department for
education and skills
creating opportunity, releasing potential, achieving excellence

ANALYTICAL STRATEGY 2006

FOREWORD

We are committed to raising the aspirations of learners and to help them develop the confidence, skills and knowledge they need to realise their full potential. To this end we shall base our policies to reshape the systems for delivering education, training and children's services on the best available evidence.

DfES analytical activity encompasses four main disciplines: economics, social research, statistics and operational research. By using these in combination we are able to analyse and assess options for new policies, evaluate the impact of our current policies, programmes and services and direct their future focus. This enables us to provide Government, schools, colleges and other institutions with the information they need so they can build on their successes and continue to implement the best practice possible.

Our new Analytical Strategy gives an overview of the wide range of analytical work that we plan to undertake to meet our current priorities and commitments and help us address the new challenges that lie ahead.

ALAN JOHNSON

Secretary of State for Education and Skills

INTRODUCTION

1.   This document sets out the analytical priorities for DfES, priorities that emerged from policies outlined in Every Child Matters[1], Youth Matters: Next Steps[2], the Schools White Paper[3], the 14-19 Education and Skills White Paper[4] and Implementation Plan[5], the Further Education White Paper[6] and the HE White Paper[7]. It covers both the long-term overarching priorities and the more policy-specific short- to medium-term priorities across the range of analytical disciplines, including work we will conduct internally and research that we will commission externally.

2.   Analytical work in the DfES encompasses statistics[8], economics[9], and applied, social[10] and operational research[11]. DfES demonstrates its commitment to evidence-informed policy-making through extensive use of evidence to inform Departmental spending reviews; to report on progress through Departmental annual reports; and to inform the development of new policies and programmes.

3.   Our analytical priorities may be viewed as falling along a spectrum. At one end, much of our work may be characterised as marshalling the evidence to provide a clear and coherent picture of particular issues. Here we are engaged in evaluating process and operational delivery. Our work is not so much concerned with answering questions of "What?" but "How well are we doing?" Examples of this sort of work include our activities around efficiency, effectiveness, target setting and value for money.

4.   At the other end of the spectrum is a different form of knowledge creation, where the subject evidence is generally insufficient and we need to generate new insight to support formulation of well-grounded policy interventions. These are often the areas where nobody knows the answers and we have to commission work to generate knowledge and evidence. This is the territory where our external research effort tends to concentrate, as we engage support from our partners to provide evidence on pivotal policy questions.

5.   This demarcation of analytical priorities is often not a neat one. For instance, activity that may start as synthesis and marshalling of existing evidence can have elements of evidence creation and possible new primary research - typically because initial work reveals evidence gaps. This document should provide a helpful overview of the range of activity we plan to undertake.

---

[1] http://www.everychildmatters.gov.uk/publications/
[2] http://www.dfes.gov.uk/publications/youth
[3] http://www.dfes.gov.uk/publications/schoolswhitepaper
[4] http://www.dfes.gov.uk/publications/14-19educationandskills/
[5] http://www.dfes.gov.uk/publications/14-19implementationplan
[6] http://www.dfes.gov.uk/publications/furthereducation
[7] http://www.dfes.gov.uk/hegateway/strategy/hestrategy/foreword.shtml
[8] http://www.statistics.gov.uk/recruitment/gss/default.asp
[9] http://www.ges.gov.uk
[10] http://www.gsr.gov.uk
[11] http://www.operational-research.gov.uk/

MISSION AND STRATEGIC THEMES

6.   Our analytical mission is:

- *to understand the challenges* in terms of understanding the policy context, interpreting the analytical issues simply and clearly, harnessing and synthesising existing evidence, and assessing analytical impact and value for money.

- *to ensure our analytical response is well targeted* through robust processes for identifying, designing and approving new analytical work, including consultation within the Department and with external partners and stakeholders, by procuring and undertaking research and analysis of high quality and relevance, and by evaluating analysis from external sources to identify the implications for policy.

- *to ensure our findings are clearly communicated* across Government, to our partners and practitioners the general public, in a language and format that influences policy developments and engages and informs our wider audience.

7.   We have ten strategic themes: demography, globalisation, technology, social mobility, focusing on users, the role of demand in shaping services, system reform, horizon scanning, value for money, and metrics. The remainder of the strategy document expands on the analytical issues we have identified under those themes; emphasises our work with partner organisations and our commitment to the development of longitudinal data sources; summarises our means of dissemination; and lays out how we are currently spending research resources.

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Strategic Theme 1: Demography

Recent decades have witnessed major socio-demographic trends including rapid changes in family structure, changes in the age composition, rising international migration, inter- and intra-regional movements and the impact of technological advances. It is likely that significant change will also characterise the years ahead. We need to plan to anticipate what changes are coming, what their effects are likely to be on our policy areas and, finally, when and how Government should intervene.

Population projections show a decrease in the numbers of compulsory school-age pupils between now and 2011. Over the same period the number of over 16s is increasing, putting added **pressures on post-16** learning and the HE sector. We need to work through the nature of these pressures in finer detail and find ways to ensure efficiency across the sector so that resources best match need.

Our institutions will need to respond to wider social changes. The level of **lone parenthood** has more than doubled over the last 20 years. **Female employment** rates have increased by 10 percentage points over the same period. And **working patterns** are now more flexible than ever. All of these changes place demands on Children's Services, particularly in relation to our Childcare Strategy and Extended Schools.

In addition, the services our institutions deliver may need to adapt – for example in responding to trends in **obesity** and **mental health** – so we can ensure we promote well-being and give people the best possible life chances. Such adaptation also extends to looking at the role education has in building **societal well-being**, building attributes like cohesion, tolerance and respect. Furthermore, we need to understand more about the impact of **geographical mobility** of young people on how we tailor our interventions, and the impact of cohort size on returns to qualifications.

As longevity increases and the number of older people grows rapidly we need to work through the implications for the education sector. We might expect people to have **longer working lives** and so need to look at how we support the updating or re-skilling of adult workers. Certainly with increasing dependency ratios, it will be critical to encourage more older workers to stay or to re-enter the labour market. We also have good evidence on the **health benefits of education** and want to look at how learning can support healthier older age.

Finally, **migration** has been running at historically high levels. On immigration in particular, there have been major changes in origin countries and where in the UK people are settling. This has implications for the support we provide and adds to the population change. As the majority of immigrants are working age, we want to look at the implications for labour force skills, and how we help their children.

Strategic Theme 2: Globalisation

Globalisation presents a number of challenges for education and skills policy and analysis. We need to find the best ways to **equip the workforce with the right skills** profile for the changing global society. We need to **capitalise on the opportunities** that our world class Higher Education (HE) system offers in terms of research, education exports and contribution to sustainable development. We need to enable Children's Social Services and education systems to **support the children of migrants and asylum seekers**.

Research and analysis will be needed to support the implementation of the Treasury Review of Skills[12] being led by Lord Leitch. The Review is setting out the level of skills demand the government expects there to be up to 2020 if the UK is to retain and improve its international economic position. In order to compete in the global market-place, we need to understand how best to maximise the **impact of adult skill development** on economic performance, including productivity, **how to maximise progression in learning**, how we can **accelerate the increase in basic skills** among adults (for both literacy and numeracy), and how can we **gain the intended benefits** in employment and life chances from better basic skills.

With the *14–19 Education and Skills - Implementation Plan*[13] just published, containing plans up to 2013 and beyond, we will be using analysis to help develop the strands of the new strategy, on specialised diplomas, local entitlement and collaboration, functional skills in GCSEs and diplomas, and greater stretch for the more able students. We will be focusing on **assessing which programmes and qualifications would work best to improve attainment**, especially of the low-skilled.

In the arena of HE, research will investigate the **mobility** and **application patterns** of EU students. We will analyse the patterns and trends in the **international mobility of academic staff** and investigate the **implications for the supply of academics** to UK HE institutions in the future. Furthermore, we will examine how we can best secure an environment which **maximises the potential of university research,** and along with partners we are making efforts to gather data and understand **offshore provision of HE**.

We will continue our **international work** to measure how the UK education system is performing against other countries, in order to better understand the differences and reveal transferable lessons, for example about how best to deliver social care for children and youth services.

---

[12] http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm
[13] http://www.dfes.gov.uk/publications/14-19implementationplan/

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Strategic Theme 3: Technology

Technology in education and children's services matters. Alongside science and Higher Education research it is a building block of the knowledge society, both as an accelerator of standards, engagement and participation and as an incubator of skills for employability in the twenty-first century. Technology, then, is a critical enabler of progress. The deployment and use of technology is central to educational change.

On 15 March 2005, we published our e-Strategy 'Harnessing Technology: Transforming Learning and Children's Services'[14]. This strategy describes the use of digital and interactive technologies to achieve a more personalised approach within all areas of education and children's services. It is an ambitious strategy covering all sectors for the next five years and beyond.

Ongoing research will be needed to investigate how we can best utilise technology to **transform teaching, learning and child development**, enabling children and learners of all ages to meet their highest expectations, **connect with hard to reach groups** in new ways, **open up education to partnerships** with other organisations, and move to a new level of **efficiency and effectiveness** in our delivery.

The Department has remitted the British Educational Communications and Technology Agency (Becta[15]) to improve understanding of the progress and impact of technology in the education system through impartial evidence and analysis. Strategic elements within their programme will be the **evaluation of the overall e-learning strategy**, examination of the **productive time implications of ICT**, and the **ongoing evaluation of concentrated investment of new technology in schools and colleges** (the 'ICT Test Beds'). Departmental analysts will maintain an overview of evidence relevant to e-learning, drawing on material from Becta, other partners (such as the Learning and Skills Council (LSC)[16]) and independently commissioned work (including the recently announced £6 million investment in research on Technology-enhanced learning by the Economic and Social Research Council (ESRC)[17] in partnership with Engineering and Physical Sciences Research Council (EPSRC)[18] and the e-Science Core Programme[19], as part of the ESRC's Teaching and Learning Research Programme (TLRP)[20]).

[14] http://www.dfes.gov.uk/publications/e-strategy/
[15] http://www.becta.org.uk
[16] http://www.lsc.gov.uk/
[17] http://www.esrc.ac.uk
[18] http://www.epsrc.ac.uk
[19] http://www.rcuk.ac.uk/escience
[20] http://www.tlrp.org

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Strategic Theme 4: Social Mobility

In her speech to the Institute for Public Policy Research (IPPR) in the summer of 2005, the Secretary of State made clear her commitment to a narrowing of the spread of attainment between more and less advantaged pupils. This commitment extends to other age groups too. We already know a great deal in broad terms about the association between individual and family factors, such as social class or income, and the attainment gap. But in order to develop policy levers which are effective at closing those gaps, we must **understand better the mediating factors** which give rise to the associations we observe. For instance, if lower attainment is associated with more deprived circumstances, what aspects of those circumstances act as a brake on achievement, and how?

