
ACADEMIC SCRAPBOOK

EDUCATION ACTS

- Included in this scrapbook will be points and arguments for and against the education acts.
- Key points in this Scrapbook:

Professional and Administrative Factors.

Historical Context.

Policy and Practice.

Research and Findings.

The purpose of this scrap book is to shine some light on the education acts that have and will shape the future generation or students within England and Wales.

HISTORICAL CONTEXT

A brief overview of the historical context of education acts in the UK.

Chan, S.-M.(2008). Helps define this as, A lot of the English and Welsh education system has been moulded by considerable changes in the law. An educational act is law made via parliament, Normally after the publication of an important, commissioned report. A great amount of these reports were prepared by a group of inquiry, appointed by ministers. These committees are normally set to investigate special educational issues. Such as, the education for ethnic minority students.

Chan, S.-M.(2008) Has an interesting view on the Welsh Education being transferred. "Responsibility for Welsh education transferred to the Welsh Assembly Government (Llywodraeth Cynulliad Cymru) by the Government of Wales Act 1998. The Education Act of 1944 (England AND Wales) had previously allowed Local Education Authorities (LEAs) to consider opening Welsh-medium (Welsh-speaking) schools, and from 1947 onwards the number of these schools has increased considerably. So although the Welsh and English systems have officially been united until 1998, the language issue has meant they have looked substantially different in practice".

This educational act 1981.

A, M.J. (1985) Helps define that the education act 1981 became law in 1983. And that it provides safeguards and rights for those involved or concerned with the education of children with special educational needs, to help ensure the children have a right to be integrated into the life and work of the community. It also co-ordinates with the recommendations of the Warnock report, which pushes the need and importance of having earlier identification of children with special educational needs. And provide provision for their education within normal schools.

A, M.J. (1985) Also states that "Among other things the Act requires that if a child is identified by a doctor employed by a health authority as having, or being likely to have, a special educational need then certain steps must be taken. Firstly, the parents must be informed and the matter discussed with them. Secondly, the parents should be put in touch with any voluntary organisation that is likely to be able to give them advice or help. Thirdly, if the child is aged under 2 years the parents must be asked if they would like the education authorities to be informed that their child has (or may have) special educational needs. If the child is over 2, they need to be advised that the health authority has a statutory obligation to inform the education authority. Finally, the education authorities must then be informed about the child."

"The 1978 Warnock Report made the case in the United Kingdom for a number of actions that, it was argued, would make the integration and support of young people with Special Educational Needs more effective. These included: a cohesive multi-agency approach in assessment and determination of special educational need and subsequent provision; early intervention with no minimum age to start provision for children identified with special educational needs; better structural and organizational accountability; the appointment of a Special Educational Needs Coordinator in each school; parental input to be valued and considered alongside professional views in matters relating to the child; and a recommendation that special classes and units should be attached to and function within ordinary schools where possible. The 1981 Education Act introduced a number of regulations and rights which supported the development of these forms of practice. However, the introduction of competition between schools driven by measures of attainment by the 1988 Education Act introduced new incentives for schools. At the same time there was a discourse shift from integration or fitting young people with special educational needs into a system, to inclusion or inclusive practice in which inclusive systems were to be designed and developed. In the aftermath of this wave of policy development, a nascent tension between policies designed to achieve excellence and those seeking to achieve inclusive practice emerged. Whilst the devolved parliaments in Scotland and Wales have continued to try to give priority to inclusion in education, in recent years these tensions in England have intensified and there is growing concern about the ways in which schools are managing the contradictions between these two policy streams."

The 1978 Warnock report on special educational needs in the UK has been criticized for many reasons, such as:

Slow implementation which some even referred to as "slow and "Piecemeal" and a lack of support not only for students but also for teachers.

PROBLEMS WITH THE EDUCATION ACT (1981)

- There are many problems with the education act (1981).

Such as,

Lack of funding. One of the biggest problems and criticizing with the act was the lack of extra funding to help support the new processes involved with identifying/ assessing special educational needs. This put extra pressure on the local educational authorities and schools, which in turn had to implement these changes without the proper funding.

Inconsistent implementation. The Implementation of the 1981 act varied widely across the different regions, which lead to inconsistent quality and the unavailability of the (SEN) services. Some areas across the UK were better equipped to provide comprehensive support than others.

Closure of special school. This act led to the closing of so many special schools, which a lot of critics argued shrunk the availability of specialized support for children with additional or critical needs, the change in moving SEN students into mainstream school was not always met with the correct support that the students needed.

Administration Burden. The procedure of statementing brought by the act was viewed as bureaucratic and time consuming. This often delayed the provision of the required support for children.

