

EDUCATION & DEVELOPMENT



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TURNING A NEW CORNER

Schools that became academies under the Coalition government are quite different from those that became academies before 2010. Stephen Machin, Andrew Eyles and Olmo Silva look at what has changed



TURNING A NEW CORNER

The majority of English secondary schools are now academies. But the types of schools that have gained academy status differ significantly depending upon whether conversion was before or after the Academies Act 2010. These are the findings of Andrew Eyles, Stephen Machin and Olmo Silva of the Centre for Economic Performance at the LSE who have studied differences between the pre- and post-2010 academy programme.

They have found that schools becoming sponsored academies pre-2010, under the Labour government, had low levels of attainment and high levels of disadvantaged pupils prior to conversion. But the opposite is true for schools that became academies after the election of the Coalition government in May 2010. Similarly, while 'Labour' academies enrolled higher ability pupils post conversion, 'Coalition' academies exhibited little change with regard to their intake.

The expansion of the academy programme, following the Academies Act 2010, is one of the largest interventions in state-maintained education among any developed nation. Since the election of the Coalition government in 2010, the number of academy schools in England has expanded from 203 to 4,722 schools. Academy schools are now present in all sectors of England's compulsory education system; they represent over 60 per cent of England's secondary schools and more than 15 per cent of primary schools.

CONTROLLING INTEREST

Introduced in 2002 by the Labour government, academy schools enjoy more autonomy than traditional community schools. The 'original' academies, known as 'sponsored', operate outside of local authority control and are managed by a team of independent co-sponsors who delegate management of the school to a largely self-appointed board of governors responsible for hiring staff, performance management, taught curriculum and length of the school day. While the freedoms that academy status brings have remained constant pre- and post-2010, the nature of the programme has changed dramatically over time. Prior to 2010, sponsored academies were largely seen as a remedy to improve standards in failing schools. Although the Coalition government continued with the sponsored academies programme, most of the growth of the academy sector (almost 80 per cent in the past five years) has come from high-performing schools, known as 'converters', who are able to voluntarily convert to academy status without entering into a sponsoring relationship.

Previous studies by Andrew Eyles and Stephen Machin have found positive effects of pre-2010 sponsored academy attendance on pupil intake and on GCSE attainment. Their interest now is in the extent to which these findings can be extrapolated to the new



Labour years

Under Labour, schools where free school meals were an option for the disadvantaged were more likely to attain academy status

batch of academies that now dominate the educational landscape in England.

Andrew Eyles, Stephen Machin and Olmo Silva looked for evidence of this by comparing the characteristics of schools converting to academy status pre- and post-2010. In essence, they compared school-level characteristics in the year prior to conversion of schools that gain academy status in the following year with those of schools that do not convert to academies. The researchers also assessed how schools change their intake following conversion and how these changes differ depending on the period – pre- versus post-2010 years – when schools convert. The findings show striking differences between schools becoming academies after the Academies Act 2010 relative to those converting before.

The research finds that, in terms of GCSE attainment, a school at the bottom 15th percentile would be around 60 per cent more likely to become an academy during the

Labour years, but 24 per cent less likely to do so during the Coalition period, relative to an average performing school.

Furthermore, during the Labour years, a 10 percentage point increase in the number of free school meal-eligible pupils resulted in a 75 per cent increase in the probability of becoming an academy. Conversely, during the Coalition years the same

Overall there are
4,722
academies in
England – almost
15 times as many
as in May 2010



increase would have reduced the probability of conversion by 13 per cent.

Labour academies significantly improve their intake in terms of KS2 scores after conversion; and they admit fewer disadvantaged pupils. On the other hand, schools becoming academies post-2010 exhibit little change in terms of their intake once they convert.

DISTINCT CHARACTERISTICS

The differences between the regimes are driven by differences between converter and sponsored academies. Schools becoming sponsored academies tend to have similar characteristics irrespective of whether they convert before or after 2010; they also display similar intake changes.

The evidence suggests that results previously found for sponsored academies opened under the Labour government can be extrapolated – at least to some extent – to sponsored academies opening under the Coalition government. But the research finds that the same cannot be said for converter academies, which are very different in terms of characteristics prior to conversion and reveal different behaviour as regards to changes in intake post-conversion. While schools becoming converters tend to have high levels of attainment and few free school meal-eligible pupils, those becoming sponsored academies are drawn from the bottom of the attainment distribution and serve many disadvantaged pupils.

