

Statistical Publication Notice

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A National Statistics Publication for Scotland INDEPENDENT SCHOOL CENSUS, SEPTEMBER 2007



29th April, 2008

This document contains the results of the annual census of independent schools in Scotland. The results relate to September 2007.

The main findings are:

- There were 30,981 pupils in independent schools in Scotland, 462 more than in 2006. This difference consists of an increase of 182 in primary schools, 239 in secondary schools and 41 in special schools from 2006.
- This increase is relatively large compared with the fairly stable numbers over the past decade. With the fall in the number of pupils in the population there has therefore been an increase in the percentage of school pupils who are in independent schools. In 1997, when there were more pupils in independent schools than now, 3.9 per cent of school pupils were in the independent sector, compared with 4.5 per cent in 2007 (Chart 1).
- There were a total of 3,396 teachers, an increase of 62 over the 2006 figure. This equates to 9.1 pupils per teacher in 2007. The average (mean) age of teachers was 43. The age profile shows a slight peak in the early fifties, with 17 per cent of teachers aged 55 or over (Chart 2). Eighty-six per cent of teachers were registered with the General Teaching Council - Scotland.

Schools

- There were 107 independent schools open in September 2007, however 50 of these schools had both a primary and secondary department ('through' schools). In the majority of tables (with the exception of table 1.3) primary and secondary departments are counted separately, producing a total of 157 school departments.

Primary pupils

- There were 60 independent primary schools in 2007 compared with 61 in 2006 and 63 in 2004 (table 2.1).

- There were 11,758 pupils in independent primary schools in 2007, an increase of 1.6 per cent from 2006. Numbers have fluctuated between 11,559 and 11,844 in recent years (table 2.1).

Secondary pupils

- There were 55 secondary schools in 2007, compared to 57 in 2005. The number of independent secondary schools had previously decreased from 63 in 1999 (table 3.1).
- There were 18,079 pupils in independent secondary schools in 2007, an increase of 1.3 per cent from 2006. The number of pupils has remained fairly steady in recent years (table 3.1).

Special school pupils

- There were 42 independent special schools in 2007, compared to 33 schools in 2005, and 34 in 2006 (table 4.1).
- There were 1,144 pupils in independent special schools in 2007, an increase of 41 from 2006 (table 4.1). Ninety-nine 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 574 pupils (1.9 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 2,314 (7.8 per cent) non-recorded pupils with additional support needs in independent mainstream schools (tables 2.10 and 3.8).
- For 2007 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) (11.2 per 1,000 pupils) and learning difficulties (4.2 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 (732 per 1,000 pupils) and autistic spectrum disorder (166 per 1,000 pupils) (tables 4.5 and 4.7).

Teachers

- There were 895 teachers (FTE) in independent primary schools (13.1 pupils per teacher) and 2,142 teachers (FTE) in independent secondary schools (8.4 pupils per teacher). This gives a pupil teacher ratio in mainstream schools of 9.8, the same as in 2006.
- There were 358 teachers (FTE) in independent special schools. This equates to 3.2 pupils per teacher (table 5.1).
- Eleven per cent of independent school teachers present in the 2006 census were not in the independent sector in 2007. A further one per cent had moved schools (chart 3).

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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 Government. This census covers independent primary, secondary and special schools. In 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. The teacher data comprises tables 5.1-5.7 and Charts 2 & 3.
3. Results of the census of publicly funded schools is available from the following link
<http://www.scotland.gov.uk/Publications/2008/02/25145216/0>

Information on leaver destinations for independent schools are published in <http://www.scotland.gov.uk/stats/bulletins/00631>

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. 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>.
8. 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.
9. 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 were, within 2 years (November 2007), to 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".

10. **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**.
11. 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.
12. The following symbol is used: - = zero or rounds to zero
n/a = not available
13. All percentages are rounded separately and breakdowns may consequently not sum to 100 per cent.
14. **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
15. This report was edited by Raymond Sloan, Mal Cooke and Carrie Graham.
16. All tables are available on the Scottish Executive website at:
<http://www.scotland.gov.uk/stats/bulletins/00647>

Enquiries

17. Public enquiries (non-media) about the information contained in this notice should be addressed to:
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18. Media enquiries about the information in this notice should be addressed to:
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ALL SECTORS

All Sectors

Table 1.1: Schools and pupils in independent schools, 1996-2007⁽¹⁾

	Schools				Pupils			
	Primary	Secondary	Special	Total	Primary	Secondary	Special	Total
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
2007	60	55	42	156	11,758	18,079	1,144	30,981

