

Confidential FilingGeneral Policy on EducationEDUCATION

in attached folder NCC consultation reports  
on English & Technology. Nov/89

Part 1: May 1979Part 22: July 1989

Referred to	Date	Referred to	Date	Referred to	Date	Referred to	Date
<del>3.7.89</del>							
<del>12.7.89</del>							
<del>18.7.89</del>							
<del>7.8.89</del>							
<del>15.8.89</del>							
<del>21.8.89</del>							
<del>29.8.89</del>							
<del>11.9.89</del>							
<del>4.10.89</del>							
5.12.89							
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ENDS							

PREM 19/2645

PART 22 ends:-

SS/DGS to CST. 19.12.89

PART 23 begins:-

SS/SCOT to SS/DGS. 9.1.90





ELIZABETH HOUSE  
YORK ROAD  
LONDON SE1 7PH  
01-934 9000

The Rt Hon Norman Lamont MP  
Chief Secretary  
HM Treasury  
Treasury Chambers  
Parliament Street  
LONDON SW1

A cc J.H. A  
19 DEC 1989

**SHIFTING THE BALANCE OF PUBLIC FUNDING OF HIGHER EDUCATION TO  
FEES: DIFFERENTIATION**

The recent PES settlement provided for the important shift in the funding of higher education towards the publicly-funded tuition fee met under the awards arrangements from autumn 1990.

That is only an interim step in making the fee relate more realistically to the marginal cost of provision, by which means we aim to secure the more cost-effective development of higher education opportunities. The April consultation paper proposed a further move, from autumn 1991, to differentiated fees. This would allow the market force of student demand to be felt more equally across the whole range of provision. The higher flat rate fee of £1675 already announced for 1990-91 adequately reflects marginal costs in the least expensive classroom based subjects but clearly does not do so with more expensive mainly science-based courses.

Response to the principle of differentiation has again been favourable. However, there have been substantial concerns expressed about some of the details. In particular, there is a general feeling that the balance between equity and administration struck in the proposal for four course bands could result in counter-productive complexity, at least at the outset. Many, including the Scottish Education Department, favour a start with three bands, in line with established practice in setting fees for overseas students. At the same time, work on the 1990 fees shift has revealed some unexpected limitations in the currently available student data needed to underpin the necessary financial adjustments.



The consultation paper proposed the following differentiation (with the fees shown at 1990-91 prices):-

- A - fees at £1675  
Humanities, Business Studies, Languages, Nursing,  
Social Sciences - 45% of provision.
- B - fees at £2100  
Other courses, eg Art and Design, Education,  
Mathematics - 20% of provision.
- C - fees at £2500  
Engineering, Performing Arts, Science (excluding pre-  
clinical dentistry and medicine) - 30% of provision.
- D - fees at £3350  
Dentistry, Medicine, Veterinary Science - 5% of  
provision.

These yielded an average fee of £2100, requiring another £200m to be shifted across from the various funding bodies to awards provision. (The change to the higher flat rate fee required a shift of some £500m.)

My revised proposal is to introduce differentiated fees from autumn 1991 for the following bands:

- 1 - fees at £1675  
classroom-based courses (eg Humanities, Social  
Sciences) - 52% of provision.
- 2 - fees at £2500  
laboratory/workshop-based courses (eg Science including  
pre-clinical studies, Engineering, Creative Arts) - 46%  
of provision.
- 3 - fees at £4500  
Clinical courses - 2% of provision.

Again this yields an average fee of some £2100, so the different approach would be financially neutral.

While the effective distribution of Band B courses between Bands 1 and 2 removes some of the intended sensitivity and coherence by subject in the four bands proposed, it does away with most of the representations about the allocation of courses to bands and, at the same time, removes a potentially very difficult definitional problem. There will, of course, be a greater distance between the costs of some courses and the relevant fee level but, as for the four band model, this will be something for the funding bodies to take into account in their institutional funding.

We have always recognised that there was a balance to be struck here between equity and complexity. I am strongly of the view that the approach I am now proposing is right in winning the prize of differentiated fees while responding to a consistent thread in the consultation.



10 JAN 1971

I therefore propose to announce, early in the New Year, the package described in paragraph 5 above. At the same time I would make it clear that we shall monitor the operation of the new policy with a view to considering further changes if required in due course. This will then pave the way for detailed discussions with the funding bodies, award making bodies and institutions about the necessary detailed definitions and figuring to underpin the further change.

If you or other colleagues see any difficulty in this, please let me know by 10 January.

I am copying this letter to the Prime Minister, Malcolm Rifkind, Peter Walker and Peter Brooke, and to Sir Robin Butler.

*John*  
*pl*



File  
DSG

cc PU

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

4 December 1989

*Dear Stephen,*

NATIONAL CURRICULUM: ENGLISH AND TECHNOLOGY

The Prime Minister was grateful for your Secretary of State's minute of 1 December and the enclosed reports from the National Curriculum Council. She is content for your Secretary of State to proceed to publish draft Orders on the basis proposed.

*Yen,  
Pcl*

Paul Gray

Stephen Crowne, Esq.,  
Department of Education and Science.

*JA*



PRIME MINISTER

1 December 1989

NATIONAL CURRICULUM: ENGLISH AND TECHNOLOGY

The key parts of each of these documents are the recommendations by the National Curriculum Council for attainment targets and programmes of study. They follow very closely the advice which the Secretary of State gave the National Curriculum Council on the basis of the Working Party Reports. At that stage you made a number of important changes relating to Standard English and the teaching of grammar, all of which are included in the present recommendation by the NCC.

Recommendation

The reports can be accepted without comment.

BG.

BRIAN GRIFFITHS





cc: PM  
Prime Minister  
Brian Griffiths (below)

support this outcome, which includes  
the key changes in English you pressed  
for at an earlier stage. Content?

PRIME MINISTER

NATIONAL CURRICULUM: ENGLISH AND TECHNOLOGY

Recc  
1/12 Yes me

Our proposals for English in key stages 2-4 (8-16 year olds) and Technology were published in June and sent to the National Curriculum Council (NCC) for consultation. I understand that you were consulted and gave your approval.

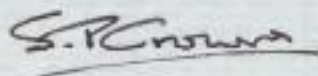
NCC have now reported on the outcome of consultation. Copies of their reports are attached. The exercise revealed a large measure of support for our proposals. NCC have made some relatively small drafting changes and the new versions of the attainment targets and programmes of study are on the whole simpler and clearer. They leave the key aspects of the proposals intact. In particular NCC have left untouched the requirements for standard English in which you took an express interest before the proposals were published. In answer to those who, unlike the NCC, have criticised our proposals, we can with confidence point to attainment targets in the draft orders which require at the different levels, a mastery of spelling, punctuation and grammar and a command of standard English.

On English, one other issue has received critical comment in the media - the advice from NCC that speaking and listening should be given the same weight in assessment as reading and writing in all the key stages. But the point does not arise now: the Draft Order is confined to attainment targets and programmes of study and does not touch upon assessment matters. I shall look closely at the assessments again, in the light of further advice from SEAC, when the time comes to make Orders for the assessment of English next Spring.



Peter Walker and I therefore propose to incorporate in the draft Orders the attainment targets and programmes of study recommended by the NCC without any amendments. There will be common Orders for England and Wales. We propose to issue the drafts early in December. Allowing for the statutory consultation period we aim to lay the final Order early in March and get copies into schools by Easter. The Orders are to take effect from September and it is important to give teachers sufficient time to plan and prepare. There will be a further opportunity before the Orders are finally made for us to consider whether any further revisions are needed.

I should be grateful to know whether you have any comments before I proceed to publish draft Orders as proposed above. To keep to our schedule we need to know your response by 4 December.



pp JM

1 December 1989

(Approved by the Secretary of State  
and signed in his absence)  
DEPARTMENT OF EDUCATION AND SCIENCE

## ENGLAND : MAINTAINED AND INDEPENDENT SCHOOLS

	Academic years			
	1979-80	1980-81	1981-82	1982-83
Total Nos. of School leavers (000's)	750.7	734.0	751.1	765.5
School leavers with 2 or more A-levels, as % of 17 year old population	12.5	12.8	13.2	13.5
% of school leavers with 5 or more results at GCSE/O-level/CSE at grades A-C (1)	9.4	9.6	10.1	10.3
	1983-84	1984-85	1985-86	1986-87
Total Nos. of School leavers (000's)	752.8	736.2	718.2	716.0
School leavers with 2 or more A-levels, as % of 17 year old population	13.6	13.5	13.2	13.6
% of school leavers with 5 or more results at GCSE/O-level/CSE at grades A-C (1)	10.7	11.0	11.3	10.8
	1987-88			
Total Nos. of School leavers (000's)	656.0			
School leavers with 2 or more A-levels, as % of 17 year old population	14.3			
% of school leavers with 5 or more results at GCSE/O-level/CSE at grades A-C (1)	12.6			

(1) Grades A-C at O-level and latterly GCSE; grade 1 at CSE



✓  
PROFESSOR GRIFFITHS

CHAIRMANSHIP OF CATE

You will wish to see the attached letter of 20 November from DES and my response. It would seem that some of your informants have not been correctly briefed!

Paul Gray

21 November 1989

hs



v6  
c: Cate

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

21 November 1989

CHAIRMANSHIP OF CATE

Thank you for your letter of 20 November. I have noted that the information about the course syllabus attached to my earlier letter of 10 November was based on a misunderstanding.

Paul Gray

Stephen Crowne Esq  
Department of Education and Science

fw





ELIZABETH HOUSE  
YORK ROAD  
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01-934 9000

P Gray Esq  
Private Secretary  
10 Downing Street  
LONDON  
SW1

20 NOV 1989

*Dear Paul*

CHAIRMANSHIP OF CATE

Thank you for your letter of <sup>10</sup> November. My Secretary of State has now written to Professor Taylor appointing him until 30 June 1993.

There may be a misunderstanding in your letter. The course of which you enclosed details was not inspected by HMI or recommended for approval by CATE. It had been withdrawn before HMI inspected the institution. Brighton Polytechnic are understood to have considered taking legal action against the Hillgate Group, from whose pamphlet the extract is taken.

*Yours sincerely*

*Stephen Crowne*

STEPHEN CROWNE  
Private Secretary



ELIZABETH HOUSE  
YORK ROAD  
LONDON SE1 7PH  
01-934 9000

Professor W Taylor CBE  
4 Hull Road  
Cottingham  
HULL  
North Humberside  
HU16 4QB

20 NOV 1989

*Dear Professor Taylor,*

I am very pleased that we have been able to announce your continuation as Chairman of the Council for the Accreditation of Teacher Education until the end of June 1993. This letter is in formal confirmation of your appointment.

May I say that I am grateful for all that you have done so far, and that I should like to thank you for continuing to serve. The next few years will be particularly important for teacher training. It will have to keep up with the pace of educational reform in the schools. It will have to be responsive and relevant to the needs of the classroom. It will have to help promote positive attitudes to teaching and encourage recruitment of the teachers we shall need in response to demographic growth and the implementation of the national curriculum. CATE's new terms of reference are intended to help the Council to play a wider role than it has previously been able to in pursuit of these objectives. When CATE has been reconstituted, I shall seek your advice about your approach to this wider remit, and what your programme of work might be.

In the meantime, the Department will be in touch with you and with the University about the detailed terms of the arrangements relating to the chairmanship that will operate from the beginning of January.

*Yours sincerely,*

*John Major*





EDUCATION - Pouch PR22





to  
mem  
cc PU

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

14 November 1989

*Dear Stephen,*

NATIONAL CURRICULUM:  
GEOGRAPHY WORKING GROUP

The Prime Minister was grateful for your Secretary of State's minute of 8 November and the enclosed interim report of the National Curriculum Geography Working Group. She is content for him to respond to the Chairman of the Group in the terms proposed.

I am copying this letter <sup>to</sup> Stephen Williams (Welsh Office), Roger Bright (Department of the Environment), Richard Gozney (Foreign and Commonwealth Office), Robert Canniff (Chancellor of the Duchy of Lancaster's Office) and Stephen Leach (Northern Ireland Office).

*Yan  
Paul*

PAUL GRAY

Stephen Crowne, Esq.,  
Department of Education and Science

*SK*



PRIME MINISTER

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NATIONAL CURRICULUM: GEOGRAPHY

John MacGregor has now sent you the interim report of the National Curriculum Geography Working Group, to which are appended a summary of the report and the proposed response to the Chairman, Sir Leslie Fielding. Mr MacGregor proposes to welcome the report and to arrange for its early publication.

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Brian Griffiths (Flag B) recommends that you should accept the proposed approach.

Content?

*Paul*  
PAUL GRAY

13 November 1989

*y*  
*is not*

## NATIONAL CURRICULUM GEOGRAPHY WORKING GROUP

## INTERIM REPORT: SUMMARY

Chapter 1 - Introduction. This chapter outlines the structure of the interim report and explains that, while the Group's initial work has focused on attainment targets and programmes of study, other issues referred to in the terms of reference and supplementary guidance will be dealt with in detail in the final report. Comments on the ideas set out in the interim report are requested by 31 December.

Chapter 2 - Geography in the School Curriculum. This chapter offers a definition of the nature of geography, emphasising the study of place, space and environment, and of the aims of school geography. The connections between geography and other National Curriculum subjects, including history, are noted briefly. The Group's understanding of the current state of geography teaching in primary and in secondary schools is set out and encouraging trends such as the use of more varied learning activities in GCSE are noted as well as less encouraging ones such as shown in the recent HMI report on primary geography and history. It is stated that the Group's proposals assume the equivalent of 3 periods in a 40 period week will be available for geography in years 1-9, with 4 periods in years 10 and 11, leading to GCSE. On advice from the Curriculum Council for Wales, broadly the same is being assumed for Wales. The problem of the curriculum for non-GCSE pupils in years 10 and 11 is noted for later consideration, as are questions about assessment, testing and reporting, on which SEAC advice is requested.

Chapter 3 - Rationale for the Structure of Attainment Targets and Programmes of Study. This chapter explains why the Group has based its attainment targets on knowledge and understanding about areas as well as on knowledge and understanding about geographical themes and on geographical skills. The importance of pupils acquiring locational knowledge and knowledge about places is emphasised. The Group's eight proposed attainment targets are described; they are:

- |                              |  |
|------------------------------|--|
| AT1 The Home Area and Region |  |
| AT2 The United Kingdom       |  |
| AT3 World Geography Part 1   | (broadly Europe and the economically developed areas of the world - USA, Canada, USSR, Japan, Australia and New Zealand)                             |
| AT4 World Geography Part 2   | (a selection of countries from different parts of the world, large and small, more and less developed, many having historic connections with the UK) |
| AT5 Physical Geography       |  |
| AT6 Human Geography          |  |
| AT7 Environmental Geography  |  |
| AT8 Geographical Skills      |  |



It is pointed out and illustrated that classroom studies of areas (ATs 1-4), themes (ATs 5-7) and skills (AT8) can be combined in a mutually reinforcing manner. Attention is drawn to the overlap which exists between some aspects of environmental and physical geography and the present contents of National Curriculum science attainment targets 5 and 9. A request is made that the National Curriculum Council be asked to recommend any necessary changes to the statutory science curriculum before geography is implemented. The chapter concludes by outlining the Group's approach to programmes of study, which is to define the matters and skills to be studied by reference to ATs 1-8, but to require that the subject be approached through a defined process of geographical enquiry having ten facets defined in Chapter 5.

Chapter 4 - Proposed Geography Attainment Targets. This chapter consists of the eight proposed attainment targets each with statements of attainment for each appropriate level. Some statements of attainment are illustrated by examples. A total of 248 statements are listed.

Chapter 5 - Programmes of Study. This chapter develops further the Group's proposals for programmes of study. It defines the process of geographical enquiry in terms of stages (identifying questions, interpreting data, communicating results and evaluating) and lists the ten facets of the enquiry process (map work, fieldwork, learning from first hand, learning from materials in the class, using audio-visual materials, reading/writing /talking /listening, using quantitative data, using role-play, using new technologies and practical activities). The report concludes with examples of possible teaching approaches based on areas, on themes and on aspects of the enquiry process to demonstrate how the proposed ATs can be combined comprehensively yet efficiently within the proposed framework for programmes of study.



ANNEX C

DRAFT RESPONSE TO SIR LESLIE FIELDING

I am writing on behalf of the Secretary of State for Wales and myself to thank you for your letter of 30 October enclosing the interim report of the National Curriculum Geography Working Group.

I am today publishing the report, with your letter and this reply, so that those who wish to comment may do so and so contribute to your further work.

Both Peter Walker and I are most grateful for the report, and would like to thank you and the members of your Group most warmly for all that you have done in such a comparatively short time. We recognise the great commitment of time and effort that you have all made in order to produce a report that is well advanced in its discussion of attainment targets and programmes of study.

I welcome the Group's proposed structure of attainment targets. I agree that it is important to establish a framework of locational knowledge and to ensure that adequate attention is paid to the development of understanding and of skills such as map work. You have made a strong case for having some attainment targets devoted to area studies and some to thematic studies. In the area of thematic studies, I particularly welcome the inclusion of an attainment target for environmental geography, reflecting the central although not exclusive contribution of geography to environmental education within the school curriculum.

I note what you say about the interface between science and geography and I am writing to the National Curriculum Council to tell them that I shall be seeking their prompt advice on this after you have submitted your final report. Meanwhile, I would be grateful if the Group constructs its proposed attainment targets for geography so as to include all those things which it regards as essential to the subject.



I have read with interest the Group's proposals for programmes of study. It is a principle of the National Curriculum that teachers should have freedom to construct their schemes of work towards combinations of attainment targets. You have indicated that you will be developing further the programmes of study to set out the matters to be taught. I believe that it will assist teachers to provide them in this way with the building blocks to make up their schemes of work. I therefore look forward to receiving from you in due course the development of the proposed programmes of study, setting out in greater detail the matters that need to be taught within the framework of geographical enquiry which you have recommended.

We realise that, as you say in the report, you have much further work to do, including the necessary task of developing a curriculum for those pupils in Key Stage 4 who do not take a full GCSE course in geography. I appreciate that this task is not an easy one. I would therefore suggest that you consider how schools might be enabled to select a range of content from within the full curriculum for Key Stage 4, so as to preserve the depth, vigour and challenge of geographical studies up to age 16.

We wish you well in your further work towards your final report next April, and would like to say again how much we appreciate the excellent work you have done so far.

B

PRIME MINISTER

13 November 1989

NATIONAL CURRICULUM: GEOGRAPHY  
INTERIM REPORT OF THE GEOGRAPHY WORKING GROUP

This Report is a competent document, which emphasises the need for attainment targets to include knowledge (localities, countries, continents etc) and skills (such as map reading), as well as knowledge of specific areas such as geomorphology and the environment.

I would recommend that it be accepted as it stands.