Numbers alone speak volumes of what has changed in the last decade. As of January 2015, 61.4 per cent

As of January 2015,
61.4%
of state-funded
secondary schools
were academies

Big changes

The intake changes have differed quite markedly between sponsored academies and post-2010 converter academies

of state-funded secondary schools were academies (including free schools, university technical colleges and studio schools). This has increased from 56.9 per cent in January 2014.

Around 14.5 per cent of state-funded primary schools were academies and free schools in January 2015 – an increase from 10.7 per cent in January 2014.

Overall there were 4,722 academies in England – almost 15 times as many as in May 2010, when there were 203 academies, all of them sponsored. Of this number, 3,090 are converter academies, 1,314 are sponsored (a six-fold rise since the 203 open in May 2003), 2,440 are primary academies, 2,075 are secondary academies and 147 are special academies.

The extent to which differences between converter academies and sponsored academies manifest themselves in differences in pupil performance is, according to the CEP researchers, an important area for future research. ■

www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015

Andrew Eyles, Stephen Machin and Olmo Silva
are researchers at the Centre for Economic Performance at the London School of Economics.



Encouraging a pupil to work harder requires a mixed bag of motivational tools

INCENTIVES FOR SKILLS

What are the best ways to increase pupil motivation to gain skills?

A COUNTRY'S STOCK of skills matters greatly for its prosperity. At an individual level, low skills can blight lives, reducing employability and earnings. So how can we make sure that skill levels are as high as they can be? Research has focused on many aspects of education, but rather neglected the pupil at the centre of it all. Recent research, including some undertaken at the Centre for Market and Public Organisation, suggests that pupil effort does matter. But can we influence pupil motivation to increase effort?

We undertook a large-scale field trial to try just that. Funded by the Education Endowment Foundation (EEF) and joining forces with researchers from the University of Chicago, we recruited 63 schools and 10,000 pupils to a programme of pupil incentives. We implemented two different schemes alongside a control group, over the whole of Year 11 (15-year-olds) and gauged the impact on GCSEs. Our results are very encouraging, at least for one of the incentives.

One immediate objection is that there is already a substantial incentive for effort in school: work hard, get good qualifications and earn a high wage. But for many young people, that may not seem very real: they may not see a link between their effort and the chance of getting good GCSEs, nor between their grades and the chance of a good job; and, in any case, all this reward is some 20 years away and not very salient if you're just 15 years old.

We introduced incentives for effort in school, not incentives for outcomes: we were not paying for grades. 'Effort' meant attendance, completing work, and behaviour. In one trial we used financial incentives – cash – and another trial group had event incentives – all

the pupils meeting their thresholds had a trip together (for example, one group chose a tour at Wembley Stadium).

The project produced interesting and encouraging findings. Overall, we found that the financial incentives worked better than the event incentives – there are a number of reasons why this might be. First, it was really only feasible to organise one trip per school per period and while this was chosen by the pupils, the majority view may

not have appealed to everyone (not everyone wants to go to Wembley). Second, some pupils may face a difficult decision between working hard and maintaining friendships, and the fact that the money reward is private information, while the event is not, might be important.

Focusing on the financial incentive, the overall effect was small though not trivial, and not statistically significant. However, while low motivation and effort at school is a widespread problem, it is not universal. Once we distinguished between pupils predicted to have high levels of effort and everyone else, we found different effects.

For the low motivation/effort group we found very substantial and significant effects. This was the group we were most likely to impact on, and their GCSE grades in maths and science rose substantially (less so in English). For the already-high motivation and effort group, we found no effect of either incentive scheme in any subject. Who were the latter group? Around three quarters were pupils with English as an additional language, a group noted for high aspirations and engagement at school. The incentives in the trial were funded by the EEF but are certainly affordable for schools with a lot of pupils eligible for the Pupil Premium. More research and analysis is needed, but these results are promising for increasing attainment among disengaged pupils.

www.bristol.ac.uk/cmpo

Professor Simon Burgess is Professor of Economics and Director, Centre for Market and Public Organisation, University of Bristol.

THE MOTIVATION TOOLBOX

Financial incentives can have a powerful effect on a child's behaviour in the classroom, but there are many other motivational methods that teachers can employ to get the best efforts out of a student:

- ▶ **CONTROL**
Let students have some choice and control over what happens in the classroom.
- ▶ **OBJECTIVES**
Lay out clear aims and rules so that there is no confusion and students have goals to work towards.
- ▶ **SUPPORT**
Affirm your belief in a student's abilities rather than laying out the consequences of not doing things.
- ▶ **CHANGING SCENERY**
Renew interest in the subject matter by getting out of the classroom.
- ▶ **VARIETY**
Mix up your lessons – some reading, some hands-on experiences, and so on.
- ▶ **COMPETITION**
A friendly spirit of competition in the classroom can motivate students to try harder.
- ▶ **RESPONSIBILITY**
Assigning students classroom jobs is a great way to build a community and to give a sense of motivation.
- ▶ **PRAISE**
Adults crave recognition and praise, and students at any age are no exception.

