

CHILDREN, EDUCATION AND SKILLS

School Estate Statistics 2019

9th September 2019

This annual statistical publication provides information on:

- **School estate** survey data for financial year 2018-19, for all schools open on 1st April 2019.
- **Schools built or substantially refurbished** during the financial year 2018-19.

Headline figures:

81 schools built or substantially refurbished in 2018-19.

928 schools built or substantially refurbished since 2007-08.



88.3% of schools in good or satisfactory condition in April 2019.



89.6% of pupils in schools in good or satisfactory condition in April 2019.



86.0% of schools of a good or satisfactory suitability in April 2019.



87.7% of pupils in schools of a good or satisfactory suitability in April 2019.

pp = percentage points

The statistics in this bulletin supersede all previously published statistics.

Supplementary data tables can be found at:

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

Requests for additional analysis can be e-mailed to: school.stats@gov.scot

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Chapter 1: Introduction

This publication contains information collected in the annual School Estates Core Facts Survey. The survey collects information on the condition, suitability and capacity of all schools open on 1st April. Information is also collected on all schools that were built or substantially refurbished during the financial year.

It does not cover grant-aided schools, independent schools or early learning and childcare establishments.

This publication contains information from the 2019 survey, covering:

- **Schools open on 1st April 2019.**
- **Schools built or substantially refurbished between 1st April 2018 and 31st March 2019.**

Further local authority and school level information is provided in the [supplementary tables](#).

These statistics are used to monitor progress in improving the school estate.

This is the first 'School Estate Statistics' report as the reporting schedule for the School Estates Core Facts Survey has changed in 2019 to improve the timeliness of the publication and to better meet user needs. For more information please see the background notes.

1.1: Key definitions

School condition

- This is the current state of the fabric of the school.

School suitability

- This is a measure of whether a school is fit for the purpose of delivering the education curriculum.

Please see the Glossary for further definitions.

Chapter 2: Schools built or substantially refurbished

81 schools were built or substantially refurbished in 2018-19
928 schools have been built or substantially refurbished since 2007-08.

The 2019 School Estates Core Facts Survey collected information on all schools that were built or substantially refurbished during the financial year 2018-19. Only builds or refurbishments costing at least half a million pounds for primary and at least one million pounds for secondary and special schools are reported here.

Table 2.1 shows that 81 schools were built or refurbished in 2018-19. Of these, 73 were primary schools, seven were secondary schools and one was a special school. Since 2007-08, 928 schools have been built or substantially refurbished.

Table 2.1: Schools built or substantially refurbished, 2011-2019⁽¹⁾

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Primary	43	50	71	33	82	71	73
Secondary	14	8	5	9	11	17	7
Special	3	5	5	2	7	8	1
Total number built or refurbished	60	63	81	44	100	96	81

1. Only includes builds or refurbishments costing at least half a million pounds for primary and at least one million pounds for secondary and special schools.

Chapter 3: School condition

88.3% of **schools** were in good or satisfactory condition in April 2019.
89.6% of **pupils** were in schools in good or satisfactory condition in April 2019.

A school's condition is the current state of its fabric. The following ratings are used to measure school condition:

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

In November 2017 new guidance was provided to local authorities on measuring school condition. Condition was recorded using this guidance for the first time in the 2019 School Estates Core Facts Survey. Differences between this and the previous guidance mean that a school's condition rating may have changed when there has been little or no change to the physical condition itself. Therefore, caution is advised when comparing the 2019 figures with previous years.

Some authorities were unable to implement the new guidance before the 2019 collection and have therefore reported the condition of their schools under the ratings from the old guidance. As a result comparisons between authorities may not be valid. Please see section 6.3 of the background notes for more details.

The proportion of schools in good or satisfactory condition has increased 6.5 percentage points from 81.8 per cent in April 2013 to 88.3 per cent in April 2019 (Table 3.1). This is a result of investment and reorganisation of the school estate.

Taking into account the number of pupils in each school, there has been a six percentage point increase in the proportion of pupils educated in good or satisfactory condition schools from 83.6 per cent in April 2013 to 89.6 per cent in April 2019 (Table 3.2).

