



In Harmony Liverpool
BASELINE REPORT: The Beacon CE Primary
School
December 2015

1. Introduction

- 1.1. In Harmony Liverpool is inspired by Venezuela's *El Sistema* and uses orchestral music-making to improve the health, education and aspirations of children and young people in Everton.

In Harmony Liverpool began in 2009 in Faith Primary where an immersive programme of music education was embedded in the school curriculum. From this starting point, an ambition to develop a neighbourhood wide model took root and the Liverpool Philharmonic sought to secure funding which would enable the programme to be rolled out more widely in West Everton.

Since 2009, there has been an involvement from Beacon CE Primary School as children living in eligible postcode areas were able to participate in out of school activity and this was extended in 2013 to include musicianship classes in early years.

- 1.2. However, the first planned, major expansion of In Harmony Liverpool was launched in February 2015. Everton Nursery School and Family Centre joined the *In Harmony Liverpool* 'family' alongside Faith Primary School, The Beacon CE Primary School, Liverpool Resonate Music Education Hub, Liverpool Hope University, West Everton Community Council, The Shewsy and participating children and families.
- 1.3. In September 2015, the programme will expand further into Beacon CE Primary School with whole school involvement.
- 1.4. These new developments build on six successful years of immersive music-making in West Everton centred on Faith Primary School and its local community, for children and young people 0-17 years old.

The expansion will increase the total weekly reach of In Harmony Liverpool to more than 700 children and young people aged 0 – 17 in Everton.

- 1.5. The purpose of this report is to establish a baseline against which the progress towards the attainment of outcomes and outputs of In Harmony within Beacon CE Primary School can be assessed as the programme of work develops.

2. Evaluation Approach and Methodology:

- 2.1. In Harmony Liverpool has been independently evaluated since 2009 when it began. The evaluation team have worked with the In Harmony project team, RLP staff and school staff to implement a longitudinal approach to data gathering and impact assessment that has resulted in annual interim reports.

Our overall approach to the evaluation of In Harmony Liverpool is informed by the need to demonstrate impact. But, it is informed by a specific approach that is worth clarifying. We believe that evaluation is not advocacy. Genuine sustainability will come not from advocacy but from clear evidence of impact. We are therefore interested in genuine learning stemming from a robust evaluation that is shared and owned by project stakeholders.

We believe that this can:

- Inform project development
- Encourage action learning and reflection
- Inform problem solving

- 2.2. The evaluation of In Harmony Liverpool has used a wide range of indicators at four levels:

- The Children
- The School
- The Community
- The Partners

We have sought to evaluate impact in all four dimensions and have also worked to evaluate the project management model seeking to identify key success factors.

A multidimensional and therefore pluralist approach is required that encompasses both qualitative and quantitative measures, the subjective and the objective. Triangulation is important to achieve greater depth.

- 2.3. 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. However, the data being collected has had to be refined to reflect the major expansion in the programme and the newly revised framework is attached as Appendix One.

During 2015/16 a refreshed approach has been adopted to the evaluation process and we are now publishing two reports a year. The first is a short data summary report which relates to the academic year and seeks to maintain the data sets and ensure that the evaluation continues to inform the management of the programme. The second will be a special report that focuses on the impact of the project on early years education to be published in Spring 2016. This pattern will be repeated in future years.

3. The School

- 3.1. Beacon Church of England Primary School had over 280 children from 2 to 11 years on roll in 2014/15.

There were 15.8 FTE members of staff in 2014/15.

There was one class per year group from foundation through nursery and reception to year 6. The school offers a breakfast club as well as an after school club and is therefore open from 7.30am to 6pm. This extended school day offers great opportunity for In Harmony.

	2012/13	2013/14	2014/2015
Attendance	96%	97.1%	96.4%
Number on Roll	207	220	280
SEN	12.1%	22.7%	31%
Free School Meals	47%	46%	44%

Table One : Beacon Key Baseline Data

- 3.2. In February 2014, an Ofsted inspection found the school to be outstanding in all four areas – achievement of pupils, quality of teaching, behaviour and safety of pupils and leadership and management. The previous inspection had found the school to be ‘good’.

