

## Research Report DCSF-RR014

# Local Authority Music Services Provision (2007) for Key Stages 1 and 2

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# **Local Authority Music Services Provision (2007) for Key Stages 1 and 2**

## **Executive Summary**

### **Introduction**

In 2007, the Department commissioned the Institute of Education, University of London to investigate Music Services provision in England. The survey collected data relating to the implementation of the Wider Opportunities initiative which comprises several different strands and models of practice around the country. The survey also collected data relating to specialist instrumental tuition at Key Stage 1 and 2, and built on previous surveys conducted in 1999, 2002 and 2005.

### **Key findings**

Twenty two percent of Key Stage 2 children were involved in a Wider Opportunities Programme in 2005/06, rising to 32.6% in 2006/07 and a predicted 50.6% in 2007/08.

Five percent of Key Stage 1 children were involved in a Wider Participation Programme in 2005/06, rising to 7.7% in 2006/07 and a predicted 12.5% in 2007-08.

Seventy two percent of responding LAs reported having introduced whole class instrumental tuition and 40% whole class vocal tuition in 2006/07. These were the most common strategies planned for 2007/08. Thirty five percent of LAs indicated that they intended to increase the number of schools participating in a Wider Opportunities Programme in 2007/08, while 30% planned to introduce special projects.

The most important sources of support for implementing Wider Opportunities were Government funding (reported by 71% of LAs), supportive head teachers and the higher profile of music education (51% each).

At KS2, the average percentage of pupils receiving specialist instrumental or vocal tuition in addition to those participating in Wider Opportunities Programmes was 13%. At KS1 this figure was 4.5%.

At KS2 the reported percentage of White British children in receipt of specialist tuition was 72% compared with a national figure of 77%. Children from minority ethnic groups are over represented amongst those receiving tuition.

## **Background**

There is a growing body of evidence which suggests that music can help to build young people's self-esteem and motivation and can have a positive impact on communication and social skills which may contribute to raising standards across the curriculum. In 2001, the Department for Education and Skills (DfES, now Department for Children, Schools and Families) published the White Paper 'Schools: Achieving Success' within which the Government pledged to ensure that over time, every primary school child who wanted to would have the opportunity to learn a musical instrument. This was delivered through Wider Opportunities Programmes which include:

- taster sessions – a variety of live and hands on musical experiences to stimulate interest and broaden musical perspectives;
- a foundation stage – focused on musical experiences across a range of instruments and voice to develop disciplined musical skills, knowledge and understanding;
- specialist instrumental tuition – that is progressive, affordable (or free of charge) and includes small group lessons and larger ensemble experiences to develop competence on a musical instrument and/or the voice and enable ongoing participation in music making.

A further commitment has now been made to ensure that children in care gain access to the same musical opportunities as their peers.

In order to deliver these commitments there is an ongoing need to develop a robust evidence base which can be used to monitor and evaluate music in primary schools, by setting national benchmarks and providing music services with a tool for self-evaluation and target setting. After an initial survey in 2002 and a follow-up survey in 2005, the Department decided to conduct a third national survey of Local Authority music provision in spring 2007, this time focusing on provision in Key Stages (KS) 1 and 2 only.

## **Methodology**

A questionnaire was developed in consultation with the then DfES adapted from that used in the survey of 2005. A database was established to include data from the questionnaires, nationally available Local Authority (LA) data, and relevant data from the 1999, 2002, and 2005 surveys of Music Services.

To ensure the quality and quantity of data relating to pupil characteristics including ethnicity, special educational needs (SEN), English as an Additional Language, free school meals, and 'looked after' children, where LAs were unable to provide pupil information directly they were asked to supply Unique Pupil Number (UPN), name, year group and school. This information was then matched with that in the National Pupil Database. The success of the matching process was variable depending on the quality of the data provided by the Music Services. Common problems included inaccurate UPNs, and mis-spelled names. Where matching was undertaken a success rate of 88% was achieved.

Contact was made with all Music Services. The response rate from Heads of Music Services to the survey in 1999 was 52%. In 2002 and 2005 it was 99%. In 2007, the response rate was 90% (133 Music Services). This may have been because LAs had a shorter period of time to complete the questionnaire (3 months).

## **Findings**

### **Wider Opportunities schemes**

In KS2 the average percentages of children involved in the Wider Opportunities Programme during the whole school year were 22% in 2005/06, 32.6% in 2006/07 and 50.6% predicted in 2007/08. In KS1 the average percentage of children involved in the Wider Opportunities Programme was 5% in 2005/06 rising to 7.7% in 2006/07 and a predicted 12.5% in 2007-08. It was not possible to ascertain from the data which activities (taster, foundation, or instrumental tuition) the children were involved in. In the responding LAs the target of all children being given an opportunity to participate in 'Wider Opportunities' seemed to be being reached.

Early reports of the implementation of the Wider Opportunities Programme in 2005 showed that, on average, in 2003/04 8% of pupils in KS2 were accessing Wider Opportunities schemes, rising to 10% by 1<sup>st</sup> February 2005 the census date for that survey. The data collected in 2007 as detailed above represent a large increase in this proportion.

Whole class instrumental tuition was the most commonly reported strategy for Wider Opportunities Programmes in 2006/07 (reported by 72% of LAs) followed by whole class vocal tuition (40% of LAs). These continue to be the most common strategies planned for 2007/08. Thirty five percent of responding LAs indicated that they intended to increase the number of schools participating in their Wider Opportunities Programme in 2007/08, while 30% planned to introduce special projects, for instance, percussion, world musics, or composition.

The barriers to widening participation most frequently mentioned were the recruitment of or having insufficient staff (68%) and the lack of instruments (67%). Also mentioned by a substantial proportion of Music Services were conflict with other priorities (58%), timetabling difficulties (57%), inadequate accommodation (56%), and the lack of expertise of primary school teachers (55%). This compares to 2005 when Music Services identified finance, lack of instruments, and lack of appropriate skills in Music Service staff and primary teachers as barriers. In 2007, the provision of government funding had removed the difficulties associated with finance though difficulties with recruitment of or having insufficient staff and the lack of instruments remain.

In 2007, key factors supporting widening participation were government and external funding (71%), supportive head teachers (51%), and a high profile for



music education (51%). Fewer than half of responding LAs mentioned any other supporting category.

### **Specialist Instrumental and Vocal Tuition**

At KS1, on average 4.5% of pupils were receiving specialist instrumental tuition. At KS2, the average percentage of pupils receiving specialist instrumental or vocal tuition in each LA was 13%. In 2005, there was on average 2% of pupils at KS1 receiving specialist instrumental tuition and at KS2 on average 13%, indicating an increase at KS1 since 2005 and a steady state at KS2.

At KS1, the range of the number of KS1 pupils attending ensembles was 0-198 with a mean of 20 (reported by 95 LAs). At KS2 the range in the number of students attending ensembles was 9-4522 with a mean of 405 (106 LAs).

The percentage of KS1 and KS2 schools receiving regular instrumental or vocal tuition was 71% with a range from 5-98%. This was based on responses from 107 Music Services. There was an increase in the average number of schools in each LA receiving tuition between 2005 and 2007 in infant schools from 4.6 to 5.2, in primary schools from 78.3 to 87, in junior schools from 13.8 to 16.2 and in middle schools from 7.8 to 15.7.

More girls than boys were receiving specialist instrumental tuition at KS1 and KS2, 57-58% as opposed to 42-43% of boys. This represented a small increase from 2005 in the number of boys playing, although compared with national data (49% girls, 51% boys) there were still proportionally more girls playing instruments.

8.5% of KS1 and 11.2% of KS2 pupils in receipt of specialist instrumental or voice tuition were classified as having Special Educational Needs (SEN). The percentage of children at KS1 receiving tuition in 2005 with Special Educational Needs was 9.2% suggesting a very small decrease, but the proportion receiving specialist tuition in KS2 in 2005 with SEN was 10% suggesting a small increase. The proportion of children at KS1 and KS2 with SEN nationally is 12.2%. Music Services are therefore close to providing tuition to a representative proportion at KS2.

At KS1, the percentage of pupils in receipt of specialist instrumental or voice tuition who were 'looked after' was 0.2% and at KS2 0.24%. National data are not available by Key Stage but for age 5-9 the national percentage is 0.55%.

At KS1, 1.9% of children in receipt of specialist instrumental or vocal tuition were children with English as an Additional Language. At KS2 the percentage was 2.4%. This compares with a national percentage of 13.5% at KS1 and KS2.

At KS1, the percentage of children in receipt of specialised instrumental or vocal tuition who were White British was 70% (86 LAs) with 3.8% from any other

white background (71 LAs responding). At KS2 the reported percentage of children in receipt of specialist tuition who were White British was 72% (95 LAs) with 3.2% from any other white background (88 LAs). At both Key Stages there were small proportions from each minority ethnic group. National data indicate that 77% of children in primary school are White British. This suggests that more children from minority ethnic groups are receiving specialist instrumental tuition than the proportion in the primary school population.

At KS1 and KS2 just over 11% of children in receipt of specialist instrumental tuition were eligible for free school meals. The 2005 survey revealed that overall 11.9% of pupils receiving tuition at KS1 and 12.5% of children receiving tuition at KS2 were in receipt of free school meals. National data indicate that overall in 2006/07 there were 15.9% of children in primary school eligible to receive free school meals and 16.9% in 2005/06. This suggests that the proportion of children learning instruments who are eligible for free school meals has remained fairly constant; Music Services are still not reaching a fully representative sample of those receiving free school meals.

In 2007, 80% of responding Local Authorities indicated that their Local Authority had a remissions policy. This compared with 74% of those responding in 2005. There was variability in the nature of these policies.

At KS1 and KS2 the majority of children (over 60%) were taught in groups of 2-4, in part reflecting legislation restricting charging for instrumental lessons in groups larger than 4.

