



Briefing paper for the Consultation to Implement the English Baccalaureate

The Society wishes to make very clear that its contribution to the consultation to implement the English Baccalaureate (EBacc) in no way implies acceptance of the EBacc as it stands.

The Society continues to recommend the reform of the EBacc because it is preventative of a parity of esteem between subjects, and informed, inclusive pupil choice, and is actively eroding the value of art and design within schools and in the public domain. It is the Society's view that the current proposals to implement the EBacc need to be rethought using evidence and collective consultation with the education sector, to include subject associations, representatives from HE and the creative and cultural industries.

The findings of the NSEAD Survey 2015-16 will be launched on 9 February 2016 at the All Party Parliamentary Group for Art Craft and Design Education. The survey represents the voice of teachers of art and design, these will be immediately and widely disseminated to add to the debate and to our considered conviction that the EBacc should be reformed. We refer readers of the consultation to this report.

The consultation is flawed as it fails to enquire about the impact and unintended consequences of the EBacc on other subjects.

The EBacc is a divisive and limiting performance measure that in its current form does not support choice and access to the study of a broad and balanced curriculum leading towards more fully informed choices about further and higher education and career progression.

The Society has not yet seen, nor been convinced by enough robust evidence to support the EBacc in its current form.

The EBacc does not include art and design. The stated government objective of '*giving children and young people the best start in life*' cannot be achieved for all children and young people with this barrier in place as it currently exists.

Why should art and design not be marginalised? Why is it important?

Art and design is of high value and unique importance to children and young people because it enables them to engage with and explore visual, tactile and other sensory experiences and how to recognise and communicate ideas and meanings.

These opportunities enable them to work with traditional and new media, so that they develop confidence, competence, imagination and creativity. Through these opportunities they learn to appreciate and value images and artefacts across times and cultures and to understand the contexts within which they were made.

Experiences in art and design enable them to learn how to reflect critically on their own and others work. They learn to think and act as artists, makers and designers, working creatively and intelligently. They develop an appreciation of and engagement in art craft and design as critical consumers and confident audiences and an understanding of its role in the creative and cultural industries that shape and enrich their lives.

Through art and design children and young people will contribute to and engage as confident citizens and future creative professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within regional, national and global contexts.

A rationale for the choice of proposed EBacc subjects is *social justice*, and to ensure that all children from all backgrounds can access these subjects. The EBacc does not take into account that *any* child from *any* background should have access to the specific skills, knowledge and understanding associated with art and design, to include flexible, critical and creative thinking, curiosity, risk taking and not only identifying problems but finding solutions.

The EBacc does not recognise art and design as an inclusive subject that can offer and deliver a high level of achievement and social mobility for children of all levels of ability

Access to art and design should not become the preserve of those children and young people with more privileged backgrounds who can afford them, or who are taught within the independent sector where through the NSEAD Survey Reports we are aware that more time and value is given to art and design than in the state sector

These unique and wide ranging set of transferable skills from the study of art and design that have been identified by agencies such as the Confederation of British Industry (CBI) and the Organisation for Economic Co-operation Development (OECD) among others as important for success in the 21 century

We need to set this lack of opportunity against the backdrop of the creative, media, digital, heritage and cultural industries to which art and design signposts further and higher education opportunities, and career progression into industries highly regarded as a world leader on global platforms and contributing over £76 billion a year to the UK economy, employing millions of people with flexible, creative, problem solving skills as nurtured and developed through the study of art and design.

Facts about the Arts. Heads for the Arts (2013)

<http://headsforthearts.org/facts-about-the-arts/>

Arts Council Advocacy Toolkit. Arts Council England (2013)

<http://www.artscouncil.org.uk/what-we-do/advocacy/>

Next Gen. Transforming the UK into the world's leading talent hub for video games and the special effects industries, Ian Livingstone and Alex Hope NESTA (2011)

http://www.nesta.org.uk/sites/default/files/next_gen.pdf

Creative Industries Economic Estimates – Jan 2014. DCMS (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271008/Creative Industries Economic Estimates - January 2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271008/Creative_Industries_Economic_Estimates_-_January_2014.pdf)

Looking at the role of the EBacc alongside Progress 8 and Attainment 8 we need to question how many headline accountability measures we actually need. We question the validity of the EBacc when Progress 8 and Attainment 8 are in place. The Society recommends a review of the accountability system to ensure that it is fit for purpose and that art and design is valued and taught by trained and updated subject specialists with a parity of esteem alongside other subjects.