Table 3.1: Condition of schools, 2013-2019⁽¹⁾

	2013	2014	2015	2016	2017	2018	2019 ⁽²⁾
Count							
A: Good	623	620	641	666	703	696	709
B: Satisfactory	1,477	1,498	1,479	1,453	1,462	1,470	1,491
C: Poor	449	422	406	396	345	331	284
D: Bad	17	16	11	8	5	3	4
Condition not recorded	1	2	1	1	1	1	4
A: Good or B: Satisfactory	2,100	2,118	2,120	2,119	2,165	2,166	2,200
C: Poor or D: Bad	466	438	417	404	350	334	288
Percentage							
A: Good	24.3	24.2	25.3	26.4	27.9	27.8	28.5
B: Satisfactory	57.5	58.6	58.3	57.6	58.1	58.8	59.8
C: Poor	17.5	16.5	16.0	15.7	13.7	13.2	11.4
D: Bad	0.7	0.6	0.4	0.3	0.2	0.1	0.2
Condition not recorded	0.0	0.1	0.0	0.0	0.0	0.0	0.2
A: Good or B: Satisfactory	81.8	82.8	83.5	84.0	86.0	86.6	88.3
C: Poor or D: Bad	18.2	17.1	16.4	16.0	13.9	13.4	11.6

1. Condition as reported in April. Changes to the guidance used to measure condition mean that caution should be used when comparing figures between years. Please see section 6.3 of the background notes for more information.

2. Condition was measured using new guidance in the 2019 survey. Please see section 6.3 of the background notes for more information. Condition was not recorded for three schools in 2019 as they were new builds which had not yet been surveyed. No condition was recorded for one other school as it is a special school located in a hospital.

Table 3.2: Pupils by condition of schools, 2013-2019^(1, 2)

	2013	2014	2015	2016	2017	2018	2019 ⁽³⁾
Count							
A: Good	241,392	241,605	225,505	236,260	253,369	265,717	266,569
B: Satisfactory	318,799	321,568	347,360	335,159	343,506	336,660	347,374
C: Poor	103,815	103,635	98,387	102,526	83,810	78,475	69,536
D: Bad	5,889	5,422	4,277	3,604	2,137	1,884	1,046
Condition not recorded	0	213	0	0	0	0	629
A: Good or B: Satisfactory	560,191	563,173	572,865	571,419	596,875	602,377	613,943
C: Poor or D: Bad	109,704	109,057	102,664	106,130	85,947	80,359	70,582
Percentage							
A: Good	36.0	35.9	33.4	34.9	37.1	38.9	38.9
B: Satisfactory	47.6	47.8	51.4	49.5	50.3	49.3	50.7
C: Poor	15.5	15.4	14.6	15.1	12.3	11.5	10.1
D: Bad	0.9	0.8	0.6	0.5	0.3	0.3	0.2
Condition not recorded	0.0	0.0	0.0	0.0	0.0	0.0	0.1
A: Good or B: Satisfactory	83.6	83.8	84.8	84.3	87.4	88.2	89.6
C: Poor or D: Bad	16.4	16.2	15.2	15.7	12.6	11.8	10.3

1. Condition as reported in April. Changes to the guidance used to measure condition mean that caution should be used when comparing figures between years. Please see section 6.3 of the background notes for more information.

2. Refers to pupils on the school roll the previous September except where rolls have been updated to reflect the number of pupils on 1st April. Schools opened after September but before April will have no pupils recorded for that school year unless they chose to supply this figure during this collection. Please see section 6.1 of the background notes for more information.

3. Condition was measured using new guidance in the 2019 survey. Please see section 6.3 of the background notes for more information. Condition was not recorded for three schools in 2019 as they were new builds which had not yet been surveyed. No condition was recorded for one other school as it is a special school located in a hospital.

Chapter 4: School suitability

86.0% of schools of a good or satisfactory suitability in April 2019.
87.7% of pupils in schools of a good or satisfactory suitability in April 2019.

Suitability provides a measure of the extent to which a school building and its grounds provide an environment which supports quality learning and teaching. The following ratings are used to measure school suitability:

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

In November 2017 new guidance was provided to local authorities on measuring school suitability. Suitability was recorded using this guidance for the first time in the 2019 School Estate Core Facts Survey. Differences between this and the previous guidance mean that a school's suitability rating may have changed when there has been little or no change to the school itself. Therefore, caution is advised when comparing the 2019 figures with previous years.

