

## Statistics, Information & Consultations - June / July 2023

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## DfE Published Statistics - School Workforce in England: November 2022

Statistics on the school workforce in publicly funded schools in England, as collected in the November 2022 school workforce census was published on 8 June 2023.

Information at national, regional and local authority levels, and associated data files at school level are included on the number and characteristics of teachers, teaching assistants and other non-classroom-based school support staff, such as teachers' salaries, qualifications, sickness absence levels and number of teaching vacancies. For secondary school teachers, there is also information on teachers for the curriculum subject taught, whether teachers have qualifications in the subjects they teach and the hours spent teaching by subject

<b>FTE of all workforce</b> <b>973,860</b> 5 in 10 are teachers, 3 in 10 teaching assistants, 2 in 10 other support staff	<b>FTE of all teachers</b> <b>468,371</b> 2,800 more than 2021	<b>FTE of teaching assistants</b> <b>281,094</b> 5,300 more than 2021
<b>Pupil to teacher ratio (Qualified and unqualified teachers) within-schools</b> <b>18.0</b> 20.7 primary & nursery, 16.8 secondary, 6.4 special & PRU	<b>FTE number of entrants</b> <b>47,954</b> 4,000 more than 2021	<b>FTE number of leavers</b> <b>43,997</b> 7,800 more than 2021
<b>Median pay</b> <b>£41,604</b> Average salary of teachers	<b>Number of hours taught for all years</b> <b>2,406,872</b> Hours taught of EBacc subjects in secondary schools in a typical week	<b>Percentage of hours taught by teacher with qualification</b> <b>87.4</b> Percentage of EBacc hours that were taught by a teacher with a relevant post-A level qualification

- There are 468,400 FTE teachers nationally (up by 2,800 since last year and by 27,000 since 2010 when the school workforce census began) and 281,100 FTE teaching assistants (up by 5,300 since last year and by 59,600 since 2011 when the census began collecting support staff information).
- Pupil to teacher ratios are similar to last year: 20.7 pupils per teacher in nurseries and primary schools, 16.8 in secondary schools, and 6.4 in special and PRU schools. This is a 0.1 increase in each school phase.
- The number of entrants to teaching continues to be higher than that of teachers leaving, meaning an overall increase to the number of teachers in England. Almost 9 in 10 teachers remain teaching in state-funded schools in England one year after qualification.
- 3 in 5 teaching hours were spent teaching English Baccalaureate (EBacc) subjects. Almost 9 in 10 of these hours were taught by a teacher with a relevant post-A level qualification.
- The number of teacher vacancies has increased from 1,600 in November 2021 to 2,300 in November 2022. Temporarily filled posts have also increased; from 2,200 to 3,300.

To access the full data set, however, go to [Explore Education Statistics \(EES\)](#).

## DfE Published Statistics - Schools, pupils & their characteristics: January 2023

Statistics on pupils in schools in England as collected in the January 2023 school census (as well as the school level annual school census, general hospital school census and alternative provision census) was published on 8 June. This includes information on pupil age, gender, free school meals (FSM) eligibility, English as an additional language, ethnicity, information on school characteristics and class sizes.

Headcount - Total

**9,073,832**

All schools - increase of 73,800 from 2022

Number of schools

**24,442**

All schools in England - decrease of 12

Average class size

**26.7**

Infant classes - unchanged from 2022

FSM - Percentage of pupils

**23.8**

Eligible for free school meals - up from 22.5 in 2022

- The number of pupils in schools in England has increased by 73,800 pupils across all school types from the previous year, to nearly 9.1 million pupils. This includes all state-funded and independent schools. The number of schools has decreased slightly, by 12 to 24,442.
- Free school meal eligibility continues to increase, such that 23.8% of pupils are eligible for free school meals (up from 22.5% in 2022). This represents over 2 million pupils. On census day, 1.6 million infant pupils were recorded as taking a free school meal. Of those, almost 1.3 million are not normally eligible for FSM and received them under the Universal Infant FSM policy. This is a similar pattern to previous years.
- The average class size for infant pupils (reception, year 1 and year 2) has remained stable. Infant class size stayed at 26.7 from 2022 to 2023.

To access the full data set, however, go to [Schools, pupils and their characteristics \(academic year 2022/23\)](#).

