



**CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE**  
**9<sup>th</sup> JUNE 2014**

**REPORT OF THE DIRECTOR OF CHILDREN AND FAMILY SERVICES**

**THE LEICESTER-SHIRE MUSIC EDUCATION HUB - FURTHER DEVELOPMENTS IN MUSIC EDUCATION**

**Purpose of Report**

1. To inform the Committee with regards to :-
  - (a) National developments in music education. Leicester-Shire Schools Music Service, since August 2012, leads one of 123 new Music Education Hubs in the country, following a successful bid to the Arts Council England (ACE);
  - (b) The reshaping and refocusing of the Service to enable it to deliver its new roles, embed its new identity and move in a new direction in order to respond to a rapidly changing music educational landscape;
  - (c) The offer of a rich and varied tapestry of music education opportunities for the children and young people of the county and city, in response to the National Plan for Music Education.

**Policy Framework**

2. An independent review of Music Education in England for 5 -19 year olds was commissioned from Darren Henley by the Government in September 2010. The report, Music Education in England (the Henley Review), was published in February 2011. The Government response to the review was largely positive and led to the publishing of '**The Importance of Music – A National Plan for Music Education (NPME)**' in November 2011. Funding to support the delivery of the NPME is routed through ACE.
3. The NPME states that hubs must ensure that:
  - (a) every child has the opportunity to learn an instrument through whole class ensemble teaching (WCET) programmes in a whole class setting;
  - (b) there are clear progression routes;
  - (c) there are ensemble opportunities;
  - (d) there is a singing strategy.
4. The NPME defines three extension roles, which could have a traded element. There could be:
  - (a) access to large- scale events and professional musicians;

- (b) access to low cost instrument hire;
  - (c) CPD available for school based music teachers.
5. The NPME recognised that schools cannot be expected to do all that is required for music education on their own; therefore a music infrastructure that transcends schools is necessary. The NPME sets out a framework that builds on the work of local authority music services by developing an infrastructure through the newly created Music Education Hubs launched in August 2012.
  6. **The Leicester–Shire Music Education Hub (LMEH)**, led by Leicester–Shire Schools Music Service (LSMS) is working with over 40 local, regional and national partner organisations (see Appendix D) and 91% of county primary and 82% of county secondary schools. It continues to develop the ethos of partnership working which lies at the heart of hubs and involves the combining of resources, opportunities for leveraging additional funding through joint funding bids, and more joined up provision to ensure the best possible music education for children and young people in and outside of schools. The first round of ring-fenced funding, based on a national funding formula, is in place until March 2015 and is enabling the delivery of the NPME (2012 -2020), with a further bidding process to be announced shortly. The Business Plan for LMEH 2012 - 15 (see Appendix A) was produced for ACE on 1 August 2012 and has been updated annually.
  7. A substantial new role for Music Education Hubs was launched in November 2013, following the Ofsted Report: ‘Music in Schools – what hubs must do’. This report outlined concerns about the standard of music education in schools across the country, and as a result of this recent and two previous Ofsted reports, LSMS, as the lead organisation of the hub, is required to submit a draft **School Music Education Plan (SMEP)** by 1 April 2014 ( Appendix B). This is initially for a two year period (2014 - 2016) to support the delivery of all music in schools, including the curriculum and at all key stages, to ensure that standards are raised. The previous Ofsted report, ‘Music in Schools: sound partnerships’ highlighted the benefits and pitfalls of partnership working in music education. In referring to the musical activities provided for by music services it states “at their best, music partnerships (and local authority music services in particular) play a considerable part in providing these opportunities and setting high standards”, but at the same time the report found that “the standard of music teaching in schools was far too often inadequate”.
  8. The creation of an independent ‘**Trust for Music and Culture in Leicester–Shire**’ is in process and due to be taken to the Cabinet in July 2014 for approval. The proposal outlines a trust that will run alongside LSMS, offering an independent trading arm. This would have the ability of generating income as gift aid from the ensembles and performances, to apply and bid for external sources of funding not available to local authorities and to also work outside of the parameters of ACE funded activities, in areas such as music and health, adult education and other cultural art forms.

