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FILE No.

LORD PRESIDENT

EDUCATION REFORM BILL: PUBLICITY

1. Mr. Wilson
2. Mr. Langdon
3. Sir R. Armstrong

1. In my paper to L Committee I have stressed my intention to seek ways in which the public perception of our policies can be improved. When the Bill is published, I intend to hold a press conference and will be publishing a press notice underlining the philosophy and purpose of our reforms and summarising the contents of the Bill. We shall look to place articles in the national and local press and will be seeking to get our message across on national and local television and radio.

2. An important part of our information strategy must be to get beyond the interest groups in education to parents, individual teachers and the wider public. I intend to publish a booklet, at the time of Second Reading, explaining in question and answer format the proposals in the Bill in relation to schools. The booklet will also serve to answer the main questions which have been raised during the consultation by parents, teachers, school governors and others.

3. I attach a draft text. As you will see, the booklet is designed to follow closely the model which we adopted on the GLC Abolition Bill. The emphasis throughout is on facts and explanation. We are aiming for an initial print of 1 million copies, with an initial distribution of over 700,000 copies. The rest would be available on request. Copies will go to schools, teacher centres, other education establishments, public libraries, Citizens Advice Bureaux and the churches. The cost is estimated at £225,000. I believe that this represents good value for money. It must be set against the considerable extra work that would otherwise fall on my Department in dealing with general enquiries from the public and parents about aspects of the Bill.

4. If we are to be ready with the booklet in the week of Second Reading, I shall need to settle the final text by 16 November. I would welcome your agreement to my proceeding on this basis.

5. I am sending copies of this minute to the Chief Secretary, the Secretaries of State for Scotland and Wales, the Chief Whip and to Sir Robert Armstrong.

KWS.

KB
Department of Education and Science

12 November 1987

**EDUCATION REFORM: THE GOVERNMENT'S PROPOSALS
FOR SCHOOLS**

The Education Reform Bill was introduced into the House of Commons on [] November. It proposes major changes in how schools are organised and managed, and strengthens the involvement of parents and the local community. It provides for the introduction of a national curriculum for school children, with regular assessments of their performance. Other important changes are proposed for higher education and the organisation of education in inner London.

This booklet answers some of the questions which parents, teachers, school governors and others are asking about the changes in primary and secondary schools.

NATIONAL CURRICULUM

GOVERNMENT POLICY

Why is the Government introducing a National Curriculum?

Despite the good performance in some schools, too many pupils are still achieving less than they could and less than they should. The overall picture is one of disappointingly low standards of achievement. Too often teachers' expectations of what their pupils can achieve are too low. Today's school curriculum can often be narrow and unbalanced. For example, too many boys give up modern languages before they are 16. Too many girls drop physical sciences. A national curriculum will guarantee that all pupils will receive an education which is broad, balanced, relevant to their needs and set in a clear moral framework. It will prepare them better for adult responsibilities and work. At the same time, by setting clear targets and monitoring progress, it will raise standards achieved by pupils and schools.

What will the National Curriculum consist of?

It will consist of:

- the three core subjects of English, mathematics and science and seven other foundation subjects which all children must study during their compulsory school years from 5-16;
- attainment targets, which will be set for these subjects where this is appropriate, stating what pupils with different abilities can be expected to know and understand at about the age of 7 and at 11, 14 and 16;
- national arrangements to assess what pupils have learned and mastered compared with the attainment targets: these arrangements will include some nationally

prescribed and independently moderated tests.

SUBJECTS

What subjects will be included?

As well as the core subjects of English, mathematics and science, the other foundation subjects will be history, geography, technology in all its aspects, a modern foreign language in secondary schools, art, music and physical education.

What about Religious Education?

Schools already have to provide religious education to all pupils in maintained schools, unless they are withdrawn by their parents. The religious education provided must be in accordance with an agreed syllabus in county schools and with the trust deeds of voluntary schools. All this is laid down in the 1944 Education Act. So the position of religious education is already guaranteed. The new Bill will strengthen this position by giving parents clearer rights to complain where they believe that schools are not doing what the law requires.

• What about other subjects?

