

# Statistical Bulletin

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11<sup>th</sup> December, 2013 (amended 11<sup>th</sup> February 2014)

### Amendments:

11<sup>th</sup> February 2014: Tables 1.1, 5.1, 5.2 and main point 1.7  
See footnotes to tables for details.

This document is the fourth issue of an annual summary of statistics bulletin that brings together information from the following sources:

- The annual census of **pupils** and **teachers** in publicly funded schools in Scotland, conducted on 18<sup>th</sup> September 2013
- Information on **pre-school** education centres in Scotland, collected in the week commencing 16<sup>th</sup> September 2013
- **School Estate** survey data for financial year 2012-13, for all schools open on 1<sup>st</sup> April 2013
- Information on **Attendance and Absence** and **exclusions** from school is now collected on a biennial basis and was collected for the 2012/13 academic year

Information on pre-school and primary teacher numbers for 2010 onwards have been amended in this publication to remove teachers who were double counted as a result of working in both sectors. Therefore, any previously published figures based on 2010, 2011 or 2012 pre-school or primary teacher numbers are now superseded and should not be used.

Supplementary data tables can be found at:

[www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets](http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets)

[www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubPreSchoolEdChildcare](http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubPreSchoolEdChildcare)

Requests for further or additional analysis can be e-mailed to:

[school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk)

## Main Statistics

1.1 The total FTE **number of teachers** based in pre-school, primary, secondary and special schools, or visiting specialists, was 51,078, which is 175 fewer than the 2012 figure of 51,253. (Table 1.1). Of these 50,932 were in local authority schools compared to 51,100 in 2012.

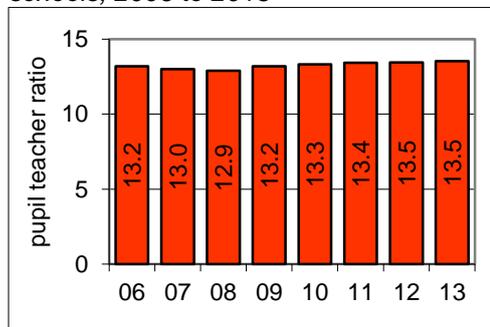
1.2 In 2013, the **pupil teacher ratio** in all publicly funded schools remained the same at 13.5. In primary schools the PTR was 16.5, (up from 16.3 in 2012). Overall in local authority schools the pupil teacher ratio increased from 13.46 in 2012 to 13.53 in 2013. (Table 2.2)

1.3 79 per cent of teachers on the 2012/13 **Probationer Induction Scheme** were in permanent or temporary employment in publicly funded schools in September 2013, an increase from 75 per cent the previous year. (Table 2.5)

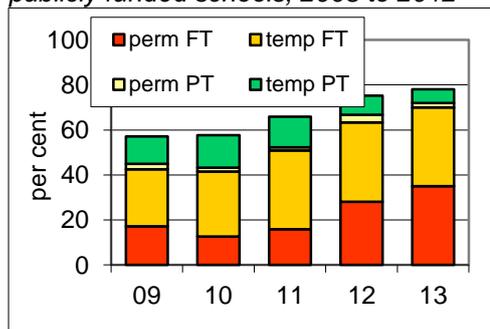
1.4 In September 2013, 72.8 per cent of pre-school children in centres had access to a GTCS registered teacher during census week, down from 75.4 the previous year. (Table 6.2)

1.5 The average **class size** for pupils in the first three years of primary (P1 to P3) increased from 22.6 in 2012 to 23.2 in 2013. The percentage of these pupils who were in class sizes of 18 or fewer dropped from 18.8 per cent in 2012 to 13.6 per cent in 2013 (Tables 3.1 and 3.2). 99.0 per cent of P1 pupils were in classes of 25 or fewer. The overall average class size in primary has increased from 22.7, in 2012 to 23.2 in 2013.

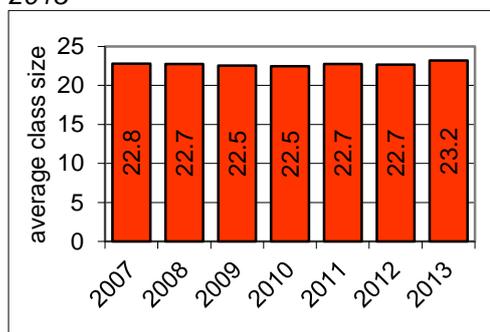
*Pupil teacher ratios for publicly funded schools, 2006 to 2013*



*Employment of post-probationers in publicly funded schools, 2008 to 2012*

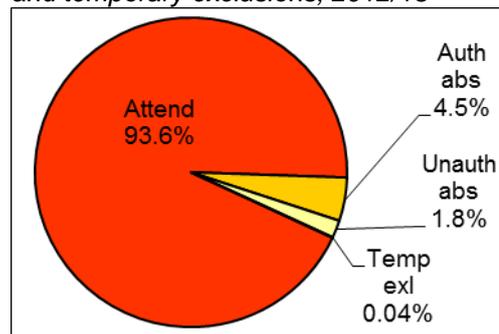


*Average class size in primary, 2008 to 2013*



1.6 **Absence** (authorised and unauthorised) across all sectors was 6.4 per cent in 2012/13, a decrease from 6.8 per cent recorded in 2010/11. (Table 4.1). Absence from school due to temporary exclusion accounted for 0.04 per cent of school days, slightly lower than in previous years.

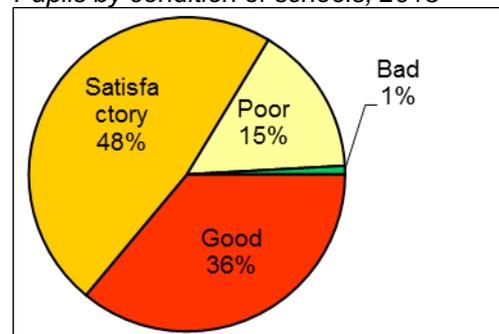
*Attendance, authorised, unauthorised, and temporary exclusions, 2012/13*



1.7 During 2012/13 there were 21,955 cases of **exclusion** from local authority schools in Scotland, a decrease of 18 per cent from 2010/11 (26,844 exclusions) (Table 5.1).

1.8 The proportion of schools reported as being in good or satisfactory **condition** has increased from 61 per cent in April 2007 to 82 per cent in April 2013. (Table 7.2). The number of pupils educated in poor or bad condition schools has decreased from 256,794 (37 per cent of pupils) in April 2007 to 109,704 (16 per cent of pupils) in April 2013.

*Pupils by condition of schools, 2013*



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## Introduction

This publication brings together a wide range of information on school and pre-school education in Scotland and covers: pupils, teachers, pre-school children, school attendance, exclusions, and school buildings.

In Scotland, education typically starts with pre-school. Local authorities have a duty to secure a part-time funded place for every child starting from the beginning of the school term after the child's third birthday. 'Ante pre-school' typically refers to children who are three years old and 'pre-school' to children who are four years old. Pre-school education can be provided by local authority centres, or private and voluntary providers under a partnership arrangement.

Children whose 5<sup>th</sup> birthday falls between the start of March one year and the end of February the next year usually start school together in the August in the middle of that period (when they will be between 4½ and 5½ years old). Parents have the right to defer their child's entry to primary school provided that the child is still five years old when he or she starts school. Primary schools are organised in classes, by age, from primary 1 (P1) to primary 7 (P7). There is no streaming of pupils by ability and pupils are automatically promoted by age from one class to the next. Each class is normally the responsibility of a class teacher who teaches all or most of the curriculum. Education authorities frequently provide support by employing specialist teachers who help in such subjects as drama, art and physical education, who normally teach in several different schools.

Secondary education in Scotland runs for up to 6 years (S1-S6). After four years of Secondary School, pupils, now aged 15 or 16 take their first set of qualifications (currently Access 3, National 4, National 5, Intermediate 1 or Intermediate 2). Some young people leave school at this point, but many choose to stay on to complete S5 and S6 in order to attain Higher and Advanced Higher level qualifications or further qualifications at the other levels previously mentioned. Higher or Advanced Higher qualifications (or equivalent) are required for entry into Higher Education.

## General

### General

Table 1.1 shows the number of school, pupils and teachers in publicly funded schools in Scotland. In September 2013 there were 102,871 children in 2,504 pre-schools, 377,382 pupils in 2,056 primary schools, 289,164 pupils in 364 secondary schools and 6,984 pupils in 149 special schools. The proportion of pupils in special schools continues to be about one per cent, however the number of pupils in special schools has increased from 6,673 in 2009 to 6,984 in 2013. The total number of teachers in all sectors was 51,078, 175 fewer than the revised 2012 figure of 51,253. Although pupil numbers increased and teacher numbers decreased, these changes did not affect the pupil teacher ratio in publicly funded schools, which remained the same as the revised figure of 13.5 from 2012. Local Authorities agreed to maintain teacher numbers in line with pupil numbers as part of the 2011 Spending Review.

The pre-school and primary teacher numbers for 2010 onwards have been amended to remove teachers who were double counted as a result of working in both sectors. The amendments to the primary teacher numbers are minor (accounting for about 0.2% in each year), however the changes to the pre-school teacher numbers are more major (accounting for around a 2% decrease in 2010 and 2011, and a 7% decrease in 2012). Therefore, any previously published figures based on 2010, 2011 or 2012 pre-school or primary teacher numbers should not be used. See background note 3.4 for details.

**Table 1.1: Schools, pupils, teachers and pupil teacher ratios (PTR) for all publicly funded schools by school sector, 2006 to 2013**

	2006	2007	2008	2009	2010 <sup>(2)</sup>	2011 <sup>(2)</sup>	2012 <sup>(2)</sup>	2013
<b>Schools</b>								
Pre-schools <sup>(1)</sup>	2,750	2,702	2,645	2,615	2,586	2,553	2,551 <sup>(5)</sup>	2,504
Primary	2,184	2,168	2,153	2,128	2,099	2,081	2,064	2,056
Secondary	381	378	376	374	372	367	365	364
Special	190	183	193	190	163	158	155	149
<b>Pupils</b>								
Pre-schools <sup>(1)</sup>	111,720	106,060	105,420	107,420	92,030	94,840	98,195 <sup>(5)</sup>	102,871
Primary	382,783	375,946	370,839	367,146	365,326	366,429	370,680	377,382
Secondary	312,979	309,560	303,978	302,921	301,007	297,109	293,562	289,164
Special	6,975	6,709	6,756	6,673	6,800	6,973	6,976	6,984
Total (excluding pre-school)	702,737	692,215	681,573	676,740	673,133	670,511	671,218	673,530
<b>Teachers</b>								
Pre-schools <sup>(1) (2)</sup>	1,704	1,689	1,650	1,630	1,524	1,461	1,386	1,288
Publicly funded schools	53,043	53,411	52,697	51,371	50,498	49,907	49,867	49,790
Total based in schools	51,886	52,446	51,765	50,599	49,784	49,026	48,691	48,620
Primary <sup>(2)</sup>	23,625	23,829	23,615	23,243	23,095	22,813	22,685	22,905
Secondary	26,186	26,573	26,067	25,371	24,776	24,241	23,980	23,695
Special	2,075	2,044	2,083	1,985	1,913	1,973	2,026	2,020
Centrally employed	1,157	964	933	772	714	881	1,176	1,170
Total <sup>(2)</sup>	54,747	55,100	54,347	53,001	52,022	51,368	51,253	51,078
<b>PTRs</b>								
Publicly funded schools <sup>(3)</sup>	13.3	13.0	12.9	13.2	13.3	13.4	13.5	13.5
Total based in schools <sup>(4)</sup>	13.5	13.2	13.2	13.4	13.5	13.7	13.8	13.9
Primary	16.2	15.8	15.7	15.8	15.8	16.1	16.3	16.5
Secondary	12.0	11.6	11.7	11.9	12.1	12.3	12.2	12.2
Special	3.4	3.3	3.2	3.4	3.6	3.5	3.4	3.5

(1) From 2010 pre-school figures are not directly comparable with previous years. Pre-school centre count includes local authority and partnership centres. Pre-school teachers figures now include pre-school home visiting. See background note 3.12

(2) 2010, 2011, 2012 pre-school, primary, school and total teacher FTE and PTRs revised, see background note 3.4

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

(4) All school-based teachers contribute to this ratio.

