Music Education Hubs

Academic year 2015/16
Guidance notes for the annual return
Autumn 2016

Contents

	Introduction
	This document provides guidance for completing the Music Education Hubs annual data return. The return consists of information to be collected by all hub lead organisations for the previous academic year, as a condition of their grant agreement with Arts Council England.

The data and information you provide is used by the Arts Council and the Department for Education to monitor how Music Education Hubs are supporting the achievement of the National Plan for Music Education objectives. We use it to help measure the impact of the investment made in Music Education Hubs and equality of access. The Arts Council also uses the information to identify trends and areas where further support for hubs could be offered. The information you provide will be held securely.

An annual report will be produced, with results presented at a national and regional level, where possible. It is also likely that some of the data will be published on an individual level. This will provide relevant stakeholders, including hubs, with rich information on the work of Music Education Hubs in England. It is hoped that the data will also provide a valuable tool for hubs as part of their self-evaluation and to drive self-improvement and learning from peers.

The school form is pre-populated with the school names, DfE numbers, type of establishment, phase and local authorities for your area. Please complete this form to support Questions 1–4 of the data return. Your form will be sent to you by your Relationship Manager via email. You will be able to attach your completed form at the same time you submit the rest of your data.

The data return is divided into two sections. Questions 1–11 relate to the hub core roles for pupils aged 5–18 years in state-funded schools, special schools, 6th form colleges and FE only. The data will provide information on the hubs' reach, range of activities, accessibility and quality. Hub lead organisations must ensure they regularly collect this data for all activities they provide and support.

Questions 12-23 provide hubs with an opportunity to briefly highlight specific activity, successes or challenges that have taken place since the last annual survey. This may include activities that are outside the 5–18 age range, work with Early Years Foundation Stage (EYFS) and work involving independent and private schools.

If a Music Education Hub covers more than one local authority area, figures should be aggregated for the purpose of this return. |

Q.	Short description	Long description
	If you would like to review or compare data in your previous year's survey submissions, it is possible to view these by logging into the portal account (where the previous survey was submitted from) and selecting 'Live applications', locating the correct survey, and clicking on 'View application' (Read Only).	
1	**Core roles delivered in schools and colleges**	<u>School form</u> Please use the drop down menu to select Y (yes) or N (no) in column 9 to show which schools and colleges your hub worked with in the academic year 2015/16 to deliver **one or more** of the core roles. This question refers only to the core roles. **Please ensure that every cell is completed.** You may insert an extra line if a school or college is not on this list. Please **do not** include early year's settings, independent schools and non-publicly funded establishments. You may provide a narrative to describe work with these establishments in Question 16. Please ensure there is consistency across the answers in the school form. For example, where a school is receiving WCET or support as part of your Singing Strategy you must select 'Y' under question 1.
2	**Whole class ensemble teaching**	<u>School form</u> This question refers to whole class ensemble teaching (WCET) provision for **all** Key Stages. It also asks hubs to provide information on WCET activities they 'delivered' or 'supported'. These are defined as: 'Delivered' means WCET that is directly delivered by the Music Education Hub lead organisation or other hub partner. 'Supported' means WCET delivered by classroom teachers or others who have been assisted by the Music Education Hub lead organisation or other partner (e.g. through CPD) to carry out their role. In each case, the delivery or support should have taken place

		in the academic year 2015/16.

		For each school or college please state yes or no, whether or not you delivered or supported WCET and then provide information on:
		   a) The year group - please select the year group from the drop down menu, adding one row for each group receiving WCET. **Please see the note (e) below regarding mixed year groups**
		   b) The number of pupils in each year group receiving WCET
		   c) The number of pupils in each year group receiving WCET for the first time
		   d) For how many terms (in autumn, spring, summer) did the programme run in that year group? If you have 6-term academic years please use the 0.5, 1.5 and 2.5 term entries on the pull down menu if necessary.
		   e) Note: If you have **mixed year** groups you need to add a row for each year group, following steps A-D for each data row you create.
		
		You may provide additional narrative on your WCET provision at Question 15.
		