*Brian Griffiths*

BRIAN GRIFFITHS



CONFIDENTIAL



DAS  
File

10 DOWNING STREET

LONDON SW1A 2AA

*From the Private Secretary*

10 November 1989

CHAIRMANSHIP OF THE COUNCIL FOR THE ACCREDITATION OF  
TEACHER EDUCATION (CATE)

The Prime Minister was grateful for your Secretary of State's further minute of 7 November. She continues to have some doubts about some of the courses approved in the past by CATE, such as that detailed in the attachment to this letter. But in view of the points your Secretary of State makes, the Prime Minister is now content for him to announce the reappointment of Professor Taylor as Chairman of CATE until the end of June 1993.

I am copying this letter to Keith Davies (Welsh Office), Stephen Pope (Northern Ireland Office) and to Sir Robin Butler.

PAUL GRAY

Stephen Crowne, Esq.  
Department of Education and Science.

Lb

CONFIDENTIAL

### Appendix 3

#### Extracts from B. Ed. course syllabuses at Brighton Polytechnic

It is important to note that these courses have been offered very recently and have been given a clean bill of health by Her Majesty's Inspectorate, the Council for National Academic Awards, the Council for the Accreditation of Teacher Education, the local Professional Committee for Teacher Education, the Department of Education and Science, and the Secretary of State for Education; in addition, Brighton Polytechnic has since been granted academic autonomy by the Council for National Academic Awards.

#### Years 1 and 2 Education Studies: Contexts for Learning

Course Tutor:

Mike Cole

#### Content

Term 1 (6 x 1 hours)

(Weeks 7-12)

After an introductory lecture on sociology, the course begins by examining the growth of mass education in Britain. Consideration is then given to a sample of the extensive literature on the schooling/economy relationship.

Some of the key questions will be :

To what extent does schooling exist to fulfil the demands of the economy?

What are/should be the roles of teachers and pupils in the process?

Term 2 (6 x 1 hours)

-

6 (Weeks 1 - 6)

This term begins with an introduction to gender and society. It then goes on to introduce students to relationships between gender and schooling. There then follows an introduction to race and society. The Course concludes with a brief consideration of the relationship between race and schooling. Some of the key questions will be :

To what extent do schools reinforce gender stereotypes?



How can teachers intervene to undermine this process?

To what extent do schools reinforce racist stereotypes?

How can teachers intervene to undermine this process?

**Term 4** (12 x 2 hours) — 24

In this term, students begin a more in-depth study of the complexities of the schooling/economy relationship and of the relationship between schooling and gender. Students are then introduced to the debate between the protagonists of education and those who advocate anti-racist education. Students will be encouraged to make value judgements on all of these issues and thereby to inform their practice. The term will conclude with a consideration of current political and policy decisions related to schooling.

**Term 6** (10 x 2 hours) — 20

In this term students will use their awareness of the contexts in which learning takes place to examine ways in which policies are interpreted in terms of curriculum arrangements, classroom procedures, pupil teacher interactions, and the perception and assessment of pupils. Particular attention will be given to ways in which the identities of race and gender affect teaching and learning. Consideration will be given to the question of what should count as good and bad practice which will enhance the students capabilities to determine their own roles and evaluate their own teaching in these terms.

## Indicative Reading

### Journals:

1. *The Sociological Review*
2. *The British Journal of the Sociology of Education*
3. *Race and Class*
4. *Multicultural teaching*
5. *Educational Links*
6. *Spare Rib*
7. *Feminist Review*
8. *Journal of Education*

### Books:

1. S Bowles and H Gintis, *Schooling in Capitalist America*, RKP, 1976
2. Paul Willis, *Learning to Labour*, Saxon House, 1977
3. Henry Giroux, *Ideology, Culture and the Process of Schooling*, Falmer Press, 1981
4. Open University Course E202, *Mass schooling Block 1 Units 2-3*
5. Roger Dale et al (eds), *Education and the State Vols 1 & 2*, Falmer Press, 1981
6. Mike Cole and Bob Skelton (eds), *Blind Alley: Youth in a Crisis of Capital*, Hesketh, 1980
7. A Kuhn and A M Wolpe, *Feminism and Materialism*, RKP, 1978
8. Stephen Walker and Len Barton (eds) *Gender, Class and Education*, Falmer Press, 1983
9. Sohan Modgil, Gajendra Verma et al (eds), *Multicultural Education; The Interminable Debate*, Falmer Press, 1986
10. Ernest Cashmore and Barry Troyna (eds), *Black Youth in Crisis*, George Allen and Unwin, 1982
11. Maurice Craft (ed), *Education and Cultural Pluralism*, Falmer Press, 1984
12. University of Birmingham Centre for Contemporary Cultural Studies, *The Empire Strikes Back: Race and racism in 70's Britain*, Hutchinson, 1982
13. University of Birmingham Centre for Contemporary Cultural Studies, *Unpopular Education: Schooling and social democracy in England since 1944*, Hutchinson, 1981
14. University of Birmingham Centre for Contemporary Cultural Studies, *Women Take Issue*, Hutchinson, 1980
15. David Rubinstein (ed), *Education and Equality*, Harper & Row, 1979
16. Anne Marie Wolpe and James Donald (eds), *Is there anyone here from Education?* Pluto Press, 1984
17. Greg Noble et al, *Making Futures for Young People*, Common Ground, 1985



## Education and Equality

Co-ordinator:

Mike Cole

Time:

111 hours

### Preamble

This option offers students the opportunity to examine in depth issues of class, race and gender which formed part of the Education Studies courses in Year 1 and 2.

The course will focus on the extent to which schools may reinforce inequalities of class, race and gender and what their role is or might be in promoting equality. It will explore equality as a concept and will examine theories of class, race and gender per se before applying these identities thoroughly to the context of education. The role of education will be viewed alongside that of other institutions of socialization.

### Context

#### Term 7 (12 x 2 hours)

- (a) Theories of equality: liberal, Marxist and conservative
- (b) Dimensions of inequality: Class
  - (i) Marxism and neo-Marxism
  - (ii) Weberianism and neo-Weberianism
- (c) Dimensions of inequality: Gender
  - (i) The theory of Patriarchy
  - (ii) Historical and current debate within the Women's Movement

#### Term 8 (6 x 2 hours)

- (a) Dimensions of inequality: Race
  - (i) Traditional racism
  - (ii) The new racism
- (b) The Reproduction of Inequality
  - (i) Socialization
  - (ii) The Media

**Term 9** (10 x 2 1/2 hours)

- (a) **The Reproduction of inequality in schooling:**
- (i) Early work on social class and education
  - (ii) The schooling/economy relationship
  - (iii) Schooling and the reproduction of gender relationships
  - (iv) Schooling and reproduction of inequalities of race.

**Term 11** (12 x 2 1/2 hours)

- (a) **Education for class equality**
- (i) Comprehensivisation
  - (ii) Deschooling
  - (iii) The role of the teacher

**Term 12** (8 x 2 1/2 hours)

- (b) **Education for gender equality**
- (i) Single-sex schools
  - (ii) Single-sex classes
  - (iii) The curriculum – hidden and actual
- (c) **Education for race equality**
- (i) Monocultural Education
  - (ii) Multicultural Education
  - (iii) Anti-Racist Education

### Indicative Reading

Martin Barker

*The New Racism*Junction Books,  
1981Sam Bowles &  
Herb Gintis*Schooling in Capitalist America*

RKP, 1976



- |  |   |                                |
|--|---|--------------------------------|
| Mike Cole (ed)                             | <i>Bowles &amp; Gintis Revisited:<br/>Schooling and Capitalism<br/>Ten Years On</i> | Falmer Press<br>(forthcoming)  |
| Angela Davis                               | <i>Women, race and class</i>  | Random House,<br>1981          |
| Rosemary Deem (ed)                         | <i>Co-education Reconsidered</i>  | Open University<br>Press, 1984 |
| J W B Douglas                              | <i>The Home and the School</i>  | MacGibbon &<br>Kee, 1964       |
| Zilla Eisenstein                           | <i>The Radical Future of<br/>Liberal Feminism</i>                                   | Longman, 1981                  |
| Shulamith Firestone                        | <i>The Dialectic of Sex</i>   | Cape, 1971                     |
| Anthony Giddens                            | <i>The Class Structure of<br/>the Advanced Societies</i>                            | Hutchinson, 1973               |
| Glasgow Media<br>Studies Group             | <i>The Bad News Series</i>  |                                |
| Ivan Illich                                | <i>Deschooling Society</i>  | Penguin, 1976                  |
| Annette Kuhn &<br>Ann Marie Wolpe<br>(eds) | <i>Feminism and Materialism</i>   | RKP, 1978                      |
| David McLellan (ed)                        | <i>Marx: The First 100 Years</i>  | Fontana, 1983                  |
| S Modgil et al                             | <i>Multicultural Education:<br/>The Interminable Debate</i>                         | Falmer Press,<br>1986          |
| Robin Pedley                               | <i>The Comprehensive School</i>   | Penguin, 1960                  |
| Madan Sarup                                | <i>The Politics of Multi-Racial<br/>Education</i>                                   | RKP, 1986                      |

- |                                     |                                    |                        |
|-------------------------------------|------------------------------------|------------------------|
| Roger Scruton                       | <i>The Meaning of Conservatism</i> | Penguin, 1980          |
| Dale Spender                        | <i>Women of Ideas</i>              | RKP, 1982              |
| R H Tawney                          | <i>Equality</i>                    | Allen & Unwin,<br>1964 |
| Steven Walker &<br>Len Barton (eds) | <i>Gender, Class and Education</i> | Falmer Press,<br>1963  |





*cds. A*  
*letter only*

PRIME MINISTER

I enclose the interim report of the National Curriculum Geography Working Group, which was submitted to me and Peter Walker on 30 October. The Group was established in May to consider the content of the National Curriculum in geography, under the Chairmanship of Sir Leslie Fielding, Vice-Chancellor of Sussex University. The report is at Annex A and a summary at Annex B.

I believe that this report paves the way for the necessary improvements in geography teaching. It comes shortly after publication of a critical HMI report on geography and history in primary schools.

The Group has made good progress and produced a complete draft of attainment targets. The attainment targets cover fully and comprehensively the matters included in the Group's remit. They include essential knowledge about places, and the essential skills of map work. Four of the eight attainment targets are based on the study of area. They begin with establishing a firm foundation of knowledge about the local area and region and the UK in the early years and move outward to study of the rest of the world. Three attainment targets are based on geographical themes, and I would particularly draw your attention to the complete attainment target (AT7) on environmental geography. The remaining target covers geographical skills.

The Group recognises that the work on programmes of study will need to be further developed, and there are a small number of other issues on which I propose to ask the Group to do further work. However there are no points of principle here.

I enclose at Annex C my proposed response to the report. Peter Walker is content with this. I should be grateful to know that you are also content. It is desirable that the report should be published as soon as possible so that the Group can stick to the timetable we have set for them.

I am copying this minute to Peter Walker, to Chris Patten because of his interest in environmental education, and to Douglas Hurd, Kenneth Baker, Malcolm Rifkind and Peter Brooke for information.

gm

JM

8 November 1989

Department of Education and Science



CONFIDENTIAL

PRIME MINISTER

CHAIRMANSHIP OF CATE

In September you asked John MacGregor to consider alternative candidates to Professor Taylor as Chairman of the Council for the Accreditation of Teacher Education. Following advice from Brian Griffiths, you suggested the possibilities of Professor Ashworth or Sir Kenneth Green.

John MacGregor's latest minute at flag A reports on his further discussions. Unfortunately, neither Professor Ashworth nor Sir Kenneth Green are available; and he concludes that Professor Taylor should be appointed. He argues that Taylor is fully sympathetic to the Government's policy objectives.

Brian's minute (flag B) reluctantly accepts this conclusion. But he also attaches to his minute a copy of one of the courses approved by CATE which leaves a good deal to be desired. Brian suggests that, while agreeing to the appointment of Taylor, you should ask John MacGregor what he intends to do about courses of this sort.

Content to proceed on that basis?

RG.

PAUL GRAY

8 November 1989

*Reluctantly yes - although  
in view of the course sponsored  
by CATE, I see little cause  
for confidence not*

C:\wpdocs\economic\cate.pmm

CONFIDENTIAL

PRIME MINISTER

8 November 1989

CHAIRMANSHIP OF CATE

John MacGregor has done his very best to find an alternative to Professor William Taylor, but alas, without success.

Sir Kenneth Green would have been an excellent choice but is just too busy with Manchester Polytechnic.

In the light of this, it is going to be very difficult to improve on Professor Taylor.

Having said that, I am dismayed by the attachment, which shows the way in which certain courses which have been approved by CATE (under the Chairmanship of Professor Taylor) continue to be an appalling mix of sociology and radical socialism. Courses such as these do nothing to inspire future teachers but everything to instill resentment and disillusionment with our society. While it is crucial to preserve academic freedom, I have serious reservations whether courses such as these should form part of initial teacher training.

While agreeing to the appointment of Professor Taylor, it might be worth asking the Secretary of State what he intends to do about such courses as this.

*Brian Griffiths*

BRIAN GRIFFITHS





A  
✓  
A

PRIME MINISTER

CHAIRMANSHIP OF THE COUNCIL FOR THE ACCREDITATION OF TEACHER  
EDUCATION (CATE)

I have been carefully considering possible alternatives to Professor Taylor as Chairman of the new Council for the Accreditation of Teacher Education, in the light of your Private Secretary's letter of 11 September and our subsequent discussion.

Professor Ashworth obviously has all the energy and ability needed to do the job, but as I mentioned to you I see difficulties in appointing him at present both because as Vice-Chairman of the Committee of Vice-Chancellors and Principals he is engaged in a public battle with us on some aspects of university policy, and he is, any case, likely to be fairly fully engaged in settling in to his new post as Director of the LSE.

I have discussed the post in particular with Sir Kenneth Green, the present Director of Manchester Polytechnic, who I think has the sort of qualities we are looking for. He was interested in the post in principle, and in particular in the Council's wider policy responsibilities, but after consideration has told me that he does not think it would be right for him to take on what would be a significant new time commitment so soon after his Polytechnic has become an independent institution, and on top of his membership of the Universities Funding Council and the Council for National Academic Awards. I shall, however, continue to bear him in mind for the future and, once the chairmanship is settled, consider him as a member of the new body with a view to possible future chairmanship.

The question of the successor is now urgent. Until the Chairman is appointed, I cannot get on with settling the membership, and the new body is supposed to take up its responsibilities on 1



January. I have not been able to find any other satisfactory alternatives to Professor Taylor for the particular tasks that are now for the Chairman of this body and am satisfied, as a result of discussions I have had with a number of people, that Professor Taylor is fully sympathetic to our policy objectives and has the qualities we seek.

I am publishing on Friday of this week the terms of reference of the new CATE and the course approval criteria by which it will operate. I should like to announce at the same time Professor Taylor's reappointment - but until the end of June 1993, rather than for the five years originally proposed. Soundings by officials suggest that he is unlikely to settle for less - his retirement from the Vice-Chancellorship of Hull from August 1991 is dependent upon having paid employment at least until June 1993.

I am concerned that we should have close ministerial involvement in the development of teacher training, taking advantage of the wider remit of the new CATE. Professor Taylor has already shown that he can work constructively with Government, and I shall be looking to appoint other members who will assist further.

I would be very happy to have a further word with you on this, if you wish.

I am copying this minute to the Secretary of State for Wales, the Secretary of State for Northern Ireland and the Secretary of the Cabinet.

  
J M

Department of Education and Science

7 November 1989



Education Pt 22  
Cen Pol



CEPU

CATE will be reconstituted with effect from 1 January 1990 with a wider remit. Its members will be appointed by the Secretaries of State on a personal basis and will be drawn from teacher trainers, other teachers in higher education and in schools, LEAs and the business community. The Council's terms of reference will be:

- to advise the Secretaries of State for Education and Science, Wales and Northern Ireland on whether individual courses of initial teacher training meet the criteria for course approval;
- to monitor approved courses to ensure that they continue to meet the criteria;
- to identify and disseminate good practice in initial teacher training;
- to keep the criteria for course approval under review and to advise the Secretaries of State on possible changes to them; and
- to advise the Secretaries of State as requested on other matters relating to initial teacher training.



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- to advise the Secretaries of State as requested on other matters relating to initial teacher training.



FCS/89/183

*CCFO*  
*EDP - no sel.*  
*Page*  
*6/10*

SECRETARY OF STATE FOR EDUCATION AND SCIENCE

Education Council, 6 October

1. Thank you for your letter of 29 September.
2. I agree with the line you propose to take today. We must build on the references in both the Commission Guidelines and the Presidency draft Conclusions to subsidiarity and respect for national diversity, and ensure that Community competence in the areas of education and training is not expanded.
3. I am sure it is right to encourage activities which are in line with our thinking, for example vocational training, and to argue on the substance, eg on the need for proper evaluation of programmes, rather than rely on legal arguments. The proposed Council Conclusions refer to the importance of cooperation between the 12 EC governments outside the Community framework (ie without Commission involvement), as well as Community cooperation involving the Commission. We must look to arrangements of this sort for future work on policy matters outside the Community's remit. On this basis it should be easier to limit the role of the Commission.
4. I am copying this minute to the Prime Minister, to the other members of OD(E), the Secretaries of State for Scotland, Wales and Northern Ireland, and Sir Robin Butler.

JOHN MAJOR



RESTRICTED



*Handwritten signature/initials*

10 DOWNING STREET

LONDON SW1A 2AA

*From the Private Secretary*

4 October 1989

EC EDUCATION COUNCIL

Your Secretary of State circulated details of the approach which he proposes to follow at the EC Education Council on 6 October. It has not been possible to show it to the Prime Minister. But you may like to show Mr MacGregor the enclosed comments by Brian Griffiths.

Charles Powell

Stephen Crowne Esq  
Department of Education and Science.

RESTRICTED

*Handwritten signature/initials*

COMMENTS/SUGGESTED AMENDMENTS TO THE  
DRAFT EDUCATION COUNCIL CONCLUSIONS

1. The statement that the single market will affect Member States' educational policies is another example of the Commission's attempt to relate everything to the single market so that measures, otherwise requiring unanimity, can be justified under single market articles of the Treaty (qualified majority). Exactly the same danger arises with the Social Charter. The statement should be removed if possible, or changed to emphasise Member States' need to consider their educational policies in the light of the single market.

2. Although the second paragraph of (2) stresses Member States' competence in 'general education policy' it is preceded in the first paragraph by a reference to 'Community policy .... in the field of education'. A comma is needed after 'Community policy', followed by ".... and on the other hand State policies ....." . This will unlink the reference to "Community policy" from education in particular.

3. Also in (2)(para 1), 'taking account' of the Commission's guidelines should be weakened to no more than 'have regard'. Otherwise, contrary to what John Macgregor says in his letter, the Conclusions are tantamount to Member States' accepting the Commission's guidelines.

4. Para 3 is full of tricky and potentially dangerous language:

- 'bringing about a Europe of knowledge and cultures'. To this extent this means anything, surely it exists already. One should talk of reinforcing Europe's already high standing in such fields.



