

Campaign for Real Education

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“Freedom to teach, freedom to learn, freedom to choose”

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Newsletter

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Editorial

December’s general election campaign gave surprisingly little prominence to education. All of the major parties, however, did commit themselves to more spending on schools. Teachers’ and head teachers’ organisations have been relentless in protesting against cuts. According to the Institute for Fiscal Studies total school spending in real terms has fallen by 8 percent since 2009. Many parents have been panicked by misleading assertions about the impact of reduced per pupil funding.

In fact, the recent publication of the latest triennial set of the OECD’s PISA test results for 15-year-olds indicate that spending cuts in England have been accompanied by an improvement in pupil performance. ‘UK rises in international school rankings,’ was the BBC news website headline.

So much, then, for all that hand-wringing over the impact of a funding shortfall. In recent years we have spent less in real terms but achieved more. Nor are the school-spending scaremongers telling parents that the Institute of Fiscal Studies has also reported that in the fifty or so years prior to 2009 there was a 900 [sic] real terms increase in education spending.

Michael Gove’s much-hated educational reforms, especially the restoration of a bit more rigour to the curriculum – ‘real education’ - are beginning to have an impact, it seems.

With its customary respect for the evidence, the Beeb gave us the ‘facts’ about the PISA test results:

- *In reading, the UK is 14th, up from 22nd in the previous tests three years ago*
- *In science, the UK is 14th, up from 15th*
- *In maths, the UK is 18th up from 27th*

A 30-nation chart was provided to show How the UK compares in reading over time. We were **25th** in 2009, **23rd** in 2012, **22nd** in 2015 and **14th** in the latest, 2018, results.

What the BBC chart did not show was that had it been extended back further we would have discovered that in literacy we came **16th** in 2006, **10th** in 2003 and **8th** in 2000, when the tests were introduced.

In other words, we still have some way to go if, in terms of reading levels, we are to get back to where we were at the turn of the century. True, fewer countries took the tests back then but those that were involved included most of the developed countries with whom we compare ourselves.

When the first PISA test for maths was introduced in 2003 we were ranked **17th** as opposed to **18th** now. Science was first tested in 2006. We achieved **13th** position as opposed to **14th** this time around.

The latest test results, therefore, need to be seen in perspective. We are not, yet, quite back to where we were twenty years ago, but we are, at least, heading in the right direction.

Nor should we read too much into our slightly higher position in science. The UK score actually fell but some other countries slipped even more and this allowed our rise in the ranking. Our rate of improvement was dragged down by Scotland slipping backwards in both maths and science.

A largely unreported finding of the latest PISA test results is the continuing decline of school standards in Finland. The performance of its schools has been hugely admired; not least by our educational establishment, the Blob. The Labour Party, indeed, has declared an intention to emulate Finland's school system.

The latest PISA tests results, however, show that in mathematics Finland has fallen from 2nd to 16th place since 2006. In the same period it has fallen from 1st to 6th in science and, having been in top place for literacy in both 2000 and 2003, it is now 7th. It is unlikely to be coincidental that the decline has coincided with a move towards less traditional and more child-centred teaching.

An understanding of our performance in the latest test results can, probably, best be achieved by looking at the table-topping performance of China. In the past, it has been criticised for putting forward only children from Shanghai. This time the provinces of Beijing, Jiangsu and Zhejiang also participated, making a combined population of around 180million. Their bottom 10 per cent performed better than the average for the UK even though we spend close to twice as much per pupil on schooling.

Andreas Schleicher, who runs the PISA test programme, has commented that English schools still have a long way to go to match the best in the world. He does, nevertheless, consider our progress to be 'encouraging'.

If we are ever to catch up with the likes of Estonia and China, however, we shall need to focus a great deal more on teaching quality and methodology than on throwing more and more money at the problem. In how many other countries around the world, and at great cost, are the majority of school staff not teachers, as is the situation here?

We also need to dilute the toxic classroom diet of political correctness and pseudo-psychiatry that is undermining a sense of wellbeing amongst our children. England was near the bottom of the OECD's international league table for pupils' life satisfaction.

The PISA test results, then, show that something has been achieved in recent years but there is still a very long way to go.

Foreign language study in crisis

Boris Johnson's Brexit victory in the general election was achieved in the face of much enthusiasm for the EU amongst young people. Last year the BBC reported that a poll of polls showed 82% of 18 to 24-year-olds support Remain.