The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is above average. The proportion of pupils eligible for the pupil premium is well above the national average.

Children join nursery class with knowledge, skills and understanding that are typically well below the levels expected for their age but teachers have high expectations of the youngest children and the inspection found that progress is rapid from their starting point and this continues in reception class so that by the end of the Early Years Foundation Stage attainment is only slightly below national expectations.

The inspection noted that pupils continue to make excellent progress throughout Key Stage 1 with many Year 2 pupils working well above their expected levels.

“By the end of Key Stage 2, pupils have made outstanding progress from their individual starting points.”

The inspection also found that the achievement of disabled pupils and those with Special Educational Needs was also outstanding as a result of the outstanding teaching they receive from teachers and teaching assistants in the many small group and one to one lessons that take place. The gap in attainment between pupils eligible for free school meals and other pupils was found to be closing rapidly. The most able pupils were found to be challenged and were making outstanding progress.

This is a very different context for In Harmony Liverpool to work within (compared to that of Faith Primary in 2009) and it is clear that **the expectations of the school's leadership will be high for the intervention. The allocation of curriculum time to music must contribute to the continuing improvement of standards in the school.**

	2014: Level 4 and Above	2015: Level 4 and above	2014 Progress	2015 Progress
Writing	86%	90%	93%	100%
Reading	86%	90%	97%	100%
English Grammar	83%	86%	N/A	N/A
Mathematics	93%	100%	100%	100%

Table Two: Beacon Baseline Attainment Results

- 3.3. The school are clearly proud to be part of In Harmony Liverpool and have a page dedicated to the programme on their web site which states:

“We are absolutely delighted that our school will become a full partner of the prestigious 'In Harmony' project in Liverpool. We are so looking forward to this expansion which officially starts on 1st September 2015.

This will mean that all the children at the Beacon from 2 year olds to 11 year olds will work weekly with Liverpool Philharmonic Musicians. All children from Y1 upwards will learn an instrument (having 2 instrument lessons per week) and will also have a weekly orchestral rehearsal as well. Children from Y1 - Y4 will also learn a string instrument. Children in Y4 - Y6 can opt to learn a brass, woodwind or percussion instrument. All staff at our school learn an instrument alongside the children.

The planned expansion was announced at a special 6 year birthday concert at the Liverpool Philharmonic” (Source: <http://www.beaconprimary.co.uk/page/in-harmony/15348>)

Governors have bought into In Harmony and are committed to making it work as are the staff team. However, there will be significant pressure to evidence impact quickly and demonstrate that the children are achieving above what they are already achieving in music.

“I will need evidence that they have made progress and this will need to be robust and understood by others so it must be related to existing measures such as examinations – if we can't measure it there will be a problem.” (Headteacher)

- 3.4. Music is already a huge part of the ethos of the school – In Harmony is viewed as an extension of what they already do. The school has an established music curriculum with brass being taught as well as singing. In Harmony supplemented this with musicianship in 2014/15 as well as continuing to work with the eligible children.

During the 2014/15 school year, some children had more than 5 hours a week of music but all were doing an hour a week.

“It needs to amplify what is already on offer in the school.” (Headteacher)

The headteacher has a strong vision for In Harmony Liverpool in her school:

- She believes that musicianship is important and can help with phonics;
- She wants children to try new instruments and go with it – she wants them to be more challenged and to have greater opportunity for progression;
- She is keen to see the ‘group experience’ of In Harmony in the school and feels this is what makes it unique;
- She wants to see In Harmony supporting other curriculum areas;
- She believes that In Harmony can support the pupils’ confidence;
- She wants to challenge the more able children musically and is keen to explore music theory;
- She feels that performances would be a great benefit to Beacon not simply because of the performance element but because it develops teamwork and cooperation;
- She is interested in leadership development as well as community impact.

