



A National Statistics publication for Scotland



CHILDREN, EDUCATION AND SKILLS

Summary statistics for schools in Scotland

No. 8: 2017 Edition

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This annual statistical publication provides information on:

- The annual census of **pupils and teachers** in publicly funded schools in Scotland, conducted on 20 September 2017
- **Early learning and childcare** provision in Scotland, collected in the week commencing 18 September 2017
- **School estate** survey data for financial year 2016-17, for all schools open on 1 April 2017
- Attendance, absence and exclusions for the 2016/17 academic year

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 additional analysis can be e-mailed to:

school.stats@gov.scot

Summary statistics for schools in Scotland 2017

Pupils	688,959 Pupils	↑ 4,611 from 2016
	400,312 Primary	↑ 3,615 from 2016
	281,993 Secondary	↑ 1,010 from 2016
	6,654 Special	↓ 14 from 2016

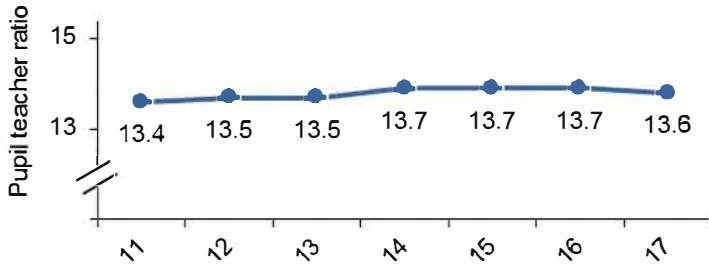
Teachers	51,513 Teachers	↑ 543 from 2016
	24,477 Primary	↑ 556 from 2016
	23,150 Secondary	↑ 193 from 2016
	1,836 Special	↓ 33 from 2016
	88% probationers in employment	↑ 1% point on 2016

Pupil teacher ratio 13.6	↓ 0.1 from 2016
Average class size 23.5	↔ same as 2016

Early Learning & Childcare	2,532 Centres	↑ 18 from 2016
	95,893 Registrations	↓ 1,068 from 2016
	99% Uptake for age 3&4	↔ Same as 2016

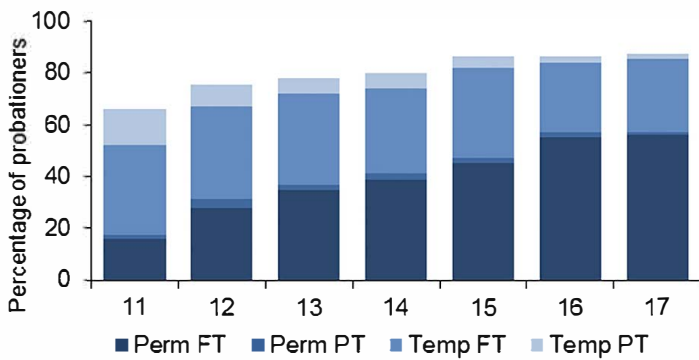
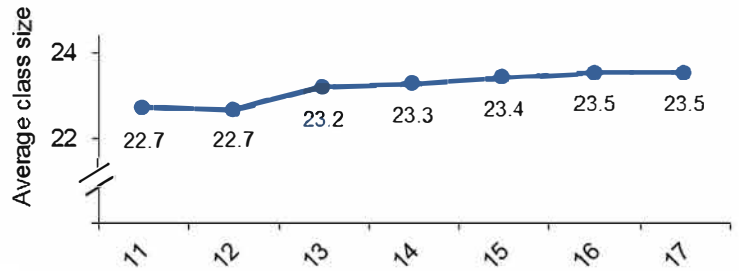
School buildings		
School estates	86.0% in good or satisfactory condition	↑ 2% points from 2016
	81.4% of a good or satisfactory suitability	↑ 0.1% point from 2016

Attendance, Absence and Exclusions	93.3% attendance in 2016/17	↓ 0.4% points on 2014/15
	18,377 cases of exclusion in 2016/17	↓ 53 from 2014/15



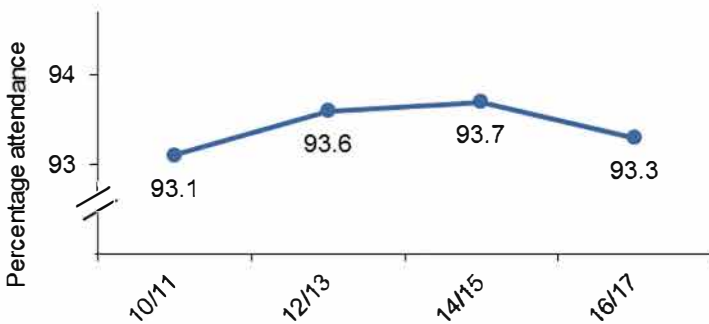
The PTR has decreased from 13.7 in 2016 to 13.6 in 2017

The overall average primary class size has remained the same over 2016 and 2017: 23.5



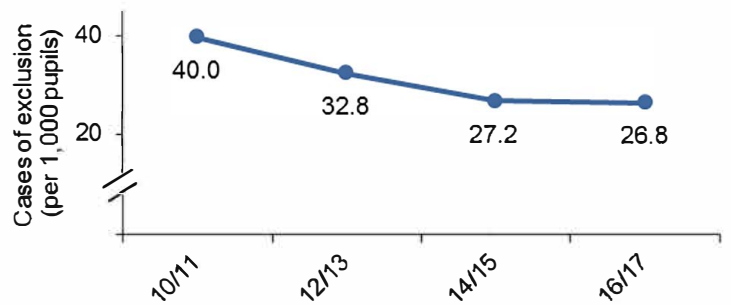
Post-probationer teachers in employment the following year has increased from 66% in 2011 to 88% in 2017

Schools reported as being in good or satisfactory condition has increased from 84% in April 2016 to 86% in April 2017



Percentage attendance has decreased from 93.7 in 2014/15 to 93.3 in 2016/17

Cases of exclusion have fallen each year since 2010/11 to 26.8 cases per 1,000 pupils in 2016/17



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Chapter 1: Introduction

This publication brings together a wide range of information on early learning and childcare provision, pupils, teachers, school buildings and attendance, absence and exclusions.

Early learning and childcare

- Local authorities have a duty to secure a part-time funded place (currently 600 hours a year) for 3 and 4 year olds and eligible 2 year olds
- Places are provided by local authority services, or secured through partnership arrangements with private or third sector services

Primary schools

- Children usually start school between 4½ and 5½ years old
- There are seven stages from primary 1 (P1) to primary 7 (P7)
- There is no streaming of pupils by ability at primary school and pupils are automatically promoted from one class to the next each year

Secondary schools

- Pupils attend for up to 6 years (S1-S6)
- Qualifications are usually taken from age 15-16
- In most circumstances young people may leave school at end of S4

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 primary and secondary education
- In these statistics pupils attending special schools are not assigned to primary or secondary or to a stage

Teachers

- 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 and are referred to as probationers in these statistics

School estates

- The school estates core facts survey is conducted annually and covers schools open on 1 April
- This collects information on schools newly built or substantially refurbished and local authorities' assessment of the condition and suitability of their school estate

Attendance, absence and exclusion

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

Chapter 2: Overview

95,893 **registrations** in 2,532 early learning & childcare centres
 688,959 **pupils** in 2,514 schools
 51,513 **teachers** (full-time equivalent, including ELC)
 13.6 **pupil teacher ratio** in schools

The number of pupils and teachers have both increased this year but the pupil teacher ratio (PTR) in publicly funded schools decreased to 13.6. The rise in teacher numbers was due to an increase in the number of teachers in the primary and secondary school sectors. The numbers of early learning & childcare, special school and centrally employed teachers decreased. The PTR for secondary and special schools remained the same as in 2016 (12.2 and 3.6 respectively) while the PTR for primary schools decreased to 16.4.

Table 2.1: Schools, pupils, teachers and PTR

	2011	2012	2013	2014	2015 ⁽¹⁾	2016	2017
Schools							
ELC ⁽²⁾	2,553	2,551	2,504	2,449	2,492	2,514	2,532
Primary	2,081	2,064	2,056	2,048	2,039	2,031	2,019
Secondary	367	365	364	362	361	359	360
Special	158	155	149	145	144	141	135
Pupils							
ELC ⁽²⁾	94,840	98,195	102,871	101,463	97,262	96,961	95,893
Primary	366,429	370,680	377,382	385,212	391,148	396,697	400,312
Secondary	297,109	293,562	289,164	284,762	281,939	280,983	281,993
Special ⁽³⁾	6,943	6,953	6,956	6,940	6,871	6,668	6,654
Total (excluding ELC) ⁽³⁾	670,481	671,195	673,502	676,914	679,958	684,348	688,959
Teachers							
ELC ⁽²⁾	1,461	1,386	1,288	1,200	1,038	985	921
School based	49,026	48,691	48,620	48,335	48,395	48,746	49,463
Primary	22,813	22,685	22,905	22,960	23,425	23,920	24,477
Secondary	24,241	23,980	23,695	23,401	23,059	22,957	23,150
Special	1,973	2,026	2,020	1,974	1,911	1,869	1,836
Centrally employed (school)	881	1,176	1,170	1,186	1,283	1,239	1,129
Total school (excluding ELC)	49,907	49,867	49,790	49,521	49,679	49,985	50,592
Total (including ELC)	51,368	51,253	51,078	50,720	50,717	50,970	51,513
Pupil Teacher Ratios							
Publicly funded schools ⁽⁴⁾	13.4	13.5	13.5	13.7	13.7	13.7	13.6
Total based in schools ⁽⁵⁾	13.7	13.8	13.9	14.0	14.0	14.0	13.9
Primary	16.1	16.3	16.5	16.8	16.7	16.6	16.4
Secondary	12.3	12.2	12.2	12.2	12.2	12.2	12.2
Special	3.5	3.4	3.5	3.5	3.6	3.6	3.6

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

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

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

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

(5) Excludes centrally employed teachers.