<http://www.bbc.co.uk/news/uk-politics-45098550>

This rises to 87 percent amongst new voters - an estimated two million young people - according to a 2019 survey.

<https://www.theguardian.com/politics/2019/mar/09/new-young-voters-want-peoples-vote-strongly-remain-survey>

Because of their support for Remain many commentators conclude that the younger generation is more open-minded and inclined to embrace the wider world in general, and Europe in particular, than the more pro-Brexit older generation. It appears, however, that this assumption may be wide of the mark.

Judging young people by the subject choices they make at GCSE we discover considerable insularity and narrow-mindedness. The number of GCSE candidates for French and German has fallen by 63 and 67 percent respectively over the past sixteen years.

<https://www.thetimes.co.uk/article/bonus-marks-for-french-and-german-gcse-pupils-2vwkg2jpx>

Major trading partners and cultural cousins they may be, but when it comes to speaking their languages, most Brit kids do not want to know. The minds of too many young people are more closed than we have assumed.

Spanish, it is true, appears to be doing much better, with a 75 percent candidate increase across the same period. This is not, necessarily, a benign consequence of the Club Med culture. The local lingo is not widely spoken in the pubs and bars of Ibiza that are popular with young people. And this year's 102242 Spanish GCSE candidates represents only 1.8 percent of all GCSE entries.

The number of GCSEs being sat in French, though, is in free-fall but, at 130831 - 2.4 percent of total GCSE entries – is still ahead of Spanish. The state of German GCSE is chronic with only 42791 candidates – 0.8 percent of all GCSEs taken.

A-Level modern languages are, if anything, in an even more parlous state. The number of pupils opting for A-Level German this summer dropped to just 3033. French fell to 8355. Spanish was up a few hundred but only to 8625.

<http://www.jcq.org.uk>

Modern foreign languages are in peril and the government's examination regulator, Ofqual, has started to address the problem. Its first step is to deal with the plunging popularity of French and German at GCSE. Ofqual has concluded that the reason must be that the marking of French and German examination papers is too harsh. How else can a slightly higher number of top grades in Spanish be explained?

Last summer's GCSE Spanish exams produced top grades - 7, 8 and 9 (formerly A* and A) – for 26 percent of candidates. The comparative top grade percentages for German and French were 24.2 and 23.7 percent.

Since, according to Ofqual boss, Sally Collier, 'all our kids are brilliant',

<https://www.telegraph.co.uk/news/2017/08/20/do-children-disservice-telling-brilliant/> if there is nothing amiss with the kids, then there must be something amiss with the exams. Bonus marks are, therefore, going to be awarded to pupils sitting GCSEs in French and in German. Ofqual has concluded that:

On the balance of the evidence we have gathered, we have judged that there is a sufficiently strong case to make an adjustment to grading standards in French and German but not Spanish.

<https://www.thetimes.co.uk/edition/news/bonus-marks-for-french-and-german-gcse-pupils-2vwkg2jpx>

A noticeable omission from the Ofqual statement is the 59.5 percent top grade pass rate for Latin GCSE. Albeit that the language does not qualify as 'modern', it has never been regarded as an easy foreign language option.

The rapid decline in modern foreign languages started in 2004 when the Labour government of the time made modern foreign language learning optional at Key Stage 4 (age 14-16). The introduction in 2010 of a five subject Ebacc as a school performance indicator, however, was intended to boost modern languages at GCSE.

The decision being made by young people to ditch modern foreign languages shows that their minds are becoming more closed, not more open, as time passes. Their support for Remain appears to be rooted, quite widely, in concern about disruption to their holiday travel plans. From their point of view it is the responsibility of Johnny Foreigner to learn English and that is an end to it.

When the educational currency dies . .

The central theme of *When Money Dies*, a book by Adam Ferguson published in 1975, is the ruinous impact that out-of-control public spending can have on an economy. Its case study is Germany's hyper-inflation of the 1920s. Mugabe's Zimbabwe or Maduro's Venezuela would provide more recent examples.

Ferguson became an adviser to Margaret Thatcher's Foreign Secretary Geoffrey Howe in the 1980s but his book gathered dust. In 2010 it was lifted out of obscurity when it was claimed that the American multi-billionaire investor Warren Buffett had recommended it. It was reported that Buffett thought European governments could learn from it the [dangers of seeking to spend their way out of a slump](#).

