

Music education in Gloucestershire 2013/14: a snapshot

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Section A: Introduction and background

What is this report for?

This report is a snapshot of the work in 2013/14 of schools, and organisations funded by [Make Music Gloucestershire](#), the county's music education hub, in reaching young people through music education. It focuses on the numbers and types of music learning and making rather than the impact and stories.

The aim of this report is to help us all (schools, music education organisations, musicians, and others working with young people in music) to build a picture of music education in the county, understand what's happening and what's needed, and plan accordingly. Also and importantly it will contribute to the analysis of how effective we are in delivering on the requirements of the National Plan for Music Education, and the [Core and Extension Roles of hubs](#) set out by Arts Council England and the Department for Education as a requirement of hub funding.

Where has information come from?

Information has been drawn from two sources:

- The 'data app', which was launched last year, as a means of collecting data for and from schools and Hub partners on an annual basis - <http://glos.musicdatashare.org.uk/>.

There were two parts to the app: a survey for schools, and one for other music educators/music education organisations. Due to the low response to the latter we have not analysed the information from that particular survey, but see Section C for more information. We plan to replace the latter with direct reporting from Hub-funded partners to the commissioning team, and a simpler survey for those not funded by the Hub.

- Information provided direct to the Hub commissioning team from Hub funded partners, in readiness for reporting to Arts Council England through their annual (autumn) Hubs Data Return

What happens next?

This report will inform Hub planning and allocation of resources, including for our next phase business plan for 2016 onwards. We hope schools and music educators will also use it to inform their own plans.

We have seen this initial phase of data collection as a pilot: we're aware there are many gaps and further work is needed, and we will be building on the data and improving our methods over time.

We hope that in reading this report, schools and other music educators will understand the importance and value of this information, and that more will supply information for next year's report.

Please sign up to our music educators or schools [newsletters](#) for further information about the next phase data collection and to keep up to date with Hub news and opportunities.

Visit the [Make Music Gloucestershire website](#) to find out more about how you can get involved in the Hub.

And if you offer music opportunities and services for children and young people then do add your information to [TouchBass](#), the county's online search tool making and learning music.

Our thanks to all those who provided information, and please let us know if you have any observations or queries: contact admin@makemusicgloucestershire.org.uk

Section B: Schools music

Executive summary / key points

Please note: these figures are based on small sample sizes: 23 primaries, 10 secondaries, 1 special and 1 ASP schools. We anticipate that these samples will increase each year.

a) Curriculum music, Arts Award and Arts Mark

At Key Stages 1-3 (primary and years 7-9 in secondary), most pupils were receiving an hour of music but it is concerning that in primaries, just under one quarter were receiving no music at all. Schools reported that at these key stages, 48% of pupils were at grade 1-3 standard; 12% grade 4-5 and 8% at grade 6 and above.

Key Stage 4 (secondary, GCSE), figures suggest an average of 3 hours of music per week, although 20% of schools offered no music at all. The average number of pupils taking GCSE Music¹ was 15, and the range was 1-30. Exam boards used were Edexcel, AQA and OCR.

At Key Stage 5 (secondary, AS & A level), figures suggest 4-5 hours of music per week, although 50% of schools offered no music at all. AS and A-level classes tended to be groups of 1-3, although two schools had larger classes in the case of AS level (13 and 20). No schools had pupils taking BTEC music. Exam boards used were Edexcel and OCR.

GCSE/AS-level students were reported to be mostly at grade 4-5 standard (46%) with 31% at grade 6 and above, and the rest grade 3 or below.

Four schools (secondaries) had pupils working towards Arts Mark; five primaries and five secondaries were Arts Mark accredited or working towards this.

b) Types of music learning on offer

Instrumental music was not surprisingly the most popular method, followed by Singing, then songwriting. Only 30% of primaries were using music technology, and 70% of secondaries. It is concerning that 26% of primary schools and 30% of secondaries do not teach music through singing².

The ASP and special schools offered all four categories of musical learning.

c) Instrumental tuition

Whole class

¹ In future surveys we will be clear to specify that we mean all forms of music exam, from musical theatre to music technology.

² In future surveys, we will include a separate category of composing/creative music making and will include songwriting in with singing

70% of primaries, one of the secondaries, and the ASP had been offering whole class instrumental tuition. 39% of the primaries in this survey received whole class tuition from Gloucestershire Music (this slightly lower than actual figures from Gloucestershire Music which suggests they reached 41% of primaries in 2013/14) and 22% used their own teachers. The remainder used other providers.

One-to-one or small group in school

One-to-one or small group tuition was available to pupils in all secondaries, 70% of primaries, and both the ASP and the special school.

Type of instruments learned and instrument stock

Instruments offered covered a wide range, with rock, pop, folk and world in the minority compared with western classical orchestral instruments. It is difficult to quantify this accurately because of the way the data was collected but we will improve on this in future years. However, when asked what they'd like to be able to offer but don't, 38% of those who responded said they'd like to be able to offer some form of percussion.

Around half of schools had their own instrument stock (39% of primaries, 56% of secondaries).

Numbers learning instruments through different methods

Up to and including KS3, there were:

- 1,895 pupils in the sample schools learning instruments through whole class tuition, an average of 82 per (primary) school in the sample – which, based on average pupil numbers per primary school in Gloucestershire (174)³ represents 47% of total pupils.
- 610 learning instruments 1-1 or in small groups in school, an average of 27 per primary or 16% of total pupils.
- 1,466 learning instruments out of school, an average of 64% of total pupils.

Total numbers of pupils learning music

The total number of pupils learning music as a whole is difficult to assess from this data, as a) there will be double counting of pupils within the information given for learning instruments, music technology, singing, songwriting; and b) also double counting across different methods (ie some pupils will be learning both in school and out of school, etc).

³ Data Source: All figures for pupil numbers taken from January 2013 School census (42, 718 primary pupils). Provided by Gloucestershire County Council's Strategy and Challenge team <http://www.gloucestershire.gov.uk/inform/> Tel: (01452) 328544 Email: lesley.iwasek@gloucestershire.gov.uk

One estimate would be that if 1,466 in this sample are learning instruments out of school and 610 in school through 1-1/small group tuition, it's likely that few will be doing both, so we might say that around 2,000 in the sample are learning instruments outside the curriculum/classroom. Based on the 23 schools with an average of 174 pupils this gives a total pupil population of 4,000, so this represents 50% of all pupils.

We intend to improve the App in future to address these points. We are also investigating the possibility of gaining accurate annual information about this through other routes (eg adding a music question to the annual pupil wellbeing survey), so that we can then compare changes year-on-year across the whole of the pupil population.

Further more detailed analysis will enable us to estimate more accurately the numbers of young people learning music in and out of school in Gloucestershire. We will carry this out as part of next year's report, when we anticipate having a larger, and therefore more accurate, sample size.

c) Music groups, ensembles, choirs

All except one of the schools said they run a group, ensemble or choir. These 34 schools ran 121 ensembles.

