

PO-CH/NL/0203  
PART A

Part A

**CONFIDENTIAL**  
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APPOINTMENTS - IN - CONFIDENCE

Begins: 18/5/88.  
Ends: 11/8/88.

  
PO -CH /NL/0225  
  
PART A

PO -CH /NL/0225  
PART A

Chancellor's (Lawson) Papers:

THE SETTING UP OF THE  
NATIONAL CURRICULUM  
COUNCIL  
*National Curriculum Council*

Disposal Directions: 25 years

*Ph. Steer*  
15/9/95

BF 1915

MP



18/5/88

CH/EXCHEQUER	
REC.	18 MAY 1988 ✓ 18/5
ACTION	CST
COPIES TO	

THE PRIME MINISTER

NATIONAL CURRICULUM: SHADOW NATIONAL CURRICULUM COUNCIL AND SCHOOL EXAMINATIONS AND ASSESSMENT COUNCIL

1. As you know, we have made clear our intention to set up both the National Curriculum Council (NCC) and the School Examinations and Assessment Council (SEAC) in shadow form before the Education Reform Bill, receives Royal Assent, so that they can begin work on the substance of the curriculum and assessment arrangements. I have discussed with you the names of those we should appoint as combined Chairman and Chief Executive for each body, and also other potential members. I should like to announce these appointments and the establishment of the shadow bodies at the end of this week, not least to avoid risk of the names of those to be appointed leaking.

2. I attach, at Annex A and at Annex B respectively, my proposals for appointments to the NCC and SEAC shadow Councils. The final choice of names reflects the earlier discussions between us. All the people listed are either well known to Angela Rumbold and myself or have been interviewed by one or other of us. We shall therefore be certain not only that the people listed are able and willing to serve but also that they are fully committed to the improvement of educational standards through the introduction of the national curriculum and associated assessment and testing arrangements.

3. As we agreed, I am exercising the power given to the Secretary of State by the Bill to designate the chairmen of

APPOINTMENTS IN CONFIDENCE

both NCC and SEAC as the chief executives of their respective Councils. The appointments will need to be confirmed after Royal Assent but clearly we must make firm commitments to the individuals involved now. I have it in mind to offer a 5 year contract to the chairman/chief executive of SEAC and a 5 year contract extendable to 7 to the chairman/chief executive of NCC. These arrangements have the approval of the Treasury. The appointments of other members of the Councils will also need formal ratification after Royal Assent.

4. I do not propose immediately to make all the appointments possible (15) to each Council. I shall fill other posts as necessary after Royal Assent taking account of the experience of the shadow bodies and of any helpful suggestions made by the various interest groups - eg those concerned with special educational need - about who might be appointed. Those we have identified so far, however, are sufficient to get urgent planning and consultation work started.

5. At Annex C is the statement I propose to make about the appointment of chairmen and members of the shadow Councils, as an arranged Parliamentary Answer.

6. I have agreed the terms of this submission, so far as it relates to SEAC, with the Secretary of State for Wales.

7. Copies of this minute go to all members of E(EP) and to Sir Robin Butler. I propose to make the announcement on 20 May, and would be grateful for any comments urgently.

WB

KB  
Department of Education and Science

18 May 1988

## SHADOW NATIONAL CURRICULUM COUNCIL

CHAIRMAN

MR DUNCAN GRAHAM: Chief Executive, Humberside County Council from April 1987. Formerly Chief Education Officer, Suffolk LEA. Chairman of the Mathematics Curriculum Working Group (since December 1987); has served on the CNAA In-Service Committee, the Board of Management of the NFER and the AEO Executive.

MEMBERS

PROFESSOR PAUL J BLACK OBE PhD: Professor of Science Education, Kings College, London and Head of the Centre for Educational Studies. Chairman of the Task Group on Assessment and Testing. Member of the School Curriculum Development Committee.

MR MALCOLM BRIGG: TVEI Regional Adviser, Northern Region. Member of Bradford YTS Development Committee, TVEI Planning and Review Team, West Bradford consortium. Former Head of Rhodesway Upper School, Bradford.

MS JUDITH CHAPLIN: Head of Institute of Directors' Policy Unit and member of the Interim Advisory Committee on Teachers' Pay. Former member of the Secondary Examinations Council. Has also served on the Burnham Committee. Former Chairman of Norfolk County Council Education Committee.

MRS DAPHNE GOULD: Head of Mulberry Girls' School, Tower Hamlets since the mid-70s; formerly Deputy Head at the same school. Involved in the launch of the London Compact.

DR PETER MORTIMORE: Professor of Education, University of Lancaster. Formerly an Assistant Education Officer, ILEA and also Director of Research and Statistics, ILEA. Co-author of "Fifteen Thousand Hours". Director of an ILEA study into the effectiveness of junior schools.

