



Five

Rayner

RW

10 DOWNING STREET

From the Private Secretary

14 June, 1982

SCRUTINY OF HM INSPECTORATES OF SCHOOLS

The Prime Minister has seen Sir Derek Rayner's report on the scrutinies carried out last year of the inspectorates in England and Wales and Scotland. She is very strongly of the view that the national inspectorates should be seen to be working on behalf of families, whose opportunity for a good education is too dependent on chance and locality, especially those who have few to speak up on their behalf.

Mrs Thatcher also thinks that because the use made of a national inspectorate must be selective, a lot of effort should be put into such problem areas as those identified in paragraph 15 of Sir Derek Rayner's submission and that the staffing of the inspectorate should be flexible enough to bring in teachers and others who are leaders in their field (paragraph 30(2) of the submission).

The Prime Minister would like to see these points reflected in the proposed policy statement and action document which she hopes will show how the Government intends to redress the balance between what Sir Derek Rayner calls the "people's interest and that of bureaucratised professionals" (paragraph 22).

I am copying this to Muir Russell (Scottish Office), Adam Peat (Welsh Office), John Kerr (HM Treasury), Jim Buckley (MPO) and Elizabeth Thoms (Rayner Unit).

W. F. S. RICKETT

Mrs I Wilde
Department of Education and Science

JWP



MANAGEMENT AND PERSONNEL OFFICE

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28 June 1982

The Rt Hon Sir Keith Joseph Bt MP
Secretary of State for Education and Science

Sp. Keith.

SCRUTINY OF HM INSPECTORATE OF SCHOOLS

As you know I delayed submitting my report to the Prime Minister until 27 ~~May~~ because of events elsewhere. I very much welcome, as you and your colleagues must also, the forthright language of her Private Secretary's letter of 14 ~~June~~ to Mrs Wilde in your office. I am sure that there is an important opportunity here for the Government to show, through the action of a cadre of high quality and suitably experienced people, its concern for the good education of children whose parents are entitled to look to central government for help in securing it.

2. One advantage of the delay is no doubt that you have been able to get well ahead with preparing the action document which you mentioned in your letter to me of 6 April (for which many thanks). I understand that officials are thinking in terms of end-August or early September, but as it is nearly a year since Nick Stuart put in his report, I hope that we can get ahead quickly now.

3. I am copying this to the Prime Minister, the other Education Ministers, and for information to the Chancellor of the Exchequer and Lord Privy Seal and Sir Robert Armstrong. And I enclose your copies of letters to the Secretary of State for Wales and the Minister for Industry and Education in Scotland.

[Signature]
DEREK RAYNER

ENCs: Copy letters to Mr Nicholas Edwards and
Mr Alexander Fletcher

6010 Mach

NBPM

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29/6



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28 June 1982

The Rt Hon Nicholas Edwards MP
Secretary of State for Wales

John Pugh

SCRUTINY OF HM INSPECTORATE OF SCHOOLS

You very kindly wrote to me on 13 April about the draft report to the Prime Minister, whose submission I deferred because of the Falklands crisis. Thank you for the points you made, which I tried to reflect appropriately in the report as eventually laid before the Prime Minister.

2. With her comments on the report (her Private Secretary's letter to Mrs Wilde in Keith Joseph's office), we can now move on to the next stage, which I imagine the Welsh Office and the Department of Education will have long had in hand, namely the draft action document and policy statement. I have written to Keith Joseph about this and you may like to have the enclosed copies of my letters to him and the Minister for Industry and Education in Scotland.

3. Copies go to the Prime Minister, the Secretaries of State for Education and Scotland, Mr Alex Fletcher and, for information, to the Chancellor of the Exchequer, the Lord Privy Seal and Sir Robert Armstrong. I enclose copy letters to the other Education Ministers.

4. May I say in conclusion that I was very sorry to hear of the death of your Chief Inspector, Mr E O Davies? I did not know him myself but have heard of his quality.

