



# **CES Census 2017: Guidance for Non-SIMS (Excel) Users**

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# Section 1: Timetable and Support Arrangements

The CES Census will be launched on 10<sup>th</sup> January 2017 in Wales and 19<sup>th</sup> January in England. Schools may complete and submit their returns from then.

Schools can contact the helpdesk at any time by email to [census@catholiceducation.org.uk](mailto:census@catholiceducation.org.uk) or by raising a support ticket on the online helpdesk which is located at <http://cesewcensus.org.uk/helpdesk/>. We aim to respond to emails and support tickets within 24 hours.

Diocesan census representatives are able to assist with common support questions (see appendix H).

## Telephone support

As with previous years, if schools need to contact the CES helpdesk for telephone assistance there are four support periods allocated to groups of dioceses. The groups are assigned as follows:

### **10<sup>th</sup> January to 18<sup>th</sup> January**

Cardiff, Menevia, Wrexham

### **19<sup>th</sup> January to 27<sup>th</sup> January**

East Anglia, Lancaster, Liverpool, Middlesbrough, Northampton, Portsmouth, Southwark

### **30<sup>th</sup> January to 3<sup>rd</sup> February**

Arundel & Brighton, Brentwood, Clifton, Leeds, Shrewsbury, Westminster

### **6<sup>th</sup> February to 10<sup>th</sup> February**

Birmingham, Hallam, Hexham & Newcastle, Nottingham, Plymouth, Salford

Please try to submit your completed Census file by the end of your support period at the latest.

## The 2017 CES Census Form and Guidance

For schools and colleges not using SIMS, the CES Census form is available as an Excel spreadsheet, compatible with all versions of Excel from 1997 to 2016. Schools and colleges will need to download the CES Census 2017 Master Form from the Census website. (Step-by-step instructions are in Section 3). Schools with SIMS that chose to use Excel in 2016 are strongly recommended to use SIMS. Once it has been set up, it is capable of generating answers to more than 90% of the questions from data already held on the system.

This *Guidance* is also available on the [Census website](#).

## Section 2: New in 2017

### Federations

There are no new questions this year. However, questions 17 and 18, about federations and collaborations, have been removed. With the increased numbers of academies these questions were in need of revision. However, because details of federations and multi-academy trusts can be reliably obtained from the DfE it was decided to remove these questions completely.

### Section 3: CES Census Website

The CES Census website contains all the resources necessary to complete and upload the Census.

The website is located at: <https://www.cesewcensus.org.uk>.

The website sections comprise:

- **Home page:** support timetable; general information; links to the rest of the site.
- **Upload:** secure page for uploading of completed Census files.
- **SIMS:** Online version of this guidance document plus other information and links to downloads for SIMS users.
- **EXCEL:** Online version of this guidance document plus other information and links to downloads for non-SIMS users.
- **Support:** CES helpdesk details.
- **Return Rates:** Progress of the Census, updated regularly during the Census period.

## Section 4: Accessing, saving and printing the Form

For schools and colleges not using SIMS, the CES Census form is available as an Excel spreadsheet, compatible with all versions of Excel from 1997 to 2016. Schools and colleges will need to download the CES Census 2017 Master Form from the Census website. (Step-by-step instructions are in Section 3). Schools with SIMS that chose to use Excel in 2016 are strongly recommended to use SIMS. Once it has been set up, it is capable of generating answers to more than 90% of the questions from data already held on the system.

### Downloading the file

To download the Census form, go to <http://www.cesewcensus.org.uk/excel.html> and click on the 'Excel Form' link in the Downloads section on the right of the page.

The file should be downloaded to the location where it will be worked on and given a new unique name that identifies the school (see below).

### Renaming the file

Before completing the form, you will need to ensure that it can be distinguished from other schools' and colleges' data when your completed form reaches the CES. This is done by saving the form with a new unique name. It is suggested that you insert your school's 7 digit LA/Establishment number in the file name.

For example, if your school's LA and Establishment number is 823/4321, change the file name from

**RenameMe-CESCensus2017\_9999999**

To

**CESCensus2017\_8234321**

Your browser may give you the option to save the file with a new name (save as). If not, the file can be renamed by downloading it and following these steps:

1. Open the form and click on the Office button (Office 2007 or later) or the *File* menu in the top left of your screen (Office 2003 or earlier). Select *Save As*.
2. Select, from the *Save As* box, the location where you want to save your form on your computer. In the *File name* box, enter a unique filename (see above).
3. Click on the *Save* button to save your form with the new name.

It is good practice to save the file regularly while entering data, as well as at the end of a session. To do this, click on the save symbol at the top left of your screen. It would also be advisable to have a back-up copy saved elsewhere.

One of the advantages of the form is that it can be downloaded and printed to pass to staff for their contributions in hard copy. It is not recommended that the form be emailed to colleagues, since there is a risk that, if the file is not further re-named, data from one copy will over-write data in another.

Please note: when you print the form the footer will automatically display the location to which you have saved it so that you can find the form on your system. Please print a copy of the form for reference.

It is also important to ensure that potentially sensitive data about individuals is not circulated in contravention of the *Data Protection Act*. For example, it would be advisable only to circulate blank hard copies of the form.

## Printing the file

You can print the CES Census form at any stage during the completion process. Follow these instructions to ensure that you print the entire form including a list of response options for the questions with drop-down menus:

1. Open the form and click on the *Office* button (Office 2007 or later) or the *File* menu in the top left of your screen (Office 2003 or earlier). Select *Print*
2. In the print settings, where you select what to print, ensure that you specify *Entire workbook*. If you do not select *Entire workbook*, only the page that is currently visible will print.

