



WalsallMusEd

Walsall Music Education
Hub & Service

**Walsall Music Education Hub
and Service
and
Walsall Virtual School
Access to Music
Impact Study Report
March 2022**

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**ARTS COUNCIL
ENGLAND**

Access to Music Impact Study

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Access to Music Impact Study

Executive Summary

'My music lessons made me be brave'

The Access to Music project, which is funded by Walsall Virtual School and delivered by Walsall Music Education Hub and Service, provides a free 30 minute weekly music lesson to year 4 LAC registered with Walsall Virtual School on an instrument of their choice. Six months into the project an Impact Study has been carried out to ascertain the impact this project is having and to highlight areas for growth and development. The data consists of responses from pupils, school staff, WMEHS staff and Carers. All were asked the same series of comparison questions, comparing personal attributes of the pupil between September and February. Attributes investigated include confidence, resilience, attitude to learning, relationships with adults and peers and creativity. Each group of respondents were then given specific questions about the music lesson relating to the pupil in that particular setting.

Key findings – comparison questions

Data collected from all participants found that 55% of answers to the comparison questions showed levels increasing, 39% showed levels staying the same, and 6% showed declines. School staff noted only increases, while pupil responses showed most variety in amount of change. Across all participants, more than 50% noted increases in self expression, managing distractions, lesson engagement, organisation, taking on tricky tasks, attitude to learning, resilience and confidence.

Key Findings – specific questions

The positive short term impact the lessons have on the pupil is evident in the data from pupils, school staff and WMEHS staff. 100% of all these participants said that the music lessons help improve the mood of the pupil if they are having a bad day. School staff noted improvements in pupils being able to **'focus better, showing greater willingness to learn, and learning to manage their frustrations better'** since starting music lessons. 83% of Carers said that they feel taking part in the project is worthwhile for the Young Person as it gives them **'a sense of achievement, provides enjoyment and allows them to connect with each other at home through performing music'**. 100% of WMEHS staff agreed that the project is worthwhile for both pupil and teacher and said they believe that lessons **'help the pupils cope with the day better, relieve stress, provide enjoyment and allow the pupil to take part in something just for them'**. 83% of pupils look forward to and enjoy their music lessons with the 'actual playing music' part of the lessons proving to be a positive experience for the pupils. Most noted that playing music **'makes them smile, feel proud and was noted as being the best thing about the lesson'**. Pupils learn musical skills such as note reading and performing, as well as more holistic skills of **concentration, communication, working with others and confidence**.

Discussion Points

The impact study has shown extremely encouraging results and the majority of the responses have been positive. There is only one pupil who said they do not enjoy or look forward to their music lesson and this is something that has been brought to the attention of the project manager. Pupils were asked to identify things to change about the lesson and this particular child said they would prefer shorter lessons. Discussions are taking place to determine whether other pupils would benefit from shorter lessons and how this would work while keeping the best interests of the pupils at the forefront. WMEHS staff were asked about barriers that may affect success of the pupils on the project and issues such as timing of lessons, in school distractions and lack of home practice were mentioned. Conversations with the project managers, schools and WMEHS staff will need to happen to help address these issues if the project is to grow successfully. Answers from one carer and their corresponding music teacher noted some issues since the pupil moved schools. Management are aware of these problems and are working to resolve them. Any declines in attributes can be discussed with the WMEHS staff member to ascertain if there are specific reasons for these.

Ways Forward

The positive data collected in this impact study shows that the Access to Music project is working well and that the pupils are benefiting from it in many different ways. While increases in attributes cannot be solely due to the music lessons, these lessons play a part in helping maintain stability and continuity for these children and provide them with opportunities to flourish. The aim now is to grow this project so that these pupils can continue with their instrument into year 5 and a new cohort of year 4 students can begin their musical journey. It has become evident that there are children in Walsall, who are not registered with Walsall Virtual School, that would benefit from being part of the project, so for the next phase these pupils need to be identified and invited to join.



Introduction

The Access to Music project, which is funded by Walsall Virtual School and delivered by Walsall Music Education Hub and Service, provides a free 30 minute weekly music lesson to year 4 LAC registered with Walsall Virtual School on an instrument of their choice. Six months into the project an Impact Study has been carried out to ascertain the impact this project is having and to highlight areas for growth and development.

The data which follows consists of responses from pupils, school staff, WMEHS staff and carers. All were asked the same series of comparison questions, comparing personal attributes of the pupil between September and February. Attributes investigated were confidence, managing distractions, attitude to learning, resilience, taking on new tasks, organisation, lesson engagement, relationships with adults and peers, well-being, self expression/creativity, and in the case of pupils, self esteem.

The rationale behind this part of the study was to be able to compare answers from all those involved in the project to see if there were similar answers. Unfortunately we did not receive data from each group of participants for each pupil so that analysis could not happen. However, the data received has still provided valuable insight into the impact of the project and will be discussed in detail in this report.

Each group of respondents were given further specific questions relating to the pupil in that particular setting (pupil's own thoughts, WMEHS music lesson, school setting and care setting) in order to gain both quantitative and qualitative data about the impact of the project.

Each section of the report is concerned with responses from one group of respondents, before looking at overall responses to the comparison questions.

1.0 Pupil Responses

WMEHS staff worked with the pupil to fill in the comparison questionnaire.

The pupils were given 2 further questionnaires to fill in with their teacher about their music lessons.

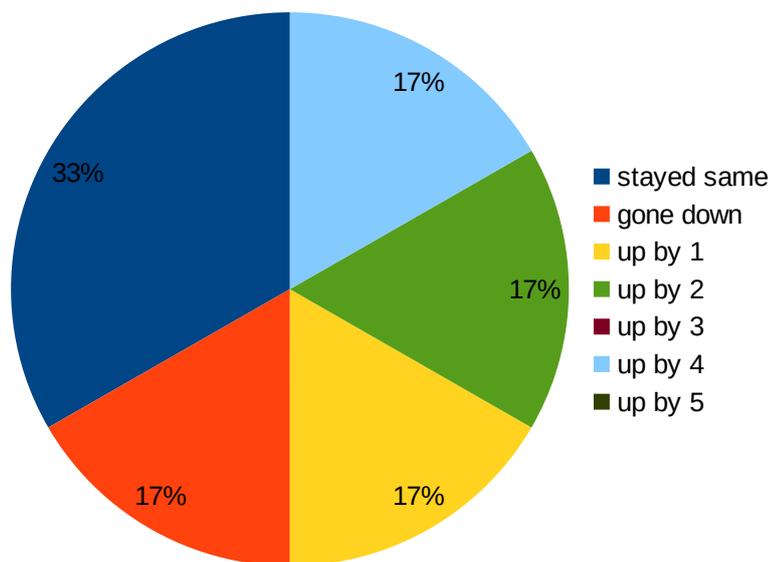
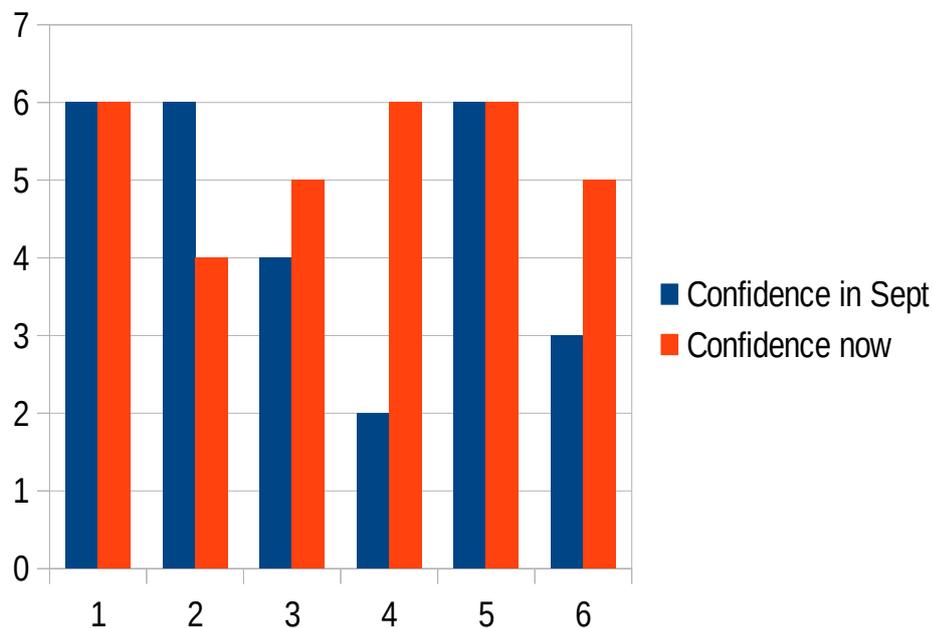


1.1

Comparison questions

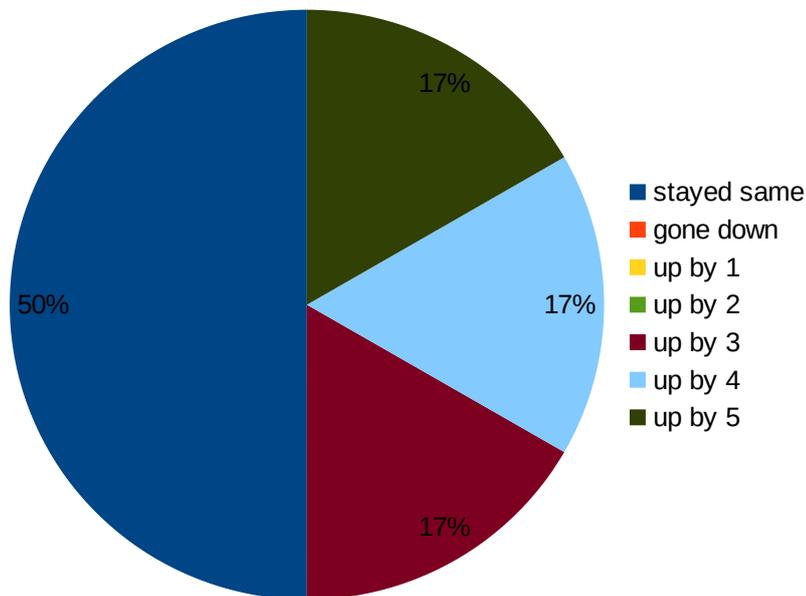
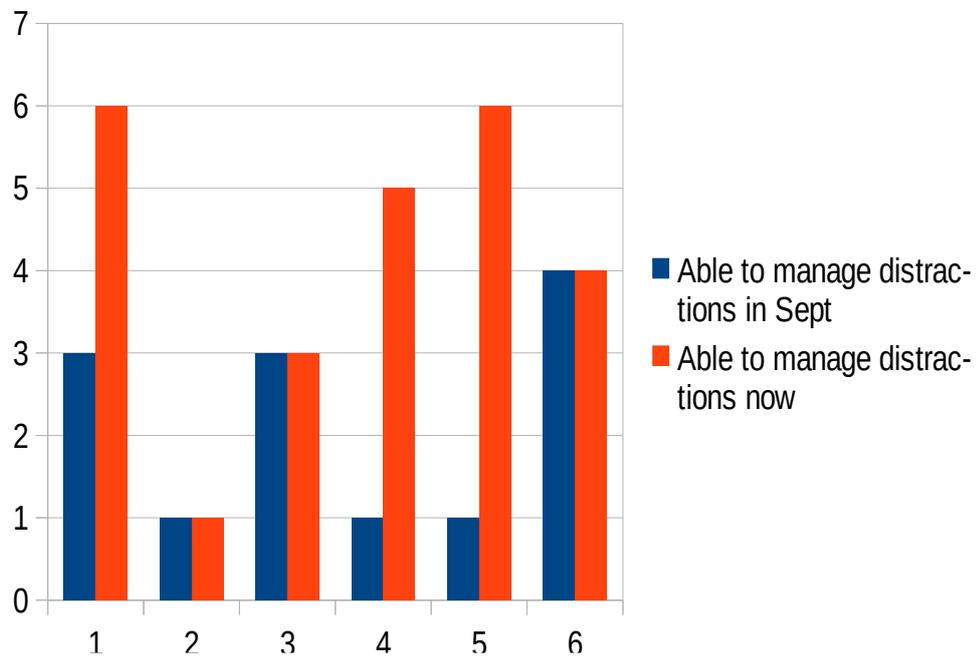


Confidence



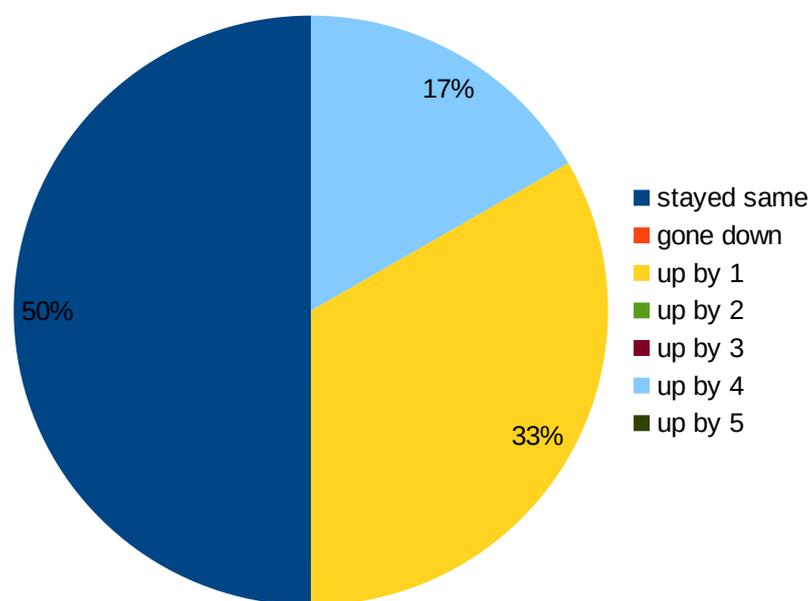
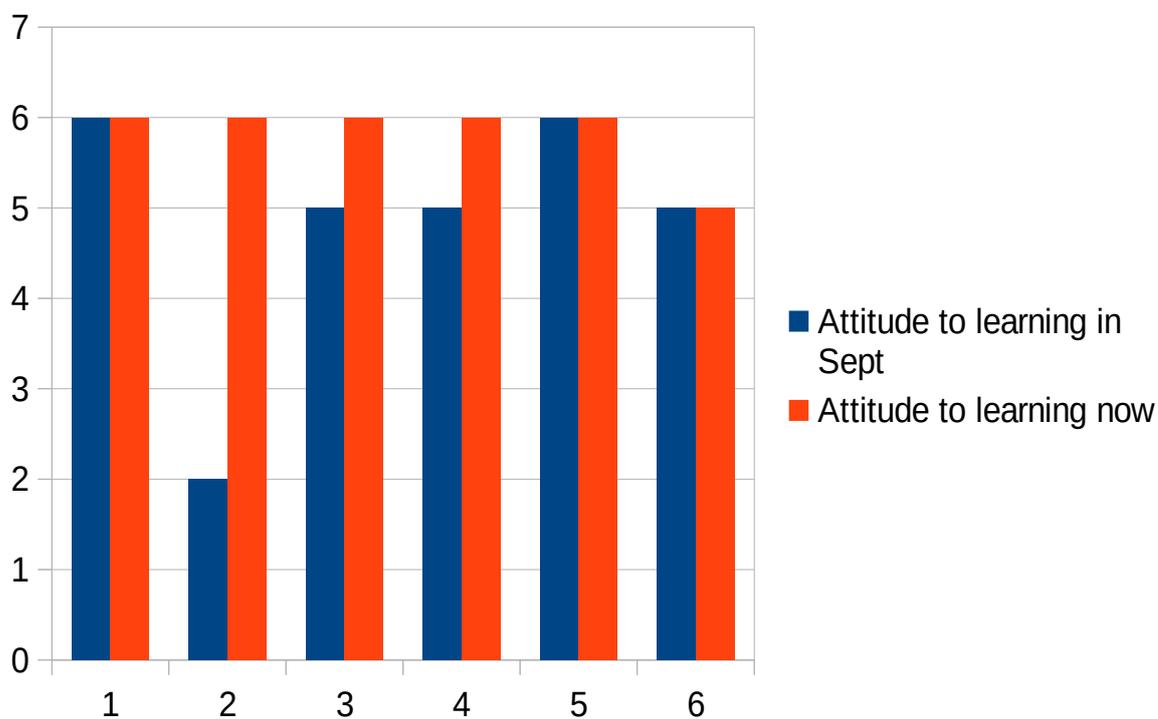
Majority of responses show levels staying the same or increasing with one respondent noting an increase of 4.

Manage Distractions



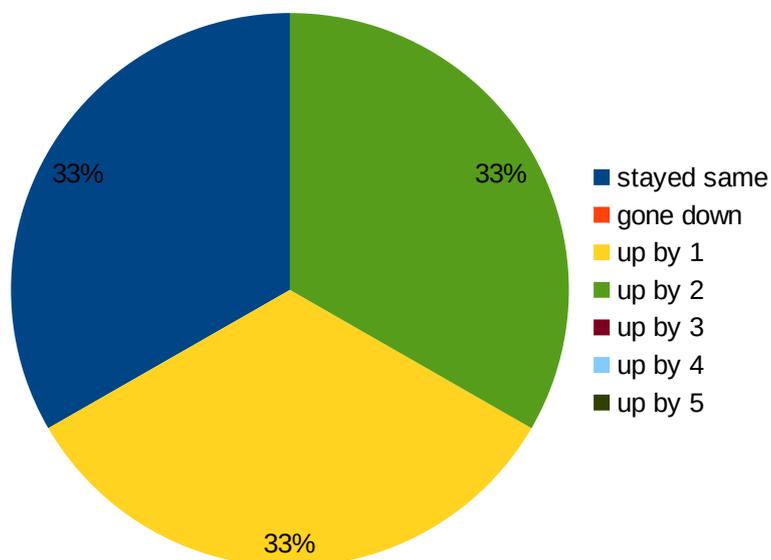
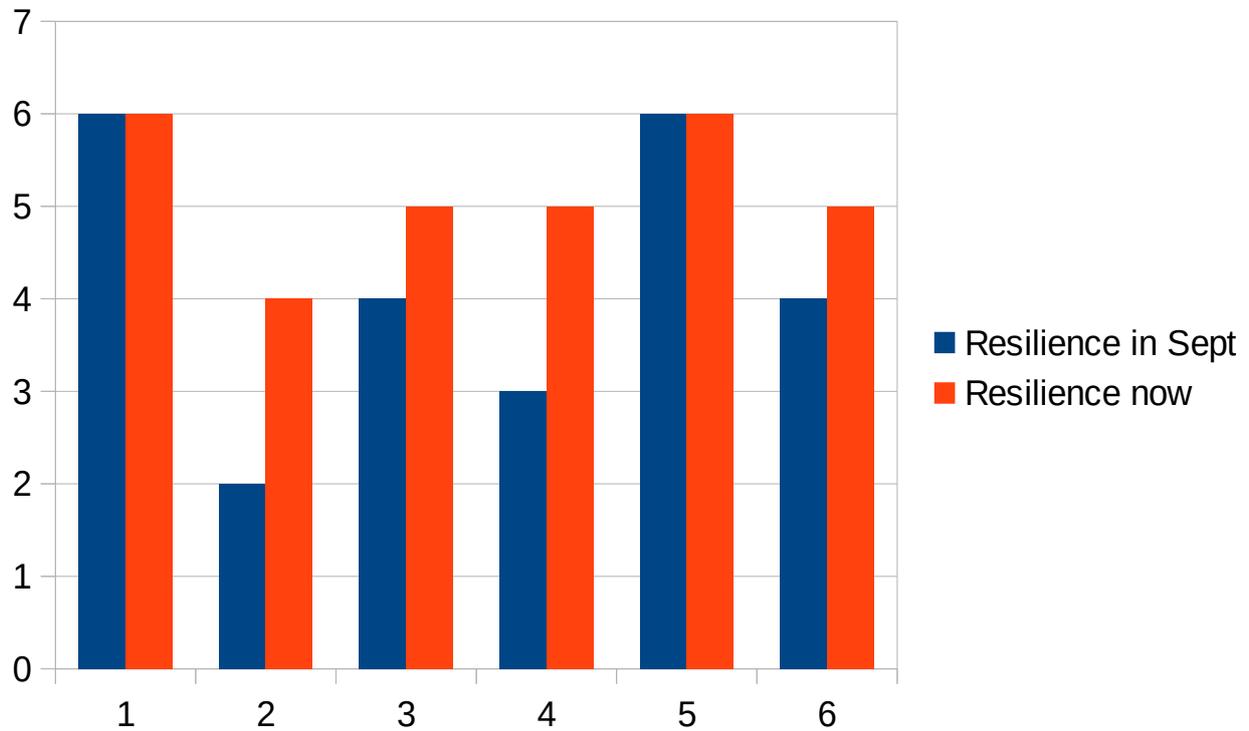
All responses show levels staying the same or increasing by 3 or more.

