



# Statistics Publication Notice

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## **INDEPENDENT SCHOOL CENSUS, SEPTEMBER 2006**

17<sup>th</sup> April, 2007 (Table 2.6 amended October 2007)

### **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 2006.

The main findings are:

- There were 30,519 pupils in independent schools in Scotland, 198 more than in 2005. This net difference consists of a decrease of 16 in primary and 29 in special schools and an increase of 243 in secondary schools from 2005.
- The number of pupils in independent schools has remained fairly stable over the past decade, compared to a decrease in the population. There has therefore been a slow but steady increase in the percentage of school pupils who are in independent schools, from 3.9 per cent of pupils in independent schools in 2000 to 4.2 per cent in 2006 (Chart 1).
- There were a total of 3,373 teachers, an increase of 19 over the 2005 figure. This equates to 9.0 pupils per teacher in 2006, the same as in 2005. The average (mean) age of teachers was 44. The age profile shows a slight peak in the early fifties, with 20 per cent of teachers aged 55 or over (Chart 2). Eighty-five per cent of teachers were registered with the General Teaching Council - Scotland.

#### **Primary pupils**

- There were 61 independent primary schools in 2006 compared with 60 in 2005 and 63 in 2004 (table 2.1).
- There were 11,576 pupils in independent primary schools in 2006, a decrease of 0.1 per cent from 2005. Numbers have fluctuated between 11,559 and 11,844 in recent years (table 2.1).

#### **Secondary pupils**

- There were 55 secondary schools in 2006, compared to 57 in 2005. The number of independent secondary schools had previously decreased from 63 in 1999 (table 3.1).
- There were 17,840 pupils in independent secondary schools in 2006, an increase of 1.4 per cent from 2005. The number of pupils has remained fairly steady in recent years (table 3.1).

### **Special pupils**

- There were 34 independent special schools in 2006, compared to 33 schools in 2005, and 34 in 2004 (table 4.1).
- There were 1,103 pupils in independent special schools in 2006, a decrease of 29 from 2005 (table 4.1). Ninety-seven per cent of pupils in independent special schools are funded by local authorities (table 4.4).

### **Additional Support Needs**

- In mainstream independent schools there were 457 pupils (1.6 per cent of all mainstream pupils) with a Coordinated Support Plan (CSP), an Individualised Educational Programme (IEP) and/or with provision levels set by a Record of Needs (RoN) pre-dating the implementation of the Education (Additional Support for Learning) (Scotland) Act 2004. There were also 1,943 (6.6 per cent) non-recorded pupils with additional support needs in independent mainstream schools (table 1.7).
- For 2006 information on pupils' additional support needs may be recorded under the old categories (of **main difficulty of learning**) or new categories (of **reason for support**). Although the two systems do not directly map onto each other and there is some risk of double counting (where schools may have reported under both systems) it is possible to get an approximate value for the total level of additional support needs by combining the two sets of data.
- Among pupils in mainstream independent schools the most commonly recorded support needs across the two systems were learning difficulties in language and mathematics (including dyslexia) (8.6 per 1,000 pupils) and learning difficulties (3.9 per 1,000 pupils) (tables 2.7, 2.9, 3.5 and 3.7).
- In special schools the most prevalent categories were social, emotional and behavioural difficulties (155 per 1,000 pupils) and learning difficulties in language and mathematics (including dyslexia) (106 per 1,000 pupils) (tables 4.5 and 4.7).

### **Schools**

- There were 101 independent schools open in September 2006, however 49 of these schools had both a primary and secondary department ('through' schools). In the majority of tables (with the exception of tables 1.3 and 5.1) primary and secondary departments are counted separately, producing a total of 150 school departments.

### **Teachers**

- There were 2,747 teachers (FTE) in independent through schools (9.7 pupils per teacher), 129 teachers (FTE) in independent primary only schools (11.9 pupils per teacher) and 218 teachers (FTE) in independent secondary only schools (8.8 pupils per teacher).
- There were 349 teachers (FTE) in independent special schools. This equates to 3.2 pupils per teacher (table 5.1).

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## BACKGROUND NOTES

1. Under the Registration of Independent Schools (Scotland) Regulations 2006, independent schools are required each year to supply certain statistics to the Scottish Executive. This census covers independent primary, secondary and special schools. For 2006 the **collection of the independent census changed**, reducing the number of forms required to be completed by schools. This potentially reduced the burden on schools, as well as ensuring that information was consistent.
2. Data on teachers are now obtained from the register of teachers, rather than from summary information reported in the census. However, lack of complete teacher information in some 'through' schools on which sector teachers work in has required a reorganisation in the presentation of the data for this year. Where previously teacher data were split into sector, this year's data have been divided into school type (primary, secondary, through and special). The teacher data comprises tables 5.1-5.10 and Chart 2.
3. Some data have been **published for the first time** this year. Tables 1.8, 2.5 and 3.3 provide figures on pupils numbers by type of attendance (day or boarder). Table 1.3 gives the capacity of all independent schools and table 4.4 shows the number of pupils in independent special schools who are looked after or being funded by an education authority. Tables 2.5 and 3.4 give a more detailed age profile of primary and secondary pupils than previously available. Data on special pupils remains as it was.
4. Results of the census of publicly funded schools is available from the following link <http://www.scotland.gov.uk/Publications/2007/02/27083941/0>  
  
