



# Statistics Plan 2004-05

## Education & Children

### INTRODUCTION

1. This document describes the statistical work planned on education and children topics in the year 2004-05 by the Education and Children Statistics Unit (ECSU) of IAC Division, SEED (currently 28 staff, including 16 professional statisticians). It also includes details of the statistical work to be carried out within HMIE Statistics Branch (currently 4 staff, including 2 professional statisticians).

2. The plan is separated into the following main sections:

- An introductory section which sets out the purposes of the collection of statistics on education and children
- A note on the key National Statistics procedures and how they affect the handling and release of data
- A discussion of some important current developments – the ScotXed programme and the Freedom of Information legislation
- A discussion of alternative modes of dissemination of data, and the roles that they might play in future
- Details of work planned in the school and children areas in 2004-05, including the forward publication programme

3. Within the Executive statisticians increasingly work as part of analytical services divisions, alongside economist and social researcher colleagues. While, to allow planning to focus on statistical work, the work of the department's statisticians is largely presented in isolation here, many of these tasks, particularly on the analytical side, are carried out jointly or in close liaison with colleagues from the other analytical groups.

4. In preparation of this plan the Education and Children Statistics Unit has consulted widely, both with policy and professional colleagues within the Executive, and with external stakeholders. The external consultation has principally been through the School Education Information Advisory Group (SEIAG), the members of which includes representatives of ADES, CoSLA, teacher unions and other bodies.

### PURPOSES OF STATISTICAL WORK

5. In SEED as elsewhere in the Executive statistical data are collected, analysed and disseminated for a variety of purposes. These include:

- To help inform policy development
- For management use in monitoring the operation of policy:
  - Within central government
  - Within local government
- To help evaluate policy effectiveness

- To provide for the education community and the wider public information to help them monitor the effectiveness of the government's policies in the education and children areas.

## **CURRENT DEVELOPMENTS**

6. A very important development affecting education statistics at this time is the ScotXed (Scottish Exchange of Educational Data) programme. This is a partnership development involving SEED and education data providers. Essentially this involves local authorities and schools providing data to SEED electronically, rather than on paper as in the past, and at individual pupil and teacher level rather than as before in aggregate form. When the system is fully in place two major gains will have been secured: the additional burden that statistics data collection imposes on schools and councils will have been reduced, as most of the Department's data needs will be met through the supply of information already held on school management information systems for their own purposes, and with information being held at individual level a much richer body of information will be available for analysis by both central and local government, which will help improve the development and implementation of policy.

7. At present the initial phases of the programme are well advanced – the school census was first conducted via ScotXed in Autumn 2002, with the collection of pupil level data, and autumn 2003 saw the first collection of individual teacher data. In 2004 the first collection of attendance, absence and exclusions data at pupil level will take place. Modernising Government funding has been used to help with the introduction of the new arrangements in schools.

8. The much greater potential for analysis which ScotXed is providing will require a reappraisal of the ways in which the Executive disseminates statistics on education, as discussed below. A further significant change will be the coming into force of Freedom of Information legislation in January 2005. The FoI Act will introduce new rights for all to access information held by public authorities, subject to limited exemptions. Public authorities will be required to respond to requests for information within a statutory timescale, to provide advice and assistance to those making requests, and to proactively publish information.

9. So far as statistics are concerned, freedom of information will not in one sense represent a major change. Under National Statistics official statistics are already regarded as a public good, and except where confidentiality requirements preclude this, official statistics held by the Executive are normally made available to the public on request already. In SEED several hundred data requests of this sort are already handled each year.

10. However, FoI is likely to change the climate surrounding official information, and to lead to a greater volume of requests, for statistical and other information. The requirement that public authorities produce a publication scheme setting out information that they will publish proactively offers the opportunity to put background information which is likely to be of wide interest but is not currently published into the public domain and thereby remove the need to deal with numbers of separate requests.

11. A further implication is that, on current advice, it seems likely that it will no longer be possible for the Executive to decline to make data available on the grounds that the data are of poor quality. Advice on data quality, and warnings against misuse or misinterpretation, may of course still be given. A particular case affected by this is the school level figures on 5-14 attainment. In the past these while have been provided to schools for them to publish in

handbooks, they have not been made available on a wider basis, for example to allow national listings to be compiled.

