



## Bacc for the Future Manifesto

### What should the future of creative education look like?

The creative subjects have been marginalised in schools in recent years and there has been a worrying decline in the uptake of creative subjects at GCSE and A-Level. The success of the UK's creative industries – and its contribution of more than £100 billion per year to the UK economy – is being threatened by the marginalisation of creative subjects in primary and secondary schools. Extensive evidence shows that the English

Baccalaureate or EBacc has caused the decrease in the uptake of creative, artistic and technical subjects as they are not included in the EBacc.

### **The Bacc for the Future campaign believes that the following initiatives could lead to improvements in access to and uptake of creative subjects including music, art, drama and dance:**

1. A pledge to scrap or reform the English Baccalaureate (EBacc) because for as long as creative subjects are not included within the framework of the EBacc, the arts will continue to lack parity with other areas of the curriculum. The importance given to the EBacc as an accountability measure acts as a disincentive to schools from offering creative subjects which harms the uptake by pupils.
  - The EBacc policy is also failing on its own terms. The number of students studying the EBacc is around 38% in state-funded schools and it is unlikely that the revised uptake targets of 75% by 2022 and 90% by 2025 will be met.
2. The Government should ensure that all schools have a high quality curriculum offer in creative subjects, teaching them on a regular and sustained basis across the whole of Key Stages 1-3. The arts should be an entitlement for every child as part of a broad and balanced curriculum.
3. Support for higher education institutions to promote the creative, cultural and economic benefits of studying for a creative degree.
4. Greater championing of creative subjects within schools, and investment from Government in training, recruiting and retaining teachers of creative subjects.
5. Development of academic pathways from Early Years through primary and secondary school to enable smooth transition between learning a creative subject at different stages.
6. Ensure that Ofsted does not have to focus heavily on accountability measures imposed by the Government and focuses more attention on the presence of creativity and the arts within the curriculum. Ofsted inspections should prioritise the breadth and quality of creative education being offered in schools.
7. A long-term commitment to music education hub funding of at least £100m per annum for the 121 music education hubs for the next five years to support music education in England factoring in inflation and increases to teachers' salaries/pension contributions.
8. Commission and publicise a green paper that will seek to analyse the state of creative education in secondary schools, responding to the wealth of evidence and research available, allowing individuals in creative education to feed into what the future of creative education should be.