In 2007, the most common instruments learned were violin (19.2%), acoustic guitar (18.3%), keyboard (8%), flute (7.7%), clarinet (6.7%), recorder (5.8%), voice (5.1%), trumpet (3.7%) and cello 3.4%. In both 2005 and 2007 the most common instrument was the violin (23.9% in 2005) followed by the acoustic guitar (17% in 2005). The percentage playing some instruments appears to have reduced between 2005 and 2007, the violin from 23.9% to 19.2%, the recorder from 11.5% to 5.8%, voice from 10.1% to 5.1%, flute from 11% to 7.7%, and clarinet from 9.2% to 6.7%, although the difference in sample sizes in response to each question makes direct comparison problematic.

### **Quality issues**

The majority of teaching sessions observed by school or LA Music Service personnel were judged to be at least satisfactory with most being good or better (76% observed by school and 65% by LA Music Service personnel).

About half of responding Music Services indicated that they surveyed head teachers relating to the quality of the services offered. All head teachers were satisfied with the service offered. 71% of Music Services evaluated the Wider Opportunities provision by surveying schools and teachers. 82% carried out internal monitoring. A smaller proportion had made arrangements for the programme to be evaluated by pupils and parents.

The majority of students in receipt of specialist instrumental or voice tuition in KS2 had attained National Qualification Framework pre-Level 1 (61%) (Pre Grade 1 Music examinations). However, 22% were reported to be at Level 1 (Grades 1-3), 1.3% at Level 2 (Grades 4 and 5) and 0.3% at Level 3 (Grades 6-8). Levels 2 and 3 represent very high levels of attainment for KS2 pupils.

In 2007, 81 Local Authorities (73% of responding LAs) indicated that they had special provision for pupils identified as gifted and talented.

### **Continuing Professional Development**

The greatest level of Continuing Professional Development was related to Wider Opportunities training with on average over 30 members of Music Service staff and over 34 mainstream school teachers in each LA participating. On average over 18 class teachers in each LA were also receiving individual support in relation to the Wider Opportunities Programme. The Programme appeared to be acting as a vehicle for providing training for staff in Music Services and schools.

### **Next steps**

Overall, in most responding LAs Wider Opportunities Programmes have been successful in providing an opportunity for every child to actively engage in playing an instrument or singing. However, there continues to be wide variability in the effectiveness with which LAs have implemented the programme. More opportunities need to be provided for Music Services to share good practice so that all meet the needs of schools and children and match the attainments of the best.

The difficulties experienced by some Local Authorities in providing the required data indicate that there is still some way to go in developing appropriate monitoring systems within Music Services and in particular in those LAs where funding for Wider Opportunities or specialist instrumental or vocal tuition has been devolved to schools. The best Music Services have systems in place which enable this to be undertaken. Their expertise needs to be shared with other Music Services.

# 1. Background and objectives

## 1.1 Background and aims

In 2001, the Government pledged in the White Paper ‘Schools Achieving Success’ that over time all primary school pupils who want to should have the opportunity to learn a musical instrument. Focusing on pupils at Key Stage 2 (ages 7-11), this builds on and extends the statutory entitlement to music education provided by the National Curriculum and has become known as ‘Wider Opportunities’. Wider Opportunities programmes include:

- Taster sessions – a variety of live and hands on musical experiences to stimulate interest and broaden musical perspectives
- A foundation stage – focused on musical experiences across a range of instruments and voice to to develop disciplined musical skills, knowledge and understanding
- Specialist instrumental tuition – that is progressive, affordable (or free of charge) and includes small group lessons and larger ensemble experiences to develop competence on a musical instrument and/or the voice and enable ongoing participation in music making.

To monitor delivery on this commitment, the then Department for Education and Skills (DfES, now Department for Children, Schools and Families) undertook a survey of Music Services to provide a baseline database. The main aim of the survey was to provide a comprehensive picture of music provision nationally by investigating the different types of provision being offered by LA music services and assessing variations in levels of provision across Local Authorities (LAs) (Hallam and Rogers, 2003).

The findings showed that there had been dramatic improvements in provision between 1999 and 2002 as a result of the Music Standards Fund. The 2002 Survey showed that Music Services offered a wide range of services to children, schools and their local communities including tuition, ensembles, residential courses, instrument hire, taster sessions, concerts, workshops and festivals. Although overwhelmingly pupils were taught within the Western classical tradition, other world musics and genres were on offer in most Music Services. A substantial proportion of services also offered support to schools, in terms of advice, curriculum development, Information Technology support and curriculum delivery. On average, 8% of compulsory school aged pupils were receiving regular tuition and a substantial proportion of KS2 pupils had started tuition in the last 12 months (7%).

A follow-up survey in 2005 showed a continuation of the positive trends. It demonstrated that 8% of the Key Stage 2 (KS2) school population was engaged in KS2 Wider Opportunities work during 2003/04. Ten percent had been involved in 2005 up to the census date. Music Services were developing a range of strategies to continue widening opportunities. On average, in each LA, over 10,000 children had access to taster musical experiences in 2003/04 and ongoing in 2004/05. On average in each LA, a further 1500 had access to a musical skills programme and

over 900 to specialist instrumental tuition as part of Wider Opportunities schemes. Overall, 8.4% of pupils Key Stage 1 to Key Stage 4 were learning to play an instrument. This was a small increase on the figures for 2002. Thirteen percent of KS2 children were learning to play an instrument. This was a significant improvement on 2002 where the figure was 7%. Seventy six percent of primary schools were receiving specialist instrumental tuition and 88% of secondary schools. Overall, 9% of pupils with Special Educational Needs were in receipt of specialist instrumental tuition. Seventeen percent of children learning to play an instrument were from minority ethnic or mixed ethnicity groups, while 12% of pupils receiving tuition were in receipt of free school meals.

Overall, in the 2005 survey there was a significant improvement in the quality of the data available which enabled a more accurate assessment of the population of children accessing tuition. The figures contradicted the view that Music Services only catered for white middle class pupils and indicated that substantial proportions of children from minority ethnic groups, eligible for free school meals or with Special Educational Needs did learn to play an instrument. The range of instruments which children were playing also demonstrated an expansion in breadth of tuition opportunities with children being able to access a wider range of world musics, folk music, and more contemporary musical instruments (drums, guitar) in addition to the classical Western instruments. The range of ensemble provision reflected these changes.

## **1.2 Objectives: The current research**

In 2007, the Department commissioned a further national survey specifically to track progress in Music Services provision for KS1 and KS2 pupils. The main aim of the 2007 survey was to provide a comprehensive picture of music provision in primary schools nationally by investigating the different types of provision being offered by LA Music Services and assessing variations in levels of provision across LAs, while also making comparisons with previous surveys.

As with previous years, the 2007 survey aimed to gather information on key areas such as:

- the number of primary age pupils and primary schools being reached by Music Services;
- which instruments were being taught during the primary years;
- continuing professional development opportunities;
- the age, gender and ethnicity of those pupils receiving tuition;
- numbers of pupils with special educational needs and numbers of children in care being offered instrumental tuition;
- Ofsted and local judgements as to the quality of teaching observed;
- details of remission policies; and
- details of other musical activities funded by the Music Standards Fund (e.g. festivals and visiting musicians) including how many pupils these reach.

Also information was collected on how additional funding is being spent.

## **2. Methodology**

### **2.1 Development of the questionnaire**

A questionnaire was devised for LAs to complete to provide the relevant information. The questions asked were based on those included in the survey undertaken in 2005 but were restricted to issues relating to Key Stage 1 and Key Stage 2 with a particular focus on the Wider Opportunities Programme.

The questionnaires were made available through commonly available word processing packages and offered over e-mail or, if required, in paper form. Where data was not available electronically LAs were asked only for raw data, and percentages were calculated using national LA data by the researchers.

### **2.2 Pupil level data**

Music Services were asked to supply pupil data which would be matched with that from the National Pupil Database. The National Pupil Database is compiled from data provided by LAs. Each individual child has a Unique Pupil Number (UPN) which enables them to be tracked throughout their education. It includes information relating to gender, entitlement to free school meals, ethnicity and Special Educational Needs, English as an Additional Language and looked after status. Music Services were asked to provide pupil level data including UPN, instrument played and attainment level on that instrument.

Where LAs provided pupil data electronically, data were matched using either the Unique Pupil Number (UPN), or the pupil's name together with the school and Key Stage. Even where UPNs were available the matching process was not perfect. Where the first point of matching was the pupil's name there were difficulties because of inaccurate spelling. Using more means of identification only served to reduce the numbers matched as there were more variables where there was the possibility of inaccuracy. On average the matching process was 88% successful. This means that data based on this process are systematically an underestimate.

Where Music Services had devolved funding to schools and pupil lists with UPNs were not available, LAs were asked to provide a list of names of pupils learning which could then be tracked through the National Pupil Database.

### **2.3 Databases**

The data for the survey required the development of two databases: the first at the individual pupil level for each LA, the second at the LA level. The pupil database drew on the National Pupil Database and data from LA music services. The second database was at LA level and contained:

- data from all LAs unavailable through the pupil database;

- data from LAs which did not have their own database;
- global percentages derived from the pupil database, e.g. percentages of pupils learning, those with SEN, from different ethnic minorities, etc;
- national statistics relating to LAs for 2005/06; and
- data from the three previous DfES surveys in 1999, 2002 and 2005.

## **2.4 Analysis of data**

On the basis of the evidence derived from the questionnaire responses, a database at LA level was created which contained data from the 2007 questionnaires, nationally available LA data, and relevant data from the 1999, 2002 and 2005 surveys of LA music services. Sixty-seven LAs provided data to be matched. On average 88% of the data were matched between the LA database and the national database. The matching rate ranged from 41% to 100%.

Summaries of the pupil level data were inputted into the LA database. The data were analysed using SPSS.

Verbal comments made by LAs in the questionnaires were coded into categories and the frequency of each type of comment reported.

