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CHILDREN, EDUCATION AND SKILLS

Summary statistics for schools in Scotland

No. 7: 2016 Edition

13 December 2016

This annual statistical publication provides information on:

- The annual census of **pupils** and **teachers** in publicly funded schools in Scotland, conducted on 21 September 2016
- Information on **early learning and childcare** provision in Scotland, collected in the week commencing 19 September 2016
- **School estate** survey data for financial year 2015-16, for all schools open on 1 April 2016

The statistics in this bulletin supersede all previously published statistics.

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

Summary statistics for schools in Scotland 2016

Pupils

684,415	**Pupils**	↑ 4,408 from 2015
396,697	Primary	↑ 5,549 from 2015
280,983	Secondary	↓ 956 from 2015
6,735	Special	↓ 185 from 2015

Teachers

50,970	**Teachers**	↑ 253 from 2015
23,920	Primary	↑ 495 from 2015
22,957	Secondary	↓ 102 from 2015
1,869	Special	↓ 42 from 2015
87%	probationers in employment	↑ 1% point on 2015

Pupil teacher ratio 13.7	↔ same as 2015
Average class size 23.5	↑ 0.1 from 2015

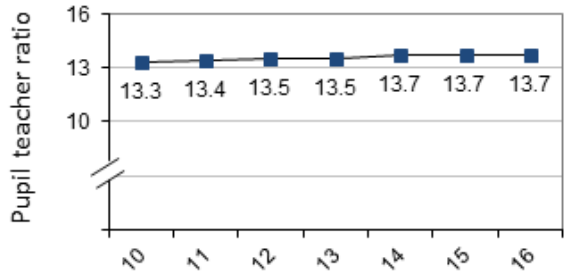
Early Learning & Childcare

2,514	Centres	↑ 22 from 2015
96,961	Registrations	↓ 301 from 2015

School estates

2,524	**Schools**	↓ 14 from 2015
84%	in good or satisfactory condition	↔ Same as 2015
81%	of a good or satisfactory suitability	↔ Same as 2015

Pupil teacher ratios for publicly funded schools, 2010 to 2016

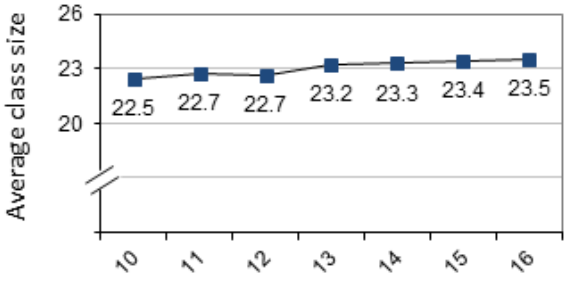


The PTR in all publicly funded schools has remained the same this year (13.7 in 2016 and 2015)

Average class size in primary, 2010 to 2016

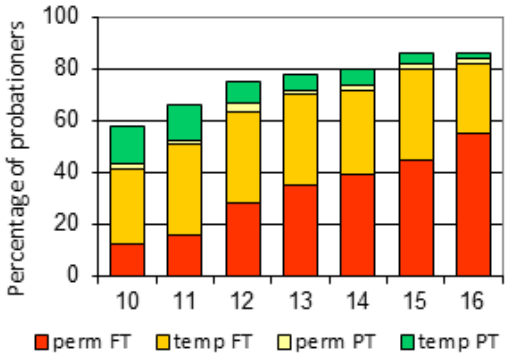
Overall average class size in primary has remained at a similar level to last year; it was 23.4 in 2015 and is 23.5 in 2016

Average class size for pupils in P1-P3 in 2016 is the same as in 2015: 23.3



Employment of post-probationers in publicly funded schools, 2010 to 2016

The percentage of teachers from the probationer induction scheme in employment the following year has increased from 58% in 2010 to 87% in 2016



Pupils by condition of schools, 2016

The proportion of pupils reported as being in schools of good or satisfactory condition has increased from 82% in April 2010 to 84% in April 2016

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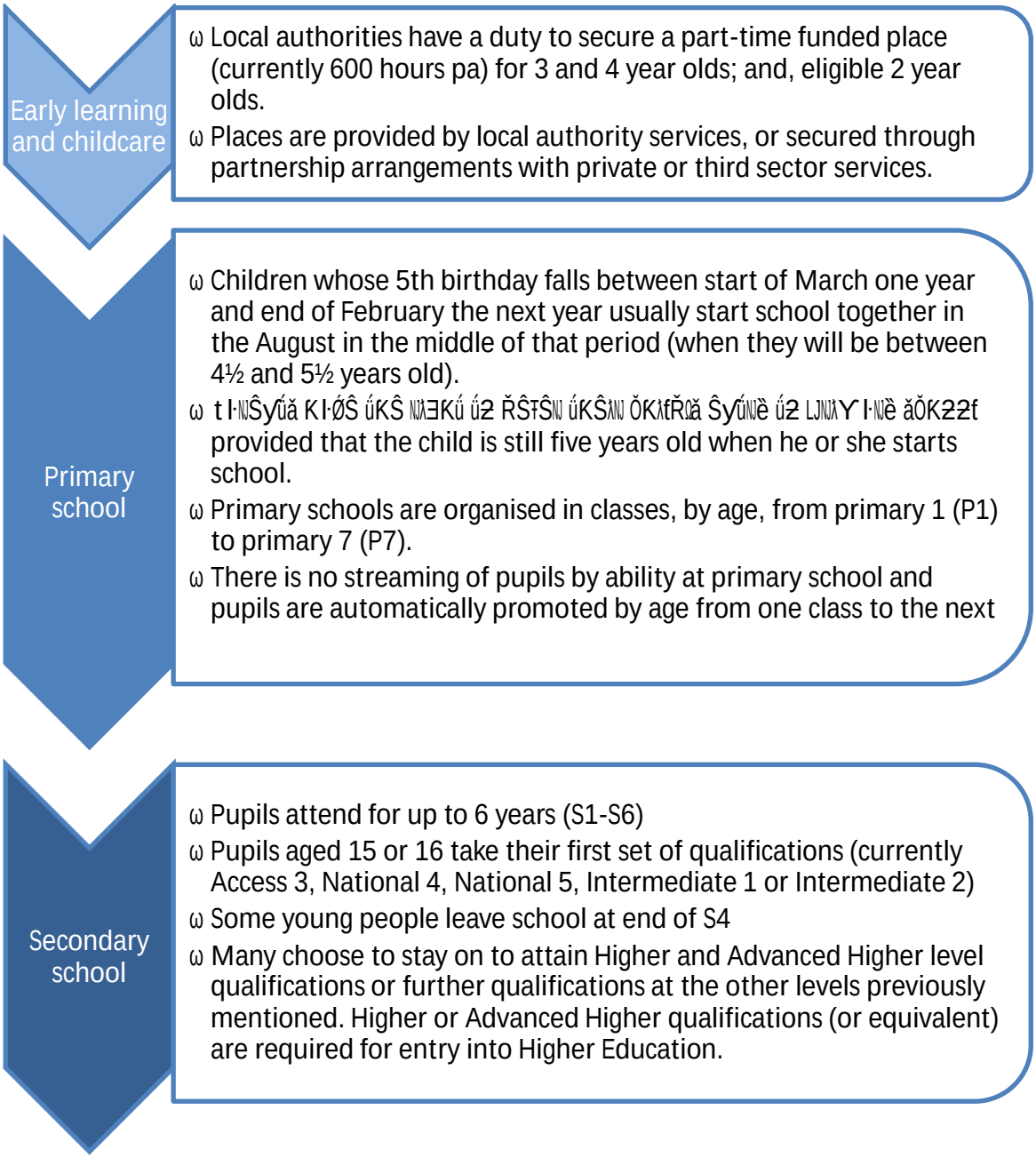
1. Introduction

