

CamERA 2008 – Wednesday, 16th April

Session 1:

***Social Justice and Inclusion*– Education, Equality and Development (EED)**

Contact: [Kristine Black-Hawkins](mailto:kb10006@cam.ac.uk) (kb10006@cam.ac.uk)

Chair: [Kristine Black-Hawkins](#)

Presenters: [Diane Reay](#)
Susan Kiragu, PhD student
[Jo-Anne Dillabough](#)
Christoforos Mamas, PhD student

Discussant: Ian Munday

Paper 1: “Fitting in” or “standing out”: working-class students in higher education - [Diane Reay](#)

Drawing on case studies of 28 working class students across four HE institutions who were interviewed in depth a minimum of three times each, this paper attempts to develop a multi-layered understanding of student identities that draws together social and academic aspects. Working with a concept of student identity that combines the more specific notion of learner identity with more general understandings of how students are positioned in relation to both their peer group and the wider university, the paper examines the influence of widely differing academic places and spaces on student identities. It also explores the salience of the social, and more specifically, the impact of social class background on the sort of student working class students can become in very different HE institutions.

Paper 2: *Using dialogue as an innovative tool to facilitate transformation in thought and sexual behaviour in the fight against HIV/AIDS in Nakuru, Kenya* - Susan Kiragu

It is of great concern that almost three decades since the first case of HIV/AIDS was established, 30.8 million people worldwide are now living with HIV/AIDS. This is in spite of the numerous prevention education and intervention that have been meted out by governments, churches and non-governmental organizations among others. The current gravity of this disease warrants reflection as to why this is the case. Indeed we need to re-think for more effective and innovate approaches in the fight against HIV/AIDS. Together with 27 parents and 17 primary school teachers, this study used dialogue to understand the socio-cultural factors that impinged on sexuality issues in a poor community in rural Nakuru district, Kenya. Dialogue enhanced participation and self-reflection; awakening the sense of

responsibility and intrinsic motivation to change. Parents and teachers especially began to see their importance as sexuality educators for the children.

Paper 3: *Troubling Gender and Temporality in Social Science Methodology: Personified Ideals of Working Class Girlhood in Visual 'Sources'* - [Jo-Anne Dillabough](#)

In this paper, I explore the relationship between Paul Ricoeur's concern with temporality and Hannah Arendt's notion of ethical responsibility to reconsider the ways in which gender research is conducted in the social sciences, particularly in relation to young women living in urban poverty. The central questions I address are derived primarily from reflection upon two categories of visual sources which, though discrete - according to the contextualizing imperatives of classical historicism - remain intimately and persistently linked across space and time. On the one hand, I showcase and reflect upon evocative photographic images of urban 'slums', portraying Canada's economically disadvantaged young women and children from nearly a century ago (Public Health Series, Toronto Archives, 1918). On the other, I examine more familiar media images of female youth homelessness in contemporary Canada (Homelessness Series, Toronto Star, 2003), as featured in national and local broadsheets such as the Toronto Star and the Globe and Mail.

In examining both sets of images simultaneously, questions arose for me regarding how one 'reads' - in methodological terms - historical and contemporary representations from the vantage point of what Paul Ricoeur has spoken of as 'historical time' - the crystallization of distanced pasts reconfigured and appropriated in the present; or that which Hannah Arendt has identified as the contesting narrative myths of history which operate as powerful symbolic forces through the images themselves. Both images were, of course, artfully designed to impact upon a public audience in their own time, and could never be seen in terms of straightforward reproduction. Nevertheless, I was particularly struck by the deeply familiar resonances of the first source, by the ways in which images of urban poverty nearly a hundred years ago have the continuing power to connect with the present, whether in the form of 'trauma narratives', or as the residual sedimentation of enduring ideas about working-class girls. If the images upon which I gazed had a clear substantive dimension, opening previously unexplored connections between young women in the present and the lives of young women from the past, they also spoke directly to larger methodological concerns, to the need to find new ways of working towards a localized expression of that 'temporalised sociology' about which Patrick Baert has so thoughtfully written. In this paper, I endeavour to address these methodological concerns by turning to two great social theorists of the 20th century -- Hannah Arendt and Paul Ricoeur - and their twin concerns with ethics and temporality in seeking to widen methodological debates about the representation of young women in the public record and, therefore, in time.