## Section 5: Filling in the 2017 CES Census Form

### The organisation of the form

Page	Contents
Introduction	Introductory information. Please read first as this will help you to complete the form.
2	Part A: Survey Reference Date Part B: School/College Characteristics Part C: Teaching Staff Information
3	Part C continued: Teaching Staff Information Part D: Education Support Staff in Categories Listed in <i>Guidance</i>
4	Part E: Number and Characteristics of Pupils on Roll
5	Part E continued: Number and Characteristics of Pupils on Roll Part F: Data Collection and Management Information
Validation	Data Validation. IMPORTANT - Please check when you have completed the Census.

## Navigation

To enter information, type your answers into the boxes provided. Move to the next answer box by pressing the tab key, or by clicking on the answer box with your mouse.

While it is better to complete the questions in order, to avoid missing any, the form does not require that you do so. You may enter data as it becomes available.

Use the **Next part** and **Previous part** buttons at the bottom of each part of the form to move between parts. If for any reason these buttons do not work, please click on the worksheet tabs at the bottom of the screen to move between pages.

## Question types

### Drop-down boxes

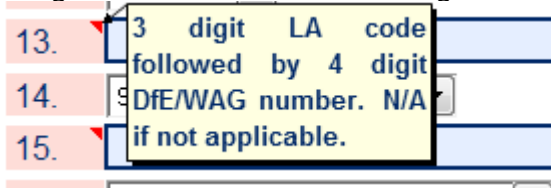
Left click on the arrow of the drop-down box, and use the scroll bar down the side of the list to find the correct option. Left click on the option to select it.

### Optional questions

Optional questions are marked with an asterisk (\*).

## Hover-over help text

Questions with a red triangle next to them will have hover-over text which can be viewed by placing the cursor over the red triangle:



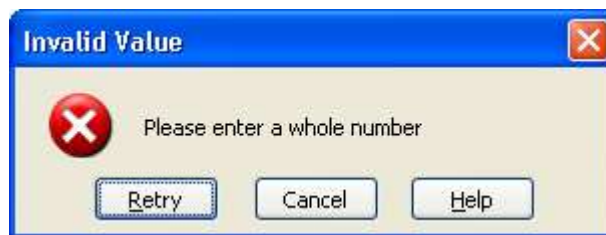
## Text questions

Where a text answer is required to a question, the answer field box is washed in pale blue.

## Validation

### Individual question validation

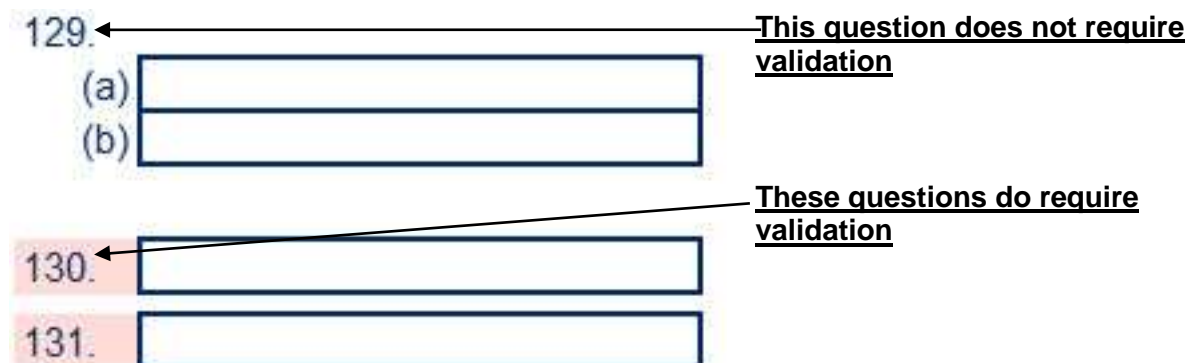
Questions that require a whole number to be entered, for instance pupil or staff numbers, will produce an error message if you attempt to enter a value that is not permitted. If you enter an invalid value (eg 1.5 or 'one') instead of a whole number, the following message will be displayed:



Click on 'Retry' or 'Cancel' to enter the correct value. If the question is not applicable, either enter 0 or leave blank.

### Form level validation

Where a question is highlighted in pale red wash, this indicates that it will appear on the validation sheet at the end of the questionnaire.



When you have completed the form, and you are satisfied that you do not need to go back into the form to change any of the information, click on the *Check* button at the bottom of the last page of questions, under the heading *Submitting your form*. This will take you to the validation form where you can quickly check that you have entered key data correctly.



## Errors and Warnings

Information on the validation form falls into two levels of severity: errors and warnings. Errors are caused by data inconsistencies and must be corrected before submitting the form. Warnings indicate a possible error but may be ignored if the data is actually correct, for example if there are more pupils with special needs with a statement than there are without a statement.

Errors and warnings are highlighted in **red** if the test has failed and **green** if it has passed. Therefore if there is any red text on the validation sheet you should check the answers before submitting. A summary of errors and warnings is shown at the top of the sheet. Full details are shown further down.

If there are one or more failed warnings which do not require corrections, please tick the box at the end of the summary section to indicate that the warning has been checked and is not in error. (See screenshot below).

**Summary of Errors and Warnings**

**Errors**

Mandatory questions not answered	<b>FAILED (see below for details)</b>	←	Error: MUST be corrected
Pupil / Student totals discrepancy	<b>PASSED</b>		
Staff totals discrepancy	<b>PASSED</b>		

If any error tests have failed please correct the relevant questions.

**Warnings**

Zero staff in leadership group roles	<b>PASSED</b>		
Zero FSM Ever 6	<b>PASSED</b>		
Potential SEN discrepancy	<b>FAILED (see below for details)</b>	←	Warning: MAY require correction

If any warning tests have failed please correct the relevant questions if applicable.

If the form is submitted with outstanding warnings, please confirm that these questions have been checked and have been answered correctly by ticking this box:

← Tick this box if warnings do not require correction.