The amount of time spent on studying the foundation subjects will not be laid down by law. It will be for schools to decide how long to spend on each, provided this will allow their pupils to meet the attainment targets. Schools will therefore have scope, as they have now, to offer other subjects like classics and home economics.

What about other topics?

Many important themes and skills - will have key places in the attainment targets and programmes of study for the core and foundation subjects. Examples are personal and social education, careers education and guidance, economic awareness and information technology skills. What is learnt in this way can be brought together and consolidated, where necessary,

in the time available outside the national curriculum.

What will be the responsibilities of schools and teachers?

They will be responsible for what happens in the classroom. The national curriculum will establish a framework of clear objectives and the overall content of much of what children will learn. It will not lay down how a school should organise its timetable; its teaching methods, or the text books it should use. The aim is to build upon good practice. For example, primary schools will be able to continue with successful project work covering a number of subjects. Secondary schools will be able to build upon imaginative approaches developed through the Technical and Vocational Education Initiative.

Who will devise attainment targets and programmes of study?

The Government will consult widely so as to establish the greatest possible measure of agreement. Working Groups of teachers and others particularly knowledgeable in the field have already been set up for maths and science. Similar groups will follow for other subjects. Their recommendations on appropriate attainment targets and programmes of study will be published. These will form the basis for further consultation through the National Curriculum Council and then by the Secretary of State before finally Parliament is asked to approve them.

What will the National Curriculum Council do?

It will be a new independent Council responsible for keeping the whole school curriculum under review; for advising the Government on changes; and for doing work on curriculum development. The Council will also have to be consulted about any proposals affecting core and foundation subjects and will offer advice based on what it has learned during consultations.

Can the National Curriculum be changed?

The aim is to achieve a curriculum that is always up-to-date, not a static one. The National Curriculum Council will advise on the need for change. Any changes made will be subject to

the approval of Parliament after wide consultation.

ASSESSMENT AND TESTING

Why do we need tests and assessment?

Teachers and parents must be able to find out what children know, understand and can do in order to find out what stage they have reached, to identify strengths and weaknesses and to plan the next steps of their education. Assessment including testing takes place now but not in a way which provides a systematic record of pupils' achievements, particularly at the end of each of the key stages of education. A coherent national system will offer - to parents, schools, local authorities and nationally - better information about how schools are performing individually and generally.

How will the new arrangements be worked out?

The Secretary of State has appointed a Task Group on Assessment and Testing to advise on a coherent national system, which will be simple to administer and will be done by teachers in the classroom. It will give a clear picture of how pupils, individually and collectively, are faring compared with the attainment targets for each age point. The aim is that there should be an appropriate range of methods to assess how children are getting on and to record the results. The Task Group's report will be published as a basis for further discussion.

At what ages will children be assessed?

There will be 4 formal assessment points:

- at 16, where for most pupils GCSE will provide the basis for assessment;
- at 14, when decisions are normally taken about examinations to be taken at 16;

- at 11, when most pupils move from primary to secondary schools; and
- at around 7, after two years of school education.

The Task Group has been asked to advise on what forms of assessment, including testing, would be most appropriate at each age and, in particular, on how the arrangements at around the age of 7 can properly take account of children's different starting points including their previous experience in pre-school education.

How will the arrangements be introduced?

X
As attainment targets are developed and agreed for each subject, the Government will commission organisations with proven expertise and experience to develop and pilot tests and other assessment procedures. The assessment arrangements will be phased in as pupils start working to agreed attainment targets in each subject.

X
How will assessment and testing at 16 fit in with GCSE?

GCSE, or equivalent level examinations, should provide the basis for assessment in the core and foundation subjects for virtually all pupils at 16. GCSE examinations will be revised as necessary to reflect agreed attainment targets and programmes of study.

What happens if my child fails the tests?

No one will pass or fail. Parents will be told in advance about the programmes of study and attainment targets for each subject. The purpose of assessment, including tests, is to ensure that parents know how their children are doing at school. It is not to pass or fail children but to identify how well pupils are doing against attainment targets. This will make for better decisions about the sort of study programme to be undertaken in the next phase of the pupil's school career.

How will the arrangements be monitored?