- 3.5. The model in Beacon will evolve differently to that in Faith as the programme becomes established. There is an opportunity to extend In Harmony to Beacon as a *“next generation model”* that builds on previous learning as well as the existing strengths of the school.

“I am being clever with it and working with the curriculum.”

There is a strong work ethic in the school, which is reflective of the culture within the school community. This appears to be respected by the children and will support the further extension of the In Harmony programme into Beacon School enabling the programme to be complimentary to an already strong music programme.

There are challenges as the culture of the school is somewhat different to that of Faith and the In Harmony team will be working across two very different schools. This may require adjustment and this has been recognised by the staff at Beacon. Behaviour management is a major concern at Beacon so a joint CPD session is planned prior to the start of the new term to ensure the In Harmony team and Beacon’s teaching staff are working together on this as well as on values and approaches.

The potential for cross team development of skills is enormous and the fact that the musicians are now on contracts rather than being paid as freelance musicians opens up possibilities for cross learning and exchange between the two groups of professionals that was not possible in the early years of the programme in Faith Primary.

4. The Children:

- 4.1. In February 2012, the evaluation team began tracking a group of children from Beacon CE Primary School. We have interviewed four groups of children on seven separate occasions: February 2012; January, July and December 2013; July and December 2014; and July 2015.

Two groups were from years 1-3 and two were from years 4-6, half of whom were taking part in In Harmony and half of whom were not. This was intended to provide a comparator group for the programme.

As stated earlier, the delivery model at Beacon school was significantly different to that at Faith Primary in that only some pupils were eligible to take part in In Harmony as it was post code specific, resulting in some pupils not being able to participate.

Eligible pupils received some tuition after school and also walked down to the Friary to take part in rehearsals with pupils from Faith Primary and secondary schools.

- 4.2. The children who were **not** eligible for participation in the In Harmony programme have always spoken positively about their current engagement with music:

- *"We sing in assembly and got the Sing Up Gold Award"*
- *"I like playing my recorder but would like to play the drums, guitar and piano ... maybe not the violin though as it would be too hard!"*
- *"I love music, it makes me feel joyful, happy, calm and safe"*
- *"Music makes you feel all tingly and funky"*

There is a regret that they are not part of In Harmony but respect for the children that do take part:

- *"I missed out and wish I could take part. The instruments make great sounds"*
- *"I am proud of those people who have stuck with it – I couldn't catch up."*
- *"I am a street away ..."*
- *"I think it should be for everyone, the whole of Liverpool ... there could be some good musicians out there ..."*

The children that do take part are appreciative of being able to do so:

- *"It's a great opportunity and I will always have it"*
- *"You don't want it to stay the same in life. You need challenges and for things to get harder"*
- *"In 3 years I have come from not playing to playing in the Albert Hall"*

They talk of the importance of the concerts, the excitement and nervousness they feel when performing and the pride that they feel in learning new pieces and pushing themselves to move up a level. Several talked about careers in music with one noting:

- *“I’m already a violin professional. I play for chocolate,”*

The orchestra is important to them as is making new friends outside of the school:

- *“It’s very important – you have to play your part”*
- *“I like meeting new people and making new friends and playing with everyone else.”*
- *“We sound like a proper orchestra now that we have percussion and brass”*

4.3. Reach:

As already stated the programme of work in Beacon was considerably extended in 2014/15 with a musicianship programme:

	2013/14	2014/15
Faith Nursery	23	31
Faith Reception	29	26
Beacon Nursery		52
Beacon Reception		27
Beacon Year 1	30	29
Beacon Year 2		32
Everton FC Tots		10
Everton Nursery		162
Tots	13	16
TOTALS	95	385

Table Three: Participation in Non Orchestral Musical Activity across the Centres

In 2014/15 the children engaged in the orchestral programme (175 in total) were predominantly drawn from Faith Primary (129 pupils), however the orchestral programme continued to extend its reach to children in West Everton via the involvement of 21 pupils from Beacon Primary school as well as the continued progression of pupils into Secondary Schools in the area.