## DISSEMINATION OF STATISTICS

12. The availability of a much richer body of data for analysis, and the freedom of information legislation, mean that it is time to review how statistics on education are disseminated.

13. At present there are 4 main dissemination routes:

- a. Statistical bulletins and statistics publication notices. Under the arrangements currently in place the results of all the main statistical collections are published as soon as possible in statistical bulletins (for the largest analyses) or more commonly in statistical publication notices.
- b.
  - i. Local authorities and schools are provided with a set of standard tables and charts on CD for self-evaluation purposes. This is an established product (known as STACS) which provides detailed and quite technical analysis of attainment data, and is highly valued by users. This is provided on the basis that councils sign up to using the data only for self-evaluation purposes, and will not use the school level information in the public domain.
  - ii. Similarly local authority social work departments are provided with a range of comparative children's social work data for self-evaluation purposes. This is via a website established by the Social Work Services Inspectorate (SWSI), and is tied in with ensuring that their programme of inspections is based on robust evidence.
- c. Data are disseminated via a number of websites targeted at particular groups: parents via Scottish Schools Online, local authorities and schools via the National Priorities and HMIE websites
- d. Ad hoc requests received in the Statistics Unit are handled as they are received, with information held normally being provided on request, except where confidentiality considerations preclude this.

15. For the future this will have to change. The future mix of dissemination routes might look something like this:

- a. Statistical bulletins and statistics publication notices. As now most education statistics would be released as soon as possible, under the NS arrangements. However some grouping of releases is planned, in the interest of coherence and to reduce the number of minor, low interest releases that appear separately. Releases would normally be in the form of a Statistics Publication Notice presenting a quite tightly drawn analysis of key findings, usually extending to no more than 3 or 4 pages, supplemented where appropriate by reference tables for which there was clear customer demand.
- b. Some key background information would be made available proactively, under the FoI publication scheme arrangements or through another mechanism. This would be information which was too voluminous or detailed to warrant inclusion in the statistics publication notice but in which there was expected to be significant interest. Plans on what would be published in this way could be set out annually at the statistical planning stage for the information of the Minister.
- c. Further background information would be made available on request (equivalent to the current ad hoc request service). Where material provided in this way was thought to be of wider interest it would be made available on the Executive website, though not published in a formal way.
- d. Local authorities and schools would continue to be provided with the STACS output, though this will henceforth be on a new website (ScotXchange). As before it this would be on the basis that it is intended to be used for school self-evaluation, though FoI provisions mean that it would probably not be possible to enforce restriction to this use, if a

recipient wished to circulate some of the school level material more widely. The provision of data via the SWSI website would continue broadly as now.

e. Dissemination by specialist websites will continue, though where practicable these will be rationalised to minimise confusion. In addition the ScotXchange website will be used to disseminate a range of further ScotXed analyses to councils. These will be the analyses which councils select as the most useful to them.

f. Local area data on education will be published, along with data on other topics, through the Scottish Neighbourhood Statistics project.

## **WORK ON QUALITY**

16. Maintenance of continued attention to quality is a central part of the education statistics work in the Scottish Executive. In addition, the following recent developments are helping to improve the quality of our products:

a. A review of information-gathering on discipline in Scottish schools has recently been announced. The review group will be led by SEED, and two independent advisors have been appointed to provide external and impartial advice to the review group. It will complete by May 30th, to ensure that so far as possible plans for data collection during the academic year 04/05 can be adjusted to reflect the review outcome.

b. We have increased the number of cross checks undertaken between sources. For example this year the roll numbers from the 5-14 attainment collection were checked against the September census for consistency, and we have compared information on pupil stages held by SEED and the SQA.

c. We are providing more analysis back to schools and authorities to help them in their roles. A by-product of this is that they occasionally spot errors in the data that we are holding, thus allowing us to make corrections.

d. The move towards collecting data electronically, at individual pupil and teacher level, direct from school MIS's through ScotXED XML data transfers will lead to better quality data - as data are being quality assured at the earliest possible stage (and at many additional stages throughout the data collection process).

e. In the area of children statistics we have spent a considerable amount of time improving the coverage and estimation methodology for our pre-school and day care census. In addition, we are considering for next year reducing the scale of the census to cover key information from all centres, detailed information from half and a repeat of the workforce survey to one in ten centres. This should ease the burden on data providers and allow us to focus even more on data quality.

