

Proposed amendments to Individual Pupil Information Prescribed Persons Regulations

Consultation Response Form

The closing date for this consultation is: 18 December
2012

Your comments must reach us by that date.



Department
for Education

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

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

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Please tick if you want us to keep your response confidential.

Reason for confidentiality:

Name

[REDACTED]

Organisation (if applicable) University of Kent, Canterbury, UK

Address:

[REDACTED]

If you have a query relating to the policy content of the consultation you can contact the Department by telephone: 0370 000 2288 or via the Department's 'Contact Us' page.

If you have a query relating to the consultation process you can contact the Public Communications Unit on:

Telephone: 0370 0002288

e-mail: consultation.unit@education.gsi.gov.uk

Please mark an 'X' in the box that best describes you as a respondent.

<input type="checkbox"/> Teacher/Head teacher	<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Pupil/Student
<input type="checkbox"/> Teacher Union	<input type="checkbox"/> Voluntary Sector/Not-for-profit Organisation	<input type="checkbox"/> Local Authority
<input type="checkbox"/> Commercial Organisation	<input checked="" type="checkbox"/> Researcher/HEI	<input type="checkbox"/> Government Organisation
<input type="checkbox"/> Other		

Please Specify: Lecturer and researcher in a university's school of social policy.

1 Do you agree with the proposal to widen the purposes for which data from the National Pupil Database can be shared? Please explain the reasons for your answer.

<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments: The NPD contains ethnicity data at a fine level of detail for some schools (a pity it isn't all). Rather than using the 16 Census ethnicity codes generally used in other large-scale government surveys, many schools have broken this down e.g. instead of coding simply 'Black African', many schools have provided 'Somali', 'Congolese', 'Nigerian', 'Sudanese' etc. Since there are wide differences in the educational attainment and general well-being of pupils with different countries of heritage and this kind of ethnicity data is not available in other datasets secondary analysis of the NPD has potential to provide valuable insights into understanding ethnic differences.

In addition, other surveys (e.g. LFS, Census) ask about country of birth, but the NPD is unique because it enables us to identify the country of heritage of BME children born in the UK and carry out analysis into children's well-being in this dimension.

The other variable I would use is first language. Although the 2011 Census will have data on this, the NPD is unique and valuable in enabling us to link this to country of heritage.

2 How could you or your organisation potentially use the data?

Comments: We could use the data for the sort of analyses outlined above.

We could also link the geographical data to the first language data to identify where speakers of particular languages are clustered at a fine level of detail.

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments: Providing insights into the links between country of heritage, first language, geography and children's well-being.

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments: The NPD is a rich source, but it would be even more useful if all schools recorded ethnicity at country level, some of the countries not coded were (e.g. Zimbabwean), and the refugee flag was used.

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:

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Please acknowledge this reply

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

X Yes No

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Please tick if you want us to keep your response confidential.

Reason for confidentiality:

Name

Organisation (if applicable) Child & Adult Services, Hartlepool Borough Council

Address:

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Please Specify:

1 Do you agree with the proposal to widen the purposes for which data from the National Pupil Database can be shared? Please explain the reasons for your answer.

<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments: LAs need greater access to the data in the NPD for the purposes for analysing data in relation to pupil premium and for children who have recently joined a school in the LA.

Organisations other than LAs and schools should only have access to anonymised data.

Downloads should be made available to LAs and schools, possibly via Key to Success.

2 How could you or your organisation potentially use the data?

Comments: Provide updates for schools and analysis.

Identify pupils that meet the criteria for pupil premium in order to verify funding allocations especially for looked after children attending our schools but not looked after by our authority.

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments: One source for all information that is being used for Raise Online, funding allocation, performance indicators etc.

Would allow LAs to verify the information that they hold and identify differences.

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments: The same restrictions should apply to accessing the data as is currently used for Key to Success – you only have access to information for pupils in your LA or who is looked after by the LA regardless of where they are. It should also include social care data.

Named individual data should not be shared with third parties, it should be anonymised.

DfE privacy notice needs to be more explicit in what you do with data in the NPD – we were unaware that it was being shared this widely. In terms of transparency, a list should be published detailing who has had an extract of the data and for what purpose.

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments: Very brief.

