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10th December, 2014

(Amended 25th February 2015)

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

- The annual census of **pupils** and **teachers** in publicly funded schools in Scotland, conducted on 23rd September 2014
- Information on **early learning and childcare** provision in Scotland, collected in the week commencing 22nd September 2014
- **School Estate** survey data for financial year 2013-14, for all schools open on 1st April 2014
- Information on **Attendance and Absence** and **exclusions** from school is now collected on a biennial basis and was **not** collected for the 2013/14 academic year

Supplementary data tables can be found at:

www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets

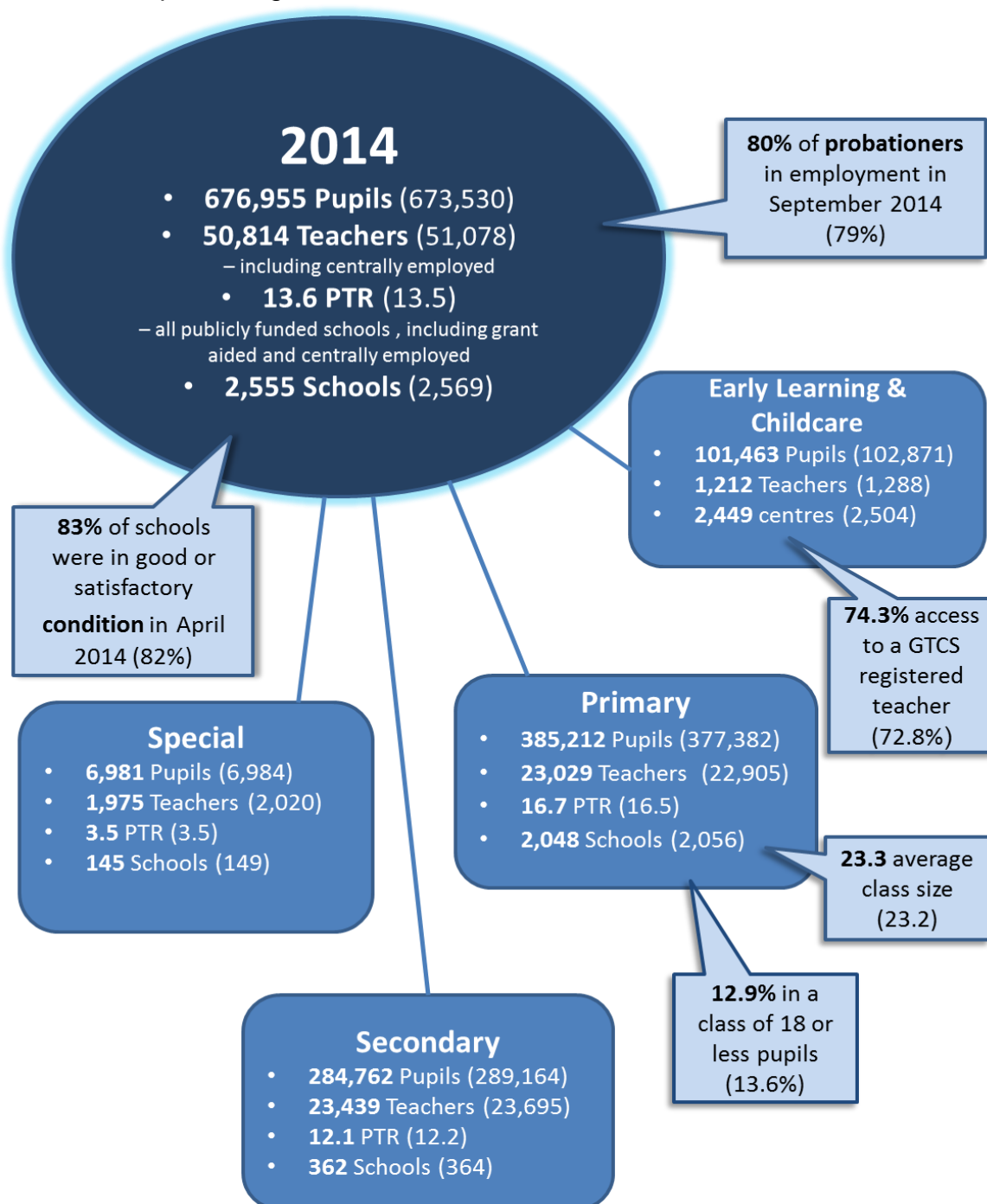
www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubPreSchoolEdChildcare

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

school.stats@scotland.gsi.gov.uk

Main Statistics

This diagram shows the main figures for 2014 from the Pupil Census, Teacher Census, Early Learning and Childcare census, and the School Estates collection. The 2013 respective figures are shown in brackets.



Note:

The main statistics in the 2014 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 2.

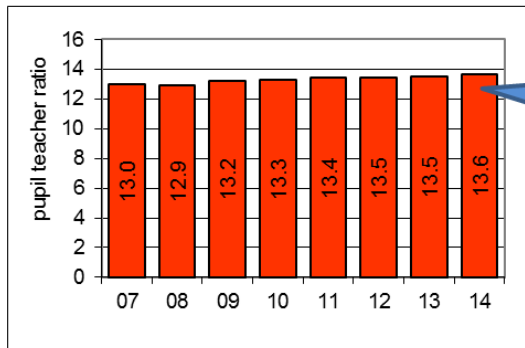
GTCS is General Teaching Council for Scotland.

ELC is Early Learning and Childcare. More information in section 4.

Teacher numbers were corrected in February 2015 due to amendments to Highland teacher numbers. However the amendments were minor and do not effect PTRs. See background note 3.4a.

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

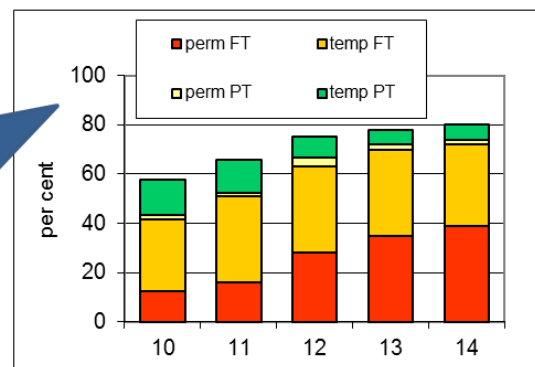
Pupil teacher ratios for publicly funded schools, 2007 to 2014



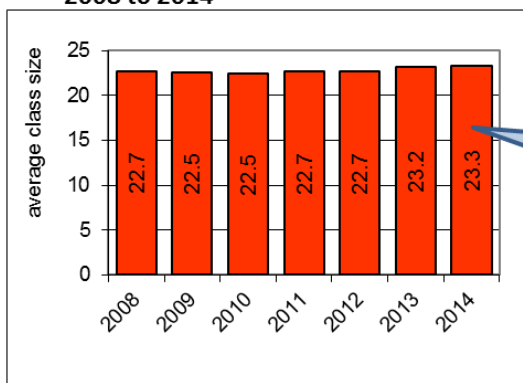
The PTR in all publicly funded schools has increased slightly this year, from 13.5 in 2013 to 13.6 in 2014

The percentage of teachers from the probationer induction scheme in employment the following year has increased from 58% in 2010 to 80% in 2014

Employment of post-probationers in publicly funded schools, 2010 to 2014



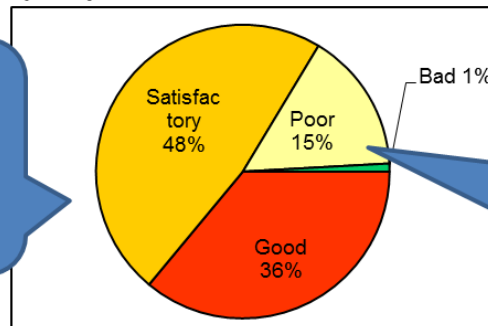
Average class size in primary, 2008 to 2014



Overall average class size in primary has remained at a similar level to last year – 23.2 in 2013 compared with 23.3 in 2014

Average class size for pupils in P1-P3 has also remained at a similar level - 23.2 in 2013 and 23.3 in 2014

Pupils by condition of schools, 2014



Proportion of schools reported as being in good or satisfactory condition has increased from 61% in April 2007 to 83% in April 2014

Proportion of pupils educated in poor or bad condition schools has decreased from 37% in April 2007 to 16% in April 2014

(1) This chart excludes 213 pupils at a school with condition not recorded.

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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.

