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## CHILDREN, EDUCATION AND SKILLS

# Summary statistics for schools in Scotland

No. 7: 2016 Edition  
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This annual statistical publication provides information on:

- The annual census of **pupils** and **teachers** in publicly funded schools in Scotland, conducted on 21 September 2016
- Information on **early learning and childcare** provision in Scotland, collected in the week commencing 19 September 2016
- **School estate** survey data for financial year 2015-16, for all schools open on 1 April 2016

**The statistics in this bulletin supersede all previously published statistics.**

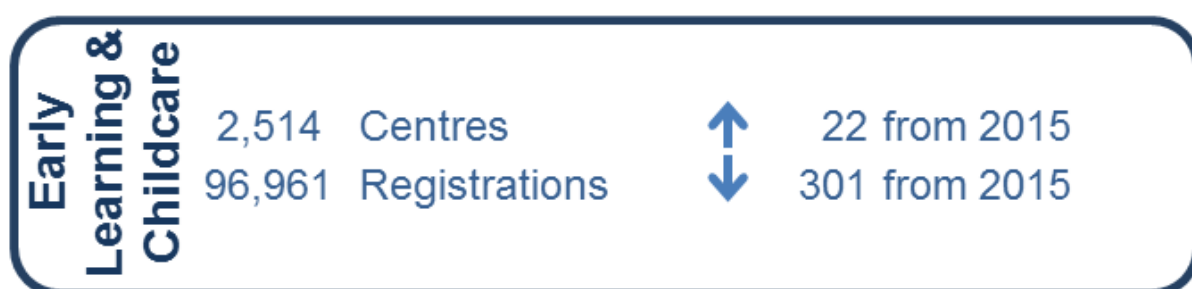
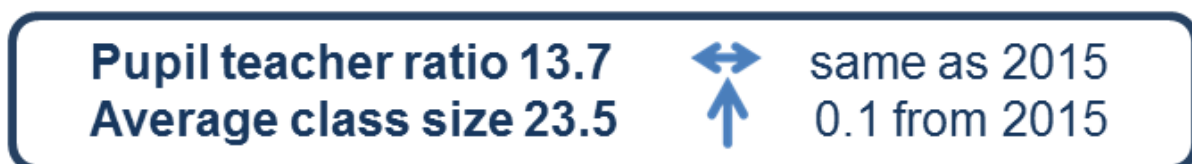
Supplementary data tables can be found at:

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets>

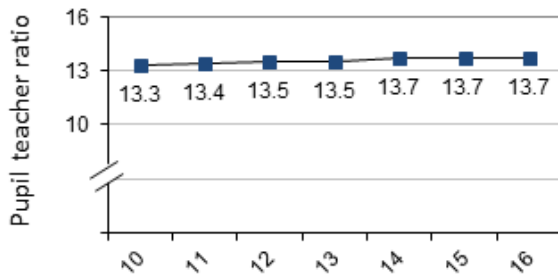
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## Summary statistics for schools in Scotland 2016



### Pupil teacher ratios for publicly funded schools, 2010 to 2016

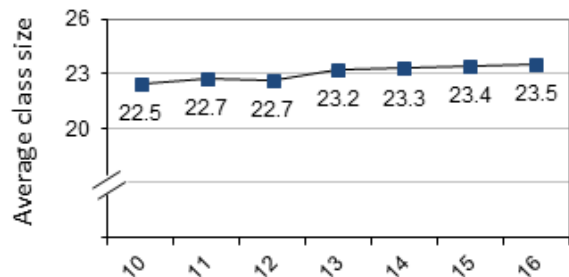


The PTR in all publicly funded schools has remained the same this year (13.7 in 2016 and 2015)

### Average class size in primary, 2010 to 2016

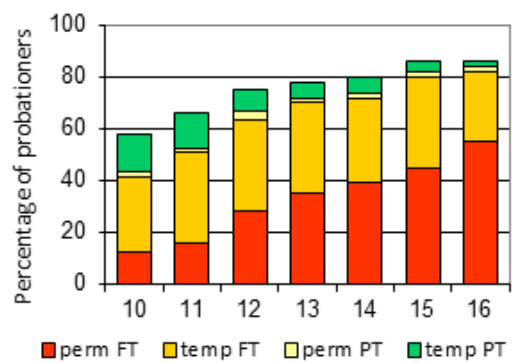
Overall average class size in primary has remained at a similar level to last year; it was 23.4 in 2015 and is 23.5 in 2016

Average class size for pupils in P1-P3 in 2016 is the same as in 2015: 23.3

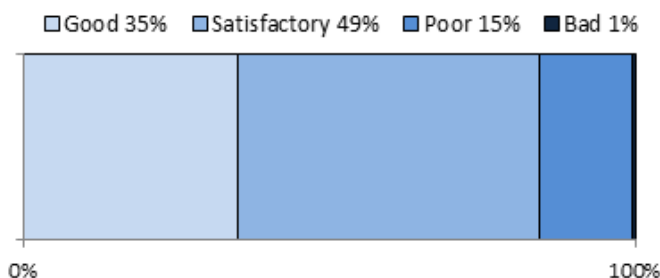


### Employment of post-probationers in publicly funded schools, 2010 to 2016

The percentage of teachers from the probationer induction scheme in employment the following year has increased from 58% in 2010 to 87% in 2016



### Pupils by condition of schools, 2016

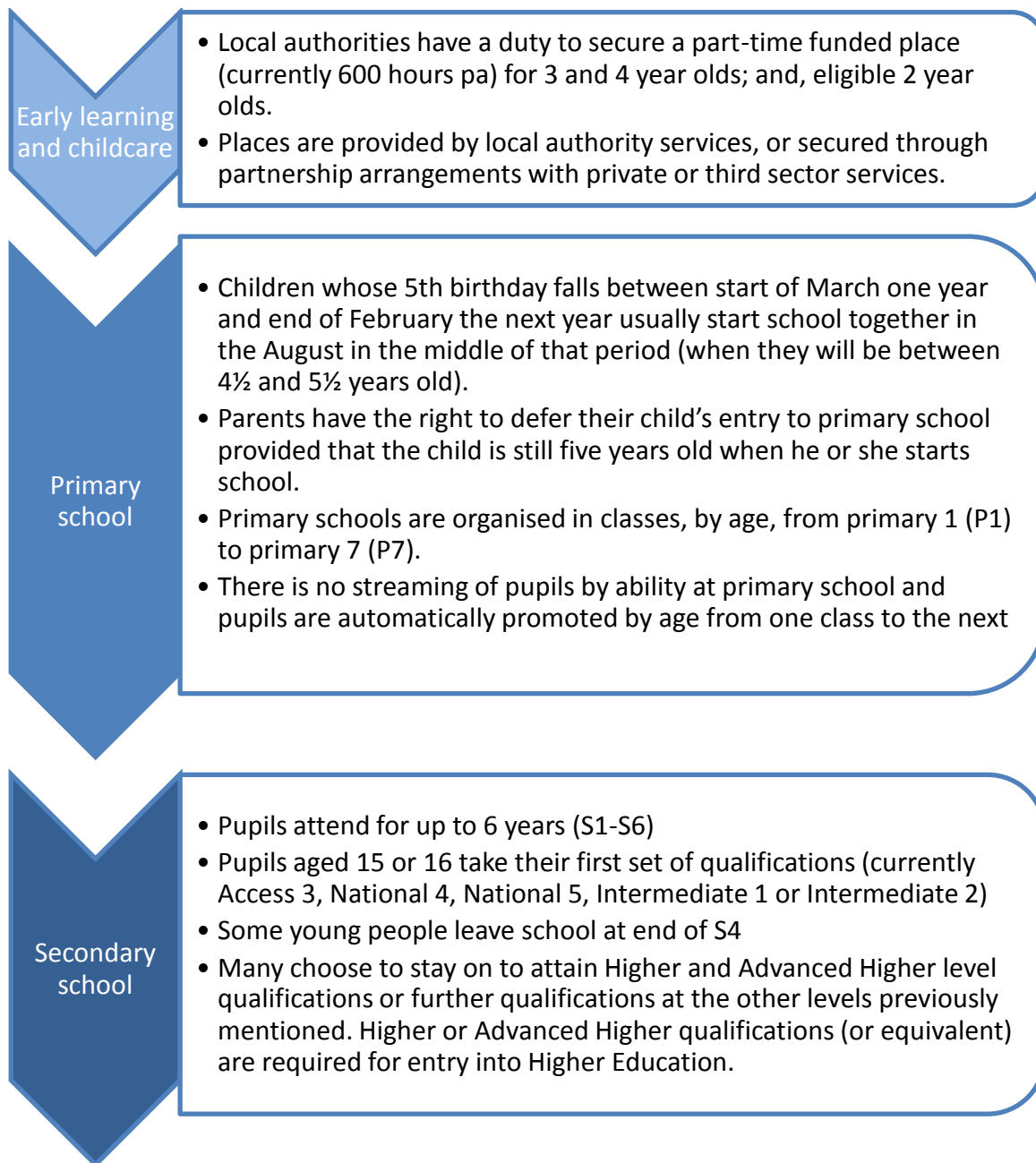


The proportion of pupils reported as being in schools of good or satisfactory condition has increased from 82% in April 2010 to 84% in April 2016

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# 1. Introduction

This publication brings together a wide range of information on school education and early learning and childcare provision in Scotland and covers: pupils, teachers, children in early learning and childcare, and school buildings.



## Special schools

- Most children with additional support needs are educated in mainstream schools but some with complex or specific needs are educated in special schools.
- Special schools cover both primary and secondary education.

## Teachers

- Primary and secondary school teachers have either a 4 year degree including or concurrent with a teaching qualification, or have completed a Professional Graduate Diploma in Education (PGDE) following a degree.
- Students graduating with a teaching qualification from a Scottish university are guaranteed a one year probationary teaching post in a local authority school. Teachers in this first year after training are referred to as “probationers” in this publication.

## School estates

- Information is collected on the condition and suitability of the school estate. Information is used at both national and local level to inform targets, spending decisions, support monitoring and evaluation of progress over time and support assessments of value for money.

