



A National Statistics publication for Scotland



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CHILDREN, EDUCATION AND SKILLS

Summary statistics for schools in Scotland

15 December 2020

This annual statistical publication provides information on:

- The annual census of **pupils and teachers** in publicly funded schools in Scotland, conducted on 16 September 2020
- **Early learning and childcare** provision in Scotland, collected in the week commencing 14 September 2020

The statistics in this bulletin supersede all previously published statistics

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

<https://www.gov.scot/collections/early-learning-and-childcare-statistics/>

Supplementary statistics on school staff and pupils for 2020 are scheduled for publication in March 2021. Supplementary statistics for previous years can be found at:

<https://www.gov.scot/collections/school-education-statistics/>

A school information dashboard is also available:

<https://www.gov.scot/collections/school-education-statistics/#interactivedashboards>

Summary statistics for schools in Scotland 2020

Pupils

702,197 Pupils

393,957 Primary
300,954 Secondary
7,286 Special

↑ 4,208 from 2019
↓ 4,837 from 2019
↑ 8,891 from 2019
↑ 154 from 2019

The pupil teacher ratio decreased from 13.6 in 2019 to 13.3 in 2020.



The average primary class size decreased from 23.5 in 2019 to 23.1 in 2020.



Teachers

53,400 Teachers

25,651 Primary
24,077 Secondary
1,934 Special
1,009 Centrally employed
729 ELC

↑ 1,153 from 2019
↑ 624 from 2019
↑ 555 from 2019
↑ 7 from 2019
↑ 37 from 2019
↓ 70 from 2019



The percentage of Teacher Induction Scheme probationers teaching in publicly funded schools the following year increased from 84% in 2019 to 85% in 2020.

Early Learning & Childcare

90,126 Registrations
95.2% Uptake for age 3&4
2,721 Graduate staff

↓ 6,249 from 2019
↓ 3.1 pp from 2019
↑ 186 from 2019

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

Chapter 2: Overview

90,126 **registrations** in 2,587 early learning & childcare centres (ELC)
 702,197 **pupils** in 2,476 schools
 53,400 **teachers** (full-time equivalent, including ELC)
 13.3 **pupil teacher ratio** in schools

The overall number of pupils and teachers both increased in 2020. The pupil teacher ratio (PTR) in schools, which gives a measure of the size of the teaching workforce relative to the pupil population, decreased to 13.3.

Table 2.1: Schools, pupils, teachers and PTR

	2014	2015 ⁽¹⁾	2016	2017	2018 ⁽⁶⁾	2019	2020
Schools							
ELC ⁽²⁾	2,449	2,492	2,514	2,532	2,544	2,576	2,587
Primary	2,048	2,039	2,031	2,019	2,012	2,004	2,005
Secondary	362	361	359	360	357	358	357
Special	145	144	141	135	114	114	114
Pupils							
ELC ⁽²⁾	101,463	97,262	96,961	95,893	96,549	96,375	90,126
Primary	385,212	391,148	396,697	400,312	400,276	398,794	393,957
Secondary	284,762	281,939	280,983	281,993	286,152	292,063	300,954
Special ⁽³⁾	6,940	6,871	6,668	6,654	6,823	7,132	7,286
Total (excluding ELC) ⁽³⁾	676,914	679,958	684,348	688,959	693,251	697,989	702,197
Teachers							
ELC ⁽²⁾	1,200	1,038	985	921	821	798	729
School based	48,335	48,395	48,746	49,463	50,099	50,477	51,663
Primary	22,960	23,425	23,920	24,477	24,899	25,027	25,651
Secondary	23,401	23,059	22,957	23,150	23,317	23,522	24,077
Special	1,974	1,911	1,869	1,836	1,883	1,927	1,934
Centrally employed (school)	1,186	1,283	1,239	1,129	1,039	972	1,009
Total school (excluding ELC)	49,521	49,679	49,985	50,592	51,138	51,449	52,672
Total (including ELC)	50,720	50,717	50,970	51,513	51,959	52,247	53,400
Pupil Teacher Ratios							
Publicly funded schools ⁽⁴⁾	13.7	13.7	13.7	13.6	13.6	13.6	13.3
Total based in schools ⁽⁵⁾	14.0	14.0	14.0	13.9	13.8	13.8	13.6
Primary	16.8	16.7	16.6	16.4	16.1	15.9	15.4
Secondary	12.2	12.2	12.2	12.2	12.3	12.4	12.5
Special	3.5	3.6	3.6	3.6	3.6	3.7	3.8

(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.

The numbers of teachers increased across all sectors except early learning & childcare. 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 15.4. This is the lowest ever PTR for primary schools. In secondary schools the number of pupils grew at a faster rate than the number of teachers meaning there were more pupils per teacher, so the secondary PTR increased to 12.5. This is the highest PTR in secondary schools since 2004, when the PTR was 12.7. (Statistics pre-2014 are available from the [supplementary statistics](#) and [historical time series](#)).