- a 'multi-cultural' Europe cannot be an objective. It exists already. And what it is said here that such a Europe would be based upon seems to imply a mono-cultural continent rather than the reverse.
- 'developing the European dimension in teaching'. This is fine-sounding, but it could be used against us in our drive to increase British content in the History National Curriculum. It needs balancing by, for example, a reference to 'while not ignoring [young people's] sense of national identity'. This is important.
- 'taking the variety of cultural approaches into account'. This is fine as far as it goes, but needs also to refer to national practice.

5. 'A Europe of Solidarity' is unfortunate, socialist-sounding language. We are arguing against the use of such language in the Social Charter (whose preamble refers to "combatting social exclusion .... in a spirit of solidarity").

The same word arises again on the last page ("... evolve new forms of solidarity with the developing countries") and likewise should be dropped.

6. Intensification of "cooperation with international organisations dealing with education". This seems to have little to do with a Europe 'open to the world'. But more important this language (on the last page) would give the Commission scope to claim competence to speak for the Community in UNESCO. We know there is a grand Commission design to increase its role in the UN system in place of the Member States. The Commission promoted very similar language in a resolution last year on telecommunications as a way of claiming competence in the International Telecommunications Union.

This should therefore be dropped. The proper basis for 'Europe open to the world' should be a Europe prepared and willing openly to share its skills and knowledge to other less fortunate areas. 'Intensified cooperation' with the likes of UNESCO is hardly a worthy motive.



## **circular number 6**

### **The National Curriculum and Whole Curriculum Planning: Preliminary Guidance**

#### **THE WHOLE CURRICULUM CONTEXT**

**1** The basic curriculum as prescribed in law – the ten core and other foundation subjects of the National Curriculum plus Religious Education – is not intended to be the whole curriculum. More detailed guidance on planning within a whole curriculum framework will be provided by NCC towards the end of this year. This Circular offers preliminary help and identifies some issues which schools need to consider when setting the National Curriculum in this broader context.

**2** The Education Reform Act says that the curriculum should:

- be balanced and broadly based;
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepare pupils for the opportunities, responsibilities and experiences of adult life.

**3** It is essential that schools take these aims into account when reviewing their existing provision and revising it to include National Curriculum requirements as they emerge.

**4** The whole curriculum of a school, of course, goes far beyond the formal timetable. It involves a range of policies and practices to promote the personal and social development of pupils, to accommodate different teaching and learning styles, to develop positive attitudes and values, and to forge an effective partnership with parents and the local community.

**5** Whole curriculum planning must be flexible, especially during this period of rapid change when a number of important subject areas do not yet have statutory attainment targets and programmes of study. In addition, schools should consider what provision they wish to make for subjects outside the National Curriculum.

**6** Above all, schools need to give the curriculum structure and coherence, thus demonstrating the elements and strands which bind it together. Teachers need to collaborate in their whole curriculum planning, especially in analysing attainment targets and interpreting programmes of study.



## CROSS CURRICULAR PROVISION

**7** To achieve these whole curriculum aims, schools need to ensure that the planned contribution of different subjects is not made in isolation but in the light of their contribution to pupils' learning as a whole. Features that are common to different subjects will need to be treated in a consistent way by the different teachers involved. Great care is needed to achieve a balance between sharing in the implementation of whole school approaches and ensuring that responsibilities are clearly defined, leading to reinforcement rather than unnecessary duplication or neglect.

Opportunities to make these links are already embedded in the approved programmes of study for mathematics, science and English.

**8** The term "cross-curricular" is used in various contexts and it may be helpful, for review and organisation of the curriculum and the planning of its content, to distinguish three aspects of cross-curricular provision: dimensions, skills and themes.

## CROSS CURRICULAR DIMENSIONS

**9** These are concerned with the intentional promotion of personal and social development through the curriculum as a whole.

**10** Personal and social development through the curriculum cannot be left to chance but needs to be co-ordinated as an explicit part of a school's whole curriculum policy, both inside and outside the formal timetable. Personal and social development involves aspects of teaching and learning which should permeate all of the curriculum. Whilst secondary schools may offer courses of personal and social education, it is the responsibility of all teachers and is equally important in all phases of education.

**11** Major cross-curricular dimensions which are not necessarily delivered through courses of personal and social education but which promote personal and social development include equal opportunities, and education for life in a multicultural society. They require the development of positive attitudes in all staff and pupils towards cultural diversity, gender equality and people with disabilities.

## CROSS CURRICULAR SKILLS

**12** There are many cross-curricular skills — communication skills (oracy, literacy, numeracy, graphicacy), problem-solving and study skills, for example — which can be developed through all subjects. An example is Attainment Target 1 in English 'Speaking and Listening'. Whilst the development of oracy is located within English it should not be the sole responsibility of the English teacher; neither for that matter is the teaching of numeracy the preserve of the mathematics teacher. All teachers have responsibilities for the teaching of these skills and the principle is one of "sharing" attainment targets.

**13** NCC's non-statutory guidance for mathematics, science, and English Key Stage 1 identified ways in which the three core subjects promote communication skills. Schools need to consider the most effective ways of co-ordinating teaching and learning in these areas. Many are doing this already.

**14** Flexibility in planning will be needed to accommodate the requirements of successive National Curriculum subjects. Schools will regularly need to reconsider their provision in the light of the opportunities for cross-curricular links which these subjects will provide.

## CROSS CURRICULAR THEMES

**15** These are elements that enrich the educational experience of pupils, and include:

- economic and industrial understanding;
- careers education and guidance;
- environmental education;
- health education;
- citizenship (individual, family, community, national, European and international, including legal and political dimensions).

**16** Where these themes are embedded in the National Curriculum programmes of study they are statutory. Other aspects, whilst not statutory, are clearly required if schools are to provide an education which promotes the aims defined in Section 1 of the Education Reform Act. Cross-curricular themes are more structured and less pervasive aspects than other cross-curricular provision, but still make links between different parts of the curriculum. They include a strong component of knowledge and understanding, in addition to skills. Most can be taught through other subjects as well as through other themes and topics.

**17** Some of these themes may feature in PSE courses (see paragraph 10) and all contribute to personal and social development in a number of ways.

- They explore the values and beliefs which influence the individual and his or her relationship with others and the wider world.
- They help pupils to respond to their present lives and prepare them for work and adult life.
- They emphasise practical activities, decision-making, learning through experience, and the development of close links between the school and the wider world.
- They provide relevant ways in which skills might be developed.

**18** All teachers recognise their responsibility for promoting the personal and social development of their pupils. This can be assisted by giving priority to making links between what they teach and what their pupils learn at other times and in other parts of the curriculum. They should have a clear view of how their teaching contributes to the whole curriculum experience of their pupils.

**19** The introduction of the National Curriculum provides a new opportunity to promote these links. Attainment targets and programmes of study are the bricks with which the new curriculum must be built. Cross curricular strategies bond these bricks into a cohesive structure.



## FURTHER GUIDANCE

20 NCC's *Curriculum Guidance No. 3*, to be published at the turn of the year, will cover in greater depth the issues outlined in this Circular. The guidance will be followed by other publications on specific dimensions, skills and themes which contribute to the personal and social development of pupils and to the curriculum as a whole.

October 1989

D. G. Graham CBE MA  
Chairman and Chief Executive

*For further information:*  
Carol Etherington  
NCC Information Section

*Circulation:*  
Local education authorities  
Heads of maintained schools in England  
Associations of independent schools  
Teacher training institutions  
Other bodies



# EDUCATION FACTS and FIGURES

## ENGLAND

Data refer to England and academic year unless otherwise stated

### MAINTAINED SCHOOLS, PUPILS AND TEACHERS

	1978-79	1986-87	1987-88 *provisional	% Change 1978-79 to latest year
<b>Number of pupils (FTE, thousands)</b>				
Nursery schools	31.5	30.6	30.6	- 2.9
Primary schools	4444.5	3684.6	3731.6	- 16.0
Secondary schools	3872.0	3239.5	3070.2	- 20.7
<b>Total number of school teachers employed by LEAs (FTE, thousands)<sup>2</sup></b>	440.8	402.3	401.5	- 8.9
<b>Percentage of pupils in classes<sup>3</sup> with 31 or more pupils</b>				<b>(Percentage point change)</b>
Primary schools	35.3	24.8	23.5	- 11.8
Secondary schools	15.9	8.3	7.3	- 8.6
<b>Pupil/teacher ratios</b>				<b>(Difference)</b>
Nursery schools	20.2	19.4	19.4	- 0.8
Primary schools	23.1	21.9	22.0	- 1.1
Secondary schools	16.7	15.6	15.4	- 1.3
Overall	18.9	17.3	17.0	- 1.9
<b>Expenditure per pupil<sup>5</sup> (£)</b>				<b>(Real terms)<sup>4</sup></b>
Nursery and primary schools	366	905	1010* <sup>5</sup>	+ 34.5
Secondary schools	530	1342	1521*	+ 39.8

1. Includes teachers on secondment and those in occasional service.  
 2. Classes taught by one teacher only.  
 3. Net recurrent institutional expenditure per full-time equivalent pupil (financial year).  
 4. Cash expenditure deflated according to the GDP deflator.  
 5. Nursery and primary expenditure was amalgamated in 1987-88.

### INDEPENDENT SCHOOLS

	1978-79	1986-87	1987-88	% Change 1978-79 to latest year
<b>Number of pupils (thousands)</b>	523.3	531.0	540.1	+ 3.2 (Percentage point change)
<b>Percentage of pupils in independent schools</b>	5.8	6.9	7.1	+ 1.3

### POST COMPULSORY EDUCATION

	1978-79	1986-87	1987-88	Percentage point change
<b>Post-compulsory participation rates for 16-18 year olds: Percentage of the population in:-</b>				
Full-time education <sup>6</sup>	28.2	31.1	32.3	+ 4.1
Part-time day education and YTS	16.1	19.6	22.2	+ 6.1
of which YTS <sup>7</sup>	2.6	11.9	15.0	+ 12.4

6. Maintained, independent and special schools, and public sector further education. Excluding independent further education.

7. On schemes at January including YOP in 1978-79. Another 8% attended evening classes in 1987-88. Excludes part-time attendance at independent further education.



# POST COMPULSORY EDUCATION Continued

	1978-79	1986-87	1987-88	% Change 1978-79 to latest year
<b>Enrolments in further and higher education (thousands)</b>				
<b>Further education</b>				
Full-time and sandwich	287.8	347.3	353.9	+ 23.0
Part-time (day and evening)	1284.3	1384.4	1428.4	+ 11.2
Total	1572.1	1731.7	1782.2	+ 13.4
<b>Higher education (Great Britain)</b>				
<b>Polytechnics and colleges</b>				
Full-time and sandwich	218.7	294.7	300.3	+ 37.3
Part-time (day and evening)	161.0	228.4	232.7	+ 44.5
Total	379.7	523.2	536.0	+ 41.2
<b>Universities</b>				
Full-time and sandwich	288.4	301.3	305.4	+ 5.9
Part-time	98.3	120.8	126.5	+ 28.7
Total	386.7	422.1	431.9	+ 11.7
<b>All higher education in Great Britain</b>				
Full-time and sandwich	507.1	596.1	608.7	+ 20.0
Part-time (day and evening) <sup>8</sup>	259.3	349.2	359.3	+ 38.6
Total	766.4	945.3	968.0	+ 26.3
<b>Student/staff ratios</b>				<b>(Difference)</b>
Further education <sup>9</sup>	..	10.7	10.8	..
<b>Higher education</b>				
Polytechnics and colleges <sup>10</sup>	8.2	11.6	12.0	+ 3.8
Universities (Great Britain)	9.3	10.5	10.7	+ 1.4
<b>Expenditure per FTE student (£)</b>				<b>(Real terms)<sup>11</sup></b>
Maintained further education <sup>12</sup> (excl. polytechnics)	1200	2431	..	+ 3.9
Maintained higher education <sup>12</sup> (excluding polytechnics)	1760	3171	..	- 7.6
Polytechnics <sup>12</sup>	2125	3324	3453	- 20.8
Universities (Great Britain) <sup>12</sup>	2625	5276	5441	+ 1.0

8. Including the Open University.

9. The figures are derived from the Annual Monitoring Survey and are based on less than complete coverage of further education work (about 80 per cent).

10. The figures are derived from the Annual Monitoring Survey. For 1978-79 the figure relates to England and Wales.

11. Cash expenditure deflated according to the GDP deflator.

12. Net recurrent institutional expenditure per full-time equivalent student (financial year).

13. UGC grant plus fee income per full-time equivalent student (financial year).

Further copies of this card can be obtained from the  
**Department of Education and Science,**  
**Statistics Branch,**  
**Elizabeth House, York Road, London SE1 7PH.**  
**Direct telephone No. 01-934 9038**

Enquiries about the figures shown should be addressed to the  
**Department's Statistics Branch at the London address.**  
**Direct telephone No. 01-934 9110**

The following are published annually by the Department. Price £12 each (inclusive)

**Schools (England)**  
**School Leavers CSE & GCE (England)**  
**Further Education (England)**  
**Further Education Student/Staff Ratios (England)**  
**Teachers in Service (England and Wales)**  
**Finance and Awards (England and Wales)**

The above mentioned publications are available from:  
**Department of Education and Science**  
**Room 337, Mowden Hall, Staindrop Road, Darlington DL3 9BG**

**Education Statistics for the United Kingdom**

Available from HMSO Bookshops and Agents. Price £8.50 (inclusive)  
 (See Yellow Pages. Also available through any good bookshop)

RA

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PRIME MINISTER

28 September 1989

Beck  
28/9

G-M SCHOOLS

Further to your comments this morning about G-M Schools, I enclose details of a formal complaint to Peter Walker about the behaviour of the Director of Education for Powys.

It is worth reading.

Brian Griffiths

BRIAN GRIFFITHS



TEMPORARILY RETAINED G. Long 30/7/2016

THIS IS A COPY. THE ORIGINAL IS  
RETAINED UNDER SECTION 3 (4)  
OF THE PUBLIC RECORDS ACT

24th September, 1949.

Dear Mr. Birner,

I enclose, for your information, a copy of a letter which we have today sent to the Rt. Hon. Robert Wilson, M.P., Secretary of State for Wales.

I should like to take this opportunity to thank you for your help and advice and for taking the trouble to come to Presteigne to speak at our meetings.

Yours sincerely,

Deborah Gray (Mn)

Mr. A. Birner,  
The Quaker-Maintained Schools Trust,  
228 - 248 Vauxhall Bridge Road,  
London.  
SW1V 1BJ.

TEMPORARILY RETAINED S. Gray 30/7/2016

THIS IS A COPY. THE ORIGINAL IS  
RETAINED UNDER SECTION 3 (4)  
OF THE PUBLIC RECORDS ACT

24th September, 1939.

Dear Sir,

Under Section 66 of the Education Act 1944, we wish to make a formal complaint about the conduct of Mr. Robert Bevan, Director of Education, Powys County Council, during the period of consideration of Grant Maintained Status by John Beddoes School.

We should like you to consider the following points:-

(a) A petition from over 20<sup>th</sup> of parents at the school was presented to the Chairman of Governors at a meeting of Governors held on 30th June 1939. It was thus apparent that the actual ballot would have to take place during September. As noted in Paragraph 23 of the Welsh Office Circular No. 49/33 dated 17 December 1938 "the existing governing body is responsible for assembling a list of people willing to serve as initial governors of the new school" and "the Secretary of State attaches importance to this information being available as soon as possible since parents and others will want to know to whom the management of the school would be entrusted if it were to become grant-maintained" and "expects that the information be made available with ballot papers". Mr. Bevan, who is Clerk to the Governing Body, advised the governors that he would campaign against Grant Maintained Status and that a meeting could be held on 1st September 1939 to discuss the formation of a list of prospective governors. This was clearly not early enough for the information to be forwarded to the Electoral Reform Society in time for printing and sending out to parents. Eventually, three parent-governors formally requested that a meeting be held on 15th August and this enabled the correct information to be passed to the Electoral Reform Society in time for printing.

(b) At the meeting of the Governing Body held on 15th August 1939, Mr. Bevan instructed members that they did not need to assemble a list of people willing to serve as initial governors of the new school - they could send in a "blank sheet of paper" to the Electoral Reform Society and this would suffice. I then informed the Chairman of Governors that we had a duty to assemble the said list. Mr. Bevan then repeated his claim that a blank sheet of paper could be submitted to the Electoral Reform Society. I then protested once more, and after a great many deliberately engineered difficulties imposed upon the meeting by Mr. Bevan, a list was assembled.

(c) As Paragraph 24 of the Welsh Office Circular states "If elected parent or teacher governors on the existing governing body are willing to offer themselves to serve on the governing body of the proposed grant-maintained school they may do so, provided their term of office is not due to expire until after the proposed date of implementation". However, at the Governors' meeting held on 15th August Mr. Bevan

/Instructed



instructed the governors present to vote on the suitability for office on the governing body of the new grant-maintained school of each of the parent governors present, in spite of the fact that three of them had previously indicated to all those present that they wished to continue to serve the school, as is their right.

(d) In recent weeks Mr. Bevan has written to one of the proposed governors, namely the Bishop of Swansea, the Rt. Rev. Dewi Bridges, about his candidacy. The Bishop has now apparently withdrawn his nomination. A member of the group of people opposing grant-maintained status published this information in a letter to a local newspaper. As, to date, no-one else has been contacted by the Bishop, the only way the opposition group obtained this information was through Mr. Bevan. Mr. Bevan also announced the withdrawal of the Bishop's name at one of his public meetings. Interference in this way clearly cannot be tolerated.

(e) At a meeting called by Mr. Bevan on Monday 11th September 1989 he publicly stated that the figures put forward by Mr. Alan Bathurst, a qualified accountant and a member of the group of parents in favour of obtaining grant-maintained status, were "rubbish" and that if these figures were implemented "the new grant-maintained school would be insolvent within 2 years". Mr. Bathurst protested and later informed Mr. Bevan that if these reports were repeated he would take legal action. The following evening, at another meeting, Mr. Bevan published and used Mr. Bathurst's figures in his own calculations.

As you can see, Mr. Bevan's behaviour has been disgraceful and we would ask that you investigate these complaints and take appropriate action as soon as possible.

Yours faithfully,

The Rt. Hon. Peter Walker, M.P.,  
Secretary of State for Wales,  
House of Commons,  
London.

Copied to:- The Rt. Hon. John MacGregor, M.P., Secretary of State for Education  
Mr. S. Bullock, Chairman, Grant-Maintained Schools Trust.



# The absurdity of A levels

by Michael Prowse

*The Financial Times*  
22.9.89

THE headmasters of Britain's public schools are probably the most conservative group of educationalists in the country. They also regard themselves as guardians of standards in schools. Yet this week Mr Martin Marriott, the chairman of their annual conference in Oxford, strongly attacked English sixth-form education. Advanced and Advanced Supplementary exams (A and AS levels), he argued, are an "inadequate and inappropriate" diet for 16 to 18 year olds. He made a case for a broader, more accessible curriculum.

