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Statistical work plan

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Foreword

In Data and Insight, we are now embedding new ways of compiling, analysing and presenting our statistics. This follows significant developments to our system over the past year. We are continuing to ensure that Ofsted uses sound and robust data and analysis to inform decisions and we are moving towards our goal of making our work more transparent. The impact of our analysis and insight is now much greater as a result of developing new skills and techniques in analysing and disseminating data. This is particularly generating opportunities to share our messages with the right people.

Much of the data that Ofsted publishes is administrative data. But, we also extensively use the data available through the Department for Education, Skills Funding Agency and other external sources. In 2016–17, we will continue to ensure that our data and publications are of high quality and focus on increasing how accessible our statistics are. We will also continue to focus on improving insight, making impact and building better relationships with users. We have seen significant improvements in this area over the past year. Challenges for the year ahead include further improving the accessibility of our analytical tools and placing continuous learning and development on a more sustainable footing. A further important development for 2016–17 is around data science. We aim to benefit further from working in different ways, by using different software and new skills and techniques.

This is the third annual publication of our work programme. It highlights some of our recent developments and outlines some of our future plans. As much of our analysis work is driven by demand, we are unable to account for this in advance. However, a schedule for the release of our official statistics is published on the Gov.uk statistics webpage.¹

Helen Barugh, Chief Statistician

¹ www.gov.uk/government/statistics?departments%5B%5D=ofsted

About us

The Chief Statistician leads the Data and Insight team within Ofsted. The team has a wide range of responsibilities. It supports Ofsted's operations and analyses the outcomes of inspection. Within Ofsted, the Chief Statistician works directly with the Director, Strategy and Digital; on professional statistical matters she is accountable to the National Statistician.

The team:

- supports inspection and improvement, this includes developing and using statistical models to prioritise providers for inspection
- supports the wider Ofsted organisation in providing and collecting data, publishing data and developing data sources and measures
- analyses data to inform decisions and to support Ofsted's strategic aims
- oversees regular reporting against business needs
- is responsible for producing and publishing National and official statistics that meet the responsibilities laid out in the Code of Practice for Official Statistics².

The work plan for the year April 2016 to March 2017 has been developed to meet users' needs of our statistics. This includes policy colleagues, other government departments, the media and the public.

Data and Insight work

Supporting inspection

Data and Insight provides a range of data tools and pre-inspection briefings to support inspectors before, and during, inspection.

Social care analysts provide detailed pre-inspection briefing about a local authority to the lead inspector before the local authority's inspection under the Single Inspection Framework.³ Analysts combine internal and external data and soft intelligence to brief inspectors of the whole of the local authority area. This includes, but is not limited to, information about its geography and infrastructure, population, health, political composition, employment, its social care and multi-agency services to children and families, and any known performance data or outcomes of services it provides. Social care analysts also support inspectors both on- and off-site during the inspection and they quality-assure data contained within the final inspection report.

² www.statisticsauthority.gov.uk/assessment/code-of-practice.

³ 'Framework and evaluation schedule: children in need of help and protection and care leavers and Local Safeguarding Children Boards', Ofsted 2014; www.gov.uk/government/publications/inspecting-local-authority-childrens-services-framework

Further education and skills analysts provide pre-inspection briefings to inspectors. These briefings contain detailed data on performance, such as success rates for apprenticeships, workplace learning and classroom-based learning, achievement data for school sixth forms and sixth form colleges, and data covering learner numbers and funding, destinations and NEETs (Not in Education, Employment, or Training).

Performance data for schools and further education and skills is also available via web-based tools, such as RAISEonline⁴ and the Hub⁵.

RAISEonline is an in-depth source of school data available to schools, school governors and inspectors, which allows users to analyse schools' past performance. RAISEonline also includes the inspection dashboard, which was introduced in September 2015, to support short inspections. The inspection dashboard is available for all schools within RAISEonline and contains a brief overview of published data for the last three years using clear visual displays that are quick to interpret. RAISEonline is not publicly available because it identifies individual children.

Analysis and insight to support Ofsted's strategic priorities and prioritise resources

Data and Insight continues to provide high-quality analysis and insight into the sectors we inspect and regulate, ensuring that Ofsted's resources are used in an efficient way and provide value for money.

Data and Insight provides – and will review – statistical models to prioritise the selection of providers for inspection. This ensures that inspection resources are focused where they are most needed and can make the most difference. In addition, a range of tools assist operational colleagues in promoting the quality and consistency of inspection across the country.

Investigations are carried out to collate evidence on issues of national concern, for example the quality of education that different groups of pupils receive, so that decisions are based on solid evidence base. Within each region, the insight derived from high-quality and comprehensive analysis is used operationally to target interventions and other inspection activity. Briefing about the findings from analysis and research is used in media work and communications with local partners in improvement.