## **PLANS FOR 2004-05**

17. Plans for the year ahead are presented here for the following topic areas:

*School statistics*

*Schools and pupils*

*Teachers*

*Attainment*

*Local Data*

*Children and Young People statistics*

*Data Management*

*HMIE statistics branch*

18. For each of these the main developments are summarised. A list of data collections and other analysis and development activities is then given, followed by a list of the publications planned, by month.
19. A consolidated list of planned publications is at the end of this Plan.

## **School statistics: Schools and pupils**

20. The annual school census in September will continue as the largest collection in this area. Another 7 collections are firmly planned, and 2 are under review:

- The Minister announced a review of the collection on incidents against staff in January, with the conclusions expected by the end of May
- The Minister has already agreed to the cessation of the publication of budgeted running costs at sub-Scotland level, on the grounds that the information is no longer meaningful because of changes in the financing of education. However at present there remains a legislative requirement that schools publish such information in their handbooks. If this cannot be repealed during this year it may be necessary to collect the data again to fulfil the legislative requirement.

21. Proposals for the cessation of 2 returns on drug education have recently been agreed by the Minister. The return on free school transport was discontinued last year.

22. The return on school estates began on a pilot basis in 2003 and will continue this year.

23. Important development work will be required on adjusting the school census to reflect updated requirements following the ASN Bill and in the light of the Disability Act.

<b>SCHOOLS AND PUPILS</b>					
<b>Activity</b>	<b>Details</b>	<b>Frequency</b>	<b>Time-lag to publication</b>	<b>Targets supported</b>	<b>Publications</b>
<b>Data collections</b>					
Pupil Census including pupil numbers, class sizes, ethnicity, school boards, independent schools	Census collects primary class size only.	annual	7 months (2 months for basic pupil figures)	class size reduction	April
Placing Requests	accepted, refused, appealed, reasons, deferrals	annual	8 months		March
Children Educated Outwith Schools	number by reason	annual	4 months		November
Expenditure on education	Data collected in LGF Statistics	annual	21 months (to ED publication)		December
Attendance & absence	New categories, linked to pupil characteristics from Census, and attainment results	annual	5 months	Reduce gap in absence (Spending review)	December
Exclusions	New specification, linked to pupil characteristics from Census and attainment results	annual	7 months		February
School Meals (Healthy Eating) Survey	updated to include monitoring of healthy eating policies	annual	5 months	Healthy eating targets	June
School Estates	area, condition, costs etc	annual	will vary	Improvement programme	
Incidents against staff (under review)	One more year of summary level collection and publication	annual	6 months		February
Budgeted school running costs (under review)	school level for handbooks	annual	7 months		
<b>Analytical/development work</b>					
Incidents against staff	Support for review				Possibly

Classroom numbers modelling				class size reduction	no
Incidents against staff - implementation of ScotXed system (may depend on review)					
School census, looked after, RoN/IEP and disability	Work needed on disability collection, and revised SEN categories			attainment of looked after children	
Support on pupil issues in SR2004		Ad hoc – as required		SR 2004 process	
Attendance and absence and exclusions	Piloting and first capture of data via ScotXed				
Provision of data for inclusion in school handbooks (if requirement continues) and Scottish Schools Online website		annual	1-3 months (depending on data source)		November
Provision of historic datasets on web	Making longer run datasets available for the use of researchers etc.	Ongoing			

24. Publications planned for 2004-05 are:

Pupil Census Results, September 2003	May
Independent Schools Census, September 2003	May
School Meals Survey, 2004	June
Pupil Numbers in Scotland, September 2004 [inc Children Educated Outwith Schools, and pupil projections]	November
Expenditure on School Education in Scotland, 2004	December
Attendance and Absence in Scottish Schools, 2003/04	December
Incidents of Anti-social Behaviour and Violence Against Local Authority School Staff, and Exclusions from Schools 2003/04	February - under review
Pupil Census Results, September 2004	February
Placing requests 2003/04	March

## School statistics: Teachers

25. The first ScotXed-based collection of individual teacher data will be validated and published this year. This new collection will be extremely helpful in improving the quality of teacher workforce planning, for example in that it will provide the first up-to-date picture of the age of the teacher workforce since 1998.