In our search to understand such **causality** in greater depth, we also intend to develop models that better articulate the **transmission mechanisms**. Whilst mapping in more detail the relationships behind some of these convenient and very general sociological phrases is critical in working out what factors are most influential, this will not in itself reveal what are the most effective remedial policy interventions. Evidence to date has often shown that intuitively appealing responses, such as providing financial support to combat weak outcomes associated with income deprivation, may only have limited reach. And hence, we want to examine how we can produce more **effective policy intervention**. An obvious way research can help is to investigate the extent to which **early identification** of problems may help prevent social exclusion and reduce poor outcomes. Another example is the need to understand the role that **Extended Schools** can play in raising the attainment and aspirations of the most disadvantaged.

In addition, work is needed to understand better the impact of policy on particular groups, such as **disabled and looked-after children, and young people not in education, employment or training**. Analysis of the extent to which gaps have closed in the **compulsory phase**, and why, will continue. And there is recognition that the gap is not just in measured attainment of qualifications. Understanding of the gaps in terms of **wider social benefits** must be sought.

In the area of **Higher Education** (HE) we need to know more about why some groups, for example, the lower social classes, are under-represented, and find the most cost-effective ways of increasing their participation. We also need to increase our understanding of the role of **non-traditional HE** in widening participation and social mobility, the benefits of HE generally and monitoring how these vary over time and according to the supply needs of the economy.

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Strategic Theme 5: Focusing on Users

This theme is about users in the broadest sense and encompasses all those affected by our policies, including children, parents, learners, employers and teachers. It is a critical theme in how our analysis can support implementation of the Skills Strategy and Further Education (FE) Reform and also the wide consultation initiated by Youth Matters.

We know individuals learn in different ways, at different rates and at different times. To support areas such as our **personalisation** agenda, we need to find the best ways of engaging with users and extending our reach in providing more appropriate services, while safeguarding the overall efficiency and effectiveness we already have.

For example, we know the importance of parental involvement in children's education. Research will be needed to find out more about how to **encourage parental involvement**, particularly for parents living in disadvantaged families and those from black and minority ethnic communities. There are important questions about the most effective, including the most **cost-effective**, ways of responding to the voices of parents. We need to learn how we can best involve parents as partners in **improving opportunities and outcomes** for their children. We also need to find the most effective way to respond to the voices of parents in the **design of our policies**.

Similarly, we already know that there are significant differences between minority ethnic groups in attitudes towards to education. One obvious area where this is manifested is the high post-16 participation rates of many minority ethnic groups. We need to try to **unpack some of the cultural differences** driving this outcome to gain **transferable lessons** that might help increase post-16 participation more generally, and in particular the very low participation rates of young people from poor white British families.

Furthermore, we also need to improve our ability to assess the progress being made by **disabled children**. We plan to do this by developing a **trial data collection** for future incorporation into the National Pupil Database.

We will continue to invest in making **teaching a research-based profession**. Just as the medical profession uses the latest evidence to guide what works most effectively or is best practice, so we have the same aspiration for the teaching profession. We want teachers to be better able to access the body of research evidence and to use it in shaping their activities.

Strategic Theme 6: The Role of Demand in Shaping Services

The challenge here is how we can most **effectively work with the grain of market forces** to deliver a range of services accessible to all people across all of the country. Much of our recent evidence accumulation has highlighted the **importance of stakeholders' beliefs** and attributes for the effectiveness of policy delivery. This begs a series of research issues that we need to resolve. For example, how can we get a feel for the **balance of importance of design and formulation versus delivery**; what does the evidence here say about effective orchestration of **central command versus local autonomy**; how does a centrally prescribed and imposed 'optimal' solution balance against a more heterogeneous, but more consensual delivery; and what **challenges around performance measurement** would occur if agents had a greater role in tailoring delivery?

Research and analysis will be needed to try to identify the **key drivers of demand** for both universal and targeted children's services and how they are likely to change over time, as well as to establish a richer understanding of the **underlying dynamics** and what might be the causal levers that would shape demand if we are to be able to design more effective interventions. We need to know more about the **operation of the childcare market** and how it affects future demand for childcare places, focusing on gaps between demand and supply and questions of affordability, availability, choice, flexibility, and quality.
We are also interested in the **distributional effects** of increased and more flexible childcare provision and whether it does particularly help the most disadvantaged families to escape from poverty.

Furthermore, we need to investigate the **relationship between teaching quality, employer needs and student outcomes** in Higher Education (HE) and to understand better how demand and environmental change affect **curriculum development** in higher education institutions. We need to understand the link between improved qualifications amongst the **children's workforce** and better outcomes for children, especially in early years and in social care. We also need to understand better how children, young people and their parents feel about the **quality of services** provided to them and how far they think these services are addressing their real needs.

Evidence from [The Centre for Research on the Wider Benefits of Learning](#)[21] and elsewhere shows that **non-cognitive outcomes are extremely important** determinants in life outcomes. Research has shown that some forms of **human capital** may make more of a difference to economic productivity than a focus on simple acquisition of greater skill levels. We need to improve our understanding and articulation of these issues and review what existing sources are telling us to identify and fill the evidence gaps.

We are monitoring the **impact of HE reforms on demand** and trying to understand better the demand for HE – in particular how decisions are made by entrants to HE on course and institution in the light of the new price and bursary information available from 06/07.

---

[21] http://www.learningbenefits.net

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Strategic Theme 7: System Reform

Part of the role of strategic leadership within education and Children's Services is the provision of a delivery system that is both efficient and effective. This includes ensuring that the efforts of different parts of the system are properly focussed and that they link together appropriately.

Aspects where our Analytical Strategy supports this theme include work on **Public Service Agreements (PSAs) and other targets**; ensuring that we have the right target structures to drive delivery in the right direction, and that those targets are set at the appropriate level throughout the system to ensure coherence of effort. Some of this already builds on our work examining output and productivity in the public sector for the **Atkinson Review**.

Analytical work on the expression of our aims and objectives down the delivery chain to look at the **articulation and connectivity of our priorities** will support understanding how effectively our activities are moving in the same direction and support identification of where fine tuning may be needed. In addition, analytical support has already been heavily drawn upon in the Government's response to Sir Andrew Foster's review of the future role of Further Education (FE) colleges. We also need to identify the extent to which reform in the **structure and organisation of Children's Services** does in due course result in improvements in outcomes for children and young people both in local areas and nationally.

We are interested in assessing how the interaction of our policies affects **training provision**, in establishing an objective and reliable measure of **workforce initiatives** on learner outcomes, and in estimating the impact of changes to **FE funding** on learner participation. In addition we look to establish a greater understanding of the **procedures** that local authorities and secondary schools use to allocate pupils to places in order to improve the **quality of guidance** the Department provides, and inform the **Choice Advisers** programme. We shall assess the **impact of reform of the children's workforce** on outcomes for children and young people. We will also support the 2009 independent review of the Higher Education (HE) reforms.

Furthermore we need to measure and monitor the extent to which the system is **adapting to employers' needs**, understanding what influences employers' demand as well as measuring the impact on individuals, businesses and the economy.

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Strategic Theme 8: Horizon Scanning

We need to improve our **long-term forecasting** of how the education system will perform in future in order to better predict whether it will respond to policy in the direction intended, and what the side-effects and unintended consequences might be. Some aspects of understanding future long-run trends are covered with the first three themes here. But in building a world-class education system, we need to examine trends more widely. Analytically, this includes activities on generating and understanding international comparisons – what are the implications for us? What can we learn, identify as good practice, etc?

An important part of our work is to translate and combine our horizon scanning information into more detailed planning over shorter timescales. We need to develop better forecasting of the **demand for children's services**, especially targeted services for vulnerable groups of children and families. We will analyse the projected numbers of students participating and attaining, in order to **quantify the associated costs and benefits** so that a range of policy options can be developed. We need more research to identify which interventions are most effective in delivering a **sustained rise** in school attainment and which best contribute to the **narrowing of achievement gaps**, taking account of both schools' overall level of achievement and their stage in the performance cycle.

We also need to develop a clearer understanding of how children and young people whose learning has been personalised to a greater degree than is currently the norm progress during and after their school years, the implications of longer term (domestic and global) social, economic, demographic and technological **trends,** and of a reformed **student finance system** for the health and stability of the Higher Education (HE) sector, and how the HE sector is responding to these changes.

We will review the **international literature** on what works in widening participation in HE initiatives.

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Strategic Theme 9: Value for Money

Ensuring value for money (VfM) throughout the Department and in its delivery chain is a key feature in all our analytical work.

To ensure that the Department has a coherent and consistent way of assessing the value in its policies, as an integral part of the policy making process, we have developed a **Value for Money Assessment Framework**. It has been amalgamated with the Government's Initial Regulatory Impact Assessment (RIA)[22], in order to **eliminate any unnecessary bureaucracy** resulting from their shared objectives. This combined first stage impact assessment will provide a comprehensive source of information for producing Partial, Full and Final RIAs.

We are developing an **Educational Outcomes Model** and are beginning to use it to exemplify how changes at different age stages of the educational system may relate to one another. This will enable us to support better assessment of impact, and explore the **relative effectiveness** and VfM of our interventions.

Alongside this, research is needed to help us understand how resources should best be **targeted** to and used by schools in order to raise attainment and narrow attainment gaps. We need to assess value for money of programmes designed to **widen participation** in HE (e.g. Aimhigher) drawing on a sound understanding of their impact.

---

[22] http://www.cabinetoffice.gov.uk/regulation/ria/index.asp

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Strategic Theme 10: Metrics

The goal of the education system is to give people the best possible opportunities in life. Expressed rather more aridly, an academic interpretation of this might be as promoting the **building of human, social and cultural capital**. One way we can measure how much of these capitals people have is by testing and recording their attainment. But our understanding here is incomplete in terms of how to measure different forms of progress, how progress grows over the life course or how to relate different forms of attainment or capital to each other.

An analytical priority here is to improve our knowledge of the accrual of academic attainment - for instance, to understand how progress in Key Stages might feed through into GCSE attainment or post-16 destinations. Although the attainment scales in use are different at different key stages, their alignment onto a common metric would support **comparison of the impact** of our policies, allowing informed judgments about where to invest most effectively in the different educational stages. This links to our efforts to develop administrative data sources to help us understand patterns of attainment over the life course.

For instance, research is needed to help us develop the most appropriate bank of **performance indicators** and lead indicators to assess performance in relation to post-16 - both HE and FE - participation and achievement.

Our ability to describe human capital is more advanced than is the case for social and cultural capitals. Arguably these latter forms may become more important for individuals and societies in the years ahead. While we support activities to better express and record these attributes, we need ways that take account of them in the policy choices we face today. For policies whose outcomes are broader and cannot be distilled down to impacts on, for example, GCSE attainment, we need to develop **more sophisticated and sensitive ways** of assessing the value of those investments. We shall do this by creating Value for Money tools (see Strategic Theme 9), which can function as a framework to capture many of the **wider benefits** from the children's welfare and services, such as health, safety and well-being.

department for
education and skills
creating opportunity, releasing potential, achieving excellence

PARTNERSHIPS

8. Much of DfES's analytical work depends on data collected by partner organisations, in particular the Learning and Skills Council[23] (LSC), Higher Education Statistics Agency[24] (HESA), the Universities & Colleges Admission Service[25] (UCAS), the Higher Education Funding Council for England[26] (HEFCE), the HE Academy[27] and the HE Policy Institute[28].

