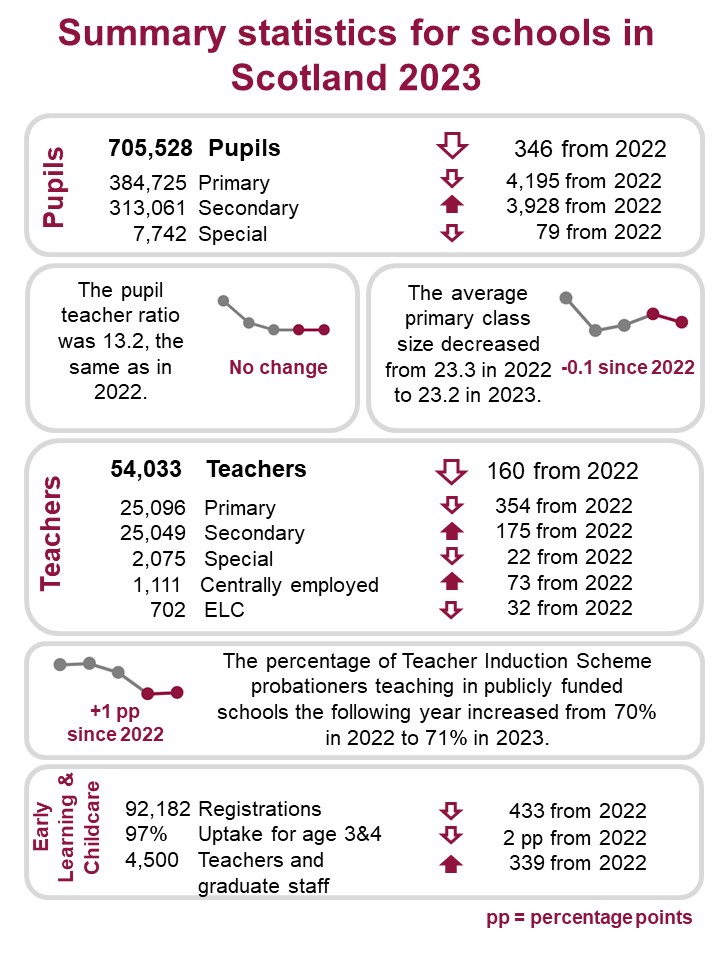
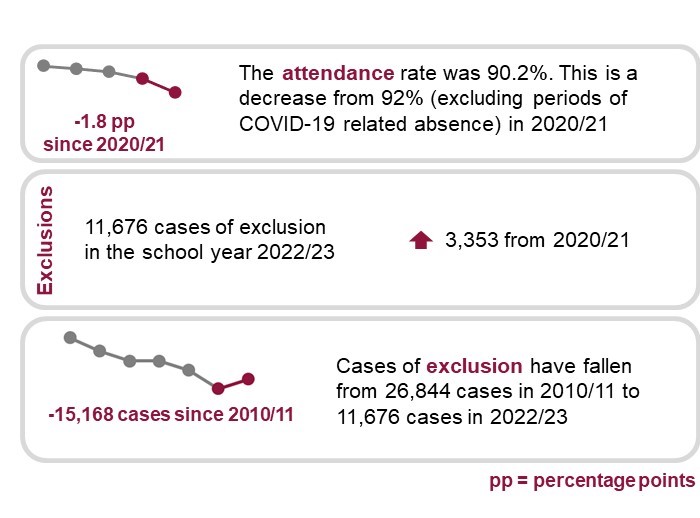
# Summary statistics for schools in Scotland 2023

# Key Points





### Pupils

* 705,528 pupils – down 346 from 2022
* 384,725 primary – down 4,195 from 2022
* 313,061 Secondary – up 3,928 from 2022
* 7,742 Special – down 79 from 2022
* The pupil teacher ratio remained at 13.2
* The average primary class size decreased from 23.3 in 2022 to 23.2 in 2023.

### Teachers

* 54,033 Teachers – down 160 from 2022
* 25,096 Primary – down 354 from 2022
* 25,049 Secondary – up 175 from 2022
* 2,075 Special - down 22 from 2022
* 1,111 Centrally employed – up 73 from 2022
* 702 ELC – down 32 from 2022
* The percentage of Teacher Induction Scheme probationers teaching in publicly funded schools the following year increased from 70% in 2022 to 71% in 2023.

### Early learning and Childcare

* 92,182 Registrations – down 433 from 2022
* 97% Uptake for age 3&4 – down 2 percentage points from 2022
* 4,500 Teachers and graduate staff – up 339 from 2022

### Attendance

* The attendance rate was 90.2%. This is a decrease from 92.0% (excluding periods of COVID-19 related school closures) in 2020/21.

### Exclusions

* 11,676 cases of exclusion in the 2022/23 school year – up 3,353 from 2020/21
* Cases of exclusion have fallen from 40 cases per 1,000 pupils in 2010/11 to 16.6 per 1,000 pupils in 2022/23.

# Introduction

This publication brings together headline statistics from the annual censuses on pupils, teachers and early learning and childcare. It also includes headline statistics from the biennial attendance and exclusions collection.

The main purpose of this bulletin is present the latest statistics. However, previously published statistics from recent years (usually back to 2017) are sometimes also presented to aid contextual understanding of the latest statistics. The complete set of statistics over time, as well as statistics containing more detailed breakdowns, are available for [pupils](https://www.gov.scot/publications/pupil-census-supplementary-statistics/), [teachers](https://www.gov.scot/publications/teacher-census-supplementary-statistics/), [attendance](https://www.gov.scot/publications/school-attendance-and-absence-statistics/) and [exclusions](https://www.gov.scot/publications/school-exclusion-statistics/). The next updates to these supplementary statistics will be in March.

Additional statistics on the early learning and childcare census are available through the supporting documents section of this publication.

The statistics in this bulletin supersede all previously published statistics.

## An Accredited Official Statistics Publication for Scotland

These statistics are accredited official statistics. The Office for Statistics Regulation has independently reviewed and accredited these statistics as complying with the standards of trustworthiness, quality, and value in the Code of Practice for Statistics.

Accredited official statistics are called National Statistics in the Statistics and Registration Service Act 2007.

Scottish Government statistics are regulated by the Office for Statistics Regulation (OSR). OSR sets the standards of trustworthiness, quality and value in the Code of Practice for Statistics that all producers of official statistics should adhere to.

# Headline school and early learning and childcare (ELC) statistics

In 2023 there was a decrease in the number of pupils and in teacher full-time equivalents (FTE). However, as both these changes were relatively small the pupil teacher ratio (PTR), which gives a measure of the size of the teaching workforce relative to the pupil population, remained at 13.2 after rounding.

Teacher numbers increased in the secondary sector and for centrally employed but the combined decreases in primary, special and ELC sectors were large enough to result in a reduction in teacher FTE overall. There was a decrease in both teachers and pupils in the primary sector and the primary PTR remained at 15.3. In secondary schools there was an increase in both teachers and pupils. The increase in secondary pupils was slightly higher proportionally than the increase in secondary teachers meaning there was an increase in pupils per teacher which resulted in the secondary PTR increasing from 12.4 to 12.5.

Figure 1 Publicly funded schools, Scotland, 2017 to 2023

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sector | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** | **2023** |
| Primary | 2,019 | 2,012 | 2,004 | 2,005 | 2,001 | 1,994 | 1,988 |
| Secondary | 360 | 357 | 358 | 357 | 357 | 358 | 361 |
| Special | 135 | 133 | 114 | 114 | 111 | 109 | 107 |

Figure 2 Pupils by sector, Scotland, 2017 to 2023

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sector | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** | **2023** |
| Primary | 400,312 | 400,276 | 398,794 | 393,957 | 390,313 | 388,920 | 384,725 |
| Secondary | 281,993 | 286,152 | 292,063 | 300,954 | 306,811 | 309,133 | 313,061 |
| Special | 6,654 | 6,823 | 7,132 | 7,286 | 7,599 | 7,821 | 7,742 |
| Total | 688,959 | 693,251 | 697,989 | 702,197 | 704,723 | 705,874 | 705,528 |

Figure 3 Teachers by sector, Scotland, 2017 to 2023 [Note 1]

| Sector | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** | **2023** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ELC | 921 | 821 | 798 | 728 | 704 | 734 | 702 |
| School based | 49,463 | 50,099 | 50,477 | 51,663 | 52,593 | 52,422 | 52,221 |
| Primary | 24,477 | 24,899 | 25,027 | 25,651 | 25,807 | 25,451 | 25,096 |
| Secondary | 23,150 | 23,317 | 23,522 | 24,077 | 24,782 | 24,874 | 25,049 |
| Special | 1,836 | 1,883 | 1,927 | 1,934 | 2,005 | 2,097 | 2,075 |
| Centrally employed (school) | 1,129 | 1,039 | 972 | 1,009 | 988 | 1,037 | 1,111 |
| Total school (excluding ELC) | 50,592 | 51,138 | 51,449 | 52,672 | 53,581 | 53,459 | 53,331 |
| Total (including ELC) | 51,513 | 51,959 | 52,247 | 53,400 | 54,285 | 54,193 | 54,033 |

Note 1: ELC teachers include ELC home visiting

Figure 4 Pupil teacher ratios (PTR) by sector, Scotland, 2017 to 2023

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sector | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** | **2023** |
| Publicly funded schools | 13.6 | 13.6 | 13.6 | 13.3 | 13.2 | 13.2 | 13.2 |
| Total based in schools | 13.9 | 13.8 | 13.8 | 13.6 | 13.4 | 13.5 | 13.5 |
| Primary | 16.4 | 16.1 | 15.9 | 15.4 | 15.1 | 15.3 | 15.3 |
| Secondary | 12.2 | 12.3 | 12.4 | 12.5 | 12.4 | 12.4 | 12.5 |
| Special | 3.6 | 3.6 | 3.7 | 3.8 | 3.8 | 3.7 | 3.7 |

# School teachers

The total number of school teachers (primary, secondary, special and centrally employed) decreased by 128 between 2022 and 2023. This follows a decrease in teacher numbers in 2022 after rises in each year from 2016 to 2021. The total number of teachers across all sectors including ELC decreased by 160 between 2022 and 2023 (Figure 5, Figure 6, Figure 7). The total number of teachers across all sectors including ELC and excluding grant-aided decreased by 162 between 2022 and 2023 (Figure 7).

Although the number of teachers has decreased since 2022, this was not the case for each local authority. Figure 6 shows increases in school teachers in 15 local authorities this year. The largest proportional increase was 3.1% in Dundee City (42 FTE). However, in 17 local authorities the number of teachers decreased. The largest proportional decreases were 2.7% in East Ayrshire (33 FTE), followed by Glasgow City and Moray with decreases of 2.0% (114 FTE and 19 FTE respectively). This pattern of increases and decreases is very similar when teachers including those in ELC are considered. In this case the number of teacher increased in 16 local authorities and decreased in 16, as shown in Figure 7.

Figure 4 shows pupil teacher ratios (PTRs) which give a measure of the size of the school teaching workforce relative to the pupil population. The national PTR did not change from 2022, remaining at 13.2. This remains the lowest national PTR since 2008.

Across Scotland, the PTR decreased or maintained in 26 local authorities compared to 2022 (Figure 8). The biggest decrease was seen in Dundee City, which decreased by 0.4. Since 2017, Midlothian has had the largest decrease in PTR at 1.1. The largest increase in PTR since 2017 has been in Dumfries and Galloway at 0.5.

The average (mean) age of school teachers was 41 in 2023 (Figure 11), compared to 42 in 2013, so the teacher workforce was, on average, younger in 2023 than in 2013. Figure 9 shows that the age profile of teachers has changed over the past 10 years. There is no longer a peak at age 55-60 and instead the age profile shows more teachers in their twenties, thirties and forties than previously. In 2023, half of teachers were aged between 28 and 44.

Figure 10 shows that there are many more female teachers than male, especially in the primary sector where 89% of teachers are female. Figure 14 shows that there are more female teachers than male across most sectors and grades, although the difference is less pronounced in promoted posts within primary and secondary (Deputy Head teacher or Head teachers). The exception is Head teachers in secondary where 45% were female.

The largest ethnic group for teachers is White – Scottish (68%) while 2% reported being from a minority ethnic group. Ethnicity was either not known or not disclosed for 6% of teachers (Figure 12).

A new role of Lead Teacher was established in June 2021 by the Scottish Negotiating Committee for Teachers. There were seven FTE Lead Teachers that met the inclusion criteria for this year’s school staff census.

Teaching posts were classified into three employment types for the purposes of the school staff census: Permanent, Temporary and Teacher Induction Scheme. Teachers may be employed on a permanent contract but be recorded in the staff census as temporary if they are working in a post classified as a temporary employment type. The proportion of teachers in temporary posts was 13%, the same as in 2022 (Figure 13). There was no change in the proportion of temporary posts in secondary schools while the proportion decreased for special schools and increased for primary and centrally employed teachers. Further detail on the recording of employment types is included in the background notes.

In 2023, the percentage of teachers working part-time, as a proportion of all FTE, was 19% (Figure 15). There was a higher rate amongst females (22%), than males (9%) (data not shown).

Teachers provisionally registered with the General Teaching Council for Scotland (GTCS) (for example those that have recently completed their initial teacher education) are required to complete a period of probation before becoming eligible for full registration. Probation can be completed through either the one-year full-time Teacher Induction Scheme (TIS) or a flexible route.

Figure 16 shows the percentage of previous TIS probationers who were in teaching posts in a publicly funded school in Scotland in the year following their probation. The percentage of teachers in such employment in the first year following probation has increased slightly to 71% for the most recent TIS cohort (2022/23) from 70% for the previous cohort. This increase follows a drop last year from 80% to 70%. The rate for the 2021/22 cohort was the lowest since the 2010/11 cohort but was still higher than the three cohorts from 2007/08 to 2009/10 when less than 60% of teachers found such employment in the first year following their probation (see the [supplementary statistics](https://www.gov.scot/publications/teacher-census-supplementary-statistics/) for information on cohorts pre 2016/17). Teachers not in a post in a publicly funded school may be teaching elsewhere (including abroad or in the independent sector), in non-teaching employment, or they may be unemployed.

For the 2022/23 cohort, the proportion of TIS probationers in a full-time permanent post at the time of the following year’s census was 29%, down from 33% for the previous cohort. Last year had shown the first increase in five years following a decrease from a high of 57% for the 2016/17 cohort. The proportion of the TIS probationer cohort that were in a full-time temporary post at the time of the following year’s census was higher than the previous cohort, up from 30% to 33%.

Statistics on pre 2016/17 cohorts are available from the [supplementary statistics](https://www.gov.scot/publications/teacher-census-supplementary-statistics/). Further breakdowns of post-probationer data, by sector, local authority and secondary subject can be found on the [post probationer teacher employment dashboard](https://www.gov.scot/publications/post-probationer-teacher-employment-dashboard/).

Figure 17 shows that, in general, there is a small decrease in the percentage of TIS probationers in teaching posts as time elapses from their probation.

