



A National Statistics publication for Scotland



CHILDREN, EDUCATION AND SKILLS

Summary statistics for schools in Scotland

No. 6: 2015 Edition
9 December 2015

This annual statistical publication provides information on:

- The annual census of **pupils** and **teachers** in publicly funded schools in Scotland, conducted on 16th September 2015
- Information on **early learning and childcare** provision in Scotland, collected in the week commencing 14th September 2015
- **School estate** survey data for financial year 2014-15, for all schools open on 1st April 2015
- Information on **attendance and absence** and **exclusions** from school is now collected on a biennial basis and was collected for the 2014/15 academic year

Teacher numbers for 2014 have been amended within this publication. Therefore, any previously published figures for 2014 are now superseded and should not be used. Please see the background notes for more information.

Supplementary data tables can be found at:

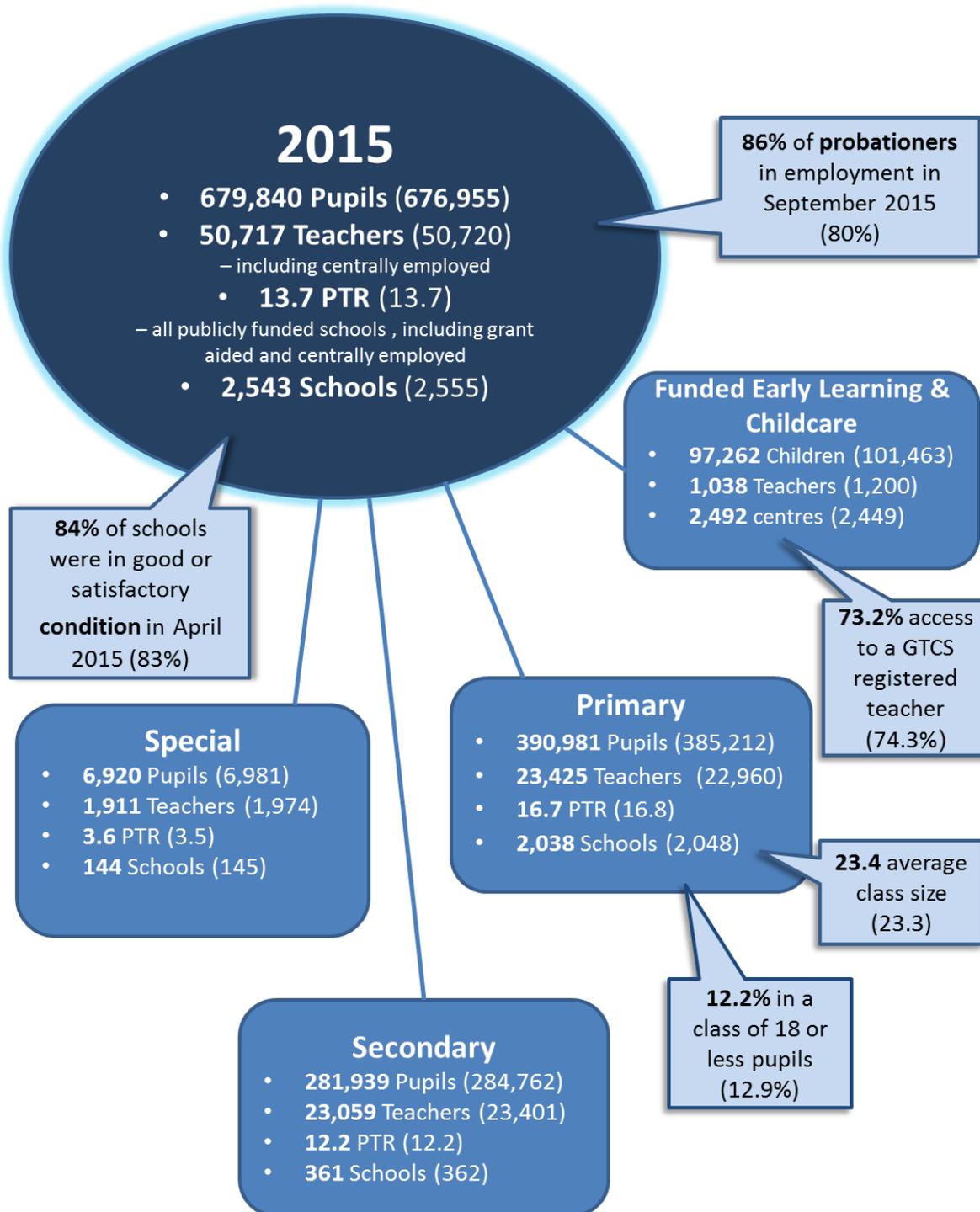
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets>

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

school.stats@gov.scot

Main statistics

This diagram shows the main figures for 2015 from the Pupil census, Teacher census, Early Learning and Childcare census, and the School Estates collection. The 2014 respective figures are shown in brackets.



Note:

The main statistics in the 2015 bubble (with the exception of the teacher numbers) do not include Early Learning and Childcare data.

PTR is pupil teacher ratio. More information in section 3.

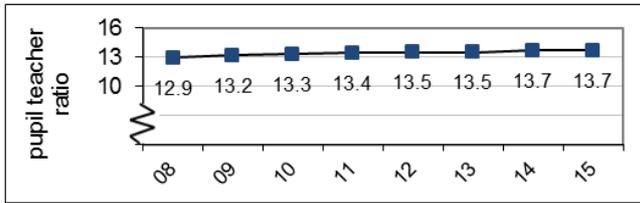
GTCS is General Teaching Council for Scotland.

ELC is Early Learning and Childcare. More information in section 5.

2014 Teacher numbers were corrected in February and December 2015. See background notes 3.5a and 3.5b for details.

The charts below show changes over time for some of the main statistics included in this publication.

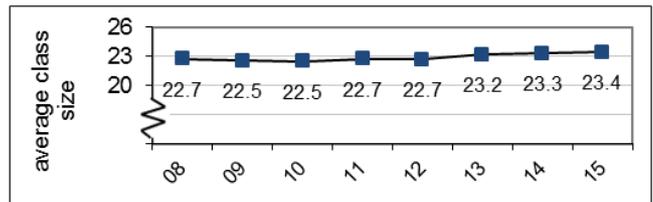
Pupil teacher ratios for publicly funded schools, 2008 to 2015



The PTR in all publicly funded schools has remained the same this year (13.7 in 2014 and 2015)

Overall average class size in primary has remained at a similar level to last year – 23.3 in 2014 compared with 23.4 in 2015

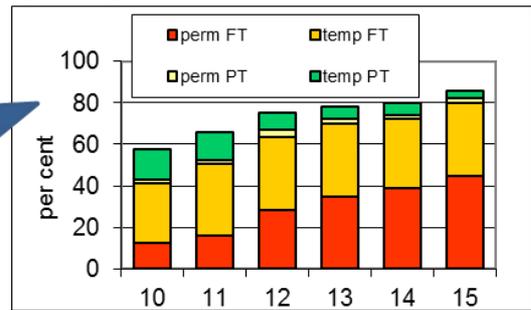
Average class size in primary, 2008 to 2015



Average class size for pupils in P1-P3 in 2015 is the same as in 2014 - 23.3

The percentage of teachers from the probationer induction scheme in employment the following year has increased from 58% in 2010 to 86% in 2015

Employment of post-probationers in publicly funded schools, 2010 to 2015



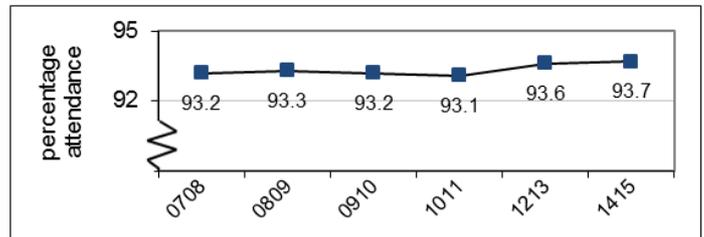
Proportion of pupils reported as being in schools of good or satisfactory condition has increased from 61% in April 2007 to 85% in April 2015

Pupils by condition of schools, 2015

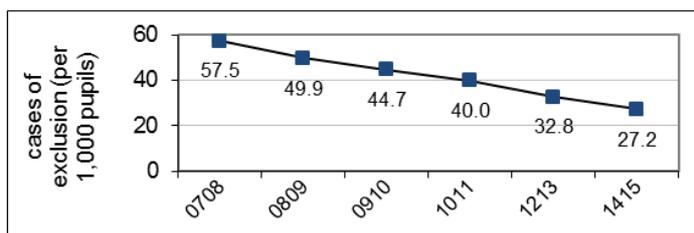


Percentage attendance in publicly funded schools increased slightly to 93.7% in 14/15 compared to 93.6% in 12/13

Percentage Attendance, 07/08 – 14/15



Cases of Exclusion (per 1,000 pupils), 07/08 – 14/15



Cases of exclusion in publicly funded schools (per 1,000 pupils) reduced again to 27.2 in 14/15 compared to 32.8 in 12/13

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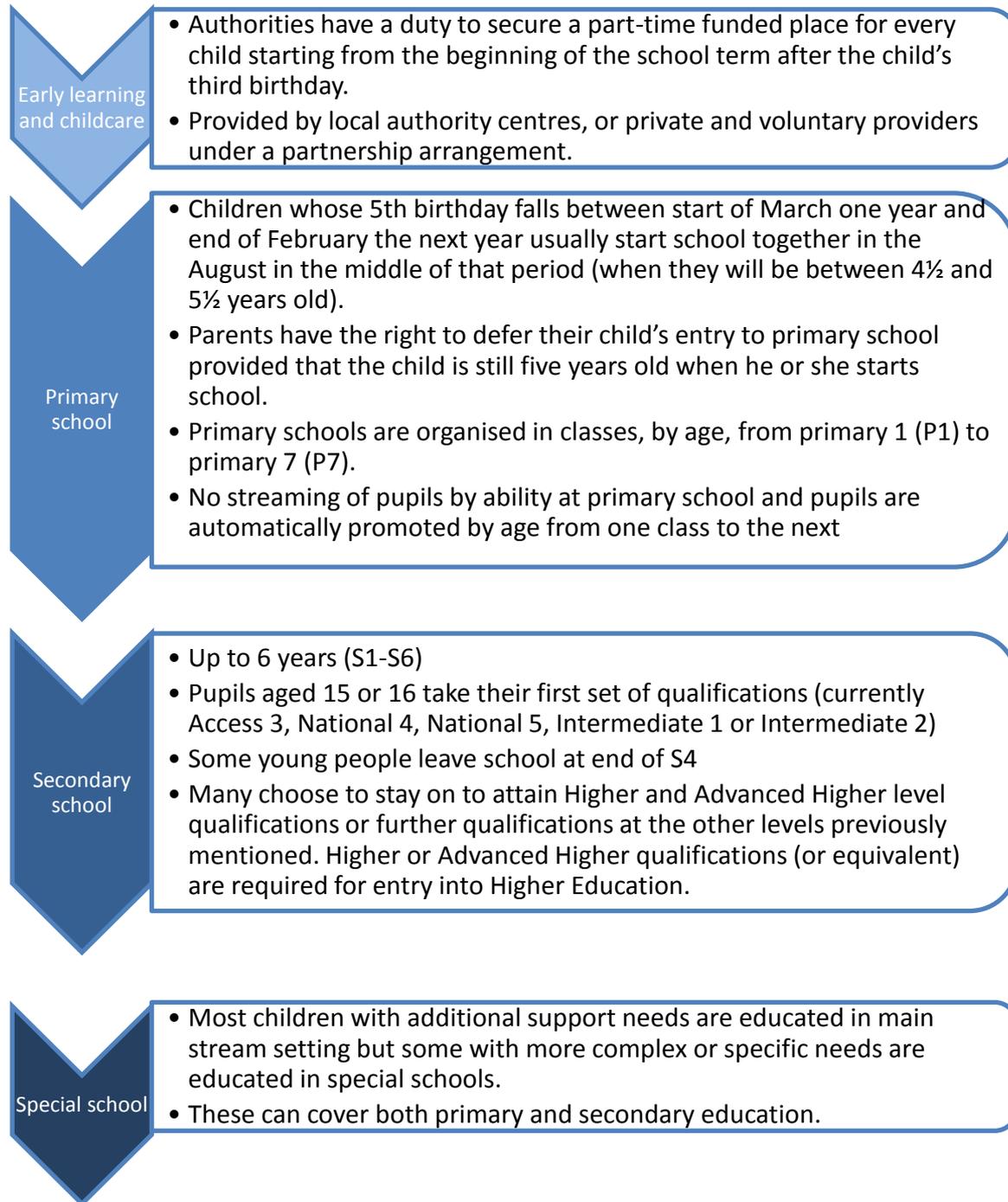
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1. Introduction

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



2. General

777,102	children in September 2015:
	<ul style="list-style-type: none"> • 97,262 children in 2,492 early learning & childcare centres • 390,891 pupils in 2,038 primary schools, • 281,939 pupils in 361 secondary schools, • 6,920 pupils in 144 special schools.
50,717	teacher FTE (4 FTE fewer than the 2014 figure of 50,720)
13.7	pupil teacher ratio (PTR) in publicly funded schools - same as in 2014

Teacher numbers remain similar to 2014 figures this year. Although there were decreases in teachers in early learning & childcare (ELC) and secondary sectors, the increase in primary and centrally employed teachers almost cancelled out the effect of any decrease on the total FTE. Pupil numbers increased but the PTR has remained at 13.7. Although primary pupils increased by 1.5 per cent, primary teachers increased by 2.0 per cent meaning the primary PTR improved slightly from 16.8 to 16.7. The secondary PTR did not change, and special PTR worsened slightly. The proportion of pupils in special schools continues to be about one per cent, however the number of pupils in special schools has increased from 6,673 in 2009 to 6,981 in 2014, and then fell slightly this year to 6,920.

