



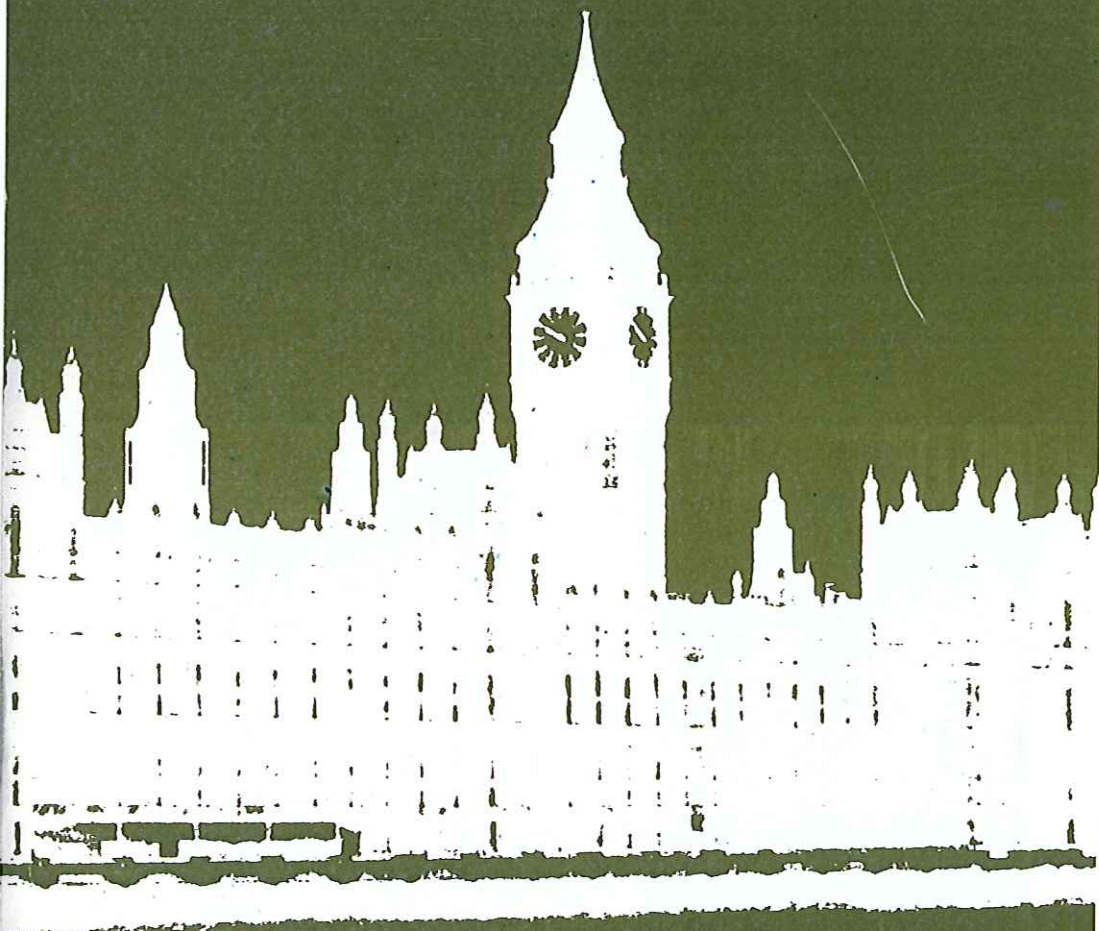
Policy Study No 119

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# Raising educational standards

a personal perspective

Sir Cyril Taylor



CENTRE FOR POLICY STUDIES



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**8 Wilfred Street, London SW1E 6PL**

**1990**

## The author

Sir Cyril Taylor has been Chairman of the City Technology Colleges Trust since 1987. He is the founder and chairman of the American Institute for Foreign Study. He served on the Greater London Council from 1977 to 1986, being deputy leader of the Opposition from 1983. He was knighted for services to education in 1989. Among his previous publications are: *The New Guide to Study Abroad*, *Peace has its Price* (co-author), *Qualgoes just Grow* (co-author), *London Preserv'd, Bringing Accountability Back to Local Government*, *No more tick* (co-author), *the Elected Member's Guide to Reducing Public Expenditure*, *A Realistic Plea for London Transport*, *Reforming London's Government* and *Employment Examined: the Right Approach to More Jobs*. He was educated at St Marylebone Grammar School, Trinity Hall, Cambridge and Harvard Business School.

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## The problem

The 1988 Education Reform Act established an excellent framework to improve educational standards in primary, secondary and higher education. Educational reforms, however, need time to show results. It takes a child 11 years to pass through the period of compulsory schooling and at least another five years to pass GCE "A" and to obtain a first degree. It will be the year 2004 before the first post Education Reform Act pupils pass through the system. We should not be premature in judging the success or otherwise of the reforms. Very many people believe, however, that they are sound. Many or most now support diversity of choice in secondary schools and the elimination of narrow catchment areas in order to allow more popular schools to flourish. Many or most agree that the responsibility for spending the bulk of the education budget should rest with the head teachers and the governors through the local management of schools. Many or most agree that we need a national curriculum and periodic testing to monitor standards of achievement. All this is common to people in all parties, and is a tribute to the wisdom of the 1988 Act.

Too much of the debate, however, continues to revolve on the need to increase resources rather than to use the existing resources more efficiently and to remove the structural blockages which are slowing the pace of reform. Above all complacency about educational standards continues, wholly unwarranted by the facts.

Education touches so many parts of our lives that it is essential to single out the most important points; and it is on this central question of standards that this paper will concentrate.

### Standards in schools

The most recent report of Her Majesty's Senior Chief Inspector of Schools, published in January 1990, concluded:

'The overall picture is of a service in which most of what is done is of reasonable quality or better. There is a sound basis for improvement and change. But there are a number of specific issues that give rise to concern. Across schools and colleges 70% to 80% of work was judged to be satisfactory or better, while roughly one third of it at all levels was adjudged

good or very good. *But the overall picture must not hide the fact that there are serious problems of low and under achievement; of poor teaching, and of inadequate provision.* It is particularly troubling that in schools some 30% of what HMI saw was *judged poor or very poor.* These figures, if replicated throughout the system, represent a large number of pupils and students getting a raw deal. Furthermore, and sadly, less able pupils and students are much more likely to experience the poor and the shoddy than the more able'. (Our italics)

The fact that HMI concludes that one third of the instruction in our secondary schools is poor or very poor is cause for grave concern. It is high time that parents should be able easily to compare schools in their area on the basis of such indicators as examination results, attendance and stay on rates at 16. Schools with persistently poor results should be closed and their resources transferred to better schools. It is also unacceptable that local education authorities do not publish data on attendance rates. All schools are required by law to keep attendance records, yet this data is rarely collated and published. Where it is, one can see that some inner city schools appear to have truancy rates as high as 50% in the fifth form.

Many of the poor schools are concentrated in inner cities, some of which have been under Socialist control for a very long time. Although these schools do have more than their fair share of difficulties, yet still too many of them expect too little from their pupils. The egalitarian ethos, together with the mixed ability teaching ideology, has led to a levelling down of standards. The appalling attendance rates are merely a symptom of the disillusion which many pupils feel.

### **Low stay on rates at 16**

Despite some recent improvement the stay on rate in full time education or training at 16 is still too low. The latest DES figures show that only 35% of all British 16 to 18 year olds are in full time education or training compared to 79% in the USA, 77% in Japan, the Netherlands and Belgium, 76% in Canada and Sweden and 66% in France. Although there has been an encouraging improvement in the stay-on rate at the age of 16 to 50%, the participation rate for 16 to 18 year olds is still disappointingly low.

Certainly 34% of this age group do engage in part-time education or training. But the quality of programmes such as the Youth Training

Participation in education and training<sup>1</sup> of 16 to 18 year olds by age, mode and level, 1986<sup>2</sup>

	Percentage of the age group					
	16 years			17 years		
	Full time	Part time	All	Full time	Part time	All
Australia	71	11	82	50	17	67
Belgium	89	4	92	77	5	82
Canada <sup>3</sup>	95	—	95	77	—	77
Denmark	88	2	90	68	6	75
France	78	9	87	68	10	78
Germany <sup>2,4</sup>	69	31	100	43	49	92
Italy <sup>2</sup>	54	15	69	47	23	70
Japan <sup>5,6</sup>	92	3	96	89	3	91
Netherlands <sup>4</sup>	92	6	98	77	10	88
Spain	60	—	60	52	—	52
Sweden <sup>7</sup>	91	1	92	85	1	86
United Kingdom <sup>8</sup> (1986)	49	41	89	34	27	61
(1988)	50	41	91	35	40	75
USA <sup>5</sup>	94	—	94	87	1	88

	18 years			16-18 years		
	Full time	Part time	All <sup>9</sup>	Full time	Part time	All <sup>9</sup>
	Australia	25	23	47	50	16
Belgium	64	5	69	77	4	81
Canada <sup>3</sup>	53	—	53	75	—	75
Denmark	57	10	67	70	6	77
France	52	4	56	66	8	74
Germany <sup>2,4</sup>	33	47	80	47	43	90
Italy <sup>2</sup>	41	15	56	47	18	65
Japan <sup>5,6</sup>	50	2	51	77	3	79
Netherlands <sup>4</sup>	61	11	72	77	9	86
Spain <sup>10</sup>	44	—	44	52	—	52
Sweden <sup>7</sup>	52	4	55	76	2	78
United Kingdom <sup>8</sup> (1986)	19	24	42	33	31	64
(1988)	20	22	42	35	34	69
USA <sup>5</sup>	55	3	59	79	1	80

1 Includes apprenticeships, YTS and similar schemes.

2 1987 for Germany; 1982 for Italy.

3 Excludes certain part-time students, 10% at 16-18.

4 Includes compulsory part-time education for 16 and 17 year olds in Germany and Netherlands.

5 Includes private sector higher education.

6. 1988. Estimated for special training and miscellaneous schools providing vocational training.

7 1985. Includes estimates for part-time.

8 Includes estimates for public sector evening study and for private sector further and higher education, including training courses with employers.

9 Includes higher education for some 18 year olds.

10 Includes estimates for 18 year olds in universities.

Scheme is uneven, and cannot be compared to full time participation.