## **2.5 Response rate**

All of the LAs in England were contacted by the research team. One local authority declined to complete the questionnaire as completion was not a statutory requirement. Individual returns were made by 122 LAs, and 11 returns were made jointly by more than one LA. Twelve LAs indicated that they did not have sufficient time to respond. Two LAs indicated that they had no data available. Two LAs only provided textual responses. Overall, data were obtained from 90% of LAs.

Eighty-seven LAs responded to a question asking for information about how long it took to assemble the material necessary to complete the questionnaire. The mean response was 56 hours with a range from 0.5 to 400 hours. The wide range reflected the extent to which LAs had the data available. Where funding had been devolved to schools Music Services had to request from the schools a list of all pupils learning instruments which then had to be collated. This took a considerable amount of time.

Completion of the questionnaire itself was reported to take 13 hours with a range of 0.5 to 96 hours by the 103 Music Services that responded. The wide range of responses suggests that some LAs routinely have the required information available while others do not. Those LAs where funding has been devolved to schools tend to have less information held centrally about the numbers and characteristics of children accessing specialist instrumental or vocal tuition.

### 3. Findings: Wider Opportunities Programmes

#### 3.1 Children's involvement in Wider Opportunities Programmes

The contribution to access made by Music Services through Wider Opportunities Programmes was assessed in three ways: the average number of children involved in KS2 wider opportunities work during 2005/06; the average number of children involved in 2006/07 up to the point when the questionnaire was returned; and the number of children anticipated to be involved in 2007/08.

The means, minimums and maximums and percentages are set out in Table 3.1. In KS2 the percentages of children involved in the programme were 22% in 2005/06, 32.6% in 2006/07 and 50.6% predicted in 2007/08. In KS1 the percentage of children involved was 5% rising to 7.7% in 2006/07 and a predicted 12.5% in 2007-08. This suggests that the target of all children being given an opportunity to participate in actively making music through singing or playing an instrument is being reached as the opportunities being offered under the auspices of the programme were almost exclusively to whole classes and whole year groups. It is not possible from the data to ascertain which particular activities (taster, foundation, or instrumental tuition) the children were involved in so the findings must be interpreted with some caution; however, the trends are positive.

**Table 3.1: Number and percentage of children involved in the Wider Opportunities Programme 2005/06 to 2007/08**

	Number of responding LAs	Range	Mean number of children involved in Wider Opportunities	Percentage of children	Percentage range across LAs
<b>Key Stage 1</b>					
Children in involved Wider Opportunities 2005-06	61	0- 5590	207	5%	0-56%
Children involved in Wider Opportunities 2006-07	63	0-4150	261	7.7%	0-92%
Children expected to be involved in Wider Opportunities 2007-08	56	0-6100	427	12.5%	0-98%
<b>Key Stage 2</b>					
Children involved in Wider Opportunities 2005-06	109	0-9410	754	22%	0-89%
Children involved in Wider Opportunities 2006-07	106	55-7850	1199	32.6%	2-91%
Children expected to be involved in Wider Opportunities 2007-08	81	220-15000	2017	50.6%	0-100%

\* Percentages indicating ranges have been rounded up or down to the nearest whole number



Table 3.2 sets out the percentage of children in KS1 and KS2 involved in the wider opportunities scheme in the different types of Local Authorities. At KS1 the Unitary Authorities had the greatest proportion in all years, as in the 2005 survey. At KS2 the picture was more complex. All types of LA have shown an increase in participation from 2005/06 to 2006/07 and their predictions for 2007/08. London had a substantially greater proportion than other types of authorities in 2005/06 and 2006/07. The lower figures for the Counties may reflect difficulties they experience with a larger number of small primary schools which are geographically widely dispersed.

**Table 3.2: Percentage of children participating in Wider Opportunities by type of Local Authority**

Type of LA	Percentage of KS1 children in Wider Opportunities 05-06	Percentage of KS1 children in Wider Opportunities 06-07	Percentage of KS1 children expected to be in Wider Opportunities 07-08
County	7% (17)	7.9% (18)	9.7% (17)
Metropolitan	1.9% (12)	4.8 % (13)	10.8% (11)
Unitary authorities	8.1% (20)	9.9% (21)	16.9% (17)
London	0.8% (12)	6.6% (12)	11.6% (12)
Total	5% (61)	7.7% (64)	12.5% (57)
Type of LA	Percentage of KS2 children in Wider Opportunities 2005-06	Percentage of KS2 children in Wider Opportunities 2006-07	Percentage of KS2 children expected to be in Wider Opportunities 2007-08
County	20.9% (27)	31.7% (26)	45.8% (23)
Metropolitan	15.5% (28)	24% (26)	47.7% (23)
Unitary authorities	25.8% (26)	35% (26)	58.8% (17)
London	26.5% (28)	38.8% (28)	52.6% (19)
Total	22.2% (109)	32.6% (106)	50.6% (82)

Figures in brackets indicate the number of LAs responding in that category.

### 3.2 Implemented and planned strategies 2007

Table 3.3 sets out the strategies adopted by LAs for promoting widening participation in 2006/07 and proposed for 2007/08. Whole class instrumental tuition was the most commonly reported strategy in 2006/07 (72%) followed by whole class vocal tuition (40%). These continue to be the most common strategies planned for 2007/08. Thirty five percent of responding LAs indicated that they intended to increase the number of schools participating in the Wider Opportunities Programme in 2007/08, while 30% planned to introduce special projects, for instance, percussion, world musics, or composition.

**Table 3.3: Wider Opportunities Programme strategies implemented and planned 2006/07 and planned 2007/08: Percentage of LAs reporting each strategy**

	Implemented 2006/07	Planned 2006/07	Planned for 2007/08
Whole class vocal scheme	40% (60)	9% (14)	49% (74)
Whole class instrumental tuition	72% (108)	7% (11)	57% (86)
Special projects (percussion, world music, composition)	33% (50)	6% (9)	30% (45)
Increase performance and assessment opportunities	22% (33)	3% (5)	14% (21)
Collaborative projects (multi-school)	22% (33)	7% (10)	21% (32)
Music festivals, summer schools, workshops	24% (36)	5% (7)	19% (28)
Competitions (choir, pop idol, young musician)	1% (2)	1% (1)	2% (3)
Visiting professional musicians (demonstrations and taster experiences)	27% (40)	5% (8)	16% (24)
Expansion of ensemble provision	25% (37)	4% (6)	23% (35)
Support schools to achieve Arts Mark/Performing Arts Status	1% (2)	1% (2)	No response
Expand CPD	29% (44)	5% (8)	23% (35)
Investment in resources (material and human)	21% (32)	5% (7)	13% (19)
Endangered species	7% (10)	2% (3)	3% (5)
SEN strategy	6% (9)	2% (3)	5% (7)
Increase number of schools accessing Wider Opportunities Programme	13% (20)	No response	35% (52)
Steering group (advisors/ evaluators of school initiatives)	7% (10)	No response	11% (16)
Develop ICT access support	No response	No response	4% (6)
Increase staffing (wider opportunities managers and specialists)	No response	No response	19% (29)
Staged step instrumental provision in medium sized groups on completion of WOPPS	No response	No response	9% (14)

\* Percentages are based on the total LAs (150). Figures in brackets indicate the number of LAs making the response

### 3.3 The nature of taster sessions

Music Services were asked to provide information about the nature of the taster sessions that they were providing under their Wider Opportunities Programme for 2006/07 and 2005/06.

The data reported in relation to 2006/07 suggested that commonly one taster session was offered in each school (29% of responding LAs). This was a reduction in the number of LAs reporting one taster session in 2005/06 (34%). In 2006/07, 27% of LAs reported providing a variable number of sessions, a reduction from 2005/06 when it was 34%. The data suggest that this reduction in taster sessions reflects a redirection of resources, with an apparent increase in whole class instrumental tuition and special projects.

In 2006/07, 66% (60) of LAs reported that taster sessions lasted one hour or less, 11% (10) between one hour and half a day, with 20% (18) reporting variable lengths. In 2005/06, 71% of those offering taster sessions reported that they lasted for one hour or less, 14% reported between one hour and half a day, and 12% that the sessions were variable in length. This suggests that there was a reduction in the number of sessions lasting one hour or less and an increase in sessions between one hour and half a day and those of variable length between 2005/06 and 2006/07.

In 2006/07, taster sessions were provided for one day or less by 37% (34 LAs), while 23% (21) reported variable length, 17% (15) half a term or less, 9% (8) one term, 10% (9) three terms, and 2% (2) two terms. This reflected a change from 2005/06, when taster experiences were reported to be for one day or less for 43% of Music Services, varied for 20%, half a term or less by 14%, three terms for 10%, one term for 7%, and 6 terms for 1%.

### **3.4 The nature of musical skills sessions**

Music Services were asked to provide information about the nature of the musical skills sessions that they were providing under their Wider Opportunities Programme in 2006/07 and 2005/06.

In data reported for 2006/07, the number of musical skills sessions varied widely. 13% (11) of those responding indicated that there were 30 sessions per school while 15% (13) indicated that the number of sessions varied. Eight percent (7) indicated that there were 10 sessions, and 7% 33 sessions. Smaller numbers of LAs indicated other times. This differed little from 2005/06 when the number of musical skills sessions per school most commonly reported was either 30 or variable (12 LAs). Eight LAs indicated that 10 sessions were given per school with smaller numbers of LAs reporting less than 10.

In 2006/07, the length of sessions was most commonly one hour or less (reported by 76% of LAs, or 67 LAs), an increase from 2005/06 when 70% or 58 LAs reported this length. In 2006/07, 9% of sessions were between one hour and half a day (8), and 10% of Music Services reported variable length (9). In 2005/06, 8 LAs (10%) reported that sessions lasted between one hour and half a day, while 13% indicated that the sessions were of variable length.

