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Summary statistics for schools in Scotland

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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 19 September 2018
- **Early learning and childcare** provision in Scotland, collected in the week commencing 17 September 2018
- **School estate** survey data for financial year 2017-18, for all schools open on 1 April 2018

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 2018

Pupils	693,251 Pupils	↑	4,611 from 2017
	400,276 Primary	↓	36 from 2017
	286,152 Secondary	↑	4,159 from 2017
	6,823 Special	↑	169 from 2017

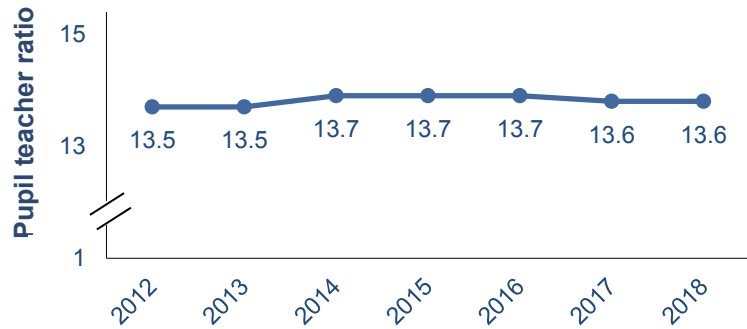
Teachers	51,959 Teachers	↑	447 from 2017
	24,899 Primary	↑	422 from 2017
	23,317 Secondary	↑	167 from 2017
	1,883 Special	↑	47 from 2017
	87% probationers in employment	↓	1% point from 2017

Pupil teacher ratio 13.6	↔	same as 2017
Average primary class size 23.5	↔	same as 2017

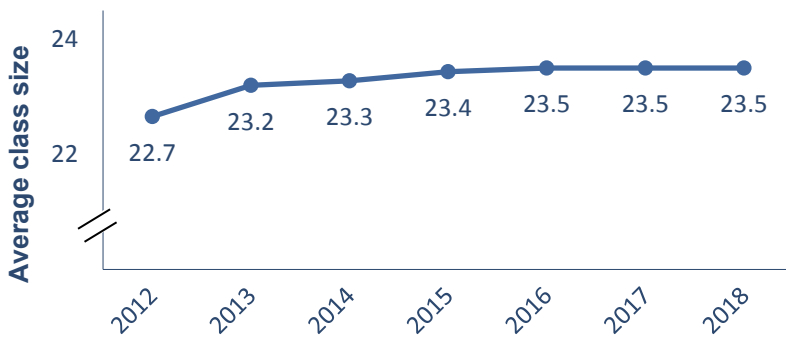
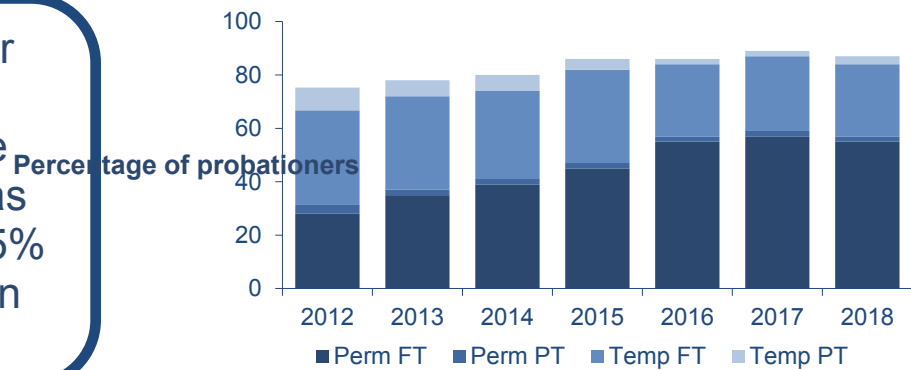
Early Learning & Childcare	2,544 Centres	↑	12 from 2017
	86,549 Registrations	↑	656 from 2017
	99% Uptake for age 3&4	↔	same as 2017

Schools & Estates	School buildings		
	86.6% in good or satisfactory condition	↑	0.6% points from 2017
	83.3% of a good or satisfactory suitability	↑	1.9% points from 2017

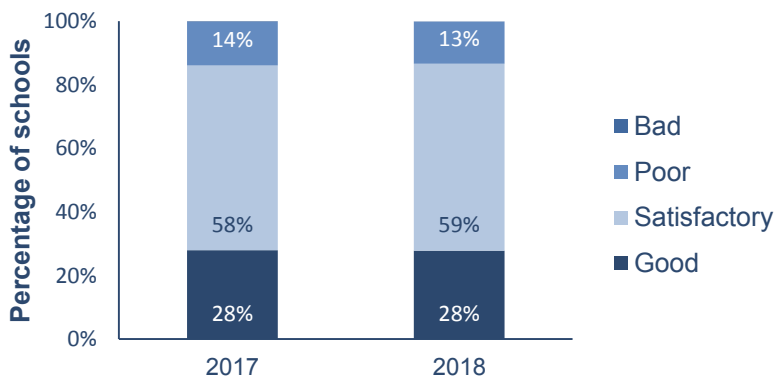
The PTR in 2018 has remained the same as in 2017 at 13.6.



Post-probationer teachers in employment the following year has increased from 75% in 2012 to 87% in 2018.



The average primary class size has remained at 23.5 since 2016.



Schools reported as being in good or satisfactory condition has increased from 86.0% in April 2017 to 86.6% in April 2018.

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Chapter 1: Introduction

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

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 in S4 to S6 starting at age 15-16

Special schools

- Most children with additional support needs are educated in mainstream schools but some with complex or specific needs are educated in special schools
- 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

Chapter 2: Overview

96,549 **registrations** in 2,544 early learning & childcare centres
 693,251 **pupils** in 2,502 schools
 51,959 **teachers** (full-time equivalent, including ELC)
 13.6 **pupil teacher ratio** in schools

The number of pupils and teachers have both increased this year and the pupil teacher ratio (PTR) in publicly funded schools has remained the same as 2017 at 13.6. The numbers of teachers has increased across primary, secondary and special schools whilst the numbers of early years & childcare and centrally employed teachers has reduced. The number of pupils in primary has remained constant, meaning the increase in teachers has resulted in a reduction in PTR to 16.1. In secondary schools the number of pupils has grown at a faster rate to the number of teachers, meaning the PTR has increased to 12.3.