(1) See background note 4

Chart 1: Proportion of school pupils in independent schools, 1995-2007

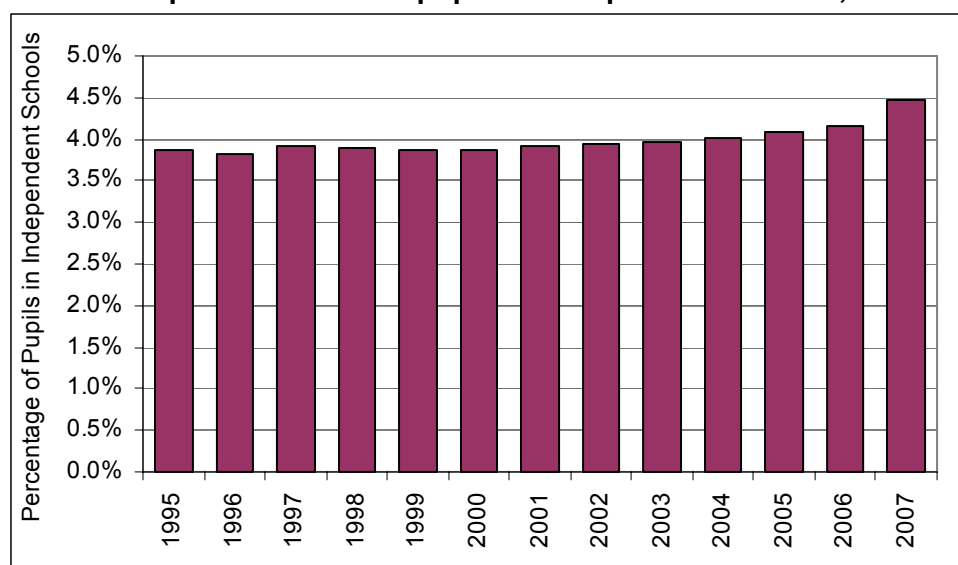


Table 1.2: Size of independent school roll, 2007

School roll	Number of schools		
	Primary	Secondary	Special
up to 20	8	5	16
21-50	4	10	20
51-100	16	3	5
101-200	12	7	-
201-300	7	6	-
301-400	7	6	-
401-500	1	4	-
501-600	2	5	-
601-800	1	3	-
over 800	2	6	-
Average	196	329	28

ALL SECTORS

Table 1.3: Capacity of independent schools, 2007

	Pupils	Schools ⁽¹⁾
Over 100% capacity	816	4
>90%-100% capacity	14,614	31
>80%-90% capacity	5,945	19
>60%-80% capacity	8,196	30
Less than 60% capacity	1,545	23

(1) 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, 2007⁽¹⁾ (See also table 1.6 for those pupil recorded under old categories)

	Number	Rate per 1,000 pupils
Learning disability	29	0.9
Dyslexia	75	2.4
Other specific learning difficulty (e.g. numeric)	19	0.6
Other moderate learning difficulty	14	0.5
Visual impairment	*	*
Hearing impairment	*	*
Deafblind	-	-
Physical or motor impairment	*	*
Language or speech disorder	*	*
Autistic spectrum disorder	21	0.7
Social, emotional and behavioural difficulty	41	1.3
Physical health problem	*	*
Mental health problem	*	*
Interrupted learning	14	0.5
English as an additional language	-	-
Looked after	32	1.0
More able pupil	-	-
Other	-	-

(1) See background notes 7-11

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 independent special schools, 2007⁽¹⁾

	All pupils in special schools and those with additional support needs in mainstream schools
Education: Additional Specialist teaching support	104
Education: Additional Specialist non-teaching support	21
Social Work services	31
Health services	25
Voluntary	7
Other	20

(1) See background notes 7-11

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 independent special schools, 2007⁽¹⁾ (See also table 1.4 for those pupil recorded under new categories)

	Number	Rate per 1,000 pupils	Percentage distribution of main difficulty
Pupils for whom main difficulty is reported	1,598	51.6	
Significant hearing impairment	6	0.2	0.4
Significant visual impairment	*	*	*
Significant physical or motor impairments	11	0.4	0.7
Significant language and speech disorder	11	0.4	0.7
Autistic spectrum disorder	208	6.7	13.0
Social, emotional and behavioural difficulties	807	26.0	50.5
Learning difficulties:			
Moderate	140	4.5	8.8
Severe	5	0.1	0.1
Profound	*	*	*
Specific – in language and/or mathematics (including dyslexia)	293	9.5	18.3
Complex or multiple impairments:			
Dual sensory impairment	-	-	-
Moderate learning difficulties & significant additional impairments or disorders	33	1.1	2.1
Severe learning difficulties & significant additional impairments or disorders	23	0.7	1.4
Profound learning difficulties and other	8	0.3	0.5
Other	48	1.5	3.0

(1) See background notes 7-11

Table 1.7: Type of attendance at independent schools, 2007

Type of attendance at school	Primary		Secondary		Special	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Day pupils only	60	11,453	55	15,579	26	451
Partially or fully boarding	15	305	21	2,500	31	693