Early learning and childcare

- Authorities have a duty to secure a part-time funded place for every child starting from the beginning of the school term after the child's third birthday.
- Provided by local authority centres, or private and voluntary providers under a partnership arrangement.

Primary school

- Children whose 5th birthday falls between start of March one year and end of February the next year usually start school together in the August in the middle of that period (when they will be between 4½ and 5½ years old).
- Parents have the right to defer their child's entry to primary school provided that the child is still five years old when he or she starts school.
- Primary schools are organised in classes, by age, from primary 1 (P1) to primary 7 (P7).
- No streaming of pupils by ability at primary school and pupils are automatically promoted by age from one class to the next

Secondary school

- Up to 6 years (S1-S6)
- Pupils aged 15 or 16 take their first set of qualifications (currently Access 3, National 4, National 5, Intermediate 1 or Intermediate 2)
- Some young people leave school at end of S4
- Many choose to stay on to attain Higher and Advanced Higher level qualifications or further qualifications at the other levels previously mentioned. Higher or Advanced Higher qualifications (or equivalent) are required for entry into Higher Education.

Special school

- Most children with additional support needs are educated in main stream setting but some with more complex or specific needs are educated in special schools.
- These can cover both primary and secondary education.

General

778,418	children in September 2014:
	<ul style="list-style-type: none"> • 101,463 in early learning and childcare (ELC) • 385,212 pupils in 2,048 primary schools, • 284,762 pupils in 362 secondary schools, • 6,981 pupils in 145 special schools.
50,814	teachers (263 fewer than the 2013 figure of 51,078)
13.6	pupil teacher ratio (PTR) in publicly funded schools - compared with 13.5 in 2013

Teacher numbers decreased slightly this year, some of which is accounted for by the removal of some teachers counted in both ELC and schools. Most of this adjustment was in ELC, see note 3.4b for further details. As pupil numbers increased, PTR also increased. An increase of 7,830 primary pupils (2.1 per cent), and only a 0.5 per cent increase in primary teachers had the biggest impact on the overall PTR.

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 (similar to last year's figure of 6,984).

Table 1.1: Schools, pupils, teachers and pupil teacher ratios (PTR) for all publicly funded schools by school sector, 2007 to 2014

	2007	2008	2009	2010 ⁽²⁾	2011 ⁽²⁾	2012 ⁽²⁾	2013	2014 ⁽²⁾
Schools								
ELC ⁽¹⁾	2,702	2,645	2,615	2,586	2,553	2,551	2,504	2,449
Primary	2,168	2,153	2,128	2,099	2,081	2,064	2,056	2,048
Secondary	378	376	374	372	367	365	364	362
Special	183	193	190	163	158	155	149	145
Pupils								
ELC ⁽¹⁾	106,060	105,420	107,420	92,030	94,840	98,195	102,871	101,463
Primary	375,946	370,839	367,146	365,326	366,429	370,680	377,382	385,212
Secondary	309,560	303,978	302,921	301,007	297,109	293,562	289,164	284,762
Special	6,709	6,756	6,673	6,800	6,973	6,976	6,984	6,981
Total (excluding ELC)	692,215	681,573	676,740	673,133	670,511	671,218	673,530	676,955
Teachers								
ELC ⁽¹⁾⁽²⁾	1,689	1,650	1,630	1,524	1,461	1,386	1,288	1,212
Publicly funded schools	53,411	52,697	51,371	50,498	49,907	49,867	49,790	49,602
Total based in schools	52,446	51,765	50,599	49,784	49,026	48,691	48,620	48,442
Primary ⁽²⁾	23,829	23,615	23,243	23,095	22,813	22,685	22,905	23,029
Secondary	26,573	26,067	25,371	24,776	24,241	23,980	23,695	23,439
Special	2,044	2,083	1,985	1,913	1,973	2,026	2,020	1,975
Centrally employed	964	933	772	714	881	1,176	1,170	1,160
Total ⁽²⁾	55,100	54,347	53,001	52,022	51,368	51,253	51,078	50,814
PTRs								
Publicly funded schools ⁽³⁾	13.0	12.9	13.2	13.3	13.4	13.5	13.5	13.6
Total based in schools ⁽⁴⁾	13.2	13.2	13.4	13.5	13.7	13.8	13.9	14.0
Primary	15.8	15.7	15.8	15.8	16.1	16.3	16.5	16.7
Secondary	11.6	11.7	11.9	12.1	12.3	12.2	12.2	12.1
Special	3.3	3.2	3.4	3.6	3.5	3.4	3.5	3.5

(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 3.12 and 6.1.

(2) 2014 teacher figures were revised in February 2015, see background note 3.4a. 2010, 2011, 2012 ELC, primary, school and total teacher FTE and PTRs were revised in 2013, see background note 3.4b.

(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.

Teachers

Teachers

50,675	teachers in local authority schools (including centrally employed teachers), compared to 50,932 in 2013
13.7	Pupil teacher ratio in local authority schools - compared to 13.5 in 2013
80%	of teachers on the 2013/14 probationer induction scheme were in employment in September 2014

Table 2.1: Publicly funded teachers by sector, by LA, 2014⁽¹⁾

	ELC ⁽²⁾	Primary School	Secondary School	Special School	Centrally employed	Total
Aberdeen City	84	778	745	75	25	1,707
Aberdeenshire	107	1,304	1,205	44	40	2,700
Angus	2	562	555	-	23	1,143
Argyll & Bute	12	415	438	13	-	878
Clackmannanshire	14	240	229	21	5	510
Dumfries & Galloway	52	604	747	6	123	1,533
Dundee City	35	621	657	73	22	1,407
East Ayrshire	11	527	545	54	13	1,150
East Dunbartonshire	31	494	611	62	24	1,222
East Lothian	51	424	455	-	23	953
East Renfrewshire	23	521	643	28	9	1,224
Edinburgh City	122	1,475	1,429	179	76	3,281
Eilean Siar	1	158	159	-	6	324
Falkirk	25	746	741	67	24	1,603
Fife	60	1,714	1,622	65	68	3,529
Glasgow City	80	2,196	2,013	405	188	4,883
Highland ⁽³⁾	29	1,004	1,215	38	74	2,360
Inverclyde	7	321	358	39	7	732
Midlothian	33	374	415	30	27	880
Moray	6	397	440	-	45	887
North Ayrshire	38	613	631	45	36	1,363
North Lanarkshire	71	1,656	1,659	217	13	3,615
Orkney Islands	11	117	131	-	6	265
Perth & Kinross	38	672	630	20	14	1,374
Renfrewshire	31	717	758	82	21	1,607
Scottish Borders	26	473	478	-	112	1,089
Shetland Islands	8	150	163	-	9	330
South Ayrshire	40	493	509	27	34	1,102
South Lanarkshire	78	1,495	1,471	153	28	3,225
Stirling	11	397	485	19	30	943
West Dunbartonshire	10	426	424	43	18	921
West Lothian	66	929	832	92	17	1,937
All local authorities ^{(3) (4)}	1,212	23,014	23,394	1,896	1,160	50,675
Grant aided ⁽⁵⁾	-	15	45	79	-	139
Total ⁽³⁾	1,212	23,029	23,439	1,975	1,160	50,814

(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 2015, Highland teacher numbers were corrected, also effecting totals. See background note 3.4a.

(4) See background note 3.4b for information on double counting of teacher FTE between primary and ELC centres.

(5) In September 2014 there were eight grant aided schools, one mainstream with primary and secondary departments, and seven special schools. These schools are included in national totals, but are identified separately in local authority level tables.

Teachers

Table 2.2 shows 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. Figures vary across local authorities over time. The largest increases in PTRs this year were in City of Edinburgh and Scottish Borders, the largest decreases in PTRs were in Argyll & Bute and Clackmannanshire. Local Authorities agreed to maintain teacher numbers in line with pupil numbers as part of the 2011 Spending Review.

