

# ISC CENSUS AND ANNUAL REPORT 2016

ISC SCHOOLS: LOCATION, TYPE, STRUCTURE AND SIZE

PUPIL NUMBERS

REGIONAL DIFFERENCES

SINGLE-SEX AND CO-EDUCATION

BOARDING

MOVEMENT BETWEEN SECTORS

SEND

ETHNICITY

INTERNATIONAL FOOTPRINT: NON-BRITISH PUPILS AND OVERSEAS SCHOOLS

SCHOOL FEES

SCHOLARSHIPS AND BURSARIES

PUBLIC BENEFIT

TEACHING STAFF

ISC EXAM RESULTS AND VALUE-ADDED

UNIVERSITY ENTRANCE

This report is based on a survey carried out in January 2016. All 1,280 schools in UK membership of the constituent associations of ISC (“ISC schools”) completed the survey.

Appendix One gives a snapshot of ISC schools as they were in January 2016. Appendix Two shows comparative figures for the schools that completed the Census in both 2015 and 2016 and is therefore the best guide for annual change.

ISC’s constituent associations are: the Association of Governing Bodies of Independent Schools (AGBIS), the Girls’ Schools Association (GSA), the Headmasters’ and Headmistresses’ Conference (HMC), the Independent Association of Prep Schools (IAPS), the Independent Schools Association (ISA), the Independent Schools’ Bursars Association (ISBA) and the Society of Heads (SofH).

Four associations are affiliate members of ISC: the Council of British International Schools (COBIS), the Boarding Schools’ Association (BSA), the Scottish Council of Independent Schools (SCIS) and the Welsh Independent Schools Council (WISC).

The Society of Heads was previously known as the Society of Headmasters and Headmistresses of Independent Schools and was referred to as SHMIS in Censuses up to 2011.

The ISC research team would like to thank all participating schools for the considerable time taken to complete the Census and to check returns, particularly during the busy start of the spring term and when other Census completions are required. The online data collection system is working well and allows us to continually improve and ensure accuracy.

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## Foreword

This year's Census, of the 1,280 independent schools across the UK that collectively make up ISC, provides confirmation of the resilience and stability of the sector. Pupil numbers now stand at their highest level since records began in 1974. This year we have been told by journalists that "private schools are in crisis" with large numbers facing closure. This year's Census of hard facts says otherwise. It shows comprehensively and dispassionately the state of the sector. And, overwhelmingly, the facts that this Census lays out are of a sector that is performing with resilience and stability.

How is it that the independent sector has confounded the predictions? Outstanding exam results are well documented but the opportunities at independent schools go well beyond academic results, with a wide range of wonderful opportunities for pupils outside the classroom, a serious and professional approach to pastoral care and a focus on soft skills. Independent school pupils enjoy nearly twice as much sport as pupils in state-funded schools and the majority of ISC schools have formal character education programmes in place.

Just under half of pupils are junior (aged 11 or younger) and recent research by the University of Durham shows that pupils as young as 4 years old are already gaining an academic advantage by attending an independent school. By the time they reach 16, independent school pupils are two years ahead of where one would expect them to be even after prior attainment and socio-economic background are taken into account.

Of course, we shouldn't overlook exam results because at the heart of independent schools are high expectations and outstanding attainment. At GCSE in 2015 the average ISC pupil gained 2 A\* and 7 grade A results. At A-level half of exams were graded A\* or A compared to one quarter nationally. On the basis of points per subject (i.e. the actual grades – which is the only measure that matters), 84 of the top 100 schools in England were ISC schools.

Above all, it is the hard work of the talented staff at ISC schools – both teaching and non-teaching staff – who provide the education that parents find so attractive for their children. They are able to do this because of the independence that our schools have and cherish: undistracted by state-imposed accountability measures, they are free to focus on the needs of individual pupils. The figures in this Census are therefore testament to their work.

Barnaby Lenon, Chairman  
Independent Schools Council

## Executive Summary

The ISC Census has expanded somewhat this year in response to a range of topical issues. More specifically, we have:

- Asked more detailed questions in relation to ISC partnerships with state schools. For example, we asked schools this year to declare which facilities are available at their schools and the extent to which they are shared.
- Used this information to estimate the prevalence of non-academic activities at ISC schools such as sport, music and drama.
- Explored topics such as character education and mental wellbeing. For example, we have recorded the number of ISC schools that run formal character education programmes.
- Included a section on ISC exam results. Every August we publish ISC exam results split by grade and gender. The ISC Census report now includes a more detailed breakdown including key statistics by subject.

The key findings from these and all other areas of the Census are summarised below.

### 1. HIGHEST NUMBER OF PUPILS AT ISC SCHOOLS SINCE RECORDS BEGAN IN 1974

- There are now a record 518,432 pupils at 1,280 ISC member schools, up from 517,113 in 2015.
- At the 1,249 schools completing the Census in both 2015 and 2016, pupil numbers have risen by 0.1%.
- There are no significant changes within different subsets of pupils:
  - No change in the proportion of overseas pupils (overseas pupils account for 5.3% of all pupils this year, the same proportion as last year).
  - Marginal shift in the number of boarding pupils (boarding pupils account for 13.6% this year, compared to 13.7% last year).
  - Marginal shift in the number of pupils attending co-educational schools (74.7% this year, 73.9% last year).
  - A higher proportion of pupils with SEND were recorded this year (13.2% of all ISC pupils are recorded as having a SEND compared to 12.8% last year). This might reflect the inclusion of a wider range of emotional SEND this year.
  - The proportion of minority ethnic pupils has increased to reflect general population trends (from 29% last year to 30% this year).
- The most significant variations are regional, with some areas experiencing increases in pupil numbers and others reductions in pupil numbers.

### 2. LOWEST FEE INCREASE SINCE 1994 AND INCREASING AMOUNT OF FEE ASSISTANCE

- Average fee increases this year were 3.5% in line with last year and the lowest since 1994.
- More than £850m was provided in fee assistance for pupils at ISC schools; an increase of 2.6% compared to last year.
- More than £700m of this £850m came directly from ISC schools; an increase of 3.3% compared to last year.
- Almost £400m related to means-tested assistance, a change of 9% compared to last year.
- 5,629 pupils paid no fees at all.

### 3. AN ESTIMATED 160,000 STATE PUPILS BENEFITING FROM ISC / STATE SCHOOL PARTNERSHIPS

- 1,112 ISC schools are currently in partnership with state schools, 39 more schools than last year.
- The types of partnerships vary, from academy sponsorship, to seconding teaching staff to serving as governors at state schools.
- Each of the 1,112 schools work with approximately 140 state pupils on average. Assuming no overlap that equates to approximately 160,000 state pupils benefiting from ISC partnerships.
- Whilst some ISC schools are very facility rich, many are not. For example, collectively there are only 54 all-weather athletics tracks in all ISC schools. Assuming all these were shared with state schools, they would only serve a small fraction of the 25,000 state-funded schools in the UK. Collectively, 1,337 facilities are shared with local state schools.
- Beyond partnerships with state schools, between £10m and £15m was raised for charities at ISC schools this year and 799 ISC schools organised volunteering opportunities for their staff and / or pupils.

### 4. OVER-REPRESENTATION IN KEY STEM AND MFL SUBJECTS. EVIDENCE OF NON-ACADEMIC OFFERINGS AND CHARACTER EDUCATION TO EXPLAIN ATTAINMENT GAPS

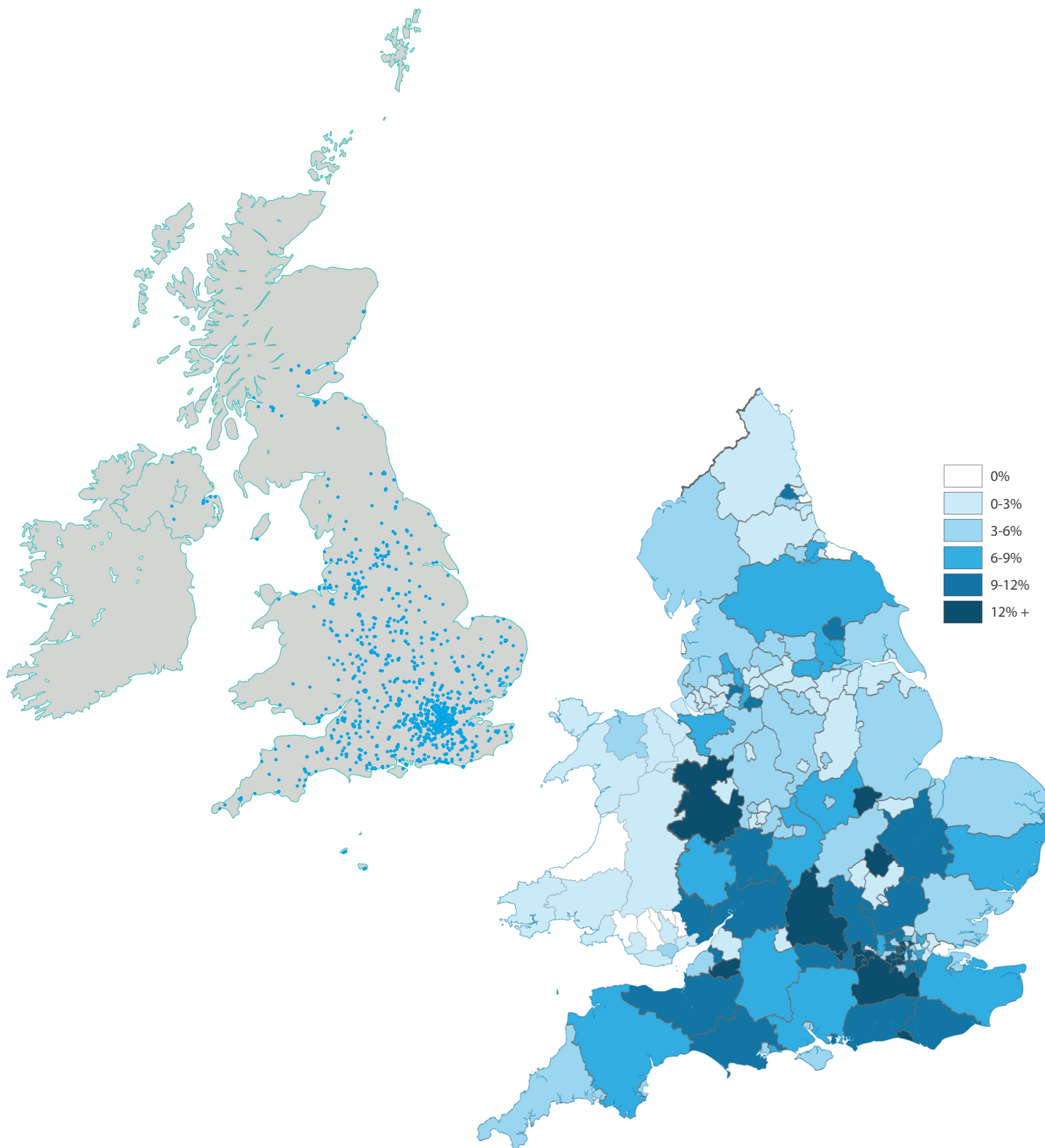
- Independent schools enter a disproportionate number of pupils for most STEM subjects and all MFL (compared to state-funded schools). For some subjects, such as French and further maths, independent schools enter nearly twice as many candidates proportionately.
- As with the aggregate results for all subjects published in August, attainment gaps exist for key STEM and MFL subjects. For example, at chemistry A-level 52% of independent schools entries were awarded A\* or A compared to 29% of state entries.
- The recent report produced by CEM Durham concluded that attainment gaps remain even after allowing for prior ability and socio-economic status. New questions this year provide some evidence that this could be explained by the investment of ISC schools in developing “soft” skills in their pupils.
- We estimate that ISC pupils on average spend 4-5 hours a week engaged in sport activities. This compares to less than 2 hours a week nationally. In addition, we estimate that ISC pupils spend on average 1-2 hours a week in performing arts activities.
- Over half of ISC schools (717) reported that they have a formal character education programme in place.

## ISC Schools: Location, School Type, Structure and Size

Fig 1. School location and pupil density

The top map relates to ISC schools only and covers all of the UK (ISC data 2016). The bottom map illustrates pupil density\* for all independent schools but is confined to England and Wales only (DfE and Welsh Government data 2015).

\* Proportion of school-age children who are educated independently.



## Fig 2. ISC school membership

This page illustrates the number of schools in ISC membership by school type. We have categorised the schools by their pupils' age, gender and whether they have day or boarding pupils and each school is counted in one (and only one) category for each type. This page also reconciles changes in membership between 2015 and 2016.

### Age

**1,280** total number of schools

#### 612 Junior schools

Schools where all pupils are in Year 8 and below



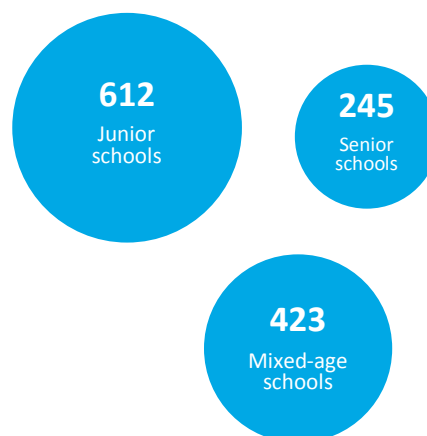
#### 423 Mixed-age schools

All other schools with mixed age ranges



#### 245 Senior schools

Schools where all pupils are in Year 7 and above



### Gender

#### 994 Co-ed schools

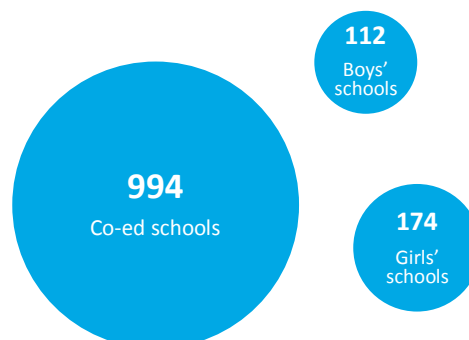
Schools that do not fall into either the category of boys' or girls' schools

#### 174 Girls' schools

Schools with no boys in year groups above nursery

#### 112 Boys' schools

Schools with no girls in year groups above nursery



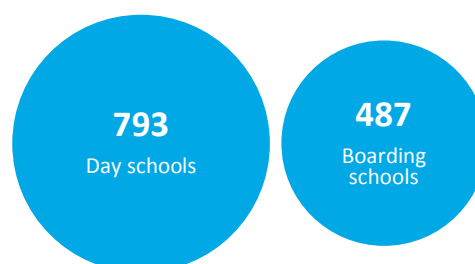
### Day/Boarding

#### 793 Day schools

Schools that have no boarders

#### 487 Schools with boarders

Schools that have at least one boarding pupil



### Changing Membership

Since last year's Census, where 1,267 schools were in membership of the constituent associations: 17 schools left, 31 schools joined and 2 schools consolidated records with affiliated schools to form 1 school for Census reporting. There are therefore 1,280 schools in membership this year, 1,249 of which participated in both the 2015 and 2016 Census; the figures from these schools make up the tables in Appendix Two for an accurate comparison of the sector.



## ISC Schools: Location, School Type, Structure and Size

Figure 1 clearly illustrates that the majority of ISC schools are located in southern England; indeed, 47% of ISC schools are located in London and the South East educating proportionately more pupils independently than most other areas of the UK. Other areas with a high proportion of independently educated pupils include Shropshire and Edinburgh\*.

Figure 2 categorises ISC schools into three main types – by age range, by gender and by day/boarding. These are the categories that are used most frequently throughout this report. It is worth noting, however, that

### Fig 3. ISC school structures

Figure 2 illustrates the numbers of ISC schools according to whether they are junior, mixed-age or senior. ISC schools cover a range of different year groups, sometimes making categorisation difficult. For completeness, Figure 3 shows the most common sets of year group ranges found within ISC schools. The blue bars show year group structure for each sub category. The numbers in white indicate the number of schools that share that particular year group structure.

#### Senior

N/R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
							133						
										56			
											14		
											12		
							11						

Other senior schools: 19<sup>1</sup>

#### Mixed-age

N/R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	
	277													
							63							
				32										
							8							

Other mixed schools: 43<sup>1</sup>

#### Junior

N/R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
	320												
			225										
			17										
	16												
			9										

Other junior schools: 25<sup>1</sup>

<sup>1</sup> Some school structures are excluded from this illustration because their structure is shared by fewer than 8 schools; 87 schools are excluded – 19 senior schools, 43 mixed-age schools and 25 junior schools.

\* Not displayed on map (Figure 1) but according to SCIS data 2012, Edinburgh educates almost one fifth of its pupils independently.

ISC schools could be categorised in other ways too. For example, 78% of ISC schools hold charitable status, 22% do not; 55% of ISC schools are selective, 45% are not.

Figure 2 shows that ISC schools are more likely to be junior schools than senior or mixed-age schools, they are more likely to be co-educational schools than single-sex and more likely to be day schools as opposed to boarding schools. Figure 3 illustrates the difficulties in categorising independent schools neatly due to their differing structures.

As well as displaying differing structures, ISC schools vary significantly in size from having fewer than 50 pupils to over 1,700, although the majority of schools have fewer than 350 pupils. The mean school size is just over 400. In addition, schools have been steadily growing in size since the mid-1980s. In 1985 the average school size was 314, it now stands at 405.

Finally, as illustrated in Figure 4, school size varies according to the type of school; senior schools tend to be larger than junior schools, schools with boarding pupils tend to be larger than schools with only day pupils, and schools that are entirely single-sex tend to be larger than co-educational schools. Due to these size variances, the remainder of this report focuses on pupil numbers to illustrate trends within the sector.

### Fig 4. Mean school size by type of school

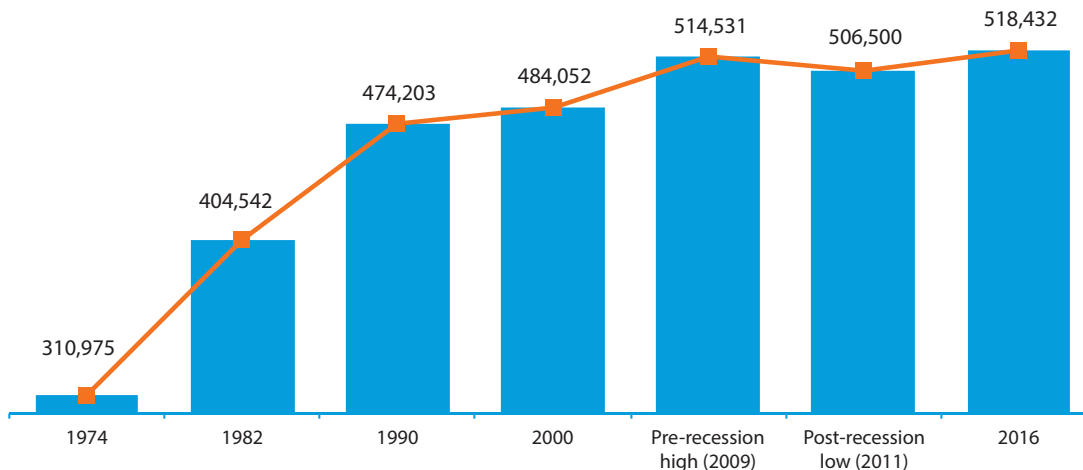
Type of school	Average size
Junior	250
Mixed-age	574
Senior	501
Day schools	385
Schools with boarding pupils	437
Co-ed schools	390
Single-sex schools	459
<b>Overall average</b>	<b>405</b>

## Pupil Numbers

There are now 518,432 pupils at ISC schools, up from 517,113 in 2015 and therefore pupil numbers now stand at a new high since records began in 1974, as illustrated by Figure 5. If we consider

only those schools in membership this year and last year, we still see an increase in pupil numbers of 0.1%.

Fig 5. ISC pupil numbers since 1974 (key milestones)



1974 was the first year the Census was completed.

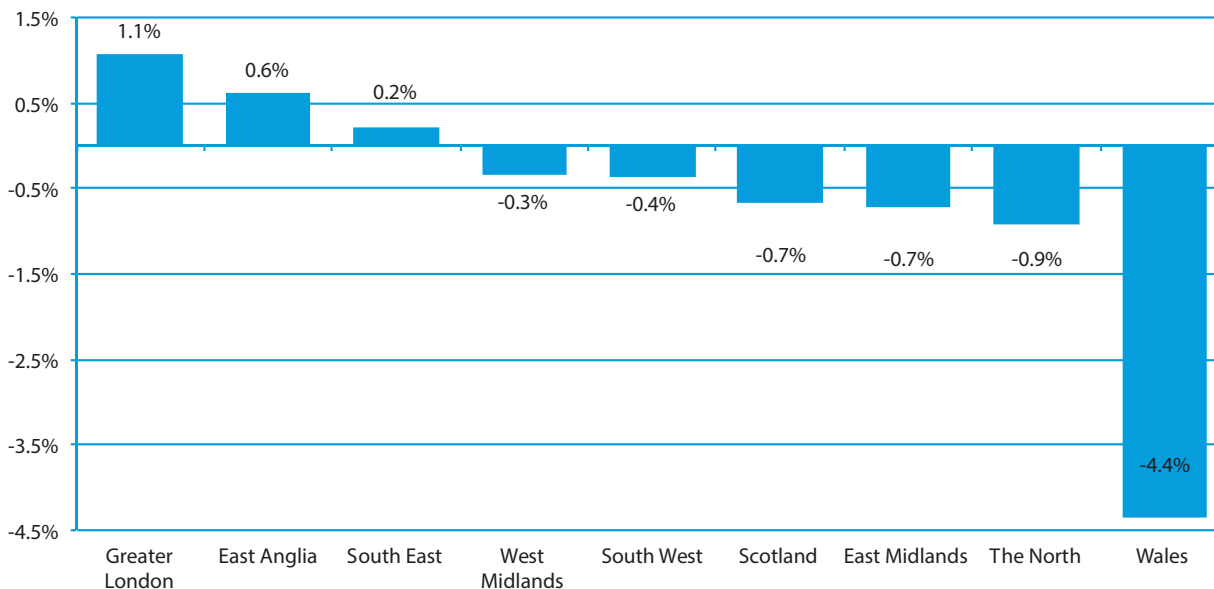
1982 was the first year the Census was completed on a computer.

## Pupil Numbers: By Region

ISC schools in different parts of the country have faced different challenges. During the recent economic recession some areas, such as London, continued to prosper and pupil numbers grew year on year. Others, such as the North of England did not. Last year there

were signs that these areas were starting to recover. For example, in 2015 there was a 0.1% like-for-like increase in pupil numbers in both the North of England and the East Midlands. However, unfortunately, this trend has not continued this year as illustrated in Figure 6.

Fig 6. Annual growth in pupil numbers split by region (like-for-like)



## Pupil Numbers: Single-sex and Co-education

The majority of ISC schools are co-educational; approximately one quarter are single-sex, educating 131,201 pupils collectively. 41 co-educational schools are single-sex except in their nursery. Excluding these schools in the count of single-sex schools leaves

19% of ISC schools being single-sex. Further, Figure 7 illustrates that there are many other schools that are predominantly single-sex. Single-sex girls' schools are more common than single-sex boys' schools and co-educational schools tend to have slightly more boys than girls.

Fig 7. Girls as a percentage of all pupils

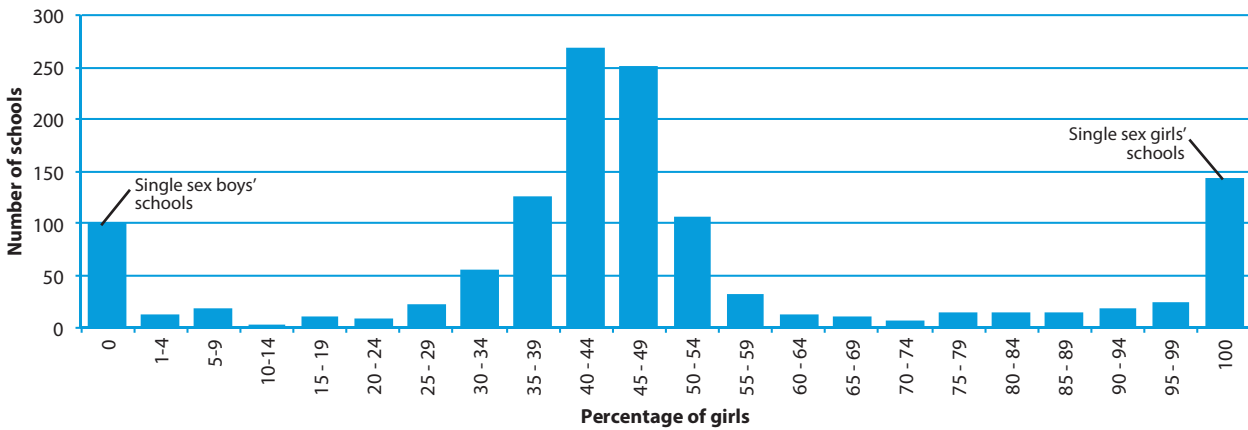
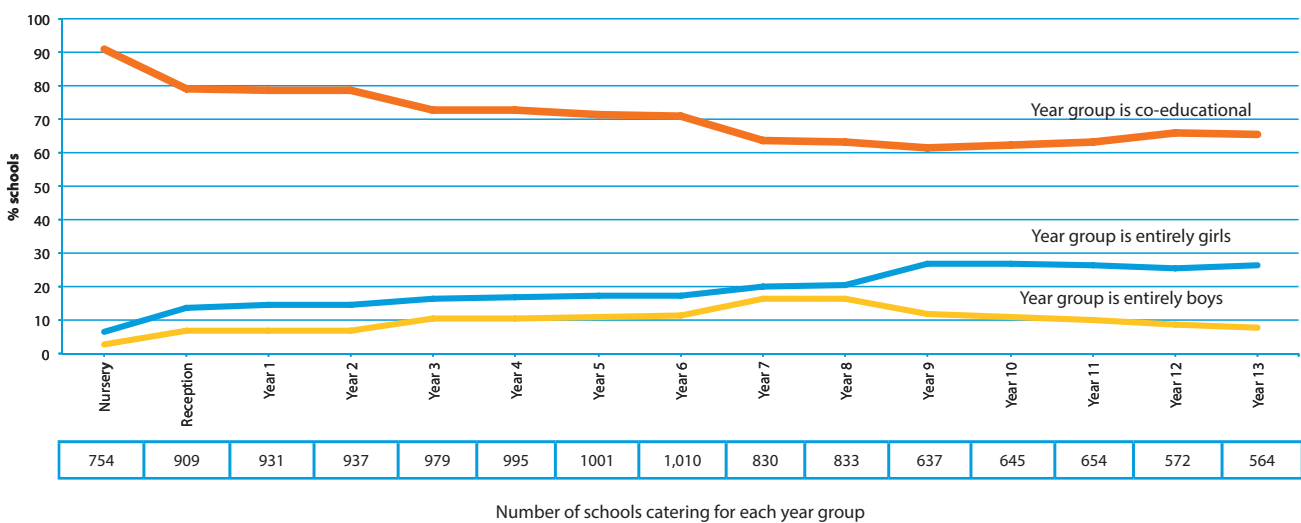


Figure 8 illustrates the proportion of single-sex schools compared to co-education at each of the different year groups. Co-education is very common at nursery level where over 90% of ISC schools have both boys and girls in the year group. As children get older, single-sex education becomes more common, reaching a peak between years 7 and 11

where around 40% of ISC schools have year groups of either all boys or all girls. At sixth form there is a slight shift back to co-education. Finally, it is interesting to see that after year 8 there are nearly three times as many single-sex girls' schools than single-sex boys' schools.

Fig 8. Proportion of year groups that are entirely boys, entirely girls, or have both



## Pupil Numbers: Boarders

There are 70,637 boarding pupils at ISC schools, making up 13.6% of total pupil numbers and down very slightly on the 70,642 boarding pupils reported in 2015. Figure 9 shows the number of boarders at

ISC schools since 2000 and also the percentage of all pupils that they accounted for. In the past 15 years, boarding numbers and proportions have remained relatively flat.

Fig 9. Boarders at ISC schools: 2000-2016

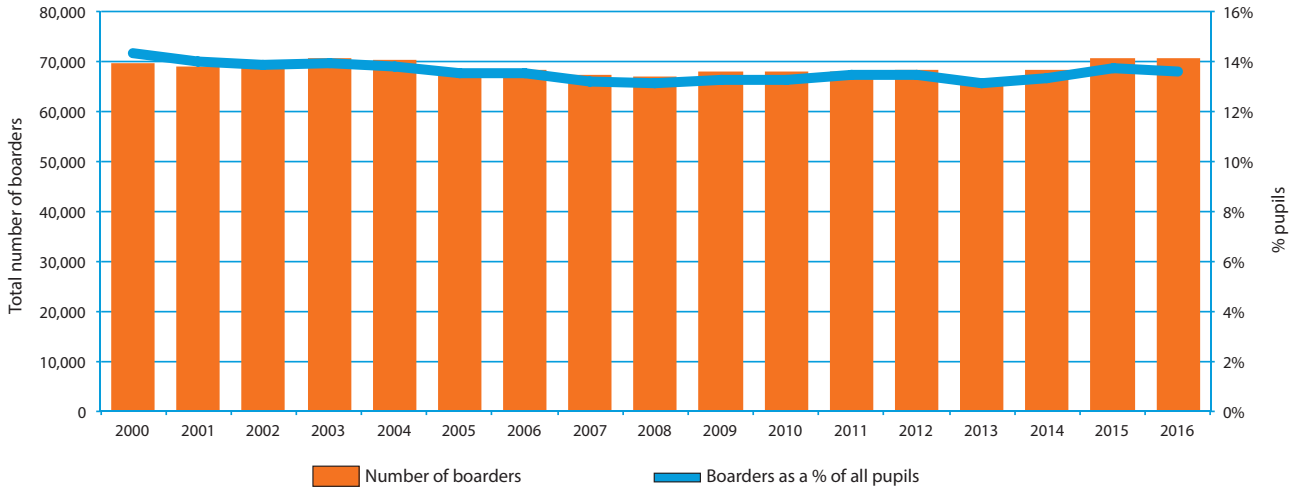


Figure 10 illustrates the proportions of boarding pupils at ISC schools – 487 schools, representing 38% of all ISC schools, cater for boarding pupils. Note, however, that the large majority (72%) of ISC boarding

schools have fewer than half their pupils boarding. Only 3% (or 14 schools) are exclusively boarding.

Fig 10. Boarders as a percentage of all pupils

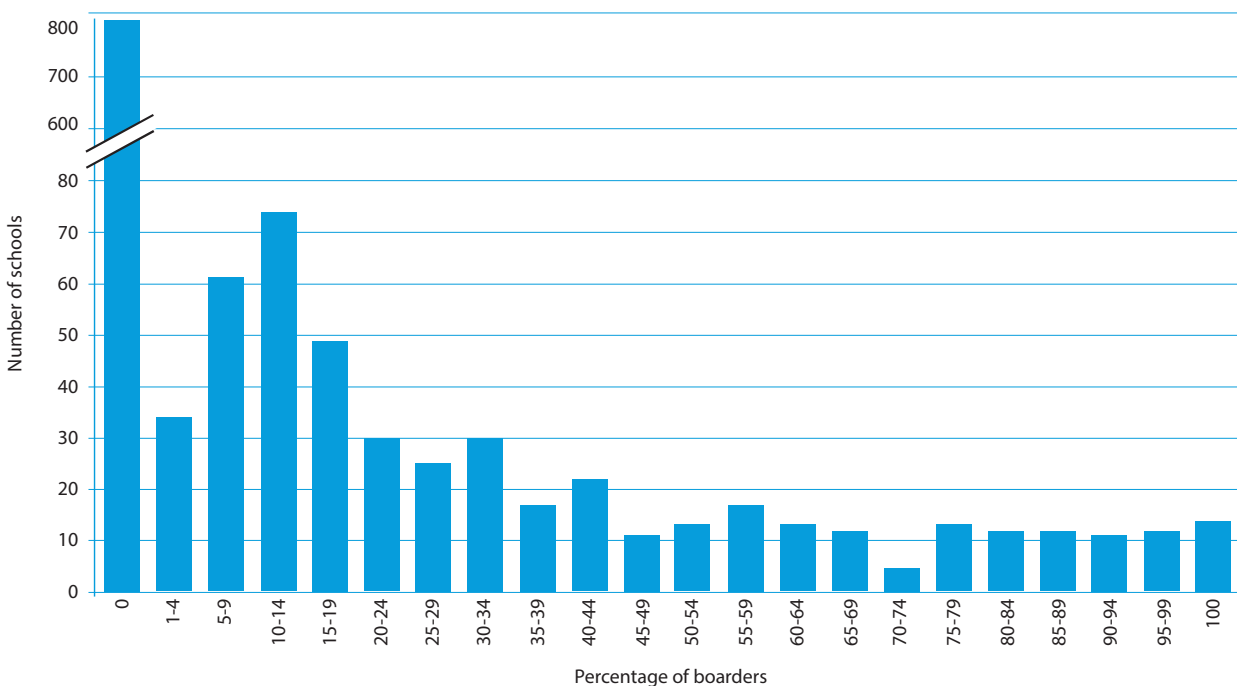


Figure 11 illustrates notable regional variations. At schools located in the South West, 28% of pupils board, while at schools in Greater London, just 3% of pupils board.