John Pugh

Derek Rayner

DEREK RAYNER

ENCS: Copy letters to Sir Keith Joseph and Mr Alexander Fletcher



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28 June 1982

Alexander Fletcher Esq MP
Minister for Industry and Education
Scottish Office

A. Fletcher

SCRUTINY OF HM INSPECTORATE OF SCHOOLS IN SCOTLAND

Thank you for your letter of 13 April. I did my best to cover the points you made appropriately in my report to the Prime Minister whose submission was, as you know, put off until the end of May owing to the pressure of events elsewhere on her time.

2. Now that the Prime Minister has commented (Mr Rickett's letter to Mrs Wilde, DES, of 14 June), it would be good to move on to the draft action document and policy statement, whose preparation is I imagine well advanced. In this connection, you may like to have the enclosed copy letters to Keith Joseph and Nick Edwards; I look forward to hearing from you.

3. I am copying this to the Prime Minister, the Secretaries of State for Education, Scotland and Wales and, for information, to the Chancellor of the Exchequer, the Lord Privy Seal and Sir Robert Armstrong. Your copies of letters to Keith Joseph and Nick Edwards are enclosed.

Derek Rayner

DEREK RAYNER

ENCS: Copy letters to Sir Keith Joseph and Mr Nicholas Edwards



cf SV
AW
Govt Mach

DEPARTMENT OF EDUCATION AND SCIENCE
ELIZABETH HOUSE, YORK ROAD, LONDON SE1 7PH
TELEPHONE 01-928 9222
FROM THE SECRETARY OF STATE

W F S Rickett Esq
Private Secretary
10 Downing Street
London SW1

17 June 1982

Dear Willie, ^{TS} 17/6

RAYNER SCRUTINY OF HM INSPECTORATES OF SCHOOLS

My Secretary of State was very glad to have the Prime Minister's views on the scrutines of the Inspectorates. The next step, as you know, is to prepare a policy statement: he will be letting her have this in due course. I am copying this letter to the recipients of yours.

Yours ever,

Inogen Wilde

MRS I WILDE
Private Secretary

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PERSONAL

Mr RICKETT

SCRUTINY OF HM INSPECTORATE OF SCHOOLS

Sir Derek Rayner will see his copy of Sir Keith Joseph's minute of yesterday to the Prime Minister over the weekend.

2. The purpose of this minute is simply to say that it would be helpful if - provided she agrees - the Prime Minister sent Sir Keith Joseph an early note along the lines of that submitted by Sir Derek Rayner under cover of his personal minute.

3. There is no doubt in his mind, or in mine, I am afraid, that DES will need all the stiffening from outside that can be provided on this matter.

CP

C PRIESTLEY

11 June 1982

CC J.V.
AW

PRIME MINISTER

SCRUTINY OF HM INSPECTORATE OF SCHOOLS

I am now taking action to follow up Sir Derek Rayner's report of 27 May and this scrutiny.

2. I do not believe that the Inspectorate's audit function has been eroded, as Sir Derek suggests. The volume of inspection in England is as high as it has been for many years. But I do agree that the Inspectorate's audit function needs to be strengthened by better exploitation. That point will be brought out in the policy document which I intend to publish along with the scrutiny report for England. I shall consult Sir Derek on its text and show it to you in advance. I will also need to discuss certain aspects of it with the education service.

3. I have now decided to publish HMI inspection reports on individual institutions. I attach great importance to the need to follow up these reports, which seem to me to offer a potentially very valuable instrument for raising standards. I shall be letting you have further details of my follow-up procedure when I send you the policy document.

4. I am sending copies of this minute to the Chancellor of the Exchequer, the Secretaries of State for Scotland and Wales, the Lord Privy Seal and Sir Derek Rayner.

