

# Education Outcomes Linkage (EOL) User Guide (v2)

# EOL Data: A Guide for Users

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## 1.0 Introduction to the EOL Guidance Document

This document provides guidance to researchers on the Education Outcomes Linkage (EOL) database. The EOL is a longitudinal education database of post primary schools' data for pupils aged 14 and over in Northern Ireland. It is the first stage of the development of a Longitudinal Education Outcomes (LEO) database for Northern Ireland. The EOL links together a number of datasets held by the Department of Education (DE) in Northern Ireland (NI); the Schools Census (including Attendance data), School Leavers Survey and Exams Database.

Included in this document are background information on the data sources that contribute to the EOL, a description of the EOL Core and how researchers can access the data. Also included is a description of variables and caveats that are essential for the understanding of the EOL structure and EOL Core membership. When applying to use the EOL data this document should be used in conjunction with the EOL variable list.

All the uses of the EOL come under Part 5, Chapter 5, Section 64 of the Digital Economy Act (2017).

The development of the EOL 2018/19 database was completed in 2022 and the most recent version, the EOL 2018/19-2021/22, was completed in 2024, adding a further three years of data, covering the period 2019/20-2021/22. Various changes have occurred from the 2018/19 version of the EOL, mostly attributed to the addition, removal or recategorisation of variables over time. These changes are reported in this guidance document.

The owner of this document is Northern Ireland Statistics and Research Agency – Research Support Unit (NISRA-RSU), and any changes to the document should be suggested to NISRA-RSU who will make amendments if required.

## 2.0 The EOL Research Database

### 2.1 Overview

The EOL is created by linking data taken from existing administrative datasets, where information is routinely collected for operational purposes. This approach has several advantages, including reducing the burden of data collection and the standardised measurement of variables. Taken together this leads to a robust dataset that provides a baseline from which to start following individuals at key transition phases over time providing very powerful evidence about the impact of policy and the direction of social and economic change.

### 2.2 Datasets included in the EOL

The EOL links together a range of education data collected on individuals over time whilst there are in post primary education. The key parts of the EOL are the School Census, including Attendance data, School Leavers Survey and the Exams Database. This will allow users to follow individuals from as early as 14 years where data is available up to the point that they leave post primary education, including individual personal characteristics and educational achievement and onward destination. Researchers will need to link the datasets together for any analysis that they wish to carry out. This can be done using the variable EOL\_PID. This variable is generated by DE, who hold the look-up key. As such the EOL data provided to researchers is de-identified and pseudo-anonymised. Further details of the datasets included in the EOL are in the following sections.

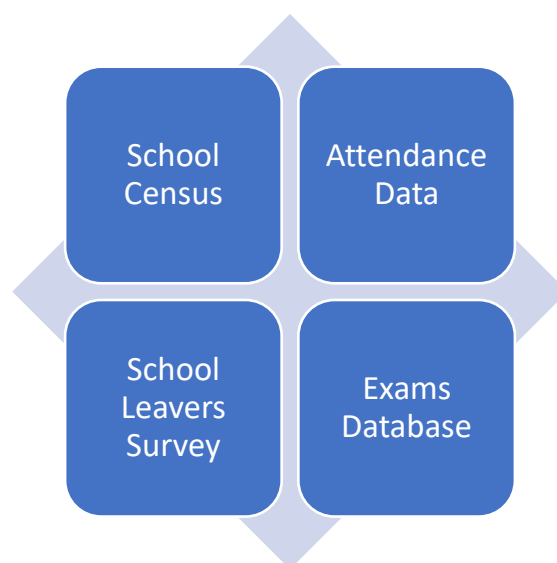


Figure 1 Structure of the EOL

### **2.2.1 School Census**

The School Census is an annual snapshot of pupil and school level data. It is collected in October of each year. In addition to collecting overall enrolment data, information is collected on school management type, and pupil characteristics including age, gender, religion, ethnicity, Free School Meal Eligibility (FSME), home language, Special Education Needs (SEN) status/type, Looked After status and Newcomer status.

For more information on the School Census see: [School enrolments | Department of Education \(education-ni.gov.uk\)](https://www.education-ni.gov.uk/school-enrolments)

### **2.2.2 Attendance Data**

Attendance data are collected as part of the overall School Census return. The Attendance data includes information on the rates of absence, and types of absence (authorised and unauthorised). For the 2021-22 academic year additional data is available on the types and reasons for absence specifically for COVID-19.

For more information on Attendance data see: [School Attendance | Department of Education \(education-ni.gov.uk\)](https://www.education-ni.gov.uk/school-attendance)

### **2.2.3 School Leavers Survey**

The School Leavers Survey (SLS) is an annual exercise to collect and validate the qualifications and destinations of Northern Ireland school leavers from grant-aided schools. As such it includes pupils who have left the mainstream school system in the preceding academic year with home schooled and Education Otherwise Than At School (EOTAS) pupils not captured within the data. The data are at individual pupil level allowing qualifications and destinations to be looked at by gender, religion, ethnic origin, FSME as well as by school type.

For more information on School Leavers data see: [School leavers | Department of Education \(education-ni.gov.uk\)](https://www.education-ni.gov.uk/school-leavers)

### **2.2.4 Exams Database**

The Exams Database is created using examinations and pupil data extracted from the Schools Information Management System (SIMS) as part of the annual School Census process that takes place each October. It includes information for all current pupils (at the time of Census) as well as all school leavers during the previous academic year. Information for pupils in schools that closed at the end of the previous academic year is extracted in a separate process and merged with the Census exams data. The data covers pupils in all post primary schools in Northern Ireland, including attainment by school pupils who took exams at, or in

collaboration with, Further Education colleges. The Exams Database includes exams taken in the current year and previous exams by the pupil.

## **3.0 Data Collection Timeline and Years of Data Available**

### **3.1 Data Collection Timeline**

- The School Census is collected in the period October to December each year and captures all those enrolled in the school for that academic year. Therefore, the School Census data included in the EOL 2021/22 for example was collected in the autumn of 2018, 2019, 2020 and 2021.
- Attendance is collected each year as part of the School Census exercise but relates to attendance in the previous school academic year. Therefore, the Attendance data included in the EOL 2021/22 for example was collected in the autumn of 2019, 2020, 2021 and 2022 for the academic years 2018/19, 2019/20, 2020/21 and 2021/22.
- Similarly, data contained within the Exams Database and School Leavers Survey are collected in the period October to December each year and relate to exams taken/leavers in the previous school academic year. Therefore, the exams and leavers data included in the EOL 2021/22 for example was collected in the autumn of 2019, 2020 and 2021 and 2022 for the academic years 2018/19, 2019/20, 2020/21 and 2021/22.

### **3.2 Years of Data available**

The 2021/22 EOL contains the following data for EOL Core Members:

- School Census 2018/19-2021/22 and 2015/16-2017/18 (where available);
- School Attendance 2018/19-2021/22 and 2015/16-2017/18 (where available);
- School Leavers Survey 2018/19-2021/22 (where applicable); and
- Exams Database up to and including 2021/22.

## 4.0 EOL Inclusion Criteria and Linked Data Over Time

### 4.1 EOL Core

The population in the EOL Core is comprised of all pupils aged 14 years and over at the start of the academic year who have been returned in the School Census for at least one of the following academic years 2018/2019, 2019/2020, 2021/21 or 2021/2022 and who have also undertaken an exam in the corresponding academic year. The inclusion of future School Census and exam records will provide an opportunity for the EOL sample size to be increased. Please note that the EOL Core does not include special school pupils, independent school pupils, single registered EOTAS pupils or pupils who are Electively Home Educated due to the inclusion criteria applied (see 8.4.1 and 8.5.1 for more details).

Where available Attendance and School Leaver Survey data can also be linked to the EOL Core members' School Census and Exam records. Table 1 below provides details of the number of pupils included in the EOL 2018/19-2021-22 research database.