(5) Pre-school pupil and school figures for 2012 have been amended to include the revised 2012 figures.

## Teachers

### Teachers

Table 2.1 shows the teacher numbers in publicly funded schools for all sectors. There were 22,905 teachers in primary schools, 23,695 in secondary schools, 2,020 in special schools, 1,170 employed centrally and 1,256 in pre-school centres. In 2013, there were 50,932 teachers in local authority schools (including centrally employed teachers), compared to 51,100 in 2012.

**Table 2.1: Teachers in publicly funded schools by sector, by LA, 2013<sup>(1)</sup>**

	Pre-school <sup>(2)</sup>		School				Total
	Centre-based	Home visiting	Primary	Secondary	Special	Centrally employed	
Aberdeen City	81	-	760	740	81	25	1,687
Aberdeenshire	107	-	1,302	1,209	48	35	2,701
Angus	5	-	557	570	-	26	1,157
Argyll & Bute	9	-	413	434	12	-	868
Clackmannanshire	15	1	238	228	19	8	509
Dumfries & Galloway	46	-	594	754	7	133	1,533
Dundee City	39	4	623	680	68	22	1,436
East Ayrshire	16	-	523	552	53	11	1,155
East Dunbartonshire	28	-	499	601	63	21	1,211
East Lothian	49	2	418	461	-	24	954
East Renfrewshire	36	-	516	656	28	6	1,242
Edinburgh City	132	1	1,458	1,483	192	79	3,345
Eilean Siar	5	-	159	174	-	6	344
Falkirk	28	-	739	738	72	19	1,596
Fife	84	5	1,726	1,633	70	79	3,596
Glasgow City	74	-	2,150	2,031	440	192	4,888
Highland	20	5	1,010	1,208	38	85	2,365
Inverclyde	12	-	326	357	44	6	745
Midlothian	33	3	364	411	26	31	867
Moray	8	-	389	445	-	43	885
North Ayrshire	40	-	611	639	46	37	1,374
North Lanarkshire	72	-	1,627	1,651	213	12	3,575
Orkney Islands	9	-	114	128	-	9	259
Perth & Kinross	34	9	673	630	19	17	1,382
Renfrewshire	29	-	715	759	84	23	1,610
Scottish Borders	35	-	485	509	-	105	1,133
Shetland Islands	8	-	155	169	-	8	340
South Ayrshire	39	-	502	526	25	29	1,120
South Lanarkshire	79	-	1,512	1,501	147	13	3,253
Stirling	8	-	397	486	17	34	942
West Dunbartonshire	8	-	416	429	41	23	918
West Lothian	71	1	917	853	89	9	1,939
All local authorities <sup>(3)</sup>	1,256	32	22,888	23,644	1,942	1,170	50,932
Grant aided <sup>(4)</sup>	-	-	17	51	78	-	145
<b>Total</b>	<b>1,256</b>	<b>32</b>	<b>22,905</b>	<b>23,695</b>	<b>2,020</b>	<b>1,170</b>	<b>51,078</b>

(1) These figures refer to full-time equivalents of teachers – see background notes 3.2, 3.3 and 6.1.

(2) Includes partnership pre-school centres.

(3) See background note 3.4 for information on double counting of teacher FTE between primary and pre-school centres.

(4) In September 2013 there were eight grant aided schools, one mainstream with primary and secondary departments, and seven special schools. These schools are included in national totals, but are identified separately in local authority level tables.

## Teachers

Table 2.2 shows the pupil teacher ratios (PTRs) in publicly funded schools for all sectors (excluding pre-schools). PTRs give, on a comparable basis, a measure of the size of the workforce given the different sizes of the pupil population. Scotland saw an improving pupil teacher ratio in local authority schools, with less pupils per teacher between 2005 and 2008. From 2008 it increased gradually to reach 13.5 in 2011, and it has remained at this level since then. The increase in PTR is partly due to the increase in the proportion of pupils in the primary sector, which has larger PTRs. Figures vary across local authorities over time. The largest increases in PTRs this year were seen in Glasgow City and Dundee City, the largest decreases in PTRs were seen in Orkney Islands and Midlothian.

**Table 2.2: Pupil teacher ratios in publicly funded schools (all sectors excluding pre-schools), 2006 to 2013<sup>(1)</sup>**

	2006	2007	2008	2009	2010	2011	2012	2013
Aberdeen City	12.2	12.3	13.0	12.8	13.6	13.4	13.5	13.5
Aberdeenshire	14.0	13.7	12.8	13.1	13.0	13.4	13.4	13.3
Angus	13.8	13.3	13.2	13.3	13.0	13.2	13.2	13.1
Argyll & Bute	13.1	12.8	12.8	12.5	12.6	12.9	12.5	12.4
Clackmannanshire	13.8	13.3	12.7	13.1	13.8	13.6	13.7	13.5
Dumfries & Galloway	13.1	12.7	12.3	12.4	12.5	12.7	12.5	12.7
Dundee City	11.9	11.7	11.5	11.7	11.8	12.1	12.3	12.6
East Ayrshire	14.3	13.2	13.5	13.2	13.6	13.7	14.0	14.0
East Dunbartonshire	13.6	13.1	13.1	13.6	13.3	13.6	13.7	13.6
East Lothian	14.0	13.9	14.1	13.7	14.4	14.4	14.8	15.1
East Renfrewshire	13.3	13.0	13.5	13.6	13.6	13.7	13.5	13.4
Edinburgh City	13.6	13.5	13.5	13.9	14.1	14.3	14.2	14.3
Eilean Siar	9.3	9.4	9.4	9.2	9.9	9.8	10.2	10.1
Falkirk	13.1	13.0	12.9	13.2	13.4	13.4	13.4	13.4
Fife	14.0	13.8	13.7	13.6	13.4	13.7	13.7	13.7
Glasgow City	12.5	12.3	12.4	13.2	13.4	13.1	13.1	13.6
Highland	12.3	12.5	12.3	12.6	13.0	13.2	13.2	13.2
Inverclyde	12.8	12.3	12.7	13.1	13.5	13.8	13.6	13.8
Midlothian	13.5	13.1	13.1	13.7	14.3	14.4	14.6	14.2
Moray	13.2	13.2	12.9	13.0	13.3	13.5	13.4	13.7
North Ayrshire	13.8	13.4	13.2	14.0	13.8	13.7	14.0	13.7
North Lanarkshire	13.5	13.0	13.1	13.4	13.6	13.8	13.9	13.9
Orkney Islands	10.9	11.1	10.4	10.5	10.6	11.0	11.0	10.6
Perth & Kinross	14.2	13.6	13.5	13.1	13.0	12.9	13.1	13.1
Renfrewshire	14.2	13.5	14.1	14.8	14.9	14.9	14.6	14.8
Scottish Borders	13.5	13.0	13.1	13.4	13.3	13.2	13.2	13.3
Shetland Islands	9.0	8.7	8.5	8.5	8.6	9.2	9.5	9.7
South Ayrshire	13.6	13.3	13.6	13.4	12.8	13.2	13.0	13.1
South Lanarkshire	13.6	13.4	13.2	13.5	13.9	13.7	13.7	13.6
Stirling	13.7	13.3	13.6	13.1	13.0	13.2	13.4	13.1
West Dunbartonshire	12.8	12.2	12.4	12.8	13.3	13.6	13.7	13.6
West Lothian	14.0	13.3	13.0	13.3	13.5	14.0	14.1	14.0
All local authorities	13.3	13.0	13.0	13.2	13.3	13.5	13.5	13.5
Grant aided	7.1	7.4	7.4	7.5	8.3	8.5	8.5	8.9
All publicly funded	13.3	13.0	12.9	13.2	13.3	13.4	13.5	13.5

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

## Teachers

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 shows a peak at age 55 and 57, however the proportion of teachers aged 50+ has reduced since early in the last decade. There is also now a peak forming in the late twenties and early thirties.

**Chart 1: Age profile, school based teachers, 2004 to 2013**

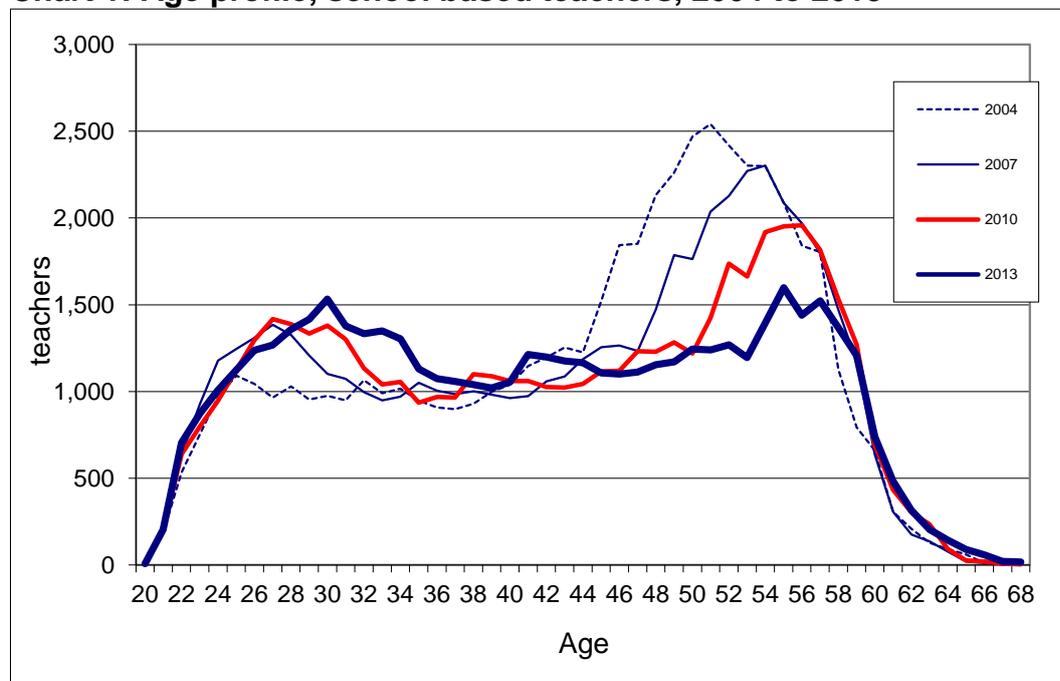
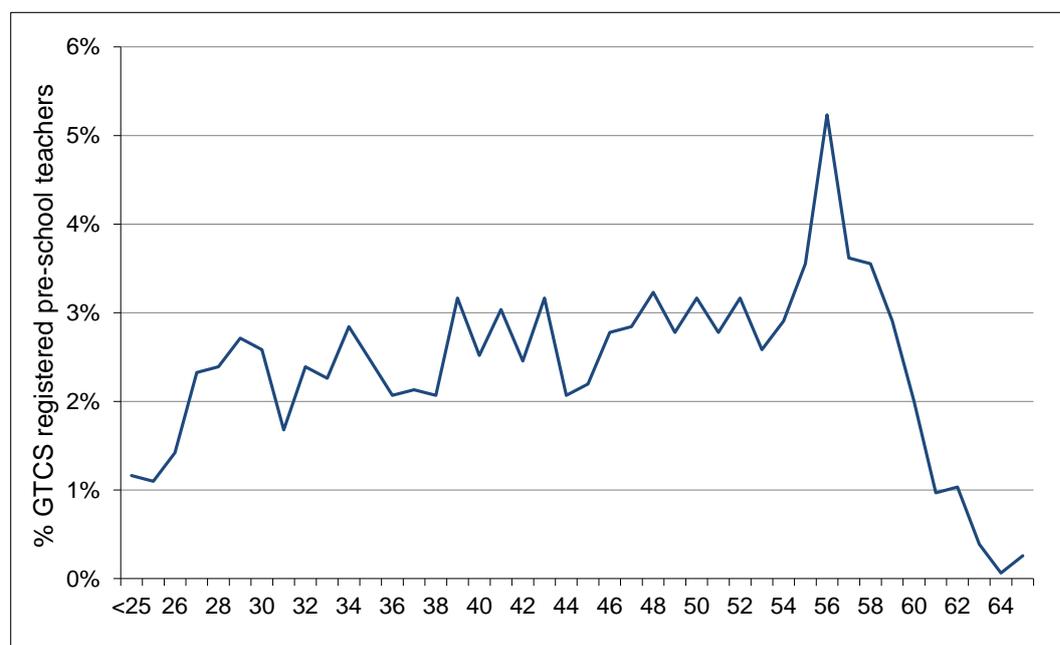


Chart 2 shows the age profile of GTCS registered pre-school teachers, where known, as at September 2013. The number of teachers generally increases with age, with a peak in the number of pre-school teachers aged between 54 and 58.