In order to achieve the EBacc pupils must take a minimum of seven GCSEs. If they select triple science this increases to eight GCSEs. If they then seek to take history or geography then this rises to nine GCSEs which when set against the average number of GCSEs taken at Key Stage 4 as eight leaves a paucity of opportunity for any of the cultural subjects, to include art and design, to be chosen and studied.

The EBacc, is already having an effect on uptake of art and design and GCE and GCSE levels. At GCSE level in 2015 the percentage take up has flat lined. At GCE level in 2015 we can report a 0.8% decline over six years. The implementation of the EBacc has not yet fully impacted on our subject and we are anticipating an increasing decline from 2016 onwards.

<http://www.nsead.org/news/news.aspx?id=666>

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The EBacc is impacting on the time spent on art and design within the curriculum. The findings of the NSEAD Survey 2014, and the NSEAD Survey 2015-16 are reporting a decline in time allocation which in turn will lead to a reduction in provision and a drop in learning opportunities and therefore attainment.

The EBacc is, and will impact on teacher recruitment and retention. Through the findings of the NSEAD Surveys 2014 and 2015-16 teachers are reporting that they 'rarely or never' access subject specific CPD, and lack of access to subject specific CPD is cited as a reason for teacher's dissatisfaction with the profession.

The consultation acknowledges the EBacc implementation target of 90% students will have significant impact on teacher recruitment in EBacc subjects, but critically does not question the impact this will have on teacher recruitment and retention for non EBacc subjects.

Teacher trainees studying to teach EBacc subjects are given financial incentives. Trainees studying to teach art and design, on PGCE Secondary courses are not.

The Contribution of Research to Teachers Professional Learning and Development. BERA 2013

<http://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Paper-5-Continuing-professional-development-and-learning.pdf>

Research into the role of CPD in Schools. NFER (2008)

<https://www.nfer.ac.uk/nfer/publications/PDL01/PDL01.pdf>

Making a mark; art, craft and design education 2008-11. Ofsted (2012)

<http://www.ofsted.gov.uk/resources/making-mark-art-craft-and-design-education-2008-11>

An Enquiry into Continuing Professional Development for Teachers. Gray, Esmée Fairbairn Foundation (2005)

<http://esmeefairbairn.org.uk/news-and-learning/publications/an-enquiry-into-continuing-professional-development-for-teachers>

Managing Teacher Workload, Work-Life Balance and Well-Being. Bubb and Earley, Paul Chapman Publishing (2005)

http://www.academia.edu/5141847/MANAGING_TEACHER_WORKLOAD_Work-Life_Balance_and_Wellbeing

Supporting the Creative Economy, Third Report of Session 2013-14, Volume 1. The Culture Media and Sport Committee, House of Commons London: The Stationery Office Limited (2013)

<http://www.publications.parliament.uk/pa/cm201314/cmselect/cmcumeds/674/674.pdf>

The EBacc has and continues to have a direct and negative impact upon art and design. Referring again to the NSEAD Survey findings 2014 52% of Heads of Art departments strongly agreed that the EBacc has affected the organisation of art craft and design in their school. This can be best summed up by one of many similar quotations.

NSEAD Educator Survey (2010-14). NSEAD (2013)

[http://www.nsead.org/downloads/NSEAD_Survey3_GCSE_Vocational_Provision\(iii\).pdf](http://www.nsead.org/downloads/NSEAD_Survey3_GCSE_Vocational_Provision(iii).pdf)

*In my own school, students are separated into two 'pathways' when they start Year 10, the EBacc pathway and the Open pathway. Students selected for the EBacc pathway (all students who stand a good chance of gaining the EBacc) can only choose one subject at GCSE. **All of the other subjects are chosen for them.** This has resulted in a dearth of higher ability students taking Art & Design, almost all of the children taking Art GCSE are on the open pathway.*

*I just wanted to share my own experience with you to highlight the impact the EBacc is already having on not only the number of students taking Art and Design, but also the number of high-ability students who would like to take Art and Design but who do not have the opportunity to. **Talented students are now being forced to stop their Art education at the end of Year 9.***

'The EBacc has meant a reduction in student choice. Higher ability students are discouraged from practical subjects. It has totally influenced options and taken choices away. Our numbers have decreased, affecting pathways and choice. Students are deterred from taking more than one arts subject. Pupils of high ability are unable to take art craft and design as an option at Key Stage 4,'

The Society neither supports the EBacc nor its implementation. The Society recommends an immediate reform of the EBacc within the context of an overloaded and inappropriate accountability system

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