



LEAD MEMBER FOR EDUCATION AND INCLUSION, SPECIAL EDUCATIONAL NEEDS AND DISABILITY

DECISIONS to be made by the Lead Member for Education and Inclusion, Special Educational Needs and Disability,
Councillor Bob Standley

FRIDAY, 14 SEPTEMBER 2018 AT 10.00 AM

ROOM CC1 - COUNTY HALL, LEWES

AGENDA

- 1 Decisions made by the Lead Cabinet Member on 16 July 2018 (*Pages 3 - 4*)
- 2 Disclosures of interests
Disclosure by all Members present of personal interests in matters on the Agenda, the nature of any interest and whether the Member regards the interest as prejudicial under the terms of the Code of Conduct
- 3 Urgent items
Notification of items which the Lead Member considers to be urgent and propose to take at the end of the appropriate part of the Agenda
- 4 East Sussex Music - Proposed next steps (*Pages 5 - 80*)
Report by Director of Children's Services
- 5 Any urgent items previously notified under agenda item 3

PHILIP BAKER
Assistant Chief Executive
County Hall, St Anne's Crescent
LEWES BN7 1UE

6 September 2018

Contact: Aaron Sams 01273 335138274,

Email: aaron.sams@eastsussex.gov.uk

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LEAD MEMBER FOR EDUCATION AND INCLUSION, SPECIAL EDUCATIONAL NEEDS AND DISABILITY

DECISIONS made by the Lead Member for Education and Inclusion, Special Educational Needs and Disability, Councillor Bob Standley, on 16 July 2018 at County Hall, Lewes

Councillor Davies spoke on item 4 (see minute 8)

Councillor Field spoke on item 4 (see minute 8)

Councillor Tidy spoke on item 4 (see minute 8)

Councillor Ungar spoke on item 4 (see minute 8)

Councillor Webb spoke on item 4 (see minute 8)

6 DECISIONS MADE BY THE LEAD CABINET MEMBER ON 26 JUNE 2018

6.1 The Lead Member approved as a correct record the minutes of the meeting held on 26 June 2018.

7 REPORTS

7.1 The report referred to below is included in the minute book.

8 AFTER SCHOOL AND HOLIDAY CLUB PROVISION

8.1 The Lead Member considered a report by the Director of Children's Services regarding a proposal to end provision from the Local Authority of after school and holiday club provision and for Special Schools to further develop their provision.

8.2 The Lead Member RESOLVED to –

1) note the outcome of the public and staff consultation on the Local Authority's proposal to cease to provide after schools and holiday clubs in Special Schools and provide 24 months transitional funding to special schools to support the development of new provision; and

2) agree to the closure of the After School and Holiday Clubs provided by the Local Authority.

Reason

8.3 The agreed approach represents good value for money for the Council, promotes sustainability, whilst continuing to provide a valuable service to parents and young people.

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Report to: Lead Member for Education and Inclusion, Special Educational Needs and Disability

Date of meeting: 14 September 2018

By: Director of Children's Services

Title: East Sussex Music - Proposed Next steps

Purpose: To consider the feedback from the public consultation, progress made on alternative solutions to closure and to seek agreement to the next steps

RECOMMENDATIONS

The Lead Member is recommended to:

- a) note and welcome the identification of new additional savings of £49,095 in 2018/19 (full year effect of £84,346 from 2019/20) which will put the service in a sustainable position to balance the budget and retain the small group and individual instrumental tuition service within the Music Service; and
- b) agree that officers proceed with further exploration of making the Music Service sustainable in the longer term by considering whether to award a concession contract for the provision of the County's music service as detailed in the report.

1 Introduction

- 1.1 East Sussex Music is the county music service and lead organisation of the East Sussex Music Education Hub. It provides a range of musical opportunities for children and young people including whole class, small group and individual instrumental tuition, bands, ensembles, orchestras and choirs from beginner to advanced level and post-16 A level and BTEC music courses. We recognise the value that active involvement in music brings to the lives of children and young people.
- 1.2 The service is funded through income from fees from parents and schools and through grant funding. A reduction in grant funding has put the service in financial difficulty resulting in a budget pressure of £180,000. However, while valued, as the Music Service is not a statutory service, it would not be appropriate to take funding from other statutory frontline services to address the budget pressure. Therefore, a proposal to consult on closing the small group and individual instrumental tuition part of the service, currently used by over 3000 children and young people, was agreed in April 2018.
- 1.3 While a number of savings had been identified to be implemented this financial year, the priority has been to identify further savings to close the budget gap and avoid closure of the instrumental tuition service and to explore longer-term options that emerged through the public consultation process that would secure longer-term financial sustainability for the service, without requiring resources from the County

Council.

2 Background

- 2.1 Following the loss of grant income, East Sussex Music, the county music service, needs to save a minimum of £180,000 per annum to be financially sustainable within the Arts Council grant and income generated through the service. Proposals to restructure the management and administration team, reduce the number of teaching weeks and to remove the upper pay range of the teachers' salary scale were consulted on last autumn. If implemented in full, the changes would have saved £220,000, closing the budget gap and providing a small amount of resilience in relation to further changes in income. If not required for this purpose any surplus could be used for targeted work with vulnerable young people in response to the government's expectations of arts organisations around supporting the social mobility agenda.
- 2.2 Due to significant union opposition to the removal of the upper pay range (UPR), this proposal was withdrawn. Through the consultation process and subsequent meetings with unions, no proposals came forward to replace the savings that would have been achieved through removal of UPR. It was not recommended to make cuts in statutory children's services to fund a budget gap in a non-statutory service. As such, a proposal to close the small group and individual instrumental tuition service was drawn up for consultation.
- 2.3 Closure of this part of the Music Service would deliver savings to close the budget gap and provide budget flexibility against further loss of income to the service. Some of the savings released would need to be utilised to mitigate the impact of closure on vulnerable groups.
- 2.4 All but a small proportion of the teaching staff would be eligible for redundancy and the service would require a smaller senior management capacity and administration team. The estimated redundancy cost would be £350,000. However there would be a requirement for some teaching staff to be re-employed (as they have the skills, knowledge and experience needed) to support schools with whole class instrumental tuition and provide opportunities for children to play in ensembles through the work of area music centres and summer schools.
- 2.5 On 30 April 2018, the Lead Member for Education and Inclusion, Special Educational Needs and Disability, agreed to consult on the proposal to close the instrumental tuition service and that he would welcome proposals from outside bodies to deliver instrumental teaching services. A public consultation was launched on 6 June with an online survey open till 27 July. Face to face meetings were held with staff, parents, young people and partners.
- 2.6 An e-petition attracted the required signatures to trigger a full Council debate on the proposal, which took place on 10 July 2018. The Council agreed the following motion: "The Council notes the petition and welcomes the steps taken by the Council to explore a realistic, sustainable future strategy for the East Sussex Music Instrumental Service in line with the Lead Member decision on the 30th April 2018".

3 Supporting information

- 3.1 The feedback that has been received from a range of stakeholders through the public consultation has been invaluable in helping us find a way forward and in highlighting key issues and concerns to consider should the closure option be taken forward. It has also been important to establish what options for instrumental tuition there would be, should it be decided to close the instrumental tuition service and to consider what the impact of closure might be and how negative impacts might be mitigated.
- 3.2 An Equality Impact assessment (EQIA) has been completed to assess the impact of the closure of the instrumental tuition service. The conclusion is that there is potential for negative impacts for children and young people with SEND, from low income families and from isolated rural areas. The EQIA has identified potential mitigation to address the negative impact to close the instrumental tuition service were it to be agreed. The Equality Impact assessment is attached in appendix 1. In considering the proposals in this report, the Lead Member is required to have 'due regard' to the duties set out in Section 149 of the Equality Act 2010 (the Public Sector Equality Duty). Equalities Impact Assessments are carried out to identify any adverse impacts that may arise as a result of the proposals for those with protected characteristics and to identify appropriate mitigations. Members must read the EQIA and take its findings into consideration when determining these proposals.

Closing the budget gap

- 3.3 A key aim has been to close the £180,000 budget gap that prompted the proposal to consult on closing the instrumental tuition service. The 2018/19 budget was for a breakeven position, but recognising that all necessary savings would need to be found. Fee remission and Merit Award changes achieved savings of £54,993 from 1 April 2018. The management and administration restructure and the reduction in teaching weeks consulted on with staff last autumn will be implemented from 1st September 2018 and will deliver savings of £46,124 in 2018/19 (with full year effect of £79,070 from 2019/20). This leaves savings of £78,883 to be found in 2018/19 (with an equivalent amount of £45,937 in 2019/20).
- 3.4 We are pleased to confirm new savings of £49,095 (full year effect in 2018/19 of £84,346) have been identified by the Music Service management team which appear in Appendix 2. The majority of these savings could not have been foreseen or quantified before the public consultation, for example staffing cost savings from voluntary severance requests and reduction in hours. While some service delivery savings had been identified by managers during the initial consultation, which enabled a positive change to the proposed structure, the desire to avoid closure and retain the instrumental tuition service has prompted further savings to be identified by managers. We were also able to identify some new process efficiencies, following a data protection risk assessment which resulted in the decision that invoices could now be emailed to parents rather than being sent through the post.
- 3.5 As some of the savings can only be implemented from 1st September 2018, £29,788 of the funding set aside by the County Council from the Transformation Reserve will be utilised to balance this year's budget. All the savings will have a full year impact from April 2019 ensuring that the budget will balance from 2019/20, with a small surplus of £38,409. Appendix 2 provides more detail of the budget and savings.

- 3.6 As there is no longer a budget shortfall with the service now sustainable in the short to medium term we are not recommending closure of the instrumental tuition service. However we recognise that there are factors outside our direct control that can impact on the future budget. These include the risk that the government may choose to make cuts, in the future, to Arts Council funding. We also cannot control national pay settlements for teachers which could add new pressures to our budgets. It will also be important to continue to attract and retain pupils to ensure our operating costs are covered by income.
- 3.7 The public consultation has provided valuable information regarding the willingness of some parents to pay more for lessons in order to retain instrumental tuition with East Sussex Music. We acknowledge that an increase in fees may not be manageable for some families, particularly those with incomes just above the level that qualifies for fee remission, and this could result in a drop in recruiting new pupils and some children currently learning with us having to stop their lessons. We are committed to ensuring that as many children as possible are able to access lessons, however if costs increase or income reduces, we will need to look at the option of increasing fees, whilst ensuring that those on the lowest incomes are supported through appropriate levels of fee remission.

Alternative Business Model

- 3.8 We have always been explicit that we need to find a business model that would provide greater robustness and confidence in the long term financial viability of the service. Without a sustainable plan, it is likely that the service would struggle to balance the budget and the inevitable uncertainty that would bring would be difficult for managers, staff, parents and pupils. We want to find an operating model which sets the foundation for a vibrant and financially sustainable future for East Sussex Music without the need to cut other key statutory services which form part of the County Council's core offer.

Alternative business model 1: Awarding a concession contract

- 3.9 As a result of the public consultation an expression of interest has been received from another music service (an independent provider providing services to a neighbouring local authority) to explore developing a sustainable model through a joint offer and a potential merger of services.
- 3.10 A merger would offer the opportunity for economies of scale, such as in senior management, administration, property, systems and equipment, providing a financially sustainable model that would secure the long-term viability of the Music Service.
- 3.11 However, there are procurement issues that mean a traditional "merger" with another music service (where that service has already been outsourced) is not possible.

3.12 Nevertheless, this expression of interest has raised the potential for the East Sussex Music service to be outsourced under a concessions contract. Having given this some initial consideration, it is considered that there is mileage in further exploring this as a potential long term solution for the music service.

3.13 Under a concession contract, the consideration (“payment”) model is different from a conventional contract and consists of either:

- Granting the contractor the right to exploit (that is, to profit from) the works/services that are the subject of the contract; or
- Granting the contractor that right together with some payment from the contracting authority/utility.

The organisations that would be able to deliver the concession contract would need to demonstrate experience of operating a music service and therefore many of the economies of scale set out above may nevertheless be delivered through a concession contract.

3.14 Furthermore, this model is likely to be viewed positively by staff and trade unions as it would retain small group and individual instrumental tuition within the service and current staff would transfer to the new organisation retaining their current terms and conditions. The compulsory redundancy of many teachers would be avoided along with the associated redundancy costs.

3.15 Importantly for children and young people and their families this development has the potential to improve and diversify the current offer and allow for greater resource to be focussed on supporting social mobility.

3.16 Previous discussions with other music services had not proved fruitful primarily because we were not an attractive proposition because of our budget deficit as well as the timing not being right for neighbouring services. Now that we have addressed the budget deficit by implementing the management and administration restructure and identifying new savings as set out in paragraph 3.4, this expression of interest now has real potential. There is a genuine desire by all parties to find an alternative to the closure of the instrumental tuition part of our service. We believe that this option should therefore be explored in more detail.

3.17 To implement a concession contract, a tendering process (in accordance with the Concession Contracts Regulations 2016) would be required and the next step would be to issue a PIN (Prior Information Notice) inviting formal expressions of interest. Subject to a successful outcome, we anticipate that this model could be in place for September 2019.

Alternative business model 2: the Hounslow / Croydon model

3.18 A model that has been implemented in Croydon has been put forward by the heads of the music services in Croydon and Hounslow. This model would separate roles into a lead teacher role providing whole class tuition, paid on national teachers’ terms and

conditions and an instrumental tutor role which would be paid on a local pay scale.

- 3.19 HR and legal advice has been sought, including expert counsel, on aspects of the proposal that previous advice has indicated would carry risks if implemented. The legal advice remains that there are some aspects of the proposal that could be challenged by staff and Trade Unions. In addition, the model has been costed, as the costings provided with the proposal were based on inaccurate data. Costing it using current teaching hours and the nearest equivalent on the Single Status scale to that used in the proposal, this model would save £51,765, not £145,641 as indicated in the proposal.
- 3.20 Although a number of managers and staff in the service have been promoting this proposal, we believe this model could be divisive and prove difficult to implement as it is unlikely to be supported by a large number of staff. This is because of the wide difference in salary between the proposed lead teacher role and the instrumental tutor role and because of the loss of teachers' terms and conditions for the majority of the teaching staff.
- 3.21 There are also concerns about the efficiency of this model when implemented across a large rural county, compared to a smaller urban area. Significant improvement in efficiency of delivery was achieved in a restructure implemented in 2014, part of which is dependent on having a single job description to enable flexible use of teaching resource.
- 3.22 Further information and analysis of advantages and disadvantages of the two options is contained in appendix 3.

Alternative private provision

- 3.23 In order to understand what private market provision might be available in the county, a meeting was held with organisations who had pro-actively contacted ESCC wishing to discuss options. This was an important part of the process as we needed to be sure that should the instrumental tuition part of the service close, children and young people would be able to access music lessons.
- 3.24 Subsequently, proposals have been received from 3 organisations outlining how they could scale up their provision to provide a whole county service.
- 3.25 Should East Sussex Music cease to deliver instrumental tuition, teaching staff made redundant from the service would have the choice whether to work for a private provider, teach as a private individual or develop a teaching co-operative.
- 3.26 The Music Education Hub would have a strategic role in determining that there was provision of an appropriate quality in the county and a responsibility to inform parents of how to access provision and to ensure that there is support available for vulnerable groups to do so. One of the most challenging issues would be how to ensure that appropriate levels of tuition would be available in the rural areas, where it is not so commercially viable to provide a service.
- 3.27 At this point it is not known whether all schools would welcome private providers teaching during the school day. Parents, and schools, if they invite private providers to

teach on their premises, would have responsibility for determining the quality of provision of any specific individual or organisation and there has been some concern expressed about this through the consultation.

- 3.28 Although we are now not recommending closure of the instrumental tuition service, discussions with private providers has demonstrated that there could be opportunities to collaborate and diversify the offer for young people. This could include collaborating on musical projects, developing closer links for pupils taught by private teachers / providers with the opportunities provided by the service's music centres and summer schools, sharing CPD opportunities for instrumental teachers, and learning from each other's systems for assessment and reporting.

4 Analysis of consultation feedback

- 4.1 A significant amount of correspondence was received following the Lead Member decision to consult, expressing concern about the proposal to close the instrumental tuition service. All correspondence is available to view in hard copy by members in the Cabinet Room and the Members' Room. The e-petition opposing the closure attracted 12,385 signatures.
- 4.2 Online surveys for adults and young people were published on the ESCC website. A survey was also sent to schools, asking for their views on the closure proposal and on two options for how schools could help reduce cost for the Music Service. Face to face meetings were held with parents and young people at area music centres and with East Sussex Music staff, the Schools' Forum, members of the East Sussex Music Education Hub board, heads of other music services, the Arts Council and private providers of instrumental services.
- 4.3 511 adults and 60 young people responded to the online survey. One primary school and one secondary school responded to the schools' survey. The surveys are attached in appendix 4. A full analysis of the consultation is contained in appendix 5.
- 4.4 Throughout the consultation many people spoke in support of the importance that music can make to children and young people from challenging backgrounds. This supports our commitment to increasing the funding that is available to support the social mobility agenda.
- 4.5 From the beginning of this process, there has been constructive dialogue with the Arts Council. They have understood the challenges we faced and we were also clear about the expectations they had of the Music Hub if the instrumental tuition part of the music service was to close. The key issues have been identified to ensure the funding criteria are met and it has been agreed that detailed action planning would take place after the decision on the closure proposal is made in September, should this be necessary. They have been supportive of the desire to focus more resource on the most vulnerable to support the social mobility agenda.