Professional Training. There was an insignificant amount of sufficient training for teachers and other professionals to successfully implement the new (SEN) provisions. This opening in training effected the standard of support given to children with special needs.

Distinction between needs and provisions. This act called attention to the distinction between identifying needs and giving the correct support. Nevertheless, this distinction often led to gaps in the service provision, where identified needs weren't always met.

EDUCATION ACT 1944 (BUTLER ACT)

- The 1944 Education Act, also known as the Butler Act had several key provisions, including:
 - Free secondary education. This was the first time that secondary education was made free for the entirety of England and Wales.
 - School-leaving age. This notion set the minimum school leaving age to 15.
 - 11-plus exam. This introduced an exam "11 plus" for students on their final year of primary school.
 - Tripartite system. Is a 2- tier system of education, in which the more academically inclined a student is, the higher chance they have of going to a grammar school, and the lesser to a public secondary school.
 - Outdoor education. This section of the act encouraged local authorities also known as (LEAs) to increase the number of outdoor activities for educational purposes.
 - School meals. Allowed the Minister of health to require (LEAs) to provide milk and school meals for pupils.
 - Consolidated previous legislation. The (1944) Act replaced almost all previous legislation.
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PROBLEMS WITH THE EDUCATION ACT (1944)

There were many problems with the (1944) Butler Act. And, Game, C. (2013) helps define this. "The Act's date and milestone-ness, though, were also its problems. It was a wartime coalition measure, passed by a Conservative-dominated Parliament, and at no point, therefore, did it engage with the more progressive agendas that had emerged in the inter-war years for, for example, a genuinely unified, national, publicly controlled educational system, a single multilateral, comprehensive/common secondary school, or a school leaving age of 16, rather than 15. Indeed, the 1943 White Paper was welcomed by some as a Tory project that could divert some attention from the more radical Beveridge Report. It was very different, then, from what a 1946 Education Act might (possibly) have looked like, yet it was treated, even by Labour, as a systemic and at least generational settlement, requiring no more of post-war politicians than possibly some marginal tidying-up."

It also put a divide between the "working class" and the "upper class", this meaning there were different/more opportunities for those who went to a grammar school.

THE EDUCATION ACT (1944) AND ITS LEGACY.

National Secular Society (2020). *The 1944 Education Act and its legacy - Keith Sharpe, Secular Education Forum. YouTube.* Available at:
<https://www.youtube.com/watch?v=ZjpgaRmPhxl>.

National secular society (2020) Helps define, that In 1938 approximately 80% of children left school at age 14, having only attended primary school. The churches controlled 10,553 schools in England and the public provided centre only controlled 10,363. Yet the schools ran by the churches only had 1.4 million students and the council schools had 3.15 million students. The churches standard of educational accomplishment were generally low. After the second world war it was discovered that over a quarter of wartime conscripts were practically illiterate.

National secular society (2020) quotes that "the campaign for 'secondary education for all' emerged as a major part of this hope for a better world in the future".

WELSH MEDIUM IN EDUCATION.

The introduction of welsh medium education in schools across the UK has been a significant development, aimed at promoting the Welsh language and culture. Bbc.co.uk. (2025). Helps define this as. Welsh medium education started in wales in 1939, with the first Welsh medium primary school by the Urdd in Aberystwyth, and the first Welsh medium secondary school Ysgol Gyfun Rhydfelen now known as (Ysgol Garth Olwg) was established in 1962 in South Wales.

Since the first Welsh medium school was established, there has been major changes in the number of welsh speakers throughout the years. This is proven via statistics.

This is an overview of the percentage of Welsh speakers from the year 1944 to the year 2025.

1944: The percentage of Welsh speakers was around 28.9% according to the 1951 Census

1961: The percentage dropped to 26%

1981: The percentage further declined to 19%

1991: The percentage remained relatively stable at 18.7%

2001: There was a slight increase to 20.8%

2011: The percentage was 19%

2021: The percentage was 17.8%

2024: The estimated percentage of Welsh speakers was approximately 28%

Throughout the years there has been some fluctuations with the number of Welsh speakers with a substantial dip in the mid 20th centry. But over the recent years there has been a major increase of Welsh speakers. Is this due to the increase with the Welsh language being taught more within the schools across the UK.

