

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	19 October 2021
<b>Reporting Officer:</b>	Kate Campbell Green – Head of Tameside Music Service
<b>Subject:</b>	<b>TAMESIDE MUSIC AND LIBRARY SERVICE ANNUAL REPORT</b>
<b>Report Summary:</b>	The following report sets out the role and output of the music service, including its statutory obligations particularly over the last 18 months. It explains the issues that the service has faced in continuing to delivery music education in the borough during the pandemic and sets out the priorities for the coming school year.
<b>Recommendations:</b>	That the Board notes the content of the report
<b>Corporate Plan:</b>	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
<b>Policy Implications:</b>	None
<b>Financial Implications:</b> <b>(Authorised by the statutory Section 151 Officer &amp; Chief Finance Officer)</b>	Annual budget for the music service is £950k, which is funded by £388k grant funding and £562k trade income. The service is expecting to overspend by £18k in the financial year 2021/22. Plans are in place to minimise the projected overspend by seeking to increase traded income by the end of the financial year and operating a recruitment freeze on non essential teaching posts. Regular monitoring will be undertaken by Finance colleagues and service managers to ensure robust monitoring of the plans.
<b>Legal Implications:</b> <b>(Authorised by the Borough Solicitor)</b>	<p>This report provides Members with a helpful update on the activities and impact made by these services.</p> <p>As the service is funded in part by a grant it is important that all spending in undertaken in accordance with the terms of the grant to avoid any clawback provisions.</p> <p>It is also critical that the service continues its monitoring of the financial position to try to avoid any overspend especially given the current financial challenges.</p>
<b>Risk Management:</b>	The service is part funded by Arts Council England and needs to deliver to the grant conditions in order to continue to receive funding or risk clawback
<b>Access to Information:</b>	<b>NON-CONFIDENTIAL</b> <b>This report does not contain information, which warrants its consideration in the absence of the Press or members of the public</b>
<b>Background Information:</b>	The background papers relating to this report can be inspected by contacting Kate Campbell Green, Head of Music Service



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## **1 BACKGROUND AND ARTS COUNCIL GRANT CONDITIONS**

- 1.1 Tameside Music Service is part of the Greater Manchester Music Education Hub, described by the Arts Council as a 'ground breaking' partnership of 9 local authority music services and 15 regional partners.
- 1.2 Tameside Music Service receives a grant from the Arts Council England (ACE), which is handled by Bolton Music Service, the Lead Service in the GMMEH. Attached to the grant, there are several conditions, which form a basis for the output of the service. These conditions of the grant are detailed in the following three paragraphs; 1.3, 1.4 and 1.5.
- 1.3 Music Services must have a demonstrable commitment to supporting schools in the delivery of their music curriculum together with a wider local music offer of tuition, ensembles and performance, which provide children and young people with the chance to make progress in music. The Service currently works with 67 schools in the borough.
- 1.4 Additionally, the Music Service must illustrate a commitment to supporting and contributing to the range of musical initiatives developed collaboratively at the Greater Manchester level, ensuring that children and young people from the Tameside local area have the chance to benefit from these regional opportunities. Examples of this include: the opportunity to perform in one of the Greater Manchester Music Hub ensembles, which perform in prestigious venues such as the Stoller Hall at Chetham's School of Music; access to the Come and Play with the Hallé annual event, which sees, on average, 2500 primary school children from Tameside performing songs and instrumental pieces with the Hallé Orchestra at the Bridgewater Hall; and performing in the Greater Manchester Rock and Pop Showcase at Band on the Wall, an annual event, which is organised and led by Tameside Music Service for the Greater Manchester music hub.
- 1.5 The Music Service must also have a commitment to inclusive practice and to continue finding ways to engage children with barriers to accessing music and to engage other local cultural providers, who can help to increase the diversity of the music offer across Tameside.
- 1.6 The Music Service has fulfilled the above terms of the ACE grant since the formation of Music Education Hubs in 2011. When hubs were formed, Central Government instructed Arts Council England to allocate grant funding to each Music Education Hub across the UK. In order to ensure that there is evidence of the terms of the grant being fulfilled, Arts Council England require quarterly monitoring to be submitted which is duly completed by the Music Service with TMBC Finance. This focuses on what activities each member of staff is delivering and how many students and schools are receiving tuition and support. Additionally, at the beginning of every new academic year, an Annual Data Return is completed for the previous academic year. This Annual Return consists of specific numbers and activities relating to every school in Tameside MBC. The amount of the grant changes annually according to the number of students and schools the service has worked with as well as the breadth of activities and support offered. The level of grant funding has remained consistent in the last 3 years, with a slight increase awarded in reference to 2019/20.
- 1.7 The Music Service submitted the Arts Council England Annual Return for 2020/21 on 1 October 2021. The data requested by ACE focused heavily on how the Music Service had adapted their provision to engage with schools and students during the pandemic. Questions were asked relating to the number of students engaged, the breadth of activities offered and the platforms used.

