day**. This count should include Free School Meal eligible pupils only.
	This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, you should not include data relating to any other breakfast sessions that the school may be operating.
Pupils who took Free Breakfasts in week prior to census day	The **number of pupils who took at least one Free Breakfast in the week prior to census day**. Please note that each pupil should only be counted once, whether they had 1 or 5 Free Breakfasts. This count should include all pupils (i.e. Free School Meal eligible and all other pupils).
	If the week prior to Census day is **not** a proper/full school week, then the data should be taken from the nearest typical full week prior to Census day.

10

This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, you should not include data relating to any other breakfast sessions that the school may be operating.

Pupils who took Free Breakfasts in week prior to census day for Free School Meal eligible pupils

The **number of Free School Meal eligible pupils who took at least one Free Breakfast in the week prior to census day**. Please note that each pupil should only be counted once, whether they had 1 or 5 Free Breakfasts. This count should include Free School Meal eligible pupils only.

If the week prior to Census day is **not** a proper/full school week, then the data should be taken from the nearest typical full week prior to Census day.

This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, you should not include data relating to any other breakfast sessions that the school may be operating.

3.4 The following details on **governance of the school** are required:

School category

The valid school category codes for primary schools are:
- **CO** Community
- **VA** Voluntary aided
- **VC** Voluntary controlled
- **FO** Foundation

Governing body

Please answer all of the following questions about the school's governing body:

Is the **head teacher a member of the school's governing body**? If the head teacher is on long term absence/sickness leave or secondment and their replacement is carrying out their Governor duties please report true.
True or **False**

11

The **number of male serving governors on the school governing body on the Census day**. Include the head teacher if he is a governor.

The **number of female serving governors on the school governing body on the Census day**. Include the head teacher if she is a governor.

The **number of Welsh speaking serving governors on the school governing body on the Census day**.

The **number of governor vacancies on the school governing body on the Census day**.

Federated governing body	**If your school is part of a federated governing body please enter the unique federated governing body identifier issued by Welsh Government. If not, this field may be left blank.**

3.5   The following details on **survey completion** are required:

Completion times	In hours are required for different groups of staff who contributed to the PLASC return. The valid groups are:

      head teacher
      acting head teacher
      deputy head teacher
      assistant head teacher
      other teacher
      administration staff
      school business manager
      other.

Under each appropriate heading enter the total time spent by staff who contributed to the PLASC return, rounding to the nearest whole hour (with 30 minutes rounded upwards). There is no need to provide data for those groups who did not contribute.

Section 4: Individual pupil data

4.1 Individual pupil data is required for:

    (a) all pupils on the register on the Census day (Tuesday, **13 January 2015**);

    (b) pupils excluded both permanently and fixed term in the previous school year (2013/2014)

4.2 *Unless specifically stated as being optional, missing values (i.e. blanks) are not allowed for any data item, and, if present, will cause a validation failure.* Eligibility for free school meals (for example) must be 'true' (eligible) or 'false' (not eligible) for every pupil. Arguably it would have been possible to require only 'true' entries to be present, and for the WG to have assumed that all other pupils were not eligible. However this might not be a safe assumption – it might be that some pupils have no entry, not because they're not eligible, but because of a gap in the school's data entry. In some circumstances a school is not able to get hold of all the necessary information for a pupil on their roll, e.g. surname. In such cases the school or LA should contact WG for further guidance on how to deal with the particular scenario.

4.3 We recognise however that this could significantly increase the amount of data entry that schools need to do. To help prevent this software suppliers are, where possible, providing a "block entry" or "flood fill" facility, enabling a school with (for example) only a minority of pupils eligible for free school meals just to enter 'true' for each eligible pupil. Once the school has confirmed that it has done so for all eligible pupils, then the software will automatically insert 'false' for all remaining pupils. Please check the software specific user guide provided through your LA, or the documentation provided by your supplier, to see how to use this for this year's PLASC exercise.

4.4 The code values shown below for the various data items reflect the values contained in the data file that the software prepares for transmission to your LA and the WG. These values may not always coincide with the way the software holds the data internally or presents it to you on screen.

(a) Pupils on the register on Census day

4.5 The registration of pupils is governed by The Education (Pupil Registration) (Wales) Regulations 2010. Regulation 6 specifies the information that a school's admission register should contain, and Regulation 9 the circumstances under which a pupil can be removed from the register.

4.6 Information should be provided only for pupils on the school's admission register (in accordance with Regulation 6 of The Education (Pupil Registration) (Wales) Regulations 2010) on the Census day.

Note that:

- pupils dually registered with a special school or Pupil Referral Unit should be included, whether or not they were scheduled to attend your school on the Census day. The enrolment status of such pupils should be set to **M** or **S** as appropriate.

4.7 For each such pupil the following information should be provided:

4.7.1 The following **Identifying details for pupils** are required:

Unique pupil number (UPN)   Must be a valid 13 character UPN. The software will check that no two (or more) pupils have the same UPN. Such errors should be resolved before the return is passed to your LA. If they are still present when the return is passed to the WG then it will be rejected.

Former UPN   Where the pupil has held another UPN *while at your school* (for example where a temporary UPN was allocated when the pupil was first admitted but this was subsequently replaced by a permanent UPN retrieved from a previous school). If no such former UPN exists, this field should be left blank.

Surname   Full surname, as the school believes it to be.

Forename   In full, not shortened or familiar versions.

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

Date of birth   In the format ccyy-mm-dd.

Gender   **M** (male) or **F** (female).

4.7.2 The following characteristics **for pupils** are required:

National identity   National identity is the national group with which the child identifies herself or himself. The pupil's national identity, along with ethnic group, are the subject of separate guidance 'Collecting and Recording Data on Pupils' Ethnic Background' (Welsh Government Circular 006/2009). This guidance was published in 2009 and can be used when completing this field (as well as **ethnicity** and **ethnicity source**). The guidance can also be found at www.wales.gov.uk/ims.

For 2015 national identity is required as:

WAL Welsh
ENG English
SCO Scottish
IRE Irish
BRI British
OTH Other
REF Parent/pupil refused
NOS No information supplied

This field may be left blank if the child was aged under 5 at 31 August 2014.

Ethnic group

Ethnic background categories are split into main and sub (extended) categories. Revised guidance on 'Collecting and Recording Data on Pupils' Ethnic Background', in-line with the new categories at the main and extended level, was issued in July 2009. The changes to the ethnic categories have been made with a view to strengthening local and national ethnic monitoring and improving the quality and completeness of information available on pupils' ethnic background.

Below is the list of ethnic background categories for use in PLASC 2015:

Main codes:		Extended codes:	
WBRI	White - British		
WIRT	Traveller	**WITH**	Traveller of Irish Heritage
		WNAG	'New' Traveller
		WOCC	Occupational Traveller
		WOTT	Other Traveller
WROM	Gypsy/Gypsy Roma	**WBGR**	British Gypsy/Gypsy Roma
		WGRO	Gypsy/Gypsy Roma from Other Countries
		WOGR	Other Gypsy/Gypsy Roma
WOT	Any other white background	**WALB**	Albanian

15

		WBOS	Bosnian-Herzegovinian
		WBUL	Bulgarian
		WCRO	Croatian
		WCZE	Czech
		WFRE	French
		WGER	German
		WGRE	Greek/Greek Cypriot
		WHUN	Hungarian
		WITA	Italian
		WKOS	Kosovan
		WLAT	Latvian
		WLIT	Lithuanian
		WMAL	Maltese
		WMON	Montenegran
		WPOL	Polish
		WPOR	Portuguese
		WRMA	Romanian
		WRUS	Russian
		WSCA	Scandinavian
		WSER	Serbian
		WSVK	Slovakian
		WSVN	Slovenian
		WSPA	Spanish
		WTUR	Turkish/Turkish Cypriot
		WUKR	Ukranian
		WEUR	White European Other
		WOTW	Other White
MWBC	White and Black Caribbean		
MWBA	White and Black African		
MWAS	White and Asian		
MOTH	Any Other Mixed Background	MWCH	White And Chinese
		MWOE	White -And Any Other Ethnic Group
		MABL	Asian And Black
		MACH	Asian And Chinese
		MAOE	Asian And