CASE STUDIES

- The Academies Act 2010 was a UK law that allowed more schools in England to become academies. Academies are state-funded schools that have more autonomy over their curriculum, budget, and staffing.
- School autonomy. Academies have more control over their curriculum, budget, and staffing. They can also set their own term times.
- Funding. Academies are funded at a similar level to maintained schools, but they also receive a share of central funding.
- Application process. The process for applying to become an academy was simplified, and local authorities were not required to be consulted.
- Sponsors. Academies can be sponsored by a variety of organizations, including universities, charities, and faith communities.
- Selection. The Act did not expand selection, but schools that already select students could continue to do so.
- Religious schools. The appropriate religious body would be involved in the process for religious schools.

Smith, P. and Abbott, I. (2014). Help define this as "Although publicly funded, academies are schools that are privately run but with additional freedoms in comparison to schools maintained by the LA. Academies for example have flexibility in aspects of curriculum delivery and the setting of staff pay and conditions. The first academies were launched by the New Labour government (1997–2010) in 2000 when the focus was upon poor performing schools in urban areas. At this time partnerships with private sponsors were encouraged as the means to injecting funding into schools in economically deprived areas. The Academies Act 2010 (DfE, 2010a) introduced by the incumbent Conservative–Liberal Democrat Coalition government extended the programme subsequently allowing any school maintained by the LA to apply to the Secretary of State for Education for permission to operate as an academy. Under the terms of the Act schools were allowed to convert to academy status with or without sponsorship, although the issue of enforced academy conversion with sponsors selected by the Secretary of State has been the cause of recent controversy".

THE PROBLEMS WITH THE ACADEMIES ACT (2010)

According to, National Education Union (2024). There has been many misconceptions about Academies, such as. Many academic schools struggle with inadequate funding, which affects their ability to provide up-to-date resources, maintain facilities, and offer competitive salaries to attract and retain quality teachers. A quote from National Education Union (2024) says "A [2019 study published](#) in the British Journal of Sociology Education confirmed that academies are more likely than other schools to employ teachers who are unqualified and that the percentage of teachers without qualified teacher status (QTS) in academies is rising compared with LA schools. It also found that academies are exacerbating the tendency for schools with pupils from poorer backgrounds to hire more teachers without QTS".

This highlights the problems with Academies well, There is often a shortage of qualified teachers, particularly in specialized subjects. This can lead to larger class sizes, increased workloads for existing teachers, and a reliance on less experienced or temporary staff. And this could massively have an effect on the students learning and education. Not only are the students not being taught to the correct standard, but they are also having their future chances of having a higher education being taken away from them. There is also a problem of the parents not have a say in what their children are learning or doing while in Academies.

OPPORTUNITIES THAT THE EDUCATION ACTS MADE POSSIBLE.

The acts Created more educational and work opportunities for working class children and individuals. There for bettering the community.

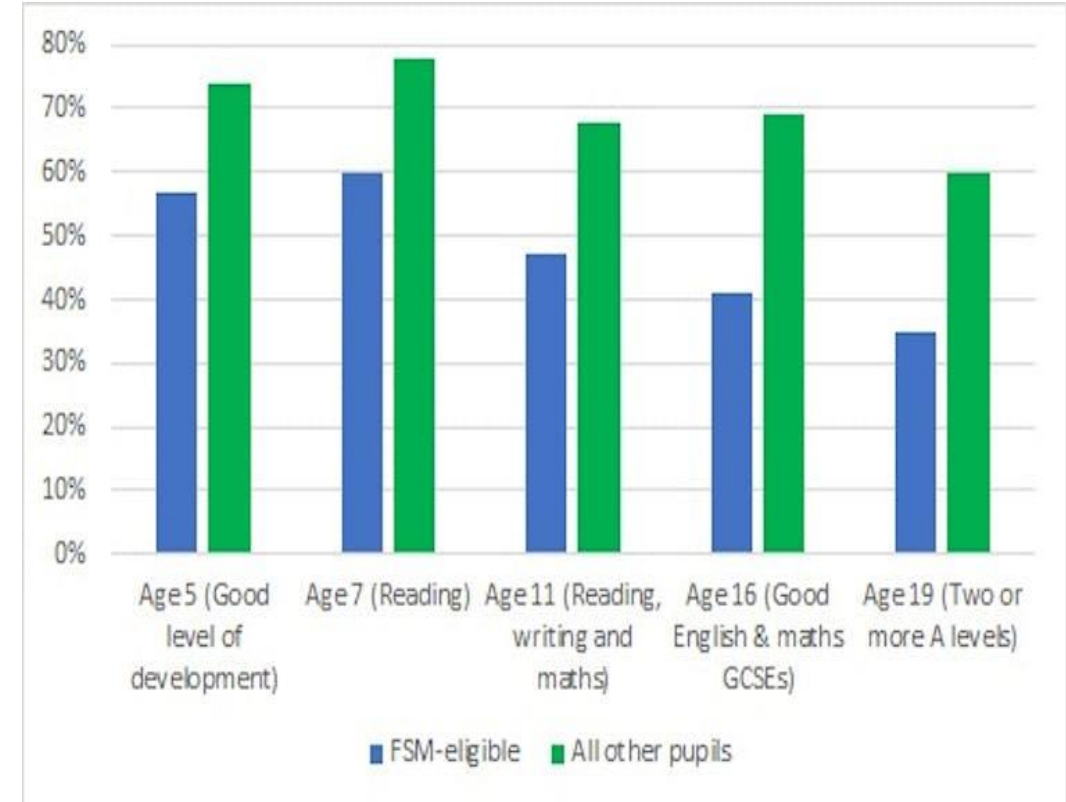
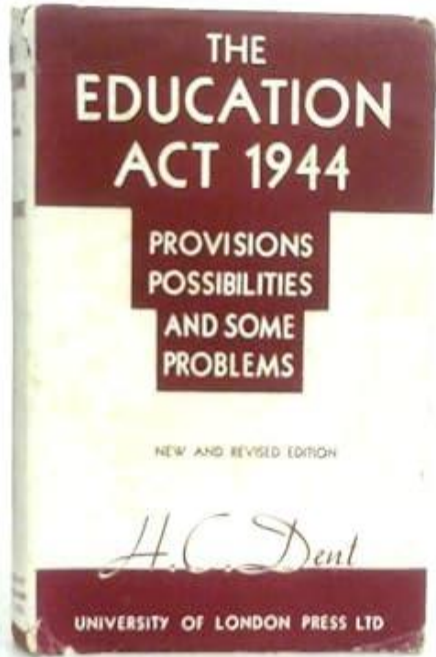
The acts brought more Support to students and those with additional educational needs. And over the coming years this is only improving and creating a more improved school life for those students.

