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Amendments.

1st February 2012: Tables 2.3, 3.1, 3.3, 3.4, 3.5, 5.2 and main point 1.5

See footnotes to tables for details.

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

- The annual census of **pupils** and **teachers** in publicly funded schools in Scotland, conducted on 22nd September 2011
- Information on **pre-school** education centres in Scotland, collected in the week commencing 19th September 2011
- **Attendance** and absence in Scottish Schools in the 2010/11 academic year
- **Exclusions** from Scottish Schools in the 2010/11 academic year
- **School Estate** survey data for financial year 2010-11, for all schools open on 1st April 2011
- Initial school **leaver destination** of those leaving school from the 2010-11 academic year
- Pre-appeal SQA **examination results** for the academic year 2010-11

Supplementary data tables can be found at:

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

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

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

school.stats@scotland.gsi.gov.uk

Main Statistics

1.1 The provisional total FTE **number of teachers** based in pre-school, primary, secondary and special schools, or visiting specialists, was 51,441, which was 656 fewer than the revised 2010 figure of 52,098. 51,286 of these were in local authority schools.

1.2 The **pupil teacher ratio** in schools increased from 13.3 in 2010 to 13.4 in 2011. In the primary sector the PRT was 16.0, (up from 15.8 in 2010), in secondaries it was 12.3 (up from 12.1) and in the special school sector it was 3.5 (down from 3.6 in 2010).

1.3 About 66 per cent of teachers on the 2010/11 **Probationer Induction Scheme** were in permanent or temporary employment in publicly funded schools in September 2011, an increase from 58 per cent the previous year.

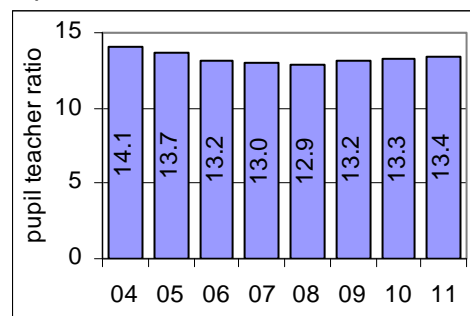
1.4 At September 2011, 74.9 per cent of pre-school children in centres had **access to a GTCS registered teacher** during census week, up from 74.4 the previous year.

1.5 The average **class size** for pupils in the first three years of primary (P1 to P3) increased from 22.4 in 2010 to 22.5 in 2011. The percentage of these pupils who were in class sizes of 18 or fewer dropped from 21.6 per cent in 2010 to 20.2 per cent in 2011 (Tables 3.1 and 3.2). About 98.8 per cent of P1 pupils were in classes of 25 or fewer. The overall average class size in primary was 22.7, up slightly from 22.5 in 2010.

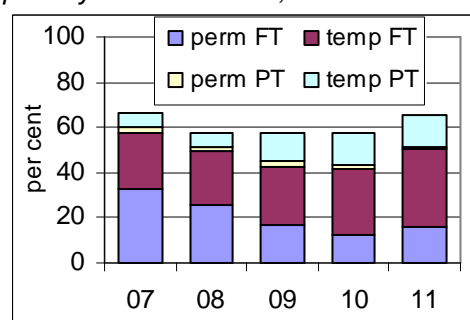
1.6 **Absence** (authorised and unauthorised) across all sectors was 6.8 per cent in 2010/11, a slight increase from 6.7 per cent recorded in 2009/10. Absence from school due to temporary exclusion accounted for 0.1 per cent of school days, the same as in the three previous years.

1.7 During 2010/11 there were 26,844 cases of **exclusion** from local authority schools in Scotland, a decrease of 11 per cent from 2009/10 (30,211 exclusions) (Table 5.1)

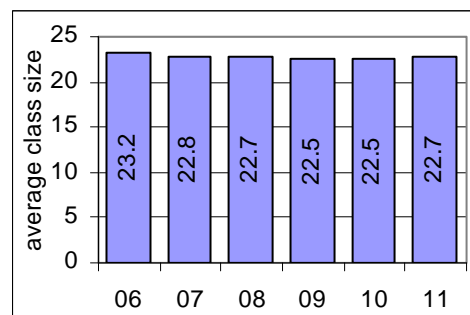
Pupil teacher ratios, 2004 to 2011



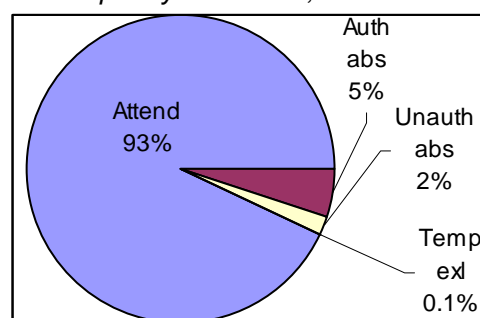
Employment of post-probationers in publicly funded schools, 2007 to 2011



Average class size in primary, 2007 to 2011



Attendance, authorised, unauthorised, and temporary exclusions, 20010/11



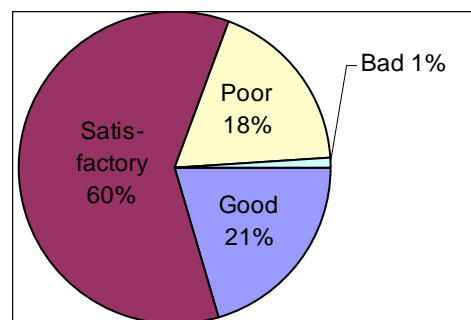
1.8 Over the last four financial years, 2007-08 to 2010-11, a total of 358 schools have been **substantially rebuilt or refurbished**. 160 of these were funded via Private Finance Initiatives or Non-Profit Distributing models and 198 via direct capital funding.

1.9 The proportion of schools reported as being in good or satisfactory **condition** has increased from 61 per cent in April 2007 to 80 per cent in April 2011. The number of pupils educated in poor or bad condition schools has decreased from 256,794 (37 per cent of pupils) in April 2007 to 113,555 (17 per cent of pupils) in April 2011.

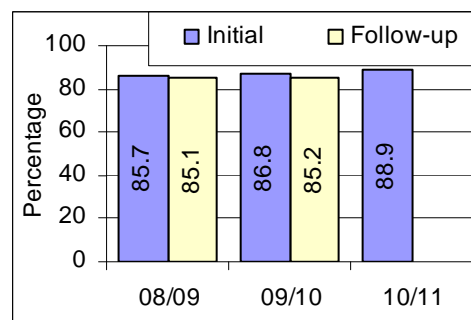
1.10 The proportion of pupils who left school during 2010/11 who were in **positive initial destinations** was 88.9 per cent, up from 86.8 per cent in September 2010.

1.11 The **pre-appeal examination results** show there has been an increase in the proportion of S4 pupils (from the previous year) achieving one or more Highers by the end of S5, 44 per cent in 2010/11 compared to 41 per cent in 2008/09.

Condition of schools, 2011



Percentage of leavers in positive destinations



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Introduction

This publication brings together a wide range of information on school and pre-school education in Scotland and covers: pupils, teachers, pre-school children, school attendance, exclusions, examination results, destinations on leaving school and school buildings.

In Scotland, education typically starts with pre-school. Local authorities have a duty to secure a part-time funded place for every child starting from the beginning of the school term after the child's third birthday. Pre-school education can be provided by local authority centres, or private and voluntary providers under a partnership arrangement.

Children whose 5th birthday falls between the start of March one year and the end of February the next year usually start school together in the August in the middle of that period (when they will be between 4½ and 5½ years old). Parents have the right to defer their child's entry to primary school provided that the child is still five years old when he or she starts school. Primary schools are organised in classes, by age, from primary 1 (P1) to primary 7 (P7). There is no streaming of pupils by ability and pupils are automatically promoted by age from one class to the next. Each class is normally the responsibility of a class teacher who teaches all or most of the curriculum. Education authorities frequently provide support by employing specialist teachers who help in such subjects as drama, art and physical education, who normally teach in several different schools.

Secondary education in Scotland runs for up to 6 years (S1-S6). After four years of Secondary School, pupils, now aged 15 or 16 take their first set of qualifications (currently Access 3, Standard grade, Intermediate 1 or Intermediate 2). Some young people leave school at this point, but many choose to stay on to complete S5 and S6 in order to attain Higher and Advanced Higher level qualifications. Higher or Advanced Higher qualifications (or equivalent) are required for entry into Higher Education.

General

General

Table 1.1 shows the number of school, pupils and teachers in publicly funded schools in Scotland. In September 2011 there were 94,840 children in 2,553 pre-schools, 366,429 pupils in 2,081 primary schools, 297,109 pupils in 367 secondary schools and 6,973 pupils in 158 special schools.

The proportion of pupils in special schools continues to be about one per cent, with approximately 1.2 per cent of pupils spending all or most of their time in special schools or classes. There is a decreasing trend in the number of pupils in special schools over the period shown, with pupil numbers having fallen by a further 0.4 percentage points since 2010.

The provisional total number of teachers in all sectors was 51,441 which is 656 fewer than the 2010 figure of 52,098. Of these, 51,286 were in local authority schools. As part of the 2010 budget agreement local authorities had agreed to maintain teacher numbers at least 51,131.

With both pupil numbers and teacher numbers falling the pupil teacher ratio in schools increased from 13.3 in 2010 to 13.4 in 2011.

