

Statistical Bulletin

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Summary Statistics for Schools in Scotland, No.3: 2012 Edition 11th December, 2012

This document is the third 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 20th September 2012
- Information on **pre-school** education centres in Scotland, collected in the week commencing 17th September 2012
- **School Estate** survey data for financial year 2011-12, for all schools open on 1st April 2012

Information on Attendance and Absence and exclusions from school is now collected on a biennial basis and was not collected for the 2011/12 academic year. So, while it is not included in this years publication, information for the 2012/13 academic year will be included in 2013 publication. Information on SQA pre-appeal attainment and school leaver destinations is no longer included in this publication, but post-appeal data is published annually in June in the 'Summary Statistics for attainment, leaver destinations and healthy living' publication. Please see background notes 2.5 for more detail on these changes and advice on how to access this information from other sources.

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 total FTE **number of teachers** based in pre-school, primary, secondary and special schools, or visiting specialists, was 51,410, which is 21 fewer than the 2011 figure of 51,431. Of these 51,257 were in local authority schools compared to 51,276 in 2011.

1.2 In 2012, the **pupil teacher ratio** in all publicly funded schools remained the same at 13.4. In primary schools the PTR was 16.3, (up from 16.0 in 2011). Overall in local authority schools the pupil teacher ratio increased from 13.44 in 2011 to 13.46 in 2012.

1.3 75 per cent of teachers on the 2011/12 **Probationer Induction Scheme** were in permanent or temporary employment in publicly funded schools in September 2012, an increase from 66 per cent the previous year.

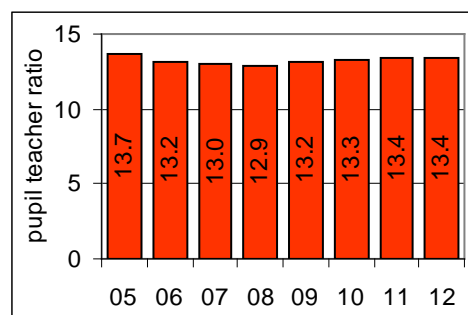
1.4 In September 2012, 75.4 per cent of pre-school children in centres had **access to a GTCS registered teacher** during census week, up from 74.9 the previous year.

1.5 The average **class size** for pupils in the first three years of primary (P1 to P3) increased from 22.5 in 2011 to 22.6 in 2012. The percentage of these pupils who were in class sizes of 18 or fewer dropped from 20.2 per cent in 2011 to 18.8 per cent in 2012 (Tables 3.1 and 3.2). 99.1 per cent of P1 pupils were in classes of 25 or fewer. The overall average class size in primary was 22.7, the same as in 2011.

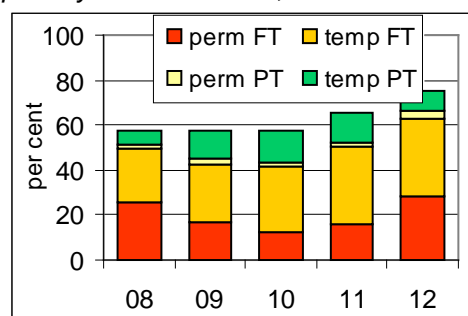
1.6 Over the last five financial years, 2007-08 to 2011-12, a total of 403 schools have been **substantially rebuilt or refurbished**.

1.7 The proportion of schools reported as being in good or satisfactory **condition** has increased from 61 per cent in April 2007 to 82 per cent in April 2012. 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 109,692 (16 per cent of pupils) in April 2012.

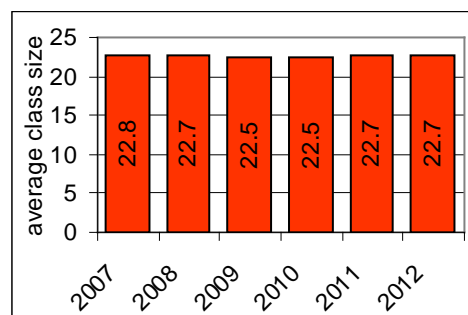
Pupil teacher ratios for publicly funded schools, 2005 to 2012



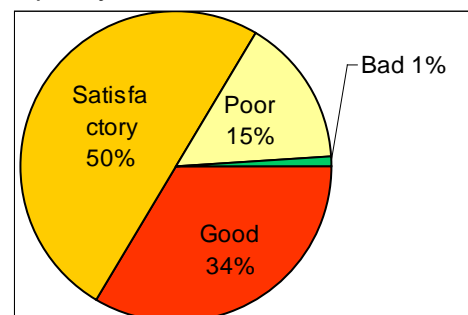
Employment of post-probationers in publicly funded schools, 2008 to 2012



Average class size in primary, 2008 to 2012



Pupils by condition of schools, 2012



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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 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. 'Ante pre-school' typically refers to children who are three years old and 'pre-school' to children who are four years old. 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 2012 there were 97,985 children in 2,548 pre-schools, 370,680 pupils in 2,064 primary schools, 293,562 pupils in 365 secondary schools and 6,976 pupils in 155 special schools.

The proportion of pupils in special schools continues to be about one per cent, however the number of pupils in special schools has increased from 6,673 in 2009 to 6,976 in 2012.

The total number of teachers in all sectors was 51,410 which is 21 fewer than the 2011 figure of 51,431.

Although pupil numbers increased and teacher numbers fell, these changes were not large enough to change the pupil teacher ratio in publicly funded schools, which remained the same at 13.4 in 2012. Local Authorities agreed to maintain teacher numbers in line with pupil numbers as part of the 2011 Spending Review.