Mr Marriott's arguments are not new. Educationalists have been demanding a broader sixth-form curriculum for years. Indeed, only last summer a committee chaired by Professor Gordon Higginson of Southampton University argued that A level syllabuses should be pruned and pupils required to study five rather than three subjects. This has long been standard practice in Scotland. But the Thatcher Government remains curiously resistant to such arguments. Downing Street rejected the Higginson proposals on the grounds that they would debase A levels and thereby jeopardise educational standards. The case for reform is simply not understood.

The first powerful objection to A levels is that they are an elitist exam designed to serve the needs only of the top 25 per cent of academic children. The only option available to the majority of children is a rag-bag of vocational qualifications, which are often best pursued outside the school system. It is thus not surprising that two thirds of British children opt to leave school at 16. In competitor countries such as the US, Japan, and South Korea, the drop out rate is only about 10 to 15 per cent. The new AS level exams offer little solace because they are designed to be as demanding as A levels; the only difference is that they can be completed in half the time.

The second objection is that A levels, although designed for bright children, do not serve their interests. The size and difficulty of syllabuses ensure that pupils study only a few subjects. Three A levels is sup-

posedly the norm, but many pupils take only two. The failure rate is high, with up to 25 per cent of papers ungraded. And subjects tend to be taken in related fields. Thus aspiring scientists might take maths, physics and chemistry while arts specialists might opt for English, history and French.

But neither kind of combination offers a remotely balanced curriculum. Indeed, it is difficult to see how any combination of three subjects can offer the broad base required. What is the sense, for example, in studying English, biology and economics? AS levels do not offer a practical solution because they are inevitably regarded as adjuncts to A levels. The touted new norm of two A and two AS levels would represent at best only a marginal improvement on the traditional pattern of three As.

The need for radical reform is inescapable. The challenge for Mr John MacGregor, the new Education Secretary, is to create a balanced system of sixth-form education which can be tackled by the great majority of pupils. It should form a natural progression to education during the compulsory years of schooling. One obvious option would be to extend a modified form of the national curriculum for 5 to 16 year olds. After all, why stop at 16 if you think the majority of pupils should study for longer? But the Government could also look carefully at the various systems employed in competitor countries, none of which allow premature specialisation on the British scale.

An ideal sixth-form curriculum would allow relatively little subject choice — although a vocational option for less academic children would be essential. The emphasis ought to be on providing the full range of skills and knowledge needed in the complex modern world. Thus the majority of students ought to study not just maths, English, and science, but also a foreign language, a social science and an aesthetic discipline. Such a reform would amount to a revolution. It would require sixth-forms to educate students rather than merely offer cramming services in a few arbitrarily chosen A levels.



CONFIDENTIAL



ELIZABETH HOUSE  
YORK ROAD  
LONDON SE1 7PH  
01-934 9000

*NBLM*

*REC  
26/9*

The Rt Hon Norman Lamont MP  
Chief Secretary, Treasury  
Treasury Chambers  
Parliament Street  
LONDON  
SW1P 3AG

19 SEP 1989

*Dear Chief Secretary,*

SERVICE SHARES OF STANDARD SPENDING: 1990-91

Thank you for your letter of 14 September. *will request if required*

I realise that the decision taken in July to restrain total standard spending to a very small percentage increase on 1989-90 budgets means that all service Ministers are going to have a difficult time explaining how their 1990-91 service standard spending total allows for the delivery of the Government's policies.

Compared with 1989-90 budgets, the education share figure allows for a cash increase of less than 1% for items other than teachers' pay. That presents me with particular problems. It is very difficult to defend the figure as one that will allow for the implementation of our education reforms, particularly the national curriculum. As pupil numbers are now rising overall, demography is exacerbating the position rather than easing it. Even using 1989-90 GREs rather than 1989-90 budgets as the starting point, it will be no easy task to demonstrate that the education figure is adequate.

Nevertheless, I recognise that it would be extremely difficult for any service Minister to present a figure for 1990-91 which was on a cash basis below 1989-90 budgets. Once we have given each service that figure and made allowances for police and teachers' pay, where the Government has specific responsibility for the financial constraint on the settlement, then there is very little residue of total standard spending left to allocate.

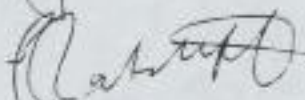
CONFIDENTIAL

CONFIDENTIAL

Given that the room for manoeuvre is so limited I am prepared to go along with your proposals provided other colleagues are also willing to do so. I have to say that if there is to be any reopening of the figures, I shall want to review the whole methodology and argue for an apportionment that would take much more account of the reality of pressures on the education service in 1990-91.

I am copying this letter to the other members of E(LG), John Gummer, Richard Luce and to Sir Robin Butler.

*Yours sincerely*



John MacGregor  
(Approved by the Secretary of  
State and signed in his absence)

CONFIDENTIAL





10 DOWNING STREET

LONDON SW1A 2AA

*From the Private Secretary*

11 September, 1989.

*Dear Stephen,*

CHAIRMAN OF THE COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION  
(CATE)

The Prime Minister has now had an opportunity to consider the proposals in your letter of 15 August to Andrew Turnbull.

She would like consideration to be given to alternatives to Professor Taylor as Chairman of the new Council. She would be grateful for the Secretary of State's advice on the possibility of appointing Professor John Ashworth, together with any further alternatives that might be possible.

I am copying this letter to the Private Secretaries to the Secretaries of State for Northern Ireland and Wales, and to the Private Secretary to Sir Robin Butler.

*Yours,  
Paul*  
Paul Gray

S.T. Crowne, Esq.,  
Department of Education and Science.

PRIME MINISTER

CHAIRMAN OF THE COUNCIL FOR THE ACCREDITATION OF  
TEACHER EDUCATION

'John MacGregor's office wrote in last month proposing that Professor William Taylor should be reappointed as the Chairman of the CATE (Flag A). You said you wished to wait for Brian Griffiths' comments on his return.

Brian has now let you have an interim comment in his minute at Flag B. He questions whether Taylor should continue and suggests as possibilities Sir Kenneth Green and Professor John Ashworth. He promises some further thoughts next week.

If you are minded to question the reappointment of Taylor, I think we probably should quickly alert DES to that.

- i) Do you want me to tell DES you would like alternatives to Taylor to be considered? *Yes*
- ii) Do you want to mention either Green or Ashworth? *✓*

*hcg.*

P. GRAY

8 SEPTEMBER 1989

MRMAOM



CONFIDENTIAL

B B

PRIME MINISTER

8 September 1989

CHAIRMAN OF CATE

In view of the government's attempt to increase the supply of teachers through new channels, CATE is an important body.

Professor William Taylor has done a good job in running CATE since it was set up in 1984. He is thorough and competent. He is however the quintessence of the educational training establishment - and unlikely therefore to be sympathetic to a more enterprising approach to teacher training. He will almost certainly side with teacher training colleges and teacher unions.

If you wish to encourage greater change in this area - which in view of the so-called "shortages" is badly needed - then you might be better served by a change of face.

Possible names might include:

Sir Kenneth Green - Director of Manchester Polytechnic.  
Professor John Ashworth - Director of LSE.

I shall provide others by your return from Scotland.

*Brian Griffiths*

BRIAN GRIFFITHS

CONFIDENTIAL

SWYDDFA GYMREIG  
GWYDYR HOUSE  
WHITEHALL LONDON SW1A 2ER  
Tel. 01-270 3000 (Switsfwrdd)  
01-270 (Llinell Union)



WELSH OFFICE  
GWYDYR HOUSE  
WHITEHALL LONDON SW1A 2ER  
Tel. 01-270 3000 (Switchboard)  
01-270 (Direct Line)

Oddi wrth Ysgrifennydd Gwladol Cymru

THE RT HON PETER WALKER MBE MP

From The Secretary of State for Wales

29 August 1989

NBLM

ACC

5/9

PS.9

Angela

AKC WMPG

Thank you for copying to me your letter of 21 August to Norman Fowler.

I too am particularly concerned that business and enterprise education should be integrated into the school curriculum. The Curriculum Council for Wales is co-operating with NCC in developing guidance on economic and industrial understanding. It would be very helpful if my officials could be associated with the discussions you propose with those from DTI and Employment.

I am copying this to the Prime Minister and other members of E(EP).

6th

Mrs Angela Rumbold MP  
Minister of State  
Department of Education and Science  
Elizabeth House  
York Road  
LONDON  
SE1 7PH



WYDDFA GYMREIG

GWYDYR HOUSE

WHITEHALL LONDON SW1A 2ER

Tel. 01-270 3000 (Switsfwrdd)

01-270 (Llinell Union)

0538

Oddi wrth Ysgrifennydd Gwiadol Cymru



WELSH OFFICE

GWYDYR HOUSE

WHITEHALL LONDON SW1A 2ER

Tel. 01-270 3000 (Switchboard)

01-270 (Direct Line)

0538

From The Secretary of State for Wales

CT/3349/89

21 August 1989

WBPM

AMB

23/8

**NATIONAL CURRICULUM: PROPOSALS FOR WELSH**

*Piop*  
I was most grateful for Kenneth Baker's initial observations in his letter of 3 July on the Welsh Working Group's Final Report and my proposals for consultation. A number of points were made in his letter and I thought it helpful to update you on these issues.

First, he noted that the proposals, unlike those for English, included no separate attainment target for spelling. The Working Group gave consideration to this issue and you will note that in what they say about the first and second Key Stages much attention is paid to spelling in the content of writing generally. However there is a genuine difference between the languages. While English spelling is a major problem to all learners, spelling in Welsh presents few problems since it is largely phonetic. I will, nevertheless, be interested to see the observations of the wide range of consultees on this aspect.

I have, as Kenneth suggested, sought the views of the Schools Examinations and Assessment Council (SEAC) on the assessment and reporting arrangements. The task presented to the Working Group was complex in view of the variety of linguistic backgrounds and teaching levels which currently exist in Wales. Some of the complexity reflects transitional arrangements. Some reflects existing practice at Key Stage 4 which it might be possible to simplify either now or in the future.

/We certainly accept that...

Rt Hon John MacGregor OBE MP  
Secretary of State for Education and Science  
Elizabeth House  
York Road  
LONDON SE1 7PH



We certainly accept that more work is needed to refine the statements of attainment. This will include looking at the corresponding Welsh and English statements.

Finally, I welcome the idea that we need to consider side by side the Welsh and English proposals and their areas of difference. Our officials can get together on this issue. I would not want, however, to hand the task over to the National Curriculum Council and the Curriculum Council for Wales particularly bearing in mind earlier experience on English.

I am copying this letter to the Prime Minister, Malcolm Rifkind and Peter Brooke.

A large, stylized handwritten signature in black ink, likely belonging to the Prime Minister, is written below the text. The signature is fluid and cursive, with a large 'M' and 'P' being the most prominent features.



Education: Policy PILL.....





DEPARTMENT OF EDUCATION AND SCIENCE  
ELIZABETH HOUSE YORK ROAD LONDON SE1 7PH  
TELEPHONE 01-934 9000

FROM THE MINISTER OF STATE

NBPM

MS 21/8

The Rt Hon Norman Fowler MP  
Secretary of State for Employment  
Department of Employment  
Caxton House  
Tothill Street  
London SW1H 9NF

21 AUG 1989

*Dear Susan*

NATIONAL CURRICULUM: PROPOSALS FOR DESIGN AND TECHNOLOGY

John MacGregor has asked me to reply to your letter of 28 July in his absence on holiday.

We are all in favour of your view of the importance of enterprise education and would be happy for your officials to join ours and those from DTI in discussions on the business and economics elements of the Design and Technology proposals. As you may recall, John pushed this strongly when he was at the Department of Industry from 1981/83.

As you say, however, enterprise education is also an important facet of other areas of the curriculum. I am glad to say that the National Curriculum Council will be offering guidance to schools on economic and industrial understanding as a cross-curricular theme. We expect this to be published around the end of the year and will be looking to see that it covers the aspects of enterprise education described in your letter. This should do much to help ensure that our concerns are met.

I am copying this to the Prime Minister and other members of E(EP).

*Yours ever*  
*Angela*

ANGELA RUMBOLD



Education: Policy P. 22





Alt 5/9.  
L. plea.

10 DOWNING STREET

Prime Minister

When you agreed S of S/Education's  
proposals for the reconstituted Council  
it was against the background of  
Brian Griffiths' advice that is needed  
a first-rate Chairman & members.

DES are proposing to re-appoint  
the current Chairman, Prof Taylor,  
with enthusiastic endorsement.

Content to approve his re-appointment?

or

Prefer to wait until Brian returns in  
early September to get his views too?

Will await

Brian's return -

Don't know how long  
has been very  
unsuccessful not





ELIZABETH HOUSE  
YORK ROAD  
LONDON SE1 7PH  
01-934 9000

A  
R1618  
cc Brian  
Griffiths  
A

APPOINTMENTS IN CONFIDENCE

A Turnbull Esq  
Principal Private Secretary  
10 Downing Street  
LONDON SW1A 2AA

15-8-85

Dear Andrew

CHAIRMAN OF THE COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION  
(CATE)

As you know, we are intending to reconstitute the Council for the Accreditation of Teacher Education (CATE) from 1 January next year. My previous Secretary of State's minute to the Prime Minister of 24 April set out our proposals. These were elaborated in Tom Jeffery's letter of 28 April in reply to Paul Gray's of 27 April. Paul Gray's further letter of 2 May confirmed the Prime Minister's agreement to the announcement of the Government's proposals.

I am writing concerning the Chairman of the reconstituted Council. My Secretary of State wishes to reappoint Professor William Taylor, the current Chairman of CATE, as chairman of the new Council and I am writing to seek the Prime Minister's agreement to this appointment.

CATE's present remit is to scrutinise in detail all courses of initial teacher training (ITT) against the Government's criteria for course approval, which were set out in 1984. Together with the Northern Ireland Office and Welsh Office, who also receive advice on courses from CATE, we issued in May a consultation document which, along with proposals for revising the criteria, suggested a wider developmental role for CATE. As well as advising on whether courses meet the criteria, the Council will monitor course developments, advise Ministers on any further revision needed to the ITT criteria, and disseminate good practice in teacher training. The wider remit being given to CATE will increase the time commitment required from the Chairman



## APPOINTMENTS IN CONFIDENCE

- currently at least a day a week - and when Professor Taylor leaves the University of Hull in a year or so we would expect to retain him as Chairman of CATE on a paid basis for two days a week.

Given the specialised and detailed nature of the Council's work, my Secretary of State believes that the Chairman should continue to be someone with outstanding experience as a teacher trainer. Within the field, Professor Taylor, who is now Vice-Chancellor of Hull University, is in a class of his own. I attach his extract from "Who's Who". He has been a strong and effective supporter of the Government's policy to make teacher training much more closely directed towards the needs of the teacher in the classroom. He has devoted over a day a week to leading CATE over the last five years, and has served for nothing since his contract with Hull requires that he spends a substantial part of his time on public service outside the University.

While it would be possible to find alternative candidates from the world of higher education, none would be better, or better attuned to the Government's priorities. We do not see that it would be possible for a businessman to be as effective in steering the work of this rather technical body. Few businessmen would be able to give the time which Professor Taylor has made available. The same applies to anyone actively involved in the administration of schools (eg a Chief Education Officer).

We shall of course be aiming to appoint as members of the Council - as we do now - businessmen with experience of training in other fields and members of LEAs and Governing Bodies with experience as employers of teachers. Professor Taylor himself has experience of business and is Chairman of NFER-Nelson - the National Foundation for Education Research's publishing wing - and a non-executive director of J.H. Fenner (Holdings) Ltd, Hull - an engineering firm.

I am copying this letter to the private secretaries to the Secretaries of State for Northern Ireland and Wales, who are also advised by the Council, and to the private Secretary to Sir Robin Butler.

*Yours sincerely*  
*Stephen Crowne*

S T CROWNE  
PRINCIPAL PRIVATE SECRETARY



EDUCATION : Policy PT 22

# PROFESSOR TAYLOR

## WHO'S WHO EXTRACT

**TAYLOR, Prof. William, CBE 1982:** Vice-Chancellor, University of Hull, since 1981; F 31 May 1930; s of Herbert and Maud E. Taylor, Crayford, Kent; m 1954, Rita J. Ronald and Marjorie Hague, Sheffield; one s two d. Educ. Engh Grammar Sch.; Leeds; Sch. of Economics, Westminster Coll.; Univ. of London Inst. of Educn. BSc Econ 1952, PhD 1960. Teaching in Kent, 1953-56; Deputy Head, Slade Green Secondary Sch., 1956-59; Sen. Lectr, St Luke's Coll., Exeter, 1959-61; Head of Educn Dept, Bede Coll., Durham, 1961-64; Tutor and Lectr in Educn, Univ. of Oxford, 1964-66; Prof. of Educn and Dir of Sch. of Educn, Univ. of Bristol, 1966-73; Dir, Univ. of London Inst. of Educn, 1973-83; Principal, Univ. of London, 1983-85. Research Consultant, Dept of Educn and Science (part-time), 1968-73; Chairman, European Ctr for Educn Research, 1969-71; UK Nat. Commn for UNESCO, 1975-83 (Mem., 1973-83); Educn Adv. Council, IBA, 1974-82; UCET, 1976-79; Ctr for Training of Univ. Teachers, 1981-; NFER, 1983-; Council for the Accreditation of Teacher Educn, 1984-; Univs Council for Adult and Continuing Educn, 1986-; N of Englned Univ. Management and Leadership Prog., 1987-; Member: UGC Educn Ctrc, 1971-80; British Library Res. and Develp Ctrc, 1975-79; Open Univ. Academic Adv. Ctrc, 1975-82; SSRC Educn Research Board, 1976-80 (Vice-Chm., 1978-80); Adv. Ctrc on Supply and Training of Teachers, 1976-79; Working Gp on Management of Higher Educn, 1977-78; Steering Ctrc on Future of Examinations at 16+, 1977-78; Ctrc of Vice-Chancellors and Principals, 1980-; Adv. Ctrc on Supply and Educn of Teachers (Sec. of State's nominee), 1980-; UK Rep., Permanent Educn Steering Ctrc, Council of Europe, 1971-73; Rapporteur, OECD Review of Educn in NZ, 1982-83. Member: Senate, Univ. of London, 1977-85; Ctrc of Management, Inst. of Advanced Legal Studies, 1980-83; Council, Open Univ., 1984-88; Council, Coll. of Preceptors, 1987-; Commonwealth Vn. Fellow, Australian States, 1975; NZ UGC Prestige Fellowship, 1977. President: Council for Educn in World Citizenship, 1979-; English New Educn Fellowship, 1979-86; Comparative Educn Soc. of GB, 1981-84; Pres., Assoc. of Colls of Further and Higher Educn, 1984-88; Vice President: Soc. for Research in Higher Educn, 1983-; British Educn Admin. and Management Soc., 1985-; Chm., NFER/Nelson Publishing Co., 1985-86, 1987-88. Governor: Wye Coll., 1981-83; Hymers Coll., Hull, 1985-; Freeman, City of London, 1985. Trustee, Forbes Trust, 1987-; Hon. DSc Aston (Birmingham), 1977; Hon. LittD Leeds, 1979; Hon. DCL Kent, 1981; DUniv Open, 1983; Hon. DLitt Loughborough, 1984. Hon. FCP 1977. Hon. FCCA 1980. Yeoman, 1982-87. Liveryman, 1988-; Worshipful Soc. of Apothecaries of London. Publications: *The Secondary Modern School*, 1963; *Society and the Education of Teachers*, 1969; (ed with G. Baron) *Educational Administration and the Social Sciences*, 1969; *Heading for Change*, 1969; *Planning and Policy in Post Secondary Education*, 1972; *Theory into Practice*, 1972; *Research Perspectives in Education*, 1973; (ed with R. Paraghar and R. Thomas) *Educational Administration in Australia and Abroad*, 1975; *Research and Reform in Teacher Education*, 1978; (ed with B. Simon) *Education in the Eighties: the central issues*, 1981; (ed) *Metaphors of Education*, 1984; *Universities Under Scrutiny*, 1987; articles and papers in professional jls. *Recreation: writing, walking*. Address: University of Hull, Hull HU6 7RX. T: Hull 665131.