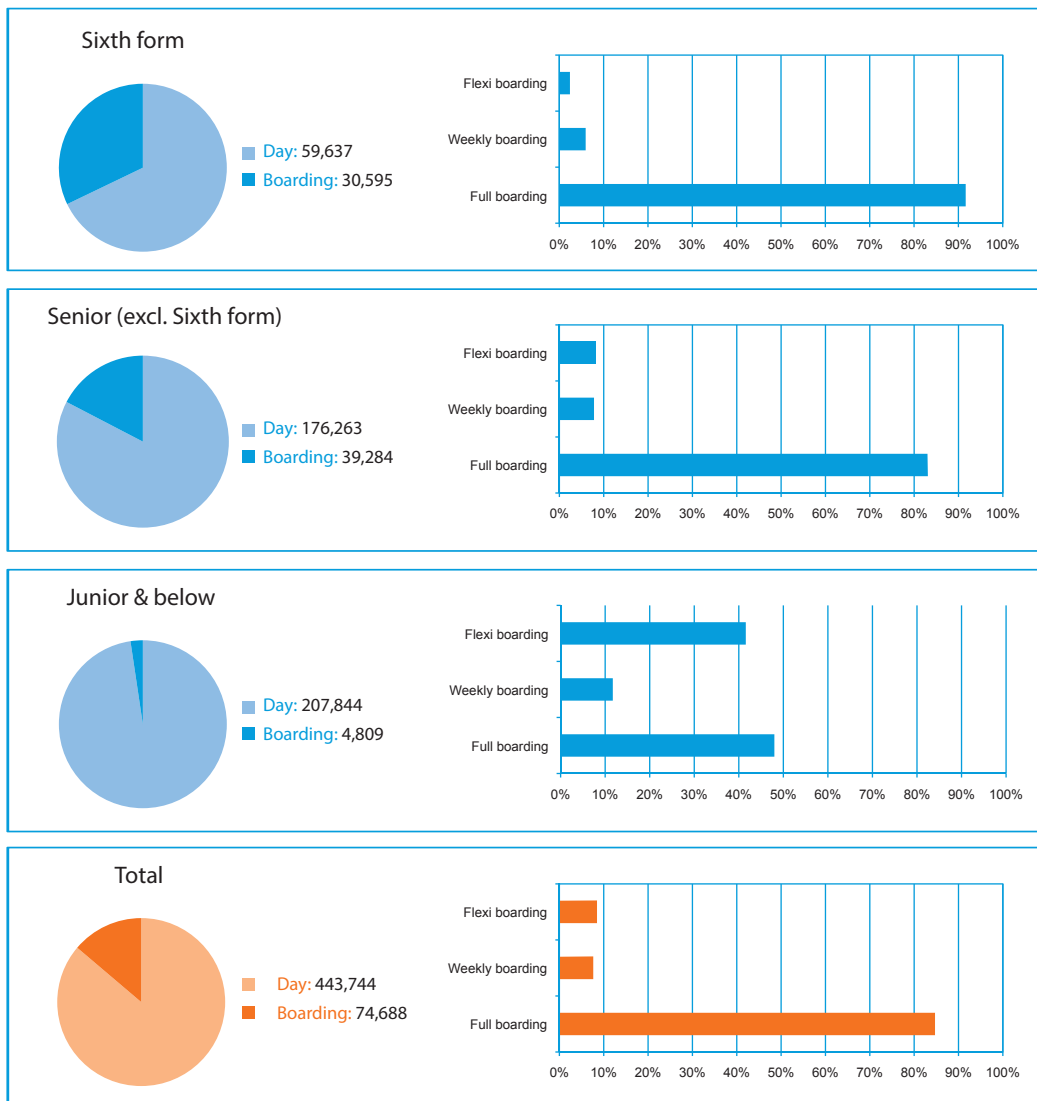
Fig 11. Boarders as a percentage of all pupils in each region

Region	Number of ISC schools	Number of ISC schools with one or more boarders	Total number of boarders	Boarders as % of pupils
South West	140	90	13,833	28.1%
Wales	20	12	1,769	23.5%
South East	379	175	27,549	19.0%
East Midlands	65	26	4,530	18.2%
West Midlands	93	34	5,058	13.8%
East Anglia	159	65	6,816	11.0%
Scotland	33	18	2,293	9.1%
The North	152	42	5,795	8.6%
Greater London	221	19	2,575	3.0%
<b>Total</b>	<b>1,280</b>	<b>487</b>	<b>70,637</b>	<b>13.6%</b>

Figure 12 illustrates boarding patterns for the sector as a whole and by year group. For the sector as a whole, 14% of pupils at ISC schools board. At sixth form this proportion more than doubles to over one third of all pupils. For junior pupils this proportion is significantly lower, with only 2% of pupils boarding.

In addition to boarding being far more prevalent at sixth form than at junior level, sixth form pupils are far more likely to board on a full-time basis: 92% of sixth form boarding pupils are full boarders, 6% are weekly boarders and 3% are flexi boarders. In contrast, fewer than half of junior boarding pupils board full-time.

Fig 12. Full, weekly and flexi boarding by year group



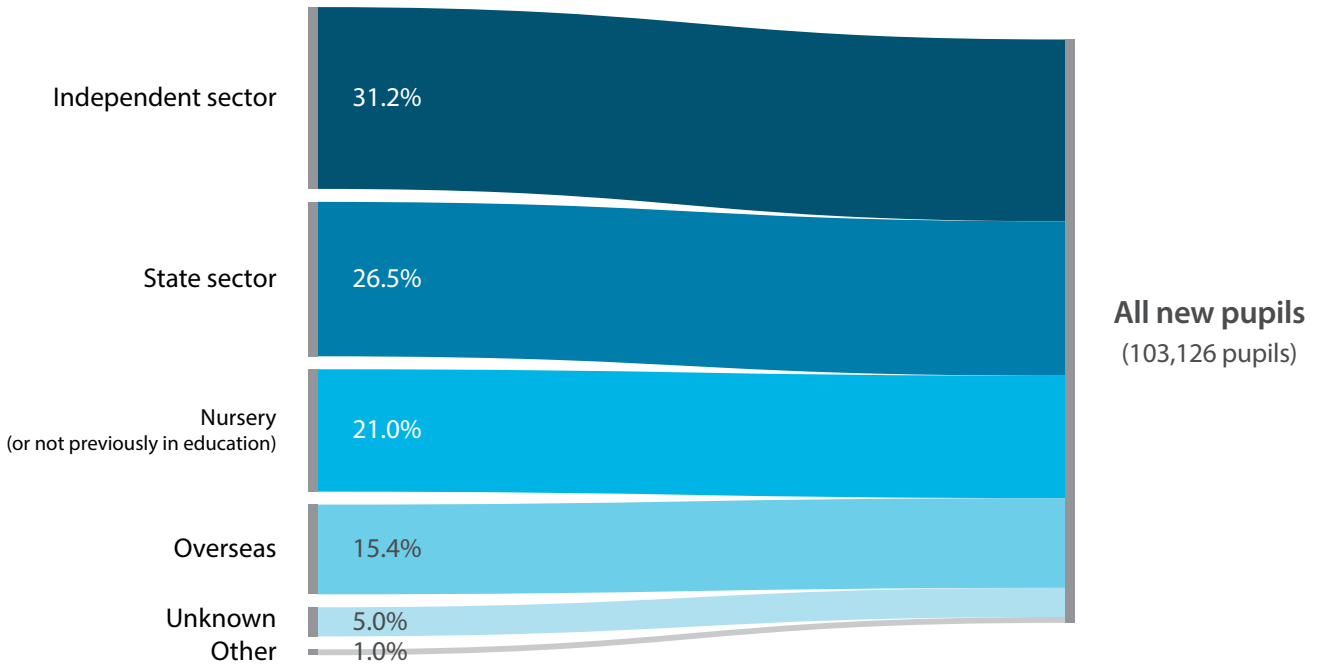
Note, for Figure 12, a pupil is classed as a boarder if they boarded at some point during the spring term 2016. In previous tables and charts, pupils are counted as a boarder if they boarded on Census day (21st January 2016). A larger number of boarders are therefore included in Figure 12.

## Pupil Numbers: Movement Between Sectors

For the first time in 2015, schools were asked where their pupils were educated before joining their current school. Figure 13 below illustrates

the new pupil breakdown for 2016. More than one quarter of pupils new to the independent sector came from state-funded establishments.

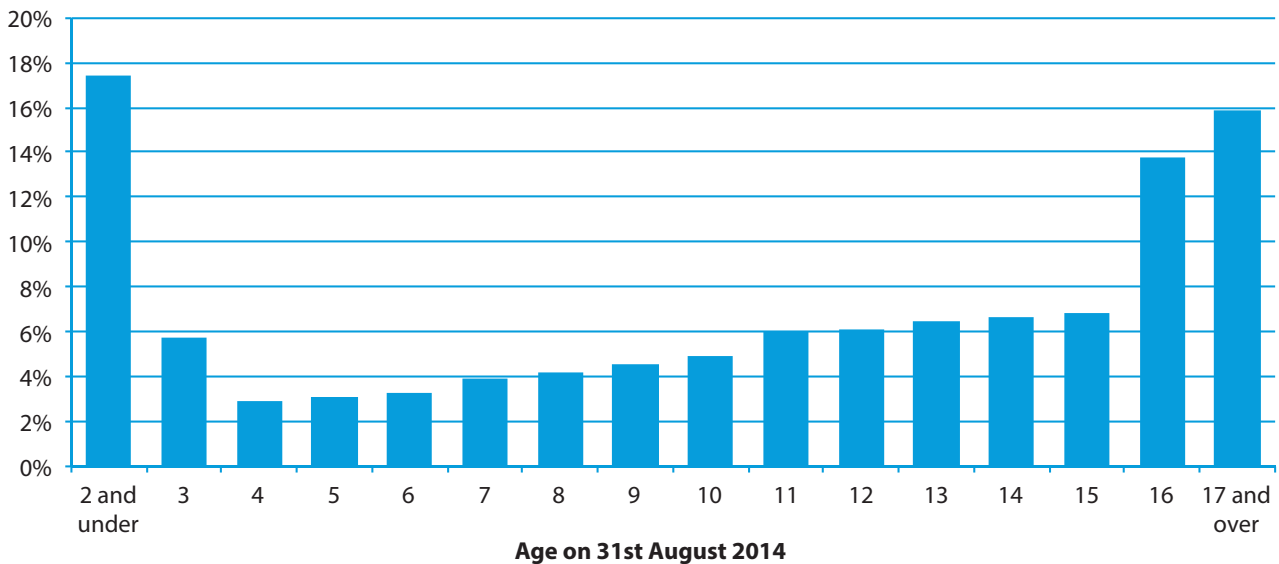
Fig 13. New pupils breakdown



Approximately 7% of school children are currently educated at independent schools in Britain, but this figure hides a more complex reality. The likelihood of parents sending their child to an ISC school changes with age. Figure 14 shows that in England over 14% of school pupils aged 16 and over attend an ISC school. At age 11 it is closer to 6% and at age 4 closer to 3%. The important conclusion from these

illustrations is that some pupils move into the independent sector during the course of their schooling. This happens at all ages but is most pronounced at ages 16 and above where 15% of pupils attend an independent school. The divide between independent and state is therefore a porous one and many more than 7% of pupils attend an independent school at some point during their school career.

Fig 14. Proportion of all school-age children in England attending an ISC school by age



## Pupil Numbers: SEND

The special educational needs and/or disabilities (SEND) section of the Census was expanded this year to include a range of additional emotional SEND. 68,441 pupils at ISC schools (13.2% of all pupils) are recorded as having SEND, up from 12.8% in 2015. This increase might

reflect the additional categories introduced this year. 3,268 pupils are statemented or have EHC plans (5% of all ISC SEND pupils). The most common SEND is dyslexia representing 46% of all SEND pupils in ISC schools.

Fig 15. SEND pupils

Types of SEND	Total pupils	% of all SEND pupils
<b>Cognition and learning</b>		
Dyscalculia	1,885	2.8%
Dyslexia	31,414	45.9%
Dyspraxia	5,375	7.9%
Information processing	11,505	16.8%
Moderate learning difficulties (MLDs)	4,053	5.9%
Severe learning difficulties (SLDs)	330	0.5%
<b>Communication and interaction</b>		
Autism spectrum disorder/Asperger's syndrome	4,000	5.8%
Speech and language	5,251	7.7%
<b>Social, emotional and mental health</b>		
Anxiety	3,298	4.8%
Attachment disorder	318	0.5%
Attention deficit disorder (ADD) and/or Attention deficit hyperactivity disorder (ADHD)	3,425	5.0%
Depression	1,389	2.0%
Eating disorders	804	1.2%
Oppositional defiance disorder (ODD)	154	0.2%
Self-harm	1,217	1.8%
Substance misuse	78	0.1%
Other emotional or behaviour needs or physical symptoms otherwise medically unexplained	1,695	2.5%
<b>Sensory and physical</b>		
Cerebral palsy	254	0.4%
Down's syndrome	34	0.0%
Epilepsy	644	0.9%
Gross and fine motor skills	3,714	5.4%
Hearing impairment	1,659	2.4%
Multi-sensory impairment (MSI)	160	0.2%
Physical disabilities	666	1.0%
Profound and multiple learning difficulties (PMLDs)	41	0.1%
Tourette's syndrome	163	0.2%
Visual impairment	1,264	1.8%
<b>Other</b>		
Other unspecified	5,263	7.7%
<b>Total</b>	<b>68,441</b>	

Note, some pupils have more than one SEND: they are counted under each individual category of SEND, but are counted only once in the total.

## Pupil Numbers: Ethnicity

70% of all ISC pupils are from a white British background, while 30% are from a minority ethnic background. Figures for the state-funded sector only cover schools in England and the latest data available is from 2015. Figure 17 therefore compares ethnicity in England only in

2015 for both ISC schools and state-funded schools. This shows that the ethnic make-up at ISC schools broadly mirrors that of all state schools.

**Fig 16. Ethnicity of ISC pupils (2016)**

	No. of pupils	% share
White British	268,291	69.7%
Minority ethnic	116,485	30.3%
<b>Total</b>	<b>384,776</b>	

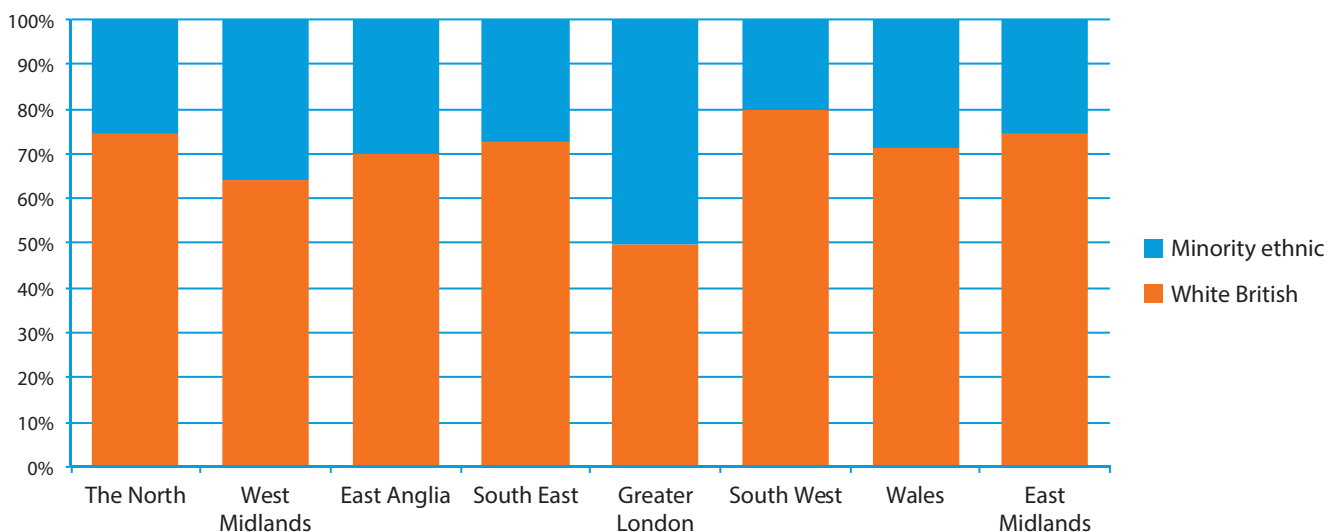
**Fig 17. Ethnicity comparisons for schools in England: No. of pupils and percentage share (2015)**

	ISC schools	% share	State-funded schools	% share
White British	257,567	70.2%	4,842,763	71.1%
Minority ethnic	109,321	29.8%	1,964,773	28.9%
<b>Total</b>	<b>366,888</b>		<b>6,807,536</b>	

As in the UK as a whole, ethnicity in ISC schools varies by region as illustrated by Figure 18. Finally, as with the trends experienced among pupils in the state-funded sector, the proportion of pupils

from a minority ethnic background at ISC schools has increased in recent years; 23% of ISC pupils were classed as minority ethnic in 2009\*, compared to 30% now.

**Fig 18. Ethnicity of ISC pupils by region (2016)**



Note: Some schools do not yet record ethnicity data; 85% of ISC schools were able to submit ethnicity data, equating to 74% of all ISC pupils. Scotland is not included in the above chart because there were too few schools submitting information to be statistically reliable. Furthermore, London is likely to be underestimated due to only 68% of pupils disclosing ethnicity data in London.

\* Ethnicity data was first collected in 2009.



## International Footprint: Non-British Pupils

There are two categories of non-British pupils at ISC schools: those whose parents live overseas, and those whose parents live in the UK. This is only the third ISC Census to report on non-British pupils with parents living in the UK.

Figure 20 illustrates the relative numbers of pupils at ISC schools from different regions as well as whether or not their parents live in the UK or overseas. Figure 19 provides the numerical breakdown. In total, 42% of non-British pupils have parents living in the UK. As one might expect, this percentage is significantly higher for Irish pupils than it is for Chinese pupils.

Fig 19. Non-British pupils at ISC schools

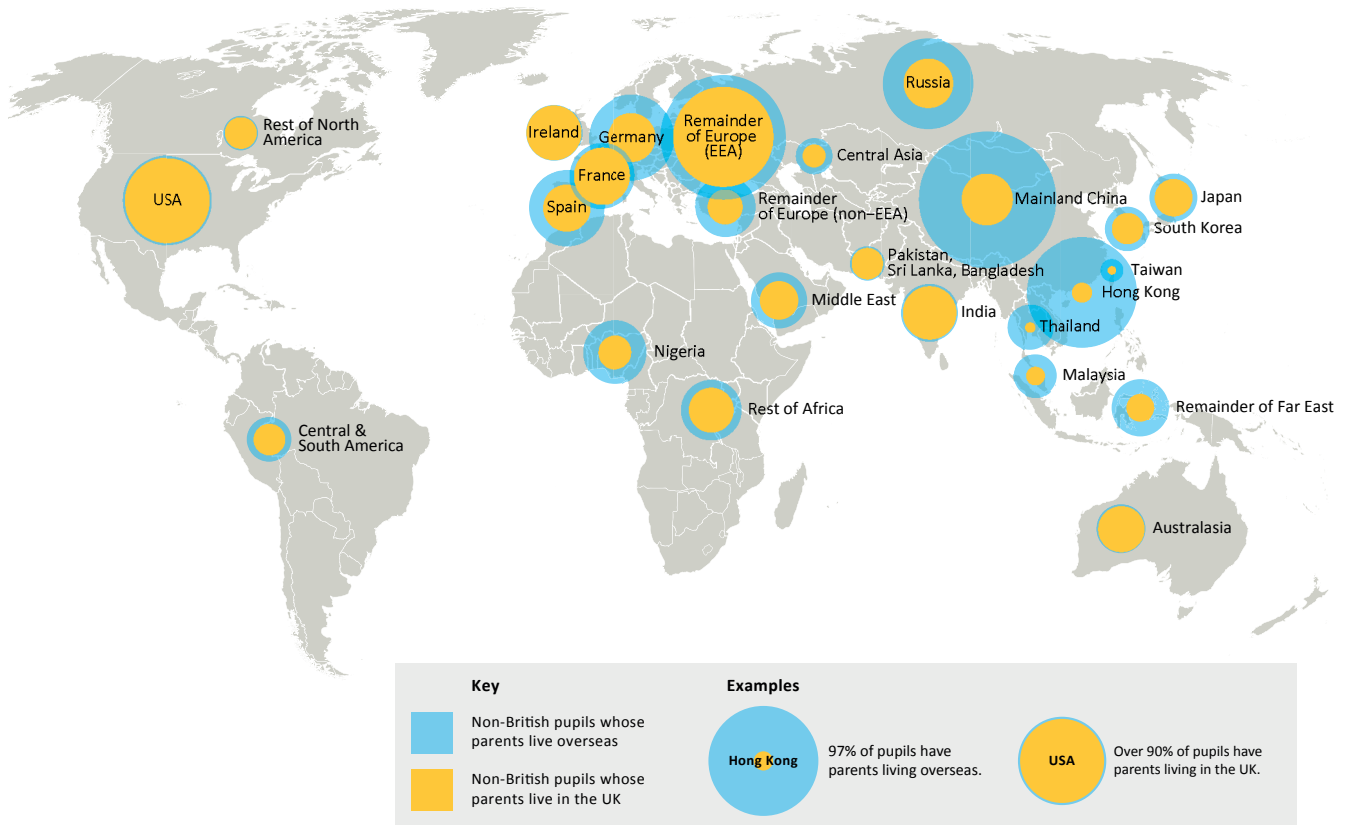
	Total non-British pupils	Parents in UK	Parents overseas	% with parents in the UK	% with parents overseas
Ireland	1,232	1,141	91	92.6%	7.4%
USA	3,078	2,784	294	90.4%	9.6%
India	1,283	1,092	191	85.1%	14.9%
Australasia	954	805	149	84.4%	15.6%
Pakistan, Sri Lanka and Bangladesh	460	374	86	81.3%	18.7%
Rest of North America	474	375	99	79.1%	20.9%
France	1,681	1,251	430	74.4%	25.6%
Remainder of Europe EEA	6,119	3,877	2,242	63.4%	36.6%
Japan	907	519	388	57.2%	42.8%
Rest of Africa	1,406	763	643	54.3%	45.7%
Middle East	1,244	590	654	47.4%	52.6%
Central and South America	790	373	417	47.2%	52.8%
South Korea	788	367	421	46.6%	53.4%
Central Asia	510	195	315	38.2%	61.8%
Spain	2,242	839	1,403	37.4%	62.6%
Remainder of Europe non-EEA	1,417	460	957	32.5%	67.5%
Germany	2,859	913	1,946	31.9%	68.1%
Russia	3,266	936	2,330	28.7%	71.3%
Nigeria	1,592	439	1,153	27.6%	72.4%
Remainder of Far East	1,293	305	988	23.6%	76.4%
Malaysia	729	126	603	17.3%	82.7%
Mainland China	7,303	1,023	6,280	14.0%	86.0%
Taiwan	190	24	166	12.6%	87.4%
Thailand	802	36	766	4.5%	95.5%
Hong Kong	4,766	145	4,621	3.0%	97.0%
<b>Total</b>	<b>47,385</b>	<b>19,752</b>	<b>27,633</b>	<b>41.7%</b>	<b>58.3%</b>

## International Footprint: British pupils whose parents live overseas or serve in the armed forces

As well as non-British pupils, there are 4,111 British pupils at ISC schools whose parents serve in HM Forces. In addition there are 4,949 other

British pupils whose parents live overseas (see Appendix One, Table 13, p37 for more details).

Fig 20. Nationality of non-British pupils at ISC schools



## International Footprint: Non-British pupils whose parents live overseas

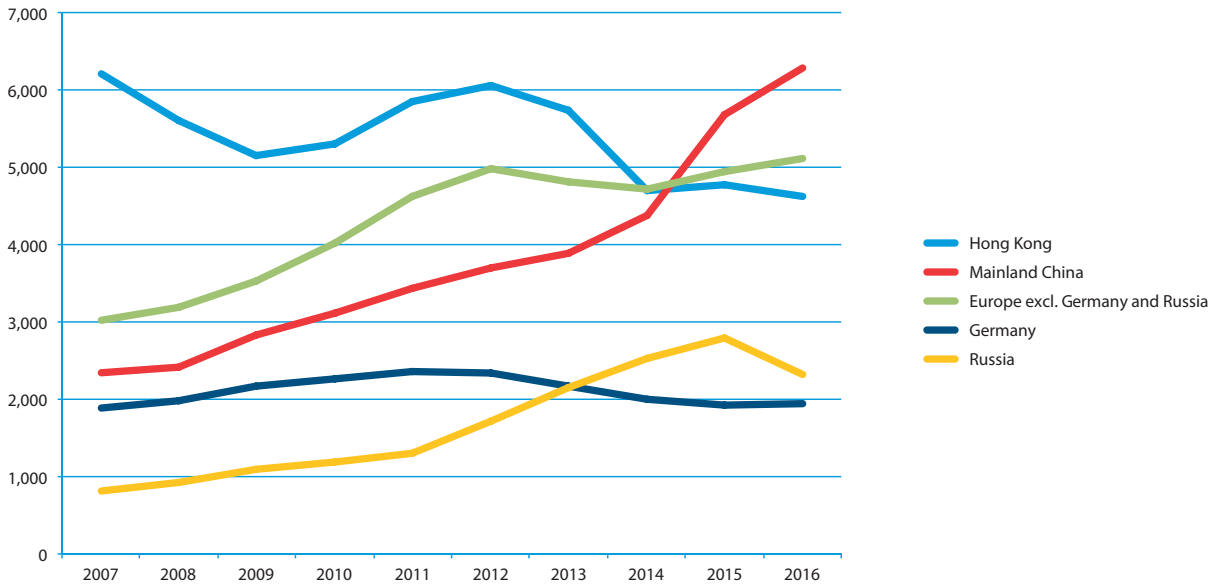
In ISC schools, there are currently 27,633 non-British pupils whose parents live overseas, which represents 5.3% of the total ISC pupil population in 2016. In 2015, there were 27,211, 5.3% of total pupils. The proportion of overseas pupils at ISC schools has not changed significantly in 30 years. In 1982, the first year the Census was carried out on a computer, overseas pupils made up 4.4% of all pupils. Today that figure stands at 5.3%. If we exclude "international schools" (where more than 90% of the pupils are from overseas) the 5.3% drops to 4.8%. On a like-for-like basis, the numbers of overseas pupils has dropped by 0.7% this year. By far the largest numbers of pupils come from China.

Non-British pupils whose parents live overseas are more numerous at ISC schools in the sixth form than as junior pupils: 55% of such pupils are in years 12 and 13, 43% in years 7 to 11, with only 2% in years 6 and below. Not surprisingly, these pupils are much more likely to board: 92%

of non-British pupils whose parents live overseas choose to board. There is no significant gender difference among these pupils: 51% are boys and 49% are girls.

Figure 21 illustrates trends in non-British pupils whose parents live overseas since 2007, when the Census first started collecting this data. There has been steady growth in pupil numbers from China in this period. In Europe there was a period of steady growth to 2012 followed by a small decline. And in Russia, there has been a small decline this year after a period of steady growth. According to the British Council, the recent decline in pupils from Hong Kong is mainly attributed to a decline in the number of school-age children and the fact that fewer civil servants can now claim an overseas education allowance for their children.

Fig 21. Number of non-British pupils whose parents live overseas from selected countries at ISC schools: 2007-2016



## International Footprint: Non-British pupils whose parents live in the UK

In ISC schools there are currently 19,752 non-British pupils whose parents live in the UK. Among these pupils over 40% come from EEA countries and a further 14% come from the USA. In 2014, the first year in which data was collected, the Census recorded 11,329 such pupils. Last year 16,821 such pupils were recorded and this year we have recorded 19,752. This suggests an increase of 74% in two years; however, the true increase will be somewhat lower than this. Many schools have not historically recorded this data and are only now amending their

recording procedures to do so. For example, in 2014, 257 schools did not submit any information under this category and yet disclosed 5,505 pupils in 2015. Similarly, 182 schools did not record any information under this category in 2015 yet recorded 2,390 pupils in 2016. Therefore, in line with last year, caution should be exercised when drawing conclusions about trends in these pupil numbers at this stage. This year, 455 schools have recorded no information in this category, therefore we expect this anomaly to continue into 2017 and maybe beyond.

## International Footprint: Overseas Schools

A growing number of ISC schools are operating overseas campuses. There are currently 46 such campuses educating a total of 27,619 pupils. This represents a rise on last year's figure of 44 campuses with 24,710 pupils. These schools and pupils are not included elsewhere in this Census.

Furthermore, there are approximately 120 ISC affiliated schools i.e. overseas schools in membership of ISC associations. Figure 23 shows where these schools are located. Data from these schools is not included elsewhere in this Census.

Overseas campuses of ISC schools are only a small part of the landscape of British schools overseas (BSOs). The International Schools Consultancy estimates there to be over 3,000 BSOs, representing around one half of all English-medium international schools worldwide.

Note: ISC does not perform a detailed audit of overseas schools, therefore it is possible that some schools could be counted twice if the school is a member of more than one association.

Fig 22. Location of overseas campuses of ISC schools

Location	Schools	Pupils
Mainland China	12	6,467
Middle East	14	11,180
Thailand	4	2,264
South Korea	3	1,980
Malaysia	2	1,220
Other	11	4,508
<b>Total</b>	<b>46</b>	<b>27,619</b>

Fig 23. Overseas schools in membership of ISC associations

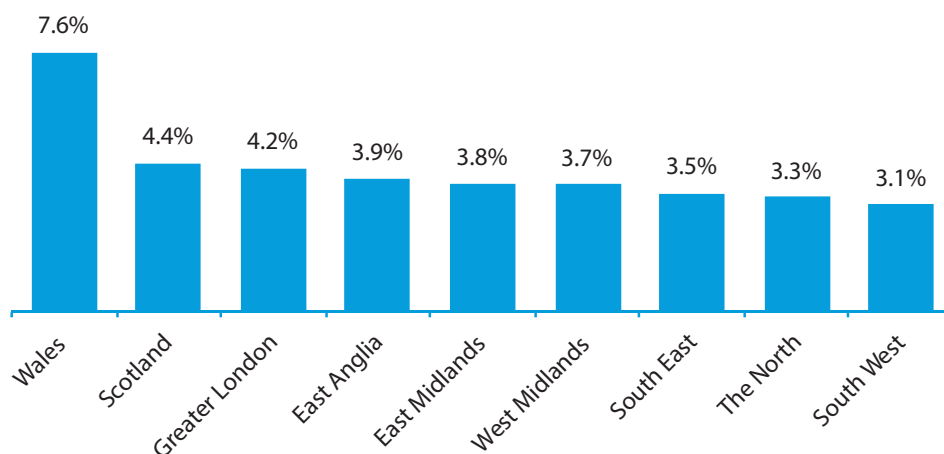
Location	HMC	SofH	GSA	IAPS	ISA
Africa	5	3	0	14	0
Americas	7	0	1	4	2
Asia	11	0	1	7	2
Australasia	16	0	0	0	0
Europe	13	3	2	9	1
Middle East	6	1	0	12	0
<b>Total</b>	<b>58</b>	<b>7</b>	<b>4</b>	<b>46</b>	<b>5</b>

## School Fees

The average overall fee, excluding nursery fees<sup>1</sup>, increased by 3.5% between 2015 and 2016, on a like-for-like basis i.e. between those schools completing the Census in both years. The equivalent fee rise including nursery fees was 3.6%. Last year the equivalent fee increases

were 3.6% and 3.5% respectively. Fee increases are therefore in line with last year and remain the lowest annual increase since 1994. Figure 24 shows how this fee increase varies by region.