17% of primaries ran no groups at all, and nearly half of primaries ran one group only (48%). 30% ran more, up to a maximum of four.

Secondaries ran on average seven groups per school, the least number of groups was three, and the most fourteen.

Most of the ensembles were run solely by schools although 11% (13 groups) were run by other providers.

We estimate from these figures that there may be in the region of 630 groups and ensembles based in schools in Gloucestershire⁴, and around 11,000 pupils taking part⁵.

⁴ Figure calculated by multiplying the average number of primary groups by the number of primary schools in the county, and doing the same for secondaries, and special schools.

⁵ Figure is a very rough estimate, calculated by multiplying average per group (17) by number of groups (63)

Section C: A snapshot of the work of other Hub partners

1 Learning instruments and the fundamentals of music

In 2013/14, an estimated 4,276 pupils or 10% of all primary pupils in the county learned the fundamentals of music from Gloucestershire Music through weekly 'Whole Class Ensemble' instrumental teaching, in their classrooms, usually for a term. Each class focused on learning one particular instrument: violin, clarinet, recorder, brass, percussion or ukelele. This took place in 101 schools ie 41% of all 246 primaries.

A further 1,950 or 4.6% of primary pupils received introductory one/half day whole class percussion workshops from Groove On, in 25 schools, introducing young people to the fundamentals of music through percussion and world music workshops, in their class with their classmates.

85 new learners joined Gloucestershire Music's beginners ('First Access') ensembles in music centres in this year, 66 of them as a result of half term introductory workshops in October 2013, where young people who hadn't learned an instrument before could try different instruments and learn some of the basics. The aim was to encourage them, along with pupils who had experienced WCET previously, to attend 'First Access' weekly music groups at one of GM's music centres – initially for free (first term) and then paid-for. The numbers were as follows:

Numbers of young people involved in half term workshops:	66
Numbers continuing by joining First Access groups at GM music centres for free first term: (includes those joining following WCET)	85
Numbers continuing as paying members in summer term 2014:	17
Numbers continuing in the new academic year autumn 2014:	16

2 Singing

825 pupils and 32 schools (32 primaries, two secondaries) took part in singing activities through Hub partner Gloucestershire Music Makers (now The Music Works) in 2013/14. These included cluster-based projects (twilight CPD, resource pack, visit from a vocal leader, sharing/performance events); singing games young leader programme training; programmes for primaries – whole day workshop or 8 week workshops. Genres included popular and world; rap writing, beatbox, music technology creative music-making and vocals/recording; choral work and arranging; songwriting, choral, musical theatre; opera and classical; world and blues/jazz.

Inclusion work also included one-to-one and small group singing sessions – see 4 below.

Outside of school singing activities, 195 secondary school age singers took part in the new holiday-course-based Gloucestershire Youth Choir, run by Gloucestershire Music.

3 Groups and ensembles

Around 800 young people took part in GM's groups and ensembles – either those based at music centres (all standards) - Brookfield Music Centre, Longlevens; Five Valleys Music Centre, Stroud; Forest of Dean Wind Band & Music Centre; Gloucestershire Jazz Live, Cheltenham; Tewkesbury Music Centre); or in county groups (Gloucestershire Youth Orchestra; Gloucestershire Youth Sinfonia; Gloucestershire Youth Wind Orchestra; Gloucestershire Youth Jazz Orchestra) and half-term course-based groups (Gloucestershire Youth Brass Band, Blast Off, Gloucestershire Youth String Ensemble, Gloucestershire County Youth Choir).

These continue to be successful at an area, county and national level: four groups were invited to the Music for Youth national festival this year, a record for Gloucestershire. In addition five schools were invited to participate in the same festival as a result of performances at a regional level.

In this year, Cheltenham Jazz Festival music industry workshops provided advice on progression routes for young musicians into the music industry, funded by the Hub.

At the other end of the spectrum, First Access – a programme of out of school learn as you play starter groups for KS2 age pupils – was run by GM at its music centres until March 2014. Children took part in a free half term on-day course, then two terms of free music centre membership and First Access group music workshops. Successful students were then encouraged to join the music centre full time as well as be directed to group and individual lessons in their school / music centre.

4 Targeted inclusion work

Gloucestershire Music Makers (now The Music Works/TMW) reached approximately 87 young people in challenging circumstances, through Hub-funded work at Alternative Provision Schools (previously Pupil Referral Units). It reached around 18 more vulnerable young people through Youth Music-funded and Hub supported work in various settings including hospital education. Successes include:

- introducing music to Hospital Education Service – TMW now deliver seven hours every week in Gloucester and Cheltenham centres (up from four hours in Feb)
- developing Alternative Provision schools provision - weekly sessions at all three Gloucester and Forest units currently seven hours per week, plus 15 hours per week off site provision for three students
- Delivery of two hour weekly sessions at Coln House, plus pilot programmes at Peak Academy and The Ridge special schools, but want further programmes
- Regular meetings with special school music coordinators – work with Looked After Children with Virtual School and Fostering Support all part funded by these agencies
- beginning to develop new inclusion work with targeted Youth Support Service and mainstream schools

5 Independent music making – music technology and bands

Although not funded directly by the Hub until 2014/15, three studio/rehearsal spaces – SoundSpace at Forest E-Act Academy (previously Heywood School), Cinderford; Studio 340 at CCP, Cheltenham; Wired Studio at Guildhall, Gloucester have provided important settings for young people, many of whom are developing their musical learning independently from school, and some of whom have come through the Hub-funded musical inclusion work.

6 Wider work with young people

This report represents only a snapshot of the work that goes on in Gloucestershire with young people, and focuses on Hub-funded work only.

There are many other organisations and individuals, including those who completed the Music Educators part of the data app but whose work isn't included in detail in this report and we'd like to thank them for their time: Steven Twigg, PANTastic Painswick Steel Band, Alison Harmer, Laura Morris, Judith Weeks, Ben O'Sullivan The Songwriting Charity, Vicki Beauregard The Beauregard Academy and Beauregard Youth Choir, Jane Butler Musiclusive, Katrina Wyndow Cotswold Area Music Makers also those whose work is covered through other organisations information ie Gloucestershire Music (David Mills, Tim Cambray), Gloucestershire Music Makers (Mark Bick and Ali Harmer) and Groove On (Elaine Furness/Eddie Parker).

Many of the other organisations are listed on [TouchBass](#), the county's online search tool for learning and making music opportunities. In 2014/15 we are developing ways to connect and work with a wider range of partners – including schools, other music education providers and music teachers/tutors/leaders/community musicians, and amateur/voluntary organisations – through funding and through other initiatives.

