Our reach

- **64%** increase in media mentions in 2017 compared to 2016
- **134,000** unique page views of the publications pages on our website
- More than **23,000** views of NFER blog posts
- **50,000** unique visitors to the NFER website every month
- More than **14,000** Twitter followers by the end of 2017

@TheNFER
Welcome to the NFER impact review 2017

It has been another busy and exciting year for NFER, analysing a wide range of important issues across the education sector. Impact is at the heart of everything we do, and this annual review showcases some of the work we have been doing to enhance understanding of education and how it can be improved.

For us, impact is about providing independent, high-quality research and robust evaluation, and the effective dissemination of best practice to help decision-makers identify the best policies and practices that can improve outcomes for our young people.

This impact review demonstrates our progress in making an impact on practice and policy. For the first time, we are reporting on impact across our eight priority areas of expertise and activity – accountability, assessment, classroom practice, education to employment, the school workforce, school funding, social mobility, and systems and structures.

During the year, our expert teams have been working on more than 130 projects. In the UK, we have been evaluating the effectiveness of the government’s new Opportunity Areas in improving social mobility. We have thrown light on the important challenges of teacher retention, careers education and character education in schools. And our expertise in assessment has been reflected in our delivery of the first National Reference Test for secondary schools, as well as our assessment resources to help schools and teachers monitor progress and attainment.

NFER’s work on international surveys, such as the Programme for International Student Assessment (PISA) 2018 and the OECD’s new International Early Learning and Child Well-being Study, will enable us to learn important lessons from education systems around the world. We are also helping other countries to explore how to improve their education systems, including working with the Girls Education Challenge (GEC) to provide advice on measuring learning outcomes in developing countries.

Working with partners is key to our impact work and we hope that what you read in this review will inspire you to work with us as we continue on our journey to make an impact.

Carole Willis
Chief Executive

Carole Willis
Chief Executive
Our day-to-day work

NFER is the leading independent provider of education research. Our robust and innovative research, assessments and other services are widely known and used, helping to ensure the best possible education for children and young people.

We carry out research on all aspects of the education system, from early years to further education and employment.

Our expertise is increasingly used to identify and develop practical solutions to the challenges facing the education sector, in collaboration with partners.

We believe that reforms to the education system should be based on sound evidence so that policymakers, school leaders and practitioners can see how and where their methods and actions are making a difference to children and young people.

Informing policy and practice

Our 2017 stakeholder survey confirmed that NFER is well known for its work in research, test development and assessment, with an excellent reputation for being professional, credible, trusted and rigorous. Our evaluations and insights on topical issues are considered relevant, focused and accessible.

We have a reputation as an organisation that informs policy and practice. Our evidence is regularly cited in government reports, academic journals and the wider media. We routinely present to policy audiences and engage with practitioners.

Research and assessment

Our teams of professional researchers, statisticians, economists and assessment experts have extensive experience and expertise in a wide range of research methods, combined with deep subject knowledge. They use this expertise and knowledge to:

- develop robust evidence to guide and inform policymakers and practitioners. This is done through research findings, randomised controlled trials, statistical analysis and in-depth qualitative investigation to find out what makes a difference to children’s and young people’s learning.
- create rigorous diagnostic tests and assessments to provide teachers with robust means of monitoring and analysing performance, to determine areas of concern in pupils’ learning and to allow comparative analyses.
- provide quick and efficient identification of important and emerging issues at a national and international level, helping clients to anticipate and prepare for the future.
- provide expert guidance and advice to clients on how to use data and evidence critically, and to determine whether their own systems and services are delivering effectively.

We work with government agencies and departments, third sector organisations, private and public companies and education sector associations.

Our products and services

Over the years, our expertise has informed the design and development of our growing range of cutting-edge products and services for primary and secondary schools, ensuring that they are robust and informative.

They include our NFER Tests, Analysis and Marking Service, practical guides for Key Stage 2, school surveys and our support for Research in Schools.

Making an impact

Making a positive impact on children’s and young people’s experience of education and on teaching and learning is at the heart of everything we do at classroom, school and system level.

NFER’s impact team continued to forge ever-closer relationships with policymakers and stakeholders during 2017, while developing the policy and impact perspectives of our work.
Measuring our impact

To measure our impact, we use the NFER theory of change, which describes the change we want to make and the steps involved in making it happen.