## 2. Overview

**781,376** children

- 96,961 registrations in 2,514 early learning & childcare centres
- 396,697 pupils in 2,031 primary schools
- 280,983 pupils in 359 secondary schools
- 6,735 pupils in 141 special schools

**50,970** teachers (full-time equivalent, including ELC)

**13.7** pupil teacher ratio in schools

Overall, pupil numbers and teacher numbers have both increased this year, although the Pupil Teacher Ratio (PTR) in publicly funded schools remained at 13.7. The rise in teacher numbers was due to a substantial increase in the number of teachers in primary schools. This resulted in the primary PTR improving from 16.7 to 16.6. The number of early learning & childcare, secondary, special and centrally employed teachers reduced, but these reductions were not of the same magnitude as the increase in primary teachers. The PTR for both secondary and special schools remained the same as in 2015 (12.2 and 3.6 respectively).

**Table 2.1: Schools, pupils, teachers and pupil teacher ratios (PTR) for all publicly funded schools by school sector, 2010 to 2016**

	2010	2011	2012	2013	2014	2015 <sup>(2)</sup>	2016
<b>Schools</b>							
ELC <sup>(1)</sup>	2,586	2,553	2,551	2,504	2,449	2,492	2,514
Primary	2,099	2,081	2,064	2,056	2,048	2,039	2,031
Secondary	372	367	365	364	362	361	359
Special	163	158	155	149	145	144	141
<b>Pupils</b>							
ELC <sup>(1)</sup>	92,030	94,840	98,195	102,871	101,463	97,262	96,961
Primary	365,326	366,429	370,680	377,382	385,212	391,148	396,697
Secondary	301,007	297,109	293,562	289,164	284,762	281,939	280,983
Special	6,800	6,973	6,976	6,984	6,981	6,920	6,735
Total (excluding ELC)	673,133	670,511	671,218	673,530	676,955	680,007	684,415
<b>Teachers</b>							
ELC <sup>(1)</sup>	1,524	1,461	1,386	1,288	1,200	1,038	985
School based	49,784	49,026	48,691	48,620	48,335	48,395	48,746
Primary	23,095	22,813	22,685	22,905	22,960	23,425	23,920
Secondary	24,776	24,241	23,980	23,695	23,401	23,059	22,957
Special	1,913	1,973	2,026	2,020	1,974	1,911	1,869
Centrally employed (school)	714	881	1,176	1,170	1,186	1,283	1,239
Total school (excluding ELC)	50,498	49,907	49,867	49,790	49,521	49,679	49,985
Total (including ELC)	52,022	51,368	51,253	51,078	50,720	50,717	50,970
<b>Pupil Teacher Ratios</b>							
Publicly funded schools <sup>(3)</sup>	13.3	13.4	13.5	13.5	13.7	13.7	13.7
Total based in schools <sup>(4)</sup>	13.5	13.7	13.8	13.9	14.0	14.1	14.0
Primary	15.8	16.1	16.3	16.5	16.8	16.7	16.6
Secondary	12.1	12.3	12.2	12.2	12.2	12.2	12.2
Special	3.6	3.5	3.4	3.5	3.5	3.6	3.6

(1) ELC centre count includes local authority and partnership centres, and ELC teacher figures include ELC home visiting. 2010, 2011, 2012 ELC and primary figures were revised in 2013. See background note 4.

(2) 2015 primary school and pupil figures were updated in February 2016. See background note 2 for details.

(3) All school-based and centrally employed teachers contribute to this ratio. Includes grant aided pupils and teachers.

(4) Excludes centrally employed teachers.

### 3. Teachers

**50,970** teachers in publicly funded schools and ELC centres (including centrally employed), compared to 50,717 in 2015

**13.7** Pupil teacher ratio in local authority schools  
- same as in 2015

**87%** of teachers on the 2015/16 probationer induction scheme were in employment in September 2016

**Table 3.1: Publicly funded teachers (FTE) by sector and local authority, 2016**

	ELC <sup>(1)</sup>	School				Total (incl. ELC)
		Primary School	Secondary School	Special School	Centrally employed	
Aberdeen City	58	804	712	63	24	1,662
Aberdeenshire	44	1,362	1,192	51	50	2,698
Angus	8	557	545	0	22	1,132
Argyll & Bute	10	403	423	11	4	851
Clackmannanshire	13	279	226	20	3	541
Dumfries & Galloway	19	651	687	7	122	1,485
Dundee City	30	648	629	56	34	1,397
East Ayrshire	12	546	530	59	14	1,162
East Dunbartonshire	30	517	615	52	33	1,247
East Lothian	44	439	447	0	27	957
East Renfrewshire	28	545	648	31	3	1,255
Edinburgh City	137	1,540	1,408	172	92	3,350
Na h-Eileanan Siar	2	153	158	0	10	324
Falkirk	20	751	777	59	18	1,625
Fife	53	1,780	1,570	73	72	3,548
Glasgow City	72	2,402	1,974	337	157	4,942
Highland	18	1,081	1,144	42	87	2,373
Inverclyde	6	332	355	45	4	742
Midlothian	21	409	395	35	33	894
Moray	14	412	401	0	35	862
North Ayrshire	14	653	625	39	54	1,385
North Lanarkshire	46	1,620	1,577	217	60	3,521
Orkney Islands	10	120	129	0	10	270
Perth & Kinross	41	677	618	18	16	1,370
Renfrewshire	26	749	767	81	36	1,658
Scottish Borders	23	463	472	0	118	1,075
Shetland Islands	8	153	154	0	11	326
South Ayrshire	41	491	494	24	33	1,084
South Lanarkshire	65	1,528	1,514	151	10	3,267
Stirling	10	432	470	18	22	953
West Dunbartonshire	11	442	418	46	23	939
West Lothian	50	958	833	108	0	1,949
All local authorities	985	23,899	22,906	1,814	1,239	50,842
Grant aided	0	21	51	55	0	127
Total	985	23,920	22,957	1,869	1,239	50,970

(1) Includes partnership ELC centres, and teachers in ELC centres whether centre-based, centrally employed or home visiting.



Table 3.2 shows that total teacher numbers (including ELC, primary, secondary, special and centrally employed teachers) across all publicly funded schools in Scotland decreased between 2010 and 2014, before stabilising in 2015 and increasing in 2016. Although the total FTE for 2016 has increased since 2015, this is not the case for each local authority. In 20 local authorities the number of teachers has either been maintained or increased, with the largest increase being eight per cent in Clackmannanshire. Twelve local authorities saw a decrease this year, with the largest decrease being two per cent in Moray.

**Table 3.2: Teachers in publicly funded early learning and childcare and schools, by local authority, 2010 to 2016**

	2010	2011	2012	2013	2014	2015	2016
Aberdeen City	1,677	1,692	1,696	1,687	1,707	1,685	1,662
Aberdeenshire	2,741	2,642	2,638	2,701	2,700	2,712	2,698
Angus	1,199	1,173	1,156	1,157	1,143	1,144	1,132
Argyll & Bute	909	874	871	868	878	847	851
Clackmannanshire	500	495	494	509	510	502	541
Dumfries & Galloway	1,605	1,568	1,570	1,533	1,520	1,504	1,485
Dundee City	1,511	1,472	1,461	1,436	1,407	1,408	1,397
East Ayrshire	1,219	1,198	1,169	1,155	1,150	1,162	1,162
East Dunbartonshire	1,233	1,193	1,186	1,211	1,222	1,232	1,247
East Lothian	975	978	970	954	953	966	957
East Renfrewshire	1,229	1,222	1,224	1,242	1,224	1,241	1,255
Edinburgh City	3,320	3,274	3,302	3,344	3,281	3,324	3,350
Na h-Eileanan Siar	369	365	353	344	324	326	324
Falkirk	1,565	1,576	1,590	1,596	1,603	1,603	1,625
Fife	3,646	3,576	3,574	3,596	3,529	3,544	3,548
Glasgow City	4,981	5,080	5,069	4,888	4,883	4,838	4,942
Highland	2,465	2,408	2,376	2,365	2,360	2,381	2,373
Inverclyde	797	766	768	745	732	742	742
Midlothian	850	848	849	867	880	890	894
Moray	920	894	903	885	887	881	862
North Ayrshire	1,387	1,387	1,348	1,374	1,363	1,359	1,385
North Lanarkshire	3,658	3,614	3,597	3,575	3,523	3,465	3,521
Orkney Islands	270	252	254	259	265	266	270
Perth & Kinross	1,391	1,391	1,381	1,382	1,374	1,378	1,370
Renfrewshire	1,614	1,597	1,617	1,610	1,607	1,621	1,658
Scottish Borders	1,152	1,158	1,157	1,133	1,089	1,072	1,075
Shetland Islands	400	373	357	340	330	331	326
South Ayrshire	1,174	1,120	1,136	1,120	1,102	1,104	1,084
South Lanarkshire	3,198	3,227	3,230	3,253	3,225	3,246	3,267
Stirling	980	963	945	942	943	928	953
West Dunbartonshire	946	923	906	918	921	931	939
West Lothian	1,986	1,914	1,952	1,939	1,935	1,944	1,949
All local authorities	51,866	51,212	51,100	50,932	50,568	50,576	50,842
Grant aided	157	156	153	145	153	141	127
Total	52,022	51,368	51,253	51,078	50,720	50,717	50,970

Table 3.3 shows pupil teacher ratios (PTRs) in publicly funded schools, giving a measure of the size of the workforce compared with the pupil population. The PTR improved, with fewer pupils per teacher, between 2005 and 2008. From 2008 it increased gradually to reach 13.5 in 2012. It remained at this level in 2013 but increased slightly in 2014 to 13.7, partly due to the increase in pupils in the primary sector, and only a small increase in primary teachers. Although pupil numbers have increased further since 2014, the total number of teachers increased in 2016, meaning the PTR has remained at 13.7.

The Attainment Scotland Fund is a targeted initiative focused on supporting pupils in the local authorities and schools of Scotland with the highest concentrations of deprivation. At the time of the census in September 2016, 160 FTE teachers were funded through this initiative. The national PTR excluding these teachers was 13.7, the same as the equivalent ratio from the previous year.