Table 2.1: Schools, pupils, teachers and pupil teacher ratios (PTR) for all publicly funded schools by school sector, 2008 to 2015

	2008	2009	2010 ⁽²⁾	2011 ⁽²⁾	2012 ⁽²⁾	2013	2014 ⁽²⁾	2015
Schools								
ELC ⁽¹⁾	2,645	2,615	2,586	2,553	2,551	2,504	2,449	2,492
Primary	2,153	2,128	2,099	2,081	2,064	2,056	2,048	2,038
Secondary	376	374	372	367	365	364	362	361
Special	193	190	163	158	155	149	145	144
Pupils								
ELC ⁽¹⁾	105,420	107,420	92,030	94,840	98,195	102,871	101,463	97,262
Primary	370,839	367,146	365,326	366,429	370,680	377,382	385,212	390,981
Secondary	303,978	302,921	301,007	297,109	293,562	289,164	284,762	281,939
Special	6,756	6,673	6,800	6,973	6,976	6,984	6,981	6,920
Total (excluding ELC)	681,573	676,740	673,133	670,511	671,218	673,530	676,955	679,840
Teachers								
ELC ^{(1) (2)}	1,650	1,630	1,524	1,461	1,386	1,288	1,200	1,038
Publicly funded schools	52,697	51,371	50,498	49,907	49,867	49,790	49,521	49,679
Total based in schools	51,765	50,599	49,784	49,026	48,691	48,620	48,335	48,395
Primary ⁽²⁾	23,615	23,243	23,095	22,813	22,685	22,905	22,960	23,425
Secondary	26,067	25,371	24,776	24,241	23,980	23,695	23,401	23,059
Special	2,083	1,985	1,913	1,973	2,026	2,020	1,974	1,911
Centrally employed	933	772	714	881	1,176	1,170	1,186	1,283
Total ⁽²⁾	54,347	53,001	52,022	51,368	51,253	51,078	50,720	50,717
PTRs								
Publicly funded schools ⁽³⁾	12.9	13.2	13.3	13.4	13.5	13.5	13.7	13.7
Total based in schools ⁽⁴⁾	13.2	13.4	13.5	13.7	13.8	13.9	14.0	14.0
Primary	15.7	15.8	15.8	16.1	16.3	16.5	16.8	16.7
Secondary	11.7	11.9	12.1	12.3	12.2	12.2	12.2	12.2
Special	3.2	3.4	3.6	3.5	3.4	3.5	3.5	3.6

(1) From 2010 ELC figures are not directly comparable with previous years. ELC centre count includes local authority and partnership centres. ELC teacher figures now include ELC home visiting. See background note 3.14 and 6.1.

(2) 2014 teacher figures were revised in February and December 2015, see background notes 3.5a and 3.5b. 2010, 2011, 2012 ELC, primary, school and total teacher FTE and PTRs were revised in 2013, see background note 3.5c.

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

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

3. Teachers

50,576	teachers in local authority schools (including centrally employed teachers), compared to 50,568 in 2014
13.7	Pupil teacher ratio in local authority schools - same as in 2014
86%	of teachers on the 2014/15 probationer induction scheme were in employment in September 2015

Table 3.1: Publicly funded teachers by sector, by LA, 2015⁽¹⁾

	ELC ⁽²⁾	Primary School	Secondary School	Special School	Centrally employed	Total
Aberdeen City	53	802	735	67	27	1,685
Aberdeenshire	62	1,347	1,217	45	40	2,712
Angus	8	566	548	-	22	1,144
Argyll & Bute	4	408	425	11	-	847
Clackmannanshire	12	254	214	18	5	502
Dumfries & Galloway	25	641	704	6	128	1,504
Dundee City	32	632	646	68	30	1,408
East Ayrshire	11	539	540	58	14	1,162
East Dunbartonshire	27	507	605	53	39	1,232
East Lothian	46	439	457	-	24	966
East Renfrewshire	28	534	643	29	6	1,241
Edinburgh City	130	1,510	1,418	167	99	3,324
Eilean Siar	2	150	158	-	16	326
Falkirk	22	754	742	64	20	1,603
Fife	69	1,717	1,600	78	81	3,544
Glasgow City	60	2,259	1,978	370	172	4,838
Highland ⁽³⁾	23	1,052	1,172	41	93	2,381
Inverclyde	8	331	359	41	4	742
Midlothian	24	398	406	32	30	890
Moray	7	406	426	-	42	881
North Ayrshire	28	622	627	43	40	1,359
North Lanarkshire	59	1,582	1,575	211	38	3,465
Orkney Islands	11	118	129	-	8	266
Perth & Kinross	41	677	625	19	16	1,378
Renfrewshire	25	735	760	79	21	1,621
Scottish Borders	23	453	474	-	122	1,072
Shetland Islands	8	155	157	-	11	331
South Ayrshire	41	496	507	27	33	1,104
South Lanarkshire	70	1,534	1,469	153	20	3,246
Stirling	7	404	463	20	35	928
West Dunbartonshire	10	433	415	47	26	931
West Lothian	64	949	815	95	21	1,944
All local authorities ^{(3) (4)}	1,038	23,403	23,008	1,844	1,283	50,576
Grant aided ⁽⁵⁾	-	22	52	67	-	141
Total ⁽³⁾	1,038	23,425	23,059	1,911	1,283	50,717

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

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

(3) In February and December 2015, teacher numbers were corrected, also effecting totals. See background notes 3.5a and 3.5b.

(4) See background note 3.5c for information on double counting of teacher FTE between primary and ELC centres.

(5) In September 2015 there were eight grant aided schools, one mainstream with primary and secondary departments, and seven special schools. These schools are included in national totals, but are identified separately in local authority level tables.

Table 3.2 shows that total teacher numbers (including ELC, primary, secondary, special and centrally employed teachers) for publicly funded schools in Scotland have decreased between 2010 and 2014, then remained similar in 2015. At the start of 2015, each Local Authority agreed to maintain their own teacher numbers and PTRs, as published for 2014. Although the total FTE for 2015 has remained similar to 2014, this is not the case across all local authorities. In 22 local authorities the number of teachers has either been maintained or increased, with the largest increase being 1.4 per cent. Ten local authorities saw a decrease this year, with the largest decrease being 3.4 per cent.

Table 3.2: Teachers in publicly funded early learning and childcare, and schools, 2010 to 2015

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

(1) 2014 teacher figures were revised in February and December 2015, see background notes 3.5a and 3.5b. 2010, 2011, 2012 ELC, primary, school and total teacher FTE and PTRs were revised in 2013, see background note 3.5c.

Table 3.3 shows pupil teacher ratios (PTRs) in publicly funded schools, giving a measure of the size of the workforce compared with the pupil population. The PTR was improving for local authority schools, with less pupils per teacher between 2005 and 2008. From 2008 it increased gradually to reach 13.5 in 2011. It remained at this level for two years but increased slightly in 2014 to 13.7, partly due to the increase in pupils in the primary sector, and only a small increase in primary teachers. Although pupil numbers increased again in 2015, the total teacher numbers remained similar and the PTR has remained at 13.7. Figures vary across local authorities over time. The largest increases in PTRs this year were in Stirling and Clackmannanshire, the largest decreases (improvements) in PTRs were in Inverclyde and Aberdeenshire.

Table 3.3: Pupil teacher ratios in publicly funded schools (all sectors excluding ELC), 2008 to 2015

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014⁽²⁾</u>	<u>2015</u>
Aberdeen City	13.0	12.8	13.6	13.4	13.5	13.5	13.6	13.6
Aberdeenshire	12.8	13.1	13.0	13.4	13.4	13.3	13.5	13.3
Angus	13.2	13.3	13.0	13.2	13.2	13.1	13.3	13.2
Argyll & Bute	12.8	12.5	12.6	12.9	12.5	12.4	12.2	12.4
Clackmannanshire	12.7	13.1	13.8	13.6	13.7	13.5	13.3	13.4
Dumfries & Galloway	12.3	12.4	12.5	12.7	12.5	12.7	12.7	12.7
Dundee City	11.5	11.7	11.8	12.1	12.3	12.6	12.9	13.0
East Ayrshire	13.5	13.2	13.6	13.7	14.0	14.0	14.0	13.9
East Dunbartonshire	13.1	13.6	13.3	13.6	13.7	13.6	13.6	13.6
East Lothian	14.1	13.7	14.4	14.4	14.8	15.1	15.2	15.1
East Renfrewshire	13.5	13.6	13.6	13.7	13.5	13.4	13.7	13.7
Edinburgh City	13.5	13.9	14.1	14.3	14.2	14.3	14.9	14.9
Eilean Siar	9.4	9.2	9.9	9.8	10.2	10.1	10.4	10.3
Falkirk	12.9	13.2	13.4	13.4	13.4	13.4	13.5	13.5
Fife	13.7	13.6	13.4	13.7	13.7	13.7	14.0	14.0
Glasgow City	12.4	13.2	13.4	13.1	13.1	13.6	13.6	13.8
Highland	12.3	12.6	13.0	13.2	13.2	13.2	13.2	13.1
Inverclyde	12.7	13.1	13.5	13.8	13.6	13.8	13.8	13.5
Midlothian	13.1	13.7	14.3	14.4	14.6	14.2	14.2	14.2
Moray	12.9	13.0	13.3	13.5	13.4	13.7	13.7	13.7
North Ayrshire	13.2	14.0	13.8	13.7	14.0	13.7	13.7	13.6
North Lanarkshire	13.1	13.4	13.6	13.8	13.9	13.9	14.2	14.3
Orkney Islands	10.4	10.5	10.6	11.0	11.0	10.6	10.5	10.4
Perth & Kinross	13.5	13.1	13.0	12.9	13.1	13.1	13.3	13.3
Renfrewshire	14.1	14.8	14.9	14.9	14.6	14.8	14.7	14.6
Scottish Borders	13.1	13.4	13.3	13.2	13.2	13.3	13.7	13.8
Shetland Islands	8.5	8.5	8.6	9.2	9.5	9.7	10.0	10.0
South Ayrshire	13.6	13.4	12.8	13.2	13.0	13.1	13.2	13.2
South Lanarkshire	13.2	13.5	13.9	13.7	13.7	13.6	13.7	13.7
Stirling	13.6	13.1	13.0	13.2	13.4	13.1	13.2	13.4
West Dunbartonshire	12.4	12.8	13.3	13.6	13.7	13.6	13.6	13.5
West Lothian	13.0	13.3	13.5	14.0	14.1	14.0	14.1	14.1
All local authorities	13.0	13.2	13.3	13.5	13.5	13.5	13.7	13.7
Grant aided	7.4	7.5	8.3	8.5	8.5	8.9	8.4	8.9
All publicly funded	12.9	13.2	13.3	13.4	13.5	13.5	13.7	13.7

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

(2) 2014 Teacher numbers were amended in February and December 2015. See background notes 3.5a and 3.5b.