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.



Special schools

- Most children with additional support needs are educated in mainstream schools but some with complex or specific needs are educated in special schools.
- Special schools cover both primary and secondary education.

Teachers

- Primary and secondary school teachers have either a 4 year degree including or concurrent with a teaching qualification, or have completed a Professional Graduate Diploma in Education (PGDE) following a degree.
- Students graduating with a teaching qualification from a Scottish university are guaranteed a one year probationary teaching post in a local authority school. Teachers in this first year after training are ℕŜŦŜℕℕŜŘ ű2 l·ă άLJℕ2ōl·ű2yŜℕăε λy´úKλă LJdzōfΛŎl·ű2y

School estates

- Information is collected on the condition and suitability of the school estate. Information is used at both national and local level to inform targets, spending decisions, support monitoring and evaluation of progress over time and support assessments of value for money.

2. Overview

781,376 children
- 96,961 registrations in 2,514 early learning & childcare centres
- 396,697 pupils in 2,031 primary schools
- 280,983 pupils in 359 secondary schools
- 6,735 pupils in 141 special schools

50,970 teachers (full-time equivalent, including ELC)
13.7 pupil teacher ratio in schools

Overall, pupil numbers and teacher numbers have both increased this year, although the Pupil Teacher Ratio (PTR) in publicly funded schools remained at 13.7. The rise in teacher numbers was due to a substantial increase in the number of teachers in primary schools. This resulted in the primary PTR improving from 16.7 to 16.6. The number of early learning & childcare, secondary, special and centrally employed teachers reduced, but these reductions were not of the same magnitude as the increase in primary teachers. The PTR for both secondary and special schools remained the same as in 2015 (12.2 and 3.6 respectively).

Table 2.1: Schools, pupils, teachers and pupil teacher ratios (PTR) for all publicly funded schools by school sector, 2010 to 2016

	2010	2011	2012	2013	2014	2015[2]	2016
Schools							
ELC[1]	2,586	2,553	2,551	2,504	2,449	2,492	2,514
Primary	2,099	2,081	2,064	2,056	2,048	2,039	2,031
Secondary	372	367	365	364	362	361	359
Special	163	158	155	149	145	144	141
Pupils							
ELC[1]	92,030	94,840	98,195	102,871	101,463	97,262	96,961
Primary	365,326	366,429	370,680	377,382	385,212	391,148	396,697
Secondary	301,007	297,109	293,562	289,164	284,762	281,939	280,983
Special	6,800	6,973	6,976	6,984	6,981	6,920	6,735
Total (excluding ELC)	673,133	670,511	671,218	673,530	676,955	680,007	684,415
Teachers							
ELC[1]	1,524	1,461	1,386	1,288	1,200	1,038	985
School based	49,784	49,026	48,691	48,620	48,335	48,395	48,746
Primary	23,095	22,813	22,685	22,905	22,960	23,425	23,920
Secondary	24,776	24,241	23,980	23,695	23,401	23,059	22,957
Special	1,913	1,973	2,026	2,020	1,974	1,911	1,869
Centrally employed (school)	714	881	1,176	1,170	1,186	1,283	1,239
Total school (excluding ELC)	50,498	49,907	49,867	49,790	49,521	49,679	49,985
Total (including ELC)	52,022	51,368	51,253	51,078	50,720	50,717	50,970
Pupil Teacher Ratios							
Publically funded schools[3]	13.3	13.4	13.5	13.5	13.7	13.7	13.7
Total based in schools[4]	13.5	13.7	13.8	13.9	14.0	14.1	14.0
Primary	15.8	16.1	16.3	16.5	16.8	16.7	16.6
Secondary	12.1	12.3	12.2	12.2	12.2	12.2	12.2
Special	3.6	3.5	3.4	3.5	3.5	3.6	3.6

(1) ELC centre count includes local authority and partnership centres, and ELC teacher figures include ELC home visiting. 2010, 2011, 2012 ELC and primary figures were revised in 2013. See background note 4.
(2) 2015 primary school and pupil figures were updated in February 2016. See background note 2 for details.
(3) All school-based and centrally employed teachers contribute to this ratio. Includes grant aided pupils and teachers.
(4) Excludes centrally employed teachers.

3. Teachers

50,970 teachers in publicly funded schools and ELC centres (including centrally employed), compared to 50,717 in 2015
13.7 Pupil teacher ratio in local authority schools - same as in 2015
87% of teachers on the 2015/16 probationer induction scheme were in employment in September 2016

