

Operational Selection Policy OSP19

Records of the Department for Education, 1974-1997

Revised 2014

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1 Authority

- 1.1 The National Archives' Records Collection Policy was published in November 2012, and replaces the 2007 Acquisition and Disposal Policy. The Records Collection Policy sets out which records The National Archives will and will not seek to collect for permanent preservation, when they will collect them and where they will be held.
- 1.2 Operational Selection Policies (OSPs) are intended to be working tools for those involved in the selection of public records. This policy may, therefore, be reviewed and revised in the light of comments received from the users of the records or from archive professionals, the Department's experience of using the policy, or as a result of newly discovered information. There is no formal cycle of review but we would welcome comments at any time. The extent of any review and revision exercise will be determined by the nature of the comments received.
- 1.3 If you have any comments on this policy, please email: information.management@nationalarchives.gsi.gov.uk or write to:

Information Management and Practice Department
The National Archives
Kew, Richmond, Surrey TW9 4DU

2 Scope

- 2.1 This OSP spans the period 1974-1997, from the beginning of the second Wilson administration to the end of the Major government. It covers UK government's creation and development of policy on school and pre-school education. OSP31, regarding post 16 education specifically, may be considered in conjunction.
- 2.2 This OSP does not cover records created by Local Educational Authorities (LEAs), which are not public records and are transferred to local record offices.
- 2.3 This OSP is not an exhaustive statement of all records that will be selected, but is intended to provide direction to those making appraisal decisions.

3 Responsibilities of the Department

- 3.1 The Department of Education and Science was formed in 1964 with the merger of the offices of the Ministers of Education and Science. Its main role, and that of its successors, was the promotion of education in England. In 1992 responsibility for science was transferred to the Cabinet Office's Office of Public Service and the Department of Trade and Industry's Office of Science and Technology, and the Department was renamed the Department for Education. In 1995, in a Cabinet reshuffle following the Conservative leadership election, the Department was restructured again merging with the Department of Employment to become the Department for Education and Employment.
- 3.2 The Department was organised and reorganised into various branches, among the most significant of which for this OSP were:

- **Architects and Building Branch**, responsible for advice and guidance on educational buildings and monitoring developments in their design
- **Finance Branch**, responsible for central expenditure on education and local government capital expenditure
- **Analytical Services Branch**, responsible for managing the Department's Programme Analysis and Review, and for commissioning educational research
- **Schools Branch 1**, responsible for the organisation and supply of schools, and most functions relating to primary and secondary education, including admissions policy, provision of education for the under 5s, falling rolls, school closures, school day, school leaving age, Parent's Charter.
- **Schools Branch 2**, responsible for school meals and milk, provision of education for children with special needs. By 1988 this also included policy for inner cities and the educational needs of children from ethnic minorities
- **Schools Branch 3**, formed in 1976 responsible for curriculum matters and following the passing of the Education Reform Act for developing and implementing the National Curriculum, assessment of performance and examinations
- **Schools Branch 4**, formed in 1988 and responsible for independent and grant maintained schools, City Technology Colleges, testing and assessment, Records of Achievement
- **Statistics Branch**, responsible for compiling and publishing educational statistics
- **Teachers Branches**, responsible for recruitment, training, qualifications, supply, distribution, pay, conditions, pensions, and policy on misconduct of teachers.
- **Schools Directorate**, formed in 1996 and responsible for all aspects of schools policy including teaching and learning, school performance, diversity of choice and resources

4 The National Archives' Records Collection Policy criteria

4.1 The National Archives' Records Collections Policy sets out criteria for the public records which it seeks to collect and preserve. Those most relevant to the work of the Department for Education and its predecessors are:

- The principal policies and actions of UK central government
- The structures and decision making process in government
- The state's interaction with the lives of its citizens

5 Themes for selection

The themes listed below reflect the history and main functions of the Department during the period 1974-1997:

5.1 General educational policy and planning

5.1.1 By 1978, demographic patterns had led to a sustained decrease in the number of children of school age, suggesting a major impact on the way that the education system was managed, with likely results including closure of schools and redundancy among teachers. Records relating to the way that the Department reacted to these concerns will be selected.

- 5.1.2 Until 1983, responsibility for the direction of policy and planning lay with a Departmental Planning Group made up of a Policy Steering Group, a number of smaller policy groups and the Planning Unit. The remit of these groups was to look at policies spanning more than one Branch. Records of some of these groups have been selected and this practice will continue. After the Groups were abolished, the formulation of policy was devolved to individual divisions with no overall co-ordination.
- 5.1.3 In 1985, the government published the White Paper *Better Schools*, which described the main thrust of future educational policy in England and Wales. Five key policy areas were identified: greater clarity on the content and objectives of the curriculum; reformation of the examinations system; improvement of the professional effectiveness of teachers and management of the teaching force; reformation of school governance; and the involvement of parents, employers and others in the provision of good education. Ultimately the White Paper led to the Education Reform Act 1988 (ERA), and records relating to its drafting and development will be selected.
- 5.1.4 In the ensuing years three further major White Papers were published. In 1991 *Education and Training for the 21st century*, which proposed new GNVQs as a third route between A/AS levels and NVQs; in 1992 *Choice and Diversity: A New Framework for Schools* which set out the aim for all schools to opt out and become grant-maintained and to be encouraged to develop a specialism; and in 1996 *Self-government for Schools* which proposed the establishment of new grammar schools and the extension of selection. Records relating to the drafting of the White Papers and the way in which their recommendations were developed and implemented will be selected.
- 5.1.5 From 1989-1997 the Department contributed to eleven Acts of Parliament, involving student loans, further and higher education, teachers' pay and conditions, nursery education, grant maintained schools and general education. The 1993 Act set up the Funding Agency for Schools and created the School Curriculum and Assessment Agency from the National Curriculum Council and the School Examinations and Assessment Council, the 1994 Act set up the Teacher Training Agency. The 1996 Act was a consolidation of earlier legislation and the 1997 Act abolished the NCVQ and SCAA and created the Qualifications and Curriculum Agency to replace them. Much of the legislation directly affected the relationship between the government and local education authorities (see section 5.2). Records relating to the development of these Acts of Parliament will be selected.
- 5.1.6 The Department regularly commissioned educational research, and records relating to policy considerations around this will be selected. Much of the research itself was published and so will be held by major educational libraries, but may also be found within selected policy files.

5.2 Relationships with Local Education Authorities

- 5.2.1 The Department did not generally have direct contact with individual schools, instead working with and providing funding to local education authorities (LEAs) who were responsible for employing and paying teachers, overseeing the curriculum, maintaining school buildings, and providing equipment and non-educational services. 1974 saw organisational changes in local authorities but by 1978 these were seen not to be delivering the anticipated benefits and remedial action, including in education, was

considered. The fall of the Labour government in 1979 meant that plans were not fully developed, but records covering aspects for which the Department took the lead will be selected.

