



# In Harmony Liverpool: Evaluation Update for 2016/17

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# What is In Harmony Liverpool?

- Originally inspired by Venezuela's El Sistema, In Harmony Liverpool uses orchestral music-making to improve the health, education and aspirations of children and young people in Everton;
- In Harmony Liverpool is led by Liverpool Philharmonic's team of professional musicians, including musicians of the Royal Liverpool Philharmonic Orchestra;
- Established in 2009 in Faith Primary School with 84 children, it has expanded so that 868 children and young people aged 0-18 and their families now take part in music-making of the highest quality every week, free of charge, in and out of school;
- Music making takes place in Faith Primary School, The Beacon CE Primary School, Everton Nursery School and Family Centre and at Liverpool Philharmonic at the Friary, in Everton;
- In Harmony Liverpool includes repertoire from across music genres including classical, pop, traditional and new music. Performance and musical excellence is at the heart of In Harmony. Children perform between 3-12 times each year;
- Activities include weekly parents and tots drop in sessions; up to 2 hours of music making for early years children; twice weekly group instrumental tuition from age 5 onwards; weekly orchestra rehearsals from age 7, primary school provision up to 4 hours a week music making in curriculum time, after school ensembles for primary aged children and twice weekly after school orchestras, sectionals and tuition for older young people;
- There is an extensive programme of teacher training and CPD at Everton Nursery School and Family Centre - part of the North Liverpool Teaching School Alliance.





# 2016/17 – The Headlines

- As the programme moves towards its tenth anniversary, its reach has extended almost tenfold from 84 children in 2009 to 868 in the financial and academic year 2016/17;
- The programme continues to provide evidence of impact on the children, the schools, the families and communities, the musicians and the sector.;
- In Harmony Liverpool continues to expand its immersive provision – this was the second full year of the expansion into Everton Nursery School and Family Centre and Beacon Church of England Primary;
- 8<sup>th</sup> Birthday Concert March 2017 featuring 243 children, 13 teachers and 13 Royal Liverpool Philharmonic Orchestra musicians and attended by 1600 people;
- Changes in school leadership and governance in Faith Primary and reconsideration of the role of In Harmony Liverpool in the school.



Guest Artists at In Harmony Liverpool 2016-17 (clockwise from above)

- James Ehnes rehearsing with Year 3-4 string musicians
- Andrew Manze conducting Beacon Children's Orchestra side by side rehearsal with Royal Liverpool Philharmonic Orchestra
- Nicola Benedetti performing for Reception age children