Source: www.teachthought.com

 ACCESS

A matter of choice

How do social inequalities affect access to higher education?

ACCESS TO HIGHER EDUCATION (HE) is still dependent upon an individual's social background. Social class differences in HE entry largely reflect the poor prior academic performance of more disadvantaged people, but new research by the ESRC-funded Applied Quantitative Methods Network (AQMeN) indicates that school subject choices matter as much as (if not more than) attainment in reproducing social-class differences in HE access in the UK.

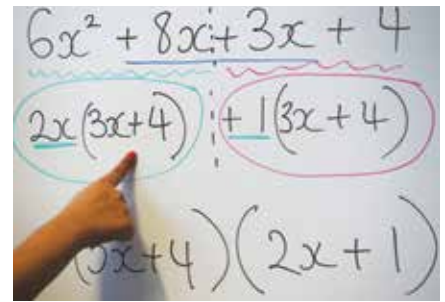
Professor Cristina Iannelli and Dr Markus Klein from the University of Edinburgh and Professor Emer Smyth from the Economic and Social Research Institute in Dublin, compared the transition to HE of secondary school leavers in Scotland and Ireland. Despite similar levels of social inequalities in education and

HE expansion, these two countries differ in relation to the requirements for graduating from secondary education and entering HE.

Unlike Ireland and other European countries, Scotland (like the rest of the UK) lacks a standardised certification system, in which students need to take a certain number of compulsory subjects to graduate from secondary education and qualify for entry into HE. Moreover, HE institutions can specify particular subject requirements for entry to certain fields of study, while in Ireland the focus is on overall grades obtained at upper secondary level.

The researchers found that, due to these national features, social inequalities in HE entry can be explained by choice of school

Access to higher education is still dependent upon social background



subjects more in Scotland than in Ireland. Scottish students from lower social backgrounds tend to achieve fewer Highers in those subjects, such as maths, English, science, history and languages, which are valued by universities (in particular the Russell Group universities) than students from more advantaged social backgrounds.

In Ireland a substantially weaker social-background variation in subject choice has been found. The results suggest that policies aimed at reducing social inequalities in HE access and promoting social mobility in the UK need to provide students from less advantaged backgrounds with clear information and support in their curriculum decisions. ■

aqmen.ac.uk



Are three-year-olds benefiting from free early education?

 CHILDCARE

UNIVERSAL BENEFITS?

What effects does early education have on childhood development and women's career choices?

A DECADE AFTER THE introduction of free part-time early education places for three-year-olds in England, two studies show that the policy had only modest effects on children's development and mothers' work.

Dr Birgitta Rabe, who led the research at the Institute for Social and Economic Research, with the University of Surrey, the Institute of Education and the Institute for Fiscal Studies, found that making available free places for three-year-olds increased school assessment scores at age five by around four per cent compared to no funding, but these effects faded quickly and no benefit remained at age 11.

Although the free places had slightly more impact on poorer children and those learning

English as a second language, there is no evidence that the policy helped disadvantaged youngsters to catch up, suggesting that it did not close the gap in attainment between those from richer and poorer families. Regarding impact on the labour market, the policy encouraged very few more mothers to go back to work, with around three more mothers in the labour force for every 100 funded places.

MIXED RESULTS

The main reason the policy has had little impact was that it did not significantly change a parent's use of childcare. Eighty-two per cent of three-year-olds were already in centre-based childcare before the free entitlement came into effect in 1999. Additionally, the studies point out that the quality of newly-provided places might not have been high enough to improve child development, while the flexibility in terms of hours offered was not tailored to parents' employment needs.

The results of this research project suggest that the current approach is not delivering long-run gains in children's cognitive development, while increasing – but not transforming – the labour market attachment of mothers of young children. ■

www.iser.essex.ac.uk/projects/the-effect-of-free-childcare-on-maternal-labour-supply-and-child-development

HANDS OFF!

School pupils perform better when mobile phones are banned from use in the classroom – but who gains the most?



