



Department
for Education

Consultation Response Form

Consultation closing date: 29 January 2016

Your comments must reach us by that date

Consultation on Implementing the English Baccalaureate

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

The government is consulting on proposals to implement the EBacc manifesto commitment. This consultation gives the teaching profession and others with an interest in education the opportunity to help shape policy.

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

| | |
|---|--------------------------|
| Please tick if you want us to keep your response confidential. | <input type="checkbox"/> |
| Reason for confidentiality: | |

| | |
|--|---|
| Name: Cassie Chadderton | |
| Please tick if you are responding on behalf of your organisation. | x |
| Name of Organisation (if applicable): Society of London Theatres (SOLT) and UK Theatre Association (UK Theatre) | |
| Address: Society of London Theatre ("SOLT") and UK Theatre Association ("UK Theatre"). 32 Rose Street Covent Garden London WC2E 9ET | |

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](#) page.

Please insert 'X' into one of the following boxes which best describe you as a respondent.

| | | |
|--|--|--|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Headteacher or school leader | <input type="checkbox"/> Parent or carer |
| <input checked="" type="checkbox"/> Employer/Business Sector | <input type="checkbox"/> Organisation representing school teachers | <input type="checkbox"/> Pupil |
| <input type="checkbox"/> Local Authority | <input type="checkbox"/> Subject Association | <input type="checkbox"/> Governor |
| <input type="checkbox"/> Other (please specify) | | |

| |
|---|
| <p>Comments:</p> <p>I write on behalf of Society of London Theatre ("SOLT") and UK Theatre Association ("UK Theatre").</p> <p>SOLT and UK Theatre are the trade associations representing the interests of those engaged in the production and presentation of medium to large-scale dramatic and lyric theatre in the UK.</p> <p>SOLT represents approximately 200 London-based producers, theatre owners and managers. UK Theatre represents approximately 220 theatres, concert halls, dance companies, producers and arts centres throughout the UK. UK Theatre also operates as a professional association, supporting over 1,000 individuals working professionally in theatre and the performing arts in the UK. Both memberships are drawn from</p> |
|---|

subsidised and commercial theatre.

Combined annual attendance at our member venues exceeded 33 million people in 2013. This is more than the entire cumulative attendance at all English Premier League (13.6 million), English Football League (15.6 million) and Scottish Premiership (1.9 million) matches for the 2012/13 season.

If you indicated that you are a teacher, headteacher, school leader or governor, please indicate what type of school

| | | |
|--|---|--|
| <input type="checkbox"/> Local authority maintained school | <input type="checkbox"/> Academy mainstream school or academy chain | <input type="checkbox"/> College, FE or HE institution |
| <input type="checkbox"/> Special school | <input type="checkbox"/> Alternative provision or pupil referral unit | <input type="checkbox"/> University technical college |
| <input type="checkbox"/> Studio school | <input type="checkbox"/> Other (please specify) | |

Please Specify:

Pupils in scope

1 What factors do you consider should be taken into account in making decisions about which pupils should not be entered for the EBacc?

Comments:

We are deeply concerned by the Department for Education's proposals to implement the English Baccalaureate (EBacc).

The UK's creative industries are world-leading. New Government figures show they are worth £84.1 billion a year to the UK economy and employ more than 1.7 million (more than 1 in 20 UK jobs).

A good arts education is the basis for this success – it is the vital pipeline to our global success in the creative industries.

However, from 2010 to 2015 there was a 14% drop in creative and technical qualifications taken.

If implemented this proposal would result in 90% of pupils taking a *minimum* of seven, narrowly defined, GCSEs. There would be little room left for pupils to study creative industry relevant subjects, narrowing a skills base in an area crucial to the success of dramatic and lyric theatre in the UK, and the creative industries as a whole.

The success of the UK's creative industries, and the role of a good arts education in supporting this, is recognised and supported by other Government policy.

In his 2015 Autumn Statement the Chancellor, George Osborne stated; "Britain's not just brilliant at science. It's brilliant at culture too ... One of the best investments we can make as a nation is in our extraordinary arts, museums, heritage, media and sport."