There will be a new independent Council - the Secondary

Examinations and Assessment Council - appointed by the Secretary of State to advise him on all aspects of examination, assessment and testing in schools. It will approve examination syllabuses, as the Secondary Examination Council does now, and monitor examination bodies' procedures. It will carry out research and development, and publish information about assessment arrangements. It will also arrange for the "quality control" of assessment and testing done by schools to ensure that they are in line with national standards, and that the results are fair.

What about records of achievement?

The Government remains committed to introducing records of achievement for all school leavers. The Task Group on Assessment and Testing has been asked to advise on what role these records should have in the new arrangements for assessment.

INFORMATION AND COMPLAINTS

What information will be available?

There will be further consultation about what information should be made available to parents and others. Parents can expect information about what their child will be expected to learn during the school year, and how he or she has performed against the attainment targets. Schools will be required to make other information available about the curriculum they offer and what their pupils achieve, including summarised information about their pupils' results overall. The results of individual pupils' tests and assessment will not be published.

Who will be responsible locally?

Education authorities, governing bodies and headteachers will have new duties to secure that:

- the national curriculum is followed in their schools;
- courses leading to external qualifications are offered to children of 16 or under only where the qualification and syllabus are nationally approved.

- the law on religious education is complied with;
- information is available to parents and more generally.

What happens where these duties are not carried out?

The education authority will be required to set up machinery for dealing fairly with complaints made by parents or others. If that does not settle the matter, a complaint can then be made to the Secretary of State. He has statutory powers to deal with education authorities or governing bodies where he is satisfied that they have discharged their functions unreasonably or have failed to perform a duty.

PUPILS AND SCHOOLS

Who is affected?

With certain limited exceptions, the national curriculum will be followed by all pupils of compulsory school age from 5 to 16 who are registered at county, voluntary or special schools maintained by education authorities, or at the proposed grant maintained schools. Pupils in nursery schools, nursery classes and hospital schools will not be affected.

What about pupils with special educational needs?

The Government remains committed to the principle of integration embodied in the 1981 Education Act. The aim is to apply the national curriculum to children with special educational needs so as to offer them the greatest possible educational opportunities, but making changes to meet their particular needs and circumstances. So,

- the national curriculum will apply to every child with a statement of special educational need, but the statement may set out any changes needed to suit that child;

- other exceptions can be made to attainment targets, programmes of study and assessment arrangements for pupils with particular types of need.

What about independent schools and City Technology Colleges?

Independent schools will not be required to follow the national curriculum but, when the Secretary of State is asked to register a new independent school, he will consider whether the school's practice is in line with the aims of the national curriculum. It will be a condition of grant paid to City Technology Colleges that they follow the substance of the national curriculum.

TIMING

When will these changes take place?

It will take a number of years to implement the national curriculum fully in schools. The first step is for Parliament to consider and approve the Bill. The Government then envisages that the first attainment targets, programmes of study and new assessment and testing arrangements - for Maths and Science - might be introduced in whole or in part at the start of the school year 1989-90. Others will be phased in progressively during the following years.

FINANCE

Will these changes require extra money?

The Government is asking Parliament for the extra money - £65m over the next 3 years - to support the assessment arrangements and the work of the National Curriculum Council and the Schools Examination and Assessment Council. It will also support the national curriculum through Education Support Grants and through training grants for teachers. The changes will be introduced progressively over a period of years. It will be for education authorities and schools, within planned levels of resources, to ensure that staffing as well as spending on support services, books and equipment are directed to achieve the national policy.

MORE OPEN ENROLMENT

GOVERNMENT POLICY

1. Why change present arrangements?

The Government considers that no child should be refused admission to a school unless it is genuinely full. Many parents already get their first choice because the 1980 Education Act gave them the right to name the school they would prefer their child to attend, and ensures that they can be refused their preference only in strictly defined circumstances. But in too many cases, parents are disappointed because artificial ceilings are set on the number of places available at popular schools. That barrier needs to be removed.