# A rich and immersive musical education ....

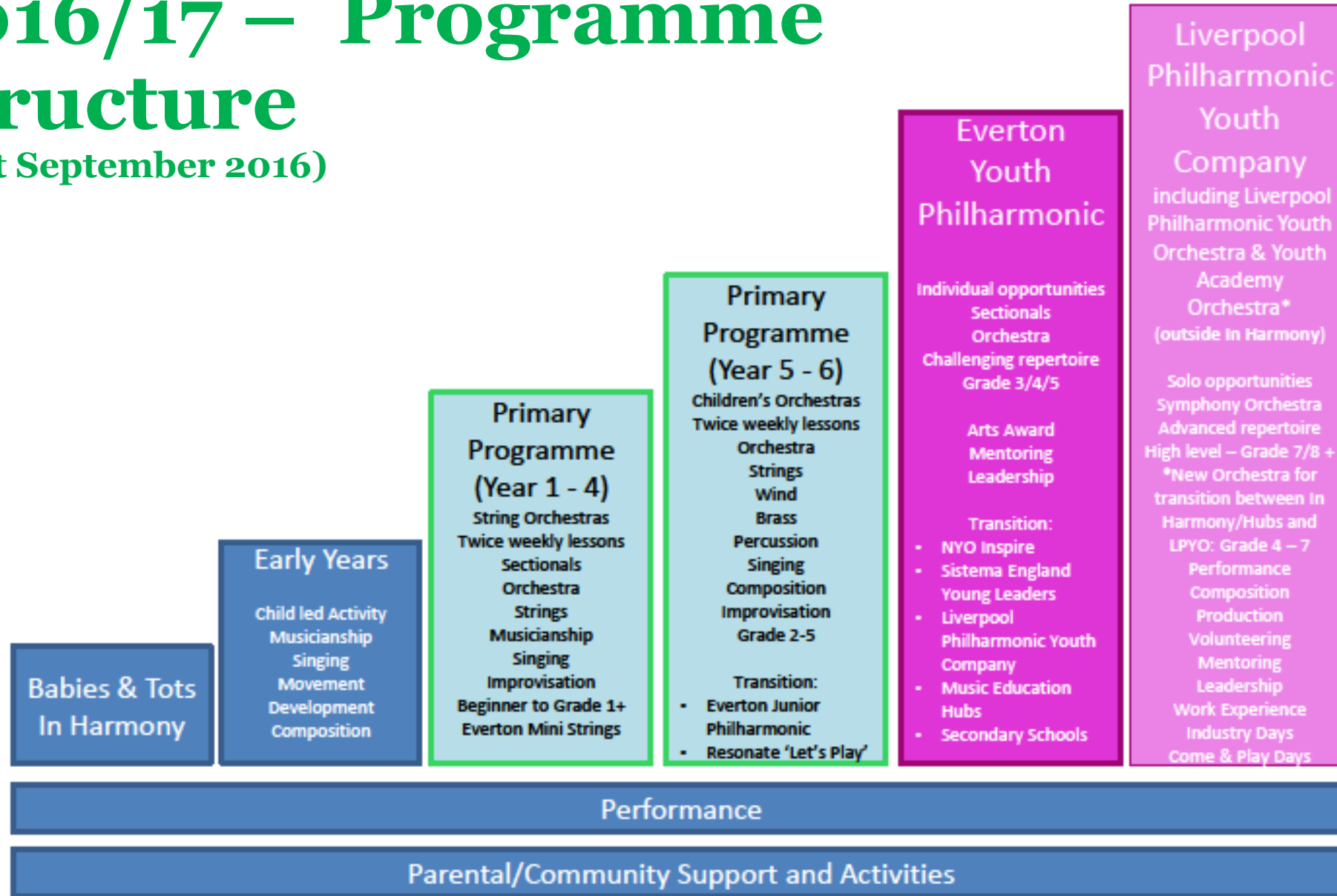


...which by the end of Year 6 has included:

- Instrumental tuition in stings, woodwind, brass or orchestra percussion instruments throughout primary school.
- Involvement in 20+ performances, including high profile, prestigious concerts in Liverpool Philharmonic Hall and nationally at venues such as the Southbank Centre, the Royal Albert Hall and the Sage Gateshead.
- Taking part in over 150 orchestra and ensemble rehearsals.
- Singing as a constant part of every session, including harmony and part-based singing. School-based choirs led by school teachers are supported by Liverpool Philharmonic musicians.
- Developing high levels of musicianship through their Early Years experiences, directly linked to Early Years Foundation Stage curriculum, musicianship classes, lessons and orchestral rehearsals and performances
- Composing and performing their own music and collaborating with other young musicians.
- Participating in an after school programme from age six upwards, including Mini Strings (Years 2-3), Junior Philharmonics (Year 4 upwards) and in Resonate Youth Philharmonic Year 5/6 and into secondary school age (in partnership with Resonate Music Hub).
- Completion of Trinity College Arts Awards at various levels.
- Regularly working with local, national and international world class musicians.
- Achieving excellent musical knowledge and understanding through attending frequent live performances, by visiting professional artists, ensembles and the Royal Liverpool Philharmonic Orchestra.
- Side-by-side rehearsals with the Royal Liverpool Philharmonic Orchestra and Liverpool Philharmonic Youth Orchestra, often conducted by guest artists such as Andrew Manze and Vasily Petrenko.

# 2016/17 – Programme Structure

(as at September 2016)





# 2016/17 – Evaluation Methodology

- Approach:
  - Evaluation since 2009 – long term evaluation – developed alongside the programme;
  - Embraced complexity and remained responsive;
  - Multi perspective approach valuing quantitative and qualitative evidence;
  - Core evaluator with additional specialists brought in to supplement expertise.
- Core Methods:
  - Health and Well Being Surveys;
  - Quantitative data on reach and engagement;
  - Data on musical attainment;
  - Case study interviews with children;
  - Observations;
  - Termly semi structured interviews with teachers, headteachers and musicians;
  - Focus groups with parents and carers and Parents Survey
- Research Questions:
  - What are the impacts on children, families, the schools, the community and the musicians, the RLP and the wider sector?
  - What appear to be the key success factors that contribute to these outcomes?



# 2016/17 – Reach

- During 2016/17 the programme reached 868 children and young people aged from 0 – 18, participating in the orchestral programme alongside early years musicianship and tots session;
- Since the programme began in 2009, In Harmony has reached 1144 children and young people in the West Everton community
- This activity and reach included all pupils at Everton Nursery School and Family Centre, Faith Primary School, Beacon Church of England Primary School and young people attending 13 secondary schools.
- 1.5 hours of curriculum contact time in Nursery and Reception build up to 2 hours 45 minutes from year 3 – 6 per week. In addition, 36% of eligible children at Faith and 38% at Beacon attend additional out of school provision.



