

Foreword from NFER CEO, Carole Willis



It's been another extremely busy year as the sector grapples with increased cost-of-living, an on-going workforce crisis and a disadvantage gap which remains stubbornly wide despite some pupils showing signs of recovering from the pandemic's damaging effects.

During this challenging period we have been working hard to strengthen our relationship with schools via a school engagement strategy and continually striving to inform key decision makers at a time when general election manifestos are being forged.

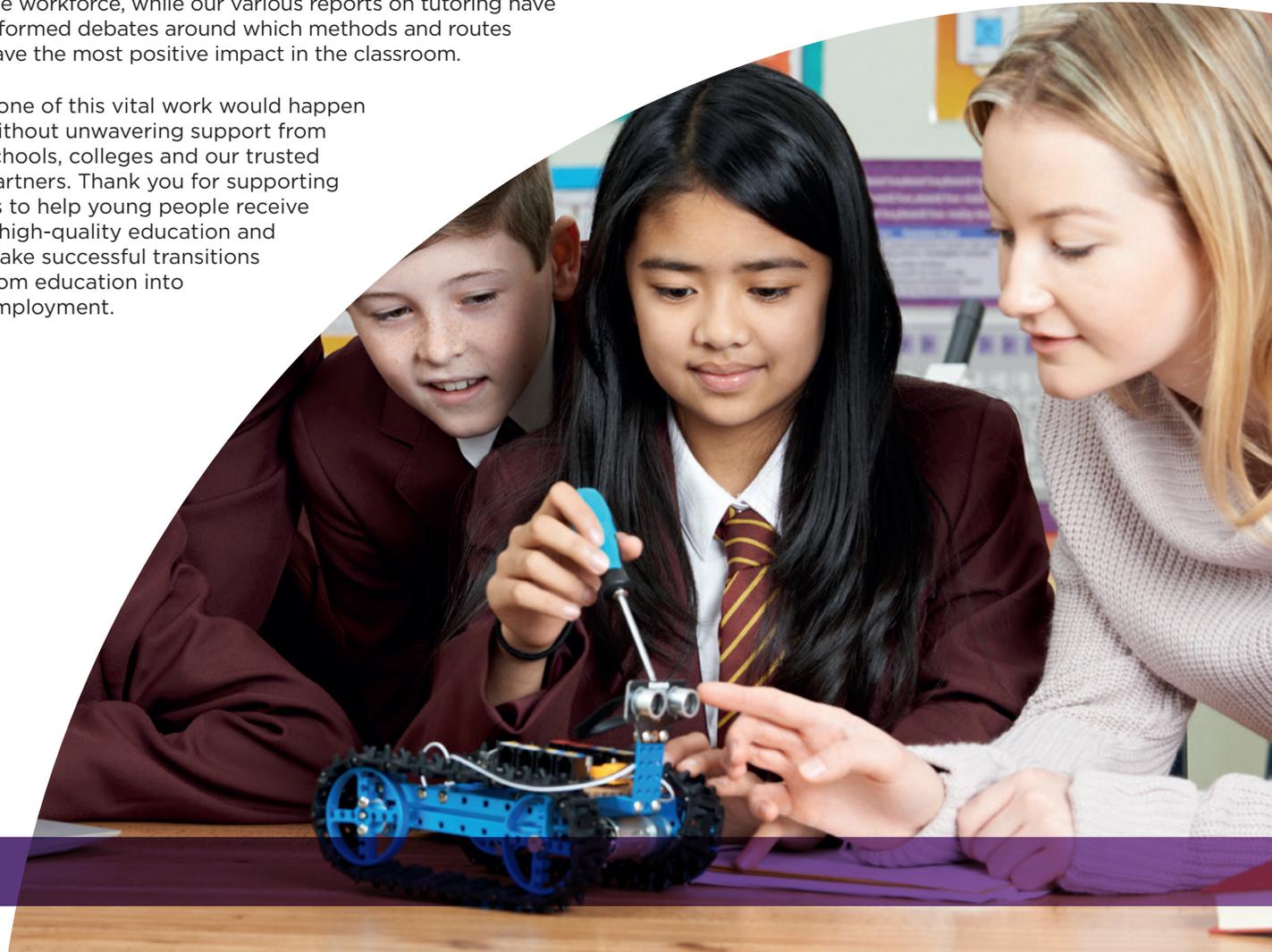
NFER is hugely proud of its role of informing and influencing negotiations during the teacher pay dispute and are pleased our insights are now being cited by a growing number of media and political stakeholders. This increasing engagement with politicians and policymakers reflects our reputation for providing rigorous, independent research.

