

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	18 October 2022
<b>Reporting Officer:</b>	Catherine Moseley, Head of Access 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 and the school library service.
<b>Recommendations:</b>	It is recommended 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>	There are no policy implications arising from this report
<b>Financial Implications:</b> <b>(Authorised by the statutory Section 151 Officer &amp; Chief Finance Officer)</b>	<p>Annual budget for the music service is £957k, which is funded by £389k grant funding and £568k trade income. The service is currently forecasting a small overspend of £2k in the financial year 2022/23.</p> <p>Annual budget for the school library service is £60k, which is funded by traded income. The service is currently forecasting an overspend of £29k.</p> <p>The overall service plan to minimise any forecast 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.</p>
<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 is 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 as the service has to be brought in on budget.</p>
<b>Risk Management:</b>	The service needs to meet the requirements of the School Music Plan to ensure that grant funding from the Arts Council continues. The traded elements of the services need constant review to ensure that they are recovering their costs.
<b>Access to Information:</b>	This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.
<b>Background Information:</b>	The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services



Telephone: 0161 342 3302



e-mail: [catherine.moseley@tameside.gov.uk](mailto:catherine.moseley@tameside.gov.uk)

## **1 BACKGROUND**

- 1.1 TMS is part of the Greater Manchester Music Education Hub (GMMEH) along with 9 other regional Music Services and 15 partner organisations; The Halle, The Bridgewater Hall, Chetham's, Brighter Sound, Sing for Pleasure, Charanga, University of Salford, Royal Northern College of Music, Camerata, Music Unlimited, BBC Philharmonic, Manchester Metropolitan University, Voices Foundation, Music and the Deaf and the Royal Exchange theatre. The Head of School Music and Library Services chairs the Partnership meetings for the GMMEH and has overseen her recommendations for two more partnerships to be created which reflected the aspirations of students within the borough and the region; Spirit Studios and BIMM Manchester. She will continue to chair the partnership meetings in the new academic year.
- 1.2 TMS is a traded service that receives a grant from the Arts Council England (ACE), which is handled by Bolton Music Service, the Lead Service in the GMMEH. The grant accounts for approximately 37% of the annual budget. Attached to the grant, there are several conditions, which form a basis for the output of the service, such as providing excellent professional development opportunities for schools. The School Library Service is a traded, full cost recovery service and is committed to providing support and advice to schools to engage students in reading.
- 1.3 Tameside School Library Service (TSLS) was historically a two-person team comprised of a Head of School Library Service and a Senior Library Assistant. As part of the Access Service redesign which came in to effect on 1<sup>st</sup> April 2021, the School Library service merged operations with the Music Service (TMS) and came under the management of the Head of School Music and Library Services. The team retained the Senior Library Assistant position and recruited a part time Resource Assistant. The Music Service Resource Manager became the Operations Manager for both services.
- 1.4 Collectively, TM&SLS supported every school in the borough during the 21/22 Academic Year either directly or indirectly. Direct includes buying in a specific service to deliver whole class, small group or individual tuition in the case of music and Junior Librarian training, Library makeover or Nurture groups in the case of SLS. Indirect includes accessing partner opportunities or resources and attending network/briefing meetings. We have worked with approximately 8000 children across all schools.

## **2. TAMESIDE MUSIC SERVICE 21-22**

- 2.1 The focus has been on establishing Birch Lane as a centre for music and reading and building back the service to pre-covid levels.
- 2.2 TMS worked hard to re-establish the ensemble provision for school-aged children at Birch Lane and established new Infant and Junior Choirs.
- 2.3 TMS continues to be fully involved in the GMMEH with the Head of Service chairing and facilitating Partnership Meetings and the Instrumental Manager chairing the First Access forum – both which meet termly.
- 2.4 In 2021-22, TMS worked with 11 primary, secondary and specialist schools to develop our provision for cared for children and those in receipt of free school meals and pupil premium funding LAC/FSM/PP students. We worked with students who were identified as benefiting from music tuition for numerous reasons whether it was using music as a conduit to fulfil elements of their Education, Health and Care Plan or music making in its own right. Our Business Manager worked with the school Bursar/Business Manager in each school to utilise funding given to the school for these students.

### **3. SCHOOL LIBRARY SERVICE 2021-22**

- 3.1 The School Library Service has undergone a period of reflection, review and transformation in the last 18 months. This has included a complete stock review and extensive consultation with schools and benchmarking with other regional and national School Library Services. Operationally, savings have been made in numerous ways, such as delivering library resources to schools at the same time as musical equipment, sharing management support with the Music Service and sharing physical resources.
- 3.2 TSLS has developed a more coherent offer, which builds on the existing offer of providing Project boxes and Library Makeovers:
- Accelerated Reader Training
  - Health and wellbeing training using reading and creative writing as a way to support children's mental health and wellbeing.
  - Termly Cluster Group meetings for all Literacy/Library Leads following the TMS model for Primary and Secondary Music Lead networks
  - Junior Librarian training
  - Reading Champions – currently there are 139 children in 19 schools who are active reading champions
  - Assisted Purchase Scheme for schools and parents saving up to 30% on books, resources and instruments.
  - Book and instrument rental service which saves schools money

The feedback from schools has been unanimously positive, for example:

*'Our library area is now a bright and welcoming space to entice children to read! Our Library makeover was amazing! It was completely transformed in a matter of days and it now looks fantastic. We also had training for some Young Librarians...The advice and support we were given was wonderful – thank you!'*

### **4 BIRCH LANE CENTRE**

- 4.1 2021-22 has seen the Birch Lane Centre being utilised positively for inclusive and authentic learning, such as a base for alternate provision for some students who are unable to access school. This has come about due to close working with the Virtual School team. It has also been used for school nurture groups and events such as World Book day, where we held Meet the Author events for schools. The centre has been established as an Associated Board of the Royal Schools of Music exam centre which provides an additional income stream for both services.
- 4.2 In the summer term 2022, the two services collaborated on a pilot project – a Nurture group for 6 disengaged year 5 boys from a Primary School with a high level of cared for children and those in receipt of free school meals and pupil premium funding students. The project was designed to help them develop emotional literacy and social skills as well as develop a love for reading. The sessions were held at the Birch Lane centre and the feedback from all boys and the school was extremely positive. The insights and learning from the project have been carefully documented and a report will be published in due course. The report will provide evidence and guidance for Nurture Group sessions as well as specific recommendations.

### **5 TRAINING**

- 5.1 During the academic year, extensive consultation and feedback was sought to ensure that schools were receiving the training they needed. Consultation took place in a variety of ways including professional conversations, School Liaison Group meetings and network meetings. Specific feedback forms were also sent to Service Users and those who do not engage with

the service directly. The distinct themes that arose for each service respectively were professional development opportunities for school staff and providing students with aspirational and relevant opportunities.

- 5.2 In the Spring and Summer terms of 2022, a programme of School Support to run throughout 2022-23 was designed for each service, in the case of TMS this fulfilled the professional development expectations laid out in the ACE conditions. Two brochures were released at the end of the 2021-22 school year by way of interactive brochures with links to Eventbrite so attendance and engagement can be monitored. The link to the TMS brochure is [here](#) and the link to TSLS is [here](#).

## **6 CONCLUSION**

- 6.1 Both Services have thrived in the new centre and have begun to re-establish themselves in the wake of the Covid pandemic. It has continued to provide support for music and reading to schools and individual children, which has been augmented by using the new centre. 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 and reading.

## **7 RECOMMENDATION**

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