Chapter 3: School Teachers

50,592 teachers in publicly funded schools compared to 49,985 in 2016
13.6 pupil teacher ratio in local authority schools – a decrease (improvement) of 0.1 from 2016
88% of teachers on the 2016/17 probationer induction scheme were in employment in September 2017

Table 3.1: Teachers (Full Time Equivalents)

Full Time Equivalents (FTE)

Local Authority	Primary School	Secondary School	Special School	Centrally employed	Total
Aberdeen City	829	714	48	32	1,624
Aberdeenshire	1,383	1,199	52	41	2,675
Angus	565	547	0	21	1,133
Argyll & Bute	408	401	8	9	825
Clackmannanshire	269	218	22	3	513
Dumfries & Galloway	690	688	8	84	1,470
Dundee City	637	608	56	29	1,330
East Ayrshire	554	546	62	26	1,189
East Dunbartonshire	533	625	52	35	1,245
East Lothian	454	456	0	25	935
East Renfrewshire	578	653	32	3	1,265
Edinburgh City	1,600	1,437	163	81	3,281
Na h-Eileanan Siar	164	156	0	8	327
Falkirk	754	788	64	14	1,620
Fife	1,761	1,586	83	68	3,498
Glasgow City	2,480	2,083	312	146	5,020
Highland	1,090	1,155	41	79	2,365
Inverclyde	341	355	41	1	738
Midlothian	433	398	32	30	892
Moray	415	399	0	42	856
North Ayrshire	680	626	38	52	1,396
North Lanarkshire	1,652	1,579	213	59	3,502
Orkney Islands	119	126	0	8	253
Perth & Kinross	675	622	19	14	1,329
Renfrewshire	784	764	85	23	1,656
Scottish Borders	473	474	0	108	1,055
Shetland Islands	160	154	0	9	323
South Ayrshire	507	495	25	30	1,056
South Lanarkshire	1,611	1,512	147	12	3,282
Stirling	430	459	20	17	925
West Dunbartonshire	455	438	48	21	961
West Lothian	972	841	111	0	1,924
All local authorities	24,455	23,099	1,781	1,128	50,464
Grant aided	21	51	55	0	127
Total	24,477	23,150	1,836	1,128	50,592

Table 3.2 shows that total teacher numbers (including primary, secondary, special and centrally employed teachers) across all publicly funded schools in Scotland decreased between 2011 and 2014, before rising year on year between 2014 and 2017. Although the total FTE for 2017 has increased since 2016, this is not the case for each local authority. In 27 local authorities the number of teachers has either been maintained or increased, with the largest increase being four per cent in West Dunbartonshire. Five local authorities saw a decrease this year, with the largest decrease being three per cent in Clackmannanshire.

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

Full Time Equivalent (FTE)

Local Authority	2011	2012	2013	2014	2015	2016	2017
Aberdeen City	1,594	1,592	1,606	1,623	1,632	1,603	1,624
Aberdeenshire	2,538	2,546	2,594	2,593	2,650	2,655	2,675
Angus	1,154	1,145	1,153	1,140	1,136	1,125	1,133
Argyll & Bute	858	863	859	866	844	841	825
Clackmannanshire	483	483	493	495	490	528	513
Dumfries & Galloway	1,524	1,532	1,488	1,481	1,479	1,466	1,470
Dundee City	1,431	1,414	1,393	1,372	1,375	1,367	1,330
East Ayrshire	1,176	1,149	1,139	1,139	1,151	1,149	1,189
East Dunbartonshire	1,168	1,159	1,184	1,191	1,204	1,217	1,245
East Lothian	923	909	903	902	920	913	935
East Renfrewshire	1,185	1,193	1,207	1,201	1,213	1,227	1,265
Edinburgh City	3,116	3,171	3,213	3,159	3,193	3,213	3,281
Na h-Eileanan Siar	362	344	340	323	324	321	327
Falkirk	1,546	1,564	1,568	1,578	1,581	1,605	1,620
Fife	3,493	3,491	3,507	3,469	3,476	3,494	3,498
Glasgow City	4,950	4,959	4,813	4,803	4,779	4,869	5,020
Highland	2,361	2,351	2,340	2,331	2,357	2,355	2,365
Inverclyde	751	747	733	725	734	735	738
Midlothian	810	812	832	847	866	873	892
Moray	884	893	877	881	874	848	856
North Ayrshire	1,347	1,312	1,333	1,325	1,332	1,371	1,396
North Lanarkshire	3,538	3,525	3,503	3,452	3,406	3,474	3,502
Orkney Islands	242	243	250	254	255	260	253
Perth & Kinross	1,351	1,337	1,339	1,337	1,337	1,329	1,329
Renfrewshire	1,576	1,600	1,582	1,576	1,596	1,633	1,656
Scottish Borders	1,122	1,118	1,098	1,063	1,049	1,052	1,055
Shetland Islands	356	341	332	322	323	318	323
South Ayrshire	1,083	1,096	1,082	1,062	1,063	1,043	1,056
South Lanarkshire	3,145	3,149	3,174	3,147	3,176	3,202	3,282
Stirling	944	924	934	932	921	942	925
West Dunbartonshire	904	898	909	911	921	928	961
West Lothian	1,837	1,856	1,868	1,868	1,880	1,899	1,924
All local authorities	49,751	49,713	49,645	49,368	49,538	49,858	50,464
Grant aided	156	153	145	153	141	127	127
Total	49,907	49,867	49,790	49,521	49,679	49,985	50,592

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

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 national PTR worsened between 2011 and 2014 from 13.4 pupils per teacher to 13.7. It was then stable between 2014 and 2016 before improving in 2017 to 13.6.

The Attainment Scotland Fund is an initiative to tackle the poverty related attainment gap. At the time of the census in September 2017, 666 FTE teachers were funded through this initiative compared to 160 FTE in September 2016. The all local authority PTR excluding these teachers was 13.8, a rise of 0.1 on the equivalent ratio from the previous year.

Table 3.3: Pupil teacher ratios (PTRs) in schools (all sectors excluding ELC)⁽¹⁾

<i>Pupils per teacher</i>							
Local Authority	2011	2012	2013	2014	2015	2016	2017
Aberdeen City	13.4	13.5	13.5	13.6	13.6	14.0	14.0
Aberdeenshire	13.4	13.4	13.3	13.5	13.3	13.4	13.3
Angus	13.2	13.2	13.1	13.3	13.2	13.3	13.3
Argyll & Bute	12.9	12.5	12.4	12.2	12.4	12.3	12.5
Clackmannanshire	13.6	13.7	13.5	13.3	13.4	12.5	12.9
Dumfries & Galloway	12.7	12.5	12.7	12.7	12.7	12.7	12.8
Dundee City	12.1	12.3	12.6	12.9	13.0	13.2	13.7
East Ayrshire	13.7	14.0	14.0	14.0	13.9	13.9	13.3
East Dunbartonshire	13.6	13.7	13.6	13.6	13.6	13.5	13.4
East Lothian	14.4	14.8	15.1	15.2	15.1	15.4	15.2
East Renfrewshire	13.7	13.5	13.4	13.7	13.7	13.7	13.5
Edinburgh City	14.3	14.2	14.3	14.9	14.9	15.1	15.1
Na h-Eileanan Siar	9.8	10.2	10.1	10.4	10.3	10.5	10.3
Falkirk	13.4	13.4	13.4	13.5	13.5	13.5	13.5
Fife	13.7	13.7	13.7	14.0	14.0	14.1	14.1
Glasgow City	13.1	13.1	13.6	13.6	13.8	13.8	13.5
Highland	13.2	13.2	13.2	13.2	13.1	13.1	13.0
Inverclyde	13.8	13.6	13.8	13.8	13.5	13.5	13.4
Midlothian	14.4	14.6	14.2	14.2	14.2	14.2	14.2
Moray	13.5	13.4	13.7	13.7	13.7	14.1	13.9
North Ayrshire	13.7	14.0	13.7	13.7	13.6	13.3	13.1
North Lanarkshire	13.8	13.9	13.9	14.2	14.4	14.1	14.0
Orkney Islands	11.0	11.0	10.6	10.5	10.5	10.4	10.8
Perth & Kinross	12.9	13.1	13.1	13.3	13.3	13.6	13.5
Renfrewshire	14.9	14.6	14.8	14.7	14.6	14.3	14.2
Scottish Borders	13.2	13.2	13.3	13.7	13.8	13.8	13.8
Shetland Islands	9.2	9.5	9.7	10.0	10.0	10.2	10.0
South Ayrshire	13.2	13.0	13.1	13.2	13.2	13.4	13.3
South Lanarkshire	13.7	13.7	13.6	13.7	13.7	13.7	13.4
Stirling	13.2	13.4	13.1	13.2	13.4	13.2	13.5
West Dunbartonshire	13.6	13.7	13.6	13.6	13.5	13.4	13.1
West Lothian	14.0	14.1	14.0	14.1	14.1	14.1	14.0
All local authorities	13.5	13.5	13.5	13.7	13.7	13.7	13.6
Grant aided ⁽²⁾	8.3	8.4	8.7	8.1	8.6	9.2	9.3
All publicly funded	13.4	13.5	13.5	13.7	13.7	13.7	13.6

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

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

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 2017 the age profile is relatively flat between age 23 (when most teachers qualify) and late fifties (when most teachers retire).