In 2006/07, the length of the experience was most commonly three terms (49%, 43 LAs), with the next most common length being reported as variable (17%, 15),

followed by one term, (13%, 11), and two terms (5%, 4), with 3% (3) reporting one day or less. This was similar to 2005/06, where 51% (42) of responding LAs indicated that the sessions lasted for 3 terms, 13% (11) for one term, 8% for half a term or less. 15% (12) indicated that the length of the experience varied while 4% (3) indicated that the experience was two terms, 2% one day or less, and 1% 6 terms.

### **3.5 The nature of Wider Opportunities instrumental tuition**

Music Services were asked to provide information about the nature of the instrumental tuition that they were providing under their Wider Opportunities Programme in 2006/07 and 2005/06.

In 2006/07 the most common number of tuition sessions was 30 or a variable number both reported by 14% of LAs (14). There was a cluster of responses between 32 and 38 sessions (30 LAs, 30%). Six LAs indicated that there were 20 sessions, 3 LAs 24 sessions, and 3 LAs 25 sessions. Four LAs indicated that there were 10 sessions. Overall, the number of sessions varied widely. In 2005/06 the most common number of wider opportunities instrumental tuition sessions experienced in schools was 30. 18% of responding LAs reported this. The next most common response was that the number of sessions was variable (10%, 10 LAs). A cluster of responses indicated that sessions continued throughout the school year (between 31 and 36 sessions) with 29 LAs responding within these bounds (29%). Six LAs (6%) indicated that the number of sessions was 10.

In 2006/07, the length of the sessions was generally one hour or less (87 LAs, 86%). Seven LAs (7%) indicated that the length was variable. Only 3 LAs indicated that the sessions were between one hour and half a day. This had changed very little from 2005/06 when most LAs indicated that sessions were one hour or less (83 LAs, 86%). Nine LAs indicated that the length of the sessions was variable (9%). Only 3 LAs indicated that they were between one hour and half a day.

In 2006/07, the length of the experience in most LAs was three terms (69 LAs, 68%). This represented a change from 2005/06 of 5% from 63%. In 2006/07, 16 LAs reported a varied length of experience (16%), 9 LAs reported two terms, and 6 LAs one term. In 2005/06, 9 indicated that it lasted 2 terms (9%), 8 (8%) one term, and 16 (16%) that the length varied.

### 3.6 Barriers to extending Wider Opportunities to all pupils in KS2

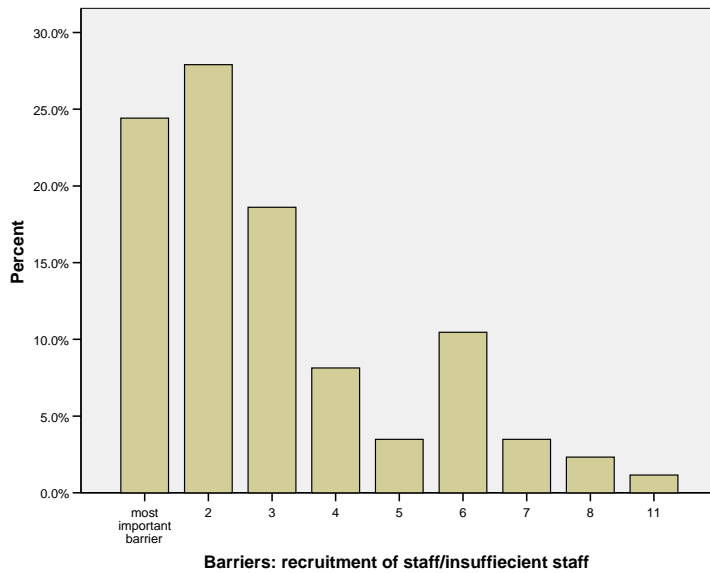
In an open question, Music Services were asked to set out the main barriers to all KS2 pupils having the opportunity to learn to play a musical instrument or receive specialized vocal tuition over the next few years. They were also asked to rank these barriers in order of importance. Table 3.4 sets out the nature of the perceived barriers in the order of importance. The barriers most frequently mentioned were the recruitment of or having insufficient staff and the lack of instruments. Also mentioned by a substantial proportion of Music Services were conflict with other priorities (58%), timetabling difficulties (57%), inadequate accommodation (56%), and the lack of expertise of primary school teachers (55%). Figures 1 – 6 indicate the extent to which each of these barriers was ranked as the most important.

**Table 3.4: Nature of barriers to widening participation 2007**

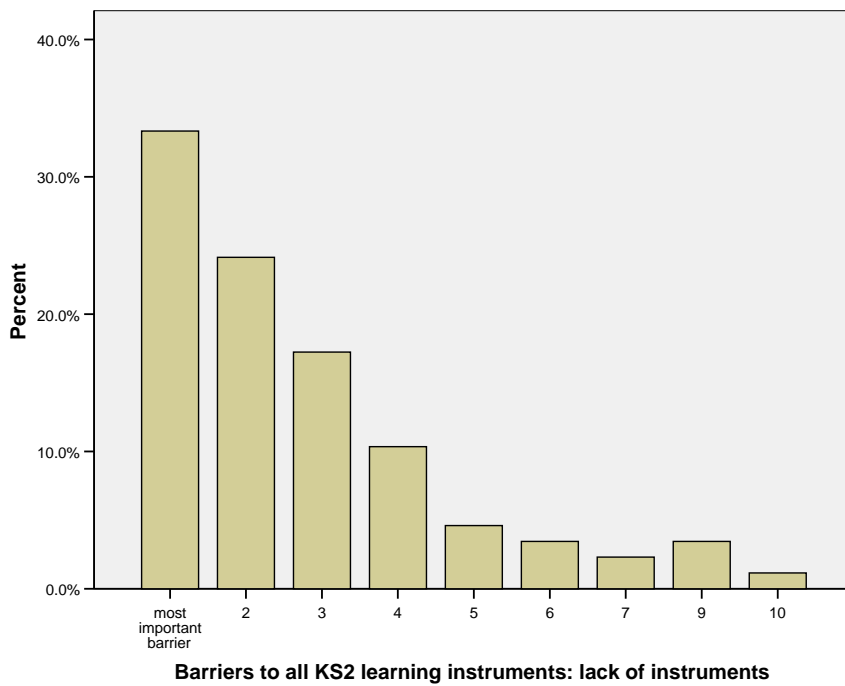
Nature of barrier	Number of Responses	Percentage of all responding LAs
Recruitment of staff/insufficient staff	90	68%
Lack of instruments	89	67%
Conflict with other priorities	77	58%
Timetabling difficulties	76	57%
Inadequate accommodation	75	56%
Lack of expertise of primary school teachers	73	55%
Lack of appropriate skills or experience of Music Service staff	52	39%
Lack of financial resources	46	35%
Lack of appropriate skills and experience in other local musicians	42	32%
Lack of support from head and other teachers	39	29%
Lack of demand in schools	23	17%
Lack of demand from pupils and parents	12	9%
Security of continued funding	12	9%
Local decision to devolve funding to schools	7	5%
Geographic spread of many small schools	6	5%
Dependency on delivery by independent providers	1	0.8%

\* percentages are calculated in terms of the 93 responding LAs

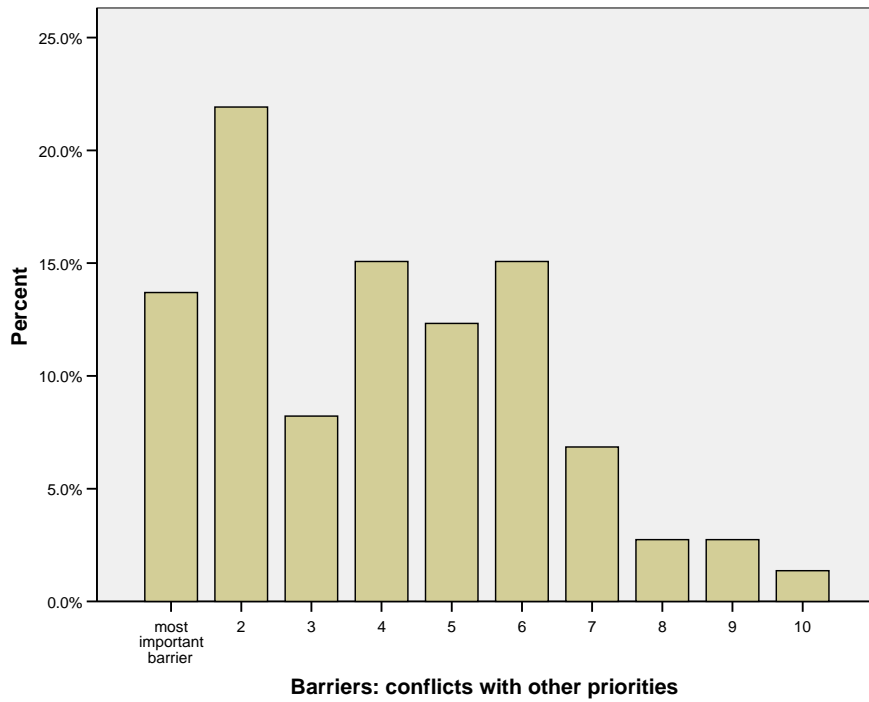
**Figure 3.1: Ranking of the importance of difficulties in recruitment or availability of staff**