16

			Any Other Ethnic Group
		MBCH	Black And Chinese
		MBOE	Black And Any Other Ethnic Group
		MCOE	Chinese And Any Other Ethnic Group
		MOTM	Other Mixed Background
AIND	Indian		
APKN	Pakistani	**AMPK**	Mirpuri Pakistani
		AOPK	Other Pakistani
ABAN	Bangladeshi		
AOTH	Any Other Asian Background	**AAFR**	African Asian
		AKAS	Kashmiri
		ANEP	Nepali
		ASNL	Sinhalese
		ASLT	Sri Lankan Tamil
		AOTA	Other Asian
BCRB	Caribbean		
BAFR	African	**BGHA**	Ghanaian
		BNGN	Nigerian
		BSLN	Sierra Leonian
		BSOM	Somali
		BSUD	Sudanese
		BAOF	Other Black African
BOTH	Any other black background	**BEUR**	Black European
		BNAM	Black North American
		BOTB	Other Black
CHNE	Chinese or Chinese British	**CHKC**	Hong Kong Chinese
		CMAL	Malaysian Chinese
		CSNG	Singaporean Chinese
		CTWN	Taiwanese
		COCH	Other Chinese

OOTH	Any other ethnic background	**OAFG**	Afghanistani
		OARA	Arab
		OEGY	Egyptian
		OFIL	Filipino
		OIRN	Irani
		OIRQ	Iraqi
		OJPN	Japanese
		OKOR	Korean
		OKRD	Kurdish
		OLAM	Latin/South/Central American
		OLIB	Libyan
		OLEB	Lebanese
		OMAL	Malay
		OMRC	Moroccan
		OPOL	Polynesian
		OTHA	Thai
		OVIE	Vietnamese
		OYEM	Yemeni
		OOEG	Other Ethnic Group
REFU	Information refused		
NOBT	Information not obtained		

This field may be left blank if the child was aged under 5 at 31 August 2014 ==and as such the Ethnicity report on DEWi will only include pupils aged 5 and over.==

Source of ethnic background data

The possible values of the source code are:

C	provided by the child (i.e. pupil)
P	provided by the parent
S	ascribed by the current school
T	ascribed by a previous school
O	other (or not known).

Free school meal eligibility

True (eligible) or **False** (not eligible).

Children whose parents receive the following support payments are entitled to receive free school meals in maintained schools in Wales:

- Income Support
- Income Based Jobseekers Allowance
- Support under Part VI of the Immigration and

Asylum Act 1999
- Income-related Employment and Support Allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income does not exceed £16,190
- Guarantee element of State Pension Credit.
- Working Tax Credit 'run-on'- the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Universal Credit

Children who receive income related employment and support allowance, Universal Credit, Income Support or Income Based Job Seekers Allowance in their own right are also eligible to receive Free School Meals.

Pupils should only be recorded as eligible if they have applied for free school meals to the local authority and (1) the relevant authority has confirmed their eligibility, or (2) final confirmation of eligibility is still awaited but the school has seen documents that strongly indicate eligibility.

In care

Is the child "looked after" on the day of the Census?

True (Yes) or **False** (No).

Under the Children's Act 1989, a child is looked after by a Local Authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They fall into 4 main groups: (i) children who are accommodated under a voluntary agreement with their parents (Section 20); (ii) children who are the subject of a care order (Section 31) or interim care order (Section 38); (iii) children who are subject of emergency orders for the protection of the child (Section 44 and 46); (iv) children who are compulsorily accommodated. This includes children remanded to the Local Authority or subject to a criminal justice supervision order with a residence requirement (Section 21). In all cases Social Services would be involved. Pupils 'looked after' who fall into the above groups should be reported as 'Looked after' on the schools PLASC return.

Care authority

The three digit LA code for the Local Authority under which the child is in care. Value in the range 660-681 or a valid UK LEA code or XXX if the child is not in

care on the day of the Census but has been in care at some point in time whilst on roll at the current school.

In care at current school

Has the child ever been in care whilst at the current school? **True** (Yes) or **False** (No).

English as an additional language

Pupils make progress in acquiring English as an additional language in different ways and at different rates. Guidance on 'Collecting and Recording Data on Pupils' first Language', in-line with the categories at the main and extended level, was issued in 2011. Broad stages in this development are identified below as descriptions to be applied on a **'best-fit' basis** in a similar manner to the National Curriculum level descriptions. 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.

The valid categories are:

A = new to English
May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support.**

B = Early Acquisition
May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access the curriculum.**

C = Developing competence
May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English.

Requires ongoing EAL support to access the curriculum fully.

D = Competent
Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. **Needs some/occasional EAL support to access complex curriculum material and tasks.**

E = Fluent
Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. **Operates without EAL support across the curriculum.**

0 = Not Applicable

Details of pupils' stages of EAL are surveyed annually by specialist Ethnic Minority Achievement Services (EMAS) or EAL services within Local Authorities. Categories "A" to "E" in the EAL field **should only** be completed for *pupils learning EAL* in schools, including those who are in receipt of support by the specialist EMAS or EAL Services and for those who are not. Schools should use and input the same data in the EAL field for *pupils learning EAL*, as supplied to the EMAS/EAL service as part of the annual survey. For all other pupils, category "0" should be completed.

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. As specified above, this should be the **same information** supplied to specialist EMAS/EAL services within authorities.

It has been recognised that occasionally parents will select English as their child's First Language when that is actually not correct. This may be because they feel it will reflect well on the child, as opposed to the selection of a low caste language, for instance, or they may wish the choice to demonstrate how fully assimilated into British society they feel as a family. Schools can try to advise against the choice of English in such circumstances but ultimately the parents'

choice must stand. One of the problems with this is that the child may have English as an Additional Language (EAL) needs, but the selection of 'English' triggers a default action which means that it is not then possible for schools to complete the EAL field and enter a level of language acquisition for the child. The risk then is that the child's EAL needs do not come to the fore and, indeed, may be overlooked. Schools must work closely with the local authority's Ethnic Minority Achievement Service to ensure that the child's language acquisition needs are addressed.

It is probable that your software will provide a default setting of 0 - '**Not applicable'** to all pupils. However, in order to comply with the Data Protection Act 1998, schools are required to record accurate pupil information so this data item should be completed or amended for all pupils where appropriate.

First Language

The First Language codes are split into main and sub codes. Guidance on 'Collecting and Recording data on pupils' first language' was issued in 2012 and can be found at http://wales.gov.uk/topics/educationandskills/publications/guidance/collectingdata/?lang=en.

Below is the list of First Language codes for use in PLASC 2015:

Main Code:	Sub Code:	Descriptor:
ABA		English and/or Welsh/Cymraeg
ACL		Acholi
ADA		Adangme
AFA		Afar-Saho
AFK		Afrikaans
AKA		Akan/Twi-Fante
AKA	**AKAF**	Akan (Fante)
AKA	**AKAT**	Akan (Twi/Asante)
ALB		Albanian/Shqip
ALU		Alur
AMR		Amharic
ARA		Arabic
ARA	**ARAA**	Arabic (Any Other)
ARA	**ARAG**	Arabic (Algeria)
ARA	**ARAI**	Arabic (Iraq)
ARA	**ARAM**	Arabic (Morocco)
ARA	**ARAS**	Arabic (Sudan)
ARA	**ARAY**	Arabic (Yemen)
ARM		Armenian

ASM		Assamese
ASR		Assyrian/Aramaic
AYB		Anyi-Baule
AYM		Aymara
AZE		Azeri
BAI		Bamileke (Any)
BAL		Balochi
BEJ		Beja/Bedawi
BEL		Belarusian
BEM		Bemba
BHO		Bhojpuri
BIK		Bikol
BIS		Bislama
BLT		Balti Tibetan
BMA		Burmese/Myanma
BNG		Bengali
BNG	**BNGA**	Bengali (Any Other)
BNG	**BNGC**	Bengali (Chittagong/Noakhali)
BNG	**BNGS**	Bengali (Sylheti)
BSL		British Sign Language
BSQ		Basque/Euskara
BUL		Bulgarian
CAM		Cambodian/Khmer
CAT		Catalan
CCE		Caribbean Creole English
CCF		Caribbean Creole French
CGA		Chaga
CGR		Chattisgarhi/Khatahi
CHE		Chechen
CHI		Chinese
CHI	**CHIA**	Chinese (Any Other)
CHI	**CHIC**	Chinese (Cantonese)
CHI	**CHIH**	Chinese (Hokkien/Fujianese)
CHI	**CHIK**	Chinese (Hakka)
CHI	**CHIM**	Chinese (Mandarin/Putonghua)
CKW		Chokwe
CRN		Cornish
CTR		Chitrali/Khowar
CWA		Chichewa/Nyanja
CZE		Czech
DAN		Danish
DGA		Dagaare
DGB		Dagbane
DIN		Dinka/Jieng
DUT		Dutch/Flemish
DZO		Dzongkha/Bhutanese
EBI		Ebira
EDO		Edo/Bini
EFI		Efik-Ibibio
ESA		Esan/Ishan