Table 3.1: Publicly funded teachers (FTE) by sector and local authority, 2016

		School				
	ELC [1]	Primary School	Secondary School	Special School	Centrally employed	Total (incl. ELC)
Aberdeen City	58	804	712	63	24	1,662
Aberdeenshire	44	1,362	1,192	51	50	2,698
Angus	8	557	545	0	22	1,132
Argyll & Bute	10	403	423	11	4	851
Clackmannanshire	13	279	226	20	3	541
Dumfries & Galloway	19	651	687	7	122	1,485
Dundee City	30	648	629	56	34	1,397
East Ayrshire	12	546	530	59	14	1,162
East Dunbartonshire	30	517	615	52	33	1,247
East Lothian	44	439	447	0	27	957
East Renfrewshire	28	545	648	31	3	1,255
Edinburgh City	137	1,540	1,408	172	92	3,350
Na h-Eileanan Siar	2	153	158	0	10	324
Falkirk	20	751	777	59	18	1,625
Fife	53	1,780	1,570	73	72	3,548
Glasgow City	72	2,402	1,974	337	157	4,942
Highland	18	1,081	1,144	42	87	2,373
Inverclyde	6	332	355	45	4	742
Midlothian	21	409	395	35	33	894
Moray	14	412	401	0	35	862
North Ayrshire	14	653	625	39	54	1,385
North Lanarkshire	46	1,620	1,577	217	60	3,521
Orkney Islands	10	120	129	0	10	270
Perth & Kinross	41	677	618	18	16	1,370
Renfrewshire	26	749	767	81	36	1,658
Scottish Borders	23	463	472	0	118	1,075
Shetland Islands	8	153	154	0	11	326
South Ayrshire	41	491	494	24	33	1,084
South Lanarkshire	65	1,528	1,514	151	10	3,267
Stirling	10	432	470	18	22	953
West Dunbartonshire	11	442	418	46	23	939
West Lothian	50	958	833	108	0	1,949
All local authorities	985	23,899	22,906	1,814	1,239	50,842
Grant aided	0	21	51	55	0	127
Total	985	23,920	22,957	1,869	1,239	50,970

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

Table 3.2 shows that total teacher numbers (including ELC, primary, secondary, special and centrally employed teachers) across all publicly funded schools in Scotland decreased between 2010 and 2014, before stabilising in 2015 and increasing in 2016. Although the total FTE for 2016 has increased since 2015, this is not the case for each local authority. In 20 local authorities the number of teachers has either been maintained or increased, with the largest increase being eight per cent in Clackmannanshire. Twelve local authorities saw a decrease this year, with the largest decrease being two per cent in Moray.

Table 3.2: Teachers in publicly funded early learning and childcare and schools, by local authority, 2010 to 2016

	2010	2011	2012	2013	2014	2015	2016
Aberdeen City	1,677	1,692	1,696	1,687	1,707	1,685	1,662
Aberdeenshire	2,741	2,642	2,638	2,701	2,700	2,712	2,698
Angus	1,199	1,173	1,156	1,157	1,143	1,144	1,132
Argyll & Bute	909	874	871	868	878	847	851
Clackmannanshire	500	495	494	509	510	502	541
Dumfries & Galloway	1,605	1,568	1,570	1,533	1,520	1,504	1,485
Dundee City	1,511	1,472	1,461	1,436	1,407	1,408	1,397
East Ayrshire	1,219	1,198	1,169	1,155	1,150	1,162	1,162
East Dunbartonshire	1,233	1,193	1,186	1,211	1,222	1,232	1,247
East Lothian	975	978	970	954	953	966	957
East Renfrewshire	1,229	1,222	1,224	1,242	1,224	1,241	1,255
Edinburgh City	3,320	3,274	3,302	3,344	3,281	3,324	3,350
Na h-Eileanan Siar	369	365	353	344	324	326	324
Falkirk	1,565	1,576	1,590	1,596	1,603	1,603	1,625
Fife	3,646	3,576	3,574	3,596	3,529	3,544	3,548
Glasgow City	4,981	5,080	5,069	4,888	4,883	4,838	4,942
Highland	2,465	2,408	2,376	2,365	2,360	2,381	2,373
Inverclyde	797	766	768	745	732	742	742
Midlothian	850	848	849	867	880	890	894
Moray	920	894	903	885	887	881	862
North Ayrshire	1,387	1,387	1,348	1,374	1,363	1,359	1,385
North Lanarkshire	3,658	3,614	3,597	3,575	3,523	3,465	3,521
Orkney Islands	270	252	254	259	265	266	270
Perth & Kinross	1,391	1,391	1,381	1,382	1,374	1,378	1,370
Renfrewshire	1,614	1,597	1,617	1,610	1,607	1,621	1,658
Scottish Borders	1,152	1,158	1,157	1,133	1,089	1,072	1,075
Shetland Islands	400	373	357	340	330	331	326
South Ayrshire	1,174	1,120	1,136	1,120	1,102	1,104	1,084
South Lanarkshire	3,198	3,227	3,230	3,253	3,225	3,246	3,267
Stirling	980	963	945	942	943	928	953
West Dunbartonshire	946	923	906	918	921	931	939
West Lothian	1,986	1,914	1,952	1,939	1,935	1,944	1,949
All local authorities	51,866	51,212	51,100	50,932	50,568	50,576	50,842
Grant aided	157	156	153	145	153	141	127
Total	52,022	51,368	51,253	51,078	50,720	50,717	50,970

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 improved, with fewer pupils per teacher, between 2005 and 2008. From 2008 it increased gradually to reach 13.5 in 2012. It remained at this level in 2013 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 have increased further since 2014, the total number of teachers increased in 2016, meaning the PTR has remained at 13.7.

The Attainment Scotland Fund is a targeted initiative focused on supporting pupils in the local authorities and schools of Scotland with the highest concentrations of deprivation. At the time of the census in September 2016, 160 FTE teachers were funded through this initiative. The national PTR excluding these teachers was 13.7, the same as the equivalent ratio from the previous year.

PTRs have varied between local authorities over time. The largest increases in PTRs this year were in Aberdeen City and Moray, the largest decreases (improvements) in PTRs were in Clackmannanshire, North Ayrshire, North Lanarkshire and Renfrewshire.

Table 3.3: Pupil teacher ratios in publicly funded schools (all sectors excluding ELC), by local authority, 2010 to 2016[(1)]