RL6  
cc June 10.  
NO

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

7 August 1989

Thank you for your letter of 4 August to Paul Gray, enclosing a revised list of the members proposed for the National Curriculum Working Group on modern foreign languages.

The Prime Minister is content with what is proposed.

I am copying this letter to Stephen Williams (Welsh Office).

CAROLINE SLOCOCK

Stephen Crowne Esq  
Department of Education and Science

man



ELIZABETH HOUSE  
YORK ROAD  
LONDON SE1 7PH  
01-934 9000

Paul Gray Esq.,  
Private Secretary,  
10 Downing Street,  
LONDON SW1A 2AA

Price Anker

My impression of Tuesday's  
meeting is that, a little

reluctantly, you would go  
and with this sort of outcome

Angela Rumbold told me afterwards  
it would secure ~~the~~ the seat of regality  
4 August 1989  
you wanted.      Catlet?

Руб 4/8

appts pps?

Dear Paul

In your letter of 1 August you asked me to let you have a revised version of the full list of members proposed for the National Curriculum Working Group on modern foreign languages.

I attach such a list. You will note that, of those of whom your earlier letter of 28 July noted that the Prime Minister had doubts, have been dropped. You will also see that Heather Brigstocke is now proposed for membership. The Minister of State will be speaking to her to ascertain her willingness to serve. All the members now proposed have been interviewed by Ministers, except where they were already well-known to them.

Your earlier letter indicated that the Prime Minister was concerned that the Group might be too large. The dropping of three names means that the number of members will come down from 15 to 12 (plus the Chairman). This is slightly larger than some of the other Working Groups, but my Ministers believe that this is necessary in order to cover adequately the different languages.

It is hoped to announce the establishment of the Working Group on 14 August; we will obviously need to move fast in order to contact all the proposed members before that date.

I am copying this letter to Stephen Williams in the Welsh Office.

STEPHEN CROWNE  
Private Secretary

Thank you for yr letter of —  
about send up a revised list of  
the members proposed for the  
N

TEMPORARILY RETAINED G. Gray 3/17/2016

THIS IS A COPY. THE ORIGINAL IS  
RETAINED UNDER SECTION 3 (4)  
OF THE PUBLIC RECORDS ACT

P. M. — a content will  
be proposed.

3.



PROPOSED MEMBERS OF THE NATIONAL CURRICULUM WORKING GROUP ON  
MODERN FOREIGN LANGUAGES

Chairman

Professor Martin Harris. Vice-Chancellor of Essex University since 1987. Since then has improved that University's management, efficiency and standing.

Members

Melvin Austin, senior teacher, Hardenhuish School, Chippenham. Governor of Centre for Information on Language Teaching and Research (CILT), where he makes a sensible and constructive contribution. Established excellent languages department in former school (Lord Grey, Buckinghamshire).

Heather Brigstocke, High Mistress of St Paul's Girls' School. Classicist. Introduced Japanese into the curriculum at St Paul's. Excellent committee member.

Mark Fowler, Modern Language Officer, National Language Unit of Wales. Expert on examinations and assessment, the only nominee of Secretary of State for Wales (to whom the Group also report).

Fiona Gilmore, Managing Director, Michael Peters & Partners, a design and communications consultancy. A lively contributor to the CILT governing body, and has set up language training in her own firm for all employees.

Professor Anthony Heathcote, Head of Department of Hispanic Studies and Chairman of School of Modern Languages and Linguistics, Sheffield University. Has a high reputation among academics and strong links with industry and commerce.

Dr I S Patel, former Director of LSE. Important both presentationally and realistically to have someone with wide knowledge of Indic languages. Suggested by Professor Harris as someone who would make good contribution. Has business

connections and experience.

Otto Polling, former head of Intercultural and Secondary School Languages and Support Services, Berkshire. Experience of work with ethnic community languages, and now with graded assessment schemes in EC. Very lively contributor.

Robert Pullin, Lecturer in Education, French and Russian, Department of Education, Sheffield University. CILT governor. Clear thinker with lots of ideas.

Michael Roe, Head of Languages' Department, the London Oratory School, Hammersmith. Languages Department includes classics as well as modern languages. Sound contributor, and covers classics as well as other languages.

Mary Ryan, head of modern languages, Hannam High School, Bristol, and acting adviser for modern languages, Avon. Experience of teaching languages to pupils across the ability range. Bright and lively.

Dr Charles Suckling, formerly General Manager, Research and Technology, ICI. Has shown rigorous and common sense approach on other Working Groups. Russian speaker, fascinated by languages.

John Wight, Inspector of English as a Second Language, ILA, moving to Wandsworth next month as Senior Adviser. Has knowledge of Chinese and modern Greek as well as French.



File C.A.S.



10 DOWNING STREET

LONDON SW1A 2AA

*From the Private Secretary*

3 August 1989

CONFIDENTIAL

*Dear Stephen,*

**NATIONAL CURRICULUM: INTERIM HISTORY PROPOSALS**

The Prime Minister was grateful for your Secretary of State's minute of 2 August.

The Prime Minister is content with the approach proposed by your Secretary of State and with the terms of the draft letter to the History Working Group Chairman attached to his letter. She commented that the real test will be the final report, which the Government can only accept if it is satisfactory.

I am copying this to Stephen Williams (Welsh Office), David Crawley (Scottish Office), Stephen Leach (Northern Ireland Office), Stephen Wall (Foreign and Commonwealth Office), Peter Storr (Home Office), Clive Norris (Department of Employment) and Trevor Woolley (Cabinet Office).

*Yours sincerely,  
Caroline Slocock*

CAROLINE SLOCOCK

Stephen Crowne Esq.  
Department of Education and Science

*men*

PRIME MINISTER ①

HISTORY WORKING GROUP

I am told by Mr MacGregor's office that relations with the History Working Group are near breaking point. Commander Saunders Watson is to go on leave on Monday and Mr MacGregor is particularly keen to see him on Friday before he does so. He would therefore much appreciate a response from you tonight to the attached if at all possible.

Are you content:

- with the approach Mr MacGregor suggests;
- and with the terms of the attached draft letter.

CSG  
Caroline Slocock  
2 August 1989

*The letter will be the final report.  
We can only accept it if it is satisfactory.  
The interim report gives little ground for  
confidence etc*





PRIME MINISTER

NATIONAL CURRICULUM; INTERIM HISTORY PROPOSALS

*hap*  
I have reflected carefully on the points raised in your Private Secretary's letter of 26 July and I fully understand your anxiety that the Working Group should give proper effect to our concerns in further developing its recommendations and in producing its final Report. I think that may best be achieved by my talking to the Chairman of the Group first, rather than by giving the Group detailed instructions in a published letter, and I intend to see him as soon as possible after we have agreed the response.

Nonetheless, we can give the Group stronger guidance on British History for 11-16 year olds, on a chronological framework and on what should be included in the attainment targets. I attach a revised letter that I would propose to send to Commander Saunders Watson, which I have discussed and agreed with Brian Griffiths overnight since we talked.

I should be grateful for your agreement that we should now publish the interim report, which has been with us for a month, accompanied by a letter to the Group's chairman as attached.

I am copying this minute to Peter Walker, Malcolm Rifkind, Peter Brooke, John Major, Douglas Hurd, Norman Fowler and Sir Robin Butler.

*S. P. Crowe*

*pp.* JM

2 August 1989

DEPARTMENT OF EDUCATION AND SCIENCE  
(Approved by the Secretary of State  
and signed in his absence)



DRAFT LETTER TO CHAIRMAN OF THE HISTORY WORKING GROUP (2 AUGUST)

Thank you for your letter of 27 June enclosing the interim report of the National Curriculum History Working Group.

The Secretary of State for Wales and I are grateful to the Group for its report. We are publishing it today, together with this letter. I have set out below a number of issues which I would like the Group to consider further in developing complete and detailed recommendations for attainment targets, programmes of study and related assessment arrangements, for inclusion in its final report at Christmas. You will of course also be taking account of public reaction to the interim report, and I know that you will want to make sure that the Group's recommendations are such that they can be easily implemented in schools.

First, I welcome the Group's recognition that chronology is necessary for the study of history. I hope that in further developing your proposals, you will reflect this in clear recommendations on a chronological framework for the history curriculum and on the order in which the history study units should be taught within the key stages, and by making appropriate links between the units. I think that this is essential if pupils are to gain a proper grasp of the chronological map and the sweep of history.

Second, I note that the framework for the programmes of study which the Group recommends provides for less than 50% of time to be given to British history in key stages three and four. I should like the Group to increase this proportion by developing additional core study units devoted to British history and, in the appropriate thematic history study units, to give the British experience a sharper focus.

Third, I note that the Group has decided to include the content of historical knowledge in the programmes of study. While I welcome this I doubt whether this approach puts sufficient emphasis on the importance of acquiring historical knowledge and on ensuring that knowledge can be assessed. It runs the risk that pupils' grasp of the substance of history will not be clearly



established or assessed.

I understand that the Group has considered this aspect of its approach in some detail, but I am not convinced that the case has been made for knowledge remaining only in the programmes of study. I should therefore be grateful if the Group would look again at this matter with a view to including essential historical knowledge in the attainment targets.

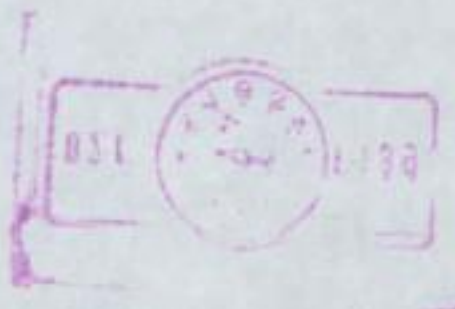
The Group will in any case need to prepare detailed programmes of study for all the history study units, spelling out fully and precisely the additional or more advanced content of knowledge - including dates, events, and people - that must be taught to pupils working towards each successive level of attainment. These programmes of study will also need to make explicit what knowledge is to be taught to pupils of different abilities at different stages. We must be sure that pupils are properly assessed and can demonstrate both knowledge and the levels of understanding and skill, clearly defined in the statements of attainment. You should consult the School Examinations and Assessment Council in formulating your full proposals.

Other matters which I should be glad if the Group could examine further, after consultation as necessary with the National Curriculum Council and SEAC, and in the light of public reaction to the interim report, include:

- a) the need to ensure that statements of attainment are in all cases sufficiently precise, specific and well-pitched for assessment purposes. I hope that the Group will consider the copious use of examples to illustrate what is wanted at different levels of attainment;
- b) the detailed assessment issues listed in paragraph 6.9 of the interim report - in particular, how pupils' display of factual knowledge should be treated for assessment purposes.

I am sure that in undertaking your further work you will continue to liaise closely with the History Committee for Wales.

I am well aware of the very considerable amounts of time and of thought that have gone into the production of this report, and am most grateful for that. I look forward to receiving your final report by Christmas.





Box 4

R3017189

Thank You  
for your attendance  
at the Garden  
Party, held on Tuesday  
25<sup>th</sup> July 1989,  
commemorating 150  
years of public education.  
I do not know if you  
were the originator of  
the idea of the  
Party but it was

Carole Allaway

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a perfectly splendid  
occasion. I marvelled at  
the way you came and  
spoke to us at length in  
your usual caring way  
especially in a very  
busy week when it is  
"end of term" at the Comms.  
May God continue to bless  
you in all that you do in  
His Service. R. J. Allen (Mrs)  
Best wishes,

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Department of Employment  
Caxton House, Tothill Street, London SW1H 9NF

Telephone 01-273 5803  
Telex 915564 Fax 01-273 5821

Secretary of State

The Rt Hon John MacGregor MP  
Secretary of State for Education  
Elizabeth House  
York Road  
LONDON  
SE1 7PH

*Dear John.*

*July 28*

*Appt Part 22*

#### NATIONAL CURRICULUM: PROPOSALS FOR TECHNOLOGY

I have seen David Young's letter of 14 June commending the report of the Design and Technology Working group and Kenneth Baker's response of 19 June. I too was pleased to see the report, which builds imaginatively on much of the good work that has already gone on in schools, particularly as a result of TVEI.

I would also wish to highlight the importance I see the whole area of enterprise education having within the curriculum in preparing young people for working life. There are a number of strands here: a proper knowledge-base (such as the practical understanding of business issues delivered through a well-designed business studies qualification); positive attitudes towards enterprise and industry (such as we are trying to encourage through the education/industry partnerships movement, particularly Compacts); and the practical entrepreneurial skills industry is increasingly calling for (such as the problem solving and group working skills developed through practical work-experience). I therefore welcome the part Design and Technology will have to play in delivering all of these within the National Curriculum, and look forward to hearing how all the other core and foundation subjects, and the school curriculum as a whole, will also contribute. This is an area on which it will be crucial to give schools detailed practical guidance at the earliest opportunity if its position is to be effectively safe-guarded.

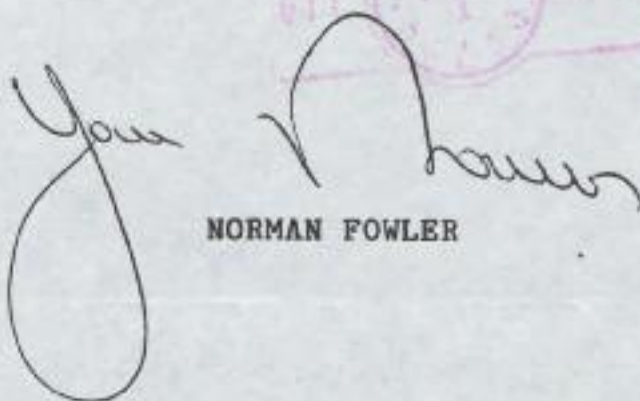




Secretary of State  
for Employment

As regards David's specific proposals, I know my officials are already in touch with those in DTI in working up these ideas in more detail. The whole area of enterprise education and education/industry partnerships is one in which the Training Agency has considerable experience and I am sure it would be helpful if they were to be actively involved in any relevant inter-Departmental discussions with NCC and SEAC.

I am copying this letter to the Prime Minister and other members of E(EP).



NORMAN FOWLER





*me rk*

10 DOWNING STREET

LONDON SW1A 2AA

From the Private Secretary

28 July 1989

*Dear Sir,*

NATIONAL CURRICULUM: WORKING GROUP ON  
MODERN FOREIGN LANGUAGES

The Prime Minister was grateful for Mrs. Rumbold's note of 26 July providing the further information requested in my letter of 24 July.

I should be grateful if you and copy recipients would ensure that this letter is shown only to those with a clear need to know.

In the light of this further material, the Prime Minister is content with the proposal to appoint Professor Martin Harris as the Chairman of the Modern Foreign Languages Working Group.

She has also considered the proposals on other members of the Group in the annex to Mrs. Rumbold's letter and supplemented by the further five names sent to this office yesterday. The Prime Minister questions whether the Group should be as large as is implied by the total number of names put forward, and feels it should have a maximum size of ten. Of the candidates suggested, she has doubts about the proposals to appoint Mr. Collier, Dr. Patel, Dr. Suckling, Mr. Bolton, Mr. Phillips and Mr. Fowler.

I am copying this letter to Keith Davies (Welsh Office), Uriel Jamieson (Scottish Office), Malcolm Buckler (Paymaster General's Office), Carys Evans (Chief Secretary's Office), Peter Storr (Home Office), Alan Ring (Department of the Environment), Anne-Marie Lawlor (Department of Employment) and to Trevor Woolley (Cabinet Office).

*Yours  
Paul*

(PAUL GRAY)

Stephen Crowne, Esq.,  
Department of Education and Science.

*Paul*

PRIME MINISTER

NATIONAL CURRICULUM WORKING GROUP OF MODERN FOREIGN LANGUAGES

You asked for more information about the proposed Chairman of this Working Group, Professor Martin Harris, and for proposals on the other members.

Mrs. Rumbold's minute (Flag A) provides this material.

Brian Griffiths' note (Flag B) provides comments. He does not object to the proposed Chairman. But he suggests rejecting a number of the proposed other members, particularly given the large <sup>total</sup> number proposed.

Content to comment as Brian recommends?

PRG

PAUL GRAY

27 July 1989

Y  
100 mb



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B B

PRIME MINISTER

27 July 1989

NATIONAL CURRICULUM: WORKING GROUP ON MODERN FOREIGN LANGUAGES

Mrs Rumbold has minuted you with more information on the proposed working group on modern foreign languages.

The Chairman while not exciting can be expected to do a reasonably good job.

There are two difficulties over proposed members; first there are far too many - no less than 15 names are put forward: second some of the names seem of doubtful value.

I would suggest that the group should have a maximum size of 10 and that the following should be rejected:

Dr Patel

Dr Charles Suckling

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Mr Mark Fowler

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*Mr*

BRIAN GRIFFITHS





DEPARTMENT OF EDUCATION AND SCIENCE

ELIZABETH HOUSE YORK ROAD LONDON SE1 7PH

TELEPHONE 01-934 9000

FROM THE MINISTER OF STATE

PRIME MINISTER

NATIONAL CURRICULUM: WORKING GROUP ON MODERN FOREIGN LANGUAGES

Your Private Secretary's letter of 24 July<sup>with PG?</sup> asked for a little more information about Professor Martin Harris, and about our proposals for other members of the Modern Foreign Languages Working Group on which Kenneth Baker minuted you on 20 July.

Professor Harris became Vice-Chancellor of Essex University in 1987. In the quite short time since moving there he has vastly improved its management, the efficiency of its operations, and its standing as a University. The days of the "students' co-op" are well past. In our view, he is clearly in the front rank of Vice-Chancellors, and he is a firm supporter of Government policies on University funding. Before going to Essex, he was Professor of Romance Linguistics at Salford University from 1976. During that period, he also served terms as Dean of Social Sciences and Arts and as Pro-Vice-Chancellor. He was also a member of the UGC and, as Kenneth mentioned in his earlier minute, was responsible for negotiating very successfully a wide-ranging rationalisation programme for modern languages in the universities. We believe he has both the managerial qualities to be a good hard-headed chairman of the Group, the academic standing which will give it credibility, and personal competence in the European languages to which we want to give precedence.

