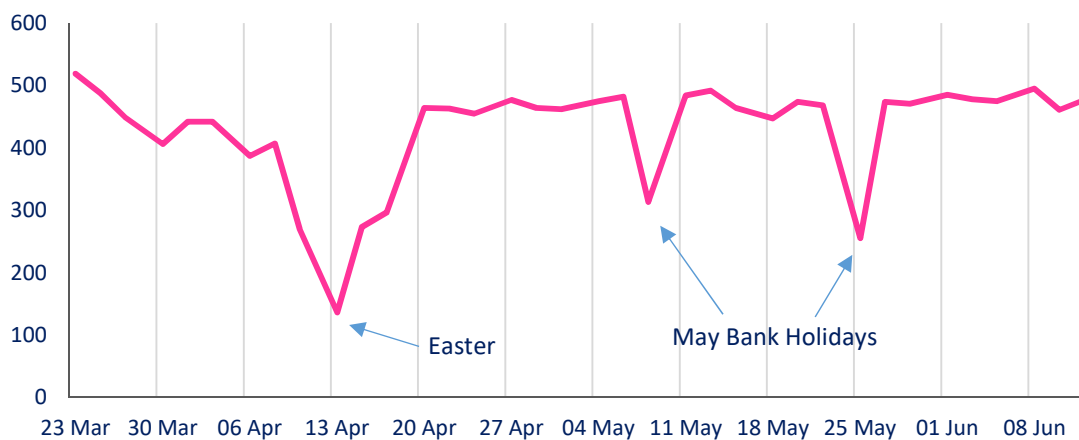


The management information presented in this bulletin was derived from a temporary data collection from grant-aided schools and educational settings [for presentational purposes simply referred to in this report as ‘settings’]. This data collection started on 23 March 2020, when settings closed due to COVID-19. Figures reflect the responses made by settings to a daily survey.

**Chart 1: Number of open educational settings  
 23 March to 12 June 2020**



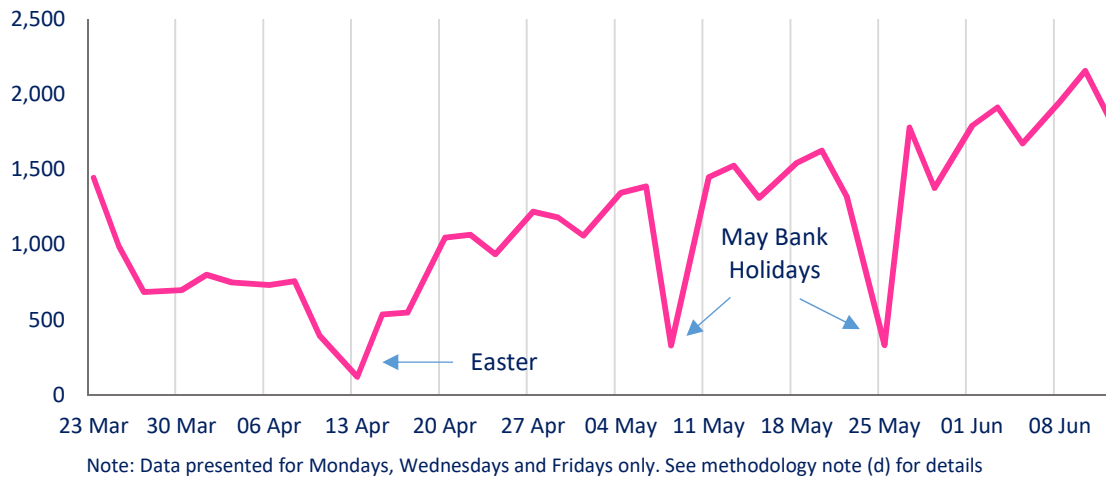
Note: Data presented for Mondays, Wednesdays and Fridays only. See methodology note (d) for details

Based on responses to the daily survey, during the week of 08 June to 12 June:

- On average 478 settings were open, a decrease from 487 the previous week.
- On average 31.6% of settings<sup>1</sup> were open. This has been relatively stable since the end of the Easter break.

