

# EDUCATION JOURNAL

Incorporating *Children's Services Weekly* and *Education*

Founded in 1996

No. 382

ISSN: 1364-4505

Tuesday 2 July, 2019

## Third of teachers "lost" within five years of qualifying

**F**or the fifth consecutive year the teacher retention rate has worsened. Statistics published by the Department for Education have shown that teacher retention rates had worsened for new teachers. Of the teachers who had qualified in 2013, 67.7% were still in service after five years. The figure was lower than the five-year retention rate in the previous year, when the figure had been 68.5%.

Commenting on teacher retention rates, Geoff Barton, General Secretary of the Association of School and College Leaders, said that the country was losing a third of its teachers within five years of them qualifying. He added that the rate of attrition was far too high and it was a major factor in the severe shortage of teachers across the country.

Mr Barton said that while ASCL was pleased that the Government had recognised the need to do more in its recent teacher recruitment and retention strategy, it must act with a greater sense of urgency. He pointed out that schools and teachers were under far too much pressure because of real-terms funding cuts which had left them doing more with less and teacher wages had stagnated as a result of years of government austerity.

Paul Whiteman, general secretary of school leaders' union NAHT, said that the figures were a blunt warning for the Government as teacher retention rates had declined every year for a decade. He added that more and more teachers were reducing their working hours or leaving as unsustainable workloads had taken their toll. He said that the NAHT welcomed the DfE's recruitment and retention strategy, especially the Early Careers Framework, which, if delivered well, could help new teachers to build their confidence and hone their skills, which would provide the foundations for a successful career in teaching, and creating the school leaders of the future.

But Mr Whiteman stressed that the figures showed just how vital it was for the strategy to work. He argued that more needed to be done to create a truly positive proposition for a career in teaching and the essential components included competitive pay, attractive and flexible working conditions, a healthy work-life balance, opportunities for career-long continuing professional development, and lower risk ways of holding schools to account.

### In this issue

**Lost teachers**  
*News.*  
Page 1

**Promises**  
*Editorial.*  
Page 4

**FE leaders unite**  
*News.*  
Page 5

**LAs need cash**  
*News.*  
Page 7

**Supply teachers**  
*News.*  
Page 11

**AELP**  
*Conferences.*  
Page 20

**Free speech**  
*Documents.*  
Page 21

**Oral questions**  
*Parliament.*  
Pages 36 to 41

**Editorial****4 Promises, promises**

With the Conservative leadership election turning into something of a bidding fest, promises of more cash for education (and pretty well everything else) are being made. How many will be kept is another matter, but at least education is moving up the political agenda.

**News****1 Third of teachers 'lost' within five years**

For the fifth consecutive year the teacher retention rate has worsened. Statistics published by the Department for Education have shown that teacher retention rates had worsened for new teachers.

**5 College leaders want more cash**

The leaders of every general further education college in England have joined forces to write an open letter to the Chancellor and Education Secretary asking for more cash.

**Local authorities running out of cash**

The Local Government Association has today published a survey of local authorities which revealed that a third of councils fear they will run out of funding for core services by the end of this Parliament.

**6 Improving academy trust finances**

To ensure that trusts running schools are aware of their financial responsibilities, the Schools Minister, Lord Agnew, has launched an updated handbook to help bolster the financial management and governance of academy schools.

**Survey shows scale of mental health issues**

A survey of over 12,000 young people carried out by the mental health charity Mind and published today shows the scale of the mental health crisis.

**7 Secondary class sizes rise**

DfE figures show a rise in average class sizes for the fourth year in a row.

**7 Supporting the Early Career Framework**

Education and training organisations have been invited to develop a range of products to support schools in their implementation of the Early Career Framework.

**8 Casual teaching staff use food banks**

Staff on insecure contracts working in further, adult and prison education are holding down multiple jobs and visiting food banks in an effort to make ends meet.

**9 Young not ready for work say CBI**

Almost one in four young people aged 17-23 do not feel adequately prepared by their education for the workplace, according to data from the CBI.

**10 Early Career Framework pilot areas**

The pilot areas for the Government's Early Careers Framework have been announced. Education authorities in the North East and Greater Manchester, Bradford and Doncaster have been chosen to trial the scheme aimed at supporting new teachers.

**11 Supply Teachers survey**

The latest survey of supply teachers shows that, despite a teacher shortage and regardless of the Government's efforts, the majority of supply teachers are reporting lower levels of pay compared with previous years.

**12 UK will miss SDGs**

The UK is not on track to meet the UN Sustainable Development Goals.

**13 Hinds backs teaching of LGBT issues**

The Education Secretary has supported primary schools teaching LGBT issues.

**15 The student loan contribution revealed**

Newly released data has shown forecasts for student numbers, the cost of student loans and loan repayments in England.

**New group to support disabled students**

A new group is to be created to support students with disabilities in HE.

- 16 Vast differences in graduate outcomes**  
Ministers have urged universities to address the “stark disparities” that led to students getting significantly different results from studying similar things.
- Finance for part-time HE courses now open**  
Prospective students can now apply for finance for part-time courses for 2019/2020.
- Research**
- 18 Adapting to a rapidly changing job market**  
LWI research has concluded that young people were increasingly likely to be able to adapt to change in their careers.
- Conference**
- 19 Hinds at NSPCC conference**  
The Education Secretary, Damian Hinds, spoke about internet safety when he addressed the NSPCC conference.
- London summit on special needs**  
School leaders and others from across London held a summit on funding for children with special educational needs.
- 20 Ofqual at AELP conference**  
Phil Beach of Ofqual spoke to delegates at the AELP Annual Conference about the importance of ensuring quality.
- Document review**
- 21 Free speech**  
*Free Speech and Censorship on Campus*, from HEPI.
- Opinion**
- 22 Listen to our right hemisphere**  
Professor Jan Willam der Graff writes about neuropsychological research.
- 23 The power of ignorance**  
Pericles looks at Brexit fallacies about trading on WTO terms and Ireland as examples of the power of ignorance.
- Policy papers**
- 24 Policy papers published last week**  
Policy papers from Government departments, the parliamentary libraries and think tanks published last week.
- 27 Consultations**
- Consultations and consultation outcomes**  
Consultations and consultation outcomes published last week.
- Statistics**
- 28 Statistics published last week**  
Government statistics on education and children’s services published last week.
- Delegated legislation**
- 32 Statutory instruments**  
Statutory instruments issued last week.
- Parliament**
- 34 Parliamentary calendar**  
Parliamentary activity last week and that scheduled for the weeks ahead.
- Parliament - Debates**
- 36 Monthly oral questions on education**  
The last monthly session of oral questions on education and children before the summer break.
- 42 Music A-level**  
Lord Black of Brentwood (Con) asked the Government what steps it was taking to address the decline in the number of students taking music A-level.
- 43 Higher education spending**  
Lord Blunkett (Lab) asked the Government about higher education spending in the light of the Augar review.
- Parliament - Committees**
- 44 Hinds admits apprenticeship target failure**  
The Education Secretary admitted to the Education Select Committee that the target for apprenticeships would be missed.
- Parliament - Questions**
- 45 Answers to written questions**  
Answers to written parliamentary questions in the Commons and the Lords.
- Publisher information**
- 64 Subscription rates**  
Publisher information, writers and subscription rates.

## Promises, promises

**E**ducation is rising up the political agenda at the moment, with the soon to depart Prime Minister trying to bung an extra £7 billion a year at schools in her last few weeks in office and both the candidates to replace her promising billions more for education. That's the good news. So is every other subject that might attract votes rising up the agenda. That's the not so good news.

Promises of extra spending made by candidates in the Conservative leadership race have now topped £82 billion a year, prompting the Chancellor to warn them yesterday that there are limits to what they can give away. Some of these pledges were made by people no longer in the race, but looking at the two remaining hopefuls Jeremy Hunt has been the most specific about his commitments. The Institute for Fiscal Studies (IFS) has calculated these at £40 billion a year of extra spending or tax cuts. That's roughly what Labour were promising during the last election, to Conservative cries of derision about magic money trees. Well, now Conservative candidates have discovered an entire forest of these mythical trees.

Boris Johnson's promises are more difficult to tie down because they are more vague and he has been less open to outside scrutiny, avoiding inquisition from national media like the *Andrew Marr Show*, which Jeremy Hunt risked appearing on last Sunday. He also keeps changing his mind, with some spending commitments changing from a promise to an aspiration and back, depending on who he is talking to.

Our analysis may appear to be biased when it comes to Jeremy Hunt, but that is only because he has been more open and honest about what he is proposing. Hunt's biggest proposed give-away has nothing to do with education. It is for an extra £15 billion a year to increase the defence budget to 2.5% of GDP, up from just over 2% at present, over five years. On the education front there is £1 billion to cut the rate of interest on student loans. There have been promises to implement the Augar review of post-18 provision, but they are vague as to exactly which bits of it will get the most funding. Given that these promises are aimed at a very narrow audience, paid up members of the Conservative Party, helping the already well-resourced university students will probably end up as a higher priority than further education. There has also been a promise of more money for schools.

As well as more spending, both candidates are promising tax cuts. Boris Johnson has promised to raise the threshold for top rate tax payers from £50,000 to £80,000. That would cost just under £10 billion. As his supporters have pointed out since this announcement caused a fire storm from critics claiming it was of no benefit to the poor, the £50,000 limit at which higher rate tax becomes payable now catches in its net senior teachers and others in the public sector, like senior nurses, that most people would not consider wealthy. These were not the sort of people that the top rate of tax was designed for. They have been dragged into it with the passage of time, and some easing of the top rate can be justified. However, whether that should be a priority given the reductions in benefits and services that the poorest have suffered is harder to justify. But remember who the electorate in this contest are. Few of the poorest are members of the Conservative Party, while many of those paying the top rate are.

Jeremy Hunt has promised to cut corporation tax to the lowest in Europe, which would mean a rate of 12.5%. This would mean a reduction in revenues of £13 billion. Hunt argues that cutting corporation tax would increase revenues, not cut them, and gives the example of what happened when Ireland cut its corporation tax rate. However, Ireland is a small economy that cut its rate during a boom. Neither the general economic conditions or the specifics of the national economy are the same as in the case of Ireland. Hunt has also said he would cut National Insurance contributions, which would help the less well off, but only when it can be afforded. In the case of a no-deal Brexit, that could be never.

Perhaps the most dishonest of all promises has been that made by both candidates, who have talked about spending the £26 billion "war chest" that the Chancellor of the Exchequer has built up to deal with the cost of Brexit. They talk as if this was cash in the bank. It is not. This "headroom" is money that would have to be borrowed. It is borrowing that would be possible under the Chancellor's self-declared fiscal rules, but it's still borrowing. How far any of these promises will be kept, especially by Boris Johnson, is another matter. But at least politicians are now talking about the need for more funding for education.

## 203 college leaders write to the Chancellor and Secretary of State

**T**he leaders of every general further education college in England have joined forces to write an open letter to the Chancellor and Secretary of State for Education urging them to “answer the calls from business” and respond to the “challenges of technological change and Brexit” by urgently investing in the country’s technical and vocational education system by implementing the main recommendations of the government’s recent Post-18 Education Review.

The 203 leaders are responsible for institutions that educate and train 2 million people each year, they employ 180,000 staff and have a combined turnover of £6 billion per annum. The leaders pointed out that the Augar Review had called for, amongst other things, an end to the 17.5% cut in education funding for 18-year-olds, support so that everyone, regardless of age, could get to at least level three, and a rebalancing of the traditional post-18 educational landscape.

The letter Key pointed out that the Post-18 Review had understood that employers and communities needed more high-quality technical and professional education and training, industry standard facilities, expert staff and the unique curriculum that colleges already provided. The letter added that the review had also recognised that colleges were the key vehicle for the flexible, local delivery of national strategies, supporting industrial policy, productivity, skills development and genuine social equity and it also acknowledges that all of that would require serious investment.

Bev Robinson OBE, member of the Independent Panel and co-author of the Augar Review said that choosing to enact the recommendations of the review would demonstrate the Government’s commitment to the much-needed skills revolution which the country needs, which industry was crying out for and which would promote social equity for all adults, not just the current 50%.

David Hughes, Chief Executive of the Association of Colleges, said it had been “extraordinary” to see every leader in every general further education college in the country collaborating in such a way. But he added that in extraordinary times, college leaders were working closely with local, national and international business, supporting individuals to get on in life, and driving the social mobility agenda.

---

## A third of councils won’t have cash for core duties

**T**he Local Government Association has today published a survey of local authorities at the start of its annual conference which revealed that a third of councils fear they will run out of funding to provide their statutory services – such as protecting children and adult social care – by the end of this Parliament. That number rises to almost two thirds of councils by 2024/2025 or later. The LGA estimates that councils face an overall funding gap of £8 billion by 2025.

Almost a fifth of councils (17 per cent) are not confident of realising all of the savings they have identified to make this year (2019/20). An unprecedented rise in demand means many councils are having to spend more than they planned for in adult social care, children’s services and homelessness support. These overspends have seen councils forced to make in-year budget cuts to try and balance their books.

Between 2010 and 2020, councils will have lost 60% of their central government funding to run local services. The LGA fears that with the uncertainty over Brexit and the delay caused by the Conservative leadership elections the chances of the Government carrying out a three-year Spending Review this year look increasingly unlikely. Instead, councils may face a one-year roll-over settlement.

The LGA claims that councils will need a guarantee they will have enough money to meet the growing demand pressures they face next year, particularly in adult social care, children’s services, special educational needs, homelessness support and public health activity.

# Improved guidance on academy trust finances

**T**o ensure that trusts running schools are aware of their financial responsibilities, the Schools Minister, Lord Agnew, has launched an updated handbook to help bolster the financial management and governance of academy schools. The main change to the handbook is a new requirement that academy trusts must show how they had checked that their internal systems were effective and compliant through an independently-prepared annual report submitted to the Education and Skills Funding Agency.

The handbook also includes boosted material on:

- The role governing bodies should play to make sure that pay and other benefits of senior staff were reasonable and that they reflected their responsibilities'
- The need for trusts to maintain a risk register to ensure that procedures and systems were adequately scrutinised.
- The importance of having an agreed whistleblowing procedure and a structure that would protect and support staff so that they could report concerns in confidence.
- The role of trustees, emphasising the importance of robust governance.
- The Secretary of State's powers to act to tackle rare cases of mismanagement, including removing trustees from a trust.

Lord Agnew said that in the majority of cases, standards had risen more quickly in sponsored academies than similar council-run schools, but it was important to hold academy trusts to account to ensure that all academies offered the best education possible and that they spent public money reasonably. He added that to do that, trusts needed to have strong financial management and governance structures, which the handbook would help trusts to deliver. The Academies Financial Handbook is updated annually by the ESFA with the aim of supporting academy leaders, trustees, accounting officers and auditors by describing the requirements to run effective, compliant and successful trusts.

---

## Three in five young people have experienced a mental health problem or are close to someone who has

**A** survey of over 12,000 young people aged between 11 and 19 carried out by the mental health charity Mind and published today shows that three in five young people (59%) have either experienced a mental health problem themselves, or are close to someone who has. The survey from the mental health charity also shows that one in seven (14%) young people say their mental health is currently poor or very poor and outlines the breadth of the challenges they face. It also highlights how secondary schools are promoting and supporting their wellbeing.

When it comes to accessing support within school, there were problems with knowing where to go, and then getting the right kind of help. Mind's survey also found:

- Almost two in five (38 per cent) of all pupils said they wouldn't know where to go to access support within school and half (52 per cent) said they wouldn't feel confident approaching teachers or other school staff if they needed help.
- Around one in five young people (21 per cent) had accessed support for their mental health within school. Of these, almost one in two (43 per cent) said they didn't find the support helpful and two in three (63 per cent) said they weren't involved in decisions made about that support.

## Secondary school class sizes have risen for the fourth consecutive year

**F**ollowing the publication of class size statistics by the Department for Education, which showed that secondary school class sizes had risen for the fourth consecutive year, an analysis of the figures by the Labour Party concluded that the total number of pupils in over-sized classes with 31 or more pupils had increased by nearly 45,000 in a year.

The Labour analysis also found that:

- There were 6,234 more primary pupils in classes of 31-35 and 2,301 more in classes of 36+, a total of 8,535.
- There were 32,914 more secondary pupils in classes of 31-35 and 3,160 more in classes of 36+, a total of 36,074.
- The total annual increase in school pupils in 'super-size' classes was 44,609.
- This was the fourth year that pupil numbers in super-size classes had risen, an increase of 118,000 since 2015.

Angela Rayner MP, Labour's Shadow Secretary of State for Education, said that the figures had exposed the consequences of the Government's cuts to schools, as more and more pupils were being crammed in to super-sized classes that could only make it more difficult for them to learn.

Geoff Barton, General Secretary of the Association of School and College Leaders, also blamed the increase in class sizes on the real-terms cuts in school funding as schools had had no alternative other than to reduce the number of staff they employed at the same time that pupil numbers were rising.

---

## Schools and training experts invited to develop products to support Early Career Framework

**E**ducation and training organisations have been invited to develop a range of products to support schools in their implementation of the Early Career Framework, which the Government says will be backed by "at least" £130 million a year in extra funding once it had been fully rolled out in 2021. The Education Secretary, Damian Hinds, said that as announced in the Department's Teacher Recruitment and Retention Strategy earlier in the year, the Early Career Framework would provide new teachers with the foundations for a successful career in the profession through a two-year package of structured training and support, including a reduced timetable to allow teachers to make the most of their training, alongside high-quality materials for new teachers and their mentors that would underpin each area of the Early Career Framework.

Sir Kevan Collins, Chief Executive of Education Endowment Foundation, said he welcomed the progress that was being made towards implementing the Early Career Framework, which represented a vital opportunity to support teachers to access and apply the best available evidence from the start of their professional life. He pointed out that the Education Endowment Foundation had played a key role in ensuring that the framework had drawn on the best available evidence. Sir Kevan added that by evaluating the roll-out of the programme, key lessons would be learned which would ensure that every new teacher in England would get the support they needed and deserved.

# Teaching staff on casual contracts visit food banks

**S**taff on insecure contracts working in further, adult and prison education are holding down multiple jobs and visiting food banks in an effort to make ends meet, according to a University and College Union report. Counting the costs of casualisation pointed out that people without secure contracts were not paid for a third of their work and they struggled to find somewhere to live. The report also revealed the toll it had on their mental and physical health.

- Over two-thirds of respondents (71%) had said that their mental health had been damaged by working on insecure contracts and almost half (45%) had said that it had impacted on their physical health.
- Some had spoken about the fear and stress of hours, and therefore income, being cut with little or no notice. One had had to visit a foodbank when classes had been cut at short notice and others said it was impossible to plan anything and that it was difficult to get a mortgage or secure rented accommodation without being able to demonstrate a stable income.
- Respondents said that the worst periods of the year when they struggled more than others were the holidays, although both busy and quiet periods were stressful. They pointed out that the stress that came with a shortage of hours during holidays was a different type of stress than that which came when they had to accept as many hours as possible and they struggled to cover long commutes, preparation and marking.

The union argued that the report had exposed the lie that flexible contracts were supported by workers and employers, as almost all staff had said that they wanted a permanent contract and around three-quarters said that they would sacrifice flexibility to secure a job with guaranteed hours.

The UCU said that the widespread use of casual contracts was having a damaging impact on students' education and it called on Ofsted to inspect for the negative impact on teaching quality due to casualisation.

Respondents also complained that they were not given the same resources as permanent staff, which they meant that their teaching suffered as a result. One respondent reported that they had no work email address, no desk or work space and they struggled to get simple tasks like photocopying done.

Key findings from the report included:

- 72% said they had struggled to make ends meet.
- 56% said they experienced problems paying bills.
- 75% said that their contractual status made it difficult to make long-term financial commitments.
- 71% of respondents said that their mental health had been damaged by working on insecure contracts.
- 45% reported that their working conditions had damaged their physical health.
- 93% of respondents on a fixed-term contract said they would rather be on a permanent contract.
- 72% of hourly-paid staff said they would rather be on a contract with guaranteed hours, even if it meant less flexibility.
- On average, part-time and hourly-paid teachers were doing 30% of their work without pay.
- 56% had held two or more jobs in the last 12 months.
- 39% had held two or more jobs in the education sector.