- 5.2.2 The 1980 Education Act introduced a number of changes to the financial relationship between the Department and local authorities. Local authorities were allowed to recoup certain types of expenditure and transfer money where necessary between authorities. Records illustrating the implementation of these policies by the Department will be selected.
- 5.2.3 The financial constraints of the 1980s posed problems for LEAs and grants allocated to educational matters were reduced in real terms (see section 5.3). Few authorities were able to achieve the required reductions in spending and in some cases the Treasury withheld part of the grant. Records illustrating the impact on the relationship between the Department and LEAs, and between the Department and the Treasury will be selected.
- 5.2.4 During the early 1980s, pilot projects were carried out in a number of areas, notably Cambridge, to assess the possibility of local authorities delegating some of their financial responsibilities to individual schools. The Department paid close attention and the implications were considered during the drafting of the 1986 Education Act. Records relating to these activities will be selected.
- 5.2.5 The concept of grant maintained schools was developed following the pilot projects. The 1988 Education Reform Act initially allowed secondary schools and later large primary schools to opt out of LEA control and be directly funded by central government. Records relating to the way in which the Department's thinking in this area was developed will be selected.
- 5.2.6 In 1980, the Government set up an enquiry into the performance of the Inner London Education Authority (ILEA). It recommended the continuation of a sole authority for all London schools as long as results achieved were commensurate with expenditure. In 1985, following the abolition of the Greater London Council, an interim ILEA was set up until final decisions could be reached on passing responsibilities to individual borough councils. Records relating to the Department's involvement in this will be selected, as will those relating to policies towards other abolished metropolitan boroughs.
- 5.2.7 Over 1988-1997, the government continued to try to reduce LEA control on education with measures introduced in the ERA, such as the local management of schools, the National Curriculum, the introduction of the Private Finance Initiative into school capital programmes, and the emergence of a range of schools such as grant maintained, City Technology Colleges and specialist schools. Records relating to policy on these measures will be selected.

5.3 **Financial matters**

- 5.3.1 Cuts in public expenditure introduced in the mid-late 1970s, including those to the Rate Support Grants, effected the provision of educational services. Particularly badly hit were school building programmes, though there were a number of exemptions including secondary reorganisation and new school places. The effects of the cuts were mitigated

by falling school rolls. Records showing the Department's policy and involvement will be selected.

- 5.3.2 The Department's main interest in financial matters related to the funding of LEAs and in the 1980s it continued to press them to manage the education system more efficiently. Records illustrating the way that the Department identified savings and its general attitude will be selected; records relating to relations with specific LEAs, unless exceptional, will not.
- 5.3.3 The implementation of the ERA was recognised as presenting serious financial implications, and planning was undertaken from 1987. Records relating to planning on implementation will be selected.
- 5.3.4 The Education Support Grant was increased in order to help fund the provisions of the ERA, in particular the introduction of the National Curriculum and Local Management of Schools. Between 1989 and 1991 the LEA Training Grants Scheme was used to fund around 6.5 million days of in-service training for teachers. Records showing the development of this policy and how national priorities were established will be selected.
- 5.3.5 The introduction of the Local Management of Schools between 1990-1994 gave schools greater powers to deploy their budgets, and by April 1993 85% of LEA's potential schools budget had been delegated to schools (excluding ILEA). The use of compulsory competitive tendering was extended to new areas including the provision of school transport from November 1992. The Private Finance Initiative was an emerging factor in school capital expenditure from 1993 onwards. Records showing the development of this policy and its effects on the work of the Department will be selected.

5.4 **Governing bodies**

- 5.4.1 By the end of the 1970s, a need to radically overhaul the governance of both primary and secondary schools was recognised. The Government set up the Taylor Committee on the Management and Government of Schools in 1975, to enquire into the way that maintained primary and secondary schools were managed, the functions and composition of governing bodies, and their relationships with LEAs, Head Teachers and staff, parents and the local community. Its recommendations led to the 1980 Education Act and records relating to the establishment of the Committee as well as the Committee's records will be selected.
- 5.4.2 The Education Act 1980 announced significant changes to the way that governing bodies were organised. Membership of boards of governors was extended to include representatives of parents, teachers and the local community, as well as the LEA and the Head Teacher. The Act also enabled a governing body to be responsible for more than one school, usually associated infant and primary schools. It was at this time that the term 'Manager' was changed to 'Governor' for primary schools. Records relating to policy discussions on these matters will be selected.
- 5.4.3 The introduction of the Local Management of Schools vastly increased the responsibilities of school governing bodies, as they took over the management of budgets and staffing. The Department continued to encourage greater participation by

parents and proposed that parents form the majority party on governing bodies. Records illustrating these changes will be selected.

5.4.4 The Education No. 2 Act 1986 aimed at strengthening links between education and business by changing the instruments of school government to include representatives from the local business community. Records relating to this development will be selected.

5.4.5 The Education Act 1993 brought in the use of special measures which allowed for the setting up of Education Associations to take over the running of a school and replace the governing body if it was deemed to be failing and failing to improve. The notorious case of Hackney Downs in 1995 brought the issue of failing schools to the headlines. Records showing the development of the Act and related policy will be selected.

5.5 **Parental choice and involvement**

5.5.1 From 1979, the government sought to encourage the involvement of parents in the education of their children. Legislation was introduced to ensure that parental wishes be taken into account with regards choice of school and to promote the presence of parents on governing bodies. Records relating to the development of this policy will be selected.

5.5.2 In the early 1980s, the Department considered suggestions that a voucher system be introduced to allow parents to “exchange” a voucher at the school of choice. A number of difficulties in administering such a scheme were identified, and the idea lapsed. Records relating to the formulation of the scheme and its eventual rejection will be selected.

5.5.3 The ERA also increased parental choice through its provisions for more open enrolment, whereby schools were required to admit up to their physical capacity and popular schools were encouraged to expand. Records demonstrating the development and implementation of these provisions will be selected.

5.5.4 The Parents Charter was launched in 1991 and revised in 1994, entitling parents to more information from schools including comparative performance tables. Many of the government’s policies were again geared toward increasing choice for parents over the schooling their children received; there was discussion of statutory admissions policies, but these were not implemented. Records relating to policy discussions around the Parents Charter and parental choice will be selected.

5.6 **Development of the curriculum**

5.6.1 Curriculum development was mainly the responsibility of the Schools Council for Curriculum and Examinations, set up in 1964. During the late 1970s, the remit and work of the Council was reviewed, and the recommendations implemented in 1978. Another review was held in 1981 and acknowledged the need for a body with overarching responsibility for both the curriculum and assessment of performance, while recommending that the Council’s powers and advisory functions be more closely defined. Records relating to the review and the Council’s subsequent fate will be selected.

