

Has art, craft and design been devalued in your school? AccessArt shares #NSEADsurvey

On the 9th February 2016, **NSEAD** (the National Society for Education in Art and Design) published their survey which posed the question **'In the last five years how has government policy impacted on art, craft and design education?'**

AccessArt attended the APPG (All Party Parliamentary Group) for art, craft, design education in the House of Commons, where the survey was presented. As per the society's recommendation, we are now sharing it with our members, trustees, stakeholders, subscribers and network:



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?



<http://www.nsead.org/downloads/survey.pdf>

This is a substantial document and hugely important for raising awareness about the plight of our subject (art, craft and design). It also shows great compassion for the ground force of art teachers and teachers out there and raises concerns about the pressure that they are under (nationally).

The document is full of findings like these quoted from the report:

- At least a third and up to 44% of teacher responses over all key stages indicate that time allocated for art and design had decreased in the last five years.
- National curriculum tests at key stage 2 have negatively impacted on the time allocated for art and design in primary schools.
- The reduction in time allocated for art and design in the two terms before key stage 2 tests is greater in state schools than in independent schools.
- Over half (53%) of secondary art and design teachers reported that on entry to year 7 there had been a fall in levels of art and design attainment reached by pupils joining their school.
- Provision for art and design is increasingly influenced by school type/sector. At key stage 3 and 4 academy sponsors have seen the biggest reduction in time allocated for the subject.
- In state schools where respondents identified that there had been a reduction of time allocated for art and design, 93% of these teachers agreed/strongly agreed that the English Baccalaureate (EBacc) had reduced opportunities for students to select the subject.

The survey suggests that teachers do feel that their subject has been devalued by EBacc and other government policy with 'more than half of art teachers considered quitting as their subject becomes devalued' Helen Ward TES.



<https://www.tes.com/news/school-news/breaking-news/more-half-art-teachers-consider-quitting-subject-becomes-devalued>

Most importantly – NSEAD are working positively now to create actions– the first being to share this document with ministers, heads, ofsted, media, HE, local council, museums, school governors, parents, examining bodies, etc. who need to know that emergency intervention is required to save our subject and ensure the creative health and well-being of creativity in our young and nation.

Please share the report. If you are a tweeter, please share your thoughts using **#NSEADsurvey**

Actions taken by **AccessArt** in response to the recommendations set out by **NSEAD**:

- Disseminate the findings of NSEAD's survey **#NSEADsurvey** across our network
- Continue to advocate the importance of creativity in its

own right but also as a key educational tool for innovation and invention

- Continue to advocate the entitlement of all children and young people to engage with, and produce art, craft and design, no matter their age, race, gender, wealth, ability or which school they go to
- Continue to develop meaningful content and resources to inspire creativity in the classroom and beyond
- Continue to develop meaningful content and resources to give teachers the confidence to deliver a creative curriculum and embed art, craft and design into everyday teaching practice
- Give artists the confidence to share their skills with the young
- Continue to develop an accessible **InSET** programme for primary school teachers, in our network, to further develop confidence and ability to integrate art, craft and design teaching (across all key subjects)
- Continue to promote schools with **Art rooms** and with exceptional practice integrating the arts into their curriculum
- Continue to promote after school clubs and creative opportunities outside of the classroom including **Art Weeks**
- Continue to develop a **Directory of Artist Educators** who can deliver inventive and innovative approaches to running hands-on sessions in schools both inside and outside of the curriculums
- Highlight the importance (with exemplars from colleagues in organisations such as **engage**) of the importance of museum and gallery education and museum visits for schools and that all children are entitled to engage with the arts
- Continue with our work of 'bridging the creative child with the creative adult' and promoting opportunities for children and young people to work with and meet creative practitioners within the creative industries

- Work with institutions of Higher Education (HE) to find examples of creative practitioners working in our thriving creative industries to give value to art, craft and design as important and respectable career paths to follow
- Continue work with artists to highlight the diverse creative practice and innovation that this nation offers

