

Local Authority Music Plans (LAMPs) 2008

A Report based on 2008 returns to support 2009 returns

February 2009

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Action

2009 Data returns to be submitted by October 31st 2009; and
Local Authority Music Plans to be submitted by December 18th 2009

2008 returns

Background

1. It was **strongly recommended** that all LAs should have a LAMP, and LAs were requested to submit that to NMPD by December 2008.
2. Pro forma or templates were not issued, but a **set of headings and guidance** was given as part of the Aspirations, Support and Delivery (ASD) document, circulated in December 2007. (See Annex 1). Further information to support the completion of the plans was sent in email communications.
3. Local Authority colleagues were asked not to prepare information especially for the National Music Participation Director (NMPD), but to send documents that they were currently using for their own purposes, cross referenced to the headings in the ASD document, to arrive by December 19th 2008. Draft copies were acceptable. (The intended outcome was to keep **additional work to a minimum** and to find out what was **actually being used** locally rather than to receive something that had been prepared specifically for the NMPD).

Returns

4. 119 (79.3%) LAs returned plans; a further 26 (17.3%) requested additional time (usually relating to 'sign off' procedures within their LA); 5 LAs (3.3%) have not communicated regarding plans to date. (24/01/09)
5. LAs submitted a **range of documents** from 3 sides to 87 sides, draft plans to professionally produced Annual Reports, with or without plans and milestones or timescales.
6. All information provided is confidential to the NMPD and the DCSF. Any wider sharing of reports is only with the prior permission of the LA.

Analysis and commentary

7. A **Red, Amber, Green**, (RAG) rating was used against a number of headings (see Annex 2) and an overall rating was reached. ***(NB this rating is for the personal use by the NMPD to support prioritisation of his work and to inform national headline messaging)***. Judgements were arrived at by the NMPD, who also took into account personal knowledge and factual information from the Specialist Schools and Academy Trust; the National Singing Programme; the Federation of Music Services (FMS) Music Service Evaluation Partner programme; and the Open University / Trinity Guildhall Key Stage 2 training programme.
8. For the purposes of this report
 - a. A rating of **green** indicates an exemplary LAMP.
 - b. An **amber** rating indicates satisfactory overall, usually with some exemplary elements.
 - c. A **red** rating indicates a significant amount of inadequate information or no information at all.

Overall rating

9. The individual headings were prioritised so that a large number of individual greens could still result in an amber overall rating. It should be noted that RAG judgements based on the LAMPs are only **provisional** at present. Lack of information being provided nationally does not necessarily mean that the information does not exist locally. No explicit mention of a particular topic or area of work in plans submitted does not necessarily mean mention is not made of this topic elsewhere in other documents or that work is not being carried out in this area. For example, one LA submitted its 2006 to 2009 3 year plan which is currently being updated. Having been written for 2006 it is understandable that some information does not appear in such a high level document, written nearly 3 years ago. This LA did not send a copy of its more detailed annual plan. The quality and coverage of this 3 year plan would **suggest** that other documents exist and that good work is being undertaken. For the moment, however, the LA remains 'amber' overall but with 'green' for exceptional in some areas.
10. 5 of the LAs that returned documentation were given an overall rating of 'Red.' These LAs are being followed up by the NMPD to request whether they have other documentation ***already in place*** and to ascertain whether a visit from the NMPD would be helpful. Support for

and action to be taken in respect of 'red' rated LAs, including those LAs that have yet to communicate in respect of their LAMPs, is being discussed with the DCSF.