9. DfES analysts have close links with their counterparts in these and other organisations, with the purpose of developing more relevant analytical priorities, reducing duplication of effort and improving our shared knowledge through more regular and consistent dissemination of analysis.

10. In addition, we continue to fund dedicated research centres to push forward our knowledge and understanding on key areas of policy which cut across Departmental boundaries. In the future these issues will be increasingly important to DfES work and delivery of priorities in our new strategic role.

The Centre for the Economics of Education (CEE) is based at the Centre for Economic Performance in partnership with the Institute for Fiscal Studies and the Institute of Education. The aim of the Centre is to build our knowledge base on the cost-effectiveness of various forms of educational interventions and investments. Details of the Centre's research programme and published research are available on their website: http://cee.lse.ac.uk.

The Centre for Research on the Wider Benefits of Learning (WBL) was established by the Department for Education and Skills in 1999 to investigate the benefits gained from learning across the lifecourse and examine the impact of these benefits in the context of broader social policy. Details of WBL's research programme and publications are available at http://www.learningbenefits.net

The Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) is part of the Social Science Research Unit (SSRU) at the Institute of Education, University of London. Established in 1993, the focus of the EPPI-Centre's work is on promoting systematic reviews of research evidence, developing methodologies for systematic appraisal of different kinds of research studies, facilitating user involvement throughout the review and dissemination process, and collating the results of public policy research in a format useful to policy-makers, practitioners, academics and other research users. Details of the Centre's research programme and published research are available on their website: http://eppi.ioe.ac.uk

---

[23] http://www.lsc.gov.uk
[24] http://www.hesa.ac.uk
[25] http://www.ucas.ac.uk
[26] http://www/hefce.ac.uk
[27] http://www.heacademy.ac.uk
[28] http://www.hepi.ac.uk

The work of the **Centre for Child and Family Research** (CCFR) includes a long-standing research programme on outcomes for children, especially those at risk. The Director, Professor Harriet Ward, has led an internationally recognised programme on looked-after children. Their work is of direct relevance to the Department's PSA targets for improving the stability of care and outcomes for looked after children. The Centre also has a high international reputation for its expertise in assessing the costs and effectiveness of social care. Details of the Centre's research programme and published research are available on their website: http://www.lboro.ac.uk/research/ccfr/

The National Research and Development Centre for Adult Literacy and Numeracy (NRDC) was established in 2001 as part of the Skills for Life Strategy in response to Lord Moser's report 'A Fresh Start'. The aim of the Centre is to develop our knowledge base on how to improve adult literacy and numeracy and the impact of this on individuals and the economy. The report highlighted both the scale of adult basic skill need (compared to other countries) and lack of reliable evidence around 'what works' for teaching these learners. The Centre has brought together researchers and teachers to develop a robust evidence base of effective practice, and is working closely with practitioners to raise the quality of teaching and learning. Details of the Centre's research programme and published research are available on their website: www.nrdc.org.uk.

The Thomas Coram Research Unit (TCRU) is a multidisciplinary research unit within the Institute of Education and a designated research unit of the Department of Health. The Unit was founded in 1973 by Professor Jack Tizard and has over fifty staff. Its principal function is to carry out policy-relevant research within a changing world. The focus of its research is children and young people both within and outside their families. This includes care, education, health and social service settings. The Unit receives funding from national and international agencies including the Department of Health, the Department for Education and Skills, the Economic and Social Research Council, the Health Development Agency, the European Union, the World Health Organisation, health and local authorities, charitable foundations and voluntary organisations. Details of the Unit's research programme and published research are available on their website: http://ioewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=470

department for
education and skills
creating opportunity, releasing potential, achieving excellence

11.   We fund the maintenance of the CERUK database of educational research.

Sponsored by the National Foundation for Educational Research, the Department for Education and Skills and with support from the EPPI-Centre, CERUK aims to provide a complete record of ongoing educational research. Commissioning organisations, funders and researchers can use CERUK as a means of finding out what research is underway before commissioning or conducting new work - thus reducing unhelpful duplication. Equally, CERUK can provide information that encourages potential collaborations as well as current research priorities. Website: http://www.ceruk.ac.uk/ceruk/

12.   The British Educational Communications and Technology Agency, Becta[29], is the Government's lead partner in the strategic development and delivery of its e-strategy for the schools and the learning and skills sectors. It guides and coordinates changes in policy and practice, and brokers effective partnerships to establish and exploit reliable and sustainable educational technology. It develops and disseminates robust evidence of emerging technology, of ICT's impact on education and of what works in the application of ICT to learning and teaching. Becta's current research strategy and wide-ranging information about ICT research are available from their website: http://www.becta.org.uk/research.

13.   The Department has close relations with the Economic and Social Research Council (ESRC)[30]. There has been a formal Concordat agreement for several years, and an annual review meeting is held between the ESRC's Chief Executive and the DfES's Chief Economist and Chief Research Officer. The purpose of the meeting is to review current and future areas of collaboration and to share new information and knowledge. In addition, the DfES Chief Research Officer is a member of the ESRC's Training and Development Board, its Strategic Forum on the Social Sciences and the newly established Data Forum.

14.   We have actively participated in the Teaching and Learning Research Programme[31], the recent Youth, Citizenship and Social Change[32] and Future of Work[33] programmes, the ESRC's new initiative on secondary analysis, the SKOPE[34] research centre, and the Centre for Micro-social Change[35]. DfES officials also regularly contribute to training and development events and conferences organised for academic researchers by ESRC.

15.   There are several jointly funded research initiatives between the Department, ESRC and other funders. Two major examples being the ten-year-long Teaching and Learning Research Programme (TLRP) and the Millennium Cohort Study (MCS). The evidence from these research initiatives is feeding into policy thinking through regular seminars and briefings. DfES also commissions research from the ESRC-funded research centres, and puts the data it collects on to the ESRC Data Archive[36] so that academic researchers can re-analyse it.

16.   We maintain close links with other Government Departments on scientific issues through representation on the Office of Science and Innovation Chief Scientific Advisers Committee (CSAC). CSAC is chaired by the Government's Chief Scientific Adviser and Head of the Office of Science and Innovation[37], Sir David King, and provides a senior level forum for consideration of science and technology issues relevant to the Government and the devolved administrations, including co-ordination of issues for Ministerial consideration.

---

[29] http://www.becta.org.uk
[30] http://www.esrc.ac.uk
[31] http://www.tlrp.org/
[32] http://www.tsa.uk.com/research/projects_completed/esrc.html
[33] http://www.leeds.ac.uk/esrcfutureofwork
[34] http://www.economics.ox.ac.uk/SKOPE
[35] http://www.iser.essex.ac.uk/misoc
[36] http://www.data-archive.ac.uk
[37] http://www.dti.gov.uk/science/index.html

17.   The Department has a good working relationship with the Central and Local Government Information Partnership (CLIP) Education Statistics sub-group, formerly known as the Education Data Advisory Panel[38] (EDAP), which exists to support improvements in education standards and the efficient management of schools through information management. The group reviews existing and proposed exercises to collect data from schools and local authorities to ensure they are effective and high quality; provides a forum for promoting the harmonisation of all information collected from schools and local authorities; and ensures that central government, local government and schools are aware of each other's needs, as both data providers and users.

---

[38] http://clip.web-labs.co.uk/subgroups.asp?lsection=6&ccat=9

department for
education and skills
creating opportunity, releasing potential, achieving excellence

LONGITUDINAL WORK

18.   We are continually developing the strategic evidence base for education and skills by investing more resources in collecting and using longitudinal data.

19.   The longitudinal studies that we fund are providing key data to help us understand how learners engage in learning throughout the system and develop strategies and policies to keep them involved and progressing. They provide a powerful set of tools for understanding the factors affecting achievement and opportunity, as well as assessing the long-term impact of policy interventions. Some key examples of these studies are outlined below.

Next Steps: Young People's Lives Today
This major new study is collecting robust information on educational aspirations and experiences in early teens and the extent to which they affect later aspirations, choices and outcomes. Amongst other things, it will help us to understand the role of the family at critical pre- and post-16 stages, particularly the effects of the changes in family structure in the last 20 years. It will enable us to monitor the level of disadvantage experienced by different groups of young people and to what extent this leads to social exclusion. It will also allow us to develop new typologies better reflecting the growing diversity of training and learning paths, thereby allowing deeper analysis of key issues such as access, participation and progress among different groups.

Youth Cohort Study (YCS)
The Youth Cohort Study has been one of the Department's main sources of data for some 20 years, providing a wealth of data not available elsewhere – such as socio-economic backgrounds and parental qualifications. Data are regularly used to add insight into policy areas and to help to assess progress against targets.

Effective Provision of Pre-school Education (EPPE) at Key Stage 2
This project is helping to unpack the impact that pre-school education has on children's learning when they reach Key Stage 2. The results of the EPPE study have already had a significant impact on policy development in early years, especially through clearly demonstrating the vital influence of the quality of provision on successful outcomes. Continuation of the cohort will enable us to understand the lasting impact of early years experience and the factors which either enhance or negate this.

National Adult Learning Survey (NALS)
This study is investigating how adults participate in and progress from learning and what influence this has on their attitudes, employment and income, and wider benefits such as health, citizenship and social networks.

Citizenship Education Survey
This project is examining the short- and long-term effects of the introduction of Citizenship Education as a National Curriculum subject in secondary schools.
How do children with specific language and communication needs develop through Year 11 and into their first year of post-16 provision, and what are their educational and social needs as they finish formal schooling and enter post-16 provision?

The Avon Longitudinal Survey of Parents and Children (ALSPAC)
ALSPAC, also known as 'Children of the 90s', is aimed at identifying ways in which to optimise the health and development of children. The main goal of the survey is to understand the ways in which the physical and social environments interact with genetic inheritance over time, to affect the child's health, behaviour and development.

---

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Becoming a Teacher: The Nature and Impact of Teachers' Experiences of Initial Teacher Training, Induction and Early Professional Development
This project is examining the relationship between teacher trainees' experience of training and their subsequent development during the first four years of teaching. It will address issues such as why some teachers drop out of teaching, and how training, induction and professional development experiences affect teachers' attitudes to, and choices about, their teaching career.

The Millennium Cohort Study (MCS)
The Millennium Cohort Study is a comprehensive longitudinal study of 18,000 children born in the UK in 2000/1. It is jointly funded by the ESRC and a consortium of government departments. It will make a major contribution to the data available on children growing up in the 21st Century.

Study of Refugees and Other Migrants
This study will help us determine how successful the integration of refugees and other migrants has been and the value of the interventions that have been implemented to support them.