26. The return on teacher vacancies will henceforth be undertaken only once annually, as information obtained from the annual probationer teacher exercise will now be used to complement the statistical return.

27. The advent of the teacher census has also meant that two returns, the teacher flow survey and local authority estimates of the future need for Gaelic medium and R.C. approved teachers have been stopped.

<b>TEACHERS</b>					
<b>Activity</b>	<b>Details</b>	<b>Frequency</b>	<b>Time-lag to publication</b>	<b>Targets supported</b>	<b>Publications</b>
<b>Data collections</b>					
Staff Census including teachers ethnicity, teacher flow, teacher pay, school staff and central staff including educational psychologists	age, gender, status, FTE, CCT, subject, registration, qualification, gaelic medium, RC approval	annual	8 months	53,000 teachers by 2007	June
Vacancies	by subject, and gaelic medium and ed psychologists - now reduced from twice to once-yearly	annual	3 months	53,000 teachers by 2007 and class size reduction	June
<b>Analytical/development work</b>					
Pupil number projections	by age, sector, and LA			For teacher workforce planning	November
Teacher Workforce Planning	extensive modelling exercise including pupil projections, teacher projection. Develop LA level, possibly subject level, RC approved, etc			53,000 teachers by 2007 and class size reduction	February
Pay modelling	Work for SNCT and SR2004			McCrone commitment	
Support on teacher issues in SR2004		Ad hoc - as required		SR2004 process	Technical notes likely to be published
Staff Census	Validate first ScotXed collection				April

28. Publications planned for 2004-05 are:

School Staff Census Results, September 2003	June
Results of Teacher Workforce Planning, 2005/06	February

## **School Statistics: Attainment**

29. The work that will be required in this area is at present uncertain pending the conclusion of the current consultation on 3-14 assessment. Substantial work may be required in supporting a new Scottish Survey of Achievement. There will also be work in support of the ASN Bill, and a substantial requirement for other analytical work to support current policy initiatives.

30. The team responsible for attainment data also works on international education statistics. The plans for the coming year include publication of an analysis of Scotland data from the 2000 round of the PISA study, in fulfilment of a commitment given last year, and a new publication drawing together international comparative data to show how Scotland stands in the international context. Results from the 2003 round of the PISA study should become available towards the end of the year.

<b>ATTAINMENT</b>					
<b>Activity</b>	<b>Details</b>	<b>Frequency</b>	<b>Time-lag to publication</b>	<b>Targets supported</b>	<b>Publications</b>
<b>Data collections</b>					
SQA attainment analysis	Data from SQA. Summary statistics of attainment levels in Scottish Schools (pre and post appeals), split by different pupil characteristics	twice yearly	2 months for pre-appeal data. 3 months for post appeal.	National Priority measures, BABS 8&9, Social Justice milestones	pre appeal - September. Post appeal - March
Leavers	Summary statistics of school leavers and their qualifications, split by different pupil characteristics	annual	3 months from receipt of post appeals data		March
Staying on rates	Production of S5 and S6 staying on rates by gender and EA	annual	5 months from receipt of data on first term leavers		May (in census bulletin)?
5-14 attainment	Monitoring attainment levels from 5-14 results (unless decision is taken not to conduct 5-14 data collection for year 2003-04)	Annual	6 months	National Priority measures, SR2002	December
Destinations of School Leavers	Analysis of Leaver destinations by SEN, Gender, Region (including current review)	annual	2 months	Careers Scotland PI, National Priorities measure	December
<b>Analytical/ development work</b>					
Validation of new STACS processing	Validation of new processing system for standard tables (STACS) outputs and quality assurance of outputs relevant to team	One off exercise			
Scottish Survey of Achievement	Support required under discussion				
Compensatory Awards/ Grade Ds	Assessing impact of Grade Ds on attainment levels and agree method of statistical reporting in summary statistics			National Priority measures, BABS 8&9, Social Justice milestones	As part of SQA attainment analysis

