

ISC CENSUS AND ANNUAL REPORT 2026

ISC SCHOOLS: LOCATION, TYPE, STRUCTURE AND SIZE

PUPIL NUMBERS

REGIONAL DIFFERENCES

YEAR GROUP DIFFERENCES

SINGLE-SEX AND CO-EDUCATION

BOARDING

NEW PUPILS

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

ETHNICITY

INTERNATIONAL FOOTPRINT: NON-UK PUPILS AND OVERSEAS CAMPUSES

SCHOOL FEES

BURSARIES AND SCHOLARSHIPS

PUBLIC BENEFIT

TEACHING STAFF

ENTRANCE TO HIGHER EDUCATION

EXAM RESULTS

The ISC Research and Data 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.

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ISC CENSUS AND ANNUAL REPORT 2026

This report is based on a survey carried out in January 2026. 1,455 schools in UK membership of the constituent associations of ISC ("ISC schools") completed the survey.

Appendix A gives a snapshot of ISC schools as they were in January 2026. Appendix B shows comparative figures for the schools that completed the Census in both 2025 and 2026 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 Heads' 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).

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Foreword

What motivates a school bursar? An interest in numbers? Of course. But much more than that, it is an abiding concern for the people behind the numbers: knowing that a school is not just a series of incomings and outgoings on a balance sheet but a living entity where the future is created by and for the young people under its care.

For a soon-to-be former bursar, it is that drive to understand the people as well as the percentages that makes my role at the Independent Schools Council so fascinating.

For more than half a century, the ISC Census has used numbers to paint a detailed and authoritative picture of independent education across the United Kingdom. Each year, it offers a snapshot of a sector that is diverse, dynamic and deeply embedded within the wider educational landscape. Just as importantly, it creates a historical record that allows us to understand how schools respond to changing circumstances and continue to serve pupils, families and communities.

This year's Census records a period of significant change. There are now 526,611 pupils attending 1,455 ISC schools, a reduction of 3.5% compared with 2025 despite a modest increase in the number of schools in membership. On a like-for-like basis, pupil numbers have fallen by 3.8%, with declines visible across most age groups and particularly pronounced in key intake years. Boarding numbers have fallen more sharply still, while the number of new pupils joining ISC schools has also reduced.

These figures reflect a sector operating in a markedly different environment from that of recent years. Schools continue to adapt to a range of financial, demographic and policy pressures, including the ongoing effects of the introduction of VAT on school fees.

As ever, the Census tells a more nuanced story than headline figures alone can convey. Behind every percentage point are families making difficult decisions and schools working hard to maintain the breadth and quality of education for which they are known.

Independent schools remain an important and distinctive part of the UK's educational ecosystem. They educate pupils from a wide range of backgrounds and circumstances, including growing numbers with special educational needs and disabilities. More than 123,000 pupils in ISC schools – almost one in four – now receive SEND support, including over 15,000 with an Education, Health and Care Plan. For many families, schools in our sector provide expertise, flexibility and specialist provision that can be life-changing.

The data also highlight the continued diversity of our pupil population. More than four in ten pupils are from minority ethnic backgrounds, and ISC schools continue to attract families from across the world. Although international pupil numbers in the UK have declined this year, overseas campuses still educate tens of thousands of pupils. The global outlook of our schools remains a defining characteristic; it underlines the important role that independent schools play in strengthening the UK's educational, cultural and economic connections across borders.

Perhaps most encouragingly, schools have maintained their commitment to widening access. Just under 9,000 pupils pay no fees at all through means-tested bursaries, scholarships or other arrangements. In all, nearly 35% of pupils receive some form of fee assistance. This support is worth more than £2.0 billion – a record, despite the challenging financial climate. Schools thus open up opportunities for thousands of young people whose families would otherwise be unable to consider an independent education.

The Census also demonstrates that schools continue to contribute far beyond their own pupil bodies. Almost 10,000 partnerships with state-funded schools were reported this year, spanning academic collaboration, sport, music, drama, shared facilities and specialist expertise. Schools also undertake extensive charitable fundraising and volunteering activity. Independent schools are committed to serving the wider public good and improving opportunities for young people – wherever they are educated.

At the same time, outcomes for pupils remain exceptionally strong. The overwhelming majority of leavers progress to higher education, including many to leading universities in the UK and overseas. Alongside academic excellence independent schools continue to foster the broader skills, confidence and character that young people need to thrive in a rapidly changing world.

The findings presented in this report are not simply a collection of statistics. They tell the story of schools, governors, teachers, support staff and families navigating a period of considerable uncertainty with determination, imagination and resilience. They also remind us that independent schools are not static institutions. They have always evolved in response to the needs of the pupils they serve, and they will continue to do so.

As we look ahead, there will undoubtedly be further challenges. But there will also be further opportunities to broaden access, strengthen partnerships and develop innovative approaches to teaching, learning and the development of young people. This is what independent schools do; this is the value that they bring to society.

My thanks go to all the schools that have contributed to this year's Census and to the ISC team for producing such a comprehensive and valuable resource. Above all, I would like to thank the thousands of people working in our schools every day. Their dedication to the education and wellbeing of young people remains the foundation upon which everything else rests.



Mark Taylor
Chairman
Independent Schools Council

Executive Summary

1. PUPIL NUMBERS DECLINE ACROSS THE SECTOR

- There are 526,611 pupils at 1,455 ISC schools in 2026, a decrease of 19,029 pupils (3.5%) compared with 2025, despite a net increase in the number of member schools. On a like-for-like basis, pupil numbers have fallen by 3.8%, indicating a broad-based contraction across the sector.
- Reductions are evident across most year groups, typically in the range of 3% to 6%, with larger declines in key intake years such as Reception, Year 7 and Year 12. The number of new pupils has also fallen, with 96,828 pupils joining ISC schools in 2025/26, a decrease of 5.6% from the previous year.
- Boarding numbers have declined more sharply than overall pupil numbers. There were 57,836 boarders on Census Day, representing 11.0% of all pupils and a decrease of 8.2% compared with 2025.

2. SCHOOL SIZE AND PUPIL CHARACTERISTICS

- Most ISC schools are relatively small, with a mean size of 362 pupils and a median of 246. However, a small number of larger schools increases the overall average. ISC schools account for the vast majority of larger independent schools: 95.0% of independent schools in England with more than 500 pupils are in ISC membership.
- ISC schools educate a diverse pupil population. Among pupils for whom ethnicity is recorded, 42.2% are from minority ethnic backgrounds, a proportion which has increased substantially over time and is higher than in the state-funded sector in England.
- A total of 123,823 pupils (23.5%) receive support for special educational needs and disabilities (SEND), including 15,356 with an Education, Health and Care Plan (EHCP). This represents a substantial increase compared with the previous year, driven in part by growth in the number of specialist SEND schools within ISC membership.

3. INTERNATIONAL PUPILS AND GLOBAL FOOTPRINT

- ISC schools continue to have an international dimension. In 2026, 57,214 pupils are non-UK nationals, representing 10.9% of all pupils. Of these, 22,941 pupils have parents living overseas (4.4% of all pupils), while 34,273 have parents resident in the UK.
- Numbers of international pupils have declined compared with 2025, particularly among those whose parents live overseas. This follows a period of recovery after the COVID-19 pandemic and may reflect a range of factors, including changes in the policy environment affecting international pupils.
- ISC schools also operate a global network of 134 overseas campuses, educating over 97,000 pupils, with provision concentrated in Asia and the Middle East.

4. SCHOOL FEES AND FINANCIAL CONTEXT

- Following the introduction of VAT on independent school fees from January 2025, schools have adopted a range of approaches to fee setting. Across schools completing the Census in both years, average fees increased by 4.4% between January 2025 and January 2026 (excluding VAT).
- Fee levels vary by phase, rising from junior to senior and sixth form provision. Regional variation is also evident, with higher average fees in London and the South East and lower fees in other regions.

5. BURSARIES AND FEE ASSISTANCE

- Fee assistance supports 183,705 pupils (34.9% of all pupils), with a total value of £2.1 billion. Schools remain the primary source of support in terms of pupil numbers, but their share of total funding has declined to 55.4%, despite a small increase in absolute contributions.
- This change reflects stronger growth in external funding, particularly from local authorities, associated with the rise in pupils with EHCPs in ISC schools.
- Means-tested bursaries remain the main form of targeted support, with over half of recipients receiving more than 50% fee remission and a significant proportion receiving full fee remission. In total, 8,934 pupils pay no fees through bursaries, scholarships or a combination of school support.

6. PUBLIC BENEFIT AND PARTNERSHIPS

- ISC schools reported 9,985 partnership activities with state-funded schools in 2025, an increase compared with the previous year. At the same time, the number of schools participating fell slightly, indicating that partnership activity has become more concentrated among engaged schools.
- Partnerships are wide-ranging and include sporting, academic and arts activities, as well as sharing facilities and staff expertise. While participation in some activities, particularly sport, is very widespread, the distribution of activity across categories is more balanced than participation rates alone suggest.
- Most schools work with a relatively small number of partner schools, but many report reaching large numbers of pupils, reflecting variation in the scale and nature of partnership activity.
- In addition to partnerships, 93.7% of ISC schools reported fundraising for charities, and a substantial number provide volunteering opportunities for pupils and staff.

7. STAFFING AND SCHOOL RESOURCES

- ISC schools employ 58,949 full-time equivalent teachers, with a pupil–teacher ratio of 8.5 to 1. This is substantially lower than in the state-funded sector, reflecting smaller class sizes and different staffing models.
- Teaching assistants represent a smaller proportion of the workforce than in the state sector, indicating a higher deployment on teaching staff within ISC schools.

8. PUPIL OUTCOMES AND DESTINATIONS

- The majority of ISC school leavers progress to higher education, with 88.6% continuing to university. Over half of those entering UK higher education attend universities ranked in the top 25, including around 4% progressing to Oxford or Cambridge.
- A small but significant proportion of pupils (5.7%) choose to study overseas, most commonly in the United States. These pupils attend a wide and increasing range of institutions worldwide.
- ISC pupils continue to achieve high levels of attainment at A level. Across all subjects, they are more likely than pupils in state-funded schools to achieve top grades (A* and A), although the size of this gap varies by subject. Independent school pupils are also over-represented in certain subject areas, including modern foreign languages and further mathematics.

1 Introduction

The ISC Annual Census is the most comprehensive source of data on the UK independent school sector. This report presents findings from the January 2026 Census, completed by 1,455 member schools of the Independent Schools Council (ISC), and provides a detailed picture of the sector's size, structure and characteristics, alongside key trends in pupil numbers, funding, diversity, staffing and educational outcomes.

The report is structured to reflect the breadth of the Census. It begins with an overview of schools, including their location, type, structure and size, before examining pupil numbers in detail, with analysis by region, age, gender, boarding status and patterns of entry. It then examines pupil characteristics, including special educational needs and disabilities (SEND), ethnicity and the international composition of the pupil population.

Subsequent sections cover the financial context, including school fees and the provision of fee assistance through bursaries and scholarships, and the wider contribution of ISC schools through partnership activity and staffing. The report concludes with analysis of pupil outcomes, including destinations in higher education and examination performance.

Comparisons with previous years are presented where possible using like-for-like samples of schools, providing a consistent measure of annual change. Where relevant, comparisons are also made with the wider school sector to provide additional context.

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

The ISC Census provides detailed information on the characteristics of member schools. This section examines schools by location, type, structure and size, highlighting the diversity of provision across the independent sector.

2.1 ISC Schools: Location

Figure 2.1 shows the geographical distribution of the 1,455 ISC schools across the UK. Schools are unevenly distributed, with a clear concentration in London and the South of England, and lower densities in other parts of the country. A substantial proportion of both schools and pupils are concentrated in London and surrounding parts of the South East, with further clusters in the South West, although density falls away in more remote areas of the South West peninsula.

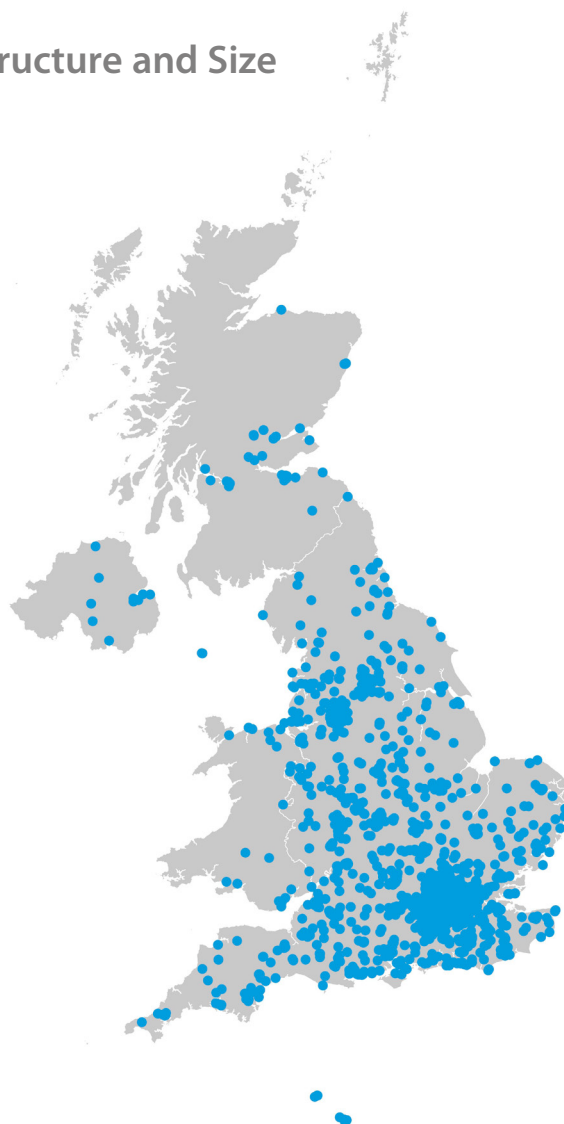
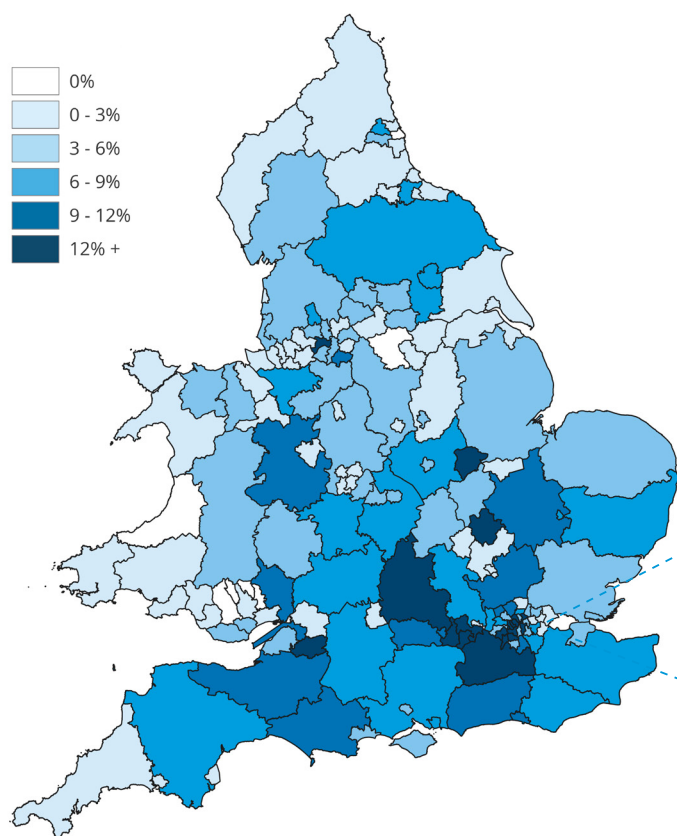


Figure 2.1 Location of ISC schools in the UK

Figure 2.2 shows the proportion of school-age pupils educated in independent schools by local authority in England and Wales, based on data published by the Department for Education and the Welsh Government. While the highest levels of participation are concentrated in London and the South of England, there are also local authorities outside these regions with relatively high participation. This includes authorities such as Rutland (approximately 26%), Bedford (12%), Cambridgeshire (11%), and several urban authorities including Salford (14%), Stockport (9%) and Newcastle upon Tyne (9%).

Figure 2.3 provides a more detailed view of London, where both the number of schools and the proportion of pupils educated independently are particularly high. The map highlights substantial variation between boroughs.

Figure 2.2 Percentage of pupils educated in independent schools by local authority, England and Wales, 2024/25 (all independent schools)

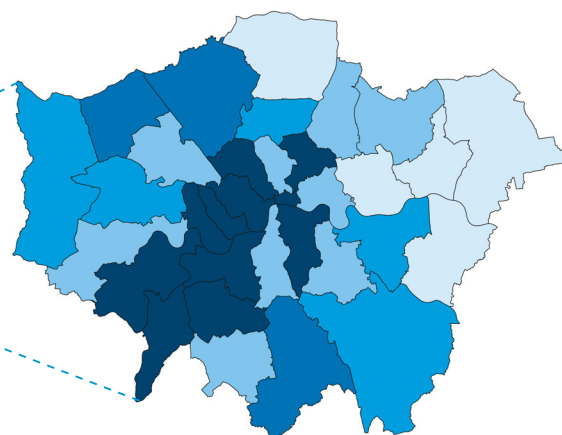


Participation is highest in parts of central and west London, including Kensington and Chelsea (45%), Camden and Westminster (31%), and Richmond upon Thames (27%), while many outer and eastern boroughs have much lower levels, including Barking and Dagenham (below 1%) and Newham (2%). This pattern reflects the concentration of independent schools in particular parts of the capital as well as differences in local demand.

It should be noted that the data used for Figures 2.2 and 2.3 are drawn from Department for Education and Welsh Government sources for the 2024/25 academic year and therefore are not directly comparable with the ISC Census data presented elsewhere in this report. These figures are included to provide contextual information on the wider school sector, covering all independent schools rather than ISC members only, and are not intended as a direct measure of ISC activity.

Overall, independent schools educate a relatively small share of pupils nationally, although this varies considerably by location, reflecting both the distribution of schools and differences in local patterns of demand.

Figure 2.3 Percentage of pupils educated in independent schools by borough, London, 2024/25 (all independent schools)

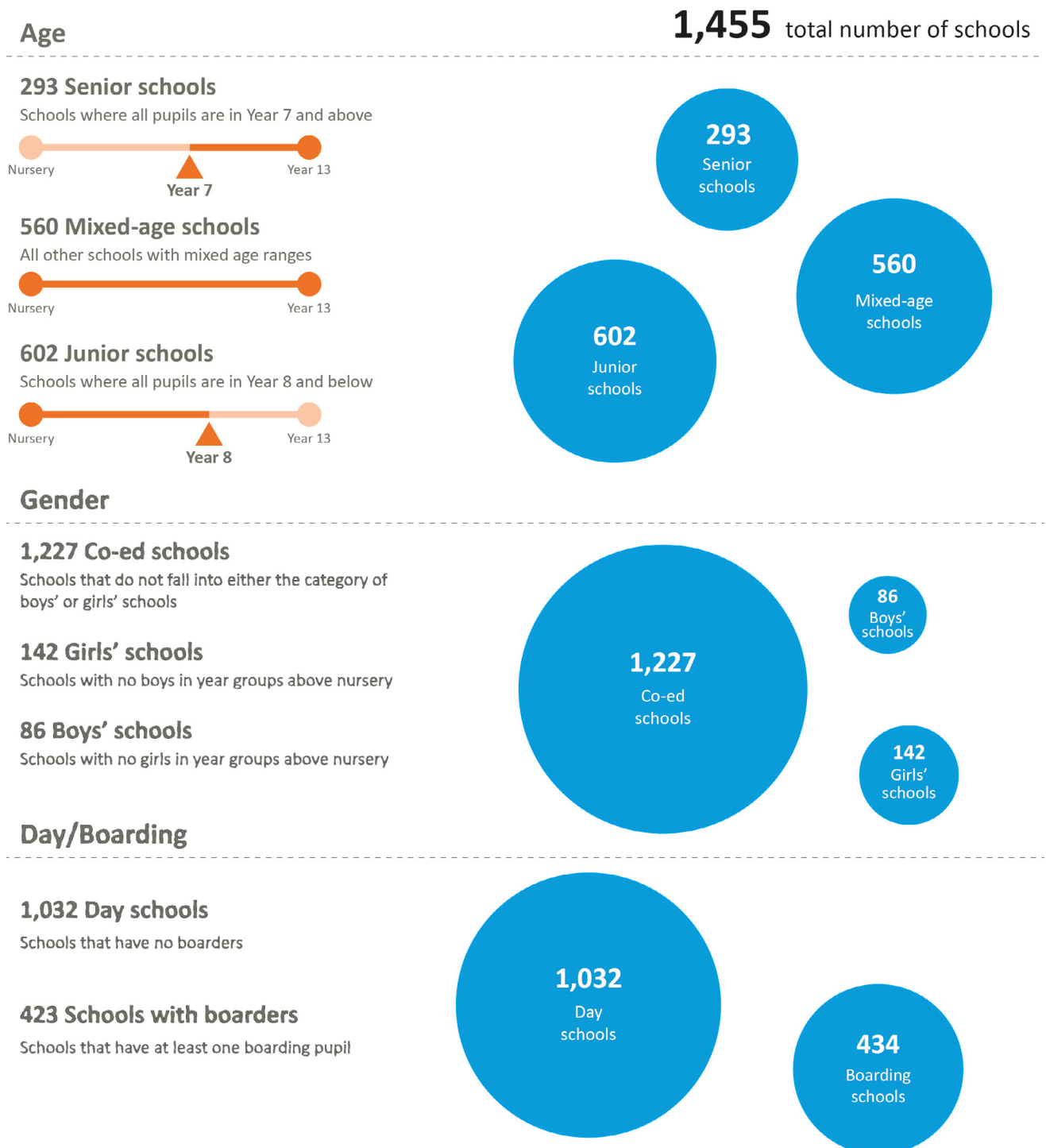


2.2 ISC Schools: School Type and Structure

Figure 2.4 shows the composition of ISC schools by age range, gender and boarding provision. Across each of these characteristics, the sector is characterised by a predominance

of co-educational and day schools, alongside a broad mix of junior, senior and mixed-age provision. Single-sex schools and boarding provision make up a smaller share of the overall sector.

Figure 2.4 ISC schools by age range, gender composition and boarding provision



2.3 ISC Schools: Size

Table 2.1 and Figure 2.6 show the distribution of school size across the sector. The mean school size is 362 pupils, and the median is 246 pupils, indicating that while most schools are relatively small, a small number of substantially larger schools increases the average size.

School size varies considerably by type. Junior schools tend to be smaller than senior and mixed-age schools, while schools with boarding provision and single-sex schools tend to be larger than day and co-educational schools.

Figure 2.6 shows that most ISC schools are relatively small. The largest concentration of schools falls between 100 and 200 pupils, and over half of schools have fewer than 250 pupils. The number of schools declines steadily as size increases, with relatively few schools (6.6%) enrolling more than 1,000 pupils.

Figure 2.7 presents the distribution of independent schools in England by size, comparing ISC and non-ISC institutions.

Non-ISC schools are concentrated in the smallest size bands, particularly among schools with fewer than 100 pupils, where they substantially outnumber ISC schools. In contrast, ISC schools are more evenly distributed across size categories and account for the vast majority of medium and larger schools, with 95.0% of independent schools enrolling more than 500 pupils being in ISC.

Table 2.1 Mean and median school size by school type

Type of school	Mean size	Median size
Junior	216	195
Mixed	494	387
Senior	410	304
Day schools	317	202
School with boarding pupils	471	389
Co-ed schools	342	227
Single-sex schools	471	347
Overall	362	246

Figure 2.6 Distribution of schools by number of pupils

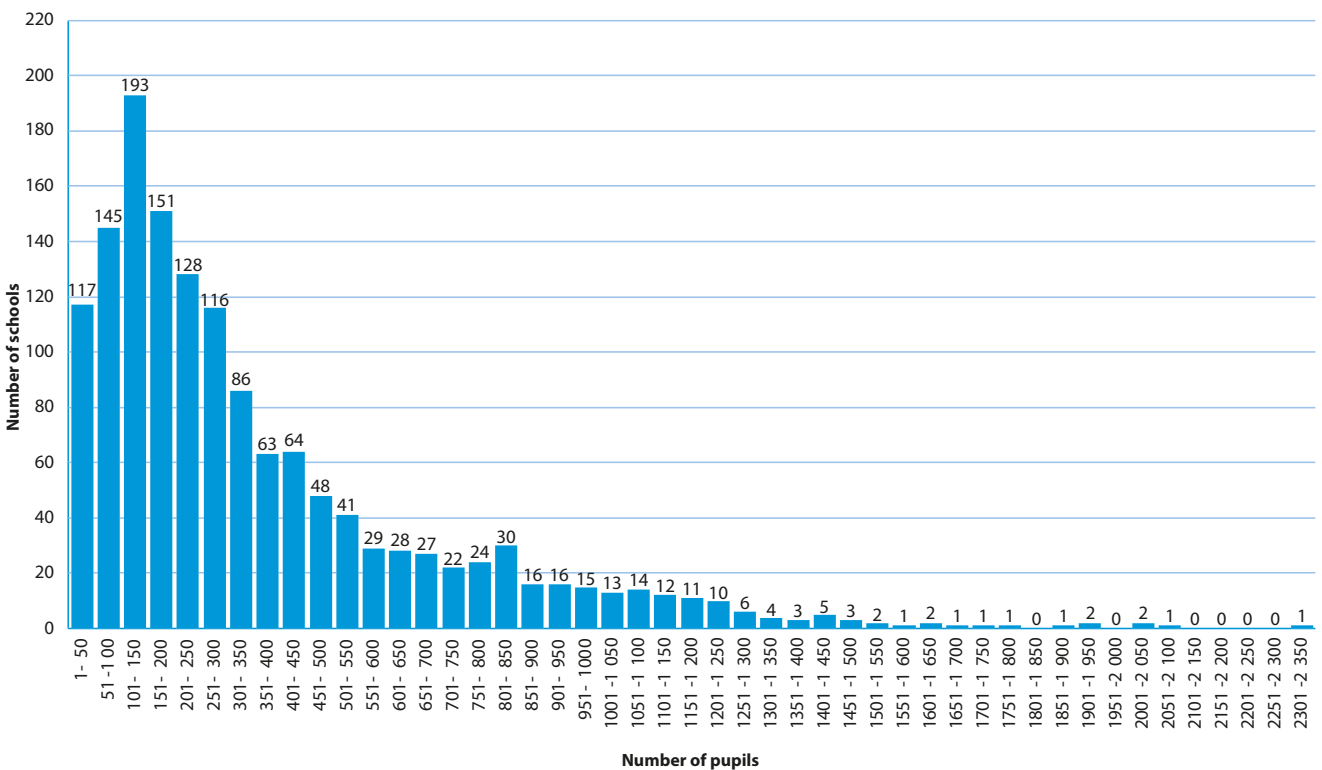
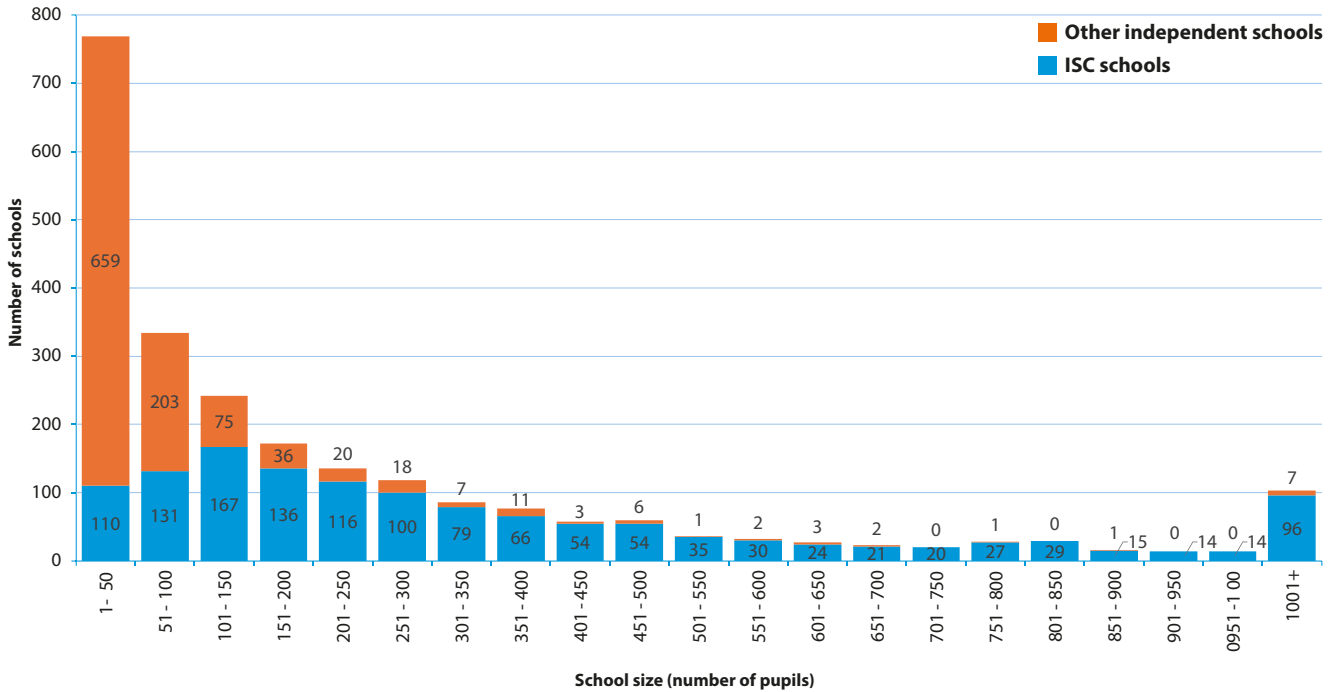


Figure 2.7 Distribution of independent schools in England by size and ISC membership



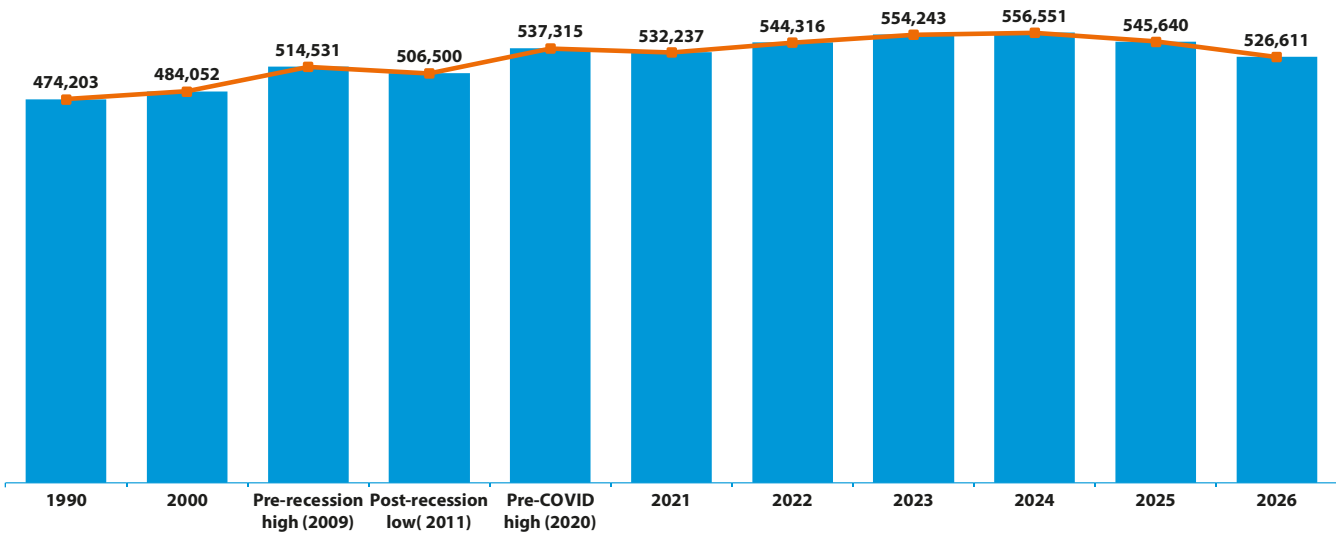
Note: Source – Department for Education, Get Information About Schools, downloaded May 2026. Includes all independent schools open on Census Day 2026 with recorded pupil numbers.