Some authorities were unable to implement the new guidance before the 2019 collection and have therefore reported their schools' suitability ratings using the ratings from the old guidance. As a result comparisons between authorities may not be valid. Please see the background notes for more details.

The proportion of schools with a good or satisfactory suitability has increased 5.9 percentage points from 80.1 per cent in April 2013 to 86.0 per cent in April 2019 (Table 4.1).

Taking into account the different number of pupils in each school, there has been a 6.1 percentage point increase in the proportion of pupils in good or satisfactory suitability schools from 81.6 per cent in April 2013 to 87.7 per cent in April 2019 (Table 4.2).

Table 4.1: Suitability of schools, 2013-2019⁽¹⁾

	2013	2014	2015	2016	2017	2018	2019 ⁽²⁾
Count							
A: Good	663	688	706	728	777	788	816
B: Satisfactory	1,394	1,387	1,339	1,324	1,271	1,295	1,327
C: Poor	477	451	463	445	447	405	336
D: Bad	32	28	26	22	16	8	9
Suitability not recorded	1	4	4	5	5	5	4
A: Good or B: Satisfactory	2,057	2,075	2,045	2,052	2,048	2,083	2,143
C: Poor or D: Bad	509	479	489	467	463	413	345
Percentage							
A: Good	25.8	26.9	27.8	28.8	30.9	31.5	32.7
B: Satisfactory	54.3	54.2	52.8	52.5	50.5	51.8	53.3
C: Poor	18.6	17.6	18.2	17.6	17.8	16.2	13.5
D: Bad	1.2	1.1	1.0	0.9	0.6	0.3	0.4
Suitability not recorded	0.0	0.2	0.2	0.2	0.2	0.2	0.2
A: Good or B: Satisfactory	80.1	81.1	80.6	81.3	81.4	83.3	86.0
C: Poor or D: Bad	19.8	18.7	19.3	18.5	18.4	16.5	13.8

1. Suitability as reported in April. Changes to the guidance used to measure suitability mean that caution should be used when comparing figures between years. Please see section 6.3 of the background notes for more information.

2. Suitability was measured using new guidance in the 2019 survey. Please see section 6.3 of the background notes for more information. Suitability was not recorded for three schools in 2019 as they were new builds which had not yet been surveyed. No suitability was recorded for one other school as it is a special school located in a hospital.

Table 4.2: School pupils by suitability of school, 2013-2019^(1, 2)

	2013	2014	2015	2016	2017	2018	2019 ⁽³⁾
Count							
A: Good	225,757	234,021	240,245	250,508	271,260	277,429	278,894
B: Satisfactory	320,627	323,994	316,170	312,851	302,296	309,105	321,676
C: Poor	111,686	102,527	107,368	104,009	101,321	91,774	81,702
D: Bad	11,825	11,581	10,393	8,095	5,795	2,248	2,253
Suitability not recorded	0	320	1,353	2,086	2,150	2,180	629
A: Good or B: Satisfactory	546,384	558,015	556,415	563,359	573,556	586,534	600,570
C: Poor or D: Bad	123,511	114,108	117,761	112,104	107,116	94,022	83,955
Percentage							
A: Good	33.7	34.8	35.6	37.0	39.7	40.6	40.7
B: Satisfactory	47.9	48.2	46.8	46.2	44.3	45.3	46.9
C: Poor	16.7	15.2	15.9	15.4	14.8	13.4	11.9
D: Bad	1.8	1.7	1.5	1.2	0.8	0.3	0.3
Suitability not recorded	0.0	0.0	0.2	0.3	0.3	0.3	0.1
A: Good or B: Satisfactory	81.6	83.0	82.4	83.1	84.0	85.9	87.7
C: Poor or D: Bad	18.4	17.0	17.4	16.5	15.7	13.8	12.3

1. Suitability as reported in April. Changes to the guidance used to measure suitability mean that caution should be used when comparing figures between years. Please see section 6.3 of the background notes for more information.