Chart 1: Age profile of school based teachers

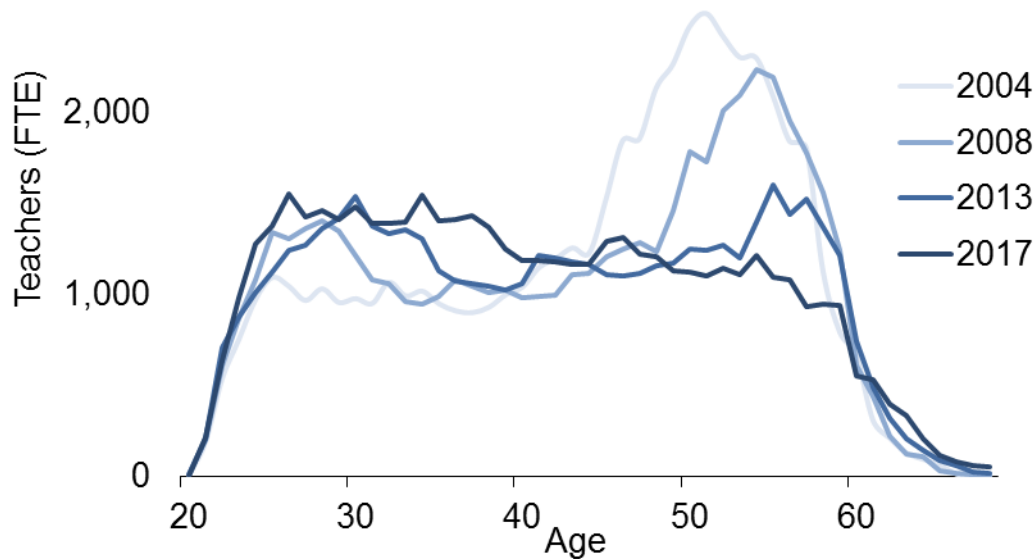


Table 3.4 shows that in both primary and secondary sectors the proportion of teachers who are female falls at each level of seniority. In primary schools, 90% of all teachers are female compared to 86% of headteachers. In secondary schools 63% of teachers are female compared to only 41% of headteachers. The average (mean) age of primary, secondary and special school teachers was 41, compared to 44 in 2004, so teachers were, on average, younger in 2017 than in 2004.

The proportion of teachers who had temporary contracts (including probationers) was 16.7 per cent (compared with 16.3 per cent last year). 16.3 per cent of teachers were working part-time, with the rate higher amongst females (19.0 per cent) than males (7.3 per cent).

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

Local Authority	School				Total
	Primary	Secondary	Special	Centrally Employed ⁽¹⁾	
Gender					
Female	90	63	76	84	77
Male	10	37	24	16	23
Unknown	0	0	0	0	0
Age (years)					
Under 25	8	5	1	1	6
25 to 34	31	28	19	9	29
35 to 44	25	26	27	22	26
45 to 54	23	24	29	37	24
55 or over	12	17	23	32	15
Unknown	0	0	0	0	0
Average Age	40	42	45	41	41
Ethnicity					
White – Scottish	67	60	64	51	63
White – Other British	25	29	24	30	27
White – Other	2	4	5	4	3
Minority Ethnic Group	1	2	1	5	1
Not Disclosed	5	6	5	11	5
Employment type					
Permanent	81	85	88	83	83
Temporary (non-induction)	12	10	12	16	11
Probationer induction scheme	7	5	0	0	6
Grade					
Head teacher	7	1	6	3	4
Percentage female	86	41	84	82	79
Depute head teacher	5	5	7	2	5
Percentage female	88	56	70	91	73
Principal teacher	7	23	11	10	15
Percentage female	89	62	73	79	69
Teacher	80	70	76	84	76
Percentage female	90	65	76	85	79
All - Percentage female	90	63	76	84	77
Mode of working					
Full-time	81	87	83	66	84
Percentage female	89	61	74	82	75
Part-time	19	13	17	34	16
Percentage female	95	82	85	90	90

(1) 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 year's teacher census. The proportion increased from 87 per cent in 2016 to 88 per cent in 2017.

Table 3.5: Post-probationers in permanent or temporary employment in the following year's teacher census

Percentage Headcount

	Probationer cohort						
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Full-time permanent	16	28	35	39	45	55	57
Full-time temporary	35	35	35	33	35	27	28
Part-time permanent	1	3	2	2	2	2	1
Part-time temporary	14	8	6	6	4	2	2
Other ⁽¹⁾	34	25	21	20	14	13	12
Number of teachers in cohort	2,857	1,944	2,044	2,215	2,448	2,524	2,630

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

Table 3.6 shows 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: Post-probationers in permanent or temporary employment

Percentage Headcount

	Sep-11	Sep-12	Sep-13	Sep-14	Sep-15	Sep-16	Sep-17
2010/11 cohort	66	70	70	71	71	71	71
2011/12 cohort		75	77	79	77	78	77
2012/13 cohort			79	77	77	77	76
2013/14 cohort				80	81	79	78
2014/15 cohort					86	83	82
2015/16 cohort						87	84
2016/17 cohort							88

Chapter 4: Classes and pupils

12.2% of P1-P3 pupils were taught in classes of 18 or fewer compared to 12.7% in 2016

23.5 Average class size for pupils in primary school – this remains the same as 2016

Table 4.1 shows the average class size for pupils in P1-P3 and overall primary school. In 2017 the average for primary was unchanged from 2016 and remained at 23.5. The average class size for P1-P3 was 23.2 which is a slight decrease from 23.3 in 2016. 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⁾

Stage	2011	2012	2013	2014	2015	2016	2017
P1	20.5	20.6	21.2	21.2	21.1	21.2	21.0
P2	23.3	23.3	24.0	23.9	24.1	24.0	23.9
P3	23.9	24.0	24.5	24.7	24.8	24.7	24.7
P1-P3	22.5	22.6	23.2	23.3	23.3	23.3	23.2
Primary	22.7	22.7	23.2	23.3	23.4	23.5	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 notes for details.

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 2017, 20,997 (12.2 per cent) of P1-P3 pupils were taught in classes of 18 or fewer. This is down from 21,906 (12.7 per cent) in 2016. The number of pupils taught in classes of 26 or more decreased from 46,293 in 2016 to 44,965 in 2017. This represents 26.1 per cent of pupils, a smaller proportion than the 26.8 per cent recorded in 2016.

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

Headcount

Class size	2011	2012	2013	2014	2015	2016	2017
1 - 18	32,580	31,101	22,992	22,138	20,999	21,906	20,997
19 - 25	91,620	95,898	102,849	103,968	104,426	104,517	106,023
26 - 30	36,679	37,805	42,908	45,539	46,489	45,486	44,340
31 or more	757	473	736	470	658	807	625
% in classes of 18 or fewer or in 2 teacher classes of 36 or fewer	20.2	18.8	13.6	12.9	12.2	12.7	12.2

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

Legislation 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). In 2017 the number of pupils in classes of 26 or more was 631; this is lower than in 2016 (698).