Programme for International Student Assessment (PISA)
This is a major international collaborative study among the member countries of the Organisation for Economic Cooperation and Development (OECD). Rather than examining pupil performance in particular school curricula, PISA aims to assess the extent to which young people use the wider knowledge and skills acquired at school to meet the challenges they are likely to encounter in adult life.

Progress in International Reading Literacy Study (PIRLS)
This study measures trends in reading literacy amongst 9-10-year-old pupils around the world and looks at the factors influencing reading performance.

The Trends in International Mathematics and Science Study (TIMSS)
TIMSS analyses trends in mathematics and science achievement in Years 5 and 9 every four years. It collects extensive background information about the quantity, quality, and content of teaching that can be used to make comparisons between participating countries.

KNOWLEDGE DISSEMINATION

Research Publications

20.   All DfES research publications and planned and current research projects are available to the public on the DfES Research[39] internet site. This includes a web-based facility for research contractors to view new research which DfES intends to commission, and register expressions of interest to competitively tender for work in delivering these projects.

21.   We have a single monthly publication date on the final Thursday of each month for all DfES research and evaluation findings, making it easier for the media, the public and the research community to access new findings, with the aim of encouraging greater awareness, better coverage and wider usage (Annex C contains our Research Publications Scheme).

22.   Recent guidance from the Office of Science and Innovation (OSI) recommends that Government Departments have Peer Review processes in place to quality assure their analytical work prior to publication.[40] We are currently investigating how best to respond to this recommendation.

23.   Our annual Research Conference[41] enables us to get together with our partners, other research organisations and leading academics to share new findings.

Statistical Publications

24.   The Department produces three types of statistical publications: Statistical First Releases (SFRs), Bulletins and Volumes. All are published on pre-announced dates.

- SFRs publish early estimates of key statistical series. Statistical Bulletins and Volumes are the means of publishing more detailed statistics.

- All DfES SFRs, Bulletins and Volumes are National Statistics (NS) publications.

- All DfES SFRs, Bulletins and Volumes are available on the DfES internet site[42]. Most are also available in hard copy.

25.   All SFRs, Bulletins and Volumes are published according to the principles laid down in the National Statistics Code of Practice, in particular the National Statistics Code of Practice and Release Practices Protocol[43].

Evidence in practice, as well as policy

26.   Through our Analytical Strategy we are continuing to invest in **making teaching a research-based profession**. Just as the medical profession uses the latest evidence to guide what works most effectively or is best practice, so we have the same aspiration for the teaching profession. We want teachers to be better able to access the body of research evidence and to use it in shaping their activities. We are progressing this through the Evidence for Policy and Practice Information and Co-ordinating Centre[44] (EPPI-Centre), as well as through The Research Informed Practice Site[45] (TRIPS) and the National Teacher Research Panel[46] both of which are supported by the DfES Innovation Unit.

---

[39] http://www.dfes.gov.uk/research
[40] http://www.dti.gov.uk/science/science-in-govt/works/advice-policy-making/page9461.html
[41] http://www.dfes.gov.uk/research/conference/index.cfm
[42] http://www.dfes.gov.uk/
[43] http://www.statistics.gov.uk/about_ns/cop/default.asp
[44] http://eppi.ioe.ac.uk/EPPIWeb/home.aspx
[45] http://www.standards.dfes.gov.uk/research/
[46] http://www.standards.dfes.gov.uk/ntrp

- The EPPI-Centre was established in 1993 to address the need for a systematic approach to the organisation and review of evidence-based work on social interventions. The work and publications of the Centre engage health and education policy-makers, practitioners and service users in discussions about how researchers can make their work more relevant and how to use research findings.

- The Research Informed Practice Site offers easy access to essential research findings for teachers, governors, parents and all those who support them in the education of school-age students. The aim of the site is to help make sure that practice and policy in schools, and at a regional and national level, are informed by good and up-to-date evidence.

- The National Teacher Research Panel is a group of practising teachers and heads which work with the Department to improve teacher access to and engagement with research.

RESOURCES

Finance

27.   Total funding committed to all DfES externally commissioned analytical work underway in 2005-06 was approximately £139m[47]. Of this total, £13.7[48] was analytical work funded through the Research Budget.

28.   For 2006-07, we have £4.5m to spend on new externally commissioned analytical work from a total Research Budget of £14.7m. Following an assessment of priorities in February 2006 by the Research Approvals Committee (RAC), we have kept 8% back for as yet unforeseen needs and allocated the rest across the Department as follows:

- 48% for cross cutting issues;

- 16% for Children, Young People and Families issues;

- 11% for Lifelong Learning and Skills issues;

- 11% for Schools issues;

- 6% for Higher Education issues.

29.   Looking at it another way, the allocation of available 2006-07 Research Budget funds for new research linked to our Strategic Themes is as follows:

---
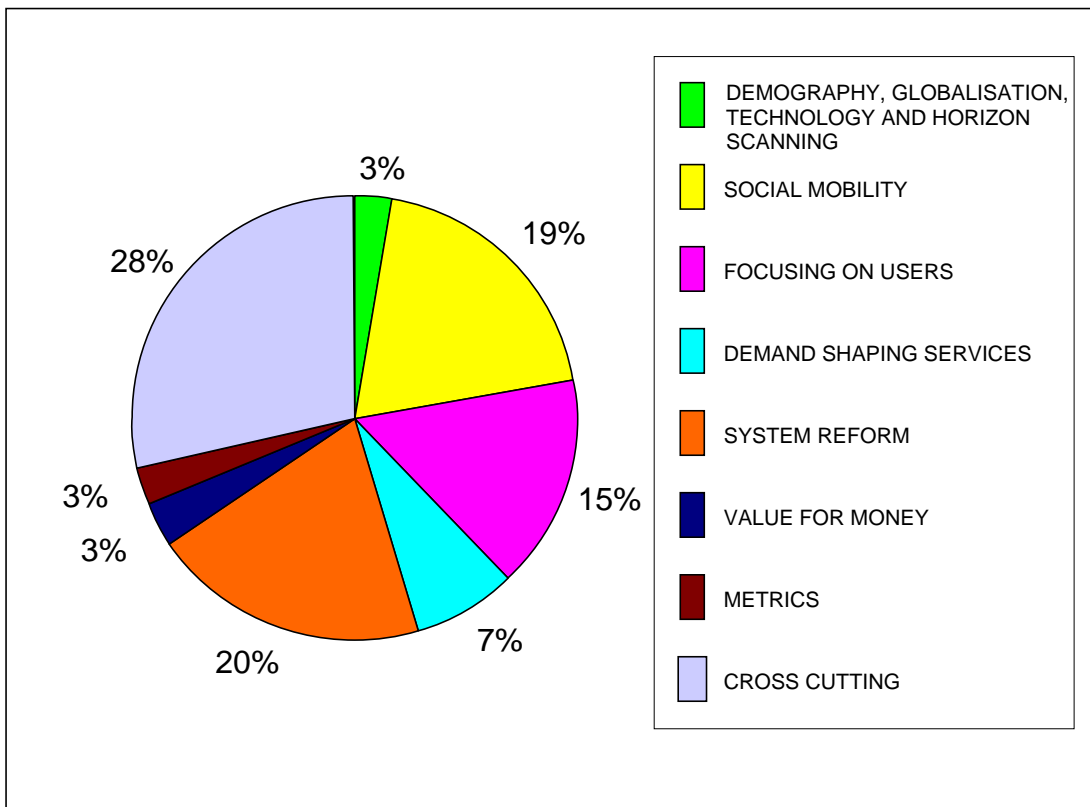
[47] This figure includes funding committed to projects running over a number of years. It is therefore *not* an indication of actual spend on research and evaluation in 2005-06.
[48] This figure shows total funding approved or contracted for DfES research projects, through the Research Programme budget, in 2005-06. It does *not* cover spend on staffing and development costs incurred as a result of implementing research or evaluation findings.

department for
education and skills
creating opportunity, releasing potential, achieving excellence

30.   In the last Budget, under the heading of the Small Business Research Initiative (SBRI)[49] a requirement was identified for Government Departments to procure at least 2.5% of their research and development from Small and Medium-Sized Enterprises (SMEs). In 2003-04 we procured 4.8% (£2.5m) of our research from SMEs, compared to 7.1% (£3.7m) in 2004-05.

Research Approvals Committee

31.   The DfES Research Approvals Committee (RAC) scrutinises all new research and evaluation proposals[50] to be funded by the Department that will be carried out under a contract with an external organisation. The RAC is chaired by the DfES Chief Economist and comprises senior analysts and policy-makers from across the Department. The aims of the RAC are to:

- quality assure the new proposals and help avoid duplication of research and evaluation effort across the Department;

- help make links between otherwise disparate research and evaluation projects;

- ensure that our research and evaluation is undertaken in the most cost-effective way; and

- ensure that Ministers are aware of the totality of research and evaluation commissioned by the Department.

Data

32.   The Department has a Data Services Group (DSG), which is the focal point for the collection of key data series. The DSG was created with the purpose of focussing on the data requirements of the Department (and others in the sector). For instance, the DSG concentrates on getting data in, making it more useful and more relevant to end-users and improving the dissemination of results. This frees up time for analysts in other areas of the Department's analytical community, who can focus on using the data to answer policy and strategic questions, without diluting the effort put into collecting the right high-quality data.

33.   The Department's analytical work, whether undertaken externally or internally, is crucially reliant on the timeliness, quality and relevance of the data collected. A large amount of the DfES analytical effort is concentrated on data collection, management and improving access and usability. We have put in place a number of strategies in this area - for example, developing common definitions to harmonise data collections and data sharing, to make collections more efficient through the use of better technology, and to make more effective use of administrative data.

34.   Underpinning this work are several key principles and methods:

- minimising collection burden;
- collecting data once, using it many times;
- bringing data together in a more coherent way;
- matching data across sources - e.g. to better measure participation by removing duplicates where learners are studying a number of different things); and
- matching data across time - e.g. measures of progression through the system, distance travelled and value added.

---

[49] http://www.sbri.org.uk
[50] With the exception of marketing research and campaign evaluations for programmes and initiatives delivered by the DfES which are subject to a separate approvals process.

Human Resources

35.   The structure of the analytical community in DfES has changed over the last two years to meet the Department's new strategic demands. Along with the creation of the Data Services Group (DSG), a new central unit, Strategic Analysis, has been set up to provide overarching analytical direction for the DfES. It aims to join up and communicate analytical information in a more effective and coherent way, assess impact of analytical evidence on policy and identify key strategic messages, take the lead in liaising with other Government Departments, international research, and the communication of analytical information to the public.

36.   Most analysts in DfES are now embedded in our four policy directorates. This means that each policy directorate now has its own dedicated analytical division located within it. The managers of those divisions meet regularly with the Department's Chief Scientific Adviser to share knowledge and discuss common issues and to help ensure that we maintain a cohesive analytical community.