A list of the other proposed members of the Working Group is attached. The Group will need to cover a number of different

languages, and Martin Harris would be keen to have in the Group members with knowledge of different languages who would be capable of chairing sub-groups to work on the detail, if he is asked to serve as Chairman. He welcomed our proposal to include Sir Peter Parker and Dr I S Patel, who between them cover the main language groups not covered by Professor Harris himself. We know Mr Collier and Dr Suckling well enough to know that they will do an effective job. I am interviewing all the others and those whom we have so far accepted have a clear recognition of the essential framework that will be needed for Foreign Language study.

We are considering one or two further candidates to add to the representatives from industry and commerce, and we should like a classicist on the Group. I am conducting further interviews.

We were hoping to announce the establishment of this Working Group, with its membership so far and its terms of reference, next week so that it can start preparatory work and keep us on course for implementation, at least for the main European languages, by 1992. I should be grateful for your agreement that we should proceed.

I am sending copies of this minute to Peter Walker, Malcolm Rifkind, Peter Brooke, John Major, Douglas Hurd, Nicholas Ridley, Norman Fowler and Sir Robin Butler.

AR.

ANGELA RUMBOLD  
26 July 1989



## ANNEX

PROPOSED MEMBERS OF THE NATIONAL CURRICULUM WORKING GROUP ON  
MODERN FOREIGN LANGUAGESChairman

Professor Martin Harris

Vice-Chancellor, Essex University

Members

Mr Melvin Austin

Senior Teacher, Hardenhuish School,  
Chippenham
*Deputed to serve.*  
 Sir Peter Parker
Former Chairman, British Rail. Chaired  
committee on "hard" languages for CBI ]

Dr I S Patel

Former Director of LSE, formerly  
Director of Indian Institute of  
Management and Governor, Reserve Bank of  
India

Mr Otto Polling

Former Head of Intercultural and  
Secondary School Languages and Support  
Services, Slough, Berkshire. (Dutch)

Mr Robert Pullin

Lecturer in Education, French and  
Russian, Department of Education,  
University of Sheffield

Miss Mary Ryan

Head of Modern Languages, Hannam High  
School, Bristol. Acting Adviser for  
Modern Languages, AvonDr Charles Suckling,  
FRS, CBEFormer General Manager, Research and  
Technology, ICI. Russian speaker

Mr John Wight

Inspector of English as a Second  
Language, ILEA; moving to Wandsworth  
September 1989 as Senior Adviser

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PROPOSED MEMBERS OF THE NATIONAL CURRICULUM WORKING GROUP ON  
MODERN FOREIGN LANGUAGES

Addendum

Members

Professor A Antony Heathcote	Professor of Spanish, Head of Department of Hispanic Studies and Chairman of the School of Modern Languages and Linguistics, University of Sheffield
Mr Michael Roe	Head of Languages' Department (which includes classics), The London Oratory School, Hammersmith
Mrs Fiona Gilmore	Managing Director, Michael Peters and Partners, a design and communications consultancy
Mr Mark Fowler	Modern Language Officer, National Language Unit of Wales

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cc BG

10 DOWNING STREET

LONDON SW1A 2AA

From the Private Secretary

26 July, 1989.

Dear Sir,

**NATIONAL CURRICULUM: INTERIM HISTORY PROPOSALS**

The Prime Minister has seen Mr. Baker's further minute of 24 July. She continues to have major concerns; although she feels that Mr. Baker's minute set out the right principles, his detailed proposals do not provide for effective implementation of them.

I should be grateful if you and copy recipients could ensure that this letter is seen only by those with a strict need to know.

The Prime Minister welcomes the proposal to strengthen the emphasis on British history for 5-11 year olds. But she does not consider that the proposals for 11-16 year olds go far enough. For them British history will still remain less than 50 per cent of the syllabus; and increasing the requirement through thematic units rather than the core would not necessarily mean that pupils are taught the broad sweep of British history. She therefore considers that there should be at least two extra core units in British history for 11-16 year olds.

The Prime Minister recalls that the letter Mr. Baker sent to Commander Saunders-Watson when the working group was established gave a strong steer on the importance of chronological study. That appears to have had little impact, and she therefore questions whether giving a similar steer at this stage would be wholly effective. She therefore feels that your Secretary of State should press for a clearly set out chronological framework for the whole curriculum.

As regards profile components and the programmes of study, the Prime Minister considers it is necessary to go a lot further than Mr. Baker proposed. She does not think that relying on historical knowledge being covered in the programmes of study is sufficient, and she finds it inconceivable that the working group could not develop profile components based on knowledge if they wished to do

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✓

so. She therefore considers that the profile components should be redrafted to include historical content and that the programmes of study should be set out to show explicit chronology which links one period of history to the next.

I am copying this letter to Stephen Williams (Welsh Office), David Crawley (Scottish Office), Stephen Leach (Northern Ireland Office), Stephen Wall (Foreign and Commonwealth Office), Colin Walters (Home Office), Clive Norris (Department of Employment) and Trevor Woolley (Cabinet Office).

Yan.  
Paul

Paul Gray

Stephen Crowne, Esq.,  
Department of Education and Science.



25 July 1989

NATIONAL CURRICULUM: INTERIM HISTORY PROPOSALS

In responding to your comments, Kenneth Baker accepts a number of the shortcomings of the History Working Party report. He to is concerned about:

- the lack of emphasis in the proposed curriculum on British history;
- the failure to stress the importance of chronology;
- and the need to specify historical content as well as historical method and skills.

Indeed on the last issue he even says that the Working Party started by trying to define attainment targets in respect of knowledge - but gave up for a variety of reasons. /

While he clearly shares your concerns, his minute is much less helpful in pointing the way forward.

British History

He suggests that this problem could be dealt with by strengthening his letter to the Chairman of the Working Group:

- (a) improving on the time allocated to British history for 5-11 year olds;
- (b) requiring that at least one of the thematic history study units should focus on British history.

He claims that this would significantly alter the balance between British and other History.

The proposal for improving the curriculum for 5-11 year olds - is fine. The other proposal, however, is not.

The difference between the two proposals is as follows:

British History/Total History in Percentage Terms

<u>Original Working Party</u>		<u>Recommended Change</u>
Ages 11-14	21%	28%
Ages 14-16	20%	40%

This is simply not good enough. British history still remains less than 50% of the history syllabus. In addition by increasing the requirement through thematic units rather than through the core, pupils will not necessarily be taught the broad sweep of British history - as the thematic units could cover the most exotic and frivolous subjects.

Recommendation

- (a) Accept the proposal for 5-11 year olds;
- (b) Insist on at least two extra core units in British history for 11-16 year olds. Agreed

Chronology

Kenneth Baker suggests giving his letter to Commander Saunders-Watson a strong steer on the importance of chronological study. This is good. Unfortunately, however, there is already a strong



steer in the letter written by the Secretary of State to Saunders-Watson at the time the committee was set up. That clearly had little impact and it is highly doubtful if adding a steer at this stage will do the trick.

#### Recommendation

Request a clearly set out chronological framework for the whole curriculum. ✓ Agreed

#### Profile Components and Programme of Study

This is the crux of his letter and regrettably its most disappointing part.

His argument is that:

- the group tried to define attainment targets based on knowledge, but failed;
- historical knowledge is covered in the programmes of study, so there is no need to re-define the profile components (ie what pupils should know at various ages) to include knowledge as well as historical skills and methodology.

But this is to defend the weakest part of the Working Party's report. I find it inconceivable that the Working Party could not develop profile components based on knowledge if they wished to. That is precisely what 'O' level and 'A' level history has been doing for the past few decades. Redefining the profile components is not a huge task. It is spelt out in two pages of the report (25-26) and could be easily redrawn in two to three meetings.

The reason the Working Party does not wish to re-define the profile components is that the result would then be a rejection of all the new history stands for.

Recommendation

It is vital that the profile components are re-drafted to include historical content and that programmes of study are set out to show an explicit chronology which links one period of history to the next.

Bh.

BRIAN GRIFFITHS



Not g R

MEMA H



10 DOWNING STREET

LONDON SW1A 2AA

From the Principal Private Secretary

25 July 1989

Dear Stephen,

TEACHERS' GARDEN PARTY

The Prime Minister has asked me to thank Mr. Baker and those in the Department who helped organise the Garden Party at Buckingham Palace. It proved to be a very enjoyable occasion. The Prime Minister had an opportunity to talk with a wide cross-section of teachers and others working in education (from the Isle of Lewis southwards) and she was delighted with the enthusiastic response to many of the Government's policies which she encountered.

I am copying this letter to Mr. Baker at his new office. I am also sending copies to David Crawley (Scottish Office), Stephen Leach (Northern Ireland Office) and to Stephen Williams (Welsh Office).

Yours sincerely  
Andrew Turnbull

ANDREW TURNBULL

Stephen Crowne,  
Department of Education and Science

men

CCB/UP

PRIME MINISTER

TEACHER'S GARDEN PARTY, 25 JULY

As you will recall, this is a special anniversary occasion for the education service. The anniversaries being celebrated are:

- the setting up of Privy Council's Committee on Education on 10 April 1839;
- the appointment of the first Inspector of Schools on 9 December 1839.

These events are also being commemorated by special stamps and public events including exhibitions and lectures.

2,000 teachers will be present at the Garden Party and numerous distinguished guests. Princess Anne and the Duke of Kent will be leaving at about the time of your arrival.

I attach:

FLAG A            Letter from Mr Baker about the arrangements

FLAG B            A programme

FLAG C            A list of guests

It is intended to keep this as an informal visit. But Mr Baker did ask 'whether there was anyone on the guest list you particularly want to meet. If so, please mark their names and I will let the new Secretary of State know.

*CAS*  
Caroline Slocock  
24 July 1989





cc/bu  
cc/b/p

PRIME MINISTER

NATIONAL CURRICULUM: INTERIM HISTORY PROPOSALS

- This memo accepts  
our principles but denies their  
implementation. Agree wholly  
with Brian  
Griffiths comments  
nb*
1. I have seen your Private Secretary's letter to mine of 12 July on the Interim Report of the History Working Group.
2. You will know from my previous minute that I consider that the proposals at present under-play British history. We share that concern. I should be happy to strengthen my letter to the Chairman of the Working Group to make clear that the emphasis on British history should be increased not only in key stages 1 and 2 (5-11 year olds) to improve on the 50% of time currently allotted to it, but also in the later key stages: at least one of the thematic history study units pursued by pupils, in addition to the core units of British history, should focus on British history. That change would significantly alter the balance between British and other history.
3. I should also be happy to add to my letter to Commander Saunders Watson a strong steer on the importance of chronological study as a basis for proper understanding of political, constitutional and other historical development. I know that the Group would welcome that. It has made its support for a chronological approach clear, and that underpins the programmes of study it wishes to develop. But there will be considerable criticism of the Group's stand. A strong steer from us that the Group should stick to and emphasise chronological studies will strengthen its hand.
4. Like you, I should be most concerned if the Group's approach left open to chance the proper acquisition of knowledge and did not specify clearly the historical content which is to be covered. As the Group itself makes clear,



interpretation and enquiry must be firmly founded on knowledge. I wish to stress that in my letter to Commander Saunders Watson. But I am also aware that the Group started by trying to define attainment targets based on knowledge, but felt obliged, after long deliberation to change its approach because the structure of attainment targets became complex and unwieldy, dealt inadequately with chronology, and resulted in some major gaps of coverage.

5. I believe that what the Group has proposed is in practice an ingenious way of ensuring that an adequate range of historical knowledge is covered, and is taught on a chronological basis. The essential point is that programmes of study, quite as much as attainment targets, are statutory requirements. Teachers must teach what is in the programmes of study. Testing will be based on what is prescribed in both the attainment targets and programmes of study. There is no question of pupils being able to demonstrate attainment only in historical understanding and skills without reference to the facts and knowledge in the programmes of study. This is of course the approach adopted successfully in the Design and Technology Report which we recently endorsed as the basis for our statutory proposals.

6. The approach does rely upon getting the programmes of study right. That is why I wish to stress in my letter to the Working Group that it should spell out precisely and in detail in the programmes of study the factual knowledge which is to be covered; and what additional knowledge is to be taught and demonstrated by pupils if they are to be considered as having reached progressively higher levels of attainment. This is not mere refinement: it is fundamental to the success of the Group's approach. In that way the attainment targets and programmes of study will be bound together effectively to deliver our key objectives. Commander Saunders Watson fully recognises and accepts that, and he and the Group are committed to producing comprehensive programmes of study which make very clear what pupils must be taught and provide a sound basis for assessing their knowledge.



7. I do not think that, given the work which the Group has already done and its attempt to produce attainment targets based on content, we can realistically ask it to go back to the drawing board on profile components and attainment targets. In practice I believe that what I have proposed to say to the Group on programmes of study will fully meet our concerns. We can also ask the Group, and in due course the School Examinations and Assessment Council, to ensure that the profile component on historical understanding, based on knowledge, is given greater weight for teaching and assessment purposes than the profile component on investigation.

8. I should be happy to discuss all this if you wish. Publication of the Group's interim report is now widely anticipated and I ought to respond soon.

9. I am copying this minute to Peter Walker, Malcolm Rifkind, Tom King, Geoffrey Howe, Douglas Hurd, Norman Fowler and to Sir Robin Butler.

*KB*

KB

Department of Education and Science

24 July 1989







~~PAUL GRAY~~ *RM*

21 July 1989

NATIONAL CURRICULUM: MODERN FOREIGN LANGUAGES

I have no substantive comments to make on the choice of Chairman or the terms of reference for the Working Party and would, therefore, recommend accepting both as proposed.

*Brian Griffiths*

BRIAN GRIFFITHS



ELIZABETH HOUSE  
YORK ROAD  
LONDON SE1 7PH  
01-934 9000

The Rt Hon Margaret Thatcher MP  
Prime Minister  
10 Downing Street  
London SW1

19 JUL 1989

*In Margaret*

TEACHERS' GARDEN PARTY, 25 JULY

I am delighted that you are able to give some time to this special anniversary occasion for the education service. I understand that your intention is to arrive a little before 5 pm when we are expecting the two Royal Guests, Her Royal Highness the Princess Royal and His Royal Highness the Duke of Kent to leave.

The main body of the guests will be teachers in schools and further education colleges from all four countries of the United Kingdom - about 2000 of them, plus spouses. The Secretaries of State asked the local education authorities (LEAs) to nominate teachers for invitation - local education authorities in England for example were invited to nominate 15 teachers each. LEAs were asked to spread their nominations between teachers of different seniority (heads and assistants) and between the different phases of education - primary schools, secondary schools and further education colleges. The response from teachers to these invitations has been very enthusiastic.

In addition there will be a substantial number of distinguished guests with educational connections of various kinds. I attach a list of these, covering Bishops and Peers, Members of Parliament, Leading Representatives of Teacher Associations and Chairmen of Education Committees.

I also attach an outline time-table for the afternoon. I propose to make my way to the area of the Terrace steps at about 4.45 to receive you on arrival. We are planning to keep the occasion as informal as possible and you may prefer simply to walk among the guests. But please let me know if there are any whom you would particularly like to meet.

*Tomlin*

*Ann A*



OUTLINE TIMETABLE FOR 25 JULY

3.15 - 3.45pm	Guest assemble in garden.
4pm	Royal Guests arrive, received at Terrace steps by Secretaries of State, Mr Roberts and Mrs Rumbold, and spouses. (Senior officials of Education Departments in attendance for additional introductions if appropriate).  Princess Royal, escorted by Secretary of State, and Duke of Kent, escorted by Mrs Rumbold, begin walkabout.
4.30pm*	Mr Rifkind and Mr King escort Princess Royal; Duke of Kent escorted by Mr Wyn Roberts.
4.45pm*	Prime Minister and Mr Thatcher arrive; met by Mr Baker.
5pm*	Royal Guests depart.
6pm	Party ends.

\* Approximate times

BISHOPS

The Rt Rev Michael and Mrs Adie (Bishop of Guildford)  
The Rt Rev J Hannigan (Roman Catholic Bishop of Wrexham)

PEERS

Lord and Lady Eccles\*  
Lord and Lady Glenamara\*  
Lord Ritchie of Dundee  
Lord Henley  
Lord and Lady Hailsham of St Marylebone\*  
Lord and Lady Mulley\*  
Lord Peston  
Lord Stewart of Fulham\*  
Lady Plowden  
The Viscount Davidson  
Lady David  
Sir Geoffrey and the Baroness Warnock

KNIGHTS/DAMES

Dame Mary Smieton  
Sir Anthony and Lady Wagner  
Sir William and Lady Barlow  
Rt Hon Sir Reginald and Lady Prentice\*  
Sir Toby and Lady Weaver  
Sir Roy and Lady Harding  
Sir Anthony and Lady Part  
Sir Geoffrey and Lady Chandler  
Sir Michael Caine  
Sir David and Lady Hancock

\*Former Ministers of Education/Secretaries of State for Education and Science. In addition Mr Kenneth Lindsay who was Parliamentary Secretary to the Board of Education in 1937-40 will attend.



MEMBERS OF PARLIAMENT

Jaques Arnold MP  
Mrs Rosie Barnes MP<sup>1</sup>  
Gerald Bowden MP  
John Bowis MP  
Anthony Coombes MP  
David Evennett MP  
Martin Flannery MP  
Harry Greenway MP  
Michael McNair-Wilson MP  
Steve Norris MP  
James Pawsey MP  
Timothy Raison PC MP<sup>2</sup>  
Gerald Steinberg MP  
Jack Straw MP<sup>3</sup>  
Malcolm Thornton MP  
Ms Emma Nicholson MP (as Spouse of Sir Michael Caine)  
Crispin Poyser Esq (Clerk to the Education, Science and Arts  
Committee, House of Commons)

NORTHERN IRELAND MINISTERS - (with Spouses)

Rt Hon Tom King PC MP  
Dr Brian Mawhinney

WELSH OFFICE - (with Spouse)

Wyn Roberts MP

DES MINISTERS - (with Spouses)

Rt Hon Kenneth Baker MP  
Mrs Angela Rumbold MP  
John Butcher MP  
Robert Jackson MP

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<sup>1</sup>SDP Spokesman on Education

<sup>2</sup>Chairman of the Select Committee on Education, Science and  
Arts

<sup>3</sup>Labour Spokesman on Education

## UNION REPRESENTATIVES

Fred Smithies\* National Association of Schoolmasters/Union of Women Teachers

Fred Jarvis\* National Union of Teachers

Peter Dawson National Association of Teachers in Further and Higher Education

David Hart\* National Association of Head Teachers

Secondary Heads Association 6 representatives

Assistant Masters and Mistresses Association 5 representatives

Professional Association of Teachers 6 representatives

Mr L K Street Association of Principals of Colleges

\*General Secretary of the Union

## OTHER

Dr Clare Burstall, Director of the National Foundation for Educational Research.