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xYes No

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Organisation (if applicable)

Address:

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<input type="checkbox"/> Other		

Please Specify:

[REDACTED]

Diocese of Oxford

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<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments:

The Diocesan officers in our Education department are involved in securing the **effectiveness** of the 282 church schools in the Diocese of Oxford. As we work with schools and other partners in the area of school improvement particularly, the ability to access data on the NPD would be significantly helpful in ensuring we target the areas for improvement correctly and so better support and challenge our schools towards better outcomes for the pupils.

2 How could you or your organisation potentially use the data?

Comments:

- 1 –in prioritising schools for support according to pupil outcomes**
- 2 – in brokering school-to-school collaboration in order to benefit schools of concern**
- 3 – in providing measurable targets on which we can evaluate the impact of our work**

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments:

- Greater transparency when considering school improvement priorities**
- Greater accountability for those who support**

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:

This would be a most welcome tool in allowing us to both support and challenge our schools effectively.

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:

Easy to access, quick to complete –thank you!

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<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No X
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Please tick if you want us to keep your response confidential.

Reason for confidentiality:

Name

[REDACTED]

Organisation (if applicable) Bradford Metropolitan District Council

Address:

[REDACTED]

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Please Specify:

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Comments:

The NPD contains useful information that could benefit other agencies, organisations and Local Authorities with a common purpose to improve the outcomes for young people.

2 How could you or your organisation potentially use the data?

Comments:

The NPD contains lots of useful information that as a local authority we would find useful to have access to. The performance of the local authority in Statistical First Releases and the Performance Tables include pupils at FE Colleges, however we don't have access to the underlying pupil data for pupils at FE Colleges. Having access to the NPD would enable us to get a better understanding of the cohort the results are for that can then be used to help raise achievement.

Having access to the NPD would also be extremely useful for reporting Looked After Children, as it will make it easier to obtain results for children that attend school outside of the Bradford Local Authority District.

As a Local Authority we have developed sophisticated online analytical tools, and by having access to the NPD we could add additional elements to our analytical tools and also by having access to pupil data for schools outside of our district we could make our online analytical tools available to other schools.

3 What do you see as the benefits of widening the purposes for which data can be shared?

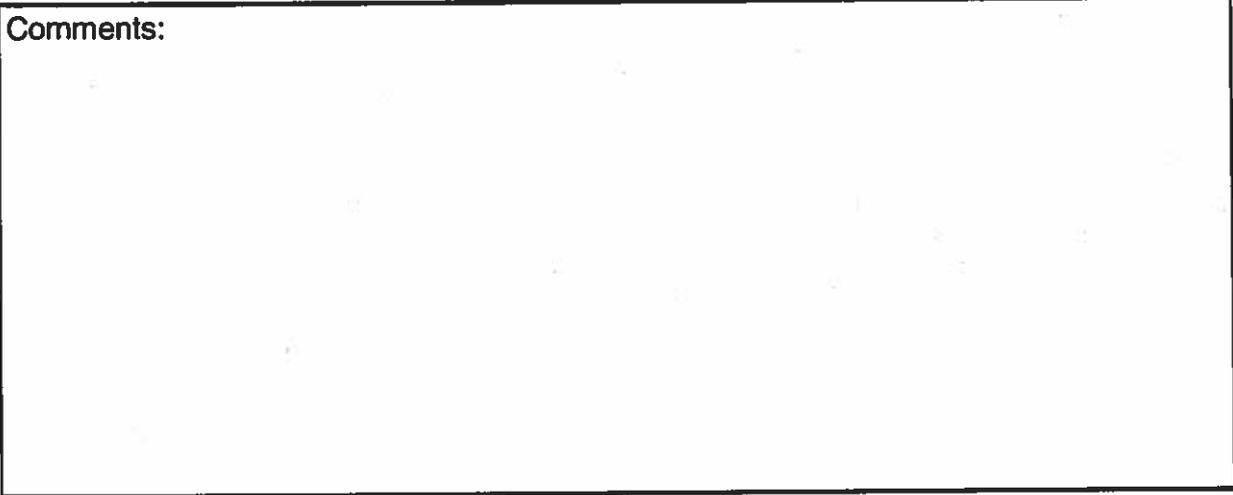
Comments:

Widening the purposes of the NPD could mean that more organisations start providing online analytical tools, making the industry more competitive and raising the quality of data and analyses available to help raise standards within schools and the outcomes of young people.

It could also promote greater cross agency working for example between health and education etc.