3 Pupil Numbers

There are 526,611 pupils at ISC schools in 2026 (Figure 3.1), a reduction of 19,029 pupils (3.5%) compared with 2025. This fall has occurred despite a net increase of 32 schools over

the same period. On a like-for-like basis, pupil numbers have decreased by 3.8% since 2025.

Figure 3.1 Pupil numbers, selected years 1990 to 2026

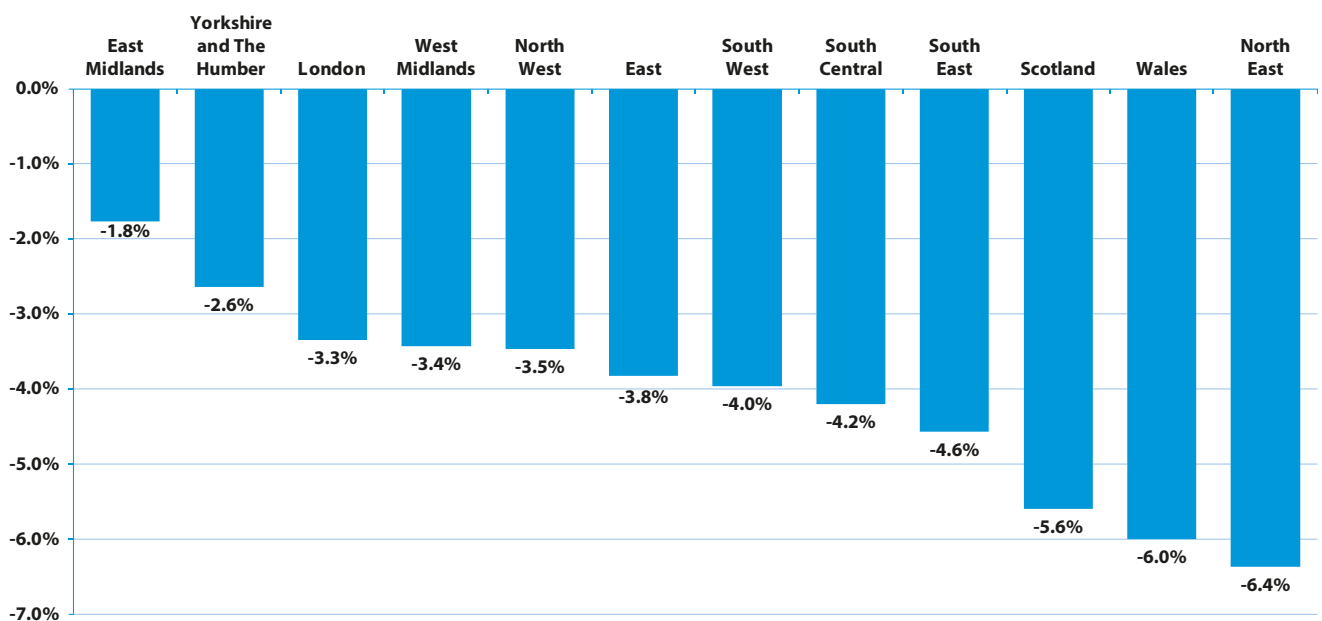


3.1 Pupil Numbers: By Region

Overall pupil numbers have decreased on a like-for-like basis, with the rate of change varying by region (Figure 3.2). All regions have experienced a fall in pupil numbers since the 2025 Census, although there is considerable variation in the scale of this change. Smaller reductions have been recorded in the East Midlands and Yorkshire and the Humber, while larger declines are evident across

the southern regions of England. The steepest declines are seen in Scotland, Wales and the North East; however, these patterns should be interpreted with some caution, as these regions have relatively few ISC schools and percentage changes can therefore be more sensitive to small shifts in pupil numbers. The North East has recorded the largest percentage decrease, at 6.4%.

Figure 3.2 Percentage change in pupil numbers by region (like-for-like)



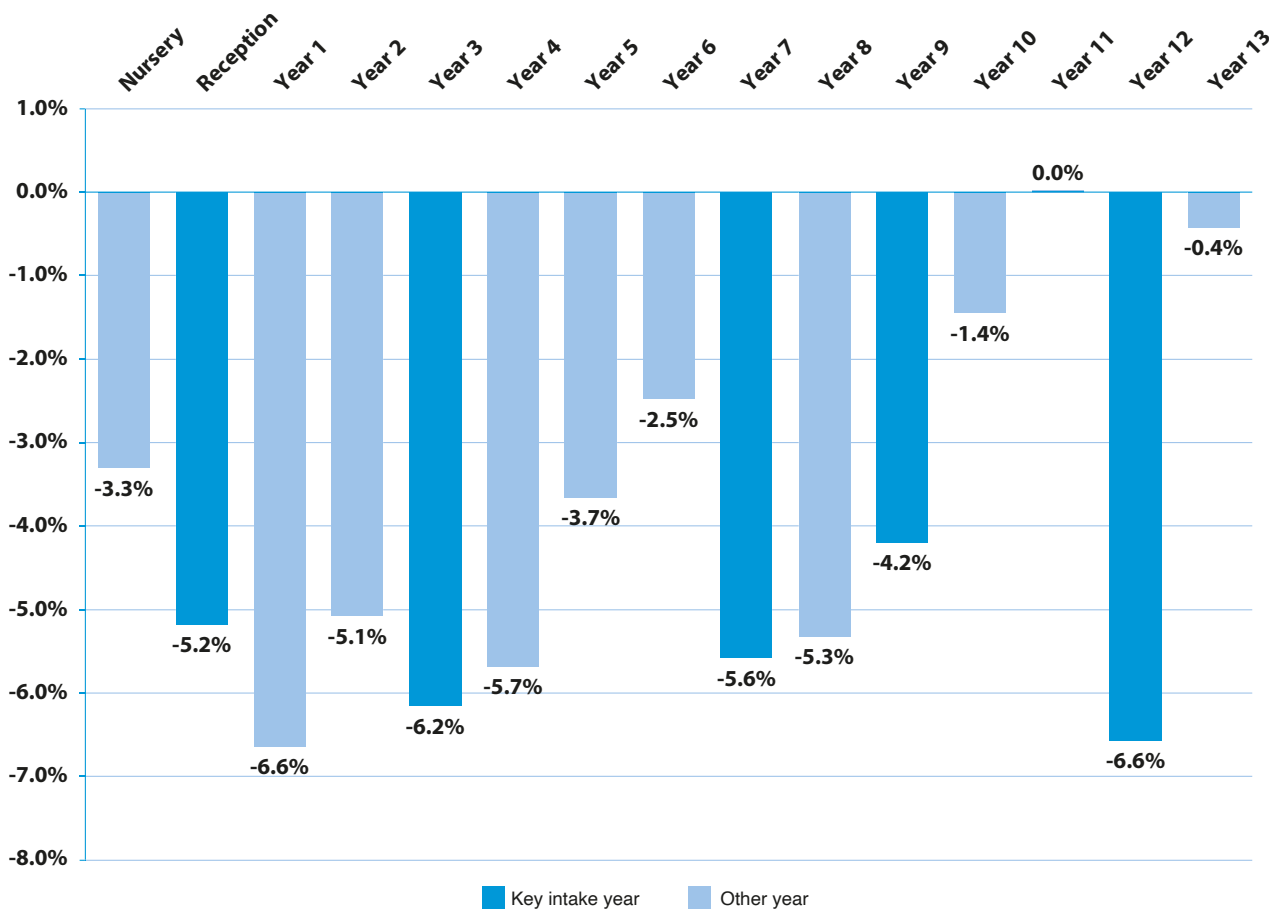
3.2 Pupil Numbers: By Year Group

Changes in pupil numbers on a like-for-like basis can also be examined by year group and show significant variation (Figure 3.3). The figure shows the percentage change in each year group compared with the previous year, with common intake years highlighted in a darker shade.

Most year groups have decreased in size, typically by between 3% and 6%, indicating broad-based contraction across the sector. The largest reductions are observed in key intake years: four of the five usual intake points show declines of over 5%, including Year 12 (down 6.6%), which has the steepest fall. Reception and Year 7, the standard intake years for primary and secondary schools, also show notable reductions of 5.2% and 5.6% respectively. These changes largely reflect differences in the relative size of adjacent cohorts rather than direct measures of pupil retention or recruitment. As a result, sharp movements, particularly at intake years, should be interpreted as indicative of changing cohort sizes as well as underlying entry patterns. Some variation between year groups is also driven by differences in the size of cohorts moving through the system, linked to demographic fluctuations in earlier years.

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Figure 3.3 Percentage change in pupil numbers by year group (like-for-like)



3.3 Pupil Numbers: Single-Sex and Co-Education

The majority of ISC schools are co-educational. Under the ISC Census definition, schools are classified as single-sex only if they are single-sex in all year groups above nursery. On this basis, 15.7% of schools are single-sex, educating 105,488 pupils. A small number of schools (22) are otherwise single-sex but include a co-educational nursery, resulting in a small proportion of pupils of the opposite sex being recorded in these schools.

Figure 3.4 shows the distribution of schools by the percentage of pupils who are girls. Most schools are clustered around a

balanced intake, with the largest concentrations between 40% and 54% girls, including 389 schools in the 45–49% range alone.

At either end of the distribution are single-sex schools, including 79 schools with no girls and 127 schools that are all girls. A smaller number of schools fall just above or below these extremes, reflecting differences in how provision is structured across year groups. For example, co-educational provision may be offered in specific phases such as nursery or sixth form within otherwise single-sex schools.

Figure 3.4 Percentage of pupils who are girls

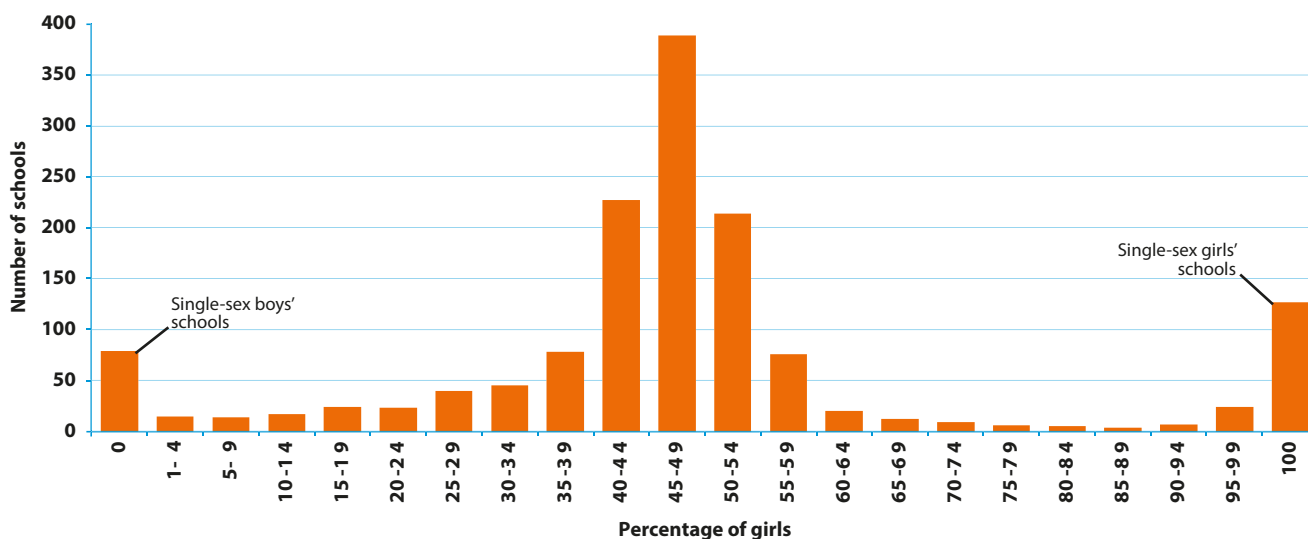


Figure 3.5 shows the proportion of year groups that are single-sex or co-educational across the age range, providing further context for the patterns observed in Figure 3.4. The number of ISC schools offering provision varies by year group, as shown in Table 3.1, with the largest number of schools offering provision in the junior year groups. Co-education is most prevalent at nursery level, where 92% of ISC schools educate both boys and girls.

As pupils progress through the age ranges, single-sex provision becomes more common. In senior year groups, an average

of 72% of provision across year groups is co-educational, compared with 80% in reception to year 6. Across senior schools, single-sex provision for boys and girls is broadly similar in Years 7 and 8. From Year 9 onwards, however, a divergence emerges, with a higher proportion of schools offering single-sex provision for girls than for boys.

This gap is evident through Years 9 to 11 and widens further in the post-16 years, where schools are almost twice as likely to offer single-sex provision for girls as for boys.

Figure 3.5 Percentage of year groups that are boys only, girls only or co-educational

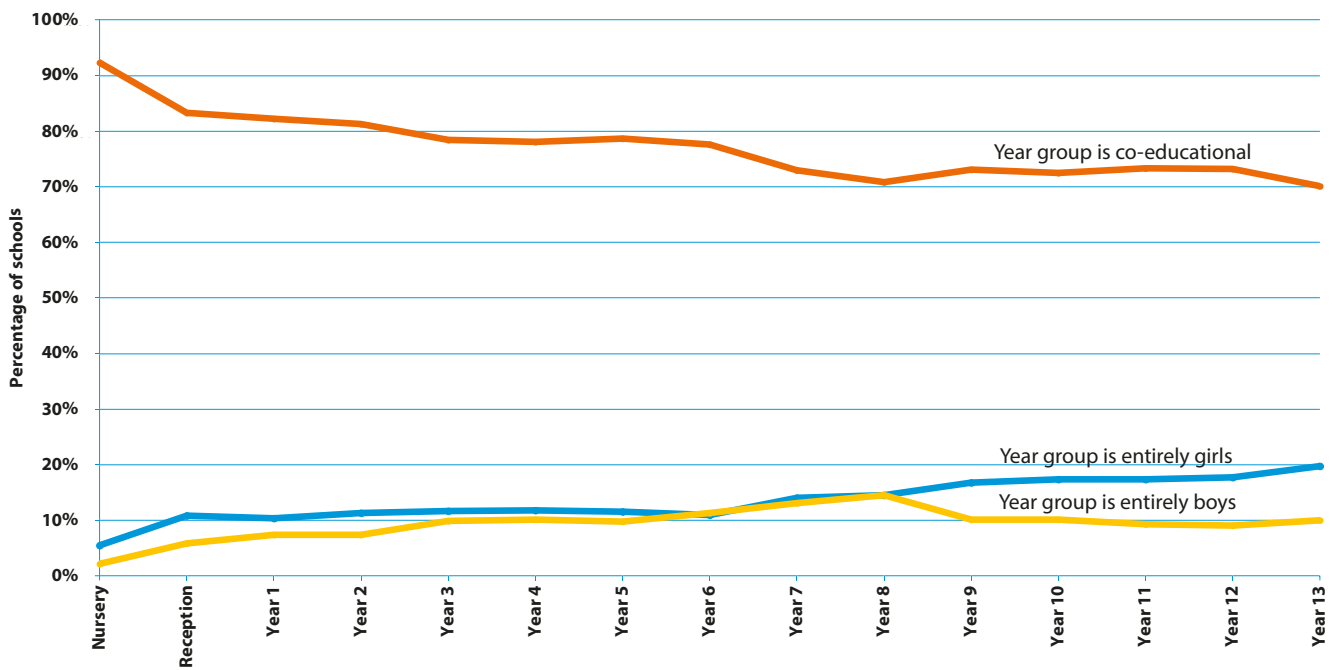


Table 3.1 Number of ISC schools offering provision by year group

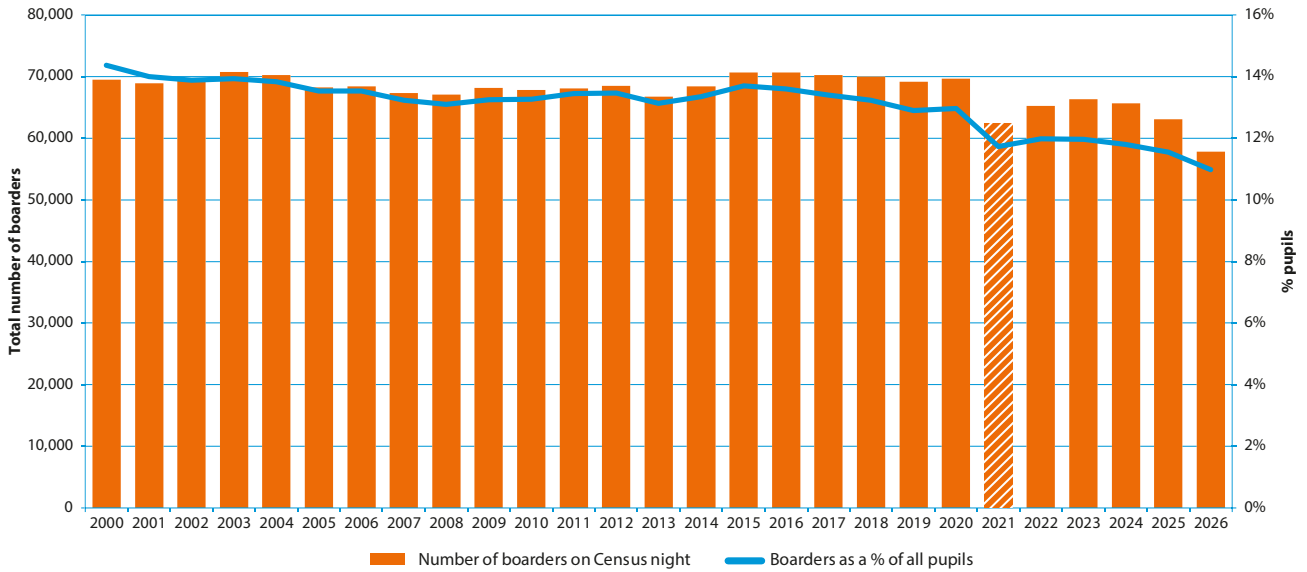
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
766	948	983	1,000	1,075	1,089	1,100	1,119	958	968	825	818	821	660	617

3.4 Pupil Numbers: Boarders

Figure 3.6 shows the number and percentage of boarders at ISC schools since 2000. In 2026, there were 57,836 boarders on Census Day, representing 11.0% of all pupils. This is a decrease of 5,199 pupils (8.2%) compared with 2025.

An alternative measure, based on pupils registered for boarding at any point during the 2025/26 academic year, shows 62,550 boarders, a decrease of 5,022 pupils (7.4%) compared with the previous year.

Figure 3.6 Number and percentage of boarders, 2000 to 2026



Note: The 2021 value includes an estimate of boarder numbers, as the Census was conducted during a period of remote learning due to COVID-19 restrictions.

Of the 1,455 ISC schools, 423 (29%) have at least one boarding pupil. Figure 3.7 shows the distribution of boarding pupils across these schools. Among schools offering boarding, 77% have fewer

than half of pupils boarding, and only 10 schools (2.4%) are entirely boarding.

Figure 3.7 Distribution of schools that offer boarding by percentage of pupils who are boarders

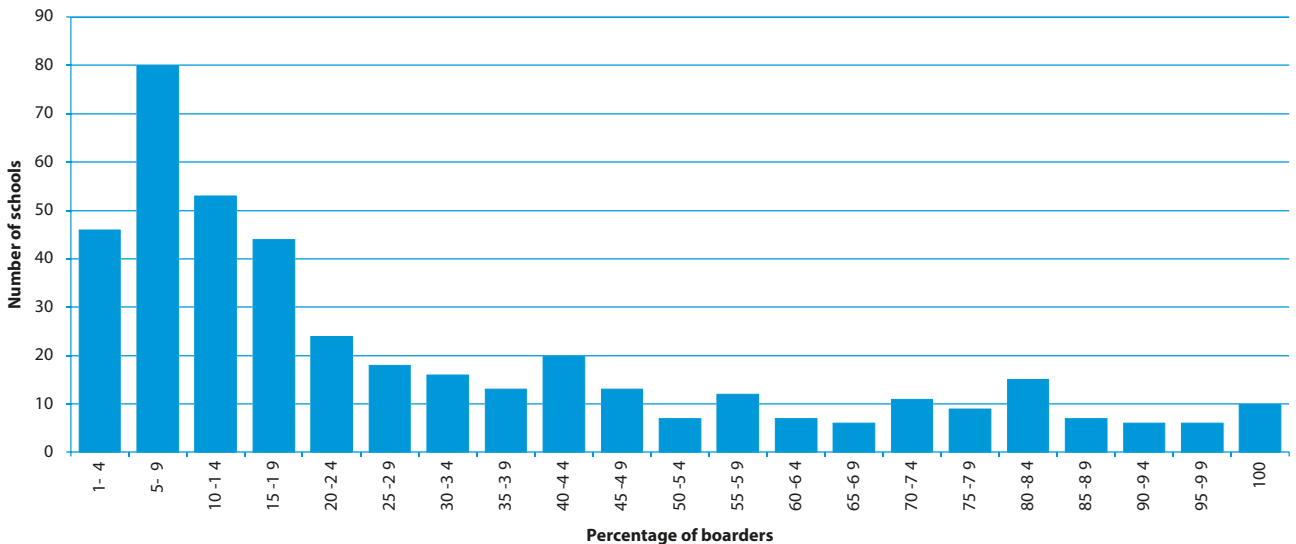


Table 3.2 shows regional variation in boarding provision, with clear differences in both the prevalence of schools offering boarding and the proportion of pupils who board. Boarding is most prominent in the southern regions of England, South Central, South West and South East, which together account for a disproportionately large share of both pupils and boarders.

In contrast, boarding remains relatively uncommon in London and in northern regions, despite London having the largest number of ISC schools and the highest pupil numbers overall. These patterns reflect both the regional distribution of schools offering boarding and differences in the typical scale of boarding provision within schools.

Figure 3.8 shows day and boarding pupils, and types of boarding, across ISC schools as a whole and by phase of education (sixth

form, senior and junior). Overall, 12% of pupils are registered as boarders. This proportion rises to 30% in sixth form, while only 2% of junior pupils board.

Boarding patterns also vary by phase. Sixth form pupils are far more likely to board on a full-time basis: 86% of sixth form boarders are full boarders, compared with 8% who board weekly and 5% who are flexi boarders. In contrast, more than half of junior boarders are flexi boarders.

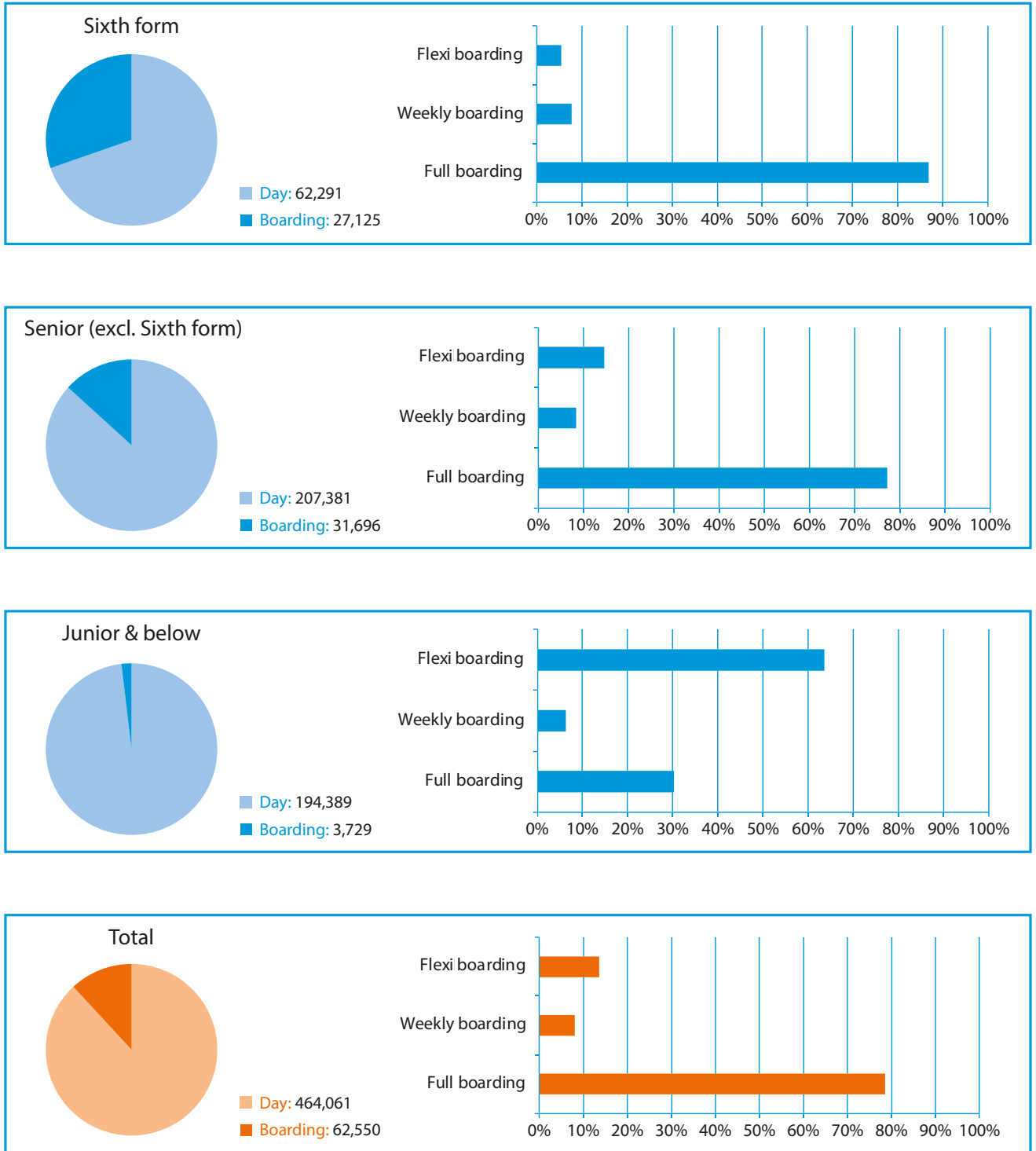
Full boarding remains the most common form overall, but weekly and flexi boarding together account for a substantial minority of boarders (21.5% this year, compared with 21.2% last year). Some schools also allow occasional boarding for pupils registered as day pupils, meaning flexi boarding may be slightly underestimated.

Table 3.2 Boarding provision by region

Region	Number of ISC schools	Number of ISC schools with one or more boarder	Total number of pupils	Total number of boarders	Boarders as % of pupils
South Central	226	100	75,316	16,254	21.6%
South West	103	46	34,929	6,740	19.3%
South East	204	82	75,307	12,068	16.0%
Wales	21	9	6,568	973	14.8%
East Midlands	76	21	23,012	3,309	14.4%
West Midlands	104	28	34,590	4,178	12.1%
Yorkshire and The Humber	70	22	25,330	2,419	9.5%
East	152	56	61,104	5,292	8.7%
Scotland	34	14	23,009	1,843	8.0%
North West	104	14	35,189	1,766	5.0%
North East	19	4	6,875	193	2.8%
London	320	22	110,408	2,506	2.3%
Total	1,455	423	526,611	57,836	11.0%

Note: Northern Ireland, the Channel Islands and the Isle of Man are excluded due to the small numbers of schools in these regions, but are included in the total.

Figure 3.8 Day and boarding pupils, and types of boarding, by phase



Note: For Figure 3.8, pupils are classed as boarders if they boarded at some point during the academic year 2025/26. In previous tables and charts, pupils are counted as a boarder if they boarded on Census Day (Thursday 15th January 2026). A larger number of boarders are, therefore, included in Figure 3.8. Totals may not sum to 100% due to rounding.