THE NEW ARRANGEMENTS

2. How will the policy work?

The policy will apply both to secondary and to primary schools. The Government's objective is that the new arrangements should apply first to secondary schools, from the school year 1989-90. The procedures for choosing a school will be the same, but the schools will have to admit at least as many pupils as they admitted in 1979, or the number they admitted in 1988 if that was higher. If the education authority or school governors can prove that the school no longer has the space to take that number of children, they can ask the Secretary of State's agreement to a lower number. But the number will not be reduced simply to divert pupils to less popular

schools. If the authority and governors disagree on whether the school has room to admit above the 1979 figure, the Secretary of State can be asked for a ruling.

3. Will all parents automatically get the school they want for their child?

No, because some schools do not have the space to admit every child who applies. But parents who are not satisfied can appeal to the independent appeals committees established by the 1980 Act.

4. What will happen at church schools?

The Governors of voluntary schools will keep their responsibility for admission arrangements, acting in consultation with the education authority. Any arrangements which reserve a certain proportion of places for pupils of particular religious affiliations will continue, even if that sometimes means that some places are not taken up.

5. What about school transport?

Existing arrangements for school transport will not change. Education authorities will continue to give help with transport, or the costs of transport, where they believe such help is justified.

PLANNING

6. What will be the effect on local authority planning?

Education authorities will remain responsible for deciding how many schools are needed in their area, and where they should be. If a school is very popular the authority will be able to consider whether to increase its size. If a school is attracting few pupils, the governing body and the authority will have to consider what should be done. The options might include changes in management, or the closure of the school if its pupils could reasonably be asked to attend other, more popular, schools.

FINANCIAL DELEGATION TO SCHOOLS

GOVERNMENT POLICY

1. Why give financial control to school governors?

Spending decisions are best made by those most closely involved with a school - the governors and headteachers. From September 1987 education authorities have been required by law to give governing bodies a lump sum to spend on books, equipment and stationery as they think best. Many authorities have already given governors responsibility for the management of much larger sums. The Government wishes to encourage this healthy trend.

2. What will the new law require?

After consulting its governing bodies during 1989 each education authority will publish proposals for allocating its total resources among the schools in its area. All secondary schools and all primary schools with more than 200 pupils will be given responsibility for their own budgets. Smaller primary schools and special schools can be given similar responsibilities if that is thought best locally.

3. Will schools be guaranteed their present level of funding under the new arrangements?

The funds will be shared between schools largely on the basis of pupil numbers, but also making allowances for factors such as a high proportion of

children with special needs. The aim will be to ensure that all schools get a fair share of the funds available. Where the new arrangements would mean sudden changes in funding for individual schools, education authorities will be able to propose a more gradual adjustment.

4. What sort of expenditure will become the school's responsibility?

The governors will take responsibility for expenditure on staff salaries, books and equipment, heat and light, cleaning, rates.... indeed almost everything except capital items, and services provided centrally by the education authority. The authority will continue to be responsible for capital expenditure, for home to school transport, for providing advisory, inspection, welfare and other services and for taking care of pay, tax and superannuation. Governors will be able to provide school meals if they can offer as good a service as the authority, at the same or lower cost.

SCHOOL GOVERNORS

5. What sort of people are school governors? What do they do at present?

The Government has already legislated to change the composition of school governing bodies. In future, education authorities will appoint a smaller proportion of governors. There will be more places for parents and local people, including the business community. Teachers will also be represented and the head will be entitled to be a governor. The Act strengthens the governors' role in the running of the school and makes them directly accountable to parents through an annual report and meeting. The new

proposals will allow governors to make key management decisions, in consultation with the head teacher.

6. Will governors be trained for their new responsibilities?

Governors will be offered training by their authority to help them discharge their new responsibilities. The Government will be discussing with education authorities and voluntary bodies, and with the business community, how this should best be provided. The Government will consider allocating resources for this purpose.

7. Will schools have extra office staff to help?

Once schools have control over their own budgets they will be able to decide whether some of their money should be used to buy more secretarial or administrative help.

8. What if a governing body gets into difficulties with its budget?

Governors will need to give their education authority regular information about their spending and will be able to look to it for help and advice. But if the governors got into serious difficulties, the authority could in the last resort relieve them of their financial responsibilities until it judged that these could be restored. If the governors thought the authority had withdrawn delegation without sufficient cause, they could appeal to the Secretary of State.