Teenagers depend on their mobile phones for keeping in touch with friends and trends on social media, but should they be allowed to have them in school? Some advocate a complete ban because of the potential for distraction, while others promote the use of phones as a teaching tool in the classroom. While views remain divided, some schools are starting to allow restricted use of mobile phones. Earlier this year, for example, Bill de Blasio, the Mayor of New York City, lifted a 10-year ban on phones on school premises, arguing that revoking the ban would lead to reduced inequality.

Research for the Centre for Economic Performance at the LSE examines the impact of mobile phone bans on pupils' academic achievement in subsequent years. The researchers, Louis Philippe Beland at Louisiana State University, and Richard Murphy at the University of Texas at Austin, surveyed schools in Birmingham, Leicester, London and Manchester about their mobile phone policies since 2001 and combined it with results data from externally marked national exams.

Schools in England have complete autonomy regarding their mobile phone policy, which has resulted in large differences in timing of the introduction of bans. In 2001, none of the surveyed schools had a ban in place;

by 2007, half of them had bans; and by 2012, 98 per cent of schools did not allow phones on the premises (or required them to be handed in at the beginning of the day).

The study used the differences in implementation dates across schools, comparing the changes in pupils' test scores within and across schools before and after a ban. In addition, the researchers drew on administrative data to give information on pupil characteristics, such as gender, eligibility for free school meals, special education needs status and prior educational attainment. This allowed them to calculate the impact on pupils from each of these groups.

BANS HAVE AN IMPACT

The research shows that not only does pupil achievement improve as a result of a ban, but also that low-achieving and low-income pupils gain the most. The impact of banning phones for these pupils is equivalent to an additional hour a week in school or to increasing the school year by five days. This suggests that Mayor de Blasio's stated intention of reducing inequalities by lifting the ban may have the exact opposite result, harming the lowest achieving and lowest income pupils the most.

The study also finds that the bans have a greater impact on special education needs

HASHTAG

The word and the symbol were announced as children's word of the year after research by the Oxford University Press (OUP) in association with *Chris Evans Breakfast Show's* 500 WORDS short story competition. Its use as a simple prefix or a search term on Twitter has been extended into everyday use in language and storytelling.

pupils and those eligible for free school meals. But banning mobile phones has no discernible effect on high achievers. Examining the impact of the phone ban on the achievement of 14-year-olds, the researchers found no significant effect in either direction. This could be due to relatively low phone use among this age group.

Technological advancements are commonly viewed as increasing productivity. Modern technology is increasingly used in the classroom with the goal of engaging pupils and improving performance. But the study's review of previous research in this area suggests that the unstructured use of technology in the classroom has negligible



Laying off mobile phone use at school means less distraction and better results for pupils

to negative impacts on pupil achievement. Mobile phones are an example of the drawbacks of technological progress because they can lead to pupils becoming distracted by gaining access to texting, games, social media and the internet.

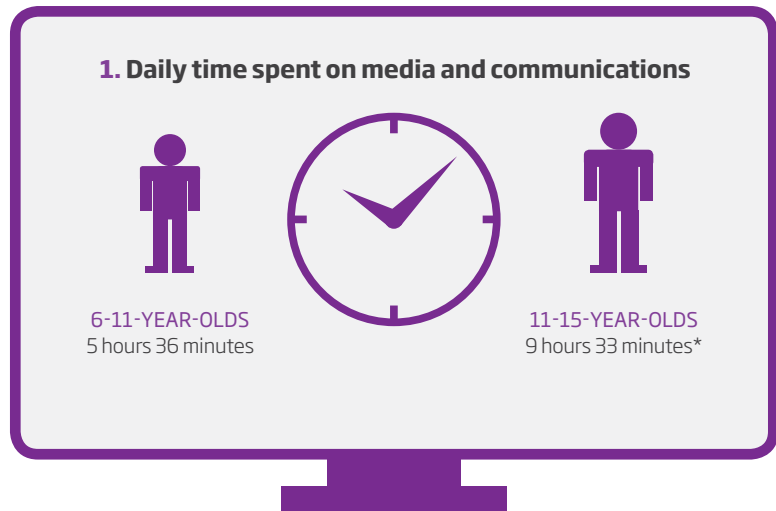
Louis Philippe Beland and Richard Murphy's work on the positive effect of restricting mobile phones on school premises complements their review of existing research evaluating technological innovations in the classroom. They find that pupils in schools that ban mobile phones see an increase in test scores equivalent to extending the school week by one hour. In comparison with extending teaching time, the financial resources required to implement a phone ban would be substantially lower. The findings do not discount the possibility that mobile phones (and other forms of technology) could be useful in schools if their use is properly structured, but their presence should not be ignored. ■

cep.lse.ac.uk/pubs/download/dp1320.pdf

Louis-Philippe Beland is at Louisiana State University. Richard Murphy is Assistant Professor of Economics at the University of Texas at Austin and a Research Associate in CEP's education and skills programme.