Table 1.1: Schools, pupils, teachers and pupil teacher ratios (PTR) by school sector, 2004 to 2011

	2004	2005	2006	2007	2008	2009	2010	2011
Schools								
Pre-schools ⁽¹⁾	2,836	2,761	2,750	2,702	2,645	2,615	2,586	2,553
Primary	2,217	2,194	2,184	2,168	2,153	2,128	2,099	2,081
Secondary	386	385	381	378	376	374	372	367
Special	192	190	190	183	193	190	163	158
Pupils								
Pre-schools ⁽¹⁾	96,460	105,810	111,720	106,060	105,420	107,420	92,030	94,840
Primary	398,100	390,260	382,783	375,946	370,839	367,146	365,326	366,429
Secondary ⁽²⁾	317,900	315,840	312,979	309,560	303,978	302,921	301,007	297,109
Special	7,389	7,140	6,975	6,709	6,756	6,673	6,800	6,973
Total (excluding pre-school)	723,389	713,240	702,737	692,215	681,573	676,740	673,133	670,511
Teachers⁽³⁾								
Pre-schools ⁽¹⁾	..	1,702	1,704	1,689	1,650	1,630	1,563	1,496
Publicly funded schools	51,442	52,207	53,043	53,411	52,697	51,371	50,535	49,946
Total based in schools	49,739	50,757	51,886	52,446	51,765	50,599	49,821	49,065
Primary	22,675	22,991	23,625	23,829	23,615	23,243	23,131	22,851
Secondary	25,071	25,735	26,186	26,573	26,067	25,371	24,776	24,241
Special	1,993	2,031	2,075	2,044	2,083	1,985	1,913	1,973
Centrally employed	1,703	1,450	1,157	964	933	772	714	881
Total	..	53,909	54,747	55,100	54,347	53,001	52,098	51,441
PTRs								
Publicly funded schools ⁽⁴⁾	14.1	13.7	13.2	13.0	12.9	13.2	13.3	13.4
Total based in schools ⁽⁵⁾	14.5	14.1	13.5	13.2	13.2	13.4	13.5	13.7
Primary	17.6	17.0	16.2	15.8	15.7	15.8	15.8	16.0
Secondary	12.7	12.3	12.0	11.6	11.7	11.9	12.1	12.3
Special	3.7	3.5	3.4	3.3	3.2	3.4	3.6	3.5

(1) September pre-school figures from 2010 onwards are not directly comparable with previous years. Pre-school teachers figures now include pre-school home visiting. See background note 3.14

(2) Secondary pupil numbers in 2010 were corrected to remove seven pupils who were double counted in two schools.

(3) See background note 3.1 and 3.2. Revised figures for 2010. Provisional data for 2011

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

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

Teachers

Teachers

Table 2.1 shows the teacher numbers in publicly funded schools for all sectors. There were 22,851 teachers in primary schools (23,131 in 2010), 24,241 teachers in secondary schools (24,776 in 2010), 1,973 teachers in special schools (1,913 in 2010). There were a further 881 teachers reported as centrally employed (714 in 2010). There were 1,471 teachers in pre-school centres.

Table 2.1: Teachers in publicly funded schools by sector, by LA, 2011⁽¹⁾

	Pre-school ⁽³⁾		School			Centrally employed	Total
	Centre-based	Home visiting	Primary	Secondary	Special		
Aberdeen City	98	-	748	744	65	37	1,692
Aberdeenshire	103	-	1,217	1,258	46	17	2,641
Angus	25	-	532	581	-	41	1,179
Argyll & Bute	17	-	420	432	6	-	875
Clackmannanshire	12	-	227	221	28	7	495
Dumfries & Galloway	44	-	619	786	8	111	1,568
Dundee City	37	3	639	716	69	7	1,471
East Ayrshire	22	-	550	567	50	9	1,198
East Dunbartonshire	26	-	476	611	55	26	1,194
East Lothian	53	1	423	469	-	31	978
East Renfrewshire	37	-	496	650	31	8	1,222
Edinburgh City	157	1	1,380	1,487	176	73	3,274
Eilean Siar	3	-	160	199	-	4	365
Falkirk	30	-	709	754	72	11	1,576
Fife	87	6	1,725	1,654	67	47	3,586
Glasgow City ⁽⁴⁾	129	1	2,264	2,161	504	22	5,080
Highland	41	6	1,076	1,222	40	23	2,408
Inverclyde	15	-	328	377	41	5	766
Midlothian	38	3	357	413	26	14	850
Moray	10	-	374	465	-	45	894
North Ayrshire	39	-	621	653	42	31	1,386
North Lanarkshire	90	-	1,622	1,693	197	26	3,628
Orkney Islands	9	-	111	127	-	6	252
Perth & Kinross	40	-	669	636	20	25	1,391
Renfrewshire	22	-	708	766	78	24	1,598
Scottish Borders	34	2	499	516	-	107	1,158
Shetland Islands	17	-	161	187	-	8	373
South Ayrshire	40	-	487	542	24	30	1,123
South Lanarkshire	94	-	1,485	1,535	115	11	3,239
Stirling	19	-	411	478	21	34	963
West Dunbartonshire	8	-	404	444	37	20	912
West Lothian	76	1	936	849	69	20	1,951
All local authorities	1,471	25	22,833	24,190	1,886	881	51,286
Grant aided ⁽²⁾	-	-	18	51	87	-	156
Total	1,471	25	22,851	24,241	1,973	881	51,441

(1) These figures refer to full-time equivalents of teachers – see background notes 3.1, 3.3 and 3.4.

(2) At September 2011 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 table.

(3) Includes partnership pre-school centres.

(4) Provisional data

Teachers

Table 2.2 shows the pupil teacher ratios in publicly funded schools for all sectors (excluding pre-schools). PTRs give, on a comparable basis, a measure of the size of the workforce given the different sizes of the pupil population. Scotland saw an improving ratio (fewer pupils per teachers) between 2004 and 2008 and a reverse trend was observed in the last three years. This is partly due to the increase in the proportion of pupils in the primary sector, which has larger PTRs. Figures vary across local authorities over time. The largest increases in PTRs this year were seen in Shetland West Lothian, West Dunbartonshire, Orkney Islands and Aberdeenshire.

Table 2.2: Pupil teacher ratios in publicly funded schools (all sectors excluding pre-schools), 2004 to 2011

	2004	2005	2006	2007	2008	2009	2010	2011
Aberdeen City	13.1	13.2	12.2	12.3	13.0	12.8	13.6	13.4
Aberdeenshire	14.3	14.2	14.0	13.7	12.8	13.1	13.0	13.4
Angus	14.7	13.9	13.8	13.3	13.2	13.3	13.0	13.2
Argyll & Bute	14.0	13.2	13.1	12.8	12.8	12.5	12.6	12.9
Clackmannanshire	16.0	15.5	13.8	13.3	12.7	13.1	13.8	13.6
Dumfries & Galloway	14.2	13.6	13.1	12.7	12.3	12.4	12.5	12.7
Dundee City	12.6	12.7	11.9	11.7	11.5	11.7	11.8	12.1
East Ayrshire	15.1	14.5	14.3	13.2	13.5	13.2	13.6	13.7
East Dunbartonshire	14.8	14.0	13.6	13.1	13.1	13.6	13.3	13.6
East Lothian	14.7	13.9	14.0	13.9	14.1	13.7	14.4	14.4
East Renfrewshire	14.8	13.9	13.3	13.0	13.5	13.6	13.6	13.7
Edinburgh City	14.1	13.8	13.6	13.5	13.5	13.9	14.1	14.3
Eilean Siar	10.1	10.0	9.3	9.4	9.4	9.2	9.9	9.8
Falkirk	14.9	14.0	13.1	13.0	12.9	13.2	13.4	13.4
Fife	14.4	14.1	14.0	13.8	13.7	13.6	13.4	13.7
Glasgow City	13.5	13.0	12.5	12.3	12.4	13.2	13.4	13.1
Highland	12.6	12.8	12.3	12.5	12.3	12.6	13.0	13.2
Inverclyde	14.8	13.8	12.8	12.3	12.7	13.1	13.5	13.8
Midlothian	14.4	13.8	13.5	13.1	13.1	13.7	14.3	14.4
Moray	14.3	13.7	13.2	13.2	12.9	13.0	13.3	13.5
North Ayrshire	14.9	14.3	13.8	13.4	13.2	14.0	13.8	13.7
North Lanarkshire	14.8	14.0	13.5	13.0	13.1	13.4	13.6	13.8
Orkney Islands	11.7	11.2	10.9	11.1	10.4	10.5	10.5	11.0
Perth & Kinross	14.8	15.0	14.2	13.6	13.5	13.1	13.0	12.9
Renfrewshire	14.5	14.2	14.2	13.5	14.1	14.8	14.9	14.9
Scottish Borders	13.3	13.7	13.5	13.0	13.1	13.4	13.3	13.2
Shetland Islands	9.2	8.7	9.0	8.7	8.5	8.5	8.6	9.2
South Ayrshire	14.7	14.2	13.6	13.3	13.6	13.4	12.8	13.2
South Lanarkshire	14.6	13.8	13.6	13.4	13.2	13.5	13.9	13.7
Stirling	13.8	13.4	13.7	13.3	13.6	13.1	13.0	13.2
West Dunbartonshire	13.5	13.0	12.8	12.2	12.4	12.8	13.1	13.6
West Lothian	14.2	14.6	14.0	13.3	13.0	13.3	13.3	13.8
All local authorities	14.1	13.7	13.3	13.0	13.0	13.2	13.3	13.4
Grant aided	7.4	8.0	7.1	7.4	7.4	7.5	8.3	8.5

Teachers

One of the most important uses of the data collected in the teacher census is in modelling future changes in the workforce in order to provide guidance on the number of new teachers to train. Chart 1 shows the age profile of school teachers and the change since 2004. The age profile shows a peak at age 55, however the proportion of teachers aged 50+ has reduced since early in the last decade. There is also now a peak forming in the late twenties.

