

NSEAD Ebacc update and next steps

The EBACC campaign, so far...

EBacc and the arts

SIR – The new English Baccalaureate (Ebacc) will force pupils to be entered for seven narrowly defined subjects, restricting their opportunity to take rigorous, challenging GCSEs in a range of creative, artistic and technical subjects. Parental and pupil choice within education is being disregarded in favour of yet another accountability measure for schools.

Given that the average number of full GCSEs taken by pupils is eight, there will be precious little room outside the Ebacc for the subjects that underpin our creative industries.

These industries represent 3.2 per cent of Britain's economy, generating £94.1 billion in 2014 and employing almost two million people, according to the Government.

We urge Nicky Morgan, the Education Secretary, to allow her predecessor Michael Gove's eight-subject school league tables to settle before pushing ahead with a top-down mechanism that will put the arts and technical subjects at risk.

Julian Lloyd Webber
Principal, Birmingham Conservatoire

Christopher Le Brun
President, Royal Academy of Arts

Tasmin Little
Elizabeth Berrington
Ian Livingstone
Co-founder, Games Workshop

Arlene Phillips
Dr Helen Charman
Director of Learning and Research, Design Museum, London

Professor Gavin Henderson

nsead

Briefing Notes for the House of Commons Debate on the English Baccalaureate 4 July 2016

The Society supports the dismantling of the existing English Baccalaureate (EBacc) as a performance measure to restore a parity of esteem between all subjects.

1. What is the EBacc?
2. The consequences of the implementation of the EBacc
3. Recent findings: *EBacc 2016*
4. Recent findings: *NSEAD Survey Report 2015-16*
5. Recent findings: *Changes in GCSE and vocational art, craft and design provision since the introduction of the English Baccalaureate (2010-14)*
6. Recent findings: *The effect of the English Baccalaureate 2012*
7. Why is art craft and design education important?

1. What is the EBacc?

The EBacc is a performance measure for schools, awarded when students secure a grade C or above at GCSE level across a core of five academic subjects – English, mathematics, history or geography, the sciences and a language. It is not a qualification in itself.

The word 'Baccalaureate' was quickly misleading, many making the incorrect assumption that it was like the International Baccalaureate (IB). The IB is a highly respected programme, (not a performance measure), and provides a broad and balanced curriculum that includes the arts. The EBacc does not include art and design, nor music, dance, drama or design technology and thus immediately created a two-tier curriculum because of lack of parity of esteem across subjects.

The Coalition government introduced the EBacc measure in 2010. In June 2015, the Conservative government announced its intention that all pupils who start year 7 in September 2015 will take the EBacc subjects when they reach their GCSEs in 2020.

Petitions
UK Government and Parliament

Petition

Include expressive arts subjects in the Ebacc

The English Baccalaureate, or Ebacc, is a standard which maintains that English, maths, science, a language and a humanity define a good education. The exclusion of art, music, drama and other expressive subjects is limiting, short sighted and cruel. Creativity must be at the heart of our schools.

[► More details](#)

Sign this petition

101,887 signatures

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Parliament will debate this petition
Parliament will debate this petition on 4 July 2016.
You'll be able to watch online at parliamentlive.tv

Department for Education

Mrs Jo Baker
Branton Community Academy
Branton
Lincoln
LN4 1LH

Dear Mrs Baker

Thank you for your correspondence about the EBacc and the arts.

All state schools (including academies and free schools) must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

There is no reason why the EBacc should impact the status of alternative subjects: both core academic and creative subjects can, and should, coexist in any good school. Latest data show that on average, pupils in state-funded schools enter more GCSEs and equivalent qualifications, rising to more than ten for more able pupils. As the EBacc covers 7, or in some cases 8, GCSEs, this leaves ample room for other choices such as arts subjects and design and technology. The latest provisional figures from Ofqual suggest that GCSE entries in arts subjects have fallen in 2016. But since the EBacc was first introduced the proportion of pupils in state-funded schools taking at least one GCSE in an arts subject has increased, rising from 46 per cent in 2011 to 60 per cent in 2015.

We are committed to ensuring that high-quality arts education is an entitlement for every single child. Between 2010 and 2016 the Government invested over £400 million in a diverse portfolio of music and arts education programmes that are designed to improve access to the arts for all children, regardless of their background, and to develop talent across the country.

