

Mentions of Oxford and Oxbridge in Parliament

June 2015

COMMONS

Education: Adjournment debate on recruitment and retention of teachers

Research: Adjournment debate on support for English as an additional language pupils

Research: Westminster Hall debate on science and research

Other: EU Referendum Second Reading

Other: SI tabled for Oxford Governance

LORDS

Access and Influence: QWA State school success in Oxbridge entry

Education: QWA, Status of Teachers

Other: Queen's speech debate

Commons

Access and Influence

Education

MPs debate the recruitment and retention of teachers

Thu, 18 June 2015 | Debate - Adjournment and General

Mr Gibb:

On the contrary, Teach First has been a huge success. The purpose of Teach First is to attract people who might not otherwise consider entering teaching and ask them to commit to two years, so there has always been the expectation that a considerable number of the graduates who come into Teach First will leave and go into other careers in the City or elsewhere. The overall retention rate of more than 50% is actually staggeringly successful and reflects just how successful Teach First has been in recruiting high-calibre graduates into teaching.

The strong recruitment and retention figures have not been achieved by lowering our expectations for the quality of those joining the teaching profession. Almost three quarters of teachers now have an upper second or first-class degree, 10% higher than in 2010. A record proportion of teacher trainees—17%—have first-class degrees, and for several years running teaching has remained the most popular career destination for graduates of **Oxford University**. Teach First has played a huge part in that.

In spite of those successes, we recognise that there are still challenges. As the economy improves and the labour market strengthens, high-performing graduates are being tempted by opportunities in other sectors. Our task is to continue to champion teaching as a career choice for the brightest and the best, and not only to attract those people into our classrooms but to keep them there once they have joined the profession.

Research

MPs debate Government policy on support for pupils with English as an additional language

Tue, 23 June 2015 | Debate - Adjournment and General

Kevin Brennan:

I agree with the hon. Gentleman's remarks. Of course, speech and language therapists also play a very important role in other parts of the United Kingdom. I have always believed strongly in providing services around the child, beyond the school. That was part of the children's plan, which I was involved in drawing up under the previous Government. I recommend it to the hon. Gentleman for when he has some spare time to do some additional research, which is his background. As a researcher, he will be aware—bearing in mind some of the other comments in our debate—of Professor Steve Strand and Professor Victoria Murphy of the **University of Oxford**. They have done extensive research on the impact of English as an additional language in classrooms that shows that some of the lurid stories in the popular press about its having a negative impact on other children's education are completely wrong. When we look at the evidence, we see that the contrary is the case.

MPs debate Science and research and the UK and regional economies

Wed 25 June 2015 | Debate - Westminster Hall

Mr Andrew Smith (Oxford East) (Lab):

I congratulate my hon. Friend the Member for Sheffield Central (Paul Blomfield) on obtaining the debate, which gives me the opportunity to praise the stellar success of science in Oxford, and the enormous benefits it brings to our city, our region and the country. The gross value added of the Oxfordshire local enterprise partnership is the highest in the country outside London. **The University of Oxford** and Oxford Brookes University are crucial to its success, providing many of the projects for the local growth fund, as well as driving Oxfordshire's strategic economic plan, which is entirely innovation-based.

Paul Blomfield (Sheffield Central) (Lab)

The number of Members present and the quality of the debate reflects the importance the House places on this issue, as well as the need for the Government to get it right. My right hon. Friend the Member for Oxford East (Mr Smith) made a powerful case about the impact of research in Oxford. That is important, because while **Oxford** is often seen as one of the classic ivory towers, he demonstrated how such research works with business to develop economic growth. Oxford is utterly engaged in driving the local economy, just as other universities are around the country.

Other

Commons Second Reading - European Union Referendum Bill

Tue, 9 June 2015 | Second Reading Debate

Mr Paterson: I am glad to have the endorsement of those key figures from the Opposition Benches.

I want to touch on two points. First, I strongly advocate that the Prime Minister gets the maximum time for his negotiations, and I would like the referendum to be held in late 2017. Secondly, on the question, I favour two positives, rather than having one side as a negative.

The issue that really concerns me, however, is the suspension of purdah. I am afraid that I was dismayed to read the Foreign Secretary's comments on ConservativeHome this morning, which are nonsense. The rules of purdah have developed steadily over 20 years. We have just fought a general election very satisfactorily, during which the wheels of government continued to turn without attempts to use taxpayers' money to influence the way people voted.

I want to take the House through the long process that goes right back to 1996, when the Nairn report called for referendums to be brought within election law. The result of the Welsh referendum, when the Conservatives were in total disarray, was extraordinarily narrow: 6,721 was the majority across Wales, or 168 per seat. By any standards, that was a very marginal result. Particularly in north Wales, near where I come from, there was widespread dissatisfaction at the fact that the result was affected by very significant Government interventions.

In October 1998, Lord Neill of Bladen's Committee came up with some absolutely key recommendations. I want to cite Vernon Bogdanor of **Oxford University**—he taught the Prime Minister a thing or two about politics, philosophy and economics—who, in a very telling contribution, said:

“I hope also the Committee will make some suggestions about referendums because one purpose of a referendum... is to secure legitimacy for decisions where Parliament alone can not secure that legitimacy. For that legitimacy to be secured, the losers have to feel that the fight was fairly conducted.”