The paper is organized into three parts. The first section elaborates the central problematic of the paper - namely the part played by historical

representations of the 'poor female subject' in shaping public narratives about, and methodological orientations towards, economically disadvantaged young women in the present. It also considers existing critiques of this problematic from the fields of gender studies and feminist history. The second section serves as critical analyses of some of the dominant trends in representational analysis of the category 'gender' in the public record. The final section outlines a preliminary way forward - both methodologically and theoretically - in thinking through the relationship between the expansion of methodological justice and representations of female youth economic disadvantage across time.

Paper 4: *Social inclusion of pupils identified as having special educational needs within mainstream primary education in Cyprus: drawing a portrait of a school* - Christoforos Mamas

For the past few years there has been a growing debate in respect to the benefits of inclusion. A number of studies have drawn attention to the advantages of inclusive education compared to segregated provision by highlighting the social benefits of the former. Many educators also agree on the positive social aspects that inclusion presumably brings to pupils. Parents especially regard the possibilities for social interactions and friendships as important motives for placing their children, who have been identified as having SEN, in a mainstream school. In this paper, I set out to explore the social inclusion of pupils identified as having SEN within a mainstream primary school in Cyprus. In doing so, I have employed a mixed methods approach in collecting and analysing the data. In particular, sociometry has been utilised in the first phase of data collection while in-depth observation and interviews with pupils and teachers comprised the main research methods during the second phase. The results from this school suggest that, despite the implementation of inclusive legislation, social contacts and interactions between pupils classified as having SEN and their peers are limited.

***Some current issues in psychology and education: stress and well-being; racism and bullying; metacognition* - [Psychology and Neuroscience in Education \(PNE\)](#)**

Contact: [Ruth Kershner \(rsk21@cam.ac.uk\)](mailto:rsk21@cam.ac.uk)

Chair: [Ruth Kershner](#)

Presenters: [Roland Chaplain](#)
Valeska Grau Cárdenas, PhD student
[Christine Howe](#)
John Verney, PhD student

Paper 1: *Stress and well-being: the teachers' perspective* - Roland Chaplain

A large number of studies have determined that teaching is ranked as one of the high stress occupations (*cf.* Johnson et al., 2005) and that teachers are more likely to record poorer mental health than other professionals (Johnstone, 1993). In contrast less research has examined stress and mental health among trainee teachers, which is perhaps surprising given that up to 50% of newly trained teachers either fail to begin teaching or leave within two years of becoming a teacher (Smith and Robinson, 2001). However, some have argued that stress in training should be regarded as a normal part of teacher development (*cf.* Murray-Harvey et al., 2000).

This paper reports those elements of the teaching practicum which groups of trainee teachers found most stressful and identifies factors most predictive of psychological distress. Data were collected using self-report scales, open discussion and collective activity based focus groups (Powell et al, 1996). The assumption that stress and distress should be accepted as a normal part of teacher development is challenged.

Paper 2: *In the crossroad of self-regulated learning and conceptual understanding: to what extent does it explain individual differences in learning and development?* - Valeska Grau Cárdenas

Several models of self-regulated learning (SRL) have been proposed in the last two decades in order to explain the relationship between cognitive capacities and performance in academic tasks. While some models emphasise the influence of metacognitive skills as a general capacity, others highlight epistemological beliefs, motivational orientation, personal goals, domain knowledge and contextual factors as the principal mediators.

The research presented in this paper aims to shed light on some of the issues through an observational study of 8 children of 3rd grade primary school regarding their SRL skills and conceptual development in biology. The main objectives were to document types of SRL skills and advances in biological conceptual understanding occurring during one academic semester, and the interaction between them. Children were asked to solve a sorting task involving the classification of living things 4 times during this period, and afterwards they were briefly interviewed with regards to the processes used to solve the task. All these episodes were videotaped and a grounded analysis was conducted to capture verbal and non-verbal indicators of their SRL and conceptual understanding.

The results reveal the complex nature of SRL, illustrated by the different metacognitive strategies used by children in order to plan, monitor, regulate and reflect in relation to the task. Moreover, the interaction between SRL skills and evidence of learning biological categories show interesting patterns of development, reflecting the influence of metacognitive, motivational, emotional and individual characteristics and contextual issues.