# 2016/17 – Partners



## In Harmony Liverpool – partners and proximity

### Schools:

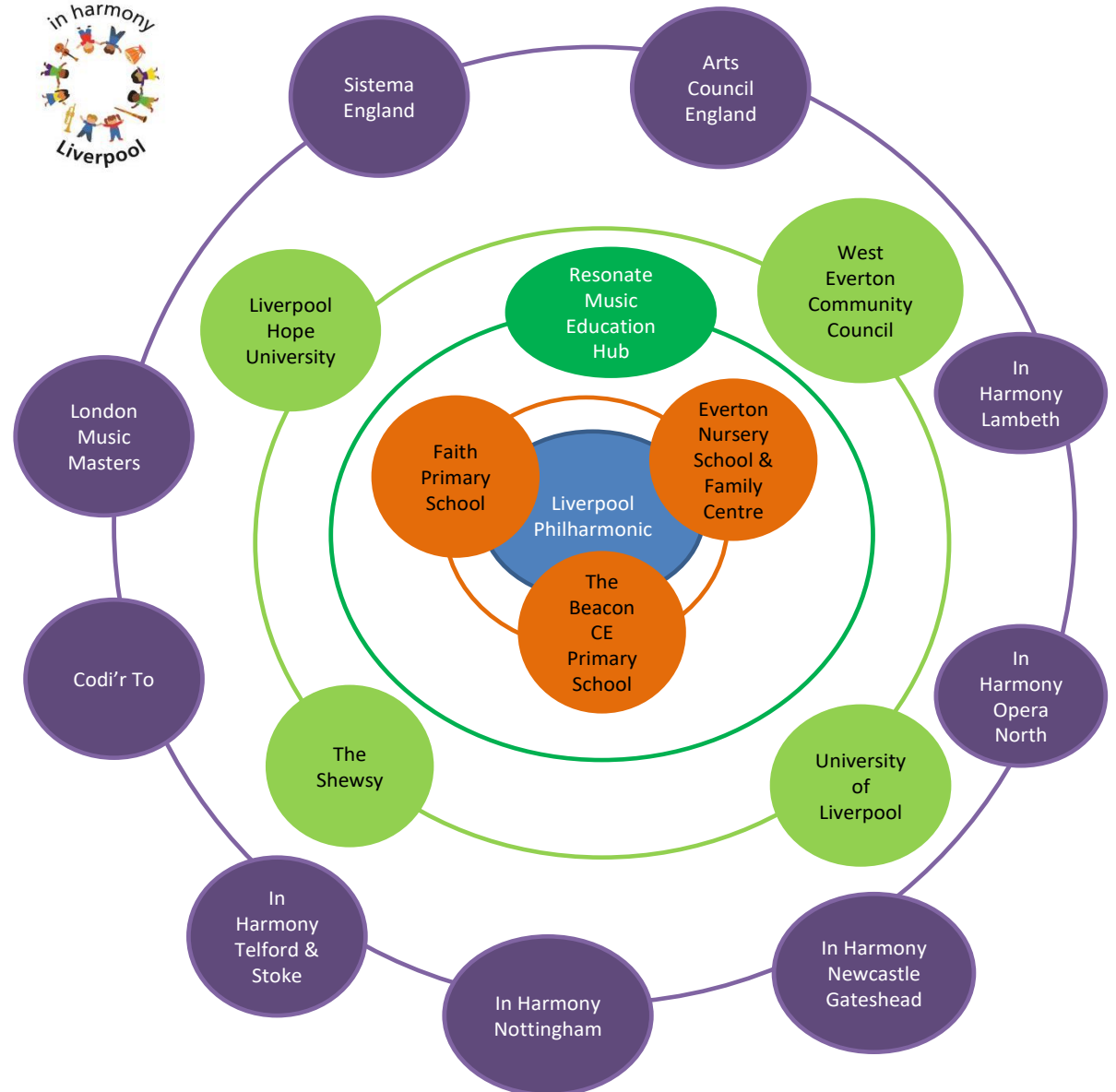
- Faith Primary School, Prince Edwin St, Liverpool, L5 3LW
- The Beacon CE Primary School, Heyworth Street, Liverpool, L5 3QG
- Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF

### Local partners:

- Resonate Music Education Hub
- West Everton Community Council,
- The Shewsy Youth Centre,
- Liverpool Hope University,
- University of Liverpool