Yours Sincerely
Heather McLaughlin
Heather McLaughlin

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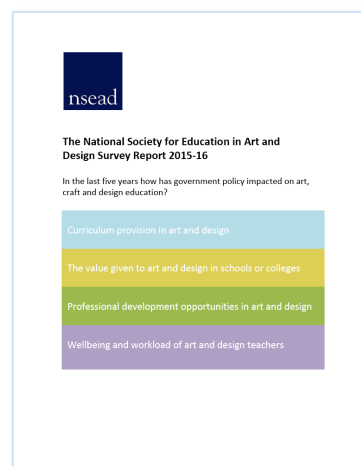
The National Society for Education in Art and Design Survey Report 2015-16

In the last five years how has government policy impacted on art, craft and design education?

- Curriculum provision in art and design
- The value given to art and design in schools or colleges
- Professional development opportunities in art and design
- Wellbeing and workload of art and design teachers

- Asking members to write to MPs (proformers available)
- Briefing MPs for the 4 July debate, Sharon Hodgson MP and Catherine McKinnell MP
- The Earl of Clancarty and Baroness Nye for questions to Lord Nash
- Writing to Secretary of State for Education, Justine Greening MP
- Correspondence and meetings with the Department for Education
- NSEAD Survey Report 2015-16

Next steps for the EBACC campaign, findings...



Curriculum choice and provision in art and design – secondary key stage 4,

Of the teachers (33%) who had reported a reduction of curriculum time at KS4, we asked:

Have performance measures reduced opportunities for your students to select art and design GCSEs?

| Reason | Percentage agreeing/strongly agreeing |
|-----------------------------------|--|
| The English Baccalaureate (EBacc) | 90% agreed/strongly agreed that the <u>EBacc</u> had reduced the opportunity to select art and design |
| Discount codes | 61% agreed/strongly agreed discount codes had reduced the opportunity to select art and design |
| Progress 8 | 69% agreed/strongly agreed progress 8 had reduced the opportunity to select art and design |

Next steps for the EBACC CAMPAIGN – Our recommendations



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Wellbeing and workload of art and design teachers

The NSEAD Survey Report 2015-16

nsead.org/downloads/survey.pdf

#nseadsurvey

Recommendations

Schools should

- Review the time allocated for the teaching and learning of art and design within the curriculum, adjusting the mechanisms and barriers that deplete time resulting in damage to standards in art and design, in primary schools and through carousel systems, shorter lessons and the compressed key stage 5.
- Ensure the expectations of EBacc at key stage 4 do not reduce option blocks and opportunities for studying art and design, and that pupil entitlement and creative career pathways are not limited.
- Ensure senior leadership teams in all schools value, understand and appreciate what good practice, high standards and outstanding learning looks like in art, craft and design.
- Provide a tangible pro-active stance in briefing parents and young people considering options for key stage 4 and 5 about the value of an art and design qualification to future higher education choices, career paths and the positive employability rates in the creative, media and design industries.
- Ensure 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, digital and heritage industries.
- Ensure that a designated governor of the school has the remit for and appropriate training in identifying and encouraging a sustainable cultural offer within the school for parents, teachers and children and young people to include the celebration of the art and design work of the children and young people in the school and active advocacy for the subject across the whole school community.
- Ensure that teachers of art and design, especially those working at key stage 4 are actively enabled and encouraged to receive their entitlement to first-hand experience by regularly taking their children and young people to visit galleries and access workshops with creative practitioners through agencies and organisations working within education in the cultural sector.
- Actively promote and strengthen links with other subjects to build on the value of the contribution of art and design to the STEM subjects.
- Make better use of Pupil Premium to support learning and promote success in art and design for disadvantaged children and young people.
- Ensure that children and young people of both high and low ability can access art and design on the curriculum by choice across all phases, by recognising and valuing the significant career opportunities available through the creative, cultural, digital and heritage industries.

Parents should

- Through membership of parent teacher associations and as parent governors hold the governance and management of the school accountable for the appropriate time, resources, facilities and value given to art and design on the curriculum and the professional development of its teachers and support staff.
- Actively support primary schools and art and design departments by attending and celebrating the exhibitions, performances and opportunities that showcase the achievements of children and young people in the subject.