5 Conclusion and reasons for recommendations

- 5.1 We knew that the decision to consult on the closure of the instrumental part of the service would result in widespread public debate. Without a public consultation it is unlikely that we would have been able to find a positive way forward for the Instrumental tuition service.
- 5.2 The first task was to close the budget gap. This has been achieved by continuing with the plans to implement part of the proposals that had previously been consulted on and by the identification of new savings which emerged through the public consultation. This will result in a balanced budget from 2019/20 which would allow time to explore an alternative business model in more detail. The number of people indicating that they would be prepared to pay more for lessons, in order to retain the instrumental tuition service, highlights the degree to which the service is valued and now provides us with greater confidence that we could potentially offset future modest increases in cost or loss of income.
- 5.3 Although all proposals that provided an alternative to closure were welcomed, having reviewed the Hounslow/Croydon model we do not consider this to be the best option for the future of the service as it would not deliver a substantial reduction in operating cost, would potentially reduce efficiency of delivery that has been achieved since restructuring in 2014 and would result in a loss of teachers' terms and conditions and a drop in salary for the majority of teaching staff.
- 5.4 The expression of interest that emerged through the public consultation, which has led to the option of awarding a concession contract, potentially to an existing music service, provides the opportunity to explore a model that would deliver significant efficiency in management and administration, providing a more robust financial position for the new organisation. It would also release funds to improve the offer to children and young people, particularly those in challenging circumstances, ensuring the Hub meets the government's requirement to support social mobility.
- 5.5 We have been appreciative of the private providers that came forward and of the thought they had clearly put into how they could scale up their current offer to children and young people across the county should the instrumental tuition part of the service close. We would be interested in continuing with this dialogue to explore opportunities to collaborate, to the benefit of all children and young people learning an instrument in the county.
- 5.6 The number of people who provided feedback through correspondence, signing of the petition and completion of the survey has demonstrated the degree to which the Music Service is valued and has highlighted the benefits to young people of playing an instrument and of being actively engaged in musical activities. Through the public consultation we have been able to find a positive way forward and it is hoped that we are now able to re-build trust and confidence in what we believe is a very exciting and financially sustainable future.
- 5.7 In light of the above the small group and individual instrumental tuition service will be retained within the Music Service. It is proposed that officers proceed with exploring the option of awarding a concession contract to provide a long-term sustainable future for the service.

- 5.8 The music service team are working closely with communications team to co-ordinate the announcement of a decision on the future of the music service and explain the financial changes which have prompted this recommended course of action. This includes plans to inform staff, stakeholders and the media.

Stuart Gallimore
Director of Children's Services

Contact Officer: Louise Carter
Tel. No. 01273 482809
Email: louise.carter@eastsussex.gov.uk

LOCAL MEMBERS

All

Appendices

Appendix 1 – Equality Impact Assessment

Appendix 2 – Budget information

Appendix 3 – Further information and analysis of advantages and disadvantages of the two options

Appendix 4 – Surveys for adults and for young people

Appendix 5a – Consultation analysis – Adults

Appendix 5b – Consultation analysis – Young people

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Appendix 1 - Equality Impact Assessment

East Sussex Music

Name of the proposal, project or service
East Sussex Music – Closure of small group and individual instrument teaching provision

File ref:		Issue No:	
Date of Issue:	31 July 2018	Review date:	31 July 2019

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Part 1 – The Public Sector Equality Duty and Equality Impact Assessments (EIA)

1.1 The Council must have due regard to its Public Sector Equality Duty when making all decisions at member and officer level. An EIA is the best method by which the Council can determine the impact of a proposal on equalities, particularly for major decisions. However, the level of analysis should be proportionate to the relevance of the duty to the service or decision.

1.2 This is one of two forms that the County Council uses for Equality Impact Assessments, both of which are available on the intranet. This form is designed for any proposal, project or service. The other form looks at services or projects.

1.3 The Public Sector Equality Duty (PSED)

The public sector duty is set out at Section 149 of the Equality Act 2010. It requires the Council, when exercising its functions, to have “due regard” to the need to

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (see below for “protected characteristics”

These are sometimes called equality aims.

1.4 A “protected characteristic” is defined in the Act as:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race (including ethnic or national origins, colour or nationality)
- religion or belief;
- sex;
- sexual orientation.

Marriage and civil partnership are also a protected characteristic for the purposes of the duty to eliminate discrimination.

The previous public sector equalities duties only covered race, disability and gender.

1.5 East Sussex County Council also considers the following additional groups/factors when carry out analysis:

- Carers – A carer spends a significant proportion of their life providing unpaid support to family or potentially friends. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems. [Carers at the Heart of 21st Century Families and Communities, 2008]
- Literacy/Numeracy Skills

- Part time workers
- Rurality

1.6 Advancing equality (the second of the equality aims) involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristic
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people including steps to take account of disabled people's disabilities
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

NB Please note that, for disabled persons, the Council must have regard to the possible need for steps that amount to positive discrimination, to "level the playing field" with non-disabled persons, e.g. in accessing services through dedicated car parking spaces.

1.6 Guidance on Compliance with The Public Sector Equality Duty (PSED) for officers and decision makers:

1.6.1 To comply with the duty, the Council must have "due regard" to the three equality aims set out above. This means the PSED must be considered as a factor to consider alongside other relevant factors such as budgetary, economic and practical factors.

1.6.2 What regard is "due" in any given case will depend on the circumstances. A proposal which, if implemented, would have particularly negative or widespread effects on (say) women, or the elderly, or people of a particular ethnic group would require officers and members to give considerable regard to the equalities aims. A proposal which had limited differential or discriminatory effect will probably require less regard.

1.6.3 Some key points to note :

- The duty is regarded by the Courts as being very important.
- Officers and members must be aware of the duty and give it conscious consideration: e.g. by considering open-mindedly the EIA and its findings when making a decision. When members are taking a decision, this duty can't be delegated by the members, e.g. to an officer.
- EIAs must be evidence based.
- There must be an assessment of the practical impact of decisions on equalities, measures to avoid or mitigate negative impact and their effectiveness.
- There must be compliance with the duty when proposals are being formulated by officers and by members in taking decisions: the Council can't rely on an EIA produced after the decision is made.
- The duty is ongoing: EIA's should be developed over time and there should be evidence of monitoring impact after the decision.
- The duty is not, however, to achieve the three equality aims but to consider them – the duty does not stop tough decisions sometimes being made.

- The decision maker may take into account other countervailing (i.e. opposing) factors that may objectively justify taking a decision which has negative impact on equalities (for instance, cost factors)

1.6.4 In addition to the Act, the Council is required to comply with any statutory Code of Practice issued by the Equality and Human Rights Commission. New Codes of Practice under the new Act have yet to be published. However, Codes of Practice issued under the previous legislation remain relevant and the Equality and Human Rights Commission has also published guidance on the new public sector equality duty.

Part 2 – Aims and implementation of the proposal, project or service

2.1 What is being assessed?

a) Proposal or name of the project or service.

Closure of small group and individual instrument teaching provision by East Sussex Music.

b) What is the main purpose or aims of proposal, project or service?

The main purpose of closing the small group and individual instrumental teaching service provided by East Sussex Music (ESM) is to address shortfalls in funding and savings requirements of Children's Services. Currently peripatetic teachers visit schools across the county to teach instrumental lessons either to individuals or in groups of 2 or more. Lessons also take place after school or on Saturday mornings at Area Music Centres or at the Performing Arts Centre in Lewes.

However if the ESM instrumental teaching service were to close, it is considered that instrumental lessons would be available through the private market, delivered either by another organisation or by self-employed private teachers.

c) Manager(s) and section or service responsible for completing the assessment

Lucy Morgan-Jones, Head of East Sussex Music

2.2 Who is affected by the proposal, project or service? Who is it intended to benefit and how?

- 3,114 children and young people currently use the service
- There are 81 teachers who currently teach in individual and small group lessons.
- 4 administrative staff and 2 managers support these teachers

The instruments currently being taught are:

Strings	1305
Wind	348
Brass	157
Drums/Percussion	163
Classical Guitar	92
Electric Guitars	617
Voice	62
Piano/Keyboard	428

2.3 How is, or will, the proposal, project or service be put into practice and who is, or will be, responsible for it?

The Head of Service, Lucy Morgan-Jones will be responsible for the change management process and for implementing the proposals, reporting to Assistant Director, Lou Carter.

2.4 Are there any partners involved? E.g. NHS Trust, voluntary/community organisations, the private sector? If yes, how are partners involved?

East Sussex Music works with a number of partners. These partners form the Music Hub for East Sussex and meet regularly. They include:

East Sussex Schools (represented by a primary, secondary and special school board member) and the following organisations: ArtsWork, AudioActive, Glyndebourne, Rhythmix and Sussex University.

These partners contribute to the strategic development of music education through the music hub and deliver some services to children and young people.

2.5 Is this proposal, project or service affected by legislation, legislative change, service review or strategic planning activity?

N/A

2.6 How do people access or how are people referred to your proposal, project or service? Please explain fully.

Students can access ESM services through choice; they are not referred.

Currently children and young people access the service through many routes. The majority are as a result of seeing performances at their school by their peers or parents finding the service through word-of-mouth or marketing. Schools who currently have instrumental teaching in their school will signpost parents/carers via that teacher and teachers do recruitment recitals/assemblies in schools.

If the service were to close then individuals would have to access private lessons from individual teachers, groups of teachers or commercial organisations offering instrumental tuition. Schools could also choose to engage private teachers or organisations. Information about tuition is available online and in music shops. The Hub would also have a responsibility to ensure that information about tuition is available.

2.7 If there is a referral method how are people assessed to use the proposal, project or service? Please explain fully.

There are certain groups that receive a discount on the service and this would continue. For these individuals income related assessments are undertaken. Once an individual is deemed eligible, a discount is applied to the cost of lessons.

East Sussex Music provides a 25% discount for children from families with an income less than £20,000 a year but not registered at their school for Pupil Premium.

Students who are registered at their school as qualifying for Pupil Premium receive a 25% discount from the music service. Schools are asked to pay a further 60% of the lesson cost through our partnership remission scheme. Most schools take part in the scheme; where the school does not contribute, parents/carers are signposted to other

public bursaries. The result is that most parents of children who are registered for Pupil Premium pay only 15% of the lesson cost.

2.8 How, when and where is your proposal, project or service provided? Please explain fully.

Peripatetic teachers visit schools across the county to teach instrumental lessons either to individuals or in groups of 2 or more. Lessons also take place after school or on Saturday mornings at Area Music Centres or at the Performing Arts Centre in Lewes.

Part 3 – Methodology, consultation, data and research used to determine impact on protected characteristics.

3.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.

Types of evidence identified as relevant have X marked against them			
	Employee Monitoring Data	X	Staff Surveys
X	Service User Data		Contract/Supplier Monitoring Data
X	Recent Local Consultations		Data from other agencies, e.g. Police, Health, Fire and Rescue Services, third sector
	Complaints		Risk Assessments
X	Service User Surveys		Research Findings
	Census Data	X	East Sussex Demographics
	Previous Equality Impact Assessments		National Reports
	Other organisations Equality Impact Assessments		Any other evidence?

3.2 Evidence of complaints against the proposal, project or service on grounds of discrimination.

There have been no formal complaints against the proposal on the grounds of discrimination. However, feedback from the consultation on the proposal and emails from interested parties have included comments about the potential negative impact on families living in rural areas, those on low incomes and those from vulnerable backgrounds.

3.3 If you carried out any consultation or research on the proposal, project or service explain what consultation has been carried out.

An eight week public consultation has been carried out. Separate surveys were constructed for adults and young people and schools and meetings took place with staff, parents, young people. Hub board members, the Schools Forum, the Arts Council and other heads of music services to ensure that as much feedback could be gathered about the proposal as possible.

3.4 What does the consultation, research and/or data indicate about the positive or negative impact of the proposal, project or service?

Please refer to **Appendix 1** for consultation findings and analysis of key themes.

Part 4 – Assessment of impact

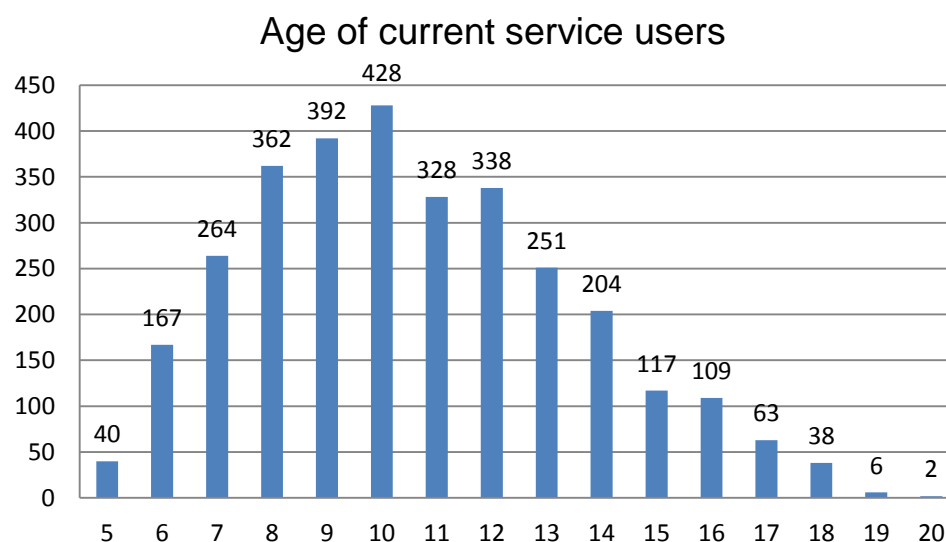
4.1 Age: Testing of disproportionate, negative, neutral or positive impact.

How is this protected characteristic reflected in the County/District/Borough?

According to the school census 2017, 64,987 children are on roll in East Sussex schools at primary and secondary levels.

Eastbourne	Hastings	Lewes	Rother	Wealden	Total
12605	10851	12258	11158	18115	64987

The graph below depicts the current age of services users for East Sussex Music (individual and group lessons). The most common age groups are 9 years and 10 years, reflecting 26% of the current users.



a) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

There is a total of 3134 pupils currently on roll for instrumental lessons as at June 2018. This service reaches approximately 5% of the total school population (64,987 as at Jan 2018).

b) Will people with the protected characteristic (age) be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

Yes. Currently children and young people who use the service users across the county will be affected if the service closes.

c) What is the proposal, project or service's impact on different ages/age groups?

Children and young people of all age groups that currently use the service will be affected if the service were to close. The most common age groups (9 years and 10 years) who currently receive lessons would be affected. However the proposal itself does not target specific age groups.

d) What actions are to/or will be taken to avoid any negative impact or to better advance equality?

Proactive work to support the provision of information to parents and carers to signpost them to alternative provision in the County, if the proposal goes ahead.

Options which may be considered would be a list of 'preferred teachers' held by the music service or through a co-operative of teachers, which would offer a cohesive and quality assured pool of teachers available to parents/carers and schools.

e) Provide details of the mitigation.

A web page on East Sussex County Council will be directed to the public-facing ESCIS (East Sussex Community Information Service) and independent providers of instrumental teaching will be communicated with to encourage them to add their information details to ESCIS. Schools will also be provided with links to the most up to date information and asked to promote opportunities to learn an instrument.

f) How will any mitigation measures be monitored?

The head of the Music Service, as chair of the East Sussex Music Education Hub, will monitor the mitigation measures.

4.2 Disability: Testing of disproportionate, negative, neutral or positive impact.

How is this protected characteristic reflected in the County /District/Borough?

School census Jan 2018:

	Total Pupils	Pupils with statements or EHC plans		Pupils on SEN support		Total pupils with SEN	
		Number	%	Number	%	Number	%
ENGLAND	8,735, 098	253,679	2.9	1,022,537	11.7	1,279,216	14.6
East Sussex	73,952	2,564	3.5	7,715	10.4	10,279	13.9

a) How is this protected characteristic reflected in the reflected in the population of those impacted by the proposal, project or service?

When looking at current on roll records there are 235 individuals with special educational needs that are receiving lessons. This equates to 7.5% of SEND school age pupils currently receiving individual and small group instrumental tuition. This compares to 13.9% of *all* school age pupils in East Sussex schools who have SEN.

74 of these individuals with SEND have been classified as learning in a rural area.

b) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

Although not disproportionately reflected in the cohort, individuals with SEN could possibly find it more difficult to access lessons with private providers. Opportunities for children with SEND would need to be communicated through schools and other web based platforms, and through specific communication of parents/carers of children with SEND.

c) What is the proposal, project or service's impact on people who have a disability?

Individuals with SEND could possibly find it more difficult to access lessons with private providers.

d) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

If the proposal goes ahead, the service would use funding to ensure there were opportunities for children and young people with SEND to learn a musical instrument and enjoy music. The service would also offer CPD sessions on working with children with SEND to music teachers in the county.

e) Provide details of any mitigation.

CPD opportunities for music teachers would need to be provided as part of the Music Education Hub funding requirements. Funding would be used to ensure there were opportunities for children and young people with SEND to learn a musical instrument and enjoy music.