**Details of Errors**

**Mandatory Questions (Page Two)**

2.	Name of school/college	Completed
3.	Address 1	Completed
5.	Town	<b>MISSING</b>
6.	Postcode	Completed

## Section 6: The Census questions

The following table lists every question in the Census with notes on their completion.

Please ensure that you deal with all the questions in the form. Where a question with a drop-down menu is not applicable, you should indicate this by selecting *n/a* from the drop-down box.

At any stage throughout the form you can print and/or save.

No	Question	Notes on completion
<b>Part A. Survey Reference Date</b>		
1	Date for data used	Drop down menu. To match DfE Census and WG PLASC dates England: 12/1/2016 Wales: 21/1/2016
<b>Part B. School/College Characteristics</b>		
2	Name of School/College	Must be entered
3	Address1	Must be entered
4	Address2	Optional
5	Town	Must be entered
6	Postcode	Must be entered
7	Telephone no	Including the STD code
8	Contact name	Name and title of the person responsible for completing the form and to whom enquiries about the CES Census should be directed.
9a & b	Email addresses	Two email addresses that are checked regularly and frequently that can be used by the CES to communicate with the school. We have added a second email address because in some cases, changes of personnel mean that email addresses cease to be valid.
10	Website	Website address for the school or college, or leave blank.
11	Head teacher	Name and title of the head teacher or principal
12	Diocesan code	Select from drop-down menu (see appendix B). <b>Please double check that you have selected the correct code from the list.</b>
13	Establishment Number	Your four-digit DfE/WG establishment number. Blank if not relevant.
14	Local Authority	Select from drop-down menu (see appendix C).
15	Unique Reference No	The 6-digit Unique Reference Number (URN), used by Ofsted, can be found on the front of inspection reports for individual institutions. Your URN can also be sourced from <a href="http://www.edubase.go.uk">www.edubase.go.uk</a> . Search for your school using the Establishment Finder facility. When you click on your school's

No	Question	Notes on completion
		name, the URN will be provided in the top left of the information table provided for your school.
16	Governance	“Governance” is the legal definition of the systems and processes in place for governing and managing the school or college, including ownership of land and buildings, employment of staff and sources of financial support. Please select the relevant option from the drop down menu. The entry on the drop-down menu <i>Sixth Form Colleges with a Religious Character</i> is for the use of sixth form colleges only. Independent schools which are neither independent special schools, nor non-maintained special schools should select <i>other independent</i> .
17	Phase	Drop-down menu (See Appendix A)
18	Gender of entry	Male/female
19	Gender of sixth form	Both/male/female/'n/a'
20	Name of trustees	Enter only if not diocesan.
<b>Part C: Teaching Staff Information</b>		
<u>Note:</u> In the following sections pupil, staff and students are categorised as Catholic if they have been baptised or received into the Catholic Church.		
21	Male staff with NPQH qualification (headcount) A – Catholic B – Other	Enter a whole number or leave blank. National Professional Qualification for Headship. Headcount: Number of individuals whether full or part time. 'other': Of other faiths or none.
22	Female staff with NPQH qualification	Enter a whole number or leave blank.
23	Male staff undertaking NPQH qualification	Enter a whole number or leave blank.
24	Female staff undertaking NPQH qualification	Enter a whole number or leave blank.
25	Vacancies in leadership group	Enter whole numbers or leave blank.
26	Duration of vacancies in school terms	The number of terms the role has been vacant. Enter whole numbers or leave blank.
27	Acting head teacher Catholic	Yes/No. The acting role may arise from any cause (e.g. long term sickness), not simply from a vacancy.
28	Ethnicity of head teacher	Drop down menu (see Appendix A) For schools with more than one head teacher, only one may be selected.
29	Number of executive head teachers (male & female)	Enter whole numbers or leave blank.
30	Number of head teachers	Enter whole numbers or leave blank.
31	Number of deputy head teachers	Enter whole numbers or leave blank.
32	Number of assistant head teachers	Enter whole numbers or leave blank.
33	Total Catholic teachers (headcount)	Enter a whole number or leave blank. <b>Headcount:</b> number of teachers whether full or part time.

No	Question	Notes on completion
		Include peripatetic teachers who normally teach at the school. Exclude teachers on extended (one or more terms) paid or unpaid leave. Exclude supply staff in post for less than a term.
34	Total other teachers (headcount)	Enter a whole number or leave blank. See notes for Q36
35	Number of staff who have CCRS (headcount)	Enter a whole number or leave blank. CCRS: Catholic Certificate in Religious Studies. Two other qualifications are equivalent to CCRS and may also be included: CTC: Catholic Teachers' Certificate CRE: Certificate in Religious Education
36 - 45	Teachers by ethnic group (headcount)  <b>Include members of the leadership group/senior management team.</b>	Enter whole numbers or leave blank.  <b>Note for question 40:</b> The Equality and Human Rights Commission defines <i>Mixed</i> as including: White and Black Caribbean, White and Black African, White and Asian, any other Mixed background. (See Appendix G)
46	Number of specialist qualified RE teachers	Enter a whole number or leave blank.  The number of specialist qualified Religious Education (RE) teachers whose first degree comprised the study of RE in whole or in part.
47	Total number of staff who teach RE	Enter a whole number or leave blank.
48	The number of staff whose teaching timetable comprises at least 50% of RE teaching.	Enter a whole number or leave blank.
49	Any RE classes taken by teaching assistants	Yes/No  Teaching assistants (TAs) and/or higher level teaching assistants (HLTAS) The extracts from the Training and Development Agency for Schools' (TDA) website which follow, describe the work of teaching assistants and higher level teaching assistants:  <i>The role of a TA varies from school to school. TAs may work supporting an individual or a group of pupils, or they may support the teacher in the classroom.</i>  <i>Some schools employ TAs with a specialism, such as literacy, numeracy, English as an additional language, the creative arts or special education needs. TAs work under the guidance/supervision of the classroom teacher.</i>

No	Question	Notes on completion
<b>Part D – Education Support Staff</b>		
50 - 51	Headcount	Enter whole numbers or leave blank. Please include only the staff in the table at Appendix E. This is drawn from the support staff categories used by DfE and WG. Exclude staff on extended (one or more terms) paid or unpaid leave. Exclude supply staff in post for less than a term.

