



Schools' Census Results: as at January 2019

31 July 2019
SFR 57/2019

This Statistical First Release is based upon information collected from the School Census. The census data in this release relate to the position on Tuesday 15 January 2019.

The format of this release has changed since the previous version to include charts which provide further insight into some of the key information. All the tables published previously are available in an accompanying spreadsheet.

Key results

Schools

Overall, there were 27 fewer Local Authority (LA) maintained schools than at January 2018. This is mainly due to school mergers.



	2018		2019
LA Maintained Schools	1,521	↓	1,494
All Schools	1,591	↓	1,569
Nursery	11	↓	9
Primary	1,261	↓	1,238
Middle	13	↑	19
Secondary	195	↓	187
Special	41	→	41
Independent	70	↑	75

Pupils

There were 1,286 more pupils in LA maintained schools than in 2018.



2018		2019
467,112	↑	468,398

Free School Meals

The percentage of pupils aged 5-15 known to be eligible for free school meals increased by 0.9 percentage points since January 2018.



2018		2019
17.4%	↑	18.3%



Class size

7.2 per cent of pupils (7,581) were in infant classes of over 30 pupils – down from 8.1 per cent (8,695) in January 2018.

About this release

An annual report that presents data collected from the School Census of maintained schools. Data for independent schools is also shown.

It reports information for the number of pupils by age, gender, free school meal eligibility, ethnicity and special educational needs (SEN), together with information on the number of schools, teachers and support staff.

In this release

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Schools and pupils

This section presents information on LA maintained schools and pupils. Local authorities meet their expenditure partly from council tax and partly from general grants made by the Welsh Government.

For [definitions of types of school](#) (including how they are classified in term of language of teaching (medium)) see page 16.

Chart 1: Number of maintained primary and secondary schools, 2015 to 2019

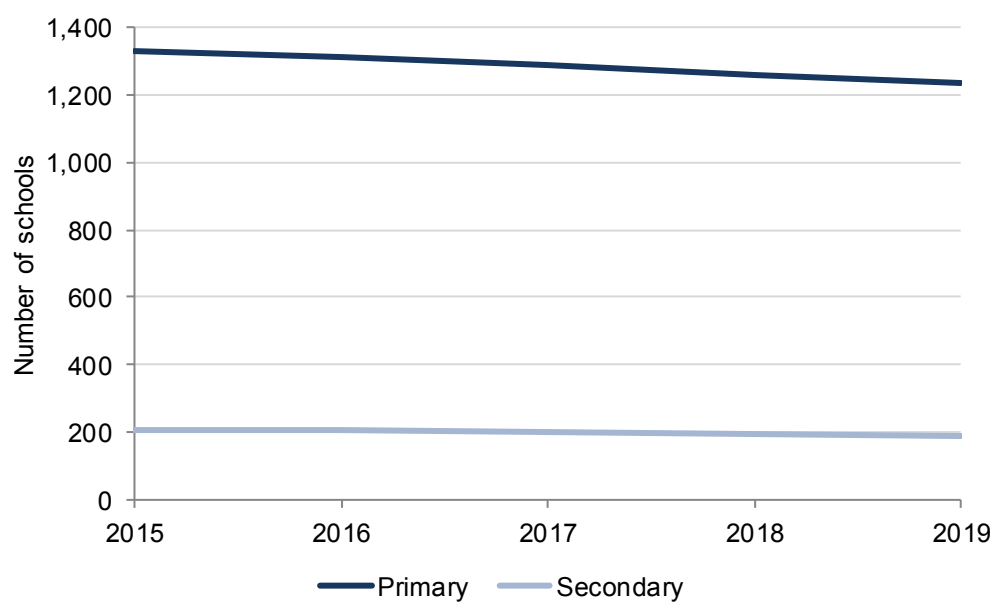
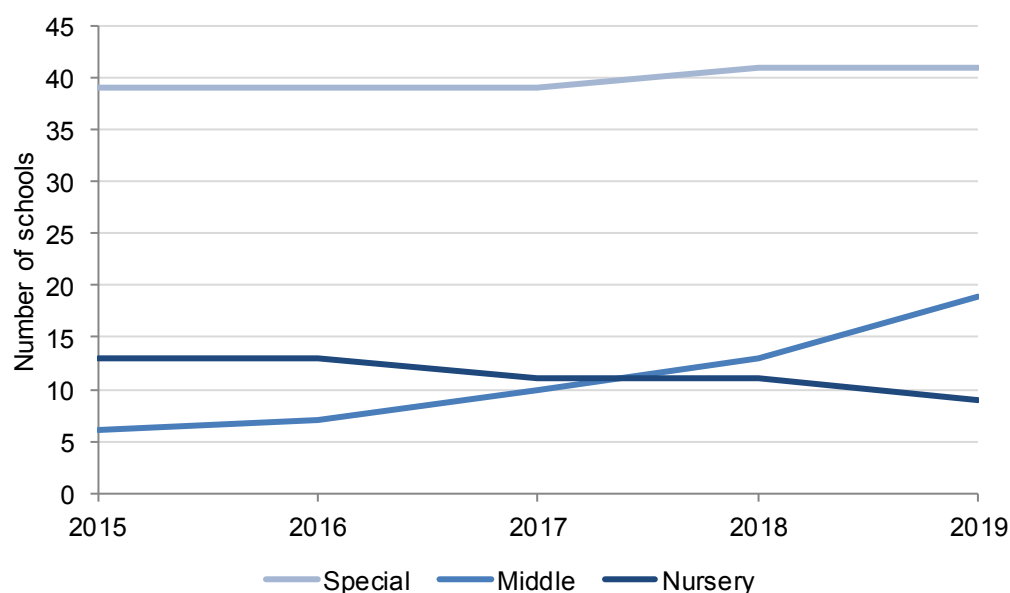
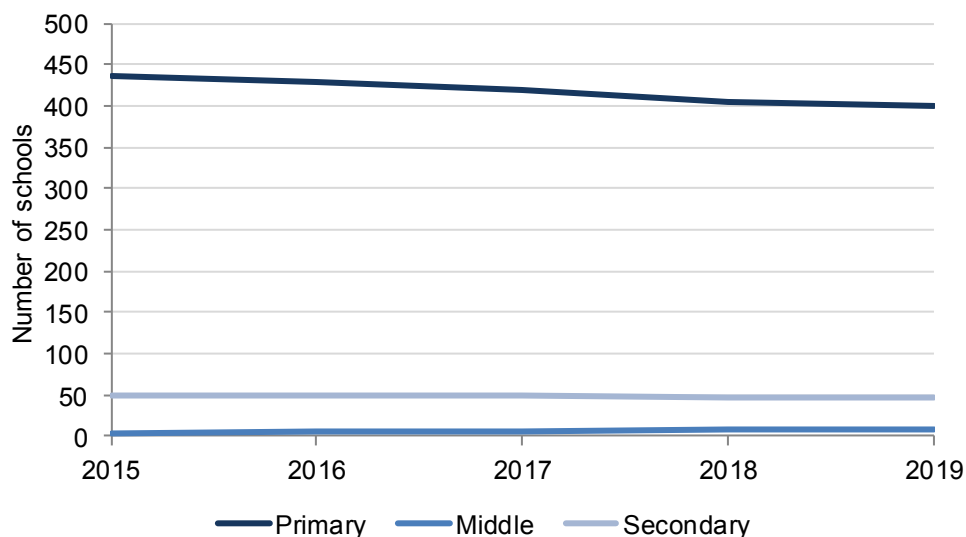