DR HILARY NICOLLE: Headmistress of Tiffin Girls' School, Kingston-upon-Thames. A modern linguist and former member of the Diplomatic Service. Particularly interested in equal opportunities for girls in the area of science and technology.

MR COLIN SMITH MBE: Headmaster, Delaval County Middle School, Northumberland. Member of the Science Curriculum Working Group. Background

in the chemical industry. Has worked mainly in middle schools in the science education field and has been involved in a number of pioneering developments in primary science in the North-East.

MR CHRISTOPHER J WEBB\*: Principal, Handsworth Technical College, Birmingham. Member of the Secondary Examinations Council (SEC); SEC observer on the National Council for Vocational Qualifications. Has written a number of successful books on English and communication, mostly in the area of post 16 education.

MR J PETER WHITEHOUSE\*: Industrial Consultant. Member of the Secondary Examinations Council. Former Head of Group Recruitment, Shell International Petroleum Co. Ltd with experience in manufacturing oils and chemicals.

\* Also to be appointed to the shadow School Examinations and Assessment Council

## SHADOW SCHOOL EXAMINATIONS AND ASSESSMENT COUNCIL

CHAIRMAN

MR PHILIP H HALSEY CB: Former Deputy Secretary, Department of Education and Science with responsibility for Architects and Building, Teachers Supply and Training, Pensions, Teachers Pay, Information Technology and Statistics. Former Headmaster of Hampstead School.

MEMBERS

MR IVOR H COHEN: Chairman of Remploy Ltd. Director of AB Electronic Products Group plc. Formerly Managing Director, Mullard Ltd and Director, Philips Electronics Ltd.

MR RICHARD DAUGHERTY:\*\* Dean of the Faculty of Educational Studies, University College, Swansea.

MR JONATHAN DAY: Secretary-General of the Associated Examining Board. Formerly a teacher.

MR NEIL FITTON: Chief Education Officer, Cheshire LEA. Formerly Assistant Education Officer, Salford.

DR ARTHUR HEARNDEN: General Secretary of the Independent Schools Joint Council. Former Secretary of the Standing Conference on University Entrance. Formerly a teacher, research officer, university lecturer and Modern Languages Secretary of the London University GCE Board.

DR STEPHEN NEPAULSING: Deputy Headmaster, Heath Park School, Wolverhampton.

DR MARGARET RAYNER: Vice-Principal, St Hilda's College, Oxford. Member of the Secondary Examinations Council since its establishment in 1983; Vice-Chairman since 1986.

MS HILARY STEEDMAN: Senior Research Officer at the National Institute of Economic and Social Research. Carries out research into vocational training and industrial productivity in Britain and Europe. Has taught in maintained primary and secondary schools, in a College of Education and at Salford University. Member of the Task Group on Assessment and Testing.

MRS ELIZABETH TARR : Head, Thornbury Primary School, Plymouth.

MS KATHLEEN TATTERSALL: Joint Secretary of the Northern Examinations Authority. Secretary of the North-West Regional Examinations Board. Former history teacher.

MR CHRISTOPHER J WEBB\*: Principal, Handsworth Technical College, Birmingham. Member of the Secondary Examinations Council (SEC); SEC observer on the National Council for Vocational Qualifications. Has written a number of successful books on English and communication, mainly in the area of post 16 education.

MR J PETER WHITEHOUSE\*: Industrial consultant. Member of the Secondary Examinations Council. Former Head of Group Recruitment, Shell International Petroleum Co. Ltd with experience in manufacturing oils and chemicals.

\* Also to be appointed to the shadow National Curriculum Councils

\*\* Also to be appointed to the Curriculum Council for Wales

APPOINTMENTS-IN-CONFIDENCE

ANNEX C

STATEMENT ON ESTABLISHMENT OF THE SHADOW NCC AND SEAC

To ask the Secretary of State for Education and Science, if he will make a statement on the setting up of to the shadow National Curriculum Council and the shadow School Examinations and Assessment Council.

DRAFT REPLY

During the debate on the Second Reading of the Education Reform Bill, I announced my intention to set up the National Curriculum Council (NCC) and the School Examinations and Assessment Council (SEAC) in shadow form during the passage of the Bill (Official Report, 1 December 1987, Col. 776). Establishment of the Councils in this way, which is without prejudice to Parliamentary approval of the provisions in the Bill relating to the creation of statutory Councils, will enable the bodies to begin planning for implementation of the National Curriculum and its associated assessment arrangements, and for the approval of qualifications and syllabuses provided for under the Bill. In particular, it will enable the shadow NCC to plan for consideration of, and consultations on, the reports of the Curriculum Working Groups in mathematics and Science due at the end of June.