Figure 5 Teachers, local authority, 2023 (FTE)

| Local Authority | Primary | Secondary | Special | Centrally employed | Total |
| --- | --- | --- | --- | --- | --- |
| Aberdeen City | 880 | 852 | 36 | 52 | 1,821 |
| Aberdeenshire | 1,328 | 1,295 | 46 | 48 | 2,717 |
| Angus | 571 | 560 | 0 | 26 | 1,157 |
| Argyll and Bute | 404 | 414 | 9 | 4 | 830 |
| City of Edinburgh | 1,642 | 1,805 | 165 | 99 | 3,711 |
| Clackmannanshire | 294 | 222 | 34 | 2 | 551 |
| Dumfries and Galloway | 630 | 641 | 23 | 88 | 1,383 |
| Dundee City | 658 | 651 | 55 | 31 | 1,395 |
| East Ayrshire | 548 | 531 | 93 | 25 | 1,198 |
| East Dunbartonshire | 595 | 684 | 56 | 35 | 1,370 |
| East Lothian | 481 | 520 | 0 | 32 | 1,033 |
| East Renfrewshire | 613 | 716 | 37 | 4 | 1,370 |
| Falkirk | 790 | 805 | 76 | 8 | 1,679 |
| Fife | 1,735 | 1,681 | 98 | 101 | 3,614 |
| Glasgow City | 2,744 | 2,414 | 371 | 83 | 5,612 |
| Highland | 1,024 | 1,188 | 45 | 45 | 2,302 |
| Inverclyde | 346 | 356 | 49 | 16 | 766 |
| Midlothian | 531 | 481 | 30 | 37 | 1,078 |
| Moray | 453 | 452 | 0 | 37 | 942 |
| Na h-Eileanan Siar | 153 | 145 | 0 | 11 | 309 |
| North Ayrshire | 657 | 662 | 42 | 50 | 1,410 |
| North Lanarkshire | 1,711 | 1,637 | 240 | 77 | 3,664 |
| Orkney Islands | 118 | 127 | 0 | 8 | 254 |
| Perth and Kinross | 648 | 655 | 16 | 50 | 1,369 |
| Renfrewshire | 803 | 822 | 90 | 23 | 1,738 |
| Scottish Borders | 479 | 520 | 29 | 14 | 1,042 |
| Shetland Islands | 151 | 159 | 0 | 17 | 327 |
| South Ayrshire | 517 | 532 | 30 | 59 | 1,137 |
| South Lanarkshire | 1,657 | 1,672 | 163 | 0 | 3,492 |
| Stirling | 440 | 486 | 22 | 19 | 967 |
| West Dunbartonshire | 427 | 416 | 55 | 14 | 911 |
| West Lothian | 1,047 | 892 | 119 | 0 | 2,059 |
| All local authorities | 25,075 | 24,994 | 2,027 | 1,111 | 53,207 |
| Grant-aided | 21 | 55 | 48 | 0 | 125 |
| Scotland | 25,096 | 25,049 | 2,075 | 1,111 | 53,331 |

Figure 6 Teachers in schools (excluding ELC), local authority, 2017 to 2023 (FTE, all sectors excluding ELC)

| Local Authority | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Aberdeen City | 1,624 | 1,636 | 1,675 | 1,725 | 1,745 | 1,815 | 1,821 |
| Aberdeenshire | 2,675 | 2,650 | 2,696 | 2,720 | 2,731 | 2,724 | 2,717 |
| Angus | 1,133 | 1,160 | 1,172 | 1,197 | 1,172 | 1,145 | 1,157 |
| Argyll and Bute | 825 | 861 | 834 | 846 | 860 | 815 | 830 |
| City of Edinburgh | 3,281 | 3,346 | 3,452 | 3,518 | 3,615 | 3,672 | 3,711 |
| Clackmannanshire | 513 | 512 | 520 | 554 | 556 | 553 | 551 |
| Dumfries and Galloway | 1,470 | 1,436 | 1,436 | 1,413 | 1,421 | 1,370 | 1,383 |
| Dundee City | 1,330 | 1,321 | 1,316 | 1,340 | 1,375 | 1,353 | 1,395 |
| East Ayrshire | 1,189 | 1,185 | 1,205 | 1,233 | 1,263 | 1,230 | 1,198 |
| East Dunbartonshire | 1,245 | 1,248 | 1,269 | 1,366 | 1,374 | 1,360 | 1,370 |
| East Lothian | 935 | 960 | 973 | 1,008 | 1,031 | 1,026 | 1,033 |
| East Renfrewshire | 1,265 | 1,277 | 1,306 | 1,322 | 1,341 | 1,356 | 1,370 |
| Falkirk | 1,620 | 1,634 | 1,629 | 1,688 | 1,663 | 1,647 | 1,679 |
| Fife | 3,498 | 3,503 | 3,530 | 3,627 | 3,636 | 3,656 | 3,614 |
| Glasgow City | 5,020 | 5,263 | 5,352 | 5,446 | 5,621 | 5,725 | 5,612 |
| Highland | 2,365 | 2,388 | 2,300 | 2,284 | 2,352 | 2,322 | 2,302 |
| Inverclyde | 738 | 745 | 730 | 751 | 795 | 768 | 766 |
| Midlothian | 892 | 930 | 941 | 985 | 1,024 | 1,067 | 1,078 |
| Moray | 856 | 868 | 866 | 873 | 952 | 960 | 942 |
| Na h-Eileanan Siar | 327 | 327 | 313 | 312 | 317 | 315 | 309 |
| North Ayrshire | 1,396 | 1,393 | 1,376 | 1,412 | 1,462 | 1,422 | 1,410 |
| North Lanarkshire | 3,502 | 3,545 | 3,590 | 3,742 | 3,778 | 3,705 | 3,664 |
| Orkney Islands | 253 | 250 | 251 | 247 | 257 | 253 | 254 |
| Perth and Kinross | 1,329 | 1,346 | 1,329 | 1,346 | 1,386 | 1,374 | 1,369 |
| Renfrewshire | 1,656 | 1,676 | 1,674 | 1,778 | 1,793 | 1,764 | 1,738 |
| Scottish Borders | 1,055 | 1,070 | 1,038 | 1,065 | 1,054 | 1,045 | 1,042 |
| Shetland Islands | 323 | 322 | 320 | 329 | 329 | 328 | 327 |
| South Ayrshire | 1,056 | 1,048 | 1,065 | 1,101 | 1,128 | 1,129 | 1,137 |
| South Lanarkshire | 3,282 | 3,298 | 3,341 | 3,438 | 3,480 | 3,487 | 3,492 |
| Stirling | 925 | 934 | 938 | 954 | 963 | 969 | 967 |
| West Dunbartonshire | 961 | 956 | 980 | 964 | 959 | 926 | 911 |
| West Lothian | 1,924 | 1,924 | 1,909 | 1,971 | 2,029 | 2,058 | 2,059 |
| All local authorities | 50,464 | 51,012 | 51,327 | 52,555 | 53,461 | 53,337 | 53,207 |
| Grant-aided | 127 | 126 | 122 | 117 | 120 | 123 | 125 |
| Scotland | 50,592 | 51,138 | 51,449 | 52,672 | 53,581 | 53,459 | 53,331 |

Figure 7 Teachers in schools and ELC, local authority, 2017 to 2023 (FTE, all sectors including ELC)

| Local Authority | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Aberdeen City | 1,673 | 1,671 | 1,702 | 1,753 | 1,763 | 1,836 | 1,847 |
| Aberdeenshire | 2,688 | 2,664 | 2,714 | 2,739 | 2,752 | 2,747 | 2,734 |
| Angus | 1,140 | 1,167 | 1,180 | 1,208 | 1,182 | 1,156 | 1,172 |
| Argyll and Bute | 835 | 870 | 843 | 858 | 872 | 835 | 848 |
| City of Edinburgh | 3,416 | 3,484 | 3,584 | 3,609 | 3,666 | 3,725 | 3,759 |
| Clackmannanshire | 525 | 519 | 527 | 557 | 559 | 556 | 555 |
| Dumfries and Galloway | 1,489 | 1,453 | 1,455 | 1,421 | 1,433 | 1,389 | 1,403 |
| Dundee City | 1,374 | 1,358 | 1,355 | 1,376 | 1,418 | 1,395 | 1,431 |
| East Ayrshire | 1,201 | 1,198 | 1,218 | 1,246 | 1,275 | 1,243 | 1,206 |
| East Dunbartonshire | 1,273 | 1,278 | 1,300 | 1,397 | 1,410 | 1,393 | 1,405 |
| East Lothian | 973 | 973 | 981 | 1,014 | 1,035 | 1,031 | 1,041 |
| East Renfrewshire | 1,298 | 1,308 | 1,338 | 1,355 | 1,381 | 1,393 | 1,407 |
| Falkirk | 1,645 | 1,659 | 1,632 | 1,691 | 1,668 | 1,651 | 1,683 |
| Fife | 3,556 | 3,571 | 3,601 | 3,693 | 3,708 | 3,724 | 3,686 |
| Glasgow City | 5,084 | 5,317 | 5,410 | 5,497 | 5,680 | 5,779 | 5,654 |
| Highland | 2,397 | 2,423 | 2,330 | 2,317 | 2,385 | 2,356 | 2,339 |
| Inverclyde | 743 | 753 | 739 | 761 | 806 | 781 | 772 |
| Midlothian | 913 | 945 | 955 | 999 | 1,041 | 1,081 | 1,084 |
| Moray | 863 | 874 | 869 | 887 | 966 | 977 | 957 |
| Na h-Eileanan Siar | 329 | 330 | 316 | 315 | 322 | 320 | 314 |
| North Ayrshire | 1,410 | 1,404 | 1,385 | 1,421 | 1,470 | 1,434 | 1,422 |
| North Lanarkshire | 3,547 | 3,587 | 3,621 | 3,745 | 3,783 | 3,726 | 3,685 |
| Orkney Islands | 257 | 255 | 256 | 252 | 261 | 257 | 258 |
| Perth and Kinross | 1,371 | 1,388 | 1,368 | 1,390 | 1,426 | 1,419 | 1,413 |
| Renfrewshire | 1,677 | 1,690 | 1,682 | 1,783 | 1,804 | 1,780 | 1,753 |
| Scottish Borders | 1,075 | 1,086 | 1,058 | 1,085 | 1,080 | 1,067 | 1,068 |
| Shetland Islands | 331 | 330 | 326 | 335 | 338 | 339 | 337 |
| South Ayrshire | 1,095 | 1,075 | 1,093 | 1,131 | 1,162 | 1,164 | 1,172 |
| South Lanarkshire | 3,347 | 3,360 | 3,414 | 3,518 | 3,526 | 3,516 | 3,517 |
| Stirling | 937 | 943 | 950 | 960 | 969 | 974 | 974 |
| West Dunbartonshire | 971 | 965 | 994 | 980 | 977 | 950 | 938 |
| West Lothian | 1,955 | 1,935 | 1,929 | 1,989 | 2,050 | 2,075 | 2,075 |
| All local authorities | 51,385 | 51,834 | 52,125 | 53,283 | 54,165 | 54,071 | 53,909 |
| Grant-aided | 127 | 126 | 122 | 117 | 120 | 123 | 125 |
| Scotland | 51,513 | 51,959 | 52,247 | 53,400 | 54,285 | 54,193 | 54,033 |

Figure 8 Pupil teacher ratio (PTR), local authority, 2017 to 2023 (all sectors excluding ELC)

| Local Authority | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Aberdeen City | 14.0 | 14.1 | 13.8 | 13.7 | 13.9 | 13.9 | 14.4 |
| Aberdeenshire | 13.3 | 13.5 | 13.3 | 13.4 | 13.4 | 13.5 | 13.5 |
| Angus | 13.3 | 13.1 | 13.0 | 12.8 | 12.9 | 13.1 | 12.9 |
| Argyll and Bute | 12.5 | 12.0 | 12.2 | 12.0 | 11.7 | 12.3 | 11.9 |
| City of Edinburgh | 15.1 | 15.1 | 14.9 | 14.8 | 14.5 | 14.6 | 14.5 |
| Clackmannanshire | 12.9 | 13.0 | 12.8 | 12.0 | 12.1 | 12.1 | 12.0 |
| Dumfries and Galloway | 12.8 | 13.1 | 13.1 | 13.2 | 13.2 | 13.5 | 13.3 |
| Dundee City | 13.7 | 13.8 | 13.9 | 13.7 | 13.4 | 13.7 | 13.3 |
| East Ayrshire | 13.3 | 13.5 | 13.4 | 13.2 | 12.9 | 13.1 | 13.5 |
| East Dunbartonshire | 13.4 | 13.6 | 13.5 | 12.7 | 12.7 | 12.8 | 12.8 |
| East Lothian | 15.2 | 15.1 | 15.1 | 14.8 | 14.6 | 14.7 | 14.6 |
| East Renfrewshire | 13.5 | 13.5 | 13.2 | 13.2 | 13.1 | 13.0 | 13.0 |
| Falkirk | 13.5 | 13.4 | 13.5 | 13.0 | 13.1 | 13.2 | 12.8 |
| Fife | 14.1 | 14.2 | 14.2 | 13.9 | 13.8 | 13.6 | 13.6 |
| Glasgow City | 13.5 | 13.1 | 13.0 | 12.9 | 12.6 | 12.5 | 12.8 |
| Highland | 13.0 | 12.9 | 13.5 | 13.5 | 13.1 | 13.2 | 13.2 |
| Inverclyde | 13.4 | 13.2 | 13.6 | 13.1 | 12.3 | 12.6 | 12.7 |
| Midlothian | 14.2 | 13.8 | 14.0 | 13.7 | 13.5 | 13.1 | 13.1 |
| Moray | 13.9 | 13.7 | 13.8 | 13.9 | 12.8 | 12.7 | 12.9 |
| Na h-Eileanan Siar | 10.3 | 10.2 | 10.6 | 10.7 | 10.4 | 10.4 | 10.4 |
| North Ayrshire | 13.1 | 13.1 | 13.1 | 12.8 | 12.2 | 12.4 | 12.3 |
| North Lanarkshire | 14.0 | 13.8 | 13.7 | 13.2 | 13.0 | 13.2 | 13.2 |
| Orkney Islands | 10.8 | 11.1 | 11.1 | 11.3 | 10.9 | 11.1 | 10.9 |
| Perth and Kinross | 13.5 | 13.3 | 13.6 | 13.5 | 13.1 | 13.2 | 13.2 |
| Renfrewshire | 14.2 | 14.1 | 14.2 | 13.4 | 13.3 | 13.6 | 13.9 |
| Scottish Borders | 13.8 | 13.6 | 14.0 | 13.6 | 13.7 | 13.7 | 13.6 |
| Shetland Islands | 10.0 | 10.1 | 10.2 | 10.0 | 10.1 | 10.0 | 9.9 |
| South Ayrshire | 13.3 | 13.3 | 13.2 | 13.0 | 12.7 | 12.6 | 12.4 |
| South Lanarkshire | 13.4 | 13.4 | 13.4 | 13.1 | 13.0 | 13.2 | 13.2 |
| Stirling | 13.5 | 13.5 | 13.5 | 13.4 | 13.3 | 13.2 | 13.1 |
| West Dunbartonshire | 13.1 | 13.1 | 12.8 | 13.0 | 13.0 | 13.2 | 13.2 |
| West Lothian | 14.0 | 14.1 | 14.3 | 13.9 | 13.6 | 13.5 | 13.5 |
| All local authorities | 13.6 | 13.6 | 13.6 | 13.3 | 13.2 | 13.2 | 13.2 |
| Grant-aided | 9.3 | 9.4 | 9.6 | 10.0 | 9.7 | 9.6 | 9.3 |
| Scotland | 13.6 | 13.6 | 13.6 | 13.3 | 13.2 | 13.2 | 13.2 |

Figure 9 Age profile of teachers, Scotland, 2013 and 2023



Figure 9 shows the age profile of teachers in 2013 and 2023. In 2023 there is a notable increase in the number of teachers aged between 25 and 47 compared to 2013 with the biggest increase between ages 35 and 45. The peak shown for teachers aged 54 to 60 in 2013 is not present for 2023 with a marked drop in teachers in this age range over this period.

