

## Music Service Option Appraisal

There are four options that warrant consideration with regard to the future of the Music Service.	
Option 1	Discontinue the service.
Option 2	Transfer the service to a trust.
Option 3	Reorganise and retain the Music Service as a shared service ( <i>hosted by either Central Bedfordshire Council or Bedford Borough Council</i> ) to achieve a cost neutral service whilst ensuring an appropriate provision offer is in place that meets local needs for music education.
Option 4	Reorganise and disaggregate the Music Service to achieve a cost neutral service whilst ensuring an appropriate offer is in place that meets local needs for music education in Central Bedfordshire

## Option One – Discontinue the Music Service

1.	Discontinue the Music Service	Impact:	Advantages:	Consequences:
	<p>Discontinuing the music service would require each local authority to devolve the Music Standards Fund, any remaining/available local funding and the resource assets of the music service – instruments /music etc - to schools.</p> <p>Although individual schools may commission instrumental/vocal tuition the discontinuation of the service would not help support or address the national agenda, which fully supports strong and stable music services (music manifesto/Ofsted) and their role in developing extended services in communities, nor would it support the development of local cultural entitlements.</p>	Local Authorities	<ul style="list-style-type: none"> <li>• Negation of financial risk</li> <li>• Reduces need to source additional accommodation once the lease with Bedford College expires</li> </ul>	<ul style="list-style-type: none"> <li>• Major short term redundancy costs</li> <li>• Would not be in keeping with one of the Council's top priorities of increasing opportunities for children and young people.</li> <li>• Ceasing the service exposes the Council to significant reputational risk and public challenge as the Music Service is regarded very highly by parents and stakeholders.</li> <li>• LAs retain responsibility for the music standards fund objectives but will be unable to effectively monitor the use and overall effectiveness of the fund</li> <li>• No strategic lead for music provision and/or entitlement</li> <li>• Impact upon standards in schools</li> </ul>
		Vulnerable groups	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• No support available for those with special educational needs, who are in most need or who are vulnerable</li> </ul>
		Individual children & young	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• A broad and diverse universal musical offer would not be available for all children.</li> </ul>

1.	Discontinue the Music Service	Impact:	Advantages:	Consequences:
		people		<ul style="list-style-type: none"> <li>• Post code lottery for music provision is established</li> </ul>
	<p>A market economy would exist where commercial agencies and/or private teachers would deliver selected tuition and services on a commercial, profit-making basis.</p>			<ul style="list-style-type: none"> <li>• A broad and diverse range of high quality consistent learning opportunities especially in specialist areas would not be available</li> <li>• Learning focused on 'popular' forms becomes prevalent</li> <li>• Learning pathways would not be effectively signposted</li> <li>• Free access to instrumental resources would rapidly deteriorate</li> <li>• Cost of any provision type may be restrictively high for many families</li> </ul>
	<p>Some upper schools/clusters of schools may endeavour to coordinate and create provision for their catchment.</p>	Schools	<ul style="list-style-type: none"> <li>• Schools receive additional funding through the delegation of standards fund</li> <li>• Schools/Clusters gain autonomy in relation to music provision</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment of quality teachers may become challenging</li> <li>• Quality matters/issues in instrumental/vocal learning may become prevalent</li> <li>• Schools / clusters may not have capacity/skill/desire or resources to organise a diverse range of progressive ensemble and enrichment opportunities such as instrumental workshop events and master classes</li> </ul>
		Workforce	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• Poor job security creates a high turnover of freelance providers impacting upon the quality of teaching &amp; learning</li> <li>• Loss of a highly skilled workforce</li> <li>• Professional development opportunities for specialist instrumental teachers would be lost</li> </ul>
		Funding	<ul style="list-style-type: none"> <li>• L.A's save current funding contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Large redundancy costs incurred at the outset</li> </ul>

1.	Discontinue the Music Service	Impact:	Advantages:	Consequences:
				<ul style="list-style-type: none"> <li>• Longer term savings in local funding is no longer directed at the music service.</li> </ul>