Mr D Hatfield, Secretary of the Society of Education Officers.

Professor William Taylor CBE, Vice-Chancellor of Hull University and Chairman of the Committee for the Accreditation of Teacher Education.



CHAIRMAN OF EDUCATION COMMITTEES - UNLESS INDICATED OTHERWISE

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BARNESLEY Cllr Howard Lavender  
BERKSHIRE John Whitwell  
BIRMINGHAM Cllr Mrs N Hafeez Vice Chairman  
" Mr David Hammond Chief Education Officer  
BOLTON Cllr Don Eastwood  
BRENT Cllr Len Snow  
BROMLEY Cllr Mrs Joan Bryant  
BUCKINGHAMSHIRE Mrs R K Wingrove  
CORNWALL Mrs L M Yelland Vice Chairman  
CROYDON Cllr A Pelling  
DORSET Mrs Pamela Seaton  
DURHAM Cllr Michael Kellner  
ENFIELD Cllr Peter Elvidge  
ESSEX Mrs D Hutton  
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HARINGEY Cllr N F Kemble  
HEREFORD and WORCESTER Mrs L O Barnet Vice Chairman  
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MANCHESTER Cllr A Burns Deputy Chairman  
NEWCASTLE Cllr Mrs J M Lamb  
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NORTH YORKSHIRE Squadron Leader J F Donaldson  
NOTTINGHAMSHIRE Cllr Fred Riddell  
REDBRIDGE Cllr Morris Hickey  
ROCHDALE Mr A N Naylor  
ROTHERHAM Cllr T Sharman  
SEFTON Cllr Dr A Brogden  
SOUTH TYNESIDE Cllr Brian Howard  
SUFFOLK Mrs N P Alcock  
STAFFORDSHIRE Mr T R Wright

STOCKPORT Cllr Jacqueline Roberts

SUTTON Cllr Steve Penneck

TAMESIDE Mr D Marbeck Deputy Director Education

WALSALL Cllr T J Martin

WILTSHIRE Mr A J Winmill

THE WIRRAL Mr M G Nichol Director of Education

ISLES OF SCILLY Mr L W Michelle





*CSK*

FCS/89/160

SECRETARY OF STATE FOR EDUCATION AND SCIENCE

Education: Liaison with the Commission

*Attached*

1. Thank you for your letter of ~~7~~ July concerning Community discussion of education matters.
2. I agree with your proposal to set up an informal group of Permanent Secretaries/Directors of Education under Commission chairmanship and that we should take early soundings of other member states. Our officials are in touch about this. It would also be useful for UKRep to follow up Sir D Hancock's recent discussions with the Commission. If reactions are favourable, I agree that there might well be merit in transferring parenthood of the idea to the French.
3. I am copying this minute to the Prime Minister, Sir Robin Butler and Sir David Hannay.

(GEOFFREY HOWE)



DEPARTMENT OF EDUCATION AND SCIENCE

ELIZABETH HOUSE YORK ROAD LONDON SE1 7PH

TELEPHONE 01-934 9000

FROM THE MINISTER OF STATE

→ RA

R 18/7

Prime Minister<sup>2</sup>

Rec 6  
u/7

17 JUL 1985

Dear Blagov.

With the summer recess approaching, I thought it was timely to write to you about an aspect of ERA policy which is generating correspondence.

Local management of schools (LMS) will be increasingly in the minds of parents, governors and education staff over coming months as local education authorities finalise their LMS schemes for submission to the Secretary of State by 30 September. Kenneth Baker and I have been greatly impressed by the hard work which is being put into this task; we have indeed recently received the first formal submissions well ahead of schedule. A number of you will, I am sure, already have seen draft LMS schemes from LEAs in your areas. LEAs are required to consult their schools on their plans, and this local consultation is attracting a good deal of interest.

As with any major reform, the introduction of LMS has aroused anxieties and uncertainties. Schools in particular have been looking at how much money they will get and some have expressed concern that, because their budgets will in future be based on average teachers' salary costs, they may have to shed valued and experienced staff in order to pay their actual salary bills. These concerns are understandable but unfounded. I thought you would therefore find the enclosed brief on this particular aspect of LMS helpful in responding to queries or concerns which your constituents may raise.

John Rumbold

7/5/85

ANGELA RUMBOLD



## THE TREATMENT OF TEACHERS' SALARY COSTS UNDER SCHEMES OF LOCAL MANAGEMENT OF SCHOOLS (LMS)

### How it Works

1. Although the main deciding factor will be pupil numbers, LEAs will also be able to allow for specific school needs in their LMS formulae, such as different premises costs, the higher costs of pupils with special educational needs, and the costs of supporting the curriculum in small schools.
2. This is because to fund the actual salary costs of individual schools would mean funding schools according to numbers of teachers rather than numbers of pupils. It would be counter to the policy aim of putting pupil numbers at the heart of funding.
3. All pupils of the same age must be funded at the same level - including the same element for teaching costs - irrespective of which school they attend within an LEA. Schools' budgets must therefore reflect the average salary in the LEA for teachers of different pupil age groups.
4. It is important to recognise that average salary costs in an LEA are likely to be very close to the top of the teachers' pay scale, so few schools will in practice have significantly higher than average salary costs. By this September, half of all teachers in the country will be at the top of the pay scale and the national average will be the penultimate point on the scale.
5. It is central to effective budget management by schools that governors take account of the cost implications of their decisions. Schools must therefore be charged actual salary costs for the staff they employ. Even in schools with stable staff there will be changes over time, and governors will be able to compare the costs and benefits of different appointments.
6. Managers in the public and private sectors have to take account of staff costs in their management decisions. It must be right therefore for governors to remain accountable for the financial consequences of their staffing decisions. Their new powers must be matched by responsible and effective decision-making. The Government is committed to the freedom and discipline of cash budgeting.
7. LMS of itself in no way affects the overall amount of money available within authorities for school education. It simply represents a fairer and more open way of distributing the same resources to secure better educational value for money.



8. We recognise that it would not be reasonable to expect schools to adjust to pupil-led funding overnight. LEAs will therefore be able to introduce any gains and losses gently, taking up to 4 years from the start of their LMS scheme to move to pure formula funding.

9. We also recognise that small schools may face particular difficulties in paying their salary bills when funding is based mainly on pupil numbers. LEAs may therefore provide in their LMS schemes for tapered protection from exceptionally high salary costs for small schools with fewer than 10 teachers. This means that well over half of all schools nationally may have some protection.

10. There may be a few larger schools which, for historical reasons, have exceptionally high salary costs that cannot be accommodated even with protection during the transitional period. We have said that we would not rule out the extension of transitional arrangements beyond 4 years in individual exceptional cases of particular hardship.

11. In considering whether such exceptions might be justified, LEAs will need to look at a school's formula budget as a whole - not at staffing costs in isolation. If they are satisfied that any potential problems are due to staffing costs, they will need to establish whether this is due to the number of staff or to their salary costs. If the latter, we would expect them to consider the age-profile of the school to establish the extent to which any difficulties might be expected to have eased by the end of the 4 year transitional period before deciding whether or not further protection would be justified.

12. Finally under LMS, the key factor in determining how much money a school gets will be the numbers and ages of its pupils. There will be a clear incentive for schools to attract and retain pupils by offering the best possible education. There will be competition for excellence and rewards for success, with popular schools receiving more money. This should lead to greater responsiveness and accountability on the part of schools.





10 DOWNING STREET

LONDON SW1A 2AA

12 July 1989

From the Private Secretary

Dear Tan,

## NATIONAL CURRICULUM: INTERIM HISTORY PROPOSALS

The Prime Minister has seen your Secretary of State's minute of 7 July, his draft letter to the Chairman of the History Working Group and the Interim Report of the Group.

I should be grateful if you and copy recipients would ensure that this letter is given only a restricted circulation to named individuals.

The Prime Minister is extremely disappointed by the Interim Report. She feels that, while it is good in parts, the Report is comprehensively flawed, and fails to meet the key objectives. In particular, she feels that:

- there is a critical imbalance against content and knowledge and in favour of interpretation and enquiry;
- the weight given to British history is wholly inadequate, particularly against the background of your Secretary of State's comments in his initial letter to the Chairman of the Working Group;
- not enough emphasis is given to teaching history as a chronological study of our political, constitutional, cultural and religious history.

The Prime Minister therefore considers that your Secretary of State should send a substantially different letter to the Chairman of the Working Group from that currently proposed, suggesting major and not just minor changes to the Interim Report. This should include replacing the existing profile components and attainment targets with those which emphasise content and knowledge, putting much greater weight on British history (to form, say, at least 50 per cent of course time at the secondary level) and greater emphasis on the teaching of history as a chronological study.

I am copying this letter to Stephen Williams (Welsh Office), David Crawley (Scottish Office), Stephen Leach (Northern Ireland Office), Stephen Wall (Foreign and Commonwealth Office), Colin Walters (Home Office), Clive Norris (Department of Employment) and Trevor Woolley (Cabinet Office).

Yours faithfully

(PAUL GRAY)

Tom Jeffery, Esq.,  
Department of Education and Science.  
CONFIDENTIAL

KK

PRIME MINISTER

## NATIONAL CURRICULUM: HISTORY

Kenneth Baker has now submitted the interim report from the History Working Group. His minute at Flag A seeks agreement to his writing to the Chairman of the Group giving it a general welcome, but urging him to tighten up in two areas:

- making the attainment targets specify more clearly a factual knowledge;
- increasing the British history content at the primary level.

The interim report itself is at Flag B.

Brian Griffiths (Flag C) is highly critical of the report, and recommends that Kenneth Baker should go much further in insisting on changes to the report by:

- replacing the existing profile components and attainment targets of those which emphasise content and knowledge;
- putting much greater weight on British history;
- re-writing the content of modern British history;
- sending a radically different letter to the Chairman of the Group.

Do you want to comment in the terms recommended by Brian?

PG

Duty Clerk.

11 July, 1989.

I agree totally with  
Brian. This report does the  
National Curriculum: History opposite to what

we  
intended  
and  
embodies

all the  
weak features  
from which  
we need to  
escape  
etc

Don't  
negotiate  
it is  
appalling

Yes - a very vigorous  
letter was  
sent Brian.  
vocabulary  
not



11 July 1989

NATIONAL CURRICULUM: HISTORY

The history working party has produced an interim report. They make it clear that this is a discussion document and not a draft of the final report, and therefore they invite comment. The Secretary of State in his minute to you and in his proposed letter to the Committee, as well as in his rush to get the report published as soon as possible, would appear to want to preempt discussion within government.

This should be resisted. ✓

This is the most important window of opportunity which you have to make known of your own views on the teaching of history in our schools. Even if the publication of the report is delayed, it is crucial that you have time to make your views known.

The New History

Since the 1960s the emphasis in history has been on historical skills, the use of sources and the need for 'empathy'. By contrast the emphasis on knowledge, content and history as a story of the past (1066 to the present day) has diminished. The result is that by the age of 16, school children have an extremely incomplete knowledge of British history. In addition considerable disquiet exists about GCSE history, and in some schools teachers seem to have enormous latitude in using history as the basis to propagate extreme political views.

Interim Report

The interim report is a classic curate's egg of a document -regrettably all too familiar from previous working party reports.



While it says some sensible things (eg the need for a core and options, the importance of world history etc) every chapter bears the stamp of the HMI and is riddled with their jargon.

On the basis of the attainment targets and programmes of study which are set out in this document, you can have no confidence whatever that by the age of 16, children will have a reasonable knowledge and understanding of "the history of Britain, the record of its past and its political, constitutional and cultural heritage" - something which the Secretary of State made quite explicit in his letter to the Chairman of the Working Party when it was set up.

Some reasons for this are:

- not one of the five attainment targets (see pages 25 and 26) puts any emphasis on the need for knowledge and content; all of the emphasis is on skills and method; yet historical skills depend on historical knowledge;
- between the ages 11-14, compulsory British history consists of only 3 units out of 14 (the others include such thematic units as 'Sport & Society' and 'Entertainment & Society');
- between the ages of 14-16, compulsory British history consists of one out of five units and that is entitled "Modern Britain: Politics, Warfare & Social Change" - the political emphasis of which is the coming of universal adult suffrage; the rise of the Labour Party; Irish, Welsh and Scottish nationalism and Britain and Europe: while the social emphasis is on the changing nature of poverty, the changing role of women, the availability of leisure, the decline of drudgery etc.



In short, it is highly selective and perfectly dreadful;

- meanwhile, major historical events such as the reformation, the First World War, the rise and fall of Nazi Germany are omitted;
- the report emphasises acquiring historical skills at the expense of breadth of historical knowledge.

### Interim Conclusion

The report is flawed in four major respects:

- (a) there is a critical imbalance against content and knowledge and in favour of interpretation and enquiry;
- (b) the weight given to British history is wholly inadequate, given what the Secretary of State stated in his initial letter to the Chairman of the Working Party;
- (c) not enough emphasis is given to teaching history as a chronological study of our political, constitutional, culture and religious heritage;
- (d) the content of the Key Stage Four (GCSE) core in British history which is set out in detail is exceedingly partial and the thematic options border on the frivolous.

A minor problem is that:

- (e) the thematic options are unnecessarily restricted.

### Suggestions for Improvement

The core of the history course from 5-16 should give pupils a

knowledge of British history starting with Roman times and continuing to the present. Its emphasis should be first on historical content and then on historical method and interpretation. Every pupil in this country has the right to be told the story of Britain's past. The study of historical method is more appropriate for sixth-formers and college students.

This approach suggests major and not just minor changes are needed to the interim report.

#### **(i) Profile Components and Attainment Targets**

At present there are two profile components - historical understanding and historical investigation and analysis, which are made up of five attainment targets. These are spelt out on pages 25-26 and are the worse sort of HMI jargon imaginable. They are the heart of the weakness of the report.

They need to be changed in a major way and not just tinkered with. They could be improved as follows:

Profile Component 1: Historical Knowledge and Content. This would contain the key dates, events, and chronological framework of the courses set out in the programmes of study.

It would show quite clearly what students were expected to know and how the whole period would be subdivided so that it could be taught.

Profile Component 2: Historical Analysis and Sources. This would include the nature of historical evidence and interpretation. It should form a minor part of the attainment targets which are set.

Specific attainment targets could easily be developed from these two crucial objectives.



Unless the existing profile components and attainment targets are replaced by those which emphasise knowledge and content, the HMI and the educational establishment will have succeeded in embodying the 'new history' in the National Curriculum! In other words you run the risk of achieving precisely the opposite of what you intended in our educational reforms.

### (ii) More Emphasis on British History

British history as a percentage of the history curriculum at present is as follows:

Ages 5-7	0%
Ages 7-11	33%
Ages 11-14	21%
Ages 14-16	20%

If British history is to be the core of the National Curriculum this is quite inadequate. In secondary schools British history should form at least 50% of the course time.

### (iii) Content of British History

(and indeed other history units for which we do not have exemplary programmes of study).

The suggested programme of study is specifically about social change in order to 'enhance pupils' understanding of the British society in which they live." This is a travesty of history, which is first and foremost about understanding the past from the perspective of the time in which it took place. Its relevance to the present is interesting but secondary to mastering the sequence of events, understanding the motivation of key leaders, growth of institutions etc. Even in terms of relevance, it is

highly selective - with its emphasis on nationalism and the suffrage.

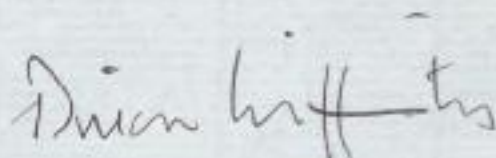
This course needs to be changed in a major way to be something like British History 1870-1970, emphasising politics, the wars, the depression and full-employment, the decline of the Empire etc.

### Conclusion

The interim report, while good in parts, is nevertheless comprehensively flawed. It fails to provide pupils with a broad understanding of the record of British history. It is patchy and modish. To proceed with its suggested framework would be to build on a foundation of sand.

### Recommendations

- 1 Replace the existing profile components and attainment targets with those which emphasise content and knowledge.
- 2 Put much greater weight on British history.
- 3 Need to re-write the content of modern British history.
- 4 This requires a different draft letter to the Chairman of the History Working Group.



BRIAN GRIFFITHS





10 DOWNING STREET

LONDON SW1A 2AA

From the Private Secretary

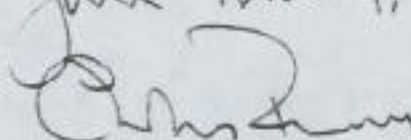
10 July 1989

Dear Tom,

EDUCATION: LIAISON WITH THE COMMISSION

The Prime Minister has seen a copy of your Secretary of State's letter to the Foreign Secretary dated 7 July proposing that there should be regular informal meetings between the Education Permanent Secretaries in the Community under the chairmanship of the Commission. She is rather puzzled by the suggestion of Commission chairmanship, given that our aim is surely to restrict the Commission's role in education as much as possible. Would it not be better to get agreement that the Presidency of the day would chair a regular six-monthly meeting? The Prime Minister would be grateful if this could be considered further.

I am copying this letter to Stephen Wall (Foreign and Commonwealth Office), Sir Robin Butler and Sir David Hannay.

Yours sincerely,  
  
C. D. POWELL

Tom Jeffery, Esq.  
Department of Education and Science







ELIZABETH HOUSE  
YORK ROAD  
LONDON SE1 7PH  
01-934 9000

The Rt Hon Sir Geoffrey Howe QC MP  
Secretary of State for Foreign & Commonwealth Affairs  
Foreign & Commonwealth Office  
Downing Street  
LONDON  
SW1

*Dear Geoffrey*

# EDUCATION: LIAISON WITH THE COMMISSION

Recent Ministerial discussions have emphasised the need for Departments to maintain close touch with Commission thinking and to seek early intelligence of plans which might involve an extension of Community competence. In this context, education is a particularly sensitive area, given the priority attached to it by Mr Delors in his speech to the Parliament of 17 January 1989 and the Commission's recently published medium-term guidelines on education and training.

Education has not been the subject of informal arrangements for liaison between the Commission and the Education Ministries of Member States of a kind that exists in a number of other areas, partly, I suspect, because it is not covered by the Treaty. I have in mind in particular the informal meetings of Permanent Secretaries of relevant Ministries under Commission chairmanship of the kind that exist, for example, in relation to vocational training, and to Customs matters.

Another reason for the absence of such arrangements may have been that in its origins the Education Committee was intended to fulfil the role of liaison with the Commission. But it is clear that in present circumstances it cannot do so. The pace of business has increased, representation is not at a high enough level and agenda are focused narrowly on preparing the business of the next Council.

