



NSEAD initial response to the White Paper *Education Excellence Everywhere* 17 March 2016

There are many challenges within the education sector and system that we hoped the [White Paper](#) would address, but not at the expense of choice and through neglect of evidence-based decision making. Contradictory and lacking clarity as it seeks the most radical reshaping of education governance since the Education Act of 1902, within this White Paper we are looking at a complete move away from local authority control to a landscape of franchise, central direction and cultural deprivation.

This represents an initial response to the White Paper, and the Society will be looking more closely at its proposals and seeking to influence progress over the next few months.

We do not welcome the proposed move towards *all* schools becoming academies or being part of Multi Academy Trusts (MATs). We refer the Secretary of State to a recent letter by Sir Michael Wilshaw pointing out that there is no evidence to suggest that MATs are performing any better than local authority controlled schools. We wish to remind the Secretary of State for Education of the findings of The NSEAD Survey Report 2015-16 which showed that the value and time given to teaching art and design was least best served by Academy Sponsored schools.

We welcome references to the importance of advanced subject-specific knowledge and to pedagogy rooted in evidence-based research. We wish to remind the Secretary of State of the findings of The NSEAD Survey Report 2015-16 to include *55% of primary subject co-ordinators rarely or never attending subject specific CPD* and that *50% of all art and design teachers self-fund their own CPD*. We recommend that the new Standard for Continuing Professional Development will include high level subject-specific support based within the creative and cultural industries as well as school and evidence based. We recommend that primary teachers and teachers of art and design access an annual entitlement to high level, research-informed professional development programmes to extend subject leadership, practical skills, creative and personal practice and an awareness and understanding of the relationship of art, craft and design to the creative, cultural, and digital and heritage industries.

We refute the ideological belief that the removal of local authorities will always prove to be the most effective approach in addressing failings in schools. Many local authorities have challenged and supported such schools, and in recent years many of these have achieved far greater measurable improvement than the majority of MATs. The belief that schools already good or outstanding will inherently be better off outside the oversight of the local authority is without evidence and not sought by the vast majority of those school leaders who have not already decided to seek Academy status.

We welcome mandatory induction and ongoing training for school governors, recognising that governing bodies are at their strongest when they have a wide range of skills and expertise around the table. We cannot support the decision that there is no longer an ongoing requirement for elected parent governors. We recommend that a designated governor of a school has the remit for and appropriate training in identifying and encouraging a sustainable cultural offer within the school for the whole community.

We continue to challenge the notion that the EBacc does not squeeze out art and design. As cited in The NSEAD Survey Report 2015-16 we recommend that with relevant stakeholders, to include subject associations and Ofqual, the DfE consult and signpost to an intelligent accountability and progression system that supports and does not restrict the subject. We continue to recommend reform of the existing EBacc as a performance measure to restore a parity of esteem across all subjects and freedom of choice unhindered by accounting procedures.

We welcome supplying schools with well-trained teachers. We wish to remind the Secretary of State for Education that teacher training throughout the UK is recognised worldwide for its excellence and achievement. We are extremely concerned at the lack of clarity and evidence for the proposed changes to QTS status, and are equally unclear as to what the requirements would be for Heads and schools to grant that proposed new status. We question what impact this would have on teachers' pay and conditions. We are unclear what is meant by '*a clear framework for ITT core content*'. We share concerns about recruitment, retention and shortages and remind the Secretary of State for Education of a 63% shortfall in recruitment for art and design teacher training places and our dissatisfaction for the lack of bursaries for those trainees.

We challenge the notion of '*facilitating subjects that open the door for pupils to attend the best universities.*' A definition of '*best*' universities, and for whom, is not included. We return to our recommendation in The NSEAD Survey Report 2015-16 that the DfE decline from inferring that higher education and career opportunities will be limited by examination study in art and design, thus misrepresenting the subject to children and young people.

We remind the Secretary of State for Education that we do not agree that the National Curriculum for art and design is world class, nor forward looking in the development of young people. A revised curriculum for art and design is available on the NSEAD website, one that prepares young people to be aware of the creative, cultural digital and heritage industries, be able to make choices and pursue worthwhile careers in our world-class industries.

We support the government's strong belief that culture should be a part of every child's education, but as an entitlement on the curriculum, to include art and design, not relegated to a weekend or after school club.

We welcome the strategy for improved careers provision. We recommend that the DfE work collaboratively with stakeholders to include subject associations and skills sector councils to take immediate action and invest in or provide professional development programmes or resources for teachers of art and design which link our subject to careers in the cultural, creative, digital and heritage industries.

The Society has significant concerns about the White Paper and will be looking at the implications of its content in more detail in the near future. We welcome your comments.

Lesleybutterworth@nsead.org

NSEAD Finance & General Purposes Committee

21 March 2016