Table 1.1: Schools, pupils, teachers and pupil teacher ratios (PTR) for all publicly funded schools by school sector, 2005 to 2012

	2005	2006	2007	2008	2009	2010	2011	2012
Schools								
Pre-schools ⁽¹⁾	2,761	2,750	2,702	2,645	2,615	2,586	2,553	2,548
Primary	2,194	2,184	2,168	2,153	2,128	2,099	2,081	2,064
Secondary	385	381	378	376	374	372	367	365
Special	190	190	183	193	190	163	158	155
Pupils								
Pre-schools ⁽¹⁾	105,810	111,720	106,060	105,420	107,420	92,030	94,840	97,985
Primary	390,260	382,783	375,946	370,839	367,146	365,326	366,429	370,680
Secondary	315,840	312,979	309,560	303,978	302,921	301,007	297,109	293,562
Special	7,140	6,975	6,709	6,756	6,673	6,800	6,973	6,976
Total (excluding pre-school)	713,240	702,737	692,215	681,573	676,740	673,133	670,511	671,218
Teachers								
Pre-schools ^{(1) (2)}	1,702	1,704	1,689	1,650	1,630	1,563	1,486	1,496
Publicly funded schools	52,207	53,043	53,411	52,697	51,371	50,535	49,946	49,914
Total based in schools	50,757	51,886	52,446	51,765	50,599	49,821	49,065	48,738
Primary	22,991	23,625	23,829	23,615	23,243	23,131	22,851	22,732
Secondary	25,735	26,186	26,573	26,067	25,371	24,776	24,241	23,980
Special	2,031	2,075	2,044	2,083	1,985	1,913	1,973	2,026
Centrally employed	1,450	1,157	964	933	772	714	881	1,176
Total ⁽²⁾	53,909	54,747	55,100	54,347	53,001	52,098	51,431	51,410
PTRs								
Publicly funded schools ⁽³⁾	13.7	13.3	13.0	12.9	13.2	13.3	13.4	13.4
Total based in schools ⁽⁴⁾	14.1	13.5	13.2	13.2	13.4	13.5	13.7	13.8
Primary	17.0	16.2	15.8	15.7	15.8	15.8	16.0	16.3
Secondary	12.3	12.0	11.6	11.7	11.9	12.1	12.3	12.2
Special	3.5	3.4	3.3	3.2	3.4	3.6	3.5	3.4

(1) From 2010 pre-school figures are not directly comparable with previous years. Pre-school centre count includes local authority and partnership centres. Pre-school teachers figures now include pre-school home visiting. See background note 3.12

(2) The 2011 pre-school and total teacher FTE was revised to 51,431 on the 3/5/2012, see background note 3.4

(3) All school-based and centrally employed teachers contribute to this ratio. Includes grant aided pupils and teachers.

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

Teachers

Teachers

Table 2.1 shows the teacher numbers in publicly funded schools for all sectors. There were 22,732 teachers in primary schools, 23,980 in secondary schools, 2,026 in special schools, 1,176 employed centrally and 1,463 in pre-school centres. In 2012, there were 51,257 teachers in local authority schools (including centrally employed teachers), compared to 51,276 in 2011.

Table 2.1: Teachers in publicly funded schools by sector, by LA, 2012⁽¹⁾

	Pre-school ⁽²⁾		School				Total
	Centre-based	Home visiting	Primary	Secondary	Special	Centrally employed	
Aberdeen City	104	-	741	741	83	26	1,696
Aberdeenshire	133	-	1,249	1,222	48	29	2,681
Angus	21	-	542	570	-	33	1,166
Argyll & Bute	9	-	418	439	6	-	871
Clackmannanshire	11	1	227	221	29	6	494
Dumfries & Galloway	38	-	604	793	8	127	1,570
Dundee City	43	4	631	691	72	21	1,461
East Ayrshire	20	-	530	559	52	9	1,169
East Dunbartonshire	26	-	478	597	58	27	1,185
East Lothian	61	1	415	468	-	26	970
East Renfrewshire	31	-	505	654	28	7	1,224
Edinburgh City	130	1	1,416	1,488	183	84	3,302
Eilean Siar	9	-	161	179	-	4	353
Falkirk	27	-	722	754	70	18	1,590
Fife	77	6	1,709	1,645	68	69	3,574
Glasgow City	109	1	2,197	2,054	489	219	5,069
Highland	48	5	985	1,230	40	98	2,406
Inverclyde	21	-	324	374	44	5	768
Midlothian	40	3	358	414	28	12	854
Moray	10	-	382	466	-	45	903
North Ayrshire	36	-	597	642	45	28	1,348
North Lanarkshire	72	-	1,626	1,674	211	14	3,597
Orkney Islands	9	-	113	126	-	6	254
Perth & Kinross	39	10	661	635	20	21	1,386
Renfrewshire	17	-	725	774	80	22	1,617
Scottish Borders	39	-	496	513	-	109	1,157
Shetland Islands	16	-	156	176	-	9	356
South Ayrshire	47	-	502	540	25	30	1,144
South Lanarkshire	96	-	1,500	1,529	112	9	3,246
Stirling	22	-	392	479	19	33	945
West Dunbartonshire	8	-	408	430	38	22	906
West Lothian	96	1	947	855	87	9	1,994
All local authorities ⁽³⁾⁽⁴⁾	1,463	33	22,714	23,929	1,941	1,176	51,257
Grant aided ⁽⁵⁾	-	-	18	51	85	-	153
Total	1,463	33	22,732	23,980	2,026	1,176	51,410

(1) These figures refer to full-time equivalents of teachers – see background notes 3.2, 3.3 and 4.1.

(2) Includes partnership pre-school centres. Data were not collected from five pre-school centres in Inverclyde.

(3) See background note 2.3 for information on double counting of teacher FTE between primary and pre-school centres.

