

Ealing Music Partnership

A. Executive Summary

Ealing Music Service (EMS) is the leader of the Ealing Music Partnership, the music education hub for Ealing. Content of this impact evaluation is mainly based on our Business Plan and refers to the third full year of operations of the music hub. In addition, this evaluation reflects on the comparative feedback from the School Effective Impact Survey from 2013 to 2015. It should be noted that as Ealing Music Service does not have full control of the quality of services provided by partner organisations within the hub, the 2015 survey was only sent to schools that accessed services linked to one of the four core roles delivered by EMS.

The success of the 2014/15 academic year continues to be largely attributed to effective partnership development which we have prioritised by engaging with those organisations that offer key additional skills and experience in order to benefit a larger number of children and young people (CYP) and those with diverse musical talents and interests. Another success area is the development of a holistic approach to performance management of music teachers which is impacting on schools' assessment of the impact of the service on their pupils.

The most effective partnership has been as part of our role in *Music8London*, an alliance of 8 music education hubs in North and North West London (Barnet, Brent, Camden, Ealing, Enfield, Haringey, Harrow and Hillingdon). We joined forces with Harrow to organise host the Music for Youth Regional Festival (February 2015) and the Music in Education Annual Conference (September 2015). This has paved the way to hosting 2 Music for Youth Regional Festivals in Spring 2016 for the benefit of all 8 hubs and, whilst the conference will continue to be organised with Harrow, more hubs are likely to come on board. As Ealing has been nominated as Chair of *Music8London* from September 2015 to April 2016, in the first instance, several other collaborations for mutual benefit are likely to follow.

We chose to invest a significant proportion of our additional funding for 2014/15 in schools music leadership. One initiative of *Empowering Schools to Drive Musical Potential* was Innovation Fund. 5 school clusters were successful in securing up to £8000 to undertake innovative practice in an area of their choice in 2015/16. The results of this work will benefit wider schools in the future.

Effective quality assurance of teaching and learning of a large team of sessional teachers by a small senior leadership team is an area of considerable challenge for most music services. We have established an innovative, holistic approach to performance management in which all aspects of a teachers role is assessed. This is now working well and valued by the teachers and schools alike.

Yogesh Dattani

Head of Ealing Music Service

B. Comparative Summary of Schools' Feedback – 2013 - 2015

As part of Ealing's School Effectiveness Team, Ealing Music Service has over the last three years benefitted from an annual survey in which schools are asked to assess the service using Ofsted grading criteria against 4 generic areas together with the option to provide additional feedback.

Response Rate

The number of schools that responded to the survey over the three years from 2013 to 2015 was 29, 40 and 25, respectively. In 2013 and 2014 all schools that accessed the services of the Ealing Music Partnership were invited to respond whilst in 2015 - with a view to increasing the accuracy of feedback linked to the 4 core services required of all music education hubs - we limited our survey to those schools that accessed these.

1. How do you rate the quality of training / support / guidance received from this service area in supporting the work of your school in achieving its priorities?

The percentage of schools that rated the service Outstanding in 2015 (16%) has more than doubled than in 2013 (6.9%) and for the first time no school has rated the service Inadequate in this area. The majority of schools have consistently perceived service performance as Good over the 3 years.

2. How do you rate the quality of our communications in this service area including our responsiveness to requests and follow-up actions?

The percentage of schools that rated the service Outstanding in 2015 (20%) has approximately tripled from 2013 (6.7%) and 2014 (5.7%) and for the first time no school has rated the service Inadequate in this area. The majority of schools have consistently perceived service performance as Good over the 3 years.

3. How do you rate the overall value for money of this service area?

Whilst the majority of school have consistently rated service performance as Good over the 3 years, there has been a gradual decline during this period (72.4%, 65.8% and 60%, respectively). Given that the percentage of schools that rated the service Outstanding in this area over the same period has been completely opposite and increased exponentially (0%, 7.9% & 16%), the reason for the decline in the Good category may be linked to pressures on school budgets rather than an accurate assessment of value for money. For the first time no school has rated the service Inadequate in this area.

4. How do you rate the difference this service area is making to the work of your school in promoting better outcomes for children and young people?

Whilst the majority of school have consistently rated service performance as Good over the 3 years, there has been a gradual decline during this period (72.4%, 63.9% and 60%, respectively). The percentage of schools that rated us Outstanding in 2015 has increased over 7-fold to the 2013 figure and over 8-fold to the 2014 figure. For the first time no school has rated the service Inadequate in this area.