Fig 24. Fee increases by region (like-for-like)



As one might expect, fees vary significantly between day and boarding schools (boarding fees typically being twice that of day school fees as illustrated in Figure 25). Similarly, fees charged by schools vary by region. For example, the average fee ranges from just over £3,500 per

term for an average day school in Wales to almost £5,500 per term for an average day school in London (see Table 6 of Appendix One, p32 for more details).

Fig 25. School fees (excluding nursery fees)

Figures represent average fees per term. Average fee figures are based on fees at schools completing the Census in 2016; percentage change is calculated from the change among the 1,249 schools completing the Census in both 2015 and 2016.

Age group	Boarding fee	Day fee (boarding schools)	Day fee (day schools)	Day fee (average)	Overall average fee
Sixth form	£10,736	£6,633	£4,673	£5,111	£7,004
Senior	£10,217	£6,104	£4,522	£4,822	£5,748
Junior	£7,572	£4,590	£4,028	£4,078	£4,140
<b>Overall</b>	<b>£10,317</b>	<b>£5,827</b>	<b>£4,313</b>	<b>£4,541</b>	<b>£5,373</b>
% change	3.6%	4.3%	3.7%	3.7%	3.5%

<sup>1</sup> Fees are considered both including and excluding nursery fees. Nursery fees are typically lower than fees in other year groups.

## Scholarships and Bursaries

A total of 160,216 pupils currently receive help with their fees representing 32% of all pupils<sup>1</sup>; the value of this help totals over £850m, an increase of 2.6% on last year. A significant majority (85%) of total fee assistance is

provided directly from the schools themselves: ISC schools currently provide more than £700m of fee assistance, an increase of 3.3% on the previous year.

<sup>1</sup> Excludes data for schools in Northern Ireland, the Channel Islands and the Isle of Man.

Fig 26. Contributions to fees ranked by total value of assistance (annual)

	Total (pupils)**	Average help received by a pupil (£)	% of all pupils	Total (value £m)
The School	136,240	5,345	26.3	728
The School: means-tested bursaries	39,825	8,730	7.7	348
The School: eligible families*	58,630	3,297	11.3	193
The School: scholarships: non-means-tested	51,456	3,191	9.9	164
The School: scholarships: means-tested	3,611	6,366	0.7	23
Early Years Funding	23,681	1,933	4.6	46
Local Education Authorities†	1,838	17,587	0.4	32
Government Music and Dance Scheme	1,537	20,596	0.3	32
All other sources	3,156	6,486	0.6	20
<b>Total number of pupils helped</b>	<b>160,216</b>	<b>5,358</b>	<b>31.8</b>	<b>858</b>

\* Includes HM Forces discounts, staff discounts, sibling discounts and clergy discounts.

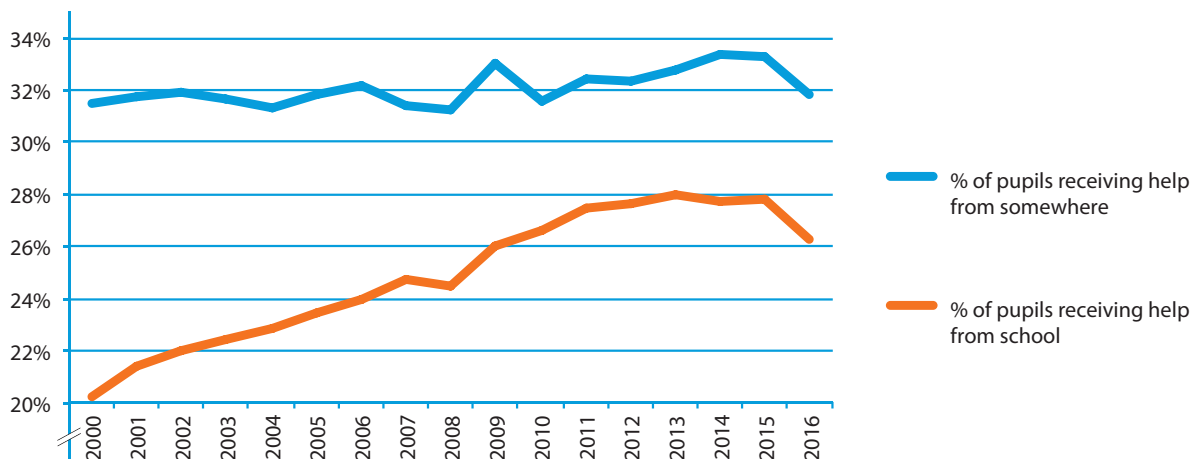
† Excludes data for schools in Northern Ireland, the Channel Islands and the Isle of Man.

\*\* Some pupils receive help from more than one source: they are counted under each category, but are counted only once in the total.

For the first time this year we asked schools to distinguish between those scholarship awards that reflect the means of parents and those that do not. The Census disclosed 3,611 pupils in receipt of a means-tested scholarship with a total value of £23m. Note, due to the change in methodology we should be cautious about drawing too many conclusions in trend data between 2015 and 2016.

Figure 27 shows that over the past 15 years there has been a consistent trend of schools providing fee assistance to an increasing number of pupils. However, proportions of pupils in receipt of fee assistance (from both the school and elsewhere) appear to have decreased this year. In summary, fewer pupils are in receipt of fee assistance but the level of fee assistance per pupil has increased.

Fig 27. Proportion of pupils receiving fee assistance: 2000-2016



Schools give more than twice as much means-tested assistance as opposed to non-means-tested, totalling almost £400m and representing a change of 9% compared with last year, well above the rate of fee increase. Bursaries and means-tested scholarships are awarded to 8% of pupils.

Figure 28 shows a breakdown of the 39,825 means-tested bursaries and the 3,611 means-tested scholarships provided by ISC schools. Nearly half of all pupils on means-tested bursaries have more than half of their fees remitted and 5,404 pay no fees at all. In contrast, means-tested scholarships tend to be smaller and nearly two-thirds are for 25% or less.

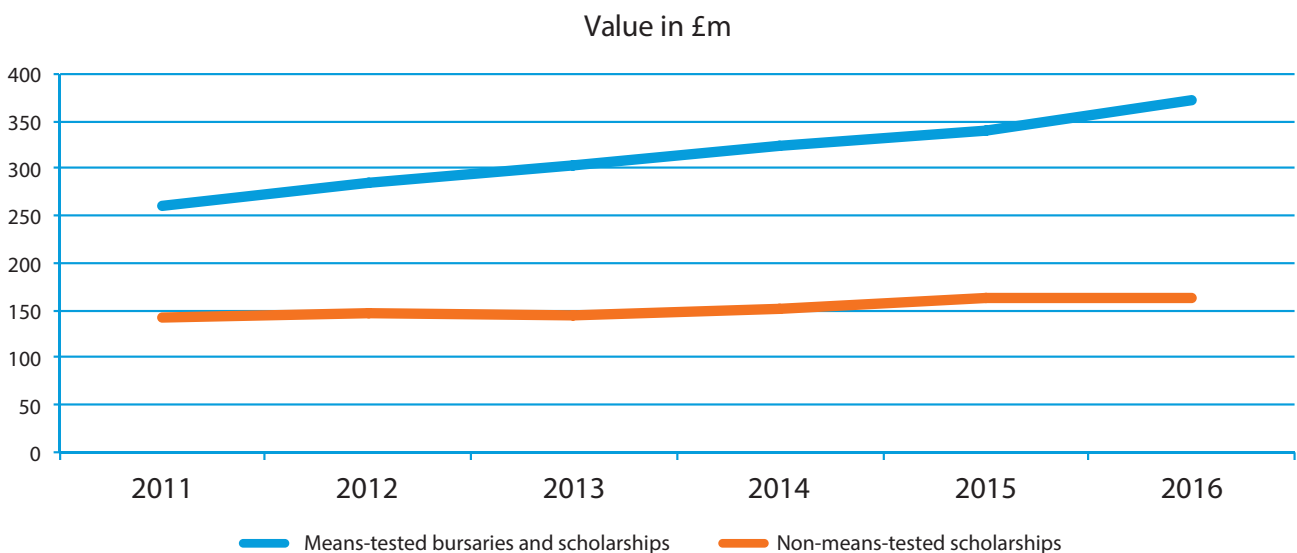
In recent years, there has been an overall shift from non-means-tested scholarships to means-tested bursaries and scholarships, as illustrated in Figure 29. The total value of means-tested bursaries and scholarships provided by schools has increased by more than £100m since 2011, a rise of 45%; the total value of non-means-tested scholarships has risen by 15% over the same period.

Fig 28. Distribution of means-tested bursaries and means-tested scholarships

Size of means-tested bursary	Number of pupils	% of means-tested bursary pupils
1-25%	10,146	25.5
26-50%	12,736	32.0
51-75%	6,492	16.3
76-100%	10,451	26.2
100%	5,404	13.6
<b>39,825</b>		

Size of means-tested scholarship	Number of pupils	% of means-tested scholarship pupils
1-25%	2,226	61.6
26-50%	756	20.9
51-75%	205	5.7
76-100%	424	11.7
100%	225	6.2
<b>3,611</b>		

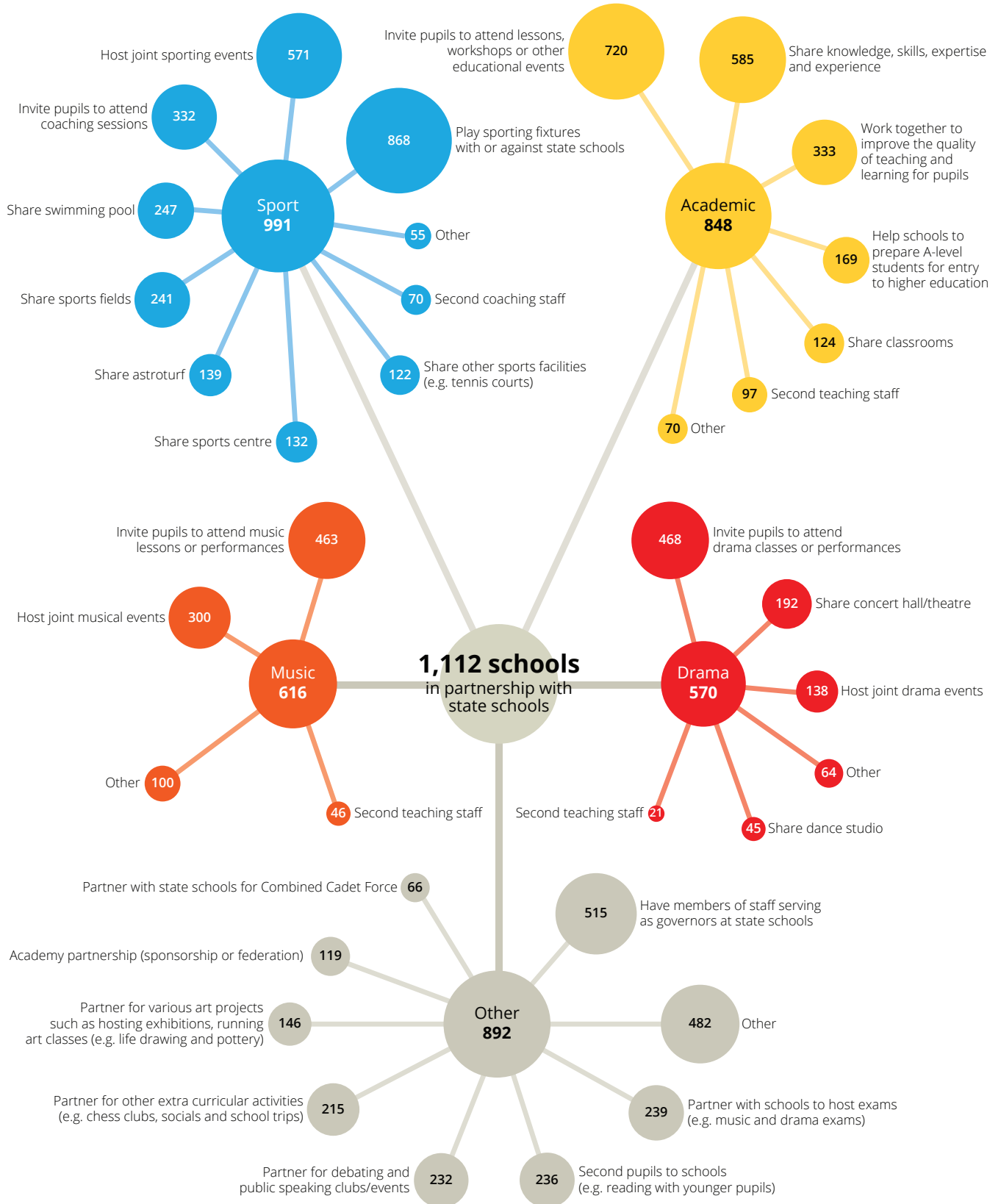
Fig 29. Trends in means-tested bursaries and scholarships versus non-means-tested scholarships at ISC schools (2011-2016)\*



\* Trends are only shown from 2011 onwards due to changes in methods of data collection relating to fee assistance. Note, due to the change in methodology we should be cautious about drawing too many conclusions in trend data between 2015 and 2016.

# Public Benefit

Fig 30. Partnerships with local state schools



This section of the Census has changed somewhat this year in order to better understand the range of public benefit ISC schools provide. As in previous years, 4 public benefit areas have been explored; partnerships with local state schools, partnerships with the local community, charity fundraising and volunteering. However, we have expanded questions in relation to state school partnerships and reduced those in relation to community partnerships. The range of partnerships with local state schools is summarised in Figure 30. Partnerships range from sponsoring an academy to sharing facilities to seconding teaching staff.

In summary, 1,112 schools are involved in partnerships with state schools, 39 more schools than last year and equating to 87% of ISC schools (versus 85% of schools in 2015). To put this figure into context, only 78% of ISC schools hold charitable status.

For the first time this year, schools were asked about their facilities and to what extent they share these facilities with local state schools and the community. Figure 31 is a summary of the facilities available at ISC schools. Whilst some ISC schools are very facility rich, many are not. For example, collectively there are only 54 all-weather athletics tracks in all ISC schools i.e. less than 5% of ISC schools have athletics tracks. Assuming all these were shared with state schools, they would only serve a small fraction of the 25,000\* state-funded schools in the UK. Collectively, 1,337 facilities are shared with local state schools.

Fig 31. Breakdown of facilities at ISC schools

	Number of schools	% of all ISC schools
All-weather athletics track	54	4.2%
Astroturf	576	45.0%
Concert hall/theatre	672	52.5%
Dance studio	370	28.9%
Fitness centre	380	29.7%
Rowing facilities	69	5.4%
Sports centre	568	44.4%
Sports fields	872	68.1%
Squash courts	210	16.4%
Swimming pool	599	46.8%
Tennis courts	781	61.0%

\* Estimate by combining data from Department for Education (England), StatsWales, Deni (Northern Ireland) and SCIS (Scotland).

\*\* Upper estimate assumes remainder of schools (29%) raised funds in line with the average; lower limit assumes remainder of schools raised zero funds.

Fig 32. Number of state schools and state pupils benefiting from partnership activities

Number of state-funded schools benefiting from partnership activities

Number of state schools	Number of ISC schools	% of ISC schools
1-10	896	80.9%
11-20	121	10.9%
21-30	39	3.5%
31+	52	4.7%
	<b>1,112</b>	<b>100%</b>

Number of state-funded pupils benefiting from partnership activities

Number of state pupils	Number of ISC schools	% of ISC schools
I don't know	166	15.0%
20 or fewer	103	9.3%
20-50	195	17.6%
50-100	218	19.6%
100-200	208	18.7%
200-500	121	10.9%
500+	97	8.7%
	<b>1,112</b>	<b>100%</b>

Note we do not have Figure 32 data for 4 schools.

Also for the first time this year, schools were asked to estimate how many state-funded schools and state-funded pupils benefit from their partnership activities. This data is summarised in Figure 32.

On average, each of the 1,112 schools therefore work with around 10 schools and 140 pupils. If we aggregate the data in Figure 32 and assume that each ISC school partners with a separate state school (i.e. there is no overlap), we can conclude that as many as 10,000 state-funded schools benefit from ISC school partnerships and as many as 160,000 state pupils (one state school pupil for every 3 to 4 independent pupils). The reality is that there will be some overlap but the extent of this overlap is difficult to estimate with any accuracy.

As well as partnerships with state schools, many ISC schools form partnerships with their local community in the sharing of facilities. 63% of ISC schools share facilities in the local community either free of charge or at reduced rates.

Finally, beyond their partnership work, 99% of ISC schools report that they have raised money for charities over the last year. In 71% of cases, the schools were able to report the total amount raised for charity. The average per school was over £10,000. Therefore it is estimated\*\* that between £10m and £15m was raised for charity in the year 2015 to 2016. In addition, 799 ISC schools organised volunteering opportunities for their staff and / or pupils.



## Teaching Staff

A total of 56,650 full-time equivalent teachers are employed at ISC schools. The teaching profession (for the education sector as a whole) has a far greater proportion of female teachers but this is much less pronounced at ISC schools. 39% of full-time equivalent teachers at ISC schools are men. This compares with a figure of 26% in state-funded schools<sup>1</sup>.

<sup>1</sup> Based on Department for Education (DfE) data 2014 (and hence England only), the most recent year for which figures are available.

Fig 33. Teachers and pupil-teacher ratio

<b>Full-time</b>	
Men	20,532
Women	28,040
<b>Total</b>	<b>48,572</b>
<b>Part-time</b>	
Men	2,748
Women	12,754
<b>Total</b>	<b>15,502</b>
<b>Overall full-time equivalent (32.5 hours = 1 full-time)</b>	
Men	21,814
Women	34,836
<b>Total</b>	<b>56,650</b>
<b>Pupil-teacher ratio</b>	<b>8.7:1</b>

For more detail see Appendix One, Tables 19 & 21, p41 & p42 and Appendix Two, Tables 12 & 14, p55 & p57.

A total of 8,144 full-time equivalent teaching assistants are employed at ISC schools, making up 13% of classroom staff. The equivalent proportion at state-funded schools is 35%, almost three times as high. The pupil-teacher ratio at ISC schools is 8.7:1. This compares to an average of 17.1:1 across all state-funded schools in 2014.

Fig 34. Teaching assistants

<b>Full-time</b>	
Men	647
Women	4,848
<b>Total</b>	<b>5,495</b>
<b>Part-time</b>	
Men	314
Women	4,135
<b>Total</b>	<b>4,449</b>
<b>Part-time hours</b>	
Men	5,609
Women	80,478
<b>Total</b>	<b>86,087</b>
<b>Overall full-time equivalent (32.5 hours = 1 full-time)</b>	
Men	820
Women	7,324
<b>Total</b>	<b>8,144</b>

For more detail on teaching assistants see Appendix One, Table 20, p41 and Appendix Two, Table 13, p56.

## ISC Exam Results and Value Added\*

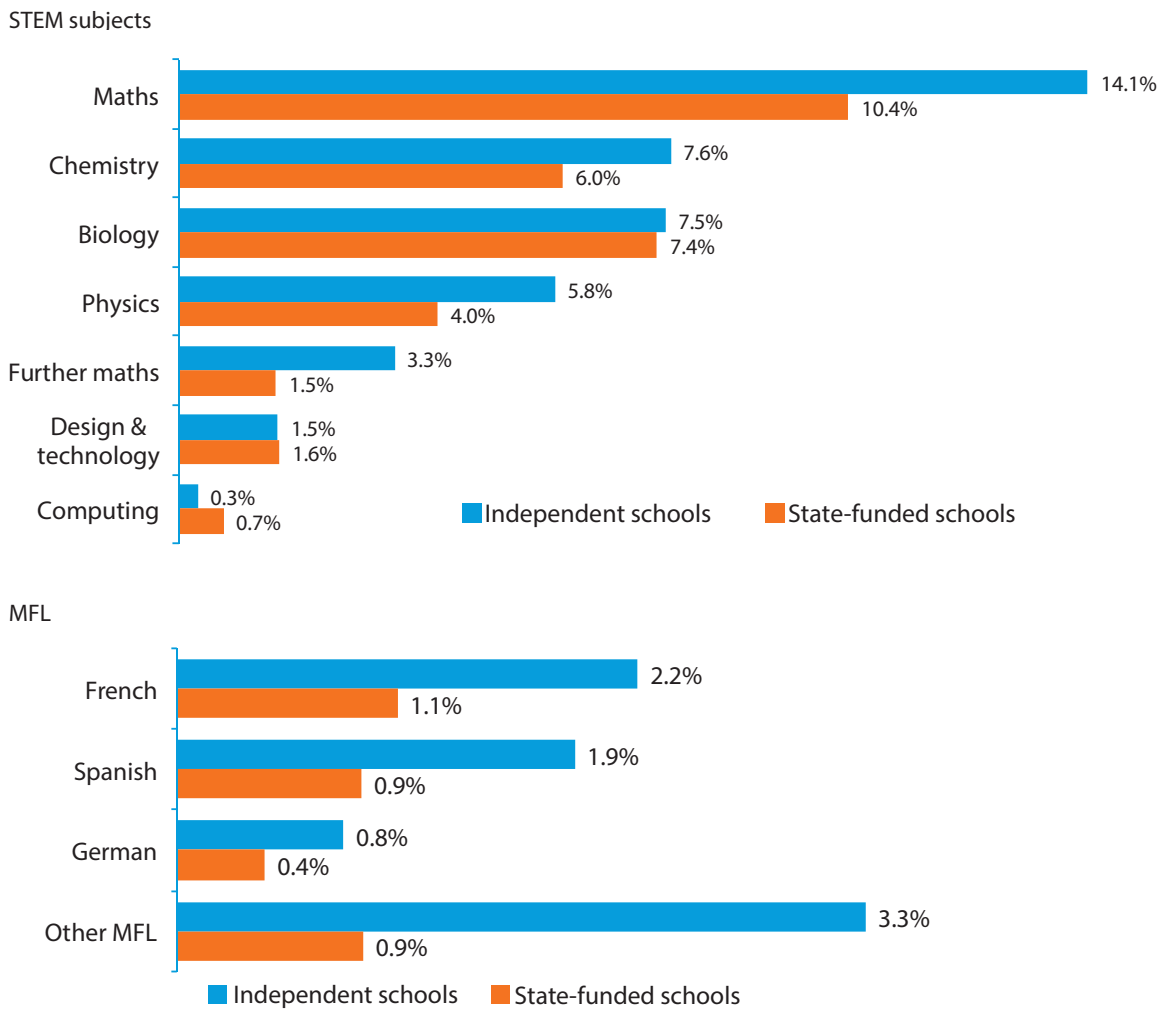
Every August, ISC publishes exam result data for ISC schools. This data is broken down by exam type, gender and grade. For the first time this year the ISC Census and Annual Report will publish a more detailed breakdown to include key statistics for subject groups, STEM and MFL.

Figure 35 displays the proportion of entries for STEM and MFL subjects comparing independent schools and state-funded schools. This shows that independent schools enter a disproportionate number of pupils for most STEM subjects and all MFL. For some subjects, such as

French and further maths, independent schools enter twice as many candidates proportionately.

ISC results published in August 2015 revealed that half of A-level entries at ISC independent schools achieve A\* and A grades, nearly double the national figure. They further revealed that nearly two-thirds of GCSE/IGCSE entries by independent school pupils were awarded A\* and A grades, compared to a fifth nationally.

Fig 35. A-level entries as a proportion of all entries



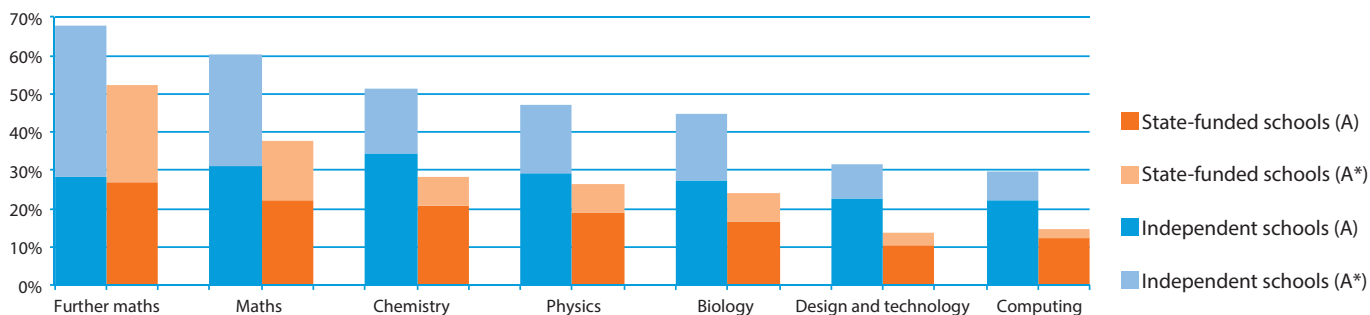
\* ISC exam result data, published in August, is based on ISC's internal exam collection exercise. Not all ISC schools submit results but the large majority of schools do. The subject breakdown, displayed in Figures 35 and 36, is based on exam data supplied by JCQ. The datasets therefore vary and are not directly comparable. For example, ISC exam data is for ISC schools only, the JCQ data includes all independent schools. In addition, JCQ excludes IGCSEs, which account for 43% of all Year 11 exam entries at ISC schools. Both datasets, however, apply to UK schools. The CEM Durham study detailed later is based on data from English schools only.

Figure 36 displays the proportion of top grades for STEM and MFL subjects for both A-level and GCSE. This shows that both independent and state pupils achieve higher grades in many of the key STEM and MFL subjects (compared with the average

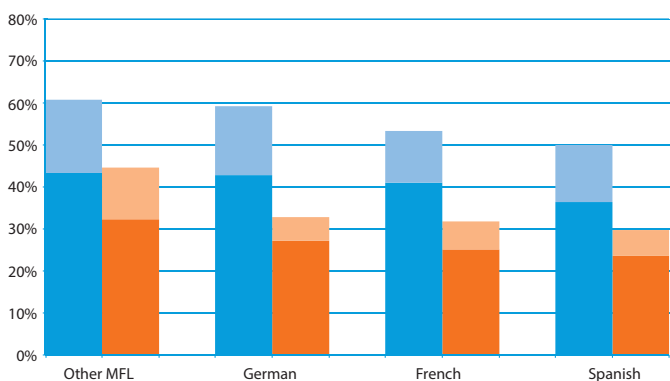
for all subjects) but significant attainment gaps still remain. For example, at chemistry A-level 52% of independent schools entries were awarded A\* or A compared to 29% of state entries.

Fig 36. Proportion A\*/A grades: A-level and GCSE

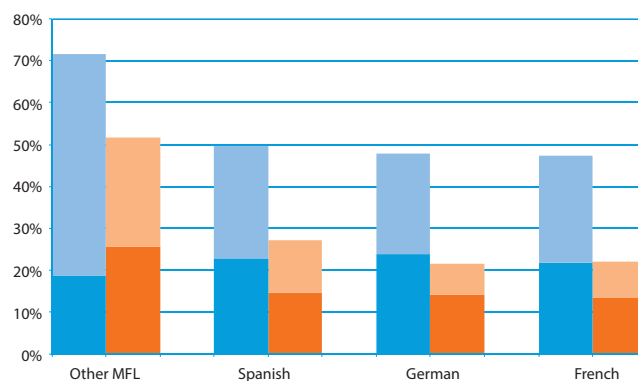
A-level, proportion A\*/A grades, STEM



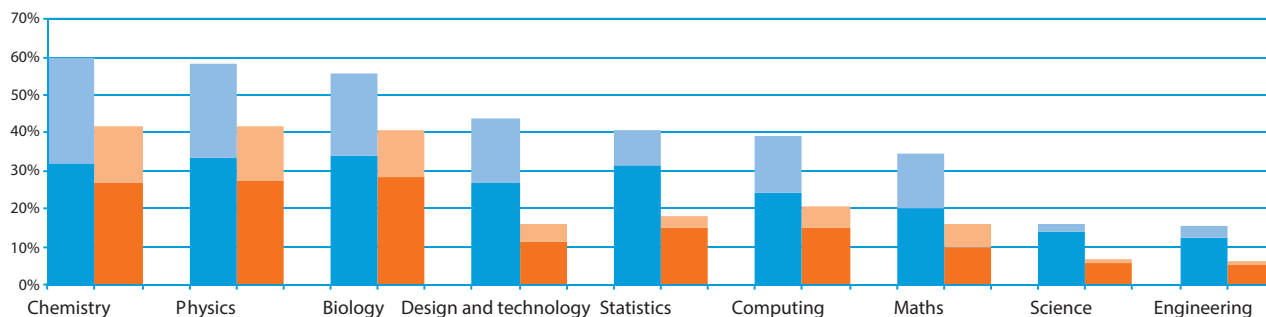
A-level, proportion A\*/A grades, MFL



GCSE, proportion A\*/A grades, MFL



GCSE, proportion A\*/A grades, STEM



The above analysis covers GCSE and A-levels only. 5.6% of ISC pupils took the International Baccalaureate (IB) in 2015, which includes

maths, science and MFL. The average points score for ISC pupils taking the IB Diploma was 36, roughly equivalent to 4.5 A grades at A-Level.

The recently published report from the Centre for Evaluation and Monitoring (CEM) at Durham University revealed that attainment gaps still exist even after allowing for prior ability, socio-economic status and gender. The average gap reported was 0.64 of a grade at GCSE for every GCSE taken; this varies by subject. Figure 37 summarises how this 0.64 varies by subject and by the three datasets used in the CEM report. For more details about the CEM methodology and datasets, see the full report published on the ISC website.

There is much speculation in the press that this gap (after allowing for prior ability, socio-economic status and gender) is attributable to soft skills and non-academic activities at ISC schools. For the first time this year, we asked schools to record the numbers of hours pupils spent utilising the non-academic facilities, such as dance halls and

\* For example, we have assumed that only two pupils use the tennis courts at any one time but 20 pupils might use the sports field.

swimming pools, available at ISC schools. The summary information is detailed in Figure 38. By aggregating the data in Figure 38 and making reasonable assumptions about how many pupils could utilise each facility at any one time\*, it is possible to estimate the number of hours each pupil spends on average engaged in sporting or performing arts activities. We estimate that ISC pupils on average spend 4 to 5 hours a week engaged in sport activities. This compares to fewer than 2 hours a week nationally\*\*. We further estimate that ISC pupils spend on average 1 to 2 hours per week in performing arts.

Finally, for the first time this year, we asked schools to report whether their school formally runs a “character education” programme. Over half (717 schools) reported that they have a formal character education programme in place.

\*\* Youth Sport Trust National Sports Survey.

Fig 37. Summary GCSE grade gap identified by CEM report by key subject

	PIPS SOR to GCSE	Year 4 to GCSE	Year 6 to GCSE
Maths	0.59	0.5	0.57
English language	0.51	0.43	0.47
English literature	0.55	0.45	0.47
Biology	0.31	0.39	0.43
Chemistry	0.35	0.41	0.42
Physics	0.36	0.43	0.47
French	0.72	0.75	0.75
Geography	0.55	0.65	0.69
History	0.69	0.64	0.74
<b>Average</b>	<b>0.68</b>	<b>0.60</b>	<b>0.67</b>

Fig 38. Number of schools and how many hours per day facilities are in use

	Less than 2 hours	2-4 hours	4-6 hours	6-8 hours	Greater than 8 hours
All-weather athletics track	19	17	7	6	5
Astroturf	36	185	176	115	64
Concert hall/theatre	72	142	177	165	116
Dance studio	47	89	91	89	54
Fitness centre	32	111	87	79	71
Rowing facilities	14	35	9	6	5
Sports centre	20	90	153	178	127
Sports fields	42	338	249	152	91
Squash courts	73	69	37	13	18
Swimming pool	92	183	161	93	70
Tennis courts	137	285	183	107	69

## Entrance to Higher Education

The vast majority of school leavers educated at ISC schools continue to higher education. More specifically, 92% of all ISC pupils went on to higher education in 2015\*. This proportion has changed little over time.