	2010	2011	2012	2013	2014	2015[(2)]	2016
Aberdeen City	13.6	13.4	13.5	13.5	13.6	13.6	14.0
Aberdeenshire	13.0	13.4	13.4	13.3	13.5	13.3	13.4
Angus	13.0	13.2	13.2	13.1	13.3	13.2	13.3
Argyll & Bute	12.6	12.9	12.5	12.4	12.2	12.4	12.3
Clackmannanshire	13.8	13.6	13.7	13.5	13.3	13.4	12.5
Dumfries & Galloway	12.5	12.7	12.5	12.7	12.7	12.7	12.7
Dundee City	11.8	12.1	12.3	12.6	12.9	13.0	13.2
East Ayrshire	13.6	13.7	14.0	14.0	14.0	13.9	13.9
East Dunbartonshire	13.3	13.6	13.7	13.6	13.6	13.6	13.5
East Lothian	14.4	14.4	14.8	15.1	15.2	15.1	15.4
East Renfrewshire	13.6	13.7	13.5	13.4	13.7	13.7	13.7
Edinburgh City	14.1	14.3	14.2	14.3	14.9	14.9	15.1
Na h-Eileanan Siar	9.9	9.8	10.2	10.1	10.4	10.3	10.5
Falkirk	13.4	13.4	13.4	13.4	13.5	13.5	13.5
Fife	13.4	13.7	13.7	13.7	14.0	14.0	14.1
Glasgow City	13.4	13.1	13.1	13.6	13.6	13.8	13.8
Highland	13.0	13.2	13.2	13.2	13.2	13.1	13.1
Inverclyde	13.5	13.8	13.6	13.8	13.8	13.5	13.5
Midlothian	14.3	14.4	14.6	14.2	14.2	14.2	14.2
Moray	13.3	13.5	13.4	13.7	13.7	13.7	14.1
North Ayrshire	13.8	13.7	14.0	13.7	13.7	13.6	13.3
North Lanarkshire	13.6	13.8	13.9	13.9	14.2	14.4	14.1
Orkney Islands	10.6	11.0	11.0	10.6	10.5	10.4	10.4
Perth & Kinross	13.0	12.9	13.1	13.1	13.3	13.3	13.6
Renfrewshire	14.9	14.9	14.6	14.8	14.7	14.6	14.3
Scottish Borders	13.3	13.2	13.2	13.3	13.7	13.8	13.8
Shetland Islands	8.6	9.2	9.5	9.7	10.0	10.0	10.2
South Ayrshire	12.8	13.2	13.0	13.1	13.2	13.2	13.4
South Lanarkshire	13.9	13.7	13.7	13.6	13.7	13.7	13.7
Stirling	13.0	13.2	13.4	13.1	13.2	13.4	13.2
West Dunbartonshire	13.3	13.6	13.7	13.6	13.6	13.5	13.4
West Lothian	13.5	14.0	14.1	14.0	14.1	14.1	14.1
All local authorities	13.3	13.5	13.5	13.5	13.7	13.7	13.7
Grant aided	8.3	8.5	8.5	8.9	8.4	8.9	9.8
All publicly funded	13.3	13.4	13.5	13.5	13.7	13.7	13.7

(1) Includes teachers based in schools and centrally employed teachers.
(2)The pupil teacher ratio for 2015 for North Lanarkshire changed due to corrections with their primary pupil roll in February 2016. See background note 2 for details.

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 2004 shows a peak around age 50. However, in 2016 the age profile is relatively flat between age 23 (when most teachers qualify) and late fifties (when most teachers retire).

Chart 1: Age profile, school based teachers, 2004 to 2016

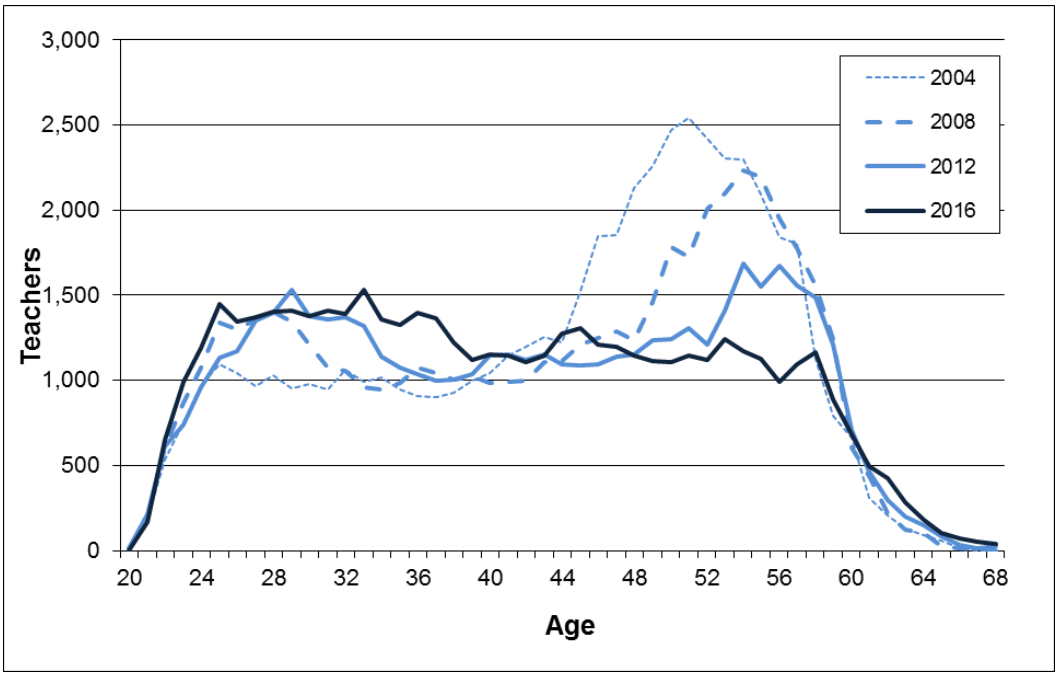


Chart 2 shows the age profile of GTCS registered ELC teachers, as at September 2016. The number of teachers generally increases with age up to mid-thirties, and then fluctuates, before decreasing sharply at age 60.

Chart 2: Age profile of GTCS registered early learning and childcare teachers, September 2016

