



Education  
Funding  
Agency

# Property data survey programme

Summary report

January 2015

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## Background

This management information provides a summary of the education estate survey data collected through the Property Data Survey Programme (PDSP).

The PDSP was set up to collect up-to-date and accurate information on the building condition of the education estate. A summary of the methodology and scope of the PDSP are included within this document in 'Data Collection'.

This document provides a high level summary of the findings from the survey data. As well as an overall national summary it provides detail of the breakdown by region, phase and building age.

## Contextual data about the education estate surveyed

This section provides information on the size and characteristics of the education estate from education phase, region and building type perspectives.

The management information includes only those schools surveyed. Tables and figures within this report only contain data from the surveyed schools and therefore are not necessarily representative of the whole of the education estate.

### Education estate

A total of 18,830 schools were surveyed under the Property Data Survey Programme which is 85% of all schools nationally. This survey excludes all schools that have been recently modernised (rebuilt since 2004) or are planned to be renewed or rebuilt under central programmes (further details are in 'Exclusions from scope' on page 21). The schools surveyed have a total of 59,967 blocks and a combined gross internal floor area (GIFA) of 52,777,867 m<sup>2</sup>.

### Education estate by education phase

The education phases used for analysis are:

- Nursery (i.e. standalone nursery schools)
- Primary
- Secondary
- All through
- Other – Special
- Other – Pupil Referral Unit/Alternative Provision (PRU/AP)

The largest proportion of education phase within the PDSP is primary which forms 81% of the education establishments surveyed, however this represents only 50% of the physical size of the estate (by GIFA). Secondary comprises 12% of the education establishments surveyed but this represents 44% of the physical size of the estate. Nursery, all through and other education establishments collectively represent 7% of education establishments surveyed and 6% of the physical size of the estate.

Education Phase	Sum of Gross Internal Floor Area (GIFA)		Education Establishments		Education Blocks	
	Total (m2)	% of Total	Total Number	% of Total	Total Number	% of Total
Nursery	273,600	1%	387	2%	606	1%
Primary	26,500,489	50%	15,241	81%	36,935	62%
Secondary	23,444,041	44%	2,246	12%	18,874	31%
All Through	304,385	1%	30	0%	246	0%
Other - Special	1,997,230	4%	700	4%	2,840	5%
Other - PRU/AP	258,123	0%	226	1%	466	1%
<b>Totals</b>	<b>52,777,867</b>		<b>18,830</b>		<b>59,967</b>	

Table 1: Breakdown of GIFA, blocks and establishments surveyed under the PDSP by education phase

Source: PDSP 2014

## Education estate by region

The regions used for analysis are:

- East Midlands
- East of England
- London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and the Humber

The region with the largest proportion of education establishments surveyed within the PDSP is the South East, which has the highest proportion of number of establishments (16%), blocks (19%) and GIFA (18%). North West has the second highest proportion of establishments with 14% but this only represents 13% of the physical size of the estate which is less than London which has 15% of the size of the estate but fewer establishments (11%). All other regions have similar proportions of establishments and size of the physical estate. The region with the lowest proportion of establishments surveyed is the North East which has 5% of establishments and 4% of the physical estate.

Regions	Sum of Gross Internal Floor Area		Education Establishments		Education Blocks	
	Total (m2)	% of Total	Total Number	% of Total	Total Number	% of Total
East Midlands	4,166,748	8%	1,760	9%	5,481	9%
East of England	6,838,344	13%	2,364	13%	8,202	14%
London	7,738,604	15%	2,084	11%	8,033	13%
North East	2,276,754	4%	954	5%	2,243	4%
North West	6,900,554	13%	2,720	14%	5,977	10%
South East	9,594,187	18%	3,065	16%	11,505	19%
South West	5,080,622	10%	2,049	11%	6,631	11%
West Midlands	5,581,415	11%	1,976	10%	6,476	11%
Yorkshire and the Humber	4,600,639	9%	1,858	10%	5,419	9%
<b>Totals</b>	<b>52,777,867</b>		<b>18,830</b>		<b>59,967</b>	

Table 2: Breakdown of GIFA, blocks and establishments surveyed under the PDSP by region

Source: PDSP 2014

## Education estate by building type

The education types used for analysis are:

- Pre 1919
- Inter War
- From 1945 to 1966
- From 1967 to 1976
- Post 1976
- Temporary premises

The building types represent distinct eras within school building programmes and schools built within these eras often have similar construction characteristics, maintenance needs and lifecycle expectations.