# Education system leaving young people unprepared for modern world

**A**lmost one in four young people aged 17-23 do not feel adequately prepared by their education for the workplace, according to data from the CBI. As 44% of employers found that young people leaving school, college or university were not ready for the workplace, businesses have called for character and broader skills, from team leadership to problem solving, to be embedded in the educational curriculum to a much greater extent.

The report, *Getting Young People Work Ready*, found that 47% of teachers believed that there were fewer opportunities to develop employability skills and competencies due to changes in GCSEs and A-Levels. They citing a new focus on rote learning as a detriment to developing the skills and attitudes needed for work. In the report, employers identify three broad areas that are essential for the workplace: character, knowledge, and skills.

The CBI argued that to address the situation the Government, supported by a greater contribution from employers, should:

- Rethink the role and form of GCSEs in an education and training system that went to 18, rather than 16.
- Reform the English Baccalaureate to ensure that it fully encompassed a “broad and balanced” curriculum, especially when it came to creativity.
- Develop a shared understanding of what “character” really meant with educators, government and employers - starting with the SkillsBuilder framework.
- Better coordinate the support available to young people from government, employers and educators - including the joining up of the Careers Strategy and Youth Charter.

John Cope, CBI Head of Education & Skills, said that whether it was globalisation, longer and more diverse careers or rapid technological change - employers, government and educators must work better together to prepare young people for the modern world.

He argued that too often, young people were left feeling unprepared for work and employers felt the same when those starting out joined their companies. Mr Cope stressed that while young people had knowledge and potential in abundance, the rounded character, real world experience and creativity that was needed to apply knowledge was sometimes lacking.

But he pointed out that ensuring that young people were prepared for the modern world was not the education system’s responsibility alone, as to help the education system to keep up with a rapidly changing world, it was vital to help the two-thirds of employers who wanted to get more involved in education to do so. Mr Cope said that whether it was helping deliver parts of the curriculum, offering work experience and careers advice, or getting involved as a governor or trustee, employers had an immense contribution to make.

***“John Cope, CBI Head of Education & Skills, said that whether it was globalisation, longer and more diverse careers or rapid technological change - employers, government and educators must work better together to prepare young people for the modern world.”***

***(Continued on page 10.)***

*(Continued from page 9.)*

Commenting on the CBI's report, Dr Mary Bousted, Joint General Secretary of the National Education Union, said that the NEU welcomed the CBI's report, and particularly the recognition of teachers' concerns about the limiting nature of the EBacc and the challenges schools faced in teaching a breadth of subjects as well as offering a broad range of experiences to support young people in their future lives in work and in society, families and relationships.

***“The NEU argued that long-term damage had been inflicted on creative and technical subjects which had been excluded from the EBacc; such as art, music and technology, that were not just crucial for economic prosperity but for enriching lives, were disappearing from schools.”***

She stressed that the need for a high quality and impartial careers services in schools and colleges was more important than ever, yet funding an adequate infrastructure to provide such a service had been continually cut back or removed entirely.

Dr Bousted said that time and time again the NEU had warned that the EBacc policy would penalise schools for offering a broad and balanced curriculum, tailored to the needs and interests of their children, and GCSE entries were continuing to collapse across many subjects. She argued that the policy had reduced the breadth of subjects offered in many secondary schools, limited opportunities for children, and driven many staff out of the teaching profession. Dr Bousted added that long-term damage had been inflicted on creative and technical subjects which had been excluded from the EBacc; such as art, music and technology, that were not just crucial for economic prosperity but for enriching lives, were disappearing from schools.

---

## **Early Career Framework pilot areas**

**T**he pilot areas for the Government's Early Careers Framework have been announced. Education authorities in the North East and Greater Manchester, Bradford and Doncaster have been chosen to trial the scheme aimed at supporting new teachers. From September 2020, new teachers in the pilot areas will receive a two-year programme of support, training, mentoring and reduced timetables.

Following the announcement, Dr Mary Bousted, Joint General Secretary of the National Education Union, said she was pleased that the Education Secretary was taking the recruitment and retention crisis in teaching seriously, as the Teacher Workforce statistics from his own department had showed that teachers were leaving at an alarming rate and 40% of them were aged under 35, which was a 10% rise since 2011. She added that just as concerning was that almost a third of teachers (32.3%) were leaving within five years of qualifying, which was a record high.

Dr Bousted stressed that the Early Career Framework would need to be piloted and properly evaluated. She said that while the announcement was a step in the right direction, the NEU would keep a close eye on the development of the Framework, as well as future teacher censuses, to monitor whether it would really improve the lives of new teachers.

Paul Whiteman, general secretary of school leaders' union NAHT, welcomed the announcement, but stressed that a lot would depend on the strategy. He added that the Leaky Pipeline of recruitment and retention needed to be fixed as too few people were choosing teaching as a career and too many teachers were leaving prematurely.

# NEU Supply Teachers Survey

**T**he National Education Union's latest survey of supply teachers shows that, despite a teacher shortage and regardless of the Government's efforts to regulate the supply teacher market, the majority of supply teachers are reporting lower levels of pay compared with previous years. They are also finding it harder than ever before to obtain work.

The annual survey, which was conducted between 8 May – 17 June 2019, received 1,450 responses, a larger uptake than in previous years. Daily pay rates had remained low as 40% of supply teacher members had reported being paid between £100-£124 per day, which was down from 41% in 2018. In the same period, the proportion of respondents who were paid less than £100 had gone from 11% to 14%, which meant that a daily rate of £100 would result in a supply teacher earning £4,000 less than a newly qualified teacher in a full-time post.

In the same survey, while the percentage paid £150 or more per day had remained at almost 9% as in 2018, even a daily rate of £150 paid an experienced supply teacher 10% less than a teacher with five years' experience paid at Main Pay Range maximum. 89% of respondents said that their pay rate as a supply teacher had been lower or significantly lower compared to the pay rate or scale they had most recently been on when employed by a school or local authority. 31% of respondents, excluding "don't knows" and newer supply teachers said they were paid less or significantly less than three years ago.

Low pay and low incomes from supply teachers had compelled 56% of all respondents to take on other work. 17% had reported claiming benefits and 2% had used food banks and many others were reliant on savings, or in debt. Significant numbers of supply teachers (48%) had increasingly been offered work as a "cover supervisor", which often required teaching. Being asked to "Teach on the cheap" had been experienced by 35% of secondary respondents, where cover supervisors were more common, and 12% in primary.

A significant trend in recent years had been the rise of agencies, and 82% of respondents were dependent on them for work, which was a 32% increase since an equivalent survey in 2010. In the same period, direct arrangements between supply teachers and schools had collapsed, from 39% in 2010 to just 13% currently. Local-authority-run "supply pools" continued to diminish, as 3% of respondents had said it was their main source of work, which was a drop from 11% in 2010.

"Umbrella companies", which the NEU had warned supply teachers against in recent years, as not being a requirement, had retreated as 25% of respondents to the 2019 survey were paid through an umbrella company, which was down from 47% in 2015. Only 18% said that their agency insisted on an umbrella company or limited company arrangements, which was a drop from a 62% high in 2017. In previous years, the reasons given for moving into supply had been related to personal circumstances.

But the 2019 results had showed that other factors were starting to dominate. The most common reason for switching to supply teaching was the excessive workload faced by those in a permanent teaching post, as 31% of respondents had identified it as their main motivator. A further 13% had said it had been because they could not find a permanent teaching post. Some added that they tended to lose out in the vetting process to younger and therefore cheaper teachers, which had forced them to turn to supply routes. 38% of respondents said they would take a permanent post if it was offered.

Commenting on the findings of the survey, Kevin Courtney, Joint General Secretary of the National Education Union, said that the situation for supply teachers was becoming ever more invidious, as experienced teachers were not only underpaid but undervalued. He said that as so many had reported that they needed to claim benefits, or even turn to food banks, it seemed incredible that such a situation could have grown amidst a retention and recruitment crisis across the profession as a whole. Mr Courtney argued that funding pressures currently faced by head teachers were making experienced teachers less affordable, and those who did work as supply teachers were increasingly underpaid.

He said that the root causes of the survey's findings were the collapse in traditional pathways to work which had run in parallel with an explosion in agencies, which with their commission were a further drain on schools' narrowing budgets. Mr Courtney added that in turn, the workload facing permanently-placed teachers was driving many into supply and the downward spiral was damaging not just to teachers' wellbeing but the range of experience available to a school and the pupils they taught.

# UK off-track to achieving Sustainable Development Goals in education

**T**he National Education Union has released *Progress off-track*, a new snapshot briefing indicating how England and the UK are performing with the Sustainable Development Goals in relation to education and social justice. The Sustainable Development Goals are a set of 17 Goals and 169 targets that had been agreed upon by world leaders in 2015, to set the course of development through to 2030.

The Goals cover everything from quality education to eliminating hunger and the two main principles of the SDGs are that they apply across all countries globally, and promise to leave no one behind. This year, 2019, presents a perfect opportunity to assess whether the expected trajectory is coming to fruition. For the first time, the UK will be submitting a Voluntary National Review of its progress on the SDGs at the United Nations' High-Level Political Forum. The theme of this year's HLPF is Empowering people and ensuring inclusiveness and equality.

The NEU's briefing adopts a similar focus and provides a snapshot of the UK's progress on education and social justice and focusses particularly on targets related to SDGs 1 (no poverty), 2 (zero hunger), 4 (quality education), 8 (decent work), 10 (reduced inequalities) and 16 (peace, justice and strong institutions). Key concerns include:

- SDG1: increased rates of poverty (in particular child poverty) and growth in rough sleeping;
- SDG2: increased use of foodbanks and little if any progression in relation to holiday hunger;
- SDG4: poor rates of literacy and numeracy, unambitious global citizenship education, a crisis in teacher recruitment and retention, and devastating funding cuts;
- SDG8: huge sixth-form funding cuts, real term income loss for people with disabilities, a stagnant gender pay gap in the teaching profession, and huge workloads for education professionals;
- SDG10: projected income growth for the richest and losses for the poorest, vast income inequality within academy chains, and stagnant social mobility; and
- SDG16: rising reports of hate crimes and continued discrimination against Black and minority ethnic teachers in schools.

In the four years since the adoption of the SDGs, progress on some of the key targets related to education and social justice were at best stagnating, and at worst regressing. To facilitate change, the National Education Union has recommended that the Government should:

- Addresses, as a matter of urgency, all forms of poverty in the UK by critically evaluating the implications of Universal Credit (and acting accordingly), responding in full to the UN Special Rapporteur's recommendations on poverty in the UK, and abandoning the work-centric approach to poverty reduction;
- Adopt a proactive approach to child hunger, including holiday hunger, by working with teachers, trade unions, families, NGOs and community groups to develop a plan of action, while continuing to fight childhood obesity;

*(Continued on page 13.)*

*(Continued from page 12.)*

- Support teachers and trade unions' demands to improve education, including delivering a more ambitious approach to SDG4.7, reversing all funding cuts to education, delivering a fully-funded 5% pay increase for all teachers, and widening the curriculum to focus on more than just testing;
- Increase funding for Further Education as a matter of urgency, and improve conditions for teachers to address the crisis of teacher workload and attrition;
- Take action to reverse the worrying trends in inequality and tackle the growing economic inequality, while limiting the gaps in income of the highest and lowest earners in education; and
- Commit to engaging with individuals and communities affected by hate crime to better support their needs and tackle the issue.

Commenting on the briefing, Dr Mary Bousted, Joint General Secretary of the National Education Union, said that the Sustainable Development Goals were a global agenda that related to all countries, and all people, equally. She argued that the Government was once again failing to protect the poorest and most marginalised in the community as it continued to fail in terms of social justice. Dr Bousted pointed out that at the same time, the education system in England was limping along, haemorrhaging teachers and suffering loss after loss in funding. She argued that in the world's fifth largest economy, the situation was incomprehensible and unacceptable.

---

## **Secretary of State strongly encourages schools to teach primary pupils about LGBT relationships**

**T**he Education Secretary, Damian Hinds, said that Stonewall and the NAHT had welcomed guidance to help to ensure that children had the knowledge they needed to grow up healthy, happy and safe. He stressed that importance of children learning to respect each other from the earliest age as the Government published the final guidance for schools on relationships, sex and health education.

Following a speech to launch School Diversity Week 2019, Mr Hinds also committed to convening an expert group to support the effective implementation of the new subjects in schools, which would include teaching unions including the NAHT, sector experts, representatives of faith groups, parents and young people.

The Education Secretary said that a wide range of views had been expressed during the public consultation, and he believed that the guidance had struck the right balance, as the new guidance had made it clear that children should leave school having learnt about LGBT relationships. He strongly encouraged schools to discuss with children in class that there were all sorts of different, strong and loving families, including families with same-sex parents, while they were at primary school.

Ruth Hunt, Chief Executive, Stonewall, said that teaching about the diversity that existed in the world

***“Mr Hinds strongly encouraged primary schools to discuss in class that there were different kinds of strong and loving families, including families with same-sex parents.”***

*(Continued on page 14.)*

*(Continued from page 13.)*

meant that children from all families would feel included and it would help every child and young person to understand that LGBT people were part of normal, everyday life.

Paul Whiteman, general secretary of the NAHT, said that the Secretary of State had made it abundantly clear that it was appropriate to teach primary-age children that there were different kinds of relationships, and that not every family was the same. He pointed out that Mr Hinds had strongly encouraged every primary school to continue what they were already doing, which was teaching about relationships in an inclusive way. Mr Whiteman added that the Minister's statement was a clear signal to schools, that when it came to talking to pupils about the different kinds of families and relationships they may encounter in their lives, it was a question of "when" and not "if".

The Department for Education said it would provide schools with ongoing support as they prepared to teach the subjects, including explanatory guides for parents.

At primary age, the new guidance will mean children will learn about healthy relationships in an age-appropriate way, plus other topics, including:

- How to treat each other with kindness, consideration and respect.
- That mental wellbeing is a normal part of daily life and why simple self-care, such as getting enough sleep and spending time outdoors and with friends is important.
- The importance of staying active by recognising the early signs of physical illness and ensuring that pupils understood how mental and physical health were linked.
- Age-appropriate online safety, including what to do if they came across things they were uncomfortable with, the importance of respect for others even when posting anonymously, and the risks of talking to people on the internet that they did not know in real life.

At secondary, pupils will build on topics taught at primary age with a range of new content to ensure that young people would know how to look after their physical and mental health, including:

- What healthy and unhealthy relationships looked like and what makes a good friend, colleague and successful marriage or committed relationship.
- Ensuring that pupils could spot the signs of common mental illnesses such as anxiety and depression in themselves or others.
- At the appropriate time, developing intimate relationships and making safe, informed and healthy choices.
- How to discuss emotions accurately and sensitively.
- The impact of alcohol and drugs on physical and mental health and how to access professional help.
- Online safety topics, including the serious risks of sharing private photos, the impact of viewing explicit or harmful content, including how to report it and get support, as well as how the internet could promote an unhealthy view of sex and relationships.

# Government reveals student loan contribution

**N**ewly released data has shown forecasts for student numbers, the cost of student loans and loan repayments in England. The figures revealed that 45% of the value of student loans that were being taken out in England would actually be covered by the taxpayer. The Education Secretary, Damian Hinds, stressed that the student loan system was deliberately designed in the knowledge that not everyone would pay the full amount.

He said that an estimated 70% of full-time undergraduates starting university in 2018/19 would benefit from a government contribution and on average across all student loans, the contribution was around 45p in the pound, which meant that in total, the contribution equated to £7.4 billion in the financial year 2018-19. The Education Secretary said that the figures had highlighted just how progressive the system was, but he added that it reiterated the need for universities to deliver value for money on courses, not just for students, but for the taxpayer as well.

The figures are part of the Government's Resource Accounting and Budgeting charge, which outlines the amount of value of student loans written off by the government e.g. when they could not be repaid by graduates after 30 years. The data also revealed that the Master's loan system did not require any subsidy from the government, as the majority of students studying at that advanced level would go on to pay back their loans in full.

Mr Hinds said it was expected that overall, full-time undergraduate entrants eligible for tuition fee loans, at higher education institutions, would grow over the five-year period to 397,000 in 2023/24. He added that in 2018/19, the figure had been estimated to be 384,000.

---

## New group to support disabled students

**A** new group is to be created to improve support for students with disabilities in higher education. The Universities Minister, Chris Skidmore, said that the group would examine the barriers faced by disabled students in higher education. Speaking at the Festival of Higher Education, Chris Skidmore, said that the work that would be undertaken by the new Disabled Students' Commission, was being developed by the Office for Students.

The Minister's announcement followed the package of measures that had been launched by the Prime Minister to tackle barriers faced by disabled people, including in employment and housing. Mr Skidmore said that because he wanted to highlight the barriers disabled students faced in higher education, he had instructed the Commission to identify and promote good practice to help those with disabilities to have a positive experience at university. The Commission, formerly Disabled Students' Sector Leadership Group, will use the DSSLG's existing guidance for providers on supporting disabled students inclusively and look at what else could be done.

The Minister is also encouraging institutions to make sure that their access and participation plans, that are being submitted to the OfS this summer to implement in 2020-21, included ambitious actions that set out how they would improve equality of opportunity for students from all backgrounds by ensuring that disabled students were carefully considered within their plans.

Chris Skidmore said it was his "personal priority" for those living with a disability would have an equal chance to succeed in higher education, and he called on all universities to "face up" to their responsibilities and place inclusion at the heart of their access and participation agenda.

The minister said the approach that the Commission would look at to improve support for disabled students, would include more inclusive curricula, restructuring support for students and enhancing learning and teaching environments. He added that the group of expert commissioners will include appointments from the sector, students and employers, and independent advice will be given to the Government and the OfS on issues affecting disabled students.

## Vast differences exposed in graduate outcomes

**F**ollowing the publication of data that showed the wide variation in graduate outcomes depending on course and institution, ministers have urged universities to address the “stark disparities” that led to students getting significantly different earnings and employment outcomes at different institutions despite studying the same subjects.

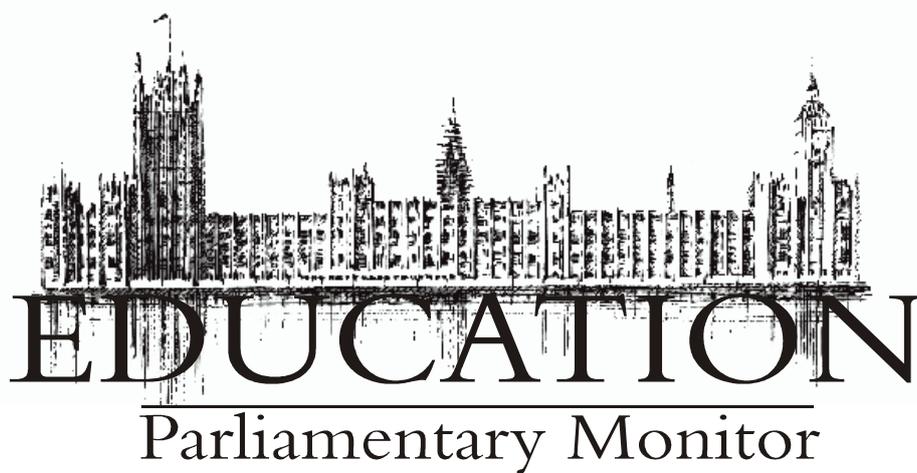
The Education Secretary, Damian Hinds said that the new data had revealed the wide variation in average earnings and employability by course and institution 1, 3 and 5 years after graduation. Mr Hinds praised the universities that were leading the way for student outcomes, including future earnings and employability, but he expressed his concerned about how a course at one university could generate drastically different outcomes and experiences compared to another one offering the same subject, whether it was potential earnings, employability or teaching quality.

The Universities Minister, Chris Skidmore, said that as deciding where and what to study at university would be one of the biggest choices young people would make, he wanted students and their parents to have the best possible information about higher education. He said that the data was an invaluable tool to help prospective students when deciding on the next stage of their lives, although graduate outcomes were not the only measure of importance when deciding which subjects to study.