I am pleased to say that Mr Duncan Graham, who is currently the Chief Executive of Humberside County Council and formerly Chief Education Officer of Suffolk, has agreed to be chairman and chief executive of the shadow NCC. Mr Philip Halsey, Deputy Secretary in the Department of Education and Science until his retirement earlier this month, has agreed to be chairman and chief executive

APPOINTMENTS-IN-CONFIDENCE

of SEAC. I am also appointing the following people as members of the Shadow Councils.

National Curriculum Council

[ ]

School Examinations and Assessment Council

[ ]

They have been chosen after a good deal of consultation with interests directly concerned with the work of the two Councils, and between them reflect a wide range of knowledge and experience of educational matters. I am grateful to all for their willingness to serve.

I have chosen not to fill all the places available on each Council - 15 if the Bill is passed in its present form - because I wish to consider further appointments in the light of the Councils' early experience and of further comment about interests which should be reflected. But I shall be seeking to make an early further appointment to the NCC to bring to bear more knowledge and experience of primary education, and I also intend to ensure that people knowledgeable about special educational needs are appointed to both bodies.

Subject to the Education Reform Bill completing its passage through Parliament and receiving Royal Assent, I expect to confirm the appointments to their respective Councils of the chairmen/chief executives and of the members at a later date.

The School Curriculum Development Committee and the Secondary Examinations Council, which will respectively be replaced by the NCC and SEAC, will continue their present work for the time being, but will be formally wound up in the Autumn after Royal Assent. I am very grateful to their members, and to their

**APPOINTMENTS-IN-CONFIDENCE**

Chairmen, Professor Roger Blin-Stoyle and Sir Wilfred Cockcroft, for the valuable service they have given and for continuing to serve until the new Councils are formally established.

APPOINTMENTS IN CONFIDENCE



10 DOWNING STREET  
LONDON SW1A 2AA

From the Private Secretary

20 May 1988

CH/EXCHEQUER	
REC.	20 MAY 1988 ✓
ACTION	CST
COPIES TO	

Dear Tom,

NATIONAL CURRICULUM: SHADOW NATIONAL  
CURRICULUM COUNCIL AND SCHOOL  
EXAMINATIONS AND ASSESSMENT COUNCIL

x  
The Prime Minister was grateful for your Secretary of State's minute of 18 May. Subject to the points we discussed on the telephone, the Prime Minister is content for your Secretary of State to make an announcement about appointments to the NCC and SEAC shadow councils.

I am copying this letter to the Private Secretaries to members of E(EP) and to Trevor Woolley (Cabinet Office).

Yours,  
Paul  
Paul Gray

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

APPOINTMENTS IN CONFIDENCE



SCOTTISH OFFICE  
WHITEHALL, LONDON SW1A 2AU

*MJP*

Paul Gray Esq  
Private Secretary  
10 Downing Street  
LONDON

CH/EXCHEQUER	
REC.	22 JUL 1988
ACTION	CST
COPIES TO	

*✓ 22/7*

22 July 1988

*Dear Paul*

TEACHING OF LANGUAGES OTHER THAN ENGLISH

My Secretary of State has been considering the position of the teaching of languages other than English in Scottish schools in the light of advice from the Scottish Consultative Council on the Curriculum. I attach a draft of a statement which he proposes to make by way of Written Parliamentary Reply. It takes account of the Council's advice but goes further than their recommendations in 2 important respects. We believe it is right, as in England and Wales, to move to the position where all children study at least one modern foreign language in the compulsory years of secondary school and have set 1992 as the target date. This allows time for teaching resources to be redeployed and accords well with the advent of the single European market. No overall increase in teaching or other resources will be involved. Secondly, Mr Rifkind wishes to give further consideration to the teaching of languages in the primary school, although he recognises that this will necessarily be a longer term goal.

I should be glad to know if the Prime Minister and the other members of E(EP), to whose Private Secretaries I am copying this letter, are content that a statement in the attached terms should be made. I would be grateful for a reply if possible by close on Monday 25 July so that we can answer the question before the House rises.

*Yours sincerely  
Margaret Jones*

*PP.* DAVID CRAWLEY  
Private Secretary

TUESDAY 26 JULY 1988

WRITTEN

HOUSE OF COMMONS

MR ALLAN STEWART: To ask the Secretary of State for Scotland what his policy is for the teaching of languages other than English in Scottish schools.

MR MALCOLM RIFKIND:

The teaching of foreign languages in our secondary schools has for long been an important element in the education of the ablest pupils. Against the background of achievement and expansion in other areas of the curriculum in recent years, it is right that the position of languages should now be more clearly defined.

A modern foreign language is currently studied by some 40% of each year cohort in S3 and S4 and by less than 10% thereafter. These figures are much too low.