KJ



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Prime Minister

If you agree with Sir Derek's conclusions, the first step will be for Education ministers to prepare "action documents" for their Inspectors, to translate their decisions into actions by named individuals. Sir Keith Joseph is already working on these (his minute at A), and the drafts will be submitted to you. Content to endorse Sir Derek's conclusions and for me to write to Sir Keith's office as in the draft at B?

PERSONAL

PRIME MINISTER

SCRUTINY OF HM INSPECTORATES OF SCHOOLS

I attach a submission on last year's scrutinies, carried out after your meeting with the Education Ministers, their officials and me at the end of October 1980. It is fairly long, so you may like this summary and some private observations.

Yes
WR
11/6
MS

2. The exercise in Scotland was quite good. In England and Wales I believe the probing was not sufficiently radical. Sir Keith Joseph has taken a very close personal interest in the issues which he has discussed at length with his Senior Chief Inspector, Miss Sheila Browne, whose judgment he respects. My report reflects what he said to me when we talked earlier this year, but I must not conceal from you my belief that a firm and sustained pressure on the Department will be necessary to get not only a satisfactory statement of inspection policy but also action (para. 29 of my submission).

3. The points to which I attach the most importance are these:

(1) A cadre of 575 inspectors in England, Scotland and Wales is - potentially - a very powerful weapon for good (para. 5). They seem to be very good people, I suspect not all that well used (para. 30(1)).

(2) But they cannot do everything. Selective effort in order to get practical change should include:

- the inspection of particular establishments and of the standards of education provided by particular authorities;

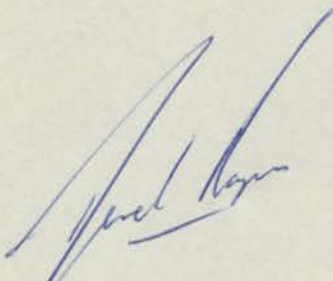


- prompt publication of the resultant reports;
- education of immigrants' children;
- management of large establishments; and
- follow-up on the ground to national reports (paras. 15 and 28).

(3) I do not believe that the inspectorate should be wholly staffed up as a permanent cadre. Some good people should be brought in on secondment: eg there are probably some teachers with a good understanding of the changes needed in teaching ethnic minorities and the management of big schools.

4. I also attach a possible private secretary letter to be sent on your behalf to Sir Keith Joseph's office.

Encs: Report
Draft letter



Derek Rayner

27 May 1982




SCRUTINY OF HM INSPECTORATES OF SCHOOLS

The scrutinies of the Schools Inspectorates which you commissioned at your meeting with the Education Ministers, their senior officials and me at the end of October 1980 were carried out last year. That for England and Wales was undertaken part-time by Mr N W Stuart, Under Secretary, DES, with the help of Miss J Partington, now a Principal in that department, and that for Scotland by Mr R C Rendle, a recently retired Under Secretary, Scottish Office.

2. I commented on the reports last summer, but it was only early this year that the Education Ministers themselves have been able to take a view on how they wished to proceed. Sir Keith Joseph and I discussed the issues in February. I have consulted him, the Secretary of State for Wales and the Minister for Industry and Education, Scottish Office in preparing this submission to you, but I should make it clear that it is my report and that Ministers and their senior officials do not necessarily agree with all that I say. I regret the further delay in reporting to you, but I had waited in the hope that more urgent demands on your time would be abated.

FUNCTIONS, SIZE AND COST etc

3. Inspectors of Schools are mostly ex-teachers and lecturers. Some have industrial experience. They are civil servants, paid for out of the staff Vote of their department, and - in formal organisational terms - report to their Minister through his Permanent Secretary. Their independence is essentially the same as that of any good civil servant, whether or not he has a specialist qualification or experience: they are paid to advise the Minister and his officials to the best of their knowledge and ability. Sir Keith Joseph says that the form of their appointment and the nature of their function give their relationship with the Minister a measure of independence



which his other staff lack. The key point to my mind is that inspectors are paid for by the taxpayer like other civil servants and that it is reasonable to apply the same standards of scrutiny to the value they add as to other functions.