<sup>1</sup> See Definitions note 1 for more information.

Chart 2: Number of children in attendance  
23 March to 12 June 2020



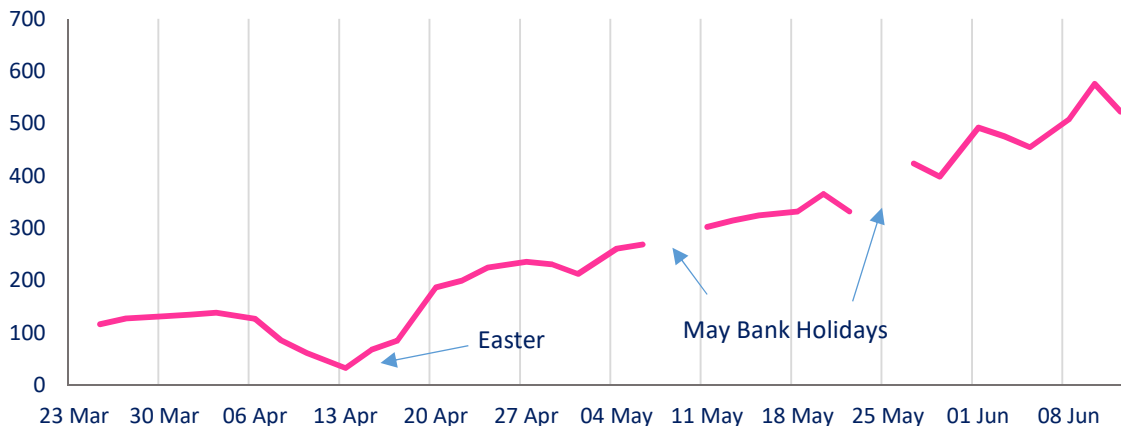
Based on responses to the daily survey, during the week of 08 June to 12 June:

- On average 1,980 children were in attendance, an increase from 1,848 the previous week.
- The attendance rate<sup>2</sup> during this week was approximately 0.6%, which has changed little from the previous week when it was 0.5%.

While the number of open settings has been relatively stable since the Easter break, the number of children in attendance has been increasing. Chart 2 also shows that there have tended to be more children in attendance mid-week than on Monday or Friday.

<sup>2</sup> See Definitions note 2 for more information.

**Chart 3: Number of vulnerable children<sup>1</sup> in attendance  
24 March to 12 June 2020**



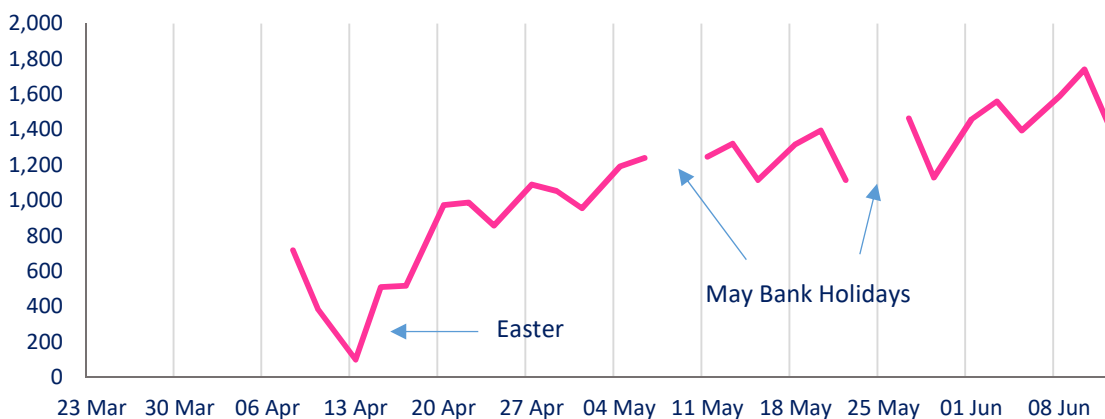
23 Mar 30 Mar 06 Apr 13 Apr 20 Apr 27 Apr 04 May 11 May 18 May 25 May 01 Jun 08 Jun  
 Note: Data presented for Mondays, Wednesdays and Fridays only. No data available for May Bank Holidays. See methodology note (d) for details;