A modern foreign language is already a core element for pupils in S1 and S2 but all pupils, and not just the more able, should continue their experience of at least one modern foreign language beyond this level. Recent developments in language teaching make this increasingly capable of achievement and my aim is that by 1992 it should be the norm for pupils to study at least 1 modern foreign language throughout the compulsory years of secondary school. I intend to ask education authorities to give priority to this. I would also expect a second foreign language to be provided in those years for pupils who wished it and to see an increasing proportion of pupils continuing the study of languages into S5 and S6.

For long the principal modern foreign language taught in our schools has been French and this is unlikely to change in the foreseeable future. But other languages, particularly those of our main European partners, have strong claims to be more widely

studied and I shall be asking education authorities to consider how opportunities for the study of these languages can be increased.

The study of Latin and Greek has declined in recent years in face of the expanding curriculum. The classical languages, nonetheless, represent an important part of our heritage and provide a valuable educative experience. It is right that opportunities for their study should continue to be available and encouraged. I shall therefore be asking education authorities to ensure that some schools in each area continue to offer these languages.

Currently, the teaching of foreign languages takes place only in the secondary school. Attempts to introduce language teaching in primary school have not previously met with success. Nevertheless, I believe there is a good case for beginning the study of foreign languages at the primary stage and I intend to consider how progress towards this end can be made.

I turn now to Gaelic and Asian languages.

Gaelic is a living part of the Scottish heritage and culture and I reaffirm our general policy of support for the learning and teaching of the Gaelic language and the teaching of other subjects through Gaelic where these facilities can be provided and where there is demand for them. Difficulties can arise in fitting Gaelic along with a modern European language into an already crowded timetable but new courses and materials, for learners and native speakers alike, should help in overcoming these difficulties and ensuring a healthy uptake of the subject.

Asian languages are the heritage of a significant number of our population and it is right that these languages and the traditions they represent should be respected and fostered. At the same time it is important to impart to all our children a good knowledge of English and in the primary school those languages have a particular role in acting as a bridge to proficiency in English. In the secondary school the considerations which apply to Gaelic are again relevant but the scarcity of trained teachers and teaching materials are particular limiting factors.

In formulating these policies I have taken account of the statement of position by the Scottish Consultative Council on the Curriculum entitled "The Provision of Languages other than English in Primary and Secondary Schools in Scotland". I am arranging for a copy to be placed in the Library.

I shall shortly ask education authorities to put in hand the action necessary to implement the policies I have outlined. These have implications for the management of schools and because they must be implemented within planned provision will involve a gradual switch of resources to language departments from other departments. The pace of implementation will depend on local circumstances but in the majority of cases resources should allow these policies to be implemented within the timescale envisaged.

For too long we have lagged behind our European partners and competitors in the matter of linguistic competence. In view of our growing links with Europe and the advent of the single European market in 1992 it is time to arrest and reverse that trend. A major effort will be required and I ask education authorities, teachers and all concerned with educational provision to join with me in ensuring that rapid progress is made.

SCOTTISH OFFICE

CH/EXCHEQUER	
REC.	25 JUL 1988
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25/7



10 DOWNING STREET  
LONDON SW1A 2AA

From the Private Secretary

25 July 1988

Dear David,

**TEACHING OF LANGUAGES OTHER THAN ENGLISH**

The Prime Minister has seen your letter to me dated 22 July. Subject to the views of colleagues she is content for your Secretary of State to make the proposed statement by way of a Written Parliamentary reply.

I am copying this letter to the Private Secretaries to members of E(EP).

Yours,  
Paul

(PAUL GRAY)

David Crawley, Esq.,  
Scottish Office.



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

CH/EXCHEQUER 26/7

REC.	26 JUL 1988
ACTIV	CST
NO	

David Crawley Esq  
Private Secretary to the  
Secretary of State for Scotland  
Scottish Office  
Whitehall  
London SW1A 2AU

Dear David

TEACHING OF LANGUAGES OTHER THAN ENGLISH

26 July 1988

My Secretary of State has seen the draft statement attached to your letter of 22 July to Paul Gray.

He is content with the draft, subject to two points. First, the statement is rightly supportive of classics, but does not make clear whether your Secretary of State expects classics to be studied in addition to rather than instead of at least one modern foreign language. We assume that is your intention; if it is not, comparisons will certainly be drawn between the policy in Scotland and that reflected in the National Curriculum in England and Wales, and there is no obvious reason why the policy should differ. I hope therefore that you will feel able to amend the paragraph on classics eg by adding "in addition to the study of a modern foreign language" after "opportunities for their study".

Secondly, the next paragraph in the statement - on language study in primary schools - goes rather further than the English policy statement on modern foreign languages in the curriculum in encouraging primary study of a language. Our National Curriculum legislation does not of course require study of a foreign language in the primary phase and we are concerned about the teacher supply and training implications of encouraging primary study of a language. Again there is no evident reason why policies in Scotland and England should differ. Would your Secretary of State be prepared to tone down the last sentence in the paragraph eg to read "Nevertheless, I intend to consider how progress can be made towards introducing the study of foreign languages at the primary stage"?