The PDSP has specifically excluded establishments constructed or rebuilt since 2004 so the data is likely to under-represent the education estate and buildings constructed since 1977.

The largest proportion of building type surveyed under the PDSP are post 1976 buildings which comprise 30% of the physical size of the estate and 33% of all blocks. Buildings built between 1945 and 1966 form 25% of the physical estate and 16% of all blocks. Buildings built between 1967 and 1976 have a greater proportion of blocks at 19% but only 23% of the physical estate. Buildings built prior to 1919 have equal proportions of the physical estate and block numbers at 13% and buildings built inter war form 8% of the physical estate and 5% of all blocks. Temporary premises represent 2% of the physical estate but 15% of all blocks; this is likely to be because temporary premises blocks are typically only one or two classrooms which increases the proportion of blocks relative to the physical size of the estate.

Building Types	Sum of Gross Internal Floor Area		Education Blocks	
	Total (m2)	% of Total	Total Number	% of Total
Pre 1919	6,939,244	13%	7,831	13%
Inter War	3,973,601	8%	2,831	5%
From 1945 to 1966	12,930,960	25%	9,387	16%
From 1967 to 1976	12,212,649	23%	11,578	19%
Post 1976	15,605,937	30%	19,620	33%
Temporary premises	1,115,477	2%	8,720	15%
<b>Totals</b>	<b>52,777,867</b>		<b>59,967</b>	

**Table 3: Breakdown of GIFA and blocks surveyed under the PDSP by building type**

Source: PDSP 2014



An analysis of the building type data for each education phase shows that the proportion of GIFA and block numbers for the different building types is not equal across education phases. Building type GIFA and block information has been analysed by education phase below.

## Nursery

For nursery, 46% of GIFA and blocks are post 1976 which is the highest proportion of all education phases. 15% of GIFA is 1945-1966 and 14% of GIFA is 1967-1976 which are both the lowest of all education phases and significantly below the respective averages of 25% and 23%. Inter war is 9% of GIFA and slightly above the average of 8%. Temporary premises are 2% of GIFA which is joint lowest with other education phases and the same as the average. Pre 1919 is the same as the average at 13% of GIFA.

Nursery				
Building Types	Sum of Gross Internal Floor Area		Education Blocks	
	Total (m2)	% of Total	Total Number	% of Total
Pre 1919	36,403	13%	64	11%
Inter War	25,218	9%	51	8%
From 1945 to 1966	42,059	15%	75	12%
From 1967 to 1976	38,975	14%	97	16%
Post 1976	126,717	46%	277	46%
Temporary premises	4,228	2%	42	7%
<b>Totals</b>	<b>273,600</b>		<b>606</b>	

Table 4: Breakdown of Nursery GIFA, blocks and establishments surveyed under the PDSP by building type

Source: PDSP 2014

## Primary

Primary has the second highest proportion of pre 1919 at 19% of GIFA which is higher than the average of 13%. 1945-1966 is 22% of GIFA and post 1976 is 26% of GIFA which are both below their respective averages of 25% and 30%. 1967-1976, temporary premises and inter war are the same as the average at 23%, 2% and 8% of GIFA respectively.

Primary				
Building Types	Sum of Gross Internal Floor Area		Education Blocks	
	Total (m2)	% of Total	Total Number	% of Total
Pre 1919	5,014,751	19%	6,369	17%
Inter War	2,129,030	8%	1,832	5%
From 1945 to 1966	5,774,546	22%	5,317	14%
From 1967 to 1976	6,112,864	23%	6,859	19%
Post 1976	6,865,134	26%	11,119	30%
Temporary premises	604,164	2%	5,439	15%
<b>Totals</b>	<b>26,500,489</b>		<b>36,935</b>	

Table 5: Breakdown of Primary GIFA, blocks and establishments surveyed under the PDSP by building type

Source: PDSP 2014

## Secondary

Secondary has the highest proportion of 1945-1966 of all education phases at 28% of GIFA which is above the average of 25%. Post 1976 is 33% of GIFA and above the average of 30%. Pre 1919 is the lowest of all education phases at 6% of GIFA and the average is 13%. Inter war at 7% of GIFA is also below the average of 8%. 1967-1976 is 23% of GIFA and temporary premises is 2% of GIFA which are both the same as the average.