Table 1: Summary of data received, linked and unlinked to EOL 2018/19-2021/22 – number of pupils

<b>Cohort</b>	<b>Number of Core Members (i.e. in SC and corresponding ED)</b>	<b>Exam Database - Number of Records (excl. historical exams)</b>	<b>Exam Database - Number of Records (incl. historical exams)</b>	<b>Attendance - number of pupils</b>	<b>SLS - number of pupils</b>
2018/19 EOL Core	52,806	262,605	539,108	52,661	20,476
2019/20 EOL Core	54,313	268,885	548,229	54,296	19,711
2020/21 EOL Core	54,366	264,591	553,982	54,335	20,632
2021/22 EOL Core	56,484	268,892	555,577	56,482	21,436
<b>Total (distinct)</b>	<b>122,273</b>	<b>1,064,973</b>	<b>1,360,863</b>	<b>122,269</b>	<b>82,255</b>

## 5.0 EOL Cohorts for Research

### 5.1 Identifying Cohorts

The cohorts contained within the EOL are dictated by the principle that no unlinked records will be provided to researchers. To be included in the EOL pupils should be aged 14 years or above, be returned in the School Census and have undertaken and an exam record in the corresponding academic year. See section 4.1 for more detail.

The population in the EOL is comprised of all pupils aged 14 years and over at the start of the academic year who have been returned in the School Census for at least one of the following academic years 2018/2019, 2019/2020 /2021/21 or 2021/2022 and who have also undertaken an exam in the corresponding academic year. Where available historical data covering the academic years prior to 2018/19 is also included for EOL core members.

The above inclusion criteria should be taken into consideration when designing your study, which may be cross-sectional or longitudinal, in addition to identifying your population.

For cross-sectional data there is an opportunity to look at four cohorts of year 12 pupils who have completed GCSEs in academic years 2018/2019, 2019/2020, 2020/2021 and 2021/2022. Similarly, there is an opportunity to look at four cohorts of year 14 pupils who have completed GCSEs in academic years 2018/2019, 2019/2020, 2020/2021 and 2021/2022.

If the focus of the research is the influence of educational attainment on destinations following the completion of post primary education, then researchers have the opportunity to maximise the full sample of pupils recorded in the School Leaver Survey for the years 2018/2019, 2019/2020, 2020/2021 and 2021/2022

For longitudinal designs each of the above year 12 cohorts can be followed through to year 14 with repeated measures on progress over this time period.

RSU will work with the research teams to assist in identifying the cohort needed to answer the research questions.

### 5.2 Potential for following EOL Core Members Over Time

The table below shows the cohorts that can be accessed and followed in the EOL. Pupils can be followed for a period of up to four school years in the EOL. It should be noted that a small number of individuals may have more than four years of Census data. This is because they have repeated a school year.

Table 2: EOL cohorts by school year group, school census and age at July 2021

School Year Group	Year 11	Year 12	Year 13	Year 14	Age at July 2021
School Census years				2018/19	20-21
			2018/19	2019/20	19-20
		2018/19	2019/20	2020/21	18-19
	2018/19	2019/20	2020/21	2021/22	17-18
	2019/20	2020/21	2021/22		16-17
	2020/21	2021/22			15-16
	2021/22				14-15

Table 3: Pupils who appear in the 2018/19 School Census and have an exam in the 2018/19 academic year (2018/19 EOL Core)

Academic year	Number of pupils			
	School Census	Exams	Attendance	School Leavers Survey
2018/19	52,806	52,806	52,661	20,476
2017/18	46,578	30,428	46,086	
2016/17	25,577	16,960	25,283	
2015/16	13,167	5,249	13,051	
2014/15		1,248		
2013/14		245		
2012/13		74		
2011/12		<20		

Table 4: Pupils who appear in the 2019/20 School Census and have an exam in the 2019/20 academic year (2019/20 EOL Core)

Academic year	Number of pupils			
	School Census	Exams	Attendance	School Leavers Survey
2019/20	54,313	54,313	54,296	19,711
2018/19	47,955	30,931	47,580	
2017/18	26,252	17,732	26,096	
2016/17	13,270	4,981	13,119	
2015/16	1,034	1,095	1,028	
2014/15		219		
2013/14		36		
2012/13		<20		

Table 5: Pupils who appear in the 2020/21 School Census and have an exam in the 2020/21 academic year (2020/21 EOL Core)

Academic year	Number of pupils			
	School Census	Exams	Attendance	School Leavers Survey
2020/21	54,366	54,366	54,335	20,632
2019/20	49,311	32,528	49,281	
2018/19	27,247	18,214	27,042	
2017/18	13,624	5,395	13,528	
2016/17	812	990	794	
2015/16		179	<20	
2014/15		31		

Table 6: Pupils who appear in the 2021/22 School Census and have an exam in the 2021/21 academic year (2021/22 EOL Core)

Academic year	Number of pupils			
	School Census	Exams	Attendance	School Leavers Survey
2021/22	56,484	56,484	56,482	21,436
2020/21	49,765	31,359	49,800	
2019/20	27,492	17,813	27,473	
2018/19	13,714	4,911	13,595	
2017/18	407	991	417	
2016/17		178	<20	
2015/16		35		
2014/15		<20		

## 6.0 Data Quality Assurance

### 6.1 Quality Assurance of DE data

DE undertake QA on all datasets. Examples of Data Quality reports for the dataset can be found here:

[Attendance at grant aided schools in Northern Ireland background quality report .pdf \(education-ni.gov.uk\)](#)

[School Leavers Survey Background Quality Report May 2023.pdf \(education-ni.gov.uk\)](#)

### 6.2 Quality Assurance of the EOL Research Database

The RSU began data cleansing after receipt of the datasets. This was carried out separately on each of the datasets prior to linking. The aim of this task was to ensure the accuracy and reliability of the data. RSU used the figures published in the *Attendance at grant aided primary, post primary and special schools* bulletin 2019/20; 2020/21; 2021/22 and the *Qualifications and Destinations of Northern Ireland School Leavers* bulletin 2018/19, 2019/20, 2020/21 and 2021/22 for comparison purposes. RSU applied a series of quality assurance checks to the data. These checks fell under the following headings:

#### 6.2.1 Consistency within the data

RSU checked the data for anomalies, unexpected values, and issues with aggregations. Any resulting queries were relayed to the data providers for further information and advice to resolve the issues.

#### 6.2.2 Consistency with published reports

Where available RSU compared the EOL dataset to reports published by DE.

##### 6.2.2.1 School Census and Attendance

RSU sought to replicate rates of absence for post primary school pupils within the annual attendance figures as published by the Department for Education for the 2019/20-2021/22 academic years. This includes rates of absence across a range of demographic indicators from the School Census. These figures were calculated for the EOL Core of pupils for 2019/20; 2020/21 and 2021/22 for those where attendance data was available. Please see Annex F for a comparison of results within the published bulletin (*Attendance at grant aided primary, post primary and special schools in Northern Ireland -2019/20-2021/22*) and the EOL 2018/19-2021/22 dataset.

Any inconsistencies between the EOL and the published reports are minor and explicable by the EOL Core of pupils being limited to pupils aged 14 and over and having an exam outcome in 2019/20-2021/22. As such, RSU noted that the EOL Attendance data was consistent with the published results.

#### **6.2.2.2 School Leavers Survey**

Similarly, for the School Leavers Survey RSU sought to replicate a selection of tables from the Department for Education's annual SLS publication for the 2018/19, 2019/20, 2020/21 and 2021/22 academic years (Qualifications and destinations of Northern Ireland School leavers 2018/19). Please see Annex G for a comparison of results within the published bulletin and the EOL 2018/19-2021/22 dataset.

Any inconsistencies between the EOL and the published reports are minor and are again explained by the EOL Core of pupils being limited to pupils aged 14 and over and having an exam outcome in 2018/19-2021/22. As such, RSU noted that the EOL SLS data was consistent with the published results.