## **2 TAMESIDE MUSIC SERVICE DURING THE PANDEMIC**

- 2.1 Covid-19 saw a positive and pragmatic response from the Music Service team. By early April 2020 (just two weeks after the first national lockdown was announced) staff had applied their technological expertise to bring music lessons online for all individual students. 201 students continued with their instrumental tuition, rising to 340 in September 2020 and 785 by March 2021. The service had been teaching close to 1000 students face to face before the pandemic.
- 2.2 By May 2020, a blended offer had been fully rolled out to 62 primary schools. Of the 62 primary schools, 38 accessed pre-recorded lesson videos, 12 engaged with live-streamed interactive lessons and 12 received face-to-face tuition for schools open to vulnerable and key worker children.
- 2.3 In June 2020, the music service launched TMS At Home - online sessions available every weekday to help entertain and educate during lockdown including Songs for Little Ones and Pots and Pans Percussion. This digital offer was suitable for all ages so that everyone could join in and was designed to help parents and carers home-school their children. These sessions were viewed by an average of 1400 people per session. Feedback comments from the audience included 'Really enjoyed that.... Brightened up my dreary morning!'
- 2.4 The autumn term usually sees a flurry of activity leading up to Christmas concerts and festivities, it is always the busiest time in the year, where children perform to communities around Tameside and beyond. In the lead up to Christmas 2020, the team were determined to give children the opportunity to perform and to reach those more vulnerable members of the community, especially those experiencing social isolation in unprecedented ways. The idea of having a children's carol concert which could be broadcast in to the homes of Tameside residents was made possible when Tameside Radio agreed to broadcast the concert on Sunday 13<sup>th</sup> December at 3pm. 26 primary schools around Tameside recorded children singing (safely) together with some of our talented brass students from around Tameside. It took months to organise, then mix and edit all the excerpts together to produce a finished concert. Working in collaboration with TMBC Community Engagement and the Visually Impaired Team, accessible versions of song sheets were reproduced and distributed around the borough so everyone could participate in singing along to the concert. There were entire streets who joined together in singing along on their doorsteps.

## **3 REMOTE TRAINING**

- 3.1 The Music Service Team are committed to raising the standard of music education and teaching per se. During the pandemic, the team supported 3 PGCE trainees in Secondary Music with specialist instrumental teaching from the Royal Northern College of Music and Manchester Metropolitan University in their 4 month placement.
- 3.2 In September 2020, the Head of Service became a facilitator on the early rollout of the Early Career Framework, supporting newly qualified teachers in their first year of teaching. This has led to a greater breadth of understanding of the current issues, initiatives and climate in education which is regularly disseminated to staff and built in to the service training programme.
- 3.3 Primary and Secondary network meetings for music leads around Tameside continued during the pandemic and were all held online during the 20-21 academic year. They were attended by a larger audience than usual, having 34 teachers in one session which reflected on the new model music curriculum amongst other topics.
- 3.4 Great Academies Education Trust sought the advice of the Music Service when considering how best to engage their music leads in 4 schools in refining their music curriculum. The

Head of Service created a programme of delivery in partnership with the Royal Northern College of Music and Manchester Metropolitan University spanning 2 years to facilitate a cohesive, trust-wide approach to their music curriculum. The first session took place in June 2021 and the programme is set to continue until June 2023.