Secondary				
Building Types	Sum of Gross Internal Floor Area		Education Blocks	
	Total (m2)	% of Total	Total Number	% of Total
Pre 1919	1,488,162	6%	989	5%
Inter War	1,708,367	7%	814	4%
From 1945 to 1966	6,602,225	28%	3,461	18%
From 1967 to 1976	5,416,198	23%	3,925	21%
Post 1976	7,792,166	33%	7,022	37%
Temporary premises	436,923	2%	2,663	14%
<b>Totals</b>	<b>23,444,041</b>		<b>18,874</b>	

**Table 6: Breakdown of Secondary GIFA, blocks and establishments surveyed under the PDSP by building type**

Source: PDSP 2014

## All Through

All through has the highest proportion of inter war at 10% of GIFA against an average of 8%. Pre 1919 is 18% of GIFA which is above the average of 13%. Temporary premises at 2% of GIFA is average and the joint lowest proportion of all education phases. 1945-1966 at 24% of GIFA, 1967-1976 at 18% of GIFA and post 1976 at 28% of GIFA are all below the respective averages of 25%, 23% and 30%.

<b>All Through</b>				
<b>Building Types</b>	<b>Sum of Gross Internal Floor Area</b>		<b>Education Blocks</b>	
	<b>Total (m2)</b>	<b>% of Total</b>	<b>Total Number</b>	<b>% of Total</b>
Pre 1919	53,962	18%	27	11%
Inter War	30,959	10%	14	6%
From 1945 to 1966	73,941	24%	39	16%
From 1967 to 1976	55,686	18%	50	20%
Post 1976	84,400	28%	86	35%
Temporary premises	5,436	2%	30	12%
<b>Totals</b>	<b>304,385</b>		<b>246</b>	

Table 7: Breakdown of All Through GIFA, blocks and establishments surveyed under the PDSP by building type

Source: PDSP 2014

## Other - Special

Other – special has the highest proportion of 1967-1976 at 26% of GIFA and is 3% greater than the average of 23%. Other - special also has the joint highest proportion of temporary premises and is above the average at 3% of GIFA. Post 1976 is the second highest of all education phases at 34% of GIFA of which the average is 30%. Pre 1919 at 14% of GIFA is slightly above the average of 13%. Inter war at 3% of GIFA is the lowest of all education phases and lower than the average of 8%. 1945-1966 at 19% of GIFA is below the average of 25%.

Other - Special				
Building Types	Sum of Gross Internal Floor Area		Education Blocks	
	Total (m2)	% of Total	Total Number	% of Total
Pre 1919	277,713	14%	277	10%
Inter War	67,502	3%	94	3%
From 1945 to 1966	386,345	19%	413	15%
From 1967 to 1976	521,858	26%	546	19%
Post 1976	686,975	34%	1,019	36%
Temporary premises	56,837	3%	491	17%
<b>Totals</b>	<b>1,997,230</b>		<b>2,840</b>	

**Table 8: Breakdown of Other - Special GIFA, blocks and establishments surveyed under the PDSP by building type**

Source: PDSP 2014

## Other – PRU/AP

Other – PRU/AP has the highest proportion of pre 1919 at 26% of GIFA which is twice the average. Other – PRU/AP has the joint highest proportion of 1967-1976 at 26% of GIFA and temporary premises at 3% of GIFA, the respective averages are 23% and 2%. 20% of GIFA is post 1976 which is the lowest proportion for all education phases and below the average of 30%. Inter war GIFA of 5% and 1945-1966 GIFA at 20% are both lower than the respective averages of 8% and 25%.