Attitude to learning



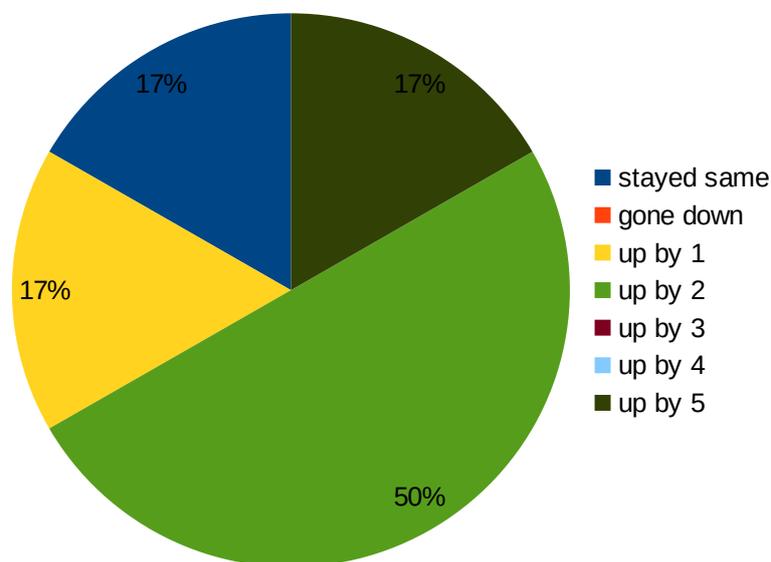
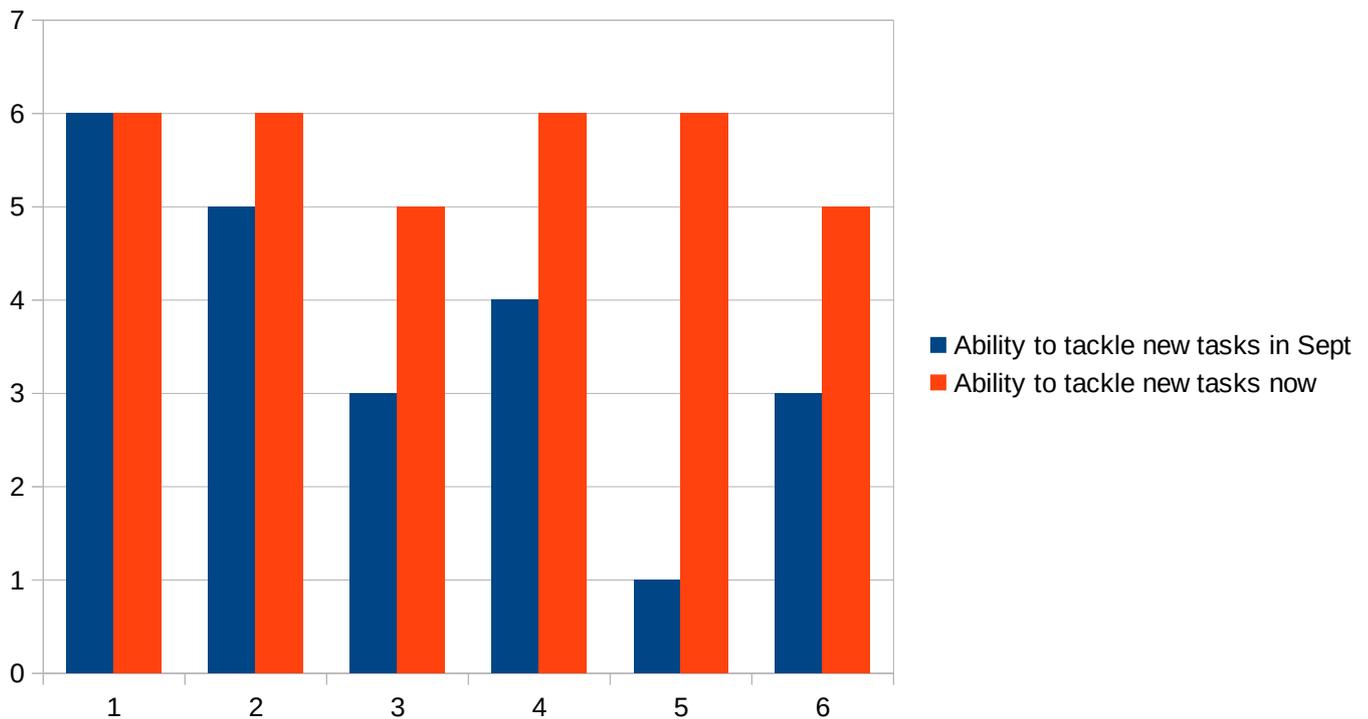
All responses show levels staying the same or up by 1.

Resilience



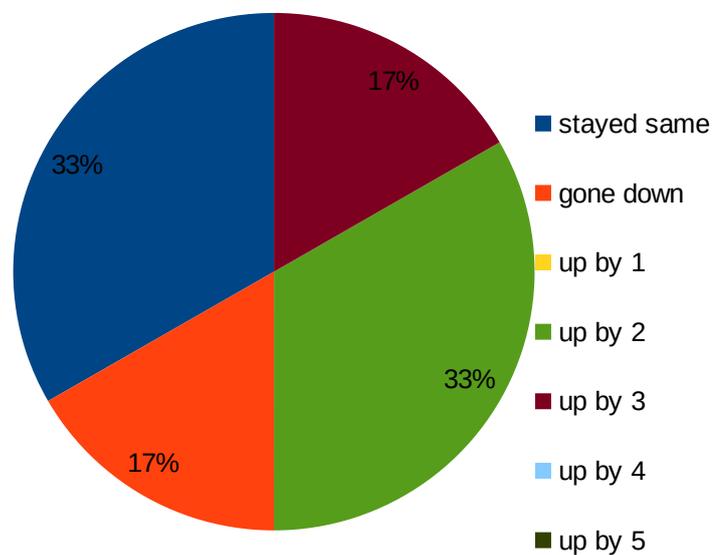
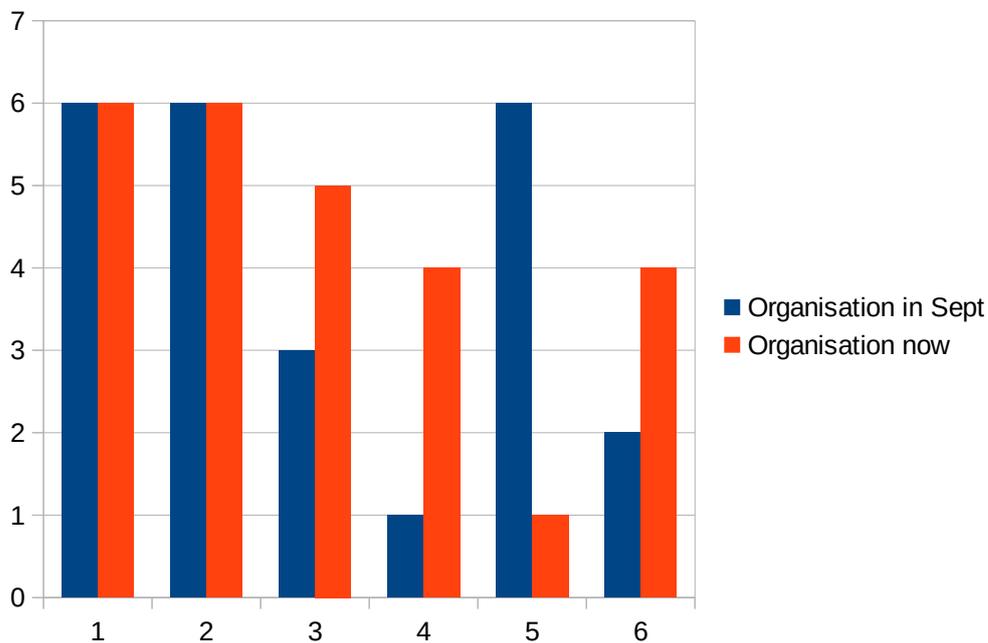
All responses show levels staying the same or improving by 1 or 2.

Taking on new tasks



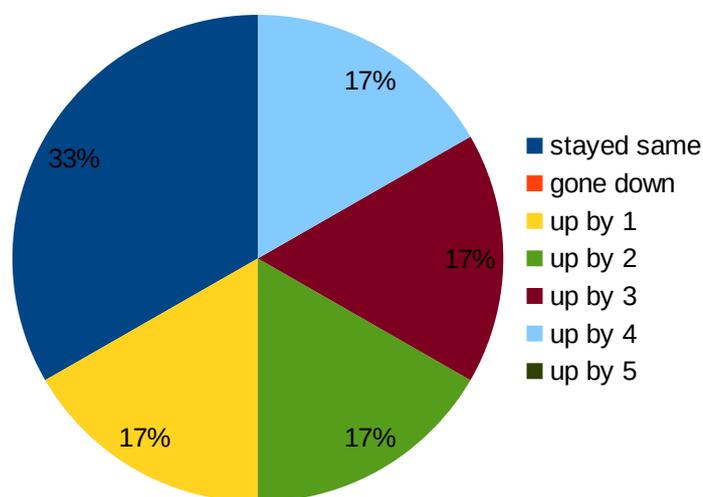
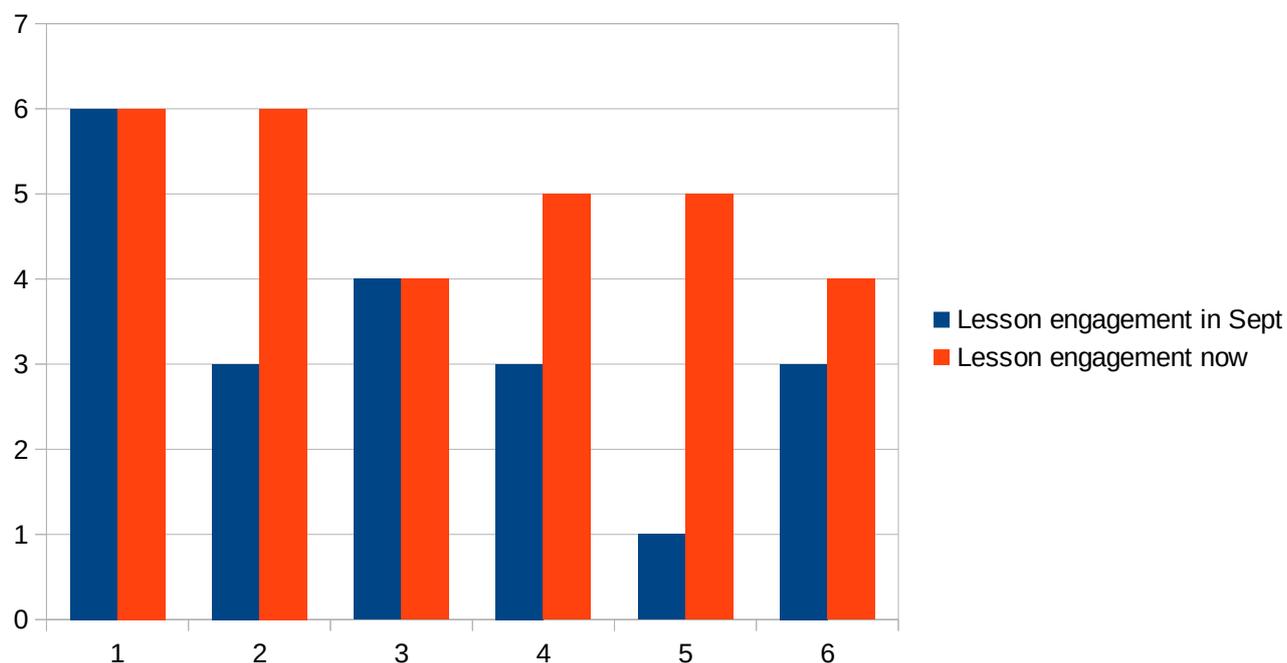
All responses show levels staying the same or increasing. One respondent noted a change of 5.

Organisation



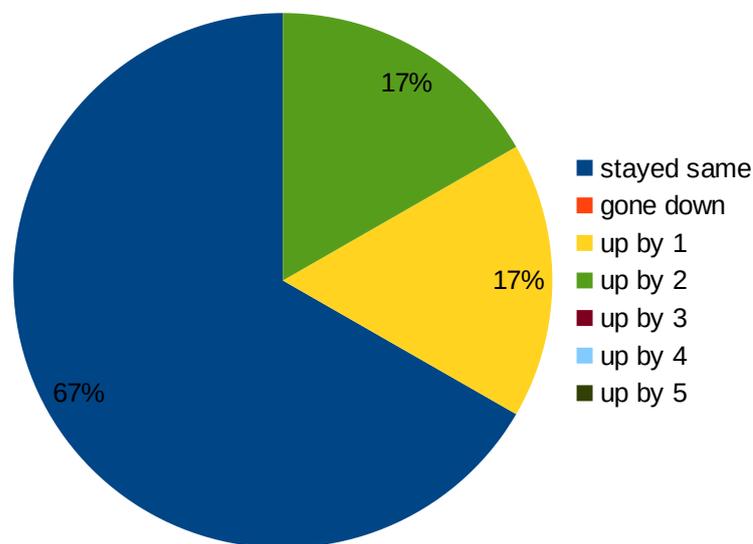
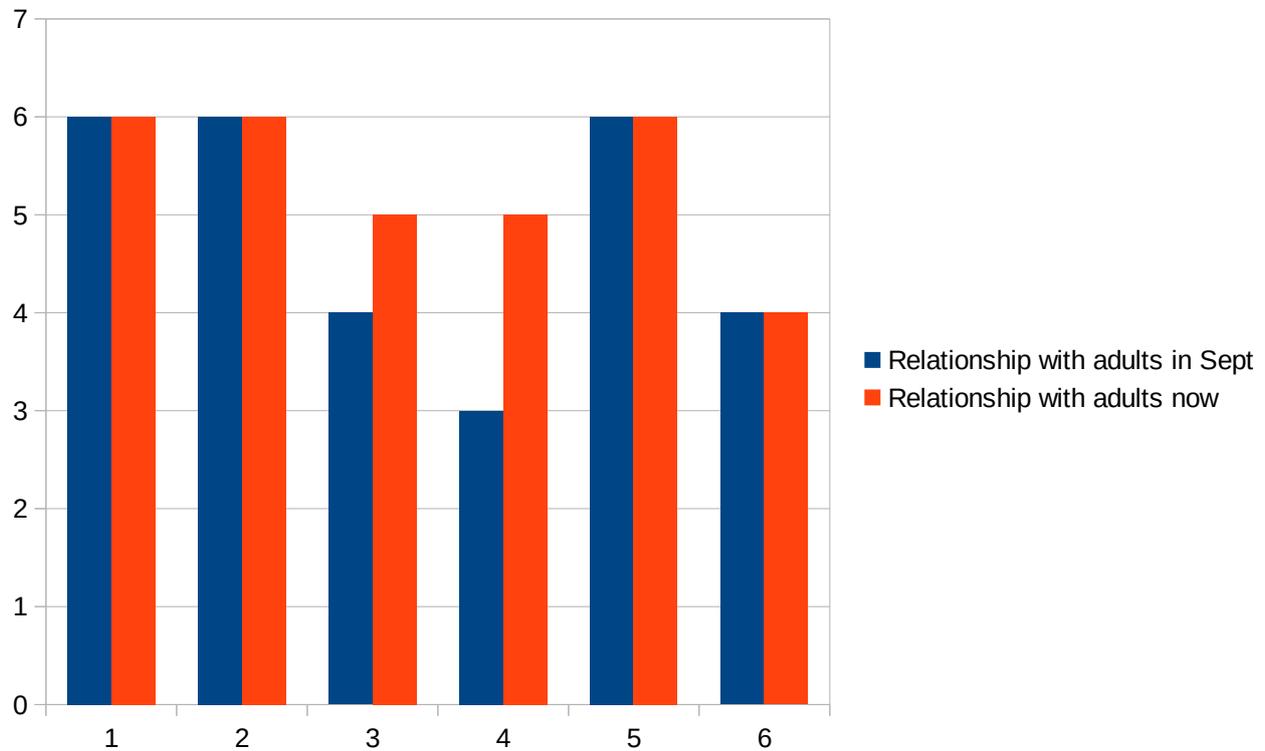
Majority of levels stayed the same or increased. One respondent noted a decline – this pupil chose that because she has misplaced her instrument.

Engagement in lessons



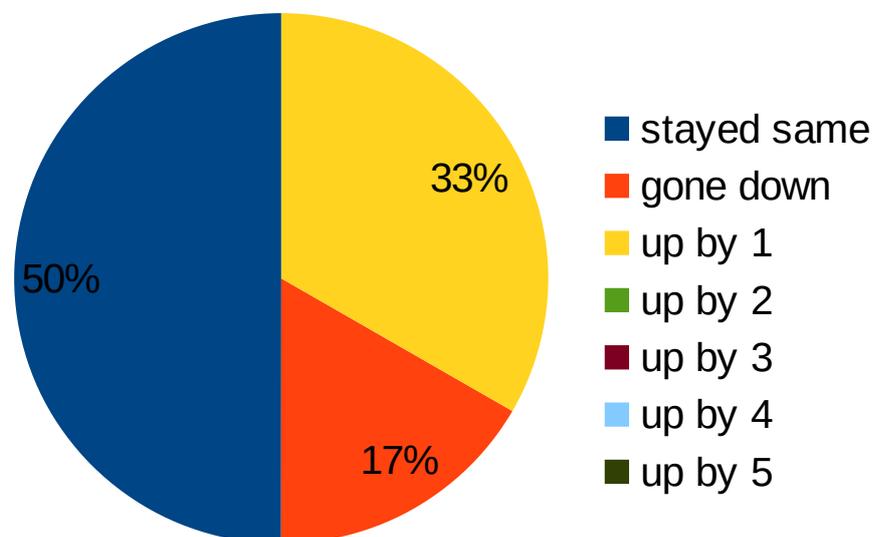
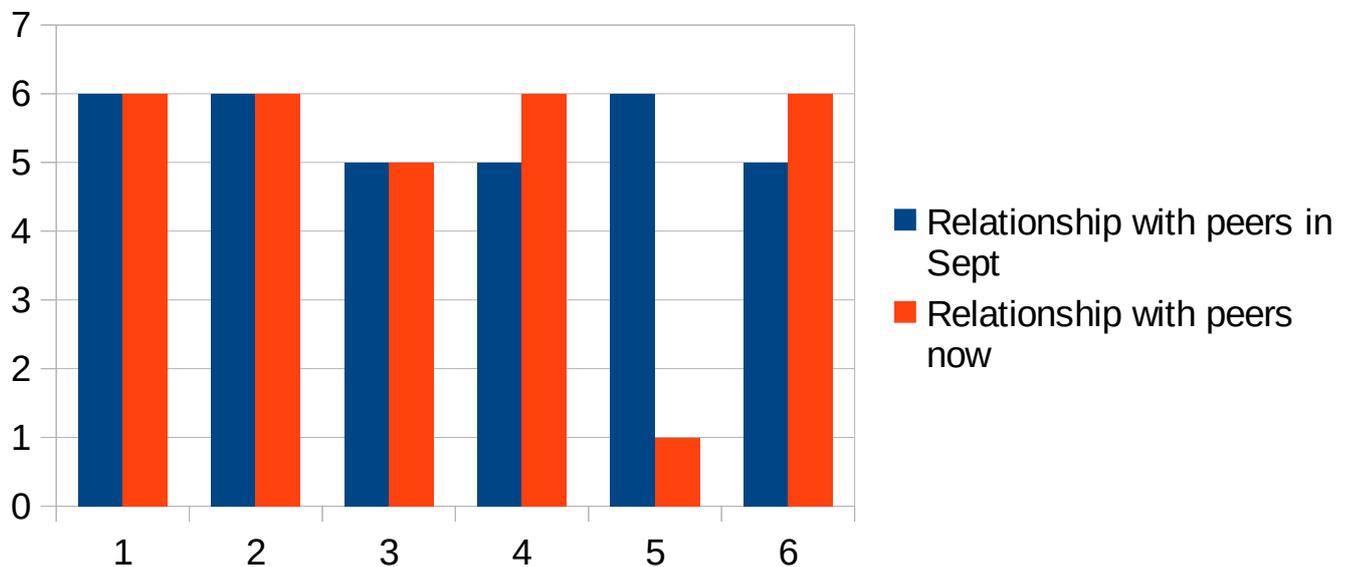
All respondents noted levels staying the same or increasing by up to 4.