**Chart 2: Age profile, pre-school teachers, 2013**

(based on 1,568 GTCS registered pre-school teachers where age was reported)



## Teachers

Table 2.3 shows main teacher characteristics, including gender, age, ethnicity, employment type, grade and mode of working, by sector.

The proportion of teachers who were male was 23 per cent. In promoted posts this proportion was 30 per cent, with the figure being 25 per cent for heads and deputies. The average (mean) age of primary, secondary and special school teachers was 42.1 compared to 42.2 in 2012 and 44.1 in 2004.

The proportion of teachers who had temporary contracts (including probationers) was 16 per cent (the same as last year). 13.4 per cent of teachers were working part-time, with the rate higher amongst females (15.7 per cent) than males (5.7 per cent).

**Table 2.3: Teacher characteristics: Proportions by gender, age, ethnicity and employment type, grade and mode of working by sector, 2013**

	Pre-school	Primary	Secondary	Special	Centrally Employed <sup>(4)</sup>	Total (exclude pre-school)
<b>Gender</b>						
Female	96	91	63	78	85	77
Male	4	9	37	22	15	23
Unknown	-	0	0	0	0	0
<b>Age (years)<sup>(1)</sup></b>						
Under 25	1	7	5	1	1	6
25 to 34	21	29	26	22	11	27
35 to 44	25	23	23	22	19	23
45 to 54	28	23	26	27	35	25
55 or over	24	18	20	28	35	19
Unknown	1	0	0	0	0	0
Average Age	45	41	42	45	49	42
<b>Ethnicity<sup>(1)</sup></b>						
White – Scottish	-	63	55	64	41	59
White – Other British Isles	-	31	36	26	32	33
White – Other	-	2	3	3	7	3
Minority Ethnic Group	-	1	2	2	5	2
Not Disclosed	-	3	4	4	15	4
<b>Employment type</b>						
Permanent	-	82	86	84	82	84
Temporary (non-induction)	-	13	10	16	18	12
Probationer induction scheme <sup>(2)</sup>	-	5	4	0	0	4
<b>Grade</b>						
Head teacher	-	8	1	6	3	5
Percentage female	-	87	37	82	70	79
Depute head teacher	-	5	5	7	2	5
Percentage female	-	89	53	79	82	72
Principal teacher	-	7	25	10	12	16
Percentage female	-	91	60	77	81	67
Teacher	-	79	69	77	83	74
Percentage female	-	92	65	78	86	79
All - Percentage female	-	91	63	78	85	77
<b>Mode of working</b>						
Full-time	49	84	90	86	68	87
Percentage female	97	90	61	76	82	75
Part-time <sup>(3)</sup>	51	16	10	14	32	13
Percentage female	96	95	83	87	91	90

(1) Excludes grant aided schools. Totals do not include pre-school.

(2) See background note 3.3.

(3) Includes pre-school teachers who are peripatetic or shared with other centres. Pre-school figures are based on headcount, other teacher data is based on FTE.

(4) Excludes mainstream supply.

## Teachers

In the September 2013 census there were 2,132 teachers in the teacher induction scheme (2,044 in 2012), of which 1,158 were in primary schools and 974 were in secondary schools.

In 2013, a higher proportion of teachers were able to secure a teaching post following their one year guaranteed probationer post under the Teacher Induction Scheme. This is the result of a reduction in the number of students entering initial teacher education in 2009 and 2010, resulting in fewer post-probationers and probationers available to fill posts in 2011 and 2012. As part of the 2011 budget, local authorities agreed to secure places for all probationers who require one under the teacher induction scheme.

Table 2.4 shows the percentage of post-probationers from recent induction cohorts who were in publicly funded permanent or temporary posts at the time of the next census. The proportion increased from 75 per cent in 2012 to 79 per cent in 2013. Other teachers may be in the independent sector or may have found supply work, but this is not recorded in the census.

**Table 2.4: Percentage of post-probationers in permanent or temporary employment in the following year's teacher census, 2009 to 2013**

	2008/09 to Sept 2009 (n=3,102)	2009/10 to Sept 2010 (n=3,044)	2010/11 to Sept 2011 (n=2,857)	2011/12 to Sept 2012 (n=1,944)	2012/13 to Sept 2013 (n=2,044)
Full-time permanent	17	13	16	28	35
Full-time temporary	25	29	35	35	35
Part-time permanent	2	2	1	3	2
Part-time temporary	12	15	14	8	6
Other <sup>(1)</sup>	43	42	34	25	21

(1) see following paragraph

In table 2.4 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. Table 2.5 shows that some of these teachers secure posts as they become available later in the year or in subsequent years. For example while 63 per cent of the 2008/09 cohort were present in the 2010 census, 68 per cent were in the 2011 census, 69 per cent in the 2012 census, and 70 per cent in the 2013 census.

**Table 2.5: Percentage of post-probationers in permanent or temporary employment, 2008 to 2013**

	Teacher Census						
	Sept 07	Sept 08	Sept 09	Sept 10	Sept 11	Sept 12	Sept 13
2006/07 cohort	<b>66</b>	69	71	73	74	73	72
2007/08 cohort		<b>58</b>	63	67	71	70	71
2008/09 cohort			<b>57</b>	63	68	69	70
2009/10 cohort				<b>58</b>	66	70	70
2010/11 cohort					<b>66</b>	70	70
2011/12 cohort						<b>75</b>	77
2012/13 cohort							<b>79</b>

## Classes and Pupils

### Classes and pupils

Table 3.1 shows the distribution of P1-P3 pupils in publicly funded schools by ranges of class size. The Scottish Government is committed to working with local authorities to maintain the reductions in class size in the early stages of primary education seen in recent years, and will continue with progressive reductions in the future. In particular, one of the manifesto commitments, made by the Scottish National party in 2007, was to reduce P1-P3 class sizes to 18 or less.

At September 2013, 13.6 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 less), down 5.2 percentage points from 2012. The number of pupils taught in classes of 26 or more decreased from 57,424 in 2006 to a low of 32,702 in September 2009, before increasing again. In September 2013, the number of pupils taught in classes of 26 or more was 43,644 which is 25.8 per cent of pupils.

**Table 3.1: Class sizes of P1-P3 pupils, 2006-2013<sup>(1)</sup>**

Class Size	2006	2007	2008	2009	2010	2011	2012	2013
1 - 18	19,923	23,563	23,835	25,039	34,351	32,580	31,101	22,992
19 - 20	13,305	16,461	16,220	16,535	14,293	15,121	15,655	15,995
21 - 25	66,220	74,446	80,151	81,332	70,687	76,499	80,243	86,854
26 - 30	56,516	39,482	33,423	32,327	39,087	36,679	37,805	42,908
31 or more	908	345	317	375	249	757	473	736

% in classes of 18 or less or in 2 teacher classes of 36 or less

12.7	15.3	15.5	16.1	21.6	20.2	18.8	13.6
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(1) The percentage of P1-P3 pupils in classes of 18 or fewer include two-teacher classes with 36 or less. Classes taught by two teachers at all times are treated as two classes of half the size.

Table 3.2 shows the average class size for pupils in primary school. Class size data are not collected in the secondary sector as class size varies widely across subjects.

The overall average class size in primary was 23.2 in 2013, up from 22.7 in 2012.

The average class size for a P1-P3 pupil in 2013 was 23.2, up from 22.6 in 2012. As part of the 2010 budget agreement local authorities were committed to maintaining pupil teacher ratios in P1-P3. It is not possible to calculate P1-P3 pupil teacher ratios from the census data, and average class size, together with overall pupil teacher ratios in primary (see table 1.1) are considered the nearest proxy measures.

**Table 3.2: Average class size of primary school pupils<sup>(1)</sup>, 2006 to 2013**

	2006	2007	2008	2009	2010	2011	2012	2013
P1	23.1	20.9	21.0	21.1	21.1	20.5	20.6	21.2
P2	23.7	23.5	23.0	22.8	22.8	23.3	23.3	24.0
P3	24.1	24.0	24.0	23.7	23.4	23.9	24.0	24.5
P1-P3	23.6	22.8	22.6	22.5	22.4	22.5	22.6	23.2
primary	23.2	22.8	22.7	22.5	22.5	22.7	22.7	23.2

(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 3.6

## Classes and Pupils

Legislation was introduced in November 2010 to limit class sizes for P1 pupils to 25. Table 3.3 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 3.3).

**Table 3.3: Number of P1 pupils by class size, 2006 to 2013**

	2006	2007	2008	2009	2010	2011 <sup>(1)</sup>	2012	2013
1 - 18	8,164	11,062	11,653	11,796	16,156	16,208	15,713	11,968
19 - 20	5,416	8,253	8,066	7,967	5,967	8,025	8,459	8,554
21 - 25	20,822	30,311	30,681	29,794	24,568	30,351	32,009	36,310
26 or more	16,845	965	1,706	3,611	6,896	609	503	560

(1) Pupil numbers were corrected on 01 February 2012 to adjust for a two teacher class in P1 which had been treated as a large class.

## Classes and Pupils

Table 3.4 shows the percentage of P1-P3 pupils in classes of 18 or fewer. These vary considerably between local authorities. The existence of large numbers of small schools in some areas is one of the main reasons for this. The national level of pupils in classes of 18 or fewer, rose from 12.7 per cent in 2006 to 21.6 per cent in 2010, before decreasing to 13.6 per cent in 2013.

**Table 3.4: Percentage of P1-P3 pupils in classes of size 18 or less or in two teacher classes with a pupil teacher ratio of 18 or less, 2006-2013<sup>(1)</sup>**

	2006	2007	2008	2009	2010	2011	2012	2013
Aberdeen City	12.7	8.6	7.4	7.7	11.9	16.6	16.4	16.1
Aberdeenshire	16.1	15.6	13.3	13.0	12.6	11.1	13.1	14.9
Angus	6.5	13.8	12.8	17.9	26.8	25.5	20.4	21.0
Argyll & Bute	33.1	40.7	37.4	37.5	48.8	44.6	45.5	45.4
Clackmannanshire	12.4	23.7	20.4	20.0	28.2	22.0	19.0	16.1
Dumfries & Galloway	18.2	16.6	25.6	23.7	24.9	20.6	20.4	12.0
Dundee City	6.0	5.6	4.7	6.5	27.2	27.0	28.5	9.4
East Ayrshire	13.6	15.0	9.4	41.5	41.4	43.4	19.5	7.6
East Dunbartonshire	8.1	9.9	10.3	10.8	28.3	22.2	21.2	21.8
East Lothian	9.9	6.2	7.0	7.9	8.9	7.5	4.0	4.3
East Renfrewshire	10.2	9.9	5.4	6.5	32.5	38.1	35.6	7.6
Edinburgh, City of	7.1	12.8	14.1	14.5	16.5	15.3	15.3	7.0
Eilean Siar	70.7	72.5	66.6	57.9	74.7	62.8	51.7	39.8
Falkirk	7.9	11.7	11.0	7.7	12.6	7.7	8.5	4.9
Fife	10.2	19.2	12.9	16.1	26.0	26.7	27.4	24.1
Glasgow City	12.5	15.5	12.9	9.4	9.8	6.2	10.1	3.8
Highland	21.8	24.2	26.0	26.2	30.1	23.2	20.3	18.4
Inverclyde	9.2	16.8	8.2	10.2	20.6	16.8	12.3	9.3
Midlothian	8.1	8.6	12.9	24.7	9.2	15.3	5.0	7.7
Moray	7.4	12.6	16.9	7.2	26.1	19.7	20.6	8.9
North Ayrshire	10.5	9.3	5.8	6.5	25.1	7.7	11.6	7.2
North Lanarkshire	11.8	13.5	14.7	11.4	10.1	10.0	8.0	8.1
Orkney Islands	32.4	41.4	43.0	44.8	51.5	44.8	33.4	27.2
Perth & Kinross	19.9	19.9	16.7	17.0	23.3	26.6	20.7	15.7
Renfrewshire	7.3	7.8	8.5	8.3	33.1	34.6	36.5	6.9
Scottish Borders	12.9	17.7	27.0	30.7	30.1	23.1	22.6	21.6
Shetland Islands	55.6	51.0	53.0	43.4	43.3	31.6	24.5	26.5
South Ayrshire	16.9	14.0	17.2	24.3	25.7	28.4	23.4	20.2
South Lanarkshire	13.4	16.2	20.4	17.2	23.7	25.3	23.9	22.9
Stirling	12.8	15.4	12.3	17.5	23.0	26.7	24.9	17.4
West Dunbartonshire	11.9	18.1	23.2	20.8	31.6	22.6	15.9	9.9
West Lothian	9.2	10.5	24.8	25.5	19.8	26.0	24.4	20.3
Scotland <sup>(2)</sup>	12.7	15.3	15.5	16.1	21.6	20.2	18.8	13.6

(1) In previous years this table did not include two teacher classes with a pupil teacher ratio of 18 or less.