Information on leaver destinations for independent schools are published in <http://www.scotland.gov.uk/Publications/2006/12/05115936/0>
5. 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.
6. 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.
7. 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.
8. Following the implementation of the Support For Learning Act, there have been changes in the way additional support needs are reported. From 2005 arrangements have been put in place to identify pupils with additional support needs who require a **co-ordinated support plan**. The statutory criteria and content for a co-ordinated support plan can be found at: <http://www.ltscotland.org.uk/inclusiveeducation/additionalsupportforlearning/index.asp>.
9. A Co-ordinated Support Plan is available only where the education authority is responsible for the child's education. Education authorities have discretionary power to make provision for pupils with additional support needs in independent schools, for whose education they are not responsible. The education authority may comply with a request from a parent to establish whether a child in an independent school, for whose education they are not responsible, has additional support needs or would, if the education authority were responsible for the child's education, require a co-ordinated support plan. Such a request can also be made by a manager of an independent or grant-aided school.

10. For those pupils who had a **Record of Needs** immediately prior to the commencement of the Education (Additional Support for Learning) (Scotland) Act 2004, on 14 November 2005, the education authorities funding the pupils must, within 2 years (November 2007), establish whether or not such pupils require a co-ordinated support plan. The provision being made for the recorded pupil is preserved as a minimum level of support unless there is a significant change in the individual's additional support needs or until the date that it is established that they require a plan, or if they do not require a plan, 2 years from the date that that is established. Such pupils are referred to in this publication under the heading "RoN".
11. **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. Pupils may have an IEP with another record of support needs but they cannot have both a CSP and a RoN. Pupils with any combination of needs (including those not eligible for CSPs, RoNs or IEPs as they are not placed by an Education Authority) as classed as having **Additional Support Needs**.
12. Under the new reporting system additional support needs are also described by the 'Reasons for Support', although some pupils have still been reported under the old system of 'Main Difficulty of Learning'. Figures on pupils with Reasons for Support have been published in tables 1.4, 2.7, 3.5 and 4.5. Figures on pupils with a Nature of Support (another classification under the new reporting system) have been published in tables 1.5, 2.8, 3.6 and 4.6.
13. The following symbol is used: - = zero or rounds to zero  
n/a = not available
14. All percentages are rounded separately and breakdowns may consequently not sum to 100 per cent.
15. **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
16. This report was edited by Carrie Graham, Mal Cooke and Colin Gallacher.
12. All tables are available on the Scottish Executive website at:  
<http://www.scotland.gov.uk/stats/bulletins/00578>

## Enquiries

13. Public enquiries (non-media) about the information contained in this notice should be addressed to Carrie Graham, 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](mailto:school.stats@scotland.gsi.gov.uk)
14. Media enquiries about the information in this notice should be addressed to:  
Nick Murton, tel. 0131 244 2087

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17<sup>th</sup> April 2007

ALL SECTORS  
All Sectors

**Table 1.1: Schools and pupils in independent schools, 1995-2006<sup>(1)</sup>**

	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	164	11,197	18,217	1,161	30,575
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	30,380
2000	67	60	35	162	11,559	17,537	1,095	30,191
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
2006	61	55	34	150	11,576	17,840	1,103	30,519

(1) See background note 5

**Chart 1: Proportion of school pupils in independent schools, 1995-2006**



**Table 1.2: Size of independent school roll, 2006**

School roll	Number of schools		
	Primary	Secondary	Special
up to 20	10	5	12
21-50	5	10	17
51-100	13	3	4
101-200	15	7	1
201-300	5	6	-
301-400	7	7	-
401-500	1	3	-
501-600	2	5	-
601-800	1	3	-
over 800	2	6	-
Average	190	324	32

ALL SECTORS

**Table 1.3: Capacity of independent schools, 2006<sup>(1)</sup>**

	Pupils <sup>(2)</sup>	Schools <sup>(3)</sup>
Over 100% capacity	592	5
>90%-100% capacity	14,349	27
>80%-90% capacity	7,436	20
>60%-80% capacity	6,435	27
Less than 60% capacity	1,676	21

(1) See background note 3

(2) There was one school of 31 pupils for whom the maximum possible roll was not known

(3) In this instance, through schools (schools with a primary and secondary department) have been treated as one school, so this total will not tally with the total number of schools given elsewhere

**Table 1.4: Reasons for Support of pupils with a Coordinated Support Plan (CSP), Record of Needs (RoN) or in Individualised Education Programme (IEP) in independent primary and secondary schools and all pupils in independent special schools, 2006<sup>(1)</sup>**

	Number	Rate per 1,000 pupils
Learning disability	50	1.6
Dyslexia	67	2.2
Other specific learning difficulty (e.g. numeric)	89	2.9
Visual impairment	-	-
Hearing impairment	1	-
Deafblind	-	-
Physical or motor impairment	2	0.1
Language or speech disorder	8	0.3
Autistic spectrum disorder	5	0.2
Social, emotional and behavioural difficulty	49	1.6
Physical health problem	5	0.2
Mental health problem	-	-
Interrupted learning	37	1.2
English as an additional language	-	-
Looked after	41	1.3
More able pupil	1	-
Other	5	0.2

(1) See background notes 8-12

**Table 1.5: Nature of Support of pupils with a Coordinated Support Plan, Record of Needs or an Individualised Education Programme in independent primary and secondary schools and of all pupils in special schools, 2006<sup>(1)</sup>**