ALL SECTORS

Table 1.8: Location⁽¹⁾ of independent schools, 2007

	Primary		Secondary		Special	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Scotland	60	11,758	55	18,079	42	1,144
Aberdeen City	7	1,265	7	1,769	3	133
Aberdeenshire	1	96	1	43	2	10
Angus	-	-	-	-	1	18
Argyll & Bute	1	180	1	375	-	-
Clackmannanshire	1	383	1	852	1	36
Dumfries & Galloway	1	7	1	11	5	16
Dundee City	2	379	1	687	1	23
East Ayrshire	-	-	-	-	1	61
East Dunbartonshire	-	-	-	-	-	-
East Lothian	3	356	2	363	-	-
East Renfrewshire	1	155	1	195	-	-
Edinburgh, City of	15	4,014	14	6,114	2	43
Eilean Siar	1	15	-	-	-	-
Falkirk	1	55	1	52	-	-
Fife	2	205	2	278	4	76
Glasgow City	7	2,398	6	3,690	3	103
Highland	1	11	1	4	-	-
Inverclyde	2	410	2	372	-	-
Midlothian	-	-	-	-	-	-
Moray	2	160	2	550	-	-
North Ayrshire	-	-	-	-	2	92
North Lanarkshire	-	-	-	-	2	43
Orkney Islands	-	-	-	-	-	-
Perth & Kinross	5	648	6	1,458	4	104
Renfrewshire	1	7	-	-	6	259
Scottish Borders	1	142	1	18	-	-
Shetland Islands	-	-	-	-	-	-
South Ayrshire	1	241	1	294	-	-
South Lanarkshire	2	416	2	543	-	-
Stirling	2	215	2	411	3	67
West Dunbartonshire	-	-	-	-	1	30
West Lothian	-	-	-	-	1	30

(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, 1998-2007

	Schools	Pupils	Female	Male
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
2007	60	11,758	5,796	5,962

Table 2.2: Pupils by stage, in independent primary schools, 1998-2007

	1998 ⁽¹⁾	1999	2000	2001	2002	2003	2004	2005	2006	2007
Number of pupils										
P1	1,386	1,385	1,411	1,420	1,460	1,392	1,427	1,360	1,273	1,341
P2	1,498	1,404	1,411	1,428	1,425	1,466	1,388	1,442	1,406	1,339
P3	1,495	1,514	1,461	1,461	1,473	1,433	1,504	1,405	1,476	1,477
P4	1,631	1,584	1,674	1,619	1,573	1,533	1,533	1,624	1,564	1,640
P5	1,733	1,733	1,690	1,748	1,728	1,641	1,650	1,664	1,751	1,722
P6	1,907	1,898	1,961	1,922	1,995	1,932	1,862	1,887	1,880	2,036
P7	2,019	2,095	1,951	2,129	2,190	2,289	2,204	2,210	2,226	2,203

(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 - 2007

Class Type	2000	2001	2002	2003	2004	2005	2006	2007
All	18.5	19.0	18.7	18.6	18.6	18.3	18.5	18.6
Single stage	19.3	19.7	19.2	19.1	19.1	18.7	19.0	18.9
Composite	11.6	11.8	12.6	11.6	12.2	12.8	11.8	13.7
Single Stage Classes by Stage								
P1	17.1	18.4	18.2	17.4	17.2	16.6	17.5	16.9
P2	18.3	17.6	18.5	18.2	18.1	18.1	18.2	18.6
P3	19.1	19.3	18.6	18.6	18.7	18.2	18.5	18.6
P4	19.5	19.6	19.0	18.9	18.8	19.2	18.8	19.5
P5	20.4	20.6	19.2	20.0	19.8	19.5	20.1	19.3
P6	20.5	20.9	20.6	20.1	19.7	19.8	19.1	19.2
P7	19.7	20.7	19.8	19.7	20.6	19.0	20.0	19.7

Table 2.4: Number of mainstream classes by size and type of class in independent primary schools, September 2007

	P1-P3				P4-P7			
	Classes		Pupils		Classes		Pupils	
	Number	%	Number	%	Number	%	Number	%
0-15	94	38.7	1,067	25.7	112	27.8	1,282	16.9
16-18	41	16.9	690	16.6	68	16.9	1,133	14.9
19-25	101	41.6	2,211	53.2	162	40.2	3,551	46.7
26-30	7	2.9	189	4.5	59	14.6	1,555	20.5
31-33	-	-	-	-	1	0.2	33	0.4
Over 33	-	-	-	-	1	0.2	45	0.6
Total	243		4,157		403		7,599	

PRIMARY

Table 2.5: Type of attendance of pupils in independent primary schools, by age, 2007

	Age ⁽¹⁾								
	4	5	6	7	8	9	10	11	12
Day pupils	92	1246	1,304	1,464	1,624	1,729	1,914	1,905	167
Boarding pupils	-	-	-	1	14	47	92	119	30
% boarding	-	-	-	0.1	0.9	2.7	4.8	6.2	18.0

(1) Age at 31 December 2007. There were 10 pupils outside this range

Table 2.6a: Pupils in independent primary schools, by age and stage as at 31st December 2007 (all pupils)