The book became an instant best-seller although Buffett was later to claim that he had never heard of it. A wider readership was, though, overdue. Given the 2008 slump, its time had come. The book's underlying message concerns us all – successful economies can be built only on sound currencies.

The same is true of education. The sound currency on which schools and universities build their credibility is, fundamentally, examinations. When this credibility collapses so, too, does confidence in education.

A report from the Higher Education Statistics Agency (HESA) and Warwick University concludes that the earnings value ('graduate premium') of a degree has almost halved over the past twenty years. By the age of 26, graduates born in 1970 were earning 19 per cent more than their non-graduate peers. For graduates born in 1990, however, [the earnings gap had fallen to 11 per cent](#).

As an educational currency, in some subject areas at least, degrees are utterly devalued. This, understandably, is being recognised by employers in what they are prepared to pay graduate recruits. The under-employment of many graduates makes for a sad story of disillusionment and even despair. Burdened by debt and disappointment, spare a thought for the school-leaver who was seduced by a money-grabbing university to sign up for a less than worthwhile degree course. How different and more fulfilling their lives might have been [had they been encouraged along a more vocational pathway](#).

The educational inflation spiral is reflected across the entire system. The government's examination regulator Ofqual has attempted, albeit unsuccessfully, to make GCSEs failure-proof by lowering the pass marks (grade 4 or grade C). It was just 14 per cent this year in mathematics. The current A-Level pass rate of 97.6 per cent is built on pass marks below 20 per cent. How extraordinary it is that candidates who get nearly half their answers wrong in A-Level maths [still qualify for a grade A](#).

Employers are beginning to regard degrees as little more than the new A-Levels and GCSEs as equivalent to what should be a primary school test.

It is, after all, primary school level that GCSEs equate to in the [top performing education systems around the world](#).

It is now masters' degrees that equate to the once 'gold standard' BSc and BA of the 20th century, and soon only doctorates will mean much. More business, of course, for the money-making racket into which too many universities have now descended. Who cares about the value of the currency when there is loads of money to be made?

This, then, is what happens when education dies.

Teaching about the role and legacy of the British Empire

During the recent general election campaign the Labour Party launched a new race and faith manifesto. The intention was to ensure that schools teach pupils about the 'role and legacy' of the British Empire. This should have been good news.

The Empire's greatest legacy is, after all, the fifty-three member-state Commonwealth of Nations. Almost all of these were once imperial possessions of the British crown. They spread across the six inhabited continents, cover 20 per cent of the globe's land surface and constitute around a third of the world's population. Sixteen of them share Queen Elizabeth II as head of state.

Historically, only six member states have ever left the Commonwealth. Three of those later re-joined and two have applied to re-join. The Republic of Ireland, the sole lost sheep, unlike the former imperial territories, was part of the UK before it achieved independence and, initially, joined the Commonwealth. Nearly all of Britain's former imperial territories, in contrast, have chosen to remain within the family of nations that the Empire created.

This legacy is extraordinary by any measure and young people should, indeed, be taught about it. The Commonwealth Charter (2013) sets out sixteen core beliefs that constitute that legacy. These include democracy, human rights, tolerance, the rule of law, freedom of expression, sustainable development, gender equality, and access to health, education, food and shelter.

Few societies in the past have been free from empire, whether as rulers or ruled. Being a subject of the British Empire, the largest, would be the first choice of most people. Why?

The Labour Party proposal for lessons on race and faith appeared unwilling to face up to that question, let alone to answer it. Instead its plan was to create an 'emancipation educational trust' in order 'to ensure historical injustice, colonialism and role of the British empire is taught in the national curriculum'. The focus was to be on the legacy of slavery and how it 'interrupted a rich and powerful black history'.

For too many politicians, across the party divide, the Empire seems to be defined only in terms of the British role in the trans-Atlantic slave trade. They seem unwilling to face up to the fact that enslavement is an evil that human beings have perpetrated on each other throughout history, regardless of colour or race. In a reversal of usual perceptions, the British, too, were once enslaved and a chief enforcer of this enslavement was Rome's African emperor, Septimius Severus, who died in York (211 AD) before he could carry out a genocidal promise to wipe out all of those on the northern side of Hadrian's Wall.

The enslavement of others is, sadly, a characteristic of human nature. To suggest otherwise to pupils promotes racial and national stereotyping on a large scale. Children need to understand that slavery is as colour blind and universal as it is evil.