ISC pupils continue to either Oxford or Cambridge. Figure 40 shows the top 20 UK universities attended by ISC pupils.

Of those continuing to higher education, 94% do so within the UK. The majority (56%) continue to a Russell Group university of which 6% of

\*The year given reflects the year pupils left their school, rather than the year that the figure was published in the Census, meaning that the most recent figure is for 2015.

Fig 39. Higher education destination summary

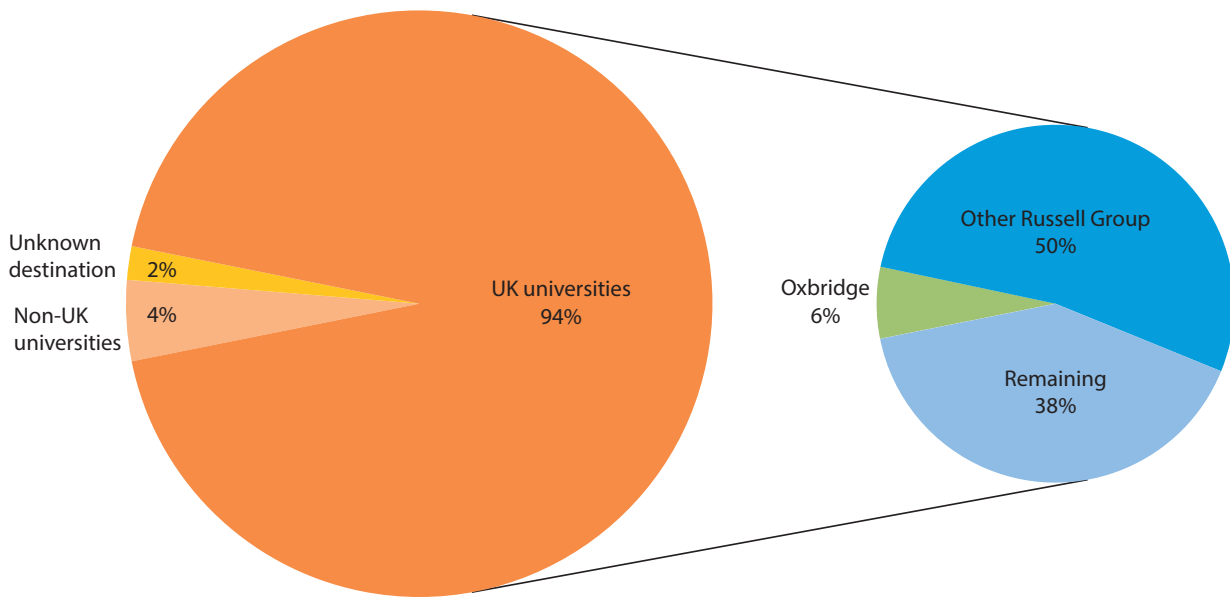
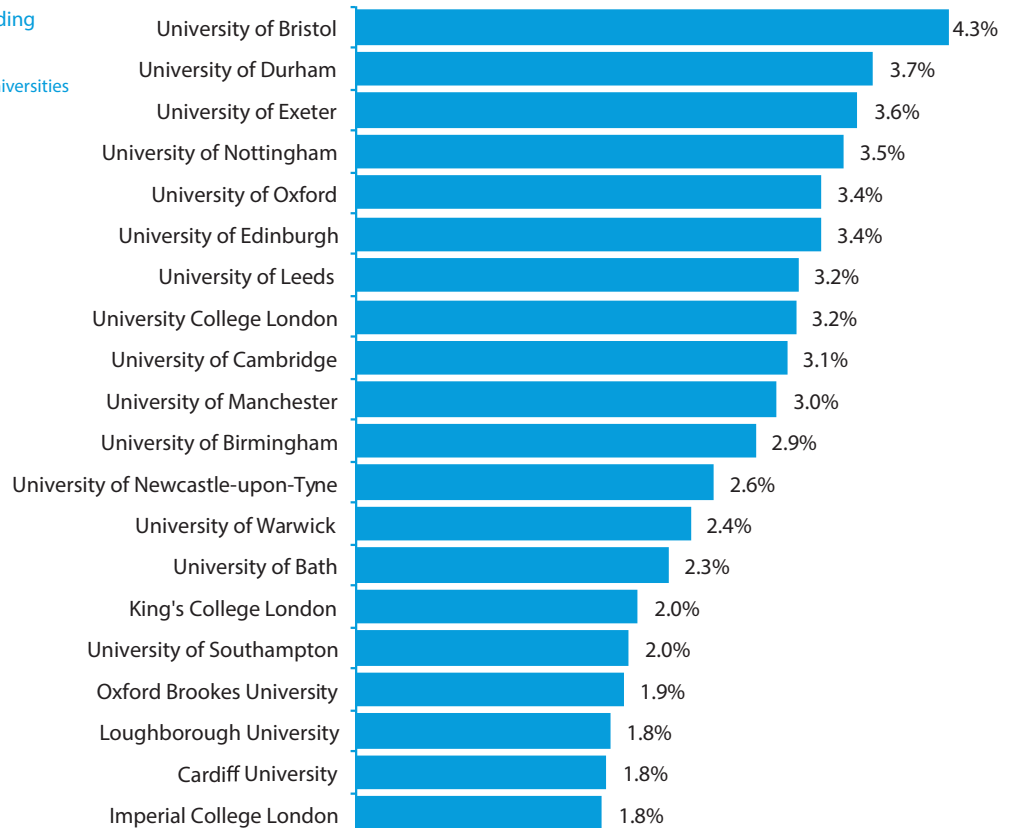


Fig 40. Destination of ISC pupils attending UK universities: Top 20  
Proportion of all ISC pupils attending UK universities



For the 4% of pupils who chose to study outside of the UK, the USA is by far the most popular destination attracting around 50% of ISC pupils going to overseas universities, as illustrated in Figure 41. ISC pupils go on to a wide range of overseas universities, with over 450 different overseas institutions attracting ISC pupils in 2015. The top 10 overseas universities are illustrated in Figure 42.

Finally, pupils choosing to study overseas are not confined to a small number of ISC schools. Pupils from 63% of ISC schools go on to higher education overseas.

Fig 41. Destination of ISC pupils going to non-UK universities: Countries  
Proportion of all pupils attending non-UK universities

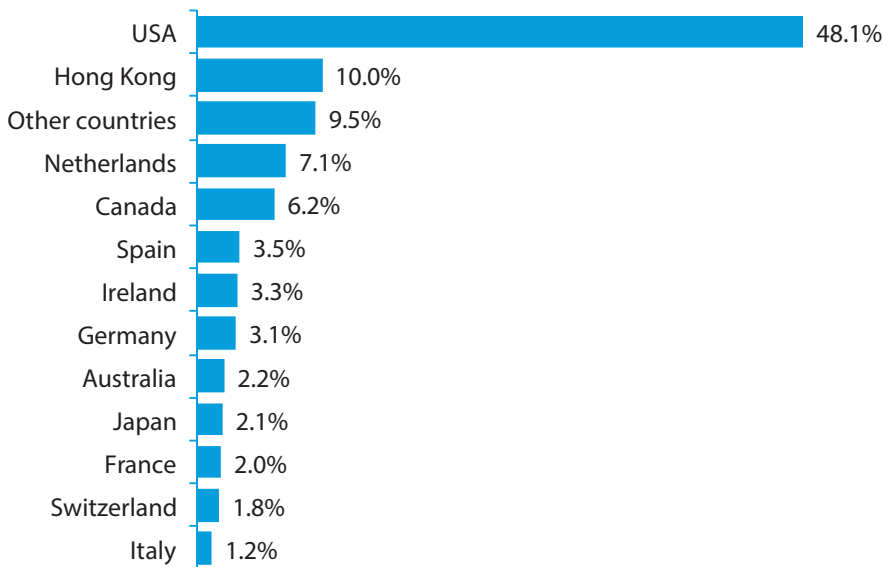
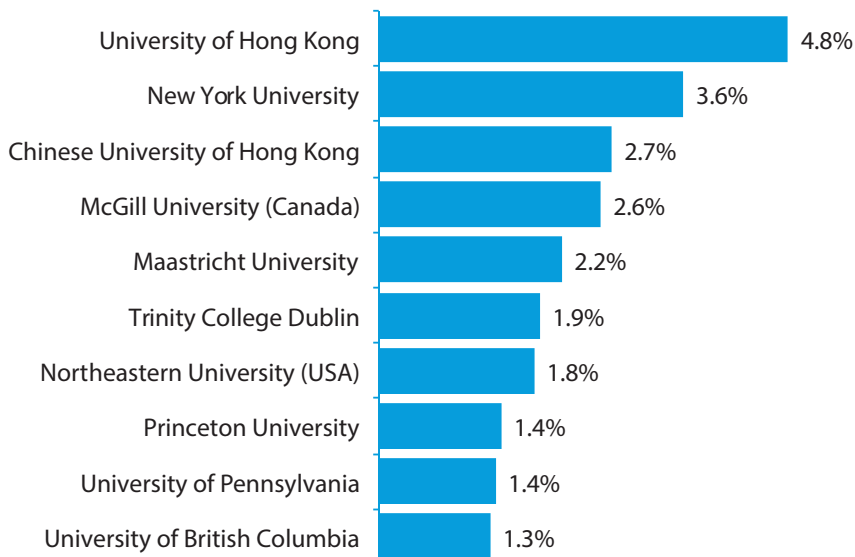


Fig 42. Destination of ISC pupils attending non-UK universities: Top 10  
Proportion of all ISC pupils attending non-UK universities



## Appendix One

### Non-Comparative Tables

The tables in Appendix One show figures for all 1,280 schools completing the Census this year and therefore cannot be compared to previous years on a like-for-like basis. These tables follow the same format as last year.

**Table 1a. School and pupil numbers by association**

This table gives total school and pupil numbers broken down by the five heads' associations.

Schools	GSA	HMC	IAPS	ISA	SofH	Total
Schools with charitable status	149	270	515	179	99	999
Other	2	6	82	195	8	281
<b>Total</b>	<b>151</b>	<b>276</b>	<b>597</b>	<b>374</b>	<b>107</b>	<b>1,280</b>
Not-for-profit	150	276	521	198	101	1,029
For-profit	1	0	76	176	6	251
<b>Total</b>	<b>151</b>	<b>276</b>	<b>597</b>	<b>374</b>	<b>107</b>	<b>1,280</b>
Pupils						
Boarders (boys)	32	25,886	9,510	5,243	4,428	38,906
Boarders (girls)	9,121	17,735	6,687	4,034	3,747	31,731
Day pupils (boys)	2,566	106,713	114,248	38,226	22,680	225,576
Day pupils (girls)	70,326	72,792	99,150	37,388	17,404	222,219
Total (boys)	2,598	132,599	123,758	43,469	27,108	264,482
Total (girls)	79,447	90,527	105,837	41,422	21,151	253,950
<b>Total</b>	<b>82,045</b>	<b>223,126</b>	<b>229,595</b>	<b>84,891</b>	<b>48,259</b>	<b>518,432</b>

**Table 1b. School and pupil numbers by association (further breakdown)**

For some ISC schools the heads are in membership of more than one association. For example, a school with pupils from 3 to 18 may have a head in membership of IAPS and HMC but IAPS may only regard the pupils in the junior part of the school as counting towards their membership. Table 1b therefore repopulates Table 1a allowing for this subtlety. For example, there are fewer pupils in IAPS schools in Table 1b due to the exclusions of senior pupils recorded under their membership in Table 1a. The figures in this table should not be compared to any of the other tables in this Census. The only figures in previous years of the ISC Census that are comparable are in Table 1b of the 2015, 2014 and 2013 Census.

Schools	GSA	HMC	IAPS	ISA	SofH	Total
Schools with charitable status	149	270	515	179	99	999
Other	2	6	82	195	8	281
<b>Total</b>	<b>151</b>	<b>276</b>	<b>597</b>	<b>374</b>	<b>107</b>	<b>1,280</b>
Not-for-profit	150	276	521	198	101	1,029
For-profit	1	0	76	176	6	251
<b>Total</b>	<b>151</b>	<b>276</b>	<b>597</b>	<b>374</b>	<b>107</b>	<b>1,280</b>
Pupils						
Boarders (boys)	32	25,886	4,976	5,243	4,428	38,906
Boarders (girls)	9,121	17,735	2,591	4,034	3,747	31,731
Day pupils (boys)	2,566	106,713	86,301	38,226	22,680	225,576
Day pupils (girls)	70,326	72,792	69,207	37,388	17,404	222,219
Total (boys)	2,598	132,599	91,277	43,469	27,108	264,482
Total (girls)	79,447	90,527	71,798	41,422	21,151	253,950
<b>Total</b>	<b>82,045</b>	<b>223,126</b>	<b>163,075</b>	<b>84,891</b>	<b>48,259</b>	<b>518,432</b>

**Table 1c. School and pupil numbers by category of school**

This table gives total school and pupil numbers, including a breakdown by category of school. The girls at "Single-sex: boys" schools and the boys at "Single-sex: girls" schools are all in the nursery.

Schools	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Schools with charitable status	202	357	440	92	164	743	421	578	999
Other	43	66	172	20	10	251	66	215	281
<b>Total</b>	<b>245</b>	<b>423</b>	<b>612</b>	<b>112</b>	<b>174</b>	<b>994</b>	<b>487</b>	<b>793</b>	<b>1,280</b>
Not-for-profit	211	368	450	97	166	766	431	598	1,029
For-profit	34	55	162	15	8	228	56	195	251
<b>Total</b>	<b>245</b>	<b>423</b>	<b>612</b>	<b>112</b>	<b>174</b>	<b>994</b>	<b>487</b>	<b>793</b>	<b>1,280</b>
Pupils									
Boarders (boys)	25,176	9,042	4,688	6,802	0	32,104	38,906	0	38,906
Boarders (girls)	20,896	8,563	2,272	0	8,563	23,168	31,731	0	31,731
Day pupils (boys)	42,718	100,514	82,344	43,755	372	181,449	76,740	148,836	225,576
Day pupils (girls)	33,896	124,483	63,840	251	71,458	150,510	65,599	156,620	222,219
Total (boys)	67,894	109,556	87,032	50,557	372	213,553	115,646	148,836	264,482
Total (girls)	54,792	133,046	66,112	251	80,021	173,678	97,330	156,620	253,950
<b>Total</b>	<b>122,686</b>	<b>242,602</b>	<b>153,144</b>	<b>50,808</b>	<b>80,393</b>	<b>387,231</b>	<b>212,976</b>	<b>305,456</b>	<b>518,432</b>

**Table 2. Pupil numbers by age**

This table gives numbers of pupils in all ISC schools by age, gender and day/boarding.

Age at 31st August 2015	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
0-2	0	4,788	0	4,945	9,733
3	0	8,191	0	8,414	16,605
4	0	10,418	0	10,633	21,051
5	0	10,988	0	11,011	21,999
6	1	11,794	3	11,508	23,306
7	66	13,588	53	13,059	26,766
8	341	14,626	172	13,889	29,028
9	657	14,973	372	14,451	30,453
10	961	15,564	591	14,940	32,056
11	1,831	18,781	1,587	18,236	40,435
12	2,347	18,735	1,988	17,949	41,019
13	4,222	17,124	3,129	17,266	41,741
14	5,150	17,354	3,986	17,575	44,065
15	6,033	17,492	4,885	17,648	46,058
16	7,226	14,988	6,325	14,872	43,411
17	7,486	13,955	6,406	13,783	41,630
18	2,054	1,868	1,855	1,765	7,542
19	531	349	379	275	1,534
<b>Total</b>	<b>38,906</b>	<b>225,576</b>	<b>31,731</b>	<b>222,219</b>	<b>518,432</b>



**Table 3. Pupil numbers  
by year group**

This table gives numbers of pupils in all ISC schools by year group, gender and day/boarding.

Year group	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
Nursery	0	13,643	0	13,992	27,635
Reception	0	10,439	0	10,525	20,964
Year 1	0	11,067	0	11,021	22,088
Year 2	2	11,816	1	11,517	23,336
Year 3	73	13,651	57	13,165	26,946
Year 4	364	14,654	182	13,844	29,044
Year 5	681	14,979	378	14,481	30,519
Year 6	976	15,543	595	14,969	32,083
Year 7	1,923	18,813	1,669	18,306	40,711
Year 8	2,449	18,711	2,013	17,898	41,071
Year 9	4,583	17,106	3,385	17,307	42,381
Year 10	5,694	17,515	4,339	17,800	45,348
Year 11	6,062	17,605	4,822	17,563	46,052
Year 12	8,315	15,331	7,408	15,106	46,160
Year 13	7,784	14,703	6,882	14,725	44,094
<b>Total</b>	<b>38,906</b>	<b>225,576</b>	<b>31,731</b>	<b>222,219</b>	<b>518,432</b>

**Table 4. New pupil numbers  
by year group**

This table gives number of pupils new to their school this academic year by year group, gender and day/boarding.

Year group	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
Nursery	0	7,278	0	7,372	14,650
Reception	0	4,686	0	4,979	9,665
Year 1	0	1,335	1	1,210	2,546
Year 2	5	1,279	6	1,222	2,512
Year 3	39	3,203	28	2,543	5,813
Year 4	190	1,876	76	1,581	3,723
Year 5	168	1,678	113	1,673	3,632
Year 6	253	1,483	169	1,313	3,218
Year 7	704	9,745	1,022	10,537	22,008
Year 8	425	1,164	411	1,226	3,226
Year 9	3,757	3,800	2,232	2,254	12,043
Year 10	1,196	667	1,226	929	4,018
Year 11	772	286	746	239	2,043
Year 12	3,198	1,919	3,722	3,155	11,994
Year 13	564	497	494	480	2,035
<b>Total</b>	<b>11,271</b>	<b>40,896</b>	<b>10,246</b>	<b>40,713</b>	<b>103,126</b>

**Table 5. Pupil numbers by region**

This table gives the number of pupils by region.

Region	No. of schools	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total boarders	Total day pupils	Total pupils
South East	379	15,460	58,084	12,089	59,208	27,549	117,292	144,841
Greater London	221	1,965	41,616	610	42,061	2,575	83,677	86,252
East Anglia	159	3,747	27,965	3,069	27,375	6,816	55,340	62,156
The North	152	3,129	31,211	2,666	30,111	5,795	61,322	67,117
South West	140	6,839	17,735	6,994	17,739	13,833	35,474	49,307
West Midlands	93	2,625	15,972	2,433	15,566	5,058	31,538	36,596
East Midlands	65	2,666	10,084	1,864	10,231	4,530	20,315	24,845
Scotland	33	1,274	11,531	1,019	11,341	2,293	22,872	25,165
Wales	20	933	2,833	836	2,936	1,769	5,769	7,538
<b>All</b>	<b>1,280</b>	<b>38,906</b>	<b>225,576</b>	<b>31,731</b>	<b>222,219</b>	<b>70,637</b>	<b>447,795</b>	<b>518,432</b>

**Table 6. Fees by region**

This table gives average termly fees by region and type of school.

Region	Boarding fee	Day fee (boarding schools)	Day fee (day schools)	Day fee (average)	Overall average fee
South East	£10,601	£6,203	£4,626	£4,951	£6,026
Greater London	£11,940	£8,022	£5,233	£5,299	£5,497
East Anglia	£9,731	£5,517	£4,379	£4,533	£5,103
The North	£10,333	£4,694	£3,422	£3,568	£4,152
South West	£10,246	£5,469	£3,911	£4,546	£6,145
West Midlands	£10,234	£4,902	£3,659	£3,848	£4,730
East Midlands	£9,800	£5,897	£3,856	£4,067	£5,112
Scotland	£9,721	£5,684	£3,576	£3,753	£4,297
Wales	£9,566	£4,563	£3,642	£3,948	£5,266
<b>All</b>	<b>£10,317</b>	<b>£5,693</b>	<b>£4,229</b>	<b>£4,445</b>	<b>£5,245</b>

**Table 7. Fees by age group (including nursery fees)**

Looking at all ISC schools, this table analyses average termly fees by age group.

Age group	Boarding fee	Day fee (boarding schools)	Day fee (day schools)	Day fee (average)	Overall average fee
Sixth form	£10,736	£6,633	£4,673	£5,111	£7,004
Senior	£10,217	£6,104	£4,522	£4,822	£5,748
Junior	£7,572	£4,590	£4,028	£4,078	£4,140
Nursery		£2,538	£3,031	£2,983	£2,983
<b>Overall</b>	<b>£10,317</b>	<b>£5,693</b>	<b>£4,229</b>	<b>£4,445</b>	<b>£5,245</b>

**Table 8a. Contributions to fees: senior, mixed-age and junior schools (termly values)**

Looking at all ISC schools categorised by pupil age, this table shows the breakdown of contributions to fees by type of contribution.

	Senior (pupils)	Senior (value £m)	Mixed (pupils)	Mixed (value £m)	Junior (pupils)	Junior (value £m)	Total (pupils)	Total (value £m)	% of all pupils
The school	41,807	103.30	65,415	104.20	29,018	35.20	136,240	242.70	26.3
The school: means-tested bursaries	13,472	52.90	19,542	49.90	6,811	13.10	39,825	115.90	7.7
The school: eligible families*	11,015	20.50	27,291	25.80	20,324	18.10	58,630	64.40	11.3
The school: scholarships: (means-tested)	1,615	4.20	1,574	2.80	422	0.70	3,611	7.70	0.7
The school: scholarships: (non-means-tested)	23,111	25.80	24,922	25.70	3,423	3.20	51,456	54.70	9.9
Early Years Funding			7,864	5.30	15,817	10.00	23,681	15.30	4.6
Local Education Authorities†	329	2.10	1,381	8.20	128	0.40	1,838	10.80	0.4
Government Music and Dance Scheme	426	2.90	1,023	7.60	88	0.10	1,537	10.60	0.3
All other sources	1,016	2.60	1,331	2.60	809	1.60	3,156	6.80	0.6
<b>Total</b>	<b>42,645</b>	<b>110.90</b>	<b>74,635</b>	<b>128.00</b>	<b>42,936</b>	<b>47.20</b>	<b>160,216</b>	<b>286.10</b>	<b>31.8</b>
<b>Number of pupils helped as a % of all pupils</b>	<b>36.0</b>		<b>32.1</b>		<b>28.2</b>		<b>31.8</b>		

\* Includes HM Forces discounts, staff discounts, sibling discounts and clergy discounts.

† Excludes data for schools in Northern Ireland, the Channel Islands and the Isle of Man.

**Table 8b. Contributions to fees: single-sex and co-educational schools (termly values)**

For ISC schools categorised by pupil gender, this table shows the breakdown of contributions to fees by type of contribution.

	Single-sex: boys' (pupils)	Single-sex: boys' (value £m)	Single-sex: girls' (pupils)	Single-sex: girls' (value £m)	Co-ed (pupils)	Co-ed (value £m)	Total (pupils)	Total (value £m)	% of all pupils
The school	9,596	20.90	18,723	34.20	107,921	187.60	136,240	242.70	26.3
The school: means-tested bursaries	3,657	12.80	6,367	20.90	29,801	82.20	39,825	115.90	7.7
The school: eligible families*	2,490	3.50	5,596	5.00	50,544	55.90	58,630	64.40	11.3
The school: scholarships: (means-tested)	324	0.60	398	0.80	2,889	6.20	3,611	7.70	0.7
The school: scholarships: (non-means-tested)	4,020	3.90	8,987	7.40	38,449	43.40	51,456	54.70	9.9
Early Years Funding	1,062	0.70	1,913	1.20	20,706	13.40	23,681	15.30	4.6
Local Education Authorities†	497	2.00	71	0.20	1,270	8.60	1,838	10.80	0.4
Government Music and Dance Scheme	13	0.00	0	0.00	1,524	10.50	1,537	10.60	0.3
All other sources	360	0.90	319	0.70	2,477	5.20	3,156	6.80	0.6
<b>Total</b>	<b>10,977</b>	<b>24.40</b>	<b>20,592</b>	<b>36.30</b>	<b>128,647</b>	<b>225.40</b>	<b>160,216</b>	<b>286.10</b>	<b>31.8</b>
<b>Number of pupils helped as a % of all pupils</b>	<b>23.0</b>		<b>26.1</b>		<b>34.1</b>		<b>31.8</b>		

\* Includes HM Forces discounts, staff discounts, sibling discounts and clergy discounts.

† Excludes data for schools in Northern Ireland, the Channel Islands and the Isle of Man.

**Table 8c. Contributions to fees: day and boarding schools (termly values)**

Looking at all ISC schools categorised by day and boarding, this table shows the breakdown of contributions to fees by type of contribution.

	Schools with boarders (pupils)	Schools with boarders (value £m)	Day schools (pupils)	Day schools (value £m)	Total (pupils)	Total (value £m)	% of all pupils
The school	72,543	153.60	63,697	89.10	136,240	242.70	26.3
The school: means-tested bursaries	20,921	69.00	18,904	46.90	39,825	115.90	7.7
The school: eligible families*	29,437	41.50	29,193	23.00	58,630	64.40	11.3
The school: scholarships: (means-tested)	2,872	6.30	739	1.30	3,611	7.70	0.7
The school: scholarships: (non-means-tested)	31,264	36.80	20,192	17.90	51,456	54.70	9.9
Early Years Funding	5,284	3.50	18,397	11.80	23,681	15.30	4.6
Local Education Authorities†	878	5.30	960	5.50	1,838	10.80	0.4
Government Music and Dance Scheme	1,485	10.50	52	0.10	1,537	10.60	0.3
All other sources	1,571	4.00	1,585	2.80	3,156	6.80	0.6
<b>Total</b>	<b>79,145</b>	<b>176.80</b>	<b>81,071</b>	<b>109.30</b>	<b>160,216</b>	<b>286.10</b>	<b>31.8</b>
<b>Number of pupils helped as a % of all pupils</b>	<b>37.9</b>		<b>27.5</b>		<b>31.8</b>		

\* Includes HM Forces discounts, staff discounts, sibling discounts and clergy discounts.

† Excludes data for schools in Northern Ireland, the Channel Islands and the Isle of Man.

**Table 9. Total number of non-British pupils whose parents live overseas**

This table shows the number of non-British pupils whose parents live overseas by country/area of residence.

	Age group			Sex			School type		Total
	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	
France	266	119	45	22	38	370	426	4	430
Germany	1,093	843	10	38	90	1,818	1,939	7	1,946
Russia	1,553	614	163	81	184	2,065	2,298	32	2,330
Spain	524	476	403	87	181	1,135	1,392	11	1,403
Ireland	28	63	0	1	6	84	88	3	91
Remainder of Europe EEA	1,532	653	57	81	109	2,052	2,201	41	2,242
Remainder of Europe non-EEA	644	290	23	34	84	839	944	13	957
Nigeria	763	294	96	38	264	851	1,140	13	1,153
Rest of Africa	439	177	27	35	60	548	621	22	643
USA	185	100	9	31	36	227	268	26	294
Rest of North America	66	29	4	4	7	88	96	3	99
Central and South America	298	101	18	37	92	288	408	9	417
Middle East	498	136	20	31	40	583	636	18	654
Hong Kong	2,553	2,006	62	379	785	3,457	4,581	40	4,621
Mainland China	3,426	2,648	206	152	896	5,232	5,805	475	6,280
Taiwan	116	47	3	4	15	147	161	5	166
Japan	244	97	47	27	35	326	381	7	388
South Korea	267	123	31	43	49	329	389	32	421
Malaysia	522	73	8	26	60	517	596	7	603
Thailand	560	171	35	45	147	574	765	1	766
India	123	56	12	10	13	168	176	15	191
Pakistan, Sri Lanka and Bangladesh	64	21	1	5	3	78	77	9	86
Central Asia	257	51	7	13	20	282	288	27	315
Remainder of Far East	837	136	15	16	61	911	960	28	988
Australasia	106	38	5	5	20	124	147	2	149
<b>Total</b>	<b>16,964</b>	<b>9,362</b>	<b>1,307</b>	<b>1,245</b>	<b>3,295</b>	<b>23,093</b>	<b>26,783</b>	<b>850</b>	<b>27,633</b>
<b>As a % of all pupils</b>	<b>13.8%</b>	<b>3.9%</b>	<b>0.9%</b>	<b>2.5%</b>	<b>4.1%</b>	<b>6.0%</b>	<b>12.6%</b>	<b>0.3%</b>	<b>5.3%</b>

**Table 10. Total number of non-British pupils whose parents live in the UK**

This table shows the number of non-British pupils whose parents live in the UK by country/area of nationality.

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
France	283	467	501	198	269	784	479	772	1,251
Germany	223	389	301	104	210	599	389	524	913
Russia	280	275	381	101	167	668	533	403	936
Spain	167	331	341	108	188	543	300	539	839
Ireland	302	544	295	135	232	774	440	701	1,141
Remainder of Europe EEA	938	1,654	1,285	403	715	2,759	1,661	2,216	3,877
Remainder of Europe non-EEA	113	199	148	42	73	345	235	225	460
Nigeria	142	183	114	27	92	320	252	187	439
Rest of Africa	161	393	209	72	164	527	366	397	763
USA	447	1,388	949	284	513	1,987	1,370	1,414	2,784
Rest of North America	74	199	102	35	82	258	182	193	375
Central and South America	41	192	140	45	54	274	157	216	373
Middle East	86	290	214	58	84	448	185	405	590
Hong Kong	62	54	29	15	17	113	105	40	145
Mainland China	250	503	270	90	260	673	608	415	1,023
Taiwan	4	16	4	3	8	13	8	16	24
Japan	94	254	171	44	145	330	161	358	519
South Korea	90	175	102	45	69	253	157	210	367
Malaysia	32	58	36	16	22	88	62	64	126
Thailand	12	14	10	4	8	24	27	9	36
India	158	590	344	169	250	673	279	813	1,092
Pakistan, Sri Lanka and Bangladesh	49	225	100	57	69	248	141	233	374
Central Asia	40	51	104	85	17	93	72	123	195
Remainder of Far East	70	152	83	28	56	221	146	159	305
Australasia	166	361	278	76	170	559	333	472	805
<b>Total</b>	<b>4,284</b>	<b>8,957</b>	<b>6,511</b>	<b>2,244</b>	<b>3,934</b>	<b>13,574</b>	<b>8,648</b>	<b>11,104</b>	<b>19,752</b>
<b>As a % of all pupils</b>	<b>3.5%</b>	<b>3.7%</b>	<b>4.3%</b>	<b>4.4%</b>	<b>4.9%</b>	<b>3.5%</b>	<b>4.1%</b>	<b>3.6%</b>	<b>3.8%</b>

**Table 11. New non-British pupils whose parents live overseas**

This table shows the number of new non-British pupils whose parents live overseas by country/area of permanent residence.

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
France	108	58	28	9	13	172	191	3	194
Germany	604	500	4	17	61	1,030	1,102	6	1,108
Russia	513	182	58	19	35	699	738	15	753
Spain	317	332	303	51	122	779	944	8	952
Ireland	16	14	0	1	1	28	27	3	30
Remainder of Europe EEA	691	272	17	22	39	919	953	27	980
Remainder of Europe non-EEA	289	109	8	15	27	364	401	5	406
Nigeria	324	107	30	10	94	357	457	4	461
Rest of Africa	193	47	12	9	19	224	246	6	252
USA	76	39	0	5	16	94	109	6	115
Rest of North America	41	15	2	2	3	53	56	2	58
Central and South America	208	62	15	27	64	194	277	8	285
Middle East	295	58	10	10	14	339	352	11	363
Hong Kong	877	690	31	96	233	1,269	1,585	13	1,598
Mainland China	1,714	1,122	88	53	339	2,532	2,684	240	2,924
Taiwan	68	19	3	2	7	81	86	4	90
Japan	76	32	12	9	12	99	116	4	120
South Korea	119	37	11	8	15	144	158	9	167
Malaysia	251	29	3	11	27	245	281	2	283
Thailand	235	50	18	12	44	247	303	0	303
India	57	21	5	3	1	79	77	6	83
Pakistan, Sri Lanka and Bangladesh	38	6	0	1	0	43	42	2	44
Central Asia	131	13	1	2	6	137	130	15	145
Remainder of Far East	450	49	4	5	17	481	486	17	503
Australasia	48	23	0	2	8	61	71	0	71
<b>Total</b>	<b>7,739</b>	<b>3,886</b>	<b>663</b>	<b>401</b>	<b>1,217</b>	<b>10,670</b>	<b>11,872</b>	<b>416</b>	<b>12,288</b>
<b>As a % of all new pupils</b>	<b>25.1%</b>	<b>9.0%</b>	<b>2.3%</b>	<b>4.4%</b>	<b>8.4%</b>	<b>13.4%</b>	<b>24.3%</b>	<b>0.8%</b>	<b>11.9%</b>

**Table 12. New non-British pupils whose parents live in the UK**

This table shows the number of new non-British pupils whose parents live in the UK by country/area of nationality.