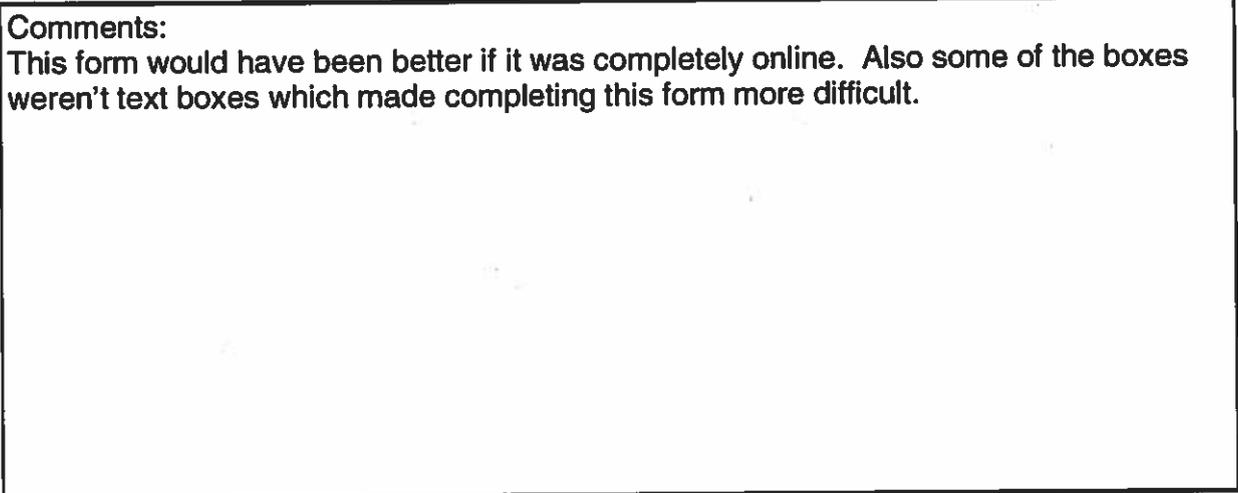
4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:



5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:
This form would have been better if it was completely online. Also some of the boxes weren't text boxes which made completing this form more difficult.



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Yes No

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Reason for confidentiality:

Name

[REDACTED]

Organisation (if applicable) University of Nottingham

Address:

[REDACTED]

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<input type="checkbox"/> Other		

Please Specify:

1 Do you agree with the proposal to widen the purposes for which data from the National Pupil Database can be shared? Please explain the reasons for your answer.

Agree

Comments:

I have recently been trying to get support for matching NPD and HESA data but to no avail, due to legal reasons.

Given that this data has been collected with public money, to not be able to answer research questions that are of importance for understanding and the betterment of society seems odd.

The governments research councils (e.g. ESRC) are strongly encouraging the use of secondary datasets and there is a recognition, and some current work to address, the dearth of quantitative skills in the social science research community. Making the NPD more useful to a wider range of researchers would help to address these concerns. Any changes should of course maintain the safeguards that are already in place to guard against improper use of the data

2 How could you or your organisation potentially use the data?

Comments:

Other than the ways that we have already used the data (e.g. in school effectiveness work, mapping pupil participation/engagement post-16), I would like to be able to integrate data with other data sources (e.g. HESA, as in box 1)

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments:

See response to question 1.

Wider range of research that can be planned and conducted

Potential for increasing quantitative research capacity in social sciences

Introducing research capacity generally as a result of reduced need for primary data collection

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:

Generally fine. However, given that most people will complete this electronically, it would have been good to design a form that would allow one to check boxes! Or is this a subtle ploy to reduce the number of respondents by frustrating them?!

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

Please acknowledge this reply YES

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Yes

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Reason for confidentiality:

Name

[REDACTED]

Organisation (if applicable) Swansea University

Address:

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Please Specify: Professor of Economics

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<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments:

The NPD represents a rich data base on student performance overtime. Present restrictions covering access to the data are too strict and therefore limit the use of the data and the resulting benefits to society that the use of the by researchers is likely to produce. At the moment the costs of collection and the benefits currently produced represents poor 'value for money' to the taxpayer.