Relationships with adults



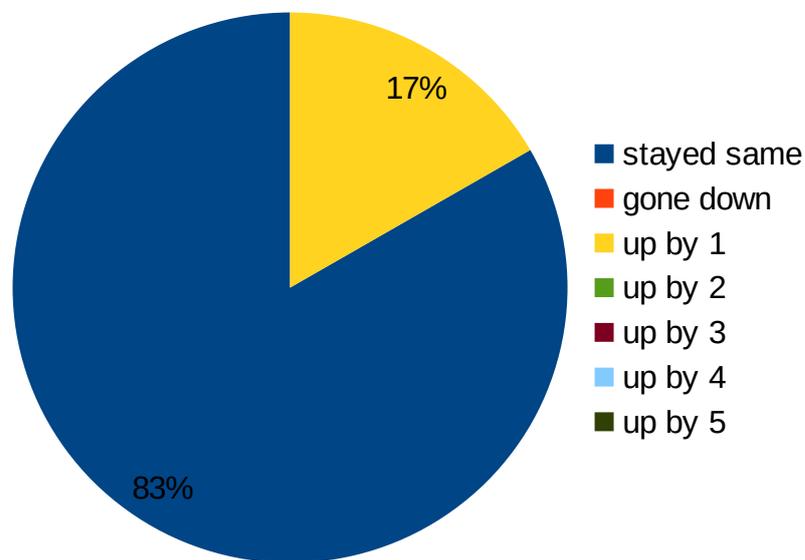
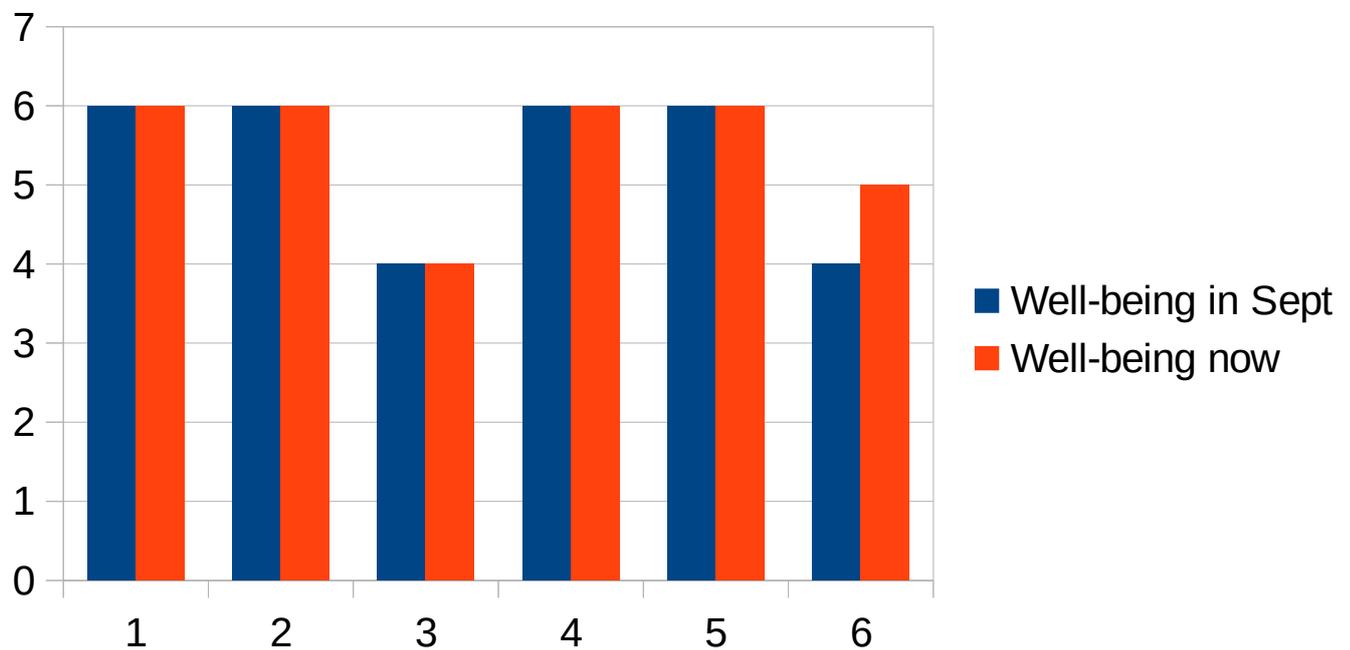
All responses show levels staying the same or improving by up to 2.

Relationships with peers



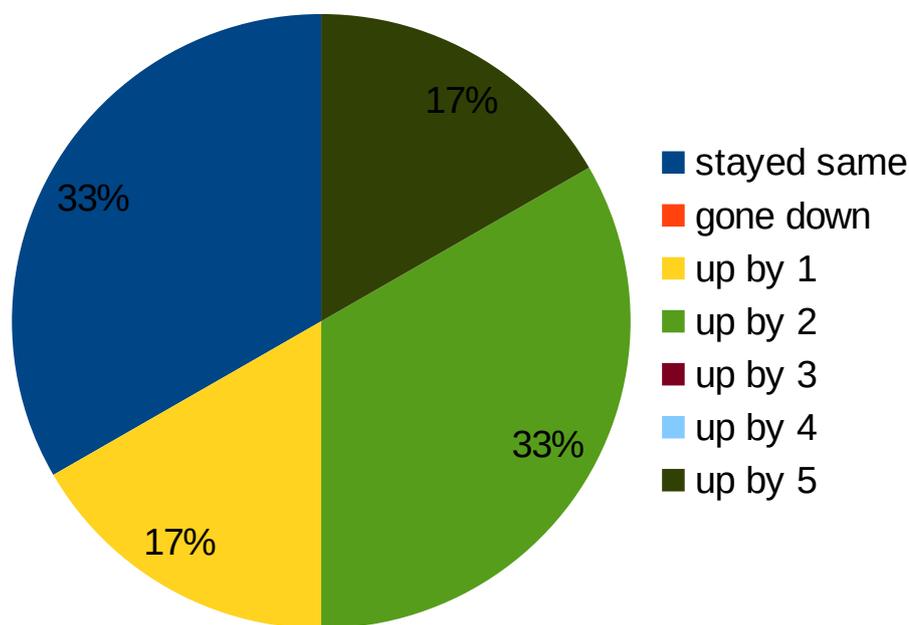
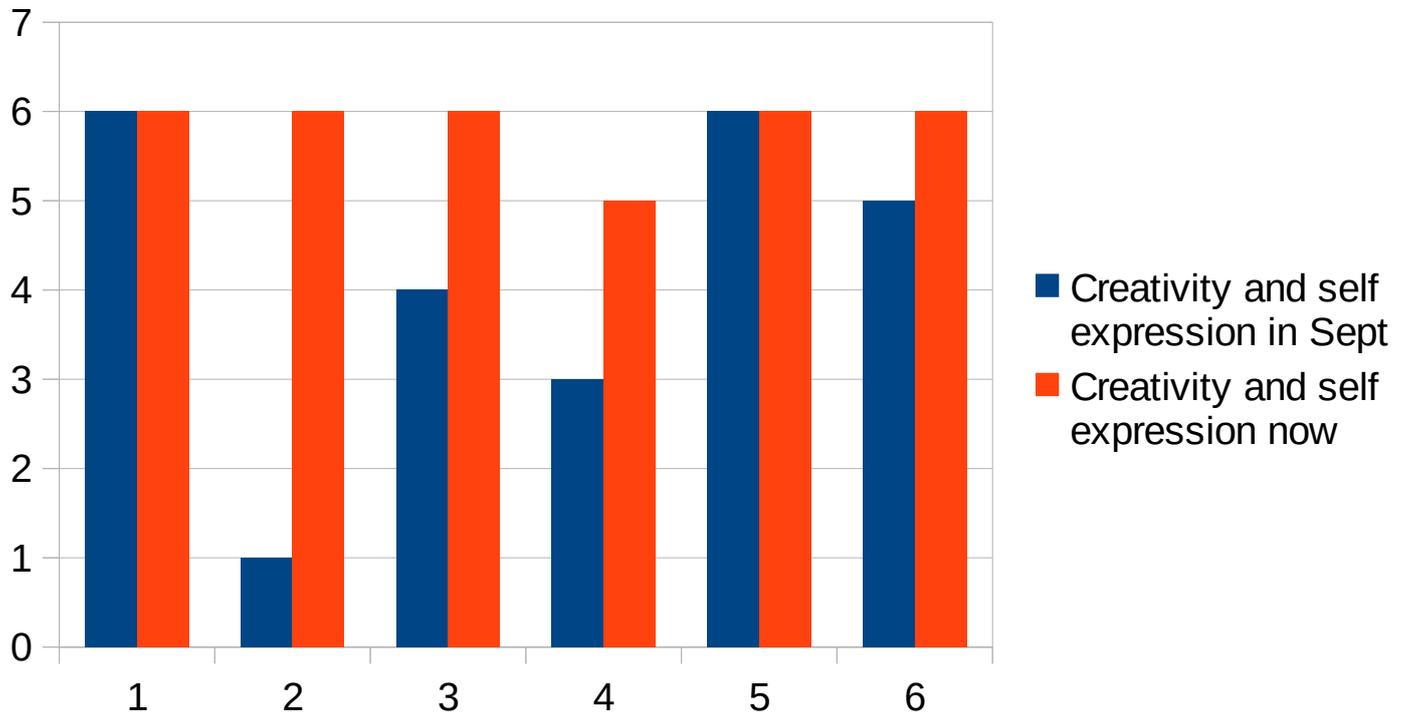
Majority of responses show levels staying the same or improving by 1. One respondent expressed a notable decline of 5.

General well-being



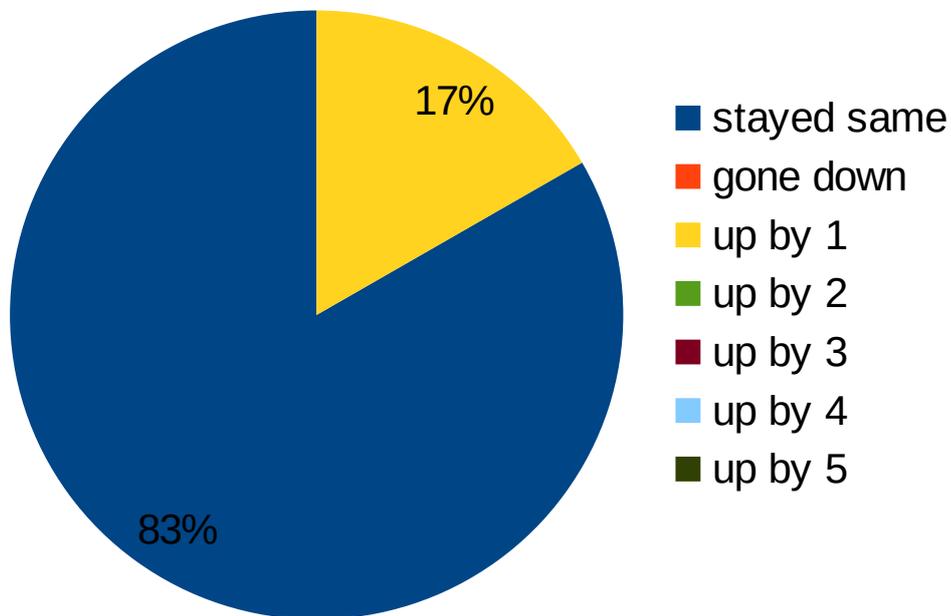
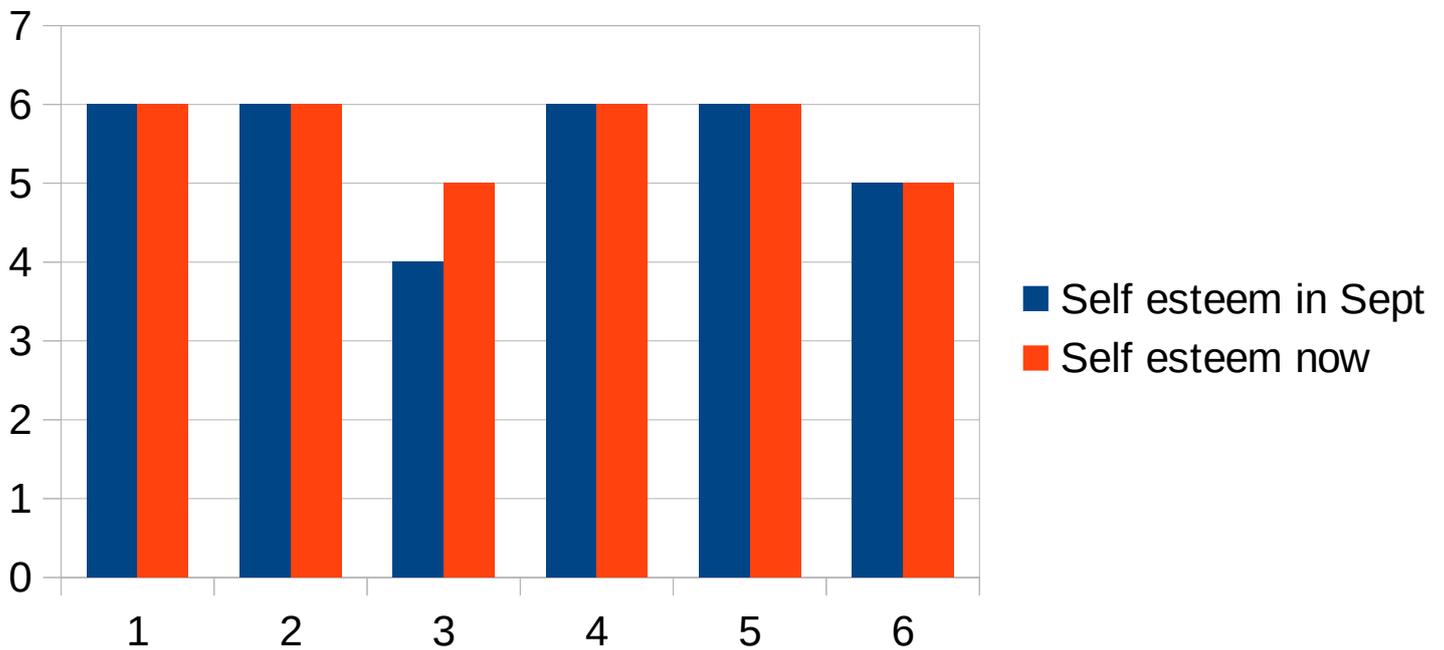
All responses show levels staying the same or increasing by 1.

Self expression/creativity



All responses show levels staying the same or improving by up to 5.

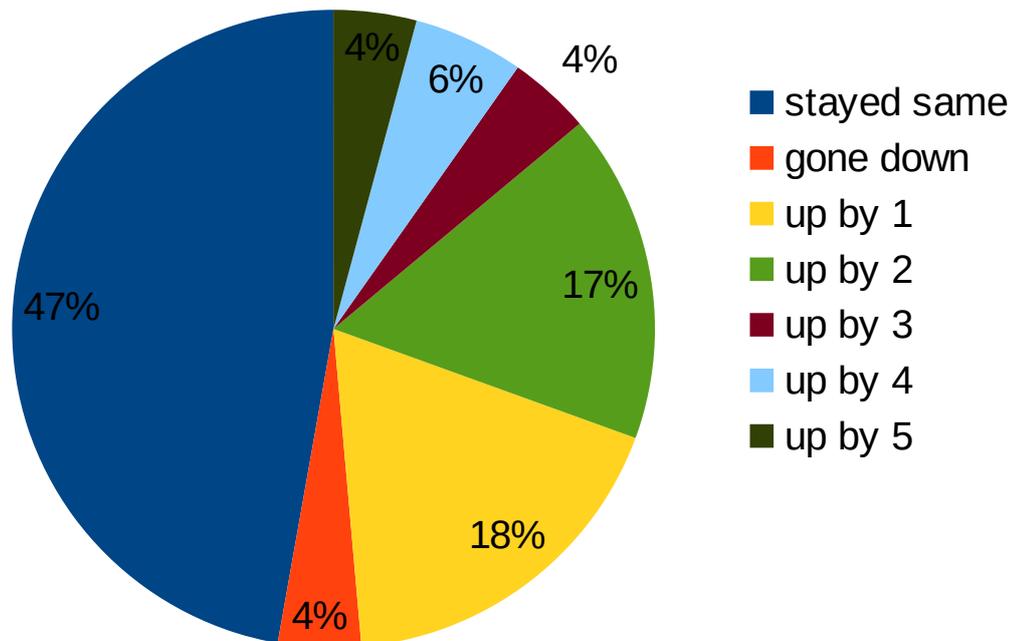
Self Esteem



All responses show levels staying the same or improving by 1.

Overall Comparisons

Overall Comparisons



47% of pupils said their levels stayed the same.
49% of pupils said their levels increased between 1 and 5.

Improvements are sometimes quite marked and wide ranging.

Pupils often gave themselves high scores initially for some attributes which is encouraging.

2 of the 3 declines seen were from the same pupil.

1.2

Pupil specific questions



Music lessons help me...

When I'm having a bad day
To play the piano
Learn how to play
To concentrate, learn new notes
To do my work
Play music
To understand music
With music

Some responses note help with music, others note that the music lessons provide more holistic help.

Music lessons are...

fun and relaxing

exciting

happy

musicy, good

happy, relaxing, exciting

boring

fun and exciting

fun and exciting

Many pupils find their music lessons fun and exciting.
One pupil noted negative opinion.



Music lessons make me feel...

happy every day

happy

happy

happy

happy because I get an extra lesson, excited

happy when I make the funny noises

happy

happy and calm

Happiness is mentioned in every response in how the music lessons make the pupils feel.



Music lessons make me smile...

When I'm learning new things and listening
When I play in them
When I'm playing
When I'm sad, I get to play a loud note
When we listen to music
When it is the end
When I play
When I play smoke on the water

Responses all mention musical things making them smile, with many saying playing music makes them smile. One negative comment from the same pupil who noted that his lessons were boring (p21).

Music lessons make me proud when...

I achieve

I play for teachers

I play a solo in front of the class

I get things right, I do the music adding game

I play Old MacDonald

finish a song

when finish a song

Pride comes from the playing of music, often in front of other people. Achievement is also cited as helping pupils feel proud, as is completing a task.



My music teacher is...

kind

funny

nice

kind

fun

good and funny

funny

funny

Music teachers are often described as 'funny' or fun.



The best things about my music lessons are...

They are fun

Playing the piano, fun time, the nice music we do

The music, singing

Choosing the instrument, don't just learn how to write notes, get to play

The music adding game, learning pieces of music, being able to show family the music

Using the keyboard

Playing with M

My teacher, playing with E

Pupils have mentioned a variety of 'best things'. The playing of music is shown to be an important factor for the pupils. Interesting to note one pupil referenced being able to chose the instrument as contributing to the 'best things'.



What would I change about my music lessons...