	P1	P2	P3	P4	P5	P6	P7
3	-	-	-	-	-	-	-
4	92	-	-	-	-	-	-
5	1,158	88	-	-	-	-	-
6	88	1,129	87	-	-	-	-
7	-	111	1,264	87	-	-	-
8	-	-	121	1,388	117	-	-
9	-	-	-	156	1,431	183	-
10	-	-	-	-	166	1,659	172
11	-	-	-	-	-	177	1,840
12	-	-	-	-	-	-	186

There were 58 pupils whose age was outwith the range shown or unknown

Table 2.6b: Pupils in independent primary schools, by age and stage as at 31st December 2007 (female pupils)

	P1	P2	P3	P4	P5	P6	P7
3	-	-	-	-	-	-	-
4	53	-	-	-	-	-	-
5	551	40	-	-	-	-	-
6	27	602	54	-	-	-	-
7	-	42	613	52	-	-	-
8	-	-	44	687	69	-	-
9	-	-	-	53	720	83	-
10	-	-	-	-	66	844	104
11	-	-	-	-	-	65	939
12	-	-	-	-	-	-	71

There were 17 pupils whose age was outwith the range shown or unknown

Table 2.6c: Pupils in independent primary schools, by age and stage as at 31st December 2007 (male pupils)

	P1	P2	P3	P4	P5	P6	P7
3	-	-	-	-	-	-	-
4	39	-	-	-	-	-	-
5	607	48	-	-	-	-	-
6	61	527	33	-	-	-	-
7	-	69	651	35	-	-	-
8	-	-	77	701	48	-	-
9	-	-	-	103	711	100	-
10	-	-	-	-	100	815	68
11	-	-	-	-	-	112	901
12	-	-	-	-	-	-	115

There were 41 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 an Individualised Education Programme in independent primary schools, 2007⁽¹⁾ (See also table 2.9 for those pupil recorded under old categories)

	Number	Rate per 1,000 pupils
Learning disability	*	*
Dyslexia	12	1.0
Other specific learning difficulty (e.g. numeric)	*	*
Other moderate learning difficulty	-	-
Visual impairment	-	-
Hearing impairment	-	-
Deafblind	-	-
Physical or motor impairment	*	*
Language or speech disorder	-	-
Autistic spectrum disorder	*	*
Social, emotional and behavioural difficulty	*	*
Physical health problem	-	-
Mental health problem	-	-
Interrupted learning	-	-
English as an additional language	-	-
Looked after	-	-
More able pupil	-	-
Other	-	-

(1) See background notes 7-11

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, 2007⁽¹⁾

Occurrences. Pupils with more than one support type will appear in each row.

	Pupils with a CSP, RoN or IEP in independent primary schools
Education: Additional Specialist teaching support	19
Education: Additional Specialist non-teaching support	1
Social Work services	-
Health services	5
Voluntary	-
Other	-

(1) See background notes 7-11

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, 2007⁽¹⁾ (See also table 2.7 for those pupil recorded under new categories)

	Number	Rate per 1,000 pupils	Percentage distribution of main difficulty
Pupils for whom main difficulty is reported	238	20.2	
Significant hearing impairment	*	*	*
Significant visual impairment	*	*	*
Significant physical or motor impairments	*	*	*
Significant language and speech disorder	6	0.5	2.5
Autistic spectrum disorder	12	1.0	5.0
Social, emotional and behavioural difficulties	*	*	*
Learning difficulties:			
Moderate	65	5.5	27.3
Severe	*	*	*
Profound	*	*	*
Specific – in language and/or mathematics (including dyslexia)	127	10.8	53.4
Complex or multiple impairments:			
Dual sensory impairment	-	-	-
Moderate learning difficulties & significant additional impairments or disorders	*	*	*
Severe learning difficulties & significant additional impairments or disorders	-	-	-
Profound learning difficulties and other	-	-	-
Other	8	0.7	3.4

(1) See background notes 7-11

Table 2.10: Integration of pupils with Additional Support Needs in independent primary schools, 2007⁽¹⁾

Time spent by pupils in mainstream classes	Pupils with an CSP, RoN or IEP				Non-recorded
	IEP	CSP	RoN	IEP	
Total	245	2	9	234	964
All the time	85	-	1	84	735
¾ or more but less than all time	158	2	8	148	228
Less than ¾ of the time ⁽²⁾	2	-	-	2	-

(1) See background notes 7-11

(2) Small numbers assumed to be 2 for disclosure purposes

SECONDARY

Secondary

Table 3.1: Schools and pupils by gender in independent secondary schools, 1998-2007

	Schools	Pupils	Female	Male
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
2007	55	18,079	8,923	9,156