Chart 1: Age profile, school based teachers, 2004 to 2011

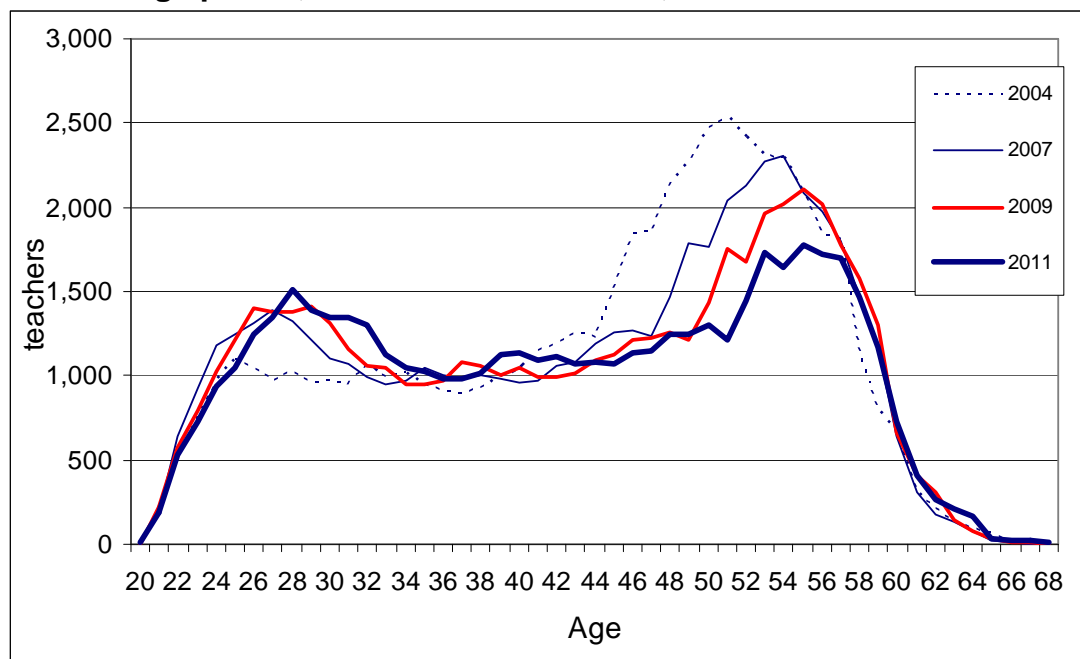
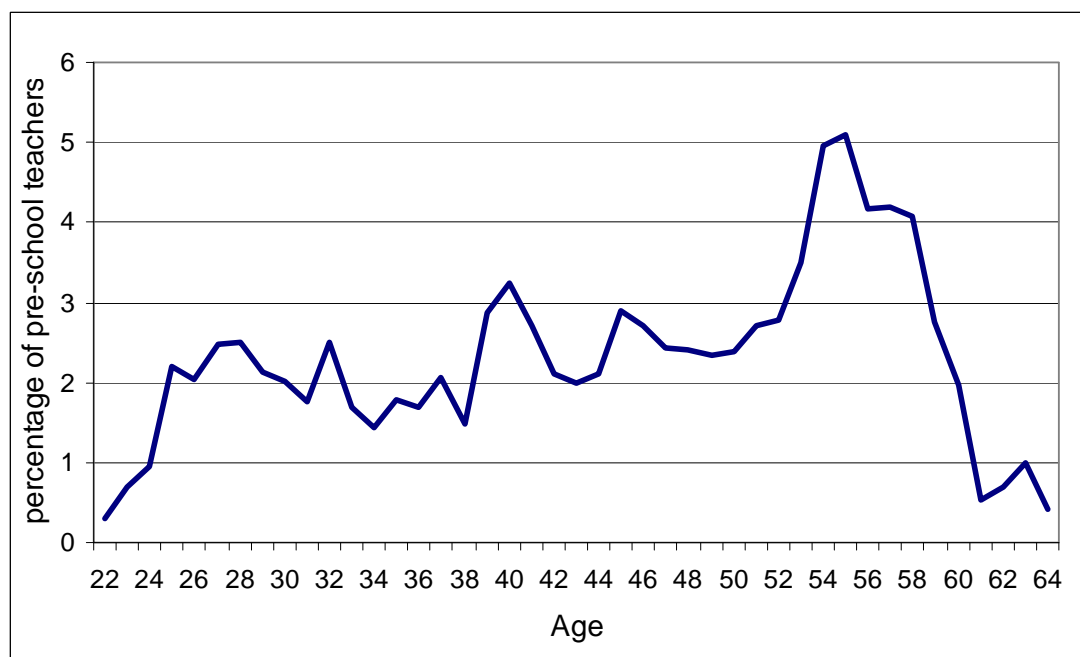


Chart 2 shows the age profile of GTCS registered pre-school teachers, where known, as at September 2011. The number of teachers generally increases with age, with a peak in the number of pre-school teachers aged between 54 and 58.

Chart 2: Age profile, pre- school teachers, 2011

(based on 1,534 GTCS registered pre-school teachers where age was reported)



Teachers

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

The proportion of teachers who were male was 23 per cent. In promoted posts this proportion was 30 per cent, with the figure being 26 per cent for heads and deputies. The average (mean) age of primary, secondary and special school teachers was 42.5 compared to 42.9 in 2010 and 44.1 in 2004.

The proportion of teachers who had temporary contracts (including probationers) was 17 per cent (up from 16 per cent last year). 14 per cent of teachers were working part-time, with the rate higher amongst females (16.8 per cent) than males (5.7 per cent).

Table 2.3: Teacher characteristics: Proportions by gender, age, ethnicity and employment type, grade and mode of working by sector, 2011

	Pre-school	Primary	Secondary	Special	Centrally Employed ⁽⁴⁾	Total
Gender						
Female	95	92	62	79	86	77
Male	4	8	38	21	14	23
Age (years)⁽¹⁾						
Under 25	2	6	4	1	1	5
25 to 34	18	27	26	20	11	26
35 to 44 ⁽⁵⁾	24	22	22	21	20	22
45 to 54 ⁽⁵⁾	31	25	29	27	36	27
55 or over ⁽⁵⁾	24	19	20	31	32	20
Unknown	1	-	-	-	-	-
Average Age	47	42	43	46	47	43
Ethnicity⁽¹⁾						
White – Scottish	..	60	51	64	39	56
White – Other British Isles	..	35	40	29	39	37
White – Other	..	2	3	3	4	2
Minority Ethnic Group	..	1	2	3	3	2
Not Disclosed	..	2	4	1	15	3
Employment type						
Permanent	..	80	86	83	80	83
Temporary (non-induction)	..	15	10	17	20	13
Probationer induction scheme ⁽²⁾	..	5	4	-	-	4
Grade						
Head teacher	..	8	1	6	2	5
Percentage female	..	85	34	81	77	77
Depute head teacher	..	5	5	7	2	5
Percentage female	..	90	52	82	73	72
Principal teacher	..	7	26	11	10	17
Percentage female	..	91	58	78	89	66
Teacher	..	79	68	75	86	73
Percentage female	..	92	65	79	87	79
All - Percentage female	..	92	62	79	86	77
Mode of working						
Full-time	46	85	90	86	66	86
Percentage female	94	91	60	78	85	75
Part-time ⁽³⁾	54	15	10	14	34	14
Percentage female	96	95	83	88	90	91

(1) Excludes grant aided schools and 227 teachers for whom information was not provided.

(2) See background note 3.4.

(3) Includes pre-school teachers who are peripatetic or shared with other centres.

(4) Excludes mainstream supply.

(5) Centrally Employed figures corrected 01/02/12.

Teachers

Over the past few years there have been higher numbers of teachers unable to secure a teaching post following their one year guaranteed probationer post under the Teacher Induction Scheme.

In order to rectify the situation the number of students entering initial teacher education was cut in 2009 and 2010, resulting in fewer post-probationers and probationers available to fill posts in 2011. As part of the 2010 budget, local authorities agreed to protect the number of teacher posts as far as possible in order to secure places for all new probationers, sufficient posts for all finishing probationers to apply for and a reduction in the number of unemployed teachers.

In the September 2011 census there were 1,932 teachers in the teacher induction scheme (2,851 in 2010), of which 989 were in primary schools and 943 were in secondary schools.

Table 2.4 shows the percentage of post-probationers from recent induction cohorts who were in publicly funded permanent or temporary posts at the time of the next census. The proportion increased from 58 per cent in 2010 to 66 per cent in 2011. Other teachers may be in the independent sector or may have found supply work, but this is not recorded in the census.