<sup>1</sup> From 6 April, the figures include children in attendance who were not known to Social Services but who were deemed by their educational setting to be in the vulnerable category. Figures prior to this only included children with a statement of Special Educational Need (SEN) or who had an assigned Social Worker. See definitions note 4 for further details

Based on responses to the daily survey, during the week of 08 June to 12 June:

- On average 536 vulnerable children attended open settings, an increase from 486 the previous week.

**Chart 4: Number of key worker children in attendance  
8 April to 12 June 2020**

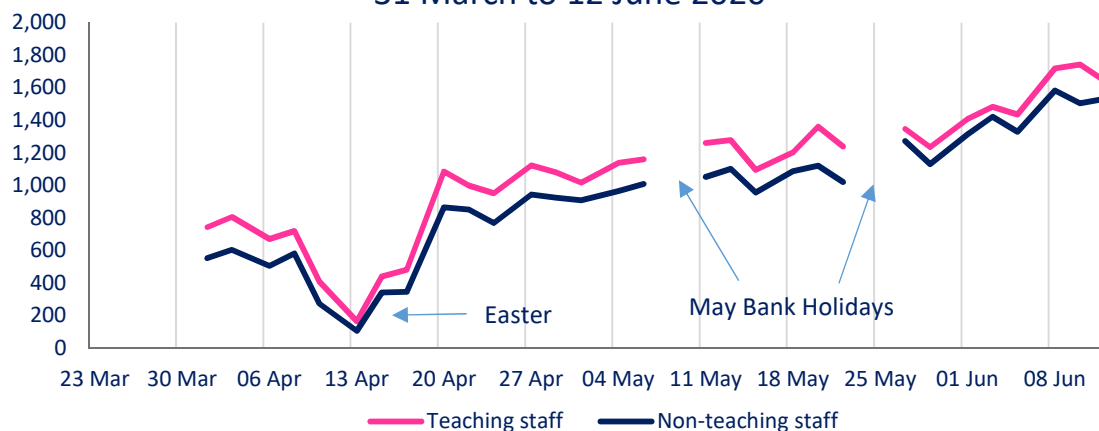


23 Mar 30 Mar 06 Apr 13 Apr 20 Apr 27 Apr 04 May 11 May 18 May 25 May 01 Jun 08 Jun  
 Note: Data presented for Mondays, Wednesdays and Fridays only. No data available for May Bank Holidays. See methodology note (d) for details

Based on responses to the daily survey, during the week of 08 June to 12 June:

- On average 1,580 children of key workers attended open settings, an increase from 1,517 the previous week.

Chart 5: Number of teaching and non-teaching staff present in open educational settings  
31 March to 12 June 2020



Note: Data presented for Mondays, Wednesdays and Fridays only. No data available for May Bank Holidays. See methodology note (d) for details

Based on responses to the daily survey, during the week of 08 June to 12 June:

- In open settings, an average of 1,700 teaching staff and 1,539 non-teaching staff were present each day. A further 7,841 teaching staff and 4,489 non-teaching staff were supporting children remotely.
- In closed settings, an average of 2,830 teaching staff and 2,370 non-teaching staff were available to come in, had the settings been open. However, as the settings were closed, 4,944 teaching staff were supporting children remotely. It should be noted that, for closed settings, there is likely to be considerable overlap between the number of teacher staff available to come in and the teaching staff supporting children remotely.

## NOTES

### Temporary Data Collection

The figures presented are derived from a temporary management data collection of attendance in educational settings during the period of COVID-19. Data are collected via a daily survey.

