

Local Authority report based on data from October 29th 2010 returns December 1st 2010

This report is the third annual report on data collection. It should be read in conjunction with the NMPD report on draft LAMPs 2010. A full examination of the findings follows and the background and context for music funding is set out in the annex.

Key findings

1. The trend identified in 2009 is continuing: LAs are collecting more data. The data are more accurate. There are fewer estimates. However, especially given the current economic climate, in some LAs the rate of change is too slow.
2. Many LAs are better informed and are consequently more able to judge quality and value for money of the provision purchased. They are able to plan more effectively and strategically for the future based on more secure data, but some LAs still need to make better use of data to inform their forward planning.
3. LAs are more able to discuss the effectiveness of their programmes with parents and carers, schools, officers and elected members or trustees and the young people themselves. Effective LAs adjust their programmes accordingly, but some LAs still need to work more closely with their schools to ensure that all programmes take full account of local circumstances, in particular that programmes
 - Are of sufficient quality and appropriate duration to meet the needs of all young people;
 - Include involvement of parents/carers, schools and other providers;
 - Include appropriate training.
4. The target of 2 million young people having been given the opportunity to learn a musical instrument by 2011 is likely to be exceeded.
5. The high numbers of young people *wishing* to continue to learn suggests that most introductory programmes are sufficiently engaging and are likely to be of appropriate quality and duration. Care needs to be taken, however, to ensure programmes are sufficiently challenging and that expectations are high enough.
6. Over 1.15 million young people are learning an instrument in the current academic year. The total percentage of the pupil population playing an instrument or having specialist singing tuition has more than doubled in 5 years¹. This is a significant achievement. However, strategies for enabling young people to continue are still under-developed in too many LAs. More LAs need to review their expectations and to use the flexibility provided by the changes to the charging legislation and the Standards Fund grant 1.11 to plan strategically, in consultation with their schools, to enable more pupils to continue. The lack of urgency with which some LAs have addressed these, and related training and contractual issues now means that the target of 1.5 million young people learning a musical instrument

¹ DfES Research Report 700 Survey of Local Authority Music Services 2005. 438772 (8.4%) in 2005 to 1152888 (17.4%) in 2010/11.

will not be achieved. The successful strategies used by some LAs need to be adopted more widely to enable more children and young people to continue to learn.

7. Standards are reported as being maintained at the same time as numbers are increasing. It is important to continue to monitor this carefully. Increased activity must not compromise the ability of young people to realise their musical potential or be used as an excuse for lower standards.

8. More LAs need to take account of the overall provision of ensembles to inform their strategic planning. Too few young people are expected to participate in appropriate ensemble opportunities.

Overview: This report draws on information obtained by the National Music Participation Director in communication with LAs and is based on data returns from 135 LAs (91%).

Five of the returns used old pro forma with projections to 2010/2011 and a further 10 LAs used forms with projections to 2011/2012. Several LAs used the appropriate forms but were unable to complete the sections for 2011/2012 and 2012/2013 due to local issues that were significantly affecting their ability to forward plan. Details of the number of responses to each question are included in the analysis below.

1. General findings

1.1 The successful trend identified in 2009 is continuing: LAs are collecting more data. The data are more accurate. There are fewer estimates. In October 2009, actual data showed that LA plans for 2008/2009 were cautious and proved to be an underestimate. The same picture applies in October 2010 in relation to 2009/2010 plans. However, especially given the current economic climate, in some LAs the rate of change to improve data collection is too slow. Particularly where schools run their own programmes, data are often difficult for LAs to obtain, even when funding for those programmes is with-held subject to data being provided.

1.2. LAs are generally better informed and are consequently more able to judge quality and value for money of the provision purchased. Many LAs are able to plan more effectively and strategically for the future based on more secure data, but some LAs still need to make better use of their data to inform their forward planning. Too many LAs are still unaware of what opportunities schools and other providers offer to enable them to plan more strategically for the benefit of all young people.

1.2.1. Many LAs are able to have informed conversations with decision makers (including head teachers; parents/carers and their children and young people; local authority officers; elected members and trustees) regarding the effectiveness, quality and value for money of their Wider Opportunities and other programmes. In some cases, however, there is still too little monitoring of programmes for quality of provision. Appropriate progression routes are not always available and LAs are not adjusting their programmes accordingly to meet the needs of all children and young people, including the most gifted and talented and those with particular needs

1.2.2. NB as stated in the 2009 data report: “‘Wider Opportunities programmes’ refers to the complete programme, which includes both the initial free phase (normally one year) and, for those who so wish, the ability to continue to learn a musical instrument.”