#### **6.2.2.3 Exams Database**

While RSU sought to replicate published exam performance statistics by the Department for Education this was found not to be possible. The Department's annual publication (*Year 12 and Year 14 Examination Performance at Post-Primary Schools in Northern Ireland 2018/19-2021/22*) was found not to be comparable due to differences in eligibility criteria for those included within the Summary of Annual Examination Results (SAER) database, the source of the published figures, and the Exams Database. For example, for year 12 the published figures are not restricted to GCSE exam outcomes and also include those who achieved no exam results (GCSEs or equivalent).

## 7.0 Accessing the EOL

### 7.1 Accessing the EOL for research

Access to the EOL dataset is limited to researchers and research teams with [accredited researcher status](#) under the Digital Economy Act 2017 (DEA) and subject to approval by the data providers. In addition, all projects must be accredited by the UK Statistics Authority Research Accreditation Panel (RAP).

In the first instance, researchers should complete the [Themed Datasets Initial Research Proposal Form](#) and submit this to [rsu@nisra.gov.uk](mailto:rsu@nisra.gov.uk). The proposal form asks researchers to summarise the main aim and objectives of the proposed project as well as the methodological approach that they are intending to use. Researchers must also include details of the data required (including a variable list with justification) and cohort required. Details of any public engagement activities planned as part of their project must also be included. RSU, in consultation with the data providers, will determine the feasibility of the project prior to the completion of a [full application](#) by the researcher(s) to RAP. Ethical approval will also be required for each project, either through the research team's university ethics committee or via the [National Statistician's Ethics Advisory Committee](#). RSU will support the research team throughout the application process. Further information on how to apply for approval is available [here](#).

The EOL dataset may be accessed in the RSU secure research environment or via the ONS SRS service.

Upon approval by RAP and DE, researchers will be provided with the relevant variables in a flat file table. All research outputs will be cleared by RSU or ONS using NISRA RSU guidance.

**At present the EOL is a standalone dataset and cannot be linked to other datasets.**



## 7.2 Restricted Variables

There are a number of variables that are restricted in the EOL. Table 7 below identifies these and provides guidance around the release and use of these by research teams.

Table 7: EOL Restricted Variables

Variable Name	Description
<b>EOL_SCID</b>	System generated Unique Reference Number for School. This variable is restricted. To be used for modelling work only and no analysis will identify a school.
<b>IME</b>	Irish Medium Education. This variable is a combination of 'In Irish medium unit' and 'In Irish school'. Because of the small number of schools involved this is a restricted variable and will only be given out with pupil level data. No school identifier variables will be given out with this variable.
<b>LGD_14_P</b>	LGD of pupil's home address
<b>SETT_15_P</b>	Urban/Rural settlement of pupil's home address
<b>MDM_QUIN_P</b>	General deprivation of pupil's home address (quintiles)
<b>MDM_EDU_QUIN_P</b>	Education deprivation of pupil's home address (quintiles)
<b>LGD_14_SC</b>	LGD of pupil's school address
<b>SETT_15_SC</b>	Urban/Rural settlement of pupil's school address
<b>MDM_QUIN_SC</b>	General deprivation of pupil's school address (quintiles)
<b>MDM_EDU_QUIN_SC</b>	Education deprivation of pupil's school address (quintiles)
<b>YR8_12_SIZE</b>	Indicator of School Size for Years 8-12 (Rounded)
<b>YR13_14_SIZE</b>	Indicator of School Size for Years 13-14 (Rounded)

There are also restrictions on certain combinations of variables being given out. For example, for the EOL 2018/19-2021/22 geography variables (see table 7) for pupils and schools, researchers will only be able to request up to six of the eight variables. Furthermore, these must be the same variables from each domain.

Both School Size variables are also restricted, with limits applied in relation to combining this with school LGD. Any request for this variable in combination with pupil geography will be subject to further SDC assessment.

## 8.0 EOL Core Variables, Caveats and Updates to 2018/19 Variable List

### 8.1 Core Variables and Issues

The following sections detail the core variables and known issues with each of the datasets within the EOL and should be taken into consideration when planning research. It also includes information on the discontinuation of variables from version 1 of the EOL and the introduction of new variables in version 2. An updated variable list can be found [here](#).

#### 8.1.1 Core Variables

All tables in the EOL can be linked using the **EOL\_PID**, a unique number that also allows pupils to be followed over time. The EOL\_PID is an anonymised form of the Unique Pupil Number (UPN), which is a unique number allocated by schools to identify each pupil. If a pupil moves school, the old school must send their common transfer file (CTF) to the new school. There are some cases where a school believes a pupil to be new to NI and they will issue a new UPN not knowing that they have attended another school previously.

The core variables for the EOL are listed in table 8. These variables are mostly considered to be static and should not change from one Census year to the next. The exception would be age, which will increase by 1 each year. These variables will be given to the researchers as a bespoke standalone table once they have identified their research population. Researchers will only receive the most recent version available. There are also a number of administrative variables/flags that will assist in the identification of the correct sample.

Table 8: EOL Core and Administrative Variables

<b>GENDER</b>	Gender of the EOL Member
<b>JUL_AGE</b>	Calculated Age of the EOL Member in the July Preceding Collection of the School Census. This will be the most recent information available and source variable should be requested also.
<b>YOUNG_IN_YEAR</b>	This is a derived variable created by DE. It identifies any pupils who have a 'late' birthday in April, May, June or the 1st of July. These pupils are the youngest in the year group. Any pupils who had a 'late' birthday but were a year (or more) older than the expected age have been omitted as they will be among the oldest in the year group.
<b>RLGN_5WAY</b>	Religion of the EOL Member.
<b>ETH_5WAY</b>	Ethnicity of the EOL Member
<b>HOME_LANG_AGG</b>	First Language Spoken at Home. Aggregated to 13 levels
<b>SOURCE</b>	This is a derived variable created by RSU. It indicates the year of school census that the core variables are taken from.
<b>CORE_MEM201819</b>	This is a derived variable created by RSU. It shows that the pupil was recorded as a core member for the academic year. That is that they were in the Census 2018/19 and also had an exam record for that same academic year.
<b>CORE_MEM201920</b>	This is a derived variable created by RSU. It shows that the pupil was recorded as a core member for the academic year. That is that they were in the Census 2019/20 and also had an exam record for that same academic year.
<b>CORE_MEM202021</b>	This is a derived variable created by RSU. It shows that the pupil was recorded as a core member for the academic year. That is that they were in the Census 2020/21 and also had an exam record for that same academic year.
<b>CORE_MEM202122</b>	This is a derived variable created by RSU. It shows that the pupil was recorded as a core member for the academic year. That is that they were in the Census 2021/22 and also had an exam record for that same academic year.

### 8.2.1 School Census Caveats

This section provides details and caveats associated for several School Census variables that will assist researchers in planning their work. The full list of variables can be found in the [data dictionary](#).

- Aggregate data only is supplied from independent schools. As such, independent schools will be excluded from the EOL as it contains pupil level data.
- Pupils who have only ever been home schooled are excluded. Pupils educated via 'elective home education' and whose parents have requested that the pupil be

removed from the school roll are also excluded. There are a number of pupils that may be absent from school for a variety of reasons, including elective home education, emotionally based school avoidance or no reason provided. However as these pupils were enrolled in school at some point, the Department/Education Authority are aware of them and consequently they are included within the dataset. These pupils are treated as exceptional teaching arrangements (ETA) and are dual registered, i.e. they are recorded as being in their original mainstream school but also as being ETA. DE receive this list of ETA pupils as a manual return through a C2k contact and then attempt to match these pupils with mainstream pupils. ETA can also include other different types of teaching arrangements i.e. attendance at an EOTAS (Education Other Than at School) centre part of the week. DE do not know the degree of home schooling, i.e. they could attend their mainstream school 1 or 2 days a week and then are home schooled the rest of the week or they could be home schooled 5 days a week.