## Option Two – Transferring the service to a Trust

2.	Transferring the service to a Trust	Impact:	Advantages:	Consequences:
<p>Transferring the service to a trust may allow the service to continue to deliver and develop its current offer to schools and communities while removing from the local authorities any financial/business risk; however, this would be reliant upon continued public funding levels.</p> <p>Response to any reduction in level would be managed using many of the strategies identified throughout this options paper.</p>	Local Authorities		<ul style="list-style-type: none"> <li>• All business/financial risks negated</li> <li>• Withdrawal of support services from the local authority may impact on their cost to the remainder of Council services, whilst at the same time restricting access to vital services.</li> </ul>	<ul style="list-style-type: none"> <li>• Transferring operational resources to Trust management is likely to incur additional costs which are beyond its resource base and would inevitably have to be sourced from the two local authorities.</li> <li>• Once the service is outsourced to a charitable trust there are legal complications in reversing the process</li> </ul>
	Vulnerable groups		<ul style="list-style-type: none"> <li>• Dependent upon available funding</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent upon available funding</li> </ul>
	Individual children & young people		<ul style="list-style-type: none"> <li>• Dependent upon available funding</li> </ul>	<ul style="list-style-type: none"> <li>• The priorities and finances of the Trust may lead to a more narrowly defined service focus and inhibit the service from providing a breadth of opportunities and contributing to cross-cutting themes.</li> </ul>
	Schools		<ul style="list-style-type: none"> <li>• Are dependent upon available funding</li> </ul>	<ul style="list-style-type: none"> <li>• Cash flow issues would determine that the service revert to a direct charging model to schools which may not be well received or managed by schools</li> </ul>
	Workforce		<ul style="list-style-type: none"> <li>• Greater potential to involve employees in decision making.</li> <li>• Opportunities exist to reward exceptional performance by staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The trust may not be in a position to accept TUPE conditions</li> <li>• Possible deterioration of teachers' terms and conditions of employment</li> </ul>

2.	Transferring the service to a Trust	Impact:	Advantages:	Consequences:
	The aborted past attempt to transfer the service to trust - that of considerable costs – may well negate this option.	Funding	<ul style="list-style-type: none"> <li>• The service would derive benefits from operating under charitable status and independent and flexible management.</li> <li>• A new Trust arrangement that dealt with music provision for the truly vulnerable and that was not dependent on staff transfer may be worthwhile pursuing as a possibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Cash flow may have significant impact upon business viability – operational practices such as fee collection and charging mechanisms would have to be revised</li> </ul>
			<ul style="list-style-type: none"> <li>• Greater potential to work with private sponsors and secure grant funding.</li> <li>• Staff and Trustees are more motivated to generate efficiency savings which can be reinvested in business.</li> <li>• Greater ability to roll over operating surpluses</li> <li>• Financial savings to be made in relation to rate relief.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced levels of grant funding from the local authority.</li> <li>• Significant exposure to financial risk without the safety net of the local authority. Failure to balance the books may lead to the dissolution of the Trust.</li> <li>• Establishing independent HR, finance, IT and legal support may be restrictively costly</li> </ul>

### Option Three – Reorganise and retain the Music Service as a shared service to achieve a cost neutral service cost

3. Reorganise and retain the Music Service as a shared service to achieve a cost neutral service	Impact:	Advantages:	Consequences:
<p>The music service needs to develop and change to consider services delivered, current methods of operations and alternative methods of delivery, with a view to contributing to the Council's savings target.</p> <p>Local authority contributions would be significantly reduced and shrink to zero over a period of time.</p> <p>A strategic role with a core team of staff and instrument assets are retained as an arms length trading business unit</p> <p>Teaching staff would be sourced from a pool to meet the needs of the child, family and school.</p>	<p>Local Authorities</p>	<ul style="list-style-type: none"> <li>• A strategic approach to community music provision can continue to be facilitated</li> <li>• Maintaining a shared service would enable greater economies of scale and greater skill base of pupils for band and orchestral purposes.</li> <li>• It would help realise the objective of a cost neutral service</li> <li>• Opportunities for Children and Young People maintained at a level according to demand</li> <li>• Reduced levels of local public funding</li> </ul>	<ul style="list-style-type: none"> <li>• There is the potential for Bedfordshire to lose national recognition as a centre of excellence for youth music provision</li> <li>• A shared arrangement could provide less flexibility for Central Bedfordshire to respond to local needs.</li> <li>• Local management of support for those with special educational needs, who are in most need or who are vulnerable may become inconsistent and lack a strategic and equitable approach</li> <li>• Early move to full cost recovery model.</li> </ul>