The instrument

More fun time (silly playing at the end of the lesson)

Nothing

Go round school doing a parade!

Learn some more notes

Make the lessons 15 minutes

Nothing

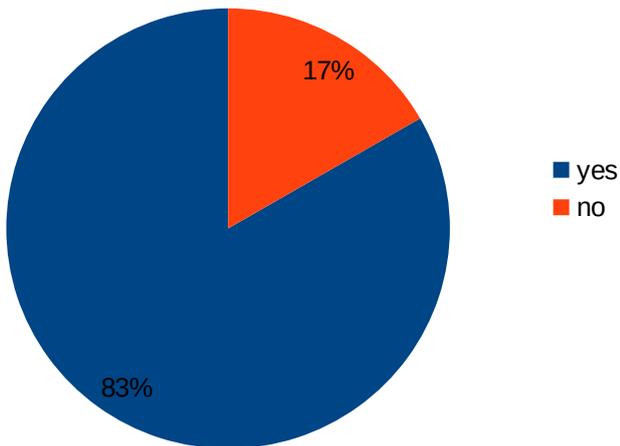
Nothing

Mostly positive ideas for change, with some not wanting to change anything.

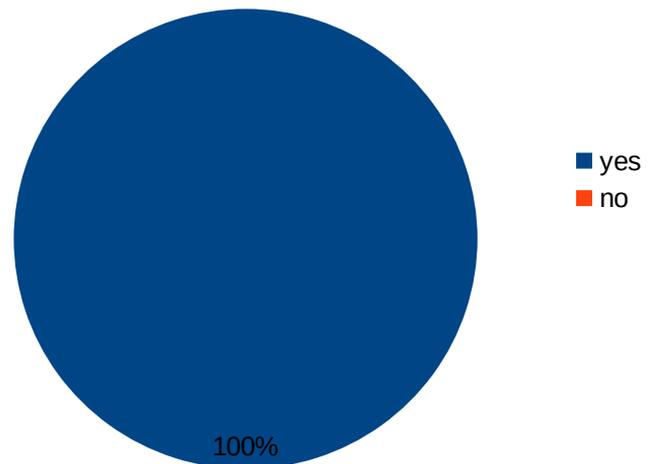


Quantitative data about music lessons

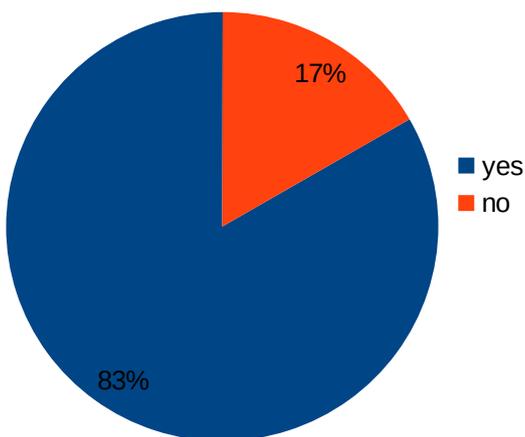
I look forward to my lesson



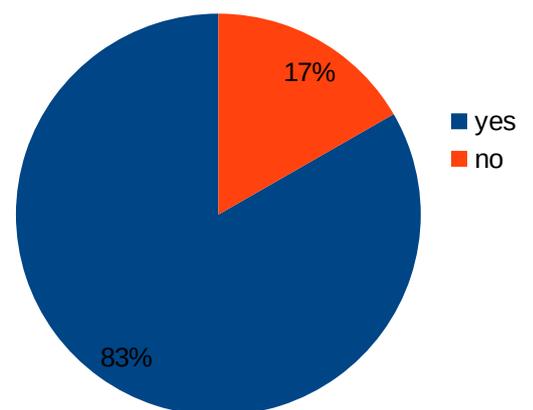
I have made progress in my music lessons



I enjoy my music lessons

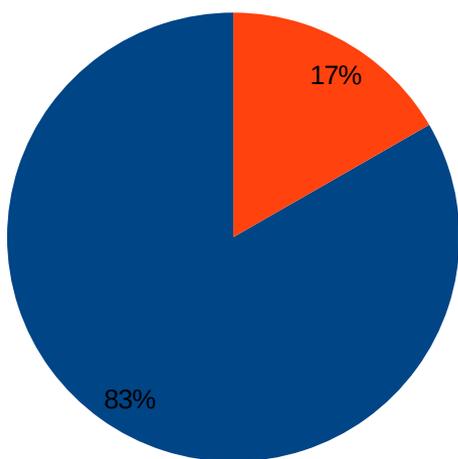


My music lessons help me solve problems

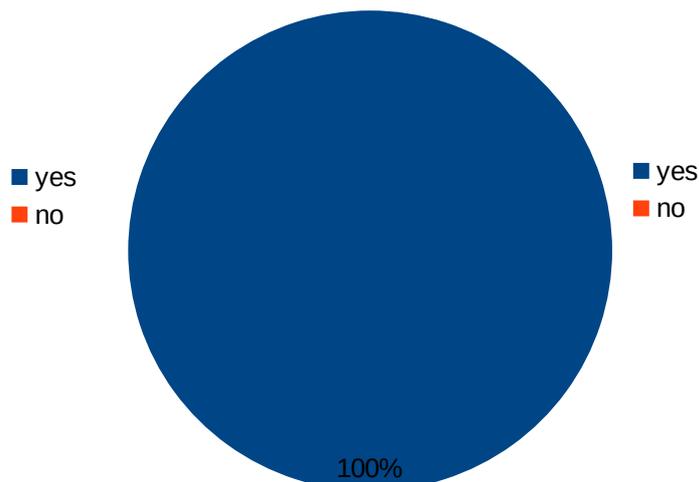


Quantitative data about music lessons

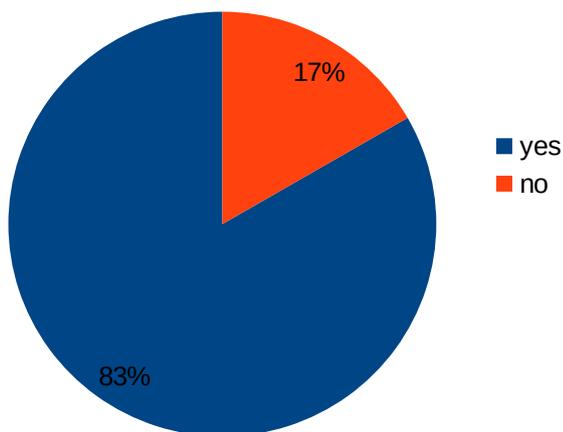
I have achieved something musical in my lessons



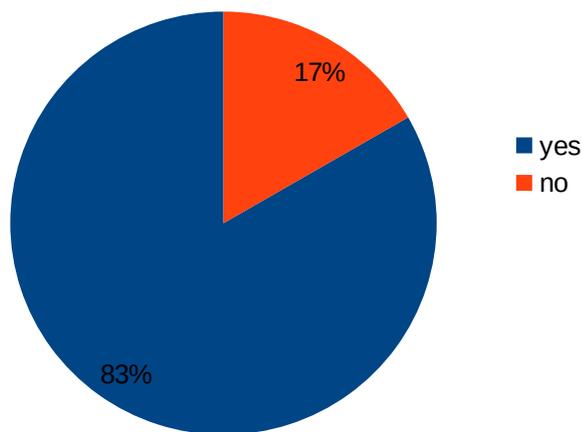
My music lessons helped me if I was having a bad day



I have learnt other skills in my lessons



My music lessons help me be more resilient.



Musical Achievements

playing fast and learning lots of notes

play piano and new skills to help me play

*played happy birthday to teacher, 3 chords
and different strumming patterns*

*Learnt 5 notes, Mary had a little lamb, other
tunes*

*read BAG, play Gs well, know the words
crotchet, minim, quaver, semibreves*



Holistic learning

helping remember things

made me be brave

communication, built confidence

listening, playing with other people

not sure



1.3 Final Thoughts

The results from the Impact Study are largely positive.

The majority of pupils have noted improvements across the attributes, where there has been a decline it is mostly from the same pupil. This could be further investigated with the WMEHS staff.

Many pupils noted high levels of confidence, attitude to learning, relationships with adults and peers, general well-being and self esteem in September. These mostly remained high.

Improvements are sometimes quite marked (3 respondents noted changes of 5) and vary in amounts across the pupils.

Music lessons help the pupils musically and holistically. The majority of pupils find their lessons fun and exciting and the lessons make them feel happy.

The 'actual playing music' part of the lessons seems to be a positive experience for the pupils. Most noted that playing music makes them smile, feel proud and was noted as being the best thing about the lesson.

There was one pupil who consistently gave less positive responses, this has already been flagged up to ATM project managers for further investigation. Although this pupil answered 'no' to the majority of the quantitative data questions about their lessons, they did note that the lessons helped them if they were having a bad day and that they had made progress showing that they have got something out of these lessons even though they are not enjoying them as much as they could be.

Musical achievements seem to be based around learning of notes and playing simple pieces of music, which would be expected outcomes for this stage in their journey.

More holistic skills learnt include concentration, communication, working with others, confidence, memory skills and bravery.

2.0 WMEHS RESPONSES

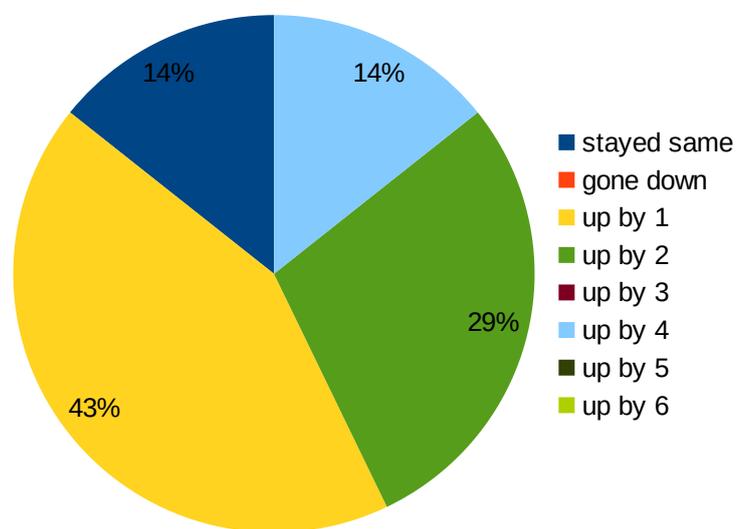
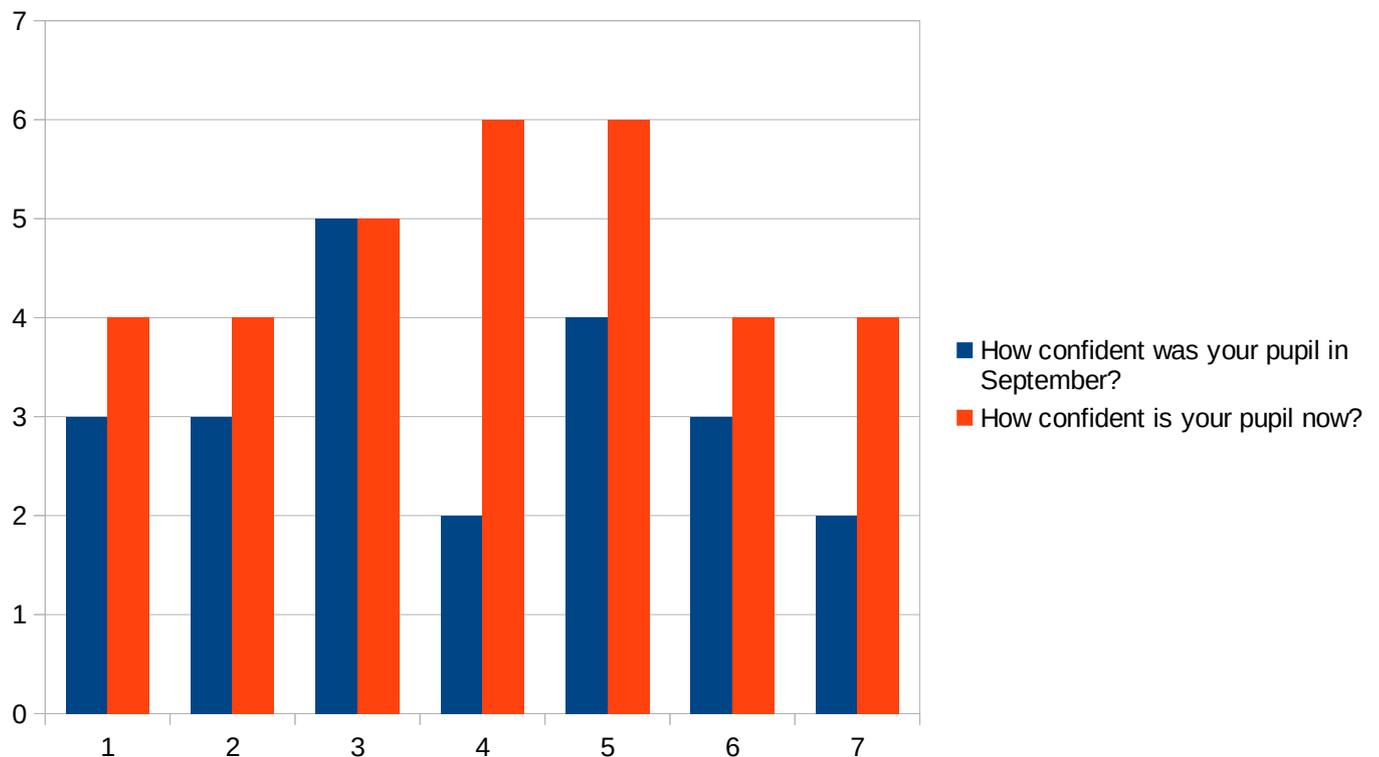
Walsall Music Education Hub and Service staff were asked the comparison questions and further questions about their pupil in the context of their music lesson.

2.1

Comparison Questions

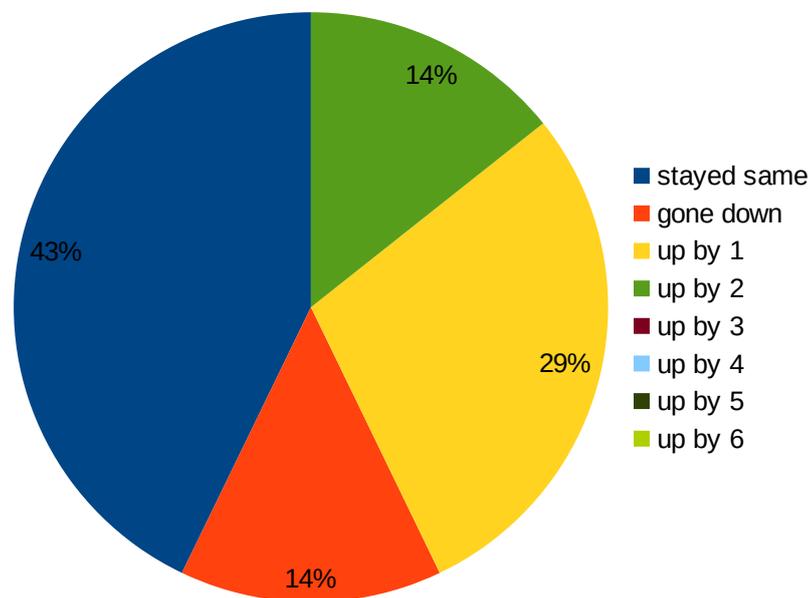
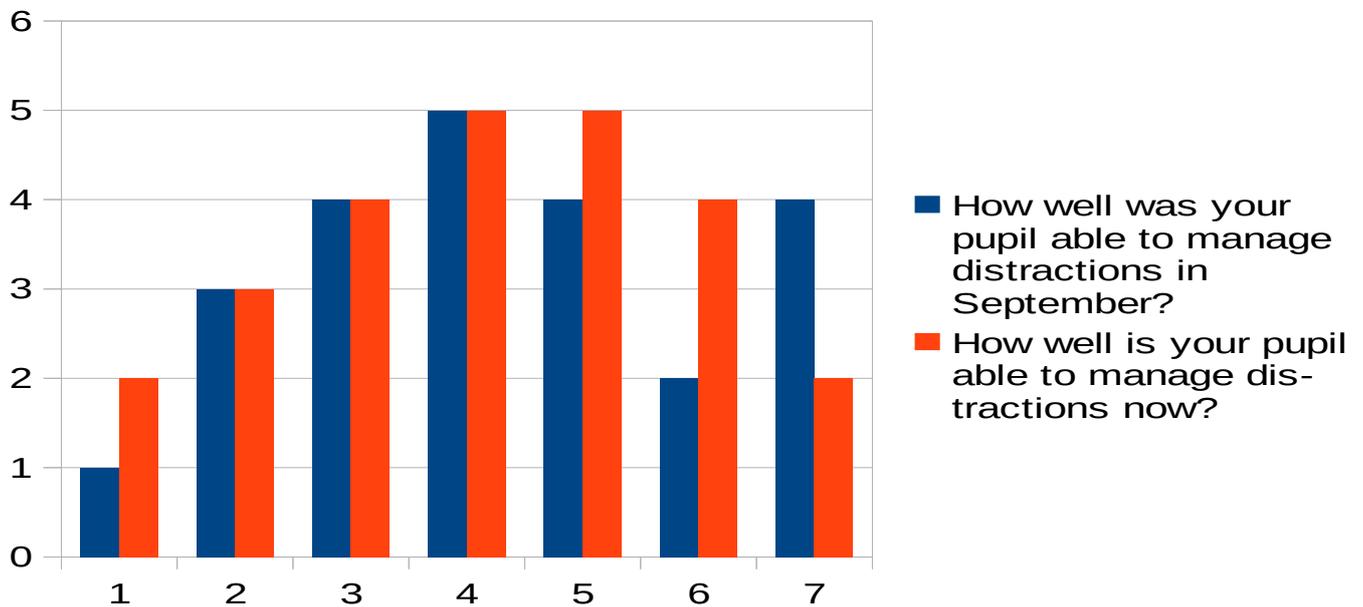


Confidence



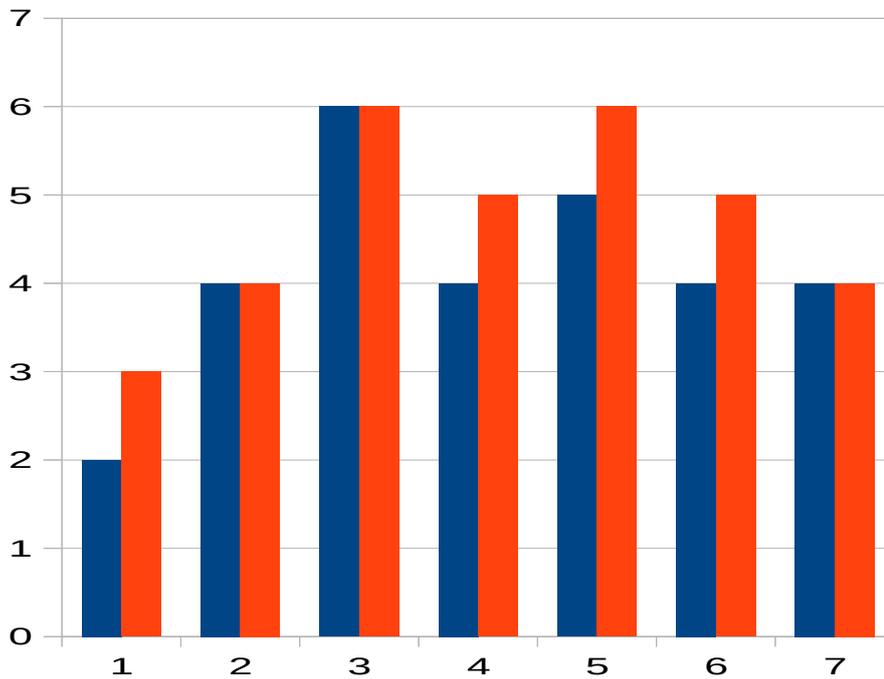
All responses show levels staying the same or improving by up to 4.