Our experts have regularly presented evidence to Committees and cross-party groups in both Houses of Parliament.

We have also submitted evidence to numerous governmental and parliamentary consultations and inquiries, allowing us to share NFER's research with those that can directly affect positive change within the education system, the cornerstone of our mission.

Our series of cost-of-living reports shone a light on the crisis' impact on pupils and families, school provision, and the workforce, while our various reports on tutoring have informed debates around which methods and routes have the most positive impact in the classroom.

None of this vital work would happen without unwavering support from schools, colleges and our trusted partners. Thank you for supporting us to help young people receive a high-quality education and make successful transitions from education into employment.



87

Percentage of stakeholders who read our reports that said NFER research had an impact on their organisation

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Our approach to impact

At NFER, we use our influence as a leading independent provider of education research and insights to improve outcomes for children and young people, with the goal of improving education in the UK and worldwide.

We do this by creating and sharing evidence and insights into education policy and practice, informing decisions and debates, and strengthening practice in the classroom.

We focus our work where it can make the greatest difference, using the breadth and depth of our expertise to inform and influence policymakers and educators on the key issues and challenges facing our education system.

○ Research priorities

This year, a particular focus of our research on the teacher workforce was exploring issues and solutions linked to teacher recruitment and retention. This covered teacher supply, teacher pay, bursaries and other factors such as flexible working and workload reduction strategies.

We continued to explore key issues in the 16–19 arena, with a focus on the essential skills needed for the workforce to 2035, and the role education plays in creating opportunities for all. This included developing a better understanding of the dynamics of key progression routes such as Apprenticeships and T Levels.

With the cost of living rising, we developed insights into the impact of these pressures on schools, as well as looking at wider issues related to school funding and the school structures that support the education system. We also continued to look at interventions to best support children's recovery from the Covid-19 pandemic. This included providing insights into the sustainability of tutoring, and the level of impact different models of tutoring have had in schools.

Finally, we continued to build our international portfolio, engaging at governmental level in countries across Africa and Asia Pacific and with local delivery partners to ensure our insights can be used effectively to inform change to national education systems and positively impact children's learning in the classroom.

○ Importance of partnerships

Policy and practice stakeholders, schools, colleges and partners are core to NFER's work and impact. We drive change and improvement by working with and through others. We have made sure the evidence and insights we have generated were fed into live policy discussions, into classrooms and into ongoing debates. As well as engaging decision-makers and the wider sector with our insights to inform education policy and practice, working with stakeholders enables us to ensure our research is topical, relevant and reflects the context in which it is applied.

There are multiple groups, institutions and bodies that are working to improve education outcomes for children and young people, which is why we recognise the importance of engaging with stakeholders across sectors and disciplines. These include government, non-governmental bodies and agencies, membership organisations, schools, colleges, training providers, professional bodies, research organisations, think tanks, parent bodies, education ministries, assessment bodies and local delivery partners in Africa, and international Foundations. Our approach to impact can be summed up in the diagram on the opposite page.



NFER are one of our longest-standing research partners. This year, we've worked closely with their team on several projects with different methodologies, from randomised controlled trials to quasi-experimental designs and evidence reviews. They're trusted to design and deliver reliable, independent research that answers complex and timely questions.