One of the most important uses of the data collected in the teacher census is in modelling future changes in the workforce in order to provide guidance on the number of new teachers to train. Chart 1 shows the age profile of school teachers and the change since 2004. The age profile for 2015 shows a peak at age 57, however the proportion of teachers aged 50+ has reduced over the last decade. There is also now a peak forming in the early thirties.

Chart 1: Age profile, school based teachers, 2004 to 2015

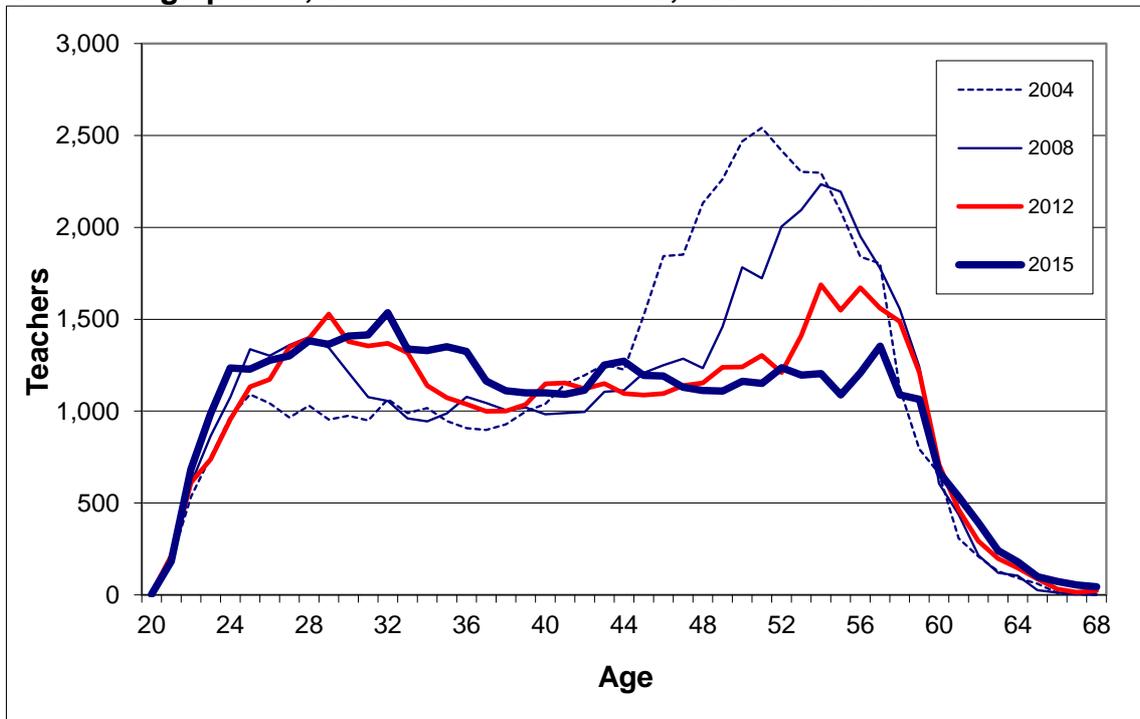


Chart 2 shows the age profile of GTCS registered ELC teachers, where known, as at September 2015. The number of teachers generally increases with age, with a peak in the number of ELC teachers aged between 58 and 59.

Chart 2: Age profile of GTCS registered early learning and childcare teachers, September 2015

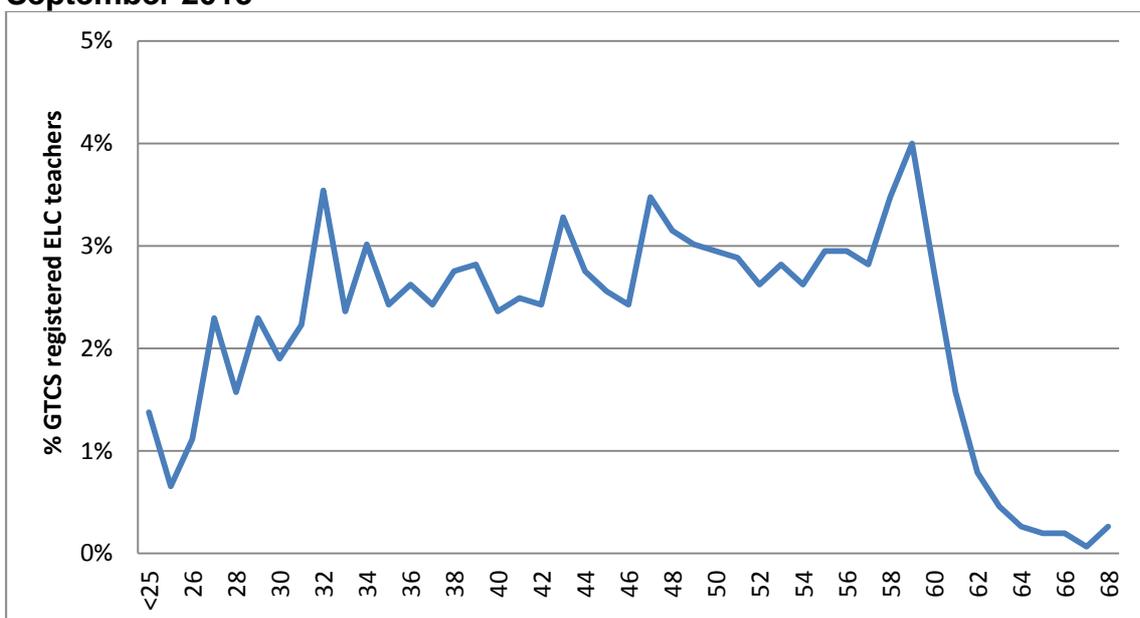


Table 3.4 shows main teacher characteristics, including gender, age, ethnicity, employment type, grade and mode of working, by sector.

The proportion of teachers who were male was 23 per cent. In promoted posts this proportion was 29 per cent, with the figure being 25 per cent for heads and deputes. The average (mean) age of primary, secondary and special school teachers was 41.5 compared to 41.7 in 2014 and 44.1 in 2004.

The proportion of teachers who had temporary contracts (including probationers) was 17.3 per cent (compared with 16.5 per cent last year). 14.6 per cent of teachers were working part-time, with the rate higher amongst females (17.0 per cent) than males (6.4 per cent).

Table 3.4: Teacher characteristics: Proportions by gender, age, ethnicity and employment type, grade and mode of working by sector, 2015

	ELC	Primary	Secondary	Special	Centrally Employed ⁽³⁾	Total (exclude ELC)
Gender						
Female	97	91	63	76	84	77
Male	3	9	37	24	16	23
Unknown	-	-	-	-	-	-
Age (years)⁽¹⁾						
Under 25	1	8	5	1	1	6
25 to 34	21	30	27	21	11	28
35 to 44	26	24	25	26	21	24
45 to 54	29	23	25	28	33	24
55 or over	23	14	19	25	34	17
Unknown	-	-	-	-	-	-
Average Age	45	40	42	45	49	41
Ethnicity⁽¹⁾						
White – Scottish	-	65	57	66	49	61
White – Other British Isles	-	28	33	24	33	30
White – Other	-	2	3	4	4	3
Minority Ethnic Group	-	1	2	2	4	1
Not Disclosed	-	4	5	4	10	4
Employment type						
Permanent	-	80	85	85	82	83
Temporary (non-induction)	-	13	10	15	18	12
Probationer induction scheme	-	7	4	-	-	5
Grade						
Head teacher	-	7	2	6	4	5
Percentage female		(87)	(40)	(81)	(80)	(79)
Depute head teacher	-	5	5	7	3	5
Percentage female		(88)	(54)	(75)	(85)	(72)
Principal teacher	-	7	24	10	11	15
Percentage female		(90)	(61)	(79)	(78)	(68)
Teacher	-	80	70	76	83	75
Percentage female		(91)	(65)	(76)	(85)	(79)
All - Percentage female	-	(91)	(63)	(76)	(84)	(77)
Mode of working						
Full-time	43	83	89	85	69	85
Percentage female	(97)	(90)	(61)	(74)	(82)	(75)
Part-time ⁽²⁾	57	17	11	15	31	15
Percentage female	(97)	(96)	(82)	(86)	(89)	(90)

(1) Excludes grant aided schools. Totals do not include ELC.

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

(3) Excludes mainstream supply.

In the September 2015 census there were 2,611 teachers in the teacher induction scheme (2,356 in 2014), of which 1,574 were in primary schools and 1,035 were in secondary schools.

Table 3.5 shows the percentage of post-probationers from recent induction cohorts who were in publicly funded permanent or temporary posts at the time of the next census. The proportion increased from 80 per cent in 2014 to 86 per cent in 2015.

Table 3.5: Percentage of post-probationers in permanent or temporary employment in the following year's teacher census, 2011 to 2015

	2010/11 to Sept 2011 (n=2,857)	2011/12 to Sept 2012 (n=1,944)	2012/13 to Sept 2013 (n=2,044)	2013/14 to Sept 2014 (n=2,215)	2014/15 to Sept 2015 (n=2,448)
Full-time permanent	16	28	35	39	45
Full-time temporary	35	35	35	33	35
Part-time permanent	1	3	2	2	2
Part-time temporary	14	8	6	6	4
Other ⁽¹⁾	34	25	21	20	14

(1) see following paragraph

In table 3.5 the "Other" category includes those teaching elsewhere, including in the independent sector, those who have found supply work, and those who are unemployed or who have left teaching, although this detail is not included in the census data. Table 3.6 shows that some of these teachers secure posts as they become available later in the year or in subsequent years. For example while 63 per cent of the 2008/09 cohort were present in the 2010 census, in the following censuses the percentage increased to 68 per cent in 2011, 69 per cent 2012, and 70 per cent in 2013, 2014 and 2015.

Table 3.6: Percentage of post-probationers in permanent or temporary employment, 2007 to 2015

Cohort	Teacher Census								
	Sept 07	Sept 08	Sept 09	Sept 10	Sept 11	Sept 12	Sept 13	Sept 14	Sept 15
2006/07	66	69	71	73	74	73	72	72	72
2007/08		58	63	67	71	70	71	71	71
2008/09			57	63	68	69	70	70	70
2009/10				58	66	70	70	71	71
2010/11					66	70	70	71	71
2011/12						75	77	79	77
2012/13							79	77	77
2013/14								80	81
2014/15									86

4. Classes and pupils

12.2% of P1-P3 pupils were taught in classes of 18 or less

23.4 average class size for pupils in primary school

Table 4.1 shows the average class size for pupils in primary school. Class size data are not collected in the secondary sector as class size varies widely across subjects. The overall average class size in primary has remained at a similar level to last year, 23.4 in 2015 compared to 23.3 in 2014.

Table 4.1: Average class size of primary school pupils⁽¹⁾, 2006 to 2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
P1	23.1	20.9	21.0	21.1	21.1	20.5	20.6	21.2	21.2	21.1
P2	23.7	23.5	23.0	22.8	22.8	23.3	23.3	24.0	23.9	24.1
P3	24.1	24.0	24.0	23.7	23.4	23.9	24.0	24.5	24.7	24.8
P1-P3	23.6	22.8	22.6	22.5	22.4	22.5	22.6	23.2	23.3	23.3
primary	23.2	22.8	22.7	22.5	22.5	22.7	22.7	23.2	23.3	23.4

(1) Data refer to the average class size of pupils in each stage, not the average class size of single stage classes. The total average class size is calculated on a different basis than the P1 to P3 class sizes, see background note 3.7.