Manage Distractions

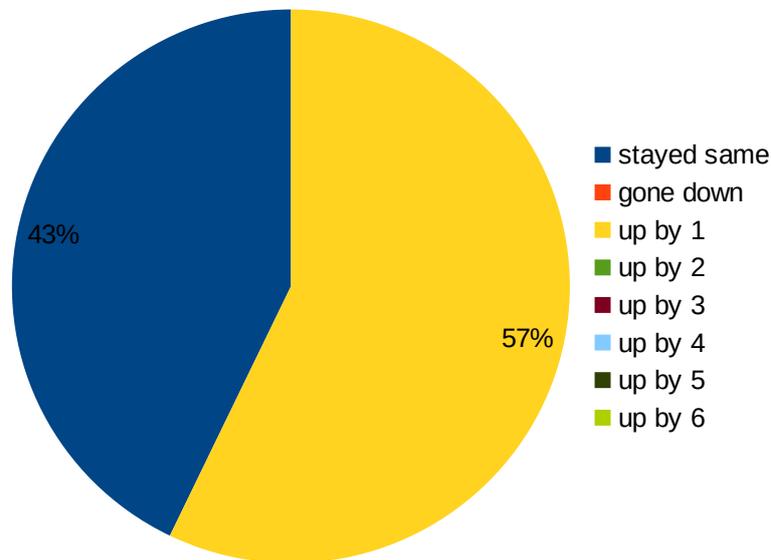


Majority of responses noted the YP improving by 1 or 2. One respondent noted a decline.

Attitude to learning

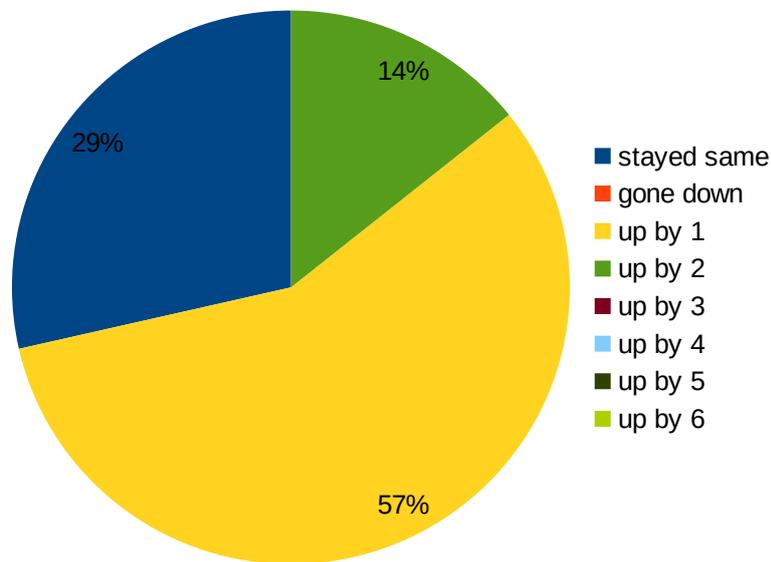
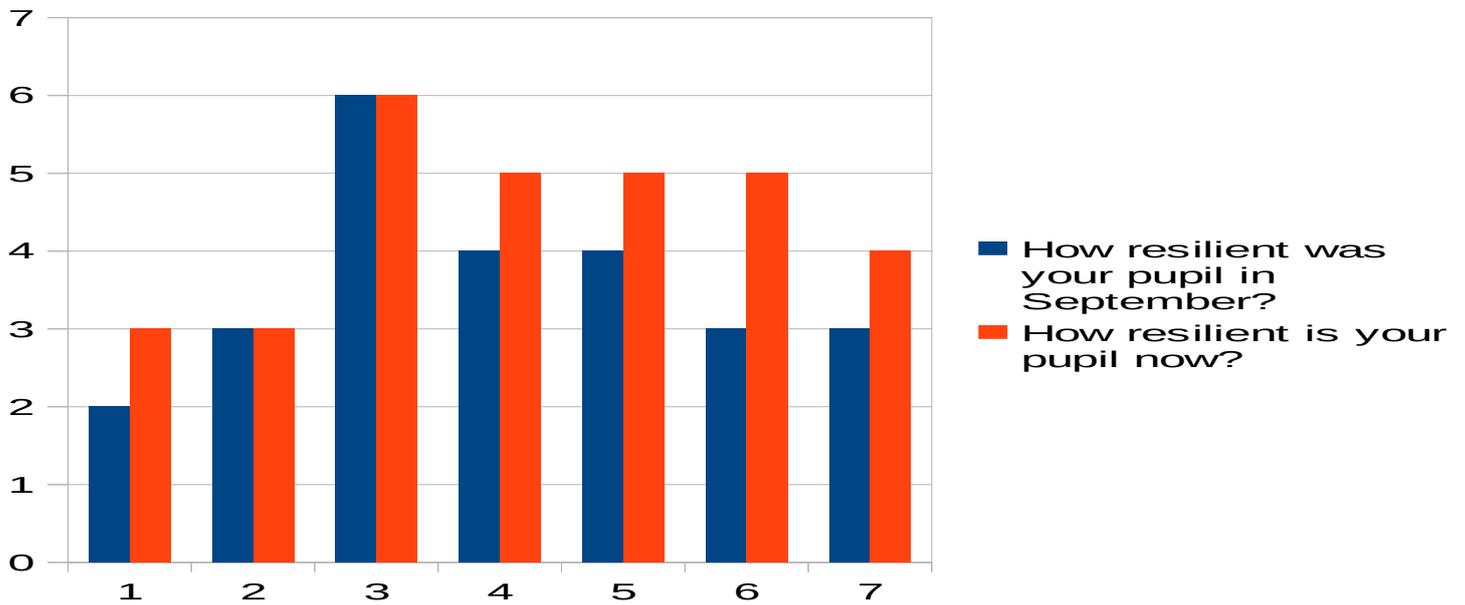


- In your opinion how would you rate your pupil's attitude to learning in September?
- How do you rate your pupil's attitude to learning now?



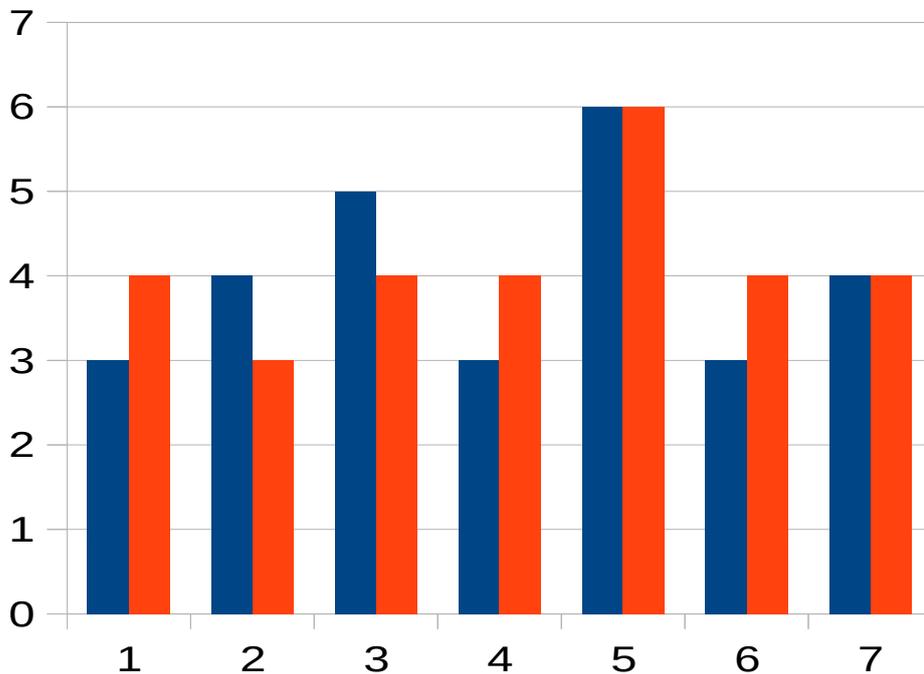
All responses show levels staying the same or up by 1.

Resilience

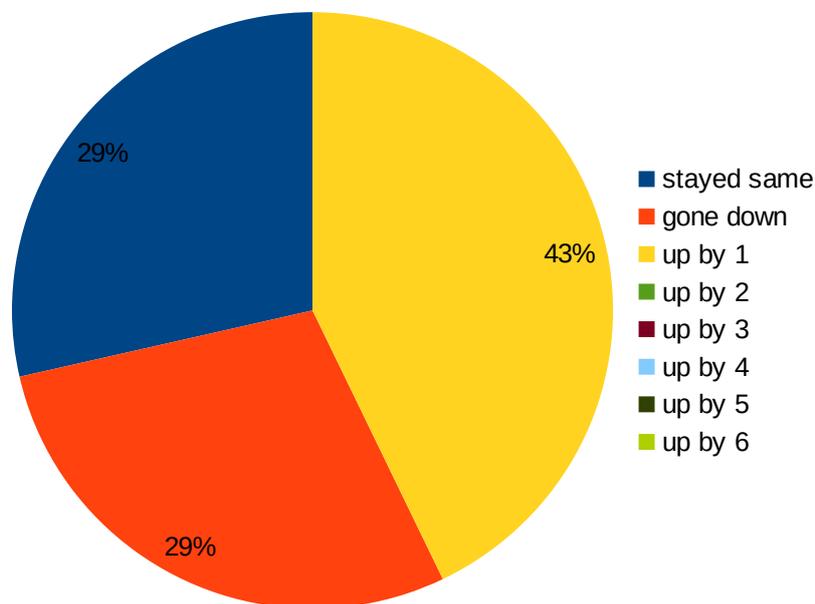


All responses show levels staying the same or improving by 1 or 2.

Taking on new tasks

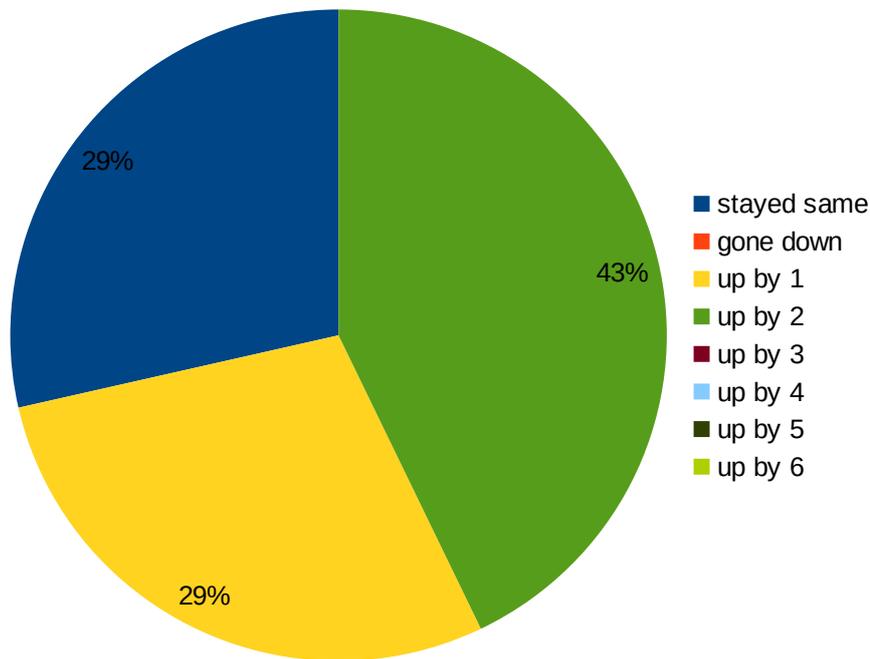
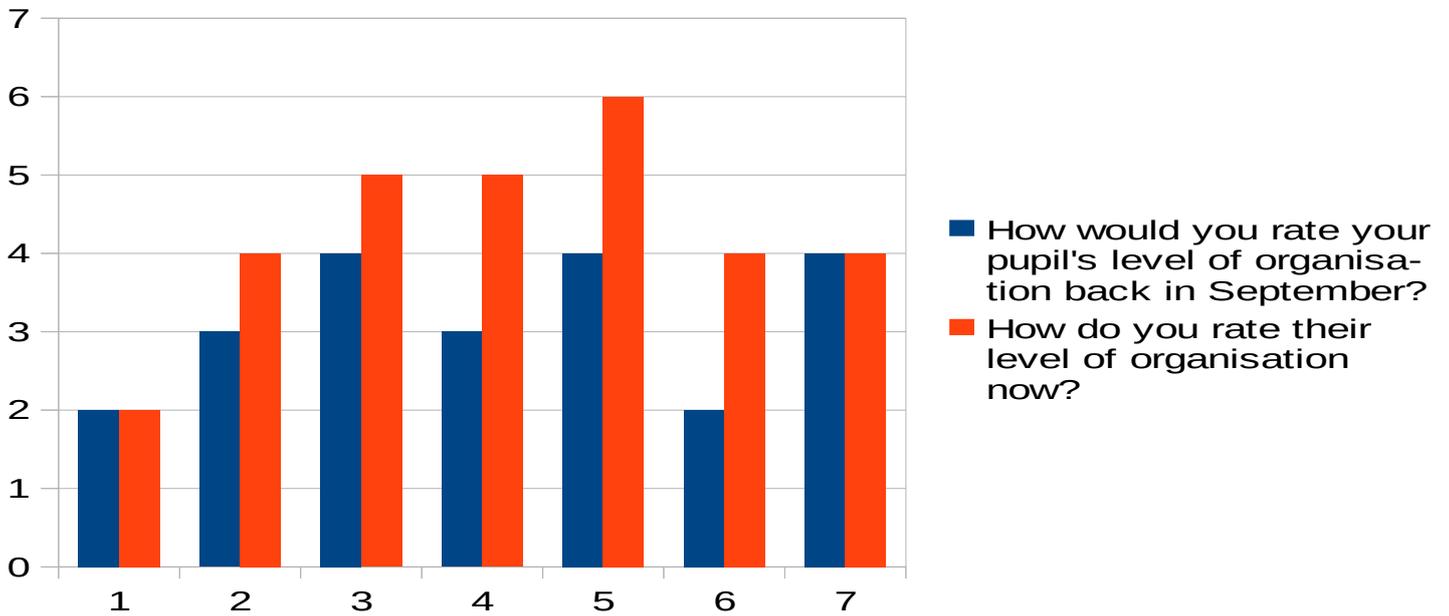


- How well did you pupil handle taking on new tasks in September?
- How well does your pupil handle taking on new or tricky tasks now?



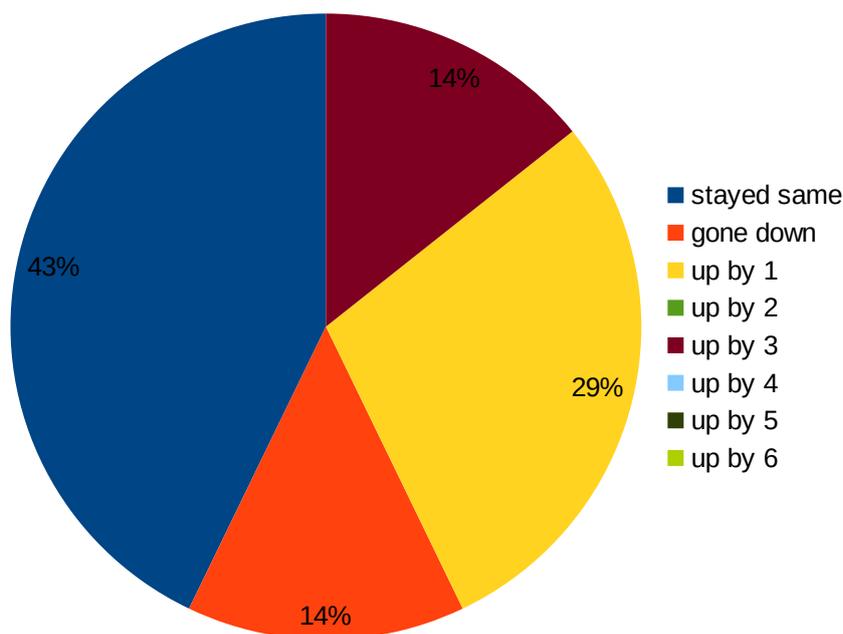
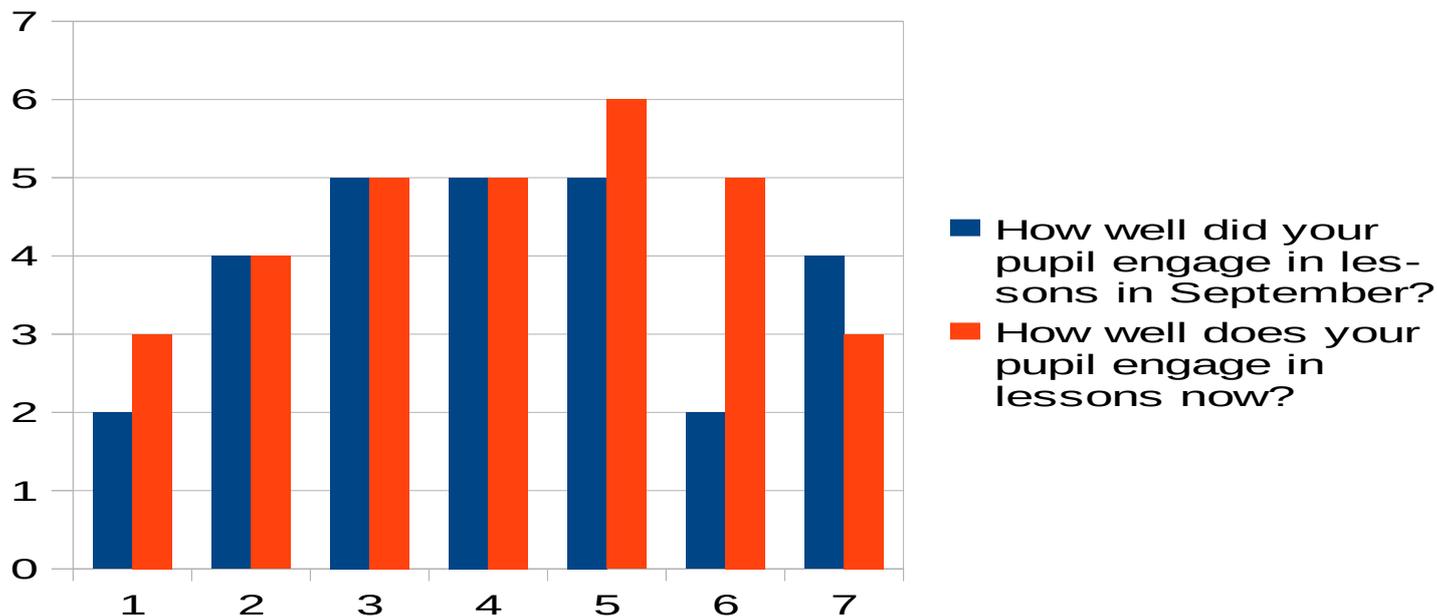
Majority of responses noted levels staying the same or improving by 1. 2 respondents noticed a decline.

Organisation



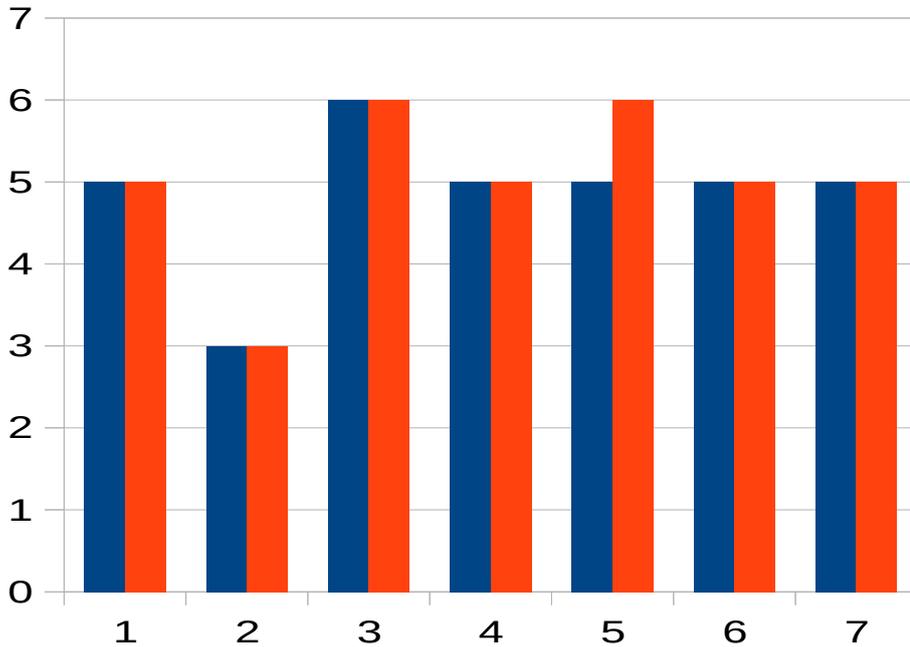
All levels stayed the same or improved by 1 or 2.