I am copying this letter to Paul Gray and to Private Secretaries to other members of E(EP).

Yours,

TOM

T B JEFFERY  
Private Secretary



SCOTTISH OFFICE  
WHITEHALL, LONDON SW1A 2AU

**CONFIDENTIAL**

N L Wicks Esq CBE  
Principal Private Secretary  
10 Downing Street  
LONDON  
SW1A 2AA

EXCHEQUER	
REC'D	29 JUL 1988 ✓ 29/7
NO. 2	CST
DATE	
TO	

29 July 1988

*Dear Nigel,*

**CURRICULUM AND ASSESSMENT IN SCOTLAND: A POLICY FOR THE 90s**

E(EP) yesterday approved the proposal in my Secretary of State's paper E(EP)(88)18 to issue a policy statement clarifying the objectives of my assessment programme for primary education in the light of the consultations which have been undertaken. The Committee also approves Mr Rifkind's proposal to take a statutory power to enable him if necessary to put a duty upon authorities to carry out schemes of testing.

I attach a draft of the announcement which my Secretary of State proposes to make. He intends to issue this early in September once the main school holiday season is over. He would be glad to know if the Prime Minister and the other members of E(EP), to whose Private Secretaries I am sending a copy of this letter, are content.

*Yours Sincerely  
M S Jones*

*PP* **DAVID CRAWLEY**  
Private Secretary

Enc

## **CURRICULUM AND ASSESSMENT IN SCOTLAND. RESPONSE TO CONSULTATION**

Since the consultation paper was prepared in November last year some 30,000 copies have been issued and over 1,000 responses have been received. I am arranging for those responses to be available for public inspection in Edinburgh for a period of 2 months starting tomorrow.

Many respondents welcomed the opportunity the document gave to comment on the future of Scottish education for the years 5-14 and acknowledged that current practice was open to improvement in a number of respects.

Our proposal for clearer and more structured advice on the balance of the primary curriculum was generally welcomed. So too were our proposals to improve information for parents, particularly through a revised report card. I now intend to proceed with those developments as outlined in the consultation document.

The proposals to establish guidelines setting out for each aspect of the curriculum 5-14 the aims of study, the content to be covered and the objectives to be achieved were also welcomed by a substantial number of respondents although there were misgivings that the outcome of the exercise might be a reduction in teachers' scope to organise classroom activities and to make the most effective use of resources. I acknowledge the concern which underlies these fears. However the object of curricular definition will be to ensure that children everywhere follow a curriculum which is consistent in its quality and which provides for progression in their learning; and that they are given the opportunity to develop specified skills and competences. I believe that this will be helpful to teachers, parents and pupils alike and I have concluded that work on curricular definition should now proceed. As envisaged in the consultation document priority will be given to English and Mathematics but in the interests of preserving curricular balance it will be important that all areas of the curriculum are reviewed and new guidelines developed as soon as possible.

The proposals on assessment and testing produced the greatest interest and occasioned much comment. There was general agreement that assessment is an integral part of education and that testing is a valid and important instrument of assessment. Nevertheless, many respondents

were concerned about our proposals for standardised tests in key elements of English and Mathematics in Primary 4 and Primary 7. There were 4 areas of concern:

Firstly, tests might be used to rank children in class or to determine their progress to secondary school.

Secondly, tests might put intolerable pressure on children who would risk being branded failures as early as 8 years old.

Thirdly, tests might be used to construct league tables of schools without regard to the circumstances under which schools operate.

Fourthly, tests might distort the curriculum by forcing or encouraging teachers to teach to the test.

The Government recognise that these concerns exist and that they are sincerely held by many people. The first three however are based on misunderstandings of what is proposed. Tests would be for the prime purpose of ensuring that parents have a clearer understanding of how their child is progressing in key subject areas and also to enable a child's teacher to identify whether that child needed extra help in literacy or numeracy. The results of each child's tests would be private to the teacher and the child's parents. Tests would not be permitted to be used for the purpose of placing children in rank order in class or for selecting them for secondary school. Accordingly the pressure that might accompany tests intended for those purposes and any associated risks of failure would simply not arise. Moreover tests would be administered by schools themselves in such a way as to reflect their primary purpose which is to serve as one element of assessment, complementing teachers' own continuous assessment of pupils' work. Finally, when it comes to evaluating results, the full context - including the circumstances under which schools operate - would require to be considered.

The fear that the curriculum might be distorted does deserve careful consideration. Guidance would be available on the appropriate balance of the primary curriculum and guidelines would cover all aspects of the curriculum, not only those subject to testing. Moreover, as I indicated, testing would complement teachers' own assessments. In the

circumstances there is no reason to believe that teachers would teach to the tests to the detriment of other curricular areas. This is, however, a matter to which particular attention will be given in the preparation of guidelines in order to ensure that balance is maintained.