Section D: Leading and developing the Hub – the work of the commissioning team and partners

Leading the hub: In 2013/14 the County Council and its advisors carried out the major change of splitting the Hub from Gloucestershire Music to ensure a clearer, more transparent, way of working. This was centred around the launch of a commissioning team and process for the Hub. The partnership arrangement between Swindon Borough Council and Gloucestershire County Council continued to work well, with the sharing of one strategic lead for both hubs, one business manager, and occasionally costs.

Working with schools: We appointed a Schools Advisor as part of the commissioning team, who brought together a working group of schools to create the Schools Music Education Plan in response to Arts Council's request and has continued to work closely with a number of schools at strategy level (they either took part in working groups or had meetings with the schools advisor). This has vastly improved our understanding of schools and pupils' needs. Needs identified are fed back to the commissioning team at monthly meetings, and addressed in strategic planning and funding, and development of services to schools.

Working with partners: The commissioning team brought together key funded partners in a series of meetings to look at how we work together, sharing intelligence about needs and schools, and enabling partners to feed into strategy. Discussions have covered: strategy – including schools music plan, workforce development plan, and Hub business plan; diversity of offer and access; CPD, learning and support for school teachers; quality standards and sharing effective practice; communications – signposting, progression routes, networks, advocacy; sustainability, funding and future mixed economy; outcomes for children and young people.

Drawing in support and funding: We have continued to secure a grant from Youth Music in partnership with Swindon and Wiltshire music services, to develop and commission a programme of Musical Inclusion work (including CPD) with children in the most challenging circumstances, in Gloucestershire, delivered by Gloucestershire Music Makers and Roses Theatre, Tewkesbury.

Collecting and sharing data: We launched an **online 'Data App' - glos.musicdatashare.org.uk** – in consultation with schools and music education organisations, to collect information from them about their provision, and identify gaps. The first round of data collection was completed in October 2014, to feed into this current report.

Workforce development: As well as continuing to signpost local, regional and national opportunities for teachers and music leaders/community musicians, our workforce development plan was started in this year, including researching quality frameworks and existing training, SWOT analysis, recommendations, framework and action plan. This will cover the whole music education workforce from teachers to music leaders. The results will also feed into the monitoring/evaluation work (see Schools Plan section)

Communications and signposting: Our communications activities continue to actively encourage and signpost young people and their parents and teachers to a range of opportunities in Gloucestershire and beyond, through website news updates, Facebook and Twitter, and newsletters. We have increased followers on all networks and began to encourage interactions. Music educators, parents and pupils have received/shared information about:

- the value and impact of music education – locally and nationally
- services from the Hub and Hub partners
- stories about music education in Gloucestershire including from Hub-funded partners
- opportunities for CPD, networking in the county and nationally

During this year, we also developed and launched TouchBass, an online tool to help anyone looking for music making and learning opportunities to find them, and for anyone offering services to promote them.

Appendix: Schools music - results

1 Background

The following information was provided by schools via the county's annual [Data App](#) survey for 2013/14, and the statistics were drawn down in September 2014. The purpose of the App is to:

- collect information for the Arts Council/Department for Education Hubs monitoring return, which the Hub is required to complete annually
- to help all of us involved in the Hub - schools and musicians/music educators, the Make Music Gloucestershire music education hub commissioning team and the County Council - to improve and develop music education by finding out what's happening, and identifying gaps in provision, opportunities and need.

35 schools responded:

23 primaries – 9.35% (out of 246 primaries in the county)

10 secondary – 25.6% (out of 39)

1 special school – 7.7% (out of 13)

1 Alternative Schools Provision (ASP) - 20% (out of 5)

2 Curriculum music

How many hours each week is assigned to music in your curriculum, on average?

Primary (& ASP/Special) - Most young people at primary age in the schools who responded were receiving one hour of music a week (around 73% or 16-17 schools out of a maximum of 23 answering the questions). However, ***just under a quarter were receiving no music in the curriculum at all*** (23% or 4-5 schools)

KS1 (Ages 5-7, Years 1, 2) 0
hours – 1 ASP, 3 primaries; 1 special
1 hour – 16 primaries
2 hours – 1 primary
Incorrect data – 3 schools

KS2 (Ages 7-11, Years 3, 4, 5, 6)
0 hours – 1 ASP, 3 primaries
1 hour – 17 primaries
2 hours – 1 primary; 1 special
Incorrect data – 2 schools

Secondary (& ASP/Special) - In years 7-9 (Key Stage 3), most young people in the schools who responded were receiving one hour of music a week (around 67%). In years 10-11 (Key Stage 4 ie GCSE studies), most were receiving three hours a week (60%), and the rest were split between none, two hours and 5 hours. At key stage five (6th form/college), four schools out of the nine who responded offered music – the rest did not.

KS5 (Ages 16-19, Years 12, 13)
0 hours – 5 schools
4 hours – 1 school
5 hours – 3 schools
Incorrect data – 1 school; 1 ASP

KS4 (Ages 14-16, Years 10, 11)
0 hours – 2 schools
2 hours – 1 school
3 hours – 5 schools; 1 special
5 hours – 1 school
Incorrect data – 1 school

KS3 (Ages 11-14, Years 7, 8, 9)
0 hours – 2 schools
1 hour – 6 schools
3 hours - 1 special
Incorrect data – 2 schools

The special school offered two hours at KS2; three hours at KS3 and KS4.

How many pupils are taking GCSE music (& which exam boards) in years 10 and 11⁶:

Year 10: Nine schools responded – the average number was 15, and ranged from 0 to 30. 0, 11, 13 (Cleeve), 14 (Sir William Romney), 16, 16 (Maidenhill), 17 (Chosen Hill), 22 (Severn Vale), 30 (Chipping Camden). Others: 1, 1.

Year 11: 9 schools responded – the average number was 15, and ranged from 0 to 26. 0, 5 (Sir William Romney), 12, 12 (Maidenhill), 17 (Chosen Hill), 21 (Severn Vale), 23 (Cleeve), 24 (Chipping Camden), 26. Others: 1, 1.

Edexcel – 3 schools (Cleeve, Maidenhall, anonymous)
AQA – 3 schools (Sir William Romney, Chipping Camden)
OCR – 2 schools (Chosen Hill, anonymous)

How many pupils are taking AS music (& which exam boards) in years 12 and 13:

Year 12: Six schools responded, most with 0/1/2/3/ students with the exception of Cleeve and Chipping Camden who had 13 and 20 students respectively. 0, 1, 2, 3 (Cleeve), 13 (Chipping Camden), 20. Others: 1, 2

Year 13: Three schools responded, with pupil numbers being 0,1 and 2
0, 1, 2 (Chipping Camden, Edexcel). Others: 2

Edexcel – 3 schools (Cleeve, Chipping Camden, anonymous)
OCR – 2 schools (both anonymous)

How many pupils are taking A level music (& which exam boards) in years:

Year 12:
No schools reported students in this year taking A-level music

Year 13:
6 schools reported students in this year taking A-level music, with figures of mainly three or fewer (with one exception of seven).
0, 1, 1 (Cleeve, Edexcel), 2 (Chipping Camden, Edexcel), 3, 7. Others: Edexcel 1, OCR 2.