3.5 Pupil Numbers: New Pupils

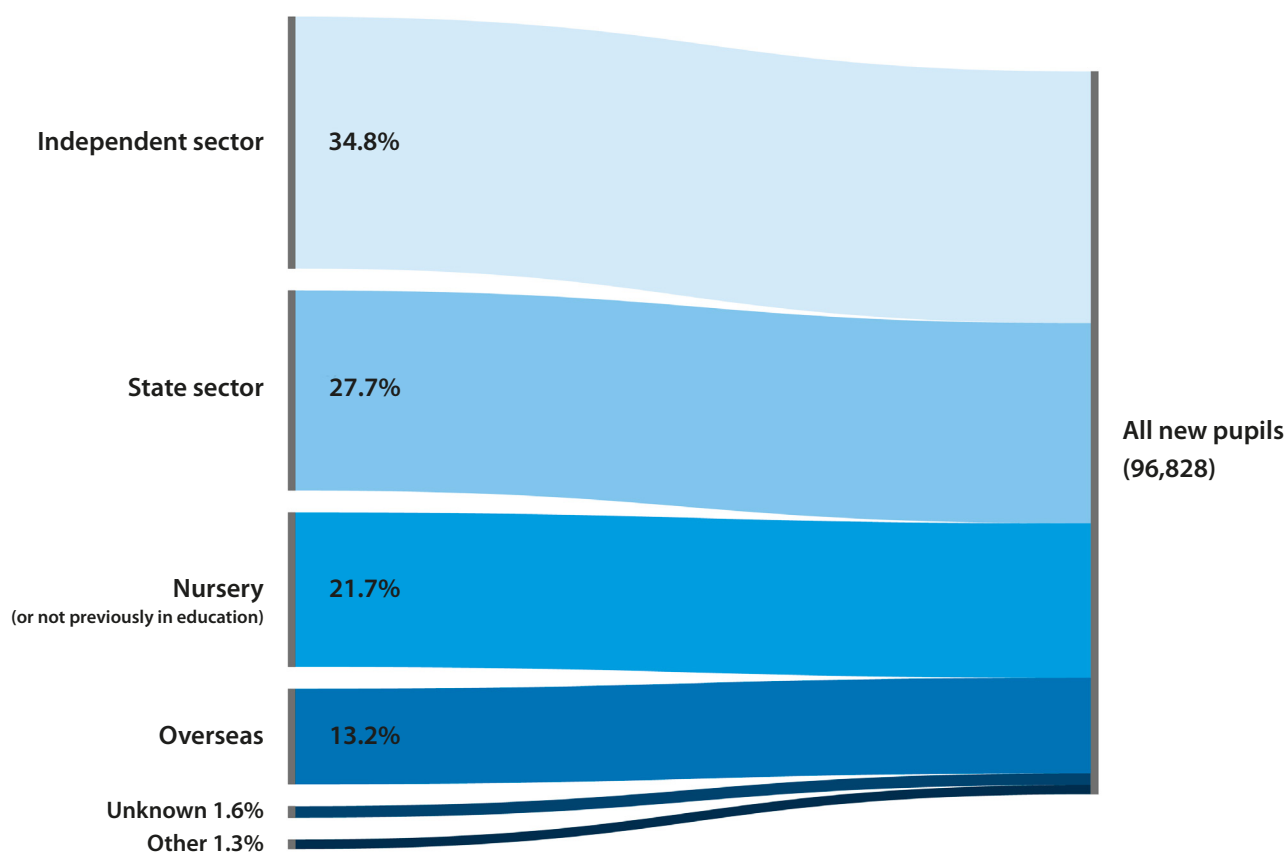
Figure 3.9 shows where pupils were educated before joining their current ISC school in the 2025/26 academic year. A total of 96,828 pupils were new to ISC schools this academic year, a reduction of 5,716 pupils (5.6%) compared with 2025.

The composition of new pupils reflects a range of previous educational settings. Movement within the independent sector is the most prevalent source of new pupils, while entrants from

state-funded schools and those entering from nursery or not previously in education also make up substantial shares. A smaller proportion of new pupils joined from overseas.

On a like-for-like basis, pupil intake has also declined, with 6,168 fewer new pupils (6.1%) than in 2025 among schools participating in both years.

Figure 3.9 Origin of new pupils



3.6 Pupil Numbers: Special Educational Needs and Disabilities

ISC schools provide support for Special Educational Needs and Disabilities (SEND)¹ to 123,823 pupils (23.5% of all pupils). Of these, 107,087 pupils have been identified with one or more specific SEND, an increase of 5.5% from 101,458 in 2025. A total of 15,356 pupils have an Education, Health and Care (EHC) Plan, representing 12.4% of all pupils receiving SEND support. This represents a substantial increase of 62.1% from 9,471 pupils in the previous year.

This growth is partly associated with changes in the composition of ISC membership, particularly a large increase in the number of SEND specialist schools. Of those with an EHC Plan, 10,624 attend one of the 157 ISC schools that specialise in supporting pupils with SEND. This compares with 4,353 pupils across 64 such schools in the previous year.

Table 3.3 shows the distribution of SEND by type of need. Specific Learning Difficulty (SpLD) is the most commonly recorded category, accounting for 45.4% of pupils receiving SEND support, followed by Social, Emotional and Mental Health (SEMH) at 25.3%.

While these are the most frequently identified categories, there is a wide range of other needs present across the sector, including Autistic Spectrum Disorder (16.7%) and Speech, Language and Communication Needs (8.8%). These percentages are not mutually exclusive and do not sum to 100%, as pupils may be recorded under more than one category of need. Instead, they reflect the prevalence of each type of need within the SEND population. This distribution highlights the breadth of SEND provision in ISC schools, spanning both more common learning difficulties and a diverse range of less common and specialist needs.

Table 3.3 Number and percentage of pupils with SEND by type of need

Type of SEND	Total pupils	% of all SEND pupils
Specific Learning Difficulty (SpLD)	56,221	45.4%
Moderate Learning Difficulty (MLD)	4,098	3.3%
Severe Learning Difficulty (SLD)	524	0.4%
Profound & Multiple Learning Difficulty (PMLD)	199	0.2%
Social, Emotional and Mental Health (SEMH)	31,306	25.3%
Speech, Language and Communication Needs (SLCN)	10,915	8.8%
Hearing Impairment (HI)	1,998	1.6%
Visual Impairment (VI)	2,448	2.0%
Multi-Sensory Impairment (MSI)	826	0.7%
Physical Difficulty (PD)	3,107	2.5%
Autistic Spectrum Disorder (ASD)	20,624	16.7%
Down Syndrome (DS)	45	0.0%
Other Difficulty/Disability	8,352	6.7%
SEN support but no specialist assessment of type of need	16,736	13.5%
Total	123,823	

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.

¹ SEND is also referred to as Additional Support Needs in Scotland and Additional Learning Needs in Wales.

3.7 Pupil Numbers: Ethnicity

Ethnicity data are not available for all ISC pupils. In 2026, 85% of ISC schools provided ethnicity data, covering 74% of pupils. Figures presented in this section relate only to pupils for whom ethnicity is recorded.

Among pupils for whom ethnicity is recorded, Table 3.4 shows that 57.8% are White British and 42.2% are from minority ethnic backgrounds, a share that has increased substantially from 22.8% in 2009¹ to its current level. Figures for the state-funded sector cover schools in England only, and the latest available data are from 2025. To enable a fair comparison, Table 3.5 presents ethnicity data for both ISC schools and state-funded schools in England in 2025. This shows that, while both sectors are majority White British, ISC schools have a higher proportion of pupils from minority ethnic backgrounds, by 4.3 percentage points, and a correspondingly lower White British share than the state-funded sector.

Ethnic composition varies considerably across regions, as shown in Figure 3.10. London has the highest proportion of pupils from UK minority ethnic backgrounds (62%), while the lowest proportion is found in the South West (27%). Scotland is excluded from regional analysis, as ethnicity data are available for only 25% of pupils.

While the overall range is wide, most regions are clustered toward the lower end of the distribution, with the majority recording proportions in the 30–40% range and only one region approaching 50%. This reflects, in part, underlying differences in the ethnic composition of the wider population across regions of the UK. This pattern also helps to explain why ISC schools overall have a higher proportion of pupils from minority ethnic backgrounds than the state-funded sector, as shown in Table 3.5, given both London’s higher levels of diversity and its large share of ISC pupils.

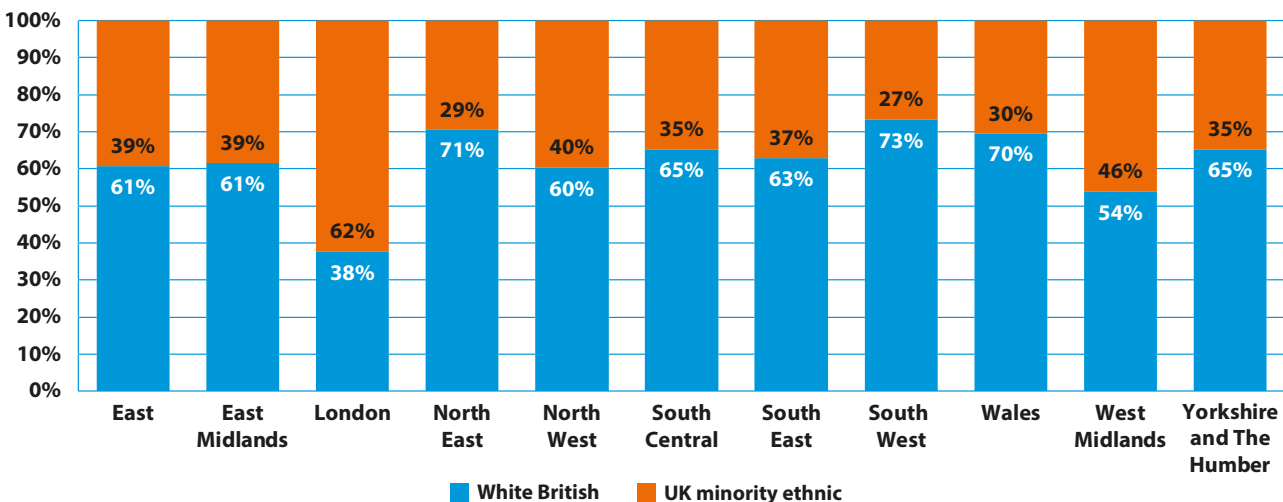
Table 3.4 Ethnicity of pupils

	Number of pupils	Percentage
White British	223,901	57.8%
UK minority ethnic	163,537	42.2%
Total	387,438	

Table 3.5 Ethnicity of pupils in ISC and state-funded schools in England, 2025

	ISC schools	ISC Percentage	State-funded schools	State-funded Percentage
White British	213,438	57.0%	5,096,013	61.3%
UK minority ethnic	160,717	43.0%	3,214,773	38.7%
Total	374,155		8,310,786	

Figure 3.10 Ethnicity of pupils by region



Note: Some schools do not 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 ethnicity was only known for 25% of pupils in Scotland. Northern Ireland, the Channel Islands and the Isle of Man are excluded due to the small numbers of schools in these regions.

¹ Ethnicity data were first published in 2009.

4 International Footprint: Non-UK Pupils

For the purposes of this section, a non-UK pupil is classified as having parents overseas if neither parent resides in the UK. If one or both parents reside in the UK, the pupil is classified as having parents in the UK.

Overall, 60% of non-UK pupils at ISC schools have parents resident in the UK. Figure 4.1 shows the global distribution of non-UK pupils, highlighting both the relative size of different country and regional groups and

the split between pupils with parents in the UK and those with parents overseas. Table 4.1 provides the corresponding numerical breakdown.

2026 is the fourth year in which data on pupils from Ukraine have been collected. A total of 1,734 Ukrainian pupils are attending ISC schools, of whom 34% have parents overseas. Of these pupils, 376 (22%) are new to ISC schools this academic year.

Figure 4.1 Non-UK pupils by country of origin and parental location

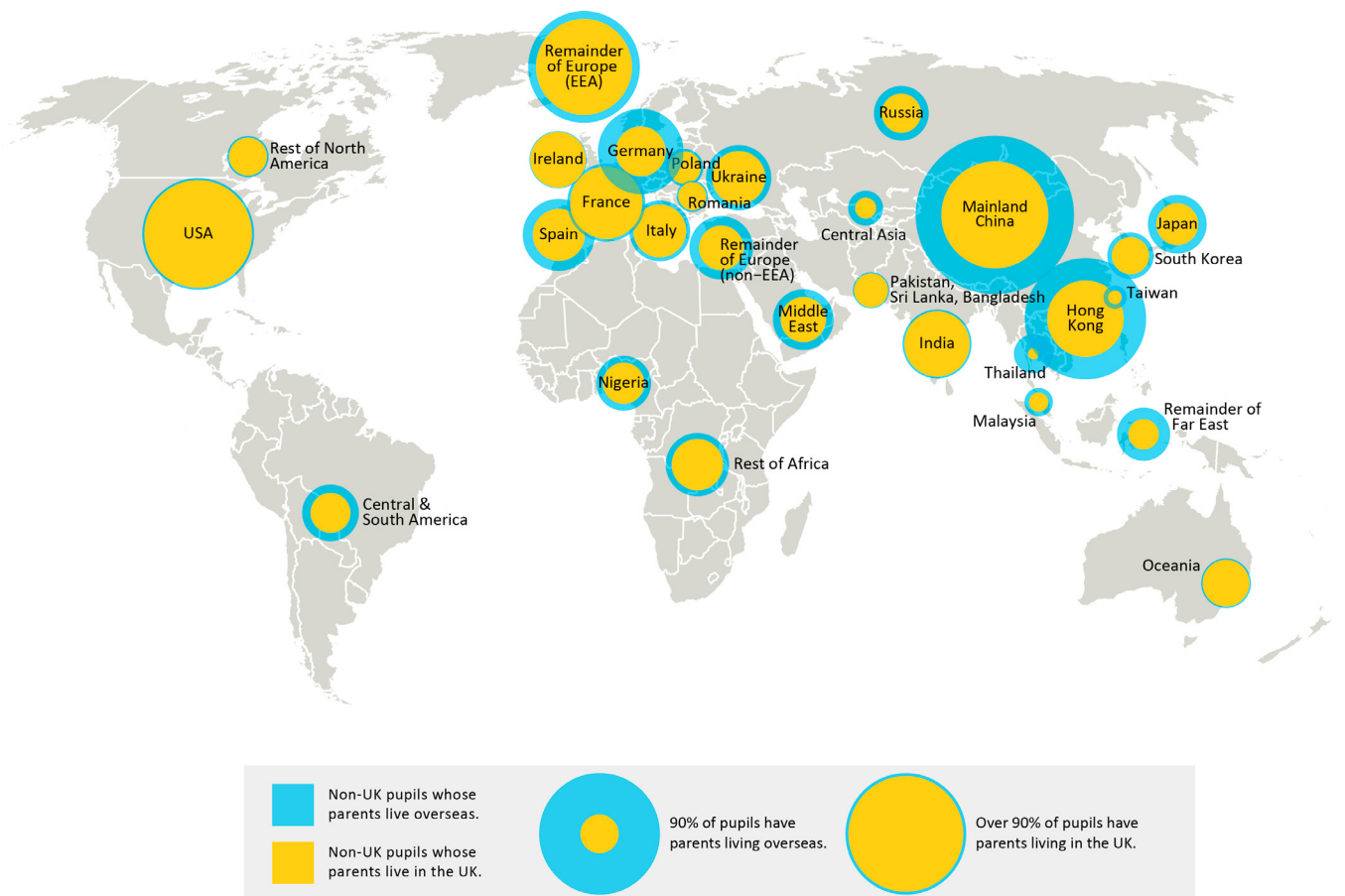


Table 4.1 Non-UK pupils by country or country group of origin and parental location

	Total non-UK pupils	Parents overseas	Parents in UK	% with parents overseas	% with parents in the UK
Ireland	1,332	84	1,248	6.3%	93.7%
USA	5,078	393	4,685	7.7%	92.3%
India	1,932	210	1,722	10.9%	89.1%
Oceania	1,007	126	881	12.5%	87.5%
Pakistan, Sri Lanka & Bangladesh	533	70	463	13.1%	86.9%
France	2,475	357	2,118	14.4%	85.6%
Rest of North America	691	113	578	16.4%	83.6%
Romania	396	83	313	21.0%	79.0%
Italy	1,500	371	1,129	24.7%	75.3%
Poland	568	148	420	26.1%	73.9%
Remainder of Europe (EEA)	5,071	1,327	3,744	26.2%	73.8%
Ukraine	1,734	586	1,148	33.8%	66.2%
Rest of Africa	1,633	572	1,061	35.0%	65.0%
South Korea	873	316	557	36.2%	63.8%
Nigeria	1,226	536	690	43.7%	56.3%
Middle East	1,505	682	823	45.3%	54.7%
Spain	2,108	1,008	1,100	47.8%	52.2%
Japan	1,400	690	710	49.3%	50.7%
Russia	1,223	603	620	49.3%	50.7%
Remainder of Europe (non-EEA)	1,640	839	801	51.2%	48.8%
Central & South America	1,311	671	640	51.2%	48.8%
Mainland China	10,207	5,576	4,631	54.6%	45.4%
Malaysia	328	181	147	55.2%	44.8%
Hong Kong	5,987	3,620	2,367	60.5%	39.5%
Central Asia	501	327	174	65.3%	34.7%
Taiwan	217	143	74	65.9%	34.1%
Germany	2,967	1,959	1,008	66.0%	34.0%
Remainder of Far East	1,149	775	374	67.4%	32.6%
Thailand	622	575	47	92.4%	7.6%
Total	57,214	22,941	34,273	40.1%	59.9%

4.1 International Footprint: Non-UK Pupils whose Parents Live Overseas

ISC schools currently educate 22,941 non-UK pupils whose parents live overseas, representing 4.4% of the total pupil population in 2026. This is a decrease from 25,526 pupils (4.7%) in 2025. Mainland China remains the largest source of these pupils, followed by Hong Kong. These pupils are concentrated in older year groups: 55.7% are in Years 12 and 13 and 41.8% in Years 7 to 11, with only 2.5% in Year 6 and below. The vast majority (93.0%) are boarders.

Figure 4.2 shows trends in these pupils since 2007. The number from Mainland China has declined to 5,576 in 2026, down from 6,258 in 2025, following two years of recovery, and is now below 2024 levels. This follows a period of decline after 2020, when Covid-related travel restrictions were a factor.

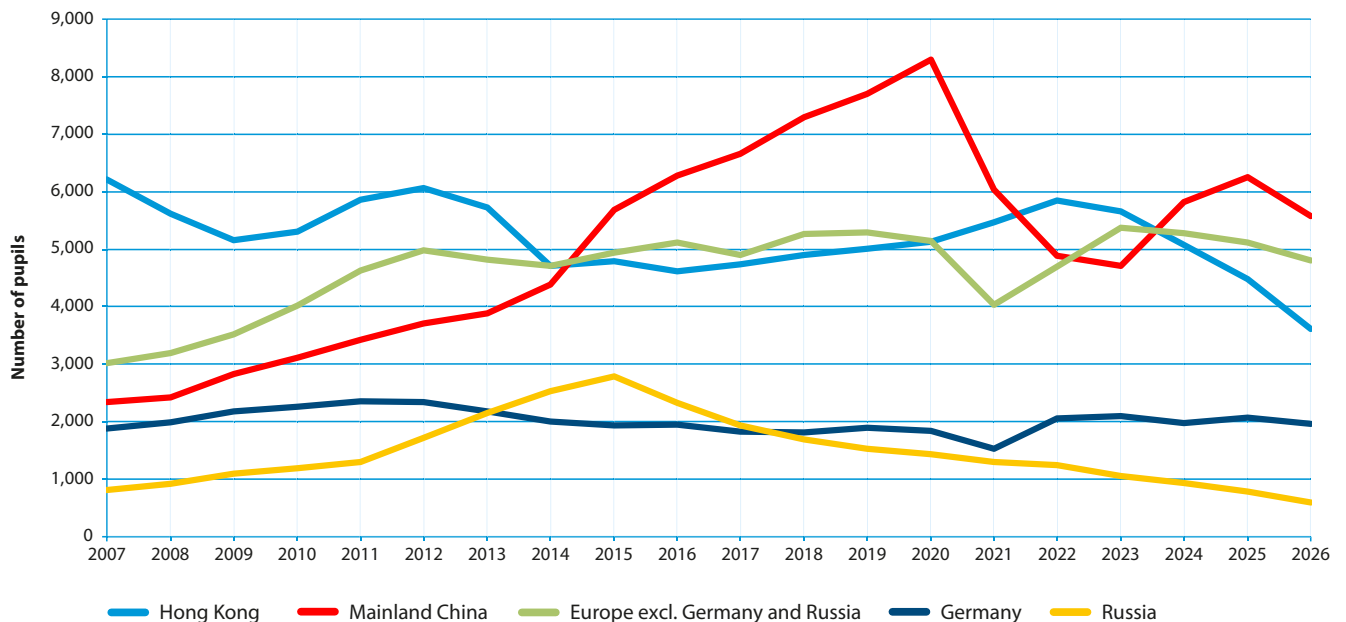
Pupil numbers from Hong Kong have also fallen, continuing a downward trend in recent years, with a marked decrease in the latest year.

Numbers of pupils from European countries whose parents live overseas have declined in recent years, following a period of recovery after 2021. A total of 7,365 pupils come from European countries, with the majority (5,337) from the European Economic Area (EEA).

Recent declines may also reflect changes in the policy environment affecting international pupils. In particular, the introduction of VAT on independent school fees and increased difficulty in obtaining student visas are likely to have had an impact on recruitment in 2025 and 2026. While it is not possible to attribute changes in pupil numbers to specific causes, these factors are likely to have contributed to the recent downward trend.

Schools recruiting pupils from overseas are required to hold a Child Student Visa and/or Student Visa sponsor licence issued by UK Visas and Immigration (UKVI). ISC Census data show that 603 schools currently hold such licences, indicating the scale of provision for these pupils.

Figure 4.2 Non-UK pupils with parents overseas by selected country and regional groups, 2007–2026



4.2 International Footprint: Non-UK Pupils whose Parents Live in the UK

ISC schools currently educate 34,273 non-UK pupils whose parents live in the UK, representing 6.5% of all pupils. This is a decrease from 36,224 pupils (6.6%) in 2025.

Pupils in this group come from a wide range of countries. The United States is the largest single source, with 4,685 pupils, followed closely by Mainland China with 4,631 pupils. Hong Kong is the next largest source (2,367 pupils), while India also represents a substantial group (1,722 pupils). In total, 11,080 pupils come from countries in the European Economic Area (EEA), accounting for 2.1% of all pupils.

Numbers of pupils from both Mainland China and Hong Kong whose parents live in the UK have declined in 2026, following growth in the previous year.

As with pupils whose parents live overseas, recent changes may reflect broader pressures affecting international demand, including the introduction of VAT on independent school fees. In this group, factors affecting family relocation, particularly increased difficulty in obtaining work visas, are also likely to have played a role.

4.3 International Footprint: UK Pupils whose Parents Live Overseas

ISC schools also educate 4,280 UK pupils whose parents serve in HM Forces, along with a further 2,731 UK pupils whose parents live overseas. Both figures have fallen compared with

2025. Further breakdowns by school and pupil characteristics are provided in Appendix A (Table A.16, p48).

4.4 International Footprint: Overseas Schools

Some ISC member schools operate overseas campuses. Table 4.2 shows the geographic distribution of these campuses and their pupil headcount. Provision is concentrated in a small number of locations, particularly in Asia and the Middle East, with Mainland China, the United Arab Emirates and Thailand together accounting for 48.5% of campuses and 57.2% of pupils.

Table 4.2 ISC overseas campuses by location

Location	Schools	Pupils
Mainland China	44	27,190
United Arab Emirates	11	18,445
Thailand	10	10,126
Malaysia	7	6,580
Saudi Arabia	6	4,313
Hong Kong	6	4,112
Singapore	5	5,669
Egypt	5	2,061
India	5	1,042
Qatar	4	6,695
Other Asia	4	2,191
Europe	4	1,327
Japan	4	1,072
Other Africa	4	801
Cambodia	4	652
Vietnam	3	2,134
Kazakhstan	3	1,687
Oman	3	1,287
Rest of the world	2	71
Total	134	97,455

There are approximately 138 ISC affiliated schools overseas, defined as schools in membership of ISC associations¹ but located outside the UK. Table 4.3 shows the regional distribution of these schools. Data from these schools are not included elsewhere in this Census.

Overseas campuses of ISC schools form only a small part of the wider landscape of UK-oriented schools overseas. We estimate that there are over 6,000 such schools worldwide.

Table 4.3 ISC affiliated schools overseas by region and association membership

Location	GSA	HMC	IAPS	ISA	SofH
Africa	0	7	12	2	3
Americas	2	7	2	1	0
Asia	0	23	8	2	3
Australasia	0	7	1	0	0
Europe	0	25	14	2	5
Middle East	0	18	15	1	2
Total	2	87	52	8	14

Note: As some schools are members of more than one association, the overall total may include duplicate counts. ISC does not undertake a detailed audit of overseas schools.

¹ Association membership includes full, associate and affiliate schools.

5 School Fees

Following the introduction of Value Added Tax (VAT) on independent school fees from 1 January 2025, the collection of fee data has been adapted to exclude VAT. All schools were asked to continue to report fees excluding VAT, and all figures in this section are presented on this basis. This approach ensures consistency across the dataset, including for schools outside the UK or pupils not subject to the policy.

Fees in specialist SEND schools are typically determined by the specific needs of each pupil, often involving varying levels of specialist staffing and support. As a result, fees are not usually set at a standard rate and are frequently funded by local authorities through Education, Health and Care (EHC) Plans. Given this, specialist SEND schools were not asked to provide fee data for this Census, and all fee analysis in this section excludes these schools.

Considering fees among schools that completed the Census in both January 2025 and January 2026, the overall average annual fee increase is 4.4% (excluding VAT and nursery fees).

Table 5.1 shows average fee levels and the percentage change since the last Census by phase of education and school type.

The average fee level increases as pupils progress through the different phases of education. In day schools, fees rise by 12.6% between junior and senior phases and by a further 4.0% between senior and sixth form, indicating a steady increase as pupils move through the system.

A similar pattern is evident in boarding schools, although figures are less directly comparable as relatively few schools offer boarding at junior level and consequently few junior pupils board. Therefore, while fees increase more sharply between junior and senior phases, the more modest increases between senior and sixth form (5.9% and 5.2% in boarding and day fees at boarding schools) are a more accurate representation of the boarding sector.

Average fee levels vary by region, although these figures combine junior, senior and sixth form provision and the relative prevalence of junior schools may explain some of the variation. Among day schools, average termly fees range from £4,473 in the North West to £7,580 in London, with higher fees typically observed in London and the South East and lower fees in regions such as the North West and North East (see Table A.7 of Appendix A for more details).

Table 5.1 Average termly fees and percentage change since the previous Census by phase of education and school type

Phase of education	Boarding fee	Day fee (boarding schools)	Day fee (day schools)
Sixth form	£15,601	£9,390	£6,754
Senior	£14,735	£8,928	£6,492
Junior	£10,583	£6,869	£5,766
Overall	£14,980	£8,611	£6,226
% change	4.2%	4.0%	4.4%

Note: Figures represent average weighted fees per term, excluding VAT. Averages are based on schools completing the Census in 2026. Percentage changes are calculated using the schools that completed the Census in both 2025 and 2026. Specialist SEND schools are excluded from all figures. A further 14 schools are excluded, including three that do not charge fees and 11 excluded due to data quality concerns.

6 Bursaries and Scholarships

Table 6.1 shows that fee assistance supports 183,705 pupils (34.9% of all pupils), with a total value of £2.1bn.

While schools remain the primary source of support in terms of pupil numbers, the balance of funding has shifted markedly. Schools provide £1.1bn of support, representing 55.4% of the total, compared with 72.7% in the previous year. External funding has increased correspondingly, now accounting for £917m of total support. This change is driven primarily by growth in support from local authorities, reflecting the

increasing number of pupils with Education, Health and Care Plans (EHCPs) in ISC schools. As noted in Section 3.6, this is in part due to the expansion in the number of SEND specialist schools within ISC, which has increased both the number of pupils eligible for high-value support and the total value of funding received.

Despite this shift in funding, support provided directly by schools continues to reach a much wider proportion of pupils.

Table 6.1 Sources of fee assistance: number of pupils, average support and total value

	Number of pupils ⁴	Average support per pupil (£)	% of all pupils	Total value (£m)
The school (internal funding)	150,735	7,551	28.6%	1,138
Means-tested: bursaries	36,676	14,077	7.0%	516
Means-tested: scholarships	2,370	9,370	0.5%	22
Means-tested: eligibility ¹	1,861	5,566	0.4%	10
Non-means-tested: scholarships	57,015	4,006	10.8%	228
Non-means-tested: eligibility ¹	72,911	4,946	13.8%	361
itrust ²	31	7,719	0.0%	0.24
Non-school sources (external funding)	-	-	-	917
Early Years Funding	24,754	4,312	4.7%	107
Local Authorities ³	12,635	56,869	2.4%	719
Government support for military families (e.g. CEA)	1,826	26,793	0.3%	49
Government Music and Dance Scheme	1,041	26,217	0.2%	27
All other sources	1,213	12,532	0.2%	15
Total number of pupils helped	183,705	11,186	34.9%	2,055

Note: Some pupils receive support from more than one source and are therefore counted in each relevant category, so subcategory totals may include the same pupil more than once. Totals for all pupils and for school-provided support count each pupil once only, but equivalent totals for non-school sources are not available. As a result, only the total value of non-school support is available.