(2) The Scotland figure includes the one grant aided mainstream school.

## Classes and Pupils

Table 3.5 shows pupil characteristics. These data are used primarily in equalities monitoring.

88.8 per cent of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (3.6 per cent), Asian Pakistani (1.8 per cent) and Mixed (1.1 per cent).

131,621 pupils (19.5 per cent of all pupils) had an additional support need recorded. This will include pupils in special schools and those in mainstream schools with a Co-ordinated Support Plan (CSP), Individualised Education Programme, Child Plan or some other type of support.

**Table 3.5: Pupil characteristics: ethnicity, additional support needs and English as an additional language by gender, 2013<sup>(1)</sup>**

	Female	Male	Total
<b>Ethnicity</b>			
White – Scottish	280,844	291,261	572,105
White – Other British	12,435	13,033	25,468
White – Gypsy/Traveller	460	501	961
White - Other	11,876	12,497	24,373
Mixed	3,571	3,579	7,150
Asian – Indian	2,051	2,221	4,272
Asian – Pakistani	5,838	6,103	11,941
Asian – Bangladeshi	363	381	744
Asian – Chinese	1,506	1,356	2,862
Asian – Other	1,663	1,702	3,365
Caribbean/Black	393	414	807
African	2,319	2,456	4,775
Other	1,569	1,683	3,252
Not known / not disclosed	5,406	5,806	11,212
<b>Additional Support Needs (ASN)</b>			
CSP	1,087	2,192	3,279
IEP	12,621	27,468	40,089
Child Plans	4,522	7,580	12,102
Assessed/Declared Disabled	4,945	10,565	15,510
Other	37,551	56,539	94,090
Total pupils with ASN	49,934	81,687	131,621
<b>English as an Additional Language</b>	14,193	15,339	29,532
<b>Total Pupils</b>	<b>330,372</b>	<b>343,158</b>	<b>673,530</b>

(1) Data for ethnicity and English as an Additional Language does not include grant aided special schools .

## Attendance and Absence

### Attendance and Absence

Schools record information on pupils attendance and absence from school and the reasons for this. This information is used to monitor pupil engagement and also to ensure pupils safety and wellbeing by following up on pupils who do not attend school. The Scottish Government published detailed guidance in 2007 on promoting good attendance at school and effective management of absenteeism (see: <http://www.scotland.gov.uk/Publications/2007/12/05100056/0> ).

Table 4.1 shows school attendance, absence and temporary exclusion rates over the period 2007/08 to 2012/13. Information on attendance and absence was not collected in 2011/12, as this data is now collected only once every two years.

Variations in recording practice for reasons for absence, between local authorities and over time, means that values and comparisons for certain detailed absence reasons, sickness and truancy in particular, are not reliable. The full breakdown of categories by local authority for 2012/13, available in the supplementary tables, shows which local authorities appear to be under-recording these reasons for absence. These data, and Table 4.1 below, do however show levels of absence as recorded by schools. Comparisons of overall attendance, overall absence and temporary exclusions are considered valid over time and between local authorities.

Since 2007/08 pupils' rate of attendance has increased from 93.2 to 93.6 per cent in 2012/13.

**Table 4.1: Percentage Attendance and Absence by detailed reason, 2007/08 to 2012/13<sup>(1)(2)</sup>**

	2007/08	2008/09	2009/10	2010/11	2012/13
<b>Attendance</b>	<b>93.2</b>	<b>93.3</b>	<b>93.2</b>	<b>93.1</b>	<b>93.6</b>
In school	91.4	91.4	91.3	91.1	91.7
Late	1.6	1.7	1.7	1.8	1.7
Work experience	0.2	0.2	0.2	0.2	0.2
Sickness with education provision	-	-	-	-	-
<b>Authorised absence</b>	<b>5.2</b>	<b>5.1</b>	<b>4.9</b>	<b>4.9</b>	<b>4.5</b>
Sickness without education provision	3.3	3.4	3.5	3.4	3.7
Very late	-	-	-	-	-
Authorised holidays	0.1	0.1	0.1	0.1	0.1
Exceptional domestic circumstances	0.1	0.1	0.1	0.1	0.1
Other authorised	1.7	1.5	1.2	1.2	0.7
<b>Unauthorised absence</b>	<b>1.5</b>	<b>1.5</b>	<b>1.8</b>	<b>1.9</b>	<b>1.8</b>
Unauthorised holidays	0.4	0.4	0.4	0.5	0.5
Unexplained absence, including truancy	0.9	0.9	1.2	1.3	1.2
Exceptional domestic circumstances (unauthorised)	-	-	-	-	-
Other unauthorised	0.1	0.1	0.1	0.1	0.1
<b>All absences (authorised and unauthorised)</b>	<b>6.7</b>	<b>6.6</b>	<b>6.7</b>	<b>6.8</b>	<b>6.4</b>
<b>Temporary exclusion</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>

(1) This information will be affected by differing reporting practices across local authorities and over time

(2) Information on attendance is now collected on a biennial basis see background note 2.4 for more information.

## Attendance and Absence

Table 4.2 shows the 2012/13 national attendance rate across each sector broken down by gender, ethnicity, additional support needs and the Index of Multiple Deprivation (SIMD, 20% most deprivation (MD) versus 20% least deprivation (LD)).

Pupils with additional support needs in mainstream schools again had a lower attendance rate than pupils with no additional support needs, with the difference again being greater in secondary school.

Pupils living in areas with higher levels of deprivation had lower attendance rates, with the effect being greater in secondary and special school. In secondary schools, pupils living in areas associated with most deprivation (based on lowest 20 per cent of the Scottish Index of Multiple Deprivation 2012 (SIMD)) had an attendance rate 5.6 percentage points lower than the pupils living in areas associated with least deprivation.

**Table 4.2: Percentage attendance by Gender, Ethnicity, Additional Support Needs and Scottish Index of Multiple Deprivation (SIMD 2012), by sector, 2012/13**

	Percentage Attendance			
	Primary	Secondary	Special	Total
<b>All Pupils</b>	<b>94.9</b>	<b>91.9</b>	<b>90.5</b>	<b>93.6</b>
Male	94.9	92.2	90.5	93.7
Female	95.0	91.7	90.4	93.5
<b>Ethnicity</b>				
White Scottish	95.1	91.9	90.7	93.7
White non-Scottish	93.6	91.3	90.9	92.8
Mixed or multiple ethnic groups	95.0	92.1	92.9	93.9
Asian	93.8	93.5	89.4	93.6
African/Black/Caribbean	96.0	95.2	93.7	95.7
All other ethnic groups	92.6	90.4	89.3	91.9
Not Disclosed / Not Known	94.3	90.5	87.4	93.0
<b>Additional Support Needs<sup>1</sup></b>				
Children with ASN	93.6	89.2	90.6	91.7
Children with no ASN	95.2	92.5	#	94.0
<b>SIMD</b>				
Lowest 20% of SIMD (Most deprivation)	93.2	88.9	88.8	91.4
Highest 20% of SIMD (Least deprivation)	96.5	94.5	94.3	95.6

(1) Pupils that were not matched to the Pupil Census have not been included.

## Attendance and Absence

Table 4.3 shows local attendance rates over the period 2007/08 to 2012/13. In 2012/13 the percentage attendance in Scottish local authority schools ranged from 92.3 per cent to 95.5 per cent. This range of variation in attendance rates is consistent with the preceding years.

**Table 4.3: Percentage attendance by local authority, 2007/08 to 2012/13<sup>(1)(2)</sup>**

	2007/08	2008/09	2009/10	2010/11	2012/13
Aberdeen City	93.3	93.1	93.4	93.0	93.0
Aberdeenshire	94.9	94.7	94.4	94.5	94.5
Angus	94.5	94.5	94.2	94.2	94.2
Argyll & Bute	94.0	94.1	94.3	93.7	94.3
Clackmannanshire	93.8	93.6	93.6	93.6	93.4
Dumfries & Galloway	94.3	94.1	94.1	94.4	94.2
Dundee City	92.5	92.4	92.2	92.0	92.3
East Ayrshire	92.9	93.6	92.9	93.0	93.4
East Dunbartonshire	94.8	95.2	94.9	94.6	95.2
East Lothian	94.2	94.4	94.1	93.8	94.2
East Renfrewshire	95.6	95.4	95.1	95.2	95.5
Edinburgh, City of	93.0	93.1	93.1	93.0	93.9
Eilean Siar	93.9	93.7	94.1	93.9	93.9
Falkirk	93.4	93.9	93.6	93.4	93.8
Fife	92.8	93.0	92.8	92.6	93.0
Glasgow City	91.1	91.5	91.6	91.3	92.6
Highland	93.4	93.2	92.6	92.8	93.0
Inverclyde	93.1	93.1	92.6	92.9	93.4
Midlothian	93.5	93.6	93.1	93.0	93.2
Moray	93.8	94.3	93.9	93.9	94.2
North Ayrshire	93.0	93.0	93.3	93.2	93.5
North Lanarkshire	92.1	92.4	92.1	92.1	92.9
Orkney Islands	94.9	94.4	93.7	93.1	93.8
Perth & Kinross	93.5	93.7	93.8	93.8	94.0
Renfrewshire	93.1	93.4	93.8	93.8	94.0
Scottish Borders	94.4	94.5	94.2	94.0	94.3
Shetland Islands	94.8	94.7	94.4	94.2	94.5
South Ayrshire	92.8	93.1	92.8	93.2	93.2
South Lanarkshire	93.1	93.2	93.4	93.2	93.8
Stirling	93.5	93.4	92.9	92.5	94.1
West Dunbartonshire	92.8	92.9	93.0	92.3	93.3
West Lothian	93.7	93.8	93.7	93.7	93.9
Grant Aided	94.8	96.2	96.1	95.8	96.9

(1) This information will be affected by differing reporting practices across local authorities and over time

(2) Information on attendance is now collected on a biennial basis see background note 2.4 for more information.

## Exclusions

### Exclusions

In Scotland, the power exists to exclude children and young people from school where it is considered that to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline in the school or the educational wellbeing of the learners there. However, the number of exclusions has been falling year on year since 2006/07. This reflects ongoing hard work by schools and local authorities and a real concerted effort to improve relationships and behaviour and work with our children and young people most at risk of exclusion.

Table 5.1 below provides information on the number of cases of exclusion in recent academic years. Information on exclusions was not collected in 2011/12, as this data is now collected only once every two years. Over 99.9 per cent of all exclusions are for a fixed period of time, referred to here as temporary exclusions, and pupils are expected to return to their original school when the exclusion period is completed. In a small number of cases, 21 in 2012/13, an excluded pupil is 'removed from the register'. When this occurs a pupil does not return to their original school and will be educated at another school or in some other educational provision.