11. 63 LAs were given 'green' ratings in a number of areas, which suggests that they may be able to be used as examples of exemplary practice in those specific areas. These LAs will be followed up as time and resources allow and, subject to their agreement, practice will be shared.
12. I am grateful to colleagues in the following LAs who have given permission to share the templates for their LAMPs and who have agreed to be contacted for further information: (NB I have not included much of the actual text as this is specific to the local circumstances and, for much of the information to be useful to other colleagues, a discussion is necessary to understand the process as well as the actual targets, milestones and timescales. A full version of these documents also runs to many more pages). (See Annex 3).
 - a. Barking and Dagenham: contact Julie SpencerJulie.Spencer@lbbd.gov.uk
 - b. Bolton: contact Carolyn Baxendale carolyn.baxendale@bolton.gov.uk
 - c. North Somerset: Mark Trego mark.trego@n-somerset.gov.uk

Findings

13. LAs have found the process of providing the LAMP helpful. Encouraging **comments** from LAs include: "It has encouraged closer working relationships between schools and clients, including young people, especially through consultation and advisory groups." "It has proved to be a useful tool for helping middle managers and teachers to see the links between policy and practice and how this needs to impact on the way they do their jobs." "It has forced us into improving our data gathering."
14. Just as one of the **major gains** of changing the conditions of the Standards Fund grant 1.11 and providing the Aspirations, Support and Delivery guidance, was to clarify priorities, responsibilities and accountabilities, so the LAMP has **raised the awareness** of those completing the document of all of the areas that need to be addressed and taken into account if we are to enable all children to have an entitlement to a quality music educational that also provides value for money.
15. For many LAs, the ability to plan over a 3 year period has enabled **more effective decisions** to be taken. For example, the appointment of new staff to manage the work more effectively: in one case a head of service for the first time; in another, a singing champion.

16. Combining the two former grants (116a and 116b) has provided **greater flexibility** to LAs to ensure they make provision at KS2 a priority and have appropriate people and systems in place to provide quality assurance, leadership and management and administration so that young people are able to receive the best possible music education. Many LAs have not yet taken full advantage of this flexibility.
17. In some cases the plans have been written by the head of the music service and are **music service plans** rather than Local Authority plans. (See 13 above and associated footnote). This is a particularly important distinction where the music service does not have a Service Level Agreement (SLA) with the LA, is a separate unit within the LA or a completely separate organisation with its own priorities and objectives. In these instances, and in order to ensure value for money from grant 1.11, LAs need to consider how the overall strategic development of music is to develop in their LA.
18. In other cases, where a music service supports more than one LA, it is important that the **needs and priorities of each LA** are adequately and appropriately reflected in the overall plans.
19. Several of the plans now include statements that “in 2009 we will start to.....” One challenge is therefore to ensure that these good intentions translate into actions that impact on young people’s learning over the next year, with meaningful progress checks along the way.
20. At present, a number of statements are followed by “ongoing” within a timescale of the next two years. LAs need to identify realistic checks at appropriate points (Half termly / termly / quarterly / annually) to ensure progress is being made and to ensure that any barriers to progress are identified early enough to take further appropriate action so that the area of work is put back on schedule.

Conclusion and Next Steps

In line with the NMPD's initial strategy

- In **year 1** (2008/2009) a common agenda has been established, with clear priorities, accountability and responsibilities. Each LA now knows its baseline position and has identified, or is being assisted in identifying the action that needs to be taken for appropriate outcomes to be achieved for young people. Potential examples of effective practice have been identified and are being confirmed prior to sharing these examples more widely.
- **Year 2** (2009/2010) will involve sharing this effective practice, and implementing the actions identified. 2009 data (October 31st) and LAMPs (December 18th) will provide clearer and more secure information that will in turn enable policy makers at local, regional and national level to set appropriate and achievable expectations for all LAs and to inform the next Spending Review.
- Activity in **year 3** (2010/2011) will confirm progress against these expectations, thus providing a secure evidence base, taking account of value for money and quality, that will help to inform policy and financial decisions regarding priorities and the amount and routing of future funding.