Table 3.2: Pupils by stage, in independent secondary schools, 1998-2007

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Number of pupils										
S1	2,859	2,836	2,867	2,885	2,912	2,892	2,817	2,846	2,839	2,957
S2	3,052	2,996	2,931	3,033	2,956	3,039	2,991	2,998	3,024	2,941
S3	3,065	3,046	3,025	2,964	3,029	3,051	3,060	3,035	3,068	3,103
S4	3,076	3,061	3,027	3,014	2,928	3,014	2,997	3,048	3,031	3,110
S5	3,195	3,113	3,106	3,120	3,055	3,024	3,148	3,070	3,254	3,230
S6	2,693	2,666	2,581	2,619	2,675	2,585	2,541	2,600	2,624	2,738

Table 3.3: Type of attendance of pupils in independent secondary schools, by age, 2007⁽¹⁾

	Age ⁽¹⁾								
	11	12	13	14	15	16	17	18	
Day pupils	224	2,484	2,712	2,690	2,691	2,598	2,019	150	
Boarding pupils	31	168	267	344	438	494	540	187	
% boarding	12.2	6.3	9.0	11.3	14.0	16.0	21.1	55.5	

(1) Age at 31 December 2007. There were 42 pupils outside this range, of whom 31 were boarders.

Table 3.4a: Pupils in independent secondary schools, by age and stage as at 31st December 2007 (all pupils)⁽¹⁾

	S1	S2	S3	S4	S5	S6
11	255	-	-	-	-	-
12	2,427	224	-	-	-	-
13	262	2,434	283	-	-	-
14	-	280	2,484	268	-	-
15	-	-	326	2,512	288	-
16	-	-	-	298	2,556	230
17	-	-	-	32	355	2,172
18	-	-	-	-	24	313
19	-	-	-	-	-	22

(1) There were 34 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 31st December 2007 (female pupils) ⁽¹⁾

	S1	S2	S3	S4	S5	S6
11	140	-	-	-	-	-
12	1,207	110	-	-	-	-
13	85	1,221	178	-	-	-
14	-	95	1,236	165	-	-
15	-	-	115	1,323	170	-
16	-	-	-	116	1,246	131
17	-	-	-	5	139	1,090
18	-	-	-	-	10	122
19	-	-	-	-	-	8

(1) There were 11 pupils whose age was outwith the shown range or unknown.

Table 3.4c: Pupils in independent secondary schools, by age and stage as at 31st December 2007 (male pupils) ⁽¹⁾

	S1	S2	S3	S4	S5	S6
11	115	-	-	-	-	-
12	1,220	114	-	-	-	-
13	177	1,213	105	-	-	-
14	-	185	1,248	103	-	-
15	-	-	211	1,189	118	-
16	-	-	-	182	1,310	99
17	-	-	-	27	216	1,082
18	-	-	-	-	14	191
19	-	-	-	-	-	14

(1) There were 23 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, 2007⁽¹⁾ (See also table 3.7 for those pupil recorded under old categories)

	Number	Rate per 1,000 pupils
Learning disability	*	*
Dyslexia	53	2.9
Other specific learning difficulty (e.g. numeric)	*	*
Other moderate learning difficulty	-	-
Visual impairment	-	-
Hearing impairment	-	-
Deafblind	-	-
Physical or motor impairment	*	*
Language or speech disorder	-	-
Autistic spectrum disorder	*	*
Social, emotional and behavioural difficulty	*	*
Physical health problem	-	-
Mental health problem	-	-
Interrupted learning	-	-
English as an additional language	-	-
Looked after	-	-
More able pupil	-	-
Other	-	-

(1) See background notes 7-11

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, 2007⁽¹⁾. Occurrences. Pupils with more than one support type will appear in each row.

	Pupils with a CSP, RoN or IEP in independent secondary schools
Education: Additional specialist teaching support	55
Other	-

(1) See background notes 7-11

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, 2007⁽¹⁾ (See also table 3.5 for those pupil recorded under new categories)

Impairment	Number	Rate per 1,000 pupils	Percentage distribution of main difficulty
Pupils for whom main difficulty is reported	275	15.2	
Significant hearing impairment	*	*	*
Significant visual impairment	*	*	*
Significant physical or motor impairments	5	0.3	1.8
Significant language and speech disorder	*	*	*
Autistic spectrum disorder	24	1.3	8.7
Social, emotional and behavioural difficulties	*	*	*
Learning difficulties:			
Moderate	44	2.4	16.0
Severe	*	*	*
Profound	*	*	*
Specific – in language and/or mathematics (including dyslexia)	155	8.6	56.4
Complex or multiple impairments:			
Dual sensory impairment	-	-	-
Moderate learning difficulties & significant additional impairments or disorders	*	*	*
Severe learning difficulties & significant additional impairments or disorders	-	-	-
Profound learning difficulties and other	-	-	-
Other	34	1.9	12.4

(1) See background notes 7-11

Table 3.8: Integration of pupils with Additional Support Needs into independent secondary schools, 2007⁽¹⁾

