

CHILDREN, EDUCATION AND SKILLS

School Estate Statistics 2022

6 September 2022

This annual statistical publication provides information on:

- **School estate** survey data for year 2021-22, for all schools open on 1st April 2022.
- **Schools built or substantially refurbished** during the year 2021-22.

Headline figures:

54 schools built or substantially refurbished in 2021-22.

1,053 schools built or substantially refurbished since 2007-08.



+0.2pp
since 2021

90.4% of schools in good or satisfactory condition in April 2022.



+0.1pp
since 2021

91.7% of pupils in schools in good or satisfactory condition in April 2022.



+0.4pp
since 2021

87.8% of schools of a good or satisfactory suitability in April 2022.



-0.4pp
since 2021

88.5% of pupils in schools of a good or satisfactory suitability in April 2022.

pp = percentage points

The statistics in this bulletin supersede all previously published statistics.

Supplementary data tables can be found at: [School Estates Supplementary Statistics](#).

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 local authority schools open on 1st April. Information is also collected on all schools that were built or substantially refurbished during the year (1st April to 31st March).

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

This publication contains information from the 2022 survey, covering:

- Schools open on 1st April 2022.
- Schools built or substantially refurbished between 1st April 2021 and 31st March 2022.

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 and inform future spending decisions.

1.1: Key definitions

School condition

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

School suitability

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

Please see the [Glossary](#) for further definitions.

Chapter 2: Schools built or substantially refurbished

- **54** schools were built or substantially refurbished in 2021-22.
- **1,053** schools have been built or substantially refurbished since 2007-08.

The 2022 School Estates Core Facts Survey collected information on all schools that were built or substantially refurbished during the 2021-22 year. 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 54 schools were built or refurbished in 2021-22. Of these, 48 were primary schools, 5 were secondary schools and 1 was a special school. Since 2007-08, 1,053 schools have been built or substantially refurbished.

Table 2.1: Schools built or substantially refurbished, 2015-16 to 2021-22

[Note 1]

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 [Note 2]	2021-22
Primary	33	82	71	73	23	32	48
Secondary	9	11	17	7	6	7	5
Special	2	7	8	1	1	2	1
Total number built or refurbished	44	100	96	81	30	41	54

Note 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.

Note 2: Primary and Total figures for 2021 were revised in 2022. One school had been recorded as built/substantially refurbished in 2020-21 when the work was not completed until mid-April 2021 so is included in the 2021-22 figures.

Chapter 3: School condition

- **90.4%** of **schools** were in good or satisfactory condition in April 2022.
- **91.7%** of **pupils** were in schools in good or satisfactory condition in April 2022.

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.

The proportion of schools in good or satisfactory condition has increased 6.4 percentage points from 84.0 per cent in April 2016 to 90.4 per cent in April 2022 (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 7.4 percentage point increase in the proportion of pupils educated in good or satisfactory condition schools from 84.3 per cent in April 2016 to 91.7 per cent in April 2022 (Table 3.2).

Table 3.1: Condition of schools, 2016-2022 [Note 1]

	2016	2017	2018	2019	2020	2021 [Note 2]	2022 [Note 3]
Count							
A: Good	666	703	696	709	700	716	713
B: Satisfactory	1,453	1,462	1,470	1,491	1,538	1,523	1,526
C: Poor	396	345	331	284	248	241	232
D: Bad	8	5	3	4	2	1	2
Condition not recorded	1	1	1	4	1	1	4
A: Good or B: Satisfactory	2,119	2,165	2,166	2,200	2,238	2,239	2,239
C: Poor or D: Bad	404	350	334	288	250	242	234
Percentage							
A: Good	26.4	27.9	27.8	28.5	28.1	28.8	28.8
B: Satisfactory	57.6	58.1	58.8	59.8	61.8	61.4	61.6
C: Poor	15.7	13.7	13.2	11.4	10.0	9.7	9.4
D: Bad	0.3	0.2	0.1	0.2	0.1	0.0	0.1
Condition not recorded	0.0	0.0	0.0	0.2	0.0	0.0	0.2
A: Good or B: Satisfactory	84.0	86.0	86.6	88.3	89.9	90.2	90.4
C: Poor or D: Bad	16.0	13.9	13.4	11.6	10.0	9.8	9.4

Note 1: Condition as reported in April of relevant year.