An analysis of the potential explanation of the individual differences found in children's development of performance and skills will be discussed, together with theoretical implications regarding the multidimensional nature of the concept of SRL.

Paper 3: *Racism, identity and psychological adjustment* - Christine Howe

This paper reports research conducted between 2000 and 2005 on the nature, context and developmental implications of racism. The research (some of which is longitudinal) addressed the experiences of white young people and young people from minority ethnic backgrounds. Interview and survey data were collected from participants whose ages ranged from 8 years to around 25 years. Regardless of participant age, gender or social class (or mode of data collection), young people from minority ethnic backgrounds reported experiencing substantially more racism than their white counterparts. Yet, despite racism, the minority ethnic young people were performing at least as well as the white youngsters at school, college or work, and had equivalent ambitions. Where racism was found to have negative effects was over happiness in school, college or the workplace, the achievement of positive self-images, and the avoidance of chronic anxiety and depression. Adjustment in young people from minority ethnic backgrounds was boosted when racism was segmented psychologically from other experiences, and in contexts of strong identification with family and cultural traditions. Thus, the results speak to the value of multi-cultural as opposed to integrationist policies in racist society, as well as having significant implications for social psychological theory.

Paper 4: *“Bongo Phonics” – Using the structure of songs and nursery rhymes to enhance the teaching of phonological awareness* - John Parker Verney

An investigation into how the structure of simple songs and nursery rhymes could best increase ‘large grain’ phonological awareness skills (rhyme and syllable awareness) in 4 to 5 year old children as part of a classroom based pre-literacy strategy.

Many early literacy training programs have been successful in using nursery rhymes and simple songs as part of their strategies to improve early reading (from Bradley and Bryant 1983 to Walton (2006). The focus of this research is to look at the impact of nursery rhymes and simple drum rhythms on pre-reading skills. (Goswami (2005). From an understanding of the underlying musical structures, rhythm, melody and harmony it is possible for children to have an enhanced understanding of when rhymes occur in the songs and be able to predict their occurrence.

There is a need to devise musical tests that combine robust research parameters with cultural and emotional connectivity to young children – they have to be ‘fun’ and engage the children in active participation. The two need not be mutually exclusive.

The element of ‘predictability’ is tested by the children’s ability to match tapping with the music and their ability to maintain the pulse when the music stops, and their ability to perform specific tasks at an exact point demanded by the musical structure.

The research seeks to discover if there is an optimum musical speed when predictability occurs. There should be direct comparisons with results from Synchronised Metronome Tapping tests (Taub et al (2007) and McAuley et al (2006) but within the context of how children respond to music as a complete cultural experience, intrinsically following the musical and melodic cadences at the ends of phrases:- Koelsch and Trehub (2005)

The presentation will record and describe the results from a 7 week intervention programme with 40 children after pre- testing and analysis which compares pre and post tests, IQ, rhyme awareness and early years' pupil profiles.

5 tests were devised to focus on language, music and predictability. Both rhythmic and rhythmic/melodic responses were tested.

4 key speeds were used:- 60bpm (beats per minute) = 1000 ms / 80bpm = 883 ms 100bpm = 666ms and 120bpm = 500ms. Additional skills such as left and right hand dominance, listening and motor skills were built into the tests by having the computer interface linked to playing bongos (for rhythmic accuracy) and chime bars (for melodic memory). All tests were timed by a computer program accurately recording the children's responses against the given musical stimuli. (Audacity or Adobe Audition)

IQ and initial Phonological awareness were also measured.

This research should contribute and further the debate which suggests that interaction between the musical and linguistic experiences leads to more efficient learning in both musical and language domains (Peretz & Coltheart. 2003) and Schon et al (2005), and that research based in laboratories can be transferred to the classroom.

International Perspectives on attitudes and beliefs about mathematics - Science, Technology & Mathematics Education (ST&ME)

Contact: [Libby Jared](mailto:ecj20@cam.ac.uk) (ecj20@cam.ac.uk)

Chair: [Libby Jared](#)

Presenters: Constantinos Xenofontos (PhD student)
Jose Manuel Diego-Mantecón (PhD student) and [Paul Andrews](#)
[Jennifer Piggott](#) and Cathy Smith

Discussant: [Paul Andrews](#)

**Paper 1: *Mathematical problem solving: Three Cypriot primary teachers' beliefs, competence and instructional practice* –
Constantinos Xenofontos**