## Part E: Number and Characteristics of Pupils on Roll

Information is requested in terms of National Curriculum year groups.

In order to ensure consistent collection of data across users of SIMS and of the Excel spreadsheet, please include the following pupils:

- Single Registration (pupils who solely attend this school)
- Main - Dual Registration (pupils who belong to this school but also attend one or more other schools)

Do not include data for pupils with other Enrolment Statuses as this would introduce double (or more) counting. Do not count pupils with:

- Subsidiary - Dual Registration (pupils who belong to another school but attend this school for some of their lessons)
- Guest (pupils who belong to another school but have attended this school on a single one off occasion)

The year group is the one in which the pupil is taught for the majority of the time regardless of their chronological age. The following values will apply to the majority of cases:

- N1 Nursery, aged less than 3  
 N2 Nursery, aged greater than or equal to 3 but less than 4  
 R Reception  
 1-14 NC year groups 1-14

<b>52 - 119</b>	Number & characteristics of pupils on roll	Enter whole numbers or leave blank.
<b>120 - 129</b>	Number of non-Catholic pupils on roll by religion	Enter whole numbers or leave blank.
<b>130</b>	Number of pupils withdrawn from collective worship:	
<b>a</b>	Overall	Enter a whole number or leave blank.
<b>b</b>	Total numbers in Y12 & Y13	Enter a whole number or leave blank.
<b>131</b>	School uniform	Yes/No
<b>132</b>	If yes, uniform provides for requirements of other religions (eg Sikh)	Yes/No
<b>133</b>	Number of pupils in care / looked after	Enter a whole number or leave blank.
<b>134</b>	A - Free school meals B – Ever 6 FSM	Enter whole numbers or leave blank. FSM: Number of pupils eligible for free school meals Ever 6 FSM: Number of eligible pupils  For more information on Pupil Premium and Ever 6 FSM <a href="#">click here</a>
<b>135</b>	Pupils with SEN without statement	Enter a whole number or leave blank.  SEN: Special Educational Needs
<b>136</b>	Pupils with SEN with statement	Enter a whole number or leave blank.

	<b>Include also pupils with EHCPs (Educational Health Care Plans)</b>	
<b>137</b>	Students withdrawn from SRE	Enter whole numbers or leave blank.  SRE: Sex and relationship education
<b>138 - 147</b>	Number of pupils on roll by ethnic group	Enter whole numbers or leave blank. See notes for Q38-47

<b>Part F: Data Collection and Management Information</b>		
<b>148</b>	MIS that your school uses	Select from drop-down menu or, if other, enter the name.  MIS: Management Information System  We are trying to further develop automation of the collection of Census data. In order to do so, it would be helpful to know which system your school or college uses to manage its data.
<b>NOW GO TO THE VALIDATION PAGE</b>		

## Section 7: Submitting the Census form

### Final steps

When you are ready to return the Census form to CES follow these step-by-step instructions, as set out at the bottom of Page Five (the fifth tab sheet) of the Census form. Please remember to confirm, by clicking on the check boxes that you have:

- re-named your form (see section 4);
- answered all questions relevant to your school/college;
- validated the data by checking that the validation sheet is all correct; and
- obtained the headteacher/principal's sign off.

Once the form has been validated and you are satisfied it has been completed accurately, save your form (see Section 4).

## Check boxes

# CES Census 2017

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### Submitting your form

Thank you for participating in the CES Census 2017.

Before submitting your form, please confirm that you have:

- re-named your form replacing 9999999 with your unique 7 digit LA and Establishment Number
- answered all questions relevant to your school/college;
- validated the data by checking the validation sheet is all correct; and
- obtained the headteacher/principal's sign off.

To submit your form, log in to <https://cesewcensus.org.uk/upload> with the id and password sent in the email of December 2015.

You will receive an automated acknowledgement of receipt when the form is successfully uploaded. Additionally, you will be able to check that it has been logged by the CES Census team by reviewing the spreadsheet containing details of returns received, which can be found at [www.cesewcensus.org.uk/rates.php](http://www.cesewcensus.org.uk/rates.php). This will be updated at regular intervals each week, but there may be delays if there is a large volume of returns at one time.

For enquiries about the CES Census please contact:

CES Helpdesk

T 0207 901 1909

E [census@catholiceducation.org.uk](mailto:census@catholiceducation.org.uk)

**THANK YOU FOR YOUR PARTICIPATION IN THE 2017 CES CENSUS**

**Previous part: qs 52 to 129**

**Check**

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## Uploading the file

To submit your census file go to <https://www.cesewcensus.org.uk/upload> and upload the file using the online form.

You will be prompted for the user id and password. These are sent by email in the December preceding the Census. If you have not received this, please contact your diocesan representative, or the CES Helpdesk ([census@catholiceducation.org.uk](mailto:census@catholiceducation.org.uk)).

When you have logged in follow these steps:

- Select your diocese from the drop-down list
- Enter the email address to which a receipt confirmation should be sent
- Select the file to be uploaded
- Enter any additional information in the 'Comments' box.
- Click on the 'Upload Now' button

If your file upload is successful you will see a message on the screen and you will receive a confirmation email.