- 5.6.2 In 1984, the Schools Council was abolished and its functions transferred to two new bodies, the School Curriculum Development Committee (SCDC) and the Secondary Examination Council (SEC). The decision to abolish the Schools Council was controversial and records illustrating the development of the Department's policy and actions will be selected. The SCDC and SEC were in turn replaced by the National Curriculum Council and the School Examinations and Assessment Council, which were later combined and replaced by the School Curriculum and Assessment Authority (SCAA). In 1997 the SCAA and the National Council for Vocational Qualifications (NCVQ) were abolished and the Qualifications and Curriculum Authority (QCA) set up. Records relating to the establishment of these organisations will be selected.
- 5.6.3 During the period covered by this OSP, there were radical changes as to where the Department regarded responsibility for the school curriculum to sit. Initially it was believed that it sat with local authorities, though in practice most schools set their own curricula. In 1979, the Department promoted the idea that close consideration of curriculum content was essential to improving the standards of education. It believed that local authorities should lead on devising a framework for a national curriculum, but also asked HM Inspectorate of Schools (HMI) to provide a suggested curriculum. Records relating to the Department's developing attitude towards a structured curriculum will be selected.
- 5.6.4 In 1981, the Department began formulating views on what should be included in a curriculum designed for all children of school age, and setting out the necessary actions it believed LEAs, teachers, schools and central government should take. Records relating to these activities will be selected.
- 5.6.5 In 1983, the Department looked at the feasibility of a national curriculum for English teaching of 5-16 year olds. Although at this time LEAs were still regarded as the most suitable authority to set curricula, the desirability of some form of national curriculum was being considered and the Secretary of State made a speech at the North of England Education Conference in 1984 calling for broad consensus on the objectives of the curriculum. An HMI report in 1985 recommended a wide and balanced curriculum for all pupils and was followed by a number of further reports on the teaching of specific subjects and aspects. This then led to individual working groups on the scope and content of the National Curriculum. All surviving HMI reports will be selected, together with records illustrating the development of the policy towards a full National Curriculum.
- 5.6.6 In 1984 primary schools were free to set their own timetables but there was feeling that objectives for subjects should be set nationally. There was detailed discussion of subjects to be covered by secondary schools but, at this stage, the only compulsory subjects were English, mathematics and religious instruction. Other subjects would be "expected" and "aesthetic subjects" would be on offer. Records relating to these developments will be selected.
- 5.6.7 The content, methods and standards for mathematics teaching was regarded as a matter of concern by the Department. A number of reports were commissioned on the best way forward and many recommendations followed up. Related records, especially those that show the depth of the Department's concern will be selected. The most important of the reports, however, was produced by the Committee of Inquiry into the

Teaching of Mathematics in Schools. Under the chairmanship of Dr W H Cockcroft, it sat between 1978 and 1982 and examined all aspects of mathematics teaching in both primary and secondary schools. Records of the Committee have been selected and transferred to The National Archives; records illustrating the way in which the Committee's recommendations were implemented by the Department will also be selected.

- 5.6.8 The Committee of Enquiry into Reading and the Use of English, known as the Bullock Committee, published its report in 1975. Records of the Committee have been transferred to The National Archives and records relating to the implementation of the Committee's recommendations will also be selected.
- 5.6.9 Also of concern by the mid-1970s was the need to extend scope for the teaching of modern foreign languages, in particular the need to introduce the study of languages other than French. Records illustrating the Department's thinking and which show the changes in emphasis as to foreign language teaching will be selected.
- 5.6.10 The teaching and content of science and technical subjects, particularly in primary schools, was also regarded as a matter for concern. It was felt that more emphasis should be put on practical activities relevant to daily life, and there was attention to the provision for and take-up of science education by girls. Records relating to the way the Department approached these issues and the solutions proposed will be selected.
- 5.6.11 During the 1980s, the teaching of other core subjects came under scrutiny. It was felt that environmental studies, which traditionally covered science, history and geography, should be widened to include the relationship between the individual and their surroundings. There were also recommendations that greater emphasis should be placed on practical experiences than on the acquisition of factual information. Records relating to the development of the curriculum during this period will be selected.
- 5.6.12 The inclusion of religious instruction, initially almost entirely Christian, had been enshrined in the 1944 Act. The continuance of this position was a matter of debate in the run up to the 1988 Act, though by this time it had become necessary to consider the requirements of other religious faiths. Records illustrating the development of this change in emphasis will be selected.
- 5.6.13 Regular lessons on sex education were introduced before the period covered by this OSP, but an already controversial subject was made more so following the Education (No2) Act. This increased the role of governing bodies in drafting the content of the curriculum and led to the publication of a circular on sex education. Records illustrating the Department's thinking on the subject will be selected.
- 5.6.14 In 1988, the ERA introduced the concept of a National Curriculum to be followed by all state maintained schools. The introduction of prescriptive centralised curriculum control was part of the increased emphasis on accountability and proved very controversial. There were to be three core subjects (English, mathematics and science) and six foundation subjects (history, geography, technology, music, art and physical education) which would be assessed at four "Key Stages". A further foundation subject of a modern foreign language would be added at Key Stages 3 and 4. Religious education continued to be compulsory but was not included in the National Curriculum. Circular 5/89 set out

the subject and assessment requirements and the timetable for their introduction. The 1988 Task Group on Assessment and Testing (TGAT) report was accepted as the strategy for assessment, although Standard Assessment Tasks soon became Standard Assessment Tests and the way in which assessment was undertaken did not fully reflect the original recommendations. Records showing how the issue of assessment was dealt with will be selected.

- 5.6.15 In 1988 the Kingman Committee of Inquiry into the teaching of the English language reported proposing a model for the teaching of English designed to inform the drawing up of National Curriculum requirements. Records of the Committee have been selected and transferred to The National Archives; records illustrating the way in which the Committee's recommendations were implemented by the Department will also be selected.
- 5.6.16 There was widespread debate about the proposed content of the curriculum. The consultation process, using working groups, was set to a tight timescale and The National Curriculum Council (NCC) was created to oversee the operation. It proved to be a contentious process and records showing how the Department responded will be selected. The resulting deluge of paper sent to schools for consultation added to the difficulties of trying to cope with other major changes resulting from ERA. What resulted was seen as overloaded and over-prescriptive, particularly for primary schools and led to an almost total boycott of the Key Stage tests by teachers in 1993. Records of the NCC have been selected and transferred to The National Archives; records showing how departmental policy developed in response to the discontent will also be selected.
- 5.6.17 In 1992 the Department published the 'Three Wise Men' report on curriculum organisation and classroom practice in primary schools. It made recommendations about teaching methods and classroom practice, in particular criticising topic work, designed to assist the implementation of the National Curriculum, particularly at Key Stage 2. Records showing the development of departmental thinking on teaching methods will be selected.
- 5.6.18 The 1993 Education Act required all maintained secondary schools to provide sex education, including HIV/AIDS. The latter topic was removed from the National Curriculum and parents could request that their children be withdrawn from the lessons. Records showing the development of this policy will be selected
- 5.6.19 In 1993, amid wide scale revolt among teachers, the Secretary of State appointed Ron Dearing to review the National Curriculum and investigate possibilities for reducing the burden on schools. His final report, published in 1994, included recommendations for urgent action to make the Curriculum less prescriptive and complex. Records of the Committee and the way in which its recommendations were implemented will be selected.