Table 4.3: P1 pupils by class size*Headcount*

Class size	2011	2012	2013	2014	2015	2016	2017
1 - 18	16,208	15,713	11,968	11,558	11,213	11,737	11,925
19 - 25	38,376	40,468	44,864	45,544	45,307	45,102	44,195
26 or more	609	503	560	451	637	698	631

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

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

Local Authority	2011	2012	2013	2014	2015	2016	2017
Aberdeen City	16.6	16.4	16.1	11.2	10.6	11.0	13.0
Aberdeenshire	11.1	13.1	14.9	13.3	12.4	14.7	17.7
Angus	25.5	20.4	21.0	23.1	22.4	19.6	16.5
Argyll & Bute	44.6	45.5	45.4	34.9	24.2	27.2	27.1
Clackmannanshire	22.0	19.0	16.1	17.8	11.8	19.7	14.1
Dumfries & Galloway	20.6	20.4	12.0	16.4	13.6	17.1	22.0
Dundee City	27.0	28.5	9.4	2.8	3.4	2.6	4.4
East Ayrshire	43.4	19.5	7.6	13.0	9.5	11.1	9.9
East Dunbartonshire	22.2	21.2	21.8	11.3	10.6	12.9	10.3
East Lothian	7.5	4.0	4.3	6.3	6.0	4.2	6.5
East Renfrewshire	38.1	35.6	7.6	15.7	9.5	16.5	12.6
Edinburgh, City of	15.3	15.3	7.0	7.2	6.1	5.7	6.0
Na h-Eileanan Siar	62.8	51.7	39.8	48.0	51.3	57.8	52.3
Falkirk	7.7	8.5	4.9	6.3	8.5	5.6	7.9
Fife	26.7	27.4	24.1	22.9	20.8	20.8	11.6
Glasgow City	6.2	10.1	3.8	3.7	3.6	4.2	5.5
Highland	23.2	20.3	18.4	18.1	20.5	19.1	18.1
Inverclyde	16.8	12.3	9.3	10.0	7.5	6.5	5.0
Midlothian	15.3	5.0	7.7	11.7	10.3	16.7	11.2
Moray	19.7	20.6	8.9	14.1	10.8	8.0	8.1
North Ayrshire	7.7	11.6	7.2	7.6	10.8	13.0	9.9
North Lanarkshire	10.0	8.0	8.1	7.7	8.6	9.8	11.4
Orkney Islands	44.8	33.4	27.2	29.6	22.6	19.8	24.7
Perth & Kinross	26.6	20.7	15.7	15.1	14.3	14.7	11.0
Renfrewshire	34.6	36.5	6.9	10.8	11.9	13.3	14.4
Scottish Borders	23.1	22.6	21.6	12.7	14.3	10.3	14.4
Shetland Islands	31.6	24.5	26.5	31.2	25.5	33.9	32.2
South Ayrshire	28.4	23.4	20.2	17.8	24.6	19.5	20.1
South Lanarkshire	25.3	23.9	22.9	17.7	16.1	15.5	16.8
Stirling	26.7	24.9	17.4	15.2	17.4	14.9	11.3
West Dunbartonshire	22.6	15.9	9.9	13.3	13.6	16.2	14.0
West Lothian	26.0	24.4	20.3	17.0	13.6	16.3	14.7
Scotland ⁽¹⁾	20.2	18.8	13.6	12.9	12.2	12.7	12.2

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

Table 4.5 shows the pupil characteristics primarily used in equalities monitoring. In 2017, 85.4 per cent of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (5.2 per cent), Asian Pakistani (1.9 per cent) and mixed (1.3 per cent).

183,491 pupils (26.6 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⁽¹⁾

Headcount

	Female	Male	Total
Total Pupils	338,004	350,955	688,959
Ethnicity			
White – Scottish	270,603	280,634	551,237
White – Other British	18,133	18,936	37,069
White – Gypsy/Traveller	551	570	1,121
White - Other	17,367	18,133	35,500
Mixed	4,487	4,413	8,900
Asian – Indian	2,796	2,980	5,776
Asian – Pakistani	6,559	6,771	13,330
Asian – Bangladeshi	511	511	1,022
Asian – Chinese	2,022	1,974	3,996
Asian – Other	1,863	1,925	3,788
Caribbean/Black	534	578	1,112
African	3,570	3,666	7,236
Other	2,877	3,223	6,100
Not known / not disclosed	6,091	6,546	12,637
English as an Additional Language	19,789	21,735	41,524
Additional Support Needs (ASN)			
CSP (Co-ordinated Support Plan)	788	1,394	2,182
IEP (Individualised Education Programme)	11,056	24,108	35,164
Child Plans	11,433	20,576	32,009
Assessed/Declared Disabled	5,257	11,485	16,742
Other ⁽²⁾	60,030	83,726	143,756
All pupils with ASN⁽³⁾	73,641	109,850	183,491
All pupils with ASN (excluding Other type)⁽³⁾	22,328	42,946	65,274

(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 135 pupils at grant-aided special schools in 2017.

(2) See the background note for further information on what this category includes

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

Chapter 5: Early Learning and Childcare

99% of 3 & 4 year olds are registered for LA funded ELC (99% in 2016)

10% of 2 year olds are registered for LA funded ELC (9% in 2016)

Table 5.1 shows that there were 95,893 registrations for ELC local authority funded places in September 2017 (96,961 in 2016). This suggests around 99% of eligible 3 and 4 year olds were registered (99% in 2016). 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 2017

	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	140	6	3,152	86	170	3,462
Aberdeenshire	3	129	4	4,295	91	281	4,708
Angus	0	122	11	1,683	94	175	1,980
Argyll & Bute	0	50	7	1,271	112	77	1,398
Clackmannanshire	0	95	17	842	105	24	961
Dumfries & Galloway	0	113	8	2,100	104	164	2,377
Dundee City	1	256	16	2,307	97	170	2,734
East Ayrshire	83	199	15	1,960	102	63	2,305
East Dunbartonshire	0	64	6	1,773	106	97	1,934
East Lothian	14	84	8	1,662	96	125	1,885
East Renfrewshire	23	58	6	1,717	104	73	1,871
Edinburgh City	178	426	8	7,820	97	471	8,895
Na h-Eileanan Siar	8	26	11	388	102	28	450
Falkirk	0	131	8	2,546	99	118	2,795
Fife	0	586	15	6,042	101	238	6,866
Glasgow City	67	533	8	9,045	90	440	10,085
Highland	1	122	5	3,602	104	327	4,052
Inverclyde	18	110	14	1,093	93	39	1,260
Midlothian	1	120	12	1,810	108	109	2,040
Moray	0	64	7	1,505	104	119	1,688
North Ayrshire	45	223	17	2,103	104	54	2,425
North Lanarkshire	29	406	11	5,600	99	163	6,198
Orkney Islands	0	20	11	316	113	69	405
Perth & Kinross	0	113	8	2,182	104	256	2,551
Renfrewshire	93	326	18	2,895	105	206	3,520
Scottish Borders	2	67	6	1,766	98	91	1,926
Shetland Islands	0	10	4	405	107	51	466
South Ayrshire	33	156	15	1,659	106	96	1,944
South Lanarkshire	59	280	8	5,210	104	270	5,819
Stirling	17	56	7	1,451	110	84	1,608
West Dunbartonshire	73	175	18	1,504	103	68	1,820
West Lothian	0	103	5	3,168	100	194	3,465
Scotland	748	5,363	10	84,872	99	4,910	95,893

(1) This is a snapshot of registrations at census week (18-22 September 2017). It does not include children who were registered between census week and the end of December.

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

(3) Eligible children are estimated from National Records of Scotland population projections. For 3 year olds, eligibility is assumed as at the term after the child's 3rd birthday. Uptake rates may exceed 100% due to: children registered in more than one setting; children attending a setting in a different local authority to where they live; three year olds accessing a funded place prior to the term after their third birthday; and the inherent uncertainty of the population projections used to estimate uptake, particularly in small areas.

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

Ten per cent of 2 year olds are registered for ELC, compared with 9 per cent in 2016. 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, shows that there were 921 FTE teachers working in ELC at the time of the census, compared to 985 in 2016.

The ELC graduate workforce has changed in recent years. Alongside the Professional Development Award, the introduction of the BA Childhood Practice in 2009 has increased the number of non-teacher graduates who have specialist early years expertise and knowledge. As a result, teachers now only form part of the ELC graduate workforce¹. Data on the FTE and job type of graduate staff working in ELC with degree level qualifications (Scottish Credit and Qualifications Framework (SCQF) level 9 or above) relevant to early years, other than teachers, was collected and published here for the first time this year. See the background notes at the end of this publication for more information about the qualifications that are included in the definition of a graduate.

Data on ELC staff that do not hold degrees (at SCQF level 9 or above) relevant to early years, but who were working towards the benchmark degree level (SCQF level 9 or above) qualifications required for registration with the Scottish Social Services Council (SSSC) as a manager/lead practitioner, were also collected for the first time. See the background notes for a list of the SSSC benchmark degree level qualifications required for registration as a manager/lead practitioner.

Table 5.2 shows that, in addition to teachers, there were 2,316 FTE graduates working in ELC with degree level qualifications (SCQF level 9 or above) relevant to early years; and the FTE of ELC staff working towards the SSSC benchmark degree level qualifications required for registration as a manager / lead practitioner was 994.

The FTEs of graduates are broken down further into categories by qualification held, (including the FTE of graduates that have the SSSC benchmark qualifications required for registration as a manager lead/practitioner), in Table 13 in the [additional early learning and childcare tables](#) published alongside this publication.

¹ Note that teacher access data are still available in Table 7 and 8 of the [additional early learning and childcare tables](#) published alongside this publication.