2. Refers to pupils on the school roll the previous September except where rolls have been updated to reflect the number of pupils on 1st April. Schools opened after September but before April will have no pupils recorded for that school year unless they chose to supply this figure during this collection. Please see section 6.1 of the background notes for more information.

3. Suitability was measured using new guidance in the 2019 survey. Please see section 6.3 of the background notes for more information. Suitability was not recorded for three schools in 2019 as they were new builds which had not yet been surveyed. No suitability was recorded for one other school as it is a special school located in a hospital.

Chapter 5: Glossary

Additional Support Needs (ASN):

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

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

Local authority schools:

Schools which are run and financed by the local authority.

Planning capacity:

Planning Capacity is a physical, theoretical measure of the total number of pupils which could be accommodated in a school, based on the total number of teaching spaces, the size of those spaces and the maximums for class sizes.

Primary schools:

Children in Scotland usually start primary school between 4 ½ and 5 ½ years old. There are seven stages from primary 1 (P1) to primary 7 (P7). There is no streaming of pupils by ability at primary school and pupils are automatically promoted from one class to the next each year.

Publicly funded schools:

Includes local authority and grant-aided schools.

School condition:

This concerns the state of repair of features or facilities that exist as part of the school fabric and as part of its current design and includes the adequacy and appropriateness of the design, security of the school fabric, contents and occupants and general health and safety requirements.

School suitability:

Suitability is a measure of whether a school is fit for the purpose of delivering the education curriculum. That is whether its design and layout enhance its function and use, whether there is space and scope to accommodate all the pre-school, day-school and after-school demands and services, whether it is 'inclusive' and accessible to those with disabilities, how capable it is of adjustment or adaptation, how able to 'flex' in response to future, sometimes unforeseen changes in the scale and nature of demand and usage, to changes in climate and to changes in ICT and other technology and the ways in which education may be delivered.

Secondary schools:

After primary school pupils attend secondary school for up to six years. There are six stages from secondary 1 (S1) to secondary 6 (S6). Qualifications are usually taken in S4 to S6, starting at age 15-16.

Special schools:

Most children with additional support needs are educated in mainstream schools but some with complex or specific needs are educated in special schools. Special schools cover primary and secondary education.

Virtual schools:

Virtual schools provide education by using the Internet and other technology to connect pupils and teachers in different geographical locations.

Working capacity:

Working capacity is a more realistic measure of the total number of pupils which can be accommodated in a school in a particular session. It is calculated by adjusting the planning capacity based on the organisational needs of the school that session (e.g. taking into account pupil roll, composite classes, staffing etc.).

Chapter 6: Background notes

6.1 Sources and timing

The School Estates Core Facts Survey covers all local authority schools open on 1 April. It does not cover grant-aided schools, independent schools or early learning and childcare establishments. Virtual schools are also excluded. The survey also collects information on the number of schools built or substantially refurbished during the last financial year.

Information from the survey is used to establish baselines, inform targets, inform spending decisions, support monitoring and evaluation of progress over time, and support assessments of value for money in the school estate.

School Estates data was previously collected in 2004 and then annually from 2007. The collection was piloted in December 2003, however as the 2003 data were incomplete and often of poor quality the results were not published. Not all local authorities could answer all of the questions in the survey at that time.

Pupil numbers for each school are based on those from the previous Pupil Census – for 2019 this is the September 2018 Pupil Census. However, some local authorities may choose to provide updated pupil rolls during the School Estates Core Facts Survey collection process. Schools opened after September but before April will have no pupils recorded for that school year unless they chose to supply this figure during the School Estates collection. For more information on the Pupil Census please see the [Summary Statistics for Schools in Scotland](#) publication.

For information on our quality assurance process, see the [School Education Statistics Validation Process section on the Scottish Government website](#).

This is the first 'School Estate Statistics' report as the reporting schedule has changed in 2019 to improve the timeliness of the publication and to better meet user needs. School estate statistics for 2010-2018 were published in [Summary Statistics for Schools in Scotland](#).

6.2 Schools built or substantially refurbished

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

School extensions meeting the cost thresholds are counted under substantial refurbishments.

School building projects may be funded by multiple sources but only one source of funding per school is recorded. This should be the source that provided the most funding.