Chapter 3: School teachers

52,672 teachers in schools compared to 51,449 in 2019 (excludes ELC)
13.3 pupil teacher ratio in local authority schools
85% of teachers on the 2019/20 Teacher Induction Scheme were in employment the following school year

Table 3.1: Teachers in Scotland by sector and local authority, 2020

Full Time Equivalentents (FTE)

Local Authority	Primary	Secondary	Special	Centrally employed	Total
Aberdeen City	891	751	36	48	1,725
Aberdeenshire	1,403	1,234	46	37	2,720
Angus	596	575	#	25	1,197
Argyll and Bute	425	406	8	8	846
City of Edinburgh	1,652	1,594	157	114	3,518
Clackmannanshire	291	233	27	3	554
Dumfries and Galloway	654	664	21	75	1,413
Dundee City	656	593	59	31	1,340
East Ayrshire	593	545	77	18	1,233
East Dunbartonshire	589	686	51	40	1,366
East Lothian	496	485	#	27	1,008
East Renfrewshire	620	665	35	2	1,322
Falkirk	804	804	72	7	1,688
Fife	1,862	1,592	91	82	3,627
Glasgow City	2,738	2,261	307	140	5,446
Highland	1,046	1,145	43	50	2,284
Inverclyde	344	362	43	2	751
Midlothian	492	434	27	31	985
Moray	433	418	#	21	873
Na h-Eileanan Siar	150	151	#	11	312
North Ayrshire	688	634	44	45	1,412
North Lanarkshire	1,807	1,641	232	63	3,742
Orkney Islands	114	126	#	7	247
Perth and Kinross	687	626	17	16	1,346
Renfrewshire	856	811	90	21	1,778
Scottish Borders	498	523	39	5	1,065
Shetland Islands	162	154	#	13	329
South Ayrshire	523	514	28	35	1,101
South Lanarkshire	1,661	1,628	150	0	3,438
Stirling	436	480	21	17	954
West Dunbartonshire	465	436	49	14	964
West Lothian	997	855	119	0	1,971
All local authorities	25,630	24,030	1,886	1,009	52,555
Grant aided	21	48	48	#	117
Scotland	25,651	24,077	1,934	1,009	52,672

Table 3.2 shows that total teacher numbers (primary, secondary, special and centrally employed) rose in each year from 2014 to 2020. The number of teachers increased by 1,224 between 2019 and 2020, the biggest recorded annual increase since 1975. (Statistics pre-2014 are available from the [supplementary statistics](#) and [historical time series](#)).

Additional teachers have been recruited in the 2020/21 school year to support the recovery of education following the disruption caused by COVID-19. These additional teachers are likely to be a major contributing factor to the increase in teacher numbers, reduction in overall PTR, decrease in average primary class sizes, increase in proportion of teachers on temporary posts and the overall proportion of the 2019/20 cohort of Teacher Induction Scheme (TIS) probationers in teaching posts.

Further information on COVID-19 Education Recovery grant funded teachers, and on teachers funded through the Attainment Scotland Fund, can be found in the background notes.

Although the number of teachers has increased since 2019, this was not the case for each local authority. In 27 local authorities the number of teachers increased, with the largest increase of 8% seen in East Dunbartonshire; followed by Clackmannanshire and Renfrewshire, with an increase of 6%. The other five local authorities saw small decreases in teachers this year, of up to 2%.

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

Full Time Equivalent (FTE)							
Local Authority	2014	2015	2016	2017	2018	2019	2020
Aberdeen City	1,623	1,632	1,603	1,624	1,636	1,675	1,725
Aberdeenshire	2,593	2,650	2,655	2,675	2,650	2,696	2,720
Angus	1,140	1,136	1,125	1,133	1,160	1,172	1,197
Argyll and Bute	866	844	841	825	861	834	846
City of Edinburgh	3,159	3,193	3,213	3,281	3,346	3,452	3,518
Clackmannanshire	495	490	528	513	512	520	554
Dumfries and Galloway	1,481	1,479	1,466	1,470	1,436	1,436	1,413
Dundee City	1,372	1,375	1,367	1,330	1,321	1,316	1,340
East Ayrshire	1,139	1,151	1,149	1,189	1,185	1,205	1,233
East Dunbartonshire	1,191	1,204	1,217	1,245	1,248	1,269	1,366
East Lothian	902	920	913	935	960	973	1,008
East Renfrewshire	1,201	1,213	1,227	1,265	1,277	1,306	1,322
Falkirk	1,578	1,581	1,605	1,620	1,634	1,629	1,688
Fife	3,469	3,476	3,494	3,498	3,503	3,530	3,627
Glasgow City	4,803	4,779	4,869	5,020	5,263	5,352	5,446
Highland	2,331	2,357	2,355	2,365	2,388	2,300	2,284
Inverclyde	725	734	735	738	745	730	751
Midlothian	847	866	873	892	930	941	985
Moray	881	874	848	856	868	866	873
Na h-Eileanan Siar	323	324	321	327	327	313	312
North Ayrshire	1,325	1,332	1,371	1,396	1,393	1,376	1,412
North Lanarkshire	3,452	3,406	3,474	3,502	3,545	3,590	3,742
Orkney Islands	254	255	260	253	250	251	247
Perth and Kinross	1,337	1,337	1,329	1,329	1,346	1,329	1,346
Renfrewshire	1,576	1,596	1,633	1,656	1,676	1,674	1,778
Scottish Borders	1,063	1,049	1,052	1,055	1,070	1,038	1,065
Shetland Islands	322	323	318	323	322	320	329
South Ayrshire	1,062	1,063	1,043	1,056	1,048	1,065	1,101
South Lanarkshire	3,147	3,176	3,202	3,282	3,298	3,341	3,438
Stirling	932	921	942	925	934	938	954
West Dunbartonshire	911	921	928	961	956	980	964
West Lothian	1,868	1,880	1,899	1,924	1,924	1,909	1,971
All local authorities	49,368	49,538	49,858	50,464	51,012	51,327	52,555
Grant aided	153	141	127	127	126	122	117
Scotland	49,521	49,679	49,985	50,592	51,138	51,449	52,672

(1) Includes centrally employed teachers.