Time spent by pupils in mainstream classes	Pupils with a				Non-
	CSP, RoN or IEP	CSP	RoN	IEP	recorded
Total	329	-	16	313	1,350
All the time ⁽²⁾	183	-	2	181	1,087
¾ or more but less than all time	144	-	14	130	263
Less than ¾ of the time ⁽²⁾	2	-	-	2	-

(1) See background notes 7-11

(2) Small numbers assumed to be 2 for disclosure purposes

SPECIAL

Special

Table 4.1: Schools and pupils in independent special schools, 1998-2007

	Schools	Pupils	Girls	Boys
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
2007	42	1,144	191	952

Table 4.2: Pupils in independent special schools by gender and age, 2007

		Age ⁽¹⁾			
		All ages	5-11 years	12-15 years	16 and over
Number	Total	1,144	135	759	249
	Male	952	120	629	203
	Female	191	15	130	46
Percentage female		16.7	11.1	17.1	10.3

(1) At 31 December 2007. There was 1 pupil who was outwith the age range, or whose age was unknown

Table 4.3: Pupils in independent special schools, by gender and mode of attendance, 2000-2007

Mode of attendance	2000	2001	2002	2003	2004	2005	2006	2007
Number of pupils								
Total	1,095	1,038	999	975	1,132	1,132	1,103	1,144
Male	870	829	802	771	902	931	903	952
Female	225	209	197	204	230	201	200	191
Percentage female	20.5	20.1	19.7	20.9	20.3	17.8	18.1	16.7
Day								
Total	334	341	314	297	384	453	442	451
Male	267	275	253	239	313	395	375	383
Female	67	66	61	58	71	58	67	68
Residential								
Total	761	697	685	678	748	679	661	693
Male	603	554	549	532	589	536	528	569
Female	158	143	136	146	159	143	133	123
Percentage residential								
Total	69.5	67.1	68.6	69.5	66.1	60.0	59.9	60.6
Male	69.3	66.8	68.5	69.0	65.3	57.6	58.5	59.8
Female	70.2	68.4	69.0	71.6	69.1	71.1	66.5	64.4

SPECIAL

Table 4.4: Pupils in independent special schools, by looked after status and funding authority, 2007

	Count of pupils
Looked after total	709
At home	113
Away from home	596
Percentage looked after	62.0
Pupils funded by local authority	
Yes	1,137
No	7
Percentage funded by local authority	99.4

Table 4.5: Pupils in independent special schools, by type of plan, 2005-2007

	2005	2006	2007
Co-ordinated Support Plan ⁽¹⁾	N/A	41	39
Record of Needs	344	145	122
Individualised Educational Programme only	745	867	958
None reported	43	50	25

(1) Coordinated Support Plans were introduced in November 2005

Table 4.6: Reasons for support for pupils in independent special schools, 2007⁽¹⁾
(See also table 4.7 for those pupil recorded under old categories)
Occurrences. Pupils with more than one support type will appear in each row.

	Number	Rate per 1,000 pupils
Pupils for whom reason for support is reported	58	51
Learning disability	27	24
Dyslexia	10	9
Other specific learning difficulty (e.g. numeric)	12	10
Other moderate learning difficulty	14	12
Visual impairment	*	*
Hearing impairment	*	*
Deafblind	-	-
Physical or motor impairment	-	-
Language or speech disorder	*	*
Autistic spectrum disorder	18	16
Social, emotional and behavioural difficulty	38	33
Physical health problem	*	*
Mental health problem	*	*
Interrupted learning	14	12
English as an additional language	-	-
Looked after	32	28
More able pupil	-	-
Other	-	-

(1) See background notes 7-11

SPECIAL

Table 4.7: Nature of support of pupils in independent special schools, 2007⁽¹⁾
Occurrences. Pupils with more than one support type will appear in each row.

	Pupils in independent special schools
Pupils for whom nature of support is reported	38
Education: Additional Specialist teaching support	30
Education: Additional Specialist non-teaching support	20
Social Work services	31
Health services	20
Voluntary	7
Other	20

(1) See background notes 7-11

Table 4.8: Main difficulty in learning of pupils in independent special schools, 2007⁽¹⁾
(See also table 4.5 for those pupil recorded under new categories)

	Number	Rate per 1,000 pupils
Pupils for whom main difficulty is reported	1,085	
Significant hearing impairment	*	*
Significant visual impairment	*	*
Significant physical or motor impairments	*	*
Significant language and speech disorder	*	*
Autistic spectrum disorder	172	150.3
Social, emotional and behavioural difficulties	799	698.4
Learning difficulties:		
Moderate	31	27.1
Severe	*	*
Profound	*	*
Specific – in language and/or mathematics (including dyslexia)	11	9.6
Complex or multiple impairments:		
Dual sensory impairment	-	-
Moderate learning difficulties & significant additional impairments or disorders	24	21.0
Severe learning difficulties & significant additional impairments or disorders	23	20.1
Profound learning difficulties and other	8	7.0
Other	6	5.2

