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CHILDREN, EDUCATION AND SKILLS

Summary statistics for schools in Scotland

10 December 2019

This annual statistical publication provides information on:

- The annual census of **pupils and teachers** in publicly funded schools in Scotland, conducted on 18 September 2019.
- **Early learning and childcare** provision in Scotland, collected in the week commencing 16 September 2019.
- **Attendance, absence and exclusions** for the 2018/19 school year.

The statistics in this bulletin supersede all previously published statistics.

Supplementary data tables for early learning and childcare can be found at:

<https://www2.gov.scot/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation>

Supplementary data tables on school staff, pupils, attendance, absence and exclusions (scheduled for publication March 2020) can be found at:

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

This information will also be shown in the school information dashboard:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education/Dashboards>

Requests for additional analysis can be e-mailed to: school.stats@gov.scot

Summary statistics for schools in Scotland 2019

Pupils

697,989 Pupils	↑	4,738 from 2018
398,794 Primary	↕	1,482 from 2018
292,063 Secondary	↑	5,911 from 2018
7,132 Special	↑	309 from 2018

The average primary class size has remained at 23.5 since 2016.



Teachers

52,247 Teachers	↑	288 from 2018
25,027 Primary	↑	128 from 2018
23,522 Secondary	↑	205 from 2018
1,927 Special	↑	44 from 2018
972 Centrally employed	↕	67 from 2018
798 ELC	↕	23 from 2018



No change since 2017

The Pupil Teacher Ratio in 2019 has remained the same as in 2017 and 2018 at 13.6.



-3 pp
since 2018

The percentage of Teacher Induction Scheme probationers teaching in publicly funded schools the following year decreased from 87% in 2018 to 84% in 2019.

Early Learning & Childcare

96,375 Registrations	↓	174 from 2018
98.3% Uptake for age 3&4	↓	0.3pp from 2018
2,535 Graduate staff	↑	233 from 2018

Attendance

Attendance decreased to 93.0% in 2018/19 from 93.3% in 2016/17.



Exclusions

14,990 cases of exclusion in the 2018/19 school year. ↓ 3,391 from 2016/17



Cases of exclusion have fallen from 40 cases per 1,000 pupils in 2010/11 to 21.6 cases per 1,000 pupils in 2018/19.

pp= percentage points

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Chapter 1: Introduction

This publication brings together information on pupils and teachers at publicly funded schools and early learning and childcare provision.

Early learning and childcare

- Local authorities have a duty to secure a part-time funded place (currently 600 hours a year) for three and four year olds and eligible two year olds
- Places are provided by local authority services, or secured through partnership arrangements with private or third sector services

Primary schools

- Children usually start school between 4½ and 5½ years old
- There are seven stages from Primary 1 (P1) to Primary 7 (P7)
- Pupils are not streamed by ability at primary school and automatically move up a stage each year

Secondary schools

- Pupils attend for up to six years (S1-S6)
- Qualifications are usually taken in S4 to S6 starting at age 15-16

Special schools

- Most children with additional support needs are educated in mainstream schools but some with complex or specific needs are educated in special schools
- Not all local authorities have special schools
- In these statistics pupils attending special schools are not assigned to primary or secondary or to a stage

Teachers

- Most teachers have a four year degree including or concurrent with a teaching qualification, or have completed a Professional Graduate Diploma in Education (PGDE) following a degree
- Teaching graduates from a Scottish university are guaranteed a one year probationary teaching post and are referred to as induction scheme teachers in these statistics

Attendance, absence and exclusions

- Attendance, or reason for absence, is recorded daily
- Pupils may be excluded where their continued attendance would be seriously detrimental to order and discipline in the school or the educational wellbeing of other learners
- Information on attendance, absence and exclusions is collected and published biennially

Chapter 2: Overview

96,375 **registrations** in 2,576 early learning & childcare centres (ELC)
 697,989 **pupils** in 2,476 schools
 52,247 **teachers** (full-time equivalent, including ELC)
 13.6 **pupil teacher ratio** in schools

The overall number of pupils and teachers have both increased this year and the pupil teacher ratio (PTR) remained the same as 2017 and 2018 at 13.6. The numbers of teachers has increased across all sectors except early learning & childcare and centrally employed. The decrease in primary pupils combined with the increase in primary teachers meant there were fewer pupils per teacher and consequently the primary PTR decreased to 15.9. In secondary schools the number of pupils has grown at a faster rate than the number of teachers meaning there were more pupils per teacher, so the secondary PTR increased to 12.4.

Table 2.1: Schools, pupils, teachers and PTR

<i>Pupils - Headcount; Teachers - Full Time Equivalents (FTE)</i>							
	2013	2014	2015 ⁽¹⁾	2016	2017	2018 ⁽⁶⁾	2019
Schools							
ELC ⁽²⁾	2,504	2,449	2,492	2,514	2,532	2,544	2,576
Primary	2,056	2,048	2,039	2,031	2,019	2,012	2,004
Secondary	364	362	361	359	360	357	358
Special	149	145	144	141	135	114	114
Pupils							
ELC ⁽²⁾	102,871	101,463	97,262	96,961	95,893	96,549	96,375
Primary	377,382	385,212	391,148	396,697	400,312	400,276	398,794
Secondary	289,164	284,762	281,939	280,983	281,993	286,152	292,063
Special ⁽³⁾	6,956	6,940	6,871	6,668	6,654	6,823	7,132
Total (excluding ELC) ⁽³⁾	673,502	676,914	679,958	684,348	688,959	693,251	697,989
Teachers							
ELC ⁽²⁾	1,288	1,200	1,038	985	921	821	798
School based	48,620	48,335	48,395	48,746	49,463	50,099	50,477
Primary	22,905	22,960	23,425	23,920	24,477	24,899	25,027
Secondary	23,695	23,401	23,059	22,957	23,150	23,317	23,522
Special	2,020	1,974	1,911	1,869	1,836	1,883	1,927
Centrally employed (school)	1,170	1,186	1,283	1,239	1,129	1,039	972
Total school (excluding ELC)	49,790	49,521	49,679	49,985	50,592	51,138	51,449
Total (including ELC)	51,078	50,720	50,717	50,970	51,513	51,959	52,247
Pupil Teacher Ratios							
Publicly funded schools ⁽⁴⁾	13.5	13.7	13.7	13.7	13.6	13.6	13.6
Total based in schools ⁽⁵⁾	13.9	14	14	14	13.9	13.8	13.8
Primary	16.5	16.8	16.7	16.6	16.4	16.1	15.9
Secondary	12.2	12.2	12.2	12.2	12.2	12.3	12.4
Special	3.5	3.5	3.6	3.6	3.6	3.6	3.7

(1) The pupil teacher ratio for Total based in schools in 2015 was amended in October 2017. See background notes for details.

(2) ELC centre count includes local authority and partnership centres, and ELC teacher figures include ELC home visiting.

(3) Special and total pupil count were updated for 2011-2016 in October 2017. See background notes for details.

(4) Includes all school based and centrally employed teachers. Includes grant-aided pupils and teachers.

(5) Excludes centrally employed teachers.

(6) Prior to 2018, special schools with no pupils or where no pupils were on roll but pupils from other schools attended were included in school counts in this table. From 2018, they have been excluded.

Chapter 3: School teachers

51,449 teachers in schools compared to 51,138 in 2018 (excludes ELC)
13.6 pupil teacher ratio in local authority schools
84% of teachers on the 2018/19 Teacher Induction Scheme were in employment the following school year (September 2019)

Table 3.1: Teachers

Full Time Equivalent (FTE)

Local Authority	Primary School	Secondary School	Special School	Centrally employed	Total
Aberdeen City	870	722	35	48	1,675
Aberdeenshire	1,405	1,212	43	36	2,696
Angus	586	560	#	26	1,172
Argyll and Bute	417	402	8	7	834
City of Edinburgh	1,674	1,535	163	80	3,452
Clackmannanshire	272	221	24	3	520
Dumfries and Galloway	667	679	17	73	1,436
Dundee City	633	590	59	34	1,316
East Ayrshire	574	541	70	21	1,205
East Dunbartonshire	549	632	51	38	1,269
East Lothian	475	471	#	27	973
East Renfrewshire	597	677	29	3	1,306
Falkirk	776	775	72	6	1,629
Fife	1,785	1,574	85	86	3,530
Glasgow City	2,667	2,231	323	132	5,352
Highland	1,067	1,138	44	51	2,300
Inverclyde	331	358	40	1	730
Midlothian	467	416	29	29	941
Moray	431	405	#	30	866
Na h-Eileanan Siar	153	151	#	9	313
North Ayrshire	666	625	40	45	1,376
North Lanarkshire	1,714	1,597	227	52	3,590
Orkney Islands	118	125	#	8	251
Perth and Kinross	674	621	18	16	1,329
Renfrewshire	791	768	91	23	1,674
Scottish Borders	491	491	45	12	1,038
Shetland Islands	158	153	#	10	320
South Ayrshire	512	492	27	34	1,065
South Lanarkshire	1,628	1,562	149	2	3,341
Stirling	434	464	21	20	938
West Dunbartonshire	468	450	49	13	980
West Lothian	955	837	116	0	1,909
All local authorities	25,006	23,474	1,875	972	51,327
Grant aided	22	48	52	#	122
Scotland	25,027	23,522	1,927	972	51,449

Table 3.2 shows that total teacher numbers (including primary, secondary, special and centrally employed teachers) across all schools has risen consistently from 2014 to 2019. Although the total FTE for 2019 has increased since 2018, this was not the case for each local authority. In 19 local authorities the number of teachers has either been maintained

or increased, with the largest increases of 3% in Edinburgh and West Dunbartonshire. Thirteen local authorities saw a decrease this year, with the largest decreases being 4% in Highland and Na h-Eileanan Siar.

