

# **Local Authority report based on data from October 31<sup>st</sup> 2009 returns**

(Updated February 2010)

This report covers three main areas:

1. Update on data collection from Local Authorities
2. Update on Local Authority Music Plans
3. Update on comments on financial forward planning.

## **1. Update on data collection from Local Authorities**

Although more data has been collected since the last KiT, the overwhelmingly positive messages have not changed.

08/09 data has now been collected from 142 (up from 139) LAs and the picture continues to improve.

09/10 data has now been collected from 137 (up from 113) LAs. A further 6 LAs are promising to send data imminently.

10/11 projections have now been collected from 131 (up from 107) LAs and 11/12 projections from 126 (up from 100) LAs.

I continue to engage in dialogue those LAs that have not yet provided data and supporting them to ensure that they will be in a position to provide data as requested in October 2010.

The fully updated report is available at Annex 1 (page 3)

## **2. Update on Local Authority Music Plans**

86 LAMPs have been received to date. Individual feedback has been given to each LA.

The best LAMPs are thorough and comprehensive plans that use data effectively to improve access and progression for all young people. The investment in collecting the information; the time taken building partnerships and exploring working with others represent an appropriate investment of time and resources. Used well, this information results in quality and value for money of the musical activities. It is essential that LAMPs demonstrate how well funding beyond 2011 will be used.

For those who have mapped the available provision, it is important that LAMPs now demonstrate joint planning and the ability to prioritise activity against the needs of each particular group of young people.

Additional areas, already collated by some, and for those who have the capacity to include them, could be:

Traveller children  
Music technology  
Links to the wider Arts and cultural entitlement  
Transition to and working in partnership with FE and/or HE

The majority of those that have not yet returned their LAMPs are working on them and often seeking LA formal approval.

LAMPs (2010/2013) are due for return by Friday December 17<sup>th</sup>. However, as the planning cycle for future funding is not yet clear, it would be helpful for LAMPs to be updated as working documents during September 2010.

### **3. Update on comments on financial forward planning.**

#### **Feedback on the Future Funding paper**

##### **Key findings:**

- There is ***overwhelming support*** for central government funding, which should be ***ring-fenced*** and distributed more ***fairly***.
- The ***nature*** of the formula used and the ***route*** for that funding should be subject to further discussion
  - 87 responses received to date (78 responses from LAs; 9 responses from others, including 3 music services not attached to particular LAs but servicing a further 10 LAs)
    - 78 LA responses
      - 1 response provided comments only and did not commit to agree/disagree with any of the points
      - Of the remaining 77 LAs:
        - All agreed that there should be central government funding
        - All agreed that the funding should be ring-fenced
        - 74 agreed that a funding formula should be applied to ensure fairer distribution
        - 62 favoured the DSG route (but see 'comment' below)
        - 6 disagreed with the DSG route
        - 10 neither agreed nor disagreed with the DSG route
      - Of the 77 LA responses, 74 provided additional comments. These comments centred on the nature of any funding formula used and the route for that funding.
    - Of the 3 music services not linked to LAs, all agreed with the proposals but additional comments were again of critical importance.
    - The remaining 6 responses came from people who had also received the information and were generally seeking clarification on a number of points.

## Annex 1

Local Authority report based on data from October 30<sup>th</sup> 2009 returns (23/2/10)