Table 3.3 shows pupil teacher ratios (PTRs) which give a measure of the size of the teaching workforce relative to the pupil population. The national PTR had remained stable at 13.6 between 2017 and 2019. In 2020, the PTR decreased to 13.3, the lowest national PTR since 2009. (Statistics pre-2014 are available from the [supplementary statistics](#) and [historical time series](#)).

Across Scotland, 26 local authorities have decreased or maintained their PTR from 2019. Since 2014, Clackmannanshire and Renfrewshire have had the largest decrease in PTR at 1.3. The largest increases in PTR since 2014 were in Orkney Islands and Dundee City at 0.8, however Orkney Islands' current PTR still remains below the national average.

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

Pupils per teacher								
Local Authority	2014	2015	2016	2017	2018	2019	2020	
Aberdeen City	13.6	13.6	14.0	14.0	14.1	13.8	13.7	
Aberdeenshire	13.5	13.3	13.4	13.3	13.5	13.3	13.4	
Angus	13.3	13.2	13.3	13.3	13.1	13.0	12.8	
Argyll and Bute	12.2	12.4	12.3	12.5	12.0	12.2	12.0	
City of Edinburgh	14.9	14.9	15.1	15.1	15.1	14.9	14.8	
Clackmannanshire	13.3	13.4	12.5	12.9	13.0	12.8	12.0	
Dumfries and Galloway	12.7	12.7	12.7	12.8	13.1	13.1	13.2	
Dundee City	12.9	13.0	13.2	13.7	13.8	13.9	13.7	
East Ayrshire	14.0	13.9	13.9	13.3	13.5	13.4	13.2	
East Dunbartonshire	13.6	13.6	13.5	13.4	13.6	13.5	12.7	
East Lothian	15.2	15.1	15.4	15.2	15.1	15.1	14.8	
East Renfrewshire	13.7	13.7	13.7	13.5	13.5	13.2	13.2	
Falkirk	13.5	13.5	13.5	13.5	13.4	13.5	13.0	
Fife	14.0	14.0	14.1	14.1	14.2	14.2	13.9	
Glasgow City	13.6	13.8	13.8	13.5	13.1	13.0	12.9	
Highland	13.2	13.1	13.1	13.0	12.9	13.5	13.5	
Inverclyde	13.8	13.5	13.5	13.4	13.2	13.6	13.1	
Midlothian	14.2	14.2	14.2	14.2	13.8	14.0	13.7	
Moray	13.7	13.7	14.1	13.9	13.7	13.8	13.9	
Na h-Eileanan Siar	10.4	10.3	10.5	10.3	10.2	10.6	10.7	
North Ayrshire	13.7	13.6	13.3	13.1	13.1	13.1	12.8	
North Lanarkshire	14.2	14.4	14.1	14.0	13.8	13.7	13.2	
Orkney Islands	10.5	10.5	10.4	10.8	11.1	11.1	11.3	
Perth and Kinross	13.3	13.3	13.6	13.5	13.3	13.6	13.5	
Renfrewshire	14.7	14.6	14.3	14.2	14.1	14.2	13.4	
Scottish Borders	13.7	13.8	13.8	13.8	13.6	14.0	13.6	
Shetland Islands	10.0	10.0	10.2	10.0	10.1	10.2	10.0	
South Ayrshire	13.2	13.2	13.4	13.3	13.3	13.2	13.0	
South Lanarkshire	13.7	13.7	13.7	13.4	13.4	13.4	13.1	
Stirling	13.2	13.4	13.2	13.5	13.5	13.5	13.4	
West Dunbartonshire	13.6	13.5	13.4	13.1	13.1	12.8	13.0	
West Lothian	14.1	14.1	14.1	14.0	14.1	14.3	13.9	
All local authorities	13.7	13.7	13.7	13.6	13.6	13.6	13.3	
Grant aided ⁽²⁾	8.1	8.6	9.2	9.3	9.4	9.6	10.0	
Scotland	13.7	13.7	13.7	13.6	13.6	13.6	13.3	

(1) Includes 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.

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 2010, no longer exists. In 2020, teacher numbers were highest between the ages of 25 and 41.

The average (mean) age of primary, secondary and special school teachers was 40 in 2020, compared to 43 in 2010, so teachers were, on average, younger in 2020 than in 2010.

