

## The Carter Review: Call for Evidence around ITT

September 2014

### Statement by Arts Council England re ITT

Arts Council England's goal is that every child and young person has the opportunity to experience the richness of the arts, museums and libraries. We recognise that for most children their first exposure to an arts or cultural experience will happen through school. We want to ensure that every child is offered a rich arts and cultural education as part of a broad and balanced curriculum. To ensure that this can happen, it is essential that teaching staff have relevant and excellent training.

Our recommendations are:

**1) There should be more specialist ITT places and provision for arts subjects.**

Funded ITT places for arts subjects were dramatically reduced between 2010 and 2012. In order to ensure the broad range of high quality arts subjects are available in schools as part of a broad and balanced curriculum, specialist teachers are required. Therefore, the decline in ITT places available for the arts needs to be dramatically overturned.

Subject	2010 number of places	2012 number of places	Percentage change
Art	515	320	-38%
Music	570	380	-33%
Geography	665	625	-6%
History	545	545	0%

**2) Specialist Teachers in the arts should be a priority to ensure the best experiences and chances for young people to succeed.**

It is worth noting that independent schools, who demonstrate higher results than mainstream schools, always have arts and culture as part of their offer. Research by the Cultural Learning Alliance highlights that head teachers of independent schools consider arts and cultural opportunities to be essential both as part of the curriculum and as enrichment activities and a key to producing rounded, resilient, articulate thinkers who would succeed in the wider world. Delivery of high quality cultural learning requires specialist teachers<sup>i</sup> and we consider it necessary for there to be specialist teacher status and training for all arts subjects.

**3) There should be significant time for Primary school teachers to be equipped to teach arts subjects.**

Anecdotal evidence from teachers suggests that they get as little as half a day's training on teaching art. For non-arts specialists, it is essential that effective ITT training and continuous professional development opportunities allow for understanding of the arts subjects. In order to deliver a broad and balanced curriculum, and fulfil a school's duty in delivering SMSC subjects, teachers need appropriate knowledge, understanding and training.

**4) The STEM subjects should include Arts subjects and become steAm.**

In addition to the intrinsic value of the arts, there is much value when the arts are studied alongside science subjects and when used to bring other subjects to life. Commonalities across the arts and sciences; curiosity, experimentation, risk taking, critical analysis should be recognised as attributes young people require for jobs of the future. Teachers need to be able to recognise the value of a steAm approach through ITT and continuous professional development.

**5) ITT should demonstrate the value of the Arts and Cultural sector, encouraging specialisms through partnerships and be familiar with Artsmark**

Artsmark is the Arts Councils flagship scheme for the arts and is a key tool that enables a school to deliver a broad and balanced curriculum. Artsmark supports a school to audit and assess its cultural offer and develop sustained partnerships with arts and cultural organisations. It also requires schools to plan and ensure staff are appropriately trained and developed.

There is growing evidence of the value of art and culture in narrowing the gap. Research from the Cultural Learning Alliance<sup>ii</sup>, which cited research from the House of Commons Education Committee<sup>iii</sup>, demonstrates that those from lower socio-economic backgrounds who take part in arts activities at school are three times more likely to get a degree, twice as likely to volunteer and 20% more likely to vote. It also shows that those on lower incomes are less likely to access arts provision out of school. This makes it clear that there needs to be a focus on developing arts and cultural provision within schools, which must start with high quality ITT and specialist teachers to high quality cultural education for all children.

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<sup>i</sup> Cultural Learning Alliance, *A Duty to Provide Cultural Learning: The CLA's findings from interviews with independent school headteachers* (London: Cultural Learning Alliance, 2013)

<sup>ii</sup> Cultural Learning Alliance, *English Baccalaureate Research* (London: Cultural Learning Alliance, 2013)

<sup>iii</sup> House of Commons Education Committee, *The English Baccalaureate Fifth Report of Session 2010-12 Volume I* (London: The Stationary Office Limited, 2011)