PFI (Private Finance Initiative) and NPD (Non-Profit Distributing) models are no longer used in relation to rebuilds/refurbishments. PFI referred to schools that were built or refurbished under a public/private partnership arrangement (previously known as PPP) and NPD referred to schools that were built or refurbished under Non-Profit Distributing models.

SSF refers to schools built under the Schools for the Future programme. This programme is funded via a mixture of capital grant and revenue support through the Non-Profit Distributing (NPD) pipeline of investment.

Figures published prior to 2013 on number of schools built should not be used as the data was revised following robust quality assurance in later years.

6.3 School condition and suitability ratings

In November 2017 new guidance was provided to local authorities on measuring school condition and suitability. The condition guidance can be found here: <https://www.gov.scot/publications/condition-core-facts-publication/>. The suitability guidance can be found here: <https://www.gov.scot/publications/suitability-core-facts-publication/>. General guidance on reporting on the school estate was published alongside these and can be found here: <https://www.gov.scot/publications/overview-core-facts-publication/>.

Condition and suitability ratings were recorded using this guidance for the first time in the 2019 School Estates Core Facts Survey. Changes in condition and suitability ratings between 2018 and 2019 may therefore reflect the adoption of this guidance rather than any physical changes to the school estate.

Some local authorities, including Fife, were unable to implement this new guidance in time for the 2019 School Estates Core Facts Survey and therefore reported their schools' condition and suitability using ratings informed by the previous guidance. Comparisons between authorities may therefore not be valid for the 2019 collection.

The previous condition guidance was published in March 2007 to ensure consistency across local authorities when assigning condition ratings to schools. Prior to 2009/10, some local authorities were not following this guidance, so some of the improvement in condition ratings over the years may reflect the adoption of this guidance. This guidance may be found here:

<https://www.webarchive.org.uk/wayback/archive/20180212212830/http://www.gov.scot/Publications/2007/03/12142801/0>.

The previous guidance on recording school suitability was published in October 2008 and can be found here: <http://www.gov.scot/Publications/2008/09/19123626/0>. Information on suitability of schools has been collected since April 2010.

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

Condition A: Good – Performing well and operating effectively (physical element carries out function totally as new including consideration of the transverse elements);

Condition B: Satisfactory – Performing adequately but showing minor deterioration (physical element carries out function satisfactorily, may show signs of age and including consideration of some transverse elements);

Condition C: Poor – Showing major defects and/or not operating adequately (physical element does not carry out function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements);

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

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

Condition A: Good – Performing well and operating effectively (the school buildings and grounds support the delivery of services to children and communities);

Condition B: Satisfactory – Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities);

Condition C: Poor – Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school);

Condition D: Bad – Does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school).

Condition and suitability ratings have not been returned for some schools where they have been newly built and a survey has not yet been conducted to determine these. There is one special school in Aberdeen City – the Hospital & Home Tuition Service – for which no condition and suitability ratings are available as it is based within the Royal Aberdeen Children’s Hospital.

Where a school is decanted during building work etc. condition and suitability ratings for the decant accommodation should be reported.

6.4 School capacity

Local authorities determine the formulae used to calculate capacity, in line with Scottish Government guidance (Circular No. 03/2004)

<http://www.scotland.gov.uk/Publications/2005/01/20528/50015>. They may therefore vary between local authorities and school types.

Additional guidance for calculating primary school capacity was published by the Scottish Government in 2014: <https://www.gov.scot/publications/determining-primary-school-capacity-guidance/>.

There is variation between local authorities on whether planning capacity or working capacity are reported in this collection. Caution should therefore be used when comparing between them.

The percentage of capacity used in each school was calculated using the number of pupils recorded at each school from the results of the September Pupil Census. Some local authorities may choose to provide updated pupil rolls during the School Estates Core Facts Survey collection process. The updated rolls are used in these cases.

Schools that opened between the September Pupil Census and the 1st April will be recorded as having no pupils on roll unless the local authorities chose to supply one during the School Estates Core Facts collection process.

Information on the capacity of special schools is not collected as this is not an appropriate measure given the specialised nature of the facilities provided and the variation in the needs of the pupils and the space they require.