Table 3.2: Teachers (all sectors excluding ELC)⁽¹⁾

Full Time Equivalent (FTE)

Local Authority	2013	2014	2015	2016	2017	2018	2019
Aberdeen City	1,606	1,623	1,632	1,603	1,624	1,636	1,675
Aberdeenshire	2,594	2,593	2,650	2,655	2,675	2,650	2,696
Angus	1,153	1,140	1,136	1,125	1,133	1,160	1,172
Argyll and Bute	859	866	844	841	825	861	834
City of Edinburgh	3,213	3,159	3,193	3,213	3,281	3,346	3,452
Clackmannanshire	493	495	490	528	513	512	520
Dumfries and Galloway	1,488	1,481	1,479	1,466	1,470	1,436	1,436
Dundee City	1,393	1,372	1,375	1,367	1,330	1,321	1,316
East Ayrshire	1,139	1,139	1,151	1,149	1,189	1,185	1,205
East Dunbartonshire	1,184	1,191	1,204	1,217	1,245	1,248	1,269
East Lothian	903	902	920	913	935	960	973
East Renfrewshire	1,207	1,201	1,213	1,227	1,265	1,277	1,306
Falkirk	1,568	1,578	1,581	1,605	1,620	1,634	1,629
Fife	3,507	3,469	3,476	3,494	3,498	3,503	3,530
Glasgow City	4,813	4,803	4,779	4,869	5,020	5,263	5,352
Highland	2,340	2,331	2,357	2,355	2,365	2,388	2,300
Inverclyde	733	725	734	735	738	745	730
Midlothian	832	847	866	873	892	930	941
Moray	877	881	874	848	856	868	866
Na h-Eileanan Siar	340	323	324	321	327	327	313
North Ayrshire	1,333	1,325	1,332	1,371	1,396	1,393	1,376
North Lanarkshire	3,503	3,452	3,406	3,474	3,502	3,545	3,590
Orkney Islands	250	254	255	260	253	250	251
Perth and Kinross	1,339	1,337	1,337	1,329	1,329	1,346	1,329
Renfrewshire	1,582	1,576	1,596	1,633	1,656	1,676	1,674
Scottish Borders	1,098	1,063	1,049	1,052	1,055	1,070	1,038
Shetland Islands	332	322	323	318	323	322	320
South Ayrshire	1,082	1,062	1,063	1,043	1,056	1,048	1,065
South Lanarkshire	3,174	3,147	3,176	3,202	3,282	3,298	3,341
Stirling	934	932	921	942	925	934	938
West Dunbartonshire	909	911	921	928	961	956	980
West Lothian	1,868	1,868	1,880	1,899	1,924	1,924	1,909
All local authorities	49,645	49,368	49,538	49,858	50,464	51,012	51,327
Grant aided	145	153	141	127	127	126	122
Scotland	49,790	49,521	49,679	49,985	50,592	51,138	51,449

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

Table 3.3 shows pupil teacher ratios (PTRs) in schools, giving a measure of the size of the teaching workforce relative to the pupil population. The national PTR increased between 2013 and 2014 from 13.5 pupils per teacher to 13.7. It then decreased to 13.6 in 2017 and has remained stable for the last three years.

Across Scotland, 19 local authorities have decreased or maintained their PTR from 2018. Since 2013 West Dunbartonshire had the largest decrease in PTR of 0.8. The largest increase in PTR since 2013 was in Dundee City at 1.3.

Table 3.3: Pupil teacher ratio (PTR) (all sectors excluding ELC)⁽¹⁾

<i>Pupils per teacher</i>							
Local Authority	2013	2014	2015	2016	2017	2018	2019
Aberdeen City	13.5	13.6	13.6	14.0	14.0	14.1	13.8
Aberdeenshire	13.3	13.5	13.3	13.4	13.3	13.5	13.3
Angus	13.1	13.3	13.2	13.3	13.3	13.1	13.0
Argyll and Bute	12.4	12.2	12.4	12.3	12.5	12.0	12.2
City of Edinburgh	14.3	14.9	14.9	15.1	15.1	15.1	14.9
Clackmannanshire	13.5	13.3	13.4	12.5	12.9	13.0	12.8
Dumfries and Galloway	12.7	12.7	12.7	12.7	12.8	13.1	13.1
Dundee City	12.6	12.9	13.0	13.2	13.7	13.8	13.9
East Ayrshire	14.0	14.0	13.9	13.9	13.3	13.5	13.4
East Dunbartonshire	13.6	13.6	13.6	13.5	13.4	13.6	13.5
East Lothian	15.1	15.2	15.1	15.4	15.2	15.1	15.1
East Renfrewshire	13.4	13.7	13.7	13.7	13.5	13.5	13.2
Falkirk	13.4	13.5	13.5	13.5	13.5	13.4	13.5
Fife	13.7	14.0	14.0	14.1	14.1	14.2	14.2
Glasgow City	13.6	13.6	13.8	13.8	13.5	13.1	13.0
Highland	13.2	13.2	13.1	13.1	13.0	12.9	13.5
Inverclyde	13.8	13.8	13.5	13.5	13.4	13.2	13.6
Midlothian	14.2	14.2	14.2	14.2	14.2	13.8	14.0
Moray	13.7	13.7	13.7	14.1	13.9	13.7	13.8
Na h-Eileanan Siar	10.1	10.4	10.3	10.5	10.3	10.2	10.6
North Ayrshire	13.7	13.7	13.6	13.3	13.1	13.1	13.1
North Lanarkshire	13.9	14.2	14.4	14.1	14.0	13.8	13.7
Orkney Islands	10.6	10.5	10.5	10.4	10.8	11.1	11.1
Perth and Kinross	13.1	13.3	13.3	13.6	13.5	13.3	13.6
Renfrewshire	14.8	14.7	14.6	14.3	14.2	14.1	14.2
Scottish Borders	13.3	13.7	13.8	13.8	13.8	13.6	14.0
Shetland Islands	9.7	10.0	10.0	10.2	10.0	10.1	10.2
South Ayrshire	13.1	13.2	13.2	13.4	13.3	13.3	13.2
South Lanarkshire	13.6	13.7	13.7	13.7	13.4	13.4	13.4
Stirling	13.1	13.2	13.4	13.2	13.5	13.5	13.5
West Dunbartonshire	13.6	13.6	13.5	13.4	13.1	13.1	12.8
West Lothian	14.0	14.1	14.1	14.1	14.0	14.1	14.3
All local authorities	13.5	13.7	13.7	13.7	13.6	13.6	13.6
Grant aided ⁽²⁾	8.7	8.1	8.6	9.2	9.3	9.4	9.6
Scotland	13.5	13.7	13.7	13.7	13.6	13.6	13.6

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

(2) The pupil teacher ratio for grant aided schools in 2011-2016 was amended in October 2017. See background notes for details.

Information on teachers funded through the Attainment Scotland Fund can be found in the background notes.

One of the most important uses of the data collected in the school staff census is in modelling future changes in the workforce to provide guidance on the number of new teachers to train. Chart 1 shows that the age profile of teachers has changed much over the past 10 years. The prominent peak of teachers aged in their fifties, as seen in 2009, no longer exists. In 2019, the majority of teachers were in the 25 to 40 age range.

The average (mean) age of primary, secondary and special school teachers was 40 in 2019, compared to 43 in 2009, so teachers were, on average, younger in 2019 than in 2009.

Chart 1: Age profile of school based teachers



Table 3.4 shows that in both primary and secondary sectors the proportion of teachers who were female falls at each level of seniority. In primary schools, 89% of teachers at all grades were female compared to 85% of head teachers. In secondary schools 64% of teachers at all grades were female compared to 42% of head teachers. However the number increases in special schools, where 76% of teachers at all grades were female compared to 79% of head teachers.

Teaching posts were classified into three employment types for the purposes of the school staff census: Permanent, Temporary and Teacher Induction Scheme. Teachers may be employed on a permanent contract but be working in a post classified as a temporary employment type, for example while covering a vacancy. The proportion of teachers in temporary posts was 11% (compared with 12% last year). In 2019 17% of teachers were working part-time, with the rate higher amongst females (20%) than males (7%).

Table 3.4: Teacher characteristics*Percentage of Full Time Equivalentents (FTE)*

Characteristic	School Type				Total
	Primary	Secondary	Special	Centrally Employed	
Sex					
Female	89	64	76	84	77
Male	11	36	24	16	23
Age (years)					
Under 25	7	5	1	0	6
25 to 34	32	29	17	9	29
35 to 44	27	28	31	23	27
45 to 54	23	23	30	35	24
55 or over	11	15	21	33	14
Average Age	39	41	45	49	40
Ethnicity					
White - Scottish	68	61	64	53	64
White - other British	23	26	24	25	25
White - other	2	4	5	5	3
Minority ethnic group	1	2	2	5	2
Not known	4	4	3	8	4
Not disclosed	1	3	1	3	2
Post employment type					
Permanent	81	85	88	85	83
Temporary	12	9	12	15	11
Teacher Induction Scheme	7	6	0	0	6
Grade					
Head teacher	7	1	5	3	4
<i>Percentage female</i>	85	42	79	82	78
Depute head teacher	6	5	7	2	5
<i>Percentage female</i>	87	57	76	91	74
Principal teacher	7	22	11	10	15
<i>Percentage female</i>	87	63	70	80	69
Teacher or chartered	80	71	77	85	76
<i>Percentage female</i>	90	66	77	85	79
All - percentage female	89	64	76	84	77
Mode of working ⁽¹⁾					
Full-time	80	87	79	66	83
<i>Percentage female</i>	88	61	73	82	75
Part-time	20	13	21	34	17
<i>Percentage female</i>	95	83	86	89	90

(1) The mode of working is the percentage of FTE by working pattern in a schooltype at a particular grade. See background notes for more details.

Teachers provisionally registered with the General Teaching Council for Scotland (GTCS) (for example those that have recently completed their initial teacher education) are required to complete a period of probation before becoming eligible for full registration. Probation can be completed through either the one year full time Teacher Induction Scheme (TIS) post or a flexible route.

Table 3.5 shows the percentage of previous TIS probationers who were in teaching posts in a publicly funded school in Scotland in the year following their probation. Of the 2012/13 TIS probationer cohort, 79% were teaching in the year following their probation. This increased to 86% for the 2014/15 cohort and remained at a similar level until dropping to 84% for the 2018/19 cohort. Teachers not in a post at a publicly funded school may be teaching elsewhere (including abroad or in the independent sector), in non-teaching employment or be unemployed. The proportion of the 2018/19 TIS probationer cohort with a full-time permanent post at the time of the following year's census was 48%, down from 55% for the previous cohort.

Table 3.5: Teacher Induction Scheme post-probationers teaching in the year following their probation

Percentage of headcount

	TIS probationer cohort							
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Full-time permanent	28	35	39	45	55	57	55	48
Full-time temporary	35	35	33	35	27	28	27	30
Part-time permanent	3	2	2	2	2	1	2	2
Part-time temporary	8	6	6	4	2	2	3	5
Other ⁽¹⁾	25	21	20	14	13	12	13	16
Headcount of teachers in cohort	1,944	2,044	2,215	2,448	2,524	2,630	2,852	2,836

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

Table 3.6 shows the percentage of TIS probationers in teaching posts up to six years following their probation. The percentage of teachers in such employment in the first year following probation increased from 79% for the 2012/13 cohort to 88% for the 2016/17 cohort. That percentage has decreased to 87% and 84% respectively for the two most recent cohorts. Since the 2014/15 TIS probationer cohort there has been a trend for the employment rate to reduce in each year after the first year following probation. For example, 87% of the 2015/16 cohort were in a teaching post in a publicly funded school in their first year after probation but this had reduced to 81% by 2019.

Table 3.6: Long-term employment of Teacher Induction Scheme probationers

Percentage headcount

	Sep-13	Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	Sep-19
2012/13 cohort	79	77	77	77	76	74	74
2013/14 cohort		80	81	79	78	77	76
2014/15 cohort			86	83	82	80	79
2015/16 cohort				87	84	83	81
2016/17 cohort					88	85	83
2017/18 cohort						87	84
2018/19 cohort							84

Chapter 4: Classes and pupils

- 12.3%** of P1-P3 pupils were taught in classes of 18 or fewer compared to 12.1% in 2018.
- 23.5** Average class size for pupils in primary school – this has remained the same since 2016.

Table 4.1 shows average class sizes for pupils in primary school alongside the overall primary school average. In 2019 the overall average for primary remained at 23.5, unchanged since 2016. The average class size for P1-P3 remained the same as 2017 and 2018 at 23.2. The average class size for P4-7 also remained the same as 2018 at 25.9. Data on class sizes in the secondary sector are not collected as class size varies widely across subjects.