The importance of problem solving in mathematics teaching and learning has been internationally recognised and defended. However, the international trend of putting students under the microscope has left mathematics teachers neglected as far as problem solving is concerned. This paper presents a case study investigation of three Cypriot primary teachers' beliefs about problem solving, their problem solving competence and the influences of their beliefs and competence on instructional practice. The participants were interviewed about their mathematical problem solving related beliefs. After the interviews, each teacher was invited to solve a mathematical problem and explain simultaneously the solution process. The final phase involved each teacher in preparing and delivering a lesson based on the same problem. The aim was to 'sketch portraits' of the three participants, with respect to mathematical problem solving. The findings reveal the complexity of the relation between teachers' problem solving beliefs and abilities. Moreover, they show that the interrelationships of beliefs and abilities on teachers' instructional practice are also complex with no simple cause and effect.

**Paper 2: *Construct Consistency in the assessment of students' mathematics-related beliefs: a four way cross sectional pilot study* -
Jose Manuel Diego-Mantecón and Paul Andrews**

In this paper we describe an adaptation of the mathematics-related beliefs questionnaire (MRBQ) (Op't Eynde and De Corte, 2003) and its use in a four-way comparative study. In particular, we show that the MRBQ was refined to yield a common set of scales across a sample of 11/12-year-old Spanish, English, Slovak, and Irish students, and that the scales highlighted a number of differences related to culture and gender. These results confirm that the refined instrument achieved the conceptual and linguistic equivalence necessary for successfully comparing beliefs in Spain, England, Slovakia, and Ireland. Furthermore, this suggests that students' mathematics-related belief systems transcend European cultural boundaries.

Paper 3: *eNRICHing Mathematics: Reflections on Building a Learning Community* - Jennifer Piggott and Cathy Smith

The "SHINE" maths enrichment project is run in two London boroughs by Cambridge University's NRICH team. Secondary school students from years 8 and 10 from local schools met at out of school workshops over the course of a year, and worked collaboratively on tasks drawn from the NRICH bank of problems, with discussion guided by NRICH leaders and participating school teachers. The project recruited students with high mathematical prior attainment, of whom a high proportion were from ethnic minorities, and with lower than average socio-economic status.

All students reported that SHINE maths was very different and more challenging than school maths. The project was influential in radically

changing beliefs about mathematics for many year 8 students and about a third of year 10 students. Over the project, students' confidence in mathematics increased, and their enjoyment of mathematics also stayed at a high level. During the project there was little change in students' reported aspirations to study mathematics but they had new expectations that future study would resemble SHINE maths.

Session 2:

Partnerships – Leading Learning for School Improvement (LLSI)

Contact: [Dave Pedder](mailto:dgp23@cam.ac.uk) (dgp23@cam.ac.uk)

Chair: [Ciaran Sugrue](#)

Presenters: [John MacBeath](#) and Joanne Waterhouse
[Dave Pedder](#)
Ros Frost and [John MacBeath](#)

Discussant: [Ciaran Sugrue](#)

Paper 1: *Children's University* – John MacBeath and Joanne Waterhouse

This paper details the initial stages of an interesting, ground-breaking project evaluating the work of The Children's University, a national initiative providing out-of-hours learning opportunities for children aged 7-14. The methodology includes case studies of particular sites and a qualitative study of the work of the newly formed National Executive. Surveys of children and constituent members from all sites in England are planned. The methodological issues arising from the collection of data from varied, disparate and dispersed sites are examined, as are the challenges of understanding the uniqueness and commonalities presented. Striking features from the data currently emerging include the significance of creative, committed and passionate leadership which has developed without prescription or policy imperative, and the possibilities for rich and compelling accounts of individual achievement beyond the rhetoric of examination success.

Paper 2: *Partnerships in the Classroom* - Dave Pedder

In this paper I draw on data from two ESRC-TLRP research and development projects to explore different kinds of classroom-based partnerships through which the development of teaching and learning is promoted. I compare understandings of partnership and their relationships to the development of teaching and learning through the classroom use by teachers and pupils of Assessment for Learning, Learning How to Learn, and Consulting Pupils

strategies. I argue that these different strategies provide different scope for teachers and pupils to contribute to partnerships as a basis for pedagogic renewal and development.