### National Partners

- Arts Council England
- In Harmony Lambeth
- In Harmony Opera North
- In Harmony Newcastle Gateshead
- In Harmony Nottingham
- In Harmony Telford & Stoke
- Codi'r To
- London Music Masters
- Sistema England





# 2016/17 – The Context: Everton



THE SCHOOLS	FAITH		BEACON	
	Number	%	Number	%
Total on Roll	233		354	
SEN	36	15%	88	25%
Free School Meals	117	50%	142	40%

- The children and families live in an area that is situated within the most deprived area of Liverpool;
- Index of Multiple Deprivation figures (2015) show that 83.3% of people living in the area are in the 10% most deprived nationally;
- There has been little change in this profile since 2007 with 46.9% of children in the area living in poverty against an 18.1% national average;
- There is 19.7% incapacity benefit claimants against a national average of 6.3%;
- 41.7% of households include individuals with disability/ long term health problems;
- 33.7% of children aged 4-5 years and 39.9% aged 10-11 are obese;
- 47.3% of the population aged 16+ have no qualifications;
- Almost a quarter of households are lone parent households, the 5<sup>th</sup> highest of all Liverpool wards;
- Employment and self-employment rates are low;
- While unemployment and economic inactivity due to long term sickness/ disability is high.

# 2016/17 – Musical Attainment

- Children are being supported to achieve a very high musical level by the end of primary school;
- The ambition for the programme is to push the overall levels of musical progression so that the majority of children are playing at a Grade 2-3 level equivalent by the end of Year 6;
- Music tutor assessment of children in summer 2017, against the ABRSM benchmarks, showed 48% of all Year 6 children were playing at Grade 2 equivalent or above at the end of the year.
- Given the Beacon Year 6 children have only been part of the programme for 2 academic years, they have made excellent progress with 42% playing at Grade 2 or above.
- 25% of children in Year 6 at Faith Primary School were playing at Grade 4 or above.



# 2016/17 – Key Outcomes: Children

- **Concentration:**

*“It helps me to remember things.”*

*“I can ignore distractions in the classroom by listening to music in my head”*

- **Well being, resilience and mood:**

*“Music makes me happy – I feel sad when the lesson is over”*

*“If you’re angry, I find music makes me calm”*

*“It is like an escape for me sometimes – I am a worrier and it helps.”*

*“It calms my fears and calms me down.”*

- **Aspiration and determination**

*“Sometimes I think I can’t do something but playing the violin has shown me that I can do anything if I try hard enough.”*

*It gives you new opportunities so that you can earn a better living, live a happy life.”*

- **Listening and Attention** – 100% children aged 2-3 in Nursery hit the national standard

- **Confidence** - *“It has given me confidence and helped me with team work as I didn’t like working with others before and I have made new friends in my new school.”*





**“Everton isn’t based on academia – it is about opportunities for the children to become more rounded and resilient people.” (Headteacher)**



- *“It helps me with my maths – counting bars, time signatures and staves - you know ...?” (year 4 pupil)*
- *“I have gained dexterity – is that the right word? – my writing is even neater!” (year 3 pupil)*
- *“They used to say we were missing some of our learning time but that is not true. I have learnt more by playing music.” (year 6 pupil)*
- *“I like the fact that we are learning but not in the same way as we do in the classroom. I am using different skills and my listening and observation skills are so much improved.” (year 6 pupil)*

# Early Years Impact

- Key Outcomes:
  - Listening and Attention
  - Confidence
  - Teamwork, sharing and taking turns
  - Emotional well being
  - Speech and language
- Everton Nursery and Childrens Centre was awarded Early Years Setting of the Year by Time Educational Supplement – *“The school caught our judges’ attention because of its sustained service to the local area and its innovative approaches. “The music programme is a fantastic example of how the arts can have a powerful impact in the earliest years of a child’s life’, they said. “It was lovely to see the celebration of the thirst for knowledge and love of learning that the setting achieves for its children.”*
- *“In Harmony is as important to the setting as everything else. It enriches the core curriculum – enhances it and enriches lives because of the childrens’ circumstances. An area of such disadvantage needs teachers who are energy givers not sappers. The children need more life skills, resilience and independence – a ‘toolkit for life’ – EN offers an oasis of opportunity to enable them to become school ready.” (headteacher)*
- *“The additionality of the skills compliments the core work they do already – sit down in class, listen, share, take turns – and having live musicians in front of them is a major enhancement.” (headteacher)*