---

## Part-time student finance applications are open

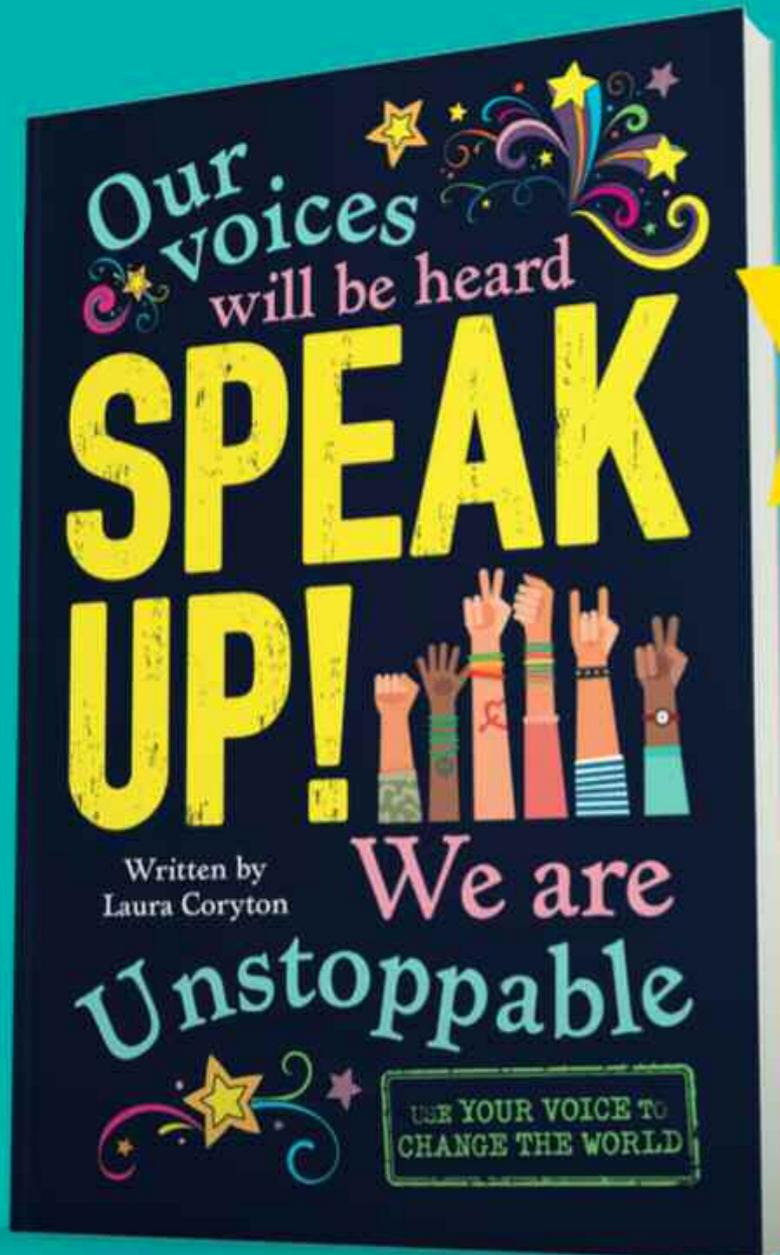
**P**rospective students can now apply for finance for part-time courses for 2019 to 2020. The Student Loans Company said that it was quick and easy to apply online for student finance for a part-time course. It pointed out that all eligible students would be able to get a Tuition Fee Loan and they could also apply for a Maintenance Loan to help with living costs, as well as extra help if they had a disability.



**For a free sample copy email [info@educationpublishing.com](mailto:info@educationpublishing.com)**

ADVERTISEMENT

# INSPIRE A NEW GENERATION OF REBEL GIRLS



**By Laura Coryton**  
leader of the international campaign against tampon tax

EGMONT

## Employers and public services must adapt to support young people to adapt to a rapidly changing labour market

**L**earning and Work Institute research has concluded that young people were increasingly likely to be self-employed, in busier jobs, and they needed to update their skills, as a result of longer working lives and technological change. The latest report from Learning and Work Institute's Youth Commission, *Tomorrow's World: Future of the labour market. Youth Commission Report 3*, by Stephen Evans, said that young people were likely to have 50-year careers and they would face big changes in the workplace.

It pointed out that the UK's 2030 workforce was likely to be more diverse, include more women and disabled people in work, and there would be a growth in the number of people with caring responsibilities. The report said that self-employment in areas such as the gig economy was also likely to grow and rising demand for skills would mean that young people without good qualifications could struggle to find work or build a career.

***“The report, which looked at how to improve education and employment outcomes for 16-24-year-olds in England, suggested that, if recent trends continued, by 2030 750,000 young people could be self-employed and 500,000 could be in insecure work where their hours could change unexpectedly.”***

The report, which looked at how to improve education and employment outcomes for 16-24-year-olds in England, suggested that, if recent trends continued, by 2030 750,000 young people could be self-employed and 500,000 could be in insecure work where their hours could change unexpectedly.

The research found that while employment was currently at a record high overall, there were concerns about the quality of work and whether young people would get the chance to move up the career ladder. The report pointed out that 31% of people had said that their jobs required them to work at high speed most or all the

time, which was up from 27% in 2011.

Stephen Evans, chief executive of Learning and Work Institute, said that while attention often focused on the risk of robots replacing jobs, further growth in self-employment and changing skills requirements in most jobs could have bigger impacts. He stressed that young people must get the support they would need to prepare for such a future. Mr Evans argued that it was no good just focusing on the skills needed for current jobs, as young people needed the skills to adapt to future changes, many of which could not be predicted accurately.

The report concluded helping young people to prepare for and adapt to the changes, they would need to have good literacy, numeracy and digital skills and employers would need to adapt to a future workforce which would be more diverse and where more people would have multiple caring responsibilities.

## Education Secretary's speech at NSPCC conference

**D**uring his address at the NSPCC conference on online safety, the Education Secretary, Damian Hinds, said that while he understood the power of technology, he was also concerned about some of its effects. He said that because he wanted children to grow up “techno-savvy” so that they could make the most of the rapid technological revolution, the Government would be investing £84 million over time and a network of hubs around the country would promote the learning of computer science.

But Mr Hinds said that teachers were worried about the effect of the amount of time that young people spent online, which affected their concentration and sleep, as well as their school readiness and their mental health. He said that while technology and the use of it could be beneficial to young people, there were definitely downsides. The minister added that it was not just a question of what individual piece of content may be harmful, as what parents and teachers actually wanted was a bit less time spent online. He said that although parents were ultimately in control, they found that it was not always easy to exercise that control. But Mr Hinds stressed that there was good reason to be concerned and to want to do more because, there was a particular issue with technology in the country.

He announced that the Government was launching new guidance on teaching online safety in school, which was a fusion of parts of the relationships education curriculum, the citizenship curriculum, and the computing curriculum. He added that it was based on the premise that those who really understood the technology, would be less likely to get used by the technology. The minister said that for instance, those who understood the anatomy of a URL, understood an IEP address. He stressed that it was not just about understanding technology, it was about understanding technique.

*“The Secretary of State announced that the Government was launching new guidance on teaching online safety in school, which was a fusion of parts of the relationships education curriculum, the citizenship curriculum, and the computing curriculum.”*

Mr Hinds said that in terms of the tech companies, although legislation was coming on the duty of care, he wanted tech companies to be using their very clear and very extensive talents now to work out what more they could do to help to protect children. He added that he wanted them to think about whether they could cooperate more with other companies to make parental control and choice easier, such as by trying to reduce the amount of time that children were spending on sites by changing the design and the way they worked.

## London school leaders hold summit on crisis in special needs funding

**S**chool leaders, teachers and governors from across London were joined by politicians, parents, solicitors and councils to campaign for a change to the Government's “unsustainable” funding for children with special educational needs. Speakers at the meeting included broadcaster, singer and disabilities campaigner David Grant MBE, and public law and human rights solicitor, Caroline Barrett.

# Ofqual at the AELP Annual Conference 2019

**P**hil Beach CBE, Executive Director for Vocational and Technical Qualifications at Ofqual, spoke to delegates at the AELP Annual Conference in London about the importance of ensuring quality, not just in T-Levels, but across the range of regulated qualifications, including apprenticeship End Point Assessments. He stressed that Ofqual placed a premium on high-quality and assessment validity and its statutory objectives included securing and maintaining qualification standards and promoting public confidence in them.

Mr Beach pointed out that Ofqual was particularly in the public consciousness over the GCSE and A-level exam season, but he stressed that its assessment and regulatory expertise was equally applicable to vocational and technical areas. He said that whatever the type of qualification, or End Point Assessment, there was a judgement to be made about knowledge, skills and behaviours. Mr Beach said that how that assessment was designed, developed, and delivered had to be right for the subject or skill area, and for those who would use and depend on the qualification result. He said that while the same principles of validity applied whether an academic or vocational assessment, the assessment approaches would vary.

Mr Beach pointed out that fairness included making sure that assessments covered the expected content and that they were clear and error-free, that marking was completed on time and was of high quality, and that grade boundaries were set to fairly reflect the demand of the paper. He said that fairness meant designing qualifications so that they were accessible to the full range of students who would take them, and that the requirements were clear to all teachers and trainers, including making sure that students who needed them had access to enlarged or Braille question papers, a scribe, or other reasonable adjustments.

Turning to T-Levels, Mr Beach explained that when it came to regulating the Technical Qualification that sat within T-Levels, Ofqual would be working with the same seriousness and focus that it regulated GCSEs and A-levels. He said that to do that, Ofqual had introduced tailored rules that would operate in parallel with the Institute's contract management process. But Mr Beach pointed out that regulating with the same seriousness and focus as General Qualifications did not mean treating them the same as both Ofqual's approach, and the design of the Technical Qualification, enabled appropriate tailoring of the assessment to the subject content that had been set by employers, through the Institute for Apprenticeships and Technical Education.

He said that he wanted to put the misconception that Ofqual sometimes "over-academised" assessments "to bed" as it was important to recognise that Ofqual was not a content-setting body and in the case of T-Levels, the subject content was being set by panels of employers, through the Institute. Mr Beach added that Ofqual's current role was to ensure that the content could lead to a qualification that would support valid outcomes, not to determine how academic the subject matter was. He said that as Ofqual could and did encourage flexibility, for Technical Qualifications there was flexibility in terms of the size of the core versus the occupational specialism and there was therefore flexibility within the core, in terms of the weightings for the core exam and the core project. Mr Beach pointed out that there was also flexibility in the assessment methods for practical tasks and validity required the most appropriate form of assessment to be used for each Technical Qualification. But he added that Ofqual should expect to see a variety of approaches, much as it did in the apprenticeship End Point Assessments it regulated.

Mr Beach said that Ofqual was working closely with the Institute to bring together respective expertise and maximise the different levers available to the organisations. He pointed out that the Institute was running tenders to select awarding organisations to deliver Technical Qualifications and it would subsequently approve each qualification to ensure that it met employers' needs and the requirements of the contract.

From an Ofqual perspective, Mr Beach said it had consulted on and introduced Technical Qualification-specific rules, including issues such as the number of assessments, timing, retakes, marking, recognition of prior learning and reviews of marking, moderation and appeals. He pointed out that Ofqual was using materials from the tendering process to inform its recognition decisions and it was studying each organisation to be sure that they had the capacity and capability to deliver the Technical Qualification, it they were awarded the contract.

# Government's Prevent Programme biggest threat to free speech in universities

*Free Speech and Censorship on Campus*, by Corey Stoughton, HEPI Occasional Paper 21, Higher Education Policy Institute, 99 Banbury Road, Oxford, Oxfordshire, OX2 6JX, 27 June 2019. <https://www.hepi.ac.uk/wp-content/uploads/2019/06/Free-Speech-and-Censorship-on-Campus.pdf>

**T**he Higher Education Policy Institute has published a robust defence of free speech in universities, *Free Speech and Censorship on Campus* (HEPI Occasional Paper 21) by Corey Stoughton. The author is the Advocacy Director and previous Acting Director of the Human Rights organisation Liberty and she served as senior counsel to the Assistant Attorney General for Civil Rights in the US Department of Justice under President Obama.

The report recognises the concerns of those who wish to restrict free speech as a way of protecting others, but concludes that restrictions on free speech usually end up being counter-productive. Despite the UK Government's strong rhetoric supporting free speech in universities, the paper claims that the current single biggest threat to free speech on UK campuses is the Government's Prevent programme.

Ms Stoughton said that too often, the defence of free speech rests on unsatisfactory platitudes about the "marketplace of ideas" and answering bad speech with more speech. But she added that recognising that not everyone had equal access to speech, and that some people were disproportionately harmed by speech, did not justify giving powerful institutions more power to censor speech.

Ms Stoughton argued that on the contrary, honest confrontation of legacies of discrimination and unequal distribution of power showed how censorship replicated those problems and how to focus on the real threats, such as the UK Government's "ill-conceived" Prevent strategy, which had had a demonstrable chilling effect on free speech in universities.

***"Corey Stoughton, author of the report, said that too often, the defence of free speech rested on unsatisfactory platitudes about the 'marketplace of ideas' and answering bad speech with more speech. But she added that recognising that not everyone had equal access to speech, and that some people were disproportionately harmed by speech, did not justify giving powerful institutions more power to censor speech."***

## Challenges

Nick Hillman, Director of HEPI, said that the report challenged students, universities and, above all, Government Ministers to be more careful when they were tempted to impose new restrictions on free expression. He argued that there were few justifications for limiting free speech beyond current laws and that was the case whether it was students wanting to block provocateurs from speaking or Government Ministers mixing up the prevention of terrorism with blocking legitimate free expression.

# You just got to love the rhythm: Listen to our right hemisphere!

By Professor Jan Willem de Graaf

Professor of Brain and Technology, Saxion University of Applied Sciences, Deventer, Netherlands

**A**ll experience/knowledge comes from three sources: (1) perception, (2) the past (consolidated perception in memory, or mediated by "technology": stories, writing, photo, etc.), or (3) judgment/argument based on perception and past (analogy). There is something special going on with our 'judgments'. Our judgements are not only fooled on the basis of perceptual traces created in our brain, as shown in perceptual illusions when we see or hear things that are not actually shown, it also seems that our two hemispheres judge differently. What's up with that?

The American neuropsychologist and Nobel Prize winner Robert Sperry conducted neuropsychological research on patients whose brain surgeon had cut the brain bar to prevent their very serious generalized epilepsy from spreading throughout the brain. After disconnecting both hemispheres, the patients were found to have virtually lost their epilepsy and to experience virtually no negative effect from the operation. Sperry performed his tests (experiments) very accurately, for example by making glasses that completely eliminated the left or the right image field of both eyes. In this way he could, for example, only present the right hemisphere a picture of a hammer (via the left image field of the left eye: that crosses counter-laterally in the optical chiasm). When asked what was shown on the picture, this had to be converted into language. Because the language / speech center of most adults was in the left hemisphere of the brain and the image information could not be transmitted through the brain bar (the corpus callosum) to the language center, the patients were unable to name the pictures. However, they could indicate with gestures what can be done with a hammer.

Sperry and his successful PhD student - neurologist Gazzaniga - discovered through this so-called split-brain method that people actually have two more or less independent brain systems, a left and a right system. The left system is often called dominant because it plays a leading role in articulating experiences and verbal argumentation (especially also because in most adults the "language center" is found in the left hemisphere. In daily life, the "Split-Brain patients" actually did not notice either of their two unconnected brains (at most, some patients reported that they were slightly more tired after the operation at the end of the day).

Returning to our question, it turned out that both hemispheres have different judgement strategies. When it comes to forecasting, our dominant left hemisphere is often worse than our right hemisphere, which judges like many other animals. Gazzaniga found out via the Sperry method that if, for example, pushing lever A gives a 60% chance of winning and lever B a 40% chance of winning, the right hemisphere notices this as quickly as the left hemisphere, but chooses a different strategy. The right side of the brain chooses the winning lever all the time and therefore also takes 100% of the profit (ie 60%). The "analytical" left half of the brain neatly chooses 60% for the 60% lever A and 40% for lever B, so that a maximum of 60% of the 60% is caught:  $0.62 + 0.42 = 52\%$  ). Many animals seem to choose according to the optimal strategy of the right hemisphere. The experiment has been repeated countless times, even with small differences (52 versus 48%) the right brain chooses 100% for the most promising opportunity. Apparently both hemispheres (like many animals) have a flawless intuition for number - or better - rhythm, but only our left brain actually has the ability to manipulate with the number.

This example shows that optimization through analysis and numerical insight may not be the best strategy, certainly not when judging in the context of forecasting. And that while all our knowledge can again be traced back to three sources, perception, past (consolidated perception) and judgment. Should we come up with something to give our right hemisphere a little more voice? You just got to love the rhythm!

# The power of ignorance

By Pericles

**I**gnorance is a very powerful factor. It is surprisingly difficult to overcome. This has been clear with the continuing debate over Brexit. For three years we have seen the same falsehoods repeated again and again, often by people who should know better, who possibly do know better. People like ministers and MPs, for example.

With the Conservative leadership race now entering its final phase, with ballot papers being sent out over the next few days, all sorts of promises have been made with varying degrees of likelihood of ever being kept. Speaking on last week's *This Week* programme on BBC1, Michael Portillo, the former Cabinet Minister and one-time leadership hopeful who is now a pundit, dismissed virtually the entire platform of both candidates for the Tory leadership. He did not think either of them believed most of what they were saying. In a rather perverse way this is reassuring, for if they did believe it they would be guilty of the most breath-taking ignorance.

Both candidates have said that if they can't get a deal then they would take Britain out of the EU without one on or around 31 October. Boris Johnson is the more definite about this, but that just reflects the fact that he is by far the more experienced liar. Crashing out of the EU without a deal would mean trading on WTO terms, something that many a member of the European Research Group of right-wing Tory MPs has said they favour. By now they should know that there are only two countries in the world that trade just on World Trade Organisation rules. These are Yemen and Venezuela, and in neither case do they do so by choice. As all MPs should know, there are two aspects to trading under WTO rules. One is the system of agreed tariffs and lots of countries do indeed trade under these rules. Yet apart from agriculture and one or two other areas, tariffs are low. Of greater importance are the large number of bilateral trade treaties between WTO members that cover non-tariff barriers to trade. The trade treaties between Yemen and Venezuela are no longer operational because of the collapse of their economies. Britain has no trade treaties of this kind either, because we gave them up over 40 years ago when we joined what is now the EU. Of course we can and will make new treaties, but this will take years. Until then, in the event of a no-deal Brexit, we will join Yemen and Venezuela in trying to trade without them. This would be a very bad thing indeed, as surely all MPs must by now know even if the less enlightened of their supporters don't.

Then there is Ireland. As Nigel Farrage admitted last November, no thought was given to Ireland during the referendum campaign. In the three years since, the unforeseen problem of the Irish border has derailed the Brexit process and dethroned Theresa May. The Prime Minister said that no British Prime Minister would agree to Northern Ireland being treated differently from the rest of the UK when the EU suggested creating a border down the Irish Sea. History, at least of Ireland, is clearly not her strong point. Every British Prime Minister since the partition of Ireland in 1920 has treated Northern Ireland differently from Great Britain. That includes the great Sir Winston Churchill, who, during the Second World War and the years immediately after it, in practice drew the border down the Irish Sea. Then as now, it was far easier to cross the Irish border than the Irish Sea. As anyone who knows the border will tell you, that is because it is impossible to seal it. There are 208 border crossings in Ireland, plus innumerable other dirt tracks and unofficial paths. That is more than along the entire eastern border of the EU, from the Baltic to the Black Sea, which has only 137. Not many people in Britain know that, but Ministers and MPs should. Most don't. Instead, as the Irish historian Professor Diarmaid Ferriter described it, "a succession of clownish Tories revealed the depth of their ignorance when it came to Ireland, none more so than Boris Johnson".

What has this all got to do with education? Well, it demonstrates a trend since the referendum to do the opposite of what education Ministers claimed they were doing, namely, basing policy on evidence. Now, policy is based on ignorance. The last thing to be considered are facts. Ideology is all. If the facts don't fit the ideology well, just ignore the facts. Eventually, at some point in the future, the Brexit nightmare will be over. When it is we can get back to worrying about all the other things that effect people's lives, like education. But by then, will the basis on which we debate issues have changed permanently?