Development work

Data and Insight works with other government departments and with external data providers to improve data quality and to develop new data measures. In particular, we work with the Department for Education and the Department for Business, Innovation and Skills.

⁴ www.raiseonline.org.

⁵ www.gov.uk/government/publications/sfa-the-hub

Data and Insight also works to ensure that the systems and processes used to manage Ofsted's data are robust. Data are triangulated with other sources to identify inconsistencies and data owners are encouraged to correct data issues at source, therefore driving up the quality of administrative data. An independent audit has recently been commissioned to review the effectiveness of these arrangements and provide any recommendations for improvement.

Understanding the dynamics and effectiveness of multi-academy trusts continues to be a key line of enquiry. Activity during 2015–16 focused around internal system changes and developing understanding. During 2016–17, we will include developing an automated tool to present and interpret key data and information about each multi-academy trust. We will develop briefings, which both describe and evaluate the evidence, and respond to demand for more in-depth analysis about the performance of multi-academy trusts. Work done by others, including the Department for Education and the Education Policy Institute, are valuable new sources of information.

Data and Insight staff are currently developing skills in data science and business analytic techniques. These techniques will allow us to help Ofsted to continue making best use of its data and intelligence to achieve its strategic objectives. This may include using data science techniques to better identify schools for inspection or to better deploy our inspector workforce.

Ofsted Annual Report

Data and Insight provides the quantitative analysis and evidence to inform the Chief Inspector's Annual Report. In addition, Data and Insight provides commentary and support to colleagues compiling the report and advises on data presentation. Data and analysis for the Annual Report are provided at national and regional level and by remit.

Thematic inspections and ad-hoc research

Data and Insight provides advice and resource for thematic inspections and ad-hoc research designed to investigate emerging issues and trends. Some of this work is carried out as part of the Ofsted thematic inspection programme while other research arises from inspection findings or to underpin the regular reporting undertaken by Ofsted.

National and Official statistics and published management information

Ofsted statistics provide policy makers, Parliament and wider users with reliable statistical information for developing policy, monitoring and operational decision making. Official statistics help Ofsted's accountability and provide the public with access to data. Our statistics cover the following areas:

- Early years and childcare
- Maintained schools

- Independent schools
- Initial Teacher Education
- Children and families services
- Further education and skills.

Our statistics are published at different intervals; some are published termly while others are six monthly or annually. We decided how frequently we publish information after consulting with users.

For some remits, we also publish management information about inspection outcomes. This is published monthly to provide users with a timely and up-to-date picture of inspection findings. The methodology used to compile management information and ensure timely publication introduces a small positive bias to the overall view of in-year inspection outcomes. This is corrected within the Official Statistics by using a different methodology.

What we did in 2015–16

In 2015–16, we:

- published an update on progress for most able pupils, using timely data
- supported a number of published reports:
 - Children in need and child protection: quality of early help and social work assessments
 - Teaching and play in the early years: a balancing act?
 - Key Stage 3: the wasted years?
 - Apprenticeships: developing skills for future prosperity
 - Alternative provision: The findings from Ofsted’s three-year survey of schools’ use of off-site alternative provision
 - Teacher Brain Drain (ITE)
 - Moving forward? How well the further education and skills sector is preparing young people with high needs for adult life
- made very substantial contributions to regional media packages covering the eight Ofsted regions for the Ofsted Annual Report
- developed our understanding and analysis of multi-academy trusts
- relaunched the Data View tool using Tableau software
- published our first social care National Statistics
- reviewed and published statistical policy documents
- published quality and methodology reports for National and Official statistics.

- published Freedom of Information datasets
- improved the publication cycle for our further education and skills management information
- improved our internal analysis and presentation of messages to support decision-making

What we will do in 2016–17

We will:

- carry out a wide range of analysis to support the Ofsted Annual Report publication
- develop an automated tool to provide statistics about the context and performance of multi-academy trusts.
- engage with users of Ofsted National and Official statistics to ensure that we are providing users with what they need and in the format they need it.
- further develop the Data View tool.
- improve the way we present our official statistics of social care, working with the National Statistician's office.
- support a number of reports, including:
 - How well are colleges implementing the Prevent duty?
 - Teaching and play in the early years: a balancing act?
 - Employer engagement, employability and enterprise education
 - Unknown children – destined for disadvantage?
 - Helping disadvantaged young children: how good are local authorities and early years providers?
- improve how we communicate about our official statistics by taking up other means such as Twitter
- ensure that our analysis and insight directly influence debate and decision making
- explore additional data we can use to inform analysis
- develop capability in data science and business analytics to support Ofsted in being forward thinking and efficient
- work with the UK Statistics Authority to gain National Statistics status for the remaining social care official statistics.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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