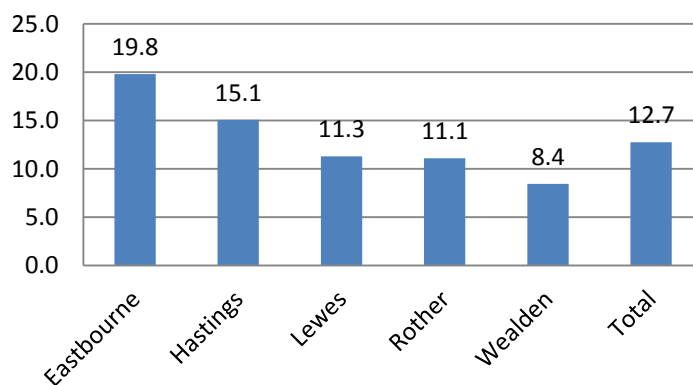
f) How will any mitigation measures be monitored?

Numbers of teachers attending CPD sessions on working with SEND children and evaluation of the sessions will be collected.

4.3 Ethnicity: Testing of disproportionate, negative, neutral or positive impact.

a) How is this protected characteristic reflected in the County /District/Borough?

% BME Pupils by Area - Jan 2018
Schools Census



b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

78% of current service users are White British. 10% are identified as 'Information not yet obtained'. 11.4% identify as being from a BME background. This is lower than the overall BME pupil average as seen on the school census (12.7% BME as at Jan 18).

Ethnic Origin	Number	Percentage
Any Other Asian Background	32	1%
Any Other Black Background	2	0%
Any Other Ethnic Group	19	1%
Any Other Mixed Background	30	1%
Any Other White Background	75	2%
Bangladeshi	2	0%
Black - African	15	0%
Black - British	3	0%
Black Caribbean	1	0%
Chinese	10	0%
Indian	17	1%
Information Not Yet Obtained	320	10%
White - British	2436	78%
White and Asian	60	2%
White and Black African	19	1%
White and Black Caribbean	22	1%
White European	50	2%

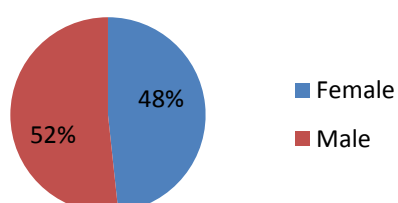
Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

No

4.4 Gender/Transgender: Testing of disproportionate, negative, neutral or positive impact

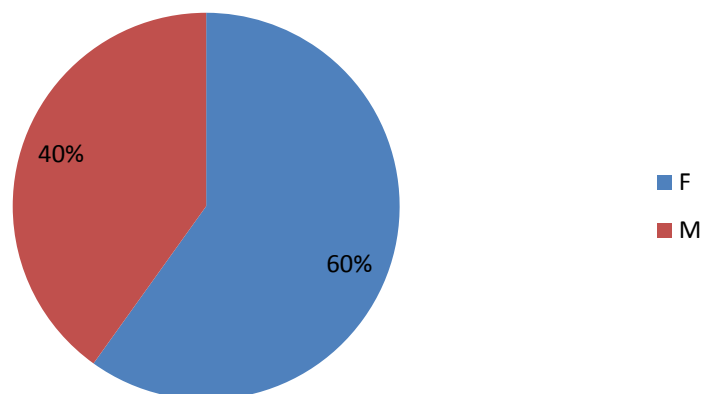
a) How is this protected characteristic target group reflected in the County/District/Borough?

School pupils on-roll
by gender



- b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

Gender of current service users



1865 current service users are female and 1249 service users are male.

- c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

Females account for 60% of the on-roll service users for instrumental lessons currently. This compares to 52% of all pupils who are male; and 48% are female. Females are overrepresented in the teaching provision of individuals and small group instrumental tuition.

- d) What is the proposal, project or service's impact on different genders?**

Although females are over-represented in the cohort of service users, this reflects the national picture. The proposed closure would affect both males and females.

- e) What actions are to/or will be taken to avoid any negative impact or to better advance equality?**

Proactive work to support the provision of information to parents and carers to signpost them to alternative provision in the County, if the proposal goes ahead.

- f) Provide details of the mitigation.**

A web page on East Sussex County Council will be directed to the public-facing ESCIS (East Sussex Community Information Service) and independent providers of instrumental teaching will be communicated with to encourage them to add their information details to ESCIS. Schools will also be provided with links to the most

up to date information and asked to provide opportunities for pupils to learn an instrument.

g) How will any mitigation measures be monitored?

The head of the Music Service will monitor the mitigation measures.

4.5 Marital Status/Civil Partnership: Testing of disproportionate, negative, neutral or positive impact.

N/A. This service is for children and young people only. We do not have any data on the marital status of their parents/ guardians.

4.6 Pregnancy and maternity: Testing of disproportionate, negative, neutral or positive impact.

N/A we do not have any data on how many individuals access the service that are pregnant

4.7 Religion, Belief: Testing of disproportionate, negative, neutral or positive impact.

N/A. We do not have any data on the religion of current service users.

4.8 Sexual Orientation - Gay, Lesbian, Bisexual and Heterosexual: Testing of disproportionate, negative, neutral or positive impact.

N/A. we do not collect any information on sexual orientation of current service users.

Other: Additional groups/factors that may experience impacts - testing of disproportionate, negative, neutral or positive impact.

The on-roll data for current service users records whether the individual receives a discount for the service, as well as whether the location for the lesson is in a rural area as well as whether the individual is in local authority care. These are vulnerable characteristics and should be analysed when assessing the impact of possible closure of the service.

Additional factors: Looked after children, families living in rural areas and families on low incomes

463 pupils receive a discount on the cost of lesson tuition. 119 of those are also classed as being in a rural area. This equates to 3.8% of all service users or 26% of those that receive a discount.

East Sussex Music provides a 25% discount for children from families with an income less than £20,000 a year but not registered at their school for Pupil Premium.

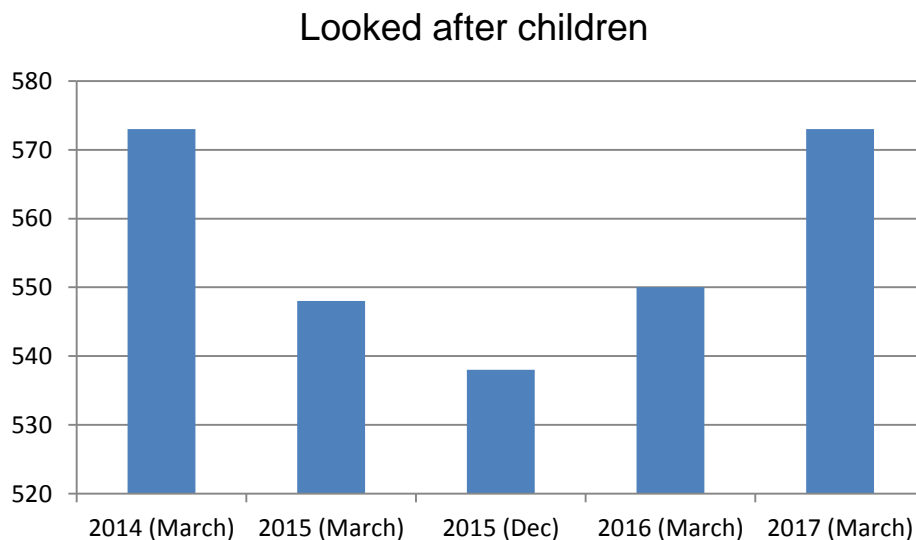
Students who are registered at their school as qualifying for Pupil Premium receive a 25% discount from the music service and schools are asked to pay a further 60% of the lesson cost through our partnership remission scheme. Most schools take part in the scheme; where the school does not contribute, parents/carers are signposted to other public bursaries. The result is that most

parents of children who are registered for Pupil Premium pay only 15% of the lesson cost.

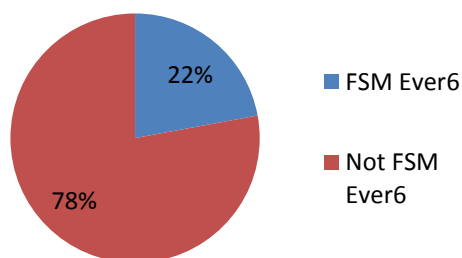
Additionally there are 25 looked after children that currently use East Sussex Music. 10 of these are also classed as being in a rural area.

When removing the other vulnerable categories (discount received, SEN and LAC) there are 1060 individuals that undertake lessons in a rural area.

a) How are these groups/factors reflected in the County/District/Borough?



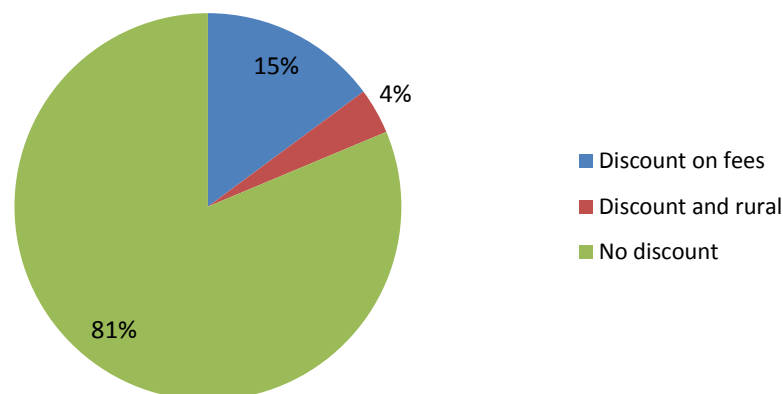
FSM Ever6 Eligibility



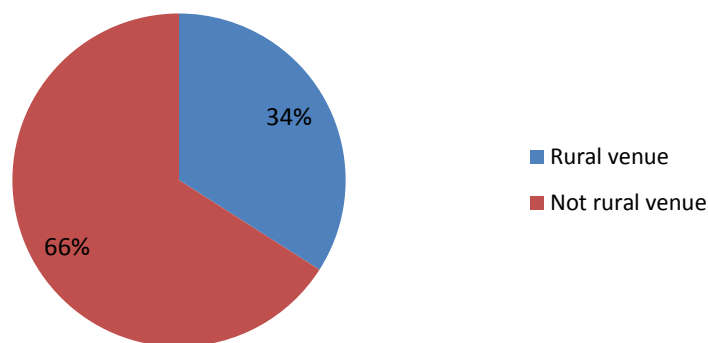
Charts: School Census data - January 2018

Service users who receive discounts on fees and those living in a rural area

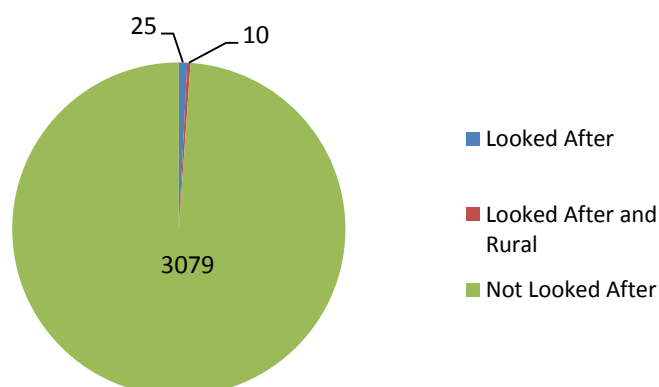
On-roll service users



Lessons in rural areas



Looked After Children



- b) Will people within these groups or affected by these factors be more affected by the proposal, project or service than those in the general population who are not in those groups or affected by these factors?

These vulnerable groups (rural and low income) are more likely to be affected by the change than others. The rural location of the setting may impact on their ability to travel to an alternative venue to access lessons. Also those on lower income might be unable to afford learning an instrument, if they did not continue to receive a bursary (or equivalent) with a private tutor.

d) What actions will be taken to avoid any negative impact or to better advance equality?

Provide bursary scheme for children from families on low incomes.

e) Provide details of any mitigation.

Low income families: closing the instrumental teaching service would allow ESM to reduce its cost. It would be feasible to continue the support for low income families detailed in 2.7 above, providing support to access instrumental lessons for low income families living in more isolated rural areas, for example by providing discretionary payments towards the cost of travel. Schools would be asked to continue to contribute to fee remission for pupil premium pupils.

Rural areas: private teachers / organisations may not be incentivised to teach in rural areas as it is commercially less viable. Consideration could be given to some type of incentive scheme, although the cost of this would need to be capped. **How will any mitigation measures be monitored?**

The number of children receiving bursaries for fee remission from ESM will be monitored and compared to current numbers.

Rural schools could be surveyed for numbers of children learning an instrument and data compared with current numbers.

4.10 Human rights - Human rights place all public authorities – under an obligation to treat you with fairness, equality, dignity, respect and autonomy. **Please look at the table below to consider if your proposal, project or service may potentially interfere with a human right.**

Articles	
A2	Right to life (e.g. pain relief, suicide prevention)
A3	Prohibition of torture, inhuman or degrading treatment (service users unable to consent, dignity of living circumstances)
A4	Prohibition of slavery and forced labour (e.g. safeguarding vulnerable adults)
A5	Right to liberty and security (financial abuse)
A6 & 7	Rights to a fair trial; and no punishment without law (e.g. staff tribunals)
A8	Right to respect for private and family life, home and correspondence (e.g. confidentiality, access to family)
A9	Freedom of thought, conscience and religion (e.g. sacred space, culturally appropriate approaches)
A10	Freedom of expression (whistle-blowing policies)
A11	Freedom of assembly and association (e.g. recognition of trade unions)
A12	Right to marry and found a family (e.g. fertility, pregnancy)
Protocols	
P1.A1	Protection of property (service users property/belongings)
P1.A2	Right to education (e.g. access to learning, accessible information)
P1.A3	Right to free elections (Elected Members)

Part 5 – Conclusions and recommendations for decision makers

5.1 Summarise how this proposal/policy/strategy will show due regard for the three aims of the general duty across all the protected characteristics and ESCC additional groups.

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups

5.2 Impact assessment outcome Based on the analysis of the impact in part four mark below ('X') with a summary of your recommendation.

X	Outcome of impact assessment	Please explain your answer fully.
	A No major change – Your analysis demonstrates that the policy/strategy is robust and the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and foster good relations between groups.	<p>The EQIA identifies there are potential negative impacts for children and young people with SEND, from low income and from isolated rural areas. The EQIA also identifies mitigations for the potential negative impacts and ways in which equality of opportunity could be enhanced by using more funding to support social mobility.</p> <p>Given that the budget deficit has now been addressed by different means, the proposal to close the small groups and individual instrument teaching is no longer recommended.</p>
X	B Adjust the policy/strategy – This involves taking steps to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential effect.	
	C Continue the policy/strategy - This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not unlawfully discriminate	
	D Stop and remove the policy/strategy – If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy/strategy altogether. If a policy/strategy shows unlawful discrimination it <i>must</i> be removed or changed.	

5.3 What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the proposal, project or service?

(Give details)

5.6 When will the amended proposal, proposal, project or service be reviewed?

Date completed:	31 July 2018	Signed by (person completing)	Atiya Gourlay
		Role of person completing	Equality & Participation Manager
Date:	31 July 2018	Signed by (Manager)	Louise Carter, Assistant Director

Part 6 – Equality impact assessment action plan

If this will be filled in at a later date when proposals have been decided please tick here and fill in the summary report.

☐

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

1. Lower the negative impact, and/or
2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact
4. **If no actions fill in separate summary sheet.**

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

Area for improvement	Changes proposed	Lead Manager	Timescale	Resource implications	Where incorporated/flagged? (e.g. business plan/strategic plan/steering group/DMT)
Decreasing negative impact on low income families	If the proposal to close goes ahead, provide bursary scheme for families on low incomes	Lucy Morgan-Jones	18/19 and 19/20	tbc	East Sussex Music Education Hub business plan
Decreasing negative impact on children and young people with SEND	If the proposal to close goes ahead, provides opportunities for children and young people with SEND to learn a musical instrument and enjoy music and offer CPD sessions on working with children with SEND to music teachers in the	Lucy Morgan-Jones	18/19 and 19/20	tbc	East Sussex Music Education Hub business plan

	county.				
Decrease negative impact on children and young people living in rural areas	Give consideration to a bursary scheme to support the cost of travel for low income families and/or an incentive scheme for teachers to teach in rural areas/schools	Lucy Morgan-Jones	18/19 and 19/20	tbc	East Sussex Music Education Hub business plan
Decrease negative impact on availability	If the proposal to close goes ahead, ensure information about alternative providers is given through a variety of means to parents, carers, schools and young people	Lucy Morgan-Jones	18/19 and 19/20	tbc	East Sussex Music business plan

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Appendix 2 Music Service Budget Information

		2018/19	2019/20	Notes
Budget Forecast	Employee costs	2,121,307	2,142,520	
	Non-employee costs	354,200	354,200	
	Subtotal expenditure	2,475,507	2,496,720	
	Arts Council grant	(642,900)	(642,900)	<i>Funding only confirmed to 19/20.</i>
	Customer and client receipts	(1,707,600)	(1,728,813)	
	Subtotal income	(2,350,500)	(2,371,713)	
	Net expenditure	125,007	125,007	<i>£54,993 of £180,000 savings target achieved before start of 18/19 and included in budget. 18/19 budget was set at breakeven, but with an outstanding pressure of £125k to be found.</i>
Initial savings		(46,124)	(79,070)	<i>Savings consulted on in autumn 2017, to be implemented 01.09.18</i>
Further savings identified since May 2018	Staffing (Teachers Voluntary Severance Scheme)	(27,480)	(47,110)	<i>1FTE UPR 3 role (£49,064) replaced with 19 hours of teaching at lower grades (£20,140). Saving: £28,924. 0.7FTE UPR 3 (£34,345) replaced with 12hrs 30 mins teaching, mainly at unqualified grades (cost = £16,159). Saving: £18,186</i>
	Reduction in admin hours	(10,316)	(12,380)	<i>Request to reduce hours received at end of April.</i>
	Service delivery efficiencies	(6,632)	(16,856)	<i>Amalgamation of some groups and rationalising staffing at Area Music Centres and summer schools, resulting in saving on hourly paid staff and some contracted staff released for instrumental teaching, bringing in additional £8.4K of income.</i>
	Postage	(4,667)	(8,000)	<i>Permission received to email all invoices and reminders.</i>
	Subtotal new savings	(49,095)	(84,346)	
	Total savings	(95,219)	(163,416)	
Net before Reserves		29,788	(38,409)	
Use of Reserve¹		(29,788)	-	
Net (surplus)		-	(38,409)	

¹ Following a £0.5m reduction in Arts Council grant funding in 2012, £600K was provided from reserves to allow the Service to continue to operate and balance the budget while plans to achieve financial sustainability were explored and implemented.