**Table 5.1: Cases of exclusion and rate per 1,000 pupils by type of exclusion, 2006/07 to 2012/13 <sup>(1)</sup>**

	2006/07	2007/08	2008/09	2009/10	2010/11	2012/13 <sup>(2)</sup>
<b>Exclusions in total</b>	<b>44,794</b>	<b>39,717</b>	<b>33,917</b>	<b>30,211</b>	<b>26,844</b>	<b>21,955</b>
Of which:						
Temporary exclusions	44,546	39,553	33,830	30,144	26,784	21,934
Removed from register	248	164	87	67	60	21
<b>Exclusion rate per 1,000 pupils</b>	<b>63.9</b>	<b>57.5</b>	<b>49.9</b>	<b>44.7</b>	<b>40.0</b>	<b>32.8</b>
Of which						
Temporary exclusion rate	63.5	57.3	49.7	44.6	39.9	32.7
Removed from register rate	0.4	0.2	0.1	0.1	0.1	0.0

(1) Information on exclusions is now collected on a biennial basis see background note 2.4 for more information.

(2) Amended on 11 February 2014 to include information on 3 Edinburgh and 16 Highland exclusions that were supplied after the publication date.

The exclusion rate per 1,000 pupils, for pupils who have an additional support need, is more than 4 times higher than those who have no additional support needs. Deprivation also plays an important factor in the likelihood of exclusion. Rates of exclusions per 1,000 pupils are more than 6 times greater for pupils living in the 20 per cent of areas associated with most deprivation, compared with pupils living in the 20 per cent associated with least deprivation, as defined by the Scottish Index of Multiple Deprivation.

**Table 5.2: Cases of exclusion and rate per 1,000 pupils by gender, additional support needs and Scottish Index of Multiple Deprivation (SIMD 2012), 2012/13<sup>(1)</sup>**

	<b>Cases of exclusions</b>	<b>Rate per 1,000 pupils</b>
Male	17,104	50.1
Female	4,851	14.8
Pupils with Additional Support needs	10,539	90
Pupils with no Additional support needs	11,266	20
Lowest 20% of SIMD (Most deprived)	9,298	65
Highest 20% of SIMD (Least deprived)	1,271	10

(1) Amended on 11 February 2014 to include information on 3 Edinburgh and 16 Highland exclusions that were supplied after the publication date.

## Pre-school

### Pre-school

Table 6.1 shows that there were 102,871 children registered for pre-school places funded by the local authority in September 2013, and that 101.5% of eligible children were registered for the ante-pre-school or pre-school year of pre-school education. Eligible children are estimated from mid-year population estimates. As children may be counted more than once if they are registered to receive local authority funded pre-school education at more than one centre this figure will overestimate true uptake.

**Table 6.1: Registrations for pre-school education at local authority and partnership centres, September 2013**

	Under 3 year olds	Ante-pre-school <sup>(1)</sup>		Pre-school <sup>(1)</sup>		Ante-pre-school + pre-school		Deferred Entry <sup>(2)</sup>	Total
		Number	% of eligible	Number	% of eligible	Number	% of eligible		
Aberdeen City	336	1,312	112.2	2,239	97.9	3,551	102.7	177	4,064
Aberdeenshire	18	1,690	106.0	3,073	97.1	4,763	100.1	151	4,932
Angus	114	608	102.3	1,212	99.9	1,820	100.7	100	2,034
Argyll & Bute	-	433	102.4	879	103.1	1,312	102.8	62	1,374
Clackmannanshire	55	347	126.5	596	103.5	943	110.9	22	1,020
Dumfries & Galloway	-	795	104.2	1,608	105.6	2,403	105.1	106	2,509
Dundee City	107	809	101.7	1,626	102.8	2,435	102.4	150	2,692
East Ayrshire	139	791	116.2	1,299	94.4	2,090	101.6	86	2,315
East Dunbartonshire	190	644	121.4	1,182	106.8	1,826	111.5	99	2,115
East Lothian	142	647	106.3	1,172	93.2	1,819	97.5	100	2,061
East Renfrewshire	58	614	120.9	1,101	106.8	1,715	111.4	58	1,831
Edinburgh City	968	2,891	109.5	5,198	97.9	8,089	101.8	362	9,419
Eilean Siar	65	167	122.9	242	85.5	409	97.7	13	487
Falkirk	38	902	94.8	1,932	101.7	2,834	99.4	78	2,950
Fife	374	2,292	109.0	4,354	103.3	6,646	105.2	232	7,252
Glasgow City	2073	3,253	101.2	5,920	93.0	9,173	95.7	358	11,604
Highland	175	1,441	113.4	2,503	95.4	3,944	101.3	252	4,371
Inverclyde	207	408	100.2	747	90.0	1,155	93.3	43	1,405
Midlothian	-	575	113.1	1,026	100.0	1,601	104.3	92	1,693
Moray	113	462	88.5	965	88.3	1,427	88.4	99	1,639
North Ayrshire	416	869	116.0	1,488	97.1	2,357	103.3	28	2,801
North Lanarkshire	781	2,379	114.7	3,893	92.8	6,272	100.1	135	7,188
Orkney Islands	1	114	102.9	225	97.7	339	99.4	42	382
Perth & Kinross	33	764	102.0	1,463	96.6	2,227	98.4	159	2,419
Renfrewshire	744	1,191	125.8	1,938	101.8	3,129	109.8	135	4,008
Scottish Borders	136	671	116.6	1,178	99.5	1,849	105.1	94	2,079
Shetland Islands	8	154	109.5	281	104.2	435	106.0	35	478
South Ayrshire	145	675	123.7	1,199	107.7	1,874	113.0	63	2,082
South Lanarkshire	774	1,834	105.8	3,463	98.3	5,297	100.8	168	6,239
Stirling	254	496	109.1	1,008	110.0	1,504	109.7	74	1,832
West Dunbartonshire	463	561	106.0	1,060	99.7	1,621	101.8	41	2,125
West Lothian	33	1,180	102.0	2,148	90.5	3,328	94.3	110	3,471
<b>Scotland<sup>(3)</sup></b>	<b>8,960</b>	<b>31,969</b>	<b>108.5</b>	<b>58,218</b>	<b>98.0</b>	<b>90,187</b>	<b>101.5</b>	<b>3,724</b>	<b>102,871</b>
<i>Scotland as reported</i>	<i>8,635</i>	<i>30,311</i>		<i>55,455</i>		<i>85,766</i>		<i>3,479</i>	<i>97,880</i>

(1) 'Ante pre-school' typically refers to 3 year olds and 'pre-school' to 4 year olds.

(2) Refers to children who are eligible to attend primary school but have deferred entry and remain in pre-school.

(3) Includes data from 2012 where centres did not respond. 'Scotland as reported' row shows just data returned in 2013.

## Pre-school

Table 6.2 below shows that around three quarters of children at eligible pre-schools had access to a GTCS registered teacher during census week (72.8 per cent, down from 75.4 per cent the previous year). This includes children whose access was to a teacher providing only ad hoc or occasional support. Some local authorities only ensure access to teachers for ante- and pre-school children (3 and 4 year olds). The number of children with access to a teacher as a proportion of just ante- and pre-school children (rather than all children) is 83.5 per cent.

**Table 6.2<sup>(1)</sup>: Percentage of children with access to a GTCS registered teacher by local authority, September 2013**

	As a percentage of all children at pre-school centres			Total access as a percentage of ante- and pre-school children
	Centres under a regular arrangement <sup>(2)</sup>	Centres with only ad hoc support from external teachers	Total	
Aberdeen City	61.7	8.1	69.9	80.7
Aberdeenshire	69.0	28.2	97.2	100.7
Angus	5.9	67.6	73.5	82.1
Argyll & Bute	64.5	35.5	100.0	104.7
Clackmannanshire	77.4	8.8	86.2	93.2
Dumfries & Galloway	69.2	5.3	74.5	77.7
Dundee City	63.7	7.4	71.1	78.6
East Ayrshire	94.3	5.7	100.0	110.8
East Dunbartonshire	50.3	20.0	70.3	81.9
East Lothian	78.4	10.1	88.5	100.2
East Renfrewshire	82.5	6.2	88.6	94.6
Edinburgh City	59.6	9.2	68.8	80.5
Eilean Siar	18.7	16.6	35.3	42.1
Falkirk	100.0	-	100.0	104.1
Fife	76.9	12.5	89.4	97.8
Glasgow City	39.1	14.3	53.4	67.7
Highland	48.8	0.0	48.8	54.2
Inverclyde	49.6	3.3	53.0	64.4
Midlothian	90.0	7.1	97.1	103.4
Moray	21.0	17.8	38.7	44.5
North Ayrshire	56.4	16.4	72.8	86.5
North Lanarkshire	54.3	1.7	56.0	65.6
Orkney Islands	84.6	13.4	97.9	110.3
Perth & Kinross	77.0	16.8	93.8	101.9
Renfrewshire	59.5	13.6	73.1	95.4
Scottish Borders	62.9	12.9	75.9	85.3
Shetland Islands	79.7	3.1	82.8	91.0
South Ayrshire	83.6	4.8	88.4	98.2
South Lanarkshire	62.5	8.7	71.2	85.4
Stirling	22.1	19.2	41.3	50.3
West Dunbartonshire	42.6	1.8	44.5	58.3
West Lothian	100.1	-	100.1	104.4
<b>Scotland</b>	<b>61.4</b>	<b>11.4</b>	<b>72.8</b>	<b>83.5</b>

(1) See Background Notes 3.12 – 3.13 for definitions of a GTCS teacher and adhoc teacher.

(2) Further breakdowns provided in previous years are available in the additional tables.

## Pre-school

As a result of the double counting of teachers between pre-schools and schools outlined in Background Note 3.4, local authorities were given the opportunity to revise their teacher numbers for 2010, 2011 and 2012. Inverclyde also took the opportunity to record pupil numbers in three additional pre-school centres which were not counted in the 2012 pre-school census. The revised pupil and teacher data for 2010, 2011 and 2012 are shown in Table 6.3.

**Table 6.3<sup>(1)</sup>: 2013 revision to total pre-school pupil and teacher numbers, 2010-2012**

	Total pre-school pupils			Total FTE of pre-school teachers		
	2010	2011	2012	2010	2011	2012
Aberdeen City	3,680	3,640	3,690	99	98	104
Aberdeenshire	4,410	4,510	4,820	108	103	91
Angus	1,920	2,010	2,090	23	18	11
Argyll & Bute	1,340	1,350	1,400	11	17	9
Clackmannanshire	980	1,120	1,030	15	12	11
Dumfries & Galloway	2,540	2,510	2,490	42	44	38
Dundee City	2,390	2,470	2,690	36	37	43
East Ayrshire	2,130	2,090	2,470	24	22	20
East Dunbartonshire	1,870	1,940	1,940	30	26	26
East Lothian	1,930	1,900	2,110	50	53	61
East Renfrewshire	1,690	1,680	1,630	34	37	31
Edinburgh City	7,900	8,120	8,660	167	157	130
Eilean Siar	480	450	550	3	3	9
Falkirk	2,640	2,920	2,850	33	30	27
Fife	6,740	6,940	7,110	87	77	77
Glasgow City	9,430	9,710	9,780	142	129	109
Highland	4,250	4,190	4,220	49	41	20
Inverclyde	1,390	1,450	1,480	19	15	21
Midlothian	1,510	1,620	1,640	36	36	35
Moray	1,550	1,610	1,710	8	10	10
North Ayrshire	2,470	2,480	2,730	38	39	36
North Lanarkshire	6,280	6,730	6,810	73	76	72
Orkney Islands	390	370	370	11	10	11
Perth & Kinross	2,280	2,380	2,380	49	40	34
Renfrewshire	3,080	3,580	3,620	23	22	17
Scottish Borders	1,980	1,980	2,070	34	34	39
Shetland Islands	460	430	500	16	17	16
South Ayrshire	1,870	1,870	1,920	47	38	40
South Lanarkshire	5,620	5,810	6,050	85	82	81
Stirling	1,710	1,630	1,820	23	19	22
West Dunbartonshire	1,820	1,800	1,830	9	8	8
West Lothian	3,320	3,580	3,740	80	76	96
<b>Scotland</b>	<b>92,030</b>	<b>94,840</b>	<b>98,200</b>	<b>1,504</b>	<b>1,425</b>	<b>1,353</b>

(1) Pupils number have been rounded to the nearest 10 and FTE figures to the nearest whole number. For this reason some totals may not equal the sum of their parts.

