



Statistics Publication Notice

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INDEPENDENT SCHOOL CENSUS, SEPTEMBER 2005

25th April, 2006

A Scottish Executive National Statistics Publication

This document contains the results of the annual census of independent schools in Scotland. The results relate to September 2005.

The main findings are:

- There were 30,321 pupils in independent schools in Scotland, 67 more than in 2004. This net difference consists of an increase of 24 in primary and 43 in secondary schools, with the number in special schools remaining constant from 2004.
- Four per cent of all school pupils in Scotland were in independent schools. Numbers in independent schools have remained fairly steady in recent years, compared to a decrease in the population (Chart 1).
- There were a total of 3,354 teachers, an increase of 52 over the 2004 figure. The average (mean) age of teachers was 44. The age profile shows a slight peak in the early fifties, with 18 per cent of teachers aged 55 or over. Of those who returned information, 88 per cent of teachers were registered with the General Teaching Council - Scotland.

Primary schools

- There were 60 independent primary schools in 2005 compared with 63 in 2004 and 62 in 2003 (table 9).
- There were 11,592 pupils in independent primary schools in 2005, an increase of 0.2 per cent from 2004. Numbers have fluctuated between 11,559 and 11,844 in recent years (table 9).
- There were 906 teachers (FTE) in independent primary schools in 2005, an increase of 3 from 2004. This equates to 12.8 pupils per teacher in 2005, the same as in 2004 (table 9).

Secondary schools

- There were 57 secondary schools in 2005, compared to 55 in 2004. The number of independent secondary schools had previously decreased from 63 in 1999 (table 17).
- There were 17,597 pupils in independent secondary schools in 2005, an increase of 0.2 per cent from 2004. The number of pupils has remained fairly steady in recent years (table 17).

- There were 2,119 teachers (FTE) in independent secondary schools in 2005, an increase of 54 from 2004. There were 8.3 pupils per teacher in 2005, compared with 8.5 in 2004 (table 17).

Special schools

- There were 33 independent special schools in 2005, compared to 34 schools in 2004, and 33 in 2003 (table 23).
- There were 1,132 pupils in independent special schools in 2005, the same as in 2004 (table 23). Most pupils in independent special schools are funded by local authorities.
- There were 330 teachers (FTE) in independent special schools in 2005, a slight decrease from 2004. There were 3.4 pupils per teacher in 2005, the same as in 2004 (table 23).

Special Educational Needs

- In primary and secondary schools there were 462 pupils (1.6 per cent) with a Record of Needs and/or an Individualised Educational Programme. This compares with 300 in 2004, the increase being mainly due to an improvement in reporting. The largest categories of main difficulty of learning were specific learning difficulties in language and/or mathematics – including dyslexia (11.2 per 1,000 pupils) and moderate learning difficulties (2.7 per 1,000 pupils).
- In special schools the largest categories of main difficulty of learning were social, emotional and behavioural difficulties (66 per cent) and autistic spectrum disorder (15 per cent).

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BACKGROUND NOTES

1. Under The Registration of Independent Schools (Scotland) Regulations 1957 as amended, independent schools are required each year to supply certain statistics to the Scottish Executive. This census covers independent primary, secondary and special schools.
2. Results of the census of publicly funded schools is available from the following link
<http://www.scotland.gov.uk/stats/bulletins/00487>

Information on leaver destinations for independent schools are published in
<http://www.scotland.gov.uk/stats/bulletins/00461>