Support of School College Review	Reporting on consortium arrangements and effects on attainment Provide support on indicators for school/college collaboration			National Priority measures, National debate commitment	
Attainment of college pupils	Assessing attainment of college pupils in SQA qualifications, in order to provide outcome information on Scottish colleges	annual	3 months for post appeal data		
Attainment in vocational qualifications	Investigate taking on non-NQ data from SQA. Consider how to report on this attainment		Timing to be decided, but may not be this financial year	National Priority measures, PABS commitment	
Attainment in Units as well as course awards	Investigate taking on Unit data from SQA in addition to course awards. Consider how to report on this attainment as most units are unlevelled		Timing to be decided, but may not be this financial year	National Priority measures	
Analysis on progression routes	Undertake cohort analyses to explore changes in progression routes and effects on attainment	One off exercise		National debate commitment	
Provide advice on statistics to be produced by SQA	Provide ad hoc advice as required. Also, agree with SQA and QuAC who is responsible for different types of analysis				
Support of curriculum review	Uptake information on SQA courses (ad hoc as required)	Ad hoc			
Support on attainment issues in SR2004	Ad hoc - as required				Technical notes likely to be published
Attainment (Primary and Secondary) by Ethnic Group	Monitoring attainment in SQA qualifications of different ethnic groups (Schools Division interest)	annual	3 months for post appeal data		Within Secondary post-appeal attainment analysis, March 2004
Provision of data for inclusion in school handbooks (if requirement continues) and Scottish Schools Online website	Provision of school, EA and National level data on SQA attainment, 5-14 attainment and destinations of school leavers	annual	1-3 months (depending on data source)		November
Benchmark information for schools and EAs to support National Priorities monitoring	Further detail to that provided for school handbooks, including additional measures, FME and gender analysis	annual	3-4 months (depending on data source)	National Priorities	March ??
Attainment data for Scottish Neighbourhood statistics project	Provision of attainment data by Data Zones, based on pupil postcode				May
Attainment (Primary and Secondary) of pupils with ASN	Analysis of Attainment of pupils with ASN etc. (and pupils with disability in future), to support the evaluation of the ASL Bill	annual	3 months for post appeal data		March ??
Destinations of school leavers with ASN	Analysis of Destinations of Leavers with ASN etc., to support the evaluation of the ASL Bill	annual	Timing to be decided - some planning this year, but bulk of work may not be this financial year		December 2005?

Attainment (Primary and Secondary) and Attendance data	Analysis to compare attainment with attendance levels for particular groups of pupils (e.g. looked after children) (PSI interest)				
PISA 2000 analysis	Update of tables and reconciliation with OECD publications, publication of results to fulfil commitment	One off exercise			May?
PISA 2003	Statistical advice on report to be produced externally and adhoc analysis (jointly with REU)	One off exercise			Publication by Research and Economics Unit (December?)
Education at a Glance (OECD publication)	Checking UK and Scotland material in draft publication, preparation of briefing prior to publication	One off exercise			Publication by OECD in September
TIMSS analysis	Statistical advice on international report and potential adhoc analysis (jointly with REU)	One off exercise			Publication by Research and Economics Unit (December?)
International Data on Education in Scotland	New publication putting data on Scotland's performance in education in an international context	Annual – to be decided			February

31. Publications planned for 2004-05 are:

PISA 2000: Scotland analysis	May-04
SQA Examination Results in Scottish Schools: 2003/04	Sep-04
International Data on Education for Scotland	Feb - 04
5-14 Attainment in Publicly Funded Schools	Dec-04
Destinations of Leavers from Scottish Schools: 2003/04	Dec-04
SQA Attainment and Qualifications of School Leavers in Scotland: 2003/	Mar-05

## **School Statistics: Local Data**

32. The Local Data team produces the STACS self-evaluation CD for schools and local authorities. The STACS product is being considerably enhanced this year, which is requiring considerable work on validating reprogramming etc. It is also responsible for populating the Scottish Schools Online and National Priorities websites with statistical data. The team leads on liaison with local authorities and HMIE, to ensure that consistent and up-to-date data are available to all.

33. It will be important to the work of this team that out-of-date legal requirements regarding school handbooks and the inclusion of data in them are rationalised, in order to avoid unnecessary work being undertaken purely to meet these requirements.