Chart 1: Age profile of teachers (excluding ELC)

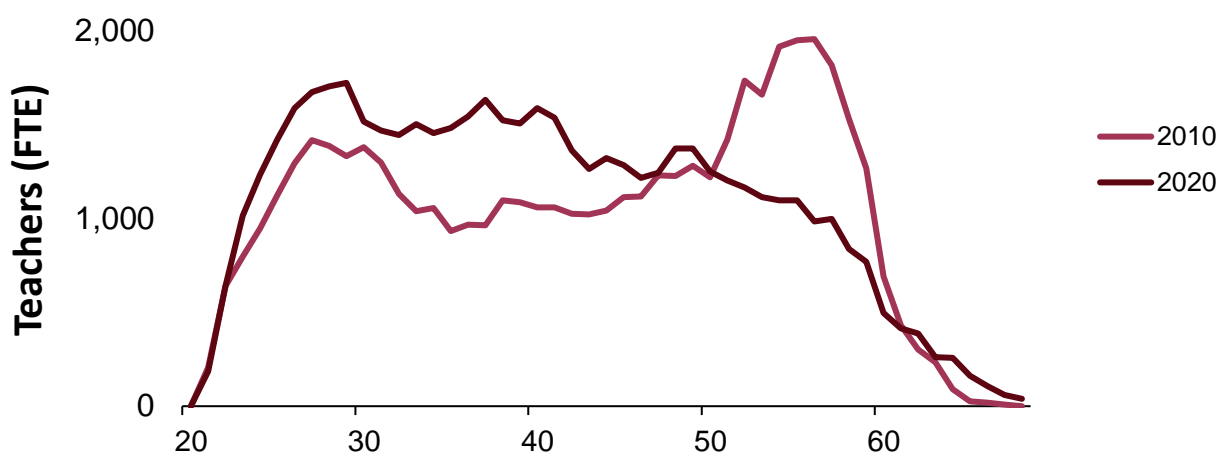


Table 3.4 shows that there are many more female teachers than male. In both primary and secondary sectors the proportion of teachers who were female fell at each level of seniority. In primary schools, 89% of teachers at all grades were female compared to 84% of head teachers. In secondary schools 64% of teachers at all grades were female compared to 42% of head teachers. However the rates were higher in special schools, where 77% of teachers at all grades were female compared to 81% 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 recorded in the staff census as temporary if they are working in a post classified as a temporary employment type, for example while covering a vacancy. The proportion of teachers in temporary posts was 12% (compared with 11% last year). This increase in temporary posts was seen across all school types. Further details on the recording of employment types is included in the background notes.

In 2020, the percentage of teachers working part-time, as a proportion of all FTE, was 17%. There was a higher rate amongst females (20%) than males (7%).

Table 3.4: Teacher characteristics

Percentage of Full Time Equivalents (FTE)

Characteristic	School Type				Total
	Primary	Secondary	Special	Centrally Employed	
Sex					
Female	89	64	77	83	77
Male	11	36	23	17	23
Age (years)					
Under 25	7	5	1	1	6
25 to 34	32	29	17	10	29
35 to 44	28	28	32	25	28
45 to 54	23	23	31	32	23
55 or over	11	15	19	32	13
Average Age	39	41	45	48	40
Ethnicity⁽¹⁾					
White - Scottish	69	62	65	54	65
White - other British	22	25	23	26	24
White - other	2	4	5	5	3
Minority ethnic group	1	2	2	5	2
Not known	3	4	3	7	4
Not disclosed	2	3	2	3	2
Post employment type					
Permanent	79	85	86	84	82
Temporary	14	10	14	16	12
Teacher Induction Scheme	7	6	0	0	6
Grade					
Head teacher	7	1	5	3	4
Percentage female	84	42	81	77	77
Depute head teacher	6	5	7	2	5
Percentage female	87	58	76	86	74
Principal teacher	7	22	11	10	14
Percentage female	87	63	73	78	69
Teacher or chartered	81	72	78	85	77
Percentage female	90	66	77	84	79
All - percentage female	89	64	77	83	77
Mode of working ⁽²⁾					
Full-time	80	87	80	69	83
Percentage female	88	61	74	80	75
Part-time	20	13	20	31	17
Percentage female	95	84	87	90	91

(1) More information on the ethnicity categories can be found in the Ethnicity section in the background notes.

(2) The mode of working is the percentage of FTE by working pattern in a school sector 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) 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. The percentage of teachers in such employment in the first year following probation increased from 80% for the 2013/14 cohort to 88% for the 2016/17 cohort. That percentage decreased to 84% for the 2018/19 cohort, before rising slightly for the most recent cohort to 85%. Teachers not in a post in a publicly funded school may be teaching elsewhere (including abroad or in the independent sector), in non-teaching employment or unemployed.

The proportion of TIS probationer cohort in a full-time permanent post at the time of the following year's census increased between 2013/14 and 2016/17, however it has decreased for the last three years. For the 2019/20 cohort it was 38%, down from 48% for the previous cohort. A higher proportion of the TIS probationer cohort are in full-time temporary post at the time of the following year's census, rising from 27% in 2015/16 to 42% in 2019/20.

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

Percentage of headcount

	TIS probationer cohort						
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Full-time permanent	39	45	55	57	55	48	38
Full-time temporary	33	35	27	28	27	30	42
Part-time permanent	2	2	2	1	2	2	1
Part-time temporary	6	4	2	2	3	5	3
Other ⁽¹⁾	20	14	13	12	13	16	15
All teaching post types'	80	86	87	88	87	84	85
Headcount of teachers in cohort	2,215	2,448	2,524	2,630	2,852	2,836	3,076

(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. 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, 86% of the 2014/15 cohort were in a teaching post in a publicly funded school in their first year after probation but this reduced to 79% by 2019. This trend has not continued into 2020 with the employment rate for the 2018/19 TIS cohort increasing from 84% in 2019 to 85% in 2020.