(4) The 2011 all local authorities total teacher FTE was revised to 51,276 on the 3/5/2012, see background note 3.4

(5) In September 2012 there were eight grant aided schools, one mainstream with primary and secondary departments, and seven special schools. These schools are included in national totals, but are identified separately in local authority level tables.

Teachers

Table 2.2 shows 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 pupil teacher ratio in local authority schools, with less pupils per teacher between 2005 and 2008. Over the past 4 years the PTR in local authority schools has gradually increased, reaching 13.46 in 2012. 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 East Lothian and Eilean Siar, the largest decreases in PTRs were seen in Argyll & Bute and Renfrewshire.

Table 2.2: Pupil teacher ratios in publicly funded schools (all sectors excluding pre-schools), 2005 to 2012⁽¹⁾

	2005	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	13.2	12.2	12.3	13.0	12.8	13.6	13.4	13.5
Aberdeenshire	14.2	14.0	13.7	12.8	13.1	13.0	13.4	13.4
Angus	13.9	13.8	13.3	13.2	13.3	13.0	13.2	13.2
Argyll & Bute	13.2	13.1	12.8	12.8	12.5	12.6	12.9	12.5
Clackmannanshire	15.5	13.8	13.3	12.7	13.1	13.8	13.6	13.7
Dumfries & Galloway	13.6	13.1	12.7	12.3	12.4	12.5	12.7	12.5
Dundee City	12.7	11.9	11.7	11.5	11.7	11.8	12.1	12.3
East Ayrshire	14.5	14.3	13.2	13.5	13.2	13.6	13.7	14.0
East Dunbartonshire	14.0	13.6	13.1	13.1	13.6	13.3	13.6	13.7
East Lothian	13.9	14.0	13.9	14.1	13.7	14.4	14.4	14.8
East Renfrewshire	13.9	13.3	13.0	13.5	13.6	13.6	13.7	13.5
Edinburgh City	13.8	13.6	13.5	13.5	13.9	14.1	14.3	14.2
Eilean Siar	10.0	9.3	9.4	9.4	9.2	9.9	9.8	10.2
Falkirk	14.0	13.1	13.0	12.9	13.2	13.4	13.4	13.4
Fife	14.1	14.0	13.8	13.7	13.6	13.4	13.7	13.7
Glasgow City	13.0	12.5	12.3	12.4	13.2	13.4	13.1	13.1
Highland	12.8	12.3	12.5	12.3	12.6	13.0	13.2	13.1
Inverclyde	13.8	12.8	12.3	12.7	13.1	13.5	13.8	13.6
Midlothian	13.8	13.5	13.1	13.1	13.7	14.3	14.4	14.6
Moray	13.7	13.2	13.2	12.9	13.0	13.3	13.5	13.4
North Ayrshire	14.3	13.8	13.4	13.2	14.0	13.8	13.7	14.0
North Lanarkshire	14.0	13.5	13.0	13.1	13.4	13.6	13.8	13.9
Orkney Islands	11.2	10.9	11.1	10.4	10.5	10.5	11.0	10.9
Perth & Kinross	15.0	14.2	13.6	13.5	13.1	13.0	12.9	13.1
Renfrewshire	14.2	14.2	13.5	14.1	14.8	14.9	14.9	14.6
Scottish Borders	13.7	13.5	13.0	13.1	13.4	13.3	13.2	13.2
Shetland Islands	8.7	9.0	8.7	8.5	8.5	8.6	9.2	9.5
South Ayrshire	14.2	13.6	13.3	13.6	13.4	12.8	13.2	13.0
South Lanarkshire	13.8	13.6	13.4	13.2	13.5	13.9	13.7	13.7
Stirling	13.4	13.7	13.3	13.6	13.1	13.0	13.2	13.4
West Dunbartonshire	13.0	12.8	12.2	12.4	12.8	13.1	13.6	13.7
West Lothian	14.6	14.0	13.3	13.0	13.3	13.3	13.8	13.8
All local authorities	13.7	13.3	13.0	13.0	13.2	13.3	13.4	13.5
Grant aided	8.0	7.1	7.4	7.4	7.5	8.3	8.5	8.5
All publicly funded	13.7	13.3	13.0	12.9	13.2	13.3	13.4	13.4

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

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 54 and 56, however the proportion of teachers aged 50+ has reduced since early in the last decade. There is also now a peak forming in the late twenties.