As Adrian Wooldridge in his paper *Education and the Labour Market – An English Disaster*<sup>1</sup> argues, the shortage of skilled labour is rapidly emerging as the most stubborn barrier to renewed British economic growth. The proportion of companies expecting such shortages to constrain their output has risen from 2.5% in 1982 to about 20% in 1990.

How can we possibly *afford* to under-educate so many of our school leavers? Professor Charles Handy of the London Business School has estimated that by the end of this decade 70% of all jobs will be 'knowledge jobs' requiring a skilled work force to use their brains more than their hands. Compare this to the opposite case of only a few years ago, when 70% of all workers were unskilled.

Nor is the problem made easier by the present decline in the number of school leavers. From the peak in 1982 the number of 16 and 17 year olds will have fallen by 1994 by 26%, or 450,000 pupils. The annual number of school leavers will have fallen from 1,700,000 in 1980 to 1,250,000 in 1994. Employers will face the grim prospect of a sharply declining labour pool, coinciding with a rising demand for skilled workers.

There are many reasons for this paucity of British teenagers in full time education and training. While GCE "A" levels are an admirable preparation for entry into university, their courses of study match the need of only about 20% of the population. Even the post 16 offerings of comprehensive schools, supposed to cater for all abilities, have an academic bias and are usually restricted to GCE "A" or "AS" levels.

It took the advent of the first City Technology Colleges to remove the administrative barriers preventing secondary schools from offering BTEC National Diplomas. We will never persuade large numbers of 16 year olds to stay in full time education until the curricula on offer are diverse enough to appeal to all abilities. The antipathy of the educational establishment to more vocationally orientated courses within our schools makes nonsense today.

### **Little encouragement to enter Further and Higher education**

On top of the problem of too many pupils leaving school with few or no qualifications is another one: that of the difficulty of re-entry into education for young, poorly educated Britons. It is easy for High School

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1. Social Market Foundation, 1990.



drop outs in the United States subsequently to enrol in the local community college and earn both a High School graduation certificate and credits towards a first degree. But British higher education makes it difficult for mature students to acquire degrees on a part-time basis, with the outstanding exception of the Open University. The fact is that only 20% of British school leavers enter higher education compared with up to 50% in the United States and Japan (although it is true that many American students do not complete their degree).

The structure of British society is reflected in our post secondary education; only consider the careful gradation of esteem of sixth form colleges, tertiary colleges, colleges of further education, colleges of education, colleges of higher education, polytechnics and universities. The rungs of the ladder are held firm by the different types of institution refusing to accept work done at another type of college as fulfilling part of their own degree requirements. By contrast, in the state of California there are just three types of post secondary free state-supported institutions: Community Colleges, the 19 Campuses of California State University System (CSU) and the 9 campuses of the University of California (U.C.). Credits towards undergraduate degrees earned at all three institutions are freely transferable. Many students start off working for their high school diploma at a community college, and then earn their 2 year Associate of Arts degree at the same institution on a full- or part-time basis. They can transfer easily to either the CSU or the UC system to earn their full first degree. Modest tuition is charged to ensure all students pay something towards the cost of their education; but the student loan system is generous. And students are encouraged to work part-time. Not surprisingly, California has a higher proportion of students in higher education than any other country in the world, and the most highly skilled workforce.

### **Waste – and too few incentives to make savings**

An unholy trinity of teachers' unions, professional educational administrators and local councillors wail that the principal cause of delay in implementing the educational reforms is lack of resources. It is true that more resources will be required if we are to have more 16 to 18 year olds in full time education, or double the number of students in higher education, or put into decent repair many of our schools. But it is important to point out that there has already been a substantial increase in educational spending in real terms.

Expenditure per pupil (£)					% change 1978/79 to latest year in real terms (1)
1978/79	1986/87	1987/88	1988/89		
Nursery and Primary Schools	366	905	1010	1105	+37%
Secondary Schools	530	1252	1521	1695	+49%

(1) Cash expenditure calculated according to the GDP deflator

In two areas especially greater cost efficiency could be achieved. Local Education Authorities should give more of their budget to individual schools to spend. And a vast number of surplus school places could be eliminated.

It was a key feature of the 1988 Education Act that there would be more delegation of financial responsibility to head teachers and governors under the Local Management of Schools Scheme (LMS). Schools now take responsibility for spending priorities within their own budgets. Most important, they will also now be funded on a per capita basis so that the more pupils a school attracts, the more funds it receives.

Regrettably many education authorities are sabotaging this reform by keeping back a large proportion of educational spending in their own hands to fund central administration and the activities of advisers, inspectors and training. Among the worst examples are Cumbria and Haringey who are keeping back almost 29% of their schools budget; Newcastle and Barking (28%) and Coventry and Derbyshire (27%). Appendix I gives details of the 80 local education authorities who have so far submitted their LMS Schemes.

Then the waste in maintaining the estimated surplus 1,800,000 school places (850,000 in primary schools and 950,000 in secondary schools) is enormous. The DES reckons that it should be possible to remove half the surplus primary places (saving of £150 each) and three quarters of the surplus secondary ones (saving of £250 each). On top of these savings must be added the estimated teacher salary costs of £500 to £750 per surplus place. Altogether, the estimated total annual cost of these surplus places is estimated to be nearly £800 million<sup>2</sup>.

On top of the annual savings there would be a one-time capital receipt from selling the surplus schools and land of an estimated £1

2. See Appendix 2 for details.

billion, even though the cost of reorganisation would offset most of this saving.

Chapter Six discusses the incentives which should be given to local education authorities to remove these surplus places, and the steps necessary to reduce central expenditure to the minimum.

## Increasing choice

Parents should be able to choose from a variety of successful schools which focus on different needs of children. In many urban areas of the United States, the advent of magnet schools has raised standards. Magnet schools work on four key principles:

- (i) *Schools have no set catchment area.* Pupils may apply to any school within reasonable travelling distance from their home.
- (ii) *Schools are funded on a per capita basis.* The more pupils a school attracts the more tuition income it receives from the local authority. Magnet schools which do not attract enough pupils to be viable are closed and a new school under different management is encouraged to open on the same site.
- (iii) *The aspirations and needs of the local community determine what is taught.* Some magnet schools specialise in maths and science; others in the performing arts or communication skills; many more in computer or business skills.
- (iv) *As much authority is delegated as possible, including financial responsibility, to the head teacher and the local school board.* This system has led to more of the educational budget being spent on the provision of education (including teachers' salaries), less of it on administration and support services.

It is interesting that when the London Borough of Wandsworth sought to introduce these sensible principles into the management of their nine secondary schools unions and head teachers fiercely opposed them – despite the offer to each school of £1million capital to support their educational specialisation.

But there is one other system which delivers choice with even more remarkable success than the American magnet schools. This is the tripartite German system of secondary schools introduced in 1945, and modelled on the British tripartite system of Grammar, Technical and Secondary Modern schools as recommended in the 1944 British Education Act (but never properly put in practice here). Germany has

three broad types of secondary school.

*Gymnasien* for more academically gifted children wishing to enter full time higher education. Pupils enter these schools at 11 and stay until 18 to complete the *abitur* examination given in 10 subjects.

*Realschulen* for pupils wanting to specialise in technological skills. Pupils enter at 11 and leave at 16 for a three year course apprenticeship, combined with day releases for further education. By these means they acquire a *meister* certificate. *Realschulen* now educate nearly half the population. The new British City Technology schools adopt many of the techniques of *realschulen*.

*Hauptschulen* which specialise in teaching vocational skills to 11 to 16 year olds.

Entry into one of these three types of schools at 11 is not by examination but by parental choice and primary school teachers' recommendations. Pupils may also transfer from one type of school to another<sup>3</sup>.

Contrast this with Britain where today only 150 grammar schools are left out of the peak number of 1500 in the early sixties, with the remainder of our 4,000 secondary schools comprehensive. Although many of these are good, the sad case is that too many parents, especially those in urban areas, have no choice but to send their children to a failing comprehensive school with low expectations.

The 1988 Education Reform Act and the 1986 Act had four important provisions to encourage choice for pupils and parents at the secondary school level:-

1. *Abolition of tight catchment areas and the statutory grant to schools of a right to recruit as many pupils as their physical capacity permits.* The old scandal whereby some local education authorities artificially limited the size of a popular school, is ended. If a pupil is fortunate enough to live within reasonable travelling distance of more than one school he or she can, by law, choose which school to apply to. Already the more popular schools are filling up to their physical capacity.
2. *Funding of schools on a per capita basis rather than by block grant.* This has virtually the same effects as the voucher system favoured by radical education reformers. If

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3. The system in France is not dissimilar, with a choice of *lycée classique*, *lycée moderne*, the new *lycée professionnelle* and *lycée technique*.

LMS (Local Management of Schools), of which per capita funding is so important a part, works as intended then a *de facto* voucher system will be in place, without the formidable logistical problems which a pure voucher system would face<sup>4</sup>.

3. *Introduction of Grant Maintained Schools.* Under this scheme the headmaster and governors of a comprehensive or grammar school can invite its parents to opt out from control by the local education authority control, and become a grant maintained school funded directly by the government. Although this could become a most important way to encourage choice, the existing procedure is still cumbersome and liable to be opposed, on political grounds, by the local education authority. Even worse, Grant Maintained Schools are required for at least five years to continue their existing type of education. Thus, apart from receiving 100% of the funding to which they are entitled,<sup>5</sup> there is no real incentive to opt out. So far only 50 schools have successfully applied for GM status.
4. *Introduction of City Technology Colleges.* CTCs are independent urban based secondary schools whose capital costs are paid for partly by industrial sponsors. They charge no fees as their running costs are paid on a per capita basis by the government. CTCs concentrate on the teaching of Maths, Science and Technology, devoting 40% of their timetable for 11 to 14 year olds to these subjects, with the proportion rising to 50% at ages 14 to 16 and up to 100% at post 16. So far seven CTCs are open and plans for nine more are agreed. Over 200 industrial sponsors have contributed £43 million

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4. However LMS will not work until local education authorities have the courage to close failing schools. A case in point is the Battersea Park School in Wandsworth, now considering conversion to a CTC, whose enrolment had fallen from a peak of 1250 to just 400 by 1989 and yet whose budget in the last year of ILEA rule was still £1,800,000 - equivalent to £4,500 per pupil. If failing schools are closed, and popular schools are allowed to grow, the powerful market forces introduced by open enrolment and per capita funding will have a chance to work.