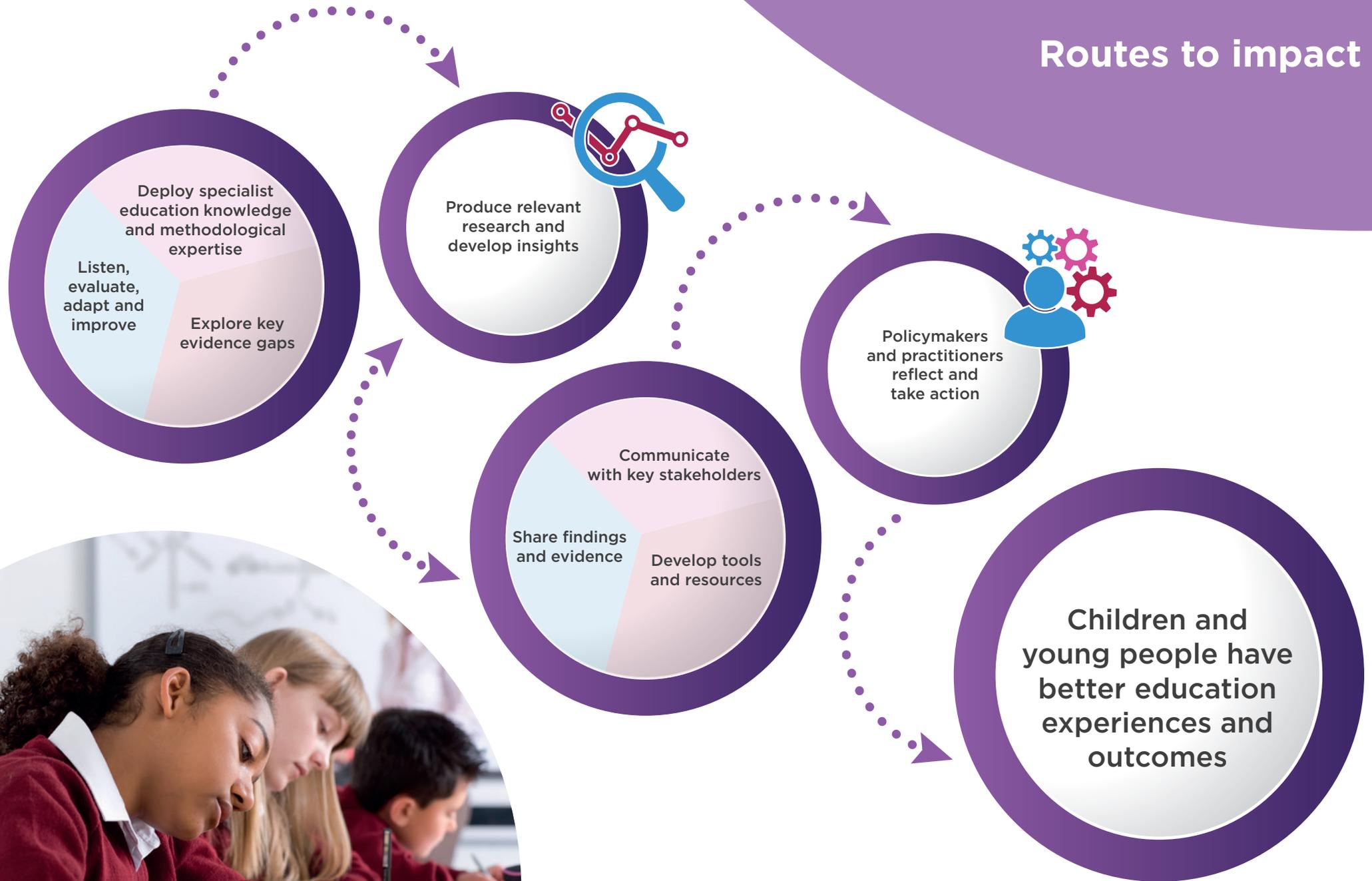
Emily Yeomans, Director of Research at the Education Endowment Foundation



NFER's success in securing funding from the Nuffield Foundation reflects its high standards of rigour, relevance and impact.

Dr Emily Tanner, Programme Head at Nuffield Foundation

Routes to impact



Influence and engagement

Ensuring that key decision-makers and influencers across policy and practice are aware of and engage with our research is a vital part of what we do.

Over the past year, we engaged stakeholders with our insights in multiple ways, increasing the reach of our evidence and ensuring our insights informed key issues, decisions and debates in education policy and practice.

○ Engagement with policymakers

We engaged policymakers with our insights in a variety of ways. This included submitting consultation responses to a wide range of bodies, including the Department for Education, the Treasury and All-Party Parliamentary Groups (APPGs). We also appeared as witnesses in front of the Education Select Committee on multiple occasions, and our research was regularly cited in official governmental and parliamentary reports.