3. Reorganise and retain the Music Service as a shared service to achieve a cost neutral service	Impact:	Advantages:	Consequences:
Instrument tuition fees are set at a full cost recovery level and are delivered by a casual hourly paid teaching team.		<ul style="list-style-type: none"> <li>• Business risk is minimised due to down sizing and delivery at cost through casual hourly paid staffing in addition to a small core team of staff funded by the standards fund</li> </ul>	<ul style="list-style-type: none"> <li>• More complex management arrangements</li> </ul>
Should the Standards Fund be retained by Central Government it would be positioned to ensure those who are in most need or are genuinely unable to meet the cost of continued learning at full cost recovery levels are not excluded from opportunities	Vulnerable groups	<ul style="list-style-type: none"> <li>• Available public funding is strategically targeted to support vulnerable groups and those in most need</li> </ul>	<ul style="list-style-type: none"> <li>• Schools may wish to have complete control regarding use of public funding</li> <li>• Local management of support for those with special educational needs, who are in most need or who are vulnerable may become inconsistent and lack a strategic and equitable approach</li> </ul>
Targeted support for those who have special educational needs, are vulnerable or hard to reach should be provided through partnership working with appropriate agencies.	Individual children & young people	<ul style="list-style-type: none"> <li>• A targeted range of quality assured safeguarded musical opportunities with clear learning pathways is available to all children, young people and families</li> </ul>	<ul style="list-style-type: none"> <li>• Access to high quality centrally organised music groups such as band &amp; orchestras would be limited by availability of funding</li> </ul>
		<ul style="list-style-type: none"> <li>• A range of school, local area and wider musical ensembles would be established with the schools and available to all</li> </ul>	<ul style="list-style-type: none"> <li>• Free access to instrumental resources would deteriorate</li> <li>• A broad and diverse range of consistent learning opportunities particularly in specialist areas may not be available</li> </ul>



3. Reorganise and retain the Music Service as a shared service to achieve a cost neutral service	Impact:	Advantages:	Consequences:
			<ul style="list-style-type: none"> <li>• Remissions mechanisms would not be widely available unless the Standards Fund is retained</li> </ul>
	Schools	<ul style="list-style-type: none"> <li>• Strategic support for school improvement and professional development</li> <li>• Available learning resources are effectively and efficiently deployed and targeted to areas of need</li> <li>• If a school is regarded as outstanding , it is likely that a music service within the school will benefit from high quality management</li> <li>• A range of high quality enrichment opportunities may be developed to meet the needs of individual schools and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Schools may be averse to the same or similar level of priority and provision of music thus the opportunities for children and young people will be reduced or lost</li> <li>• Schools or clusters may not have capacity/skill/desire or resources to organise a broad and diverse range of progressive ensemble and enrichment opportunities such as instrumental workshop events and master classes</li> <li>• A market economy would not promote the range of instruments required to support ensemble provision</li> <li>• Full cost recovery will limit access to those on lesser income than others and musical enrichment opportunities will be for the elite.</li> </ul>
		<ul style="list-style-type: none"> <li>• Services within schools may be more effectively coordinated with a greater ability to influence participation rates</li> <li>• Schools are more likely to access external funding and sponsorship within a community where deprivation levels are less likely to be masked and community benefits are more obvious.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact upon standards in schools due to the casual nature of the majority of the workforce</li> <li>• The engagement and quality assurance of teaching staff would be burdensome and time consuming for most schools to manage</li> <li>• The management of charging mechanisms would be burdensome and time consuming and schools may be reluctant to undertake this function</li> </ul>