2 How could you or your organisation potentially use the data?

Comments:

The ability to link the NPD to other large social science and health surveys would substantially increase the value of the data to researchers. There is a wide range of potential applications, which would provide insights into such issues as: the relationship between parental and child health on children's educational performance; the link between household poverty and children's education performance; socio-economic drivers of educational performance; school choice and house price equity premium; evaluation of educational policy effects with the ability to control for potential masking factors; etc. The list of potential applications is potentially very long

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments:

Value for money and realising the potential of the data set to society.

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:

None, other than I welcome the changes being proposed.

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:

Format provides a convenient and easy way of canvassing views of potential users.

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Please acknowledge this reply

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xYes

No

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Proposed amendments to Individual Pupil Information Prescribed Persons Regulations

Consultation Response Form

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Department
for Education

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Please tick if you want us to keep your response confidential.

Reason for confidentiality:

Name

[REDACTED]

Organisation (if applicable) University of York

Address:

[REDACTED]

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Please mark an 'X' in the box that best describes you as a respondent.

<input type="checkbox"/> Teacher/Head teacher	<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Pupil/Student
<input type="checkbox"/> Teacher Union	<input type="checkbox"/> Voluntary Sector/Not-for-profit Organisation	<input type="checkbox"/> Local Authority
<input type="checkbox"/> Commercial Organisation	<input checked="" type="checkbox"/> Researcher/HEI	<input type="checkbox"/> Government Organisation
<input type="checkbox"/> Other		

Please Specify:
I do research on looked after children funded by government or national charities.

1 Do you agree with the proposal to widen the purposes for which data from the National Pupil Database can be shared? Please explain the reasons for your answer.

<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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2 How could you or your organisation potentially use the data?

Comments: Comments:
For research on looked after children.

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments:

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:
Very clear.

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xYes No

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Reason for confidentiality:

Name

[REDACTED]

Organisation (if applicable) University of Manchester

Address:

[REDACTED]

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<input type="checkbox"/> Other		

Please Specify:

Research/HEI

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<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments:

Agree.
The School Census is the only regularly updated dataset covering almost all of the population of a specific age, which records changes of address along with ethnicity and family economic circumstances. It can be used to measure internal and international family migration. The advantages of the School Census are its frequent updates, its fine geographical information, and its indicators of ethnicity and low family income, which powerfully complement other sources.

2 How could you or your organisation potentially use the data?

Comments:

We, at the University of Manchester, have evaluated the internal and external validity of the SC for the purposes of migration research by performing data checks and comparing it with other national datasets that have been used to measure internal migration (NHSCR and Census of Population). Our conclusions indicate that the SC has enormous potential to provide new insights into the level and patterns of internal migration in England. The data can provide a more up-to-date measure than the census and more detailed socioeconomic and geographical information than the NHSCR. The UK Statistics Authority have reported that internal migration is not sufficiently well measured at present and have encouraged the exploration of administrative sources to fill this gap.

The key indicators for social policy available from the School Census include turnover of pupils in school, turnover of families in residential areas, numbers of welfare benefit claimants and their movement on and off benefit, families where English is not the first language, and the distance of moves made by migrants within England. Each of these indicators may be monitored for annual changes, for small areas, and for each recorded ethnic group

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments:

The cost of providing this data to the government and academic research community is minimal, especially where provisions are in place to ensure the data is used in a safe setting. The Office for National Statistics (ONS) are already using the data for the purposes of improving migration estimates. The data could even be released via ONS.

The impact of the SC for migration research is vast. The SC can be used to as an evaluation tool of the impact of social changes such as the recession, arrival of A8 migrants and area-based regeneration initiatives. No other existing data provide the same level of spatial resolution and is updated frequently enough.

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:

The consultation suggests opening up access for the benefit of the education and wellbeing of children. Our use of the data suggests that it can have a benefit for the wider population in terms of planning and evaluating service provision.

Here are the references to our work with the SC:

Jivraj S, (forthcoming) Modelling socioeconomic neighbourhood change due to internal migration in England, *Urban Studies*.

Jivraj S, (2012) Mechanisms of socioeconomic neighbourhood change: An analysis of School Census data in England, in *Understanding neighbourhood dynamics: new insights for neighbourhood effects research*, Eds Van Ham M et al (Dordrecht: Springer).

Jivraj S, Simpson L, Marquis N, (2012) Local distribution and subsequent mobility of immigrants measured from the School Census in England, *Environment and Planning A*, 44, pp. 491-505.

