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**ARTS COUNCIL
ENGLAND**



Leeds Music Education Partnership (LMEP) Arts Council England Annual Data Return Form 2020

Name of School: _____

Your Name: _____

Your Role: _____

Your Email: _____

School Phone No: _____

Please note:

- The Annual Data Return provides a snapshot of music activity in Leeds schools midway through the academic year. Please give the **current** position in your school when filling in each section.
- ArtForms is the lead partner for LMEP which is why data forms and LMEP information is sent to schools from the ArtForms office.
- The Arts Council requires LMEP to report on **all** music activity in **every** school in Leeds, **irrespective of who delivers the tuition**. Although some schools do not buy in provision from ArtForms or other LMEP providers, **all** schools are still required to complete the annual data form.
- Please complete all questions – put N/A if the question doesn't apply to your school.
- Please ask your visiting instrumental teachers to help you to fill in the form. Most of the information you need will be on their registers. Alternatively, contact jo.richardson@leeds.gov.uk with any questions.

Please email your completed form to jo.richardson@leeds.gov.uk or post to ArtForms, Pudsey Civic Hall, Dawson's Corner, Leeds LS28 5TA **to arrive no later than February 14th 2020**. Please retain a copy for your records.

LMEP Delivery Partners are:

ArtForms, YMES, Roundhay Music, Opera North, DJ School UK, SAA UK, the Catholic Diocese of Leeds, Leeds University, Leeds College of Music, East Leeds FM, The Big Hoo Ha Co, YAMSEN

Section 1 – LMEP delivered Whole Class Instrumental or Vocal Teaching (WCT)

Whole Class Instrumental or Vocal Teaching is where a school contracts an organisation, a private individual, or a staff member to teach all children in a class to learn the same instrument. The class has a lesson each week for at least one term but more usually for a whole school year. WCT is not the same as national curriculum music lessons.

Which **LMEP** organisation/s (see list in **green** on page 1) deliver your WCT? NB. Go to Section 2 if your WCT is not delivered by LMEP

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Please complete the table below

	State instrument/s taught or WCT vocal	Minutes of teaching per week	Number of terms receiving WCT this year	Has this class had this provision in a previous year? (Y/N)	Number of children in class
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Year 7					
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
Year 13					
Total					

Section 1a – Continuation from LMEP WCT

Please state how many pupils who received LMEP whole class instrumental teaching (WCT) **last** academic year (2018-19) have **chosen to** learn to play **any** musical instrument in a small group or individual lessons **this year**. They may be having lessons with LMEP or non-LMEP providers.

(e.g. a child might have had WCT on the recorder but decided to continue their musical education on the flute).

Total number of pupils who received LMEP WCT last academic year (2018-19)	
Total number of pupils who have chosen to learn to play any musical instrument this year	

Section 2 – Non-LMEP delivered Whole Class Instrumental or Vocal Teaching (WCT).

Who are your **Non-LMEP** WCT deliverers? (e.g. school staff, a privately contracted individual, or a teacher supplied by an organisation **not** named in the list in **green** on page 1).

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Please complete the table below

	State instrument/s taught or WCT vocal	Minutes of teaching per week	Number of terms receiving WCT this year	Has this class had this provision in a previous year? (Y/N)	Number of children in class
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Year 7					
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
Year 13					
Total					

Section 2a – Continuation from Non-LMEP WCT

Please state how many pupils who received Non-LMEP whole class instrumental teaching (WCT) **last** academic year (2018-19) have **chosen to** learn to play **any** musical instrument in a small group or individual lessons **this year**. They may be having lessons with LMEP or Non-LMEP providers.

(e.g. a child might have had WCT on the recorder but decided to continue their musical education on the flute).

Total number of pupils who received Non-LMEP WCT last academic year (2018-19)	
Total number of pupils who have chosen to learn to play any musical instrument this year	

Section 3 – LMEP delivered Individual, Small Group, and Large Group Instrumental and Vocal Lessons

Please complete the following 3 tables giving totals of how many pupils from each Key Stage receive weekly instrument or vocal lessons delivered by all LMEP Partners combined. **DO NOT include numbers already listed in Section 1.**

Log on to your school's database e.g. SIMS to see who your Pupil Premium and SEND pupils are and cross-check the names with your instrumental/vocal teachers' registers.

3a – Individual instrumental or vocal lessons	KS1	KS2	KS3	KS4	KS5
Name/s of all LMEP providers.....					
Boys					
Girls					
Total					
If fees are charged, number of pupils receiving individual subsidy/fee remission					
If known, number of pupils eligible for Pupil Premium					
If known, number of pupils who have special educational needs					
Both (Pupil Premium/subsidy/remission <u>and</u> special educational needs)					

3b - Small Group instrumental or vocal lessons (up to 15 per group)	KS1	KS2	KS3	KS4	KS5
Name/s of all LMEP providers					
Boys					
Girls					
Total					
If fees are charged, number of pupils receiving individual subsidy/fee remission					
If known, number of pupils eligible for Pupil Premium					
If known, number of pupils who have special educational needs					
Both (Pupil Premium/subsidy/remission <u>and</u> special educational needs)					

3c - Large Group instrumental or vocal lessons (over 15 children but <u>NOT</u> WCT)	KS1	KS2	KS3	KS4	KS5
Name/s of all LMEP providers					
Boys					
Girls					
Total					
If fees are charged, number of pupils receiving individual subsidy/fee remission					
If known, number of pupils eligible for Pupil Premium					
If known, number of pupils who have special educational needs					
Both (Pupil Premium/subsidy/remission <u>and</u> special educational needs)					

Section 4 – Standards achieved by all children having lessons from LMEP partners

For children receiving individual, group, or WCT lessons delivered by **LMEP** partners please indicate in the table below the total number of pupils at each level. We need to know what approximate level all children are currently working at. They don't need to have taken or passed any exams.
Your totals should equal the sum of your LMEP delivered WCT in section **1** plus your totals in sections **3a, 3b** and **3c**.