Table 4.1: Average class size of primary school pupils⁽¹⁾

Headcount

Stage	2013	2014	2015	2016	2017	2018	2019
P1	21.2	21.2	21.1	21.2	21.0	20.9	21.0
P2	24.0	23.9	24.1	24.0	23.9	23.9	23.9
P3	24.5	24.7	24.8	24.7	24.7	24.6	24.7
P4	25.7	25.9	26.0	26.0	26.0	25.7	25.7
P5	25.7	25.8	26.0	26.1	26.1	26.1	26.0
P6	25.3	25.5	25.8	26.0	26.1	26.0	26.0
P7	25.2	25.4	25.4	25.8	25.9	26.0	25.9
P1-P3	23.2	23.3	23.3	23.3	23.2	23.2	23.2
P4-P7	25.5	25.7	25.8	26.0	26.0	25.9	25.9
Primary	23.2	23.3	23.4	23.5	23.5	23.5	23.5

(1) Data refers to the average class size of pupils in each stage, not the average class size of single stage classes. The total primary average class size is calculated on a different basis to all the other class sizes shown, see background notes for details.

Table 4.2 shows the number of P1-P3 pupils in publicly funded schools in various class sizes.

The percentage of pupils that were taught in classes of 18 or fewer increased to 12.3% in 2019 from 12.1% in 2018. While the number of pupils taught in classes of 18 or fewer reduced slightly from 20,613 in 2018 to 20,591 in 2019, a reduction in the number of P1-P3 pupils meant that this represented a higher proportion of pupils. The number of pupils taught in classes of 26 or more decreased from 44,712 (26.3%) in 2018 to 43,634 (26.0%).

Table 4.2: P1-P3 pupils by class size⁽¹⁾

<i>Headcount</i>							
Class Size	2013	2014	2015	2016	2017	2018	2019
0 - 18	22,992	22,138	20,999	21,906	20,997	20,613	20,591
19 - 25	102,849	103,968	104,426	104,517	106,023	104,453	103,326
26 - 30	42,908	45,539	46,489	45,486	44,340	44,362	43,410
31 or more	736	470	658	807	625	350	224
% in classes of 18 or fewer or in two-teacher classes of 36 or fewer	13.6	12.9	12.2	12.7	12.2	12.1	12.3

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

Legislation limits class sizes to 25 for P1 pupils and to 30 for P2 and P3 (see background notes for more information). Table 4.3 shows the number of P1 pupils by class size. Some P1 pupils may be in classes of over 25 due to the inclusion of one or more 'excepted pupils' (see background note). In 2019 the number of pupils in classes of 26 or more was 267; this was a reduction from 511 in 2018. In 2019, there were 11 classes with 26 or more pupils and at least one P1 pupil. This compares to 19 such classes in 2018.

Table 4.3: P1 pupils by class size

<i>Headcount</i>							
Class size	2013	2014	2015	2016	2017	2018	2019
0 - 18	11,968	11,558	11,213	11,737	11,925	11,326	11,393
19 - 25	44,864	45,544	45,307	45,102	44,195	43,254	43,525
26 or more	560	451	637	698	631	511	267

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

Table 4.4: P1-P3 pupils in classes of size 18 or fewer or in two teacher classes with a pupil teacher ratio of 18 or fewer

Percentage Headcount

Local Authority	2013	2014	2015	2016	2017	2018	2019
Aberdeen City	16.1	11.2	10.6	11.0	13.0	9.9	13.5
Aberdeenshire	14.9	13.3	12.4	14.7	17.7	16.0	20.0
Angus	21.0	23.1	22.4	19.6	16.5	20.1	19.2
Argyll and Bute	45.4	34.9	24.2	27.2	27.1	34.6	28.5
City of Edinburgh	7.0	7.2	6.1	5.7	6.0	5.2	4.5
Clackmannanshire	16.1	17.8	11.8	19.7	14.1	11.8	16.5
Dumfries and Galloway	12.0	16.4	13.6	17.1	22.0	20.2	17.7
Dundee City	9.4	2.8	3.4	2.6	4.4	3.1	5.9
East Ayrshire	7.6	13.0	9.5	11.1	9.9	8.3	12.0
East Dunbartonshire	21.8	11.3	10.6	12.9	10.3	10.5	9.3
East Lothian	4.3	6.3	6.0	4.2	6.5	8.8	6.1
East Renfrewshire	7.6	15.7	9.5	16.5	12.6	11.9	18.3
Falkirk	4.9	6.3	8.5	5.6	7.9	8.8	10.6
Fife	24.1	22.9	20.8	20.8	11.6	7.1	3.7
Glasgow City	3.8	3.7	3.6	4.2	5.5	6.5	8.0
Highland	18.4	18.1	20.5	19.1	18.1	18.8	16.7
Inverclyde	9.3	10.0	7.5	6.5	5.0	6.1	8.0
Midlothian	7.7	11.7	10.3	16.7	11.2	16.2	9.4
Moray	8.9	14.1	10.8	8.0	8.1	9.0	11.0
Na h-Eileanan Siar	39.8	48.0	51.3	57.8	52.3	56.4	60.4
North Ayrshire	7.2	7.6	10.8	13.0	9.9	10.9	16.4
North Lanarkshire	8.1	7.7	8.6	9.8	11.4	8.9	9.4
Orkney Islands	27.2	29.6	22.6	19.8	24.7	24.8	30.6
Perth and Kinross	15.7	15.1	14.3	14.7	11.0	11.8	16.7
Renfrewshire	6.9	10.8	11.9	13.3	14.4	16.1	13.7
Scottish Borders	21.6	12.7	14.3	10.3	14.4	12.5	10.6
Shetland Islands	26.5	31.2	25.5	33.9	32.2	36.2	31.3
South Ayrshire	20.2	17.8	24.6	19.5	20.1	15.4	14.1
South Lanarkshire	22.9	17.7	16.1	15.5	16.8	19.2	18.1
Stirling	17.4	15.2	17.4	14.9	11.3	10.0	13.9
West Dunbartonshire	9.9	13.3	13.6	16.2	14.0	19.2	15.7
West Lothian	20.3	17.0	13.6	16.3	14.7	17.1	13.6
Scotland ⁽¹⁾	13.6	12.9	12.2	12.7	12.2	12.1	12.3

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

Table 4.5 shows the pupil characteristics primarily used in equalities monitoring. In 2019, 83.9% of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (5.6%), Asian Pakistani (2.0%) and mixed (1.4%).

215,897 pupils (30.9% of all pupils) had an additional support need (ASN) recorded. This was an increase of 2.2 percentage points on 2018 (199,065 pupils with an ASN record, 28.7% of all pupils). The number of pupils identified with ASN has increased markedly since 2010 and there continue to be year on year increases. These increases were likely due in part to continued improvements in recording and the introduction of the additional need types 'Child plans' and 'Other' in 2011.

Statistics on additional support needs include pupils in special schools and those in mainstream schools who are assessed or declared disabled or have a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP), Child Plan or some other type of support. Pupils may have more than one type of ASN, therefore the totals for ASN do not equal the sum of individual types of ASN.

Table 4.5: Pupil characteristics⁽¹⁾*Headcount*

	Female	Male	Total
Total Pupils	342,551	355,438	697,989
Ethnicity			
White – Scottish	267,282	276,959	544,241
White – Other British	20,185	21,140	41,325
White – Gypsy/Traveller	668	719	1,387
White - Other	19,167	19,972	39,139
Mixed	5,080	4,986	10,066
Asian – Indian	3,237	3,361	6,598
Asian – Pakistani	6,897	7,204	14,101
Asian – Bangladeshi	600	595	1,195
Asian – Chinese	2,156	2,171	4,327
Asian – Other	2,090	2,118	4,208
Caribbean/Black	624	674	1,298
African	4,277	4,273	8,550
Other	3,560	3,956	7,516
Not known	5,083	5,425	10,508
Not disclosed	1,609	1,800	3,409
English as an Additional Language	22,398	24,553	46,951
Additional support needs (ASN)			
CSP (Co-ordinated Support Plan)	639	1,068	1,707
IEP (Individualised Education Programme)	11,306	24,350	35,656
Child Plans	15,613	27,168	42,781
Assessed/Declared Disabled	5,873	12,592	18,465
Other ⁽²⁾	73,554	97,081	170,635
All pupils with ASN⁽³⁾	89,709	126,188	215,897

All pupils with ASN (excluding Other type)⁽³⁾ 26,497 48,813 75,310

(1) Statistics for ethnicity and English as an Additional Language do not include grant-aided special schools as this information is not collected. There were 121 pupils at grant-aided special schools in 2018.

(2) See the background notes for further information on what the other category includes.

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

Chapter 5: Early Learning and Childcare

98% of eligible three and four year olds were registered for funded ELC (99% in 2018)

11% of two year olds were registered for funded ELC (10% in 2018)

Table 5.1 shows that there were 96,375 registrations for funded Early Learning and Childcare (ELC) in September 2019, a slight decrease of 0.2% since September 2018 when there were 96,549 registrations. Uptake of funded ELC for eligible three and four year olds remains very high, with an estimated 98% registered (99% in 2018). Children registered to receive funded ELC at more than one centre may be counted more than once, so this will slightly overestimate true uptake.

The number of two year olds registered has increased from 5,701 in 2018 to 5,990 in 2019. This represents 11% of all two year olds, an increase from 10% in 2018. Around a quarter of two year olds are eligible for funded ELC through the Children and Young People (Scotland) Act 2014 and through subsequent secondary legislation which commenced in August 2015.

At local authority level, the proportion of two year olds registered varies considerably, with the highest proportions found in Inverclyde (21%) and East Ayrshire (21%). Shetland Islands (3%) and Scottish Borders (6%) had the lowest proportions of their two year old populations registered for funded ELC. It should be noted that the proportion of the two year old population registered for funded ELC will be affected by the proportion of the population that is eligible in each local authority area. However, this is currently not known, so the proportion of eligible two year olds that are registered for funded ELC cannot be reported on.

The number of deferred registrations for funded ELC also increased, by 9%, from 4,884 in 2018 to 5,326 in 2019. Of children potentially eligible for deferral 19% were registered for funded ELC in 2019, compared with 17% in 2018.

Table 5.2 shows that the overall FTE of teachers, graduates and staff working towards the SSSC benchmark degree level qualifications in ELC was 4,781 in 2019, compared with 4,222 in 2018, an increase of 13%.

The FTE of teachers working in ELC was 798 in 2019, compared with 821 in 2018, a 3% decrease of 23 FTE. There were 2,535 FTE graduates working in ELC with degrees relevant to early years, other than teachers, a 10% increase of 233 FTE compared with 2,302 recorded in 2018. The FTE of ELC staff working towards the SSSC benchmark degree level qualifications increased by 350 to 1,448 in 2019, a 32% increase compared with 1,098 in 2018.