CHILDREN'S MEDIA HABITS

Children's use of media and communications grows apace, at home as well as at school. Ofcom reports show the daily habits of 6-11- and 11-15-year-olds are heavily focused on checking social media on a mobile, watching TV, or playing games on a tablet



2. Different medias

6-11-YEAR-OLDS
This age group spends over **50%** of their media time watching TV but communicating via texting and instant messaging takes up just **6%** of this media time



11-15-YEAR-OLDS
Communicating is of much higher importance to this age group, with **25%** of their time taken up with social media, text, instant and photo messages

3. Usage of different devices

What percentage of children use these different technologies

| 6-11-YEAR-OLDS | DEVICE | 11-15-YEAR-OLDS |
|----------------|--------------------|-----------------|
| 97% | TV | 89% |
| 24% | ON-DEMAND TV | 35% |
| 39% | COMPUTER | 42% |
| 60% | TABLET | 49% |
| 31% | SMARTPHONE | 72% |
| 44% | GAMES CONSOLE | 48% |
| 39% | RECORDED TV | 36% |
| 21% | MP3 PLAYER | 18% |
| 7% | LANDLINE TELEPHONE | 3% |

Source: stakeholders.ofcom.org.uk, from Digital Day 2014: Results from the children's diary study.
*With 11-15-year-olds multitasking - eg texting while watching TV - these 9h 33m were squeezed into just over 7h a day

GENDER

Aspiring
to science

Why are so few young people pursuing science as a career?

INCREASING AND BROADENING

participation in post-16 science remains a perennial concern for government, industry and educationalists alike, but new research by the ASPIRES2 study reveals that the image and culture of science, and selective practices at GCSE level, may be a key part of the problem.

Science is widely seen as vital for national economic competitiveness and millions of pounds are invested annually trying to attract more students, particularly women, into the physical sciences and engineering – yet post-16 participation rates remain stubbornly low. The ASPIRES/ASPIRES2 study is tracking a cohort of young people from age 10 to 19, and has found that although most students find science interesting and have positive views of scientists, very few want to be a scientist. In fact, the proportion of children aspiring to science careers remains almost constant (around 15 per cent) from age 10-16.

Analysis of the most recent surveys, completed by over 13,000 15- and 16-year-olds, and interviews with 70 young people and 62 parents, reveals that the male, 'brainy' image and culture of physics and engineering makes many students, but particularly girls, see these subjects as 'not for me'. Those girls who do continue with physics are exceptional and distinctive in a number of ways. For instance, they tend to be high academic achievers who see themselves as 'different' to other girls. Worryingly, girls who love physics but who do not match these criteria, for example, those who are 'girly' and/or not the highest attaining, find it harder to continue.

SCIENCE CHOICES

The organisation of science at GCSE also seems to be part of the problem. Currently, just over one fifth of students in England take the most prestigious 'triple science' route at GCSE (three GCSEs in the separate sciences), but ASPIRES2 found that, compared to students taking other options, those taking triple science choose more science subjects at

A-level and are more likely to aspire to science and engineering careers.

Yet most students have little, if any, choice over which science 'option' they take at GCSE, with schools either deciding for students or 'channelling' young people into particular routes – schools also vary considerably in terms of being able to offer triple science as an option. ASPIRES2 researchers found that these

Those girls who do continue with physics are exceptional and distinctive in a number of ways

selective practices re-enforce the image of science as 'only for the cleverest few', and some students with considerable early interest and aspiration had since ruled themselves out of continuing when denied access to triple science. Some also came to 'regret' the decisions that had been made at age 13/14, as their interests and aspirations developed over time.

The study, which runs to 2019, will continue to track the cohort into the next phase of their lives. ■

www.kcl.ac.uk/sspp/departments/education/research/aspires/index.aspx



How can more women be persuaded to take up sciences?