Engagement in lessons

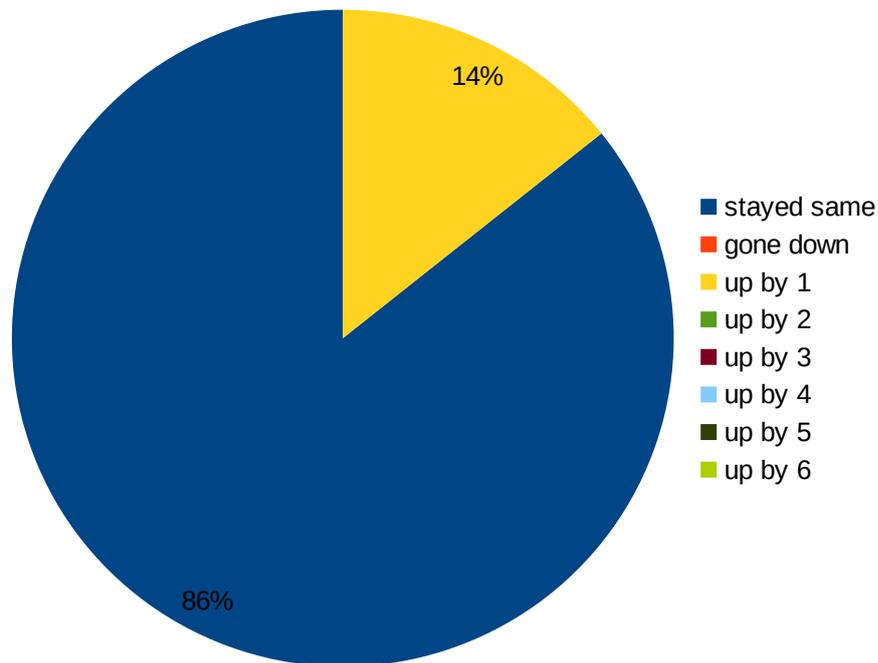


Majority of responses noted the levels staying the same or improving. One respondent noted a change of 3. One respondent noted a decline.

Relationships with adults

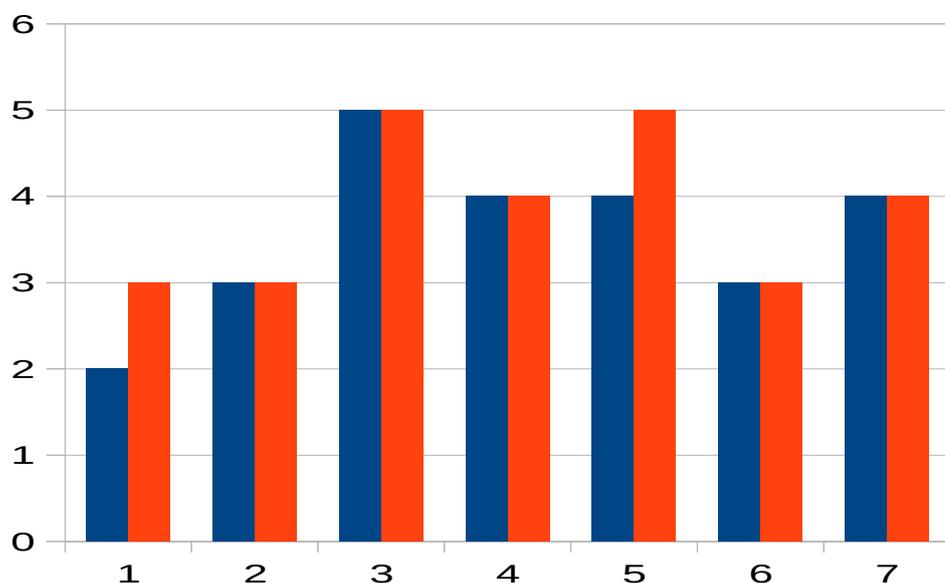


- How would you rate your pupil's relationships with other adults in school in September?
- How do you rate your pupil's relationships with other adults in school now?

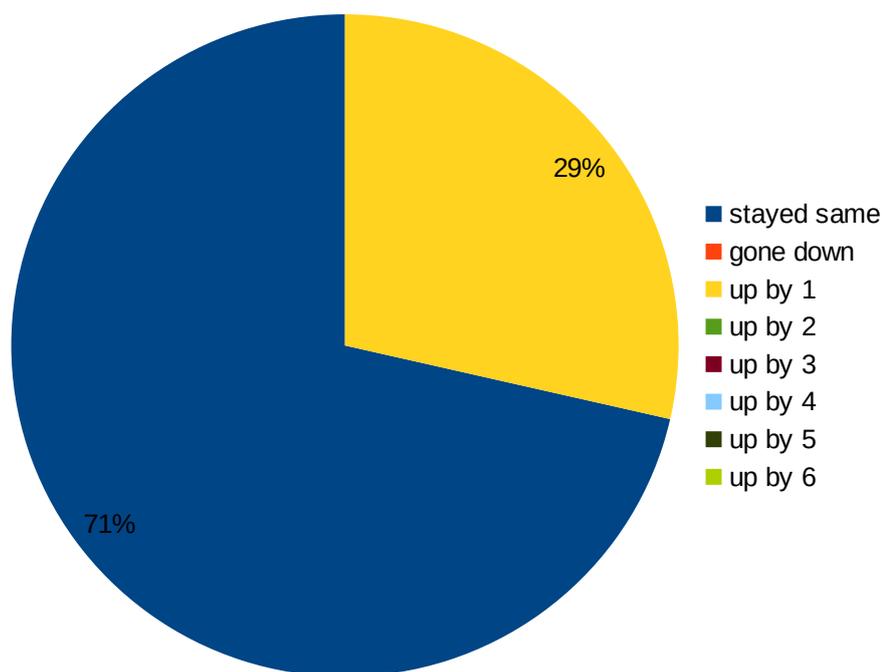


All responses show levels staying the same or improving by 1.

Relationships with peers

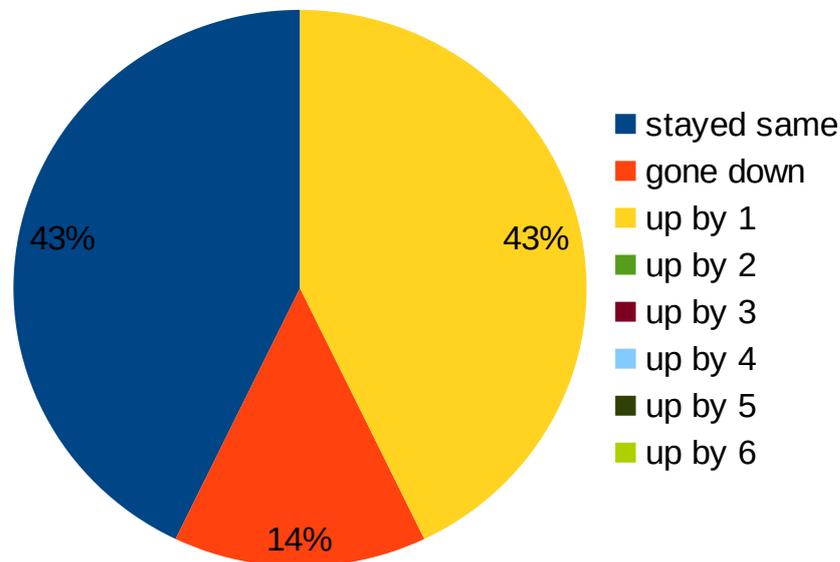
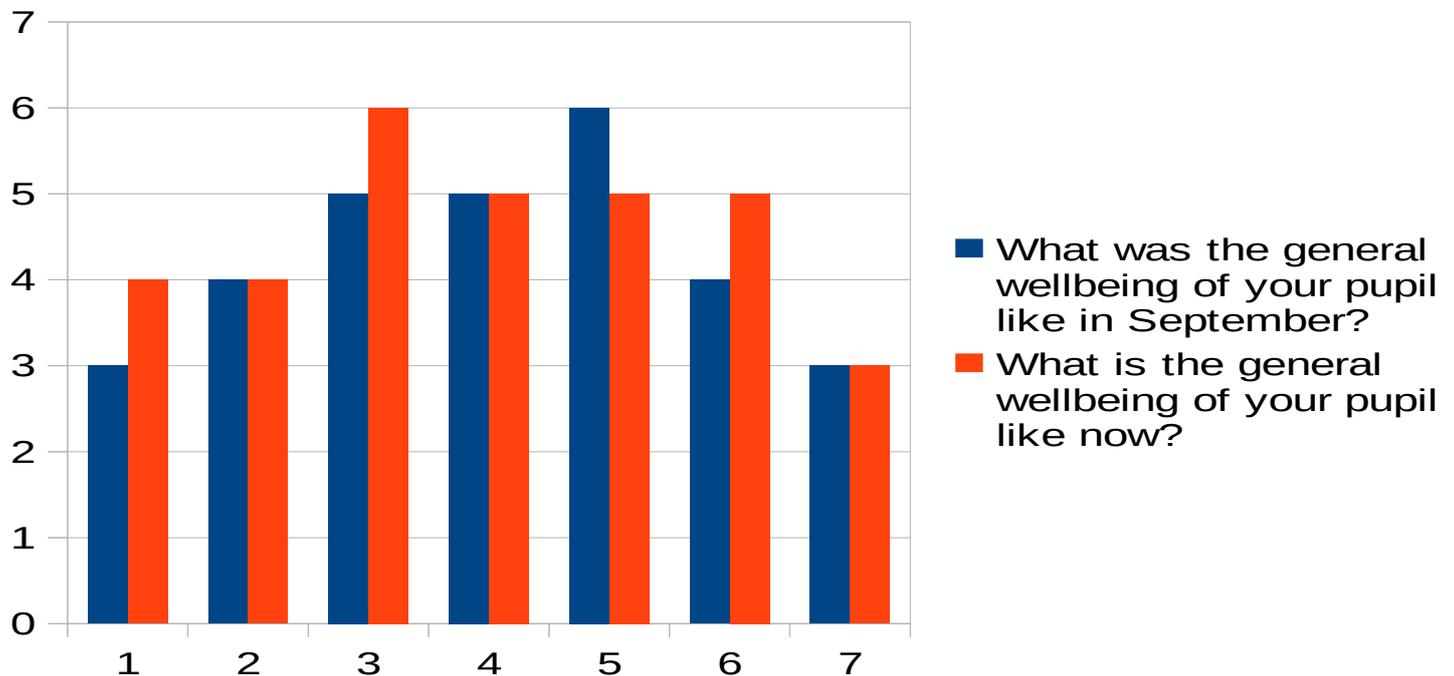


- How would you rate your pupil's relationships with their peers in school in September?
- How do you rate your pupil's relationships with their peers in school now?



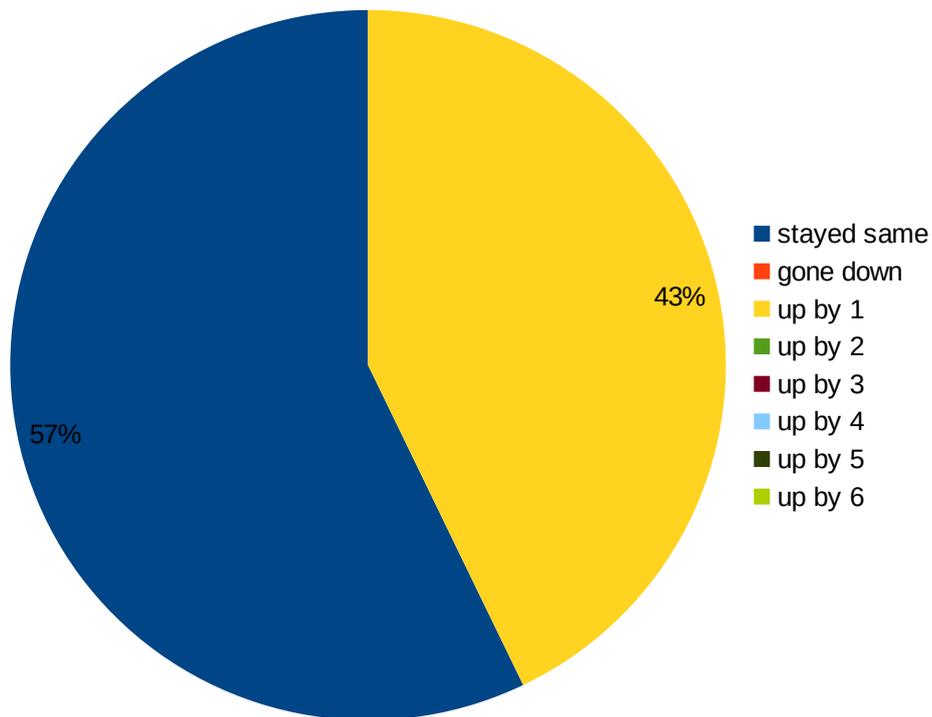
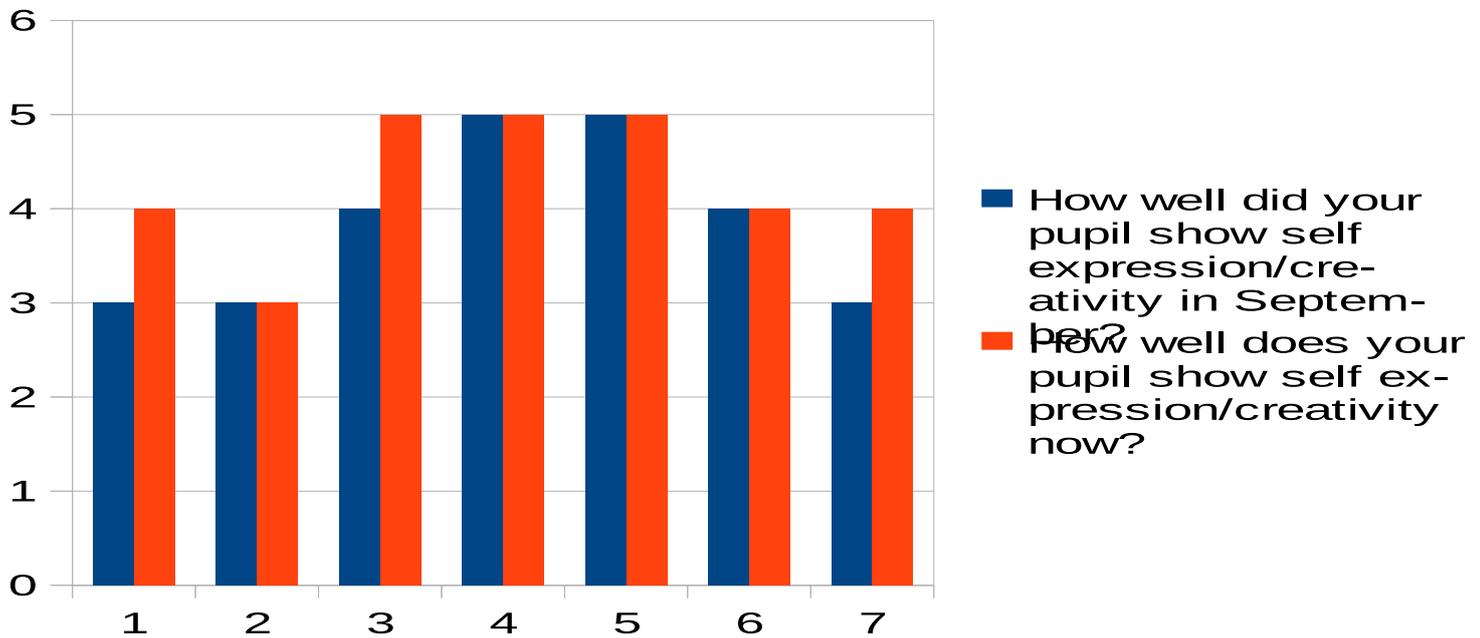
All responses show levels staying the same or improving by 1, with more noting improvements with peers than with adults.

General well-being



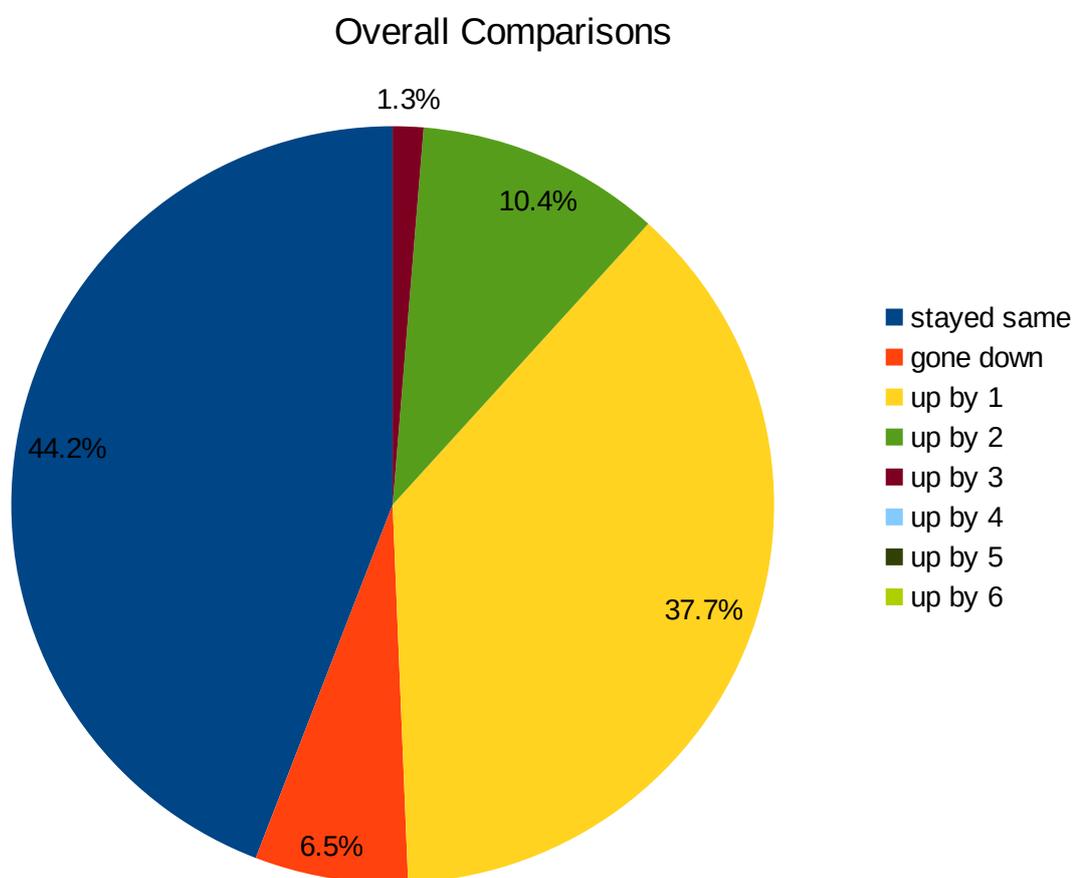
Majority of responses show levels staying the same or going up by 1. 1 respondent noted a decline.

Self expression/creativity



All responses show levels staying the same or improving by 1.

Overall Comparisons



The majority of WMEHS staff said their pupil stayed at the same level or improved by 1 across all attributes.

Some staff noted more marked improvements on certain attributes.