Chart 2: Number of maintained nursery, middle and special schools, 2015 to 2019



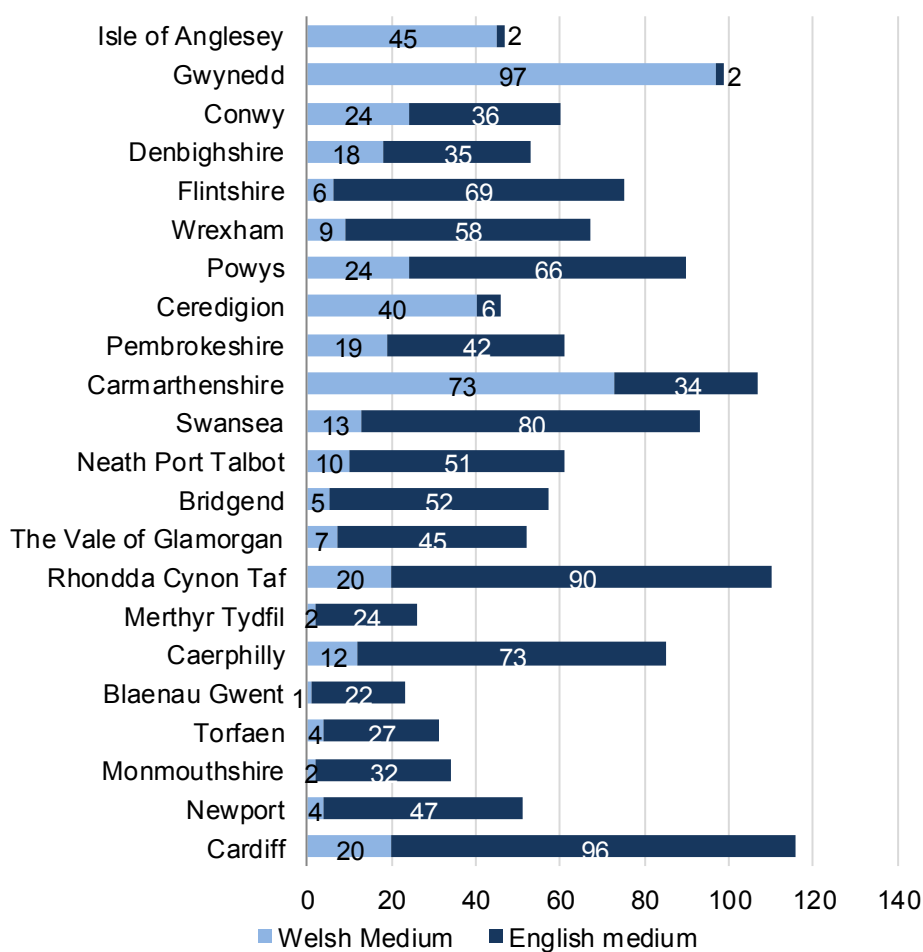
- The number of maintained schools continues to decrease, to 1,494 in January 2019. However, the majority of the schools which closed have merged to form new schools. The merging of primary and secondary schools into middle schools started in 2012/13 and this sector has grown each year since, rising to 19 in January 2019 from 13 in January 2018.

Chart 3: Number of maintained Welsh medium schools, by school sector, 2015 to 2019



- The Welsh Medium schools follow the same pattern as above, the merging of schools reducing their total to 455 in January 2019.

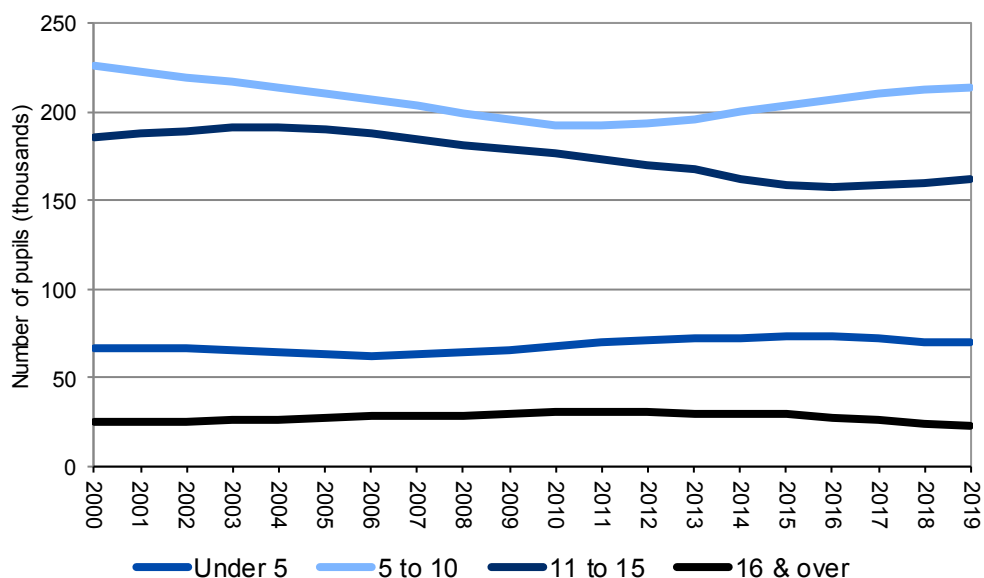
Chart 4: Number of maintained schools by local authority and medium, January 2019 (a)



(a) Primary, middle and secondary schools (excluding nursery and special schools)

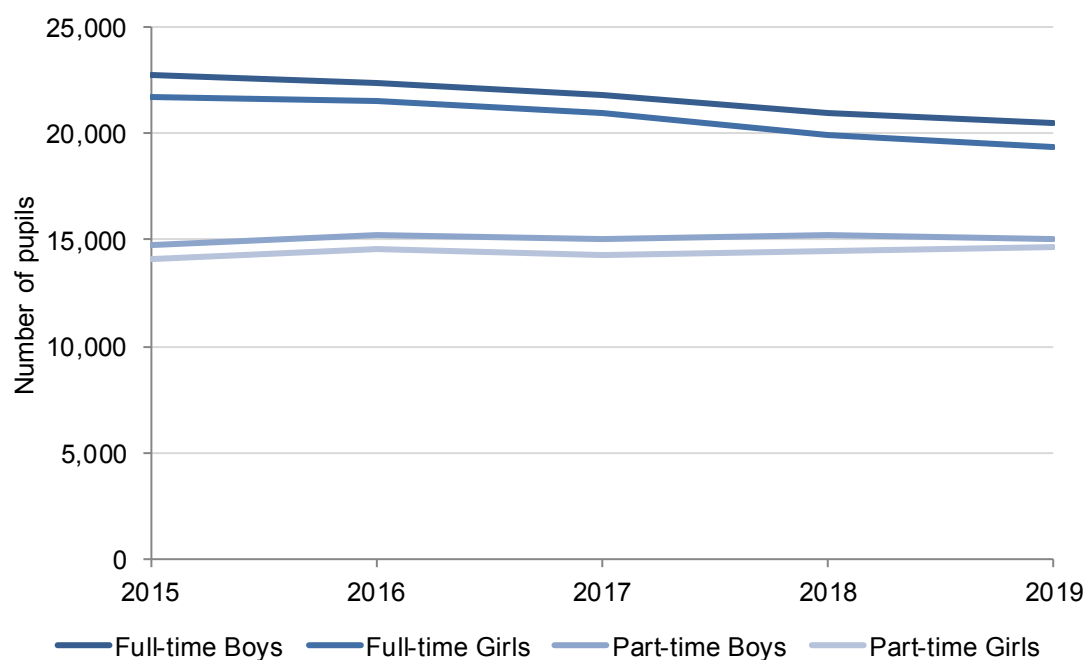
- Gwynedd had the highest number of Welsh medium schools (97 of 99 schools in Gwynedd), followed by Carmarthenshire (73 of 107) and Isle of Anglesey (45 of 47). Blaenau Gwent had the lowest number of Welsh medium schools (1 of 23).