5.7 Assessment of performance

- 5.7.1 The Assessment of Performance Unit was set up in 1975 to promote the development of methods to assess and monitor pupil performance. In its early years the Unit concentrated on monitoring children at 11, 13 and 15 and set up working groups to look at performance in specific subject areas and agree national attainment standards.

Initially they concentrated on basic skills but later the scope was extended. Records relating to the activities of the Unit will be selected.

- 5.7.2 By the time the Education Reform Bill came to be drafted, it was agreed that formal testing should be extended to 7 year olds. During this period, the system of Key Stage development was being considered and standards agreed. This was not achieved without a certain amount of controversy. Records relating to the development of ideas and their acceptance will be selected. The Assessment of Performance Unit was wound up in 1990, largely overtaken by the Key Stage tests brought in with the National Curriculum.
- 5.7.3 In 1991 the National Record of Achievement was introduced and, with government support, National Targets for Education and Training launched by the Confederation of British Industry. Records relating to policy development in these areas will be introduced.
- 5.7.4 The 1992 Education Act established Ofsted as an independent, non-ministerial Department responsible for contracting independent teams to inspect primary and secondary schools on a regular basis. Reports were to be published unlike the old HMI reports. The number of HMIs was greatly reduced and their previous role of providing independent advice to the Department, LEAs and teachers was no longer primary. Records relating to the creation of Ofsted and its new functions will be selected.
- 5.7.5 In 1993 the National Advisory Council for Education and Training Targets was set up, and the National Curriculum Council and School Examination and Assessment Council were replaced by the School Curriculum & Assessment Authority. Records relating to the creation of these new organisations will be selected.

5.8 The examination system

- 5.8.1 In the late 1970s, ongoing concern that many children were leaving school without formal qualifications inspired proposals for a system of “leaving certificates” or record of achievement for all pupils. Records relating to this proposal and its rejection will be selected.
- 5.8.2 As part of the initiative to improve standards, the existing examination system 16 plus came under scrutiny. A steering committee was set up under the chairmanship of Sir James Waddell in 1977 to consider the way in which the General Certificate of Education (GCE) O Level and the Certificate of Secondary Education (CSE) could be replaced by a single examination and the cost implications. The committee reported in 1978. Later in 1978, the White Paper, *Secondary School Examinations: a single system at 16+* was published, setting out the government’s thinking in the area and explaining how changes would be introduced. Records of the Waddell Committee and records relating to the implementation of its recommendations will be selected.
- 5.8.3 At the same time another committee, under the chairmanship of Kevin Keohane, was examining the needs of pupils attaining grades 2 to 4 in CSE and who wished to remain at school for a further year. It recommended the introduction of a Certificate of Extended Education, designed to help prepare pupils for future employment. Records relating to proposals for the introduction of CEE and the decision to reject them will be selected.

- 5.8.4 Concern was raised that the method of assessing pupil achievement by formal qualifications relied too heavily on performance in examinations. With the new examinations, greater emphasis was placed on continual assessment, though the CSE had always included a large element of this. There were also perceived difficulties in monitoring O-Level and CSE results over time, another issue that GCSE was designed to overcome. Records illustrating the way that the policy of assessing results developed during the period will be selected.
- 5.8.5 Concern was also raised that the existing A-level system was too narrow and did not meet the requirements of all pupils. This resulted in the announcement in 1985 of the introduction of Advanced Supplementary (AS) level examinations from 1989, a decision made following wide consultation. Records relating to the development of the policy and the results of the exercise will be selected.
- 5.8.6 The 1996 Review of Qualifications for 16-19 year olds led by Sir Ron Dearing proposed a coherent national framework for 16-19 qualifications based on existing qualifications and stressed the need to maintain the rigour of A levels as well as developing new vocational qualifications.
- 5.8.7 Much of the work involved in developing new examinations was undertaken by the Secondary Examinations Council, which was set up following the abolition of the Schools Council (see section 5.6). Minutes and papers of the Council have been selected.
- 5.8.8 As well as the content of the examination system, the Department was also looking at its organisation and in particular the proliferation of examining boards. To streamline the system and promote consistency, the number of examination boards was reduced to five in England and one in Wales. Records relating to this decision will be selected.
- 5.8.9 The first GCSEs were awarded in 1988. A mandatory code of practice governing marking and grading standards in GCSEs was drawn up in conjunction with SCAA and the examining bodies in 1993-94. Records relating to the implementation and development of the GCSE system will be selected.
- 5.8.10 For 14-16 year olds the Part One GNVQ was piloted in 1995, the idea being to extend the choices available for vocational education. Records relating to the development and assessment of this system will be selected.

5.9 Information technology

- 5.9.1 Records relating to the Department's attitudes and actions in recognising the importance of IT and encouraging its use will be selected
- 5.9.2 In 1980, a Parliamentary Committee looked at the educational provision of new technologies and concluded that the UK was falling behind other countries. A Micro-electronics Education Programme was announced to encourage ongoing work in schools and colleges, and to sponsor new initiatives. In 1981, together with the Welsh Office and the Northern Ireland Education Department, DES published a paper setting out a strategy for the introduction of such a programme. A unit was set up in 1982 to

carry the programme forward and encourage the provision of training for school teachers and advisers in the use of micro-computers in an educational environment. Projects were planned, aimed at extending the pupils' understanding of the subject.