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

Percentage headcount

	Sep-14	Sep-15	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
2013/14 cohort	80	81	79	78	77	76	75
2014/15 cohort		86	83	82	80	79	79
2015/16 cohort			87	84	83	81	80
2016/17 cohort				88	85	83	83
2017/18 cohort					87	84	84
2018/19 cohort						84	85
2019/20 cohort							85

Chapter 4: Classes and pupils

14.0% of P1-P3 pupils were taught in classes of 18 or fewer compared to 12.3% in 2019.

23.1 Average class size for pupils in primary school – this has decreased from 23.5 in 2019.

Table 4.1 shows average class sizes for each stage in primary school alongside the overall primary school average. In 2020 the overall average for primary has decreased from 23.5 in 2019 to 23.1. This is the smallest average class size since 2012 when the average was 22.7 (statistics pre-2014 are available from the [supplementary statistics](#)). The average class size for P1-P3 decreased from 23.2 to 22.9 between 2019 and 2020 while the average class size for P4-7 decreased from 25.9 to 25.5. Statistics 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	2014	2015	2016	2017	2018	2019	2020
P1	21.2	21.1	21.2	21.0	20.9	21.0	20.8
P2	23.9	24.1	24.0	23.9	23.9	23.9	23.8
P3	24.7	24.8	24.7	24.7	24.6	24.7	24.2
P4	25.9	26.0	26.0	26.0	25.7	25.7	25.3
P5	25.8	26.0	26.1	26.1	26.1	26.0	25.5
P6	25.5	25.8	26.0	26.1	26.0	26.0	25.5
P7	25.4	25.4	25.8	25.9	26.0	25.9	25.6
P1-P3	23.3	23.3	23.3	23.2	23.2	23.2	22.9
P4-P7	25.7	25.8	26.0	26.0	25.9	25.9	25.5
Primary	23.3	23.4	23.5	23.5	23.5	23.5	23.1

(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 that the percentage of pupils taught in classes of 18 or fewer increased to 14.0% (22,899 pupils) in 2020 from 12.3% (20,591 pupils) in 2019. Over the same period, the number of pupils taught in classes of 26 or more decreased from 43,634 (26.0%) in 2019 to 40,064 (24.4%).

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

Headcount							
Class Size	2014	2015	2016	2017	2018	2019	2020
0 - 18	22,138	20,999	21,906	20,997	20,613	20,591	22,899
19 - 25	103,968	104,426	104,517	106,023	104,453	103,326	100,948
26 - 30	45,539	46,489	45,486	44,340	44,362	43,410	39,874
31 or more	470	658	807	625	350	224	190

% in classes of 18 or fewer or
in two teacher classes of 36 or
fewer

12.9	12.2	12.7	12.2	12.1	12.3	14.0
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(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 2020 the number of P1 pupils in classes of 26 or more was 188; this was a reduction from 267 in 2019. In 2020, there were 7 classes with 26 or more pupils and at least one P1 pupil, compared to 11 such classes in 2019 (data not shown).

Table 4.3: P1 pupils by class size

Headcount							
Class size	2014	2015	2016	2017	2018	2019	2020
0 - 18	11,558	11,213	11,737	11,925	11,326	11,393	12,570
19 - 25	45,544	45,307	45,102	44,195	43,254	43,525	40,551
26 or more	451	637	698	631	511	267	188

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 number of small schools 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	2014	2015	2016	2017	2018	2019	2020
Aberdeen City	11.2	10.6	11.0	13.0	9.9	13.5	12.8
Aberdeenshire	13.3	12.4	14.7	17.7	16.0	20.0	18.6
Angus	23.1	22.4	19.6	16.5	20.1	19.2	17.7
Argyll and Bute	34.9	24.2	27.2	27.1	34.6	28.5	39.1
City of Edinburgh	7.2	6.1	5.7	6.0	5.2	4.5	6.0
Clackmannanshire	17.8	11.8	19.7	14.1	11.8	16.5	13.1
Dumfries and Galloway	16.4	13.6	17.1	22.0	20.2	17.7	16.8
Dundee City	2.8	3.4	2.6	4.4	3.1	5.9	7.1
East Ayrshire	13.0	9.5	11.1	9.9	8.3	12.0	17.0
East Dunbartonshire	11.3	10.6	12.9	10.3	10.5	9.3	10.1
East Lothian	6.3	6.0	4.2	6.5	8.8	6.1	12.2
East Renfrewshire	15.7	9.5	16.5	12.6	11.9	18.3	9.5
Falkirk	6.3	8.5	5.6	7.9	8.8	10.6	15.2
Fife	22.9	20.8	20.8	11.6	7.1	3.7	7.1
Glasgow City	3.7	3.6	4.2	5.5	6.5	8.0	10.9
Highland	18.1	20.5	19.1	18.1	18.8	16.7	21.0
Inverclyde	10.0	7.5	6.5	5.0	6.1	8.0	4.8
Midlothian	11.7	10.3	16.7	11.2	16.2	9.4	11.4
Moray	14.1	10.8	8.0	8.1	9.0	11.0	9.0
Na h-Eileanan Siar	48.0	51.3	57.8	52.3	56.4	60.4	55.3
North Ayrshire	7.6	10.8	13.0	9.9	10.9	16.4	14.6
North Lanarkshire	7.7	8.6	9.8	11.4	8.9	9.4	13.7
Orkney Islands	29.6	22.6	19.8	24.7	24.8	30.6	36.8
Perth and Kinross	15.1	14.3	14.7	11.0	11.8	16.7	17.5
Renfrewshire	10.8	11.9	13.3	14.4	16.1	13.7	15.4
Scottish Borders	12.7	14.3	10.3	14.4	12.5	10.6	13.0
Shetland Islands	31.2	25.5	33.9	32.2	36.2	31.3	46.7
South Ayrshire	17.8	24.6	19.5	20.1	15.4	14.1	19.2
South Lanarkshire	17.7	16.1	15.5	16.8	19.2	18.1	16.9
Stirling	15.2	17.4	14.9	11.3	10.0	13.9	17.0
West Dunbartonshire	13.3	13.6	16.2	14.0	19.2	15.7	16.4
West Lothian	17.0	13.6	16.3	14.7	17.1	13.6	17.1
Scotland⁽¹⁾	12.9	12.2	12.7	12.2	12.1	12.3	14.0