Chart 5: Number of pupils by age group, in maintained schools, 2000 to 2019



- Overall pupil numbers fell between 2000 and 2013, but are up slightly since then. The pattern over time varies by school age group, which is likely to be impacted by demographic trends in age cohorts.
- The number of pupils aged under 5 has decreased since 2015 to 69,607 in January 2019.
- The numbers of pupils aged 5 to 10 has increased since 2011 to 213,536 in January 2019.
- The numbers of pupils aged 11 to 15 has increased since 2016 to 162,358 in January 2019.
- The number of pupils aged 16 & over has decreased since 2014 to 22,897 in January 2019. Pupils of this age may also study at Further Education colleges, such pupils are not included in these figures.

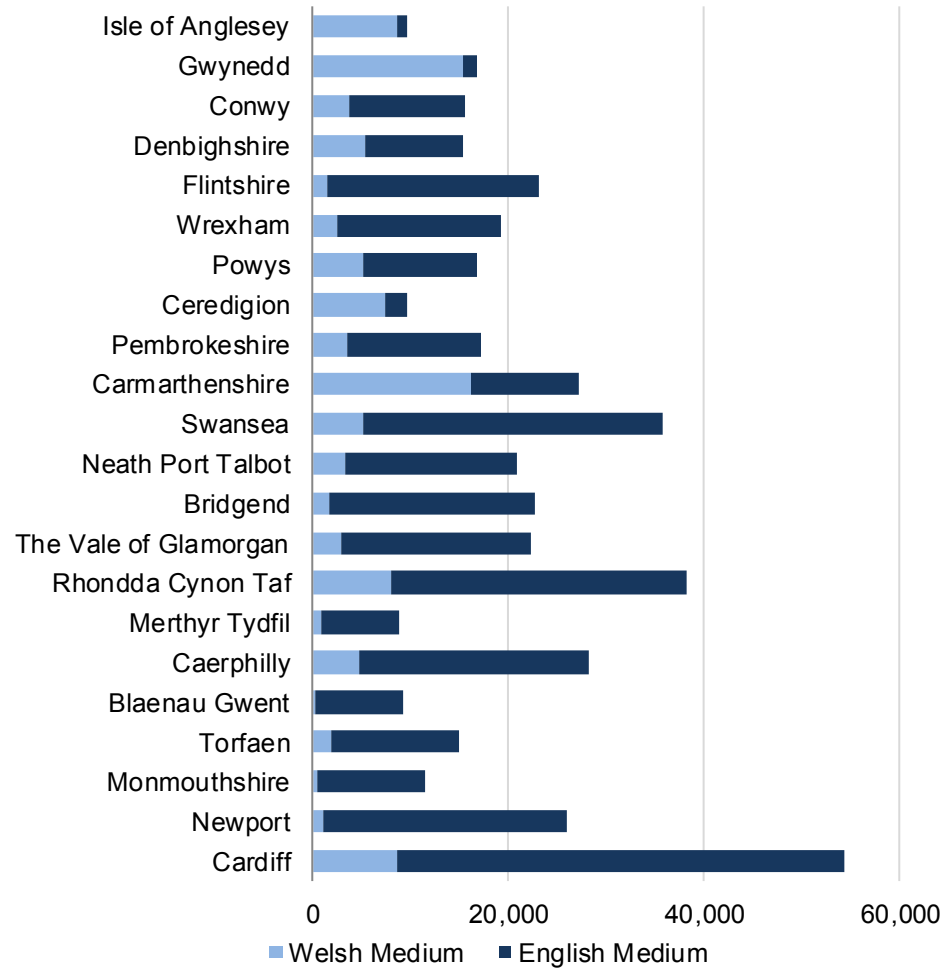
Chart 6: Number of pupils aged under 5 (as at 31 August) in maintained schools, by gender and full-time/part-time status, 2015 to 2019 (a)



- When starting school many pupils start part-time, for example just mornings or afternoons. Around 4 in 10 boys and girls aged under 5 were part-time in January 2019.

- The number of boys and girls aged under 5 who are educated full-time in maintained schools has decreased over the last 5 years, while the number educated part-time has remained fairly stable. However, there are still more boys and girls aged under 5 who are educated full-time than part-time.

Chart 7: Number of pupils in maintained schools by local authority and medium, 2019 (a)

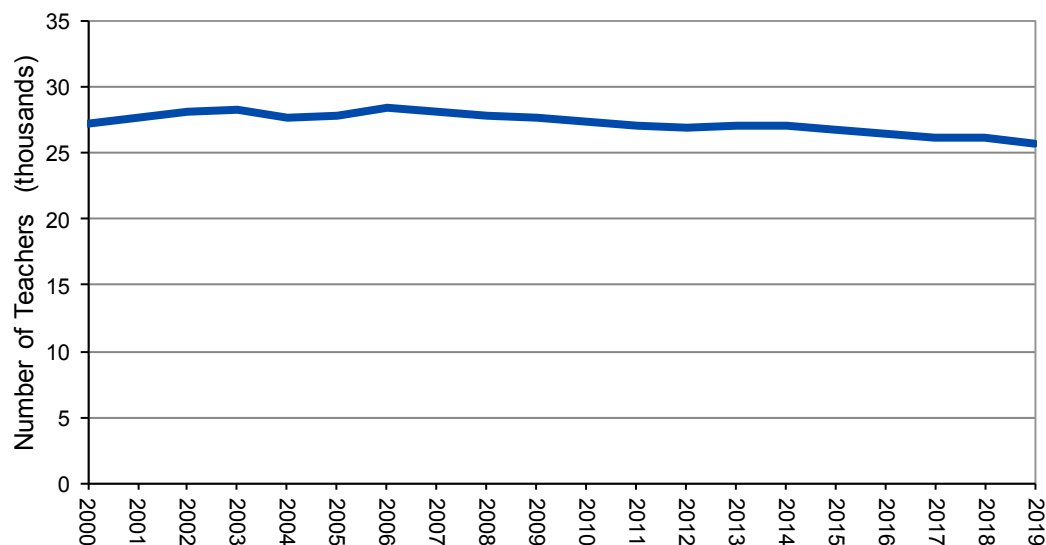


(a) Primary, middle and secondary schools (excluding nursery and special schools)

- There were 468,398 pupils in maintained schools in Wales in January 2019
- Most pupils in Isle of Anglesey, Gwynedd, Ceredigion and Carmarthenshire were educated in Welsh Medium schools in January 2019. In the other 18 local authorities most pupils were educated in English medium schools.
- Overall 23 per cent of pupils in Wales were educated in Welsh medium schools in January 2019, whereas in Isle of Anglesey and Gwynedd this was around 90 per cent.