- 5.9.3 By 1985, HMI were producing reports on the use of microcomputers in schools, particularly in the field of mathematics. The government was also beginning to recognise the importance of new technologies to economic growth and the need for children to gain an understanding of the principles underlying such technology at an early stage. By 1987, the Department was promoting the use of IT and the need for teacher training in this area, and was making money available.
- 5.9.4 The introduction of the National Curriculum saw IT given a key role not just as an independent subject but also as an integral part of the teaching and learning of other subjects. The New Technology for Better Schools Programme included the development of a cadre of IT Advisory Teachers recruited in every LEA for their subject expertise and classroom competence. A mainstream Education Support Grant for IT equipment and software in schools was complemented by an LEA Training Grants Scheme (LEATGS) for IT which made provision for the in-service training of teachers. Records relating to policy development in these areas will be selected.
- 5.9.5 The National Council for Educational Technology (NCET) was created in 1988 from the amalgamation of the Microelectronics Support Group and the Council for Educational Technology and ran innovative pilot projects, for example on multimedia technologies such as interactive video. Records relating to its creation will be selected.
- 5.9.6 Support for the use of IT in schools continued into the 1990s with the arrival of the Internet. In 1995 the UK wide initiative Superhighways for Education was set up by the four departments responsible for education in England, Wales, Scotland and Northern Ireland. It called for industry to sponsor pilot projects of networked technologies in schools, further and higher education. Records concerning the Department's part in this initiative and related policy development will be selected.

5.10 Teachers

- 5.10.1 The provision of initial teacher training courses is covered in OSP31 Post-16 Education 1974-1988. However, teachers have generally also been encouraged to undertake in-service training. This was usually supplied by LEAs with minimum central government involvement, but by the late 1980s, the Department was taking closer interest, specifying requirements and offering LEAs financial assistance. Records illustrating development of this policy in this area will be selected.
- 5.10.2 Certain curriculum subjects have suffered a chronic shortage of teachers, particularly mathematics, science and technical subjects. The Department regularly produced programmes aimed at rectifying this, an important example being a scheme to retrain teachers in these critical areas, as part of the Department's reaction in the face of falling school rolls. In addition, the Department realised that with the growing emphasis on the importance of such subjects within the curriculum, there was a need to introduce specialist teachers into primary schools. Records relating to the policy underlying these initiatives will be selected; details of individual projects will not.

- 5.10.3 The downward trend in pupil numbers affected the employment of teachers. Initially, surplus teachers were used to achieve smaller class sizes, but later an early retirement programme and re-deployment to areas of shortage were implemented. Records relating to the Department's attitudes towards pupil/teacher ratios will be selected.
- 5.10.4 The Department advised on best practice in teaching methods, usually through HMIs. This was done both through regular visits and formal reports on individual schools. All formal HMI reports have been transferred to The National Archives, but other records relating to this aspect of the Department's work will not generally be selected.
- 5.10.5 The 1986 Act introduced regular appraisal of teachers' performance and developed regulations and standards by which this could be judged. By 1988 procedures for assessment and the documentation of results had evolved. Records illustrating the way that this was carried out will be selected.
- 5.10.6 Teachers' pay and salary structure was a matter of concern throughout the period, often leading to tension between the Department and the teaching unions. Until 1986, teachers' pay scales had been devised and agreed by a succession of Burnham Committees, but in 1987 an Interim Advisory Committee was set up and in 1991, responsibility passed to the Teachers' Pay Review Body. Records of the Burnham Committees have been transferred to The National Archives and minutes and papers of the Interim Advisory Committee will be selected.
- 5.10.7 The Department was responsible for monitoring and addressing the behaviour of teachers in England and Wales. In extreme cases, offending teachers could be barred from further employment in teaching. A list was maintained (List 99), which included all teachers who had been subject to disciplinary procedures. Records relating to the formulation of policy and procedure will be selected; those relating to individual cases will not.
- 5.10.8 Responsibility for teachers' retirement pensions was shared between the Department and the Paymaster General (PMG), with amounts being determined by the Department's Teachers' Pension Branch Payment and payment carried out by PMG. The branch was also responsible for determining pensions policy, including early retirement and redundancy arrangements, and for resolving any anomalies. Records relating to major policy issues will be selected; those relating to individual cases will not.
- 5.10.9 The establishment of the School Teachers Review Body (STRB) in 1991 and the Teacher Pensions Agency in 1992 brought about major changes to teacher pay and pensions. Records showing how these bodies were established and decisions reached will be selected.
- 5.10.10 The advent of published school inspection reports brought teacher accountability for standards to the fore. In 1992 mandatory teacher appraisal was introduced in LEA maintained schools with the emphasis on professional development. Records showing development of policy on teacher appraisal will be selected

5.11 **Truancy and discipline**

- 5.11.1 LEAs were responsible for ensuring that parents ensured their children attended school regularly. This was carried out by the Education Welfare Service (EWS) which also exercised other duties such as the arrangement of alternative educational provision for excluded pupils and the preparation of reports on children with special educational needs. Records relating to the Department's policy regarding the EWS and developments in the service, particularly those relating to protection issues, will be selected.
- 5.11.2 The 1986 Education Act laid responsibility for the maintenance of discipline on the Head Teacher. It also made provision for the exclusion from school of pupils up to the age of 18, and dealt with the regulations to be followed for their reinstatement. Records relating to the Department's activity in this area will be selected.
- 5.11.3 Attitude towards corporal punishment developed during the late 1970s and 1980s, influenced by court cases in Scotland and the European Court of Justice which resulted in a European initiative. Records showing the way that these events affected policy in England and Wales will be selected. Following the failure to pass legislation to this effect, the 1986 Education No. 2 Act included the prohibition of corporal punishment in state funded schools. This was later followed by the complete prohibition of corporal punishment in all schools in the 1996 Education Act. Records reflecting the development of this legislation and related policy implementation will be selected.
- 5.11.4 Responsibilities relating to the abuse of drugs and other substances mainly lay with the Home Office and the Department of Health and Social Security. The subject was seen as particularly important and the Department was heavily involved with taking forward the government's strategy to combat drug misuse. Records relating to the Department's activities in this area will be selected.
- 5.11.5 In 1989 the Elton report on Discipline in Schools was commissioned, following a survey indicating that there was a general belief among members of the Professional Association of Teachers that indiscipline was increasing. The report's recommendations included changes to initial teacher training, the need to manage truancy and the recognition of the importance of parenting skills. Records relating to the Department's response to the report and its recommendations will be selected.
- 5.11.6 The 1993 Education Act laid a new duty on LEAs to provide education outside school where necessary. This included provision for excluded pupils. Pupil referral units were introduced and their framework established by regulations in 1994. Records relating to policy development in this area will be selected.

5.12 **Ethnic minorities**

- 5.12.1 Until the 1980s, the education of ethnic minority children was not seen as an independent issue. The Department's aim was for all children to receive the same opportunities, and policies were developed with a broad coverage. On occasions, such as the immigration of Vietnamese boat people, special policies were introduced in response to particular crises. Records relating to these events will be selected.

