



The All-Party Parliamentary Group for Art, Craft and Design in Education



The All-Party Parliamentary Group for Art Craft and Design in Education Report, 10 May 2022

Art Now: A National Survey of Teachers of Art and Design, Headlines

In March 2022, The All-Party Parliamentary Group (APPG) for Art, Craft and Design in Education undertook a four-nation survey of art teachers. A total of 1,860 art and design teachers from all phases and all types of schools responded. The full report will also include APPG evidence sessions and a large-scale rapid-evidence literature review.

'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' EEF, *High-quality teaching*
educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching

1. The workload of art and design teachers is increasing

The majority of art and design teachers (86.4%) in the survey reported that their workload had increased during the last five years.

2. Leaving the profession

Sixty-seven percent of art and design teachers surveyed reported that they were thinking about leaving the profession. This percentage is considerably higher than the 44% of [all] teachers who are considering leaving according to a 2022 NEU survey.

Four out of five art and design teacher respondents reported that wellbeing and workload were by far the two biggest disincentives to stay in teaching. Survey respondents reported that both workload and wellbeing were worse during and after the pandemic.

3. Investment for subject-specific Continuing Professional Development (CPD)

The survey found that a substantial percentage of primary art leads always attend subject-specific CPD in their own time. Many also pay for some or all of their subject-specific CPD themselves.

A fifth (21%) of secondary art and design teachers are not getting regular access to subject-specific CPD.

4. Primary Initial Teaching Training needs to be sufficient to prepare trainees for the task of teaching the national curriculum

The report suggests a deficit in training where prospective primary school teachers undertaking PGCEs only receive 12 hours of creative arts (all arts subjects – music, art & design, dance and drama) and between 3-12 hours of art and design training over four-year courses.

5. The impact of the pandemic on time, resources and opportunity to teach skills and techniques effectively was identified as a problem for teachers at all levels, but particularly for secondary schools and sixth form colleges

Art and design teachers in secondary schools and sixth form colleges report that many students have not had the same opportunities to build skills and knowledge as before the pandemic.