

# WHAT WORKS BEST: GOVERNMENT VS PRIVATE?

THURSDAY 16<sup>TH</sup> APRIL 2015

Lis Tribe, Managing Director, Hodder Education

# A duty and a vision?

## Education Reform Act 1988

The most important piece of  
education legislation since 1944

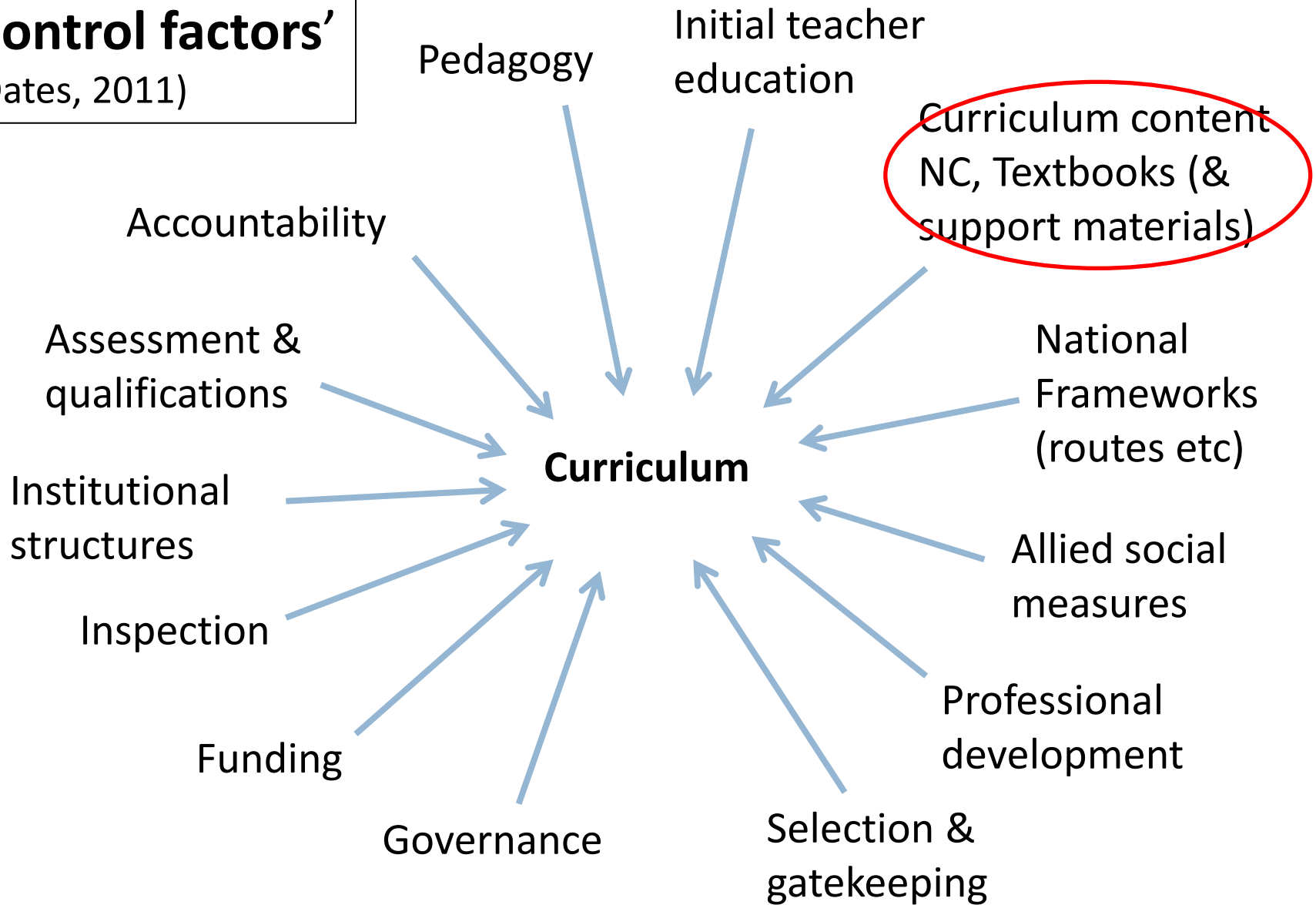


The National Curriculum

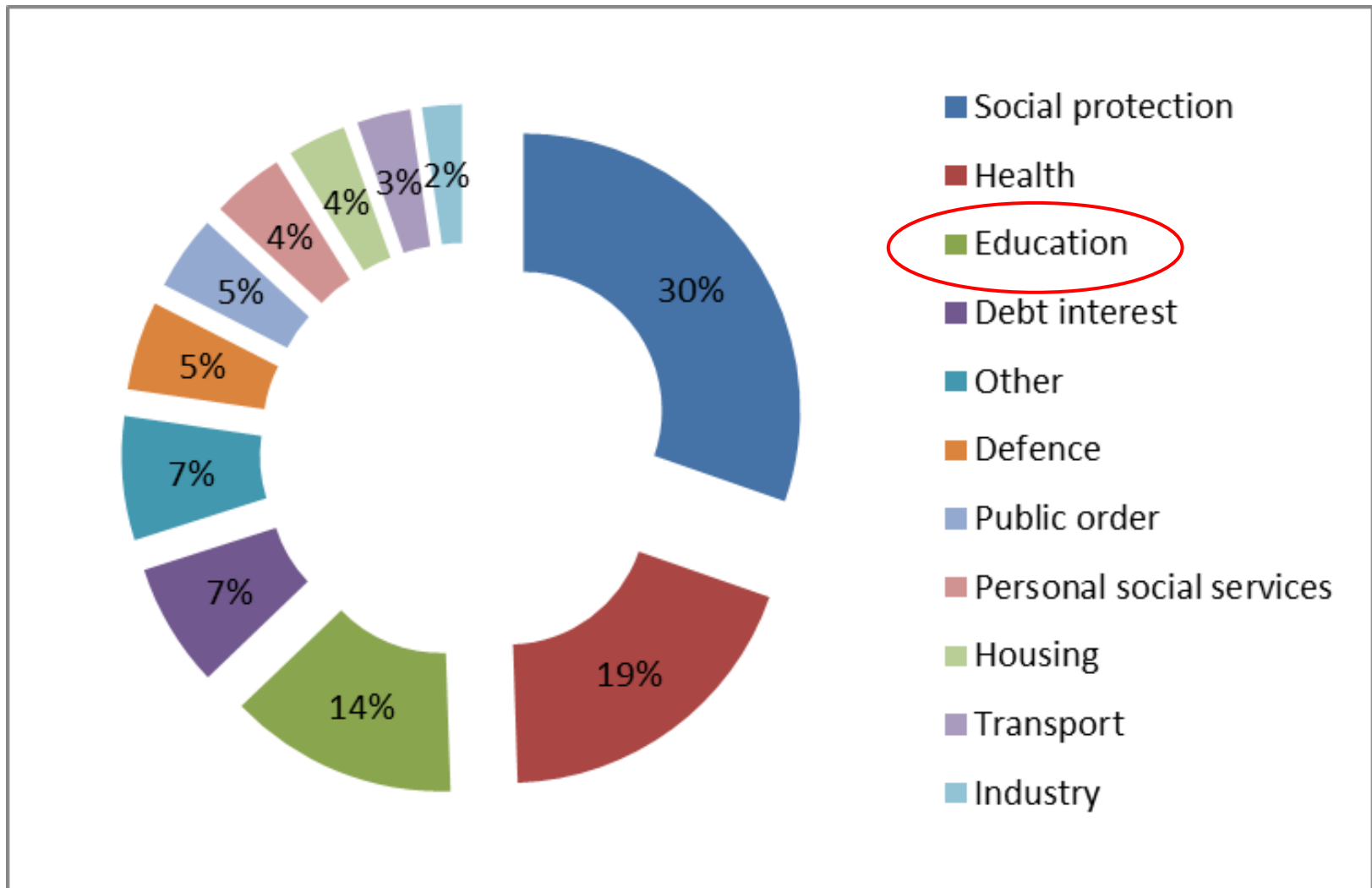
“The conceit of  
education is that we  
can help children learn  
more effectively”

*Ken Robinson,  
education guru*

curriculum  
**'control factors'**  
(Oates, 2011)



# Government spending 2014



# Government intervention



department for  
**children, schools and families**

## Welcome

The purpose of the Department for Children, Schools and Families is to make this the best place in the world for children and young people to grow up. We want to:

- make children and young people happy and healthy
- keep them safe and sound
- give them a top class education
- help them stay on track.