Ofsted should

- Ensure that teachers of art, craft and design receive regular reports about their specific impact on pupils' achievement and personal development in order to maximise their contribution to school improvement and pupils' spiritual, moral, social and cultural development.
- Ensure that inspectors receive specialist subject training in order to use evidence of teaching and learning in art and design more readily when inspecting schools and colleges. Provide feedback to school leaders and governors with clear recommendations for further improvement and professional development.
- Ensure that the Ofsted inspection framework is revised to challenge schools and colleges more effectively about the quality and impact of the arts curriculum. In particular, take greater account of pupils who are disadvantaged by cultural factors that limit their engagement in museums, galleries, with creative practitioners and the creative industries.

The Creative Industries Federation and creative industry leaders should

- Actively engage with the education community to include subject associations and cultural organisations working in formal education to champion the subject at the highest level and signpost career paths for young people and professional development opportunities for teachers.

The Local Government Association should

- Communicate findings with Chief Executive Officers via the LGA (Local Government Association) regarding the value of creative education, in supporting innovation, growth and employment to local economies. In addition how arts education develops creative thinking and skills that are required by local government in addressing the significant budget challenges and consequent transformation. A quality arts education enables expertise in developing new solutions in service design; resilience in communities and supports civic leadership. The slow decline in the value of arts education in the UK will cause a skills shortage and knowledge gap in the next five to 10 years and beyond.

Higher Education Institutes should

- With relevant stakeholders to include Council for Higher Education in Art & Design (CHEAD), The Group for Learning in Art & Design (GLAD), United Kingdom Arts and Design Institutions Association (UKADI) and subject associations write and disseminate guidance for parents and young people that describes the value of art and design education and advocates for the 'facilitating' qualities of art and design subjects.
- Build sustainable partnerships with schools to provide opportunities for teachers, children and young people to access professional development, advice and guidance about the value of art and design for personal fulfilment and as a career path through higher education.
- Provide sufficient time for primary teacher trainees in all settings to learn the specific skills and knowledge to plan for a relevant and engaging art and design curriculum key stage 1 and 2.

Arts Council England should

- Create clear goals in ACE's Schools' Entitlement Document to ensure a parity of esteem for investment and partnership work in and across all art forms.
- Through Bridge Organisations and National Portfolio Organisations, monitor, advocate for and prioritise gallery visits and engagement with creative practitioners for young people studying art and design in all key stages.
- Through Bridge Organisations and National Portfolio Organisations, work to develop sustainable partnerships between the museum and gallery sectors and schools.

The Department of Education should

- Decline from stating or inferring that higher education and career opportunities will be limited by examination study in art & design thus misrepresenting the subject to parents and young people.
- With relevant stakeholders to include subject associations and Ofqual, consult and signpost to an intelligent accountability, assessment and progression system that supports and not restricts the subject, to include the 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.
- With relevant stakeholders to include subject associations, the Creative Industries Federation, arts, crafts and design councils and sector skills councils, take immediate and strategic action to reverse the 'unintended consequences' of government policy through investment in a high-level media campaign for the public and a national subject-specific professional development programme for teachers of art and design to ensure that the value, time and resources are restored and upheld for the subject, its teachers and students.
- Working with relevant stakeholders to include subject associations, the Creative Industries Federation and arts, crafts and design councils ensure a parity of esteem between investment in education across the art forms, for example Visual Arts Hubs as well as Music Hubs; bursaries for trainee teachers in all arts subjects.
- Work collaboratively with The Department for Business, Innovation & Skills (BIS) and the Department for Culture, Media and Sport (DCMS) to ensure the position and value art and design education and its very significant role in developing young designers and the future wellbeing of the creative, cultural, digital and heritage industries is clearly articulated and acted upon at the highest strategic level.
- Working collaboratively with stakeholders to include subject associations, the National Careers Service and sector skills councils take immediate and strategic action to invest in or provide resources and professional development programmes for teachers of art and design to access regular, consistent and professionally assured career advice linking art and design to careers in the creative, cultural, digital and heritage industries and more widely.
- Work with the National College for Teaching and Leadership (NCTL) to achieve parity of ITT trainee bursaries, ensuring the value and need for expert art and design teachers is recognised and a teacher recruitment crisis is averted.