EST		Estonian
EWE		Ewe
EWO		Ewondo
FAN		Fang
FIJ		Fijian
FIN		Finnish
FON		Fon
FRN		French
FUL		Fula/Fulfulde-Pulaar
GAA		Ga
GAE		Gaelic/Irish
GAL		Gaelic (Scotland)
GEO		Georgian
GER		German
GGO		Gogo/Chigogo
GKY		Kikuyu/Gikuyu
GLG		Galician/Galego
GRE		Greek
GRE	**GREA**	Greek (Any Other)
GRE	**GREC**	Greek (Cyprus)
GRN		Guarani
GUJ		Gujarati
GUN		Gurenne/Frafra
GUR		Gurma
HAU		Hausa
HDK		Hindko
HEB		Hebrew
HER		Herero
HGR		Hungarian
HIN		Hindi
IBA		Iban
IDM		Idoma
IGA		Igala
IGB		Igbo
IJO		Ijo (Any)
ILO		Ilokano
ISK		Itsekiri
ISL		Icelandic
ITA		Italian
ITA	**ITAA**	Italian (Any Other)
ITA	**ITAN**	Italian (Napoletan)
ITA	**ITAS**	Italian (Sicilian)
JAV		Javanese
JIN		Jinghpaw/Kachin
JPN		Japanese
KAM		Kikamba
KAN		Kannada
KAR		Karen (Any)
KAS		Kashmiri
KAU		Kanuri
KAZ		Kazakh

KCH		Katchi
KGZ		Kirghiz/Kyrgyz
KHA		Khasi
KHY		Kihaya/Luziba
KIN		Kinyarwanda
KIR		Kirundi
KIS		Kisi (West Africa)
KLN		Kalenjin
KMB		Kimbundu
KME		Kimeru
KNK		Konkani
KNY		Kinyakyusa-Ngonde
KON		Kikongo
KOR		Korean
KPE		Kpelle
KRI		Krio
KRU		Kru (Any)
KSI		Kisii/Ekegusii (Kenya)
KSU		Kisukuma
KUR		Kurdish
KUR	**KURA**	Kurdish (Any Other)
KUR	**KURM**	Kurdish (Kurmanji)
KUR	**KURS**	Kurdish (Sorani)
LAO		Lao
LBA		Luba
LBA	**LBAC**	Luba (Chiluba/Tshiluba)
LBA	**LBAK**	Luba (Kiluba)
LGA		Luganda
LGB		Lugbara
LGS		Lugisu/Lumasaba
LIN		Lingala
LIT		Lithuanian
LNG		Lango (Uganda)
LOZ		Lozi/Silozi
LSO		Lusoga
LTV		Latvian
LTZ		Luxemburgish
LUE		Luvale/Luena
LUN		Lunda
LUO		Luo (Kenya/Tanzania)
LUY		Luhya (Any)
MAG		Magahi
MAI		Maithili
MAK		Makua
MAN		Manding/Mandekan
MAN	**MANA**	Manding/Mandekan (Any Other)
MAN	**MANB**	Manding (Bambara)
MAN	**MANJ**	Manding (Dyula/Jula)
MAO		Maori
MAR		Marathi
MAS		Maasai

MDV		Maldivian/Dhivehi
MEN		Mende
MKD		Macedonian
MLG		Malagasy
MLM		Malayalam
MLT		Maltese
MLY		Malay/Indonesian
MLY	**MLYA**	Malay (Any Other)
MLY	**MLYI**	Indonesian/Bahasa Indonesia
MNA		Magindanao-Maranao
MNG		Mongolian (Khalkha)
MNX		Manx Gaelic
MOR		Moore/Mossi
MSC		Mauritian/Seychelles Creole
MUN		Munda (Any)
MYA		Maya (Any)
NAH		Nahuatl/Mexicano
NAM		Nama/Damara
NBN		Nubian (Any)
NDB		Ndebele
NDB	**NDBS**	Ndebele (South Africa)
NDB	**NDBZ**	Ndebele (Zimbabwe)
NEP		Nepali
NOR		Norwegian
NUE		Nuer/Naadh
NUP		Nupe
NWA		Newari
NZM		Nzema
OAM		Ambo/Oshiwambo
OAM	**OAMK**	Ambo (Kwanyama)
OAM	**OAMN**	Ambo (Ndonga)
OGN		Ogoni (Any)
ORI		Oriya
ORM		Oromo
OTL		Other Language
PAG		Pangasinan
PAM		Pampangan
PAT		Pashto/Pakhto
PHA		Pahari/Himachali (India)
PHR		Pahari (Pakistan)
PNJ		Panjabi
PNJ	**PNJA**	Panjabi (Any Other)
PNJ	**PNJG**	Panjabi (Gurmukhi)
PNJ	**PNJM**	Panjabi (Mirpuri)
PNJ	**PNJP**	Panjabi (Pothwari)
POL		Polish
POR		Portuguese
POR	**PORA**	Portuguese (Any Other)
POR	**PORB**	Portuguese (Brazil)
PRS		Persian/Farsi
PRS	**PRSA**	Persian/Farsi (Any Other)

PRS	**PRSD**	Persian (Dari)
PRS	**PRST**	Persian (Tajiki)
QUE		Quechua
RAJ		Rajasthani/Marwari
RME		Romany/English Romanes
RMI		Romani (International)
RMN		Romanian
RMN	**RMNM**	Romanian (Moldova)
RMN	**RMNR**	Romanian (Romania)
RMS		Romansch
RNY		Runyakitara
RNY	**RNYN**	Runyankore-Ruchiga
RNY	**RNYO**	Runyoro-Rutooro
RUS		Russian
SAM		Samoan
SCB		Serbian/Croatian/Bosnian
SCB	**SCBB**	Bosnian
SCB	**SCBC**	Croatian
SCB	**SCBS**	Serbian
SCO		Scots
SHL		Shilluk/Cholo
SHO		Shona
SID		Sidamo
SIO		Sign Language (Other)
SLO		Slovak
SLV		Slovenian
SND		Sindhi
SNG		Sango
SNH		Sinhala
SOM		Somali
SPA		Spanish
SRD		Sardinian
SRK		Siraiki
SSO		Sotho/Sesotho
SSO	**SSOO**	Sotho/Sesotho (Southern)
SSO	**SSOT**	Sotho/Sesotho (Northern)
SSW		Swazi/Siswati
STS		Tswana/Setswana
SWA		Swahili/Kiswahili
SWA	**SWAA**	Swahili (Any Other)
SWA	**SWAC**	Comorian Swahili
SWA	**SWAK**	Swahili (Kingwana)
SWA	**SWAM**	Swahili (Brava/Mwiini)
SWA	**SWAT**	Swahili (Bajuni/Tikuu)
SWE		Swedish
TAM		Tamil
TEL		Telugu
TEM		Temne
TES		Teso/Ateso
TGE		Tigre
TGL		Tagalog/Filipino

TGL	**TGLF**		Filipino
TGL	**TGLG**		Tagalog
TGR			Tigrinya
THA			Thai
TIB			Tibetan
TIV			Tiv
TMZ			Berber/Tamazight
TMZ	**TMZA**		Berber/Tamazight (Any Other)
TMZ	**TMZK**		Berber/Tamazight (Kabyle)
TMZ	**TMZT**		Berber (Tamashek)
TNG			Tonga/Chitonga (Zambia)
TON			Tongan (Oceania)
TPI			Tok Pisin
TRI			Traveller Irish/Shelta
TSO			Tsonga
TUK			Turkmen
TUL			Tulu
TUM			Tumbuka
TUR			Turkish
UKR			Ukrainian
UMB			Umbundu
URD			Urdu
URH			Urhobo-Isoko
UYG			Uyghur
UZB			Uzbek
VEN			Venda
VIE			Vietnamese
VSY			Visayan/Bisaya
VSY	**VSYA**		Visayan/Bisaya (Any Other)
VSY	**VSYH**		Hiligaynon
VSY	**VSYS**		Cebuano/Sugbuanon
VSY	**VSYW**		Waray/Binisaya
WAP			Wa-Paraok (South-East Asia)
WCP			West-African Creole Portuguese
WOL			Wolof
WPE			West-African Pidgin English
XHO			Xhosa
YAO			Yao/Chiyao (East Africa)
YDI			Yiddish
YOR			Yoruba
ZND			Zande
ZUL			Zulu
ZZX			Refused
ZZZ			Classification Pending

This field may be left blank if the child was aged under 5 at 31 August 2014.