PERSONAL LIABILITY

9. Will individual governors be personally liable for school debts?

No. They will be accountable to the education authority and the parents, but they will not bear any personal financial liability as long as they act in good faith.

STAFFING FOR SCHOOLS WITH FINANCIAL DELEGATION

10. How will the head and teaching staff be selected at schools with financial delegation?

In voluntary aided schools the governing body as employer will continue to have full responsibility for selecting and appointing teachers and will be able to obtain professional advice from the CEO and his staff. In other schools, where the LEA will remain the employer, the governing body will be responsible for selecting teachers, including heads and deputies. Governors will be able to call on the professional expertise and experience of the Chief Education Officer, and his staff, who will have a right to offer advice. The education authority will have a duty to appoint teachers selected by the governors unless they are in unacceptably poor health, or have been barred by the Secretary of State on the grounds of misconduct or do not have qualified teacher status where appropriate. There will continue to be a more formal procedure for selecting heads and deputies, including national advertising and a requirement for a selection board.

11. Will it be more difficult for teachers to move between schools?

There is likely to be more advertising of posts than at present and therefore vacancies should become widely known. Teachers wanting to move between schools will be able to apply for those vacancies. Education authorities will be able to act, if they wish, as a clearing house. They can keep a list of names to put forward to governors when a vacancy arises: governors will of course consider the names on the list alongside other applicants. But in schools with financial delegation authorities will no longer be able to require a teacher to move from one school to another, nor will governors have to accept any teacher if they do not wish to do so.

12. Who will have management responsibility for teachers?

Education authorities will remain the employers of teachers except at voluntary aided schools. They will supervise appraisal, statutory probation and in-service training. But governing bodies at schools with financial delegation will be responsible for decisions about a wide range of issues including the selection of staff and promotions. No doubt authorities will want to give advice to governing bodies on many aspects of their responsibilities.

13. What if the governors at a school with financial delegation wanted to increase the number of teachers on their staff?

The governors would be able to take on additional teachers if they believed they could meet the extra costs from their total income.

14. What if the governors at a school with financial delegation wanted to reduce the number of teachers on their staff?

The governors could consider a number of possible options. They might want to find out if any teachers in a relevant area of the curriculum were planning to leave, or would be willing to take premature retirement, or would volunteer for redundancy. They could give the education authority the names of teachers who were willing to seek employment at another school and whom they were willing to release. If none of these approaches proved successful, they might need to consider compulsory redundancy. In that case, in schools other than voluntary aided schools, they would notify the authority which teacher they proposed to make redundant and the authority would have a duty to give that teacher notice of dismissal. In aided schools, as at present, the governors would themselves give notice of dismissal.

15. Who will pay if a member of staff at a school with financial delegation is retired prematurely or is made redundant?

In most cases the education authority and the governors will be able to agree who should bear the cost. The cost will be met by the education authority

from outside the delegated budget unless the authority has good reason for making it a charge on that budget.

16. What protection will a teacher have against unfair dismissal?

Teachers will have all the rights provided for under employment law. But in a school with financial delegation the governing body rather than the education authority would have to answer before an Industrial Tribunal.

GRANT-MAINTAINED SCHOOLS

GOVERNMENT POLICY

1. Why create grant-maintained schools?

The opportunity for parents and the local community to run their own schools with funding direct from Central Government will increase choice within the state sector of education. Wider choice between schools will also help to improve standards in all schools. Where parents are dissatisfied with existing standards they will be able to act so that their schools develop in ways best suited to the needs of their children and in accordance with their wishes. Grant-maintained schools will offer free education and will not charge fees.

BECOMING A GRANT-MAINTAINED SCHOOL

2. How do schools apply?

Any maintained secondary school, or primary school with at least 300 pupils, will be able to apply to be grant-maintained. The initiative will be taken by the governors or by a substantial number of parents petitioning the governors. A formal application will need the support of a majority of parents voting in a secret postal ballot. The governors will inform their

education authority, and their trustees in the case of a voluntary school, that they intend to hold a ballot.