Issues for 2009 Data returns and LAMPs

Data returns (by October 31st2009)

1. A detailed analysis of the October 2008 returns was sent out in draft with the email of 2/11/08 and as a final document with the email of 21/11/08. Further copies of this report can be supplied on request.
2. This section looks forward to the collection of data for this year. The pro forma for October 31st 2009 together with an example, a reference sheet, a blank pro forma and an initial report were emailed to colleagues on 2/11/08. The example of a completed pro forma is attached at Annex 4. Examples of the other files can be supplied on request.
3. For the 2009 returns all boxes should be completed. Where information is not known, estimates should be provided based on professional experience and local knowledge, taking as much account of 'unknowns' as possible.
4. 'Best guess' forward planning is essential in order to be able to provide adequate resources and target funding appropriately. This includes numbers and expertise of the work force as well as buildings and equipment requirements.
5. It is expected that colleagues will have substantially more detailed data available locally, to inform their own planning, than is being requested for the national statistics. In particular, data relating to groups of pupils is essential to support the targeting of resources and actions towards the most vulnerable and disadvantaged.
6. Methods of collecting data, especially for question 5, for those not directly served by Music Services are being explored, particularly in the Find Your Talent project areas. Information will be shared as soon as it is helpful to do so. Even for Question 5, a simple questionnaire to those who are engaged in Music Service activities will provide extremely useful information. Please just make the basis of your data collection clear. For example, data are based on responses from 115 young people aged 12 to 18 who attend one of our Saturday morning music centres.
7. A draft national analysis of this data, including all data received by October 31st will be returned to LAs by November 6th. A further analysis will be provided, if appropriate, following the receipt of any late data. Please note, it is the first draft that will have to be used for national planning and policy purposes. Colleagues are therefore strongly requested to provide this data on time (or earlier) or to communicate with the NMPD to negotiate an alternative 'return by' date.

LAMPS (return by December 18th 2009)

1. LAMPS are not intended to require additional unnecessary work.
2. What really matters is not what is written in a plan, but what is delivered for young people. But to ensure that all funding is used effectively and is reaching those for whom it is intended to provide opportunities, strategic leaders in the LA can only make appropriate decisions if they know what has happened to that funding in the past, enabling them to use that information to inform planning and decisions for the future.
3. In some LAs there is a Service Level Agreement, possibly between the LA and an arm's length or completely external organisation. For others, the provision will be 'in house' and an integral part of the ECM agenda and LA culture and arts education strategies with good links to other provision such as the Youth Service, Extended schools and Children's Centres. In other LAs the relationship is both of the aforementioned.
4. It is entirely appropriate that LAs use the resources and expertise available locally, in whatever arrangement suits their local needs, to provide the best possible music education for their young people. These are not decisions for central government. LAs can also choose to provide additional funding to extend and improve the opportunities available locally. This is a local decision.
5. Central government is involved in decisions relating to music education locally through the Standards Fund grant 1.11. This grant is a vehicle for ensuring a basic level of access and opportunity for all young people beyond the requirements of the national curriculum, for which all schools are already funded. The Standard Fund grant 1.11 is in addition to the funding through 'Sing Up,' the National Singing Programme. For the period 2008 to 2011 it is clear that SF grant 1.11 funding is to be used for
 - Funding opportunities for Key Stage 2 (KS2) pupils to learn a musical instrument and/ or to receive specialist vocal tuition
 - Maintaining and extending the broadest possible access to music education provision.
6. This is achieved through
 - a. Giving all young people first access to opportunities to play a musical instrument¹, provided by specialist teachers

¹ All references to 'instrument' include the voice

- b. Ensuring that sufficiently meaningful and worthwhile programmes are offered, of sufficient quality, that result in at least 50% of young people wishing to continue to learn an instrument²
 - c. Ensuring programmes contain appropriate strategies for supporting pupils who initially do not have the encouragement or support from their parents/carers, or who need additional support for other reasons³
 - d. Prioritising provision at Key Stage 2
7. LAs will wish to use the information in Annex 1, taken from the Aspirations, Support and Delivery document (Dec 07) to enable them to be sure that locally, they are able to fulfil their responsibility for ensuring value for money from the Standards Fund grant 1.11 and to judge the quality of provision. To use a Wider Opportunities example, it would be inappropriate for the same programme and resources to be placed in a small, two teacher rural primary school, where no-one has any musical expertise, as would be placed in an inner city, 2 form entry primary school, where the school has decided to deliver its music curriculum not through class teachers, but by employing a music specialist to teach all pupils in their school.
8. The **Federation of Music Services** (FMS) will continue to give advice and support to its members and the work of the **Music Manifesto Partnership and Advocacy Group** (MMPAG) through its **Stronger Frameworks** guidance (currently being developed) will also help in strategically linking the resources available locally, regionally and nationally, as well as taking account of the views of a range of clients including the young people themselves.
9. Each LA will require information in a variety of formats, with different levels of detail, responding to different timescales, and subject to a range of monitoring and reporting arrangements. This is why a separate plan is ***not*** being requested. However, some colleagues have asked for guidance and, as indicated above, some colleagues have said that they find the LAMP helpful. For this reason further information is offered below and extracts from three examples of 2008 LAMPs are included in Annex 3.