NFER has a dedicated impact team, whose role is to ensure that NFER’s research, assessments and products and services make a positive difference to the outcomes of all children and young people. It was established four years ago to bring a fresh and more focused approach to impact across the organisation.

An early part of the team’s work was to develop NFER’s theory of change, which provides a framework for our activities and has increasingly informed the development of our impact measurement and analysis.
NFER’s theory of change

**Goals**

**Engage and understand**
More than 14,000 Twitter followers (an increase of 20%)

**Create insights**
Over 2,500 downloads of our school leader publications in 2017

**Communicate**
64% increase in media mentions in 2017 compared with 2016

**Develop tools and resources**
Around 1 million primary pupils engaged with NFER Tests

**Outcomes**

**Children and young people**
will have better experiences and OUTCOMES

**Policymakers and practitioners**
reflect and take action
Belief in the value of evidence

**NFER is seen, heard and trusted**

90% of stakeholders say NFER is an important provider of evidence

**NFER listens, evaluates, adapts and improves**

**Research findings and evidence**

**Design projects to provide impact and usable evidence**

**“A theory of change ... describes the change you want to make and the steps involved in making that change happen.”**

Figures cover the period January to December 2017
Key focus areas

- Accountability
- Assessment
- Classroom practice
- Education to employment
- School workforce
- Systems and structures
- Social mobility
- School funding
Accountability

Schools are held accountable for their performance and their achievements are assessed regularly. This enables governments to set and monitor standards, provides incentives to schools to strengthen their performance against the areas assessed and informs actions needed to support any improvements.

Measuring school performance helps parents and the wider public to judge the value that schools and the government offer children and young people – and assists parents in choosing a school for their child.

School governance

The call for more professionalism in school governance has been a hot topic in recent times. Defining and collecting metrics on the quality of school governance was the focus of a feasibility study undertaken by NFER for the Department for Education (DfE) this year, in collaboration with the National Governance Association.

This report examined whether it is possible to design and collect metrics to measure the quality of governance in the school system. It suggested that it is feasible to create a national measure of effective governance of primary and secondary schools, although further development of the metrics is needed. Ultimately, these kinds of metrics could be used to help strengthen the quality of school governance arrangements.

Expert panel

Catherine Kirkup, Assessment Research Director at NFER, was one of the primary and assessment experts invited to sit on an expert panel drawn together by the Association of School and College Leaders (ASCL) because of its concerns about the negative impact on schools and children created by the primary accountability system.

ASCL’s final report of the review, Sense and Accountability: Holding our primary schools to account for what matters most, was published in February 2018. It identified ways in which the accountability system could be improved.

Making the evidence matter

Using our independent voice and based on our robust research evidence, we regularly contributed written and oral evidence to Commons select committee and DfE consultations. These included:

- consultation on changes to Ofqual’s regulatory framework for national assessments
- DfE consultation: Primary assessment in England
- Department for Business, Energy & Industrial Strategy (BEIS) consultation: Building our Industrial Strategy
- Welsh government consultation: School workforce data collection in Wales
- Education Committee: Supply of teachers inquiry
- Education Committee: Primary assessment inquiry.

This led to NFER experts being invited to give evidence in person and participate in discussion to examine different issues. For example, Catherine Kirkup appeared before the Education Committee as one of a panel of four witnesses giving oral evidence to its inquiry into primary assessment.
Assessment

The use of robust assessment is an important part of effective teaching and learning. NFER has been developing, trialling and delivering high-quality, robust and informative assessments for over 70 years: from individual classroom assessments to large-scale national and international assessment studies that support system-wide improvement.

Our track record in assessment research, operations and practice has taken us to the forefront of this technical field. As a result, we work closely with government organisations, such as the Standards and Testing Agency, and we support schools to adopt robust and proportionate approaches to assessment, working collaboratively with organisations like the Association of School and College Leaders (ASCL) and SSAT, the schools, students and teachers network.

Reinforcing performance standards

In 2017, we delivered the first National Reference Test (NRT), a large and ambitious project for the Office of Qualifications and Examinations Regulation (Ofqual).

The test is designed to provide evidence of whether performance standards in GCSE English language and mathematics are improving. Each year, a sample of students take the same test so it will show, over time, whether there is any change in how students perform at a national level. The 2017 test established a baseline in standards against which changes in performance in future years can be measured.