¹ Includes discounts for HM Forces families, staff, siblings and clergy.

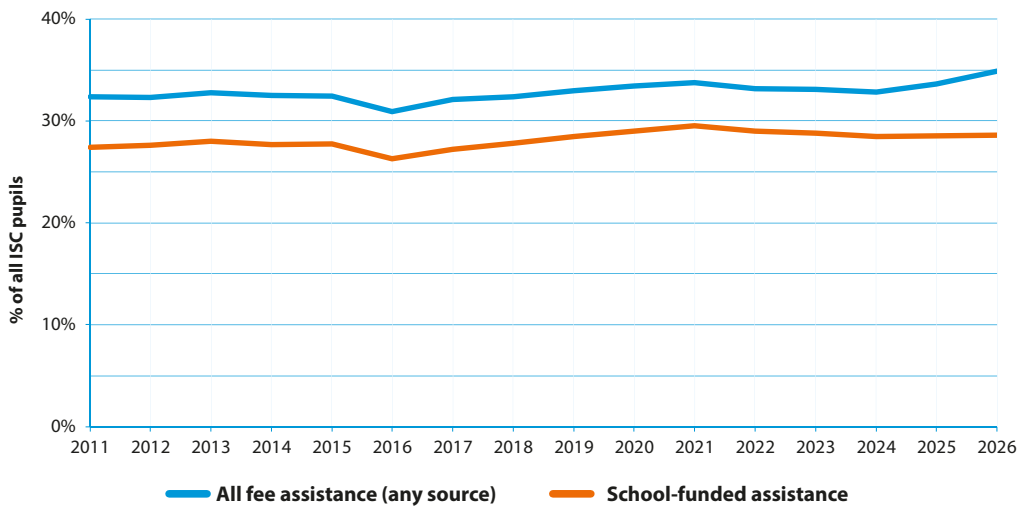
² itrust is an IAPS charity supporting low-income families and those experiencing short-term financial difficulties.

³ Excludes schools in Northern Ireland, the Channel Islands and the Isle of Man. Ten schools did not submit fee assistance data. All percentages are calculated using the total number of ISC pupils, including those at excluded schools and at schools that did not submit data. Total values may therefore be slightly understated.

Figure 6.1 shows the proportion of pupils receiving fee assistance from schools and from all sources since 2011. These figures relate to a subset of ISC schools and should be interpreted as indicative rather than comprehensive. Over this period, the proportion of pupils receiving fee assistance has

remained relatively stable, with a slight increase in recent years. The growth in assistance from all sources is partly associated with changes in the composition of ISC membership, including the expansion of specialist SEND schools.

Figure 6.1 Proportion of pupils receiving fee assistance from schools and all sources, 2011–2026



Note:
 1. Figures are presented from 2011 onwards due to a methodological change affecting earlier data.
 2. Fee assistance from all sources includes support provided directly by schools as well as external funding, and categories are not mutually exclusive. Pupils may receive support from more than one source.
 3. The data exclude schools in Northern Ireland, the Channel Islands and the Isle of Man.
 4. Ten schools did not submit fee assistance data; these schools are excluded from the numerator only, while their pupils remain included in the overall pupil totals.
 5. As a result, figures are based on a subset of ISC schools and should be interpreted as indicative of overall patterns rather than as a comprehensive measure of fee assistance across all ISC pupils.

Table 6.2 shows the distribution of means-tested bursaries by size of fee remission. Bursaries tend to be more substantial, with over half of recipients (50.9%) receiving fee remission of more than 50%, including 19.2% receiving full fee remission. This includes a small proportion (3.1%) of pupils receiving support exceeding 100% of fees, reflecting additional assistance with costs beyond the basic fee, such as school uniform or other expenses. In total, 7,042 pupils pay no fees as a result of a means-tested bursary.

In contrast, means-tested scholarships are awarded to far fewer pupils, with approximately one scholarship for every

15 bursaries. They are also typically smaller in value (Table 6.3). A clear majority (61.1%) cover less than 25% of fees, highlighting a strong concentration at lower levels of support. Although 11.1% provide full fee remission, this is notably lower than the equivalent proportion for bursaries. In total, 262 pupils pay no fees through a full means-tested scholarship, including those receiving support exceeding 100% of fees.

Across both forms of support, a further 1,630 pupils pay no fees through a combination of school awards, such as a scholarship and a means-tested bursary. Overall, 8,934 pupils pay no fees through a single award or a combination of school sources.

Table 6.2 Means-tested bursaries by size of fee remission

Size of means-tested bursary	Number of pupils	% of means-tested bursary pupils
1-25%	8,234	22.5%
26-50%	9,781	26.7%
51-75%	5,906	16.1%
76-99%	5,695	15.5%
100%	5,905	16.1%
>100%	1,137	3.1%
Total	36,658	

Note: 1 school did not provide this breakdown

Table 6.3 Means-tested scholarships by size of fee remission

Size of means-tested scholarship	Number of pupils	% of means-tested scholarship pupils
1-25%	1,449	61.1%
26-50%	380	16.0%
51-75%	165	7.0%
76-99%	114	4.8%
100%	164	6.9%
>100%	98	4.1%
Total	2,370	

Figure 6.2 shows the growth in means-tested bursaries and scholarships in cash terms compared with an inflation-adjusted baseline. Since 2016, the total value of means-tested support has increased from £370.7m to £538.5m, a rise of £167.8m (45.3%).

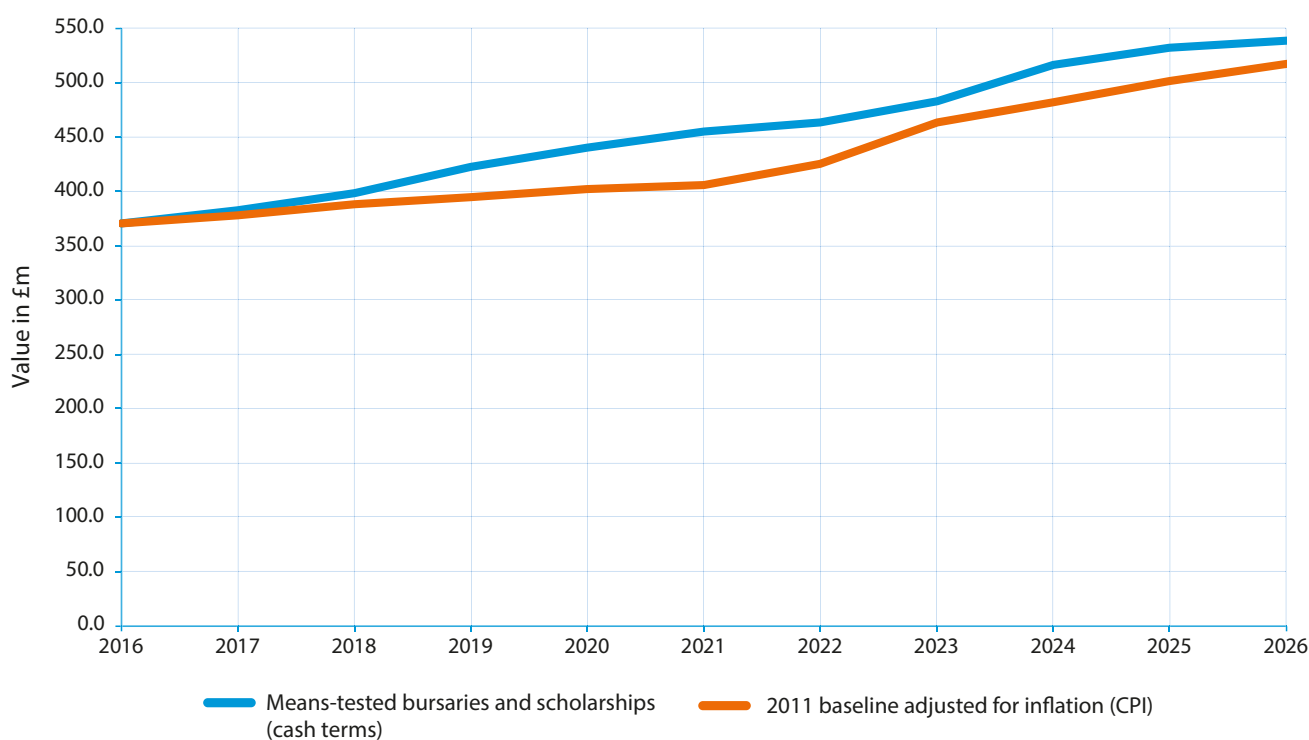
After adjusting for inflation, the real value of support has also increased, though more modestly. If the 2016 level had risen only in line with inflation, it would have reached around £517.2m by 2026. The actual value therefore exceeds this by approximately £21.3m, indicating a modest real-terms increase over the period.

The relationship between cash-terms growth and the inflation-adjusted baseline has not been uniform over time.

While the gap has widened overall, there have been distinct phases within the period. Between 2018 and 2021, means-tested support increased consistently faster than inflation, widening the gap. More recently, between 2021 and 2023, the gap narrowed as increases in support were slightly below inflation. This was followed by a period in which the two series moved broadly in parallel, before a slight narrowing again in the most recent year.

These recent patterns coincide with a period of higher inflation, during which price increases accelerated compared with earlier years.

Figure 6.2 Means-tested bursaries and scholarships in cash terms and relative to an inflation-adjusted 2016 baseline, 2016–2026



Note: The inflation-adjusted baseline is calculated by uprating the 2016 value using the Consumer Price Index (CPI). Annual CPI index values are used, with January values from the given Census year used. CPI data are sourced from the Office for National Statistics.

7 Public Benefit

ISC schools reported an increase in partnership activity, from 9,301 activities in the 2024 calendar year to 9,985 in 2025. The number of schools with at least one partnership with a local state school has declined slightly, from 1,079 to 1,070, meaning that 73.5% of ISC schools are involved in partnership activities, despite only 64% holding charitable status. This represents a change from previous years: total activity has increased while the number of participating schools has fallen slightly, suggesting that partnership activity may be becoming more concentrated among engaged schools.

Figure 7.1 summarises the wide range of partnerships undertaken by ISC schools, including sharing facilities, seconding staff, supporting state sixth formers with university applications, staff serving as governors, and joint lessons or events.

Participation is highest in sport, with 935 schools (87.4%) involved in at least one sporting partnership. However, the distribution of activity across categories is more balanced than this suggests, as shown in Table 7.1 (see page 34). While sport accounts for 31.8% of total activity, academic partnerships account for 26.3% and are also widely undertaken, involving 76.0% of participating schools.

Arts partnerships are less widespread, involving 57.1% of participating schools, but account for a substantial share of activity (22.5%), reflecting a higher number of activities per participating school. Other types of partnership are also widely undertaken, with 75.9% of participating schools involved, but account for a smaller share of total activity (19.4%), reflecting lower activity levels per school. Taken together, this indicates that while some forms of partnership are nearly universal, the intensity of activity varies across categories, with activity more evenly distributed than participation alone might suggest.

Tables 7.2 and 7.3 (see page 34) show how widely these partnerships are distributed across schools and pupils. Most ISC schools engaged in partnership activity work with a relatively small number of state-funded schools: almost two-thirds (66.3%) report working with between one and ten partner schools, with progressively fewer schools reporting larger numbers.

The distribution of pupils reached is more varied. While some schools report working with relatively small numbers of pupils, a substantial proportion reach larger groups, with 21.0% working with between 201 and 500 state-funded pupils and a further 22.0% reporting more than 500 pupils. This indicates that the number of pupils reached is influenced not only by the number of partner schools, but also by factors such as the size of partner schools and the nature of the activities. Some forms of engagement involve large numbers of pupils within a small number of schools, while others are more targeted, meaning reach can vary considerably even where the number of partner schools is similar.

Beyond partnership work, 93.7% of ISC schools reported that they raised money for charities over the last year. Not all schools were able to report the amount raised, but among the 52.8% that did, total charitable fundraising in the 2025 calendar year amounted to £9.1 million.

Based on this, the total amount raised across all schools is estimated to be as high as £16.1 million, assuming that those which did not report amounts raised funds in line with the average reported level (£11,793 per school).

In addition to fundraising, 963 ISC schools organise volunteering opportunities for their staff and/or pupils, involving 196,021 pupils.

Figure 7.1 Types of partnership activity with state-funded schools, by number of participating ISC schools

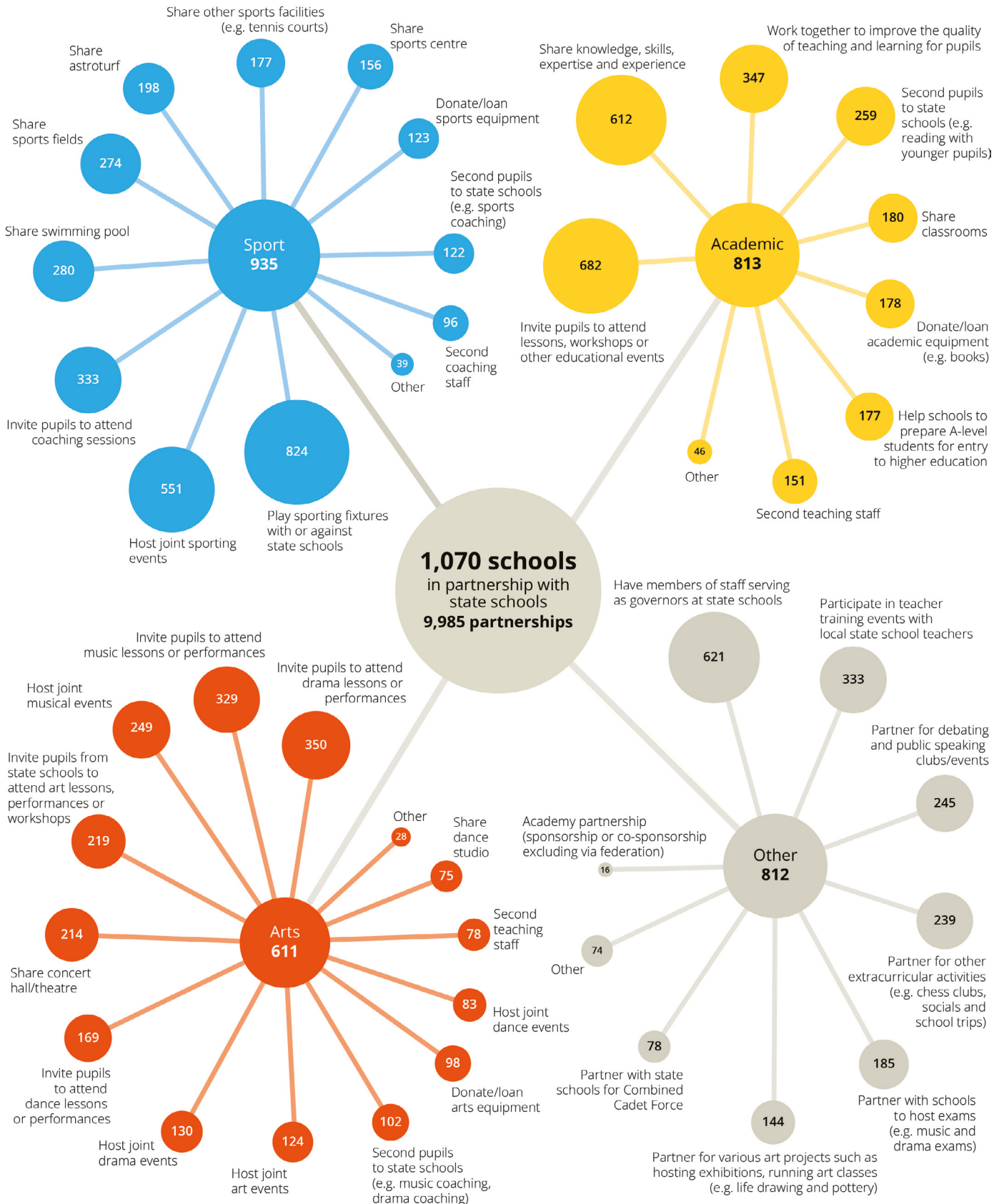


Table 7.1 Partnership activity by type: activities, participating schools and average activities per school

Partnership type	Activities	% of activities	Schools	% of participating schools	Average activities per school
Sport	3,173	31.8%	935	87.4%	3.4
Academic	2,629	26.3%	813	76.0%	3.2
Arts	2,248	22.5%	611	57.1%	3.7
Other	1,935	19.4%	812	75.9%	2.4
Overall total	9,985		1,070		

Table 7.2 ISC schools by number of partner state-funded schools

Number of state schools	Number of ISC schools	% of schools with partnerships
1-10	709	66.3%
11-20	193	18.0%
21-30	73	6.8%
31-40	28	2.6%
41-50	21	2.0%
51+	46	4.3%
Total	1,070	

Table 7.3 ISC schools by number of state-funded pupils reached through partnerships

Number of state pupils	Number of ISC schools	% of schools with partnerships
20 or fewer	113	10.6%
21 to 50	131	12.2%
51 to 100	188	17.6%
101 to 200	178	16.6%
201 to 500	225	21.0%
501-1000	128	12.0%
1001-2000	49	4.6%
2001+	58	5.4%
Total	1,070	

Note: Figures are based on schools' own estimates of their partnership activity. While schools are likely to have a good understanding of the number of partner institutions, estimates of the number of state-funded pupils reached may be less precise and should be interpreted as indicative of overall scale rather than exact measures.

8 Teaching Staff

Table 8.1 shows the composition of the teaching workforce in ISC schools in the 2025/26 academic year. A total of 58,949 full-time equivalent teachers are employed, with 36.6% of teachers being male. While the teaching profession across the education sector as a whole has a higher proportion of female teachers, this imbalance is less pronounced in ISC schools. For comparison, in the previous academic year (2024/25), males accounted for 24% of teachers in state-funded schools.¹

Table 8.2 shows the composition of the teaching assistant workforce, with 13,169 full-time equivalent teaching assistants

employed. Teaching assistants represent 18.3% of classroom staff in ISC schools, compared with 38.1% in state-funded schools in the previous academic year¹, indicating a substantially lower reliance on teaching assistants in ISC schools.

ISC schools also have a lower pupil-teacher ratio, at 8.5 to 1. This compares with an average of 18.0 to 1 across state-funded schools in the previous academic year¹, reflecting differences in class size and staffing models between the sectors. Further details on teachers and teaching assistances can be found in Appendix A Tables A.22 to A.25 and Appendix B Tables B.14 to B.17

Table 8.1 Teachers by contract type and full-time equivalent

Full-time	
Men	19,480
Women	28,209
Total	47,689
Part-time	
Men	3,695
Women	14,737
Total	18,432
Part-time hours	
Men	68,513
Women	297,425
Total	365,939
Overall full-time equivalent (32.5 hours = 1 full-time)	
Men	21,588
Women	37,361
Total	58,949
Pupil-teacher ratio	8.5:1

Table 8.2 Teaching assistants by contract type and full-time equivalent

Full-time	
Men	1,396
Women	7,785
Total	9,181
Part-time	
Men	398
Women	5,741
Total	6,139
Part-time hours	
Men	7,902
Women	121,711
Total	129,613
Overall full-time equivalent (32.5 hours = 1 full-time)	
Men	1,639
Women	11,530
Total	13,169

¹ Based on Department for Education (DfE) school workforce data for England, 2024/25. <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

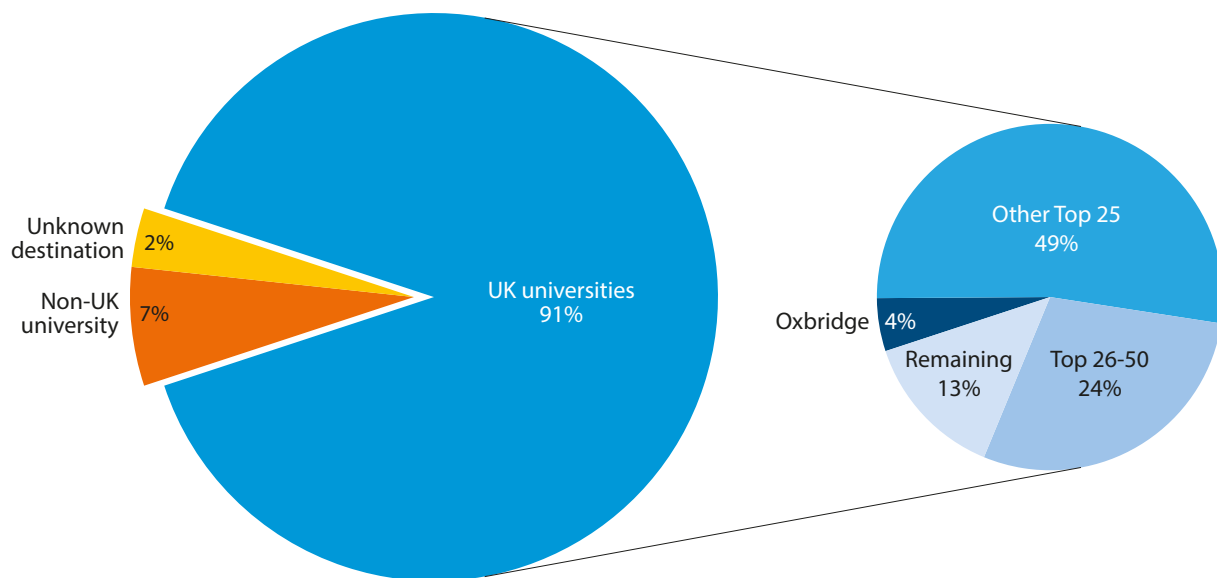
9 Entrance to Higher Education

The vast majority of post-18 ISC school leavers continue to higher education (90.1%), with only small numbers taking alternative routes. In 2025¹, 2.4% of leavers went directly into employment and a further 2.0% entered further education or training, including apprenticeships, with small proportions pursuing other pathways.

Of those continuing to higher education, the vast majority attend UK universities, with a small proportion studying

overseas. Within the UK, pupils are distributed across a range of institutions, with over half attending universities ranked in the top 25², including 4% progressing to the University of Oxford or Cambridge University (together known as Oxbridge). Figure 9.1 illustrates these patterns, showing the overall distribution of destinations between UK and non-UK universities, and the breakdown of UK destinations by ranking.

Figure 9.1 Higher education destinations of pupils, with breakdown of UK university destinations by ranking group



Note: Based on pupils taking up places in the 2025/26 academic year; excludes deferred entrants.

Figure 9.2 shows the most common UK university destinations of ISC pupils taking up places in the 2025/26 academic year. In addition to these destinations, some universities also attract relatively high proportions of pupils choosing to defer entry.

Of those progressing to higher education, 5,482 pupils (13.5%) chose to defer entry. Among universities receiving at least 100 entrants from ISC schools, the highest proportions of deferred entry were observed at Oxford Brookes University (30.8%), Cardiff Metropolitan University (22.4%), the University of the West of England (19.7%), the University of Exeter (19.6%) and Newcastle University (18.9%).

For the 5.7% of pupils who choose to study outside the UK, the USA remains by far the most popular destination,

accounting for 48.1% of ISC pupils attending non-UK universities, as shown in Figure 9.3.

Pupils choosing to study overseas are not confined to a small number of ISC schools: 59.2% of ISC schools with Year 13 leavers send at least one pupil to higher education outside the UK.

ISC pupils attend a wide range of overseas institutions. In 2012, fewer than 400 institutions attracted ISC pupils; this has since risen to 635, of which 274 are located in the USA.

The most common non-UK university destinations are shown in Figure 9.4.

¹ The year refers to when pupils left school, rather than the year of this Census.

² Top 25/50 universities determined by Sunday Times Good University Guide 2026: <https://www.thetimes.com/uk-university-rankings>

Figure 9.2 Most common UK university destinations of ISC pupils, by percentage of ISC pupils attending UK universities

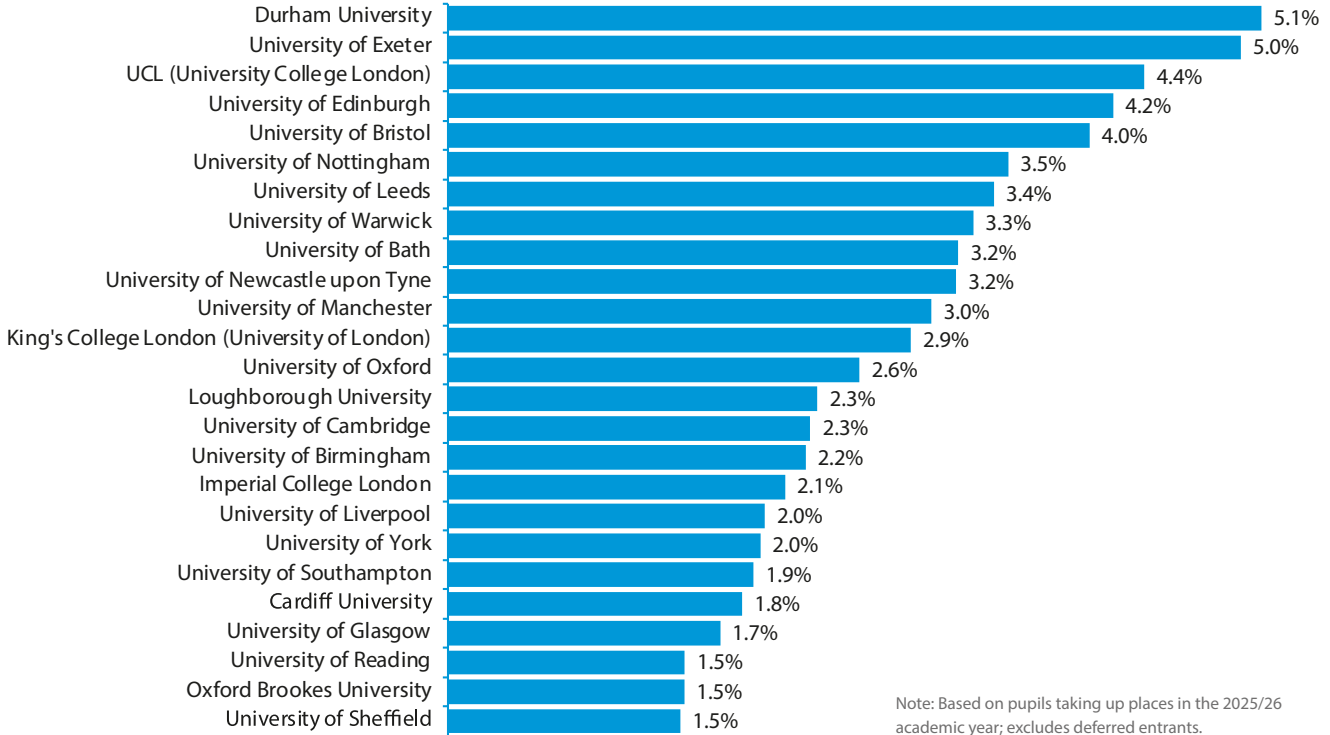


Figure 9.3 Destinations of ISC pupils attending non-UK universities, by country and percentage of ISC pupils attending non-UK universities

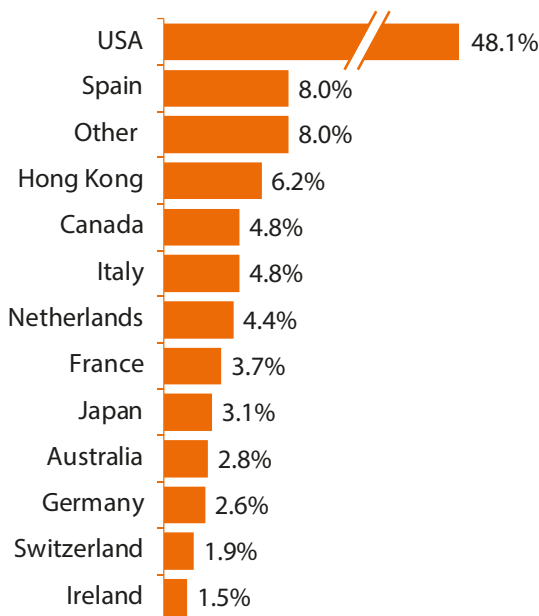
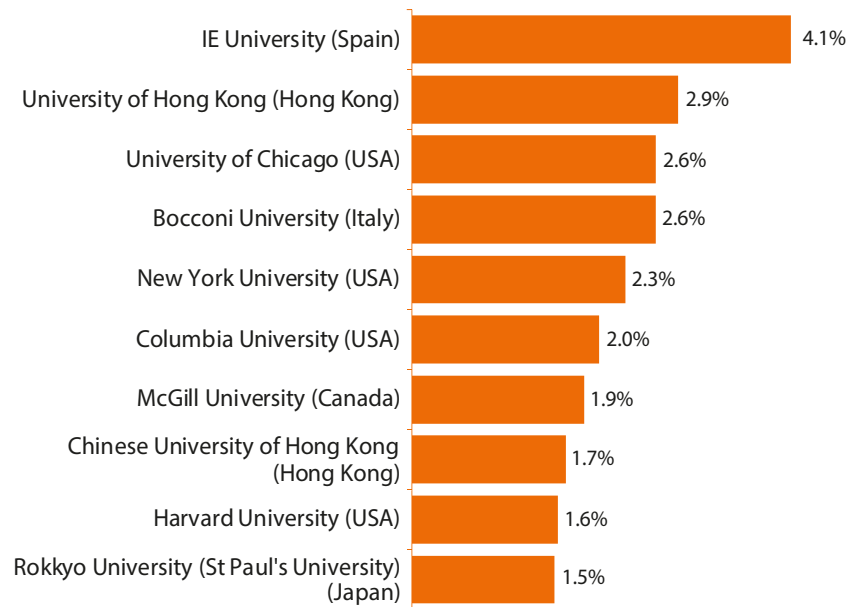


Figure 9.4 Most common non-UK university destinations of ISC pupils, by percentage of ISC pupils attending non-UK universities



10 Exam Results

Every year, the Department for Education releases detailed data on GCSE and A-level results for the previous summer exam series, covering all independent schools in England. The analysis in this section is based on these data and therefore reflects outcomes across the wider independent sector, rather than ISC member schools specifically.