- Most pupils who are registered at an EOTAS Centre will also be registered at a mainstream-school. For those pupils who are dual registered, the school will have included them in their return. It is not possible to identify how much time pupils who are either home schooled or attend an EOTAS Centre spend in a school setting. Pupils who are only registered at an EOTAS Centre are also excluded.
- Pupils who register in a NI school after the School Census are excluded; and
- It should be noted that, as with EOTAS centres, pupils can also be dual registered between mainstream and special schools/learning support centres at other mainstream schools. These pupils will be recorded at their mainstream school.
- Due to addition and discontinuation of variables, some cells will be missing. Where this occurs, the missing values are recorded as NULL.
- Pupil addresses are validated, and X and Y coordinates are assigned, using Pointer. Any addresses that cannot be matched with Pointer are shared with LPS to assign the coordinates manually. GIS mapping software is then used to assign geography to X and Y coordinates. However, each year there is a small proportion (less than 1%) of addresses that do not have geography as the address recorded was too ambiguous for LPS to assign X and Y coordinates. This will also impact on the calculation of travel distance to school.

## 8.2.2 School Census Variables Updates

### Special Education Needs Variables

Please note that the EOL does not include data from special schools as this data is not included in the Exams Database (see 8.5.1). The EOL includes several variables that identify and measure the severity and type of special education need that young person may have. The EOL 2018/19 included the variable **SEN\_STAGE\_5**. This is the 1998 SEN Code of Practice for children who have Special Educational Needs (SEN). The code has five stages (see data dictionary). The new Code, records children on the SEN register under three stages. This variable is only available up to the academic year 2020/21 and is replaced with a new variable **SEN\_STAGE\_3** for the 2021/22 onward datasets. For more information on these variables see the below link.

<https://www.education-ni.gov.uk/publications/de-circular-202106-three-stages-special-educational-provision>

SEN types changed in the academic year 2019/2020.

Table 9 shows the SEN variables that are no longer available after the 2018/19 School Census and Table 10 shows the SEN variables that are available from the 2019/20 School Census onwards.

Table 9: SEN Variables 2015/16-2018/19

Variable	Description	School Census Years available
<b>COG_TOT</b>	SEN Cognitive and Learning Needs	2015/16-2018/19
<b>SEB_TOT</b>	SEN Social, Emotional and Behavioural Needs	2015/16-2018/19
<b>COM_TOT</b>	SEN Communication and Interaction Needs	2015/16-2018/19
<b>SEN_TOT</b>	SEN Sensory Needs	2015/16-2018/19
<b>PHY_TOT</b>	SEN Physical Needs	2015/16-2018/19
<b>MED_TOT</b>	SEN Medical Conditions/Syndromes Needs	2015/16-2018/19
<b>OTH_TOT</b>	SEN Other Needs	2015/16-2018/19
<b>PRIM_NEED_TYPE</b>	SEN that school has placed in the primary position as most predominant.	2015/16-2018/19

Table 10: SEN Variables 2019/20-2020/21

Variable	Description	School Census Years available
<b>CL_TOT</b>	SEN Cognitive and Learning Needs	2019/20-2021/22
<b>SBEW_TOT</b>	SEN Social, Emotional and Behavioural Needs	2019/20-2021/22
<b>SLCN_TOT</b>	SEN Speech Language and Communication and Needs	2019/20-2021/22
<b>SE_TOT</b>	SEN Sensory Needs	2019/20-2021/22
<b>PN_TOT</b>	SEN Physical Needs	2019/20-2021/22
<b>OTH_SEN_TOT</b>	Other SEN Needs	2019/20-2021/22
<b>PRIM_NEED_TYPE_NEW</b>	SEN that school has placed in the primary position as most predominant.	2019/20-2021/22

### Health and Social Care Variables

Several health and social care variables were introduced in the 2019/2020 School Census. The variables are binary indicating if the pupil does or does not have a particular health condition. Pupils may be recorded as having none through to 12 conditions. There is no indication of which condition is primary where a pupil has more than one condition.

**EVER\_CARE** identifies if the Child has ever been looked after at any time (Child looked after is defined as being 'in the care of the authority; or provided with accommodation by the authority. This includes children who are fostered'). This differs from **CH\_LKD\_AFT**, which is the current care status of the pupil at the time of the School Census.

Table 11: Health and Social Care Variables (2019/20-2021/22)

Variable Name	Description
<b>EPSY</b>	Epilepsy
<b>ASTH</b>	Asthma
<b>DIAB</b>	Diabetes
<b>ANPX</b>	Anaphylaxis
<b>ASD</b>	Autism Spectrum Disorder
<b>ADD_ADHD</b>	Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)
<b>DCD</b>	Dyspraxia/Development Co-ordination Disorder
<b>COM_HEAL_NEED</b>	Complex Healthcare Needs
<b>ANX_DIS</b>	Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
<b>VIS_IMP</b>	Visual Impairment
<b>HEAR_IMP</b>	Hearing Impairment
<b>OTH_HEAL_CON</b>	Other medical conditions/syndromes

### 8.3.1 Attendance Caveats

- Not all pupils will have full attendance data. Where this occurs, the missing values are recorded as NULL.
- If a school closed at end of last academic year the data on attendance will be missing.

### 8.3.2 Attendance Variables Updates

In 2021/2022 a new range of variables were introduced to look at absences in the context of COVID-19. These variables are only available for the academic year 2021/2022. Table 12 below shows the variables.

Table 12: COVID-19 Attendance Variables (2021/22 only)

Variable Name	Description
<b>RATE_ATT_COV_SI</b>	Proportion of COVID-19 Self-Isolating & Learning from Home Attendances (%)
<b>RATE_ATT_COV_SD</b>	Proportion of Learning from Home - Social Distancing Attendances (%)
<b>RATE_AUTH_COV_CON</b>	Proportion of COVID-19 Illness Confirmed Absences (%)
<b>RATE_AUTH_COV_SUS</b>	Proportion of COVID-19 Illness Suspected / Unconfirmed Absences (%)
<b>RATE_UNAUTH_COV_SIV</b>	Proportion of COVID-19 Self-Isolating – Vulnerable Pupil or Household member Absences (%)
<b>RATE_UNAUTH_COV_SINL</b>	Proportion of Self-Isolating - No evidence of learning from home Absences (%)

### 8.4.1 School Leavers Survey Caveats

- Data excludes school leavers from special schools, independent schools, and schools that closed at the end of the academic year.
- Destinations relating to Further and Higher Education are defined by institution. Institutions may provide courses at both Further and Higher Education levels.
- Higher Education Institutions include universities and teacher training colleges.
- The number of leavers entering training include those entering the Training for Success programme, operated by the Department for the Economy. The Training for Success programme is delivered by a range of training providers, including Further Education Colleges. Training for Success trainees based at Further Education Colleges are recorded as being in training and not in Further Education. This convention avoids double counting of Training for Success trainees.

- Destination data is reported by the pupils and recorded by the school. It is not therefore a record of enrolments at Higher/Further Education Institutions, etc. and no further validation of destinations is carried out.
- The recorded leaving date may not always reflect the actual date a pupil left the school system. The end of the school year can at times be reported by a school when the actual date of leaving is unclear.
- Data relates to pupils recorded as leaving the school system from the October census date in the previous academic year up to the day before the October census date in the current academic year.
- Data relates to pupils aged 14 and over on the first day of the July prior to the academic year and who were subsequently recorded as leaving from curriculum years 12 and above.
- A small number of pupils are recorded as having left school before the age of 16. It is possible that the pupils may have been put forward a year and have left after completing Year 12 or have left early in Year 12.
- Data is only available from 2018/19-2021/22 academic year.
- Not all pupils will have a SLS record in each academic year, the main reason for this is that they have not reached the age to leave post primary education. Where this occurs, the missing values are recorded as NULL.
- A small number of pupils in the School Leavers Survey choose to return to school at a later date. Every effort is made to correct this in the EOL.