1.2.3. More LAs need to work with their schools to ensure all programmes take full account of local circumstances, in particular that programmes

- Are of sufficient quality and appropriate duration to meet the needs of all young people;
- Include involvement of parents/carers, schools and other providers;
- Include appropriate training.

1.3. **The target of 2 million young people having been given the opportunity to learn a musical instrument by 2011 is likely to be exceeded.**

1.4. **Over 1.15 million young people are learning an instrument in the current academic year. The total percentage of the pupil population playing an instrument or having specialist singing tuition has more than doubled in 5 years². This is a significant achievement.**

1.5. **Standards are reported as being maintained at the same time as numbers are increasing.** It is important to continue to monitor this carefully. Increased activity must not compromise the ability of young people to realise their musical potential or be used as an excuse for lower standards.

1.6. The high numbers of young people *wishing* to continue to learn suggests that **most introductory programmes are now sufficiently engaging and of appropriate duration**. Care needs to be taken, however, to ensure programmes are sufficiently challenging and that expectations are high enough.

1.6.1. Too many LAs are still not taking sufficiently into account the guidance provided to all schools and LAs in 2007 (Instrumental and Vocal tuition at Key Stage 2 (Revised guidance 2007)) and the additional guidance that accompanied the Standards Fund grant 1.11 (Aspirations, Support and Delivery). Both of these documents outline issues relating to links with the National Curriculum, sustainability, continuation for all pupils and progression. Ofsted publications are of particular value in this respect³.

1.6.2. Strategies for enabling young people to continue are still under-developed in too many LAs. More LAs need to review their expectations and to use the flexibility provided by the changes to the charging legislation and the Standards Fund grant 1.11 to plan strategically, in consultation with their schools and parents, to enable more pupils to continue.

1.6.3. The successful strategies in some LAs need to be adopted more widely to enable more children and young people to continue to learn. The lack of urgency with which some LAs have addressed these and related training and contractual

² DfES Research Report 700 Survey of Local Authority Music Services 2005. 438772 (8.4%) in 2005 to 1152888 (17.4%) in 2010/11.

³ Making More of Music – Primary; Making More of Music – Secondary; MU Subject Guidance.

[http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Making-more-of-music-improving-the-quality-of-music-teaching-primary/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Making-more-of-music-improving-the-quality-of-music-teaching-primary/(language)/eng-GB)

[http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Making-more-of-music-improving-the-quality-of-music-teaching-secondary/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Making-more-of-music-improving-the-quality-of-music-teaching-secondary/(language)/eng-GB)

[http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Generic-grade-descriptors-and-supplementary-subject-specific-guidance-for-inspectors-on-making-judgements-during-subject-survey-visits-to-schools/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Generic-grade-descriptors-and-supplementary-subject-specific-guidance-for-inspectors-on-making-judgements-during-subject-survey-visits-to-schools/(language)/eng-GB)

issues now means that the target of 1.5 million young people learning a musical instrument will not be achieved.

1.7. Many LAs are now gathering views from teachers, parents/carers and pupils regarding the wider impact of their Wider Opportunities programme on pupils (see also Aspirations, Support and Delivery (DCSF, Nov 2007 page 1) Happier, more musical, successful, confident and self assured young people). In order to provide stronger statistical data and to improve programme planning, the most frequent of these statements should be circulated with a 5 point scale from agree strongly through to disagree strongly, and with the opportunity to include other reasons.

1.8. LAs should have plans to reach all schools with their KS2 Wider Opportunities programmes. Where head teachers choose not to engage with the Wider Opportunities programme possible barriers should be addressed to see if solutions can be negotiated. Appropriate records should be kept and reference made to these issues in the Local Authority Music Plan (LAMP).

1.9. More LAs need to take account of the overall provision of ensembles to inform their strategic planning. Too few young people are expected to participate in appropriate ensemble opportunities. The most effective LAs are able to look at ensemble provision more strategically and to work more closely with schools and other partners to ensure appropriate opportunities and pathways are available for pupils of all abilities, including those with particular needs such as the gifted and talented, vulnerable and disadvantaged young people.