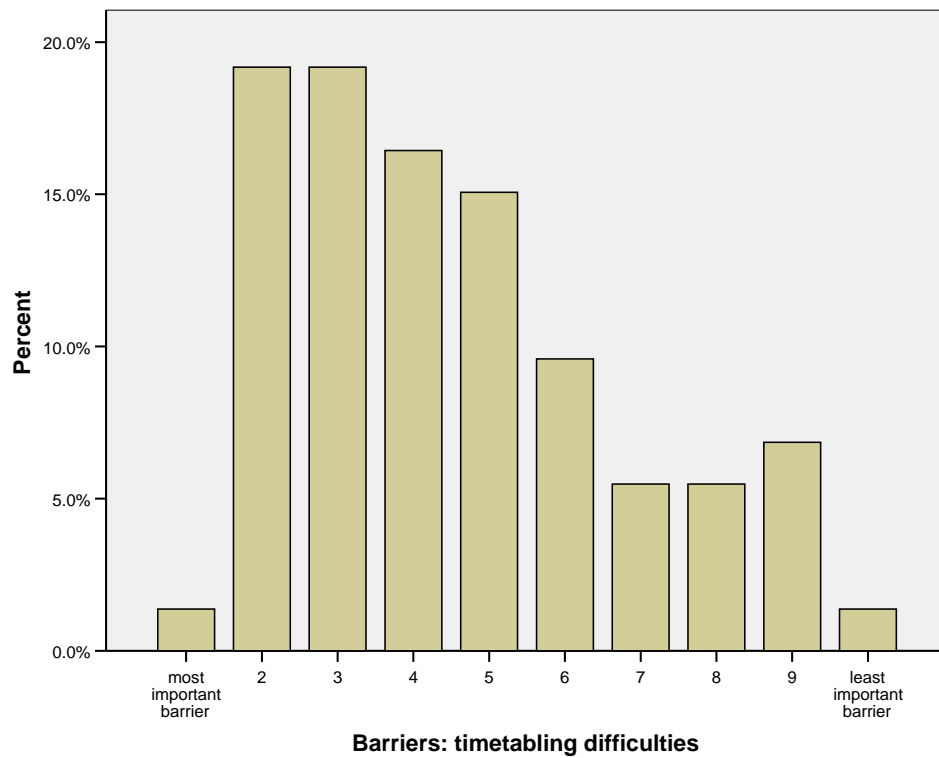
**Figure 3.2: Ranking in the importance of lack of instruments**



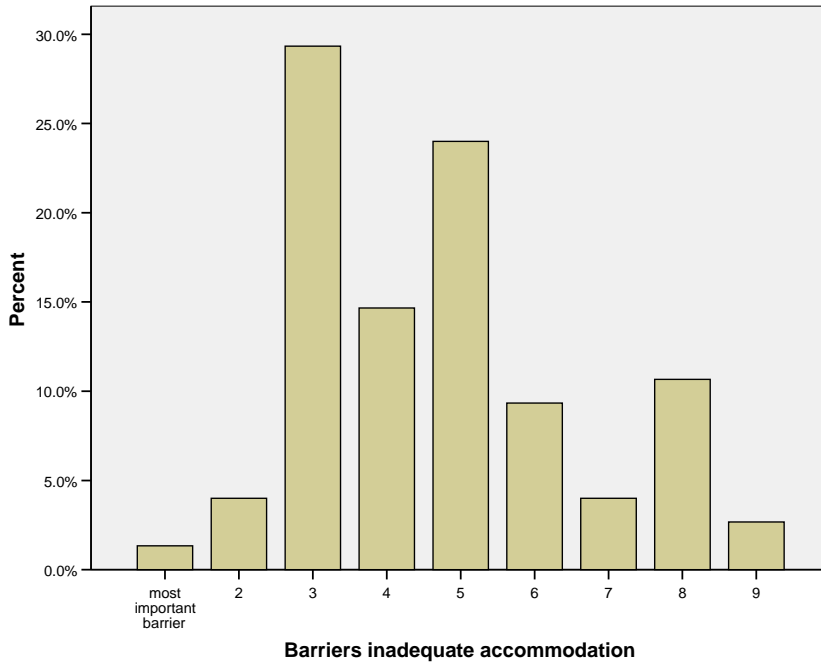
**Figure 3.3: Ranking of the importance of conflict with other priorities**



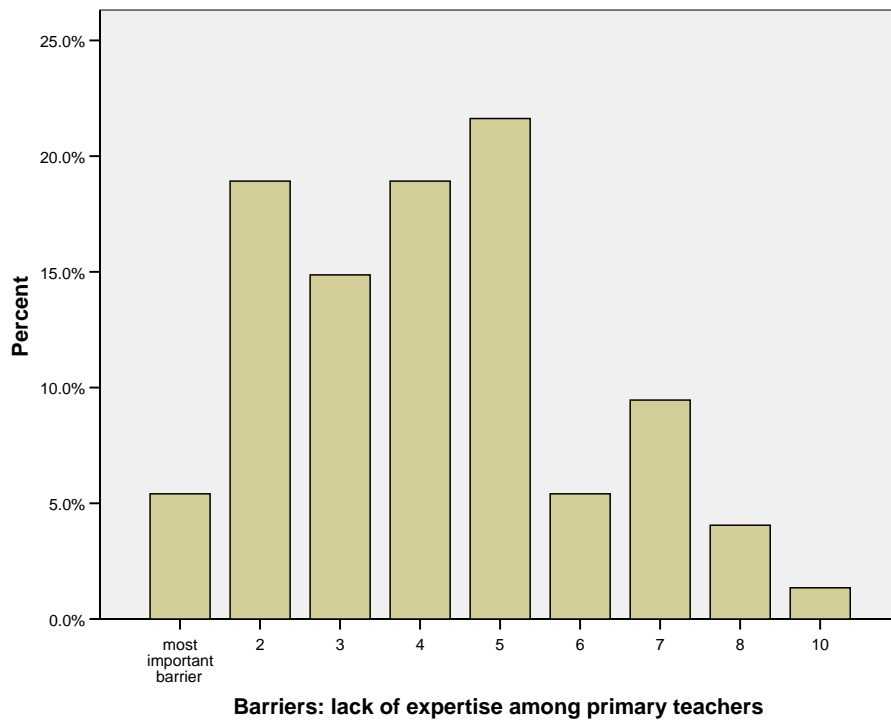
**Figure 3.4: Ranking of the importance of difficulties with timetabling**



**Figure 3.5: Ranking of the difficulties created by lack of appropriate accommodation**



**Figure 3.6: Ranking of the importance of difficulties with the lack of expertise among primary school teachers**





### 3.7 Factors supporting widening participation

Music Services were asked to indicate those factors which supported the implementation of the Wider Opportunities Programme. Table 3.5 sets out the factors generated by LAs. The greatest level of support was seen to be from government and external funding (71% of LAs). Next to the provision of funding was the role of supportive head teachers and the higher profile of music education (51%). Less than half of responding LAs mentioned any other category, although substantial proportions mentioned partnerships, higher standards of music teaching by class teachers, past experience of pilot projects and additional Continuing Professional Development opportunities (see Table 3.5).

**Table 3.5: Factors supporting widening participation**

Nature of support	Number of LAs	Percentage of all responding LAs
Government funding/ external funding	94	71%
Supportive school heads and higher profile of music education	68	51%
Partnerships (LA music services, schools, external providers)	44	33%
Higher standards of music teaching by the class teacher	35	26%
Past experience of pilot schemes	29	22%
Additional CPD	28	21%
Centralised stock of musical instruments	18	14%
Music manifesto, DfES meetings, documentation, DVD	16	12%
High demand	14	11%
Increased staffing	13	10%
Support from Federation of Music Services	13	10%
Funding held centrally	10	8%
Subsidy of live music concerts and demonstrations	8	6%
Availability of instruments, suppliers and repairers	8	6%
Primary school music specialists	4	3%
Funding devolved to schools	4	3%

## 4. Specialist Instrumental Tuition

In addition to questions about the Wider Opportunities Programme Music Services were asked to provide information about specialist instrumental and vocal tuition in KS1 and KS2.

### 4.1 Pupils receiving specialist instrumental tuition

Music Services were asked to provide information about the number of pupils receiving specialist instrumental tuition at each Key Stage in addition to those children engaged with the Wider Opportunities Programme. At KS1 on average 169 pupils in each LA were receiving specialist instrumental tuition, with a range

from 0-3981. This constitutes between 0-51% of the KS1 population with a mean average of 4.5%. At KS2 the average number of pupils receiving specialist instrumental tuition in each LA was 2256, 13% of the KS2 population (see Table 4.1). In 2005 there were on average 144 pupils at KS1 (2%) and at KS2 on average 1971 (13%) indicating an increase at KS1 and a steady state at KS2.

**Table 4.1 Number and percentage of pupils receiving specialist instrumental or vocal tuition in each Key Stage**

	Average number of pupils	Range	% of KS population	Range of % of KS population	Number of responding Music Services
KS1	168	0-3981	4.5%	0-51%	104
KS2	2256	94-22691	12.9%	0.24-41.5%	112

Table 4.2 sets out the percentages of children receiving specialist instrumental tuition in each Key Stage by type of Local Authority. Music Services in London were reaching the greatest percentage of pupils at KS1 (7.4%), although relatively few services provided data for pupils learning at KS1. At KS2, the Unitary Authorities reached the greatest percentage of pupils (14%). The Counties might have been expected to reach a lower percentage of children because of issues relating to the number of small schools and their wider geographical spread. However, the data revealed that 13% of children were receiving specialist instrumental or vocal tuition in the Counties. The smallest percentage (11%) was in the Metropolitan Authorities.

**Table 4.2 Average number and percentage of children receiving tuition by Key Stage and type of Local Authority (numbers in brackets represent the number of responding LAs)**

Type of LA	Mean number of KS1 pupils receiving regular specialist instrumental/vocal tuition 2006/07	Mean percentage of KS1 pupils receiving regular specialist instrumental/vocal tuition 2006/07	Mean number of KS2 pupils receiving regular specialist instrumental/vocal tuition 2006/07	Mean percentage of KS2 pupils receiving regular specialist instrumental/vocal tuition 2006/07
County	189 (26)	2.8% (26)	4370 (28)	13% (28)
Metropolitan	247 (29)	5% (29)	1902 (31)	11% (31)
Unitary authorities	71 (29)	3% (29)	1268 (30)	14% (30)
London	170 (20)	7.4% (20)	1449 (23)	13.5% (23)
Total	169 (104)	4.5% (104)	2256 (112)	12.9 (112)

Music Services were asked how many pupils were attending ensembles. At KS1 95 Music Services responded to the question. The range of the number of KS1 pupils attending ensembles was 0-198 with a mean of 20. At KS2 106 Music Services provided data. The range in the number of students attending ensembles was 9-4522 with a mean of 405.