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Appendix 3 - Alternative options to closure of the small group and individual instrument teaching by East Sussex Music – Advantages and disadvantages

1. Award of a concession contract

With this model, staff would transfer to the organisation awarded the concession contract on their current terms and conditions under TUPE arrangements. Consultation on any proposed new structures (if relevant) would take place prior to transfer.

The award of a concession contract would require a formal procurement process. The first step would be to issue a Prior Information Notice (PIN) to invite formal expressions of interest. This is a confidential process and so it is not appropriate to provide information about the organisation that has come forward with an informal expression of interest at this point.

A number of issues such as pension and redundancy liability would need to be addressed through the procurement process.

2. Hounslow / Croydon proposal

This proposal has been looked at in detail as it has been successfully implemented in Croydon. The model separates teaching roles into 2 roles:

- a lead teacher role, paid on the national teachers' terms and conditions at the upper pay range, which delivers whole class teaching, contributes to developing new offers for schools and delivers some small group and individual tuition
- an instrumental tutor role which delivers small group and individual tuition, paid on a local pay scale, mirroring the unqualified teachers' pay scale.

Advice on the legality of removing teachers' terms and conditions from the instrumental tutor role is not definitive and so would remain open to challenge.

The financial data used in the proposal is inaccurate as it included costs not associated with the direct delivery of instrumental tuition. The proposal has been costed based on current instrumental teaching hours and 8FTE Lead Teachers (rather than 10FTE costed in the original proposal) and uses the nearest equivalent on the Single Status scale to that used in the proposal for the instrumental tutor role (the top of SS9, with 2 weekend working increments for those staff to whom it would apply.) Costed in this way, the proposal would deliver savings of £51,765.

Due to the different way that hourly rates of pay are calculated on the teacher and Single Status pay scales, there would be a greater reduction in the salaries of hourly paid staff than contracted staff. Those not working at Saturday music centres would not receive the weekend working increments.

Implementing the model would require staff consultation, appointment to a limited number of lead teacher posts and appointment to instrumental tutor roles. Redundancy would be available for those not choosing to take up an instrumental tutor position.

An analysis of potential advantages and disadvantages of the two models is contained in the table below.

	Advantages	Disadvantages
Award of a concession contract	<ul style="list-style-type: none"> • Retains the instrumental teaching service, within a larger organisation • Potential savings through creating a single management and administration team, office base and database system • Some aspects of service delivery might be able to be delivered collaboratively, for example summer schools, delivering savings • A larger organisation would be more robust and more able to withstand any changes in income or cost • Likely to be acceptable to staff and unions as staff would retain their current terms and conditions • Organisations coming together could benefit from their relative strengths to improve the offer to children and young people 	<ul style="list-style-type: none"> • The procurement process will take time and resource • There would be some significant issues to resolve, for example around pension and redundancy liabilities • There would be some loss of senior management and administration posts and possible compulsory redundancies • Bringing two cultures together can create challenges
Hounslow / Croydon proposal	<ul style="list-style-type: none"> • Retains instrumental tuition within the service • Delivers savings through removing teachers' terms and conditions from the instrumental tutor role • Some teaching staff retain teachers' terms and conditions 	<ul style="list-style-type: none"> • Loss of teachers' terms and conditions might not be welcomed by staff and unions and risks legal challenge • Wide difference in salary between the two roles • The Single Status pay scale does not mirror the unqualified teachers' pay

scale: it has narrower pay bands for grades, treats term-time working as part-time and has differences in weekend working arrangements and the way hourly pay is calculated

- Drop in salary for many staff taking on instrumental tutor role and there would be no safeguarding of salary
- Potential loss of efficiency; previous restructure created a single job description so that teaching resource can be utilised with maximum efficiency
- Limiting whole class teaching to a smaller group of teaching staff delivering across a large rural county would require travel across greater distances, resulting in a loss of efficiency

Appendix 4 - East Sussex Music (instrumental teaching) consultation (Adults)

How to take part in this consultation

The consultation runs for 8 weeks, from 6 June to 27 July 2018. We would like to hear from you whether or not you currently use East Sussex Music. We will do all we can to make it as easy as possible for everyone to have their say.

There are a number of ways you can give your views:

- By completing the questionnaire online at eastussex.gov.uk/haveyoursay (by far the most efficient way to do so)
- By printing a copy of the questionnaire from eastussex.gov.uk/haveyoursay and returning it to us
- By contacting us to request a paper copy of the questionnaire using the details below.

Completed surveys can be posted back to us at: Equality and Participation Team, County Hall, St Anne's Crescent, Lewes, BN7 1UE.

If you have a question about this consultation, need help to take part or need a copy of the information in a different format or another language, please contact us by e-mail at equalityandparticipation@eastussex.gov.uk or by phone on 01273 335250.

Why are we making a proposal to close the small group and individual instrumental teaching part of East Sussex Music?

The Arts Council England grant and income we receive from schools and from parents who pay lesson fees does not cover the whole cost of the delivery of instrumental teaching by East Sussex Music. A saving of £180k is needed to ensure East Sussex Music is financially sustainable. While a number of savings have been identified, it has not yet been possible to identify an alternative delivery model for instrumental teaching which would deliver all of the required savings and would meet the Arts Council requirements (a condition of the grant). East Sussex Music is not a statutory service and because of cuts to public funding, local authorities find themselves in a position where difficult decisions are being made about cutting much valued services.

£10m cuts are also proposed for Adult Social Care, seven libraries and the Mobile Library have closed, £400k has been cut from the budget for grass cutting and Early Help services for vulnerable families are being reviewed with an expectation of £2.6m savings being delivered. The Director of Children's Services has made it clear that he does not think it is right to identify additional funding for East Sussex Music by cutting other statutory services. Please see the related documents at the bottom of this page for more information on statutory children's services and the Lead Member report.

What will happen if the instrumental teaching part of the Music service closes?

Working with our partners as part of the East Sussex Music Education Hub, we want to ensure children and young people from a variety of backgrounds are able to enrich their lives through having access to affordable opportunities to learn a musical instrument and to come together to make music.

3136 children are currently learning a musical instrument through group or individual lessons with East Sussex Music. If this part of the service closes lessons would be available through the private market or through other organisations. Many children in East Sussex already access instrumental lessons in this way.

East Sussex Music would still run Area Music Centres, summer schools and special projects, providing opportunities for young musicians to play together. Please see the related documents at the bottom of this page to see a fuller list of what East Sussex Music would continue to deliver

Why We Are Consulting

This survey asks for your views about the proposal to close the small group and individual instrumental teaching part of East Sussex Music after September 2019. Your views will help us to understand the potential impact and identify what we could do to address your concerns. We regret and acknowledge that if this part of the music service closes, there may be some negative impact on music opportunities for some young people who learn to play an instrument via East Sussex Music and therefore we are interested in exploring alternative options to closure and would like to hear of any alternative proposals you might have.

There is a separate survey from young people.

Other services that East Sussex Music provides, such as whole class instrumental tuition in schools, orchestras, bands and choirs at Area Music Centres and summer schools and the East Sussex Academy of Music are not included in this consultation as these services will continue.

We want to reassure you that if the proposal goes ahead, we will provide information about what instrumental teaching would continue to be available from other providers in East Sussex.

We will be able to report on a final decision about the proposal in September 2018.

Consultation Questions

1. Who is completing this survey? (N.B. There is a separate survey for children and young people)

Parent or carer/ Other [Please state]

2. Is the child or young person a current user of individual or group music lessons provided by East Sussex Music?

Yes/ No / Don't know

3. If yes, what lessons does the child or young person receive?

- Violin/ Viola
- Cello/ Double Bass
- Guitar/ Ukulele
- Piano/ Keyboard
- Flute/ Fife
- Clarinet/ Saxophone
- Oboe/ Bassoon
- French Horn
- Trumpet/ Cornet
- Trombone/ Horn/ Baritone/ Tuba/ Euphonium
- Voice (singing)
- Recorder

4. Is the child or young person a potential future user of individual or group music lessons?

Yes/ No/Don't know/ Not applicable

5. If the child or young person does not consider themselves a future user of individual or group music lessons, why not?

Please tick all that apply

- Style of music taught
- Instruments offered
- Timing of lessons
- Missing other school lessons
- Cost
- Other

6. Is your family in receipt of any of the following income related benefits? Please tick all that apply

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit
- Working Tax Credit

7. Does the child or young person receive a discount on the lesson fees from East Sussex Music or receive a bursary from a charitable organisation?

Yes/ No/Don't know

8. Is the child or young person disabled or has any special educational needs?

(A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Equality Act 2010 describes a person as disabled if they have a longstanding physical or mental condition that has lasted or is likely to last at least 12 months; and this condition has a substantial adverse effect on their ability to carry out normal day to day activities).

Yes/No/ Don't know

9. Do you agree or disagree that East Sussex County Council should make budget cuts from services such as instrumental group and individual lessons (*non-statutory*) rather than from services such as safeguarding and child protection (*statutory*)?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

10. If you have concerns about the proposed closure of the instrumental lesson part of East Sussex Music, please tell us what worries you most. Please tick all that apply:

- Loss of opportunities to learn to play an instrument
- Children missing out on the broader benefits of music
- Difficulty of accessing private music teachers/organisations in rural areas

- Difficulty of accessing music teachers/organisations for less popular instruments
- Impacts on the economy
- Weaker links between private music teachers/organisations and opportunities to play in groups such as at area music centres
- Difficulty of accessing financial support for lessons
- Cost of private music lessons
- Other [please state]

11. Please tell us if you think the following changes would help to address the possible impact of the proposal.

Yes/No (if no why not)

- Increasing the funding available towards the cost of lessons for children from low income families
- Providing increased opportunities for children from challenging backgrounds to benefit from music making, for example young people with mental health issues, young people with special educational needs /disability, young people on a child protection plan
- Providing support to access instrumental lessons for low income families living in more isolated, rural areas, for example by providing discretionary payments towards the cost of travel
- Giving information to children and young people and schools about what instrumental teaching is available in the area
- Providing a programme of professional development for instrumental teachers
- Other [please state]

12. If East Sussex Music no longer provided instrumental lessons would you consider accessing lessons from private music teachers, consortia of self-employed teachers, or through other provider organisations? If yes, where would you consider having these lessons [please tick all that apply]

- In your own home
- In a tutor's home
- In a school
- None of these
- Not applicable
- I already access private lessons

If no, why not (please state)

Alternatives to closure

Pricing

Currently the Music Service charges £21.80 for a 30 minute individual lesson. It also offers group lessons, which are charged at £9.70 for 20 minutes for a group of 2 or for 30 minutes for a group of 3 or more. One option to enable East Sussex Music to continue to provide instrumental lessons would be to increase the cost of lessons.

East Sussex Music would continue to offer discounts for low income families.

Private music teachers can set their own lesson fees and most teach individual lessons. In the local area, fees range from approximately £10 - £25 per half hour lesson. The most common fee charged is £15, and the second most common fee charged is £20. A local agency for freelance teachers offers lessons for groups of 2 and individual lessons. A 30 minute lesson for a group of 2 is charged at £10.50. Individual lessons are charged at £14.50.

Alternatives to closure

13. Would you consider paying more for lessons in order to keep East Sussex Music as the provider of the lessons?

Yes/ No/ Don't know

14. If yes how much more per lesson would you be prepared to pay?

For individual lessons:

1. £0.50 per lesson (£5 per term)
2. £1.00 per lesson (£10 per term)
3. £1.50 per lesson (£15 per term)
4. £2.00 per lesson (£20 per term)

For group lessons:

1. £0.25 per lesson (£2.50 per term)
2. £0.50 per lesson (£5.00 per term)
3. £0.75 per lesson (£7.50 per term)
4. £1.00 per lesson (£10.00 per term)

15. Are there any other alternatives to closure of the small group and individual instrumental teaching service that you would like us to consider?

16. Any other comments?

{Free Text}}

About you ...We want to make sure that everyone is treated fairly and equally and that no one gets left out. That's why we ask you these questions. We won't share the information you give us with anyone else. We will only use it to help us make decisions and make our services better.

If you would rather not answer any of these questions, you don't have to.

14. Are you.....? ☐ Male ☐ Female ☐ Prefer not to say

15. Do you identify as a transgender or trans person?
☐ Yes ☐ No ☐ Prefer not to say

16. How old are you? **Qx. What is your postcode?**

17. To which of these ethnic groups do you feel you belong ? (Source 2011 census)

White	Mixed	Asian or Asian	Black or Black
<input type="checkbox"/> British	<input type="checkbox"/> White & Black	<input type="checkbox"/> Indian	<input type="checkbox"/> Caribbean
<input type="checkbox"/> Irish	<input type="checkbox"/> White & Black African	<input type="checkbox"/> Pakistani	<input type="checkbox"/> African
<input type="checkbox"/> Gypsy/Roma	<input type="checkbox"/> White & Asian	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Other*
<input type="checkbox"/> Irish Traveller	<input type="checkbox"/> Other*	<input type="checkbox"/> Other*	
<input type="checkbox"/> Other*	<input type="checkbox"/> Arab	<input type="checkbox"/> Chinese	<input type="checkbox"/> Prefer not to

***Other Ethnic Group** If your ethnic group was not specified in the list please describe:

The Equality Act 2010 describes a person as disabled if they have a longstanding physical or mental condition that has lasted or is likely to last at least 12 months; and this condition has a substantial adverse effect on their ability to carry out normal day to day activities. People with some conditions (cancer, multiple sclerosis and HIV/AIDS, for example) are considered to be disabled from the point that they are diagnosed.

18. Do you consider yourself to be disabled as set out in the Equality Act 2010?

☐ Yes ☐ No ☐ Prefer not to say

19. If you answered yes to Q18, please tell us the type of impairment that applies to you.

You may have more than one type of impairment, so please select all that apply. If none of these apply to you please select other and write in the type of impairment you have.

☐ Physical impairment ☐ Mental health condition
☐ Sensory impairment (hearing and sight) ☐ Learning disability
☐ Long standing illness or health condition, such as cancer, HIV, heart disease, diabetes or
☐ Other, please specify ☐ Prefer not to say

20. Do you regard yourself as belonging to any particular religion or belief?

☐ Yes ☐ No ☐ Prefer not to say

21. If you answered yes to Q20 which one?

☐ Christian ☐ Hindu ☐ Muslim ☐ Any other religion, please
☐ Buddhist ☐ Jewish ☐ Sikh

22. Are you...?

☐ Bi/Bisexual ☐ Gay woman/Lesbian ☐ Other
☐ Heterosexual/Straight ☐ Gay Man ☐ Prefer not to say

23. Are you currently pregnant or have you been pregnant in the last year?

☐ Yes

☐ No

☐ Prefer not to say

24. Are you married or in a civil partnership?

☐ Yes

☐ No

☐ Prefer not to say

Thank you for providing this information, your feedback is important to us.

East Sussex Music (instrumental teaching) young person's consultation

How to take part in this consultation

The consultation runs for 8 weeks, from 6 June to 27 July 2018. We would like to hear from you whether or not you use East Sussex Music.

There are a number of ways you can give your views:

- By completing the questionnaire online at eastussex.gov.uk/haveyoursay (by far the easiest way to do so)
- By printing a copy of the questionnaire from eastussex.gov.uk/haveyoursay and returning it to us
- By contacting us to request a paper copy of the questionnaire using the details below.

Completed surveys can be posted back to us at: Equality and Participation Team, County Hall, St Anne's Crescent, Lewes, BN7 1UE.

If you have a question about this consultation, need help to take part or need a copy of the information in a different format or another language, please contact us by e-mail at equalityandparticipation@eastussex.gov.uk or by phone on 01273 335250.