3. Where a school has more than one department, for example a secondary school with a primary department, these are counted as separate schools. There were 102 different independent schools open at the time of the census compared to the figure of 150 in this publication. There was also one further school open on census date but for whom registration came through too late to be included in the census.
4. Where numbers of pupils/students are given, these relate to pupils based at the school. Pupils/students who are attending the school but are based at another centre (for example, students from a Further Education College who are taking some classes at a school) are not included.
5. A class is a group of pupils normally supervised by one teacher. The group may occasionally be supervised by more than one teacher, for example, when pupils are receiving learning support from a teacher who is not the class teacher.
6. A composite class is a class of pupils from two or more stages. The class size statistics published here do not include the small number of classes for pupils with learning difficulties.
7. A Record of Needs (RoN) is provided for a child who has “pronounced, specific or complex special educational needs which require continuing review”. The RoN contains the child’s details; the details of the parent/guardian and “named person” (someone to represent them); an assessment profile; a summary of the child/young person’s impairments; a description of the special educational needs arising from the impairments; a statement of the measures proposed by the education authority; the name of the school to be attended; a summary of the views of the parent/guardian; the date the record was opened and a summary of the reviews of the record; and a note of who is allowed to access the record. Following the implementation of the Additional Support for Learning Act, information in this area will change for the 2006 independent school census.
8. Individualised Educational Programmes (IEPs) are written plans setting targets that a child, with special educational needs, is expected to achieve. Targets should be limited in number and focus on key priorities of learning. They should be simple, clearly expressed and measurable.
9. The following symbol is used: - = zero or rounds to zero
n/a = not available
10. All percentages are rounded separately and breakdowns may consequently not sum to 100 per cent.
11. **This is a National Statistics publication.** National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference
12. This report was edited by Mal Cooke, Louise Flanagan, Matt Flanagan and Colin Gallacher.
13. All tables are available on the Scottish Executive website at:
<http://www.scotland.gov.uk/stats/bulletins/00490>

Enquiries

14. Public enquiries (non-media) about the information contained in this notice should be addressed to Mal Cooke, Education and Children Statistics Unit, Area 1-B, Victoria Quay, Edinburgh EH6 6QQ, tel. 0131 244 1689 or email school.stats@scotland.gsi.gov.uk

15. Media enquiries about the information in this notice should be addressed to:

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Statistics Publication Notice

25th April, 2006

All Sectors

Table 1: Schools, pupils and teachers in independent schools, 2004 & 2005⁽¹⁾

	2004				2005			
	Schools	Pupils	Teachers FTE	Pupil: Teacher Ratio	Schools	Pupils	Teachers FTE	Pupil: Teacher Ratio
Primary	63	11,568	903	12.8	60	11,592	906	12.8
Secondary	55	17,554	2,065	8.5	57	17,597	2,119	8.3
Special	34	1,132	334	3.4	33	1,132	330	3.4
Total	152	30,254	3,302	9.2	150	30,321	3,354	9.0

(1) See background note 3.

Table 2: Schools and pupils in independent schools, 1995-2005⁽¹⁾

	Schools				Pupils			
	Primary	Secondary	Special	Total	Primary	Secondary	Special	Total
1995	82	69	32	183	11,203	18,418	1,220	30,841
1996	73	59	32	161	11,197	18,217	1,161	30,554
1997	74	61	33	168	11,769	18,258	1,108	31,135
1998	72	62	33	167	11,683	17,940	1,081	30,704
1999	71	63	34	168	11,613	17,718	1,049	30,363
2000	67	60	35	162	11,559	17,537	1,095	30,192
2001	65	57	33	155	11,727	17,635	1,038	30,400
2002	64	55	32	151	11,844	17,555	999	30,398
2003	62	55	33	150	11,686	17,605	1,053	30,344
2004	63	55	34	152	11,568	17,554	1,132	30,254
2005	60	57	33	150	11,592	17,597	1,132	30,321

(1) See background note 3.