Table 2.1: Schools, pupils, teachers and PTR

Pupils - Headcount; Teachers - Full Time Equivalents (FTE)

	2012	2013	2014	2015 ⁽¹⁾	2016	2017	2018
Schools							
ELC ⁽²⁾	2,551	2,504	2,449	2,492	2,514	2,532	2,544
Primary	2,064	2,056	2,048	2,039	2,031	2,019	2,012
Secondary	365	364	362	361	359	360	357
Special	155	149	145	144	141	135	133
Pupils							
ELC ⁽²⁾	98,195	102,871	101,463	97,262	96,961	95,893	96,549
Primary	370,680	377,382	385,212	391,148	396,697	400,312	400,276
Secondary	293,562	289,164	284,762	281,939	280,983	281,993	286,152
Special ⁽³⁾	6,953	6,956	6,940	6,871	6,668	6,654	6,823
Total (excluding ELC) ⁽³⁾	671,195	673,502	676,914	679,958	684,348	688,959	693,251
Teachers							
ELC ⁽²⁾	1,386	1,288	1,200	1,038	985	921	821
School based	48,691	48,620	48,335	48,395	48,746	49,463	50,099
Primary	22,685	22,905	22,960	23,425	23,920	24,477	24,899
Secondary	23,980	23,695	23,401	23,059	22,957	23,150	23,317
Special	2,026	2,020	1,974	1,911	1,869	1,836	1,883
Centrally employed (school)	1,176	1,170	1,186	1,283	1,239	1,129	1,039
Total school (excluding ELC)	49,867	49,790	49,521	49,679	49,985	50,592	51,138
Total (including ELC)	51,253	51,078	50,720	50,717	50,970	51,513	51,959
Pupil Teacher Ratios							
Publicly funded schools ⁽⁴⁾	13.5	13.5	13.7	13.7	13.7	13.6	13.6
Total based in schools ⁽⁵⁾	13.8	13.9	14.0	14.0	14.0	13.9	13.8
Primary	16.3	16.5	16.8	16.7	16.6	16.4	16.1
Secondary	12.2	12.2	12.2	12.2	12.2	12.2	12.3
Special	3.4	3.5	3.5	3.6	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

51,138 teachers in publicly funded schools compared to 50,592 in 2017
13.6 pupil teacher ratio in local authority schools
87% of teachers on the 2017/18 probationer induction scheme were in employment in September 2018

Table 3.1: Teachers (Full Time Equivalents)

<i>Full Time Equivalents (FTE)</i>					
Local Authority	Primary School	Secondary School	Special School	Centrally employed	Total
Aberdeen City	838	716	33	48	1,636
Aberdeenshire	1,356	1,206	48	40	2,650
Angus	581	555	0	24	1,160
Argyll & Bute	423	419	8	11	861
Clackmannanshire	274	211	24	3	512
Dumfries & Galloway	684	665	8	79	1,436
Dundee City	625	607	58	31	1,321
East Ayrshire	562	533	67	23	1,185
East Dunbartonshire	532	629	52	35	1,248
East Lothian	472	460	0	28	960
East Renfrewshire	583	658	33	3	1,277
Edinburgh City	1,630	1,462	160	94	3,346
Na h-Eileanan Siar	161	157	0	9	327
Falkirk	777	784	66	7	1,634
Fife	1,751	1,587	82	83	3,503
Glasgow City	2,660	2,141	319	143	5,263
Highland	1,119	1,165	41	64	2,388
Inverclyde	345	361	39	1	745
Midlothian	454	416	34	26	930
Moray	439	403	0	27	868
North Ayrshire	674	636	39	45	1,393
North Lanarkshire	1,668	1,593	219	64	3,545
Orkney Islands	117	126	0	8	250
Perth & Kinross	685	628	19	15	1,346
Renfrewshire	810	759	86	21	1,676
Scottish Borders	488	524	46	11	1,070
Shetland Islands	159	153	0	10	322
South Ayrshire	504	491	26	28	1,048
South Lanarkshire	1,633	1,501	141	22	3,298
Stirling	433	460	21	20	934
West Dunbartonshire	460	430	49	17	956
West Lothian	982	832	110	0	1,924
All local authorities	24,877	23,269	1,827	1,039	51,012
Grant aided	21	48	56	0	126
Total	24,899	23,317	1,883	1,039	51,138

Table 3.2 shows that total teacher numbers (including primary, secondary, special and centrally employed teachers) across all publicly funded schools in Scotland has risen consistently from 2014 to 2018. Although the total FTE for 2018 has increased since 2017, this is not the case for each local authority. In twenty-two local authorities the number of teachers has either been maintained or increased, with the largest increase being 5 per cent in Glasgow City. Ten local authorities saw a decrease this year, with the largest decrease being 2 per cent in Dumfries & Galloway.

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

<i>Full Time Equivalent (FTE)</i>							
Local Authority	2012	2013	2014	2015	2016	2017	2018
Aberdeen City	1,592	1,606	1,623	1,632	1,603	1,624	1,636
Aberdeenshire	2,546	2,594	2,593	2,650	2,655	2,675	2,650
Angus	1,145	1,153	1,140	1,136	1,125	1,133	1,160
Argyll & Bute	863	859	866	844	841	825	861
Clackmannanshire	483	493	495	490	528	513	512
Dumfries & Galloway	1,532	1,488	1,481	1,479	1,466	1,470	1,436
Dundee City	1,414	1,393	1,372	1,375	1,367	1,330	1,321
East Ayrshire	1,149	1,139	1,139	1,151	1,149	1,189	1,185
East Dunbartonshire	1,159	1,184	1,191	1,204	1,217	1,245	1,248
East Lothian	909	903	902	920	913	935	960
East Renfrewshire	1,193	1,207	1,201	1,213	1,227	1,265	1,277
Edinburgh City	3,171	3,213	3,159	3,193	3,213	3,281	3,346
Na h-Eileanan Siar	344	340	323	324	321	327	327
Falkirk	1,564	1,568	1,578	1,581	1,605	1,620	1,634
Fife	3,491	3,507	3,469	3,476	3,494	3,498	3,503
Glasgow City	4,959	4,813	4,803	4,779	4,869	5,020	5,263
Highland	2,351	2,340	2,331	2,357	2,355	2,365	2,388
Inverclyde	747	733	725	734	735	738	745
Midlothian	812	832	847	866	873	892	930
Moray	893	877	881	874	848	856	868
North Ayrshire	1,312	1,333	1,325	1,332	1,371	1,396	1,393
North Lanarkshire	3,525	3,503	3,452	3,406	3,474	3,502	3,545
Orkney Islands	243	250	254	255	260	253	250
Perth & Kinross	1,337	1,339	1,337	1,337	1,329	1,329	1,346
Renfrewshire	1,600	1,582	1,576	1,596	1,633	1,656	1,676
Scottish Borders	1,118	1,098	1,063	1,049	1,052	1,055	1,070
Shetland Islands	341	332	322	323	318	323	322
South Ayrshire	1,096	1,082	1,062	1,063	1,043	1,056	1,048
South Lanarkshire	3,149	3,174	3,147	3,176	3,202	3,282	3,298
Stirling	924	934	932	921	942	925	934
West Dunbartonshire	898	909	911	921	928	961	956
West Lothian	1,856	1,868	1,868	1,880	1,899	1,924	1,924
All local authorities	49,713	49,645	49,368	49,538	49,858	50,464	51,012
Grant aided	153	145	153	141	127	127	126
Total	49,867	49,790	49,521	49,679	49,985	50,592	51,138

(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 2012 and 2014 from 13.5 pupils per teacher to 13.7. It was then stable between 2014 and 2016 and has improved in the last two years, falling to 13.6 pupils per teacher.