### Data Validation

These figures have been collected in response to COVID-19. Data collected are deemed to be management information and have not undergone the same rigorous quality assurance checks that are carried out prior to the publication of Official Statistics, due to the need for a quick turnaround for policy colleagues.

### Methodology

- a) From 23 March, 2020 a daily survey has been issued to educational establishments. This is the date when educational establishments in Northern Ireland were closed to pupils, with the exception of:
  - i. vulnerable children – where “Schools should work in conjunction with parents/ carers, the Education Authority (EA) and, where appropriate, social services to identify and assess vulnerable children to determine if their best interests would be met by the school’s continued supervised learning.”; and
  - ii. children, up to Year 10 (age 14 proxy), of key workers - where “no other viable option for their child’s supervision” was available.
- b) The survey covers Playgroups, Day Nurseries, Nursery Schools, Nursery Classes, Reception, Primary, Prep. Departments, Secondary (Non-grammar), Grammar, Special and EOTAS settings. It does not cover Independent Schools or Further Education establishments.
- c) The daily survey information reported had a cut-off time of 3.30 p.m. each day (prior to 1 April, 2020, however, the survey cut-off time ranged from 1.00 p.m. to 6:30 p.m.). The figures only include the daily survey responses made by the cut-off time each day.
- d) As the situation has progressed, the survey has evolved to meet policy requirements.
  - i. Figures for vulnerable children are available from 24 March only.
  - ii. Figures for teaching and non-teaching staff are available from 31 March only.
  - iii. Figures for children of key workers are available from 8 April only.
  - iv. From 12 May, only data relating to the number of open settings and the number of children in attendance were collected on a Tuesday and Thursday. Subsequently, from Wednesday 3 June no data were collected on a Tuesday or Thursday at all. In order to improve the usability of the charts, only data for Mondays, Wednesdays and Fridays are presented. Data for Monday to Friday (where available) are, however, used to calculate weekly averages.
  - v. While questions to ascertain the number of open settings and the total number of children in attendance on Saturdays and Sundays have been asked retrospectively since Monday 11 April, the data have not been presented in the relevant charts, or included in the weekly averages, so as not to distract from the overall trend. However, on average there have been 75 settings open to receive children and 3 children in attendance during each weekend.
  - vi. Only data relating to the number of open settings and the total number of children in attendance were collected for the Early May Bank Holiday (8 May) and Spring Bank Holiday (25 May). These data were collected retrospectively, on the following weekday.
- e) School holidays included Easter (9 to 17 April), the Early May Bank Holiday (8 May) and the Spring Bank Holiday (25 May).
- f) **Survey response rate:** Since 23 April this has averaged 73%. For the week of 08 June to 12 June the average response rate was 69%.