4. At the time of the scrutinies, the size and cost of the inspectorates were as follows:

	<u>Complement</u>	<u>In post</u>	<u>Support staff</u>	<u>Total</u>	<u>Cost</u>
England	430	407	180	587	£13.3m
Wales	59	55	15	70	£1.8m
Scotland	118	112	59	171	£3.2m
<u>Totals</u>	607	574	254	828	£18.3m

5. The inspectorates are therefore an expensive resource. Although Ministers make the fair point that their inspectors are but one of many "change agents" in education, I would regard a corps of 575 highly qualified and well directed people in any large organisation I am familiar with as a resource of formidable potential. In the case of education, of course, the law requires local authorities to accept central government inspection, which very much fortifies the position of the inspectors and their employing Ministers.

6. The two main functions of the inspectorate have long been seen as to provide the Minister with educational advice and intelligence based on experience acquired before joining the Civil Service and on inspecting schools and colleges and to help the education service itself to do better.



7. Mr Stuart's report for England and Wales however quoted a statement from 1922 that the function of the inspectorate was

"to ascertain whether educational value is obtained for the expenditure of state money and they are therefore required to report systematically on the education and standards of schools and areas."

8. I believe that that "audit" function has been eroded over the years, partly by the increase in the number of institutions to be examined* in relation to the number of inspectors, which has declined; partly by the reluctance of central government overtly to audit local government; partly by what Sir Keith Joseph has described to me as the "turbulence" of the education scene over the last generation; and partly because of two related developments within the system, the strong reluctance in some parts of the Kingdom of the teaching profession to be "inspected" and the employment by local authorities of inspectors and advisers of their own. Sir Keith Joseph believes however that new purpose and vigour have been injected into his inspectors' work in recent years.

THE ISSUES

9. The reports give rise to many questions about how best to recruit, organise and deploy a corps of inspectors and how it should collaborate with fellow civil servants in the DES and the Scottish and Welsh Office Education Departments. But these issues are secondary to the questions of

- The chances of children and students for a good education.

* <u>No per inspector</u>	<u>England</u>	<u>Wales</u>	<u>Scotland</u>
Pupils	21,300	10,200	9,300
Schools & Colleges	71	43	35
Teachers	1,260	600	570



- The effectiveness of inspectorial action.
- The relationship between inspectors and local authorities.
- The policy for inspection, which determines the role, numbers and deployment of inspectors.

The chances of children for a good education

10. Sir Keith Joseph and his Education colleagues are greatly concerned about the patchiness of the quality of education and therefore about the unevenness of the chance of getting a good education presented to children and their parents. As an employer in the UK, Canada and France, I am continually struck by the effects of this on the young people who offer themselves to us for employment; my Company is a collaborator with the MSC in several of its schemes for repairing the gaps left by the schools; and we are repeatedly impressed by what can be done with young trainees whose latent quality has been either unremarked or unused by their schools.

11. So the Education Ministers and I agree that although there has indeed been a "turbulence in education" over the last 20 years it highlights rather than obscures two constants:

- (1) Each pupil has only one chance of a good education.
- (2) Good or bad, that chance is provided at enormous cost to the local ratepayer and the general taxpayer. The cost of schools alone in England this year is £7,220m, that in Scotland is £996m.

12. Sir Keith Joseph has well said that the education service has nowhere near achieved the target of giving each



child an education appropriate to his needs and that the task of his inspectors "is as great as ever". Mr Nicholas Ewards has also said that we need to make inspection more effective and ensure that the results of the inspections are taken more seriously and are acted upon by local authorities and their establishments.