Table 2.4: Percentage of post-probationers in permanent or temporary employment in the following year's teacher census, 2007 to 2011

	2006/07 to Sept 2007 (n= 3,487)	2007/08 to Sept 2008 (n=3,502)	2008/09 to Sept 2009 (n=3,102)	2009/10 to Sept 2010 (n=3,044)	2010/11 to Sept 2011 (n=2,857)
Full-time permanent	33	25	17	13	16
Full-time temporary	25	24	25	29	35
Part-time permanent	2	2	2	2	1
Part-time temporary	6	6	12	15	14
Other ⁽¹⁾	34	42	43	42	34

(1) see following paragraph

In table 2.4 the "Other" category includes those teaching elsewhere, including in the independent sector, those who have found supply work, and those who are unemployed or who have left teaching. Table 2.5 shows that some of these teachers secure posts as they become available later in the year or in subsequent years. For example while 57 per cent of the 2008/09 cohort were present in the 2009 census, 63 per cent were in the 2010 census and 68 per cent in the 2011 census.

Table 2.5: Percentage of post-probationers in permanent or temporary employment, 2007 to 2011

	teacher census				
	Sept 07	Sept 08	Sept 09	Sept 10	Sept 11
2006/07 cohort	66	69	71	73	74
2007/08 cohort		58	63	67	71
2008/09 cohort			57	63	68
2009/10 cohort				58	66
2010/11 cohort					66

Classes and Pupils

Classes and pupils

Table 3.1 shows the distribution of P1-P3 pupils in publicly funded schools by ranges of class size. The Scottish Government is committed to working with local authorities to maintain reductions in class size in the early stages of primary education over recent years, before continuing with progressive reductions in the future. At September 2011, 20.2 per cent of P1-P3 pupils were taught in classes of 18 or fewer (including those taught by two teachers at all times with a class size of 36 or less), down 1.4 percentage points from 2010. The number of pupils taught in classes of 26 or more has been decreasing from 57,424 in 2006 to 32,702 by September 2009, it rose to 39,336 in 2010, but dropped to 37,436 in 2011.

Table 3.1: Class sizes of P1-P3 pupils, 2006-2011⁽¹⁾

Class Size	2006	2007	2008	2009	2010 ⁽²⁾	2011 ⁽²⁾
1 - 18	19,923	23,563	23,835	25,039	34,351	32,580
19 - 20	13,305	16,461	16,220	16,535	14,293	15,121
21 - 25	66,220	74,446	80,151	81,332	70,687	76,499
26 - 30	56,516	39,482	33,423	32,327	39,087	36,679
31 or more	908	345	317	375	249	757

% in classes of 18 or less or in 2

teacher classes of 36 or less 12.7 15.3 15.5 16.1 21.6 20.2

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

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

Table 3.2 shows the average class size for pupils in primary school. Class size data are not collected in the secondary sector as class size varies widely across subjects.

The overall average class size in primary was 22.7 in 2011, up from 22.5 in 2010.

The average class size for a P1-P3 pupil in 2011 was 22.5, up from 22.4 in 2010. As part of the 2010 budget agreement local authorities were committed to maintaining pupil teacher ratios in P1-P3. It is not possible to calculate P1-P3 pupil teacher ratios from the census data, and average class size, together with overall pupil teacher ratios in primary (see table 1.1) are considered the nearest proxy measures.

Table 3.2: Average class size of primary school pupils⁽¹⁾, 2006 to 2011

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

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

Classes and Pupils

Legislation was introduced in November 2010 to limit class sizes for P1 pupils to 25. Table 3.3 shows the number of P1 pupils by class size. Some P1 pupils may be in classes of over 25 due to the inclusion of one or more “excepted pupil” (see background note 3.4)

Table 3.3: Number of P1 pupils by class size, 2006 to 2011

	2006	2007	2008	2009	2010	2011 ⁽¹⁾
1 - 18	8,164	11,062	11,653	11,796	16,156	16,208
19 - 20	5,416	8,253	8,066	7,967	5,967	8,025
21 - 25	20,822	30,311	30,681	29,794	24,568	30,351
26 or more	16,845	965	1,706	3,611	6,896	609

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

Classes and Pupils

Table 3.4 shows the percentage of P1-P3 pupils in classes of 18 or fewer. These vary considerably between local authorities. The existence of large numbers of small schools in some areas is one of the main reasons for this. There has been a steady increase at the national level of pupils in classes of 18 or fewer, rising from 12.7 per cent in 2006 to 21.6 per cent in 2010, but has recently gone down to 20.2 in 2011.

Table 3.4: Percentage of P1-P3 pupils in classes of size 18 or less or in two teacher classes with a pupil teacher ratio of 18 or less, 2006-2011⁽¹⁾

	2006	2007	2008	2009	2010	2011
Aberdeen City	12.7	8.6	7.4	7.7	11.9	16.6
Aberdeenshire ⁽²⁾	16.1	15.6	13.3	13.0	12.6	11.1
Angus	6.5	13.8	12.8	17.9	26.8	25.5
Argyll & Bute	33.1	40.7	37.4	37.5	48.8	44.6
Clackmannanshire	12.4	23.7	20.4	20.0	28.2	22.0
Dumfries & Galloway	18.2	16.6	25.6	23.7	24.9	20.6
Dundee City	6.0	5.6	4.7	6.5	27.2	27.0
East Ayrshire	13.6	15.0	9.4	41.5	41.4	43.4
East Dunbartonshire	8.1	9.9	10.3	10.8	28.3	22.2
East Lothian	9.9	6.2	7.0	7.9	8.9	7.5
East Renfrewshire	10.2	9.9	5.4	6.5	32.5	38.1
Edinburgh, City of	7.1	12.8	14.1	14.5	16.5	15.3
Eilean Siar	70.7	72.5	66.6	57.9	74.7	62.8
Falkirk	7.9	11.7	11.0	7.7	12.6	7.7
Fife ⁽⁴⁾	10.2	19.2	12.9	16.1	26.0	26.7
Glasgow City	12.5	15.5	12.9	9.4	9.8	6.2
Highland	21.8	24.2	26.0	26.2	30.1	23.2
Inverclyde	9.2	16.8	8.2	10.2	20.6	16.8
Midlothian	8.1	8.6	12.9	24.7	9.2	15.3
Moray	7.4	12.6	16.9	7.2	26.1	19.7
North Ayrshire	10.5	9.3	5.8	6.5	25.1	7.7
North Lanarkshire	11.8	13.5	14.7	11.4	10.1	10.0
Orkney Islands	32.4	41.4	43.0	44.8	51.5	44.8
Perth & Kinross ⁽²⁾	19.9	19.9	16.7	17.0	23.3	26.6
Renfrewshire	7.3	7.8	8.5	8.3	33.1	34.6
Scottish Borders	12.9	17.7	27.0	30.7	30.1	23.1
Shetland Islands	55.6	51.0	53.0	43.4	43.3	31.6
South Ayrshire	16.9	14.0	17.2	24.3	25.7	28.4
South Lanarkshire	13.4	16.2	20.4	17.2	23.7	25.3
Stirling	12.8	15.4	12.3	17.5	23.0	26.7
West Dunbartonshire	11.9	18.1	23.2	20.8	31.6	22.6
West Lothian	9.2	10.5	24.8	25.5	19.8	26.0
Scotland ⁽³⁾⁽⁴⁾	12.7	15.3	15.5	16.1	21.6	20.2

(1) In previous years this table did not include two teacher classes with a pupil teacher ratio of 18 or less.

(2) 2008 and 2009 figures for Aberdeenshire and 2009 for Perth & Kinross have been revised due to a number of classes being incorrectly recorded as having two teachers.

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

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

Classes and Pupils

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

89.9 per cent of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (2.9 per cent), Asian Pakistan (1.6 per cent) and Mixed (one per cent).

98,227 pupils (just under 15 per cent of all pupils) had an additional support need recorded. This will include pupils in special schools and those in mainstream schools with a Co-ordinated Support Plan (CSP), Individualised Education Programme, Child Plan or some other type of support.

Table 3.5: Pupil characteristics: ethnicity, additional support needs and English as an additional language by gender, 2011⁽¹⁾

	Female	Male	Total
Ethnicity			
White – Scottish	288,382	299,067	587,449
White – Other British	7,575	7,823	15,398
White – Gypsy/Traveller	377	360	737
White - Other	9,511	10,011	19,522
Mixed	3,475	3,512	6,987
Asian – Indian	1,684	1,879	3,563
Asian – Pakistani	5,310	5,586	10,896
Asian – Bangladeshi	328	322	650
Asian – Chinese	1,298	1,193	2,491
Asian – Other	1,609	1,668	3,277
Caribbean/Black	254	304	558
African	1,833	1,957	3,790
Other	1,459	1,582	3,041
Not known / not disclosed	5,589	6,287	11,876
Additional Support Needs (ASN)⁽²⁾			
CSP	1,184	2,433	3,617
IEP	13,537	29,164	42,701
Child Plans	1,175	2,176	3,351
Assessed/Declared Disabled	4,627	9,812	14,439
Other	22,559	35,697	58,256
Total pupils with ASN	35,398	62,829	98,227
English as an Additional Language	11,703	12,852	24,555
Total Pupils	328,777	341,734	670,511

(1) Data for ethnicity and English as an Additional Language does not include grant aided special schools .

(2) Additional Support Needs figures corrected on 01 February 2012 to incorporate updates from local authorities submitted after publication.

Attendance and Absence

Attendance and Absence

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.scotland.gov.uk/Publications/2007/12/05100056/0>).

Table 4.1 shows school attendance, absence and temporary exclusion rates over the five-year period 2006/07 to 2010/11.