While the Department for Education publishes data for GCSEs, it does not include International GCSEs, which are taken by many pupils in independent schools. Consequently, the analysis in this section focuses on A-level results, as GCSE coverage in independent schools is incomplete and may not fully reflect overall pupil attainment.

are a key route into higher education, and, as discussed in Section 9, pupils in ISC schools have high rates of progression to university. While independent school pupils account for a relatively small share of total A-level entrants, their representation varies considerably by subject. They are over-represented in modern foreign languages and in subjects such as further mathematics and economics.

In some subjects, including biology and history, representation is closer to the overall distribution. In others, the independent sector is under-represented, particularly in subjects such as law, media, film and TV, and sociology, where the state sector accounts for the vast majority of entries.

Figure 10.1 shows the proportion of A-level entries by subject for independent and state-funded schools. A-levels

Figure 10.1 Proportion of A-level entries by subject and school sector

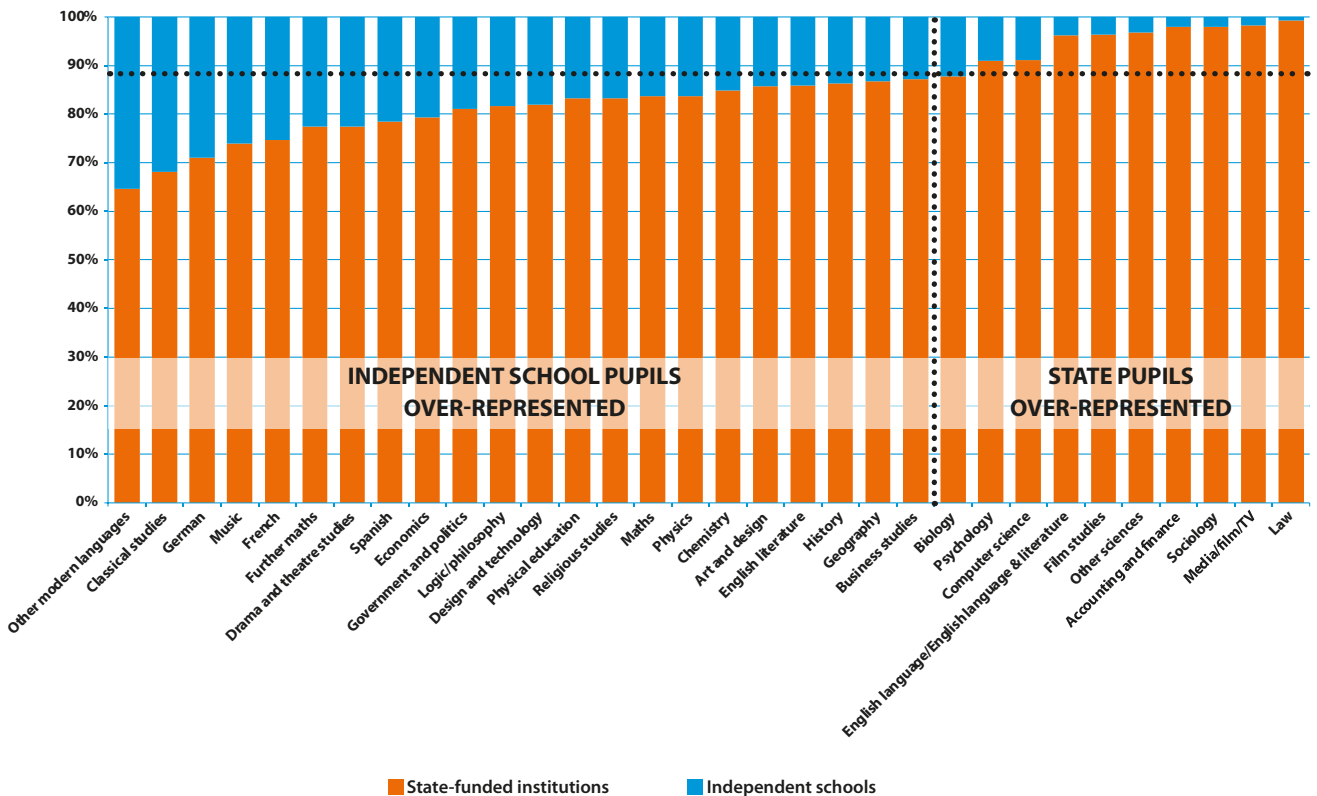


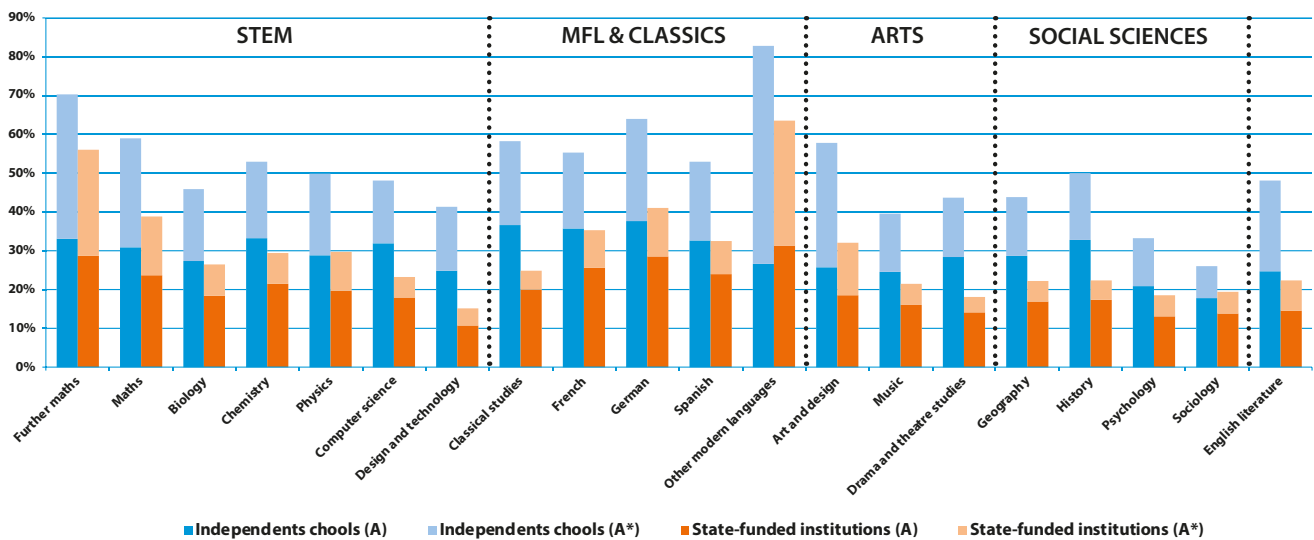
Figure 10.2 shows the proportion of A-level entries awarded the top grades (A* and A) by subject and school sector. Across all subjects, independent school pupils achieve a higher proportion of top grades than those in state-funded institutions, although the size of this difference varies considerably.

In many subjects, the proportion of pupils achieving an A* or A is substantially higher in the independent sector. For example, in mathematics, 59.0% of independent school entries achieve an A* or A compared with 38.8% in state-funded institutions, while in chemistry the equivalent figures are 52.9% and 29.4%.

In several subjects, independent school pupils are over twice as likely to achieve the top grades, including computer science (48.1% compared with 23.3%), history (49.9% compared with 22.3%) and English literature (48.1% compared with 22.3%).

However, the gap is most pronounced in design and technology, where 41.3% of independent school entries achieve an A* or A compared with 15.1% in the state sector, and in drama and theatre studies, where the figures are 43.6% and 18.0% respectively. By contrast, differences are more modest in subjects such as further mathematics and modern foreign languages, where attainment is higher across both sectors.

Figure 10.2 Proportion of A-level entries achieving A* and A grades by subject and school sector



While most ISC pupils take A-levels at the end of Year 13, 5.1% of pupils in summer 2025 completed the International Baccalaureate (IB) Diploma. Table 10.1 presents selected statistics from the IB Diploma Programme Statistical Bulletin¹

alongside data collected from ISC schools in August 2025. ISC schools account for over a third of all UK IB candidates. The proportion of ISC pupils achieving 40 or more points (33.7%) is more than three times the worldwide average of 9.8%.

Table 10.1 International Baccalaureate Diploma entries and attainment, worldwide, UK and ISC

	Worldwide	UK	ISC
Number of candidates taking IB	202,102	5,064	1,908
% of candidates gaining 40 or more points	9.8%	Not reported	33.7%

¹ https://ibo.org/globalassets/new-structure/about-the-ib/pdfs/dpcp-final-statistical-bulletin-may-2025_en.pdf.

Appendix A

Non-Comparative Tables

Appendix A presents non-comparative tables for all 1,455 schools completing the Census in 2026. These figures are based on the full set of responding schools and are therefore not directly comparable with previous years on a like-for-like basis.

Table A.1 ISC schools by school age range, gender composition, boarding provision and organisational form

Category	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Charitable status									
Charities	184	381	367	64	131	737	330	602	932
Other	109	179	235	22	11	490	93	430	523
Total	293	560	602	86	142	1,227	423	1,032	1,455
Organisation type									
Not-for-profit	202	416	390	71	135	802	339	669	1,008
For-profit	91	144	212	15	7	425	84	363	447
Total	293	560	602	86	142	1,227	423	1,032	1,455

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.2 ISC pupils by school age range, gender composition, boarding provision and pupil group

Pupil group	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Boarders (boys)	20,457	7,723	2,807	5,710	0	25,277	30,987	0	30,987
Boarders (girls)	18,268	6,989	1,592	0	5,643	21,206	26,849	0	26,849
Day pupils (boys)	42,726	127,217	68,067	34,054	131	203,825	76,077	161,933	238,010
Day pupils (girls)	38,730	134,435	57,600	114	61,629	169,022	65,259	165,506	230,765
Total (boys)	63,183	134,940	70,874	39,764	131	229,102	107,064	161,933	268,997
Total (girls)	56,998	141,424	59,192	114	67,272	190,228	92,108	165,506	257,614
Total	120,181	276,364	130,066	39,878	67,403	419,330	199,172	327,439	526,611

Note: Girls recorded at "single-sex: boys" schools and boys recorded at "single-sex: girls" schools are all in the nursery. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.3 ISC pupils by age, gender and boarding status

Age on 31st August 2025	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
0-2	0	5,864	0	5,768	11,632
3	0	7,557	0	7,722	15,279
4	0	9,170	0	9,267	18,437
5	0	9,664	0	9,754	19,418
6	0	10,650	2	10,441	21,093
7	42	12,204	38	11,642	23,926
8	163	13,386	92	12,792	26,433
9	362	14,716	241	14,114	29,433
10	548	15,743	378	15,471	32,140
11	1,216	19,977	1,137	18,789	41,119
12	1,635	21,302	1,475	20,027	44,439
13	3,541	21,376	2,720	20,821	48,458
14	4,313	22,187	3,491	21,359	51,350
15	4,917	21,869	4,220	21,734	52,740
16	6,356	15,687	5,894	15,014	42,951
17	6,619	15,387	6,010	14,922	42,938
18	1,135	1,091	1,047	955	4,228
19	140	180	104	173	597
Total	30,987	238,010	26,849	230,765	526,611

Table A.4 ISC pupils by year group, gender and boarding status

Year group	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
Nursery	0	13,620	0	13,597	27,217
Reception	0	9,147	0	9,195	18,342
Year 1	0	9,681	0	9,823	19,504
Year 2	1	10,661	2	10,478	21,142
Year 3	40	12,269	35	11,621	23,965
Year 4	170	13,342	99	12,813	26,424
Year 5	363	14,751	242	14,132	29,488
Year 6	551	15,726	366	15,393	32,036
Year 7	1,260	20,082	1,173	18,795	41,310
Year 8	1,667	21,294	1,475	20,010	44,446
Year 9	3,652	21,353	2,817	20,800	48,622
Year 10	4,577	22,196	3,650	21,463	51,886
Year 11	4,959	21,954	4,141	21,759	52,813
Year 12	6,829	15,611	6,386	15,056	43,882
Year 13	6,918	16,323	6,463	15,830	45,534
Total	30,987	238,010	26,849	230,765	526,611

Table A.5 New ISC pupils by year group, gender and boarding status

Year group	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
Nursery	0	6,802	0	6,512	13,314
Reception	0	4,038	0	4,048	8,086
Year 1	0	976	0	985	1,961
Year 2	0	1,104	0	1,048	2,152
Year 3	22	2,707	23	2,224	4,976
Year 4	87	1,579	44	1,413	3,123
Year 5	101	1,715	81	1,674	3,571
Year 6	129	1,579	97	1,436	3,241
Year 7	570	10,981	762	10,742	23,055
Year 8	281	1,327	267	1,415	3,290
Year 9	2,936	3,872	1,832	2,694	11,334
Year 10	924	1,007	970	1,213	4,114
Year 11	587	370	649	418	2,024
Year 12	2,604	2,187	3,196	3,295	11,282
Year 13	234	392	323	356	1,305
Total	8,475	40,636	8,244	39,473	96,828

Table A.6 ISC schools and pupils by region, gender and boarding status

Region	No. of schools	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total boarders	Total day pupils	Total pupils
London	320	1,867	52,586	639	55,316	2,506	107,902	110,408
South Central	226	8,649	29,458	7,605	29,604	16,254	59,062	75,316
South East	204	6,035	32,672	6,033	30,567	12,068	63,239	75,307
East	152	2,627	29,255	2,665	26,557	5,292	55,812	61,104
North West	104	1,007	17,224	759	16,199	1,766	33,423	35,189
West Midlands	104	2,271	15,465	1,907	14,947	4,178	30,412	34,590
South West	103	3,540	14,134	3,200	14,055	6,740	28,189	34,929
East Midlands	76	1,951	10,044	1,358	9,659	3,309	19,703	23,012
Yorkshire and The Humber	70	1,178	11,821	1,241	11,090	2,419	22,911	25,330
Scotland	34	1,022	10,577	821	10,589	1,843	21,166	23,009
Wales	21	534	2,752	439	2,843	973	5,595	6,568
North East	19	107	3,290	86	3,392	193	6,682	6,875
Total	1,455	30,987	238,010	26,849	230,765	57,836	468,775	526,611

Note: Northern Ireland, the Channel Islands and the Isle of Man are not shown separately due to small numbers but are included in the total. Regional definitions are provided in Appendix C, Figure C.1.

Table A.7 Average termly fees by region and school type

Region	Boarding fee	Day fee (boarding schools)	Day fee (day schools)
London	£16,352	£11,075	£7,580
South Central	£15,815	£8,768	£6,330
South East	£15,239	£9,359	£6,769
East	£14,113	£8,569	£6,496
North West	£13,572	£6,651	£4,473
West Midlands	£14,806	£7,247	£5,295
South West	£14,794	£8,163	£5,525
East Midlands	£14,733	£8,523	£5,455
Yorkshire and The Humber	£9,471	£6,038	£5,121
Scotland	£14,739	£8,288	£5,479
Wales	£16,872	£6,374	£5,084
North East	£12,095	£6,075	£5,371
Total	£14,980	£8,485	£6,155

Note: Northern Ireland, the Channel Islands and the Isle of Man are not shown separately due to small numbers but are included in the total. Regional definitions are provided in Appendix C, Figure C.1.

Table A.8 Average termly fees by phase of education and school type

Phase of education	Boarding fee	Day fee (boarding schools)	Day fee (day schools)
Sixth form	£15,601	£9,390	£6,754
Senior	£14,735	£8,928	£6,492
Junior	£10,583	£6,869	£5,766
Nursery		£4,205	£5,111
Overall including nursery	£14,980	£8,485	£6,155

Table A.9 Fee assistance by source, school age range and type of support

	Senior (pupils)	Senior (value £m)	Mixed-age (pupils)	Mixed-age (value £m)	Junior (pupils)	Junior (value £m)	Total (pupils)	Total (value £m)	% of all pupils
The school (internal funding)	40,054	143.53	83,092	193.63	27,589	42.23	150,735	379.38	28.6%
Means-tested: bursaries	11,252	74.05	20,776	84.61	4,648	13.44	36,676	172.10	7.0%
Means-tested: scholarships	1,273	4.99	938	1.89	159	0.52	2,370	7.40	0.5%
Means-tested: eligibility ¹	378	1.25	916	1.14	567	1.06	1,861	3.45	0.4%
Non-means-tested: scholarships	20,670	31.49	33,866	41.94	2,479	2.71	57,015	76.14	10.8%
Non-means-tested: eligibility ¹	12,308	31.75	39,439	64.02	21,164	24.44	72,911	120.21	13.8%
itrust ²	0	0.00	8	0.02	23	0.06	31	0.08	0.0%
Non-school sources (external funding)	-	97.49	-	168.63	-	39.44	-	305.57	
Early Years Funding	0	0.00	8,025	12.49	16,729	23.10	24,754	35.58	4.7%
Local Authorities ³	3,023	82.31	8,779	144.54	833	12.66	12,635	239.51	2.4%
Government support for military families (e.g. CEA)	866	9.04	618	5.23	342	2.04	1,826	16.31	0.3%
Government Music and Dance Scheme	554	4.15	477	4.92	10	0.02	1,041	9.10	0.2%
All other sources	493	1.99	414	1.45	306	1.62	1,213	5.07	0.2%
Total	43,481	241.02	97,836	362.26	42,388	81.67	183,705	684.95	34.9%

Note: Some pupils receive support from more than one source and are therefore counted in each relevant category, so subcategory totals may include the same pupil more than once. Totals for all pupils and for school-provided support count each pupil once only, but equivalent totals for non-school sources are not available. As a result, only the total value of non-school support is available.

¹ Includes discounts for HM Forces families, staff, siblings and clergy.

² itrust is an IAPS charity supporting low-income families and those experiencing short-term financial difficulties.

³ Excludes schools in Northern Ireland, the Channel Islands and the Isle of Man. Ten schools did not submit fee assistance data. All percentages are calculated using the total number of ISC pupils, including those at excluded schools and at schools that did not submit data. Total values may therefore be slightly understated.

Table A.10 Fee assistance by source, school gender composition and type of support

	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 (internal funding)	6,754	25.43	16,786	45.72	127,195	308.24	150,735	379.38	28.6%
Means-tested: bursaries	2,685	16.66	4,676	26.99	29,315	128.45	36,676	172.10	7.0%
Means-tested: scholarships	195	1.30	200	0.51	1,975	5.59	2,370	7.40	0.5%
Means-tested: eligibility ¹	43	0.20	182	0.37	1,636	2.88	1,861	3.45	0.4%
Non-means-tested: scholarships	2,829	3.69	8,761	9.71	45,425	62.74	57,015	76.14	10.8%
Non-means-tested: eligibility ¹	1,572	3.58	5,051	8.13	66,288	108.50	72,911	120.21	13.8%
itrust ²	0	0.00	1	0.00	30	0.08	31	0.08	0.0%
Non-school sources (external funding)	-	13.18	-	2.83	-	289.55	-	305.57	
Early Years Funding	440	0.58	1,023	1.26	23,291	33.74	24,754	35.58	4.7%
Local Authorities ³	845	11.78	96	0.66	11,694	227.07	12,635	239.51	2.4%
Government support for military families (e.g. CEA)	7	0.06	55	0.38	1,764	15.87	1,826	16.31	0.3%
Government Music and Dance Scheme	6	0.00	0	0.00	1,035	9.09	1,041	9.10	0.2%
All other sources	82	0.76	110	0.53	1,021	3.77	1,213	5.07	0.2%
Total	7,681	38.61	17,723	48.55	158,301	597.80	183,705	684.95	34.9%

Note: Some pupils receive support from more than one source and are therefore counted in each relevant category, so subcategory totals may include the same pupil more than once. Totals for all pupils and for school-provided support count each pupil once only, but equivalent totals for non-school sources are not available. As a result, only the total value of non-school support is available.

¹ Includes discounts for HM Forces families, staff, siblings and clergy.

² itrust is an IAPS charity supporting low-income families and those experiencing short-term financial difficulties.

³ Excludes schools in Northern Ireland, the Channel Islands and the Isle of Man. Ten schools did not submit fee assistance data. All percentages are calculated using the total number of ISC pupils, including those at excluded schools and at schools that did not submit data. Total values may therefore be slightly understated.

Table A.11 Fee assistance by source, boarding provision and type of support

	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 (internal funding)	73,899	233.40	76,836	145.99	150,735	379.38	28.6%
Means-tested: bursaries	18,493	100.96	18,183	71.13	36,676	172.10	7.0%
Means-tested: scholarships	1,606	5.57	764	1.84	2,370	7.40	0.5%
Means-tested: eligibility ¹	1,018	2.28	843	1.17	1,861	3.45	0.4%
Non-means-tested: scholarships	31,384	49.28	25,631	26.86	57,015	76.14	10.8%
Non-means-tested: eligibility ¹	33,981	75.25	38,930	44.97	72,911	120.21	13.8%
itrust ²	19	0.06	12	0.02	31	0.08	0.0%
Non-school sources (external funding)	-	60.41	-	245.16	-	305.57	-
Early Years Funding	5,147	7.35	19,607	28.23	24,754	35.58	4.7%
Local Authorities ³	1,976	24.21	10,659	215.30	12,635	239.51	2.4%
Government support for military families (e.g. CEA)	1,772	16.20	54	0.11	1,826	16.31	0.3%
Government Music and Dance Scheme	1,041	9.10	0	0.00	1,041	9.10	0.2%
All other sources	725	3.54	488	1.53	1,213	5.07	0.2%
Total	80,805	293.80	102,900	391.15	183,705	684.95	34.9%

Note: Some pupils receive support from more than one source and are therefore counted in each relevant category, so subcategory totals may include the same pupil more than once. Totals for all pupils and for school-provided support count each pupil once only, but equivalent totals for non-school sources are not available. As a result, only the total value of non-school support is available.

¹ Includes discounts for HM Forces families, staff, siblings and clergy.

² itrust is an IAPS charity supporting low-income families and those experiencing short-term financial difficulties.

³ Excludes schools in Northern Ireland, the Channel Islands and the Isle of Man. Ten schools did not submit fee assistance data. All percentages are calculated using the total number of ISC pupils, including those at excluded schools and at schools that did not submit data. Total values may therefore be slightly understated.

Table A.12 Breakdown of non-UK pupils whose parents live overseas by country or country group of origin, school age range, gender composition, and boarding status

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
France	190	134	33	13	10	334	350	7	357
Germany	1,059	884	16	73	39	1,847	1,946	13	1,959
Russia	450	133	20	10	9	584	594	9	603
Spain	429	378	201	43	78	887	974	34	1,008
Ireland	30	51	3	27	2	55	81	3	84
Italy	291	77	3	3	6	362	365	6	371
Poland	77	67	4	2	7	139	146	2	148
Romania	74	9	0	0	1	82	82	1	83
Ukraine	351	209	26	4	20	562	558	28	586
Remainder of Europe (EEA)	853	429	45	51	48	1,228	1,291	36	1,327
Remainder of Europe (non-EEA)	612	214	13	13	26	800	821	18	839
Nigeria	361	153	22	11	45	480	505	31	536
Rest of Africa	343	209	20	6	35	531	555	17	572
USA	186	157	50	21	28	344	367	26	393
Rest of North America	50	49	14	6	11	96	109	4	113
Central and South America	368	288	15	8	14	649	657	14	671
Middle East	495	168	19	15	20	647	646	36	682
Hong Kong	2,477	1,075	68	276	557	2,787	3,536	84	3,620
Mainland China	3,611	1,614	351	283	757	4,536	5,391	185	5,576
Taiwan	92	42	9	5	9	129	138	5	143
Japan	314	270	106	33	33	624	680	10	690
South Korea	235	61	20	24	25	267	306	10	316
Malaysia	156	24	1	16	15	150	171	10	181
Thailand	414	116	45	51	72	452	572	3	575
India	160	41	9	19	12	179	193	17	210
Pakistan, Sri Lanka and Bangladesh	44	24	2	5	6	59	55	15	70
Central Asia	239	76	12	3	14	310	306	21	327
Remainder of Far East	630	120	25	35	74	666	755	20	775
Oceania	79	34	13	5	11	110	122	4	126
Total	14,670	7,106	1,165	1,061	1,984	19,896	22,272	669	22,941
As a % of all non-UK pupils	25.6%	12.4%	2.0%	1.9%	3.5%	34.8%	38.9%	1.2%	40.1%

Note: Percentages are expressed as a share of all non-UK pupils across ISC schools (57,214). Columns represent overlapping categories (e.g. school age range, gender composition and boarding status), and therefore percentages do not sum to 100%.

Table A.13 - Breakdown of non-UK pupils whose parents live in the UK by country or country group of origin, school age range, gender composition, and boarding status

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
France	356	1,166	596	148	226	1,744	528	1,590	2,118
Germany	247	472	289	80	167	761	379	629	1,008
Russia	171	226	223	43	87	490	249	371	620
Spain	210	706	184	68	130	902	264	836	1,100
Ireland	395	654	199	111	219	918	602	646	1,248
Italy	355	509	265	124	210	795	330	799	1,129
Poland	109	230	81	21	50	349	174	246	420
Romania	76	169	68	14	34	265	113	200	313
Ukraine	352	535	261	52	154	942	602	546	1,148
Remainder of Europe (EEA)	940	1,815	989	301	653	2,790	1,264	2,480	3,744
Remainder of Europe (non-EEA)	200	364	237	50	93	658	348	453	801
Nigeria	164	407	119	35	80	575	267	423	690
Rest of Africa	230	591	240	42	156	863	452	609	1,061
USA	684	2,554	1,447	290	557	3,838	1,703	2,982	4,685
Rest of North America	126	296	156	35	81	462	214	364	578
Central and South America	130	338	172	19	61	560	225	415	640
Middle East	190	357	276	33	108	682	161	662	823
Hong Kong	802	1,344	221	275	575	1,517	1,314	1,053	2,367
Mainland China	1,222	2,111	1,298	574	977	3,080	2,170	2,461	4,631
Taiwan	12	37	25	9	11	54	36	38	74
Japan	163	333	214	38	127	545	269	441	710
South Korea	130	241	186	37	148	372	200	357	557
Malaysia	42	71	34	20	23	104	47	100	147
Thailand	24	12	11	6	7	34	39	8	47
India	257	1,079	386	155	369	1,198	370	1,352	1,722
Pakistan, Sri Lanka and Bangladesh	86	282	95	49	97	317	115	348	463
Central Asia	47	82	45	16	26	132	74	100	174
Remainder of Far East	91	167	116	27	61	286	116	258	374
Oceania	187	411	283	57	114	710	378	503	881
Total	7,998	17,559	8,716	2,729	5,601	25,943	13,003	21,270	34,273
As a % of all non-UK pupils	14.0%	30.7%	15.2%	4.8%	9.8%	45.3%	22.7%	37.2%	59.9%

Note: Percentages are expressed as a share of all non-UK pupils across ISC schools (57,214). Columns represent overlapping categories (e.g. school age range, gender composition and boarding status), and therefore percentages do not sum to 100%.

