

Summary of Children, Education and Skills producer innovation and improvement projects submitted to the Office for Statistics Regulation

Producer	Statistics	Project	Summary of project
<p>Department for Education (DfE)</p> <p>Contact statistician/analyst - Dave Bartholomew Dave.Bartholomew@education.gov.uk</p>	<p>FE and Skills: apprenticeships</p>	<p>Data query tools/ Data Visualisations</p>	<p>DfE have published a variety of excel tools as a new way to present apprenticeship data. These have been set up so users can easily investigate start and achievement data by selecting different attributes. Using pivot tables or preset excel filters, users can tailor reports to meet their needs, offering them a self-service option to query the data and reducing the requirement for DfE to publish large numbers of separate supplementary data tables. These tools are an interim solution as the FE statistics team explores further approaches to dissemination.</p>
<p>Scottish Government (SG)</p> <p>Contact statistician/analyst – Adam Naylor, Adam.Naylor@gov.scot and Gary Sutton, Gary.Sutton@gov.scot</p>	<p>Education datasets</p>	<p>Data query tools/ Data Visualisations</p>	<p>SG, in meeting commitments outlined in the National Improvement Framework, is developing an online dashboard to pull together school performance information in a more engaging and easily accessible way. The dashboard, which is being developed using Tableau, aims to present a coherent picture of school performance information to key users including parents and schools.</p>
<p>Scottish Government (SG)</p> <p>Contact statistician/analyst – Elizabeth Boyling, Elisabeth.Boyling@gov.scot</p>	<p>Achievement of Curriculum for Excellence (CfE) Levels</p>	<p>Data query tools/ Data Visualisations</p>	<p>As part of its commitment, in Delivering Excellence and Equity in Scottish Education, to publish school level literacy and numeracy data, Scottish Government has developed an online dashboard to supplement its main statistical publication. The dashboard, which was developed using Tableau, allows users to easily access school level statistics on CfE</p>

			levels. SG hopes this tool will enable greater use of this data, particularly by decision makers at a school, local authority and government levels, to help work towards improved educational outcomes for young people.
Office of Qualifications and Examinations Regulation (Ofqual) Contact statistician/analyst – Vikas Dwan, Vikas.dhawan@ofqual.gov.uk	GCSE and A level results	Data query tools/ Data Visualisations	Ofqual have recently launched some interactive visualisations using R to present GCSE and A level results as well vocational and technical qualifications' landscape. These aim to provide an engaging and accessible way to present its data, in a format that makes it easier for users to understand and explore the data its produces.
Department for Education (DfE) Contact statistician/analyst – Adam Robinson adam.robinson@education.gov.uk	School workforce	Data query tools/ Data Visualisations	DfE are developing a tool so users can more easily interrogate the large underlying dataset on school workforce. The web application, developed in r and rshiny, allows users to carry out pre-prepared operations based on the school workforce census data - select a school, compare schools etc - and can also generate new reports. DfE recognise that some potential users of the data, currently available in Excel and ODS, may be put off in working with the data and hope the tool will open up access to a wider range of users and therefore better support decision making.
Department for Education (DfE) Contact statistician/analyst - Dave Bartholomew	FE and Skills: apprenticeships	Data query tools/ Data Visualisations	DfE have published experimental data visualisations for its apprenticeship data. DfE have used different development tools to produce these visualisations including HTML, JavaScript, D3, and Google Charts. DfE are considering a strategic approach for access to its