### Key findings

1. LAs are collecting more data. The data are more accurate. There are fewer estimates.
2. LAs are able to plan more effectively and strategically for the future based on more secure data, but more LAs need to use data to inform their forward planning.
3. LAs are better informed and are consequently more able to judge quality and value for money of the provision purchased.
4. LAs are more able to discuss the effectiveness of their programmes with young people, parents and carers, schools, officers and elected members or trustees and to make adjustments accordingly, but more LAs need to work with their schools to ensure all programmes reflect their local circumstances:
  - are of sufficient quality and appropriate duration;
  - include involvement of parents/carers, school based adults;
  - include appropriate training.
5. The target of reaching 2 million young people through the Wider Opportunities programme is likely to be exceeded.
6. 96% of LAs are exceeding the 50% target of young people wishing to continue to learn.
7. Cost and expectations of parents and schools are the main barriers to more young people continuing.
8. More LAs need 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 Forum, and to enable more pupils to continue.
9. 96% of LAs offer a Wider Opportunities programme of one year's duration.
10. All LAs encourage school based adults to participate actively in their Wider Opportunities programmes. Programmes are most effective where this happens.
11. Continuing Professional Development is available to all LAs but most participation is by music service staff.
12. All Wider Opportunities programmes are monitored for quality and value for money.
13. The target of 1.5 million young people learning a musical instrument will not be achieved unless the successful strategies in some LAs are adopted more widely to enable more children and young people to continue to learn.
14. Standards are improving.
15. 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.
16. The Music Service Evaluation Programme is proving to be a valuable tool both to the receiving LA and to the LA providing the Music Service Evaluation Partner.

## 1 Data

- 1.1. LAs are collecting more data. LAs report more confidence in the data indicating that this is based on greater accuracy. There are fewer estimates.
- 1.2. LAs are better informed and are consequently better able to judge quality and value for money of the provision purchased.
- 1.3. More accurate data are enabling LAs to plan more effectively and strategically for the future based on more secure data, but more LAs need to use data to inform their forward planning.
  - 1.3.1. LAs are able to have informed conversations with decision makers (including head teachers; children and young people, parents/carers; local authority officers; elected members and trustees) regarding the effectiveness, quality and value for money of their Wider Opportunities programmes.
  - 1.3.2. LAs are able to adjust their programmes accordingly to meet the needs of all children and young people, including the most gifted and talented and those with particular needs. NB '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.
  - 1.3.3. More LAs need to work with their schools to ensure all programmes reflect their local circumstances:
    - are of sufficient quality and appropriate duration;
    - include involvement of parents/carers, school based adults;
    - include appropriate training.
  - 1.3.4. LAs are able to look at ensemble provision more strategically and to work more closely with schools to ensure appropriate opportunities and pathways are available for pupils of all abilities, including the gifted and talented and those with particular needs.
- 1.4. The target of reaching 2 million young people through the Wider Opportunities programme is likely to be exceeded.
- 1.5. 96% of LAs are exceeding the 50% target of young people wishing to continue to learn.
- 1.6. Data for 2008/2009 was updated in February 2010 as more up to date information became available relating to the whole of the 2008/2009 academic year. The following improvements were reported:

Description	2008/2009 projected (Oct 08) 136 LAs		2008/2009 actual (Feb 10) 142 LAs	
	Number	%	Number	%
1.1 Total No of schools	14750		15957	
1.2 No of schools with WO	7865	53	8900	56

2.1 No of KS2 pupils	1985678		2180151	
2.2 No of KS2 pupils: first WOs	339934	17.1 <sup>1</sup> (68)	389870	17.9 (71)
2.3 No of WOs pupils continuing	97939	36	128699	47
2.4 No of WOs pupils in the programme	473873	22.1 <sup>2</sup> (88)	516523	23.7 (95.2)
2.5 No of WO pupils who have experienced the programme	698483	35.2	733906	33.7
3.1 Pre NQF level 1	365526	72.7	573597	72.9
3.2 NQF level 1	102134	20.3	155754	19.8
3.3 NQF level 2	22931	4.6	37563	4.8
3.4 NQF level 3	12242	2.4	19452	2.5
3.5 Total pupils (KS1 to post 16)	502833		786366	
4.1 No of ensembles	9085		15986	
4.2 No of pupils attending ensembles	182636	36.3 <sup>3</sup>	296206	37.7