3. How will the Secretary of State decide applications?

Everyone who has views on the application will be able to make them known to the Secretary of State. He will consider the application on its merits and in the light of these views. Before he approves an application, he will wish to be satisfied that the school will have a secure future and that the governors, with the headteacher, are competent to run it. Where the education authority has proposed to close or to change the character of the school, the Secretary of State will consider this proposal at the same time as the application for grant-maintained status, deciding the application first.

ADMISSIONS

4. Will schools change their character?

When schools become grant-maintained they will retain their existing character, size and age-range: grammar schools will remain grammar schools and comprehensive schools will remain comprehensive schools. If at a later date, after the school has established itself, a grant-maintained school wants to change its character, the governors will have to make a public proposal just as education authorities do at present for the schools they provide.

5. Who will be able to apply for a place?

The parents of all local children will be able to apply for a place. Pupils will be admitted according to the school's published criteria until the school is full. Parents of children who do not live close to the school will also be able to apply for admission and will be entitled to help from the education authority with transport or transport costs provided the authority would have given such help if it were maintaining the school.

Parents whose children are not admitted to a grant-maintained school will have the same right of appeal to an independent committee as if the school were maintained by the authority, and will have the same right to complain to the Secretary of State if dissatisfied with admission procedures.

OWNERSHIP AND MANAGEMENT

6. Who will own the school? Who will be on the governing body?

The foundation or trust at a former voluntary school will continue to run it and to appoint a majority of the governing body. In the case of a former county school, the governors, a majority of whom would represent the local community, will become the owners in place of the education authority. In both cases, parents and teachers will elect representatives to the governing body.

7. How will the school be managed?

The governing body working closely with the headteacher will manage the school and will be responsible for the education of its pupils in accordance with the national curriculum. It will be able to seek advice from the independent Trust which the Government expects will be set up.

8. How will the school be financed?

The governors will receive an annual grant from the Secretary of State for the costs of running the school. This will be equivalent to the amount that the education authority would have spent on it, including expenditure on its share of advisory and other central services. The governors will be accountable to the Secretary of State for using the grant effectively and efficiently. They will be able to apply to him for 100% grant for capital projects.

9. Will the school be eligible for special additional grants?

A grant maintained school will be able to apply for special grants towards the cost of, for example, in-service training, on the same basis as education authorities can apply for grant for their schools.

10. Where will the money come from?

The Government intends that the establishment of a grant-maintained school should leave the local authority and its rate or community charge payers in

the same financial position as they would have been, had the authority continued to maintain the school. Government funding to a local authority will continue to take account of all pupils in maintained schools in its area. The full amount of the annual grant to any grant-maintained school will be recovered from the authority.

STAFFING

11. What happens to the staff when a grant-maintained school is established?

Staff whose work is wholly at the school will transfer automatically to the employment of the school governors. Staff who work partly at the school and partly elsewhere may also be transferred by order, but this will depend on the outcome of discussion between the governors, the education authority and the member of staff. After transfer the staff will be the governors' employees and any subsequent premature retirements or redundancies will be a matter for the governors. The governors could apply to the Secretary of State for help with the costs of retirements or redundancies initiated in the first year of the school's existence.

12. Will the teachers at grant-maintained schools be subject to the same pay arrangements as teachers in schools maintained by education authorities?

Yes. The pay and conditions of teachers will be subject to the same statutory provisions in each case. The exercise of discretion within those provisions - for example on the number of incentive allowances - will be for the governors.

13. Will staff at grant-maintained schools be protected against unfair dismissal?

Staff at grant-maintained schools will have all the rights provided for under employment law. The governing body will be answerable for its actions before an Industrial Tribunal.

14. Will grant-maintained schools have to appoint qualified teachers?

Grant-maintained schools will be subject to the provisions of the Teachers' Regulations relating to qualified teacher status. There will be a presumption that they will appoint qualified teachers. But they will have the same right as an education authority to appoint someone who does not yet hold qualified teacher status and to apply to the Secretary of State for that person to be awarded that status.