We engaged directly with politicians of all parties to ensure Members of Parliament and the House of Lords had the evidence to support them to carry out their parliamentary roles. Our engagement led to MPs using our evidence in questions to Ministers, and Ministers using our evidence in response to questions.

In addition to attendance at the Conservative, Labour and Liberal Democrat party conferences, we were pleased to hold our annual reception in the House of Commons. We also released a Manifesto Appeals document, ahead of the forthcoming General Election. This set out what NFER believes should be education priorities for the political party manifestos.

○ Engagement with stakeholders

NFER worked directly with a range of stakeholders to inform our research, and feed evidence and insights into policy and practice. In 2023, we shared our expertise through a wide range of expert panels, commissions, steering groups and advisory groups across the education and skills sectors. This included our Chief Executive Carole Willis sitting on the Strategic Tutoring Advisory Group. Regular strategic meetings were also held with leading sector organisations, including teaching unions, representative bodies and non-departmental government bodies.

In 2023, NFER spoke at and chaired over 60 events on education policy and related issues. This included keynotes at the *Westminster Education Forum* and *National Pupil Premium Conference*.

○ School engagement

School and College engagement is vital to NFER's work to inform and improve policy and practice through evidence. In 2023 we invested in a new 'Research Bites' series to support schools in engaging with our insights and understanding the impact their engagement with our research has had. We also regularly presented to practitioner audiences, including at the *Festival of Education* and *ResearchED*.



The NFER is a fantastic organisation that interrogates the key questions in the sector and delivers impactful research. The experts that work for NFER are always approachable and available for comment. I always look forward to an NFER report!

Matilda Martin – News Reporter, Tes

○ Media

NFER's research achieved significant traction in national and sector media, enabling us to raise awareness and increase the reach of our evidence and insights. In 2023, we achieved over 2,400 pieces of media coverage across print, online and broadcast publications. We also kept stakeholders informed about our research through our social media channels.



The year in numbers

We are grateful to all school and college leaders, teachers, staff and pupils for their ongoing support of our work. This year, 80 per cent of publicly-funded schools in England took part in NFER research and assessment trials.

We are a trusted and leading destination for those with an interest in independent education research and insights:



1,668,320

Number of pupils who took part in NFER research, assessment trials and products



71,519

Number of teachers and senior leaders who took part in NFER research and assessment trials or used our products



250,000

Number of unique visitors to the NFER website



90,000

Number of downloads of NFER reports and resources



2,400

Number of mentions of NFER in national, sector and international media



800,000

Number of impressions on NFER X posts



13,000

Number of engagements with NFER X posts

Cost of living

The cost-of-living crisis is having a significant impact across society, with those in disadvantaged communities disproportionately affected. NFER has played a leading role in developing understanding about its impact on schools and the teaching, learning and wellbeing of pupils.

Over the past year, we published insights around the profound impact of rising costs on pupils and their households. We also explored how provision in schools and special schools and existing workforce challenges were affected as a result of the crisis.

○ Far-reaching consequences

Our three research papers, pulling together evidence from a large-scale survey of teachers and school leaders, raised concerns about the additional support needs of pupils at a time when school budgets are facing unprecedented pressures. Safeguarding concerns, behaviour incidents and absenteeism were also exacerbated due to the increased cost of living, particularly in more disadvantaged schools.

Our recommendations included a call to extend the current eligibility for free school meals and address the capacity and responsiveness of other public services where schools are having to fill gaps.

○ National debate

The report launches sparked widespread debate and received extensive media coverage. The findings were covered by 25 national news outlets, including *The Guardian* and *The Times*. NFER researchers were also invited to participate in a range of broadcast interviews, including on *BBC Radio 5 Live* and *LBC*.

The high level of exposure coincided with an increase in parliamentary questions relating to a number of key themes identified in the research, including free school meals.

Our stakeholder advisory group ensured that findings and recommendations were promoted and utilised across their networks. The group included representation from teaching unions, parent groups, SEND experts, academics and charity leaders.

○ With thanks to:

- ASK Research
- Members of NFER's stakeholder advisory group
- Nuffield Foundation



This research takes a look not just at the consequences of the cost of living crisis for mainstream schools, but special schools too. A pan-educational investigation that is shining a light on a pan-educational problem.