## 1.7. Trends and context

1.7.1. \* in the table below denotes insufficient data

Description	2007/2008 132 LAs	2008/2009 Actual (142 LAs)	2009/2010 Projected (137 LAs)	2010/2011 projected (131 LAs)	2011/2012 projected (126 LAs)
1.2 No of schools with WO	6112 (41%)	8900 (56%)	10360 (66.3%)	11867 (79.3%)	12270 (87%)
2.2 No of KS2 pupils receiving WO	271765 (14%)	389870 (17.9%)	429629 (20.3%)	464707 (22.8%)	478597 (25%)
2.3 No of WOs pupils continuing	*	128699 (47.1%)	228862 (44.3%)	334719 (50.8%)	423637 (53%)
2.4 No of WOs pupils in the programme	*	516523 (23.7%)	658491 (31.1%)	799426 (39.2%)	902234 (46%)
2.5 No of WO pupils who have experienced the programme	354017 (18%)	733906 (33.7%)	1163535 (54.7%)	1628242 (79.8%)	2104343 (118%) (some pupils are in KS3)
3.1 Pre NQF level 1	*	573597 (72.9%)	642743 (72.5%)	642797 (70.1%)	656956 (66%)
3.2 NQF level 1	*	155754 (19.8%)	177686 (20%)	203606 (22%)	247067 (25%)
3.3 NQF level 2	*	37563	43555	48871	61418

<sup>1</sup> 25% would equal all pupils in one year group.

<sup>2</sup> 25% would equal all pupils in one year group.

<sup>3</sup> Expressed as a percentage of 3.5

		(4.8%)	(4.9%)	(5%)	(6%)
3.4 NQF level 3	*	19452 (2.5%)	22361 (2.5%)	21772 (2%)	26479 (3%)
3.5 Total pupils (KS1 to post 16)	*	786366	886345	917100	992340
4.1 No of ensembles	*	15986	17977	18071	17966
4.2 No of pupils attending ensembles	*	296206 (37.7%)	373516 (42.1%)	381068 (41%)	410909 (41%)

- 1.7.2. Inequalities of funding and uncertainty of funding beyond 2011 is impacting on projections for 2011/2012 in some LAs.
- 1.7.3. 72 LAs predict that they will reach 100% of their schools in 2011/2012; 33 LAs predict reaching between 80% and 99%; 16 LAs predict reaching between 50% and 79%; 5 LAs predict reaching fewer than 50% of their schools in 2011/2012.
- 1.7.4. 98% of eligible pupils are expected to have their first experience of Wider Opportunities by 2011/2012.
- 1.7.5. Continuation rates are still an issue. Too many schools and LAs are seeing the Wider Opportunities programme as a short term project and not a way of fulfilling the original pledge that all pupils who so wish, should be able to learn a musical instrument.
- 1.7.6. Standards are improving. More young people are reaching higher standards.
- 1.8. 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, 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.
- 1.9. LAs need to 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).

## 2. Continuation

- 2.1. 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.

2.2. Initial programmes are working. 96% of LAs (79/82) are exceeding the 50% target of young people wishing to continue to learn. 4 responses are below 50%, 19 are between 50% and 69% and 58 fall into the same range as the 70 to 100% identified in the pilot programmes. Percentage of young people who wish to continue are: 12; 32; 36; 48; 51x2; 53; 55; 56; 57; 58; 59x3; 61; 62x2; 64x2; 65; 66; 68x2; 70x2; 71; 72x2; 73; 74x3 ; 75x5; 76; 77; 78x2; 79x2; 80x3; 81x4; 84; 85; 86x3; 87x3; 88x2; 89; 90x3; 91x4; 93; 94x2; 95x2; 96; 97x2; 98; 100x5

2.3. Reasons for not continuing and possible remedial action to be taken

<b>Reason</b>	<b>Possible remedial action colleagues are taking</b>
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 values of making music Extend period of first free access to allow time for changes in culture to take place (See also Ofsted <sup>4</sup> )
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? 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"> <li>• Are some pupils having individual or small group tuition who do not warrant it?</li> <li>• 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?</li> </ul>

<sup>4</sup> 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 headteacher 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.