	All pupils in special schools and those with additional support needs in mainstream schools
Pupils for whom nature of support is reported	236
Education: Additional Specialist teaching support	98
Education: Additional Specialist non-teaching support	9
Social Work services	46
Health services	42
Voluntary	-
Other	41

(1) See background notes 8-12

ALL SECTORS

**Table 1.6: Main difficulty in learning of pupils with a Coordinated Support Plan (CSP), Record of Needs (RoN) or an Individualised Education Programme (IEP) in independent primary and secondary schools and of all pupils in special schools, 2006<sup>(1)</sup>**

Impairment	Number	Rate per 1,000 pupils	Percentage distribution of main difficulty
Total	684	22.4	
Significant hearing impairment	1	-	0.1
Significant visual impairment	2	0.1	0.3
Significant physical or motor impairments	12	0.4	1.8
Significant language and speech disorder	10	0.3	1.5
Autistic spectrum disorder	113	3.7	16.5
Social, emotional and behavioural difficulties	132	4.3	19.3
Learning difficulties:			
Moderate	109	3.6	15.9
Severe	8	0.3	1.2
Profound	27	0.9	3.9
Specific – in language and/or mathematics (including dyslexia)	216	7.1	31.6
Complex or multiple impairments:			
Dual sensory impairment	-	-	-
Moderate learning difficulties & significant additional impairments or disorders	20	0.7	2.9
Severe learning difficulties & significant additional impairments or disorders	20	0.7	2.9
Profound learning difficulties and other	5	0.2	0.7
Other	9	0.3	1.3

(1) See background notes 8-12

**Table 1.7: Integration of pupils with Additional Support Needs in independent primary and secondary schools, 2006<sup>(1)</sup>**

Time spent by pupils in mainstream classes	All pupils with a CSP, RoN or IEP				Non-recorded
	RoN or IEP	CSP	RoN	IEP	
Total	457	14	37	406	1,943
All the time	191	4	18	169	1,327
¾ or more but less than all time	265	10	19	236	616
½ or more but less than ¾ of the time	1	-	-	1	-
¼ or more but less than ½ of the time	-	-	-	-	-
Some time, but less than ¼ of the time	-	-	-	-	-
No time	-	-	-	-	-
Time spent is not known	-	-	-	-	-

(1) See background notes 8-12

**Table 1.8: Type of attendance at independent schools, 2006<sup>(1)</sup>**

Type of attendance at school	Primary		Secondary		Special	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Day pupils only	44	11,287	33	15,093	9	440
Partially or fully boarding	17	289	22	2,747	25	663

(1) See background note 3

ALL SECTORS

**Table 1.9: Location<sup>(1)</sup> of independent schools, 2006**

	Primary		Secondary		Special	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Scotland	61	11,576	55	17,840	34	1,103
Aberdeen City	8	1,152	7	1,677	3	136
Aberdeenshire	1	84	1	23	-	-
Angus	-	-	-	-	1	26
Argyll & Bute	1	186	1	370	-	-
Clackmannanshire	1	379	1	848	1	36
Dumfries & Galloway	1	12	1	9	-	-
Dundee City	2	383	1	679	1	23
East Ayrshire	-	-	-	-	1	51
East Dunbartonshire	-	-	-	-	-	-
East Lothian	3	329	2	368	-	-
East Renfrewshire	1	152	1	176	-	-
Edinburgh, City of	15	3,972	14	6,062	2	37
Eilean Siar	1	14	-	-	-	-
Falkirk	-	-	1	51	-	-
Fife	2	174	2	257	4	69
Glasgow City	7	2,515	6	3,710	3	105
Highland	1	13	1	3	-	-
Inverclyde	2	400	2	369	-	-
Midlothian	-	-	-	-	-	-
Moray	3	185	2	543	-	-
North Ayrshire	-	-	-	-	2	83
North Lanarkshire	-	-	-	-	2	54
Orkney Islands	-	-	-	-	-	-
Perth & Kinross	5	589	6	1,417	4	115
Renfrewshire	1	7	-	-	5	270
Scottish Borders	1	115	1	30	-	-
Shetland Islands	-	-	-	-	-	-
South Ayrshire	1	250	1	286	-	-
South Lanarkshire	2	465	2	566	-	-
Stirling	2	200	2	396	3	69
West Dunbartonshire	-	-	-	-	1	15
West Lothian	-	-	-	-	1	14

(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  
Primary

**Table 2.1: Schools and pupils in independent primary schools, 1997-2006**

	Schools	Pupils	Female	Male
1997	74	11,769	n/a	n/a
1998	72	11,683	5,787	5,896
1999	71	11,613	5,768	5,845
2000	67	11,559	5,725	5,834
2001	65	11,727	5,909	5,818
2002	64	11,844	6,026	5,818
2003	62	11,686	5,934	5,752
2004	63	11,568	5,744	5,824
2005	60	11,592	5,739	5,853
2006	61	11,576	5,790	5,786

**Table 2.2: Pupils by stage, in independent primary schools, 1998-2006**

	1998 <sup>(1)</sup>	1999	2000	2001	2002	2003	2004	2005	2006
Number of pupils									
P1	1,386	1,385	1,411	1,420	1,460	1,392	1,427	1,360	1,273
P2	1,498	1,404	1,411	1,428	1,425	1,466	1,388	1,442	1,406
P3	1,495	1,514	1,461	1,461	1,473	1,433	1,504	1,405	1,476
P4	1,631	1,584	1,674	1,619	1,573	1,533	1,533	1,624	1,564
P5	1,733	1,733	1,690	1,748	1,728	1,641	1,650	1,664	1,751
P6	1,907	1,898	1,961	1,922	1,995	1,932	1,862	1,887	1,880
P7	2,019	2,095	1,951	2,129	2,190	2,289	2,204	2,210	2,226