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

Table 4.5 shows pupil characteristics used in equalities monitoring. In 2020, 83.3% of pupils were recorded as being White-Scottish or White-other British. The next largest proportions of ethnic backgrounds were White-Other (3.2%), White-Polish (2.3%), Asian Pakistani (2.1%) and mixed (1.5%).

There were 226,838 pupils (32.3% of all pupils) with an additional support need (ASN) recorded. This was an increase of 1.4 percentage points on 2019 (215,897 pupils with an ASN record, 30.9% 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 another 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	344,469	357,728	702,197
Ethnicity			
White - Scottish	265,979	275,900	541,879
White - Other British	21,070	22,267	43,337
White - Irish	730	774	1,504
White - Polish	7,972	8,360	16,332
White - Gypsy/Traveller	689	743	1,432
White - Other	11,098	11,454	22,552
Mixed	5,443	5,283	10,726
Asian - Indian	3,402	3,535	6,937
Asian - Pakistani	7,080	7,316	14,396
Asian - Bangladeshi	635	646	1,281
Asian - Chinese	2,218	2,227	4,445
Asian - Other	2,114	2,186	4,300
Caribbean/Black - Scottish/British	465	439	904
Caribbean/Black - Other	204	239	443
African - Scottish/British	3,095	3,053	6,148
African - Other	1,540	1,584	3,124
Arab	1,731	1,996	3,727
Other	2,032	2,210	4,242
Not known	5,290	5,635	10,925
Not disclosed	1,682	1,881	3,563
English as an Additional Language	22,907	25,031	47,938
Additional Support Needs (ASN)			
CSP (Co-ordinated Support Plan)	585	949	1,534
IEP (Individualised Education Programme)	10,954	23,524	34,478
Child Plans	16,688	28,989	45,677
Assessed/Declared Disabled	6,052	12,800	18,852
Other ⁽²⁾	79,244	102,825	182,069
All pupils with ASN⁽³⁾	95,359	131,479	226,838
All pupils with ASN (excluding Other type)⁽³⁾	27,293	49,711	77,004

(1) Statistics for English as an Additional Language do not include grant-aided special schools as this information is not collected. There were 117 pupils at grant-aided special schools in 2020.

(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

95% of eligible three and four year olds were registered for funded ELC (98% in 2019)

9% of two year olds were registered for funded ELC (11% in 2019)

Table 5.1 shows that there were 90,126 registrations for funded Early Learning and Childcare (ELC) in September 2020, a decrease of 6.5% since September 2019 when there were 96,375 registrations. Uptake of funded ELC for eligible three and four year olds remains very high, with an estimated 95% registered (98% in 2019). 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 decrease in the uptake of funded ELC this year may be due to the effects of COVID-19, with some parents choosing not to register their children.

The number of two year olds registered for funded ELC has decreased from 5,990 in 2019 to 4,863 in 2020. 9% of all two year olds were registered in 2020, a decrease from 11% in 2019.

At local authority level, the proportion of two year olds registered varies considerably, with the highest proportions found in Clackmannanshire (21%), West Dunbartonshire (19%) and Inverclyde (18%). Aberdeen City (3%), East Lothian (4%) and Shetland Islands (4%) 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 increased by 12% from 5,326 in 2019 to 5,940 in 2020. Of children potentially eligible for deferral, 21% were registered for funded ELC in 2020, compared with 19% in 2019.

Table 5.2 shows that the overall FTE of teachers, graduates and staff working towards the Scottish Social Services Council (SSSC) benchmark degree level qualifications in ELC was 5,015 in 2020, compared with 4,781 in 2019, an increase of 5%. The FTE of teachers working in ELC was 729 in 2020, compared with 798 in 2019, a 9% decrease of 70 FTE. There were 2,721 FTE graduates working in ELC with degrees relevant to early years, other than teachers, a 7% increase of 185 FTE compared with 2,535 recorded in 2019. The FTE of ELC staff working towards the SSSC benchmark degree level qualifications increased by 117 to 1,565 in 2020, an 8% increase compared with 1,448 in 2019.