Figure 10 Teacher sex by sector, Scotland, 2023 (percentage of FTE)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sex | Primary | Secondary | Special | Centrally Employed | Total |
| Female | 89 | 65 | 78 | 83 | 77 |
| Male | 11 | 35 | 22 | 17 | 23 |

Figure 11 Teacher age by sector, Scotland, 2023 (percentage of FTE)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Age | Primary | Secondary | Special | Centrally Employed | Total |
| Under 25 | 6 | 5 | 1 | 1 | 5 |
| 25 to 34 | 30 | 29 | 19 | 10 | 29 |
| 35 to 44 | 30 | 29 | 32 | 28 | 30 |
| 45 to 54 | 23 | 24 | 31 | 35 | 24 |
| 55 or over | 11 | 13 | 16 | 26 | 12 |
| Average Age | 40 | 41 | 44 | 47 | 41 |

Figure 12 Teacher ethnicity by sector, Scotland, 2023 (percentage of FTE)

| Ethnicity | Primary | Secondary | Special | Centrally Employed | Total |
| --- | --- | --- | --- | --- | --- |
| White - Scottish | 71 | 65 | 68 | 57 | 68 |
| White - other British | 20 | 22 | 19 | 25 | 21 |
| White - other | 2 | 4 | 6 | 5 | 3 |
| Minority ethnic group | 1 | 2 | 2 | 4 | 2 |
| Not known | 2 | 3 | 1 | 6 | 3 |
| Not disclosed | 3 | 4 | 4 | 4 | 3 |

Figure 13 Teacher post employment type by sector, Scotland, 2023 (percentage of FTE)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type | Primary | Secondary | Special | Centrally Employed | Total |
| Permanent | 78 | 85 | 86 | 83 | 82 |
| Temporary | 16 | 11 | 14 | 17 | 13 |
| Teacher Induction Scheme | 6 | 4 | 0 | 0 | 5 |

Figure 14 Teacher grade by sector, Scotland, 2023 (percentage of FTE)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Primary | Secondary | Special | Centrally Employed | Total |
| Head teacher | 6 | 1 | 4 | 3 | 4 |
| Head teacher - percentage female | 83 | 45 | 79 | 88 | 77 |
| Depute head teacher | 6 | 5 | 6 | 4 | 5 |
| Depute head teacher - percentage female | 87 | 57 | 75 | 76 | 74 |
| Principal or Lead teacher | 7 | 21 | 10 | 12 | 14 |
| Principal or Lead - percentage female | 86 | 64 | 74 | 80 | 70 |
| Chartered teacher | 1 | 1 | 1 | 3 | 1 |
| Chartered teacher - percentage female | 94 | 55 | 71 | 88 | 71 |
| Teacher | 80 | 71 | 78 | 78 | 76 |
| Teacher - percentage female | 90 | 67 | 78 | 83 | 79 |
| All - percentage female | 89 | 65 | 78 | 83 | 77 |

Figure 15 Teacher mode of working by sector, Scotland, 2023 (percentage of FTE) [Note 1]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Mode | Primary | Secondary | Special | Centrally Employed | Total |
| Full-time | 76 | 86 | 80 | 71 | 81 |
| Full-time - Percentage female | 87 | 63 | 75 | 80 | 74 |
| Part-time | 24 | 14 | 20 | 29 | 19 |
| Part-time - Percentage female | 94 | 82 | 89 | 89 | 90 |

Note 1: The mode of working is the percentage of FTE by working pattern in a school sector at a particular grade.

Figure 16: Teacher Induction Scheme (TIS) post-probationers teaching in the year following their probation, Scotland, 2023 (percentage and headcount)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Employment Type | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
| Full-time permanent | 57 | 55 | 48 | 38 | 31 | 33 | 29 |
| Full-time temporary | 28 | 27 | 30 | 42 | 42 | 30 | 33 |
| Part-time permanent | 1 | 2 | 2 | 1 | 1 | 1 | 2 |
| Part-time temporary | 2 | 3 | 5 | 3 | 6 | 6 | 7 |
| Other [Note 1] | 12 | 13 | 16 | 15 | 20 | 30 | 29 |
| All teaching post types’ | **88** | **87** | **84** | **85** | **80** | **70** | **71** |
| Headcount of teachers in cohort | 2,630 | 2,852 | 2,836 | 3,076 | 3,123 | 3,218 | 2,892 |

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

Figure 17 Long-term employment of Teacher Induction Scheme probationers, Scotland, 2016/17 to 2022/23 (percentage of headcount)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Cohort | Sep-17 | Sep-18 | Sep-19 | Sep-20 | Sep-21 | Sep-22 | Sep-23 |
| 2016/17 cohort | **88** | 85 | 83 | 83 | 82 | 80 | 79 |
| 2017/18 cohort |  | **87** | 84 | 84 | 84 | 81 | 80 |
| 2018/19 cohort |  |  | **84** | 85 | 85 | 82 | 80 |
| 2019/20 cohort |  |  |  | **85** | 84 | 82 | 81 |
| 2020/21 cohort |  |  |  |  | **80** | 81 | 76 |
| 2021/22 cohort |  |  |  |  |  | **70** | 73 |
| 2022/23 cohort |  |  |  |  |  |  | **71** |

# Classes and pupils

The overall average class size for primary has decreased from 23.3 in 2022 to 23.2 in 2023 (Figure 18). Between 2022 and 2023 the average class size for P1-P3 decreased from 23.1 to 23.0 while the average class size for P4-7 remained the same at 25.7. Statistics on class sizes in the secondary sector are not collected as class size varies widely across subjects.

Figure 19 shows that the number of P1-P3 pupils taught in classes of 26 or more decreased from 40,441 in 2022 to 38,888 in 2023. The number of pupils taught in classes of 18 or fewer decreased from 20,235 in 2022 to 19,979 in 2023. However, the reduction in the number of pupils in P1-P3 meant that the proportion of pupils taught in classes of 18 or fewer increased slightly from 12.6% in 2022 to 12.7 in 2023.

Legislation limits class sizes to 25 for P1 pupils and to 30 for P2 and P3. However, classes may exceed these limits due the inclusion of one or more ‘excepted pupils’ (see background notes for more information).

In 2023 the number of P1 pupils in classes of 26 or more was 264; this was a decrease from 409 in 2022 (Figure 20). In 2023, there were 11 classes with 26 or more pupils and at least one P1 pupil, compared to 17 such classes in 2022 (data not shown).

Figure 21 shows that the percentage of P1-P3 pupils in classes of 18 or fewer varied considerably between local authorities and years. One of the main reasons for this was the differing number of small schools between local authorities.

Figure 22 shows pupils broken down by characteristics used in equalities monitoring. In 2023, 79.6% of pupils were recorded as being White-Scottish or White-other British. The next largest proportions of ethnic backgrounds were White-Other (3.7%), White-Polish (2.4%), Asian Pakistani (2.2%) and mixed (1.8%).

In 2023, 37% of all pupils (259,036 individuals) had an additional support need (ASN) (Figure 23). This is 2.8 percentage points higher than 2022 when 34.2% of pupils had an additional support need.

The number of pupils identified with additional support needs (ASN) has increased markedly since 2010 and there continue to be year on year increases (see table 1.5 of the [supplementary tables](https://www.gov.scot/publications/pupil-census-supplementary-statistics/)). These increases were likely due in part to continued improvements in recording and the introduction of the additional need types 'Child plans' and ‘Other’ in 2011.

Statistics on additional support needs include pupils in special schools and those in mainstream schools who are assessed or declared disabled, or have a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP), Child Plan or another type of support. Pupils may have more than one type of ASN, therefore the total for ASN types do not equal the sum of individual types of ASN.

Figure 18 Average class size of primary school pupils by stage, Scotland, 2017 to 2023 [Note 1]

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Stage | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| P1 | 21.0 | 20.9 | 21.0 | 20.8 | 20.9 | 20.9 | 20.8 |
| P2 | 23.9 | 23.9 | 23.9 | 23.8 | 23.7 | 23.8 | 23.6 |
| P3 | 24.7 | 24.6 | 24.7 | 24.2 | 24.4 | 24.5 | 24.5 |
| P4 | 26.0 | 25.7 | 25.7 | 25.3 | 25.3 | 25.5 | 25.4 |
| P5 | 26.1 | 26.1 | 26.0 | 25.5 | 25.6 | 25.7 | 25.8 |
| P6 | 26.1 | 26.0 | 26.0 | 25.5 | 25.6 | 25.7 | 25.7 |
| P7 | 25.9 | 26.0 | 25.9 | 25.6 | 25.5 | 25.7 | 25.8 |
| P1-P3 | 23.2 | 23.2 | 23.2 | 22.9 | 23.0 | 23.1 | 23.0 |
| P4-P7 | 26.0 | 25.9 | 25.9 | 25.5 | 25.5 | 25.7 | 25.7 |
| Primary | 23.5 | 23.5 | 23.5 | 23.1 | 23.2 | 23.3 | 23.2 |

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

Figure 19 P1-P3 pupils by class size, Scotland, 2017 to 2023 [Note 1]

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Class Size | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| 0 - 18 | 20,997 | 20,613 | 20,591 | 22,899 | 20,328 | 20,235 | 19,979 |
| 19 - 25 | 106,023 | 104,453 | 103,326 | 100,948 | 102,233 | 99,925 | 99,080 |
| 26 - 30 | 44,340 | 44,362 | 43,410 | 39,874 | 39,626 | 40,250 | 38,729 |
| 31 or more | 625 | 350 | 224 | 190 | 97 | 191 | 159 |
| % in classes of 18 or fewer or in two teacher classes of 36 or fewer | 12.2 | 12.1 | 12.3 | 14.0 | 12.5 | 12.6 | 12.7 |

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

Figure 20 P1 pupils by class size, Scotland, 2017 to 2023

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Class size | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| 0 - 18 | 11,925 | 11,326 | 11,393 | 12,570 | 11,017 | 10,936 | 11,064 |
| 19 - 25 | 44,195 | 43,254 | 43,525 | 40,551 | 41,724 | 40,906 | 38,729 |
| 26 or more | 631 | 511 | 267 | 188 | 293 | 409 | 264 |

Figure 21 P1-P3 pupil in classes of size 18 or fewer or in two teacher classes with a pupil teacher ratio of 18 or fewer, local authority, 2017 to 2023 (percentage)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Local Authority | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Aberdeen City | 13.0 | 9.9 | 13.5 | 12.8 | 5.7 | 8.7 | 8.6 |
| Aberdeenshire | 17.7 | 16.0 | 20.0 | 18.6 | 15.0 | 13.1 | 13.2 |
| Angus | 16.5 | 20.1 | 19.2 | 17.7 | 18.2 | 16.7 | 14.2 |
| Argyll and Bute | 27.1 | 34.6 | 28.5 | 39.1 | 37.9 | 42.1 | 37.4 |
| City of Edinburgh | 6.0 | 5.2 | 4.5 | 6.0 | 5.8 | 5.3 | 5.3 |
| Clackmannanshire | 14.1 | 11.8 | 16.5 | 13.1 | 12.9 | 13.5 | 24.5 |
| Dumfries and Galloway | 22.0 | 20.2 | 17.7 | 16.8 | 13.9 | 17.6 | 20.6 |
| Dundee City | 4.4 | 3.1 | 5.9 | 7.1 | 6.3 | 10.0 | 9.5 |
| East Ayrshire | 9.9 | 8.3 | 12.0 | 17.0 | 17.8 | 12.8 | 8.0 |
| East Dunbartonshire | 10.3 | 10.5 | 9.3 | 10.1 | 8.1 | 12.6 | 17.3 |
| East Lothian | 6.5 | 8.8 | 6.1 | 12.2 | 10.7 | 15.0 | 16.1 |
| East Renfrewshire | 12.6 | 11.9 | 18.3 | 9.5 | 13.6 | 9.6 | 6.3 |
| Falkirk | 7.9 | 8.8 | 10.6 | 15.2 | 14.1 | 8.6 | 10.7 |
| Fife | 11.6 | 7.1 | 3.7 | 7.1 | 4.1 | 4.8 | 5.9 |
| Glasgow City | 5.5 | 6.5 | 8.0 | 10.9 | 9.7 | 9.2 | 8.4 |
| Highland | 18.1 | 18.8 | 16.7 | 21.0 | 20.5 | 22.2 | 20.9 |
| Inverclyde | 5.0 | 6.1 | 8.0 | 4.8 | 7.1 | 10.6 | 8.9 |
| Midlothian | 11.2 | 16.2 | 9.4 | 11.4 | 8.3 | 13.7 | 15.0 |
| Moray | 8.1 | 9.0 | 11.0 | 9.0 | 15.3 | 14.6 | 12.8 |
| Na h-Eileanan Siar | 52.3 | 56.4 | 60.4 | 55.3 | 65.9 | 57.4 | 55.7 |
| North Ayrshire | 9.9 | 10.9 | 16.4 | 14.6 | 11.9 | 17.0 | 13.2 |
| North Lanarkshire | 11.4 | 8.9 | 9.4 | 13.7 | 13.3 | 11.2 | 12.8 |
| Orkney Islands | 24.7 | 24.8 | 30.6 | 36.8 | 31.8 | 26.9 | 41.3 |
| Perth and Kinross | 11.0 | 11.8 | 16.7 | 17.5 | 17.9 | 17.9 | 16.2 |
| Renfrewshire | 14.4 | 16.1 | 13.7 | 15.4 | 12.2 | 11.1 | 10.3 |
| Scottish Borders | 14.4 | 12.5 | 10.6 | 13.0 | 10.8 | 10.7 | 12.3 |
| Shetland Islands | 32.2 | 36.2 | 31.3 | 46.7 | 42.1 | 34.3 | 43.2 |
| South Ayrshire | 20.1 | 15.4 | 14.1 | 19.2 | 16.2 | 17.3 | 18.2 |
| South Lanarkshire | 16.8 | 19.2 | 18.1 | 16.9 | 12.1 | 11.3 | 12.5 |
| Stirling | 11.3 | 10.0 | 13.9 | 17.0 | 11.6 | 13.5 | 12.4 |
| West Dunbartonshire | 14.0 | 19.2 | 15.7 | 16.4 | 21.8 | 15.7 | 16.8 |
| West Lothian | 14.7 | 17.1 | 13.6 | 17.1 | 17.4 | 19.4 | 18.2 |
| Scotland [Note 1] | 12.2 | 12.1 | 12.3 | 14.0 | 12.5 | 12.6 | 12.6 |

Note 1: The statistics for Scotland include one grant-aided mainstream school.