PTRs have varied between local authorities over time. The largest increases in PTRs this year were in Aberdeen City and Moray, the largest decreases (improvements) in PTRs were in Clackmannanshire, North Ayrshire, North Lanarkshire and Renfrewshire.

**Table 3.3: Pupil teacher ratios in publicly funded schools (all sectors excluding ELC), by local authority, 2010 to 2016<sup>(1)</sup>**

	2010	2011	2012	2013	2014	2015 <sup>(2)</sup>	2016
Aberdeen City	13.6	13.4	13.5	13.5	13.6	13.6	14.0
Aberdeenshire	13.0	13.4	13.4	13.3	13.5	13.3	13.4
Angus	13.0	13.2	13.2	13.1	13.3	13.2	13.3
Argyll & Bute	12.6	12.9	12.5	12.4	12.2	12.4	12.3
Clackmannanshire	13.8	13.6	13.7	13.5	13.3	13.4	12.5
Dumfries & Galloway	12.5	12.7	12.5	12.7	12.7	12.7	12.7
Dundee City	11.8	12.1	12.3	12.6	12.9	13.0	13.2
East Ayrshire	13.6	13.7	14.0	14.0	14.0	13.9	13.9
East Dunbartonshire	13.3	13.6	13.7	13.6	13.6	13.6	13.5
East Lothian	14.4	14.4	14.8	15.1	15.2	15.1	15.4
East Renfrewshire	13.6	13.7	13.5	13.4	13.7	13.7	13.7
Edinburgh City	14.1	14.3	14.2	14.3	14.9	14.9	15.1
Na h-Eileanan Siar	9.9	9.8	10.2	10.1	10.4	10.3	10.5
Falkirk	13.4	13.4	13.4	13.4	13.5	13.5	13.5
Fife	13.4	13.7	13.7	13.7	14.0	14.0	14.1
Glasgow City	13.4	13.1	13.1	13.6	13.6	13.8	13.8
Highland	13.0	13.2	13.2	13.2	13.2	13.1	13.1
Inverclyde	13.5	13.8	13.6	13.8	13.8	13.5	13.5
Midlothian	14.3	14.4	14.6	14.2	14.2	14.2	14.2
Moray	13.3	13.5	13.4	13.7	13.7	13.7	14.1
North Ayrshire	13.8	13.7	14.0	13.7	13.7	13.6	13.3
North Lanarkshire	13.6	13.8	13.9	13.9	14.2	14.4	14.1
Orkney Islands	10.6	11.0	11.0	10.6	10.5	10.4	10.4
Perth & Kinross	13.0	12.9	13.1	13.1	13.3	13.3	13.6
Renfrewshire	14.9	14.9	14.6	14.8	14.7	14.6	14.3
Scottish Borders	13.3	13.2	13.2	13.3	13.7	13.8	13.8
Shetland Islands	8.6	9.2	9.5	9.7	10.0	10.0	10.2
South Ayrshire	12.8	13.2	13.0	13.1	13.2	13.2	13.4
South Lanarkshire	13.9	13.7	13.7	13.6	13.7	13.7	13.7
Stirling	13.0	13.2	13.4	13.1	13.2	13.4	13.2
West Dunbartonshire	13.3	13.6	13.7	13.6	13.6	13.5	13.4
West Lothian	13.5	14.0	14.1	14.0	14.1	14.1	14.1
All local authorities	13.3	13.5	13.5	13.5	13.7	13.7	13.7
Grant aided	8.3	8.5	8.5	8.9	8.4	8.9	9.8
All publicly funded	13.3	13.4	13.5	13.5	13.7	13.7	13.7

(1) Includes teachers based in schools and centrally employed teachers.

(2) The pupil teacher ratio for 2015 for North Lanarkshire changed due to corrections with their primary pupil roll in February 2016. See background note 2 for details.

One of the most important uses of the data collected in the teacher census is in modelling future changes in the workforce in order to provide guidance on the number of new teachers to train. Chart 1 shows the age profile of school teachers and the change since 2004. The age profile for 2004 shows a peak around age 50. However, in 2016 the age profile is relatively flat between age 23 (when most teachers qualify) and late fifties (when most teachers retire).

**Chart 1: Age profile, school based teachers, 2004 to 2016**

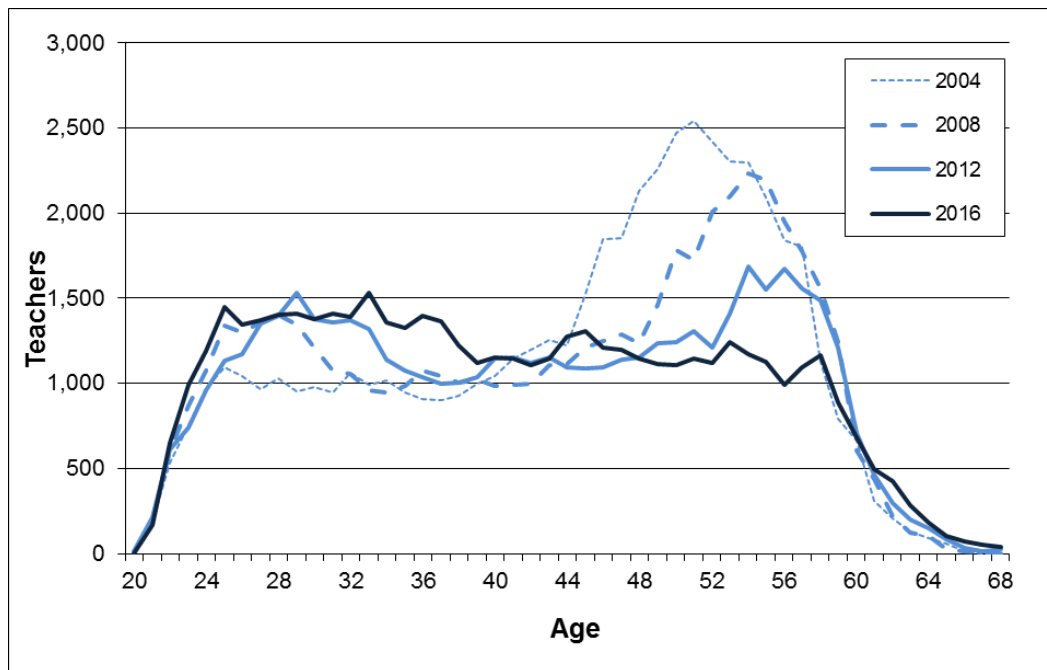


Chart 2 shows the age profile of GTCS registered ELC teachers, as at September 2016. The number of teachers generally increases with age up to mid-thirties, and then fluctuates, before decreasing sharply at age 60.

**Chart 2: Age profile of GTCS registered early learning and childcare teachers, September 2016**

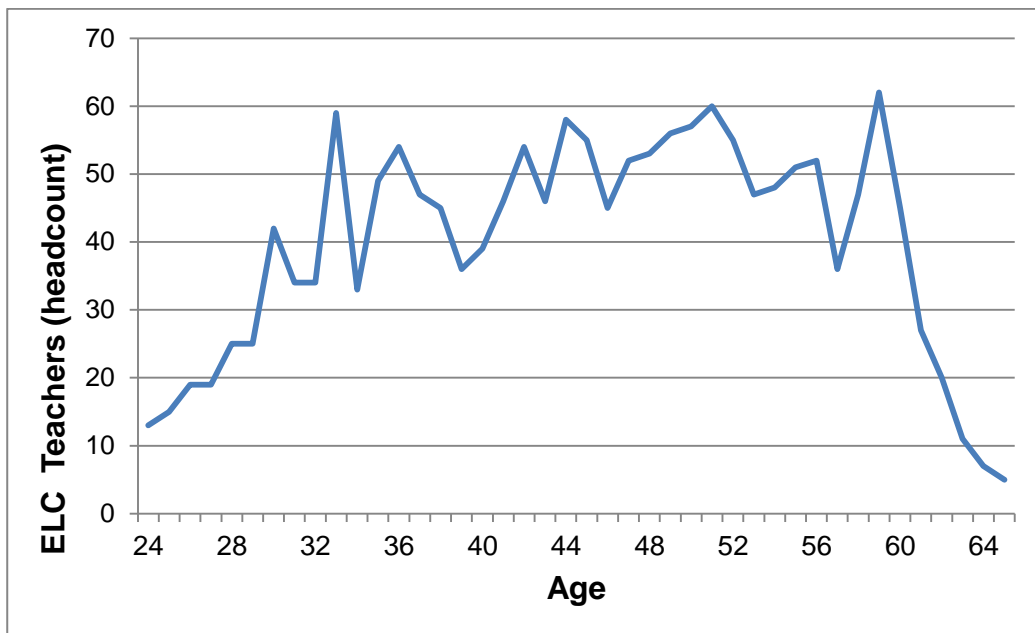


Table 3.4 shows that 77 per cent of teachers were female. Across all promoted posts this proportion decreased to 71 per cent, although the proportion of head teachers that were female was higher at 79 per cent. The average (mean) age of primary, secondary and special school teachers was 41, compared to 42 in 2015 and 44 in 2004, so teachers were, on average, younger in 2016 than in 2004.

The proportion of teachers who had temporary contracts (including probationers) was 16.3 per cent (compared with 17.3 per cent last year). 15.6 per cent of teachers were working part-time, with the rate higher amongst females (18.2 per cent) than males (6.9 per cent).