5. Grant maintained schools are entitled to 100% of the notional per capita funding for maintained schools in their area. By contrast maintained schools receive less than 80% - see Appendix 1 - with the LEA retaining the balance.

towards the cost of establishing these schools. Appendix III is a list of the 16 CTCs for which opening dates have been agreed. CTCs have proved to be immensely popular with pupils and parents being over-subscribed by five times the number of places available.

However, the difficulty and expense of locating suitable sites has made it hard to establish CTCs, although the initial target of 20 colleges is on the way to being four-fifths achieved. They have been criticised for their high unit cost (which in some cases has been £10 million) of which the Government pays 80%, and the industrial sponsors 20%. Clearly, if the large number of CTCs which the country needs to supply its technical skill requirements are to be established, a less expensive way of acquiring the sites and the school buildings must be found.

### **Two recommendations**

Two recommendations follow from the above. First, providing that parents approve of the proposal with a majority of those casting their vote, grant maintained schools should be allowed without delay to change their educational style and type. Some might wish to re-adopt grammar school status; others to become city technology colleges; yet more to become US style magnet schools. The Left wing will protest, as it did during the 1987 election campaign, that this would be a backdoor way of bringing back selection at age 11. That argument will not do. Few GM schools are likely to wish to re-establish themselves as selective grammar schools – remembering that a majority of parents would have to vote for the step. (But if they do so, why should they not have that right?) :

This simple yet important change would require no legislation as the moratorium of five years on change of status is only an undertaking given by Ministers to Parliament which can be withdrawn if a debate allows. Since the premises of GM schools are provided free of charge by the LEA, this change could lead to the introduction, at a relatively low cost, of many more popular City Technology Colleges without the time consuming and expensive process of either building a new school or purchasing the site of a closed school from an LEA.<sup>6</sup>

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6. But if a GM CTC were to have the same independent status as the early CTCs, a modest amendment to the 1988 Act would be required to link the GM and CTC clauses.

The second recommendation is that the Government should announce a new type of City Technology College – the voluntary-aided CTC. The initial target would be at least one VA CTC (or GM CTC) in each of the 104 local education authorities. The VA CTC would be a partnership of the local education authority, industry and government, with the LEA providing the existing maintained school premises free of charge, and government and industry contributing a modest sum – perhaps £500,000 each – towards the cost of re-equipping and refurbishing the school. The LEA would fund the running costs of the school but the sponsors would appoint the majority of the governors, and have a voice on the appointment of staff as well as laying down the basic educational emphasis of the school. Such an approach would enable many more CTCs to be established at a fraction of the cost of those hitherto. Instead of government support of up to £8 million per orthodox independent CTC, the cost to the tax payers might be as low as £500,000 per school.

The advantages of these tripartite partnerships are considerable. Parents would welcome the arrival of a popular new school specialising in teaching technical skills in their area. The local education authority would benefit from the provision of £1 million in cash contributed by industry and government towards the cost of establishing the CTC; and would play an important part in the success of the new school through the provision of recurrent funding. Industry would benefit from the increased supply of skilled workers.

Appendix IV gives details of what is involved, and the steps required to establish a voluntary-aided CTC. Already three local education authorities, Wandsworth, Lincolnshire and Hillingdon, are finalising plans for the establishment of one in their area – ahead of the hoped for government announcement of the scheme.

As John Chubb and Terry Moe's *Politics, Markets and America's Schools*<sup>7</sup> cogently argues, a wide choice of free state supported schools leads rapidly to a dramatic rise in educational standards – provided that as many bureaucratic hurdles as possible are removed. Bringing the disciplines of the market to bear on the provision of state education is the way to use tax payers' funds to the best advantage, and to help our children enjoy a better education.

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7. Brookings Institution, 1990.



## Finding room for the National Curriculum and monitoring results

The 1988 Education Reform Act established a national secondary curriculum consisting of the three core subjects of English, Maths and Science and seven foundation subjects of technology, a modern language, history, geography, art, music and physical education. In addition, the legal obligation to teach religious education first established by the 1944 Education Act remains. Attainment in these subjects will be monitored by tests administered at the ages of 7, 11, 14 and 16.

Many have argued that it would have been wise first to limit oneself to the three core subjects of English, Maths and Science before requiring all 10 subjects to be taught in a particular way. A major reform of this kind is necessarily difficult to implement. Already Ministers have wisely slowed the speed at which the national curriculum will be introduced.

The major problem of the national curriculum is that requiring all 10 subjects to be taught in a particular way may well prevent individual schools from developing their own character in teaching those subjects, since so few hours will be left for specialist ones. Schools have complained that they wish to continue teaching Latin and/or Greek, several modern languages – and separate science courses such as Physics, Chemistry and Biology rather than just one general science course. Supporters of *mens sana in corpore sana* are complaining that physical education and school sports will be an early casualty of the national curriculum. There are also doctrinal divisions between the educational establishment and its conservative critics on whether core skills such as reading, writing, numeracy and information technology are not better taught across the curriculum rather than as particular subjects.

The difficulty of finding the hours to accommodate the national curriculum as well as to continue offering specialist courses is made worse by the gradual reduction in the number of hours each pupil will spend in class. The author remembers well that when he attended St Marylebone Grammar School in the early 'fifties, pupils arrived at

school at 8.30 am and left at 4.30 pm, with a fifteen minute break in the morning and a 45 minute lunch period. All the rest of the 35 hours a week was spent in class, apart from one afternoon devoted to sports and a daily assembly of fifteen minutes. Moreover, students were encouraged to remain at school to participate after 4.30 pm in a variety of school societies and sports; and many pupils took part in school team sports on Saturday mornings.

For various reasons (including union pressures and the extra administrative work laid on teachers), all this has been whittled down to as few as 21 hours per week in the worst cases, with most schools requiring their pupils to spend only 23 hours a week in class.

*Lesson time per week  
in secondary schools in England*

up to 21 hours	1%
22 hours	3%
23 hours	47%
24 hours	19%
25 hours	24%
26 hours or more	6%
	100%

Source: DES *Secondary Schools Staffing Survey of 394 schools, 1988.*

No legal requirements exist on the hours of lessons that must be given every week, although all schools are required by statute to meet for not less than 380 half sessions a year. This allows 70 days of school holidays a year excluding weekends.

By contrast the industrious Japanese secondary school pupils both spend more hours in class per day (typically seven against five in England), and attend school for more days in the year (typically 240 days against 190 in England). School vacations are shorter in Japan and pupils attend school on Saturday mornings. In a school year the Japanese child will have as many as 1500 hours of lessons compared to the 950 hours for an English child. Richard Lynn<sup>8</sup> offers several other comparisons, including the greater efficiency of Japanese teachers because of the competition between schools, and – above all – the incentives for school children to work hard because of the examination

8. *Educational Achievement in Japan: Lessons for the West*, MacMillan and the Social Affairs Unit, 1988.

system and the need to get a place in a good senior high school at age 14. He also makes the important point that high Japanese educational standards have been achieved with no greater financial resources than those available to schools in the West.

Action has now been taken to stop further reduction in the hours of lessons per week by requiring a minimum of 24 for secondary school pupils<sup>9</sup>.

The experience of the first City Technology Colleges shows what can be achieved through making the school day even longer. CTCs start at 8 am and many of them continue until 5 pm. Each pupil usually has 25 hours per week of formal lessons (usually 36 lessons of 45 minutes, although sometimes 25 lessons of one hour) *and* at least a further six hours per week of such activities as drama, music, remedial work, computer lab, school newspapers, sports, school visits and societies. Supervision of these activities is a duty of the teachers. CTCs also usually have a longer school year of 200 days, against 190 in maintained schools. Hence CTCs find little difficulty both in observing the requirements of the national curriculum *and* giving their special emphasis to teaching maths, science and technology. (As a rule CTCs devote 40% of school lessons to these subjects for pupils between the ages of 11 and 14 and 50% between 15 and 16.)

Surely it is better to solve the time-tabling problems of the national curriculum by encouraging more hours of lessons to be given every week, rather than by eliminating music, physical education and other valuable subjects.

Of course this proposal will attract two criticisms. First, the teachers' unions will argue that their members should not be asked to work a longer school week without extra pay. One answer to this would be to reduce the time that teachers now spend on duties such as administration, keeping records and staff meetings. CTCs are able to attract very many applications for their teaching posts even though they require more hours per week to be taught, without much higher salaries.

The second criticism will be to say that it is impossible to fit in the additional hours without adding to the teaching staff. This may well be true but, as argued in Chapter 6, several more teachers could be appointed in each school by eliminating waste in the education budget.

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9. DES Circular 7/90, *Management of the School Day*.

What the CTC experience certainly shows is that few if any parents or pupils will complain about the longer hours.

### Two recommendations

The Government should announce a phased programme to encourage more hours of lessons to be given to pupils every week, in secondary schools, from the present minimum of 24 to 30 hours. Budgetary implications of this policy must be studied before a timetable is agreed.

One problem inherent in the national curriculum is the administration of the assessment tests at ages 7, 11, 14, and 16. This assessment is crucial to its success. As Mr MacGregor when Secretary of State said:-

'It is nothing less than the means by which we can all keep track of what pupils have learned – as distinct from merely what they have been taught. As such, it is a key part of the teacher's professional equipment. It is the means by which the teacher recognises the strengths and weaknesses of individual pupils and is enabled to adapt his or her teaching to meet those needs so that strengths can be fostered and weaknesses tackled'<sup>10</sup>.

Responsibility for administering the tests has been given to SEAC (the School Examinations and Assessment Council). The original tests proposed were extremely complicated, at each attainment level, and depended for their 'reporting' on methods of reconciling – through moderation – the results of standard testing and of teachers' marks. This is a statistical nightmare. Each of the subject areas (eg English) is broken down into *profile components* (eg speaking and listening, reading, writing) for which there are five *attainment targets* (speaking and listening, reading, writing, spelling, handwriting). Each attainment target has ten levels assessed by reference to *statements of attainment*. These statements of attainments may themselves be composed of up to five *strands* or *sub-statements*.