David Cameron, in his recent speech on life chances, said; "Our museums, theatres and galleries, our exhibitions, artists and musicians, they are truly the jewel in our country's crown. And culture should never be a privilege; it is a birth right that belongs to us all. But the truth is there are too many young people in Britain who are culturally disenfranchised. And if you believe in publicly-funded arts and culture – as I passionately do, then you must also believe in equality of access, attracting all, and welcoming all".

And in 2015 Sajid Javid, then Culture, Media and Sport Secretary, said: "The UK's creative industries are recognised as world leaders around the globe ... They are one of our most powerful tools in driving growth, outperforming all other sectors of industry, and their contribution to the UK economy is evident to all."

To continue to build a thriving creative economy, the arts must be given equal visibility in our schools. Parents, students and teachers should continue to have the autonomy choose the learning and teaching appropriate to them.

Accountability for meeting the EBacc commitment

2 Is there any other information that should be made available about schools' performance in the EBacc?

Comments:

3 How should this policy apply to UTCs, studio schools and further education colleges teaching key stage 4 pupils?

Comments:

Implementation

4 What challenges have schools experienced in teacher recruitment to EBacc subjects?

Comments:

From 2010 to 2015 there was a 14% drop in creative and technical qualifications taken. Department for Education figures show that between 2010 and 2014 the number of hours the arts were taught in secondary schools fell by 10%, and the number of arts teachers fell by 11%.

This indicates that schools are prioritising the appointment of staff in EBacc subjects, leading to fall in the number of specialist teaching staff in subjects such as drama, music, art, and design - all of which are crucial to the future sustained success of dramatic and lyric theatre in the UK, and to the creative industries as a whole.

Also, while the Government offers bursaries to teaching training in EBacc subjects this is not the case for drama, dance or art teachers.

5 What strategies have schools found useful in attracting and retaining staff in these subjects?

Comments:

6 What approaches do schools intend to take to manage challenges relating to the teaching of EBacc subjects?

Comments:

The average number of GCSEs taken by pupils in England is 8. It is likely that schools will focus on these subjects, leaving little room for pupils to study creative industry relevant subjects, such as drama, music, art, and design.

Given the emphasis on GCSE attainment many schools have already begun to teach GCSE material over 3 years, which reduces the focus on arts during Key Stage 3 (when the arts are statutory).

This further limits student choice and ability to progress into further study and careers in theatre and the creative industries.

7 Other than teacher recruitment, what other issues will schools need to consider when planning for increasing the number of pupils taking the EBacc?

Comments:

8 What additional central strategies would schools like to see in place for recruiting and training teachers in EBacc subjects?

Comments:

9 Do you think that any of the proposals have the potential to have an impact, positive or negative, on specific students, in particular those with 'relevant protected characteristics'? (The relevant protected characteristics are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.) Please provide evidence to support your response.

Comments:

10 How could any adverse impact be reduced to better advance equality of opportunity between persons who share a protected characteristic and those who do not share it? Please provide evidence to support your response.

Comments:

We support the Department for Education’s stated aim to ensure that young people develop the knowledge and skills to allow them to succeed in the modern world. However, the consequence of implementing the EBacc will be a limiting of ambition, and social mobility.

There is evidence that engaging with the arts can improve social mobility; students from low income families who take part in arts activities are three times more likely to get a degree, are more employable and tend to stay in their jobs for longer.

The CBI has said that “To continue to be the world’s leading creative hub, our creative industries must have access to a broad talent base... The creative industries also need to be more accessible - particularly to young people from different backgrounds - if they’re going to attract the talent they need.”

The emphasis on the EBacc in schools will have the effect of marginalising arts education in schools – for all but the most privileged. If we are to maintain and develop our global economic standing and success in the creative industries a good arts education should be prioritised for all.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

| | |
|---------------------------------------|-------------------------------------|
| Please acknowledge this reply. | <input checked="" type="checkbox"/> |
| E-mail address for acknowledgement: | |

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

| | |
|---|-----------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|---|-----------------------------|

All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please email: consultation.unit@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 29 January 2016

Send by post to: Maleck Boodoo, Curriculum & Standards Division, Department for Education, Sanctuary Buildings, 20 Great Smith Street, London, SW1 3BT

Send by e-mail to: English.BACCALAUREATE@education.gsi.gov.uk