Chart 1: Proportion of school pupils in independent schools, 1995-2005

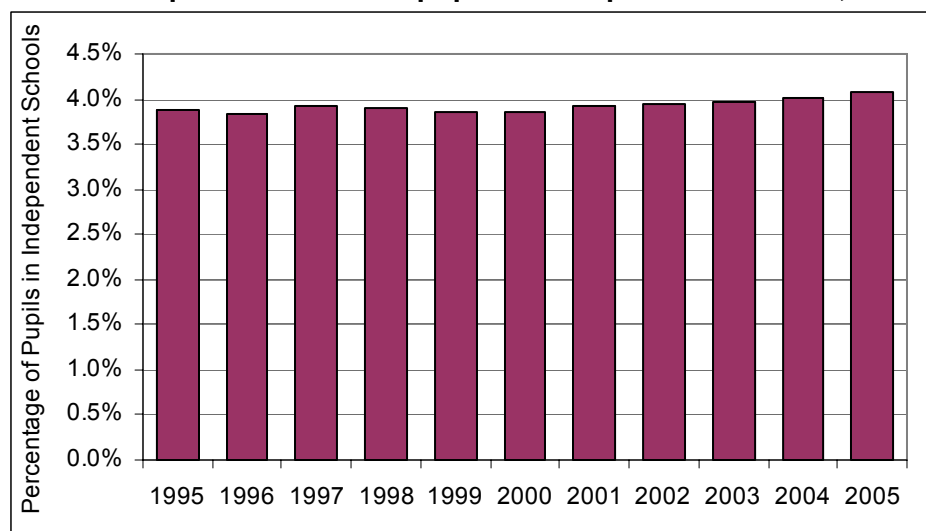


Table 3: Size of independent school roll, 2005

School roll	Number of schools		
	Primary	Secondary	Special
up to 20	8	7	8
21-50	6	10	21
51-100	11	4	3
101-200	17	7	1
201-300	4	5	-
301-400	8	7	-
401-500	2	5	-
501-600	-	2	-
601-800	2	4	-
over 800	2	6	-
Average	193	309	34

Table 4: Main difficulty in learning of pupils with a Record of Needs (RoN) and/or an Individualised Educational Programme (IEP) in independent primary and secondary schools and of all pupils in special schools, 2005

Impairment	Number	Rate per 1,000 pupils	Percentage distribution of main difficulty
Total	1,594	52.6	
Significant hearing impairment	3	0.1	0.2
Significant visual impairment	-	-	-
Significant physical or motor impairments	5	0.2	0.3
Significant language and speech disorder	8	0.3	0.5
Autistic spectrum disorder	192	6.3	12.0
Social, emotional and behavioural difficulties	753	24.8	47.2
Learning difficulties:			
Moderate	126	4.2	7.9
Severe	27	0.9	1.7
Profound	7	0.2	0.4
Specific – in language and/or mathematics (including dyslexia)	352	11.6	22.1
Complex or multiple impairments:			
Dual sensory impairment	1	-	0.1
Moderate learning difficulties & significant additional impairments or disorders	21	0.7	1.3
Severe learning difficulties & significant additional impairments or disorders	9	0.3	0.6
Profound learning difficulties and other	4	0.1	0.3
Other	86	2.8	5.4

Table 5: Integration of pupils with a Record of Needs (RoN) and/or an Individualised Educational Programme (IEP) in independent primary and secondary schools, 2005

