

# ARTS IN SCHOOLS

A Bacc for the Future,  
Cultural Learning Alliance  
and WHAT NEXT? toolkit



WHAT NEXT?

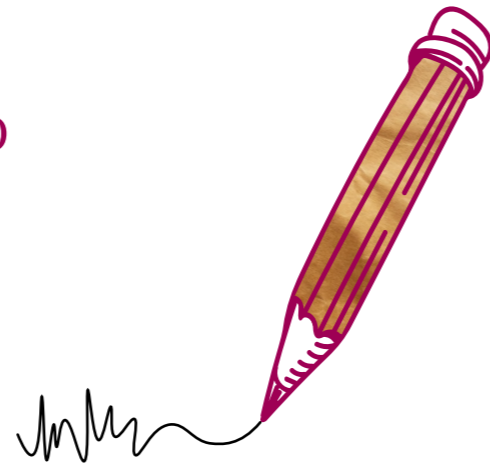


THE ARTS HAVE THE POWER  
TO CHANGE AND SHAPE  
YOUNG PEOPLE'S LIVES

Cultural Learning Alliance,  
*ImagineNation: the value of cultural learning, 2017*

**We need your help again.**  
This time we're asking you to help us to protect the arts in schools.

We want you to write **one** letter.



**We want to reverse the downward trend of the arts in schools and encourage schools to invest in arts, culture and creativity.**

We want politicians to know the arts are important to voters.

If you write one letter in support of the arts in schools you could make a real difference. If you write more than one, or can make your case in person, then that will be even better.

We want to get as many people as possible to take action. We want you to write to **one** or **all** of the following:

- your **local councillor**
- and **your local MP**
- the **National Schools Commissioner**
- the **Education Select Committee members**

## Context

As has been widely publicised by the **BBC, Cultural Learning Alliance, Bacc for the Future** and others, because of the Department for Education's school accountability systems, many schools are reducing the numbers of hours, teachers, subjects and choices on offer. This risks strangling the talent pipeline to the creative industries and robbing children of the social mobility and opportunities that the arts offer.

There is a real risk that the benefits of studying the arts will become the preserve of only those who can pay for it.

## Action

We want you to get in touch with your local authority, your local MP or the Schools Commissioners Network to tell them why the arts in schools really matter.

You can also contact Ministers and MPs on Select Committees in central government to make the case for the arts in schools and tell them this is important to you. This toolkit will give you everything you need to make that case.

If you don't share your concerns decision makers have no way of knowing this is important to parents and voters.

## Writing to your local council

Why does writing to my local authority matter? Even though local authorities have much less control over individual school budgets than they have had historically, they still have the power to ask questions and to influence. They also do still have funding and policy within their control.

Influencing local authorities can be a complex process, but it is essential. Real relationships and conversations with decision makers are the only way we can make the case for arts in schools in this climate.

Relationships with local authorities need to be ongoing and long-term, but staff turn-over and political change mean that they need constant investment.

### TOP TIP



Do consider joining with other local colleagues and other arts activists to make the argument together, perhaps by sending a joint letter or asking for a joint meeting.



## STEP 1:

## Find out who your local key players are

Every local authority is different. Each will have its own priorities, structure and political make up. Some authorities will have arts and cultural officers and some will not. However, every local authority will have an elected official: a lead councillor who is responsible for education. **They are generally called the Education Portfolio Holder / Cabinet Member for Education. They should be your key target in this exercise, though if you have time, send a letter to more of the people on this list.**

**Elected officials**

- Your MP
- The Mayor (especially if elected)
- The Leader and Deputy Leader of the Local Authority
- Portfolio Holder / Cabinet Member for Education
- Your ward councillors (responsible for your local area)

**The Council (civil service)**

- The Chief Executive of the Council
- The Chief Education Officer
- The Arts / Culture team

**Other important people**

- The Local Enterprise Partnership (LEP): LEPs lead on driving economic development in the regions and have a remit for skills and education and a budget. You can find out how to contact your local LEP here [www.lepnetwork.net](http://www.lepnetwork.net).
- Schools Commissioners: read more about their role and find out who your local Schools Commissioner is on the Department for Education website: [www.gov.uk/government/organisations/schools-commissioners-group/about](http://www.gov.uk/government/organisations/schools-commissioners-group/about)

**The Local Cultural Education Partnership**

Arts Council England has asked art and cultural organisations, educational institutions and local authorities to come together to drive a joined-up art and cultural offer locally, to share resources and bring about a more coherent and visible delivery of cultural education through the formation of Local Cultural Education Partnerships. Find out if there is a LCEP in your area here [www.artscouncil.org.uk/children-and-young-people/working-partnership](http://www.artscouncil.org.uk/children-and-young-people/working-partnership). If you are an arts or cultural organisation – do consider getting involved.