Table 5.2: FTE of teachers, graduate staff, and staff working towards graduate qualifications at centres providing funded early learning and childcare, by local authority

	Full Time Equivalent (FTE)			Total
	Teachers ⁽¹⁾	Graduates ⁽²⁾	Working towards graduate qualifications ⁽³⁾	
Aberdeen City	49	74	62	185
Aberdeenshire	13	37	47	98
Angus	7	43	25	74
Argyll & Bute	10	23	7	40
Clackmannanshire	12	18	10	40
Dumfries & Galloway	19	41	7	66
Dundee City	44	44	36	124
East Ayrshire	12	56	37	105
East Dunbartonshire	29	38	27	94
East Lothian	38	41	24	103
East Renfrewshire	33	52	24	109
Edinburgh City	134	223	104	461
Na h-Eileanan Siar	2	10	6	18
Falkirk	24	306	6	337
Fife	58	43	49	150
Glasgow City	64	319	133	515
Highland	32	15	29	75
Inverclyde	5	42	8	55
Midlothian	20	48	19	87
Moray	7	48	11	66
North Ayrshire	14	100	38	152
North Lanarkshire	46	146	50	241
Orkney Islands	4	4	5	13
Perth & Kinross	42	43	39	124
Renfrewshire	21	101	23	145
Scottish Borders	20	30	18	68
Shetland Islands	7	8	5	20
South Ayrshire	39	48	8	95
South Lanarkshire	65	140	62	267
Stirling	12	49	29	90
West Dunbartonshire	10	59	21	90
West Lothian	31	68	25	123
Scotland	921	2,316	994	4,230

(1) General Teaching Council for Scotland registered teachers. Includes teachers in ELC centres, centrally employed teachers, and home visiting teachers.

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

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

Table 5.3 shows the characteristics of teachers in ELC. The vast majority of teachers (94%) are female, and the average age of teachers is 45. Two-thirds of ELC teachers work part-time in ELC.

Table 5.3: ELC Teacher characteristics percentages⁽¹⁾, 2017

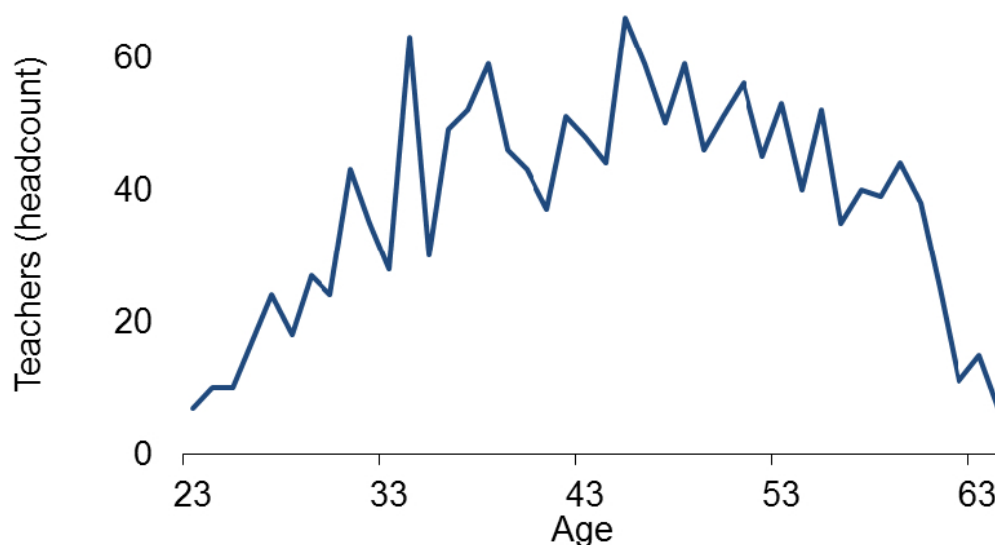
Gender			Age							Mode of working ⁽²⁾			
Female	Male	Unknown	Under 25	25 to 34	35 to 44	45 to 54	55 or over	Unknown	Average Age	Full-time	Percentage female	Part-time	Percentage female
94	6	0	1	18	28	33	20	0	45	35	95	65	94

(1) Figures are based on headcount

(2) Mode of working refers to work within the ELC sector only. Some teachers that work part-time in ELC may be full-time teachers that also teach in a school.

Chart 2 shows the age profile of General Teaching Council for Scotland (GTCS) registered ELC teachers, as at September 2017. The number of teachers generally increases with age up to mid-thirties, before decreasing sharply at age 60.

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



Chapter 6: School Estates

100 schools were built or substantially refurbished in 2016-17
86.0% of schools were in good or satisfactory **condition** in 2017
81.4% of schools were of a good or satisfactory **suitability** in 2017

The School Estates Core Facts survey collects information on the size, condition, suitability and capacity of all schools open on 1st April 2017. Information is also collected on all schools that had been built or substantially refurbished during the financial year 2016-17. 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 100 schools were built or refurbished in 2016-17, 82 of which were primary schools. Since 2007-08, 751 schools have been built or substantially refurbished.

Table 6.1: Schools built or substantially refurbished

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Primary	45	37	43	50	71	33	82
Secondary	8	6	14	8	5	9	11
Special	2	3	3	5	5	2	7
Total schools built or refurbished	55	46	60	63	81	44	100

As a result of the investment and reorganisation of the school estate, the proportion of schools in good or satisfactory condition has increased from 80.1 per cent in April 2011 to 86.0 per cent in April 2017. Taking into account the different number of pupils in each school, this shows an increase in the proportion of pupils in good or satisfactory condition schools from 83.1 per cent in April 2011 to 87.4 per cent in April 2017.

Table 6.2: School condition and school rolls

<i>Number</i>	2011	2012	2013	2014	2015	2016	2017
Schools ⁽¹⁾							
A: Good	538	581	623	620	641	666	703
B: Satisfactory	1,558	1,540	1,477	1,498	1,479	1,453	1,462
C: Poor	479	446	449	422	406	396	345
D: Bad	31	23	17	16	11	8	5
Condition not recorded	11	6	1	2	1	1	1
Pupils on school roll ⁽²⁾							
A: Good	212,496	224,523	241,392	241,605	225,505	236,260	253,369
B: Satisfactory	345,404	334,204	318,799	321,568	347,360	335,159	343,506
C: Poor	107,831	102,845	103,815	103,635	98,387	102,526	83,810
D: Bad	5,724	7,476	5,889	5,422	4,277	3,604	2,137
Condition not recorded	166	176	0	213	0	0	0
<i>Percentage</i>							
Schools ⁽¹⁾							
A: Good	20.6	22.4	24.3	24.2	25.3	26.4	27.9
B: Satisfactory	59.5	59.3	57.5	58.6	58.3	57.6	58.1
C: Poor	18.3	17.2	17.5	16.5	16.0	15.7	13.7
D: Bad	1.2	0.9	0.7	0.6	0.4	0.3	0.2
Condition not recorded	0.4	0.2	0.0	0.1	0.0	0.0	0.0
Pupils on school roll ⁽²⁾							
A: Good	31.6	33.5	36.0	35.9	33.4	34.9	37.1
B: Satisfactory	51.4	49.9	47.6	47.8	51.4	49.5	50.3
C: Poor	16.1	15.4	15.5	15.4	14.6	15.1	12.3
D: Bad	0.9	1.1	0.9	0.8	0.6	0.5	0.3
Condition not recorded	0.0	0.0	0.0	0.0	0.0	0.0	0.0

(1) Condition as reported in April. See background notes for more information on the condition ratings.

(2) Shows the number of pupils on the school roll the previous September. Schools which opened after September but before April will have no pupils recorded for that school year unless they chose to supply this figure during the School Estates collection.

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 76.3 per cent in April 2011 to 81.4 per cent in April 2017. 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 77.8 per cent in April 2011 to 84.0 per cent in April 2017.

Table 6.3: School suitability and school rolls

<i>Number</i>	2011	2012	2013	2014	2015	2016 ⁽³⁾	2017
Schools ⁽¹⁾							
A: Good	568	622	663	688	706	728	777
B: Satisfactory	1,429	1,381	1,394	1,387	1,339	1,324	1,271
C: Poor	547	531	477	451	463	445	447
D: Bad	52	50	32	28	26	22	16
Suitability not recorded	21	12	1	4	4	5	5
Pupils on school roll ⁽²⁾							
A: Good	190,139	209,541	225,757	234,021	240,245	250,508	271,260
B: Satisfactory	332,447	317,729	320,627	323,994	316,170	312,851	302,296
C: Poor	129,520	126,139	111,686	102,527	107,368	104,009	101,321
D: Bad	16,249	15,397	11,825	11,581	10,393	8,095	5,795
Suitability not recorded	3,266	418	0	320	1,353	2,086	2,150
<i>Percentage</i>							
Schools ⁽¹⁾							
A: Good	21.7	24.0	25.8	26.9	27.8	28.8	30.9
B: Satisfactory	54.6	53.2	54.3	54.2	52.8	52.5	50.5
C: Poor	20.9	20.5	18.6	17.6	18.2	17.6	17.8
D: Bad	2.0	1.9	1.2	1.1	1.0	0.9	0.6
Suitability not recorded	0.8	0.5	0.0	0.2	0.2	0.2	0.2
Pupils on school roll ⁽²⁾							
A: Good	28.3	31.3	33.7	34.8	35.6	37.0	39.7
B: Satisfactory	49.5	47.5	47.9	48.2	46.8	46.2	44.3
C: Poor	19.3	18.8	16.7	15.2	15.9	15.4	14.8
D: Bad	2.4	2.3	1.8	1.7	1.5	1.2	0.8
Suitability not recorded	0.5	0.1	0.0	0.0	0.2	0.3	0.3

(1) Suitability as reported in April. See background notes for more information on the suitability ratings.