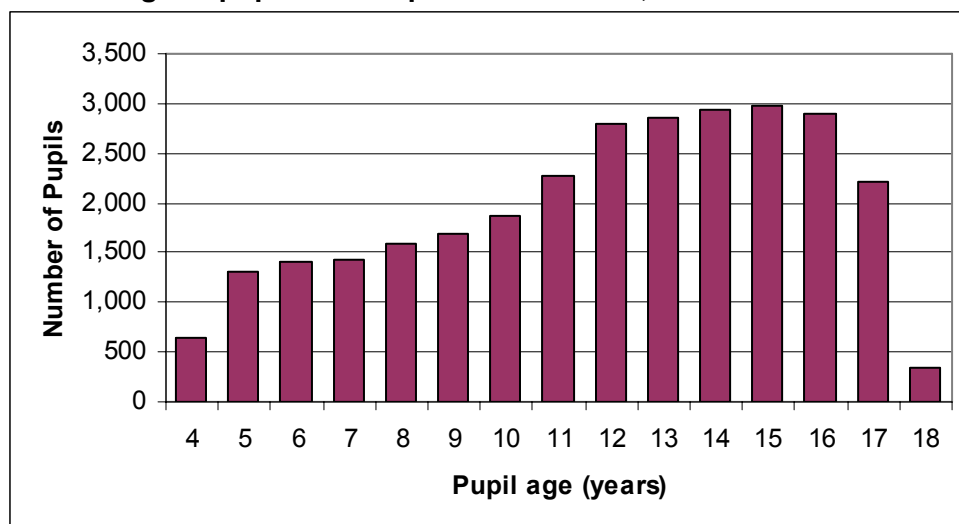
Nature of attendance	All pupils with RoN or IEP
Time spent by pupils in mainstream classes	
Total	462
All the time in mainstream classes	334
$\frac{3}{4}$ or more but less than all time in mainstream classes	127
$\frac{1}{2}$ or more but less than $\frac{3}{4}$ of the time in mainstream classes	1
$\frac{1}{4}$ or more but less than $\frac{1}{2}$ of the time in mainstream classes	-
Some time, but less than $\frac{1}{4}$ of the time in mainstream classes	-
No time in mainstream classes	-
Time spent in mainstream classes is not known	-

Table 6: Age profile of pupils in mainstream independent schools, by age at 31 December 2005

Age (years)	Number of pupils
4	646
5	1,317
6	1,404
7	1,427
8	1,599
9	1,684
10	1,864
11	2,283
12	2,788
13	2,864
14	2,934
15	2,971
16	2,897
17	2,216
18	339

Source. RIS2 2005 returns. This is a separate collection, and the total does not equate to the total elsewhere in this publication.

Chart 2: Age of pupils at independent schools, 2005



Source. RIS2 returns

Table 7: Age profile of teachers in mainstream independent schools, by age at 12 September 2005⁽¹⁾

	GTC Registration					Total ⁽²⁾
	Male	Female	Registered	Not Registered	Not Recorded	
21-24	15	72	60	14	13	87
25-29	95	283	251	31	97	379
30-34	164	294	284	40	134	458
35-39	191	274	275	43	147	465
40-44	182	292	296	39	140	475
45-49	218	352	334	58	178	570
50-54	207	427	394	47	193	634
55-59	188	364	346	42	164	552
60-65	54	82	69	14	57	140

(1) There were 123 FTE teachers for which age data was unavailable or outwith the range in the table.

(2) There were 6 FTE teachers for whom gender is not known, these are included in the total figures.

Source. Register of Independent School Teachers. This is a separate collection and the total does not equate to the total elsewhere in this publication.

Chart 3: Age of teachers at independent schools, 2005⁽¹⁾



(1) This graph has been smoothed using a three-year moving average. There were 123 FTE teachers for which age data was unavailable or outwith the range in the table.

Source. Register of Independent School Teachers. This is a separate collection and the total does not equate to the total elsewhere in this publication.

Table 8: Location⁽¹⁾ of independent schools, 2005

	Primary		Secondary		Special	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Scotland	60	11,592	57	17,597	33	1,132
Aberdeen City	8	1,156	7	1,667	3	145
Aberdeenshire	1	79	1	19	-	-
Angus	-	-	-	-	1	25
Argyll & Bute	1	182	1	349	-	-
Clackmannanshire	1	395	1	849	1	31
Dumfries & Galloway	1	11	2	43	-	-
Dundee City	2	367	2	734	1	23
East Ayrshire	-	-	-	-	1	46
East Dunbartonshire	-	-	-	-	-	-
East Lothian	3	334	2	329	-	-
East Renfrewshire	1	146	1	166	-	-
Edinburgh, City of	15	4,049	14	6,062	2	40
Eilean Siar	1	12	-	-	-	-
Falkirk	-	-	1	53	-	-
Fife	1	175	2	44	4	75
Glasgow City	7	2,521	6	3,772	3	107
Highland	1	15	1	2	-	-
Inverclyde	2	393	2	344	-	-
Midlothian	-	-	-	-	-	-
Moray	3	149	2	512	-	-
North Ayrshire	-	-	-	-	2	92
North Lanarkshire	-	-	-	-	2	53
Orkney Islands	-	-	-	-	-	-
Perth & Kinross	5	582	6	1,371	4	118
Renfrewshire	1	5	-	-	5	272
Scottish Borders	1	111	1	26	-	-
Shetland Islands	-	-	-	-	-	-
South Ayrshire	1	244	1	294	-	-
South Lanarkshire	2	474	2	587	-	-
Stirling	2	192	2	374	3	69
West Dunbartonshire	-	-	-	-	-	-
West Lothian	-	-	-	-	1	36