- 3.5 Music service staff received training, INSET and CPD remotely and a weekly 30 minute whole staff meeting was established. As our staff are mainly peripatetic, the whole staff meeting has been an effective way of ensuring staff cohesion and robust communication, so much so that we are continuing with the weekly whole staff meetings.

## **4 INCLUSIVITY**

- 4.1 Our commitment to inclusion can be illustrated in a number of ways. The Head of Service was invited to give a keynote address at the Pathways to Progression Music Education Conference in June 2019 on the topic of inclusion. The address challenged the attendees to ensure that the opportunities offered were equitable and open to all, drawing on the 'Music in schools: wider still and wider' Ofsted report published in 2011. Following this, the Head of Service was then asked to write an article in Music Teacher magazine which was published in October 2019.
- 4.2 The service has developed an excellent relationship with numerous local SEND schools, most notably Cromwell High School and Oakdale Primary School. Our regular work with these schools has resulted in the opportunity for a lifelong musical journey for many people with SEND in our borough. As a service, we have taught pupils from primary age and will continue to facilitate musical progression into their future. Opportunities for these students extend beyond the classroom with an annual enrichment programme where we organise for the students to attend a live performance such as a lunchtime recital at Chetham's School of Music or a Christmas relaxed concert at The University of Manchester.
- 4.3 Our work with Active Tameside focuses on vulnerable children e.g. those who are not attending school, have severe behavioural or emotional needs and those with physical disabilities. We provide accessible music sessions, which focus on improving confidence, literacy and general health and wellbeing. We also work with vulnerable adults who access music making sessions to increase social skills, confidence, wellbeing and health. Many of these adults we have worked with either in an education setting or with Active previously.
- 4.4 We work with young people who are in residential care and require high supervision levels to ensure that they are safe and supported with their complex needs. This is in the form of relaxed music making sessions, which focus on building confidence, literacy through song-writing and social skills through working as a group. It has had a significant impact on the wellbeing of these young people.
- 4.5 Our SEND students have benefited from our partnership with Brighter Sound who have run a weekly group for young people with SEND to come together and make music. Pre-covid some of our students attended in person and one attended virtually due to their PMLD. This group, named The Swan Street Collective, performed in several prestigious venues, including The Bridgewater Hall on an annual basis.
- 4.6 The quality of SEND music provision has been noted regionally, most notably by the Royal Northern College of Music and Manchester Metropolitan University. For the last 2 years, the Participation Manager has taught a unit on effective teaching practice in SEND settings on the PGCE Secondary Music course, a joint course offered by RNCM and MMU.
- 4.7 Additionally, the Participation Manager has taught a series of sessions on SEND to students undertaking the Music Education Masters offered by the RNCM.