June 24th 2015: Order tabled:

Statute, dated 14 October 2014, made by the Chancellor, Masters and Scholars of the **University of Oxford**, revising the existing Statutes of the University has been laid before Parliament

This statutory instrument is subject to negative resolution and will be published at a later date.

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Statute, dated 14 October 2014, made by the Chancellor, Masters and Scholars of the University of Oxford, revising the existing Statutes of the University (by Act), with an Explanatory Memorandum (by Command) (Secretary Sajid Javid).

Lords

Access and Influence

Lord Davies of Stamford - State Education

Thu, 18 June 2015 | House of Lords - Written Answer

The following question to the Department for Education was answered on Answered on:

18 June 2015

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Asked by **Lord Davies of Stamford** Asked on: 08 June 2015 Department for Education State Education Lords HL293 To ask Her Majesty's Government how many state secondary schools there are in England; and how many of these have not had a student enter into Oxford or Cambridge University as an undergraduate over the past five years.

Lord Nash Answered on: 18 June 2015

The number of state-funded secondary schools is available in the ‘Schools, pupils and their characteristics’ Statistical First Release published by Department for Education. Table 2a of the ‘National tables’ spreadsheet contains information for each year since 2003.

Detailed destinations information such as destinations to **Oxford and Cambridge** Universities is only compiled for students completing Key Stage 5 (A levels or other level 3 qualifications), and is published in the Department for Education “Destinations of Key stage 4 and key stage 5 pupils” experimental statistical first release. Figures are therefore only available for secondary schools where they have sixth forms. Data has only been published for four years up to the 2011/12 cohort and information for the previous five years cannot be provided. In the latest destinations data (published 27 January 2015), destinations for institutions are available in table IN1 of the ‘Key stage 5: institution level tables’ spreadsheet.

The table below summarises the published information. Data have only been published for four years up to the 2011/12 cohort so information for the previous five years cannot be provided.

	Number of state-funded secondary schools at January 2012	Number of state funded schools in 2012/13 Key Stage 5 destination cohort	Number with no student having sustained participation at Oxford or Cambridge University as an undergraduate, over the 4 cohorts of destinations data available/ [1]
State-funded schools	3,329	1,870	533

[1] To be included in the destinations measure, young people have to show sustained participation in an education or employment destination in all of the first two terms of the year after they took an A level or other level 3 qualifications (October to March).

Education

Lord Taylor of Warwick - Teachers

Thu, 18 June 2015 | House of Lords - Written Answer

The following question to the Department for Education was answered on Answered on: 18 June 2015

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Asked by **Lord Taylor of Warwick** Asked on: 10 June 2015 Department for Education Teachers Lords HL376 To ask Her Majesty’s Government what is their assessment of the letter to *The Times* of 2 June from 28 former prime ministers and presidents which claims that there is a worldwide decline in the respect paid to and status of teachers.

Lord Nash Answered on: 18 June 2015

The research cited, in the letter to The Times, was the Varkey GEMS Global Teacher Status Index, which was published in 2013. The index surveys public opinion on the status of teachers and contained several positive findings in relation to the UK.

For example, teachers’ status was ranked higher in the UK than in many other countries, including France, Finland and Germany. Respect for headteachers in the UK was ranked highest of all the countries in the study. When respondents were asked to assess ‘how good is the education system?’ the UK ranked seventh out of all countries surveyed – a higher score than the USA, South Korea and Germany.

To help raise the status of teaching further still, our manifesto set out our commitment to supporting the establishment of a new, independent College of Teaching. Teaching is unique amongst the professions in this country in not having a membership body to champion high standards of practice.

The recognition of teaching as a respected and high-status profession is reflected in the calibre of those joining. Almost three quarters of new teachers now have an upper-second or first class degree, 10% higher than in 2010. We have a record proportion of new teachers (17%) with first class degrees and, for several years running, teaching has remained the most popular career destination for graduates from **Oxford University**.

Whilst perceptions of teachers and teaching in this country are positive, the government remains committed to doing all we can to support the profession to develop and improve.

Research

Other

Lords debate the Queen's Speech (Day Three) **Mon, 1 June 2015 | Debate - Adjournment and General**

MENTION

Lord Howarth: Some of the measures that have been proposed are unwittingly constitutional. There is at least one, which may be the one that I noticed and the noble Lord, Lord Lisvane, did not count in his tally. I refer to the proposal that tenants of housing associations should have the right to buy their properties. Housing associations are charities, and it seems an extraordinary thing that a Conservative Government should take it upon themselves to distrain the assets of charities—great historic foundations such as the Guinness and Peabody trusts. I cannot recall anything to compare with the pillage of the housing associations since the pillage by Henry VIII of the monasteries. Where will the Prime Minister turn his grasping hands next—to the endowment of Eton College, to the endowment of the **University of Oxford**, which has just raised an extra £2 billion to increase their charitable assets or even, possibly, to the Hereford Cathedral Perpetual Trust? We all know that this would be outrageous. I think that we all recognise that charities are independent and are respected as such, and that it is entirely inappropriate that the Government of the day should help themselves to their assets for reasons of political expediency. Charities are a very important part of the fabric of our national life and, as such, are part of our informal and unwritten constitution.