Language Type   The only valid value for language type is:

        F   First language

28

| **Language Source** | The possible values for the language source are: |
| | |

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

4.7.3 The following status details **for pupils** are required:

Enrolment status   The enrolment status of the pupil. Valid values are:

        C   Current (single registration)
        M   Current main (dual registration)
        S   Current subsidiary (dual registration)
        G   Guest pupil

There is no formal definition for a guest pupil and this code should not generally be used.

Data for individuals with an enrolment status of Guest will not be included in the PLASC return, thus the information will not be included in formulae calculations for RSG or NPFS and no results information for such an individual would be included in the calculation of performance statistics.

All nursery pupils must be recorded on the PLASC return regardless of their source of funding.

Date of entry to current school   In the format ccyy-mm-dd. Must be a date on or before the Census day, Tuesday 13 January 2015.

Part-time indicator   **True** (Yes) or **False** (No)
Part-time attendance is anything less than 10 sessions per week in education. It is expected that all pupils of statutory school age will be in full-time education. For pupils aged 5 or over on 31 August 2014, your software should automatically insert a value 'False' (which can be amended to true if this is the case). Pupils aged 5 or over should be marked as full time even if they attend some sessions outside your school, as long as the total number of sessions per week is 10 or more. The total number of pupils having "True" as the answer to this question should

equal the total of the morning, afternoon and other attendance by part time pupils fields.

Year group

The year group in which the pupil **is taught** for the majority of their time, regardless of their chronological age. The following values will apply to the majority of cases (ages are as at the preceding 31 August):

N1 nursery, age less than 3
N2 nursery, age greater than or equal to 3 but less than 4
R   reception
1-7 year groups 1-7.

Note: this data item will be used in the validation of FP, KS2 & KS3 results in the summer of 2015 and it is important that this data item is accurate in the PLASC, in order to avoid unnecessary work during the collection of these results.

Home postcode

Please check that the information provided is compatible with one of the valid postcode formats, which are:

An nAA
AAn nAA
AnA nAA
Ann nAA
AAnA nAA
AAnn nAA

where 'A' denotes an upper case letter and 'n' a number from 0 to 9. Common mistakes when recording postcodes are to confuse letters with similar looking numbers (e.g. letter 'O' with number zero), to omit the central space, or include a trailing full stop. Any of these will cause the postcode to be rejected as invalid.

The software should convert any 'O' at the start of the second postcode block to a 0 (zero), and to convert double spaces between postcode blocks to single spaces.

An additional check was added in 2012: for the second part of a postcode after the space e.g. XXX **XXX**), the characters CIKMOV are now not allowed.

The expectation is that schools will be able to provide a valid home postcode for the great majority of their

pupils. However in any individual cases where home postcode is not known, this field should be left blank.

4.7.4 The following Special Educational Needs details **for pupils** are required:

More detailed guidance on changes to SEN data items and selecting appropriate values was issued to LAs and schools as Welsh Government Circular No: 012/2013 'Guidance for School Information Management Systems: Guidance to support the recording of Pupils' Special Educational Needs on School Information Management Systems'. This document can be found at:
http://wales.gov.uk/topics/educationandskills/publications/circulars/guidance-for-school-information-management-systems/?lang=en

Pupil SEN provision
The SEN provision (previously known as SEN status or stage) of the pupil. Further guidance can be found in the code of practice issued in 2002. This guidance can also be found at http://learning.wales.gov.uk/resources/special-education-needs-code-of-practice/?lang=en and in the guidance document listed above.

The valid codes are:

N   No special educational need
A   School Action
P   School Action Plus
S   Statemented

If your LA operates additional stages then please discuss with them which of the four codes above is most appropriate for pupils at such stages. All pupils must be assigned one of the codes above. If a Major special need other than DNA is reported then SEN provision **must** be reported as A, P or S.

Major (primary) special need
The major special need of a pupil. If the pupil has a statement then it should reflect the need contained on that statement. If the pupil is in the process of being assessed or referred prior to possible statementing, (codes A or P above) but has not yet been formally statemented, then the school should enter the code which is most appropriate to the nature of the special provision provided. The valid codes are:

DYSL   SPLD – Dyslexia
DYSC   SPLD – Dyscalculia
DYSP   SPLD – Dyspraxia
ADHD   SPLD – Attention Deficit Hyperactivity

31

Disorder
MLD   Moderate Learning Difficulties
GLD   General Learning Difficulties
SLD   Severe Learning Difficulties
PMLD   Profound & Multiple Learning Difficulties
BESD   Behavioural, Emotional & Social Difficulties
SLCD   Speech, Language and Communication
Difficulties
HI   Hearing Impairment
VI   Visual Impairment
MSI   Multi-Sensory Impairment
PMED   Physical and Medical Difficulties
ASD   Autistic Spectrum Disorders
DNA   Does not apply

Secondary special needs

Using the same codes as above, please describe any secondary special needs the pupil may have. Your software may allow you to enter more than one secondary need but the WG only requires data for one secondary need.

Please note that this item is optional and may be left blank for 2015.

SEN provision of support

For any pupil identified as having a SEN Provision of A, P or S, please provide information on the provision of support for the pupil in each of the four following areas and from the valid codes listed under each:

Curriculum and Teaching Methods
CT1   Some targeted differentiation
CT2   Significant and targeted differentiation
CT3   Some curriculum modifications
CT4   Significant curriculum modifications

Grouping and Support
GS1   Occasional additional support in class
GS2   Targeted and sustained additional support
GS3   Small group class provision
GS4   Mostly small group provision

Specialised resources
SR1   Periodic access to standard equipment
SR2   Individual access to normally available equipment
SR3   Individual access to specialised equipment
SR4   Dedicated access to highly specialised equipment

Advice and Assessment
AA1   School based assessment

AA2   External advice/assessment
AA3   Specialised assessments
AA4   Multi-agency assessments

4.7.5 The following Welsh Language details **for pupils** are required:

Fluency in Welsh

Is the pupil fluent in Welsh? Valid values are:

1   Fluent in Welsh
2   Can speak Welsh but not fluently
3   Cannot speak Welsh
4   Information Refused

Speaking Welsh in the home

Does the pupil speak Welsh at home (either fluently or not)?

0   Does not speak Welsh at home
1   Speaks Welsh at home
2   Not applicable (cannot speak Welsh)

The Welsh Government recommends the following procedure be adopted for the collection of data on use of the Welsh language in the home. Schools and LAs may use other methods if they wish, provided they are satisfied that they have acted within the provisions of the Data Protection Act 1998.

1.   Information on Welsh language ability should, in the first instance, be sought from parents.
2.   However, if no reply is received by the school after 4 weeks then the school should use its best judgement to assign values for the **fluency in Welsh** and **Speaking Welsh in the home** fields.
3.   Schools should then give the parent(s)/child the opportunity to amend the chosen categories. This procedure is the same as that to be followed for the collection of ethnic background and national identity data and schools may find it useful to refer to that guidance when collecting this information.

Source of data on use of the Welsh language

The possible values of the source code are:

C   provided by the child (i.e. pupil)
P   provided by the parent
S   ascribed by the current school

T	ascribed by a previous school
O	other (or not known).

Study of Welsh   The pupil's study of Welsh at the school:

1	Taught Welsh as a first language
2	Taught Welsh as a second language
3	Disapplied from the National Curriculum

Note: this data item will be used in the validation of FP, KS2 & KS3 results in the summer of 2015 and it is important that this data item is accurate in the PLASC, in order to avoid unnecessary work during the collection of these results.

Pupils excluded (both permanently and fixed term) in the 2013/2014 school year

4.8   Data items must pass the relevant validation rules.

4.9   Exclusions should not be counted if they were withdrawn by the head teacher, or the pupil was reinstated by the discipline committee, or by an independent appeal panel.

4.10   Exclusions should be counted if the exclusion date fell within the period **1 September 2013 to 31 August 2014**, where the exclusion date is when:

- an independent appeal panel upheld the permanent exclusion; or

- the prescribed period for an appeal expired and the parent had not notified the LA of any intention to appeal; or

- the parent notified the LA in writing that they did not intend to appeal; or

- the parent, having notified the LA of their intention to appeal, subsequently withdrew from the appeal process.

4.11   For each such **permanent** exclusion the information to be provided about the pupil is:

UPN   Expected to be present and a valid 13 character UPN. However if the pupil had not in fact been allocated a UPN by the time they were excluded, then a UPN should **not** be allocated now solely for the purposes of this return. The absence of a UPN will generate a validation query, but if this correctly reflects the position at the time of exclusion, then the query should

be ignored.