## DfE Published Statistics - Education, Health & Care Plans: England 2023

Statistics and analysis on education, health and care (EHC) plans in England. Based on information provided by local authorities in the SEN2 data collection, it provides information on the administration of statements of SEN and EHC plans, including the number of EHC plans in place in January 2023, the number of EHC plans made for the first time during the 2022 calendar year and the number and percentage of EHC plans that were issued within 20 weeks.

<b>Number of cases</b> <b>517,026</b> EHC plans at January 2023 · Up from 473,300 (9%) in 2022	<b>Number of plans</b> <b>66,356</b> New plans in 2022 · Up from 62,200 (7%) in 2021
<b>Number of initial requests for an EHC plan</b> <b>114,457</b> Requests for assessment during 2022 · Up from 93,300 (23%) in 2021	<b>Timeliness - Rate of EHC plans excluding exceptions issued within 20 weeks</b> <b>50.7%</b> EHC plans Issued within 20 weeks · down from 59.9% in 2021

To access the full data set (including at national, local and by local authority breakdown) go to [Education, Health & Care Plans: England 2023](#)

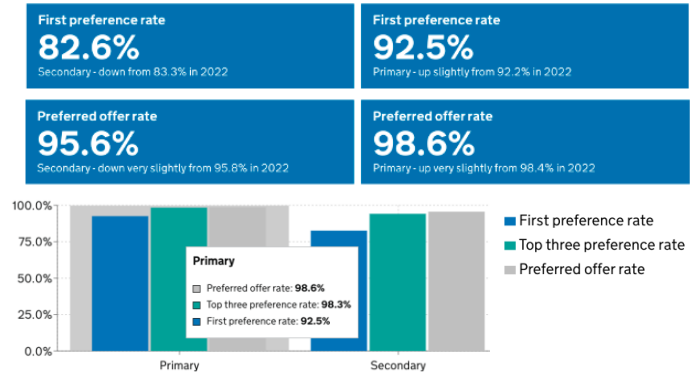
- The total number of EHC plans has continued to increase to 517,000 (as at census day in January 2023), up by 9% from 2022. This has increased each year since 2010.
- The number of children and young people with EHC plans has increased at all age bands, with largest increases in children of compulsory school age. This is a consistent long-term trend.
- The majority of those with an EHC plan are male (71.8%)
- Most children and young people with an EHC plan are attending a school, with 209,000 attending a mainstream school (40.9% of all EHC plans) and 168,900 attending a special school (31.6% of all EHC plans). A further 81,000 young people (15.3%) were attending further education.
- The number of new EHC plans also continued to increase to 66,400 made during the 2022 calendar year, up by 7% from the previous year. This is the highest number of new EHC plans in a year, following increases each year since their introduction in 2014. Almost half (44.6%) of new plans continue to be for ages 5 to 10. Age 11 to 15 continues to be the next highest group at around a quarter of new plans.
- Nationally, the proportion of new plans issued within 20 weeks decreased to 50.7%.

## DfE published statistics - Secondary & primary school application & offers: 2023

- Collected from local authorities, these statistics provide the number of applications and offers made on national offer day for secondary and primary school entry in September 2023.
- The underlying data includes information on the numbers and proportions by preference level and whether the offer was within or outside the home local authority.
- Figures are provided at national, regional and local authority level. A time series is also provided from 2014, when primary data was first collected following the inaugural primary national offer day.
- The application and offer data is gathered at pupil level from which school level figures can be produced. A timeseries of this data has been included in the 'All supporting files' within the 'Explore data and files' section of this publication. It shows the number of 1st, 2nd, 3rd and total preferences expressed, and the number of offers, also by 1st, 2nd, 3rd and total preferences, as well as a range of contextual data.

To access the full data set (including at national, local and by local authority breakdown) go to [Secondary and primary school applications and offers: 2023](#). Statistics from May 2010 onwards are available [here](#).

- The proportion of secondary school applicants who received an offer of their first preference school decreased by 0.7 percentage points to 82.6%, following a 2.2 percentage point increase in 2022.
- There were around 620,000 applications received (a 1.0% increase on 2022, itself a 1.5% increase on 2021).
- The proportion of primary school applicants who received an offer of their first preference school rose slightly by 0.3 percentage points to 92.5%.
- This was based on a 1.3% drop in the number of applicants for a place at primary school, to around 568,600. This is likely to be a result of the continued drop in births seen from 2016 onwards.