<b>LOCAL DATA</b>					
<b>Activity</b>	<b>Details</b>	<b>Frequency</b>	<b>Time-lag to publication</b>	<b>Targets supported</b>	<b>Publications</b>
			<i>This team publishes statistics in added value form, the underlying data having previously been published. So time lags are not relevant.</i>		
<b>Data collections</b>					
Collect ICT information by EA survey (subject to confirmation of requirement)		annually			
<b>Analytical/development work</b>					
Provision of outputs to HMI and pilot local authorities from new methodologies following STACS Review		One off exercise			
Provision of outputs to investigate aggregate measures from new methodologies following STACS Review		One off exercise			
Production of 2004 STACS via web (pre and post appeals) plus ad hocs resulting		bi-annual		PABS - self assessment and inspection. Provides data for BABS 8 and 9	Oct, Feb
Pilot and testing For STACS 2004 production		One off exercise			
Staff development in schools and LEA's for STACS 2004		One off exercise			
Contribution to Benchmarking task group -	helping define key ScotXed analyses to be provided to local authorities	Ongoing			
Provision of neighbourhood statistics from ECSU		Ongoing			
National Priorities web site, update data		annually		PABS - self assessment	Feb/March
National Priorities web site, review format.	Look at Special school info in particular	Ongoing		SR2004 target is relevant	

Develop expertise in relation to NP target data				SR2004 target is relevant	
Analysis of school census ICT information		annually			
NP LEA Improvement Plans				PA- self assessment.	April 04 to June 04
SSO website : update year info in Nov, post appeals in April				PA- self assessment.	Dec
Assist with review of role of school handbooks viz-a-viz statistics and SSO website					
Provision of data for school handbooks (if requirement not discontinued).				PA- self assessment.	Nov
Updating school info on NP and SSO websites	following openings/closure exercise for special/primary/secondary	annually			
Unit lead on DP/FOI issues.					
Support to New Educational Developments Division on SR2004 issues		Ad hoc - as required		SR2004 process	Technical notes likely to be published
Survey Advice	Provision of survey advice function to SEED staff	Ongoing			

34. The team plans to produce the following publications in the year ahead, in addition to facilitating the updating of several websites.

STACS (Standard Tables and Charts)	Oct, Feb
ICT in schools (requirement to be confirmed)	Not known

## **Children and Young People**

35. The team here serves the needs of the Children and Young People Group as well as, increasingly, the Social Work Inspectorate. In the year ahead ECSU is going to take on responsibility for the collection of statistics on social work staffing issues from HD, in order to be able to provide a more coherent service in this area to the Social Work Inspectorate and the Department.

36. Several developments and reviews are scheduled for the year ahead, after a period when considerable strides have been made in improving the timeousness of data. In particular data developments should in time allow a better understanding of the looked after client group, and those going through children's hearings.

<b>CHILDREN AND YOUNG PEOPLE</b>					
<b>Activity</b>	<b>Details</b>	<b>Frequency</b>	<b>Time-lag to publication</b>	<b>Targets supported</b>	<b>Publications</b>
<b>Data collections</b>					
Children looked after statistics	As for previous years, but includes information on throughcare/aftercare	annual	6 months	PA target on children leaving care	October
Residential accommodation statistics	As for previous years	annual	6 months	PA target on secure accommodation	October
Adoption application stats	As for previous years, though this is the last in the series.	quarterly	2 months		March
Secure accommodation stats	New statistics – info on characteristics of those entering secure accommodation and what happens to them there	Annual	6 months	BABS Provide sufficient secure accommodation	October
Child protection statistics,	As for previous years	annual	6 months		October
Pre-school and childcare census	As for previous years, with new questions on costs to parents, ICT use and meals taken in pre-school.	Annual	6 months	BABS -More flexible + available childcare -Develop out of school hours services -Maintain free nursery places for 3s/4s	July
Survey of childminders	As for previous years, with new questions on costs to parents, ICT use and meals taken in pre-school.	Annual	6 months	BABS -More flexible + available childcare -Develop out of school hours services	July
Permanency Statistics	Piloting of statistical collection on looked after kids in permanency process	Annual	Should be 6 months at first full collection, in 2005	BABS -Improve services for children leaving care	First publication will be in 2005
<b>Analytical/development work</b>					
Support to C&YP Group on SR2004	Definition of targets, milestones and technical notes. Statistical information to build spending review cases.			To be developed	Technical notes likely to be published
Educational attainment of looked after children	Analysis of child level data – work in progress		8 months	BABS -Improve services for children leaving care	October (earlier publication as part of school