Figure 22 Pupil ethnicity by sex, Scotland, 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ethnicity | Female | | Male | Total |
| **Total Pupils** | | **345,698** | **359,830** | **705,528** |
| White - Scottish | 252,784 | | 262,541 | 515,325 |
| White - Other British | 22,408 | | 23,748 | 46,156 |
| White - Irish | 718 | | 759 | 1,477 |
| White - Polish | 8,382 | | 8,787 | 17,169 |
| White - Gypsy/Traveller | 703 | | 753 | 1,456 |
| White - Other | 12,822 | | 13,455 | 26,277 |
| Mixed | 6,470 | | 6,443 | 12,913 |
| Asian - Indian | 4,615 | | 4,895 | 9,510 |
| Asian - Pakistani | 7,609 | | 7,803 | 15,412 |
| Asian - Bangladeshi | 754 | | 762 | 1,516 |
| Asian - Chinese | 2,723 | | 2,777 | 5,500 |
| Asian - Other | 2,823 | | 2,966 | 5,789 |
| Caribbean/Black - Scottish/British | 514 | | 504 | 1,018 |
| Caribbean/Black - Other | 314 | | 327 | 641 |
| African - Scottish/British | 4,203 | | 4,143 | 8,346 |
| African - Other | 4,013 | | 4,116 | 8,129 |
| Arab | 2,281 | | 2,506 | 4,787 |
| Other | 2,968 | | 3,174 | 6,142 |
| Not known | 6,926 | | 7,489 | 14,415 |
| Not disclosed | 1,668 | | 1,882 | 3,550 |

Figure 23 Pupils with additional support needs (ASN) and English as an additional language by sex, Scotland, 2023 [Note 1]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Additional Support Need | Female | | Male | Total |
| English as an Additional Language | 27,422 | | 29,840 | 57,262 |
| CSP (Co-ordinated Support Plan) | | 507 | 811 | 1,318 |
| IEP (Individualised Education Programme) | | 10,918 | 22,404 | 33,322 |
| Child Plans | | 19,384 | 32,632 | 52,016 |
| Assessed/Declared Disabled | | 7,447 | 14,509 | 21,956 |
| Other [Note 2] | | 95,613 | 117,172 | 212,785 |
| All pupils with ASN [Note 3] | | 112,552 | 146,484 | 259,036 |
| All pupils with ASN (excluding Other type)[Note 3] | | 30,519 | 52,839 | 83,358 |

Note 1: Statistics for English as an Additional Language do not include grant-aided special schools as this information is not collected. There were 108 pupils at grant-aided special schools in 2023.

Note 2: See the background notes for further information on what the other category includes.

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

# Early learning and childcare (ELC)

## Number of centres providing funded ELC

At the time of the 2023 census, there were 2,582 centres providing funded early learning and childcare (ELC), not including childminders. This is a decrease from 2,606 in 2022 and a continued decrease from 2,630 in 2021. As shown in Figure 24, the total number of centres is now slightly lower than in 2020. Only centres providing funded ELC at the time of the census are included; there may be additional centres able to provide funded ELC that are not counted here as they did not have any children registered for funded ELC between 11 and 15 September 2023, the reference week for the census this year.

Figure 24 Centres providing funded early learning and childcare during census week, 2017 to 2023

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Number of centres providing funded ELC | 2,532 | 2,544 | 2,576 | 2,587 | 2,630 | 2,606 | 2,582 |

## Registrations for funded ELC

Figure 25 shows that there were 92,182 child registrations for funded ELC in September 2023, a decrease of 0.5% since September 2022 when there were 92,615 registrations. Registrations dropped considerably in 2020 before increasing in 2021 and 2022. However, they have still not reached the levels seen between 2017 and 2019. A decrease in the number of child registrations is expected, given that National Records of Scotland projected the population of children of this age to be decreasing over this period and uptake has been close to 100% for children aged 3 and 4.

Figure 25 Funded registrations and proportion registered for funded early learning and childcare from 2017 to 2023 [Note 1]

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Under 2 year olds | % of population | | 2 year olds | | % of population | 3 + 4 year olds [Note 2] | % of eligible population [Note 3] | Deferred entry [Note 4] | % of eligible population [Note 5] | Total |
| 2017 | 748 | 1 | 5,363 | | 10 | | 84,872 | 99 | 4,910 | 17 | 95,893 |
| 2018 | 539 | 0 | 5,701 | | 10 | | 85,425 | 99 | 4,884 | 17 | 96,549 |
| 2019 | 609 | 1 | 5,990 | | 11 | | 84,450 | 98 | 5,326 | 19 | 96,375 |
| 2020 | 425 | 0 | 4,863 | | 9 | | 78,898 | 95 | 5,940 | 21 | 90,126 |
| 2021 | 555 | 1 | 6,474 | | 13 | | 78,115 | 97 | 6,459 | 24 | 91,603 |
| 2022 | 582 | 1 | 7,042 | | 14 | | 77,974 | 99 | 7,017 | 27 | 92,615 |
| 2023 | 556 | 1 | 6,636 | | 13 | | 76,436 | 97 | 8,554 | 33 | 92,182 |

Note 1: This is a snapshot of registrations at census week (11-15 September 2023). It does not include children who were registered between census week and the end of December.

Note 2: Refers to academic year - 3 and 4 year olds were previously referred to as ‘ante pre-school’ and ‘pre-school’ respectively.

Note 3: Eligible children are estimated from National Records of Scotland population projections. Around a quarter of two year olds are eligible for funded ELC. For three year olds, only around half of children are eligible at the time of the census. For the majority of local authorities children are counted once for each centre they are registered with, so the same child may be counted multiple times if they attend more than one centre. These figures will also be affected by any inaccuracies in the projected population.

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

Note 5: Eligibility figures for deferral are calculated on the assumption that all children born from September to February inclusive are eligible for funded ELC if they defer entry to primary school. Children born after school commencement date in mid-August can also defer entry to primary school, but they are not included in the calculation for the percentage of those eligible for deferred entry to avoid double counting with the 4 year old category.

### Three and four year old registrations

The number of three and four year olds registered for funded ELC decreased to 76,436 in 2023 from 77,974 in 2022. This continues the trend of decreasing numbers of registrations since 85,425 in 2018. Children registered to receive funded ELC at more than one centre may be counted more than once, thereby slightly overestimating true uptake. Children may also attend centres outside of the local authority they live in, which will also affect uptake figures.

To calculate the proportion registered, the number of eligible children in each age group is estimated using the 2018-based National Records of Scotland [population projection figures](https://www.nrscotland.gov.uk/statistics-and-data/statistics/statistics-by-theme/population/population-projections/sub-national-population-projections), the latest available projections. These projections are used to estimate the eligible population of each age group at the time of the census. These estimates may not be a truly accurate representation of the population within each age group and local authority, especially in areas that have experienced high population change in recent years. The most recent population projections available were produced in 2018. As the time from their production increases, the accuracy will decrease and projections could overestimate or underestimate the true population if, for example, immigration rates or birth rates differ from what was expected at the time the projections were made. This is one of the reasons uptake rates could look particularly low or high for an area (for example, over 100%), and means that these estimates should be interpreted with caution.

The estimated uptake rate (proportion of children registered) for eligible three and four year olds has decreased to 97% in 2023, from 99% in 2022. The proportion of three and four year olds registered for funded ELC remained broadly stable between 2017 and 2019, decreasing by less than 1%. It then decreased to 95% in 2020 (during the Covid-19 pandemic) but increased to the previous level by 2022.

### Two year old registrations

The number of two year olds registered for funded ELC has decreased to 6,636 in 2023 from 7,042 in 2022. This represents 13% of all two year olds, a slight decrease from 14% in 2022. Before this year, both the number and proportion of two year olds registered had been increasing annually since 2017, with the exception of 2020 when both measures decreased.

This year, estimates of the two year old population eligible for funded ELC have been included for the first time, and uptake rates have been calculated based on these figures. Scottish Government now has access to aggregate data on households in Scotland in receipt of the majority of ‘qualifying benefits’ and with a child of the relevant age. Using this new data source, and combining it with information on children who are eligible due to non-economic reasons (see background notes for details on who is eligible), with an element of the overlap of criteria estimated, it has been possible to estimate the eligible two year old population at a national and local authority level. From this, the estimated uptake rate for eligible two year olds is 52% in 2023. Uptake rates calculated in this way are not available for previous years.

### Deferred registrations

The number of deferred registrations for funded ELC increased by 22%, from 7,017 in 2022 to 8,554 in 2023. Of children eligible for a funded deferral place, 33% were registered for funded ELC in 2023, compared with 27% in 2022. Both the number and proportion of children eligible for deferred entry registered for funded ELC has increased every year since 2018. As of 1 August 2023, all children born before the start of the school year are eligible for an additional year of funded ELC if they defer entry to primary school. Prior to this, children born in January and February were entitled to additional funded ELC, while children born between September and December were funded at the discretion of the local authority.

A pilot scheme for the increased entitlement to funding was run in five local authorities in 2021 (Angus, Argyll & Bute, Falkirk, Scottish Borders, and Shetland Islands) with an additional five local authorities joining the pilot in 2022 (Aberdeen City, Clackmannanshire, Fife, Glasgow City, and Stirling). A further two local authorities (City of Edinburgh and East Lothian) agreed to fund an additional year outside the pilot scheme. Local authority variations in deferral rates may in part be as a result of whether a local authority was part of a pilot or was funding deferrals prior to the formal eligibility change. It does not, however, appear to be all these local authorities who have had the highest uptake in deferral in recent years, or the largest change in the proportion of children who defer entry to primary school.

A breakdown of child registrations by local authority is shown in **Figure 26.** As described above, estimates of uptake rates should be interpreted with caution due to the potential inaccuracies of the population estimates.

**Figure 26 Funded registrations [Note 1] for early learning and childcare by age group, September 2023**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Local Authority | Under 2 year olds | All 2 year olds | % of all 2 year olds | % of eligible 2 year olds | 3 & 4 year olds [Note 2] | % of eligible 3 & 4 year olds [Note 3] | Deferred entry [Note 4] | % of those eligible to defer [Note 5] | Total |
| Aberdeen City | 0 | 143 | 7 | 33 | 3,154 | 98 | 405 | 39 | 3,702 |
| Aberdeenshire | 2 | 125 | 5 | 32 | 3,982 | 95 | 550 | 39 | 4,659 |
| Angus | 0 | 124 | 12 | 49 | 1,410 | 88 | 251 | 47 | 1,785 |
| Argyll and Bute | 0 | 54 | 9 | 47 | 1,165 | 120 | 144 | 46 | 1,363 |
| City of Edinburgh | 72 | 546 | 11 | 60 | 6,357 | 90 | 786 | 34 | 7,761 |
| Clackmannanshire | 0 | 144 | 28 | 94 | 690 | 90 | 45 | 18 | 879 |
| Dumfries and Galloway | 0 | 191 | 16 | 58 | 1,911 | 106 | 248 | 42 | 2,350 |
| Dundee City | 1 | 257 | 18 | 61 | 2,068 | 99 | 287 | 42 | 2,613 |
| East Ayrshire | 54 | 284 | 24 | 75 | 1,721 | 96 | 132 | 22 | 2,191 |
| East Dunbartonshire | 24 | 78 | 7 | 55 | 1,689 | 98 | 205 | 36 | 1,996 |
| East Lothian | 0 | 67 | 6 | 33 | 1,854 | 112 | 185 | 34 | 2,106 |
| East Renfrewshire | 24 | 86 | 9 | 66 | 1,603 | 101 | 166 | 31 | 1,879 |
| Falkirk | 0 | 201 | 13 | 52 | 2,159 | 93 | 231 | 30 | 2,591 |
| Fife | 0 | 570 | 16 | 56 | 5,143 | 97 | 589 | 33 | 6,302 |
| Glasgow City | 52 | 923 | 15 | 45 | 8,551 | 91 | 788 | 27 | 10,314 |
| Highland | 0 | 231 | 11 | 55 | 3,233 | 103 | 451 | 44 | 3,915 |
| Inverclyde | 20 | 143 | 21 | 65 | 923 | 91 | 86 | 26 | 1,172 |
| Midlothian | 25 | 123 | 11 | 51 | 1,833 | 106 | 251 | 44 | 2,232 |
| Moray | 0 | 78 | 9 | 43 | 1,391 | 112 | 142 | 35 | 1,611 |
| Na h-Eileanan Siar | 1 | 16 | 7 | 52 | 335 | 95 | 29 | 25 | 381 |
| North Ayrshire [Note 6] | 0 | 197 | 16 | 45 | 1,746 | 94 | 139 | 23 | 2,082 |
| North Lanarkshire [Note 6] | 80 | 357 | 11 | 37 | 5,028 | 96 | 447 | 26 | 5,912 |
| Orkney Islands | 0 | 17 | 10 | 85 | 304 | 109 | 56 | 61 | 377 |
| Perth and Kinross [Note 6] | 0 | 154 | 12 | 56 | 2,037 | 105 | 296 | 46 | 2,487 |
| Renfrewshire | 97 | 299 | 18 | 73 | 2,638 | 103 | 310 | 37 | 3,344 |
| Scottish Borders | 0 | 141 | 14 | 65 | 1,389 | 90 | 167 | 33 | 1,697 |
| Shetland Islands | 0 | 15 | 7 | 52 | 332 | 91 | 65 | 55 | 412 |
| South Ayrshire | 14 | 152 | 16 | 65 | 1,413 | 95 | 122 | 25 | 1,701 |
| South Lanarkshire | 34 | 387 | 12 | 50 | 5,017 | 104 | 484 | 31 | 5,922 |
| Stirling | 8 | 126 | 15 | 78 | 1,277 | 100 | 153 | 36 | 1,564 |
| West Dunbartonshire | 48 | 175 | 21 | 62 | 1,200 | 93 | 128 | 30 | 1,551 |
| West Lothian | 0 | 232 | 12 | 47 | 2,883 | 94 | 216 | 22 | 3,331 |
| **Scotland** | **556** | **6,636** | **13** | **52** | **76,436** | **97** | **8,554** | **33** | **92,182** |

Note 1: For Note 1, Note 2, Note 3, Note 4 and Note 5 see footnotes for Figure 25.

## Child characteristics

Of the 92,182 children registered for funded ELC in 2023, 9,930 (11%) were recorded as having a home language other than English, Scots, Gaelic or Sign Language. This is an increase from 10% in 2022.

A total of 16,980 children registered for funded ELC (18% of child registrations) had an additional support need (ASN) recorded, the same proportion as in 2022. 1,620 (2%) of children registered were assessed or declared disabled, the same proportion as in 2022 when 1,410 children registered were assessed or declared disabled.

A total of 9,840 children registered (11% of child registrations) had a support plan in place at the time of the census, an increase from 10% in 2022.

## Teacher and graduates delivering funded ELC

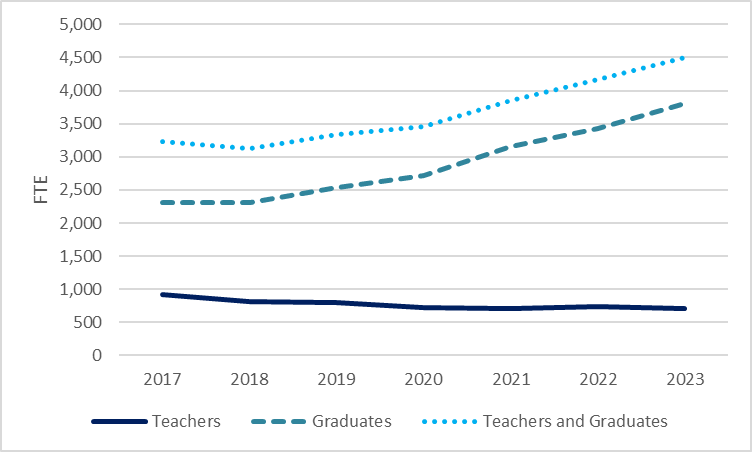
Figure 27 and Figure 28 show that the total full time equivalent (FTE) of teachers and graduates working to deliver funded ELC was 4,500 in 2023, an increase of 8% from 4,161 in 2022. This is an increase of 39% (1,264 FTE) since 2017.