Simpson L, Marquis N, Jivraj S, 2010, "International and internal migration measured from the School Census in England" *Population Trends* 140 106-124.

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Comments:

Appropriate number and nature of questions.

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Reason for confidentiality:

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Organisation (if applicable)

Address:

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<input type="checkbox"/> Teacher Union	<input type="checkbox"/> Voluntary Sector/Not-for-profit Organisation	<input checked="" type="checkbox"/> Local Authority
<input type="checkbox"/> Commercial Organisation	<input type="checkbox"/> Researcher/HEI	<input type="checkbox"/> Government Organisation
<input type="checkbox"/> Other		

Please Specify:



Schools, Skills and Learning,
Education and Enterprise Directorate,
Wolverhampton City Council.

1 Do you agree with the proposal to widen the purposes for which data from the National Pupil Database can be shared? Please explain the reasons for your answer.

<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input checked="" type="checkbox"/> Not sure
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Comments:

It is agreed that there is a need for greater transparency and availability of data in the public arena. It is unclear however, from this consultation how any real measurable benefits, other than economic will be realised from a change in current legislation. Before agreeing or disagreeing with the proposals outlined in the consultation, there is a need for greater definition of the current processes in place for managing the release and use thereafter of personal data.

Whilst there may be obvious financial benefits in broadening the availability of child data to suppliers of software and researchers, there is little evidence provided on where and by whom, any other tangible benefits will be experienced. The consultation also fails to properly identify potential risks/risk prevention measures in widening access to this dataset.

What is the balance between sharing information and the security of the information? It is likely that parents will welcome access to "non-governmental" tools which provide a broader range of objective comparator data. It is unclear from the consultation how measures will be implemented to ensure data released is used consistently and to produce objective information. There is also no detail on the

processes to ensure the security of the data and parents may well be concerned if the final destination of this data cannot be specified.

The consultation is not explicit enough in outlining how the information governance of potential new requestors will be scrutinised. What measures will be in place to ensure that data is used appropriately post-release and how will the DfE achieve confidence in the consistency of information produced from this data (Will the information outputs be contextual to that of the source data)?

There is no indication in the document of how this proposal fits with the DPA principles, especially Principle 2 - personal data shall only be obtained for specific and lawful purposes. How can the purposes be specified when the extent of who will access and use it is not known?

2 How could you or your organisation potentially use the data?

Comments:

As a Local Authority, the current provision of access to this information is sufficient. However, a widening of access to Local Authority level information under the current legislation, may offer potential advantages and assist in the development of cross-boundary service provision.

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments:

Although it is difficult to assess the real benefits of widening the current sharing permissions, the ethos of broadening the use of such data to support children is sound, with benefits to the LA as outlined in (2).

4. Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:

None

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:

The number of questions means that responding to the consultation is neither daunting nor time consuming. However, responses are likely to be specific to the questions asked, thus making the outcome of consultation more predictable.

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Please tick if you want us to keep your response confidential.

Reason for confidentiality:

Name

██████████

Organisation (if applicable) Teaching Leaders

Address:

██

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<input type="checkbox"/> Teacher/Head teacher	<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Pupil/Student
<input type="checkbox"/> Teacher Union	<input checked="" type="checkbox"/> Voluntary Sector/Not-for-profit Organisation	<input type="checkbox"/> Local Authority
<input type="checkbox"/> Commercial Organisation	<input type="checkbox"/> Researcher/HEI	<input type="checkbox"/> Government Organisation
<input type="checkbox"/> Other		

Please Specify: Teaching Leaders is a charity which delivers a middle leadership programme with DfE funding.

1 Do you agree with the proposal to widen the purposes for which data from the National Pupil Database can be shared? Please explain the reasons for your answer.

<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments: The rationale in the consultation document would allow smaller organisations like ours to more effectively understand, measure and track our impact over time.

2 How could you or your organisation potentially use the data?

Comments: Teaching Leaders would use the data to perform deeper analyses of its impact within individual schools.

For example, our participants typically run departments, but currently it is difficult to run a comparison between a Head of English and a Head of History. More detailed data would allow us to compare the impact of our participants against peers in their school.

Secondly, we would be able to see the long-term impact of our participants. We would be able to track pupils by their unique reference number over a longer period of time. Currently we have participants to submit data once they have left the programme, but if they have changed schools then it is not possible to collect this.