#### **8.4.2 School Leavers Survey Updates**

There were no new variables added to the SLS from the EOL 2018/19.

#### **8.5.1 Exams Database Caveats**

- Data excludes special schools and independent schools.
- Data excludes attainment by home schooled pupils.
- EOTAS pupils are not captured within the data.
- The majority of the data is taken from Northern Ireland Entitlement Framework Qualifications Accreditation Number ([NIEFQAN](#)) files maintained by the Council for the Curriculum, Examinations and Assessment (CCEA) Regulation. The NIEFQAN collates information, relating to qualifications approved for teaching in Northern Ireland, from the OFQUAL [Register of Regulated Qualifications](#). As an administrative dataset,



created to assist schools with planning their curriculum offer, a level of error within the data is expected.

- The “QUAL\_LEVEL” variable (e.g. GCSE/FC\*, BTEC/CE3, NVQ/L2 etc.), however, was created to enable the Schools Information Management System (SIMS) software to link individual qualifications to the appropriate grade sets (e.g. A\*-E, 9-1, Distinction/Merit/Pass etc.). As more than one “level” will link to the same grade set, and as an administrative variable simply required to link a qualification to a specific grade set, a level of error in the “QUAL\_LEVEL” variable is to be expected.
- The “EXAM\_MTH” variable should relate to the month in which an examination was sat. On occasion, however, it may erroneously relate to the month in which the qualification was entered/applied for. The results data within SIMS can be received electronically (EDI – Electronic Data Interchange) directly from Awarding Organisations or added manually (Non-EDI) by schools. Any results added manually by schools are allocated a “EXAM\_MTH” of 6 (i.e. June). Results need to be added manually where entries were not applied for electronically, by schools, through the C2k School System.
- General validation work is undertaken by DE statisticians on this administrative database in order to, for example, improve the internal consistency of the data, remove duplicated entries etc. No further validation is undertaken directly with schools.
- It should be noted that when qualifications are no longer offered, they drop out of the NIEFQAN file, but results can still be attained a few years after this. New and old versions of the NIEFQAN files are combined in order to include as many of the results as possible and these may go back a number of years. The “GLH”, “SEC\_SUB\_AREA” and “STEMFLAG” variables are recent additions and so for older qualifications this data does not appear in the older NIEFQAN files and appear in the EOL as Null.

### **8.5.2 Exams Database Variables**

No new variables were added to the exams database. There are a number of new levels added to a number of variables. Please see Table 13 and the EOL Data Dictionary for more details:

Table 13: New levels added to Exams variables

<b>Variable Name</b>	<b>Description</b>
<b>QUAL_LEVEL_SHORT</b>	Qualification level Short
<b>EOL_GRADE</b>	Grade Achieved
<b>QUAL_LEVEL</b>	Qualification level
<b>SUBJECT</b>	Qualification Subject

## 9.0 Acknowledgements

When publishing or presenting findings from the EOL the following acknowledgement should be used:

Administrative Data Research - Northern Ireland (ADR-NI) takes privacy protection very seriously. All information that directly identifies individuals/organisations will be removed from the datasets by trusted third parties before researchers access them.

All researchers using ADR-NI are trained and accredited to use sensitive data safely and ethically, they will only access the data via a secure environment and all their findings will be vetted to ensure they comply with strict confidentiality requirements.

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## Annex A EOL Core Variables

Variable Name	Variable Description	New Variable for EOL V2
<b>EOL_PID</b>	System generated Unique Reference Number for EOL Member	N
<b>GENDER</b>	Gender of the EOL Member	N
<b>JUL_AGE</b>	Calculated Age of the EOL Member in the July Preceding Collection of the most recent School Census. Researchers should select SOURCE variable also (top coded at 18)	N
<b>YOUNG_IN_YEAR</b>	An indication if EOL Member is young in year	N
<b>RLGN_5WAY</b>	Religion of the EOL Member	N
<b>ETH_5WAY</b>	Ethnicity of the EOL Member	N
<b>HOME_LANG_AGG</b>	First Language Spoken at Home	N
<b>SOURCE</b>	Year of School Census that CORE variables are taken from	Y
<b>CORE_MEM201819</b>	This is a derived variable created by RSU. It shows that the pupil was recorded as a core member for the academic year. That is that they were in the Census 2018/19 and also had an exam record for that same academic year.	Y
<b>CORE_MEM201920</b>	This is a derived variable created by RSU. It shows that the pupil was recorded as a core member for the academic year. That is that they were in the Census 2019/20 and also had an exam record for that same academic year.	Y
<b>CORE_MEM202021</b>	This is a derived variable created by RSU. It shows that the pupil was recorded as a core member for the academic year. That is that they were in the Census 2020/21 and also had an exam record for that same academic year.	Y
<b>CORE_MEM202122</b>	This is a derived variable created by RSU. It shows that the pupil was recorded as a core member for the academic year. That is that they were in the Census 2021/22 and also had an exam record for that same academic year.	Y

## Annex B EOL School Census Variables

<b>Variable Name</b>	<b>Variable Description</b>	<b>New Variable for EOL V2</b>
<b>EOL_PID</b>	System generated Unique Reference Number for EOL Member	N
<b>YR_CEN</b>	Academic Year that the School Census was Held	N
<b>FSME</b>	Entitlement Status of the EOL Member for Free School Meals	N
<b>ACTUAL_YR_GRP</b>	Year Group Adjusted to Reflect Level of Study	N
<b>SEN_STAGE_5</b>	Five stages of SEN applicable up to 2020/21	N
<b>SEN_STAGE_3</b>	Three stages of SEN applicable from 2021/22	Y
<b>COG_TOT</b>	SEN Cognitive and Learning Needs	N
<b>SEB_TOT</b>	SEN Social, Emotional and Behavioural Needs	N
<b>COM_TOT</b>	SEN Communication and Interaction Needs	N
<b>SEN_TOT</b>	SEN Sensory Needs	N
<b>PHY_TOT</b>	SEN Physical Needs	N
<b>MED_TOT</b>	SEN Medical Conditions/Syndromes Needs	N
<b>OTH_TOT</b>	SEN Other Needs	N
<b>PRIM_NEED_TYPE</b>	SEN that school has placed in the primary position as most predominant	N
<b>CL_TOT</b>	Cognition and learning (CL) – Language, Literacy, Mathematics, Numeracy	Y
<b>SBEW_TOT</b>	Social, behavioural, emotional and well-being (SBEW)	Y
<b>SLCN_TOT</b>	Speech, language and communication needs (SLCN)	Y
<b>SE_TOT</b>	Sensory (SE)	Y
<b>PN_TOT</b>	Physical needs (PN)	Y

<b>Variable Name</b>	<b>Variable Description</b>	<b>New Variable for EOL V2</b>
<b>PRIM_NEED_TYPE_NEW</b>	SEN that school has placed in the primary position as most predominant	Y
<b>EPSY</b>	Epilepsy	Y
<b>ASMA</b>	Asthma	Y
<b>DIAB</b>	Diabetes	Y
<b>ANPX</b>	Anaphylaxis	Y
<b>ASD</b>	Autism Spectrum Disorder	Y
<b>ADD_ADHD</b>	Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)	Y
<b>DCD</b>	Dyspraxia/Development Co-ordination Disorder	Y
<b>COM_HEAL_NEED</b>	Complex Healthcare Needs	Y
<b>ANX_DIS</b>	Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)	Y
<b>VIS_IMP</b>	Visual Impairment	Y
<b>HEAR_IMP</b>	Hearing Impairment	Y
<b>OTHER_HEAL_CON</b>	Other medical conditions/syndromes	Y
<b>DOA_QTR</b>	Date that Pupil Arrives at the School (Quarter)	N
<b>DOA_YR</b>	Date that Pupil Arrives at the School (Year)	N
<b>REG_STAT</b>	Registration Status	N
<b>REF_REAS</b>	Referral Reason for Dual registration	Y
<b>LSC_ATT</b>	In a Learning Support Centre	N
<b>LSC_TYPE</b>	Type of Learning Support Centre	N