The capacity for some primary or secondary schools with special units may exclude the special units on the basis that capacity is not collected for special schools. However, their rolls may include the pupils attending the special unit in addition to those based in the primary/secondary school. This may make the school’s capacity percentage appear higher than it is in reality.

Some schools with Gaelic units report their capacities and rolls combined on the main school's record rather than splitting them across the separate schools' records. In these cases the roll and capacity of the Gaelic units appears to be 0. This has occurred where the Gaelic unit is based in the building of the main school and the local authority has not split the capacity across the two establishments. Schools where this has occurred can be identified by comments explaining this on their records in the school level dataset.

Due to variations in reporting practices, the capacities reported in this publication and any associated tables or releases should not be used in the context of consideration of placing requests. These are a matter for local authorities and they should be contacted with queries about these in the first instance.

Data on the total gross internal floor area (GIA) and area within the perimeter (AWP) of the school estate is no longer collected.

6.5 Shared campuses

A school should be recorded as a shared campus if it shares a site with another separate school and they share facilities used in the normal delivery of education. This includes facilities such as playgrounds, sports pitches, gyms and assembly halls but does not include facilities such as access roads and car parks. This applies whether the schools permanently share the site and if a school has been temporarily decanted into another school with a differing SEED code (unique identifier code for schools).

Schools sharing with nurseries should not be recorded with shared campuses unless they also share with another separate school.

A through school with the same SEED code for primary and secondary should not be recorded as a shared campus unless it shares a site with another separate school. Special units where the same head teacher heads the unit and the school should also not be recorded as shared campuses.

6.6 Community services

A school is recorded as having community services if there is space within it exclusively dedicated to and managed by those providing community services, such as dental, medical or police or social work. This does not refer to use of school amenities such as sports or cultural facilities by community groups. The 2008 survey guidance clarified and restricted what should be included in this category, so a comparison of the 2007 data and later years may not be valid.

6.7 Corrections

Data on the percentage of schools in a good or satisfactory condition in 2016 were corrected in 2017 due to 2015 percentages being used in error and so differ slightly from figures previously published in the supplementary tables. These figures were also amended in table 5.1 of the supplementary tables. This did not affect the 2016 figures on the number of schools in good or satisfactory condition.

In 2012, we revised the data on schools built in 2010/11 to take account of additional information received whilst collecting the 2012 school estates data. This was due to one school being recorded as built/substantially refurbished on the 2011 school estates return when the work was not completed until 2011/12.

Suitability figures for 2010, 2011 and 2012 were corrected in 2013 to take account of revised suitability information for one East Dunbartonshire school in 2010, 39 in 2011 and one in 2012 and so differ slightly from previously published figures.

As a result of changes to the Local Government Finance collections we are no longer producing Table 8, which contained information on capital and revenue expenditure on the school estate. Changes to the way the local government finance recorded NPD/PFI rebuilds have meant it is no longer possible to produce this on a consistent basis. If you still require this information please contact us.

6.8 Changes to data

There are no scheduled revisions to these statistics. The Scottish Government policy on revisions and corrections is available here:

<http://www.gov.scot/Topics/Statistics/About/CPSONRevisionsCorrections>

It is not always feasible to correct all instances of incorrect statistics across all historical publications and releases. However, all statistics shown in new publication bulletins will be correct at the time of release.

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

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

6.9 Costs

The estimated cost to local authorities of extracting and validating this information is £6,000 based on the 2019 collection.

6.10 Rounding and symbols

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

The following symbols are used:

: = not available

0 = nil or rounds to nil

= not applicable

A National Statistics Publication for Scotland

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be interpreted to mean that the statistics: meet identified user needs; are produced, managed and disseminated to high standards; and are explained well.

Correspondence and enquiries

For enquiries about this publication please contact:

Eleanor Swift

Education Analytical Services

Telephone: 0131 244 0416

e-mail: school.stats@gov.scot

For general enquiries about Scottish Government statistics please contact:

Office of the Chief Statistician, Telephone: 0131 244 0442,

e-mail: statistics.enquiries@gov.scot

How to access background or source data

The data collected for this statistical bulletin:

- are available in more detail through statistics.gov.scot
- are available via an alternative route
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