Table 5.1: Registrations⁽¹⁾ for funded early learning and childcare at local authority and partnership centres, September 2019

	Under 2	2 year olds		3 & 4 year olds ⁽²⁾		Deferred entry ⁽⁴⁾		Total
		Number	% of population	Number	% of those eligible ⁽³⁾	Number	% of those eligible ⁽⁵⁾	
Aberdeen City	0	133	6	3,330	94	194	17	3,657
Aberdeenshire	7	188	7	4,612	97	341	22	5,148
Angus	0	110	10	1,653	97	173	30	1,936
Argyll and Bute	0	45	6	1,225	106	89	23	1,359
City of Edinburgh	118	476	9	7,287	95	489	19	8,370
Clackmannanshire	3	98	18	816	98	30	11	947
Dumfries and Galloway	0	134	11	2,081	104	157	24	2,372
Dundee City	2	267	17	2,246	99	181	24	2,696
East Ayrshire	70	268	21	2,050	102	70	10	2,458
East Dunbartonshire	3	86	8	1,724	94	109	18	1,922
East Lothian	9	68	6	1,812	102	103	17	1,992
East Renfrewshire	16	65	6	1,675	93	97	16	1,853
Falkirk	0	180	11	2,558	101	172	20	2,910
Fife	0	591	16	5,912	101	265	13	6,768
Glasgow City	72	740	11	9,261	94	472	14	10,545
Highland	1	139	6	3,536	101	320	27	3,996
Inverclyde	48	155	21	1,264	115	76	20	1,543
Midlothian	0	125	11	1,836	103	132	22	2,093
Moray	0	58	6	1,482	102	123	26	1,663
Na h-Eileanan Siar	4	32	14	382	103	40	33	458
North Ayrshire	0	237	18	1,905	94	79	12	2,221
North Lanarkshire	0	387	11	5,582	95	262	14	6,231
Orkney Islands	0	19	10	336	117	43	42	398
Perth and Kinross	0	165	12	2,225	102	239	32	2,629
Renfrewshire	97	326	19	2,829	105	182	21	3,434
Scottish Borders	0	61	6	1,780	104	75	13	1,916
Shetland Islands	0	7	3	415	105	62	50	484
South Ayrshire	26	162	16	1,637	99	85	16	1,910
South Lanarkshire	69	296	9	5,162	99	292	17	5,819
Stirling	7	67	8	1,425	105	102	23	1,601
West Dunbartonshire	57	178	19	1,441	99	82	17	1,758
West Lothian	0	127	6	2,971	91	190	18	3,288
Scotland	609	5,990	11	84,450	98	5,326	19	96,375

(1) This is a snapshot of registrations at census week (16-20 September 2019). It does not include children who were registered between census week and the end of December.

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

(3) Eligible children are estimated from National Records of Scotland population projections. For three year olds, only around half of children are eligible at the time of the census (16-20 September 2019). Children are counted once for each centre they are registered with, so the same child may be counted multiple times if they attend more than one centre. Children may also attend centres outside of the local authority they live in, which would also affect these figures.

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

(5) Eligibility figures for deferral are calculated on the assumption that all children born from September to February inclusive are potentially eligible for funded ELC if they defer entry to primary school; January and February born children are entitled to the additional year of funded ELC, while for September to December born children, the local authority decides whether to provide it. Children born after school commencement date in mid-August can also defer entry to primary school, but they are not included in the calculation for the percentage of those eligible for deferred entry to avoid double counting with the four year old category.

Table 5.2: Teachers, graduate staff, and staff working towards graduate qualifications at centres providing funded early learning and childcare, by local authority, September 2019

Full Time Equivalent (FTE) and percentage

	Teachers ⁽¹⁾	Graduates ⁽²⁾	Working towards graduate qualifications ⁽³⁾	Total	
				FTE	% change since 2018
Aberdeen City	28	68	58	153	-3
Aberdeenshire	19	105	93	217	83
Angus	8	45	35	88	12
Argyll and Bute	9	44	21	75	44
City of Edinburgh	132	283	123	537	9
Clackmannanshire	7	26	14	46	17
Dumfries and Galloway	20	74	23	117	40
Dundee City	39	55	40	133	3
East Ayrshire	13	88	61	162	32
East Dunbartonshire	31	49	36	116	-2
East Lothian	7	37	11	55	-17
East Renfrewshire	33	64	30	127	-1
Falkirk	3	51	51	104	-19
Fife	70	59	81	210	4
Glasgow City	58	451	238	747	10
Highland	30	52	12	93	-2
Inverclyde	9	45	28	82	37
Midlothian	14	65	29	109	44
Moray	3	35	14	53	-5
Na h-Eileanan Siar	2	4	3	10	-60
North Ayrshire	9	94	43	146	22
North Lanarkshire	32	167	69	268	22
Orkney Islands	5	6	8	19	27
Perth and Kinross	40	65	56	161	34
Renfrewshire	8	112	43	163	32
Scottish Borders	19	21	1	42	15
Shetland Islands	6	7	8	21	35
South Ayrshire	28	38	51	117	10
South Lanarkshire	73	161	45	279	-6
Stirling	12	61	57	129	39
West Dunbartonshire	14	57	24	95	34
West Lothian	21	45	41	107	15
Scotland	798	2,535	1,448	4,781	13

(1) GTCS registered teachers. Includes teachers in ELC centres, centrally employed teachers, and home visiting teachers.

(2) Includes staff that hold: a degree level benchmark qualification required by the SSSC for registration as a manager/lead practitioner (see background notes for list of benchmark qualifications); a degree level (SCQF level 9) qualification relevant to early years and are working towards a degree level benchmark qualification required by the SSSC for registration as a manager/lead practitioner; or a degree level qualification sufficient to meet the registration standards of another regulatory body (e.g. Nursing and Midwifery Council, General Medical Council).

(3) Staff that do not hold degrees (SCQF level 9) relevant to early years, but are working towards a SSSC benchmark degree level qualification for registration as a manager/lead practitioner.

Table 5.3 shows the characteristics of teachers in ELC. The vast majority of teachers (94%) were female. Since 2015 the proportion of male teachers has doubled from 3% to 6%.

Table 5.3: ELC Teacher characteristics percentages, 2019

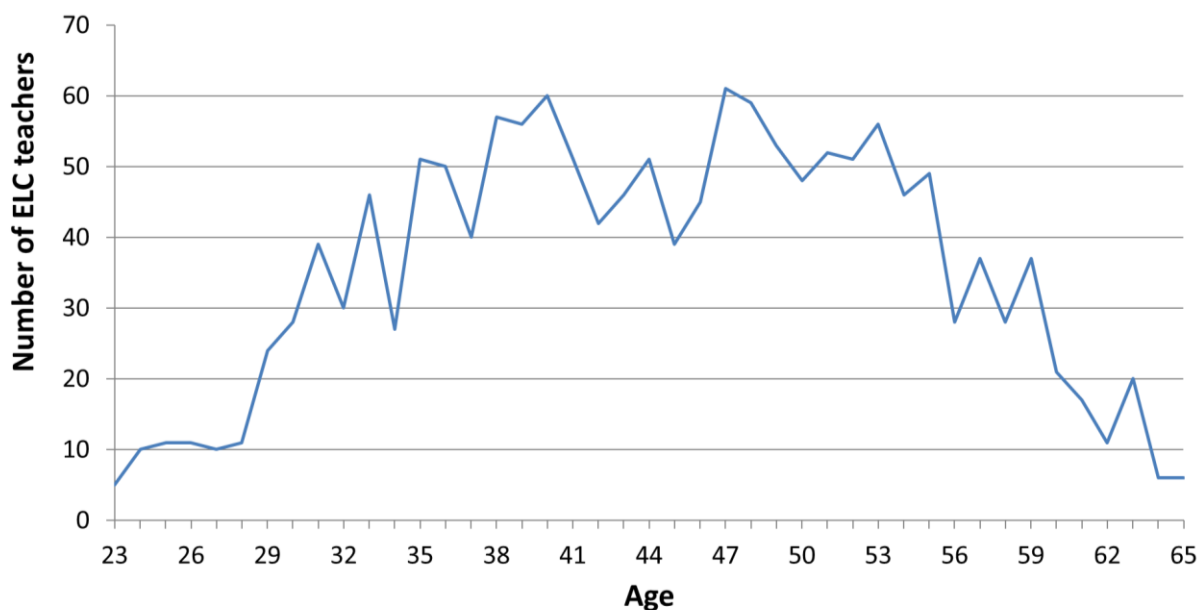
Percentage of headcount

Sex		Age					Average Age
Female	Male	Under 25	25 to 34	35 to 44	45 to 54	55 or over	
94	6	1	15	33	33	18	45

Since 2012, the average age of teachers has remained around age 45. Data on age and sex is only available for teachers, although they only form part of the graduate workforce in ELC.

Chart 2 shows the age profile of GTCS registered ELC teachers, as at September 2019. The number of teachers generally increases to age 40, then peaks at age 40 and 47, before decreasing sharply after age 59.

Chart 2: Age profile of GTCS registered early learning and childcare teachers



Chapter 6: Attendance and absence

93.0% attendance in 2018/19, down from 93.3% in 2016/17

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.gov.scot/Publications/2007/12/05100056/0>). An updated version was published in June 2019 (see: <https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/>).

Information on attendance and absence was not collected in 2011/12, 2013/14, 2015/16 or 2017/18 as this data is collected only once every two years.

There have been some variations in recording practice between local authorities and over time for certain reasons for absence. This should be kept in mind when analysing the statistics at this level. Statistics on overall attendance, overall absence and temporary exclusions are not affected by these issues.

Table 6.1 shows school attendance, absence and temporary exclusion rates over the period 2010/11 to 2016/17. Since 2010/11 pupils' rate of attendance has remained relatively stable, increasing from 93.1% to 93.7% in 2014/15 then decreasing to 93.0% in 2018/19.

Table 6.1: Attendance and absence by detailed reason ⁽¹⁾

Percentage of half day openings

	2010/11	2012/13	2014/15	2016/17	2018/19
Attendance	93.1	93.6	93.7	93.3	93.0
In school	91.1	91.7	91.6	91.1	90.6
Late	1.8	1.7	1.9	2.0	2.2
Work experience	0.2	0.2	0.2	0.1	0.1
Sickness with education provision	0.0	0.0	0.0	0.0	0.1
Authorised absence	4.9	4.5	4.3	4.2	4.4
Sickness without education provision	3.4	3.7	3.5	3.5	3.6
Very late	0.0	0.0	0.0	0.0	0.0
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 ⁽²⁾	1.2	0.7	0.6	0.6	0.6
Unauthorised absence	1.9	1.8	2.0	2.4	2.6
Unauthorised holidays	0.5	0.5	0.5	0.7	0.7
Unexplained absence, including 'occasional absence without parental awareness'	1.3	1.2	1.3	1.5	1.7
Exceptional domestic circumstances (unauthorised)	0.0	0.0	0.0	0.0	0.0
Other unauthorised	0.1	0.1	0.1	0.2	0.2
All absences (authorised and unauthorised)	6.8	6.4	6.3	6.6	7.0
Temporary exclusion	0.1	0.0	0.0	0.0	0.0

(1) Detailed absence reasons will be affected by differing reporting practices across local authorities and over time. Overall absence and attendance are comparable.

(2) Includes part-time timetable (exclusion related) and part-time timetable (health related). Please see the background notes for more information.

Table 6.2 shows the 2018/19 national attendance rate across each sector broken down by sex, ethnicity, additional support needs and the Scottish Index of Multiple Deprivation 2016 (SIMD, 20% most deprived versus 20% least deprived).

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

Pupils living in the most deprived areas had lower attendance rates in all sectors than those living in the least deprived areas – across all sectors pupils living in the 20% most deprived areas had an attendance rate of 90.4% compared to 95.3% for those living in the 20% least deprived areas. This effect was the greatest in secondary schools, with pupils living in the least deprived areas having an attendance rate 6.6 percentage points higher than those living in the most deprived areas.