## 4.2 Provision of instrumental tuition for schools

Music Services were asked how many schools were receiving regular specialist instrumental/vocal tuition provided by the LA/Music Service. Table 4.3 sets out the findings.

**Table 4.3: Number of schools receiving specialist instrumental/vocal tuition**

	Average number of schools	Range	Number of Music Services responding
Number of infant schools	5.2	0-55	76
Number of primary schools	87	2-785	117
Number of junior schools	16.2	0-143	82
Number of middle schools	15.7	0-144	33
Total KS1 and KS2 schools	86.3	4-408	107

This represents increases in the average number of schools receiving tuition since 2005 from:

- 4.6 to 5.2 in infant schools;
- 78.3 to 87 in primary schools;
- 13.8 to 16.2 junior schools;
- 7.8 to 15.7 middle schools.
- 

Some caution is required as fewer Music Services responded in respect of the number of infant, junior and middle schools than in 2005. There is an almost identical number of responses from primary schools receiving specialist tuition so the increase for primary schools does demonstrate a significant increase since 2005.

The data were examined to consider if there were differences between types of Local Authorities in the percentage of schools receiving specialist instrumental or vocal tuition. As might have been expected the Counties provided regular specialist tuition to a smaller percentage of schools (67%) than those LAs in urban environments (range from 71-74%) (see Table 4.4).

**Table 4.4: Number of schools receiving specialist instrumental/vocal tuition by Type of Local Authority (numbers in brackets represent the number of responding LAs)**

Type of Local Authority	Mean number of infant schools receiving regular specialist instrumental/vocal tuition 2006-07	Mean number of junior schools receiving regular specialist instrumental/vocal tuition 2006-07	Mean number of primary schools receiving regular specialist instrumental/vocal tuition 2006-07	Mean number of middle schools receiving regular specialist instrumental/vocal tuition 2006-07	Mean number of KS1 and KS2 schools receiving regular specialist music tuition 2006-07	Mean percentage of KS1 and KS2 schools receiving regular specialist tuition 2006-07
County	8.6 (20)	37 (20)	189 (30)	32 (13)	194 (23)	67% (23)
Metropolitan	5.7 (16)	7.8 (21)	75.5 (31)	2 (5)	73.5 (29)	74% (29)
Unitary authorities	3.2 (24)	12.4 (26)	38.7 (30)	9.3 (9)	49.7 (31)	71.4% (31)
London	3.7 (16)	7.3 (15)	40.3 (26)	1.3 (6)	46 (24)	71% (24)
Total	5.3 (76)	16 (82)	87.4 (117)	15.7 (33)	86.3 (107)	71% (107)

### 4.3 Gender differences in those in receipt of tuition

The data were interrogated to establish the gender breakdown of those receiving tuition. Where Music Services were unable to provide information about gender, lists of pupils learning to play instruments were merged with the National Pupil Database. The average rate of accurate matching was 88% so the figures derived are an underestimation of the whole sample. More girls than boys were receiving specialist instrumental tuition at KS1 and KS2, 57-58% as opposed to 42-43% of boys. (see Table 4.5 for details). This represented a small increase from 2005 in the number of boys playing, although compared with national data (49% girls, 51% boys) there were still proportionally more girls playing instruments.

**Table 4.5: Average percentage of boys and girls receiving specialist tuition**

	Number of responding Music Services	Minimum percentage	Maximum percentage	Mean percentage
Percentage of those receiving specialist instrumental tuition who are girls KS1	99	0%	100%	58%
Percentage of those receiving specialist instrumental tuition who are girls KS2	104	1.4%	77.5%	57%
Percentage of those receiving specialist instrumental tuition who are boys KS1	96	0%	100%	42%
Percentage of those receiving specialist instrumental tuition who are boys KS2	107	27%	76.7%	43%

#### 4.4 Pupils with Special Educational Needs

Music Services were asked to provide data regarding the number of pupils in receipt of additional support in relation to their Special Educational Needs including children who were classified in the categories ‘School Action’, ‘School Action Plus’, ‘School Action Plus and Statutory Assessment’ and ‘Statemented’. Most Music Services provided data which were matched with that in the National Pupil Database. While this enabled the inclusion of data from a considerable number of Music Services the level of matching was only on average 88% so the figures are an underestimation. Table 4.6 sets out the details. The data revealed that at KS1 8.5% of pupils in receipt of specialist tuition had SEN, while at KS2 11.2% of those in receipt of specialist tuition had SEN.

**Table 4.6: Number and range of pupils receiving tuition who are in receipt of additional support in relation to their Special Educational Needs**

	Number of Music Services	Range	Mean
Number of KS1 SEN pupils receiving specialist instrumental vocal tuition 06-07	84	0-1036	22.4
Percentage of KS1 pupils learning who have SEN	82	0-45%	8.5%
Number of KS2 SEN pupils receiving specialist instrumental/vocal tuition 06-07	97	3- 2012	253.4
Percentage of KS2 pupils learning who have SEN	96	0.2-28%	11.2%

The percentage of children at KS1 receiving tuition who had Special Educational Needs in 2005 was 9.2%, suggesting a very small decrease to 2007. However, the proportion with SEN out of those receiving specialist tuition in KS2 in 2005 was 10%, suggesting a small increase in 2007. The proportion of children with SEN nationally is 12.2% so Music Services are close to providing tuition to a representative proportion in KS2.

#### 4.5 Looked after children

Music Services were asked to provide information about the number of ‘looked after’ children receiving specialist instrumental or vocal tuition. Where Music Services provided a database of pupils this was matched with the National Pupil Database to provide this information. At KS1 the percentage of children learning instruments who were ‘looked after’ was 0.2% and at KS2 the percentage was 0.24%. This compares with a national figure of 0.55% for 5-9 year olds. National data are not available by Key Stage.

**Table 4.7: Number and range of pupils receiving specialist tuition who are 'looked after'**

	Number of Music Services	Range	Mean
Number of KS1 'looked after' pupils who received specialist instrument/vocal tuition 06-07	62	0-20	0.5
Percentage of KS1 pupils learning instruments who are 'looked after'	62	0-5.3%	0.2%
Number of KS2 'looked after' pupils who received specialist instrumental/vocal tuition 06-07	86	0-51	5.3
Percentage of KS2 pupils learning who are 'looked after'	85	0-1.2%	0.24%

#### 4.6 English as an Additional Language

The data revealed that at KS1 1.9% of children in receipt of specialist tuition were children with English as an Additional Language. At KS2 the percentage was 2.4% (see Table 4.8). This compares with a national percentage of 13.5%.

**Table 4.8: Number and percentage of students receiving tuition for whom English is an Additional Language**

	Number of Music Services responding	Range	Mean
Number of KS1 EAL pupils who received specialist instrumental/vocal tuition 06-07	76	0- 1637	189
Percentage of KS1 pupils learning instruments who have English as a second language	76	0-12%	1.9%
Number of KS2 EAL pupils who received specialist instrumental/vocal tuition 06-07	89	0-3382	428
Percentage of KS2 pupils learning instruments who have English as a second language	89	0-1.3%	2.4%

#### 4.7 Pupils from ethnic minority groups

Music Services were asked to provide information regarding the ethnicity of their pupils. Most Music Services provided data which was matched with that in the National Pupil Database. Table 4.8 sets out the details. At KS1 the percentage of White British children in receipt of specialised instrumental or vocal tuition was 70% (86 LAs) with 3.8% from any other white background (71 LAs). There were small proportions of each minority ethnic group (see Table 4.8).

At KS2 the reported percentage of White British children in receipt of specialist tuition was 72% (95 LAs) with 3.2% from any other white background (88 LAs). There were small proportions from each other minority ethnic group (see Table 4.9).

National data indicate that 77% of children in primary school are White British. This means that more children from minority ethnic groups are receiving tuition than the proportions in the primary school population.

The data from the 2005 survey was not broken down by Key Stage for ethnicity so it is impossible to make reliable comparisons. The overall percentage of White British children in 2005 was 73%, the remainder from other minority ethnic groups.

**Table 4.8: Pupils from minority ethnic groups receiving tuition in KS1**

	<b>Average number receiving instrumental / vocal tuition</b>	<b>Range</b>	<b>Percentage of pupils receiving tuition who are in this minority ethnic group</b>	<b>Range of percentage</b>	<b>Number of LAs included</b>
<b>White</b>					
British	92	0-1611	70%	0-100%	86
Irish	1.3	0-13	0.8%	0-4.4%	60
Traveller of Irish heritage	0.14	0-2	0.02%	0-0.24%	14
Gypsy/Roma	0.2	0-26	0.15%	0-1.3%	23
Any Other White background	6.5	0-73	3.5%	0-17.7%	71
<b>Mixed</b>					
White and Black Caribbean	3.2	0-106	1.1%	0-6.8%	63
White and Black African	1.3	0-20	0.9%	0-4.8%	60
White and Asian	2.4	0-41	1.5%	0-23%	66
Any Other Mixed background	3.4	0-68	1.9%	0-19%	66
<b>Asian or Asian British</b>					
Indian	5	0-175	3.7%	0-50%	72
Pakistani	4.7	0-199	3%	0-100%	56
Bangladeshi	8.6	0-294	1.1%	0-22%	40
Any Other Asian background	13.7	0-702	1.5%	0-18%	56
<b>Black or Black British</b>					
Caribbean	7.2	0-218	2.7%	0-23%	53
African	4.2	0-84	2.4%	0-33%	61
Any Other Black background	4.8	0-163	0.95%	0-7%	44
<b>Chinese or other ethnic group</b>					
Chinese	1.3	0-20	1.1%	0-11%	61
Any Other ethnic group	5.8	0-152	2.3%	0-15%	68
Ethnicity not known or information refused	6.6	0-172	4.2%	0-80%	57