Table A.14 Breakdown of new non-UK pupils whose parents live overseas by country or country group of origin, school age range, gender composition, and boarding status

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
France	79	66	26	3	3	165	168	3	171
Germany	621	585	10	17	27	1,172	1,211	5	1,216
Russia	180	33	4	2	1	214	213	4	217
Spain	230	278	177	29	54	602	656	29	685
Ireland	6	27	1	17	0	17	33	1	34
Italy	122	44	2	2	4	162	164	4	168
Poland	35	32	0	1	1	65	67	0	67
Romania	24	6	0	0	1	29	29	1	30
Ukraine	134	60	3	1	3	193	194	3	197
Remainder of Europe (EEA)	345	209	16	17	13	540	559	11	570
Remainder of Europe (non-EEA)	314	112	11	5	13	419	421	16	437
Nigeria	130	60	3	1	9	183	183	10	193
Rest of Africa	138	75	6	2	4	213	213	6	219
USA	70	72	20	5	10	147	149	13	162
Rest of North America	26	23	7	2	3	51	54	2	56
Central and South America	267	215	10	2	10	480	486	6	492
Middle East	215	53	7	3	10	262	263	12	275
Hong Kong	648	221	22	74	98	719	867	24	891
Mainland China	1,359	550	122	97	268	1,666	1,973	58	2,031
Taiwan	45	9	4	0	1	57	56	2	58
Japan	110	58	33	7	12	182	198	3	201
South Korea	102	18	10	4	6	120	123	7	130
Malaysia	64	4	0	7	1	60	65	3	68
Thailand	166	40	11	17	26	174	215	2	217
India	45	7	1	7	5	41	51	2	53
Pakistan, Sri Lanka and Bangladesh	20	13	0	1	0	32	26	7	33
Central Asia	131	32	1	2	2	160	154	10	164
Remainder of Far East	297	46	6	13	28	308	340	9	349
Oceania	28	18	3	1	3	45	48	1	49
Total	5,951	2,966	516	339	616	8,478	9,179	254	9,433
As a % of all new pupils	6.1%	3.1%	0.5%	0.4%	0.6%	8.8%	9.5%	0.3%	9.7%

Note: "New pupils" refers to pupils who joined their current ISC school in the 2025/26 academic year. Percentages are calculated as a proportion of all new pupils (96,828). Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.15 Breakdown of new non-UK pupils whose parents live in the UK by country or country group of origin, school age range, gender composition, and boarding status

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
France	74	195	136	19	39	347	130	275	405
Germany	62	107	60	13	34	182	99	130	229
Russia	49	55	38	5	21	116	56	86	142
Spain	56	123	31	11	29	170	73	137	210
Ireland	67	137	33	12	23	202	138	99	237
Italy	85	113	54	19	38	195	66	186	252
Poland	36	43	16	6	9	80	51	44	95
Romania	15	39	14	4	8	56	22	46	68
Ukraine	89	57	33	10	16	153	109	70	179
Remainder of Europe (EEA)	204	344	200	47	86	615	276	472	748
Remainder of Europe (non-EEA)	71	121	58	13	28	209	116	134	250
Nigeria	41	93	22	9	15	132	56	100	156
Rest of Africa	62	116	55	7	31	195	101	132	233
USA	176	647	424	57	148	1,042	452	795	1,247
Rest of North America	33	86	44	8	17	138	56	107	163
Central and South America	41	69	48	4	17	137	48	110	158
Middle East	50	97	83	8	24	198	45	185	230
Hong Kong	189	233	48	61	108	301	256	214	470
Mainland China	292	373	254	94	182	643	454	465	919
Taiwan	6	7	9	7	3	12	15	7	22
Japan	54	97	52	14	32	157	71	132	203
South Korea	35	65	71	12	47	112	57	114	171
Malaysia	8	12	10	5	5	20	14	16	30
Thailand	9	2	4	1	2	12	12	3	15
India	70	207	72	36	65	248	86	263	349
Pakistan, Sri Lanka and Bangladesh	17	66	28	8	19	84	31	80	111
Central Asia	11	17	9	3	7	27	15	22	37
Remainder of Far East	23	38	33	1	12	81	24	70	94
Oceania	51	97	74	12	30	180	98	124	222
Total	1,976	3,656	2,013	506	1,095	6,044	3,027	4,618	7,645
As a % of all new pupils	2.0%	3.8%	2.1%	0.5%	1.1%	6.2%	3.1%	4.8%	7.9%

Note: "New pupils" refers to pupils who joined their current ISC school in the 2025/26 academic year. Percentages are calculated as a proportion of all new pupils (96,828). Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.16 UK pupils and new pupils whose parents live overseas or serve in HM Forces, by school age range, gender composition and boarding status

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
UK pupils whose parents:									
Live abroad	1,846	736	149	236	297	2,198	2,641	90	2,731
Serve in HM Forces	1,405	1,711	1,164	101	218	3,961	3,685	595	4,280
New UK pupils whose parents:									
Live abroad	533	224	54	53	68	690	783	28	811
Serve in HM Forces	250	237	254	26	30	685	659	82	741

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.17 Destinations of post-18 school leavers, by school age range, gender composition and boarding status

	Senior	Mixed-age	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Non-deferred university entries								
% to UK universities	66.8	72.1	71.0	76.9	68.2	65.5	74.9	69.6
% to overseas universities	6.6	4.6	6.0	4.5	5.7	7.2	3.5	5.6
% to unknown university	2.0	1.1	0.4	1.3	1.7	2.0	0.9	1.5
Deferred university entries								
% to UK universities	9.5	5.4	7.9	5.9	7.5	9.0	5.1	7.3
% to overseas universities	0.2	0.1	0.1	0.1	0.1	0.2	0.1	0.1
% to unknown university (incl. planning post-qualification application)	4.6	4.5	5.8	5.2	4.3	4.2	4.8	4.5
Other								
% to other higher education courses	1.1	1.9	1.2	1.4	1.6	1.4	1.7	1.5
% to further education or training	1.6	2.3	1.3	0.9	2.2	1.9	2.0	2.0
% to re-take A-levels	0.6	0.9	1.4	0.6	0.7	0.4	1.2	0.8
% to employment	1.8	2.9	1.9	1.2	2.7	2.1	2.8	2.4
% to other	1.6	1.8	0.8	0.7	2.0	2.1	1.2	1.7
% to unknown	3.6	2.5	2.3	1.4	3.4	4.1	1.7	3.1
Total number recorded	21,546	24,331	3,857	6,026	35,994	25,988	19,889	45,877

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.18 Destinations of post-18 school leavers attending non-UK universities, by country of destination, school age range, gender composition and boarding status

	Senior	Mixed-age	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
USA	716	509	170	167	888	838	387	1,225
Spain	113	90	7	15	181	137	66	203
Hong Kong	106	53	5	12	142	148	11	159
Canada	70	53	9	10	104	80	43	123
Italy	61	62	16	11	96	75	48	123
Netherlands	47	66	2	5	106	88	25	113
France	39	55	2	9	83	49	45	94
Japan	21	57	0	1	77	75	3	78
Australia	48	24	3	5	64	63	9	72
Germany	32	35	0	3	64	66	1	67
Switzerland	33	16	0	3	46	46	3	49
Ireland	26	12	9	10	19	24	14	38
UAE	11	8	0	1	18	15	4	19
Czechia	9	9	0	2	16	12	6	18
Austria	6	8	0	1	13	13	1	14
China	9	3	1	2	9	11	1	12
Belgium	9	1	0	1	9	8	2	10
Bulgaria	4	6	0	5	5	2	8	10
Hungary	6	4	0	3	7	9	1	10
Poland	2	7	0	0	9	7	2	9
Thailand	6	3	0	1	8	8	1	9
Sweden	6	1	0	0	7	6	1	7
Greece	1	5	2	0	4	4	2	6
Grenada	4	1	0	1	4	5	0	5
Malta	3	2	0	1	4	4	1	5
Malaysia	5	0	0	0	5	5	0	5
Russia	4	1	0	0	5	4	1	5
South Africa	1	4	0	2	3	2	3	5
Other countries	24	30	6	6	42	36	18	54
Total	1,422	1,125	232	277	2,038	1,840	707	2,547
% of HE leavers in category going overseas¹	7.3%	5.2%	6.5%	4.8%	6.4%	7.9%	3.9%	6.2%
% of all pupils going to HE²	3.4%	2.7%	0.6%	0.7%	4.9%	4.5%	1.7%	6.2%

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

¹"% of HE leavers in category going overseas" shows the proportion of pupils within each category who progressed to overseas higher education, conditional on entering HE.

²"% of all pupils going to HE" reflects each category's contribution to the overall HE cohort.

Table A.19 ISC schools by pupil number size bands, school age range, gender composition and boarding status

School size	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
1 - 50	43	33	41	2	2	113	5	112	117
51 - 100	30	53	62	4	5	136	17	128	145
101 - 150	24	47	122	13	12	168	27	166	193
151 - 200	25	42	84	11	12	128	42	109	151
201 - 250	11	37	80	7	9	112	34	94	128
251 - 300	13	29	74	11	12	93	36	80	116
301 - 350	11	22	53	7	8	71	32	54	86
351 - 400	9	21	33	2	7	54	23	40	63
401 - 450	5	35	24	1	12	51	31	33	64
451 - 500	13	23	12	2	5	41	19	29	48
501 - 550	16	20	5	2	8	31	22	19	41
551 - 600	10	16	3	0	6	23	19	10	29
601 - 650	10	13	5	0	4	24	15	13	28
651 - 700	3	23	1	1	4	22	12	15	27
701 - 750	8	13	1	2	4	16	8	14	22
751 - 800	7	16	1	2	6	16	13	11	24
801 - 850	14	16	0	3	8	19	16	14	30
851 - 900	9	7	0	0	3	13	7	9	16
901 - 950	5	10	1	1	2	13	6	10	16
951 - 1000	4	11	0	1	3	11	7	8	15
1001 - 1050	6	7	0	1	1	11	5	8	13
1051 - 1100	6	8	0	2	5	7	4	10	14
1101 - 1150	0	12	0	2	3	7	3	9	12
1151 - 1200	5	6	0	1	0	10	3	8	11
1201 - 1250	2	8	0	1	1	8	4	6	10
1251 - 1300	1	5	0	0	0	6	4	2	6
1301 - 1350	1	3	0	2	0	2	1	3	4
1351 - 1400	1	2	0	1	0	2	1	2	3
1401 - 1450	1	4	0	1	0	4	1	4	5
1451 - 1500	0	3	0	0	0	3	1	2	3
1501 - 1550	0	2	0	2	0	0	2	0	2
1551 - 1600	0	1	0	0	0	1	0	1	1
1601 - 1650	0	2	0	1	0	1	0	2	2
1651 - 1700	0	1	0	0	0	1	0	1	1
1701+	0	9	0	0	0	9	3	6	9
Total	293	560	602	86	142	1,227	423	1,032	1,455
Mean size	410	494	216	464	475	342	471	317	362
Median size	304	387	195	272	413	227	389	202	246

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.20 ISC schools by proportion of boarders, showing distribution across percentage bands by school age range, gender composition and boarding status

% boarders	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
0	144	394	494	59	110	863	0	1032	1032
1 - 4	3	23	20	1	3	42	46	0	46
5 - 9	8	41	31	6	4	70	80	0	80
10 - 14	7	32	14	3	2	48	53	0	53
15 - 19	9	20	15	2	2	40	44	0	44
20 - 24	8	9	7	0	2	22	24	0	24
25 - 29	5	9	4	0	1	17	18	0	18
30 - 34	6	6	4	0	2	14	16	0	16
35 - 39	7	5	1	1	2	10	13	0	13
40 - 44	11	6	3	0	1	19	20	0	20
45 - 49	9	2	2	3	3	7	13	0	13
50 - 54	5	1	1	0	0	7	7	0	7
55 - 59	7	5	0	3	0	9	12	0	12
60 - 64	4	1	2	0	1	6	7	0	7
65 - 69	3	2	1	1	0	5	6	0	6
70 - 74	10	0	1	0	0	11	11	0	11
75 - 79	7	2	0	0	2	7	9	0	9
80 - 84	14	1	0	0	2	13	15	0	15
85 - 89	7	0	0	0	3	4	7	0	7
90 - 94	6	0	0	1	0	5	6	0	6
95 - 99	6	0	0	0	1	5	6	0	6
100	7	1	2	6	1	3	10	0	10
Total	293	560	602	86	142	1,227	423	1,032	1,455
Overall % boarders	32.2%	5.3%	3.4%	14.3%	8.4%	11.1%	29.0%	0.0%	11.0%

Note: Rows show the percentage of pupils in each school who are boarders. The final row shows the overall percentage of pupils who are boarders in each category. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.21 ISC schools by proportion of boys, showing distribution across percentage bands by school age range, gender composition and boarding status

% boys	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
0	43	60	24	0	127	0	30	97	127
1 - 4	0	15	6	0	11	10	7	14	21
5 - 9	1	8	1	0	3	7	5	5	10
10 - 14	1	2	1	0	1	3	0	4	4
15 - 19	4	1	0	0	0	5	3	2	5
20 - 24	1	3	2	0	0	6	3	3	6
25 - 29	3	2	2	0	0	7	1	6	7
30 - 34	7	0	4	0	0	11	3	8	11
35 - 39	2	3	11	0	0	16	3	13	16
40 - 44	13	24	28	0	0	65	10	55	65
45 - 49	19	54	100	0	0	173	40	133	173
50 - 54	54	147	172	0	0	373	129	244	373
55 - 59	49	95	127	0	0	271	108	163	271
60 - 64	22	40	32	0	0	94	28	66	94
65 - 69	17	14	18	0	0	49	8	41	49
70 - 74	10	23	9	0	0	42	4	38	42
75 - 79	6	15	6	0	0	27	2	25	27
80 - 84	4	19	3	0	0	26	2	24	26
85 - 89	4	5	7	1	0	15	1	15	16
90 - 94	3	5	7	1	0	14	5	10	15
95 - 99	5	6	7	5	0	13	6	12	18
100	25	19	35	79	0	0	25	54	79
Total	293	560	602	86	142	1,227	423	1,032	1,455
Overall % boys	52.6%	48.8%	54.5%	99.7%	0.2%	54.6%	53.8%	49.5%	51.1%

Note: Rows show the percentage of pupils in each school who are boys. The final row shows the overall percentage of pupils who are boys in each category. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.22 Teacher numbers, including full-time and part-time staff and full-time equivalents, by gender, school age range, gender composition and boarding status

Full-time	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Men	6,704	9,808	2,968	2,255	1,618	15,607	9,763	9,717	19,480
Women	6,461	14,677	7,071	1,484	4,133	22,592	11,064	17,145	28,209
Total	13,165	24,485	10,039	3,739	5,751	38,199	20,827	26,862	47,689
Part-time									
Men	1,375	1,765	555	404	432	2,859	1,633	2,062	3,695
Women	3,263	7,877	3,597	654	2,801	11,282	5,330	9,407	14,737
Total	4,638	9,642	4,152	1,058	3,233	14,141	6,963	11,469	18,432
Part-time hours									
Men	23,786	34,536	10,192	7,573	7,993	52,947	30,010	38,503	68,513
Women	61,636	161,446	74,343	13,532	52,987	230,907	105,366	192,060	297,425
Total	85,423	195,982	84,534	21,105	60,980	283,853	135,376	230,563	365,939
Overall full-time equivalent (32.5 hours = 1 full-time)									
Men	7,436	10,871	3,282	2,488	1,864	17,236	10,686	10,902	21,588
Women	8,358	19,645	9,358	1,900	5,763	29,697	14,306	23,055	37,361
Total	15,793	30,515	12,640	4,388	7,627	46,933	24,992	33,956	58,949

Note: Excludes nursery staff. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.23 Teaching assistant numbers, including full-time and part-time staff and full-time equivalents, by gender, school age range, gender composition and boarding status

Full-time	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Men	196	823	377	105	44	1,247	305	1,091	1,396
Women	662	3,883	3,240	351	468	6,966	1,629	6,156	7,785
Total	858	4,706	3,617	456	512	8,213	1,934	7,247	9,181
Part-time									
Men	79	217	102	55	14	329	117	281	398
Women	457	2,795	2,489	255	614	4,872	1,543	4,198	5,741
Total	536	3,012	2,591	310	628	5,201	1,660	4,479	6,139
Part-time hours									
Men	1,492	4,513	1,897	1,169	258	6,475	2,323	5,579	7,902
Women	8,607	59,956	53,148	5,538	12,293	103,880	32,064	89,647	121,711
Total	10,100	64,469	55,045	6,707	12,552	110,355	34,387	95,227	129,613
Overall full-time equivalent (32.5 hours = 1 full-time)									
Men	242	962	435	141	52	1,446	376	1,263	1,639
Women	927	5,728	4,875	521	846	10,162	2,616	8,914	11,530
Total	1,169	6,690	5,311	662	898	11,609	2,992	10,177	13,169

Note: Excludes nursery staff. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.24 Pupil, teacher and teaching assistant gender ratios, and pupil-teacher ratios by school age range, gender composition and boarding status

Pupils	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Boys	63,183	134,940	70,874	39,764	131	229,102	107,064	161,933	268,997
Girls	56,998	141,424	59,192	114	67,272	190,228	92,108	165,506	257,614
Total	120,181	276,364	130,066	39,878	67,403	419,330	199,172	327,439	526,611
Gender ratios									
Boys:girls (pupils)	1.1:1	1.0:1	1.2:1	348.8:1	0.0:1	1.2:1	1.2:1	1.0:1	1.0:1
Men:women (teachers) ¹	0.9:1	0.6:1	0.4:1	1.3:1	0.3:1	0.6:1	0.7:1	0.5:1	0.6:1
Men:women (teaching assistants) ¹	0.3:1	0.2:1	0.1:1	0.3:1	0.1:1	0.1:1	0.1:1	0.1:1	0.1:1
Pupil-teacher ratio²	7.6:1	8.7:1	8.9:1	8.9:1	8.7:1	8.4:1	7.7:1	9.0:1	8.5:1

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

¹ Excludes nursery staff.

² Pupil-teacher ratios exclude nursery teachers and nursery pupils.

Table A.25 Changes to full-time teacher numbers, including arrivals, departures and net change by origin and destination, school age range, gender composition and boarding status

Arriving from	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Independent schools	613	846	487	148	263	1,535	861	1,085	1,946
State-funded schools	414	993	318	122	231	1,372	550	1,175	1,725
ITT at university or training college	59	121	42	11	19	192	88	134	222
New graduates	83	108	55	23	35	188	118	128	246
Industry	84	146	27	27	48	182	117	140	257
Outside the UK	86	207	72	16	48	301	155	210	365
Retirement	11	18	1	0	1	29	17	13	30
Maternity leave	107	213	108	26	75	327	149	279	428
Part-time	135	309	125	39	89	441	260	309	569
Other	125	246	110	32	79	370	209	272	481
Unknown	140	285	85	29	28	453	244	266	510
Total	1,857	3,492	1,430	473	916	5,390	2,768	4,011	6,779
Going to									
Independent schools	416	623	403	128	172	1,142	671	771	1,442
State-funded schools	215	490	190	46	90	759	365	530	895
Industry	81	157	74	31	42	239	142	170	312
Outside the UK	125	234	135	24	59	411	211	283	494
Retirement	200	418	169	58	108	621	338	449	787
Maternity leave	151	378	213	47	142	553	259	483	742
Part-time	275	610	232	61	169	887	446	671	1,117
Other	304	624	317	84	181	980	609	636	1,245
Unknown	351	800	233	86	161	1,137	601	783	1,384
Total	2,118	4,334	1,966	565	1,124	6,729	3,642	4,776	8,418
Net gain									
Independent schools	197	223	84	20	91	393	190	314	504
State-funded schools	199	503	128	76	141	613	185	645	830
Industry	3	-11	-47	-4	6	-57	-25	-30	-55
Outside the UK	-39	-27	-63	-8	-11	-110	-56	-73	-129
Retirement	-189	-400	-168	-58	-107	-592	-321	-436	-757
Maternity leave	-44	-165	-105	-21	-67	-226	-110	-204	-314
Part-time	-140	-301	-107	-22	-80	-446	-186	-362	-548
Other	-179	-378	-207	-52	-102	-610	-400	-364	-764
Unknown	-211	-515	-148	-57	-133	-684	-357	-517	-874
Total	-261	-842	-536	-92	-208	-1,339	-874	-765	-1,639
Full-time teachers									
Turnover as % of full-time teachers	16.1	17.7	19.6	15.1	19.5	17.6	17.5	17.8	17.7
Gain as % of full-time teachers	-2.0	-3.4	-5.3	-2.5	-3.6	-3.5	-4.2	-2.8	-3.4
Total	13,165	24,485	10,039	3,739	5,751	38,199	20,827	26,862	47,689

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table A.26 Pupils with special educational needs and disabilities, by type of need, school age range, gender composition and boarding status

Types of special education needs and disabilities (SEND)	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Specific learning difficulty (SpLD)	17,516	29,878	8,827	3,553	6,785	45,883	26,326	29,895	56,221
Moderate learning difficulty (MLD)	883	2,353	862	233	292	3,573	1,244	2,854	4,098
Severe learning difficulty (SLD)	172	186	166	29	7	488	123	401	524
Profound and multiple learning difficulty (PMLD)	19	63	117	38	4	157	24	175	199
Social, emotional and mental health (SEMH)	9,459	17,420	4,427	2,356	3,809	25,141	11,826	19,480	31,306
Speech, language and communication needs (SLCN)	1,644	5,655	3,616	761	717	9,437	2,997	7,918	10,915
Hearing impairment (HI)	445	1,126	427	119	276	1,603	678	1,320	1,998
Visual impairment (VI)	595	1,491	362	273	233	1,942	912	1,536	2,448
Multi-Sensory impairment (MSI)	133	489	204	85	57	684	230	596	826
Physical difficulty (PD)	710	1,896	501	368	447	2,292	1,062	2,045	3,107
Autistic spectrum disorder (ASD)	4,907	12,428	3,289	1,245	1,746	17,633	5,977	14,647	20,624
Down syndrome (DS)	2	26	17	1	1	43	9	36	45
Other difficulty/disability	2,619	4,419	1,314	598	825	6,929	3,361	4,991	8,352
SEN support but no specialist assessment of type of need	2,882	8,125	5,729	942	1,659	14,135	5,879	10,857	16,736
Total	34,097	66,067	23,659	8,654	13,321	101,848	50,476	73,347	123,823
Overall % pupils with SEND	28.4%	23.9%	18.2%	21.7%	19.8%	24.3%	25.3%	22.4%	23.5%

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. The final row shows the overall percentage of pupils with SEND in each category. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Appendix B

Comparative Tables

Tables in Appendix B show comparative figures for the 1,353 schools that participated in the Census in both 2025 and 2026. In each table, the 2026 figures are printed in bold and the 2025 figures in italics. Figures highlighted in yellow show the percentage change between the two years. Where schools are categorised by school age range, gender composition and boarding status, the categorisation is based on the school as it is in 2026; in a small number of cases this differs from how the school would have been categorised in 2025.

Table B.1 Change in pupil numbers by school age range, gender composition and boarding status

Schools	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Number of schools	262	514	577	80	139	1,134	415	938	1,353
Pupils									
Boarders (boys)	19,803	8,251	2,781	5,710	0	25,125	30,835	0	30,835
	<i>20,888</i>	<i>9,352</i>	<i>3,106</i>	<i>5,840</i>	<i>0</i>	<i>27,506</i>	<i>33,327</i>	<i>19</i>	<i>33,346</i>
	-5.2%	-11.8%	-10.5%	-2.2%		-8.7%	-7.5%	-100.0%	-7.5%
Boarders (girls)	17,730	7,380	1,559	0	5,643	21,026	26,669	0	26,669
	<i>18,803</i>	<i>8,346</i>	<i>1,819</i>	<i>0</i>	<i>6,120</i>	<i>22,848</i>	<i>28,948</i>	<i>20</i>	<i>28,968</i>
	-5.7%	-11.6%	-14.3%		-7.8%	-8.0%	-7.9%	-100.0%	-7.9%
Day pupils (boys)	39,175	126,011	66,584	32,609	131	199,030	75,604	156,166	231,770
	<i>39,720</i>	<i>129,321</i>	<i>70,519</i>	<i>33,677</i>	<i>134</i>	<i>205,749</i>	<i>77,566</i>	<i>161,994</i>	<i>239,560</i>
	-1.4%	-2.6%	-5.6%	-3.2%	-2.2%	-3.3%	-2.5%	-3.6%	-3.3%
Day pupils (girls)	37,742	133,442	56,485	114	61,252	166,303	64,430	163,239	227,669
	<i>38,433</i>	<i>137,888</i>	<i>58,999</i>	<i>119</i>	<i>63,586</i>	<i>171,615</i>	<i>66,564</i>	<i>168,756</i>	<i>235,320</i>
	-1.8%	-3.2%	-4.3%	-4.2%	-3.7%	-3.1%	-3.2%	-3.3%	-3.3%
Total (boys)	58,978	134,262	69,365	38,319	131	224,155	106,439	156,166	262,605
	<i>60,608</i>	<i>138,673</i>	<i>73,625</i>	<i>39,517</i>	<i>134</i>	<i>233,255</i>	<i>110,893</i>	<i>162,013</i>	<i>272,906</i>
	-2.7%	-3.2%	-5.8%	-3.0%	-2.2%	-3.9%	-4.0%	-3.6%	-3.8%
Total (girls)	55,472	140,822	58,044	114	66,895	187,329	91,099	163,239	254,338
	<i>57,236</i>	<i>146,234</i>	<i>60,818</i>	<i>119</i>	<i>69,706</i>	<i>194,463</i>	<i>95,512</i>	<i>168,776</i>	<i>264,288</i>
	-3.1%	-3.7%	-4.6%	-4.2%	-4.0%	-3.7%	-4.6%	-3.3%	-3.8%
Total	114,450	275,084	127,409	38,433	67,026	411,484	197,538	319,405	516,943
	<i>117,844</i>	<i>284,907</i>	<i>134,443</i>	<i>39,636</i>	<i>69,840</i>	<i>427,718</i>	<i>206,405</i>	<i>330,789</i>	<i>537,194</i>
	-2.9%	-3.4%	-5.2%	-3.0%	-4.0%	-3.8%	-4.3%	-3.4%	-3.8%

Note: Girls recorded at "single-sex: boys" schools and boys recorded at "single-sex: girls" schools are all in the nursery. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table B.2 Change in pupil numbers by age, gender and boarding status

Age	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
0-2	0	5,729	0	5,623	11,352
	0	5,829	0	5,830	11,659
		-1.7%		-3.6%	-2.6%
3	0	7,504	0	7,670	15,174
	0	7,871	0	8,151	16,022
		-4.7%		-5.9%	-5.3%
4	0	9,052	0	9,163	18,215
	0	9,510	0	9,571	19,081
		-4.8%		-4.3%	-4.5%
5	0	9,490	0	9,603	19,093
	0	10,293	0	10,169	20,462
		-7.8%		-5.6%	-6.7%
6	0	10,461	2	10,301	20,764
	0	11,160	2	10,750	21,912
		-6.3%	0.0%	-4.2%	-5.2%
7	42	11,953	33	11,495	23,523
	56	12,657	50	12,320	25,083
	-25.0%	-5.6%	-34.0%	-6.7%	-6.2%
8	163	13,092	90	12,629	25,974
	174	13,826	137	13,333	27,470
	-6.3%	-5.3%	-34.3%	-5.3%	-5.4%
9	358	14,405	240	13,915	28,918
	393	14,755	256	14,625	30,029
	-8.9%	-2.4%	-6.3%	-4.9%	-3.7%
10	543	15,374	371	15,274	31,562
	640	15,945	430	15,267	32,282
	-15.2%	-3.6%	-13.7%	0.0%	-2.2%
11	1,200	19,281	1,122	18,544	40,147
	1,352	20,407	1,228	19,609	42,596
	-11.2%	-5.5%	-8.6%	-5.4%	-5.7%
12	1,620	20,569	1,455	19,713	43,357
	1,759	21,378	1,739	20,893	45,769
	-7.9%	-3.8%	-16.3%	-5.6%	-5.3%
13	3,538	20,591	2,711	20,516	47,356
	3,880	21,390	2,972	21,078	49,320
	-8.8%	-3.7%	-8.8%	-2.7%	-4.0%
14	4,312	21,396	3,479	21,024	50,211
	4,529	21,199	3,778	21,309	50,815
	-4.8%	0.9%	-7.9%	-1.3%	-1.2%
15	4,906	21,143	4,212	21,398	51,659
	5,467	20,786	4,683	20,577	51,513
	-10.3%	1.7%	-10.1%	4.0%	0.3%
16	6,341	15,377	5,871	14,887	42,476
	7,044	16,195	6,448	15,889	45,576
	-10.0%	-5.1%	-8.9%	-6.3%	-6.8%
17	6,584	15,172	5,970	14,809	42,535
	6,831	15,220	6,209	14,818	43,078
	-3.6%	-0.3%	-3.8%	-0.1%	-1.3%
18	1,110	1,019	1,025	939	4,093
	1,106	961	920	919	3,906
	0.4%	6.0%	11.4%	2.2%	4.8%
19	118	162	88	166	534
	115	178	116	212	621
	2.6%	-9.0%	-24.1%	-21.7%	-14.0%
Total	30,835	231,770	26,669	227,669	516,943
	33,346	239,560	28,968	235,320	537,194
	-7.5%	-3.3%	-7.9%	-3.3%	-3.8%

Table B.3 Change in pupil numbers by year group, gender and boarding status

Year group	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
Nursery	0	13,441	0	13,408	26,849
	0	13,774	0	13,992	27,766
		-2.4%		-4.2%	-3.3%
Reception	0	9,008	0	9,075	18,083
	0	9,510	0	9,560	19,070
		-5.3%		-5.1%	-5.2%
Year 1	0	9,509	0	9,676	19,185
	0	10,319	0	10,229	20,548
		-7.8%		-5.4%	-6.6%
Year 2	1	10,481	2	10,348	20,832
	0	11,203	2	10,739	21,944
		-6.4%	0.0%	-3.6%	-5.1%
Year 3	40	12,015	30	11,462	23,547
	49	12,669	51	12,322	25,091
	-18.4%	-5.2%	-41.2%	-7.0%	-6.2%
Year 4	170	13,059	97	12,657	25,983
	197	13,852	133	13,366	27,548
	-13.7%	-5.7%	-27.1%	-5.3%	-5.7%
Year 5	359	14,433	241	13,927	28,960
	415	14,778	247	14,619	30,059
	-13.5%	-2.3%	-2.4%	-4.7%	-3.7%
Year 6	546	15,351	359	15,200	31,456
	640	15,952	423	15,240	32,255
	-14.7%	-3.8%	-15.1%	-0.3%	-2.5%
Year 7	1,244	19,360	1,157	18,542	40,303
	1,411	20,438	1,265	19,572	42,686
	-11.8%	-5.3%	-8.5%	-5.3%	-5.6%
Year 8	1,651	20,555	1,455	19,697	43,358
	1,794	21,375	1,752	20,872	45,793
	-8.0%	-3.8%	-17.0%	-5.6%	-5.3%
Year 9	3,650	20,566	2,807	20,497	47,520
	3,984	21,409	3,078	21,128	49,599
	-8.4%	-3.9%	-8.8%	-3.0%	-4.2%
Year 10	4,571	21,407	3,639	21,123	50,740
	4,809	21,235	4,037	21,403	51,484
	-4.9%	0.8%	-9.9%	-1.3%	-1.4%
Year 11	4,947	21,212	4,131	21,423	51,713
	5,592	20,883	4,562	20,660	51,697
	-11.5%	1.6%	-9.4%	3.7%	0.0%
Year 12	6,811	15,315	6,359	14,917	43,402
	7,444	16,137	7,010	15,860	46,451
	-8.5%	-5.1%	-9.3%	-5.9%	-6.6%
Year 13	6,845	16,058	6,392	15,717	45,012
	7,011	16,026	6,408	15,758	45,203
	-2.4%	0.2%	-0.2%	-0.3%	-0.4%
Total	30,835	231,770	26,669	227,669	516,943
	33,346	239,560	28,968	235,320	537,194
	-7.5%	-3.3%	-7.9%	-3.3%	-3.8%