At Key Stage 1, age 7, the primary teacher faces a daunting task. Assessment of pupils in English, Mathematics and Science between levels 1-4 will involve, it is estimated, 151 statements of attainment. Given an average of 30 pupils per class, a primary classroom teacher

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10. Speech to the Annual Conference of the Assistant Masters and Mistresses Association, 9 April 1990.

would have to make over 4,000 comparisons of pupils' performance over a period of two to three years in the three Core subjects. This will further increase the hours which teachers spend in administrative duties – and erode the hours which pupils spend in class.

It would be more practical, surely, for each attainment target to be assessed by a standard method which relied chiefly on written examination, oral questioning and practical work (with some suitable allowance made for coursework). In particular, the proposal to involve teachers in time consuming moderating exercises should be resisted.

Ministers are now reviewing the tests. This paper recommends that we restore the original purpose of the national curriculum which called for:

- (i) a basic core of knowledge and skills which all pupils should be taught.
- (ii) objective standards of attainment across the curriculum which can reasonably be expected of most pupils of average ability at 7, 11, 14, and 16.
- (iii) standardised systems of assessment whereby reliable comparisons can economically be made between the performance of pupils and schools in relation to themselves and others.

The second recommendation is that the Secretary of State for Education and Science should insist, as originally intended, that the levels of attainment standards expected at 7, 11 14 and 16 are related to real norms and real ages; that is, that they should give a clear idea of what children of average ability can reasonably be expected to know, do and understand at those ages. Only in this way can *standards* as the word is commonly understood be firmly restored.

This issue has so far been shirked. We lack the clear age-related standards originally proposed, through fear that some children will 'fail' the test, by not achieving the minimum passing grade.

The subtle but fatal change in policy is recorded by the Task Group on Assessment and Tests (TGAT), thus:

' . . . We should stress that this single system (of assessment) across the age range means that *many of the early assumptions about age-related attainment targets no longer apply in those terms*. Initially, the norms now expected for particular ages will be used in helping to identify criteria appropriate for the system of ten levels; *but once devised, the system will rest*

on the levels and criteria alone, through which different pupils may progress at different paces. Programmes of study will then give general guidance about work appropriate to the attainment of targets at each level. It must be stressed that 7, 11, 14 and 16 are ages at which the level that each pupil has reached is determined and reported – they are *reporting* ages only. The way in which reported attainment of pupils collectively relates to age will be established as a matter of fact, and can be expected to change over time.' (Our italics)

In other words, the system of assessment now proposed undermines the establishment of objective national standards, which is the principal purpose of the attainment tests.

The basic framework of assessment should be made much simpler. The proposed system attempts far too much. It is unworkable if only because of the sheer quantity of paperwork it demands of teachers.

It tries to be *formative* (providing a basis of decisions about pupils' future learning needs) within a framework of *progression* (relating to expected routes of educational development). By its own admission, 'no country appears to have a national assessment system which is well developed in relation to formative purposes and to a framework of progression', and 'no system has yet been constructed that meets all the criteria of progression, moderation, formative and criterion-referenced assessment set out.'<sup>11</sup>

It is difficult to see why TGAT dismisses in 6 lines the proven German system so handsomely praised by HM Inspectorate in their report *Education in the Federal Republic of Germany, 1986*: a system which regularly indicates pupils' progress against national standards on an easily-understandable 1-6 scale throughout the curriculum.

For these reasons, and for formal reporting purposes, SEAC should emphasise the 'summative' or judgemental purpose of assessment to the *exclusion of all others*.

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11. TGAT Report, December 1987.

## Encouraging more 16-year olds to stay on

That only 35% British 16 to 18 year olds participate in full time education or training, compared to a 70% or more in the USA, Japan and France has already been explained, but cannot be repeated too often.

The problem is made worse by the fact that so many British children leave school with few or no educational qualifications. In 1990 approximately 40% left school either without any graded results at all, or with no grades higher than GCSE grade D. Only about a fifth of the population qualify for higher education by passing two or more GCE 'A' levels. Although things have improved markedly in recent years the pass rate is still unacceptably low.

The effects on Britain's economy are grave, manifested in a shortage of skills impeding our growth.

The principal reason why so few of our 16 year olds stay on is the scope of the curriculum on offer in nearly all schools. While 'A' levels and 'AS' levels are a sound foundation for those fortunate few entering higher or further education, they are not appropriate for most 16 year olds. When Secretary of State for Education and Science, John MacGregor recognised this problem and asked the NCC (the National Curriculum Council, and SEAC (the School Examinations and Assessment Council) to make recommendations.

The NCC has already issued its *Core Skills 16-19* which recommends that the following six core skills be incorporated into the study programmes of all 16 to 19 year olds:

- communication
- problem solving
- personal skills
- numeracy
- information technology
- modern language competence

Implementing this recommendation would much improve the 'A' and 'AS' level syllabuses, and make the transition from GCSE to 'A' level more manageable. Nevertheless an even more radical approach is required if many more 16 year olds are to be persuaded to remain in full time education.

What is needed is to remove at least some of the divisions between education and so-called vocational training. Comprehensive schools need to offer courses at 16 which cater to the diversity of need which the ability of their pupils requires. As Adrian Wooldridge says:

Perhaps the most damaging legacy of the 1960s educational experiment was not its social radicalism but its curricular conservatism. Like their Mandarin predecessors, the reformers failed to think hard about the content of education. They were motivated less by economic realism than by a vague feeling that education is a good thing – an instrument of both social amelioration and cultural improvement – and a paternalistic desire to extend to the working classes the benefits of middle-class culture. Instinctively, they felt that all schools should be grammar schools and all higher educational institutions universities. Children should be given the benefits of traditional academic education without having to pay the price of failure. The result was a damaging homogenisation of the British educational system as polytechnics modelled themselves on universities and comprehensives on grammar schools. Technical schools all but disappeared. By the late 1970s the academic model had finally triumphed over the vocational, leaving large swathes of the population frustrated.<sup>12</sup>

The early City Technology Colleges, secure in the high status which their industrial sponsors and the Government have given them, have broken the mould of an exclusive 'A' and 'AS' secondary school curriculum at post-16. All CTCs are offering, in addition to 'A' levels, a range of BTEC (The Business and Technician Education Council) National Diplomas in such 2-year courses as Business and Finance, Information Technology, Design and Technology, Performing Arts, Technology of Food and Travel and Tourism. These diplomas are increasingly recognised as equivalent to at least two 'A' levels, many universities and polytechnics now accepting them in their lieu as entrance requirements.<sup>13</sup>

Some CTCs have abandoned GCE 'A' levels entirely. The first CTC, at Kingshurst<sup>14</sup>, offers a choice of the International Baccalaureate

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12. Op. cit.

13. See Appendix V for some details on BTEC.

14. Under the very able and innovative leadership of its Principal, Valerie Bragg.



programme, both BTEC 'first' and national diplomas, and qualifications from such bodies as the Royal Society of Arts, the City & Guilds of London Institute and the Institute of Linguistics.

The popularity of these post 16 courses in the CTCs suggests that many more pupils would stay in full time education at 16 if they were convinced that they were going to be taught subjects relevant to their needs. To be limited to 'A' or 'AS' levels clearly does not satisfy many (or most) 16 year olds.

Before the advent of CTCs, pupils wishing to take BTEC courses had to leave school and join either a further education or tertiary college. While these institutions can cater adequately for some 16 year olds, there are many others for whom the pastoral care and support offered by a secondary school is better. Concern, too, is growing about the trend towards 'topping' secondary schools at 16 through the introduction of sixth form colleges. The presence of older students benefits both themselves – teaching them to exercise responsibility – as well as the younger pupils. Many teachers also prefer to work in a school where the challenge of teaching more advanced courses is available.

Restriction of BTEC courses to tertiary or further education colleges is withering as more and more maintained schools seek accreditation from BTEC. The trend could be accelerated if a DES circular was issued encouraging secondary schools to offer these courses.

### **Recommendation**

The Government should, as part of its post-16 curriculum review, encourage maintained schools to include the BTEC National diplomas and similar qualifications offered by the City & Guilds of London Institute, in addition to the 'A' and 'AS' level courses at present offered. These broadly based but vocationally oriented diplomas are both widely recognised by industry and are now becoming accepted as the equivalent of at least two 'A' levels for university entrance.

## Lifetime learning for all

Less than 20% of British school leavers enter a university or polytechnic, or study for a CNAAC accredited degree at a college of further education. Compare this to the United States, Japan and France. In the U.S.A. as many as 50% of school leavers enter college or university (even though only 35% of these complete their first degree). Britain has just 45 universities and 30 polytechnics compared to nearly 3,000 accredited institutions of higher learning in the United States.

It is true that we also have many Colleges of Further Education and Colleges and Institutes of Higher Education which attract thousands of students to study for both diplomas and degree courses.

The principal explanation for our comparatively low number of degree students is that only about 20% of our school leavers achieve the two or three 'A' level passes required for admission to universities and polytechnics. In the USA the equivalent entrance requirement is a high school graduation certificate (which 85% of the population achieve) and the scholastic aptitude test; and in France and Germany a number of passes at the *abitur* or baccalaureate level is the entrance qualification required (which is again achieved by most students).

The Government has set a target of doubling the numbers in higher education by A.D. 2000. This will mean either that more pupils will have to pass the necessary number of 'A' levels or that more examinations such as the BTEC national diploma will need to be introduced as an alternative route to university entrance.

### Recommendation

The Government should not dictate admissions policy to universities. Nevertheless the DES should prepare a paper which discusses such qualifications – and consider encouraging universities of accept a BTEC national diploma with a reasonable passing grade as the equivalent of at least two 'A' level passes. This need not lead to lowering of standards – see especially Appendix V on BTEC.

Further, unlike many industrial countries Britain makes it difficult for late entrants to study for a degree, having little provision, except Birkbeck College, a few polytechnics and the Open University, for them to acquire a degree through the gradual accumulation of credits over a

number of years. Compare this to the United States where a high school drop-out can attend his local community college on either a part or full time basis at little cost. He is encouraged to satisfy the requirements of a high school diploma and work towards obtaining an Associate of Arts degree, equivalent to the first two years of a four year American BA degree. He can then transfer to a state or private university to complete the final two years of his undergraduate degree.