Number of children currently from:	2013/14	2014/15
Faith Primary School	109	129
The Beacon Church of England Primary School	14	21
Other Primary Schools	1	2
North Liverpool Academy	2	7
Notre Dame Catholic College	6	10
Other Secondary Schools	7	6
Total	139	175

Table Four: Number of Children Involved in the Orchestral Programme

This means that when the programme extends to cover the entire school population some children will have had previous involvement with the programme in some form whilst others will not.

In addition, it is important to note that all children in Year 5 and 6 will have previously had music tuition from the Music Hub in Year 4 and some may have continued with their instrumental tuition.

	Total number of Pupils	Previous Orchestral Involvement	Previous Musicianship Involvement	Everton Nursery Involvement	New Participants (total number minus all other columns)
2/3 Room	27	0	0	0	27
Nursery	40	0	21	2	17
Reception	37	0	29	1	7
Year One	26	0	26	0	0
Year Two	30	0	30	0	0
Year Three	39	3	0	0	36
Year Four	34	3	0	0	31
Year Five	26	5	0	0	21
Year Six	23	4	0	0	19
					158

Table Five: Baseline of Engagement with In Harmony - September 2015

This will pose significant challenges for the team as it suggests there could be large differential levels of musical attainment within a year group and this will mean that in whole class teaching consideration must be given to those whose musical attainment levels are significantly higher than that of the rest of the class.

4.4. **Well Being:**

From the data already gathered over the previous two years there is significant qualitative evidence of the impact of engagement in the programme on the well being of the children eligible to participate.

However, there was little difference between the two groups of children (those participating and those not) in a more quantitative measure with both groups consistently scoring highly on the key measures:

- I help other people
- I carry on trying even if I find something hard
- I try hard with my school work
- I want to do well
- I feel happy at school

From 2014/15 we will be using the well being questionnaire across the whole school and this should provide some interesting comparative data with Faith Primary.

Beacon assigned a teaching assistant to the In Harmony pupils who accompanied them to the sessions at the Friary and personally escorts them afterwards. She provided a unique link between the school, the pupils, In Harmony and the home,

and is a powerful advocate for the programme in the community as well as providing a direct feedback link to parents and guardians on a weekly basis.

She has consistently identified key impacts of involvement in the programme on the eligible children:

“I can see the difference in attitude in the kids – they concentrate much better in the orchestra – they get a lot of praise and positive feedback.” (Teaching Assistant)

“The kids get a great sense of achievement and they are more positive.” (Teaching Assistant)

“L’s parents and teacher have all commented on him being part of In Harmony and how his group work and confidence has really improved because of In Harmony. He was very, very shy but now he is much better because he enjoys working as part of a group with In Harmony.” (Teaching Assistant)

“J has Asperger syndrome – she is on the special needs spectrum. She has really come on now and really loving the music – she has had the biggest change in behaviour and attitude. She is a superstar in the music lessons – she will sit still for an hour on a chair. Every kid on the spectrum should do music – she didn’t want to come to school previously. She has also had a positive adult male role model.” (Teaching Assistant)

- 4.5. An interesting factor to date has been that the Beacon children involved in the orchestral programme have chosen to take part. The extension of the programme to the whole school will mean that it is not an optional activity. It will be interesting to monitor any changes in motivation and commitment:

“The difference is that our kids choose to do it and so they want to do it. They all love doing it and are all committed.” (Teaching Assistant)

6. The Community:

6.1. The children and families live in an area that is situated within the most deprived area of Liverpool. Index of Multiple Deprivation figures (2010) show that 97.6% of people living in the area are in the 5% most deprived nationally, with 84.5% being in the most deprived 1%. There has been little change in this profile since 2007:

- 48.1% of children in the area live in poverty against an 18.6% national average.
- 18% of children aged 4-5 years and 21% aged 10-11 are obese.
- A quarter of households are lone parent households, the 5th highest of all Liverpool wards.
- Almost half of the ward's population have no formal qualifications.
- Employment and self employment rates are low, while unemployment and economic inactivity due to long term sickness/ disability is high.
- Incidents of crime are decreasing from 1,778 in 2012/13 to 1,717 in 2013/14.
- Many children enter the school at levels below the national average and Key Stage 2 results are lower than the Liverpool attainment rate for all subjects.¹

¹ <http://liverpool.gov.uk/media/120892/everton.pdf>

7. Conclusions and Considerations Moving Forward

- 7.1. The expansion of the programme provides many opportunities for the children, the programme, the schools, the musicians and the community.