Table 4.2 shows the distribution of P1-P3 pupils in publicly funded schools by ranges of class size. One of the Scottish Government's aspirations is to reduce P1-P3 class sizes to 18 or less.

In September 2015, 12.2 per cent of P1-P3 pupils were taught in classes of 18 or less (including those taught by two teachers at all times with a class size of 36 or less), down 0.7 percentage points from 2014. The number of pupils taught in classes of 26 or more decreased from 57,424 in 2006 to a low of 32,702 in September 2009, before increasing again. In September 2015, the number of P1-P3 pupils taught in classes of 26 or more was 47,147 which is 27.3 per cent of pupils.

Table 4.2: Number of P1-P3 pupils by class size, 2006 to 2015⁽¹⁾

Class Size	2006	2007	2008	2009	2010	2011	2012	2013	2014 ⁽²⁾	2015
1 - 18	19,923	23,563	23,835	25,039	34,351	32,580	31,101	22,992	22,138	20,999
19 - 20	13,305	16,461	16,220	16,535	14,293	15,121	15,655	15,995	16,673	16,437
21 - 25	66,220	74,446	80,151	81,332	70,687	76,499	80,243	86,854	87,295	87,924
26 - 30	56,516	39,482	33,423	32,327	39,087	36,679	37,805	42,908	45,539	46,489
31 or more	908	345	317	375	249	757	473	736	470	658

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

	12.7	15.3	15.5	16.1	21.6	20.2	18.8	13.6	12.9	12.2
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(1) The percentage of P1-P3 pupils in classes of 18 or less include two-teacher classes with 36 or less. Classes taught by two teachers at all times are treated as two classes of half the size.

(2) The number of P1-P3 pupils by class size in 2014 was amended slightly in February 2015 as one pupil had been recorded in the wrong class. This affected class size categories 1-18, 19-20 and 21-25.

Legislation was introduced in November 2010 to limit class sizes for P1 pupils to 25. Table 4.3 shows the number of P1 pupils by class size. Some P1 pupils may be in classes of over 25 due to the inclusion of one or more “excepted pupil” (see background note 3.6). In 2015 the number of pupils in classes of 26 or more was 637, higher than in 2014 but still considerably lower than before the legislation was introduced in 2010.

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

	2006	2007	2008	2009	2010	2011 ⁽¹⁾	2012	2013	2014	2015
1 - 18	8,164	11,062	11,653	11,796	16,156	16,208	15,713	11,968	11,558	11,213
19 - 20	5,416	8,253	8,066	7,967	5,967	8,025	8,459	8,554	8,822	9,377
21 - 25	20,822	30,311	30,681	29,794	24,568	30,351	32,009	36,310	36,722	35,908
26 or more	16,845	965	1,706	3,611	6,896	609	503	560	451	637

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

Table 4.4 shows the percentage of P1-P3 pupils in classes of 18 or less. These vary considerably between local authorities. The existence of large numbers of small schools in some areas is one of the main reasons for this. The national level of pupils in classes of 18 or less, rose from 12.7 per cent in 2006 to 21.6 per cent in 2010, before decreasing to 12.2 per cent in 2015.

Table 4.4: Percentage of P1-P3 pupils in classes of size 18 or less or in two teacher classes with a pupil teacher ratio of 18 or less, 2006 to 2015⁽¹⁾

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Aberdeen City	12.7	8.6	7.4	7.7	11.9	16.6	16.4	16.1	11.2	10.6
Aberdeenshire	16.1	15.6	13.3	13.0	12.6	11.1	13.1	14.9	13.3	12.4
Angus	6.5	13.8	12.8	17.9	26.8	25.5	20.4	21.0	23.1	22.4
Argyll & Bute	33.1	40.7	37.4	37.5	48.8	44.6	45.5	45.4	34.9	24.2
Clackmannanshire	12.4	23.7	20.4	20.0	28.2	22.0	19.0	16.1	17.8	11.8
Dumfries & Galloway	18.2	16.6	25.6	23.7	24.9	20.6	20.4	12.0	16.4	13.6
Dundee City	6.0	5.6	4.7	6.5	27.2	27.0	28.5	9.4	2.8	3.4
East Ayrshire	13.6	15.0	9.4	41.5	41.4	43.4	19.5	7.6	13.0	9.5
East Dunbartonshire	8.1	9.9	10.3	10.8	28.3	22.2	21.2	21.8	11.3	10.6
East Lothian	9.9	6.2	7.0	7.9	8.9	7.5	4.0	4.3	6.3	6.0
East Renfrewshire	10.2	9.9	5.4	6.5	32.5	38.1	35.6	7.6	15.7	9.5
Edinburgh, City of	7.1	12.8	14.1	14.5	16.5	15.3	15.3	7.0	7.2	6.1
Eilean Siar	70.7	72.5	66.6	57.9	74.7	62.8	51.7	39.8	48.0	51.3
Falkirk	7.9	11.7	11.0	7.7	12.6	7.7	8.5	4.9	6.3	8.5
Fife	10.2	19.2	12.9	16.1	26.0	26.7	27.4	24.1	22.9	20.8
Glasgow City	12.5	15.5	12.9	9.4	9.8	6.2	10.1	3.8	3.7	3.6
Highland	21.8	24.2	26.0	26.2	30.1	23.2	20.3	18.4	18.1	20.5
Inverclyde	9.2	16.8	8.2	10.2	20.6	16.8	12.3	9.3	10.0	7.5
Midlothian	8.1	8.6	12.9	24.7	9.2	15.3	5.0	7.7	11.7	10.3
Moray	7.4	12.6	16.9	7.2	26.1	19.7	20.6	8.9	14.1	10.8
North Ayrshire	10.5	9.3	5.8	6.5	25.1	7.7	11.6	7.2	7.6	10.8
North Lanarkshire	11.8	13.5	14.7	11.4	10.1	10.0	8.0	8.1	7.7	8.7
Orkney Islands	32.4	41.4	43.0	44.8	51.5	44.8	33.4	27.2	29.6	22.6
Perth & Kinross	19.9	19.9	16.7	17.0	23.3	26.6	20.7	15.7	15.1	14.3
Renfrewshire	7.3	7.8	8.5	8.3	33.1	34.6	36.5	6.9	10.8	11.9
Scottish Borders	12.9	17.7	27.0	30.7	30.1	23.1	22.6	21.6	12.7	14.3
Shetland Islands	55.6	51.0	53.0	43.4	43.3	31.6	24.5	26.5	31.2	25.5
South Ayrshire	16.9	14.0	17.2	24.3	25.7	28.4	23.4	20.2	17.8	24.6
South Lanarkshire	13.4	16.2	20.4	17.2	23.7	25.3	23.9	22.9	17.7	16.1
Stirling	12.8	15.4	12.3	17.5	23.0	26.7	24.9	17.4	15.2	17.4
West Dunbartonshire	11.9	18.1	23.2	20.8	31.6	22.6	15.9	9.9	13.3	13.6
West Lothian	9.2	10.5	24.8	25.5	19.8	26.0	24.4	20.3	17.0	13.6
Scotland ⁽²⁾	12.7	15.3	15.5	16.1	21.6	20.2	18.8	13.6	12.9	12.2

(1) 2006-2009 figures were revised in 2010 to include two teacher classes with a pupil teacher ratio of 18 or less.

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

Table 4.5 shows pupil characteristics. These data are used primarily in equalities monitoring.

In 2015, 87.1 per cent of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (4.4 per cent), Asian Pakistani (1.9 per cent) and Mixed (1.2 per cent).

153,190 pupils (22.5 per cent of all pupils) had an additional support need recorded. This will include pupils in special schools and those in mainstream schools with a Co-ordinated Support Plan (CSP), Individualised Education Programme, Child Plan or some other type of support.

Table 4.5: Pupil characteristics: ethnicity, additional support needs and English as an additional language by gender, 2015⁽¹⁾

	Female	Male	Total
Ethnicity			
White – Scottish	274,715	285,010	559,725
White – Other British	15,758	16,311	32,069
White – Gypsy/Traveller	530	530	1,060
White - Other	14,743	15,438	30,181
Mixed	3,984	3,947	7,931
Asian – Indian	2,372	2,562	4,934
Asian – Pakistani	6,156	6,470	12,626
Asian – Bangladeshi	422	422	844
Asian – Chinese	1,761	1,648	3,409
Asian – Other	1,765	1,782	3,547
Caribbean/Black	458	488	946
African	2,879	2,994	5,873
Other	2,087	2,237	4,324
Not known / not disclosed	5,941	6,219	12,160
Additional Support Needs (ASN)			
CSP	944	1,772	2,716
IEP	11,627	25,541	37,168
Child Plans	7,396	12,839	20,235
Assessed/Declared Disabled	5,115	10,784	15,899
Other	47,146	68,381	115,527
Total pupils with ASN	59,828	93,362	153,190
English as an Additional Language	16,993	18,447	35,440
Total Pupils	333,637	346,203	679,840

(1) Data for ethnicity and English as an Additional Language does not include grant aided special schools as this information is not collected. There are 211 pupils at grant aided special schools.

5. Early Learning and Childcare

96.6% of 3 & 4 year olds are registered for LA funded ELC (98.5% in 2014)

73.2% of all ages had access to a teacher during census week (74.3% in 2014)

Table 5.1 shows that there were 97,262 children registered for ELC local authority funded places in September 2015 (101,463 in 2014), and that 96.6% of eligible 3 and 4 year olds were registered (98.5% in 2014). Children registered to receive local authority funded ELC at more than one centre may be counted more than once and so will overestimate true uptake.

Table 5.1: Registrations⁽¹⁾ for early learning and childcare at local authority and partnership centres, September 2015

	Under 2	2 year olds	3 + 4 year olds ⁽²⁾		Deferred Entry ⁽⁴⁾	Total
			Number	% of eligible ⁽³⁾		
Aberdeen City	36	36	3,284	90.0	163	3,519
Aberdeenshire	3	69	4,538	93.2	304	4,914
Angus	-	84	1,667	92.3	125	1,876
Argyll & Bute	-	49	1,285	103.1	65	1,399
Clackmannanshire	-	42	880	102.9	19	941
Dumfries & Galloway	-	84	2,234	97.7	131	2,449
Dundee City	15	217	2,468	100.3	144	2,844
East Ayrshire	54	124	2,071	100.9	47	2,296
East Dunbartonshire	-	59	1,644	94.1	90	1,793
East Lothian	15	53	1,802	95.2	122	1,992
East Renfrewshire	22	62	1,596	91.8	62	1,742
Edinburgh City	246	383	7,830	94.8	485	8,944
Eilean Siar	1	15	402	106.2	25	443
Falkirk	-	109	2,768	100.3	110	2,987
Fife	7	456	6,321	98.5	227	7,011
Glasgow City	43	393	9,206	88.7	404	10,046
Highland	2	49	3,900	105.3	316	4,267
Inverclyde	81	152	1,098	88.4	60	1,391
Midlothian	74	65	1,678	103.5	96	1,913
Moray	-	31	1,529	99.8	111	1,671
North Ayrshire	37	218	2,244	100.3	50	2,549
North Lanarkshire	162	315	5,881	97.2	160	6,518
Orkney Islands	-	16	320	96.2	50	386
Perth & Kinross	-	108	2,168	95.1	208	2,484
Renfrewshire	142	361	2,858	98.7	167	3,528
Scottish Borders	-	84	1,773	101.6	81	1,938
Shetland Islands	-	-	427	101.2	44	471
South Ayrshire	21	65	1,693	97.5	97	1,876
South Lanarkshire	177	363	5,398	101.4	204	6,142
Stirling	46	82	1,535	113.5	52	1,715
West Dunbartonshire	39	134	1,619	102.5	64	1,856
West Lothian	-	43	3,143	91.5	175	3,361
Scotland⁽⁵⁾	1,223	4,321	87,260	96.6	4,458	97,262

(1) This is a snapshot of registrations at census week (14-18 September 2015). It does not include children who were registered between census week and the end of December.

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

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

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

(5) Includes data from 2014 where centres did not respond.