1.10. Inequalities of funding and uncertainty of funding beyond 2011 are impacting on current delivery and on projections for 2011/2012 and beyond in some LAs.

2. Schools (Questions 1.1 and 1.2)

2.1. The following data in Figure 1 relate to the total numbers of schools with KS2 pupils and the numbers receiving or planned to receive Wider Opportunities programmes. NB the percentage of schools reached dropped in 2010/2011 as LAs adopted longer, more appropriate introductory programmes based on analysis of their 2008/2009 and 2009/2010 programmes.

Figure 1 Numbers of schools with KS2 pupils receiving Wider Opportunities

2009/2010 planned (Oct 09) (137 LAs)	2009/2010 actual (Oct 10) (133 LAs)	2010/2011 planned (Oct 10) (133 LAs)	2011/2012 projected (109 LAs)	2012/2013 projected (88 LAs)
10360 schools 66.3%	11477 schools 76%	10793 schools 72%	9788 schools 81%	9013 schools 86%
	Range: 8% to 100%	Range: 23% to 100%	Range: 30% to 100%	Range: 49% to 100%

3 Pupils (Question 2)

3.1. **First Experience:** (Questions 2.1 and 2.2). The following data in Figure 2 relate to the number of pupils at KS2 who are receiving their Wider Opportunities experience for *the first*

time. This usually takes place in year 3 or year 4. In a small number of LAs the programme starts in middle schools in year 5. As one year group (i.e. a quarter of the KS2 population) receives their first Wider Opportunities experience each year, 25% represents full coverage. NB the number of pupils planned to have a Wider Opportunities experience in 2010/2011 goes up even though the number of schools goes down. This is due to changes in individual school rolls.

Figure 2 Number of pupils receiving their introductory KS2 Wider Opportunities experience

2009/2010 planned (Oct 09) (137 LAs)	2009/2010 actual (Oct 10) (133 LAs)	2010/2011 planned (Oct 10) (133 LAs)	2011/2012 projected (109 LAs)	2012/2013 projected (88 LAs)
429629 pupils 20.3%	421190 pupils 21%	458435 pupils 22%	398705 pupils 24%	359801 pupils 24%
	Range: 3% to 25%	Range: 5% to 25%	Range: 7% to 25%	Range: 6% to 25%

3.2. **Continuation:** (Question 2.3). On average 41% of pupils continued after the first introductory experience in 2009/2010. This is a significant drop compared with figures provided in 2009. The change is due to a) more accurate data and b) tighter definitions of actual continuation numbers. 86 LAs had below 50% continuation, 42 LAs had continuation figures of 50% or more. Five LAs ran a programme for more than one year and therefore had a 100% continuation rate (see Chart 1). Figure 3 gives some reasons for not continuing and some of the strategies LAs have adopted to address these challenges.

The commitment of LAs to young people's music making is exemplary. This is evidenced by the many examples of colleagues reflecting on current practice, re-examining priorities and finding creative solutions to difficulties. But too many LAs are still providing initial experiences, inspiring and motivating young people to wish to continue to play a musical instrument and then denying them the opportunity to do so. (See also 1.6.1 above and figure 3 below).

Continuation is defined as: A regular activity in which musical progress is expected to be made and which involves a responsible adult with sufficient expertise to enable musical progress to be made.

Thus, for an activity to count the answer would be 'yes' to all of the following questions:

1. Is the activity outside the normal statutory entitlement?
2. Is the activity regular?
3. Does the activity involve making musical progress?
4. Does the activity involve an adult who has sufficient expertise to support musical progress?

Other opportunities such as festivals and workshops are important and valued, but only the above count as 'continuation'.