Next steps for the EBACC CAMPAIGN – Our recommendations



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More than half of art teachers consider quitting as subject becomes 'devalued'

Helen Ward

9th February 2016 at 16:03

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Subject is squeezed in amid high-stakes exams, survey reveals

Art classes have been cut as government policies have devalued the subject, new research finds.

Almost nine out of 10 (89 per cent) primary teachers surveyed said their school reduced time for art in Year 6 in the run-up to the Sats.

In secondary schools, 44 per cent of teachers said there was less time given to the subject at key stage 3 and more than a third (34 per cent) of those working with post-16 students said courses had closed in their institution.

In a "health check" for the subject, the National Society for Education in Art and Design (NSEAD) asked 1,191 members how things had changed in the past five years.

"The subject is not terminally ill, but it is being neglected and the neglect is turning it into a casualty," said Lesley Butterworth, general secretary of NSEAD. "Art teachers are working incredibly hard against the odds and are passionate about their subject."

"The vital thing [this survey shows] is that from a lack of value comes everything else: that is why it is not on the EBac [English Baccalaureate], there is no CPD, there is little respect from parents or governors."

"Students lack confidence. If you are not given enough time to do something well, to really learn it, then you are going to be discouraged."

The impact of the changes on teachers is such that more than half (55 per cent) of art teachers have considered leaving the profession, according to the survey.

The report also finds that:

- 50 per cent of art teachers fund their own continuing professional development in their subject.
- 79 per cent said their workload had increased.
- 56 per cent said the reduced value of the subject had contributed to teachers leaving or wanting

Art teachers in secondaries gave examples of how their workload had increased. In some cases support staff were made redundant, or class sizes had been increased. Others were told they had to teach other subjects.

"Staff morale was low and within two years, in a department of just four, seven positions were advertised," said one teacher responding to the survey.

The report calls on schools to review the time allocated for the teaching of art and for the Department for Education to stop "stating or inferring" that career options are limited by studying art and design.

The survey had responses from 858 secondary, 238 primary and 203 post-16 teachers, some teachers worked in more than one phase.

Broader horizons

Sharon Hodgson MP, chair of the All-Party Parliamentary Group for Art, Craft and Design Education, which will discuss the survey today, said: "Nurturing creativity and opening the minds of our children and young people to different horizons should be an important part of any child's or young person's education, and the provision of high-quality art and design education is an important way of doing just that."

"That is why it is vital that art and design teachers receive the recognition and support they deserve from policymakers and the government so that they can educate future generations with the creativity, talent and skills to drive our economy in the 21st century."

A Department for Education spokesman said: "All state schools must provide a broad and balanced curriculum which promotes the cultural development of pupils – art and design is a key part of this. Last summer's exam results disproved the theory that a focus on the core academic subjects comes at the expense of the arts, with thousands more students taking GCSEs in Art and Design than the year before."

"We trust headteachers to make staffing decisions and they have the freedom to set their timetables according to the needs and demands of their students. Tackling unnecessary workload for all teachers is a priority for this Government, and our review groups looking at this issue will report back in the spring."

The news comes as Ian Livingstone, the video games guru who was the co-author of an influential report that led to ICT being dropped in favour of computing, announced he was setting up two free schools based around Steam (science, technology, engineering, art and maths) education.

Last week at a debate in the House of Lords, peers expressed concerns about the lack of art and music in the EBac. Baroness Morris, the former education secretary, said: "This English baccalaureate is not a broad and balanced curriculum and that, by law, is what we are meant to be achieving."

A DfE spokesperson said: "All state schools must provide a broad and balanced curriculum which promotes the cultural development of pupils – art and design is a key part of this. Last summer's exam results disproved the theory that a focus on the core academic subjects comes at the expense of the arts, with thousands more students taking GCSEs in Art and Design than the year before."

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GCSE/GCE (AS and A-level) results 2015-16

GCSE numbers are falling rapidly

The total number of students sitting art and design GCSE subjects has **fallen from 194,637 to 183,085**.

This sharp fall of **11,552** in students represents a **6 per cent** decline since 2015.