(2) Shows the number of pupils on the school roll the previous September. Schools which opened after September but before April will have no pupils recorded for that school year unless they chose to supply this figure during the School Estates collection.

(3) Figures on the percentage of schools in a good or satisfactory condition in 2016 were amended in December 2017. See background note 5 for more details.

Chapter 7: Attendance and absence

93.3% attendance in 2016/17, down from 93.7% in 2014/15

Schools record information on pupils attendance and absence from school and the reasons for this. This information is used to monitor pupil engagement and also to ensure pupils safety and wellbeing by following up on pupils who do not attend school. The Scottish Government published detailed guidance in 2007 on promoting good attendance at school and effective management of absenteeism (see: <http://www.gov.scot/Publications/2007/12/05100056/0>).

Table 7.1 shows school attendance, absence and temporary exclusion rates over the period 2010/11 to 2016/17. Information on attendance and absence was not collected in 2011/12, 2013/14 or 2015/16, as this data is now collected only once every two years.

Variations in recording practice of reasons for absence, between local authorities and over time, means that values and comparisons for certain detailed absence reasons, sickness and truancy in particular, are not reliable. The full breakdown of categories by local authority for 2016/17 is available in the supplementary tables. These data, and Table 7.1 below, do however show levels of absence as recorded by schools. Comparisons of overall attendance, overall absence and temporary exclusions are considered valid over time and between local authorities.

Since 2010/11 pupils' rate of attendance has remained relatively stable, increasing from 93.1 to 93.7 per cent in 2014/15 then decreasing to 93.3 per cent in 2016/17.

Table 7.1: Attendance and absence by detailed reason ⁽¹⁾

Percentage of Pupils

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

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

Table 7.2 shows the 2016/17 national attendance rate across each sector broken down by gender, ethnicity, additional support needs and the Scottish Index of Multiple Deprivation (SIMD, 20% most deprivation versus 20% least deprivation).

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

Pupils living in areas with higher levels of deprivation had lower attendance rates, with the effect being greater in secondary and special school. In secondary schools, pupils living in areas associated with most deprivation (based on lowest 20 per cent of the Scottish Index of Multiple Deprivation 2016 (SIMD)) had an attendance rate 6.6 percentage points lower than the pupils living in areas associated with least deprivation.

Table 7.2: Attendance by pupil characteristic

Percentage of pupils

	Primary	Secondary	Special	Total
All Pupils	94.9	91.2	90.3	93.3
Gender				
Male	94.9	91.3	90.3	93.4
Female	94.9	91.0	90.2	93.3
Ethnicity				
White Scottish	95.1	91.1	90.2	93.3
White non-Scottish	94.1	90.8	90.3	93.0
Mixed or multiple ethnic groups	95.1	92.1	92.1	94.0
Asian	94.0	93.1	90.6	93.6
African/Black/Caribbean	96.5	95.0	94.8	96.0
All other ethnic groups	93.1	90.9	88.9	92.4
Not Disclosed / Not Known	94.1	89.3	89.1	92.8
Additional Support Needs ⁽¹⁾				
Pupils with Additional Support needs	93.5	88.6	90.4	91.2
Pupils with no Additional support needs	95.3	92.1	#	94.1
SIMD				
Lowest 20% of SIMD (Most deprived)	92.9	87.7	88.8	90.9
Highest 20% of SIMD (Least deprived)	96.7	94.3	93.4	95.6

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

Table 7.3 shows local attendance rates over the period 2010/11 to 2016/17.

In 2016/17 the percentage attendance in Scottish local authority schools ranged from 91.8 per cent to 95.3 per cent. This range of variation in attendance rates is consistent with the preceding years.

Table 7.3: Average attendance*Percentage of pupils*

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

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

Chapter 8: Exclusions

18,377 cases of exclusion in 2016/17, down from 18,430 in 2014/15
26.8 cases of exclusion per 1,000 pupils in 2016/17, down from 27.2 in 2014/15

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

Table 8.1 below provides information on the number of cases of exclusion in recent academic years. Cases of exclusion refers to the number of incidences of exclusion, not the number of individual pupils excluded, as a pupil can be excluded multiple times. Information on exclusions was not collected in 2011/12, 2013/14 or 2015/16, as this data is now collected only once every two years. Over 99 per cent of all exclusions are for a fixed period of time, referred to here as temporary exclusions, and pupils are expected to return to their original school when the exclusion period is completed. In a small number of cases, 1 in 2016/17, an excluded pupil is 'removed from the register'. When this occurs a pupil does not return to their original school and will be educated at another school or in some other educational provision.

Table 8.1: Cases of exclusion and rate per 1,000 pupils by type of exclusion

	2010/11	2012/13	2014/15	2016/17
Exclusions in total	26,844	21,955	18,430	18,377
Of which:				
Temporary exclusions	26,784	21,934	18,425	18,376
Removed from register	60	21	5	1
Exclusion rate per 1,000 pupils	40.0	32.8	27.2	26.8
Of which				
Temporary exclusion rate	39.9	32.7	27.2	26.8
Removed from register rate	0.1	0.0	0.0	0.0

The exclusion rate per 1,000 pupils, for pupils who have an additional support need, is more than 4 times higher than those who have no additional support needs. Deprivation also plays an important factor in the likelihood of exclusion. Rates of exclusions per 1,000 pupils are more than 5 times greater for pupils living in the 20 per cent of areas associated with most deprivation, compared with pupils living in the 20 per cent associated with least deprivation, as defined by the Scottish Index of Multiple Deprivation.

Table 8.2: Cases of exclusion and rate per 1,000 pupils by characteristic

	Cases of exclusions	Rate per 1,000 pupils
Gender		
Male	14,665	42.0
Female	3,712	11.1
Additional Support Needs ⁽¹⁾		
Pupils with Additional Support needs	11,352	66.6
Pupils with no Additional support needs	6,879	13.4
SIMD		
Lowest 20% of SIMD (Most deprived)	7,436	48.5
Highest 20% of SIMD (Least deprived)	1,226	9.1

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

Glossary

Additional Support Needs (ASN):

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

Cases of exclusion:

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

Centrally employed teachers:

Teachers who 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 the background note.

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 'academies' in some parts of the UK.

Grant-aided special schools (GASS):

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

General Teaching Council for Scotland (GTCS):

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

Individualised Education Programme (IEP):

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

Independent schools:

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

Least Deprived (LD):

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

Local authority early learning and childcare (ELC) centres:

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

Local authority schools:

Schools which are run and financed by the local authority.

Most Deprived (MD):

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

Partnership agreement – (relating to ELC entitlement):

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

Partnership ELC centres:

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

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

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.

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 – 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 school's register because they are expected to return after the period of exclusion.

Background notes

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, the school estates core facts survey and the attendance, absence and exclusions collection. The 2017 pupil and staff censuses were carried out on 20 September 2017. The early learning and childcare census took place in the week commencing 18 September 2017. The school estates core facts survey is based on all schools open on 1 April 2017 and schools built during the 2016-17 financial year. The attendance, absence and exclusions collection is based on the 2016/17 academic 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 schools' management 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.

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

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

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

Teachers

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

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

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

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

For published figures:

- No single teacher can exceed 1 FTE.
- Centrally employed teachers (including peripatetic/visiting specialists, hospital teaching service and home visiting tutors) who are teaching on census day will be assigned a status as above and are included in the total number of teachers in Scotland and the overall pupil/teacher ratio. Where they teach at a number of schools it is permissible to split their time across those schools.
- Teachers recorded in roles such as quality improvement officer or educational advisor are classed as support staff, and are not included in the teacher figures or PTR calculations.
- Vacant posts are not included.

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

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

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. However, 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.

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.

In February 2015, the teacher numbers for 2014 were corrected as a result of minor amendments to statistics for Highland. There were slight changes to primary, secondary and special school teacher figures which totalled to fewer than ten FTE. These changes did not affect the main messages of these statistics. Further revisions were made to 2014 teacher figures in December 2015. These were a result of our quality assurance processes and receipt of additional information. These revisions related to changes in primary, secondary and centrally employed teacher FTE for North Lanarkshire and a small reduction in the special sector, equating to a reduction of 92 FTE for this local authority's 2014 total. There was a decrease for Dumfries & Galloway (relating to ELC) and a small reduction for West Lothian (primary and centrally employed). The Grant-aided primary and secondary totals increased, primarily as a result of a recording issue which meant that some teachers working across both primary and secondary sectors were undercounted. Overall, these amendments reduced the 2014 total FTE by 94. These changes also affected the 2014 PTR in some cases.

Classes and Pupils

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

Pupils included in this census are those recorded by the school as being on the roll of the school except those in full time education at another institution ('status 01' in the data specification only).

Classes

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

A composite class is a class of pupils from two or more stages.

Excepted pupils in class-size legislation are –

(a) Children whose record of additional support needs (ASN) specifies that they should be educated at the school concerned, and who are placed in the school outside a normal placing round.

(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.

(e) Children with ASN who are normally educated in a special unit in a mainstream school, but who receive part of their lessons in a non-special class.

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.

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.

There would appear to be inconsistency between schools and between local authorities in the reporting of special schools as separate identities, as well as changes over the past years. We therefore advise caution when comparing results with previous years and across local authorities.