The effectiveness of inspectorial action

13. Action is clearly seen by the Education Ministers to be necessary to secure a effective education for the nation's children and a good return for the large public funds put into education. It follows from the statistics quoted earlier that inspectorial action taken on behalf of the national interest as expressed by the Education Ministers must be selective. It must be guided to some degree at least by other relevant policies for education, including intended changes in the curriculum and examination, improving the quality of the teaching force and widening the scope for parental choice.

14. Choosing the right action to take is hard. I will not delay you with a dissertation on this. As a former Education Minister, you are familiar with these problems, including the fact that the inspectorate is not an "enforcement" body like some of those employed by other departments. We can take it as given that the Education Ministers continue to need professional advice and intelligence; that, in order to provide it, their inspectors should continue with survey work based on the inspection of schools and colleges, whether on particular "phases" or "subjects" or geographical areas; and that Ministers should be willing to publish the results. The critical question is, what action makes any difference on the ground?

15. The view shared by the Education Ministers and me is that broadcasting reports of surveys (eg the National Surveys of Primary and Secondary Education) and other work which establishes standards is necessary, but that in order to get



actual change on the ground, in either particular places or general things, substantial action must also be directed to such matters as these:

- Inspection of particular schools and colleges and of the standard of provision of particular local authorities.
- Prompt publication of the full reports of such inspections, eg of particular schools, in a way that will help create a well-informed body of parents.
- The problems of educating the children of immigrants.
- Managing large schools or colleges, an assignment for which there is all too little preparation.
- Follow-up to national reports.

16. All that is easy to say, less easy to deliver. Among other things, it means that the national inspectors will have not only to inspect but - having done so - to call a spade a spade in a way that is constructive. Ministers suggest that it may have implications for the workload and size of the inspectorate, style of writing and relationships with local authority and teacher organisations.

17. If the general interest of the people in having a good education is properly expressed by Ministers and if it is allowed to offset the much more vociferous claims of the educational pressure groups, I see no overriding difficulty about spotting targets and going for them, rather than creeping up on them slowly. There is no real conflict between "audit" and "advice". The auditor in business has no more authority to change what he



he is auditing than the schools inspectors, but he points out the strengths and the weaknesses he finds. The education system is said to be willing to accept - even if not at first with open arms - an inspector employed by central government. Indeed, I believe that the Education Ministers' inspectors are as a rule more welcome to teachers - especially perhaps in Scotland and Wales - than the local authorities' advisers, who may be seen as surrogates for the personnel manager since they usually have functions concerned with personnel management.

Relationships with local authority inspectorates

18. The Education Ministers are concerned with ensuring that the education programme as a whole gives value for money. But economy, efficiency and effectiveness at the local level are the responsibility of each authority. Ministers are not accountable to Parliament for local authorities' expenditure on education and have been reluctant to audit local government overtly. (It is, in my view, unfortunate and paradoxical that the best-reported publication by the inspectorate should be about the effects of retrenchment, given the distribution of responsibilities and the patchy quality of education already referred to.)

19. I find it difficult to assess the importance of the local authorities' own inspectorial and advisory services. At the time of the scrutinies these accounted for the following numbers.

	<u>Nos</u>	<u>Estimated cost (1980-81)</u>
England	1,850	£45m
Wales	139	£ 3m
Scotland	290	£ 7m
<u>Totals</u>	2,279	£55m



20. The coverage, quality and effectiveness of these services are variable. Mr Stuart's report for England says:

"There is also substantial variation in the amount of specialist advice available to individual LEAs. Most LEAs do not have a full-time adviser with responsibility for institutional Higher and Further Education and none has an adviser for teacher training other than for in-service training. On the schools side, there are only the full-time equivalent of 63 advisers for English, 79 for science, 74 for mathematics and 75 for modern languages and some LEAs have more than one adviser in these subjects."

21. However, the possession of an inspectorial or advisory service denotes the fact that it is a local authority, its governors, head teachers and principals who - between them - carry the responsibility for the education provided. Accountability is notoriously problematic in education, just as effectiveness is: the picture looks different to the eyes and interests of different onlookers. National and local inspectors have different perspectives because they have different employers. The degree to which local authorities interest themselves in audit and teachers will permit it powerfully influences the recruitment, organisation and use of local authority inspectors and advisers.