Why are we making a proposal to close the small group and individual instrument lessons part of East Sussex Music?

The money we receive from schools and from parents who pay fees for lessons does not cover the whole cost of the lessons. We need to save a large amount of money - £180k - to make sure East Sussex Music can be run within its budget.

Because of cuts to funding, the local authority has much less money than it previously did. We have to make difficult decisions about which services we provide. Our aim is to continue to provide services for the most vulnerable children and families. As we are not required by law to provide small group and individual instrument lessons, we have proposed to stop providing these lessons, because we believe there are other options that could be available for young people, such as private instrument teachers.

The Director of Children's Services has made it clear that he does not think it is right to cut county council services which are required by law, (known as statutory services) in order to find more funding for East Sussex Music.

What will happen if small group and individual instrument lessons from East Sussex Music close?

As part of the East Sussex Music Education Hub, we want to make sure children and young people from a variety of backgrounds can learn an instrument and come together to make music.

At the moment 3,136 children and young people are learning a musical instrument through small group or individual lessons with East Sussex Music. If this part of the service closes, lessons would be available through private teachers and other organisations. Many children in East Sussex already have instrumental lessons in this way.

Please see the related documents at the bottom of this page to see a fuller list of what East Sussex Music would continue to deliver.

Why We Are Consulting

This survey asks for your views about the idea to close the small group and individual music lesson part of East Sussex Music after September 2019. Your views will help us to identify what we could do to help with your concerns.

If the proposal is agreed, there may be some negative impact on music opportunities for some young people who learn to play an instrument via East Sussex Music, which is why we are looking at other options as well. We would like to hear any ideas that you have.

Services that East Sussex Music will **continue to provide** include:

- whole class instrumental tuition in schools
- orchestras
- bands
- choirs

If the proposal is agreed, we will publicise information about what music lessons are available from other private teachers in East Sussex. We will let people know about the final decision in September 2018.

1. How old are you?

under 6
6-10
11-15
16-19

2. Are you a current user of individual or group music lessons provided by East Sussex Music?

Yes/ No/ Don't know

3. If yes, what instruments are learnt?

- Violin/ Viola
- Cello/ Double Bass
- Guitar/ Ukulele
- Piano/ Keyboard
- Flute/ Fife
- Clarinet/ Saxophone
- Oboe/ Bassoon
- French Horn
- Trumpet/ Cornet
- Trombone/ Horn/ Baritone/ Tuba/ Euphonium
- Voice (singing)
- Recorder

4. Were you planning to take individual or group music lessons through East Sussex Music in the future?

Yes/ No/ Don't know/

5. If you said no to above, can you explain why?

- Style of music taught
- Instruments offered
- Timing of lessons
- Missing other school lessons

- Cost
- Other Please tell us why:

**6. Does your family get any of the following income related benefits?
[Please tick all that apply]**

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit
- Working Tax Credit
- Don't know

7. Do you get a discount on the lesson fees from East Sussex Music or get a bursary from a charitable organisation?

Yes/ No/ Don't know

8. Are you disabled or do you have any special educational needs?

(A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Equality Act 2010 describes a person as disabled if they have a longstanding physical or mental condition that has lasted or is likely to last at least 12 months; and this condition has a substantial adverse effect on their ability to carry out normal day to day activities).

Yes/No/Don't know

9. Do you agree or disagree that East Sussex County Council should make budget cuts from services such as instrumental group and individual lessons (*non-statutory*) rather than from services such as safeguarding and child protection (*statutory*)?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

10. If you are worried about the proposed closure of music lessons from East Sussex Music, please tell us what worries you most.

Please tick all that apply:

- Loss of opportunities to learn to play an instrument
- Children and young people missing out on the wider benefits of music
- Difficulty of accessing private music teachers/organisations in rural areas
- Difficulty of accessing music teachers/organisations for less popular instruments
- Impacts on the economy

- Weaker links between private music teachers/organisations and opportunities to play in groups such as at area music centres
- Difficulty of accessing financial support for lessons
- Cost of private music lessons
- Other [free text box please state]

11. Please tell us if you think the following changes would help to address the possible impact of the proposal.

Yes/No

- Increasing the funding available towards the cost of lessons for children from low income families
- Providing increased opportunities for children from challenging backgrounds to benefit from music making, for example young people with mental health issues, young people with special educational needs /disability, young people on a child protection plan
- Providing support to access instrumental lessons for low income families living in more isolated, rural areas, for example by providing discretionary payments towards the cost of travel
- Giving information to children and young people and schools about what instrumental teaching is available
- Providing a programme of professional development for instrumental teachers
- Other [please state]

12. If East Sussex Music no longer provided small group and individual instrumental lessons would you consider accessing lessons from private music teachers, or through other provider organisations? If yes, where would you consider having these lessons

[Please tick all that apply]

- In your own home
- In a tutor's home
- In a school
- None of these [If no, why not? Free text]
- Not applicable
- I already access private lessons

If 'no', why not? Please state:

Alternatives to closure

Pricing

Currently the Music Service charges:

- £21.80 for an individual lesson and £9.70 for various group lessons.
- If you wanted East Sussex Music to continue to provide small group and individual instrument lessons, the cost would have to increase.

East Sussex Music would continue to offer bursaries for low income families and would look at ways to extend bursaries for children with special educational needs and disabilities and from other challenged circumstances.

Private music teacher current lesson charges:

- Fees range from £10 - £25 per lesson.
- The most common fee charged is £15.
- A local agency charges £10.50 for a group lesson.

13. Would you consider paying more for small group and individual instrument lessons in order to keep East Sussex Music as the provider of these lessons?

Yes/ No/ Don't know

14. If yes how much more per lesson would you be prepared to pay? Please tick one for each (individual and group).

For individual lessons:

1. £0.50 per lesson (£5 per term)
2. £1.00 per lesson (£10 per term)
3. £1.50 per lesson (£15 per term)
4. £2.00 per lesson (£20 per term)

For group lessons:

1. £0.25 per lesson (£2.50 per term)
2. £0.50 per lesson (£5.00 per term)
3. £0.75 per lesson (£7.50 per term)
4. £1.00 per lesson (£10.00 per term)

15. Are there any other alternatives to closure of the small group and individual instrumental teaching service that you would like us to consider?

Free text:

16. Any other comments?

Free Text:

About you...

We want to make sure that everyone is treated fairly and equally and that no one gets left out. That's why we ask you these questions. We won't share the information you give us with anyone else. We will only use it to help us make decisions and make our services better.

If you would rather not answer any of these questions, you don't have to.

Q18. Are you.....? ☐ Male ☐ Female ☐ Prefer not to say

Q19. How old are you?

Q20. What is your
postcode?

Q21. Which of these ethnic backgrounds do you feel you belong to? (Your ethnic background is about lots of things like where your family comes from and the language you speak.)

White	Mixed	Asian or Asian British	Black or Black British
<input type="checkbox"/> British	<input type="checkbox"/> White & Black	<input type="checkbox"/> Indian	<input type="checkbox"/> Caribbean
<input type="checkbox"/> Irish	<input type="checkbox"/> White & Black African	<input type="checkbox"/> Pakistani	<input type="checkbox"/> African
<input type="checkbox"/> Gypsy/Roma	<input type="checkbox"/> White & Asian	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Other*
<input type="checkbox"/> Irish Traveller	<input type="checkbox"/> Other*	<input type="checkbox"/> Other*	
<input type="checkbox"/> Other*			
	<input type="checkbox"/> Arab	<input type="checkbox"/> Chinese	<input type="checkbox"/> Prefer not to

*Other Ethnic Group If your ethnic group was not specified in the list please describe your

Q22. Would you say that you have a disability? (A disability is if you have a problem or illness to do with your mind or body and it makes it hard for you to do everyday things.)

☐ Yes ☐ No ☐ Prefer not to say

Q23. If you answered yes to Q22, please tell us what problems you face. You may have more than one type, so please select all that apply. If none of these apply to you please select other and give brief details.

☐ A disability to do with your body (like problems walking, moving, getting around...)

- ☐ Problems with hearing or seeing
- ☐ Having a bad illness for a long time (like cancer, epilepsy, HIV or another serious sickness)
- ☐ Mental health problems (This is a problem to do with your mind and the way you feel. For example, if you feel upset, worried or angry a lot)
- ☐ Learning difficulties
- ☐ I do not want to say
- ☐ Something else, please specify

Q24. Do you regard yourself as belonging to any particular religion or belief?

- ☐ Yes
 ☐ No
 ☐ Prefer not to say

Q25. If you answered yes to Q24 which one?

- ☐ Christian
 ☐ Hindu
 ☐ Muslim
 ☐ Any other religion, please specify
- ☐ Buddhist
 ☐ Jewish
 ☐ Sikh

Thank you for providing this information

East Sussex Music (instrumental teaching) schools consultation

Headteacher briefing: Update on the Music Service

On 30 April, the Lead Member for Education, Inclusion, Special Educational Needs and Disability recommended that a proposal to close the small group and individual instrumental teaching service delivered by East Sussex Music, the county Music Service, should go forward for public consultation.

At the Lead Member's meeting, councillors were supportive of the work that the Music Service does, recognising the value it brings to children and young people. There was a desire to encourage the exploration of all realistic ideas for the delivery of the instrumental service through the consultation process, before any decision about the service is made.

If the decision is made to close the instrumental teaching service, this would not happen until **September 2019**. Instrumental lessons would still be available to young people through the private market, either from individual private music teachers, consortia of self-employed teachers, or through other provider organisations.

Other services offered by the Music Service are not subject to this consultation and will continue. These include services to schools (whole class instrumental tuition, after school clubs, workshops, CPD events), opportunities for students to join bands, orchestras and choirs at Area Music Centres and summer schools and the A level and BTEC music provision at the East Sussex Academy of Music.

Timetable

- Stakeholder and public consultation: 6 June – 27 July
- Full council debate: 10 July
- Final decision: early autumn

Consultation

The proposal to close the instrumental teaching service is being considered because there is a shortfall in the Music Service budget, following a reduction in government funding. For more information please follow the link to the [Lead Member report](#)

During the consultation period, any alternative proposals for reducing the shortfall in budget will be considered alongside exploring options for how instrumental tuition might be provided in a different way in the county and any potential impacts, particularly on vulnerable groups and possible mitigations.

A number of headteachers contacted their Schools Forum representatives and asked for this item to be placed on the agenda. There was a good discussion at Schools' Forum on 11 May, where headteachers expressed their regret about the proposals while recognising the severe financial pressures facing the Local Authority. The following proposals were discussed.

Proposal 1

Schools are asked to contribute 85% of the cost of lessons for pupil premium pupils. Most schools in the county contribute to fee remission on instrumental lessons for pupils for whom they receive pupil premium funding. The current arrangement is that schools contribute 60% of the cost of lessons, the Music Service contributes 25% and parents contribute 15%. Although the original proposal had been that schools would move to contributing 85% of the cost of lessons, earlier this year, it was proposed that the contribution was capped at 60% in recognition of the pressure that schools' budgets are under.

However, if schools did move to contributing 85% remission on fees, with parents contributing 15%, this would be a saving for the music service of £17,000 a year, based on current student numbers. This would increase the cost to schools by £24.25 per student per term, based on the current price for a small group lesson.

Proposal 2

Schools commission lessons directly from the Music Service and recover fees from parents.

Currently the Music Service delivers lessons in schools during school hours, but contracts directly with the parent. If the model was changed whereby schools purchase instrumental teacher time for an hourly cost and schools recover the cost directly from parents, this would reduce the administrative burden on the Music Service and the administration team could be reduced, delivering a saving.

Of course schools would need details of the cost in order to make an informed judgement, however there was enough interest in the model at Schools' Forum to merit doing some detailed costing work and if as a result it looks as if there is a viable proposition, we will propose a fully costed business model for further discussion.

How you can make your views known

Following the discussion at Schools Forum it was agreed that schools' views on the above proposals would be sought along with any alternative proposals or ideas. A short questionnaire is attached. Please return the questionnaire to Lucy Morgan-Jones, Head of East Sussex Music at **lucy.morgan-jones@eastsussex.gov.uk**. This information will be used to report back to the Lead Member on whether there are viable alternatives to closure.

It is recognised that schools budgets are under pressure but a response to these questions will help the Local Authority determine the best way forward.

Question 1

Please identify any concerns you may have on the impact of these proposals on your students.

--

Question 2

If you have identified concerns, any suggestions you might have to mitigate these impacts

--

Question 3

Your views on how your school might engage with the private music teachers, consortia of self-employed teachers, or through other provider organisations.

--

Question 4

Any alternative proposals to closure

--

Question 5

Would your school (in principle) be able to reduce the funding shortfall by proposal 1 above.

--

Question 6

Would your school (in principle) be able to reduce the funding shortfall by proposal 2 above.

--

Any other comments

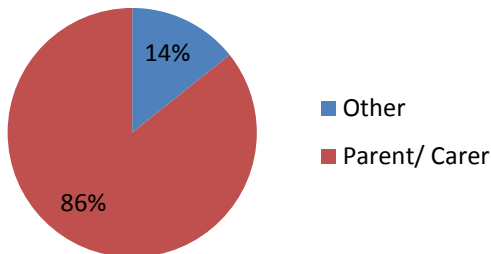
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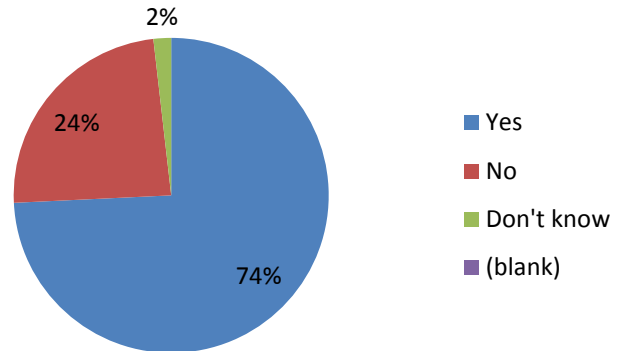
Appendix 5a Music Service Consultation Analysis (Adults)

511 adults completed the online consultation survey. (N.B. 60 young people completed a separate survey.)

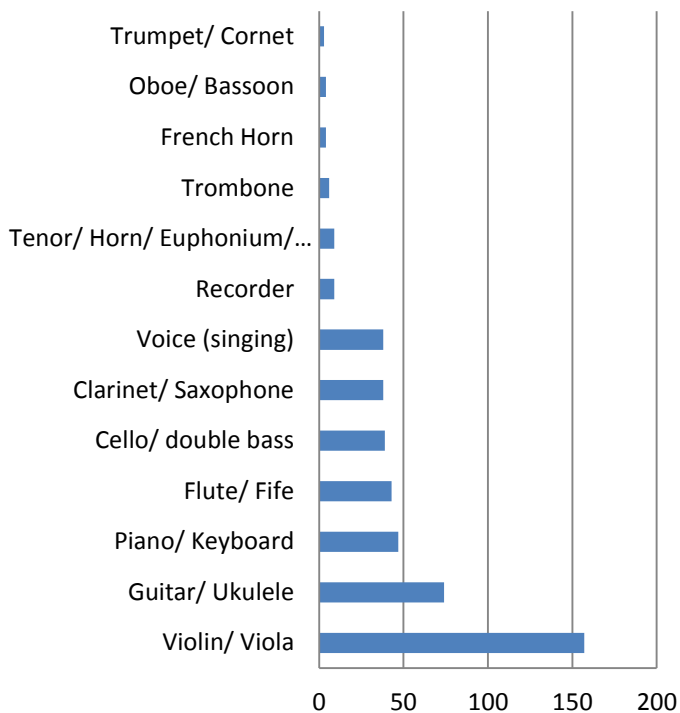
Who is completing the survey?



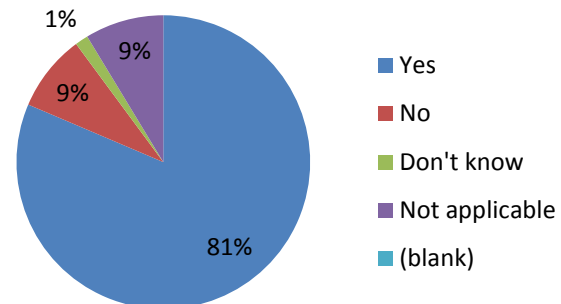
Is the child or young person a current user of music lessons?



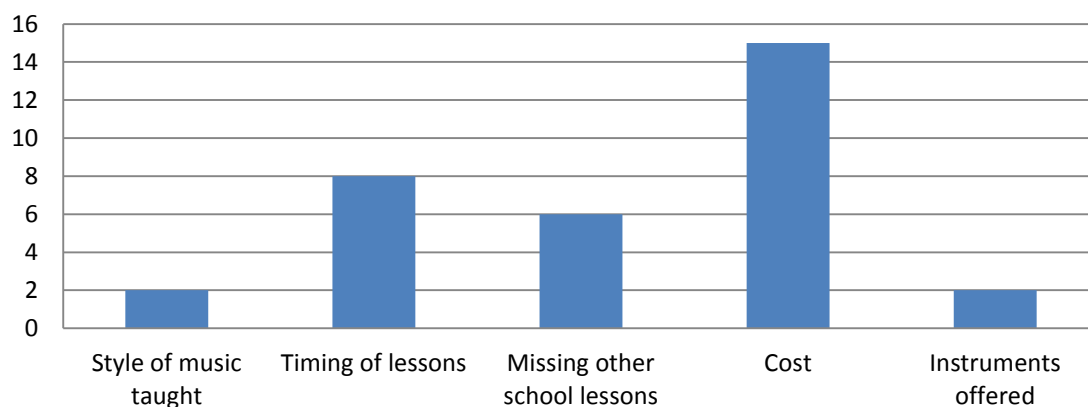
What lessons does the young person receive?