Standardised testing as part of a general framework of assessment and as a benchmark against which parents and teachers in Scotland can gauge children's progress in key elements of education represents a benefit and an advance which we should not forgo. I have concluded, therefore, that the production of new advice and guidelines on assessment and the development of Scottish standardised tests suited and matched to the curriculum in Scottish schools would be beneficial to children, their parents and their teachers. Tests will enable pupils' attainments to be measured against objective, subject-based criteria. It is also my intention that achievement in the various aspects of the curriculum should be profiled separately in the new report card and that that document should be constructed so as to focus assessment on the full range of pupils' achievements. The Scottish tests will be a part of this total picture to be set alongside the teachers' own assessment of these aspects and others not subject to such tests.

I have also given careful thought to the suggestion put forward by several respondents that testing in Scotland might be expanded to cover areas of the curriculum other than English and Mathematics. I believe that an extension in due course to Science would be beneficial and I intend that the appropriate curricular guideline should be framed with this in mind. Initially however testing will be applied to key elements of English and Mathematics.

I have also considered the mechanism which will be appropriate for carrying forward this major programme of work on curriculum and assessment. I shall now invite the Scottish Consultative Council on the Curriculum (SCCC) to consider the overall balance of the primary curriculum, to review and where necessary revise curricular guidance in each of the main curricular areas 5-14, giving priority to the completion of work on English and Mathematics, and to produce parallel guidelines for parents. At the same time the Scottish Education Department (SED), along with other interested parties, will take forward work on the new Pupils Progress Report, the production of new guidelines on assessment

and the development of Scottish standardised tests. I also intend to establish a High Level Committee to steer and coordinate all aspects of the development programme under the Chairmanship of the Head of HM Inspectorate of Schools. My intention remains that the new guidelines, at least in English and Mathematics, and the standardised tests in these subjects will be introduced in the 1990/91 school session and that parallel guidelines for parents and the new Pupil Progress Report will be ready about the same time.

As the consultation document said, adequate resources will be made available for the purposes of curricular definition and for the development, administration and maintenance of the standardised tests. The forward programme for in service training of teachers will also be reviewed to give due place to staff development in assessment and testing.

I have considered carefully the arrangements necessary to ensure the smooth implementation of this programme. It is desirable that it should be introduced in the spirit of cooperation and good will that has characterised developments of this kind in the past. Powers already exist enabling me to prescribe general requirements in conformity with which education authorities are to carry out their functions. These existing powers should be extended to enable me to put the new testing arrangements on a formal basis should that prove appropriate.

My aim is to give greater direction and purpose to Scottish education and better to equip our children for the challenges of the 21st century. Everyone concerned with education has a part to play in this but parents have a key role and the developments I have described pay particular attention to giving parents the information they need and want to discharge this role effectively. The specially prepared guidelines on the curriculum will show parents the pattern of progression their children should follow; the new report card will let parents know how their children are performing against these curricular objectives and how in key subject elements their progress measures up nationally. Along with the establishment of school boards these developments mark a new deal for parents as fully participating partners in the education process.

The consultation document produced a lively and wide ranging debate and I would like to thank all the many individuals and associations who responded.

CH/EXCHEQUER

REC. 08 AUG 1988

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Handwritten initials 'Pmb' and a large handwritten circle around the address and date.

2 MARSHAM STREET  
LONDON SW1P 3EB  
01-212 3434

My ref:

Your ref:

David Crawley Esq  
Private Secretary to  
The Rt Hon Malcolm Rifkind MP  
Secretary of State  
Scottish Office  
Dover House  
Whitehall  
LONDON  
SW1A 2AU

4 August 1988

Handwritten signature 'Sean Davis'

CURRICULUM AND ASSESSMENT IN SCOTLAND: A  
POLICY FOR THE 90s

My Secretary of State has seen the draft  
statement attached to your letter of 29 July  
to Nigel Wicks. Subject to the views of  
colleagues, he has no comments.

I am copying this to Nigel Wicks, and to the  
private secretaries to other members of  
E(EP).

Handwritten signature 'R Bright' and 'Rose Bright'

R BRIGHT  
Private Secretary



EXCHEQUER	
REC.	11 AUG 1988
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✓ 11/8  
1

*[Handwritten signature]*

10/8/88

PRIME MINISTER

NATIONAL CURRICULUM: ESTABLISHMENT OF THE NATIONAL CURRICULUM COUNCIL (NCC) AND THE SCHOOL EXAMINATIONS AND ASSESSMENT COUNCIL (SEAC).