Thirdly, we would be able to compare across schools. So we would be able to see how our Heads of Geography compare with Heads of Geography in other schools.

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments: I agree with the wider aims of releasing the data. Increasing the availability of data within the system would increase transparency and accountability.

We are a small charity, but this would allow us to get a much better sense of our impact, focus and would decrease the burden on our participants/schools to provide us with data.

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments: There are some risks to this approach which need to be carefully considered.

The first has to be around identifying individual pupils. If there are pupils with unique characteristics that could be identified i.e. particular SEN, then their data could be misused.

Second is that organisations could misuse data to attack/question the impact of some interventions/organisations/schools. We need to have codes/standards for how the data is used when referring to or writing about an organisation that is not our own. For example, someone could visit our website, see which schools we work with and use the data to create a negative PR story. There would need to be user codes of practice with licences rescinded in some cases.

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments: I felt it was quite easy to respond and the questions made sense. I kept it to specific benefits for my organisation rather than speaking to the wider policy so questions that specified the role/perspective required were easier to answer.

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Reason for confidentiality:

Name

[REDACTED]

Organisation (if applicable) University of Leeds

Address:

[REDACTED]

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Please Specify: I have worked for several years on national data from the NPD, mostly related to science education at KS4 and KS5. Along with colleagues, we have been looking at the influences of student factors and course choices on attainment and progression with science.

1 Do you agree with the proposal to widen the purposes for which data from the National Pupil Database can be shared? Please explain the reasons for your answer.

<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments:

One of the key reasons is that I have had recent discussions with colleagues in health about linking the NPD with health data. The potential for such data linkage in terms of investigating, for example, early health effects on later educational achievement is obviously huge.

2 How could you or your organisation potentially use the data?

Comments: As above, we could link data from ongoing medical research on young children to their educational attainment at later ages. Of course, there are privacy and ethical issues but I'm sure these could be resolved to the satisfaction of all.

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments: The benefits in terms of research into understanding how educational outcomes relate to other areas of life (health, wealth, benefits, earnings, geography, etc) are great. Such linking would allow England to be at the forefront of such research, and would help us to build ever better data handling infrastructure (people and technologies etc). This in turn could make for better, more evidence-based, policy making and so on.

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments: I think it is nice and straightforward which is always a good thing in my book.

My only comment would be that the word document is awkward to complete – the boxes for putting crosses in etc don't allow it!

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Reason for confidentiality:

Name

[REDACTED]

Organisation (if applicable) Catholic Education Service

Address:

[REDACTED]

If you have a query relating to the policy content of the consultation you can contact the Department by telephone: 0370 000 2288 or via the Department's 'Contact Us' page.

If you have a query relating to the consultation process you can contact the Public Communications Unit on:

Telephone: 0370 0002288

e-mail: consultation.unit@education.gsi.gov.uk

Please mark an 'X' in the box that best describes you as a respondent.

<input type="checkbox"/> Teacher/Head teacher	<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Pupil/Student
<input type="checkbox"/> Teacher Union	<input type="checkbox"/> Voluntary Sector/Not-for-profit Organisation	<input type="checkbox"/> Local Authority
<input type="checkbox"/> Commercial Organisation	<input type="checkbox"/> Researcher/HEI	<input type="checkbox"/> Government Organisation
<input checked="" type="checkbox"/> Other		

Please Specify:

The Catholic Education Service (CES) is an agency of the Catholic Bishops Conference of England and Wales (CBCEW). The CBCEW is the permanent assembly of all the Catholic bishops throughout the two countries and the CES, as an agency of the CBCEW, is charged with promoting and securing education on behalf of the bishops throughout those two countries.

1 Do you agree with the proposal to widen the purposes for which data from the National Pupil Database can be shared? Please explain the reasons for your answer.

<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments:

Government policy is to increase autonomy of educational institutions. Many of the new style academies are now autonomous from the local authority and indeed any oversight other than through central Government.

The Government policy to drive up standards across educational institutions is welcomed and needs to be supported. It is essential in order to drive up standards that the data from all educational institutions is more widely available in an accessible form. Ultimately how schools are faring in providing the best education possible to their pupils should be easily judged. The relevant data to enable those judgments to be made should be available including to parents who, as the principle educators of their children, should be enabled to make informed judgements not simply on the basis of league tables. League tables alone do not give relevantly nuanced information or early warning of any potential shortcomings in how a school might be supporting and nurturing its pupils.

