



GATESHEAD MUSIC SERVICE

MODERATION REVIEW SUMMARY OF MUSIC SERVICES

Gateshead Music Service has now undertaken a further review in the programme of peer moderation for local authority music services in partnership with the Department for Education (DfE). The purpose of the programme is to carry out, on a national and voluntary basis, a process of joint evaluation of internal review procedures of each music service.

This Moderation Review took place in the Spring term 2011.

The text and judgements were reached and agreed jointly between the music service and the evaluation partner, after they had worked together for three days.

The summary is an internal, unpublished document, shared between the host music service, local authority and the DfE. The intention is for it to inform local development planning and contribute to national benchmarks. We very much hope that all parties find it useful as a tool in raising levels of achievement and participation, in and through music.

If you have any queries, please contact: john.witchell@federationmusic.org.uk

CONTENTS

1. Introduction and context to the review	1
2. A summary of agreed progress in achievement and standards, teaching and learning	1
Achievement and Standards	1
Teaching and Learning	1
3. A summary of progress in addressing developmental issues arising out of the previous review	2
4. A summary of the agreed evaluation of the Key Stage 2 Wider Opportunities and Singing programmes	3
5. A summary of the evaluation of the impact of partnerships	3
6. A summary of the impact of funding and financial arrangements	4
7. An agreed evaluation of provision for pupils with special educational needs (SEN) or disabilities:	4
8. A final summary of progress with recommendations	4

MODERATION REVIEW SUMMARY *for* GATESHEAD MUSIC SERVICE

1. *Introduction and context to the review*

This moderation review of Gateshead Music Service took place during March 2011.

During the visit evidence was collected through:

- Observation of three sessions including one KS1 workshop, curriculum support and a small group instrumental lesson with special educational needs (SEN) pupils;
- Discussions with the head of service, a music service teacher and a primary head teacher;
- Analysis of documentation including an update on the SEF, the Music Service development plan (LAMP), the new Music Service information pack, Local Authority data return (October 2010), a range of lesson observation reports, a number of programmes and publicity materials relating to concerts and tours including those involving partners and a recently produced catalogue outlining the full variety of services offered by the GMS and The Sage Gateshead.

2. *A summary of agreed progress in achievement and standards, teaching and learning*

Achievement and Standards

High standards continue to be maintained. The Wider Opportunities (WO) awards scheme is now fully implemented with all music service staff having been provided with training in administering the programme. This is further moderated by members of the senior leadership team (SLT). By the end of Year 1 of WO provision 48% of pupils achieve the bronze award while half of these pupils achieve the silver award. By the end of the second year of WO engagement, 10% of pupils achieve the gold award which equates almost to grade 1 Associate Board. The head of service is an examiner for the Associated Board of the Royal Schools of Music and provides a parallel internal examination option at a much reduced cost (£18 per entry). There has been an increase of around 25% in entries for grade 3–5. Members of the senior leadership team (SLT) now carry out the internal examination provision at the lower grades. Three members of the music service staff are training to become ABRSM examiners. All pupils continue to be tracked and monitored and annual reports provided to parents. There has been an increase in the number of pupils being entered for other examination boards, for example Trinity Guildhall and Rock school. The delivery of the instrumental teaching curriculum is supported by a range of tutor books which have mostly been written by music service teachers.

Teaching and Learning

Teaching and learning continue to be judged as good. Judgements arising from the joint observations carried out on the visit were agreed and ranged from satisfactory to good. All members of SLT are now fully engaged in carrying out monitoring visits and making judgements and have received training in this as part of their ongoing professional development. A summary of the outcomes of recent visits indicates that almost 60% of lessons are deemed to be good or better while only 3% are unsatisfactory. Where delivery is judged to be unsatisfactory, teachers receive direct support and advice from the head of service and are monitored regularly until delivery is considerably improved. Statistics indicate that the quality of small group teaching and learning is better (66% good or better) than WO teaching and learning (47% good or better). This is possibly

due to the fact that with the considerable growth in WO provision, more instrumental teachers are delivering to whole classes and are relatively new to large group tuition.

The agreed judgement is that GMS is continuing to maintain good, and in some areas, outstanding standards in both strands.