<b>Variable Name</b>	<b>Variable Description</b>	<b>New Variable for EOL V2</b>
<b>SETT_15_P</b>	Settlement Band for 2015 NISRA Urban/Rural Classification for Pupil's Home Address	N
<b>MDM_QUIN_P</b>	Northern Ireland Overall Multiple Deprivation Measure for Pupil's Home Address (In Quintiles with 1 most deprived and 5 least deprived)	N
<b>MDM_EDU_QUIN_P</b>	Northern Ireland Education, Skills and Training Deprivation Domain for Pupil's Home Address (In Quintiles 1 most deprived and 5 least deprived)	N
<b>TRAV_DIST_R</b>	Travel Distance of Pupil between Home Address and School (Miles Rounded) as the crow flies	N
<b>LGD_14_P</b>	Local Government District (2014) for Pupil's Home Address	N
<b>NEWCOMER</b>	A Newcomer pupil is one who has enrolled in a school but who does not have the satisfactory language skills to fully participate in the school curriculum, and the wider environment, and does not have a language in common with the teacher, whether that is English or Irish	N
<b>TIME_AS_NEW</b>	Length of Time the Pupil is Recorded as A Newcomer (years)	N
<b>CH_LKD_AFT</b>	Child is Looked After (Child looked after is defined as being 'in the care of the authority; or provided with accommodation by the authority. This includes children who are fostered')	N
<b>EVER_CARE</b>	Identifies if the Child has ever been looked after (Child looked after is defined as being 'in the care of the authority; or provided with accommodation by the authority. This includes children who are fostered')	Y
<b>PREV_REG_SS</b>	Pupil previously registered with a Surestart developmental programme for 2 and 3 year olds	N
<b>PREV_ATT_SS</b>	Pupil previously attended a Surestart developmental programme for 2 and 3 year olds	N

<b>Variable Name</b>	<b>Variable Description</b>	<b>New Variable for EOL V2</b>
<b>LEVEL_STUDY</b>	Level of study (pupils in years 11 – 15 only)	N
<b>FSM_EVER_6</b>	Pupil has an entitlement status for Free School Meals on Census day in any of the Last 6 years	N
<b>EOL_SCID</b>	System generated Unique Reference Number for School	N
<b>SC_TYPE</b>	Type of School	N
<b>SC_MAN_TYPE</b>	Management Type of School	N
<b>SC_MAN_TYPE1</b>	Management Type of School for Voluntary Schools	N
<b>EVER_NEW</b>	Has Pupil Ever Been a Newcomer	N
<b>IME</b>	Irish Medium Education (Combination of 'In Irish medium unit and 'In Irish medium school')	N
<b>SETT_15_SC</b>	Settlement Band for 2015 NISRA Urban/Rural Classification for School's Address	N
<b>MDM_QUIN_SC</b>	Northern Ireland Overall Multiple Deprivation Measure for School's Address (in Quintiles with 1 most deprived and 5 least deprived)	N
<b>MDM_EDU_QUIN_SC</b>	Northern Ireland Education, Skills and Training Deprivation Domain for School's Address (in Quintiles with 1 most deprived and 5 least deprived)	N
<b>LGD_14_SC</b>	Local Government District (2014) for School's Address	N
<b>YR8_12_SIZE</b>	Indicator of School Size for Years 8-12 (Rounded)	N
<b>YR13_14_SIZE</b>	Indicator of School Size for Years 13-14 (Rounded)	N

## Annex C EOL Attendance Variables

<b>Variable Name</b>	<b>Variable Description</b>	<b>New Variable for EOL V2</b>
<b>EOL_PID</b>	System generated Unique Reference Number for EOL Member	N
<b>RATE_ATT</b>	Proportion of School Days Attended by Pupil (%)	N
<b>RATE_ABS</b>	Proportion of School Days Not Attended by Pupil (%)	N
<b>RATE_AUTH</b>	Proportion of Authorised Absences (%)	N
<b>RATE_UNAUTH</b>	Proportion of Unauthorised Absences (%)	N
<b>RATE_ATT_COV_SI</b>	Proportion of COVID-19 Self-Isolating & Learning from Home Attendances (%)	Y
<b>RATE_ATT_COV_SD</b>	Proportion of Learning from Home - Social Distancing Attendances (%)	Y
<b>RATE_AUTH_COV_CON</b>	Proportion of COVID-19 Illness Confirmed Absences (%)	Y
<b>RATE_AUTH_COV_SUS</b>	Proportion of COVID-19 Illness Suspected / Unconfirmed Absences (%)	Y
<b>RATE_UNAUTH_COV_SIV</b>	Proportion of COVID-19 Self-Isolating – Vulnerable Pupil or Household member Absences (%)	Y
<b>RATE_UNAUTH_COV_SINL</b>	Proportion of Self-Isolating - No evidence of learning from home Absences (%)	Y
<b>ATT_YR</b>	Academic Year to which attendance relates	N



## Annex D EOL School Leavers Survey Variables

<b>Variable Name</b>	<b>Variable Description</b>	<b>New Variable for EOL V2</b>
<b>EOL_PID</b>	System generated Unique Reference Number for EOL Member	N
<b>SLS_YR</b>	Academic Year to which School Leavers Survey relates	N
<b>DATE_LEFT_MTH_YR</b>	Date Pupil Left School (Month and Year)	N
<b>LEAVE_CODE</b>	Reported Destination and Level of Entry of School Leavers	N
<b>DEST</b>	Reported Destination of School Leavers	N

## Annex E EOL Exams Database Variables

Variable Name	Variable Description	New Variable for EOL V2
EOL_PID	System generated Unique Reference Number for EOL Member	N
QUAL_LEVEL_SHORT	Qualification Level-Short	N
EXAM_YR	Examination Year	N
EXAM_MTH	Examination Month	N
EOL_GRADE	Grade Achieved	N
QUAL_LEVEL	Qualification Level	N
EF_DESIG	Entitlement Framework Designation	N
AWARD_ORG	Awarding Organisation (anonymised)	N
KS4_ENT	Key Stage 4 Size Equivalence	N
KS4_AC	Key Stage 4 A* - C Size Equivalence	N
KS4_AE	Key Stage 4 A* - E Size Equivalence	N
KS4_AG	Key Stage 4 A* - G Size Equivalence	N
LEV3_ENT	Level 3 Size Equivalence	N
LEV3_AC	Level 3 A* - C Size Equivalence	N
LEV3_AE	Level 3 A* - E Size Equivalence	N
GLH	Guided Learning Hours	N
SEC_SUB_AREA	Sector Subject Area	N
STEMFLAG	STEM Qualification Flag	N
STAGE	Qualification Stage	N
SUBJECT	Qualification Subject	N

## Annex F – School Census-Attendance

Table F.1 Attendance by School Census Demographic Variables 2019/20

		EOL			Attendance/School Census <sup>1</sup>		
		Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)	Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)
Gender	Male	92.1	5.1	2.9	92.3	5.1	2.6
	Female	91.7	5.7	2.7	92.6	5.1	2.4
Religion of Pupil	Protestant	92.2	5.0	2.9	92.5	4.7	2.7
	Catholic	91.8	5.7	2.6	92.6	5.3	2.1
	Other	91.5	5.3	3.3	91.7	5.1	3.2
Ethnicity	White	91.9	5.5	2.8	92.5	5.1	2.4
	Other	92.5	4.5	3.1	*	*	*
Children Looked After	Children Looked After	87.8	6.3	6.0	88.8	5.9	5.3
	Other	91.9	5.4	2.8	92.5	5.1	2.5
FSME	FSME	88.3	7.1	4.7	89.1	6.7	4.2
	Non FSME	93.0	4.9	2.2	93.7	4.5	1.9
Newcomer	Newcomer	88.1	5.2	6.8	89.3	5.2	5.5
	Non Newcomer	91.9	5.4	2.7	92.5	5.1	2.4