Many American community colleges offer courses throughout the day, from 8 a.m. till midnight. Some even offer courses at midnight for shift workers. The low cost yet good quality and convenience of the courses offered at two-year community colleges is an important feature of American higher education.

Provided that an American institution is accredited by one of the six independent regional boards, credits are transferable between virtually any college towards a degree.

In Britain, on the other hand, we have an array of different types of post-secondary institutions: sixth form colleges, tertiary colleges, further education colleges, colleges of education, colleges of higher education, polytechnics and universities, all in a pecking order of status and esteem.

It is extremely difficult to transfer credit towards a degree from courses studied at different types of institution. Indeed, some universities will not even accept work done in the same subject at another university. Although the Council for National Academic Awards (CNAA) has done good work in accrediting the degree work of colleges of higher education and polytechnics, transferring units of a CNAA degree towards a university degree is still almost impossible.

Moreover the many students studying post 'A' level courses at Colleges of 'Advanced Further Education' cannot transfer their examination successes in BTEC Higher Diplomas or Diplomas of Higher Education towards a CNAA degree, nor can students who pass the quite rigorous examinations of the professional Accounting, Banking, Estate Management, Personnel Management and Engineering examining bodies

If we really want to make sure that as many students as possible take part in post secondary education, we must break down the 'barriers of esteem' between all the different kinds of higher education: between provision of a more vocational kind (eg the professional courses) and the academic courses.

Our current rigid system also fails to encourage part time study. And so most students in Britain who obtain a first degree do so immediately after leaving school and on a full time basis. The cost implications are serious. Expensive university plant is often used for only a few hours every day, five days a week, in three terms of eight weeks a year. Instead of living at home, most students live, at great cost, in University halls of residence or in scarce and expensive private rented accommodation. Maintenance grants are huge; they need to be. Whereas in America they scarcely exist, since students generally live at home or earn enough money from part time work to pay for their living costs, with the aid of a student loan.

### **Recommendation**

The DES should prepare a consultative document on a system of transfer of academic credits. (Already the polytechnics are experimenting with schemes.) This should examine the possibility of establishing links between BTEC Higher Diplomas, Diplomas of Higher Education, the qualifications of the various professional bodies, and CNAAs and University degrees.

The high tuition fees which mature British students have to pay (unless they are unemployed) is another obstacle to obtaining a degree by part time study. A semester of study *on a full time basis* costs a student at a California community college only £25. A British student in employment may have to pay as much as £700 towards the cost of his course.

The new training voucher of £1500 a year now being tested by some of the new Technical Education Councils is a most welcome innovation. A similar system should be introduced for mature students wishing to re-enter higher education. We must nurture the attitude that education should continue throughout life – if only in order to acquire the skills which we need, both individually and for the sake of our country.

## Funding the reforms

The opening chapter showed that there has been a real increase in the education spending since 1979 – of 37% per head in primary schools and 49% in secondary schools. Yet the cry from local education authorities and the unions is for still more money.

There is a critical need for additional funding in certain specific areas: for example in refurbishing many secondary schools, two thirds of which have unsatisfactory accommodation and one half of which have serious building faults. Already the Treasury has instituted a more flexible capital spending policy, allowing councils to spend immediately one half of their capital receipts from the sale of surplus assets, provided that the other half is used to repay debt.

Rate support grant will have to be increased to councils who persuade more pupils to stay on in full time education at 16. However, our sharply falling school rolls – an estimated decline of 26% from the peak in 1982 to the low point expected in 1994 – will produce savings in the expenditure required for the younger age group.

There are still too few teachers, however, in such essential subjects as maths, science, information technology and modern languages. Innovative schemes like the incentive allowance to teachers<sup>15</sup>, are helping to solve the problem. Nevertheless more needs to be done both to attract new teachers and to retain present staff. Already some schools are taking advantage of the new scheme to opt out of national pay bargaining. The complete ending of this system would certainly help, by allowing schools to meet the particular needs of their area.

Much more also needs to be done to restore to the teaching profession the status and prestige which it formerly enjoyed. The teacher strikes and union militancy of the eighties did great damage to the public's esteem for teachers. The attitude of 'aggro' present in many urban schools which comes from bureaucratic interference, violence and union militancy, combined with loss of status and relatively poor raising of salaries has led to a large number of licensed teachers leaving the profession over the last ten years. These teachers will not be

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15. Under this scheme schools can pay teachers in shortage subjects and teachers who have shown outstanding ability special annual allowances of up to £5500 which effectively raises the maximum scale 11 from £16,002 to £21,502 a year.

attracted back, nor will those who left to raise a family, unless conditions much improve.

All this takes money. But two potential sources of funding would not require an increase in the overall education budget.

The first is to persuade local education authorities to limit their own central spending, and pass a much greater proportion of the funds to the schools themselves under the Local Management of Schools (LMS) procedure.

Cumbria and Haringey cling to almost 29% of their education budget, Newcastle and Barking to 28%; and Coventry and Derbyshire to 27%; – councils such as these should pass very much more to their schools<sup>16</sup>.

This naturally displeases the Secretary of State, whose department is considering how to remedy this state of affairs. The problem, however, is complex. Local education spending is divided into several categories:

\* *Mandatory exceptions*: these are items of expenditure which the LEA must manage. They include capital expenditure, government's specific grants and European Community grants.

\* *Discretionary spending*: this is money which either may be delegated to schools or retained centrally by the LEA. It falls into two subsections:

- (i) *Unlimited spending*: examples are school meals, central administration, inspectors/advisers, home-to-school transport; and
- (ii) *Limited discretionary spending*: so called because it may not exceed 10% of the total amount which an LEA chooses to spend on its schools (this will over time reduce to 7%.) This subsection of expenditure includes spending on educational psychologists, education welfare officers, peripatetic teachers, pupil grants and allowances, LEA curricular initiatives, and structural repairs and maintenance of buildings.

It is obviously important that the amount set aside for unlimited discretionary expenditure is kept to the minimum so that resources can be targeted where most needed – in the classroom.

The Government should be bold in its resolution of this problem.

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16. See Appendix 1 for details of money held back by 80 LEAs – with a note on one of the worst offenders.

### **Recommendation**

Unlimited discretionary spending by LEAs should end, with the aim of limiting central LEA spending (excluding mandatory exceptions) to no more than 15% of their budgets.

The second source of funding within the existing budget could be found by eliminating as many surplus school places as possible. These are estimated to number 1,800,000 — 850,000 in primary and 950,000 in secondary schools. The DES believes that it should be possible to remove half of the former and three quarters of the latter<sup>17</sup>.

The surplus in school places is primarily due to the sharp fall in the numbers of secondary school pupils — from the peak of 4.1 million in 1982 to the low point of 3 million in 1991. During the 'nineties this figure will increase slowly to about 3.2 million at the turn of the century.

It must be granted that to close a school, even an unpopular failing one, is difficult, and fraught with risks for the unfortunate local council. As a rule, closure of a secondary school requires an 18 month Section 12 application under the 1980 Education Act. Pre-consultation with parents and staff, public consultation with all those involved, a statutory 8 week period during which any 12 electors can object to the notice of closure, an indeterminate review procedure by the DES and the Secretary of State — these are only some of the hurdles.

Even if a Council wishes to reduce the surplus places in a particular school (rather than to close it entirely) the same cumbersome procedure must be followed. Few Councils are willing to embark on the course unless they can be assured that the Secretary of State will approve their application in advance of the next Council election. Naturally closures are often opposed by opposition parties as well as unions; naturally, too, many timid councils and those under minority control take no action. Finally, reorganisation orders can fail, or must be re-submitted if one of the schools affected successfully applies for Grant Maintained School status.

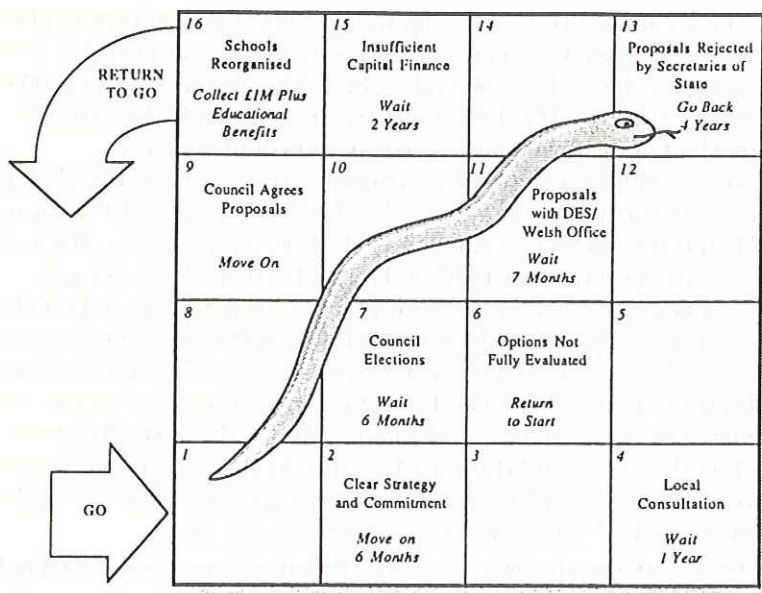
Nevertheless, the potential savings for the enterprising council are huge. The Conservative controlled Wandsworth Council, full of confidence from its substantial victory in the May 1990 Council election, has announced plans to eliminate 4,000 surplus secondary places inherited from the ILEA. It estimates that this will produce recurrent

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17. See Appendix 2 which shows that as much as £800 million a year of recurrent expenditure could be saved plus a one-time capital receipt of £1 billion from the sale of surplus sites. Such an amount would allow every teacher's salary to be increased by £2000.

## REORGANISATION OF SECONDARY SCHOOLS<sup>18</sup>

This game can take five years to play  
with no guarantee of success



annual savings of £3m, on top of a likely one-time capital gain (from the sale of four surplus school sites) of at least another £4m<sup>19</sup>.

Wandsworth Council understands that, if parents are to support closure of failing schools, they must see their reward in the opening of high quality new schools, as well as the refurbishment of existing ones. So it has sought government support to establish two City Technology Colleges (one orthodox and one voluntary-aided) on the site of two former maintained schools. The governors of one of the schools intended for closure and replacement by a new VACTC, Battersea Park, generally support the proposal. In addition the Council has offered to provide capital funds of more than £1 million to each of their remaining

18. Chart reprinted from the Audit Commission's *Occasional paper No 6* on Surplus Capacity in Secondary Schools, August 1988.