Table 5.1: Registrations⁽¹⁾ for funded early learning and childcare at local authority and partnership centres, September 2020

	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	73	3	3,046	90	256	22	3,375
Aberdeenshire	2	152	5	4,201	95	322	21	4,677
Angus	0	89	8	1,529	91	162	29	1,780
Argyll and Bute	0	61	9	1,093	99	92	25	1,246
City of Edinburgh	90	374	8	6,907	95	527	22	7,898
Clackmannanshire	0	110	21	790	97	28	10	928
Dumfries and Galloway	0	104	8	2,021	105	163	25	2,288
Dundee City	1	207	15	2,062	93	234	32	2,504
East Ayrshire	26	181	15	1,865	98	88	13	2,160
East Dunbartonshire	11	74	7	1,803	97	133	22	2,021
East Lothian	6	42	4	1,690	97	158	26	1,896
East Renfrewshire	7	70	7	1,668	95	110	18	1,855
Falkirk	0	137	9	2,307	95	202	24	2,646
Fife	0	488	14	5,334	95	325	17	6,147
Glasgow City	42	535	9	8,366	86	553	17	9,496
Highland	0	144	7	3,366	102	442	39	3,952
Inverclyde	43	123	18	1,074	104	83	24	1,323
Midlothian	1	137	12	1,700	94	155	25	1,993
Moray	0	59	7	1,414	105	131	28	1,604
Na h-Eileanan Siar	2	20	9	362	95	32	26	416
North Ayrshire	0	178	14	1,858	97	77	12	2,113
North Lanarkshire	2	272	8	5,195	93	281	15	5,750
Orkney Islands	0	10	6	293	95	40	41	343
Perth and Kinross	0	115	9	1,995	97	200	28	2,310
Renfrewshire	78	285	16	2,715	100	222	24	3,300
Scottish Borders	0	55	5	1,484	91	104	18	1,643
Shetland Islands	0	9	4	401	101	55	42	465
South Ayrshire	11	76	8	1,568	100	93	17	1,748
South Lanarkshire	78	291	9	5,190	102	348	21	5,907
Stirling	1	72	8	1,271	97	62	13	1,406
West Dunbartonshire	24	166	19	1,276	92	82	17	1,548
West Lothian	0	154	8	3,054	95	180	17	3,388
Scotland	425	4,863	9	78,898	95	5,940	21	90,126

(1) This is a snapshot of registrations at census week (14-18 September 2020). 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 (14-18 September 2020). 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 2020

Full Time Equivalent (FTE) and percentage

	Teachers ⁽¹⁾	Graduates ⁽²⁾	Working towards graduate qualifications ⁽³⁾	Total	
				FTE	% change since 2019
Aberdeen City	28	65	70	164	7
Aberdeenshire	19	88	84	191	-12
Angus	12	44	41	96	8
Argyll and Bute	11	37	26	74	-1
City of Edinburgh	91	310	150	551	3
Clackmannanshire	3	29	19	51	11
Dumfries and Galloway	8	99	19	126	8
Dundee City	36	53	35	125	-6
East Ayrshire	13	94	49	156	-3
East Dunbartonshire	31	55	39	126	8
East Lothian	5	46	12	64	15
East Renfrewshire	33	53	29	115	-10
Falkirk	4	53	50	107	2
Fife	66	79	86	231	10
Glasgow City	51	467	255	773	3
Highland	33	33	27	93	0
Inverclyde	9	46	38	94	14
Midlothian	14	73	16	103	-5
Moray	14	41	25	79	50
Na h-Eileanan Siar	3	6	5	14	41
North Ayrshire	10	101	46	157	8
North Lanarkshire	3	194	76	272	2
Orkney Islands	5	8	14	27	39
Perth and Kinross	44	80	61	184	15
Renfrewshire	5	126	41	171	5
Scottish Borders	21	27	18	66	57
Shetland Islands	6	6	14	26	23
South Ayrshire	31	56	51	138	18
South Lanarkshire	80	154	65	299	7
Stirling	7	74	43	124	-4
West Dunbartonshire	16	62	23	101	6
West Lothian	18	63	38	119	11
Scotland	729	2,721	1,565	5,015	5

(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 (93%) were female. Since 2015, the proportion of male teachers has more than doubled from 3% to 7%.