Some special schools have pupils from a wide age range and the data collected from this sector reflects this. Where pupils attend a 'special unit' attached to a mainstream school, they are usually included in the figures for the mainstream school. Some schools and local authorities have reported pupils from 'special units' separately.

A few authorities do not have special schools and may fund places in neighbouring authorities for their pupils. The number of special schools includes 10 where there were no pupils based, but which received pupils based in other schools.

At September 2017 there was one grant-aided mainstream school, with primary and secondary departments, and seven grant-aided special schools. These schools are included in national totals, but are identified separately in the local authority level tables. In publications prior to 2003 they were included within the local authority of their location.

Pupils with Additional Support Needs

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

Data collected in the Local Financial Returns for 2015/16 indicate that education authorities spend £584 million on additional support for learning out of a total spend of £4.9 billion. This equates to 12% of the overall spend on education in Scotland.

Individualised Educational Programmes (IEPs) are written plans setting targets that a child with ASN is expected to achieve.

Co-ordinated Support Plans (CSPs) are statutory education plans prepared by local authorities to identify, and ensure provision of, services for children and young people with complex or multiple additional support needs. Targets should be limited in number and focus on key priorities of learning. They should be simple, clearly expressed and measurable.

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

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

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

Child plans are single or multi agency plans based on an assessment guided by the Getting it Right for every Child National Practice Model.

In the 2010 pupil census, information on ASN was collected in a different way. For the first time, information on reasons for support and nature of support was collected separately for each type of additional support need (CSP, IEP, disability, other). In previous years, while information on reasons and nature of support was collected, it was not linked to specific need types. There have been six extra categories (communication support needs, young carer, bereavement, substance misuse, family issues and risk of exclusion) introduced in 'Reasons for support for pupils with Additional Support Needs' since 2012.

The number of pupils identified with ASN has increased markedly since 2010 and there continue to be year on year increases. These increases are likely due to continued

improvements in recording and the introduction of the additional need types 'Child plans' and 'Other' in 2011.

Pupil ethnicity and national identity

The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to agree with the categories used in the main population census. This means they are not directly comparable with information collected in previous years. Pupils and parents were given the option of not disclosing their ethnicity and in such cases pupils were not attributed a category. Information on country of birth and nationality are not collected.

Children looked after

Pupil census figures on children looked after by the local authority in the supplementary tables are as reported by schools. The definitive source for statistical information in relation to the number and characteristics of looked after children (LAC) is the Scottish Government 'Children Looked After Survey (CLAS). The information in the CLAS is provided by local authority social work services departments. The reporting of a child's LAC status by schools in the Pupil Census is subject to a degree of error.

Urban/rural classifications

The urban/rural classifications in Pupil Census Supplementary data Table 1.3 are defined as in the Scottish Household Survey:

<http://www.scotland.gov.uk/Publications/2003/08/17898/24432>

Denominational schools

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

Early Learning and Childcare

The early learning and childcare (ELC) census covers all centres providing ELC funded by local authorities. This was previously referred to as pre-school but was changed to reflect the provision under the new Children and Young People Act that came in to force in 2014. Only services that reported they provided local authority funded ELC at the time of the census, and had a known provision type (local authority/partner provider) are included in this publication. Child-minders are not currently included in the census, although they also provide funded ELC for children in some local authorities.

The ELC census is completed by the approximately 2,500 centres that provide funded Early Learning and Childcare in Scotland. In 2015, for the first time, local authorities were able to check and amend their centres' data before submitting it to the Scottish Government. These improved validation processes have continued, and have resulted in higher data quality. Increased scrutiny of the ELC data by local authorities has affected all ELC data from 2015 onwards. In particular, the recording of children aged under 3 (as previously children who were not receiving funded ELC, but were attending centres had been wrongly included by centres), and of ELC teachers (as teachers had been double counted), leading to lower numbers in these categories than in previous years. In 2014,

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

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

Previously, if a centre that was providing funded ELC did not return any data then information from the previous census was imputed (i.e. rolled forward). 2016 was the first year that we did not carry out this procedure, and we did not carry this out again this year. All but one centre completed the return. This means that the quality of the data from 2016 onwards should be improved. (In 2015, data was imputed for 82 centres.)

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

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

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

Quality assurance of our 2012 data identified the possibility that some teachers who worked in early learning and childcare and primary could be double counted. This was addressed in 2013 by giving local authorities the opportunity to 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.

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. This check has continued from 2015 onwards, and working with local authorities cases where teachers are recorded with an FTE over one are resolved, often resulting in a decrease in teacher FTE within the ELC sector.

This year (2017), for the first time, we collected data on the number of graduates (other than teachers) working in ELC. Graduates include ELC staff that hold either of the following:

- A degree level (SCQF level 9 or above) benchmark qualification required by the SSSC for registration as a manager/lead practitioner (see list of qualifications below).
- A degree level (SCQF level 9 or above) qualification relevant to early years and are working towards a degree level benchmark qualification required by the SSSC for registration as a manager/lead practitioner; recognised as prior learning and may be used for entry to the benchmark qualifications, or count towards studying for the benchmark qualifications. This also includes manager/lead practitioners that have degree level qualifications that were previously acceptable for registration with the SSSC as a manager/lead practitioner, and have a condition on their registration to obtain one of the benchmark qualifications listed below.
- A degree level qualification (SCQF level 9 or above) sufficient to meet the registration standards of another regulatory body (e.g. Nursing and Midwifery Council, General Medical Council).

We also collected data on the number of ELC staff that don't currently hold a degree level (SCQF level 9 or above) qualification relevant to early years, but are working towards one of the SSSC benchmark qualifications required by the SSSC for registration as a manager/lead practitioner. Note that these staff may hold degrees in subjects unrelated to early years, such as physics or accountancy, or may hold early years qualifications below SCQF level 9.

SSSC Benchmark degree level (SCQF level 9 or above) qualifications

The benchmark qualifications required by the SSSC for registration as a manager/lead practitioner are:

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

School Estates

The school estates core facts survey covers all publicly funded local authority schools open on 1 April. It does not cover grant-aided schools, independent schools or early learning and childcare establishments. The survey also contains information on the number of schools built or substantially refurbished over the last 10 financial years. School Estates data was previously collected in 2004 and then annually from 2007. The collection was piloted in December 2003, however as the 2003 data were incomplete and often of poor quality the results were not published. Not all local authorities could answer all of the questions in the survey at this time. Information from the survey is used to establish baselines, inform targets, inform spending decisions, support monitoring and evaluation of progress over time, and support assessments of value for money in the school estate.

In order to ensure consistency across local authorities, new guidance on assigning condition ratings to schools – *The Condition Core Fact* (available from www.gov.scot/schoolestate) – was published in March 2007. All local authorities are now following this guidance when assigning condition ratings to schools. Prior to 2009/10,

some local authorities were not following this guidance, so some of the improvement in condition ratings over the years may reflect the adoption of this guidance.

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

Guidance is also available to local authorities on assigning suitability ratings to schools – *The Suitability Core Fact* (available from <http://www.gov.scot/Publications/2008/09/19123626/0>) – was published in October 2008.

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

Condition A: Good – Performing well and operating efficiently

Condition B: Satisfactory – Performing adequately but with minor problems

Condition C: Poor – Showing major problems and/or not operating optimally

Condition D: Bad – Does not support the delivery of services to children and communities

Only new builds 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 built or refurbished 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.

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

Local authorities determine the formulae used to calculate capacity, in line with Scottish Government guidance (Circular No. 03/2004) <http://www.scotland.gov.uk/Publications/2005/01/20528/50015>. They may therefore vary between local authorities and school types. The percentage of capacity used in each school was calculated using the number of pupils recorded at each school from the results of the September 2009 pupil census. Data on the total gross internal floor area (GIA) and area within the perimeter (AWP) of the school estate is no longer collected.

A school is recorded as having community services if there is space within it exclusively dedicated to and managed by those providing community services, such as dental, medical or police or social work. This does not refer to use of school amenities such as sports or cultural facilities by community groups. The 2008 survey guidance clarified and restricted what should be included in this category, so a comparison of the 2007 data and later years may not be valid.

PFI (Private Finance Initiative) and NPD (Non-Profit Distributing) models are no longer used in relation to rebuilds/refurbishments. PFI referred to schools that were built or refurbished under a public/private partnership arrangement (previously known as PPP)

and NPD referred to schools that were built or refurbished under Non-Profit Distributing models. SSF (Scotland's Schools for the Future) refers to schools built under that programme. It is being funded via a mixture of capital grant and revenue support through the Non-Profit Distributing (NPD) pipeline of investment.

Data on the percentage of schools in a good or satisfactory condition in 2016 were corrected in 2017 due to 2015 percentages being used in error and so differ slightly from figures previously published in the supplementary tables. These figures were also amended in table 5.1 of the supplementary tables. This did not affect the 2016 figures on the number of schools in good or satisfactory condition.

In 2012, we revised the data on schools built in 2010/11 to take account of additional information received whilst collecting the 2012 school estates data. This was due to one school being recorded as built/substantially refurbished on the 2011 school estates return when the work was not completed until 2011/12.