\*Not published by DE

<sup>1</sup> [Attendance at grant aided primary, post primary and special schools 2019/20](#)

Table F.2 Attendance by School Census Demographic Variables 2020/21

		EOL			Attendance/School Census <sup>2</sup>		
		Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)	Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)
Gender	Male	94.6	2.7	2.9	93.2	3.2	3.5
	Female	94.6	3.0	2.5	93.6	3.3	3.1
Religion of Pupil	Protestant	95.0	2.5	2.6	93.5	3.0	3.5
	Catholic	94.3	3.1	2.7	93.5	3.4	3.1
	Other	94.7	2.8	2.6	93.0	3.3	3.7
Ethnicity	White	94.6	2.9	2.7	93.5	3.3	3.2
	Other	94.6	2.7	2.8	*	*	*
Children Looked After	Children Looked After	90.7	4.2	5.2	89.4	4.5	6.1
	Other	94.6	2.9	2.6	93.4	3.3	3.3
FSME	FSME	91.8	3.9	4.5	89.6	4.6	5.8
	Non FSME	95.4	2.6	2.1	94.8	2.8	2.4
Newcomer	Newcomer	90.0	3.4	6.7	89.0	3.7	7.3
	Non Newcomer	94.7	2.9	2.6	93.5	3.3	3.2

\*Not published by DE

<sup>2</sup> [Attendance at grant aided primary, post primary and special schools 2020/21](#)

Table F.3 Attendance by School Census Demographic Variables 2021/22

		EOL			Attendance/School Census <sup>3</sup>		
		Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)	Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)
Gender	Male	90.7	5.8	3.6	89.3	6.7	4.0
	Female	89.4	7.0	3.8	88.7	7.3	4.0
Religion of Pupil	Protestant	90.3	6.3	3.5	89.0	6.8	4.2
	Catholic	89.9	6.4	3.8	89.1	7.1	3.8
	Other	89.9	6.5	3.7	88.6	7.1	4.3
Ethnicity	White	90.0	6.5	3.7	89.1	7.0	3.9
	Other	91.2	5.2	3.7	*	*	*
Children Looked After	Children Looked After	87.0	6.7	6.4	84.9	7.2	7.9
	Other	90.1	6.4	3.7	89.0	7.0	4.0
FSME	FSME	85.7	8.0	6.4	84.3	8.9	6.7
	Non FSME	91.3	5.9	2.9	90.4	6.4	3.2
Newcomer	Newcomer	86.4	6.6	7.2	85.1	6.5	8.4
	Non Newcomer	90.1	6.4	3.6	89.1	7.0	3.9

\*Not published by DE

<sup>3</sup> [Attendance at grant aided primary, post primary and special schools 2021/22](#)

## Annex G – School Leavers Survey (SLS)<sup>4</sup>

Table G.1 Destination of school leavers by gender 2018/19, 2019/20, 2020/21 and 2021/22

	2018/2019				2019/2020				2020/2021				2021/2022			
	EOL		SLS		EOL		SLS		EOL		SLS		EOL		SLS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Male</b>																
Institution of Higher Education	3818	36.7	3827	35.0	4199	42.0	4222	40.2	4397	41.8	4415	39.8	4119	38.3	4124	36.4
Institution of Further Education	3581	34.5	3746	34.2	3109	31.1	3239	30.9	2955	28.1	3074	27.7	3013	28.0	3129	27.7
Employment	1039	10.0	1215	11.1	870	8.7	1022	9.7	1149	10.9	1313	11.8	1261	11.7	1500	13.3
Training	1568	15.1	1678	15.3	1406	14.1	1517	14.5	1636	15.6	1809	16.3	1971	18.3	2087	18.4
Unemployment	204	2.0	246	2.2	239	2.4	282	2.7	192	1.8	239	2.2	235	2.2	282	2.5
Destinations Unknown	183	1.8	229	2.1	175	1.8	212	2.0	186	1.8	233	2.1	148	1.4	193	1.7
<b>Total Male</b>	<b>10393</b>		<b>10941</b>		<b>9998</b>		<b>10494</b>		<b>10515</b>		<b>11083</b>		<b>10747</b>		<b>11315</b>	
<b>Female</b>																
Institution of Higher Education	5231	51.9	5240	49.2	5675	58.4	5685	55.8	5920	58.5	5930	56.3	5783	54.1	5785	51.0
Institution of Further Education	3152	31.3	3360	31.5	2638	27.2	2800	27.5	2630	26.0	2762	26.2	2887	27.0	3073	27.1
Employment	835	8.3	1018	9.5	627	6.5	782	7.7	837	8.3	971	9.2	1122	10.5	1434	12.6
Training	549	5.4	619	5.8	379	3.9	441	4.3	414	4.1	473	4.5	529	4.9	582	5.1
Unemployment	180	1.8	243	2.3	239	2.5	291	2.9	159	1.6	205	1.9	194	1.8	259	2.3
Destinations Unknown	136	1.3	180	1.7	155	1.6	196	1.9	157	1.6	186	1.8	174	1.6	214	1.9
<b>Total Female</b>	<b>10083</b>		<b>10660</b>		<b>9713</b>		<b>10195</b>		<b>10117</b>		<b>10527</b>		<b>10689</b>		<b>11347</b>	

<sup>4</sup> [School leavers | Department of Education \(education-ni.gov.uk\)](https://www.education-ni.gov.uk)

Table G.2 Destination of school leavers by religion of pupil 2018/19, 2019/20, 2020/21 and 2021/22

	2018/2019				2019/2020				2020/2021				2021/2022			
	EOL		SLS		EOL		SLS		EOL		SLS		EOL		SLS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Protestant</b>																
Institution of Higher Education	3076	39.8	3073	38.3	3329	45.6	3337	44.0	3550	46.6	3561	44.8	3270	42.2	3270	40.4
Institution of Further Education	2845	36.8	2931	36.5	2523	34.5	2603	34.3	2312	30.3	2390	30.1	2496	32.2	2578	31.9
Employment	784	10.1	891	11.1	626	8.6	720	9.5	807	10.6	904	11.4	917	11.8	1070	13.2
Training	692	9.0	734	9.2	563	7.7	613	8.1	694	9.1	773	9.7	801	10.3	850	10.5
Unemployment	184	2.4	224	2.8	176	2.4	205	2.7	133	1.7	167	2.1	157	2.0	189	2.3
Destinations Unknown	146	1.9	168	2.1	90	1.2	109	1.4	126	1.7	150	1.9	104	1.3	130	1.6
Total	7727		8021		7307		7587		7622		7945		7745		8087	
<b>Catholic</b>																
Institution of Higher Education	4979	48.2	4990	45.3	5470	54.5	5484	51.7	5534	52.9	5542	50.6	5357	49.6	5364	46.5
Institution of Further Education	2972	28.8	3210	29.2	2401	23.9	2575	24.3	2492	23.8	2623	23.9	2461	22.8	2627	22.8
Employment	881	8.5	1085	9.9	702	7.0	887	8.4	951	9.1	1114	10.2	1144	10.6	1480	12.8
Training	1236	12.0	1356	12.3	1048	10.4	1149	10.8	1172	11.2	1291	11.8	1469	13.6	1571	13.6
Unemployment	138	1.3	192	1.7	229	2.3	284	2.7	150	1.4	193	1.8	201	1.9	261	2.3
Destinations Unknown	122	1.2	173	1.6	189	1.9	237	2.2	157	1.5	199	1.8	174	1.6	221	1.9
Total	10328		11006		10039		10616		10456		10962		10806		11524	
<b>Other</b>																
Institution of Higher Education	994	41.1	1004	39.0	1075	45.5	1086	43.7	1233	48.3	1242	45.9	1275	44.2	1275	41.8
Institution of Further Education	916	37.8	965	37.5	823	34.8	861	34.6	781	30.6	823	30.4	943	32.7	997	32.7
Employment	209	8.6	257	10.0	169	7.1	197	7.9	228	8.9	266	9.8	322	11.2	384	12.6
Training	189	7.8	207	8.0	174	7.4	196	7.9	184	7.2	218	8.1	230	8.0	248	8.1
Unemployment	62	2.6	73	2.8	73	3.1	84	3.4	68	2.7	84	3.1	71	2.5	91	3.0
Destinations Unknown	51	2.1	68	2.6	51	2.2	62	2.5	60	2.3	70	2.6	44	1.5	56	1.8
Total	2421		2574		2365		2486		2554		2703		2885		3051	