I believe that the handling of education business would be improved if the Commission were to chair an informal meeting of Education Permanent Secretaries a couple of times a year to look at forthcoming business while Commission proposals were still

*Prime Minister*

*The Education Secretary*

*proposes regular meetings of Education Permanent Secretaries*

*in the EEC, under*

*Commission chairmanship, to keep an eye on plans which might involve extension of competence.*

*The initiative is admirable. But I wonder whether it is right to do it under Commission chairmanship. They will appear to be in the driving seat on education.* CBP 7/7

*Surely Not - We want the Commission to keep out of Education. This would give them a role not*



being formulated. We should benefit both from the meetings themselves and from the informal communication networks that would be created. When Sir David Hancock visited Brussels recently he discussed the idea informally with Hywel Jones and David Williamson in the Commission and received a favourable response.

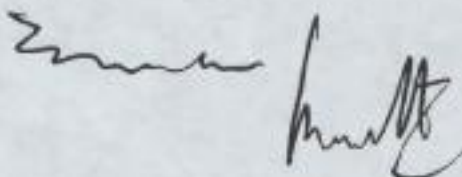
This idea is in addition to, and independent of, Robert Jackson's proposals for closer links between education policy makers in Member States, which were welcomed at a recent informal Council in Seogiva, and the development of informal seminars for that purpose are being pursued separately.

If you agree that we should pursue the idea, I suggest that the next step should be to take soundings of other Member States. I do not want to do this through my Department's contacts with Education Ministries, because these might see the idea as an attack upon the work of the Education Committee and respond defensively. We need instead to get into Ministries at Ministerial or Permanent Secretary level, wherever we can best ensure that the idea will be considered on its merits. Would you be prepared to ask our posts in the other eleven capitals to make this approach?

In making the approach it will, of course, be important to avoid suggesting that our objective is closer monitoring of and resistance to the development of Community competence. Instead we should take the line that the Delors speech and the Commission's medium-term guidelines make it clear that there will have to be increasing cooperation and exchange of information between Member States in education, with opportunities to learn of each others' and the Commission's thinking at an early stage. To this end the networks that exist already could usefully be reinforced by regular informal meetings at a senior level under Commission chairmanship. The UK understands informally that the Commission would be happy to go along with this idea, but does not wish to be seen to propose it itself in case it is thought to be empire building. If there were support from other Member States, the UK would be prepared to propose the idea itself. Alternatively, we could suggest to the French that they should make the proposal if that made it more likely that we should gain their support during their Presidency.

It would be important to stress also that these meetings would serve no purpose unless Permanent Secretary equivalents or their deputies were prepared to attend such meetings. Meetings would not achieve their purpose if attendance were delegated to those who normally attended the Education Committee.

I am copying this letter to the Prime Minister, Sir Robin Butler and Sir David Hannay.

A handwritten signature in dark ink, appearing to be 'M. H. Smith', is written at the bottom right of the page.





*cefs*  
**A** *(letter only)*

PRIME MINISTER

NATIONAL CURRICULUM: INTERIM HISTORY PROPOSALS

I have received the interim report from the History Working Group, outlining a provisional framework for the teaching of history within the National Curriculum. I enclose a copy.

*Facts?*  
Overall the report is clear and helpful. The proposed attainment targets give proper emphasis to historical understanding and interpretation, as well as to the skills of collecting, analysing, and presenting evidence. The programmes of study provide for a solid foundation of knowledge, with a compulsory core of British, European and world history taking up over half of the history curriculum, which should ensure that all pupils are taught the essentials. The proposals offer some flexibility for schools to choose from a range of other specified themes in support of the core, and for study of local history within prescribed ground rules. The programmes follow a broadly chronological sequence which will help pupils to get a clear grasp of time.

*!!!*  
But there are two aspects in particular which I would wish the Group to consider very carefully in taking forward its work. First, the attainment targets do not specify the factual knowledge - dates, events, people - that pupils should have, but rely instead on the statutory programmes of study to secure that pupils do know their history. This approach means that the programmes must spell out more fully and precisely the factual knowledge that must be taught to pupils of different abilities and of different stages. In that way, the knowledge requirements can be built into the testing arrangements and pupils can then demonstrate that they do understand and can use that knowledge. I regard this as essential.



Secondly, at present, the programmes for the primary school key stages 1 and 2 look thin on British history; we must have a firm foundation for that from the earliest years.

Peter Walker and I propose to publish the report on Thursday 13 July giving it a general welcome but accompanying it with a letter to the Chairman of the Group - Commander Michael Saunders Watson - raising these two issues. I attach a draft of the letter I propose to send and I shall also discuss with Michael Saunders Watson the points we want his Group to take into account in producing its final report at Christmas this year. I shall encourage him to seek reactions to this interim report so that we can then better gauge the acceptability and feasibility of the Group's proposed approach.

I should be grateful to know as soon as possible whether you are content for us to proceed on this basis. I am copying this letter to Peter Walker, Malcolm Rifkind, Tom King, Geoffrey Howe, Douglas Hurd, Norman Fowler and to Sir Robin Butler.

*T. D. Jeffrey*

p.p. KB

DEPARTMENT OF EDUCATION AND SCIENCE  
(Approved by the S/S and  
signed in his Absence).

7 July 1989



DRAFT LETTER TO THE CHAIRMAN OF THE HISTORY WORKING GROUP

Thank you for your letter of 27 June enclosing the interim report of the National Curriculum History Working Group.

The Secretary of State for Wales and I are very grateful to the Group for a clearly presented and carefully argued report. We are publishing it today, together with this letter. Subject to the points below, the Group should build on its provisional outline in developing complete and detailed recommendations for attainment targets, programmes of study and related assessment arrangements, for inclusion in its final report at Christmas. You will of course also be taking account of public reaction to the interim report, and I know that you will want to make sure that the Group's recommendations are such that they can be easily implemented in schools.

I would ask the Group to give special attention to the following in its further work. First, the attainment targets must make clear that understanding and skills should be firmly based on the acquisition of knowledge, and on a clear grasp of the chronological map.

Secondly, the Group has decided to include the content of historical knowledge in the programmes of study only. But teachers will need to know precisely what is to be taught to pupils of different abilities at different stages. Your Group will therefore need to prepare detailed programmes of study for all the history units. These should spell out fully and precisely the additional or more advanced content of knowledge - including dates, events and people - that must be taught to pupils working towards each successive level of attainment. In this way we can ensure that pupils are properly assessed and can demonstrate the levels of understanding and skill defined in the statements of attainment. You should consult the School Examinations and Assessment Council in formulating your full proposals.



Thirdly, the framework of programmes of study, particularly for key stages 1 and 2, does not at present appear to give sufficient emphasis to British history to ensure that a firm foundation is laid in the earliest years of schooling. The Group should accordingly consider how best to give British history a more prominent place. You may consider that some of the thematic history study units should focus more on British experience.

Other issues which I should be glad if the Group could examine further, in consultation as necessary with the National Curriculum Council and SEAC, and in the light of public reaction to the interim report, include:

- (a) the need to ensure that statements of attainment are in all cases sufficiently precise, specific and well-pitched for assessment purposes. I hope that the Group will consider the copious use of examples to illustrate what is wanted at different levels of attainment;
- (b) the detailed assessment issues listed in paragraph 6.9 of the interim report - in particular, how pupils' display of factual knowledge should be treated for assessment purposes.

I am sure that in undertaking your further work you will continue to liaise closely with the History Committee for Wales.

I am well aware of the very considerable amounts of time and of thought that have gone into the production of this report, and am most grateful for that. I look forward to receiving your final report by Christmas.

From Commander L. M. M. Saunders Watson, D.L.

Rockingham Castle Market Harborough Leicestershire

Telephone Rockingham (0536) 770326 (Office 770240)

LE16 8TH

The Rt Hon Kenneth Baker MP  
Secretary of State for  
Education and Science

The Rt Hon Peter Walker MP  
Secretary of State for Wales

27 June 1989

Dear Secretaries of State

I attach herewith the interim report of the National Curriculum History Working Group. The report sets out our views on the contribution which history should make to the school curriculum and outlines our provisional thinking on attainment targets, profile components, and programmes of study together with other related matters.

Our aim has been to devise a course of school history which will equip pupils with the historical knowledge, understanding, and skills to enable them to play their part as informed citizens of the 21st century. We have built on best practice in teaching today to draw up a course structure which blends historical skills and content in a way that we believe will be interesting and enjoyable for pupil and teacher alike, while at the same time raising standards of teaching and achievement.

In particular we stress the importance of historical knowledge and we have proposed a core programme with British history at its centre but which includes European and world history. Additionally we have proposed a range of related themes from among which schools can exercise some choice. We have left room for a further set of themes to be designed by the schools themselves, drawing on their own particular expertise and on local history, within specified ground rules. The programme is based on a broadly but not inflexibly chronological approach in each key stage. The end result, we trust, is a course which is broad in its coverage, balanced in its approach, and coherent in its structure, ensuring progression throughout the years of compulsory schooling.

We have addressed the issue of assessment. This is crucial in evaluating what pupils have learnt and we are satisfied that our proposals are capable of being assessed. It is however a complex area and we wish to give it more detailed consideration in the coming months. We have also looked at the links between history and the rest of the school curriculum.



We hope that the report conveys some of the excitement we feel at this opportunity to restore history to its rightful place in the school curriculum. We do appreciate however that many of our proposals break new ground and that their success will ultimately depend on teachers' ability to implement them. This has considerable implications for initial teacher training, in-service training, and the provision of new resource material. We have been struck by the dedication and enthusiasm of many school history teachers and we are confident that, given the help that they will undoubtedly require, they will respond to the challenge.

Throughout our deliberations I have kept in close touch with my colleague, Professor Rees Davies, Chairman of the History Committee for Wales. I enclose a letter he has written to me in support of our proposals. I am indebted to him and his committee for the help they have given us. In particular I should like to single out Dr Gareth Elwyn Jones who serves on both bodies and has done much to keep us both in step.

We still have a great deal to do to build on and refine our proposals. We hope you will feel able to publish this report and we look forward to receiving comments on it which will inform our future work.

Yours sincerely

Richard L. Sanson

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National Curriculum:  
History Committee for Wales,  
Crown Offices,  
Cathays Park,  
Cardiff CF1 3NQ.

Y Cwricwlwm Cenedlaethol:  
Pwyllgor Hanes Dros Gymru,  
Swyddfeydd y Goron,  
Parc Cathays,  
Caerdydd CF1 3NQ.

(0222) 825565 or 823477

13th June 1989

Dear Chairman,

We are grateful to the History Working Group for sharing with the History Committee for Wales its preliminary views on Profile Components, Attainment Targets and Programmes of Study. As you are aware, we are not required in our Preliminary Advice to comment on these issues. In our Final Report, however, we are required to 'set out and justify a balanced and complete curriculum for history in Wales' and to do so within a framework of Attainment Targets and Programmes of Study. It is natural, therefore, that the History Committee for Wales should have given some preliminary thought to the ways in which its recommendations on the curriculum for history can be brought within the framework laid down by the Education Reform Act, 1988.

I write to say that the History Committee for Wales has considered closely on two occasions the preliminary recommendations of the History Working Group on the relationship between Attainment Targets and Levels on the one hand and Programmes of Study on the other. I am glad to report that the Committee endorses fully the preliminary recommendations of your Group on this issue. In particular my Committee agrees that the Programmes of Study should embody, in broad terms, the body of historical knowledge and the differentiation as between higher, lower and average attainers in the key stage for which each specific Programme of Study is designed, while the Attainment Targets and their associated Attainment Levels specify the understanding and skills which a pupil can achieve in history at each level. The History Committee for Wales also agrees that Statements of Attainment should be drawn up to ensure that pupils achieve the Attainment Targets by drawing on the subject matter in the Programmes of Study. We are persuaded that this is the way in which the integrity and excitement of history as a school subject can be preserved and the framework of the National Curriculum as indicated in the Education Reform Act 1988 protected.

I thought you would like early notice of the views of the History Committee for Wales on this important matter.

Yours sincerely,

*R.R. Davies*

R.R. Davies, F.B.A.,  
Chairman, National Curriculum  
History Committee for Wales

Cdr. L.M.M. Saunders Watson,  
Chairman, History Working Group,  
Schools Branch 3,  
Department of Education & Science,  
Elizabeth House, York Road,  
London SE1 7PH.





TL6  
Edm  
cc PL

10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

7 July 1989

**NATIONAL CURRICULUM:  
PROPOSALS FOR WELSH**

Thank you for your letter of 5 July  
which the Prime Minister has noted without  
comment.

PAUL GRAY

S R Williams Esq  
Welsh Office

Y SWYDDFA GYMREIG

GWYDYR HOUSE

WHITEHALL LONDON SW1A 2ER

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FROM THE PRIVATE SECRETARY  
TO THE SECRETARY OF STATE  
FOR WALES

5 July 1989

*Princ Minnik 2*

*Not perhaps as forthcoming  
as you wanted; but you have been  
presented with a fait accompli.*

*Dear Paul,*

*Rh 6  
577*

**NATIONAL CURRICULUM: PROPOSALS FOR WELSH**

Thank you for your letter of 26 June. In today's announcement of the Working Group's report my Secretary of State included the following statement in the press notice:

"Under the Education Reform Act, the Secretary of State can exempt schools from these requirements. These powers will be used sensitively and with understanding after we have listened to all those who take part in our consultation exercise".

*Yn eiddo,  
Stephen.*

S R WILLIAMS

Paul Gray Esq  
PS/Prime Minister  
10 Downing Street  
LONDON SW1



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10 DOWNING STREET  
LONDON SW1A 2AA

*From the Private Secretary*

3 July 1989

FRIERN BARNET COUNTY SCHOOL:  
HMI INSPECTION REPORT

Thank you for your letter of 30 June enclosing a copy of the HMI Inspection Report on Friern Barnet County School. The Prime Minister was grateful for this and has noted the report.

PAUL GRAY

John Ratcliff, Esq.  
Department of Education and Science

lv





ELIZABETH HOUSE  
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01-934 9000

*N.B. Blm*

*Rec 6*

*3/7*

Rt Hon Peter Walker MBE MP  
Secretary of State for Wales  
Gwydyr House  
Whitehall  
London SW1A 2ER

- 3 JUL 1989

*In Peter,*

NATIONAL CURRICULUM: PROPOSALS FOR WELSH

Thank you for sending me a copy of your minute of 19 June to the Prime Minister.

I see no difficulties in your accepting the Welsh Working Group's report as the basis for your proposals for consultation, though I am sure you are right to call for more work to improve the precision of the statements of attainment. I note that you propose that a separate attainment target for handwriting should be added. I am surprised however that you do not also propose a separate attainment target for spelling, to match what we have put into our statutory Orders and proposals for English, as well as proposing a handwriting attainment target - particularly as the latter might be thought to be covered by the English attainment targets, whilst spelling will not.

I think it would be helpful to invite advice from the School Examinations and Assessment Council on what seem to me to be difficult assessment and reporting implications, some of which extend beyond Welsh. I have in mind for example the equivalences envisaged between the statements of attainment for core Welsh and for Welsh as a second language, the dual certification arrangements at GCSE, and the comparative lack of differentiation between levels in the programmes of study. The National Curriculum Council and the Curriculum Council for Wales, too, could usefully be asked to advise on how far the differences of approach between the Welsh proposals and those for English in key stages 2-4 are justified by intrinsic differences between the two languages and existing provision for them. Examples here include the treatment of bilingual pupils, the relative weighting of oral

skills, and the emphasis given to information technology and drama.

More generally, we must both be ready to defend any substantial differences between the Welsh and English proposals on grounds of the distinctive characteristics of Welsh. My officials will be glad to discuss this further with yours.

I am copying this letter to the Prime Minister, Malcolm Rifkind, Tom King and to Sir Robin Butler.

*Z*

*Kenneth*



Educ: Policy pt 22!

(new pat needed)



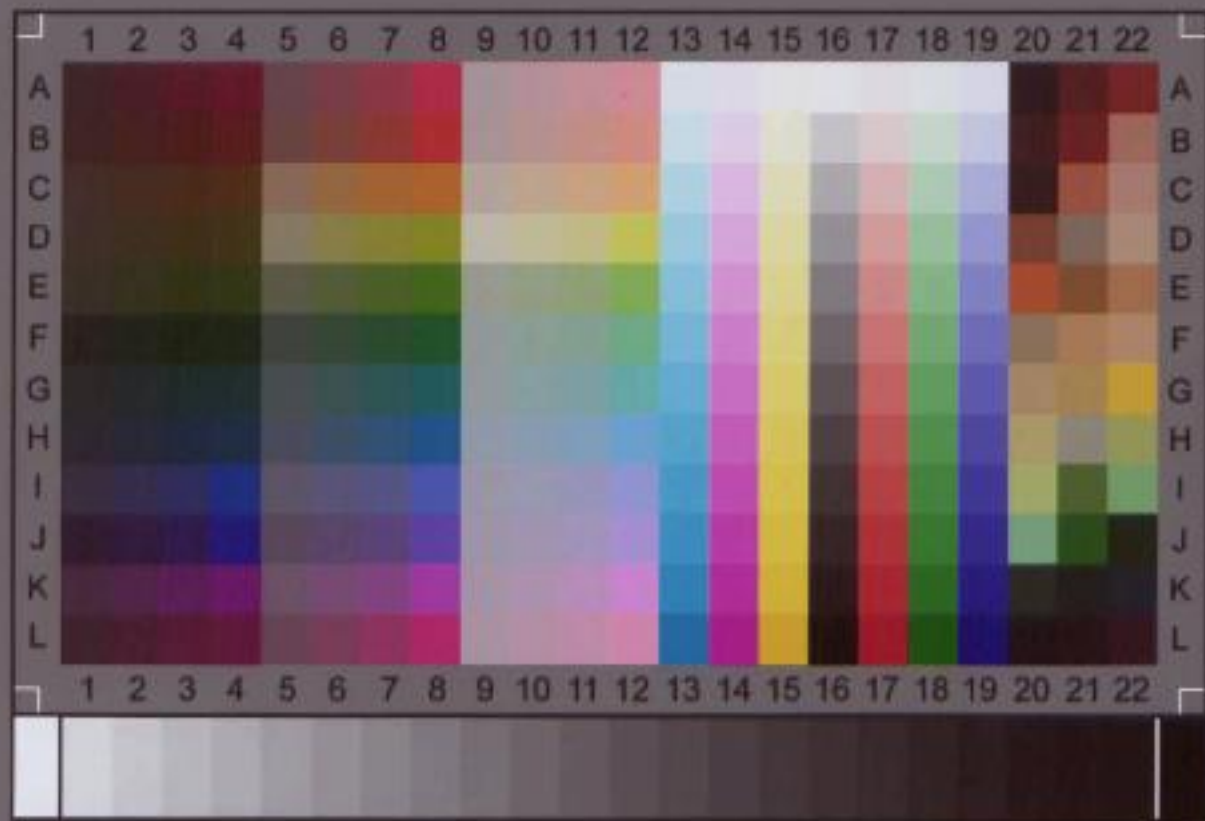
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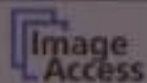
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