## TOP TIPS

- Personalise your approach
- Find out what your local authority's priorities are. Every Council will have around four and they should be on their website
- Find out if you have an arts and culture officer and contact them. Ask them who the key players in the authority are for the arts in schools (and for their contact details)



## RESOURCES

Find out who your local elected representatives are here: [www.writetothem.com](http://www.writetothem.com)

Arts Council England has a data portal that you can use to get a briefing on your authority – it will tell you the investment in the arts, the number and type of organisations, the number of children and young people and other key ranking data and information: [www.artscouncil.org.uk/research-and-data/children-and-young-people](http://www.artscouncil.org.uk/research-and-data/children-and-young-people)

**Background Reading:** The Local Government Association has produced this Quick Guide to Local Government: [www.local.gov.uk/sites/default/files/documents/lg-group-quick-guide-loca-971.pdf](http://www.local.gov.uk/sites/default/files/documents/lg-group-quick-guide-loca-971.pdf)

## STEP 2:

## Get writing



**Send an email or letter to your council, councillors and MP** – including your contact details and postcode, so they know you're a constituent (all your personal data is protected when writing to a politician). A letter is better than an email.

- Introduce yourself and the organisation/s you work for and with (tell them if you are a parent).
- Tell them why the arts in schools should be protected in your community (key arguments and evidence included at the end of this resource).
- Give practical, tangible examples of where the arts in schools has enhanced your community – either through regeneration (contributing to jobs or place-making), health outcomes or improving community cohesion.
- Describe any decline of the arts in schools that you have personally seen and why any further cuts in your local area would have a negative effect: be as specific as you possibly can.
- Use the arguments and evidence at the end of this resource to make a broader argument, showing the national decline and the value of the arts and cultural learning.
- If you work in arts education, invite them to come and see your work in practice and ask if you can meet with them in person.

It's best if you make the letter as personal as possible, but do use our template if you need any inspiration. You can also see a letter Sam Cairns from the Cultural Learning Alliance wrote to her County Council Education Portfolio holder.

## TIPS FOR SUCCESSFUL ENGAGEMENT

**Make it relevant:**

Focus your remarks on what's happening in the constituency. Use practical, everyday examples of what's going on in the community and how the arts links to it.

Make sure you write to a named person.

**Tailor your argument:**

Every politician is individual – they will campaign for a wide variety of issues and respond to different arguments in different ways. If they have spoken in Parliament or in the newspapers about social cohesion or healthcare, mention any work you might be doing alongside the local health service. If they often campaign on education issues, make sure you reflect their priorities. Do the same if they are interested in the economy.

**Use numbers:**



As far as possible, back-up your arguments with numbers, evidence and data.

