​Your address 1
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Date

Dear <name of MP>

**Please help save technical and creative subjects in secondary schools**

As the Chancellor George Osborne said: “We want the words: made in Britain, created in Britain, designed in Britain, invented in Britain, to drive our nation forward. A Britain carried aloft by the march of the makers.”

It is galling therefore that the Department for Education plans to make the narrow English Baccalaureate (EBacc) all but compulsory in schools, by making it a headline accountability measure. This will prevent vast numbers of pupils accessing technical and creative subjects. **There will be a debate on this measure in Parliament on 4 July 2016.**

By making it a ‘headline measure’ for school accountability and increasing its prominence in Ofsted inspections, the EBacc would effectively become compulsory for secondary school pupils in England.

The EBacc proposal means that every pupil taking their GCSEs would have to study a **minimum of seven**, narrowly defined, GCSEs: English literature and English language, maths, double or triple science, a modern and/or ancient language, history and/or geography.

If pupils are forced to study triple science, history and geography, this goes up to **nine GCSEs**.

On average, pupils in England take a total of eight GCSEs or nine ‘GCSEs and other qualifications.’

If these plans become a reality, there would be little, if any room left for pupils to study technical, creative and artistic subjects and they would be squeezed out of schools altogether.

The uptake of technical/creative subjects in our schools has already fallen by 14% from 2010 to 2015. Design and Technology has suffered the largest drop in numbers over the same period, declining by 29% (figures independently compiled by the Cultural Learning Alliance). All this is at a time when our creative, manufacturing and engineering industries are facing huge skills shortages.

According to our own Government, the creative, manufacturing and engineering sectors represent 29% of the UK economy and contribute £500bn. The creative industries alone grew by three times more than the rest of the economy over recent years and employ almost two million people.

To continue to build a thriving creative, manufacturing and engineering economy, the related subjects must be given equal visibility in our schools. It makes no sense for the Department for Education to implement an educational strategy which is narrowing a skills base in an area so integral to our economy’s success.

Why risk this with a narrow, one-size fits all curriculum that will force technical, creative and artistic subjects out of schools?

Please can you, as my local MP, do everything you can do to ensure that rigorous, challenging, academic, intellectual and creative subjects are valued equally to other subjects in schools? **Would you also be prepared to stand up for these subjects in Parliament on 4 July 2016?**

I look forward to hearing from you.

Yours sincerely,

<Your name>