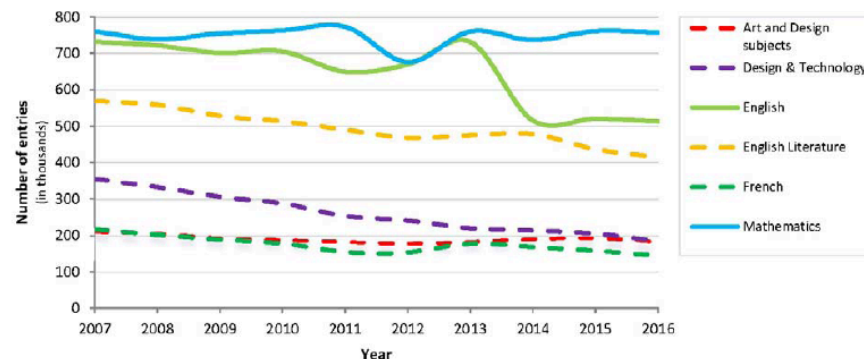
GCSE results

Table D Top GCSE full course subject decreases (entry greater than 100,000)
(Changes from 2015-2016)

| Ranking | Subject | % change | 2015 Number of candidates | 2016 Number of candidates |
|---------|-------------------------|----------|---------------------------|---------------------------|
| 1 (3) | Design & Technology | -9.5 | 204788 | 185279 |
| 2 (2) | French | -8.1 | 157699 | 144892 |
| 3 | Art and Design subjects | -5.9 | 194637 | 183085 |
| 4 (1) | English Literature | -5.1 | 436546 | 414286 |
| 5 | English | -1.4 | 520524 | 513285 |
| 6 | Mathematics | -0.5 | 761230 | 757296 |

(2015 ranking in brackets. Subjects having a year-on-year increase in 2015 are shown as blank.)

Chart 6 Top GCSE full course subject decreases, 2016 (entry more than 100,000)

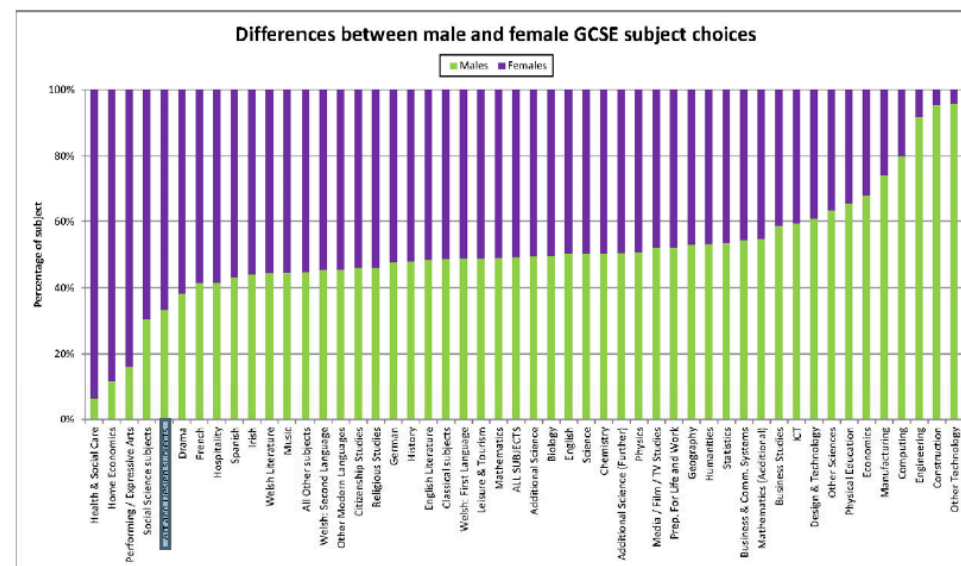


The biggest percentage decline in art and design candidate numbers recorded since 2000, (when JCQ first published data*)

Art and design has the third worse percentage fall for any subject.

GCSE results – the gender divide

In 2015 **33.8 per cent** of candidates were male. Unfortunately the figure has not improved, indeed, it has decreased slightly to **33.3 per cent**. In 2015 **66.2 per cent** of candidates were female, this year the figure has risen by 0.5 per cent to **66.7 per cent**.