There is enormous potential for cross working between the three schools as well as collaboration on CPD and impact measurement. The progression of children from the Nursery to the two primary schools is to be tracked by the evaluation team as we move forward and a first meeting of all heads took place in July 2015 where it was agreed that a termly meeting between them, the In Harmony team and the evaluator would be valuable.

“This is a great opportunity for us as leaders to work together in a range of different ways. In Harmony could open up a whole host of other possibilities for us.”
(Headteacher)

- 7.2. The expectations of Beacon CE Primary School’s leadership will be high for the intervention. The allocation of curriculum time to music must contribute to the continuing improvement of standards in the school. This means that there will be significant pressure to evidence impact quickly and demonstrate that the children are achieving above what they are already doing in music.

The culture within the school community and its outstanding achievements will support the further extension of the In Harmony programme into the school enabling the programme to be complimentary to an already strong music programme.

It also means that the model in Beacon will evolve differently to that in Faith as the programme becomes established. There is an opportunity to extend In Harmony to Beacon as a “*next generation model*” that builds on previous learning as well as the existing strengths of the school.

- 7.3. There are some challenges and the In Harmony team will now be working across two very different schools. This may require adjustment but the potential for cross team learning and development is enormous.

- 7.4. It will be important to align data gathering across the two schools to ensure consistency and there is already agreement on key elements of this. However, the increasing workload for the In Harmony team as well as the evaluator means that this must be pragmatic and deliverable. The revised evaluation framework should assist this.

- 7.5. Building on earlier interviews and data gathered in Beacon School it is worth considering a few positive suggestions that have been made in the past about possible improvements that could be made to the programme:

Regular feedback on how the pupils are doing would be very useful and welcomed.

How does the special needs spectrum feed into the In Harmony sessions?

How can music be embedded in the curriculum? How can it become central to the curriculum rather than just on the outside? How can we ‘mash’ music with curriculum areas – how can it be knitted with other subjects?

Appendices

1. Evaluation Framework



DRAFT

In Harmony Liverpool Evaluation Framework, May 2015

(ET = Evaluation Team, PT = Project Team)

Aims (as in 2008 bid to DfE)	Outcomes (as in 2008 bid to DfE)	National IH ACE outcomes	NfER Research Questions and Stats measured	Measures	Methods	Who?	When?
<p>Improve wellbeing of children</p>	<p>All Faith Primary children have opportunity for daily music making</p>	<p>For children: Improved attitude to learning, self confidence and self esteem. Improved social skills. Good school attendance and low exclusions . Improved wellbeing, relationship with parents, and health</p>	<p>To what extent does In Harmony engage with children from all cultural backgrounds</p>	<p>School Roll/ SEN/ Free lunches/ out of catchment</p>	<p>School data sets from all schools</p>	<p>Headteachers</p>	<p>Annually</p>
			<p>Do pupils achieve better at school and attend more regularly than their peers in comparison schools not involved in In Harmony</p>	<p>Attendance/ Absence</p>	<p>Attendance data from all schools.</p>	<p>PT to gather data from schools. Global figure.</p>	<p>Annually (July)</p>
			<p>Amount of children attending after school provision, and how many hours attended by each child</p>	<p>Attendance at out of school music provision</p>	<p>Attendance data from IH team</p>	<p>PT to minute meetings and record attendance issues and actions taken. Keep up-to-date registers. Monthly report on club</p>	<p>Weekly team meetings, with annual analysis in July</p>