Table G.3 Destination of school leavers by ethnic origin 2018/19, 2019/20, 2020/21 and 2021/22

	2018/2019				2019/2020				2020/2021				2021/2022			
	EOL		SLS		EOL		SLS		EOL		SLS		EOL		SLS	
	N	%	N	%			N	%			N	%	N	%	N	%
<b>White</b>																
Institution of Higher Education	8685	44.1	8739	41.9	9310	49.6	9536	47.8	9906	49.7	9935	47.7	9465	46.0	9478	43.6
Institution of Further Education	6466	32.8	6863	32.9	5504	29.3	5821	29.2	5404	27.1	5638	27.1	5659	27.5	5946	27.3
Employment	1819	9.2	2177	10.4	1446	7.7	1754	8.8	1946	9.8	2226	10.7	2323	11.3	2862	13.2
Training	2077	10.5	2249	10.8	1742	9.3	1916	9.6	2011	10.1	2225	10.7	2429	11.8	2589	11.9
Unemployment	374	1.9	471	2.3	456	2.4	546	2.7	333	1.7	416	2.0	407	2.0	502	2.3
Destinations Unknown	292	1.5	381	1.8	302	1.6	377	1.9	318	1.6	386	1.9	301	1.5	382	1.8
Total White	19713		20880		18760		19950		19918		20826		20584		21759	
<b>Minority Ethnic Groups*</b>																
Institution of Higher Education	364	47.7	328	45.5	564	59.3	371	50.2	411	57.6	410	52.3	437	51.3	431	47.7
Institution of Further Education	267	35.0	243	33.7	243	25.6	218	29.5	181	25.4	198	25.3	241	28.3	256	28.3
Employment	55	7.2	56	7.8	51	5.4	50	6.8	40	5.6	58	7.4	60	7.0	72	8.0
Training	40	5.2	48	6.7	43	4.5	42	5.7	39	5.5	57	7.3	71	8.3	80	8.9
Unemployment	10	1.3	18	2.5	22	2.3	27	3.7	18	2.5	28	3.6	22	2.6	39	4.3
Destinations Unknown	27	3.5	28	3.9	28	2.9	31	4.2	25	3.5	33	4.2	21	2.5	25	2.8
Total Other	763		721		951		739		714		784		852		903	



Table G.4 Destination of school leavers by school type 2018/19, 2019/20, 2020/21 and 2021/22

	2018/2019				2019/2020				2020/2021				2021/2022			
	EOL		SLS		EOL		SLS		EOL		SLS		EOL		SLS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Grammar</b>																
Institution of Higher Education	6495	70.2	6504	68.4	6902	77.5	6913	75.8	7241	77.3	7251	75.9	6968	73.6	6971	71.7
Institution of Further Education	1823	19.7	1922	20.2	1335	15.0	1409	15.4	1203	12.8	1250	13.1	1246	13.2	1322	13.6
Employment	467	5.0	536	5.6	309	3.5	365	4.0	433	4.6	487	5.1	632	6.7	730	7.5
Training	327	3.5	367	3.9	219	2.5	249	2.7	312	3.3	350	3.7	460	4.9	488	5.0
Unemployment	45	0.5	61	0.6	58	0.7	74	0.8	55	0.6	67	0.7	53	0.6	69	0.7
Destinations Unknown	92	1.0	124	1.3	85	1.0	111	1.2	125	1.3	150	1.6	112	1.2	145	1.5
Total Grammar	9249		9514		8908		9121		9369		9555		9471		9725	
<b>Non-Grammar</b>																
Institution of Higher Education	2554	22.7	2563	21.2	2972	27.5	2994	25.9	3076	27.3	3094	25.7	2934	24.5	2938	22.7
Institution of Further Education	4910	43.7	5184	42.9	4412	40.8	4630	40.0	4382	38.9	4586	38.0	4654	38.9	4880	37.7
Employment	1407	12.5	1697	14.0	1188	11.0	1439	12.4	1553	13.8	1797	14.9	1751	14.6	2204	17.0
Training	1790	15.9	1930	16.0	1566	14.5	1709	14.8	1738	15.4	1932	16.0	2040	17.0	2181	16.9
Unemployment	339	3.0	428	3.5	420	3.9	499	4.3	296	2.6	377	3.1	376	3.1	472	3.6
Destinations Unknown	227	2.0	285	2.4	245	2.3	297	2.6	218	1.9	269	2.2	210	1.8	262	2.0
Total Non-Grammar	11227		12087		10803		11568		11263		12055		11965		12937	

Table G.5 Destination of school leavers by free school meal entitlement 2018/19, 2019/20, 2020/21 and 2021/22

	2018/2019				2019/2020				2020/2021				2021/2022			
	EOL		SLS		EOL		SLS		EOL		SLS		EOL		SLS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Entitled to FSM</b>																
Institution of Higher Education	1281	24.1	1320	22.9	1394	28.4	1451	26.8	1569	29.6	1542	27.8	1300	25.0	1313	23.4
Institution of Further Education	2244	42.2	2366	41.0	1970	40.1	2105	38.9	1965	37.0	1996	36.0	1976	38.0	2048	36.5
Employment	588	11.0	747	12.9	482	9.8	620	11.5	666	12.6	755	13.6	710	13.7	907	16.1
Training	902	16.9	955	16.5	735	15.0	826	15.3	818	15.4	898	16.2	922	17.7	981	17.5
Unemployment	173	3.3	223	3.9	197	4.0	247	4.6	158	3.0	203	3.7	171	3.3	222	4.0
Destinations Unknown	135	2.5	165	2.9	133	2.7	159	2.9	130	2.5	147	2.7	116	2.2	147	2.6
Total Entitled to FSM	5323		5776		4911		5408		5306		5541		5195		5618	
<b>Not entitled to FSM</b>																
Institution of Higher Education	7768	51.3	7747	49.0	8480	57.3	8456	55.3	8748	57.1	8803	54.8	8602	53.0	8596	50.4
Institution of Further Education	4489	29.6	4740	30.0	3777	25.5	3934	25.7	3620	23.6	3840	23.9	3924	24.2	4154	24.4
Employment	1286	8.5	1486	9.4	1015	6.9	1184	7.7	1320	8.6	1529	9.5	1673	10.3	2027	11.9
Training	1215	8.0	1342	8.5	1050	7.1	1132	7.4	1232	8.0	1384	8.6	1578	9.7	1688	9.9
Unemployment	211	1.4	266	1.7	281	1.9	326	2.1	193	1.3	241	1.5	258	1.6	319	1.9
Destinations Unknown	184	1.2	244	1.5	197	1.3	249	1.6	213	1.4	272	1.7	206	1.3	260	1.5
Total Not entitled to FSM	15153		15825		14800		15281		15326		16069		16241		17044	