



EDUCATION: PAST, PRESENT, FUTURE. Education in the 80s-90s

WARNOCK AND THE '81 EDUCATION ACT

"To review educational provision in England, Scotland and Wales for children and young people handicapped by disabilities of body or mind, taking account of the medical aspects of their needs, together with arrangements to prepare them for entry into employment; to consider the most effective use of resources for these purposes; and to make recommendations". (Warnock, 1978 p1)

THE EARLY 80'S

Key Events

- 1984 Council for the Accreditation of Teacher Education
- Triangular framework of responsibility between the schools, LEAs and local authorities was dismantled

THE EARLY 80'S

- Key Government Documents:
- The School Curriculum 1981
 - Circular 6/81
 - Circular 8/83
 - Better Schools 1985



THE EARLY 80'S

- Legislation
- Education Act 1980
 - Education (Fees and Awards Act) 1983
 - Education (grants and awards) act 1984
 - Education (Amendment) Act 1986
 - Education Act 1986
 - Education (No. 2) Act 1986

CURRICULUM MATTERS

- 17 Booklets Published by HMI
- Covered Most of the School Curriculum
- Laid the Groundwork for the incoming National Curriculum

EDUCATION REFORM ACT 1988

Most Important Education act since 1944
Took Power from the LEA's and Schools
Covered a range of areas in Education



WHY WAS IT NECESSARY?

"The national curriculum was necessary then and it is necessary now. There was a huge variety of performance in schools. Somebody studying in Northumberland, if they had to move down to London, where were they? They'd already done dinosaurs twice and they'd do dinosaurs again there ."

" it was also important to improve the quality of education, particularly in socially deprived areas, because in many of those areas the bright kids were not really being stretched and the less bright kids were not getting the sort of education they should be getting."

(Baker 2004)

INTO THE 1990S - MORE OF THE SAME

Little curriculum change

Capital spending on schools remained low

Increasing polarisation of performing and underperforming schools

Inspection seen as the way to improve standards

PRIOR TO 1992

Carried out by teams of inspectors 'Her Majesty's Inspectors' on a national basis with LEA responsible for management of inspections at a local level
Both full and short inspections undertaken
Published reports from 1983 onwards, annual report published annually by the Chief Inspector
Conservative government under John Major wanted 4 yearly inspection system, not possible under current system

1992 EDUCATION (SCHOOLS) ACT

Made provisions for the establishment of Ofsted (the Office for Standards in Education)
Private contractors to be responsible for inspection of schools with individual school reports to be established
Schools to be graded on a 7 point scale
Schools inspected every 4 years, extended to 6 years in 1997
Impact on the morale of teachers was significant



Chris Woodhead 1946-2015

TASK

In groups look at an inspection report for a school of your choice
Is it positive or negative in nature?
What are the key areas they are considering?

OFSTED KEY POINTS

- Reports were to be structured around the following:
- Basic information about the school and its pupils.
- The inspection's main findings and key issues for action.
- Standards of achievement (progress) and quality of learning.
- Efficiency of the school.
- Pupils' personal development, behaviour and attendance.
- Subjects of the curriculum.
- The factors contributing to the findings

CURRICULUM ORGANISATION AND CLASSROOM PRACTICE IN PRIMARY SCHOOLS (1992)

- Written by Chris Woodhead, Jim Rose and Robin Alexander and was also known as the 'Three Wise Men Report'
- Key failings in literacy and numeracy ability
- Teacher should be an instructor and not a facilitator
- More emphasis should be put on the National Curriculum subjects
- Shortage of specialist expertise due to inadequacies of primary school teachers

CHANGES TO THE SYSTEM

- 1997 cycle of inspection was changed to six years from four
- 1998 remit was changed to include inspection of local authorities and teacher training providers
- Woodhead left in 2000 claiming system was too bureaucratic
- By 2005 greater emphasis placed on self evaluation of a school
- 2005 the remit of Ofsted was significantly increased
- By 2006 significant changes had taken place to streamline the system
