



2011 Nat **SIP OUTCOMES BENCHMARKING SUMMARY REPORT**

Outcomes Benchmarking Project

The drive to improve outcomes and well being for children and young people continues to be a key theme for Children's Services. It has a particular focus on the most vulnerable children and young people in the population, including children and young people with special educational needs. Hence Sensory Support Services have been increasingly tasked with demonstrating the value added they contribute to the outcomes for the children and young people they work with. This has happened in a context where there has been no reliably benchmarked data for children and young people with sensory impairment.

The Outcomes Benchmarking Project was established in September 2008 under the South East Sensory Impairment Partnership (SESIP) and has been carried forward nationally since September 2009 through the National Sensory Impairment Partnership (NatSIP).

NatSIP's work on improving outcomes for children, young people and families has attracted Voluntary and Community Sector grant funding from the DfE.

Through establishing reliable national benchmarking data, the aims of the project are to help local authority (LA) Sensory Support Services to evidence their impact and to identify factors which will help to improve outcomes for children and young people with sensory impairment and narrow gaps in achievement.

2011 Outcomes Benchmarking

The initial NatSIP Outcomes Benchmarking exercise was carried out

during February and March 2011, involving the online collection of data for the academic year 2009 – 2010 via the NatSIP web site (www.natsip.org.uk).

The exercise focused upon a core set of 12 performance indicators (ref. Appendix) covering educational progress from the Foundation Stage to Key Stage 4 and also data on exclusions and planned education or employment paths.

Data was collected for children and young people with either hearing or visual impairment but not multi-sensory impairment. The data was gathered for each of the defined populations of moderate, severe and profound impairment. Those with additional special educational needs were included (except for severe learning difficulties and profound and multiple learning difficulties).

Participation

It was recognised that not all LAs would be in a position to provide the complete set of data sought. To encourage participation, services were permitted to submit data on a selection of the performance indicators and for a selection of categories (i.e. moderate, severe, profound), provided that the data for all the pupils in the relevant cohorts was supplied.

In the event, 41 out of the total of 152 LAs submitted data for the initial benchmarking exercise, 31 making both HI and VI data submissions, 8 making HI data only submissions and 2 making VI data only submissions.

Reporting

A detailed report, from which this summary has been drawn, was prepared and circulated to each of the participant Support Services along with the confidential individual results for their LA.

Analysis and key findings

An analysis, incorporating benchmarking data tables and commentary, was provided for each performance indicator for:

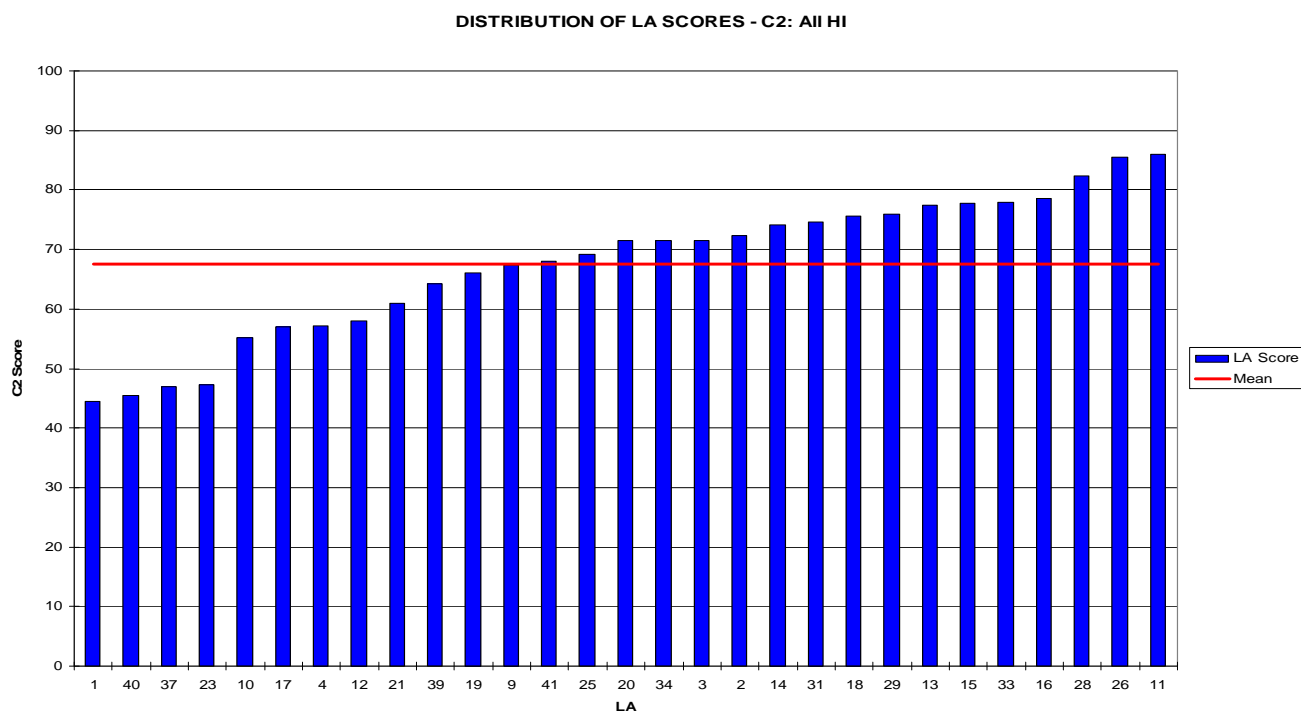
- moderate, severe, profound and all HI;
- moderate, severe, profound and all VI;
- all sensory impairment (SI).