3. A summary of progress in addressing developmental issues arising out of the previous review

i. Support and development for senior leadership team and MS teachers:

The service has made good progress in providing opportunities for the SLT to engage more fully in the management of service delivery. The SLT now meet regularly, once per week with minutes of all meetings being taken. Additionally, the SLT participate in 'away days' twice a term in order to focus on the development and expansion of all aspects of service delivery. A particular focus has been to develop their skills in carrying out the monitoring of the range of service provision and in making judgements on quality of delivery. They are now all fully engaged in the monitoring programme. Other music service teachers, working in teams have produced tutor books used across the service, particularly in the delivery of WO programmes. Some teachers newly engaged in leading WO are following a programme of support. Two teachers, funded by the music service are taking the 'fast track' route to gaining the CTABRSM diploma.

ii. Explore a range of service delivery models:

In what has been a difficult year for music services, due to the uncertainties about future funding, GMS has made outstanding progress in substantially increasing services to schools. 'Buy back' from schools has increased from £250K in 2009/10 to £330K in 2010/11. This is equivalent to an additional 70 hours or 3 full-time equivalent teachers and an increase in pupil numbers from 3,850 to 4,500. During 2011/12 service levels will be maintained despite a decrease in LA funding of £20K. This is possible, in part, to an increase in external funding streams, for example support from The Avison Ensemble, Friends of the Youth Orchestra and revenue from internal and external examinations. During 2011/12 the head of service recognises that there will need to be some adjustments to allocations to schools in order to continue to maintain and increase current levels of service delivery. However, leading on from recent announcements, it is recognised that, discussions with local partners and other heads of service will need to take place, taking account of the National Music Education Plan to be published in the summer term 2011. Following a meeting in October 2010, a sub-committee has been formed to include other heads of service and a representative from The Sage Gateshead to continue to develop existing partnerships and liaisons.

iii. Transition issues:

There has been good progress in addressing transition (KS2-KS3) issues evidenced in the increase in the numbers of pupils learning in both small groups and WO at KS3. Apart from pupils being able to continue to borrow instruments at no cost when they transfer to secondary school there has not been any need to reallocate the budget to support this increased provision. Indeed, one secondary school, having invested £30K on instruments this year, is buying an addition 12 hours per week additional tuition to enable all Year 7 and 8 pupils to continue in WO and small group tuition, all provided by GMS.

iv. To develop string ensemble opportunities:

There has been good progress in the range of opportunities to engage in senior string ensembles. From September 2010, an additional senior string ensemble has been established (Whickham Chamber Orchestra) and an additional 2 viol ensembles are now rehearsing weekly.

4. A summary of the agreed evaluation of the Key Stage 2 Wider Opportunities and Singing programmes

I. Wider Opportunities

WO provision continues to be outstanding in terms of reach and quality. All primary schools are now engaged in accessing WO programmes. This represents an increase from 59 to 64 schools and includes a Special School where 22 pupils are learning the trumpet. The increase in provision has been substantial, not just due to the fact that more schools are engaging in the programme but because most schools, recognising the benefits of the provision, ensure that the programme continues beyond the first year of provision. In some cases, schools are buying back 4 years i.e. Y3 – Y6 WO programmes. In all cases, the class teacher is engaged and participates in the delivery of the programme. GMS teachers, new to delivering the programmes are supported by the SLT and are provided with appropriate resources and clear criteria derived from the WO awards scheme. As a result of the success of the programmes, additional ensembles have been established e.g. a new flute choir based at a secondary school.

II. Singing programmes

A recent collaboration between the area Sing Up leader and a GMS singing leader exceeded expectations. The focus was on training school-based teachers and teaching assistants to lead singing. The initial aim was to reach 50 participants. Following a range of whole staff training sessions, in-class support and networking opportunities, 150 participants engaged in the programme. The culmination was a concert at The Sage Gateshead and the success was evidenced in the very positive evaluations following the programme.

The agreed judgement is that provision in both these areas of work is outstanding, whilst the service recognises the need to increase the percentage of good teaching in Wider Opportunities.