Post on X from Simon Knight, special educational needs teacher at Frank Wise School

The INDEPENDENT
Majority of schools provide uniforms and clothing to pupils in need – report
The Independent, September 2023



The government should widen its teacher workforce strategy to target the tide of teaching assistants taking second jobs or leaving education to work in better-paid roles amid cost-of-living pressures, @TheNFER has warned

Post on X Matilda Martin, Senior reporter at TES



Education systems

NFER is committed to helping increase understanding around the key characteristics of effective education systems, and what influences system and school performance and outcomes.

Over the past year, we explored solutions to measuring the disadvantage attainment gap and analysed Government plans for all schools to be in a 'strong' multi-academy trust (MAT).

○ Measuring pupil disadvantage

An unintended consequence of the Government's roll-out of Universal Credit is that it will become increasingly difficult to understand how the performance of disadvantaged pupils is evolving over the next decade.

NFER convened a roundtable with senior civil servants, academics and sector leaders to develop proposals for policymakers which could mitigate some of the future challenges in understanding and tracking the relative attainment of disadvantaged pupils over time.

Our recommendations were presented to senior Government officials and cited in a House of Commons briefing paper on the pupil premium. They also prompted debate across sector media, with a range of comment pieces including in *Schools Week* and *TES*.

○ Transitioning to an all-MAT system

In response to the Government's ambition for all schools to rapidly transition into a strong trust, our research focused on the potential considerations and challenges of pursuing this goal.

Our findings supported the case for a slower transition to an all-MAT system and highlighted evidence gaps around what makes for a 'strong' trust. Since publishing, the Government has revised its position on the timeframe for all schools to be in a 'strong' MAT ahead of their planned regulation and commissioning review.

Our research was debated at a *Festival for Education* panel and cited in a House of Lords briefing paper on improving schools' performance. We also presented directly to local authority maintained schools planning to join a trust.

○ School accountability

NFER was invited to provide oral evidence at the Education Select Committee's inquiry into Ofsted's work with schools. This provided an opportunity to raise concerns about the current length of inspections and the ability to collect sufficient evidence to reach reliable and accurate judgements.

We also shared learnings from NFER's evaluation of a school inspection and improvement pilot programme in Africa.



NFER work has provided an invaluable insight and potential solutions to the challenges of tracking the educational disadvantage gap in the future amidst changes affecting the basis on which it is measured.

Julie McCulloch, Director of Policy at the Association of School and College Leaders



In 2023, NFER's work once again brought quality research, evidence and insight to the issues at the front of our fight to make education fairer, like the teaching workforce and skills for the future. They engage constantly and wholeheartedly with the sector, which grounds their work in a nuanced understanding of the issues. Our members have found NFER's insights to be a useful input in their collective action activity.

Janeen Hayat, Director of Collective Action at Fair Education Alliance

○ With thanks to:

- Individuals and organisations who attended our measuring disadvantage roundtable
- Association of Directors of Children's Services



The impact of Covid-19 on education

The Covid-19 pandemic and subsequent school closures resulted in significant disruption to children's learning, with disadvantaged pupils most severely affected. NFER continues to be at the forefront of understanding the long-term impact on pupils and the most effective ways to support recovery.

Over the past year, we continued to build a longer-term picture about the pandemic's impact on children's learning and wider development. This included a focus on evaluating the impact of tutoring and other interventions on the recovery process.

○ Pupil recovery

NFER has followed the progress of over 6,000 pupils who were aged between four and six at the start of the pandemic. Our third year of reporting suggests the learning gap suffered by pupils as a result of the pandemic is starting to narrow, however the gap between disadvantaged pupils and their peers remains wide.

Our analysis featured in a report on education recovery from the National Audit Office, which examine whether value for money has been achieved from government expenditure. The findings were also debated at the Public Accounts Committee and covered by a range of national media, including *The Independent*.

NFER has been commissioned to continue to follow this cohort, which will be important to ensure that interventions and resources can be appropriately targeted.

The  INDEPENDENT

Disadvantaged pupils remain months behind peers in reading and maths – study

The Telegraph

Seven-year-olds with poor reading skills double in number since pandemic

○ Effectiveness of tutoring

Since launching, NFER has been the lead evaluator for the government's flagship National Tutoring Programme (NTP). Our year two evaluation found that a school-led tutoring route was associated with small improvements in Key Stage 2 and Key Stage 4 maths.