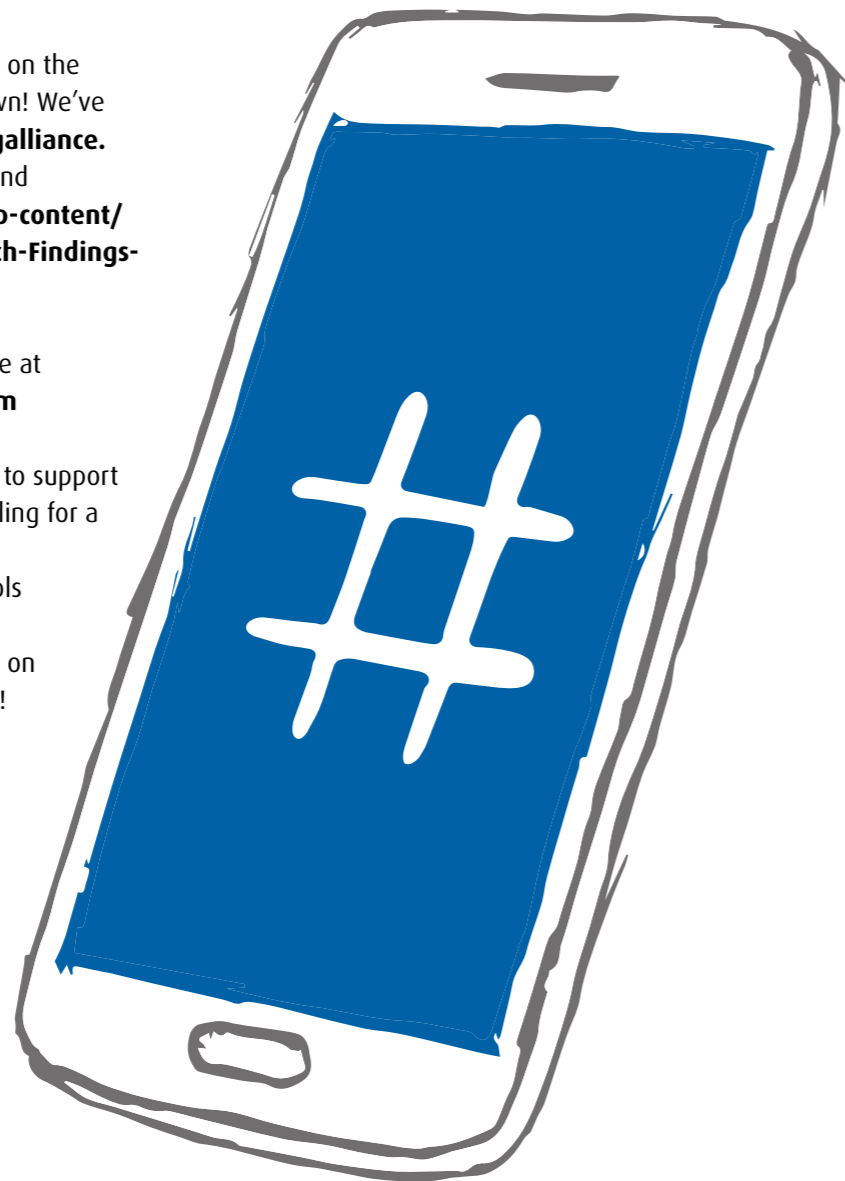
**Be passionate, but not aggressive:**

Make your case as compelling and as human as possible, but – particularly if you're talking to a Conservative – it's best not to criticise them, the Government or the Chancellor.

## STEP 2: (Cont.)





### What else can I do?

-  Sign up to the Cultural Learning Alliance at [culturallearningalliance.org.uk](http://culturallearningalliance.org.uk)
- Use the hashtag **#ImagineNation** to join in an online conversation about how arts are boosting children's social mobility
- Share our infographics and postcards on the value of the arts – and make your own! We've got examples here: [culturallearningalliance.org.uk/imagination-postcards](http://culturallearningalliance.org.uk/imagination-postcards) and [culturallearningalliance.org.uk/wp-content/uploads/2018/03/CLA-Key-Research-Findings-Boxes.pdf](http://culturallearningalliance.org.uk/wp-content/uploads/2018/03/CLA-Key-Research-Findings-Boxes.pdf)
-  Sign up to Bacc for the Future at [www.BaccfortheFuture.com](http://www.BaccfortheFuture.com)
- Use the hashtag **#BaccfortheFuture** to support the Bacc for the Future campaign calling for a broad and balanced – and creative – curriculum in all our secondary schools
- Share our infographics and postcards on social mobility – and make your own! We've got examples here: [www.baccforthefuture.com/campaign-resources.html](http://www.baccforthefuture.com/campaign-resources.html)



## KEY FACTS AND ARGUMENTS

### Value of arts education

- 1 Participation in structured arts activities can **increase cognitive abilities by 17%** 
- 2 Learning through arts and culture can **improve attainment in Maths and English**
- 3 Learning through arts and culture **develops skills and behaviour** that lead children to do better in school 
- 4 Students from low-income families who take part in arts activities at school are **3x more likely to get a degree**
- 5 Employability of students who study arts subjects is higher and they are **more likely to stay in employment**
- 6 Students from low-income families who engage in the arts at school are **twice as likely to volunteer**
- 7 Students from low-income families who engage in the arts at school are **20% more likely to vote as young adults** 
- 8 Young offenders who take part in arts activities are **18% less likely to re-offend**
- 9 Children who take part in arts activities in the home during their early years are **ahead in reading and Maths** at age nine   $+ \div 1234$
- 10 People who take part in the arts are **38% more likely to report good health**