The British Empire was exceptional only in being the first empire to abolish the slave trade (1807) and slavery (1833). *Somerset's Case* (1772) had already confirmed that slavery was illegal in England and Wales. In his summing-up, Chief Justice Mansfield stated that slavery is 'so odious, that nothing can be suffered to support it.'

It is remarkable that England's National Curriculum for History, produced by a Conservative education secretary, Michael Gove, relegates both the British Empire and the transatlantic slave trade to the status of 'Examples (non-statutory)' that teaching 'could include'. This optional non-statutory status contrasts with a statutory requirement to teach about either 'early Islamic civilization', 'Mayan civilization' or the history of 'Benin (West Africa)'.

The Labour Party was right to seek statutory rather than optional status for teaching about the British Empire and the trans-Atlantic slave trade. It should, however, also have been seeking statutory status for other landmarks of our history, including the two world wars. More importantly, it should have sought to restore some balance to the guilt-ridden way in which both Empire and slavery are currently presented in the classroom.

Instead, the plan was to promote the 'injustice' side of the story and, thereby, stoke the fires of grievance. The Commonwealth of Nations, surely the greatest legacy of Empire, should be at the heart of teaching children about our imperial past. The insight it offers, though, does not fit with a widespread desire within the educational establishment for national self-flagellation. A dark cloud of despair, doom and despondency hangs over children in the vision of Britain taught in too many classrooms.

Time to help the young, gifted and white underprivileged boys, too

To be young
Gifted, and black . .
In this whole world, you know
There are millions of boys and girls
Who are young, gifted and black
With their souls intact, and that's a fact

<https://www.youtube.com/watch?v=ubDVUQon5BE>

By 1970, 'Young, gifted and black' was the theme music for increasing self-confidence amongst Black Brits.

Fifty years on and how things have changed. Today's song plea for racial self-confidence could be entitled, 'Young, gifted and white working class boy!' This is the lost generation. Theresa May highlighted as much back in 2016: 'If you're a white, working class boy, you're less likely than anybody else in Britain to go to university.' <https://fullfact.org/education/are-white-working-class-boys-least-likely-to-go-university/>

Today, in 2020, the prospects for this vast but excluded, non-minority, ethnic group are as dismal as ever. Amongst ethnic they are bottom of the pile in terms of GCSE results. Too many white, working-class boys are walking the green mile in terms of their life prospects. They leave school without worthwhile qualifications, move on to menial work or unemployment and transition to a future without hope.

Employers' organisations frequently complain that around 20 percent of school leavers are unemployable because of inadequate basic skills.

<https://www.thetimes.co.uk/article/firms-find-school-leavers-unemployable-z628w3t9909>

Britain's education system acknowledges a waste of talent amongst some non-white minorities. In order to support them, positive discrimination, aka 'affirmative action', is on an upward trajectory. Much the same is true of other Western democracies, especially the US.

There are more effective ways of maximising human potential than positive discrimination. Improving the quality of schools in under-privileged areas should be the starting point. Anti-equality, 'affirmative action' in favour of non-whites is, nevertheless, a fact of life in our country.

We see it in this sample of promotional information for scholarships and bursaries:

The scholarship offers financial support to students from Black or Mixed African or Caribbean backgrounds . . . (Bank of England Scholarship)

Applicants must be from Black Asian or Minority Ethnic Background . . . (Miranda Brawn Diversity Leadership Scholarship).

To be eligible for this award, they must meet the following requirements . . . a BAME (Black and Minority Ethnic) background (Akindole Medical Scholarship)

We are the Amos Bursary and we exist to ensure talented men of Afro-Caribbean descent have the opportunity to excel in education and beyond (Amos Bursary in conjunction with Kings College London and UCL)

To be eligible for a Stormzy Scholarship, applicants must: Have one of the following categories of ethnicity: Black African; Black Caribbean; Black Other; Mixed – White and Black Caribbean; Mixed – White and Black African; or Other mixed background (to include Black African, Black Caribbean or Black Other) (University of Cambridge: Stormzy Scholarship for Black UK Students)

The 2010 Equality Act (2010) is, in effect, being disappplied in order to support deserving non-white youngsters. It is equally, but more formally, disappplied to permit all-female short lists for political party election candidates. It is even disappplied on what amounts to religious grounds in Northern Ireland. The police force has to be 50-50 Protestant and Catholic.