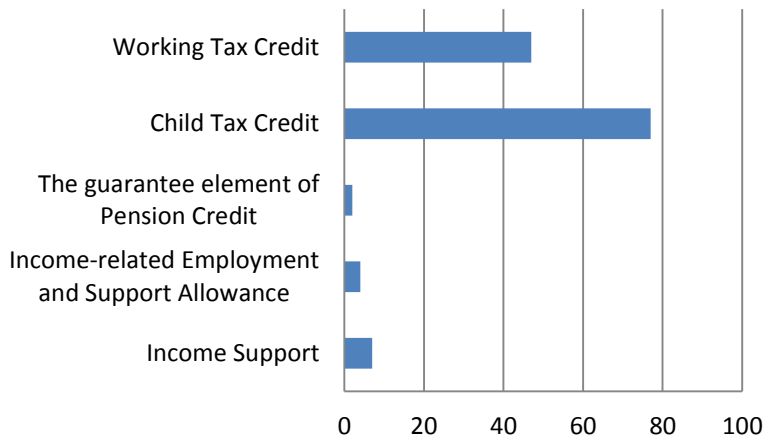
Is the child/young person a future user of the service?



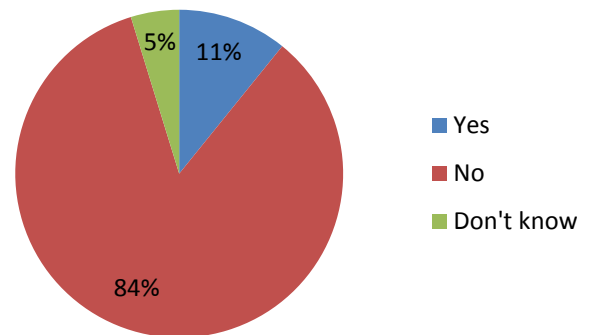
If the young person does not consider themselves a future user, why not?



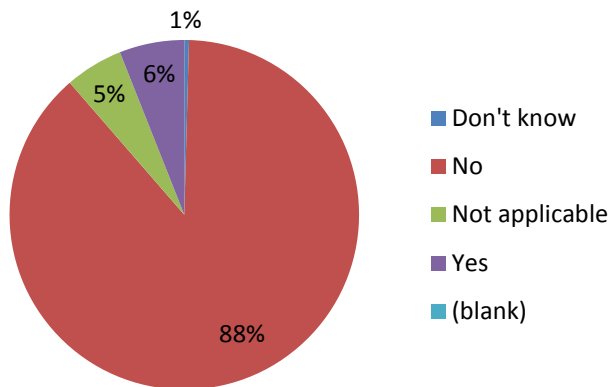
Is your family receiving any income related benefits?



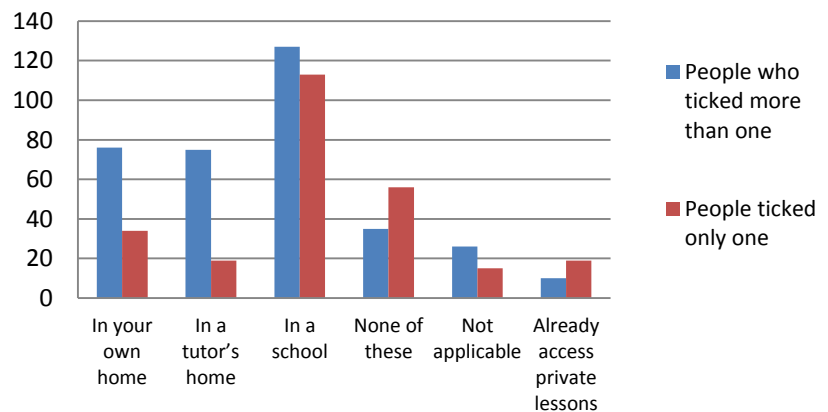
Does the young person receive a discount on fees towards the cost of lessons?



Is the child or young person disabled or have any SEN?

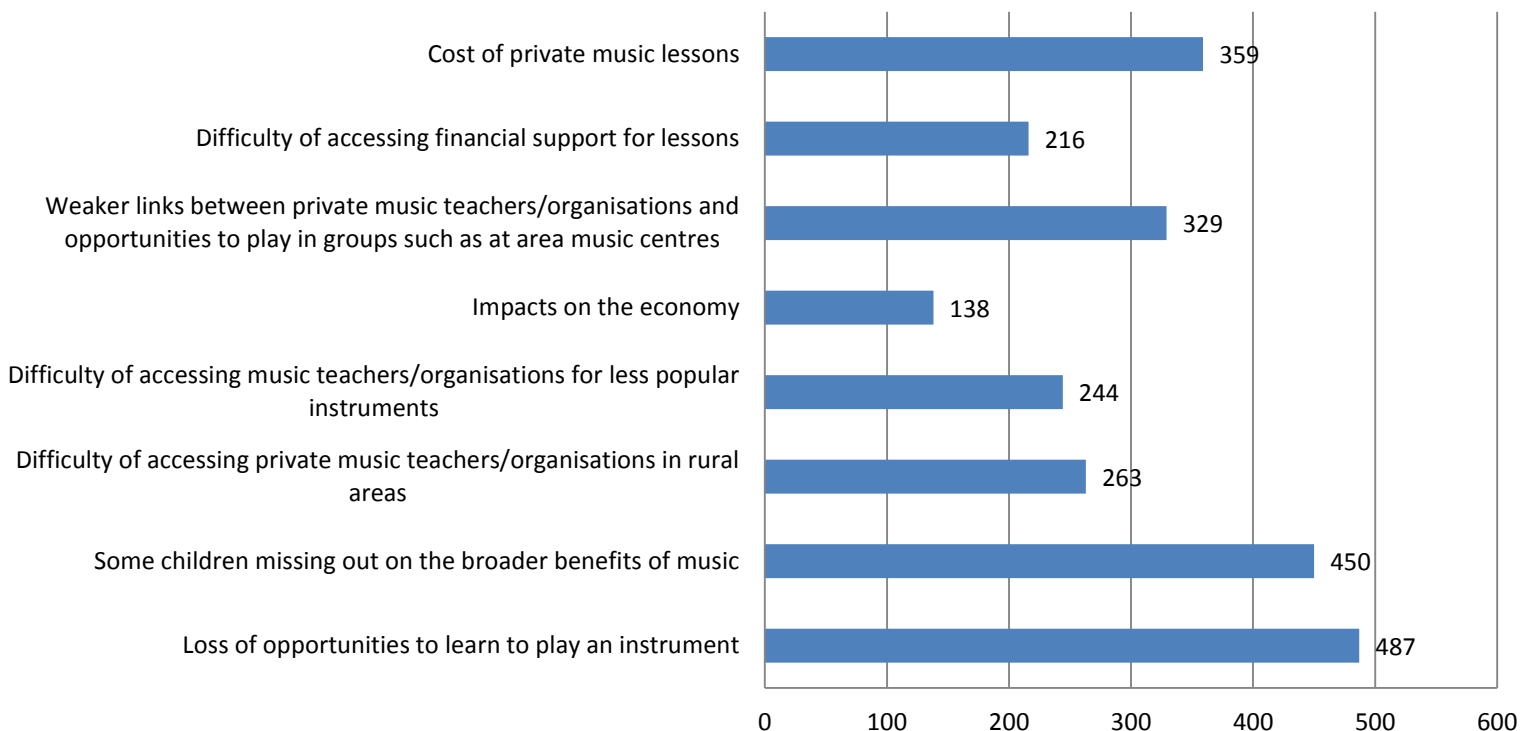


Where would you consider accessing lessons?*

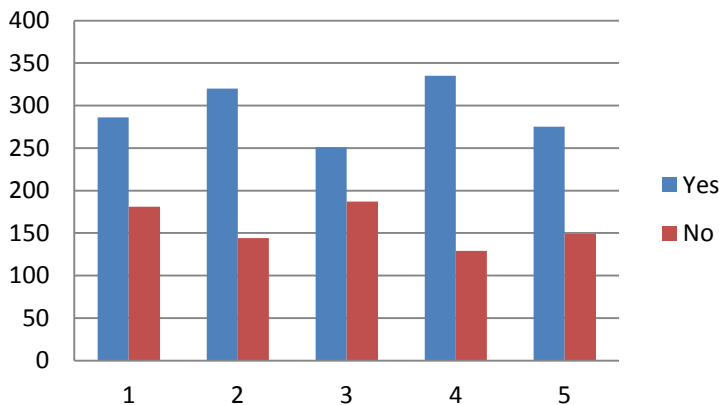


*Please note that there was a technical error with this question. The initial response options to this question did not allow respondents to tick all options that they felt applicable. Therefore the question was amended part way through the consultation to give users the full ability to choose as many options that they felt appropriate. However, this has resulted in two sets of data for this question. The data has been charted side by side to enable staff to understand the correlation between the responses.

What worries you the most?

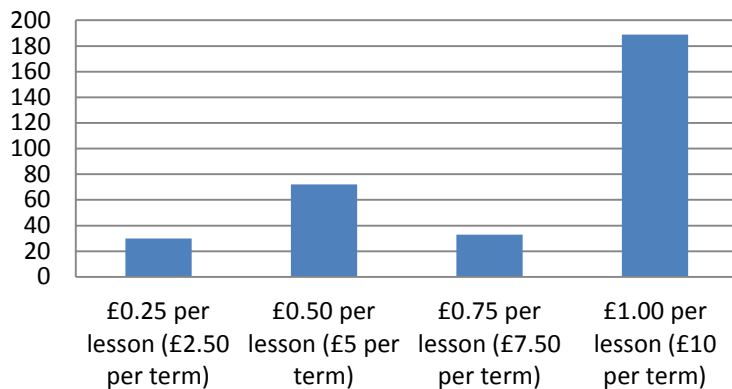


Please tell us if you think the following would help to address the possible impact of the proposal?

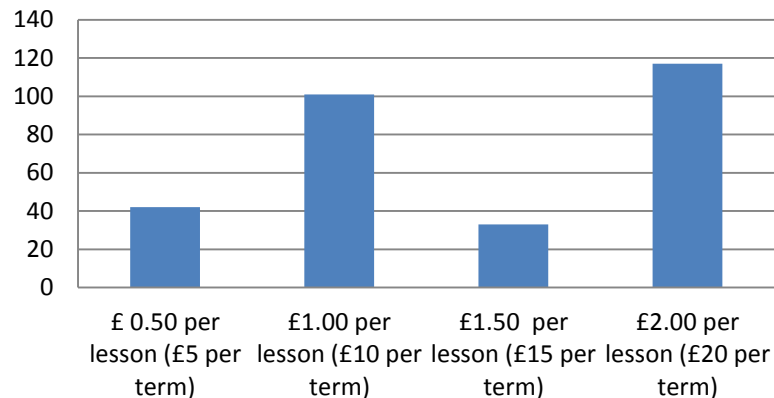


1. Increasing the funding available towards the cost of lessons for children from low income families
2. Providing increased opportunities for children from challenging backgrounds to benefit from music making, for example young people with mental health issues, young people with special educational needs /disability, young people on a child protection plan
3. Providing support to access instrumental lessons for low income families living in more isolated, rural areas, for example by providing discretionary payments towards the cost of travel
4. Giving information to children and young people and schools about what instrumental teaching is available in the area
5. Providing a programme of professional development for instrumental teachers.

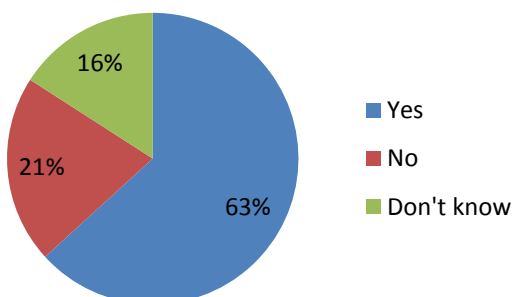
How much more would you be prepared to pay? (group lessons)



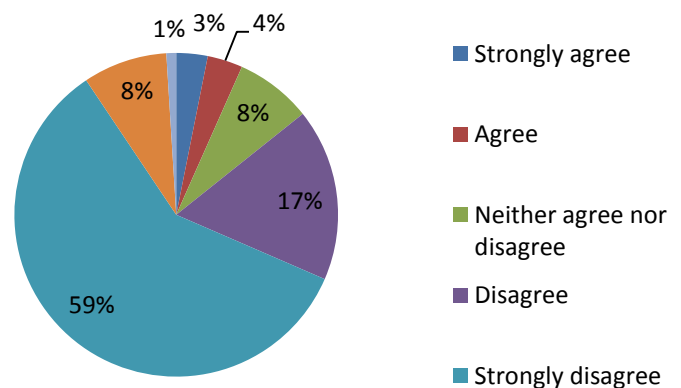
How much more would you be prepared to pay? (individual lessons)



Would you consider paying more to keep ESM as the provider?



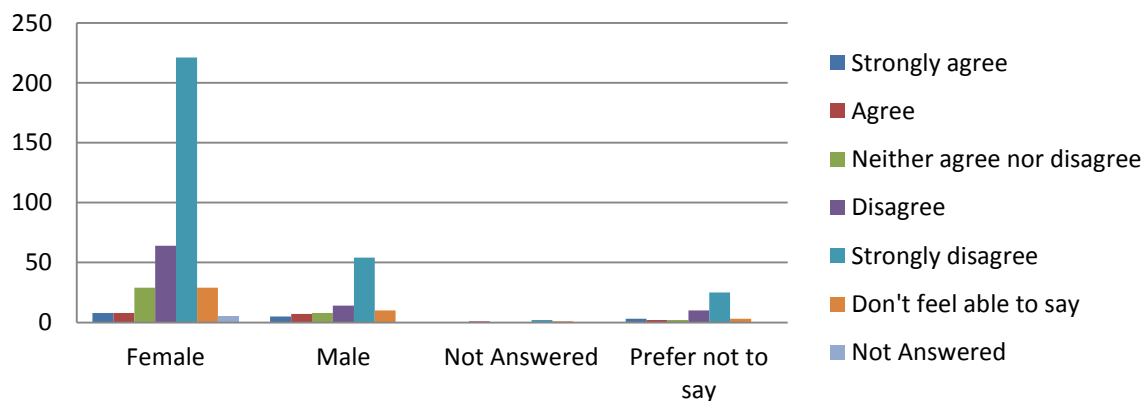
To what extent do you agree that ESCC should make budget cuts from services such as instrumental groups and individual lessons (non-statutory) rather than from other statutory services?



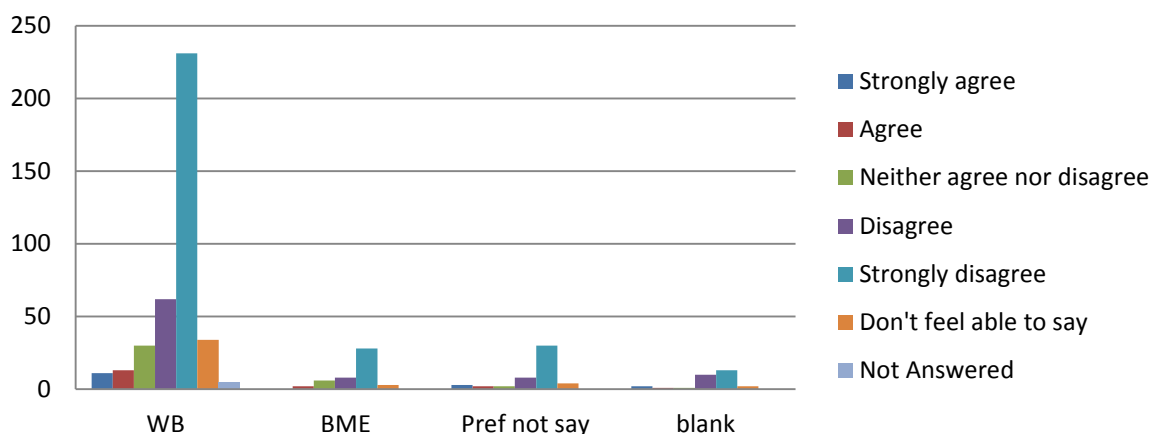
Equality Analysis

To what extent do you agree that ESCC should make budget cuts from services such as instrumental groups and individual lessons (non-statutory) rather than from other statutory services?