The Attainment Scotland Fund is an initiative to tackle the poverty related attainment gap. At the time of the census in September 2018, 962 FTE teachers were funded through this initiative compared to 666 FTE in September 2017. The PTR for all local authorities excluding these teachers is 13.8, the same as September 2017.

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

Pupils per teacher

Local Authority	2012	2013	2014	2015	2016	2017	2018
Aberdeen City	13.5	13.5	13.6	13.6	14.0	14.0	14.1
Aberdeenshire	13.4	13.3	13.5	13.3	13.4	13.3	13.5
Angus	13.2	13.1	13.3	13.2	13.3	13.3	13.1
Argyll & Bute	12.5	12.4	12.2	12.4	12.3	12.5	12.0
Clackmannanshire	13.7	13.5	13.3	13.4	12.5	12.9	13.0
Dumfries & Galloway	12.5	12.7	12.7	12.7	12.7	12.8	13.1
Dundee City	12.3	12.6	12.9	13.0	13.2	13.7	13.8
East Ayrshire	14.0	14.0	14.0	13.9	13.9	13.3	13.5
East Dunbartonshire	13.7	13.6	13.6	13.6	13.5	13.4	13.6
East Lothian	14.8	15.1	15.2	15.1	15.4	15.2	15.1
East Renfrewshire	13.5	13.4	13.7	13.7	13.7	13.5	13.5
Edinburgh City	14.2	14.3	14.9	14.9	15.1	15.1	15.1
Na h-Eileanan Siar	10.2	10.1	10.4	10.3	10.5	10.3	10.2
Falkirk	13.4	13.4	13.5	13.5	13.5	13.5	13.4
Fife	13.7	13.7	14.0	14.0	14.1	14.1	14.2
Glasgow City	13.1	13.6	13.6	13.8	13.8	13.5	13.1
Highland	13.2	13.2	13.2	13.1	13.1	13.0	12.9
Inverclyde	13.6	13.8	13.8	13.5	13.5	13.4	13.2
Midlothian	14.6	14.2	14.2	14.2	14.2	14.2	13.8
Moray	13.4	13.7	13.7	13.7	14.1	13.9	13.7
North Ayrshire	14.0	13.7	13.7	13.6	13.3	13.1	13.1
North Lanarkshire	13.9	13.9	14.2	14.4	14.1	14.0	13.8
Orkney Islands	11.0	10.6	10.5	10.5	10.4	10.8	11.1
Perth & Kinross	13.1	13.1	13.3	13.3	13.6	13.5	13.3
Renfrewshire	14.6	14.8	14.7	14.6	14.3	14.2	14.1
Scottish Borders	13.2	13.3	13.7	13.8	13.8	13.8	13.6
Shetland Islands	9.5	9.7	10.0	10.0	10.2	10.0	10.1
South Ayrshire	13.0	13.1	13.2	13.2	13.4	13.3	13.3
South Lanarkshire	13.7	13.6	13.7	13.7	13.7	13.4	13.4
Stirling	13.4	13.1	13.2	13.4	13.2	13.5	13.5
West Dunbartonshire	13.7	13.6	13.6	13.5	13.4	13.1	13.1
West Lothian	14.1	14.0	14.1	14.1	14.1	14.0	14.1
All local authorities	13.5	13.5	13.7	13.7	13.7	13.6	13.6
Grant aided ⁽²⁾	8.4	8.7	8.1	8.6	9.2	9.3	9.4
All publicly funded	13.5	13.5	13.7	13.7	13.7	13.6	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 2018 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

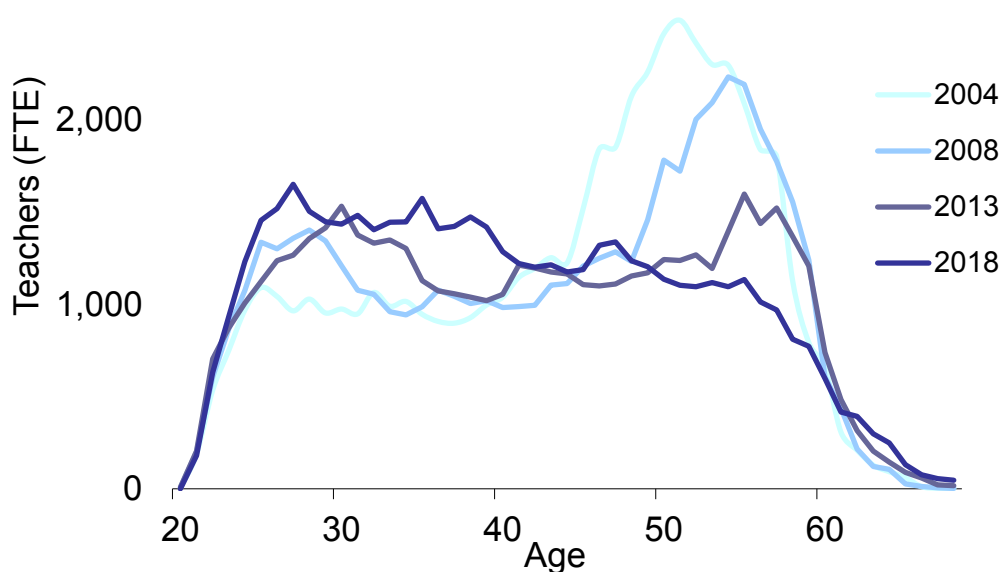


Table 3.4 shows that in both primary and secondary sectors the proportion of teachers who are female falls at each level of seniority. In primary schools, 90% of all teachers are female compared to 85% of headteachers. In secondary schools 64% of teachers are female compared to only 43% of headteachers. However the number does increase in special schools, where 76% of all teachers are female compared to 81% 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 2018 than in 2004.

The proportion of teachers who had temporary contracts (including probationers) was 16.4 per cent (compared with 16.7 per cent last year). 17.1 per cent of teachers were working part-time, with the rate higher amongst females (19.6 per cent) than males (9.3 per cent).

