



Crafts Council response to the Curriculum & Assessment Review Final Report

It's been a year since we submitted our [response](#) to the Curriculum & Assessment Review — shaped by the voices of more than 100 teachers and sector leaders. Anticipation has been high, and few of us expected the scrapping of the Ebacc to lead the headlines in the final report. We're delighted that it has.

The report shows that the arts sector has been heard. Its value is recognised, its role understood, and meaningful steps have been taken to redress the imbalance. We welcome this. A creative education prepares young people for life — building imagination, problem-solving, and resilience alongside practical skills. These are essential for success in any career, both within and beyond the creative industries. We join others in calling for legislation to ensure the recommendations are adopted and protected from political change. A ten-year review cycle is a pragmatic approach — allowing time for reforms to take hold while ensuring the system remains relevant and responsive.

However, the absence of craft from the report is disappointing. The lack of progress on the complex issues facing Design & Technology is also concerning. This is a crucial moment — perhaps our last — to remove barriers and protect opportunities for young people to develop creative, 3D, and technical skills that are fundamental to innovation and making.

The introduction of new V Levels, a Core Enrichment offer, and the proposed National Centre for Art & Music Education are all promising developments. Together, they have the potential to transform creative education. But their success depends on genuine collaboration with the sector — drawing on our knowledge, expertise, and experience. That collaboration must be underpinned by proper investment.

Investment should also enable schools to deliver a truly broad and balanced curriculum — with the right equipment, materials, and subject-specific teacher training for Art & Design and Design & Technology. With bursaries for these subjects being cut next year, we have serious concerns about whether these ambitions can be achieved.

We welcome the report's strong emphasis on inclusion, equality, and diversity, and its commitment to social justice — all central themes in our consultation response. It's clear that the review listened. We are particularly pleased to see teachers recognised for their professionalism, expertise, and agency to shape the curriculum based on their learners' needs.



The report frequently references the need for high-quality resources, including those from The Oak Academy. We'd highlight that our sector holds a wealth of expertise beyond traditional education institutions. Our Make First pedagogy and Craft School programme already deliver professional development, collaborative learning, and recognition of progress — all aligned with the priorities this report identifies. We are ready to expand that impact.

Although career education sat outside the review's scope, it remains vital for our sector. We welcome the recommendations to strengthen financial, digital, and environmental education. Building financial and business literacy will better prepare students for careers in the creative industries — many of which are powered by freelancers, sole traders, and microbusinesses. These are practical, future-ready skills that empower young people to thrive.

At the Crafts Council, we will continue to work with partners across the arts, creative industries, and education to turn these recommendations into lasting change. Together, we can ensure that craft and 3D making hold a central place in the future of education — inspiring creativity, innovation, and opportunity for all.

The CAR report can be found [here](#).