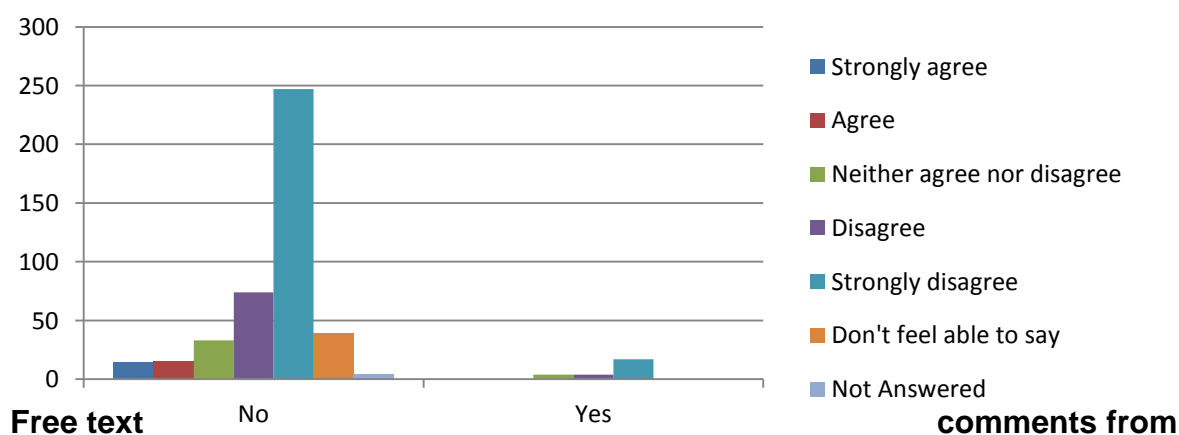
Response by gender:



Response by ethnicity:



Response by disability:



comments from

the adults online survey:

1. What parents/carers suggested could help alleviate impact of proposals

- Bursaries for SEND young people – 2
- Bursaries for low income families – 9
- Bursaries for those from other challenging backgrounds – 1
- Bursaries for those in rural areas – 2
- Information about availability of alternative provision – 13
- Schools' providing lessons – 22
- (N.B. All of the above – 16)
- ESCC to pay the difference between current and private lessons - 4
- Nothing will decrease the impact of closure – 27

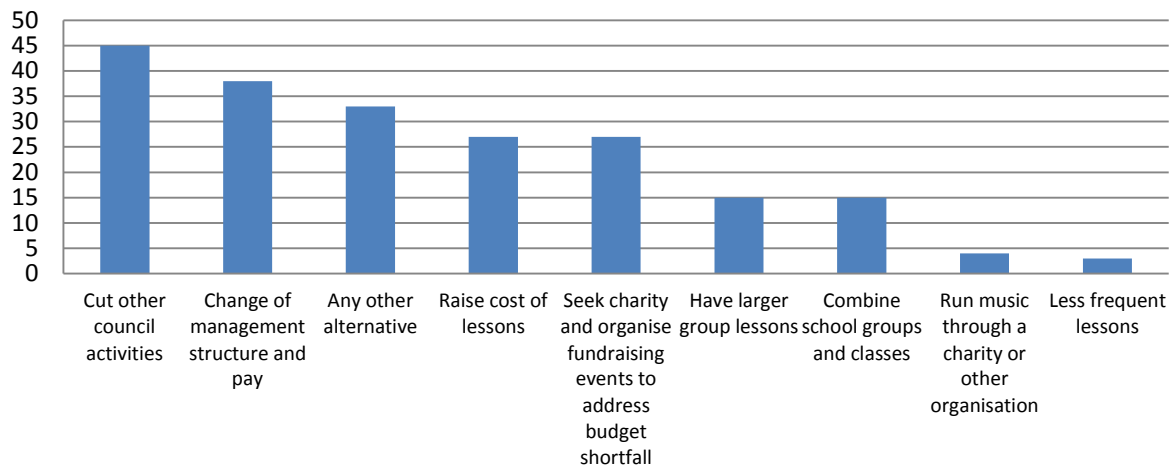
2. Where parents/carers might access alternative provision from independent providers, if the small group and individual teaching provision were to close

- In your own home – 19
- In a tutor's home - 19
- In a school/part of school curriculum – 37
- Already access private lessons – 7
- Not affordable to have private – run lessons – 79
- Lack of availability of privately run lessons – 21
- Not enough time after school to have lessons – 13
- Music is better taught in small groups – 29

3. Alternatives to closure of the small group and individual instrumental teaching service that you would like us to consider?

- Run music through a charity or other organisation – 4
- Cut other council activities – 45
- Change of management structure and pay – 38
- Any other alternative – 33
- Raise cost of lessons – 27
- Seek charity and organise fundraising events to address budget shortfall – 27
- Have larger group lessons – 15
- Combine school groups and classes – 15
- Less frequent lessons – 3
- Encourage more pupils – i.e. raise more money through more fees - 11

Alternatives to closure - free text comments



4. Other comments or concerns

- This is a positive opportunity - 85
- Affordability of instruments and of private lessons – 105
- Lack of future musicians – 20
- Will affect job security for teachers – 9
- Oppose the proposal – 14
- Performances will not happen – 16
- Tutors may not want to teach privately – 12
- Lack of choice of instruments - 20
- There are no benefits for middle income families – 7
- Publish more evidence and rationale for the proposal - 8
- Campaign for instrumental small group and individual instrument teaching to become a statutory service – 15
- Some consultation questions were difficult to answer – 28
- Private provision should be integrated with other music services – 1
- Concern about impact of change on current students who will be taking Grade exams – 2
- Loss of community provision approach to learning instruments - 13

Schools' survey - 2 responses

	Primary school	Secondary school
Please identify any concerns you may have on the impact of these proposals on your students	<ul style="list-style-type: none"> • Potential fewer high quality music teachers with less experience of working with children • Potential less range of instruments offered • Schools having to arrange private/self-employed staff will divert resources from other activities/opportunities. 	<ul style="list-style-type: none"> • Will all instruments still be available? • Will PP discounts still be available? • Will recruitment sessions at the start of the year still be available?
If you have identified concerns, any suggestions you might have to mitigate these impacts	<ul style="list-style-type: none"> • Music teachers setting up as a company with all safeguarding etc things in place and schools employing the company to deliver music lessons • Music service providing some standard documentation to music teachers/schools to ease employment. 	<ul style="list-style-type: none"> • Teachers have spoken about becoming self-employed as a way to make lessons feasible, but presumably not all will want to so we would need to ascertain which instruments we would need to source a new teacher for • There are solutions to all of the above problems, however it will require extra time and effort on my part in terms of co-ordinating it
Your views on how your school might engage with the private music teachers, consortia of self-employed teachers, or through other provider organisations	A number of private providers have contacted me to offer services. I would prefer to engage a consortia/organisation rather than employ/arrange for a large number of private music teachers. This will add a huge administrative and training (in terms of induction) burden to schools	Via email? We could hold a meeting with them to discuss it, or even better a joint meeting with all local school and the ESMS teachers
Any alternative proposals to closure	<ul style="list-style-type: none"> • Can the process be more automated to reduce admin costs? E.g. Using Parent Pay or similar • Can costs be reduced on venue hire? 	
Would your school (in principle) be able to reduce the funding shortfall by proposal 1 above	Proposal 1 would have little impact in our school as we currently only have 5 pupil premium children and none of them play an instrument. Given this pupil premium money is very tight so prioritising this over other areas may be tricky	This could be something we would consider if other schools were in support of this
Would your school (in principle) be able to reduce the funding shortfall by proposal 2 above	Proposal 2 seems unfair on parents and would in real terms still leave the schools picking up the bill for pupil premium children	This could be something we would consider if other schools were in support of this

Face to face feedback:

Public consultation on closure of East Sussex Music small group and instrumental teaching service: feedback from face to face meetings

Feedback from parents at area music centres (in order of most commonly made points)

- Closure of the instrumental teaching service would ultimately have a negative impact on music centres and other services that East Sussex Music provides (impact on recruitment once you lose the direct link with the teachers and some staff may not want to re-engage to work at music centres or summer schools)
- Music centres offer valuable experience of playing in groups – good for child's confidence as well as enjoyment of playing their instrument
- Would not have got instrumental lessons for their child if they had not been offered through the school
- Positive impact of music on mental health and on attainment at school
- How will parents, or schools, quality assure private music teachers? ESM teachers are very good, very dedicated, very professional
- Those on low incomes may not be able to afford private lessons
- Schools may not want private teachers in- music lessons can disrupt timetables so this could be used as an opportunity to stop having teachers in during the school day
- It is already a done deal; the online survey is biased so the council has already made up its mind to close the service
- The redundancy cost is high for such a small budget gap
- ESCC should not rush into this decision but should be actively supporting finding an alternative solution to closure
- Concerns about children with SEND accessing the private market
- Some parents are already looking for private teachers and private providers are already approaching schools
- Some prepared to pay more for lessons from ESM; but the “squeezed middle” would struggle with any increase in price
- Concern about provision in small rural schools; private providers may not want to come to rural areas.

Feedback from staff

- Music centres and summer schools only work with instrumental teaching; the majority of students at our music centres and summer schools come through their instrumental teachers; staff many not feel obliged to continue working at music centres and on summer schools if the instrumental service closes; the staff work as a team; private providers could set up music centres of their own
- Concerns about the impact on vulnerable children – particularly those on low incomes
- Private teachers will not bother to travel to rural schools
- Staff feel undermined that there has been a meeting with private providers; it feels like they have a headstart; providers are already approaching schools while staff cannot do so because they are still employed; concerns about the quality of some private providers

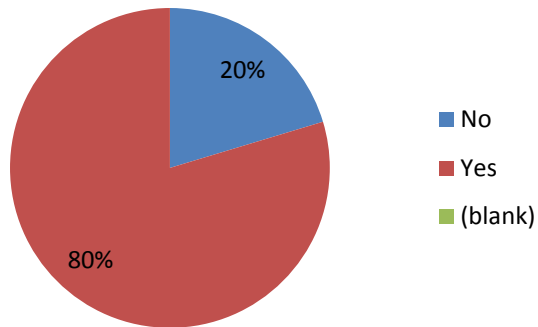
- Some of the public do not want to complete the survey because they feel it is biased; the consultation should be independently analysed
- The budget gap is small compared to the cost of redundancies
- Teachers should be able to voluntarily relinquish UPR status
- The criteria for the music management committee is exactly the support needed now
- Staff would like to explore the option of a co-operative
- A community interest company model or independent trust should be explored
- The impact of consulting on the proposal is that it is more difficult to recruit new students because of the uncertainty. Parents are reluctant to commit.
- We have many staff with many years of experience who learn from each other. Parents choose the teachers because of their quality and professionalism
- If a teacher works privately there would be no-one to replace them if they chose to stop teaching; there would be no incentive on schools to seek another teacher. With ESM, if a teacher leaves, we provide another teacher quickly.

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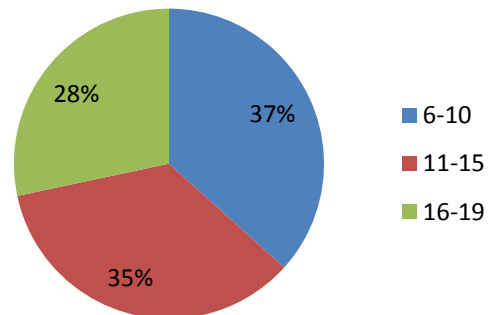
Appendix 5b - Music Service Consultation Analysis (Children and Young People)

60 responses to the online consultation survey

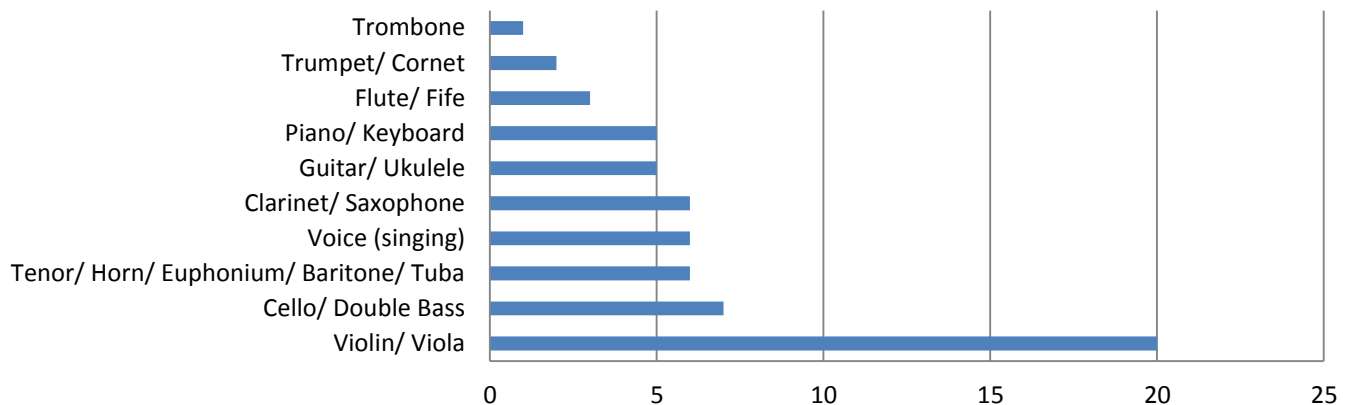
Are you a current user of ESM?



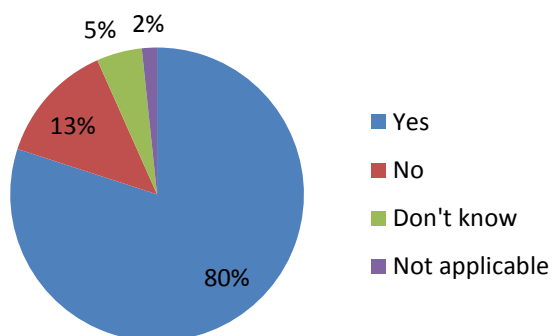
How old are you?



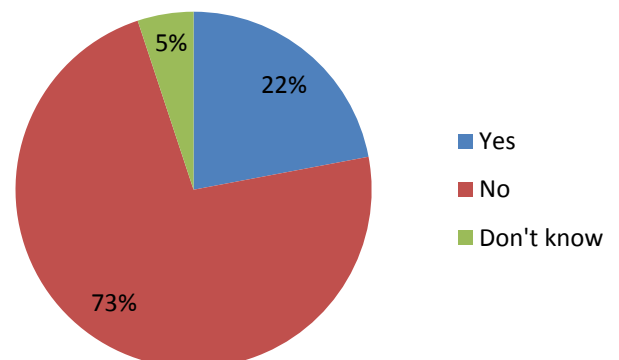
What instrument are you learning?



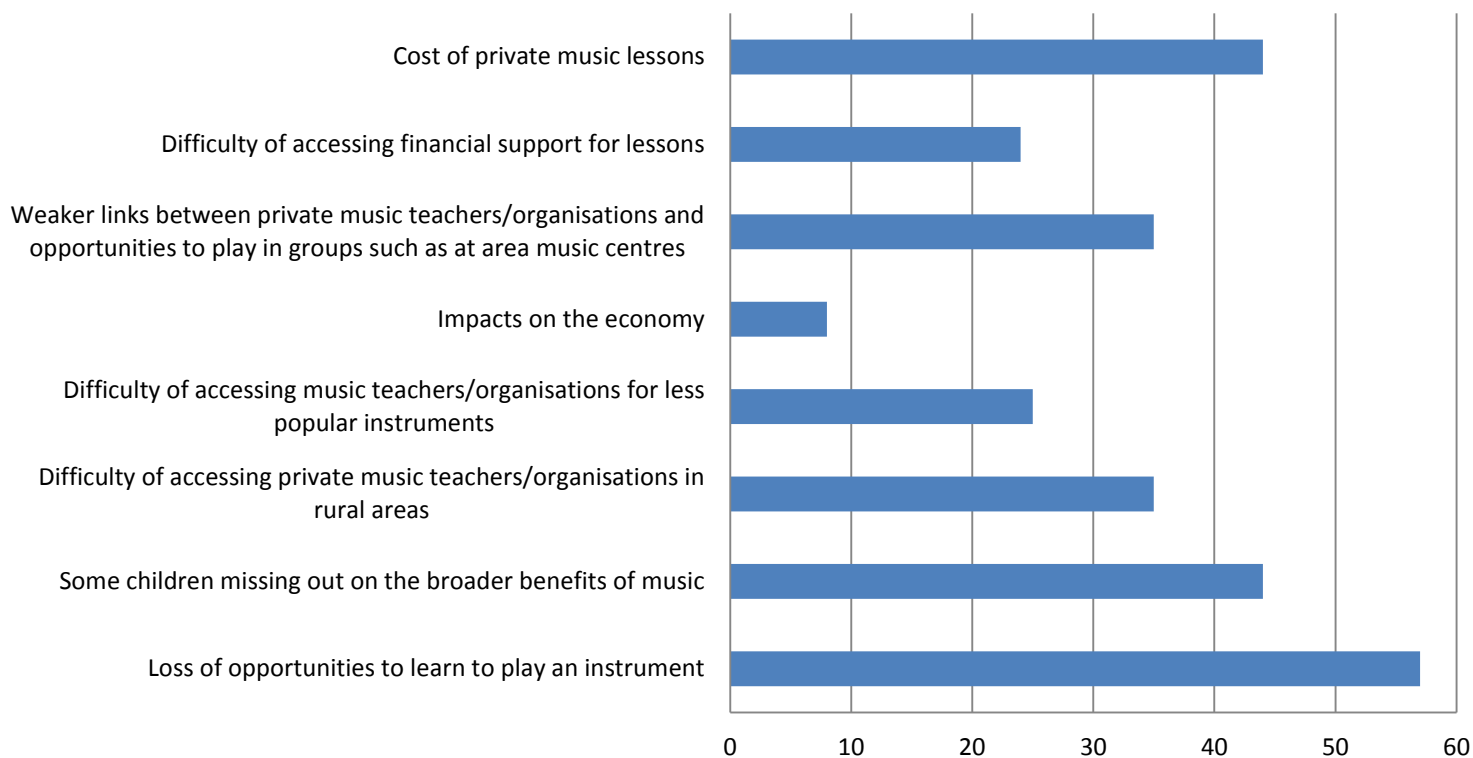
Are you planning on taking music lessons in the future?