GCE results – AS- and A-levels

The numbers of candidates taking art and design AS- and A-levels have continued to significantly decline

AS Level:

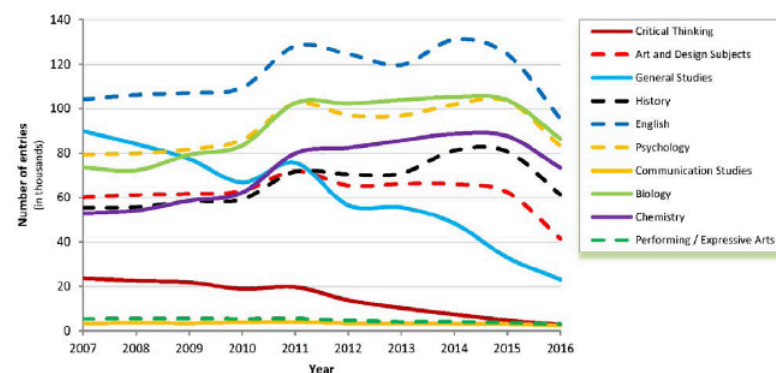
This year the total number of GCE AS-level candidates has fallen sharply from **62,375** in 2015 to **41,545**, a **decrease of 20,830** art and design candidates. This represents a **33.4% decline in candidates**, with only AS-level Critical Thinking having a bigger percentage fall.

Table 5 GCE AS subject decreases (changes from 2015-2016)

| Ranking | Subject | % change | 2015 Number of candidates | 2016 Number of candidates |
|---------|------------------------------|----------|---------------------------|---------------------------|
| 1 (1) | Critical Thinking | -42.5 | 4766 | 2740 |
| 2 (14) | Art and Design Subjects | -33.4 | 62375 | 41545 |
| 3 (2) | General Studies | -29.9 | 33019 | 23141 |
| 4 (24) | History | -24.0 | 80694 | 61304 |
| 5 (15) | English | -23.2 | 124452 | 95538 |
| 6 | Psychology | -19.6 | 103476 | 83228 |
| 7 (11) | Communication Studies | -17.7 | 3000 | 2470 |
| 8 (21) | Biology | -16.7 | 103859 | 86506 |
| 9 (22) | Chemistry | -16.2 | 87621 | 73414 |
| 10 (3) | Performing / Expressive Arts | -15.7 | 3580 | 3019 |

(2015 ranking in brackets. Subjects having a year-on-year increase in 2015 are shown as blank. Subjects with over 1000 entries shown.)

Figure 7 GCE AS subject decreases, 2016



GCE results, A-level.

The total number of GCE A-level candidates has fallen by **1,622** candidates. In 2015 a total of **44,864** took the exam, this year the total number has fallen to **43,242** candidates.

This represents only 5.2 per cent of the total number of students sitting GCE A-level, the **lowest percentage in ten years (since 2006)**.

Why has this happened? The Ebacc effect

KEY FINDING: Learning opportunities in art, craft and design across all key stages have reduced significantly.

2010



Year 7, starting 2015, are the first cohort to complete key stages 1 and 2 since *The Schools White Paper 2010*

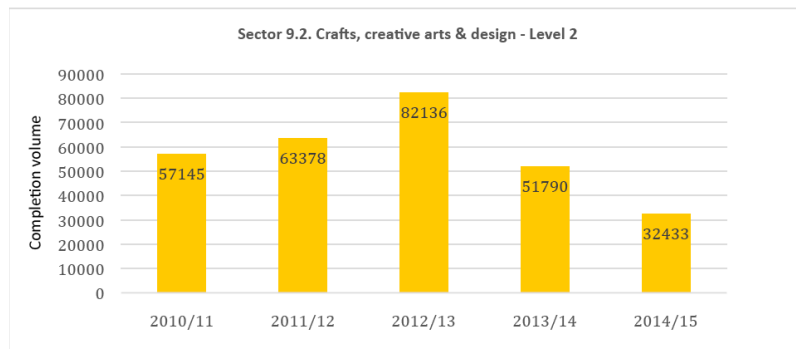
- Less allocated time for art and design
- A drop in standards on entry to secondary schools

We anticipate the impact of these changes will be fully apparent and be measurable, when the current year 7 complete their art and design GCSEs in 2020, ten years on from *The Schools White Paper*.