(1) The table shows the geographic location of the schools, which are independent of local authorities. Pupils may live in other local authority areas.

Primary

Table 9: Schools, pupils and teachers in independent primary schools, 1996-2005

	Schools	Pupils	Female	Male	Teachers FTE	Pupil: Teacher Ratio
1996	73	11,197	n/a	n/a	763	14.7
1997	74	11,769	n/a	n/a	820	14.4
1998	72	11,683	5,787	5,896	834	14.0
1999	71	11,613	5,768	5,845	867	13.4
2000	67	11,559	5,725	5,834	882	13.1
2001	65	11,727	5,909	5,818	902	13.0
2002	64	11,844	6,026	5,818	864	13.7
2003	62	11,686	5,934	5,752	901	13.0
2004	63	11,568	5,744	5,824	903	12.8
2005	60	11,592	5,739	5,853	906	12.8

Table 10: Pupils by stage, in independent primary schools, 1997-2005

	1997	1998 ⁽¹⁾	1999	2000	2001	2002	2003	2004	2005
Number of pupils									
P1	1,447	1,386	1,385	1,411	1,420	1,460	1,392	1,427	1,360
P2	1,424	1,498	1,404	1,411	1,428	1,425	1,466	1,388	1,442
P3	1,492	1,495	1,514	1,461	1,461	1,473	1,433	1,504	1,405
P4	1,579	1,631	1,584	1,674	1,619	1,573	1,533	1,533	1,624
P5	1,697	1,733	1,733	1,690	1,748	1,728	1,641	1,650	1,664
P6	1,889	1,907	1,898	1,961	1,922	1,995	1,932	1,862	1,887
P7	2,241	2,019	2,095	1,951	2,129	2,190	2,289	2,204	2,210

(1) Stage is not known for 14 pupils

Table 11: Average class sizes by type of class and stage in independent primary schools, mainstream classes, 1999 - 2005

Class Type	1999	2000	2001	2002	2003	2004	2005
All	18.1	18.5	19.0	18.7	18.6	18.6	18.3
Single stage	18.8	19.3	19.7	19.2	19.1	19.1	18.7
Composite	11.0	11.6	11.8	12.6	11.6	12.2	12.8
Single Stage Classes by Stage							
P1	17.1	17.1	18.4	18.2	17.4	17.2	16.6
P2	17.2	18.3	17.6	18.5	18.2	18.1	18.1
P3	19.0	19.1	19.3	18.6	18.6	18.7	18.2
P4	19.6	19.5	19.6	19.0	18.9	18.8	19.2
P5	19.4	20.4	20.6	19.2	20.0	19.8	19.5
P6	19.9	20.5	20.9	20.6	20.1	19.7	19.8
P7	19.2	19.7	20.7	19.8	19.7	20.6	19.0

Table 12: Number of mainstream classes by size and type of class in independent primary schools, September 2005

	Single stage classes				Composite stage classes			
	Classes		Pupils		Classes		Pupils	
	Number	%	Number	%	Number	%	Number	%
0-15	180	30.5	2,035	18.4	27	73.0	286	60.2
16-20	170	28.8	3,023	27.4	8	21.6	144	30.3
21-25	163	27.6	3,848	34.8	2	5.4	45	9.5
26-30	72	12.2	1,920	17.4	-	-	-	-
31-33	1	0.2	33	0.3	-	-	-	-
Over 33	5	0.8	188	1.7	-	-	-	-
Total	591		11,047		37		475	