Chart 1: Age profile, school based teachers, 2004 to 2012

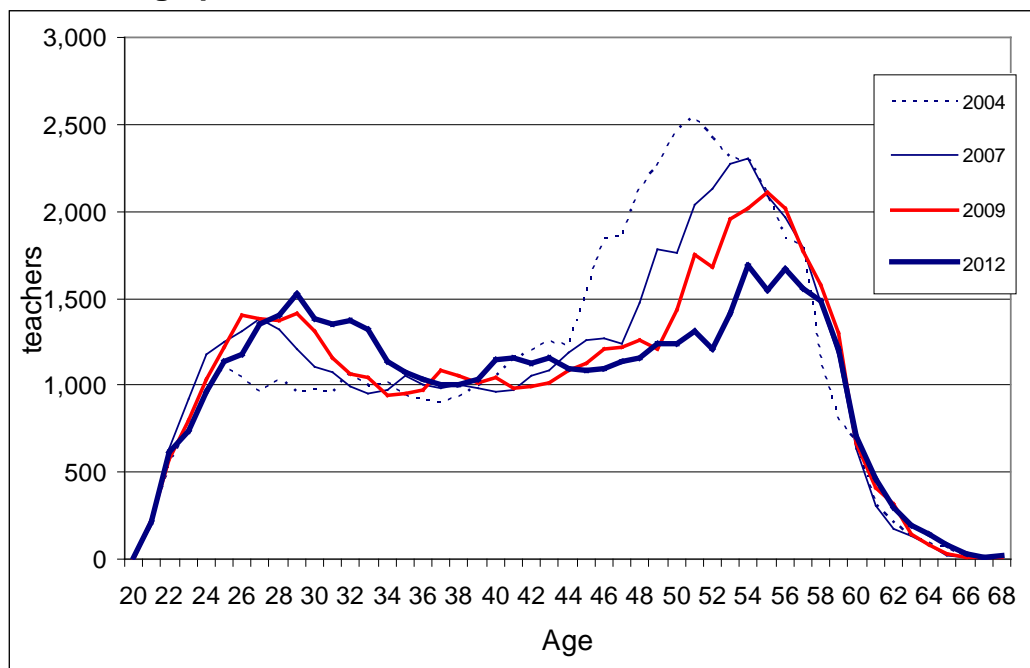
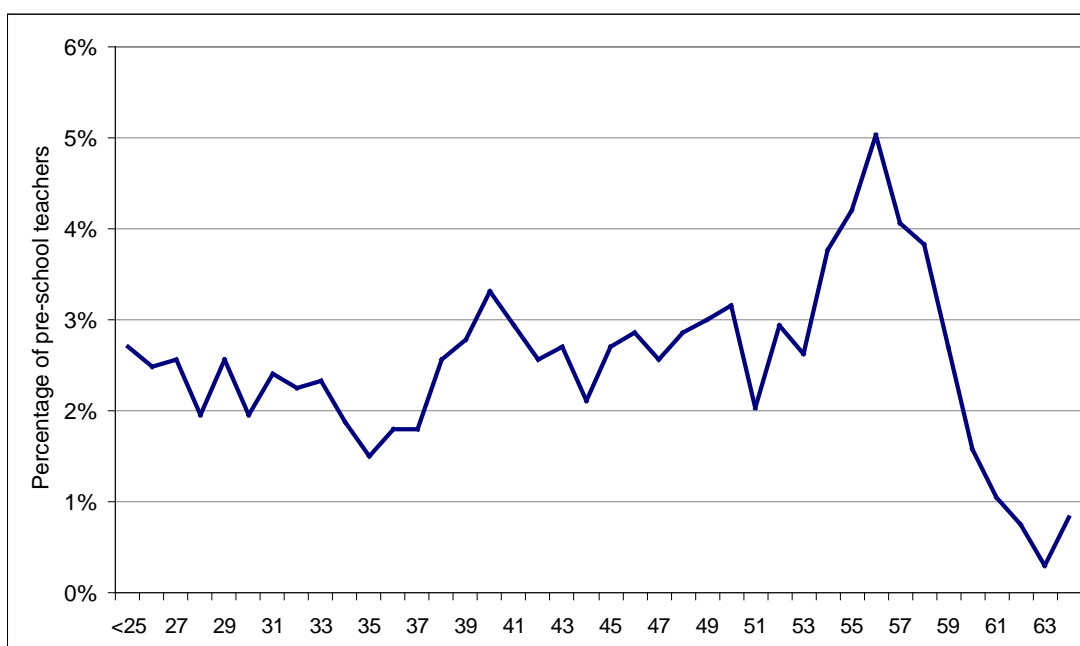


Chart 2 shows the age profile of GTCS registered pre-school teachers, where known, as at September 2012. The number of teachers generally increases with age, with a peak in the number of pre-school teachers aged between 54 and 58.

Chart 2: Age profile, pre-school teachers, 2012

(based on 1,330 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 25 per cent for heads and deputies. The average (mean) age of primary, secondary and special school teachers was 42.2 compared to 42.5 in 2011 and 44.1 in 2004.

The proportion of teachers who had temporary contracts (including probationers) was 16 per cent (down from 17 per cent last year). 14 per cent of teachers were working part-time, with the rate higher amongst females (16.6 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, 2012

	Pre-school	Primary	Secondary	Special	Centrally Employed ⁽⁴⁾	Total
Gender						
Female	96	91	62	79	86	77
Male	4	9	38	21	14	23
Age (years)⁽¹⁾						
Under 25	2	6	4	1	1	5
25 to 34	21	28	26	22	10	27
35 to 44	23	22	22	21	19	22
45 to 54	28	24	27	27	35	26
55 or over	24	19	20	29	35	20
Unknown	2	-	-	-	-	-
Average Age	45	41	43	46	49	42
Ethnicity⁽¹⁾						
White – Scottish	..	61	52	64	44	57
White – Other British Isles	..	33	39	28	33	36
White – Other	..	2	3	3	5	2
Minority Ethnic Group	..	1	2	2	5	2
Not Disclosed	..	2	4	3	14	4
Employment type						
Permanent	..	81	86	85	84	84
Temporary (non-induction)	..	14	10	15	16	12
Probationer induction scheme ⁽²⁾	..	5	4	-	-	4
Grade						
Head teacher	..	8	1	6	3	5
Percentage female	..	86	33	80	77	78
Depute head teacher	..	5	5	7	2	5
Percentage female	..	90	54	79	80	73
Principal teacher	..	7	25	11	11	16
Percentage female	..	90	60	77	84	67
Teacher	..	79	69	76	84	74
Percentage female	..	92	64	79	87	79
All - Percentage female	..	91	62	79	86	77
Mode of working						
Full-time	54	85	90	86	68	86
Percentage female	96	91	60	77	84	75
Part-time ⁽³⁾	46	15	10	14	32	14
Percentage female	96	95	84	87	91	91

(1) Excludes grant aided schools.

(2) See background note 3.3

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

(4) Excludes mainstream supply.

Teachers

In the September 2012 census there were 2,044 teachers in the teacher induction scheme (1,944 in 2011), of which 1,046 were in primary schools and 994 were in secondary schools.