NFER continues to be a member of the Government's influential Strategic Tutoring Advisory Group. In this forum we shared further research around the views of school leaders on the sustainability of tutoring.

○ Early years language skills

NFER evaluated the impact of the national rollout of The Nuffield Early Language Intervention, which was funded through the Government's early years education recovery programme.

Our findings showed that pupils who took part in the programme made four additional months' progress in their language development compared to pupils who did not participate.



NFER's sector-leading research from its expert team continues to illuminate and influence school policy. A highlight this year includes revealing the reality of the government's flagship tutoring programme in schools.

John Dickens, Editor at Schools Week

The evaluation attracted high levels of interest across the sector, with our evidence suggesting the programme could be an effective solution to help close the language development gap between disadvantaged children and their peers at the end of Reception. Our findings provided a timely contribution to the government's decision to extend funding support for NELI for the 2023-24 academic year.

○ With thanks to:

- Department for Education
- Nuffield Foundation
- Education Endowment Foundation



Education workforce

NFER is considered one of the country's leading experts around teacher recruitment and retention. We continue to provide policymakers and system leaders with an accurate picture of the education workforce to guide effective and well-targeted action.

○ Teacher labour market

Our ongoing analysis highlighted the deteriorating attractiveness and competitiveness of teaching compared to other occupations. A combination of low recruitment into initial teacher training and falling retention rates has led to almost universal shortages across secondary subjects.

NFER was seen as a trusted and authoritative voice on this critical issue across national and sector media. This resulted in our researchers undertaking a range of high-profile broadcast interviews, including on *BBC Newsnight*, *Channel 4 News* and *ITV's Peston*.

Our oral evidence at the Education Select Committee's inquiry into teacher recruitment, training and retention allowed us to share new NFER research around the impact of bursaries, flexible working, teacher autonomy and workload on the attractiveness of teaching as a profession to enter and remain.

In line with NFER recommendations, the Government established a workload reduction taskforce - with a target to reduce teachers' working hours by five hours a week within three years - and committed to refreshing its teacher recruitment and retention strategy.

The Observer

Newly-qualified teachers quit UK for schools abroad due to abject pay and conditions

○ Teacher pay

Our research was cited eight times by the School Teachers' Review Body (STRB) in its 2023 report, which provides independent recommendations on teacher pay to parliament. The STRB recommended a pay award of 6.5 per cent across all pay scales, which was accepted in full by the Education Secretary.

○ Vision for maths

Earlier this year the Prime Minister reaffirmed his ambition to ensure every young person studies some form of maths up to the age of 18. NFER appeared as a witness in a non-inquiry Education Select Committee session arranged to scrutinise this policy.

In a letter to the Education Secretary following this session, the Committee Chair led with NFER concerns about the Government's workforce planning and decision to reduce its recruitment target for maths teachers. Our evidence was mentioned in a range of national media titles reporting on the announcement, including *BBC News* and *The Telegraph*.



NFER's dedication to improving education policy and practice, its knowledge of the education landscape, and command of a brief is exemplary.

Jenni French, Head of STEM in Schools at Gatsby Charitable Foundation

○ Focus on further education

Our analysis on the further education (FE) workforce revealed that teachers working in FE colleges earn significantly less than their colleagues working in other educational institutions. Over the past decade the rate of FE teachers leaving the profession has been significantly higher than for school teachers.

In addition to a series of articles for *FE Week*, NFER engaged with senior civil servants at the Department for Education to discuss emerging findings. Further research and wider stakeholder engagement is planned for early 2024.

○ With thanks to:

- Nuffield Foundation
- Education Endowment Foundation
- Gatsby Foundation



Last week @TheNFER warned of a worsening teacher labour market - while retention slightly improved in recent years the shortfall in recruits to train as secondary teachers in many subjects will continue - the offer NFER said needed to be at least 4.1% for next year.

Post on X from Branwen Jeffreys, Education Editor at BBC News

Classroom and assessment

NFER is respected globally as a leader in the development of tests and assessments. These generate insights that can be used to improve children's learning and inform system-wide improvement.

Over the past year, we continued to develop robust assessments, analyse assessment outcomes, and share insights with teachers, schools and governments.