Table 13: Main difficulty in learning of pupils with a Record of Needs (RoN) and/or an Individualised Educational Programme (IEP) in independent primary schools, 2005

Impairment	Number	Rate per 1,000 pupils	Percentage distribution of main difficulty
Total	173	14.9	
Significant hearing impairment	2	0.2	1.2
Significant visual impairment	-	-	-
Significant physical or motor impairments	2	0.2	1.2
Significant language and speech disorder	2	0.2	1.2
Autistic spectrum disorder	14	1.2	8.1
Social, emotional and behavioural difficulties	2	0.2	1.2
Learning difficulties:			
Moderate	20	1.7	11.6
Severe	-	-	-
Profound	-	-	-
Specific – in language and/or mathematics (including dyslexia)	127	11.0	73.4
Complex or multiple impairments:			
Dual sensory impairment	-	-	-
Moderate learning difficulties & significant additional impairments or disorders	2	0.2	1.2
Severe learning difficulties & significant additional impairments or disorders	-	-	-
Profound learning difficulties and other	-	-	-
Other	2	0.2	1.2

Table 14: Integration of pupils with a Record of Needs (RoN) and/or an Individualised Educational Programme (IEP) in independent primary schools, 2005

Nature of attendance	All pupils with RoN or IEP
Time spent by pupils in mainstream classes	
Total	173
All the time in mainstream classes	112
$\frac{3}{4}$ or more but less than all time in mainstream classes	60
$\frac{1}{2}$ or more but less than $\frac{3}{4}$ of the time in mainstream classes	1
$\frac{1}{4}$ or more but less than $\frac{1}{2}$ of the time in mainstream classes	-
Some time, but less than $\frac{1}{4}$ of the time in mainstream classes	-
No time in mainstream classes	-
Time spent in mainstream classes is not known	-

Table 15: Teachers (FTE) by gender and grade in independent primary schools, 2005⁽¹⁾

Grade	Total	Gender		Percentage
		Male	Female	Female
Total	906	182	724	80.0
Headteacher	44	22	22	49.8
Depute Headteacher	39	11	28	72.9
Assistant Headteacher	21	9	12	57.1
Principal Teacher	33	6	27	81.4
Senior Teacher ⁽²⁾	91	19	72	79.4
Teachers (unpromoted)	678	115	563	83.0

(1) Totals may not equal the sum of the parts exactly, due to rounding

(2) Including other promoted posts

Table 16: Teachers (number) by mode of working and grade, in independent primary schools, 2005

Grade	Total	Mode of working		Percentage
		Full-time	Part-time	Part-time
Total	1,097	770	327	29.8
Headteacher	48	40	8	16.7
Depute Headteacher	47	35	12	25.5
Assistant Headteacher	21	21	-	-
Principal Teacher	48	27	21	43.8
Senior Teacher ⁽¹⁾	95	86	9	9.5
Teachers (unpromoted)	838	561	277	33.1

(1) Including other promoted posts

Secondary

Table 17: Schools, pupils and teachers in independent secondary schools, 1996-2005

	Schools	Pupils	Female	Male	Teachers FTE	Pupil: Teacher Ratio
1996	59	18,217	8,655	9,562	1,955	9.3
1997	61	18,258	8,715	9,543	2,009	9.1
1998	62	17,940	8,654	9,286	2,051	8.7
1999	63	17,718	8,474	9,244	2,029	8.7
2000	60	17,537	8,416	9,121	1,990	8.8
2001	57	17,635	8,514	9,121	2,044	8.6
2002	55	17,555	8,463	9,092	2,071	8.5
2003	55	17,605	8,510	9,095	2,071	8.5
2004 ⁽¹⁾	55	17,554	8,637	8,917	2,065	8.5
2005	57	17,597	8,698	8,899	2,119	8.3

(1) Amended from previously published figures.