22. There is a tricky question here. The national inspectors cannot and should not bear the burden of audit alone. Nor would a frontal attack on the local authorities on this issue be likely to do much good. Determination, good example and stealth are the better approach. But there needs to be an agreed view on the goal and the speed of getting there.

23. The Education Ministers and I believe that one of the great issues of our time, and for the foreseeable future, will be guaranteeing that the State - whether central or local



government or the public sector industries or the NHS - is fully and actually responsive to the legitimate needs of ordinary people. Over a large part of the public domain, the balance between the people's interest and that of bureaucratized professionals has too long needed redress. So I believe that one of the most important issues arising from these reports is how to get local authorities to make a reality of their responsibility for audit.

24. Sir Keith Joseph's action document will therefore contain the result of his thinking on how to strengthen and improve the work of local authorities and their advisory services as part of the Government's general policies in relation to standards.

25. Mr Alex Fletcher has specifically qualified a recommendation from his examining officer, that local authorities should ensure, from within their own resources, that they are providing adequate and efficient education. He believes that while the recommendation is acceptable in principle, Scottish Ministers should not suggest any shift of responsibilities from themselves to local authorities because the pressures from parents, industry and the public point the other way and because local authorities have neither the right staff nor enough staff to carry out a monitoring function. Rather than increase the number of advisers or create local authority inspectorates, he would prefer to strengthen the responsibility of heads for the quality of the education they provide by increasing contacts between heads and his inspectors and by developing self-assessment within schools.

26. I respect Scottish Ministers' point of view and would not wish to second-guess their judgment in this matter. But I believe that the primary responsibility for audit must rest with the local authorities who pay the bills and that it should be part of Ministers' reasonable expectations that it is adequately



met, by whatever means are appropriate to the size and circumstances of the authority: if too small to maintain a good range of staff, the authority should hire auditors from other authorities or elsewhere in the education system. I myself would prefer to see that accepted as a principle of policy and its achievement worked towards over a sensible period, throughout the United Kingdom.

The policy for inspection

27. With variations appropriate to the differing circumstances of England, Wales and Scotland,* the Education Ministers propose to prepare statements of policy for their inspectors, perhaps in the form of the "action document" which, at the end of each scrutiny, translates their decisions into actions to be taken by named individuals. It would, I think, be sensible for you to see these before issue, given your interest in this subject and the references to children's opportunities at school and to strengthening the inspectorate in the 1979 manifesto.

28. It follows from the Education Ministers' response to the scrutiny reports that the policy for inspection should be related to policy for education and expressed in these terms.


- (1) The functions of inspections are
 - (a) to assess and audit education provision with a view to the underlying principle of the legislation, namely that each child should have an education appropriate to his or her needs; and
 - (b) to help Education Ministers form appropriate policies.

* Scottish Ministers believe that the education service in Scotland looks to the Secretary of State for a lead on most educational matters, a position they do not wish to see altered.



- (2) The objectives of inspecting individual schools; local authority areas; subjects; types of school organisation; age groups; teaching and management skills should be to provide
- (a) an objective and (in Sir Keith Joseph's words) implacable basis of judgment for parents, government, local authorities, teachers, teacher trainers, and other observers;
 - (b) practicable recommendations for change; and
 - (c) a basis for follow-up.
- (3) The same function of auditing the effectiveness of educational institutions is needed for further and higher education in the maintained sector and teaching training.
- (4) | The results of inspection should be published promptly. (I strongly agree with this.)

29. In preparing their action documents, I would hope that Ministers would show clearly whom they have designated to take what action to translate these broad propositions into effective action; over what timescale; with what desired effects; and with what arrangements for review. In my view, it is not a matter of endorsing what is, but of setting our hand to measures which, in the near future, are going to make for the better education of our children. That is too important to allow self-interest to stand in the way, something of which the Education Ministers have, I believe, no doubt at all.