Surname	Full surname, as the school believes it to be.
Forename	In full, not shortened or familiar versions.
Middle name(s)	In full, not shortened or familiar versions. If the pupil has no middle name(s) then this field should be left blank.
Date of birth	In the format ccyy-mm-dd.
Gender	**M** (male) or **F** (female).

In addition, the following information about the **permanent** exclusion should be provided.

Exclusion Reason   Valid exclusion reason codes for PLASC 2015 are:

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

Exclusion Category   For permanent exclusions the only category is:

Permanent   PERM

Start date of exclusion   In the format ccyy-mm-dd.

For **fixed term** exclusions, the following information is required:

UPN	Expected to be present and a valid 13 character UPN. However if the pupil had not in fact been allocated a UPN by the time they were excluded, then a UPN should not be allocated now solely for the purposes of this return. The absence of a UPN will generate a validation query, but if this correctly reflects the position at the time of exclusion, then the query should be ignored.
Surname	Full surname, as the school believes it to be.
Forename	In full, not shortened or familiar versions.
Middle name(s)	In full, not shortened or familiar versions. If the pupil has no middle name(s) then this field should be left blank.
Date of birth	In the format ccyy-mm-dd.
Gender	M (male) or F (female).
Exclusion Reason	Valid exclusion reason codes for PLASC 2015 are:

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

Exclusion Category	For fixed term exclusions the only category is:

Fixed term   FIXD

Start date of exclusion	In the format ccyy-mm-dd.
Number of session missed	Please enter the number of sessions (half days) missed as a result of the exclusion

Section 5: Teaching and support staff

5.1 This section is **mandatory** and asks for details of all **qualified teachers** and **support staff** in the school.

5.2 In addition, you should **INCLUDE**:

(a) staff temporarily absent (for less than a term);

(b) staff covering anyone on long term absence/sickness leave or secondment (of a term or longer);

(c) relief/supply staff filling a nominal vacancy;

(d) peripatetic teachers, including area Welsh teachers in school on the 13 January 2015.

5.3 You should **EXCLUDE**:

(e) anyone on long term absence/sickness leave or secondment (of a term or longer);

(f) relief/supply staff covering short term absences and any vacancies not filled by relief/supply staff;

(g) persons gaining experience prior to possible entry to a Council for Awards in Children's Care and Education (CACHE) course;

(h) persons engaged as unpaid 'helpers'.

5.4 The information required is set out in a series of tables below. These tables may not necessarily correspond exactly to any screen displayed by your software, although there may be some resemblance.

5.5 For **full time** staff, enter the total number of staff by category and, for head teacher, acting head teacher, deputy head teacher or assistant head teacher, or other qualified teachers only, the number of staff on contracts of one year or less.

5.6 For **part time** staff, enter the number of staff and, for deputy head teacher, or other qualified teachers, the number on contracts of one year or less. In addition, enter the **total directed hours per week**. "Directed hours" are the average hours per week for which a teacher is contracted to work, including assembly but excluding lunch breaks. A full-time teacher is considered to work 32.5 directed hours per week (there is no need to enter hours for full-time teachers). The weekly directed hours of part-time teachers should be calculated on a pro rata basis. So, for example, if the school has two part time teachers, one contracted to work 0.5 of the week (16.25 hours) and the other contracted to work 0.9 of the week (29.25 hours). The total number of hours worked by the two teachers in a given week is 16.25 + 29.25 hours = 45.5 hours. The total should be rounded to the nearest whole number

of hours (rounding 0.5 upwards), so in this example the school would enter 46 hours, i.e. the total, under the category in which those two staff are counted.

5.7 Where a member of staff is shared by two schools, the portion of time spent at the establishment should be reported for each school, or, the member of staff's full hours should be reported at one establishment only. The full hours for one member of staff should not be reported at more than one establishment.

5.8 For **teachers teaching Welsh**, enter the number of qualified teachers who are currently involved in teaching Welsh or through the medium of Welsh. **EXCLUDE** any area Welsh teachers who may teach at your school (these will be included under peripatetic teachers). In addition, for both full and part time staff, enter the number of **hours per week** taught through Welsh, or in which Welsh is taught.

5.9 For qualified teachers considered **able or qualified to teach Welsh** but are not doing so, **EXCLUDE** head teachers who do not have a teaching commitment.

5.10 Where qualified teachers form a 'pool' to service schools, they should either be included as **peripatetic** if they visit varying numbers of schools, or as **part time** teachers if they regularly teach in a specified school or schools.

5.11 For **support staff**, enter the number of full-time and part-time staff, and for part time staff, the total directed hours per week. A full-time support staff member is considered to work 32.5 directed hours per week (there is no need to enter hours for full-time staff).Staff who work <u>a full week</u> but only during term time should be entered as full time.

5.12 Support staff who are present in a class specifically for one-to-one work *are* to be included in this count of staff in the school.

5.13 Where a headcount is skewed by job sharing or part-time staff undertaking more than one role in the school, the full-time equivalent count should take precedence over the headcount.

5.14 All information on teacher and support staff is required by **gender**.

5.15 The valid categories and codes for teaching and support staff are as follows:

> **Teachers:**
> **Teacher category:**
>
> | | |
> |---|---|
> | **HT** | Head teacher |
> | **AC** | Acting head teacher |
> | **DH** | Deputy head teacher |
> | **AS** | Assistant head teacher |
> | **QT** | Other qualified teachers |
> | **OT** | Other teachers (not QTS status but not 'unqualified' i.e. those covered by Education Specified Work and |

	Registration)
TT	Trainees on Initial Teacher Training courses
FA	Foreign language assistants[1]
PT	Peripatetic teachers in school on enumeration date

Teaching Welsh category:

TC	Qualified teachers teaching Welsh as a first language
TW	Qualified teachers teaching Welsh as a second language only
TO	Qualified teachers teaching other subjects through the medium of Welsh
NW	Qualified teachers able to teach Welsh or through the medium of Welsh, but not doing so
NT	Not qualified to teach Welsh or through the medium of Welsh

Please do not assign a teaching Welsh category to the head teacher if they do not have a teaching commitment.

[1] Foreign language assistants should only be included if they are funded by Welsh Government.

All qualified teachers with a teaching commitment (codes HT, AC, DH, AS and QT above) should be assigned two codes: one for type and one for the teaching of the Welsh language. Thus, the total number of qualified teachers will EQUAL the number of teachers with a valid teaching Welsh category, or be ONE LESS THAN where the head teacher does not teach.

If a teacher teaches both Welsh first and second languages, or both Welsh first language and other subjects through the medium of Welsh, they should be coded as teaching Welsh first language.

Support Staff:

HL	Higher Level Teaching Assistant (HLTA) [1]
TA	Teaching Assistants [2]
SN	Special needs support staff [3]
PS	Pastoral support staff [4]
ME	Matrons/nurses/medical staff (including NHS employees)
TE	Laboratory or workshop technicians
LI	Librarians and library assistants
EO	Examinations Officers
AO	Other administration staff
BM	School Business Manager or equivalent

Note:

[1] Support staff should only be reported in the HLTA category if they have been formally awarded HLTA status having successfully completed the assessment process administered by the Welsh Government in Wales or the equivalent body in England and are deployed in a HLTA capacity for part or all of the week.
Where a member of support staff is contracted to work as both an HLTA and a TA for different parts of the week, they should be reported in the HLTA category.

[2] Teaching Assistants are those who work directly with pupils to support learning including Cover Supervisors.

[3] Special needs support staff are those deployed specifically to support pupils assessed as having ALN/SEN.

[4] Pastoral support staff are those who work directly with pupils to support welfare, behaviour, and other pastoral issues, including attendance.

5.16 Information is required as per the following diagrams. Data are not required for those cells which are greyed out. The following tables may not correspond to how it is presented on your screen.

(a)   Full time teaching staff

	Male		Female	
	Total	of which on contracts of one year or less	Total	of which on contracts of one year or less
Head teacher				
Acting head teacher				
Deputy head teacher				
Assistant head teacher				
Other qualified teachers				
Other teachers (not QTS status but not 'unqualified')				
Trainees on Initial Teacher Training courses				
Peripatetic teachers in school on the enumeration date				

(b) Part time teaching staff

	Male				Female			
	All staff		Those on contracts of one year or less		All staff		Those on contracts of one year or less	
	Number	Total directed hours per week	Number	Total directed hours per week	Number	Total directed hours per week	Number	Total directed hours per week
Head teacher								
Acting head teacher								
Deputy head teacher								
Assistant head teacher								
Other qualified teachers								
Other teachers (not QTS status but not 'unqualified')								
Trainees on Initial Teacher Training courses								
Peripatetic teachers in school on the enumeration date								

(c) Teaching Welsh

Information is only required for head teacher, acting head teacher, deputy head teacher, assistant head teacher or other qualified teachers.