Table 18: Pupils by stage, in independent secondary schools, 1997-2005

	1997	1998	1999	2000	2001	2002	2003	2004	2005
Number of pupils									
S1	3,034	2,859	2,836	2,867	2,885	2,912	2,892	2,817	2,846
S2	3,022	3,052	2,996	2,931	3,033	2,956	3,039	2,991	2,998
S3	3,122	3,065	3,046	3,025	2,964	3,029	3,051	3,060	3,035
S4	3,176	3,076	3,061	3,027	3,014	2,928	3,014	2,997	3,048
S5	3,212	3,195	3,113	3,106	3,120	3,055	3,024	3,148	3,070
S6	2,692	2,693	2,666	2,581	2,619	2,675	2,585	2,541	2,600

Table 19: Main difficulty in learning of pupils with a Record of Needs (RoN) and/or an Individualised Educational Programme (IEP) in independent secondary schools, 2005

Impairment			Percentage
	Number	Rate per 1,000 pupils	distribution of main difficulty
Total	289	16.4	
Significant hearing impairment	1	0.1	0.3
Significant visual impairment	-	-	-
Significant physical or motor impairments	2	0.1	0.7
Significant language and speech disorder	2	0.1	0.7
Autistic spectrum disorder	11	0.6	3.8
Social, emotional and behavioural difficulties	6	0.3	2.1
Learning difficulties:			
Moderate	60	3.4	20.8
Severe	-	-	-
Profound	-	-	-
Specific – in language and/or mathematics (including dyslexia)	199	11.3	68.9
Complex or multiple impairments:			
Dual sensory impairment	1	0.1	0.3
Moderate learning difficulties & significant additional impairments or disorders	4	0.2	1.4
Severe learning difficulties & significant additional impairments or disorders	2	0.1	0.7
Profound learning difficulties and other	-	-	-
Other	1	0.1	0.3

Table 20: Integration of pupils with a Record of Needs (RoN) and/or an Individualised Educational Programme (IEP) into independent secondary schools, 2005

Nature of attendance	All pupils with RoN or IEP
Time spent by pupils in mainstream classes	
Total	289
All the time in mainstream classes	222
$\frac{3}{4}$ or more but less than all time in mainstream classes	67
$\frac{1}{2}$ or more but less than $\frac{3}{4}$ of the time in mainstream classes	-
$\frac{1}{4}$ or more but less than $\frac{1}{2}$ of the time in mainstream classes	-
Some time, but less than $\frac{1}{4}$ of the time in mainstream classes	-
No time in mainstream classes	-
Time spent in mainstream classes is not known	-

Table 21: Teachers (FTE) by gender and grade, in independent secondary schools, 2005⁽¹⁾

Grade	Total	Gender		Percentage
		Male	Female	Female
Total	2,119	944	1,175	55.5
Headteacher	44	34	11	23.8
Depute Headteacher	58	34	24	41.9
Assistant Headteacher	61	30	30	49.8
Principal Teacher	544	301	244	44.7
Assistant Principal Teacher	119	52	67	56.6
Senior Teacher ⁽²⁾	241	130	111	46.0
Teachers (unpromoted)	1,053	364	689	65.5

(1) Totals may not equal the sum of the parts exactly, due to rounding

(2) Including other promoted posts.

Table 22: Teachers (number) by mode of working and grade, in independent secondary schools, 2005

Grade	Total	Mode of working		Percentage
		Full-time	Part-time	part-time
Total	2,437	1,801	636	26.1
Headteacher	50	39	11	22.0
Depute Headteacher	60	56	4	6.7
Assistant Headteacher	62	58	4	6.5
Principal Teacher	557	512	45	8.1
Assistant Principal Teacher	122	109	13	10.7
Senior Teacher ⁽¹⁾	248	227	21	8.5
Teachers (unpromoted)	1,338	800	538	40.2