(1) See background notes 7-11

TEACHERS

Teachers

Table 5.1: Teachers and pupils in mainstream independent schools, 2007

	2005		2006 ⁽¹⁾		2007	
	Teachers (FTE)	Pupil: teacher ratio	Teachers (FTE)	Pupil: teacher ratio	Teachers (FTE)	Pupil: teacher ratio
Primary	906	12.8	n/a	n/a	899	13.1
Secondary	2,119	8.3	n/a	n/a	2,142	8.4
Mainstream	3,025	9.6	2,988	9.8	3,038	9.8
Special	330	3.4	346	3.2	358	3.2
Total	3,355	9.0	3,334	9.2	3,396	9.1

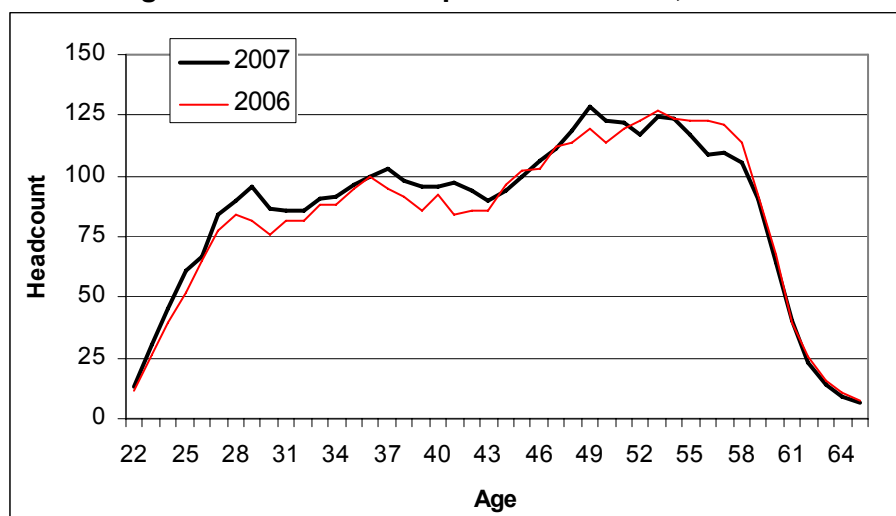
(1) Data from 2006 could not be split into primary and secondary. Data revised since previous publication.

Table 5.2: Age profile of teachers in mainstream independent schools, by age at 17 September 2007

	Male	Female	GTC Registration		Total ⁽¹⁾
			Registered	Not Registered	
21-24	68	23	80	13	92
25-29	269	109	332	46	378
30-34	256	150	341	65	406
35-39	266	187	382	71	453
40-44	230	178	344	64	408
45-49	299	203	431	71	502
50-54	356	210	497	70	566
55-59	304	170	419	55	474
60-65	61	41	83	18	101
over 65	9	6	8	7	15
total	2,117	1,278	2,917	479	3,396

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

Chart 2: Age of teachers in independent schools, 2006-2007⁽¹⁾



(1) This graph has been smoothed using a three-year moving average. There were 26 teachers for whom age data was outwith the range in the table.

TEACHERS

Table 5.3: FTE and headcount teachers by gender and grade in independent primary schools, 2007

Grade	FTE teacher numbers				Headcount teacher numbers			
	Gender				Mode of working			
	Total	Female	Male	Percentage Female	Total	Full-time	Part-time	Percentage part-time
Total	895	747	149	83.4	1,073	883	190	17.7
Headteacher	29	17	12	57.4	36	26	10	27.8
Depute Headteacher ⁽¹⁾	51	35	16	69.3	55	47	8	14.5
Principal Teacher	23	16	6	72.1	29	29	-	-
Senior Teacher ⁽²⁾	53	40	13	75.2	55	51	4	7.3
Teachers (unpromoted)	739	638	101	86.3	898	730	168	18.7

(1) including assistant headteachers

(2) Including assistant principal teachers

Table 5.4: FTE⁽¹⁾ and headcount teachers by gender and grade, in independent secondary schools, 2007

Grade	FTE teacher numbers				Headcount teacher numbers			
	Gender				Mode of working			
	Total	Female	Male	Percentage Female	Total	Full-time	Part-time	Percentage part-time
Total	2,142	1,182	960	55.2	2,385	1,977	408	17.1
Headteacher	47	10	37	21.3	53	48	5	9.4
Depute Headteacher ⁽¹⁾	116	54	61	47.0	118	114	4	3.4
Principal Teacher	402	169	233	42.1	408	397	11	2.7
Senior Teacher ⁽²⁾	259	130	128	50.4	264	256	8	3.0
Teachers (unpromoted) ⁽³⁾	1,319	818	501	62.0	1,542	1,162	380	24.6

(1) including assistant headteachers

(2) Including assistant principal teachers

(3) including 2 FTE chartered teachers

Table 5.5: FTE⁽¹⁾ and headcount teachers by gender and grade, in independent special schools, 2007