(1) Stage is not known for 14 pupils

**Table 2.3: Average class sizes by type of class and stage in independent primary schools, mainstream classes, 2000 - 2006**

Class Type	2000	2001	2002	2003	2004	2005	2006
All	18.5	19.0	18.7	18.6	18.6	18.3	18.5
Single stage	19.3	19.7	19.2	19.1	19.1	18.7	19.0
Composite	11.6	11.8	12.6	11.6	12.2	12.8	11.8
Single Stage Classes by Stage							
P1	17.1	18.4	18.2	17.4	17.2	16.6	17.5
P2	18.3	17.6	18.5	18.2	18.1	18.1	18.2
P3	19.1	19.3	18.6	18.6	18.7	18.2	18.5
P4	19.5	19.6	19.0	18.9	18.8	19.2	18.8
P5	20.4	20.6	19.2	20.0	19.8	19.5	20.1
P6	20.5	20.9	20.6	20.1	19.7	19.8	19.1
P7	19.7	20.7	19.8	19.7	20.6	19.0	20.0

**Table 2.4: Number of mainstream classes by size and type of class in independent primary schools, September 2006**

	Single stage classes				Composite stage classes			
	Classes		Pupils		Classes		Pupils	
	Number	%	Number	%	Number	%	Number	%
0-15	181	31.0	2,128	19.2	32	78.0	311	64.4
16-20	152	26.0	2,746	24.8	6	14.6	106	21.9
21-25	174	29.8	4,035	36.5	3	7.3	66	13.7
26-30	68	11.6	1,825	16.5	-	-	-	-
31-33	2	0.3	64	0.6	-	-	-	-
Over 33	7	1.2	268	2.4	-	-	-	-
Total	584		11,066		41		483	

PRIMARY

**Table 2.5: Type of attendance of pupils in independent primary schools, by age, 2006**

	Age <sup>(1)</sup>								
	4	5	6	7	8	9	10	11	12
Day pupils	562	730	1,355	1,470	1,521	1,720	1,986	1,769	128
Boarding pupils	0	0	0	1	17	54	80	109	28
% boarding	0.0	0.0	0.0	0.1	1.1	3.0	3.9	5.8	17.9

(1) Age at 31 December 2006. There were 46 pupils outside this range

**Table 2.6a: Pupils in independent primary schools, by age and stage as at 31<sup>st</sup> December 2006 (all pupils)**

	P1	P2	P3	P4	P5	P6	P7
3	14	-	-	-	-	-	-
4	88	-	-	-	-	-	-
5	1,079	88	-	-	-	-	-
6	91	1,242	88	-	-	-	-
7	-	76	1,287	108	-	-	-
8	-	-	101	1,322	115	-	-
9	-	-	-	132	1,488	148	-
10	-	-	-	-	145	1,596	325
11	-	-	-	-	-	134	1,741
12	-	-	-	-	-	-	154

There were 14 pupils whose age was outwith the range shown or unknown

**Table 2.6b: Pupils in independent primary schools, by age and stage as at 31<sup>st</sup> December 2006 (female pupils)**

	P1	P2	P3	P4	P5	P6	P7
3	14	-	-	-	-	-	-
4	56	-	-	-	-	-	-
5	573	58	-	-	-	-	-
6	22	613	59	-	-	-	-
7	-	26	626	56	-	-	-
8	-	-	37	691	69	-	-
9	-	-	-	58	734	96	-
10	-	-	-	-	46	814	196
11	-	-	-	-	-	44	827
12	-	-	-	-	-	-	67

There were 8 pupils whose age was outwith the range shown or unknown

**Table 2.6c: Pupils in independent primary schools, by age and stage as at 31<sup>st</sup> December 2006 (male pupils)**

	P1	P2	P3	P4	P5	P6	P7
3	-	-	-	-	-	-	-
4	32	-	-	-	-	-	-
5	506	30	-	-	-	-	-
6	69	629	29	-	-	-	-
7	-	50	661	52	-	-	-
8	-	-	64	631	46	-	-
9	-	-	-	74	754	52	-
10	-	-	-	-	99	782	129
11	-	-	-	-	-	90	914
12	-	-	-	-	-	-	87

There were 7 pupils whose age was outwith the range shown or unknown

PRIMARY

**Table 2.7: Reasons for support for pupils with a Co-ordinated Support Plan, Record of Needs and/or and Individualised Education Programme in independent primary schools, 2006<sup>(1)</sup>**

	Number	Rate per 1,000 pupils
Learning disability	2	0.2
Dyslexia	6	0.5
Other specific learning difficulty (e.g. numeric)	6	0.5
Visual impairment	-	-
Hearing impairment	1	0.1
Deafblind	-	-
Physical or motor impairment	-	-
Language or speech disorder	4	0.3
Autistic spectrum disorder	-	-
Social, emotional and behavioural difficulty	2	0.2
Physical health problem	1	0.1
Mental health problem	-	-
Interrupted learning	-	-
English as an additional language	-	-
Looked after	-	-
More able pupil	1	0.1
Other	1	0.1

(1) See background notes 8-12

**Table 2.8: Nature of support for pupils with a Coordinated Support Plan, Record of Needs or an Individualised Education Programme in independent primary schools, 2006<sup>(1)</sup>**

