

In Harmony Liverpool Interim Evaluation Report

Executive Summary

- 1 The In Harmony Liverpool pilot outlined the following outcomes and outputs in the initial tender document:
 - *All children attending Faith Primary School, The Shewsy and Everton Children's Centre to have the opportunity for daily instrumental and vocal music making (over 130 children over the life of the programme)*
 - *An improvement in levels of achievement and attendance at Faith Primary School*
 - *A significant increase in reported levels of self-esteem, self-confidence and increased well-being amongst West Everton children, measured using qualitative evaluations with children, families, community organisations, schools and teachers*
 - *A significant proportion of family and community members from West Everton reporting improved wellbeing through engagement in music making and live music performance*
 - *A community that feels 'music is a normal part of our life'*
 - *Increases in take up of Further and Higher Education by people from West Everton (a key part of Government's Widening Participation agenda. Target is 50%, Currently 27% in Liverpool and significantly less in West Everton)*
 - *A vision for sustained music development in West Everton beyond 2011*

It is against these outcomes and outputs that the programme is being evaluated.

2. The evaluation of In Harmony Liverpool is using a wide range of indicators at four levels:
 - The Children
 - The School
 - The Community
 - The Partners

We are seeking to evaluate impact in all four dimensions and will look at the relationship between each to measure the impact of the programme and model on the whole community, particularly in terms of added value and the development of social capital. We are also working to evaluate the project management model, and seeking to identify key success factors .

3. At this interim stage in the evaluation we are therefore unable to present reliable and robust quantitative data and are relying primarily on the qualitative data being gathered to assist us in identifying trends and emerging findings that will be tested against data as it begins to emerge. For example, at this stage no test results are available to support any quantitative assessment of improvement in attainment but

there are important observations being made about a perception of improvement by teachers and musicians. In the same way, we cannot reliably assess quantitatively any impact in the area of Special Educational Needs although there is qualitative evidence that the project may be beginning to have an impact on specific children. Data gathering through the PCT will, by the end of the project, support our understanding of any impact the project may have had on the health of the children but this will not be available until later in 2010.

Narratives are therefore emerging from the qualitative data gathering around the perceptions of impact and the nature of the changes being observed within the children, the school and the community. These are presented in this interim report as a means of assessing progress against planned outcomes.

In addition, we seek to draw conclusions and make recommendations that will inform the next stage of the project.

4. In summary, we conclude that progress is evident against all planned outcomes:
 - The project is already engaging with over 130 children and is extending beyond the immersive engagement with the pupils in Faith Primary and working with children within the community who attend other schools.
 - There is emerging evidence that it is impacting on achievement and attendance although it is too early to provide quantitative evidence to support this perception.
 - There is significant and triangulated qualitative evidence that self esteem, self confidence and well being are increasing
 - There is significant qualitative evidence that the project is impacting on the community as a whole and that engagement in music is generating a strong sense of pride, increasing confidence and a strengthened sense of identity.
 - It is not possible to determine at this stage whether engagement with HE is improving although there is emerging evidence that children are now aware of Hope University and are curious about what it might mean for them.
 - Partnership working appears to be moving the vision forward for sustained music development in West Everton.

5. The success of the project to date appears to be attributable to several key success factors that will continue to be tested:
 - **Partnerships that were already embedded and evolving and a genuine approach to joint development of the bid.**

The project could be said to have **galvanised a range of pre existing elements**. The infrastructure to support the project was already in place with the RLP already working in the area and key agencies already engaged. Key individuals within the area – cited as community leaders by many people interviewed – were already engaged with the RLP as a result of the development of the Friary.

The school itself is an improving school with a Headteacher who already had a strong belief in the potential value of music in continuing this improvement

A community already engaged in regeneration from the bottom up that was actively seeking new means of empowerment and engagement

There is therefore a strong sense of ownership of the project from the main partners who are unanimously enthusiastic and supportive of the project and ambitious for its development.

○ **Leadership of the project by the Royal Liverpool Philharmonic**

The RLP is an iconic organisation and its leadership is proving to be potent in generating community pride. The high quality musical interventions rendered possible through the orchestra are arguably critical to the quality of the musical pedagogy and its impact on the children. Furthermore, the role of the RLP as a systems leader in developing a new approach to social change is significant as this is a role beyond that traditionally expected of a symphony orchestra but is one that the RLP is adopting with enthusiasm and enormous commitment.

○ **A delivery model that focuses on one school and provides an immersive musical experience for the whole school community**

A major part of the success to date hinges on the strategic decision taken at the beginning of the bid process to focus on a limited geographical area, and limit the number of variables within the project. Being able to focus around a single school in a relatively small community has been critical to the programme. The immersive experience of the whole school approach, compared to individual year groups, has had a major impact on the culture change and the speed of change in Faith primary school and the West Everton community.

By providing such an immersive experience for every child at Faith School, impact has been more immediate and has allowed testing of approaches to be done in a contained way. By basing the team within Faith School, it has also helped to embed In Harmony within the school community, and enable personal relationships to develop naturally between the team and Faith staff, children and families.

6. We make a series of recommendations that we suggest should inform planning and implementation over the second year of the project. These fall into five categories:

- Pedagogy and the Team
- Programme
- Ongoing Research and Evaluation
- Succession Planning
- Advocacy and Communication