					qualifications statistics at March 2004)
Individual children looked after statistics	Develop a way to collect case history data, a specification of exactly what we need, and a timetable for introduction			BABS -Improve services for children leaving care	Not before 2006
Review of residential accommodation statistics	Analysis of what our information needs are, what the information we collect tells us, what the gaps are in our knowledge + ways to fill these gaps			BABS -Improve services for children leaving care	
Statistics on council youth justice services	Development of data collection			BABS Additional support for localised action on youth crime	
Review of child protection statistics	Lead review of the child protection statistics that are collected.			National Standards produced by the Child Protection Reform Programme	
Analytical input to the 2004 Hearings Review	(j) Pulling together statistics for review and ad hoc support throughout the review			BABS Review the Children's Hearings system	
2005 Pre-school and childcare census	Review survey methodology and content Re-run workforce survey develop parents survey			BABS -More flexible + available childcare -Develop out of school hours services	
Get access to and analysis of SCRA individual data	Link to other sources of data				
Council income/exp on children's social work services	Comparison of information on GAE with actual expenditure.				
National Standards for Child Protection	Provide analytical advice to aid the development of National Standards, as required.			National Standards for Child Protection	
Analysis of supply of and demand for childcare	Pulling together research, statistics and economic advice to answer key questions.			BABS -More flexible + available childcare -Develop out of school hours services	
Children's Services Plans	Contribute to development of revised guidance for Children's Services Plans			Children's Services Plans	Revised guidance will be issued in June 2004, with draft plans returned in December 2004.
Develop data sharing between stakeholders	Rationalise data collection: Executive, UAs and Care Commission Develop links to use information from HMIE/Care Commission				
Ad hoc research, statistical and economic advice	Responses to ad hoc requests for statistics or analyses				

37. The team plans to produce the following publications in the year ahead:

Pre-school and childcare statistics	July
Children's social work statistics	October
Adoption applications	March

### **Data Management**

38. The work of the analytical teams described above relies to a considerable extent on the work of the Data Management Team which is responsible for the in-gathering of much of the data used by the analytical staff. They currently undertake around 30 data collection and data management exercises annually – most of these are covered in the preceding sections. In addition this team maintains a register of educational establishments which is essential for efficient conduct of surveys of schools, both by the Statistics Unit and other users.

39. In the coming year the work of the team will be adjusted to accommodate the cessation of some returns and introduction of others, as detailed above. Other work of note will include extending the establishments register to include further and higher education institutions – this is part of developing procedures in order to handle the increasingly close working between schools and post-school institutions.

## **HMIE Statistics Branch**

40. Although it operates outwith the SEED, it may be helpful to include here the workplan of the statistics branch of Her Majesty's Inspectorate of Education. The branch includes 2 statisticians on secondment from the Scottish Executive. Most of the branch's work is in support of inspection, including inspection of FE colleges, but the branch also co-operates with SEED statisticians on some analytical work, and on data in order to ensure that all involved are working with as consistent and up-to-date a database as possible. The branch also support New Educational Developments Division in some work on National Priorities. Contributions are made to many HMIE publications.

<b>HMIE</b>				
<b>Activity</b>	<b>Details</b>	<b>Frequency</b>	<b>Time-lag to publication</b>	<b>Publication</b>
Secondary support packs	Tables pulling together background information on schools, trends in attainment, comments and similar school analyses	2/year		HMIE stats extranet
Primary support packs	Tables pulling together background information on schools and 5-14 attainment information	1/year		for inspection purposes only
Special school support packs	Development of tables giving background and attainment information	ongoing		for inspection purposes only
INEA and DI support packs	Tables pulling together educational context and attainment information plus comparator authority information	6/year		HMIE stats extranet/DI packs in paper form to DIs
Benchmarking	Investigation of benchmarking measures for attainment from 2001 census of population	ongoing		ScotXed website eventually
Questionnaires	Collate and analyse about 20 pre and post inspection questionnaires	ongoing		HMIE Annual Report/Charter Mark
SPARs/SARUs	Collate and analyse PIs from FEIs prior to inspection	7/year		HMIE reports
SPARs/SARUs	Collate SPARs/SARUs from inspections done to date to provide benchmarks	ongoing		
National specialist packs	Analyse and present national exams data, ranked schools exams data and GINT evidence by subject	1/year		Packs for HMIE only
National Priority targets	Collation and aggregation of National Priority targets information to take account of S4 redefinition and Grade Ds	ongoing		HMIE reports and NED NP reports
Monitoring of National Priorities	Extract QIs and evidence from GINT	ongoing		HMIE report
Ad hoc requests	Various	ongoing		