(1) Including other promoted posts

Special

Table 23: Schools, pupils and teachers in independent special schools, 1996-2005

	Schools	Pupils	Girls	Boys	Teachers FTE	Pupil: Teacher Ratio
1996	32	1,161	268	893	328	3.5
1997	33	1,108	246	862	331	3.3
1998	33	1,081	232	849	328	3.3
1999	34	1,049	215	834	340	3.1
2000	35	1,095	225	870	328	3.3
2001	33	1,038	209	829	326	3.2
2002	32	999	197	802	299	3.3
2003	33	1,053	212	841	286	3.7
2004	34	1,132	230	902	334	3.4
2005	33	1,132	201	931	330	3.4

Table 24: Pupils in independent special schools by gender and age at 31 December 2005

Number		Age			
		All ages	5-11 years	12-15 years	16 and over
	Total	1,132	128	777	227
	Male	931	125	639	167
	Female	201	3	138	60
	Percentage female	17.8	2.3	17.8	26.4

Table 25: Pupils in independent special schools, by gender and mode of attendance, 1998-2005

Mode of attendance	1998	1999	2000	2001	2002	2003	2004	2005
Number of pupils								
Total	1,081	1,049	1,095	1,038	999	975	1,132	1,132
Male	849	834	870	829	802	771	902	931
Female	232	215	225	209	197	204	230	201
Percentage female	21.5	20.5	20.5	20.1	19.7	20.9	20.3	17.8
Day								
Total	324	321	334	341	314	297	384	453
Male	256	257	267	275	253	239	313	395
Female	68	64	67	66	61	58	71	58
Residential								
Total	757	728	761	697	685	678	748	679
Male	593	577	603	554	549	532	589	536
Female	164	151	158	143	136	146	159	143
Percentage residential								
Total	70.0	69.4	69.5	67.1	68.6	69.5	66.1	60.0
Male	69.8	69.2	69.3	66.8	68.5	69.0	65.3	57.6
Female	70.7	70.2	70.2	68.4	69.0	71.6	69.1	71.1

Table 26: Main difficulty in learning of pupils in independent special schools, 2005

Impairment	Number	Percentage distribution of main difficulty
Total	1,132	
Significant hearing impairment	-	-
Significant visual impairment	-	-
Significant physical or motor impairments	1	0.1
Significant language and speech disorder	4	0.4
Autistic spectrum disorder	167	14.8
Social, emotional and behavioural difficulties	745	65.8
Learning difficulties:	-	-
Moderate	46	4.1
Severe	27	2.4
Profound	7	0.6
Specific – in language and/or mathematics (including dyslexia)	26	2.3
Complex or multiple impairments:		
Dual sensory impairment	-	-
Moderate learning difficulties & significant additional impairments or disorders	15	1.3
Severe learning difficulties & significant additional impairments or disorders	7	0.6
Profound learning difficulties and other	4	0.4
Other	83	7.3

Table 27: Teachers (FTE) by gender and grade, in independent special schools, 2005⁽¹⁾

Grade	Total	Gender		Percentage
		Male	Female	Female
Total	330	154	176	53.3
Headteacher	27	16	11	39.6
Depute Headteacher	11	4	7	63.6
Assistant Headteacher	5	2	3	60.0
Principal Teacher	42	26	16	37.5
Assistant Principal Teacher	2	2	-	-
Senior Teacher ⁽²⁾	23	10	13	56.1
Teachers (unpromoted)	221	94	127	57.5

(1) Totals may not equal the sum of the parts exactly, due to rounding

(2) Including other promoted posts

Table 28: Teachers (number) by mode of working and grade, in independent special schools, 2005

Grade	Total	Mode of working		Percentage
		Full-time	Part-time	part-time
Total	362	295	67	18.5
Headteacher	27	26	1	3.7
Depute Headteacher	11	11	-	-
Assistant Headteacher	5	5	-	-
Principal Teacher	42	41	1	2.4
Assistant Principal Teacher	2	2	-	-
Senior Teacher ⁽¹⁾	27	26	1	3.7
Teachers (unpromoted)	248	184	64	25.8

(1) Including other promoted posts.