- 5.12.2 By 1977, the House of Commons Select Committee on Race Relations and Immigration recommended an investigation into the educational under-achievement of West Indian children. The Rampton Committee was set up in response and, as well as identifying causes of under achievement, the Committee's remit included recommending solutions. An interim report was published in 1981. Records of the Rampton Committee will be selected, as will records concerning its establishment and the implementation of its recommendations. Records relating to the Department's interaction with other organisations, such as the Commission for Racial Equality and local community relations councils, will also be selected.
- 5.12.3 In 1981, Swann succeeded Rampton as Chairman and the Committee's remit was widened to include children from other ethnic minorities. The Swann Committee reported in 1985. Its recommendations were aimed at providing a strategy for managing the changes needed to develop a multi-racial and culturally diverse society. The Committee identified aspects of education giving rise to the greatest concern among the ethnic minority communities: language and language education, religion and the role of the school. Although the report of the committee focuses on West Indian and Asian communities, the needs of smaller groups were also addressed. Records of the Swann Committee and its implementation will be selected.
- 5.12.4 In 1977, the European Economic Community published a directive concerning the teaching of children of migrant workers in member states which was due to be implemented by 1981. The directive required the host country to provide education in the child's mother tongue as well as its own. Projects were set up to carry forward the Directive. Records covering the Department's policy in meeting these requirements will be selected, as will records illustrating the implementation of one of the projects as an example.
- 5.12.5 The 1980 Act introduced requirements for ensuring that children whose first language was not English were given proper remedial attention. Surveys had established that children whose mother tongue was not English regularly performed less well. The pupil/teacher ratio was examined and teachers recruited to carry out this function. The problem was particularly acute in London where a large variety of mother tongues were in general use.
- 5.12.6 During the 1980s, the teaching of mother tongue languages in areas where there was a linguistic and culturally mixed community was considered. Investigations discovered that while there was overlap between the concerns of LEAs and ethnic minority communities, lack of contact meant that this went unrecognised. A number of practical recommendations were suggested to improve the standard of teaching given, to ensure that the use and teaching of the mother tongue was related to the mainstream curriculum and that teachers had wider knowledge of the linguistic and cultural background of their pupils.
- 5.12.7 In April 1981, there were violent clashes between police and local youths in Brixton and other inner city areas. The resulting Home Office investigation identified education as one of the areas to be targeted in order to improve the situation and prevent future outbreaks. Records covering the Department's reaction to this, including reports commissioned from the HMI will be selected.

5.12.8 In 1985, the Department asked the HMI to examine the educational needs of travellers' children and identify improvements in provision for them. The enquiry recognised that, though there were inherent difficulties in providing a sustained education for such children, it should be possible to do so in a way that would enable people to maintain their traditional lifestyle. Also included in the survey was the provision made for similar groups, such as the children of fairground and circus families. Records relating to the way that the Department dealt with the findings will be selected.

5.12.9 1994 saw new priority for grant support for the in-service training of mainstream teachers, to help them respond to the needs of bilingual pupils and linguistic diversity in the classroom. Records relating to the Department's activity in this area will be selected.

5.13 **Inner cities**

5.13.1 Records relating to the formulation of the Department's policy toward the provision of education in inner city areas will be selected, as will those relating to the establishment of major projects for dealing with problems.

5.13.2 By 1979, seven Inner City Partnership areas had been designated as part of an initiative led by the Department of the Environment looking at many aspects of inner city life – economic, social and environmental - and including special schemes for improving them. The Department was heavily involved in those issues with an educational component and related records will be selected.

5.13.3 The establishment of Education Priority Areas and the Urban Programme identified locations and issues which required additional support by central and local government. This was generally, but not exclusively, financial. Urban Programme projects included the provision of education for travellers' children and assistance to LEAs with large immigrant populations. Records illustrating the policy behind the selection of suitable projects and the resulting reports will be selected.

5.14 **Sexual equality**

5.14.1 Records illustrating the Department's activity with regards addressing sexual equality in education will be selected.

5.14.2 In the 1990s, the ERA and the National Curriculum established the concept of a curriculum for all. Boys and girls were required to be offered the same curriculum, marking a shift from earlier attitudes. Records relating to the development and implementation of this policy will be selected.

5.14.3 From the 1990s onwards the underachievement of boys was seen as a particular problem, and records relating to the Department's attempts to address this will be selected.

5.15 **Special educational needs**

5.15.1 Throughout the period of the OSP, the government aimed for the education of children with special educational needs (SEN) to be integrated with that of children within the mainstream educational system. In 1974, a Committee of Enquiry into Educational

Needs of Handicapped Children, including Special Education, was set up under the chairmanship of Mary Warnock (later Baroness Warnock). Its remit was to review the educational requirements of children with SEN and arrangements needed to prepare them for entry into employment, and to consider the most effective use of resources for this purpose. The Committee published its report in 1978. Records of the Committee and records of the Department covering its formation and recommendations have been selected.

- 5.15.2 Following the 1981 Act, a number of projects were introduced looking at new approaches for more effective education for slower attaining pupils. Records relating to the planning of these projects and the resulting evaluations will be selected.
- 5.15.3 The Department felt that requirements of children with SEN should be considered at the same time as the extent and content of curricula. In certain cases, children would be exempt from some aspects of the National Curriculum. Signs that these requirements were being considered in the run up to the drafting of the 1988 Education Act will be selected.
- 5.15.4 Children with severe disabilities or long term illness could be provided with education in special hospital schools. Responsibility for ensuring that provision was made for this lay with the LEA though overall responsibility was shared between the Department, the National Health Service and Department of Health. The LEA was also responsible for ensuring that children who for health reasons had to remain at home, also received suitable education. Records relating to major policy developments in this area will be selected.
- 5.15.5 The 1993 Education Act updated the 1981 Act in relation to SEN. It reaffirmed the principle that children with SEN should be taught in mainstream schools whenever possible. It brought in the requirement to issue a Code of Practice (which came into force in 1994), issuing practical guidance to maintained schools. It also allowed parents to express a preference for a school with the expectation that LEAs would enable that choice if possible. Statutory timescales for making assessments and issuing statements were also introduced with an extension of parents' right of appeal. The SEN Tribunal was set up to deal with appeals. In addition LEA maintained special schools were enabled to become self-governing via the GMS system if they wished. Records relating to policy developments in these areas will be selected.

5.16 **Gifted children**

- 5.16.1 The requirements of gifted children were often overlooked but, from time-to-time, their interests were examined, reported on and recommendations made. Records relating to these activities and the implementation of any recommendations will be selected.

5.17 **Demographic change**

- 5.17.1 Between 1974 and 1979, a sharp fall in the number of school-age children resulted in the need to look at the way the education system was managed and decisions were made to close certain schools. Particularly at risk were small village schools, and their continued viability and roles were examined. Records relating to the development of the

Department's policy will be selected; records relating to the closure of individual schools will not.