If your file upload is unsuccessful the reason for the failure will be displayed on the screen. The most likely reason will be that you have not entered all the necessary information on the form. Another reason may be that you have attempted to upload the wrong file.

If the file upload is unsuccessful you should attempt the upload again. If the problem persists please contact the CES Helpdesk at [census@catholiceducation.org.uk](mailto:census@catholiceducation.org.uk).

**Catholic Education Service** **CES Census 2017**  
File Upload

Home **Upload** SIMS EXCEL Support Return Rates

**SIMS Users**  
Upload your XML file. To locate the file in SIMS, go to: **Routines|Statutory Returns|Schools CES Census**  
Look for 'CES Census Folder' at the top of the screen.  
[Click here for diagram](#)

**Excel Users**  
Upload your Excel form after checking the validation tab for errors.  
Rename your file before uploading.  
[More information](#)

**Upload Census File**

Diocese:  ?

Email:  ?  
(for confirmation)

File:  No file chosen ?

Comments: Any extra information

?

## Appendix A: Drop-down menus

### Dates – Q1

England – 19/01/17

Wales – 10/01/16

### Diocesan Codes – Q12

ARU

BIR

BRE

CAR

CLI

EAN

HAL

HEX

LAN

LEE

LIV

MEN

MID

NOR

NOT

PLY

POR

SAL

SHR

SOU

WRE

WES

### Local Authority Codes – Q14

See Appendix C

### Governance – Q16

Academy

Foundation

Independent School approved for SEN Pupils

Other Independent Special School

Other Independent

Non-Maintained Special

Sixth Form College with a Religious Character

Voluntary Aided

Voluntary Controlled

### Phase – Q17

Nursery/Early Years

Primary

Secondary

Tertiary

All Through

### Genders – Qs 18, 19

Male

Female

Both

N/A (Q21 only)

### Yes/No – Qs 27, 49, 131, 132

Yes

No

N/A

### Ethnicity of head teacher – Q28

White British

White Irish

White Other

Traveller of Irish/Gypsy/Roma Heritage

Mixed Dual Background

Asian/Asian British

Black/Black British

Chinese

Other ethnic group

Not known

### Which Management Information System does your school/college use? – Q148

SIMS (Capita)

Integrus (RM)

Facility MIS (Serco)

FCMIS (Serco)

Other (please name)

## Appendix B: Diocesan Codes

<b>Diocesan code</b>	<b>Diocese</b>
ARU	Arundel & Brighton
BIR	Birmingham
BRE	Brentwood
CAR	Cardiff
CLI	Clifton
EAN	East Anglia
HAL	Hallam
HEX	Hexham & Newcastle
LAN	Lancaster
LEE	Leeds
LIV	Liverpool
MEN	Menevia
MID	Middlesbrough
NOR	Northampton
NOT	Nottingham
PLY	Plymouth
POR	Portsmouth
SAL	Salford
SHR	Shrewsbury
SOU	Southwark
WES	Westminster
WRE	Wrexham

## Appendix C: Local Authority Codes

Local Authority Codes - Q14					
Barking and Dagenham	301	Hampshire	850	Redbridge	317
Barnet	302	Haringey	309	Redcar and Cleveland	807
Barnsley	370	Harrow	310	Rhondda Cynon Taff	674
Bath & North East Somerset	800	Hartlepool	805	Richmond upon Thames	318
Bedford Borough	822	Havering	311	Rochdale	354
Bexley	303	Herefordshire	884	Rotherham	372
Birmingham	330	Hertfordshire	919	Rutland	857
Blackburn with Darwen	889	Hillingdon	312	Salford	355
Blackpool	890	Hounslow	313	Sandwell	333
Blaenau Gwent	677	Isle of Anglesey	660	Sefton	343
Bolton	350	Isle of Wight	921	Sheffield	373
Bournemouth	837	Isles of Scilly	420	Shropshire	893
Bracknell Forest	867	Islington	206	Slough	871
		Jersey	707		
Bradford	380	Kensington and Chelsea	207	Solihull	334
Brent	304	Kent	886	Somerset	933
Bridgend	672	Kingston upon Hull	810	South Gloucestershire	803
Brighton and Hove	846	Kingston upon Thames	314	South Tyneside	393
Bristol, City of	801	Kirklees	382	Southampton	852
Bromley	305	Knowsley	340	Southend-on-Sea	882
Buckinghamshire	825	Lambeth	208	Southwark	210
Bury	351	Lancashire	888	St. Helens	342
Caerphilly	676	Leeds	383	Staffordshire	860
Calderdale	381	Leicester City	856	Stockport	356
Cambridgeshire	873	Leicestershire	855	Stockton-on-Tees	808
Camden	202	Lewisham	209	Stoke-on-Trent	861
Cardiff	681	Lincolnshire	925	Suffolk	935
Carmarthenshire	669	Liverpool	341	Sunderland	394
Central Bedfordshire	823	Luton	821	Surrey	936
Ceredigion	667	Manchester	352	Sutton	319
City of London	201	Medway	887	Swansea	670
Conwy	662	Merthyr Tydfil	675	Swindon	866
Cornwall	908	Merton	315	Tameside	357
Coventry	331	Middlesbrough	806	Telford and Wrekin	894
Croydon	306	Milton Keynes	826	Thurrock	883
Cumbria	909	Monmouthshire	679	Torbay	880
Darlington	841	Neath Port Talbot	671	Torfaen	678
Denbighshire	663	Newcastle upon Tyne	391	Tower Hamlets	211
Derby, City of	831	Newham	316	Trafford	358
Derbyshire	830	Newport	680	Vale of Glamorgan	673
Devon	878	Norfolk	926	Wakefield	384
Doncaster	371	North East Lincolnshire	812	Walsall	335
Dorset	835	North Lincolnshire	813	Waltham Forest	320
Dudley	332	North Somerset	802	Wandsworth	212
Durham	840	North Tyneside	392	Warrington	877
Ealing	307	North Yorkshire	815	Warwickshire	937
East Cheshire	895	Northamptonshire	928	West Berkshire	869
East Riding of Yorkshire	811	Northumberland	929	West Cheshire & Chester	896
East Sussex	845	Nottingham, City of	892	West Sussex	938
Enfield	308	Nottinghamshire	891	Westminster	213
Essex	881	Oldham	353	Wigan	359
Flintshire	664	Oxfordshire	931	Wiltshire	865
Gateshead	390	Pembrokeshire	668	Windsor and Maidenhead	868
Gloucestershire	916	Peterborough, City of	874	Wirral	344
Greenwich	203	Plymouth, City of	879	Wokingham	872
Guernsey	706				
Gwynedd	661	Poole	836	Wolverhampton City	336
Hackney	204	Portsmouth	851	Worcestershire Council	885
Halton	876	Powys	666	Wrexham	665
Hammersmith and Fulham	205	Reading	870	York	816