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

Local Authority	School Type				Total
	Primary	Secondary	Special	Centrally Employed	
Gender					
Female	90	64	76	85	77
Male	10	36	24	15	23
Unknown	0	0	0	0	0
Age (years)					
Under 25	7	5	1	0	6
25 to 34	32	28	18	10	29
35 to 44	26	27	29	22	27
45 to 54	23	24	30	36	24
55 or over	12	16	22	31	14
Unknown	0	0	0	0	0
Average Age	39	42	45	49	41
Ethnicity					
White – Scottish	67	60	62	51	63
White – Other British	24	28	25	27	26
White – Other	2	4	6	5	3
Minority Ethnic Group	1	2	2	5	2
Not Disclosed	5	6	5	12	6
Employment type					
Permanent	82	85	87	84	84
Temporary (non-induction) ⁽¹⁾	12	10	13	16	11
Probationer induction scheme ⁽¹⁾	6	5	0	0	6
Grade					
Head teacher	7	1	6	3	4
Percentage female	85	43	81	75	78
Depute head teacher	5	5	7	2	5
Percentage female	88	56	74	91	74
Principal teacher	8	23	11	11	15
Percentage female	88	62	73	83	69
Teacher	80	71	77	84	76
Percentage female	90	65	76	85	79
All - Percentage female	90	64	76	85	77
Mode of working					
Full-time	81	87	81	66	83
Percentage female	88	61	74	82	75
Part-time	19	13	19	34	17
Percentage female	95	82	85	90	90

¹ Figures for percentage of full time equivalents (FTE) in primary schools and total figures for teacher with employment type as temporary (non-induction) and probationer induction scheme were amended in January 2019. See background notes changes to teacher data for more details.

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 has increased from 75 per cent in 2012 but has decreased from 88 per cent in 2017 to 87 per cent in 2018.

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

Percentage of Headcount

	Probationer cohort						
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Full-time permanent	28	35	39	45	55	57	55
Full-time temporary	35	35	33	35	27	28	27
Part-time permanent	3	2	2	2	2	1	2
Part-time temporary	8	6	6	4	2	2	3
Other ⁽¹⁾	25	21	20	14	13	12	13
Number of teachers in cohort	1,944	2,044	2,215	2,448	2,524	2,630	2,852

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

Table 3.6 shows the percentage of probationers in publicly funded permanent or temporary posts in each year following their probation year. It shows that whilst these percentages have increased for the first year following probation, more recent cohorts have subsequently seen a reduction in those in permanent or temporary publicly funded posts. For example, the 2011/12 cohort had 75 cent of the cohort present in the September 2012 census but 2 years later this had risen to 79 per cent by September. The 2015/16 cohort had 87% of the cohort present in the September 2016 census but this has reduced to 83% by 2018.

Table 3.6: Post-probationers in employment in a publicly funded school in Scotland

Percentage Headcount

	Sep-12	Sep-13	Sep-14	Sep-15	Sep-16	Sep-17	Sep-18
2011/12 cohort	75	77	79	77	78	77	76
2012/13 cohort		79	77	77	77	76	74
2013/14 cohort			80	81	79	78	77
2014/15 cohort				86	83	82	80
2015/16 cohort					87	84	83
2016/17 cohort						88	85
2017/18 cohort							87

Chapter 4: Classes and pupils

12.1% of P1-P3 pupils were taught in classes of 18 or fewer compared to 12.2% in 2017.

23.5 Average class size for pupils in primary school – this remains the same as 2016 and 2017.

Table 4.1 shows average class sizes for pupils in primary school alongside the overall primary school average. In 2018 the overall average for primary remained at 23.5, unchanged from 2017 and 2016. The average class size for P1-P3 also remained the same as 2017 at 23.2. The average class size for P4-7 decreased slightly from 26.0 in 2017 to 25.9. Data on class sizes in the secondary sector are not collected as class size varies widely across subjects.

Table 4.1: Average class size of primary school pupils⁽¹⁾

Headcount

Stage	2012	2013	2014	2015	2016	2017	2018
P1	20.6	21.2	21.2	21.1	21.2	21.0	20.9
P2	23.3	24.0	23.9	24.1	24.0	23.9	23.9
P3	24.0	24.5	24.7	24.8	24.7	24.7	24.6
P4	25.3	25.7	25.9	26.0	26.0	26.0	25.7
P5	25.3	25.7	25.8	26.0	26.1	26.1	26.1
P6	25.2	25.3	25.5	25.8	26.0	26.1	26.0
P7	25.0	25.2	25.4	25.4	25.8	25.9	26.0
P1-P3	22.6	23.2	23.3	23.3	23.3	23.2	23.2
P4-P7	25.2	25.5	25.7	25.8	26.0	26.0	25.9
Primary	22.7	23.2	23.3	23.4	23.5	23.5	23.5

(1) Data refers to the average class size of pupils in each stage, not the average class size of single stage classes. The total primary average class size is calculated on a different basis to all the other class sizes shown, see background notes for details.

Table 4.2 shows 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 2018, 20,613 (12.1 per cent) of P1-P3 pupils were taught in classes of 18 or fewer. This is down from 20,997 (12.2 per cent) in 2017. The number of pupils taught in classes of 26 or more decreased from 44,965 in 2017 to 44,712. However, this represents 26.3 per cent of pupils, a higher proportion than the 26.1 per cent recorded in 2017.

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

Headcount

Class size	2012	2013	2014	2015	2016	2017	2018
1 - 18	31,101	22,992	22,138	20,999	21,906	20,997	20,613
19 - 25	95,898	102,849	103,968	104,426	104,517	106,023	104,453
26 - 30	37,805	42,908	45,539	46,489	45,486	44,340	44,362
31 or more	473	736	470	658	807	625	350
% in classes of 18 or fewer or in 2 teacher classes of 36 or fewer							
	18.8	13.6	12.9	12.2	12.7	12.2	12.1

(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 2018 the number of pupils in classes of 26 or more was 511; this is a reduction from 631 in 2017.

