



Committee report

Committee	CABINET
Date:	TUESDAY, 21 AUGUST 2012
Title	FUTURE OF ISLE OF WIGHT MUSIC SERVICE
Report of:	CABINET MEMBER FOR CHILDREN'S SERVICES AND EDUCATION

EXECUTIVE SUMMARY

- 1 The report seeks permission to undertake a formal consultation exercise that sets out a range of options for the future direction of the Music Service taking into account the financial resources that will be available.
- 2 In summary, the Isle of Wight Music Service has made a successful bid to become the lead organisation of the music hub and is building on the developing collaborative and community initiative emerging from the move to the Downside Community Centre.
- 3 However, the significant reduction in Government grant to the hub and the on-going operating losses incurred by the IWMS require a radical restructure of the service in order to provide a longer-term more sustainable model for music tuition on the Island.

BACKGROUND

- 4 Schools are responsible for the delivery of the general music curriculum but this does not include instrumental tuition. The council receives a music education grant to support a range of activities in music education including the wider opportunities programme (initial experience of music education), continuing (small group) music tuition and enrichment activity (Saturday music school). In effect the grant acts as a subsidy for these services.
- 5 Currently the Isle of Wight Music Service (IWMS) is the only comprehensive provider on the Island teaching 2,579 pupils across all maintained schools. This comprises small group music tuition on a continuing basis for 1,250 pupils. Schools are recharged for these services, or parents are charged directly depending on the agreement made with schools (direct charging is now the preferred method for many schools (24 out of 35 primary schools) but increases the service's administrative costs). For those families who are unable to meet the full costs there is some support available through the independent Brenda James Trust
- 6 In addition, all primary schools are offered whole class 'wider opportunities' (initial experience of music education) classes for a Key Stage 2 year group (1,329 pupils).

These are offered for a nominal charge to schools (parents cannot be charged for this provision) and 39 of the 41 schools have taken this up this year.

- 7 The service also co-ordinates the Saturday Music Centre which includes three orchestras, three wind bands, keyboard ensembles, recorder ensembles and a choir, attended by nearly 300 children and is encouraging partnerships with community ensembles and organisations as part of the Music Education Hub.
- 8 The service has a number of world instruments (e.g. gamelan, samba, tabla) which are available for hire by schools. Individual instruments are also available to hire by parents for pupils receiving tuition.
- 9 Occasionally schools will contract with the service for general music teaching and this is charged to schools on a supply teacher basis. Currently this is provided to six primary schools.
- 10 The Music Service is led by a senior officer who manages a team of 22 peripatetic staff (13.43 full time equivalent). The staff are centrally employed on national teachers' terms and conditions ranging from a few hours each week to a small number who are full-time.

STRATEGIC CONTEXT

- 11 The Music Service contributes to the council's corporate plan priority of Raising Educational Standards by providing opportunities for young people to develop skills and abilities in music.
- 12 The Department for Education (DfE) commissioned a review into music education which was led by Darren Henley and is now known as the Henley Review. This led to the DfE and the Department for Culture, Media and Sport (DCMS) launching its National Plan for Music Education on 27 November 2011 setting out the arrangements for April 2012 through March 2015 (The Importance of Music – A National Plan for Music Education – refer to background papers).
- 13 The plan determines that the music education grant will be administered and distributed by the Arts Council through a bidding process to a number of music hubs (these are fewer in number than the current education service authorities). The Arts Council will manage and distribute the grant to these music hubs.
- 14 In May 2012 the IWMS was successful in its bid to be the lead organisation for the Isle of Wight Music Education Hub.
- 15 The music hub is expected to draw together a range of cultural activity within an area i.e. bringing together and building on the work of schools, music services, professional musicians and other arts organisations. On the Island, the music hub will be expected to deliver a range of core activities by fostering partnerships with schools, out of school providers and associate organisations including Portsmouth and Southampton Music Services.

- 16 The four core activities are defined as: –
- a Initial experience, also known as ‘wider opportunities’.
 - b Continuing (small group) instrumental tuition.
 - c Enrichment (music centres, wind bands, orchestras, ensembles)
 - d Supporting a singing strategy (currently delivered via professional development for school staff and often linked to national ‘Sing-Up’ training in conjunction with Southampton and Portsmouth).

- 17 Funding for the hubs (the Music Education Grant or MEG) has been announced for the three years from 2012 to 2015 to bring a degree of stability and to enable forward planning, however this indicates a significant reduction in funding over this period.