## Appendix D: Phase Categories

CES phase categories are based on EduBase definitions; please click on this link to refer to [EduBase's Glossary of Terms](#). The Nursery/Early Years category combines EduBase's nursery and early years phases. The Primary category includes preparatory and middle deemed primary schools. It covers Key Stages 1 and 2. Please select one of the five options from the drop-down menu. If you are unsure which option is most suitable for your school/college, some examples are set out in the following table.

Phase Categories				
Nursery/ Early Years	Primary	Secondary	Tertiary	All Through
Early Years	2-11	11-16	16 Plus	0-18
Nursery	3-11	11-18	Sixth Form College	2.5-16
	4-11	Key Stage 3	Tertiary	3-18
	5-11	Key Stage 4		5-19
	Deemed Primary	Key Stage 5		7-18
	First	Middle (Deemed Secondary)		Lower, Preparatory, Senior
	Foundation	Secondary		Nursery to Sixth Form
	Infant	Secondary with Sixth form		Preparatory and Senior
	Junior	Senior		Primary and Secondary
	Key Stage 1			Primary, Secondary and Tertiary
	Key Stage 2			
	Lower			
	Middle (Deemed Primary)			
	Nursery and Primary			
	Pre-Preparatory			
	Preparatory			
	Primary			

## Appendix E: Support Staff

<b>Education Support Staff</b>	
<b>England</b>	
HL QA UA SN TA	Higher Level Teaching Assistant Teaching Assistants with Diploma in Childcare and Education (previously NNEB) or equivalent Teaching Assistants without Diploma in Childcare and Education (previously NNEB) or equivalent Special Needs Support Staff Teaching assistants
Special Schools Support Staff	
CQ CU	Qualified child care staff Unqualified child care staff
Minority Ethnic Pupils Support Staff	
EB EO	Bilingual Assistants Others
Other Education Support Staff	
ME LI SS  TE IT	Matrons/Nurses/Medical Staff Librarians Others (including welfare assistants in the classroom, learning mentors (employed at school), study supervisors, cover supervisors, any other support staff regularly employed at the school (not covered in teaching assistants) Technicians IT Technicians
<b>Wales</b>	
SN ME TA HL TE PS LI	Special Needs Support Staff Matrons/Nurses/Medical Staff (including NHS employees) Teaching Assistants (TAs) Higher Level Teaching Assistants (HLTAs) Laboratory or workshop technicians Pastoral Support Staff Librarians and Library Assistants

## Appendix F: National data collection: DfE and WG

In order to reduce the burdens on schools and to ensure comparability of data, where relevant, questions have been revised to align with information sought by DfE and the Welsh Assembly. Similarly, definitions used by these organisations are applicable, as appropriate, to the CES Census (e.g. definitions of full-time and part-time). For ease of reference, links to DfE and Welsh Assembly guidance are provided below.

The DfE link is:

<https://www.gov.uk/guidance/school-census>

The WG link is:

<http://wales.gov.uk/topics/educationandskills/schoolhome/schooldata/ims/datacollections/pupillevelannualschoolcensus/?lang=en>

## Appendix G: Using minority ethnic categories in the CES Census

The CES Census includes questions on ethnicity. The categories take account of advice on the Equality and Human Rights Commission website and are based on those used in the National Census by the Office for National Statistics, as well as by DfE and the Welsh Assembly.

Local authorities select from national lists of ethnic categories to derive a listing which reflects their area. In some instances, they may use the main category (column C, e.g. White), in others, they may have used a sub-category (column D, e.g. White British), or they may have decided a further level of detail is required (column F, e.g. White Welsh). Consequently, schools in different local authorities (even where they are within the same diocese) may have collected this data in different formats.

Feedback from earlier CES Censuses indicated that some schools had difficulties translating their data into the CES categories because of the diverse range of categories available.

The table on the following pages illustrates how the CES categories (in the first two columns on the left) relate to those used by local authorities and for the collection of national school census data. By identifying the categories used by the local authority and school in the columns to the right (which are in a paler shade) and then referring to the equivalent CES columns (which are in a darker shade), the equivalent CES category will be found.

E.g.: Albanian (WALB), Bosnian-Herzegovinian (WBOS) would fall into the CES Category *White Other*. (All shown as shades of yellow.)

E.g.: Black – Somali (BSOM) or Black – African (BAFR), would fall into the CES category *Black/Black British*. (All shown as shades of green.)