19. Under its determined leader, Sir Paul Beresford, its dynamic young Education Chairman, Edward Lister, and the services of its extremely able Chief Education Officer, Donald Naismith, Wandsworth evinces a strong political will to eliminate waste.



maintained schools, provided that they update their curriculum in order to improve their standards.

It is time that the whole procedure for closing schools was reviewed, and some at least of the hurdles removed.

### **Recommendation**

- (i) The DES should issue a consultation circular to LEAs proposing new, simpler procedures for eliminating surplus school places.
- (ii) Section 12 of the 1980 Act should be replaced with a faster procedure where a majority of the governors as well as the Council support closure.
- (iii) Incentives should be given to councils to close surplus places; for instance, transitional grants to pay for teacher redundancies; and special grants towards establishing new specialist schools such as voluntary-aided City Technology Colleges.

# Summary of recommendations

## Chapter 2 – Increasing choice

1. Providing that parents approve of the proposal with a majority of those casting their vote, Grant Maintained schools should be allowed without delay to change their educational style and type, to become either Grammar Schools or City Technology Colleges or Magnet Schools.
2. The Government should announce a new type of City Technology College – the voluntary aided CTC. The initial target would be at least one VACTC in each of the 104 local education authorities. This new type of CTC would be a partnership of the local education authority, industry and the government; with the LEA providing the school premises free of charge by closing an existing maintained school, and government and industry contributing a modest sum – perhaps £500,000 each – towards the cost of re-equipping and refurbishing the school.

## Chapter 3 – Finding room for the National Curriculum and monitoring results

3. The Government should announce a phased programme to encourage more hours of lessons to be given to pupils every week, in secondary schools, from the present minimum of 24 to 30 hours.
4. The Secretary of State for Education and Science should insist that the levels of attainment expected at ages 7, 11 14 and 16 are related to real norms and real ages. The tests should give a clear idea of what children of average ability can reasonably be expected to know, do and understand at those ages. Only in this way can *standards* as the word is commonly understood be firmly restored.

## Chapter 4 – Encouraging more 16 year olds to stay on

5. The Government should, as part of its post-16 curriculum review, encourage schools to offer BTEC National diplomas and similar qualifications of the City and Guilds of London Institute – in addition to 'A' and 'AS' level courses offered at present.

## Chapter 5 – Lifetime learning for all

6. The DES should prepare a consultation paper which discusses

qualifications for university entrance – and consider encouraging universities and polytechnics to accept a BTEC national diploma with a reasonable passing grade as the equivalent of at least two 'A' level passes.

7. The DES should prepare a consultation paper on transfer of academic credits between all institutions of higher education. This should examine the possibility of establishing links between BTEC Higher Diplomas, Diplomas of Higher Education, the qualifications of the various professional bodies, and CNAAs and University degrees.

### **Chapter 6 – Funding the reforms**

8. Unlimited discretionary spending by LEAs should end; the aim should be to limit central LEA spending (excluding mandatory exceptions) to no more than 15% of their budgets.
9. The Government should encourage LEAs to eliminate surplus school places; the aim should be to remove at least half of the 850,000 surplus primary school places and three quarters of the 950,000 surplus secondary school places. This would save an estimated £800 million annually – plus a one-time capital receipt of £1 billion from the sale of surplus sites. Specifically:
  - (a) The DES should issue a consultation paper to LEAs proposing new, simpler procedures for eliminating the surplus places;
  - (b) Section 12 of the 1980 Act should be replaced with a faster procedure where a majority of the governors as well as the Council support closure; and,
  - (c) Incentives should be given to councils to close surplus places; for instance, transitional grants to pay for teacher redundancies and special grants towards establishing new specialist schools such as voluntary-aided City Technology Colleges.

APPENDIX I

**1990-1991 Budgets:  
Discretionary Exceptions and School Budgets**

<i>LEA Ranked by Discretionary Exceptions % of PSB</i>	<i>Rank</i>	<i>Discretionary Exceptions %</i>	<i>Discretionary Exceptions £000</i>	<i>No. of Schools</i>	<i>Average Discretionary Exceptions per School £</i>
	(1)	(2)	(3)	(4)	(5)
Cumbria	1	28.79	37,605	361	104,000
Haringey	2	28.67	16,498	90	183,000
Newcastle	3	28.27	21,030	107	197,000
Barking	4	28.17	12,508	67	187,000
Coventry	5	26.97	22,121	131	169,000
Derbyshire	6	26.89	68,649	527	130,000
Cambridgeshire	7	26.43	42,587	314	136,000
Hounslow	8	26.25	15,358	78	197,000
South Tyneside	9	26.23	10,702	78	137,000
Avon	10	26.13	58,857	434	136,000
Westminster	11	26.09	11,651	51	228,000
Kirkless	12	25.96	27,095	203	133,000
St Helens	13	25.94	13,350	95	141,000
North Yorkshire	14	25.86	43,087	463	93,000
Oldham	15	25.72	16,546	114	145,000
Wolverhampton	16	25.58	18,489	130	142,000
Wakefield	17	25.40	20,968	171	123,000
Barnsley	18	25.33	14,393	124	116,000
Devon	19	25.32	54,804	517	106,000
East Sussex	20	25.16	34,183	259	132,000
Kingston	21	25.10	8,238	46	179,000
Durham	22	24.67	37,597	344	109,000
Merton	23	24.58	9,885	62	159,000
Nottinghamshire	24	24.54	65,781	512	128,000
Humberside	25	24.52	58,145	429	136,000
Isle of Wight	26	24.49	7,034	67	105,000
Oxfordshire	27	24.25	32,474	289	112,000
North Tyneside	28	24.15	13,237	91	145,000
Northumberland	29	24.14	17,851	204	88,000
Bury	30	24.08	10,804	87	124,000
Somerset	31	23.99	25,955	273	95,000
Bromley	32	23.87	15,101	101	150,000
Birmingham	33	23.75	64,915	423	153,000
Doncaster	34	23.62	20,555	163	126,000
Staffordshire	35	23.47	60,397	509	119,000
Gateshead	36	23.38	12,026	104	116,000
Norfolk	37	23.36	40,248	462	87,000
Lancashire	38	23.09	78,055	712	110,000
Sheffield	39	23.04	28,178	224	126,000
Enfield	40	23.03	16,129	87	185,000
Cornwall	41	22.90	23,660	288	82,000

<i>LEA Ranked by Discretionary Exceptions % of PSB</i>	<i>Rank</i>	<i>Discretionary Exceptions %</i>	<i>Discretionary Exceptions £000</i>	<i>No. of Schools</i>	<i>Average Discretionary Exceptions per School £</i>
	(1)	(2)	(3)	(4)	(5)
Bexley	42	22.89	12,514	86	146,000
Trafford	43	22.76	10,566	100	106,000
Dorset	44	22.66	29,875	258	116,000
Warwickshire	45	22.53	25,310	283	89,000
Richmond	46	22.50	6,906	50	138,000
Cleveland	47	22.49	36,460	284	138,000
Cheshire	48	22.44	55,632	547	102,000
Salford	49	22.40	13,785	113	122,000
Tameside	50	22.37	12,518	103	122,000
Barnet	51	22.25	15,951	112	142,000
Knowsley	52	22.19	10,472	82	128,000
Wiltshire	53	22.18	28,074	339	83,000
Ealing	54	22.03	15,675	105	149,000
Sandwell	55	21.95	19,587	144	136,000
Surrey	56	21.90	45,602	439	104,000
Shropshire	57	21.80	23,696	258	92,000
Wigan	58	21.70	18,123	153	118,000
Gloucestershire	59	21.70	25,793	305	85,000
Harrow	60	21.67	10,056	64	157,000
Sutton	61	21.51	8,130	58	140,000
Rotherham	62	21.51	15,381	135	114,000
Brent	63	21.28	14,876	90	165,000
Dudley	64	21.23	14,791	111	133,000
Solihull	65	20.77	11,289	87	130,000
Buckinghamshire	66	20.70	31,211	341	92,000
Sunderland	67	20.64	15,941	125	128,000
Redbridge	68	20.61	9,898	71	139,000
Bedfordshire	69	20.47	29,172	292	100,000
Bolton	70	20.14	13,891	124	112,000
Liverpool	71	20.14	27,287	275	99,000
Essex	72	19.82	70,591	696	101,000
Walsall	73	19.60	15,326	131	117,000
Kent	74	19.59	65,607	736	89,000
Leeds	75	19.24	35,235	336	105,000
Northamptonshire	76	18.79	28,182	339	83,000
West Sussex	77	18.66	24,939	285	88,000
Lincolnshire	78	18.64	23,732	363	65,000
Havering	79	18.44	11,419	94	121,000
Suffolk	80	18.31	26,683	339	79,000
Berkshire	81	17.49	28,341	339	84,000
Sefton	82	17.00	12,626	123	103,000

*Note:* Haringey as usual is in the forefront of the municipal spendthrifts. More than a third of the borough's 4,300 strong education workforce are not teachers. Peter Dawson, the forthright general secretary of the Professional Association of Teachers, comments: "The vast gang of inspectors and advisers, some of whom couldn't advise you how to open a bag of crisps, should be retrained and put back in the schools." *The Times* estimated on 5 August 1990 that Haringey could cut its bureaucracy by two-thirds to bring it into line with the national average. This would give each of its 80 schools £57,000 more to spend - enough to take on two or three extra teachers or pay the existing ones substantially more. Nationally, perhaps as much as £200m a year could be saved.

APPENDIX II

**Cost of maintaining surplus school places**

*Primary*

Total surplus places in 1990 estimated to be 850,000 of which 425,000 could be eliminated.

Assume cost is £650 per place, including £150 for physical costs and £500 for teacher costs, total saving is £276,250,000

*Secondary*

Total surplus places in 1990 is 950,000 of which 713,000 could be eliminated.