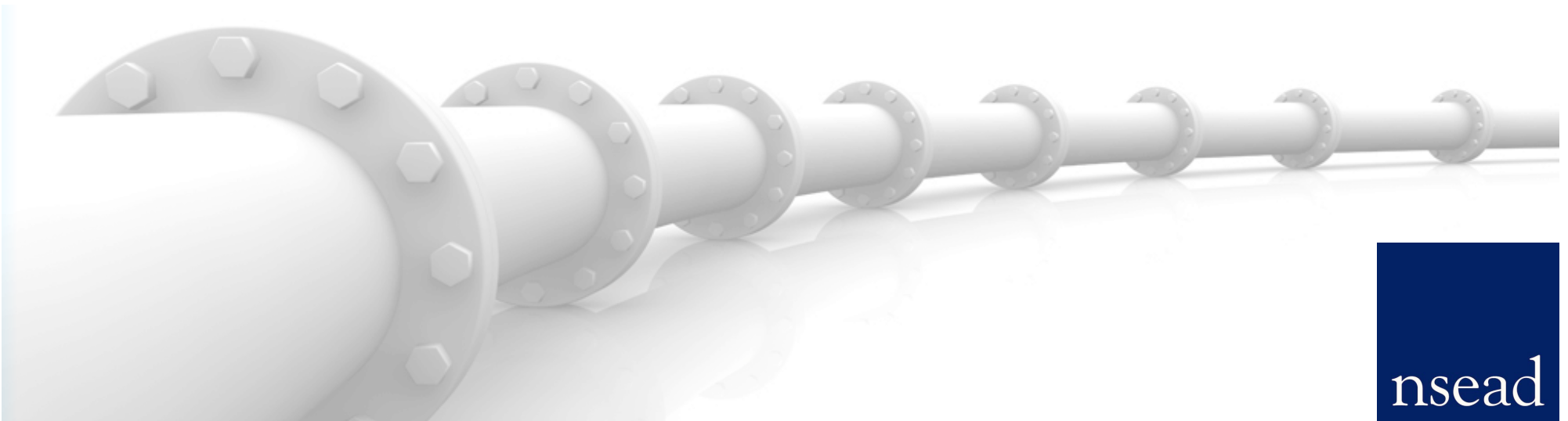
The Schools White Paper of 2010 introduced the Ebacc, becoming a schools performance measure in November 2011.

The first cohort of *secondary pupils* (those that started their secondary education in 2011) completed their GCSEs this year.

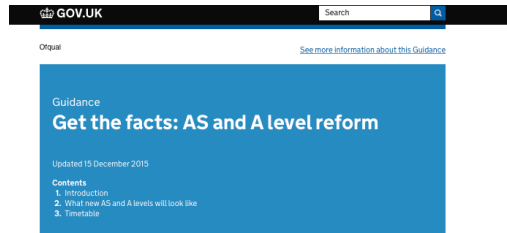
Why has this happened? Vocational course closures



There was a significant decline from 82K in 2012/13 to **52k in 2013/14** (36.9%). This compares to a 7.0% decline across all sectors at Level 2.



Why has this happened? A- and AS-levels decoupled



1. Introduction

New AS and A levels will be taught in schools in England from September 2015. The first results for the new AS levels will be in 2016, and for the A levels in 2017. Further subjects will be introduced over the following two years.

2. What new AS and A levels will look like

The main features of the new qualifications are:

1. Assessment will be mainly by exam, with other types of assessment used only where they are needed to test essential skills.
2. AS and A levels will be assessed at the end of the course. AS assessments will typically take place after 1 year's study and A levels after 2. The courses will no longer be divided into modules and there will be no exams in January.
3. AS and A levels will be decoupled – this means that AS results will no longer count towards an A level, in the way they do now.
4. AS levels can be designed by exam boards to be taught alongside the first year of A levels.
5. The content for the new A levels has been reviewed and updated. Universities played a greater role in this for the new qualifications than they did previously.

In 2015 AS- and A-levels were decoupled – meaning AS-levels no longer count towards an A-level; A levels become standalone qualifications.

AS-levels and GCSEs, vocational creative, craft, art and design candidate numbers *are* falling sharper than the majority of other subjects.

What next?

As a result of these intended or unintended consequences of government policies, many children and young people are already experiencing a **significant shortfall in their entitlement** to the study of art and design.