Edexcel – 3 schools
OCR – 2 schools

How many pupils are taking BTEC music in years (& which exam boards) in years:

No schools had pupils taking BTEC music in years 12 or 13

⁶ We gave schools the option to remain anonymous in the information shared with schools, or the information shared with music education providers, and some did. As we've decided to produce one report for both audiences, some schools are not named in this report.

4 Arts Award and Arts Mark

Four schools had pupils who were working towards an Arts Award (some schools of course may not know number if pupil are doing this outside of school with external providers, arts groups/clubs, etc). The numbers were as follows:

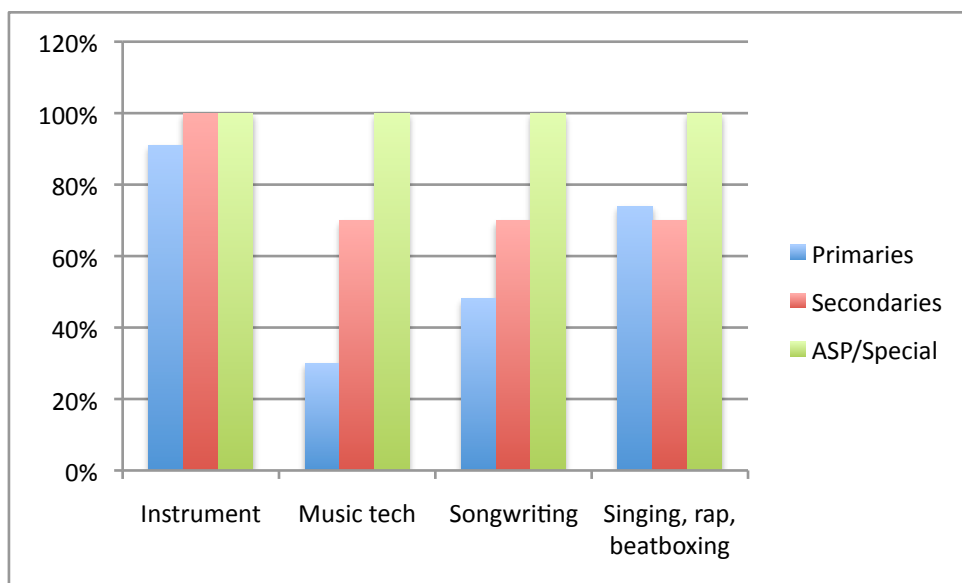
25 (Severn Vale), 16 (Millbrook Academy), 12 (Chipping Camden), 1 (Anonymous)

Five primaries and five secondaries were Arts Mark accredited, or working towards this.

Primaries - Churchdown Village Infant School, Gastrells, Westbury on Severn, & 2 anonymous

Secondaries - Severn Vale, Chipping Camden, Sir William Romneys, Millbrook Academy, & Maidenhill

5 Types of music learning on offer



	PRIMARIES	SECONDARIES	ASP/SPECIAL
Instruments	91%	100%	100%
Music tech	30%	70%	100%
Songwriting	48%	70%	100%
Singing, rap, beatboxing	74%	70%	100%

6 What standards have your students reached during 2013/14?

	GCSE/AS level students	Other pupils (ie KS2/3)
Entry: Pre Level 1 NQF	1% (4 pupils)	32% (391 pupils)
Foundation: Level 1 NQF (Grades 1-3)	22% (59)	48% (594)
Intermediate: Level 2 NQF (Grades 4-5)	46% (127)	12% (143)
Advanced: Level 3 NQF (Grade 6 and above)	31% (84)	8% (98)
Total	274	1,226

7 Instrumental tuition

All primaries except two (91%), all secondaries, and both the ASP and the special school who responded said that they offered pupils the opportunity to learn an instrument.

YES

PRIMARIES: 21 (Elmbridge, Benhall Infant School, Churchdown Village Infant School, Offa's Mead Academy, Gastrells, St David's C of E, Park Junior, Innsworth Junior, Westbury-on-Severn CE, Linden, Grangefield.

SECONDARIES: 10 (Maidenhill, Millbrook Academy, Chosen Hill, Sir William Romney, Cleeve, Balcarras, Chipping Camden, Severn Vale.

ASP/SPECIAL: Both (including Coln House Special School).

NO

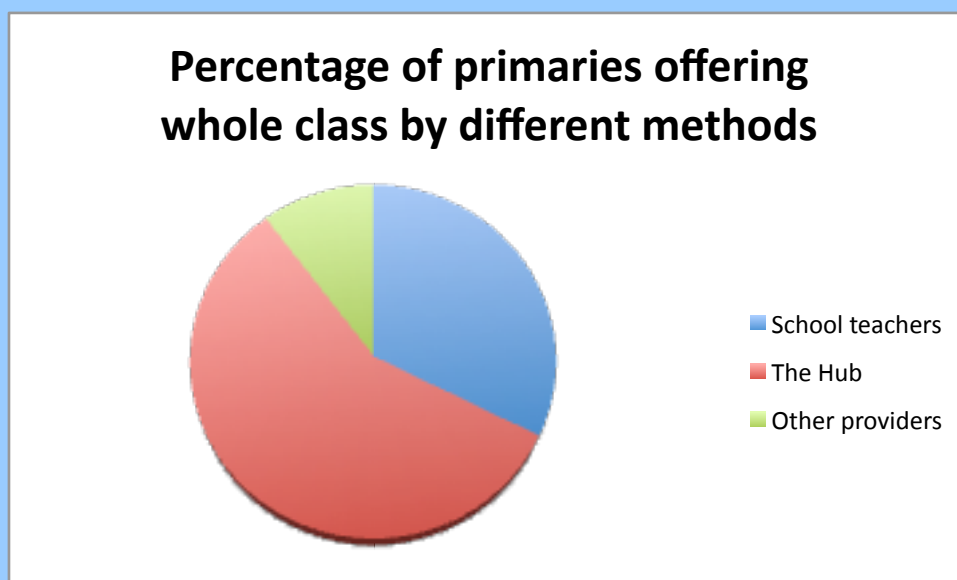
PRIMARIES: (Sharpness & anonymous).

Whole class instrumental tuition

70% of primaries have been offering whole class tuition to their pupils, one of the secondaries, and the ASP.

For 22% of primaries who responded, this is delivered by their own schoolteachers, and for 39% it's delivered by the Hub (by Gloucestershire Music or by Groove On). Two primaries, the secondary, and the ASP used other providers for this. Other providers mentioned (for any music services, which may include WCIT), were Swindon Music Co-operative, Superstars, or 'The Hub'.