Chart 1 Continuation rates after the first free experience (2009/2010 actual)

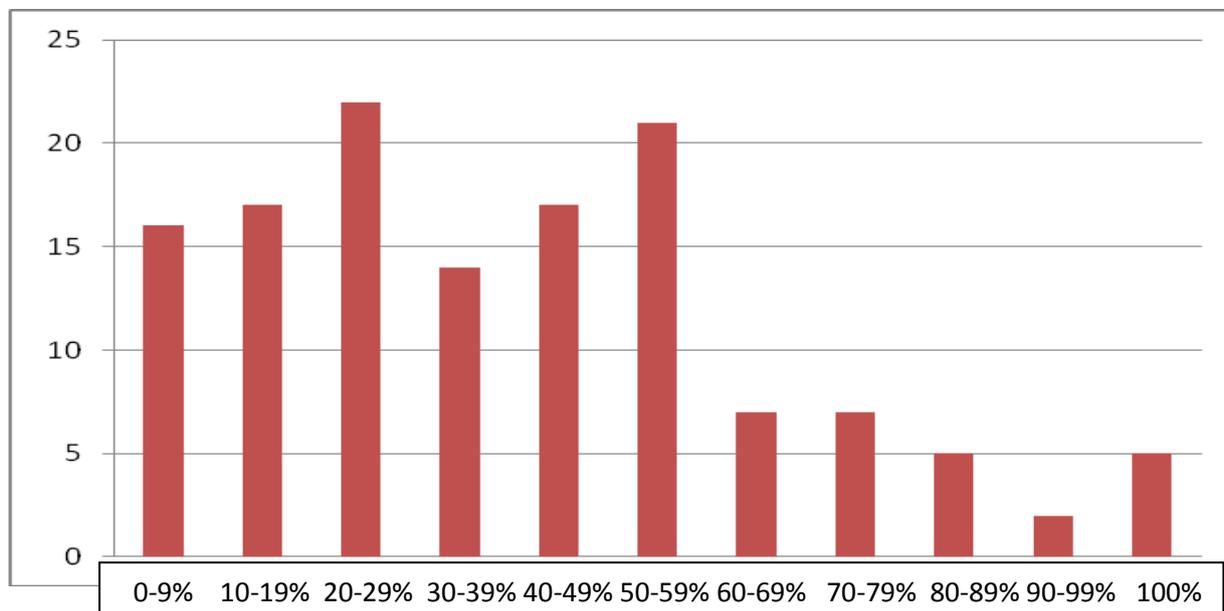


Figure 3 Reasons for not continuing and possible remedial action to be taken

Reason	Possible remedial action colleagues are taking
Finance	Revisit the use of Standards Fund grant to ensure KS2 is being treated as a priority. Ensure opportunities for large group and tuition in ensembles are being fully explored. Ensure remissions policies and funding formulae reflect local need
Parents don't want the child to learn	Ensure there are sufficient opportunities for parents to experience their children making music Ensure parents understand the value of making music Extend period of first free access to allow time for changes in culture to take place (See also Ofsted ⁴)
Clash with other opportunities	Can alternative options be offered – perhaps a centralised opportunity at the local secondary school?
Preferred instrument not available	Can alternative options be offered – perhaps a centralised opportunity at the local secondary school?
Insufficient number to form a group	Can alternative options be offered – perhaps a centralised opportunity at the local secondary school?
Insufficient teachers	Are sufficient large group or ensemble opportunities being offered?

⁴ Ofsted Making More of Music Feb 2009 paragraph 193: the most effective music services visited provided instrumental/vocal programmes that lasted at least a year. The best recognised that some pupils needed even longer to reach the point at which they would continue for themselves. One head teacher found that, after the first year, only a few pupils wanted to continue but, after a second year, this rose to over 60%. Too many programmes were too short and were therefore not effective.

	Consider offering centre based tuition for larger groups Consider retraining some existing staff Re-examine appropriateness and effectiveness of current staff deployment <ul style="list-style-type: none"> • Are some pupils having individual or small group tuition who do not warrant it? • Consider how many pupils are being taught who do not participate in either, school, local authority or community groups – is their need for tuition greater than those who wish to continue from the Wider Opportunities programme?
Don't want a regular commitment	Save details of pupil for direct targeting of workshops and other musical events including family music making opportunities
Limitations on space	Consider options that require less space Consider offering transport to other more spacious venues

3.3. **Pupils currently in the programme:** (Question 2.4). Figure 4 below gives actual, planned and projected figures for those currently in, or expected to be in, the Wider Opportunities programme. The data include those who are having their first free experience *and* those who are continuing. Pupils who started in Year 3 in September 2008 will be entering year 6 in September 2011 and therefore still in Key Stage 2. As some pupils started in Year 4 or above, some of these pupils are now transferring to secondary school. Those who started in the pilot and first introductory phases are already in secondary school. LAMPs show that awareness of the Paul Hamlyn Foundation initiative, Musical Bridges, is growing and reference to **transition** has improved with 98% of LAMPs including transition statements or examples of transition projects compared with 86% in 2009.