Read the above evidence data and references in full at: [www.culturallearningalliance.org.uk/evidence](http://www.culturallearningalliance.org.uk/evidence)

Name of MP  
House of Commons  
Westminster  
SW1A 0AA

or

Name of Councillor  
or Council Official  
Address of local council

Dear [NAME OF MP OR COUNCILLOR],

My name is [YOUR NAME] and I am a [SAY A LITTLE BIT ABOUT YOURSELF – MENTION IF YOU ARE A PARENT AS WELL]. I am writing to you as a constituent asking you to support arts and cultural education in England.

[SHARE A PERSONAL PERSPECTIVE ON THE VALUE OF THE ARTS]  
[SHARE ANY LOCAL EXAMPLES OF GOOD ARTS PROVISION]

Arts education matters. As well as the difference it makes to educational outcomes, and the social impact of a thriving arts sector in our community, the arts are also economically significant.

In fact, the latest Government figures show that the creative industries are worth £92 billion a year to the UK economy, larger than the automotive, aerospace, life sciences, oil and gas industries combined. And they are growing faster than the rest of the UK economy. Locally, businesses like [NAME SOME LOCAL ARTS ORGANISATIONS] are part of this creative economy.

However, there is now compelling evidence from the BBC, the independent Education Policy Institute, University of Sussex and others, that a number of factors are working against the provision of arts education opportunities in schools. League tables, accountability measures and funding pressures are working against the arts in schools.

[SHARE ANY LOCAL EXAMPLES OF BAD NEWS]

A good education, and an education that will be fit for the 21st Century must be broad and balanced and include creativity at its heart.

I am asking you to:

[IF AN MP:] Promote arts education and work with local schools to ensure that every school has arts education opportunities at the heart of its school curriculum and raise these issues with the Secretary of State for Education.

[IF PART OF A LOCAL COUNCIL:] Promote arts education and work with local schools to ensure that every school has arts education opportunities at the heart of its school curriculum.

I am happy to meet with you to discuss these issues and can share more information with you if it would be useful.

Yours sincerely,

[YOUR NAME]

County Council Education  
Portfolio holder

Dear Cllr Reid

I work in the Creative Industries, am Co-Director of the Cultural Learning Alliance, a governor at All Saints C of E School in Winchester and soon to be an Enterprise Advisor.

In light of the accountability and funding stress that schools are under I am writing to ask you what **actions Hampshire County Council has in place to ensure that children continue to receive a high quality arts education in our schools?**

There is compelling evidence of the value of engaging in the arts to children's employability and their health and wellbeing.

Participating in structured arts has been shown to increase children's transferrable skills including communication, teamwork and resilience. These are skills that the CBI has said employers value over subjects studied. Nesta found that 87% of jobs in the creative economy are at no or low risk of automation compared to 40% of other jobs and the creative industries now account for one in every 11 jobs in the UK and are the fastest growing part of the economy. (<https://culturallearningalliance.org.uk/wp-content/uploads/2018/03/CLA-Employability-and-enterprise-briefing-A4.pdf>)

A Scottish study found that people who had participated in a creative or cultural activity were 38% more likely to report good health compared to those who did not; and for those who participated in dance, the figure rises to 62%. Different types of art activities increase different elements of health and wellbeing. Dance improves the physical health of participants, in particular teenage girls who are not engaging in other physical activity. Theatre and drama improve young people's social skills and emotional wellbeing. Music has been shown to lower cortisol levels and helps children cope better with stress. (<https://culturallearningalliance.org.uk/wp-content/uploads/2018/04/Arts-Health-and-Wellbeing-Briefing.pdf>)

However, there is also compelling evidence that children's access to arts in schools is declining. Department for Education data shows that there are now 16% less arts teachers in secondary schools than there were in 2010 and the arts are taught for 17% less hours<sup>1</sup>. The most recent data on GCSE entries from Ofqual for summer 2018 shows that arts entries have declined by 34% since 2010 and 9% 2017 to 2018<sup>2</sup>. If children are not taking arts subjects in schools they cannot progress on to higher level courses that lead to careers in the creative industries.