The categories are shown in the tables below:



<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>CES Main Category</b>	<b>CES Sub-Category</b>	<b>DCFS Main Category</b>	<b>DCSF Sub- Category / WA Main Category</b>	<b>DCSF Main Code</b>	<b>DCSF Approved Extended Categories/WA Sub-Category</b>	<b>DCSF/WA Extended Codes</b>
<b>White</b>	<b>White British</b>	<b>White</b>	<b>White - British</b>	<b>WBRI</b>	<b>White – British*</b>	<b>WBRI</b>
				WBRI	White – Cornish*	WCOR
				WBRI	White - English *	WENG
				WBRI	White – Scottish*	WSCO
				WBRI	White – Welsh*	WWEL
				WBRI	Other White British*	WOWB
<b>White</b>	<b>White Irish</b>	<b>White</b>	<b>White – Irish*</b>	<b>WIRI</b>	<b>White – Irish</b>	<b>WIRI</b>
<b>White</b>	<b>White Other</b>	<b>White</b>	<b>Any Other White Background</b>	<b>WOTH</b>	<b>Any Other White Background</b>	<b>WOTH</b>
				WOTH	Albanian	WALB
				WOTH	Bosnian- Herzegovinian	WBOS
				WOTH	Croatian	WCRO
				WOTH	Greek/ Greek Cypriot	WGRE
				WOTH	Greek*	WGRK
				WOTH	Greek Cypriot*	WGRC
				WOTH	Italian*	WITA
				WOTH	Kosovan	WKOS
				WOTH	Portuguese*	WPOR
				WOTH	Serbian	WSER
				WOTH	Turkish/ Turkish Cypriot	WTUR
				WOTH	Turkish*	WTUK
				WOTH	Turkish Cypriot*	WTUC
WOTH	White European	WEUR				
WOTH	White Western European	WWEU				

				WOTH	White Other	WOTW
<b>White Eastern European</b>	<b>White Other</b>	<b>White</b>	<b>Any Other White Background</b>	WOTH	White Eastern European	WEEU
<b>Traveller of Irish /Gypsy/Roma Heritage</b>		<b>White</b>	<b>Traveller of Irish Heritage</b>	<b>WIRT</b>	<b>Traveller of Irish Heritage</b>	<b>WIRT</b>
			<b>Gypsy / Roma</b>	<b>WROM</b>	<b>Gypsy / Roma</b>	<b>WROM</b>

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>CES Main Category</b>	<b>CES Sub-Category</b>	<b>DCSF Main Category</b>	<b>DCSFSub-Category/WA Main Category</b>	<b>DCSF / WAMain Code</b>	<b>DCSFApproved Extended Categories/WA Sub-Category</b>	<b>DCSF/WA Extended Codes</b>
<b>Mixed / Dual Background</b>	<b>White and Black Caribbean</b>	<b>Mixed / Dual Background</b>	<b>White and Black Caribbean</b>	<b>MWBC</b>	<b>White and Black Caribbean</b>	<b>MWBC</b>
	<b>White and Black African</b>	<b>Mixed / Dual Background</b>	<b>White and Black African</b>	<b>MWBA</b>	<b>White and Black African</b>	<b>MWBA</b>
	<b>White and Asian</b>	<b>Mixed / Dual Background</b>	<b>White and Asian</b>	<b>MWAS</b>	<b>White and Asian*</b>	<b>MWAS</b>
				MWAS	White and Pakistani*	MWAP
				MWAS	White and Indian*	MWAI
				MWAS	White and Any Other Asian Background*	MWAO
	<b>Any Other Mixed Background</b>	<b>Mixed / Dual Background</b>	<b>Any Other Mixed Background</b>	<b>MOTH</b>	<b>Any Other Mixed Background</b>	<b>MOTH</b>
				MOTH	Asian and Any Other Ethnic Group*	MAOE
				MOTH	Asian and Black	MABL
				MOTH	Asian and Chinese	MACH
				MOTH	Black and Any Other Ethnic Group	MBOE
				MOTH	Black and Chinese	MBCH
				MOTH	Chinese and Any Other Ethnic Group	MCOE

				MOTH	White and Any Other Ethnic Group	MWOE
				MOTH	White and Chinese	MWCH
				MOTH	Other Mixed Background	MOTM

A	B	C	D	E	F	G
CES Main Category	CES Sub-Category	DCSF Main Category	DCSF Sub- Category / WA Main Category	DCSF/WA Main Code	DCSF Approved Extended Categories/WA Sub-Category	DCSF/WA Extended Codes
Asian / Asian British		Asian or Asian British	Indian	AIND	Indian	AIND
		Asian or Asian British	Pakistani	APKN	Pakistani	APKN
				APKN	Mirpuri Pakistani	AMPK
				APKN	Kashmiri Pakistani*	AKPA
				APKN	Other Pakistani	AOPK
		Asian or Asian British	Bangladeshi	ABAN	Bangladeshi	ABAN
		Asian or Asian British	Any Other Asian Background	AOTH	Any Other Asian Background	AOTH
				AOTH	African Asian	AAFR
				AOTH	Kashmiri Other	AKAO
				AOTH	Kashmiri (WA only)	AKAS
				AOTH	Nepali	ANEP
				AOTH	Sri Lankan Sinhalese*	ASNL
		AOTH	Sinhalese (WA only)	ASNL		

				AOTH	Sri Lankan Tamil	ASLT
				AOTH	Sri Lankan Other*	ASRO
				AOTH	Other Asian	AOTA