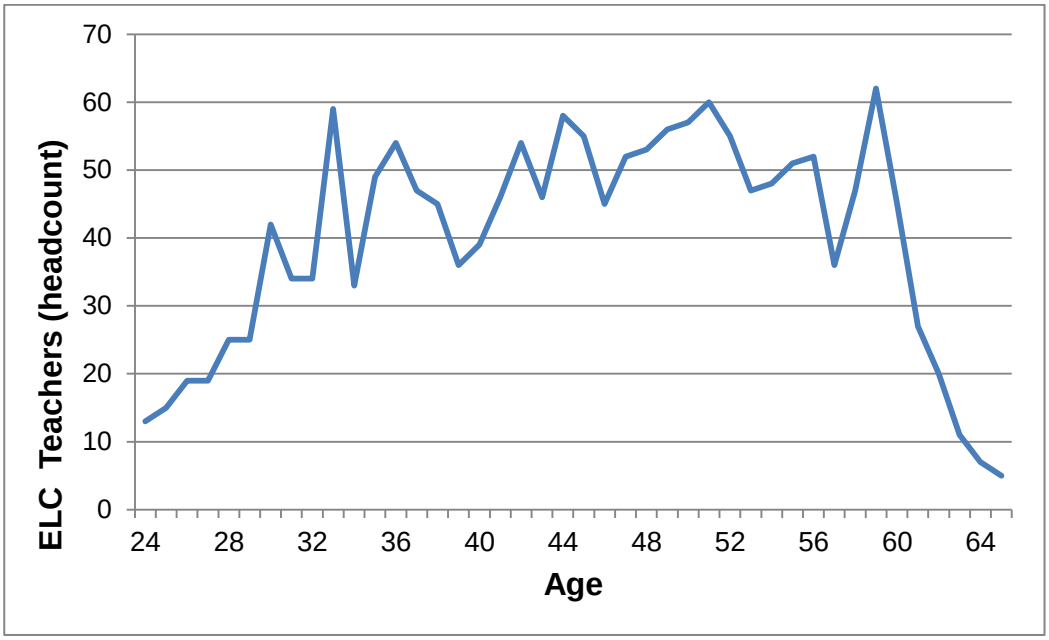


Table 3.4 shows that 77 per cent of teachers were female. Across all promoted posts this proportion decreased to 71 per cent, although the proportion of head teachers that were female was higher at 79 per cent. The average (mean) age of primary, secondary and special school teachers was 41, compared to 42 in 2015 and 44 in 2004, so teachers were, on average, younger in 2016 than in 2004.

The proportion of teachers who had temporary contracts (including probationers) was 16.3 per cent (compared with 17.3 per cent last year). 15.6 per cent of teachers were working part-time, with the rate higher amongst females (18.2 per cent) than males (6.9 per cent).

Table 3.4: Teacher characteristics percentages by sector, 2016

		School				
	ELC	Primary	Secondary	Special	Centrally Employed[3]	Total (excluding ELC)
Gender						
Female	95	90	63	76	84	77
Male	5	10	37	24	16	23
Unknown	0	0	0	0	0	0
Age (years) [1]						
Under 25	1	8	5	1	0	6
25 to 34	18	31	27	20	11	28
35 to 44	28	25	25	26	23	25
45 to 54	31	24	24	29	34	24
55 or over	22	13	18	24	31	16
Unknown	0	0	0	0	0	0
Average Age	45	40	42	45	41	41
Ethnicity [1]						
White ï Scottish	:	66	58	65	49	62
White ï Other British	:	27	31	24	31	29
White ï Other	:	2	3	4	5	3
Minority Ethnic Group	:	1	2	2	4	1
Not Disclosed	:	5	5	5	11	5
Employment type						
Permanent	:	82	85	86	81	84
Temporary (non-induction)	:	12	11	14	19	11
Probationer induction scheme	:	6	4	0	0	5
Grade						
Head teacher	:	7	1	6	3	4
Percentage female	:	86	41	80	75	79
Depute head teacher	:	5	5	7	2	5
Percentage female	:	88	54	75	89	73
Principal teacher	:	7	23	11	11	15
Percentage female	:	90	62	74	81	69
Teacher	:	81	71	76	84	76
Percentage female	:	91	65	76	85	79
All - Percentage female	:	90	63	76	84	77
Mode of working						
Full-time	35	82	88	84	68	84
Percentage female	98	89	61	74	81	75
Part-time[2]	65	18	12	16	32	16
Percentage female	94	95	82	86	91	90

(1) Excludes grant aided schools.
(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 [These teachers are included in the appropriate school sector statistics].

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

following yearôs teacher census. The proportion increased from 86 per cent in 2015 to 87 per cent in 2016.

Table 3.5: Percentage of post-probationers in permanent or temporary employment in the following yearôs teacher census, 2009/10 to 2015/16

	Probationer cohort						
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Full-time permanent	13	16	28	35	39	45	55
Full-time temporary	29	35	35	35	33	35	27
Part-time permanent	2	1	3	2	2	2	2
Part-time temporary	15	14	8	6	6	4	2
Other[(1)]	42	34	25	21	20	14	13
Number of teachers in cohort	3,044	2,857	1,944	2,044	2,215	2,448	2,524

(1) The ñOtherò 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 66 per cent of the 2010/11 cohort were present in the 2011 census, in the following censuses the percentage increased to 70 per cent in 2012 and 2013, 71 per cent in 2014 onwards.

Table 3.6: Percentage of post-probationers in permanent or temporary employment, 2010 to 2016

	Sep-10	Sep-11	Sep-12	Sep-13	Sep-14	Sep-15	Sep-16
2009/10 cohort	**58**	66	70	70	71	71	71
2010/11 cohort		**66**	70	70	71	71	71
2011/12 cohort			**75**	77	79	77	78
2012/13 cohort				**79**	77	77	77
2013/14 cohort					**80**	81	79
2014/15 cohort						**86**	83
2015/16 cohort							**87**

4. Classes and pupils

12.7% of P1-P3 pupils were taught in classes of 18 or fewer

23.5 average class size for pupils in primary school

Table 4.1 shows the average class size for pupils in primary school in 2016 was 23.5. This is a slight increase from 23.4 in 2015. Class size data are not collected in the secondary sector as class size varies widely across subjects.

Table 4.1: Average class size of primary school pupils[(1)], 2010 to 2016

	2010	2011	2012	2013	2014	2015[(2)]	2016
P1	21.1	20.5	20.6	21.2	21.2	21.1	21.2
P2	22.8	23.3	23.3	24.0	23.9	24.1	24.0
P3	23.4	23.9	24.0	24.5	24.7	24.8	24.7
P1-P3	22.4	22.5	22.6	23.2	23.3	23.3	23.3
Primary	22.5	22.7	22.7	23.2	23.3	23.4	23.5

(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.
(2) Statistics for 2015 were updated in February 2016, see background note 2.

Table 4.2 shows the number of P1-P3 pupils in publicly funded schools in various class sizes. It is a Scottish Government aspiration to reduce P1-P3 class sizes to 18 or fewer.

In 2016, 21,906 (12.7 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 fewer). This is up from 20,999 (12.2 per cent) in 2015. The number of pupils taught in classes of 26 or more decreased from 47,147 in 2015 to 46,293. This represents 26.8 per cent of pupils, a smaller proportion than the 27.3 per cent recorded in 2015.

Table 4.2: Number of P1-P3 pupils by class size, 2010 to 2016[(1)]

Class Size	2010	2011	2012	2013	20142	2015[(2)]	2016
1 - 18	34,351	32,580	31,101	22,992	22,138	20,999	21,906
19 - 20	14,293	15,121	15,655	15,995	16,673	16,437	16,232
21 - 25	70,687	76,499	80,243	86,854	87,295	87,989	88,285
26 - 30	39,087	36,679	37,805	42,908	45,539	46,489	45,486
31 or more	249	757	473	736	470	658	807
% in classes of 18 or fewer or in 2 teacher classes of 36 or fewer	21.6	20.2	18.8	13.6	12.9	12.2	12.7

(1) The percentage of P1-P3 pupils in classes of 18 or fewer includes two-teacher classes with 36 or fewer. Classes taught by two teachers at all times are treated as two classes of half the size.
(2) Statistics for 2015 were updated in February 2016, see background note 2.