Table 4.3: P1 pupils by class size

Headcount

Class size	2012	2013	2014	2015	2016	2017	2018
0 - 18	15,713	11,968	11,558	11,213	11,737	11,925	11,326
19 - 25	40,468	44,864	45,544	45,307	45,102	44,195	43,254
26 or more	503	560	451	637	698	631	511

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

<i>Percentage Headcount</i>							
Local Authority	2012	2013	2014	2015	2016	2017	2018
Aberdeen City	16.4	16.1	11.2	10.6	11.0	13.0	9.9
Aberdeenshire	13.1	14.9	13.3	12.4	14.7	17.7	16.0
Angus	20.4	21.0	23.1	22.4	19.6	16.5	20.1
Argyll & Bute	45.5	45.4	34.9	24.2	27.2	27.1	34.6
Clackmannanshire	19.0	16.1	17.8	11.8	19.7	14.1	11.8
Dumfries & Galloway	20.4	12.0	16.4	13.6	17.1	22.0	20.2
Dundee City	28.5	9.4	2.8	3.4	2.6	4.4	3.1
East Ayrshire	19.5	7.6	13.0	9.5	11.1	9.9	8.3
East Dunbartonshire	21.2	21.8	11.3	10.6	12.9	10.3	10.5
East Lothian	4.0	4.3	6.3	6.0	4.2	6.5	8.8
East Renfrewshire	35.6	7.6	15.7	9.5	16.5	12.6	11.9
Edinburgh, City of	15.3	7.0	7.2	6.1	5.7	6.0	5.2
Na h-Eileanan Siar	51.7	39.8	48.0	51.3	57.8	52.3	56.4
Falkirk	8.5	4.9	6.3	8.5	5.6	7.9	8.8
Fife	27.4	24.1	22.9	20.8	20.8	11.6	7.1
Glasgow City	10.1	3.8	3.7	3.6	4.2	5.5	6.5
Highland	20.3	18.4	18.1	20.5	19.1	18.1	18.8
Inverclyde	12.3	9.3	10.0	7.5	6.5	5.0	6.1
Midlothian	5.0	7.7	11.7	10.3	16.7	11.2	16.2
Moray	20.6	8.9	14.1	10.8	8.0	8.1	9.0
North Ayrshire	11.6	7.2	7.6	10.8	13.0	9.9	10.9
North Lanarkshire	8.0	8.1	7.7	8.6	9.8	11.4	8.9
Orkney Islands	33.4	27.2	29.6	22.6	19.8	24.7	24.8
Perth & Kinross	20.7	15.7	15.1	14.3	14.7	11.0	11.8
Renfrewshire	36.5	6.9	10.8	11.9	13.3	14.4	16.1
Scottish Borders	22.6	21.6	12.7	14.3	10.3	14.4	12.5
Shetland Islands	24.5	26.5	31.2	25.5	33.9	32.2	36.2
South Ayrshire	23.4	20.2	17.8	24.6	19.5	20.1	15.4
South Lanarkshire	23.9	22.9	17.7	16.1	15.5	16.8	19.2
Stirling	24.9	17.4	15.2	17.4	14.9	11.3	10.0
West Dunbartonshire	15.9	9.9	13.3	13.6	16.2	14.0	19.2
West Lothian	24.4	20.3	17.0	13.6	16.3	14.7	17.1
Scotland ¹	18.8	13.6	12.9	12.2	12.7	12.2	12.1

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

Table 4.5 shows the pupil characteristics primarily used in equalities monitoring. In 2018, 84.7 per cent of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (5.4 per cent), Asian Pakistani (2 per cent) and mixed (1.4 per cent).

199,065 pupils (28.7 per cent of all pupils) had an additional support need (ASN) recorded. This is an increase of 2.1 percentage points on 2017 (183,491 pupils with an ASN record, 26.6 per cent of all pupils). This includes pupils in special schools and those in mainstream schools who are assessed or declared disabled or have a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP), Child Plan or some other type of support. Pupils may have more than one type of ASN, therefore the totals for ASN may not equal the sum of individual types of ASN.

Table 4.5: Pupil characteristics⁽¹⁾

Headcount

	Female	Male	Total
Total Pupils	340,258	352,993	693,251
Ethnicity			
White – Scottish	269,082	278,651	547,733
White – Other British	19,145	20,120	39,265
White – Gypsy/Traveller	631	689	1,320
White - Other	18,333	18,961	37,294
Mixed	4,741	4,739	9,480
Asian – Indian	2,995	3,153	6,148
Asian – Pakistani	6,719	6,970	13,689
Asian – Bangladeshi	542	563	1,105
Asian – Chinese	2,047	2,030	4,077
Asian – Other	1,942	2,008	3,950
Caribbean/Black	564	621	1,185
African	3,921	3,989	7,910
Other	3,193	3,560	6,753
Not known / not disclosed	6,363	6,848	13,211
English as an Additional Language	21,103	23,208	44,311
Additional Support Needs (ASN)			
CSP (Co-ordinated Support Plan)	746	1,240	1,986
IEP (Individualised Education Programme)	11,217	24,349	35,566
Child Plans	14,451	24,985	39,436
Assessed/Declared Disabled	5,526	11,921	17,447
Other ⁽²⁾	65,751	89,307	155,058
All pupils with ASN⁽³⁾	81,373	117,692	199,065
All pupils with ASN (excluding Other type)⁽³⁾	25,176	46,724	71,900

(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 131 pupils at grant-aided special schools in 2018.

(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 funded ELC (99% in 2017)

10% of 2 year olds are registered for funded ELC (10% in 2017)

Table 5.1 shows that there were 96,549 registrations for funded ELC places in September 2018, an increase of 0.7% since September 2017 when there were 95,893 registrations. This suggests around 99% of eligible 3 and 4 year olds were registered (99% in 2017). Children registered to receive funded ELC at more than one centre may be counted more than once, and so this will slightly overestimate true uptake.

Table 5.1: Registrations⁽¹⁾ for funded early learning and childcare at local authority and partnership centres, September 2018

	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	147	6	3,275	92	163	3,585
Aberdeenshire	6	174	6	4,451	95	291	4,922
Angus	1	101	9	1,688	96	152	1,942
Argyll & Bute	0	53	7	1,258	103	68	1,379
Clackmannanshire	0	112	21	861	103	25	998
Dumfries & Galloway	0	104	8	2,060	102	173	2,337
Dundee City	0	239	16	2,268	98	180	2,687
East Ayrshire	0	260	20	1,959	99	72	2,291
East Dunbartonshire	1	69	6	1,787	99	101	1,958
East Lothian	0	93	8	1,664	94	95	1,852
East Renfrewshire	18	54	5	1,738	97	94	1,904
City of Edinburgh	179	457	9	7,453	95	494	8,583
Na h-Eileanan Siar	4	33	14	375	100	38	450
Falkirk	0	115	7	2,783	107	116	3,014
Fife	0	549	14	6,050	101	289	6,888
Glasgow City	35	634	9	9,547	95	380	10,596
Highland	3	138	6	3,731	106	334	4,206
Inverclyde	26	125	17	1,106	97	61	1,318
Midlothian	1	122	11	1,872	105	123	2,118
Moray	0	73	7	1,487	105	88	1,648
North Ayrshire	10	285	21	2,038	100	49	2,382
North Lanarkshire	0	397	11	5,637	96	176	6,210
Orkney Islands	0	9	5	324	109	41	374
Perth & Kinross	0	129	9	2,255	102	237	2,621
Renfrewshire	126	316	18	2,691	99	222	3,355
Scottish Borders	0	94	8	1,640	96	99	1,833
Shetland Islands	0	5	2	416	109	46	467
South Ayrshire	24	164	16	1,841	111	67	2,096
South Lanarkshire	46	333	10	5,212	101	266	5,857
Stirling	7	40	5	1,344	100	101	1,492
West Dunbartonshire	52	182	19	1,427	100	68	1,729
West Lothian	0	95	5	3,187	96	175	3,457
Scotland	539	5,701	10	85,425	99	4,884	96,549

(1) This is a snapshot of registrations at census week (17-21 September 2018). 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, only around half of children are eligible at the time of the census (17-21 September 2018).