The FTE of teachers working in funded ELC in 2023 was 702, compared with 734 in 2022, a decrease of 32 FTE (4%). The 2023 FTE is broadly similar to the FTE of teachers working in ELC in 2021.

In 2023 there were 3,798 FTE graduates, other than teachers, with degrees relevant to early years. This is an 11% increase compared with the 3,427 FTE recorded in 2022.

Since 2017, the FTE of teachers has decreased by 24% from 921, while the FTE of graduates has increased by 64% from 2,316. Figure 27 shows the annual change in the FTE of teachers and graduates working to deliver funded ELC from 2017 to 2023. Progression in professionalising the sector has resulted in an increase in the number of professionals with specialist ELC graduate level qualifications, with general trend in fewer teachers.

Figure 27 FTE of teachers and graduates working in funded early learning and childcare from 2017 to 2023



There were also 1,406 FTE funded ELC staff working towards the Scottish Social Services Council (SSSC) benchmark degree level qualifications for registration as a manager or lead practitioner of a day care of children service in 2023. This is a decrease of 7% from 1,515 in 2022, and the lowest since 2018.

This gives a total of 5,906 FTE for teachers, graduates, and those working towards relevant degree level qualifications in 2023, an increase of 4% from 5,676 in 2022, and an increase of 40% from 4,230 in 2017.

Figure 28 Teachers, graduate staff, and staff working towards graduate qualifications at centres providing funded early learning and childcare, Full Time Equivalent (FTE), 2017 to 2023

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Teachers [Note 1] | Graduates [Note 2] | Teachers and Graduates | Non-graduates working towards graduate qualifications [Note 3] | All graduates and those working towards graduate level qualifications |
| 2017 | 921 | 2,316 | 3,236 | 994 | 4,230 |
| 2018 | 821 | 2,302 | 3,124 | 1,098 | 4,222 |
| 2019 | 798 | 2,535 | 3,333 | 1,448 | 4,781 |
| 2020 | 729 | 2,721 | 3,449 | 1,565 | 5,015 |
| 2021 | 704 | 3,150 | 3,854 | 1,533 | 5,387 |
| 2022 | 734 | 3,427 | 4,161 | 1,515 | 5,676 |
| 2023 | 702 | 3,798 | 4,500 | 1,406 | 5,906 |

Note 1: GTCS registered teachers and head teachers. Includes teachers in ELC centres, centrally employed teachers, and home visiting teachers.

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

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

Figure 29 shows the FTE of teachers, graduates and those working towards degree level qualifications by local authority. Total FTE decreased in 13 local authorities. The largest percentage decreases were seen in Na h’Eileanan Siar (-28%), Orkney Islands (-16%) and Inverclyde (-15%) while the largest percentage increases were in Scottish Borders (34%), Midlothian (20%), Argyll and Bute (19%) and West Lothian (19%).

Figure 29 Teachers, graduate staff, and staff working towards graduate qualifications at centres providing funded early learning and childcare, by local authority, Full Time Equivalent (FTE) and percentage change since 2022, September 2023

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Local Authority | Teachers [Note 1] | | Graduates [Note 2] | Working towards graduate qualifications [Note 3] | Total FTE | FTE change since 2022 | % change since 2022 |  |
| Aberdeen City | 26 | 97 | | 53 | 176 | -7 | -4 |  |
| Aberdeenshire | 18 | 123 | | 104 | 245 | 23 | 11 |  |
| Angus | 15 | 65 | | 26 | 106 | -5 | -5 |  |
| Argyll and Bute | 18 | 51 | | 36 | 104 | 17 | 19 |  |
| City of Edinburgh | 48 | 383 | | 135 | 566 | 25 | 5 |  |
| Clackmannanshire | 4 | 35 | | 17 | 56 | 7 | 14 |  |
| Dumfries and Galloway | 20 | 111 | | 13 | 145 | 1 | 1 |  |
| Dundee City | 36 | 80 | | 47 | 164 | 2 | 1 |  |
| East Ayrshire | 9 | 159 | | 40 | 207 | -24 | -10 |  |
| East Dunbartonshire | 35 | 105 | | 37 | 176 | -4 | -2 |  |
| East Lothian | 8 | 47 | | 11 | 66 | -2 | -3 |  |
| East Renfrewshire | 36 | 69 | | 33 | 139 | -1 | -1 |  |
| Falkirk | 5 | 78 | | 43 | 125 | 1 | 1 |  |
| Fife | 71 | 127 | | 64 | 263 | 25 | 11 |  |
| Glasgow City | 42 | 747 | | 212 | 1,001 | 94 | 10 |  |
| Highland | 37 | 39 | | 12 | 88 | -14 | -13 |  |
| Inverclyde | 6 | 75 | | 16 | 97 | -17 | -15 |  |
| Midlothian | 6 | 72 | | 29 | 107 | 18 | 20 |  |
| Moray | 16 | 39 | | 19 | 73 | -9 | -10 |  |
| Na h-Eileanan Siar | 5 | 10 | | 3 | 17 | -7 | -28 |  |
| North Ayrshire | 12 | 122 | | 32 | 165 | 3 | 2 |  |
| North Lanarkshire | 21 | 232 | | 52 | 305 | 18 | 6 |  |
| Orkney Islands | 4 | 8 | | 9 | 21 | -4 | -16 |  |
| Perth and Kinross | 44 | 118 | | 48 | 210 | 18 | 9 |  |
| Renfrewshire | 15 | 163 | | 63 | 242 | 2 | 1 |  |
| Scottish Borders | 25 | 51 | | 31 | 107 | 27 | 34 |  |
| Shetland Islands | 10 | 10 | | 4 | 23 | -3 | -13 |  |
| South Ayrshire | 35 | 73 | | 46 | 154 | -5 | -3 |  |
| South Lanarkshire | 24 | 238 | | 72 | 335 | 20 | 6 |  |
| Stirling | 7 | 91 | | 33 | 131 | 1 | 1 |  |
| West Dunbartonshire | 26 | 79 | | 31 | 136 | 4 | 3 |  |
| West Lothian | 16 | 103 | | 36 | 155 | 25 | 19 |  |
| **Scotland** | **702** | **3,798** | | **1,406** | **5,906** | **230** | **4** |  |

For Note 1, Note 2 and Note 3 see footnotes for Figure 28.

# Attendance and absence

The overall attendance rate for 2022/23 was 90.2%. This means that of all the possible half-days (openings) that all pupils could have attended school, they were recorded as attending for 90.2% of those openings.

From 2010/11 pupils' rate of attendance was relatively stable, increasing from 93.1% to 93.7% in 2014/15. This was followed by consecutive decreases, with the largest single-year drop from 92.0% in 2020/21 down to 90.2% in 2022/23. The decrease in attendance in 2022/23 was caused by an increase in both authorised and unauthorised absences. However, authorised absence showed the biggest increase, from 4.7% in 2020/21 to 6.1% in 2022/23 (Figure 30).

Within the authorised absence category, sickness (without education provision) is the biggest reason for absence. It was also the biggest contributor to the increase in authorised absence, rising from 3.5% of all openings in 2020/21 to 5.0% in 2022/23.

Within the unauthorised absence category, unexplained absence (including truancy) is the biggest reason for absence. However, the biggest contributor to the increase in unauthorised absence from 2020/21 to 2022/23 was unauthorised holidays, which accounted for 0.9% of all openings, the highest since 2010/11.

Figure 31 shows that overall attendance is higher for male (90.4%) than female (90.1%) pupils. This is driven by secondary and special school attendance but the pattern is reversed in primary schools (male 92.1%; female 92.3%).

Figure 32 shows attendance by ethnicity, with overall attendance highest in the ‘Black/African/Caribbean’ grouping (94.1%) and very little difference between the other ethnicity categories (range from 89.5% to 91.4%). This pattern is similar between sectors.

Figure 33 shows that pupils with additional support needs had a lower overall attendance rate than pupils with no additional support needs (87.5% compared with 91.6%), with the difference being greater in secondary school.

Pupils living in the most deprived areas had lower attendance rates in all sectors than those living in the least deprived areas. Across all sectors, pupils living in the 20% most deprived areas had an attendance rate of 86.8% compared to 93.5% for those living in the 20% least deprived areas. This effect was the greatest in secondary schools, with pupils living in the least deprived areas having an attendance rate 8.2 percentage points higher than those living in the most deprived areas (Figure 33).

Figure 34 shows that in 2022/23 the attendance rate in local authorities ranged from 88.4% (West Dunbartonshire) to 93.0% (East Renfrewshire) and 95.4% in the grant-aided mainstream school (Jordanhill). The attendance rate fell between 2020/21 and 2022/23 for every local authority and in Jordanhill.

Figure 30 Attendance and absence by detailed reason, 2010/11 to 2022/23 [Note 1]

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Attendance / Absence Type | 2010/11 | 2012/13 | 2014/15 | 2016/17 | 2018/19 | 2020/21 [Note 2] | 2022/23 |
| **Attendance** | **93.1** | **93.6** | **93.7** | **93.3** | **93.0** | **92.0** | **90.2** |
| In school | 91.1 | 91.7 | 91.6 | 91.1 | 90.6 | 88.2 | 87.0 |
| Late | 1.8 | 1.7 | 1.9 | 2.0 | 2.2 | 1.8 | 3.0 |
| Work experience | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | low | 0.1 |
| Sickness with education provision | low | low | low | low | 0.1 | 0.1 | 0.1 |
| COVID-19 sickness with provision for home-learning [Note 3] | z | z | z | z | z | 0.1 | z |
| COVID-19 self-isolation with provision for home-learning [Note 3] | z | z | z | z | z | 1.8 | z |
| **Authorised absence** | **4.9** | **4.5** | **4.3** | **4.2** | **4.4** | **4.7** | **6.1** |
| Sickness without education provision | 3.4 | 3.7 | 3.5 | 3.5 | 3.6 | 3.5 | 5.0 |
| Very late | low | low | low | low | low | low | low |
| Authorised holidays | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | low | 0.1 |
| Exceptional domestic circumstances | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Other authorised [Note 4] | 1.2 | 0.7 | 0.6 | 0.6 | 0.6 | 0.7 | 0.8 |
| COVID-19 sickness without provision for home-learning [Note 3] | z | z | z | z | z | low | z |
| COVID-19 self-isolation without provision for home-learning [Note 3] | z | z | z | z | z | 0.3 | z |
| **Unauthorised absence** | **1.9** | **1.8** | **2.0** | **2.4** | **2.6** | **3.2** | **3.7** |
| Unauthorised holidays | 0.5 | 0.5 | 0.5 | 0.7 | 0.7 | 0.3 | 0.9 |
| Unexplained absence, including truancy | 1.3 | 1.2 | 1.3 | 1.5 | 1.7 | 2.1 | 2.3 |
| Exceptional domestic circumstances (unauthorised) | low | low | low | low | low | low | low |
| Other unauthorised (including 'parents isolating their child against public health advice relating to COVID-19' [Note 3]) | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.8 | 0.4 |
| **All absences (authorised and unauthorised)** | **6.8** | **6.4** | **6.3** | **6.6** | **7.0** | **7.9** | **9.7** |
| **Temporary exclusion** | **0.1** | **low** | **low** | **low** | **low** | **low** | **low** |

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

Note 2: Attendance and absence reporting in 2020/21 was impacted by the COVID-19 pandemic. Figures for 2020/21 shown here are only for when schools were open and so are comparable to other years. Please see the background notes for more information.

Note 3: COVID-19 codes were only available in the 2020/21 collection.

Note 4: Includes part-time timetable (exclusion related) and part-time timetable (health related). Please see the background notes for more information.

Figure 31 Attendance by sex, percentage of half days, 2022/23

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sex | Primary | Secondary | Special | Total |
| **All Pupils** | **92.2** | **87.7** | **87.1** | **90.2** |
| Male | 92.1 | 88.2 | 87.4 | 90.4 |
| Female | 92.3 | 87.3 | 86.5 | 90.1 |

Figure 32 Attendance by ethnicity, percentage of half days, 2022/23

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ethnicity | Primary | Secondary | Special | Total |
| **All Pupils** | **92.2** | **87.7** | **87.1** | **90.2** |
| White Scottish | 92.4 | 87.4 | 86.9 | 90.1 |
| White non-Scottish | 91.4 | 87.9 | 87.9 | 90.0 |
| Mixed or multiple ethnic groups | 92.9 | 88.8 | 88.7 | 91.4 |
| Asian | 91.2 | 90.6 | 86.9 | 90.9 |
| African/Black/Caribbean | 94.7 | 93.1 | 92.0 | 94.1 |
| All other ethnic groups | 90.6 | 88.3 | 87.9 | 89.7 |
| Not Disclosed / Not Known | 90.6 | 87.1 | 84.9 | 89.5 |

Figure 33 Attendance by additional support need and SIMD, percentage of half days, 2022/23

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Additional Support Needs [Note 1] and SIMD [Note 2] | Primary | Secondary | Special | Total |
| **All Pupils** | **92.2** | **87.7** | **87.1** | **90.2** |
| Pupils with ASN | 90.3 | 84.9 | 87.1 | 87.5 |
| Pupils with no ASN | 92.9 | 89.6 | z | 91.6 |
| Lowest 20% of SIMD (Most deprived) | 89.1 | 83.7 | 84.7 | 86.8 |
| Highest 20% of SIMD (Least deprived) | 94.8 | 91.8 | 91.0 | 93.5 |

Note 1: Pupils that were not matched to the Pupil Census have not been included.

Note 2: SIMD data not available for 12,160 pupil enrolments (1.67% of the total) including the pupils not matched to the Pupil Census. Please see the background notes for more information.