**Table 3.4: Teacher characteristics percentages by sector, 2016**

	ELC	School					Total (excluding ELC)
		Primary	Secondary	Special	Centrally Employed <sup>(3)</sup>		
<b>Gender</b>							
Female	95	90	63	76	84	77	
Male	5	10	37	24	16	23	
Unknown	0	0	0	0	0	0	
<b>Age (years) <sup>(1)</sup></b>							
Under 25	1	8	5	1	0	6	
25 to 34	18	31	27	20	11	28	
35 to 44	28	25	25	26	23	25	
45 to 54	31	24	24	29	34	24	
55 or over	22	13	18	24	31	16	
Unknown	0	0	0	0	0	0	
Average Age	45	40	42	45	41	41	
<b>Ethnicity <sup>(1)</sup></b>							
White – Scottish	:	66	58	65	49	62	
White – Other British	:	27	31	24	31	29	
White – Other	:	2	3	4	5	3	
Minority Ethnic Group	:	1	2	2	4	1	
Not Disclosed	:	5	5	5	11	5	
<b>Employment type</b>							
Permanent	:	82	85	86	81	84	
Temporary (non-induction)	:	12	11	14	19	11	
Probationer induction scheme	:	6	4	0	0	5	
<b>Grade</b>							
Head teacher	:	7	1	6	3	4	
Percentage female	:	86	41	80	75	79	
Depute head teacher	:	5	5	7	2	5	
Percentage female	:	88	54	75	89	73	
Principal teacher	:	7	23	11	11	15	
Percentage female	:	90	62	74	81	69	
Teacher	:	81	71	76	84	76	
Percentage female	:	91	65	76	85	79	
All - Percentage female	:	90	63	76	84	77	
<b>Mode of working</b>							
Full-time	35	82	88	84	68	84	
Percentage female	98	89	61	74	81	75	
Part-time <sup>(2)</sup>	65	18	12	16	32	16	
Percentage female	94	95	82	86	91	90	

(1) Excludes grant aided schools.

(2) Includes ELC teachers who are peripatetic or shared with other centres. ELC figures are based on headcount; other teacher data is based on FTE.

(3) Excludes mainstream supply [These teachers are included in the appropriate school sector statistics].

Table 3.5 shows the percentage of post-probationers from recent induction cohorts who were in publicly funded permanent or temporary posts at the time of the

following year's teacher census. The proportion increased from 86 per cent in 2015 to 87 per cent in 2016.

**Table 3.5: Percentage of post-probationers in permanent or temporary employment in the following year's teacher census, 2009/10 to 2015/16**

	Probationer cohort						
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Full-time permanent	13	16	28	35	39	45	55
Full-time temporary	29	35	35	35	33	35	27
Part-time permanent	2	1	3	2	2	2	2
Part-time temporary	15	14	8	6	6	4	2
Other <sup>(1)</sup>	42	34	25	21	20	14	13
Number of teachers in cohort	3,044	2,857	1,944	2,044	2,215	2,448	2,524

(1) The "Other" category includes those teaching elsewhere, including in the independent sector, those who have found supply work, and those who are unemployed or who have left teaching, although this detail is not included in the census data.

Table 3.6 shows that some of these teachers secure posts as they become available later in the year or in subsequent years. For example while 66 per cent of the 2010/11 cohort were present in the 2011 census, in the following censuses the percentage increased to 70 per cent in 2012 and 2013, 71 per cent in 2014 onwards.

**Table 3.6: Percentage of post-probationers in permanent or temporary employment, 2010 to 2016**

	Sep-10	Sep-11	Sep-12	Sep-13	Sep-14	Sep-15	Sep-16
2009/10 cohort	<b>58</b>	66	70	70	71	71	71
2010/11 cohort		<b>66</b>	70	70	71	71	71
2011/12 cohort			<b>75</b>	77	79	77	78
2012/13 cohort				<b>79</b>	77	77	77
2013/14 cohort					<b>80</b>	81	79
2014/15 cohort						<b>86</b>	83
2015/16 cohort							<b>87</b>

## 4. Classes and pupils

**12.7%** of P1-P3 pupils were taught in classes of 18 or fewer

**23.5** average class size for pupils in primary school

Table 4.1 shows the average class size for pupils in primary school in 2016 was 23.5. This is a slight increase from 23.4 in 2015. Class size data are not collected in the secondary sector as class size varies widely across subjects.

**Table 4.1: Average class size of primary school pupils<sup>(1)</sup>, 2010 to 2016**

	2010	2011	2012	2013	2014	2015 <sup>(2)</sup>	2016
P1	21.1	20.5	20.6	21.2	21.2	21.1	21.2
P2	22.8	23.3	23.3	24.0	23.9	24.1	24.0
P3	23.4	23.9	24.0	24.5	24.7	24.8	24.7
P1-P3	22.4	22.5	22.6	23.2	23.3	23.3	23.3
Primary	22.5	22.7	22.7	23.2	23.3	23.4	23.5

(1) Data refer to the average class size of pupils in each stage, not the average class size of single stage classes. The total average class size is calculated on a different basis than the P1 to P3 class sizes, see background note 3.

(2) Statistics for 2015 were updated in February 2016, see background note 2.

Table 4.2 shows the number of P1-P3 pupils in publicly funded schools in various class sizes. It is a Scottish Government aspiration to reduce P1-P3 class sizes to 18 or fewer.

In 2016, 21,906 (12.7 per cent) of P1-P3 pupils were taught in classes of 18 or fewer (including those taught by two teachers at all times with a class size of 36 or fewer). This is up from 20,999 (12.2 per cent) in 2015. The number of pupils taught in classes of 26 or more decreased from 47,147 in 2015 to 46,293. This represents 26.8 per cent of pupils, a smaller proportion than the 27.3 per cent recorded in 2015.

**Table 4.2: Number of P1-P3 pupils by class size, 2010 to 2016<sup>(1)</sup>**

Class Size	2010	2011	2012	2013	2014	2015 <sup>(2)</sup>	2016
1 - 18	34,351	32,580	31,101	22,992	22,138	20,999	21,906
19 - 20	14,293	15,121	15,655	15,995	16,673	16,437	16,232
21 - 25	70,687	76,499	80,243	86,854	87,295	87,989	88,285
26 - 30	39,087	36,679	37,805	42,908	45,539	46,489	45,486
31 or more	249	757	473	736	470	658	807

% in classes of 18 or fewer or in 2

teacher classes of 36 or fewer

	2010	2011	2012	2013	2014	2015 <sup>(2)</sup>	2016
% in classes of 18 or fewer or in 2 teacher classes of 36 or fewer	21.6	20.2	18.8	13.6	12.9	12.2	12.7

(1) The percentage of P1-P3 pupils in classes of 18 or fewer includes two-teacher classes with 36 or fewer. Classes taught by two teachers at all times are treated as two classes of half the size.

(2) Statistics for 2015 were updated in February 2016, see background note 2.

Legislation was introduced in November 2010 to limit class sizes for P1 pupils to 25. Table 4.3 shows the number of P1 pupils by class size. Some P1 pupils may be in classes of over 25 due to the inclusion of one or more “excepted pupil” (see background note 3). In 2016 the number of pupils in classes of 26 or more was 698; higher than in 2015 but still considerably lower than before the legislation was introduced in 2010.

**Table 4.3: Number of P1 pupils by class size, 2006 to 2015**

Class size	2010	2011	2012	2013	2014	2015 <sup>(1)</sup>	2016
1 - 18	16,156	16,208	15,713	11,968	11,558	11,213	11,737
19 - 20	5,967	8,025	8,459	8,554	8,822	9,377	8,168
21 - 25	24,568	30,351	32,009	36,310	36,722	35,930	36,934
26 or more	6,896	609	503	560	451	637	698

(1) Statistics for 2015 were updated in February 2016, see background note 2.

Table 4.4 shows that the percentage of P1-P3 pupils in classes of 18 or fewer varies considerably between local authorities. One of the main reasons for this is the differing proportions of schools with a small number of pupils between local authorities.



**Table 4.4: Percentage of P1-P3 pupils in classes of size 18 or fewer or in two teacher classes with a pupil teacher ratio of 18 or fewer, by local authority, 2010 to 2016**

	2010	2011	2012	2013	2014	2015 <sup>(2)</sup>	2016
Aberdeen City	11.9	16.6	16.4	16.1	11.2	10.6	11.0
Aberdeenshire	12.6	11.1	13.1	14.9	13.3	12.4	14.7
Angus	26.8	25.5	20.4	21.0	23.1	22.4	19.6
Argyll & Bute	48.8	44.6	45.5	45.4	34.9	24.2	27.2
Clackmannanshire	28.2	22.0	19.0	16.1	17.8	11.8	19.7
Dumfries & Galloway	24.9	20.6	20.4	12.0	16.4	13.6	17.1
Dundee City	27.2	27.0	28.5	9.4	2.8	3.4	2.6
East Ayrshire	41.4	43.4	19.5	7.6	13.0	9.5	11.1
East Dunbartonshire	28.3	22.2	21.2	21.8	11.3	10.6	12.9
East Lothian	8.9	7.5	4.0	4.3	6.3	6.0	4.2
East Renfrewshire	32.5	38.1	35.6	7.6	15.7	9.5	16.5
Edinburgh, City of	16.5	15.3	15.3	7.0	7.2	6.1	5.7
Na h-Eileanan Siar	74.7	62.8	51.7	39.8	48.0	51.3	57.8
Falkirk	12.6	7.7	8.5	4.9	6.3	8.5	5.6
Fife	26.0	26.7	27.4	24.1	22.9	20.8	20.8
Glasgow City	9.8	6.2	10.1	3.8	3.7	3.6	4.2
Highland	30.1	23.2	20.3	18.4	18.1	20.5	19.1
Inverclyde	20.6	16.8	12.3	9.3	10.0	7.5	6.5
Midlothian	9.2	15.3	5.0	7.7	11.7	10.3	16.7
Moray	26.1	19.7	20.6	8.9	14.1	10.8	8.0
North Ayrshire	25.1	7.7	11.6	7.2	7.6	10.8	13.0
North Lanarkshire	10.1	10.0	8.0	8.1	7.7	8.6	9.8
Orkney Islands	51.5	44.8	33.4	27.2	29.6	22.6	19.8
Perth & Kinross	23.3	26.6	20.7	15.7	15.1	14.3	14.7
Renfrewshire	33.1	34.6	36.5	6.9	10.8	11.9	13.3
Scottish Borders	30.1	23.1	22.6	21.6	12.7	14.3	10.3
Shetland Islands	43.3	31.6	24.5	26.5	31.2	25.5	33.9
South Ayrshire	25.7	28.4	23.4	20.2	17.8	24.6	19.5
South Lanarkshire	23.7	25.3	23.9	22.9	17.7	16.1	15.5
Stirling	23.0	26.7	24.9	17.4	15.2	17.4	14.9
West Dunbartonshire	31.6	22.6	15.9	9.9	13.3	13.6	16.2
West Lothian	19.8	26.0	24.4	20.3	17.0	13.6	16.3
Scotland <sup>(1)</sup>	21.6	20.2	18.8	13.6	12.9	12.2	12.7

(1) The statistics for Scotland include one grant aided mainstream school.