37.   A substantial amount of analytical work is undertaken by analysts within DfES, for example on statistical modelling, economic analyses of evidence, producing summaries of evidence, and presenting evidence to inform policy. This activity is crucial to the Department's work. It is the process through which the full range of evidence generated by our externally commissioned analytical work is brought together and analysed to identify broader trends and conclusions. The outcomes of this work provide the evidence base upon which all DfES Spending Review work is developed and justified.

FURTHER INFORMATION

38.   Further information about research, evaluation and statistics can be accessed through the <u>DfES Research and Statistics Gateway</u>[51], on the <u>DfES website.</u>[52]

39.   We would be happy to receive feedback about anything in this document. To give your feedback or if you have any queries about our Analytical Strategy, please e-mail us at <u>info@dfes.gsi.gov.uk</u> or call us on 0870 000 2288.

---

[51] <u>http://www.dfes.gov.uk/rsgateway</u>
[52] <u>http://www.dfes.gov.uk</u>

Annex A: Current and Recently Completed Research

Correct at time of going to press. The end dates listed here are subject to change. Further information about the projects listed here can be found on our web site: www.dfes.gov.uk/research or contact us at info@dfes.gsi.gov.uk , tel. 0870 000 2288.

Cross Cutting	Start	End
Annual Analysis of Managing Performance Category Award Outturn	28/02/2006	30/04/2006
Apprenticeship Pay: A Survey of Earnings by Sector	01/02/2005	10/06/2005
British Social Attitudes Survey 2003- 2008	14/02/2002	01/01/2009
Current Educational Research in the UK (CERUK)	01/10/2001	31/03/2008
Curriculum Online Evaluation	02/09/2002	30/06/2006
Developing the Avon Longitudinal Survey of Parents and Children (ALSPAC) as a Resource for Education	01/03/2003	31/03/2006
DfES School Stakeholder Tracking Study	31/03/2006	31/12/2009
Economics of Education Research Centre (CEE).	01/10/1999	31/12/2007
E-learning in Further Education: the Impact on Student Intermediate and End-point Outcomes	01/11/2004	09/03/2006
Evaluating the Activity and Learning Agreement Pilots for Young People who are Not in Education, Employment or Training and in Jobs Without Training: Developing an Evaluation Design	05/09/2005	28/01/2006
Evaluation of Schools Whiteboard Expansion (SWE) Project - PRIMARY STRATEGY	15/04/2004	30/06/2006
Evaluation of Schools Whiteboard Expansion (SWE) Project- LONDON CHALLENGE	01/06/2004	30/06/2006
Evidence Informed Policy and Practice Initiative (EPPI-CENTRE)	01/02/2000	30/06/2006
National Educational Research Forum (NERF)	29/07/1999	31/03/2006
NEXT STEPS: Young People's Lives Today (Longitudinal Study of Young People in England (LSYPE): Mainstage Waves 1-3)	01/09/2003	31/03/2007
Partners Surveys	30/11/2004	31/05/2005
Policymakers and Research (NERF)	15/03/2004	30/09/2005
Research on Employer Spend on Training	20/10/2005	21/10/2005
The Research Informed Practice Site	06/01/2003	01/04/2006
The Wider Benefits of Learning Research Centre	01/10/1999	31/10/2007
Understanding Young People in Jobs without Training	19/10/2005	28/02/2006
Updated Econometric Time Analysis of Participation	30/06/2006	31/12/2006
Validation Study of the PISA 2000, PISA 2003 and TIMSS 2003 International Studies of Pupil Attainment (ISAS)	18/01/2005	31/01/2006
Youth Cohort Study: Cohort 11, Sweep 4	15/09/2005	28/02/2006
Youth Cohort Study: Cohort 12, Sweep 3 at Age 18	15/09/2005	31/12/2006
Youth Cohort Study: Cohort 12, Sweep 2	15/09/2004	31/05/2006

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Schools	Start	End
A Study of Suitable Methods for Raising Response Rates in School Surveys	21/02/2005	30/11/2005
A Systematic Review of the Research Literature on the Use of Phonics in the Teaching of Reading and Spelling	21/02/2005	30/12/2005
Alternative Provision Survey: Case Studies	13/02/2006	30/04/2006
An Evaluation of the School Sports Partnership Programme 2005	29/03/2005	20/09/2005
An Investigation of Personalised Learning Approaches used by Schools	01/02/2006	30/11/2006
Background Noise in Classrooms and Teachers' Voice Levels	15/11/2005	31/03/2006
Becoming A Teacher: The Nature and Impact of Teachers' Experiences of Initial Teacher Training, Induction and Early Professional Development	01/11/2003	31/03/2009
Citizenship Education - Longitudinal Study	14/01/2002	30/11/2009
Developing Efficiency Measurement Tools	01/11/2005	30/06/2006
Developing Extensions to Data Envelope Analysis (DEA) Techniques	17/06/2005	30/09/2008
Developing New Techniques for DEA	01/01/2004	31/12/2006
Developing New Techniques for DEA (part 2)	01/10/2005	30/09/2008
Diversity Pathfinders Project	01/04/2002	21/07/2006
Education Outside the Classroom: An Assessment of Activity and Practice in Schools and Local Authorities	27/03/2006	31/07/2006
Education Outside the Classroom: Research to Identify what Training is Offered by ITT Institutions	26/04/2006	30/09/2006
Effective Teaching and Learning for Pupils in Low Ability Groups	01/04/2006	31/03/2007
Effects of Pupil Grouping	14/02/2005	30/06/2006
Electronic Registration Project	01/09/2002	24/03/2006
Estimating the Relationship between School Resources and Pupil Attainment at GCSE	19/09/2005	18/11/2005
Evaluating the Impact of Continuing Professional Development (CPD)	01/09/2002	30/06/2005
Evaluation of a Voices Foundation Primer in Primary Schools	12/07/2004	29/12/2005
Evaluation of Academies Programme	13/01/2003	30/09/2007
Evaluation of Aiming High: African Caribbean Achievement	01/03/2004	30/06/2006
Evaluation of Longer Term Impact of Playing For Success	01/03/2006	30/01/2007
Evaluation of Post-16 Targeted Funding	02/12/2002	31/08/2005
Evaluation of the Federations Programme	01/03/2004	25/09/2006
Evaluation of the Impact of New Acoustic Standards for Schools	16/12/2005	01/11/2006
Evaluation of the Key Stage 2 Language Learning Pathfinders	25/10/2003	30/09/2005
Evaluation of the New Relationship with Schools	10/04/2006	31/03/2008
Evaluation of The Pilot: Raising the Achievement of Bilingual Learners in Primary Schools	10/05/2004	31/05/2007
Evaluation of the Primary Behaviour and Attendance Pilot	19/01/2004	31/01/2006
Evaluation of the School Sport Partnerships 2005-2007	01/01/2006	01/11/2006
External National Evaluation of the Primary Strategy Leadership Programme	01/05/2004	30/11/2006
Further Work on the Impact of School Resourcing on Attainment in Secondary Schools	21/02/2005	31/08/2006
Independent Evaluation of the Science Learning Centre Project	01/05/2006	01/03/2008
Independent Study into School Leadership	03/04/2006	31/12/2006
Investigating Data Use to Identify Learning Needs	01/04/2004	31/05/2005
Language learning at Key Stage 3: The Impact of Curriculum Changes on Provision and Practice	01/09/2006	31/12/2008
Local Authority Alternative Provision in England	15/09/2005	31/03/2006
London Challenge: Surveys of Pupils and Teachers 2004	16/03/2004	30/04/2005

Schools	Start	End
London Challenge: Surveys of Pupils and Teachers 2005	12/05/2005	31/01/2006
London Challenge: Third Survey of Parents and Carers 2005	12/05/2005	14/10/2005
London Science Challenge: Request for Data on Recruitment and Retention of Science and Mathematics Teachers in London	26/04/2006	19/05/2006
Mathematics and Science in Secondary Schools: The Deployment of Teachers and Support Staff to Deliver the Curriculum	08/11/2004	23/12/2005
National Research Co-ordination for England's Participation in the Progress In International Reading Literacy Study (PIRLS)	20/01/2005	31/12/2007
New Relationship with Schools: Evaluation of Trial Local Authorities and Schools	04/10/2004	02/09/2005
OECD International costs for PISA I and II	01/04/1997	31/12/2005
OECD Programme for International Student Assessment (PISA 2006) National Centre for England, Northern Ireland and Wales	01/10/2004	31/12/2008
Primary Modern Foreign Languages: Survey of National Implementation of Full Entitlement to Language Learning at Key Stage 2	01/09/2006	28/02/2009
Primary Modern Languages: Language Learning at Key Stage 2 - A Longitudinal Study	01/09/2006	28/02/2009
Research and Evaluation of the Behaviour Improvement Programmes	01/11/2002	30/09/2005
Research into the Deployment and Impact of Support Staff in Schools	01/01/2004	31/12/2008
Research into the Impact of School Leadership on Pupil Outcomes	09/01/2006	27/01/2009
Review and Evaluation of the Fast Track Teaching Programme	03/07/2003	31/03/2008
Review of Impact Of Schools Councils	01/02/2006	01/09/2006
School Meals in Primary Schools in England	01/12/2004	30/03/2006
Schools Carbon Footprint Analysis	23/01/2006	30/04/2006
Schools' Use of Data in Teaching and Learning	17/01/2005	27/06/2005
Special Educational Needs and Minority Ethnic Groups: A Literature Review	10/08/2005	28/04/2006
Steiner Schools in England	12/07/2004	29/04/2005
Survey of Local Authority Music Services 2005	14/06/2004	11/11/2005
Teacher Status Project	01/09/2002	31/10/2006
Teaching Approaches to Promote Consistent Level 4 Performance in Key Stage 2 English and Mathematics	17/12/2004	17/06/2005
Teaching Complex/Emotive Issues in History 3-19	03/04/2006	30/03/2007
The Primary Behaviour and Attendance Pilot and Assessing the Impact of Secondary Social, Emotional and Behavioural Skills (SEBS)	01/11/2005	31/05/2007
The Recruitment, Deployment and Management of Supply Teachers in England	08/11/2004	15/03/2006
Trends in International Mathematics and Science Study (TIMSS) 2007	16/12/2006	31/03/2009
Two Year Key Stage Three Project	30/09/2003	30/09/2006
Updating the Primary Thinking Skills Database for Migration to Schoolsweb	28/02/2006	30/03/2006
Using Cross-classified Models to Improve Estimates of the Determination of Pupil Attainment: Literature Review and Scoping Study	15/01/2005	31/05/2006
Variations in Teachers' Work, Lives and Effectiveness (VITAE)	01/09/2003	27/03/2006
Why Here? Report of Qualitative Work with Teachers Working in Schools Above and Below the Floor Targets	14/02/2005	17/06/2005