YES - primaries



22% delivered by school teachers

5 primaries (Benhall Infant School/2 terms, Churchdown Village Infant School/3 terms, Offa's Mead Academy/1 term, Gastrells/3 terms)

39% delivered by the Hub

9 primaries (Elmbridge Junior, Park Junior - Trumpet, Grangefield – Brass, Percussion and 6 others)

7% delivered by other providers

2 primaries (Westbury-on-Severn CE - Trumpet, Recorder, Violin, Linden)

YES – other schools

1 secondary (Sir William Romney – Music Tech)

1 ASP (anonymous)

NO

6 primaries (Sharpness, St David’s C of E, Innsworth Junior)

8 secondaries (Maidenhill, Millbrook Academy, Chosen Hill, Cleeve, Balcarras, Chipping Camden)

1 special (Coln House).

Continuation after Hub-subsidised Whole Class Instrumental Teaching

We asked: How many of these pupils continued to learn to play an instrument this year – ie in 2013/14 - after their whole class tuition in 2013/14? This might include one-to-one or small group teaching through school, privately or through music groups. It **does not** include continuation of whole class teaching in the classroom.

Five schools responded with details: two said that 100% of pupils continued, three said 20% or less did so.

Percentage	Number
10%	6
13%	10
20%	18
100%	60
100%	8

One-to-one and small group tuition

70% of primaries, 100% of secondaries, and each ASP and special school who responded were offering one-to-one and small group music tuition.

YES

16 primaries (Benhall Infant School, Elmbridge Junior, Churchdown Village Infant School, Gastrells, St David’s C of E, Park Junior, Innsworth Junior, Westbury-on-Severn CE, Grangefield,

10 secondaries (Maidenhill, Millbrook Academy, Chosen Hill, Sir William Romney, Cleeve, Balcarras, Chipping Camden, Severn Vale)

1 ASP.

1 special (Coln House).

NO

6 primaries (Sharpness, Offa’s Mead Academy, Linden, and three others)

What they offered was as follows:

- Theory, brass (Gastrells, St David’s C of E)
- Recorder (Churchdown Village Infant School, Grangefield)
- Drums (Maidenhill, Elmbridge Junior, Millbrook Academy, Park Junior, Coln House, Chosen Hill, Severn Vale)
- Flute (Maidenhill, Elmbridge Junior, Gastrells, Millbrook Academy, St David’s C of E, Grangefield, Cleeve, Severn Vale)
- Clarinet (Maidenhill, Elmbridge Junior, Gastrells, Millbrook Academy, St David’s C of E, Grangefield, Cleeve, Severn Vale)
- Choir club, keyboards (Maidenhill, Churchdown Village Infant School, Cleeve)
- Piano (Benhall Infant School, Maidenhill, Churchdown Village Infant School, Gastrells, Millbrook Academy, Grangefield, Sir William Romney, Cleeve, Balcarras, Severn Vale)
- Trumpet (Grangefield, Cleeve, Severn Vale)
- Guitar (Elmbridge Junior, Gastrells, Park Junior, Innsworth Junior School, Chosen Hill, Grangefield, Sir William Romney, Balcarras, Severn Vale)
- Acoustic guitar (Maidenhill, Millbrook Academy, St David’s C of E, Cleeve)
- Electric guitar (Maidenhill, Millbrook Academy, Coln House, Cleeve)

- Vocals/voice (Maidenhill, Churchdown Village Infant School, Millbrook Academy, Westbury-on-Severn CE, Chosen Hill, Sir William Romney, Cleeve, Balcarras, Severn Vale)
- Bass guitar (Maidenhill, Millbrook Academy, Cleeve)
- Saxophone (Maidenhill, Elmbridge Junior, Millbrook Academy, Cleeve, Severn Vale)
- Violin (Maidenhill, Elmbridge Junior, Churchdown Village Infant School, Gastrells, St David's C of E, Westbury-on-Severn CE, Grangefield, Cleeve)
- Cello (Elmbridge Junior, Millbrook Academy, Cleeve)
- Ukulele (Churchdown Village Infant School, Park Junior, Coln House, Grangefield, Balcarras)
- Music technology (Gastrells)
- Orchestra, viola (Cleeve)
- Oboe, bassoon, woodwind (Sir William Romney, Balcarras)
- Strings (Sir William Romney, Balcarras)
- Horn (Cleeve)
- Double bass (Cleeve)
- Percussion (Balcarras)
- All instruments [except electric guitar] (Chipping Camden)
- Cornet (Severn Vale)
- Baritone (Severn Vale).

Instrument stock

Less than half (39%) of the primaries and just over half (56%) of secondaries and the special school have instrument stock.

YES

9 primaries (Benhall Infant School, Churchdown Village Infant School, Gastrells, Park Junior)

5 secondaries (Millbrook Academy, Sir William Romney, Chipping Camden, Severn Vale)

1 special (Coln House).

NO

14 primaries (Sharpness, Elmbridge Junior, Offa's Mead Academy, St David's C of E, Innsworth Junior, Westbury-on-Severn CE, Linden, Grangefield)

5 secondaries (Maidenhill, Chosen Hill, Cleeve, Balcarras)

1 ASP.

Instruments/types of learning you'd like to be able to offer but currently don't

Just over one third (37%) of schools said that there were things they'd like to offer but don't, as follows:

- More percussion, especially tuned, would be useful.
- More xylophones (Benhall Infant School).
- African drumming, steelbands, gamelan (Elmbridge Junior).
- Group percussion (Gastrells).
- Lower brass.
- Percussion / drumming (St David's C of E).
- Violin / woodwind (Innsworth Junior).
- I would love to have a school orchestra! (Westbury-on-Severn CE).
- Using music technology, recording etc.. (Linden Primary).
- Bass guitar, acoustic guitar, didgeridoo (Coln House).
- Guitar, keyboard.
- Exposure to orchestral instruments and the opportunity to try to encourage uptake, world music topics (Balcarras).
- Enough instruments for whole class teaching.
- No / Not at present (Sir William Romney, Chipping Camden, Severn Vale).

Please select which age groups are taught instruments in your school:

Early years **26%** 6 primaries

(Benhall Infant School, Churchdown Village Infant School, Offa's Mead Academy)

Mixed group – Primary **13%** 3 primaries

(Westbury-on-Severn CE)

Key Stage 1 (Ages 5-7, Years 1, 2) **30%** / 7 primaries

(Benhall Infant School, Churchdown Village Infant School, Offa's Mead Academy)

Key Stage 2 (Ages 7-11, Years 3, 4, 5, 6) **52%** / 12 primaries

(Elmsbridge Junior, Offa's Mead Academy, St David's C of E, Park Junior, Innsworth Junior School, Linden)

Key Stage 3 (Ages 11-14, Years 7, 8, 9) **70%** 7 secondaries

(Maidenhill, Millbrook Academy, Chosen Hill, Sir William Romney, Balcarras, Chipping Camden)

Key Stage 4 (Ages 14-16, Years 10, 11) **70%** 7 secondaries (Maidenhill, Millbrook Academy, Chosen Hill, Sir

William Romney, Balcarras, Chipping Camden)

Key Stage 5 (Ages 16-19, Years 12, 13) **60%** 6 secondaries

(Millbrook Academy, Chosen Hill, Balcarras, Chipping Camden); 1 ASP.