Table 5.2 below shows that around three quarters of children at eligible ELC centres had access to a GTCS registered teacher during census week (73.2 per cent, down from 74.3 per cent the previous year). This includes children whose access was provided by external teachers on an ad hoc or occasional basis (i.e. non-regular). Some local authorities only ensure access to teachers for 3 and 4 year olds. The number of children with access to a teacher as a proportion of just 3 and 4 year olds (rather than all children) is 81.6 per cent (85.0 per cent in 2014).

Table 5.2⁽¹⁾: Percentage of children with access to a GTCS registered teacher by local authority, September 2015

	As a percentage of all children at ELC centres			Total access as a percentage of 3 and 4 year old children
	Centres under a regular arrangement ⁽²⁾	Centres with only non-regular support from external teachers	Total	
Aberdeen City	58.9	11.6	70.5	75.6
Aberdeenshire	88.7	-	88.7	96.1
Angus	70.3	-	70.3	79.1
Argyll & Bute	47.0	53.0	100.0	108.9
Clackmannanshire	89.8	2.6	92.3	98.8
Dumfries & Galloway	61.5	-	61.5	67.5
Dundee City	63.3	-	63.3	73.0
East Ayrshire	69.7	10.0	79.7	88.4
East Dunbartonshire	65.1	34.1	99.3	108.3
East Lothian	80.6	-	80.6	89.1
East Renfrewshire	95.9	-	95.9	104.6
Edinburgh City	69.3	0.6	69.9	79.9
Eilean Siar	66.1	1.6	67.7	74.6
Falkirk	96.4	-	96.4	104.0
Fife	89.4	1.1	90.5	100.4
Glasgow City	50.5	0.9	51.5	56.1
Highland	58.5	2.4	60.9	66.6
Inverclyde	79.9	-	79.9	101.2
Midlothian	69.5	12.8	82.3	94.4
Moray	35.7	6.7	42.4	46.3
North Ayrshire	67.9	3.6	71.5	81.2
North Lanarkshire	54.4	0.6	55.0	61.0
Orkney Islands	89.6	3.6	93.3	112.5
Perth & Kinross	92.5	-	92.5	106.0
Renfrewshire	73.1	-	73.1	90.3
Scottish Borders	79.8	-	79.8	87.3
Shetland Islands	84.1	0.2	84.3	93.0
South Ayrshire	96.5	-	96.5	106.9
South Lanarkshire	65.5	2.0	67.5	76.8
Stirling	33.5	-	33.5	37.4
West Dunbartonshire	66.9	-	66.9	76.7
West Lothian	97.2	-	97.2	104.0
<i>Scotland</i>	70.1	3.1	73.2	81.6

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

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

6. School Estates

607 schools have been rebuilt or substantially refurbished in the last 8 years

84% of schools were in good or satisfactory condition in April 2015

81% of schools were of a good or satisfactory suitability in April 2015

As part of the School Estates Core Facts survey, information is collected on the size, condition, suitability and capacity of all schools open on 1st April 2015. Information is also collected on all schools that had been rebuilt or substantially refurbished during the financial year 2014-15. This information is used to monitor the progress that has been made in improving the school estate. The figures below show that over the last eight financial years, a total of 607 schools have been rebuilt or substantially refurbished. Only rebuilds or refurbishments with a cost of £0.5 million or more for primary and £1 million or more for secondary and special schools were included.

Table 6.1: Number of schools which were built or substantially refurbished, 2007-08 to 2014-15 ⁽¹⁾

	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Primary	60	67	53	45	37	43	50	71
Secondary	28	34	48	8	6	14	8	5
Special	5	5	2	2	3	3	5	5
Total number rebuilt or refurbished	93	106	103	55	46	60	63	81

(1) Figures for 2010-11 were corrected in Summary Statistics for Schools in Scotland, No.3 | 2012 Edition to take account of information received in the 2012 school estates collection and differ by 1 from previously published figures. See background notes 3.19 for more details.

As a result of the investment and reorganisation of the school estate, the proportion of schools in good or satisfactory condition has increased from 61 per cent in April 2007 to 84 per cent in April 2015. Taking into account the different number of pupils in each school, this has resulted in the proportion of pupils in good or satisfactory condition schools increasing from 61 per cent in April 2007 to 85 per cent in April 2015.

Table 6.2: Condition of all schools and the number of pupils on their school roll, April 2008 to April 2015⁽¹⁾

	2008	2009	2010 ⁽³⁾	2011	2012 ⁽³⁾	2013	2014	2015
Schools								
Condition not recorded	25	39	15	11	6	1	2	1
A: Good	404	461	515	538	581	623	620	641
B: Satisfactory	1,443	1,577	1,586	1,558	1,540	1,477	1,498	1,479
C: Poor	698	578	510	479	446	449	422	406
D: Bad	134	53	40	31	23	17	16	11
Pupils on school roll⁽²⁾								
Condition not recorded	4,782	5,275	1,218	166	176	-	213	-
A: Good	144,918	171,613	204,648	212,496	224,523	241,392	241,605	225,505
B: Satisfactory	339,641	354,086	342,625	345,404	334,204	318,799	321,568	347,360
C: Poor	175,354	135,648	114,374	107,831	102,845	103,815	103,635	98,387
D: Bad	25,794	12,438	5,804	5,724	7,476	5,889	5,422	4,277

(1) See background notes 3.17 for more information on the condition ratings.

(2) The number of pupils on the school roll in the Pupil Census returns for the previous September, e.g. September 2012 for the April 2013 figures. So schools which opened after September but before April will have no pupils recorded for that school year.

(3) Figures for 2010 and 2012 were corrected in Summary Statistics for Schools in Scotland, No.4 | 2013 Edition.

As well as collecting information on the condition of school buildings we also started collecting information on their suitability from April 2010 onwards. Suitability is different from condition as it considers how well suited the school building and facilities are to pupils learning rather than what condition they are in. The proportion of schools with a good or satisfactory suitability has increased from 74 per cent in April 2010 to 81 per cent in April 2015. Taking into account the different number of pupils in each school, this has resulted in the proportion of pupils in schools with a good or satisfactory suitability increasing from 76 per cent in April 2010 to 82 per cent in April 2015.

Table 6.3: Suitability of all schools and the number of pupils on their school roll, April 2010 to April 2015⁽¹⁾

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

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

(2) The number of pupils on the school roll in the Pupil Census returns for the previous September, e.g. September 2012 for the April 2013 figures. So schools which opened after September but before April will have no pupils recorded for that school year.

(3) Figures for 2010, 2011 and 2012 were corrected in Summary Statistics for Schools in Scotland, No.4 | 2013 Edition.

7. Attendance and absence

93.7% Percentage attendance in 2014/15, up from 93.6% in 2012/13

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>).

Table 7.1 shows school attendance, absence and temporary exclusion rates over the period 2007/08 to 2014/15. Information on attendance and absence was not collected in 2011/12 or 2013/14, as this data is now collected only once every two years.

Variations in recording practice for reasons for absence, between local authorities and over time, means that values and comparisons for certain detailed absence reasons, sickness and truancy in particular, are not reliable. The full breakdown of categories by local authority for 2014/15 is available in the supplementary tables. These data, and Table 7.1 below, do however show levels of absence as recorded by schools. Comparisons of overall attendance, overall absence and temporary exclusions are considered valid over time and between local authorities.

Table 7.1: Percentage Attendance and Absence by detailed reason, 2007/08 to 2014/15 ⁽¹⁾⁽²⁾

	2007/08	2008/09	2009/10	2010/11	2012/13	2014/15
Attendance	93.2	93.3	93.2	93.1	93.6	93.7
In school	91.4	91.4	91.3	91.1	91.7	91.6
Late	1.6	1.7	1.7	1.8	1.7	1.9
Work experience	0.2	0.2	0.2	0.2	0.2	0.2
Sickness with education provision	-	-	-	-	-	-
Authorised absence	5.2	5.1	4.9	4.9	4.5	4.3
Sickness without education provision	3.3	3.4	3.5	3.4	3.7	3.5
Very late	-	-	-	-	-	-
Authorised holidays	0.1	0.1	0.1	0.1	0.1	0.1
Exceptional domestic circumstances	0.1	0.1	0.1	0.1	0.1	0.1
Other authorised	1.7	1.5	1.2	1.2	0.7	0.6
Unauthorised absence	1.5	1.5	1.8	1.9	1.8	2.0
Unauthorised holidays	0.4	0.4	0.4	0.5	0.5	0.5
Unexplained absence, including truancy	0.9	0.9	1.2	1.3	1.2	1.3
Exceptional domestic circumstances	-	-	-	-	-	-
Other unauthorised	0.1	0.1	0.1	0.1	0.1	0.1
All absences (authorised and unauthorised)	6.7	6.6	6.7	6.8	6.4	6.3
Temporary exclusion	0.1	0.1	0.1	0.1	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) Information on attendance is now collected on a biennial basis see background note 2.4 for more information.

Since 2007/08 pupils' rate of attendance has increased from 93.2 to 93.7 per cent in 2014/15.

Table 7.2 shows the 2014/15 national attendance rate across each sector broken down by gender, ethnicity, additional support needs and the Index of Multiple Deprivation (SIMD, 20% most deprivation (MD) versus 20% least deprivation (LD)).

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

Pupils living in areas with higher levels of deprivation had lower attendance rates, with the effect being greater in secondary and special school. In secondary schools, pupils living in areas associated with most deprivation (based on lowest 20 per cent of the Scottish Index of Multiple Deprivation 2012 (SIMD)) had an attendance rate 5.8 percentage points lower than the pupils living in areas associated with least deprivation.

Table 7.2: Percentage attendance by Gender, Ethnicity, Additional Support Needs and Scottish Index of Multiple Deprivation (SIMD 2012), by sector, 2014/15

	Percentage Attendance			
	Primary	Secondary	Special	Total
All Pupils	95.1	91.8	90.7	93.7
Male	95.0	92.0	90.7	93.7
Female	95.1	91.6	90.5	93.6
Ethnicity				
White Scottish	95.2	91.8	90.8	93.7
White non-Scottish	94.1	91.3	90.7	93.1
Mixed or multiple ethnic groups	95.0	92.0	93.8	93.9
Asian	94.2	93.5	90.8	93.9
African/Black/Caribbean	96.5	95.2	95.1	96.0
All other ethnic groups	93.3	91.5	87.9	92.7
Not Disclosed / Not Known	94.6	90.3	90.0	93.4
Additional Support Needs¹				
Children with ASN	93.8	89.3	90.8	91.8
Children with no ASN	95.4	92.5	#	94.2
SIMD				
Lowest 20% of SIMD (Most deprived)	93.3	88.7	89.3	91.4
Highest 20% of SIMD (Least deprived)	96.7	94.5	93.5	95.7

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

Table 7.3 shows local attendance rates over the period 2007/08 to 2014/15. In 2014/15 the percentage attendance in Scottish local authority schools ranged from 92.4 per cent to 95.6 per cent. This range of variation in attendance rates is consistent with the preceding years.