Figure 4 Pupils currently in the Wider Opportunities programme

2009/2010 planned (Oct 09) (137 LAs)	2009/2010 actual (Oct 10) (133 LAs)	2010/2011 planned (Oct 10) (133 LAs)	2011/2012 projected (109 LAs)	2012/2013 projected (88 LAs)
658491 pupils 31.1% (of KS2)	647070 pupils 32% (of KS2)	779560 pupils 38% (of KS2)	749490 pupils 45% (of KS2)	721324 pupils 49% (of KS2)

3.4. **Opportunity** (Question 2.5) These data in Figure 5 represent the numbers of young people who have experienced the Wider Opportunities programme over the period 2008 to 2011 as a percentage of the Key Stage 2 population. The target was 2 million young people, which represented 80% of the Key Stage 2 population. Data has been provided by all but 2 LAs for at least some years. Actual numbers of young people who have played an instrument or received specialist vocal tuition are therefore greater than those presented below.

Figure 5 Pupils who have experienced the Wider Opportunities programme

2009/2010 planned (Oct 09) (144 LAs)	2009/2010 actual (Oct 10) (14 partial plus 133 LAs full)	2010/2011 planned (Oct 10) (14 partial plus 133 LAs full)	2011/2012 projected (38 partial plus 109 LAs full)	2012/2013 projected (59 partial plus 88 LAs full)
1,171,472 pupils	1,158,703 pupils	1,617,138 pupils	2,015,843 pupils	2,375,644 pupils
55%	57%	79%	121% (some pupils in KS3)	134% (some pupils in KS3)

4. Standards (Question 3)

4.1. In order to support forward planning in terms of staffing and to check that standards of the more able young people do not suffer, question 3 asked LAs to address standards in respect of all pupils learning, including those who started in Wider Opportunities and those already learning. Progression of approximately one grade per year is assumed. Additional underlying assumptions are that

- Pre National Qualifications Framework (NQF) level 1 pupils (beginners) could be taught in large groups or ensembles for up to one hour;
- NQF level 1 pupils, (standard equivalent to grades 1 to 3), could be taught in large or smaller groups for at least 30 minutes or individually for 20 mins;
- NQF level 2 pupils, (standard equivalent to grades 4 and 5), could be taught in small groups (for at least 30 minutes) or individually, (for 20 to 30 minutes); and
- NQF level 3 pupils, (standard equivalent to grades 6 to 8), would probably require individual attention for at least 30 minutes.

Taking account of these assumptions or other local decisions, effective forward planning can assist with policies, staffing, ensemble provision and resource requirements in time for LAs to continue to offer high quality music education experiences that also offer value for money.

4.2. Detailed data regarding instruments played or analysis by pupil groups (for example, gender, SEN, G&T) were not requested at the national level. However, LAMPs were used to check that these considerations were being taken into account and steps being taken to set up systems to collate this information and adjust plans, policies and programmes accordingly. All LAs should now have these data, or have plans in place for collecting these data for pupil groups; standards achieved and instrument played.

Figure 6 Standards

	2009/2010 planned (Oct 09) (137 LAs)	2009/2010 actual (Oct 10) (128 LAs)	2010/2011 planned (Oct 10) (121 LAs)	2011/2012 projected (94 LAs)	2012/2013 projected (84 LAs)
Pre NQF level 1	642743 (73%)	606009 (73%)	648846 (74%)	549131 (71%)	532031 (70%)
NQF level 1	177686 (20%)	168377 (20%)	174447 (20%)	162148 (21%)	170900 (22%)
NQF level 2	4355 (5%)	39143 (5%)	40557 (5%)	41441 (5%)	44328 (6%)
NQF level 3	22361 (2%)	17974 (2%)	17121 (2%)	17616 (2%)	17981 (2%)

Total pupils learning	786366 (137 LAs)	831503 (128 LAs)	880971 (121 LAs)	770336 (94 LAs)	765240 (84 LAs)
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5. Ensembles

5.1. Too many of the ensembles reported still reflect only those on offer through the local music service.

5.1.1. Action to capture the numbers of regular activities available in schools and in the community, in addition to those provided by the Local Authority is beginning to be addressed through the LAMPs. Nevertheless, despite being requested in the data report of October 2009, effective action has not been taken by a number of LAs in time for data to be reflected in these October 2010 returns.