\* Figures are an underestimate because the matching process was only on average 88% successful



**Table 4.9: Pupils from minority ethnic groups receiving tuition in KS2**

	<b>Average number receiving instrumental / vocal tuition</b>	<b>Range</b>	<b>Percentage of pupils receiving tuition who are in this minority ethnic group</b>	<b>Range of percentage</b>	<b>Number of LAs included</b>
<b>White</b>					
British	1442	68-8174	72%	15-99%	95
Irish	12	1-137	0.7%	0-3%	79
Traveller of Irish heritage	2.3	0-14	0.1%	0-0.4%	22
Gypsy/Roma	1.9	0-9	0.1%	0-0.3%	29
Any Other White background	57	0-455	3.2%	0-17%	88
<b>Mixed</b>					
White and Black Caribbean	29	0-460	1.4%	0-6%	89
White and Black African	9.5	0-62	0.5%	0-2.3%	83
White and Asian	20	1-159	1%	0-4%	85
Any Other Mixed background	31	0-254	1.6%	0-8%	86
<b>Asian or Asian British</b>					
Indian	49	0-664	2.6%	0-32%	93
Pakistani	28	0-371	1.2%	0-9%	80
Bangladeshi	19	0-288	1.3%	0-45%	68
Any Other Asian background	32	0-1314	1.1%	0-11%	80
<b>Black or Black British</b>					
Caribbean	49	0-731	2.4%	0-17%	80
African	48	1-741	2.8%	0-30%	86
Any Other Black background	19	0-393	0.9%	0-6%	64
<b>Chinese or other ethnic group</b>					
Chinese	11	0-70	0.7%	0-8%	88
Any Other ethnic group	36	0-647	1.8%	0-20%	86
Ethnicity not known or information refused	50	0-814	3.2%	0-71%	74

\* Figures are an underestimate because the matching process was only on average 88% successful

#### 4.8 Children eligible for free school meals

Music Services were asked to indicate the number of pupils receiving tuition who were eligible for free school meals. On the basis of the available data at KS1 and KS2 it appeared that just over 11% of children in receipt of specialist instrumental tuition were eligible for free school meals in 2007. Where Music Services provided raw data to be matched with the National Pupil Database the matching process itself led to an underestimation (see Table 4.10 for details). The 2005 survey revealed that at KS1 11.9% (94 LAs) of pupils were eligible for free school meals and 12.5% at KS2 (108 LAs). There has been a small reduction since 2005. National data indicate that overall there has been a small but steady decrease in the number of children in primary school eligible to receive free school meals. This figure was 16.9% in 2005, decreasing to the current level of 15.9%. However, the percentage reached by Music Services is still less than the national proportion.

**Table 4.10: Children in receipt of specialist instrumental or vocal tuition who are eligible for free school meals**

	N	Range	Mean
Number of KS1 pupils eligible for FSM receiving instrumental/vocal tuition 06-07	79	0- 1509	31.8
Percentage of KS1 pupils learning instruments who are eligible for FSM	79	0-56%	11.1%
Number of KS2 pupils eligible for FSM receiving instrumental/vocal tuition 06-07	92	1- 231	231.6
Percentage of KS2 pupils learning instruments who are eligible for FSM	92	0.5-46%	11.3%

\* Data are an underestimation as up to 12% of pupils learning to play an instrument were unable to be matched with the Common Basic Data Set

#### 4.9 Remissions policies

Music Services were asked to indicate the type of remissions policies which were available within their Local Authority. 80% of responding Local Authorities indicated that their Local Authority had a remissions policy. This compared with 74% of those responding in 2005. Table 4.11 sets out the details of the types of remission policies.

**Table 4.11: Remissions policies**

	Number of LAs	Percentage of total responding to questionnaire
LA has remissions policy	106	80%
Schools have individual remissions policies	37	28%
Full remission of fees for children in care in residential homes	2	1.5%
Full remission of tuition fees for children eligible for free school meals	31	23%
Part remission of tuition fees for children eligible for free school meals	42	32%
All children eligible for free school meals have access to ensembles and other Music Centre activities at a reduced rate	37	28%
All children eligible for free school meals have free access to ensembles and other Music Centre activities at a reduced rate	24	18%
Individual cases reviewed with view to identifying how assistance might be given	18	13.5%
Differentiated rates available for families with two or more children learning	6	4.5%
Full or part remission for instrument hire charges for children eligible for free school meals	25	19%
Full or part remission to GCSE and AS/A level music students	6	4.5%
Extended lessons at no cost for gifted and talented pupils	2	1.5%

#### **4.10 Percentage of children taught in different types of lessons**

At KS1 and KS2 the majority of children (over 60%) were taught in groups of 2-4. In part this may reflect legislation which has meant that Music Services or schools can only charge for specialist instrumental and vocal tuition in groups smaller than 4. As a considerable proportion of funding for instrumental tuition is generated through charges to parents (see the 2002 and 2005 surveys) this has limited the numbers of children that can be taught in large groups. This legislation will be rescinded from September 2007 and replaced by new Regulations and Guidance. The details are set out in Table 4.12.

**Table 4.12: Percentage of children at KS1 and KS2 taught in different types of lessons**

	N	Range	Mean
Percentage of KS1 children taught in individual lessons	51	0-80	14%
Percentage of KS1 children taught in groups of 2-4	72	0-100	65%
Percentage of KS1 children taught in groups of 5-10	41	0-100	14%
Percentage of KS1 children taught in groups with more than 11	37	0-62	8%
Percentage of KS1 children taught instrumental lessons in whole class groups	36	0-100	18%
Percentage of KS2 children taught in individual lessons	87	0-75	14%
Percentage of KS2 children taught in groups of 2-4	98	0-100	62%
Percentage of KS2 children taught in groups of 5-10	66	0-100	13%
Percentage of KS2 children taught in groups with more than 11	59	0-75	8%
Percentage of KS2 children taught instrumental lessons in whole class groups	58	0-97	23%

#### **4.11 Instruments played**

Some caution needs to be exercised in interpreting the findings regarding the instruments played because of the different number of LAs responding in each category. Table 4.13 sets out the numbers of boys and girls playing each instrument in each Key Stage with the overall percentage playing each instrument.

**Table 4.13: Instruments played**

Instrument	Girls KS1	Boys KS1	Girls KS2	Boys KS2	Percentage of pupils receiving instrumental/vocal tuition playing this instrument
African drumming	2.3 (150)	2.2 (150)	10.4 (150)	39 (42)	7.7% (24)
Bassoon	0.01 (53)	0.08(57)	2 (69)	1.9 (72)	0.23% (57)
Baritone	0.01 (58)	0.05 (59)	4.5 (77)	6.9 (84)	0.49% (76)
Cello	3.1(81)	2.4 (41)	45 (101)	25 (102)	3.4% (102)
Clarinet	1.5 (75)	0.8 (76)	104 (104)	45 (105)	6.7% (106)
Cornet	0.3 (67)	0.4 (68)	23.7 (97)	24.7 (98)	2.3% (96)
Double bass	0(52)	0.02 (52)	2.9 (74)	3.8 (720)	0.37% (62)
Euphonium	0.03 (57)	0.02 (57)	2.9 (80)	5.8 (82)	0.45% (75)
Flugel horn	0 (32)	0 (32)	0.5 (37)	0.3 (36)	0.13% (13)
Flute	2.4 (86)	0.5 (75)	152 (105)	23.6 (105)	7.7% (106)
French horn	0.1 (55)	0.1 (56)	4.4 (80)	4.8 (86)	0.47% (77)
Gamelan	5 (30)	5 (30)	9.5 (30)	8.8 (30)	51.4% (2)
Guitar acoustic)	5.3 (91)	9.6 (90)	137 (103)	213 (103)	18.3% (103)
Guitar (electric)	0.15 (40)	0.07 (41)	1.9 (51)	5.8 (53)	0.69% (38)
Guitar (electric bass)	0 (34)	0.08 (35)	0.4 (37)	1.4 (41)	0.27% (20)
Harp	0 (32)	0 (32)	0.6 (35)	0.3 (34)	0.16% (7)
Keyboard	5.4 (83)	4.4 (82)	97 (94)	61 (94)	8.01% (93)
Kit drums	0.5 (62)	1.3 (63)	11.1 (76)	32.6 (80)	2.8% (70)
Music Technology	0 (29)	0 (29)	0.1 (30)	0.03 (29)	0.55% (3)
Oboe	0.01 (58)	0.12 (59)	6.3 (87)	3.3 (86)	0.49% (81)
Percussion	2.4 (61)	3.2 (62)	15.6 (76)	34.3 (79)	2.8% (70)
Piano	11.1 (68)	6.02 (67)	61.7 (75)	33.4 (73)	4.9% (72)
Piccolo/fife	0.75 (40)	0.13 (38)	10.3 (43)	5.7 (43)	2.1% (18)
Recorder	12 (80)	7.9 (80)	79 (97)	49 (96)	5.8% (91)
Saxophone	0.23 (65)	0.27 (66)	12.9 (94)	15. 2 (95)	1.4% (98)
Sitar	0 (30)	0 (30)	0.84 (32)	0.54 (31)	0.69% (3)
Steel Pans	10 (42)	19 (42)	54.5 (46)	45.4 (47)	4.1% (30)
Tabla	0.03 (34)	0.14 (35)	9.3 (40)	12 (41)	3.1% (15)
Tenor Horn	0.11 (61)	0.08 (63)	10..2 (83)	9.9 (86)	1.0% (80)
Trombone	0.1 (66)	0.4 (68)	9.8 (97)	20.8 (102)	1.3% (103)
Trumpet	0.47 (72)	0.76 (72)	30 (104)	52.5 (103)	3.7% (104)
Tuba	0.03 (48)	0 (48)	0.56 (55)	1.5 (66)	0.13% (47)
Voice	18(57)	17.6 (55)	44.5 (72)	36.2 (64)	5.1% (64)
Viola	0.7 (66)	0.3 (66)	15.7 (85)	7.4 (81)	1.05% (73)
Violin	26 (99)	13.6 (97)	279 (105)	114 (105)	19.2% (105)
Other dholki			1.9 (17)	3.1 (18)	0.65% (8)
Other samba	28 (4)	28.5 (4)	77 (8)	84 (7)	8.7% (8)
Other ocarina	11 (2)	6 (2)	17.7 (6)	10.3 (6)	2.9% (8)
Other mandolin			77 (3)	6.5 (2)	1.1% (2)
Other harmonium	0.3 (6)	0.2 (6)	23.7 (9)	10.4 (8)	1.7% (8)
Other marimba			6 (1)		0.7% (1)
Other	1.7 (13)	2.3 (12)	27.6 (17)	20 (19)	1.5% (20)

Comparisons of the most common instruments played between 2007 and 2005 are somewhat problematic as the number of LAs responding is different in each year. Table 4.14 lists the figures. In both years the most common instrument was the violin followed by the acoustic guitar. The percentage playing some instruments appear to have reduced between 2005 and 2007, the violin from 23.9% to 19.2%, the recorder from 11.5% to 5.8%, voice from 10.1% to 5.1%, flute from 11% to 7.7%, clarinet from 9.2% to 6.7%, although this may be the result of the different sample sizes.