In 2012, a higher proportion of teachers were able to secure a teaching post following their one year guaranteed probationer post under the Teacher Induction Scheme. This is the result of a reduction in the number of students entering initial teacher education in 2009 and 2010, resulting in fewer post-probationers and probationers available to fill posts in 2011 and 2012. As part of the 2011 budget, local authorities agreed to secure places for all probationers who require one under the teacher induction scheme.

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 66 per cent in 2011 to 75 per cent in 2012. 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, 2008 to 2012

	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)	2011/12 to Sept 2012 (n=1,944)
Full-time permanent	25	17	13	16	28
Full-time temporary	24	25	29	35	35
Part-time permanent	2	2	2	1	3
Part-time temporary	6	12	15	14	8
Other ⁽¹⁾	42	43	42	34	25

(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 63 per cent of the 2008/09 cohort were present in the 2010 census, 68 per cent were in the 2011 census and 69 per cent in the 2012 census.

Table 2.5: Percentage of post-probationers in permanent or temporary employment, 2008 to 2012

	teacher census					
	Sept 07	Sept 08	Sept 09	Sept 10	Sept 11	Sept 12
2006/07 cohort	66	69	71	73	74	73
2007/08 cohort		58	63	67	71	70
2008/09 cohort			57	63	68	69
2009/10 cohort				58	66	70
2010/11 cohort					66	70
2011/12 cohort						75

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 the reductions in class size in the early stages of primary education seen in recent years, and will continue with progressive reductions in the future. At September 2012, 18.8 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 2011. The number of pupils taught in classes of 26 or more decreased from 57,424 in 2006 to a low of 32,702 in September 2009, before increasing again. In September 2012, the number of pupils taught in classes of 26 or more was 38,278 which is 23.2 per cent of pupils.

Table 3.1: Class sizes of P1-P3 pupils, 2006-2012⁽¹⁾

Class Size	2006	2007	2008	2009	2010	2011	2012
1 - 18	19,923	23,563	23,835	25,039	34,351	32,580	31,101
19 - 20	13,305	16,461	16,220	16,535	14,293	15,121	15,655
21 - 25	66,220	74,446	80,151	81,332	70,687	76,499	80,243
26 - 30	56,516	39,482	33,423	32,327	39,087	36,679	37,805
31 or more	908	345	317	375	249	757	473
% in classes of 18 or less or in 2 teacher classes of 36 or less	12.7	15.3	15.5	16.1	21.6	20.2	18.8

(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.

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 2012, remaining the same as 2011.

The average class size for a P1-P3 pupil in 2012 was 22.6, up from 22.5 in 2011. 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 2012

	2006	2007	2008	2009	2010	2011	2012
P1	23.1	20.9	21.0	21.1	21.1	20.5	20.6
P2	23.7	23.5	23.0	22.8	22.8	23.3	23.3
P3	24.1	24.0	24.0	23.7	23.4	23.9	24.0
P1-P3	23.6	22.8	22.6	22.5	22.4	22.5	22.6
primary	23.2	22.8	22.7	22.5	22.5	22.7	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 3.3).

Table 3.3: Number of P1 pupils by class size, 2006 to 2012

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

(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. The national level of pupils in classes of 18 or fewer, rose from 12.7 per cent in 2006 to 21.6 per cent in 2010, before decreasing to 18.8 per cent in 2012.

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, 2006-2012⁽¹⁾

	2006	2007	2008	2009	2010	2011	2012
Aberdeen City	12.7	8.6	7.4	7.7	11.9	16.6	16.4
Aberdeenshire	16.1	15.6	13.3	13.0	12.6	11.1	13.1
Angus	6.5	13.8	12.8	17.9	26.8	25.5	20.4
Argyll & Bute	33.1	40.7	37.4	37.5	48.8	44.6	45.5
Clackmannanshire	12.4	23.7	20.4	20.0	28.2	22.0	19.0
Dumfries & Galloway	18.2	16.6	25.6	23.7	24.9	20.6	20.4
Dundee City	6.0	5.6	4.7	6.5	27.2	27.0	28.5
East Ayrshire	13.6	15.0	9.4	41.5	41.4	43.4	19.5
East Dunbartonshire	8.1	9.9	10.3	10.8	28.3	22.2	21.2
East Lothian	9.9	6.2	7.0	7.9	8.9	7.5	4.0
East Renfrewshire	10.2	9.9	5.4	6.5	32.5	38.1	35.6
Edinburgh, City of	7.1	12.8	14.1	14.5	16.5	15.3	15.3
Eilean Siar	70.7	72.5	66.6	57.9	74.7	62.8	51.7
Falkirk	7.9	11.7	11.0	7.7	12.6	7.7	8.5
Fife ⁽⁴⁾	10.2	19.2	12.9	16.1	26.0	26.7	27.4
Glasgow City	12.5	15.5	12.9	9.4	9.8	6.2	10.1
Highland	21.8	24.2	26.0	26.2	30.1	23.2	20.3
Inverclyde	9.2	16.8	8.2	10.2	20.6	16.8	12.3
Midlothian	8.1	8.6	12.9	24.7	9.2	15.3	5.0
Moray	7.4	12.6	16.9	7.2	26.1	19.7	20.6
North Ayrshire	10.5	9.3	5.8	6.5	25.1	7.7	11.6
North Lanarkshire	11.8	13.5	14.7	11.4	10.1	10.0	8.0
Orkney Islands	32.4	41.4	43.0	44.8	51.5	44.8	33.4
Perth & Kinross	19.9	19.9	16.7	17.0	23.3	26.6	20.7
Renfrewshire	7.3	7.8	8.5	8.3	33.1	34.6	36.5
Scottish Borders	12.9	17.7	27.0	30.7	30.1	23.1	22.6
Shetland Islands	55.6	51.0	53.0	43.4	43.3	31.6	24.5
South Ayrshire	16.9	14.0	17.2	24.3	25.7	28.4	23.4
South Lanarkshire	13.4	16.2	20.4	17.2	23.7	25.3	23.9
Stirling	12.8	15.4	12.3	17.5	23.0	26.7	24.9
West Dunbartonshire	11.9	18.1	23.2	20.8	31.6	22.6	15.9
West Lothian	9.2	10.5	24.8	25.5	19.8	26.0	24.4
Scotland ⁽²⁾	12.7	15.3	15.5	16.1	21.6	20.2	18.8