Table 6.2: Attendance by pupil characteristic

Percentage of half day openings

	Primary	Secondary	Special	Total
All Pupils	94.5	90.7	90.1	93.0
Sex				
Male	94.5	90.8	90.2	92.9
Female	94.6	90.7	90.0	93.0
Ethnicity				
White Scottish	94.7	90.6	89.8	92.9
White non-Scottish	93.9	90.6	91.2	92.7
Mixed or multiple ethnic groups	95.0	91.4	91.8	93.7
Asian	93.8	93.1	90.2	93.5
African/Black/Caribbean	96.3	94.5	93.8	95.6
All other ethnic groups	93.0	91.0	88.9	92.3
Not Disclosed / Not Known	93.4	89.2	91.4	92.3
Additional support needs⁽¹⁾				
Pupils with ASN	93.1	88.1	90.2	90.8
Pupils with no ASN	95.1	92.0	#	93.9
SIMD⁽¹⁾⁽²⁾				
Lowest 20% of SIMD (Most deprived)	92.4	87.3	88.3	90.4
Highest 20% of SIMD (Least deprived)	96.4	93.9	92.4	95.3

(1) Pupils that were not matched to the pupil census have not been included.

(2) SIMD data not available for 11,660 pupil enrolments, 1.6% of the total, including those pertaining to pupils not matched to the pupil census. Please see the background notes for more information.

Table 6.3 shows local attendance rates over the period 2010/11 to 2018/19. In 2018/19 the percentage attendance in Scottish local authority schools ranged from 91.2% to 95.2%. This range of variation in attendance rates was consistent with the preceding years.

Table 6.3: Average attendance*Percentage of half day openings*

Local Authority	2010/11	2012/13	2014/15	2016/17	2018/19
Aberdeen City	93.0	93.0	93.5	93.6	93.3
Aberdeenshire	94.5	94.5	94.8	94.9	94.4
Angus	94.2	94.2	94.3	93.7	93.4
Argyll and Bute	93.7	94.3	94.2	93.7	93.5
City of Edinburgh	93.0	93.9	94.1	93.9	93.8
Clackmannanshire	93.6	93.4	93.3	92.9	92.9
Dumfries and Galloway	94.4	94.2	94.5	94.2	93.6
Dundee City	92.0	92.3	92.4	92.3	91.8
East Ayrshire	93.0	93.4	93.4	93.0	92.2
East Dunbartonshire	94.6	95.2	95.3	95.0	94.9
East Lothian	93.8	94.2	93.9	93.7	93.1
East Renfrewshire	95.2	95.5	95.6	95.3	95.2
Falkirk	93.4	93.8	93.6	93.1	92.9
Fife	92.6	93.0	93.5	93.0	92.6
Glasgow City	91.3	92.6	92.8	92.5	92.2
Highland	92.8	93.0	93.2	93.4	92.7
Inverclyde	92.9	93.4	93.0	92.5	92.2
Midlothian	93.0	93.2	93.0	92.6	92.6
Moray	93.9	94.2	94.1	94.0	93.9
Na h-Eileanan Siar	93.9	93.9	94.9	95.2	94.0
North Ayrshire	93.2	93.5	93.3	92.6	92.1
North Lanarkshire	92.1	92.9	92.8	91.8	91.2
Orkney Islands	93.1	93.8	94.2	94.6	93.8
Perth and Kinross	93.8	94.0	93.9	93.6	93.3
Renfrewshire	93.8	94.0	93.6	93.3	93.0
Scottish Borders	94.0	94.3	94.4	94.2	93.7
Shetland Islands	94.2	94.5	94.4	94.5	94.4
South Ayrshire	93.2	93.2	93.2	93.2	92.6
South Lanarkshire	93.2	93.8	93.9	93.4	92.9
Stirling	92.5	94.1	94.4	94.1	93.7
West Dunbartonshire	92.3	93.3	92.7	91.8	91.8
West Lothian	93.7	93.9	93.9	93.3	92.7
Grant-Aided ⁽¹⁾	95.8	96.9	96.8	97.1	96.7
Scotland	93.1	93.6	93.7	93.3	93.0

(1) Includes Jordanhill the mainstream grant-aided school only. Grant-aided special schools are not included in the collection.

Chapter 7: Exclusions

14,990 cases of exclusion in 2018/19, down from 18,381 in 2016/17
21.7 cases of exclusion per 1,000 pupils in 2018/19, down from 26.8 in 2016/17

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. The Scottish Government published detailed guidance on managing school exclusions in June 2017 (see: <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>).

Information on exclusions was not collected in 2011/12, 2013/14, 2015/16 or 2017/18, as this data is collected only once every two years.

Table 7.1 below provides information on the number of cases of exclusion in recent academic years. Cases of exclusion refers to the number of incidences of exclusion, not the number of individual pupils excluded, as a pupil can be excluded multiple times. Both the cases of exclusion and the exclusion rate per 1,000 pupils have fallen in recent years.

Over 99% of all exclusions were 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, three in 2018/19, 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 7.1: Cases and rate of exclusion by type

	2010/11	2012/13	2014/15	2016/17 ⁽¹⁾	2018/19
All exclusions	26,844	21,955	18,430	18,381	14,990
Temporary exclusions	26,784	21,934	18,425	18,376	14,987
Removed from register	60	21	5	5	3
Exclusion rate per 1,000 pupils	40.0	32.8	27.2	26.8	21.6
Temporary exclusion rate	39.9	32.7	27.2	26.8	21.6
Removed from register rate	0.1	0.0	0.0	0.0	0.0

(1) The exclusions total figure and the removed from register figure for 2016/17 were updated in June 2018 to take into account four pupils removed from the register who were not included in the original analysis.

Table 7.2 shows cases of exclusion and exclusion rate per 1,000 pupils broken down by several characteristics of the pupils excluded.

The exclusion rate per 1,000 pupils was more than three times higher for male pupils (33.4 cases of exclusion) than female pupils (9.5 cases of exclusion).

Having an additional support need also increases the likelihood of exclusion. The rate of exclusion for pupils with an additional support need was 49.3 exclusions per 1,000 pupils in 2018/19, almost five times the rate for pupils without an additional support need (10.4 exclusions per 1,000 pupils).

Living in an area with relatively more deprivation was also associated with a higher exclusion rate. Rates of exclusions per 1,000 pupils were more than four times greater for pupils living in the 20% of areas associated with most deprivation, compared with pupils living in the 20% associated with least deprivation, as defined by the Scottish Index of Multiple Deprivation (SIMD) 2016.

However, this association has lessened since 2016/17 when the rate of exclusion per 1,000 pupils was more than five times higher for pupils living in the 20% of areas associated with most deprivation, compared with pupils living in the 20% associated with least deprivation. This was due to there being a greater reduction in the cases of exclusions for pupils living in the most deprived areas (7,436 to 5,562) than there was for pupils living in the least deprived areas (1,226 to 1,126).

Table 7.2: Cases and rate of exclusion by characteristic

	Cases of exclusions ⁽²⁾	Rate per 1,000 pupils
Gender		
Male	11,778	33.4
Female	3,212	9.5
Additional support needs⁽¹⁾		
Pupils with additional support needs	9,818	49.3
Pupils with no additional support needs	5,109	10.4
SIMD⁽¹⁾⁽²⁾		
Lowest 20% of SIMD (Most deprived)	5,562	35.4
Highest 20% of SIMD (Least deprived)	1,126	8.2

(1) Exclusions of pupils that were not matched to the pupil census have not been included. See the background notes for more information.

(2) SIMD data not available for 81 cases of exclusion, including those pertaining to pupils not matched to the pupil census. Please see the background notes for more information.

Chapter 8: Glossary

Additional support needs (ASN):

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

Cases of exclusion:

Cases of exclusion refers to the number of incidences of exclusion, not the number of pupils excluded, as a pupil can be excluded multiple times.

Centrally employed teachers:

Teachers who were recorded as working across a local authority rather than an individual school or early learning and childcare centre.

Child Plans:

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

www.gov.scot/Publications/2012/11/7143.

Children and Young People Act:

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

www.gov.scot/Topics/People/Young-People/legislation/proposed-bill

Co-ordinated Support Plan (CSP):

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

Early Learning and Childcare (ELC):

Three and four year olds and eligible two year olds are entitled to 600 hours of funded early learning and childcare (ELC). As part of the phasing for the expansion of funded ELC to 1,140 hours by August 2020, some children may be receiving more than 600 hours of funded ELC. ELC is secured by local authorities through their own provision, or through partner providers in the private, independent or third sector.

English as an Additional Language (EAL):

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

Excepted pupils:

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

Full-time equivalent (FTE):

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

Grant-aided Schools (GAS):

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

Grant-aided special schools (GASS):

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

General Teaching Council for Scotland (GTCS):

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

Individualised Education Programme (IEP):

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

Independent schools:

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

Least Deprived (LD):

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

Local authority early learning and childcare (ELC) centres:

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

Local authority schools:

Schools which are run and financed by the local authority.

Most Deprived (MD):

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

Partnership agreement – (relating to ELC entitlement):

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

Partnership ELC centres:

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

Pupil enrolments

As pupils can attend multiple schools during a year, the attendance, absence and exclusions collection counts pupil enrolments rather than total pupils. These are identified using the combination of a school's unique identifier (SEED code) and a pupil's Scottish

Candidate Number. A pupil who is on roll at one school during the year will have one enrolment, whereas a pupil who was on roll at two or more schools will have multiple enrolments.

Pupil Teacher Ratio (PTR):

The average number of pupils per teacher.

Publicly funded schools:

Includes local authority and grant-aided schools.

Removed from the register:

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

SIMD – Scottish Index of Multiple Deprivation:

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

<http://www.gov.scot/simd>.

Teacher Induction Scheme probationer:

GTCS provides a guaranteed one-year training post in a local authority to every eligible student graduating with a teaching qualification from one of Scotland's universities.

Temporary exclusion:

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

Chapter 9: Background notes

National Statistics publication

This is a National Statistics Publication. National Statistics are produced to high professional standards set out in the Code of Practice for Statistics.

These statistics undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference. This publication has been assessed by the UK Statistics Authority.

Sources and Timing

The information in this publication is derived from a number of sources: the pupil census, the school staff census, the Early Learning and Childcare (ELC) census and the attendance, absence and exclusions collection. The 2019 pupil and school staff censuses were carried out on 18 September 2019. The early learning and childcare census took place in the week commencing 16 September 2019.

Supplementary tables on the school staff census and the pupil census will be published in March 2020. Additional early learning and childcare tables are available on the Scottish Government website at:

<https://www2.gov.scot/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation>

The information required to complete the pupil and staff censuses was collected electronically, through local authorities, from all publicly funded primary, secondary and special schools, as part of the [ScotXed](#) programme. The information collected is largely sourced from school management information systems, thus reducing the burden on data provider.

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

Following the September 2010 consultation of users of school statistics, and changes to the legislation around school handbooks, we have made a number of changes to our collections and publications. This included moving the absence and exclusions data to a biennial (two yearly) collection. Local authorities continue to collect information on pupils' attendance, absence and exclusions each year on their management information systems and this can be requested directly from local authorities.