3. Reorganise and retain the Music Service as a shared service to achieve a cost neutral service	Impact:	Advantages:	Consequences:
			<ul style="list-style-type: none"> <li>• Schools / clusters may not have capacity/skill/desire or resources to organise a diverse range of progressive ensemble and enrichment opportunities such as instrumental workshop events and master classes</li> </ul>
	Workforce	<ul style="list-style-type: none"> <li>• More flexible working opportunities</li> <li>• Potential for teaching staff to advance career within the school</li> </ul>	<ul style="list-style-type: none"> <li>• Reorganisation of management and/or staffing structures will result in large reduction in the workforce and/or terms and conditions of employment</li> <li>• Significant reduction in skilled workforce</li> <li>• Casual hourly paid or self-employed employment becomes the norm for many teachers</li> <li>• Professional development opportunities for specialist instrumental teachers may be lost impacting upon quality and standards</li> </ul>
	Funding	<ul style="list-style-type: none"> <li>• Economy of scale savings through a shared service model</li> </ul>	<ul style="list-style-type: none"> <li>• External funding is more difficult to secure in a local authority area that has relatively low levels of deprivation when compared to other English authorities</li> </ul>
		<ul style="list-style-type: none"> <li>• Reduced risk of service failure due to economies of scale and scale of support available from other Council services.</li> <li>• Significant cost savings in L.A funding contributions</li> <li>• Parents may be less likely to refrain from paying for lessons when via a school than is currently experienced via the LA</li> </ul>	<ul style="list-style-type: none"> <li>• Significant cost savings in L.A funding contributions</li> </ul>

#### Option Four – To reorganise and disaggregate the Music Service

4.	To reorganise and disaggregate the Music Service	Impact:	Advantages:	Consequences:
	<p>The current SLA with Bedford Borough is due to expire in March 2011.</p> <p>Decision to disaggregate would mean we would commence exit meetings as part of the overarching review of the service.</p> <p>The suggested period for disaggregation would be end of the 2010/11 academic year.</p> <p>We would be required to split assets namely instruments and music library.</p> <p>Local authority contributions would be significantly reduced and shrink to zero over a period of time.</p> <p>A strategic role with a core team of staff and instrument assets are retained as an arms length trading business unit.</p>	<p>Local Authorities</p>	<ul style="list-style-type: none"> <li>• A strategic approach to community music provision can continue to be facilitated purely for Central Bedfordshire</li> <li>• Corporate support for Human Resources Management, Accountancy advice, Legal advice, Democratic involvement, Property Management, ICT support</li> <li>• It would enable Central Bedfordshire to concentrate on its need to reduce costs and help realise the objective of a cost neutral service</li> <li>• It is in line with the Central Bedfordshire Council's Education Vision</li> <li>• It is in line with Government direction for Schools and LA relationship</li> <li>• It is consistent with the Council's aim of achieving efficiencies</li> <li>• Opportunities for Children and Young People maintained at a level according to demand</li> </ul>	<ul style="list-style-type: none"> <li>• The skill base of pupils for band and orchestral purposes could be reduced</li> <li>• Ability to develop a service that meets the needs of Central Bedfordshire children.</li> <li>• The supply and availability of specialist teachers could be reduced if they concentrate in one or other unitary area</li> <li>• The split of assets (instruments and music library) could restrict the access to musical opportunities especially for the limited numbers of some instruments</li> </ul>

4.	To reorganise and disaggregate the Music Service	Impact:	Advantages:	Consequences:
	<p>Teaching staff would be sourced from a pool to meet the needs of the child, family and school.</p> <p>Instrument tuition fees are set at a full cost recovery level and are delivered by a casual hourly paid teaching team</p>		<ul style="list-style-type: none"> <li>• Reduced levels of local public funding</li> <li>• Business risk is minimised due to down sizing and delivery at cost through casual hourly paid staffing in addition to a small core team of staff funded by the standards fund</li> </ul>	
			<ul style="list-style-type: none"> <li>• Strengthened and more targeted local management of support for those with special educational needs, who are in most need or who are vulnerable may become inconsistent and lack a strategic and equitable approach</li> </ul>	
			<ul style="list-style-type: none"> <li>• A core Central Bedfordshire strategic team, rather than shared team, would lead to a better co-ordinated local approach to music provision and would provide greater flexibility to respond to changing service opportunities and needs.</li> </ul>	
			<ul style="list-style-type: none"> <li>• Should Standards Fund be retained it would be used and targeted to Central Bedfordshire provision</li> </ul>	