Music Education Grant (MEG)

2011/12	2012/13	2013/14	2014/15
£360k	£324k	£259k	£145k

- 18 In addition, the gross operating costs of the IWMS are currently £699,978 per annum. These costs do not include the accommodation and infrastructure costs which are met from the main education services budget. Additional income is currently generated through tuition fees and equipment hire, however in 2011/12 there was an actual operating loss of £157k due to a decline in pupil tuition numbers and whilst efforts have been made to improve this position a more detailed plan to reduce this risk of operational loss is required, especially in the light of the £36k reduction in grant. The overall budget within the Schools and Learning service area has been used to cover this overspend to date, but it will not be available for these purposes in the future.
- 19 The Isle of Wight Music Service has made a successful bid to become the lead organisation of the music hub and is building on the developing collaborative and community work emerging from the move to the Downside Community Centre. However, payment of the grant is subject to the council being able to demonstrate to the Arts Council that it has a clear plan for going forward which is both sustainable and capable of delivering the core elements of the grant (paragraph 16 above)
- 20 The significant reduction in grant and on-going operating losses of the IWMS requires a radical restructure of the service in order to provide a longer-term more sustainable model for music tuition on the Island.
- 21 Following the recommendation made by members of the Children and Young People’s Scrutiny Panel, a working group has been established to help consider a wide range of models for the future direction of the music service on the Island, taking into account the financial resources available. The working group includes parents, community representatives, teachers and other key stakeholders. These models are outlined in paragraph 23 of this paper.

- 22 It is proposed that the council undertakes a period of formal consultation with service users, parents, staff (including school staff), key stakeholders and the wider public, setting out some or all of these options, so that any decisions concerning the future of the service can be informed by their views.

Potential models for future service delivery

- 23 This paper is seeking permission to start a formal consultation process on a range of models for the future delivery of music education on the Island. The different models are as follows:

Model 1 – Reduce the current range of music tuition service to focus on teaching a reduced range of musical instruments. Those currently delivered most cost effectively are guitar, keyboard, drums and violin. This model would not support for example woodwind tuition and may have an impact on the range of instrumentalists available for the Youth Orchestras and bands. In addition the music service would retain a small core of staff who would provide a quality assurance role and offer advice and support to schools who may choose to commission other instrumental tuition.

Model 2 – Music service to cease providing any direct instrumental tuition or quality assurance function and focus wholly on the wider opportunities and enrichment aspects of the core activities (paragraph 16 above)

Model 3 – As per model 2 (i.e. no direct instrumental tuition) but, as per model 1, retaining a small core of staff who would provide a quality assurance role and offer advice and support to schools who may choose to commission other instrumental tuition.

Model 4 – Develop a partnership with another organisation (such as another music service) or be part of a new body (Trust or Community Interest Company) which might enable the council to secure models 1 and 3 above or a variation of them.

- 24 Evaluation of models

It is essential that the new delivery model provides a long-term, financially sustainable model for the delivery of music services on the Island.

Model 1

This model enables the music service to retain some teaching capacity and a core group of staff who will provide a quality assurance function and provide advice and support to school who choose to commission instrumental tuition from other sources. It will provide the capacity within the service to meet all four core activities (paragraph 16 above). The council would continue to meet the accommodation and infrastructure costs from its main budget for education services. It will secure payment of the grant from the Arts Council. This model does, however, depend on the continuing willingness of schools to buy into the remaining tuition categories so the outcome of consultation with schools will be crucial to avoid any further risk of operating loss. This model does not support woodwind tuition which is a strength of the current service (quality rather than popular demand). As a result of reducing the range of instrumental tuition there will be some redundancy costs associated with this model.

Model 2

This model would see the council retain a small group of staff who would work on a flexible contract to meet the wider opportunities and enrichment elements of the grant (paragraph 14 above). This would probably lead to a lack of cohesion and consistency and may not be sustainable in the medium to long term. Whilst this model poses the least longer term financial risk to the council (although there will be redundancy costs in the short term) it also poses the greatest risk to securing the grant from the Arts Council as it cannot sustain all four core elements of the music education grant (paragraph 16 above). For this reasons it is recommended that this model is not considered for consultation.

Model 3

This model focuses on the quality assurance and advice / support role described in Model 1 above but without any direct instrumental tuition provision as described in Model 2. It also provides some reassurance to those who have expressed concern about the risk of poorer quality of instrumental tuition if there is a wholly schools' based commissioned service. This model enables the music service to meet the core requirements of the grant (paragraph 16 above) so securing payment from the Arts Council while reducing risk to the council through loss of sufficient income through the instrumental tuition element.

Model 4

This model creates the most flexibility in the medium to long term (as it keeps both models 1 and 3 or variation as a possible outcome) but is the most financially challenging in terms of risk to the council's budget and the payment of grant from the Arts Council who wish to see a clear plan for the way forward in the foreseeable future. Any externalisation from the council would also mean that the succeeding organisation would need to meet the accommodation and infrastructure costs currently being met by the council. However, a number of music and arts groups on the Island wish this to be a serious consideration and so it is recommended that this model is included in the consultation so as to provide time for discussions with those groups to take place. Depending on the outcome of consultation on this model further consultation may be required which might lead to further financial risk for the council.