## **Background**

9. **Historical Funding:** Leicester-Shire Arts in Education, currently known as LSMS, was previously funded by the Standards Fund from 2000, together with additional local authority funding. This was followed by The Music Education Grant from April 2011 - August 2012, in addition to the remaining local authority subsidy which continued up until March 2012, plus fees charged to parents and schools. In 2010 - 2011,

Leicestershire County Council's funding contribution was £455,940 and Leicester City Council's was £98,000. In 2011-12 this reduced to £105,980 and £59,000 respectively. Since August 2012, the LMEH with LSMS, as the lead organisation, has been funded solely by the Department for Education (DfE) through ACE to deliver on the core roles with the NPME, and it continues to trade with schools and parents to support the extension roles (within the NPME) and additional opportunities for children and young people. The DfE grant to Leicestershire and Leicester City is £2.9m over the 3 year period from 2012-15. The Leicestershire allocation of the DfE funding amounts to £2,238, 495 – 66% of the total external grant funding received. The LMEH is accountable to ACE and funding is released quarterly on the provision of the appropriate papers and accounts.

10. **The National Plan for Music Education:** 'The Importance of Music' was released as a joint DfE/Department for Culture, Media and Sport (DCMS) publication in November 2011 setting out a new road map for music education from 2012 – 2020. Its main theme is that of equality; music education of high quality must be available to as many children as possible, it must not become the preserve of these children whose families can afford to pay for music tuition.
11. The paper proposed the creation of new **Music Education Hubs** to take forward the work of local authority music services so that "more children will experience a combination of classroom teaching, instrumental and vocal tuition, opportunities to play in ensembles and the chance to learn from professional musicians. Hubs will provide opportunities that reach beyond school boundaries and draw in the expertise of a range of education and arts partners. Funds for Music Education Hubs will be awarded following an open application process run by Arts Council England, which will focus on outcomes for pupils, partnership working and economies of scale ("The Importance of Music").
12. The four core roles of the NPME are to:
  - (i) Ensure every child aged 5 – 18 has the opportunity to learn a musical instrument (other than voice) through whole class ensemble teaching programmes for ideally a year (but for a minimum of a term);
  - (ii) Provide opportunities for children to play in ensembles and perform from an early stage;
  - (iii) Ensure that clear progression routes are available and affordable to young people;
  - (iv) Develop a singing strategy to ensure every pupil sings regularly and that choirs and other vocal ensembles are available in their area.
13. The three extension roles of the LMEH are:
  - (i) Offer CPD (Continuing Professional Development) to school staff, particularly in supporting schools to deliver music in the curriculum;
  - (ii) Provide an instrument loan service with discounts and free provision for those on low incomes;
  - (iii) Provide access to large scale and/or high quality music experiences for pupils, working with professional musicians and/or venues.
14. **Partnership Development:** By 17<sup>th</sup> February 2012, LSMS had co-ordinated the partner organisations and submitted the Arts Council application for Leicester and

Leicestershire in partnership with schools and a wide range of other music and arts organisations.

15. The 4 strategic partners are ACE National Portfolio Organisations that sit on the Executive Group of the LMEH. At the local level, Soft Touch Arts, at the regional level, Sinfonia VIVA and Darbar Arts Cultural Heritage Trust and, at the national level, The Philharmonia Orchestra.
16. Signed statements setting out their support for the Hub (in kind and in financial terms) were forwarded by 29 organisations to ACE as part of the bid supported by both County and City Councils and schools. There are now 43 partners engaging with the hub. Prior to 2012 there was just one partner engaged with LSMS.
17. **Redesigning Roles:** By September 2012, LSMS had reduced its infrastructure spending in order to fulfil its core roles within the resources available. This included a reduction to a smaller team from 58 FTE posts to its current position of 26 FTE posts, re-designing posts to focus on partnership working with schools and developing the whole class music teaching model and singing offer, staff taking on new flexible roles, the formation of a Hub Associate Teacher Scheme (currently 35 staff), quality assurance by the hub for continuation of small group and individual tuition by freelance/self employed tutors and 17 contracts for services for conductors of central ensembles.
18. Throughout 2012-14 staff have been appointed to specialist new roles - Music Leaders (10 FTE, to increase to 12FTE in 2014-15) to deliver the Whole Class Ensembles Teaching(WCET) Programme and continuation through Large Group Tuition; Area Music leaders (4FTE) to develop activities within distinct localities including Area Music Centres with schools and partners; a Singing Development Leader(1.0 FTE) to lead on the Singing Strategy; Strategy Development Managers (1.4FTE) for developing the core and extension roles within the NPME and partnership development; a Deputy Service Manager (0.8FTE) to lead on the Schools Music Education Plan(SMEP); and a Specialist Leader in Education – Music (0.6FTE) to support the SMEP and a Marketing and Communications Officer (0.4FTE). The current Service Manager was appointed in January 2012 to lead the way in shaping the service and to access funding as a music education hub.
19. **Governance:** The governance structure for the LMEH consists of a Board which includes an elected member from both County and City Councils, senior officers from each Council, Headteachers, parents and students as members of the Governing Group. This is supported by an Executive Group which consists of Head teachers, Heads of Music, and four strategic partners; representation from LSMS, the Bridge Organisation (The Mighty Creatives), a community arts organisation (Bullfrog Arts), an Area Centre and from the Associate Teachers.
20. **The School Music Education Plan (April 2014):** This requires LMEH to engage in 'challenging conversations' (Ofsted, 2013) with all of its schools in the county and city - a total of 415 schools - initially over a 2 year period. The Plan has been developed with a small group of Head teachers and Heads of Music, who sit on the governing and executive groups of LMEH together with a School Improvement Advisor. This Plan has been submitted to ACE (in May 2014) and is awaiting feedback. Its main purpose is to support schools in raising standards in music education.