## School Estates

### School Estates

As part of the School Estates Core Facts survey information is collected on the size, condition, suitability and capacity of all schools open on 1<sup>st</sup> April 2013. Information is also collected on all schools that had been rebuilt or substantially refurbished during the financial year 2012-13. This information is used to monitor the progress that has been made in improving the school estate. The figures below show that over the last six financial years, a total of 463 schools have been rebuilt or substantially refurbished. 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 were included.

**Table 7.1: Number of schools which were built or substantially refurbished, 2008-09 to 2012-13 <sup>(1)</sup>**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Primary	60	67	53	45	37	43
Secondary	28	34	48	8	6	14
Special	5	5	2	2	3	3
<b>Total number rebuilt or refurbished</b>	<b>93</b>	<b>106</b>	<b>103</b>	<b>55</b>	<b>46</b>	<b>60</b>

(1) Figures for 2010-11 have been corrected to take account of information received in the 2012 school estates collection and differ by 1 from previously published figures. See background notes 3.20 for more details.

As a result of the investment and reorganisation of the school estate, the proportion of schools in good or satisfactory condition has increased from 61 per cent in April 2007 to 82 per cent in April 2013. Taking into account the different number of pupils in each school, this has resulted in the number of pupils in good or satisfactory condition schools increasing from 61 per cent in April 2007 to 84 per cent in April 2013.

**Table 7.2: Condition of all schools and the number of pupils on their school roll, April 2008 – April 2013 <sup>(1)</sup>**

	2008	2009	2010 <sup>(3)</sup>	2011	2012 <sup>(3)</sup>	2013
<b>Schools</b>						
Condition not recorded	25	39	15	11	6	1
A: Good	404	461	515	538	581	623
B: Satisfactory	1,443	1,577	1,586	1,558	1,540	1,477
C: Poor	698	578	510	479	446	449
D: Bad	134	53	40	31	23	17
<b>Pupils on school roll <sup>(2)</sup></b>						
Condition not recorded	4,782	5,275	1,218	166	176	0
A: Good	144,918	171,613	204,648	212,496	224,523	241,392
B: Satisfactory	339,641	354,086	342,625	345,404	334,204	318,799
C: Poor	175,354	135,648	114,374	107,831	102,845	103,815
D: Bad	25,794	12,438	5,804	5,724	7,476	5,889

(1) See background notes 3.18 for more information on the condition ratings.

(2) This comes from the number of pupils on the school roll in the Pupil Census returns for the previous September, e.g. September 2012 for the April 2013 figures. So schools which opened after September but before April will not have any pupils recorded for that academic year.

(3) Figures for 2010 and 2012 have been corrected to take account of revised condition information for 4 East Dunbartonshire schools in 2010 and 3 in 2012 and so differ slightly from previously published figures.

## School Estates

As well as collecting information on the condition of school building we also started collecting information on their suitability from April 2010 onwards. Suitability is different from condition as it considers how well suited the school building and facilities are to pupils learning rather than what condition they are in.

**Table 7.3: Suitability of all schools and the number of pupils on their school roll, April 2010 – April 2013<sup>(1)</sup>**

	2010 <sup>(3)</sup>	2011 <sup>(3)</sup>	2012 <sup>(3)</sup>	2013
<b>Schools</b>				
Suitability not recorded	41	21	12	1
A: Good	546	568	622	663
B: Satisfactory	1428	1429	1381	1394
C: Poor	596	547	531	477
D - Bad	55	52	50	32
<b>Pupils on school roll<sup>(2)</sup></b>				
Suitability not recorded	7,697	3,266	418	0
A: Good	181,044	190,139	209,541	225,757
B: Satisfactory	325,145	332,447	317,729	320,627
C: Poor	139,311	129,520	126,139	111,686
D: Bad	15,472	16,249	15,397	11,825

(1) See background notes 3.19 for more information on the suitability ratings.

(2) This comes from the number of pupils on the school roll in the Pupil Census returns for the previous September, e.g. September 2012 for the April 2013 figures. So schools which opened after September but before April will not have any pupils recorded for that academic year.

(3) Figures for 2010, 2011 and 2012 have been corrected to take account of revised suitability information for 1 East Dunbartonshire school in 2010, 39 in 2011 and 1 in 2012 and so differ slightly from previously published figures.

The proportion of schools with a good or satisfactory suitability has increased from 74 per cent in April 2010 to 80 per cent in April 2013. Taking into account the different number of pupils in each school, this has resulted in the number of pupils in schools with a good or satisfactory suitability increasing from 76 per cent in April 2010 to 82 per cent in April 2013.

## **BACKGROUND NOTES**

### **1. Sources**

1.1 The information in this publication is derived from a number of sources: the pupil census, the staff census, the pre-school education census, the attendance and absence collection, and the school estates core facts survey. The 2013 pupil and staff censuses were carried out on 18<sup>th</sup> September 2013. The pre-school education census took place in the week commencing 16<sup>th</sup> September 2013. The attendance and absence data is based on school attendance levels recorded during the previous academic year, so the latest information available is for 2012/13. The school estates core facts survey is based on all schools open on 1 April 2013 and schools rebuilt during the 2012-13 financial year.

### **2. Coverage and Timing**

2.1 The staff and pupil censuses cover 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.

2.2 Information on the attendance and absence of pupils is provided to the Scottish Government by the local authorities and managers of mainstream grant-aided schools. The information reported in this compendium does not cover attendance and absence in grant-aided special schools, independent schools or pre-school establishments.

2.3 The information shown for attendance and absence and exclusions is for the academic year 2012/13. Schools which closed during the academic session 2012/13, and for which data was available, were included.

2.4 The pre-school education census covers all centres providing pre-school education that is funded by local authorities. Services that reported to the census that they did not provide pre-school education are not included in this publication. Not all services providing pre-school education responded to the census. The response rate was 93 per cent, an increase from 81 per cent in 2012 and local authorities were involved in validating the pre-school returns. For the remaining 7 per cent of pre-school centres information has been imputed (i.e. rolled forward) using information from the September 2012 census. In September 2013, there were seven centres where this was not possible (e.g. because the centre has opened after September 2012). Pre-school home visiting teachers reported by local authorities are included in tables 1.1 and 1.2 in addition to the data collected in the pre-school census.

2.5 The school estates core facts survey covers all publicly funded local authority schools. It does not cover grant aided schools, independent schools or pre-school establishments.

2.6 As a result of 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 (once every two years) collection. As a result of this we collected data for the 2012/13 academic year but not the 2011/12 academic year. Local authorities still 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 direct from local authorities.

### 3. Definitions and Data Quality

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

#### Teachers and schools (Tables 2.1 – 2.5)

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

3.2 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. Although 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.

3.3 The accuracy of the reported number of teachers in **pre-schools** is affected by non-response to the pre-school survey. Please see background note 2.4.

3.4 In 2012, we identified the possibility that some teachers who worked in pre-school and primary were being double counted, but were unable to resolve this at that time. In 2013, we contacted all local authorities and gave them 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 pre-school 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 pre-school teacher numbers (Aberdeenshire, Highland, Orkney), and one local authority (West Lothian) amended their primary school teacher numbers only. This has resulted in minor changes to the primary teacher numbers and substantial changes to the pre-school teacher numbers in 2010,

2011 and 2012. Therefore, any previously published figures that use these years of pre-school or primary teacher numbers are now superseded and should not be used.

### **Pupil numbers** (Tables 3.1 – 3.5)

3.5 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

Excepted pupils in class-size legislation are –

(a) children whose record of additional support needs specify 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; and

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

3.6 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.

3.7 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.

3.8 Education authorities must have arrangements in place to identify pupils with additional support needs and from among them those who may

require a **Co-ordinated Support Plan (CSP)** and the particular additional support needs of the pupils so identified. **Individualised Educational Programmes (IEPs)** are written plans setting targets that a child with additional support needs is expected to achieve. 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.scotland.gov.uk/Publications/2011/04/04090720/0>

### **Attendance and Absence** (Tables 4.1 – 4.2)

3.9 Percentages for authorised and unauthorised absence relate to the total number of possible attendances. For many schools this is 380 half-day sessions during the school year. However, all but two schools in the Lothians and Edinburgh and three schools in Highland operate 342 (longer) half-day sessions in the school year.

3.10 The data for attendance and absence is partly affected by ongoing differences in recording procedures across local authorities and over time. Therefore caution should be taken when comparing local authorities and when considering year on year national level figures, particularly for sickness, other authorised absence and truancy.

3.11 Pupils arriving **late** are marked as such, with a distinction made for those arriving in the second half of a morning or the second half of the afternoon. Where summary data is necessary, if a pupil has attended most of an opening it is counted as attendance, but if they have been absent for most of a session it is included as authorised absence. They are of course still separately identified as being late but present for some of the time in the schools' systems for management purposes. Schools were also given the possibility of including all late marks on a pupil's record as attendance, if it is deemed beneficial for encouraging attendance. The distinction is also used in judging attendance records of those receiving bursaries and allowances.

### **Pre-schools** (Table 6.1 – 6.3)

3.12 As in previous years, pre-school education 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 a pre-school education setting when the child is in attendance", and it was acknowledged that systems for providing access to teachers vary.

3.13 Pre-school education centres were also asked whether they received occasional or ad hoc support from any external GTCS registered teachers. This could be instead of, or in addition to, any teacher(s) providing pre-school education under a regular arrangement.

3.14 Full-time equivalent is defined as the total number of hours worked by all staff members divided by the number of hours in a standard full-time working week, which was specified as 35 hours.

3.15 In 2010 the date of the pre-school census was moved from January to September and, as a result, data collected prior to September 2010 are not directly comparable to figures collected from September 2010 onwards. This is particularly the case for the number of children receiving ante-pre-school education (as the September census will not include children who become

eligible and start to receive local authority funded pre-school education in January). The revision to teacher numbers summarised in background note 3.4 also means that pre-school teacher data is not comparable prior to 2010. These revisions do not affect the percentage of eligible children receiving pre-school education, or the percentage of children who have 'access' to a pre-school teacher.

### **School Estates** (Table 7.1 – 7.3)

3.16 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.

3.17 In order to ensure consistency across local authorities – new guidance on assigning condition ratings to schools – *The Condition Core Fact* (available from [www.scotland.gov.uk/schoolestate](http://www.scotland.gov.uk/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.

3.18 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.

3.19 In order to ensure consistency across local authorities – guidance on assigning suitability ratings to schools – *The Suitability Core Fact* (available from <http://www.scotland.gov.uk/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

3.20 Previously published figures on number of schools rebuilt should not be used as the 2007-08 and 2008-09 data was amended in 2009-10 following a robust quality assurance process and the 2009-10 was corrected in 2012 to reflect more accurate information received during the collection of the 2010-11 data. During the collection of the 2012 School estates data, it was discovered that one school had been incorrectly recorded as rebuilt or refurbished in

2010/11. It had in fact been rebuilt in the 2011/12 financial year. The information in this and the 2012 publication, and in the 2011 school estates data set has been changed to reflect this.

#### 4. List of supplementary tables

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 and details of when they will be available is supplied below for information.