Over time, the tests have the potential to provide GCSE examination boards with a valuable additional source of information about how performance changes from year to year prior to GCSEs being awarded.

Providing global insights

NFER brings global insights to improve education in the UK and to support the development of education systems worldwide. Our insights into the 2016 Progress in International Reading Literacy Study (PIRLS) results, published in early December 2017, were in great demand, informing national media such as BBC News Online, Schools Week and The Guardian as well as policymakers and schools.

We highlighted these insights with a series of blog posts, supported by a social media campaign, exploring the results and reaching a wider audience.

Our work delivering a new and innovative research programme, the OECD’s International Early Learning and Child Well-being Study (IELS) in England, will provide a valuable opportunity to understand children’s early learning by the age of five and the influence of early education experiences, home environment and individual characteristics.

This will give vital information to help support and improve children’s early development, which is so important in the education of children and young people.
Classroom practice

Schools are key partners in our work, and NFER supports practitioners and influences classroom practice through a range of activities. Our robust and innovative research, assessments and services are widely known and used by schools, helping children and young people to receive the best possible education.

We work continually with teachers and school leaders in improving school performance, teaching and assessment and making the evidence from our research freely available. NFER experts authored over 20 features in key education sector journals over the year, making our research more accessible to practitioners.

During 2017, NFER engaged with thousands of teachers about our research, test development and products. Our school leader resources were downloaded more than 2,500 times.

Our Education Trials Unit worked closely with the Education Endowment Foundation, evaluating different education initiatives using randomised controlled trials to inform schools on what is effective and what is not. We also worked on projects for organisations such as The Money Charity, the Centre for Educational Neuroscience and Families and Schools Together (FAST), supporting teachers and school leaders with evidence to inform their decision-making.

Supporting school assessment

NFER’s growing range of products and services reflects our reputation for creating rigorous diagnostic tests and assessments to provide teachers with a robust means of monitoring and analysing performance data, to identify and address areas of development in pupils’ learning and to enable comparative analysis.

Our NFER Tests for Years 3, 4 and 5 – built on our assessment research expertise – are proving more popular than ever, with thousands of schools already using them to monitor pupil progress in Key Stage 2 accurately. We have extended the range to include summer assessments for Year 1 and autumn assessments for Year 2, as well as termly assessments for Years 3, 4 and 5.

A series of webinars developed around our assessment products proved very popular, with hundreds of teachers using this online facility to engage directly with NFER experts.

Refocusing assessment

The move from a single national assessment system (levels) to a more flexible, school-determined approach provided new opportunities, but also uncertainty, for schools.

This is why NFER, in partnership with the Association of School and College Leaders (ASCL) and SSAT, the schools, students and teachers network, produced a new resource, Refocusing Assessment, to provide practical support to thousands of teachers and school leaders in developing a whole school assessment approach.

The resource, which dispels some prevalent myths around school assessment and explores how assessment works in different subject areas, has been distributed to secondary schools. This led to NFER experts giving presentations at the Association for Educational Assessment – Europe annual conference, the ASCL annual conference and at the Westminster Education Forum. It is designed to improve the way in which schools assess and monitor progress for their pupils, and strengthen subsequent teaching approaches.

Refocusing Assessment is facilitating and empowering senior leadership teams and middle leaders in schools to be confident that they do not need ‘a one-size-fits-all’ approach and that assessment must be tailored to the curriculum so different approaches will be required.

Suzanne O’Farrell
Curriculum and Assessment Specialist
Association of School and College Leaders (ASCL)
Education to employment

It is crucial that young people make successful transitions from education to employment. The choices they make at school and the subsequent pathways they follow – engaging in different types of education and training, acquiring different types of qualification – can lead to very different outcomes. Our extensive body of research in this area informs the development of an education system that supports young people in their journey through education and into employment.

Give yourself the edge

Giving young people a taste of the world of work is an important part of ensuring successful transitions from school to work. How to enable schools, colleges and employers to work together effectively was the aim of a free interactive online tool for senior leaders and teachers in schools and colleges developed by NFER in partnership with the Edge Foundation.

It supports practitioners starting out on the journey to engage employers, as well as those wanting to secure deeper and lasting engagement with them.

The popular step-by-step guide covers the reasons to partner with employers, levels of employer engagement, how to build and maintain engagement, and how to move towards profound partnerships.