Table 7.3: Percentage attendance by local authority, 2007/08 to 2014/15⁽¹⁾

	2007/08	2008/09	2009/10	2010/11	2012/13	2014/15
Aberdeen City	93.3	93.1	93.4	93.0	93.0	93.5
Aberdeenshire	94.9	94.7	94.4	94.5	94.5	94.8
Angus	94.5	94.5	94.2	94.2	94.2	94.3
Argyll & Bute	94.0	94.1	94.3	93.7	94.3	94.2
Clackmannanshire	93.8	93.6	93.6	93.6	93.4	93.3
Dumfries & Galloway	94.3	94.1	94.1	94.4	94.2	94.5
Dundee City	92.5	92.4	92.2	92.0	92.3	92.4
East Ayrshire	92.9	93.6	92.9	93.0	93.4	93.4
East Dunbartonshire	94.8	95.2	94.9	94.6	95.2	95.3
East Lothian	94.2	94.4	94.1	93.8	94.2	93.9
East Renfrewshire	95.6	95.4	95.1	95.2	95.5	95.6
Edinburgh, City of	93.0	93.1	93.1	93.0	93.9	94.1
Eilean Siar	93.9	93.7	94.1	93.9	93.9	94.9
Falkirk	93.4	93.9	93.6	93.4	93.8	93.6
Fife	92.8	93.0	92.8	92.6	93.0	93.5
Glasgow City	91.1	91.5	91.6	91.3	92.6	92.8
Highland	93.4	93.2	92.6	92.8	93.0	93.2
Inverclyde	93.1	93.1	92.6	92.9	93.4	93.0
Midlothian	93.5	93.6	93.1	93.0	93.2	93.0
Moray	93.8	94.3	93.9	93.9	94.2	94.1
North Ayrshire	93.0	93.0	93.3	93.2	93.5	93.3
North Lanarkshire	92.1	92.4	92.1	92.1	92.9	92.8
Orkney Islands	94.9	94.4	93.7	93.1	93.8	94.2
Perth & Kinross	93.5	93.7	93.8	93.8	94.0	93.9
Renfrewshire	93.1	93.4	93.8	93.8	94.0	93.6
Scottish Borders	94.4	94.5	94.2	94.0	94.3	94.4
Shetland Islands	94.8	94.7	94.4	94.2	94.5	94.4
South Ayrshire	92.8	93.1	92.8	93.2	93.2	93.2
South Lanarkshire	93.1	93.2	93.4	93.2	93.8	93.9
Stirling	93.5	93.4	92.9	92.5	94.1	94.4
West Dunbartonshire	92.8	92.9	93.0	92.3	93.3	92.7
West Lothian	93.7	93.8	93.7	93.7	93.9	93.9
Grant Aided	94.8	96.2	96.1	95.8	96.9	96.8

(1) Attendance data is now collected on a biennial basis see background note 2.4 for details.

8. Exclusions

18,430 cases of exclusion in 14/15, down from 21,955 in 12/13
27.2 cases of exclusion per 1,000 pupils in 14/15, down from 32.8 in 12/13

In Scotland, the power exists to exclude children and young people from school where it is considered that to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline in the school or the educational wellbeing of the learners there. However, the number of exclusions has been falling year on year since 2006/07.

Table 8.1 below provides information on the number of cases of exclusion in recent academic years. Information on exclusions was not collected in 2011/12 or 2013/14, as this data is now collected only once every two years. Over 99 per cent of all exclusions are for a fixed period of time, referred to here as temporary exclusions, and pupils are expected to return to their original school when the exclusion period is completed. In a small number of cases, 5 in 2014/15, 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 8.1: Cases of exclusion and rate per 1,000 pupils by type of exclusion, 2006/07 to 2014/15 ⁽¹⁾

	2006/07	2007/08	2008/09	2009/10	2010/11	2012/13 ⁽²⁾	2014/15
Exclusions in total	44,794	39,717	33,917	30,211	26,844	21,955	18,430
Of which:							
Temporary exclusions	44,546	39,553	33,830	30,144	26,784	21,934	18,425
Removed from register	248	164	87	67	60	21	5
Exclusion rate per 1,000 pupils	63.9	57.5	49.9	44.7	40.0	32.8	27.2
Of which							
Temporary exclusion rate	63.5	57.3	49.7	44.6	39.9	32.7	27.2
Removed from register rate	0.4	0.2	0.1	0.1	0.1	0.0	0.0

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

(2) 2012/13 data was amended in February 2014 to include information on 19 exclusions that were supplied after the publication date.

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

Table 8.2: Cases of exclusion and rate per 1,000 pupils by gender, additional support needs and Scottish Index of Multiple Deprivation (SIMD 2012), 2014/15

	Cases of exclusions	Rate per 1,000 pupils
Male	14,667	42.6
Female	3,763	11.3
Pupils with Additional Support needs	9,688	69.0
Pupils with no Additional support needs	8,638	16.1
Lowest 20% of SIMD (Most deprived)	7,579	52.0
Highest 20% of SIMD (Least deprived)	1,005	7.9

Background Notes

1. Sources

1.1 The information in this publication is derived from a number of sources: the pupil census, the staff census, the early learning and childcare census, the school estates core facts survey, and the attendance and absence collection. The 2015 pupil and staff censuses were carried out on 16th September 2015. The early learning and childcare census took place in the week commencing 14th September 2015. The school estates core facts survey is based on all schools open on 1 April 2015 and schools rebuilt during the 2014-15 financial year. The attendance and absence data is based on school attendance levels recorded during the previous academic year, so the latest available is 2014/15.

2. Coverage and Timing

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

2.2 The early learning and childcare (ELC) census covers all centres providing ELC that are funded by local authorities. This was previously referred to as pre-school but was changed to reflect the provision under the new Children and Young People Act that came in to force in 2014. Only services that reported they provided local authority funded ELC and had a known provision type (local authority/partner provider) are included in this publication. Of the 2,492 centres that were invited to participate, 2,395 (96%) returned data for 2015. A further 82 centres had data imputed (i.e. rolled forward) using information from the September 2014 census and 15 centres had no data to roll forward from previous years. Due to the improved response rates in 2015, the 'Scotland as reported' figures have not been included in this year's publication. ELC home visiting teachers reported by local authorities are included in tables 2.1, 3.1 and 3.2 in addition to the data collected in the ELC census.

2.3 The school estates core facts survey covers all publicly funded local authority schools. It does not cover grant aided schools, independent schools or early learning and childcare establishments.

2.4 As a result of the September 2010 consultation of users of school statistics, and changes to the legislation around school handbooks, we have made a number of changes to our collections and publications, this included moving the absence and exclusions data to a biennial (once every two years) collection. As a result of this we collected data for the 2012/13 and 2014/15 academic years but not the 2011/12 and 2013/14 academic years. Local authorities still collect information on pupils attendance, absence and exclusions each year on their management information systems. So, if yearly information is required this can be requested direct from local authorities.

3. Definitions and Data Quality

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

Teachers and schools (Tables 3.1 – 3.6)

3.1 While data can be supplied for all staff, to calculate the number of teachers (in complement) for use in teacher figures and pupil/teacher ratios (PTR), the **FTE** of teachers with the following status categories are used:

Teacher Status	Further Description (if applicable)
Normal complement	Classroom teacher
Long term sick absence replacement	Instead of the teacher on sick absence
Secondment replacement	Instead of the teacher on secondment
Maternity leave replacement	Instead of the teacher on mat leave
Other replacement (over 2 days)*	Other replacement includes teachers who are on short term contracts which are over 2 days that cover a vacancy and are teaching on census day.
Supernumerary	
Long term training/staff development replacement	Instead of the teacher on training
Temporary contract covering a vacancy	
Teacher abroad on foreign exchange	Instead of the teacher on foreign exchange
Other	
Short term supply teacher (2 days or less) 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 published figures:

- No single teacher can exceed 1 FTE.
- Centrally employed teachers (including peripatetic/visiting specialists, hospital teaching service and home visiting tutors) who are teaching on census day are counted as part of the total number of teachers in Scotland and as such they form part of the overall teacher number 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 counted as support staff rather than teachers, and are not included in the teacher figures or PTR calculations.
- Vacancies are not included.

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

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

3.2 Figures for the **special school** sector are compiled from special schools only, and do not include teachers of special classes in mainstream schools. There may be inconsistency between schools and between local authorities in the reporting of special schools and special classes, as well as changes between years. We therefore advise caution when comparing results with previous years and across local authorities. A few authorities do not have special schools, and may fund places in neighbouring authorities for their pupils. The number of special schools includes those where there were no pupils based, but which received pupils based in other schools.

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

3.4 The accuracy of the reported number of teachers in **early learning and childcare (ELC) centres** is affected by non-response to the early learning and childcare census. Please see background note 2.2. In 2014, local authorities supplied information on centrally employed ELC teachers separate from the teachers recorded at centres for the first time.

3.5a There have been further revisions made to 2014 teacher figures in this publication. These are a result of our quality assurance processes and receipt of additional information. These revisions relate to changes in primary, secondary and centrally employed teacher FTE for North Lanarkshire and a small reduction in the special sector, equating to a reduction of 92 FTE for this local authority's 2014 total. There was a decrease for Dumfries & Galloway (relating to ELC) and a small reduction for West Lothian (primary and centrally employed). The Grant Aided primary and secondary totals have increased, primarily as a result of a recording issue which meant that some teachers working across both primary and secondary sectors were undercounted. Overall, these amendments have reduce the 2014 total FTE by 94. These changes also effect the 2014 PTR in some cases.

3.5b In February 2015, the teacher numbers for 2014 were corrected as a result of minor amendments to Highland figures. There were slight changes to primary, secondary and special school teacher figures which totalled to less than ten FTE. These changes did not affect the main messages of these statistics.

3.5c In 2012, we identified the possibility that some teachers who worked in early learning and childcare and primary were being double counted, but were unable to resolve this at that time. In 2013, we contacted all local authorities and gave them the opportunity to change their teacher numbers for 2010, 2011 and 2012 to remove this double counting. As a result of this, eight local authorities amended their 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. Therefore, any previously published figures that use these years of early learning and childcare or primary teacher numbers are now superseded and should not be used. In 2014 we added an additional check to our quality assurance process which identified a small number of teachers (less than 0.5% of the total) that had been recorded across ELC and the school census with an FTE over one (i.e. recorded as working more than full time hours). We worked with local authorities to resolve this issue, leading to reductions in FTE in both sectors but the majority were removed from ELC.

Pupil numbers (Tables 4.1 – 4.5)

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

Maximum class sizes in primary schools are as follows:

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

Excepted pupils in class-size legislation are –

- (a) children whose record of additional support needs specify that they should be educated at the school concerned, and who are placed in the school outside a normal placing round;
- (b) children initially refused a place at a school, but subsequently on appeal offered a place outside a normal placing round or because the education authority recognise that an error was made in implementing their placing arrangements for the school;
- (c) children who cannot gain a place at any other suitable school within a reasonable distance of their home because they move into the area outside a normal placing round;
- (d) children who are pupils at special schools, but who receive part of their education at a mainstream school; and
- (e) children with additional support needs who are normally educated in a special unit in a mainstream school, but who receive part of their lessons in a non-special class.

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

3.8 It is not possible to calculate pupil teacher ratios (PTRs) for P1-P3 pupils separately as we are unable to identify the proportion of time teachers work with P1-P3 pupils. Class size information for P1-P3 classes is available, however, this only includes the class

teacher and does not include the input received from other teachers (i.e. head teachers, specialist teachers (music, PE, ASN)) as it is not possible to allocate their time to a specific group.

3.9 Education authorities must have arrangements in place to identify pupils with additional support needs and from among them those who may require a **Co-ordinated Support Plan** (CSP) and the particular additional support needs of the pupils so identified. **Individualised Educational Programmes** (IEPs) are written plans setting targets that a child with additional support needs is expected to achieve. Targets should be limited in number and focus on key priorities of learning. They should be simple, clearly expressed and measurable.

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

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

Early learning and childcare (Table 5.1 – 5.2)

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

3.11 As in previous years, 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.

3.12 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.

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

3.14 In 2010 the date of the early learning and childcare census was moved from January to September. As a result, data collected prior to and after September 2010 are not directly comparable. In Table 2.1, the ELC figures refers to the data from the following January which would be within the same academic year. For example, the figures in the 2008 column are for ELC data from January 2009, and the FTE figure for 2008 will be the 2008 home visiting ELC teachers plus the January 2009 ELC teacher FTE. The change in timing of the ELC census particularly affects the number of 3 year olds (as the September census will not include children who become eligible and start to receive local authority funded ELC in January). These revisions do not affect the percentage of eligible children receiving ELC, or the percentage of children who have 'access' to an ELC teacher.

School Estates (Table 6.1 – 6.3)

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

3.16 In order to ensure consistency across local authorities, new guidance on assigning condition ratings to schools – *The Condition Core Fact* (available from www.gov.scot/schoolestate) – was published in March 2007. All local authorities are now following this guidance when assigning condition ratings to schools. Prior to 2009/10, some local authorities were not following this guidance, so some of the improvement in condition ratings over the years may reflect the adoption of this guidance.