Mixed group - Secondary **10%** 1 secondary (Chipping Camden).

Early Years, number of pupils learning ...

In/Through school

Number of pupils in whole class or large group tuition: 4 primaries, 135 pupils

Number of pupils in 1-1 or small group tuition: none.

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 5 primaries

Key stage 1 (ages 5-7, years 1,2)

In/Through school

Whole class or large group tuition: 7 primaries, 587 pupils (no ASP, special schools)

1-1 or small group tuition: 7 primaries, 84 pupils (no ASP, special schools)

Out of school

Number of pupils teaching themselves: 1 primary, 3 pupils

Number of pupils in 1-1 or small group tuition: 7 primaries, 65 pupils

Have the numbers of pupils learning instruments increased or decreased since last year ie 2012/13?

Stayed the same 5 primaries; Increased 3 primaries; Decreased, 3 primaries

Key stage 2 (ages 7-11, years 3,4,5,6)

In/Through school

Number of pupils in whole class or large group tuition: 11 primaries, 760 pupils

Number of pupils in 1-1 or small group tuition: 11 primaries, 117 pupils.

Out of school

Number of pupils teaching themselves: 5 primaries, 20 pupils

Number of pupils in 1-1 or small group tuition: 12 primaries, 1 special, 344 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 7 primaries; Increased 6 primaries; Decreased 2 primaries.

Mixed group Primary

In/Through school

Number of pupils in whole class or large group tuition: 4 primaries, 273 pupils

Number of pupils in 1-1 or small group tuition: 3 primaries, 54 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 4 primaries; Decreased none; Increased none

Key stage 3 (ages 11-14, years 7,8,9) number of pupils learning ...

In/Through school

Number of pupils in whole class or large group tuition: 1 secondary, 240 pupils.

Number of pupils in 1-1 or small group tuition: 8 secondaries, 355 pupils.

Out of school

Number of pupils teaching themselves: 7 secondaries, 167 pupils

Number of pupils in 1-1 or small group tuition: 10 secondaries, 1 special, 867 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 6 secondaries; Increased 3 secondaries; Decreased 2 secondaries..

Key stage 4 (ages 14-16, years 10,11)

In/Through school

Number of pupils in whole class or large group tuition: 1 secondary, 20 pupils

Number of pupils in 1-1 or small group tuition: 8 secondaries, 1 special, 168 pupils

Out of school

Number of pupils teaching themselves: 7 secondaries, 84 pupils

Number of pupils in 1-1 or small group tuition: 10 secondaries, 1 special, 340 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 5 secondaries; Decreased 3 secondaries, 1 special; Increased 2 secondaries;

Key stage 5 (ages 16-19, years 12,13)

In/Through school

Number of pupils in whole class or large group tuition: None

Number of pupils in 1-1 or small group tuition: 5 secondaries, 74 pupils.

Out of school

Number of pupils teaching themselves: 5 secondaries, 46 pupils

Number of pupils in 1-1 or small group tuition: 6 secondaries, 1 ASP, 99 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 4 secondaries; Decreased 2 secondaries, 1 ASP; Increased 1 secondary

8 Music technology

30% of primaries, 70% of secondaries, and both the ASP and the special school who responded said that they offered pupils the opportunity to learn music through technology.

YES 1 ASP, 1 special, 7 primaries, 7 secondaries. Maidenhill School, Churchdown Village Infant School, Gastrells, Westbury-on-Severn CE Primary School, Coln House School, Cleeve School, Balcarras School, Chipping Camden, Severn Vale School

NO 16 primaries, 3 secondaries. Benhall Infant School, Sharpness Primary, Elmbridge Junior School, Offa's Mead Academy, Millbrook Academy, St Davids C of E, Park Junior, Innsworth Junior School, Linden Primary School, Chosen Hill, Grangefield School, Sir William Romney's School

Early Years

No pupils were using music technology.

Key stage 1 (ages 5-7, years 1,2)

In/Through school

Number of pupils in whole class or large group tuition: 4 primaries, 270 pupils

Number of pupils in 1-1 or small group tuition: 4 primaries, 1 special, 0 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 3 primaries; Decreased 0; Increased 0

Key stage 2 (ages 7-11, years 3,4,5,6)

In/Through school

Number of pupils in whole class or large group tuition: 4 primaries, 1 special, 90 pupils

Number of pupils in 1-1 or small group tuition: 4 primaries, 1 special, 0 pupils.

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 3 primaries; Decreased 1 special; Increased 1 primary

Out of school

Number of pupils teaching themselves: 1 primary, 1 special, 2 pupils

Number of pupils in 1-1 or small group tuition: 1 primary, 1 special, 3 pupils

Mixed group Primary

In/Through school

Number of pupils in whole class or large group tuition: 1 primary, 36 pupils.

Number of pupils in 1-1 or small group tuition: 0

The numbers have stayed the same since last year

Key stage 3 (ages 11-14, years 7,8,9)

In/Through school

Number of pupils in whole class or large group tuition: 6 secondaries, 3,410 pupils

Number of pupils in 1-1 or small group tuition: 2 secondaries, 23 pupils

Out of school

Number of pupils teaching themselves: 3 secondaries, 1 special, 27 pupils

Number of pupils in 1-1 or small group tuition: 3 secondaries, 1 special, 846 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 6 secondaries; Decreased 0; Increased 1 secondary, 1 special

Key stage 4 (ages 14-16, years 10,11)

In/Through school

Number of pupils in whole class or large group tuition: 7 secondaries, 192 pupils

Number of pupils in 1-1 or small group tuition: 0

Out of school

Number of pupils teaching themselves: 3 secondaries, 23 pupils

Number of pupils in 1-1 or small group tuition: 2 secondaries, 1 special, 78 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 3 secondaries, 1 special; Decreased 3 secondaries; Increased 1 secondary

Key stage 5 (ages 16-19, years 12,13)

In/Through school

Number of pupils in whole class or large group tuition: 3 secondaries, 1 ASP, 29 pupils

Number of pupils in 1-1 or small group tuition: 0

Out of school

Number of pupils teaching themselves: 1 secondary, 10 pupils

Number of pupils in 1-1 or small group tuition: 2 secondaries, 20 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 2 secondaries; Decreased 1 secondary, 1 ASP; Increased 1 secondary

9 Songwriting

48% of primaries, 70% of secondaries, and both the ASP and the special school said that they offered pupils the opportunity to learn music through technology.

