



ARTFORMS MUSIC EDUCATION LEEDS

SECOND EVALUATION REVIEW SUMMARY OF MUSIC SERVICES

This document is the Second Evaluation Review Summary (SERS) of the moderation of the internal review which took place in the Spring term 2010.

This music service is now in the second year of the three year programme of peer moderation for local authority music services in partnership with the Department for Children, Schools and Families. The purpose is to carry out on a national and voluntary basis, a process of joint evaluation of internal review procedures of each music service.

The text and judgements were reached and agreed jointly between the music service and the evaluation partner, after they had worked together for three days.

The summary is an internal, unpublished document, shared between the host music service, local authority and the DCSF. The intention is for it to inform local development planning and contribute to national benchmarks. We very much hope that all parties find it useful as a tool in raising levels of achievement and participation, in and through music.

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SECOND EVALUATION REVIEW SUMMARY *for* ARTFORMS MUSIC LEEDS

This Evaluation Summary was prepared by James Grisdale (MSEP) and David Lever (Associate MSEP) following visits on February 25/26th 2010. The evaluation was carried out and agreed with the music service.

Observations were organised so that the MSEPs gained an understanding of the width of provision as well as being able to moderate assessments of teaching and learning through paired observations.

Twelve teachers were observed delivering nine lessons and five ensemble sessions. Discussions took place with the Head of Artforms, the Head of the Music Service, members of the management team and individual instrumental teachers.

1. Introduction and summary of progress in the self evaluation process and the SEF document

The documentation provided included a very detailed and focussed Self Evaluation Form (SEF), the Local Authority Music Plan (LAMP) and a proposal to Education Leeds for a leadership restructure of Artforms.

It is very clear that a great deal of thought, discussion and time has been spent in compiling and reporting on the SEF. It has been put together as a collaborative venture with members of the wider management team leading the review and then being collated and verified by the senior managers. The result is a thorough and completed review document.

2. Progress in the agreed recommendations

- *To collate, analyse and publish results and actions from data gathered*

A computer database has now been installed and populated to help Artforms Music make more effective use of the wide ranging data they collect. Whilst there is more to do to fully explore its capabilities it is evident that the information provided to date is helping to guide future activities. A new website has been developed and is operational. This is used as one way to feedback information gathered from surveys and evaluations of events. Other channels for gathering the views of others have also been introduced, a staff forum has been established and a headteachers focus group is being formed. Excellent progress has been made in meeting this recommendation.

- *To provide evidence for the quality of achievement in standards in teaching and learning*

Information gained from the new database enabled the music service to provide evidence of the standards pupils have reached through instrumental tuition as measured against recognised examination systems. Artforms Music in seeking to ensure high standards have focussed on the quality of teaching and learning. Through training, all staff have a better understanding of the criteria used in making judgements about the quality of teaching and learning and the accompanying documentation has been improved. Teaching observation forms now include a much wider range of supportive information including a lesson target, and criteria that measure good teaching and learning. Good progress has been made in meeting this recommendation.

- *To develop a systematic approach to data collection that will lead to a range of qualitative and quantitative information that is analysed and reported on at regular intervals.*

An effective computer database has now been purchased and populated and it is linked with the main Local Authority (LA) pupil database so that a wide range of information including socio economic, gender, ethnicity, and special needs can be accessed. This is proving to be extremely useful to date and information that tracks the standards pupils and the ethnic profile of children participating was produced. The service are currently refining the system and exploring how they can gather more complex information to inform future planning.

Achievement and Standards

Through joint observations of five ensembles it is clear that achievement and standards are very good. The skills and musicianship demonstrated by the Youth Percussion Ensemble were not only outstanding but breathtaking; and the younger string ensemble demonstrated a high level of listening skills and understanding of the work they were doing. Data provided show a good spread of achievement based on national examination levels supported by other statistics that show higher than average levels of teaching and learning, judged to be good or better in both small group instrumental teaching and in Wider Opportunities (WO).

Teaching and Learning

All of the lessons observed were moderated and agreement reached regarding the quality of teaching and learning. Data provided show that 82% of teaching and learning are judged to be good or better which is above the national average of 75%. Improvements made to the system following last year's self evaluation mean that everyone is observed at least once during the year. The new observation forms require an assessment of teaching, learning and behaviour and the data highlight higher scores for learning than teaching, suggesting that individual learners are empowered to learn independently. The quality of teaching and learning is outstanding.

Provision: Breadth, Access and Participation

The range and breadth of provision is truly impressive with activities provided for 3 year olds to those beyond pensionable age. Activities include those specially designed for able and gifted musicians demonstrated through the 22 CLYM ensembles, to a whole range of musical activities for children with special needs both in school and at the specially designed Gordon Parry Centre. These activities take place both in school and at centres in the evenings. In total, 82% of schools receive tuition through the music service including all six of the specialist inclusive learning centres. The music service staff are not content with what they currently provide and are seeking to expand what is on offer. Recently they have developed an ICT based composition project aimed at KS2 children. Participation is high, currently over 10,000 children engage in instrumental tuition but this innovative service hopes to encourage more to continue through its work on Music Passport and Find Your Talent.

Leadership and Management

The leadership of Artforms and Artforms Music cannot easily be separated and that is one of the great strengths of the service. Through discussion and from documentation for the strategic development of Artforms over the next three years it is evident that the leadership of this organisation is outstanding. Preparation is well underway for changes to the structure of the service in response to the changing nature of the LA and in response to the national pressures on

music services.

The management team have been included in discussions and developments at every possible opportunity and then empowered to make the agreed changes and improvements. Education Leeds is very supportive of the music service not just financially but recently the Chief Executive described Artforms as 'a beacon of excellence'.

3. Progress and quality of Wider Opportunities programmes

There has been an expansion in the provision of WO with ten new schools being introduced from September 2009; making a total of 61 currently involved. The music service initially targeted the resource to the poorest areas of the city but any schools can now buy into the scheme. Through the Find Your Talent scheme they are actively seeking to involve increasing numbers of schools and children. A bursary scheme is available to schools for children in receipt of free school meals who wish to continue in small group tuition following the initial WO experience. Surveys show that 70% of pupils wish to and 44% actually continue after the WO year.

Observations of lessons show high quality of teaching and learning - 25% outstanding 63% good. In February 2010 a string WO group provided a demonstration lesson to a Primary headteachers conference to overwhelming acclaim.

4. Issues which have arisen since the previous moderation

Changes within the LA will impact on Artforms and strategic plans for the future restructure of the service are well underway, with the leadership team of Artforms taking the initiative. In addition much thought has been given to succession planning and long term plans have now been developed and proposed to the LA. The Local Authority Music Plan (LAMP) is comprehensive and is to be used as an exemplar by the DCSF Participation Director.

5. Partnership working

Partnership working has always been a major strength of the music service and this is demonstrated in the extended range of opportunities available to schools and children in the city. North Leeds Music centre is working with the South Asian Arts UK to provide a range of Asian music and dance classes and ensembles. Music Passport facilitates working with Connect Housing, a 3rd sector social housing provider. Funding has been gained through Youth Music for a range of projects including the development of the Music Passport.

6. Developmental issues for next visit

This is an outstanding music service which nevertheless is seeking to further improve the quality of the offer to children and young people in the following ways:

- To embed the use of the computer database and develop its use to provide a wide range of management information that is used to guide future development of the service.
- Establish monitoring systems to assess the quality of teaching and learning in ensembles.