For information on our quality assurance process, see the School Education Statistics Validation Process section on the Scottish Government website at:

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

Teachers

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

Definitions and data quality

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

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

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

For the purposes of these statistics:

- An individual teacher cannot exceed 1 FTE.
- Centrally employed teachers (including peripatetic/visiting specialists, hospital teaching service and home visiting tutors) who are teaching on census day will be assigned a status as above and are included in the total number of teachers in Scotland and the overall pupil/teacher ratio. Where they teach at a number of schools it is permissible to split their time across those schools.
- Teachers recorded in roles such as quality improvement officer or educational advisor are classed as support staff, and are not included in these teacher statistics or PTR calculations.
- Vacant posts are not included.

If a normal complement teacher is unexpectedly absent during census week and requires cover, the replacement teacher covering this post can be recorded under a number of statuses, depending on the nature of the cover.

Some local authorities will only record the replacement teacher as having a qualifying status if the teacher they are replacing is absent 'long term' (there is no fixed definition of long term). In this circumstance, the absent teacher would be recorded under the appropriate status, such 'long term absence' to describe their reason for absence.

Other local authorities, however, may record the replacement teacher as 'short term supply teacher (up to two days) covering a normal complement teacher'. If this teacher is not centrally employed they would not be counted as on roll for the purposes of these statistics. The absent teacher will continue to be recorded as normal complement and as such will be included in calculations of the number of teachers.

Some local authorities record replacement teachers as 'other replacement' and do not change the status of the normal complement teacher who is absent. This situation may result in double counting of an absent teacher and their replacement, however such cases are rare.

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

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

Centrally Employed Teachers

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. We are also aware that local authorities have changed procedures for reporting centrally employed teachers during recent years. Centrally employed teachers are a small proportion of the total FTE, only around 2%, so the effect of these different recording methods is small.

Special Schools

Statistics for the special school sector are compiled from schools formally designated as special schools in the Scottish Government's School Establishment collection. There is not always a clear distinction between special schools and special units or classes within a mainstream school. This should be kept in mind when analysing the statistics.

Probationers

In these statistics a Teacher Induction Scheme probationer is defined as an individual in a post on the Teacher Induction Scheme and individuals on other probationer schemes providing that scheme only spans a single September. Other probationers, that enter into teaching via a flexible or alternative route, will be recorded with a temporary or permanent post employment type.

In Table 3.6, induction scheme teachers in 2018 were defined as teachers in a post where the employment type was reported as induction scheme. Prior to 2018, induction scheme teachers were based on a list of registration identifiers provided by the General Teaching Council for Scotland (GTCS) on an annual basis. Post-induction scheme teachers are identified by matching these registration identifiers with the identifiers collected as part of the following year's school staff census.

Grade

For the purposes of the school staff census, only the teacher's substantive grade is collected. However, in some local authorities where a teacher holds a post on temporary promotion, the substantive grade is changed to the grade of the promoted post. In some cases, such as when a teacher is on a temporary promoted post, a teacher may have multiple posts, each at a different grade.

Mode of working (full-time/ part-time)

The mode of working statistics in Table 3.4: Teacher Characteristics define working pattern on the cumulative FTE for an individual within a single school type (primary, secondary, special or centrally employed) and specific grade. Therefore, teachers working across multiple sectors or at multiple grades will be counted as part time for each sector and grade combination, even if their total FTE sums to one. In 2019, there were 694 FTE teachers working for a total of one FTE but across more than one grade or sector so have therefore been recorded as part time in Table 3.4.

Employment type

Employment type (permanent, temporary and Teacher Induction Scheme) relates to each post that a teacher holds, rather than their employment contract. This means that you could have permanent employment contract but be recorded with a temporary employment type for an individual post.

Where local authorities record posts under the SEEMiS categories 'acting up' or 'seconded' the employment type will be returned as permanent for the purposes of the school staff census. We are aware that local authorities are taking different approaches to recording temporary promotions.

For example, in the situation where a main-grade teacher is on temporary promotion to a principal teacher post they may be reported as having a temporary employment type and principal teacher grade.

Alternatively they may be recorded as 'acting up' in SEEMiS and so reported as permanent in the school staff census, at their substantive grade (main-grade teacher).

It is also possible that this situation reported as permanent principal teacher or a temporary main-grade teacher.

Ethnicity

Prior to 2019, 'not disclosed' ethnic background presented in Table 3.4 included the categories 'unknown' and 'not disclosed'. In 2019 these categories have been presented separately.

Teachers funded through the Attainment Scotland Fund

The Attainment Scotland Fund (ASF) is a targeted initiative focused on closing the attainment gap between the most and least disadvantaged children. It is delivered through two primary routes: the Scottish Attainment Challenge and the Pupil Equity Fund (PEF). One way in which this funding may be used is to recruit additional teaching capacity.

Since 2016, the total FTE of ASF funded teachers across Scotland has been published as part of the reporting on the school staff census. This information helps with the monitoring and development of ASF policy. It also helps the Scottish Government to accurately measure compliance with the commitment agreed with local authorities in that they maintain their collective PTR through their core funding, i.e. excluding ASF funded teachers.

In 2018, a new field was added to the local authority management information system (SEEMiS) with the aim of recording the 'funding source' for each teaching post. Analysis of 2018 and 2019 data has revealed that the way in which teaching posts are funded has become increasingly complex.

As such, it is not always possible, or meaningful, to assign a single source of funding to a teaching post or teacher.

For example:

- Some posts may be funded jointly through core local authority budgets and ASF budgets. Where it is not possible to account for posts with a single source of funding then the source which funds the majority of the post should be returned in the school staff census.
- A specific example of this joint funding are cases where PEF has been used to fund the difference between a teacher's substantive post and their promoted post (e.g. where a teacher has taken on additional responsibility for ASF related work).
- ASF funding may also be being used indirectly. For example, PEF may be used to allow a school to recruit additional probationer teachers which, in turn, enables existing staff (who are core funded) to undertake PEF related work.
- The innovative nature of ASF work means that it is challenging the commonly held definition of what a teaching post entails; and this may vary between local authorities.

In addition, there are other factors that may affect the reliability of the data on the funding source for teaching posts collected through the school staff census:

- Unlike the majority of school staff data which is also used operationally by schools and local authorities, data on the funding source for teaching posts is generally only recorded on SEEMiS for the purpose of the school staff census. Therefore any anomalies with these figures would not necessarily be identified in the usual course of business, as would be the case for other aspects of the school staff census data.

- The increasingly diverse models of school education provision may also mean that schools and local authorities take different approaches to the recording of similar situations.

Therefore, all of these factors have implications for the interpretation and use of the information collected on the funding source of teaching posts. Even where it is appropriate to measure the teacher FTE funded through ASF, the factors described above may result in an over count in some circumstances and an undercount in others. Therefore, the number of FTE teachers funded through ASF is an estimate based on the data recorded and submitted by local authorities.

Taking all of this into account, using the information collected as part of the 2019 school staff census, it is estimated that 975 FTE teachers were funded through ASF, which is similar to the estimate of 962 FTE in 2018. The PTR for all local authorities (excluding these ASF funded teachers) is 13.8, the same as 2018.

The Scottish Government will continue to work with local authorities through the school staff census framework to further understand the use of ASF funding in terms of teaching resource whilst seeking to minimise the reporting burden on local authorities and schools.

Classes and Pupils

Scope and timing

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

At September 2019 there was one grant-aided mainstream school, with primary and secondary departments, and seven grant-aided special schools. These schools are included in national totals, but are identified separately in the local authority level tables. In publications prior to 2003 they were included within the local authority of their location.

Pupils included in this census are those recorded by the school as being “on the roll of the school except those in full time education at another institution” (‘status 01’ only in the pupil census data specification). Schools have only been included in school counts where they have at least one pupil on the school roll meeting this definition.

The data gathered in the pupil census is drawn from management information held by schools and local authorities for the purposes of administering education. The information published is therefore a reflection of the information provided by school staff and pupils’ parents/guardians.

Primary schools

Children in Scotland usually start school between 4½ and 5½ years old.

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 (or more) teachers are present in the class at all times. When this occurs, the pupil teacher ratio will not exceed maximum class size regulations.

Maximum class sizes in primary schools are as follows:

- 25 for pupils in P1

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

A composite class is a class of pupils from two or more stages. Class sizes for P1, P2 and P3 are set out in the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended).

Classes may exceed these maximums due to the presence of one or more 'excepted pupils'. In class size legislation these are defined as:

- Children whose record of additional support needs (ASN) specifies that they should be educated at the school concerned, and who are placed in the school outside a normal placing round.
- 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.
- Children who cannot gain a place at any other suitable school within a reasonable distance of their home because they moved into the area outside a normal placing round.
- Children who are pupils at special schools, but who receive part of their education at a mainstream school.
- Children with ASN who are normally educated in a special unit in a mainstream school, but who receive part of their lessons in a non-special class.

Class size calculations

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 takes into account the number of pupils experiencing each class size.

Examples of how the class size figures in this bulletin were calculated are provided below:

P1-P3 average class sizes

The P1-P3 average class size statistics describe the size of classes that pupils experience. The methodology used is described below:

1. Effective class size - each class containing any P1, P2 or P3 pupils and two teachers present at all times is assigned an "effective class size" that is half the size of the actual class.
2. Weight each class by its size - for each class multiply the number of P1-P3 pupils in each class by the effective class size.
3. Total pupils and weighted classes - sum all P1, P2 and P3 pupils across all classes and sum weighted classes.
4. Average class size - divide the total weighted classes by total P1, P2 and P3 pupils.

Example:

Class	Count of P1-P3 pupils	Total pupils	Count of teachers	Step 1:	Step 2:
				Effective class size	Weighted class
P1a	25	25	1	25	625
P1b	15	15	1	15	225
P3	30	30	2	15	450
P3/4	5	25	1	25	125
Step 3: 75					1,425
				Step 4: Average class size	19

This method produces a different value to the simple average of pupils per class (i.e. dividing the number of pupils by the number of classes). In the example above, not weighting the classes would give an average class size of 75 pupils ÷ 5 classes = 15.

Weighting the classes gives a better representation of the class sizes experienced by pupils as it shows the average class size per pupil. The simple average method shows the average number of pupils per class.

Percentage of P1-P3 pupils in classes of 18 or fewer

P1-P3 pupils in classes of 18 or fewer includes two teacher classes with 36 or fewer pupils and composite classes.

The percentage of all P1-P3 pupils in such classes is calculated as described below:

1. Effective class size - each class containing any P1, P2 or P3 pupils and two teachers present at all times is assigned an “effective class size” that is half the size of the actual class. This is the same as step 1 above.
2. Sum the total number of P1, P2 and P3 pupils in classes with an effective size of 18 or fewer, then divide this by the total number of P1, P2 and P3 pupils, then multiply by 100.

Using data from the table above: $(15+30)/(25+15+30+5)*100 = 60\%$.

Secondary schools

Pupils in Scotland usually begin attending secondary school between the ages of 11½ and 12½ years. These schools have six stages. However, pupils can leave school from the age of 16.

Class size data is not collected for secondary schools as class sizes vary widely across subjects.

Special schools

Most children with additional support needs are educated in mainstream schools but some with complex or specific needs are educated in special schools. These schools cover primary and secondary education. A few authorities do not have special schools and may fund places in neighbouring authorities for their pupils.