5.1.2. Research evidence shows that learning together in ensembles is more likely to encourage young people to continue to make music and to reduce 'drop out'. This information needs to inform the strategic planning of Local Authority ensembles and choirs. Opportunities for progression through appropriate opportunities for making music with others must be planned for all young people.

5.2. Through effective partnership working some schools and other organisations are providing area ensembles and choirs as part of their community responsibilities. Appropriately experienced and trained community musicians and music service tutors are being employed to lead or assist with these groups where lack of capacity or appropriate expertise of school staff to run such groups mean that schools need expertise from elsewhere to provide the breadth of opportunity to young people.

5.3. It is important that the implications for increasing numbers of young people receiving tuition and making music together in ensembles are taken into account when planning changes to accommodation under the Building Schools for the Future programme in those places where building work is continuing. An updated version of Building Bulletin 86, Music Accommodation in Secondary Schools, is available from RIBA⁵.

Figure 7 Ensembles

	2009/2010 planned (Oct 09) (137 LAs)	2009/2010 actual (Oct 10) (128 LAs)	2010/2011 planned (Oct 10) (121 LAs)	2011/2012 projected (94 LAs)	2012/2013 projected (84 LAs)
No of ensembles	17977	24502	26896	23540	22936
No of students attending	373516	391877	435751	379662	380862
% of all pupils learning	(42%)	(47%)	(49%)	(49%)	(50%)

⁵ Available from sales@ribabookshops.com ISBN 978-1 859 463 69-7

6. Cultural entitlement (Question 5)

6.1. Taking steps to discover how this data can be collected for all pupils and to include these plans in the LAMPs, RAMPs, LACES and RACES (see report on draft LAMPs 2010) is an important development that most LAs have not been able to address to date. Creative ways of using peripatetic colleagues, who already visit schools, to capture data are making this daunting task more manageable. Nevertheless a number of LAs are helpfully collating this information across their area in order to support strategic planning and to ensure children and young people have access to appropriate opportunities.

6.2. Young people engage in music for up to the following amounts of time each week:

Figure 7 Cultural time spent in musical activities

	2008/2009	2009/2010	2010/2011
No of Young people	1,094,988 (70 LAs)	1,932,559 (82 (LAs)	2,103,966 (86 LAs)
Up to 30 minutes	11%	12%	12%
Up to 60 minutes	40%	47%	50%
Up to 90 minutes	21%	16%	15%
Up to 120 minutes	9%	10%	9%
Up to 150 minutes	4%	4%	4%
Up to 180 minutes	3%	3%	3%
Up to 210 minutes	3%	5%	3%
Up to 240 minutes	3%	2%	1%
Up to 270 minutes	2%	1.3%	1%
Up to 5 hours or more	3%	2.4%	2%

7. Next Steps

7.1. The Henley Review is currently looking at the funding and delivery of music education. The outcomes of the Henley Review and the Comprehensive Spending Review, together with the Education White Paper and the curriculum review, will all have an impact on policy and funding for music and the arts. This report will contribute to these considerations.