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

Table name and details	Date available
Table 1.1: Schools, pupils and teachers by school sector, 2009 - 2013	11/12/2013
Table 1.2: Teacher numbers, 2009-2013	11/12/2013
Table 1.3: Number of teachers (headcount) by mode of working, all sectors, 2008-2013	11/12/2013
Table 1.4: Average age of teachers by sector, 2007-2013	11/12/2013
Table 1.5: Numbers of teachers in schools, 2013	11/12/2013
Table 2.1: Primary school teachers by gender, 2009-2013	11/12/2013
Table 2.2: Primary school teachers by age and gender, 2013	11/12/2013
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Table 2.7: Primary school teachers by ethnicity and grade, 2013	11/12/2013
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Table 2.9: Primary school teachers by ability to teach through Gaelic medium and age, 2013	11/12/2013
Table 2.10: Primary school teachers with Roman Catholic approval, by age, 2013	11/12/2013
Table 2.11: Continuing professional development, by grade and gender, primary schools 2013	11/02/2014
Table 2.12: Primary school supply teachers in school during census week, by age and gender, 2013	11/02/2014
Table 2.13: Primary school teachers by class contact time, grade and mode of working, 2013	11/02/2014
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Table 3.1: Secondary school teachers by gender, 2007-2013	11/12/2013
Table 3.2: Secondary school teachers by age and gender, 2013	11/12/2013
Table 3.3: Secondary school teachers by age and grade, 2008-2013	11/12/2013
Table 3.4: Secondary school teachers by grade, mode of working and gender, 2013	11/12/2013
Table 3.5: Secondary school teachers by status and gender, 2013	11/12/2013
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Table 3.7: Secondary school teachers by ethnicity and grade, 2013	11/12/2013
Table 3.8: Continuing professional development, by grade and gender, secondary schools, 2013	11/02/2014
Table 3.9: Secondary school teachers by main subject taught and gender 2008-2013	11/12/2013
Table 3.10: Secondary school teachers by main subject taught and age, 2013	11/12/2013
Table 3.11: Secondary school teachers by main subject taught and Gaelic ability and use, 2013	11/12/2013
Table 3.12: Secondary school teachers of Gaelic medium and Gaelic language, by age, 2013	11/12/2013

Table 3.13: Secondary school teachers with Roman Catholic approval, by age, 2013	11/12/2013
Table 3.14: Secondary school teachers by age and subject taught, 2008-2013	11/12/2013
Table 3.15: Secondary school promoted teachers by class contact time, grade and mode of working, 2013	11/02/2014
Table 3.16: Secondary school teachers not currently in school, by gender, 2013	11/02/2014
Table 3.17: Support staff in secondary schools, 2013	11/02/2014
Table 4.1: Special school teachers by gender, 2008-2013	11/12/2013
Table 4.2: Special school teachers by age and gender, 2013	11/12/2013
Table 4.3: Special school teachers by age and grade, 2008-2013	11/12/2013
Table 4.4: Special school teachers by grade, mode of working and gender, 2013	11/12/2013
Table 4.5: Special school teachers by status and gender, 2013	11/12/2013
Table 4.6: Special school teachers by employment type and gender, 2013	11/12/2013
Table 4.7: Special school teachers by ethnicity and grade, 2013	11/12/2013
Table 4.8: Special school teachers by main subject taught, 2008-2013	11/12/2013
Table 4.9: Continuing professional development, by grade and gender, special schools 2013	11/02/2014
Table 4.10: Special school supply teachers in school during census week, by age and gender, 2013	11/02/2014
Table 4.11: Special school teachers by class contact time, grade and mode of working, 2013	11/02/2014
Table 4.12: Special school teachers not currently in school, by gender, 2013	11/02/2014
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Table 4.14: Special school teachers with Roman Catholic approval, by age, 2013	11/12/2013
Table 5.1: Centrally employed teachers by age and gender, 2013	11/12/2013
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Table 6.2: Pupil teacher ratios in publicly funded schools, 2004-2013	11/12/2013
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Table 7.1: Teachers in publicly funded primary schools, 2004-2013	11/12/2013
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Table 7.3: Primary school teachers by age, 2013	11/02/2014
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Table 7.9: Primary school teachers by main subject taught, 2013	11/12/2013
Table 7.10: Primary school teachers by ability to teach through Gaelic, 2013	11/12/2013
Table 7.11: Support staff in primary schools, 2013	11/02/2014
Table 7.11 Full: Support staff in primary schools, 2013 (detailed version of Table 7.11)	11/02/2014
Table 8.1: Teachers in publicly funded secondary schools, 2004-2013	11/12/2013
Table 8.2: Pupil teacher ratios in publicly funded secondary schools, 2004-2013	11/12/2013
Table 8.3: Secondary school teachers by age, 2013	11/02/2014
Table 8.4: Average age of secondary school teachers, 2009-2013	11/02/2014
Table 8.5: Secondary school teachers by grade, 2013	11/02/2014
Table 8.6: Headcount of secondary school teachers by gender and mode of working, 2013	11/02/2014
Table 8.7: Secondary school teachers by employment type, 2013	11/12/2013
Table 8.8: Secondary school teachers by ethnicity, 2013	11/02/2014
Table 8.9: Secondary school teachers by main subject taught, 2013	11/12/2013
Table 8.10: Secondary school teachers by ability to teach through Gaelic, 2013	11/12/2013
Table 8.11: Support staff in secondary schools, 2013	11/02/2014
Table 8.11 Full: Support staff in secondary schools, 2013 (detailed version of Table 8.11)	11/02/2014
Table 9.1: Teachers in publicly funded special schools, 2004-2013	11/12/2013

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Table 9.3: Average age of special school teachers, 2008-2013	11/02/2014
Table 9.4: Special school teachers by grade, 2013	11/02/2014
Table 9.5: Headcount of special school teachers by gender and mode of working, 2013	11/02/2014
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Table 9.9: Support staff in special schools, 2013	11/02/2014
Table 9.9 Full: Support staff in special schools, 2013 (detailed version of Table 9.9)	11/02/2014
Table 10.1: Centrally employed teachers and support staff, 2004-2013	11/12/2013
Table 10.2: Centrally employed teachers, by subject, 2013	11/02/2014
Table 10.3: Centrally employed support staff, 2013	11/12/2013
Table 11.1: Teachers employed or working peripatetically in local authority and partnership pre-school education centres, 2008-2013	11/12/2013

4.2 The following pupil census supplementary tables will be available at <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus>

Table name and details	Date available
1.1 Schools and pupils, by school sector, 1998-2013	11/12/2013
1.2 Size of schools, 2013	11/12/2013
1.3 Pupils by urban/rural classification, 2013	11/12/2013
1.4 Pupils looked after by local authority, 2013	11/12/2013
1.5 Pupils with Additional Support Needs in mainstream schools, 2006-2013	11/12/2013
1.6 Integration of pupils with Additional Support Needs into mainstream classes, 2013	11/12/2013
1.7 Nature of support for pupils with Additional Support Needs, 2013	11/12/2013
1.8 Reasons for support for pupils with Additional Support Needs, by gender, 2013	11/12/2013
1.9 Pupils who are assessed or declared as having a disability, by gender, 2013	11/12/2013
1.1 Pupil ethnicity, 2013	11/12/2013
1.11 Pupil ethnicity by national identity, 2013	11/12/2013
1.12 Ethnicity of asylum seekers and refugees, 2013	11/12/2013
1.13 Pupils receiving Gaelic medium education, 2013	11/02/2014
1.14 Main home language, 2013	11/02/2014
1.15 Schools and pupils by school denomination, 1997-2013	11/12/2013
2.1 Schools and pupils in publicly funded primary schools, 1996-2013	11/12/2013
2.2 Primary schools and pupils by school denomination, 1996-2013	11/12/2013
2.3 Primary pupils by stage, 2001-2013	11/12/2013
2.4 Primary pupils by age at 28th February 2013 and stage and gender, as at September 2013	11/12/2013
2.5 Integration of primary pupils with Additional Support Needs, by gender, 2011-2013	11/12/2013
2.6 Nature of support for primary pupils with Additional Support Needs, 2013	11/12/2013
2.7 Reasons for support for primary pupils with Additional Support Needs, by gender, 2013	11/12/2013
2.8 Primary pupils who are assessed or declared as having a disability, by gender, 2013	11/12/2013
2.9 Primary pupils by ethnicity and stage, 2013	11/12/2013
2.1 Average primary class sizes by type of class and stage, 2002-2013	11/12/2013
2.11 Percentage of pupils in composite classes, by stage, 2002-2013	11/12/2013
2.12 Number of primary classes and pupils by size and type of class, 2013	11/12/2013
2.13 P1 single stage primary classes by size of class, 2011-2013	11/12/2013
2.14 P2 .....	11/12/2013
2.15 P3 .....	11/12/2013
2.16 Class size of pupil in P1-P3, 2011-2013	11/12/2013
2.17 P4 .....	11/12/2013
2.18 P5 .....	11/12/2013

2.19 P6 .....	11/12/2013
2.2 P7 .....	11/12/2013
2.21 Percentage of pupils by class size, 2006 to 2013.....	11/12/2013
3.1 Schools and pupils in publicly funded secondary schools, 1997-2013	11/12/2013
3.2 Secondary schools and pupils by school denomination, 1997-2013	11/12/2013
3.3 Secondary pupils by stage, 2001-2013	11/12/2013
3.4 Secondary pupils by age at 28th February 2013 and stage and gender, as at September 2013	11/12/2013
3.5 Integration of secondary pupils with Additional Support Needs, by gender, 2011-2013	11/12/2013
3.6 Nature of support for secondary pupils with Additional Support Needs, 2013	11/12/2013
3.7 Reasons for support for secondary pupils with Additional Support Needs, by gender, 2013	11/12/2013
3.8 Secondary pupils who are assessed or declared as having a disability, by gender, 2013	11/12/2013
3.9 Secondary pupils by ethnicity and stage, 2013	11/12/2013
3.1 Staying on rates of secondary pupils, 1996-2013	11/12/2013
4.1 Schools and pupils in publicly funded special schools, 1996-2013	11/12/2013
4.2 Special schools and pupils by school denomination, 1996-2013	11/12/2013
4.3 Pupils based in special schools by age at 28th February 2013 and gender, 2013	11/12/2013
4.4 Integration of pupils based in special schools, by gender, 2011-2013	11/12/2013
4.5 Nature of support for pupils based in special schools with Additional Support Needs, 2013	11/12/2013
4.6 Reasons for support for pupils based in special schools with Additional Support Needs, by gender, 2013	11/12/2013
4.7 Pupils based in special schools who are assessed or declared as having a disability, by gender, 2013	11/12/2013
4.8 Pupils based in special schools by gender and mode of attendance, 2003-2013	11/12/2013
4.9 Pupils based in special schools ethnicity by national identity, 2013	11/12/2013
5.1 Publicly funded schools, 2001-2013	11/12/2013
5.2 Pupils in publicly funded schools, 2001-2013	11/12/2013
5.3 School and Pupil Numbers by Sector and Local Authority, 2013	11/12/2013
5.4 Pupils who are assessed or declared as having a disability in publicly funded schools, 2013	11/02/2014
5.5 Looked after children in publicly funded schools, by age and local authority of residence, 2013	11/02/2014
5.6 Asylum seekers and refugees in publicly funded schools, 2011-2013	11/02/2014
5.7 Pupils from minority ethnic groups, 2013	11/02/2014
5.8 Main home language of pupils in publicly funded schools, 2013	11/02/2014
5.9 Pupils with English as an additional language, 2013	11/02/2014
5.1 Pupils, by Scottish Index of Multiple Deprivation, 2013	11/02/2014
6.1 Publicly funded primary schools, 2001-2013	11/12/2013
6.2 Pupils in publicly funded primary schools, 2006-2013	11/12/2013
6.3 Primary schools and pupils by school denomination, 2013	11/02/2014
6.4 Primary pupils by stage, 2013	11/12/2013
6.5 Primary classes by type of class, 2013	11/02/2014
6.6 Average class size of primary pupils, 2013	11/12/2013
6.7 Number of pupils by stage and class size, 2013	11/12/2013
6.8 Percentage of P1-P3 pupils in classes of size 18 or less or in two teacher classes with a pupil teacher ratio of 18 or less, 2006-2013	11/12/2013
6.9 Looked after children in primary schools by local authority of school, 2013	11/02/2014
6.1 Primary pupils with Additional Support Needs, 2013	11/12/2013
6.11 Reasons for support for primary pupils with Additional Support Needs, 2013	11/12/2013
6.12 Nature of support of primary pupils with Additional Support Needs, 2013	11/12/2013
6.13 Primary pupils by ethnicity, 2013	11/12/2013
6.14 Primary pupils who attend schools outwith their local authority of residence, 2010-2013	11/02/2014

