Linking 11+ assessments with the NPD

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The context….

"Grammars not doing enough to attract poorer pupils"

Poor Grammar: Entry into Grammar Schools for disadvantaged pupils in England Sutton Trust (Nov 2013)

"Grammar Schools widening the gap between rich and poor"

Selective schooling systems increase inequality Burgess *etal* (May 2014)

The project

Funded by the Sutton Trust and King Edwards VI foundation

Key aims…

– Better understand the issues surrounding 'fair' access to grammars

– Assess the impact of a number of interventions to help widen access

Objectives of the data linkage

- Focused on two local authorities in England

- Exploratory investigation of the underrepresented pupils eg.

  - High attaining pupils who do not sit an 11+ entrance exam.

  - Pupils who are offered a Grammar School place but do not take it, specifically those in receipt of FSM.

Data used so far

- Using 11+ entrance exam data from CEM.

- Pupil and KS2 data from the NPD.

- Data has been merged with a high success rate, on average 91%, with random quality checks carried out.

- 11+ data doesn't have UPNs so combining CEM and NPD data is done through a system of matching variables.
  - First name, last name, date of birth, and sex.
  - Combinations of the above and also using partial characters, i.e. first two letters of last name.

Wide ranging applicants

Applicant Distribution
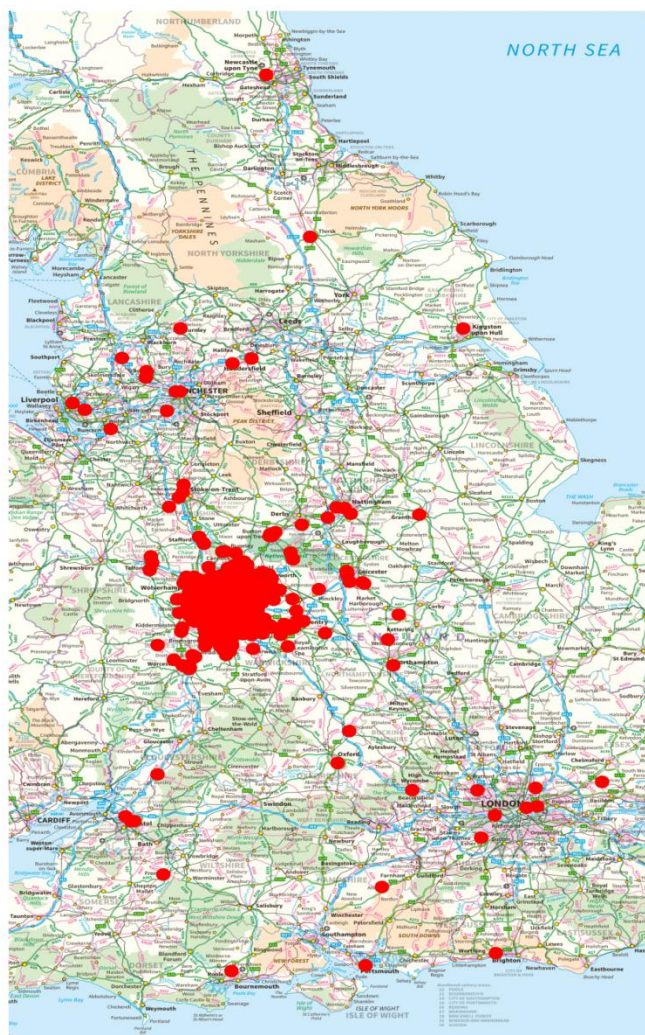
Unmatched data

- Average of 9%, which for one region equated to 377 pupils.

- Random quality checks did not identify any 'match-able' cases but did identify patterns.
  - Large numbers of pupils from specific schools.

- Independent schools account for 63.6% of unmatched data.

- There are some 'state' primary schools which do not report KS2 results.

Unmatched data

- For the majority of pupils we had primary school information so could identify if the schools provided KS2 data.

- 12.2% of the unmatched pupils did not have primary school, or had insufficient primary school, information.
  - Home school
  - Out of district
  - Unclear school names (misspellings, input errors)
  - Common/generic school names (i.e. St Mary's)

Unmatched data questions

- Pupils who are recorded as being at an independent school but have KS2 results.

- Pupils recorded as being at a 'state' primary school but have no KS2 results and are not recorded as absent.

- Unlikely that individual pupils are sitting KS2 within an independent school.

- Pupils moving schools, but in unexpected directions.

Unmatched data conclusions

- These are only small numbers.
  – The majority of unmatched data can be explained.
  – Errors and discrepancies are to be expected.
- Unexplained unmatched data does still provide information and support for anecdotal ideas.
  – Ringers
  – Pupils moving schools in Year 6. Potentially closer to a preferred school?

Next steps - analysis

- **Exploratory analysis**
  - Creating more questions than answers.
- **More data.**
  - Focus the research.
  - Focus what we need.
- **Individual challenges of a region.**
  - Priority areas.
  - Geography and transport.

Next steps – more data

- Collaboration and working with a range of organisations.
  - Local authorities
    - Secondary school preferences.
    - Over subscriptions of places.
  - Individual schools and school groups.
  - DfE publically available data
    - Secondary school performance.