4.	To reorganise and disaggregate the Music Service	Impact:	Advantages:	Consequences:
	Should the Standards Fund be retained by Central Government it would be positioned to ensure those who are in most need or are genuinely unable to meet the cost of continued learning at full cost recovery levels are not excluded from opportunities.	Vulnerable groups	<ul style="list-style-type: none"> <li>Available public funding is strategically targeted to support vulnerable groups and those in most need in Central Bedfordshire</li> </ul>	<ul style="list-style-type: none"> <li>Schools may wish to have control over the use of funding</li> </ul>
	Targeted support for those who have special educational needs, are vulnerable or hard to reach should be provided through partnership working with appropriate agencies.	Individual children & young people	<ul style="list-style-type: none"> <li>A targeted range of quality assured safeguarded musical opportunities with clear learning pathways is available to children, young people and families in Central Bedfordshire</li> <li>A range of school, local area and wider musical ensembles would be established with the schools and available to all, with free access to instrumental resources for those in most need</li> </ul>	<ul style="list-style-type: none"> <li>There may be a limitation in skills set to develop high quality centrally organised music groups such as band &amp; orchestras</li> <li>The range of consistent learning opportunities especially in specialist areas may not be widely available</li> </ul>

4.	To reorganise and disaggregate the Music Service	Impact:	Advantages:	Consequences:
	Schools	<ul style="list-style-type: none"> <li>• Greater autonomy for schools to decide on level of provision and partnership arrangement with other schools regarding ensembles, workshops and master classes and more easily make cross-curricula links bands and orchestral development</li> <li>• Strategic support for school improvement and professional development</li> <li>• Available learning resources are effectively and efficiently deployed and targeted to areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Schools may be averse to the same or similar level of priority and provision of music thus the opportunities for children and young people will be reduced or lost</li> <li>• Schools or clusters may not have capacity/skill/desire or resources to organise a broad and diverse range of progressive ensemble and enrichment opportunities such as instrumental workshop events and master classes</li> <li>• Pupils may not have the range of skills to enable Schools / clusters to organise a broad and diverse range of progressive ensemble and enrichment opportunities such as instrumental workshop events and master classes</li> </ul>	
		<ul style="list-style-type: none"> <li>• Services within Central Bedfordshire schools may be more effectively coordinated with a greater ability to influence participation rates</li> </ul>	<ul style="list-style-type: none"> <li>• Full cost recovery could limit access to those on a lower income than others.</li> <li>• Impact upon standards in schools due to the casual nature of the majority of the workforce</li> <li>• The reduced number of schools could limit access to external funding and sponsorship within a community where deprivation levels are lower.</li> </ul>	
	Workforce	<ul style="list-style-type: none"> <li>• More flexible working opportunities</li> <li>• Potential for teaching staff to advance career within the school</li> </ul>		

4.	To reorganise and disaggregate the Music Service	Impact:	Advantages:	Consequences:
				<ul style="list-style-type: none"> <li>• Casual hourly paid or self-employed employment becomes the norm for many teachers</li> </ul>
		Funding	<ul style="list-style-type: none"> <li>• Significant cost savings in L.A funding contributions</li> <li>• Parents may be less likely to refrain from paying for lessons when the service is offered via a school than is currently experienced via the local authority.</li> </ul>	<ul style="list-style-type: none"> <li>• External funding is more difficult to secure in a local authority area that has relatively low levels of deprivation when compared to other English authorities</li> <li>• Past experience has highlighted benefits of greater numbers, wider areas and varying levels of need to access and secure external funding</li> </ul>