Statistics for the special school sector are compiled from schools formally designated as special schools in the Scottish Government’s School Establishment collection. There is not

always a clear distinction between special schools and special units or classes within a mainstream school. This should be kept in mind when analysing the statistics.

Where pupils attend a 'special unit' attached to a mainstream school, they are usually included in the figures for the mainstream school. However, some schools and local authorities have reported pupils from 'special units' separately.

Prior to 2018, open special schools with no pupils or where no pupils were on roll but pupils from other schools attended were included in school counts in this publication. From 2018, they have been excluded. Figures for years prior to 2018 have not been revised to exclude these schools. This methodological change accounts for the large decrease in the number of special schools between 2017 and 2018.

Some special schools have pupils from a wide age range and this is reflected in the data collected from this sector. Some schools or local authorities may assign their special pupils stages but this information is not collected by the Scottish Government. Instead, all special school pupils are assigned the stage 'SP' ('special') at the time of the pupil census.

Pupils attending special schools are generally between the ages of two and 18 years old.

Pupils with additional support needs

The pupil census collects information on the number of pupils who require additional support to access education (and the reason they need this support), not the number of pupils who have been diagnosed with specific needs.

The Education (Additional Support for Learning) Scotland Act 2004 (as amended) states that a child or young person has an additional support need where they need additional support in order to overcome barriers and benefit from school education. The Act also states that education authorities must have arrangements in place to identify pupils with additional support needs (ASN) and from among them, those who may require a specific support plan. Education authorities must also be able to identify the reason(s) that additional support is needed.

In 2010, the way in which ASN information was collected changed and for the first time information on reasons for support and nature of support was collected separately for each type of additional support need (CSP, IEP, disability, other). In previous years, while information on reasons and nature of support was collected, it was not linked to specific need types. Since 2012, six extra categories of reasons for support (communication support needs, young carer, bereavement, substance misuse, family issues and risk of exclusion) have been introduced.

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

The pupil census collects information on pupils who are assessed or declared disabled or have one of the following need types:

- **Individualised Educational Programme (IEP)** is a tailored, individualised plan or programme of support which is expected to last up to a year. Learning targets within the plan are usually of multiple months or termly duration and this plan is reviewed. This plan may also be known as an additional support plan, or other similar name. The statutory criteria and content for an IEP can be found in the Supporting

Children's Learning Code of Practice at:

<https://www.gov.scot/publications/supporting-childrens-learning-code-practice-revised-edition/>.

- **Co-ordinated Support Plans (CSPs)** are statutory education plans prepared by local authorities to identify, and ensure provision of, services for children and young people with complex or multiple additional support needs. Targets should be limited in number and focus on key priorities of learning. They should be simple, clearly expressed and measurable. The statutory criteria and content for a CSP can be found in the Supporting Children's Learning Code of Practice at: <https://www.gov.scot/publications/supporting-childrens-learning-code-practice-revised-edition/>.
- **Child plans** are single or multi agency plans based on an assessment guided by the Getting it Right for every Child National Practice Model.

This bulletin also includes information on 'other' types of support. 'Other' type refers to additional support needs which have been identified and are being supported but which do not fall within the subcategories of need collected in the pupil census. These may be needs which are of short-term duration, or which do not need significant differentiation of learning and teaching to overcome barriers to learning.

Pupil ethnicity and national identity

The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to align with the categories used in the main population census. This should be kept in mind when making comparisons with information collected in previous years.

Pupils and parents are given the option of not disclosing a pupil's ethnicity and in such cases pupils are recorded as 'not disclosed'. Prior to 2019, figures in this bulletin combined the 'not disclosed' category with the 'not known' category. However, these were split out from 2019 onwards.

Information on country of birth and nationality are not collected.

English as an Additional Language

The pupil census collects information on a pupil's level of English in addition to information on whether a pupil has 'English as an Additional Language' (EAL) as a reason for having an additional support need (ASN).

Reconciliation of these two sets of information has identified widespread discrepancies between them, including pupils reported with low levels of English yet also reported as not having EAL as a reason for ASN.

Looked after children

The definitive source for statistical information in relation to the number and characteristics of looked after children (LAC) is the Scottish Government 'Children Looked After Survey' (CLAS). The information in the CLAS is provided by local authority social work services departments.

Up until 2016, figures on children looked after by the local authority as reported by schools were published in the pupil census Supplementary Tables. These figures are no longer published due to concerns about the data quality.

Scottish Index of Multiple Deprivation

Information on pupil deprivation status is obtained by linking the information gathered in the pupil census to the Scottish Index of Multiple Deprivation (SIMD) 2016. This is done using pupils' postcodes.

No SIMD data is available for a small proportion of pupils recorded in the Census. This is usually because no postcode has been provided or the provided postcode is invalid. Some local authorities have also reported having no postcode available for children of Gypsy/Traveller families.

More information about SIMD can be found here: <http://www.gov.scot/simd>

Urban/rural classifications

The urban/rural classifications in pupil census Supplementary Data are based on the 2016 urban rural classification, described here:

<https://www2.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification>

Denominational schools

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

Early Learning and Childcare

The Early Learning and Childcare (ELC) census covers all centres providing funded ELC as defined in the Children and Young People (Scotland) Act 2014 ('the 2014 Act'). This was previously referred to as pre-school. Three and four year olds and eligible two year olds are entitled to 600 hours of funded early learning and childcare (ELC). As part of the phasing for the expansion of funded ELC to 1,140 hours by August 2020, some children may be receiving more than 600 hours of funded ELC.

Centres

A centre is a local authority, private or voluntary setting providing funded ELC. Childminders are not currently included in the ELC census, although they also provide funded ELC for children. Approximately 2,600 centres that provide funded ELC in Scotland complete the census.

Eligibility for funded ELC

Local authorities have a duty to provide funded ELC to all 'eligible children' in their area. They also have a power to provide (discretionary) funded ELC to any other child (before school starting age), as they see fit.

'Eligible children' are all three and four year olds from the relevant start date and some two year olds who meet the eligibility criteria. For three year olds, only around half of children are eligible at the time of the census. More information on this can be found on the [Scottish Government website](#). The census counts children registered for funded ELC during the period 16-20 of September 2019.

The profile of eligible two year olds has changed since the 2014 Act first introduced a duty on local authorities to provide funded ELC for this age. Eligibility criteria were set out

originally in 2014 and these have been subsequently amended in 2015 and 2017. The changes from 2014 to 2015 expanded the eligibility criteria (to move from targeting around 15% of the two year old population to around a quarter). The change in 2017 made a technical change to account for the roll out of Universal Credit.

Teacher access

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

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

Statistics on teacher access in funded early learning and childcare are published in the additional tables accompanying this publication.

Timing

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

Teachers

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

ELC home visiting teachers reported by local authorities as part of the school teacher collection are included in Tables 2.1 and 5.2 in addition to the data collected through the ELC census.

Graduate staff

From 2017, data was collected on the number of graduates (other than teachers) working in ELC. Graduates include ELC staff that hold either: (1) a degree level benchmark qualification required by the SSSC for registration as a manager/lead practitioner (see list of qualifications below); (2) a degree level (SCQF level 9) qualification relevant to early years and are working towards a degree level benchmark qualification required by the SSSC for registration as a manager/lead practitioner; (3) or a degree level qualification sufficient to meet the registration standards of another regulatory body (e.g. Nursing and Midwifery Council, General Medical Council). Data was also collected on the number of ELC staff that don't currently hold a degree level (SCQF level 9) qualification relevant to early years, but are working towards one of the SSSC benchmark qualifications required by the SSSC for registration as a manager/lead practitioner. Note that these staff may hold degrees in subjects unrelated to early years, such as physics or accountancy, or may hold early years qualifications below SCQF level 9.

SSSC Benchmark qualifications

- BA Childhood Practice
- BA (Honours) Childhood Practice (Strathclyde University)
- Graduate Diploma Childhood Practice (the University of the West of Scotland)
- SQA Professional Development Award Childhood Practice (360 credits at SCQF Level 9)
- Postgraduate Diploma in Childhood Practice
- Master of Education Childhood Practice, Glasgow University and Dundee University

Additional Graduates

From 2018, data has also been collected information on staff working in ELC funded through the [Additional Graduate Commitment](#). These staff are also known as Equity and Excellence leads. This is a Scottish Government commitment to fund additional posts in nurseries located in the most deprived areas of Scotland. These posts are for either teachers with early years expertise, or graduate practitioners with, or working towards, one of the benchmark qualifications required by the SSSC for registration as a manager/lead practitioner. These staff are also counted in the relevant teacher and graduate staff tables associated with this publication.

Improvements to the ELC census

The method for calculating the percentage uptake of ELC has been improved from 2018 to account for local authorities who use different eligibility criteria for three year olds to the statutory criteria that a child becomes eligible for funded ELC in the term after their 3rd birthday. More information on this change is available in Table 4 of the additional ELC tables accompanying this publication.

Previously, if a centre that was providing funded ELC did not return any data then information from the previous census was imputed (i.e. rolled forward). From 2016 onwards, data is no longer imputed so the quality of data should be higher.

In 2015, for the first time, local authorities were able to check and amend data for settings within their local authority before submitting it to the Scottish Government. This additional validation process has continued, and resulted in higher data quality. Increased scrutiny of the funded ELC data by local authorities has affected all funded ELC data from 2015 onwards.

In particular, the recording of children aged under three has improved (as previously children who were not receiving funded ELC, but were attending centres had been wrongly included by centres), and of ELC teachers (as teachers had been double counted), leading to lower numbers in these categories than in previous years.

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

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

Attendance and Absence

In 2007, the Scottish Government published guidance [Included, Engaged and Involved Part 1](#) which replaced Scottish Executive Circular 5/03 on the management of attendance and absence in Scottish schools. An updated version of this guidance was published in June 2019 and is available here: <https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/>.

Timing and scope

Information on attendance and absence is collected biennially. The figures published in this bulletin refer to the 2018/19 school year. It will next be collected for the 2020/21 school year.

The collection covers all publicly funded local authority schools in Scotland and Jordanhill, the grant-aided mainstream school. It does not cover grant-aided special schools, independent schools or early learning and childcare establishments.

Attendance and absence information is collected and published for pupils with pupil census status 01 (“pupil on roll of this school (except for those attending full time Further Education courses outside this school)”), status 04 (“pupil on roll of this school attending full time Further Education course outside of this school”) or status 05 (“pupil on roll of this school attending full time course other than Further Education outside of this school”).

Any school that was open and had pupils with one of the above statuses on its roll during the collection year is included in the data, regardless of the length of time it was open for. Therefore schools that opened or closed during the year will still be captured.

S6 pupils are included in all figures in this publication.

Further information on what is collected in the attendance and absence collection may be found in the collection specification, available here:

<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/AttendanceAbsenceExclusions>.

Attendance codes

The attendance and absence and absence categories used for these statistics are described below.