## DfE Published Statistics - Pupil Attendance in Schools (as at 30 June 2023)

- Information on the [levels of overall, authorised and unauthorised absence](#) in state-funded primary, secondary and special schools from September 2022 onwards is published each week. The data includes daily, weekly and year-to-date information on attendance and absence, in addition to reasons for absence.
- The figures are published as **experimental official statistics** to give an indicative figure for the absence rate during the 2022/23 academic year. They should be viewed as an early indicator for the more detailed, but less regular, [National Statistics on pupil absence](#) (which will include school level breakdowns).
- If you are a school that has not yet signed up to share your data, please visit [Share your daily school attendance data](#) for more information. This will also give you, your local authority and your multi-academy trust (if applicable) [access to daily attendance reports](#) to help identify pupils needing attendance support earlier.

<b>Overall absence rate</b> <b>9.9%</b> <small>during week commencing 26 June 2023</small>	<b>Authorised absence rate</b> <b>6.3%</b> <small>during week commencing 26 June 2023</small>	<b>Unauthorised absence rate</b> <b>3.6%</b> <small>during week commencing 26 June 2023</small>
<b>Overall absence rate</b> <b>7.5%</b> <small>academic year to date</small>	<b>Authorised absence rate</b> <b>5.1%</b> <small>academic year to date</small>	<b>Unauthorised absence rate</b> <b>2.4%</b> <small>academic year to date</small>
<b>Persistent absence rate</b> <b>22.0%</b> <small>academic year to date</small>		

- The attendance rate was 90.1% across all schools in the week commencing 26 June 2023 (absence rate 9.9%). Wednesday, 28 June marked the start of Eid al-Adha celebrations and as a result, there were higher levels of absence due to authorised religious observances between 28 and 30 June.

School type	Absence rate (22 May)	Absence rate year to date
<b>State funded primary</b>	8.2% (5.6% authorised, 2.6% unauthorised)	6.0% (4.3% authorised, 1.6% unauthorised)
<b>State funded secondary</b>	12.1% (7.2% authorised, 4.9% unauthorised)	9.2% (5.8% authorised, 3.4% unauthorised)
<b>State funded special</b>	14.1% (10.5% auth, 3.6% unauthorised)	13.0% (10.1% authorised, 3.1% unauthorised)

- Both overall absence and persistent absence rates have been driven by illness during the 2022/23 academic year. Although it decreased following the Autumn term, illness absence (which includes positive COVID cases) remained higher than pre-pandemic levels, at 3.7% during Spring term compared with around 2.5% pre-pandemic.
- There were national teacher strikes on 1 February, 15 March, 16 March, 27 April and 2 May and regional teacher strikes on 28 February, 1 March and 2 March. For information on attendance on these dates please refer to the section titled "National and regional teacher strikes".

## Statistics - Special Educational Needs: January 2023

This publication combines information from the school census (state-funded schools), school level annual school census (independent schools) and general hospital school census on pupils with special educational needs (SEN).

It includes breakdowns by type of SEN provision, type of need, age, national curriculum year group, gender, ethnicity, English as a first language and free school meal eligibility.

For Local authority data on EHC plans see the [Education, health and care plans](#) publication. That data covers all children and young people up to age 25 with EHC plans, and includes those not captured in this publication in non-maintained early years provision, further education, home education or not in education, employment or training.

To access the full data set, however, go to [Special Educational Needs \(SEN\)](#).

- Over 1.5 million pupils in England have special educational needs (SEN).
- An increase of 87,000 from 2022. Both the number of pupils with an education, health and care (EHC plan) and the number of pupils with SEN support have increased:
  - The percentage of pupils with an EHC plan has increased to 4.3%, from 4.0% in 2022.
  - The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 13.0%, from 12.6% in 2022.
- Both continue a trend of increases since 2016.
- The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs

EHC plans

**389,171**

pupils in schools in England. Up by 9.5% from 2022

EHC plans (percent)

**4.3**

percent of pupils with an EHC plan. Up from 4.0% in 2022

SEN support/SEN without an EHC plan

**1,183,384**

pupils in schools in England. Up by 4.7% from 2022

SEN support/SEN without an EHC plan (percent)

**13.0**

percent of pupils with SEN support. Up from 12.6% in 2022

## Statistics - Local Authority School Places Scorecards: 2022

These interactive scorecards display a snapshot of the progress each local authority across England is making towards ensuring there are sufficient good quality school places. Information includes:

- How many places have been delivered for the academic year 2021 to 2022
- The quality of places delivered for the academic year 2021 to 2022
- How many places are planned to be delivered for the academic year 2024 to 2025
- The estimated number of additional places still needed to meet demand for the academic year 2024 to 2025
- The forecasting accuracy of local authorities
- How well parental preference is being met
- The cost of providing places

To access the full data set, go to [Local Authority School Places Scorecards](#).