Don't want a regular commitment	Save details of pupil for direct targeting of workshops and other musical events including family opportunities
Limitations on space	Consider options that require less space Consider offering transport to other more spacious venues

2.6 Cost to and expectations of parents and/or schools, including a lack of a culture of learning an instrument in the family, are the two major factors that appear to be affecting the numbers continuing. It is important that the three main partners – schools, parents and music specialists, work together to ensure the programmes on offer

2.6.1 Are of appropriate duration,

2.6.2 Are affordable and

2.6.3 Provide the right experiences so that together they can support the child to a) discover their interest and b) achieve their potential.

2.6.4 Reasons for not continuing: (total number = 22182)

2.6.4.1 Cost: 15292 (35 LAs)

2.6.4.2 Parents: 2005 (26 LAs)

2.6.4.3 Clash with other events: 1861 (22 LAs)

2.6.4.4 Teachers not available: 871 (17 LAs)

2.6.4.5 Not enough students to make a viable group: 861 (15 LAs)

2.6.4.6 School does not wish to continue: 1248 (5 LAs)

2.6.4.7 Other 44 (1LA)

2.6.4.8 NB these data need to be interpreted with caution due to the numbers of children, young people and LAs on which they are based. Further data need to be gathered by more LAs to inform the use of standards fund locally and nationally.

2.7 More LAs need to use the flexibility of the changes to the Charging legislation and to the Standards Fund grant 1.11 to enable more pupils to continue and, in consultation with their Schools Forum, to use the grant more strategically, ensuring quality and value for money.

2.8 55 LAs have supplied data relating to how young people are continuing. This is in four ways: (n = 60953)

2.8.1 Large group tuition (32860)

2.8.2 Small group tuition (12327)

2.8.3 Individual tuition (2110)

2.8.4 Ensembles and choirs (13656)

2.9 It is also important to note that some LAs provide annual music festivals and large singing opportunities which enhance national curriculum opportunities but are not part of regular learning opportunities.

### 3. Standards

3.1. Table 1.7.1 indicates that a steady rise in standards is anticipated. Although the numbers of LAs responding reduces, the actual number of young people at each standard and the proportion of young people at each NQF level is rising. It is important that standards are maintained and implications for staff training and appropriate ensemble opportunities are taken into account in forward planning.

#### 4. Ensembles

- 4.1. Too many of the ensembles listed reflect only those on offer through the local music service. Action to capture the numbers of regular activities available in schools and in the community, in addition to those provided by the Local Authority should be addressed through the LAMP in time for data to be reflected in the October 2010 returns. This information needs to inform the strategic planning of Local Authority ensembles and choirs. Through effective partnership working many schools are providing area ensembles and choirs as part of their community responsibilities. Lack of capacity of school staff or lack of appropriate expertise to run such groups mean that schools are employing appropriately experienced and trained community musicians and music service tutors to lead or assist with these groups.
- 4.2. It is important that the implications for increasing numbers of young people receiving tuition and rehearsing together in ensembles is taken into account when planning changes to accommodation under the Building Schools for the Future programme.

#### 5. Cultural entitlement

- 5.1. Taking steps to discover how this data can be collected for all pupils and to include these plans in the LAMPs is an important development that most LAs have not been able to address sufficiently to date. New arrangements anticipated in schools for every child to have a personal tutor could help schools to capture this information in future. Creative ways of using peripatetic colleagues who already visit schools to capture data are making this daunting task more manageable. 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.
- 5.2. Young people engage in music for up to the following amounts of time each week:

	2008/2009	2009/2010
No of young people	1,094,988	1,932,559
up to 30 minutes	11%	12%
up to 60 minutes	40%	47%
up to 90 minutes	21%	16%
up to 120 minutes	9%	10%
up to 150 minutes	4%	4%
up to 180 minutes	3%	3%

up to 210 minutes	3%	5%
up to 240 minutes	3%	2%
up to 270 minutes	2%	1.3%
up to 5 hours or more	3%	2.4%

## 6. Forward planning

6.1. Some LAs are not completing the forward planning sections. It is essential that all LAs complete the forward planning boxes for 2010/2011 and 2011/2012.