YES: 1 ASP, 1 special, 11 primaries, 7 secondaries. Maidenhill School, Sharpness Primary, Offa's Mead Academy, Gastrells, Westbury-on-Severn CE Primary School, Coln House School, Grangefield School, Sir William Romney's School, Balcarras School, Chipping Camden, Severn Vale School
NO: 12 primaries, 3 secondaries. Benhall Infant School, Elmbridge Junior School, Churchdown Village Infant School, Millbrook Academy, St Davids C of E, Park Junior, Innsworth Junior School, Linden Primary School, Chosen Hill, Cleeve School

Key stage 1 (ages 5-7, years 1,2)

In/Through school

Number of pupils in whole class or large group tuition: 1 primary, 30 pupils.

Number of pupils in 1-1 or small group tuition: 1 primary, 2 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 2 primaries; Decreased 0, 1 ASP; Increased 1 primary

Key stage 2 (ages 7-11, years 3,4,5,6)

In/Through school

Number of pupils in whole class or large group tuition: 5 primaries, 229 pupils

Number of pupils in 1-1 or small group tuition: 2 primaries, 6 pupils

Out of school

Number of pupils teaching themselves: 1 primary, 2 pupils

Number of pupils in 1-1 or small group tuition: 2 primaries, 1 special, 8 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 5 primaries; Decreased 1 primary; Increased 2 primaries

Mixed group Primary

In/Through school

Number of pupils in whole class or large group tuition: 2 primaries, 106 pupils

Number of pupils in 1-1 or small group tuition: None.

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 2 primaries; Decreased 0; Increased 1 primary

Key stage 3 (ages 11-14, years 7,8,9)

In/Through school

Number of pupils in whole class or large group tuition: 7 secondaries, 2,930 pupils

Number of pupils in 1-1 or small group tuition: 1 secondary, 20 pupils

Out of school

Number of pupils teaching themselves: 4 primaries, 1 special, 46 pupils

Number of pupils in 1-1 or small group tuition: 2 secondaries, 1 special, 776 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 5 secondaries; Decreased 0; Increased 2 secondaries

Key stage 4 (ages 14-16, years 10,11)

In/Through school

Number of pupils in whole class or large group tuition: 7 secondaries, 231 pupils

Number of pupils in 1-1 or small group tuition: 1 special, 1 secondary, 6 pupils

Out of school

Number of pupils teaching themselves: 4 secondaries, 39 pupils

Number of pupils in 1-1 or small group tuition: 2 secondaries, 1 special, 52 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 5 secondaries, 1 special; Decreased 0; Increased 1 secondary

Key stage 5 (ages 16-19, years 12,13)

In/Through school

Number of pupils in whole class or large group tuition: 1 ASP, 3 secondaries, 38 pupils

Number of pupils in 1-1 or small group tuition: None

Out of school

Number of pupils teaching themselves: 1 secondary, 10 pupils

Number of pupils in 1-1 or small group tuition: 0

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 2 secondaries; Decreased 1 ASP; Increased 0

10 Singing, rap, beatboxing

74% of primaries, 70% of secondaries, and both the ASP and the special school said that they offered pupils the opportunity to sing, rap and beatbox.

YES 1 ASP, 1 special, 17 primaries, 7 secondaries. Maidenhill School, Sharpness Primary, Churchdown Village Infant School, Offa's Mead Academy, Millbrook Academy, St Davids C of E, Park Junior, Westbury-on-Severn CE Primary School, Linden Primary School, Coln House School, Cleeve School, Balcarras School, Severn Vale School

NO 6 primaries, 3 secondaries. Benhall Infants School, Elmbridge Junior School, Gastrells, Innsworth Junior School, Chosen Hill, Grangefield School, Sir William Romney's School, Chipping Camden

Early Years

In/Through school

Number of pupils in whole class or large group tuition: 4 primaries, 205 pupils

Number of pupils in 1-1 or small group tuition: None.

Out of school

Number of pupils teaching themselves: 1 primary, 86 pupils

Number of pupils in 1-1 or small group tuition: 2 primaries, 28 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 4 primaries

Key stage 1 (ages 5-7, years 1,2)

In/Through school

Number of pupils in whole class or large group tuition: 11 primaries, 1,036 pupils

Number of pupils in 1-1 or small group tuition: 1 primary, 2 pupils

Out of school

Number of pupils teaching themselves: 1 primary, 86 pupils

Number of pupils in 1-1 or small group tuition: 3 primaries, 43 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 7 primaries; Decreased 0; Increased 3 primaries

Key stage 2 (ages 7-11, years 3,4,5,6)

In/Through school

Number of pupils in whole class or large group tuition: 11 primaries, 1,520 pupils

Number of pupils in 1-1 or small group tuition: 1 primary, 3 pupils

Out of school

Number of pupils teaching themselves: 1 primary, 98 pupils

Number of pupils in 1-1 or small group tuition: 4 primaries, 1 special, 85 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 8 primaries; Decreased 1; Increased 3 primaries

Mixed group Primary

In/Through school

Number of pupils in whole class or large group tuition: 3 primaries, 180 pupils

Number of pupils in 1-1 or small group tuition: None

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 1 primary; Decreased 0; Increased 1 primary

Key stage 3 (ages 11-14, years 7,8,9)

In/Through school

Number of pupils in whole class or large group tuition: 4 secondaries, 1,940 pupils

Number of pupils in 1-1 or small group tuition: None

Out of school

Number of pupils teaching themselves: 1 secondary, 1 special, 7 pupils

Number of pupils in 1-1 or small group tuition: 3 secondaries, 1 special, 109 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 5 secondaries; Decreased 1 secondary; Increased 1 secondary, 1 special

Key stage 4 (ages 14-16, years 10,11)

In/Through school

Number of pupils in whole class or large group tuition: 2 secondaries, 642 pupils

Number of pupils in 1-1 or small group tuition: 1 special – 1 pupil

Out of school

Number of pupils teaching themselves: 3 secondaries, 16 pupils

Number of pupils in 1-1 or small group tuition: 4 secondaries, 1 special, 32 pupils

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 2 secondaries; Decreased 3 secondaries, 1 special; Increased 1 secondary

Key stage 5 (ages 16-19, years 12,13)

In/Through school

Number of pupils in whole class or large group tuition: 1 ASP, 1 secondary, 23 pupils

Number of pupils in 1-1 or small group tuition: None

Out of school

Number of pupils teaching themselves: 1 secondary, 4 pupils

Number of pupils in 1-1 or small group tuition: 0

Have these numbers increased or decreased since last year, ie the academic year 2012/13:

Stayed the same 1 secondary; Decreased 1 secondary; Increased 1 ASP

11 Do you run a Music Group, ensemble or choir?

All except one of the 35 schools said that they run a music group, ensemble or choir. They ran 121 groups⁷ in total, averaging **three per school**. 66%% of these took place out of curriculum time ie before/after school, or in lunchtimes.