Other - PRU/AP				
Building Types	Sum of Gross Internal Floor Area		Education Blocks	
	Total (m2)	% of Total	Total Number	% of Total
Pre 1919	68,253	26%	105	23%
Inter war	12,525	5%	26	6%
From 1945 to 1966	51,842	20%	82	18%
From 1967 to 1976	67,068	26%	101	22%
Post 1976	50,545	20%	97	21%
Temporary premises	7,890	3%	55	12%
<b>Totals</b>	<b>258,123</b>		<b>466</b>	

Table 9: Breakdown of Other – PRU/AP GIFA, blocks and establishments surveyed under the PDSP by building type

Source: PDSP 2014

## The picture of school condition need

The data collected under the PDSP has provided a picture of the condition need at education establishments nationally.

59,967 blocks at 18,830 education establishments have been surveyed to assess the condition need of each block. Within each block, 49 parts of the building fabric have been assessed and records created with a grade allocated to each according to the following descriptors:

- Grade A – Good – Performing as intended and operating efficiently
- Grade B – Satisfactory – Performing as intended but exhibiting minor deterioration
- Grade C – Poor – Exhibiting major defects and/or not operating as intended
- Grade D – Bad – Life-expired and/or serious risk of imminent failure

The condition grades are allocated at the time of survey and have not been amended to reflect any subsequent repair works that have been undertaken since then. The allocation of a grade does not indicate that it will have an adverse impact on the operation of an establishment e.g. redecorations may be recorded as grade D but this would not have an impact on the operation of a school.

For the purposes of this report, condition need associated with external areas and playing fields elements has been excluded as this would distort the condition need per m<sup>2</sup> used for comparing need within regions, education phase and building type.

A total of 2,497,143 building records have been generated from surveys through the PDSP. Each record has a grade allocated to it and the breakdown is as follows:

- Grade A – 1,468,515 records (58.8%)
- Grade B – 874,641 records (35.0%)
- Grade C – 142,669 records (5.7%)
- Grade D – 11,318 records (0.5%)

For each record graded at B, C and D, a need factor is allocated to provide an assessment of the condition need. The need factor allocated is not a direct assessment of the cost of repair works at a particular establishment but is used as an indicator. The need allocated to all the records with grades B, C and D form the combined total condition need for the estate. The proportion of the total condition need for each grade as a proportion of the overall condition need is 52% for grade B, 39% for grade C and 9% for grade D.

Of the 59,967 blocks surveyed, 3,039 blocks have all survey records graded A and have no condition need.

## School condition need regionally

The data collected under the PDSP has been analysed to provide an understanding of school condition within the nine regions.

The total need has been analysed against the gross internal floor area (GIFA) for each region to provide an assessment of the need relative to other regions and the difference between the lowest and highest condition need per m2 is £55. The East of England has the highest need per m2 at 21% more than the average. The next highest is the South East which has a need 17% more than average. East Midlands and London have a similar need at 6% and 5% respectively. West Midlands has a need -2% from the average, North East -5% from the average and Yorkshire and the Humber -12% from the average. The North West has the lowest need compared to the average at -30%.