		If you are aware of pupils who moved school (into or out of your hub area), please refer to this in Question 15. This may be relevant if it affects the percentage of children who participated or continued.
		
		If any schools in your area provide their own WCET and you are aware of it, you may report this in Question 15.

3	**School Music Education Plans**	School form Please indicate which primary and secondary schools and colleges you supported as part of your School Music Education Plan (e.g. CPD, peer learning and "challenging conversations") to support high quality teaching and learning in schools. Please use the drop down menu to select Y (yes) or N (no).

		By 'support' we mean any action by the hub lead organisation or hub partners as part of your school music education plan. Please give more detail on the progress you have made in the delivery of your School Music Education Plan in Question 16.
4	**Singing strategies**	<u>School form</u> Please indicate which primary and secondary schools you supported to develop singing strategies in the academic year, using the drop down menu to select Y (yes) or N (no). By 'singing strategies' we mean programmes and support to promote singing in schools. The support can be via the hub lead or a hub partner and should involve school children regularly taking part in high quality singing activities (e.g. in small groups, vocal ensembles, choirs, or whole class singing). By 'regularly' we mean at least once a week for a period of at least a term. Hub support could be either financial or in-kind (e.g. continuous professional development provision offered to the school, additional teaching support, or singing leaders). Please provide any further information on your support to schools in singing and/or any development in what your singing strategy incorporates and related activities in Question 19. By 'support' we mean any action by the hub lead organisation or hub partners which resulted in a change of activity or intended activity in a school's singing strategy, for example an ongoing conversation with the school, teachers taking part in singing CPD, pupils engaged in choirs etc.
5	**Continuation**	Please provide the total number of pupils who received whole class ensemble teaching (WCET) in the previous academic year and indicate how many of these continued to learn to play a musical instrument in the academic year 2015/16. You may aggregate local authority data to reach the WCET total. For the purpose of reporting continuation outcomes, the definition of continuation is when a pupil chooses to continue their musical education **beyond** WCET, regardless of the

		instrument/s learned (for example the child might have had WCET on the recorder, but decide to continue their musical education on the flute). **Those taking part in subsequent years of WCET is shown through the schools form (Q2) and so another term/year of WCET is not considered continuation in this context.** This question enables us to see how many pupils are actively choosing to continue their vocal/instrumental learning.
6	**Singing/ instrumental lessons**	This question has been created in order to help us fully understand the number of children and young people receiving singing or instrumental tuition in your area.
		Please indicate the total number of boys and girls from each Key Stage group that received singing or instrumental lessons in individual, small group or large group settings.
		'Small groups' are defined as lessons comprising 2-10 pupils. 'Large groups' are defined as all other lessons with more than 10 pupils that don't fall under the categories of WCET and ensembles provision. We expect the lessons to be regular or recurring, rather than one off master classes or taster sessions.
		Please give the numbers receiving individual subsidy/fee remission to enable them to take up singing or instrumental tuition (i.e. not general subsidies that apply to all pupils) as well as how many pupils were eligible for Pupil Premium and how many had statements of Special Educational Need (SEN), SEN support or Education, Health and Care (EHC) plans. If both categories (subsidy and SEN) apply to a pupil, please count them once only in the final column, 'Both'.
		For a), b) and c) please only include information about tuition delivered by the hub lead organisation or other hub partners. If known, please insert how many children received singing or instrumental lessons from external providers, e.g. private teachers/tutors, in d).
		If there have been any changes in the past year, please

		provide details of your remissions policy in Question 14.

7	**Number of ensembles by category**	For the academic year 2015/16, please state the total number of ensembles and choirs:
		    a) organised independently by schools
		    b) organised by schools in partnership with the hub
		    c) area-based ensembles and choirs organised/delivered by the Hub lead organisation
		    d) area-based ensembles and choirs organised/delivered by other hub partners.
		
		Please break these down by type of group. Please indicate under Question 17 if you have had any difficulties in obtaining this data from schools in your area.
		
		Select the category which best describes the ensemble. An ensemble is defined as an organised group meeting regularly that provides opportunities for young musicians to play and to perform as described in the core roles of the National Plan.
		