Note 2: No condition was recorded for one school as it is a special school located in a hospital.

Note 3: No condition was recorded for two special schools located in hospitals and two special school hubs with no current pupils.

Table 3.2: Pupils by condition of schools, 2016-2022 [Note 1][Note 2]

	2016	2017	2018 [Note 3]	2019 [Note 3]	2020	2021 [Note 4]	2022 [Note 5]
Count							
A: Good	236,260	253,369	268,689	269,455	265,643	277,671	281,070
B: Satisfactory	335,159	343,506	339,619	350,555	369,063	364,044	363,805
C: Poor	102,526	83,810	79,010	70,030	60,836	58,148	56,684
D: Bad	3,604	2,137	1,884	1,093	1,050	855	1,688
Condition not recorded	0	0	0	643	0	0	0
A: Good or B: Satisfactory	571,419	596,875	608,308	620,010	634,706	641,715	644,875
C: Poor or D: Bad	106,130	85,947	80,894	71,123	61,886	59,003	58,372
Percentage							
A: Good	34.9	37.1	39.0	39.0	38.1	39.6	40.1
B: Satisfactory	49.5	50.3	49.3	50.7	53.0	52.0	51.9
C: Poor	15.1	12.3	11.5	10.1	8.7	8.3	8.1
D: Bad	0.5	0.3	0.3	0.2	0.2	0.1	0.2
Condition not recorded	0.0	0.0	0.0	0.1	0.0	0.0	0.0
A: Good or B: Satisfactory	84.3	87.4	88.3	89.6	91.1	91.6	91.7
C: Poor or D: Bad	15.7	12.6	11.7	10.3	8.9	8.4	8.3

Note 1: Condition as reported in April of relevant year.

Note 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 unless the school roll was supplied during this collection. Please see section 6.1 of the background notes for more information.

Note 3: Pupil rolls for 2018 and 2019 were corrected in September 2020 as special school pupils were missing from these figures.

Note 4: No condition was recorded for one school as it is a special school located in a hospital. Zero pupils were on its roll.

Note 5: No condition was recorded for four schools, two special schools located in hospitals and two special school hubs. All four had zero pupils on their roll.

Chapter 4: School suitability

- **87.8%** of schools of a good or satisfactory suitability in April 2022.
- **88.5%** of pupils in schools of a good or satisfactory suitability in April 2022.

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.

The proportion of schools with good or satisfactory suitability has increased 6.5 percentage points from 81.3 per cent in 2016 to 87.8 per cent in 2022 (Table 4.1).

Taking into account the different number of pupils in each school, there has been a 5.4 percentage point increase in the proportion of pupils in good or satisfactory suitability schools from 83.1 per cent in 2016 to 88.5 per cent in 2022 (Table 4.2).

Table 4.1: Suitability of schools, 2016-2022 [Note 1]

	2016	2017	2018	2019	2020	2021 [Note 2]	2022 [Note 3]
Count							
A: Good	728	777	788	816	862	893	958
B: Satisfactory	1,324	1,271	1,295	1,327	1,292	1,277	1,218
C: Poor	445	447	405	336	328	304	290
D: Bad	22	16	8	9	6	5	5
Suitability not recorded	5	5	5	4	1	3	6
A: Good or B: Satisfactory	2,052	2,048	2,083	2,143	2,154	2,170	2,176
C: Poor or D: Bad	467	463	413	345	334	309	295
Percentage							
A: Good	28.8	30.9	31.5	32.7	34.6	36.0	38.6
B: Satisfactory	52.5	50.5	51.8	53.3	51.9	51.5	49.1
C: Poor	17.6	17.8	16.2	13.5	13.2	12.2	11.7
D: Bad	0.9	0.6	0.3	0.4	0.2	0.2	0.2
Suitability not recorded	0.2	0.2	0.2	0.2	0.0	0.1	0.2
A: Good or B: Satisfactory	81.3	81.4	83.3	86.0	86.5	87.4	87.8
C: Poor or D: Bad	18.5	18.4	16.5	13.8	13.4	12.4	11.9

Note 1: Suitability as reported in April of relevant year.