Table 2.2: Pupil teacher ratios in publicly funded schools (all sectors excluding ELC), 2007 to 2014⁽¹⁾

	2007	2008	2009	2010	2011	2012	2013	2014 ⁽²⁾
Aberdeen City	12.3	13.0	12.8	13.6	13.4	13.5	13.5	13.6
Aberdeenshire	13.7	12.8	13.1	13.0	13.4	13.4	13.3	13.5
Angus	13.3	13.2	13.3	13.0	13.2	13.2	13.1	13.3
Argyll & Bute	12.8	12.8	12.5	12.6	12.9	12.5	12.4	12.2
Clackmannanshire	13.3	12.7	13.1	13.8	13.6	13.7	13.5	13.3
Dumfries & Galloway	12.7	12.3	12.4	12.5	12.7	12.5	12.7	12.7
Dundee City	11.7	11.5	11.7	11.8	12.1	12.3	12.6	12.9
East Ayrshire	13.2	13.5	13.2	13.6	13.7	14.0	14.0	14.0
East Dunbartonshire	13.1	13.1	13.6	13.3	13.6	13.7	13.6	13.6
East Lothian	13.9	14.1	13.7	14.4	14.4	14.8	15.1	15.2
East Renfrewshire	13.0	13.5	13.6	13.6	13.7	13.5	13.4	13.7
Edinburgh City	13.5	13.5	13.9	14.1	14.3	14.2	14.3	14.9
Eilean Siar	9.4	9.4	9.2	9.9	9.8	10.2	10.1	10.4
Falkirk	13.0	12.9	13.2	13.4	13.4	13.4	13.4	13.5
Fife	13.8	13.7	13.6	13.4	13.7	13.7	13.7	14.0
Glasgow City	12.3	12.4	13.2	13.4	13.1	13.1	13.6	13.6
Highland	12.5	12.3	12.6	13.0	13.2	13.2	13.2	13.2
Inverclyde	12.3	12.7	13.1	13.5	13.8	13.6	13.8	13.8
Midlothian	13.1	13.1	13.7	14.3	14.4	14.6	14.2	14.2
Moray	13.2	12.9	13.0	13.3	13.5	13.4	13.7	13.7
North Ayrshire	13.4	13.2	14.0	13.8	13.7	14.0	13.7	13.7
North Lanarkshire	13.0	13.1	13.4	13.6	13.8	13.9	13.9	13.8
Orkney Islands	11.1	10.4	10.5	10.6	11.0	11.0	10.6	10.5
Perth & Kinross	13.6	13.5	13.1	13.0	12.9	13.1	13.1	13.3
Renfrewshire	13.5	14.1	14.8	14.9	14.9	14.6	14.8	14.7
Scottish Borders	13.0	13.1	13.4	13.3	13.2	13.2	13.3	13.7
Shetland Islands	8.7	8.5	8.5	8.6	9.2	9.5	9.7	10.0
South Ayrshire	13.3	13.6	13.4	12.8	13.2	13.0	13.1	13.2
South Lanarkshire	13.4	13.2	13.5	13.9	13.7	13.7	13.6	13.7
Stirling	13.3	13.6	13.1	13.0	13.2	13.4	13.1	13.2
West Dunbartonshire	12.2	12.4	12.8	13.3	13.6	13.7	13.6	13.6
West Lothian	13.3	13.0	13.3	13.5	14.0	14.1	14.0	14.0
All local authorities	13.0	13.0	13.2	13.3	13.5	13.5	13.5	13.7
Grant aided	7.4	7.4	7.5	8.3	8.5	8.5	8.9	9.2
All publicly funded	13.0	12.9	13.2	13.3	13.4	13.5	13.5	13.6

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

(2) Although 2014 teacher numbers have changed slightly the overall PTRs are unchanged. See background note 3.4a.

Teachers

One of the most important uses of the data collected in the teacher census is in modelling future changes in the workforce in order to provide guidance on the number of new teachers to train. Chart 1 shows the age profile of school teachers and the change since 2004. The age profile for 2014 shows a peak at age 56, however the proportion of teachers aged 50+ has reduced since early in the last decade. There is also now a peak forming in the early thirties.

Chart 1: Age profile, school based teachers, 2004 to 2014

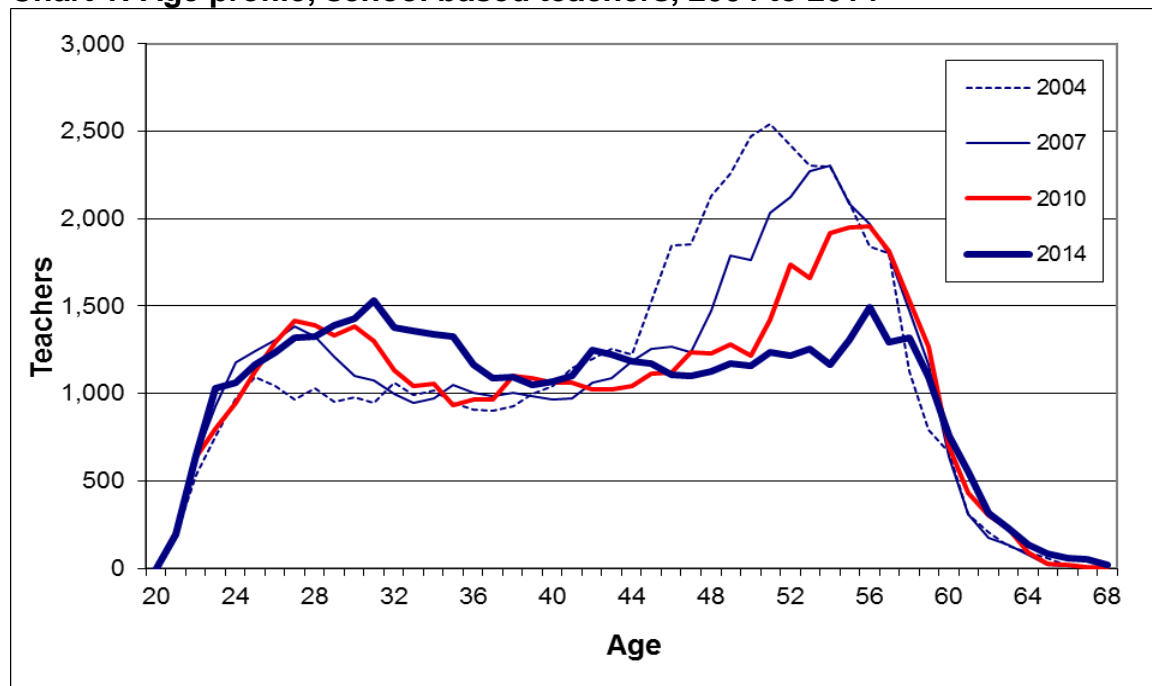
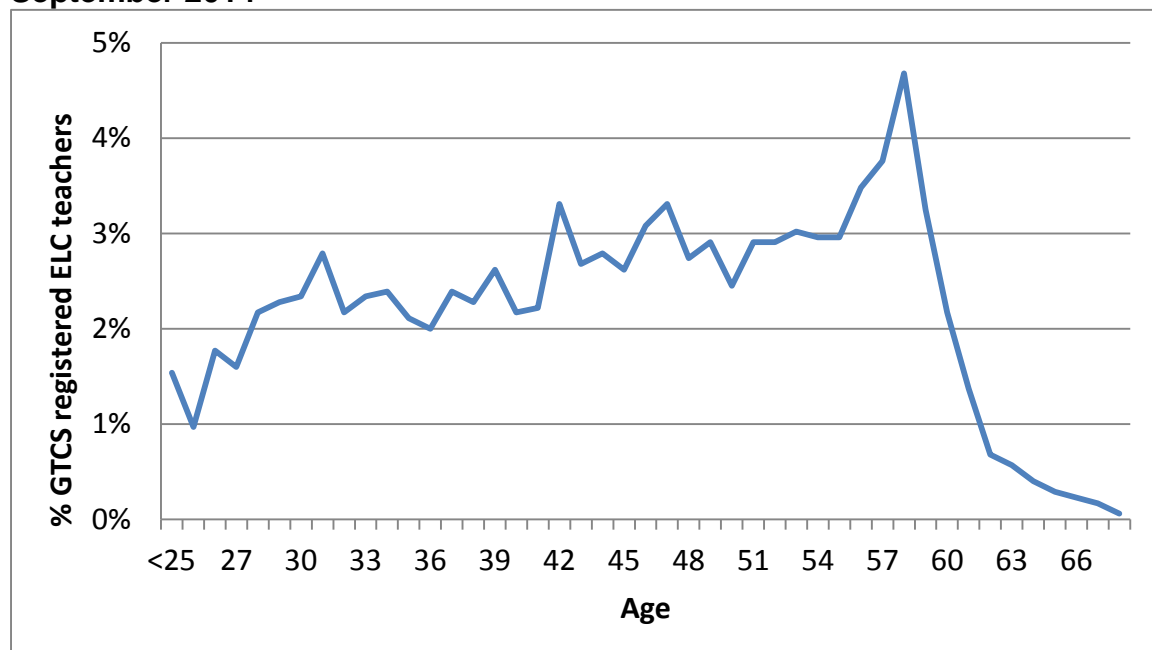


Chart 2 shows the age profile of GTCS registered ELC teachers, where known, as at September 2014. The number of teachers generally increases with age, with a peak in the number of ELC teachers aged between 56 and 58.