I would be delighted to meet with you to discuss the actions that Hampshire is taking to ensure children have a high quality arts education in our county that prepares them to be active, employed citizens in the future. Otherwise please do let me know the actions our county is taking.

Yours sincerely  
Samantha Cairns

<sup>1</sup> <https://culturallearningalliance.org.uk/wp-content/uploads/2017/08/Arts-teaching-hours-and-workforce-2017.pdf>

<sup>2</sup> <https://culturallearningalliance.org.uk/ofqual-publish-gcse-and-a-level-entry-numbers-for-2018/>



## Other useful statistics

### Employability

- The creative industries generate around

**£92 billion** per annum

and make up more than

**5%** of the UK's economy (DCMS, 2017)

This is bigger than the automotive, life sciences, aerospace, oil and gas sectors combined.

- Since 2010, the GVA (Gross Value Added) of the creative industries has increased by a massive **44.8%**. The sector now generates **5.3%** of the UK economy.

**Gross value added (GVA)** is the measure of the value of goods and services produced in an area, industry or sector of an economy. In national accounts GVA is output minus intermediate consumption; it is a balancing item of the national accounts' production account.

- The creative economy accounts for **1 in 11 jobs** across the UK.



- In the 2017 CBI/Pearson Education and Skills Survey, **86%** of businesses said that the right attitudes and aptitudes were in their top considerations when recruiting graduates ahead of subject studied, and ahead of academic grades and formal qualifications. Arts subjects develop the attitudes and aptitudes required for employability (see the CLA Employability and Enterprise Briefing for references)
- Research (by Nesta) has found that **87%** of jobs in the creative economy are at no or low risk of automation, compared to **40%** of other jobs.

- A Scottish study found that people who had participated in a creative or cultural activity were

**38%** more likely to report good health

compared to those who did not; and the figure rises to

**62%** for those who participated in dance

(Leadbetter & O'Connor, 2013).

- Italian data shows that cultural access is the second most important determinant of wellbeing, above factors including occupation, age, income and education (Grossi, 2010 & 2012).

- Dance improves the physical health of participants, in particular teenage girls who are not engaging in other physical activity (Connolly et al, 2011).



- Participating in the arts lowers cortisol levels in the blood stream – i.e. lowers stress (Kreutz et al, 2004).

- Learning to play an instrument has been shown to help children cope better with stress (Roden et al, 2016).



## Arts in England's schools

Arts GCSE entries are falling significantly in England:

**-17%** drop in arts GCSE entries 2016–2018

**-34%** drop in arts GCSE entries 2010–2018

Source: Joint Council for Qualifications

In 2018, registrations for arts GCSEs fell by a further

**51,000**

[bit.ly/2kxMLHp](https://bit.ly/2kxMLHp)

Department for Education figures published in June 2017 show that

between 2010–2017 the number of hours the arts were taught in England's secondary schools fell

by **-21%**



Between 2010–2017 the number of arts teachers fell by



In comparison the EBacc subjects of History and Geography (see below) saw rises in the number of teachers and of hours taught of between **+11%** and **+25%**. For full details see: [culturallearningalliance.org.uk/wp-content/uploads/2018/07/Arts-teaching-hours-and-workforce-2018.pdf](https://culturallearningalliance.org.uk/wp-content/uploads/2018/07/Arts-teaching-hours-and-workforce-2018.pdf)

### Art subjects in the National Curriculum

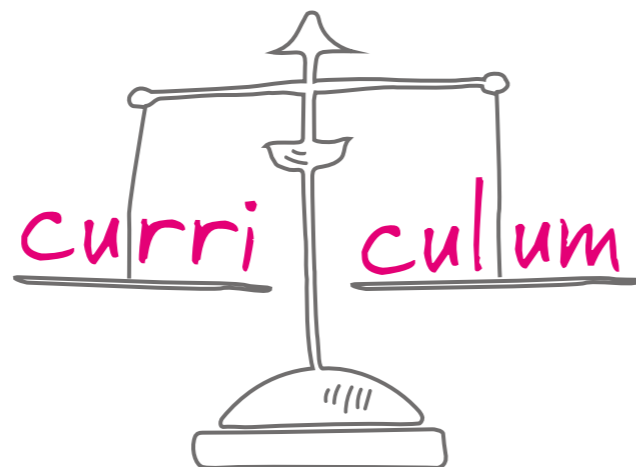
- Art and Design and Music are compulsory subjects that students have to be taught to the end of Key Stage 3 (age 12/13). There is a good flexible curriculum for these subjects that allows teachers to tailor their teaching to the needs of their students.
- Dance is taught within Physical Education and compulsory until age 16. There are some limitations to the dance curriculum.
- Drama is included within English and compulsory until age 16 or students have passed their GCSE. There are many limitations to the compulsory curriculum.