	Full time teachers				Part time teachers			
	Male	Hours per week	Female	Hours per week	Male	Hours per week	Female	Hours per week
Teaching Welsh as a first language								
Teaching other subjects through the medium of Welsh								
Teaching Welsh as a second language only								
Able or qualified to teach Welsh but not doing so								
Not qualified to teach Welsh or through the medium of Welsh								

41

(d)   Support Staff

	Full time staff		Part time staff			
	Male	Female	Male	Total directed hours per week	Female	Total directed hours per week
Higher Level Teaching Assistants (HLTAs)						
Teaching Assistants						
Special needs support staff						
Pastoral support staff						
Matrons/nurses/medical staff (including NHS employees)						
Laboratory or workshop technicians						
Librarians and library assistants						
Other administration staff						
School Business Manager or equivalent						

Section 6: Classes as taught

6.1   This section is **mandatory**.

6.2   Details are required of all registered classes running on a normal Tuesday. Include all pupils on the register as at 13 January 2015, whether present or absent on that day. **Include each pupil only once**.

6.3   Where a class has both full and part time morning and afternoon pupils, the size of the class should be the number of full time pupils **plus** either the number of morning or afternoon part time pupils, whichever is the greatest. For example, a class with 20 full time pupils, 10 part time morning pupils and 5 part time afternoon pupils should be entered as a class of 30 pupils. **Classes with only part time pupils should be treated as separate classes**. For example, a school which has one part time class in the morning and one part time class in the afternoon, with no full time pupils in either, should record the morning and afternoon classes separately.

6.4   Do not record unusual situations (such as class amalgamation or school closure) which may have occurred on the Census day due (for example) to staff training or absence, or severe weather conditions. Pupils normally present, but absent on the enumeration day, should be included.

6.5   In the situation where a teacher teaches one class in the morning and a different class in the afternoon, please include the teacher in both classes. This rule also applies to any support staff.

6.6   Where two (or more) qualified teachers are present at all times with more than 30 pupils (but fewer than 61) these classes are considered to have met the Limit on Infant Class Sizes and the Junior Class Size Target. Where such classes exist, they should be recorded as two separate classes for the purposes of the class size count and the pupils divided so that each class has 30 or fewer pupils. Furthermore, where there is a Foundation Phase class at a school only fully qualified teachers in that class are used to calculate the class size. Foundation classes of over 30 pupils will normally be in breach of Section 1 of the School Standard and Framework Act 1998 if they have only one fully qualified teacher, irrespective of the number of classroom assistants.

6.7   Where there is a mixed Nursery/Reception (or other 4-7 age group) class, where the number of pupils exceeds 30, it is in breach of the Regulations if the number of reception (or older) aged children exceeds the number of nursery aged children in any ordinary teaching session. However, if during each session during a school day the number of nursery aged children exceeds the reception aged children then there is no breach. **Where the number of nursery and reception aged children are exactly the same during each session, then the class is not in breach of the Regulations.**

6.8   For each class as taught the information required is:

Class reference number	May be any character string up to a maximum of 30 characters. All distinct classes should be allocated a unique reference number.
Class type	**I** (infant), **J** (junior), **N** (nursery) The character entered here shows whether the class is covered by the Limit on Infant Class Sizes, the Junior Class Size Target, or exempt in the case of Nursery. If half or more of the pupils are Nursery record the Class Type as 'N', otherwise record as 'I' Infant or 'J' Junior according to the Key Stage with the majority of pupils.
Class category	**N** (nursery class), **M** (mixed nursery/reception class) **S** (special class), **O** (ordinary class).

A nursery class is one which includes amongst its staff a qualified nursery assistant.

Mixed nursery/reception classes should be coded as 'M' even if they have a qualified nursery assistant. Classes should only be coded as 'M' if they only contain pupils in year groups N1, N2 or R. If there are pupils from other year groups in the class then it should be coded as an ordinary class.

A special class is one designated as such by either the school or the LA. Include both LA and school designated special classes.

Year group	Enter one value only from the following:

      N1   nursery (pupils aged < 3)
      N2   nursery (pupils aged >=3 but <4)
      R   reception
      1-6 year groups 1-6

      M   mixed year groups

Key Stage	Enter one value only from the following:

      F   Foundation Phase

| | | **2** | Key Stage 2 |
| | | **M** | mixed Foundation Phase and Key Stage 2 |

The table below lists of all the possible combinations of year group and Key Stage for each Class Type which you may find useful when completing this section.

Class Category	Class type	Year group	Key stage	Class consists of:
N	N	N1	F	Year N1 pupils only
N	N	N2	F	Year N2 pupils only
N	N	M	F	N1 and N2 pupils
M	N/I	M	F	Reception age pupils plus either or both N1 and N2 pupils. (If half or more of the pupils are Nursery record the Class Type as 'N', otherwise record as 'I' infant.).
O	I	R	F	Reception aged pupils only
O	N/I	M	F	Any combination of Nursery, Reception, Year 1 and Year 2 pupils. (If half or more of the pupils are Nursery record the Class Type as 'N', otherwise record as 'I' Infant.)
O	I	1	F	Year 1 pupils only
O	I	2	F	Year 2 pupils only
O	J	3	2	Year 3 pupils only
O	J	4	2	Year 4 pupils only
O	J	5	2	Year 5 pupils only
O	J	6	2	Year 6 pupils only
O	J	M	2	Any combination of Year 3, Year 4, Year 5 and Year 6 pupils
O	N/I/J	M	M	Any class with a combination of Foundation Phase and Key Stage 2 pupils, (ie Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6. Class can also include Reception and Nursery pupils). (If half or more of the pupils are Nursery record the Class Type as 'N', otherwise record as 'I' Infant or 'J' Junior according to the KS with the majority of pupils.)
S	N	N1	F	Year N1 pupils only
S	N	N2	F	Year N2 pupils only
S	N/I	M	F	Any combination of Nursery, Reception, Year 1 and Year 2 pupils. (If

				half or more of the pupils are Nursery record the Class Type as 'N', otherwise record as 'I' Infant.)
S	I	R	F	Reception aged pupils only
S	I	1	F	Year 1 pupils only
S	I	2	F	Year 2 pupils only
S	J	3	2	Year 3 pupils only
S	J	4	2	Year 4 pupils only
S	J	5	2	Year 5 pupils only
S	J	6	2	Year 6 pupils only
S	J	M	2	Any combination of year 3, year 4, year 5 and year 6 pupils
S	N/I/J	M	M	Any class with a combination of Foundation Phase and Key stage 2 pupils. (If half or more of the pupils are Nursery record the Class Type as 'N', otherwise record as 'I' Infant or 'J' Junior according to the KS with the majority of pupils.)

NB. **Class Category M refers <u>only</u> to mixed nursery reception class**

Year Group M refers to any combination of one or more year groups

Welsh classes	Indicate the extent to which the Welsh language is used in the class. Valid values are:
	1 Welsh is the sole or main medium of instruction
	2 Welsh is used as a teaching medium for part of the curriculum (i.e. less than half)
	3 Welsh is taught as a second language only
	4 No Welsh is used or taught.
Pupils with a statement of SEN	The number of pupils in this class with SEN statements. Pupil SEN status S only.
Number of teaching staff taking the class	**Include** qualified, unqualified or peripatetic teachers, and education support staff *(for example nursery assistants)* **if they are in charge of the class**;

	Exclude teachers in the class wholly or mainly to provide support to individual pupils.
Number of support staff assisting the main teacher(s)	**Include** teaching assistants (if not included above). Support staff who are present in a class specifically for one-to-one work are **not** to be included in this count of support staff in the class.
Pupils	Enter the number of pupils in the class who are registered on roll at the school. Include dually registered pupils. Include pupils who were absent on enumeration day.
Pupils from other schools	Enter the number of pupils in the class who are **not** registered on roll at the school.
Exceptions	Where a class has more than 30 pupils an exception code should be entered where appropriate or the class will be treated as a breach. The tables below list the exceptions and categories for pupils in infant and junior schools.
Pupils in catchment	**Number of pupils within the catchment area for classes with permitted exception codes (infants) J and/or permitted exception codes (juniors) C or E.**

Categories of permitted exceptions (infants)

- Children in categories A-D below and G-I below will only be treated as excepted pupils during the first academic year in which they are admitted to the school.
- Children in categories E and F will be treated as excepted pupils only when they are in an infant class at the mainstream school or outside the special unit (as the case may be).