Assume cost is £740 per place, including £240 for physical costs and £500 for teacher costs total saving is £527,620,000

**Total estimated annual savings** £803,870,000

*Capital Receipts*

*Primary*

425,000 surplus places at 300 pupils per school = 1400 schools at £250,000 per school site, or £350,000,000

*Secondary*

713,000 surplus places at 1,000 pupils per school = 713 schools at £1 million per school site £713,000,000

**Total estimated capital receipts** £1,063,000,000

APPENDIX III

**List of City Technology Colleges**  
(as of November 1990)

AREA	SPONSORS	SITE DETAILS
<i>Already opened</i>		
1 E. Birmingham opened Sept 88	Hanson (£1m) and others (Lucas, GKN, IMI etc) TOTAL £2.1m	Built on site of former Kingshurst School, Solihull TOTAL CAPITAL COST £10.69m
2 Nottingham opened Sept 89	1. Harry Djanogly (£1m) 2. Boots (£200K) 3. W.H. Smith (£75K) 4. Marks & Spencer (£50K) 5. Others (£555K) TOTAL £1.88m	New school in Wills site, Nottingham TOTAL CAPITAL COST £9.75m
3 Middlesbrough opened Sept 89	1. BAT Industries (£1m) 2. John Hall (£250K) 3. The Davy Corporation (£100K) 4. British Steel (£70K) 5. Others (£180K) TOTAL £1.6m	Built on site of former St Michael's School, Middlesbrough TOTAL CAPITAL COST £7.7m
4. Gateshead opened Sept 90	1. Peter Vardy group (£1m) 2. Laings (£300K) 3. Argyll (£300K) TOTAL £1.6m	Built on site of former St John Fisher School, Gateshead TOTAL CAPITAL COST £8.6m
5. Bradford opened Sept 90	1. Dixons (£1m) 2. Haking Wong (£1m) 3. Kodak (£250K) 4. Others (£425K) TOTAL £2.7m	New school on site near Newby Square, Bradford TOTAL CAPITAL COST £9.2m
6. Dartford, Kent opened Sept 90	1. Geoffrey Leigh (£1m) 2. Wellcome Foundation (£200K) 3. Others (£130K) TOTAL £1.33m	Conversion of the former Down's School, Dartford, Kent TOTAL CAPITAL COST £8.6m
7. Norwood, Croydon opened Sept 90	1. Sir Philip Harris (£1.25m) 2. David Lewis (£250K) 3. Others (£100K) TOTAL £1.6m	Conversion of the former Sylvan School, Norwood TOTAL CAPITAL COST £8.5m
<i>Opening 1991</i>		
8. Selhurst, Croydon opening Sept 91	1. British Phonographic Industry (£1.1m) 2. Share of proceeds of Knebworth Concert (Est. £1.5m) TOTAL £2.6m	City Arts Technology College on Selhurst College site, Croydon CAPITAL COST NOT YET DETERMINED
9 Bermondsey, London opening Sept 91	1. Bacon's School C of E (£1.5m) 2. Sir Philip Harris (£1m) 3. LDDC (£3.2m) TOTAL £5.7m	New school in Surrey Docks TOTAL CAPITAL COST £17.5m

AREA	SPONSORS	SITE DETAILS
10. New Cross Lewisham opening Sept 91	Haberdashers/Aske's donation of two schools on 20 acres (worth approx £4m) plus donation of £1m TOTAL £5m	Conversion of the existing Hatcham Schools, New Cross CAPITAL COST NOT YET DETERMINED
11. Telford opening Sept 91	1. Mercers (£1m) 2. Tarmac (£1m) TOTAL £2m	New school on development corporation site TOTAL CAPITAL COST £10.5m
12. Corby opening Sept 91	Hugh de Capell Brooke RS Components, British Steel and others TOTAL £2m	New school on site donated by sponsor TOTAL CAPITAL COST £9.95m
13. Wandsworth opening Sept 91	1. ADT Group (£1m) 2. Tarmac (£40K) and others TOTAL £1.29m	Conversion of Mayfield School, West Hill CAPITAL COST NOT YET DETERMINED
<i>Opening 1992</i>		
14. Derby opening Sept 92	Landau Foundation and others TOTAL £1.5m	New school on Wood Street site TOTAL CAPITAL COST £10m
15. Bristol (subject to consultation)	1. Wolfson Foundation (£1m) 2. Cable & Wireless (£1m) TOTAL £2m	New school on site in Kingswood TOTAL CAPITAL COST £11m
<i>CTCs under consideration</i>		
16. Glasgow possible opening Sept 92	Trusthouse Forte (£1.5m)	New school on site in central Glasgow TOTAL CAPITAL COST TO BE DETERMINED
17. Wandsworth possible opening Sept 92	1. CTC Trust (£250K) 2. Wandsworth Council (£1.1m) TOTAL £1.35m	VACTC conversion of Battersea Park School at estimated cost of £1.8m
18. Hillingdon possible opening Sept 92	Hillingdon Council (£250K) plus other sponsors	VACTC conversion of an existing maintained School TOTAL CAPITAL COST TO BE DETERMINED
19. Lincoln possible opening Sept 92	Lincolnshire County Council and consortium of local firms TOTAL £2.2m	VACTC conversion of South Park School TOTAL CAPITAL COST TO BE DETERMINED
20. Brent Cross possible opening Sept 92	1. Hatter Foundation (£1.7m) 2. Stephen Rubin (£300K) TOTAL £2m	New school on Whitefields School site, Brent Cross TOTAL CAPITAL COST TO BE DETERMINED

Total estimated capital spending (if all 20 projects are confirmed) is approximately £162m. Total pledged by private sector (including LDDC) to individual CTCs is £42,715,000 equivalent to 26.3% of total capital costs. In addition the CTC Trust has received private sector support totalling £949,000 for curriculum development and administrative costs. Total private sector support is £43,664,000.



## APPENDIX IV

# Establishing a voluntary-aided City Technology College

### Background to City Technology Colleges

The 1988 ERA authorised the Secretary of State for Education and Science to establish a number of independent City Technology Colleges (CTCs) whose capital costs would be partly paid for by industrial sponsors with the running costs paid on a per capita basis by the Government. The educational focus of CTCs is in the teaching of maths, science and technology. CTCs devote 40% of the timetable for 11 to 14 year olds to these subjects, with the proportion rising to 50% at ages 14 to 16 and up to 100% at age 16.

Seven CTCs are already open and plans for nine more are agreed. By September 1992 16 CTCs will be open with the possibility of several more<sup>1</sup>. Over 200 sponsors have contributed £44mn towards establishing these schools. (This is the single largest private sector donation for any State educational initiative.)

CTCs have proved to be immensely popular with pupils and parents. The seven CTCs now open have been oversubscribed by as many as five times the number of places available. They have challenged many of the assumptions on which comprehensive schools are based. By law CTCs are required to admit a wide range of ability yet their ethos is constantly to raise expectations for pupils' success. Much emphasis is given to persuading parents to encourage their children to stay on in full time education or training at 16; and an extremely innovative post 16 curriculum has been developed.

Pupils are made familiar with the world of work through frequent 'work experience' schemes throughout their school careers.

CTCs have been criticised for their high unit cost, which in some cases has been £10 million, of which the Government pays 80% and the industrial sponsors 20%. However, the £10 million cost of building a new CTC, including site acquisition costs, is no more than a LEA would pay for a new school of its own. If local education authorities had followed the lead of Croydon, Wandsworth and Kent in making available existing maintained schools for conversion into City Technology Colleges, the overall cost of the initial CTCs would have been much lower. It is a pity that ideological opposition to the CTCs has deprived many inner city school children of the advantages of this type of education.

Nevertheless, if the large number of CTCs which the country needs to supply its requirements for technical skill are to be established, a less expensive way of acquiring the sites and school buildings must be found.

The answer lies in converting existing maintained schools into City Technology Colleges through the voluntary-aided mechanism, using a tripartite partnership between the Government, local education authorities and sponsors.

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1. See Appendix 4.

### **Summary of steps required to establish a voluntary-aided CTC (VACTC)**

- (a) Local education authorities would make available one of their existing maintained schools at a peppercorn rent, with no premium, to a sponsor, or group of sponsors, desiring to establish a VACTC. Pupils in the existing school would be guaranteed a place in the new school; preference for the new teaching posts would be given to existing staff.
- (b) The sponsor(s) would contribute up to £500,000 to the new school. These donations can be covenanted so as to attract tax relief. Local education authorities can contribute funds for this purpose.
- (c) The Government would contribute a maximum of £500,000 per school. The Government would also pay reasonable transitional costs necessary (possibly £250,000) to establish the new school.
- (d) The combined capital funds raised would be spent on the refurbishment and new equipment, especially with Information Technology, necessary to support a CTC style of curriculum.
- (e) The new school in law would be a voluntary-aided school as defined in the 1944 Education Act. VACTCs, however, would have all the key ingredients of orthodox CTCs: i.e., the sponsors nominating a majority of the governors; governors having control over the curriculum emphasis (within the requirements of the national curriculum) and over admissions and selection of staff, and with the head teacher having considerable autonomy.
- (f) The running costs of VACTCs would be paid by the local authority using the budget formulae of the Local Management of Schools regulations. This will produce per capita funding similar to that enjoyed by orthodox CTCs. It is envisaged that sponsors would enter into a funding agreement with their local education authority.
- (g) As with existing voluntary-aided schools, the charity set up by the sponsors to establish the VACTC will have an ongoing responsibility to contribute 15% of future capital costs; but the local authority would backstop this obligation.

### **1. Detailed framework for a voluntary-aided CTC**

The voluntary-aided CTC is a model designed to extend the CTC initiative through a three-way partnership between the local education authority, the Department of Education and Science and the sponsors.

In extending the CTC concept within a LEA, the voluntary-aided model will adopt the characteristics of a CTC, notably:

- a curriculum which addresses the needs of a technological society with extra time spent on maths, science and technology, including I.T.
- a self-controlling structure with greater independence than a maintained secondary school.

It will also adopt the objectives of a CTC as follows:

- the provision of education relevant to the needs of life and work in the 21st century for children and young people from a wide range of ability in inner city and urban areas.
- the increase of attainment levels of children and young people in areas where

traditionally there is educational under achievement.

- the increase of the staying on rate of pupils of a wide ability range after the age of 16.
- the increase of the numbers of mathematicians, scientists and technologists.
- the development of the effective use of IT across the curriculum as a tool for the enhancement of learning.
- form partnerships with industry and commerce through which can be developed a curriculum which is of relevance to young people and their future lives.
- provide an exemplary school with a responsibility to develop good practice from which the education service generally can benefit.