Note 2: No suitability was recorded for one special school located in a hospital, one primary school temporarily located in a community center and one primary school in a refurbished building not yet surveyed.

Note 3: Suitability was not recorded for two special schools located in hospitals, two special school hubs with no pupils currently on roll, one new Special School and one new Primary school not yet surveyed.

Table 4.2: School pupils by suitability of school, 2016-2022[Note 1][Note 2]

	2016	2017	2018	2019 [Note 3]	2020 [Note 3]	2021 [Note 4]	2022 [Note 5]
Count							
A: Good	250,508	271,260	279,971	281,391	289,046	295,385	309,695
B: Satisfactory	312,851	302,296	311,869	324,392	326,281	327,344	312,789
C: Poor	104,009	101,321	92,890	83,050	77,597	74,384	78,225
D: Bad	8,095	5,795	2,292	2,300	3,668	3,412	2,160
Suitability not recorded	2,086	2,150	2,180	643	0	193	378
A: Good or B: Satisfactory	563,359	573,556	591,840	605,783	615,327	622,729	622,484
C: Poor or D: Bad	112,104	107,116	95,182	85,350	81,265	77,796	80,385
Percentage							
A: Good	37.0	39.7	40.6	40.7	41.5	42.2	44.0
B: Satisfactory	46.2	44.3	45.3	46.9	46.8	46.7	44.5
C: Poor	15.4	14.8	13.5	12.0	11.1	10.6	11.1
D: Bad	1.2	0.8	0.3	0.3	0.5	0.5	0.3
Suitability not recorded	0.3	0.3	0.3	0.1	0.0	0.0	0.1
A: Good or B: Satisfactory	83.1	84.0	85.9	87.6	88.3	88.9	88.5
C: Poor or D: Bad	16.5	15.7	13.8	12.3	11.7	11.1	11.4

Note 1: Suitability as reported in April of relevant year.

Note 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 unless the school roll was supplied during this collection. Please see section 6.1 of the background notes for more information.

Note 3: Pupil rolls for 2018 and 2019 were corrected in September 2020 as special school pupils were missing from these figures.

Note 4: No suitability was recorded for one special school located in a hospital, one primary school temporarily located in a community center and one primary school in a refurbished building that has not yet been surveyed.

Note 5: Suitability was not recorded for two special schools located in hospitals with no pupils currently on roll, two special school hubs with no pupils currently on roll, one new Special School and one new Primary school not yet surveyed.

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.

Capacity:

School capacity is a measure of how many pupils can be taught in a school based on the number and size of teaching spaces available. It is not a measure of the size of a school building – ancillary spaces such as staff rooms and offices, toilets, catering and dining facilities are not included in capacity calculations. Planning and working capacity are used as different measures of school capacities – see their definitions for more information.

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 1st 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 year (1st April to 31st March).

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 2022 this is the September 2021 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 this figure is provided during the School Estates collection. For more information on the Pupil Census please see the [Summary Statistics for Schools in Scotland](#) publication.

The reporting schedule for ‘School Estate Statistics’ 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 in these statistics. Where a school is being built or refurbished as part of a phased project, this is only included once a phase (or multiple phases combined) is completed and has a value greater than or equal to the amounts stated above. In order to avoid recording a phased project multiple times across 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 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.