(2) Statistics for 2015 were updated in February 2016, see background note 2.

Table 4.5 shows the pupil characteristics primarily used in equalities monitoring. In 2016, 86.2 per cent of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (4.8 per cent), Asian Pakistani (1.9 per cent) and mixed (1.2 per cent).

170,329 pupils (24.9 per cent of all pupils) had an additional support need (ASN) recorded. This includes pupils in special schools and those in mainstream schools with a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP), Child Plan or some other type of support.

**Table 4.5: Pupil characteristics: ethnicity, additional support needs and English as an additional language by gender, 2016<sup>(1)</sup>**

	Female	Male	Total
<b>Total Pupils</b>	<b>335,620</b>	<b>348,795</b>	<b>684,415</b>
<b>Ethnicity</b>			
White – Scottish	272,551	282,925	555,476
White – Other British	16,899	17,681	34,580
White – Gypsy/Traveller	552	569	1,121
White - Other	16,244	16,942	33,186
Mixed	4,217	4,191	8,408
Asian – Indian	2,598	2,780	5,378
Asian – Pakistani	6,350	6,630	12,980
Asian – Bangladeshi	446	462	908
Asian – Chinese	1,881	1,826	3,707
Asian – Other	1,818	1,869	3,687
Caribbean/Black	494	539	1,033
African	3,212	3,343	6,555
Other	2,497	2,753	5,250
Not known / not disclosed	5,797	6,142	11,939
<b>English as an Additional Language</b>	<b>18,855</b>	<b>20,487</b>	<b>39,342</b>
<b>Additional Support Needs (ASN)</b>			
CSP (Co-ordinated Support Plan)	840	1,545	2,385
IEP (Individualised Education Programme)	11,807	25,926	37,733
Child Plans	8,928	16,167	25,095
Assessed/Declared Disabled	5,166	11,099	16,265
Other	54,100	76,942	131,042
<b>All pupils with ASN<sup>(2)</sup></b>	<b>67,340</b>	<b>102,989</b>	<b>170,329</b>
<b>All pupils with ASN (excluding Other type)<sup>(2)</sup></b>	<b>20,713</b>	<b>40,769</b>	<b>61,482</b>

(1) Statistics for ethnicity and English as an Additional Language do not include grant aided special schools as this information is not collected. There were 207 pupils at grant aided special schools in 2016.

(2) Pupils may have more than one type of ASN, therefore the totals for ASN may not equal the sum of individual types of ASN.

## 5. Early Learning and Childcare

**99% of 3 & 4 year olds are registered for LA funded ELC (97% in 2015)**

**9% of 2 year olds are registered for LA funded ELC (7% in 2015)**

Table 5.1 shows that there were 96,961 registrations for ELC local authority funded places in September 2016 (97,262 in 2015). This suggests around 99% of eligible 3 and 4 year olds were registered (97% in 2015). Children registered to receive local authority funded ELC at more than one centre may be counted more than once, and so this will overestimate true uptake. Three year olds accessing a funded place prior to the term after their third birthday will also overestimate this figure.

**Table 5.1: Funded registrations<sup>(1)</sup> for early learning and childcare at local authority and partnership centres, September 2016**

	Under 2	2 year olds		3 + 4 year olds <sup>(2)</sup>		Deferred Entry <sup>(4)</sup>	Total
		Number	% of population	Number	% of those eligible <sup>(3)</sup>		
Aberdeen City	0	98	4	3,414	93	181	3,693
Aberdeenshire	7	114	4	4,400	94	279	4,800
Angus	0	101	9	1,718	95	167	1,986
Argyll & Bute	0	31	4	1,342	115	59	1,432
Clackmannanshire	0	80	15	970	109	30	1,080
Dumfries & Galloway	0	102	8	2,190	105	178	2,470
Dundee City	0	244	15	2,440	99	179	2,863
East Ayrshire	71	169	13	2,022	100	81	2,343
East Dunbartonshire	2	60	6	1,744	107	88	1,894
East Lothian	6	84	8	1,752	99	126	1,968
East Renfrewshire	24	54	5	1,706	103	109	1,893
Edinburgh City <sup>(5)</sup>	194	425	8	7,908	99	479	9,006
Na h-Eileanan Siar	2	31	12	432	115	36	501
Falkirk	0	129	8	2,608	99	102	2,839
Fife	3	571	14	6,027	100	247	6,848
Glasgow City	35	578	8	9,104	88	401	10,118
Highland	0	91	4	3,985	112	136	4,212
Inverclyde	45	160	21	1,114	94	48	1,367
Midlothian	0	154	14	1,778	107	111	2,043
Moray	0	64	7	1,495	102	88	1,647
North Ayrshire	34	216	16	2,109	103	53	2,412
North Lanarkshire	164	389	10	5,749	100	151	6,453
Orkney Islands	0	14	8	336	112	47	397
Perth & Kinross	0	111	8	2,008	93	242	2,361
Renfrewshire	118	296	16	3,047	108	171	3,632
Scottish Borders	0	63	5	1,752	96	72	1,887
Shetland Islands	0	6	2	432	104	54	492
South Ayrshire	18	153	15	1,722	107	55	1,948
South Lanarkshire	69	328	10	4,999	97	218	5,614
Stirling	0	94	11	1,453	110	81	1,628
West Dunbartonshire	0	164	17	1,569	104	64	1,797
West Lothian	0	82	4	3,112	97	143	3,337
<b>Scotland<sup>(5)</sup></b>	<b>792</b>	<b>5,256</b>	<b>9</b>	<b>86,437</b>	<b>99</b>	<b>4,476</b>	<b>96,961</b>

(1) This is a snapshot of registrations at census week (19-23 September 2016). It does not include children who were registered between census week and the end of December.

(2) Refers to academic year - 3 and 4 year olds were previously referred to as 'ante pre-school' and 'pre-school' respectively.

(3) Eligible children are estimated from National Records of Scotland population projections. For 3 year olds, eligibility is assumed as at the term after the child's 3rd birthday.

(4) Refers to children who are eligible to attend primary school but have deferred entry and remain in ELC.

(5) A small proportion of Edinburgh's ELC returns (17 centres) have been estimated by the local authority as the centres did not return their data.

Nine per cent of 2 year olds are registered for ELC, compared with 7 per cent in 2015. Around a quarter of 2 year olds are now eligible for funded ELC through the Children and Young People (Scotland) Act 2014 and through subsequent secondary legislation which commenced in August 2015.

Table 5.2 below shows that 71 per cent of children at eligible ELC centres had access to a GTCS registered teacher during census week, down from 73 per cent the previous year. This includes children whose access was provided by external teachers on an ad hoc or occasional basis. Some local authorities only ensure access to teachers for 3 and 4 year olds. Since 2011, teachers only form part of the graduate workforce as a Bachelor's degree in Childhood Practice was introduced.

**Table 5.2: Percentage of children with access to a GTCS registered teacher by local authority, September 2016<sup>(1)</sup>**

As a percentage of all children at ELC centres			
	Centres under a regular arrangement	Centres with only non-regular support from external teachers	Total
Aberdeen City	74	4	78
Aberdeenshire	100	0	100
Angus	72	0	72
Argyll & Bute	64	0	64
Clackmannanshire	78	0	78
Dumfries & Galloway	62	0	62
Dundee City	73	0	73
East Ayrshire	79	0	79
East Dunbartonshire	100	0	100
East Lothian	79	2	81
East Renfrewshire	92	0	92
Edinburgh City <sup>(2)</sup>	68	0	68
Na h-Eileanan Siar	66	0	66
Falkirk	96	0	96
Fife	77	1	78
Glasgow City	42	0	42
Highland	99	0	100
Inverclyde	53	0	53
Midlothian	95	0	95
Moray	29	5	34
North Ayrshire	68	2	70
North Lanarkshire	36	0	36
Orkney Islands	76	0	76
Perth & Kinross	85	0	85
Renfrewshire	78	0	78
Scottish Borders	97	0	97
Shetland Islands	82	0	82
South Ayrshire	90	0	90
South Lanarkshire	60	0	60
Stirling	26	0	26
West Dunbartonshire	71	0	71
West Lothian	93	0	93
<b>Scotland</b>	<b>71</b>	<b>0</b>	<b>71</b>

(1) See background note 4 and the glossary for definitions of a GTCS teacher and ad hoc teacher.

(2) A small proportion of Edinburgh's ELC returns (17 centres) have been estimated by the local authority as the centres did not return their data.

## 6. School Estates

**44** schools were built or substantially refurbished in 2015-16

**84%** of schools were in good or satisfactory **condition** in 2016

**81%** of schools were of a good or satisfactory **suitability** in 2016

The School Estates Core Facts survey collects information on the size, condition, suitability and capacity of all schools open on 1<sup>st</sup> April 2016. Information is also collected on all schools that had been built or substantially refurbished during the financial year 2015-16. Only builds or refurbishments costing at least £0.5 million for primary and at least £1 million for secondary and special schools are reported here. These statistics are used to monitor progress in improving the school estate. Table 6.1 shows that 44 schools were built or refurbished in 2015-16, 33 of which were primary schools. Since 2007-08, 651 schools have been built or substantially refurbished.

**Table 6.1: Number of schools built or substantially refurbished, 2009-10 to 2015-16**

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Primary	53	45	37	43	50	71	33
Secondary	48	8	6	14	8	5	9
Special	2	2	3	3	5	5	2
Total schools built or refurbished	103	55	46	60	63	81	44

As a result of the investment and reorganisation of the school estate, the proportion of schools in good or satisfactory condition has increased from 79 per cent in April 2010 to 84 per cent in April 2016. Taking into account the different number of pupils in each school, shows an increase in the proportion of pupils in good or satisfactory condition schools from 82 per cent in April 2010 to 84 per cent in April 2016.