	Pupils with a CSP, RoN or IEP in independent primary schools
Pupils for whom nature of support is reported	29
Education: Additional Specialist teaching support	29
Education: Additional Specialist non-teaching support	-
Social Work services	-
Health services	-
Voluntary	-
Other	-

(1) See background notes 8-12

PRIMARY

**Table 2.9: Main difficulty in learning of pupils with a Coordinated Support Plan, Record of Needs or an Individualised Education Programme in independent primary schools, 2006<sup>(1)</sup>**

Impairment	Number	Rate per 1,000 pupils	Percentage distribution of main difficulty
Total	168	14.5	
Significant hearing impairment	1	0.1	0.6
Significant visual impairment	-	-	-
Significant physical or motor impairments	3	0.3	1.8
Significant language and speech disorder	4	0.3	2.4
Autistic spectrum disorder	16	1.4	9.5
Social, emotional and behavioural difficulties	3	0.3	1.8
Learning difficulties:			
Moderate	44	3.8	26.2
Severe	2	0.2	1.2
Profound	22	1.9	13.1
Specific – in language and/or mathematics (including dyslexia)	69	6.0	41.1
Complex or multiple impairments:			
Dual sensory impairment	-	-	-
Moderate learning difficulties & significant additional impairments or disorders	-	-	-
Severe learning difficulties & significant additional impairments or disorders	1	0.1	0.6
Profound learning difficulties and other	-	-	-
Other	3	0.3	1.8

(1) See background notes 8-12

**Table 2.10: Integration of pupils with Additional Support Needs in independent primary schools, 2006<sup>(1)</sup>**

Time spent by pupils in mainstream classes	Pupils with an CSP,				Non-recorded
	RoN or IEP	CSP	RoN	IEP	
Total	196	3	9	184	714
All the time	59	-	4	55	459
¾ or more but less than all time	137	3	5	129	255
½ or more but less than ¾ of the time	-	-	-	-	-
¼ or more but less than ½ of the time	-	-	-	-	-
Some time, but less than ¼ of the time	-	-	-	-	-
No time	-	-	-	-	-

(1) See background notes 8-12

SECONDARY  
Secondary

**Table 3.1: Schools, pupils in independent secondary schools, 1997-2006**

	Schools	Pupils	Female	Male
1997	61	18,258	8,715	9,543
1998	62	17,940	8,654	9,286
1999	63	17,718	8,474	9,244
2000	60	17,537	8,416	9,121
2001	57	17,635	8,514	9,121
2002	55	17,555	8,463	9,092
2003	55	17,605	8,510	9,095
2004	55	17,554	8,637	8,917
2005	57	17,597	8,698	8,899
2006	55	17,840	8,770	9,070

**Table 3.2: Pupils by stage, in independent secondary schools, 1998-2006**

	1998	1999	2000	2001	2002	2003	2004	2005	2006
Number of pupils									
S1	2,859	2,836	2,867	2,885	2,912	2,892	2,817	2,846	2,839
S2	3,052	2,996	2,931	3,033	2,956	3,039	2,991	2,998	3,024
S3	3,065	3,046	3,025	2,964	3,029	3,051	3,060	3,035	3,068
S4	3,076	3,061	3,027	3,014	2,928	3,014	2,997	3,048	3,031
S5	3,195	3,113	3,106	3,120	3,055	3,024	3,148	3,070	3,254
S6	2,693	2,666	2,581	2,619	2,675	2,585	2,541	2,600	2,624

**Table 3.3: Type of attendance of pupils in independent secondary schools, by age, 2006<sup>(1)</sup>**

	Age <sup>(1)</sup>							
	11	12	13	14	15	16	17	18
Day pupils	223	2,500	2,630	2,567	2,600	2,536	1,879	152
Boarding pupils	17	189	302	410	430	571	575	225
% boarding	7.1	7.0	10.3	13.8	14.2	18.4	23.4	59.7

(1) Age at 31 December 2006. There were 34 pupils outside this range, of whom 28 were boarders.

**Table 3.4a: Pupils in independent secondary schools, by age and stage as at 31<sup>st</sup> December 2006 (all pupils)<sup>(1)</sup>**

	S1	S2	S3	S4	S5	S6
11	240	-	-	-	-	-
12	2,382	307	-	-	-	-
13	211	2,448	271	-	-	-
14	-	268	2,444	256	-	-
15	-	-	346	2,411	269	-
16	-	-	-	354	2,501	245
17	-	-	-	5	451	1,995
18	-	-	-	-	28	349
19	-	-	-	-	-	31

(1) There were 28 pupils whose age was outwith the shown range or unknown.

SECONDARY

**Table 3.4b: Pupils in independent secondary schools, by age and stage as at 31<sup>st</sup> December 2006 (female pupils) <sup>(1)</sup>**

	S1	S2	S3	S4	S5	S6
11	120	-	-	-	-	-
12	1,152	185	-	-	-	-
13	75	1,213	166	-	-	-
14	-	95	1,290	151	-	-
15	-	-	114	1,203	154	-
16	-	-	-	135	1,249	141
17	-	-	-	5	178	978
18	-	-	-	-	10	133
19	-	-	-	-	-	10

(1) There were 13 pupils whose age was outwith the shown range or unknown.