- 5.17.2 The downward trend in school numbers did not remain constant. While junior school numbers were decreasing up to the early 1980s, the number of children at nursery school was increasing. In the late 1980s, the drop had moved to secondary schools with rising rolls in junior schools. At the same time, the number of children staying in full time education after the age of 16 was increasing. Records relating to the Department's reaction to these changes, and ensuing policy changes will be selected.
- 5.17.3 School leaving age had been fixed at 16 in 1972 and there were no major changes to this during the period covered by this OSP. There was, however, a certain amount of rationalisation. Legislation was brought in to enable children to leave school part way through the academic year in which they were 16. Records relating to these changes and prospective changes will be selected.
- 5.17.4 In spite of demographic changes downward, the Department regarded class sizes as a sensitive matter. There were targets to achieve optimum pupil numbers, which were rarely fully achieved, and constraints during the 1980s resulted in a seesaw effect. Records relating to the Department's reactions to the situation and attempts to control it will be selected.
- 5.17.5 Surplus school places was a key issue from the late 1980s, and the 1993 Act gave the Secretary of State new powers to intervene in reducing numbers. However by the mid-90s pupil numbers were beginning to rise again. Records relating to the Department's concerns and policy development in this area will be selected.

5.18 **Comprehensive education**

- 5.18.1 One of the first actions of the new Labour government in 1974 was to announce its intention to introduce a fully comprehensive system of secondary education. The Education Act 1976 required LEAs to provide a plan to introduce secondary education for all without regard to ability, and gave the Secretary of State powers to compel compliance. The government also withdrew financial support from direct grant grammar schools unless they agreed to become comprehensive, which resulted in many becoming fully independent. Policy records relating to these issues will be selected, but those relating to individual schools or LEA schemes will not.
- 5.18.2 By 1978, the government wished to extend the concept of comprehensive education to include provision of mixed ability classes in secondary schools. Emphasis changed with the change of government in 1979 and though no attempt was made to reverse the situation as it then was, the 1976 Act was repealed and existing selective systems could remain in place. Records relating to the change of emphasis in policy after 1978 will be selected
- 5.18.3 Related, though not strictly part of the comprehensive system, were middle schools. By the early 1980s there were just over 600 middle schools (catering for the 9 to 13 age group) in the UK. The performance of these schools and their vulnerability during a period of falling school rolls were examined, as were any possible consequences in

other areas of education. Records relating to the Department's findings and subsequent policy decisions will be selected.

- 5.18.4 The ERA introduced Local Management of Schools, moving management of funds away from LEAs and towards schools and governing bodies. At the same time the chance to opt out of LEA control and become grant-maintained also became available, and in 1993 the Funding Agency for Schools was set up to administer grants and support GM schools. Records relating to policy development in these areas will be selected.
- 5.18.5 The start of a move away from the standard comprehensive began with the introduction of City Technology Colleges. From 1991 emphasis shifted towards specialist schools which led to technology and later language colleges. In 1994 the government announced that all maintained secondary schools were eligible to apply for designation. Records relating to policy discussions in these areas will be selected.
- 5.18.6 In 1993 the introduction of 'special measures' gave powers to the Secretary of State to intervene in the running of failing schools. Records relating to the Department's activity in this area will be selected.
- 5.18.7 In 1995 the Improving Schools initiative was launched with a strong focus on turning round failing schools. It brought together a range of policy initiatives and aimed to improve the coordination of central and local government agencies, schools, teachers and governors. Records relating to these activities and policy development will be selected.
- 5.18.8 In 1996 networks of literacy and numeracy centres were given a five year programme to work intensively with schools. These were the forerunners of the National Strategies for literacy and numeracy and reflected growing concern at the standards of basic skills being achieved. Records relating to policy development in this area will be selected.
- 5.19. **Non-maintained schools**
- 5.19.1 Attitude towards independent schools has changed over time. Voluntary schools (i.e. those partially maintained by religious authorities) have generally followed the lead of the local authority in which they are situated.
- 5.19.2 Facilities outside normal educational provisions, including short stay residential experiences for school age children are not covered by central government funding, though local authorities can provide them if they so wish. Where such services are provided, there is often a large demand, which the existing authorities are unable to meet. Records relating to the government's attitude to this provision will be selected.
- 5.19.3 The 1980 Education Act enabled local authorities to take up places at non-maintained schools and to charge whatever fees they felt reasonable. The Act also had clauses enabling pupils to attend independent schools as an alternative to the direct grant grammar school system, which was phased out from 1976. The new Assisted Places Scheme, which was designed to enable bright pupils to attend good independent secondary schools, was introduced from 1981 and had been fully implemented by 1987.

Records illustrating the Department's attitude to independent schools and the widening of access to them will be selected.

- 5.19.4 Responsibility for the provision of education for the children of service personnel stationed abroad lay with the Ministry of Defence's Directorate of Army Education (DAE). As a general rule, although the DAE were able to make their own policy decisions, they usually followed the lead of the DES. They also undertook to honour all agreements made by the Department relating to teachers pay and conditions of employment. Responsibility for inspecting the quality of education provided by such schools lay was carried out by HMI. Records relating to major policy decisions reached by DAE will be selected, as will those that cover cases where there was divergence between DAE and DES.

5.20 Nursery schools

- 5.20.1 During the 1970s the number of new nursery places increased year-on-year, in spite of the fall in child numbers. From 1974, special building programmes were introduced to extend the provision of nursery education and by 1977, money from the Urban Programme was allocated to nursery provision. Unused primary accommodation was also being converted to nursery use. By 1978, action was taken with the Department of Health and Social Security to persuade local authorities to coordinate their services for the under 5s. In 1980 an Interdepartmental Consultative Group on the under 5s was set up at which all relevant central government departments were represented. Records of the Group and subsequent policy developments will be selected.
- 5.20.2 By the 1980s the Department's interest in standardising the curriculum was extended to nursery education and investigations were undertaken to discover how a curriculum for the under 5s could be developed and introduced. Key policy records will be selected.
- 5.20.3 The desirability of providing state-funded nursery education had long been recognised but, in spite of a number of initiatives, sufficient funding was never made available. The subject was examined by the Department in 1984-5 and by 1989, the government aimed to provide a nursery place for all children whose parents wanted it. In 1995-6 a nursery voucher scheme was introduced providing a pre-school place for all 4 year olds and allowing parents to select the nursery education of their choice. Records relating to policy development in this area over time will be selected.
- 5.20.4 The relationship between pre-school and formal schooling began to be seen as an area that should be investigated. Initially, at least it was seen as something to be noted rather than as a matter of immediate concern. Records illustrating the way that the Department developed its thinking in this area will be selected.
- 5.20.5 In 1990 the Rumbold report 'Starting with Quality' considered what nursery education for 3 and 4 year olds should offer, with particular regard to continuity with the National Curriculum when the children went to school. Records relating to the Department's response to the report will be selected.