The scorecard allows users to compare local authority data in the relevant charts. There is generally no commentary made alongside the data or the scorecard, but it complements the main [School Capacity](#) (SCAP) release (published March 2023). The headlines from the School Capacity publication are below.

- There were almost 9 million state-funded school places reported in 2021/22: just under 5 million primary places and 4 million secondary places.
- The rate of primary places being added has slowed dramatically, due to the reduction in birth rates between 2012 and 2020. However, the rate of secondary places being added has continued at a steady pace, as the peak in school age population moves into secondary.
- Around 18% of state-funded schools were at or in excess of capacity in 2021/22, a similar proportion to 2020/21 and lower than in previous years. The majority of these exceeded their capacity by less than 10 pupils, with around 7% of schools exceeding their capacity by 10 or more pupils.





## Key Stage 2 attainment 2023: national headlines

This publication provides national level statistics for attainment in key stage 2 national curriculum assessments (SATs) for year 6 pupils who took assessments in schools in England in summer 2023. It includes national level results from the following key stage 2 assessments - reading test, maths test, grammar, punctuation & spelling test, writing teacher assessment and science teacher assessment.

Attainment in 2023 is compared to 2022 and previous years where possible. There were no assessments in 2020 and 2021.

To access the full data set, go to [Key stage 2 attainment: National headlines \(2022-23\)](#)

The follow data is also available by clicking the links below:

- [Primary school performance tables](#)
- [Key stage 2 national curriculum tests: review outcomes](#)
- [Pupil attainment at key stage 2](#)

### Headline Facts & Figures

- It should be noted that pupils sitting KS2 SATS in summer 2023 experienced disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4.
- In individual subjects, attainment increased in maths, writing and science compared to 2022. Attainment remained the same in GPS and fell in reading.
- In grammar, punctuation and spelling, 72% of pupils met the expected standard, unchanged from 2022.
- In science, 80% of pupils met the expected standard, up from 79% in 2022.
- Attainment in all of reading, writing and maths (combined) remained the same as in 2022.
- In all of reading, writing and maths, 59% of pupils met the expected standard, unchanged from 2022.

### Summary Table: Percentage of pupils meeting the expected standard at the end of key stage 2, 2016 to 2023 (England, all schools)

x	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Reading, writing and maths</b>	53%	61%	64%	65%	x	x	59%	59%
<b>Reading</b>	66%	72%	75%	73%	x	x	75%	73%
<b>Writing</b>	74%	76%	78%	78%	x	x	69%	71%
<b>Maths</b>	70%	75%	75%	79%	x	x	71%	73%

## Ofsted Published Statistics - State-funded school inspections and outcomes: management information

- Ofsted publish aggregated management information on a monthly basis detailing state-funded inspections and outcomes from 2005 to 2015 and 2015 to 2019.
- Each release contains information where inspections have been completed and the report has been published by the given date; for this release, by 31 May 2023.
- The majority of information reflects the national position as at 31 May 2023. There is, however, a breakdown by local authority & region and phase for the overall effectiveness of schools at their most recent inspection.
- There is also summary information, by school, for published and most recent inspections held between September 2022 and 31 March 2023.
- See [here](#) for access to the data set and for more information.

## Ofsted Parent View: management information

Ofsted publishes management information 3 times a year from data collected through its [Parent View](#) view portal.

The information provided gives a question-by-question breakdown of the results for both maintained schools & academies and independent schools. This is further broken down by phase and region for maintained schools & academies. Data on the number of submissions received and response rates is also included. Individual school-level data for schools with 10 or more submissions is provided for publications from 2018 onwards.

To access the full data set, however, go to [Ofsted Parent View: management information](#).

## Five-Year Ofsted Inspection Data

Use Five-Year Ofsted Inspection Data to explore inspection data for children's social care, early years, further education and skills, non-association independent schools, initial teacher education providers and state-funded schools.

## Information: Educational psychology services: workforce insights & impact

The DfE have published a research report exploring the system, practice and reported impact of educational psychology services in England. The research was commissioned to identify:

- the range of services that educational psychologists (EPs) provide
- the demand for EP services
- the impact that EP services have on children and young people, families, schools, and other professionals
- the drivers and barriers to EPs entering and staying in the workforce

The research adopted a mixed-method approach, which included surveys, interviews, focus groups and case studies. It follows the [Educational psychologist workforce research](#) done in 2019.