Our **Children's Plan** sets out how we can achieve our ambitions.

“The best place in the world for children to grow up...

...to make children happy and healthy”

# Labour Government Strategies

- National Literacy and Numeracy Strategies
- 1998/1999
- eLearning Credits / Curriculum Online
- 2003
- Primary National Strategy
- 2003
- Primary Frameworks
- 2006
- Synthetic phonics programme
- 2007

# Government intervention



Department  
for Education

“We work to achieve a highly educated society in which opportunity is equal”

## What we do

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The Department for Education is responsible for education and children’s services in England. We work to achieve a highly educated society in which opportunity is equal for children and young people, no matter what their background or family circumstances.

DfE is a ministerial department, supported by [9 agencies and public bodies](#).

[Read more about what we do](#)

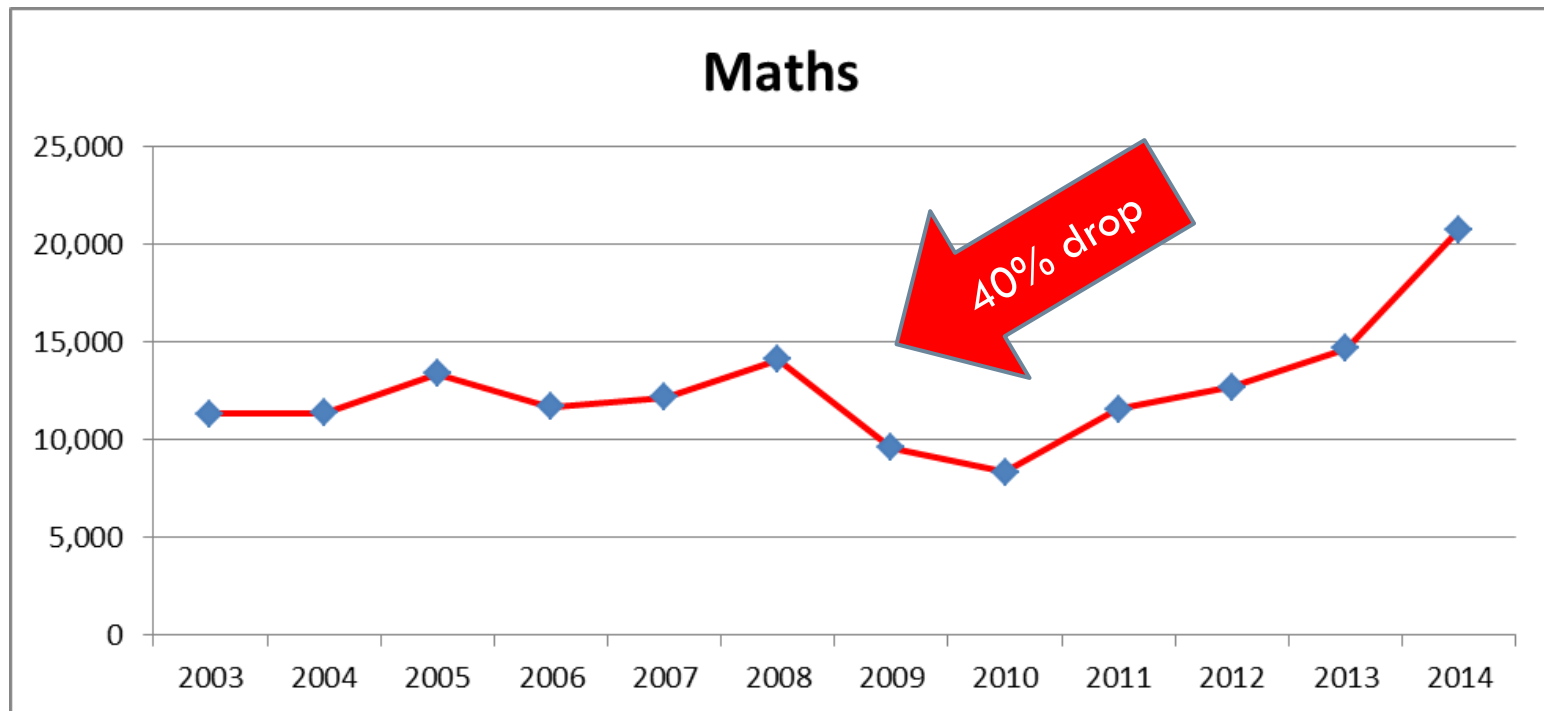