Variations in recording practice for reasons for absence, between local authorities and over time, means that values and comparisons for certain detailed absence reasons, sickness and truancy in particular, are not reliable. The full breakdown of categories by local authority for 2010/11, available in the supplementary tables, shows which local authorities appear to be under-recording these reasons for absence. These data, and Table 4.1 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 2006/07 pupils' rate of attendance has fluctuated between 93.3 and 93.1 per cent.

Table 4.1: Percentage Attendance and Absence by detailed reason, 2006/07 to 2010/11⁽¹⁾

	2006/07	2007/08	2008/09	2009/10	2010/11
Attendance	93.3	93.2	93.3	93.2	93.1
In school	91.4	91.4	91.4	91.3	91.1
Late	1.6	1.6	1.7	1.7	1.8
Work experience	0.2	0.2	0.2	0.2	0.2
Sickness with education provision	-	-	-	-	-
Authorised absence	5.3	5.2	5.1	4.9	4.9
Sickness without education provision	3.1	3.3	3.4	3.5	3.4
Very late	-	-	-	-	-
Authorised holidays	0.1	0.1	0.1	0.1	0.1
Exceptional domestic circumstances	0.1	0.1	0.1	0.1	0.1
Other authorised	1.9	1.7	1.5	1.2	1.2
Unauthorised absence	1.4	1.5	1.5	1.8	1.9
Unauthorised holidays	0.4	0.4	0.4	0.4	0.5
Unexplained absence, including truancy	0.8	0.9	0.9	1.2	1.3
Exceptional domestic circumstances (unauthorised)	-	-	-	-	-
Other unauthorised	0.2	0.1	0.1	0.1	0.1
All absences (authorised and unauthorised)	6.7	6.7	6.6	6.7	6.8
Temporary exclusion	0.1	0.1	0.1	0.1	0.1

(1) This information will be affected by differing reporting practices across local authorities and over time

Attendance and Absence

Table 4.2 shows the 2010/11 national attendance rate across each sector broken down by gender, ethnicity, additional support needs and the Index of Multiple Deprivation (SIMD, 20% most deprivation (MD) versus 20% least deprivation (LD)).

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

Pupils living in areas with higher levels of deprivation had lower attendance rates, with the effect being greater in secondary 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 2009 (SIMD)) had an attendance rate 6.7 percentage points lower than the pupils living in areas associated with least deprivation.

Table 4.2: Percentage attendance by Gender, Ethnicity, Additional Support Needs and Scottish Index of Multiple Deprivation (SIMD 2009), by sector, 2010/11.

	Percentage Attendance			
	Primary	Secondary	Special	Total
All Pupils	94.8	91.1	90.0	93.1
Male	94.8	91.4	90.1	93.2
Female	94.8	90.8	89.9	93.0
Ethnicity				
White – UK	95.0	91.2	90.2	93.2
White - Other	92.5	89.1	91.7	91.4
Minority Ethnic Group	93.1	91.7	90.7	92.5
Not Disclosed	93.9	88.8	88.7	92.6
Additional Support Needs¹				
Children with ASN	93.2	87.8	90.2	90.7
Children with no ASN	95.0	91.5	#	93.4
SIMD				
Lowest 20% of SIMD (Most deprivation)	92.6	87.4	88.1	90.4
Highest 20% of SIMD (Least deprivation)	96.6	94.1	93.9	95.4

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

Attendance and Absence

Table 4.3 shows local attendance rates over the five-year period 2006/07 to 2010/11. In 2010/11 the percentage attendance in Scottish mainstream schools ranged from 91.3 per cent to 95.2 per cent. This range of variation in attendance rates is consistent with the preceding years.

Table 4.3: Percentage attendance by local authority, 2006/07 to 2010/11⁽¹⁾

	2006/07	2007/08	2008/09	2009/10	2010/11
Aberdeen City	93.3	93.3	93.1	93.4	93.0
Aberdeenshire	94.7	94.9	94.7	94.4	94.5
Angus	94.4	94.5	94.5	94.2	94.2
Argyll & Bute	94.1	94.0	94.1	94.3	93.7
Clackmannanshire	93.8	93.8	93.6	93.6	93.6
Dumfries & Galloway	94.7	94.3	94.1	94.1	94.4
Dundee City	92.3	92.5	92.4	92.2	92.0
East Ayrshire	93.0	92.9	93.6	92.9	93.0
East Dunbartonshire	95.0	94.8	95.2	94.9	94.6
East Lothian	94.1	94.2	94.4	94.1	93.8
East Renfrewshire	95.6	95.6	95.4	95.1	95.2
Edinburgh, City of	93.4	93.0	93.1	93.1	93.0
Eilean Siar	93.9	93.9	93.7	94.1	93.9
Falkirk	93.1	93.4	93.9	93.6	93.4
Fife	92.8	92.8	93.0	92.8	92.6
Glasgow City	91.0	91.1	91.5	91.6	91.3
Highland	93.3	93.4	93.2	92.6	92.8
Inverclyde	93.2	93.1	93.1	92.6	92.9
Midlothian	93.6	93.5	93.6	93.1	93.0
Moray	93.4	93.8	94.3	93.9	93.9
North Ayrshire	92.8	93.0	93.0	93.3	93.2
North Lanarkshire	91.9	92.1	92.4	92.1	92.1
Orkney Islands	94.6	94.9	94.4	93.7	93.1
Perth & Kinross	93.6	93.5	93.7	93.8	93.8
Renfrewshire	93.3	93.1	93.4	93.8	93.8
Scottish Borders	94.5	94.4	94.5	94.2	94.0
Shetland Islands	94.4	94.8	94.7	94.4	94.2
South Ayrshire	92.8	92.8	93.1	92.8	93.2
South Lanarkshire	93.3	93.1	93.2	93.4	93.2
Stirling	93.1	93.5	93.4	92.9	92.5
West Dunbartonshire	92.8	92.8	92.9	93.0	92.3
West Lothian	93.7	93.7	93.8	93.7	93.7
Grant Aided	95.3	94.8	96.2	96.1	95.8

(1) This information will be affected by differing reporting practices across local authorities and over time

Exclusions

In Scotland, the power exists to exclude children and young people from school where it is considered that to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline in the school or the educational wellbeing of the learners there.

However, the number of exclusions has been falling year on year since 2006/07. This reflects ongoing hard work by schools and local authorities and a real concerted effort to improve relationships and behaviour and work with our children and young people most at risk of exclusion.

Table 5.1 below provides information on the number of cases of exclusion over the last six academic 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, 60 in 2010/11 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 5.1: Cases of exclusion and rate per 1,000 pupils by type of exclusion, 2005/06 to 2010/11

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Exclusions in total	42,990	44,794	39,717	33,917	30,211	26,844
Of which:						
Temporary exclusions	42,726	44,546	39,553	33,830	30,144	26,784
Removed from register	264	248	164	87	67	60
Exclusion rate per 1,000 pupils	60.4	63.9	57.5	49.9	44.7	40.0
Of which						
Temporary exclusion rate	60.0	63.5	57.3	49.7	44.6	39.9
Removed from register rate	0.4	0.4	0.2	0.1	0.1	0.1

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

Table 5.2: Cases of exclusion and rate per 1,000 pupils by gender, additional support needs and Scottish Index of Multiple Deprivation (SIMD 2009), 2010/11⁽¹⁾

	Cases of exclusions	Rate per 1,000 pupils
Male	20,812	60.8
Female	6,032	18.3
Pupils with Additional Support needs	8,406	121
Pupils with no Additional support needs	18,267	30
Lowest 20% of SIMD (Most deprived)	11,372	79
Highest 20% of SIMD (Least deprived)	1,597	12

(1) Table amended on 1st February 2012 as a result of correcting the school sector for 5 pupils.

Pre-schools

Table 6.1 shows that there were 94,840 children registered for pre-school places funded by the local authority at September 2011, and that 99.5% of eligible children were registered for the ante-pre-school or pre-school year of pre-school education. These figures are based on a series of estimations and some children may be counted more than once if they are registered to receive local authority funded pre-school education at more than one centre.