Chart 2: Age profile of GTCS registered early learning and childcare teachers, September 2014



Teachers

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

The proportion of teachers who were male was 23 per cent. In promoted posts this proportion was 29 per cent, with the figure being 24 per cent for heads and deputies. The average (mean) age of primary, secondary and special school teachers was 41.7 compared to 42.1 in 2013 and 44.1 in 2004.

The proportion of teachers who had temporary contracts (including probationers) was 16.6 per cent (compared with 16.2 per cent last year). 13.9 per cent of teachers were working part-time, with the rate higher amongst females (16.2 per cent) than males (6.1 per cent).

Table 2.3: Teacher characteristics: Proportions by gender, age, ethnicity and employment type, grade and mode of working by sector, 2014

	ELC	Primary	Secondary	Special	Centrally Employed ⁽³⁾	Total (exclude ELC)
Gender						
Female	94	91	63	77	84	77
Male	4	9	37	23	16	23
Unknown	2	-	-	-	-	-
Age (years)⁽¹⁾						
Under 25	1	8	5	1	1	6
25 to 34	20	29	27	22	11	27
35 to 44	24	24	24	25	19	24
45 to 54	28	23	25	26	35	24
55 or over	23	16	19	26	34	18
Unknown	4	-	-	-	-	-
Average Age	45	41	42	45	49	42
Ethnicity⁽¹⁾						
White – Scottish	-	65	57	66	43	60
White – Other British Isles	-	29	34	25	34	32
White – Other	-	2	3	4	4	3
Minority Ethnic Group	-	1	2	3	5	2
Not Disclosed	-	3	4	3	13	4
Employment type						
Permanent	-	81	86	85	80	83
Temporary (non-induction)	-	13	10	15	20	12
Probationer induction scheme	-	6	4	-	-	5
Grade						
Head teacher	-	8	1	6	3	5
Percentage female		(87)	(39)	(86)	(80)	(79)
Depute head teacher	-	5	5	7	3	5
Percentage female		(88)	(54)	(77)	(84)	(72)
Principal teacher	-	7	24	10	12	15
Percentage female		(91)	(61)	(78)	(80)	(68)
Teacher	-	80	70	77	83	75
Percentage female		(92)	(65)	(76)	(85)	(79)
All - Percentage female	-	(91)	(63)	(77)	(84)	(77)
Mode of working						
Full-time	46	84	89	85	68	86
Percentage female	(96)	(90)	(61)	(75)	(81)	(75)
Part-time ⁽²⁾	54	16	11	15	32	14
Percentage female	(96)	(95)	(82)	(86)	(90)	(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.

(4) 2014 Teacher figures were corrected in February 2015. See background note 3.4a.

Teachers

In the September 2014 census there were 2,354 teachers in the teacher induction scheme (2,132 in 2013), of which 1,328 were in primary schools and 1,026 were in secondary schools.

Table 2.4 shows the percentage of post-probationers from recent induction cohorts who were in publicly funded permanent or temporary posts at the time of the next census. The proportion increased from 79 per cent in 2013 to 80 per cent in 2014.

Table 2.4: Percentage of post-probationers in permanent or temporary employment in the following year's teacher census, 2010 to 2014

	2009/10 to Sept 2010 (n=3,044)	2010/11 to Sept 2011 (n=2,857)	2011/12 to Sept 2012 (n=1,944)	2012/13 to Sept 2013 (n=2,044)	2013/14 to Sept 2014 (n=2,215)
Full-time permanent	13	16	28	35	39
Full-time temporary	29	35	35	35	33
Part-time permanent	2	1	3	2	2
Part-time temporary	15	14	8	6	6
Other ⁽¹⁾	42	34	25	21	20

(1) see following paragraph

In table 2.4 the "Other" category includes those teaching elsewhere, including in the independent sector, those who have found supply work, and those who are unemployed or who have left teaching, although this detail is not included in the census data. Table 2.5 shows that some of these teachers secure posts as they become available later in the year or in subsequent years. For example while 63 per cent of the 2008/09 cohort were present in the 2010 census, in the following censuses the percentage increased to 68 per cent in 2011, 69 per cent 2012, and 70 per cent in 2013 and 2014.

Table 2.5: Percentage of post-probationers in permanent or temporary employment, 2007 to 2014

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

Classes and Pupils

Classes and pupils

12.9% of P1-P3 pupils were taught in classes of 18 or fewer
23.3 average class size for pupils in primary school

Table 3.1 shows the distribution of P1-P3 pupils in publicly funded schools by ranges of class size. One of the manifesto commitments, made by the Scottish National Party (SNP) in 2007, was to reduce P1-P3 class sizes to 18 or less.

In September 2014, 12.9 per cent of P1-P3 pupils were taught in classes of 18 or fewer (including those taught by two teachers at all times with a class size of 36 or less), down 0.7 percentage points from 2013. 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 2014, the number of P1-P3 pupils taught in classes of 26 or more was 46,009 which is 27 per cent of pupils.

Table 3.1: Number of P1-P3 pupils by class size, 2006 to 2014⁽¹⁾

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

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

(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.

Table 3.2 shows the average class size for pupils in primary school. Class size data are not collected in the secondary sector as class size varies widely across subjects. The overall average class size in primary has remained at a similar level to last year, 23.3 in 2014 compared to 23.2 in 2013.

The average class size for a P1-P3 pupil has also remained at a similar level to last year, 23.3 in 2014 compared with 23.2 in 2013. As part of the 2010 budget agreement local authorities were committed to maintaining pupil teacher ratios in P1-P3. It is not possible to calculate P1-P3 pupil teacher ratios from the census data. Therefore average class size together with overall pupil teacher ratios in primary (see table 1.1) are considered the nearest proxy measures.

Table 3.2: Average class size of primary school pupils⁽¹⁾, 2006 to 2014

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

(1) Data refer to the average class size of pupils in each stage, not the average class size of single stage classes. The total average class size is calculated on a different basis than the P1 to P3 class sizes, see background note 3.6.

Classes and Pupils

Legislation was introduced in November 2010 to limit class sizes for P1 pupils to 25. Table 3.3 shows the number of P1 pupils by class size. Some P1 pupils may be in classes of over 25 due to the inclusion of one or more “excepted pupil” (see background note 3.3). In 2014 the number of pupils in classes of 26 or more was 451, lower than in previous years.

Table 3.3: Number of P1 pupils by class size, 2006 to 2014

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

(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 3.4 shows the percentage of P1-P3 pupils in classes of 18 or fewer. These vary considerably between local authorities. The existence of large numbers of small schools in some areas is one of the main reasons for this. The national level of pupils in classes of 18 or fewer, rose from 12.7 per cent in 2006 to 21.6 per cent in 2010, before decreasing to 12.9 per cent in 2014.

Classes and Pupils

Table 3.4: Percentage of P1-P3 pupils in classes of size 18 or less or in two teacher classes with a pupil teacher ratio of 18 or less, 2006 to 2014