# Secondary Progression and Outcomes



- “Progression **in** and **through** music are both important” (manager)
- 40 children took part in Everton Youth Philharmonic in 2016/17 and they had transitioned to 13 different secondary schools.
- Since 2009, a fifth of all young people eligible to continue with In Harmony after leaving primary school have continued to do so.
- “Having structured progression opportunities in place is crucial but at the same time you have to be working simultaneously to remove the barriers so they can choose to take the opportunities you are providing.” (musician)
- Children who have not continued with In Harmony have continued with other musical involvement.
- Young people have also reported many different impacts on their lives, ambitions and aspirations – “I have no regrets, I learned so much from playing and I don’t think I would be the person I am now if I hadn’t had that experience.” (year 10 pupil)



# 2016/17 – Key Outcomes: Schools and Teachers

- *“The child thinking of the teacher as a learner reflects other strategies that are employed in the school – for example, paired spelling – the child thinks, ‘now I am the teacher’” (teacher)*
- *“We might have been learning longer than the teacher – but I can see that children aren’t the only people who want to learn.” (year 5 pupil)*
- *“Of course we all play instruments – we’re all musicians now.” (teacher)*
- *“When I am busy or stressed, going into the music sessions changes my mood. It gives me time to take stock and regroup and I come away feeling refreshed.” (teacher)*



# 2016/17 – Key Outcomes: The Community and Place

- *“We are spreading In Harmony around so others can see it and love music.” (year 6 pupil)*
- During 2016/17, a total of 46 performances/ sharings took place with over 4000 people attending;
- In 2016/17 1503 tickets to Philharmonic Hall were bought by Everton households;
- *“This is a different community now to what it was in 2009 and there are many reasons for that but In Harmony has been an important part of it.” community leader*



*Dan Carden MP with community leaders*



# Key Success Factors

- **Partnerships**, relationships, reciprocity and trust between professional groups and a community;
- **Commitment** to a long term asset based intervention;
- **Innovation, learning and reflection** sitting at the heart of the programme;
- **Inclusion and Immersion** – free access, child placed at the heart of delivery and responsive to individual needs, engaging the whole community.
- **Importance of Performance** – *“It gives validation and the feedback is invaluable to them” (teacher). “It felt like we were a real professional orchestra” (year 5 child after the 8<sup>th</sup> Birthday concert)*





# Partnerships with Schools

- **Keys to success:**
  - Operational lead role
  - Teams working closely together
  - Equality in the partnership – open and honest and respectful
  - Commitment at leadership level and modelling for the rest of the staff team
- *“For it to work, the ethos of the school is crucial and that comes directly from the head. Music is part of the school, embedded and invested. Perhaps it connects to the level of achievement in the school? If it is already good, can music contribute to making it outstanding? Maybe it is about the added value?” (musician)*
- *“There is mutual respect and they don’t miss opportunities to make things better.” (teacher)*
- *“She established meaningful boundaries for partnership and collaboration – they became a bedrock for the future. Her leadership was respectful of the team and the leadership we provided. There was mutuality.” (musician)*
- ***“Things are changing around here”***
- During the 2016/17 academic year, this was successful at Everton Nursery School & Beacon CE Primary School. Within this year, Faith Primary School received an inadequate Ofsted rating leading to changes in leadership, governance and teaching. This led to a challenging period and a reconsideration of the role of In Harmony within the school.
- Impact on the children:
  - *“Music has stayed the same while everything else seems to be changing”*
  - *“We are getting a library – it is going to have a pink carpet”*
  - *“I can’t wait to see it but where will the music room be?”*
- Impact on the Musicians:
  - *“The flux has been difficult for the team. Beacon feels very solid. It is a challenging school in terms of logistics, space etc, but the team are totally committed. We could have felt unstable because of the change but the depth of the ethos at Beacon and the leadership provided has helped us cope. It has anchored us.”*

# A sustainable model?

- A developing **funding mix** including private philanthropy and trust and foundation funding, with 61% of funding coming from non-Arts Council England/Department for Education sources in 2016/17;
- **Sector impact** through the **publication and dissemination** of pedagogical approaches and curriculum, of evaluation and learning;
- Plans for further **expansion into a new community** in 2017/18.



# Ongoing Research

- In addition to the ongoing evaluation -but drawing from it – there will be a focus on several more in depth areas of learning:
  - Developing successful partnerships between schools and cultural organisations;
  - Learning about peer to peer learning between teachers and musicians;
  - Analysis of the impact on the organisation- Liverpool Philharmonic - of leading this programme;
  - Community Pride;
  - Musical Pedagogy.



*Commissioned Photography: Mark McNulty & Russell Sach*