Pericles

## Policy papers published last week

### *Changes to Personal, Social, Health and Economic (PSHE) and Relationship and Sex Education (RSE)*

**Author(s):** -

**Source:** Department for Education

**Document type:** Policy paper

**Published:** Tuesday 25 June 2019

**Reference:** -

**Geographical coverage:** England

**Description:** This information relates to the introduction of Relationships Education, Relationships and Sex Education (RSE) and Health Education from September 2020.

It is for:

- governing bodies of maintained schools (including schools with a sixth-form) and non-maintained special schools
- trustees or directors of academies and free schools
- proprietors of independent schools (including academies and free schools)
- management committees of pupil referral units (PRUs)
- teachers, other school staff and school nurses
- headteachers, principals and senior leadership teams
- diocese and other faith representatives
- relevant local authority staff for reference
- early adopter schools

Early adopter schools will still need to meet all current statutory requirements.

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

### *Independent Schools (England)*

**Author:** Robert Long

**Source:** House of Commons Library

**Document type:** Briefing paper

**Published:** Friday 28 June 2019

**Reference:** CBP-7972

**Geographical coverage:** England

**Description:** An overview of the topics commonly encountered relating to fee-paying independent schools in England.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7972>

### *Children's Social Care Services in England*

**Authors:** Hannah Cromarty and Rachael Harker

**Source:** House of Commons Library

**Document type:** Briefing paper

**Published:** Friday 28 June 2019

**Reference:** CBP-8543

**Geographical coverage:** England

**Description:** This briefing paper provides an overview of the key challenges currently facing local authority children's social care services in England, including: increasing demand for children's social care; funding pressures; poor and inadequate services in some areas; workforce challenges; and poor outcomes for

*(Continued on page 25.)*

*(Continued from page 24.)*

children in need.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8543>

### ***Student Loan Statistics***

**Author:** Paul Bolton

**Source:** House of Commons Library

**Document type:** Briefing paper

**Published:** Friday 28 June 2019

**Reference:** SN 01079

**Geographical :** United Kingdom

**Description:** Student loans are the main method of direct government support for higher education students. More than £16 billion is loaned to students each year. The value of outstanding loans at the end of March 2019 reached £121 billion. The Government forecasts the value of outstanding loans to be around £450 billion (2018 19 prices) by the middle of this century. The expansion of loans has raised questions about graduate repayments and ultimately the cost of the system to the taxpayer. This briefing paper is an update of one published on 6 February 2019.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN01079>

### ***Apprenticeship Levy and Workplace Opportunities for Young People***

**Author:** Edward Scott

**Source:** House of Lords Library

**Document type:** Lords Library Notes

**Published:** Thursday 27 June 2019

**Reference:** LLN-2019-0085

**Geographical coverage:** United Kingdom

**Description:** This House of Lords Library briefing has been prepared in advance of the debate on the apprenticeship levy and the case for the effective delivery of workplace opportunities for young people which is due to take place in the House of Lords on 4 July 2019.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/LLN-2019-0085>

### ***Spending of the Department for Education***

**Authors:** Shadi Danechi, Nerys Roberts, David Foster, Rachael Harker and Paul Bolton

**Source:** House of Commons Library

**Document type:** Debate pack

**Published:** Thursday 27 June 2019

**Reference:** CDP-2019-0170

**Geographical coverage:** England

**Description:** On 1 July 2019 there will be an Estimates Day debate on the spending of the Department for Education. The subject for this debate was selected by the Backbench Business Committee, following the publication of the 2019-20 Main Supply Estimates on 9 May 2019.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CDP-2019-0170>

### ***Constituency Case work: Schools in Scotland***

**Authors:** Robert Long and Bhavina Bharkada

**Source:** House of Commons Library

**Document type:** Debate pack

**Published:** Thursday 27 June 2019

**Reference:** CBP-7819

**Geographical coverage:** Scotland

*(Continued on page 26.)*

*(Continued from page 25.)*

**Description:** This Library briefing provides an introduction and reference guide to the key schools-related topics often raised with Members by constituents in Scotland.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7819>

### ***The Children's Future Food Report***

**Authors:** Jonathan Finlay, Shadi Danechi, Michael O'Donnell, Nerys Roberts and Nikki Sutherland

**Source:** House of Commons Library

**Document type:** Commons briefing paper

**Published:** Wednesday 26 June 2019

**Reference:** CBP-8604

**Geographical coverage:** United Kingdom

**Description:** This pack has been prepared ahead of the debate to be held on Thursday 27 June 2019 on the Children's Future Food Report. The Report is the result of an inquiry co-ordinated by the Food Foundation and led by the All-Party Parliamentary Groups (APPGs) on School Food, and Hunger and Food Poverty. The debate will be opened by Frank Field MP who was a member of the Inquiry committee. A Westminster Hall debate on the Report was previously held on 8 May 2019, for which a debate pack was published. This is an update to that pack, including a summary of the Westminster Hall debate and additional recent press and parliamentary material.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8604>

### ***Investment in the Provision of English for Speakers of Other Languages***

**Author:** Robert Long

**Source:** House of Commons Library

**Document type:** Debate pack

**Published:** Wednesday 26 June 2019

**Reference:** CDP-2019-0169

**Geographical coverage:** United Kingdom

**Description:** On 3 July 2019, there will be a Westminster Hall debate on Investment in the provision of English for speakers of other languages. The House of Commons Library will produce a briefing or material for the debate and you can be notified when this takes place by emailing [papers@parliament.uk](mailto:papers@parliament.uk).

### ***Augar Review of Post-18 Education and Funding***

**Author:** Sarah Tudor

**Source:** House of Lords Library

**Document type:** Briefing pack

**Published:** Monday 24 June 2019

**Reference:** LBP-2019-0070

**Geographical coverage:** England

**Description:** This Library Briefing Pack contains a selection of material relevant for the forthcoming House of Lords debate on the Augar Review of Post-18 Education and Funding.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/LBP-2019-0070>

### ***Free Speech and Censorship on Campus***

**Author:** Corey Stoughton

**Source:** HEPI (the Higher Education Policy Institute)

**Document type:** Occasional policy paper

**Published:** 27 June 2019

**Reference:** HEPI Occasional Paper 21

**Geographical coverage:** United Kingdom

**Description:** See the review on page 21.

<https://www.hepi.ac.uk/wp-content/uploads/2019/06/Free-Speech-and-Censorship-on-Campus.pdf>

## Consultations and consultation outcomes published last week

There were no education consultations published last week. There was one education consultation outcome published, the details of which are as follows.

### ***Consultation Decisions. Reform of the Exam Procedures Review Service. Consultation on Changes to Ofqual's Exam Procedure Review Service***

Ofqual received six responses to this consultation. All respondents were based in England or Wales. Of these, the awarding organisations and one representative body answered via our online portal and responded to most or all of the individual questions asked in the consultation. Ofqual has decided to implement all of the proposals on which it consulted. The proposed changes were designed to:

- Speed up the EPRS process by removing the use of formal hearings to decide some EPRS cases.
- Remove the requirement for some final decisions to be taken by a panel which includes external members.
- Extend the remit of EPRS to include Technical Qualifications as they become available.

Ofqual has also published the Exam Procedures Review Service: 2017 Report that reviews the work of Ofqual's EPRS function for the 2017 exams series in England.

**Reference:** Ofqual/19/6515/1

**Department or agency:** Ofqual

**Geographical coverage:** England and Wales

**Document type:** Government consultation response and impact assessment

**This response published:** Friday 28 June 2019

**The original consultation** ran from 8 February to 8 March 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812788/6515-1\\_Reform\\_of\\_the\\_Exam\\_Procedures\\_Review\\_Service\\_-\\_Consultation\\_Decisions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812788/6515-1_Reform_of_the_Exam_Procedures_Review_Service_-_Consultation_Decisions.pdf)

## Education and children statistics

**E**very week the Government publishes a wide range of statistics about every aspect of its many activities. We list here those reports that are relevant to education and children's services. This will cover official statistics, national statistics, statistical data sets, transparency data and guidance about statistics. Information will be taken from the Department for Education, other Government departments and Government agencies involved in education.

In the table that follows, the title of the document is given in red, followed by the date of publication, the issuing authority, the classification of information covered and, where there is one, a reference code. On the next line is a brief description of the data, followed by a web link to the statistics.

### ***NEET Statistics Annual Brief: 2018***

28 June 2019                      DfE                      National statistics

These six files give estimates from the Labour Force Survey of young people not in education, employment or training (NEET) in England. The figures cover 16 to 24-year-olds in England, together with age breakdowns such as 16 to 17-year-olds. The figures also include breakdowns by region, gender and labour market status. This release was published quarterly until February 2019, but is now published annually.

<https://www.gov.uk/government/statistics/neet-statistics-annual-brief-2018>

### ***Participation in Education, Training and Employment: 2018***

27 June 2019                      DfE                      National statistics

These eight files give updates to national participation figures for the end of 2017, released in June 2018, and provisional estimates for the end of 2018. It contains information from different post-16 learning options, including:

- school
- further education colleges
- apprenticeships
- higher education

Headline measures are the percentages of 16 to 18-year-olds:

- in education and apprenticeships
- who are not in education, employment or training.

Breakdowns are set out by:

- age
- gender
- mode of study
- type of learning
- institution type (for example, further education colleges, schools)
- labour market status
- highest qualification being studied.

The additional tables show figures dating from 1985.

<https://www.gov.uk/government/statistics/participation-in-education-training-and-employment-2018>

### ***Higher Education Statistical Fact Sheets 2017/18***

27 June 2019                      NISRA and DoE(NI)      Official statistics

This single file includes a range of Higher Education fact sheets for Northern Ireland, including topics such as Age Participation Index for NI and equality categories, 2017/18. The Higher Education Statistical

*(Continued on page 29.)*

*(Continued from page 28.)*

facts sheets provide a more detailed analysis of various topics of interest in Higher Education (HE) including NI domiciled HE enrolments at NI Further Education Colleges and Republic of Ireland institutions, Initial Teacher Training figures, enrolments on STEM courses, the Higher Education Age Participation Index and various historic time series.

<https://www.gov.uk/government/statistics/higher-education-statistical-fact-sheets-201718>

### **Rural Education and Childcare**

27 June 2019

DEFRA

Official statistics

This file contains statistics on rural education and rural and urban childcare. Indicators are:

- childcare provision in terms of childcare settings and childcare places
- percentage of pupils leaving school with English and Maths A\* to C grades, or 9 to 4 pass, at General Certificate of Secondary Education (GCSE)
- school inspection outcomes
- full time and part time entrants to higher education per 1,000 population

Data source: Ofsted Freedom of Information early years dataset, Ofsted Schools Management Information, Department for Education and NOMIS. Coverage: England. Rural classification used: Office for National Statistics Rural Urban Classification, Local Education Authority (LEA) classification, also Rural Urban Classification by postcode district for childcare section.

<https://www.gov.uk/government/statistics/rural-education>

### **Rural Skills Statistics**

27 June 2019

DEFRA

Official statistics

This file contains an analysis of skills by work place and residence base in rural and urban areas.

Metadata indicators:

- percentage of working age population with at least one qualification
- percentage of working age population with at least National Vocational Qualification (NVQ) (level 2 (or equivalent) or above
- percentage of working age population with at NVQ level 4 (or equivalent)
- proportion of employees and self-employed of working age receiving on the job training.

Data source: Office for National Statistics Labour Force Survey. Coverage: England. Rural classification used: Rural urban local authority classification 2011.

<https://www.gov.uk/government/statistics/rural-skills-and-qualifications>

### **Schools, Pupils and their Characteristics**

27 June 2019

DfE

National statistics

These five files contain an analysis of skills by work place and residence base in rural and urban statistics on pupils in schools in England as collected in the January 2019 school census. They include:

- age
- gender
- free school meals (FSM) eligibility
- English as an additional language
- ethnicity
- information on school characteristics
- information on class sizes.

<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>

### **Advanced Learner Loans Paid in England, AY 2018/19, August to April**

27 June 2019

SLC

Official statistics

These two files, one of which is a pre-release access file, give statistics on advanced learner loans

*(Continued on page 30.)*

*(Continued from page 29.)*

issued to further education providers in England for their students. They will compare the payments made from August 2018 to April 2019 with the same period in the previous two academic years.

<https://www.gov.uk/government/statistics/advanced-learner-loans-paid-in-england-ay-201819-aug-to-apr>

### ***Student Loan Forecasts, England: 2018 to 2019***

27 June 2019

SLC

Official statistics

These five files contain forecasts for higher education and further education student loans in England. These include forecasts for:

- student loan outlay
- student loan repayments
- student numbers
- the proportion of student loan outlay that is subsidised by the government, known as the Resource Accounting and Budgeting (RAB) charge
- the proportion of loan borrowers expected to fully repay their loans
- the total outstanding balances on student loans.

<https://www.gov.uk/government/statistics/student-loan-forecasts-england-2018-to-2019>

### ***Education Provision: Children under 5 years of age, January 2019***

27 June 2019

DfE

National statistics

These five files give information on early years provision for children under 5 years in the local authority maintained, private, voluntary and independent sectors in England. This includes the number of children benefiting from funded and extended early education entitlements and providers of funded early years education.

<https://www.gov.uk/government/statistics/education-provision-children-under-5-years-of-age-january-2019>

### ***School Workforce in England***

27 June 2019

DfE

National statistics

These eight files are a single reference for all school workforce statistics based on staff working in publicly funded schools in England. It sets out the:

- numbers of, and full time equivalent (FTE) numbers of teachers and support staff in service
- number of entrants to, and leavers from, teaching
- teacher retention
- characteristics of teachers and support staff, including gender, age and ethnic group
- teachers' pay
- teachers' qualifications
- curriculum taught by secondary school teachers
- teacher vacancies
- teacher sickness absence
- pupil-to-teacher ratios

The release also includes information underlying the national tables at:

- individual school level
- local authority level
- regional level.

<https://www.gov.uk/government/statistics/school-workforce-in-england-november-2018>

### ***Further Education for Benefit Claimants in England: 2017 to 2018***

27 June 2019

DfE and DWP

Official statistics

These four files provide experimental statistics on further education activity funded by the Education and Skills Funding Agency for adult benefit claimants in England. It uses data from the

*(Continued on page 31.)*

*(Continued from page 30.)*

Department for Education and the Department for Work and Pensions.

<https://www.gov.uk/government/statistics/further-education-for-benefit-claimants-in-england-2017-to-2018>

### **Local Authority School Places Scorecards 2018**

27 June 2019

DfE

Official statistics

These four files provide scorecards that provide a snapshot of school places from summer 2018. They show the progress towards ensuring there are sufficient good school places in each local authority area across England. The scorecards show how many places have been delivered or are planned to be delivered, and provide information about the quality of the places delivered for the academic year 2017 to 2018. They also show forecasting accuracy of local authorities, how well parental preference is met and the cost of providing places in their area. The scorecards include a comparison of average cost per place on school expansion and new school projects against the national average. The Department for Education is working with the Education Building Development Officers Group (EBDOG) to encourage greater collaboration between local authorities to drive down school delivery costs to improve efficiency and effectiveness.

<https://www.gov.uk/government/statistics/local-authority-school-places-scorecards-2018>

### **Further Education and Skills Inspections and Outcomes as at 28 February 2019**

27 June 2019

Ofsted

Official statistics

These ten files give details of inspections of further education and skills in England and are made up of:

- main findings in html format, pdf format and Word format
- tables, charts and individual provider-level data in Excel format and csv format
- quality and methodology report in pdf format
- pre-release access list in pdf format.

<https://www.gov.uk/government/statistics/further-education-and-skills-inspections-and-outcomes-as-at-28-february-2019>

### **Graduate Outcomes (LEO): Subject by provider, 2016 to 2017**

26 June 2019

DfE

Official statistics

These seven files give employment and earnings outcomes of graduates for each higher education provider broken down by subject studied and gender. The longitudinal education outcomes (LEO) data includes:

- information from the Department for Education
  - information from the Department for Work and Pensions and HM Revenue and Customs
- This statistical release uses LEO data to look at employment and earnings outcomes of higher education first degree graduates 1, 3, and 5 years after graduation, and updates previously published figures by including data for the 2016 to 2017 tax year.

<https://www.gov.uk/government/statistics/graduate-outcomes-leo-subject-by-provider-2016-to-2017>

### **Abbreviations**

BEIS	Department for Business, Energy and Industrial Strategy
DEFRA	Department for the Environment, Food and Rural Affairs
DfE	Department for Education
DoE(NI)	Department of Education (Northern Ireland)
DWP	Department for Work and Pensions
HESA	Higher Education Statistics Agency
NISRA	Northern Ireland Statistics and Research Agency
SLC	Student Loans Company

## Statutory instruments issued last week

### *The Education (Student Fees, Awards and Support etc.) (Amendment) Regulations 2019*

**Year and number:** 2019/142 Correction slip

**Enabling power:** correction slip (to ISBN 9780111179949) dated June 2019.

**Geographical coverage:** England

**Price of print edition:** Free. (The electronic edition is free.)

### *The Head Teachers Education and Training Standards (Scotland) Regulations 2019*

**Year and number:** 2019/217

**Enabling power:** Education (Scotland) Act 1980, ss. 2, 74 (1), 90A (1) (2) (3) (a).

**Issued:** 25.06.2019.

**Made:** 11.06.2019.

**Laid before the Scottish Parliament:** -.

**Coming into force:** 01.08.2020.

**Effect:** None.

**Classification:** general.

**Geographical coverage:** Scotland

**Price of print edition:** £4.90. (The electronic edition is free.)

**ISBN:** 9780111042489.

**Explanatory note:** Regulation 2(1) provides that only persons falling within section 90A(2) of the Education (Scotland) Act 1980 (c.44) (“the 1980 Act”) may be appointed by education authorities or managers of grant-aided schools as head teachers of schools.

Regulation 2(2) provides that a person falls within section 90A(2) of the 1980 Act if the person has achieved the Standard for Headship.

“The Standard for Headship” is defined in regulation 1(2) as meaning the professional standard awarded to a person by the General Teaching Council for Scotland (“the GTCS”), pursuant to the GTCS’s functions under article 6 of the Public Services Reform (General Teaching Council for Scotland) Order 2011 (S.S.I. 2011/215) and rules made under article 15 of that Order. This instrument comes into force on 1 August 2020 and regulation 2 applies to appointments made on or after that date.

Regulation 3 provides for exemptions from the general requirement in regulation 2(1) that only persons who have achieved the Standard for Headship may be appointed as head teachers by education authorities or managers of grant-aided schools.

Regulation 3(1) provides that the general requirement does not apply to a person who on or before 1 August 2020 held a permanent appointment as a head teacher of a public school, a grant-aided school or an independent school.

Regulation 3(2) provides that the general requirement in regulation 2(1) does not prevent the appointment of a person as a head teacher, by an education authority or manager of a grant aided school, on or after the 1 August 2020 where that person has not yet achieved the Standard for Headship provided the appointment does not exceed 30 months.

### *The Education (Student Support) (Postgraduate Master's Degrees) (Wales) (Amendment) (EU Exit) Regulations 2019*

**Year and number:** 2019/1039 (W.182)

**Enabling power:** Teaching and Higher Education Act 1998, ss. 22, 42 (6).

**Issued:** 28.06.2019.

**Sifted:** -.

*(Continued on page 33.)*

*(Continued from page 32.)*

**Made:** 20.06.2019.

**Laid before the National Assembly for Wales:** 24.06.2019.

**Coming into force:** In accord. with reg. 1 (2).

**Effect:** S.I. 2019/895 (W. 161) amended.

**Classification:** general. EC note: These Regulations make amendments to the 2019 Regulations to reflect the withdrawal of the United Kingdom from the European Union and to ensure that students who would have been eligible for support immediately before exit day will continue to be eligible for support.