2.2

Questions about music lessons

Musical Achievements

Concentrate better throughout a piece of music.

Pupil is able to play BAG with a good sound and good finger positions.

Pupil is beginning to understand the notation for BAG.

Pupil is able to tap along with the beat without being asked.

Played Mary Had A Little Lamb with 3 notes in front of the whole class

she, and her friend, played a song for their teacher

Able to play some fairly complex contrapuntal pieces for their age

Confidence in their own playing ability

Being able to play a piece of music to a staff member

She has played happy birthday to a staff member and peers and in front of her class



Barriers to success

Time of the lesson - straight after lunch means that they are sometimes upset because of a lunchtime issue, other times they are a little hard to settle because they are still in lunch mode.

Also the pupil has difficulty keeping her instrument located so no home practise is done.

Distractions from other children in the whole class scenario, but in a one-to-one, there appear to be no barriers currently.

Nothing for this pupil

Sometimes resistant to what they perceive as 'hard' music

Time to practice/support

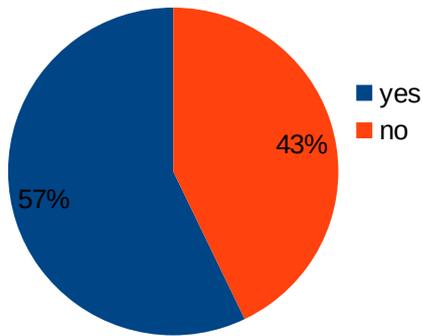
Not practising at home

She has recently moved to a school for children with challenging behaviour problems and I have seen some big changes in our lessons. While she is still happy to have her lessons, I have found it more difficult to get her to focus as the environment or other students are usually causing a distraction.

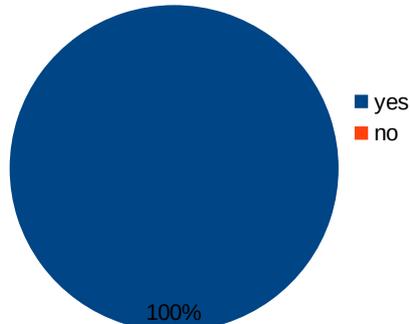


Lesson upsets

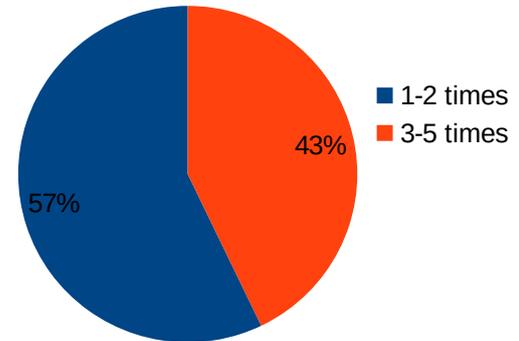
Arrived to their lesson upset



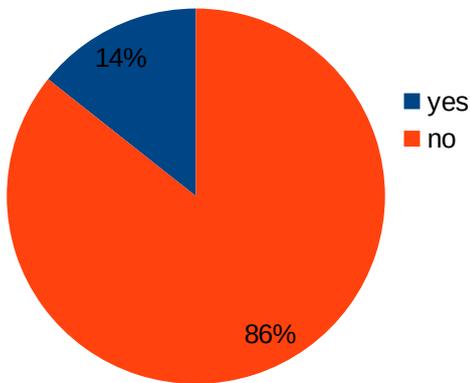
Did the music lesson help improve mood?



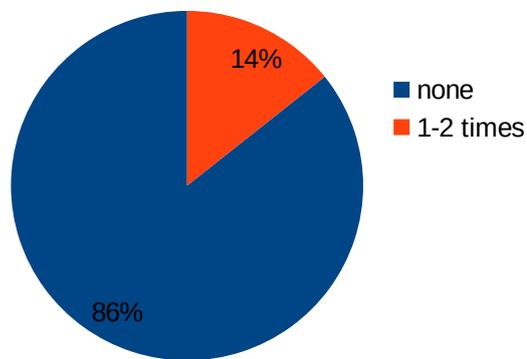
Number of times there was an upset to lesson



Chosen not to attend lessons



How many times chosen not to attend

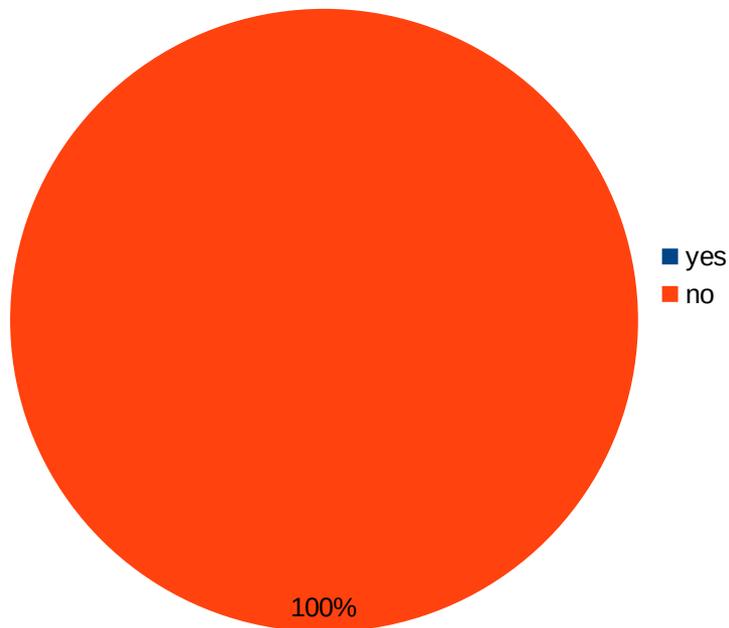


Just over half of the students sometimes arrive at their lessons upset. It is encouraging to see that for all those pupils, their mood improved after their lesson.

The majority of pupils chose to attend their lessons.

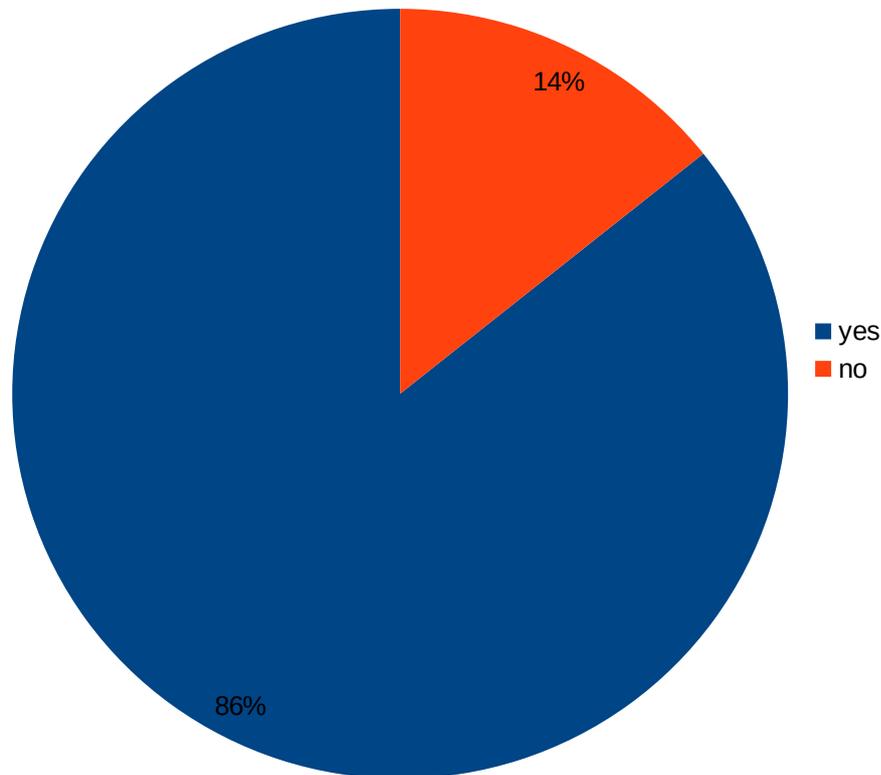
Contact with carers

Contact with carers



Well-being planning/pupil specific planning

Plan sepcific wellbeing activities



A large number of WMEHS staff plan well being activities as part of the lesson.
A variety of 'pupil specific planning' can be seen on the next page.

Well-being planning/pupil specific planning

My pupil requires a lot of movement activities and short tasks in the lesson. We do a lot of clapping, moving to the music, moving around the room to the rhythm of the piece. I have made a crib sheet for the notation as my pupil struggles to recall the notes and gets confused. We do improvisation on rhythm patterns with the topics of "what are you good at" and "what do you like" to aid well-being.

We have been learning basic notes in the whole class lessons, and then in small group, I have chosen to use my normal beginner trumpet resources, but we're just working our way through them at a tailored speed, as you would with any student in a small group scenario.

we mix in some music related games such as identifying sounds of chords and clapping rhythm patterns

Listening to other interests (gaming, sports etc.) and trying to pick music that reflects those interests

Tailoring resources,

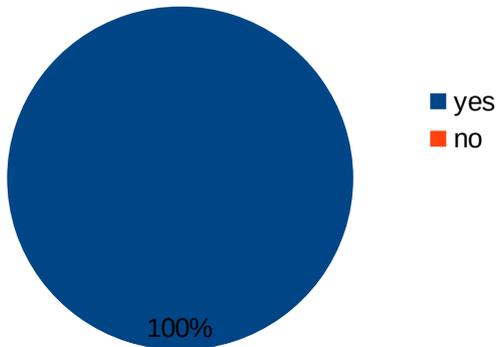
He likes certain backing tracks, slowing things down

I have always tried to teach songs that my pupil likes or requests - even if it is just a snippet. She was keen to learn how to play happy birthday so that she could play it for her teacher.



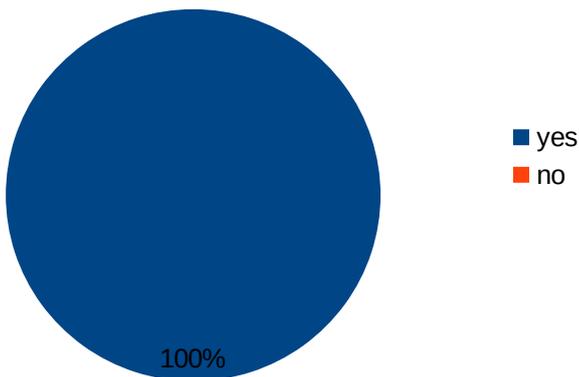
Experience of teaching this project

Postive experiece as a teacher?



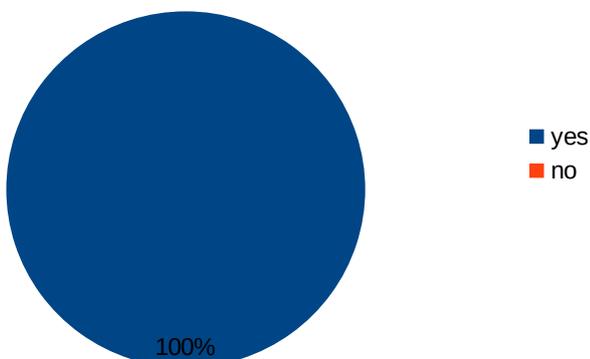
All WMEHS staff said that teaching on the project has been a positive experience and all staff said that the project has been worthwhile for both student and teacher.

Worthwhile experience?



Details are given on the next pages.

Wothwhile for student



Experience of teaching this project

It has been challenging to find ways to aid the learning for my pupil, but it is rewarding to have found these ways and then see the results in the pupil.

I see this student in both a whole class scenario, and a one-to-one scenario, and in the small group lessons I see a much more positive side of the student, and it feels mostly like a normal small group lesson with a student that is keen to have a go at learning an instrument.

Great to see the impact music has on them and how important it is for allowing them to express themselves

I'm proud because they try so hard, even when they have a bad day

To see the change in behaviour over a term. To suddenly start engaging in lessons is amazing

At the beginning, the lessons were not much different to my usual teaching. As we have journeyed, we have come across various challenges and I have had to think on the spot and be quick to adapt to different environments and moods! I hope that the music brings a little bit of happiness into my students day, even if it doesn't feel like a productive lesson musically, we usually have a giggle together!



Worthwhile as a teacher

I have enjoyed the challenge of teaching my pupil. It feels like this teaching involves more than purely teaching them how to play their instrument and I like that, because it feels important. Seeing the pupil make even small steps to succeed then means a lot.

It has highlighted some of the difficulties certain children have growing up, and it has been good to help my student learn more about music

its rewarding to teach somebody who doesn't have access to things that most people take for granted. Its been an eye opener

Different approach to teaching pupils who may not initially see music as a natural path for themselves

It's very rewarding

Very rewarding

Music for Well-being is something I am very passionate about. I think giving a child in care this kind of opportunity is so valuable and I am proud to have been a part of it.

Worthwhile for student

I think musically, this has been worthwhile and it helps the pupil cope better in their whole class music lesson. I have seen improvements in other aspects with my pupil and I try to help them with these attributes in each lesson. There have been instances where my pupil has been upset at the start of the lesson but after chatting and having a positive focussed music lesson they have left happier and hopefully better able to cope with the rest of the day.

They appear to be enjoying music, and the attention of the one to one lesson. I think my student also simply enjoys blowing a few notes on his trumpet!

turns up to every lesson with a big smile.

Gained a lot of confidence and transferable knowledge

Enjoyment. Some much needed focus on something just for them

Enjoyment. Relieves stress

My pupil's self confidence is growing week by week and she enjoys our lessons, even if she doesn't always feel like learning. Sometimes she just says, can you sing/play for me! And we make up songs about things around us or the weather. I have been told by staff that she looks forward to my visits.



Any extra support required as a teacher

Maybe some more training on attachment, or working with LAC in general, how to help concentration etc.

Similar scenario to the current one - good support from school staff is vital to help understanding of the pupil, and the staff are always on hand nearby if there's an issue.

i dont need anything

More central engagements, maybe a concert day or a workshop day where all LAC children come together and build a piece over a day

Continue with safeguarding training and other childhood trauma training courses

Greater knowledge of childhood trauma and how it affects them

Less distractions



2.3 Final Thoughts

The findings from WMEHS staff have been largely positive.

The pupils have shown improvements in attributes since starting their music lessons, some with quite marked improvements.

Any declines could be further discussed with the staff member.

A variety of musical achievements have been noted – some of interest are the pupils performing to other staff, improving reading notation and improvements in musical confidence and concentration.

Some staff noted barriers to success to include timing of lessons, difficulty keeping the instrument located, lack of practice and in school distractions.

Some pupils have attended lessons upset but their mood improved after their lesson.

A large number of staff plan well being activities as part of the lesson. Further discussion around this area may be useful.

Pupil specific learning is evident and includes: tailoring resources to suit, including student's interests in the lessons, non instrument music activities and asking pupils what they would like to cover.

All teachers said teaching on the project has been a positive experience and noted it is worthwhile for both student and teacher. Teacher comments include: rewarding, challenging, pride, emphasis not always on musical outcomes.

Pupil worthwhile comments include – enjoyment, stress reliever, evoking happiness for the student, something of their own to focus on, improving confidence.

WMEHS staff noted some further training on trauma on attachment would be useful. One respondent mentioned they would like to see a concert or workshop – this is already being planned for summer 2022.

3.0 School Staff Responses

School staff (class teacher/designated teacher) were asked the comparison questions and questions specific to the pupil in the school setting.

Only 2 schools responded so data is taken from a small sample.

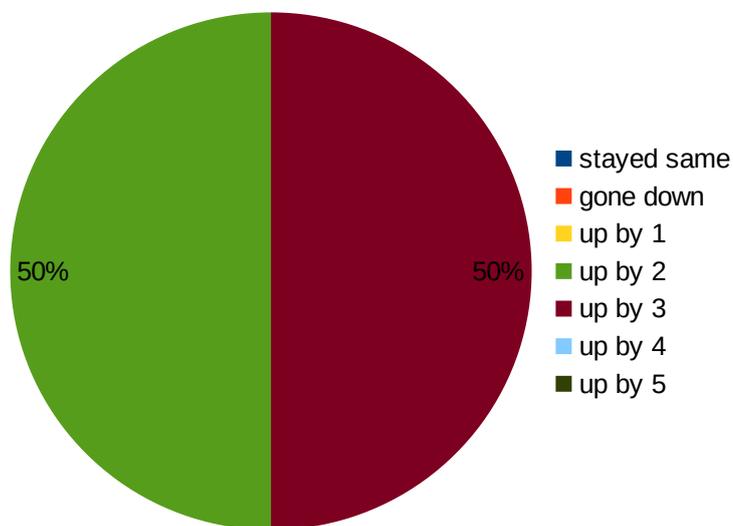
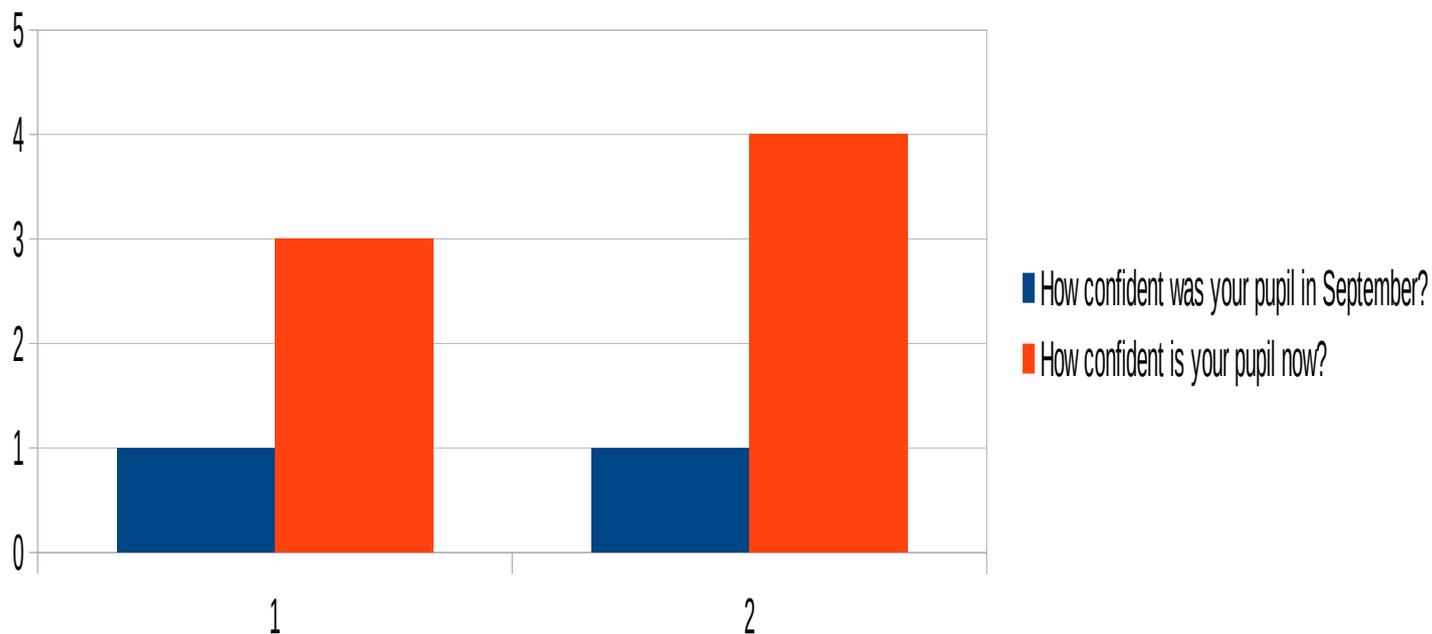


