



In Harmony Liverpool Interim Report: Year Four (September 2012 – August 2013)

Executive Summary

1. In Harmony Liverpool is now in its fifth year of operation in West Everton having started in February 2009. This report is the fourth annual evaluation report and seeks to provide an overview of the academic year 2012/13 year whilst relating this to previous years and the 2009 baseline.
2. In Harmony Liverpool continues to be evaluated against the outcomes and outputs outlined in the original programme document submitted to the Department for Education (then known as Department for Children, Schools and Families) in autumn 2008, as well as indicators that have been identified as the programme has progressed. The evaluation 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 examine 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, seeking to identify key success factors.
3. In this fourth year, we have continued to gather quantitative and qualitative data from a range of sources that is sufficiently reliable and robust to support conclusions. The size of the In Harmony Liverpool cohort of children and young people, and attribution of impact remain issues for the evaluation, as it is always challenging to be specific about the causal effects of the music interventions as opposed to other factors that may be at play in individual and family lives, in schools, homes and the community.
4. In addition to the evaluation study, the evaluation team has continued to support Liverpool Philharmonic through the In Harmony Liverpool team with the production of discussion documents and short reports, facilitation of training sessions and support through the Arts and Humanities Research Council (AHRC) funded In Harmony Liverpool Research Network. This work has affected planning and change within the programme, ensuring that learning and continual improvement remains at the heart of the ethos underpinning In Harmony Liverpool.
5. Some key statistics illustrate the reach and scope of the In Harmony Liverpool programme:
 - The programme has expanded the age range of child participants and is currently catering for a total of 211 children and young people aged 0-15 years. This represents a 250% increase in scope and reach within the programme since the first year in 2009, when 84 children aged 3-11 years were involved.
 - Since the programme began in February 2009, In Harmony Liverpool has engaged a total of 302 children and young people and their families in West Everton.

- Whilst all primary school aged children at Faith Primary School are accessing up to 4.5 hours per week of music making in curriculum time, in 2012/13, 62% of those children participated in after school provision including brass, percussion and chamber ensembles – participating in up to 10 hours per week.
 - 100% of the 128 children and young people engaged in the full orchestral programme in 2012/13 performed at least 3 times in this year, with 77% participating in 5 or more performances. Young people in West Everton Super Strings presented 11 performances across the year.
 - A total audience of 2,832 people from West Everton and the City attended a total of 27 In Harmony Liverpool performances throughout the year.
6. **We conclude that there continues to be strong evidence that In Harmony Liverpool is exceeding its expected outcomes and outputs. In Harmony Liverpool provides compelling evidence of a holistic and enriching musical education resulting in a positive impact on the personal, social, emotional and educational development of children and young people.**
7. In Harmony Liverpool **continues to progress well against the outcomes** established at the onset of the programme. The programme remains on a **highly positive trajectory** with the children and young people, the school, the families, the community and the partners, with much to celebrate at the end of its fourth full academic year. **Through the intensive and immersive approach of In Harmony Liverpool and its child and family centred ethos, the programme provides a potential powerful model for social change and the generation of social capital throughout the community.**
8. Children are making excellent musical progress, evidenced through live performances, qualitative feedback from children, parents and the community, ongoing and termly assessment by In Harmony musicians and Faith Primary School Ofsted reports including a Good Practice Visit in 2011 by Ofsted's National Adviser for Music. The programme has been extended and enriched to meet the growing demands of the children as they progress. Programme developments have reflected the need for differential learning pathways and ensured In Harmony Liverpool does not remain static but is instead responsive and dynamic placing the musical and social needs of the individual child at the centre.
9. Data on educational attainment continues to evidence significant improvements in children's academic performance across the Faith Primary School population since In Harmony Liverpool began. In the first year of In Harmony Liverpool, we saw a significant increase in recorded attainment levels in English and Maths. This has subsequently plateaued, but with attainment levels being maintained at improved levels. Data demonstrates:
- Increases in proportion of children exceeding national expectations in levels of progress measured through national curriculum levels;
 - Increases in proportion of children achieving national expectations on attainment levels;
 - Increases in percentage of children achieving teacher set targets across all three areas of reading, writing and numeracy.
10. Qualitative evidence from the Head Teacher, school teachers, parents, musicians and Ofsted inspections support the data on improvements in children's academic achievement, highlighting contributing factors including:

- The development of cognitive skills through music;
 - Improved motivation to learn, enhanced concentration and focus in children;
 - Improvement in school attendance;
 - Improvements in the culture of school as a 'learning community' through children and adults learning together and peer to peer mentoring, teaching and learning, thus the ongoing 'virtuous cycle' of change noted in September 2010 continues to be apparent within school and community.
11. Data on children's emotional wellbeing demonstrates a continuing positive trend and this can now be compared to data gathered from other In Harmony programmes through the Arts Council England (ACE) commissioned NFER (National Foundation for Educational Research) national evaluation. Data on wellbeing includes:
- Children reporting improved self-confidence, teamwork, aspirations, cooperation, resilience and enjoyment of school and music, and a sense of belonging, captured through focus group and case study interviews and termly online wellbeing surveys;
 - Children demonstrating improved behaviour, confidence, listening, reflection and awareness, with strong evidence that greater maturity and focus is emerging as reported by teachers, musicians and parents, and apparent in evaluation focus groups.
12. The community impact is evidenced in a range of different ways and the programme is growing organically.
- The programme has continued to expand and diversify, ensuring provision for progression of children leaving Faith Primary School and moving to secondary school, as well as provision for children attending other schools in the area, an early years programme for children and parents/carers and community engagement through performances, home visits and community events;
 - There is evidence that parental engagement is accelerating and deepening and that life choices are being made. Music is linking key events in families' lives and becoming a normal part of life within the community. Parents report improved relationships with their children. They are proud of their children and young people in a collective way as well as individually;
 - Through focus groups, interviews and wellbeing surveys, community members have reported increased civic pride, hope and enthusiasm, positive relationships with children, increased wellbeing and confidence in the future, and increased involvement with the community as a result of In Harmony;
 - Self determination and social capital are building within the community and In Harmony Liverpool has played a key role in enabling and supporting this. The community feels a strong sense of ownership over 'their orchestra' and In Harmony Liverpool as a programme. In Harmony has made them feel more positive about themselves and their future, and they feel they have the ability to change their life.
13. The achievements of 2012/13 have taken place within a context of significant change: the evolution of the national In Harmony programme, the current multiple funding model of In Harmony Liverpool, the structural change within the local NHS, changing policy context and curriculum changes. And yet, In Harmony Liverpool appears to have been more stable than in the previous three years. There is a greater confidence, a capacity for learning and collaboration that seems to stem from this confidence and the ability to plan forward for progression and development that has not been evident to the same extent in previous years.

14. The revised In Harmony Liverpool evaluation framework has created greater ownership within the In Harmony team of data being collected and informing practice, planning and reflection, ensuring that learning and improvement remains at the heart of the ethos underpinning In Harmony Liverpool.
15. The wider In Harmony Liverpool research framework is evolving with the Arts and Humanities Research Council funded Research Network. This work is critical to the transition to new sustainable and embedded practice that reaches beyond the music and cultural sector into community regeneration and development.
16. The In Harmony Liverpool team has become a community in itself with profound reported impact on individuals and the team. This in turn is having an impact on the Royal Liverpool Philharmonic Orchestra as more musicians engage in the programme on a sustained basis.
17. The success of the programme to date appears to be attributable to several key success factors that continue to be monitored:

- **Partnership Development.**

- Developing partnership has been a key element of the programme and potentially its greatest strength in terms of future development and sustainability;
- Partners are working collaboratively across professional disciplines, placing the interests and needs of each child and family as the central driving principle for decision making;
- Faith School itself continues to improve with a Head Teacher and team who hold a strong belief in the potential value of music in continuing this improvement;
- The community has embraced In Harmony Liverpool with great enthusiasm and is increasingly involved in the programme and the life of the school;
- There is a strong sense of ownership from the main partners and increasingly so within the community, all unanimously enthusiastic and supportive of the programme and ambitious for its continued development.

- **Leadership of the programme by the Royal Liverpool Philharmonic.**

- The leadership role provided by the Royal Liverpool Philharmonic (RLP) is proving to be potent in generating community pride. The high quality musical interventions made possible through the orchestra are arguably critical to the quality of the musical pedagogy and its impact on the children and the wider community;
- The profile of In Harmony Liverpool has continued to be high at local, national and international level, for example through the inclusion of the West Everton Children's Orchestra in Liverpool Philharmonic's BBC Family Prom at the Royal Albert Hall.

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

- The strategic decision to focus on a single school in a relatively small community has been critical to the success of the programme to date. The immersive experience of the whole school approach 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, the impact has been more immediate and has allowed testing of approaches to be undertaken in a contained way. Basing the music team within Faith School has also helped to embed In Harmony within the school, and enabled relationships to develop naturally between the music and teaching staff, and with the children and families.
18. Within this positive context, there are always areas where continuing improvement can be attained as the programme continues to develop. We make a series of recommendations that we suggest should usefully inform planning and implementation of the programme over the coming twelve months. Our recommendations fall into six principal groups:
- Partnership development;
 - Community engagement;
 - Professional Development and Peer to Peer Learning;
 - Ongoing programme development and refinement;
 - Organisational Impact;
 - Evaluation.
19. The continuing development of the overall programme of provision is testimony to the constant and ongoing reflection that takes place within the In Harmony Liverpool team and the school about the best way to deliver the programme as it evolves. **We have always stated that the In Harmony Liverpool model cannot be a static model and this is a key element of the learning to have emerged over the four years of the programme. In Harmony is perhaps better viewed as a framework and a process.** The major success factor in ensuring that it connects to and supports children and families in a particular community is that it is a dynamic model and will constantly evolve.

Published October 2013
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