**Table 6.2: Condition of all schools and the number of pupils on their school roll, 2010 to 2016**

	2010	2011	2012	2013	2014	2015	2016
<b>Schools<sup>(1)</sup></b>							
A: Good	515	538	581	623	620	641	666
B: Satisfactory	1,586	1,558	1,540	1,477	1,498	1,479	1,453
C: Poor	510	479	446	449	422	406	396
D: Bad	40	31	23	17	16	11	8
Condition not recorded	15	11	6	1	2	1	1
<b>Pupils on school roll<sup>(2)</sup></b>							
A: Good	204,648	212,496	224,523	241,392	241,605	225,505	236,260
B: Satisfactory	342,625	345,404	334,204	318,799	321,568	347,360	335,159
C: Poor	114,374	107,831	102,845	103,815	103,635	98,387	102,526
D: Bad	5,804	5,724	7,476	5,889	5,422	4,277	3,604
Condition not recorded	1,218	166	176	0	213	0	0

(1) Condition as reported in April. See background note 5 for more information on the condition ratings.

(2) Shows number of pupils on the school roll the previous September. So schools which opened after September but before April will have no pupils recorded for that school year.

Information on suitability of schools has been collected since April 2010. Suitability provides a measure of the extent to which a school building and its grounds are appropriate in providing an environment which supports quality learning and teaching. The proportion of schools with a good or satisfactory suitability has increased from 74 per cent in April 2010 to 81 per cent in April 2016. Taking into account the different number of pupils in each school, this has resulted in the proportion of pupils in schools with a good or satisfactory suitability increasing from 76 per cent in April 2010 to 83 per cent in April 2016.

**Table 6.3: Suitability of all schools and the number of pupils on their school roll, 2010 to 2016**

	2010	2011	2012	2013	2014	2015	2016
<b>Schools<sup>(1)</sup></b>							
A: Good	546	568	622	663	688	706	728
B: Satisfactory	1,428	1,429	1,381	1,394	1,387	1,339	1,324
C: Poor	596	547	531	477	451	463	445
D: Bad	55	52	50	32	28	26	22
Suitability not recorded	41	21	12	1	4	4	5
<b>Pupils on school roll<sup>(2)</sup></b>							
A: Good	181,044	190,139	209,541	225,757	234,021	240,245	250,508
B: Satisfactory	325,145	332,447	317,729	320,627	323,994	316,170	312,851
C: Poor	139,311	129,520	126,139	111,686	102,527	107,368	104,009
D: Bad	15,472	16,249	15,397	11,825	11,581	10,393	8,095
Suitability not recorded	7,697	3,266	418	0	320	1,353	2,086

(1) Suitability as reported in April. See background note 5 for more information on the suitability ratings.

(2) Shows number of pupils on the school roll the previous September. So schools which opened after September but before April will have no pupils recorded for that school year.

# Glossary

## **Additional Support Needs (ASN):**

The Education (Additional Support for Learning) Scotland Act 2004 (as amended) states that a child or young person has an additional support need where they need additional support in order to benefit from school education.

## **Centrally employed teachers:**

Teachers who are employed by a local authority rather than an individual school or early learning and childcare centre.

## **Child Plans:**

Single or multi agency plans based on an assessment guided by the Getting it Right for Every Child National Practice Model. More information about the Getting it Right for Every Child National Practice Model can be found here:

[www.gov.scot/Publications/2012/11/7143](http://www.gov.scot/Publications/2012/11/7143).

## **Children and Young People Act:**

This act came into force in 2014. More information about the act can be found here:

[www.gov.scot/Topics/People/Young-People/legislation/proposed-bill](http://www.gov.scot/Topics/People/Young-People/legislation/proposed-bill)

## **Co-ordinated Support Plan (CSP):**

This statutory education plan is prepared by local authorities to identify, and ensure provision of, services for children and young people with complex or multiple additional support needs.

## **Early Learning and Childcare (ELC):**

This is the entitlement to a minimum number of hours (currently 600 pa) of early learning and childcare which is secured by local authorities through their own provision, or through partner providers in the private, independent or third sector.

## **English as an Additional Language (EAL):**

Refers to pupils for whom English is a second or additional language.

## **Excepted pupils:**

These pupils do not count towards class size for the purpose of class size limits. A list of the reasons that a pupil may be defined as excepted can be found in background note 3.

## **Full-time equivalent (FTE):**

The total number of hours worked by all staff members divided by the number of hours in a standard full-time working week.

## **Grant-aided Schools (GAS):**

Schools that are supported financially directly by the Scottish Government follow the Curriculum for Excellence but are independent from Local Authorities. Grant-aided schools are not equivalent to schools termed 'academies' in some parts of the UK.



**Grant-aided special schools (GASS):**

These schools provide for young people with a wide range of ASN. There are seven GASS in Scotland.

**General Teaching Council for Scotland (GTCS):**

The independent professional body responsible for keeping a register of teachers in public education in Scotland and advising the Scottish Ministers on teacher education. All teachers in public education must be registered with the GTCS.

**Individualised Education Programme (IEP):**

Individualised Education Programmes are written plans setting targets that a child with additional support needs is expected to achieve.

**Independent schools:**

Privately owned and self-financing schools (also known as private or fee-paying schools).

**Least Deprived (LD):**

Pupils whose home address is in the 20% of least deprived data zones as defined by the Scottish Index of Multiple Deprivation (<http://www.gov.scot/simd>).

**Local authority early learning and childcare (ELC) centres:**

ELC centres which are run and financed by the local authority.

**Local authority schools:**

Schools which are run and financed by the local authority.

**Most Deprived (MD):**

Pupils whose home address is in the 20% of most deprived data zones as defined by the Scottish Index of Multiple Deprivation (<http://www.gov.scot/simd>).

**Partnership agreement – (relating to ELC entitlement):**

This is the agreement between local authorities and partner providers through which they deliver the early learning and childcare entitlement.

**Partnership ELC centres:**

This is partner provider settings in the private, third or independent sectors which could include private or third sector nurseries, playgroups, family centres and school based nurseries. Child-minders are not currently included in the census, although they can and do also work as partner providers with local authorities.

**Probationer:**

A teacher in their first year after finishing their teacher training. Eligible students graduating from a Scottish university with a teaching qualification are guaranteed a one year post in a Scottish local authority school whilst working towards full GTCS registration. This is known as the Teacher Induction Scheme.

**Pupil Teacher Ratio (PTR):**

The average number of pupils per teacher.



**Publicly funded schools:**

Includes local authority and grant-aided schools.

**School condition:**

This concerns the state of repair of features or facilities that exist as part of the school fabric and as part of its current design and includes the adequacy and appropriateness of the design, security of the school fabric, contents and occupants and general health and safety requirements.

**School suitability:**

This refers to the extent to which a school building and its grounds provide an appropriate environment for supporting quality learning and teaching in terms of practicality, accessibility and convenience.

**SIMD – Scottish Index of Multiple Deprivation:**

The Scottish Index of Multiple Deprivation identifies small area concentrations of multiple deprivation across Scotland. More information can be found here:

<http://www.gov.scot/Topics/Statistics/SIMD>.

**Temporary exclusion:**

This is when a pupil is excluded from school but remains on the school's register because they are expected to return after the period of exclusion.

**Removed from the register:**

This refers to a pupil who is excluded and their name removed from the school register. Such a pupil would then be educated at another school or via an alternative form of provision.

# Background Notes

## 1. Sources and Timing

The information in this publication is derived from a number of sources: the pupil census, the staff census, the early learning and childcare census and the school estates core facts survey. The 2016 pupil and staff censuses were carried out on 21st September 2016. The early learning and childcare census took place in the week commencing 19th September 2016. The school estates core facts survey is based on all schools open on 1 April 2016 and schools rebuilt during the 2015-16 financial year.

The information required to complete the pupil and staff censuses was collected electronically, through local authorities, from all publicly funded primary, secondary and special schools, as part of the ScotXed programme. The information is that stored on schools' management information systems, thus reducing the burden on schools.

The ELC census is completed by the approximately 2,500 centres that provide funded Early Learning and Childcare in Scotland, and the figures are validated by local authorities.

ScotXed supports and promotes effective and secure data exchanges so that key partners in school education in Scotland can benefit from access to information to monitor and improve education services. Partners include local authorities, schools, the Scottish Qualifications Agency, HM Inspectorate of Education, Learning and Teaching Scotland and the Scottish Government. Further information, including specifications of the data exchanges, can be found at:

<http://www.gov.scot/Topics/Statistics/ScotXed>

Following the September 2010 consultation of users of school statistics, and changes to the legislation around school handbooks, we have made a number of changes to our collections and publications. This included moving the absence and exclusions data to a biennial (two yearly) collection. The latest set of absence and exclusions data covered 2014/15 academic year and was published in the 2015 edition of the bulletin. Data for the 2016/17 academic year will be published in the 2017 edition. Local authorities continue to collect information on pupils' attendance, absence and exclusions each year on their management information systems. So, if yearly information is required this can be requested directly from local authorities.

For information on our quality assurance process, see the School Education Statistics Validation Process section on the Scottish Government website at: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/collectionprocess>

## 2. Teachers

The staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools).

Teacher number statistics and the number of teachers used in pupil teacher ratio calculations include only those teachers defined as 'on roll' (or 'in complement'). This is based on the full-time equivalent (FTE) of teachers with the following status categories:

<b>Teacher Status</b>	<b>Further information</b>
Normal complement	Classroom teacher
Long term sick absence replacement	Replacement for a teacher on sick absence
Secondment replacement	Replacement for a teacher on secondment
Maternity leave replacement	Replacement for a teacher on maternity leave
Other replacement (over 2 days)*	Other replacement includes teachers who are on short term contracts over 2 days to cover a vacancy and are teaching on census day.
Supernumerary	In addition to normal teaching staff
Long term training/staff development replacement	Replacement for a teacher on absent due to training
Temporary contract covering a vacancy	
Teacher abroad on foreign exchange	
Other	
Short term supply teacher (2 days or fewer) <b>and</b> centrally employed (mainstream supply teacher from supply pool)	If an authority runs a supply pool, those teachers should be included 'in complement' if they are assigned to a school on the census day. They can be included either in the assigned sector, or in the centrally employed total, but not both.