LEIP refers to the schools that were built under the Learning Estate Investment Programme. This programme is funded via a mixture of capital grant and revenue support through the Non-Profit Distributing (NPD) pipeline of investment. The first phase of this programme was announced in 2019 and it anticipated that a number of projects under it are in progress.

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

Guidance for local authorities on calculating school condition can be found here: [School estates: condition reporting core facts](#).

Guidance on suitability calculations can be found here: [School estates: suitability reporting core facts](#).

General guidance on reporting on the school estate was published alongside these and can be found here: [School estates: core facts overview](#).

Local authorities were asked to use this guidance for the first time in the 2019 School Estates Core Facts Survey. However, implementation of this was mixed, with some local authorities reporting all of their ratings using the previous guidance and some reporting having used different guidance for different schools and/or condition and suitability. Quality assurance during the 2020 and subsequent data collection processes indicates that implementation continues to be mixed.

Testing during the development of the new guidance showed that it was technically possible that a school that would have been borderline under the old rating guidance may fall the other side of the boundary under the new guidance. However, the overall impact of any such changes at national and local authority level was determined to be minimal. This was confirmed by analysis of the 2019 school estates data which showed that changes in condition and suitability ratings at national level between 2018 and 2019 were consistent with changes between previous collections. Changes between the 2019 and 2020 collections are also consistent with previous years. Therefore, the implementation of the new guidance does not affect the validity of historical comparisons at a national and local authority level.

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 are two special schools where no condition and suitability ratings are available as they are based within Hospitals. The Hospital & Home Tuition Service in Aberdeen City and The Hospital Education Service in Glasgow City.

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

The guidance used for condition ratings reported in the statistics prior to 2019 can be found here: [Previous guidance for local authorities on assessing the condition of school buildings](#).

This 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.

The previous guidance on recording school suitability was published in October 2008: [Previous guidance for local authorities on assessing and reporting the Suitability Core Fact](#). Information on suitability of schools has been collected since April 2010.

6.4 School capacity

School capacity is a measure of how many pupils can be taught in a school based on the number and size of teaching spaces available. It is not a measure of the size of a school building – ancillary spaces such as staff rooms and offices, toilets, catering and dining facilities are not included in capacity calculations.

Local authorities determine the formulae used to calculate capacity, in line with Scottish Government guidance (Circular No. 03/2004) [Circular containing guidance on determining school capacities](#). Additional guidance for calculating primary school

capacity was published by the Scottish Government in 2014: [Determining primary school capacity: guidance for local authorities](#).

Capacity formulae therefore vary between local authorities and school types. Information on the calculation methods used by each authority is provided in Tables 6.1 and 6.2 of the [School Estates Supplementary Tables](#). There is also variation between local authorities on whether planning capacity or working capacity is reported in this collection. These differing approaches to measuring capacity should be borne in mind if making comparisons between authorities.

The figures on the percentage of capacity used in each school in this publication were calculated using the number of pupils recorded at each school in the September Pupil Census. A small number of authorities/schools chose 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 supplied figures within the School Estates Core Facts data collection.

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 their 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 use 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 zero. 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. The technicalities of capacity calculations also mean these figures may be of limited use when considering the utilisation of space in a school with respect to COVID-19 related physical distancing.

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 as shared campuses unless they also share with another separate school.

A through school – a 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, this should be borne in mind if making comparisons prior to 2008.

6.7 Corrections

In 2022 we revised the data on schools built/refurbished in 2020/21 to take account of additional information received whilst collecting the 2022 school estates data. This was due to one school being recorded as built/substantially refurbished on the 2021 school estates return when the work was not completed until 2021/22.

School roll figures used in all tables with pupil numbers and percentages in the 2018 and 2019 publications were updated in September 2020 as pupils in special schools had been erroneously excluded from these statistics.

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 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 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: [Official Statistics Policy - Revisions and Corrections](#).

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 school estate statistics are described in the notes above.

6.9 Costs

The estimated cost to local authorities of extracting and validating this information is £8,000 based on the 2022 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:

Janice Blanc

Education Analytical Services

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

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