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Nick Gibb MP
Minister of State for School Standards
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3B

30 January 2019

Dear Mr Gibb,

Thank you for your letter of 23 November 2018 responding to our own letter addressed to Damien Hinds MP, dated 23 October 2018. In this letter we had outlined a number of concerns regarding the Department for Education's (DfE) positioning of art and design within initial teacher education (ITE).

We are delighted that the first of our concerns about the *Get into Teaching* website has been rectified. The revised delineation of the arts now rightfully communicates differences between these subjects at secondary phase, supporting future art, craft and design teachers to make informed application choices. NSEAD welcomes the invitation to work with officials to ensure our subject's distinctness. The point of contact for DfE officials is Michele Gregson, General Secretary of NSEAD.

However, we are seeking further clarification regarding your response to ITE subject bursaries inequalities. In our original letter we asked: *Why is music treated more favourably than art and design? Specifically: Why is an ITE bursary offered for music but not for art and design when music has recruited more successfully against the Teacher Supply Model (TSM) for the past three years?*

We clearly outlined the discrepancy afforded art and design in comparison to music, yet you respond that 'the total number of art and design trainee teachers has remained stable in recent years, and has been consistently higher than the number of music trainee teachers.' This is irrelevant given that the number of teachers required is encapsulated in the TSM.

Our previous correspondence identified the need for more training places in art and design than music. Again, this does not mean that art and design is 'more stable'. According to the DfE, the TSM is the preferred model used to statistically identify how many new teachers in each subject are actually required. By definition these allocations are based on current teacher supply and, between 2015-18, and also evidenced in our previous letter, music was more able to achieve their target than our subject. Despite this, music ITE trainees received a bursary and art and design trainees did not. We therefore seek a more robust justification for the disparity.

Whilst there has been a marginal change in 2018-19 ITT census data with art and design recruiting to 73 per cent of its target and music to 72 per cent, the TSM data continues to demonstrate that the need for art and design teachers out strips the need for music teachers. TSM targets for 2019-2020 published by the DfE (25 October 2018) indicates the number of ITE places required for art and design has in fact grown: 668 ITE places will be needed in 2019-20, compared to 646 in 2018-19. This represents a supply shortfall between 2018-2020 – with an additional 22 art and design trainee teachers required. We also note that other 'Non-EBacc subjects': music, and religious studies for example, will require *fewer* trainee teachers in 2019-20 than in the previous year and consequently have decreasing ITE recruitment targets based on the TSM (-17 and -118 respectively). These subjects have been allocated ITE bursaries.

And so, we specifically ask again: Why is an ITE bursary offered for music but not for art and design when music has typically recruited more successfully against the TSM?

As a matter of urgency we seek a more substantial explanation and comparative data to explain this ongoing discrimination against art and design trainee teachers.

Yours faithfully,



Dr Rachel Payne, President NSEAD
Dr Peter Gregory, Immediate Past President
On behalf of the NSEAD Special Interest Group for ITE