		Where an ensemble might count under multiple categories (i.e. a Rock & Pop band that plays folk) please count them only once and choose the category that suits the majority of activity within the ensemble or best fits the spirit of the ensemble.
		
		The category 'Choirs/Vocal' ensemble refers to all organised vocal groups meeting regularly.
		
		The category 'Choir/ Vocal Group Upper Voices' refers to choirs or vocal groups featuring only upper voices, including girls and unchanged boys' voices.
		
		The category 'Choir/ Vocal group Mixed Voices' refers to choirs or vocal groups featuring both upper voices and older/changed male voices (for example SATB) or lower voices only.
		
		New this year is a category to record ensembles that are

		designed specifically to be accessible to and meet the needs of SEND pupils e.g. those using accessible music technology such as Soundbeam, Skoog, BIGmack etc. This can include ensembles wholly comprising this type of instrument as well as those which mix them with other instruments.
		There is also a category for 'folk mixed ensemble'. A new 'unknown' column allows you to report on those where you are unsure of the instrumentation or genre of the ensemble.
		The 'Other/Mixed Ensemble' category can be used for less common instrumentations or where the instrumentation of the ensemble varies or is flexible.
		You can provide more detailed information such as a breakdown of genres and styles and details of the category 'Other/Mixed' in Question 17.
		Where the figures in a) for ensembles organised independently by schools or d) for ensembles organised/delivered by other Hub partners are not available, please provide details in Question 17.
8	**Number of pupils attending ensembles**	Indicate the total number of girls and boys in your area(s), from each Key Stage group, who regularly attended at least one of the ensembles listed above in 7 c) and d).
		By regularly, we mean at least once a week for a minimum of half a term; and/or several times a year for a more intensive experience, e.g. holiday residential/weekend courses/sub regional ensemble meetings (more than one day). This question measures the number of pupils who attend each type of ensemble, so the same pupil can be counted more than once if they attend more than one ensemble.
		As with Question 6, please also give numbers of pupils receiving a subsidy/fee remission, how many pupils were eligible for Pupil Premium and how many had statements of Special Educational Need (SEN), SEN support or Education, Health and Care (EHC) plans. If both categories apply to a

		pupil, please count them once only in the final column, 'Both'.
		If there have been any changes in the past year, please provide details of your remissions policy in Question 14.
9	**Progression routes/ standards**	This question is in two parts. Sections a) to e) allow you to indicate standards achieved by pupils receiving tuition, including WCET, delivered by the hub lead organisation or by hub partners, while f) to j) are for pupils receiving lessons from external providers, if known.
		Similar to last year, this question asks you to indicate the standards achieved by pupils in your area by the end of the academic year 2015/16. Please select the appropriate level from Entry, Foundation, Intermediate or Advanced. Please count each pupil only once by including their highest level of attainment, irrespective of whether or not they have actually taken a grade exam.
		Please give more detail on the progression opportunities offered by your Music Education Hub and the level achieved in Question 18.
10	**Financial data**	Please provide financial information for the hub lead organisation only, as recorded in its accounts. Please do not include in-kind contributions from partners. Details of in-kind contributions can be provided at Question 11.
		Arts Council England's financial year runs from April to March. We report on our activity and funding on that basis. For that reason, we ask all funded organisations to report information on an April to March basis, irrespective of their own financial year.
		This does not necessarily mean that an organisation with a different financial year has to prepare its information from scratch. Providing they can make appropriate assumptions to generate April to March information, they may do this. Please record the basis for the calculation in Questions 10 and 11.
		Please contact your auditors or relationship manager if you

		need help.
11	**Partnership investment and income**	Most Music Education Hubs support partners to deliver some hub activity and these partners then raise further income to deliver this activity (e.g. from funders, schools or parents), that does not go through the lead organisation's accounts but can be significant.
		By 'support' we mean cash investment via grants or commissions or in-kind support, such as staff time, CPD or instrument loan.
		If this is appropriate to your hub, we ask you to provide financial information on the support you gave and the income your partner then raised to support that activity. If your support was in kind, please try to calculate a figure for that support. The partner financial information should relate specifically to hub activity you have supported, rather than the partner organisation's complete financial information.
		If your hub commissions partners to deliver all hub activity please still show the Music Education Hub grant and your expenditure in Question 10 and then insert the amount you gave and the income raised by partners in this question (i.e. question 11).
		Please do not include income (if any) that went through the hub lead organisation's accounts. If you had no income or expenditure relating to these areas please enter 0.