Table 5.3: ELC Teacher characteristics percentages, 2020

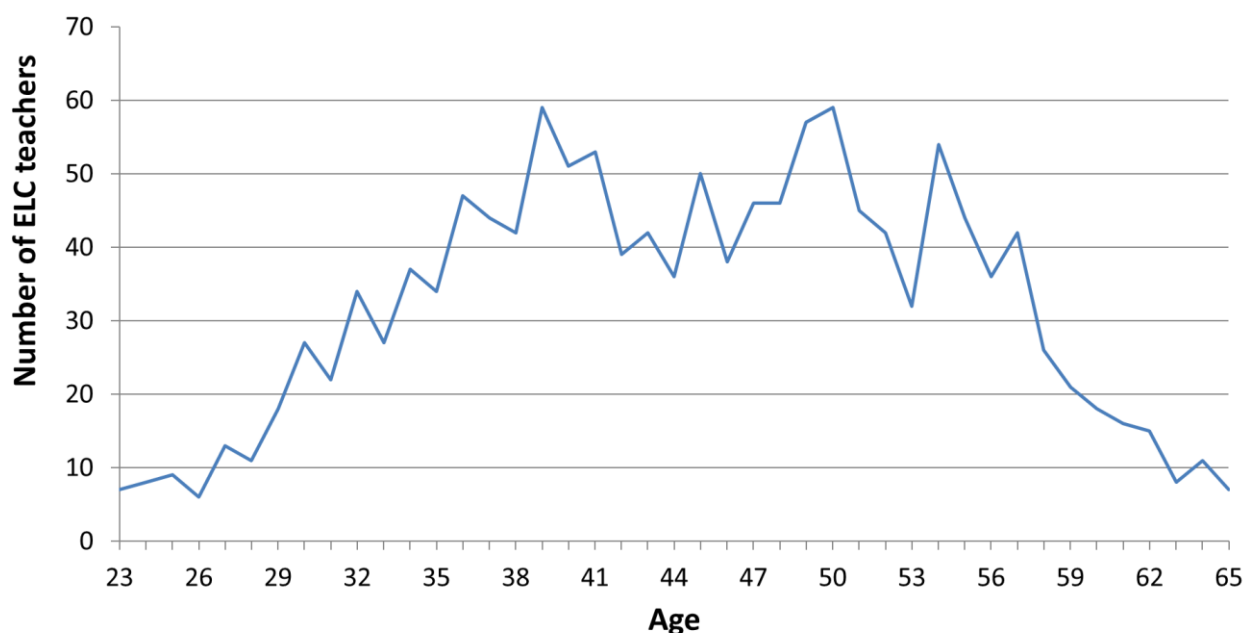
Percentage of headcount

Sex		Age					Average Age
Female	Male	Under 25	25 to 34	35 to 44	45 to 54	55 or over	
93	7	1	15	32	34	19	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 2020. The number of teachers generally increases to age 39, then peaks at age 39 and 50, before decreasing sharply after age 57.

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



Chapter 6: Glossary

Additional support needs (ASN):

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

Centrally employed teachers:

Teachers who 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:

<https://www.parliament.scot/parliamentarybusiness/Bills/62233.aspx>

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 Teacher Ratio (PTR):

The average number of pupils per teacher.

Publicly funded schools:

Includes local authority and grant-aided schools.

Registration (for funded ELC):

A funded place received by a child at an ELC centre. 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.

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.

Chapter 7: 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, and the Early Learning and Childcare (ELC) census. The 2020 pupil and school staff censuses were carried out on 16 September 2020. The early learning and childcare census took place in the week commencing 14 September 2020.

Supplementary tables on the school staff census and the pupil census will be published in March 2021. Additional early learning and childcare tables are available on the Scottish Government website at:

<https://www.gov.scot/collections/early-learning-and-childcare-statistics/>

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 2,600 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.

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 2020, there were 700 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

The ethnicity groupings used in Table 3.4 contain the following categories:

- White – other British includes White – Other British and White – Irish
- White – other includes White – Other, White – Other and White – Polish
- Ethnic minority group includes African – African / Scottish / British, Caribbean or Black – Caribbean / British / Scottish, Asian – Indian/British/Scottish, Asian – Pakistani / British / Scottish, Asian – Pakistani / British / Scottish, Asian – Chinese / British / Scottish, Mixed or multiple ethnic groups, Asian – Other, African – Other and Other – Arab.

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.

Pupil teacher ratio (PTR)

Any commentary on changes to PTR over time, such as the commentary for Table 3.3, is based on the difference after rounding the PTR to one decimal place.

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.

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 2020 school staff census, it is estimated that 939 FTE teachers were funded through ASF, which is similar to the estimate of 975 FTE in 2019.

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.

COVID-19 Education Recovery grant funded teachers

The Scottish Government has a programme to distribute grants totalling £80m to local authorities to employ staff to support recovery of education provision following the disruption caused by COVID-19. £75m of this funding was ring-fenced for teachers.

Teachers employed using this source of funding to perform a role that meets the definition of 'on roll' and in post at the time of the census have been included in the teacher statistics presented here. However, the data collected through the teacher census does not include any identifiers that allow these teachers to be analysed separately from teachers funded through core local authority budgets.

[Management information](#) on the number of teachers funded through COVID-19 Education Recovery grants was recently published by the Scottish Government. This data is not collected on the same basis as the statistics presented here and it is not possible to make direct comparisons between them.

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 2020 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’ 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 $75 \text{ pupils} \div 5 \text{ classes} = 15$.

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/guardians 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). 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>

These statistics use the most recent SIMD version available at the time of the pupil census. Therefore, statistics from the 2020 pupil census use SIMD 2020.

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).

Expansion of funded ELC to 1,140 hours was due to be fully implemented by August 2020. COVID-19 has had a significant impact on the registered childcare sector and on the progress of the expansion programme.

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. Similar numbers of centres completed the census this year as in previous years.

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 the two year olds who meet statutory 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 14-18 of September 2020.

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, 2017 and 2019. The changes from 2014 to 2015 expanded the eligibility criteria (to more closely match criteria for Free School Meals). The change in 2017 and 2019 made a technical change to account for the roll out of Universal Credit and changes to account for threshold freezes for Tax Credits.

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

Equity and Excellence Leads

From 2018, data has also been collected information on staff working in ELC funded through the [commitment](#) to fund additional graduate level posts in all local authorities. 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.

Corrections

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

<https://www2.gov.scot/Topics/Statistics/About/CPsonRevisionsCorrections/Q/EditMode/on/ForceUpdate/on>

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.

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

A National Statistics Publication for Scotland

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

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

Correspondence and enquiries

For enquiries about this publication please contact:

Alasdair Anthony

Education Analytical Services

Telephone: 0131 244 0303

e-mail: school.stats@gov.scot

For general enquiries about Scottish Government statistics please contact:

Office of the Chief Statistician, Telephone: 0131 244 0442,

e-mail: statistics.enquiries@gov.scot

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.
- cannot be made available by Scottish Government for further analysis as Scottish Government is not the data controller.

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