Table 6.1: Local Authority and partnership pre-school education registrations, September 2011

	Under 3 year olds	Ante-pre-school ⁽¹⁾	Percentage of those eligible for ante-pre-school	Pre-school	Percentage of those eligible for pre-school	Ante-pre-school + pre-school	Percentage of those eligible for ante-pre-school or pre-school	Deferred Entry	Percentage of those eligible for deferred entry	Total
Aberdeen City	110	1,190	100.3	2,130	94.0	3,320	96.1	200	18.9	3,640
Aberdeenshire	200	1,400	95.9	2,720	93.5	4,110	94.3	190	13.2	4,510
Angus	70	590	95.8	1,190	98.6	1,780	97.6	160	27.2	2,010
Argyll & Bute	10	430	108.3	850	108.2	1,290	108.3	60	14.6	1,350
Clackmannanshire	60	350	114.7	680	115.7	1,030	115.3	30	10.0	1,120
Dumfries & Galloway	20	790	101.8	1,580	102.4	2,370	102.2	120	15.9	2,510
Dundee City	90	710	89.0	1,490	98.9	2,200	95.5	180	24.6	2,470
East Ayrshire	70	720	109.0	1,240	94.3	1,970	99.2	50	7.9	2,090
East Dunbartonshire	90	580	113.3	1,190	114.4	1,770	114.0	90	16.0	1,940
East Lothian	20	550	90.6	1,210	100.7	1,760	97.3	130	21.3	1,900
East Renfrewshire	90	510	104.1	1,010	100.5	1,520	101.7	70	13.3	1,680
Edinburgh City	240	2,550	102.2	4,880	103.7	7,430	103.2	450	20.1	8,120
Eilean Siar	20	150	110.8	250	92.0	410	98.3	30	23.3	450
Falkirk	10	960	103.2	1,850	102.3	2,810	102.6	110	12.1	2,920
Fife	300	2,250	108.1	4,130	101.3	6,390	103.6	250	12.5	6,940
Glasgow City	770	2,810	84.1	5,830	90.2	8,640	88.1	300	9.7	9,710
Highland	220	1,330	109.8	2,360	99.0	3,690	102.6	280	23.4	4,190
Inverclyde	170	400	93.3	820	96.6	1,220	95.5	50	12.2	1,450
Midlothian	10	500	102.5	990	101.2	1,490	101.6	130	25.8	1,620
Moray	0	470	94.8	1,020	107.8	1,490	103.3	110	25.4	1,610
North Ayrshire	150	770	101.5	1,490	99.3	2,260	100.0	70	9.3	2,480
North Lanarkshire	440	2,200	107.0	3,910	97.5	6,100	100.7	180	9.3	6,730
Orkney Islands	0	120	114.4	200	95.7	320	101.9	50	41.7	370
Perth & Kinross	40	660	89.1	1,490	103.2	2,150	98.4	190	27.0	2,380
Renfrewshire	440	1,030	107.1	1,970	103.4	2,990	104.7	140	14.9	3,580
Scottish Borders	40	620	100.8	1,220	101.2	1,830	101.0	100	17.7	1,980
Shetland Islands	20	120	93.7	240	89.2	360	90.6	60	40.7	430
South Ayrshire	40	610	110.6	1,140	104.5	1,750	106.6	80	15.1	1,870
South Lanarkshire	240	1,990	110.8	3,400	95.5	5,380	100.6	190	10.8	5,810
Stirling	160	470	98.1	930	95.6	1,400	96.4	70	15.1	1,630
West Dunbartonshire	50	560	101.8	1,110	105.0	1,670	103.9	80	15.8	1,800
West Lothian	130	1,110	96.7	2,200	96.8	3,310	96.8	130	12.1	3,580
Scotland	4,290	29,510	100.7	56,720	98.9	86,220	99.5	4,330	15.4	94,840
<i>Scotland as reported</i>	3,560	22,680		44,880		67,570		3,400		74,530

(1) See Background Note 3.14

Pre-schools

Table 6.2 below shows that 74.9 per cent of children in centres had access to a GTCS registered teacher during census week, up from 74.4 the previous year. This includes children whose access was to a teacher providing only ad hoc or occasional support to the centre during census week.

Table 6.2⁽¹⁾: Percentage of children with access to a GTCS registered teacher by local authority, September 2011

	Percentage of children who had access to a GTCS registered teacher during census week...				Total
	... in centres under a regular arrangement			... in centres with only ad hoc support from external teachers	
	with no ad hoc support from external teachers	and with ad hoc support from external teachers	all centres under a regular arrangement		
Aberdeen City	38.5	35.2	73.6	0.2	73.9
Aberdeenshire	48.2	27.3	75.6	9.1	84.7
Angus	50.4	5.6	56.0	4.6	60.6
Argyll & Bute	37.2	13.7	50.9	7.8	58.8
Clackmannanshire	63.3	5.4	68.7	1.2	69.8
Dumfries & Galloway	40.9	29.0	69.9	3.3	73.2
Dundee City	49.6	23.5	73.0	0.0	73.0
East Ayrshire	57.6	12.0	69.6	3.5	73.1
East Dunbartonshire	85.7	1.5	87.2	0.0	87.2
East Lothian	55.6	35.2	90.9	3.0	93.9
East Renfrewshire	78.7	7.1	85.7	2.9	88.6
Edinburgh City	50.6	23.7	74.3	0.6	74.9
Eilean Siar	23.0	6.4	29.4	12.6	42.0
Falkirk	72.9	19.6	92.4	3.6	96.1
Fife	81.4	1.1	82.5	4.1	86.6
Glasgow City	40.4	22.9	63.2	0.7	63.9
Highland	50.6	13.1	63.7	5.9	69.6
Inverclyde	37.8	21.6	59.3	3.5	62.8
Midlothian	46.5	44.0	90.4	0.0	90.4
Moray	23.6	7.2	30.8	17.7	48.5
North Ayrshire	51.4	16.0	67.4	5.5	72.9
North Lanarkshire	41.6	16.3	57.9	1.9	59.7
Orkney Islands	30.5	50.7	81.2	7.4	88.6
Perth & Kinross	45.9	29.1	75.0	9.6	84.6
Renfrewshire	57.6	8.7	66.3	4.8	71.0
Scottish Borders	60.1	9.0	69.0	2.1	71.1
Shetland Islands	56.1	24.4	80.5	0.2	80.7
South Ayrshire	67.7	25.4	93.1	3.0	96.0
South Lanarkshire	39.0	33.0	72.1	8.3	80.4
Stirling	33.1	3.4	36.6	3.3	39.8
West Dunbartonshire	57.8	4.9	62.7	2.6	65.4
West Lothian	80.2	17.9	98.1	0.0	98.1
Scotland	52.5	18.9	71.3	3.6	74.9

(1) See Background Notes 3.11 – 3.12.

School Estates

School Estates

As part of the School Estates Core Facts survey information is collected on the size, condition, suitability and capacity of all schools open on 1st April 2011. Information is also collected on all schools that had been rebuilt or substantially refurbished during the financial year 2010-11. This information is used to monitor the progress that has been made in improving the school estate.

The figures on schools that were built or refurbished in 2009-10 have updated to take account of information received during the collection of the 2010-11 data. Therefore the figures for school builds in 2009-10 will differ slightly (net difference of one, as three schools were taken out and two other schools were added in) from last year's publication. The 2009-10 school level dataset has also been updated to reflect this change. The figures below show that over the last four financial years, a total of 358 schools have been rebuilt or substantially refurbished.

Table 7.1: Number of schools which were built or refurbished under PFI/NPD or via direct funding, 2007-08 to 2010-11 ⁽¹⁾

	2007-08	2008-09	2009-10	2010-11
Completed PFI/NPD new-build or refurbished school				
Primary	34	16	17	7
Secondary	17	25	35	2
Special	4	3	-	-
Rebuilt or substantially refurbished (non-PFI/NPD) school				
Primary	26	51	36	39
Secondary	11	9	13	6
Special	1	2	2	2
Total number rebuilt or refurbished	93	106	103	56

(1) Figures for 2009/10 have been corrected to take account of information received in the 2011 school estates collection and differ slightly from previously published figures. See background notes 3.15 for more details.

Only rebuilds or refurbishments with a cost of £500 thousand or more for primary and £1 million or more for secondary and special schools were included. PFI (Private Finance Initiative) refers to schools that have been built or refurbished under a public/private partnership arrangement (previously known as PPP). NPD (Non-Profit Distributing) refers to schools that have been built or refurbished under Non-Profit Distributing models.

School Estates

The Scottish Government in partnership with local authorities is committed to improving the condition of the school estate, and as a result of the investment and reorganisation of the school estate, the proportion of schools in good or satisfactory condition has increased from 61 per cent in April 2007 to 80 per cent in April 2011.

Table 7.2: Condition of all schools and the number of pupils on their school roll, April 2007 – April 2011⁽¹⁾

	2007	2008	2009	2010	2011
Schools					
Condition not recorded	68	25	39	15	11
A: Good	371	404	461	515	538
B: Satisfactory	1,298	1,443	1,577	1,590	1,558
C: Poor	855	698	578	506	479
D - Bad	138	134	53	40	31
Pupils on school roll⁽²⁾					
Condition not recorded	18,308	4,782	5,275	1,218	166
A: Good	121,986	144,918	171,613	204,648	212,496
B: Satisfactory	304,123	339,641	354,086	343,615	345,404
C: Poor	224,932	175,354	135,648	113,384	107,831
D: Bad	31,862	25,794	12,438	5,804	5,724

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

(2) This comes from the number of pupils on the school roll in the Pupil Census returns for the previous September, e.g. September 2007 for the April 2008 figures. So schools which opened after September but before April will not have any pupils recorded for that academic year.

Taking into account the different number of pupils in each school, this has resulted in the number of pupils in good or satisfactory condition schools increasing from 61 per cent in April 2007 to 83 per cent in April 2011.

The investment in improving the school estate has been funded either directly by local authorities through capital expenditure (financed by borrowing, funded by revenue expenditure), or indirectly through Private Finance Initiatives (PFI) or Non-Profit Distributing models (NPD). In 2009-10, £405 million of capital expenditure was spent by local authorities on the School estate and £340 million of revenue expenditure was made on PFI/NPD Unitary charge payments. Table 7.3 provides a detailed breakdown by local authority.