						attendance to Team Meeting.	
			To what extent is children's wellbeing enhanced through involvement in orchestral music making - especially in terms of development in their social, emotional, health and lifestyle related wellbeing	GP data	Sample of 40+ children	ET to liaise with CCG and gather/analyse data	Annually - July
				Levels of pastoral support from school	TBC	PT/ET to explore statistical measures	Annually - July
				Child's reported wellbeing (percentage showing evidence of improved emotional wellbeing)	Standardised emotional wellbeing survey (once a term years 2-6; EYP once a term and those just extra-curricular filtered as a separate data set) ; termly in Beacon	PT to liaise with school staff for Faith kids, other kids to be surveyed by PT	Termly, around each half-term break. Reported back annually in July
					Reflection documents from 1:1 referrals	PT to gather documents and pass to ET	Termly
					Case study pupil focus groups with follow up discussion with school pastoral staff and IH Team	ET feeding back to IH team	Termly
				Increase their aspirations and achievement	Improvement in levels of achievement and attendance	For children: Improved Attainment (especially in literacy and numeracy)	Do pupils achieve better at school and attend more regularly than their peers in comparison schools not involved in In Harmony
Discussion with case study students and parents	ET	Annually					
Reports from school teachers (learning behaviours) – Faith Primary & Beacon Primary by meetings with ET. Nursery Interview with HT	ET to meet with Faith Primary, Beacon and Nursery teachers, PT	Termly					
For children: Improved Musical Skills	Are children's musical enjoyment and musical	Musical attainment	Comparing individual musical progress against previous achievement and ABRSM standards			IH Tutors	End of each term, reported back annually in July

			skills improved through involvement at In Harmony		Percentage of children participating in more than 3, and more than 5 performances per year.	PT	Annually
				Aspiration	Interviews with case study children examining current and future goals	ET	Termly
Inspire and support social development of children	Significant increase in reported levels of self-esteem, self-confidence and increased wellbeing among children	For children: Avoidance of anti-social behaviour, drug abuse and crime	Total hours of IH curriculum provision received by each year group, each term	Attendance at In Harmony	Reporting on hours of engagement	PT	Termly and reported back in July
			Are children's musical enjoyment and musical skills improved through involvement at In Harmony	Reported levels of enjoyment and engagement	Annual parental survey / focus groups	ET	Annually - July
Empower whole community, increase in confidence and ability to change their own lives	Significant proportion of family and community reporting improved wellbeing. Community feels music is a normal part of life	For parents: improved relationships with their children	Does involvement in In Harmony help parents/carers to have high expectations for their children and to feel able to help them realise their aspirations	Reported relationship improvements	Parent/carer focus groups (all schools)	ET feeding back to IH team	Annually - July
					Teacher interviews (all schools)	ET and PT	Termly
					Analysis of home visit reports and team feedback; numbers of visits and % reach to families/school community	PT	After each home visit, with analysis annually in July
					Parent/carer attendance at school/IH events (as reported by team/school staff)	PT	Ongoing
		Interviews with IH Team	ET	Termly			
		For parents: higher expectations of and		Any changes in staff/parents' views	Parent/carer focus group	ET	Annually - July