Careers education and guidance

Senior school leaders and teachers were the target audience for an accessible guide that provides evidence-based illustrations of the delivery of careers education and guidance (CEG) in successful London schools and colleges. The guide accompanies research from NFER and London Councils that identifies promising practice in the delivery of CEG through the London Ambitions careers strategy.

Beneath the headlines of UTCs

University technical colleges (UTCs) have increasingly become part of the schools landscape over the last five years. There has been significant public criticism of UTCs, but little research to understand them.

To address this gap, NFER conducted its own research, examining the emerging data to assess what is really happening in UTCs. Our analysis reviewed how successful UTCs have been in recruiting students, examined the characteristics of their students, and assessed their performance compared to that of their peers. It has opened up debate on the most appropriate way of measuring the performance of UTCs and of holding them to account.

It was followed by the first evaluation of UTC approaches to curriculum design and employer engagement. This research found that project-based learning and employer involvement has helped to create more well-rounded, work-ready students.

Are UTCs working? was one of four topics presented by NFER to visitors at The Festival of Education and the Festival of Skills in June 2017.

Other topics included:
- Is there a crisis in teacher retention?
- PISA: hero or villain of the education world?
- Employer Engagement in Education: Opportunities and Challenges?

NFER’s Research Director, David Sims, presenting ‘Employer Engagement in Education: Opportunities and Challenges’ at the 2017 Festival of Skills at Wellington College, Crowthorne.
School workforce

At the heart of education delivery is the school workforce. Getting great teachers into the schools where they are most needed and retaining good teachers and headteachers is essential.

NFER is leading the way with research into the recruitment, development and retention of teachers and school leaders – one of the most important challenges facing the education sector today.

It is a major focus for NFER’s work and we have used our own research funds, as well as working with others, to develop this programme of activity. During 2017, NFER was funded by the Nuffield Foundation to provide further insights, helping policymakers and school leaders to tackle the issues. We have successfully argued for an increased focus on teacher retention, not just recruitment, helping to raise the profile and policy focus on this issue.

In October 2017, we published our interim report, which called for the government and stakeholders in the secondary sector urgently to identify ways in which more and better part-time working could be accommodated to help improve retention. We received more than 40 pieces of coverage in a range of media outlets, and commentary from key sector experts. The research influenced the Education Committee and informed the government’s focus on encouraging more and better opportunities for flexible working in schools.

Our work has also highlighted the long hours that teachers work and the extent to which this is contributing to falling retention rates. This has informed the government’s focus on tackling workload in our schools.

We have also investigated:

- what happens to teachers after they leave teaching
- how teacher retention and deployment differs in multi-academy trusts (MATs)
- retention rates between teachers of different subjects
- how staff engagement affects teacher retention.

Focus on headteachers

We also tracked trends in headteacher retention and recruitment and found that although more than 90 per cent of those below retirement age are retained in headship each year, retention rates have fallen since 2012. Our recommendations highlighted the need for more support, mentoring and training for headteachers.

There has been a growing number of executive headteachers in recent years and while the role of headteacher is clearly defined, there is no clear definition of this relatively new role. Working with the senior leader organisation, Leadership Matters, we developed and provided a summary of this role and exemplar descriptors for schools to consider when creating this type of post.

Helping the Welsh teaching workforce

NFER’s experts contributed to the Welsh government’s consultation on the Welsh teaching workforce. Using our research expertise, we outlined the reasons why the development of an individual-level workforce census for Wales should be a priority.

Our report cited examples of how improvements in the levels of detail and quality of data collected would allow for more effective workforce planning.

Teacher recruitment and retention is an issue of critical importance to the education system and has a direct impact on the quality of education children receive, particularly in shortage subjects and in certain areas of the country.

Josh Hillman
Director of Education
Nuffield Foundation
From left: Ben Durbin, Sandra McNally and Carole Willis at an event on school funding held in conjunction with the Centre for Education Economics (CFEE).
School funding is an issue of great concern in education, following the real-terms freeze in per-pupil school funding since 2010 and the proposed changes to the National Funding Formula (NFF) in England. It underpins every aspect of education.

Despite widespread concerns about the level of school funding, much of the academic literature has struggled to find a significant link between (moderate) changes in school expenditure and changes in pupil outcomes. Moreover, schools (and education systems) with similar levels of funding can achieve very different levels of pupil attainment.

Establishing an evidence base

As part of our work to build our evidence base in this important area, NFER undertook its own review to establish just what has been evidenced on school funding.