Suitability figures for 2010, 2011 and 2012 were corrected in 2013 to take account of revised suitability information for one East Dunbartonshire school in 2010, 39 in 2011 and one in 2012 and so differ slightly from previously published figures.

As a result of changes to the Local Government Finance collections we are no longer producing Table 8, which contained information on capital and revenue expenditure on the school estate. Changes to the way the local government finance recorded NPD/PFI rebuilds have made it impossible to produce this on a consistent basis. If you still require this information please contact us.

Attendance and Absence

The attendance and absence collection covers all publicly funded local authority schools in Scotland and Jordanhill, the grant-aided mainstream school. It does not cover grant-aided special schools, independent schools or early learning and childcare establishments. The information shown for attendance and absence is for the academic year 2016/17. Schools which closed during the 2016/17 session, and for which data was available, were included. The attendance and absence of S6 pupils were excluded from some of the summary figures in earlier publications. However, S6 pupils have now been included in all analysis of attendance and absence.

Definitions

In 2007, the Scottish Government published guidance Included, Engaged and Involved Part 1 which replaced Scottish Executive Circular 5/03 on the management of attendance and absence in Scottish schools. This guidance:

- Clarifies classification and recording requirements
- Addresses wider issues of promotion and management of attendance
- Strengthens links between absence and protection of children

Electronic copies are available from:

<http://www.gov.scot/Publications/2007/12/05100056>

Holidays taken during term time must be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday

during term time. Such circumstances may include a family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events. It should not include such reasons as the availability of cheap holidays, the availability of desired accommodation, poor weather experienced during school holidays, holidays which overlap the beginning or end of term, or parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

Pupils arriving late are marked as such, with a distinction made for those arriving in the second half of a morning or the second half of the afternoon. Where summary data is necessary, if a pupil has attended most of an opening it is counted as attendance, but if they have been absent for most of a session it is included as authorised absence. They are of course still separately identified as being late but present for some of the time in the schools' systems for management purposes. Schools were also given the possibility of including all late marks on a pupil's record as attendance, if it is deemed beneficial for encouraging attendance. The distinction is also used in judging attendance records of those receiving bursaries and allowances.

Further details can be obtained from the circular and addendum

<http://www.gov.scot/library5/education/edc05-00.asp>

<http://www.gov.scot/library5/education/ac503a-00.asp>

Prior to 2003/04, information was collected at school level, by stage up to S5, in the four categories: attendance, authorised absence, unauthorised absence due to temporary exclusion and other unauthorised absence. From 2003/04 information was collected at individual level, enabling linkage to pupil characteristics collected in the pupil census. From 2003/04 information was also collected (and published) for a wider range of attendance and absence categories.

The table below gives the full definitions of attendance and absence used in this publication.

Attendance

participation in the programme of educational activities arranged by the school.

In addition to actual attendance within the school premises, it covered:

- work experience
- educational visits
- day and residential visits to outdoor centres
- college/consortium school study
- interviews and visits relating to further and/or higher education
- debates, sports, musical or theatrical productions etc. arranged by, or in conjunction with, the school
- activities in connection with psychological services
- school medical examinations off-site
- study leave
- receiving tuition via hospital or outreach teaching services
- medical and dental appointments
- sickness with appropriate educational provision

Authorised absence

- sickness without education provision
- short-term exceptional domestic circumstances
- family holidays in exceptional circumstances only

Other authorised absence, including:

- bereavement
- lack of transport - including due to bad weather
- religious observance
- meetings prior to and in court
- attendance at or in connection with a Children's Hearing or Care Review
- weddings of immediate family
- agreed debates, sports, musical or theatrical productions not arranged by or in conjunction with the school
- extended absence in relation to children of travelling families

Unauthorised absence

- truancy (unauthorised absence from school for any period as a result of premeditated or spontaneous action on the part of pupil, parent or both) and unexplained absence
- long-term exceptional domestic circumstances
 - family holidays during term time, other than in exceptional circumstances
 - other unauthorised absences, e.g. where a parent is in dispute with a school

Absence due to temporary exclusion**Extended leave**

recorded separately outwith the figures for attendance and absence, and includes circumstances such as:

- extended overseas educational trips not organised by the school
- short-term parental placement abroad
- family returning to its country of origin (to care for a relative, or for cultural reasons)

Calculation

Percentages for authorised and unauthorised absence relate to the total number of possible attendances. For many schools this is 380 half-day sessions during the school year. However, all schools in the Lothians, the Scottish Borders, Edinburgh and 24 schools in Highland operate 342 (longer) half-day sessions in the school year.

The local authority average is the average number of half-days authorised or unauthorised absence for all pupils in local authority schools only, based on a 380 half day year (i.e. scaled up for the Lothians, the Scottish Borders and Edinburgh). The national average is the average number of half-days authorised or unauthorised absence for local authority and mainstream grant-aided schools in Scotland.

Exclusions

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

Under Circulars 10/93 and 1/95, local authorities are required each year to collect certain statistics from schools on exclusions. The statistics relate to half-days of temporary exclusions and number of pupils removed from the register (previously known as 'permanent' exclusions).

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

An exclusion is temporary when a pupil is excluded from a school but remains on the register of that school because they are expected to return when the exclusion period is completed. The term 'removed from the register' refers to a pupil who is excluded and their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.

Local authorities may also reach agreements with parents to move a pupil to another school without the use of a formal 'removal from register', but where the pupil is unlikely to have the option of staying in the school.

Changes to data

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

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

It is not always feasible to correct all instances of incorrect statistics across all historical publications and releases. However, all statistics shown in new publication bulletins will be correct at the time of release.

Due to incorrect 2011-2016 grant-aided special school pupil numbers, data was amended in 2017. The total PTR in the 2017 publication table 2.1 was updated for 2015 where total PTR reduced to 14.0 from 14.1. Special pupil numbers and total pupil numbers in 2011-2016 were amended in table 2.1. Pupil numbers for 2011-2016 in supplementary tables 1.1, 1.15, 4.1, 4.2, 4.4, 4.8, 5.2 and 8.2 and chart 1 were amended.

The number of pupils with ASN in grant-aided mainstream schools (Jordanhill) were under reported in the 2016 statistics. The data has been corrected in the 2017 supplementary tables 1.5, 2.5a-c and 3.5a-c.

In June 2017, a corrected version of school level class size supplementary data was published due to the class size data for 2013 being matched to the wrong schools. The class size data at national and local authority level was not affected.

In February 2016 the 2015 primary school, pupil, class size and PTR figures were revised following new data for a school in North Lanarkshire not being returned at the time of the census.

In March 2015, supplementary tables 2.8, 3.9 and 4.8 were amended in the 2014 supplementary tables due to 2013 data being used in error for the 'other subject' column. Table 4.8 was also amended in the 2013 and 2014 supplementary tables due to data for

two ASN categories being incorrectly entered. These changes had no effect on the main messages of these statistics.

In February 2015 the number of primary pupils by class size in 2014 was amended slightly as one P2 pupil had been recorded in the wrong class. This affected class size categories 1-18, 19-20 and 21-25.

In September 2014 Table 1.6 in the supplementary tables, 'Integration of pupils with Additional Support Needs into mainstream classes, 2013', was amended in as special school data had not been included in columns: 'with CSP', 'with IEP', 'with Other Need', 'Assessed Or Declared Disabled' or 'Child Plans'.

In February 2012, small errors were discovered in the additional support needs statistics in Table 3.5. Special school pupils with no additional support needs recorded had been excluded in error from the total pupils with ASN category and the grant-aided special school pupils with an IEP or Disability recorded had not been recorded correctly in these categories. Supplementary Tables 3.1, 3.3 and 3.4 were amended following initial publication after one local authority submitted additional information that a large P1 classes had two teachers. This amendment caused the percentage of P1-P3 pupils in class sizes of 18 or fewer in 2011 to increase slightly from 20.1 to 20.2. Table 3.5 was corrected to include additional information on pupils with additional support needs which were submitted by local authorities after initial publication.

In 2011, statistics for 2010 were changed to amend incorrect pupil numbers initially submitted for the grant-maintained sector.

In 2010 statistics for 2006-2009 were revised to include two teacher classes with a PTR of 18 or fewer.

From 2006 inter-denominational schools have been categorised as non-denominational, causing a decrease in the number of schools and pupils designated 'other' denomination.

Costs

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

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

School Estates: The estimated cost to local authorities of extracting and validating this information is £8,000 based on the 2017 collection.

Rounding and symbols

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

The following symbols are used:

: = not available

0 = nil or rounds to nil

= not applicable

A National Statistics Publication for Scotland

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

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

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How to access background or source data

The data collected for this statistical bulletin:

- are available in more detail through statistics.gov.scot
- are available via an alternative route
- may be made available on request, subject to consideration of legal and ethical factors. Please contact school.stats@gov.scot for further information.
- cannot be made available by Scottish Government for further analysis as Scottish Government is not the data controller.

Complaints and suggestions

If you are not satisfied with our service or have any comments or suggestions, please write to the Chief Statistician, 2W.02, St Andrews House, Edinburgh, EH1 3DG, Telephone: (0131) 244 0302, e-mail statistics.enquiries@gov.scot

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