# Coalition Government strategies

- National Literacy and Numeracy Strategies
- eLearning Credits / Curriculum Online
- Primary Frameworks
- Synthetic phonics programme
- **Phonics matched funding**
- **Computing curriculum**
- **Baseline Assessment**
- 199/1998
- 2003
- 2006
- 2007
- **2011 – 2013**
- **2014**
- **2015**



# 1. Primary Maths Framework

- Released 2006
- Content followed the initial teaching structure (framework)



Data © EPC  
2014

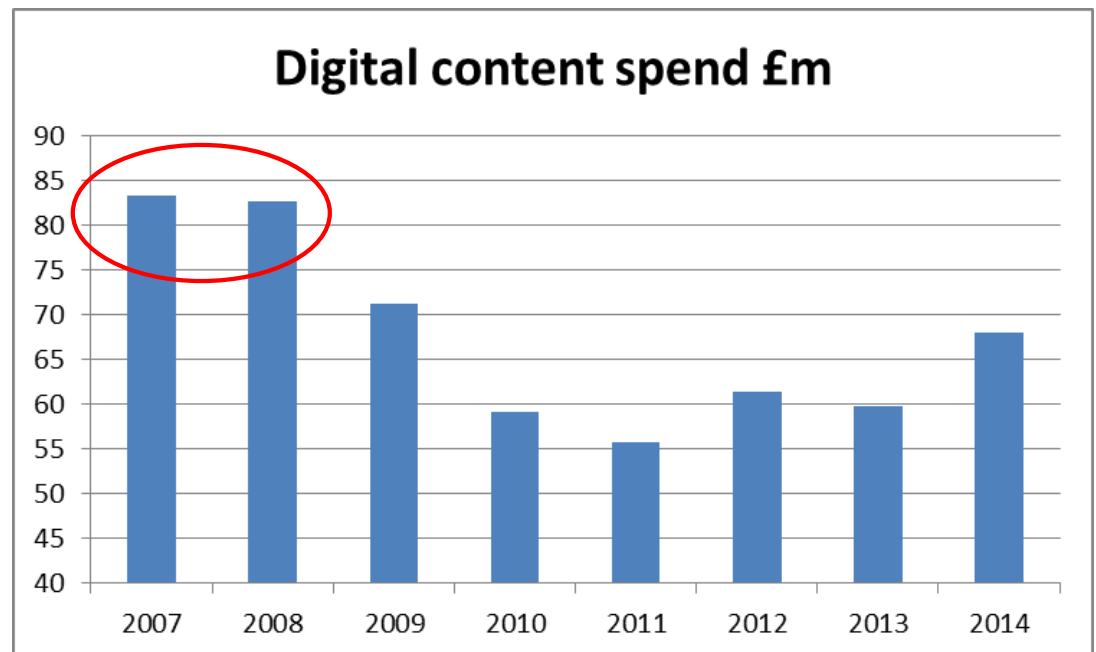
# Outcomes – standards in Maths

In 2010:

- 30% more pupils achieved Level 4+ than in 1998.
- 83% of pupils made two or more levels of progress over Key Stage 2.
- The poverty gap narrowed to 26%; an improvement of 36%.
- ‘No European country outperformed England in any of the four assessments’ TIMSS 2010
- Private market recovered

## 2. eLearning Credits

- £465m allocated 2003 to 2008
- £2-3k per school per year
- Resources accessed through Curriculum Online portal
- 21,000 assets free and paid for