ENDING GRANT-MAINTAINED STATUS

15. What if something goes wrong with the management of the school?

The governors will account regularly to the Secretary of State and parents for their management of the school. If they get into difficulties, the Secretary of State will consider how he might help them. They will not carry any personal financial liability unless they act in bad faith.

In the last resort, the Secretary of State will consider terminating the grant. Unless the school is badly managed or cannot recruit, he will be unable to do so without giving 5 years' notice of his intention.

16. Can a school return to LEA management?

If exceptionally the governors felt unable to continue with grant-maintained status, they could publish a proposal to cease to run the school. The Secretary of State would not normally expect such a proposal to be made within ten years of the school's establishment. The LEA could consider whether to establish an LEA school in place of the grant-maintained school.

CITY TECHNOLOGY COLLEGES

GOVERNMENT POLICY

Why create City Technology Colleges?

The government believes that standards of education would improve if parents were given a wider choice of school. Local authorities should not have a monopoly of free secondary education for the children of families in urban areas. In October 1986, the Government introduced a scheme to enable independent trusts, sponsored by industry and commerce, to establish a pilot network of secondary schools called City Technology Colleges - CTCs for short. The first of these schools, at Kingshurst, Birmingham, will open in September 1988 and the second in Nottingham the following year. Two other major sponsors have announced that they will establish a CTC. A number of others are planning to do so.

Will CTCs be like grammar schools?

No. CTCs will admit pupils of all abilities, not just those who are academically brightest.

How will they differ from other comprehensive schools?

Unlike local authority comprehensive schools, CTCs will be run by independent trusts closely linked with local employers. They will select pupils who make a commitment to their school education and who will take advantage of a curriculum emphasizing technology and science.

How will they improve school standards

CTCs will aim to raise the expectations and standards of pupils, teachers and parents; to reinforce success and to remedy under-achievement. They will be expected to adopt the best teaching practice and the best management practice as well as developing new ideas and improved approaches to teaching and learning. By competing for applicants, they will challenge good schools to improve their performance and poorer schools to follow their example.

What will be special about the curriculum?

There will be an emphasis on technology, science and mathematics. Particular attention will be paid to the use of computers and to the skills and experience needed for success in employment.

How will they differ from grant maintained schools?

CTCs will be entirely new schools in which private sponsors have a big financial stake. Grant maintained schools are existing schools whose parents and governors choose to take them out of local authority control.

Who will pay for CTCs?

Central Government will pay a grant to cover normal running costs. This will be based on the number of pupils recruited. The capital costs will be shared between the Government and private sponsors.

Can your son or daughter try for a place?

Yes, if you live in the area for admission to each CTC. CTCs will be for girls and boys. Their catchment areas will be advertised locally by those responsible for selection of pupils.



10 DOWNING STREET

Prime Minister 2

To be aware
of this booklet. Cabinet
Office and BG are
checking it for
accuracy and Gerard
for propriety.

DW

17/11.

I thought we were
not having attainment
targets for the Foundation
Subjects?

1. MR. NORRGROVE

2. MR. INGHAM

EDUCATION REFORM BILL: PUBLICITY BOOKLET

Thank you for showing me a copy of Neville Taylor's minute of 13 November to the Lord President's Private Secretary about the proposed Education Reform Bill booklet.

I do share your reservations and would want to echo all the cautionary words in Mr. Taylor's minute. I agree with you that his advice does not go far enough in that it should insist that the DES leaflet should not be sent out unsolicited.

More generally, I think that whatever the pressures in particular cases, it is in the Government's long-term interest to maintain scrupulously the existing conventions on the publicity provided at Government expense. I suggest we should consider the following:

The COI and yourself should prepare on no more than a couple of pages a statement of the conventions and the rules on the use of taxpayers' money for publicity purposes, covering also the use of public relations firms. You should then suggest to the Lord President that, after consultation with the Head of the Civil Service, he should minute the Prime Minister suggesting that she should circulate the note to Departments in the C(P) series. The Head of the Civil Service could then write to Permanent Secretaries enjoining them to ensure that the guidance in the note is followed strictly, and you could write in similar terms to Heads of Information Departments.

Please let me know what you think of this.

N. L. W.
N. L. Wicks

16 November 1987

DG2CJP

file 756