41. The full list of education and children statistics publications planned for 2005 is set out below. Some of the publication dates are provisional and may be adjusted – in particular where collections are new or relatively new processing or data quality issues can cause unforeseen delay.

## FULL LIST OF PLANNED EDUCATION AND CHILDREN STATISTICS PUBLICATIONS 2004-05

Pupil Census Results, September 2003	May
Independent Schools Census, September 2003	May
PISA 2000: Scotland analysis	May
School Staff Census Results, September 2003	June
School Meals Survey, 2004	June
Pre-school and childcare statistics	July
SQA Examination Results in Scottish Schools: 2003/04	September
Children's social work statistics	October
STACS (Standard Tables and Charts)	October, February
Pupil Numbers in Scotland, September 2004 [inc Children Educated Outwith Schools, and pupil projections]	November
Expenditure on School Education in Scotland, 2004	December
Attendance and Absence in Scottish Schools, 2003/04	December
5-14 Attainment in Publicly Funded Schools	December
Destinations of Leavers from Scottish Schools: 2003/04	December
Incidents of Anti-social Behaviour and Violence Against Local Authority School Staff, and Exclusions from Schools 2003/04	February - under review
International Data on Education for Scotland	February
Pupil Census Results, September 2004	February
Results of Teacher Workforce Planning, 2005/06	February
SQA Attainment and Qualifications of School Leavers in Scotland: 2003/	March
Adoption applications	March
Placing requests	March
ICT in schools (requirement to be confirmed)	Not known

## **Performance against 2003-04 Statistics Plan**

42. The Education and Children Statistics Unit (ECSU) of IAC Division, SEED and the HMIE Statistics Branch implemented the vast majority of the 2003-04 Statistics Plan. Where significant changes were made to the workplan there was full consultation with key users within and outwith the Scottish Executive. The following table sets those areas of the 2003-04 Plan which were not progressed.

<b>Reference in 2003-04 Statistics Plan</b>	<b>Subject Area</b>	<b>Issue</b>
J18	Core Skills	Extensive investigation carried out on Core Skills, but lack of timeseries data lead to agreement with Policy Division that this work would be dropped pending future review.
J19	Timeseries data	Some initial work done, but more required including agreeing the best way of making them readily available to the general public.

## **Changes to the 2003/04 Collections**

43. There are a small number of data collections that will be discontinued in 2004-05. Additionally in some cases data will be collected through another source.

- 2 leavers collections for independent schools have been streamlined into 1 collection (to reduce burden on schools). Same information collected.
- Survey of sheriff courts - number of adoption applications together with details of adopters and adoptees. Data no longer required in this form.
- Free School Transport – data collection stopped.
- Drug Education in Schools (Schools and LA) – Was used to measure a 2003 target.
- Teacher Vacancies (September Survey) – The February survey continues, and probationer data will be used as proxy.
- School Boards – Incorporated into Pupil Census
- Teacher Flow – Incorporated into Staff Census
- School Meals Survey – updated to include monitoring of healthy eating policy
- Attendance and Absence, and Exclusions – greater detail collected through ScotXed
- Placing Requests – will enable monitoring of new rights under ASN Bill
- School Estates – development following initial collection in 2003-04
- Staff Census – pay data will not be collected.

## **How to Comment**

44. The Scottish Executive is happy to receive comments on the 2004-05 plan at any time throughout the year. If you wish to comment on Education issues please contact

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Alternatively if you wish to raise more general issues regarding the Scottish Executive Statistics workplan, you should contact

Rob Wishart  
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*October 2004*

*Placed on The Scottish Executive website as a pdf document*