Average performance indicator scores were calculated for pupils across LAs. Where appropriate, comparisons were drawn with DfE National Indicator data for all pupils for 2009-10, for example:

National Indicator	2009/10 DfE data (All pupils)	NatSIP Outcomes Benchmarking data		
		All HI	All VI	All SI
NI 73 (level 4 or in both English and maths at KS2)	73.5%	47%	50%	47%
NI 75 (5 or more A* - C GCSEs including English and maths)	53.4%	46%	41%	43%

The average performance indicator scores for LAs were also provided for the data sets for all HI, all VI and all SI, along with the standard deviation of the scores (a measure of the spread of the scores). The decision was taken to limit the analysis of LA performance indicator scores to these three categories given the typically low numbers for separate moderate, severe and profound HI/VI cohorts in individual LAs.

The LA results were also presented in chart format with individual LAs coded to retain confidentiality. An example showing the chart for performance indicator C2 (ref. Appendix) for the all HI data set appears below:



In interpreting the data it was stressed to participants that, as the numbers in a range of the cohorts supplied by individual Support Services were often very small, particular caution was required when comparing individual service data against the benchmarking data derived from several services.

Furthermore, participants were reminded that the outcomes achieved by children and young people will have been influenced by a range of factors apart from the contribution made by Support Services (e.g. socio-economic, school, family and within-child variables).

Taking account of these issues, the importance of Support Services considering trend data in outcomes over time was emphasised.

A key role of benchmarking is to raise questions about the implications of specific data for practice. This was illustrated by the

finding that pupils with profound hearing impairment appeared to outscore on average those with severe impairment on the Foundation Stage performance indicators. Initial discussions with HI specialist teachers queried the impact of cochlear implants in children with profound impairment and also differences in levels of support provided to the severe and profound populations.

Next steps

Planning is already underway through the NatSIP Outcomes Steering Group for the next benchmarking exercise. This will take place during the Spring term in 2012 and will involve data collection for the 2010 – 2011 academic year.

Full account is being taken of the feedback from the initial exercise which has provided some very promising comment:

'I suspect that the usefulness of the evidence submitted will increase exponentially when the opportunity to analyse longitudinal data becomes available.'

'Potentially very useful.....it is a start in gaining sound national data.'

'It has been really good to be part of this as we now have a starting point to compare our data on a national level.'

'It is excellent and very worthwhile (essential!).'

'I would be more than willing to take part in future.'

'...I've learnt a lot about where data is available from in our authority!'

'The exercise would now be relatively easy to repeat in future years.'

A further evaluation of the initial exercise will be made towards the end of the autumn term 2011 to explore actual uses of the

benchmarking data within LAs. An example has already been received from one service in which a Resource Base Teacher of the Deaf was able to refer to the report when asked during an Ofsted inspection what benchmarking was undertaken.

Following the encouraging start to the benchmarking, efforts will be made to engage at least 50% of LAs in 2012, (a key performance indicator for the DfE). Clearly, the more LAs that participate the more useful the data. As in the initial exercise, Sensory Support Services will be able to contribute selected sets of data if they are not in a position to complete the full exercise.

All of the performance indicators employed in the initial benchmarking will be included in the second exercise to provide the required continuity of data over time.

There will be some developments although careful consideration is being given to ensure the overall manageability of the data gathering. It is likely that children and young people with multi-sensory impairment will be included, that children with cochlear implants and those using Braille will be identified in the Foundation Stage, and that some additional data will be collected to enable further National Indicator comparisons to be specified.

The longer term intention is to gradually broaden the benchmarking outcomes set, beyond the currently heavily represented attainment data, to include, for instance, measures of independence and social inclusion. This is in line with outcomes valued by the families of children with sensory impairment as explored in a Family Survey carried out to inform this piece of work, also available on the NatSIP website (> Document Library > Outcomes Resources > Participation). Similarly the parental perspective from parents of C&YP with SEN and disability cited in the Lamb Report (DCSF 2009) is that parents are interested in 'wider information on outcomes achieved by their children' as well as attainment in relation to the National Curriculum core subjects.

If you would like to participate in the 2011 benchmarking exercise you can register your interest by emailing Bob Denman at bob_denman@lineone.net.

APPENDIX: PERFORMANCE INDICATORS – CORE SET

PI Code	Performance Indicators – Core Set
C1	Average subtotal score achieved by children with sensory impairment for Communication, Language and Literacy at the end of the Early Years Foundation Stage.
C2	Average total score for all sections of the Foundation Stage Profile achieved by children with sensory impairment at the end of the Early Years Foundation Stage.
C3	% of children and young people with sensory impairment progressing by two levels (or more) in English at KS2.
C4	% of children and young people with sensory impairment progressing by two levels (or more) in Mathematics at KS2.
C5	% of children and young people with sensory impairment achieving Level 4 or above in both English and Mathematics at the end of KS2.
C6	% of children and young people with sensory impairment progressing by three levels (or more) in English from the end of KS2 to the end of KS4.

C7	% of children and young people with sensory impairment progressing by three levels (or more) in Mathematics from the end of KS2 to the end of KS4.
C8	% of young people with sensory impairment achieving 5 or more A* - G GCSEs (or equivalent) including English and Mathematics by the end of KS4.
C9	% of young people with sensory impairment achieving 5 or more A* - C GCSEs (or equivalent) including English and Mathematics by the end of KS4.
C10	% of children and young people with sensory impairment who had at least one fixed term exclusion from school during the last academic year.
C11	% of children and young people with sensory impairment who were permanently excluded from school during the last academic year.
C12	% of young people with sensory impairment with planned education or employment paths in place by the end of KS4.