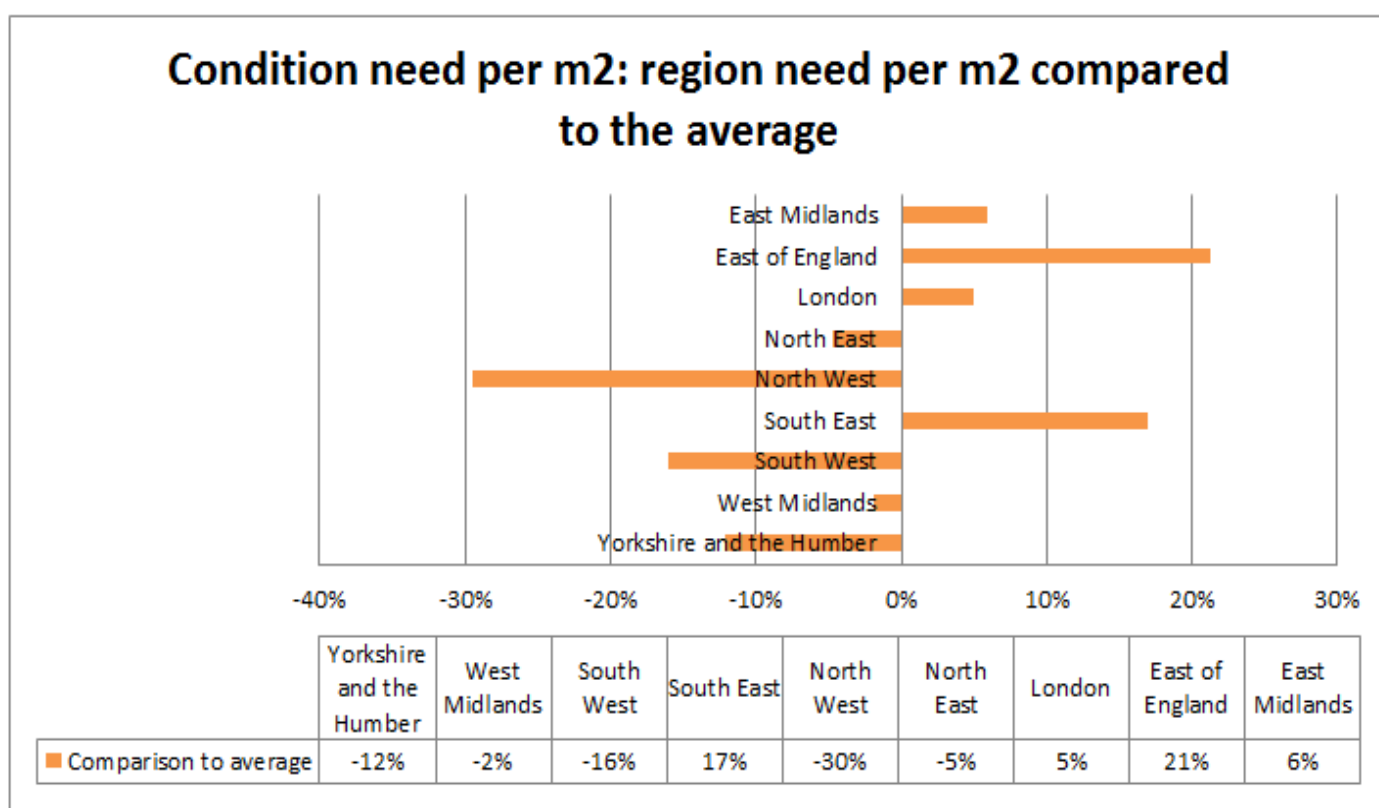


Figure 10: Condition need per m2: region need per m2 compared to the average

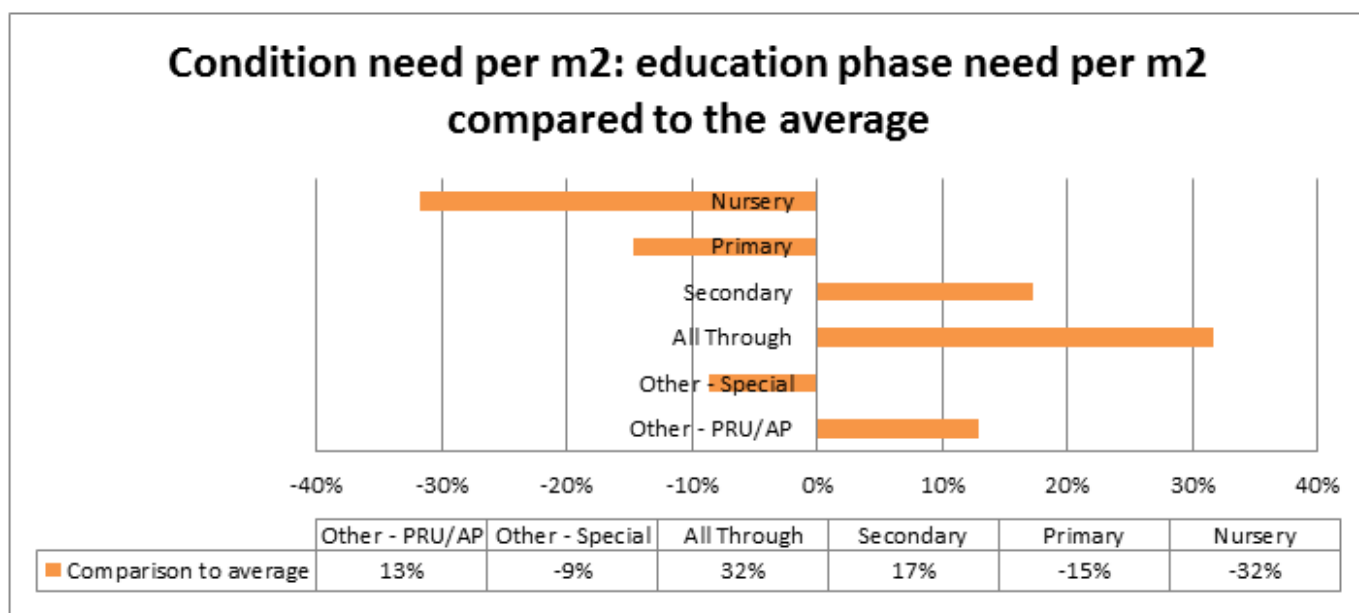
Source: PDSP 2014



## School condition need by education phase

The data collected under the PDSP has been analysed to provide an understanding of school condition within the six education phases.

The total need has been analysed against the gross internal floor area (GIFA) for each education phase to provide an assessment of the need relative to other education phase. The difference between the lowest and highest condition need per m2 is £69. All through