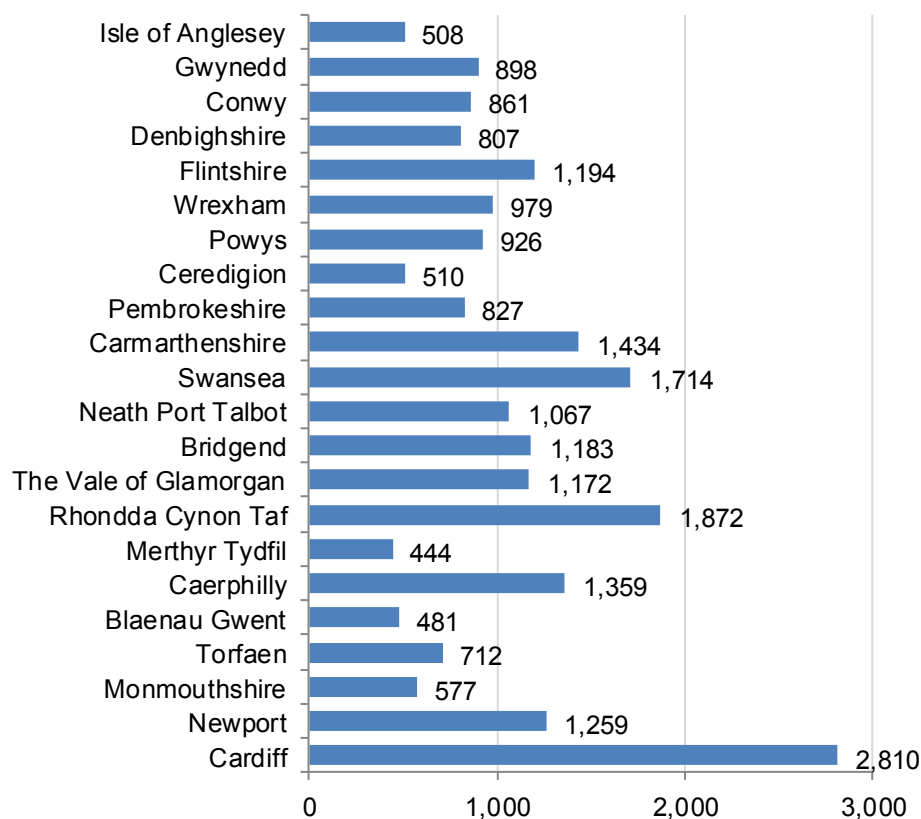
Teachers and support staff

Chart 8: Number of qualified teachers in maintained schools, 2000 to 2019



- The number of qualified teachers has remained fairly steady over the long term, peaking at 28,461 in 2006. However, this has decreased over the last 5 years to a low of 25,802 in 2019. This is largely due to school closures and amalgamations.

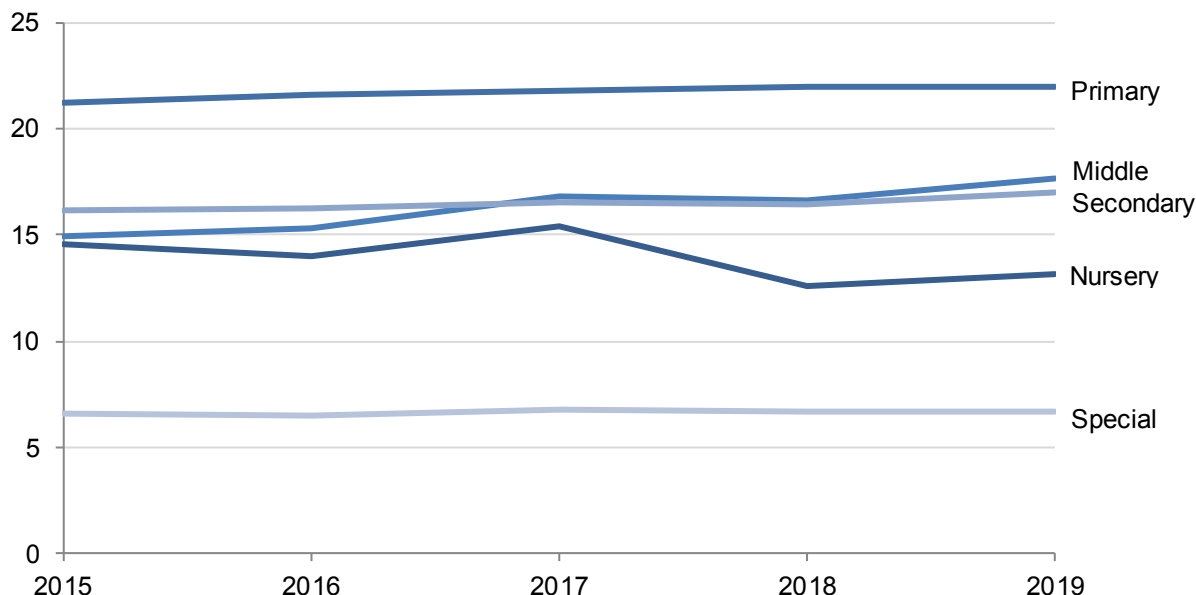
Chart 9: Number of full-time equivalent qualified teachers (FTE) by local authority, January 2019



[FTE definition.](#)

- There were 23,593 full-time equivalent qualified teachers in Wales in 2019, down from 23,871 in 2018. Figures ranged across local authorities from 444 in Merthyr Tydfil to 2,810 in Cardiff in 2019.

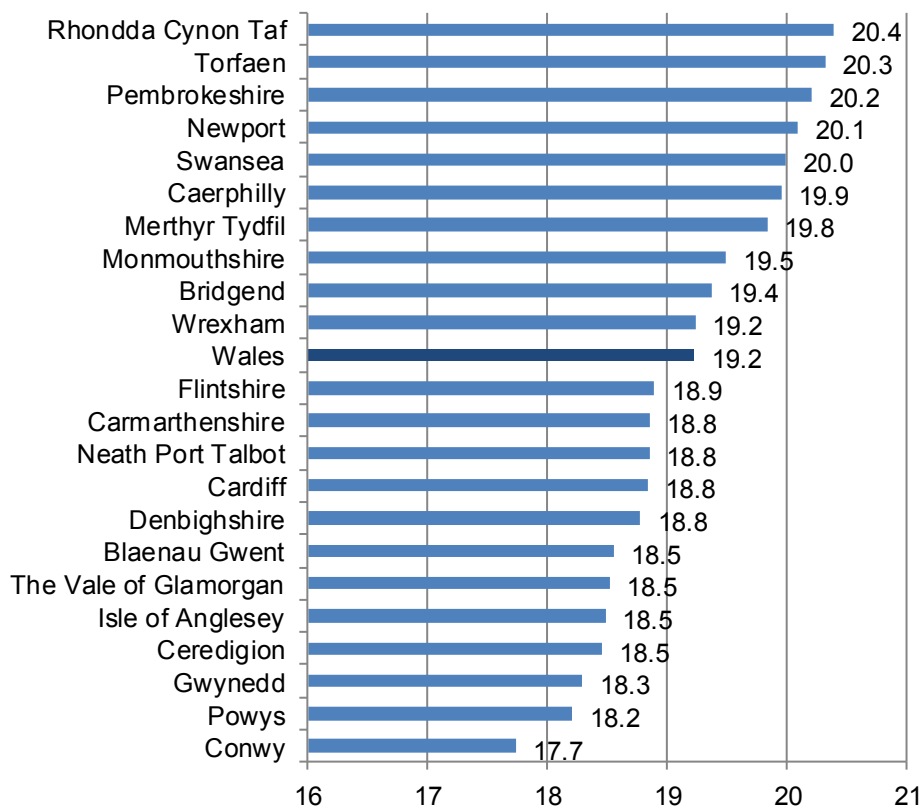
Chart 10: Pupil teacher ratio (PTR) by sector, 2015 to 2019



[PTR definition.](#)