The report, School Funding in England Since 2010 – What the Key Evidence Tells Us, summarises the changes that have taken place during the last seven years and looks at existing evidence on the impact that these changes have had on patterns of expenditure in schools and their effects, particularly in relation to disadvantaged pupils.

Ahead of the government’s NFF for schools being introduced in April 2018, the report discusses the potential impact of the NFF on schools in England in its implementation phase up to 2019/20, informing policymakers and schools.

This follows the announcement in July 2017 of an additional £1.3bn in core school funding over the next two years.

Engaging policymakers

Policymakers were the key audience for Ben Durbin, our Head of International Education, when he presented at the Westminster Education Forum conference on the Next steps for school funding.

Ben placed school funding in England within a broader international context, using international comparison data to explore how the current level of school funding and its evolution over time compares to other education systems.

He also presented evidence of how this translates into the day-to-day experiences of school leaders and teachers, highlighting the importance not only of total budgets, but also the need to explore how resources can be used to best effect.

Sharing our views with policymakers

NFER’s Chief Executive, Carole Willis, chaired an event on school funding held in conjunction with the Centre for Education Economics (CFEE).

Panellists included NFER’s Head of International Education, Ben Durbin; Sandra McNally, Professor in the School of Economics at the University of Surrey; and Luke Sibieta, then Programme Director, Education, Employment and Evaluation sector at the Institute for Fiscal Studies (IFS).

The panel’s conclusions about where the balance of evidence lies on this key topic – with particular attention to the potentially negative impact of changes in school funding on social mobility in England, including the likely effects of the new National Funding Formula – were shared with key influencers.
Social mobility

Improving social mobility is one of the most complex and important issues the country faces and education has a crucial role to play. Education can break the link between children’s social backgrounds and their later outcomes.

One of NFER’s primary objectives is to provide evidence on the factors affecting social mobility, education outcomes and later careers in order to ensure that all young people have the opportunity to progress and achieve success.

As part of this work we have been evaluating the government’s new Opportunity Areas programme, which is part of its national plan for dealing with social mobility through education. Our evaluation is showcasing examples of promising practice as well as reviewing the government’s delivery plans, and will inform policymakers and practitioners.

We also embarked on an evaluation of the new Teaching and Leadership Innovation Fund this year, targeted at challenging schools, which will identify its impact and value for money. Our evaluation will see how successfully it is meeting its key objective to stimulate the increased availability and quality of professional development in challenging schools and areas.

Our work with the Sutton Trust, whose aim is to improve social mobility, identified just how difficult it is for disadvantaged children to get a place at our top comprehensive schools, and called for urgent changes to the School Admissions Code. This was widely covered by the national media and generated much discussion on the topic.

Our fourth interim report from a five-year evaluation of the SpringBoard Bursary Foundation found that it continues to positively transform the lives of pupils from disadvantaged backgrounds by providing them with full bursaries to attend state and independent schools.

The NFER Blog hosted a series of posts on Schools that work for everyone, which explored what we mean by ‘disadvantage’. The posts, timed to coincide with the end of the government’s consultation on the subject, were widely read and viewed more than 1,300 times.
Systems and structures

NFER is experienced in studying and evaluating different education systems and structures, providing evidence of their effect on teaching, learning and pupil outcomes.

Understanding RSCs

NFER has thrown light on the important role of Regional Schools Commissioners (RSCs). Following publication of A Guide to Regional Schools Commissioners, we published two reports: the first focusing on how the schools landscape has changed by region since the appointment of RSCs; and the second exploring the challenges that RSCs face in terms of schools requiring action and the availability of multi-academy trusts (MATs) ready to expand to meet this need.

These reports provided valuable transparency on this new addition to England’s education system and enabled improved understanding of the role of RSCs for policymakers and system leaders.

Our work was welcomed, and led to a meeting with the National Schools Commissioner, David Carter, and presentations at the Association of School and College Leaders (ASCL) and researchED national conferences. It has focused attention on the different challenges each RSC faces in delivering their role, and improving school performance.

Partial selection of pupils

Our research on partially selective schools proved a valuable and popular piece of analysis on this controversial topic. It followed the publication of a Department for Education (DfE) consultation paper, Schools that work for everyone, which proposed relaxing restrictions on selective education and included proposals to establish selective schools.