has the highest need per m2 at 32% more than the average and the next highest is secondary at 17% more than the average. Other – PRU/AP is 13% more than the average but other – special, primary and nursery have a condition need per m2 lower than the average at -9%, -15% and -32% respectively.



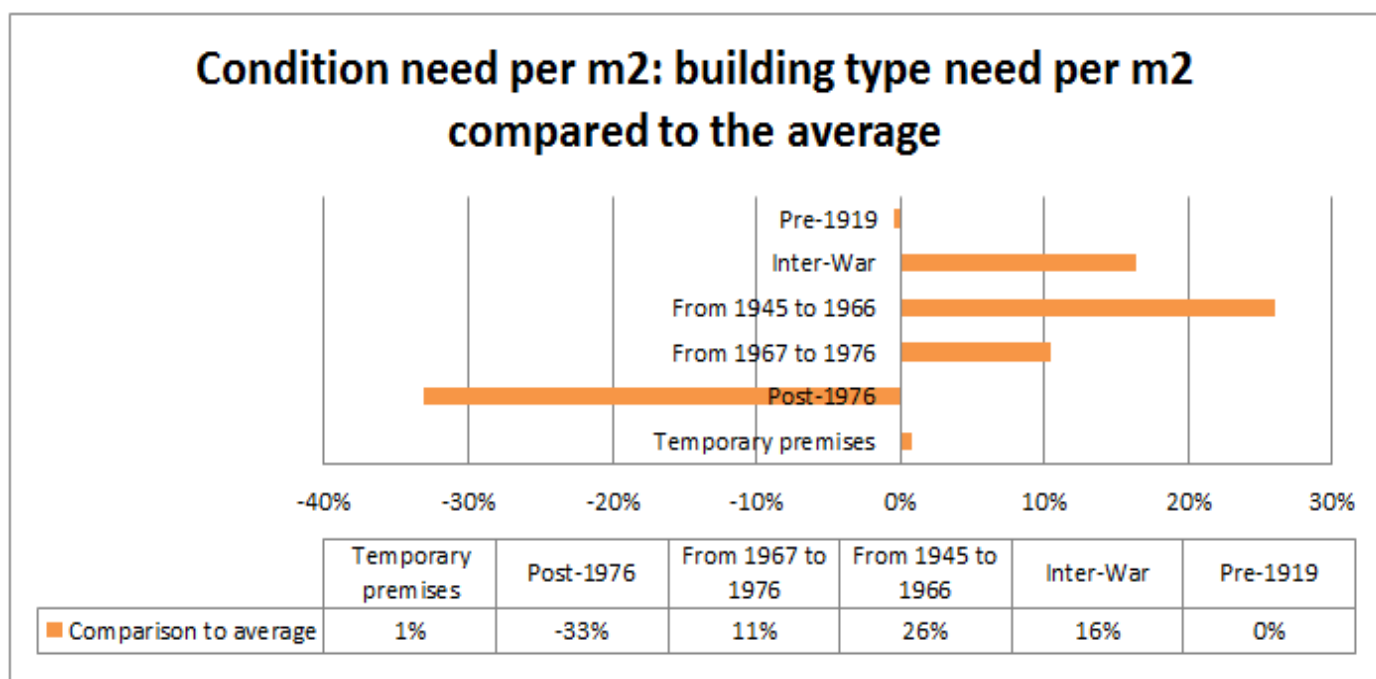
**Figure 11: Condition need per m2: education phase need per m2 compared to the average**

Source: PDSP 2014

## School condition need by building type

The data collected under the PDSP has been analysed to provide an understanding of school condition within the six building types.