Through the educational acts, the schooling system has seen more funding and more support this is shown by. mediaofficer (2024). "Overall, funding for mainstream schools is increasing by around £310 per pupil this year – which is on top of the average £300 per pupil increase last year (2022-23). Additional funding for teachers' pay is on top of this." This goes to show that the Educational acts has had a big impact on how people our now viewing the education system.

This is a quote from a previous Prime Minister on the bettering of the education system.

"Through education, we can become a country where everyone, from every background, gains the skills they need to get a good job and live a happy and fulfilled life. To achieve that, we must have an education system at all levels which serves the needs of every child".

VISUALS AND CHARTS



CONCLUSION

There were many changes made to the education system in 1944, that are now being changed. Such as the 11-plus exam, which created many disconnects between the working class and the upper class. It also took away opportunities for "less" educated individuals.

Despite significant progress, challenges such as funding disparities, teacher shortages, and the need for continuous adaptation to societal changes remain. Addressing these issues requires ongoing collaboration and commitment from all stakeholders in the education sector. The education system must continue to evolve, embracing new technologies, promoting mental health and well-being, and ensuring that education remains relevant and accessible to all.

By learning from past experiences and building on the foundations laid by previous education acts, we can work towards a more equitable and effective education system for future generations. In conclusion, the education acts in the UK have been instrumental in shaping the educational landscape, promoting equality, standardization, and support for diverse needs. As we look to the future, it is essential to continue addressing the challenges and seizing opportunities to improve and innovate in education.

In conclusion the Education Act (1944) and (1981) have created a lot of positives within the education field but have also created a few negatives. There have also been other factors that have affected the education system throughout the years, but I believe with the introduction of more funding and training the education system will only continue to grow for the better.

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I acknowledge the use of Copilot (<https://m365.cloud.microsoft/chat?fromCode=cmcv2&redirectId=9B8D30E7738944E2931913C80804948E&auth=2>) on (17/01/2025) to assist with the online research for the academic scrapbook, using the prompt: can you show me real life examples of case studies of how education acts have impacted schools.

I acknowledge the use of Copilot (<https://m365.cloud.microsoft/chat?fromCode=cmcv2&redirectId=9B8D30E7738944E2931913C80804948E&auth=2>) on (10/01/2025) to assist with the outline structure for the academic scrapbook, using the prompt: can you give me a layout for an academic scrapbook on education acts in the uk.

I acknowledge the use of Copilot (<https://m365.cloud.microsoft/chat?fromCode=cmcv2&redirectId=9B8D30E7738944E2931913C80804948E&auth=2>) on (17/01/2025) to assist with the outline structure for the academic scrapbook, using the prompt: could you give me a template of a conclusion for an ending of an academic scrapbook on education acts.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before and after the use of AI tools which I may be asked to provide in evidence.