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
France	65	119	117	39	59	203	109	192	301
Germany	54	87	56	17	33	147	91	106	197
Russia	73	52	92	20	38	159	122	95	217
Spain	57	93	79	24	59	146	95	134	229
Ireland	71	120	51	29	46	167	104	138	242
Remainder of Europe EEA	258	500	299	83	179	795	468	589	1,057
Remainder of Europe non-EEA	34	53	46	11	14	108	65	68	133
Nigeria	48	31	28	10	22	75	72	35	107
Rest of Africa	42	93	44	12	44	123	83	96	179
USA	102	461	252	58	106	651	362	453	815
Rest of North America	24	55	22	11	23	67	53	48	101
Central and South America	9	61	42	13	16	83	48	64	112
Middle East	26	92	47	6	29	130	49	116	165
Hong Kong	8	16	8	5	4	23	22	10	32
Mainland China	77	154	110	29	68	244	193	148	341
Taiwan	0	5	4	1	4	4	4	5	9
Japan	20	61	54	11	33	91	40	95	135
South Korea	26	44	23	11	20	62	38	55	93
Malaysia	11	15	11	1	7	29	20	17	37
Thailand	2	1	2	0	0	5	3	2	5
India	37	108	80	19	60	146	57	168	225
Pakistan, Sri Lanka and Bangladesh	18	59	31	12	20	76	38	70	108
Central Asia	9	11	30	17	4	29	22	28	50
Remainder of Far East	16	42	13	2	10	59	32	39	71
Australasia	39	91	65	18	35	142	76	119	195
<b>Total</b>	<b>1,126</b>	<b>2,424</b>	<b>1,606</b>	<b>459</b>	<b>933</b>	<b>3,764</b>	<b>2,266</b>	<b>2,890</b>	<b>5,156</b>
<b>As a % of all new pupils</b>	<b>3.7%</b>	<b>5.6%</b>	<b>5.5%</b>	<b>5.1%</b>	<b>6.4%</b>	<b>4.7%</b>	<b>4.6%</b>	<b>5.3%</b>	<b>5.0%</b>

**Table 13. British pupils with parents living overseas**

This table shows the number of British pupils whose parents live abroad or serve in HM Forces as well as the number who are new to their school this year.

British pupils whose parents:	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Live abroad	3,008	1,629	312	485	686	3,778	4,704	245	4,949
Serve in HM Forces	1,297	1,509	1,305	224	410	3,477	3,697	414	4,111
<b>New British pupils whose parents:</b>									
Live abroad	890	528	93	141	166	1,204	1,433	78	1,511
Serve in HM Forces	159	237	263	32	62	565	582	77	659

**Table 14. Destination of post-18 school leavers**

This table shows the percentage of school leavers in all ISC schools arriving at various destinations post-18.

	Senior	Mixed-age	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
% of higher education (inc. university and deferred entries)	91.1	91.5	93.8	95.9	90.0	90.1	93.0	91.3
% to university and deferred entries	89.5	89.0	92.0	93.8	87.9	87.9	91.1	89.3
% to re-take A-levels	1.1	1.4	1.4	1.1	1.3	1.3	1.2	1.2
% to further education or training	1.6	1.9	0.8	0.9	2.0	1.8	1.6	1.7
% to employment	1.3	1.7	1.5	0.7	1.7	1.7	1.2	1.5
% to other (including unknown)	4.9	3.5	2.6	1.4	5.1	5.1	3.0	4.2
<b>Total number recorded</b>	<b>23,213</b>	<b>20,787</b>	<b>4,424</b>	<b>7,046</b>	<b>32,530</b>	<b>25,875</b>	<b>18,125</b>	<b>44,000</b>

**Table 15. Destination of pupils going to non-UK universities**

This table shows the destination of post-18 school leavers going to non-UK universities from ISC schools.

	Senior	Mixed-age	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
USA	524	214	89	111	538	565	173	738
Hong Kong	86	67	5	31	117	150	3	153
Netherlands	68	41	5	13	91	89	20	109
Canada	64	31	9	13	73	66	29	95
Spain	30	23	5	11	37	42	11	53
Ireland	28	22	6	13	31	36	14	50
Germany	26	22	5	2	41	45	3	48
Australia	19	15	5	6	23	29	5	34
Other countries	21	13	1	7	26	26	8	34
Japan	27	5	0	7	25	26	6	32
France	16	14	2	1	27	24	6	30
Unknown	15	15	1	1	28	23	7	30
Switzerland	16	12	0	3	25	24	4	28
Italy	15	4	0	1	18	16	3	19
Czech Republic	3	11	1	3	10	6	8	14
Belgium	2	7	0	1	8	5	4	9
Bulgaria	4	5	0	2	7	3	6	9
Austria	3	5	1	0	7	8	0	8
Russia	4	4	0	1	7	7	1	8
UAE	2	4	0	0	6	5	1	6
South Korea	3	3	0	1	5	4	2	6
Norway	1	4	0	0	5	5	0	5
South Africa	2	3	0	1	4	3	2	5
Hungary	1	3	1	0	3	4	0	4
Poland	2	2	0	0	4	4	0	4
China	2	1	0	0	3	2	1	3
<b>Total</b>	<b>984</b>	<b>550</b>	<b>136</b>	<b>229</b>	<b>1,169</b>	<b>1,217</b>	<b>317</b>	<b>1,534</b>
<b>% of all pupils going to higher education</b>	<b>4.7%</b>	<b>2.9%</b>	<b>3.3%</b>	<b>3.4%</b>	<b>4.0%</b>	<b>5.2%</b>	<b>1.9%</b>	<b>3.8%</b>



**Table 16. Size of schools**

This table shows all ISC schools by type and various size brackets.

School Size	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
5-50	11	2	11	1	1	22	3	21	24
51-100	12	14	40	4	5	57	21	45	66
101-150	11	22	113	10	9	127	37	109	146
151-200	9	29	108	14	21	111	36	110	146
201-250	15	24	77	7	12	97	43	73	116
251-300	11	25	66	8	14	80	38	64	102
301-350	19	27	71	16	14	87	49	68	117
351-400	12	32	41	10	7	68	39	46	85
401-450	14	17	35	3	15	48	40	26	66
451-500	15	25	23	5	6	52	28	35	63
501-550	12	22	12	3	12	31	18	28	46
551-600	15	22	5	1	9	32	27	15	42
601-650	12	18	3	2	10	21	14	19	33
651-700	15	11	2	4	4	20	14	14	28
701-750	11	14	1	2	6	18	13	13	26
751-800	11	10	0	2	1	18	14	7	21
801-850	11	9	2	3	4	15	12	10	22
851-900	6	17	0	3	7	13	6	17	23
901-950	6	14	1	3	7	11	5	16	21
951-1000	3	9	0	1	3	8	4	8	12
1001-1050	3	7	0	0	1	9	4	6	10
1051-1100	2	14	0	2	4	10	5	11	16
1101-1150	4	6	0	1	1	8	3	7	10
1151-1200	1	6	0	0	1	6	3	4	7
1201-1250	1	6	0	3	0	4	4	3	7
1251-1300	1	4	1	1	0	5	1	5	6
1301-1350	1	0	0	1	0	0	1	0	1
1351-1400	0	2	0	0	0	2	0	2	2
1401-1450	0	2	0	1	0	1	1	1	2
1451-1500	1	2	0	0	0	3	2	1	3
1501-1550	0	1	0	1	0	0	0	1	1
1551-1600	0	2	0	0	0	2	0	2	2
1601-1650	0	2	0	0	0	2	0	2	2
1651-1700	0	2	0	0	0	2	1	1	2
1701+	0	4	0	0	0	4	1	3	4
<b>Total</b>	<b>245</b>	<b>423</b>	<b>612</b>	<b>112</b>	<b>174</b>	<b>994</b>	<b>487</b>	<b>793</b>	<b>1,280</b>
<b>average size</b>	<b>501</b>	<b>574</b>	<b>250</b>	<b>454</b>	<b>462</b>	<b>390</b>	<b>437</b>	<b>385</b>	<b>405</b>

**Table 17. Boarders as a percentage of all pupils**

This table shows all ISC schools grouped by type and percentage of boarders.

% Boarders	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
0	77	255	461	74	120	599	0	793	793
1-4	4	9	21	4	3	27	34	0	34
5-9	6	20	35	3	2	56	61	0	61
10-14	8	37	29	6	10	58	74	0	74
15 - 19	6	23	20	3	4	42	49	0	49
20 - 24	6	18	6	3	4	23	30	0	30
25 - 29	8	10	7	0	3	22	25	0	25
30 - 34	8	15	7	2	0	28	30	0	30
35 - 39	8	5	4	0	2	15	17	0	17
40 - 44	8	9	5	2	7	13	22	0	22
45 - 49	7	1	3	0	1	10	11	0	11
50 - 54	8	5	0	1	3	9	13	0	13
55 - 59	11	3	3	2	3	12	17	0	17
60 - 64	6	5	2	0	0	13	13	0	13
65 - 69	9	2	1	1	1	10	12	0	12
70 - 74	3	2	0	0	1	4	5	0	5
75 - 79	10	2	1	1	2	10	13	0	13
80 - 84	11	0	1	1	2	9	12	0	12
85 - 89	8	1	3	2	0	10	12	0	12
90 - 94	10	1	0	1	2	8	11	0	11
95 - 99	12	0	0	1	3	8	12	0	12
100	11	0	3	5	1	8	14	0	14
<b>Total</b>	<b>245</b>	<b>423</b>	<b>612</b>	<b>112</b>	<b>174</b>	<b>994</b>	<b>487</b>	<b>793</b>	<b>1,280</b>
<b>% boarders</b>	<b>37.6%</b>	<b>7.3%</b>	<b>4.5%</b>	<b>13.4%</b>	<b>10.7%</b>	<b>14.3%</b>	<b>33.2%</b>	<b>0.0%</b>	<b>13.6%</b>

**Table 18. Boys as a percentage of all pupils**

This table shows all ISC schools grouped by percentage of boys.

% Boys	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
0	47	71	26	0	144	0	45	99	144
1-4	0	14	10	0	17	7	10	14	24
5-9	1	9	8	0	11	7	4	14	18
10-14	0	10	5	0	1	14	3	12	15
15 - 19	0	8	6	0	1	13	4	10	14
20 - 24	1	8	5	0	0	14	4	10	14
25 - 29	2	4	1	0	0	7	1	6	7
30 - 34	4	5	2	0	0	11	4	7	11
35 - 39	2	2	9	0	0	13	4	9	13
40 - 44	4	3	25	0	0	32	6	26	32
45 - 49	11	28	68	0	0	107	29	78	107
50 - 54	27	89	136	1*	0	251	94	158	252
55 - 59	51	69	149	0	0	269	114	155	269
60 - 64	39	35	52	0	0	126	74	52	126
65 - 69	9	22	25	0	0	56	27	29	56
70 - 74	8	9	6	0	0	23	11	12	23
75 - 79	3	4	1	0	0	8	4	4	8
80 - 84	3	2	5	0	0	10	3	7	10
85 - 89	3	1	0	0	0	4	1	3	4
90 - 94	5	7	7	5	0	14	3	16	19
95 - 99	2	4	7	5	0	8	6	7	13
100	23	19	59	101	0	0	36	65	101
<b>Total</b>	<b>245</b>	<b>423</b>	<b>612</b>	<b>112</b>	<b>174</b>	<b>994</b>	<b>487</b>	<b>793</b>	<b>1,280</b>
<b>% boys</b>	<b>55.3%</b>	<b>45.2%</b>	<b>56.8%</b>	<b>99.5%</b>	<b>0.5%</b>	<b>55.1%</b>	<b>54.3%</b>	<b>48.7%</b>	<b>51.0%</b>

\* This school falls into the single-sex: boys' category because the Reception year is all boys, but the Nursery is co-ed.

**Table 19. Teacher numbers**

This table shows the number of teachers in all ISC schools by type of school.

Full-time	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Men	7,729	8,850	3,953	3,131	1,676	15,725	11,455	9,077	20,532
Women	6,300	13,172	8,568	1,877	5,724	20,439	11,776	16,264	28,040
<b>Total</b>	<b>14,029</b>	<b>22,022</b>	<b>12,521</b>	<b>5,008</b>	<b>7,400</b>	<b>36,164</b>	<b>23,231</b>	<b>25,341</b>	<b>48,572</b>
<b>Part-time</b>									
Men	1,017	1,209	522	257	322	2,169	1,473	1,275	2,748
Women	2,931	6,228	3,595	685	2,901	9,168	5,571	7,183	12,754
<b>Total</b>	<b>3,948</b>	<b>7,437</b>	<b>4,117</b>	<b>942</b>	<b>3,223</b>	<b>11,337</b>	<b>7,044</b>	<b>8,458</b>	<b>15,502</b>
<b>Part-time hours</b>									
Men	14,570	18,927	8,156	3,947	4,855	32,851	21,908	19,746	41,654
Women	45,634	109,727	65,505	12,476	48,942	159,447	93,766	127,100	220,866
<b>Total</b>	<b>60,204</b>	<b>128,654</b>	<b>73,662</b>	<b>16,423</b>	<b>53,798</b>	<b>192,299</b>	<b>115,674</b>	<b>146,845</b>	<b>262,519</b>
<b>Overall full-time equivalent (32.5 hours = 1 full-time)</b>									
Men	8,177	9,432	4,204	3,252	1,825	16,736	12,129	9,685	21,814
Women	7,704	16,548	10,584	2,261	7,230	25,345	14,661	20,175	34,836
<b>Total</b>	<b>15,881</b>	<b>25,981</b>	<b>14,788</b>	<b>5,513</b>	<b>9,055</b>	<b>42,081</b>	<b>26,790</b>	<b>29,859</b>	<b>56,650</b>

This year we excluded nursery teachers.

**Table 20. Teaching assistant numbers**

This table shows the number of teaching assistants in all ISC schools by type of school.

Full-time	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Men	88	231	328	80	26	541	240	407	647
Women	158	1,634	3,056	329	569	3,950	1,322	3,526	4,848
<b>Total</b>	<b>246</b>	<b>1,865</b>	<b>3,384</b>	<b>409</b>	<b>595</b>	<b>4,491</b>	<b>1,562</b>	<b>3,933</b>	<b>5,495</b>
<b>Part-time</b>									
Men	68	125	121	22	12	280	133	181	314
Women	301	1,593	2,241	235	487	3,413	1,417	2,718	4,135
<b>Total</b>	<b>369</b>	<b>1,718</b>	<b>2,362</b>	<b>257</b>	<b>499</b>	<b>3,693</b>	<b>1,550</b>	<b>2,899</b>	<b>4,449</b>
<b>Part-time hours</b>									
Men	1,142	2,435	2,032	459	202	4,948	2,324	3,285	5,609
Women	4,937	31,552	43,990	4,051	9,988	66,439	27,421	53,058	80,478
<b>Total</b>	<b>6,079</b>	<b>33,987</b>	<b>46,022</b>	<b>4,510</b>	<b>10,190</b>	<b>71,387</b>	<b>29,744</b>	<b>56,343</b>	<b>86,087</b>
<b>Overall full-time equivalent (32.5 hours = 1 full-time)</b>									
Men	123	306	391	94	32	693	311	508	820
Women	310	2,605	4,410	454	876	5,994	2,166	5,159	7,324
<b>Total</b>	<b>433</b>	<b>2,911</b>	<b>4,800</b>	<b>548</b>	<b>909</b>	<b>6,688</b>	<b>2,477</b>	<b>5,667</b>	<b>8,144</b>

This year we excluded nursery staff.

**Table 21. Pupil-teacher ratios**

This table shows the pupil and teacher gender ratios along with the overall pupil-teacher ratio in ISC schools.

Pupils	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Boys	67,894	109,556	87,032	50,557	372	213,553	115,646	148,836	264,482
Girls	54,792	133,046	66,112	251	80,021	173,678	97,330	156,620	253,950
<b>Total</b>	<b>122,686</b>	<b>242,602</b>	<b>153,144</b>	<b>50,808</b>	<b>80,393</b>	<b>387,231</b>	<b>212,976</b>	<b>305,456</b>	<b>518,432</b>
<b>Gender ratios</b>									
Boys: girls (pupils)	1.2:1	0.8:1	1.3:1	201.4:1	0.0:1	1.2:1	1.2:1	1.0:1	1.0:1
Men: women (teachers)	1.1:1	0.6:1	0.4:1	1.4:1	0.3:1	0.7:1	0.8:1	0.5:1	0.6:1
Men: women (teaching assistants)	0.4:1	0.1:1	0.1:1	0.2:1	0.0:1	0.1:1	0.1:1	0.1:1	0.1:1
<b>Pupil-teacher ratios*</b>	<b>7.7:1</b>	<b>8.9:1</b>	<b>9.2:1</b>	<b>9:1</b>	<b>8.6:1</b>	<b>8.6:1</b>	<b>7.7:1</b>	<b>9.5:1</b>	<b>8.7:1</b>

\* Pupil-teacher ratio excludes nursery teachers and nursery pupils.

**Table 22. Changes to full-time teachers**

This table shows the number of full-time teachers coming into ISC schools (broken down by previous occupation) and leaving ISC schools (broken down by destination).

Arriving from	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Independent schools	779	914	687	265	450	1,665	1,205	1,175	2,380
State-funded schools	617	1,259	649	186	421	1,918	1,022	1,503	2,525
ITT at university or training college	128	177	90	32	66	297	175	220	395
New graduates	192	157	142	74	63	354	238	253	491
Industry	97	86	56	32	30	177	127	112	239
Outside the UK	110	213	88	42	60	309	195	216	411
Retirement	17	37	17	8	10	53	38	33	71
Maternity leave	82	202	88	23	67	282	125	247	372
Part-time	90	189	94	13	97	263	174	199	373
Other	174	267	171	39	81	492	290	322	612
<b>Total</b>	<b>2,286</b>	<b>3,501</b>	<b>2,082</b>	<b>714</b>	<b>1,345</b>	<b>5,810</b>	<b>3,589</b>	<b>4,280</b>	<b>7,869</b>
<b>Going to</b>									
Independent schools	585	724	467	194	288	1,294	872	904	1,776
State-funded schools	168	367	146	38	109	534	308	373	681
Industry	69	102	50	35	34	152	107	114	221
Outside the UK	108	179	109	54	58	284	199	197	396
Retirement	376	683	412	138	230	1,103	705	766	1,471
Maternity leave	146	338	238	57	144	521	223	499	722
Part-time	104	201	83	14	121	253	175	213	388
Other	431	636	336	100	245	1,058	670	733	1,403
<b>Total</b>	<b>1,987</b>	<b>3,230</b>	<b>1,841</b>	<b>630</b>	<b>1,229</b>	<b>5,199</b>	<b>3,259</b>	<b>3,799</b>	<b>7,058</b>
<b>Net gain</b>									
Independent schools	194	190	220	71	162	371	333	271	604
State-funded schools	449	892	503	148	312	1,384	714	1,130	1,844
Industry	28	-16	6	-3	-4	25	20	-2	18
Outside the UK	2	34	-21	-12	2	25	-4	19	15
Retirement	-359	-646	-395	-130	-220	-1,050	-667	-733	-1,400
Maternity leave	-64	-136	-150	-34	-77	-239	-98	-252	-350
Part-time	-14	-12	11	-1	-24	10	-1	-14	-15
Other	-257	-369	-165	-61	-164	-566	-380	-411	-791
<b>Total</b>	<b>299</b>	<b>271</b>	<b>241</b>	<b>84</b>	<b>116</b>	<b>611</b>	<b>330</b>	<b>481</b>	<b>811</b>
<b>Full-time teachers</b>									
Turnover as % of full-time teachers	14.2	14.7	14.7	12.6	16.6	14.4	14.0	15.0	14.5
Gain as % of full-time teachers	2.1	1.2	1.9	1.7	1.6	1.7	1.4	1.9	1.7
<b>Total</b>	<b>14,029</b>	<b>22,022</b>	<b>12,521</b>	<b>5,008</b>	<b>7,400</b>	<b>36,164</b>	<b>23,231</b>	<b>25,341</b>	<b>48,572</b>

**Table 23. SEND pupils**

This table shows the numbers of pupils who have been identified with specific SEND.

Types of SEND	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
<b>Cognition and learning</b>									
Dyscalculia	285	1,031	569	80	270	1,535	900	985	1,885
Dyslexia	8,970	15,829	6,615	2,704	4,281	24,429	16,948	14,466	31,414
Dyspraxia	1,561	2,432	1,382	648	563	4,164	2,781	2,594	5,375
Information processing	3,401	5,796	2,308	861	1,670	8,974	6,247	5,258	11,505
Moderate learning difficulties (MLDs)	818	1,585	1,650	353	356	3,344	1,914	2,139	4,053
Severe learning difficulties (SLDs)	46	90	194	9	37	284	197	133	330
<b>Communication and interaction</b>									
Autism spectrum disorder/Asperger's syndrome	753	2,393	854	521	262	3,217	1,741	2,259	4,000
Speech and language	403	2,224	2,624	522	325	4,404	2,035	3,216	5,251
<b>Social, emotional and mental health</b>									
Anxiety	1,002	1,842	454	229	547	2,522	1,510	1,788	3,298
Attachment disorder	68	172	78	20	18	280	160	158	318
Attention deficit disorder (ADD) and/or Attention deficit hyperactivity disorder (ADHD)	968	1,665	792	380	256	2,789	1,840	1,585	3,425
Depression	618	723	48	94	253	1,042	652	737	1,389
Eating disorders	277	478	49	29	217	558	337	467	804
Oppositional defiance disorder (ODD)	25	87	42	9	10	135	57	97	154
Self-harm	419	782	16	32	283	902	520	697	1,217
Substance misuse	32	46	0	7	2	69	44	34	78
Other emotional or behaviour needs or physical symptoms otherwise medically unexplained	441	763	491	109	159	1,427	756	939	1,695
<b>Sensory and physical</b>									
Cerebral palsy	31	136	87	18	25	211	91	163	254
Down's syndrome	2	15	17	1	1	32	9	25	34
Epilepsy	163	335	146	54	108	482	251	393	644
Gross and fine motor skills	525	1,647	1,542	459	223	3,032	1,460	2,254	3,714
Hearing impairment	369	785	505	132	290	1,237	620	1,039	1,659
Multi-sensory impairment (MSI)	13	105	42	7	12	141	67	93	160
Physical disabilities	136	371	159	46	123	497	256	410	666
Profound & multiple learning difficulties (PMLDs)	1	12	28	2	0	39	13	28	41
Tourette's syndrome	47	87	29	24	10	129	76	87	163
Visual impairment	318	599	347	127	173	964	447	817	1,264
<b>Other</b>									
Other unspecified	1,510	2,128	1,625	498	674	4,091	2,237	3,026	5,263
<b>Total</b>	<b>18,258</b>	<b>32,664</b>	<b>17,519</b>	<b>6,536</b>	<b>8,771</b>	<b>53,134</b>	<b>33,576</b>	<b>34,865</b>	<b>68,441</b>
<b>% pupils with SEND</b>	<b>14.9%</b>	<b>13.5%</b>	<b>11.4%</b>	<b>12.9%</b>	<b>10.9%</b>	<b>13.7%</b>	<b>15.8%</b>	<b>11.4%</b>	<b>13.2%</b>

Some pupils have more than one SEND: they are counted under each individual category of SEND, but are counted only once in the total.

## Appendix Two

### Comparative Tables

Tables in Appendix Two show comparative figures for the 1,249 schools that participated in the Census in both 2015 and 2016. In each table the 2016 figures are printed in bold and the 2015 figures are printed in italics. Figures highlighted in yellow show the percentage change between the two years. Where schools are categorised by age, gender and by day and boarding the categorisation is based on the school as it is in 2016. In a small number of cases this will differ from how the school would have been categorised in 2015.

**Table 1a. Changes to pupil numbers by association**

This table gives total school and pupil numbers for schools that participated in the Census in both 2015 and 2016, including a breakdown by ISC association. Where schools are in more than one association, the figures are included in all associations of which the school is in membership.

	GSA	HMC	IAPS	ISA	SofH	Total
Number of schools	151	276	597	344	106	1,249
<b>Pupils</b>						
<b>Boarders (boys)</b>	<b>32</b>	<b>25,886</b>	<b>9,510</b>	<b>4,805</b>	<b>4,428</b>	<b>38,468</b>
	<i>27</i>	<i>26,003</i>	<i>9,653</i>	<i>4,838</i>	<i>4,605</i>	<i>38,803</i>
	18.5%	-0.4%	-1.5%	-0.7%	-3.8%	-0.9%
<b>Boarders (girls)</b>	<b>9,121</b>	<b>17,735</b>	<b>6,687</b>	<b>3,698</b>	<b>3,747</b>	<b>31,395</b>
	<i>9,371</i>	<i>17,610</i>	<i>6,961</i>	<i>3,636</i>	<i>3,819</i>	<i>31,682</i>
	-2.7%	0.7%	-3.9%	1.7%	-1.9%	-0.9%
<b>Day pupils (boys)</b>	<b>2,566</b>	<b>106,713</b>	<b>114,248</b>	<b>37,121</b>	<b>22,406</b>	<b>224,197</b>
	<i>2,504</i>	<i>106,970</i>	<i>113,855</i>	<i>37,301</i>	<i>22,286</i>	<i>224,066</i>
	2.5%	-0.2%	0.3%	-0.5%	0.5%	0.1%
<b>Day pupils (girls)</b>	<b>70,326</b>	<b>72,792</b>	<b>99,150</b>	<b>36,275</b>	<b>17,133</b>	<b>220,835</b>
	<i>70,849</i>	<i>71,192</i>	<i>98,620</i>	<i>36,502</i>	<i>17,204</i>	<i>219,742</i>
	-0.7%	2.2%	0.5%	-0.6%	-0.4%	0.5%
<b>Total (boys)</b>	<b>2,598</b>	<b>132,599</b>	<b>123,758</b>	<b>41,926</b>	<b>26,834</b>	<b>262,665</b>
	<i>2,531</i>	<i>132,973</i>	<i>123,508</i>	<i>42,139</i>	<i>26,891</i>	<i>262,869</i>
	2.6%	-0.3%	0.2%	-0.5%	-0.2%	-0.1%
<b>Total (girls)</b>	<b>79,447</b>	<b>90,527</b>	<b>105,837</b>	<b>39,973</b>	<b>20,880</b>	<b>252,230</b>
	<i>80,220</i>	<i>88,802</i>	<i>105,581</i>	<i>40,138</i>	<i>21,023</i>	<i>251,424</i>
	-1.0%	1.9%	0.2%	-0.4%	-0.7%	0.3%
<b>Grand Total</b>	<b>82,045</b>	<b>223,126</b>	<b>229,595</b>	<b>81,899</b>	<b>47,714</b>	<b>514,895</b>
	<i>82,751</i>	<i>221,775</i>	<i>229,089</i>	<i>82,277</i>	<i>47,914</i>	<i>514,293</i>
	-0.9%	0.6%	0.2%	-0.5%	-0.4%	0.1%

**Table 1b. Changes to pupil numbers by category of school**

This table gives total school and pupil numbers for schools that participated in the Census in both 2015 and 2016, including a breakdown by category of school. The girls at "Single-sex: boys" schools and the boys at "Single-sex: girls" schools are all in the nursery.

Schools	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Number of schools	231	416	602	111	173	965	480	769	1,249
<b>Pupils</b>									
<b>Boarders (boys)</b>	<b>24,798</b>	<b>8,982</b>	<b>4,688</b>	<b>6,802</b>	<b>0</b>	<b>31,666</b>	<b>38,468</b>	<b>0</b>	<b>38,468</b>
	<i>24,934</i>	<i>9,083</i>	<i>4,786</i>	<i>6,776</i>	<i>0</i>	<i>32,027</i>	<i>38,784</i>	<i>19</i>	<i>38,803</i>
	-0.5%	-1.1%	-2.0%	0.4%		-1.1%	-0.8%		-0.9%
<b>Boarders (girls)</b>	<b>20,616</b>	<b>8,507</b>	<b>2,272</b>	<b>0</b>	<b>8,563</b>	<b>22,832</b>	<b>31,395</b>	<b>0</b>	<b>31,395</b>
	<i>20,723</i>	<i>8,591</i>	<i>2,368</i>	<i>0</i>	<i>8,787</i>	<i>22,895</i>	<i>31,666</i>	<i>16</i>	<i>31,682</i>
	-0.5%	-1.0%	-4.1%		-2.5%	-0.3%	-0.9%		-0.9%
<b>Day pupils (boys)</b>	<b>42,364</b>	<b>99,952</b>	<b>81,881</b>	<b>43,616</b>	<b>372</b>	<b>180,209</b>	<b>76,673</b>	<b>147,524</b>	<b>224,197</b>
	<i>42,438</i>	<i>99,972</i>	<i>81,656</i>	<i>43,688</i>	<i>386</i>	<i>179,992</i>	<i>76,617</i>	<i>147,449</i>	<i>224,066</i>
	-0.2%	-0.0%	0.3%	-0.2%	-3.6%	0.1%	0.1%	0.1%	0.1%
<b>Day pupils (girls)</b>	<b>33,668</b>	<b>123,727</b>	<b>63,440</b>	<b>251</b>	<b>71,410</b>	<b>149,174</b>	<b>65,542</b>	<b>155,293</b>	<b>220,835</b>
	<i>32,500</i>	<i>124,174</i>	<i>63,068</i>	<i>277</i>	<i>71,791</i>	<i>147,674</i>	<i>65,081</i>	<i>154,661</i>	<i>219,742</i>
	3.6%	-0.4%	0.6%	-9.4%	-0.5%	1.0%	0.7%	0.4%	0.5%
<b>Total (boys)</b>	<b>67,162</b>	<b>108,934</b>	<b>86,569</b>	<b>50,418</b>	<b>372</b>	<b>211,875</b>	<b>115,141</b>	<b>147,524</b>	<b>262,665</b>
	<i>67,372</i>	<i>109,055</i>	<i>86,442</i>	<i>50,464</i>	<i>386</i>	<i>212,019</i>	<i>115,401</i>	<i>147,468</i>	<i>262,869</i>
	-0.3%	-0.1%	0.1%	-0.1%	-3.6%	-0.1%	-0.2%	0.0%	-0.1%
<b>Total (girls)</b>	<b>54,284</b>	<b>132,234</b>	<b>65,712</b>	<b>251</b>	<b>79,973</b>	<b>172,006</b>	<b>96,937</b>	<b>155,293</b>	<b>252,230</b>
	<i>53,223</i>	<i>132,765</i>	<i>65,436</i>	<i>277</i>	<i>80,578</i>	<i>170,569</i>	<i>96,747</i>	<i>154,677</i>	<i>251,424</i>
	2.0%	-0.4%	0.4%	-9.4%	-0.8%	0.8%	0.2%	0.4%	0.3%
<b>Grand Total</b>	<b>121,446</b>	<b>241,168</b>	<b>152,281</b>	<b>50,669</b>	<b>80,345</b>	<b>383,881</b>	<b>212,078</b>	<b>302,817</b>	<b>514,895</b>
	<i>120,595</i>	<i>241,820</i>	<i>151,878</i>	<i>50,741</i>	<i>80,964</i>	<i>382,588</i>	<i>212,148</i>	<i>302,145</i>	<i>514,293</i>
	0.7%	-0.3%	0.3%	-0.1%	-0.8%	0.3%	-0.0%	0.2%	0.1%

**Table 2. Changes to pupil numbers by age**

This table gives numbers of pupils in ISC schools that participated in the Census in both 2015 and 2016 by age, gender and day/boarding.

