



The Strategic Use of Education Data – 2018 Conferences

Questions for discussion

1. NCER products focus on analyses at individual pupil, school, local authority and national level with a variety of reports and filters. When considering school and academy performance, which of these will be of most use, and why? Is there a difference when looking at areas for school improvement? What could be added when development funding allows?

KS1 Pscale summary	KS1-2 progress school list
KS1 pupil list	KS2 floor standards
KS1 subject summary list	KS2 TA Pscale summary
KS1 summary	KS2 TA pupil list
KS1 summary list	KS2 test gap
KS1-2 progress by pupil and school	KS2 test pupil list
KS1-2 progress matrix	KS2 test subject summary list
KS1-2 gap analysis	KS2 test summary
KS2 test summary list	KS4 PIs
KS2-4 progress matrix	KS4 pupil list
KS4 A8 and P8 pupil list	KS4 grade summary by centre
KS4 A8 and P8 school list	KS4 grade summary by subject
KS4 EBacc	KS5 PIs PT (including colleges)
KS4 grade summary by school	KS5 Pupil List PT
KS4 grade summary by subject	
KS4 gap	

Results can be filtered by school, or locally-defined group of schools, and by gender, ethnicity, FSM eligible, FSM6, disadvantage, home language, SEN provision, SEN type, term of birth, adopted, in care, time in care, SDQ score, service child, IDACI, KS2 prior attainment, and more ...

2. NCER products are driven by DfE national databases (Performance Tables, National Pupil Database and SSSA 903) augmented by early returns to the DfE sent via NCER. Are there other potentially-valuable analyses that could be carried out using these, or other, data sources?
3. To what extent would it be helpful to extend the existing analyses to include regional analysis? (This would require all local authorities in a region to have a data-sharing agreement.)
4. Over the last two years, NCER has developed the Children Looked After Project to support Virtual Heads. Are there other areas of support that NCER could consider?