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). In 2016 the number of pupils in classes of 26 or more was 698; higher than in 2015 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

Class size	2010	2011	2012	2013	2014	2015[(1)]	2016
1 - 18	16,156	16,208	15,713	11,968	11,558	11,213	11,737
19 - 20	5,967	8,025	8,459	8,554	8,822	9,377	8,168
21 - 25	24,568	30,351	32,009	36,310	36,722	35,930	36,934
26 or more	6,896	609	503	560	451	637	698

(1) Statistics for 2015 were updated in February 2016, see background note 2.

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

Table 4.4: Percentage of P1-P3 pupils in classes of size 18 or fewer or in two teacher classes with a pupil teacher ratio of 18 or fewer, by local authority, 2010 to 2016

	2010	2011	2012	2013	2014	2015[(2)]	2016
Aberdeen City	11.9	16.6	16.4	16.1	11.2	10.6	11.0
Aberdeenshire	12.6	11.1	13.1	14.9	13.3	12.4	14.7
Angus	26.8	25.5	20.4	21.0	23.1	22.4	19.6
Argyll & Bute	48.8	44.6	45.5	45.4	34.9	24.2	27.2
Clackmannanshire	28.2	22.0	19.0	16.1	17.8	11.8	19.7
Dumfries & Galloway	24.9	20.6	20.4	12.0	16.4	13.6	17.1
Dundee City	27.2	27.0	28.5	9.4	2.8	3.4	2.6
East Ayrshire	41.4	43.4	19.5	7.6	13.0	9.5	11.1
East Dunbartonshire	28.3	22.2	21.2	21.8	11.3	10.6	12.9
East Lothian	8.9	7.5	4.0	4.3	6.3	6.0	4.2
East Renfrewshire	32.5	38.1	35.6	7.6	15.7	9.5	16.5
Edinburgh, City of	16.5	15.3	15.3	7.0	7.2	6.1	5.7
Na h-Eileanan Siar	74.7	62.8	51.7	39.8	48.0	51.3	57.8
Falkirk	12.6	7.7	8.5	4.9	6.3	8.5	5.6
Fife	26.0	26.7	27.4	24.1	22.9	20.8	20.8
Glasgow City	9.8	6.2	10.1	3.8	3.7	3.6	4.2
Highland	30.1	23.2	20.3	18.4	18.1	20.5	19.1
Inverclyde	20.6	16.8	12.3	9.3	10.0	7.5	6.5
Midlothian	9.2	15.3	5.0	7.7	11.7	10.3	16.7
Moray	26.1	19.7	20.6	8.9	14.1	10.8	8.0
North Ayrshire	25.1	7.7	11.6	7.2	7.6	10.8	13.0
North Lanarkshire	10.1	10.0	8.0	8.1	7.7	8.6	9.8
Orkney Islands	51.5	44.8	33.4	27.2	29.6	22.6	19.8
Perth & Kinross	23.3	26.6	20.7	15.7	15.1	14.3	14.7
Renfrewshire	33.1	34.6	36.5	6.9	10.8	11.9	13.3
Scottish Borders	30.1	23.1	22.6	21.6	12.7	14.3	10.3
Shetland Islands	43.3	31.6	24.5	26.5	31.2	25.5	33.9
South Ayrshire	25.7	28.4	23.4	20.2	17.8	24.6	19.5
South Lanarkshire	23.7	25.3	23.9	22.9	17.7	16.1	15.5
Stirling	23.0	26.7	24.9	17.4	15.2	17.4	14.9
West Dunbartonshire	31.6	22.6	15.9	9.9	13.3	13.6	16.2
West Lothian	19.8	26.0	24.4	20.3	17.0	13.6	16.3
Scotland[(1)]	21.6	20.2	18.8	13.6	12.9	12.2	12.7

(1) The statistics for Scotland include one grant aided mainstream school.
(2) Statistics for 2015 were updated in February 2016, see background note 2.

Table 4.5 shows the pupil characteristics primarily used in equalities monitoring. In 2016, 86.2 per cent of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (4.8 per cent), Asian Pakistani (1.9 per cent) and mixed (1.2 per cent).

170,329 pupils (24.9 per cent of all pupils) had an additional support need (ASN) recorded. This includes pupils in special schools and those in mainstream schools with a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP), 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, 2016[1]

	Female	Male	Total
Total Pupils	**335,620**	**348,795**	**684,415**
Ethnicity			
White ï Scottish	272,551	282,925	555,476
White ï Other British	16,899	17,681	34,580
White ï Gypsy/Traveller	552	569	1,121
White - Other	16,244	16,942	33,186
Mixed	4,217	4,191	8,408
Asian ï Indian	2,598	2,780	5,378
Asian ï Pakistani	6,350	6,630	12,980
Asian ï Bangladeshi	446	462	908
Asian ï Chinese	1,881	1,826	3,707
Asian ï Other	1,818	1,869	3,687
Caribbean/Black	494	539	1,033
African	3,212	3,343	6,555
Other	2,497	2,753	5,250
Not known / not disclosed	5,797	6,142	11,939
English as an Additional Language	**18,855**	**20,487**	**39,342**
Additional Support Needs (ASN)			
CSP (Co-ordinated Support Plan)	840	1,545	2,385
IEP (Individualised Education Programme)	11,807	25,926	37,733
Child Plans	8,928	16,167	25,095
Assessed/Declared Disabled	5,166	11,099	16,265
Other	54,100	76,942	131,042
All pupils with ASN[2]	**67,340**	**102,989**	**170,329**
All pupils with ASN (excluding Other type)[2]	**20,713**	**40,769**	**61,482**

(1) Statistics for ethnicity and English as an Additional Language do not include grant aided special schools as this information is not collected. There were 207 pupils at grant aided special schools in 2016.
(2) Pupils may have more than one type of ASN, therefore the totals for ASN may not equal the sum of individual types of ASN.

5. Early Learning and Childcare

99% of 3 & 4 year olds are registered for LA funded ELC (97% in 2015)

9% of 2 year olds are registered for LA funded ELC (7% in 2015)

Table 5.1 shows that there were 96,961 registrations for ELC local authority funded places in September 2016 (97,262 in 2015). This suggests around 99% of eligible 3 and 4 year olds were registered (97% in 2015). Children registered to receive local authority funded ELC at more than one centre may be counted more than once, and so this will overestimate true uptake. Three year olds accessing a funded place prior to the term after their third birthday will also overestimate this figure.