Richard J Hallam
National Music Participation Director
December 1st 2010

Background and context

1. England is a world leader in music education
2. Music Services have been established for over 75 years enabling young people to access tuition from specialist teachers at school as part of their 'normal' school day. This ensures maximum access.
3. By the 1960s most Local Authorities (LAs) had a music service. Although tuition was free to many young people, in order to fund expansion, many LAs introduced charges. Many parents were happy to and could afford to pay for tuition, pleased that such opportunities were being made available during the school day. LA wide ensembles and choirs provided opportunities and progression routes through economies of scale not possible at the individual school or cluster level. On average, around 8% of the pupil population is thought to have been receiving tuition at any one time, though many more will have had initial access and chosen not to continue.
4. The legality of charging was challenged in the high court in 1981 and charging was ruled to be illegal. In order to continue to offer tuition 'voluntary contributions' were often requested, but this resulted in an unsatisfactory situation and several music services began to struggle as parents whose children were already in receipt of tuition were happy to contribute, but parents of 'new' pupils often were not. To rectify this situation the ability to charge for 1:1 tuition was made possible in 1987 through a change to the law.
5. This change only partially solved the problem as, during the period of 'free tuition,' pedagogy developed and many young people were being taught in small groups as a way of increasing the numbers who could learn and reducing the cost per pupil. In 1988, following lobbying, the charging legislation was amended to allow for groups of up to 4 pupils to be charged for tuition.
6. Local Management of Schools (LMS) and the requirement to devolve or delegate funds to schools resulted in many music services disappearing. This was due to the relatively small numbers of pupils learning in any one school and the fact that many schools did not have 'ownership' of the area or LA wide ensembles and choirs that had grown up over the previous 50 years. To address this problem, in 1998/9, the Government introduced a Music Standards Fund (MSF) to 'protect and expand' music services.
7. Unfortunately many Local Authorities (LAs) reduced their funding of Music Services by a similar amount to that which the government granted. Whilst music services were 'protected', 'expansion' was limited. Attempts to encourage expansion and to bring back LA funding through requiring 50% matched funding met with limited success as several LAs identified other more pressing priorities. In 2002/2003 the government therefore decided to fund at 100% those LAs that had proposed expansion programmes. Whilst rewarding those LAs that supported music education, this resulted in an 'unfair' funding

provision/baseline. (For example, one LA put in a bid for a capital programme and has been funded to the same level each year since then).

8. No inflationary increases to the Standards Fund resulted in effectively year on year reductions.
9. Nonetheless, research showed great improvements (DfES 2002; 2005; 2007). Many music services that had disappeared were reinstated. (In 2002 40 Music Services were less than 5 years old; a further 16 were established in 2002; 2003 and 2004).
10. Throughout this period pedagogy continued to develop and, wishing to enable all young people to have the opportunity to learn, larger group teaching in particular evolved.
11. The National Advisory Committee on Creative and Cultural Education (1999 175:41) called for “action to ensure long-term provision of a single national system of music services after the interim arrangements of the Standards Fund. This system should provide:
 - a. Peripatetic music services which are available to all young people on the same payment basis with remission for those on low incomes:
 - b. Local services to create and update stores of instruments for loan.”

Significant progress has been made towards achieving these goals.

12. In 2001 David Blunkett pledged that over time, every primary school pupil who so wished, should be able to learn a musical instrument. 13 pilot projects were set up. These were inspected by Ofsted. QCA produced units of work. Between 70% and 100% of young people wished to continue to learn.
13. In 2006/7, as part of the Government’s commitment to the Music Manifesto, the MSF was increased to enable all young people to learn a musical instrument. £3m was allocated in 2006/2007 to enable every LA to set up its own pilots and £23 million in 2007/2008 to expand the programme to all schools. In line with the then Government’s policy, the additional fund (£23m) was allocated on a pupil weighted formula and had to be devolved to schools.
14. In 2007, as part of the Comprehensive Spending Review, research showed that the programme was not working effectively across the country. Some schools were not using the funds for music at all, whilst others were using the funds to support the statutory national curriculum entitlement, not the opportunity to learn a musical instrument. The NACCCE report is again helpful here: “it is important to distinguish provision for general music education within the school curriculum from provision for specialist instrumental and vocal teaching.” (1999 141:257) “If even a small number of schools choose to use their money for subjects other than music then LA music services collapse, if not completely, then in breadth and expertise.....the guiding principle should not be that every child should have to play a musical instrument, but that every child should have the opportunity to do so as a basic entitlement.”

15. In 2007, the charging legislation was amended to allow large groups to be taught as long as decisions were made on educational grounds. In theory this made expansion possible whilst also making tuition more affordable.
16. The Government re-ring-fenced the MSF and expected LAs to be responsible for ensuring the quality and value for money of the provision purchased. Decisions were to be taken in consultation with the Schools Forum.
17. The numbers of young people accessing instrumental tuition has grown from 438,772 (8.4%) in 2005 to a projected figure of over 1.15 million (17.4%) in 2011. Between 2008 and 2011 over 2.2 million young people are expected to have had the opportunity to learn a musical instrument.
18. Between 1999 and 2011 a total of £870m will have been put into music education. This could be wasted overnight if a strategic infrastructure is not secured.
19. Music Services are non statutory and therefore are vulnerable when local finances are under pressure.