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

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

Classes and Pupils

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

89.5 per cent of pupils were recorded as being White-Scottish or White-other British. The largest other ethnic backgrounds include White-Other (3.2 per cent), Asian Pakistani (1.7 per cent) and Mixed (1.0 per cent).

118,034 pupils (17.6 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, 2012⁽¹⁾

	Female	Male	Total
Ethnicity			
White – Scottish	284,211	294,925	579,136
White – Other British	10,402	10,761	21,163
White – Gypsy/Traveller	447	417	864
White - Other	10,512	11,047	21,559
Mixed	3,461	3,495	6,956
Asian – Indian	1,865	2,065	3,930
Asian – Pakistani	5,564	5,866	11,430
Asian – Bangladeshi	357	357	714
Asian – Chinese	1,379	1,258	2,637
Asian – Other	1,618	1,626	3,244
Caribbean/Black	337	371	708
African	2,054	2,203	4,257
Other	1,449	1,585	3,034
Not known / not disclosed	5,375	5,955	11,330
Additional Support Needs (ASN)			
CSP	1,112	2,336	3,448
IEP	13,629	29,218	42,847
Child Plans	2,710	4,525	7,235
Assessed/Declared Disabled	4,895	10,473	15,368
Other	31,064	46,828	77,892
Total pupils with ASN	44,160	73,874	118,034
English as an Additional Language	12,409	13,722	26,131
Total Pupils	329,116	342,102	671,218

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

Pre-school

Table 4.1 shows that there were 97,985 children registered for pre-school places funded by the local authority in September 2012, and that 96.1% 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 4.1: Registrations for pre-school education at local authority and partnership centres, September 2012

	Under 3 year olds	Ante-pre-school ⁽¹⁾		Pre-school ⁽¹⁾		Ante-pre-school + pre-school		Deferred Entry ⁽²⁾	Total
		Number	% of those eligible	Number	% of those eligible	Number	% of those eligible		
Aberdeen City	104	1,198	97.1	2,213	91.7	3,411	93.5	179	3,694
Aberdeenshire	353	1,396	92.3	2,828	94.8	4,224	93.9	242	4,819
Angus	129	600	98.5	1,194	96.7	1,794	97.3	171	2,094
Argyll & Bute	9	458	112.6	871	108.0	1,329	109.5	59	1,397
Clackmannanshire	74	298	92.7	623	97.5	921	95.9	33	1,028
Dumfries & Galloway	-	825	109.3	1,511	97.8	2,336	101.6	153	2,489
Dundee City	141	819	95.0	1,567	95.3	2,386	95.2	166	2,693
East Ayrshire	106	947	139.4	1,356	102.3	2,303	114.8	61	2,470
East Dunbartonshire	36	622	116.2	1,201	111.9	1,823	113.3	84	1,943
East Lothian	173	584	94.1	1,219	97.3	1,803	96.3	136	2,112
East Renfrewshire	103	475	94.4	972	95.0	1,447	94.8	79	1,629
Edinburgh City	565	2,659	97.9	4,934	95.0	7,593	96.0	506	8,664
Eilean Siar	109	151	117.1	260	96.1	411	102.8	28	548
Falkirk	-	899	92.9	1,851	96.8	2,750	95.5	97	2,847
Fife	481	2,157	99.6	4,230	99.0	6,387	99.2	241	7,109
Glasgow City	1,318	2,549	73.4	5,574	82.5	8,123	79.4	339	9,780
Highland	229	1,298	103.7	2,418	98.2	3,716	100.0	275	4,220
Inverclyde ⁽³⁾	142	347	80.9	745	85.5	1,092	84.0	34	1,268
Midlothian	36	486	97.0	1,021	102.3	1,507	100.6	99	1,642
Moray	86	485	96.2	1,042	103.4	1,527	101.0	97	1,710
North Ayrshire	339	848	111.6	1,478	96.9	2,326	101.8	61	2,726
North Lanarkshire	699	2,148	103.8	3,828	93.0	5,976	96.6	135	6,810
Orkney Islands	-	111	106.4	220	107.1	331	106.9	40	371
Perth & Kinross	68	715	93.1	1,377	90.8	2,092	91.5	216	2,376
Renfrewshire	713	925	95.8	1,814	93.4	2,739	94.2	167	3,619
Scottish Borders	177	610	98.8	1,185	95.3	1,795	96.5	96	2,068
Shetland Islands	13	161	129.1	275	113.2	436	118.6	51	500
South Ayrshire	111	631	111.9	1,093	97.4	1,724	102.2	85	1,920
South Lanarkshire	514	1,863	102.5	3,475	96.2	5,338	98.3	195	6,047
Stirling	278	531	114.4	947	100.6	1,478	105.2	66	1,822
West Dunbartonshire	135	568	102.1	1,047	94.5	1,615	97.0	76	1,826
West Lothian	133	1,186	102.3	2,280	98.9	3,466	100.0	145	3,744
Scotland⁽⁴⁾	7,374	29,550	98.0	56,649	95.1	86,199	96.1	4,412	97,985
<i>Scotland as reported</i>	<i>7,210</i>	<i>24,440</i>		<i>47,860</i>		<i>72,300</i>		<i>3,820</i>	<i>83,340</i>

(1) 'Ante pre-school' typically refers to 3 year olds and 'pre-school' to 4 year olds. See Background Note 3.12

(2) Refers to children who are eligible to attend primary school but have deferred entry and remain in pre-school.