## 7. 'Wider Opportunity' Programmes: Duration, Who, Training, Monitoring.

Local Authorities were asked to provide information in answer to the following questions:

- **Duration: how many weeks** does your programme run for?
- **Who:** do **school based teachers** take an **active** role in delivering your programme?
- **Training:** do **all** teachers engaged with your programme have access to **CPD** if necessary?
- **Monitoring:** do you monitor the **quality** and **value for money** of your programmes?

If the LA operated **more than one model in their overall programme**, they were asked to answer the above questions **for each model** and to include information on up to **three** of the most frequently adopted models.

### **Findings**

151 LAs responded, 15 of which gave general information about their programmes, but did not include specific answers to the questions above. The information below is based on the remaining 136 responses.

**Duration: how many weeks** does your programme run for?

- 7 LAs offer a number of programmes all of which run for less than one year.
- 31 LAs offer a number of programmes at least one of which runs for one year.
- 98 LAs only offer programmes that run for one year. Of these:
  - 1 runs for 25 weeks
  - 42 run for 30 weeks
  - 2 run for 31 weeks
  - 12 run for 32 weeks
  - 7 run for 33 weeks
  - 6 run for 34 weeks
  - 4 run for 35 weeks
  - 13 run for 36 weeks
  - 2 run for 37 weeks
  - 7 run for 38 weeks
  - 2 run for 39 weeks

This information is important in the light of the Ofsted<sup>5</sup> recommendation regarding the duration and quality of programmes. As the guidance to Standards Fund grant 1.11 states:

“At the end of the first free year, all pupils will be able to make an informed choice and to genuinely decide if they wish to continue to learn a musical instrument.”  
(Page 1),

and:

“Our aspiration is that all children should have a first free year of high quality tuition on a meaningful and worthwhile programme so that they can make informed choices about whether they wish to continue to learn a musical instrument.

The QCA models and Ofsted publications including the ten characteristics of good and outstanding music provision in primary schools, reproduced as part of the Revised Guidance (2007) to the Instrumental and Vocal Tuition at KS2, provide excellent support for Instrumental and Vocal Tuition at Key Stage 2.

Some common factors of successful programmes are:

1. All pupils have a meaningful experience of learning to play an instrument – normally this would last a year.
2. All pupils enjoy making music in their peer groups – normally as a whole class
3. The skills of class teachers and specialist instrumental teachers are maximised by ensuring they work closely and learn from each other – ensuring greater sustainability
4. Programmes are developed as an integral part of the pupils’ whole musical experience, building on previous work and extending beyond the programme – ensuring continuity for pupils
5. Programmes are based on well planned progressive experiences that clearly complement national curriculum requirements and ensure pupils know how well they are doing and what they need to do to improve further
6. 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 reasons.” (Page 6).

Some successful programmes are running for less than a year – for example, in a 10 week session in a school that had a supportive head teacher, where the class teacher was actively involved throughout and the music co-ordinator was sufficiently skilled to support the children learning brass instruments in between the visits by the music service specialists.

Equally some year-long programmes can lack challenge and are not value for money. The pace is too slow, expectations are too low, and children become bored and disengaged.

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<sup>5</sup> Making More of Music Feb 2009 Recommendation: **LAs and music services**: programmes of sufficient duration and quality to enable all pupils to benefit fully and make an informed decision about whether they wish to continue;

It is important that children are able to make an informed choice, based on a meaningful and worthwhile experience, and that those who so wish are able to continue.