**Table 4.14: Comparison of the most common instruments 2007 and 2005**

	Most common instruments 2007	Most common instruments 2005
Violin	19.2% (105)	23.9% (85)
Acoustic guitar	18.3% (103)	17.1% (33)
Keyboard	8.0% (93)	8.9% (52)
Flute	7.7% (106)	11% (18)
Clarinet	6.7% (106)	9.2% (20)
Recorder	5.8% (91)	11.5% (55)
Keyboard	8.1% (93)	8.9% (52)
Voice	5.1% (64)	10.1% (19)
Trumpet	3.7% (104)	3.8% (21)
Cello	3.4% (102)	3.7% (30)

## **5. Quality issues**

### **5.1 Monitoring of the quality of teaching**

Music Services were asked to report the extent to which teaching was observed and monitored. Table 5.1 sets out the details. Music Services reported that they undertook more monitoring themselves than was undertaken by the schools.

**Table 5.1: Monitoring of the quality of teaching**

	<b>Number of Music Services responding</b>	<b>Range</b>	<b>Mean</b>
Average number of sessions observed by internal monitoring (school)	30	0- 346	31
Average percentage of sessions judged satisfactory or better by internal monitoring (school)	19	0-100%	55%
Average percentage of sessions judged good or getter by internal monitoring (school)	29	0-100%	76%
Average number of sessions observed by internal monitoring (LA music service)	97	0-174	23
Average percentage of sessions judged satisfactory or better by internal monitoring (LA music service)	73	0-100%	63%
Average percentage of sessions judged good or getter by internal monitoring (LA music service)	88	2-100%	65%

The data from 2005 indicated that 66% of sessions were judged satisfactory or better through internal monitoring by the school and 76% good or better. This was based on data from a much smaller sample than 2007. In contrast there was greater reporting by Music Services of their monitoring of lessons in 2005 than in 2007. In 2005, the average percentage of lessons judged satisfactory or better by Music Services was 96% and 67% judged good or better. The difference in the number of LAs responding to these questions in each year makes close comparisons unsafe.

Music Services were asked whether they surveyed head teachers or schools to establish if they were satisfied with the service being offered. Sixty eight Music Services responded to this question. The average number of head teachers surveyed was 36, the average number of head teachers and schools reported as responding was 30 and on average all of these were satisfied with the service offered.

## **5.2 Monitoring of Wider Opportunities Programmes**

Music Services were asked to indicate how their Wider Opportunities Programme was being evaluated. Table 5.2 sets out their responses. The findings indicate that most LAs were using surveys of head teachers and schools to evaluate their Wider Opportunities Programme and were also carrying out their own internal evaluations. A smaller proportion had made arrangements for the programme to be evaluated by pupils and parents.

**Table 5.2: Evaluation of Wider Opportunities provision**

	Number of responding LAs	Percentage of all responding LAs
LA/Music Service Wider Opportunities provision evaluated by surveys of schools/head teachers	94	71%
LA/Music Service Wider Opportunities provision evaluated by pupils	57	43%
LA/Music Service Wider Opportunities provision evaluated by parents	34	26%
LA/Music Service Wider Opportunities provision evaluated by the LA/Music Service internally	109	82%
LA/Music Service Wider Opportunities provision evaluated by other organisation internally	15	11%
LA/Music Service Wider Opportunities provision evaluated by more than one method	50	38%
Services provided by other organisations evaluated by surveys of schools/head teachers	23	17%
Services provided by other organisations evaluated by pupils	11	6%
Services provided by other organisations evaluated by parents	4	3%
Services provided by other organisations evaluated by the LA/Music Service internally	19	14%
Services provided by other organisations evaluated by other organisation internally	50	38%
Services provided by other organisations evaluated by more than one method	11	8%

### 5.3 Pupil attainment

Table 5.3 sets out the levels of pupil attainment in KS1 and KS2 as reported by Music Services in relation to the National Qualification Framework (NQF). In relation to instrumental music examinations Pre NQF level 1 is pre Grade 1, NQF Level 1 includes Grades 1-3, Level 2 Grades 4 and 5, and Level 3 Grades 6-8.

Table 5.3 indicates that the majority of students at KS2 were pre-Level 1 (61%); however, 22% were reported to be at Level 1, 1.3% at Level 2 and 0.3% at Level 3. Levels 2 and 3 represent very high levels of attainment for KS2 pupils.

These very high levels of attainment are likely to be supported by the provision offered for children identified as gifted and talented. 81 Local Authorities (73%) of responding LAs indicated that they had special provision for pupils identified as gifted and talented.



**Table 5.3: Levels of attainment in relation to the National Qualification Framework**

	Girls	Percentage girls	Boys	Percentage boys	Total	Percentage
Pre NQF level 1	968 (63)	76% (57)	689 (63)	63% (59)	1998 (69)	61% (68)
NQF Level 1	311 (69)	29% (62)	203 (69)	25% (64)	532 (74)	22% (73)
NQF Level 2	17 (60)	1.1% (56)	11 (59)	0.97% (56)	44 (64)	1.3% (63)
NQF Level 3	2.4 (38)	0.1% (36)	1.7 (37)	0.1% (36)	15.8 (41)	0.3% (40)

\* Figures in brackets indicate the number of responding LAs. Percentages do not add to 100% because of variability in the number of responding LAs and because of the limitations of the matching process.

## 6. Continuing Professional Development

Music Services were asked to indicate the number of staff engaged in a range of different Continuing Professional Development (CPD) activities. Table 6.1 sets out the details. The greatest involvement in CPD was related to Wider Opportunities training with on average over 30 members of Music Service staff participating and over 34 mainstream school teachers in each LA. On average over 18 class teachers in each LA were also receiving individual support in the relation to the Wider Opportunities Programme. The Wider Opportunities Programme appeared to be acting as a vehicle for providing training for staff in Music Services and schools.

**Table 6.1: Numbers of teachers engaging in CPD**

	<b>Number of responding LAs</b>	<b>Range</b>	<b>Mean number of staff from each LA participating</b>
Number of LA Music Service teachers receiving Wider Opportunities CPD 06-07: individual support	81	0-80	9.6
Number of LA Music Service teachers receiving Wider Opportunities CPD 06-07: CPD	97	0-08	30.2
Number of private music teachers receiving Wider Opportunities CPD through the LA Music Service 06-07: individual support	51	0-22	1.2
Number of private music teachers receiving Wider Opportunities CPD through the LA Music Service 06-07: CPD	66	0-50	2.6
Number of special school teachers receiving Wider Opportunities CPD 06-07: individual support	59	0-10	1.2
Number of special school teachers receiving Wider Opportunities CPD 06-07: CPD	62	0-30	2.3
Number of KS1 mainstream School teachers receiving Wider Opportunities CPD 06-07: individual support	54	0-36	2.0
Number of KS1 mainstream School teachers receiving Wider Opportunities CPD 06-07: CPD	66	0-133	9.0
Number of KS2 mainstream School teachers receiving Wider Opportunities CPD 06-07: individual support	69	0-240	18.1
Number of KS2 mainstream School teachers receiving Wider Opportunities CPD 06-07: CPD	79	0-391	34.1
Number of KS1 mainstream teachers receiving the new training funded by the DfES and offered by the OU and Trinity Guildhall (individual support)	31	0-2	0
Number of KS1 mainstream teachers receiving the new training funded by the DfES and offered by the OU and Trinity Guildhall (CPD)	35	0-2	0
Number of KS2 mainstream teachers receiving the new training funded by the DfES and offered by the OU and Trinity Guildhall (individual support)	34	0-23	2.24
Number of KS2 mainstream teachers receiving the new training funded by the DfES and offered by the OU and Trinity Guildhall (CPD)	38	0-11	1.13
Number of instrumental/vocal teachers receiving the new training funded by the DfES and offered by the OU and Trinity Guildhall (individual support)	56	0-20	3.0
Number of instrumental/vocal teachers receiving the new training funded by the DfES and offered by the OU and Trinity Guildhall (CPD)	60	0-12	2.8

## 7. Next Steps

Overall, in most responding LAs, 'Wider Opportunities' has been successful in providing an opportunity for every child to actively engage in playing or singing. However, there continues to be wide variability in the effectiveness with which LAs have implemented the programme. Music Services would benefit from sharing good practice so that all meet the needs of schools and children and match the attainments of the best.

The difficulties experienced by some Local Authorities in providing the required data indicate that there is still some way to go in developing appropriate monitoring systems within Music Services and in particular in those LAs where funding for Wider Opportunities or specialist instrumental or vocal tuition has been devolved to schools. The best Music Services have systems in place which enable this to be undertaken. Their expertise needs to be shared with other Music Services.

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