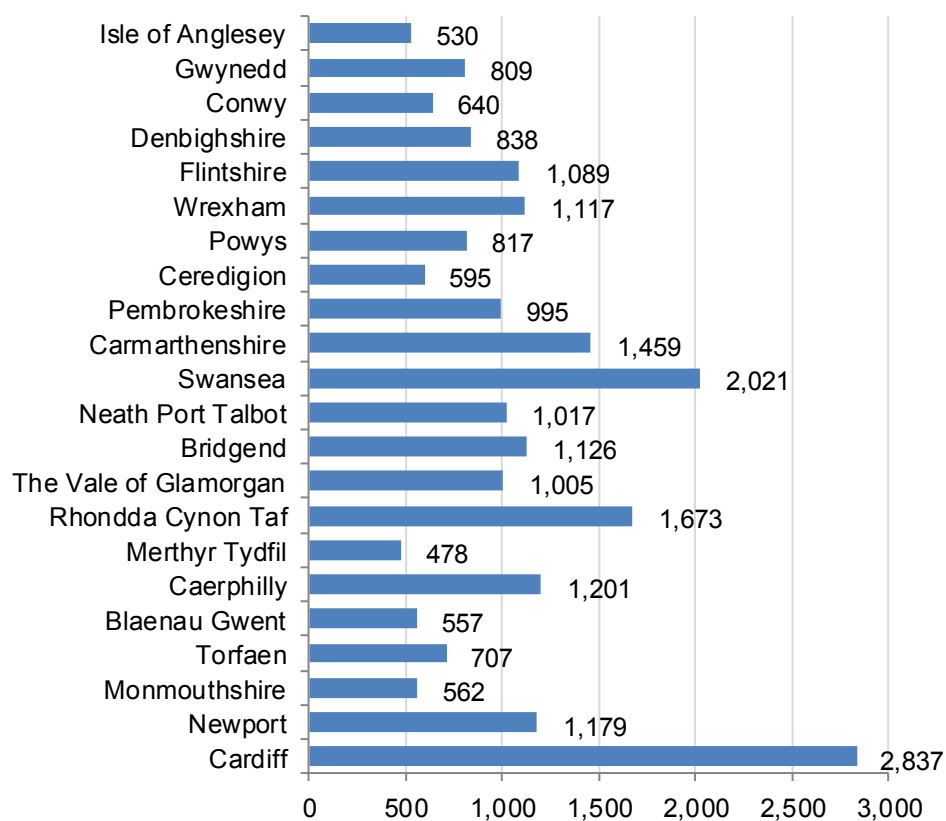
- The pupil teacher ratio has increased steadily for middle schools over the last 5 years, to 17.7 in 2019. The ratio for primary and secondary schools has also increased slightly. The ratio for nursery schools has fluctuated and has remained stable for special schools.
- The pupil teacher ratio was highest in primary schools in January 2019 at 22.0 and lowest in special schools at 6.7. The ratio in secondary schools was 17.0.

Chart 11: Pupil teacher ratios by local authority, January 2019



- The pupil teacher ratio varied from 17.7 in Conwy to 20.4 in Rhondda Cynon Taf in January 2019. The ratio for Wales has increased from 18.9 in January 2018 to 19.2 in January 2019.

Chart 12: Number of full-time equivalent (FTE) support staff by local authority, January 2019



[FTE definition.](#)

- In addition to qualified teachers there were 23,251 full-time equivalent support staff in schools in Wales in 2019, down from 23,784 in 2018. Figures ranged across local authorities from 478 in Merthyr Tydfil to 2,837 in Cardiff in 2019.

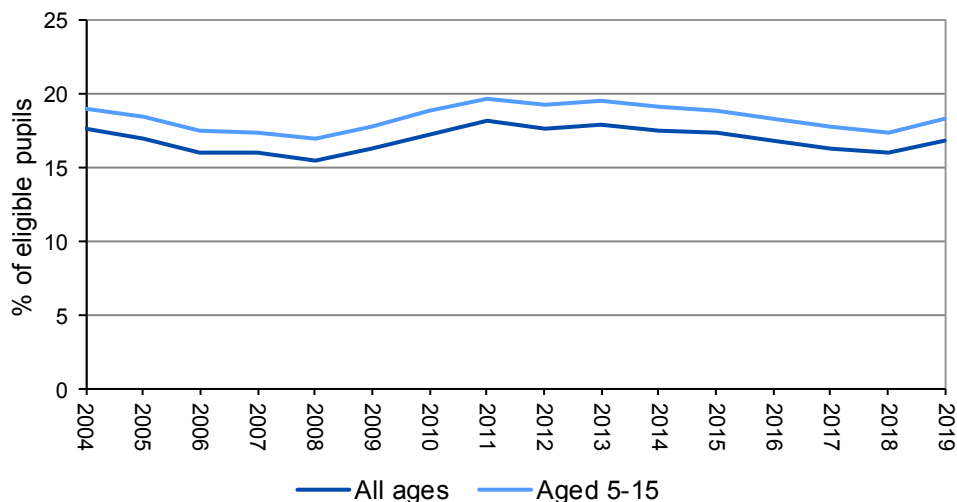
Teacher sickness absence data is included in the accompanying spreadsheet to this release and on [StatsWales](#).

Further data on teachers and support staff, including the teaching of Welsh is also available on [StatsWales](#).

Free school meals (FSM)

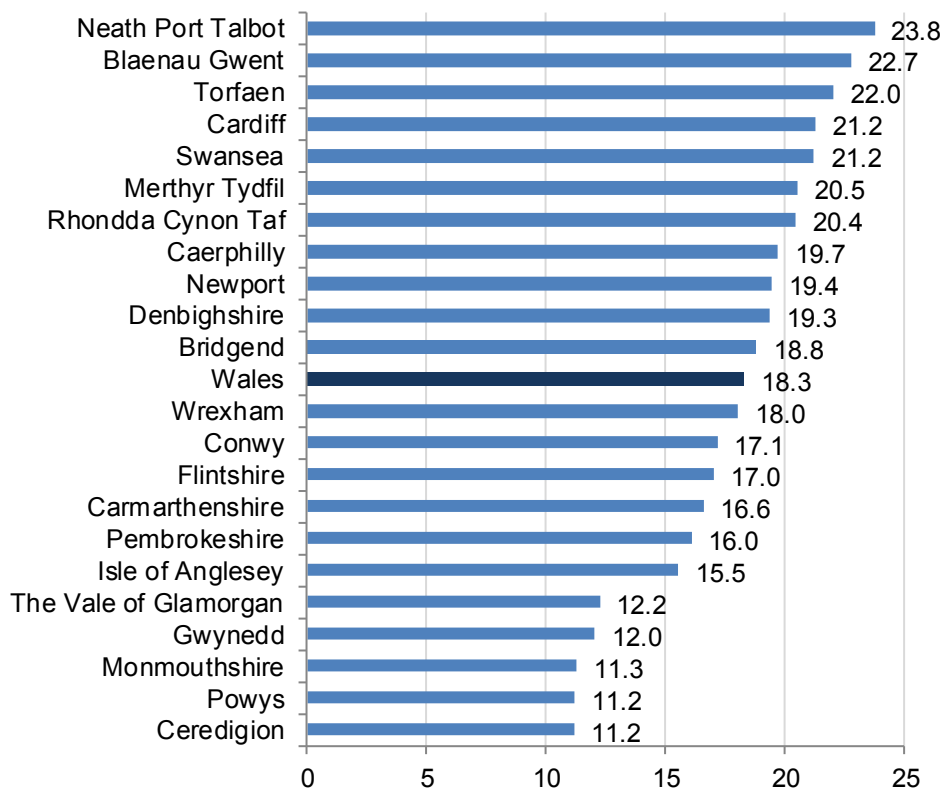
Pupils are eligible for [free school meals](#) if their families are in receipt of certain benefits/support payments.

Chart 13: Percentage of pupils known to be eligible for free school meals, 2004 to 2019



- The percentage of pupils known to be eligible for free school meals has fluctuated over the last 15 years. Since peaking in 2011, there was a decrease between 2013 and 2018. The rate for pupils aged 5-15 increased from 17.4 per cent in January 2018 to 18.3 per cent in January 2019.

Chart 14: Percentage of pupils aged 5-15 known to be eligible for free school meals, by local authority, January 2019



- The percentage of pupils aged 5-15 known to be eligible for free school meals in January 2019 ranged from 11.2 per cent in Ceredigion and Powys, to 23.2 per cent in Neath Port Talbot. The number of pupils eligible for free school meals was highest in Cardiff at 9,213.

Ethnic background

This is the ethnic group with which the pupil identifies her/himself.