When it comes to pupil bursaries for two of our most prestigious independent schools, however, ‘affirmative action’ has been strictly out-lawed. Dulwich College and Winchester College have both rejected an offer by Professor Sir Bryan Thwaites of £1.2 million to fund places for disadvantaged white boys. Winchester claims that, ‘the school does not see how discrimination on grounds of a boy's colour could ever be compatible with its values.’ Dulwich states that it is, ‘resistant to awards made with any ethnic or religious criteria.’

<https://www.bbc.co.uk/news/education-50947271>

Labour’s former MP, Frank Field, widely respected on social and welfare issues, has described the schools’ stance as ‘racist’. He is right.

<https://www.thetimes.co.uk/article/frank-field-winchester-college-and-dulwich-college-racist-for-refusing-1m-grant-to-help-poor-white-boys-t5zlwmcx>

If the new Conservative government allows this anti-white racism to continue it will, surely, pay a heavy price.

In schools, ‘Lest we forget’ has become ‘Lest we remember’.

A British film about the Great War, entitled ‘1917’, has won the Golden Globe award in Los Angeles for Best Motion Picture. Directed by Sir Sam Mendes, it tells a story from his grandfather’s own experience on the Western Front. The film’s success follows two recent award-winning movies about World War 2 - ‘Dunkirk’ and ‘Darkest Hour’.

However manipulative it may be, cinema has become today’s main vehicle for preserving the national and international memory. This will not do. Government, through our school curriculum, should be playing its part, too. It is not enough to be satisfied with putting this year’s May bank holiday a few days back in order to commemorate the 75th anniversary of V E Day.

Each November 11th in Whitehall the great and the good gather to bow their heads in remembrance of the Fallen. They should also bow their heads in shame for the low status conferred on that memory in the government’s National Curriculum for History in English schools.

Neither World War 1 nor World War 2 is required teaching. Instead, these nation-defining events are relegated to the status of ‘**Examples (non-statutory)**’ that ‘**could**’ be taught to children. This contrasts with a **statutory** requirement to teach either Islamic history or West African history or central American history.

Lord Tebbit has observed that, ‘Lest we forget has become lest we remember.’ He is right. The full extent of the betrayal is set out in a pamphlet the CRE Chairman wrote for The Campaign for an Independent Britain.

<https://campaignforanindependentbritain.org.uk/wp-content/uploads/2015/07/Generations-Betrayed.pdf>

‘Britain should stop wallowing in past traumas and move on,’ Simon Jenkins, a former chairman of the National Trust, told Guardian readers in 2017. ‘Next year [2018] we should draw down the curtain and have a Forgetting Day, a Move On Day, a Fresh Start Day.’

<https://www.theguardian.com/commentisfree/2017/nov/09/no-more-remembrance-days-consign-20th-century-history>

Polly Toynbee has punched home the case for national amnesia. ‘It’s fine to shake tins for veterans – but surely last year was the time to say goodbye to all that, to look ahead not back.’

<https://www.theguardian.com/commentisfree/2019/nov/07/memorialising-war-first-world-war-remember>

Toynbee is nothing, if not condescending, when it comes to the poor, bloody infantry who, along with sailors and aircrews, did the fighting and dying for us. ‘We remember their sacrifices,’ she opines, whilst conveniently forgetting that victory required the greater heft of US and Russian allies.

The German-Soviet pact and American neutrality until Germany declared war in December 1941 seem to have escaped her. Britain stood alone for much of 1940 and 1941, albeit with support from its empire and dominions. And Russia’s cynically calculated and last minute entry into the war against Japan, with whom it had previously had a neutrality pact, was minuscule compared to Britain’s role in that theatre of war.

Toynbee asserts that Remembrance ‘lies at the root of a Brexitism that needs to remember it was us alone against “them” across the Channel.’ Us against them between 1939-1945? Tell that to the French, the Belgians, the Dutch, the Luxemburgers, the Poles, the Czechs, the Slovaks, the Hungarians, the Greeks, the Danes, the Norwegians, the Croats, the Serbs, the Albanians, the Slovenes, the Montenegrins, the Maltese and so on. Tell it, also, to those who recall the resistance fighting in Italy and the consequent Nazi massacre of civilians.