Paper 3: *Leadership and Extended Schools* - John MacBeath and Ros Frostt

If schools are to pursue the Every Child Matters agenda does it imply a different kind of schooling and a reconceptualisation of leadership? These were the questions posed by the National College for School Leadership (NCSL) in seeking research tenders in the Autumn of 2007. The tender was won by a team from the Faculty together with a team from Christchurch Canterbury led by Tony Kirwan. As the research is about to report in May this session will examine some of the issues addressed in making the connections between the five 'outcomes' as defined by ECM and leadership as defined by the multiplicity of those who 'lead' in a multi agency context. The contribution and problems raised by workforce remodelling will also be highlighted as a complexifying issue.

Motivating Pupils: Texts, Storytelling and Creativity - Pedagogy, Language, Arts and Culture in Education (PLACE)

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Chair : [David Whitley](#)

Presenters : [Dominic Wyse](#)
[Will Griffiths](#)
[Gabrielle Cliff-Hodges](#)

Paper 1: *Creativity? Research and practice* - Dominic Wyse

The creativity field has frequently focused on two key questions: how do we define creativity, and how do we teach creativity? The presentation will explore the importance of defining creativity in relation to research and classroom practice. It will also explore the process of writing that a lecturer and a teacher went through in order to write *The Really Useful Guide to Creativity* (Routledge). In particular this exploration will address some examples of the different understandings of theory and practice that arose and will include reflections on whether examples of practice which are familiar in a historical context can be reconceptualised as creative in the current educational climate.

Paper 2: *Storytelling in the primary classroom: all black and white?* – Will Griffiths

At the beginning of the decade, the School Classics Project teamed up with two award winning storytellers to bring the oral tales of Troy to the primary classroom. Teachers involved in the initiative sang its praises, with the following typical: "The children, through listening to the CDs, were freed from the written word which inhibits some lower achieving children and those which are turned off by reading... One of my school refusers came to school every day whilst we were listening to the CDs..."

The importance of oracy in the primary classroom has since been recognized by the inclusion of Speaking and Listening & responding as the first two strands in the Primary Framework for literacy. Yet the Project's initiative, described as 'spellbinding' by the Guardian, 'remarkable' by the Times, and 'compelling' by the TES, is struggling to find acceptance beyond the trial schools. Does the written word still hold sway over the spoken word? Are tried and tested schemes of work hindering change? Or is the Project doing something wrong?

Paper 3: *Young people's perspectives on parental involvement in reading* - Gabrielle Cliff-Hodges

Recent national and international research (e.g. Hall and Coles, 1999; Clark and Foster, 2005; Kirsch et al, 2002) highlights the importance of parental involvement in young people's reading. However, relatively little is written about the detail of what that involvement means in practice or how young readers themselves perceive their parents' influence. This presentation will draw on my own current research which aims to discover more about the particularities of a group of 12-13 year-olds' development as readers. I will present data gathered from different sources, including reading history 'collages' and interviews about reading practices, to explore parental involvement from young people's own perspectives.

Teachers' classroom use of digital technologies to support students' knowledge construction – Science, Technology & Mathematics Education (ST&ME)

Contact: [Libby Jared](mailto:ecj20@cam.ac.uk) (ecj20@cam.ac.uk)

Chair: [Christine Howe](#)

Presenters: [Kenneth Ruthven](#)
[Sara Hennessy](#), [Neil Mercer](#) and [Paul Warwick](#)
[Bensoon Soong](#), PhD student

Discussant: [Elaine Wilson](#)

This session brings together three complementary sociocultural perspectives on the integration of new digital technologies into classroom teaching and learning. We outline our common endeavour to specify the distinctive affordances and constraints of those technologies and how both practitioners and learners come to engage with them over time. Links are made with the pursuit of pedagogical aims concerning development of students' thinking across a range of curriculum subjects (English, maths, science, history and PSHE).

Paper 1: *The interpretative flexibility, instrumental evolution and institutional adoption of mathematical software in educational practice: the examples of computer algebra and dynamic geometry* – Ken Ruthven

This paper will highlight three important dimensions – interpretative flexibility, instrumental evolution, and institutional adoption – of the incorporation of new technologies into educational practice. While it focuses on the particular case of secondary school mathematics, and the specific examples of computer algebra and dynamic geometry, the sociocultural concepts which it employs have a much wider applicability. Essentially, they are valuable in analysing crucial aspects of the appropriation of new tools to curricular purposes and teaching practices. This appropriation is treated not simply as a matter of adopting a tool and developing capacity for using it, but as a process by which the tool is integrated into a wider social practice and cultural system. Moreover, this process of integration is seen as involving reciprocal adaptation: on the one hand, in the functionalities of the tool and its modalities of use; on the other, in related features of the social practice and cultural system.

