

NPD User Group 2021 meeting via Zoom webinar

7 July 2021

09:15-09:30 Zoom webinar waiting room open

Session 1: Chaired by George Leckie, University of Bristol

09:30-09:35 Welcome: George Leckie (5 mins)

09:35-10:15 DfE update: Gary Connell, Gwen McGill, Clare Baker, and Oliver Anderson (25 min talk + 15 min Q&A)

Latest developments with the NPD including LEO and applying for the data

10:15-10:45 ONS SRS update: Bill South (20 min talk + 10 min Q&A)

Overview of the SRS service and recent developments, including improved access arrangements, technology enhancements, increased number of datasets available for researchers, and plans for a new data catalogue.

10:45-11:00 Comfort break

Session 2: Chaired by Dave Thomson, Education Datalab

11:00-11:30 Research Ready Data: Karen Powell (ADR UK) and Chris Douglas (DfE) (20 min talk + 10 min Q&A)

Overview of the latest developments and plans in ADR UK's flagship 'Research Ready Data' - linked administrative data made accessible for research via the ONS Secure Research Service - plus signposting for potential research opportunities.

11:30-11:50 Research talk 1: Katie Harron, UCL (15 min talk + 5 min Q&A)

The ECHILD study: Education and Child Health Insights from Linked Data

11:50-12:00 Comfort break

Session 3: Chaired by George Leckie, University of Bristol

12:00-12:20 Research talk 2: Tammy Campbell, LSE (15 min talk + 5 min Q&A)

Relative age and the Early Years Foundation Stage Profile

12:20-12:40 Research talk 3: Rhys Davies, University of Cardiff and ADR Wales (15 min talk + 5 min Q&A)

The Challenges faced by FSM Pupils in Making the Transition to Post-Compulsory Education

12:40-13:00 Research talk 4: Catherine Barnaby and Nora Tengcharoensuk, Office for Students (15 min talk + 5 min Q&A)

TUNDRAs: Tracking Underrepresentation by Area.

13:00 End

During the talks, please use the Q&A window in Zoom to pose questions. The session chairs will then relay your questions to the speakers at the end of each talk. Really great if you want to ask your question directly, in which case please use the 'Raise Hand' button in Zoom and we will ask you to unmute yourselves at the appropriate time.

Abstracts

DfE update: Gary Connell, Gwen McGill, Clare Baker, and Oliver Anderson

Abstract TBC

ONS SRS update: Bill South

Overview of the SRS service and recent developments, including improved access arrangements, technology enhancements, increased number of datasets available for researchers, and plans for a new data catalogue.

Research Ready Data: Karen Powell (ADR UK) and Chris Douglas (DfE)

Research Ready Data: Working in Partnership with DfE

In partnership, ADR UK and DfE and working with a range of data owners to link DfE's administrative data with other public sector data to make it available for research for public good. The MoJ-DfE linked dataset is now available for research, linking educational characteristics and attainment of young people from DfE to their criminal histories and interactions with the criminal justice system, from MoJ. There are a number of other flagship linked datasets in the pipeline including education data linked to: census 2011; hospital episode statistics; alternative exam grading approaches from Summer 2020; as well as later life outcomes from higher education to work. This talk will give an overview of the latest developments and plans in ADR UK's flagship 'Research Ready Data' - linked administrative data made accessible for research via the ONS Secure Research Service - plus signposting for potential research opportunities.

Research talk 1: Katie Harron, UCL

The ECHILD study: Education and Child Health Insights from Linked Data

In this talk I will discuss the linkage between NPD and Hospital Episode Statistics (HES) for the Education and Child Health Insights from Linked Data (ECHILD) study. I will present information on the proportions of students who linked (e.g., for those born in the 2004/5 school year, 99% linked to a HES record) and which groups of students were more likely not to link. I will also talk through some of the technical detail and demonstrate the benefit of linking via an 'extended' linkage spine (in addition to the summer census). I will discuss the implications the linkage evaluation for research, e.g. in relation to evaluating school attainment at KS1 and KS2 by week of gestation at birth. This talk will provide a good opportunity for the ECHILD team to get feedback on what potential users of the ECHILD database would find useful for their future research (e.g. meta-data).

Research talk 2: Tammy Campbell, LSE

Relative age and the Early Years Foundation Stage Profile: How do birth month and peer group age composition determine attribution of a 'Good Level of Development' – and what does this tell us about how 'good' the Early Years Foundation Stage Profile is?

The Early Years Foundation Stage Profile (EYFSP) is a statutory, summative teacher assessment against nationally prescribed criteria. It is completed in summer of the reception year, when autumn-born children are nearly six, and summer-born children are turning five. This research uses quantitative descriptive and regression analyses of de-identified National Pupil Database records spanning 2008-2018 (N=6 million+). It considers how children's own age and the mean age of their school year-group peers interplay in determining attribution of the EYFSP 'Good Level of Development' ('GLD'). Birth month is starkly predictive of 'GLD' attribution: on average, across years, August-borns are 30 percentage points less likely to be deemed 'Good' than September-borns. Moreover, an older year-group predicts lowered chances of 'GLD' attribution, for children born across all seasons. In 2018, for example, a summer-born in a much older year-group had an estimated 58% chance of being attributed a 'GLD'; a comparable summer-born in a young year-group an estimated 65% chance; an autumn-born in an old year-group an estimated 79% chance; and an autumn-born in a young year-group, an estimated 83% chance. Results build upon previous research indicating teachers' judgements are relative, and studies describing 'moderation' requirements forcing teachers to shape EYFSP scores into prescribed patterns within schools. The latest EYFSP revision continues to ignore the dominance of age in determining 'GLD' attribution and the effects of context and relative judgement. Therefore the EYFSP cannot be an entirely 'reliable, valid and accurate' measure of 'child development' as intended by the Department for Education.

Research talk 3: Rhys Davies, University of Cardiff

The Challenges faced by FSM Pupils in Making the Transition to Post-Compulsory Education

This talk will provide a short overview of the difficulties faced by Key Stage 4 pupils in Wales in making choices regarding their transitions from compulsory education. Through a population level data linkage study that combines information from the Careers Wales Career Check Survey with educational records from the Wales National Pupil Database, the relative difficulties of Free School Meal (FSM) eligible pupils in making these decisions are explored. The analysis demonstrates how pupils from low-income households are more likely to perceive barriers to their choices; express lower levels of confidence in decision making; express segregated occupational preferences and are less likely to want to undertake apprenticeships.

Research talk 4: Catherine Barnaby and Nora Tengcharoensuk, Office for Students

TUNDRA: Tracking Underrepresentation by Area

In this talk we will discuss the TUNDRA classification: a classification of geographic areas (MSOAs or LSOAs) based on the proportion of students from that area which participate in higher education. TUNDRA starts from the KS4 NPD, and links into higher education records. There is a participation rate for each area, and the areas are split into population-weighted quintiles depending on their participation rate.