Category	Circumstances of permitted exception
A	Children whose statements of Special Educational Need (SEN) specify that they should be educated at the school concerned, and who are were admitted to the school outside a normal admission round.
B	Children initially refused admission to a school, but subsequently offered a place outside a normal admission round by direction of an admission appeal panel, or because the person responsible for making the original decision recognises that an error was made in implementing the school's admission arrangements.
C	Children who cannot gain a place at any other suitable school within a reasonable distance of their home because they move into the area outside a normal admission round.
D	Children for whom education at a school which is Welsh speaking is desired where the school concerned is the only such school within a reasonable distance of their home (this also applies to pupils who are admitted outside the normal admission round).
E	Children who are registered pupils at special schools, but who receive part of their education at a mainstream school.
F	Children with SEN who are normally educated in a special unit in a mainstream school, but who receive part of their lesson in a non-special class.
G	Looked after children who **Children who are looked after by local authorities (looked after children), or who have ceased to be looked after (previously looked after children) as a result of being adopted or being placed with a family or given a special guardian and are admitted to the school outside a normal admissions round**.
H	Children admitted outside the normal admissions round for whom education at a school of a particular religious character is desired.
I	Children who are admitted to the school within an age group in which pupils are normally admitted (i.e. reception class only – **NOT** year 1 or 2) and after the first day of the relevant school year, where the school has not yet reached its admission number, but has already organised its classes, and the admission of the child would mean that the school would have to take relevant measures. **Note:** Permitted exception category I applies to reception age

	~~pupils only.~~
J	**Children admitted outside the normal admission round who:** **· the maintaining local authority confirmed cannot gain a place at any other suitable school within a reasonable distance of their home because they have moved into the area outside a normal admission round, or** **· they desire a religious education, or a Welsh speaking education and the school in question is the only suitable school within a reasonable distance.**
K	**Children who were admitted to the school outside the normal admission round after which the school has arranged its classes, and after the first day of the school year, the effect of which would mean that the school would have to take a relevant measure if such children were not excepted pupils.**
L	**Children of armed forces personnel who are admitted outside the normal admission round.**
M	**Children whose twin or other sibling from a multiple birth are admitted as non-excepted pupils, as the final pupil(s) allocated a place before the admission number is reached.**

Categories of permitted exceptions (juniors)

- Children in categories A-E and H below will <u>only be treated as excepted pupils during the first academic school year</u> in which they are admitted to the school.
- Children in categories F and G are treated as excepted pupils only when they are in a junior class at the mainstream school or outside the special unit (as the case may be).

Category	Circumstances of permitted exception
A	Children whose statements of SEN specify that they should be educated at the school concerned, and who are admitted to the school outside a normal admission round.
B	Children initially refused admission to a school, but subsequently offered a place outside a normal admission round by direction of an admission appeal panel, or because the person responsible for making the original decision recognises that an error was made in implementing the school's admission arrangements.
C	Children who cannot gain a place at any other suitable school within a reasonable distance of their home because they move into an area outside a normal admission round.
D	Children who are admitted to a school after the end of the normal admissions round where the admission number relevant to a child's particular year group has not previously been reached.
E	Children for whom an education at a school which is Welsh speaking or of a particular religious denomination is desired, where the school concerned is the only such school within a reasonable distance of their home (this also applies to pupils who are admitted outside the normal admission round).
F	Children who are registered pupils at special schools, but who receive part of their education at a mainstream school.
G	Children with special educational needs who are normally educated in a special unit in mainstream school, but who receive part of their lessons in a non-special class.
H	Looked after children who are admitted to schools outside a normal admissions round.

Section 7: Teacher recruitment and retention

7.1   This section is **mandatory.**

7.2   This information is used to identify potential areas of staff shortage in the teaching profession and to gauge the extent and effect of staff turnover.

Teacher recruitment

7.3   For each unique post advertised between 1 January 2014 and 31 December 2014, please enter the following details:

Vacancy identifier	1-99. Your software should automatically allocate this, but in cases where it does not please ensure that the number is unique.
Key Stage	Enter one value only from the following:
	F Foundation Phase
	2 Key Stage 2
	M mixed Foundation Phase and Key Stage 2
Welsh medium vacancy	Was the vacancy one where a successful applicant would be required to teach through the medium of Welsh? **True** (Yes) or **False** (No)
Total number of applications received	Please enter the total number of valid applications received. If none were received then please enter zero.
Appointment made	Was an appointment made to fill the vacancy? **True** (Yes) or **False** (No)

Teacher retention

7.4 During the period 1 January 2014 to 31 December 2014, for each teacher who left the profession or took early retirement, please enter:

Leaver identifier	1-99. Your software should automatically allocate this, but in cases where it does not please ensure that the number is unique.
Key Stage of teacher	Enter one value only from the following:
	F Foundation Phase

2	Key Stage 2
M	mixed Key Stages

Teaching experience	Please enter the approximate number of years of teaching experience of the leaver.

Teacher destination	Please enter the intended destination of the teacher:

EDU   Employed in a non-teaching capacity
       within the education system
OUT Employed outside education
RET   Early retirement
OTH Other
UNK Unknown

7.5   Only include teachers who have left the profession or have taken early retirement. Do not include teachers who have retired on normal retirement age, are on maternity leave, secondment or sickness absence. Include teachers who have left the teaching profession to take non-teaching roles in other fields of education.

Section 8: Validation and error correction

8.1 Your software will provide a detailed report of validation errors and queries in your return. An *"error"* is the presence of an illegal character or value in a data item, or a logical inconsistency between data items or between different aspects of the return. An error inevitably reflects some inaccuracy in, or omission from, the return.

8.2 *"Queries"* are of two kinds:

- they may relate to an unusual feature of the data (for example that no pupils at all are shown as having special needs), which suggests, but does not prove, the presence of some inaccuracy or omission;

- they may be used as a prompt in areas where there seems a particularly high risk of omissions occurring – free school meal eligibility, for example. Some schools may not have any pupils on roll eligible for free school meals, but these are exceptions and the software will query such cases.

Queries of either kind need to be investigated to establish whether or not there is an inaccuracy or omission, although the conclusion may be that the data are in fact correct.

8.3 It is essential for you to resolve as many errors as possible **before submitting the return** to your LA, and ideally to resolve all of them. It is also essential to investigate all queries, and to amend the data where it transpires that they are incorrect.

8.4 Returns which, on arrival in the WG, contain errors may be rejected and have to be re-submitted. The school will be required to amend the errors in their MIS and upload the revised return file through DEWi, the online, secure data transfer system. **Returns will not be edited by the WG after being submitted via DEWi. The WG will not be applying an error threshold but will evaluate each return on its own merits.** Your LA may be applying an error threshold to the return it receives from you, and you should check the details of that with them.

8.5 However in determining whether a return contains too many errors, the WG will **not** count queries.

8.6 The WG will also compare the PLASC 2015 return to the one made by the school in January 2014. Comparisons will be made between numbers of pupils, classes, teachers, free school meal entitlement and pupils with statements of SEN. The WG will query any comparison that appears to show greater changes than that suggested by historical data.

Section 9: The school summary

9.1 The school summary is generated automatically by the software. Its purpose is to allow the staff preparing the return, and the head teacher authorising it, to assess the likely accuracy and completeness of the return given that the return itself is too large readily to be viewed in its entirety.

9.2 The summary should be inspected carefully, paying particular attention to those parts of it that might reveal evidence that some individual pupil data was not entered into your system prior to generating the return, namely:

> number of pupils on the register by gender, age, mode of attendance and enrolment status
>
> number of pupils in nursery classes
>
> number of pupils aged 5 or over by ethnic group and national identity
>
> number of pupils fluent in Welsh, and the other categories relating to home or spoken language
>
> number of pupils taught Welsh, by type of Welsh course
>
> number of pupils eligible for free school meals *(with the number reported as having a free meal on Census day also shown for comparison)*
>
> number of pupils reported as taking free milk on Census day
>
> number of pupils with an SEN statement
>
> number of pupils with English as an additional language (EAL)
>
> number of pupils in LA designated special classes
>
> number of pupils with special needs but no statement
>
> number of permanent and fixed term exclusions in the 2013/2014 school year

9.3 The summary also provides some key statistics derived from the data in the return on classes as taught, teaching staff and non-teaching staff. These too should be inspected carefully for signs that the underlying data might be inaccurate or incomplete.