○ National Reference Test

This year more than 13,000 students took the National Reference Test, which is administered by NFER and used by Ofqual to inform awarding decisions in English and maths GCSEs in England.

○ Evaluation trials

Large-scale evaluations that NFER have reported in 2023 include our Nuffield Early Language Intervention scale-up evaluation and our RCT of Reception Jigsaw. Consistent with previous evaluations, the former showed a strong positive effect, leading to DfE's decision to back this programme for pandemic recovery. The latter showed a positive effect if teachers attended enough of the Continuous Professional Development (CPD) and coaching.

We have also been leading the way methodologically with two pilot evaluations: Storytime and A Winning Start. Teacher Choices trials evaluate decisions teachers make in the classroom every day. Storytime showed that such choices can make a difference.

71

The percentage of schools who believe NFER's work helps teachers and leaders feel better informed

○ International comparisons

NFER has a long and successful history of contributing to the development and delivery of international large scale assessments (ILSAs). The outcomes of these assessments provide an effective basis for informed policymaking.

This year we continued to deliver three ILSAs and published results from the Progress in International Reading Literacy Study (PIRLS) 2021 in Northern Ireland. The findings were covered in national and regional media, including *BBC News Online* and *UTV*.

Our researchers also held a webinar for schools in Northern Ireland explaining how evidence could be used to inform teaching and learning.

○ Assessments

We delivered the third year of the statutory Reception Baseline Assessment to more than 600,000 pupils. This provides a fair and accurate measure of pupils' starting point on entry to primary school. This provides a baseline for measuring pupil progress across their time in primary education, recognising the work schools do with their pupils across this period.

BBC
NEWS

Northern Ireland children ranked fifth in the world for reading

○ NFER resources

Last year almost 17,000 schools took part in NFER research and assessment projects. We are extremely grateful to all schools who generously gave their time to support our work.

NFER Assessments partnered with Arbor's MIS for schools and Multi Academy Trusts (MATs) to deliver a new integration to enable both schools and MATs to access all their pupil and assessment data in one place with hundreds of schools choosing to sign up.

We have also been exploring more ways to support schools, through the creation and sharing of practical guides and other tools for educators. This year we launched Research Bites – a series of useful and engaging resources designed for busy teachers [nfer.ac.uk/research-bites](https://www.nfer.ac.uk/research-bites)

○ With thanks to:

- Ofqual
- Standards and Testing Agency
- Education Endowment Foundation
- Department for Education Northern Ireland

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It's vital that decisions in the education sector are informed by rigorous research. The National Foundation for Educational Research supports our sector with up-to-date evidence, insights and knowledge. Its outputs shape the thinking of practitioners, decision-makers, and can be a catalyst for positive change.

Marie Hamer, Executive Director,
Strategy & Impact, Ambition Institute

Education to employment

To ensure young people make successful transitions from education to employment, we need to understand the outcomes achieved through different choices and pathways and ensure that there are progression routes for all. NFER continues to build this evidence base so government, providers and young people can make informed decisions.

Over the past year, we made important discoveries around the skills of the future and shared insights that supported government decision making.

○ Apprenticeships

Building on previous NFER research, our roundtable with SME providers found young people continue to face a number of barriers to access apprenticeships, both at the point of application and prior to starting.

Throughout the year we provided regular research briefings to policy teams at the Department for Education and Department for Work and Pensions. Our recommendations, including around the apprenticeship wage, were included in briefing papers to No10 and the Low Pay Commission in advance of the Autumn Statement. This contributed towards the Chancellor announcing a 21 per cent increase in the minimum hourly wage for apprentices and extra funding towards an apprenticeships growth pilot.

○ Skills of the future

The third working paper of our *Skills Imperative 2035* research programme identified six essential employment skills that will be in greatest demand across the labour market in 2035. The list included communication, collaboration and problem-solving.

The research was discussed at events during the Conservative and Labour party conferences and cited in a range of parliamentary reports, including by the House of Lords Communications and Digital Committee.

Emerging findings and recommendations were discussed on a regular basis with the Government's *Unit for Future Skills*. We also held briefings with Government and shadow ministers, ensuring cross-party understanding about the changing demand for skills in the labour market over the next decade. This resulted in our research being regularly cited by the Minister for Skills, Apprenticeships and Higher Education, and featuring in an article by the Leader of the Opposition for *The Times*.