\*as per changes to the Teacher Pay deal in 2013.

For published figures:

- No single teacher can exceed 1 FTE.
- Centrally employed teachers (including peripatetic/visiting specialists, hospital teaching service and home visiting tutors) who are teaching on census day will be assigned a status as above and are included in the total number of teachers in Scotland and the overall pupil/teacher ratio. Where they teach at a number of schools it is permissible to split their time across those schools.
- Teachers recorded in roles such as quality improvement officer or educational advisor are classed as support staff, and are not included in the teacher figures or PTR calculations.
- Vacancies are not included.

Further information can be found in the staff census data specification/guidance which is available here:

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus>

There are some differences in the way in which authorities deal with centrally employed teachers. In some cases these visiting specialists are considered as allocated to the schools where they teach, and have been included, with relevant partial FTE, in the school-level data. In other cases they are included as centrally employed staff. Therefore it might be better to compare total FTE or divide any centrally employed teachers across the other sectors if you wish to compare figures between local authorities. However, centrally employed teachers are a small proportion of the total FTE, only around 2 per cent at Scotland level, so the effect of these different recording methods is small. We are also aware that local authorities have changed procedures for reporting centrally employed teachers during recent years, so figures are not necessarily comparable over time, unless you adjust as suggested above.

Figures for the special school sector are compiled from special schools only, and do not include teachers of special classes in mainstream schools. There may be inconsistency between schools and between local authorities in the reporting of special schools and special classes, as well as changes between years. We therefore advise caution when comparing results with previous years and across local authorities.

In February 2015, the teacher numbers for 2014 were corrected as a result of minor amendments to statistics for Highland. There were slight changes to primary, secondary and special school teacher figures which totalled to fewer than ten FTE. These changes did not affect the main messages of these statistics. Further revisions were made to 2014 teacher figures in December 2015. These were a result of our quality assurance processes and receipt of additional information. These revisions related to changes in primary, secondary and centrally employed teacher FTE for North Lanarkshire and a small reduction in the special sector, equating to a reduction of 92 FTE for this local authority's 2014 total. There was a decrease for Dumfries & Galloway (relating to ELC) and a small reduction for West Lothian (primary and centrally employed). The Grant Aided primary and secondary totals increased, primarily as a result of a recording issue which meant that some teachers working across both primary and secondary sectors were undercounted. Overall, these amendments reduced the 2014 total FTE by 94. These changes also affected the 2014 PTR in some cases.

### **3. Classes and Pupils**

The Pupil Census covers all publicly funded schools in Scotland (local authority and grant-aided). Where a school has more than one department, for example a secondary school with a primary department, these are counted as separate schools.

Pupils included in this census are those recorded by the school as being on the roll of the school except those in full time education at another institution (i.e. “status 01” in the data specification only).

### **Classes**

A class is a group of pupils normally supervised by one teacher. However, when a class is large and cannot be split, for instance an additional classroom is not available, team teaching may be used. Team teaching is when two teachers are present in the class at all times. When this occurs, the pupil teacher ratio will not exceed maximum class size regulations.

Maximum class sizes in primary schools are as follows:

- 25 for pupils in P1
- 30 for single stage class P2 or P3
- 33 for single stage class P4-P7
- 25 for composite stage class

A composite class is a class of pupils from two or more stages.

Excepted pupils in class-size legislation are –

(a) Children whose record of additional support needs (ASN) specifies that they should be educated at the school concerned, and who are placed in the school outside a normal placing round.

(b) children initially refused a place at a school, but subsequently on appeal offered a place outside a normal placing round or because the education authority recognise that an error was made in implementing their placing arrangements for the school.

(c) Children who cannot gain a place at any other suitable school within a reasonable distance of their home because they move into the area outside a normal placing round.

(d) Children who are pupils at special schools, but who receive part of their education at a mainstream school.

(e) Children with ASN who are normally educated in a special unit in a mainstream school, but who receive part of their lessons in a non-special class.

All class size calculations treat a two-teacher class as two classes with half the pupils in each. Total average class size is calculated by dividing the number of pupils by the number of classes. Average class size for pupils in a particular stage (or range of stages) uses the average class size experienced by pupils, which therefore takes into account the number of pupils experiencing each class size. For example, if three pupils are in a class of three and one pupil is in a class of one, the average of three, three, three and one is 2.5.

It is not possible to calculate pupil teacher ratios (PTRs) for P1-P3 pupils separately as we are unable to identify the proportion of time teachers work with P1-P3 pupils. Class size information for P1-P3 classes is available, however, this only includes the class teacher and does not include the input received from other teachers (i.e. head teachers, specialist teachers (music, PE, ASN) as it is not possible to allocate their time to a specific group.

There would appear to be inconsistency between schools and between local authorities in the reporting of special schools as separate identities, as well as changes over the past years. We therefore advise caution when comparing results with previous years and across local authorities. See also the 'narrative' of all changes to the list of schools:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/openingsnarrative07>

Some special schools have pupils from a wide age range and the data collected from this sector reflects this. Where pupils attend a 'special unit' attached to a mainstream school, they are usually included in the figures for the mainstream school. Some schools and local authorities have reported pupils from 'special units' separately.

A few authorities do not have special schools and may fund places in neighbouring authorities for their pupils. The number of special schools includes 19 where there were no pupils based, but which received pupils based in other schools.

At September 2016 there was one grant-aided mainstream school, with primary and secondary departments, and seven grant-aided special schools. These schools are included in national totals, but are identified separately in the local authority level tables. In publications prior to 2003 they were included within the local authority of their location.

### **Pupils with Additional Support Needs**

The Education (Additional Support for Learning) Scotland Act 2004 (as amended) states that a child or young person has an additional support need where they need support in order to benefit from school education. The act also states that education authorities must have arrangements in place to identify pupils with Additional Support Needs (ASN) and from among them, those who may require a Co-ordinated Support Plan (CSP) or Individualised Educational Programme (IEP). Education authorities must also be able to identify the reason(s) that additional support is needed.

The Local Government Finance Statistics 2015 indicate that education authorities spend £579 million on additional support for learning out of a total spend of £4.8 billion. This is an increase of £24 million on 2014 expenditure and equates to just over 12% over the overall spend on education in Scotland.

**Individualised Educational Programmes (IEPs)** are written plans setting targets that a child with ASN is expected to achieve.

**Co-ordinated Support Plans (CSPs)** are statutory education plans prepared by local authorities to identify, and ensure provision of, services for children and young people with complex or multiple additional support needs. Targets should be limited in number and focus on key priorities of learning. They should be simple, clearly expressed and measurable.

The statutory criteria and content for a CSP and IEP can be found in the Supporting Children's Learning Code of Practice at:

<http://www.gov.scot/Publications/2011/04/04090720/0>

This bulletin also includes information on 'other' types of support. The 'Other' category includes: short term or temporary support and support that is not covered by the other categories of ASN.

Child plans are single or multi agency plans based on an assessment guided by the Getting it Right for every Child National Practice Model.

In the 2010 pupil census, information on ASN was collected in a different way. For the first time, information on reasons for support and nature of support was collected separately for each type of additional support need (CSP, IEP, disability, other). In previous years, while information on reasons and nature of support was collected, it was not linked to specific need types. There have been six extra categories (communication support needs, young carer, bereavement, substance misuse, family issues and risk of exclusion) introduced in 'Reasons for support for pupils with Additional Support Needs' since 2012.

The number of pupils identified with ASN has increased markedly since 2010 and there continue to be year on year increases. These increases are likely due to continued improvements in recording and the introduction of the additional categories 'Child plans' and 'Other' in 2011.

### **Pupil ethnicity and national identity**

The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to agree with the categories used in the main population census. This means they are not directly comparable with information collected in previous years. Pupils and parents were given the option of not disclosing their ethnicity and in such cases pupils were not attributed a category.

### **Children looked after**

Pupil census figures on children looked after by the local authority in the supplementary tables are as reported by schools. The definitive source for statistical information in relation to the number and characteristics of looked after children (LAC) is the Scottish Government 'Children Looked After Survey (CLAS). The information in the CLAS is provided by local authority social work services departments. We currently suspect that the reporting of a child's LAC status by schools in the Pupil Census is not 100% accurate.

### **Urban/rural classifications**



The urban/rural classifications in Pupil Census Supplementary data Table 1.3 are defined as in the Scottish Household Survey:

<http://www.scotland.gov.uk/Publications/2003/08/17898/24432>

### **Denominational schools**

For the purposes of the information in the Pupil Census Supplementary data denominational schools have been restricted to those schools where a specific denomination is named Multi- and inter-denominational schools have therefore been grouped with non-denominational schools.

### **Changes to data**

In February 2016 the 2015 primary school, pupil, class size and PTR figures were revised following new data for a school in North Lanarkshire not being returned at the time of the census.

In March 2015, supplementary tables 2.8, 3.9 and 4.8 were amended in the 2014 supplementary tables due to 2013 data being used in error for the 'other subject' column. Table 4.8 was also amended in the 2013 and 2014 supplementary tables due to data for two ASN categories being incorrectly entered. These changes had no effect on the main messages of these statistics.

In February 2015 the number of primary pupils by class size in 2014 was amended slightly as one P2 pupil had been recorded in the wrong class. This affected class size categories 1-18, 19-20 and 21-25.

In September 2014 Table 1.6 in the supplementary tables, 'Integration of pupils with Additional Support Needs into mainstream classes, 2013', was amended in as special school data had not been included in columns: 'with CSP', 'with IEP', 'with Other Need', 'Assessed Or Declared Disabled' or 'Child Plans'.