**Table 3.4c: Pupils in independent secondary schools, by age and stage as at 31<sup>st</sup> December 2006 (male pupils) <sup>(1)</sup>**

	S1	S2	S3	S4	S5	S6
11	120	-	-	-	-	-
12	1,230	122	-	-	-	-
13	136	1,235	105	-	-	-
14	-	173	1,154	105	-	-
15	-	-	232	1,208	115	-
16	-	-	-	219	1,252	104
17	-	-	-	-	273	1,017
18	-	-	-	-	18	216
19	-	-	-	-	-	21

(1) There were 15 pupils whose age was outwith the shown range or unknown.

**Table 3.5: Reasons for support for pupils with a Coordinated Support Plan, Record of Needs or an Individualised Education Programme in independent secondary schools, 2006<sup>(1)</sup>**

	Number	Rate per 1,000 pupils
Learning disability	7	0.4
Dyslexia	20	1.1
Other specific learning difficulty (e.g. numeric)	9	0.5
Visual impairment	-	-
Hearing impairment	-	-
Deafblind	-	-
Physical or motor impairment	2	0.1
Language or speech disorder	-	-
Autistic spectrum disorder	-	-
Social, emotional and behavioural difficulty	2	0.1
Physical health problem	-	-
Mental health problem	-	-
Interrupted learning	-	-
English as an additional language	-	-
Looked after	-	-
More able pupil	-	-
Other	4	0.2

(1) See background notes 8-12

SECONDARY

**Table 3.6: Nature of support for pupils with a Coordinated Support Plan, Record of Needs or an Individualised Education Programme in independent secondary schools, 2006<sup>(1)</sup>**

	Pupils with a CSP, RoN or IEP in independent secondary schools
Pupils for whom nature of support is reported	24
Education: Additional Specialist teaching support	23
Education: Additional Specialist non-teaching support	-
Social Work services	-
Health services	1
Voluntary	-
Other	-

(1) See background notes 8-12

**Table 3.7: Main difficulty in learning of pupils with a Coordinated Support Plan, Record of Needs or an Individualised Education Programme in independent secondary schools, 2006<sup>(1)</sup>**

Impairment			Percentage distribution of main difficulty
	Number	Rate per 1,000 pupils	
Total	218	12.2	
Significant hearing impairment	-	-	-
Significant visual impairment	2	0.1	0.9
Significant physical or motor impairments	8	0.4	3.7
Significant language and speech disorder	4	0.2	1.8
Autistic spectrum disorder	11	0.6	5.0
Social, emotional and behavioural difficulties	3	0.2	1.4
Learning difficulties:			
Moderate	37	2.1	17.0
Severe	1	0.1	0.5
Profound	1	0.1	0.5
Specific – in language and/or mathematics (including dyslexia)	144	8.1	66.1
Complex or multiple impairments:			
Dual sensory impairment	-	-	-
Moderate learning difficulties & significant additional impairments or disorders	1	0.1	0.5
Severe learning difficulties & significant additional impairments or disorders	-	-	-
Profound learning difficulties and other	-	-	-
Other	6	0.3	2.8

(1) See background notes 8-12

SECONDARY

**Table 3.8: Integration of pupils with Additional Support Needs into independent secondary schools, 2006<sup>(1)</sup>**

Time spent by pupils in mainstream classes	Pupils with a CSP, RoN or IEP in independent secondary schools				Non-recorded
	CSP	RoN	IEP		
Total	261	11	28	222	1,229
All the time	132	4	14	114	868
¾ or more but less than all time	128	7	14	107	361
½ or more but less than ¾ of the time	1	-	-	1	-
¼ or more but less than ½ of the time	-	-	-	-	-
Some time, but less than ¼ of the time	-	-	-	-	-
No time	-	-	-	-	-

(1) See background notes 8-12

**SPECIAL**  
**Special**

**Table 4.1: Schools and pupils in independent special schools, 1997-2006**

	Schools	Pupils	Girls	Boys
1997	33	1,108	246	862
1998	33	1,081	232	849
1999	34	1,049	215	834
2000	35	1,095	225	870
2001	33	1,038	209	829
2002	32	999	197	802
2003	33	1,053	212	841
2004	34	1,132	230	902
2005	33	1,132	201	931
2006	34	1,103	200	903

**Table 4.2: Pupils in independent special schools by gender and age, 2006**

		Age <sup>(1)</sup>			
		All ages	5-11 years	12-15 years	16 and over
Number	Total	1,099	118	882	99
	Male	900	110	720	70
	Female	199	8	162	29
Percentage female		18.1	6.8	18.4	29.3

(1) At 31 December 2006. There were 4 pupils who were outwith the age range, or whose age was unknown

**Table 4.3: Pupils in independent special schools, by gender and mode of attendance, 1999-2006**

Mode of attendance	1999	2000	2001	2002	2003	2004	2005	2006
Number of pupils								
Total	1,049	1,095	1,038	999	975	1,132	1,132	1,103
Male	834	870	829	802	771	902	931	903
Female	215	225	209	197	204	230	201	200
Percentage female	20.5	20.5	20.1	19.7	20.9	20.3	17.8	18.1
Day								
Total	321	334	341	314	297	384	453	442
Male	257	267	275	253	239	313	395	375
Female	64	67	66	61	58	71	58	67
Residential								
Total	728	761	697	685	678	748	679	661
Male	577	603	554	549	532	589	536	528
Female	151	158	143	136	146	159	143	133
Percentage residential								
Total	69.4	69.5	67.1	68.6	69.5	66.1	60.0	59.9
Male	69.2	69.3	66.8	68.5	69.0	65.3	57.6	58.5
Female	70.2	70.2	68.4	69.0	71.6	69.1	71.1	66.5