5.21 **Education Reform Act 1988 (ERA)**

5.21.1 The ERA introduced the greatest change in the way Education was carried out in England and Wales since the 1944 Education Act introduced secondary education for all. It greatly reduced the powers of LEAs, changed the way that schools were administered and introduced a National Curriculum to be followed by all publicly maintained schools in the country. Such wide reaching changes will have influenced much of the thinking and actions of the Department after 1979. Records relating to the drafting and implementation of the legislation, and the parliamentary process will be selected.

5.22 **School Buildings**

5.22.1 The Health and Safety Act 1974 extended provisions covering educational establishments to cover all persons employed within a school and college. Previous arrangements, as laid down in the 1944 Education Act, were very general. Records containing internal minuting relating to the coverage of the Health and Safety Act will be selected.

5.22.2 Architects and Buildings Branch was responsible for advising local authorities on the design of school buildings. The Department was involved in a number of projects looking at experimental school buildings during the period. Records relating to the development of policy will be selected; those dealing with specific projects will not. In cases of important projects, disposal to another place of deposit will be considered.

5.22.3 One of the Department's responsibilities was to monitor the adequacy of ordinary maintained primary and secondary school buildings in England (those in Wales were the responsibility of the Welsh Office). It considered the need for renewing school stock, advised on the better use of existing stock, and determined the priorities for future investment in school building other than that required to meet basic needs. Records relating to policy decisions will be selected; those relating to implementation in specific locations will not.

5.23 **Provision of non-educational services**

5.23.1 Various pieces of legislation laid requirements on local authorities to ensure that those whose needs were recognised receive free meals, while ensuring that economic limitations were respected and the system was not abused. It was a sensitive matter and the Department took close interest in the way that local authorities maintained the confidentiality of those who received them. Following investigations in the 1970s, the 1980 Education Act limited the provision of free milk and meals to children whose parents were in receipt of either supplementary benefit or family income support. Records relating to the development of policy in this area will be selected.

5.23.2 The Committee on Catering Arrangements in Schools was set up in 1972 to look into requirements and procedures. The report was published in 1975 and the recommendations influenced the relevant clauses in the 1980 Education Act. Records relating to the establishment and activities of the Committee have been transferred and those relating to the implementation of the recommendations will be selected.

- 5.23.3 The Department encouraged local authorities to ensure that school meals gave value for money, and expenditure was closely monitored. By 1977, it was hoped that the government subsidy would fall year-on-year. There was concern that there should be no hidden costs, that staffing levels should be kept to a minimum and that food be purchased at competitive prices. Various options were considered and records illustrating the development of departmental policy will be selected.
- 5.23.4 The Department also examined the nutritional content of meals produced by local authorities, and concerns were raised, particularly in areas of high unemployment and where a large proportion of children were in receipt of free meals. Records relating to the development of the Department's policy will be selected; those relating to research into wholly nutritional matters will not.
- 5.23.5 Policy relating to homework had been regarded as the province of the appropriate LEA, but by the mid-1980s the Department was beginning to take an interest and put pressure on local authorities to formalise their policy. Homework was beginning to be seen as a necessary part of the education system and records illustrating the formulation of policy will be selected.
- 5.23.6 The provision of good school libraries was regarded as the responsibility of the local authority, though in practice was likely to be exercised by individual schools. From time-to-time, the Department would provide guidance concerning the school library service and key records relating to the formulation of this guidance will be selected.
- 5.23.7 After a working party looking at the provision of school transport was unable to provide acceptable recommendations, the Department formulated its own proposals during the 1980s. The provision of free transport was regularly considered as an area where savings could be made, but it was decided that LEAs should not be allowed to impose charges. Records relating to the effects of financial restraints will be selected.
- 5.23.8 From 1976, the employment of non-teaching staff in schools was under consideration. Initially this was focussed on secondary schools and staff such as youth and community workers, librarians and instructors, but later was extended to primary schools and classroom assistants. Records relating to the increasing use of non-professional staff in schools will be selected.
- 5.23.9 The introduction of competitive tendering into local government had important consequences for the provision of non-educational services, such as the provision of school meals, caretaking and cleaning, maintenance of property and grounds, and the maintenance of vehicles. While the Department for the Environment was the lead in this policy area, the Department was heavily involved, and key records will be selected.

5.24 **Statistics**

- 5.24.1 Educational statistics were collected and published on a regular basis, for both routine issues and matters of immediate concern. The most important statistical record, the School Census (Forms 7), was collected annually and has been transferred to The National Archives.

5.25 Foreign relations

5.25.1 The European Union occasionally provided grants for educational purposes. Records relating to the government's policy and procedures with regards such grants will be selected; records relating to individual cases will not.

5.25.2 Certain education matters, such as the teaching of languages and study of the community, were subject to European Union regulations and the Department was involved in the official response. Records showing Departmental thinking will be selected.

Annex: Key events 1988-1997

The following events will be represented in the selection of files under this OSP:

1988	Education Reform Act
	School Examinations and Assessment Council and National Curriculum Council established
	Kingman report of Committee of Inquiry into the Teaching of the English Language published
	Higginson Report Advancing A Levels published and rejected
1989	Elton report of Committee of Inquiry into Discipline in Schools published
1990	Rumbold report 'Starting with Quality' published
	Education (Student Loans) Act
1991	School Teachers Pay and Conditions Act establishes the School Teacher Review Body
	White Paper Education and Training published – proposed GNVQs for 14-19 year olds
	Circular 6/91 Implementation of More Open Enrolment in Primary Schools published
	ESG and LEATGs merged into Grants for Education Support and Training (GEST)
1992	White Paper Choice and Diversity: a framework for schools published
	Three Wise Men Report 'Curriculum Organisation and Classroom Practice in Primary Schools published
	Education (Schools) Act – establishing Ofsted
	Parents Charter
	GNVQs introduced
	DES becomes Department for Education (DFE)
1993	Education Act
	School Curriculum and Assessment Authority replaces SEAC and NCC
	Funding Agency for Schools established
1994	Education Act established the Teacher Training Agency
	Dearing Report 'National Curriculum and its Assessment published
	Code of Practice on the Identification and Assessment of Special Educational Needs
	First technology colleges under Specialist Schools programme
1995	DFE merges with Employment Department to form Department for Education and Employment (DfEE)
1996	Education Act – consolidation act
	School Inspections Act
	Nursery Education and Grant-Maintained Schools Act
	Education (Student Loans) Act
	Review of 16-19 Qualifications report published (Dearing)
	White Paper Learning to Compete: education and training for 14-19 year olds published
White Paper Self-government for schools published – proposed new grammar schools	
1997	Education Act abolished NCVQ and SCAA and replaced them with the Qualifications and Curriculum Authority