	aspirations for their children			Teacher interviews (all schools)	ET	Termly
	For parents: Greater involvement in schools and their child's education	To what extent is parental engagement with school improved as a result of involvement in In Harmony	Reported changes in responses and behaviour (community)	Community focus group, and parent and teacher and team discussions	ET	Termly/annually
	For parents: Improved sense of community	Does In Harmony help parents to develop a stronger sense of community	IH and community interactions	Track IH community-facing events (attendance/ number of events/who attends)	PT	Ongoing and reported in July
			The local climate	Crime and other Ward statistics	ET	Annually - July
			Attendance at Liverpool Philharmonic events/venues	IH records and Liverpool Philharmonic Box Office	PT/Liverpool Philharmonic staff	Annually - July
			Perception of music	Community and parent focus groups	ET	Annually - July
Measure any changes in external perception	Monitoring and analysis of press coverage	PT/Liverpool Philharmonic staff	Annually - July			
Partnership Development and In Harmony as catalyst for partnership and community development	For IH projects: In Harmony projects attract a wide range of investment and support and have a sustainable model	How successful are In Harmony sites in securing their future viability	Measuring levels of collaborative working and approaches in community	Community and parent focus groups	ET	Annually - July
				Report from IH team and PT	PM	Annually - July
	For IH projects: the core principles of In Harmony are replicable in different contexts		Measuring training/observations/linked project etc...	Collaborative CPD and training opportunities across Music Education Hub/Liverpool Philharmonic	ET and interviews with Project Director	Annually - July
				Interview with Music Education Hub	ET	Annually - July
	Measuring Liverpool Philharmonic impact locally and nationally		Interviews with Project Director	ET	Annually - July	
			Interviews with PCT and City Council	ET	Annually - July	

To improve the quality and standards of music delivery for children and young people.	N/A	Increased amount and frequency of professional musician-led music making provision in Everton Nursery.	N/A	N/A	Record activity and Measure against baseline provision	PT	Termly
		Develop music making as a key teacher input throughout Nursery routine			Record activity and Measure against baseline provision	PT	Termly
		Increase in skills and confidence to use music making in early years practitioners, trainee nursery teachers and parents/carers.			Survey of staff and parents	ET design survey/ implemented by nursery	Dec-15
		Increased investment in music resources (including instruments) in Everton Nursery.			Records of investment	PT	Termly
To embed learning and effective practice in host and partner organisations and share practice beyond the project	N/A	Music is part of Nursery culture for children/staff/parents .	N/A	N/A	Survey of staff and parents	ET design survey/ implemented by nursery	Dec-15
		Development and publication of In Harmony early years music curriculum.			Curriculum	PT	Dec-15
		Evidence of sharing in Sistema networks, Everton Nursery's international links, Music Education Hubs and Youth Music Network.			Record activity	PT	Termly
		Evidence of disseminating methodology and pedagogy through North Liverpool Teaching School's publications and			Record activity	Nursery Staff	Termly

		training programme.					
To improve the personal, social and emotional development of young children at higher risk of delay through participation in creative musical activity.		In Harmony is established, core curriculum focus within Nursery.			Interviews with Headteacher	ET	Sep-15
		Increased wellbeing of children (assessment underpinned by current school data and tracking procedures).			School data and tracking	Nursery Staff	Termly
		Increased confidence in participating children assessed by Nursery Teachers.			School data and tracking	Nursery Staff	Termly
		Levels and assessment of child involvement using Leuven Scale and Everton Nursery impact statements.			School data and tracking	Nursery Staff	Termly
To improve the school readiness of young children, including musical and creative development, listening, concentration, physical coordination and preparation for formal learning.		Acceleration in educational achievement (child impact statements and data tools, acknowledged by Ofsted for good practice, May 2014).			School data and tracking	Nursery Staff	Termly
		Increase in musical skills of participating children			Joint assessment - teachers and musicians	Nursery Staff/ PT	Termly
		Improvements in children's communication skills.			Joint assessment - teachers and musicians	Nursery Staff/ PT	Termly
		Child progress as framed by Characteristics of Effective Learning.			School data and tracking	Nursery Staff	Termly

To develop, test and disseminate learning from an In Harmony Nursery School and Children's Centre model, applying the immersive El Sistema philosophy for early years, working across an entire nursery school population of under 5s and their families through musical excellence.		Successful development and implementation of music curriculum throughout Everton Nursery School and Family Centre			Record Activity/ Interview with headteacher	PT/ ET	Sep-15
		Proportion of children in Everton Nursery School participating in 1.5 hours of music making each week.			Record Activity	PT	Termly
		Project evaluation presented and disseminated as part of In Harmony Liverpool longitudinal evaluation study published reports.			Data analysis and report writing	ET	Mar-16