	2006 ⁽¹⁾	2007 ⁽¹⁾	2008 ⁽¹⁾	2009 ⁽¹⁾	2010	2011	2012	2013	2014
Aberdeen City	12.7	8.6	7.4	7.7	11.9	16.6	16.4	16.1	11.2
Aberdeenshire	16.1	15.6	13.3	13.0	12.6	11.1	13.1	14.9	13.3
Angus	6.5	13.8	12.8	17.9	26.8	25.5	20.4	21.0	23.1
Argyll & Bute	33.1	40.7	37.4	37.5	48.8	44.6	45.5	45.4	34.9
Clackmannanshire	12.4	23.7	20.4	20.0	28.2	22.0	19.0	16.1	17.8
Dumfries & Galloway	18.2	16.6	25.6	23.7	24.9	20.6	20.4	12.0	16.4
Dundee City	6.0	5.6	4.7	6.5	27.2	27.0	28.5	9.4	2.8
East Ayrshire	13.6	15.0	9.4	41.5	41.4	43.4	19.5	7.6	13.0
East Dunbartonshire	8.1	9.9	10.3	10.8	28.3	22.2	21.2	21.8	11.3
East Lothian	9.9	6.2	7.0	7.9	8.9	7.5	4.0	4.3	6.3
East Renfrewshire	10.2	9.9	5.4	6.5	32.5	38.1	35.6	7.6	15.7
Edinburgh, City of	7.1	12.8	14.1	14.5	16.5	15.3	15.3	7.0	7.2
Eilean Siar	70.7	72.5	66.6	57.9	74.7	62.8	51.7	39.8	48.0
Falkirk	7.9	11.7	11.0	7.7	12.6	7.7	8.5	4.9	6.3
Fife	10.2	19.2	12.9	16.1	26.0	26.7	27.4	24.1	22.9
Glasgow City	12.5	15.5	12.9	9.4	9.8	6.2	10.1	3.8	3.7
Highland	21.8	24.2	26.0	26.2	30.1	23.2	20.3	18.4	18.1
Inverclyde	9.2	16.8	8.2	10.2	20.6	16.8	12.3	9.3	10.0
Midlothian	8.1	8.6	12.9	24.7	9.2	15.3	5.0	7.7	11.7
Moray	7.4	12.6	16.9	7.2	26.1	19.7	20.6	8.9	14.1
North Ayrshire	10.5	9.3	5.8	6.5	25.1	7.7	11.6	7.2	7.6
North Lanarkshire	11.8	13.5	14.7	11.4	10.1	10.0	8.0	8.1	7.7
Orkney Islands	32.4	41.4	43.0	44.8	51.5	44.8	33.4	27.2	29.6
Perth & Kinross	19.9	19.9	16.7	17.0	23.3	26.6	20.7	15.7	15.1
Renfrewshire	7.3	7.8	8.5	8.3	33.1	34.6	36.5	6.9	10.8
Scottish Borders	12.9	17.7	27.0	30.7	30.1	23.1	22.6	21.6	12.7
Shetland Islands	55.6	51.0	53.0	43.4	43.3	31.6	24.5	26.5	31.2
South Ayrshire	16.9	14.0	17.2	24.3	25.7	28.4	23.4	20.2	17.8
South Lanarkshire	13.4	16.2	20.4	17.2	23.7	25.3	23.9	22.9	17.7
Stirling	12.8	15.4	12.3	17.5	23.0	26.7	24.9	17.4	15.2
West Dunbartonshire	11.9	18.1	23.2	20.8	31.6	22.6	15.9	9.9	13.3
West Lothian	9.2	10.5	24.8	25.5	19.8	26.0	24.4	20.3	17.0
Scotland ⁽²⁾	12.7	15.3	15.5	16.1	21.6	20.2	18.8	13.6	12.9

(1) These 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.

Classes and Pupils

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

In 2014, 88 per cent of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (4 per cent), Asian Pakistani (2 per cent) and Mixed (1 per cent).

140,542 pupils (21 per cent of all pupils) had an additional support need recorded. This will include pupils in special schools and those in mainstream schools with a Co-ordinated Support Plan (CSP), Individualised Education Programme, Child Plan or some other type of support.

Table 3.5: Pupil characteristics: ethnicity, additional support needs and English as an additional language by gender, 2014⁽¹⁾

	Female	Male	Total
Ethnicity			
White – Scottish	277,952	288,329	566,281
White – Other British	14,244	14,842	29,086
White – Gypsy/Traveller	519	515	1,034
White - Other	13,209	13,911	27,120
Mixed	3,790	3,745	7,535
Asian – Indian	2,211	2,419	4,630
Asian – Pakistani	6,032	6,311	12,343
Asian – Bangladeshi	391	402	793
Asian – Chinese	1,644	1,479	3,123
Asian – Other	1,713	1,742	3,455
Caribbean/Black	435	433	868
African	2,604	2,721	5,325
Other	1,878	1,990	3,868
Not known / not disclosed	5,466	5,801	11,267
Additional Support Needs (ASN)			
CSP	1,053	2,075	3,128
IEP	11,775	25,865	37,640
Child Plans	5,875	10,071	15,946
Assessed/Declared Disabled	4,816	10,340	15,156
Other	41,829	61,739	103,568
Total pupils with ASN	54,096	86,446	140,542
English as an Additional Language	15,634	16,875	32,509
Total Pupils	332,162	344,793	676,955

(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 227 pupils at grant aided special schools.

Early Learning and Childcare

Early Learning and Childcare

98.5% of 3 & 4 year olds are registered for LA funded ELC

74.3% of all ages had access to a teacher during census week

Table 4.1 shows that there were 101,463 children registered for ELC local authority funded places in September 2014, and that 98.5% of eligible 3 and 4 year olds were registered. 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 4.1: Registrations for early learning and childcare at local authority and partnership centres, September 2014

	Under 3 year olds	3 + 4 year olds ⁽¹⁾		Deferred Entry ⁽³⁾	Total
		Number	% of eligible ⁽²⁾		
Aberdeen City	64	3,427	90.4	116	3,607
Aberdeenshire	27	4,449	93.6	252	4,728
Angus	25	1,642	93.0	125	1,792
Argyll & Bute	4	1,368	113.7	75	1,447
Clackmannanshire	96	965	111.5	17	1,078
Dumfries & Galloway	14	2,251	98.6	146	2,411
Dundee City	248	2,465	99.8	118	2,831
East Ayrshire	222	2,037	98.6	51	2,310
East Dunbartonshire	26	1,703	100.6	82	1,811
East Lothian	27	1,774	95.1	117	1,918
East Renfrewshire	163	1,638	106.4	81	1,882
Edinburgh City	1,111	8,093	95.8	358	9,562
Eilean Siar	7	436	119.3	16	459
Falkirk	30	2,759	99.8	96	2,885
Fife	481	6,593	103.3	179	7,253
Glasgow City	1,961	9,531	90.9	314	11,806
Highland	34	3,810	101.8	301	4,145
Inverclyde	194	1,162	93.4	41	1,397
Midlothian	184	1,606	100.7	101	1,891
Moray	42	1,524	102.6	103	1,669
North Ayrshire	388	2,181	98.3	36	2,605
North Lanarkshire	894	6,046	100.1	114	7,054
Orkney Islands	1	357	111.1	30	388
Perth & Kinross	45	2,207	97.4	203	2,455
Renfrewshire	740	2,858	97.6	128	3,726
Scottish Borders	152	1,886	107.9	83	2,121
Shetland Islands	3	413	98.5	36	452
South Ayrshire	153	1,843	107.3	84	2,080
South Lanarkshire	848	5,399	102.2	193	6,440
Stirling	304	1,462	110.3	71	1,837
West Dunbartonshire	288	1,610	101.0	56	1,954
West Lothian	106	3,215	94.6	148	3,469
Scotland⁽⁴⁾	8,882	88,710	98.5	3,871	101,463
<i>Scotland as reported</i>	<i>8,015</i>	<i>83,941</i>		<i>3,696</i>	<i>95,652</i>

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

(2) Eligible children are estimated from population projections. For 3 year olds, eligibility is assumed as at the term after the child's 3rd birthday, however, some centres provide places earlier than this which may cause these figures to exceed 100%.

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

(4) Includes data from 2013 where centres did not respond. 'Scotland as reported' row shows just data returned in 2014.

Early Learning and Childcare

Table 4.2 below shows that around three quarters of children at eligible ELC centres had access to a GTCS registered teacher during census week (74.3 per cent, up from 72.8 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 85.0 per cent.

Table 4.2⁽¹⁾: Percentage of children with access to a GTCS registered teacher by local authority, September 2014

	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	64.7	6.6	71.4	75.1
Aberdeenshire	95.1	4.0	99.1	105.3
Angus	75.4	2.7	78.1	85.3
Argyll & Bute	94.7	5.0	99.7	105.5
Clackmannanshire	82.9	5.8	88.8	99.2
Dumfries & Galloway	67.5	5.4	72.9	78.1
Dundee City	51.0	18.5	69.5	79.8
East Ayrshire	87.6	12.4	100.0	113.4
East Dunbartonshire	62.2	19.4	81.6	86.8
East Lothian	88.8	6.8	95.6	103.4
East Renfrewshire	85.9	5.5	91.4	105.0
Edinburgh City	57.0	12.4	69.5	82.1
Eilean Siar	37.9	11.8	49.7	52.3
Falkirk	97.0	2.9	99.9	104.5
Fife	53.7	35.1	88.8	97.7
Glasgow City	36.1	26.2	62.3	77.2
Highland	4.6	48.9	53.5	58.2
Inverclyde	39.2	5.2	44.4	53.4
Midlothian	86.8	0.4	87.2	102.7
Moray	14.1	26.6	40.7	44.6
North Ayrshire	61.0	13.2	74.2	88.6
North Lanarkshire	51.0	5.1	56.2	65.5
Orkney Islands	87.9	11.9	99.7	108.4
Perth & Kinross	83.2	8.6	91.8	102.1
Renfrewshire	69.5	0.0	69.5	90.6
Scottish Borders	52.4	19.3	71.7	80.6
Shetland Islands	77.7	3.3	81.0	88.6
South Ayrshire	83.7	1.2	84.9	95.8
South Lanarkshire	60.0	11.0	71.0	84.7
Stirling	31.4	9.5	40.9	51.4
West Dunbartonshire	46.7	10.2	56.9	69.1
West Lothian	93.2	3.0	96.2	103.8
Scotland	60.3	14.1	74.3	85.0

(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.