(3) Data were not collected from five pre-school centres in Inverclyde.

(4) Includes data from 2011 where centres did not respond. 'Scotland as reported' row shows just data returned in 2012.

Pre-school

Table 4.2 below shows that more than three quarters of children at eligible pre-schools had access to a GTCS registered teacher during census week (75.4 per cent, up from 74.9 per cent 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. Some local authorities only ensure access to teachers for ante- and pre-school children (e.g. 3 and 4 year olds). The number of children with access to a teacher as a proportion of just ante- and pre-school children (rather than all children) is 85.7 per cent.

Table 4.2⁽¹⁾: Percentage of children with access to a GTCS registered teacher by local authority, September 2012

	As a percentage of all children at pre-school centres			Total access as a percentage of ante- and pre-school children
	Centres under a regular arrangement ⁽²⁾	Centres with only ad hoc support from external teachers	Total	
Aberdeen City	66.4	3.3	69.7	75.5
Aberdeenshire	63.4	19.0	82.4	94.0
Angus	51.1	11.8	63.0	73.5
Argyll & Bute	100.0	0.0	100.0	105.1
Clackmannanshire	45.0	4.9	49.9	55.7
Dumfries & Galloway	69.8	7.1	76.9	81.9
Dundee City	74.1	3.1	77.2	87.2
East Ayrshire	100.0	0.0	100.0	107.3
East Dunbartonshire	95.7	1.9	97.5	103.9
East Lothian	77.7	8.3	85.9	100.7
East Renfrewshire	73.5	15.8	89.3	100.5
Edinburgh City	55.4	19.8	75.2	85.8
Eilean Siar	19.7	0.0	19.7	26.3
Falkirk	95.3	1.2	96.5	99.9
Fife	76.1	8.7	84.8	94.4
Glasgow City	48.3	12.0	60.3	72.6
Highland	44.3	25.1	69.3	78.7
Inverclyde ⁽³⁾	75.2	2.8	78.0	90.6
Midlothian	85.4	11.2	96.7	105.3
Moray	27.2	12.5	39.7	44.5
North Ayrshire	57.8	6.9	64.7	75.8
North Lanarkshire	55.4	2.9	58.3	66.4
Orkney Islands	72.0	18.1	90.0	100.9
Perth & Kinross	80.3	11.7	92.0	104.5
Renfrewshire	69.9	0.0	69.9	92.3
Scottish Borders	59.7	9.6	69.2	79.8
Shetland Islands	79.2	4.2	83.4	95.6
South Ayrshire	89.3	7.0	96.4	107.3
South Lanarkshire	67.4	9.2	76.6	86.8
Stirling	27.4	7.0	34.5	42.5
West Dunbartonshire	74.0	8.5	82.5	93.3
West Lothian	86.9	13.1	100.0	108.0
Scotland	65.7	9.7	75.4	85.7

(1) See Background Notes 3.9 – 3.10.

(2) Further breakdowns provided in previous years are available in the additional tables.

(3) Data were not collected from five pre-school centres in Inverclyde.

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 2012. Information is also collected on all schools that had been rebuilt or substantially refurbished during the financial year 2011-12. This information is used to monitor the progress that has been made in improving the school estate.

The figures below show that over the last five financial years, a total of 403 schools have been rebuilt or substantially refurbished. Only rebuilds or refurbishments with a cost of £0.5 million or more for primary and £1 million or more for secondary and special schools were included.

Table 5.1: Number of schools which were built or substantially refurbished, 2007-08 to 2011-12⁽¹⁾

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

(1) Figures for 2010-11 have been corrected to take account of information received in the 2012 school estates collection and differ by 1 from previously published figures. See background notes 3.17 for more details.

As a result of the investment and reorganisation of the school estate, the proportion of schools in good or satisfactory condition has increased from 61 per cent in April 2007 to 82 per cent in April 2012. Taking into account the different number of pupils in each school, this has resulted in the number of pupils in good or satisfactory condition schools increasing from 61 per cent in April 2007 to 84 per cent in April 2012.

Table 5.2: Condition of all schools and the number of pupils on their school roll, April 2007 – April 2012⁽¹⁾

	2007	2008	2009	2010	2011	2012
Schools						
Condition not recorded	68	25	39	15	11	6
A: Good	371	404	461	515	538	581
B: Satisfactory	1,298	1,443	1,577	1,590	1,558	1,543
C: Poor	855	698	578	506	479	443
D: Bad	138	134	53	40	31	23
Pupils on school roll⁽²⁾						
Condition not recorded	18,308	4,782	5,275	1,218	166	176
A: Good	121,986	144,918	171,613	204,648	212,496	224,523
B: Satisfactory	304,123	339,641	354,086	343,615	345,404	334,833
C: Poor	224,932	175,354	135,648	113,384	107,831	102,216
D: Bad	31,862	25,794	12,438	5,804	5,724	7,476

(1) See background notes 3.15 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 2011 for the April 2012 figures. So schools which opened after September but before April will not have any pupils recorded for that academic year.

School Estates

As well as collecting information on the condition of school building we also started collecting information on their suitability from April 2010 onwards. Suitability is different from condition as it considers how well suited the school building and facilities are to pupils learning rather than what condition they are in.