In February 2012, small errors were discovered in the additional support needs statistics in Table 3.5. Special school pupils with no additional support needs recorded had been excluded in error from the total pupils with ASN category and the grant aided special school pupils with an IEP or Disability recorded had not been recorded correctly in these categories. Supplementary Tables 3.1, 3.3 and 3.4 were amended following initial publication after one local authority submitted additional information that a large P1 classes had two teachers. This amendment caused the percentage of P1-P3 pupils in class sizes of 18 or fewer in 2011 to increase slightly from 20.1 to 20.2. Table 3.5 was corrected to include additional information on pupils with additional support needs which were submitted by local authorities after initial publication.

In 2011, statistics for 2010 were changed to amend incorrect pupil numbers initially submitted for the grant-maintained sector.

In 2010 statistics for 2006-2009 were revised to include two teacher classes with a PTR of 18 or fewer.



From 2006 inter-denominational schools have been categorised as non-denominational, causing a decrease in the number of schools and pupils designated 'other' denomination.

#### **4. Early Learning and Childcare**

The early learning and childcare (ELC) census covers all centres providing ELC that are funded by local authorities. This was previously referred to as pre-school but was changed to reflect the provision under the new Children and Young People Act that came in to force in 2014. Only services that reported they provided local authority funded ELC at the time of the census, and had a known provision type (local authority/partner provider) are included in this publication. Child-minders are not currently included in the census, although they also provide funded ELC for children in some local authorities.

The ELC census is completed by the approximately 2,500 centres that provide funded Early Learning and Childcare in Scotland. In 2015, for the first time, local authorities were able to check and amend their centres' data before submitting it to the Scottish Government. These improved validation processes have continued, and have resulted in higher data quality. Increased scrutiny of the ELC data by local authorities has affected all ELC data for 2015 and 2016. In particular, the recording of children aged under 3 (as previously children who were not receiving funded ELC, but were attending centres had been wrongly included by centres), and of ELC teachers (as teachers had been double counted), leading to lower numbers in these categories than in previous years.

In 2014, local authorities supplied information on centrally employed ELC teachers separate from the teachers recorded at centres for the first time.

ELC home visiting teachers reported by local authorities as part of the school teacher collection are included in tables 2.1, 3.1 and 3.2 in addition to the data collected through the ELC census.

Previously, if a centre that was providing funded ELC did not return any data then information from the previous census was imputed (i.e. rolled forward). This year is the first year that we have not carried out this procedure. The majority of centres completed the return. Non-teaching staff data was not returned for some centres in a couple of local authorities, and a small proportion of Edinburgh's ELC returns (17 centres) were estimated by the local authority as the centres did not return their data. This change should improve the quality of the data. (In 2015, data was imputed for 82 centres.)

Early learning and childcare centres were asked how many children had access to a General Teaching Council for Scotland (GTCS) registered teacher during census week. In the guidance notes, "access to a teacher" was defined as "the teacher being present in an early learning and childcare setting when the child is in attendance", and it was acknowledged that systems for providing access to teachers vary.

Centres under a 'regular arrangement' include those who employ a teacher themselves and/or receive regular scheduled access from a centrally employed teacher. Centres with non-regular access are those that receive support only from external teachers on an occasional or ad hoc basis.

In 2010 the date of the early learning and childcare census was moved from January to September. As a result, data collected prior to and after September 2010 are not directly comparable.

Quality assurance of our 2012 data identified the possibility that some teachers who worked in early learning and childcare and primary could be double counted. This was addressed in 2013 by giving local authorities the opportunity to change their teacher numbers for 2010, 2011 and 2012 to remove this double counting. As a result of this, eight local authorities amended their early learning and childcare teacher numbers (Angus, East Dunbartonshire, Midlothian, North Lanarkshire, Perth and Kinross, Shetland Islands, South Ayrshire and South Lanarkshire), three local authorities amended both primary and early learning and childcare teacher numbers (Aberdeenshire, Highland, Orkney), and one local authority (West Lothian) amended their primary school teacher numbers only. This resulted in minor changes to the primary teacher numbers and substantial changes to the early learning and childcare teacher numbers in 2010, 2011 and 2012.

In 2014 we added an additional check to our quality assurance process which identified a small number of teachers (less than 0.5% of the total) that had been recorded across ELC and the school census with an FTE over one (i.e. recorded as working more than full time hours). We worked with local authorities to resolve this issue, leading to reductions in FTE in both sectors but the majority were removed from ELC. This check has continued in 2015 and 2016, and working with local authorities cases where teachers are recorded with an FTE over one are resolved, often resulting in a decrease in teacher FTE within the ELC sector.

## **5. School Estates**

The school estates core facts survey covers all publicly funded local authority schools open on 1 April 2016. It does not cover grant aided schools, independent schools or early learning and childcare establishments. The survey also contains information on the number of schools rebuilt or substantially refurbished over the last 9 financial years. School Estates data was previously collected in 2004 and then annually from 2007. The collection was piloted in December 2003, however as the 2003 data were incomplete and often of poor quality the results were not published. Not all local authorities could answer all of the questions in the survey at this time. Information from the survey is used to establish baselines, inform targets, inform spending decisions, support monitoring and evaluation of progress over time, and support assessments of value for money in the school estate.

In order to ensure consistency across local authorities, new guidance on assigning condition ratings to schools – *The Condition Core Fact* (available from [www.gov.scot/schoolestate](http://www.gov.scot/schoolestate)) – was published in March 2007. All local authorities are now following this guidance when assigning condition ratings to schools. Prior

to 2009/10, some local authorities were not following this guidance, so some of the improvement in condition ratings over the years may reflect the adoption of this guidance.

The **condition** of a school is based on the following criteria, as assessed by local authorities:

Condition A: Good – Performing well and operating efficiently

Condition B: Satisfactory – Performing adequately but showing minor deterioration

Condition C: Poor – Showing major defects and/or not operating adequately

Condition D: Bad – Economic life expired and/or risk of failure

Guidance is also available to local authorities on assigning suitability ratings to schools – *The Suitability Core Fact* (available from <http://www.gov.scot/Publications/2008/09/19123626/0> ) – was published in October 2008.

The **suitability** of a school is based on the following criteria, as assessed by local authorities:

Condition A: Good – Performing well and operating efficiently

Condition B: Satisfactory – Performing adequately but with minor problems

Condition C: Poor – Showing major problems and/or not operating optimally

Condition D: Bad – Does not support the delivery of services to children and communities

Only rebuilds or refurbishments with a cost of £0.5 million or more for primary, and £1 million or more for secondary and special schools have been included. Where a school is being refurbished or rebuilt as part of a phased project, this is only included once a phase (or a couple of phases combined) is completed and has a value greater than or equal to the amounts stated above. In order to avoid recording a school once a year over several years, any subsequent phases will not be recorded.

Figures published prior to 2013 on number of schools rebuilt should not be used as the data was revised following robust quality assurance processes in later years.

Local authorities determine the formulae used to calculate capacity, in line with Scottish Government guidance (Circular No. 03/2004) <http://www.scotland.gov.uk/Publications/2005/01/20528/50015>. They may therefore vary between local authorities and school types. The percentage of capacity used in each school was calculated using the number of pupils recorded at each school from the results of the September 2009 pupil census. Data on the total gross internal floor area (GIA) and area within the perimeter (AWP) of the school estate is no longer collected.

A school is recorded as having community services if there is space within it exclusively dedicated to and managed by those providing community services, such as dental, medical or police or social work. This does not refer to use of school amenities such as sports or cultural facilities by community groups. The 2008 survey guidance clarified and restricted what should be included in this category, so a comparison of the 2007 data and later years may not be valid.

PFI (Private Finance Initiative) and NPD (Non-Profit Distributing) models are no longer used in relation to rebuilds/refurbishments. PFI referred to schools that were built or refurbished under a public/private partnership arrangement (previously known as PPP) and NPD referred to schools that were built or refurbished under Non-Profit Distributing models. SSF (Scotland's Schools for the Future) refers to schools built under that programme. It is being funded via a mixture of capital grant and revenue support through the Non-Profit Distributing (NPD) pipeline of investment.

In 2012, we revised the data on schools rebuilt in 2010/11 to take account of additional information received whilst collecting the 2012 school estates data. This was due to one school being recorded as substantially rebuilt/refurbished on the 2011 school estates return when the work was not completed until 2011/12.

Suitability figures for 2010, 2011 and 2012 were corrected in 2013 to take account of revised suitability information for one East Dunbartonshire school in 2010, 39 in 2011 and one in 2012 and so differ slightly from previously published figures.

As a result of changes to the Local Government Finance collections we are no longer producing Table 8, which contained information on capital and revenue expenditure on the school estate. Changes to the way the local government finance recorded NPD/PFI rebuilds have made it impossible to produce this on a consistent basis. If you still require this information please contact us.

## 6. Costs

**Pupil census and teacher census data:** This information is collected from the management information systems of schools. The estimated cost to local authorities of extracting and validating this information is around £130,000 based on the 2015 collection.

**Early Learning and Childcare census:** This information is collected directly from ELC centres and we have no information on how much it costs them to complete this. However, local authorities have taken on a role in validating the ELC data (and in some local authorities completing the data on behalf of the centres), and it costs them an estimated £27,000 to do this.

**School Estates:** The estimated cost to local authorities of extracting and validating this information is £6,000 based on the 2015 collection.

## **7. Rounding and symbols**

All percentages and FTEs are rounded separately so breakdowns may not sum to the total shown.

The following symbols are used:

: = not available

0 = nil or rounds to nil

# = not applicable

# List of supplementary tables

All tables included in this bulletin are available on the Scottish Government website at: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/Summarystatsforschools>

A large number of additional tables are produced in Excel on or after the publication date and are published on the Scottish Government website. A list of all of these tables is supplied below for information. All tables will be published by spring 2017.

The following teacher census supplementary tables will be available at: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata>

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### Correspondence and enquiries

For enquiries about this publication please contact:

Alasdair Anthony,  
Education Analytical Services,  
Telephone: 0131 244 7976,  
e-mail: [school.stats@gov.scot](mailto:school.stats@gov.scot)

For general enquiries about Scottish Government statistics please contact:

Office of the Chief Statistician, Telephone: 0131 244 0442,  
e-mail: [statistics.enquiries@gov.scot](mailto:statistics.enquiries@gov.scot)

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