Our analysis showed that there is no overall academic benefit to attending a partially selective school and found that some of the outcomes for pupils with low prior attainment are worse at partially selective schools than for their peers at non-selective schools.

The research quickly made press headlines, with breaking news items in a number of different media outlets, and informed government thinking following the DfE consultation.

School collaboration

The self-improving school system in England relies on school-to-school collaboration to improve outcomes. To assess capacity in the maintained system for collaboration, NFER conducted analysis to identify and match underperforming schools and high-performing schools located in a set radius. Schools were then plotted on an interactive map, giving a clear picture of the capacity across the country.

Our analysis highlighted that there is significant existing capacity in the system that could potentially contribute to school improvement and called on the government to promote this as a cost-effective activity at a time of budget constraint.

Building links with multi-academy trusts

MATs are a relatively new and growing part of the education system in England. As part of our work to establish closer links with them, we have spoken at two MAT network events for chief executives in the East Midlands and in Yorkshire. MATs were also the topic of a forum in London, chaired by our Head of Impact, at which policy experts discussed the legal, financial, governance and planning considerations of establishing a growing MAT.
Governance

Our vision is “to create an excellent education for all children and young people”. To achieve this as a not-for-profit organisation, NFER needs to be financially healthy and sustainable, competently governed and led.

Finances

Our total income for the year ended 31 March 2017 was £17.8m, of which £17.2m was generated directly from charitable activities. The other £0.6m was generated from investments and other sundry income.

We had a total expenditure of £16.1m, meaning that we had a small net income (before interest), which will be used to fund our future research work and activities to increase our impact on education. Our full audited statutory accounts for 2016/17 are on the NFER website.

Trustees and senior management team

NFER is governed by a Board of Trustees, who are responsible for agreeing the aims and direction of the Foundation, with day-to-day management delegated to the Chief Executive and senior management team.

The Trustees approve the annual budget and provide strategic guidance on the role and mission of NFER. They have critical roles advising on several important NFER working groups to provide additional scrutiny, insight and perspective. Our Trustees combine a wealth of expertise and experience across and beyond education.

* It is with great sadness that we report the death of David Whitbread in January 2018. We pay tribute to the contribution he made during his years as a Trustee and Vice-President.

Trustees in 2017

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Richard Bunker</td>
<td>Chair (retired May 2017)</td>
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<td>Lorna Cocking</td>
<td>Chair (from May 2017)</td>
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<td>Ian Bauckham CBE</td>
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<td>Colin Green</td>
<td>(retired November 2017)</td>
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<td>Neil Hollister</td>
<td>Honorary Treasurer</td>
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<td>Melvyn Keen</td>
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<td>Sam Macdonald</td>
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<td>Alan Parker</td>
<td>(retired November 2017)</td>
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<td>Conor Ryan</td>
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Officers in 2017

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<tr>
<td>Sir Jim Rose</td>
<td>President</td>
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<tr>
<td>David Whitbread</td>
<td>Vice-President</td>
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<td>Alison Shaw</td>
<td>Vice-President</td>
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Senior management team

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Carole Willis</td>
<td>Chief Executive</td>
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<tr>
<td>Dr Lesley Duff</td>
<td>Director of Research</td>
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<tr>
<td>Richard Birkett</td>
<td>Commercial Director</td>
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<tr>
<td>Maddie Wheeler</td>
<td>Director of Sales, Marketing and Impact</td>
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<tr>
<td>Maria Charles</td>
<td>Director of Research and Product Operations</td>
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Our vision

NFER is the leading independent provider of education research and insights, working to create an excellent education for all children and young people.

Our robust and innovative research, assessments and other services are widely known and used by key decision-makers. Our trusted expertise and authoritative insights inform debate on the issues that matter in education. Our team of creative, skilled and committed staff take pride in the impact we have on creating an excellent education for all children and young people.

Our objectives are to be:

- influential in driving education policy and practice
- at the heart of supporting and delivering ‘evidence-based education’
- a company capable of generating new and creative insights based on robust evidence
- a flourishing and growing business that can invest in the evidence base
- a team of creative, skilled and committed staff, who are confident in our work and constantly look outwards to build relationships and make an impact.
Evidence for excellence in education

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The Mere, Upton Park, Slough, Berks SL1 2DQ
T: 01753 574123 • F: 01753 691632 • enquiries@nfer.ac.uk

www.nfer.ac.uk