Table 1: Number of pupils aged 5 or over in each ethnic background, 2015-2019

Ethnic background	2015		2016		2017		2018		2019	
	Number	Per cent (a)	Number	Per cent (a)	Number	Per cent (a)	Number	Per cent (a)	Number	Per cent (a)
White	363,031	92.5	362,290	92.2	362,721	92.0	363,528	91.7	364,285	91.3
White British	352,850	89.9	351,145	89.4	350,795	88.9	350,830	88.5	350,978	88.0
Traveller	378	0.1	385	0.1	389	0.1	433	0.1	446	0.1
Gypsy/ Roma	579	0.1	611	0.2	623	0.2	589	0.1	626	0.2
Any other White background	9,224	2.4	10,149	2.6	10,914	2.8	11,676	2.9	12,235	3.1
Mixed	9,872	2.5	10,592	2.7	11,166	2.8	11,947	3.0	12,645	3.2
White and Black Caribbean	2,227	0.6	2,314	0.6	2,374	0.6	2,456	0.6	2,534	0.6
White and Black African	1,244	0.3	1,398	0.4	1,524	0.4	1,691	0.4	1,825	0.5
White and Asian	2,212	0.6	2,351	0.6	2,436	0.6	2,594	0.7	2,659	0.7
Any other mixed background	4,189	1.1	4,529	1.2	4,832	1.2	5,206	1.3	5,627	1.4
Asian	8,914	2.3	9,185	2.3	9,341	2.4	9,592	2.4	9,748	2.4
Indian	1,931	0.5	2,056	0.5	2,130	0.5	2,200	0.6	2,292	0.6
Pakistani	2,947	0.8	3,009	0.8	3,057	0.8	3,081	0.8	3,133	0.8
Bangladeshi	3,119	0.8	3,188	0.8	3,203	0.8	3,273	0.8	3,259	0.8
Any other Asian background	917	0.2	932	0.2	951	0.2	1,038	0.3	1,064	0.3
Black	3,169	0.8	3,355	0.9	3,462	0.9	3,596	0.9	3,676	0.9
Black Caribbean	187	0.0	194	0.0	199	0.1	204	0.1	210	0.1
Black African	2,598	0.7	2,743	0.7	2,826	0.7	2,903	0.7	2,968	0.7
Any other Black background	384	0.1	418	0.1	437	0.1	489	0.1	498	0.1
Chinese	702	0.2	720	0.2	751	0.2	777	0.2	776	0.2
Any other ethnic group	4,451	1.1	4,639	1.2	5,006	1.3	5,180	1.3	5,368	1.3
Total with valid category	390,139	99.4	390,781	99.5	392,447	99.5	394,620	99.5	396,498	99.4
Unknown or not stated	2,201	0.6	2,081	0.5	1,935	0.5	1,928	0.5	2,293	0.6
All pupils	392,340	100.0	392,862	100.0	394,382	100.0	396,548	100.0	398,791	100.0

Source: School Census

(a) Of all pupils aged 5 or over.

- Of the total number of pupils aged 5 or over at primary, middle, secondary and special schools in Wales, 88.0 per cent of pupils were identified as **White British** in January 2019. This figure has been falling slightly for each of the past five years with all other ethnic backgrounds showing increases over the same period.
- The number of pupils in the **Any other White background** group have increased by 3,000 since 2015 and **Mixed** ethnic background pupils have increased by 2,800 since 2015.
- The percentage of pupils whose ethnic background was identified as **minority ethnic origin** (not White British) was 11.4 per cent and 0.6 per cent were unknown or not stated.
- Of the pupils whose ethnic background was identified as **Black**, 80.7 per cent of them were identified as **Black African**.

Special Educational Needs (SEN)

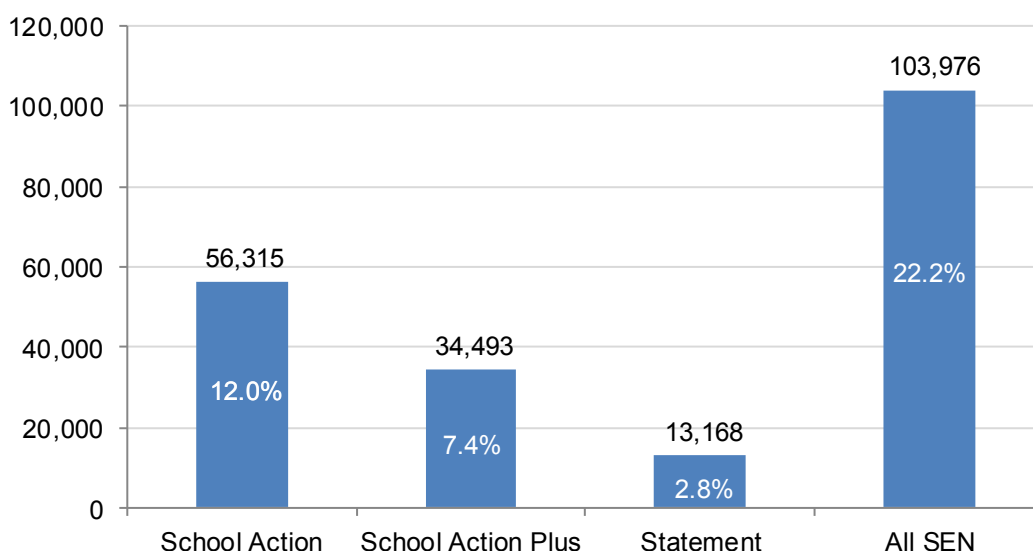
A child has special needs if he or she has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that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

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

ii. School Action - When a class or subject teacher identify that a pupil has special educational needs they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

iii. School Action Plus - When the class or subject teacher and the Special Educational Needs Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through 'School Action' can be put in place. The Special Educational Needs Co-ordinator usually takes the lead although day-to-day provision continues to be the responsibility of class or subject teacher.

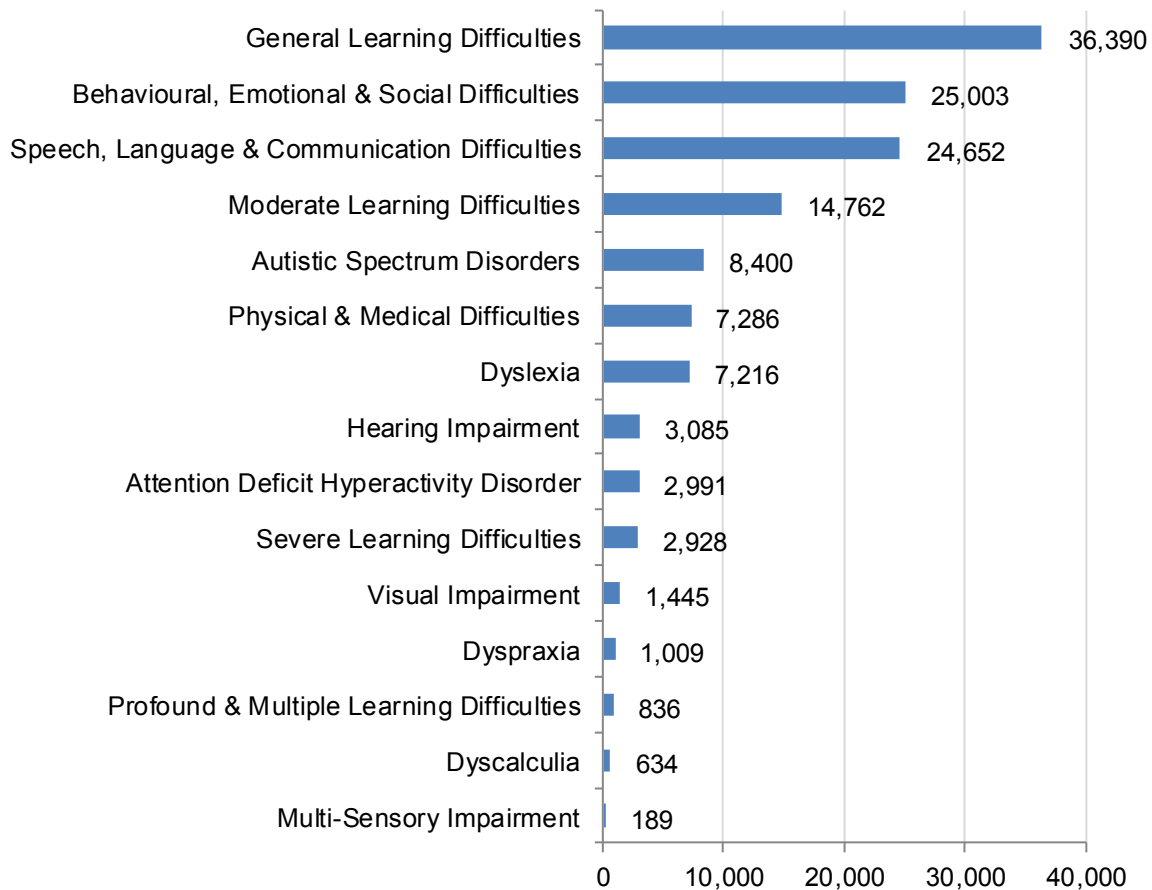
Chart 15: Number and percentage of pupils with special educational needs (SEN) in maintained schools by type of SEN provision, January 2019 (a)