21. **The LMEH Business Plan (2012 -15):** This details how partners will work together on the hub's core and extension roles. Within this, LSMS has a key role in delivering most of the initial first access, Whole Class Ensemble Teaching (WCET) programmes, currently engaging 78% of county schools and just over 5,000 pupils in the county. Information on those county schools involved in the initial first access programme, aimed at Year 4, can be found in Appendix E. There are currently a total of 9,175 pupils accessing music opportunities from LMEH in the county.
22. The plan also sees more local opportunities for children and young people to play together on a range of instruments and genres through the further development of beginner and intermediate ensembles, bands and orchestras in local areas through partnership with other organisations (e.g. Great Bowden Music Recital Trust), and schools, as well as through the further development of LSMS Area Music Centres in North West Leicestershire, the Melton area for 2014 -15 and through City Music Networks.
23. Pro-active strategies to engage children who do not participate in instrumental learning have been developed using partners (e.g. Soft Touch Arts, Pedestrian UK, Bullfrog Arts, SoundLincs ) who have experience in working with children from disadvantaged communities and those with disability or health issues, Children in Care, Traveller, Roma and Gypsy groups and in Pupil Referral Units.
24. National partnerships such as with Yamaha UK have established three Yr 7 Class Band Projects delivered during curriculum time, at Castle Rock, Humphrey Perkins and Crownhill Schools. Special Schools, such as Ashmount Primary, are engaging in a project with regional partner Sinfonia ViVa and specialist support and CPD has been offered to all special schools from externally funded expert providers. The number of special schools and PRUs engaged with the LMEH is currently 13 and one autism unit compared to only one pre 2012. A new national partnership with the BBC has been accepted as a Champion hub to roll out its '10 pieces' initiative with schools.
25. Clear progression routes leading to central, high-level ensembles in a range of genres are being further developed with local partners through Area Centres and networks, including a gospel choir with Kaine and an Indian music ensemble with Darbar Arts. There are currently 30 LSMS/LMEH central and area ensembles, a further 21 in partnership with other providers and 462 school ensembles.
26. Local and central performances are a platform for celebrating and promoting the work of the Hub. These engage thousands of children and young people offering greater diversity and access to professional musicians with partners such as East Midlands Jazz, Orchestras Live, Kagamusha Taiko (Japanese drumming), The Philharmonia Orchestra, Sinfonia ViVa and Darbar Arts.
27. Collaboration extends to specific projects with a broader range of partners and schools, with the ability to leverage additional funding, such as with Orchestras Live, NW Leicestershire District Council, The National Forest, Sinfonia ViVa, impacting on an identified cultural 'cold spot'. Collaboration also supports increasing diversity through new jazz partnerships with The Y Theatre, The Sparks Festival, East Midlands Jazz and De Montfort University.
28. Engagement from schools in the core roles of the NPME stands at 91% of primary schools and 82% of secondary schools. This compares to 65% engagement with

schools pre 2012 when delivery was predominantly through individual and small group tuition, with some Whole Class Ensemble Teaching.