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

The number of 2 year olds registered has increased from 5,363 in 2017 to 5,701 in 2018. This represents an uptake of approximately ten per cent of all 2 year olds, with uptake remaining around the same level as in 2017. 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.

Prior to 2011, the graduate workforce working in ELC was only formed of teachers. However, since 2011 they have only made up part of this workforce as a Bachelor's degree (SCQF level 9) in Childhood Practice was introduced. From 2017, the census data collection was expanded to reflect this change in the workforce. The FTE and job type of graduate staff (with a SCQF level 9 qualification relevant to early years) working in ELC, other than teachers are now collected. Data has also been collected on ELC staff that do not hold a graduate level qualification (SCQF level 9) relevant to early years that were working towards the benchmark degree level qualifications required for registration with the Scottish Social Services Council (SSSC) as a manager/lead practitioner. See the background notes for a list of the SSSC benchmark qualifications.

Table 5.2 shows that the FTE of graduates working in ELC with degrees relevant to early years, other than teachers, was 2,302, an increase of 229 compared with 2,074 recorded in 2017. The FTE of ELC staff working towards the SSSC benchmark degree level qualifications has increased by 87 to 1,098 in 2018, compared with 1,011 in 2017. Finally, there were 821 FTE teachers working in ELC at the time of the census, compared with 921 in 2017.

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	35	67	57	159
Aberdeenshire	14	51	53	118
Angus	6	44	29	79
Argyll & Bute	9	36	7	52
Clackmannanshire	7	16	16	39
Dumfries & Galloway	18	50	15	84
Dundee City	37	44	49	129
East Ayrshire	13	72	37	122
East Dunbartonshire	30	45	43	118
East Lothian	12	40	14	67
East Renfrewshire	31	71	27	128
City of Edinburgh	138	246	110	494
Na h-Eileanan Siar	3	14	8	25
Falkirk	25	76	29	130
Fife	68	64	70	202
Glasgow City	55	490	138	682
Highland	35	31	29	95
Inverclyde	7	42	10	60
Midlothian	15	46	15	76
Moray	6	35	15	56
North Ayrshire	11	78	31	119
North Lanarkshire	42	123	55	219
Orkney Islands	5	4	6	15
Perth & Kinross	42	41	37	120
Renfrewshire	14	80	30	124
Scottish Borders	17	11	8	37
Shetland Islands	8	6	2	16
South Ayrshire	27	48	31	106
South Lanarkshire	63	178	55	295
Stirling	9	49	35	92
West Dunbartonshire	9	50	12	71
West Lothian	10	56	26	93
Scotland	821	2,302	1,098	4,222

(1) GTCS registered teachers. Includes teachers in ELC centres, centrally employed teachers, and home visiting teachers.

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

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

Table 5.3 shows the characteristics of teachers in ELC. The vast majority of teachers (94%) are female, although since 2015 the proportion of male teachers has doubled from 3% to 6%. Since 2012, the average age of teachers has remained around age 45. Data on age and gender is only available for teachers, although they only form part of the graduate workforce in ELC.

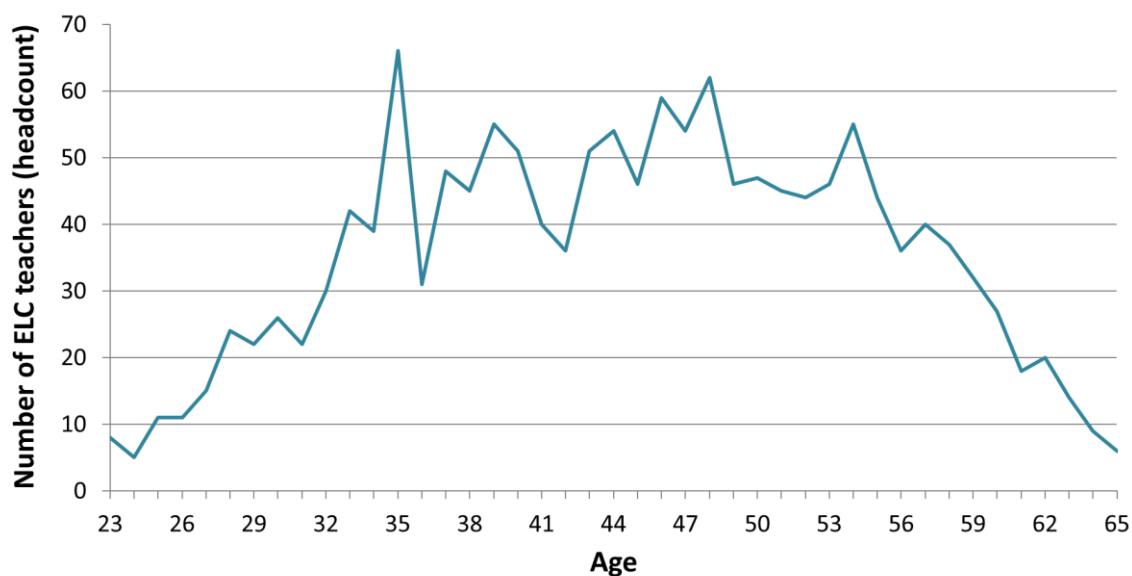
Table 5.3: ELC Teacher characteristics percentages⁽¹⁾, 2018

Gender		Age					Average
Female	Male	Under 25	25 to 34	35 to 44	45 to 54	55 or over	Age
94	6	1	16	31	33	19	45

(1) Figures are based on headcount

Chart 2 shows the age profile of GTCS registered ELC teachers, as at September 2018. The number of teachers generally increases with age, with peaks at ages 35 and 48, before decreasing sharply after age 57.