School Estates

526 schools have been rebuilt or substantially refurbished in the last 7 years

83% of schools were in good or satisfactory condition in April 2014

81% of schools were of a good or satisfactory suitability in April 2014

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 2014. Information is also collected on all schools that had been rebuilt or substantially refurbished during the financial year 2013-14. 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 seven financial years, a total of 526 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 5.1: Number of schools which were built or substantially refurbished, 2007-08 to 2013-14 ⁽¹⁾

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Primary	60	67	53	45	37	43	50
Secondary	28	34	48	8	6	14	8
Special	5	5	2	2	3	3	5
Total number rebuilt or refurbished	93	106	103	55	46	60	63

(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 3.20 for more details.

As a result of the investment and reorganisation of the school estate, the proportion of schools in good or satisfactory condition has increased from 61 per cent in April 2007 to 83 per cent in April 2014. Taking into account the different number of pupils in each school, this has resulted in the number of pupils in good or satisfactory condition schools increasing from 61 per cent in April 2007 to 84 per cent in April 2014.

Table 5.2: Condition of all schools and the number of pupils on their school roll, April 2007 to April 2014⁽¹⁾

	2007	2008	2009	2010 ⁽³⁾	2011	2012 ⁽³⁾	2013	2014
Schools								
Condition not recorded	68	25	39	15	11	6	1	2
A: Good	371	404	461	515	538	581	623	620
B: Satisfactory	1,298	1,443	1,577	1,586	1,558	1,540	1,477	1,498
C: Poor	855	698	578	510	479	446	449	422
D: Bad	138	134	53	40	31	23	17	16
Pupils on school roll⁽²⁾								
Condition not recorded	18,308	4,782	5,275	1,218	166	176	-	213
A: Good	121,986	144,918	171,613	204,648	212,496	224,523	241,392	241,605
B: Satisfactory	304,123	339,641	354,086	342,625	345,404	334,204	318,799	321,568
C: Poor	224,932	175,354	135,648	114,374	107,831	102,845	103,815	103,635
D: Bad	31,862	25,794	12,438	5,804	5,724	7,476	5,889	5,422

(1) See background notes 3.18 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 2014. Taking into account the different number of pupils in each school, this has resulted in the proportion of pupils in schools with a good or satisfactory suitability increasing from 76 per cent in April 2010 to 83 per cent in April 2014.

Table 5.3: Suitability of all schools and the number of pupils on their school roll, April 2010 to April 2014⁽¹⁾

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

(1) See background notes 3.19 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.

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, and the school estates core facts survey. The 2014 pupil and staff censuses were carried out on 23rd September 2014. The early learning and childcare census took place in the week commencing 22nd September 2014. The school estates core facts survey is based on all schools open on 1 April 2014 and schools rebuilt during the 2013-14 financial year.

2. Coverage and Timing

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

2.2 The early learning and childcare (ELC) census covers all centres providing ELC that is 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 on 1 August 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 2,513 centres that were invited to participate, 2,282 (91%) returned data for 2014. A further 167 centres had data imputed (i.e. rolled forward) using information from the September 2013 census giving a total of 2,449 centres for 2014 and an overall imputation rate of 7%. Where information was not returned for this year and no other data held from previous years, these centres were excluded. There were a very small number of centres (less than 5) which opened too late to be included in the Census this year. ELC home visiting teachers reported by local authorities are included in tables 1.1 and 1.2 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 academic year but not the 2011/12 academic year, and we have not collected for this academic year (2013/14). Local authorities still collect information on pupils attendance, absence and exclusions each year on their management information systems. So, if yearly information is required this can be requested direct from local authorities.

3. Definitions and Data Quality

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

Teachers and schools (Tables 2.1 – 2.5)

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

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

3.3 The accuracy of the reported number of teachers in **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.

3.4a 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.

3.4b 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 3.1 – 3.5)

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

Maximum class sizes in primary schools are as follows:

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

Excepted pupils in class-size legislation are –

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

3.6 All **class size calculations** treat a two-teacher class as two classes with half the pupils in each. Total average class size is calculated by dividing the

number of pupils by the number of classes. Average class size for pupils in a particular stage (or range of stages) uses the average class size experienced by pupils, which therefore takes into account the number of pupils experiencing each class size. For example, if three pupils are in a class of three and one pupil is in a class of one, the average of three, three, three and one is 2.5.

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

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

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

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

Early learning and childcare (Table 4.1 – 4.2)

3.12 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.

3.13 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.

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

3.15 In 2010 the date of the early learning and childcare census was moved from January to September and, as a result, data collected prior to September 2010 are not directly comparable to figures collected from September 2010 onwards. This is particularly the case for the number of 3 year old children (as the September census will not include children who become eligible and start to receive local authority funded ELC in January). The revision to teacher

numbers summarised in background note 3.4 also means that ELC teacher data is not comparable prior to 2010. 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 5.1 – 5.3)

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

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

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

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

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

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

3.20 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.

4. List of supplementary tables

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

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

Table name and details	Date available
Table 1.1: Schools, pupils and teachers by school sector, 2009 – 2014	10/12/2014
Table 1.2: Teacher numbers, 2009-2014	10/12/2014
Table 1.3: Number of teachers (headcount) by mode of working, all sectors, 2008-2014	10/12/2014
Table 1.4: Average age of teachers by sector, 2007-2014	10/12/2014
Table 1.5: Numbers of teachers in schools, 2014	10/12/2014
Table 2.1: Primary school teachers by gender, 2009-2014	10/12/2014
Table 2.2: Primary school teachers by age and gender, 2014	10/12/2014
Table 2.3: Primary school teachers by age and grade, 2008-2014	10/12/2014
Table 2.4: Primary school teachers by grade, mode of working and gender, 2014	10/12/2014
Table 2.5: Primary school teachers by status and gender, 2014	10/12/2014
Table 2.6: Primary school teachers by employment type and gender, 2014	10/12/2014
Table 2.7: Primary school teachers by ethnicity and grade, 2014	10/12/2014
Table 2.8: Primary school teachers by main subject taught, 2008-2014	10/12/2014
Table 2.9: Primary school teachers by ability to teach through Gaelic medium and age, 2014	10/12/2014
Table 2.10: Primary school teachers with Roman Catholic approval, by age, 2014	10/12/2014
Table 2.11: Continuing professional development, by grade and gender, primary schools 2014	25/02/2015
Table 2.12: Primary school supply teachers in school during census week, by age and gender, 2014	25/02/2015
Table 2.13: Primary school teachers by class contact time, grade and mode of working, 2014	25/02/2015
Table 2.14: Primary school teachers not currently in school, by gender, 2014	25/02/2015
Table 2.15: Support staff in primary schools, 2014	25/02/2015
Table 3.1: Secondary school teachers by gender, 2009-2014	10/12/2014
Table 3.2: Secondary school teachers by age and gender, 2014	10/12/2014
Table 3.3: Secondary school teachers by age and grade, 2008-2014	10/12/2014
Table 3.4: Secondary school teachers by grade, mode of working and gender, 2014	10/12/2014
Table 3.5: Secondary school teachers by status and gender, 2014	10/12/2014
Table 3.6: Secondary school teachers by employment type and gender, 2014	10/12/2014
Table 3.7: Secondary school teachers by ethnicity and grade, 2014	10/12/2014
Table 3.8: Continuing professional development, by grade and gender, secondary schools, 2014	25/02/2015
Table 3.9: Secondary school teachers by main subject taught and gender 2008-2014	10/12/2014
Table 3.10: Secondary school teachers by main subject taught and age, 2014	10/12/2014
Table 3.11: Secondary school teachers by main subject taught and Gaelic ability and use, 2014	10/12/2014
Table 3.12: Secondary school teachers of Gaelic medium and Gaelic language, by age, 2014	10/12/2014
Table 3.13: Secondary school teachers with Roman Catholic approval, by age, 2014	10/12/2014
Table 3.14: Secondary school teachers by age and subject taught, 2008-2014	10/12/2014
Table 3.15: Secondary school promoted teachers by class contact time, grade and mode of working, 2014	25/02/2015
Table 3.16: Secondary school teachers not currently in school, by gender, 2014	25/02/2015