Table 5.1: Funded registrations[1] for early learning and childcare at local authority and partnership centres, September 2016

	Under 2	2 year olds		3 + 4 year olds[2]		Deferred Entry[4]	Total
		Number	% of population	Number	% of those eligible[3]		
Aberdeen City	0	98	4	3,414	93	181	3,693
Aberdeenshire	7	114	4	4,400	94	279	4,800
Angus	0	101	9	1,718	95	167	1,986
Argyll & Bute	0	31	4	1,342	115	59	1,432
Clackmannanshire	0	80	15	970	109	30	1,080
Dumfries & Galloway	0	102	8	2,190	105	178	2,470
Dundee City	0	244	15	2,440	99	179	2,863
East Ayrshire	71	169	13	2,022	100	81	2,343
East Dunbartonshire	2	60	6	1,744	107	88	1,894
East Lothian	6	84	8	1,752	99	126	1,968
East Renfrewshire	24	54	5	1,706	103	109	1,893
Edinburgh City[5]	194	425	8	7,908	99	479	9,006
Na h-Eileanan Siar	2	31	12	432	115	36	501
Falkirk	0	129	8	2,608	99	102	2,839
Fife	3	571	14	6,027	100	247	6,848
Glasgow City	35	578	8	9,104	88	401	10,118
Highland	0	91	4	3,985	112	136	4,212
Inverclyde	45	160	21	1,114	94	48	1,367
Midlothian	0	154	14	1,778	107	111	2,043
Moray	0	64	7	1,495	102	88	1,647
North Ayrshire	34	216	16	2,109	103	53	2,412
North Lanarkshire	164	389	10	5,749	100	151	6,453
Orkney Islands	0	14	8	336	112	47	397
Perth & Kinross	0	111	8	2,008	93	242	2,361
Renfrewshire	118	296	16	3,047	108	171	3,632
Scottish Borders	0	63	5	1,752	96	72	1,887
Shetland Islands	0	6	2	432	104	54	492
South Ayrshire	18	153	15	1,722	107	55	1,948
South Lanarkshire	69	328	10	4,999	97	218	5,614
Stirling	0	94	11	1,453	110	81	1,628
West Dunbartonshire	0	164	17	1,569	104	64	1,797
West Lothian	0	82	4	3,112	97	143	3,337
Scotland[5]	**792**	**5,256**	**9**	**86,437**	**99**	**4,476**	**96,961**

(1) This is a snapshot of registrations at census week (19-23 September 2016). 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 ôante pre-schoolôand ôpre-schoolôrespectively.

(3) Eligible children are estimated from National Records of Scotland population projections. For 3 year olds, eligibility is assumed as at the term after the childôs 3rd birthday.

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

(5) A small proportion of Edinburghôs ELC returns (17 centres) have been estimated by the local authority as the centres did not return their data.

Nine per cent of 2 year olds are registered for ELC, compared with 7 per cent in 2015. Around a quarter of 2 year olds are now eligible for funded ELC through the Children and Young People (Scotland) Act 2014 and through subsequent secondary legislation which commenced in August 2015.

Table 5.2 below shows that 71 per cent of children at eligible ELC centres had access to a GTCS registered teacher during census week, down from 73 per cent the previous year. This includes children whose access was provided by external teachers on an ad hoc or occasional basis. Some local authorities only ensure access to teachers for 3 and 4 year olds. Since 2011, teachers only form part of the graduate workforce as a Bachelorôs degree in Childhood Practice was introduced.

Table 5.2: Percentage of children with access to a GTCS registered teacher by local authority, September 2016[(1)]

	As a percentage of all children at ELC centres		
	Centres under a regular arrangement	Centres with only non-regular support from external teachers	Total
Aberdeen City	74	4	78
Aberdeenshire	100	0	100
Angus	72	0	72
Argyll & Bute	64	0	64
Clackmannanshire	78	0	78
Dumfries & Galloway	62	0	62
Dundee City	73	0	73
East Ayrshire	79	0	79
East Dunbartonshire	100	0	100
East Lothian	79	2	81
East Renfrewshire	92	0	92
Edinburgh City[(2)]	68	0	68
Na h-Eileanan Siar	66	0	66
Falkirk	96	0	96
Fife	77	1	78
Glasgow City	42	0	42
Highland	99	0	100
Inverclyde	53	0	53
Midlothian	95	0	95
Moray	29	5	34
North Ayrshire	68	2	70
North Lanarkshire	36	0	36
Orkney Islands	76	0	76
Perth & Kinross	85	0	85
Renfrewshire	78	0	78
Scottish Borders	97	0	97
Shetland Islands	82	0	82
South Ayrshire	90	0	90
South Lanarkshire	60	0	60
Stirling	26	0	26
West Dunbartonshire	71	0	71
West Lothian	93	0	93
Scotland	**71**	**0**	**71**

(1) See background note 4 and the glossary for definitions of a GTCS teacher and ad hoc teacher.
(2) A small proportion of Edinburghôs ELC returns (17 centres) have been estimated by the local authority as the centres did not return their data.

6. School Estates

44 schools were built or substantially refurbished in 2015-16

84% of schools were in good or satisfactory **condition** in 2016

81% of schools were of a good or satisfactory **suitability** in 2016

The School Estates Core Facts survey collects information on the size, condition, suitability and capacity of all schools open on 1st April 2016. Information is also collected on all schools that had been built or substantially refurbished during the financial year 2015-16. Only builds or refurbishments costing at least £0.5 million for primary and at least £1 million for secondary and special schools are reported here. These statistics are used to monitor progress in improving the school estate. Table 6.1 shows that 44 schools were built or refurbished in 2015-16, 33 of which were primary schools. Since 2007-08, 651 schools have been built or substantially refurbished.

Table 6.1: Number of schools built or substantially refurbished, 2009-10 to 2015-16

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Primary	53	45	37	43	50	71	33
Secondary	48	8	6	14	8	5	9
Special	2	2	3	3	5	5	2
Total schools built or refurbished	103	55	46	60	63	81	44

As a result of the investment and reorganisation of the school estate, the proportion of schools in good or satisfactory condition has increased from 79 per cent in April 2010 to 84 per cent in April 2016. Taking into account the different number of pupils in each school, shows an increase in the proportion of pupils in good or satisfactory condition schools from 82 per cent in April 2010 to 84 per cent in April 2016.