School Estates

Table 7.3: Capital & revenue expenditure on the school estate by local authority, 2009-10 (£000s)

	Total capital expenditure ⁽¹⁾	Total revenue repairs, alterations & maintenance expenditure ⁽²⁾	PFI/NPD Unitary Charge payments ⁽³⁾
Aberdeen City	9,715	1,961	6,600
Aberdeenshire	9,877	4,907	10,049
Angus	6,079	1,950	5,180
Argyll & Bute	10,849	6,409	12,884
Clackmannanshire	2,815	731	6,021
Dumfries & Galloway	10,356	1,372	2,372
Dundee City	14,979	1,599	8,443
East Ayrshire	2,773	83	8,300
East Dunbartonshire	2,421	1,185	9,000
East Lothian	8,634	672	7,700
East Renfrewshire	2,900	1,161	10,349
Edinburgh, City of	13,901	5,299	26,660
Eilean Siar	3,662	799	
Falkirk	7,072	1,978	21,597
Fife	17,504	7,247	13,300
Glasgow City	35,748	5,134	46,312
Highland	25,610	3,895	21,650
Inverclyde	5,291	1,465	400
Midlothian	7,455	699	9,479
Moray	2,425	1,383	
North Ayrshire	4,402	3,695	11,042
North Lanarkshire	20,509	4,945	16,946
Orkney Islands	776	489	
Perth & Kinross	6,862	2,503	3,884
Renfrewshire	16,445	2,177	14,000
Scottish Borders	14,133	230	7,287
Shetland Islands	7,772	3,406	
South Ayrshire	6,540	1494	8,675
South Lanarkshire	80,582	2,228	22,300
Stirling	8,462	6,609	12,490
West Dunbartonshire	11,617	1,030	7,027
West Lothian	26,932	2,732	9,900
Total (of those responding)	405,098	81,467	339,847

(1) Taken from CPR FIN 5 (Gross Capital Payments) return 2009-10 includes all capital expenditure but excludes PFI/PPP expenditure.

(2) Taken from LFR1 (Revenue expenditure) return 2009-10

(3) Taken from HM Treasury PFI Signed Projects list – March 2011. http://www.hm-treasury.gov.uk/ppp_pfi_stats.htm. The treasury figures did not include Unitary Charge payments for NPD projects so these payments have been added from Scottish Government published list. <http://www.scotland.gov.uk/Topics/Government/Finance/18232/NPDUPS>

Destinations of leavers from Scottish Schools

Initial Leaver Destinations (More detailed breakdowns are available on our [website](#))

Skills Development Scotland (SDS) contact each young person they have identified as being a school leaver in the September after they have left school and record into which category their destination falls. This information is used to identify young people not in a positive destination and ensure that adequate support is provided to help them into further learning, training or employment. A follow-up survey is conducted approximately six months after this survey. This information is used to monitor progress in improving the proportion of school leavers in positive and sustained destinations, which is one of the National Outcome Indicators for the Scottish Government. Information on leaver destinations in September is also included in the School Handbooks. A consultation on School Handbooks was recently conducted and, with changes to these expected, it is proposed that in future we will only publish initial destinations data in the June statistics compendium.

In September 2011 88.9 per cent of school leavers were in positive destinations, higher than in September 2010 (86.8 per cent) and September 2009 (85.7 per cent). The proportion of young people entering Higher or Further Education has increased from 56.0 per cent in 2008 to 63.0 per cent in 2011. The proportion of leavers entering employment has increased from 18.5 per cent in September 2010 to 19.3 per cent in September 2011, although this remains below the 25.3 per cent seen in 2008. This reflects the current difficult economic climate with fewer labour market opportunities expected to lead to a greater demand for places in Higher and Further Education.

In April 2011 the Scottish Government rolled out the use of Activity Agreements¹ to improve the employability of vulnerable and disadvantaged young people. These include elements of training, volunteering, learning in various community settings other developmental activities. These are recorded as a separate category as they do not fit into any of the existing groups. The proportion of leavers who were taking part in an Activity Agreement in 2010/11 was 0.5 per cent.

Table 8.1: Percentage of school leavers from publicly funded secondary schools in Scotland by destination category, 2008/09 to 2010/11.

	2008/09		2009/10		2010/11		
	initial	follow-up	initial	follow-up	male	female	total
Higher Education	34.9	33.6	35.7	33.7	32.1	39.7	35.8
Further Education	27.0	23.9	27.1	24.5	25.1	29.2	27.1
Training	5.1	4.4	5.2	3.4	6.7	4.4	5.6
Employment	18.4	22.9	18.5	23.1	22.6	15.9	19.3
Voluntary Work	0.2	0.3	0.3	0.5	0.4	0.6	0.5
Activity Agreements					0.5	0.5	0.5
Unemployed Seeking ¹	11.5	12.6	11.3	12.3	11.4	7.7	9.6
Unemployed Not Seeking	1.6	1.9	1.3	1.8	0.8	1.6	1.2
Unknown	1.2	0.4	0.6	0.7	0.3	0.3	0.3
Total Leavers	53,532	53,324	54,097	53,842	27,391	26,682	54,073
Positive Destinations	85.7	85.1	86.8	85.2	87.4	90.4	88.9

(1) 124 leavers took part in non-formal learning through the personal skills development programme in 2010/11. In 2009/10 384 took part in the initial and 394 in the follow-up.

¹ For information on Activity Agreements: <http://www.youthlinkscotland.org/Index.asp?MainID=12711>

SQA Attainment and School Leaver Qualifications in Scotland

Attainment (More detailed breakdowns are available on our [website](#))

Detailed analysis of attainment data is conducted on post-appeal exam results and published in June in our [Summary Statistics for Attainment, Leaver Destinations and Schools Meals](#) publication. Background information on attainment can be found there. In order to include information on attainment in School Handbooks the Scottish Government publishes limited information on pre-appeal exam results. This information was published in a different format by The Scottish Qualifications Authority in August. A consultation on School Handbooks was recently conducted and, with changes to these expected, it is proposed that we will not publish information on pre-appeal attainment next year. These data are already published by the SQA.

In recent years there has been a gradual increase in attainment at the end S5 and S6. In 2010/11, by the end of S4, 93 per cent of pupils attained five or more awards at SCQF level 3 or better compared to 92 per cent in 2008/09. The proportion of S4 students attaining three or more Highers or better by the end of S5 increased from 23 per cent in 2008/09 to 26 per cent in 2010/11. By the end of S6 the proportion of S4 pupils attaining one or more Advanced Highers increased from 14 per cent in 2008/09 to 15 per cent in 2010/11.

Increasing attainment is coupled with increasing staying on rates. More young people may be electing to stay on at school as a result of the recent recession. A higher proportion of pupils that stay on at school to the end of S5 and S6 attain qualifications at Higher and Advanced Higher. For example a higher proportion of S6 pupils attain three or more Highers (35 per cent, 2010/11) than S5 pupils (26 per cent 2010/11). By staying on longer at school pupils can increase the number and/or level of qualifications they gain.

Table 9.1: Attainment and staying on rates by the end of each stage, 2008/09 to 2010/11.

		Percentage of the S4 year group achieving:									
Year	By end of Stage	Percentage of S4 year group staying on to S5 (post Christmas)	Percentage of S4 year group staying on to S6	English and Maths at SCQF level 3 or better	5+ Awards at SCQF level 3 or better	5+ Awards at SCQF level 4 or better	5+ Awards at SCQF level 5 or better	1+ Awards at SCQF level 6 or better	3+ Awards at SCQF level 6 or better	5+ Awards at SCQF level 6 or better	1+ Awards at SCQF level 7 or better
2008/09	S4			93	92	78	35				
2009/10	S4			93	92	78	36				
2010/11	S4			93	93	78	35				
2008/09	S5	67					47	41	23		
2009/10	S5	72					49	43	25		
2010/11	S5	75					50	44	26		
2008/09	S6		45						31	21	14
2009/10	S6		50						33	22	15
2010/11	S6		54						35	23	15

(1) see background note 3.22 for information on SCQF levels.

(2) 2010/11 data is pre-appeal, 2009/10 and 2008/09 is post-appeal.

BACKGROUND NOTES

1. Sources

1.1 The information in this publication is derived from a number of sources: the pupil census, the staff census, the pre-school education census, the attendance and absence collection, the school estates core facts survey, Skills Development Scotland and the Scottish Qualifications Authority. The 2011 pupil and staff censuses were carried out on 22nd September 2011. The pre-school education census took place in the week commencing 19th September 2011. The attendance and absence data is based on school attendance levels recorded during the previous academic year, so the latest information available is for 2010/11. The school estates core facts survey is based on all schools open on 1 April 2011 and school rebuilt during the 2010-11 financial year. Information on school leaver destinations was collected by Skills Development Scotland during September 2011 for leavers from the academic year 2010/11. Attainment data is supplied by the Scottish Qualifications Authority and relates to the 2011 diet.

2. Coverage and Timing

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

2.2 Information on the attendance and absence of pupils is provided to the Scottish Government by the local authorities and managers of mainstream grant-aided schools. The information reported in this compendium does not cover attendance and absence in grant-aided special schools, independent schools or pre-school establishments.

2.3 The information shown for attendance and absence and exclusions is for the academic year 2009/10. Schools which closed during the academic session 2009/10, and for which data was available, were included.

2.4 The pre-school education census covers all (i.e. public, private and voluntary) Day Care for Children Services registered with the Care Commission shortly before the census took place. All registered services were sent an online survey form, but not all of these registered services provide pre-school education. Services that responded saying that they did not provide pre-school education are not included in this publication. Also, not all services responded to the census. The response rate was 65%. Therefore, when necessary, information has been imputed (i.e. rolled forward) using information from the September 2010 census. In September 2011, there were 95 centres where this was not possible (e.g. because the centre has opened after September 2010). These centres are recorded as not being known as whether they provide pre-school education or not. Pre-school home visiting teachers reported by local authorities are also included in tables 1.1 and 1.2

2.5 The school estates core facts survey covers all publicly funded local authority schools. It does not cover grant aided schools, independent schools or pre-school establishments.