Table 3.17: Support staff in secondary schools, 2014	25/02/2015
Table 4.1: Special school teachers by gender, 2008-2014	10/12/2014
Table 4.2: Special school teachers by age and gender, 2014	10/12/2014
Table 4.3: Special school teachers by age and grade, 2008-2014	10/12/2014
Table 4.4: Special school teachers by grade, mode of working and gender, 2014	10/12/2014
Table 4.5: Special school teachers by status and gender, 2014	10/12/2014
Table 4.6: Special school teachers by employment type and gender, 2014	10/12/2014
Table 4.7: Special school teachers by ethnicity and grade, 2014	10/12/2014
Table 4.8: Special school teachers by main subject taught, 2008-2014	10/12/2014
Table 4.9: Continuing professional development, by grade and gender, special schools 2014	25/02/2015
Table 4.10: Special school supply teachers in school during census week, by age and gender, 2014	25/02/2015
Table 4.11: Special school teachers by class contact time, grade and mode of working, 2014	25/02/2015
Table 4.12: Special school teachers not currently in school, by gender, 2014	25/02/2015
Table 4.13: Support staff in special schools, 2014	25/02/2015
Table 4.14: Special school teachers with Roman Catholic approval, by age, 2014	10/12/2014
Table 5.1: Centrally employed teachers by age and gender, 2014	10/12/2014
Table 5.2: Centrally employed teachers by main subject taught, 2014	10/12/2014
Table 5.3: Other centrally employed staff, 2007-2014	10/12/2014
Table 6.1: Teachers in publicly funded schools, 2006-2014	10/12/2014
Table 6.2: Pupil teacher ratios in publicly funded schools, 2004-2014	10/12/2014
Table 6.3: Teachers in all sectors by age, 2014	25/02/2015
Table 7.1: Teachers in publicly funded primary schools, 2004-2014	10/12/2014
Table 7.2: Pupil teacher ratios in publicly funded primary schools, 2004-2014	10/12/2014
Table 7.3: Primary school teachers by age, 2014	25/02/2015
Table 7.4: Average age of primary school teachers, 2009-2014	25/02/2015
Table 7.5: Primary school teachers by grade, 2014	25/02/2015
Table 7.6: Headcount of primary school teachers by gender and mode of working, 2014	25/02/2015
Table 7.7: Primary school teachers by employment type, 2014	10/12/2014
Table 7.8: Primary school teachers by ethnicity, 2014	25/02/2015
Table 7.9: Primary school teachers by main subject taught, 2014	10/12/2014
Table 7.10: Primary school teachers by ability to teach through Gaelic, 2014	10/12/2014
Table 7.11: Support staff in primary schools, 2014	25/02/2015
Table 7.11 Full: Support staff in primary schools, 2014 (detailed version of Table 7.11)	25/02/2015
Table 8.1: Teachers in publicly funded secondary schools, 2004-2014	10/12/2014
Table 8.2: Pupil teacher ratios in publicly funded secondary schools, 2004-2014	10/12/2014
Table 8.3: Secondary school teachers by age, 2014	25/02/2015
Table 8.4: Average age of secondary school teachers, 2009-2014	25/02/2015
Table 8.5: Secondary school teachers by grade, 2014	25/02/2015
Table 8.6: Headcount of secondary school teachers by gender and mode of working, 2014	25/02/2015
Table 8.7: Secondary school teachers by employment type, 2014	10/12/2014
Table 8.8: Secondary school teachers by ethnicity, 2014	25/02/2015
Table 8.9: Secondary school teachers by main subject taught, 2014	10/12/2014
Table 8.10: Secondary school teachers by ability to teach through Gaelic, 2014	10/12/2014
Table 8.11: Support staff in secondary schools, 2014	25/02/2015
Table 8.11 Full: Support staff in secondary schools, 2014 (detailed version of Table 8.11)	25/02/2015
Table 9.1: Teachers in publicly funded special schools, 2004-2014	10/12/2014
Table 9.2: Pupil teacher ratios in publicly funded special schools, 2004-2014	10/12/2014
Table 9.3: Average age of special school teachers, 2009-2014	25/02/2015
Table 9.4: Special school teachers by grade, 2014	25/02/2015
Table 9.5: Headcount of special school teachers by gender and mode of working, 2014	25/02/2015
Table 9.6: Special school teachers by employment type, 2014	10/12/2014

Table 9.7: Special school teachers by ethnicity, 2014	25/02/2015
Table 9.8: Special school teachers by main subject taught, 2014	25/02/2015
Table 9.9: Support staff in special schools, 2014	25/02/2015
Table 9.9 Full: Support staff in special schools, 2014 (detailed version of Table 9.9)	25/02/2015
Table 10.1: Centrally employed teachers and support staff, 2004-2014	10/12/2014
Table 10.2: Centrally employed teachers, by subject, 2014	25/02/2015
Table 10.3: Centrally employed support staff, 2014	10/12/2014
Table 11.1: Teachers employed or working peripatetically in local authority and partnership early learning and childcare education centres, 2008-2014	10/12/2014

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

Table name and details	Date available
1.1 Schools and pupils, by school sector, 1998-2014	10/12/2014
1.2 Size of schools, 2014	10/12/2014
1.3 Pupils by urban/rural classification, 2014	25/02/2015
1.4 Pupils looked after by local authority, 2014	10/12/2014
1.5 Pupils with Additional Support Needs in mainstream schools, 2006-2014	10/12/2014
1.6 Integration of pupils with Additional Support Needs into mainstream classes, 2014	10/12/2014
1.7 Nature of support for pupils with Additional Support Needs, 2014	10/12/2014
1.8 Reasons for support for pupils with Additional Support Needs, by gender, 2014	10/12/2014
1.9 Pupils who are assessed or declared as having a disability, by gender, 2014	10/12/2014
1.10 Pupil ethnicity, 2014	10/12/2014
1.11 Pupil ethnicity by national identity, 2014	10/12/2014
1.12 Ethnicity of asylum seekers and refugees, 2014	10/12/2014
1.13 Pupils receiving Gaelic medium education, 2014	25/02/2015
1.14 Main home language, 2014	25/02/2015
1.15 Schools and pupils by school denomination, 1997-2014	10/12/2014
2.1 Schools and pupils in publicly funded primary schools, 1996-2014	10/12/2014
2.2 Primary schools and pupils by school denomination, 1996-2014	10/12/2014
2.3 Primary pupils by stage, 2001-2014	10/12/2014
2.4 Primary pupils by age at 28th February 2014 and stage and gender, as at September 2014	10/12/2014
2.5 Integration of primary pupils with Additional Support Needs, by gender, 2011-2014	10/12/2014
2.6 Nature of support for primary pupils with Additional Support Needs, 2014	10/12/2014
2.7 Reasons for support for primary pupils with Additional Support Needs, by gender, 2014	10/12/2014
2.8 Primary pupils who are assessed or declared as having a disability, by gender, 2014	10/12/2014
2.9 Primary pupils by ethnicity and stage, 2014	10/12/2014
2.10 Average primary class sizes by type of class and stage, 2002-2014	10/12/2014
2.11 Percentage of pupils in composite classes, by stage, 2002-2014	10/12/2014
2.12 Number of primary classes and pupils by size and type of class, 2014	10/12/2014
2.13 P1 single stage primary classes by size of class, 2011-2014	10/12/2014
2.14 P2	10/12/2014
2.15 P3	10/12/2014
2.16 Class size of pupil in P1-P3, 2011-2014	10/12/2014
2.17 P4	10/12/2014
2.18 P5	10/12/2014
2.19 P6	10/12/2014
2.2 P7	10/12/2014
2.21 Percentage of pupils by class size, 2006 to 2014.....	10/12/2014
3.1 Schools and pupils in publicly funded secondary schools, 1997-2014	10/12/2014
3.2 Secondary schools and pupils by school denomination, 1997-2014	10/12/2014