NEWS IN
BRIEF**DOMESTIC VIOLENCE**

Education aimed at preventing domestic violence should be mandatory in schools, according to a study into why some boys become domestic abuse perpetrators. A survey of over 1,200 schoolchildren aged 13-14 found that over half had some direct experience of domestic abuse – as victims, witnesses or perpetrators. Preventative relationship-based education programmes could change attitudes, say researchers. Building skills and capacity in the provision of relationship education will take time, resources and a commitment to continuity at the level of government policy, but such investment is justified given the number of teenagers who have experiences of domestic abuse by the age of 14. www.boystomenproject.com



Professor David Gadd, Manchester University

POSITIVE EFFECTS

Higher levels of education are associated with a wide range of positive outcomes including better health and wellbeing, higher social trust, greater political interest, lower political cynicism, and less hostile attitudes towards immigrants, according to a study of the psychological effect of differences in education. Findings from this study, the first to compare the strength and stability of the effect of education on a wide range of outcomes over time, suggest that it's harder for people with low levels of education to develop a positive social identity. To counter this problem, researchers recommend awareness campaigns promoting the benefits of education and portraying vocational skills as valuable in their own right, as well as policies to remove the stigma attached to lower levels of education. sites.cardiff.ac.uk/issw

Matt Easterbrook, Toon Kuppens, Tony Manstead, University of Cardiff

Who is benefiting most from computer coding being part of the National Curriculum?

OPINION

CODING
CULTURE

By Ben Williamson

THE IDEA THAT YOUNG people should learn to code computer technologies has become part of the National Curriculum for schools in England. Yet as research for the Code Acts in Education project at the University of Stirling shows, it is driven by unquestioned commercial technology interests. The pace at which learning to code has proceeded into national government education policy is astonishing. Only since 2010, reports promoting programming in school have been produced by organisations including Computing at School, the Royal Society, Nesta, and the Design Commission. New coding start-ups have become established, such as Code Club and CoderDojo, which organise volunteer-led coding classes in thousands of after-school settings, while providers such as Codecademy have delivered coding courses to millions online.

At the same time, big technology businesses including Google, Facebook and Microsoft have lobbied to establish computing as a specialist subject in schools. The Hour of Code was launched in 2013 by Silicon Valley 'angel investors' with multi-million dollar donations from Google and Microsoft, plus public endorsements by 'tech celebrities' such as Mark Zuckerberg. It has since served 127 million students worldwide. The UK even had its own Year of Code in 2014, headed by technology entrepreneurs from Index Ventures, including a former advisor to David Cameron. The language of tech entrepreneurship seems to be flowing through the fibre-optic network of the internet from Silicon Valley to Whitehall, and from there into schools. After scrapping the subject ICT, the Department for Education introduced new computing programmes of study in 2014 that embed programming in the National Curriculum for every child in England aged three and up (it's also in Scotland's Curriculum for Excellence).



The computing curriculum is 'forcing an entire country to learn programming'



Concerns have been voiced about teachers' capacity for the new subject. However, professional support is being provided by Google and Microsoft through funding for teacher-training resources. The BBC is also supporting the computing curriculum through its Make It Digital campaign, including the distribution of a million free handheld programming devices to children in the first year of secondary school. The 'Micro Bit' enables children to carry out simple coding tasks and has been supported with technical development and teacher training materials from Microsoft. It seems that politicians, the commercial tech sector, and public bodies have all come together around learning to code, and in five years transformed it into a major education policy event.

From a policy studies perspective, it provides clear evidence that the school curriculum is not just in the hands of government. It represents control of the curriculum by Google, culturally resourced by the BBC, bankrolled by Microsoft and financed by Facebook, and a massive cash cow for Codecademy, whose chief executive has been quoted in the *Guardian* saying "we've struck oil" as the computing curriculum is "forcing an entire country to learn programming".

Although learning to code classes teach useful knowledge about how computers work, the computing curriculum is worryingly absent of critical attention to the coding companies that make computers work. When a founding director of Code Club spoke up against the 'corporate mass surveillance' techniques of Google in 2014, she was forced to resign: Google is Code Club's main commercial sponsor. This corporate culture now has a powerful position within the computing curriculum through the provision of resources, materials and professional training. The school curriculum is always a selection from culture, defining what knowledge and skills are considered desirable for the next generation. But the computing curriculum has become a selection from the commercial culture of its sponsors and providers. Classes in learning to code need to be accompanied by lessons that teach young people how to critique the corporate culture of code. ■

codeactsineducation.wordpress.com

Ben Williamson is a Lecturer on the Initial Teacher Education programme.





SOCIAL SCIENCE FOR SCHOOLS

Our social science for schools pages are a unique resource for secondary school teachers, providing research findings, news stories and a blog to discuss issues and ideas.