Table B.4 Change in new pupil numbers by year group, gender and boarding status

Year group	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total
Nursery	0	6,753	0	6,467	13,220
	0	6,837	0	7,040	13,877
		-1.2%		-8.1%	-4.7%
Reception	0	3,967	0	3,978	7,945
	0	4,222	0	4,307	8,529
		-6.0%		-7.6%	-6.8%
Year 1	0	907	0	953	1,860
	0	1,029	0	1,042	2,071
		-11.9%		-8.5%	-10.2%
Year 2	0	1,058	0	1,021	2,079
	0	1,016	0	1,041	2,057
		4.1%		-1.9%	1.1%
Year 3	22	2,647	19	2,191	4,879
	25	2,812	19	2,372	5,228
	-12.0%	-5.9%	0.0%	-7.6%	-6.7%
Year 4	87	1,524	44	1,381	3,036
	100	1,597	40	1,360	3,097
	-13.0%	-4.6%	10.0%	1.5%	-2.0%
Year 5	98	1,656	81	1,639	3,474
	120	1,664	64	1,720	3,568
	-18.3%	-0.5%	26.6%	-4.7%	-2.6%
Year 6	127	1,507	94	1,399	3,127
	180	1,567	118	1,388	3,253
	-29.4%	-3.8%	-20.3%	0.8%	-3.9%
Year 7	563	10,531	757	10,619	22,470
	573	11,045	848	11,060	23,526
	-1.7%	-4.7%	-10.7%	-4.0%	-4.5%
Year 8	280	1,247	263	1,380	3,170
	337	1,279	360	1,435	3,411
	-16.9%	-2.5%	-26.9%	-3.8%	-7.1%
Year 9	2,936	3,798	1,828	2,643	11,205
	3,246	3,984	2,044	2,772	12,046
	-9.6%	-4.7%	-10.6%	-4.7%	-7.0%
Year 10	924	956	967	1,180	4,027
	1,099	988	1,168	1,245	4,500
	-15.9%	-3.2%	-17.2%	-5.2%	-10.5%
Year 11	585	344	646	398	1,973
	834	325	797	347	2,303
	-29.9%	5.8%	-18.9%	14.7%	-14.3%
Year 12	2,597	2,148	3,185	3,270	11,200
	2,991	2,260	3,609	3,528	12,388
	-13.2%	-5.0%	-11.7%	-7.3%	-9.6%
Year 13	205	386	296	344	1,231
	208	376	261	365	1,210
	-1.4%	2.7%	13.4%	-5.8%	1.7%
Total	8,424	39,429	8,180	38,863	94,896
	9,713	41,001	9,328	41,022	101,064
	-13.3%	-3.8%	-12.3%	-5.3%	-6.1%

Table B.5 Change in pupil numbers by region

Region	No. of	Boarders (boys)	Day pupils (boys)	Boarders (girls)	Day pupils (girls)	Total boarders	Total day pupils	Total pupils
London	301	1,846	51,775	613	54,694	2,459	106,469	108,928
	301	1,842	53,885	657	56,317	2,499	110,202	112,701
		0.2%	-3.9%	-6.7%	-2.9%	-1.6%	-3.4%	-3.3%
South Central	219	8,649	29,010	7,605	29,278	16,254	58,288	74,542
	219	9,198	29,963	8,190	30,459	17,388	60,422	77,810
		-6.0%	-3.2%	-7.1%	-3.9%	-6.5%	-3.5%	-4.2%
South East	192	6,010	31,956	5,952	30,001	11,962	61,957	73,919
	192	6,516	33,292	6,412	31,235	12,928	64,527	77,455
		-7.8%	-4.0%	-7.2%	-4.0%	-7.5%	-4.0%	-4.6%
East	144	2,627	28,773	2,665	26,452	5,292	55,225	60,517
	144	2,982	29,670	2,916	27,352	5,898	57,022	62,920
		-11.9%	-3.0%	-8.6%	-3.3%	-10.3%	-3.2%	-3.8%
West Midlands	97	2,271	15,117	1,907	14,848	4,178	29,965	34,143
	97	2,331	15,563	2,053	15,408	4,384	30,971	35,355
		-2.6%	-2.9%	-7.1%	-3.6%	-4.7%	-3.2%	-3.4%
South West	91	3,483	13,469	3,155	13,636	6,638	27,105	33,743
	91	3,914	13,851	3,456	13,915	7,370	27,766	35,136
		-11.0%	-2.8%	-8.7%	-2.0%	-9.9%	-2.4%	-4.0%
North West	90	996	16,436	752	15,834	1,748	32,270	34,018
	90	1,093	16,964	809	16,374	1,902	33,338	35,240
		-8.9%	-3.1%	-7.0%	-3.3%	-8.1%	-3.2%	-3.5%
East Midlands	68	1,951	9,716	1,358	9,553	3,309	19,269	22,578
	68	1,996	9,803	1,432	9,752	3,428	19,555	22,983
		-2.3%	-0.9%	-5.2%	-2.0%	-3.5%	-1.5%	-1.8%
Yorkshire and The Humber	62	1,140	11,269	1,220	10,711	2,360	21,980	24,340
	62	1,302	11,361	1,423	10,914	2,725	22,275	25,000
		-12.4%	-0.8%	-14.3%	-1.9%	-13.4%	-1.3%	-2.6%
Scotland	33	1,022	10,527	821	10,552	1,843	21,079	22,922
	33	1,164	11,084	936	11,096	2,100	22,180	24,280
		-12.2%	-5.0%	-12.3%	-4.9%	-12.2%	-5.0%	-5.6%
Wales	19	534	2,722	439	2,824	973	5,546	6,519
	19	626	2,897	488	2,924	1,114	5,821	6,935
		-14.7%	-6.0%	-10.0%	-3.4%	-12.7%	-4.7%	-6.0%
North East	16	107	3,216	86	3,339	193	6,555	6,748
	16	160	3,391	97	3,559	257	6,950	7,207
		-33.1%	-5.2%	-11.3%	-6.2%	-24.9%	-5.7%	-6.4%
All	1,353	30,835	231,770	26,669	227,669	57,504	459,439	516,943
	1,353	33,346	239,560	28,968	235,320	62,314	474,880	537,194
		-7.5%	-3.3%	-7.9%	-3.3%	-7.7%	-3.3%	-3.8%

Note: Northern Ireland, the Channel Islands and the Isle of Man are not shown separately due to small numbers but are included in the total. Regional definitions are provided in Appendix C, Figure C.1.

Table B.6 Change in average termly fees by region

Region	Boarding fee	Day fee (boarding schools)	Day fee (day schools)
London	£16,352	£11,120	£7,610
	£15,998	£10,529	£7,294
	2.2%	5.6%	4.3%
South Central	£15,819	£8,768	£6,355
	£15,314	£8,517	£6,061
	3.3%	2.9%	4.9%
South East	£15,267	£9,363	£6,753
	£14,618	£8,923	£6,403
	4.4%	4.9%	5.5%
East	£14,148	£8,612	£6,506
	£13,630	£8,271	£6,237
	3.8%	4.1%	4.3%
West Midlands	£14,806	£7,247	£5,300
	£14,105	£6,871	£4,960
	5.0%	5.5%	6.8%
South West	£14,843	£8,169	£5,542
	£14,252	£8,009	£5,238
	4.1%	2.0%	5.8%
North West	£13,572	£6,651	£4,499
	£12,828	£5,996	£4,343
	5.8%	10.9%	3.6%
East Midlands	£14,733	£8,523	£5,475
	£14,125	£8,298	£5,279
	4.3%	2.7%	3.7%
Yorkshire and The Humber	£9,377	£6,063	£5,081
	£8,997	£5,734	£4,912
	4.2%	5.8%	3.4%
Scotland	£14,739	£8,288	£5,485
	£13,914	£8,160	£5,379
	5.9%	1.6%	2.0%
Wales	£16,872	£6,374	£5,084
	£15,818	£6,141	£4,780
	6.7%	3.8%	6.4%
North East	£12,095	£6,075	£5,383
	£11,588	£5,667	£4,974
	4.4%	7.2%	8.2%
All	£14,999	£8,493	£6,187
	£14,393	£8,171	£5,918
	4.2%	3.9%	4.5%

Note: Excludes SEND specialist schools. Northern Ireland, the Channel Islands and the Isle of Man are not shown separately due to small numbers but are included in the total. Regional definitions are provided in Appendix C, Figure C.1.

Table B.7 Change in average termly fees by phase of education and school type

	Boarding fee	Day fee (boarding schools)	Day fee (day schools)
Sixth form	£15,615	£9,399	£6,799
	£14,987	£9,093	£6,523
	4.2%	3.4%	4.2%
Senior	£14,750	£8,932	£6,536
	£14,170	£8,582	£6,260
	4.1%	4.1%	4.4%
Junior	£10,639	£6,876	£5,782
	£10,267	£6,673	£5,540
	3.6%	3.0%	4.4%
Nursery		£4,202	£5,133
		£4,097	£4,816
		2.6%	6.6%
Overall including nursery	£14,999	£8,493	£6,187
	£14,393	£8,171	£5,918
	4.2%	3.9%	4.5%

Table B.8 Change in contributions to fees by funding source, school age range and type of support

	Senior (pupils)	Senior (value £m)	Mixed-age (pupils)	Mixed-age (value £m)	Junior (pupils)	Junior (value £m)	Total (pupils)	Total (value £m)	% of all pupils
The school	38,515	140.1	83,642	195.0	27,032	41.5	149,189	376.6	29.0
	38,501	133.9	85,391	188.9	27,784	41.9	151,676	364.7	28.4
	0.0%	4.6%	-2.0%	3.2%	-2.7%	-1.0%	-1.6%	3.3%	2.2%
The school: means-tested: bursaries	11,045	73.3	20,740	84.6	4,561	13.2	36,346	171.1	7.1
	10,932	71.1	20,364	82.8	4,679	13.8	35,975	167.8	6.7
	1.0%	3.0%	1.8%	2.2%	-2.5%	-4.3%	1.0%	2.0%	5.0%
The school: means-tested: scholarships	1,231	4.7	912	2.1	136	0.5	2,279	7.3	0.4
	1,085	4.5	792	1.8	110	0.3	1,987	6.6	0.4
	13.5%	4.3%	15.2%	18.8%	23.6%	43.9%	14.7%	10.2%	19.2%
The school: means-tested: eligible families¹	378	1.2	900	1.1	566	1.1	1,844	3.4	0.4
	300	0.8	936	3.0	406	0.8	1,642	4.7	0.3
	26.0%	53.3%	-3.8%	-62.8%	39.4%	32.8%	12.3%	-26.1%	16.7%
The school: non-means-tested: scholarships	19,768	30.1	34,364	42.7	2,444	2.7	56,576	75.5	11.0
	19,826	28.0	34,942	41.4	2,475	2.6	57,243	72.0	10.7
	-0.3%	7.4%	-1.7%	3.2%	-1.3%	3.1%	-1.2%	4.8%	2.7%
The school: non-means-tested: eligible families¹	11,742	30.8	39,551	64.4	20,721	24.0	72,014	119.1	14.0
	12,072	29.4	41,171	59.9	21,454	24.3	74,697	113.6	14.0
	-2.7%	4.5%	-3.9%	7.6%	-3.4%	-1.3%	-3.6%	4.9%	0.2%
The school: itrust²	0	0.00	8	0.02	23	0.06	31	0.08	0.01
	0	0.00	8	0.02	19	0.05	27	0.07	0.01
			0.0%	17.6%	21.1%	10.6%	14.8%	12.4%	19.3%
Early Years Funding	0	0.0	8,034	12.5	16,612	23.0	24,646	35.5	4.8
	23	0.0	8,113	10.7	16,749	19.8	24,885	30.5	4.7
	-100.0%	-100.0%	-1.0%	16.8%	-0.8%	16.2%	-1.0%	16.3%	2.9%
Local Authorities³	2,074	66.0	5,855	73.5	397	3.3	8,326	142.9	1.7
	1,676	22.6	4,803	54.1	313	2.7	6,792	79.4	1.3
	23.7%	191.5%	21.9%	36.0%	26.8%	24.8%	22.6%	80.0%	27.5%
Government support for military families, e.g. CEA	707	7.3	774	7.0	342	2.0	1,823	16.3	0.4
	404	3.9	774	7.1	230	1.7	1,408	12.7	0.3
	75.0%	84.8%	0.0%	-1.9%	48.7%	21.6%	29.5%	28.1%	29.5%
Government Music and Dance Scheme	554	4.2	477	4.9	10	0.0	1,041	9.1	0.2
	549	3.3	472	4.5	6	0.0	1,027	7.8	0.2
	0.9%	25.3%	1.1%	9.4%	66.7%	262.9%	1.4%	16.3%	1.4%
All other sources	486	2.0	416	1.5	306	1.6	1,208	5.0	0.2
	548	2.3	626	1.9	340	1.4	1,514	5.7	0.3
	-11.3%	-16.0%	-33.5%	-24.2%	-10.0%	14.7%	-20.2%	-11.1%	-17.1%
Total	41,033	219.5	95,478	294.3	41,282	71.5	177,793	585.3	35.5
	40,601	166.2	95,986	267.2	41,974	67.4	178,561	500.8	34.3
	1.1%	32.1%	-0.5%	10.2%	-1.6%	6.0%	-0.4%	16.9%	3.6%
% of pupils in each category	37.0		36.3		32.7		35.5		
	35.6		35.2		31.5		34.3		
	4.1%		3.2%		3.8%		3.6%		

Note: Some pupils receive support from more than one source and are therefore counted in each relevant category, so subcategory totals may include the same pupil more than once. Totals for all pupils and for school-provided support count each pupil once only, but equivalent totals for non-school sources are not available. As a result, only the total value of non-school support is available

¹ Includes discounts for HM Forces families, staff, siblings and clergy.

² itrust is an IAPS charity supporting low-income families and those experiencing short-term financial difficulties.

³ Excludes schools in Northern Ireland, the Channel Islands and the Isle of Man. Ten schools did not submit fee assistance data. All percentages are calculated using the total number of ISC pupils, including those at excluded schools and at schools that did not submit data. Total values may therefore be slightly understated.

Table B.9 Change in contributions to fees by funding source, gender composition and type of support

	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	6,713	25.4	16,718	45.6	125,758	305.5	149,189	376.6	29.0
	7,185	25.1	17,101	44.4	127,390	295.2	151,676	364.7	28.4
	-6.6%	1.2%	-2.2%	2.8%	-1.3%	3.5%	-1.6%	3.3%	2.2%
The school: means-tested: bursaries	2,644	16.7	4,676	27.0	29,026	127.5	36,346	171.1	7.1
	2,625	16.4	4,716	26.4	28,634	125.0	35,975	167.8	6.7
	0.7%	1.8%	-0.8%	2.3%	1.4%	2.0%	1.0%	2.0%	5.0%
The school: means-tested: scholarships	195	1.3	183	0.5	1,901	5.5	2,279	7.3	0.4
	161	1.2	59	0.2	1,767	5.2	1,987	6.6	0.4
	21.1%	10.1%	210.2%	188.8%	7.6%	4.5%	14.7%	10.2%	19.2%
The school: means-tested: eligible families¹	43	0.2	182	0.4	1,619	2.9	1,844	3.4	0.4
	169	0.4	264	0.5	1,209	3.8	1,642	4.7	0.3
	-74.6%	-53.1%	-31.1%	-20.0%	33.9%	-23.9%	12.3%	-26.1%	16.7%
The school: non-means-tested: scholarships	2,829	3.7	8,761	9.7	44,986	62.1	56,576	75.5	11.0
	2,863	3.2	8,874	8.9	45,506	59.9	57,243	72.0	10.7
	-1.2%	15.6%	-1.3%	9.0%	-1.1%	3.6%	-1.2%	4.8%	2.7%
The school: non-means-tested: eligible families¹	1,572	3.6	5,000	8.1	65,442	107.5	72,014	119.1	14.0
	1,934	4.0	5,301	8.4	67,462	101.2	74,697	113.6	14.0
	-18.7%	-9.6%	-5.7%	-4.4%	-3.0%	6.2%	-3.6%	4.9%	0.2%
The school: itrust²	0	0.00	1	0.00	30	0.08	31	0.08	0.01
	0	0.00	1	0.00	26	0.07	27	0.07	0.01
			0.0%	-12.9%	15.4%	13.6%	14.8%	12.4%	19.3%
Early Years Funding	440	0.6	1,023	1.3	23,183	33.6	24,646	35.5	4.8
	494	0.6	920	1.0	23,471	28.9	24,885	30.5	4.7
	-10.9%	-3.5%	11.2%	22.9%	-1.2%	16.4%	-1.0%	16.3%	2.9%
Local Authorities³	568	5.1	96	0.7	7,662	137.1	8,326	142.9	1.7
	503	3.8	71	0.4	6,218	75.1	6,792	79.4	1.3
	12.9%	33.4%	35.2%	52.5%	23.2%	82.5%	22.6%	80.0%	27.5%
Government support for military families, e.g. CEA	7	0.1	55	0.4	1,761	15.8	1,823	16.3	0.4
	13	0.1	20	0.1	1,375	12.5	1,408	12.7	0.3
	-46.2%	-52.9%	175.0%	607.2%	28.1%	26.4%	29.5%	28.1%	29.5%
Government Music and Dance Scheme	6	0.0	0	0.0	1,035	9.1	1,041	9.1	0.2
	6	0.0	0	0.0	1,021	7.8	1,027	7.8	0.2
	0.0%	-42.5%			1.4%	16.3%	1.4%	16.3%	1.4%
All other sources	82	0.8	110	0.5	1,016	3.7	1,208	5.0	0.2
	104	0.9	128	0.4	1,282	4.4	1,514	5.7	0.3
	-21.2%	-10.8%	-14.1%	24.1%	-20.7%	-14.6%	-20.2%	-11.1%	-17.1%
Total	7,404	32.0	17,655	48.5	152,734	504.9	177,793	585.3	35.5
	7,768	30.5	17,861	46.3	152,932	423.9	178,561	500.8	34.3
	-4.7%	4.6%	-1.2%	4.6%	-0.1%	19.1%	-0.4%	16.9%	3.6%
% of pupils in each category	21.1		26.9		38.2		35.5		
	21.4		26.1		36.8		34.3		
	-1.5%		3.1%		3.9%		3.6%		

Note: Some pupils receive support from more than one source and are therefore counted in each relevant category, so subcategory totals may include the same pupil more than once. Totals for all pupils and for school-provided support count each pupil once only, but equivalent totals for non-school sources are not available. As a result, only the total value of non-school support is available

¹ Includes discounts for HM Forces families, staff, siblings and clergy.

² itrust is an IAPS charity supporting low-income families and those experiencing short-term financial difficulties.

³ Excludes schools in Northern Ireland, the Channel Islands and the Isle of Man. Ten schools did not submit fee assistance data. All percentages are calculated using the total number of ISC pupils, including those at excluded schools and at schools that did not submit data. Total values may therefore be slightly understated.

Table B.10 Change in contributions to fees by funding source, boarding status and type of support

	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	73,180	231.8	76,009	144.7	149,189	376.6	29.0
	74,739	221.7	76,937	143.0	151,676	364.7	28.4
	-2.1%	4.6%	-1.2%	1.2%	-1.6%	3.3%	2.2%
The school: means-tested: bursaries	18,334	100.4	18,012	70.7	36,346	171.1	7.1
	17,770	96.8	18,205	71.0	35,975	167.8	6.7
	3.2%	3.7%	-1.1%	-0.3%	1.0%	2.0%	5.0%
The school: means-tested: scholarships	1,563	5.6	716	1.7	2,279	7.3	0.4
	1,129	5.0	858	1.6	1,987	6.6	0.4
	38.4%	10.8%	-16.6%	8.5%	14.7%	10.2%	19.2%
The school: means-tested: eligible families¹	1,018	2.3	826	1.2	1,844	3.4	0.4
	769	3.3	873	1.3	1,642	4.7	0.3
	32.4%	-31.6%	-5.4%	-12.3%	12.3%	-26.1%	16.7%
The school: non-means-tested: scholarships	31,108	48.8	25,468	26.7	56,576	75.5	11.0
	32,286	46.8	24,957	25.2	57,243	72.0	10.7
	-3.6%	4.2%	2.0%	6.1%	-1.2%	4.8%	2.7%
The school: non-means-tested: eligible families¹	33,584	74.8	38,430	44.4	72,014	119.1	14.0
	35,302	69.7	39,395	43.9	74,697	113.6	14.0
	-4.9%	7.3%	-2.4%	1.0%	-3.6%	4.9%	0.2%
The school: itrust²	19	0.06	12	0.02	31	0.08	0.01
	12	0.03	15	0.04	27	0.07	0.01
	58.3%	105.5%	-20.0%	-45.3%	14.8%	12.4%	19.3%
Early Years Funding	5,197	7.4	19,449	28.1	24,646	35.5	4.8
	5,029	5.8	19,856	24.7	24,885	30.5	4.7
	3.3%	28.4%	-2.0%	13.4%	-1.0%	16.3%	2.9%
Local Authorities³	1,858	20.2	6,468	122.7	8,326	142.9	1.7
	1,635	17.9	5,157	61.5	6,792	79.4	1.3
	13.6%	12.6%	25.4%	99.6%	22.6%	80.0%	27.5%
Government support for military families, e.g. CEA	1,769	16.2	54	0.1	1,823	16.3	0.4
	1,405	12.7	3	0.0	1,408	12.7	0.3
	25.9%	27.4%	1700.0%	652.5%	29.5%	28.1%	29.5%
Government Music and Dance Scheme	1,041	9.1	0	0.0	1,041	9.1	0.2
	1,027	7.8	0	0.0	1,027	7.8	0.2
	1.4%	16.3%			1.4%	16.3%	1.4%
All other sources	722	3.5	486	1.5	1,208	5.0	0.2
	861	3.9	653	1.8	1,514	5.7	0.3
	-16.1%	-8.7%	-25.6%	-16.2%	-20.2%	-11.1%	-17.1%
Total	80,017	288.2	97,776	297.1	177,793	585.3	35.5
	81,128	269.8	97,433	231.0	178,561	500.8	34.3
	-1.4%	6.8%	0.4%	28.6%	-0.4%	16.9%	3.6%
% of pupils in each category	41.3		31.9		35.5		
	40.1		30.6		34.3		
	3.0%		4.1%		3.6%		

Note: Some pupils receive support from more than one source and are therefore counted in each relevant category, so subcategory totals may include the same pupil more than once. Totals for all pupils and for school-provided support count each pupil once only, but equivalent totals for non-school sources are not available. As a result, only the total value of non-school support is available

¹ Includes discounts for HM Forces families, staff, siblings and clergy.

² itrust is an IAPS charity supporting low-income families and those experiencing short-term financial difficulties.

³ Excludes schools in Northern Ireland, the Channel Islands and the Isle of Man. Ten schools did not submit fee assistance data. All percentages are calculated using the total number of ISC pupils, including those at excluded schools and at schools that did not submit data. Total values may therefore be slightly understated.

Table B.11 Change in non-UK pupils whose parents live overseas, by country or country group of origin, school age range, gender composition and boarding status

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
France	184	137	30	13	10	328	344	7	351
	189	163	31	17	18	348	373	10	383
	-2.6%	-16.0%	-3.2%	-23.5%	-44.4%	-5.7%	-7.8%	-30.0%	-8.4%
Germany	1,057	885	16	73	39	1,846	1,945	13	1,958
	1,003	1,044	10	27	42	1,988	2,048	9	2,057
	5.4%	-15.2%	60.0%	170.4%	-7.1%	-7.1%	-5.0%	44.4%	-4.8%
Russia	436	144	19	10	9	580	590	9	599
	535	214	21	12	14	744	760	10	770
	-18.5%	-32.7%	-9.5%	-16.7%	-35.7%	-22.0%	-22.4%	-10.0%	-22.2%
Spain	422	379	201	43	78	881	968	34	1,002
	438	491	266	44	94	1,057	1,141	54	1,195
	-3.7%	-22.8%	-24.4%	-2.3%	-17.0%	-16.7%	-15.2%	-37.0%	-16.2%
Ireland	29	52	2	27	2	54	81	2	83
	23	42	7	18	0	54	70	2	72
	26.1%	23.8%	-71.4%	50.0%		0.0%	15.7%	0.0%	15.3%
Italy	285	82	3	3	6	361	364	6	370
	309	122	5	3	6	427	426	10	436
	-7.8%	-32.8%	-40.0%	0.0%	0.0%	-15.5%	-14.6%	-40.0%	-15.1%
Poland	76	68	4	2	7	139	146	2	148
	58	71	9	2	9	127	137	1	138
	31.0%	-4.2%	-55.6%	0.0%	-22.2%	9.4%	6.6%	100.0%	7.2%
Romania	70	12	0	0	1	81	81	1	82
	80	21	2	2	3	98	97	6	103
	-12.5%	-42.9%	-100.0%	-100.0%	-66.7%	-17.3%	-16.5%	-83.3%	-20.4%
Ukraine	335	216	26	4	20	553	549	28	577
	366	229	21	10	17	589	594	22	616
	-8.5%	-5.7%	23.8%	-60.0%	17.6%	-6.1%	-7.6%	27.3%	-6.3%
Remainder of Europe (EEA)	828	441	44	51	48	1,214	1,278	35	1,313
	868	422	55	36	58	1,251	1,312	33	1,345
	-4.6%	4.5%	-20.0%	41.7%	-17.2%	-3.0%	-2.6%	6.1%	-2.4%
Remainder of Europe (non-EEA)	578	247	13	13	26	799	820	18	838
	505	213	7	18	18	689	716	9	725
	14.5%	16.0%	85.7%	-27.8%	44.4%	16.0%	14.5%	100.0%	15.6%
Nigeria	354	150	15	11	45	463	498	21	519
	395	174	21	18	68	504	565	25	590
	-10.4%	-13.8%	-28.6%	-38.9%	-33.8%	-8.1%	-11.9%	-16.0%	-12.0%
Rest of Africa	330	213	20	6	35	522	546	17	563
	335	222	25	5	44	533	558	24	582
	-1.5%	-4.1%	-20.0%	20.0%	-20.5%	-2.1%	-2.2%	-29.2%	-3.3%
USA	182	159	49	21	28	341	367	23	390
	183	166	38	20	37	330	372	15	387
	-0.5%	-4.2%	28.9%	5.0%	-24.3%	3.3%	-1.3%	53.3%	0.8%
Rest of North America	50	49	14	6	11	96	109	4	113
	99	78	12	10	12	167	186	3	189
	-49.5%	-37.2%	16.7%	-40.0%	-8.3%	-42.5%	-41.4%	33.3%	-40.2%
Central and South America	352	285	15	8	14	630	638	14	652
	334	268	12	4	23	587	578	36	614
	5.4%	6.3%	25.0%	100.0%	-39.1%	7.3%	10.4%	-61.1%	6.2%
Middle East	466	169	16	15	20	616	620	31	651
	513	147	11	21	16	634	643	28	671
	-9.2%	15.0%	45.5%	-28.6%	25.0%	-2.8%	-3.6%	10.7%	-3.0%
Hong Kong	2,374	1,149	68	276	557	2,758	3,508	83	3,591
	2,764	1,559	79	328	666	3,408	4,336	66	4,402
	-14.1%	-26.3%	-13.9%	-15.9%	-16.4%	-19.1%	-19.1%	25.8%	-18.4%
Mainland China	3,419	1,779	351	283	757	4,509	5,364	185	5,549
	3,704	1,993	407	252	752	5,100	5,905	199	6,104
	-7.7%	-10.7%	-13.8%	12.3%	0.7%	-11.6%	-9.2%	-7.0%	-9.1%
Taiwan	86	45	9	5	9	126	135	5	140
	80	54	6	4	15	121	133	7	140
	7.5%	-16.7%	50.0%	25.0%	-40.0%	4.1%	1.5%	-28.6%	0.0%
Japan	309	271	106	33	33	620	676	10	686
	295	275	99	27	29	613	653	16	669
	4.7%	-1.5%	7.1%	22.2%	13.8%	1.1%	3.5%	-37.5%	2.5%
South Korea	222	68	20	24	25	261	300	10	310
	212	94	21	27	29	271	315	12	327
	4.7%	-27.7%	-4.8%	-11.1%	-13.8%	-3.7%	-4.8%	-16.7%	-5.2%
Malaysia	139	37	1	16	15	146	167	10	177
	170	45	2	11	23	183	206	11	217
	-18.2%	-17.8%	-50.0%	45.5%	-34.8%	-20.2%	-18.9%	-9.1%	-18.4%
Thailand	405	125	45	51	72	452	572	3	575
	412	150	65	38	70	519	620	7	627
	-1.7%	-16.7%	-30.8%	34.2%	2.9%	-12.9%	-7.7%	-57.1%	-8.3%
India	156	43	9	19	12	177	191	17	208
	161	73	11	16	14	215	226	19	245
	-3.1%	-41.1%	-18.2%	18.8%	-14.3%	-17.7%	-15.5%	-10.5%	-15.1%
Pakistan, Sri Lanka and Bangladesh	41	24	2	5	6	56	54	13	67
	39	18	3	2	6	52	55	5	60
	5.1%	33.3%	-33.3%	150.0%	0.0%	7.7%	-1.8%	160.0%	11.7%
Central Asia	213	81	12	3	14	289	285	21	306
	291	62	11	8	6	350	351	13	364
	-26.8%	30.6%	9.1%	-62.5%	133.3%	-17.4%	-18.8%	61.5%	-15.9%
Remainder of Far East	593	135	25	35	74	644	733	20	753
	690	167	38	30	82	783	870	25	895
	-14.1%	-19.2%	-34.2%	16.7%	-9.8%	-17.8%	-15.7%	-20.0%	-15.9%
Oceania	78	35	13	5	11	110	122	4	126
	68	36	14	6	12	100	109	9	118
	14.7%	-2.8%	-7.1%	-16.7%	-8.3%	10.0%	11.9%	-55.6%	6.8%
Total	14,069	7,480	1,148	1,061	1,984	19,652	22,051	646	22,697
	15,119	8,613	1,309	1,016	2,183	21,842	24,355	686	25,041
	-6.9%	-13.2%	-12.3%	4.4%	-9.1%	-10.0%	-9.5%	-5.8%	-9.4%

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table B.12 Change in non-UK pupils whose parents live in the UK, by country or country group of origin, school age range, gender composition and boarding status