To access the full report, go to [Educational psychology services: workforce insights & impact](#).

## Government Consultations

### Improving support for children missing education

In this call for evidence the DfE is seeking to improve the way children missing education are identified and supported and want your views on:

- how children missing education are identified and supported
- the challenges in identifying and supporting children missing education
- how to address those challenges

See [here](#) for more information and to complete the survey which closes on **Thursday, 20 July 2023**

### Early Years Foundation Stage (EYFS): regulatory changes

Views are being sought on proposed changes to requirements in the early years foundation stage (EYFS). The changes aim to:

- offer providers more flexibility
- reduce known burdens
- enable practitioners to provide high-quality early education
- make it easier for practitioners to join the workforce and progress their careers

See [here](#) for more information and to complete the survey which closes on **Wednesday, 26 July 2023**

### Changes to Ofsted's post-inspection arrangements and complaints handling: proposals 2023

Ofsted have launched a consultation on proposed changes to their post-inspection arrangements, including how they handle complaints about their work.

The proposals will:

- enhance on-site professional dialogue during inspections to help address any issues before the end of the inspection visit
- introduce a new opportunity for providers to contact Ofsted the day after an inspection if they have any unresolved concerns
- introduce new arrangements for finalising reports and considering formal challenges to inspection outcomes
- replace the current internal review process with a direct escalation to the [Independent Complaints Adjudication Service for Ofsted \(ICASO\)](#) and add a new periodic review of closed complaints, using external representatives from the sectors we inspect.

See [here](#) for more information and to complete the survey which closes on **Friday, 15 September 2023**.

## Government Consultations

### Mandatory reporting of child sexual abuse

The Independent Inquiry into Child Sexual Abuse recommended that the government make it a legal requirement for certain people to report child sexual abuse when:

- they're told about it by a child or perpetrator
- they witness it happening
- they observe recognised indicators of child sexual abuse

A call for evidence has been launched seeking views on

- implementing a duty to report child sexual abuse is likely to impact children, organisations, affected workforces and volunteers
- different aspects of this duty could be implemented

Responses are requested from individuals and organisations, including schools and authorities and from anyone with an interest in, or views on this subject matter

For more information, see the government's [response](#) and contribute to the [consultation](#) by **Monday 14 August**.

### Information sharing advice for safeguarding practitioners

This consultation seeks views on a revision to non-statutory guidance, **Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers ("Information Sharing Advice")**. The DfE want your views to ensure that the revision provides more clarity, is easily understood, and instils confidence to share information appropriately amongst practitioners.

See [here](#) for more information and to complete the consultation which closes on **Wednesday, 6 September 2023**.

A [draft version of the revised Information Sharing Advice](#) has been published alongside the consultation, and the two documents should be read in conjunction.

## Government Consultations

### Working Together to Safeguard Children: changes to statutory guidance

The DfE are seeking views on revisions to the Working Together to Safeguard Children statutory guidance. This is the first phase of the [government's plan to transform children's social care](#) by implementing strengthened multi-agency working across the whole system of help, support and protection for children and their families, re-balancing the system towards help at an early point, and ensuring strong, effective and consistent child protection practice.

Please read the supporting [consultation document](#) before responding to the corresponding questions in the survey. Children and young people are encouraged to respond - please see the [guide for children and young people](#).

See [here](#) for more information and to complete the survey which closes on **Wednesday, 6 September 2023**.

### Generative artificial intelligence in education call for evidence

The public, including the education sector, has recently gained access to generative artificial intelligence (AI) tools (e.g., ChatGPT, Google Bard, Claude and Midjourney).

Whilst generative AI is not new, recent advances and public access to the technology mean that the public can now use it more easily.

The DfE is exploring the opportunities this technology presents for education, as well as understanding the concerns of educators and experts in education. This call for evidence also wants to understand your experiences of using this technology in education settings in England and to hear your views on where using it could benefit education and what risks and challenges you see of using it.

See [here](#) for more information and to complete the survey which closes on **Wednesday, 23 August 2023 (5pm)**.

The DfE have also published a [press release](#) on their drive to better understand the role of AI in education where Gillian Keegan addressed the benefits of technology in education at London Tech Week.