Now that the Education Bill has become law I must establish the NCC and the SEAC in statutory form as soon as possible. Both Councils have important work to do, but the NCC, in particular, must be statutorily established in order to launch the consultations about our proposals for programmes of study and attainment targets in mathematics and science, as agreed by E(EP) on 28 July. I intend to announce the formal establishment of the Councils on 16 August, at the same time as I invite NCC to consult on the proposals.

As you will recall, I announced the establishment of NCC and SEAC in shadow form on 20 May. I must now confirm the appointments of the chairmen/chief executives and members of the shadow Councils. I also wish to make further appointments to bring each Council up to the maximum of 15 permitted by section 14 of the Act. Both Councils need their full membership now in order to take forward their very heavy workloads.

For the SEAC, I intend to supplement its science education and teacher training expertise by appointing Professor Jeff Thompson, who has ably chaired the Science Curriculum Working Group and who has much to offer on these fronts: I am deliberately offering him appointment to the assessment body rather than the curriculum body in order to distance him from the proposals for which his Working Group was responsible; but his expertise and total commitment are too valuable to be

APPOINTMENTS IN CONFIDENCE

ignored. I also intend to appoint Professor Peter Mittler in order to secure for SEAC experience in the field of special educational needs, as foreshadowed in my announcement on 20 May.

For the NCC, I intend to appoint Peter Boulter, an experienced chief education officer with excellent links with the LEAs; Dr Ron Davie of the National Children's Bureau for his special educational needs expertise and many contacts in the field of education and child development; Mrs Barbara Macgilchrist, whose extensive practical experience in the field of primary education will be absolutely vital to the planned introduction of the National Curriculum in primary schools next Autumn; Mrs Rachel Pickavance, who has experience in personnel management in commerce and has other relevant experience not least as a parent of a school age child; Ms Valerie Stead, whose experience is in the field of teacher training; and Mrs Felicity Taylor of the National Association of Governors and Managers, who will be an important link with school governors. In place of Mrs Chaplin, who has had to resign on her appointment as the Chancellor of the Exchequer's adviser, I hope to appoint Mrs Leah Hertz who is an entrepreneur, academic and author of some distinction and who we would expect to bring a variety of useful, practical perspectives to the work of NCC. Mrs Hertz is in the USA at present, but we intend to contact her on her return to ascertain if she is willing to serve.

All these candidates (including Mrs Hertz) are either known personally by myself or Angela Rumbold or have been specially interviewed by one or other of us to ensure that they have a full and constructive contribution to make to the work of NCC or SEAC. All candidates (except Mrs Hertz) have indicated their willingness to serve. I attach what will become the full membership list of NCC and SEAC.

APPOINTMENTS IN CONFIDENCE

APPOINTMENTS IN CONFIDENCE

The Secretary of State for Wales is content with the proposed membership of SEAC.

I intend to write offering or confirming appointments at the end of this week. Copies of this minute go to all members of E(EP) and to Sir Robin Butler.

KS

KB

Department of Education and Science

<sup>10</sup> August 1988

APPOINTMENTS IN CONFIDENCE

## NATIONAL CURRICULUM COUNCIL

CHAIRMAN

MR DUNCAN GRAHAM: Chief Executive, Humberside County Council from April 1987. Formerly Chief Education Officer, Suffolk LEA. Chairman of the Mathematics Curriculum Working Group ; has served on the CNAA In-Service Committee, the Board of Management of the NFER and the AEO Executive.

MEMBERS

PROFESSOR PAUL J BLACK OBE PhD: Professor of Science Education, Kings College, London and Head of the Centre for Educational Studies. Chairman of the Task Group on Assessment and Testing. Member of the School Curriculum Development Committee.

MR PETER BOULTER: Director of Education, Cumbria LEA. Currently President of the Society of Education Officers.

MR MALCOLM BRIGG: TVEI Regional Adviser, Northern Region. Member of Bradford YTS Development Committee, TVEI Planning and Review Team, West Bradford consortium. Former Head of Rhodesway Upper School, Bradford.

MR RON DAVIE: Director, National Childrens' Bureau.

MRS DAPHNE GOULD: Head of Mulberry Girls' School, Tower Hamlets since the mid-70s; formerly Deputy Head at the same school. Involved in the launch of the London Compact.

[DR LEAH HERTZ : Founder and chairperson of an international group of companies specialising in textiles, distribution and construction. National vice-president of the Small Business Bureau.]

MRS BARBARA MACGILCHRIST: Chief Inspector of Schools, Inner London Education Authority. Formerly a primary school head in Hackney, East London.

DR HILARY NICOLLE: Assistant Director (Schools), Wandsworth Borough Council. Formerly Headmistress of Tiffin Girls' School, Kingston-upon-Thames. A modern linguist and former member of the Diplomatic Service. Particularly interested in equal opportunities for girls in the area of science and technology.