Through the mechanism of Aided status, the Governing Body will control the finance, staffing and curriculum.

The site will be made available by closing a LEA school under Section 12 of the 1980 Education Act and seeking Aided status for its re-establishment as a CTC. The procedure could also be used to convert an existing voluntary-aided school into a CTC.

The voluntary-aided CTC will be established by a Company limited by guarantee, registered as a charity, using Section 13 of the same Act. It will have a body of Trustees which will form the Foundation for the school. The Foundation will nominate a majority of the members of the Governing Body.

## **2. Implementation**

A voluntary-aided City Technology College would take as its base an existing Local Education Authority maintained inner city school. The Local Education Authority would publish notices under Section 12 of the 1980 Education Act to close the school simultaneously with the publication by sponsors of a proposal to establish a new Aided School in its premises.

The LEA would publish the necessary notices under Section 12 of the 1980 Education Act to close the school which would then immediately re-open as a voluntary-aided CTC. The sponsors would concurrently publish a Section 13 proposal under the same Act to establish a new voluntary-aided school. The Secretary of State's approval will be required for the establishment of the VACTC and for its Articles of Government.

The Articles of Government will:

- specify a Governing Body of not less than 9 and not more than 20 members.
- give the Foundation Governors (to be nominated by the Foundation) a majority of not less than 2 over all other Governors (1986 Education Act No 2 Section 4(3)(a)). The actual majority will be agreed at a later stage and it is recommended that it should be more than two.
- ensure that one Foundation Governor is a parent of a child at the VACTC (1986 Education Act No 2 Section 4(3)(b)).
- give the Governors control of the secular curriculum (1986 Education Act No 2 Section 19(a)).
- give the Governors control of admissions subject to consultation with the LEA (1986 Education Act No 2 33(i)) and subject to 1988 Education Reform Act Section 105(2)(6).
- give the Governors control of the VACTC's finances.
- enable the Governors to appoint and dismiss staff.

### **3. Curriculum**

The VACTC will follow a CTC curriculum within the requirements of the National Curriculum.

For years 1-5 this will consist of the National Curriculum with extra time spent on Maths, Science and Technology through a longer school day and year. Through the extension of the working day it is hoped that from age 11 to 14 pupils will spend 50% of their time studying Maths, Science and Technology. From 14 to 16 this proportion will increase to 60%. The post-16 curriculum will be appropriate for students of all levels of ability and will provide courses leading to qualifications at a variety of levels suitable for entry into higher education, further education or employment, including A levels, AS levels, BTEC Nationals, City & Guilds and other vocational certificates.

By offering a wide range of courses it is hoped to persuade a large proportion of 16 year olds to stay on at school.

### **4. Admissions**

The Governors would control admissions. It is envisaged that they would agree with the Local Education Authority to give preference to children from the area served at present, but would be free to draw from a wider area to satisfy parental choice up to the standard number agreed on establishment of the school. All existing children in the school would be guaranteed a place in the new school. New pupils would be drawn from the catchment area in collaboration with the LEA.

Admissions criteria will be as for CTCs and will include an aptitude for the curriculum, a wide ability spread, a gender balance and be representative of the catchment area in socio-economic terms and in terms of ethnic minority children. An important admissions criteria is the willingness of the parents to encourage their child to stay on at the CTC until 17 or 18.

### **5. Site**

The school, including its playing fields, or access to playing fields, will be leased without premium to the Foundation at a peppercorn rent, with a suitable reversion clause.

The basis of occupation will usually be a 125 year lease restricting the use of the premises to a voluntary-aided secondary school charging no fees. In the event of the site ceasing to be used for this purpose it would revert back to the local education authority. Legal advice confirms that a local education authority can lease the buildings and site in this way under existing powers.

### **6. Capital costs**

It is recognised that the LEA will have made a substantial contribution through the leasing of the school at a peppercorn rent. However, this need not preclude the LEA being able to contribute towards refurbishment and re-equipping the VACTC.

The contribution from sponsors will attract funding from the government up to a maximum total of £500,000.

The Foundation establishing the VACTC will be responsible as with all

voluntary-aided schools for 15% of future capital costs. However, the local education authority will agree to longstop this responsibility.

The capital investment will be spent exclusively on refurbishment and re-equipping for the delivery of a CTC curriculum, ie design, technology, IT, science, etc.

#### **7. Transitional Costs**

The Government would provide reasonable transitional costs of approximately £250,000 to cover the costs of training staff and teachers and for organisational costs involved in converting the school. The size of the grant will depend on the actual costs to be incurred.

#### **8. Running Costs**

Recurrent revenue funding will be resourced by the LEA through a Funding Agreement with the VACTC on a per capita basis no less favourable than that provided by the Local Financial Management clauses of the 1988 ERA. The Governors of the school will be accountable to the LEA for expenditure of this funding through a Funding Agreement between the LEA and the Governors.

Any additional resources raised by the VACTC remain within the control of the Governing Body and do not affect the revenue grant.

#### **9. Development of good practice**

The VACTC will be part of the CTC national network and as such will have a responsibility to develop and share good practice. It will have access to the services provided by the CTC Trust. On a local level, good practice developed in the VACTC will be disseminated throughout the LEA by the collaboration of the LEA with the VACTC. Financial responsibility for this dissemination will rest with the LEA.

Also on a local level, the VACTC will make available its facilities, as far as is practical, for the benefit of other providers, such as training organisations and community groups. Where this incurs additional expenditure directly linked to the LEA, it will be the financial responsibility of the LEA.

### **SUMMARY OF PARTNERSHIP**

The sponsors would represent local and national business and industrial interests.

Through the establishment of a VACTC foundation they would provide:

- capital investment to equip the school for the delivery of a CTC curriculum. The typical investment will be £500,000 to be contributed by one or more sponsors collectively.
- a continuing link with local firms in:
  - curriculum development
  - work experience
  - work shadowing
  - enterprise education
  - technological applications and relevance in learning
  - vocation guidance assistance

- people committed as governors - secondees
- supplementary in-service training and opportunities for teacher secondments
- financial top up and management expertise

The Local Education Authority would provide:

- the school buildings and site on a long term lease at a peppercorn rent with no premium with a reversion clause if the school were to be closed
- INSET support and advisory service back up
- legal, architectural and financial as requested
- through Local Financial Management - the day to day running costs on a per capita basis
- opportunities to share experience with other schools

The increased basis of co-operation will be through a funding agreement to be signed by both parties.

The Department of Education and Science will provide capital support of up to £500,000 and reasonable transitional costs.

The central CTC Trust will provide advice on the steps necessary to convert a maintained school into a VACTC including curriculum and staff development support services together with information services and liaison with other CTCs.

## APPENDIX V

# BTEC

BTEC is the Business and Technician Education Council. BTEC was established as an independent body by the Department of Education and Science to develop and promote high quality, work-related courses.

BTEC approves vocational courses run by colleges, polytechnics, schools and companies throughout England, Wales and Northern Ireland. It awards qualifications to students who successfully complete these courses, which are recognised by employers, educationalists and professional bodies.

At any one time, there are approximately half a million students enrolled on BTEC courses, and over 200,000 new students register each year. Some are school leavers joining full-time courses. Others are adults updating their skills, studying for career or personal development.

### Structure of Qualifications

The three levels of BTEC qualification are:

First

National

Higher National

There are two main types of BTEC qualification - Certificates and Diplomas. Both Certificate and Diploma courses are available at all three levels. Diploma courses are usually taken full-time. Certificate courses are generally part-time courses for people in employment.

### First Diplomas

These are one year full time courses normally taken by school leavers who have chosen the general area of work they wish to enter.

Students should be at least 16 years old. Formal qualifications, such as GCSEs, are not always necessary to start these courses.

First Diplomas lead to employment, or to further education, such as BTEC National Courses. They are seen as equivalent to four GCSEs, at grades A-C.

In 1988 28,626 students registered on BTEC First Diploma courses compared with 20,105 in the previous year.

### National Diplomas

These courses are aimed at young people who want to be junior managers, administrators or technicians, or wish to progress to higher education in a chosen field.

Students should normally be at least 16 years old, and have either:

a BTEC First award, or

four GCSEs at grades A-C, or

an equivalent qualification, such as a CPVE with a suitable profile.

National Diplomas lead to employment, or to higher education. Successful students can go on to BTEC Higher National courses, or to degree courses. The

National Diploma is regarded as equivalent to at least 2 A levels, and is accepted as a standard route to university or polytechnic, subject to the right grades being obtained.

National Diploma courses take two years full-time.

In 1989 62,599 students registered on National Diploma courses compared with 55,739 in 1988. Over 7,000 BTEC students progressed on to degree courses in 1989 - the same proportion as those applying with "A" level qualifications.

### **Content and structure**

BTEC courses are integrated programmes of education and training with a highly practical element. Assessment of performance is by continuous assessment as well as by examination. They are available in a wide range of subjects including business and finance, caring, construction, design, distribution, engineering, hotel and catering, information technology, leisure, science, horticulture, media, performing arts, public administration and travel and tourism.



## APPENDIX VI

# International Baccalaureate

### Summary of curriculum

The curriculum of the International Baccalaureate consists of six subject groups:

Group I First language (in British schools this would be English).

Group II Second language (a choice of foreign languages).

Group III Study of Men in Society: choice of History, Geography, Economics, Philosophy, Psychology, Social Anthropology, Organisational Studies.

Group IV Experimental Sciences: Biology, Chemistry, Applied Chemistry, Physics, Physical Science, Experimental Psychology, Design Technology.

Group V Mathematics: A choice of Computing and Mathematical Studies.

Group VI One of the following options:

(a) Art, Design, Music, Latin, Classical Greek, Computing

(b) A school bases syllabus (SBS) approved by IB.

Alternatively, a candidate may offer instead of a Group 6 subject either a third modern language, a second subject from the Study of Man in Society or a second Science course.

To be eligible for the award of the Diploma all candidates must:

1. Offer one subject from each of the six groups
2. Offer at least three and not more than four of the six subjects at higher level and the other subjects at subsidiary level.
3. Submit an extended essay in one of the subjects of the IB curriculum.
4. Follow a course in the Theory of Knowledge.
5. Engage in extra curricular activities (CASS).

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