Attendance

- Attendance at school
- Lateness when the pupil has arrived during the first half of the opening
- Learning outwith the school provided by a college or other learning provider while still on the roll of the school
- Educational visits, day and residential visits to outdoor centres
- Interviews and visits relating to further and higher education or careers events
- Debates, sports, musical or drama activities in conjunction with the school
- Study leave for pupils participating in national exams, if arranged by the school during the period of the national examination timetable
- Receiving tuition via hospital or outreach teaching services
- Medical or dental appointments

- Work experience, arranged or agreed by the school
- Volunteering, arranged or agreed by the school
- Sickness with educational provision

Authorised absence

- Sickness without educational provision
- Lateness when the pupil has arrived during the second half of the opening
- Family holidays authorised by the school in exceptional circumstances
- Short-term exceptional domestic circumstances
- Other authorised absence, including:
 - Immediate family weddings
 - Bereavements
 - Religious observances
 - Attendance at court
 - Attendance at childcare review
 - Attendance at children's hearing
 - Lack of transport – including due to bad weather
 - Sporting & cultural events not arranged by the school, but approved by them
 - Extended absence in relation to children of travelling families
- Part-time timetable (health related)
- Part-time timetable (exclusion related)

Unauthorised absence

- 'Occasional absence without parental awareness' (previously 'truancy')
- Family holidays not authorised by the school
- Long-term exceptional domestic circumstances
- Other unauthorised absences, e.g. where a parent is in dispute with the school

Temporary exclusion

- Openings when a pupil has been excluded from school on a temporary basis

Extended leave with parental consent

- Recorded separately outwith the figures for attendance and absence, and includes circumstances such as:
 - extended overseas educational trips not organised by the school
 - short-term parental placement abroad
 - family returning to its country of origin (to care for relative, or for cultural reasons)

Calculation of attendance and absence rates

Percentage attendance, authorised absence and unauthorised absence relate to the total number of possible attendances. The number of possible half days attendance will differ

for each pupil enrolment, depending on the length of time the pupil is on the roll of the school, the number of half day openings the school operates, and whether the pupil has any 'extended leave without parental consent' recorded (no openings recorded as extended leave with parental consent are considered to be possible attendances).

Many schools operate 380 half-day sessions during the school year. However, some schools operate 342 longer half-day sessions in the school year. Schools doing so include:

- All schools in the City of Edinburgh, East Lothian, Midlothian, West Lothian and the Scottish Borders
- One school in Perth and Kinross
- 67 schools in Highland

Pupil characteristics and linkage to the pupil census

Information on pupils' sex, ethnicity, national identity and school stage are collected alongside the attendance and absence data. However, information on all other pupil characteristics is obtained by linking the attendance and absence data to the pupil census conducted in the school year the data pertains to. The 2018/19 attendance and absence data was linked to the 2018 pupil census data.

This linkage is done using combinations of identifiers and characteristics of the pupils in the attendance absence data, including school attended, Scottish Candidate Number, sex and ethnicity. Pupils who move between local authority schools after the date the pupil census was conducted (September of the school year) will still be matched to their census records even if their school differs. However, any pupils who were not attending any local authority school in Scotland on census day will be unable to be matched to the census data. This is likely to occur when a pupil has, for example, moved to Scotland or from an independent school to a local authority funded school during the school year.

For the 2018/19 attendance and absence collection 99.2% of pupil enrolments were matched to the pupil census.

The criteria used to match the exclusions data to the pupil census were revised for the 2018/19 collection as a result of a new data structure being used during the collection process. As the rate of matching is consistent with previous collections the figures in this publication are comparable with them.

Scottish Index of Multiple Deprivation Data

The information on the deprivation of pupils, as measured by the Scottish Index of Multiple Deprivation (SIMD) 2016, was obtained using the postcode information linked to their pupil census records. Pupils who were unable to be linked to the pupil census therefore have no SIMD data available. An additional 0.1% of pupil enrolments had no SIMD data available as their postcode information from the 2018 pupil census could not be matched to the SIMD data. Reasons for this include the postcode being missing or invalid.

Notes on the interpretation of the data

Variation between local authorities

The attendance and absence data reported here is affected by differences in recording procedures across local authorities and over time. This should be borne in mind when making comparisons. For example, some local authorities have indicated that they only use a subset of the available codes. It should therefore not be stated that some authorities

necessarily have, for example, worse sickness or 'occasional absence without parental awareness' rates than others.

However, this does not apply to comparisons between the overarching absence categories.

New part-time timetable codes

Two new absence codes – part-time timetable (health related) and part-time timetable (exclusion related) – were available for schools to use during the 2018/19 school year. Variation in the use of these between schools and local authorities and incorrect usage of them was identified during the quality assurance of the attendance and absence data.

Guidance on the part-time timetable (exclusion related) code was published in 2017 in [Included, Engaged and Involved Part 2](#). It should be used to record where a pupil is not attending school because they are on a phased return following an exclusion. However, quality assurance of the data with local authorities revealed that some schools and local authorities were using the code to record when a pupil was on a part-time timetable to prevent them being excluded. There were also cases of the code being used in line with the guidance in *Included, Engaged and Involved Part 2*.

As a result all absences recorded using these part-time timetable codes has been recoded as 'other authorised absence' for the purposes of these 2018/19 statistics. The number of absences reported using these codes was very small (0.04% of possible attendances) so the recoding has not had a large impact on the 'other authorised absence' and overall 'authorised absence' statistics or their comparability.

Comparison to the exclusions collection

Status 05 pupils ("pupil on roll of this school attending full time course other than Further Education outside of this school") and pupils attending the mainstream grant-aided school, Jordanhill, are included in the attendance and absence collection but not the exclusions collection. As a result, any exclusions of these pupils will be recorded in one but not the other, making the total number of half days pupils were temporarily excluded for higher in the attendance collection than the exclusions collection. This issue occurs at all levels. However, the cases of exclusion for these pupils and the number of half days these pupils were excluded for are very low. Therefore, that it is not considered to have an impact on the figures from either collection or the use of them together.

Exclusions

Under Circulars 10/93 and 1/95, local authorities are required each year to collect certain statistics from schools on exclusions. The statistics relate to half-days of temporary exclusions and number of pupils removed from the register (previously known as 'permanent' exclusions). An exclusion is temporary when a pupil is excluded from a school but remains on the register of that school because they are expected to return when the exclusion period is completed. The term 'removed from the register' refers to a pupil who is excluded and their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.

New guidance on exclusions from school was published in 2017 and is available at: <http://www.gov.scot/Publications/2017/06/8877>.

Timing and scope

Information on exclusions is collected biennially. The figures published in this bulletin refer to the 2018/19 school year. It will next be collected for the 2020/21 school year.

The collection covers all publically funded local authority schools in Scotland. It does not cover grant-aided schools (including Jordanhill School), independent schools or early learning and childcare establishments.

Prior to the 2018/19 collection exclusions information was collected for the grant-aided mainstream school, Jordanhill. This information ceased to be collected from the 2018/19 collection as the cases of exclusions and number of pupils excluded at this school were consistently low in previous collections. Publishing this information therefore risked the identification of the pupils and/or incidents concerned without disclosure control being applied. This disclosure control would also reduce the information available on exclusions in other schools and local authorities to the detriment of the interpretation the figures. It was therefore decided to stop the collection of exclusions figures for Jordanhill. The small number of exclusions concerned means that this change is not considered to impact the comparability of figures from the 2018/19 collection onwards with those from previous collections.

Exclusions information is only collected and published for pupils with status 01 ("pupil on roll of this school (except for those attending full time Further Education courses outside this school)") or status 04 ("pupil on roll of this school attending full time Further Education course outside of this school").

Further information on what is collected in the exclusions collection may be found in the collection specification, available here:

<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/AttendanceAbsenceExclusions>.

Pupil characteristics and linkage to the pupil census

Information on pupils' sex, ethnicity, national identity and school stage are collected alongside the exclusions data. However, information on all other pupil characteristics is obtained by linking the exclusions data to the pupil census conducted in the school year the data pertains to. The 2018/19 exclusions data was linked to the 2018 pupil census data.

This linkage is done using combinations of identifiers and characteristics of the pupils in the exclusions data, including school attended, Scottish Candidate Number, sex and

ethnicity. Pupils who move between local authority schools after the date the pupil census was conducted (September of the school year) will still be matched to their census records even if their school differs. However, any pupils who were not attending any local authority school in Scotland on census day will be unable to be matched to the census data. This is likely to occur when a pupil has, for example, moved to Scotland or from an independent school to a local authority funded school during the school year.

For the 2018/19 exclusions collection 99.6% of pupil enrolments with an exclusion recorded were matched to the pupil census. These enrolments accounted for 99.5% of the recorded cases of exclusion.

The criteria used to match the exclusions data to the pupil census were revised for the 2018/19 collection as a result of a new data structure being used during the collection process. As the rate of matching is consistent with previous collections the figures in this publication are comparable with previous figures.

Scottish Index of Multiple Deprivation Data

The information on the deprivation of pupils, as measured by the Scottish Index of Multiple Deprivation (SIMD) 2016, was obtained using the postcode information linked to their pupil census records. Pupils who were unable to be linked to the pupil census therefore have no SIMD data available. An additional 0.1% the total pupil enrolments with an exclusion recorded (accounting for 0.1% of the total cases of exclusion) had no SIMD data available as their postcode information from the 2018 pupil census could not be matched to the SIMD data. Reasons for this include the postcode being missing or invalid.

Notes on the interpretation of the data

While the number of pupils 'removed from the register' has dropped in recent years, local authorities may also reach agreements with parents to move a pupil to another school without the use of a formal 'removal from register', but where the pupil is unlikely to have the option of staying in the school.

Status 05 pupils and pupils attending the mainstream grant-aided school, Jordanhill, are included in the attendance and absence collection but not the exclusions collection. As a result, any exclusions of these pupils will be recorded in one but not the other, making the total number of half days pupils were temporarily excluded for higher in the attendance collection than the exclusions collection. This issue occurs at all levels. However, the cases of exclusion for these pupils and the number of half days these pupils were excluded for are very low. Therefore, that it is not considered to have an impact on the figures from either collection or the use of them together.

There is an additional very small (less than 10 half days) discrepancy in the number of openings recorded as absence due to temporary exclusion in the 2018/19 attendance and absence collection and the total number of half days pupils' exclusions lasted as recorded in the 2018/19 exclusions collection, with the number being higher in the attendance collection. It is unclear whether this is due to over reporting in the attendance data or underreporting of exclusions but the size of the discrepancy means that it does not impact the figures from either collection.

Corrections

There are no scheduled revisions to these statistics. The Scottish Government policy on revisions and corrections is available here:

<http://www.gov.scot/Topics/Statistics/About/CPSonRevisionsCorrections>

It is not always feasible to correct all instances of incorrect statistics across all historical publications and releases. However, all statistics shown in new publication bulletins will be correct at the time of release, including statistics for previous years. The statistics in the latest published edition of the bulletin therefore supersede all previous statistics.

Corrections to published pupil and staff census statistics are described on the Scottish Government website:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education/revisions>

Costs

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

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

Rounding and symbols

All full time equivalent (FTE) statistics in this publication have been rounded to the nearest whole number.

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

The following symbols are used:

: = not available

0 = nil or rounds to nil

= not applicable

* = value suppressed to protect against the risk of disclosure of personal information

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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 interpreted to mean that the statistics: meet identified user needs; are produced, managed and disseminated to high standards; and are explained well.

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How to access background or source data

The data collected for this statistical bulletin:

are available in more detail through statistics.gov.scot

are available via an alternative route

may be made available on request, subject to consideration of legal and ethical factors. Please contact school.stats@gov.scot for further information.

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