Entry: learning their instrument/having vocal lessons for up to one year.	
Foundation: usually learning their instrument/having vocal lessons for one to two years. Some children at this level may have taken or be working towards grades 1 to 3 music exams and may regularly play in a starter ensemble at school or in a music centre.	
Intermediate: children at this level are serious about playing or singing. They are committed and often take part in weekly extra-curricular ensembles at school, music centres or in junior and intermediate City of Leeds Youth Music ensembles. Some may have taken or be working towards grades 4-5 music exams.	
Advanced: the most talented musicians of any age. They may have taken or are working towards grade 6 and above music exams. They may be in senior City of Leeds Youth Music ensembles, or attend advanced College of Music classes.	
Total	

Section 5 – Lessons with Non-LMEP providers (private teachers, school staff, organisations not listed in green on page 1)

How many pupils in total are having individual or group vocal or instrumental lessons from **non-LMEP** providers and which organisations deliver the tuition? **DO NOT include Section 2 WCT numbers in your total.**

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Section 6 – Standards achieved by pupils having lessons with Non-LMEP providers

For children receiving individual, group, or WCET lessons delivered by **non-LMEP** providers please indicate in the table below the total number of pupils at each level. We need to know what approximate level all children are currently working at. They don't need to have taken or passed any exams. Your totals should equal the sum of your non-LMEP delivered WCT in section 2 plus your total in section 5.

Entry: learning their instrument/having vocal lessons for up to one year.	
Foundation: usually learning their instrument/having vocal lessons for one to two years. Some children at this level may have taken or be working towards grades 1 to 3 music exams and may regularly play in a starter ensemble at school or in a music centre.	
Intermediate: children at this level are serious about playing or singing. They are committed and often take part in weekly extra-curricular ensembles at school, music centres or in junior and intermediate City of Leeds Youth Music ensembles. Some may have taken or be working towards grades 4-5 music exams.	
Advanced: the most talented musicians of any age. They may have taken or are working towards grade 6 and above music exams. They may be in senior City of Leeds Youth Music ensembles, or attend advanced College of Music classes.	
Total	

Section 7 – Ensembles in partnership with LMEP

Please state the number of ensembles and choirs at your school which are **delivered or run by LMEP providers** (e.g. a woodwind ensemble led by a visiting ArtForms tutor or a choir directed by the Diocese of Leeds). Enter **the number of ensembles** you have in each box.

Large Orchestra (40 or more players)		Acoustic/classical guitar group		Choir/vocal girls only (primary)	
Orchestra Chamber/Mixed/School ensemble (small classical orchestra or ensemble with a mixture of instruments)		Wind / Military band/ Concert Band (groups which include woodwind, saxophones, brass and percussion instruments)		Choir/vocal boys only (primary)	
String Ensemble		Brass ensemble		Choir mixed voices (primary)	
Jazz Band		Woodwind ensemble		Choir/vocal girls only (secondary)	
Rock/Pop/Electronic Band		Percussion ensemble		Choir/vocal boys only (secondary)	
Keyboard ensemble		Folk Group		Choir mixed voices (secondary)	
World/Diverse Band/other (e.g. Steel Pan ensembles, Samba bands, Djembe groups, Indian Music ensembles, Ukulele Ensembles)		SEND ensemble (groups which exclusively enable children with SEND to play together)		Music tech/iPad ensemble (DJ ensembles, groups who perform by using iPads as instruments)	

Section 8 – Other Ensembles

Please state the number of ensembles and choirs at your school which are **delivered or run by your own staff or non-LMEP providers**. Enter **the number of ensembles** you have in each box.

Large Orchestra (40 or more players)		Acoustic/classical guitar group		Choir/vocal girls only (primary)	
Orchestra Chamber/Mixed/School ensemble (small classical orchestra or ensemble with a mixture of instruments)		Wind / Military band/ Concert Band (groups which include woodwind, saxophones, brass and percussion instruments)		Choir/vocal boys only (primary)	
String Ensemble		Brass ensemble		Choir mixed voices (primary)	
Jazz Band		Woodwind ensemble		Choir/vocal girls only (secondary)	
Rock/Pop/Electronic Band		Percussion ensemble		Choir/vocal boys only (secondary)	
Keyboard ensemble		Folk Group		Choir mixed voices (secondary)	
World/Diverse Band/other (e.g. Steel Pan ensembles, Samba bands, Djembe groups, Indian Music ensembles, Ukulele Ensembles)		SEND ensemble (groups which exclusively enable children with SEND to play together)		Music tech/iPad ensemble (DJ ensembles, groups who perform by using iPads as instruments)	

Section 9 – Engagement and Comments

Have you engaged with any of the following LMEP support strategies? Please tick all that apply:

Music Connect	<input type="checkbox"/>	Charanga	<input type="checkbox"/>	Sing Up	<input type="checkbox"/>	EYFS support	<input type="checkbox"/>	AAA	<input type="checkbox"/>	Cluster	<input type="checkbox"/>	LSMA	<input type="checkbox"/>
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Other LMEP support or CPD:

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Please use the space below to tell us anything else about music making in your school, or to let us know the kind of offers and support you would appreciate from LMEP.