² See also points 1 to 6 inclusive, pages 6 and 7 of the Aspirations, Support and Delivery document, the Ofsted ten characteristics of good and outstanding music provision in primary schools and the Ofsted report 'Making More of Music'

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Further Guidance

The following points are offered as **further guidance** for the December 18th 2009 LAMPs

1. Include an **Introductory section** that ‘sets the scene’ locally, giving as much background and contextual information as is appropriate and necessary. This should also include reference to other expertise in the area, in particular mentioning
 - a. **Specialist Schools and Academies** (Arts, media and music colleges)
 - b. **Youth Music** (especially Youth Music Action Zones, but also other Youth Music funded programmes)
 - c. Arts Council England’s **Regularly Funded Organisations** (all of these will have an education policy)
 - d. **Community Musicians** and other local organisations that get involved in music education
2. Include specific reference to **other programmes** such as ‘Find Your Talent’; ‘Music Partnership Projects’; ‘Sing Up’; the Open University/TrinityGuildhall KS2CPD programme
3. Include what is known about **music provision** in LA schools and **extended school music activities** that contribute to the overall musical experience for the young people
4. Include links to the LA’s other corporate plans, particularly the **Every Child Matters** agenda
5. Include reference to arrangements for **consultation**, and in particular, how **young people** are involved
6. Include specific sections relating to
 - a. **Gifted and Talented**
 - b. **Special Educational Needs**
 - c. **Looked After Children** (Children in Care)
7. Include a section explaining strategies for supporting the most **vulnerable and disadvantaged** young people so that, through music, we are able to help them to narrow the gap between their performance and that of more advantaged young people.
8. Include reference to **transition** arrangements
9. Include reference to **Ofsted** reports and support arrangements for schools

10. Ensure the **Vocal Strategy** is sufficiently clear and includes reference to how this links to and complements both singing in the National Curriculum and 'Sing Up'.
11. Ensure the **Wider Opportunities** programme is sufficiently clear and includes reference to how this links to and complements both the National Curriculum and 'Sing Up'
12. Include reference to **Continuing Professional Development** arrangements for all music educators in the area
13. **Milestones:** Try to have specific short and medium term dates for monitoring and to have (SMART)⁴ targets that will demonstrate progress towards long term objectives. Timescales such as 2009 – 2011 and words such as 'on-going' are of limited support in forward planning.
14. Include **financial information** giving
 - a. Gross budget for Music Service and music curriculum support⁵ e.g. £2.8m
 - b. Percentage from Standards Fund e.g. 24%
 - c. Percentage from Local Authority e.g. 21%
 - d. Percentage from earned income and grants e.g. 55%
 - e. Details of the LA remissions policy and any advice given to schools regarding their charging and remissions policies for music
15. Where any of the above is not currently in place include a specific statement to that effect. If there are plans to develop a particular area, mention these plans. If a particular piece of information is believed not to be relevant, make this explicit to avoid confusion.
16. For Music Services, the Music Service Self Evaluation Form, written for the MSEP process, together with the evaluation summary will provide valuable further detail. These evaluation summaries can be attached to the LAMP as an Annex.

Enquiries and further information regarding this report should be addressed to Dick Hallam (NMPD) Mobile 07850 634239; email halla@globalnet.co.uk

⁴ SMART Specific, Measurable, Achievable, Relevant, Time-related

⁵ Where these are separate and it is only possible to give figures for the Music Service or where there is no established Music Service simply state what your figures relate to. This can be dealt with in the introductory section.