Toynbee turns to fellow Guardian columnist Sir Anthony Seldon for endorsement and reassurance. As an historian and a member of the First World War Centenary Culture Committee, he should know something about remembrance. Not that Seldon is always averse to side-stepping too much historical knowledge. He once discussed GCSE History on BBC Radio 4’s ‘The World at One’ and declared that promoting knowledge in the classroom could be ‘arse-achingly boring . . . like learning the telephone directory’.

According to Toynbee, in a recent talk, Seldon asserted that ‘too much remembrance was holding us back’ and Britain has ‘wallowed in its old triumphs, forever pulled backwards.’

Both Toynbee and Seldon reflect the hubristic spirit of their age amongst a liberal intellectual elite. For Toynbee, the only thing to lament at this year’s 2019 Cenotaph service is that, in 2018, Seldon’s centenary committee did not finally lay ‘to rest all this empty, vainglorious, false-memory memorialising.’

She need not have worried. Bit by bit our schools are being encouraged to erase the national memory and the identity it carries with it.

The rot was setting in as long ago as 1995, the 50th anniversary of V-E Day. Succumbing to pressure to do something, the Department for Education sent a commemorative teaching video pack to every school in the country.

The primary-school version lasted 34 minutes but allocated only 14 seconds [sic] of indistinct coverage near the end to Winston Churchill, stating that, ‘People thought he helped the war end in Britain.’ The video did emphasise, though, that ‘It was quite sexist in the war.’ Churchill is similarly marginalised in the secondary school version of the video. He is mentioned by name just once and only in the context of losing the 1945 General Election. In contrast, Hitler is mentioned 16 times.

By the 70th anniversary of V-E Day, 2015, a OnePoll survey, carried out on behalf of the charity Soldiers, Sailors, Airmen and Families Association, found that over a half of people did not know what V-E Day commemorated.

<https://www.express.co.uk/news/history/575381/VE-Day-survey-HALF-do-not-know-victory-in-europe-why-celebrate>

The world wars are still widely taught in our schools but too often not in a way that promotes in-depth knowledge and understanding. A 2003 survey (reported in the Sunday Telegraph 16th June) discovered that only around 30 percent of 11-18 year-olds could name the century in which the First World War was fought. In 2004, prior to its ‘Battlefield Britain’ series, the BBC reported that amongst 16-34 year-olds, around half did not know that the Battle of Britain happened during World War 2.

By 2009 The Daily Telegraph was reporting ‘what historians have described as an “astonishing” lack of knowledge’ amongst teenagers about World War 2. A quarter could not name any of Germany’s wartime allies. Scotland and the USA appeared amongst the wrong answers.

<https://www.telegraph.co.uk/history/world-war-two/6034749/Teens-ignorant-of-WWII-poll-finds.html>

In 2011 The Daily Mail (Oct 7th) noted that teenage pupils ‘believe Winston Churchill is a TV dog!’ A YouGov poll in the run-up to Remembrance Day the following year, 2012, showed that two-thirds of 16-24 year-olds did not know when the Great War ended.

These days, such ignorance can be regarded as a good thing. In November 2019 a reality TV star was telling Good Morning Britain viewers that that learning about World War II would harm pupils’ mental health.

<https://www.dailymail.co.uk/news/article-7638687/Instagram-influencer-22-claims-learning-World-War-Two-hit-millennials-MENTAL-HEALTH.html>

Boris Johnson's new government should commemorate the 75th anniversary of VE day in May 2020 by changing from non-statutory to statutory, the status of the World Wars in England's National Curriculum for History.

No Comment

Primary school kids wearing swastika armbands pretended to gas seven-year-old children during a dance production attended by Polish community and government officials. The outrageous recreation of mass murders at the Auschwitz death camp was applauded by the local Law and Justice party mayor of Łabunie. He later told the children they had a duty to defend "Latin Christianity".

The Sun 2nd Jan 2020

'The fact that you typically need a PhD to be accepted onto this levy-funded training course confirms that it bears no relation whatsoever to any genuine apprenticeship,' the [EDSK think tank] report states.

Guardian 3 Jan 2020.

'Teachers are happier despite being less satisfied with their jobs, a new analysis suggests.'

TES 6 Jan 2020

'Some junior schools have bought metal-detecting knife wands, while others are using stop-and-search tactics at the gates to check for weapons.'

Daily Mail 1st Jan 2020.

'The number of working teenagers has almost halved in the last 20 years, a study suggests, sparking fears of the death of the Saturday job.'

BBC Education 4th Jan 2020.