Grade	FTE teacher numbers				Headcount teacher numbers			
	Gender				Mode of working			
	Total	Female	Male	Percentage Female	Total	Full-time	Part-time	Percentage part-time
Total	358	190	169	52.9	399	314	85	21.3
Headteacher	33	17	16	50.7	34	31	3	8.8
Depute Headteacher ⁽¹⁾	22	14	8	62.8	22	21	1	4.5
Principal Teacher	31	13	18	41.2	31	30	1	3.2
Senior Teacher ⁽²⁾	23	9	14	39.6	23	22	1	4.3
Teachers (unpromoted) ⁽³⁾	251	138	113	55.0	289	210	79	27.3

(1) including assistant headteachers

(2) Including assistant principal teachers

(3) including 1 FTE chartered teachers

TEACHERS

Table 5.6: Teachers in independent secondary schools by main subject taught, 2007

	Female	Male	Total
All subjects	1,092	922	2,014
English	149	97	246
French	85	33	117
German	14	10	23
Spanish	17	8	25
Gaelic	-	-	-
Italian	-	-	-
EAL	7	2	9
Community Languages	-	-	-
Other Modern Languages	54	21	75
Classical Studies	14	27	41
Mathematics	123	110	233
Biology	65	51	116
Chemistry	51	53	104
General Science	11	8	19
Physics	29	72	102
Economics	11	17	28
Geography	53	58	111
History	56	61	117
Religious Education	16	27	43
Modern Studies	9	8	17
Media Studies	1	-	1
Business Studies	32	14	46
Computing Studies	23	41	63
Home Economics	21	-	21
Technical Education	6	29	35
PSE/Guidance	3	-	3
Art	70	32	102
Music	49	56	105
Physical Education	93	83	176
Speech and Drama	-	-	-
Learning support	26	5	32
ASN general	2	1	3
behavioural support	2	-	2
learning difficulties	1	-	1
physical disabilities	-	-	-
Hearing impairment	-	-	-
Visual impairment	-	-	-
Other/not known	90	38	128

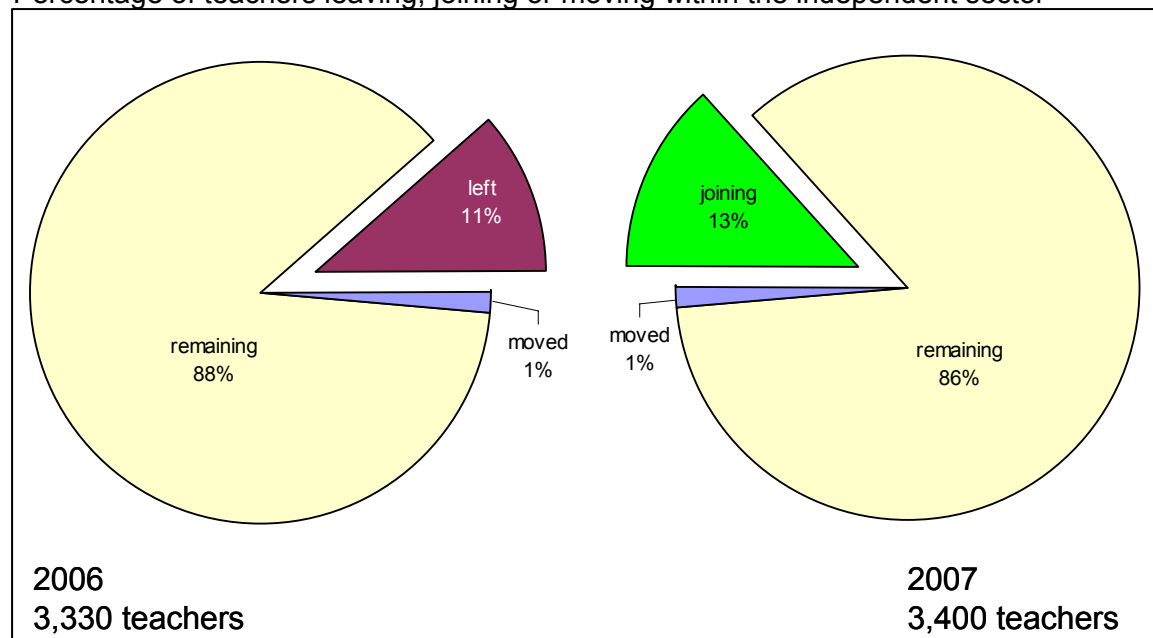
TEACHERS

Table 5.7: Other support staff, 2007

	Primary	Secondary	Special
Foreign Assistant	-	2.6	-
Music Instructor	4.4	23.9	1.5
Other Instructor	0.1	9.8	18.2
Classroom Assistant	12.0	-	21.9

Chart 3: Changes in the independent school workforce

Percentage of teachers leaving, joining or moving within the independent sector



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