Data source: BESA © 2014

# Outcomes – ICT in schools today

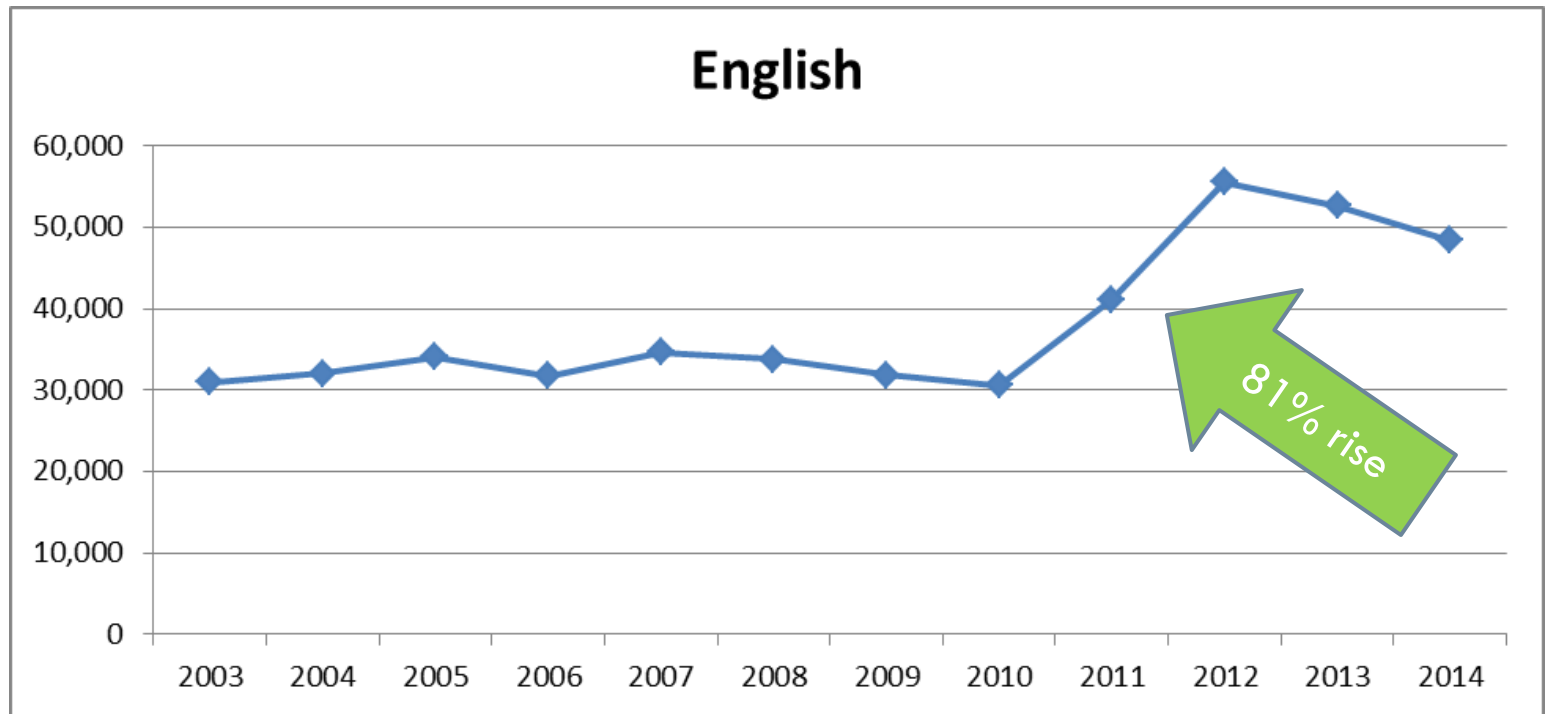
- At 15% of total spend, there is a market for digital content in the UK – unlike France or Spain (less than 1%)
- “Use of digital is still not embedded in classroom activity, but treated as an add-on”

*Angela McFarlane, ex Becta*

The logo for tesconnect, featuring the word 'tes' in a stylized font with a red dot above the 't' and a green dot above the 's', followed by 'connect' in a grey sans-serif font.The logo for teachitenglish, featuring a blue circular icon with a white book and a blue arrow, followed by the text 'teachitenglish' in blue and orange, and 'RESOURCES YOU CAN TRUST' in grey below it.The logo for kerboodle, featuring the word 'kerboodle' in a green, rounded font inside a green speech bubble shape.The logo for DYNAMIC LEARNING 2015, featuring a stylized 'DL' in red and grey, followed by 'DYNAMIC LEARNING' in red and '2015' in black. Below it is the text 'Your online subscription solution from Hodder Education' in grey.