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

- Condition A: Good – Performing well and operating efficiently
- Condition B: Satisfactory – Performing adequately but showing minor deterioration
- Condition C: Poor – Showing major defects and/or not operating adequately
- Condition D: Bad – Economic life expired and/or risk of failure

3.18 In order to ensure consistency across local authorities, guidance on assigning suitability ratings to schools – *The Suitability Core Fact* (available from <http://www.gov.scot/Publications/2008/09/19123626/0>) – was published in October 2008. The **Suitability of a school** is based on the following criteria, as assessed by local authorities:

- Condition A: Good – Performing well and operating efficiently
- Condition B: Satisfactory – Performing adequately but with minor problems
- Condition C: Poor – Showing major problems and/or not operating optimally
- Condition D: Bad – Does not support the delivery of services to children and communities

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

Attendance and Absence (Tables 7.1 – 7.3)

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

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

3.22 Pupils arriving **late** are marked as such, with a distinction made for those arriving in the second half of a morning or the second half of the afternoon. Where summary data is necessary, if a pupil has attended most of an opening it is counted as attendance, but if they have been absent for most of a session it is included as authorised absence. They

are of course still separately identified as being late but present for some of the time in the schools' systems for management purposes. Schools were also given the possibility of including all late marks on a pupil's record as attendance, if it is deemed beneficial for encouraging attendance. The distinction is also used in judging attendance records of those receiving bursaries and allowances.

Exclusions (Tables 8.1 – 8.2)

3.23 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).

3.24 New guidance on exclusions from school was published in 2011 and is available at : www.gov.scot/Publications/2011/03/17095258/0

3.25 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.

3.26 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.

4. List of supplementary tables

A large number of additional tables are produced in Excel on or after the publication date and are published on the Scottish Government website. A list of all of these tables is supplied below for information. All tables will be published by the end of February 2016.

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

	Table name and details
Table 1.1	Schools, pupils and teachers by school sector, 2009 – 2015
Table 1.2	Teacher numbers, 2009-2015
Table 1.3	Number of teachers (headcount) by mode of working, all sectors, 2008-2015
Table 1.4	Average age of teachers by sector, 2007-2015
Table 1.5	Numbers of teachers in schools, 2015
Table 2.1	Primary school teachers by gender, 2009-2015
Table 2.2	Primary school teachers by age and gender, 2015
Table 2.3	Primary school teachers by age and grade, 2008-2015
Table 2.4	Primary school teachers by grade, mode of working and gender, 2015
Table 2.5	Primary school teachers by status and gender, 2015
Table 2.6	Primary school teachers by employment type and gender, 2015
Table 2.7	Primary school teachers by ethnicity and grade, 2015
Table 2.8	Primary school teachers by main subject taught, 2008-2015
Table 2.9	Primary school teachers by ability to teach through Gaelic medium and age, 2015
Table 2.10	Primary school teachers with Roman Catholic approval, by age, 2015
Table 2.11	Continuing professional development, by grade and gender, primary schools 2015
Table 2.12	Primary school supply teachers in school during census week, by age and gender, 2015
Table 2.13	Primary school teachers by class contact time, grade and mode of working, 2015
Table 2.14	Primary school teachers not currently in school, by gender, 2015
Table 2.15	Support staff in primary schools, 2015

Table 3.1	Secondary school teachers by gender, 2009-2015
Table 3.2	Secondary school teachers by age and gender, 2015
Table 3.3	Secondary school teachers by age and grade, 2008-2015
Table 3.4	Secondary school teachers by grade, mode of working and gender, 2015
Table 3.5	Secondary school teachers by status and gender, 2015
Table 3.6	Secondary school teachers by employment type and gender, 2015
Table 3.7	Secondary school teachers by ethnicity and grade, 2015
Table 3.8	Continuing professional development, by grade and gender, secondary schools, 2015
Table 3.9	Secondary school teachers by main subject taught and gender 2008-2015
Table 3.10	Secondary school teachers by main subject taught and age, 2015
Table 3.11	Secondary school teachers by main subject taught and Gaelic ability and use, 2015
Table 3.12	Secondary school teachers of Gaelic medium and Gaelic language, by age, 2015
Table 3.13	Secondary school teachers with Roman Catholic approval, by age, 2015
Table 3.14	Secondary school teachers by age and subject taught, 2008-2015
Table 3.15	Secondary school promoted teachers by class contact time, grade and mode of working, 2015
Table 3.16	Secondary school teachers not currently in school, by gender, 2015
Table 3.17	Support staff in secondary schools, 2015
Table 4.1	Special school teachers by gender, 2008-2015
Table 4.2	Special school teachers by age and gender, 2015
Table 4.3	Special school teachers by age and grade, 2008-2015
Table 4.4	Special school teachers by grade, mode of working and gender, 2015
Table 4.5	Special school teachers by status and gender, 2015
Table 4.6	Special school teachers by employment type and gender, 2015
Table 4.7	Special school teachers by ethnicity and grade, 2015
Table 4.8	Special school teachers by main subject taught, 2008-2015
Table 4.9	Continuing professional development, by grade and gender, special schools 2015
Table 4.10	Special school supply teachers in school during census week, by age and gender, 2015
Table 4.11	Special school teachers by class contact time, grade and mode of working, 2015
Table 4.12	Special school teachers not currently in school, by gender, 2015
Table 4.13	Support staff in special schools, 2015
Table 4.14	Special school teachers with Roman Catholic approval, by age, 2015
Table 5.1	Centrally employed teachers by age and gender, 2015
Table 5.2	Centrally employed teachers by main subject taught, 2015
Table 5.3	Other centrally employed staff, 2007-2015
Table 6.1	Teachers in publicly funded schools, 2006-2015
Table 6.2	Pupil teacher ratios in publicly funded schools, 2004-2015
Table 6.3	Teachers in all sectors by age, 2015
Table 7.1	Teachers in publicly funded primary schools, 2004-2015
Table 7.2	Pupil teacher ratios in publicly funded primary schools, 2004-2015
Table 7.3	Primary school teachers by age, 2015
Table 7.4	Average age of primary school teachers, 2009-2015
Table 7.5	Primary school teachers by grade, 2015
Table 7.6	Headcount of primary school teachers by gender and mode of working, 2015
Table 7.7	Primary school teachers by employment type, 2015
Table 7.8	Primary school teachers by ethnicity, 2015
Table 7.9	Primary school teachers by main subject taught, 2015
Table 7.10	Primary school teachers by ability to teach through Gaelic, 2015
Table 7.11	Support staff in primary schools, 2015
Table 7.11 (Full)	Support staff in primary schools, 2015 (detailed version of Table 7.11)
Table 8.1	Teachers in publicly funded secondary schools, 2004-2015
Table 8.2	Pupil teacher ratios in publicly funded secondary schools, 2004-2015
Table 8.3	Secondary school teachers by age, 2015
Table 8.4	Average age of secondary school teachers, 2009-2015
Table 8.5	Secondary school teachers by grade, 2015
Table 8.6	Headcount of secondary school teachers by gender and mode of working, 2015
Table 8.7	Secondary school teachers by employment type, 2015
Table 8.8	Secondary school teachers by ethnicity, 2015

Table 8.9	Secondary school teachers by main subject taught, 2015
Table 8.10	Secondary school teachers by ability to teach through Gaelic, 2015
Table 8.11	Support staff in secondary schools, 2015
Table 8.11 (Full)	Support staff in secondary schools, 2015 (detailed version of Table 8.11)
Table 9.1	Teachers in publicly funded special schools, 2004-2015
Table 9.2	Pupil teacher ratios in publicly funded special schools, 2004-2015
Table 9.3	Average age of special school teachers, 2009-2015
Table 9.4	Special school teachers by grade, 2015
Table 9.5	Headcount of special school teachers by gender and mode of working, 2015
Table 9.6	Special school teachers by employment type, 2015
Table 9.7	Special school teachers by ethnicity, 2015
Table 9.8	Special school teachers by main subject taught, 2015
Table 9.9	Support staff in special schools, 2015
Table 9.9 (Full)	Support staff in special schools, 2015 (detailed version of Table 9.9)
Table 10.1	Centrally employed teachers and support staff, 2004-2015
Table 10.2	Centrally employed teachers, by subject, 2015
Table 10.3	Centrally employed support staff, 2015
Table 11.1	Teachers employed or working peripatetically in local authority and partnership early learning and childcare education centres, 2008-2015

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

	Table name and details
Table 1.1	Schools and pupils, by school sector, 1998-2015
Table 1.2	Size of schools, 2015
Table 1.3	Pupils by urban/rural classification, 2015
Table 1.4	Pupils looked after by local authority, 2015
Table 1.5	Pupils with Additional Support Needs in mainstream schools, 2006-2015
Table 1.6	Integration of pupils with Additional Support Needs into mainstream classes, 2015
Table 1.7	Nature of support for pupils with Additional Support Needs, 2015
Table 1.8	Reasons for support for pupils with Additional Support Needs, by gender, 2015
Table 1.9	Pupils who are assessed or declared as having a disability, by gender, 2015
Table 1.10	Pupil ethnicity, 2015
Table 1.11	Pupil ethnicity by national identity, 2015
Table 1.12	Ethnicity of asylum seekers and refugees, 2015
Table 1.13	Pupils receiving Gaelic medium education, 2015
Table 1.14	Main home language, 2015
Table 1.15	Schools and pupils by school denomination, 1997-2015
Table 2.1	Schools and pupils in publicly funded primary schools, 1996-2015
Table 2.2	Primary schools and pupils by school denomination, 1996-2015
Table 2.3	Primary pupils by stage, 2001-2015
Table 2.4	Primary pupils by age at 29th February 2016 and stage and gender, as at September 2015
Table 2.5	Integration of primary pupils with Additional Support Needs, by gender, 2011-2015
Table 2.6	Nature of support for primary pupils with Additional Support Needs, 2015
Table 2.7	Reasons for support for primary pupils with Additional Support Needs, by gender, 2015
Table 2.8	Primary pupils who are assessed or declared as having a disability, by gender, 2015
Table 2.9	Primary pupils by ethnicity and stage, 2015
Table 2.10	Average primary class sizes by type of class and stage, 2002-2015
Table 2.11	Percentage of pupils in composite classes, by stage, 2002-2015
Table 2.12	Number of primary classes and pupils by size and type of class, 2015
Table 2.13	P1 single stage primary classes by size of class, 2011-2015
Table 2.14	P2 single stage primary classes by size of class, 2011-2015
Table 2.15	P3 single stage primary classes by size of class, 2011-2015
Table 2.16	Class size of pupil in P1-P3, 2011-2014