The total need for each building type has been analysed against the gross internal floor area (GIFA) for that building type to provide an assessment of the need relative to other building types. The difference between the lowest and highest condition need per m2 is £64. 1945-1966 has the most need with a need 26% more than the average followed by inter war at 16% more than the average and then 1967-1976 at 11% more than the average. Temporary premises have a need 1% more than the average and pre 1919 have an average need. Post 1976 has the lowest level of need at -33% compared to the average.



**Figure 12: Condition need per m2: building type need per m2 compared to the average**

Source: PDSP 2014

# Data Collection

## Property Data Survey background

As part of the Government's response to the Review of Education Capital (the James Review), the Secretary of State for Education announced in July 2011 that work should commence to collate up-to-date and accurate information on the building condition of the education estate.

The Property Data Survey Programme (PDSP) was established to enable the collection of this condition data. Following the July 2011 announcement, Partnerships for Schools (PfS) was asked to lead on the delivery of the national programme to obtain condition data for educational establishments throughout England to inform capital funding allocations. (The responsibilities of PfS transferred to the Education Funding Agency (EFA), a new executive agency of the Department for Education (DfE) on 1st April 2012.)

## Summary of Property Data Survey methodology

The programme consists of a series of high-level surveys of educational establishments in England. These surveys provide detailed information on the condition of the school estate, which will allow us to allocate funding where it is most needed.

The EFA commissioned three national firms – Capital Symonds, EC Harris and David Langdon – to carry out the Property Data Survey (PDS) on a regional basis.

The first phase of surveying work started in schools, academies and colleges in June 2012 and was completed in November 2013. The Secretary of State for Education then commissioned surveys of the remaining in-scope schools during 2014. The survey was completed in August 2014.

The programme also set up an asset management software (AMS) system. This database enables ministers and officials to understand and analyse the information that has been collected.

The Property Data Surveys (PDS) have been developed to provide a cost-effective method of obtaining consistent condition data. PDS are typically more high-level and less intrusive than traditional full Building Condition and Compliance Surveys that local authorities, trusts, voluntary-aided (VA) bodies and education establishments use. The PDS excludes any assessment with regards to sufficiency, suitability and compliance considerations.

Buildings at each educational establishment are divided into 'blocks' generally identified by the age of construction or building type. Where establishments have a split-site arrangement, reports detail the blocks on each site and then the school as a whole.

A total of 12 common building elements (e.g. roofs, floors/stairs, ceilings, etc.) are visually assessed and the condition of the sub-element is assessed with regard to Condition Grade and

Priority Rating. The assessment also captures the percentage composition of each construction type for each sub-element (where applicable). These construction types are from a standard list and best represent the building or mechanical and electrical component found on the site. This information is not designed to specify maintenance works required, but identify condition and priority assessments at a more detailed level to inform planning.

The condition grades and priority ratings are defined as follows:

Condition grade	Definition
A Good	Performing as intended and operating efficiently
B Satisfactory	Performing as intended but exhibiting minor deterioration
C Poor	Exhibiting major defects and/or not operating as intended
D Bad	Life-expired and/or at serious risk of imminent failure

Priority rating	Definition
Priority 1	Immediate or year 1 remedial action required
Priority 2	Year 1-2 remedial action required
Priority 3	Year 3-5 remedial action required

Condition need is calculated automatically by the AMS by combining the survey data inputted by the three surveying organisations with the independently audited need model developed for the PDSP, and adjusting for location factors. The calculated condition need is used for assessment of relative PDS condition need and not to establish actual costs for addressing identified need.

The surveyors and engineers undertaking the PDS had no involvement in the calculation of need factors or need.