### **Resource Implications**

29. The LMEH is funded externally by the DfE, totalling £2.9m over 3 years for the City and the County (up to March 2015), accessed from ACE to fund the core roles delivered through LSMS with its partners. The Leicestershire allocation of the DfE funding amounts to £2,238,495, which is 66% of the total external funding received. The LMEH also needs to draw in resources from schools, parents and other organisations. This amounts to £544,000 in 2013 – 2014, forecasted to be £673,000 for 2014 -15 and £768,000 for 2015 -16 from both City and County sources.
30. The announcement in May 2014 has confirmed no bidding process for the period 2015-16 and funding for this period has yet to be confirmed. Future funding will be announced after the next general election for the period 2016 onwards.
31. To plan for any decrease in DfE funding and the coming to an end of the County and City Council's subsidy, thereby mitigating this risk, an 'Income Generation Plan' for the period 2014 -2016 (Appendix C) has been drawn up that will work to ensure that the LMEH can continue to sustain its activities in light of a reduction in future government funding from the next funding period of April 2015 onwards.
32. If income generation does not increase at projected levels the following actions would be taken:-
  - (i) Initially ,costs would be reduced through cutting activities that are not funded by ACE, for example, regarding transport for pupils to ensembles;
  - (ii) Appointments will only be made based on demand through trading;
  - (iii) 3 FTE ACE funded posts are on hold and are acting as a contingency and can be redirected to instrument purchase and CPD as required (classed as front line delivery) releasing funding from these budget lines;
  - (iv) Utilising resources allocated within the budget to invest in areas where there is more likelihood of an increase in revenue, without impacting on the budget.
33. If all these measures fail and traded packages to schools do not realise their predicted growth pattern, and staff are therefore not working their full contractual hours as a result of this, there could be a case for redundancy as posts are wholly funded by ACE and /or traded income. In light of current trends for trading this would be considered as low risk. Leicestershire County Council carries all liabilities for redundancy.
34. A review of the business including reviewing its practices, processes and identifying potential areas for commercial development and trading is being carried out, working alongside a Business Advisor, to support the vision of the current Service Manager for future financial sustainability.
35. The Director of Corporate Resources has been consulted on the contents of this report.

### **Equal Opportunity Implications**

36. The changes since September 2012 and the advent of the LMEH have had a positive effect on equality, as all children in a Year 4 class have the opportunity, free of charge

(to the pupil), to participate in a minimum of one term's instrumental learning in a Whole Class Ensemble Teaching (WCET) setting, as stated in the NPME. For the 2013 -14 academic year this represents 77% of county schools engaging in a one year project and 1% in a one term project, therefore a total of just over 5,000 pupils. It also offers the opportunity for them to participate in subsidised continuation supported by free instrument hire for a further year and ensemble provision with fee remission. The current focus is on the 22% of county primary schools not engaging in the WCET programme outlined in the NPME, and these are largely located in the North East of the county (Loughborough and Melton area) and within the South West (Oadby and Lutterworth).

37. For children on free school meals the fee remission scheme ensures they can participate in continuation through large group tuition and ensembles that are affordable and accessible, if they wish. Children in Care (CiC) are largely supported through the Pupil Premium with free instrumental hire from LMEH for continuation following the WCET period. CiC in the county accessing instrumental learning and ensembles during 2013 -14 is 15% of the total CiC within the county. Subsidised instrument hire remains at £6000 for children accessing free school meals.
38. The development of area music centres and city networks offers more localised provision and greater access for all children and young people. The increase in ensembles has grown from 19 in 2011-12 (pre the LMEH) to 38 in 2014-15, with further growth in 2014-15 with expansion into Coalville (North West) and Melton Mowbray (North East) of the County.
39. Strategies that focus and target funding to Children in Challenging Circumstances, those children from deprived communities, with health or disability issues, Traveller, Roma and Gypsy communities, as well as CiC, are central to the work of the LMEH and are planned over the current 3 year funding period. Partners such as Soft Touch Arts, Pedestrian Ltd, Bullfrog Arts are enabled through the hub to offer specifically tailored projects to meet the needs of these children and young people. £200,000 and 7% of ACE funding is targeted towards this group of children and young people. Joint bids to Youth Music with BullFrog Arts and SoundLincs have enhanced this offer.

### **Circulation under Local Issues Alert Procedure**

None

### **Background Papers**

The Henley Report into Music Education (February 2011)

'The Importance of Music' – A National Plan for Music Education (DfE/DCMS November 2011)

Music in Schools: Sound Partnerships ( Ofsted, October 2012)

Music in Schools – What Hubs Must Do, the challenging conversation with schools (Ofsted Nov 2013)

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**List of Appendices**

- Appendix A - The LMEH Business Plan (September 2012 -March 2015)
- Appendix B - The LMEH Schools Music Education Plan - Draft (April 2014 – 16)
- Appendix C - The LMEH Income Generation Plan (2014 -16).
- Appendix D - The LMEH List of Partners (2014-2015)
- Appendix E - List of County Primary Schools engaging in the Whole Class Ensemble Teaching Programme( Core Role 1 in the NPME)