Table 2.17	P4 single stage primary classes by size of class, 2011-2015
Table 2.18	P5 single stage primary classes by size of class, 2011-2015
Table 2.19	P6 single stage primary classes by size of class, 2011-2015
Table 2.20	P7 single stage primary classes by size of class, 2011-2015
Table 2.21	Percentage of pupils by class size, 2006 to 2015
Table 3.1	Schools and pupils in publicly funded secondary schools, 1997-2015
Table 3.2	Secondary schools and pupils by school denomination, 1997-2015
Table 3.3	Secondary pupils by stage, 2001-2015
Table 3.4	Secondary pupils by age at 29th February 2016 and stage and gender, as at September 2015
Table 3.5	Integration of secondary pupils with Additional Support Needs, by gender, 2011-2015
Table 3.6	Nature of support for secondary pupils with Additional Support Needs, 2015
Table 3.7	Reasons for support for secondary pupils with Additional Support Needs, by gender, 2015
Table 3.8	Secondary pupils who are assessed or declared as having a disability, by gender, 2015
Table 3.9	Secondary pupils by ethnicity and stage, 2015
Table 3.10	Staying on rates of secondary pupils, 1996-2015
Table 4.1	Schools and pupils in publicly funded special schools, 1996-2015
Table 4.2	Special schools and pupils by school denomination, 1996-2015
Table 4.3	Pupils based in special schools by age at 29th February 2016 and gender, 2015
Table 4.4	Integration of pupils based in special schools, by gender, 2011-2015
Table 4.5	Nature of support for pupils based in special schools with Additional Support Needs, 2015
Table 4.6	Reasons for support for pupils based in special schools with Additional Support Needs, by gender, 2015
Table 4.7	Pupils based in special schools who are assessed or declared as having a disability, by gender, 2015
Table 4.8	Pupils based in special schools by gender and mode of attendance, 2003-2015
Table 4.9	Pupils based in special schools ethnicity by national identity, 2015
Table 5.1	Publicly funded schools, 2001-2015
Table 5.2	Pupils in publicly funded schools, 2001-2015
Table 5.3	School and Pupil Numbers by Sector and Local Authority, 2015
Table 5.4	Pupils who are assessed or declared as having a disability in publicly funded schools, 2015
Table 5.5	Looked after children in publicly funded schools, by age and local authority of residence, 2015
Table 5.6	Asylum seekers and refugees in publicly funded schools, 2011-2015
Table 5.7	Pupils from minority ethnic groups, 2015
Table 5.8	Main home language of pupils in publicly funded schools, 2015
Table 5.9	Pupils with English as an additional language, 2015
Table 5.10	Pupils, by Scottish Index of Multiple Deprivation, 2015
Table 6.1	Publicly funded primary schools, 2001-2015
Table 6.2	Pupils in publicly funded primary schools, 2006-2015
Table 6.3	Primary schools and pupils by school denomination, 2015
Table 6.4	Primary pupils by stage, 2015
Table 6.5	Primary classes by type of class, 2015
Table 6.6	Average class size of primary pupils, 2015
Table 6.7	Number of pupils by stage and class size, 2015
Table 6.8	Percentage of P1-P3 pupils in classes of size 18 or less or in two teacher classes with a pupil teacher ratio of 18 or less, 2006-2015
Table 6.9	Looked after children in primary schools by local authority of school, 2015
Table 6.10	Primary pupils with Additional Support Needs, 2015
Table 6.11	Reasons for support for primary pupils with Additional Support Needs, 2015
Table 6.12	Nature of support of primary pupils with Additional Support Needs, 2015
Table 6.13	Primary pupils by ethnicity, 2015
Table 6.14	Primary pupils who attend schools outwith their local authority of residence, 2010-2015
Table 6.15	Primary pupils who attend schools but who live outwith the local authority, 2010-2015
Table 6.16	Primary pupils receiving Gaelic medium education, 2015
Table 7.1	Publicly funded secondary schools, 2001-2015
Table 7.2	Pupils in publicly funded secondary schools, 2005-2015
Table 7.3	Secondary schools and pupils by school denomination, 2015
Table 7.4	Secondary pupils by stage, 2015
Table 7.5	Secondary pupils with Additional Support Needs, 2015

Table 7.6	Reasons for support for secondary pupils with Additional Support Needs, 2015
Table 7.7	Nature of support for secondary pupils with Additional Support Needs, 2015
Table 7.8	Looked after children in secondary schools by local authority of school, 2015
Table 7.9	Secondary pupils by ethnicity, 2015
Table 7.10	Secondary pupils who attend schools outwith their local authority of residence, 2010-2015
Table 7.11	Secondary pupils who attend schools but who live outwith the local authority, 2010-2015
Table 7.12	Staying on rates of secondary pupils, 2015
Table 7.13	Secondary pupils receiving Gaelic medium education, 2015
Table 8.1	Publicly funded special schools, 2001-2015
Table 8.2	Pupils based in publicly funded special schools, 2005-2015
Table 8.3	Special schools and pupils by school denomination, 2015
Table 8.4	Pupils based in special schools by age at 29th February 2016 and gender, 2015
Table 8.5	Looked after children in special schools by local authority of school, 2015
Table 8.6	Pupils based in special schools with Additional Support Needs, 2015
Table 8.7	Reasons for support for pupils based in special schools with Additional Support Needs, 2015
Table 8.8	Nature of support for pupils based in special schools with Additional Support Needs, 2015
Table 8.9	Pupils who are assessed or declared as having a disability in special schools, 2015
Table 8.10	Pupils based in special schools by ethnicity, 2015
Table 8.11	Pupils based in special schools who attend schools outwith their local authority of residence, 2010-2015
Table 8.12	Pupils based in special schools who attend schools but live outwith the local authority, 2010-2015

4.3 The following early learning and childcare supplementary tables will be available at <http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation>

	Detail
Early years centres	
Table 1	Number of early learning and childcare providers and number of Gaelic-medium local authority and partnership early learning and childcare providers, by type of provision and local authority, 2015
Table 2	Percentage of early learning and childcare centres with arrangements for access to a GTCS registered teacher during census week, by local authority, 2015
Table 3	Percentage of early learning and childcare centres with access to a GTCS registered teacher during census week 2008-2015
Table 4	Local authority and partnership early learning and childcare registrations by local authority, 2015
Table 5	Number of children registered with local authority or partnership early learning and childcare providers whose home language is not English, with Additional Support Needs or with a Coordinated Support Plan, by local authority, 2015
Table 6	Percentage of children with access to a GTCS registered teacher during census week, by local authority, 2015
Chart 2	Percentage of early learning and childcare children with access to a teacher by type of provider, 2008-2015
Table 7	Percentage of all children at early learning and childcare centres with access to a GTCS registered teacher, during census week 2008-2015
Table 8	Percentage of centres with access to GTCS registered teachers, where that teacher fulfilled certain functions, 2015
Table 9	Number and Whole Time Equivalent (WTE) GTCS registered teachers employed or working peripatetically in local authority and partnership early learning and childcare centres, by type of provider and local authority, 2015

Table 10	Number in posts, Headcount and Whole Time Equivalent (WTE) of GTCS registered teachers employed or working peripatetically in local authority and partnership early learning and childcare centres, 2010-2015
Table 11	Characteristics of GTCS registered early learning and childcare teachers, 2010 to 2015
Chart 3	Age profile of GTCS registered early learning and childcare teachers, 2015

4.4 The following school estates supplementary tables will be available at <http://www.gov.scot/Topics/Statistics/Browse/School-Education/schoolestatestats>

	Table name and details
Table 1	Table 1: Number of Local Authority Schools as at 1 April 2015
Table 2	Table 2: Number of schools which have a shared campus or community services by local authority, April 2015
Table 3.1	Table 3.1: Number of schools which were built or refurbished under PFI, NPD, direct funding, Scotland Schools for the Future and other funding types in the financial year 2014-15
Table 3.2	Table 3.2: Number of schools which were built or refurbished under PFI/NPD or other funding, 2007-08 to 2014-15
Table 4.1	Condition of all schools and the number of pupils on their school roll, April 2007 – April 2015
Table 4.2	Primary school condition by local authority, April 2015
Table 4.3	Secondary school condition by local authority, April 2015
Table 4.4	Special school condition by local authority, April 2015
Table 5.1	Suitability of all schools and the number of pupils on their school roll, April 2010 – April 2015
Table 5.2	Primary school suitability by local authority, April 2015
Table 5.3	Secondary school suitability by local authority, April 2015
Table 5.4	Special school suitability by local authority, April 2015
Table 6.1	Primary school capacity by local authority, September 2014
Table 6.2	Secondary school capacity by local authority, September 2014
Table 7	School Estates 2015 - full school level dataset

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

	Table name and details
Table 1.1	Percentage attendance and absence by reason and sector 2008/09 - 2014/15
Table 1.2	Percentage attendance and absence by detailed reason and sector, 2014/15
Table 1.3	Percentage attendance by stage and gender, 2014/15
Table 1.4	Number of half days attendance and absence, by sector, 2014/15
Table 1.5	Percentage of days attendance and absence, by sector, 2014/15
Table 1.6	Percentage of days attendance and absence by urban/rural classification, 2014/15
Table 1.8	Percentage attendance and absence of pupils in mainstream schools with additional support needs (ASN), 2014/15
Table 1.9a	Attendance and absence of pupils with additional support needs, primary and secondary, 2014/15
Table 1.9b	Attendance and absence of pupils with additional support needs, primary and secondary schools, 2014/15
Table 1.10	Percentage attendance and absence of pupils assessed or declared as having a disability, 2014/15
Table 1.11	Percentage attendance and absence by ethnic background, 2014/15
Table 1.12	Percentage attendance and absence of pupils by level of English, 2014/15
Chart 1.1	Percentage attendance by stage and gender, 2014/15
Chart 1.2	Percentage of pupils by their attendance rate, 2014/15
Chart 1.3	Times late, as a percentage of attendances, by stage and gender, 2014/15
Chart 1.4	Percentage of days lost due to holidays by stage, 2014/15

Chart 1.5	Percentage of pupils taking holidays by length of holidays, 2014/15
Chart 1.6	Percentage attendance, by urban/rural classification of pupils, 2014/15
Chart 1.8	Attendance rate by Scottish Index of Multiple Deprivation 2012 split by sector, 2014/15
Table 2.1	Average number of half days and percentage attendance and absence by local authority, primary, 2014/15
Table 2.2	Average number of half days and percentage attendance and absence by local authority, secondary, 2014/15
Table 2.3	Average number of half days and percentage attendance and absence by local authority, special, 2014/15
Table 2.4	Percentage attendance and absence by local authority, 2008/09 to 2014/15
Table 2.5	Percentage attendance and absence by reason for primary, secondary and special in total, 2014/15
Table 2.6	Percentage attendance and absence, by reason, primary, 2014/15
Table 2.7	Percentage attendance and absence, by reason, secondary, 2014/15
Table 2.8	Percentage attendance and absence, by reason, special, 2014/15
Table 3.1	School Level Pupil Attendance and Absence, Primary Schools, 2014/15 (by numbers of half-days, covering P1-P7)
Table 3.2	School Level Pupil Attendance and Absence, Secondary Schools, 2014/15 (by numbers of half-days, covering S1-S6)
Table 3.3	School Level Pupil Attendance and Absence, Special Schools, 2014/15 (by numbers of half-days)

4.6 The following exclusions supplementary tables will be available at:

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

	Table name and details
Table 1	Cases of exclusion by type of exclusion, 2002/03 to 2014/15
Table 2	Number of cases of exclusion per 1,000 pupils, 2002/03 to 2014/15
Table 3	Cases of exclusion by stage and gender
Table 4	Cases of exclusion rate per 1,000 pupils by stage and gender
Table 5	Cases of exclusion by stage, 2002/03 to 2014/15
Table 6	Duration of temporary exclusions
Table 7	Number of times pupils were temporarily excluded
Table 8	Number of days lost due to exclusions, without education provision
Table 9	Education provision during exclusions
Table 10	Cases of exclusion by ethnic background of pupils
Table 11	Cases of exclusion amongst pupils living in areas associated with the top and bottom 20% of the Scottish Index of Multiple Deprivation
Table 13	Cases of exclusion amongst pupils with additional support needs by provision type
Table 14	Cases of exclusion amongst pupils with additional support needs by type of need
Table 15	Cases of exclusion amongst pupils assessed or declared as having a disability
Table 16	Cases of exclusion amongst pupils with English as an additional language
Table 17	Reasons for exclusion (pupil and staff categories combined)
Table 18	Reasons for exclusion (pupil and staff categories split)
Table 19	Cases of exclusion by type of exclusion and local authority
Table 20	Cases of exclusion by school sector and local authority
Table 21	Number of pupils excluded by school sector and local authority
Table 22	Cases of temporary exclusion by local authority, 2002/03 to 2014/15
Table 23	Cases of removal from register by local authority, 2002/03 to 2014/15
Table 24	All cases of exclusion by local authority 2002/03 to 2014/15
Table 25	Absence due to temporary exclusion

5. Costs

5.1 Pupil census and teacher census data. This information is collected from the management information systems of schools. However, the estimated cost to local authorities of extracting and validating this information is around £130,000.

5.2 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 it costs them an estimated £25,000 to do this.

5.3 School Estates The estimated cost to local authorities of extracting and validating this information is £6,000.

6. Rounding and symbols

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

6.2 The following symbols are used:

.. = not available

- = nil or rounds to nil

= not applicable

7. General

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

7.2 The report was edited by: Adam Naylor, Carrie Graham, David Jack and Keira Murray.

7.3 All tables are available on the Scottish Government website at

<http://www.gov.scot/stats/bulletins/01187>

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The data collected for this statistical bulletin:

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- are available via an alternative route
- may be made available on request, subject to consideration of legal and ethical factors. Please contact school.stats@scotland.gsi.gov.uk 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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