

# An education perspective

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## Conservative Party education thinking

- **Post-bureaucratic age** – ‘bonfire of the quangos’
- **Demand-led market** for education and skills
- Increased parental involvement – Swedish-style **free schools**, new **academies**
- End to **dumbing down** in qualifications
- **Slimming down** of the National Curriculum (also LibDems) – focus on **traditional subjects**
- Restoration of **strong discipline** in schools
- **Traditional**, common sense approach to school leadership – think school uniform

## ***Instinct or Reason: How education policy is made and how we might make it better? (CfBT/LSN, 2010)***

‘There is a gap between evidence and policy making, which seems to get wider as governments stay in power. Administrations enter power with a commitment to what works that seems to fade...The media is very influential..its attention to the short term creates severe difficulties for policy making’.

## Basis of policy *(M Gove speech to NCSL 17/6/10)*

“Indeed I want to see more data generated by the profession to show **what works**, clearer information about teaching techniques that get results, more rigorous, **scientifically-robust research** about pedagogies which succeed and proper **independent evaluations** of interventions which have run their course. We need more **evidence-based policy making**, and for that to work we need more evidence”.

*Q: Evidence-based or ideologically-driven?*

## Coalition priorities – Queen’s Speech - Education and Children’s Bill & Academies Bill

- Reducing bureaucracy - scrapping quangos
- Giving teachers and heads more say over the curriculum – iGCSE, scrap new primary curriculum, ‘minimum national entitlement’
- Giving teachers and heads more power to ensure good behaviour
- Giving all schools the opportunity to apply for Academy freedoms if they wish to do so – open to primary and special schools

### **PLUS**

- Reading test for 6 year olds and ‘pupil premium’

### **CUTS**

- £311m area based grant & £359m savings from programmes

## Academies *(M Gove speech to NCSL 17/6/10)*

“More than 1772 schools have enquired about academy freedoms. 870 outstanding schools – including 405 secondary schools and more than 400 outstanding primaries have contacted us – and will lead the way. That’s 70% of the outstanding secondary schools in the country and a significant cohort of outstanding primaries”.

*Q: What are the implications for LAs?*



## LA role *(M Gove letter to LAs 18/6/10)*

“We are committed to working with you to ensure local government continues to play a **full strategic role** in securing the improvements we all want to see.

**Strong local authorities** are central to our plans to improve education”.

*Q: What will be levers to enable this strong strategic role to be played?*

## Free schools *(M Gove speech to NCSL 17/6/10)*

“With a relentless focus on traditional subjects, a culture of no excuses, tough discipline, personalised pastoral care and enthusiastic staff who work **free from Government bureaucracy** to help every child succeed, these schools are amazing engines of **social mobility** that are now sending children from ghetto areas to elite universities”.

*Q: How many free schools will there be and how will this affect the role of the LA?*



## School improvement *(M Gove speech to NCSL 17/6/10)*

“The most important people in driving school improvement aren’t inspectors, advisers, school improvement partners or Ministers. **It is teachers and school leaders.** Head teachers improve their schools fastest and most effectively by working with other heads who have been on that journey”.

*Q: Will there still be a role for LAs in school improvement?*

## Discipline in schools *(M Gove speech to NCSL 17/6/10)*

“I will also reform the rules on discipline and behaviour to protect teachers from abuse, from false allegations, from disruption and violence. The biggest single barrier to good people starting, or staying, in education is **poor pupil behaviour** and we need a relentless focus on tackling this issue”.

*Q: Will this lead to a big rise in school exclusions and increased demand for alternative places?*

## Quangos – guidance, child protection, health & safety etc

On education quangos:

“We are removing them as actors in democratic politics and public debate”.

‘QCDA as an organisation does not have a place in the education system of the future’ (Gove, Closure of QCDA letter, 22/5/10)

*Q: What legal and curriculum guidance will schools still need?*

## Curriculum *(M Gove speech to NCSL 17/6/10)*

“I want to remove **everything unnecessary** from a curriculum that has been bent out of shape by the weight of material dumped there for political purposes. I want to prune the curriculum of over-prescriptive notions of how to teach and how to timetable. Instead I want to arrive at **a simple core**, informed by the best international practice”.

*Q: What are the implications? Why is history different?*



## 14-19 *(N Gibb, Minister of State for Schools, speech 7/6/10)*

“It’s not for Government...to force the development of new qualifications, which is why we are stopping the development of the state-led, ‘academic Diploma’... Instead, we will devote our efforts to making sure that **existing qualifications** are rigorous, challenging”.

*Q: What are the implications for 14-19 partnerships?*

## The big change? (Mike Baker, BBC, What does academy freedom mean? 29/5/10)

‘The big change ahead may ..be less about the creation of more academies and more about the start of **an era of large chains of schools** run by academy sponsors or education management firms.

The other concern is that LAs will be left **without the capacity to intervene** when cracks appear in local school provision’.