A	B	C	D	E	F	G
CES Main Category	CES Sub-Category	DCSF Main Category	DCSF Sub- Category / WA Main Category	DCSF/WA Main Code	DCSF Approved Extended Categories/WA Sub-Category	DCSF/WA Extended Codes
<b>Black / Black British</b>		<b>Black or Black British</b>	<b>Black Caribbean or Caribbean</b>	<b>BCRB</b>	<b>Black Caribbean or Caribbean</b>	<b>BCRB</b>
		<b>Black or Black British</b>	<b>Black – African or African</b>	<b>BAFR</b>	<b>Black – African or African</b>	<b>BAFR</b>
				BAFR	Black – Angolan*	BANN
				BAFR	Black – Congolese*	BCON
				BAFR	Black - Ghanaian	BGHA
				BAFR	Black - Nigerian	BNGN
				BAFR	Black - Sierra Leonean	BSLN
				BAFR	Black – Somali	BSOM
				BAFR	Black - Sudanese	BSUD
				BAFR	Other Black African	BAOF
		<b>Black or Black British</b>		<b>Any Other Black Background</b>	<b>BOTH</b>	<b>Any Other Black Background</b>

				BOTH	Black European	BEUR
				BOTH	Black North American	BNAM
				BOTH	Other Black	BOTB

A	B	C	D	E	F	G
CES Main Category	CES Sub-Category	DCSF Main Category	DCSF Sub- Category / WA Main Category	DCSF/WA Main Code	DCSF Approved Extended Categories/WA Sub-Category	DCSF/WA Extended Codes
<b>Chinese</b>		<b>Chinese</b>	<b>Chinese or Chinese British</b>	<b>CHNE</b>	<b>Chinese or Chinese British</b>	<b>CHNE</b>
				CHNE	Hong Kong Chinese	CHKC
				CHNE	Malaysian Chinese	CMAL
				CHNE	Singaporean Chinese	CSNG
				CHNE	Taiwanese	CTWN
				CHNE	Other Chinese	COCH
<b>Other Ethnic Group</b>		<b>Any Other Ethnic Group</b>	<b>Any Other Ethnic Group</b>	<b>OOTH</b>	<b>Any Other Ethnic Group</b>	<b>OOTH</b>
				OOTH	Afghan	OAFG
				OOTH	Arab Other	OARA
				OOTH	Egyptian	OEGY
				OOTH	Filipino	OFIL
				OOTH	Iranian	OIRN
				OOTH	Iraqi	OIRQ
				OOTH	Japanese	OJPN

				OOTH	Korean	OKOR
				OOTH	Kurdish	OKRD
				OOTH	Latin/ South/ Central American	OLAM
		Any Other Ethnic Group	Any Other Ethnic Group	OOTH	Lebanese	OLEB
		Any Other Ethnic Group	Any Other Ethnic Group	OOTH	Libyan*	OLIB
		Any Other Ethnic Group	Any Other Ethnic Group	OOTH	Malay	OMAL
		Any Other Ethnic Group	Any Other Ethnic Group	OOTH	Moroccan	OMRC
				OOTH	Polynesian	OPOL
				OOTH	Thai	OTHA
				OOTH	Vietnamese	OVIE
				OOTH	Yemeni	OYEM

A	B	C	D	E	F	G
<b>CES Main Category</b>	<b>CES Sub-Category</b>	<b>DCSF Main Category</b>	<b>DCSF Sub- Category / WA Main Category</b>	<b>DCSF/WA Main Code</b>	<b>DCSF Approved Extended Categories/WA Sub- Category</b>	<b>DCSF/WA Extended Codes</b>
<b>Other Ethnic Group</b>		<b>Any Other Ethnic Group</b>	<b>Any Other Ethnic Group</b>	<b>OOTH</b>	<b>Other Ethnic Group</b>	<b>OOEG</b>
<b>Not Known</b>		<b>Refused</b>	<b>Refused</b>	<b>REFU</b>	<b>Refused</b>	<b>REFU</b>
		<b>Information Not Yet Obtained</b>	<b>Information Not Yet Obtained</b>	<b>NOBT</b>	<b>Information Not Yet Obtained</b>	<b>NOBT</b>

\*Category not applicable to Welsh Assembly



## Appendix H: Diocesan Representatives

<i>Diocese</i>	<i>Contact</i>	<i>Title</i>
<b>Arundel &amp; Brighton</b> 01293 511130	Gill Sajnog	Assistant Education Officer
<b>Birmingham</b> 01675 464755 x110	Rebecca Tonks	Admissions and Governance Adviser
<b>Brentwood</b> 01277 265284	Janet Simmons	PA
<b>Cardiff</b> 029 2023 3838	Anne Robertson	Diocesan Schools Commissioner
<b>Clifton</b> 0117 9025593	Jenny Fitzgerald	Administrator
<b>East Anglia</b> 01508 495509	Jane Austin	Secretary
<b>Hallam</b> 0114 2566440	Clare Thorpe	Diocesan Education Officer
<b>Hexham &amp; Newcastle</b> 0191 2433310	Catherine Joyce	Administrative Officer
<b>Lancaster</b> 01524 841190	Heather Watts	Secretary
<b>Leeds</b> 01132 618034	Angela Cox	Diocesan Schools Commissioner
<b>Liverpool</b> 0151 522 1078	Frances Coldicutt	Admin Officer
<b>Menevia</b> 01239 612436	Patrick Mansfield	Diocesan Schools Commissioner
<b>Middlesbrough</b> 01642 850515	Katherine McKeown	Education Administrator
<b>Northampton</b> 01908 233121	Debbie Main	Schools Officer
<b>Nottingham</b> 01332 253831	Peter Giorgio	Diocesan Schools Commissioner
<b>Plymouth</b> 01392 671320	John Mannix	Director of Formation
<b>Portsmouth</b> 01329 835363	Edmund Adamus	Diocesan Schools Commissioner
<b>Salford</b> 0161 7361421	Peter Eavers	Diocesan Schools Commissioner
<b>Shrewsbury</b> 0151 6529855	Damian Cunningham	
<b>Southwark</b> 01689 829331	Stephen Bryan	
<b>Westminster</b> 0207 798 9005	Greeny Longville	PA to Director
<b>Wrexham</b> 01978 290344	Rita Price	Diocesan Schools Commissioner