2.6 School leaver destinations cover all publicly funded secondary schools.

2.7 Pre-appeal exam results cover all publicly funded secondary schools.

3. Definitions and Data Quality

Teachers and schools (Tables 2.1 – 2.4)

3.1 Teacher number figures from Glasgow are considered as **provisional**. The figure is at least that published, but the local authority believe this may be an undercount by one or two per cent. It is likely that the 2010 figure for Glasgow may also be affected. The data for 2010 have also been amended following changes made by Highland.

3.2 Figures for the **special school** sector are compiled from special schools only, and do not include teachers of special classes in mainstream schools. There may be inconsistency between schools and between local authorities in the reporting of special schools and special classes, as well as changes between years. We therefore advise caution when comparing results with previous years and across local authorities.

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

3.3 There are some differences in the way in which authorities deal with **centrally employed teachers**. In some cases these **visiting specialists** are considered as allocated to the schools where they teach, and have been included, with relevant partial FTE, in the school-level data. In other cases they are included as centrally employed staff. We are also aware that local authorities have changed procedures for reporting during recent years, so figures are not necessarily comparable over time.

3.4 The accuracy of the reported number of teachers in **pre-schools** is affected by non-response to the pre-school survey. Please see background note 2.4.

Pupils numbers (Tables 3.1 – 3.3)

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

Maximum class sizes in primary schools are as follows:

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

Excepted pupils in class-size legislation are—

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

(b) children initially refused a place at a school, but subsequently on appeal offered a place outside a normal placing round or because the education authority recognise that an error was made in implementing their placing arrangements for the school;

(c) children who cannot gain a place at any other suitable school within a reasonable distance of their home because they move into the area outside a normal placing round;

(d) children who are pupils at special schools, but who receive part of their education at a mainstream school; and

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

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

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

The statutory criteria and content for a CSP and IEP can be found in the supporting children's learning code of practice at:

<http://www.scotland.gov.uk/Publications/2010/08/11140218/0>

Attendance and Absence (Tables 4.1 – 4.2)

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

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

3.10 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.

Pre-schools (Table 6.1 – 6.2)

3.11 As in previous years, pre-school education 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 a pre-school education setting when the child is in attendance", and it was acknowledged that systems for providing access to teachers vary.

3.12 Pre-school education centres were also asked whether they received occasional or ad hoc support from any external GTCS registered teachers. This could be instead of, or in addition to, any teacher(s) providing pre-school education under a regular arrangement.

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

3.14 The September 2010 and 2011 Pre-School Education figures are not directly comparable with figures collected in previous January Pre-School Census. This is particularly the case for the number of children receiving ante-pre-school education (as the September Census will not include children who become eligible and start to receive local authority funded pre-school education in January). As a result, this may also affect the number of teachers (full-time equivalent and headcount), as pre-school centres may take on additional teachers, or increase teachers working hours as a result of the new January 'intake'. Please note that this does not affect the percentage of eligible children receiving pre-school education, or the percentage of children who have 'access' to a pre-school teacher.

School Estates (Table 7.1 – 7.3)

3.15 Only rebuilds or refurbishments with a cost of £500 thousand or more for primary, and £1 million or more for secondary and special schools have been included. Where a school is being refurbished or rebuilt as part of a phased project, this is only included once a phase (or a couple of phases combined) is completed and has a value greater than or equal to the amounts stated above. In order to avoid recording a school once a year over several years, any subsequent phases will not be recorded. Previously published figures on number of schools rebuilt should not be used as the 2007-08 and 2008-09 data was amended in 2009-10 following a robust quality assurance process and the 2009-10 was corrected this year to reflect more accurate information received during the collection of the 2010-11 data.

3.16 In order to ensure consistency across local authorities - new guidance on assigning condition ratings to schools – *The Condition Core Fact* (available from www.scotland.gov.uk/schoolestate) – was published in March 2007. All

local authorities are now following this guidance when assigning condition ratings to schools. Prior to 2009/10, some local authorities were not following this guidance, so some of the improvement in condition ratings over the years may reflect the adoption of this guidance.

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

Condition A: Good – Performing well and operating efficiently.

Condition B: Satisfactory – Performing adequately but showing minor deterioration.

Condition C: Poor – Showing major defects and/or not operating adequately.

Condition D: Bad – Economic life expired and/or risk of failure.

Leaver Destinations (Table 8.1)

3.18 Positive destination: includes higher education, further education, training, voluntary work, employment and activity agreements.

3.18.1 Higher Education: includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. It also includes programmes at a level higher than the standard of the National Qualifications, i.e above SCQF level 7. Leavers with a deferred, unconditional place in higher education have also been included in this category.

3.18.2 Further Education: includes leavers undertaking full-time education which is not higher education and who are no longer on a school roll. This may include National Qualifications.

3.18.3 Training: includes leavers who are on a training course and in receipt of an allowance or grant, such as the national training programme Get Ready for Work. It also includes leavers who are on local authority or third sector funded training programmes who are in receipt of a training allowance.

3.18.4 Employment: includes those who are employed and in receipt of payment from their employers. It includes young people undertaking training in employment through national training programmes such as Modern Apprenticeships.

3.18.5 Voluntary Work: includes those undertaking voluntary work, with or without financial allowance, who are not 'unemployed and actively seeking', as per the unemployed definition and those participating in Project Scotland/CSV or other voluntary programmes.

3.18.6 Activity Agreements: includes those where there is an agreement between a young person and a trusted professional that the young person will take part in a programme of learning and activity which helps them become ready for formal learning or employment.

3.18.7 Unemployed and seeking employment or training: includes those who are registered with Skills Development Scotland and are known by them to be seeking employment or training. This is based on regular contact between Skills Development Scotland and the client. This does not refer to the definition of 'unemployed' used by the Benefits Agency to calculate published unemployment rates. Young people participating in *Personal Skills Development* (see below) who do not fit in any of the existing categories are counted in this category.

3.18.8 Personal Skills Development: Leavers who participate in learning opportunities/personal and social development activities with the aim of improving their confidence and employability. These programmes can be viewed as a stepping stone towards a positive destination. They are often delivered by a community learning and development or third sector organisation.

3.18.9 Unemployed and not seeking employment or training: includes all those individuals who are not seeking employment or training for a range of reasons. The reasons may involve sickness, prison, pregnancy, caring for children or other dependents or taking time out.

NOTE: categories 3.18.7 and 3.18.9 are comparable to the single 'other known destination' category from publications prior to 2002/03.

3.18.10 Unknown: includes all leavers whose destination is not known either to Skills Development Scotland or to the school attended.

3.19 The leaver destination data is matched to the Pupil Census using a number of variables including Scottish Candidate Number, centre number and date of birth. In 2010/11 99.7 per cent of leaver records were matched to the Pupil Census by Scottish Candidate number and at least one other piece of information, 0.1 per cent of records did not match the Pupil Census. A detailed breakdown of the matches can be found in the supplementary data set published on our website.

Attainment (Table 9.1)

3.20 Qualifications in Scotland are based on the Scottish Credit and Qualifications Framework (SCQF). There are 12 levels on the framework, SCQF levels 1 to 7 are covered by school education. Standard Grades and Intermediates make up SCQF level 3-5, while Highers and Advanced Highers make up SCQF levels 6 and 7 respectively.

Standard Grades have three award levels, Foundation (SCQF level 3), General (SCQF level 4) and Credit (SCQF level 5). Standard Grades have been supplemented in recent years with Intermediate 1 (SCQF level 4) and Intermediate 2 (SCQF level 5). Under Curriculum for Excellence these qualifications will be phased out and be replaced with National 4 and 5 qualifications from 2013/14. Further information on this can be found at:

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/qualifications>

3.21 This publication only records National Qualifications at SCQF level 3 or better, some pupils will have gained other qualifications and achievements not covered in the publication.

3.22 Table outlining the SCQF levels:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher
Level 6	Higher
Level 5	Intermediate 2; Standard Grade (Credit)
Level 4	Intermediate 1; Standard Grade (General)
Level 3	Access 3; Standard Grade (Foundation)
Level 2	Access 2

3.23 Figures included in the table only cover passes at the SCQF levels. For Intermediates, Higher and Advanced Higher a pass is classed as a Grade A-C. For Standard Grades, a pass is classed as Grade 1-2 (Credit), 3-4 (General) or 5-6 (Foundation). Access qualifications are pass/fail only.

4. Rounding

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

5. Symbols used

5.1 The following symbols are used:

.. = not available

- = nil or rounds to nil

= not applicable

6. General

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

6.2 The report was edited by: Gary Sutton, Shona Rennie, Paul Gona and Rebecca McKay.

6.3 All tables are available on the Scottish Government website at <http://www.scotland.gov.uk/stats/bulletins/00949>

6.4 Additional information on Teacher and pupil statistics can be found through the following link:

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

and Pre-schools:

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

and leaver destinations:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dsintleav>

and attainment:

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

7. Enquiries

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

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7th December, 2011

A NATIONAL STATISTICS PUBLICATION FOR SCOTLAND

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- are managed impartially and objectively in the public interest.

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To provide relevant and reliable information, analysis and advice that meet the needs of government, business and the people of Scotland.

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