5. A summary of the evaluation of the impact of partnerships

Relationships with external partners continue to flourish. GMS has continued to consolidate its partnership working with The Avison Ensemble. In the last year, the ensemble has provided generous funding towards music service provision. In addition, increased opportunities for more advanced pupils to engage in master classes and access to period instruments has been made available. The Sir James Knott Trust has supported with funding for educational visits while the Friends of the Youth Orchestra continue to support less well off students. In addition they have provided funding to allow for the purchase of equipment for ensembles in order to enhance pupil engagement. Relationships with key personnel at The Sage Gateshead have been maintained, in particular, to explore ways of working more closely. The recently published catalogue, produced by The Sage Gateshead, resulted in more schools, including some out of borough, engaging in the range of workshops offered by GMS. Further engagement with Newcastle University, to provide training for PGCE students has resulted in additional revenue which in turn enables GMS to offer additional music services for pupils in Gateshead schools. More recently, the head of GMS has provided support for a neighbouring music service as a consultant to ensure that music provision might be maintained for pupils beyond Gateshead. Active engagement with external partners continues to be outstanding.

The agreed judgement is that partnership working is outstanding.

6. A summary of the impact of funding and financial arrangements

While some of GMS managers and teachers are on School Teachers Conditions of Service, most of the service delivery is hourly paid. Additionally, administrative costs are kept to a minimum. Consequently, charges are competitive, offer good value for money and schools are more than happy to buy in at cost. This has enabled GMS to expand provision in response to school requests, primarily for additional Wider Opportunities and small group tuition. There has also been an increase in the requests for school-based workshops both in and beyond Gateshead borough. GMS has also been able to maintain, and indeed increase provision by raising income from a range of other sources e.g. more pupils entered for internal examination assessment, head of service carrying out external examinations (ABRSM examiner) and as consultant for other music services, and a small increase in charges to schools. The impact of the recent funding announcement which represents a reduction of 10% in the Music Grant has been discussed with the SLT. Some adjustment to the charges for services and the possibility of introducing a levy for instrument hire will allow GMS to continue to provide the current level of services during the next academic year. Discussions with potential partners and the publication of the National Music Education Plan will inform future funding and finance arrangements.

7. An agreed evaluation of provision for pupils with special educational needs (SEN) or disabilities:

The findings of a recent survey carried out into the contribution of GMS to pupils with special educational needs indicate that provision is outstanding. The evidence included qualitative feedback from school-based staff and related to workshop provision, Wider Opportunities and small group and one-to-one instrumental tuition. Music services are provided for a wide age range of pupils: 4-16 and across all disabilities. Statistical information gleaned from GMS teachers revealed the range of special needs of the pupils taught and the numbers in each category. Of the 4,500 pupils taught by GMS, 4.4% have SEN. GMS staff have received 'hearing impairment training' however, having begun to systematically collect data relating to SEN provision, the next steps will be to consider how current provision might be further developed. This could mean further training and a possible refocusing of resources. Additionally, GMS will need to establish what proportion of the pupil population are registered as having 'special needs' to ensure equitable access for all pupils to music services.

The agreed judgment is that this strand is outstanding.

8. A final summary of progress with recommendations

While GMS is, and has continued to be an 'outstanding' music service throughout the moderation process there has never been any complacency in working towards providing even more, high quality music services for more pupils in Gateshead. This has been the overall vision, and figures cited here, despite difficult financial circumstances, bear out this ongoing commitment.

There has also been considerable development in the number of schools and pupils engaged in the WO programmes offered by GMS during the moderation process (from 48 schools in 2009 to 67 in 2011). Additionally, more schools are now ensuring that the WO programmes extend beyond the first year of provision and are more than happy to fund the associated costs to ensure that this continues to be at no cost to parents.

While the SLT continue to develop their particular areas of curriculum responsibility, a key development has been in their wider impact on the development and management of the service. They are now more readily involved in leadership meetings, inform policy and development and

have a more direct impact on music service teacher development. It has also had benefits in terms of information dissemination.

The service has made good progress in its development over the last three years, clearly identifying issues to be address while continuing to expand provision in challenging financial circumstances.

The agreed recommendations from this review are:

- To continue to monitor and assess SEN music provision. To reflect on information recently gathered in order to provide appropriate training opportunities for music service staff and ensure all pupils have equal access to the range of musical opportunities provided by GMS.
- To continue to explore possible partnership developments in order to further enhance musical opportunities for pupils in Gateshead and beyond. This in turn will help to inform discussions in relation to the future bidding process (autumn 2011) and subsequent funding arrangements for music provision in Gateshead schools.

The agreed judgement is that GMS has made significant progress and continues to be an outstanding music service. GMS is well placed to embrace the implications of the outcomes of the Henley Review on music education and subsequent government publication of The National Music Education Plan.