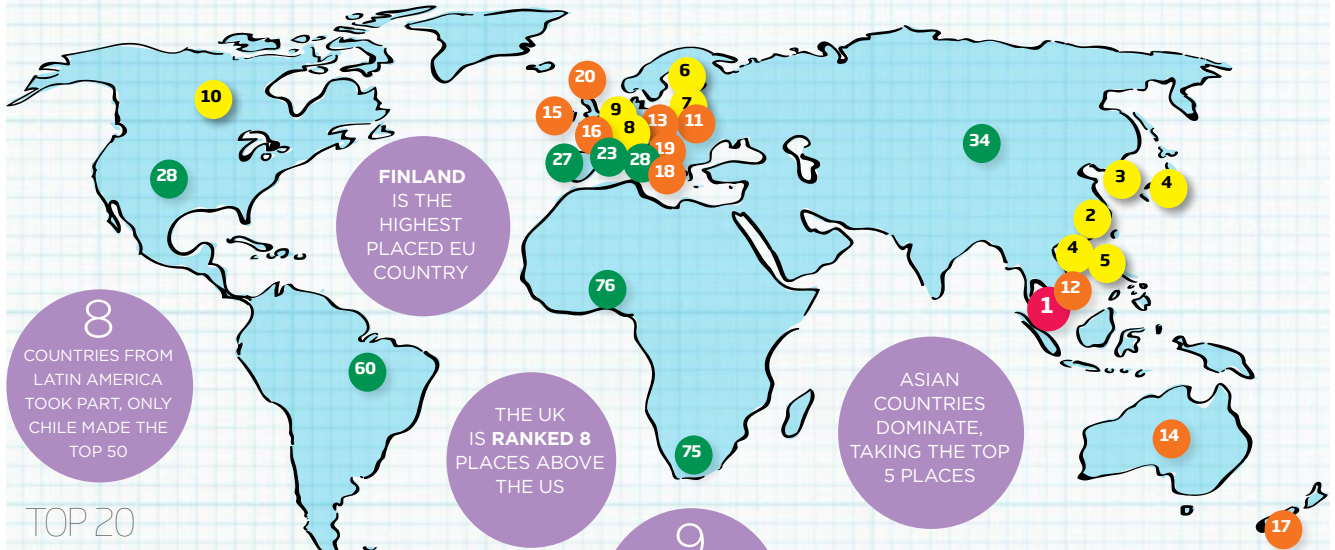
Research on personalised genomics, street crime and teenagers, body image, the power of positive thinking and volunteering are just some of the resources available to teachers and students.

TOP OF THE CROP

Who is winning all the gold stars on the international school rankings table?

PUPIL RANKINGS AROUND THE WORLD

THE BIGGEST-EVER GLOBAL SCHOOL RANKINGS WERE PUBLISHED IN MAY 2015¹. 76 COUNTRIES WERE RANKED - MORE THAN A THIRD OF THE WORLD'S NATIONS - ACCORDING TO HOW PUPILS PERFORMED, BASED ON SCORES FOR MATHS AND SCIENCE.



TOP 20

- | | |
|-------------------|-------------------|
| 1 SINGAPORE | 11 POLAND |
| 2 HONG KONG-CHINA | 12 VIETNAM |
| 3 KOREA | 13 GERMANY |
| 4 JAPAN* | 14 AUSTRALIA |
| 4 TAIWAN* | 15 IRELAND |
| 5 CHINESE TAIPEI | 16 BELGIUM |
| 6 FINLAND | 17 NEW ZEALAND |
| 7 ESTONIA | 18 SLOVENIA |
| 8 SWITZERLAND | 19 AUSTRIA |
| 9 NETHERLANDS | 20 UNITED KINGDOM |
| 10 CANADA | |

9 COUNTRIES FROM THE EU FEATURE IN THE TOP 20

ROOM FOR IMPROVEMENT

- | | |
|-----------|-----------------|
| 23 FRANCE | 34 RUSSIA |
| 27 SPAIN | 60 BRAZIL |
| 28 USA* | 75 SOUTH AFRICA |
| 28 ITALY* | 76 GHANA (LAST) |

HOW HAPPY IS YOUR CHILD?