2 How could you or your organisation potentially use the data?

Comments:

The CES as an agency of the Catholic Bishops' Conference of England and Wales is responsible for promoting and securing Catholic education. The Catholic bishops share the Government's vision about the need to drive up standards in our schools. Indeed the bishops collectively issued a Directive mandating the CES to develop strategies alongside Diocesan Schools Commissions and the wider Catholic sector to ensure that Catholic schools in difficulty can be helped to improve rapidly so as to offer an excellent Catholic education to the children in those educational establishments. We have a responsibility in Canon law to ensure high standards in our schools (cf: Canon 806§2).

There are in the region of 2200 Catholic educational establishments in England and the Church needs to be in a position to help and support those schools so that we can deliver the objectives set out by the bishops for the benefit of the pupils in those educational institutions and the wider community and to fulfil the Catholic mission so benefiting the Catholic community and society.

As the Government seeks to ensure that educational institutions might be more autonomous, freed from bureaucracy and provided with more flexibility it is acknowledged that wider accountability is necessary and that schools should be enabled to form appropriate partnerships and relationships with others to broker necessary support. The Church is of course ideally placed to assist schools through the Canonical relationship with all Catholic educational institutions, which puts it in a unique position to provide appropriate support and guidance.

In order to ensure the highest standards it is essential to have prior warning of instances where a school may be starting to struggle so that appropriate support can be put in place before standards begin to fall. With more school autonomy and in some areas less support from local authorities for schools within the maintained sector, the Church needs to have oversight to assist Catholic schools to access the support mechanisms that are required. That oversight is of course carried out in the name of each Diocesan Bishop and is normally carried out by the Diocesan Schools Commission on his behalf. It is essential that diocesan officers can access appropriate data to enable them to ensure that the Bishops canonical responsibility for oversight of all Catholic education in his diocese can be carried out.

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments:

As stated previously the benefits of widening the purpose for which data can be shared are largely to enable judgements to be made regarding provision of education in individual educational establishments. These judgements can be made across the spectrum of interested parties, including by parents. Being better able to judge the performances of educational establishments will assist those educational establishments to reflect upon how they need to support the highest standards and drive standards both in educational attainment and in the widest educational sense so that our educational institutions can be the best they can be.

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:

NO

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:

The consultation was straight forward as it dealt with a fairly limited area and therefore the number and type of questions were easy to find, understand and complete.

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

Please acknowledge this reply

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

X Yes

No

All DfE public consultations are required to meet the Cabinet Office Principles on Consultation

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and consult with those who are affected
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy; and
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

Responses should be completed on-line or emailed to the relevant consultation email box. However, if you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Coordinator, tel: 0370 000 2288 / email: carole.edge@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 18 December 2012

Send by post to: Public Communications Unit, LG36, Mowden Hall, Staindrop Road, Darlington, DL9 3BG

Send by e-mail to: NPD.Consultation@education.gsi.gov.uk

Proposed amendments to Individual Pupil Information Prescribed Persons Regulations

Consultation Response Form

The closing date for this consultation is: 18 December
2012

Your comments must reach us by that date.



Department
for Education

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

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

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

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

Please tick if you want us to keep your response confidential.

Reason for confidentiality:

Name

[REDACTED]

Organisation (if applicable) Essex County Council (Pupil Place Planning)

Address:

[REDACTED]

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Please Specify:

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<input checked="" type="checkbox"/> Agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments: At present analysis I do related to pupil place planning get cut off at Essex's boundaries. This limits planning school places – i.e. what out of LA primary school did a child attend who is in LA at secondary school, or for children who have moved into new housing, what out of LA school were they at before moving into Essex.

2 How could you or your organisation potentially use the data?

Comments: As above – i.e. for example what out of LA primary school did a child attend who is in LA at secondary school, or for children who have moved into new housing, which LA were they in before moving into Essex. This kind of information can help with projections of numbers of schools, including the effect of migration/ new housing.

3 What do you see as the benefits of widening the purposes for which data can be shared?

Comments:For me, an aid to better forecasting of future numbers in Essex schools, i.e. improved data on which to inform decisions on commissioning of school places.

4 Do you have any other comments you would like to make about the proposals in this consultation document?

Comments:

5 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments: I would not have known about it if a colleague in another LA had not put a message on EDDIE message board.

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