**Geographical coverage:** Wales

**Price of print edition:** £6.90. (The electronic edition is free.)

**ISBN:** 9780348204360.

**Explanatory note:** The Education (Student Support) (Postgraduate Master's Degrees) (Wales) Regulations 2019 ("the 2019 Regulations") provide for the making of grants and loans to students who are ordinarily resident in Wales for postgraduate master's degree courses that begin on or after 1 August 2019.

These Regulations make amendments to the 2019 Regulations to reflect the withdrawal of the United Kingdom from the European Union and to ensure that students who would have been eligible for support immediately before exit day will continue to be eligible for support.

The Welsh Ministers Code of Practice on the carrying out of Regulatory Impact Assessments was considered in relation to these Regulations. As a result, it was not considered necessary to carry out a regulatory impact assessment as to the likely costs and benefits of complying with these Regulations.

## Parliamentary calendar

The parliamentary calendar lists all educational activity in Parliament that took place last week, and activity scheduled for the weeks ahead. The fact that a meeting or debate may be scheduled does not mean that it will necessarily take place as events may be postponed or cancelled. Equally, events that are not scheduled will take place.

### Debates and answers to oral questions that took place in Parliament last week and yesterday

<u>Date</u>	<u>Chamber</u>	<u>Event</u>	<u>Subject</u>
24.6.19	Commons	Oral Questions, DfE	Education and children questions
24.6.19	Lords	Oral question debate	Decline in numbers taking A-level music
24.6.19	Lords	Oral question debate	The role of FE colleges in the industrial strategy
25.6.19	Commons	Adjournment debate	Parental involvement and the Equality Act 2010
26.6.19	Lords	Legislation, First Reading	Admissions for adopted children from overseas
27.6.19	Commons	Backbench business debate	The <i>Children's Future Food</i> report
27.6.19	Lords	Oral question debate	Higher education spending: the Augar review
1.7.19	Commons	Estimates debate	Education estimates

### Future debates and oral questions sessions

<u>Date</u>	<u>Chamber</u>	<u>Event</u>	<u>Subject</u>
2.7.19	Lords	Debate	Augar Review of post-18 education and funding
3.7.19	Commons	Adjournment debate	Schools in Winchester
3.7.19	Commons	Westminster Hall debate	Investment in ESOL classes
4.7.19	Lords	Debate	Apprenticeship Levy
10.7.19	Lords	Oral question debate	Auditing multi-academy trusts
11.7.19	Commons	Westminster Hall debate	Public libraries
15.7.19	Lords	Oral question debate	Combating childhood obesity
25.7.19	At the close of business Parliament rises for its summer recess.		
3.9.19	Parliament returns from its summer recess.		

*(Continued on page 35.)*

(Continued from page 34.)

### Committee meetings that took place in Parliament last week and yesterday

<u>Date</u>	<u>Chamber</u>	<u>Committee</u>	<u>Subject or type of activity</u>
25.6.19	Commons	Education	Accountability hearing with Damian Hinds
25.6.19	Lords	Science and Technology	Science research funding in universities

### Future committee meetings

<u>Date</u>	<u>Chamber</u>	<u>Committee</u>	<u>Subject or type of activity</u>
2.7.19	Commons	Education	School exclusions with Edward Timpson
3.7.19	Commons	Work and Pensions	School holiday poverty
10.7.19	Commons	PAC	English language tests for overseas students

### Abbreviations

DfE	Department for Education
DIT	Department for International Trade
FE	Further education
HCLG	Housing, Communities and Local Government
HERA	The Higher Education and Research Act 2017
IFS	Institute for Fiscal Studies
PAC	Public Accounts Committee
SI	Statutory instrument
UN	United Nations

- All parliamentary information is taken from *Education Parliamentary Monitor*.

## Monthly education and children oral questions

**I**n the final session of oral questions on education and children before the summer recess, and the end of Theresa May's Prime Ministership and her replacement by a new Tory leader, issues raised during these oral questions to the Department for Education covered the UN Convention on the Rights of the Child, school budgets, phonics, school places, PISA, sixth form funding, the Apprenticeship Levy, SATs, standards, the Augar Review, the national funding formula, SEND and child health. (House of Commons, oral questions to the Department for Education, 24 June 2019.)

### UN Convention on the Rights of the Child

David Hanson (Lab, Delyn) asked what steps the Department was taking to ensure that its policies were compliant with the UN convention on the rights of the child. The Parliamentary Under-Secretary of State for Education, Nadhim Zahawi (Con, Statford-on-Avon) said that the use of children's rights impact assessments was widely promoted across the Department and wider Government, and the assessment template had been designed to help staff to give due consideration to the UNCRC when making new policy and legislation.

David Hanson asked when the results of the consultation on the restraint of children would be published. Nadhim Zahawi said that the consultation would be published "very, very shortly". Frank Field (Ind, Birkenhead) asked when the Government would announce a national free school lunch scheme for poorer children during the holidays, based on the successful pilots that the Department had been running over the past two years. Nadhim Zahawi said that children in 11 local authorities would receive healthy meals, learn about the importance of healthy eating and enjoy "enriching physical activities" during the summer holiday. He added that decisions on the programme beyond March 2020 would be taken as part of the spending review.

Patrick Grady (SNP, Glasgow North) asked what steps the Department was taking to work with the Department for International Development on ensuring that the right for children to access education would spread around the world. Nadhim Zahawi said that the commitment had been made across government.

The Shadow Secretary of State, Angela Rayner (Lab, Ashton-under-Lyne) said that while article 23 of the convention guaranteed the right to education for children with disabilities, parents were being forced to go to the courts to get support for their children. Nadhim Zahawi argued that the 2014 reforms, which had made many more children and young people eligible for education, health and care plans, with rights of appeal, had inevitably led to an increase in the number of appeals. But he added that the vast majority of cases were handled without going to appeal.

### School Budgets

Bambos Charalambous (Lab, Enfield, Southgate), Wera Hobhouse (LDP, Bath) and Lilian Greenwood (Lab, Nottingham South) asked what recent assessment had been made of the financial sustainability of school budgets. The Minister for School Standards, Nick Gibb (Con, Bognor Regis and Littlehampton) said that while the Government was spending £43.5 billion on schools this year, it recognised the budgeting challenges that schools faced and it would continue to listen to teachers, to help inform decisions about future funding.

Bambos Charalambous urged the Minister to demand more funding for schools from the Chancellor. Nick Gibb said that his Department would take the school funding challenges on board as it prepared for the spending review and its discussions with the Treasury.

Wera Hobhouse said that teachers in Bath had recently organised a march to express their alarm about the threat to their children's education. Nick Gibb said that his Department would make the strongest possible

*(Continued on page 37.)*

*(Continued from page 36.)*

case to secure the right deal for education in the spending review.

Tracey Crouch (Con, Chatham and Aylesford) pointed out that a report by the Children's Commissioner and the Institute for Fiscal Studies had stated that education spending per pupil at primary schools was up 80% under the Government. Nick Gibb said that compared with 2017-18, per pupil funding in Medway was going up by 3.4% and in Kent by 6%.

Huw Merriman (Con, Bexhill and Battle) asked what the Department could do to encourage local authorities to make sure that homes were being built in the areas where schools had falling rolls. Nick Gibb said that the Government was committed to ensuring that young people could get on to the housing ladder.

James Gray (Con, North Wiltshire) said that, while he broadly welcomed the increase in funding in Wiltshire, schools that were funded under the private finance initiative had particular difficulties. Nick Gibb said that in most cases, the Department funded PFI costs that related to schools through the national funding formula, but he added that he did not understand the pressures and problems that PFI could cause during the process of academy conversion.

The Shadow Education Secretary, Angela Rayner, said that a report had suggested that the national funding formula would be delayed by the Treasury to reserve money for a no-deal contingency fund. Nick Gibb said that his Department was having discussions across Government on the issues of school funding and in the lead up to the spending review. Angela Rayner said that while Boris Johnson had promised minimum funding of £5,000 per pupil, that would be an increase of just 0.1% in the total schools budget. Nick Gibb insisted that the Government was committed to ensuring that schools were properly funded.

### **Early literacy: phonics**

Caroline Johnson (Con, Sleaford and North Hykeham) asked the Minister what recent assessment his Department had made of the effectiveness of teaching early literacy through phonics. The Minister for School Standards, Nick Gibb (Con, Bognor Regis and Littlehampton) claimed that there was "significant evidence" that systematic phonics was a highly effective method for teaching early reading. He pointed out that in 2018, 82% of six-year-olds had met the expected standard in the phonics check, compared with just 58% when the check had been introduced in 2012. Mr Gibb added that 88% of pupils who had met the phonics standard in 2013 had gone on to meet the year 6 reading test standard in 2018.

Philip Hollobone (Con, Kettering) said that the literacy rates of primary school children dramatically improved when they were read to in class on a daily basis. Nick Gibb said that the better their vocabulary, the more easily children could comprehend what they were reading, and the more they could comprehend what they were reading, the more likely they were to read.

### **School places**

David Morris (Con, Morecambe and Lunesdale) asked the Secretary of State what his Department was doing to increase the number of good school places in England. The Secretary of State for Education, Damian Hinds (Con, East Hampshire) said that his Department was on track to create a million new places in schools in the current decade, primarily through building free schools and encouraging existing high-performing schools to expand.

Jess Phillips (Lab, Birmingham Yardley) asked what a teacher should say to a child who had asked whether it was okay to be gay. Damian Hinds said that they should say yes.

### **OECD Programme for International Student Assessment**

John Lamont (Con, Berwickshire, Roxburgh and Selkirk) and Luke Graham (Con, Ochil and South Perthshire) asked the Secretary of State what comparative assessment his Department had made of the performance of the constituent parts of the UK in the OECD Programme for International Student Assessment (PISA) tables. The Secretary of State for Education, Damian Hinds (Con, East Hampshire) said that performance in the PISA ranking system had remained stable in England and Northern Ireland since 2006.

John Lamont claimed that under the SNP, Scotland's education system had gone from being the best

*(Continued on page 38.)*

*(Continued from page 37.)*

in the United Kingdom, with standards well above the OECD average, to third out of the home nations. He added that standards in reading, science and maths in Scotland had fallen to their lowest levels and they were currently no more than average. Damian Hinds said he was pleased that colleagues in both the UK and the Scottish Parliament were holding the Scottish Government to account.

Carol Monaghan (SNP, Glasgow North West) asked the Secretary of State what he was doing to ensure that all students in England remained in education and were included in results such as OECD and school league tables. Damian Hinds said that there were more years of compulsory education in England than there were in Scotland.

### **Sixth-form students and funding**

Diana Johnson (Lab, Kingston upon Hull North) asked the Minister whether she would implement the recommendation in the April 2019 Social Mobility Commission's State of the Nation 2018 to 2019 report to significantly increase the national funding rate for sixth-form students. The Minister for Apprenticeships and Skills, Anne Milton (Con, Guildford) said that her Department was looking closely at 16-to-19 funding in preparation for the spending review.

Diana Johnson said that to put money back into the system, tax relief should be scrapped for the charitable status of private schools. Anne Milton said that there was more money available, particularly to colleges, through apprenticeships and T-levels which would attract an additional £500 million per year when fully rolled out.

Anne Main (Con, St Albans) said that while schools in her constituency had been arguing for more funding at every level, they particularly wanted a funding settlement for 16 to 19-year-olds that relieved the pressures on them. She asked the Minister what could be done to ensure that there was a long-term settlement, not a year-on-year settlement. Anne Milton said that she and the Minister for School Standards would be raising the point.

Paula Sherriff (Lab, Dewsbury) pointed out that the Government's own review of tertiary education had found no justification for funding 18-year-olds in sixth forms or colleges at a lower rate than 17-year-olds and it had recommended that the baseline should be raised. Anne Milton said that that her Department would be looking at all the Augar report's recommendations very carefully.

The chairman of the House of Commons Education Committee, Robert Halfon (Con, Harlow) said that the main estimates memorandum for 2019-20 had shown that resource expenditure on further education on a like-for-like basis was falling by 3.3% in cash terms and more in real terms, and the Department for Education's capital budget for FE was also set to decrease by 40% from £186 million to £112 million. Anne Milton said that her Department was aware that funding had not kept up with costs.

### **Apprenticeship Levy**

Richard Graham (Con, Gloucester) asked the Minister what recent assessment her Department had made of the effect of the apprenticeship levy on the number of apprenticeships. The Minister for Apprenticeships and Skills, Anne Milton (Con, Guildford) said that while she was "very aware" of the number of apprenticeships, comparing numbers before and after the reforms that had been made would be like comparing apples and pears, because the Government had put quality at the heart of apprenticeships. She said that the number of people starting on the new employer-designed standards in the first half of 2018-19 had increased by 79%, which was an indication of the quality.

Richard Graham said that chambers of commerce did not believe that the two-tier system was working and that more funding for small and medium-sized enterprises would enable them to train more engineering apprentices. Anne Milton said that her Department would move smaller businesses on to the apprenticeship system.

The Liberal Democrat Leader Sir Vince Cable (LDP, Twickenham), who will hand over the his successor in July, asked the Minister to explain why good companies with generous apprenticeships and training schemes were making a net contribution to the Treasury through the levy scheme rather than being rewarded through tax relief or in other ways. Anne Milton said that the decisions, which had been

*(Continued on page 39.)*

*(Continued from page 38.)*

made some time ago, had enabled the Department to make sure that by 2020 spending on apprenticeships would have more than doubled since 2010.

Gordon Marsden (Lab, Blackpool South) said that the National Audit Office had told FE Ministers in March in no uncertain terms that there was a risk that the apprenticeship programme would be financially unsustainable. He added that the Institute for Apprenticeships and Technical Education had warned that it could be overspent by £0.5 billion in the current year. Anne Milton insisted that the apprenticeship system was working well, and levy payers in particular, as well as small businesses, were “grabbing” at the opportunities that apprenticeships offered. But she added that as her Department was aware of the budgetary pressures on the system, it would make representations ahead of the spending review.

### **SATs: pressure on students**

Andrea Jenkyns (Con, Morley and Outwood) asked the Secretary of State what recent assessment he had made of the pressures on key stage 2 students undergoing SATs. The Secretary of State for Education, Damian Hinds (Con, East Hampshire) said that while the Government wanted pupils to do their best, it should never be at the expense of their wellbeing. Andrea Jenkyns asked Mr Hinds how exam stress could be minimised for young children. Damian Hinds insisted that SATs were not about testing children, and they were not public exams that would stay with children into their adult life.

Layla Moran (LDP, Oxford West and Abingdon), the Liberal Democrat spokesman on education and a former teacher, told the Secretary of State that he was responsible for putting stress on teachers, which inevitably filtered down to children. Damian Hinds argued that it was common practice around the world to have standardised assessment of one sort or another in primary schools.

Sir Patrick McLoughlin (Con, Derbyshire Dales) asked whether there was any way to see whether pupils were being let down by their schools, other than seeing that they were not getting up to certain standards. Damian Hinds argued that SATs were a very important part of the “architecture” to raise attainment and, critically, to narrow the gap in performance between the rich and the poor.

Mike Kane (Lab, Wythenshawe and Sale East) argued that England’s schoolchildren were among the most tested in the world and headteachers had warned that high-stakes examinations were associated with increased stress, anxiety and health issues. But he added that the Secretary of State had let the cat out of the bag when he had pointed out that England had stayed stable in the Programme for International Student Assessment rankings. Mr Kane added that the pressure and workload of the existing school assessment regime had also led to teachers leaving the profession in droves. Damian Hinds said that while he did not know what the Labour party’s replacement for standardised assessment tests would be, it would be less reliable and it would require a lot more work for teachers.

***“Layla Moran (LDP, Oxford West and Abingdon) told the Secretary of State that he was responsible for putting stress on teachers, which inevitably filtered down to children.”***

### **School standards**

Alex Chalk (Con, Cheltenham) asked the Minister what steps his Department had taken to raise standards in schools. The Minister for School Standards, Nick Gibb (Con, Bognor Regis and Littlehampton) said that his Department had reformed the national curriculum and qualifications to raise expectations and provide rigorous GCSEs and A-levels, in which universities, employers and young people themselves could have greater confidence.

Mr Chalk said that formal partnerships between schools in different sectors was an excellent way of sharing best teaching practice, enriching extracurricular provision and boosting the professional development of staff. Nick Gibb said that the Government have recently announced a new grant fund, which could be used either as seed funding for new partnerships or to expand and deepen existing ones.

*(Continued on page 40.)*

*(Continued from page 39.)*

Ellie Reeves (Lab, Lewisham West and Penge) pointed out that in response to questions about school standards and school cuts the Government often tried to argue that nothing was wrong by citing the number of children in outstanding schools. But she pointed out that over the past year, 80% of the 305 schools rated outstanding by Ofsted had seen their ratings fall. Nick Gibb said he would expect the outstanding schools that were re-inspected to have a higher propensity to be either good or lower, because Ofsted inspected outstanding schools only when a risk factor, such as a drop in standards or complaints from parents, had been triggered.

### **Post-18 Education and Funding Review**

Wes Streeting (Lab, Ilford North) asked the Minister what assessment he had made of the merits of the recommendations of the Post-18 education and funding review. The Minister for Universities, Science, Research and Innovation, Chris Skidmore (Con, Kingswood) said that the Government would consider the review panel's recommendations carefully and conclude the overall review at the spending review. Wes Streeting asked the Minister for an assurance that the Government's approach would be one of levelling up funding and not of robbing Peter to pay Paul. Chris Skidmore said that the report was a post-18 review which had looked at creating unity of purpose which would follow students across all parts of their life course, which was what the Government would consider when it came to looking at the 53 recommendations as part of the spending review.

Ben Bradley (Con, Mansfield) said that while there had been many positive recommendations in the Augar review, including the proposed lifelong learning loans, the proposed tuition fee cut could have a negative effect, as it would reduce the money available for widening access. Chris Skidmore said that the HE system had put an additional £6 billion of resource into universities since 2012 as a result of the fee level rise.

### **National Funding Formula**

Neil O'Brien (Con, Harborough) asked the Minister what recent assessment he had made of the effect of the national funding formula on (a) small primary schools and (b) schools in rural areas. Nick Gibb replied that the national funding formula provided additional support for small primary schools and rural schools. He pointed out that the sparsity factor, for example, allocated £25 million specifically to schools that were both small and remote. The minister added that, coupled with the lump sum, a small rural primary school could attract up to £135,000 through those factors alone.

Neil O'Brien asked the minister to consider increasing the lump sum and the sparsity premium, in the run-up to the spending review. Nick Gibb said that although the formula was fixed for the next financial year, the Department would keep the formula design under consideration and it would consider feedback on specific factors when developing the formula in the future.

### **Special Educational Needs and Disabilities**

Sarah Jones (Lab, Croydon Central), Liz McInnes (Lab, Heywood and Middleton) and Debbie Abrahams (Lab, Oldham East and Saddleworth) asked the Under-Secretary of State what recent assessment he had made of the adequacy of support for pupils with special educational needs and disabilities. The Children's Minister, Nadhim Zahawi replied that the 2014 special educational needs and disabilities reforms had been the biggest in a generation. He added that Care Quality Commission SEND inspectors had provided evidence of progress at a local level and high needs funding had increased to £6.3 billion in 2019-20.

Sarah Jones pointed out that a survey of headteachers in Croydon had shown that 85% had been forced to cut special educational needs provision. She added that 50% of excluded young people had a special educational need, a third of councils had no space left in their pupil referral units, and not being in school was a particular risk factor for getting involved in criminal gangs. Nadhim Zahawi said that the Government had launched a review of school exclusions, led by Edward Timpson, and the Children and Families Act 2014 secured the presumption in law that children and young people with SEND should

*(Continued on page 41.)*

receive mainstream education.

Liz McInnes said that the Local Government Association had warned that councils were facing a national special needs emergency and they required more funding to meet colossal demand. Nadhim Zahawi said that because there were funding pressures on the system, the Government had announced £250 million in additional funding to take the funding to £6.3 billion. He added that as the Government was in the middle of a spending review, he would be putting his best foot forward to make sure that the funding was in place. Debbie Abrahams argued that the £1.2 billion shortfall in SEND funding meant that children with an education, health and care plan may be refused a local place because schools could not afford to provide the support that the children needed. Nadhim Zahawi said it had been because all children should have the ability to reach their potential, the Government had introduced the reforms in the first place in 2014.