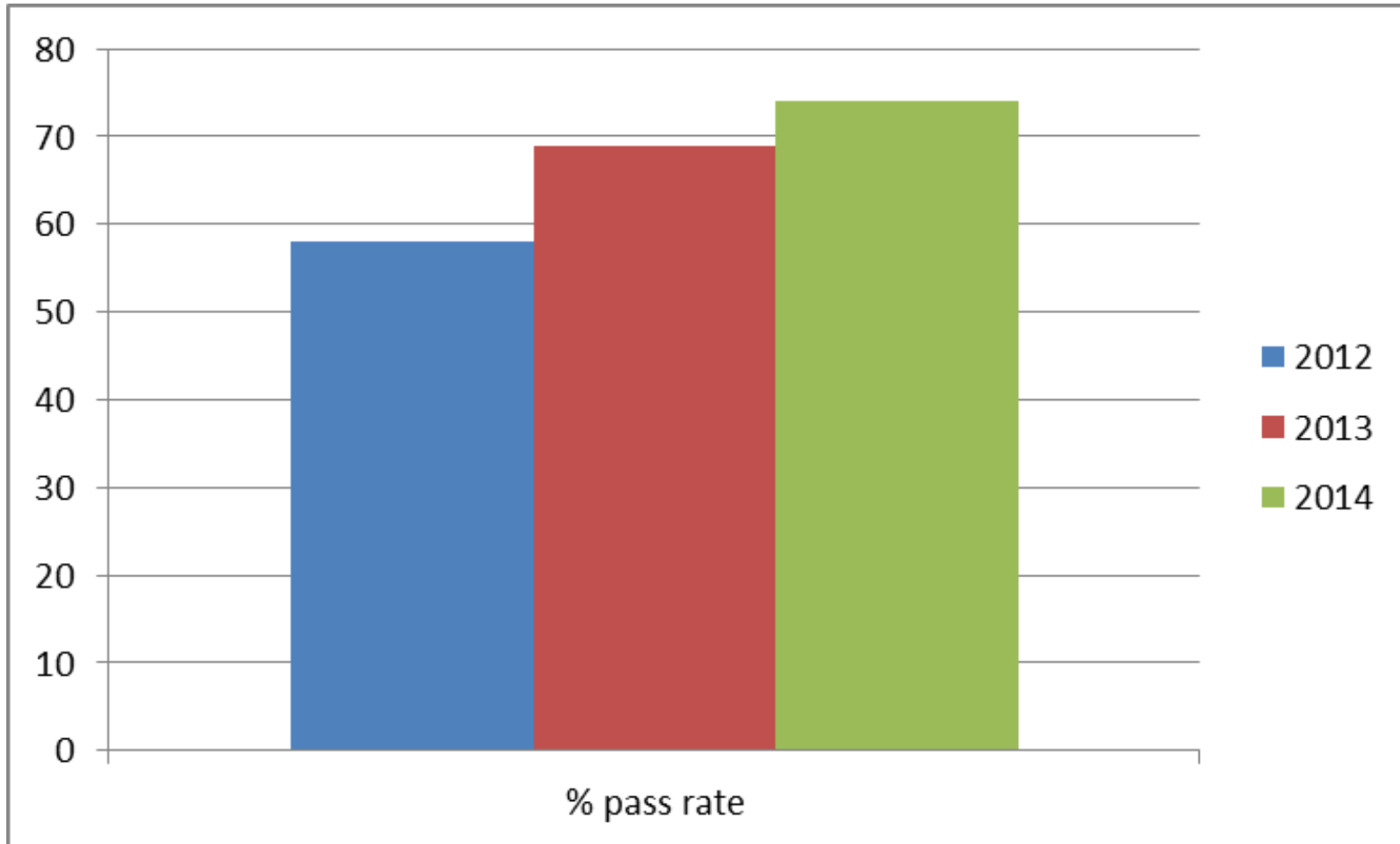
# 3. Phonics matched funding

- Most schools were already using phonics schemes
- Published resources had to fit Government criteria