**Who:** do ***school based teachers*** take an ***active*** role in delivering your programme?

All programmes encouraged school based teachers to take an active role in delivering the programme.

Active involvement ranged from learning an instrument alongside the children to team teaching or, in two examples, fortnightly visits by the LA provider with the intervening week led by the class teacher. This is a particularly interesting model as it doubles the number of schools the LA provider can visit and also engages the class based teacher more fully.

Not all teachers who were encouraged to participate necessarily did so. Sometimes another adult, for example, a learning assistant, would participate. In some instances no school-based adult participated. All LAs reported that the programme was much more effective where there was active participation by the class teacher or other school-based adult.

**Training:** do ***all*** teachers engaged with your programme have access to ***CPD*** if necessary?

Whilst all LAs reported that access to CPD was available, either 'in house' or via the OU/Trinity KS2 programme, most reported the overwhelming number of participants in the training were music service staff.

Some LAs insisted on an introductory training session for class based teachers in order for them to be able to access the programme.

**Monitoring:** do you monitor the ***quality*** and ***value for money*** of your programmes?

All programmes are monitored for quality and value for money by the LA.

**Cost:**

- Specific questions regarding cost were not asked. Useful data regarding cost can only be viewed alongside quality and value for money of the provision purchased. As more detailed information is obtained regarding the programmes that are ***actually working well for young people and what makes them most effective***, LAs can usefully discuss cost associated with those particular programmes.
- Nonetheless, the following information is available from comments already received:
  - Some programmes are free to all schools
  - Some schools contribute to the cost of programmes.
  - Some programmes are phased in by the Local Authority, being free or at a reduced cost in year 1, reduced subsidy in year 2 and further reduction in subsidy in year 3 etc. This is partly to enable sufficient teachers to be trained to ensure quality programmes and to make the available funds stretch further.
  - Some schools meet the full cost of the initial phase of the programme, using this first year of the programme to deliver the National Curriculum, for which they are already funded. The Standards Fund grant is then used to subsidise continuation for all young people who wish to continue.

- Even if programmes cost a similar amount each week, a programme running for 36 weeks will be 20% more expensive than a 30 week programme. Several programmes run for more weeks, but guarantee a minimum number of weeks to allow for school trips and other factors that may affect the delivery, thus giving 'value added free sessions' above the minimum guarantee.

#### 8. **Next Steps:**

8.1. Data will again be collected in October next year. **Friday October 29<sup>th</sup> 2010** will be the new 'cut-off' date. By taking this decision now colleagues will be able to make appropriate plans to put in place mechanisms for updating actual data from the 2009/2010 academic year, as well as collecting initial factual information for the 2010/2011 academic year. ***As long as data is provided on time***, this will enable decisions to be taken both at local and national levels, in the light secure information, in time for the 2011/2012 financial year and for forward planning beyond 2011/2012.

#### 9. **Music Service Evaluation Partner programme**

9.1. All members of the Federation of Music Services in England had participated in this programme by the end of 2009.

9.1.1. Some Music Services are already undertaking a second evaluation and support programmes are in place for several services.

9.1.2. A thorough Quality Assurance process has been established. All evaluation summaries are checked by a central team.

9.1.3. Information and criteria have been refined in the light of experience to date as part of an even more rigorous programme.

9.2. This schedule will support all Local Authorities in identifying their local priorities and devising appropriate plans, with clear action points and timescales, in time for submitting their 2010 Local Authority Music Plans. The proposed completion date for these plans is **Friday 17<sup>th</sup> December 2010.**

9.3. In the most effective examples, these plans are treated as on-going working documents, informed and updated by changes to local circumstances and improvements in information gathering. **Colleagues are strongly advised to have draft plans for 2010 to 2013 in preparation no later than September 30<sup>th</sup> 2010.**

9.4. Data collected to date indicates that further discussions need to take place in some Local Authorities in respect of realising our vision for young people's music making and our expectations for them. These discussions are currently taking place.

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