## DEFINITIONS

1. **Number of Open Educational Settings:** This is the total number of educational settings (see Methodology section for more detail) that have responded to the daily survey as being open. The percentage of settings open is calculated by dividing the number of settings open, as defined, by 1,511. The figure of 1,511 is taken from Table 1a and 1b (page 22 and 23) of the 2019/20 school enrolments publication (<https://www.education-ni.gov.uk/publications/school-enrolments-201920-statistical-bulletins>) and includes Funded Voluntary and Private Preschools, Nursery Schools, Primary, Prep. Departments (9 prep. departments consistently respond separately from their grammar department and have, therefore, been included as a separate setting), Secondary (Non-grammar), Grammar, Hospital and Special schools.
2. **Attendance Rate:** This is the total number of children (reported by educational settings through the daily survey as being in attendance on that day) divided by 348,928 (the total number of registered pupils in Northern Ireland in 2019/20, excluding Independent school settings). The figure of 348,928 is taken from Table 2a (page 24) of the 2019/20 school enrolments publication and includes Playgroups, Day Nurseries, Nursery Schools, Nursery Classes, Reception, Primary, Prep. Departments, Secondary (Non-grammar), Grammar, Special and EOTAS pupils. The figure of 348,928 is not restricted to Year 10 (age 14 proxy) pupils and younger.
3. **Children of Key Workers:** This is the total number of children (reported by educational settings through the daily survey as being in attendance on that day). Data on the number of children of key workers have only been collected from 8 April, 2020. A definition of “key worker” has not been specified, and is left to the discretion of respondents.
4. **Vulnerable Children:** A figure is not available for 23 March, 2020 as specific questions were not asked. This is the number of children with a Statement of Special Educational Need (SEN) or, excluding statemented pupils, who have an assigned Social Worker (reported by educational settings through the daily survey as being in attendance on that day). Information on children in attendance who are in the vulnerable category but not known to Social Services has been collected and included from 6 April, 2020. There is, however, potential for some overlap between this element and the statement of SEN element of the Vulnerable Children category.
  - a. **Note:** The **Vulnerable Children** figure is a subset of the **total** number of children in attendance. The **Vulnerable Children** figure may overlap with the number of children of key workers (collected from 8 April, presented in Chart 4).
  - b. **Note:** The definition of the vulnerable category is based on the Children (Northern Ireland) Order 1995 and includes children and young people:
    - i. Receiving support from Health & Social Services including family support, child protection and looked after children services;
    - ii. On the Child Protection Register;
    - iii. With statements of special education needs;
    - iv. Accessing Education Otherwise Than At School (EOTAS);
    - v. Accessing Education Nurture Units;
    - vi. With emerging and diagnosed mental health needs;
    - vii. Who are homeless;
    - viii. Who are young carers;
    - ix. Subject to paramilitary threat;
    - x. Whose parents have mental health problems;
    - xi. Whose parents have alcohol and drug addictions;
    - xii. Affected by domestic violence.
  - c. Due to the many overlapping categories and different data sources, an estimate of the total number of vulnerable children is not currently available.
  - d. Inclusion in the **Vulnerable Children** category is left to the discretion of survey respondents.

## COMPARABILITY

### Potential factors influencing lower Attendance Rate in Northern Ireland when compared with England and Wales:

1. Northern Ireland figures have a 3.30 p.m. cut-off for survey data collection each day (England has a 4.00 p.m. cut-off while Wales has a 3.00 p.m. cut-off).
2. Northern Ireland does not infer/ impute any information to account for non-response (England does). Accounting for non-response would increase the number of children attending and, therefore, the Attendance Rate.
3. In Northern Ireland, while children in the vulnerable category can be any age, children of key workers are only eligible to attend up to the end of Year 10 (age 14 proxy). However, the denominator for the Attendance Rate calculation includes all pupils (no Year 10 restriction is applied as vulnerable children can be any age). It is not possible to calculate an equivalent denominator to the numerator. Any reduction in the denominator would obviously increase the Attendance Rate (England and Wales include children of any age).
4. Northern Ireland figures do not include Independent schools or FE establishments (England includes both while Wales excludes Independent schools).
5. In Northern Ireland it has been stressed that “parents and carers should only send their child to school if they are a key worker in terms of the overall response to the Covid-19 emergency and have no other viable option for their child’s supervision.” Attendance at school in Northern Ireland is, therefore, as a last resort. Previously in England all eligible children were encouraged to attend settings, even if parents were able to keep their children at home. Guidance has been further amended in England from 1 June as schools begin to open to some year groups.
6. Information for England, Scotland and Wales is available at:

#### England:

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-in-education-and-early-years-settings>

#### Scotland:

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/Covid19ELCandHubs/Introduction>

#### Wales:

<https://gov.wales/attendance-local-authority-settings-during-coronavirus-covid-19-pandemic>

## FURTHER ENQUIRIES

Analytical Services Unit: Trevor Campbell

(028) 9185 8023

[statistics@education-ni.gov.uk](mailto:statistics@education-ni.gov.uk)

Press Office: (028) 9127 9772