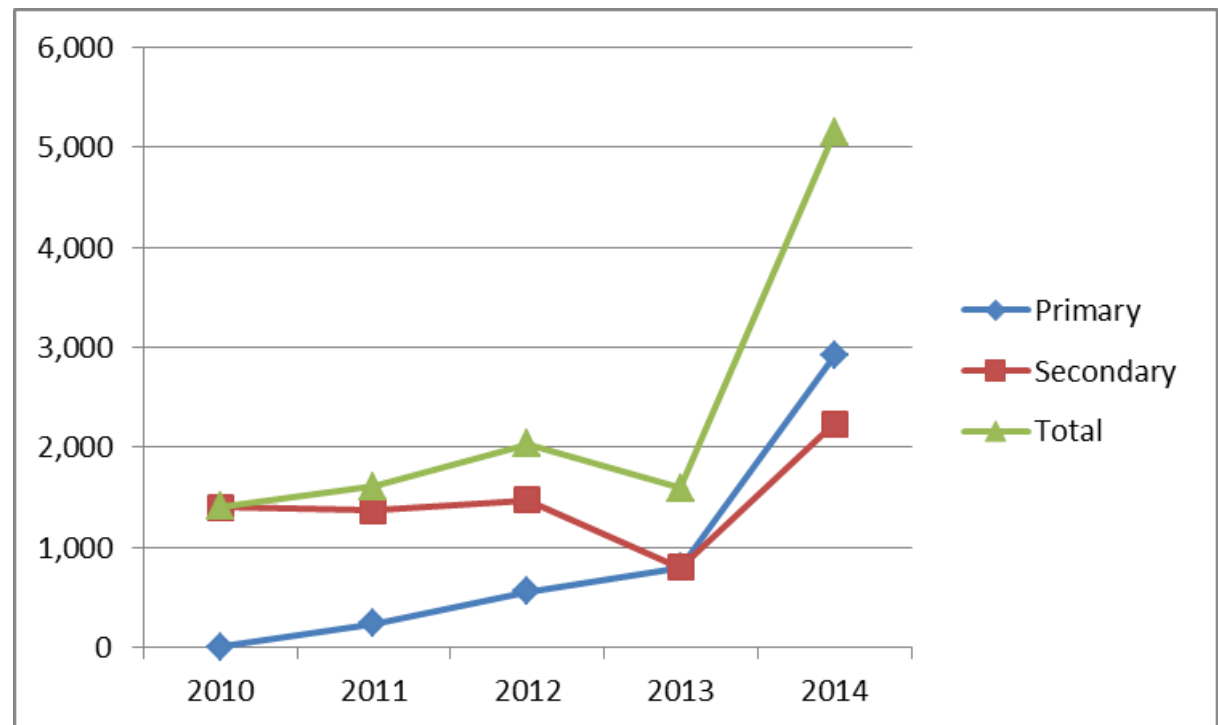
Data © EPC  
2014

# Outcomes – the phonics test



# 4. Computing curriculum

- Prompted by Eric Schmidt, admired around the world
- Policy making as publishers like it



Data © EPC 2014

# Private provision?



- Experts who are close to the market
- Innovative providers who lead the market
- Competitors who provide teachers with a variety of approaches



PEARSON

Collins





# Nick Gibb, November 2014

“I would like to see **all schools using high-quality textbooks** in most academic subjects, bringing us closer to the norm in high-performing countries.”

“I strongly believe that textbooks need to play an important role in pushing up academic standards. Ministers need to **make the case for more textbooks in schools**, particularly primary schools.”

“But the industry needs to provide **the type of textbook that policy makers can be proud to promote.**”