	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
France	347	1,172	480	147	220	1,632	451	1,548	1,999
	382	1,365	510	162	266	1,829	549	1,708	2,257
	-9.2%	-14.1%	-5.9%	-9.3%	-17.3%	-10.8%	-17.9%	-9.4%	-11.4%
Germany	242	475	281	80	159	759	378	620	998
	257	519	320	104	187	805	425	671	1,096
	-5.8%	-8.5%	-12.2%	-23.1%	-15.0%	-5.7%	-11.1%	-7.6%	-8.9%
Russia	162	235	215	43	81	488	249	363	612
	184	254	276	68	95	551	282	432	714
	-12.0%	-7.5%	-22.1%	-36.8%	-14.7%	-11.4%	-11.7%	-16.0%	-14.3%
Spain	205	708	179	66	127	899	262	830	1,092
	197	804	210	76	135	1,000	271	940	1,211
	4.1%	-11.9%	-14.8%	-13.2%	-5.9%	-10.1%	-3.3%	-11.7%	-9.8%
Ireland	387	659	191	111	215	911	601	636	1,237
	416	710	233	117	260	982	632	727	1,359
	-7.0%	-7.2%	-18.0%	-5.1%	-17.3%	-7.2%	-4.9%	-12.5%	-9.0%
Italy	344	511	257	118	203	791	327	785	1,112
	367	545	299	132	238	841	355	856	1,211
	-6.3%	-6.2%	-14.0%	-10.6%	-14.7%	-5.9%	-7.9%	-8.3%	-8.2%
Poland	106	228	80	21	50	343	175	239	414
	96	239	74	14	59	336	146	263	409
	10.4%	-4.6%	8.1%	50.0%	-15.3%	2.1%	19.9%	-9.1%	1.2%
Romania	71	170	63	14	34	256	112	192	304
	61	159	75	17	31	247	113	182	295
	16.4%	6.9%	-16.0%	-17.6%	9.7%	3.6%	-0.9%	5.5%	3.1%
Ukraine	343	537	254	52	152	930	594	540	1,134
	321	607	295	48	165	1,010	624	599	1,223
	6.9%	-11.5%	-13.9%	8.3%	-7.9%	-7.9%	-4.8%	-9.8%	-7.3%
Remainder of Europe (EEA)	913	1,823	972	299	644	2,765	1,261	2,447	3,708
	977	1,773	1,027	339	561	2,877	1,290	2,487	3,777
	-6.6%	2.8%	-5.4%	-11.8%	14.8%	-3.9%	-2.2%	-1.6%	-1.8%
Remainder of Europe (non-EEA)	183	374	228	50	88	647	347	438	785
	174	375	246	32	108	655	313	482	795
	5.2%	-0.3%	-7.3%	56.3%	-18.5%	-1.2%	10.9%	-9.1%	-1.3%
Nigeria	161	399	99	34	80	545	263	396	659
	182	404	114	37	80	583	315	385	700
	-11.5%	-1.2%	-13.2%	-8.1%	0.0%	-6.5%	-16.5%	2.9%	-5.9%
Rest of Africa	223	572	236	42	155	834	440	591	1,031
	202	688	287	58	133	986	497	680	1,177
	10.4%	-16.9%	-17.8%	-27.6%	16.5%	-15.4%	-11.5%	-13.1%	-12.4%
USA	667	2,574	1,419	290	537	3,833	1,709	2,951	4,660
	662	2,545	1,483	275	560	3,855	1,728	2,962	4,690
	0.8%	1.1%	-4.3%	5.5%	-4.1%	-0.6%	-1.1%	-0.4%	-0.6%
Rest of North America	123	296	153	35	80	457	212	360	572
	119	276	166	41	95	425	190	371	561
	3.4%	7.2%	-7.8%	-14.6%	-15.8%	7.5%	11.6%	-3.0%	2.0%
Central and South America	126	340	168	19	60	555	226	408	634
	123	365	177	19	61	585	242	423	665
	2.4%	-6.8%	-5.1%	0.0%	-1.6%	-5.1%	-6.6%	-3.5%	-4.7%
Middle East	182	361	274	33	108	676	160	657	817
	180	403	261	51	101	692	148	696	844
	1.1%	-10.4%	5.0%	-35.3%	6.9%	-2.3%	8.1%	-5.6%	-3.2%
Hong Kong	725	1,424	205	275	575	1,504	1,321	1,033	2,354
	812	1,660	241	281	575	1,857	1,583	1,130	2,713
	-10.7%	-14.2%	-14.9%	-2.1%	0.0%	-19.0%	-16.6%	-8.6%	-13.2%
Mainland China	1,160	2,182	1,276	574	971	3,073	2,184	2,434	4,618
	1,094	2,283	1,279	583	933	3,140	2,241	2,415	4,656
	6.0%	-4.4%	-0.2%	-1.5%	4.1%	-2.1%	-2.5%	0.8%	-0.8%
Taiwan	12	37	25	9	11	54	36	38	74
	7	31	27	3	12	50	22	43	65
	71.4%	19.4%	-7.4%	200.0%	-8.3%	8.0%	63.6%	-11.6%	13.8%
Japan	159	338	213	38	127	545	270	440	710
	128	316	235	36	116	527	238	441	679
	24.2%	7.0%	-9.4%	5.6%	9.5%	3.4%	13.4%	-0.2%	4.6%
South Korea	128	244	183	37	147	371	202	353	555
	124	264	199	47	142	398	213	374	587
	3.2%	-7.6%	-8.0%	-21.3%	3.5%	-6.8%	-5.2%	-5.6%	-5.5%
Malaysia	37	76	34	20	23	104	47	100	147
	42	79	37	23	25	110	52	106	158
	-11.9%	-3.8%	-8.1%	-13.0%	-8.0%	-5.5%	-9.6%	-5.7%	-7.0%
Thailand	24	12	11	6	7	34	39	8	47
	26	23	21	5	8	57	57	13	70
	-7.7%	-47.8%	-47.6%	20.0%	-12.5%	-40.4%	-31.6%	-38.5%	-32.9%
India	241	1,097	376	155	369	1,190	371	1,343	1,714
	212	1,106	432	149	387	1,214	377	1,373	1,750
	13.7%	-0.8%	-13.0%	4.0%	-4.7%	-2.0%	-1.6%	-2.2%	-2.1%
Pakistan, Sri Lanka and Bangladesh	83	281	89	48	97	308	115	338	453
	82	303	99	50	100	334	116	368	484
	1.2%	-7.3%	-10.1%	-4.0%	-3.0%	-7.8%	-0.9%	-8.2%	-6.4%
Central Asia	46	82	45	16	26	131	74	99	173
	48	86	58	16	27	149	83	109	192
	-4.2%	-4.7%	-22.4%	0.0%	-3.7%	-12.1%	-10.8%	-9.2%	-9.9%
Remainder of Far East	85	170	113	27	61	280	116	252	368
	104	222	141	26	71	370	179	288	467
	-18.3%	-23.4%	-19.9%	3.8%	-14.1%	-24.3%	-35.2%	-12.5%	-21.2%
Oceania	183	412	278	57	112	704	375	498	873
	198	431	336	59	122	784	396	569	965
	-7.6%	-4.4%	-17.3%	-3.4%	-8.2%	-10.2%	-5.3%	-12.5%	-9.5%
Total	7,668	17,789	8,397	2,716	5,519	25,619	12,917	20,937	33,854
	7,777	18,835	9,158	2,868	5,653	27,249	13,677	22,093	35,770
	-1.4%	-5.6%	-8.3%	-5.3%	-2.4%	-6.0%	-5.6%	-5.2%	-5.4%

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table B.13 Change in UK pupils whose parents live overseas or serve in HM Forces, including new pupils, by school age range, gender composition and boarding status

UK pupils whose parents:	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Live abroad	1,818	753	146	236	297	2,184	2,636	81	2,717
	1,934	863	223	289	300	2,431	2,930	90	3,020
	-6.0%	-12.7%	-34.5%	-18.3%	-1.0%	-10.2%	-10.0%	-10.0%	-10.0%
Serve in HM Forces	1,265	1,840	1,087	101	218	3,873	3,604	588	4,192
	1,203	1,999	1,141	97	221	4,025	3,688	655	4,343
	5.2%	-8.0%	-4.7%	4.1%	-1.4%	-3.8%	-2.3%	-10.2%	-3.5%
New UK pupils whose parents:									
Live abroad	516	240	53	53	68	688	782	27	809
	516	244	74	64	56	714	808	26	834
	0.0%	-1.6%	-28.4%	-17.2%	21.4%	-3.6%	-3.2%	3.8%	-3.0%
Serve in HM Forces	219	268	233	26	30	664	638	82	720
	230	325	189	20	35	689	665	79	744
	-4.8%	-17.5%	23.3%	30.0%	-14.3%	-3.6%	-4.1%	3.8%	-3.2%

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table B.14 Change in teacher numbers, including full-time and part-time staff and full-time equivalents, by gender, school age range, gender composition and boarding status

Full-time	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Men	6,402	9,646	2,893	2,183	1,613	15,145	9,697	9,244	18,941
	6,588	10,018	3,043	2,266	1,591	15,792	10,096	9,553	19,649
	-2.8%	-3.7%	-4.9%	-3.7%	1.4%	-4.1%	-4.0%	-3.2%	-3.6%
Women	6,137	14,248	6,888	1,435	4,114	21,724	10,956	16,317	27,273
	6,282	14,897	7,319	1,444	4,320	22,734	11,481	17,017	28,498
	-2.3%	-4.4%	-5.9%	-0.6%	-4.8%	-4.4%	-4.6%	-4.1%	-4.3%
Total	12,539	23,894	9,781	3,618	5,727	36,869	20,653	25,561	46,214
	12,870	24,915	10,362	3,710	5,911	38,526	21,577	26,570	48,147
	-2.6%	-4.1%	-5.6%	-2.5%	-3.1%	-4.3%	-4.3%	-3.8%	-4.0%
Part-time									
Men	1,312	1,772	534	379	430	2,809	1,625	1,993	3,618
	1,269	1,836	538	367	437	2,839	1,647	1,996	3,643
	3.4%	-3.5%	-0.7%	3.3%	-1.6%	-1.1%	-1.3%	-0.2%	-0.7%
Women	3,163	7,819	3,540	636	2,784	11,102	5,284	9,238	14,522
	3,346	7,703	3,588	654	2,885	11,098	5,439	9,198	14,637
	-5.5%	1.5%	-1.3%	-2.8%	-3.5%	0.0%	-2.8%	0.4%	-0.8%
Total	4,475	9,591	4,074	1,015	3,214	13,911	6,909	11,231	18,140
	4,615	9,539	4,126	1,021	3,322	13,937	7,086	11,194	18,280
	-3.0%	0.5%	-1.3%	-0.6%	-3.3%	-0.2%	-2.5%	0.3%	-0.8%
Part-time (hours)									
Men	22,718	34,482	9,979	7,110	7,945	52,124	29,762	37,417	67,179
	22,050	33,917	9,449	6,541	8,008	50,868	29,173	36,244	65,417
	3.0%	1.7%	5.6%	8.7%	-0.8%	2.5%	2.0%	3.2%	2.7%
Women	59,562	160,280	73,101	13,163	52,588	227,192	104,746	188,197	292,943
	63,291	157,828	73,413	13,395	54,846	226,291	108,729	185,803	294,533
	-5.9%	1.6%	-0.4%	-1.7%	-4.1%	0.4%	-3.7%	1.3%	-0.5%
Total	82,281	194,762	83,080	20,273	60,533	279,316	134,508	225,614	360,122
	85,341	191,745	82,863	19,936	62,854	277,159	137,902	222,047	359,949
	-3.6%	1.6%	0.3%	1.7%	-3.7%	0.8%	-2.5%	1.6%	0.0%
Overall full-time equivalent (32.5 hours = 1 full-time)									
Men	7,101	10,707	3,200	2,402	1,857	16,749	10,613	10,395	21,008
	7,266	11,062	3,334	2,467	1,837	17,357	10,994	10,668	21,662
	-2.3%	-3.2%	-4.0%	-2.7%	1.1%	-3.5%	-3.5%	-2.6%	-3.0%
Women	7,970	19,180	9,137	1,840	5,732	28,715	14,179	22,108	36,287
	8,229	19,753	9,578	1,856	6,008	29,697	14,827	22,734	37,561
	-3.2%	-2.9%	-4.6%	-0.9%	-4.6%	-3.3%	-4.4%	-2.8%	-3.4%
Total	15,071	29,887	12,337	4,242	7,590	45,463	24,792	32,503	57,295
	15,496	30,815	12,912	4,323	7,845	47,054	25,820	33,402	59,222
	-2.7%	-3.0%	-4.4%	-1.9%	-3.3%	-3.4%	-4.0%	-2.7%	-3.3%

Note: Excludes nursery staff. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table B.15 Change in teaching assistant numbers, including full-time and part-time staff and full-time equivalents, by gender, school age range, gender composition and boarding status

Full-time	Senior	Mixed-age	Junior	Single-sex: boys ¹	Single-sex: girls ¹	Co-ed	Schools with boarders	Day schools	Total
Men	146	533	344	86	44	893	291	732	1,023
	152	500	355	95	40	872	304	703	1,007
	-3.9%	6.6%	-3.1%	-9.5%	10.0%	2.4%	-4.3%	4.1%	1.6%
Women	471	2,964	3,025	287	457	5,716	1,581	4,879	6,460
	461	2,963	3,119	320	529	5,694	1,606	4,937	6,543
	2.2%	0.0%	-3.0%	-10.3%	-13.6%	0.4%	-1.6%	-1.2%	-1.3%
Total	617	3,497	3,369	373	501	6,609	1,872	5,611	7,483
	613	3,463	3,474	415	569	6,566	1,910	5,640	7,550
	0.7%	1.0%	-3.0%	-10.1%	-12.0%	0.7%	-2.0%	-0.5%	-0.9%
Part-time									
Men	69	210	97	46	14	316	115	261	376
	61	212	88	32	15	314	133	228	361
	13.1%	-0.9%	10.2%	43.8%	-6.7%	0.6%	-13.5%	14.5%	4.2%
Women	421	2,702	2,446	236	607	4,726	1,515	4,054	5,569
	431	2,524	2,337	218	569	4,505	1,544	3,748	5,292
	-2.3%	7.1%	4.7%	8.3%	6.7%	4.9%	-1.9%	8.2%	5.2%
Total	490	2,912	2,543	282	621	5,042	1,630	4,315	5,945
	492	2,736	2,425	250	584	4,819	1,677	3,976	5,653
	-0.4%	6.4%	4.9%	12.8%	6.3%	4.6%	-2.8%	8.5%	5.2%
Part-time hours									
Men	1,228	4,340	1,807	923	258	6,194	2,267	5,108	7,375
	973	3,918	1,658	609	251	5,688	2,464	4,084	6,548
	26.3%	10.8%	9.0%	51.6%	2.9%	8.9%	-8.0%	25.1%	12.6%
Women	7,737	57,830	52,290	5,007	12,153	100,697	31,434	86,424	117,858
	7,496	52,863	50,037	4,602	10,401	95,393	31,909	78,487	110,396
	3.2%	9.4%	4.5%	8.8%	16.8%	5.6%	-1.5%	10.1%	6.8%
Total	8,966	62,170	54,097	5,930	12,411	106,891	33,701	91,532	125,233
	8,468	56,781	51,695	5,211	10,652	101,081	34,373	82,570	116,944
	5.9%	9.5%	4.6%	13.8%	16.5%	5.7%	-2.0%	10.9%	7.1%
Overall full-time equivalent (32.5 hours = 1 full-time)									
Men	184	667	400	114	52	1,084	361	889	1,250
	182	621	406	114	48	1,047	380	829	1,208
	1.0%	7.4%	-1.6%	0.6%	8.8%	3.5%	-5.0%	7.3%	3.4%
Women	709	4,743	4,634	441	831	8,814	2,548	7,538	10,086
	692	4,590	4,659	462	849	8,629	2,588	7,352	9,940
	2.5%	3.4%	-0.5%	-4.4%	-2.1%	2.1%	-1.5%	2.5%	1.5%
Total	893	5,410	5,034	555	883	9,898	2,909	8,427	11,336
	874	5,210	5,065	575	897	9,676	2,968	8,181	11,148
	2.2%	3.8%	-0.6%	-3.5%	-1.5%	2.3%	-2.0%	3.0%	1.7%

Note: Excludes nursery staff. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Table B.16 Change in pupil-teacher ratios and gender ratios by school age range, gender composition and boarding status

Full-time	Senior	Mixed-age	Junior	Single-sex: boys ¹	Single-sex: girls ¹	Co-ed	Schools with boarders	Day schools	Total
Boys	58,978	134,262	69,365	38,319	131	224,155	106,439	156,166	262,605
	60,608	138,673	73,625	39,517	134	233,255	110,893	162,013	272,906
	-2.7%	-3.2%	-5.8%	-3.0%	-2.2%	-3.9%	-4.0%	-3.6%	-3.8%
Girls	55,472	140,822	58,044	114	66,895	187,329	91,099	163,239	254,338
	57,236	146,234	60,818	119	69,706	194,463	95,512	168,776	264,288
	-3.1%	-3.7%	-4.6%	-4.2%	-4.0%	-3.7%	-4.6%	-3.3%	-3.8%
Total	114,450	275,084	127,409	38,433	67,026	411,484	197,538	319,405	516,943
	117,844	284,907	134,443	39,636	69,840	427,718	206,405	330,789	537,194
	-2.9%	-3.4%	-5.2%	-3.0%	-4.0%	-3.8%	-4.3%	-3.4%	-3.8%
Ratios									
Pupil-teacher¹	7.6:1	8.9:1	8.9:1	8.9:1	8.7:1	8.5:1	7.7:1	9.2:1	8.6:1
	7.6:1	8.9:1	9.0:1	9.0:1	8.7:1	8.5:1	7.7:1	9.3:1	8.6:1
	-0.1%	-0.5%	-1.1%	-1.0%	-0.8%	-0.5%	-0.4%	-0.8%	-0.6%
Boys:girls (pupils)	1.1:1	1.0:1	1.2:1	336.1:1	0.0:1	1.2:1	1.2:1	1.0:1	1.0:1
	1.1:1	0.9:1	1.2:1	332.1:1	0.0:1	1.2:1	1.2:1	1.0:1	1.0:1
	0.4%	0.5%	-1.3%	1.2%	1.9%	-0.2%	0.6%	-0.3%	0.0%
Men:women (teachers)²	0.9:1	0.6:1	0.4:1	1.3:1	0.3:1	0.6:1	0.7:1	0.5:1	0.6:1
	0.9:1	0.6:1	0.3:1	1.3:1	0.3:1	0.6:1	0.7:1	0.5:1	0.6:1
	0.9%	-0.3%	0.6%	-1.8%	5.9%	-0.2%	0.9%	0.2%	0.4%
Men:women (teaching assistants)²	0.3:1	0.1:1	0.1:1	0.3:1	0.1:1	0.1:1	0.1:1	0.1:1	0.1:1
	0.3:1	0.1:1	0.1:1	0.2:1	0.1:1	0.1:1	0.1:1	0.1:1	0.1:1
	-1.5%	3.9%	-1.1%	5.3%	11.2%	1.3%	-3.5%	4.7%	1.9%

Note: Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

¹ Pupil-teacher ratio excludes nursery teachers and nursery pupils.

² Excludes nursery staff.

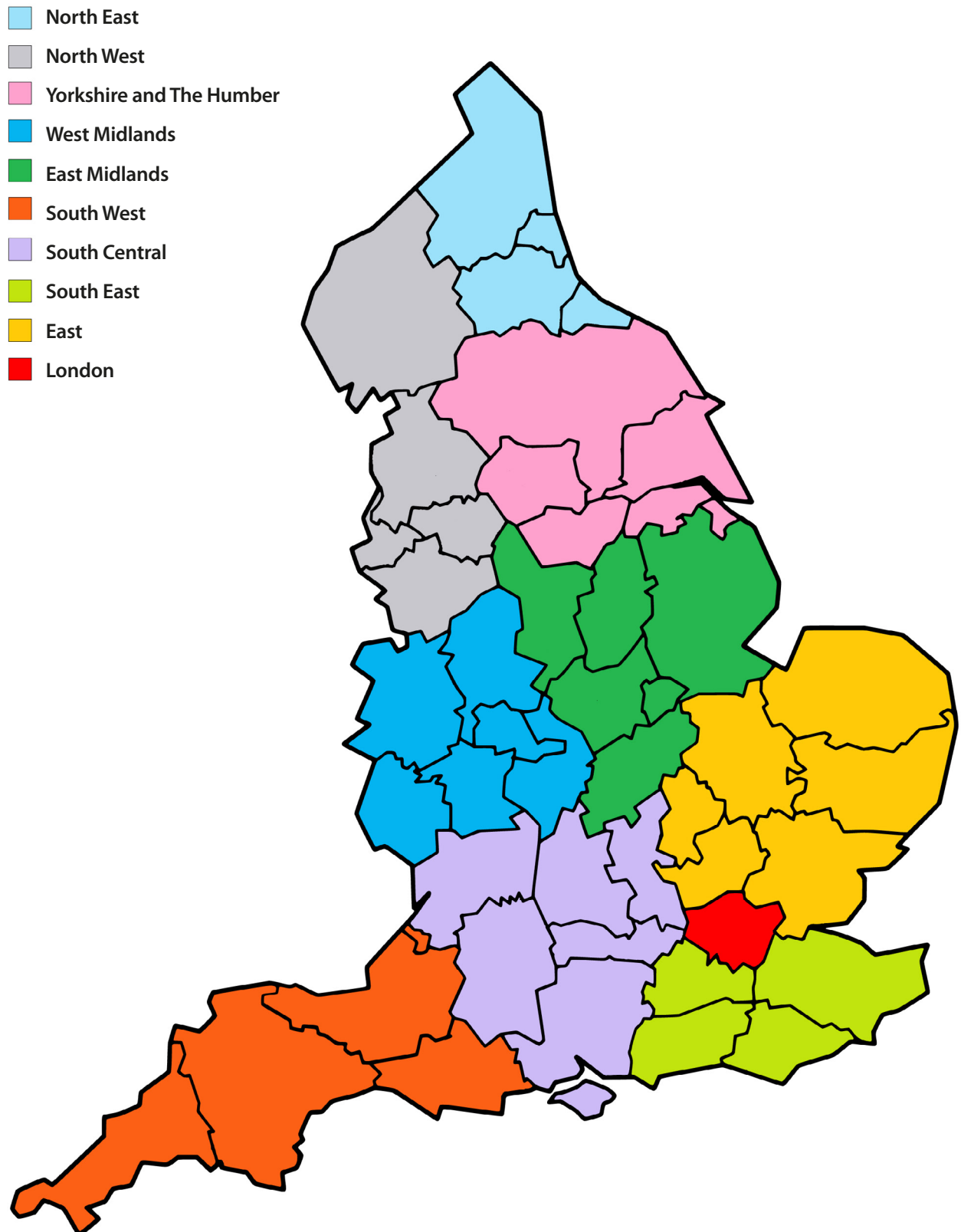
Table B.17 Change in full-time teacher numbers, including arrivals, departures and net change by origin and destination, by school age range, gender composition and boarding status

Arriving from	Senior	Mixed-age	Junior	Single-sex: boys'	Single-sex: girls'	Co-ed	Schools with boarders	Day schools	Total
Independent schools	573	824	485	148	261	1,473	852	1,030	1,882
	610	1,045	548	149	329	1,725	1,039	1,164	2,203
	-6.1%	-21.1%	-11.5%	-0.7%	-20.7%	-14.6%	-18.0%	-11.5%	-14.6%
State-funded schools	384	910	293	118	228	1,241	542	1,045	1,587
	518	1,399	372	107	292	1,890	856	1,433	2,289
	-25.9%	-35.0%	-21.2%	10.3%	-21.9%	-34.3%	-36.7%	-27.1%	-30.7%
ITT at university or training college	57	117	36	11	18	181	87	123	210
	57	146	58	13	36	212	102	159	261
	0.0%	-19.9%	-37.9%	-15.4%	-50.0%	-14.6%	-14.7%	-22.6%	-19.5%
New graduates	79	107	52	22	34	182	118	120	238
	85	123	54	19	24	219	139	123	262
	-7.1%	-13.0%	-3.7%	15.8%	41.7%	-16.9%	-15.1%	-2.4%	-9.2%
Industry	78	146	26	25	48	177	115	135	250
	82	177	31	16	41	233	162	128	290
	-4.9%	-17.5%	-16.1%	56.3%	17.1%	-24.0%	-29.0%	5.5%	-13.8%
Outside the UK	80	196	70	15	47	284	151	195	346
	130	253	67	27	47	376	239	211	450
	-38.5%	-22.5%	4.5%	-44.4%	0.0%	-24.5%	-36.8%	-7.6%	-23.1%
Other	492	1,033	420	109	272	1,564	875	1,070	1,945
	475	1,030	424	131	292	1,506	871	1,058	1,929
	3.6%	0.3%	-0.9%	-16.8%	-6.8%	3.9%	0.5%	1.1%	0.8%
Total	1,743	3,333	1,382	448	908	5,102	2,740	3,718	6,458
	1,957	4,173	1,554	462	1,061	6,161	3,408	4,276	7,684
	-10.9%	-20.1%	-11.1%	-3.0%	-14.4%	-17.2%	-19.6%	-13.0%	-16.0%
Going to									
Independent schools	396	603	400	127	170	1,102	665	734	1,399
	481	699	385	114	265	1,186	717	848	1,565
	-17.7%	-13.7%	3.9%	11.4%	-35.8%	-7.1%	-7.3%	-13.4%	-10.6%
State-funded schools	201	463	184	41	90	717	357	491	848
	215	684	173	35	116	921	444	628	1,072
	-6.5%	-32.3%	6.4%	17.1%	-22.4%	-22.1%	-19.6%	-21.8%	-20.9%
Industry	77	153	74	31	42	231	142	162	304
	81	197	79	18	39	300	195	162	357
	-4.9%	-22.3%	-6.3%	72.2%	7.7%	-23.0%	-27.2%	0.0%	-14.8%
Outside the UK	121	232	135	24	59	405	207	281	488
	148	276	112	44	63	429	267	269	536
	-18.2%	-15.9%	20.5%	-45.5%	-6.3%	-5.6%	-22.5%	4.5%	-9.0%
Other (incl. retirement)	1,218	2,794	1,155	324	759	4,084	2,238	2,929	5,167
	1,126	2,398	1,027	313	748	3,490	1,997	2,554	4,551
	8.2%	16.5%	12.5%	3.5%	1.5%	17.0%	12.1%	14.7%	13.5%
Total	2,013	4,245	1,948	547	1,120	6,539	3,609	4,597	8,206
	2,051	4,254	1,776	524	1,231	6,326	3,620	4,461	8,081
	-1.9%	-0.2%	9.7%	4.4%	-9.0%	3.4%	-0.3%	3.0%	1.5%
Net gain									
Independent schools	177	221	85	21	91	371	187	296	483
	129	346	163	35	64	539	322	316	638
	37.2%	-36.1%	-47.9%	-40.0%	42.2%	-31.2%	-41.9%	-6.3%	-24.3%
State-funded schools	183	447	109	77	138	524	185	554	739
	303	715	199	72	176	969	412	805	1,217
	-39.6%	-37.5%	-45.2%	6.9%	-21.6%	-45.9%	-55.1%	-31.2%	-39.3%
Industry	1	-7	-48	-6	6	-54	-27	-27	-54
	1	-20	-48	-2	2	-67	-33	-34	-67
	0.0%	65.0%	0.0%	-200.0%	200.0%	19.4%	18.2%	20.6%	19.4%
Outside the UK	-41	-36	-65	-9	-12	-121	-56	-86	-142
	-18	-23	-45	-17	-16	-53	-28	-58	-86
	-127.8%	-56.5%	-44.4%	47.1%	25.0%	-128.3%	-100.0%	-48.3%	-65.1%
Other	-726	-1,761	-735	-215	-487	-2,520	-1,363	-1,859	-3,222
	-651	-1,368	-603	-182	-456	-1,984	-1,126	-1,496	-2,622
	-11.5%	-28.7%	-21.9%	-18.1%	-6.8%	-27.0%	-21.0%	-24.3%	-22.9%
Total	-270	-912	-566	-99	-212	-1,437	-869	-879	-1,748
	-94	-81	-222	-62	-170	-165	-212	-185	-397
	-187.2%	-1025.9%	-155.0%	-59.7%	-24.7%	-770.9%	-309.9%	-375.1%	-340.3%
Full-time teachers									
Turnover as % of full-time teachers	16.1	17.8	19.9	15.1	19.6	17.7	17.5	18.0	17.8
	15.9	17.1	17.1	14.1	20.8	16.4	16.8	16.8	16.8
	0.7%	4.1%	16.2%	7.0%	-6.1%	8.0%	4.2%	7.1%	5.8%
Gain as % of full-time teachers	-2.2	-3.8	-5.8	-2.7	-3.7	-3.9	-4.2	-3.4	-3.8
	-0.7	-0.3	-2.1	-1.7	-2.9	-0.4	-1.0	-0.7	-0.8
	-194.8%	-1074.0%	-170.1%	-63.7%	-28.7%	-810.1%	-328.2%	-393.9%	-358.7%

Note: Percentage changes are calculated from the underlying rates shown. Where values are close to zero or change sign between years, percentage changes can be large and should be interpreted alongside the underlying values. Columns represent overlapping categories (e.g. school age range, gender composition and boarding status).

Appendix C: ISC Regions

Figure C.1 Geographical boundaries of ISC regions



Constituent Associations:

Association of Governing Bodies of
Independent Schools

Girls' Schools Association

HMC (The Heads' Conference)

Independent Association of Prep Schools

Independent Schools Association

The Independent Schools' Bursars Association

The Society of Heads



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