(a) Percentages represent the percentage of all pupils with these types of SEN provision.

- There were 103,976 pupils with special educational needs in maintained schools (22.2 per cent of all pupils) in 2019, down from 105,625 (22.6 per cent) in 2018. Around half of these had School Action provision and around a third of these had School Action Plus provision.
- 12.7 per cent of the pupils with special educational needs had Statements of SEN.

Chart 16: Reports of Special Educational Needs (SEN) in maintained schools by type of need, January 2019



From January 2017 maintained schools were allowed to report as many special educational needs for a pupil as required. These reports are not ranked and therefore have no SEN type that can be shown as a pupil's 'Major Need'. The chart above shows the number of times each SEN type was reported e.g. if SEN types 'Dyslexia' and 'Dyspraxia' are reported for a pupil that pupil is counted twice, once under each type. The number of SEN reports will therefore be greater than the number of pupils with SEN.

- There were 136,826 reports of SEN type made – an average of 1.3 per pupil with SEN.
- The most common type of need reported was 'General Learning Difficulties', representing 35.0 per cent of pupils with some form of SEN. The next highest were 'Behavioural, Emotional & Social Difficulties' (24.0 per cent) and 'Speech, Language & Communication Difficulties' (23.7 per cent).

Class sizes in primary and middle schools

Infant classes of more than 30 pupils are unlawfully large unless specific circumstances called 'exceptions' are satisfied.

Table 2: Infant class sizes in primary and middle schools (a)

	2017		2018		2019	
	Number	Per cent (b)	Number	Per cent (b)	Number	Per cent (b)
Average class size	25.6	.	25.6	.	25.4	.
All classes	4,206	.	4,177	.	4,152	.
All pupils	107,725	.	106,845	.	105,363	.
<u>Classes (30 pupils or less) (c)</u>						
Classes	3,930	93.4	3,903	93.4	3,914	94.3
Pupils	98,931	91.8	98,150	91.9	97,782	92.8
<u>Large Infant Classes (31 or more pupils) (d)</u>						
Classes	276	6.6	274	6.6	238	5.7
of which:						
Lawfully large classes						
with 'excepted' pupils (e)	249	5.9	263	6.3	213	5.1
Unlawfully large classes (f)	27	0.6	11	0.3	25	0.6
Pupils in large classes (g)	8,794	8.2	8,695	8.1	7,581	7.2
of which:						
Lawfully large classes						
with 'excepted' pupils (e)	7,907	7.3	8,336	7.8	6,759	6.4
Unlawfully large classes (f)	887	0.8	359	0.3	822	0.8

Source: School Census

(a) At January each year.

(b) Percentage of all classes/pupils.

(c) The Schools Standards and Framework Act 1998 and associated regulations placed a statutory duty on local authorities and governing bodies to limit the size of Reception classes to 30 from 1999; Reception and Year 1 classes from 2000 and Reception, Year 1 and Year 2 from 2001. Mixed year or mixed Key Stage classes are subject to the limit, where the majority of the class is made up of pupils in the appropriate year groups; this includes mixed nursery/reception classes. In this table, where a class has more than one teacher the number of pupils divided by the number of teachers determines if the size is over 30.

(d) Both infant and junior classes with one teacher are allowed to have more than 30 children in very specific circumstances. These are called exceptions. Exception categories for infant classes are defined in the Schedule to the Education (Infant Class Sizes) (Wales) Regulations 1998, as amended by the Education (Infant Class Sizes) (Wales) (Amendment) Regulations 2009. Exception categories for junior classes are not set out in regulations but are enforced as part of the data collection.

(e) Includes only those classes where there are pupils who have been admitted as exceptions making the class size within the legal limit of 30 pupils or less.

(f) Classes of 31 or more, excluding those large classes engaged in an excepted activity.

(g) Includes all pupils in large classes, including those with excepted activity.

- 7.2 per cent of pupils (7,581) were in infant classes of over 30 pupils, down from 8.1 per cent (8,695) in January 2018.
- 0.8 per cent of pupils (822) were in unlawfully large classes of over 30 pupils, up from 0.3 per cent (359) in January 2018.

Table 3: Junior class sizes in primary and middle schools (a)

	2017		2018		2019	
	Number	Per cent (b)	Number	Per cent (b)	Number	Per cent (b)
Average class size	25.9	.	26.1	.	26.3	.
All classes	5,331	.	5,379	.	5,408	.
All pupils	138,151	.	140,428	.	142,277	.
<u>Classes (30 pupils or less)</u>						
Classes	4,741	88.9	4,717	87.7	4,740	87.6
Pupils	119,237	86.3	119,191	84.9	120,825	84.9
<u>Large Junior Classes (31 or more pupils) (c)</u>						
Classes	590	11.1	662	12.3	668	12.4
of which:						
With 'excepted' pupils (d)	424	8.0	481	8.9	467	8.6
Without 'excepted' pupils (e)	166	3.1	181	3.4	201	3.7
Pupils in large classes (f)	18,914	13.7	21,237	15.1	21,452	15.1
of which:						
With 'excepted' pupils (d)	13,537	9.8	15,360	10.9	14,878	10.5
Without 'excepted' pupils (e)	5,377	3.9	5,877	4.2	6,574	4.6

Source: School Census

(a) At January each year.

(b) Percentage of all classes/pupils.

(c) Both infant and junior classes with one teacher are allowed to have more than 30 children in very specific circumstances. These are called exceptions. Exception categories for infant classes are defined in the Schedule to the Education (Infant Class Sizes) (Wales) Regulations 1998, as amended by the Education (Infant Class Sizes) (Wales) (Amendment) Regulations 2009. Exception categories for junior classes are not set out in regulations but are enforced as part of the data collection. In this table, where a class has more than one teacher the number of pupils divided by the number of teachers determines if the size is over 30.

(d) Includes only those classes where there are pupils who have been admitted as exceptions making the class size within the legal limit of 30 pupils or less.

(e) Classes of 31 or more, excluding those large classes engaged in an excepted activity.

(f) Includes all pupils in large classes, including those with excepted activity.

- 12.4 per cent of junior classes (668 pupils) were regarded as large classes and had a total of 21,452 pupils (15.1 per cent of all pupils). This is slightly more than at January 2018 when 662 classes (12.3 per cent) were considered large and they had a total of 21,237 (15.1 per cent of all pupils).

