



APPG 25 February 2020

Item 3

Since our APPG's formation (seven years ago) we've had three Prime minister, five Secretaries of States for Education, and one Minister of State for School Standards, Mr Gibb MP. In this time we've certainly used information evidenced here to correspond and to challenge policies.

Let's see how...

1. In 2014 we urged **Maria Miller** (Sec of State for Culture, Media and Sport) to talk with the DfE; We called for the placing of arts and culture on an equal footing within the national curriculum.
2. In the same year and **Michael Gove** we used our small-scale subject survey to evidence the impact of the EBacc on art and design.
3. Our rebuttal letter, to **Mr Gibb**, explained the national curriculum was no longer statutory in less than half of all state schools; again we used another NSEAD survey to identify art and design provision and sector differences.
4. Another rebuttal letter followed, where we queried the DfE's 'selection' of performance data. In turn NSEAD produced its large-scale subject survey report which has been widely used to evidence the impact of policies on our subject.
5. Our fifth letter, to **Nicky Morgan**, conveyed dismay at her '*Your Life*' speech and her un-evidenced assertion that the arts and humanities limit life choices. The irony was no doubt lost on anyone here when **Nicky Morgan** was appointed Secretary of State for Culture, Media and Sport.
6. Our letter, to **Justine Greening**, identified the focus on core subjects in ITE and the impact of this focus on the quality and quantity of art and design in schools. We are delighted now to see Ofsted's inspection framework focus on the curriculum, and with that focus, a child's entitlement to a broad and balanced curriculum.
7. In 2018, Sharon [Hodgson] again introduced the APPG to the next SOS for Education, **Damian Hinds**. Again, we reminded Mr Hinds about performance measures; she cited the BBC's arts in schools report (again shared here). On behalf of the APPG, Sharon also asked why there had been only a 6% allocation of funding for art and design – this compared to the 94% funding from music, dance and drama. Mr Gibb replied once again, suggesting that the national curriculum ensures access to art

and design 'remains' statutory. He had chosen to ignore the clearly stated fact that by 2018 over 61% of schools [72% of secondary schools] are not even required to follow the national curriculum.

[House of Lords]

Turning to the House of Lords and to Nick Trench [The Earl Clancarty] who on behalf of the APPG, has frequently briefed fellow members of the House and has himself raised several arts in education debates. For Lord Nash he asked why the Ebacc consultation had been so overdue (a year long over due) and has repeatedly evidenced why the government's performance measures are reducing arts provisions in schools; Both Nick and Sharon in both Houses asked why art and design trainee teachers were not receiving bursaries. As you know we are delighted that our trainee teachers will, as of September, receive bursaries to train.

We'd also like to take this opportunity to thank, Tracy Brabin MP – who until last month was vice-chair of our APPG and who has been appointed Shadow Secretary of State for Digital, Culture, Media and Sport. When speaking in the Arts and Health Westminster Hall debate (10 October 2017) she used evidence that had been reported here. She shared the impassioned account of an art and design newly qualified teacher who, with little warning, had very early on in her career, been required to teach two non-specialist curriculum subjects.

It is safe to say that the evidence given here, by speakers and attendees, by primary and secondary pupils; initial teacher trainers, teachers, trainee teachers, arts officers, participation and learning officers, CEOs and vice chancellors, has steered and influenced MPs, Lords and certainly NSEAD. We have changed policies, we have been heard.

Dr Rachel Payne delivered this paper on behalf of Sophie Leach, NSEAD
20 February 2020