Section 10: Sending the return to your LA

10.1   Once the return has been authorised by the head teacher it should be sent, via DEWi the online secure data transfer system, **at the same time as the school summary** to your LA. The mechanics of the transmission process will vary from one authority to another, so please contact your LA for details.

10.2   The deadline for submission of your PLASC return to WG is **13th March 2015**. **Please check with your LA the deadline for submission of your return to them**.

Section 11: Further information

11.1   If you need further advice on the completion of any part of your PLASC return, please contact your LA in the first instance.

11.2   If there are questions which cannot be resolved this way, then they or you should contact the WG using the details listed earlier in this document.

Section 12: Summary of data fields

School level data modules

School Identifiers

Field Name	Field Length	Field Type	Sample Data
LEA Number	3	Alphanumeric	660
School Number	4	Alphanumeric	4099
School Name	100	Alphanumeric	Anglesey Comprehensive School
Phase	2	Alphanumeric	PS

School Contact Details

Field Name	Field Length	Field Type	Sample Data
Email address	254	Alphanumeric	office@anglesey.sch.uk
School telephone number	35	Alphanumeric	01234 567890
Internet Address	60	Alphanumeric	http://www.angcomp.co.uk
Fax number	35	Alphanumeric	01234 567890

School Characteristics

Field Name	Field Length	Field Type	Sample Data
School Type	2	Alphanumeric	18
Head teaching indicator	1	Alphanumeric	4
Gender Mix	1	Alphanumeric	A
Free school milk taken	4	Alphanumeric	23
School milk bought	4	Alphanumeric	76
Full time attendance on census day	4	Alphanumeric	123
Part time attendance on census day	4	Alphanumeric	12
Morning Attendance	4	Alphanumeric	2222
Afternoon Attendance	4	Alphanumeric	2222
Other Attendance	4	Alphanumeric	2222
Welsh Medium School type	2	Alphanumeric	EW
Free school meals taken	4	Alphanumeric	23
Paid school meals taken	4	Alphanumeric	20
LEA Designated special classes	2	Alphanumeric	11
Number of pupils in LEA designated special classes from returning school	4	Alphanumeric	2222
Number of pupils in LEA designated special classes from other schools	4	Alphanumeric	2222
Free Breakfasts on census day	4	Alphanumeric	1080
Free Breakfasts on census day for Free School Meal Eligible pupils	4	Alphanumeric	1930
Pupils who took Free Breakfasts in week prior to census	4	Alphanumeric	1260
Pupils who took Free Breakfasts in week prior to census for Free School Meal Eligible pupils	4	Alphanumeric	1215

Governance

Field Name	Field Length	Field Type	Sample Data
Governance	2	Alphanumeric	CO
Head teacher on governing body	1	True/False	1
Male serving governors	2	Alphanumeric	3
Female serving governors	2	Alphanumeric	3
Welsh speaking governors	2	Alphanumeric	3
Governor vacancies	2	Alphanumeric	3
Federated governing body	**5**	**Alphanumeric**	**F0023**

Survey Details

Field Name	Field Length	Field Type	Sample Data
Survey/Data Extraction Type	5	Alphanumeric	PLASC
Survey Reference Date	10	Date	2014-01-13
Person Completing Survey	2	Alphanumeric	SS
Survey Completion Time	2	Alphanumeric	05

Classes data

Field Name	Field Length	Field Type	Sample Data
Class Name	30	Alphanumeric	OAK
Class Category	1	Alphanumeric	O
Class Yeargroup	2	Alphanumeric	5
Class Keystage	1	Alphanumeric	2
Level of Welsh teaching of the class	1	Alphanumeric	1
SEN Pupils in the Class	2	Alphanumeric	4
Number of Teachers	2	Alphanumeric	1
Number of Non Teachers	2	Alphanumeric	1
Pupils in the class for whom the school is their home school	3	Alphanumeric	222
Pupils in the class who are guest pupils	3	Alphanumeric	111
Pupils subject to Class Size Count Exceptions	3	Alphanumeric	101
Reason for Exceptions (Infant)	1	Alphanumeric	A
Reason for Exceptions (Junior)	1	Alphanumeric	B
Pupils in catchment	3	Alphanumeric	222
Class Size Count Type	1	Alphanumeric	I

Teachers

Field Name	Field Length	Field Type	Sample Data
Teachers not teaching	3	Alphanumeric	10
Category of Teachers	2	Alphanumeric	QT
Gender of Teachers	1	Alphanumeric	M
Tenure of Teachers	1	Alphanumeric	F
Total hours worked by part time staff	4	Alphanumeric	30
Headcount of Teachers	2	Alphanumeric	50
Contracts of qualified teachers	2	Alphanumeric	20

Hours worked by qualified teachers on contracts of one year or less	4	Alphanumeric	20

Teaching of Welsh

Field Name	Field Length	Field Type	Sample Data
Category of Teaching Welsh	2	Alphanumeric	TC
Gender of Teachers	1	Alphanumeric	F
Tenure of Teachers teaching Welsh	1	Alphanumeric	F
Teaching Welsh hours	4	Alphanumeric	20
Headcount of Teachers teaching Welsh	2	Alphanumeric	50

Support staff data

Field Name	Field Length	Field Type	Sample Data
Category of Support Staff	2	Alphanumeric	TA
Gender of Support Staff	1	Alphanumeric	F
Tenure of support staff	1	Alphanumeric	P
Total hours worked by part time staff	4	Alphanumeric	30
Headcount of Support Staff	2	Alphanumeric	50

Teacher Recruitment Data

Field Name	Field Length	Field Type	Sample Data
Vacancy reference number	2	Alphanumeric	1
Key Stage	1	Alphanumeric	2
Welsh medium vacancy	1	True/False	0
Applications for a Vacancy	3	Alphanumeric	3
Appointment made	1	True/False	1

Teacher Retention

Field Name	Field Length	Field Type	Sample Data
Leaver reference number	2	Alphanumeric	1
Key Stage	1	Alphanumeric	2
Teaching experience of leavers	2	Alphanumeric	8
Destination of leavers	3	Alphanumeric	EDU

Individual pupil level data (on roll)

Pupil Identifiers

Field Name	Field Length	Field Type	Sample Data
UPN (Unique Pupil Number)	13	Alphanumeric	Z1234567890123
Former UPN	13	Alphanumeric	A1234567890122
Surname	35	Alphanumeric	Jones
Forename	35	Alphanumeric	Marc
Middle Name(s)	35	Alphanumeric	Iwan Owen
Date of Birth	10	Date	2008-03-31
Gender	1	Alphanumeric	M

Pupil Characteristics

Field Name	Field Length	Field Type	Sample Data
Pupil National Identity	3	Alphanumeric	WAL
Pupil Ethnic Code	4	Alphanumeric	MWBC
Source of Pupil Ethnic Code	1	Alphanumeric	P
Pupil Free School Meal Eligibility	1	True/False	False
Pupil In Care Indicator	1	True/False	0
Pupil In Care – Caring Authority Code	3	Alphanumeric	660
Pupil In Care while at current school Indicator	1	True/False	1
English as an additional language	1	Alphanumeric	A
Language Type	1	Alphanumeric	F
Language Code	4	Alphanumeric	ABA
Language Source	1	Alphanumeric	P

Pupil Status

Field Name	Field Length	Field Type	Sample Data
Enrolment Status	1	Alphanumeric	C
Date of Entry to Current School	10	Date	2010-09-01
Parttime Indicator	1	True/False	False
Pupil NC Year Group	2	Alphanumeric	12
Pupil Postcode	8	Alphanumeric	CF14 5DZ

Special Educational Needs

Field Name	Field Length	Field Type	Sample Data
SEN Provision under code of practice	1	Alphanumeric	S
SEN Rank	1	Alphanumeric	1
SEN Major Need	4	Alphanumeric	HI
Curriculum & Teaching	3	Alphanumeric	CT1
Grouping & Support	3	Alphanumeric	GS1
Specialised Resources	3	Alphanumeric	SR1
Advice & Assessment	3	Alphanumeric	AA1

Welsh Language

Field Name	Field Length	Field Type	Sample Data
Pupil in Welsh	1	Alphanumeric	1
Pupil Welsh at Home	1	Alphanumeric	1
Welsh Source	1	Alphanumeric	P
Pupil Welsh at School	1	Alphanumeric	1
Pupil Welsh Medium Education	1	Alphanumeric	1

Exclusions data

Field Name	Field Length	Field Type	Sample Data
Start Date of Exclusion	10	Date	2013-12-15
Exclusion Reason	2	Alphanumeric	BU
Exclusion Category	4	Alphanumeric	FIXD
Exclusion Actual No of sessions missed	3	Alphanumeric	101