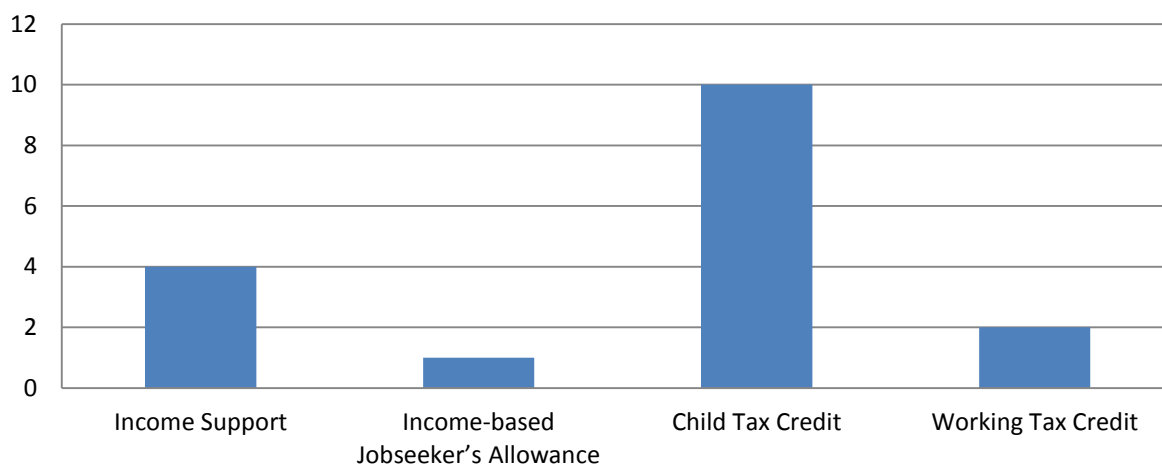
Do you get a discount towards the cost of your lessons?



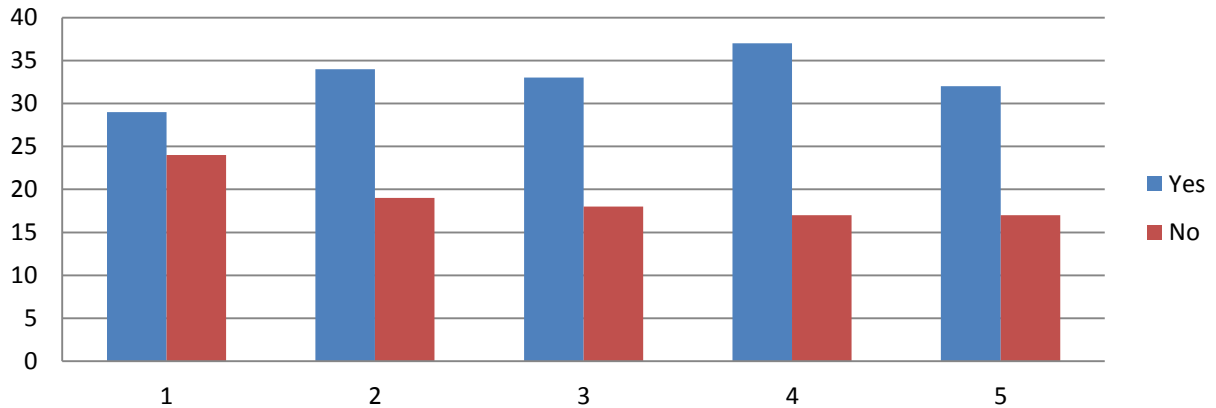
What worries you the most?



Is your family in receipt of any income related benefits?

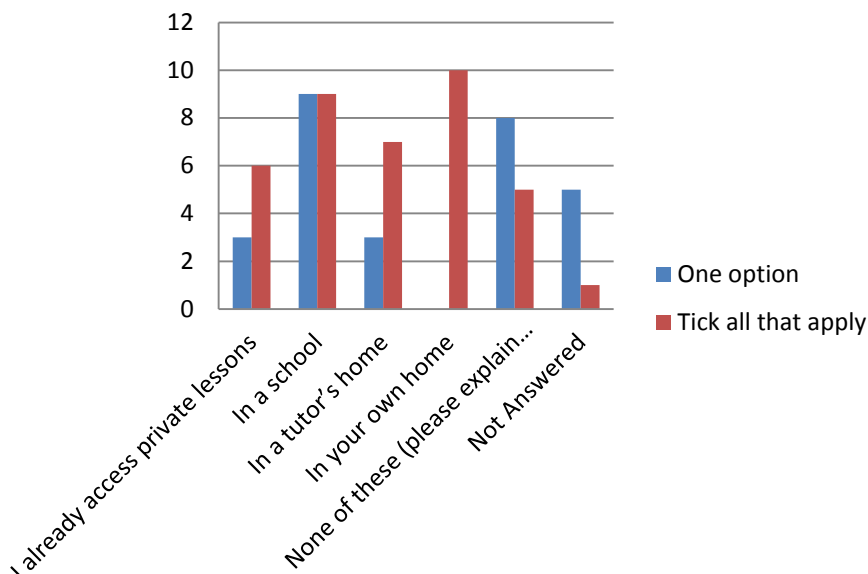


Do you think the following would help with the possible impact of the idea?

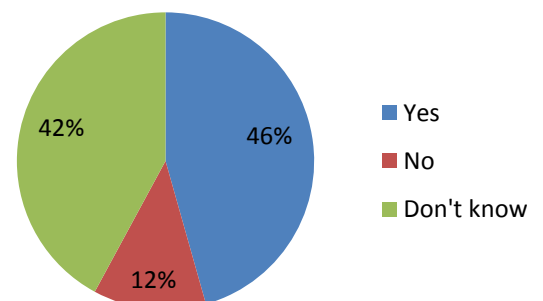


1. Increasing the funding available towards the cost of lessons for children from low income families
2. Providing increased opportunities for children from challenging backgrounds to benefit from music making, for example young people with mental health issues, young people with special educational needs /disability, young people on a child protection plan
3. Providing support to access instrumental lessons for low income families living in more isolated, rural areas, for example by providing discretionary payments towards the cost of travel
4. Giving information to children and young people and schools about what instrumental teaching is available in the area
5. Providing a programme of professional development for instrumental teachers

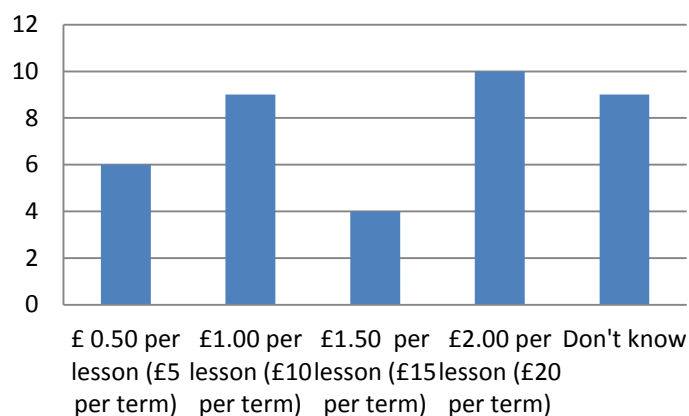
Where would you consider having these lessons?



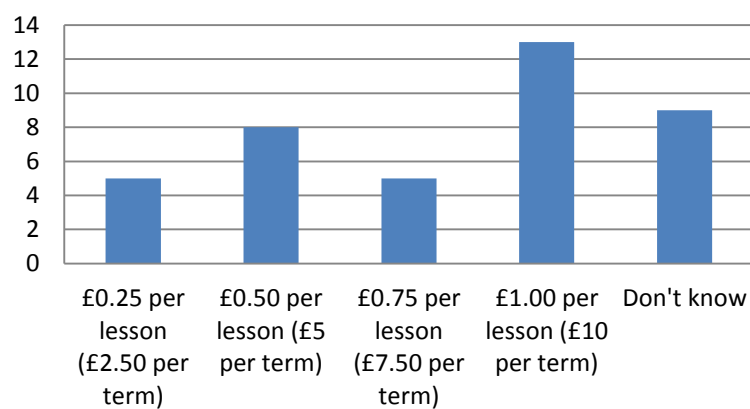
Would your family consider paying more to keep ESM?



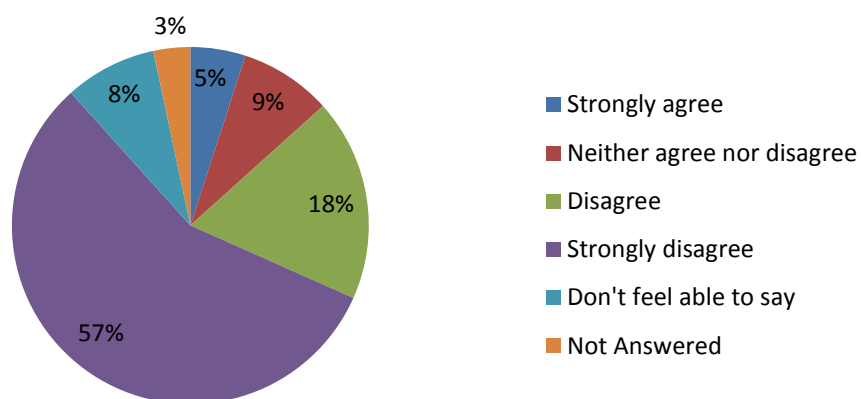
How much more would you be prepared to pay? (individual lessons)



How much more would you be prepared to pay? (group lessons)

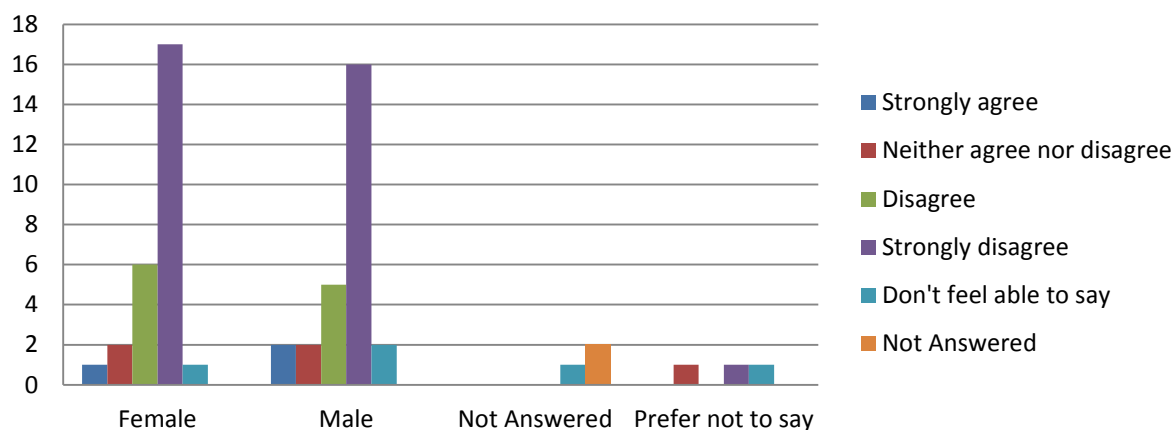


To what extent do you agree that ESCC should make budget cuts from services such as instrumental groups and individual lessons (non-statutory) rather than from other statutory services?

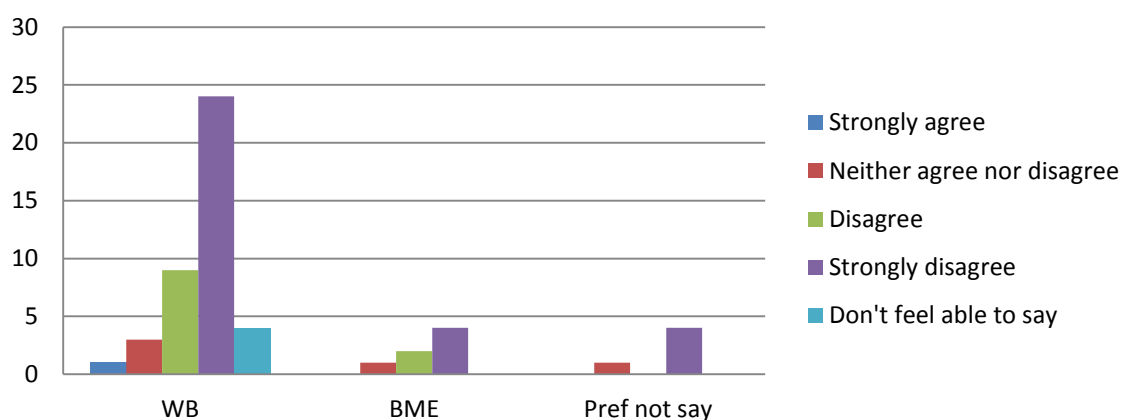


To what extent do you agree that ESCC should make budget cuts from services such as instrumental groups and individual lessons (non-statutory) rather than from other statutory services?

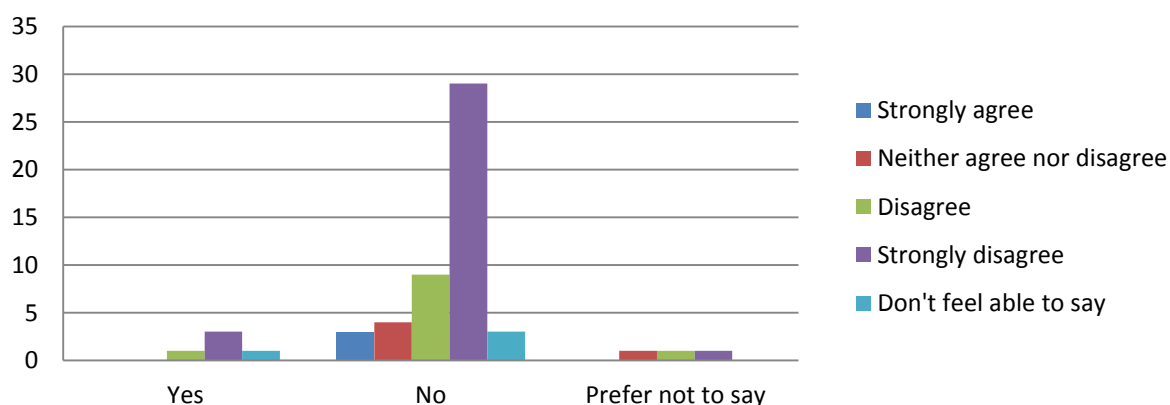
Response by gender:



Response by ethnicity:



Response by disability: (Yes=disabled/ No=non-disabled)



Free text comments:

- 1. What young people suggested could help alleviate impact of proposals**
 - Allowing East Sussex Music Service to continue running lessons – 2
 - Limit the amount that tutors can charge for private lessons – 1
- 2. Where young people might access alternative provision from independent providers, if the small group and individual teaching provision were to close**
 - In a school/part of the curriculum – 10
 - At a tutor's home – 3
- 3. Alternatives to closure of the small group and individual instrumental teaching service that you would like us to consider?**
 - Join similar instrument group lessons together – 2
 - More fundraising/help from charities – 4
 - Charge more for individual and group lessons – 2
 - Raise tax to cover more of the cost of running ESMS – 1
 - Change of management who will distribute the funds differently – 2
 - Reallocate funding/make cuts to different services – 1
 - Stop group lessons, but continue individual lessons – 1
- 4. Any other comments/concerns**
 - Do not want lessons to stop - 10
 - Won't be accessing ESMS lessons due to going to university – 4
 - Won't be accessing ESMS lessons due to already learning elsewhere/private – 6
 - Worried about their teacher's job/future in teaching – 7
 - Worried about access to private music lessons due to local availability – 7
 - Worried about access to private music lessons due to affordability – 13
 - Worried that this change will limit their future career/studies in music – 7
 - There won't be enough opportunity to play in performances/orchestras – 9
 - Won't be able to partake in group lessons or play alongside friends – 3
 - Won't have access to instruments (currently rented from ESMS) – 1
 - Questions were not age appropriate – 6

Face to face feedback from young people

From music centre interviews:

- Learning an instrument gives me more options later in life; “I will have a chance for a better job”
- “It makes my brain happy”
- I really enjoy music centre; it is so good because all parts of the service work together
- The social side is really important
- It gives me more confidence
- “I have no music opportunities at school.”
- Teachers coming into primary schools is important. My school did not have much music but as more of us started to play, they began to see the benefit.

From interviews with students about their instrumental lessons:

- “It is good to have a nice relaxed environment, that’s the best place to learn and I have that with my teacher”
- “I find it easy to practice because I have a supporting teacher.”
- “It’s chilled and relaxed and about having fun.”
- “I really look forward to my lessons because they are interesting and it’s nice learning new things about the flute and they are really enjoyable.”

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