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



Chapter 6: School Estates

96 schools were built or substantially refurbished in 2017-18
86.6% of schools were in good or satisfactory **condition** in 2018
83.3% of schools were of a good or satisfactory **suitability** in 2018

The School Estates Core Facts survey collects information on the size, condition, suitability and capacity of all schools open on 1st April 2018. Information is also collected on all schools that were built or substantially refurbished during the financial year 2017-18. 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 96 schools were built or refurbished in 2017-18, 71 of which were Primary schools. Since 2011-12, 490 schools have been built or substantially refurbished.

Table 6.1: Schools built or substantially refurbished

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Primary	37	43	50	71	33	82	71
Secondary	6	14	8	5	9	11	17
Special	3	3	5	5	2	7	8
Total schools built or refurbished	46	60	63	81	44	100	96

As a result of the investment and reorganisation of the school estate, the proportion of schools in good or satisfactory condition has increased from 81.7 per cent in April 2012 to 86.6 per cent in April 2018. 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 83.5 per cent in April 2012 to 88.2 per cent in April 2018.

Table 6.2: School condition and school rolls

	2012	2013	2014	2015	2016	2017	2018
Schools ⁽¹⁾							
<i>Numbers</i>							
A: Good	581	623	620	641	666	703	696
B: Satisfactory	1,540	1,477	1,498	1,479	1,453	1,462	1,470
C: Poor	446	449	422	406	396	345	331
D: Bad	23	17	16	11	8	5	3
Condition not recorded	6	1	2	1	1	1	1
<i>Percentages</i>							
A: Good	22.4	24.3	24.2	25.3	26.4	27.9	27.8
B: Satisfactory	59.3	57.5	58.6	58.3	57.6	58.1	58.8
C: Poor	17.2	17.5	16.5	16.0	15.7	13.7	13.2
D: Bad	0.9	0.7	0.6	0.4	0.3	0.2	0.1
Condition not recorded	0.2	0.0	0.1	0.0	0.0	0.0	0.0
Pupils on school roll ⁽²⁾							
<i>Numbers</i>							
A: Good	224,523	241,392	241,605	225,505	236,260	253,369	265,717
B: Satisfactory	334,204	318,799	321,568	347,360	335,159	343,506	336,660
C: Poor	102,845	103,815	103,635	98,387	102,526	83,810	78,475
D: Bad	7,476	5,889	5,422	4,277	3,604	2,137	1,884
Condition not recorded	176	0	213	0	0	0	0
<i>Percentages</i>							
A: Good	33.5	36.0	35.9	33.4	34.9	37.1	38.9
B: Satisfactory	49.9	47.6	47.8	51.4	49.5	50.3	49.3
C: Poor	15.4	15.5	15.4	14.6	15.1	12.3	11.5
D: Bad	1.1	0.9	0.8	0.6	0.5	0.3	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 of each year. See background notes for more information on the condition ratings.

(2) Pupils on the school roll as recorded in 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 77.2 per cent in April 2012 to 83.3 per cent in April 2018. Taking into account the different number of pupils in each school, this shows an increase in the proportion of pupils in good or satisfactory suitability schools from 78.8 per cent in April 2012 to 85.9 per cent in April 2018.

Table 6.3: School suitability and school rolls

	2012	2013	2014	2015	2016 ⁽³⁾	2017	2018
Schools ⁽¹⁾							
<i>Numbers</i>							
A: Good	622	663	688	706	728	777	788
B: Satisfactory	1,381	1,394	1,387	1,339	1,324	1,271	1,295
C: Poor	531	477	451	463	445	447	405
D: Bad	50	32	28	26	22	16	8
Suitability not recorded	12	1	4	4	5	5	5
<i>Percentages</i>							
A: Good	24.0	25.8	26.9	27.8	28.8	30.9	31.5
B: Satisfactory	53.2	54.3	54.2	52.8	52.5	50.5	51.8
C: Poor	20.5	18.6	17.6	18.2	17.6	17.8	16.2
D: Bad	1.9	1.2	1.1	1.0	0.9	0.6	0.3
Suitability not recorded	0.5	0.0	0.2	0.2	0.2	0.2	0.2
Pupils on school roll ⁽²⁾							
<i>Numbers</i>							
A: Good	209,541	225,757	234,021	240,245	250,508	271,260	277,429
B: Satisfactory	317,729	320,627	323,994	316,170	312,851	302,296	309,105
C: Poor	126,139	111,686	102,527	107,368	104,009	101,321	91,774
D: Bad	15,397	11,825	11,581	10,393	8,095	5,795	2,248
Suitability not recorded	418	0	320	1,353	2,086	2,150	2,180
<i>Percentages</i>							
A: Good	31.3	33.7	34.8	35.6	37.0	39.7	40.6
B: Satisfactory	47.5	47.9	48.2	46.8	46.2	44.3	45.3
C: Poor	18.8	16.7	15.2	15.9	15.4	14.8	13.4
D: Bad	2.3	1.8	1.7	1.5	1.2	0.8	0.3
Suitability not recorded	0.1	0.0	0.0	0.2	0.3	0.3	0.3

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

(2) Pupils on the school roll as recorded in 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.

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 and follow the Curriculum for Excellence but are independent from Local Authorities. Grant-aided schools are not equivalent to schools termed 'academies' in some parts of the UK.

Grant-aided special schools (GASS):

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

General Teaching Council for Scotland (GTCS):

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

Individualised Education Programme (IEP):

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

Independent schools:

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

Least Deprived (LD):

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

Local authority early learning and childcare (ELC) centres:

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

Local authority schools:

Schools which are run and financed by the local authority.

Most Deprived (MD):

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

Partnership agreement – (relating to ELC entitlement):

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

Partnership ELC centres:

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

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 2018 pupil and staff censuses were carried out on 19 September 2018. The early learning and childcare census took place in the week commencing 17 September 2018. The school estates core facts survey is based on all schools open on 1 April 2018 and schools built during the 2017-18 financial year.

Supplementary tables on the school staff census and the pupil census will be published in March 2019. Additional early learning and childcare tables are available on the Scottish Government website at:

<https://www2.gov.scot/Topics/Statistics/Browse/Children/Pubs-Pre-SchoolEducation>

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.

Changes to teacher data

In January 2019, the percentage of full time equivalents (FTE) for 2018 in primary schools and the overall total were amended in Table 3.4: Teacher Characteristics.

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 (or more) teachers are present in the class at all times. When this occurs, the pupil teacher ratio will not exceed maximum class size regulations.

Maximum class sizes in primary schools are as follows:

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

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

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 21 where there were no pupils based, but which received pupils based in other schools.

At September 2018 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 specific support plan. Education authorities must also be able to identify the reason(s) that additional support is needed.

Data collected in the Local Financial Returns for 2016/17 indicate that education authorities spend £610 million on additional support for learning out of a total spend of £5.1 billion. This equates to 12% of the overall spend on education in Scotland.