Further contributions were made to inquiries held by the APPG for Skills, Careers & Employment and the House of Lords Education for 11-16 Year Olds Committee.

○ T Levels

Since being introduced in September 2020, NFER has built the evidence base around the rollout of the Government's flagship T Levels qualification. This has included undertaking longitudinal surveys of the first and second cohort of T Level learners working with NatCen.

Our findings were presented at a range of sector and policy events, including the *Westminster Education Forum*, and featured in the Government's annual T Level action plan targeted at providers, employers and school leaders.

20

The number of times that NFER research was cited in the Education Select Committee's report on the future of post-16 qualifications.

○ With thanks to:

- Nuffield Foundation
- Cambridge Econometrics
- The Institute for Employment Research, University of Warwick
- Learning & Work Institute
- Department for Education
- NatCen
- University of Sheffield
- University of Roehampton
- Association of Employment and Learning Providers
- Amazing Apprenticeships



Students of T-Level up 250%



We really enjoy and value collaborating with the NFER team. The depth and quality of the research produced has been instrumental in helping the apprenticeship sector to really grasp some of the most pressing challenges and issues.

Anna Morrison CBE, Director at Amazing Apprenticeships

International

NFER is committed to finding new ways to answer key educational questions to create better opportunities for learners worldwide.

Over the past year, we continued to grow our portfolio of research, evaluation and assessment projects in collaboration with international partners.

○ Our work in Africa

We undertook a political economy analysis of secondary school inspections and improvements in Uganda. Our findings suggest that for secondary school inspection cycles to be conducive to school improvements, there needs to be extensive coordination of different stakeholders.

The study offered valuable insights and recommendations to help strengthen school inspections and improvements in Uganda, which are already being acted on by stakeholders in the country.

We have also provided on-going consultation to the Kenya National Examinations Council as they plan the transformation of their e-assessment capabilities. Working with the British Council, NFER welcomed a delegation from KNEC and our team visited Kenya, joining field visits to better understand the longer-term vision to build sustainable assessment capacity, which will have the potential to improve educational outcomes for children and young people across the region.

○ Driving change globally

NFER's technical expertise was used to support the development of a national assessment strategy in Iraq. This included a review of the country's current assessment structure and practices, stakeholder analysis, and the delivery of training to government officials.

Our work in Asia included a randomised control trial of reading and maths assessments in one of the most educationally deprived parts of India. This provided one of the key outcome measures that will be used to determine if interventions are improving children's learning and reducing child death in the region.

We also supported Nepal with the development of their national e-assessment strategy. This aims to enhance the quality, equity and cost-effectiveness of their examination system.





The dynamic team at NFER has consistently demonstrated a high level of expertise, dedication, and commitment to our shared goals. We value their ongoing efforts and look forward to continued collaboration.

Jessica Best, Global Monitoring, Evaluation and Learning (MEL) Manager, UK at Right to Play

○ Long-term partnerships

NFER has a long-standing association with Australia at a national and state level. This year we continued to deliver items for the country's national assessment programme in literacy and numeracy. We also assisted teachers in Victoria and New South Wales to assess and monitor their students' progress following the Covid-19 pandemic. This has helped teachers tailor their lessons more specifically to the needs of pupils.

We concluded a learning partnership with Promoting Equality in African Schools (PEAS), who are working to improve the quality of leadership and management in government schools in Uganda. NFER's findings have helped attract more funding for the programme and our insights have supported the development of a digital inspection tool, which has noticeably increased the efficiency of inspections.

○ With thanks to:

- Kenya National Examination Council
- Australian Curriculum, Assessment and Reporting Authority
- New South Wales Department for Education
- Promoting Equality in African Schools
- Victoria Curriculum and Assessment Authority



Learn more about NFER

If you would like to know more about our research, our resources and our services, or about partnering with us in our work, please get in touch:

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In a world of unprecedented disruption and change, caused by a global pandemic, social upheaval, technological innovation and the climate crisis, it is more important than ever that education policy and practice is informed by high-quality evidence.

NFER exists to create this evidence and get it into the hands of those who can use it to make a difference.

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