<p>Dave.Bartholomew@education.gov.uk</p>			<p>data and this work explores possible approaches to data visualisations. DfE hopes tools like this can offer users engaging ways to interact with its statistics and data.</p>
<p>Scottish Funding Council (SFC)</p> <p>Contact statistician/analyst – Scott Montgomery, smontgomery@sfc.ac.uk</p>	<p>College Leaver Destinations</p>	<p>Improved data quality/ Data query tools</p>	<p>Since first publishing the College Leavers Destinations the SFC has been working to improve the data and the presentation of the statistics. The percentage of confirmed destinations has been increased through improved data linkage with Skills Development Scotland and Student Awards Agency Scotland. SFC has extensively developed its data reporting and presentation tools through collaboration with the college sector, as a result these tools now provide accessible data for evaluation and comparison for stakeholders and the sector.</p>
<p>Scottish Government (SG)</p> <p>Contact statistician/analyst – Alan Sloan, alan.sloan@gov.scot</p>	<p>Education Maintenance Allowance (EMA)</p>	<p>Improved data quality</p>	<p>Scottish Government has reviewed its process to collect EMA data from its data supplier and has streamlined and simplified its data collection process. It has arranged to move from monthly data submissions to annual, reducing processing requirements, and established a direct supply route from supplier to analyst which it hope will strengthen the relationship between parties and enhance quality assurance arrangements.</p>
<p>Scottish Government (SG)</p> <p>Contact statistician/analyst – Elizabeth Boyling, Elisabeth.Boyling@gov.scot</p>	<p>Achievement of Curriculum for Excellence (CfE) Levels</p>	<p>Improved data quality</p>	<p>SG has released statistics on achievement of CfE levels as experimental statistics for two years. SG recognise known quality assurance issues with the teacher judgement data used for these statistics and are working to standardise the judgement process and the quality assurance processes at Local Authority level. Working alongside Education Scotland on providing benchmarks to teachers,</p>

			the introduction of standardised assessment to support teacher judgements and guidance available to LA on moderation of judgements, SG are monitoring the impact on the quality of the underlying data.
<p>Scottish Government (SG)</p> <p>Contact statistician/analyst – Alasdair Anthony, Alasdair.Anthony@gov.scot</p>	<p>Summary Statistics for Schools in Scotland</p>	<p>Improved data quality/ Improved presentation</p>	<p>SG has improved various aspects of the production of its Summary Statistics publication. It has taken steps to improve its quality assurance processes, working with data suppliers and better utilising expert internal statistical staff in the quality assurance process. It has sought to meet demand for data in new areas, considering both short and longer-term solutions to meet this need. It has also continued to work on improvement to its main publication through enhanced summary graphics, improving supporting documents, and more timely release of the data and statistics.</p>
<p>Scottish Government (SG)</p> <p>Contact statistician/analyst- Keira Gore Keira.Gore@gov.scot</p>	<p>Early Learning and Childcare (ELC) Census</p>	<p>Improved quality/Increased data availability</p>	<p>Scottish Government is running an ELC Data Transformation Project to deliver improvements to the data and data collection, with developments being made incrementally up to 2021. Based on recommendations from a consultation exercise, SG are seeking to address the need for more detailed data, increased analysis and are aiming to reduce the burden of collection on data providers.</p>
<p>Scottish Government (SG)</p> <p>Contact statistician/analyst – Andrew King, Andrew.King@gov.scot</p>	<p>Education datasets</p>	<p>Increased data availability</p>	<p>SG has been working on making education datasets on senior phase school leavers and attainment to be added to statistics.gov.scot, a public access portal to the open data behind official statistics. SG is looking to overcome technical challenges to allow improved access to its data for users.</p>

<p>Department for Education (DfE)</p> <p>Contact statistician/analyst – Laura Selby, laura.selby@education.gov.uk</p>	<p>Pupil absence and Exclusions</p>	<p>Increased data availability</p>	<p>DfE have improved the accessibility of data on absences and exclusions by providing a combined dataset covering the complete back series. It has also added in additional breakdowns in the data. DfE have responded to user's needs and improved access which previously required users to access several separate annual data files. This has meant fewer requests for additional data from users and has reduced the burden on DfE for formatted excel tables.</p>
<p>Office for Standards in Education, Children's Services and Skills (Ofsted)</p> <p>Contact statistician/analyst –Folasade Ariyibi, folasade.ariyibi@ofsted.gov.uk</p>	<p>All Official and National Statistics</p>	<p>Improved presentation and production</p>	<p>Over the last two years, Ofsted has introduced a variety of improvements to its publications and production process. It has established peer review of its releases and introduced more effective monitoring to understand issues and inefficiencies in its production process. It has also looked to improve the presentation of its releases, by including heat maps for example.</p>
<p>Department for Education (DfE)</p>	<p>School Performance Measures</p>	<p>Improved presentation</p>	<p>Over the past few years DfE have been making incremental improvements to the presentation of school performance measures including the supporting information which accompanies it. It has rewritten much of the supporting information in plain English and added more contextual pop up explanations to</p>