MRS RACHEL PICKAVANCE: Personnel Manager, Prudential Corporation plc

MR COLIN SMITH MBE: Headmaster, Delaval County Middle School, Northumberland. Member of the Science Curriculum Working Group. Background in the chemical industry. Has worked mainly in middle schools in the science

education field and has been involved in a number of pioneering developments in primary science in the North-East.

MS VALERIE STEAD: Assistant Director, Thames Polytechnic. Formerly Deputy Director of Avery Hill College of Education.

MRS FELICITY TAYLOR: Information Officer, National Association of Governors and Managers. Editor of "School Governor".

MR CHRISTOPHER J WEBB\*: Principal, Handsworth Technical College, Birmingham. Member of the Secondary Examinations Council (SEC); SEC observer on the National Council for Vocational Qualifications. Has written a number of successful books on English and communication, mainly in the area of post 16 education.

MR J PETER WHITEHOUSE\*: Industrial Consultant. Member of the Secondary Examinations Council. Former Head of Group Recruitment, Shell International Petroleum Co. Ltd with experience in manufacturing oils and chemicals.

\* Also to be appointed to the School Examinations and Assessment Council

SCHOOL EXAMINATIONS AND ASSESSMENT COUNCIL

CHAIRMAN

MR PHILIP H HALSEY CB LVO: Former Deputy Secretary, Department of Education and Science with responsibility for Architects and Building, Teachers Supply and Training, Pensions, Teachers Pay, Information Technology and Statistics. Former Headmaster of Hampstead School.

MEMBERS

MR IVOR H COHEN: Chairman of Remploy Ltd. Director of AB Electronic Products Group plc. Formerly Managing Director, Mullard Ltd and Director, Philips Electronics Ltd.

MR RICHARD DAUGHERTY: Dean of the Faculty of Educational Studies, University College, Swansea. Member of the shadow Curriculum Council for Wales.

MR JOHN DAY: Secretary-General of the Associated Examining Board. Formerly a teacher.

MR NEIL FITTON: Chief Education Officer, Cheshire LEA. Formerly Director of Education, Stockport.

DR ARTHUR HEARNDEN: General Secretary of the Independent Schools Joint Council. Former Secretary of the Standing Conference on University Entrance. Formerly a teacher, research officer, university lecturer and Modern Languages Secretary of the London University GCE Board.

PROFESSOR PETER MITTLER: Professor of Special Education, University of Manchester. Formerly Director of the Hester Adrian Research Centre.

DR STEPHEN NEPAULSINGH: Deputy Headmaster, Heath Park High School, Wolverhampton.

DR MARGARET RAYNER: Vice-Principal, St Hilda's College, Oxford. Member of the Secondary Examinations Council since its establishment in 1983; Vice-Chairman since 1986.

MS HILARY STEEDMAN: Senior Research Officer at the National Institute of Economic and Social Research. Carries out research into vocational training and industrial productivity in Britain and Europe. Has taught in maintained primary and secondary schools, in a College of Education and at Salford University. Member of the Task Group on Assessment and Testing.

PROFESSOR JEFF THOMPSON: Professor of Science Education, University of Bath. Chairman of the Science Curriculum Working Group.

MRS ELIZABETH TARR: Head, Thornbury Primary School, Plymouth.

MS KATHLEEN TATTERSALL: Joint Secretary of the Northern Examinations Authority. Secretary of the North-West Regional Examinations Board. Former history teacher.

MR CHRISTOPHER J WEBB\*: Principal, Handsworth Technical College, Birmingham. Member of the Secondary Examinations Council (SEC); SEC observer on the National Council for Vocational Qualifications. Has written a number of successful books on English and communication, mainly in the area of post 16 education.

MR J PETER WHITEHOUSE\*: Industrial consultant. Member of the Secondary Examinations Council. Former Head of Group Recruitment, Shell International Petroleum Co. Ltd with experience in manufacturing oils and chemicals.

\* Also to be appointed to the National Curriculum Council

**CONFIDENTIAL**

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

*Prof*

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David Crawley Esq  
Private Secretary to the Secretary  
of State for Scotland  
Scottish Office  
Whitehall  
London SW1A 2AU

#  
11 August 1988

*Dear David*

**CURRICULUM AND ASSESSMENT IN SCOTLAND: A POLICY FOR THE 90s**

You sent me a copy of your letter to Nigel Wicks of 29 July about your Secretary of State's proposed announcement.

While there are differences between the proposals for Scotland and the requirements of the National Curriculum in Chapter 1 of the Education Reform Act 1988, these are justified by the differences in our education systems. As with your earlier consultation paper, therefore, my Secretary of State sees no difficulty in what is proposed and is content with the draft statement.

I am sending copies of this letter to the Private Secretaries of other members of E(EP).

*Yours*

*Tom*

T B JEFFERY  
Private Secretary