25 Consultation

Following discussion at the Children and Young people Scrutiny Panel it was agreed that further consultation should take place and models proposed for formal adoption and consultation.. The proposed timetable to take forward the consultation is set out below:-

- April 2012 – Form Music Forum and Advocates Group (in place)
- May 2012 – July Identification of options/models for consultation (completed).
- August 2012 – Report to Cabinet, authorisation for consultation, More detailed work on financial assessment of each option.
- September 2012 – Public Consultation, Consultation with Music Service staff, Consultation with schools / stakeholders
- November 2012 – Report to Cabinet for decision
- April 2013 - Structure in place

FINANCIAL / BUDGET IMPLICATIONS

- 26 Detailed budget plans will be developed, in conjunction with fully exploring the models adopted for consultation. However, it is imperative to note that the intention is to deliver a financially sustainable model in the long term. It is expected that there will be some redundancy costs associated with all models as current income does not support the number of staff employed and has led to the operating loss in 2011/12 and the expected operating loss in 2012/13.
- 27 If models 1 or 3 are adopted then the council would continue to fund the accommodation and infrastructure costs associated (currently estimated at £48k) with the service but would seek to reduce these, wherever possible, in line with the council's commitment to reduce such costs in order to sustain front line services.

LEGAL IMPLICATIONS

- 28 There is currently a statutory requirement, under the National Curriculum, for children to be taught music in schools at Key Stages 1, 2 and 3. This is funded, along with all curriculum subjects, through the Dedicated Schools Grant. However, there is not a statutory requirement on the council to provide a music tuition service.
- 29 As the lead organisation of the IW Music Education Hub a Music Education Grant is received from the Department for Education administered by Arts Council England, to ensure that core music services are delivered across the schools in their area.
- 30 In order for the Council to be in a position to make a decision on the future of the music service it is important that consultation is undertaken and that the views expressed during the consultation are taken into consideration when reaching a decision. The consultation will also assist the Council in meeting its duties under the Equality Act 2010.
- 31 Some of the options which are proposed for consultation are situations which could result in Transfer of Undertakings (Protection of Employees) Regulations 2006 ("TUPE") implications and this will be considered prior to any final decision being made and in full consultation with staff.
- 32 It is within the council's powers to consider the future direction of the Music Service, having regard to the matters raised above.

PROPERTY IMPLICATIONS

- 33 The Music Service is currently based at Downside Community Centre. It is envisaged that this arrangement, or similar, would continue if models 1 and 3 are adopted. .

CARBON EMISSIONS

- 34 The impact of the various options on the Council's carbon footprint and the financial implications of this in terms of carbon allowances will be assessed as part of the full evaluation of each model

EQUALITY AND DIVERSITY

- 35 The council as a public body is required to meet its statutory obligations under the Equality Act 2010 to have due regard to eliminate unlawful discrimination, promote equal opportunities between people from different groups and to foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 36 An initial screening for equality impact assessment has been undertaken and is attached as Appendix 1. A full equality impact assessment will be completed following the consultation and the contents of this draft will need to be considered prior to any decision being made.

OPTIONS

- 37 In deciding the next stage Cabinet is asked to consider the following options:

Option 1: To approve the commencement of the formal consultation exercise on all four of the models identified in paragraph 23 above. To ask officers to explore the experiences of other local authorities who have adopted or who are considering adoption any of these models and to include any information or evidence gained in the final report to Cabinet.

Option 2: To approve the commencement of the formal consultation exercise on models 1, 3 and 4 as identified in paragraph 23 above. To ask officers to explore the experiences of other local authorities who have adopted or who are considering adoption any of these models and to include any information or evidence gained in the final report to Cabinet.

Option 3: To not proceed with consultation at this stage and request that further work is undertaken by officers.

RISK MANAGEMENT

- 38 There are no risks in consulting with the public and key stakeholders on the future of the service. It is essential that the Council undertakes consultation in order to properly assess the impact of the proposals and options available.

Option 1:

Whilst it is good to include all possibilities in a consultation there are circumstances where to do so is counter-productive. Including Model 2, which poses a reputational risk, is not recommended for that reason (paragraph 24 above).

Option 2:

This enables a wider stakeholder group and other interested parties the opportunity to express views on the three models, (1, 3 and 4) which provide the most secure way forward for the grant payment and the music service but with varying financial implications. It is to be noted that a further period of consultation may be required if a model 3 is adopted as the way forward.

Option 3:

The risk of not consulting at this stage and requesting further work could result in additional costs to the service in terms of officer time. A delay to the start of any restructured service may also impact on the ability of the service to address the deficit and operate within available resources.

EVALUATION

- 39 The paragraph above sets out a range of options for the consultation on the future direction of the Music Service. These options will continue to be explored with the Music Working Group, prior to undertaking a comprehensive formal consultation exercise.
- 40 A delay in implementation would not address the financial deficit and will result in a continued failure to operate within available resources.

RECOMMENDATION

- 41 Option 2: To approve the commencement of the formal consultation exercise on models 1, 3 and 4 as identified in paragraph 23 above. To ask officers to explore the experiences of other local authorities who have adopted or who are considering adoption any of these models and to include any information or evidence gained in the final report to Cabinet.

APPENDICES ATTACHED

- 42 [APPENDIX 1](#) - Equality Impact Assessment Initial screening
- [APPENDIX 2](#) - Draft consultation document and survey

BACKGROUND PAPERS

- 43 'The Importance of Music – A National Plan for Music Education'

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