3.3 Secondary pupils by stage, 2001-2014	10/12/2014
3.4 Secondary pupils by age at 28th February 2014 and stage and gender, as at September 2014	10/12/2014
3.5 Integration of secondary pupils with Additional Support Needs, by gender, 2011-2014	10/12/2014
3.6 Nature of support for secondary pupils with Additional Support Needs, 2014	10/12/2014
3.7 Reasons for support for secondary pupils with Additional Support Needs, by gender, 2014	10/12/2014
3.8 Secondary pupils who are assessed or declared as having a disability, by gender, 2014	10/12/2014
3.9 Secondary pupils by ethnicity and stage, 2014	10/12/2014
3.1 Staying on rates of secondary pupils, 1996-2014	10/12/2014
4.1 Schools and pupils in publicly funded special schools, 1996-2014	10/12/2014
4.2 Special schools and pupils by school denomination, 1996-2014	10/12/2014
4.3 Pupils based in special schools by age at 28th February 2014 and gender, 2014	10/12/2014
4.4 Integration of pupils based in special schools, by gender, 2011-2014	10/12/2014
4.5 Nature of support for pupils based in special schools with Additional Support Needs, 2014	10/12/2014
4.6 Reasons for support for pupils based in special schools with Additional Support Needs, by gender, 2014	10/12/2014
4.7 Pupils based in special schools who are assessed or declared as having a disability, by gender, 2014	10/12/2014
4.8 Pupils based in special schools by gender and mode of attendance, 2003-2014	10/12/2014
4.9 Pupils based in special schools ethnicity by national identity, 2014	10/12/2014
5.1 Publicly funded schools, 2001-2014	10/12/2014
5.2 Pupils in publicly funded schools, 2001-2014	10/12/2014
5.3 School and Pupil Numbers by Sector and Local Authority, 2014	10/12/2014
5.4 Pupils who are assessed or declared as having a disability in publicly funded schools, 2014	25/02/2015
5.5 Looked after children in publicly funded schools, by age and local authority of residence, 2014	25/02/2015
5.6 Asylum seekers and refugees in publicly funded schools, 2011-2014	25/02/2015
5.7 Pupils from minority ethnic groups, 2014	25/02/2015
5.8 Main home language of pupils in publicly funded schools, 2014	25/02/2015
5.9 Pupils with English as an additional language, 2014	25/02/2015
5.10 Pupils, by Scottish Index of Multiple Deprivation, 2014	25/02/2015
6.1 Publicly funded primary schools, 2001-2014	10/12/2014
6.2 Pupils in publicly funded primary schools, 2006-2014	10/12/2014
6.3 Primary schools and pupils by school denomination, 2014	10/12/2014
6.4 Primary pupils by stage, 2014	10/12/2014
6.5 Primary classes by type of class, 2014	10/12/2014
6.6 Average class size of primary pupils, 2014	10/12/2014
6.7 Number of pupils by stage and class size, 2014	10/12/2014
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, 2006-2014	10/12/2014
6.9 Looked after children in primary schools by local authority of school, 2014	25/02/2015
6.10 Primary pupils with Additional Support Needs, 2014	10/12/2014
6.11 Reasons for support for primary pupils with Additional Support Needs, 2014	10/12/2014
6.12 Nature of support of primary pupils with Additional Support Needs, 2014	10/12/2014
6.13 Primary pupils by ethnicity, 2014	25/02/2015
6.14 Primary pupils who attend schools outwith their local authority of residence, 2010-2014	25/02/2015
6.15 Primary pupils who attend schools but who live outwith the local authority, 2010-2014	25/02/2015
6.16 Primary pupils receiving Gaelic medium education, 2014	25/02/2015
7.1 Publicly funded secondary schools, 2001-2014	10/12/2014
7.2 Pupils in publicly funded secondary schools, 2005-2014	10/12/2014

7.3 Secondary schools and pupils by school denomination, 2014	10/12/2014
7.4 Secondary pupils by stage, 2014	10/12/2014
7.5 Secondary pupils with Additional Support Needs, 2014	10/12/2014
7.6 Reasons for support for secondary pupils with Additional Support Needs, 2014	10/12/2014
7.7 Nature of support for secondary pupils with Additional Support Needs, 2014	10/12/2014
7.8 Looked after children in secondary schools by local authority of school, 2014	25/02/2015
7.9 Secondary pupils by ethnicity, 2014	25/02/2015
7.10 Secondary pupils who attend schools outwith their local authority of residence, 2010-2014	25/02/2015
7.11 Secondary pupils who attend schools but who live outwith the local authority, 2010-2014	25/02/2015
7.12 Staying on rates of secondary pupils, 2014	10/12/2014
7.13 Secondary pupils receiving Gaelic medium education, 2014	25/02/2015
8.1 Publicly funded special schools, 2001-2014	10/12/2014
8.2 Pupils based in publicly funded special schools, 2005-2014	10/12/2014
8.3 Special schools and pupils by school denomination, 2014	10/12/2014
8.4 Pupils based in special schools by age at 28th February 2014 and gender, 2014	10/12/2014
8.5 Looked after children in special schools by local authority of school, 2014	25/02/2015
8.6 Pupils based in special schools with Additional Support Needs, 2014	10/12/2014
8.7 Reasons for support for pupils based in special schools with Additional Support Needs, 2014	10/12/2014
8.8 Nature of support for pupils based in special schools with Additional Support Needs, 2014	10/12/2014
8.9 Pupils who are assessed or declared as having a disability in special schools, 2014	25/02/2015
8.10 Pupils based in special schools by ethnicity, 2014	25/02/2015
8.11 Pupils based in special schools who attend schools outwith their local authority of residence, 2010-2014	25/02/2015
8.12 Pupils based in special schools who attend schools but live outwith the local authority, 2010-2014	25/02/2015

4.5 The following early learning and childcare supplementary tables will be available at

<http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation>

Table name and details	Date available
Table 1: 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, September 2014	10/12/2014
Table 2: Local authority and partnership early learning and childcare registrations by local authority, 2014	10/12/2014
Table 3: 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, 2014	10/12/2014
Table 4: Percentage of children with access to a GTCS registered teacher during census week, by local authority, 2014	10/12/2014
Table 5: Percentage of all children at early learning and childcare centres with access to a GTCS registered teacher, during census week 2008-2014	10/12/2014
Table 6: Percentage of early learning and childcare centres with access to a GTCS registered teacher during census week, by local authority, 2014	10/12/2014
Table 7: Percentage of early learning and childcare centres with access to a GTCS registered teacher during census week 2008-2014	10/12/2014
Table 8: Percentage of centres with access to GTCS registered teachers, where that teacher fulfilled certain functions, 2014	10/12/2014
Table 9: Number and Whole Time Equivalent (WTE) staff in local authority or partnership early learning and childcare centres, by type of provider and local authority, 2014	10/12/2014

Table 10: 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, 2014	10/12/2014
Table 11: 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, 2010-2014	10/12/2014
Table 12: Characteristics of GTCS registered early learning and childcare teachers, 2010 to 2014	10/12/2014
Appendix 1: Imputation rates by local authority, 2014	10/12/2014
Appendix 2: Estimated population of children eligible for early learning and childcare by local authority, 2014	10/12/2014
Appendix 3: Three year old eligibility by local authority, 2014	10/12/2014

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

Table name and details	Date available
Table 1: Number of Local Authority Schools as at 1 April 2014	10/12/2014
Table 2: Number of schools which have a shared campus or community services by local authority, April 2014	10/12/2014
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 2013-14	10/12/2014
Table 3.2: Number of schools which were built or refurbished under PFI/NPD or other funding, 2007-08 to 2013-14	10/12/2014
Table 4: Suitability of school accommodation, April 2014	10/12/2014
Table 5.1: Condition of all schools and the number of pupils on their school roll, April 2007 – April 2014	10/12/2014
Table 5.2: Primary school condition by local authority, April 2014	10/12/2014
Table 5.3: Secondary school condition by local authority, April 2014	10/12/2014
Table 5.4: Special school condition by local authority, April 2014	10/12/2014
Table 6.1: Primary school capacity by local authority, September 2012	10/12/2014
Table 6.2: Secondary school capacity by local authority, September 2012	10/12/2014
Table 7. School Estates 2014 - full school level dataset	10/12/2014

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 £150,000.

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 £20,000 to do this.

5.3 School Estates The estimated cost to local authorities of extracting and validating this information is £7,000.

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, Sara White, Venetia Haynes and Keira Murray.

7.3 All tables are available on the Scottish Government website at

<http://www.scotland.gov.uk/Publications/2014/12/7590>

8. Enquiries

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

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

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10th December, 2014

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