IN AN INTERNATIONAL STUDY OF CHILDREN'S WELLBEING², ENGLISH CHILDREN DIDN'T FARE WELL



ENGLAND RANKED 14TH OUT OF 15 COUNTRIES FOR SATISFACTION WITH LIFE AS A WHOLE

ONE IN 9 CHILDREN (11%) ARE UNHAPPY WITH THEIR SCHOOL LIFE



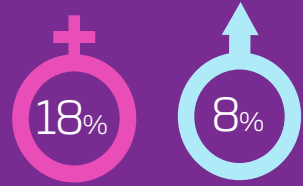
38% OF CHILDREN (10- AND 12-YEAR-OLDS) IN ENGLAND ARE BULLIED EACH MONTH AND HALF HAVE FELT EXCLUDED BY THEIR PEER GROUP



14TH

ENGLISH CHILDREN REPORTED POORER RELATIONSHIPS WITH TEACHERS, AS ENGLAND RANKED 14TH FOR SATISFACTION WITH TEACHERS AND HOW PUPILS THOUGHT THEY WERE TREATED BY TEACHERS


GIRLS WERE TWICE AS LIKELY AS BOYS TO SAY THEY WERE UNHAPPY WITH THEIR BODIES



CHILDREN IN ENGLAND ARE AMONG THE LEAST HAPPY WITH THEIR SCHOOL LIFE IN THE WORLD. THIS INCREASED WITH AGE AS ALMOST TWICE AS MANY CHILDREN IN YEAR 6 (10- AND 11-YEAR-OLDS) (34%) TOTALLY AGREED THAT THEY LIKED GOING TO SCHOOL COMPARED TO YEAR 8 (12 AND 13) (18%).




Sources: Main - OECD Report 'Universal Basic Skills What Countries Stand to Gain; hanushek.stanford.edu' Happiness - Children's Society study, ²The Good Childhood Report 2015 and the Children's views on their lives and wellbeing in 15 countries: A report on the Children's Worlds survey, 2013-14 from Children's Worlds - International comparisons undertaken with over 53,000 children aged around eight, 10 and 12 years of age in 15 countries in four continents - Algeria, Colombia, Estonia, Ethiopia, Germany, Israel, Nepal, Norway, Poland, Romania, South Africa, South Korea, Spain, Turkey and England. *Joint




“I NOTICE
IN SOME OF THE
NEWSPAPERS THAT
THEY HAVE TAKEN
A BIT OF AN
INTEREST IN ME”

Jeremy Corbyn (leader Labour),
29 October, speaking as the new
Labour leader at the party
conference



“Freedom
does not
mean being free of
something, but to be
free to do something”

Angela Merkel (German Chancellor),
22 January, at the World Economic
Forum's Annual Meeting
in Davos



“FIVE
YEARS AGO
ON ELECTION DAY
I WAS IN INTENSIVE
CARE AFTER AN
AEROPLANE CRASH SO
COMPARED TO THAT
THIS FEELS PRETTY
DAMN GOOD”

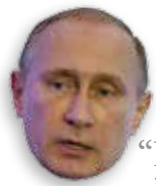
Nigel Farage (leader UKIP), 8 May,
in his resignation speech after the
2015 general election

2015 in quotes




“Terms
are like
Shredded Wheat.
Two are wonderful.
Three might just be
too much”

David Cameron (Prime Minister),
23 March, in a BBC interview
about his future as Prime
Minister




“People should
always criticise
the government, the
president. You can look
at things in different
ways. It's healthy”

Vladimir Putin (Russian president),
16 April, at Direct Line, a live annual
Q&A phone event in Russia with
the president



“I would say to
you, go back to
your kitchens and
prepare for breakfast. And
I don't care how many
kitchens you have”

Boris Johnson (Mayor of London),
8 May, on winning his seat at the
general election, alluding to Ed
Milliband's confession that he
has two kitchens



“THERE
IS NOT AN
ANTI-ENGLISH
BONE IN MY
BODY”

Nicola Sturgeon (leader SNP),
5 May, on a webchat with
website Mumsnet



“There
is always room
for improvement.
China is ready to
increase co-operation
with the UK and other
countries over
human rights”

Xi Jinping (Chinese president),
21 October, at a press conference
on his state visit to the UK



“When
it comes to
the care of our
'common home' we
are living at a critical
moment of history”

Pope Francis, 24 September,
on being the first Pope ever
to address Congress



“I have one
friend. Just a few
weeks ago she was
making millions of dollars
a year - and she's now
living out of a van in Iowa”

Barack Obama (US president), 25 April,
at the annual White House correspondents'
dinner, joking about Hillary Clinton's
campaign to win election as Democratic
candidate for President

YOUR VIEWS: We'd love to hear what you think about *Britain in 2016*.
To fill in a short survey, please go to www.esrc.ac.uk/britainin2016