The secondaries ran on average **seven groups per school**, with one running as many as 14 (Chipping Camden). The others were as follows: Chosen Hill (13), Cleeve School (9), Balcarras (9), Archway (7); Maidenhill (5), Millbrook (4) Severn Vale (3), Sir William Romney (3) plus one other.

Nearly half of primaries (48% or 11 out of 23) ran **one group only**. 30% ran more than this (two ran four groups – St Peter’s and one other; two ran three groups – Elmbridge junior and one other; and three ran two groups – Westbury on Severn, Benhall and one other). 17% ran no groups at all.

The special school ran two rock bands and one acoustic group.

Numbers of ensembles run in schools

Group, Ensemble or Choir	Run by school	Run by school with hub partner	Run by school with other provider	TIMING: Before/after school or in breaks
Orchestra (Large)	5	0	0	5
Orchestra (Chamber/Mixed)	4	0	1	3
String Ensemble	6	0	1	7
Jazz Band	7	0	1	5
Rock/Pop/Electronic Band	17	0	0	7
World music/diverse music bands	1	0	1	0
Acoustic guitar/classical guitar group	3	0	0	1
Wind/Military Band	6	0	0	4
Brass Ensemble	3	0	0	2
Woodwind Ensemble	10	0	2	8
Percussion Ensemble	1	0	2	1
Keyboard Ensemble	0	0	0	0
Choir/Vocal Group (upper voices)	22	0	2	12
Choir/Vocal Group (mixed voices)	23	0	3	16
Other/Mixed Ensemble	0	0	0	0
TOTAL	108	0	13	71

⁷ This is an estimate as we had to amend some figures because some schools had quoted numbers of pupils attending groups, rather than numbers of groups.

How many pupils regularly attend these ensembles? *

1869 pupils took part in these 108 groups, an average of 17 per group.

Girls were far more likely to take part in groups and ensembles: 72% of participants were girls and 28% were boys.

All except one school gave details of how many pupils in these groups were receiving free school meals (FSM), or who had special educational needs (SEN), or both. According to their figures 7% had FSM and 7% SEN⁸; 0.1% had both. This suggests there are fewer pupils on low incomes in these groups than the county average for these pupils (the FSM figure is lower than average compared with county-wide figures for pupils entitled to FSM (10%)).

	Total	Boys	Girls	FSM	SEN	Both SEN & FSM
KS1	268	112	156	27	25	4
KS2	663	188	475	57	39	12
KS3	513	101	412	35	59	12
KS4	284	82	202	11	14	1
KS5	141	45	96	2	2	0
Totals	1,869	528	1,341	132	139	2

12 Activities subsidised by the Hub

Did you receive whole class instrumental or vocal activities last year, subsidised by the Hub?

Nearly half (49%/12 schools) of primaries and one of the secondaries said that they received whole class instrumental or vocal activities from the Hub.

Participation in Hub-subsidised singing/vocal work

If you took part in vocal activities provided via the Hub, how many pupils took part?

Only three schools - 2 primaries and 1 secondary – provided specific numbers as follows:

Number	
60	(Linden Primary)
45	(Grangefield Primary)
24	(Severn Vale Secondary)

Do you now have vocal activities/choirs in school that you didn't have before this?

YES 1 primary (Offa's Mead Academy) If so, how many pupils are involved: 32.

NO 9 – 8 primaries, 1 secondary

⁸ This is higher than the average number of SEN pupils in Gloucestershire, but skewed by the inclusion of one SEN school out of a total of 35 schools. Further analysis would be needed to look at SEN pupils in mainstream school groups.

13 Additional questions

We asked teachers to 'please use the following space to include anything you'd like to share with other schools about what you do and your specialisms (eg successful lesson ideas/modules of work and/or assessment); ask a question; or share any useful information such as good online resources'.

Primaries

Jill Brookes, Headteacher, Sharpness Primary: For PPA cover we had a specialist from **Superstars** who took the class of Y5 and Y6 for a whole year. They learnt notation and ensemble using a combination of keyboard and percussion to well-known songs. The **percussion teacher from Colwell was inspirational**, and the children in Y3 and Y4 gained much from his tuition. Sadly, funding does not allow us to continue with either this year. I am a music teacher, but, as a teaching Head have no time, and the school no money, to pursue my dream of bringing music to all children, which means they will never get the pleasure I have had from this gift. I DO teach whole school singing, and run a choir at Christmas.

Julie Guest, Headteacher, Churchdown Village Infant School: We run an enrichment program on Friday mornings and **employ a music specialist** to teach all children from Pre-School to Y2 on a rotational rolling program.

Alex Brown, Music Coordinator, Linden Primary: We have recently bought into the **Charanga Musical School** scheme of work - a particularly useful resource for primary teachers lacking confidence in music. I also try to follow a Musical Futures approach of 'informal' learning. They are due to bring out an approach to primary music in the near future. Started to use Boomwhacker resource - tuned percussion. Quite promising.

Secondaries

Davina Ball, Music Coordinator, Maidenhill School: The school delivers many of it's projects to ks3 and 4 using **Musical Futures techniques**. Strong Music technology facilities and a high number of vocalists and interest in band music.

Helen Copestake, Head of Music, Cleeve School: we offer **Edexcel Music technology at AS and A2** - currently have 5 in A2 - not catered for in the questionnaire

Beth Hayes, Head of Music, Balcarras School: Things we do well are having **a core of students who are motivated to attend extra curricular rehearsals** on a regular basis. The **relationship we have with visiting instrumental teachers and using their specialisms to help run our extra curricular programme** is also a strength. **Using 6th form to lead activities** to enhance their extra-curricular experience and set an example to younger students. This includes our annual externally adjudicated **House Music Competition**. We are experimenting with **different forms of assessment at KS3** to streamline assessment and to inform students of how well they are achieving. The aim of this is to keep marking regular but in perspective in terms of the other demands on a music department but also to inform choices at Y9 for options. **How to encourage uptake of GCSE music**

Peter Martin, Music Coordinator, Severn Vale School: Willing to offer CPD on / or lead focus groups:

Use of Music Technology (Mac based _ garageband, reason, audio recording and editing)

KS3 new model for assessment

Developing SoLs and the •newê KS3 NC

Teaching of vocal performance at KS4

Teaching of solo instrumental performance and ensemble skills

Involving SLT in departmental improvement

Departmental development and leadership

Management of instrumental teaching teams

Special

Otto Klempt, Coln House Special School: Due to our clientele with mixture of behavioural, social and emotional, mental health and additional SEN we have music only as an alternative curriculum or part of our therapeutic environment.