### **Child health: healthy and active living**

Theresa Villiers (Con, Chipping Barnet) asked the Minister what guidance the Government had issued to schools to encourage healthy and active living among children and young people. Nick Gibb replied that school food standards defined how schools should provide healthy food and drink throughout the school day. He pointed out that guidance was available for primary schools on how to use the £320 million PE and sport premium and health education was being made compulsory.

Theresa Villiers said it was crucial to set achievable targets and she urged the Minister to back the golden kilometre initiative from the Mayor of Barnet to get children and young people running or walking for at least a kilometre a day. Nick Gibb said that the golden kilometre challenge was a very welcome initiative, as regular exercise was linked to long-term health.

### **Topical questions**

Paul Blomfield (Lab, Sheffield Central) pointed out that although demand for special needs support across the north had risen by 39%, funding had risen by only 8%. The Secretary of State for Education, Damian Hinds (Con, East Hampshire) said that high needs spending had gone up, from £5 billion to £6.3 billion, and at the end of 2018, the Government had introduced a package to ease the immediate strains on local authority high needs budgets. But he added that as more needed to be done, the Government would need to look at how the reforms were working and at the role of educational psychologists and make sure that where it was right for children they could be educated in a mainstream school.

Maggie Throup (Con, Erewash) asked the Minister whether she recognised the important role that further education colleges played in bridging the gap between schools and universities. The Minister for Apprenticeships and Skills, Anne Milton (Con, Guildford) said that 160,000 young people studied A-levels at colleges.

Carol Monaghan (SNP, Glasgow North West) said that although EU students would continue to pay home fee rates, there was still ambiguity over their immigration status. She pointed out that as they had only three years under European temporary leave to remain, students on longer courses, including all undergraduates in Scotland, had no guarantee of being able to complete their course. The Minister for Universities, Science, Research and Innovation, Chris Skidmore (Con, Kingswood) said that such students would be able to apply for a tier 4 visa to complete their studies and the Government would continue to review this matter.

David Morris (Con, Morecambe and Lunesdale) asked the Minister what steps were being taken to ensure that building maintenance did not delay school transfers from academies when the school was rated inadequate by Ofsted. Nick Gibb replied that the Department took a case-by-case approach to the conversion of schools and to addressing failure in academies, which included consideration of all the different means by which the Government could support the future success of a school, including capital investment where appropriate.

Eddie Hughes (Con, Walsall North) asked the Secretary of State for an update on the uptake of the voluntary-aided capital scheme. Damian Hinds said that the Government had approved in principle a new voluntary-aided school in the last couple of weeks.

# Music A-level

**T**he chairman of the Royal College of Music, Lord Black of Brentwood (Con) asked the Government what steps it was taking to address the decline in the number of students taking music A-level. (House of Lords, oral question debate, 24 June 2019.) The Parliamentary Under-Secretary of State, Department for Education, Lord Agnew of Oulton (Con) said that the Government was allocating over £400 million between 2016 and 2020 to music education to fund programmes included a network of 120 music hubs, which worked with 89% of state schools, as well as opportunities for young people to study at the country's elite musical institutions and perform at the highest level through national youth music organisations.

Lord Black argued that as A-level music was a crucial gateway to a professional career in music, if it died out, the future of music in the UK would be threatened. He pointed out that the number of pupils taking the qualification was down by almost 40% in eight years. Lord Black said that research by Birmingham City University had revealed that 20% of entries were clustered around fewer than 50 schools and four local authorities in the most deprived parts of the country did not have any A-level music centres and therefore no A-level entries at all in 2018.

Lord Agnew confirmed that there had been a decline in A-level entries in music in recent years. He argued that it was up to individual schools and colleges to decide which A-level courses to offer, although they could choose to work together with other schools and colleges to maximise choice.

Lord Storey (LDP), the Liberal Democrat's education spokesman in the Lords, pointed out that over the past five years the number of pupils doing GCSE music had also declined, as had the number of students going to university to do a music degree. He argued that it was time for a proper strategy to make sure that music was rescued in schools. Lord Agnew said that music could be taught in various different ways, and he claimed that the number of hours spent on music education had remained "pretty stable" over the last nine years.

Lord Winston (Lab) pointed out that research had shown that teaching music improved cognitive ability, memory, manual dexterity and emotional development. He asked the minister how many music teachers were currently practising in state schools. Lord Agnew said that while he did not have the specific number of music teachers in the system at hand, the vacancy rate was only 0.5%. He acknowledged that there had been "pressure" on some schools crowding out subjects, such as in key stage 2 by elongating key stage 4. But the minister added that the new framework for Ofsted inspections which would start in September would put more emphasis on a broad and balanced curriculum, of which music was a part.

The Earl of Clancarty (CB) argued that as the Russell Group had dropped its list of facilitating subjects, there was no justification for the Government to continue with the EBacc either. Lord Agnew said that while some universities had withdrawn the list of facilitating subjects, they had replaced it with a website which gave children pointers to the sorts of subjects they would need to study if they were to go on and do challenging degrees.

The Bishop of Chichester (Ind) suggested that the decline in music A-level was part of a broader problem of social inequality in access to music itself and music education. He argued that it was time for the Government to reassess the persistent and growing evidence of the damaging effect of the EBacc and the contribution of music through other routes such as BTEC in broadening access to leading conservatoires, and to adjust the disproportionate bursary funding that allowed £9,000 to music graduates but up to £32,000 to graduates in other subjects, in spite of the recognition that music was vital to sustaining the creative industries. Lord Agnew insisted that children could discover music not only through the specific routes of GCSE and A-level, but through music education hubs. He pointed out that in 2013-14, around 600,000 children had had access to them, and in 2018, according to Birmingham City University, 89% of schools and 700,000 pupils had benefited from them.

Lord Watson of Invergowrie (Lab), Labour's education spokesman in the Lords, argued that the Government's commitment to music education was very much in question, not just because of the falloff in A-level entry. In a recent meeting with the Secretary of State to discuss music education, Mr Hinds had been unable to give a commitment that the national plan for music education, which would finish in 2020, would continue. Lord Agnew said that such matters were subject to the spending review.

## Higher education spending

**T**he former Education Secretary, Lord Blunkett (Lab) asked the Government what its estimate was of the likely reduction in spend by higher education institutions in England on student teaching and contact time if the recommendations of the independent panel report to the Review into Post-18 Education and Funding were to be implemented. (House of Lords, oral question debate, 27 June 2019.) Viscount Younger of Leckie (Con) said that the Government had not yet come to a conclusion.

Lord Blunkett pointed out that given the 8% real-terms reduction inherent in the current fee to 2022, and the fact that even Boris Johnson had not promised more money for higher education, the minister would need to make representations to colleagues, both present and future, to recognise the damage that would result from a further 20% cut in funding for teaching and student contact, and that the value of higher education was derived not from the salary level a student received immediately on graduation but from the liberation of talent and creativity which the country would need for the future.

Viscount Younger said that while the Government was considering the panel's recommendations, there was no doubt that the impact of provider funding as a whole, including tuition fees and grant funding, was an important consideration. The minister stressed that the Government would work with the OfS to make sure that overall funding would support teaching costs, access and successful participation for disadvantaged students and that it would maintain the world-leading reputation of UK higher education. He added that overall, the Government was committed to ensuring that funding reflected a sustainable model that would support the skills needs of the country.

Lord Patel (CB) pointed out that one of the key recommendations of the Augar review had been that the shortfall created by a reduction in fees should be filled by a direct teaching grant from government. He asked the minister how the teaching grant would be distributed. Viscount Younger said that the issue was being discussed by the Government and various stakeholders, particularly the OfS. He pointed out that teaching and research represented 49.2% of total higher education institute spending, which totalled £31.3 billion. The minister added that the teaching grant represented £1.4 billion in funding in 2018-19.

Lord Forsyth of Drumlean (Con), a Scottish Secretary under Mrs Thatcher, claimed that the independence of the Augar review had been compromised by the Treasury's insistence that none of its recommendations should result in increased public expenditure. Viscount Younger said he would follow up the issue. Baroness Garden of Frognal (LDP) asked the minister what assurances he could give that universities would still be able to fund expensive programmes, such as science, technology, engineering and medicine, as well as the minority programmes, such as less than mainstream languages, if funding from tuition fees was drastically reduced. Viscount Younger said that the Government would have to consider the question on the back of the 53 recommendations. But he pointed out that part of the consideration would be to look at value for money and make sure that courses were right for students, that the student experience was right and that the contact time was right for the course and the student.

Lord Bassam of Brighton (Lab) asked the minister whether the plan to take into account the number of hours of teaching students receive and the size of classes had been abandoned by the Office for Students, as it did not appear in the TEF. For many, particularly those studying humanities, the lack of contact hours failed to represent good value for money. Viscount Younger said that while contact hours were an important part of the assessment of universities, it depended on the course. He said that Dame Shirley Pearce was leading an independent review of the TEF to consider all aspects of its operation. She would submit her report and recommendations to the Secretary of State during the summer.

The Bishop of Chichester (Ind) warned that any reduction in higher education funding was likely to have a particular impact not merely on teaching and student contact time but on the future of smaller institutions, such as the Cathedrals Group universities. Viscount Younger said that the Higher Education and Research Act had called for high-quality provision and greater competition, to ensure that students and the taxpayer received value for money and that students received a good experience from the courses they undertook. Lord Broers (CB) argued that as the Augar report had been balanced from the point of view of funding, it would be a disaster if the Government decided not to take a balanced view and cherry picked the cuts in funding rather than the increases in funding. Viscount Younger insisted that the Government did not want to put the UK's globally renowned teaching and cutting-edge research and innovation in jeopardy.

## Damian Hinds confirms that apprenticeships target will be missed

**U**nder pressure from the chairman of the House of Commons Education Committee, Robert Halfon, the Education Secretary, Damian Hinds, confirmed that the Government's target of three million apprenticeship starts in England by 2020 was "not going to be reached". While Mr Halfon warned of declining numbers in some levels of apprenticeships, Mr Hinds told MPs on the cross-party Committee that the training in apprenticeships was now of "much higher quality".

Mr Halfon also questioned Mr Hinds on the decline in the number of lower level apprenticeships, which he argued were vital bridges to higher-level training, the Secretary of State said that in countries with a strong vocational training system, such as Germany, the focus was on high-quality skills valued by employers, rather than the volume of low-level training of questionable quality.

When asked by Committee member, Ian Mearns, a Labour MP whether the three million apprenticeships target had been abandoned, Mr Hinds said that the current apprenticeship system reflected what employers wanted. Mr Halfon asked the Secretary of State again whether or not the target would be achieved. Mr Hinds said that at the moment, no.

### Missing the target

Responding to the announcement that the Government's target of three million apprenticeship starts in England by 2020 would be missed, Cllr Mark Hawthorne, chairman of the People and Places Board, said that since the overhaul of the apprenticeship system in 2017, the LGA had continued to call for further apprenticeship reform. He added that two years on, councils which wanted to use their Apprenticeship Levy funds to boost vital skills and professions were being held back where apprenticeship standards were still in development, such as in adult care, early years, and building control.

Cllr Hawthorne said the Government would need to act fast and work with councils to boost the number of apprenticeships and drive local economic growth. He pointed out that councils believed much more could be done to boost apprenticeships if employers had the powers to collaborate more easily, by working with local partners and transferring and pooling their levy funds, to address local skills gaps, get people back into work and widen participation to the most disadvantaged in their community.

*“Responding to the announcement that the Government’s target of three million apprenticeship starts in England by 2020 would be missed, Cllr Mark Hawthorne, Chairman of the People and Places Board, said that since the overhaul of the apprenticeship system in 2017, the LGA had continued to call for further apprenticeship reform. He added that two years on, councils which wanted to use their Apprenticeship Levy funds to boost vital skills and professions were being held back where apprenticeship standards were still in development, such as in adult care, early years, and building control.”*

The following written questions were answered in Parliament last week.

## House of Commons

### Department for Education

#### Specialist Maths Schools

**Ranil Jayawardena:** [911509] To ask the Secretary of State for Education, what recent assessment his Department has made of children's progress in specialist maths schools.

**Nick Gibb:** There are currently two open maths schools: Kings College London Mathematics School and Exeter Mathematics School. In 2018, both schools had A level progress scores that were 'well above average'. Pupils achieved progress scores of 1.46 and 1.10 in A level mathematics in Kings College London and Exeter Mathematics Schools respectively. This means that pupils in these schools achieved, on average, a grade higher than similar pupils nationally. These outcomes place both schools in the top 1% of schools in England for progress in A level mathematics.

*Monday 24 June 2019*

#### Academies

**Siobhain McDonagh:** [265413] To ask the Secretary of State for Education, pursuant to the Answer of 12 June 2019 to Question 259839 on Academies, how many of the 2,631 academies and free schools who do not have a sponsor were formerly sponsored.

**Nadhim Zahawi:** Of the 2,631 academies and free schools who do not currently have a sponsor, 14 are sponsored academies that are no longer linked to a sponsor. This can be for a variety of reasons, ranging from an improved Ofsted Inspection Outcome to a Diocesan request for links to be removed. A list of these open academies is available via the link below: <https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development>.

**Lucy Powell:** [266159] To ask the Secretary of State for Education, with reference to the letter of 20 May 2019 from the Parliamentary Under-Secretary of State for the School System to the Education Select Committee, how many requests for the publication of multi-academy trust improvement plans his Department has (a) received and (b) agreed; and which improvement plans have been published in (i) full and (ii) part as a result of those requests.

**Nadhim Zahawi:** The information is not held centrally and could only be obtained at disproportionate cost. Further to my noble friend, the Parliamentary Under-Secretary of State's letter to the Education Select Committee, dated 20 May 2019, we would note that where the department intervenes, we work with each trust to put in place a recovery process that underpins education provision with strong financial management and oversight. These plans and our support for trusts are flexible and will evolve as the trusts recover and to respond to any future challenges. Any request to disclose an improvement plan is responded to on a case-by-case basis.

*Monday 24 June 2019*

## Academies Enterprise Trust

**Lucy Powell:** [266826] To ask the Secretary of State for Education, if he will place in the Library correspondence between his Department, the Education and Skills Funding Agency and the Academies Enterprise Trust on the publication of the turnaround plan agreed with that trust.

**Nadhim Zahawi:** There is no plan to place such correspondence in the library but we remain committed to providing updates on progress and further financial support provided in accordance with my noble Friend, the Parliamentary Under-Secretary of State's letter to the committee of 20 May 2019.

*Monday 24 June 2019*

## Academies: Finance

**Lucy Powell:** [266824] To ask the Secretary of State for Education, what criteria (a) his Department and the Education and (b) the Skills Funding Agency use to assess the allocation of funding to academy trusts to protect the provision of education.

**Lucy Powell:** [266825] To ask the Secretary of State for Education, what assessment criteria is used by (a) his Department and (b) the Education and Skills Funding Agency to ascertain whether additional funding to protect the education of children is deemed (a) recoverable and (b) non-recoverable.

**Nadhim Zahawi:** The Education and Skills Funding Agency (ESFA) has a robust intervention strategy that fits within the overall academy accountability framework. Intervention is always proportionate, risk-based and built on funding agreement and academies financial handbook non-compliance.

Where the ESFA intervenes, we work with each trust to put in place a recovery process that underpins education provision with strong financial management and oversight. This can include the provision of funding, issuing a Financial Notice to Improve or, in the most serious cases, termination of the Funding Agreement. Where the provision of funding is considered, this will be done on a case-by case basis, as part of our intervention with the trust.

*Monday 24 June 2019*

## Alternative Education

**Lucy Powell:** [266158] To ask the Secretary of State for Education, what recent estimate he has made of the number of children receiving unregistered alternative education provision.

**Nick Gibb:** The information is not held centrally. Data on alternative provision (AP) is collected by the Department in two ways. The school census collects details of those pupils in pupil referral units, AP academies and AP free schools. This provision is commissioned by local authorities and includes pupils who may be dual-registered with an AP provider and a mainstream school. The school census is a statutory requirement and is collected three times a year (termly, in October, January and May).

The AP census collects details on pupil placements in AP settings where a local authority is paying full tuition fees. This includes independent schools, further education colleges offering pre-16 provision and unregistered settings. However, neither the school census nor the AP census collect details on pupils placed in unregistered settings funded directly by schools.

*Monday 24 June 2019*

## Assessments: Fraud

**Layla Moran:** [266146] To ask the Secretary of State for Education, what steps (a) his Department and (b) Ofqual are taking to reduce the risk of exam papers being leaked online.

**Nick Gibb:** Exam security is a matter for Ofqual, the Office of Qualifications and Examinations Regulation. I have asked its Chief Regulator, Sally Collier, to write directly to the hon. Member and a copy of her reply will be placed in the Libraries of both Houses.

**Layla Moran:** [266147] To ask the Secretary of State for Education, what (a) sanctions and (b) penalties his Department can issue to people that leak exam papers online.

**Nick Gibb:** The Department is not generally responsible for issuing sanctions to those involved in exam malpractice, which will be a decision for the individual exam board following guidance from the Joint Council for Qualifications, a membership body representing the main GCSE and A level exam boards. Where there is an indication of criminal activity the boards will involve the police. An exception to this is when the individual involved in the breach of security is a teacher.

In this case, the Teaching Regulation Agency (TRA), on behalf of my right hon. Friend, the Secretary of State for Education, may investigate allegations of serious misconduct that are referred to it, and can decide to prohibit the individual from carrying out teaching work. Prohibition from teaching has a lifetime effect, but in some circumstances an application to have the prohibition set aside may be allowed after a specified period of time of no less than two years. Where a school dismisses a teacher for serious misconduct, or may have referred had the teacher not resigned, they have a duty to consider referring the matter to the TRA.

*Monday 24 June 2019*

## Pupil Exclusions

**Bridget Phillipson:** [266175] To ask the Secretary of State for Education, what assessment his Department has made of the effect of (a) fixed-term and (b) permanent exclusion on the excluded student's educational attainment.

**Nick Gibb:** The technical note published alongside the Government's response to the Timpson review of school exclusion on 7 May 2019 includes descriptive statistics showing Key Stage 4 attainment by exclusion status. This can be found here: <https://www.gov.uk/government/consultations/school-exclusions-review-call-forevidence>.

The report states: "Key Stage 4 attainment of pupils receiving a permanent exclusion during secondary school is lower than that for pupils who have never received either a permanent or fixed period exclusion. Among those receiving some form of exclusion, attainment is highest for those receiving only one fixed period exclusion during their school career and lowest for those receiving a permanent exclusion. However, these results do not imply that exclusion is the cause of low attainment (or vice versa) as differences in pupil characteristics that may impact attainment have not been taken into consideration."

*Monday 24 June 2019*

## Pupil Exclusions: Secondary Education

**Bridget Phillipson:** [266708] To ask the Secretary of State for Education, what comparative assessment he has made of the rate of exclusions of secondary school pupils in (a) Sunderland and (b) England.

**Nick Gibb:** The National Statistics release 'Permanent and fixed-period exclusions in England 2016 to 2017' includes information on the number and rate of permanent and fixed period exclusions. The release is available here: <https://www.gov.uk/government/statistics/permanentand-fixed-period-exclusions-in-england-2016-to-2017>. The local authority tables give information at local authority, region, and national level.

*Monday 24 June 2019*

## Schools: Inspections

**Helen Hayes:** [266149] To ask the Secretary of State for Education, what assessment his Department has made of the trends in the number of exempt schools that require an Ofsted inspection as a result of declining standards; and if he will undertake a review of the regulations exempting schools ranked as outstanding from routine inspections.

**Helen Hayes:** [266150] To ask the Secretary of State for Education, what assessment has his department made of the effect of trends in the level of school funding on the number of (a) Ofsted rated outstanding schools that have been assessed as (i) good, (ii) requires improvement and (iii) inadequate by Ofsted and (b) stuck schools.

**Nick Gibb:** The Department has a responsibility to ensure that inspection arrangements are proportionate and achieve an appropriate balance between school autonomy and assurance. That is why we have asked Ofsted to increase the number of outstanding schools it inspects this year, based on its risk assessment, so that those most at risk of decline are inspected.