SPECIAL

**Table 4.4: Pupils in independent special schools, by looked after status and funding authority, 2006<sup>(1)</sup>**

	Count of pupils
Looked after total	624
At home	80
Away from home	544
Percentage looked after	56.6
Pupils funded by local authority	
Yes	1,070
No	33
Percentage funded by local authority	97.0

(1) See background note 3

**Table 4.5: Reasons for support for pupils in independent special schools, 2006<sup>(1)</sup>**

	Number	Rate per 1,000 pupils
Learning disability	41	37.2
Dyslexia	41	37.2
Other specific learning difficulty (e.g. numeric)	74	67.1
Visual impairment	-	-
Hearing impairment	-	-
Deafblind	-	-
Physical or motor impairment	-	-
Language or speech disorder	4	3.6
Autistic spectrum disorder	5	4.5
Social, emotional and behavioural difficulty	45	40.8
Physical health problem	4	3.6
Mental health problem	-	-
Interrupted learning	37	33.5
English as an additional language	-	-
Looked after	41	37.2
More able pupil	-	-
Other	-	-

(1) See background notes 8-12

**Table 4.6: Nature of support of pupils in independent special schools, 2006<sup>(1)</sup>**

	Pupils in independent special schools
Pupils for whom nature of support is reported	183
Education: Additional Specialist teaching support	46
Education: Additional Specialist non-teaching support	9
Social Work services	46
Health services	41
Voluntary	-
Other	41

(1) See background notes 8-12

## SPECIAL

**Table 4.7: Main difficulty in learning of pupils in independent special schools, 2006<sup>(1)</sup>**

Impairment	Number	Percentage distribution of main difficulty
Total	298	
Significant hearing impairment	-	-
Significant visual impairment	-	-
Significant physical or motor impairments	1	0.3
Significant language and speech disorder	2	0.7
Autistic spectrum disorder	86	28.9
Social, emotional and behavioural difficulties	126	42.3
Learning difficulties:		
Moderate	28	9.4
Severe	5	1.7
Profound	4	1.3
Specific – in language and/or mathematics (including dyslexia)	3	1.0
Complex or multiple impairments:		
Dual sensory impairment	-	-
Moderate learning difficulties & significant additional impairments or disorders	19	6.4
Severe learning difficulties & significant additional impairments or disorders	19	6.4
Profound learning difficulties and other	5	1.7
Other	-	-

(1) See background notes 8-12

**TEACHERS**  
**Teachers**

**Table 5.1: Teachers, schools and pupils in mainstream independent schools, 2006**

	2005 <sup>(1)</sup>				2006			
	Schools	Pupils	Teachers (FTE)	Pupil: teacher ratio	Schools	Pupils	Teachers (FTE)	Pupil: teacher ratio
Primary only	11	1,560	121	12.9	12	1,533	129	11.9
Secondary only	8	1,975	232	8.5	6	1,927	218	8.8
Through schools	49	25,664	2,690	9.5	49	25,956	2,678	9.7
Special	33	1,132	330	3.4	34	1,103	349	3.2
<b>Total</b>	<b>101</b>	<b>30,331</b>	<b>3,373</b>	<b>9.0</b>	<b>101</b>	<b>30,519</b>	<b>3,373</b>	<b>9.0</b>

(1) Re-categorised from previously published figures

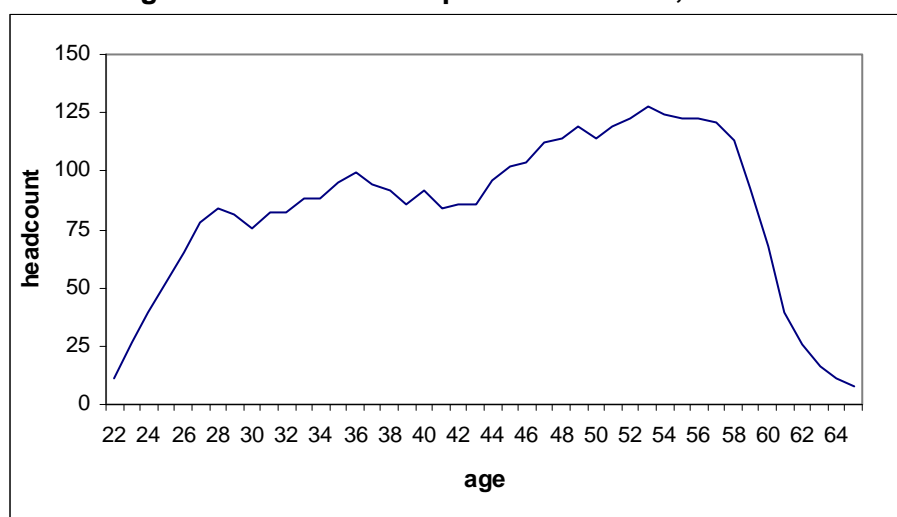
**Table 5.2: Age profile of teachers in mainstream independent schools, by age at 12 September 2006<sup>(1)</sup>**

	Gender		GTC Registration		Total <sup>(2)</sup>
	Male	Female	Registered	Not Registered	
21-24	17	63	67	13	80
25-29	94	255	294	55	349
30-34	142	245	325	62	388
35-39	189	247	356	81	437
40-44	178	225	339	64	403
45-49	205	296	425	77	501
50-54	208	365	492	81	572
55-59	208	343	481	69	550
60-65	50	57	92	15	107

(1) There were 57 FTE teachers for whom age data was unavailable or outwith the range in the table.