Figure 34 Attendance by Local Authority, percentage of half days, 2010/11 to 2022/23

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Local Authority | 2010/11 | 2012/13 | 2014/15 | 2016/17 | 2018/19 | 2020/21 | 2022/23 |
| Aberdeen City | 93.0 | 93.0 | 93.5 | 93.6 | 93.3 | 93.0 | 91.2 |
| Aberdeenshire | 94.5 | 94.5 | 94.8 | 94.9 | 94.4 | 94.9 | 92.4 |
| Angus | 94.2 | 94.2 | 94.3 | 93.7 | 93.4 | 92.8 | 90.5 |
| Argyll and Bute | 93.7 | 94.3 | 94.2 | 93.7 | 93.5 | 93.3 | 90.6 |
| City of Edinburgh | 93.0 | 93.9 | 94.1 | 93.9 | 93.8 | 92.6 | 91.6 |
| Clackmannanshire | 93.6 | 93.4 | 93.3 | 92.9 | 92.9 | 92.9 | 90.7 |
| Dumfries and Galloway | 94.4 | 94.2 | 94.5 | 94.2 | 93.6 | 93.2 | 90.7 |
| Dundee City | 92.0 | 92.3 | 92.4 | 92.3 | 91.8 | 90.6 | 88.6 |
| East Ayrshire | 93.0 | 93.4 | 93.4 | 93.0 | 92.2 | 90.9 | 88.4 |
| East Dunbartonshire | 94.6 | 95.2 | 95.3 | 95.0 | 94.9 | 94.3 | 92.7 |
| East Lothian | 93.8 | 94.2 | 93.9 | 93.7 | 93.1 | 91.8 | 90.0 |
| East Renfrewshire | 95.2 | 95.5 | 95.6 | 95.3 | 95.2 | 94.6 | 93.0 |
| Falkirk | 93.4 | 93.8 | 93.6 | 93.1 | 92.9 | 92.0 | 90.6 |
| Fife | 92.6 | 93.0 | 93.5 | 93.0 | 92.6 | 91.1 | 89.6 |
| Glasgow City | 91.3 | 92.6 | 92.8 | 92.5 | 92.2 | 90.6 | 88.9 |
| Highland | 92.8 | 93.0 | 93.2 | 93.4 | 92.7 | 91.5 | 89.8 |
| Inverclyde | 92.9 | 93.4 | 93.0 | 92.5 | 92.2 | 92.3 | 90.3 |
| Midlothian | 93.0 | 93.2 | 93.0 | 92.6 | 92.6 | 92.3 | 90.7 |
| Moray | 93.9 | 94.2 | 94.1 | 94.0 | 93.9 | 93.8 | 91.2 |
| Na h-Eileanan Siar | 93.9 | 93.9 | 94.9 | 95.2 | 94.0 | 93.7 | 91.4 |
| North Ayrshire | 93.2 | 93.5 | 93.3 | 92.6 | 92.1 | 91.4 | 88.8 |
| North Lanarkshire | 92.1 | 92.9 | 92.8 | 91.8 | 91.2 | 89.8 | 88.7 |
| Orkney Islands | 93.1 | 93.8 | 94.2 | 94.6 | 93.8 | 94.9 | 91.2 |
| Perth and Kinross | 93.8 | 94.0 | 93.9 | 93.6 | 93.3 | 91.9 | 90.4 |
| Renfrewshire | 93.8 | 94.0 | 93.6 | 93.3 | 93.0 | 91.9 | 90.2 |
| Scottish Borders | 94.0 | 94.3 | 94.4 | 94.2 | 93.7 | 93.3 | 91.5 |
| Shetland Islands | 94.2 | 94.5 | 94.4 | 94.5 | 94.4 | 95.5 | 91.8 |
| South Ayrshire | 93.2 | 93.2 | 93.2 | 93.2 | 92.6 | 91.5 | 89.1 |
| South Lanarkshire | 93.2 | 93.8 | 93.9 | 93.4 | 92.9 | 91.6 | 90.1 |
| Stirling | 92.5 | 94.1 | 94.4 | 94.1 | 93.7 | 93.4 | 91.7 |
| West Dunbartonshire | 92.3 | 93.3 | 92.7 | 91.8 | 91.8 | 90.4 | 88.4 |
| West Lothian | 93.7 | 93.9 | 93.9 | 93.3 | 92.7 | 92.3 | 89.7 |
| Grant-Aided [Note 1] | 95.8 | 96.9 | 96.8 | 97.1 | 96.7 | 97.5 | 95.4 |

Note 1: Includes the mainstream grant-aided school, Jordanhill, only. Grant-aided special schools are not included in the attendance collection.

# Exclusions

Cases of exclusion have fallen from high of 44,794 in 2006/07 to 11,676 in 2022/23. Although there was a 40% increase from 2020/21 to 2022/23, the current figure of 11,676 exclusions is 22% lower than in 2018/19 and is consistent with the overall downward trend (Figure 35). This trend was impacted by a notable decrease in exclusion between 2018/19 and 2020/21, with cases of exclusion falling 44% (figure 35). This decrease was partly attributable to the COVID-19 pandemic.

Over 99% of all exclusions were for a fixed period of time, referred to here as temporary exclusions, with pupils expected to return to their original school when the exclusion period is completed. In a small number of cases, one in 2022/23, 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. Cases of exclusion refers to the number of incidences of exclusion, not the number of individual pupils excluded, as a pupil can be excluded multiple times.

Figure 36 shows that the exclusion rate per 1,000 pupils was two and a half times higher for male pupils (23.4 cases of exclusion per 1,000) than female pupils (9.4 cases of exclusion per 1,000).

Having an additional support need also increases the likelihood of exclusion. The rate of exclusion for pupils with an additional support need was 34.6 exclusions per 1,000 pupils in 2022/23, almost five times the rate for pupils without an additional support need (7.1 exclusions per 1,000 pupils) (Figure 36).

Living in a relatively more deprived area was also associated with a higher exclusion rate. Rates of exclusion per 1,000 pupils were three and a half times greater for pupils living in the 20% most deprived areas compared with pupils living in the 20% least deprived areas (25.3 exclusions per 1,000 pupils compared to 7.2) (Figure 36).

Figure 35 Cases of exclusion and rate by type of exclusion, 2010/11 to 2022/23

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Exclusion type | 2010/11 | 2012/13 | 2014/15 | 2016/17 [Note 1] | 2018/19 | 2020/21 | 2022/23 |
| **Total Exclusions** | **26,844** | **21,955** | **18,430** | **18,381** | **14,990** | **8,323** | **11,676** |
| Temporary exclusions | 26,784 | 21,934 | 18,425 | 18,376 | 14,987 | 8,322 | 11,675 |
| Removed from register | 60 | 21 | 5 | 5 | 3 | 1 | 1 |
| **Exclusion rate per 1,000 pupils** | **40** | **32.8** | **27.2** | **26.8** | **21.7** | **11.9** | **16.6** |
| Temporary exclusion rate | 39.9 | 32.7 | 27.2 | 26.8 | 21.7 | 11.9 | 16.6 |
| Removed from register rate | 0.1 | low | low | low | low | low | low |

Note 1: The exclusions in the total and the removed from register figures for 2016/17 were updated in June 2018 to take into account 4 pupils removed from the register who were not included in the original analysis.

Figure 36 Cases of exclusion and rate per 1,000 pupils by sex, additional support need [Note 1] and SIMD [Note 2], 2022/23

|  |  |  |
| --- | --- | --- |
| Pupil characteristic | Cases of exclusions [Note 1] | Rate per 1,000 pupils |
| Male | 8,428 | 23.4 |
| Female | 3,248 | 9.4 |
| Pupils with Additional Support needs | 8,351 | 34.6 |
| Pupils with no Additional support needs | 3,275 | 7.1 |
| Lowest 20% of SIMD (Most deprived) | 3,976 | 25.3 |
| Highest 20% of SIMD (Least deprived) | 977 | 7.2 |

Note 1: Cases of exclusion for pupils that were not matched to the Pupil Census have not been included. See the background notes for more information.

Note 2: SIMD data not available for 50 cases of exclusion, including cases for pupils not matched to the Pupil Census.

# Definitions and glossary

Some of the definitions provided here relate to attendance, absence and exclusions which are included in this bulletin every second year.

**Early learning and childcare**

Local authorities have a duty to secure a funded place (currently 1,140 hours a year) for three and four year-olds and eligible two year-olds

All parents and carers have the legal right to defer their child’s entry to primary school if they are not yet 5 years old at the beginning of the school year. As of 1 August 2023, all children who defer starting primary school will be able to access an additional year of funded ELC.

Places are provided by local authority services, or secured through partnership arrangements with private or third sector services

**Primary schools**

Children usually start school between 4 and a half and 5 and a half years old

There are seven stages from Primary 1 (P1) to Primary 7 (P7)

Pupils are not streamed by ability at primary school and automatically move up a stage each year

**Secondary schools**

Pupils attend for up to six years (S1 to S6)

Qualifications are usually taken in S4 to S6 starting at age 15-16

**Special schools**

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

Not all local authorities have special schools

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

**Teachers**

Most teachers have a four year degree including or concurrent with a teaching qualification, or have completed a Professional Graduate Diploma in Education (PGDE) following a degree

Teaching graduates from a Scottish university that take-up their guaranteed one year probationary teaching post are referred to as induction scheme teachers in these statistics

**Additional support needs (ASN)**

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

**Cases of exclusion**

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

**Centrally employed teachers**

Teachers who were recorded as working across a local authority rather than an individual school or early learning and childcare centre.

**Child Plans**

Single or multi agency plans based on an assessment guided by the [Getting it Right for Every Child National Practice Model](http://www.gov.scot/Publications/2012/11/7143) .

**Children and Young People Act**

This [Act](https://www.parliament.scot/parliamentarybusiness/Bills/62233.aspx) came into force in 2014.

**Co-ordinated Support Plan (CSP)**

This statutory education plan is prepared by local authorities to identify, and ensure provision of, services for children and young people with complex or multiple additional support needs.

**Early learning and childcare (ELC)**

Three and four year-olds and eligible two year-olds are entitled to 1,140 hours of funded early learning and childcare (ELC). ELC is secured by local authorities through their own provision, or through partner providers in the private, independent or third sector.

**English as an Additional Language (EAL)**

Refers to pupils for whom English is a second or additional language.

**Excepted pupils**

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

**Full-time equivalent (FTE)**

The total number of hours worked by all teachers divided by the number of hours in a standard full-time working week.

**Grant-aided Schools (GAS)**

Schools that are supported financially directly by the Scottish Government and follow the Curriculum for Excellence but are independent from Local Authorities. Grant-aided schools are not equivalent to schools termed ‘academies’ in some parts of the UK.

**Grant-aided special schools (GASS)**

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

**General Teaching Council for Scotland (GTCS)**

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

**Individualised Education Programme (IEP)**

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

**Independent schools**

Privately owned and self-financing schools (also known as private or fee-paying schools). Information on independent schools is not included in this bulletin.

**Lead Teachers**

A new role of Lead Teacher was established in June 2021 by the Scottish Negotiating Committee for Teachers.

The Lead Teacher role provides a career pathway for specialist roles in curricular, pedagogical and policy delivery.

There are three levels of Lead Teacher: school, local authority and regional/national.

**Least Deprived**

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

**Local authority early learning and childcare (ELC) centres**

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

**Local authority schools**

Schools which are run and financed by the local authority.

**Most Deprived**

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

**Partnership agreement – (relating to ELC entitlement)**

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

**Partnership ELC centres**

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

**Pupil enrolments**

As pupils can attend multiple schools during a year, the attendance, absence and exclusions collection counts pupil enrolments rather than total pupils. These are identified using the combination of a school’s unique identifier (SEED code) and a pupil’s Scottish Candidate Number. A pupil who is on roll at one school during the year will have one enrolment, whereas a pupil who was on roll at two or more schools will have multiple enrolments.

**Pupil Teacher Ratio (PTR)**

The average number of pupils per teacher.

**Publicly funded schools**

Includes local authority and grant-aided schools.

**Removed from the register**

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

**Registration (for funded ELC)**

A funded place received by a child at an ELC centre. Children are counted once for each centre they are registered with, so the same child may be counted multiple times if they attend more than one centre. Six local authorities (East Dunbartonshire, East Lothian, Falkirk, Na h’Eileanan Siar, South Ayrshire, and South Lanarkshire) remove instances where an individual child is counted more than once.

**SIMD – Scottish Index of Multiple Deprivation**

The [Scottish Index of Multiple Deprivation](http://www.gov.scot/simd) identifies small area concentrations of multiple deprivation across Scotland

**Teacher Induction Scheme probationer**

GTCS provides a guaranteed one-year training post in a local authority to every eligible student graduating with a teaching qualification from one of Scotland's universities.

**Temporary exclusion**

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

# Background notes

## Sources and timing

The information in this publication is derived from a number of sources: the pupil census, the school staff census, the early learning and childcare (ELC) census and the attendance and exclusions collection. The 2023 pupil and school staff censuses were carried out on 13 September 2023. The early learning and childcare census took place in the week commencing 11 September 2023. The attendance and exclusion collection takes place biennially and the statistics shown here relate to the 2022/23 school year.

The supplementary statistics on the [school staff census](https://www.gov.scot/publications/teacher-census-supplementary-statistics/), the [pupil census](https://www.gov.scot/publications/pupil-census-supplementary-statistics/), [attendance](https://www.gov.scot/publications/school-attendance-and-absence-statistics/) and [exclusions](https://www.gov.scot/collections/school-education-statistics/#pupilexclusionstatistics) will be published in March 2024. The [additional early learning and childcare tables](https://www.gov.scot/collections/early-learning-and-childcare-statistics/) 2023 were published at the same time as this bulletin.

The information for the pupil and staff censuses, and for the attendance and exclusions collection, was collected electronically - through local authorities - from all publicly funded primary, secondary and special schools, as part of the [ScotXed](http://www.gov.scot/Topics/Statistics/ScotXed) programme. The information collected is largely sourced from school management information systems, thus reducing the burden on data provider.

The ELC census is completed by the approximately 2,600 centres that provide funded early learning and childcare in Scotland, and the figures are validated by local authorities.

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

## Teachers

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

### Definitions and data quality

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

* Normal complement
* Long term sick absence replacement
* Secondment replacement
* Maternity leave replacement
* Other replacement (over two days)
* Supernumerary
* Long term training/staff development replacement
* Temporary contract covering a vacancy
* Teacher abroad on foreign exchange
* Other
* Short term supply teacher (two days or fewer) where they are part of the centrally employed supply pool

For the purposes of these statistics:

* An individual teacher cannot exceed one FTE.
* Centrally employed teachers (including peripatetic/visiting specialists, hospital teaching service and home visiting tutors) who are teaching on census day will be assigned a status as above and are included in the total number of teachers in Scotland and the overall pupil/teacher ratio. Where they teach at a number of schools it is permissible to split their time across those schools.
* Teachers recorded in roles such as quality improvement officer or educational advisor are classed as support staff, and are not included in these teacher statistics or PTR calculations.
* Vacant posts are not included.

If a normal complement teacher is unexpectedly absent during census week and requires cover, the replacement teacher covering this post can be recorded under a number of statuses, depending on the nature of the cover.

Some local authorities will only record the replacement teacher as having a qualifying status if the teacher they are replacing is absent ‘long term’ (there is no fixed definition of long term). In this circumstance, the absent teacher would be recorded under the appropriate status, such ‘long term absence’ to describe their reason for absence.

Other local authorities, however, may record the replacement teacher as ‘short term supply teacher (up to two days) covering a normal complement teacher’. If this teacher is not centrally employed they would not be counted as on roll for the purposes of these statistics. The absent teacher will continue to be recorded as normal complement and as such will be included in calculations of the number of teachers.

Some local authorities record replacement teachers as ‘other replacement’ and do not change the status of the normal complement teacher who is absent. This situation may result in double counting of an absent teacher and their replacement; however such cases are rare.

Further information on teacher status categories see the [staff census data specification/guidance](https://www.gov.scot/publications/scottish-exchange-of-data-staff-census/).

### Centrally Employed Teachers

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 centrally employed teachers during recent years. Centrally employed teachers are a small proportion of the total FTE, only around 2%, so the effect of these different recording methods is small.

### Special Schools

Statistics for the special school sector are compiled from schools formally designated as special schools in the Scottish Government’s School Establishment collection. There is not always a clear distinction between special schools and special units or classes within a mainstream school. This should be kept in mind when analysing the statistics.