Individualised Educational Programme (IEP) is a tailored, individualised plan or programme of support which is expected to last up to a year. Learning targets within the plan are usually of multiple months or termly duration and this plan is reviewed. This plan may also be known as an additional support plan, or other similar name.

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.

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

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.

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 in part 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

The definitive source for statistical information in relation to the number and characteristics of looked after children (LAC) is the Scottish Government 'Children Looked After Survey (CLAS). The information in the CLAS is provided by local authority social work services departments. Up until 2016 figures on children looked after by the local authority as reported by schools were published in the pupil census supplementary tables. These figures are no longer published.

Urban/rural classifications

The urban/rural classifications in Pupil Census Supplementary data Table 1.3 are based on the 2016 urban rural classification, described here:

<https://www2.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification>

Denominational schools

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

Changes to pupil data

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.

Early Learning and Childcare

The Early Learning and Childcare (ELC) census covers all centres providing funded ELC as defined in the Children and Young People (Scotland) Act 2014 ('the 2014 Act'). This was previously referred to as pre-school.

Centres

A centre is a local authority, private or voluntary setting providing funded ELC. Childminders are not currently included in the ELC census, although they also provide funded ELC for children. Approximately 2,500 centres that provide funded ELC in Scotland complete the census.

Eligibility for funded ELC

Local authorities have a duty to provide funded ELC to all 'eligible children' in their area. They also have a power to provide (discretionary) funded ELC to any other child (before school starting age), as they see fit.

'Eligible children' are all 3 and 4 year olds from the relevant start date and some 2 year olds who meet the eligibility criteria. More information on this can be found on the [Scottish Government website](#). The census counts children registered for funded ELC during the period 17-21 of September 2018.

The profile of eligible 2 year olds has changed since the 2014 Act first introduced a duty on local authorities to provide funded ELC for this age. Eligibility criteria were set out originally in 2014 and these have been subsequently amended in 2015 and 2017. The changes from 2014 to 2015 expanded the eligibility criteria (to move from targeting around 15% of the 2 year old population to around a quarter). The change in 2017 made a technical change to account for the roll out of Universal Credit.

Teacher access

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

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

Timing

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

Teachers

In 2014, local authorities supplied information on centrally employed ELC teachers separate from the teachers recorded at centres for the first time.

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

Graduate staff

From 2017, data was collected on the number of graduates (other than teachers) working in ELC. Graduates include ELC staff that hold either: (1) a degree level benchmark qualification required by the SSSC for registration as a manager/lead practitioner (see list of qualifications below); (2) a degree level (SCQF level 9) qualification relevant to early years and are working towards a degree level benchmark qualification required by the

SSSC for registration as a manager/lead practitioner; (3) or a degree level qualification sufficient to meet the registration standards of another regulatory body (e.g. Nursing and Midwifery Council, General Medical Council). Data was also collected on the number of ELC staff that don't currently hold a degree level (SCQF level 9) qualification relevant to early years, but are working towards one of the SSSC benchmark qualifications required by the SSSC for registration as a manager/lead practitioner. Note that these staff may hold degrees in subjects unrelated to early years, such as physics or accountancy, or may hold early years qualifications below SCQF level 9.

SSSC Benchmark qualifications
<ul style="list-style-type: none"> • 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

Additional Graduates

In 2018, for the first time, data was also collected information on staff working in ELC funded through the [Additional Graduate Commitment](#). This is a Scottish Government commitment to fund additional posts in nurseries located in the most deprived areas of Scotland. These posts are for either teachers with early years expertise, or graduate practitioners with, or working towards, one of the benchmark qualifications required by the SSSC for registration as a manager/lead practitioner. These staff are also counted in the relevant teacher and graduate staff tables associated with this publication.

Improvements to the ELC census

The method for calculating the percentage uptake of ELC has been improved in 2018 to account for local authorities who use different eligibility criteria for 3 year olds to the statutory criteria that a child becomes eligible for funded ELC in the term after their 3rd birthday. More information on this change is available in table 4 of the additional ELC tables accompanying this publication.

Previously, if a centre that was providing funded ELC did not return any data then information from the previous census was imputed (i.e. rolled forward). From 2016 onwards, data is no longer imputed so the quality of data should be higher.

In 2015, for the first time, local authorities were able to check and amend data for settings within their local authority before submitting it to the Scottish Government. This additional validation process has continued, and resulted in higher data quality. Increased scrutiny

of the funded ELC data by local authorities has affected all funded ELC data from 2015 onwards.

In particular, the recording of children aged under 3 has improved (as previously children who were not receiving funded ELC, but were attending centres had been wrongly included by centres), and of ELC teachers (as teachers had been double counted), leading to lower numbers in these categories than in previous years.

In 2014 an additional check was added to the quality assurance process which identified a small number of teachers (less than 0.5% of the total) that had been recorded across ELC and the school census with an FTE over one (i.e. recorded as working more than full time hours). We worked with local authorities to resolve this issue, leading to reductions in FTE in both sectors but the majority were removed from ELC. This check has continued from 2015 onwards, and working with local authorities cases where teachers are recorded with an FTE over one are resolved, often resulting in a decrease in teacher FTE within the ELC sector.

Quality assurance of the 2012 data identified the possibility that some teachers who worked in early learning and childcare and primary could be double counted. This was addressed in 2013 by giving local authorities the opportunity to re-submit their teacher numbers for 2010, 2011 and 2012 to remove this double counting. As a result of this, eight local authorities amended their early learning and childcare teacher numbers (Angus, East Dunbartonshire, Midlothian, North Lanarkshire, Perth and Kinross, Shetland Islands, South Ayrshire and South Lanarkshire), three local authorities amended both primary and early learning and childcare teacher numbers (Aberdeenshire, Highland, Orkney), and one local authority (West Lothian) amended their primary school teacher numbers only. This resulted in minor changes to the primary teacher numbers and substantial changes to the early learning and childcare teacher numbers in 2010, 2011 and 2012.

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, guidance on assigning condition ratings to schools – *The Condition Core Fact* – 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

Information on attendance and absence is collected biennially. The 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. It was collected for the 2016/17 school year and published in December 2017. It will next be collected for the 2018/19 school year to be published in December 2019.

Exclusions

Information on exclusions is collected biennially. The 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. It was collected for the 2016/17 school year and published in December 2017. It will next be collected for the 2018/19 school year to be published in December 2019.

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.

Corrections to published pupil and staff census statistics are described in the notes above and here:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education/revisions>

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 full time equivalent (FTE) statistics in this publication have been rounded to the nearest whole number.

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

The following symbols are used:

: = not available

0 = nil or rounds to nil

= not applicable

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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