Main Strengths & Learning Points

We are encouraged by the significant increase in the shift of schools' perception of service performance away from Inadequate and the significant percentage increases in those that now rate the 4 strands as Outstanding. The Head of Service will contact the relevant of all schools that responded to the survey for further clarification and compile a report as to how the service will respond to their feedback and circulate school-specific information to relevant schools and more generic information to all stakeholders.

Going forward we would like to endeavour to ensure that no school perceives any aspect of our service to be Inadequate whilst working towards a significant shift from those that perceive the service from Required to Improve to Good and from Good to Outstanding.

C. Facts & Figures

Core Role 1 - Ensure that 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) of weekly tuition on the same instrument.

Progress & Impact in 2014/15

- 52% of primary schools accessed the WCET programme, an increase of 8%
- 89% of schools accessed 1 or more activity
- All WCET programmes delivered by 2 adults

Priorities for 2015/16

- To engage with every maintained school at least once per annum to offer the WCET programme
- To review the WCET programme

Core Role 2 - Provide opportunities to play in ensembles and to perform from an early stage.

Progress & Impact in 2014/15

- Piloted weekend Big Play Days to encourage new cohorts of pupils to consider joining an ensemble. 6 Big Play Days and 6 Bing Sing Days schedule for 2015/16.

Priorities for 2015/16

- To establish the Big Play Day and Big Sing Day programme
- To signpost a range of ensemble opportunities by partner organisations, such as, Junior Music College (part of University of West London)

Core Role 3 - Ensure that clear progression routes are available and affordable to all young people.

Progress & Impact in 2014/15

- 47% of schools accessed instrumental provision, an increase of 6 from previous year
- 8 primary schools bought into a two-year WCET programme in 2014/15
- Currently we have 7 *Mayor of London's* Scholars
- A wider range of award now available to talented musicians residing in the borough, including (1) *Leonardo Aggio Music Award* to purchase a musical instrument; (2) *Mayor of London's* Scholarships and (3) *Ealing Music and Film Festival Senior Music Scholarship*

Priorities for 2015/16

- To continue to add additional opportunities by signposting services provided by partner organisations
- To add the number of awards available to by sign-posting external awards available (e.g. Artsaward, National Children's Orchestra Scholarship, etc.)

Core Role 4 - Develop a singing strategy to ensure that every pupil sings regularly and that choirs and other vocal ensembles are available in the area.

Progress & Impact in 2014/15

- 22% of school accessed singing provision, including one-off performance events
- 2 CPD singing workshops for KS1 and KS2 delivered by the London Youth Choir
- Termly singing concerts, SongFest, are now well established

Priorities for 2015/16

- To build on SongFest (a performance opportunity located in strategic for schools to access and represent a range of styles and abilities).

Extension Role 1 - Offer CPD to school staff, particularly in supporting schools to deliver music in the curriculum.

Progress & Impact in 2014/15

- 53% of schools accessed CPD provision.
- *Music in Education Annual Conference 2015* took place in September.
- 3 termly networks in place for the primary, secondary phases and for special schools
- All 3 meetings will take place simultaneously offering colleagues to discuss matters linked to transition, etc

Priorities for 2015/16

- To sign-post an increased number of high quality CPD events offered by external providers.

Extension role 2 - Provide an instrument loan service, with discounts or free provision for those on low incomes.

Progress & Impact in 2014/15

- Pupils in 58% of schools accessed instrument hire service.
- At the end of the academic year 1563 instruments were out on loan to schools and families
- From 1 September 2014, families resident in Ealing are able to hire a musical instrument regardless of where they access instrumental tuition.

Priorities for 2015/16

- To increase income through a small increase in the cost to families and to increase number of instruments on loan.

Extension Role 3 - Provide access to large scale and / or high quality music experiences for pupils, working with professional musicians and / or venues. This may include undertaking work to publicise the opportunities available to schools, parents/carers and students.

Progress & Impact in 2014/15

Ealing Schools Music Festival (ESMF)

- 5 concerts during in the summer term

World Music Festival

- Accessed by 20 schools; Introduced a small charge for the first time

SongFest

- 8 schools participated in this event

Priorities for 2015/16

- To continue to promote access to Ealing Schools Music Festival and SongFest