Lifelong Learning and Skills	Start	End
14-19 Funding and Organisational Pilots	01/04/2006	01/06/2006
Action Research on Offender Learning and Skills Service (OLASS) - Assessing the Impact of OLASS	10/10/2005	30/09/2006
Audition Technique Workshop	22/03/2004	31/08/2005
Children and Young People's Home Use of ICT for Educational Purposes: The Impact on Attainment of Key Stages 1-4	01/03/2005	13/05/2005
Developing the 14-19 Prospectus	23/09/2005	31/03/2006
Effective Use of the Learning and Skills Workforce	10/01/2006	09/06/2006
Employer Investment in and Co-financing of Publicly Funded Training	01/11/2005	31/05/2006
Employers and Training - Segmentation Analysis	01/05/2006	30/09/2006
ESRC CASE Studentship	04/10/2004	31/10/2007
Eurostat Continuing Vocational Training Survey	30/04/2006	30/09/2007
Evaluation of 14-19 Pathfinders	13/02/2003	28/02/2006
Evaluation of Activity and Learning Agreement Pilots	31/03/2006	01/04/2009
Evaluation of Employer Training Pilots	14/10/2002	01/05/2006
Evaluation of Post-16 Teaching and Learning Pilots - Pilots Impact Assessment	01/11/2003	30/09/2006
Evaluation of Post-16 Teaching and Learning Pilots - Satisfaction Survey	18/12/2003	13/10/2006
Evaluation of Success-for-All Testbeds	11/02/2004	30/09/2005
Evaluation of the Adult Learning Grant	01/08/2003	31/03/2007
Evaluation of the Teaching and Learning National Transformation Programme	01/05/2006	31/03/2009
Evaluation of the Union Learning Fund	01/02/2004	30/06/2006
Evaluation of the Trial to extend UFI/ Learndirect Telephone Guidance	06/03/2006	30/11/2006
Further Education Longitudinal Survey	01/10/2004	30/07/2006
How do Young People Make Choices at Ages 14 and 16?	03/02/2005	28/02/2006
Impact of Advice and Guidance - Follow up Survey	01/03/2006	31/10/2006
Impact of e-learning in Further Education: Survey of Scale and Breadth	01/08/2005	17/03/2006
Impact of the Basic Skills Programme: Longitudinal Survey Wave 4	31/01/2006	23/03/2007
Implementing the Increased Flexibility for 14-16 Year Olds Programme: Outcomes for the First Cohort	30/07/2002	30/06/2006
Improving the Collection of Qualification Data	01/02/2005	30/11/2005
In Search of High Value-added Production: How Important are Skills?	01/12/2003	30/06/2005
Incentives and Provider Behaviour	30/06/2006	31/10/2006
International Comparisons in Further Education	01/10/2005	31/03/2006
Longitudinal Panel Survey of Skills for Life Learners	01/04/2002	30/05/2006
Measuring Learner Progress	30/06/2006	30/11/2007
Missing Piece 4 Training Programme	22/03/2004	31/08/2005
National Adult Learning Survey 2005	17/01/2005	31/07/2006
National Research and Development Centre for Adult Literacy and Numeracy	02/01/2002	31/03/2007
One Year Foundation Course in Dance for Disabled Students	22/03/2004	31/08/2005
Perceptions and Use of NVQs: A Survey of Employers in England	01/11/2004	31/12/2005
Progression from Adult Courses run by LEAs - Follow-up Survey	01/10/2004	30/06/2005
Provider Performance Case Studies	16/05/2005	31/12/2005
Reasons for Drop-out	01/06/2006	30/11/2007
Recruitment and Retention in the Post-16 Learning and Skills Sector	18/01/2004	31/05/2006
Scoping Study into strengthening the UK Evidence Base on Management and Leadership Skills	01/11/2005	30/06/2006

Lifelong Learning and Skills	Start	End
Staging Change - Delivering Flexible Provision for Disabled Students in Dance and Drama	22/03/2004	31/08/2005
Study of the Impact of Level 2 Learning and Qualifications - Main Stage	30/11/2004	31/07/2006
Study of the Impact of Level 2 Learning and Qualifications - Qualitative Stage	01/05/2004	30/05/2005
Syntheses of Research into the Impact on (and of) Teachers and Learners on Different Approaches to Assessment	30/06/2006	31/12/2006
The Contribution of Skills to Business Performance	28/02/2006	31/03/2006
The Reasons for Early Leavers from Apprenticeships - A Provider's View	30/06/2006	30/07/2006
The Role of Training Allowances in Incentivising the Behaviour of Young People and Employers	01/05/2005	24/03/2006
Third Skills Survey	01/09/2005	31/10/2007
Three Year Evaluation of the Dance and Drama Awards	01/05/2003	28/02/2006
Toxteth TV/Liverpool Media Centre Project Appraisal and Evaluation Framework	01/06/2003	31/01/2006

Higher Education	Start	End
Benefits Interaction Survey	04/04/2005	01/07/2005
Employer Utilisation and Development of HE Skills: Case Studies	06/02/2006	31/10/2006
Evaluation of Aimhigher	31/12/2004	31/05/2006
Evaluation of Excellence Challenge by Extending and Adding to the Existing Evaluation of Excellence in Cities	01/10/2001	31/05/2006
Higher Education Institutions' Finances and Provision: Baseline Institutional Case Studies	11/02/2005	31/05/2006
How can we Best Collect Data on Aimhigher Resource Costs?	23/02/2006	31/05/2006
OECD Thematic Review of Tertiary Education	27/07/2005	30/06/2006
Recruitment and Retention of Academic Staff in Higher Education	17/03/2003	30/06/2005
Rolling Research Brief	01/12/2005	31/03/2006
Student Income and Expenditure Survey 2004/05	04/05/2004	24/02/2006
Student Loan Repayment Models 2005	31/03/2005	31/07/2005
The Impact of Changes in Research Funding Distribution on UK Research Performance: A Literature Review	31/01/2005	31/07/2005
Validity Study of the Use of an Aptitude Test in University Entrance	13/09/2005	30/06/2010

Children, Young People and Families	Start	End
A Structured Approach to Assessing Family Capacities and Children's Needs	01/01/2000	31/03/2006
Adoption Initiative: Pathways to Permanence for Children of Black, Asian and Mixed Parentage: Dilemmas, Decision Making and Outcomes	01/10/2004	30/09/2007
Adoption Initiative: Supporting the Birth Relatives of Adopted Children and Supporting Post-adoption Contact in Complex Cases	01/01/2005	30/09/2008
Adoption Initiative: The Characteristics, Outcomes and Meanings of Three Types of Permanent Placement	01/10/2004	30/09/2007
Analytical Support in Developing a Public Service Agreement (PSA) on Safeguarding Children from Harm	18/04/2006	30/09/2006
Asset-based Welfare and Looked-after Children	07/12/2005	18/01/2006
Best Practice in Supporting Parents of Teenagers	03/03/2006	30/11/2006
Biennial Analysis of Serious Case Reviews	02/06/2006	30/12/2006
Case Studentship - Institute of Education EPPE team	01/10/2005	30/09/2009
Centre for Child and Family Research Programme (2001-2005)	01/01/2001	31/12/2005

Children, Young People and Families	Start	End
Centre for Children and Family Research Programme (2006-2008)	01/01/2006	31/12/2008
Childcare and Early Years Provider Survey	09/05/2005	30/11/2005
Childcare and Early Years Provision: A Study of Parents' Use, Views and Experiences	08/03/2004	01/08/2005
Children Missing Education (Final Monitoring of LEAs Meeting the 2005 DfES Target)	20/01/2006	05/05/2006
Connexions Direct User Survey	16/02/2006	27/04/2006
Developing a Single Model for Statistical Neighbour Benchmarking	24/04/2006	29/09/2006
Dissemination of the Review of Fostering Research	01/12/2004	31/07/2005
Early Years and Childcare Providers Survey 2006-2008	27/02/2006	31/12/2008
Educating Difficult Adolescents	01/05/2005	04/06/2006
Enhancing Placement Stability: A Randomised Controlled Trial of Routine Services Compared with Two Specific Interventions with Adoptive Placements	01/11/2002	30/09/2007
ESRC Longitudinal Studies Centre "Millennium Cohort"	01/03/2000	31/03/2009
Evaluating the Common Assessment Framework and Lead Professional Guidance and Implementation 2005-6	08/08/2005	24/03/2006
Evaluation of Full Service Extended Schools (Stage 2)	01/02/2005	30/06/2007
Evaluation of the Childcare Affordability Programme	13/02/2006	31/03/2009
Evaluation of the Childcare Taster Pilot and Extended Schools Childcare Pilot Programmes: Qualitative Research into Initial Implementation	01/06/2004	31/01/2006
Evaluation of the Connexions through Children's Trusts Case Studies	07/06/2005	30/04/2006
Evaluation of the Early Support Programme	01/07/2004	30/03/2006
Evaluation of the Family Resolutions Pilot Project	02/01/2005	31/03/2006
Evaluation of the Introduction of the Early Years Sector-endorsed Foundation Degree	01/10/2002	31/12/2006
Evaluation of the National Implementation of the Integrated Children's System	01/03/2004	30/09/2006
Evaluation of the Piloting of the Integrated Children's System	01/08/2002	30/06/2006
Evaluation of the Special Education Needs Regional Partnerships	01/10/2003	31/12/2005
Evaluation of the Special Educational Needs Parent Partnership Services in England	01/12/2004	28/11/2005
Evaluation of Youth Inclusion Support Panel (YISP) Pilots	01/11/2003	31/03/2006
Evaluation of Young Volunteers Challenge	21/04/2003	31/12/2005
Extended Services in Schools: Baseline Survey of Maintained Schools in 2005	10/01/2005	15/08/2005
Families and Children Survey (FACS) (Waves 7 & 8)	01/04/2005	31/03/2007
Feasibility Study for the Evaluation of Children's Centres	01/11/2005	28/04/2006
Improving Speech and Language Development of Children in Sure Start Areas	18/09/2000	31/05/2005
Learning from the Family Support Grant	22/11/2004	30/11/2005
Linking and Matching in Adoption	04/01/2006	31/10/2008
Linking up Directories of Children's Services	19/08/2005	31/03/2006
Main Stage of the Evaluation of the Extended Schools Childcare and Childcare Taster Pilots	04/01/2005	31/12/2006