Paper 2: *Exploiting the interactive whiteboard to enhance dialogic classroom interaction: A pilot study* - Sara Hennesy, Neil Mercer & Paul Warwick

This work in progress consolidates and builds on our previous investigations of the critical role of the teacher in purposefully exploiting interactive whiteboard (IWB) technology to support whole class teaching. A series of pioneering case studies (funded by ESRC and Research Development Fund) involves developing enterprising uses of IWBs that support an atypical pedagogical approach underpinned by a growing literature. 'Dialogic' interaction engages both teachers and learners in evaluating ideas, reasoning and cumulatively co-constructing new understandings (Alexander, 2004; Mercer and Littleton, 2007; Mortimer and Scott, 2003). Our work explores how the interactive and multimodal affordances of the IWB can be exploited by three (primary, middle school and secondary) teachers with an established dialogic approach. We report on our collaborative efforts to characterise 'dialogue' – including nonverbal forms – and supportive pedagogical strategies in this new context through a series of workshops and diary reflections. This process culminated in teachers designing and trialling mini-modules of IWB-supported work in English, history and PSHE.

Paper 3: *Learning through computers: Uncovering students' thought processes while solving Physics problems* - Benson Soong

When we view learning via a constructivist lens, we recognise that students construct new knowledge based on what they already know. In other words, content that are presented to students are constantly being interpreted by them according to their *a priori* knowledge and understanding. Therefore, in order for teachers to effectively help scaffold students' knowledge construction, it is important for teachers to first obtain deep insights into students' existing knowledge and understanding.

Based on this grounding, this presentation describes a pilot study whereby student-pairs worked collaboratively to solve Physics questions via synchronous computer-mediated-communications technology. Initial results pertaining to how protocol data of students' problem-solving attempts (as recorded by the computer) could provide teachers with rich insights into students' thought processes (including misunderstanding and misconception) that are normally not easily accessible will be discussed. We also consider other findings of this pilot study that will be used to inform the next iterative design of our computer-mediated science learning environment.

Session 3:***The Primary Review: Research, Policy and the Media* – Robin Alexander and other Primary Review team members**

Contact: Catrin Darsley (cd372@cam.ac.uk)

Chair: Robin Alexander

Presenters: Team members

Abstract:

The Primary Review, funded from 2006-8 by Esmée Fairbairn Foundation, is the most comprehensive enquiry into English primary education since the Plowden Report of 1967. Its remit is to review, on the basis of consultation and published evidence, the current condition and future direction of English primary education, and to make recommendations for policy and practice. The Review is financially and politically independent, which in a centralised system characterised by a relatively high degree of government micro-management is a necessary condition for the dispassionate analysis which is required.

Conceived as matrix of ten themes and four strands of evidence, the Review is being undertaken by the team at the Faculty of Education, supported by 70 academics from this and other universities who have been contracted as

research consultants to undertake surveys of published research relating to the Review themes, together with an advisory committee and a management group. Thus, some 100 people are directly involved in the Review's conduct, and many times that number are involved in its consultations.

This session focuses not on the Review's emerging evidence as such but on the interface between that evidence, the media and the policy process. In this sense the Review provides a useful case study of a relationship which is of potential importance to all researchers, for much of what the Review is investigating has policy implications and indeed has already provoked vigorous responses from government, opposition and national educational agencies. Further, the interim reports which the Review has been releasing since October 2007 have received extensive and sustained media coverage - to the extent that on four of the Review's seven reporting days since last October it has provided the main story for several UK newspapers, and on two of those days the Review has been the top UK news story of all. This session therefore provides an opportunity to consider both how political and media engagement can be accessed, and the benefits, costs and risks which are entailed. The session also permits discussion of the particular research model adopted for this enquiry.

For those wishing to attend, the Primary Review website - www.primaryreview.org.uk - provides detailed information and access to all Primary Review reports, briefings and press releases (as well as links to much of the media coverage itself).