- 4.8 It can also be illustrated by our engagement with a project called Pathfinders – a programme run by the Royal Northern College of Music to break down barriers students may have in accessing musical opportunities e.g. social, cultural or financial. We currently have 9 students accessing this programme and it has been transformative for several of these students, in particular, two students who are currently attending the Junior RNCM on fully funded bursaries. These particular students who were experiencing both social and financial difficulties received assistance with instrumental purchases, transport to musical enrichment events, access to masterclasses and performances at the RNCM with world-renowned musicians.
- 4.9 We work closely with primary and secondary schools, especially those in the most deprived areas, to ensure that these students are able to access the range of provision offered. This includes offering fee remissions to attend ensembles and securing free instrument loan from one of our partner organisations such as the Halle.
- 4.10 Our enrolment process allows parents/carers of prospective students to indicate that they are in receipt of pupil premium or free school meals. When we receive this notification we then work with their school to ensure that funding and support is in place for that student and keep a record of their progress. They are invited to join the music centre groups with a full fee remission such as Wind Band, Youth Choir, Big Band, Rock Band or Youth Choir and, once they reach a required standard, are offered fee free opportunities to join regional ensembles such as the Greater Manchester Big Band or national ensembles such as the National Youth Orchestra. We also ensure that we work with our regional partners to facilitate a broad range of opportunities for students such as Brighter Sound's leadership schemes for Young Musicians.
- 4.11 In Secondary Schools, we work closely with the Head of Music to put together schemes for pupil premium students, which offer them free tuition and resources with opportunities for progression within school. An example of this is at Hyde High School where 67 students (and counting) receive funded tuition. As over half of the students receive tuition in popular musical instruments and vocals, the school funds us leading a mass Rock Band.
- 4.12 In Primary Schools, we work with Headteachers, SLT and Music Coordinator to ensure that a broad and accessible musical journey is available to all students. One example of this is St James's in Hattersley where 43.7% of students are eligible for free schools meals. We provide curriculum tuition to the whole school using instruments from the brass band tradition. After school, there is a community brass band for children, parents, carers and school staff which is well attended and sponsored by BT. The children have the opportunity to participate annually in Whit Friday as well as numerous other performances around Tameside.
- 4.13 In 2020, St James's had a deep dive in to Music as part of their Ofsted inspection. The report is very positive, containing comments such as *'All pupils, including those with special educational needs and/or disabilities (SEND), can join the school's brass band. This helps to improve pupils' independence, social skills and self-confidence.'* and *'in music, teachers introduce pupils to playing more complex instruments at the right time. Pupils can therefore build on what they already know, and they achieve well because of this. This includes pupils with SEND.'*
- 4.14 We began working in partnership with The Amber Trust in 2020, a charity, which helps visually impaired and blind children to access musical opportunities. Our tutors deliver tuition to these students in collaboration with the charity and open up group and enrichment opportunities to these students.
- 4.15 Bright Voices was established in 2018/19 to help tackle the effects of COPD and other chronic respiratory diseases. Singing is proven to reduce the symptoms of COPD particularly and this group has not only had a positive impact on the respiratory health of those

participating but has also benefited their wellbeing due to the close relationships formed within the group.

- 4.16 We recognise that music can be a conduit and we deliver intervention sessions in schools with outcomes which focus on developing listening skills, improving social skills and learning English as an additional language.

## **5 MOVING FORWARD**

- 5.1 The 2021/22 academic year is an opportunity for us to build back better. As always, we recognise that good partnerships and relationships are key in creating a sustainable, relevant and authentic offer to our service users. Whilst building our ensembles, school and instrumental student participants back to pre-covid levels remains a priority, we have a lot of learning to put in to practice in the coming year.

- 5.2 We recognise the opportunity and commitment that is presented by occupying the newly refurbished, fit for purpose Birch Lane Centre. In order to ensure that the building is used in a way which is reflective of the needs and aspirations of the young people, we will be introducing a robust system of governance to enable critical challenge and direct the service offer. This will consist of the creation of three new groups:

- Tameside Young Musicians Advisory Group - A cross section of young musicians meeting termly to steer the direction of the music service output in a way which is both authentic and relevant to Tameside young people.
- Birch Lane Advisory Group – Parents, professional associations, partners, school reps to meet termly to discuss how the centre should link in to the school and wider community and vice versa.
- School Representative Group - This will be a steering group for Music Education within Tameside made up of a cross section of School staff. They will meet termly to discuss issues in music education within Tameside and make recommendations to the Music Service.

## **6 CONCLUSION**

- 6.1 The Music Service has survived and thrived through the pandemic. It has continued to provide music education to schools and individual children throughout the last 18 months through innovative practice in partnership with many schools in the borough. The service continues to set itself challenging targets but always with a passion for engaging and encouraging all children and young people to participate in music.

## **7 RECOMMENDATIONS**

- 7.1 As set out at the front of the report.