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Children, Young People and Families	Start	End
Mapping of Qualifications and Training Development across the Children and Young People's Workforce	01/02/2005	31/12/2005
National Audit of Services, Support and Provision for Children with Low Incidence Needs	01/02/2005	30/12/2005
National Evaluation of Children's Trusts	01/05/2004	31/05/2007
National Evaluation of On Track Phase 2	01/07/2003	30/06/2006
Neglected Adolescents: A Review of the Research and the Preparation of Guidance for Multi-disciplinary Teams and a Guide for Young People	01/06/2006	30/11/2007
Neighbourhood Nurseries: What Works, Why and How?	01/07/2002	31/08/2006
Outcomes for Children Placed with Family and Friends as the Result of Care Proceedings	01/07/2003	30/06/2006
Outcomes for Looked-after Children Placed for Reasons of Abuse or Neglect: the Consequences of Staying in Care or Returning Home	01/06/2006	31/01/2008
Overarching Evaluation of the Parenting Fund	15/09/2004	30/06/2007
Participation of Disabled Children and Young People under Quality Protects	01/04/2003	31/10/2005
Patterns and Explanations of Placement Stability and Change	01/10/2002	31/12/2005
Perspectives on Transitions: Follow up of EPPE Cohort into Secondary Schools	01/04/2006	31/07/2008
Qualitative Evaluation of the Extended Schools Childcare and Taster Pilot	16/01/2006	30/12/2006
Quality of Childcare in the Millennium Cohort Study	24/01/2005	31/07/2006
Raising the Achievement of Children with Specific Language and Communications Difficulties - Key Stage 4 to Work and College	31/05/2004	30/08/2006
Research to Investigate Extended Services and Childcare in Maintained Schools, Including a New Survey of Primary Schools	28/04/2006	27/10/2006
Research to Inform the Management and Governance of Children's Centres	09/05/2005	31/10/2005
Reunification of Looked-after Children with their Parents: Patterns, Interventions and Outcomes	01/02/2003	28/02/2006
Review of Role and Training of Educational Psychologists in England	14/11/2005	14/04/2006
Reviewing Department of Health Research on Foster Care	01/10/2002	31/10/2005
Safeguarding Children Initiative	01/09/2003	31/08/2007
Safeguarding Immigrant Children	30/08/2005	31/12/2005
School-based Initiatives to Promote Parental Involvement in Children's Learning	30/06/2006	28/02/2008
Serious Case Reviews	01/02/2003	30/06/2006
Speech and Language Therapy Support for Children with Special Educational Needs: A Scoping Study of Good Practice in Service Delivery	03/04/2006	27/10/2006
Sure Start National Evaluation	01/01/2001	01/05/2008
Survey of Families with Children - Waves 4-6	01/02/2002	31/07/2006
Survey of Parental Demand for Early Years and Childcare Services	30/06/2006	30/06/2008
Teachers Magazine TTV Supplement Focus Group Work	19/09/2005	31/10/2005
Teaching and Learning Initiative	01/04/1999	01/03/2008
The Children, Young People and Families Tracking Study - Every Child Matters: Children's Workforce Research Project	01/01/2005	31/03/2007
The Continuation of the EPPE study to Key Stage Two	01/04/2003	31/08/2008
The Costs and Outcomes of Non-infant Adoptions	01/11/2005	30/11/2005
The Distribution of Quality Protects and Every Child Matters Research Briefings	10/03/2006	30/06/2006

Children, Young People and Families	Start	End
The Impact of Sure Start on Social Services	14/04/2004	30/04/2005
Thomas Coram Research Unit Programme	04/01/2006	31/03/2009
Tracking EPPE pupils from KS2 to KS3	01/09/2005	31/03/2008
Transforming Outcomes for Looked-after Children - Analysis of Evidence and Research	17/01/2006	03/02/2006
Transition from Compulsory Education and Children's Services to Further Education, Training, Employment and Adult Services for Young People with Special Educational Needs and Disabilities	16/01/2006	30/06/2006
Trial of the Costs and Effectiveness of Home Visiting in Preventing Abuse/Maltreatment in High-risk Families	01/01/2001	30/07/2005
Valuing Changes in Welfare to Individuals and Society Resulting from the Government's Provision of Children's Social Services in England	17/01/2006	30/01/2007
What Works? The Response of Child Protection Practices and Procedures to Children Exposed to Domestic Violence or Drug and Alcohol within their Families	01/10/2002	31/01/2006

Annex B: Research Programme 2006-07

Further information about the projects listed here can be found on our website www.dfes.gov.uk/research, or you can contact us at info@dfes.gsi.gov.uk, tel. 0870 000 2288. This programme is subject to change.

Demography

1.   Employment-focussed interventions within the Criminal Justice System: a Qualitative Analysis

Globalisation

2.   Students with Disabilities, Learning Difficulties and Disadvantages: OECD International Comparative Study

3.   European Union Students Studying in English HE: Identifying Mobility Patterns, Anticipated Destinations and Attitudes to Student Loan Repayment

4.   Transnational Education and Higher Education Institutions: Quantitative Survey and Case Studies Exploring Patterns of HE Institutional Activity

Technology

The Department's strategic ICT developments and research are led by Becta (the British Educational Communications and Technology Agency)[53], whose remit is to improve understanding of the progress and impact of technology in the education system through impartial evidence and analysis. Becta will commission work in line with their revised research strategy, which will be made public later this year.

Social Mobility

5.   Analysis of Impact of Employer Training Pilots on Level 2 Qualifications.

6.   Education and Social Mobility: A Review of Longitudinal and International Data.

7.   Black and Minority Ethnic Group Achievement Rates.

8.   Identifying and Understanding the Impact of Ethnicity, Socio-Economic Group and Other Factors on Post-16 Participation and Attainment.

9.   Progression of Learners within Learning: Analysis of Matched Individualised Learner Record (ILR) Datasets.

10.   Minority Ethnic Pupils in the Longitudinal Study of Young People in Education.

11.   Review and Scoping Study on Earlier Intervention and Intervention with Children at Risk.

12.   Linking Higher Education Statistics Agency (HESA) Data into the National Pupil Database/ILR.

13.   Potential HE Entrants: Plans, Awareness, Expectations, Anticipated Benefits - Survey Research.

14.   Widening Participation in HE.

15.   Extension of Effective Pre-school and Primary Education (EPPE) Project to end of Key Stage Three (KS3).

Focusing on users

16.   Understanding Disengagement /Underachievement Pre-16.

---

[53] http://www.becta.org.uk

16. Not in Education or Training Segmentation and Flows.

17. Individual Segmentation Analysis.

18. Employers and Training - Segmentation Analysis.

19. Research on Engaging Hard-to-reach Employers.

20. What Happens to Pupils Excluded from Pupil Referral Units or Schools for Pupils with Behavioural, Emotional & Social Difficulties (Including Residential Schools)?

21. Towards a Survey of Children and Young People's Views and Attitudes of their Support Services.

22. Engaging and Re-Engaging Young People in Learning: Using Research in Practice.

23. Delivering Services where Community and Workforce Diversity Don't Match: Understanding and Overcoming the Barriers to Access and Progression.

24. Does the National Curriculum Meet the Needs of Pupils from Diverse Backgrounds?

25. London Challenge: Surveys of Pupils and Teachers 2006.

26. London Challenge: Survey of Parents and Carers 2006.

27. Connexions Direct Mystery Shopping Survey 2006.

28. Dynamic Lighting – Green End School, Manchester City LEA.

Demand shaping services

29. Learning and Training at Work 2006.

30. Girls and Physics: A Review of Research, Statistics and Innovative Practice.

31. Understanding Demand and Supply in Children's Social Care.

System Reform

32. Research on Changing Training Markets.

33. Measuring the Impact of Human Capital Development in the FE Workforce on Learner Outcomes.

34. Estimating the Impact of Raising Private Contributions to FE Fees on Participation and Funding.

35. Secondary School Admissions.

36. The Prevalence of Home Education in England - A Feasibility Study.

37. Defining The Children's Workforce in the Labour Force Survey (LFS) and the Annual Survey of Hours and Earning: Longitudinal Data and Towards New Standard Occupational Classification Codes.

38. Preventing Future Child Deaths.

39. Baseline for Evaluation of Bichard Vetting and Barring Scheme.

40. 14-19 Funding and Organisational Pilots.

41. Anti Bullying Charter for Action: Take-up and Implementation in Schools.

42. Evaluation of the Pilot National Programme for Specialist Leaders of Behaviour and Attendance.

43. Evaluation of Integrated Targeted Support Pathfinders.

44. Review of International Research on Impact of Extended Schools.

45. Formalised Peer Mentoring Pilot.

46. Evaluation of the Impact of Information Sessions for Parents at Child Transition Points.

47. Evaluation of the Youth Opportunity and Capital Fund.

48. Independent Evaluation of Budget-holding Lead Professional Role.

49. Early Intervention Pathfinders in Local Authorities.

50. Research on 3 And 4 Year Old Pathfinders.

51. Evaluation of the 2 Year Old Pilot.

52. 14 - 16 Engagement Programme.

Horizon Scanning

53. Rolling Research Brief (Searchable Database of Policy Relevant Research and Statistics).

Value for Money

54. Cost Benefit Analysis of Interventions with Parents.

55. Comparing Departmental Forecasts of Student Loan Repayment with Independent Forecasts to Gain Greater Confidence in Projections.

56. Identifying The Determinants of Research Productivity and Understanding the Dynamics of Research Organisation in HE: Case Studies to Inform the Department's Contribution to Research Policy, Post 2008 Research Assessment Exercise.

57. Estimating the Resource Costs of Aim Higher Interventions: Main-stage Work.

58. Investigating What Makes a School Efficient.

59. Food in Schools – Design Guidance.

Metrics

60. Scoping Study for a Matched Employer-Employee Dataset.

61. Disability Data Collection for Children's Services (Including Schools' Pilot).

Cross-cutting

62. Continuation of the Longitudinal Study of Young People in England (LSYPE).

63. Youth Cohort Study, Cohort 13.

64. Youth Cohort Study, Cohort 12, Sweep 4.

65. EPPI-Centre Systematic Reviews.

66. Evidence Centre for Education - Scoping and Consultation.

67. Data Enhancement Programme for Strategic Analysis Longitudinal Data.

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Annex C: Research Publication Scheme and Recently Published Reports

DfES publishes findings from the research it commissions in line with the requirements of the Freedom of Information Act. The Department endeavours to publish within 12 weeks of the final project completion date as stated on our website.

The main vehicle for publication is the Department's Research Report series. Findings are published on the last Thursday of each month as full research reports and accompanying research briefs, which provide an overview of each project. Reports and briefs are available in paper format from the DfES Publications Centre, PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ (tel: 0845 6022260; fax: 0845 6033360; e-mail: dfes@prolog.uk.com). Reports are priced £4.95. Briefs are free of charge. Electronic copies of both can be downloaded free from the DfES Research website at www.dfes.gov.uk/research.

From 1 April 2004, where findings are not published in the Research Report series they are made available to download from the website.

All publications are retained on the website for five years from the publication date, after which they are archived and available on request from the address above.

Publications from the Department's research centres are published on their individual websites.