## Why the arts matter in our education system

The arts have the power to change and shape young lives. They provide knowledge, skills, values and attributes that can play a significant role in young people's development, creating opportunities for them to express their ideas and form their values, and equipping them to navigate a rapidly changing world.

The arts are not an add-on, or a nice-to-have, but are part of the fabric of our society, and all young people have a right to experience the best, and to be given the opportunity to contribute to the arts and culture of the future. In schools, the arts should be a vital part of a broad and balanced curriculum, with social, educational, economic and personal benefits for children and young people, and for society as a whole.



For more information specifically on the EBacc, check out Bacc for the Future's campaign resources here: <https://www.baccforthefuture.com> and research on music from the University of Sussex here: <https://www.ism.org/news/changes-in-secondary-music-curriculum-provision-over-time-2012-16>

### Accountability measures

As Arts subjects are included in the curriculum, what we believe is driving the fall in provision is the accountability system, most notably the English Baccalaureate. For more detail see the September 2017 Education Policy Institute report **Entries to Arts Subjects at Key Stage 4**.

Schools are required to publish the number of students that take GCSEs in five subject areas at GCSE level, and the number of students who get an A\*-C or 4-9 grade in those subject areas. These are: English, Maths, Science, Modern Foreign Languages and Humanities (History and Geography).

#### Attainment 8

Pupils' grades in their 8 highest GCSEs are combined to produce a number score. These '8 Best' GCSEs must include their grades in Maths and English Language or English Literature GCSE. Maths and whichever of English Language or English Literature is higher is then double weighted (known as 'bucket one'). A further three of the 8 Best GCSEs need to be drawn from English Baccalaureate subjects (known as 'bucket two'). The final three slots can be any subject (known as 'bucket three').

#### Progress 8

Students' progress from a baseline when entering secondary school and the results in their 8 Best GCSEs. Five of the GCSEs have to be in EBacc subjects. The remaining three can be from EBacc or non-EBacc subjects.

### More resources and information



#### Bacc for the Future

Bacc for the Future is a campaign to save creative subjects in secondary schools across England. It is supported by more than 200 creative businesses, education bodies, and organisations as well as more than 100,000 individuals.

Founded by the Incorporated Society of Musicians (ISM), the UK's professional body for musicians, it successfully fought against the original arts-excluding EBacc in 2013. Since 2015, it has been fighting against the new EBacc with the aim of saving creative subjects in secondary schools across England.

Full list of supporters: [baccforthefuture.com/campaign-supporters.html](https://www.baccforthefuture.com/campaign-supporters.html)  
 Campaign resources: [baccforthefuture.com/campaign-resources.html](https://www.baccforthefuture.com/campaign-resources.html)  
 The ISM: [ism.org](https://www.ism.org)



#### Cultural Learning Alliance

The Cultural Learning Alliance champions a right to arts and culture for every child. Our core activities are policy analysis, relationship building and evidence gathering.

The Alliance includes a range of organisations working across the cultural and education sectors, including non-departmental public bodies, philanthropists, umbrella organisations, cultural and arts partners, creative industry leaders, education specialists, teachers and schools.

The Alliance is free to join.

[www.culturallearningalliance.org.uk](https://www.culturallearningalliance.org.uk)

## WHAT NEXT?

#### What Next?

What Next? is a movement bringing together arts and cultural organisations from across the UK, to articulate, champion and strengthen the role of culture in our society.

We want to work collaboratively to build alliances outside of the cultural sector, build relationships with local and national government and engage the public in new and different conversations about the arts.

More information: [whatnextculture.co.uk](https://www.whatnextculture.co.uk)