6.15 Primary pupils who attend schools but who live outwith the local authority, 2010-2013	11/02/2014
6.16 Primary pupils receiving Gaelic medium education, 2013	11/02/2014
7.1 Publicly funded secondary schools, 2001-2013	11/12/2013
7.2 Pupils in publicly funded secondary schools, 2005-2013	11/12/2013
7.3 Secondary schools and pupils by school denomination, 2013	11/02/2014
7.4 Secondary pupils by stage, 2013	11/12/2013
7.5 Secondary pupils with Additional Support Needs, 2013	11/12/2013
7.6 Reasons for support for secondary pupils with Additional Support Needs, 2013	11/12/2013
7.7 Nature of support for secondary pupils with Additional Support Needs, 2013	11/12/2013
7.8 Looked after children in secondary schools by local authority of school, 2013	11/02/2014
7.9 Secondary pupils by ethnicity, 2013	11/02/2014
7.10 Secondary pupils who attend schools outwith their local authority of residence, 2010-2013	11/02/2014
7.11 Secondary pupils who attend schools but who live outwith the local authority, 2010-2013	11/02/2014
7.12 Staying on rates of secondary pupils, 2013	11/02/2014
7.13 Secondary pupils receiving Gaelic medium education, 2013	11/02/2014
8.1 Publicly funded special schools, 2001-2013	11/12/2013
8.2 Pupils based in publicly funded special schools, 2005-2013	11/12/2013
8.3 Special schools and pupils by school denomination, 2013	11/02/2014
8.4 Pupils based in special schools by age at 28th February 2013 and gender, 2013	11/12/2013
8.5 Looked after children in special schools by local authority of school, 2013	11/02/2014
8.6 Pupils based in special schools with Additional Support Needs, 2013	11/12/2013
8.7 Reasons for support for pupils based in special schools with Additional Support Needs, 2013	11/12/2013
8.8 Nature of support for pupils based in special schools with Additional Support Needs, 2013	11/12/2013
8.9 Pupils who are assessed or declared as having a disability in special schools, 2013	11/02/2014
8.1 Pupils based in special schools by ethnicity, 2013	11/02/2014
8.11 Pupils based in special schools who attend schools outwith their local authority of residence, 2010-2013	11/02/2014
8.12 Pupils based in special schools who attend schools but live outwith the local authority, 2010-2013	11/02/2014

4.3 The following attendance and absence supplementary tables will be available at <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/AttendanceAbsenceDatasets>

Table name and details	Date available
Table 1.1 Percentage attendance and absence by reason and sector 2008/09 - 2012/13	11/12/2013
Table 1.2 Percentage attendance and absence by detailed reason and sector, 2012/13	11/12/2013
Table 1.3 Percentage attendance by stage and gender, 2012/13	11/12/2013
Table 1.4 Number of half days attendance and absence, by sector, 2012/13	11/12/2013
Table 1.5 Percentage of days attendance and absence, by sector, 2012/13	11/12/2013
Table 1.6 Percentage of days attendance and absence by urban/rural classification, 2012/13	11/12/2013
Table 1.7 Percentage attendance and absence of pupils looked after by local authorities, 2012/13	11/12/2013
Table 1.8 Percentage attendance and absence of pupils in mainstream schools with additional support needs (ASN), 2012/13	11/12/2013
Table 1.9a Attendance and absence of pupils with additional support needs, primary and secondary, 2012/13	11/12/2013
Table 1.9b Attendance and absence of pupils with additional support needs, primary and secondary schools, 2012/13	11/12/2013

Table 1.10 Percentage attendance and absence of pupils assessed or declared as having a disability, 2012/13	11/12/2013
Table 1.11 Percentage attendance and absence by ethnic background, 2012/13	11/12/2013
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Table 2.1 Average number of half days and percentage attendance and absence by local authority, primary, 2012/13	11/12/2013
Table 2.2 Average number of half days and percentage attendance and absence by local authority, secondary, 2012/13	11/12/2013
Table 2.3 Average number of half days and percentage attendance and absence by local authority, special, 2012/13	11/12/2013
Table 2.4 Percentage attendance and absence by local authority, 2008/09 to 2012/13	11/12/2013
Table 2.5 Percentage attendance and absence by reason for primary, secondary and special in total, 2012/13	11/12/2013
Table 2.6 Percentage attendance and absence, by reason, primary, 2012/13	11/12/2013
Table 2.7 Percentage attendance and absence, by reason, secondary, 2012/13	11/12/2013
Table 2.8 Percentage attendance and absence, by reason, special, 2012/13	11/12/2013
Table 3.1 School Level Pupil Attendance and Absence, Primary Schools, 2012/13 (by numbers of half-days, covering P1-P7)	11/12/2013
Table 3.2 School Level Pupil Attendance and Absence, Secondary Schools, 2012/13 (by numbers of half-days, covering S1-S6)	11/12/2013
Table 3.3 School Level Pupil Attendance and Absence, Special Schools, 2012/13 (by numbers of half-days)	11/12/2013

4.4 The following exclusion supplementary tables will be available at <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/exclusiondatasets>

<b>Table name and details</b>	<b>Date available</b>
Table 1 Cases of exclusion by type of exclusion, 2002/03 to 2012/13	11/12/2013
Table 2 Number of cases of exclusion per 1,000 pupils, 2002/03 to 2012/13	11/12/2013
Table 3 Cases of exclusion by stage and gender	11/12/2013
Table 4 Cases of exclusion rate per 1,000 pupils by stage and gender	11/12/2013
Table 5 Cases of exclusion by stage, 2002/03 to 2012/13	11/12/2013
Table 6 Duration of temporary exclusions	11/12/2013
Table 7 Number of times pupils were temporarily excluded	11/12/2013
Table 8 Number of days lost due to exclusions, without education provision	11/12/2013
Table 9 Education provision during exclusions	11/12/2013
Table 10 Cases of exclusion by ethnic background of pupils	11/12/2013
Table 11 Cases of exclusion amongst pupils living in areas associated with the top and bottom 20% of the Scottish Index of Multiple Deprivation	11/12/2013
Table 12 Cases of exclusion amongst pupils looked after by local authorities	11/12/2013
Table 13 Cases of exclusion amongst pupils with additional support needs by provision type	11/12/2013
Table 14 Cases of exclusion amongst pupils with additional support needs by type of need	11/12/2013
Table 15 Cases of exclusion amongst pupils assessed or declared as having a disability	11/12/2013
Table 16 Cases of exclusion amongst pupils with English as an additional language	11/12/2013
Table 17 Reasons for exclusion (pupil and staff categories combined)	11/12/2013
Table 18 Reasons for exclusion (pupil and staff categories split)	11/12/2013
Table 19 Cases of exclusion by type of exclusion and local authority	11/12/2013
Table 20 Cases of exclusion by school sector and local authority	11/12/2013
Table 21 Number of pupils excluded by school sector and local authority	11/12/2013
Table 22 Cases of temporary exclusion by local authority, 2002/03 to 2012/13	11/12/2013
Table 23 Cases of removal from register by local authority, 2002/03 to 2012/13	11/12/2013
Table 24 All cases of exclusion by local authority 2002/03 to 2012/13	11/12/2013
Table 25 Absence due to temporary exclusion	11/12/2013

4.5 The following pre-school supplementary tables will be available at <http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation>

Table name and details	Date available
Table 1: Total number of pre-school education providers and number of Gaelic-medium providers, by type of provision and local authority, September 2013	11/12/2013
Table 2: Local authority and partnership pre-school education registrations by local authority, 2013	11/12/2013
Table 3: Percentage of children with access to a GTCS registered teacher during census week, by local authority, 2013	11/12/2013
Table 4: Number of children registered with local authority or partnership pre-school providers whose home language is not English, with Additional Support Needs or with a Coordinated Support Plan, by local authority, 2013	11/12/2013
Table 5: Number and Whole Time Equivalent (WTE) staff in local authority or partnership pre-school education centres, by type of provider and local authority, 2013	11/12/2013
Table 6: Number and Whole Time Equivalent (WTE) GTCS registered teachers employed or working peripatetically in local authority and partnership pre-school education centres, by type of provider and local authority, 2013	11/12/2013
Table 7: Teacher numbers - posts, headcount and Whole Time Equivalent (WTE) of GTCS registered teachers employed or working peripatetically in local authority and partnership pre-school education centres, 2010-2013	11/12/2013
Table 8: Characteristics of GTCS registered pre-school teachers, 2010 to 2013	11/12/2013
Table 9: Percentage of pre-school centres with access to a GTCS registered teacher during census week, by local authority, 2013	11/12/2013
Table 10: Percentage of centres with access to GTCS registered teachers, where that teacher fulfilled certain functions, 2013	11/12/2013
Table 11: Percentage of pre-school centres with access to a GTCS registered teacher during census week 2008-2013	11/12/2013
Table 12: Percentage of all children at pre-school centres with access to a GTCS registered teacher, during census week 2008-2013	11/12/2013
Appendix 1: Estimated population of children eligible for pre-school education by local authority, 31 August 2012	11/12/2013

4.6 The following school estate supplementary tables will be available at <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/schoolestatestats>

Table name and details	Date available
Table 1: Number of Local Authority Schools as at 1 April 2013	11/12/2013
Table 2: Total gross internal floor area and area within perimeter of schools (m2) by local authority, April 2013	11/12/2013
Table 3: Number of schools which have a shared campus or community services by local authority, April 2013	11/12/2013
Table 4.1: Number of schools which were built or refurbished under PFI, NPD, direct funding, Scotland Schools for the Future and other funding types in the financial year 2012-13	11/12/2013
Table 4.2: Number of schools which were built or refurbished under PFI/NPD or other funding, 2007-08 to 2012-13	11/12/2013
Table 5: Suitability of school accommodation, April 2013	11/12/2013
Table 6.1: Condition of all schools and the number of pupils on their school roll, April 2007 – April 2013	11/12/2013
Table 6.2: Primary school condition by local authority, April 2013	11/12/2013
Table 6.3: Secondary school condition by local authority, April 2013	11/12/2013

Table 6.4: Special school condition by local authority, April 2013	11/12/2013
Table 7.1: Primary school capacity by local authority, September 2012	11/12/2013
Table 7.2: Secondary school capacity by local authority, September 2012	11/12/2013
Table 9. School Estates 2013 - full school level dataset	11/12/2013

## 5. Costs

**5.1 Pupil census, teacher census and attendance and absence and exclusion data.** This information is collected from the management information systems of schools. However, the estimated cost to local authorities of extracting and validating this information is around £170,000.

**5.2 Pre-school census** This information is collected directly from pre-school 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 pre-school data and it costs them an estimated £2,500 to do this.

**5.3 School Estates** We currently do not have estimates of the cost of this surveys but are planning to collect this information in 2014.

## 6. Rounding and symbols

6.1 All percentages and FTEs are rounded separately and breakdowns may consequently not sum to Scotland figures.

6.2 The following symbols are used:

.. = not available

- = nil or rounds to nil

# = not applicable

## 7. General

7.1 **This is a National Statistics publication.** National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

7.2 The report was edited by: Kieran Furness, Carrie Graham, Venetia Haynes and Keira Murray.

7.3 All tables are available on the Scottish Government website at

<http://www.scotland.gov.uk/stats/bulletins/01078>

## 8. Enquiries

8.1 Public enquiries (non-media) about the information contained in this bulletin should be addressed to:

Kieran Furness, Pupil and School Statistics, Scottish Government,

Area 2-D South, Victoria Quay, Edinburgh, EH6 6QQ, Tel: (0131) 244 7976

E-mail: [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk)

8.2 Media enquiries about the information contained in this notice should be addressed to:

Stuart Lewis tel: (0131) 244 2530

11<sup>th</sup> December, 2013

## A NATIONAL STATISTICS PUBLICATION FOR SCOTLAND

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

Further information about Official and National Statistics can be found on the UK Statistics Authority website at [www.statisticsauthority.gov.uk](http://www.statisticsauthority.gov.uk)

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### Our Aim

To provide relevant and reliable information, analysis and advice that meet the needs of government, business and the people of Scotland.

For more information on the Statistician Group, please see the Scottish Government website at [www.scotland.gov.uk/statistics](http://www.scotland.gov.uk/statistics)

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### Complaints and suggestions

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