Age	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
<b>0-2</b>	<b>0</b>	<b>4,743</b>	<b>0</b>	<b>4,899</b>	<b>9,642</b>
	0	5,141	0	5,219	10,360
		-7.7%		-6.1%	-6.9%
<b>3</b>	<b>0</b>	<b>8,075</b>	<b>0</b>	<b>8,301</b>	<b>16,376</b>
	0	8,417	0	8,713	17,130
		-4.1%		-4.7%	-4.4%
<b>4</b>	<b>0</b>	<b>10,341</b>	<b>0</b>	<b>10,539</b>	<b>20,880</b>
	0	10,194	0	10,444	20,638
		1.4%		0.9%	1.2%
<b>5</b>	<b>0</b>	<b>10,913</b>	<b>0</b>	<b>10,944</b>	<b>21,857</b>
	0	11,098	1	10,896	21,995
		-1.7%	-100.0%	0.4%	-0.6%
<b>6</b>	<b>1</b>	<b>11,708</b>	<b>3</b>	<b>11,448</b>	<b>23,160</b>
	5	11,834	4	11,731	23,574
	-80.0%	-1.1%	-25.0%	-2.4%	-1.8%
<b>7</b>	<b>66</b>	<b>13,513</b>	<b>53</b>	<b>12,998</b>	<b>26,630</b>
	87	13,758	47	12,994	26,886
	-24.1%	-1.8%	12.8%	0.0%	-1.0%
<b>8</b>	<b>339</b>	<b>14,555</b>	<b>171</b>	<b>13,803</b>	<b>28,868</b>
	376	13,961	164	13,377	27,878
	-9.8%	4.3%	4.3%	3.2%	3.6%
<b>9</b>	<b>656</b>	<b>14,895</b>	<b>371</b>	<b>14,378</b>	<b>30,300</b>
	591	14,679	379	14,073	29,722
	11.0%	1.5%	-2.1%	2.2%	1.9%
<b>10</b>	<b>959</b>	<b>15,489</b>	<b>590</b>	<b>14,865</b>	<b>31,903</b>
	1,049	15,509	676	14,969	32,203
	-8.6%	-0.1%	-12.7%	-0.7%	-0.9%
<b>11</b>	<b>1,824</b>	<b>18,698</b>	<b>1,583</b>	<b>18,175</b>	<b>40,280</b>
	1,896	18,320	1,555	17,316	39,087
	-3.8%	2.1%	1.8%	5.0%	3.1%
<b>12</b>	<b>2,340</b>	<b>18,641</b>	<b>1,984</b>	<b>17,849</b>	<b>40,814</b>
	2,368	17,840	1,878	17,224	39,310
	-1.2%	4.5%	5.6%	3.6%	3.8%
<b>13</b>	<b>4,207</b>	<b>17,039</b>	<b>3,120</b>	<b>17,156</b>	<b>41,522</b>
	4,341	17,227	3,203	17,169	41,940
	-3.1%	-1.1%	-2.6%	-0.1%	-1.0%
<b>14</b>	<b>5,108</b>	<b>17,270</b>	<b>3,957</b>	<b>17,471</b>	<b>43,806</b>
	5,181	17,491	4,098	17,410	44,180
	-1.4%	-1.3%	-3.4%	0.4%	-0.8%
<b>15</b>	<b>5,942</b>	<b>17,391</b>	<b>4,815</b>	<b>17,532</b>	<b>45,680</b>
	6,032	17,994	4,870	18,113	47,009
	-1.5%	-3.4%	-1.1%	-3.2%	-2.8%
<b>16</b>	<b>7,128</b>	<b>14,884</b>	<b>6,233</b>	<b>14,764</b>	<b>43,009</b>
	7,289	14,954	6,298	14,516	43,057
	-2.2%	-0.5%	-1.0%	1.7%	-0.1%
<b>17</b>	<b>7,379</b>	<b>13,882</b>	<b>6,336</b>	<b>13,720</b>	<b>41,317</b>
	7,211	13,808	6,499	13,924	41,442
	2.3%	0.5%	-2.5%	-1.5%	-0.3%
<b>18</b>	<b>2,004</b>	<b>1,823</b>	<b>1,806</b>	<b>1,726</b>	<b>7,359</b>
	1,907	1,510	1,652	1,374	6,443
	5.1%	20.7%	9.3%	25.6%	14.2%
<b>19</b>	<b>515</b>	<b>337</b>	<b>373</b>	<b>267</b>	<b>1,492</b>
	470	331	358	280	1,439
	9.6%	1.8%	4.2%	-4.6%	3.7%
<b>Total</b>	<b>38,468</b>	<b>224,197</b>	<b>31,395</b>	<b>220,835</b>	<b>514,895</b>
	38,803	224,066	31,682	219,742	514,293
	-0.9%	0.1%	-0.9%	0.5%	0.1%

**Table 3. Changes to pupil numbers by year group**

This table gives numbers of pupils in ISC schools that participated in the Census in both 2015 and 2016 by year group, gender and day/boarding.

Year group	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
<b>Nursery</b>	<b>0</b>	<b>13,469</b>	<b>0</b>	<b>13,808</b>	<b>27,277</b>
	0	13,820	0	14,100	27,920
		-2.5%		-2.1%	-2.3%
<b>Reception</b>	<b>0</b>	<b>10,363</b>	<b>0</b>	<b>10,446</b>	<b>20,809</b>
	0	10,188	0	10,370	20,558
		1.7%		0.7%	1.2%
<b>Year 1</b>	<b>0</b>	<b>10,991</b>	<b>0</b>	<b>10,951</b>	<b>21,942</b>
	0	11,088	0	10,958	22,046
		-0.9%		-0.1%	-0.5%
<b>Year 2</b>	<b>2</b>	<b>11,734</b>	<b>1</b>	<b>11,456</b>	<b>23,193</b>
	6	11,915	6	11,736	23,663
	-66.7%	-1.5%	-83.3%	-2.4%	-2.0%
<b>Year 3</b>	<b>73</b>	<b>13,578</b>	<b>57</b>	<b>13,092</b>	<b>26,800</b>
	87	13,778	48	13,043	26,956
	-16.1%	-1.5%	18.8%	0.4%	-0.6%
<b>Year 4</b>	<b>362</b>	<b>14,578</b>	<b>181</b>	<b>13,774</b>	<b>28,895</b>
	387	13,974	181	13,427	27,969
	-6.5%	4.3%	0.0%	2.6%	3.3%
<b>Year 5</b>	<b>680</b>	<b>14,904</b>	<b>377</b>	<b>14,397</b>	<b>30,358</b>
	607	14,747	378	14,102	29,834
	12.0%	1.1%	-0.3%	2.1%	1.8%
<b>Year 6</b>	<b>974</b>	<b>15,464</b>	<b>594</b>	<b>14,899</b>	<b>31,931</b>
	1,068	15,448	664	14,951	32,131
	-8.8%	0.1%	-10.5%	-0.3%	-0.6%
<b>Year 7</b>	<b>1,916</b>	<b>18,727</b>	<b>1,665</b>	<b>18,225</b>	<b>40,533</b>
	1,970	18,483	1,637	17,375	39,465
	-2.7%	1.3%	1.7%	4.9%	2.7%
<b>Year 8</b>	<b>2,443</b>	<b>18,633</b>	<b>2,010</b>	<b>17,794</b>	<b>40,880</b>
	2,446	17,905	1,936	17,229	39,516
	-0.1%	4.1%	3.8%	3.3%	3.5%
<b>Year 9</b>	<b>4,551</b>	<b>17,018</b>	<b>3,360</b>	<b>17,195</b>	<b>42,124</b>
	4,651	17,255	3,406	17,243	42,555
	-2.2%	-1.4%	-1.4%	-0.3%	-1.0%
<b>Year 10</b>	<b>5,621</b>	<b>17,432</b>	<b>4,289</b>	<b>17,699</b>	<b>45,041</b>
	5,597	17,626	4,446	17,491	45,160
	0.4%	-1.1%	-3.5%	1.2%	-0.3%
<b>Year 11</b>	<b>5,968</b>	<b>17,478</b>	<b>4,748</b>	<b>17,441</b>	<b>45,635</b>
	6,115	18,121	4,712	18,169	47,117
	-2.4%	-3.5%	0.8%	-4.0%	-3.1%
<b>Year 12</b>	<b>8,191</b>	<b>15,226</b>	<b>7,323</b>	<b>15,015</b>	<b>45,755</b>
	8,085	15,412	7,219	14,953	45,669
	1.3%	-1.2%	1.4%	0.4%	0.2%
<b>Year 13</b>	<b>7,687</b>	<b>14,602</b>	<b>6,790</b>	<b>14,643</b>	<b>43,722</b>
	7,784	14,306	7,049	14,595	43,734
	-1.2%	2.1%	-3.7%	0.3%	-0.0%
<b>Total</b>	<b>38,468</b>	<b>224,197</b>	<b>31,395</b>	<b>220,835</b>	<b>514,895</b>
	38,803	224,066	31,682	219,742	514,293
	-0.9%	0.1%	-0.9%	0.5%	0.1%



**Table 4. Changes to new pupil numbers by year group**

This table gives numbers of pupils in ISC schools that participated in the Census in both 2015 and 2016 by year group, gender and day/boarding.

Year group	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
<b>Nursery</b>	<b>0</b>	<b>7,180</b>	<b>0</b>	<b>7,294</b>	<b>14,474</b>
	0	7,440	0	7,441	14,881
		-3.5%		-2.0%	-2.7%
<b>Reception</b>	<b>0</b>	<b>4,669</b>	<b>0</b>	<b>4,964</b>	<b>9,633</b>
	0	4,800	0	4,872	9,672
		-2.7%		1.9%	-0.4%
<b>Year 1</b>	<b>0</b>	<b>1,324</b>	<b>1</b>	<b>1,190</b>	<b>2,515</b>
	0	1,399	2	1,283	2,684
		-5.4%	-50.0%	-7.2%	-6.3%
<b>Year 2</b>	<b>5</b>	<b>1,269</b>	<b>6</b>	<b>1,215</b>	<b>2,495</b>
	4	1,265	2	1,219	2,490
	25.0%	0.3%	200.0%	-0.3%	0.2%
<b>Year 3</b>	<b>39</b>	<b>3,197</b>	<b>28</b>	<b>2,538</b>	<b>5,802</b>
	57	3,344	27	2,628	6,056
	-31.6%	-4.4%	3.7%	-3.4%	-4.2%
<b>Year 4</b>	<b>190</b>	<b>1,870</b>	<b>76</b>	<b>1,572</b>	<b>3,708</b>
	238	1,815	82	1,594	3,729
	-20.2%	3.0%	-7.3%	-1.4%	-0.6%
<b>Year 5</b>	<b>167</b>	<b>1,671</b>	<b>112</b>	<b>1,668</b>	<b>3,618</b>
	183	1,672	106	1,603	3,564
	-8.7%	-0.1%	5.7%	4.1%	1.5%
<b>Year 6</b>	<b>252</b>	<b>1,480</b>	<b>169</b>	<b>1,305</b>	<b>3,206</b>
	286	1,508	193	1,348	3,335
	-11.9%	-1.9%	-12.4%	-3.2%	-3.9%
<b>Year 7</b>	<b>701</b>	<b>9,700</b>	<b>1,020</b>	<b>10,495</b>	<b>21,916</b>
	773	9,514	1,039	10,205	21,531
	-9.3%	2.0%	-1.8%	2.8%	1.8%
<b>Year 8</b>	<b>424</b>	<b>1,155</b>	<b>411</b>	<b>1,213</b>	<b>3,203</b>
	433	1,145	384	1,248	3,210
	-2.1%	0.9%	7.0%	-2.8%	-0.2%
<b>Year 9</b>	<b>3,729</b>	<b>3,792</b>	<b>2,223</b>	<b>2,239</b>	<b>11,983</b>
	3,854	3,933	2,181	2,307	12,275
	-3.2%	-3.6%	1.9%	-2.9%	-2.4%
<b>Year 10</b>	<b>1,167</b>	<b>654</b>	<b>1,205</b>	<b>914</b>	<b>3,940</b>
	1,162	650	1,267	938	4,017
	0.4%	0.6%	-4.9%	-2.6%	-1.9%
<b>Year 11</b>	<b>724</b>	<b>269</b>	<b>695</b>	<b>223</b>	<b>1,911</b>
	806	255	780	319	2,160
	-10.2%	5.5%	-10.9%	-30.1%	-11.5%
<b>Year 12</b>	<b>3,134</b>	<b>1,868</b>	<b>3,658</b>	<b>3,114</b>	<b>11,774</b>
	3,198	1,924	3,633	3,068	11,823
	-2.0%	-2.9%	0.7%	1.5%	-0.4%
<b>Year 13</b>	<b>545</b>	<b>476</b>	<b>484</b>	<b>456</b>	<b>1,961</b>
	666	532	520	541	2,259
	-18.2%	-10.5%	-6.9%	-15.7%	-13.2%
<b>Total</b>	<b>11,077</b>	<b>40,574</b>	<b>10,088</b>	<b>40,400</b>	<b>102,139</b>
	11,660	41,196	10,216	40,614	103,686
	-5.0%	-1.5%	-1.3%	-0.5%	-1.5%

Table 5. Changes to pupil numbers by region

For ISC schools that participated in the Census in both 2015 and 2016, this table gives the number of pupils and average termly fees by region.

Region	No. of schools	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total boarders	Total day pupils	Total pupils
<b>South East</b>	<b>370</b>	<b>15,397</b>	<b>57,734</b>	<b>12,045</b>	<b>58,888</b>	<b>27,442</b>	<b>116,622</b>	<b>144,064</b>
	370	15,687	57,228	12,277	58,550	27,964	115,778	143,742
<b>% change</b>		-1.8%	0.9%	-1.9%	0.6%	-1.9%	0.7%	0.2%
<b>Greater London</b>	<b>216</b>	<b>1,947</b>	<b>41,483</b>	<b>590</b>	<b>41,895</b>	<b>2,537</b>	<b>83,378</b>	<b>85,915</b>
	216	1,935	41,133	543	41,396	2,478	82,529	85,007
<b>% change</b>		0.6%	0.9%	8.7%	1.2%	2.4%	1.0%	1.1%
<b>The North</b>	<b>151</b>	<b>3,129</b>	<b>31,072</b>	<b>2,666</b>	<b>30,111</b>	<b>5,795</b>	<b>61,183</b>	<b>66,978</b>
	151	3,191	31,334	2,684	30,390	5,875	61,724	67,599
<b>% change</b>		-1.9%	-0.8%	-0.7%	-0.9%	-1.4%	-0.9%	-0.9%
<b>East Anglia</b>	<b>153</b>	<b>3,651</b>	<b>27,902</b>	<b>3,023</b>	<b>27,315</b>	<b>6,674</b>	<b>55,217</b>	<b>61,891</b>
	153	3,436	27,916	3,019	27,140	6,455	55,056	61,511
<b>% change</b>		6.3%	-0.1%	0.1%	0.6%	3.4%	0.3%	0.6%
<b>South West</b>	<b>134</b>	<b>6,700</b>	<b>17,482</b>	<b>6,865</b>	<b>17,493</b>	<b>13,565</b>	<b>34,975</b>	<b>48,540</b>
	134	6,740	17,602	6,894	17,486	13,634	35,088	48,722
<b>% change</b>		-0.6%	-0.7%	-0.4%	0.0%	-0.5%	-0.3%	-0.4%
<b>West Midlands</b>	<b>93</b>	<b>2,625</b>	<b>15,972</b>	<b>2,433</b>	<b>15,566</b>	<b>5,058</b>	<b>31,538</b>	<b>36,596</b>
	93	2,705	15,977	2,357	15,684	5,062	31,661	36,723
<b>% change</b>		-3.0%	-0.0%	3.2%	-0.8%	-0.1%	-0.4%	-0.3%
<b>East Midlands</b>	<b>63</b>	<b>2,544</b>	<b>9,971</b>	<b>1,767</b>	<b>10,171</b>	<b>4,311</b>	<b>20,142</b>	<b>24,453</b>
	63	2,573	9,991	1,849	10,216	4,422	20,207	24,629
<b>% change</b>		-1.1%	-0.2%	-4.4%	-0.4%	-2.5%	-0.3%	-0.7%
<b>Scotland</b>	<b>32</b>	<b>1,274</b>	<b>11,257</b>	<b>1,019</b>	<b>11,070</b>	<b>2,293</b>	<b>22,327</b>	<b>24,620</b>
	32	1,309	11,295	1,070	11,111	2,379	22,406	24,785
<b>% change</b>		-2.7%	-0.3%	-4.8%	-0.4%	-3.6%	-0.4%	-0.7%
<b>Wales</b>	<b>20</b>	<b>933</b>	<b>2,833</b>	<b>836</b>	<b>2,936</b>	<b>1,769</b>	<b>5,769</b>	<b>7,538</b>
	20	951	3,016	842	3,073	1,793	6,089	7,882
<b>% change</b>		-1.9%	-6.1%	-0.7%	-4.5%	-1.3%	-5.3%	-4.4%
<b>All</b>	<b>1,249</b>	<b>38,468</b>	<b>224,197</b>	<b>31,395</b>	<b>220,835</b>	<b>69,863</b>	<b>445,032</b>	<b>514,895</b>
	1,249	38,803	224,066	31,682	219,742	70,485	443,808	514,293
<b>% change</b>		-0.9%	0.1%	-0.9%	0.5%	-0.9%	0.3%	0.1%

Table 6. Changes to fees by region

Looking at ISC schools that participated in the Census in both 2015 and 2016, this table gives the average termly fees by region.

Region	Boarding fee	Day fee (boarding schools)	Day fee (day schools)	Day fee (average)	Overall average fee
<b>South East</b>	<b>£10,708</b>	<b>£6,208</b>	<b>£4,644</b>	<b>£4,968</b>	<b>£6,051</b>
	£10,354	£5,947	£4,458	£4,774	£5,847
	3.4%	4.4%	4.2%	4.1%	3.5%
<b>Greater London</b>	<b>£11,858</b>	<b>£8,000</b>	<b>£5,212</b>	<b>£5,276</b>	<b>£5,457</b>
	£11,571	£7,221	£5,023	£5,066	£5,237
	2.5%	10.8%	3.8%	4.1%	4.2%
<b>The North</b>	<b>£10,333</b>	<b>£4,694</b>	<b>£3,428</b>	<b>£3,574</b>	<b>£4,161</b>
	£9,929	£4,503	£3,328	£3,462	£4,026
	4.1%	4.2%	3.0%	3.2%	3.3%
<b>East Anglia</b>	<b>£9,772</b>	<b>£5,519</b>	<b>£4,365</b>	<b>£4,521</b>	<b>£5,089</b>
	£9,513	£5,595	£4,186	£4,355	£4,897
	2.7%	-1.3%	4.3%	3.8%	3.9%
<b>South West</b>	<b>£10,293</b>	<b>£5,469</b>	<b>£3,964</b>	<b>£4,589</b>	<b>£6,188</b>
	£9,986	£5,232	£3,812	£4,436	£6,000
	3.1%	4.5%	4.0%	3.4%	3.1%
<b>West Midlands</b>	<b>£10,234</b>	<b>£4,902</b>	<b>£3,672</b>	<b>£3,860</b>	<b>£4,744</b>
	£9,808	£4,675	£3,552	£3,733	£4,573
	4.3%	4.9%	3.4%	3.4%	3.7%
<b>East Midlands</b>	<b>£9,807</b>	<b>£5,941</b>	<b>£3,866</b>	<b>£4,076</b>	<b>£5,089</b>
	£9,397	£5,691	£3,697	£3,918	£4,904
	4.4%	4.4%	4.6%	4.0%	3.8%
<b>Scotland</b>	<b>£9,721</b>	<b>£5,684</b>	<b>£3,590</b>	<b>£3,770</b>	<b>£4,324</b>
	£9,312	£5,507	£3,429	£3,595	£4,144
	4.4%	3.2%	4.7%	4.9%	4.4%
<b>Wales</b>	<b>£9,566</b>	<b>£4,563</b>	<b>£3,642</b>	<b>£3,948</b>	<b>£5,266</b>
	£8,902	£4,267	£3,386	£3,713	£4,893
	7.5%	6.9%	7.5%	6.3%	7.6%
<b>All</b>	<b>£10,366</b>	<b>£5,691</b>	<b>£4,230</b>	<b>£4,447</b>	<b>£5,246</b>
	£10,006	£5,453	£4,074	£4,281	£5,062
	3.6%	4.4%	3.8%	3.9%	3.6%

Table 7. Changes to fees by school type and age group

Looking at ISC schools that participated in the Census in both 2015 and 2016, this table shows termly fees at different types of school and for different age groups.

	Boarding fee	Day fee (boarding schools)	Day fee (day schools)	Day fee (average)	Overall average fee
<b>Sixth form</b>	<b>£10,830</b>	<b>£6,627</b>	<b>£4,638</b>	<b>£5,082</b>	<b>£6,991</b>
	£10,475	£6,317	£4,521	£4,912	£6,769
	3.4%	4.9%	2.6%	3.5%	3.3%
<b>Senior</b>	<b>£10,242</b>	<b>£6,106</b>	<b>£4,519</b>	<b>£4,820</b>	<b>£5,748</b>
	£9,884	£5,864	£4,361	£4,651	£5,555
	3.6%	4.1%	3.6%	3.6%	3.5%
<b>Junior</b>	<b>£7,578</b>	<b>£4,596</b>	<b>£4,035</b>	<b>£4,085</b>	<b>£4,148</b>
	£7,288	£4,466	£3,873	£3,928	£3,992
	4.0%	2.9%	4.2%	4.0%	3.9%
<b>Nursery</b>		<b>£2,538</b>	<b>£3,053</b>	<b>£3,001</b>	<b>£3,001</b>
		£2,585	£2,887	£2,854	£2,854
		-1.8%	5.8%	5.2%	5.2%
<b>Overall</b>	<b>£10,366</b>	<b>£5,691</b>	<b>£4,230</b>	<b>£4,447</b>	<b>£5,246</b>
	£10,006	£5,453	£4,074	£4,281	£5,062
	3.6%	4.4%	3.8%	3.9%	3.6%

**Table 8a. Changes to contributions to fees: senior, mixed-age and junior schools (termly values)**

For ISC schools that participated in the Census in both 2015 and 2016, this table shows the breakdown of contributions to fees by type of contribution.

	Senior (pupils)	Senior (value £m)	Mixed (pupils)	Mixed (value £m)	Junior (pupils)	Junior (value £m)	Total (pupils)	Total (value £m)	% of all pupils
<b>The school</b>									
	41,493	102.6	65,162	103.8	28,924	35.0	135,579	241.4	26.3
	41,831	96.2	68,990	101.8	31,835	35.7	142,656	233.7	27.7
	-0.8%	6.6%	-5.5%	2.0%	-9.1%	-1.9%	-5.0%	3.3%	-5.1%
<b>The school: means-tested</b>									
	13,374	52.7	19,391	49.7	6,757	13.0	39,522	115.4	7.7
	13,427	50.4	20,579	49.4	7,031	13.1	41,037	112.8	8.0
	-0.4%	4.6%	-5.8%	0.7%	-3.9%	-0.6%	-3.7%	2.3%	-3.8%
<b>The school: eligible families*</b>									
	10,926	20.2	27,206	25.7	20,263	18.1	58,395	64.0	11.3
	11,984	20.3	30,937	27.1	22,966	19.5	65,887	66.9	12.8
	-8.8%	-0.6%	-12.1%	-5.0%	-11.8%	-7.4%	-11.4%	-4.4%	-11.5%
<b>Early years funding</b>									
	0	0.0	7,822	5.3	15,625	9.8	23,447	15.1	4.6
	77	0.1	7,867	5.5	16,486	10.5	24,430	16.0	4.8
	-100.0%	-100.0%	-0.6%	-3.5%	-5.2%	-6.0%	-4.0%	-5.4%	-4.1%
<b>Local Education Authorities†</b>									
	292	1.9	1,379	8.2	126	0.4	1,797	10.5	0.4
	175	1.3	1,403	9.8	184	0.4	1,762	11.5	0.4
	66.9%	49.9%	-1.7%	-16.9%	-31.5%	-2.5%	2.0%	-9.0%	2.0%
<b>Government Music and Dance Scheme</b>									
	426	2.9	1,023	7.6	88	0.1	1,537	10.6	0.3
	401	2.7	970	6.9	110	0.1	1,481	9.7	0.3
	6.2%	5.8%	5.5%	10.2%	-20.0%	0.5%	3.8%	8.9%	3.8%
<b>All other sources</b>									
	1,011	2.5	1,301	2.6	809	1.6	3,121	6.8	0.6
	985	2.6	1,326	2.6	455	1.1	2,766	6.3	0.5
	2.6%	-3.7%	-1.9%	2.0%	77.8%	51.2%	12.8%	8.0%	12.6%
<b>Total</b>									
	42,290	109.9	74,347	127.5	42,698	46.9	159,335	284.4	31.8
	42,428	102.9	77,892	126.6	46,263	47.7	166,583	277.2	33.3
	-0.3%	6.8%	-4.6%	0.7%	-7.7%	-1.6%	-4.4%	2.6%	-4.4%
<b>Number of pupils as a % of all pupils</b>									
	36.0		32.1		28.2		31.8		
	36.2		33.5		30.6		33.3		
	-0.4%		-4.3%		-8.0%		-4.4%		

\* Includes HM Forces discounts, staff discounts, sibling discounts and clergy discounts.

† Excludes data for schools in Northern Ireland, the Channel Islands and the Isle of Man.

Scholarship row has been excluded due to changes to the question this year making like-for-like comparisons meaningless.

Scholarship (both pupils and value) are included in "The school" and "Total" numbers.

**Table 8b. Changes to contributions to fees: single-sex and co-educational schools (termly values)**

For ISC schools that participated in the Census in both 2015 and 2016, this table shows the breakdown of contributions to fees by type of contribution.

	Single-sex: boys' (pupils)	Single-sex: boys' (value £m)	Single-sex: girls' (pupils)	Single-sex: girls' (value £m)	Co-ed (pupils)	Co-ed (value £m)	Total (pupils)	Total (value £m)	% of all pupils
<b>The school</b>									
	9,576	20.8	18,692	34.1	107,311	186.5	135,579	241.4	26.3
	9,965	20.4	19,071	31.6	113,620	181.7	142,656	233.7	27.7
	-3.9%	2.0%	-2.0%	7.8%	-5.6%	2.7%	-5.0%	3.3%	-5.1%
<b>The school: means-tested</b>									
	3,637	12.8	6,342	20.8	29,543	81.9	39,522	115.4	7.7
	3,810	12.8	6,419	19.4	30,808	80.7	41,037	112.8	8.0
	-4.5%	0.0%	-1.2%	7.3%	-4.1%	1.5%	-3.7%	2.3%	-3.8%
<b>The school: eligible families*</b>									
	2,490	3.5	5,587	5.0	50,318	55.4	58,395	64.0	11.3
	2,715	4.1	6,347	5.3	56,825	57.4	65,887	66.9	12.8
	-8.3%	-14.6%	-12.0%	-6.2%	-11.5%	-3.5%	-11.4%	-4.4%	-11.5%
<b>Early years funding</b>									
	1,062	0.7	1,913	1.2	20,472	13.3	23,447	15.1	4.6
	963	0.6	2,026	1.5	21,441	13.9	24,430	16.0	4.8
	10.3%	12.7%	-5.6%	-23.8%	-4.5%	-4.2%	-4.0%	-5.4%	-4.1%
<b>Local Education Authorities†</b>									
	497	2.0	71	0.2	1,229	8.3	1,797	10.5	0.4
	256	3.4	25	0.1	1,481	8.1	1,762	11.5	0.4
	94.1%	-41.3%	184.0%	134.1%	-17.0%	2.9%	2.0%	-9.0%	2.0%
<b>Government Music and Dance Scheme</b>									
	13	0.0	0	0.0	1,524	10.5	1,537	10.6	0.3
	15	0.0	0	0.0	1,466	9.7	1,481	9.7	0.3
	-13.3%	-11.6%			4.0%	8.9%	3.8%	8.9%	3.8%
<b>All other sources</b>									
	360	0.9	319	0.7	2,442	5.2	3,121	6.8	0.6
	309	0.7	299	0.9	2,158	4.6	2,766	6.3	0.5
	16.5%	21.0%	6.7%	-21.9%	13.2%	11.8%	12.8%	8.0%	12.6%
<b>Total</b>									
	10,957	24.4	20,561	36.2	127,817	223.8	159,335	284.4	31.8
	11,068	25.1	20,990	34.2	134,525	217.9	166,583	277.2	33.3
	-1.0%	-3.0%	-2.0%	5.9%	-5.0%	2.7%	-4.4%	2.6%	-4.4%
<b>Number of pupils as a % of all pupils</b>									
	23.0		26.1		34.2		31.8		
	23.2		26.5		36.0		33.3		
	-0.8%		-1.3%		-5.2%		-4.4%		

\* Includes HM Forces discounts, staff discounts, sibling discounts and clergy discounts.

† Excludes data for schools in Northern Ireland, the Channel Islands and the Isle of Man.

Scholarship row has been excluded due to changes to the question this year.

Scholarship (both pupils and value) are included in "From the school" and "Total" numbers.

**Table 8c. Changes to contributions to fees: day and boarding schools (termly values)**

For ISC schools that participated in the Census in both 2015 and 2016, this table shows the breakdown of contributions to fees by type of contribution.

	Schools with boarders (pupils)	Schools with boarders (value £m)	Day schools (pupils)	Day schools (value £m)	Total (pupils)	Total (value £m)	% of all pupils
<b>The school</b>							
	72,321	153.2	63,258	88.2	135,579	241.4	26.3
	75,236	147.5	67,420	86.2	142,656	233.7	27.7
	-3.9%	3.9%	-6.2%	2.3%	-5.0%	3.3%	-5.1%
<b>The school: means-tested</b>							
	20,839	68.9	18,683	46.6	39,522	115.4	7.7
	21,314	66.5	19,723	46.3	41,037	112.8	8.0
	-2.2%	3.5%	-5.3%	0.6%	-3.7%	2.3%	-3.8%
<b>The school: eligible families*</b>							
	29,427	41.4	28,968	22.5	58,395	64.0	11.3
	33,354	43.3	32,533	23.6	65,887	66.9	12.8
	-11.8%	-4.3%	-11.0%	-4.5%	-11.4%	-4.4%	-11.5%
<b>Early years funding</b>							
	5,284	3.5	18,163	11.6	23,447	15.1	4.6
	5,734	3.9	18,696	12.1	24,430	16.0	4.8
	-7.8%	-10.4%	-2.9%	-3.8%	-4.0%	-5.4%	-4.1%
<b>Local Education Authorities†</b>							
	878	5.3	919	5.2	1,797	10.5	0.4
	1,008	7.0	754	4.6	1,762	11.5	0.4
	-12.9%	-24.0%	21.9%	14.0%	2.0%	-9.0%	2.0%
<b>Government Music and Dance Scheme</b>							
	1,485	10.5	52	0.1	1,537	10.6	0.3
	1,432	9.7	49	0.0	1,481	9.7	0.3
	3.7%	8.1%	6.1%	320.3%	3.8%	8.9%	3.8%
<b>All other sources</b>							
	1,570	4.0	1,551	2.8	3,121	6.8	0.6
	1,707	4.3	1,059	2.0	2,766	6.3	0.5
	-8.0%	-6.4%	46.5%	38.9%	12.8%	8.0%	12.6%
<b>Total</b>							
	78,923	176.5	80,412	107.9	159,335	284.4	31.8
	81,787	172.3	84,796	104.9	166,583	277.2	33.3
	-3.5%	2.4%	-5.2%	2.9%	-4.4%	2.6%	-4.4%
<b>Number of pupils as a % of all pupils</b>							
	38.0		27.5		31.8		
	39.3		29.0		33.3		
	-3.5%		-5.2%		-4.4%		

\* Includes HM Forces discounts, staff discounts, sibling discounts and clergy discounts.

† Excludes data for schools in Northern Ireland, the Channel Islands and the Isle of Man.

Scholarship row has been excluded due to changes to the question this year.