Table 5.3: Suitability of all schools and the number of pupils on their school roll, April 2010 – April 2012⁽¹⁾

	2010	2011	2012
Schools			
Suitability not recorded	41	21	12
A: Good	546	585	622
B: Satisfactory	1429	1416	1380
C: Poor	595	543	532
D - Bad	55	52	50
Pupils on school roll⁽²⁾			
Suitability not recorded	7,697	3,266	418
A: Good	181,044	193,996	209,541
B: Satisfactory	325,218	329,480	316,804
C: Poor	139,238	128,807	127,064
D: Bad	15,472	16,072	15,397

(1) See background notes 3.16 for more information on the suitability 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 2011 for the April 2012 figures. So schools which opened after September but before April will not have any pupils recorded for that academic year.

The proportion of schools with a good or satisfactory suitability has increased from 74 per cent in April 2010 to 77 per cent in April 2012. Taking into account the different number of pupils in each school, this has resulted in the number of pupils in schools with a good or satisfactory suitability increasing from 76 per cent in April 2010 to 79 per cent in April 2012.

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 and the school estates core facts survey. The 2012 pupil and staff censuses were carried out on 20th September 2012. The pre-school education census took place in the week commencing 17th September 2012. The school estates core facts survey is based on all schools open on 1 April 2012 and schools rebuilt during the 2011-12 financial year.

2. Coverage and Timing

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

2.2 The pre-school education census covers all centres providing pre-school education that is funded by local authorities. Services that reported to the census that they did not provide pre-school education are not included in this publication. Not all services providing pre-school education responded to the census. The response rate was 81%, an increase from 65% in 2011. For the first time this year local authorities were involved in validating the pre-school returns and provided some data for a further 6% of centres. For the remaining 13% of pre-school centres information has been imputed (i.e. rolled forward) using information from the September 2011 census for 9,114 children. In September 2012, there were 12 centres where this was not possible (e.g. because the centre has opened after September 2011). 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.

2.3 The improved data quality and validation this year has allowed some double counting of staff across the school census and pre-school census to be identified. This will have affected historic pre-school data as well as the 2012 figures. While it should not have a large effect on the overall figures it is an issue for almost every local authority to a greater or lesser extent. We will be taking steps to reduce double counting across pre-school and school sectors in future collections.

2.4 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.

2.5 As a result of the September 2010 consultation of users of school statistics, and changes to the legislation around school handbooks, we have made a number of changes to our collections and publications, these include:

1. Moving the absence and exclusions data to a biennial (once every 2 years) collection. We did not collect data for the 2011/12 academic year

so the 2010/11 data on attendance, absence and exclusions is the most recent data available and was published in December 2011. Information for the academic year 2012/13 will be collected and will appear in the December 2013 publication. Local authorities still collected information on pupils attendance, absence and exclusions in 2011/12 on their management information systems. So, if more up to date information is required this can be requested direct from local authorities.

2. Ceasing publication of SQA pre-appeal attainment data. Post-appeal data will still be published in June as part of the 'Summary Statistics for Attainment, Leaver Destinations and Healthy Living' publication. SQA pre-appeal attainment data is still published annually in August by the Scottish Qualifications Authority. Here is a link to their detailed published data: <http://www.sqa.org.uk/sqa/24760.899.html>
3. Publishing school leaver destination data only once per year, in June, as part of the 'Summary Statistics for Attainment, Leaver Destinations and Healthy Living' publication. Skills Development Scotland will still collect the initial destination data and they are currently planning to publish 2011/12 school leavers data in February 2013. Here is a link to their key publications page: <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications.aspx>

3. Definitions and Data Quality

Teachers and schools (Tables 2.1 – 2.5)

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

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

3.3 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 2.2. We have also identified an issue of teachers and head teachers working in both schools and pre-schools being counted in both sectors. For this reason, the pre-school teacher numbers are likely to be an overcount.

3.4 On 3 May 2012, the FTE recorded for pre-school teachers in Fife in 2011 was revised down, replacing the total figure provided by Fife at the time of publication. This caused the FTE of pre-school teachers and the total FTE of teachers to reduce by 10, compared to originally published figures. Therefore, the total FTE of teachers in Local Authorities in 2011 was 51,276 (as shown in the amended 2011 publication) rather than the 51,286 that was published in

the original publication. The 2011 figure for the total FTE of teachers (including grant aided schools) in table 1.1 was also reduced by 10, from 51,441 to 51,431 on 3 May 2012.

Pupil numbers (Tables 3.1 – 3.5)

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

Maximum class sizes in primary schools are as follows:

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

Excepted pupils in class-size legislation are—

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

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

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

3.8 Education authorities must have arrangements in place to identify pupils with additional support needs and from among them those who may

require a **Co-ordinated Support Plan (CSP)** and the particular additional support needs of the pupils so identified. **Individualised Educational Programmes (IEPs)** are written plans setting targets that a child with additional support needs is expected to achieve. Targets should be limited in number and focus on key priorities of learning. They should be simple, clearly expressed and measurable.

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

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

Pre-schools (Table 4.1 – 4.2)

3.9 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.

3.10 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.

3.11 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.

3.12 In 2010 the date of the pre-school census was moved from January to September and, as a result, data collected prior to September 2010 are not directly comparable to figures collected from September 2010 onwards. This is particularly the case for the number of 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 5.1 – 5.3)

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

3.14 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.

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

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

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

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

3.17 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 last year to reflect more accurate information received during the collection of the 2010-11 data. During the collection of the 2012 School estates data, it was discovered that one school had been incorrectly recorded as rebuilt or refurbished in 2010/11. It had in fact been rebuilt in the 2011/12 financial year. The information in this publication and in the 2011 school estates data set has been changed to reflect this.

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: Carrie Graham, Keira Murray, Kieran Furness and Venetia Haynes.

6.3 All tables are available on the Scottish Government website at <http://www.scotland.gov.uk/stats/bulletins/01025>

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

7. Enquiries

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

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

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11th December, 2012

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