Project Title	Reference	Date Published
A Study of Suitable Methods for Raising Response Rates in School Surveys	RR721	30/03/2006
A Systematic Review of the Research Literature on the Use of Phonics in the Teaching of Reading and Spelling	RR711	26/01/2006
ALI Employer Training Pilot Survey	RR695	29/12/2005
An Evaluation of the School Sports Partnership Programme 2005	RR705	24/11/2005
An Exploration of Different Models of Multi-agency Partnerships in Key Worker Services for Disabled Children: Effectiveness and Costs	RR656	28/07/2005
An Exploratory Analysis of the Cost Structure of Higher Education in England	RR641	26/05/2005
Apprenticeship Pay: A Survey of Earnings by Sector	RR674	27/10/2005
Assessing School Leader and Leadership Programme Effects on Pupil Learning	RR662	28/07/2005
Becoming a Teacher: Student Teachers' Motives and Preconceptions and Early School-based Experiences During Initial Teacher Training (ITT)	RR673	25/08/2005
Birth to School Study: A Longitudinal Evaluation of the Peers Early Education Partnership (PEEP) 1998-2005	SSUFR017	25/08/2005
Childcare and Early Years Provision: A Study of Parents' Use, Views and Experiences	RR723	30/03/2006
Children and Young People's Home Use of ICT for Educational Purposes: The Impact of Attainment at Key Stages 1-4	RR672	25/08/2005
Children and Young People's Home Use of ICT for Educational Purposes: The Impact on Attainment of Key Stages 1-4	RR672	25/08/2005
Children's Workforce Research	RR716	23/02/2006
Collaborative Approaches to 14-19 Provision: An Evaluation of the Second Year of the 14-19 Pathfinder Initiative	RR642	26/05/2005
Connexions Direct: User Satisfaction Survey	RR670	25/08/2005
Cost Effectiveness of Implementing SSLPs: An Interim Report	NESS/015	23/02/2006
Creating and sustaining effective professional learning communities	RR637	26/05/2005
Developing Preventative Practices: The Experiences of Children, Young People and their Families in the Children's Fund	RR735	27/04/2006
Does Education Have an Impact on Mothers' Educational Attitudes and Behaviours?	RCB01-06	26/01/2006
Early Impacts of Sure Start Local Programmes on Children and Families	NESS/013	30/11/2005
Economic Evaluation of the Pupil Learning Credits Pilot Scheme	RR696	29/12/2005
Education as a Graduate Career: Entry and Exit from Teaching as a Profession	RR690	27/10/2005
e-learning in Further Education: the Impact on Student Intermediate and End-point Outcomes	RR739	27/04/2006
Estimating The Relationship Between School Resources and Pupil Attainment At GCSE	RR727	30/03/2006
Estimating the Relationship Between School Resources and Pupil Attainment at Key Stage 3	RR679	29/09/2005
Evaluating the Common Assessment Framework and Lead Professional Guidance and Implementation 2005-6	RR740	27/04/2006
Evaluating the Early Years Sector Endorsed Foundation Degree: a Qualitative Study of Employers' and Mentors'	RR752	27/04/2006

Project Title	Reference	Date Published
Evaluating the Early Years Sector Endorsed Foundation Degree: a Qualitative Study of Students' Views and Experiences	RR751	27/04/2006
Evaluating the Impact of Continuing Professional Development (CPD)	RR659	28/07/2005
Evaluation of 14-19 Pathfinders	RR737	27/04/2006
Evaluation of a Voices Foundation Primer in Primary Schools	RR707	29/12/2005
Evaluation of Aimhigher: Excellence Challenge - Economic Evaluation of Opportunity Bursaries	RR647	30/06/2005
Evaluation of Aimhigher: Excellence Challenge - Survey of Higher Education Providers 2004	RR644	30/06/2005
Evaluation of Aimhigher: Excellence Challenge - The views of Partnership Coordinators 2004	RR650	30/06/2005
Evaluation of Aimhigher: Excellence Challenge - Interim Report 2005	RR648	30/06/2005
Evaluation of Aimhigher: Excellence Challenge Aspirations to Higher Education: One Year on	RR651	30/06/2005
Evaluation of Aimhigher: Excellence Challenge Follow-up Surveys of Opportunity Bursary Applicants 2001/02 and 2002/03	RR710	26/01/2006
Evaluation of Aimhigher: Excellence Challenge Synthesis Report: Surveys of Opportunity Bursary Applicants and Economic Evaluation	RR709	26/01/2006
Evaluation of Aimhigher: Excellence Challenge First Survey of Opportunity Bursary Applicants 2002/03: Preliminary Findings	RR654	30/06/2005
Evaluation of Behaviour and Education Support Teams	RR706	06/12/2005
Evaluation of Education Maintenance Allowance Pilots: Young People Aged 16-19 Years Final Report of the Qualitative Evaluation	RR678	25/08/2005
Evaluation of Increased Flexibility for 14 to 16 Year Olds Programme: Outcomes for the First Cohort	RR668	25/08/2005
Evaluation of the Family Resolutions Pilot Project	RR720	02/03/2006
Evaluation of the Full Service Extended Schools Project: End of First Year Report	RR680	29/09/2005
Evaluation of the Key Stage 2 Language Learning Pathfinders	RR692	27/10/2005
Evaluation of the Primary Behaviour and Attendance Pilot	RR717	23/02/2006
Evaluation of the Pupil Learning Credits Pilot Scheme	RR687	24/11/2005
Evaluation of the Special Education Needs Regional Partnerships	RR724	30/03/2006
Evaluation of the Special Educational Needs Parent Partnership Services in England	RR719	23/02/2006
Evaluation of Young Volunteers Challenge	RR733	25/05/2006
Extended Services in Schools: Baseline Survey of Maintained Schools in 2005	RR681	29/09/2005
Impact of e-learning in Further Education: Survey of Scale and Breadth	RR745	27/04/2006
Implementation of the New Prison Library Specification	RR748	27/04/2006
Implementing Sure Start Local Programmes: An Integrated Overview of the First Four Years	NESS/010	30/11/2005
Improving the Collection of Qualification Data	RR715	23/02/2006
In Search of High Value-Added Production: How important are skills?	RR663	28/07/2005
Intermediate Impacts of Advice and Guidance	RR638	26/05/2005
Investigating Data Use To Identify Learning Needs	RR665	28/07/2005

Project Title	Reference	Date Published
Linking up directories of children's services.	RR731	27/04/2006
Literacy, Numeracy and the Labour Market: Further Analysis of the Skills for Life Survey	RR712	26/01/2006
London Challenge: Surveys of Pupils & Teachers 2004	RR643	30/06/2005
London Challenge: Surveys of Pupils and Teachers 2005	RR718	23/02/2006
London Challenge: Third Survey of Parents and Carers 2005	RR698	24/11/2005
Mathematics and Science in Secondary Schools. The Deployment of Teachers and Support Staff to Deliver the Curriculum	RR708	26/01/2006
Moving On - Graduate Careers Three Years After Graduation	RR690	27/10/2005
National Audit of Services, Support and Provision for Children with Low Incidence Needs	RR729	21/03/2006
New Relationship with Schools: Evaluation of Trial Local Authorities and Schools	RR689	04/11/2005
New Variable Fees Arrangements - Baseline Institutional Studies for the Independent Commission	RW55	19/01/2006
Parental Background and Child Outcomes: How Much Does Money Matter and What Else Matters?	RR660	28/07/2005
Participation in Higher Education: A Study to Determine Whether the Higher Education Initial Participation Rate Should be Disaggregated	RR676	25/08/2005
Perceptions and Use of NVQs: A Survey of Employers in England	RR714	23/02/2006
Post-16 Transitions: A Longitudinal Study of Young People with Special Educational Needs (Wave 3)	RR655	28/07/2005
Prior Qualifications of Adult Learners in Higher Education	RR677	25/08/2005
Progression from Adult Courses Run by LEAs - Follow-up Survey	RR669	25/08/2005
Raising Boy's Achievement	RR636	26/05/2005
Realising Children's Trust Arrangements: National Evaluation of the Children's Trust Phase 1 Report	RR682	29/09/2005
Recruitment And Retention Of Academic Staff In Higher Education	RR658	28/07/2005
Report No. 1 - Evaluating the Application Process for the Local Network Fund for Children and Young People - Getting the Money	RR683	29/09/2005
Report No. 2: Evaluating the Impacts of the Local Network Fund for Children and Young People - Using the Money	RR684	29/09/2005
Report No. 3: Conclusions and Policy Proposals on the Local Network Fund for Children and Young People - Was the Money Used Well?	RR685	29/09/2005
Research and Evaluation of the Behaviour Improvement Programmes	RR702	24/11/2005
Research to Inform the Management and Governance of Children's Centres	SSU/2006/F	26/01/2006

Project Title	Reference	Date Published
Review and Evaluation of the Fast Track Teaching Programme: Interim Report	RR726	30/03/2006
Safeguarding Immigrant Children	RR750	25/05/2006
School Meals in Primary Schools in England	RR753	25/05/2006
Schools' Use Of Data in Teaching and Learning	RR671	25/08/2005
Steiner Schools in England	RR645	30/06/2005
Student Income and Expenditure Survey 2004/05	RR725	30/03/2006
Study of the Impact of Level 2 Learning and Qualifications - Qualitative Stage	RR664	13/07/2005
Survey of Local Authority Music Services 2005	RR700	30/11/2005
Teacher Turnover, Wastage and Movements between Schools	RR640	26/05/2005
Teaching Approaches to Promote Consistent Level 4 Performance in Key Stage 2 English and Mathematics	RR699	24/11/2005
The Contribution of Skills to Business Performance	RW39	25/08/2005
The Early Impact of Aimhigher: Excellence Challenge on Pre-16 Outcomes: An Economic Evaluation	RR652	30/06/2005
The Effect of Pupil Grouping: Literature Review	RR688	27/10/2005
The Experiences and Needs of Refugee and Asylum Seeking Children in the UK: A Literature Review	RR635	26/05/2005
The Impact of Sure Start on Social Services	SSU/2005/F	26/05/2005
The Impact of the Employer Training Pilots on the Take-up of Training Among Employers and Employees	RR694	29/12/2005
The Quality of Early Learning, Play and Childcare Services in Sure Start Local Programmes	NESS/009	30/11/2005
The Recruitment, Deployment and Management of Supply Teachers in England	RR738	25/05/2006
Understanding Young People in Jobs without Training	RR736	27/04/2006
Variation in the Sure Start Local Programmes' Effectiveness: Early Preliminary Findings	NESS/014	30/11/2005
Variations in Teachers' Work, Lives and Effectiveness (VITAE)	RR743	25/05/2006
Vulnerable Children's Access to Examinations at Key Stage 4	RR639	26/05/2005
Why Here? Report of Qualitative Work with Teachers Working in Schools Above and Below the Floor Targets.	RR666	28/07/2005
Work-based Learning Providers' Views on Provider/Employer Links	RW35	30/06/2005
Working to Prevent the Social Exclusion of Children and Young People: Final Lessons from the National Evaluation of the Children's Fund	RR734	27/04/2006
Young People and the Labour Market: Evidence from the EMA Pilots Database	RW59	30/03/2006
Young People, Risk and Protection: A Major Survey of Primary Schools in On Track Areas	RB713	30/03/2006
Young People, Risk and Protection: A Major Survey of Secondary Schools in On Track Areas	RR728	30/03/2006

www.dfes.gov.uk/research