Scholarship (both pupils and value) are included in "From the school" and "Total" numbers.

**Table 9. Changes to non-British pupils whose parents live overseas**

Looking at schools that participated in the Census in both 2015 and 2016, this table shows the number of non-British pupils whose parents live overseas broken down by country/area of parental residence.

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
<b>France</b>	<b>260</b>	<b>112</b>	<b>45</b>	<b>22</b>	<b>38</b>	<b>357</b>	<b>413</b>	<b>4</b>	<b>417</b>
	248	112	67	25	45	357	421	6	427
	4.8%	0.0%	-32.8%	-12.0%	-15.6%	0.0%	-1.9%	-33.3%	-2.3%
<b>Germany</b>	<b>1,077</b>	<b>831</b>	<b>10</b>	<b>38</b>	<b>90</b>	<b>1,790</b>	<b>1,911</b>	<b>7</b>	<b>1,918</b>
	1,096	820	10	40	105	1,781	1,915	11	1,926
	-1.7%	1.3%	0.0%	-5.0%	-14.3%	0.5%	-0.2%	-36.4%	-0.4%
<b>Russia</b>	<b>1,518</b>	<b>611</b>	<b>163</b>	<b>81</b>	<b>184</b>	<b>2,027</b>	<b>2,260</b>	<b>32</b>	<b>2,292</b>
	1,814	774	203	84	230	2,477	2,754	37	2,791
	-16.3%	-21.1%	-19.7%	-3.6%	-20.0%	-18.2%	-17.9%	-13.5%	-17.9%
<b>Spain</b>	<b>507</b>	<b>463</b>	<b>403</b>	<b>87</b>	<b>179</b>	<b>1,107</b>	<b>1,364</b>	<b>9</b>	<b>1,373</b>
	478	418	370	70	195	1,001	1,258	8	1,266
	6.1%	10.8%	8.9%	24.3%	-8.2%	10.6%	8.4%	12.5%	8.5%
<b>Ireland</b>	<b>28</b>	<b>62</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>83</b>	<b>87</b>	<b>3</b>	<b>90</b>
	36	55	6	4	9	84	93	4	97
	-22.2%	12.7%	-100.0%	-75.0%	-33.3%	-1.2%	-6.5%	-25.0%	-7.2%
<b>Remainder of Europe EEA</b>	<b>1,505</b>	<b>639</b>	<b>57</b>	<b>81</b>	<b>109</b>	<b>2,011</b>	<b>2,161</b>	<b>40</b>	<b>2,201</b>
	1,452	572	71	76	142	1,877	2,070	25	2,095
	3.7%	11.7%	-19.7%	6.6%	-23.2%	7.1%	4.4%	60.0%	5.1%
<b>Remainder of Europe non-EEA</b>	<b>603</b>	<b>290</b>	<b>23</b>	<b>34</b>	<b>84</b>	<b>798</b>	<b>903</b>	<b>13</b>	<b>916</b>
	735	280	23	25	77	936	1,019	19	1,038
	-18.0%	3.6%	0.0%	36.0%	9.1%	-14.7%	-11.4%	-31.6%	-11.8%
<b>Nigeria</b>	<b>733</b>	<b>294</b>	<b>96</b>	<b>38</b>	<b>264</b>	<b>821</b>	<b>1,110</b>	<b>13</b>	<b>1,123</b>
	766	311	81	33	241	884	1,145	13	1,158
	-4.3%	-5.5%	18.5%	15.2%	9.5%	-7.1%	-3.1%	0.0%	-3.0%
<b>Rest of Africa</b>	<b>405</b>	<b>177</b>	<b>27</b>	<b>35</b>	<b>60</b>	<b>514</b>	<b>587</b>	<b>22</b>	<b>609</b>
	464	158	22	14	64	566	625	19	644
	-12.7%	12.0%	22.7%	150.0%	-6.3%	-9.2%	-6.1%	15.8%	-5.4%
<b>USA</b>	<b>184</b>	<b>100</b>	<b>9</b>	<b>31</b>	<b>36</b>	<b>226</b>	<b>267</b>	<b>26</b>	<b>293</b>
	184	81	18	43	53	187	275	8	283
	0.0%	23.5%	-50.0%	-27.9%	-32.1%	20.9%	-2.9%	225.0%	3.5%
<b>Rest of North America</b>	<b>66</b>	<b>29</b>	<b>4</b>	<b>4</b>	<b>7</b>	<b>88</b>	<b>96</b>	<b>3</b>	<b>99</b>
	79	30	3	9	17	86	111	1	112
	-16.5%	-3.3%	33.3%	-55.6%	-58.8%	2.3%	-13.5%	200.0%	-11.6%
<b>Central and South America</b>	<b>265</b>	<b>100</b>	<b>18</b>	<b>37</b>	<b>92</b>	<b>254</b>	<b>374</b>	<b>9</b>	<b>383</b>
	290	110	15	26	95	294	410	5	415
	-8.6%	-9.1%	20.0%	42.3%	-3.2%	-13.6%	-8.8%	80.0%	-7.7%
<b>Middle East</b>	<b>470</b>	<b>135</b>	<b>20</b>	<b>31</b>	<b>40</b>	<b>554</b>	<b>607</b>	<b>18</b>	<b>625</b>
	288	96	15	23	33	343	385	14	399
	63.2%	40.6%	33.3%	34.8%	21.2%	61.5%	57.7%	28.6%	56.6%
<b>Hong Kong</b>	<b>2,514</b>	<b>2,006</b>	<b>62</b>	<b>379</b>	<b>785</b>	<b>3,418</b>	<b>4,542</b>	<b>40</b>	<b>4,582</b>
	2,596	2,091	71	310	827	3,621	4,713	45	4,758
	-3.2%	-4.1%	-12.7%	22.3%	-5.1%	-5.6%	-3.6%	-11.1%	-3.7%
<b>Mainland China</b>	<b>3,289</b>	<b>2,636</b>	<b>206</b>	<b>152</b>	<b>896</b>	<b>5,083</b>	<b>5,657</b>	<b>474</b>	<b>6,131</b>
	3,215	2,285	137	110	776	4,751	5,271	366	5,637
	2.3%	15.4%	50.4%	38.2%	15.5%	7.0%	7.3%	29.5%	8.8%
<b>Taiwan</b>	<b>106</b>	<b>47</b>	<b>3</b>	<b>4</b>	<b>15</b>	<b>137</b>	<b>151</b>	<b>5</b>	<b>156</b>
	111	49	0	3	16	141	160	0	160
	-4.5%	-4.1%		33.3%	-6.3%	-2.8%	-5.6%		-2.5%
<b>Japan</b>	<b>192</b>	<b>95</b>	<b>47</b>	<b>27</b>	<b>35</b>	<b>272</b>	<b>327</b>	<b>7</b>	<b>334</b>
	203	97	41	20	35	286	338	3	341
	-5.4%	-2.1%	14.6%	35.0%	0.0%	-4.9%	-3.3%	133.3%	-2.1%
<b>South Korea</b>	<b>247</b>	<b>119</b>	<b>31</b>	<b>43</b>	<b>49</b>	<b>305</b>	<b>365</b>	<b>32</b>	<b>397</b>
	270	105	34	54	53	302	386	23	409
	-8.5%	13.3%	-8.8%	-20.4%	-7.5%	1.0%	-5.4%	39.1%	-2.9%
<b>Malaysia</b>	<b>511</b>	<b>73</b>	<b>8</b>	<b>26</b>	<b>60</b>	<b>506</b>	<b>585</b>	<b>7</b>	<b>592</b>
	570	70	5	27	66	552	633	12	645
	-10.4%	4.3%	60.0%	-3.7%	-9.1%	-8.3%	-7.6%	-41.7%	-8.2%
<b>Thailand</b>	<b>550</b>	<b>171</b>	<b>35</b>	<b>45</b>	<b>147</b>	<b>564</b>	<b>755</b>	<b>1</b>	<b>756</b>
	520	193	40	45	132	576	751	2	753
	5.8%	-11.4%	-12.5%	0.0%	11.4%	-2.1%	0.5%	-50.0%	0.4%
<b>India</b>	<b>120</b>	<b>50</b>	<b>12</b>	<b>10</b>	<b>13</b>	<b>159</b>	<b>168</b>	<b>14</b>	<b>182</b>
	105	36	9	7	14	129	144	6	150
	14.3%	38.9%	33.3%	42.9%	-7.1%	23.3%	16.7%	133.3%	21.3%
<b>Pakistan, Sri Lanka and Bangladesh</b>	<b>63</b>	<b>21</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>77</b>	<b>76</b>	<b>9</b>	<b>85</b>
	81	20	2	4	7	92	95	8	103
	-22.2%	5.0%	-50.0%	25.0%	-57.1%	-16.3%	-20.0%	12.5%	-17.5%
<b>Central Asia</b>	<b>212</b>	<b>51</b>	<b>7</b>	<b>13</b>	<b>20</b>	<b>237</b>	<b>243</b>	<b>27</b>	<b>270</b>
	391	57	5	2	20	431	445	8	453
	-45.8%	-10.5%	40.0%	550.0%	0.0%	-45.0%	-45.4%	237.5%	-40.4%
<b>Remainder of Far East</b>	<b>795</b>	<b>136</b>	<b>15</b>	<b>16</b>	<b>61</b>	<b>869</b>	<b>918</b>	<b>28</b>	<b>946</b>
	732	184	9	20	74	831	904	21	925
	8.6%	-26.1%	66.7%	-20.0%	-17.6%	4.6%	1.5%	33.3%	2.3%
<b>Australasia</b>	<b>105</b>	<b>38</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>123</b>	<b>146</b>	<b>2</b>	<b>148</b>
	78	26	8	6	25	81	111	1	112
	34.6%	46.2%	-37.5%	-16.7%	-20.0%	51.9%	31.5%	100.0%	32.1%
<b>Total</b>	<b>16,325</b>	<b>9,286</b>	<b>1,307</b>	<b>1,245</b>	<b>3,293</b>	<b>22,380</b>	<b>26,073</b>	<b>845</b>	<b>26,918</b>
	16,802	9,030	1,265	1,080	3,351	22,666	26,432	665	27,097
	-2.8%	2.8%	3.3%	15.3%	-1.7%	-1.3%	-1.4%	27.1%	-0.7%

**Table 10. Changes to new non-British pupils whose parents live overseas**  
For ISC schools that participated in the Census in both 2015 and 2016, this table shows the number of new non-British pupils whose parents live overseas broken down by country/area of parental residence.

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
<b>France</b>	<b>105</b>	<b>58</b>	<b>28</b>	<b>9</b>	<b>13</b>	<b>169</b>	<b>188</b>	<b>3</b>	<b>191</b>
	104	57	48	13	15	181	207	2	209
	1.0%	1.8%	-41.7%	-30.8%	-13.3%	-6.6%	-9.2%	50.0%	-8.6%
<b>Germany</b>	<b>596</b>	<b>500</b>	<b>4</b>	<b>17</b>	<b>61</b>	<b>1,022</b>	<b>1,094</b>	<b>6</b>	<b>1,100</b>
	661	470	6	17	68	1,052	1,130	7	1,137
	-9.8%	6.4%	-33.3%	0.0%	-10.3%	-2.9%	-3.2%	-14.3%	-3.3%
<b>Russia</b>	<b>496</b>	<b>181</b>	<b>58</b>	<b>19</b>	<b>35</b>	<b>681</b>	<b>720</b>	<b>15</b>	<b>735</b>
	776	307	83	23	70	1,073	1,142	24	1,166
	-36.1%	-41.0%	-30.1%	-17.4%	-50.0%	-36.5%	-37.0%	-37.5%	-37.0%
<b>Spain</b>	<b>306</b>	<b>331</b>	<b>303</b>	<b>51</b>	<b>120</b>	<b>769</b>	<b>934</b>	<b>6</b>	<b>940</b>
	282	289	326	49	125	723	889	8	897
	8.5%	14.5%	-7.1%	4.1%	-4.0%	6.4%	5.1%	-25.0%	4.8%
<b>Ireland</b>	<b>16</b>	<b>14</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>28</b>	<b>27</b>	<b>3</b>	<b>30</b>
	8	10	2	0	3	17	19	1	20
	100.0%	40.0%	-100.0%		-66.7%	64.7%	42.1%	200.0%	50.0%
<b>Remainder of Europe EEA</b>	<b>672</b>	<b>271</b>	<b>17</b>	<b>22</b>	<b>39</b>	<b>899</b>	<b>934</b>	<b>26</b>	<b>960</b>
	702	249	38	19	61	909	974	15	989
	-4.3%	8.8%	-55.3%	15.8%	-36.1%	-1.1%	-4.1%	73.3%	-2.9%
<b>Remainder of Europe non-EEA</b>	<b>266</b>	<b>109</b>	<b>8</b>	<b>15</b>	<b>27</b>	<b>341</b>	<b>378</b>	<b>5</b>	<b>383</b>
	344	111	10	11	29	425	451	14	465
	-22.7%	-1.8%	-20.0%	36.4%	-6.9%	-19.8%	-16.2%	-64.3%	-17.6%
<b>Nigeria</b>	<b>309</b>	<b>107</b>	<b>30</b>	<b>10</b>	<b>94</b>	<b>342</b>	<b>442</b>	<b>4</b>	<b>446</b>
	385	122	36	12	95	436	539	4	543
	-19.7%	-12.3%	-16.7%	-16.7%	-1.1%	-21.6%	-18.0%	0.0%	-17.9%
<b>Rest of Africa</b>	<b>182</b>	<b>47</b>	<b>12</b>	<b>9</b>	<b>19</b>	<b>213</b>	<b>235</b>	<b>6</b>	<b>241</b>
	227	63	9	6	22	271	289	10	299
	-19.8%	-25.4%	33.3%	50.0%	-13.6%	-21.4%	-18.7%	-40.0%	-19.4%
<b>USA</b>	<b>75</b>	<b>39</b>	<b>0</b>	<b>5</b>	<b>16</b>	<b>93</b>	<b>108</b>	<b>6</b>	<b>114</b>
	71	42	8	8	23	90	118	3	121
	5.6%	-7.1%	-100.0%	-37.5%	-30.4%	3.3%	-8.5%	100.0%	-5.8%
<b>Rest of North America</b>	<b>41</b>	<b>15</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>53</b>	<b>56</b>	<b>2</b>	<b>58</b>
	52	6	3	2	5	54	61	0	61
	-21.2%	150.0%	-33.3%	0.0%	-40.0%	-1.9%	-8.2%		-4.9%
<b>Central and South America</b>	<b>179</b>	<b>62</b>	<b>15</b>	<b>27</b>	<b>64</b>	<b>165</b>	<b>248</b>	<b>8</b>	<b>256</b>
	200	76	13	22	70	197	284	5	289
	-10.5%	-18.4%	15.4%	22.7%	-8.6%	-16.2%	-12.7%	60.0%	-11.4%
<b>Middle East</b>	<b>278</b>	<b>58</b>	<b>10</b>	<b>10</b>	<b>14</b>	<b>322</b>	<b>335</b>	<b>11</b>	<b>346</b>
	181	37	7	13	15	197	215	10	225
	53.6%	56.8%	42.9%	-23.1%	-6.7%	63.5%	55.8%	10.0%	53.8%
<b>Hong Kong</b>	<b>864</b>	<b>690</b>	<b>31</b>	<b>96</b>	<b>233</b>	<b>1,256</b>	<b>1,572</b>	<b>13</b>	<b>1,585</b>
	931	708	38	97	242	1,338	1,657	20	1,677
	-7.2%	-2.5%	-18.4%	-1.0%	-3.7%	-6.1%	-5.1%	-35.0%	-5.5%
<b>Mainland China</b>	<b>1,641</b>	<b>1,121</b>	<b>88</b>	<b>53</b>	<b>339</b>	<b>2,458</b>	<b>2,610</b>	<b>240</b>	<b>2,850</b>
	1,775	1,020	75	44	335	2,491	2,694	176	2,870
	-7.5%	9.9%	17.3%	20.5%	1.2%	-1.3%	-3.1%	36.4%	-0.7%
<b>Taiwan</b>	<b>64</b>	<b>19</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>77</b>	<b>82</b>	<b>4</b>	<b>86</b>
	54	12	0	0	3	63	66	0	66
	18.5%	58.3%			133.3%	22.2%	24.2%		30.3%
<b>Japan</b>	<b>76</b>	<b>32</b>	<b>12</b>	<b>9</b>	<b>12</b>	<b>99</b>	<b>116</b>	<b>4</b>	<b>120</b>
	87	40	12	10	12	117	138	1	139
	-12.6%	-20.0%	0.0%	-10.0%	0.0%	-15.4%	-15.9%	300.0%	-13.7%
<b>South Korea</b>	<b>110</b>	<b>37</b>	<b>11</b>	<b>8</b>	<b>15</b>	<b>135</b>	<b>149</b>	<b>9</b>	<b>158</b>
	130	25	13	11	12	145	161	7	168
	-15.4%	48.0%	-15.4%	-27.3%	25.0%	-6.9%	-7.5%	28.6%	-6.0%
<b>Malaysia</b>	<b>246</b>	<b>29</b>	<b>3</b>	<b>11</b>	<b>27</b>	<b>240</b>	<b>276</b>	<b>2</b>	<b>278</b>
	292	21	1	10	21	283	307	7	314
	-15.8%	38.1%	200.0%	10.0%	28.6%	-15.2%	-10.1%	-71.4%	-11.5%
<b>Thailand</b>	<b>231</b>	<b>50</b>	<b>18</b>	<b>12</b>	<b>44</b>	<b>243</b>	<b>299</b>	<b>0</b>	<b>299</b>
	237	84	16	20	43	274	335	2	337
	-2.5%	-40.5%	12.5%	-40.0%	2.3%	-11.3%	-10.7%	-100.0%	-11.3%
<b>India</b>	<b>56</b>	<b>21</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>78</b>	<b>76</b>	<b>6</b>	<b>82</b>
	54	12	4	1	4	65	68	2	70
	3.7%	75.0%	25.0%	200.0%	-75.0%	20.0%	11.8%	200.0%	17.1%
<b>Pakistan, Sri Lanka and Bangladesh</b>	<b>37</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>42</b>	<b>41</b>	<b>2</b>	<b>43</b>
	58	10	2	3	2	65	67	3	70
	-36.2%	-40.0%	-100.0%	-66.7%	-100.0%	-35.4%	-38.8%	-33.3%	-38.6%
<b>Central Asia</b>	<b>105</b>	<b>13</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>111</b>	<b>104</b>	<b>15</b>	<b>119</b>
	258	29	3	0	11	279	284	6	290
	-59.3%	-55.2%	-66.7%		-45.5%	-60.2%	-63.4%	150.0%	-59.0%
<b>Remainder of Far East</b>	<b>429</b>	<b>49</b>	<b>4</b>	<b>5</b>	<b>17</b>	<b>460</b>	<b>465</b>	<b>17</b>	<b>482</b>
	398	57	7	8	30	424	449	13	462
	7.8%	-14.0%	-42.9%	-37.5%	-43.3%	8.5%	3.6%	30.8%	4.3%
<b>Australasia</b>	<b>48</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>61</b>	<b>71</b>	<b>0</b>	<b>71</b>
	41	7	6	3	11	40	53	1	54
	17.1%	228.6%	-100.0%	-33.3%	-27.3%	52.5%	34.0%	-100.0%	31.5%
<b>Total</b>	<b>7,428</b>	<b>3,882</b>	<b>663</b>	<b>401</b>	<b>1,215</b>	<b>10,357</b>	<b>11,560</b>	<b>413</b>	<b>11,973</b>
	8,308	3,864	766	402	1,327	11,209	12,597	341	12,938
	-10.6%	0.5%	-13.4%	-0.2%	-8.4%	-7.6%	-8.2%	21.1%	-7.5%



**Table 11. Changes to British pupils with parents living overseas**

For ISC schools that participated in the Census in both 2015 and 2016, this table shows the number of British pupils whose parents live overseas and the number of British pupils whose parents serve in HM Forces who are new to their school this year.

British pupils whose parents:	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Live abroad	<b>3,004</b>	<b>1,627</b>	<b>312</b>	<b>485</b>	<b>686</b>	<b>3,772</b>	<b>4,698</b>	<b>245</b>	<b>4,943</b>
	2,569	1,257	338	423	630	3,111	4,053	111	4,164
	16.9%	29.4%	-7.7%	14.7%	8.9%	21.2%	15.9%	120.7%	18.7%
Serve in HM Forces	<b>1,297</b>	<b>1,507</b>	<b>1,290</b>	<b>224</b>	<b>410</b>	<b>3,460</b>	<b>3,697</b>	<b>397</b>	<b>4,094</b>
	1,778	1,725	1,305	241	455	4,112	4,433	375	4,808
	-27.1%	-12.6%	-1.1%	-7.1%	-9.9%	-15.9%	-16.6%	5.9%	-14.9%
<b>New British pupils whose parents:</b>									
Live abroad	<b>889</b>	<b>526</b>	<b>93</b>	<b>141</b>	<b>166</b>	<b>1,201</b>	<b>1,430</b>	<b>78</b>	<b>1,508</b>
	802	342	87	100	140	991	1,198	33	1,231
	10.8%	53.8%	6.9%	41.0%	18.6%	21.2%	19.4%	136.4%	22.5%
Serve in HM Forces	<b>159</b>	<b>237</b>	<b>259</b>	<b>32</b>	<b>62</b>	<b>561</b>	<b>582</b>	<b>73</b>	<b>655</b>
	240	289	341	32	75	763	763	107	870
	-33.8%	-18.0%	-24.0%	0.0%	-17.3%	-26.5%	-23.7%	-31.8%	-24.7%

**Table 12. Changes to teacher numbers**

This table shows the number of teachers in those ISC schools that participated in the Census in 2015 and 2016.

Full-time	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
<b>Men</b>	<b>7,671</b>	<b>8,807</b>	<b>3,948</b>	<b>3,126</b>	<b>1,676</b>	<b>15,624</b>	<b>11,405</b>	<b>9,021</b>	<b>20,426</b>
	7,709	8,584	3,886	3,101	1,569	15,509	11,345	8,834	20,179
	-0.5%	2.6%	1.6%	0.8%	6.8%	0.7%	0.5%	2.1%	1.2%
<b>Women</b>	<b>6,234</b>	<b>13,108</b>	<b>8,526</b>	<b>1,871</b>	<b>5,721</b>	<b>20,276</b>	<b>11,727</b>	<b>16,141</b>	<b>27,868</b>
	6,099	13,158	8,699	1,857	5,702	20,397	11,689	16,267	27,956
	2.2%	-0.4%	-2.0%	0.8%	0.3%	-0.6%	0.3%	-0.8%	-0.3%
<b>Total</b>	<b>13,905</b>	<b>21,915</b>	<b>12,474</b>	<b>4,997</b>	<b>7,397</b>	<b>35,900</b>	<b>23,132</b>	<b>25,162</b>	<b>48,294</b>
	13,808	21,742	12,585	4,958	7,271	35,906	23,034	25,101	48,135
	0.7%	0.8%	-0.9%	0.8%	1.7%	-0.0%	0.4%	0.2%	0.3%
<b>Part-time</b>									
<b>Men</b>	<b>975</b>	<b>1,189</b>	<b>512</b>	<b>254</b>	<b>322</b>	<b>2,100</b>	<b>1,442</b>	<b>1,234</b>	<b>2,676</b>
	974	1,250	499	229	346	2,148	1,501	1,222	2,723
	0.1%	-4.9%	2.6%	10.9%	-6.9%	-2.2%	-3.9%	1.0%	-1.7%
<b>Women</b>	<b>2,826</b>	<b>6,156</b>	<b>3,556</b>	<b>681</b>	<b>2,892</b>	<b>8,965</b>	<b>5,508</b>	<b>7,030</b>	<b>12,538</b>
	2,867	6,084	3,695	693	2,888	9,065	5,594	7,052	12,646
	-1.4%	1.2%	-3.8%	-1.7%	0.1%	-1.1%	-1.5%	-0.3%	-0.9%
<b>Total</b>	<b>3,801</b>	<b>7,345</b>	<b>4,068</b>	<b>935</b>	<b>3,214</b>	<b>11,065</b>	<b>6,950</b>	<b>8,264</b>	<b>15,214</b>
	3,841	7,334	4,194	922	3,234	11,213	7,095	8,274	15,369
	-1.0%	0.1%	-3.0%	1.4%	-0.6%	-1.3%	-2.0%	-0.1%	-1.0%
<b>Part-time (hours)</b>									
<b>Men</b>	<b>14,133</b>	<b>18,652</b>	<b>8,068</b>	<b>3,876</b>	<b>4,855</b>	<b>32,121</b>	<b>21,606</b>	<b>19,247</b>	<b>40,853</b>
	13,338	19,746	7,717	3,353	5,197	32,251	21,823	18,978	40,800
	6.0%	-5.5%	4.5%	15.6%	-6.6%	-0.4%	-1.0%	1.4%	0.1%
<b>Women</b>	<b>44,277</b>	<b>108,782</b>	<b>64,912</b>	<b>12,419</b>	<b>48,808</b>	<b>156,744</b>	<b>92,954</b>	<b>125,017</b>	<b>217,971</b>
	44,301	105,558	65,015	11,672	48,963	154,239	93,120	121,754	214,874
	-0.1%	3.1%	-0.2%	6.4%	-0.3%	1.6%	-0.2%	2.7%	1.4%
<b>Total</b>	<b>58,411</b>	<b>127,434</b>	<b>72,980</b>	<b>16,296</b>	<b>53,664</b>	<b>188,865</b>	<b>114,561</b>	<b>144,264</b>	<b>258,825</b>
	57,639	125,303	72,732	15,025	54,159	186,490	114,942	140,732	255,674
	1.3%	1.7%	0.3%	8.5%	-0.9%	1.3%	-0.3%	2.5%	1.2%
<b>Overall full-time equivalent (32.5 hours = 1 full-time)</b>									
<b>Men</b>	<b>8,106</b>	<b>9,381</b>	<b>4,196</b>	<b>3,245</b>	<b>1,825</b>	<b>16,612</b>	<b>12,070</b>	<b>9,613</b>	<b>21,683</b>
	8,119	9,192	4,123	3,204	1,729	16,501	12,016	9,418	21,434
	-0.2%	2.1%	1.8%	1.3%	5.6%	0.7%	0.4%	2.1%	1.2%
<b>Women</b>	<b>7,596</b>	<b>16,455</b>	<b>10,523</b>	<b>2,253</b>	<b>7,223</b>	<b>25,099</b>	<b>14,587</b>	<b>19,988</b>	<b>34,575</b>
	7,462	16,406	10,699	2,216	7,209	25,143	14,554	20,013	34,568
	1.8%	0.3%	-1.6%	1.7%	0.2%	-0.2%	0.2%	-0.1%	0.0%
<b>Total</b>	<b>15,702</b>	<b>25,836</b>	<b>14,720</b>	<b>5,498</b>	<b>9,048</b>	<b>41,711</b>	<b>26,657</b>	<b>29,601</b>	<b>56,258</b>
	15,581	25,597	14,823	5,420	8,937	41,644	26,571	29,431	56,002
	0.8%	0.9%	-0.7%	1.4%	1.2%	0.2%	0.3%	0.6%	0.5%

Table 13. Changes to teaching assistant numbers

This table shows the number of teaching assistants in those ISC schools that participated in the Census in 2015 and 2016.

Full-time	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
<b>Men</b>	<b>84</b>	<b>231</b>	<b>327</b>	<b>80</b>	<b>26</b>	<b>536</b>	<b>240</b>	<b>402</b>	<b>642</b>
	70	227	357	70	10	574	200	454	654
	20.0%	1.8%	-8.4%	14.3%	160.0%	-6.6%	20.0%	-11.5%	-1.8%
<b>Women</b>	<b>149</b>	<b>1,628</b>	<b>3,042</b>	<b>329</b>	<b>568</b>	<b>3,922</b>	<b>1,321</b>	<b>3,498</b>	<b>4,819</b>
	145	1,661	3,113	328	556	4,035	1,314	3,605	4,919
	2.8%	-2.0%	-2.3%	0.3%	2.2%	-2.8%	0.5%	-3.0%	-2.0%
<b>Total</b>	<b>233</b>	<b>1,859</b>	<b>3,369</b>	<b>409</b>	<b>594</b>	<b>4,458</b>	<b>1,561</b>	<b>3,900</b>	<b>5,461</b>
	215	1,888	3,470	398	566	4,609	1,514	4,059	5,573
	8.4%	-1.5%	-2.9%	2.8%	4.9%	-3.3%	3.1%	-3.9%	-2.0%
<b>Part-time</b>									
<b>Men</b>	<b>68</b>	<b>123</b>	<b>119</b>	<b>22</b>	<b>12</b>	<b>276</b>	<b>131</b>	<b>179</b>	<b>310</b>
	47	124	108	26	8	245	102	177	279
	44.7%	-0.8%	10.2%	-15.4%	50.0%	12.7%	28.4%	1.1%	11.1%
<b>Women</b>	<b>298</b>	<b>1,585</b>	<b>2,219</b>	<b>235</b>	<b>487</b>	<b>3,380</b>	<b>1,414</b>	<b>2,688</b>	<b>4,102</b>
	255	1,630	2,410	206	522	3,567	1,402	2,893	4,295
	16.9%	-2.8%	-7.9%	14.1%	-6.7%	-5.2%	0.9%	-7.1%	-4.5%
<b>Total</b>	<b>366</b>	<b>1,708</b>	<b>2,338</b>	<b>257</b>	<b>499</b>	<b>3,656</b>	<b>1,545</b>	<b>2,867</b>	<b>4,412</b>
	302	1,754	2,518	232	530	3,812	1,504	3,070	4,574
	21.2%	-2.6%	-7.1%	10.8%	-5.8%	-4.1%	2.7%	-6.6%	-3.5%
<b>Part-time hours</b>									
<b>Men</b>	<b>1,142</b>	<b>2,403</b>	<b>1,973</b>	<b>459</b>	<b>202</b>	<b>4,857</b>	<b>2,292</b>	<b>3,226</b>	<b>5,518</b>
	802	2,245	1,966	502	112	4,399	1,975	3,038	5,012
	42.4%	7.0%	0.4%	-8.6%	80.5%	10.4%	16.1%	6.2%	10.1%
<b>Women</b>	<b>4,883</b>	<b>31,400</b>	<b>43,542</b>	<b>4,051</b>	<b>9,988</b>	<b>65,784</b>	<b>27,383</b>	<b>52,441</b>	<b>79,824</b>
	4,266	30,743	47,012	3,528	10,378	68,114	26,495	55,525	82,020
	14.5%	2.1%	-7.4%	14.8%	-3.8%	-3.4%	3.4%	-5.6%	-2.7%
<b>Total</b>	<b>6,025</b>	<b>33,802</b>	<b>45,514</b>	<b>4,510</b>	<b>10,190</b>	<b>70,642</b>	<b>29,674</b>	<b>55,667</b>	<b>85,341</b>
	5,068	32,988	48,977	4,029	10,490	72,513	28,469	58,563	87,032
	18.9%	2.5%	-7.1%	11.9%	-2.9%	-2.6%	4.2%	-4.9%	-1.9%
<b>Overall full-time equivalent (32.5 hours = 1 full-time)</b>									
<b>Men</b>	<b>119</b>	<b>305</b>	<b>388</b>	<b>94</b>	<b>32</b>	<b>685</b>	<b>311</b>	<b>501</b>	<b>812</b>
	95	296	417	85	13	709	261	547	808
	25.8%	3.0%	-7.1%	10.2%	139.6%	-3.4%	19.1%	-8.4%	0.4%
<b>Women</b>	<b>299</b>	<b>2,594</b>	<b>4,382</b>	<b>454</b>	<b>875</b>	<b>5,946</b>	<b>2,164</b>	<b>5,112</b>	<b>7,275</b>
	276	2,607	4,560	437	875	6,131	2,129	5,313	7,443
	8.3%	-0.5%	-3.9%	3.9%	-0.0%	-3.0%	1.6%	-3.8%	-2.3%
<b>Total</b>	<b>418</b>	<b>2,899</b>	<b>4,769</b>	<b>548</b>	<b>908</b>	<b>6,632</b>	<b>2,474</b>	<b>5,613</b>	<b>8,087</b>
	371	2,903	4,977	522	889	6,840	2,390	5,861	8,251
	12.8%	-0.1%	-4.2%	4.9%	2.1%	-3.0%	3.5%	-4.2%	-2.0%

Table 14. Changes to pupil-teacher ratios

This table shows the pupil-teacher ratio at those ISC schools that participated in the Census in 2015 and 2016.

