



Department
for Education

Consultation Response Form

Consultation closing date: 4 July 2014
Your comments must reach us by that date

**Accountability: publishing headline
performance measures on school and
college websites**

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

This consultation seeks views on our proposals that all publicly funded schools (primary, secondary, including academies, free schools, UTCs and studio schools) and colleges should publish specified headline performance measures on the front page of their websites in a standard format. This includes plans to develop a data application (or widget) that will contain the specified information in the required format which schools and colleges will be required to download.

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.	<input type="checkbox"/>
Reason for confidentiality:	

Name:	
Please tick if you are responding on behalf of your organisation.	/
Name of Organisation (if applicable): Association for Attainment and Improvement through Assessment	
Address: contact.us@aaia.org.uk	

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the GOV.UK ['Contact Us'](#) page.

Please place a 'x' in the box below that best describes you as a respondent.

<input type="checkbox"/>	Primary school	<input type="checkbox"/>	Secondary school	<input type="checkbox"/>	Academy
<input type="checkbox"/>	Free school	<input type="checkbox"/>	University technical college	<input type="checkbox"/>	School sixth form
<input type="checkbox"/>	Sixth form college	<input type="checkbox"/>	16-19 academy	<input type="checkbox"/>	16-19 free school
<input type="checkbox"/>	Independent school	<input type="checkbox"/>	Local authority	<input type="checkbox"/>	Parent
<input type="checkbox"/>	Student	<input type="checkbox"/>	/ Other		

Please Specify: Professional organisation
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Presentation of headline measures

1 Do you agree that the headline measures should be presented in a standard way?

Agree

Disagree

Not sure

Comments:

Yes a standardised method of presentation is helpful to enable comparison between schools.

However schools should also be able to present additional data on their websites, according to their context, as the limited number of indicators suggested may not portray a school in the most accurate and appropriate light, e.g. a special school is likely to look poor on all attainment indicators (requirement C1).

Also, it is not clear whether there is any intention to suppress data for very small cohorts, as currently is the case in the Ofsted Data Dashboard?

2 Do you agree that there should be a visual presentation of the data to aid understanding?

Agree

Disagree

Not sure

Comments:

Yes.

I would add that the suggested visual presentation is better than the 'quintiles' approach used in the Data Dashboard, as it is a sliding scale, giving a clearer indication about exactly where the result fits within the distribution.

3 Do you have any different suggestions for how the data might be presented visually?

Comments:

It might be better to indicate more clearly where 'statistical significance' cuts in, as in the suggested model, it may be clear that a school's result is slightly above or slightly below the median, but not clear whether this is deemed to be significant or not.

See the 'dashboard' approaches used by the Fischer Family Trust as an idea for a very simple visual representation that indicates 'broadly average' results as well as those significantly above or below the norm.

It would also be useful to have the national average on the graphs.

4 Will the examples given above improve understanding and meet the aims set out at the beginning of this document?

Yes

No

/

Not Sure

Comments:

The widget may appear to provide data that improves parents' understanding of the effectiveness of schools, but to really improve understanding there may need to be further commentary, explaining the results within the context of the school. For example, a school that caters for children with special educational needs is likely to appear at the very low end of the attainment spectrum, although the progress measure may be better. Parents may need further help in understanding the significance of these different results. It is noted that requirement C7, "Display must offer some optional context to the indicators being used" is described as desirable; it should be mandatory.

Groupings of similar schools would also be useful, e.g. for secondary schools, grammar/ secondary modern schools. The prior attainment groupings for similar schools in the dashboard, as additional charts, would help.

Also, from 2016, progress across KS2 will still be measured from KS1. (Progress against Reception baseline will not be available at that point.) This is an issue for a number of Junior schools. A measure of progress compared to similar schools – meaning school type (primary/junior) rather than based on prior attainment alone – may

therefore be helpful.

Standardised accompanying text needs to be carefully worded. (Requirement C5).
“Pupils average -0.5points above their peers with the same starting points” does not aid understanding as the word “above” will be seen before the minus sign. If it is below, it should say so.

If there is a high achievers section for primary, why not for secondary?

5 Where should these measures be available?

<input type="checkbox"/> /	School and college websites	<input type="checkbox"/>	BBC website	<input type="checkbox"/>	GOV.UK
<input type="checkbox"/>	Other				

Comments:

Data Application (widget)

6 Do parents experience problems finding school or college performance information and using it to compare one provider to another?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/> /	Not Sure
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Comments:

At the moment there are several different sources of data (Ofsted Data Dashboard, Performance Tables, data on schools' own websites) covering a very wide range of performance indicators which may be very confusing to parents.

- 7 Do you agree that a data application should be developed and installed locally to allow schools and colleges to comply with the requirement to publish headline measures in a standard format on their website?

/ Agree Disagree Not sure

Comments:

- 8 Do you agree that the requirements for the application set out at [Annex A](#) are the right ones?

/ Agree Disagree Not sure

Comments:

Yes, although there may need to be some tolerance regarding statement C2 (“Indicator data displayed must be latest available in published performance tables”) as some smaller schools may not be able to update their website the very day the performance tables are published, as they may employ a part-time web administrator.

C7 should be mandatory, as noted above in response to question 4.

9 Are there any technical issues for your website that you think we should be aware of?

Comments:

N/A

10 Does your school or college have the capability to install a data application (“widget”) on its website?

Yes

No

Not Sure

Comments:

N/A

11 If you are a school or college, would you be willing to pilot the data application before it is rolled out nationally?

Yes

No

Not Sure

Comments:

N/A

Ensuring compliance

12 Do you think the availability of a data application ("widget"), together with changes to the School Information Regulations and funding agreements, encourage compliance with the requirement to publish headline measures on school and college websites?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply.	<input type="checkbox"/>
E-mail address for acknowledgement:	

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions

- departments should explain what responses they have received and how these have been used in formulating policy
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please contact Aileen Shaw, DfE Consultation Coordinator, tel: 0370 000 2288 / email: aileen.shaw@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 4 July 2014

Send by post to: Andrew Taylor, Inspections and Accountability Unit, Level 2, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT

Send by e-mail to: Widget.CONULTATION@education.gsi.gov.uk