OTHER ISSUES

30. The reports raise numerous issues, which the Education Ministers have in hand, but out of my reading of the reports and my talks with some of those concerned, including Sir Keith Joseph, inspectors, the examining officers and teachers, I should like to bring the following points to notice.

- (1) Inspectors include people of quality and substance, who have been achievers before joining the Civil Service. It is essential that they are allowed, by their own HQ and by their departments, to get on with a body of work which includes a good sufficiency of things on which they can be achievers as inspectors. This must include the ability to build up solid working relationships with local authorities and individual establishments. It must specifically exclude needless bureaucracy and running errands. An inspectorate working selectively must have a clear idea of what each inspector is to contribute to general exercises and what he himself is to achieve. A well worked-up strategy should include targets for individuals.

- (2) However, I am agnostic about the right size for the inspectorates. As the statistics show, they are much thinner on the ground in England than in Wales and Scotland. Sir Keith Joseph believes that his inspectorate must be kept at its present size in order to keep up the increased emphasis on audit, publication and follow-up; the Secretary of State for Wales says that he would like to keep an open mind and that a staffing review he had in hand might point to a change in the size of



his inspectorate; while Mr Alex Fletcher considers that any further reduction would weaken the Secretary of State's influence upon the education service in Scotland.

(3) I feel on much surer ground in relation to the question of recruitment. I do not believe that the inspectorate needs, in a time of social and technological change, to be staffed on the footing that everything needs to be covered in the permanent cadre and that everyone should be offered a lengthy career (up to 20 years). I think that the Education Ministers should be selective as to subject coverage and leave themselves substantial scope for bringing in people for special tasks on secondment, loan or short-term contracts. And I would put no difficulties of status in the way. The crucial points here are how best to respond to the here and now needs of the children and how best to tap the excellent pioneering work of teachers, for example in teaching poor children and in managing large schools and colleges.

(4) There will have to be some consultation with the education service after the completion of the action documents. This calls for determination to get early change and for judgment, assisted perhaps by the publication of the reports ^{and} most important, of the Ministers' policy statements. The general aim will be to offset the conservatism and defensiveness of the educational service with the crying need of parents and children for an auditor who is truly independent of but not unfriendly to the local providers.




CONCLUSION

31. I ask you to take note of this report and of the intentions of the Education Ministers.

32. If you are content, and especially with the assumption that the inspectorates should be retained but be much more directed towards audit, work now in hand to produce policy statements and action documents will be brought to a result which I shall report to you as a preliminary to publication.

33. I am copying this to the Secretaries of State for Education and Science, Scotland and Wales; the Minister for Industry and Education, Scotland; and, for information, to the Chancellor of the Exchequer and the Lord Privy Seal.


Derek Rayner
27 May 1982



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DRAFT OF 21 MAY 1982

Mrs Imogen Wilde
Private Secretary to the Secretary of State
for Education and Science

SCRUTINY OF HM INSPECTORATES OF SCHOOLS

The Prime Minister has seen Sir Derek Rayner's report on the scrutinies carried out last year of the inspectorates in England and Wales and Scotland. She is very strongly of the view that the national inspectorates should be seen to be working on behalf of families, whose opportunity for a good education is too dependent on chance and locality, especially those who have few to speak up on their behalf.

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The Prime Minister would like to see these points reflected in the proposed policy statement and action document which she hopes will show how the Government intends to redress the balance between what Sir Derek Rayner calls the "people's interest and that of bureaucratised professionals" (para 22).

I am copying this to Muir Russell (Scottish Office)

Craig (Welsh Office), Stephenson (Scottish
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Elizabeth Thoms (Rayner unit).

Private Secretary



W.P.R. 39
1 21 4 80

1 JUN 1980

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