Given Ofsted inspects outstanding schools where it has specific concerns, it is to be expected that in some cases school performance will have declined. This demonstrates that the risk assessment process is working. Nevertheless, of the 305 risk-based inspections of exempt schools undertaken by Ofsted between September 2018 and 31 March 2019, 70% were found to be outstanding or good.

Since 2017, the Department has given every local authority more money for every pupil in every school, and has allocated the biggest increases to those that have been most underfunded. The Department recognises the budgeting challenges schools face and continues to support schools to make the most of their budgets by reducing non staff costs such as energy, water bills and materials.

*Monday 24 June 2019*

## Literacy: Children

**Henry Smith:** [265486] To ask the Secretary of State for Education, what assessment he made of the implications for his Department's policies of the recent National Literacy Trust findings on the literacy benefits of children reading both digital and print formats.

**Nick Gibb:** The Department welcomes the National Literacy Trust's research on reading in both print and digital forms. The Department encourages children to develop the habit of reading widely and often, for

both pleasure and information, whatever the format. Research suggests that reading for pleasure is more important for children's educational development than their parents' level of education. There is sound evidence that systematic synthetic phonics is a highly effective method of teaching reading to children. Phonics performance is improving: in 2018, there were 163,000 more 6-year-olds on track to become fluent readers compared to 2012. This represented 82% of pupils meeting the expected standard in the phonics screening check, compared to just 58% when the check was introduced in 2012. Building on the success of our phonics partnerships and phonics roadshows programmes, in 2018 we launched a £26.3 million English Hubs Programme. Hub schools are taking a leading role in improving the teaching of early reading through systematic synthetic phonics, early language development, and reading for pleasure. We have appointed 34 primary schools across England as English Hubs.

*Tuesday 25 June 2019*

### **Literacy: Children and Young People**

**Ian Paisley:** [265515] To ask the Secretary of State for Education, what assessment he has made of the implications for his policies on the conclusions in relation to reading in (a) print and (b) digital formats of the report entitled, *Children and young people's reading in 2017-18*, published in June 2019 by the National Literacy Trust.

**Nick Gibb:** The Department welcomes the National Literacy Trust's research on reading in both print and digital forms. The Department encourages children to develop the habit of reading widely and often, for both pleasure and information, whatever the format. Research suggests that reading for pleasure is more important for children's educational development than their parents' level of education.

There is sound evidence that systematic synthetic phonics is a highly effective method of teaching reading to children. Phonics performance is improving: in 2018, there were 163,000 more 6-year-olds on track to become fluent readers compared to 2012. This represented 82% of pupils meeting the expected standard in the phonics screening check, compared to just 58% when the check was introduced in 2012.

Building on the success of our phonics partnerships and phonics roadshows programmes, in 2018 we launched a £26.3 million English Hubs Programme. Hub schools are taking a leading role in improving the teaching of early reading through systematic synthetic phonics, early language development, and reading for pleasure. We have appointed 34 primary schools across England as English Hubs.

*Tuesday 25 June 2019*

### **Schools: Admissions**

**Ian Paisley:** [265516] To ask the Secretary of State for Education, what steps his Department is taking to increase the number of good school places in England.

**Nick Gibb:** Delivering good quality school places is a top priority for this Government. The Department has committed £7 billion between 2015 and 2021 to deliver new school places, which is on top of investment in the free schools programme.

The Department is on track to create one million places this decade, the largest increase in school capacity in at least two generations. As of March 2019, there are 1.9 million more children in 'good' or 'outstanding' schools compared to 2010. This represents 85% of children compared to just 66% in 2010 - and that is in part down to the Department's reforms. As of 14 June 2019, there are 446 open free schools, 50 University Technical Colleges and 27 studio schools. These will provide over 290,000 places when at capacity. The Department has approved a further 286 applications (including one UTC) from groups it is

now working with to establish schools. In addition, in March 2019, the Department announced that it will run competitions in successful local authority areas to open and run 37 new special and two new alternative provision free schools.

*Tuesday 25 June 2019*

### Free School Meals

**Angela Rayner:** [267279] To ask the Secretary of State for Education, what recent estimate he has made of the number of pupils who are eligible but unregistered for free school meals.

**Nadhim Zahawi:** The department is determined to give every child, regardless of their background, the very best start in life. Free school meals (FSM) are key to this and we want all parents whose children are entitled to them, to apply for them. Under-registration for FSM runs at around 11% (roughly 100,000 children). We want to make sure as many eligible pupils as possible are claiming their FSM, and to make it as simple as possible for schools and local authorities to determine eligibility. We provide an Eligibility Checking System to make the checking process as quick and straightforward as possible for schools and local authorities. We have developed a model registration form to help schools encourage parents to sign up for FSM. We also provide guidance to Jobcentre Plus advisers so that they can make Universal Credit recipients aware that they may also be entitled to wider benefits, including FSM.

*Wednesday 26 June 2019*

### Free Schools: Construction

**Angela Rayner:** [267299] To ask the Secretary of State for Education, how many new free schools were built each year since 2016-17; and how many free-schools have been approved for the next five years.

**Nadhim Zahawi:** [Holding answer 25 June 2019]: There are 446 open free schools, including 3 that have opened since 1 April 2019. The total number of free schools opened in each academic year since 2016/17 is as follows:

ACADEMIC YEAR	FREE SCHOOLS
2016/17	45
2017/18	47
2018/19	57

The department has approved a further 285 applications from groups that we are now working with to establish free schools. This includes the 22 wave 13 free school applications that we announced on 14 June 2019. Furthermore, local authorities are currently running competitions to find academy trusts to establish an additional 37 special free schools and 2 alternative provision free schools across the country.

*Wednesday 26 June 2019*

## Literacy: Children

**David Davis:** [266092] To ask the Secretary of State for Education, with reference to the National Literacy Trust report, Children, young people and digital reading, published on 30 April 2019, what assessment he has made of the implications for his policies of the report's conclusions on the literacy benefits of children reading both digital and print formats.

**Nick Gibb:** The Department welcomes the National Literacy Trust's research on reading in both print and digital forms. The Department wants children to develop the habit of reading widely and often, for both pleasure and information, whatever the format. Research suggests that reading for pleasure is more important for children's educational development than their parents' level of education. There is sound evidence that systematic synthetic phonics is a highly effective method of teaching reading to children.

Phonics performance is improving. In 2018, there were 163,000 more 6-year-olds on track to become fluent readers compared to 2012. This represented 82% of pupils meeting the expected standard in the phonics screening check, compared to just 58% when the check was introduced in 2012. In 2018 the Department launched a £26.3 million English Hubs Programme, building on the success of the Department's phonics partnerships and phonics roadshows programmes.

Hub schools are taking a leading role in improving the teaching of early reading through systematic synthetic phonics, early language development, and reading for pleasure. The Department has appointed 34 primary schools across England as English Hubs.

*Wednesday 26 June 2019*

## Post-18 Education and Funding Review

**Wes Streeting:** [267762] To ask the Secretary of State for Education, which universities (a) Sir Philip Augar and (b) members of the Augar panel visited during the Post-18 review of education and funding.

Chris Skidmore: The independent panel undertook an extensive programme of engagement with a wide spectrum of stakeholders and experts across the post-18 landscape. This included visits and discussions with officials at universities. Sir Philip Augar directly engaged with the following universities: Coventry University, University of Exeter, University of Gloucestershire, Nottingham Trent University, University of Reading, University of Warwick and University of Winchester.

The other panel members directly engaged with University of the Arts London, University of Aston, University of Bedfordshire, Birkbeck University, Bloomsbury Institute, University of Central Lancashire, University of Cumbria, University of Derby, University of Exeter, University of Lincoln, Mountview Academy of Theatre Arts, Open University, Queen Mary University, Southampton Solent University, University of Staffordshire, University of Suffolk and University of Wolverhampton.

*Wednesday 26 June 2019*

## Schools: Admissions

**Angela Rayner:** [267342] To ask the Secretary of State for Education, how many new school places created since 2010 are in schools rated (a) outstanding, (b) good, (c) requires improvement and (d) inadequate by Ofsted.

**Nick Gibb:** [Holding answer 25 June 2019]: The Department is on track to create one million places this decade, the largest increase in school capacity for at least two generations. The Department collects pupil

forecasts, existing school capacities, and plans to deliver additional school places from each local authority via the annual school capacity survey. Around 920,000 new school places have been created since 2010. Of those new school places that were created in existing schools between 2016 and 2017, 91%<sup>[1]</sup> were in schools rated as good or outstanding by Ofsted and 9% of the new places were created in schools rated as requiring improvement or inadequate. <sup>[1]</sup> This figure will expire on the 27 June 2019 on publication of the latest local authority school places Scorecards 2018.

*Wednesday 26 June 2019*

### **Schools: Air Pollution**

**Tracey Crouch:** [267280] To ask the Secretary of State for Education, what plans he has to support eco-friendly solutions to tackle air pollution in schools.

**Nick Gibb:** [Holding answer 25 June 2019]: The department has recently published guidance, Building Bulletin 101 (BB101), on achieving good indoor air quality in new and refurbished schools. BB101 promotes best practice in controlling both external and internal pollutants and setting maximum standards for levels of pollutants in classrooms. The published guidance for school design and construction can be found at: <https://www.gov.uk/guidance/school-design-and-construction>. Outdoor air quality is the responsibility of local authorities who should prepare air quality action plans to ensure the level of pollutants is reduced. In January 2019, the Government published the Clean Air Strategy setting out plans to deal with all sources of pollution.

*Wednesday 26 June 2019*

### **Holiday Activities and Food Research Fund**

**Kerry McCarthy:** [268442] To ask the Secretary of State for Education, if he will make available the scoring data of the respective bids for grant funding from the Holiday Activities and Food Programme 2019.

**Nadhim Zahawi:** In December 2018, we announced £9 million for the 2019 Holiday Activities and Food programme. The department invited organisations to bid to take on the role of testing the coordination of free holiday provision for disadvantaged children in a local authority area during the 2019 summer holidays. 92 bids were received and on 8 May 2019, we announced the 11 organisations that had been successful in securing funding for this summer.

Since then, officials have provided feedback to unsuccessful bidders, including the bid submitted for the Bristol area that was supported by the hon. Member for Bristol East. Any organisation that submitted an unsuccessful bid can request a breakdown of their scoring data by contacting the department.

*Thursday 27 June 2019*

### **Pupil Exclusions: Secondary Education**

**Bridget Phillipson:** [268464] To ask the Secretary of State for Education, what steps his Department is taking to reduce the number of (a) permanent and (b) fixed-term exclusions from secondary schools.

**Nick Gibb:** Schools can only exclude pupils, either permanently or for a fixed period, for disciplinary reasons

and the Department supports head teachers in using exclusion where this is warranted. Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Timpson Review of school exclusion considered how schools use exclusion and how this impacts on all pupils, particularly why some groups of children are more likely to be excluded from school. The review and the Government response can be found here:  
<https://www.gov.uk/government/consultations/school-exclusions-reviewcall-for-evidence>.

The Government welcomes the review and agrees with all 30 recommendations in principle. The Government is committed to supporting schools and their partners and will be taking forward an ambitious response which respects headteachers' powers to use exclusion.

*Thursday 27 June 2019*

### **Academies Enterprise Trust**

**Lucy Powell:** [266828] To ask the Secretary of State for Education, what the annual top slice has been for each school in the Academies Enterprise Trust multi-academy trust (a) in total, (b) for operating costs, (c) for school improvement and (d) for efficiency savings in each year since the trust was founded.

**Nadhim Zahawi:** [Holding answer 24 June 2019]: Academies Enterprise Trust (AET) is responsible for over 60 schools and over 33,000 pupils. The department can confirm that AET takes a 5% annual top slice. In 2017-18, this was £9.1 million to cover the cost of centralised services such as human resources, estates and facilities, educational support, legal, financial and IT services. This information is included in the Trust's annual financial statement and further information can be found at:  
<https://beta.companieshouse.gov.uk/company/06625091/filing-history?page=1>.

The annual top slice is used by academy trusts to pool funding for services to its academies for which an individual academy would otherwise be responsible. The level of top slice will vary from trust to trust depending on the services provided.

*Friday 28 June 2019*

### **Foreign Languages: Education**

**Andrew Rosindell:** [267221] To ask the Secretary of State for Education, what steps he is taking to encourage more people from disadvantaged backgrounds to learn foreign languages.

**Nick Gibb:** Since September 2014, the reformed national curriculum makes it compulsory for pupils in maintained schools to be taught a modern or classical language in Key Stage 2. The Department introduced the English Baccalaureate (EBacc) performance measure in 2010 where entry into both modern and ancient language GCSEs count towards the language element of the EBacc.

The modern foreign languages pedagogy pilot commenced in December 2018, managed by a Centre for Excellence and run through nine school-led hubs, is aiming to improve uptake and attainment in languages at Key Stages 3 and 4, and to share best practice especially in disadvantaged areas. We have also launched a pilot project in languages undergraduate mentoring for secondary school pupils to drive up participation in the subject, specifically targeting areas of high disadvantage to extend access to languages for all pupils.

*Friday 28 June 2019*

## Pupil Exclusions: Violence

**David Simpson:** [266706] To ask the Secretary of State for Education, how many secondary school pupils were suspended due to violence-related issues in the last two years.

**Nick Gibb:** The National Statistics releases 'Permanent and fixed-period exclusions in England' includes information on the number of permanent and fixed period exclusions. The releases are available here: <https://www.gov.uk/government/collections/statisticsexclusions>. In the National tables, table 4 gives exclusions by main reason. The guide to exclusion statistics gives descriptors for each reason category in section 4.4.2, and is available here: <https://www.gov.uk/government/publications/exclusions-statisticsguide>.

*Friday 28 June 2019*

## Schools: Bereavement Counselling

**Steve McCabe:** [266650] To ask the Secretary of State for Education, whether his Department plans to implement a national bereavement policy for schools to help assist children who have experienced the death of a member of their immediate family.

**Nick Gibb:** The Department's Mental Health and Behaviour guidance includes links to sources of information and support, including on how to respond to bereavement and other traumatic events. This includes MindEd, which the Government has funded to provide online advice and training on mental health for all professionals working with children and young people. Information on MindEd is available here: <https://www.minded.org.uk/>. The Department has also provided advice to schools on how to provide access to high quality school-based counselling, available here: <https://www.gov.uk/government/publications/counselling-in-schools>. Where children need specialist support, it is important that schools are able to make referrals quickly. The NHS long term plan sets out how specialist mental health support will be increased, including through access to crisis care 24 hours a day by 2023/24. It also includes support for at least an additional 345,000 children and young people to access NHS funded mental health services, including through new mental health support teams linked to schools and colleges.

*Friday 28 June 2019*

## Schools: Closures

**Neil O'Brien:** [267249] To ask the Secretary of State for Education, if he will publish the (a) postcode, (b) local authority area and (c) rural and urban classification for each state school that has closed and not reopened in another form in each year since 2000.

**Nick Gibb:** 654 schools have closed with no direct replacement provision between 1 January 2000 and 21 June 2019. Of these, 183 were designated as rural schools. Between 1 January 2010 and 21 June 2019, 260 schools closed with no direct replacement provision. Of these, 104 were designated as rural schools. A full list can be found attached. Information about all open and closed schools in England is available on Get Information about Schools[1] (the department's register of schools). This can be found at: [www.get-information-schools.service.gov.uk](http://www.get-information-schools.service.gov.uk).

The Ofsted definition of a state funded school has been used. This definition does not include local authority-maintained nursery schools, alternative provision, studio schools or university technical colleges.

[1] Responsibility for updating Get Information about Schools is shared between the Department, schools and local authorities and therefore we cannot guarantee the accuracy of this data. Attachments: 1. 267249\_table [267249\_state\_school\_closures.pdf]

*Friday 28 June 2019*

### **Schools: Fire Prevention**

**David Drew:** [266635] To ask the Secretary of State for Education, if he will adopt the recommendations relating to fire safety and classroom notice boards submitted by the British Educational Suppliers Association to his review of Building Bulletin 100.

**Nick Gibb:** Schools must be safe places in which to work and study. The Department, as part of the regular review of its standards for school buildings, has recently completed research into the flammability of notice boards used in schools. The outcome of this work has been used to clarify the specification the Department uses in relation to noticeboards in new school buildings. The updated specification can be found at: <https://www.gov.uk/government/collections/school-design-and-construction>.

The British Educational Suppliers Association responded to our recent call for evidence on Building Bulletin 100, which will be followed by a full public consultation on the guidance and its supporting tools.

*Friday 28 June 2019*

### **Teachers: Graduates**

**Andrew Rosindell:** [267223] To ask the Secretary of State for Education, what steps his Department has taken to make the teaching profession a more popular choice for graduates.

**Nick Gibb:** The government's top priority is to ensure that teaching continues to be an attractive and fulfilling profession. 34,595 teacher trainees were recruited this year, an increase of 8% on 2017/18. We have put in place a range of measures, including generous bursaries, worth up to £26,000, to encourage trainees to key subjects such as languages and physics. We also offer prestigious scholarship schemes, worth up to £28,000, in six subjects including physics, maths and languages: <https://www.gov.uk/guidance/funding-initialteacher-training-itt-academic-year-2018-to-19>. In January we launched the Teacher Recruitment and Retention Strategy. Designed collaboratively with the sector, the centrepiece of the strategy is the Early Career Framework, which will underpin a fully-funded, two-year support package for new teachers, providing them with the early career support enjoyed by other top professions. In the strategy we committed to making it easier for great people to become teachers, including a new one-stop application service for initial teacher training. We will also launch a new Discover Teaching initiative, giving as many people as possible the opportunity to experience the opportunities that a career in teaching provides. The strategy can be found here: <https://www.gov.uk/government/publications/teacherrecruitment-and-retention-strategy>.

*Friday 28 June 2019*

# Department of the Environment, Food and Rural Affairs

## Air Pollution: Schools

**Vince Cable:** [267708] To ask the Secretary of State for Environment, Food and Rural Affairs, what recent discussions he has had with the Secretary of State for Education on improving air quality around schools.

**Vince Cable:** [267709] To ask the Secretary of State for Environment, Food and Rural Affairs, what estimate he has made of the number of schoolchildren exposed to high levels of air pollution in 2019.

**Vince Cable:** [267710] To ask the Secretary of State for Environment, Food and Rural Affairs, what proportion of the air quality grant programme has been allocated to improve air quality around schools since 2017.

**Vince Cable:** [267711] To ask the Secretary of State for Environment, Food and Rural Affairs, what estimate he has made of the number of school children exposed to high levels of air pollution in 2019.

**Thérèse Coffey:** The Secretary of State has regular discussions with Ministers across Government Departments about air pollution and how to reduce it. No estimate has been made by the Government. Local authorities are best placed to target action to improve local air quality, and are required to review and assess local air quality and to take action where there are high levels of air pollution. They have discretionary powers to restrict car access to schools and enforce anti-idling laws outside schools. In March this year Public Health England published the report Review of interventions to improve outdoor air quality and public health. This recommended that local authorities, as part of their local Review of interventions to improve outdoor air quality and public health consider a range of interventions to reduce air pollution in the vicinity of schools and reduce children's exposure accordingly.

The Government's Air Quality Grant Programme provides funding to local authorities for projects in local communities to tackle air pollution and reduce emissions which may include action targeting schools. The Government has awarded over £60 million in funding since the air quality grant started in 1997, including £3 million in 2018/19.

The following air quality grant award money has been allocated specifically to improve air quality around schools since 2017:

### 2016/17

- London Borough of Islington Local school focused awareness and engagement campaign (£50,000).
- Sheffield City Council Air Aware communications campaign (engaging local GPs, community groups and schools) (£50,000)

### 2017/18

- Blaby District Council Schools and SMEs behavioural change and action plan (£59,000).
- Canterbury City Council Awareness campaign in schools and community on transport and domestic burning stoves (£33,354).
- East Sussex County Council (with West Sussex, Brighton, Chichester, Horsham, Adur, Crawley, Mid Sussex, Worthing, Lewes) Action plan for schools and businesses in AQMAs (£105,900).
- Spelthorne Borough Council (Surrey Air Alliance) Awareness campaign in schools across the county (£145,188).