Full-time	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
<b>Boys</b>	<b>67,162</b>	<b>108,934</b>	<b>86,569</b>	<b>50,418</b>	<b>372</b>	<b>211,875</b>	<b>115,141</b>	<b>147,524</b>	<b>262,665</b>
	67,372	109,055	86,442	50,464	386	212,019	115,401	147,468	262,869
	-0.3%	-0.1%	0.1%	-0.1%	-3.6%	-0.1%	-0.2%	0.0%	-0.1%
<b>Girls</b>	<b>54,284</b>	<b>132,234</b>	<b>65,712</b>	<b>251</b>	<b>79,973</b>	<b>172,006</b>	<b>96,937</b>	<b>155,293</b>	<b>252,230</b>
	53,223	132,765	65,436	277	80,578	170,569	96,747	154,677	251,424
	2.0%	-0.4%	0.4%	-9.4%	-0.8%	0.8%	0.2%	0.4%	0.3%
<b>Total</b>	<b>121,446</b>	<b>241,168</b>	<b>152,281</b>	<b>50,669</b>	<b>80,345</b>	<b>383,881</b>	<b>212,078</b>	<b>302,817</b>	<b>514,895</b>
	120,595	241,820	151,878	50,741	80,964	382,588	212,148	302,145	514,293
	0.7%	-0.3%	0.3%	-0.1%	-0.8%	0.3%	-0.0%	0.2%	0.1%
<b>Ratios (raw)</b>									
<b>Pupil-teacher *</b>	7.7:1	8.9:1	9.2:1	9.0:1	8.6:1	8.6:1	7.7:1	9.5:1	8.7:1
	7.7:1	9.4:1	10.2:1	9.4:1	9.1:1	9.2:1	8.0:1	10.3:1	9.2:1
	-0.1%	-5.3%	-10.5%	-3.6%	-4.6%	-6.1%	-3.7%	-7.0%	-5.6%
<b>Boys: girls (pupils)</b>	1.2:1	0.8:1	1.3:1	200.9:1	0.0:1	1.2:1	1.2:1	1.0:1	1.0:1
	1.3:1	0.8:1	1.3:1	182.2:1	0.0:1	1.2:1	1.2:1	1.0:1	1.0:1
	-2.3%	0.4%	-0.3%	10.3%	0.0%	-0.9%	-0.4%	-0.3%	-0.5%
<b>Men: women (teachers)</b>	1.1:1	0.6:1	0.4:1	1.4:1	0.3:1	0.7:1	0.8:1	0.5:1	0.6:1
	1.1:1	0.6:1	0.4:1	1.4:1	0.2:1	0.7:1	0.8:1	0.5:1	0.6:1
	-1.9%	1.8%	3.6%	-0.4%	5.4%	0.9%	0.1%	2.1%	1.1%
<b>Men: women (teaching assistants)</b>	0.4:1	0.1:1	0.1:1	0.2:1	0.0:1	0.1:1	0.1:1	0.1:1	0.1:1
	0.3:1	0.1:1	0.1:1	0.2:1	0.0:1	0.1:1	0.1:1	0.1:1	0.1:1
	16.0%	3.5%	-7.4%	10.1%	146.7%	-3.4%	19.0%	-8.4%	0.9%

\* Pupil-teacher ratio for 2016 excludes nursery teachers and nursery pupils.

**Table 15. Changes to full-time teachers**

This table shows the number of full-time teaching staff coming into schools (broken down by previous occupation) and leaving schools (broken down by destination). This table comprises those schools that participated in the Census in both 2015 and 2016.

Arriving from	Senior	Mixed-age	Junior	Single-sex: boys'	Single sex: girls'	Co-ed	Schools with boarders	Day schools	Total
<b>Independent schools</b>	<b>772</b>	<b>913</b>	<b>684</b>	<b>265</b>	<b>449</b>	<b>1,655</b>	<b>1,201</b>	<b>1,168</b>	<b>2,369</b>
	723	922	598	225	440	1,578	1,119	1,124	2,243
	6.8%	-1.0%	14.4%	17.8%	2.0%	4.9%	7.3%	3.9%	5.6%
<b>State-funded schools</b>	<b>607</b>	<b>1,252</b>	<b>646</b>	<b>186</b>	<b>421</b>	<b>1,898</b>	<b>1,013</b>	<b>1,492</b>	<b>2,505</b>
	514	1,204	557	148	415	1,712	937	1,338	2,275
	18.1%	4.0%	16.0%	25.7%	1.4%	10.9%	8.1%	11.5%	10.1%
<b>ITT at university or training college</b>	<b>127</b>	<b>177</b>	<b>90</b>	<b>32</b>	<b>66</b>	<b>296</b>	<b>175</b>	<b>219</b>	<b>394</b>
	165	249	112	62	83	381	224	302	526
	-23.0%	-28.9%	-19.6%	-48.4%	-20.5%	-22.3%	-21.9%	-27.5%	-25.1%
<b>New graduates</b>	<b>192</b>	<b>156</b>	<b>141</b>	<b>74</b>	<b>63</b>	<b>352</b>	<b>237</b>	<b>252</b>	<b>489</b>
	169	180	128	62	56	359	262	215	477
	13.6%	-13.3%	10.2%	19.4%	12.5%	-1.9%	-9.5%	17.2%	2.5%
<b>Industry</b>	<b>97</b>	<b>85</b>	<b>56</b>	<b>32</b>	<b>30</b>	<b>176</b>	<b>126</b>	<b>112</b>	<b>238</b>
	125	94	39	43	37	178	153	105	258
	-22.4%	-9.6%	43.6%	-25.6%	-18.9%	-1.1%	-17.6%	6.7%	-7.8%
<b>Outside the UK</b>	<b>106</b>	<b>212</b>	<b>88</b>	<b>42</b>	<b>60</b>	<b>304</b>	<b>191</b>	<b>215</b>	<b>406</b>
	145	179	131	37	57	361	260	195	455
	-26.9%	18.4%	-32.8%	13.5%	5.3%	-15.8%	-26.5%	10.3%	-10.8%
<b>Other</b>	<b>357</b>	<b>693</b>	<b>364</b>	<b>83</b>	<b>255</b>	<b>1,076</b>	<b>624</b>	<b>790</b>	<b>1,414</b>
	307	529	346	80	208	894	540	642	1,182
	16.3%	31.0%	5.2%	3.8%	22.6%	20.4%	15.6%	23.1%	19.6%
<b>Total</b>	<b>2,258</b>	<b>3,488</b>	<b>2,069</b>	<b>714</b>	<b>1,344</b>	<b>5,757</b>	<b>3,567</b>	<b>4,248</b>	<b>7,815</b>
	2,148	3,357	1,911	657	1,296	5,463	3,495	3,921	7,416
	5.1%	3.9%	8.3%	8.7%	3.7%	5.4%	2.1%	8.3%	5.4%
<b>Going to</b>									
<b>Independent schools</b>	<b>582</b>	<b>723</b>	<b>466</b>	<b>194</b>	<b>288</b>	<b>1,289</b>	<b>870</b>	<b>901</b>	<b>1,771</b>
	588	680	451	208	310	1,201	874	845	1,719
	-1.0%	6.3%	3.3%	-6.7%	-7.1%	7.3%	-0.5%	6.6%	3.0%
<b>State-funded schools</b>	<b>165</b>	<b>366</b>	<b>146</b>	<b>38</b>	<b>109</b>	<b>530</b>	<b>307</b>	<b>370</b>	<b>677</b>
	149	380	136	35	120	510	305	360	665
	10.7%	-3.7%	7.4%	8.6%	-9.2%	3.9%	0.7%	2.8%	1.8%
<b>Industry</b>	<b>69</b>	<b>101</b>	<b>50</b>	<b>35</b>	<b>34</b>	<b>151</b>	<b>106</b>	<b>114</b>	<b>220</b>
	54	109	50	29	34	150	102	111	213
	27.8%	-7.3%	0.0%	20.7%	0.0%	0.7%	3.9%	2.7%	3.3%
<b>Outside the UK</b>	<b>106</b>	<b>176</b>	<b>109</b>	<b>54</b>	<b>58</b>	<b>279</b>	<b>195</b>	<b>196</b>	<b>391</b>
	139	200	101	48	57	335	224	216	440
	-23.7%	-12.0%	7.9%	12.5%	1.8%	-16.7%	-12.9%	-9.3%	-11.1%
<b>Other (incl. retirement)</b>	<b>1,053</b>	<b>1,854</b>	<b>1,064</b>	<b>309</b>	<b>740</b>	<b>2,922</b>	<b>1,770</b>	<b>2,201</b>	<b>3,971</b>
	912	1,644	990	310	685	2,551	1,540	2,006	3,546
	15.5%	12.8%	7.5%	-0.3%	8.0%	14.5%	14.9%	9.7%	12.0%
<b>Total</b>	<b>1,975</b>	<b>3,220</b>	<b>1,835</b>	<b>630</b>	<b>1,229</b>	<b>5,171</b>	<b>3,248</b>	<b>3,782</b>	<b>7,030</b>
	1,842	3,013	1,728	630	1,206	4,747	3,045	3,538	6,583
	7.2%	6.9%	6.2%	0.0%	1.9%	8.9%	6.7%	6.9%	6.8%
<b>Net gain</b>									
<b>Independent schools</b>	<b>190</b>	<b>190</b>	<b>218</b>	<b>71</b>	<b>161</b>	<b>366</b>	<b>331</b>	<b>267</b>	<b>598</b>
	135	242	147	17	130	377	245	279	524
	40.7%	-21.5%	48.3%	317.6%	23.8%	-2.9%	35.1%	-4.3%	14.1%
<b>State-funded schools</b>	<b>442</b>	<b>886</b>	<b>500</b>	<b>148</b>	<b>312</b>	<b>1,368</b>	<b>706</b>	<b>1,122</b>	<b>1,828</b>
	365	824	421	113	295	1,202	632	978	1,610
	21.1%	7.5%	18.8%	31.0%	5.8%	13.8%	11.7%	14.7%	13.5%
<b>Industry</b>	<b>28</b>	<b>-16</b>	<b>6</b>	<b>-3</b>	<b>-4</b>	<b>25</b>	<b>20</b>	<b>-2</b>	<b>18</b>
	71	-15	-11	14	3	28	51	-6	45
	-60.6%	6.7%	-154.5%	-121.4%	-233.3%	-10.7%	-60.8%	-66.7%	-60.0%
<b>Outside the UK</b>	<b>0</b>	<b>36</b>	<b>-21</b>	<b>-12</b>	<b>2</b>	<b>25</b>	<b>-4</b>	<b>19</b>	<b>15</b>
	6	-21	30	-11	0	26	36	-21	15
	-100.0%	-271.4%	-170.0%	9.1%	-3.8%	-111.1%	-190.5%	0.0%	0.0%
<b>Other</b>	<b>-696</b>	<b>-1,161</b>	<b>-700</b>	<b>-226</b>	<b>-485</b>	<b>-1,846</b>	<b>-1,146</b>	<b>-1,411</b>	<b>-2,557</b>
	-605	-1,115	-644	-230	-477	-1,657	-1,000	-1,364	-2,364
	15.0%	4.1%	8.7%	-1.7%	1.7%	11.4%	14.6%	3.4%	8.2%
<b>Total</b>	<b>283</b>	<b>268</b>	<b>234</b>	<b>84</b>	<b>115</b>	<b>586</b>	<b>319</b>	<b>466</b>	<b>785</b>
	306	344	183	27	90	716	450	383	833
	-7.5%	-22.1%	27.9%	211.1%	27.8%	-18.2%	-29.1%	21.7%	-5.8%
<b>Full-time teachers</b>									
<b>Turnover as % of full-time teachers</b>	<b>14.2</b>	<b>14.7</b>	<b>14.7</b>	<b>12.6</b>	<b>16.6</b>	<b>14.4</b>	<b>14.0</b>	<b>15.0</b>	<b>14.6</b>
	13.3	13.9	13.7	12.7	16.6	13.2	13.2	14.1	13.7
	6.5%	6.0%	7.1%	-0.8%	0.2%	9.0%	6.2%	6.6%	6.4%
<b>Gain as % of full-time teachers</b>	<b>2.0</b>	<b>1.2</b>	<b>1.9</b>	<b>1.7</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.9</b>	<b>1.6</b>
	2.2	1.6	1.5	0.5	1.2	2.0	2.0	1.5	1.7
	-8.2%	-22.7%	29.0%	208.7%	25.6%	-18.1%	-29.4%	21.4%	-6.1%

**Table 16. Changes to new non-British pupils whose parents live in the UK**

For ISC schools that participated in the Census in both 2015 and 2016, this table shows the number of new non-British pupils whose parents live in the UK broken down by country/area of parental residence.

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
<b>France</b>	<b>105</b>	<b>58</b>	<b>28</b>	<b>9</b>	<b>13</b>	<b>169</b>	<b>188</b>	<b>3</b>	<b>191</b>
	76	121	112	41	57	211	128	181	309
	38.2%	-52.1%	-75.0%	-78.0%	-77.2%	-19.9%	46.9%	-98.3%	-38.2%
<b>Germany</b>	<b>53</b>	<b>87</b>	<b>55</b>	<b>17</b>	<b>33</b>	<b>145</b>	<b>91</b>	<b>104</b>	<b>195</b>
	56	84	65	23	44	138	85	120	205
	-5.4%	3.6%	-15.4%	-26.1%	-25.0%	5.1%	7.1%	-13.3%	-4.9%
<b>Russia</b>	<b>72</b>	<b>52</b>	<b>91</b>	<b>20</b>	<b>38</b>	<b>157</b>	<b>121</b>	<b>94</b>	<b>215</b>
	79	67	80	23	42	161	134	92	226
	-8.9%	-22.4%	13.8%	-13.0%	-9.5%	-2.5%	-9.7%	2.2%	-4.9%
<b>Spain</b>	<b>55</b>	<b>93</b>	<b>79</b>	<b>24</b>	<b>57</b>	<b>146</b>	<b>95</b>	<b>132</b>	<b>227</b>
	50	88	79	24	32	161	95	122	217
	10.0%	5.7%	0.0%	0.0%	78.1%	-9.3%	0.0%	8.2%	4.6%
<b>Ireland</b>	<b>70</b>	<b>120</b>	<b>51</b>	<b>29</b>	<b>46</b>	<b>166</b>	<b>103</b>	<b>138</b>	<b>241</b>
	55	81	47	17	37	129	74	109	183
	27.3%	48.1%	8.5%	70.6%	24.3%	28.7%	39.2%	26.6%	31.7%
<b>Remainder of Europe EEA</b>	<b>247</b>	<b>499</b>	<b>295</b>	<b>83</b>	<b>175</b>	<b>783</b>	<b>465</b>	<b>576</b>	<b>1,041</b>
	234	422	216	85	148	639	444	428	872
	5.6%	18.2%	36.6%	-2.4%	18.2%	22.5%	4.7%	34.6%	19.4%
<b>Remainder of Europe non-EEA</b>	<b>34</b>	<b>53</b>	<b>46</b>	<b>11</b>	<b>14</b>	<b>108</b>	<b>65</b>	<b>68</b>	<b>133</b>
	27	67	26	8	19	93	48	72	120
	25.9%	-20.9%	76.9%	37.5%	-26.3%	16.1%	35.4%	-5.6%	10.8%
<b>Nigeria</b>	<b>47</b>	<b>31</b>	<b>28</b>	<b>10</b>	<b>22</b>	<b>74</b>	<b>71</b>	<b>35</b>	<b>106</b>
	42	58	24	9	23	92	70	54	124
	11.9%	-46.6%	16.7%	11.1%	-4.3%	-19.6%	1.4%	-35.2%	-14.5%
<b>Rest of Africa</b>	<b>36</b>	<b>93</b>	<b>44</b>	<b>12</b>	<b>43</b>	<b>118</b>	<b>80</b>	<b>93</b>	<b>173</b>
	32	66	44	11	28	103	69	73	142
	12.5%	40.9%	0.0%	9.1%	53.6%	14.6%	15.9%	27.4%	21.8%
<b>USA</b>	<b>100</b>	<b>461</b>	<b>252</b>	<b>58</b>	<b>105</b>	<b>650</b>	<b>361</b>	<b>452</b>	<b>813</b>
	124	375	156	56	99	500	379	276	655
	-19.4%	22.9%	61.5%	3.6%	6.1%	30.0%	-4.7%	63.8%	24.1%
<b>Rest of North America</b>	<b>24</b>	<b>55</b>	<b>22</b>	<b>11</b>	<b>23</b>	<b>67</b>	<b>53</b>	<b>48</b>	<b>101</b>
	14	49	16	8	15	56	34	45	79
	71.4%	12.2%	37.5%	37.5%	53.3%	19.6%	55.9%	6.7%	27.8%
<b>Central and South America</b>	<b>8</b>	<b>61</b>	<b>42</b>	<b>13</b>	<b>16</b>	<b>82</b>	<b>47</b>	<b>64</b>	<b>111</b>
	18	48	15	4	14	63	48	33	81
	-55.6%	27.1%	180.0%	225.0%	14.3%	30.2%	-2.1%	93.9%	37.0%
<b>Middle East</b>	<b>24</b>	<b>92</b>	<b>47</b>	<b>6</b>	<b>29</b>	<b>128</b>	<b>48</b>	<b>115</b>	<b>163</b>
	25	55	35	7	13	95	27	88	115
	-4.0%	67.3%	34.3%	-14.3%	123.1%	34.7%	77.8%	30.7%	41.7%
<b>Hong Kong</b>	<b>8</b>	<b>16</b>	<b>8</b>	<b>5</b>	<b>4</b>	<b>23</b>	<b>22</b>	<b>10</b>	<b>32</b>
	12	17	5	2	5	27	22	12	34
	-33.3%	-5.9%	60.0%	150.0%	-20.0%	-14.8%	0.0%	-16.7%	-5.9%
<b>Mainland China</b>	<b>73</b>	<b>154</b>	<b>106</b>	<b>29</b>	<b>68</b>	<b>236</b>	<b>189</b>	<b>144</b>	<b>333</b>
	60	102	54	24	48	144	121	95	216
	21.7%	51.0%	96.3%	20.8%	41.7%	63.9%	56.2%	51.6%	54.2%
<b>Taiwan</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>9</b>
	2	5	0	0	2	5	5	2	7
	-100.0%	0.0%		100.0%	-20.0%	-20.0%	-20.0%	150.0%	28.6%
<b>Japan</b>	<b>19</b>	<b>61</b>	<b>54</b>	<b>11</b>	<b>33</b>	<b>90</b>	<b>39</b>	<b>95</b>	<b>134</b>
	29	65	47	11	46	84	40	101	141
	-34.5%	-6.2%	14.9%	0.0%	-28.3%	7.1%	-2.5%	-5.9%	-5.0%
<b>South Korea</b>	<b>26</b>	<b>44</b>	<b>23</b>	<b>11</b>	<b>20</b>	<b>62</b>	<b>38</b>	<b>55</b>	<b>93</b>
	20	59	35	10	26	78	48	66	114
	30.0%	-25.4%	-34.3%	10.0%	-23.1%	-20.5%	-20.8%	-16.7%	-18.4%
<b>Malaysia</b>	<b>11</b>	<b>15</b>	<b>11</b>	<b>1</b>	<b>7</b>	<b>29</b>	<b>20</b>	<b>17</b>	<b>37</b>
	8	20	5	4	9	20	16	17	33
	37.5%	-25.0%	120.0%	-75.0%	-22.2%	45.0%	25.0%	0.0%	12.1%
<b>Thailand</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>5</b>
	6	4	0	0	1	9	7	3	10
	-66.7%	-75.0%		-100.0%	-44.4%	-57.1%	-33.3%	-50.0%	
<b>India</b>	<b>34</b>	<b>108</b>	<b>80</b>	<b>19</b>	<b>60</b>	<b>143</b>	<b>56</b>	<b>166</b>	<b>222</b>
	22	103	58	22	52	109	35	148	183
	54.5%	4.9%	37.9%	-13.6%	15.4%	31.2%	60.0%	12.2%	21.3%
<b>Pakistan, Sri Lanka and Bangladesh</b>	<b>17</b>	<b>59</b>	<b>31</b>	<b>12</b>	<b>20</b>	<b>75</b>	<b>37</b>	<b>70</b>	<b>107</b>
	16	39	7	5	10	47	28	34	62
	6.3%	51.3%	342.9%	140.0%	100.0%	59.6%	32.1%	105.9%	72.6%
<b>Central Asia</b>	<b>9</b>	<b>11</b>	<b>30</b>	<b>17</b>	<b>4</b>	<b>29</b>	<b>22</b>	<b>28</b>	<b>50</b>
	9	14	8	2	1	28	24	7	31
	0.0%	-21.4%	275.0%	750.0%	300.0%	3.6%	-8.3%	300.0%	61.3%
<b>Remainder of Far East</b>	<b>16</b>	<b>42</b>	<b>13</b>	<b>2</b>	<b>10</b>	<b>59</b>	<b>32</b>	<b>39</b>	<b>71</b>
	12	37	10	2	9	48	38	21	59
	33.3%	13.5%	30.0%	0.0%	11.1%	22.9%	-15.8%	85.7%	20.3%
<b>Australasia</b>	<b>39</b>	<b>91</b>	<b>65</b>	<b>18</b>	<b>35</b>	<b>142</b>	<b>76</b>	<b>119</b>	<b>195</b>
	55	93	53	16	48	137	75	126	201
	-29.1%	-2.2%	22.6%	12.5%	-27.1%	3.6%	1.3%	-5.6%	-3.0%
<b>Total</b>	<b>1,089</b>	<b>2,423</b>	<b>1,596</b>	<b>459</b>	<b>925</b>	<b>3,724</b>	<b>2,247</b>	<b>2,861</b>	<b>5,108</b>
	1,083	2,139	1,197	414	828	3,177	2,094	2,325	4,419
	0.6%	13.3%	33.3%	10.9%	11.7%	17.2%	7.3%	23.1%	15.6%

**Table 17. Changes to non-British pupils whose parents live in the UK**

For ISC schools that participated in the Census in both 2015 and 2016, this table shows the number of non-British pupils whose parents live in the UK.

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
<b>France</b>	<b>283</b>	<b>466</b>	<b>501</b>	<b>198</b>	<b>269</b>	<b>783</b>	<b>478</b>	<b>772</b>	<b>1,250</b>
	259	372	413	157	218	669	424	620	1,044
	9.3%	25.3%	21.3%	26.1%	23.4%	17.0%	12.7%	24.5%	19.7%
<b>Germany</b>	<b>222</b>	<b>385</b>	<b>296</b>	<b>104</b>	<b>210</b>	<b>589</b>	<b>385</b>	<b>518</b>	<b>903</b>
	191	306	267	96	163	505	325	439	764
	16.2%	25.8%	10.9%	8.3%	28.8%	16.6%	18.5%	18.0%	18.2%
<b>Russia</b>	<b>279</b>	<b>275</b>	<b>378</b>	<b>101</b>	<b>167</b>	<b>664</b>	<b>532</b>	<b>400</b>	<b>932</b>
	241	269	306	98	139	579	474	342	816
	15.8%	2.2%	23.5%	3.1%	20.1%	14.7%	12.2%	17.0%	14.2%
<b>Spain</b>	<b>165</b>	<b>331</b>	<b>340</b>	<b>108</b>	<b>186</b>	<b>542</b>	<b>300</b>	<b>536</b>	<b>836</b>
	125	262	307	75	128	491	248	446	694
	32.0%	26.3%	10.7%	44.0%	45.3%	10.4%	21.0%	20.2%	20.5%
<b>Ireland</b>	<b>298</b>	<b>544</b>	<b>295</b>	<b>135</b>	<b>232</b>	<b>770</b>	<b>437</b>	<b>700</b>	<b>1,137</b>
	220	506	216	92	201	649	341	601	942
	35.5%	7.5%	36.6%	46.7%	15.4%	18.6%	28.2%	16.5%	20.7%
<b>Remainder of Europe EEA</b>	<b>922</b>	<b>1,649</b>	<b>1,278</b>	<b>403</b>	<b>711</b>	<b>2,735</b>	<b>1,653</b>	<b>2,196</b>	<b>3,849</b>
	798	1,509	995	350	604	2,348	1,561	1,741	3,302
	15.5%	9.3%	28.4%	15.1%	17.7%	16.5%	5.9%	26.1%	16.6%
<b>Remainder of Europe non-EEA</b>	<b>113</b>	<b>198</b>	<b>147</b>	<b>42</b>	<b>73</b>	<b>343</b>	<b>234</b>	<b>224</b>	<b>458</b>
	94	203	110	40	91	276	200	207	407
	20.2%	-2.5%	33.6%	5.0%	-19.8%	24.3%	17.0%	8.2%	12.5%
<b>Nigeria</b>	<b>140</b>	<b>183</b>	<b>114</b>	<b>27</b>	<b>92</b>	<b>318</b>	<b>250</b>	<b>187</b>	<b>437</b>
	161	194	106	40	93	328	291	170	461
	-13.0%	-5.7%	7.5%	-32.5%	-1.1%	-3.0%	-14.1%	10.0%	-5.2%
<b>Rest of Africa</b>	<b>155</b>	<b>393</b>	<b>208</b>	<b>72</b>	<b>163</b>	<b>521</b>	<b>363</b>	<b>393</b>	<b>756</b>
	128	290	191	62	122	425	289	320	609
	21.1%	35.5%	8.9%	16.1%	33.6%	22.6%	25.6%	22.8%	24.1%
<b>USA</b>	<b>444</b>	<b>1,386</b>	<b>948</b>	<b>284</b>	<b>512</b>	<b>1,982</b>	<b>1,368</b>	<b>1,410</b>	<b>2,778</b>
	446	1,263	804	301	428	1,784	1,318	1,195	2,513
	-0.4%	9.7%	17.9%	-5.6%	19.6%	11.1%	3.8%	18.0%	10.5%
<b>Rest of North America</b>	<b>74</b>	<b>199</b>	<b>101</b>	<b>35</b>	<b>82</b>	<b>257</b>	<b>182</b>	<b>192</b>	<b>374</b>
	67	154	76	29	58	210	152	145	297
	10.4%	29.2%	32.9%	20.7%	41.4%	22.4%	19.7%	32.4%	25.9%
<b>Central and South America</b>	<b>39</b>	<b>192</b>	<b>140</b>	<b>45</b>	<b>53</b>	<b>273</b>	<b>156</b>	<b>215</b>	<b>371</b>
	43	170	94	22	49	236	148	159	307
	-9.3%	12.9%	48.9%	104.5%	8.2%	15.7%	5.4%	35.2%	20.8%
<b>Middle East</b>	<b>84</b>	<b>290</b>	<b>212</b>	<b>58</b>	<b>84</b>	<b>444</b>	<b>184</b>	<b>402</b>	<b>586</b>
	68	253	116	27	66	344	132	305	437
	23.5%	14.6%	82.8%	114.8%	27.3%	29.1%	39.4%	31.8%	34.1%
<b>Hong Kong</b>	<b>62</b>	<b>54</b>	<b>28</b>	<b>15</b>	<b>17</b>	<b>112</b>	<b>105</b>	<b>39</b>	<b>144</b>
	39	52	20	13	27	71	72	39	111
	59.0%	3.8%	40.0%	15.4%	-37.0%	57.7%	45.8%	0.0%	29.7%
<b>Mainland China</b>	<b>246</b>	<b>503</b>	<b>264</b>	<b>90</b>	<b>260</b>	<b>663</b>	<b>604</b>	<b>409</b>	<b>1,013</b>
	161	329	170	69	142	449	355	305	660
	52.8%	52.9%	55.3%	30.4%	83.1%	47.7%	70.1%	34.1%	53.5%
<b>Taiwan</b>	<b>4</b>	<b>16</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>13</b>	<b>8</b>	<b>16</b>	<b>24</b>
	4	15	2	1	7	13	11	10	21
	0.0%	6.7%	100.0%	200.0%	14.3%	0.0%	-27.3%	60.0%	14.3%
<b>Japan</b>	<b>84</b>	<b>254</b>	<b>171</b>	<b>44</b>	<b>145</b>	<b>320</b>	<b>151</b>	<b>358</b>	<b>509</b>
	78	238	155	39	126	306	137	334	471
	7.7%	6.7%	10.3%	12.8%	15.1%	4.6%	10.2%	7.2%	8.1%
<b>South Korea</b>	<b>90</b>	<b>173</b>	<b>102</b>	<b>45</b>	<b>69</b>	<b>251</b>	<b>155</b>	<b>210</b>	<b>365</b>
	66	197	117	46	72	262	149	231	380
	36.4%	-12.2%	-12.8%	-2.2%	-4.2%	-4.2%	4.0%	-9.1%	-3.9%
<b>Malaysia</b>	<b>32</b>	<b>58</b>	<b>36</b>	<b>16</b>	<b>22</b>	<b>88</b>	<b>62</b>	<b>64</b>	<b>126</b>
	34	56	28	18	25	75	65	53	118
	-5.9%	3.6%	28.6%	-11.1%	-12.0%	17.3%	-4.6%	20.8%	6.8%
<b>Thailand</b>	<b>12</b>	<b>14</b>	<b>10</b>	<b>4</b>	<b>8</b>	<b>24</b>	<b>27</b>	<b>9</b>	<b>36</b>
	16	15	16	2	6	39	33	14	47
	-25.0%	-6.7%	-37.5%	100.0%	33.3%	-38.5%	-18.2%	-35.7%	-23.4%
<b>India</b>	<b>154</b>	<b>590</b>	<b>343</b>	<b>169</b>	<b>250</b>	<b>668</b>	<b>278</b>	<b>809</b>	<b>1,087</b>
	95	496	375	113	211	642	216	750	966
	62.1%	19.0%	-8.5%	49.6%	18.5%	4.0%	28.7%	7.9%	12.5%
<b>Pakistan, Sri Lanka and Bangladesh</b>	<b>48</b>	<b>225</b>	<b>100</b>	<b>57</b>	<b>69</b>	<b>247</b>	<b>140</b>	<b>233</b>	<b>373</b>
	39	178	60	36	54	187	85	192	277
	23.1%	26.4%	66.7%	58.3%	27.8%	32.1%	64.7%	21.4%	34.7%
<b>Central Asia</b>	<b>40</b>	<b>51</b>	<b>104</b>	<b>85</b>	<b>17</b>	<b>93</b>	<b>72</b>	<b>123</b>	<b>195</b>
	53	53	27	8	17	108	89	44	133
	-24.5%	-3.8%	285.2%	962.5%	0.0%	-13.9%	-19.1%	179.5%	46.6%
<b>Remainder of Far East</b>	<b>70</b>	<b>151</b>	<b>83</b>	<b>28</b>	<b>56</b>	<b>220</b>	<b>145</b>	<b>159</b>	<b>304</b>
	67	126	75	16	48	204	158	110	268
	4.5%	19.8%	10.7%	75.0%	16.7%	7.8%	-8.2%	44.5%	13.4%
<b>Australasia</b>	<b>166</b>	<b>361</b>	<b>278</b>	<b>76</b>	<b>170</b>	<b>559</b>	<b>333</b>	<b>472</b>	<b>805</b>
	165	341	215	72	174	475	290	431	721
	0.6%	5.9%	29.3%	5.6%	-2.3%	17.7%	14.8%	9.5%	11.7%
<b>Total</b>	<b>4,226</b>	<b>8,941</b>	<b>6,481</b>	<b>2,244</b>	<b>3,925</b>	<b>13,479</b>	<b>8,602</b>	<b>11,046</b>	<b>19,648</b>
	3,658	7,847	5,261	1,822	3,269	11,675	7,563	9,203	16,766
	15.5%	13.9%	23.2%	23.2%	20.1%	15.5%	13.7%	20.0%	17.2%



Constituent Associations:

Association of Governing Bodies of  
Independent Schools

Girls' Schools Association

Headmasters' and Headmistresses' Conference

Independent Association of Prep Schools

Independent Schools Association

The Independent Schools' Bursars Association

The Society of Heads



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