### Probationers

In these statistics a Teacher Induction Scheme probationer is defined as an individual in a post on the Teacher Induction Scheme and individuals on other probationer schemes providing that scheme only spans a single September. Other probationers, that enter into teaching via a flexible or alternative route, will be recorded with a temporary post employment type.

In Figure 16 induction scheme teachers in 2018 onwards were defined as teachers in a post where the employment type was reported as induction scheme. Prior to 2018, induction scheme teachers were based on a list of registration identifiers provided by the General Teaching Council for Scotland (GTCS) on an annual basis. Post-induction scheme teachers are identified by matching this registration identifier with the identifier collected as part of the following year’s school staff census.

### Headcount

The headcount of a teacher is defined as having unique GTC number, date of birth and sex.

### Grade

For the purposes of the school staff census, the teacher’s grade for each post is collected. In some cases, such as when a teacher is on a temporary promoted post, a teacher may have multiple posts, each at a different grade***.***

### Mode of working (full-time/ part-time)

The mode of working statistics in Figure 15 define working pattern on the cumulative FTE for an individual within a single school type (primary, secondary, special or centrally employed) and specific grade. Therefore, teachers working across multiple sectors or at multiple grades will be counted as part time for each sector and grade combination, even if their total FTE sums to one. In 2023, there were 783 FTE teachers working for a total of one FTE but across more than one grade or sector so have therefore been recorded as part time in Figure 15.

### Employment type

Employment type (permanent, temporary and Teacher Induction Scheme) relates to each post that a teacher holds, rather than their employment contract. This means that a teacher may have a permanent employment contract but be recorded with a temporary employment type for an individual post.

Where local authorities record posts under the SEEMiS categories ‘acting up’ or ‘seconded’ the employment type will be reported as permanent for the purposes of the school staff census. Local authorities may take different approaches to recording temporary promotions. For example, in the situation where a main-grade teacher is on temporary promotion to a principal teacher post they may be reported as having a temporary employment type and principal teacher grade. Alternatively, they may be recorded as ‘acting up’ in SEEMiS and so reported as permanent at their substantive grade (main-grade teacher) in these statistics. It is also possible that teachers in this situation are reported as permanent principal teachers or temporary main-grade teachers.

### Ethnicity

The ethnicity groupings used in Figure 12 contain the following categories:

* White – other British includes White – Other British and White – Irish
* White – other includes White – Other, White – Gypsy/Traveller and White – Polish
* Ethnic minority group includes African – African / Scottish / British, Caribbean or Black – Caribbean / British / Scottish, Asian – Indian/British/Scottish, Asian – Pakistani / British / Scottish, Asian – Pakistani / British / Scottish, Asian – Chinese / British / Scottish, Mixed or multiple ethnic groups, Asian – Other, African – Other and Other – Arab.

Prior to 2019, ‘not disclosed’ ethnic background included the categories ‘unknown’ and ‘not disclosed’. Since 2019 these categories have been presented separately.

### Pupil teacher ratio (PTR)

Any commentary on changes to PTR over time, such as the commentary for Figure 4, is based on the difference after rounding the PTR to one decimal place.

### Teachers funded through the Attainment Scotland Fund

The Attainment Scotland Fund (ASF) is a targeted initiative focused on closing the attainment gap between the most and least disadvantaged children. It is delivered through two primary routes: the Scottish Attainment Challenge and the Pupil Equity Fund (PEF). One way in which this funding may be used is to recruit additional teaching capacity.

Since 2016, the total FTE of ASF funded teachers across Scotland has been published as part of the reporting on the school staff census. This information helps with the monitoring and development of ASF policy.

In 2018, a new field was added to the local authority management information system (SEEMiS) with the aim of recording the ‘funding source’ for each teaching post. Analysis of 2018 and 2019 data has revealed that the way in which teaching posts are funded has become increasingly complex.

As such, it is not always possible, or meaningful, to assign a single source of funding to a teaching post or teacher.

For example:

* Some posts may be funded jointly through core local authority budgets and ASF budgets. Where it is not possible to account for posts with a single source of funding then the source which funds the majority of the post should be returned in the school staff census.
* A specific example of this joint funding are cases where PEF has been used to fund the difference between a teacher’s substantive post and their promoted post (e.g. where a teacher has taken on additional responsibility for ASF related work).
* ASF funding may also be being used indirectly. For example, PEF may be used to allow a school to recruit additional probationer teachers which, in turn, enables existing staff (who are core funded) to undertake PEF related work.
* The innovative nature of ASF work means that it is challenging the commonly held definition of what a teaching post entails; and this may vary between local authorities.

In addition, there are other factors that may affect the reliability of the data on the funding source for teaching posts collected through the school staff census:

* Unlike the majority of school staff data which is also used operationally by schools and local authorities, data on the funding source for teaching posts is generally only recorded on SEEMiS for the purpose of the school staff census. Therefore any anomalies with these figures would not necessarily be identified in the usual course of business, as would be the case for other aspects of the school staff census data.
* The increasingly diverse models of school education provision may also mean that schools and local authorities take different approaches to the recording of similar situations.

Therefore, all of these factors have implications for the interpretation and use of the information collected on the funding source of teaching posts. Even where it is appropriate to measure the teacher FTE funded through ASF, the factors described above may result in an over count in some circumstances and an undercount in others. Therefore, the number of FTE teachers funded through ASF is an estimate based on the data recorded and submitted by local authorities.

Taking all of this into account, using the information collected as part of the 2022 school staff census, it is estimated that 873 FTE teachers were funded through ASF, which is slightly lower than the estimate of 1,083 FTE in 2022.

## Classes and Pupils

### Scope and timing

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

As at September 2023 there was one grant-aided mainstream school, with primary and secondary departments, and seven grant-aided special schools. These schools are included in national totals, but are identified separately in the local authority level tables. In publications prior to 2003 they were included within the local authority of their location.

Pupils included in this census are those recorded by the school as being “on the roll of the school except those in full time education at another institution” (‘status 01’ in the pupil census data specification). Schools have only been included in school counts where they have at least one pupil on the school roll meeting this definition.

The data gathered in the pupil census is drawn from management information held by schools and local authorities for the purposes of administering education. The information published is therefore a reflection of the information provided by school staff and pupils’ parents/guardians.

### Primary schools

Children in Scotland usually start school between 4 and a half and 5 and a half years old.

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

Maximum class sizes in primary schools are as follows:

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

A composite class is a class of pupils from two or more stages. Class sizes for P1, P2 and P3 are set out in the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended).

Classes may exceed these maximums due to the presence of one or more ‘excepted pupils’. In class size legislation these are defined as:

* Children whose record of additional support needs (ASN) specifies that they should be educated at the school concerned, and who are placed in the school outside a normal placing round.
* 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.
* Children who cannot gain a place at any other suitable school within a reasonable distance of their home because they moved into the area outside a normal placing round.
* Children who are pupils at special schools, but who receive part of their education at a mainstream school.
* Children with ASN who are normally educated in a special unit in a mainstream school, but who receive part of their lessons in a non-special class.

### Class size calculations

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 takes into account the number of pupils experiencing each class size.

Examples of how the class size figures in this bulletin were calculated are provided below:

### P1-P3 average class sizes

The P1-P3 average class size statistics describe the size of classes that pupils experience. The methodology used is described below:

1. Effective class size - each class containing any P1, P2 or P3 pupils and two teachers present at all times is assigned an “effective class size” that is half the size of the actual class.
2. Weight each class by its size - for each class multiply the number of P1-P3 pupils in each class by the effective class size.
3. Total pupils and weighted classes - sum all P1, P2 and P3 pupils across all classes and sum weighted classes.
4. Average class size - divide the total weighted classes by total P1, P2 and P3 pupils.

Example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | Step 1: | Step 2: |
| Class | Count of P1-P3 pupils | Total pupils | Count of teachers | Effective class size | Weighted class |
| P1a | 25 | 25 | 1 | 25 | 625 |
| P1b | 15 | 15 | 1 | 15 | 225 |
| P3 | 30 | 30 | 2 | 15 | 450 |
| P3/4 | 5 | 25 | 1 | 25 | 125 |
| Step 3: | 75 |  |  |  | 1,425 |
|  |  | Step 4: | Average class size | | 19 |

This method produces a different value to the simple average of pupils per class (i.e. dividing the number of pupils by the number of classes). In the example above, not weighting the classes would give an average class size of 75 pupils ÷ 5 classes = 15.

Weighting the classes gives a better representation of the class sizes experienced by pupils as it shows the average class size per pupil. The simple average method shows the average number of pupils per class.

### Percentage of P1-P3 pupils in classes of 18 or fewer

P1-P3 pupils in classes of 18 or fewer includes two teacher classes with 36 or fewer pupils and composite classes.

The percentage of all P1-P3 pupils in such classes is calculated as described below:

1. Effective class size - each class containing any P1, P2 or P3 pupils and two teachers present at all times is assigned an “effective class size” that is half the size of the actual class. This is the same as step 1 above.
2. Sum the total number of P1, P2 and P3 pupils in classes with an effective size of 18 or fewer, then divide this by the total number of P1, P2 and P3 pupils, then multiply by 100.

Using data from the table above: (15+30)/(25+15+30+5)\*100 = 60%.

### Secondary schools

Pupils in Scotland usually begin attending secondary school between the ages of 11½ and 12½ years. These schools have six stages. However, pupils can leave school from the age of 16.

Class size data is not collected for secondary schools as class sizes vary widely across subjects.

### Special schools

Most children with additional support needs are educated in mainstream schools but some with complex or specific needs are educated in special schools. These schools cover primary and secondary education. A few authorities do not have special schools and may fund places in neighbouring authorities for their pupils.

Statistics for the special school sector are compiled from schools formally designated as special schools in the Scottish Government’s School Establishment collection. There is not always a clear distinction between special schools and special units or classes within a mainstream school. This should be kept in mind when analysing the statistics.

Where pupils attend a ‘special unit’ attached to a mainstream school, they are usually included in the figures for the mainstream school. However, some schools and local authorities have reported pupils from ‘special units’ separately.

Prior to 2018, open special schools with no pupils or where no pupils were on roll but pupils from other schools attended were included in school counts in this publication. From 2018, they have been excluded. Figures for years prior to 2018 have not been revised to exclude these schools. This methodological change accounts for the large decrease in the number of special schools between 2017 and 2018.

Pupils attending special schools are generally between the ages of two and 18 years old.

### Pupils with additional support needs

The pupil census collects information on the number of pupils who require additional support to access education (and the reason they need this support), not the number of pupils who have been diagnosed with specific needs.

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

In 2010, the way in which ASN information was collected changed and for the first-time information on reasons for support and nature of support was collected separately for each type of additional support need (CSP, IEP, disability, other). In previous years, while information on reasons and nature of support was collected, it was not linked to specific need types. Since 2012, six extra categories of reasons for support (communication support needs, young carer, bereavement, substance misuse, family issues and risk of exclusion) have been introduced.

The number of pupils identified with ASN has increased markedly since 2010 and there continue to be year on year increases. These increases are likely due in part to continued improvements in recording and the introduction of the additional need types 'Child plans' and ‘Other’ in 2011.

The pupil census collects information on pupils who are assessed or declared disabled or have one of the following need types:

* Individualised Educational Programme (IEP) is a tailored, individualised plan or programme of support which is expected to last up to a year. Learning targets within the plan are usually of multiple months or termly duration and this plan is reviewed. This plan may also be known as an additional support plan, or other similar name. The statutory criteria and content for an IEP can be found in the [Supporting Children's Learning Code of Practice](https://www.gov.scot/publications/supporting-childrens-learning-code-practice-revised-edition/).
* Co-ordinated Support Plans (CSPs) are statutory education plans prepared by local authorities to identify, and ensure provision of, services for children and young people with complex or multiple additional support needs. Targets should be limited in number and focus on key priorities of learning. They should be simple, clearly expressed and measurable. The statutory criteria and content for a CSP can be found in the [Supporting Children's Learning Code of Practice](https://www.gov.scot/publications/supporting-childrens-learning-code-practice-revised-edition/).
* Child plans are single or multi agency plans based on an assessment guided by the Getting it Right for every Child National Practice Model.

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

### Pupil ethnicity and national identity

The categories used to collect ethnicity and national identity data changed in the 2011 pupil census to align with the categories used in the 2011 population census. This should be kept in mind when making comparisons with information collected in previous years.

Pupils and parents/guardians are given the option of not disclosing a pupil’s ethnicity and in such cases pupils are recorded as ‘not disclosed’. Prior to 2019, figures in this bulletin combined the ‘not disclosed’ category with the ‘not known’ category. However, these are split out from 2019 onwards.

Information on country of birth and nationality are not collected.

### English as an Additional Language

The pupil census collects information on a pupil’s level of English in addition to information on whether a pupil has ‘English as an Additional Language’ (EAL) as a reason for having an additional support need (ASN).

Reconciliation of these two sets of information has identified widespread discrepancies between them, including pupils reported with low levels of English but without EAL as a reason for ASN.

### Looked after children

The definitive source for statistical information in relation to the number and characteristics of looked after children (LAC) is the Scottish Government 'Children Looked After Survey’ (CLAS). The information in the CLAS is provided by local authority social work services departments.

Up until 2016, statistics on children looked after by the local authority as reported by schools were published in the pupil census Supplementary Tables. These figures are no longer published due to concerns about the data quality.

### Scottish Index of Multiple Deprivation

Information on pupil deprivation status is obtained by linking the information gathered in the pupil census to the [Scottish Index of Multiple Deprivation (SIMD)](https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/). This is done using pupils’ postcodes.

No SIMD data is available for a small proportion of pupils recorded in the census. This is usually because no postcode has been provided or the provided postcode is invalid. Some local authorities have also reported having no postcode available for children of Gypsy/Traveller families.

These statistics use the most recent SIMD version available at the time of the pupil census. Therefore, statistics from the 2022 pupil census onward use SIMD 2020.

### Urban/rural classifications

The urban/rural classifications in pupil census supplementary statistics are based on the [2020 urban rural classification](https://www.gov.scot/publications/scottish-government-urban-rural-classification-2020/).

### Denominational schools

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

## Early learning and childcare

The early learning and childcare (ELC) census covers all centres providing funded ELC as defined in the Children and Young People (Scotland) Act 2014 (‘the 2014 Act’). This was previously referred to as pre-school. Three and four year-olds and eligible two year-olds are entitled to 1,140 hours of funded early learning and childcare (ELC).

### Centres

A centre is a local authority, private or voluntary setting providing funded ELC. Approximately 2,600 centres that provide funded ELC in Scotland complete the census. Similar numbers of centres completed the census this year as in previous years. A small number of children receive funded ELC with childminders. This provision is currently not included in the ELC census, but we are looking to capture this provision in the ELC census in the future. Information on funded ELC delivered by childminders is available in the [Scottish Childminding Association (SCMA) Audit.](https://www.childminding.org/news/early-learning-and-childcare-audit-2022)

### Eligibility for funded ELC

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

‘[Eligible children’](https://www.mygov.scot/childcare-costs-help/funded-early-learning-and-childcare) are all three and four year-olds from the relevant start date, children who turn five after the commencement of the school year and the two year-olds who meet statutory eligibility criteria. For three year-olds, only around half of children are eligible at the time of the census. The census counts children registered for funded ELC during the period 11-15 of September 2023.