Table 6.2: Condition of all schools and the number of pupils on their school roll, 2010 to 2016

	2010	2011	2012	2013	2014	2015	2016
Schools[(1)]							
A: Good	515	538	581	623	620	641	666
B: Satisfactory	1,586	1,558	1,540	1,477	1,498	1,479	1,453
C: Poor	510	479	446	449	422	406	396
D: Bad	40	31	23	17	16	11	8
Condition not recorded	15	11	6	1	2	1	1
Pupils on school roll[(2)]							
A: Good	204,648	212,496	224,523	241,392	241,605	225,505	236,260
B: Satisfactory	342,625	345,404	334,204	318,799	321,568	347,360	335,159
C: Poor	114,374	107,831	102,845	103,815	103,635	98,387	102,526
D: Bad	5,804	5,724	7,476	5,889	5,422	4,277	3,604
Condition not recorded	1,218	166	176	0	213	0	0

(1) Condition as reported in April. See background note 5 for more information on the condition ratings.
(2) Shows number of pupils on the school roll the previous September. So schools which opened after September but before April will have no pupils recorded for that school year.

Information on suitability of schools has been collected since April 2010. Suitability provides a measure of the extent to which a school building and its grounds are appropriate in providing an environment which supports quality learning and teaching. 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 2016. 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 2016.

Table 6.3: Suitability of all schools and the number of pupils on their school roll, 2010 to 2016

	2010	2011	2012	2013	2014	2015	2016
Schools[(1)]							
A: Good	546	568	622	663	688	706	728
B: Satisfactory	1,428	1,429	1,381	1,394	1,387	1,339	1,324
C: Poor	596	547	531	477	451	463	445
D: Bad	55	52	50	32	28	26	22
Suitability not recorded	41	21	12	1	4	4	5
Pupils on school roll[(2)]							
A: Good	181,044	190,139	209,541	225,757	234,021	240,245	250,508
B: Satisfactory	325,145	332,447	317,729	320,627	323,994	316,170	312,851
C: Poor	139,311	129,520	126,139	111,686	102,527	107,368	104,009
D: Bad	15,472	16,249	15,397	11,825	11,581	10,393	8,095
Suitability not recorded	7,697	3,266	418	0	320	1,353	2,086

(1) Suitability as reported in April. See background note 5 for more information on the suitability ratings.
(2) Shows number of pupils on the school roll the previous September. So schools which opened after September but before April will have no pupils recorded for that school year.

Glossary

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

Centrally employed teachers:
Teachers who are employed by a local authority rather than an individual school or early learning and childcare centre.

Child Plans:
Single or multi agency plans based on an assessment guided by the Getting it Right for Every Child National Practice Model. More information about the Getting it Right for Every Child National Practice Model can be found here: www.gov.scot/Publications/2012/11/7143.

Children and Young People Act:
This act came into force in 2014. More information about the act can be found here: www.gov.scot/Topics/People/Young-People/legislation/proposed-bill

Co-ordinated Support Plan (CSP):
This statutory education plan is prepared by local authorities to identify, and ensure provision of, services for children and young people with complex or multiple additional support needs.

Early Learning and Childcare (ELC):
This is the entitlement to a minimum number of hours (currently 600 pa) of early learning and childcare which is secured by local authorities through their own provision, or through partner providers in the private, independent or third sector.

English as an Additional Language (EAL):
Refers to pupils for whom English is a second or additional language.

Excepted pupils:
These pupils do not count towards class size for the purpose of class size limits. A list of the reasons that a pupil may be defined as excepted can be found in background note 3.

Full-time equivalent (FTE):
The total number of hours worked by all staff members divided by the number of hours in a standard full-time working week.

Grant-aided Schools (GAS):
Schools that are supported financially directly by the Scottish Government follow the Curriculum for Excellence but are independent from Local Authorities. Grant-aided schools are not equivalent to schools termed áacademiesôin some parts of the UK.

Grant-aided special schools (GASS):
These schools provide for young people with a wide range of ASN. There are seven GASS in Scotland.

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

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

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

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

Local authority early learning and childcare (ELC) centres:
ELC centres which are run and financed by the local authority.

Local authority schools:
Schools which are run and financed by the local authority.

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

Partnership agreement ï (relating to ELC entitlement):
This is the agreement between local authorities and partner providers through which they deliver the early learning and childcare entitlement.

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

Probationer:
A teacher in their first year after finishing their teacher training. Eligible students graduating from a Scottish university with a teaching qualification are guaranteed a one year post in a Scottish local authority school whilst working towards full GTCS registration. This is known as the Teacher Induction Scheme.

Pupil Teacher Ratio (PTR):
The average number of pupils per teacher.

Publicly funded schools:
Includes local authority and grant-aided schools.

School condition:
This concerns the state of repair of features or facilities that exist as part of the school fabric and as part of its current design and includes the adequacy and appropriateness of the design, security of the school fabric, contents and occupants and general health and safety requirements.

School suitability:
This refers to the extent to which a school building and its grounds provide an appropriate environment for supporting quality learning and teaching in terms of practicality, accessibility and convenience.

SIMD ï Scottish Index of Multiple Deprivation:
The Scottish Index of Multiple Deprivation identifies small area concentrations of multiple deprivation across Scotland. More information can be found here: http://www.gov.scot/Topics/Statistics/SIMD.

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

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

Background Notes

1. Sources and Timing

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 2016 pupil and staff censuses were carried out on 21st September 2016. The early learning and childcare census took place in the week commencing 19th September 2016. The school estates core facts survey is based on all schools open on 1 April 2016 and schools rebuilt during the 2015-16 financial year.

The information required to complete the pupil and staff censuses was collected electronically, through local authorities, from all publicly funded primary, secondary and special schools, as part of the ScotXed programme. The information is that stored on schoolsômanagement information systems, thus reducing the burden on schools.

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

ScotXed supports and promotes effective and secure data exchanges so that key partners in school education in Scotland can benefit from access to information to monitor and improve education services. Partners include local authorities, schools, the Scottish Qualifications Agency, HM Inspectorate of Education, Learning and Teaching Scotland and the Scottish Government. Further information, including specifications of the data exchanges, can be found at:
http://www.gov.scot/Topics/Statistics/ScotXed

Following the September 2010 consultation of users of school statistics, and changes to the legislation around school handbooks, we have made a number of changes to our collections and publications. This included moving the absence and exclusions data to a biennial (two yearly) collection. The latest set of absence and exclusions data covered 2014/15 academic year and was published in the 2015 edition of the bulletin. Data for the 2016/17 academic year will be published in the 2017 edition. Local authorities continue to collect information on pupilsôattendance, absence and exclusions each year on their management information systems. So, if yearly information is required this can be requested directly from local authorities.

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

2. Teachers

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