### 2018/19

- Colchester Borough Council Engagement and awareness project throughout the transport network to promote air quality awareness and transport choices in schools (£249,100)
- Hertsmere Borough Council Cleaner Air 4 Hertsmere Schools awareness project to influence travel behaviour (£37,500).
- Islington London Borough Council NO<sub>2</sub> indoor study in school to test sensor performance and efficiency

of filter systems (£20,000)

- Slough Borough Council Testing of Vaisla sensors around schools to monitor AQ and use data to promote behaviour change (£99,125).

*Wednesday 26 June 2019*

## Home Office

### Immigrants: English Language

**Stephen Timms:** [266614] To ask the Secretary of State for the Home Department, how many criminal investigations have been undertaken into (a) students and (b) other people who were alleged to have cheated in the TOEIC English language test.

**Caroline Nokes:** The focus of our criminal investigations was on the organised criminal groups operating at a number of colleges or test centres where intelligence supported widespread criminal abuse of the TOEIC test. Inevitably this led to investigators interviewing students and other people who had allegedly cheated the TOEIC test. Of these 3 have been charged with offences relating to the cheating of the TOEIC test and await trial. One other person is due to be charged but that person's whereabouts is currently unknown. In addition, 5 other test takers admitted cheating the TOEIC test and were deemed suitable for, and accepted, a criminal caution.

*Tuesday 25 June 2019*

### Visas: Overseas Students

**Stephen Timms:** [268346] To ask the Secretary of State for the Home Department, what assessment he has made of whether out-of-country appeals are appropriate for students to challenge visa revocations as a result of allegations of cheating in the TOEIC English language test.

**Caroline Nokes:** In 2017, the Court of Appeal in the case of Ahsan found that an out of country appeal was not effective where the person was refused on the basis of alleged cheating in a TOEIC English language test, because there was no mechanism to give oral evidence in place at that time.

There is a small cohort of people who did leave the UK and have lodged an appeal from overseas and we have been working with HM Courts and Tribunals Service to ensure that they can have an effective appeal, including providing video links where appropriate. These appellants can apply to the tribunal hearing their case to indicate if they want to give live evidence. It is then for the tribunal to decide whether the arrangements the Home Office is able to put in place are sufficient or whether it is necessary for the individual to return to the UK for their appeal.

There have been a number of hearings held abroad using video link and the courts have found that this enabled the appellant to give evidence effectively. Following the changes to the appeals system made in the Immigration Act 2014, appeals can only be brought where claims raising asylum, humanitarian protection or human rights claims are refused; where protection status is revoked; in EEA cases and for deprivation of citizenship. Some of those refused on the basis of alleged cheating have made human rights claims and will have an in-country right of appeal if refused (unless the claim is clearly unfounded).

*Thursday 27 June 2019*

# Department for International Development

## Developing Countries: Education

**Tanmanjeet Singh Dhesi:** [266889] To ask the Secretary of State for International Development, what recent steps his Department has taken to improve access to education in developing countries.

**Harriett Baldwin:** Access to education is a fundamental right for every child. In recent months, DFID has announced three initiatives which demonstrate the UK's continuing commitment to improving access to education in developing countries.

- a) The Inclusive Education Initiative to support marginalised children, particularly those with disabilities, who find it the hardest to attend school.
- b) In Nigeria, the Partnership for Learning for All programme, which will benefit up to 2 million children through improved teaching, school quality and education delivery.
- c) The global Education Technology Hub, which is researching solutions that work in low-income settings to increase access to learning materials and help improve how children learn.

*Monday 24 June 2019*

# Ministry of Justice

## Prisons: Education

**Richard Burgon:** [264477] To ask the Secretary of State for Justice, pursuant to the Answer of 8 May 2019 to Question 248729, if he will place in the Library a copy of the joint action plan for improving progression of prisoners serving sentences of Imprisonment for Public Protection.

**Richard Burgon:** [264478] To ask the Secretary of State for Justice, pursuant to the Answer of 8 May 2019 to Question 248729, what additional resources his Department has made available to improve progression of prisoners serving sentences of Imprisonment for Public Protection.

**Edward Argar:** HMPPS and the Parole Board keep the joint IPP action plan under continuous review so as to ensure that the actions in it meet the changing needs of the IPP population. Initially, the focus of the joint action plan was principally to make the parole system more efficient and to eradicate the substantial backlog of oral hearings, which had built up in the Board for IPP and life sentence offenders. A summary of the Joint IPP Action Plan will be placed in the House library.

In 2017/18 the Ministry of Justice increased the Parole Board's budget by £3.361m. The additional funding enabled the Board to induct and train over 100 new members and to hear more cases each month, so clearing a backlog. In October 2018, the Parole Board received an additional £1.5m to enable them to conduct additional hearings. This extra funding has delivered substantial improvements to the efficiency of the process, so that prisoners serving IPP sentences have their cases heard as quickly as is appropriate.

In November 2016, we secured £100 million investment to fund the recruitment of additional prison officers and deliver the Offender Management in Custody Model (OMiC). This has introduced key workers, who have a vital role in supporting IPP prisoners. They, and the introduction of qualified case managers in prison for prisoners serving longer term sentences, including IPP prisoners, will improve the way we support prisoners through their sentences.

*Monday 24 June 2019*

## Prisoners' Release: Education

**Richard Burgon:** [267347] To ask the Secretary of State for Justice, pursuant to the Answer of 13 June 2019 to Question 262419 on Prisoners' Release: Education, what information his Department collects in order to keep under review the volume of courses delivered.

**Robert Buckland:** The department has mechanisms in place to collect data on volumes of courses offered nationally and on what is delivered. Data regarding the number of starts and completions of accredited programmes is published in Her Majesty's Prison and Probation Service (HMPPS) Annual Digest, and can be found at the following link: <https://www.gov.uk/government/collections/prison-and-probation-trusts-performancestatistics>.

National data tools, including segmentation of the prison and probation population, are made available to HMPPS periodically to support business planning decisions at a local and national level. Data relating to referrals and suitability is held locally. We also keep under review and closely monitor courses that are offered and delivered to ensure that standards are maintained.

*Friday 28 June 2019*

## House of Lords

### School Exclusions Review

**Baroness Morris of Yardley:** To ask Her Majesty's Government what plans they have to implement the recommendation in the Timpson review of school exclusion to establish "a practice fund of sufficient value, longevity and reach". [HL16353]

**Lord Agnew of Oulton:** In its response to Edward Timpson's review of school exclusion, the government set out its intention to establish a practice programme to build on the excellent practice identified by Edward Timpson. This programme will embed effective partnership working between local authorities, schools, alternative provision, and other partners to better equip schools to intervene early for children at risk of exclusion and to ensure that the most effective provision is put in place for those who are excluded.

**Baroness Morris of Yardley:** To ask Her Majesty's Government what steps they are taking to ensure that sector experts are regularly consulted on the implementation of the recommendations of the Timpson review of school exclusion. [HL16354]

**Lord Agnew of Oulton:** The department will take a collaborative and consultative approach in delivering the recommendations of Edward Timpson's review. Over the summer, we will work with education leaders to design a consultation on how to reform school accountability for children who are excluded, and how we can enable schools to fulfil new accountabilities through reform to commissioning and funding arrangements for alternative provision. This consultation will launch in the autumn.

The department will also consult widely in responding to several of Edward Timpson's other recommendations, including the revision of guidance relating to behaviour and exclusions, on improvements to the national data on exclusion, and on possible changes to the arrangements for fixed term exclusion.

*Monday 24 June 2019*

## Business: Higher Education

**Lord Taylor of Warwick:** To ask Her Majesty's Government what assessment they have made of the impact that Brexit could have on the ability of UK business schools to (1) recruit academic talent, and (2) attract research funding. [HL16435]

**Lord Henley:** The Government is committed to ensuring that institutions including UK business schools continue to be able to recruit academic talent and attract research funding after the UK has exited the European Union. Academic institutions in the UK recruit talent from within the UK and from overseas and an immigration system that supports this is an important component of their continuing success. The Government published the Immigration White Paper, outlining the future immigration system in December 2018 and is currently running an engagement programme with businesses and other stakeholders before publishing the Immigration Rules setting out the detail of the future system. In addition, since January 2018, the Government has implemented an extensive and wide-ranging package of changes to the immigration rules, aimed at supporting science, research and innovation including setting up a new Tier 5 (Government Authorised Exchange) Scheme to make it easier to sponsor the temporary movement of international researchers.

Business schools attract funding for research from a range of sources including Horizon 2020, the EU's flagship research and innovation programme. Until the UK exits the EU, the UK will continue to participate in Horizon 2020, as a Member State. If ratified, the Government's proposed Withdrawal Agreement would ensure that following exit the UK could continue to participate in EU programmes such as Horizon 2020 for the lifetime of projects. In the event that the UK leaves the EU without a deal at the end of the extension period, the Government has confirmed that the funding commitments made under the guarantee and its extension still stand. Through these commitments, the Government will underwrite funding for all successful competitive eligible UK bids to Horizon 2020 that are submitted before the end of the Programme - including those involving UK business schools. This guarantee will apply for the lifetime of projects and will provide funding for UK participation in Horizon 2020.

Looking ahead, the Government would like the option to associate to the future excellence-based European research and innovation programmes, including Horizon Europe. We are actively engaging in the development of the Horizon Europe proposal in line with UK interests. BEIS is working with the National Academies, the Devolved Administrations and UKRI to develop ambitious and credible alternatives to association, through which we will enable world class collaborative research. BEIS has also commissioned Sir Adrian Smith to provide independent advice on international collaboration – specifically on potential future UK funding schemes in the context of the UK's future ambitions for European and international collaboration on research and innovation. His advice will help inform the direction for the implementation of the Government's ambition to ensure the UK continues to be a global leader in science, research and innovation, and an attractive country for individuals to study and work.

*Tuesday 25 June 2019*

## English Language: Education

**Lord Judd:** To ask Her Majesty's Government what steps they are taking to ensure that comprehensive support is available in England to enable all refugees to learn English; and when they plan to match the provisions available in (1) Scotland, (2) Wales, and (3) Northern Ireland. [HL16352]

**Lord Agnew of Oulton:** The government recognises that learning English is essential in enabling refugees to rebuild their lives. We are working across government to develop a new strategy for English for speakers of other languages (ESOL) in 2019, which will include addressing the needs of refugees. The department funds ESOL through the Adult Education Budget (AEB), which is allocated to providers on an annual basis.

Colleges and adult learning providers have the freedom and flexibility to determine how they use

their AEB allocation to meet the needs of their communities. This includes planning, with local partners, the ESOL courses that they will deliver locally. The Home Office and Department for Education have provided £10 million to enable refugees resettled through the Vulnerable Persons Resettlement Scheme to access additional classes.

*Tuesday 25 June 2019*

### **Refugees: English Language**

**Lord Alton of Liverpool:** To ask Her Majesty's Government what progress they have made on their commitments given to co-ordinate and fund community-based English language provision made in their Integrated Communities Action Plan published in February; whether they intend to respond to Refugee Action's campaign Let Refugees Learn and the recommendations in its report Turning words into action, published in June; and what assessment they have made of the importance of refugees learning English as a driver for integration and in combatting social exclusion. [HL16235]

**Lord Agnew of Oulton:** Following the commitments set out in the cross-government Integrated Communities Action Plan (attached), the Ministry of Housing, Communities and Local Government (MHCLG) established a new Integrated Communities English Language programme, worth £4.5 million, in April 2019. It will deliver community-based English language learning in 2019-20 for over 19,000 learner places. In addition, MHCLG has committed £1.2 million to support 8 local authorities to deliver coordination models through the Integrated Communities English Language Coordination Fund. The government recognises that learning English is essential to enabling refugees to rebuild their lives. We are working across government to develop a new strategy for English for speakers of other languages in 2019. This strategy will provide a shared vision for all publicly funded English language provision and this will include addressing the needs of refugees. We will consider the 'Turning Words into Action' report as we develop the strategy. The Answer includes the following attached material: HL16235\_report [Integrated\_Communities\_Action\_Plan.pdf] HL16235\_report [Turning\_Words\_into\_Action\_report.pdf] The material can be viewed online at: <http://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Lords/2019-06-11/HL16235>

*Tuesday 25 June 2019*

### **Breakfast Clubs**

**Baroness Lister of Burtersett:** To ask Her Majesty's Government, further to the Written Answers by of Lord Agnew of Oulton on 13 June (HL16098 and HL16099), whether they will answer the question put about (1) when a decision will be made on the future funding of the National School Breakfast Programme, and (2) what is the current annual cost of the programme to the public purse. [HL16418]

**Lord Agnew of Oulton:** Decisions about any funding beyond March 2020 will be taken as part of the upcoming Spending Review. Up to £26 million has been allocated to the National Schools Breakfast Programme over 2018-20.

*Wednesday 26 June 2019*

## Higher Education: Technology

**Lord Addington:** To ask Her Majesty's Government what assessment they have made of the use of technology for recording and sharing higher education lectures and other teaching activities. [HL16387]

**Viscount Younger of Leckie:** In 2017 the Institute for Employment Studies (IES) published a research report, commissioned by the Higher Education Funding Council for England, which reviewed the levels of support for disabled students across the higher education (HE) sector in 2016/17 and the progress made by HE providers (HEPs) towards inclusive, social models of support. The report is available at: <https://www.employmentstudies.co.uk/resource/models-support-studentsdisabilities> and is also attached. The research found that the majority of institutions used audio or video recording of at least some of their lectures. Most of those who did not currently use lecture capture planned to introduce it in the future. The Office for Students has commissioned follow-up research from IES, a report of which will be published in summer 2019.

Furthermore, in January 2019, the department published an evaluation research report of the support provided to disabled students in higher education through Disabled Students' Allowances (DSAs) and the support provided by HEPs. This report showed that disabled students were aware and took advantage of support from their HEPs, including online course materials, the provision of lecture notes in advance and lecture capture, and specialist software and assistive technology. The DSAs evaluation research report is available at: <https://www.gov.uk/government/publications/evaluationof-disabled-students-allowances-dsas> and is also attached. The Answer includes the following attached material: HL16387\_PDF [HL16387\_Models\_of\_support\_for\_students\_with\_disabilities.pdf] HL16387\_PDF [HL16387\_Evaluation\_of\_DSAs\_Report\_IFF.pdf] The material can be viewed online at: <http://www.parliament.uk/business/publications/written-questionsanswers-statements/written-question/Lords/2019-06-17/HL16387>

*Wednesday 26 June 2019*

## Overseas Students

**Lord Bassam of Brighton:** To ask Her Majesty's Government what estimate they have made of the amount that will be contributed to the UK economy by students from overseas between 2019–20 and 2024–25. [HL16394]

**Lord Bassam of Brighton:** To ask Her Majesty's Government how many overseas students they estimate will attend UK universities between 2019–20 and 2024–25. [HL16395]

**Viscount Younger of Leckie:** Almost 460,000 international students chose to study at a UK higher education institution (HEI) in 2017/18. We have made no estimate of the number of overseas students that will attend UK HEIs between 2019-20 and 2024-25, or their contribution to the UK economy. In the International Education Strategy, published in March 2019, the government set out its ambition to both increase the value of education exports to £35 billion per year and to increase the total number of international students hosted by UK universities to 600,000 by 2030, an increase of over 30%.

We fully recognise the important contribution that international students make to the UK's higher education sector, both economically and culturally. They bring greater diversity to university and college campuses, an international dimension to the experience of all students, stimulate demand for courses, and add to the UK's impressive research capacity. They are also an important source of income for our education sector. International students at UK HEIs contributed an estimated £11.9 billion to the UK economy in 2016 through tuition fees and living expenditure.

*Wednesday 26 June 2019*

## Company of Watermen and Lightermen of River Thames: Apprentices

**Lord West of Spithead:** To ask Her Majesty's Government what assessment they have made of the impact of the Watermen's Company apprenticeship scheme on maritime safety on the Thames. [HL16523]

**Baroness Vere of Norbiton:** The Department for Transport does not carry out assessments of maritime apprenticeships, nor their impact on maritime safety.

*Thursday 27 June 2019*

## Pupil Exclusions

**Baroness Morris of Yardley:** To ask Her Majesty's Government, of the 15 per cent of schools in England who excluded at least one child in 2016–17, what percentage of those schools were (1) maintained schools, and (2) academies. [HL16355]

**Lord Agnew of Oulton:** Data from the National Statistics release on 'Permanent and fixed-period exclusions in England 2016 to 2017' shows that 3,063 (14%) of state funded primary, secondary and special schools had at least one permanent exclusion in 2016/17. The table below shows the proportion of these that are maintained schools and academies by school type. The data in the table below is also available here: <https://www.gov.uk/government/statistics/permanent-andfixed-period-exclusions-in-england-2016-to-2017>

	Number of schools with one or more permanent exclusion	% that are academies	% that are maintained schools
State funded primary	1,022	31%	69%
State funded secondary	1,981	66%	34%
Special	60	25%	75%
All schools	3,063	53%	47%

*Thursday 27 June 2019*

© 2019. Parliamentary questions are Parliamentary copyright.

# EDUCATION JOURNAL

<b>Editor</b>	Demitri Coryton FRSA
<b>Associate Editor</b>	Chris Waterman FRSA
<b>Parliamentary Editor</b>	Tracy Coryton
<b>Reference and Research Editor</b>	Arabella Hargreaves
<b>Writers/Contributors</b>	Professor Jan Willem de Graaf Tim Mangrove

## Subscription Rates

UK electronic:	£100 + VAT = <b>£120</b>
International electronic:	£100 (No VAT) <b>£100</b>
Multiple user licence, electronic	£250 + VAT = <b>£300</b>

*Education Journal* is published weekly except during academic holidays.

ISBN: 977-1-36-445000-8  
ISSN: 1364-4505

**Education Journal No. 382**  
**Tuesday 2 July 2019**

© The Education Publishing Company Ltd. 2019.

Published by  
The Education Publishing Company Ltd., Devon.  
Email: [info@educationpublishing.com](mailto:info@educationpublishing.com)  
Web: [www.educationpublishing.com](http://www.educationpublishing.com)

**The Education Publishing Company Ltd.**  
15A East Street, Oakhampton, Devon, EX20 1AS.  
Email: [info@educationpublishing.com](mailto:info@educationpublishing.com)

**The Education Publishing Company of Australia**  
PO Box 390, Sandy Bay, Tasmania 7006, Australia.  
Email: [epca@educationpublishing.com](mailto:epca@educationpublishing.com)

**The Education Publishing Company of New Zealand Ltd,**  
PO Box 109,481, Newmarket, Auckland, New Zealand.  
Email: [epcnz@educationpublishing.com](mailto:epcnz@educationpublishing.com)

**The Education Publishing Company (Europe) Lda**  
Largo Professor Jose Bernardo Cotrim No. 35,  
2240-606 Carril, Dornes, Ferreira do Zezere, Portugal.  
Email: [epceurope@educationpublishing.com](mailto:epceurope@educationpublishing.com)

## Order details

To order *Education Journal* please send your details to us by email, telephone or post. Payment can be made by BACS, cheque or credit card.

### We need to know:

Your name and email address.

Your postal address and the name of your organisation if relevant.

How you wish to pay and whether you want an invoice.

Your purchase order number if you have one.

If paying by credit card please let us have the name on the card, the type of card, the address to which the card statement is sent if different from the address given above, the long number, the expiry date and the security code (the three digit number on the back).

Cheques should be made payable to the Education Publishing Company Ltd and sent to the Subscription Department, The Education Publishing Company Ltd., 15A East Street, Oakhampton, Devon, EX20 1AS.

---

In January 2017 the Education Publishing Company Ltd (EPC) amalgamated three magazines into one under the name of *Education Journal*. The three were: ***Education***, a magazine published weekly from January 1903 to March 1996. It was published by EPC in 1998 in print form and electronically from 2000 onwards. ***Education Journal*** was published monthly by EPC from 1996 to 2012 and weekly since 2012. ***Children's Services Weekly*** was published by EPC from 2012 to December 2016.

---

THE  
**EDUCATION PUBLISHING**  
COMPANY LIMITED

---