			help users better understand and interpret the measures. It has improved the presentation of information on individual institution and comparison tables, incorporating simple colour bands linked to key scores and adding additional options to filter comparison tables.
Office of Qualifications and Examinations Regulation (Ofqual) Contact statistician/analyst – Vikas Dwan, Vikas.dhawan@ofqual.gov.uk	All Official and National Statistics	Improved presentation	Ofqual has created a new design template for its statistical publications under its Official Statistics transformation programme. Using ONS user personas and seeking advice from other statistical producers, Ofqual has aimed to make its publications more accessible to users, more engaging, and to integrate more visual representation of the statistics.
Student Loans Company (SLC)	Student Loans Balances and Repayment	Improved presentation	In responding to feedback received through its online survey, SLC added cross country comparison tables on debt and repayment amounts to its publications.
Department for Education (DfE) Contact statistician/analyst – Laura Selby, laura.selby@education.gov.uk	Pupil absence and Exclusions	Improved access to supporting information	DfE have reviewed the variety of supporting information on its absence and exclusion statistics and consolidated the information in one comprehensive guidance document. It was apparent to DfE that users were not always able to find the supporting information they required however since the publication of the consolidated document it has received fewer queries from users.
Department for Education (DfE)	Pupil absence and Exclusions	Reproducible Analytical Pipeline	DfE have automated the production of its Permanent and Fixed Exclusion publication. Using rmarkdown, a tool

<p>Contact statistician/analyst – Laura Selby, laura.selby@education.gov.uk</p>			<p>within Rstudio, it has automated the production of written commentary, creating a coded document that creates text, charts and tables. Producing statistical publications in this way reduces production time, allowing earlier publication timescales and freeing up time for analysts to devote to other activities. It should also reduce the possibility of errors or bias within the report.</p>
<p>Office for Standards in Education, Children's Services and Skills (Ofsted)</p> <p>Contact statistician/analyst – Katherine Potts, katherine.potts@ofsted.gov.uk</p>	<p>Ages and stages questionnaire</p>	<p>Collaborative Working</p>	<p>Ofsted have worked in collaboration with NHS Digital to investigate how sources of early years data can be used together to enrich analysis and insight into child development. They have published a joint report describing the results of exploratory analysis of the ages and stages questionnaire.</p>
<p>Scottish Government (SG)</p> <p>Contact statistician/analyst – Elizabeth Boyling, Elisabeth.Boyling@gov.scot</p>	<p>School leaver destinations</p>	<p>Collaborative Working</p>	<p>SG works in partnership with Skills Development Scotland (SDS) to produce statistics on young people in Scotland. SDS share data with SG which allows the creation of initial and follow up school leavers destinations. SDS publish <i>Annual Participation Measure for 16–19-year olds in Scotland</i> which reports on the proportion of 16-19-year-old cohort, including those at school, who are in learning, training or work. SG has recently concluded a consultation which explores with users what may seem a confusing landscape of statistics. They have involved SDS on the consultation exercise and are now making amendments to their</p>

			statistics based on users' needs.
Student Loans Company (SLC)	Higher Education Student Support	Improved quality	SLC started to report on loans for post graduate study after their introduction in England in 2016/17. It reports the paid students who received this support, moving away from its usual reporting on approved applications which it employs throughout its student support reporting. This change improved the comparability with student based statistics reported by other producers such as HESA. SLC are considering the change in measure within other student support reporting.