Independent schools

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

Table 4: Independent schools, January 2019 (a)

	Schools	Pupils		Qualified Teachers		Pupil-Teacher Ratio
	Number	Number	Full-time equivalent	Number	Full-time equivalent	
Isle of Anglesey	2	131	107.5	12	11.3	9.5
Gwynedd	4	242	242.0	38	32.8	7.4
Conwy	2	473	473.0	63	59.0	8.0
Denbighshire	4	673	673.0	100	94.3	7.1
Flintshire	3	42	42.0	9	8.7	4.8
Wrexham	1	18	18.0	9	7.0	2.6
Powys	8	518	518.0	65	60.8	8.5
Ceredigion	0	.	.	.	.	.
Pembrokeshire	7	376	376.0	61	53.0	7.1
Carmarthenshire	5	782	782.0	99	88.7	8.8
Swansea	7	386	379.0	56	48.1	7.9
Neath Port Talbot	0	.	.	.	.	.
Bridgend	2	254	248.5	35	33.2	7.5
The Vale of Glamorgan	3	616	610.5	96	84.8	7.2
Rhondda Cynon Taf	0	.	.	.	.	.
Merthyr Tydfil	0	.	.	.	.	.
Caerphilly	2	167	167.0	23	16.6	10.1
Blaenau Gwent	0	.	.	.	.	.
Torfaen	0	.	.	.	.	.
Monmouthshire	5	1,463	1,447.5	202	180.8	8.0
Newport	3	615	608.5	67	59.8	10.2
Cardiff	17	3,326	3,291.5	406	344.8	9.5
Wales	75	10,082	9,984.0	1,341	1,183.8	8.4
Wales – January 2018	70	9,756	9,705.5	1,352	1,205.5	8.1
Wales – January 2017	70	9,381	9,326.0	1,300	1,157.7	8.1
Wales – January 2016	66	8,880	8,805.5	1,285	1,106.2	8.0
Wales – January 2015	66	8,991	8,941.5	1,270	1,091.8	8.2

Source: School Census

(a) 6 of the 75 schools did not submit data in 2019, one school in each of Isle of Anglesey, Conwy, Flintshire, Powys, Pembrokeshire and Swansea.

[FTE definition.](#)

[PTR definition.](#)

- There were 75 independent schools in Wales in January 2019, an increase from 70 in January 2018.
- There were 10,082 pupils at independent schools in January 2019, 2.2 per cent of all pupils in Wales.

Definitions

LA maintained schools: Schools maintained by the local authorities. The authorities meet their expenditure partly from council tax and partly from general grants made by the Welsh Government.

Welsh medium schools: Primary schools include Welsh Medium, Dual Stream and Transitional schools. Middle and secondary schools include Welsh Medium and Bilingual schools. For further information please see these [guidance notes](#).

English medium schools: Includes English Medium and English with significant Welsh.

Independent schools: Schools which charge fees and may also be financed by individuals, companies or charitable institutions.

Nursery schools: age under 5.

Primary schools: ages 3/4 to 10.

Middle schools: ages 3/4 to 16/18.

Secondary schools: ages 11 to 16/18.

Special schools: Special schools, both day and boarding, provide education for children with SEN who cannot be educated satisfactorily in mainstream schools.

Full-time equivalent (FTE):

- FTE pupil numbers count part-time pupils as 0.5.
- FTE of part-time teachers expresses the teachers' service in hours as a proportion of a school week: 32.5 hours for maintained schools and 26 hours for independent schools.

Pupil Teacher Ratio (PTR): calculated by dividing the FTE number of pupils by the FTE number of qualified teachers (head teachers, acting head teachers, assistant head teachers, deputy heads and other qualified teachers).

Symbols: The following symbols have been used in this document, the accompanying spreadsheet and on StatsWales:

.. not available

. not applicable

- the data item is not exactly zero but less than 0.05

* figure is less than 5, or is based on a figure less than 5

(r) the data has been revised.

Rounding: In tables where figures have been rounded to the nearest final digit there may be an apparent discrepancy between the sum of the constituent items and the total as shown.

Key quality information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability. It also covers specific issues relating to quality of 2019 data, and describes the quality management tool applied to this area of work.

Relevance

These statistics are used both within and outside the Welsh Government. Some of the key users are:

- ministers and the Members Research Service in the National Assembly for Wales
- education policy in the Welsh Government
- other areas of the Welsh Government
- Estyn
- the research community
- students, academics and universities
- individual citizens and private companies.

These statistics are used in a variety of ways. Some examples of these are:

- resource allocation in the Welsh Local Government Finance Settlement and the Pupil Development Grant
- advice to ministers
- the all-Wales education core data packs
- to inform the education policy decision-making process in Wales including school reorganisation
- to inform ESTYN during school inspections
- the education domain of the Welsh Index of Multiple Deprivation
- as a basis for National School Categorisation
- published on [My Local School](#)
- to assist in research in educational attainment.

Accuracy

The census data in this release relates to all maintained and independent schools in Wales. The teacher sickness absence data included in the accompanying spreadsheet relates to all maintained schools only.

Pupil Level Annual School Census (PLASC) / School Census (STATS1 Return)

Schools' data are derived from the Pupil Level Annual School Census returns and STATS 1 returns supplied by schools open on Census day in January each year. The returns are authorised

by headteachers and validated by Local Authorities. The teacher sickness absence data is collected directly from the local authorities in January each year.

PLASC is an electronic collection of pupil and school level data provided by all maintained schools in January each year. Schools record data on pupils and the school throughout the year in their Management Information System (MIS) software. This data is collated into an electronic PLASC return and submitted to the Welsh Government through DEWI, a secure online data transfer system developed by the Welsh Government. Various stages of automated validation and sense-checking are built into the process to ensure a high quality of data to inform policy making and funding.

Independent schools in Wales complete an aggregate STATS1 return.

Teacher sickness absence annual returns

Schools provide sickness absence data to Local Authorities, which collate the data for the Welsh Government collection. Local Authorities carry out their own validation, and are given the chance to review data submitted for the previous year. In built validations in the data collection form compare the new and previous year's data, which highlights any significant changes and provides further opportunity for data validation.

Many Local Authorities report system developments that have allowed this data to be captured more accurately and timely than in previous years. This has increased the quality of the data provided and sometimes results in revisions being made to previous years' data.

Timeliness and punctuality

The census data in this release relate to the position on Tuesday 15 January 2019. DEWi was available for uploading files on 15 January 2019. Schools and LAs were then asked to validate their data within the validation period, which closed on 31 May 2019. The teacher sickness absence data relates to the preceding calendar year.

Accessibility and clarity

This Statistical First Release is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by an Open Document Spreadsheet and more detailed tables on [StatsWales](#), a free to use service that allows visitors to view, manipulate, create and download data.

Comparability

Here is the latest available data for:

England

[Statistics-school-and-pupil-numbers](#)

[Statistics-education-and-training-UK](#)

Scotland

[Education statistics](#)

Northern Ireland

[Education statistics](#)

Related data for Wales

The previous census data published were for 2018, in the form of a Statistical First Release: [Schools' Census Results: as at January 2018](#), published on 25 July 2018.

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate. The designation of these statistics as National Statistics was confirmed in July 2010 following a [full assessment against the Code of Practice](#).

Since the latest review by the Office for Statistics Regulation, we have continued to comply with the Code of Practice for Statistics, and have made the following improvements:

- Added to and refined information about dimensions of quality and described links to policy.
- Produced the latest release in a new format to include charts which provide further insight into some of the key information.
- Made more data available on StatsWales.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on indicators and associated technical information - [How do you measure a nation's progress? - National Indicators](#)

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document is available at:

<https://gov.wales/schools-census-results-january-2019>

Next update

July 2020 (provisional)

Period covered: The census data will relate to the position on Tuesday 14 January 2020.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to school.stats@gov.wales

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