Questions 12-23

We understand that a successful programme is not always demonstrated in numbers alone, and these questions offer an opportunity to highlight success and quality across your activity. The following questions are designed for you to highlight specific activity, successes or challenges from the past academic year. Outlining key achievements across the breadth of your work, whether using bullets or prose, can be brief (questions have a maximum word count of 500). Please only mention activity that has occurred in the 2015/16 academic year. You may reference recent reports, or other submissions to your RM, to avoid duplication where necessary.

12	**Fundraising strategy**	This question relates to income generated from sponsorship, donations and trusts, including other Arts Council funding,

		sought and/or received by the Hub lead or their partners. Please provide a short description of your fundraising and development activities including financial targets, successful and unsuccessful applications. Please describe how you resourced this work and what challenges you faced. Please also let us know if your Music Education Hub has benefited from fundraising work carried out by a partner or third party.
13	**Partnerships**	Please describe your partnership development work and its outcomes in terms of finance, skills, reach and range of provision. Please quantify the in-kind support this work has brought to your Music Education Hub.
14	**Local need, activities and resources**	Please tell us how you have undertaken local needs analysis. What have been the major findings of this work and how have you addressed any gaps? What gaps remain and how will you seek to address them? Please describe your remissions policy and make clear if there have been any changes to it in the last year. Please describe how stakeholder feedback (e.g. pupil surveys) has informed your planning.
15	**Whole class opportunities**	Please describe the whole class opportunities delivered or supported by your Music Education Hub and your relationship to the schools in your area (including independent schools, if applicable). Please also provide information on your knowledge of other WCET provision taking place in your area which you do not deliver or support. You can use this space to provide commentary on the information in the school form and information about pupils moving in or out of your area.
16	**School Music Education Plans**	Please describe the progress you have made in the delivery of your School Music Education Plan.
17	**Ensemble opportunities**	Please provide a narrative that describes the range and quality of your ensemble provision. What activities (performance, touring, workshops, residencies, etc.) did your hub engage in? You can use this space to provide commentary on the information in Questions 7-8. **Please record any difficulties you had in obtaining the data requested from schools or partners and provide a description of any data in the 'Other/Mixed' category of Question 7.**

18	**Progression**	Please describe the progression routes you have maintained and established in your Music Education Hub for all Key Stages and standards. How did you ensure that progression routes were accessible to all pupils, including those from disadvantaged backgrounds and with special educational needs and/or disabilities? What work did your Music Education Hub undertake to support the progression for gifted and talented pupils? You can use this space to provide commentary on the information in Question 9. Where ensemble activities form part of your progression routes, there is no need to repeat information given in Question 17.
19	**Singing strategies**	What support (tuition, continuous professional development, performance opportunities, etc.) did the Music Education Hub lead organisation and/or hub partners provide to enable schools in your area to develop their own singing activities and strategies? You can use this space to provide commentary on the information in Question 4.
20	**Extension roles**	Please describe the activities that your Music Education Hub carried out in delivering the three extension roles (continuous professional development for schools, instrument loan service and access to large-scale and/or high quality musical experiences). Where possible please state the numbers of teachers, instruments and pupils involved in these extension activities.
21	**High quality teaching and learning**	Please describe your quality assurance methodology and its outcomes. What evidence and data did you collect over the last year and how has this work informed your Music Education Hub's workforce skills development and human resources policies?
22	**Music technology in teaching and learning**	What musical digital technology have you used in delivering the core and extension roles? How are you integrating and utilising music technology into the work of your Music Education Hub? What are your future development plans in this area?
23	**Additional information**	Please briefly outline any other activities or developments your Music Education Hub was involved in during the previous academic year, this may include areas that were not financed directly by your music education grant (e.g. work in early years

		settings, work in other art forms, work outside of your hub area).