(2) There was 1 FTE teachers for whom gender is not known, these are included in the total figures.

**Chart 2: Age of teachers in independent schools, 2006<sup>(1)</sup>**



(1) This graph has been smoothed using a three-year moving average. There were 73 teachers for whom age data was unavailable or outwith the range in the table.

## TEACHERS

**Table 5.3: Teachers (FTE) by gender and grade in independent primary only schools, 2006<sup>(1)</sup>**

Grade	Total	Gender		Percentage
		Male	Female	Female
Total	129	14	115	89.5
Headteacher	11	3	8	73.4
Depute Headteacher	4	0	4	100.0
Assistant Headteacher	4	1	3	75.0
Principal Teacher	-	-	-	-
Senior Teacher <sup>(2)</sup>	19	4	15	78.9
Teachers (unpromoted)	90	6	84	93.8

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

(2) Including other promoted posts

**Table 5.4: Teachers (number) by mode of working and grade, in independent primary only schools, 2006**

Grade	Total	Mode of working		Percentage
		Full-time	Part-time	Part-time
Total	152	110	42	27.6
Headteacher	12	10	2	16.7
Depute Headteacher	5	4	1	20.0
Assistant Headteacher	4	4	-	-
Principal Teacher	-	-	-	-
Senior Teacher <sup>(1)</sup>	19	19	-	-
Teachers (unpromoted)	112	73	39	34.8

(1) Including other promoted posts

**Table 5.5: Teachers (FTE) by gender and grade, in independent secondary only schools, 2006<sup>(1)</sup>**

Grade	Total	Gender		Percentage
		Male	Female	Female
Total	218	113	105	48.3
Headteacher	3	2	1	33.3
Depute Headteacher	3	1	2	66.7
Assistant Headteacher	12	8	4	31.0
Principal Teacher	54	28	26	48.4
Assistant Principal Teacher	9	3	6	66.7
Senior Teacher <sup>(2)</sup>	16	11	5	31.7
Teachers (unpromoted)	121	60	61	50.7

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

(2) Including other promoted posts.

**Table 5.6: Teachers (number) by mode of working and grade, in independent secondary only schools, 2006**

Grade	Total	Mode of working		Percentage
		Full-time	Part-time	part-time
Total	267	192	75	28.1
Headteacher	4	2	2	50.0
Depute Headteacher	3	3	-	-
Assistant Headteacher	13	10	3	23.1
Principal Teacher	55	53	2	3.6
Assistant Principal Teacher	9	9	-	-
Senior Teacher <sup>(1)</sup>	17	16	1	5.9
Teachers (unpromoted)	166	99	67	40.4

(1) Including other promoted posts

## TEACHERS

**Table 5.7: Teachers (FTE) by gender and grade, in independent through schools, 2006<sup>(1)</sup>**

Grade	Total	Gender		Percentage part-time
		Male	Female	
Total	2,678	1,001	1,676	62.6
Headteacher	65	44	21	32.2
Depute Headteacher	89	38	51	57.3
Assistant Headteacher	54	27	27	50.4
Principal Teacher	368	206	162	44.1
Assistant Principal Teacher	81	37	44	54.5
Senior Teacher <sup>(2)</sup>	187	86	101	54.1
Teachers (unpromoted)	1,832	563	1,269	69.3

(1) Totals may not equal the sum of the parts exactly, due to rounding. There was one teacher for whom gender was not recorded.

(2) Including other promoted posts.

**Table 5.8: Teachers (number) by mode of working and grade, in independent through schools, 2006**

Grade	Total	Mode of working		Percentage Female
		Full-time	Part-time	
Total	2,948	2,368	580	19.7
Headteacher	66	64	2	3.0
Depute Headteacher	89	89	0	0.0
Assistant Headteacher	55	53	2	3.6
Principal Teacher	371	364	7	1.9
Assistant Principal Teacher	81	80	1	1.2
Senior Teacher <sup>(1)</sup>	189	186	3	1.6
Teachers (unpromoted)	2,097	1,532	565	26.9

(1) Including other promoted posts

**Table 5.9: Teachers (FTE) by gender and grade, in independent special schools, 2006<sup>(1)</sup>**

Grade	Total	Gender		Percentage Female
		Male	Female	
Total	349	167	183	52.3
Headteacher	31	20	11	35.5
Depute Headteacher	14	5	9	63.8
Assistant Headteacher	4	3	1	25.0
Principal Teacher	33	19	14	41.7
Assistant Principal Teacher	3	3	-	-
Senior Teacher <sup>(2)</sup>	20	11	9	45.7
Teachers (unpromoted)	245	106	139	56.8

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

(2) Including other promoted posts

**Table 5.10: Teachers (number) by mode of working and grade, in independent special schools, 2006**

Grade	Total	Mode of working		Percentage part-time
		Full-time	Part-time	
Total	380	315	65	17.1
Headteacher	31	31	-	-
Depute Headteacher	14	13	1	7.1
Assistant Headteacher	4	4	-	-
Principal Teacher	33	32	1	3.0
Assistant Principal Teacher	3	3	-	-
Senior Teacher <sup>(1)</sup>	20	19	1	5.0
Teachers (unpromoted)	275	213	62	22.5

(1) Including other promoted posts.