The profile of eligible two year-olds has changed since the 2014 Act first introduced a duty on local authorities to provide funded ELC for this age. Eligibility criteria were set out originally in 2014 and these have been subsequently amended in 2015, 2017 and 2019. The changes from 2014 to 2015 expanded the eligibility criteria (to more closely match criteria for Free School Meals). The change in 2017 and 2019 made a technical change to account for the roll out of Universal Credit and changes to account for threshold freezes for Tax Credits. Eligibility was expanded to include children of care experienced parents in 2021. Current eligibility includes: those on qualifying benefits; children who are looked after by a local authority; children in kindship care; children who have been appointed a guardian; and children who have a parent who has experience of care.

From 2023 Scottish Government now has access to aggregate data on households in Scotland in receipt of the majority of ‘qualifying benefits’ and with a child of the relevant age. Using this new data source, and combining it with information on children who are eligible due to non-economic reasons (with an element of the overlap of criteria estimated), it has been possible to estimate the eligible two-year-old population, and therefore estimated uptake rates, at a national and local level for the first time.

### Teacher access

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

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

Statistics on teacher access in funded early learning and childcare are published in the additional tables accompanying this publication.

### Timing

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

### Teachers

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

ELC home visiting teachers are included within the centrally employed ELC teacher figures.

### Graduate staff

From 2017, data was collected on the number of graduates (other than teachers) working in ELC. Graduates include ELC staff that hold either: (1) a degree level benchmark qualification required by the SSSC for registration as a manager/lead practitioner (see list of qualifications below); (2) a degree level (SCQF level 9) qualification relevant to early years and are working towards a degree level benchmark qualification required by the SSSC for registration as a manager/lead practitioner; (3) or a degree level qualification sufficient to meet the registration standards of another regulatory body (e.g. Nursing and Midwifery Council, General Medical Council). Data was also collected on the number of ELC staff that don’t currently hold a degree level (SCQF level 9) qualification relevant to early years, but are working towards one of the SSSC benchmark qualifications required by the SSSC for registration as a manager/lead practitioner. Note that these staff may hold degrees in subjects unrelated to early years, such as physics or accountancy, or may hold early years qualifications below SCQF level 9.

### SSSC Benchmark qualifications

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

### Equity and Excellence Leads

From 2018, data has also been collected on staff working in ELC funded through the [commitment](https://www.gov.scot/policies/early-education-and-care/additional-graduate-commitment/) to fund additional graduate level posts in all local authorities. These staff are also known as Equity and Excellence leads. This is a Scottish Government commitment to fund additional posts in nurseries located in the most deprived areas of Scotland. These posts are for either teachers with early years expertise, or graduate practitioners with, or working towards, one of the benchmark qualifications required by the SSSC for registration as a manager/lead practitioner. These staff are also counted in the relevant teacher and graduate staff tables associated with this publication.

### Improvements to the ELC census

The method for calculating the percentage uptake of ELC has been improved from 2018 to account for local authorities who use different eligibility criteria for three year-olds to the statutory criteria that a child becomes eligible for funded ELC in the term after their 3rd birthday. More information on this change is available in Appendix 1 of the additional ELC tables accompanying this publication.

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

In 2015, for the first time, local authorities were able to check and amend data for centres within their local authority before submitting it to the Scottish Government. This additional validation process has continued, and resulted in higher data quality. Increased scrutiny of the funded ELC data by local authorities has affected all funded ELC data from 2015 onwards.

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

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

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

Quality assurance of the 2021 data identified the possibility that some centres were listed as being managed by a teacher or head teacher without the teacher being included as a member of staff. This was addressed in 2022 by introducing an additional check to ensure all centres included a staff member with the appropriate manager qualification. This may have resulted in an increase in the FTE of teachers working in ELC centres.

## Attendance

### Timing and scope

Information on attendance and absence is collected biennially. The statistics published in this bulletin refer to the 2022/23 school year. This information will next be collected for the 2024/25 school year.

The 2020/21 school year was significantly impacted by the COVID-19 pandemic. When comparing statistics from that year with other years the ‘attendance or absence – schools open’ should be used. Further details on the impact of the COVID-19 pandemic on attendance statistics can be found in the background notes to the 2020/21 attendance statistics publication.

The attendance and absence collection covers all publicly funded local authority schools in Scotland and Jordanhill, the grant-aided mainstream school. It does not cover grant-aided special schools, independent schools or early learning and childcare establishments.

Attendance and absence information is collected and published for pupils with pupil census status 01 (“pupil on roll of this school (except for those attending full time Further Education courses outside this school)”), status 04 (“pupil on roll of this school attending full time Further Education course outside of this school”) or status 05 (“pupil on roll of this school attending full time course other than Further Education outside of this school”).

Any school that was open and had pupils with one of the above statuses on its roll during the collection year is included in the statistics, regardless of the length of time it was open for. Schools that opened or closed during the year will still be captured.

S6 pupils are included in all figures in this publication.

Further information on what is collected in the attendance and absence collection may be found in the [collection specification](https://www.gov.scot/publications/scottish-exchange-of-data-attendance-absence-and-exclusions/).

### Data sources

The statistics used in this publication are derived from aggregated attendance records derived from schools’ management information systems.

Rates of attendance and absence relate to the total number of possible half day attendances. This number will differ for each pupil enrolment as it accounts for on the length of time the pupil is on the roll of the school, the number of half day openings the school operates, and whether the pupil has any ‘extended leave with parental consent’ recorded (openings recorded as extended leave with parental consent are not considered to be possible attendances).

Many schools operate 380 half-day sessions during the school year. However, some schools operate 342 longer half-day sessions in the school year. Schools doing so include:

* All schools in the City of Edinburgh, East Lothian, Midlothian, West Lothian and the Scottish Borders.
* All secondary schools in Angus.
* Four secondary schools in Fife.
* All secondary schools, 54 primary schools and one special school in Highland.
* Crathie Primary School, Aberdeenshire.
* Kinross High School, Perth and Kinross.

There has been an increase in the number of schools operating 342 half-day sessions in recent years meaning the number of possible openings for Scotland is lower than previously. However, figures remain comparable.

### Attendance and absence codes

Attendance and absence is reported to the Scottish Government using the categories below. These categories are based on more detailed categories used by schools for there operational recording of attendance and absence.

|  |  |
| --- | --- |
| Category | Grouping |
| Attendance | Attendance |
| Late 1: Arrives before 50% of opening | Attendance |
| Work experience | Attendance |
| Sickness with educational provision | Attendance |
| Sickness with no educational provision | Authorised absence |
| Late 2: Arrives after 50% of opening | Authorised absence |
| Family holidays authorised by school | Authorised absence |
| Exceptional domestic circumstances (authorised) | Authorised absence |
| Other authorised absence | Authorised absence |
| Part-time timetable (exclusion related) | Authorised absence |
| Part-time timetable (health related) | Authorised absence |
| Family holidays not authorised by school | Unauthorised absence |
| Truancy, including unexplained absence | Unauthorised absence |
| Exceptional domestic circumstances (unauthorised) | Unauthorised absence |
| Other unauthorised absence | Unauthorised absence |
| Temporary exclusion | Temporary exclusion |
| Extended leave with parental consent | [Excluded from attendance and absence calculations] |

The Scottish Government has published [guidance](https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/) on the management and recording of attendance and absence.

### Pupil characteristics and linkage to the Pupil Census

Information on pupils’ sex, ethnicity, national identity and school stage are collected alongside the attendance and absence data. However, information on all other pupil characteristics is obtained by linking the attendance and absence data to the Pupil Census conducted in the school year the data pertains to. The 2022/23 attendance and absence data was linked to the 2022 Pupil Census data.

This linkage is done using combinations of identifiers and characteristics of the pupils in the attendance and absence data. These include school attended, Scottish Candidate Number, sex and ethnicity. Pupils who move between local authority schools after the Pupil Census was conducted (September of the school year) will be matched to their census records even if their school differs. However, any pupils who were not attending any local authority school in Scotland on census day will not be matched to the census data. This is likely to occur when a pupil has, for example, moved to Scotland or from an independent school to a local authority funded school during the school year.

For the 2022/23 attendance and absence collection 97.7% of pupil enrolments were matched to the Pupil Census. This is less than one percentage point lower than the rate for previous years. This may be linked to inward migration from Ukraine during the year. The number is still a minority of the total pupils and figures are still comparable with those from previous collections.

### Scottish Index of Multiple Deprivation Data

The information on the deprivation of pupils, as measured by the Scottish Index of Multiple Deprivation (SIMD) 2020, was obtained using the postcode information linked to their Pupil Census records. Pupils who were unable to be linked to the Pupil Census therefore have no SIMD data available. An additional 0.1% of pupil enrolments had no SIMD data available as their postcode information from the Pupil Census could not be matched to the SIMD. Reasons for this include the postcode being missing or invalid. This rate is consistent with that for previous attendance and absence collections.

### Notes on the interpretation of the data

Two new absence codes – part-time timetable (health related) and part-time timetable (exclusion related) – were available for schools to use from the 2018/19 school year. Variation in their use and incorrect applications of them was identified during the quality assurance of the 2018/19 attendance and absence data. There is evidence that this is still happening, although to a lesser extent.

As a result all absences recorded using these part-time timetable codes have been recoded as ‘other authorised absence’ for the purposes of the 2018/19 statistics onwards. The number of absences reported using these codes was very small (less than 0.1% of possible attendances) so the inclusion of them as ‘other authorised absence’ does not have a large impact on the size or quality of this category.

### Comparison to the exclusions collection

Status 05 pupils (“pupil on roll of this school attending full time course other than Further Education outside of this school”) and pupils attending the mainstream grant-aided school, Jordanhill, are included in the attendance and absence collection but not the exclusions collection. As a result, any exclusions of these pupils will be recorded in one but not the other, making the total number of half days pupils were temporarily excluded for higher in the attendance collection than the exclusions collection. This issue occurs at all levels. However, the cases of exclusion for these pupils and the number of half days these pupils were excluded for are very low. Therefore, that it is not considered to have an impact on the figures from either collection or the use of them together.

## Exclusions

These statistics relate to temporary exclusions and number of pupils removed from the register (previously known as ‘permanent’ exclusions). An exclusion is temporary when a pupil is excluded from a school but remains on the register of that school because they are expected to return when the exclusion period is completed. The term ‘removed from the register’ refers to a pupil who is excluded and their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision.

[Guidance on exclusions from school](https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/) was published in 2017.

### Timing and scope

Information on exclusions is collected biennially. The figures published in this bulletin refer to the 2022/23 school year. It is next scheduled to be collected for the 2024/25 school year.

The collection covers all publicly funded local authority schools in Scotland. It does not cover grant-aided schools (including Jordanhill School), independent schools.

Prior to the 2018/19 collection, exclusions information was collected for the grant-aided mainstream school, Jordanhill. This information ceased to be collected from the 2018/19 collection as the cases of exclusions and number of pupils excluded at this school were consistently low in previous collections. Publishing this information therefore risked the identification of the pupils and/or incidents concerned without disclosure control being applied. This disclosure control would also reduce the information available on exclusions in other schools and local authorities to the detriment of the interpretation the figures. It was therefore decided to stop the collection of exclusions figures for Jordanhill. The small number of exclusions concerned means that this change is not considered to impact the comparability of figures from the 2018/19 collection onwards with those from previous collections.

Exclusions information is only collected and published for pupils with status 01 (“pupil on roll of this school (except for those attending full time Further Education courses outside this school)”) or status 04 (“pupil on roll of this school attending full time Further Education course outside of this school”).

Further information on what is collected in the exclusions collection may be found in the [collection specification](https://www.gov.scot/publications/scottish-exchange-of-data-attendance-absence-and-exclusions/)

### Pupil characteristics and linkage to the Pupil Census

Information on pupils’ sex, ethnicity, national identity and school stage are collected alongside the exclusions data. However, information on all other pupil characteristics is obtained by linking the exclusions data to the Pupil Census conducted in the school year the data pertains to. The 2022/23 exclusions data was linked to the 2022 Pupil Census data.

This linkage is done using combinations of identifiers and characteristics of the pupils in the exclusions data, including school attended, Scottish Candidate Number, sex and ethnicity. Pupils who move between local authority schools after the date the Pupil Census was conducted (September of the school year) will still be matched to their census records even if their school differs. However, any pupils who were not attending any local authority school in Scotland on census day will be unable to be matched to the census data. This is likely to occur when a pupil has, for example, moved to Scotland or from an independent school to a local authority funded school during the school year.

For the 2022/23 exclusions collection 99.5% of pupil enrolments with an exclusion recorded were matched to the Pupil Census. These enrolments accounted for 99.6% of the recorded cases of exclusion.

### Scottish Index of Multiple Deprivation Data

The information on the deprivation of pupils, as measured by the Scottish Index of Multiple Deprivation (SIMD) 2020, was obtained using the postcode information linked to their Pupil Census records. Pupils who were unable to be linked to the Pupil Census therefore have no SIMD data available. A further 0.1% the total pupil enrolments with an exclusion recorded (accounting for 0.1% of the total cases of exclusion) had no SIMD data available as their postcode information from the 2020 Pupil Census could not be matched to the SIMD data. Reasons for this include the postcode being missing or invalid.

### Free school meals data

Information on free school meal registrations is collected in the Pupil Census. A pupil is considered registered for FSM for the Pupil Census regardless of whether their eligibility is under the national eligibility criteria or local initiatives. Please see the Pupil Census background notes for more information of these criteria and local initiatives captured in the 2022 census figures. They may be found in the Pupil Census supplementary tables: https://www.gov.scot/publications/pupil-census-supplementary-statistics/

### Notes on the interpretation of the data

Status 05 pupils and pupils attending the mainstream grant-aided school, Jordanhill, are included in the attendance and absence collection but not the exclusions collection. As a result, any exclusions of these pupils will be recorded in one but not the other, making the total number of half days pupils were temporarily excluded for higher in the attendance collection than the exclusions collection. This issue occurs at all levels. However, the cases of exclusion for these pupils and the number of half days these pupils were excluded for are very low. Therefore, that it is not considered to have an impact on the figures from either collection or the use of them together.

### COVID-19 impact on 2020/21 exclusions collection

The school year covered by the 2020/21 exclusions statistics was substantially impacted by the COVID-19 pandemic. Significantly, most schools in Scotland were shut in early 2021 and many had shorter local closures throughout the rest of the year (see the attendance and absence background notes above for more detail on these school closures). Additionally, many pupils were absent for periods of time when they had tested positive for COVID-19 or were required to self-isolate.

It can therefore be said that some of the decrease in exclusions between 2018/19 and 2020/21 was due to the pandemic limiting the time pupils were in school. So long as one considers the different context of education in 2020/21 versus previous years, figures are comparable at national and local authority level.

## Corrections

There are no scheduled revisions to these statistics. It is not always feasible to correct all instances of incorrect statistics across all historical publications and releases. However, all statistics shown in new publication bulletins will be correct at the time of release, including statistics for previous years. The statistics in the latest published edition of the bulletin therefore supersede all previous statistics.

## Costs

### Pupil census and school staff census

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

### Early learning and childcare census

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

## Rounding and symbols

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

All differences and totals are calculated from unrounded data and therefore may not match the difference or total calculable from the rounded data shown.

The following symbols are used:

: = not available

0 = nil or rounds to nil

low = a figure close to, but not a real, zero

# = not applicable

c= value suppressed to protect against the risk of disclosure of personal information

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