The following types of education establishments, identified by phase, all receive funding from either central government directly or via local authorities and are within the scope of the PDSP and have been surveyed:

- Nursery schools
- Primary phase schools: Infant, Junior, Primary, Middle Deemed Primary.
- Secondary phase: Middle Deemed Secondary, Secondary e.g. 11-16, 11-18, Sixth Form Centres, Sixth Form Colleges and Special Colleges.
- Other schools: Special schools, Short stay/Pupil referral units, Secure units, Service Children’s Education.

## Exclusions from scope

The following education establishments are excluded from the PDSP

- Modernised Schools - Modernised schools are defined as those which have received investment from any source, including BSF or PFI investment which means that they are:
  - new (meaning additional) schools built since 2004-(i.e. completed after 1<sup>st</sup> August 2004),
  - existing schools which have had a cumulative 80% or more of the total floor area of the resultant school building replaced or refurbished (including any additional buildings) since 2004-2005 (completed after 31<sup>st</sup> August 2004), or
  - In a PFI project which includes maintenance of the whole school, irrespective of the level of initial investment.
- Centrally Sponsored Programmes of School Renewal or Replacement – schools that have been built and renewed or are planned to be built or renewed as part of the following central programmes:
  - a) Building Schools for the Future
  - b) One School Pathfinder Programme
  - c) Academies Programme
  - d) Priority Schools Building Programme
- Independent Specialist Providers (ISPs)
- Further Education Colleges (FE Colleges)

The total number of excluded establishments is 3,251 which is 15% of all educational establishments. As a result of these exclusions, the PDSP data will not represent the educational estate built since 2004. Whilst this element of the educational estate may be suffering from condition related problems it is considered that these will be of a minor nature in comparison with schools that have not had any investment.

## Summary of quality assurance measures

To ensure that the Property Data Survey Programme data is consistent, accurate and as robust as possible, the programme has been subject to quality assurance (QA) throughout with processes for survey methodology, survey scope, survey outputs, need model and condition need. Key features of the QA include:

- Surveying Organisations activities managed by a robust and formalised Quality System to a relevant industry certification (ISO 9000 series etc.) with quality assurance procedures throughout the pre-survey, survey and post survey stages of the PDSP

- Minimum requirements for project surveyors to have 3 years' experience assessing building element condition of educational establishments. Managing surveyors to be MRICS qualified building surveying practitioners
- Independently from the quality assurance procedures and auditing undertaken by the Surveying Organisations the EFA undertook their own quality and data consistency auditing. All surveys are subject to a defined quality review process (QRP) incorporating import validation criteria and outlier and validation analysis on a rolling basis throughout the programme. In addition, 7.5% of all surveys within the PDSP are audited (by desktop, shadow or revisit audit). Only once all EFA QA is complete is a survey allocated a QRP 'tag'.
- The need model was developed in conjunction with cost consultants Gardiner & Theobald, using rates from their extensive cost database in conjunction with data drawn directly from the Building Cost Information Service (BCIS) database. The Royal Institution of Chartered Surveyors, who BCIS are a part of, were consulted in the development of the need model and were commissioned to carry out an audit of the need model in Autumn 2013.

## Summary of representation exercise

In order to ensure Property Data Survey (PDS) data was accurate, a data release project was initiated in March 2014 as part of the PDSP Programme. The objective of the data release was to provide educational establishment level PDS reports to bodies responsible for building maintenance of these establishments, giving them opportunity to share data with individual institutions and review the reports.

Local authorities, diocesan boards and multi-academy trusts were issued PDS reports for all the educational establishments they represented at the time, while standalone single academy trusts, sixth form colleges and non-maintained special schools were issued with reports directly.

Local authorities, trusts, VA bodies and education establishments were encouraged to provide feedback and raise queries by making representations to EFA via collaborative response teams provided by a number of external organisations, including the same surveying organisations that carried out the PDS surveys.

Representations were invited and any significant inaccuracies, or major changes since the surveys were carried out, were considered. To retain consistency within the programme, a bar was set for considering representations, so that only exceptional adjustments were considered for amendment of PDS data and subsequent allocations. Full details of the criteria were included in emails containing links to the PDS reports. 5,457 representations were received.

As a result of representations received, 100 surveys have received a data amendment and 84 education establishments have been re-surveyed.





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