3.1

Comparison questions

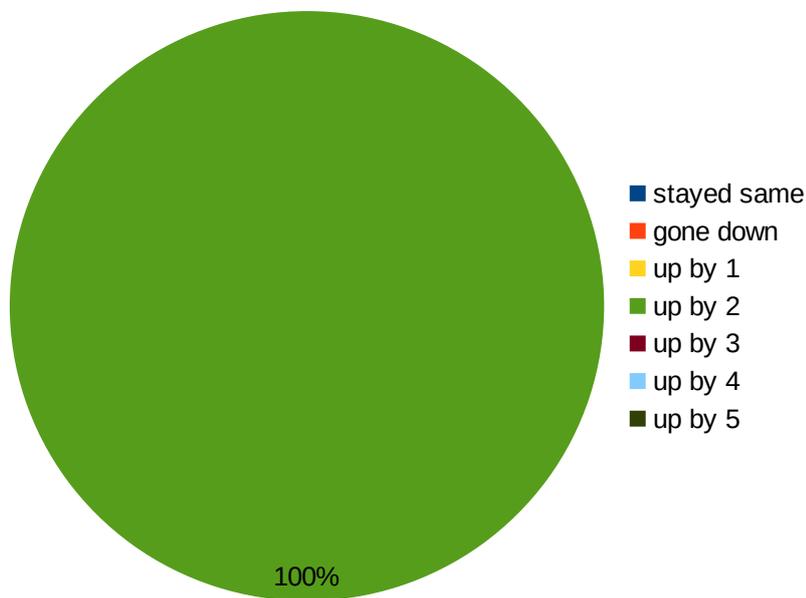
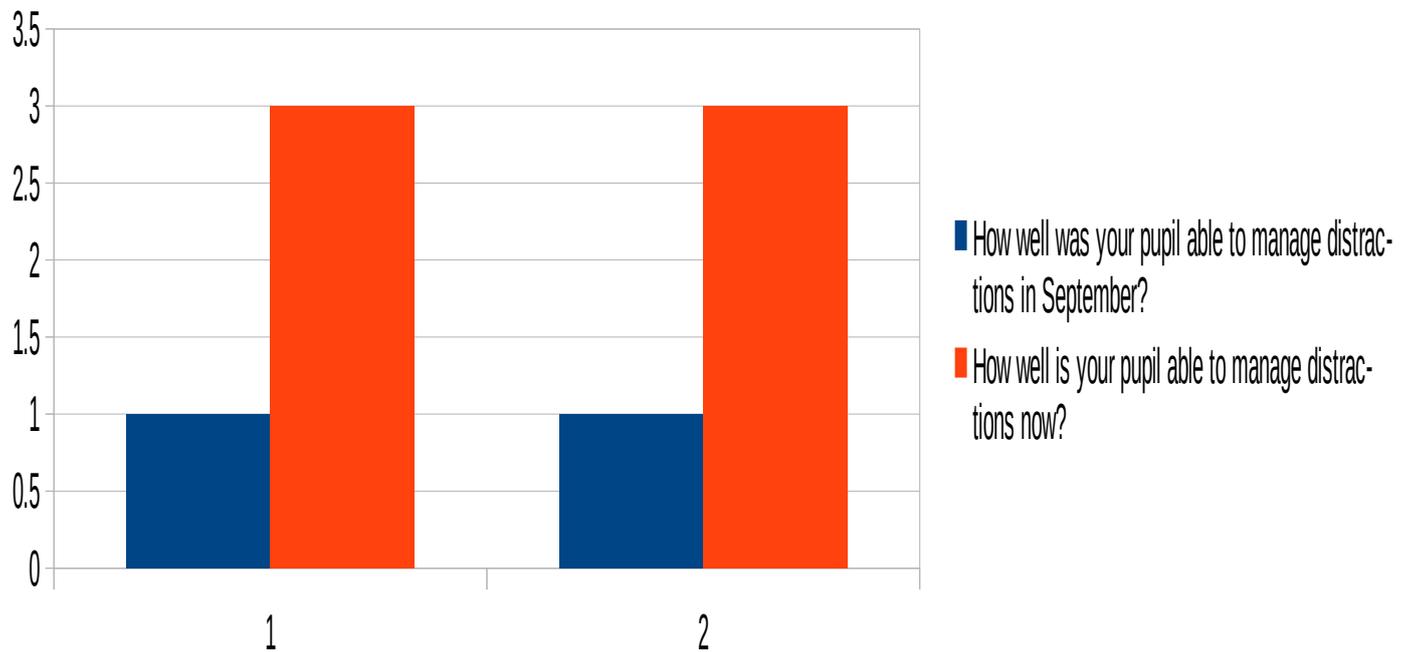


Confidence



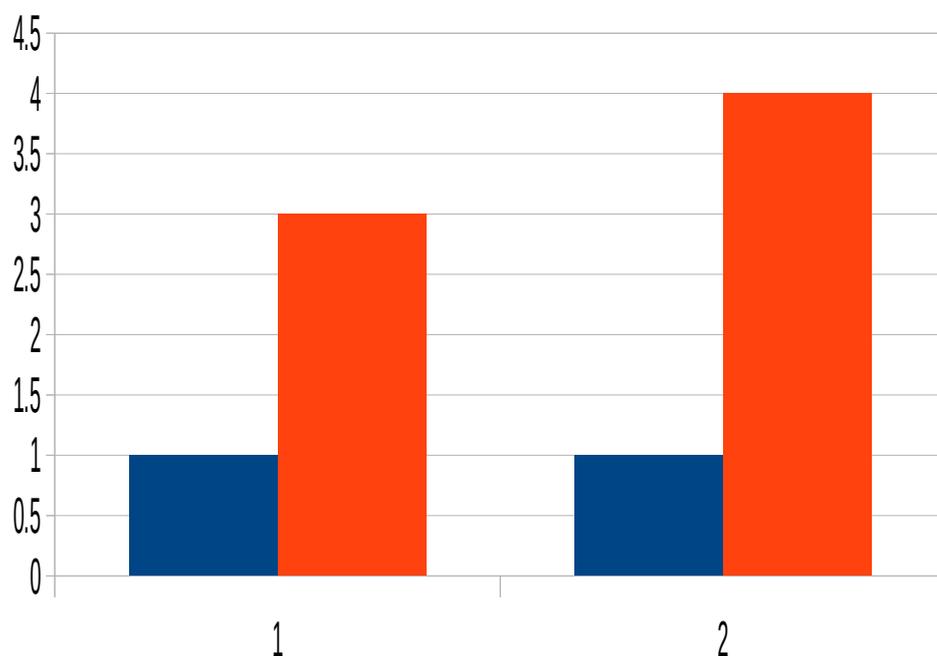
All responses increasing by 2 or 3.

Manage Distractions



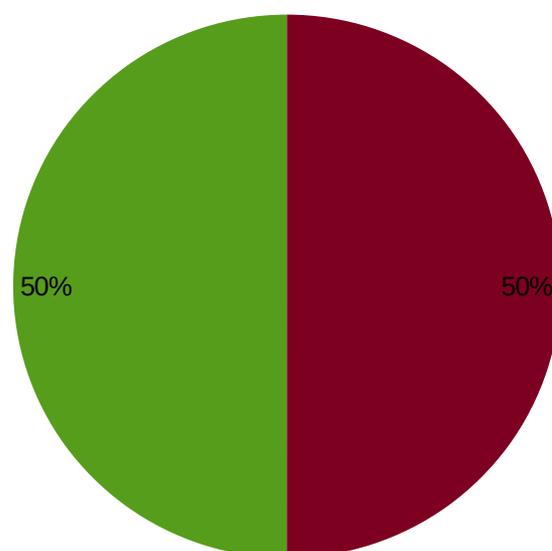
Both responses show an increase of 2

Attitude to learning



■ In your opinion how would you rate your pupil's attitude to learning in September?

■ How would you rate their attitude to learning now?



■ stayed same

■ gone down

■ up by 1

■ up by 2

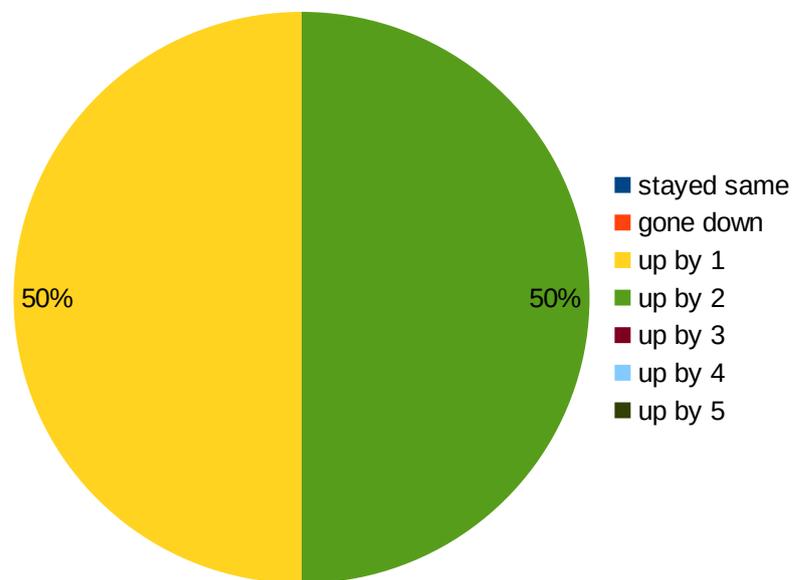
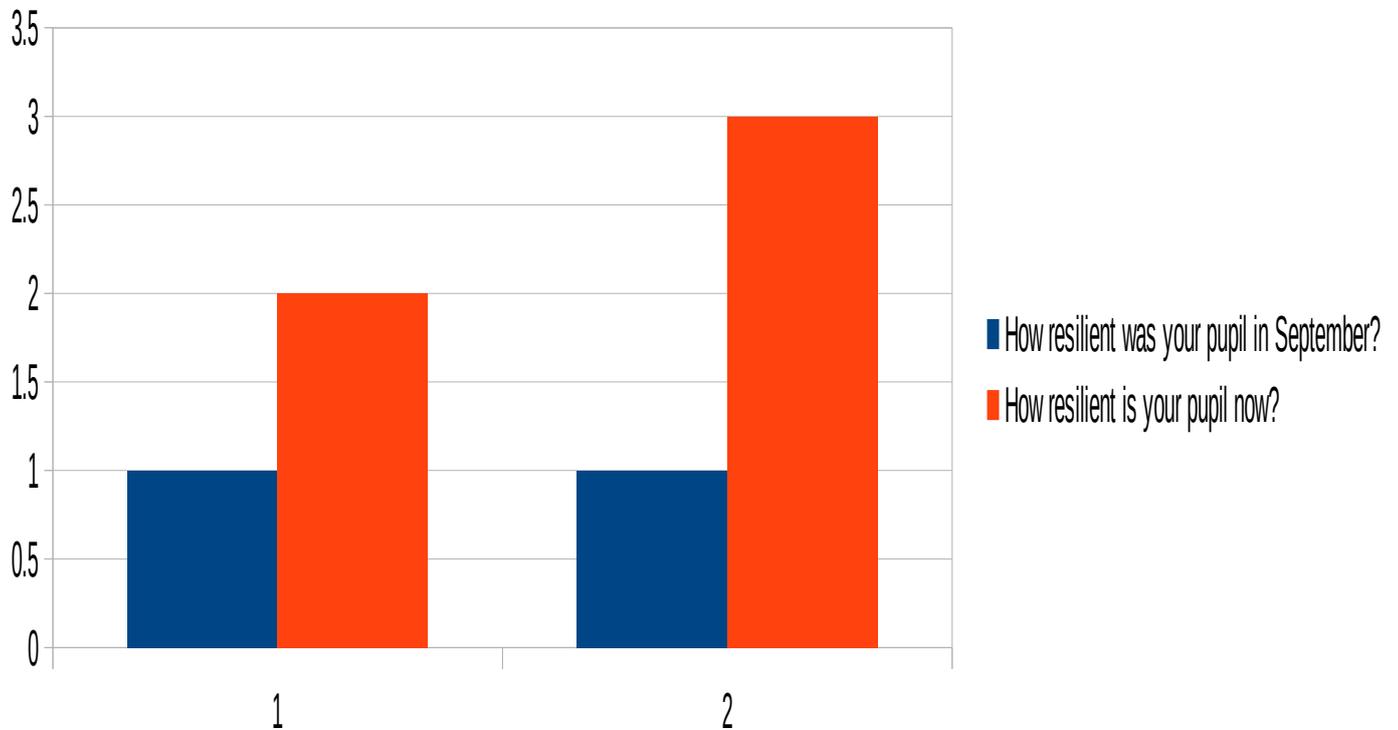
■ up by 3

■ up by 4

■ up by 5

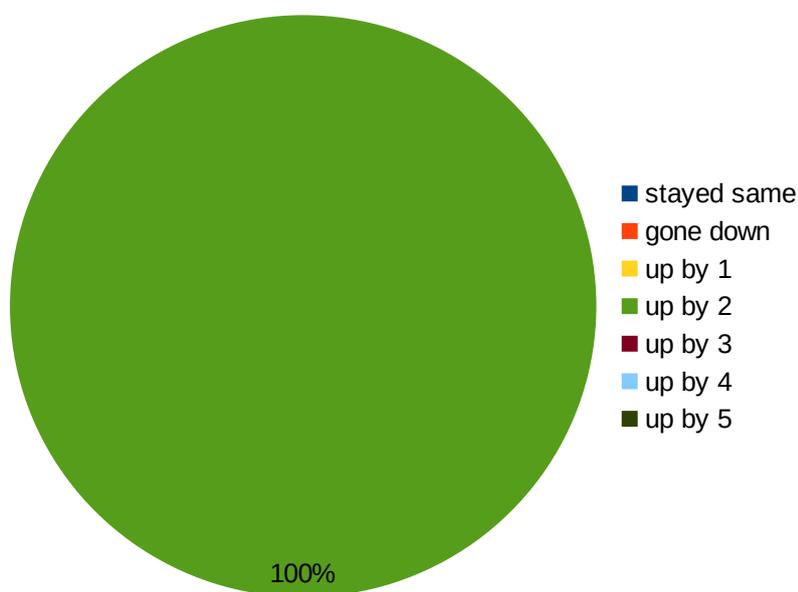
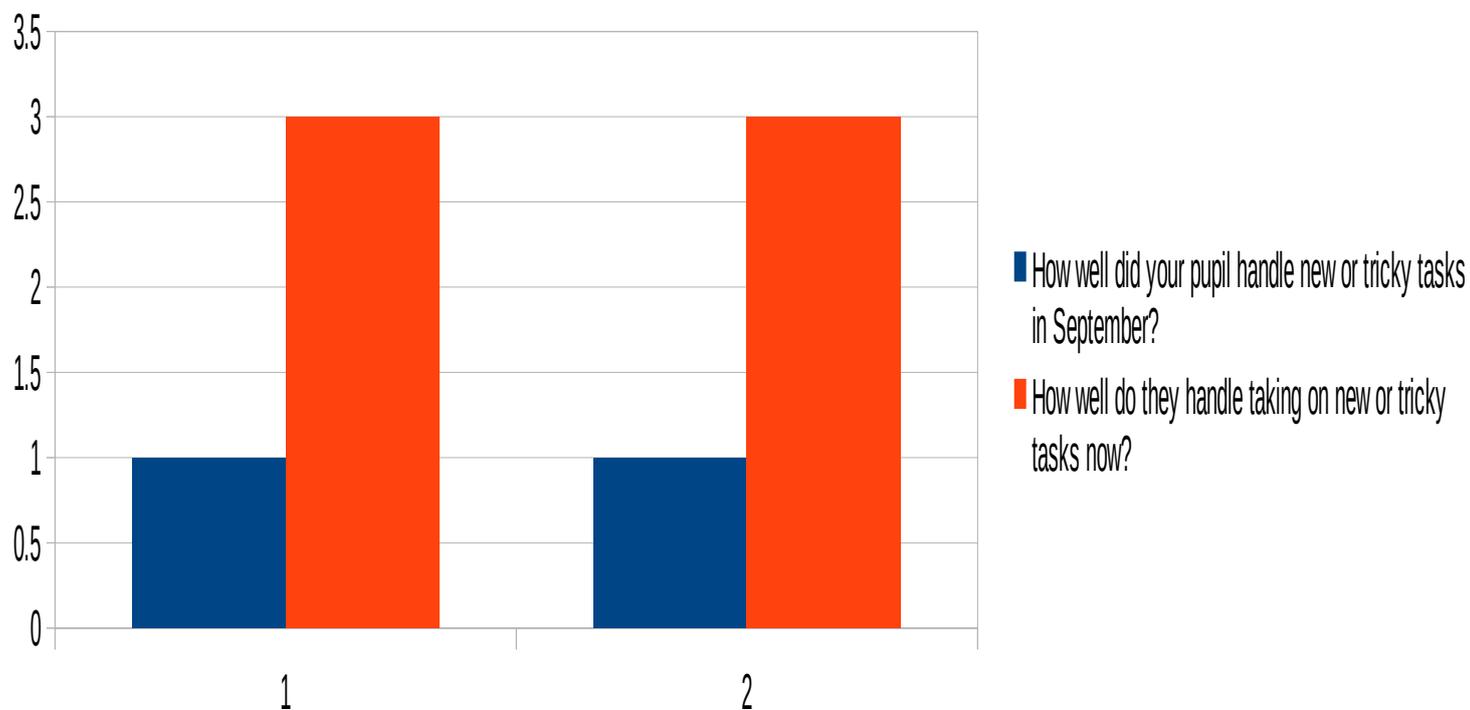
Both responses noted a change of 2 or 3.

Resilience



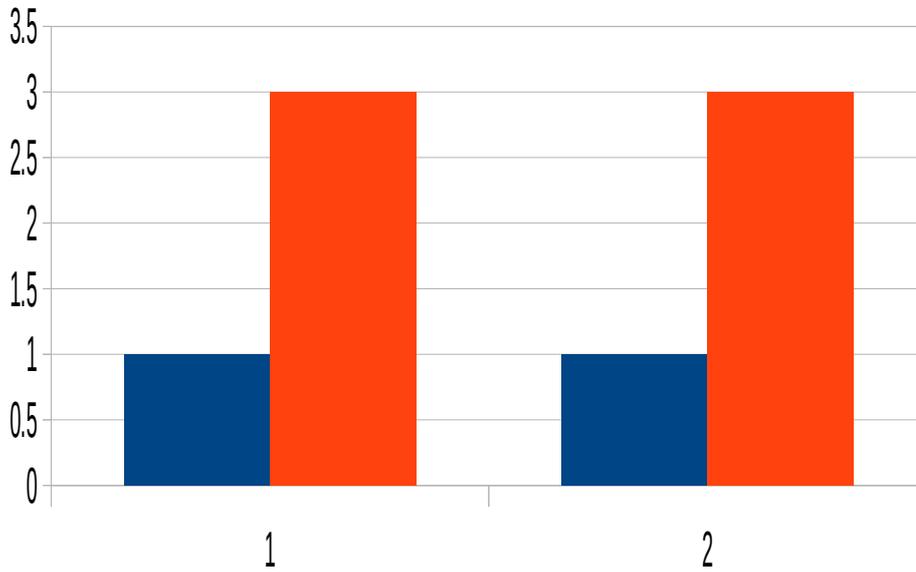
Data shows both respondents noting an improvement of 1 and 2.

Taking on new tasks

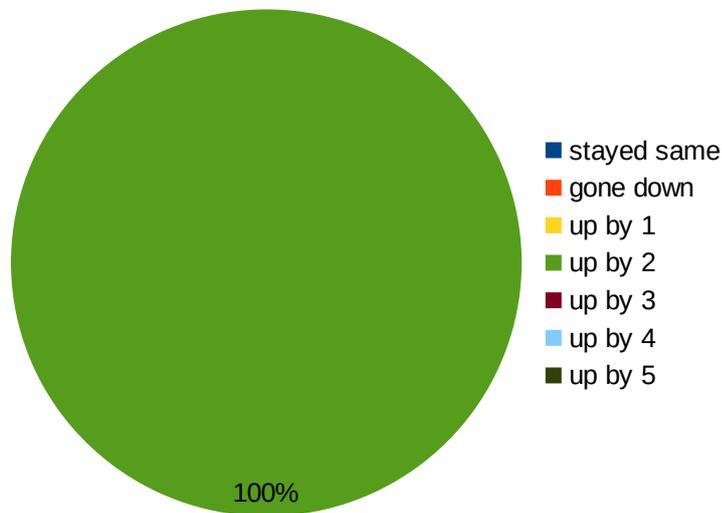


Both respondents noted a change of 2.

Organisation

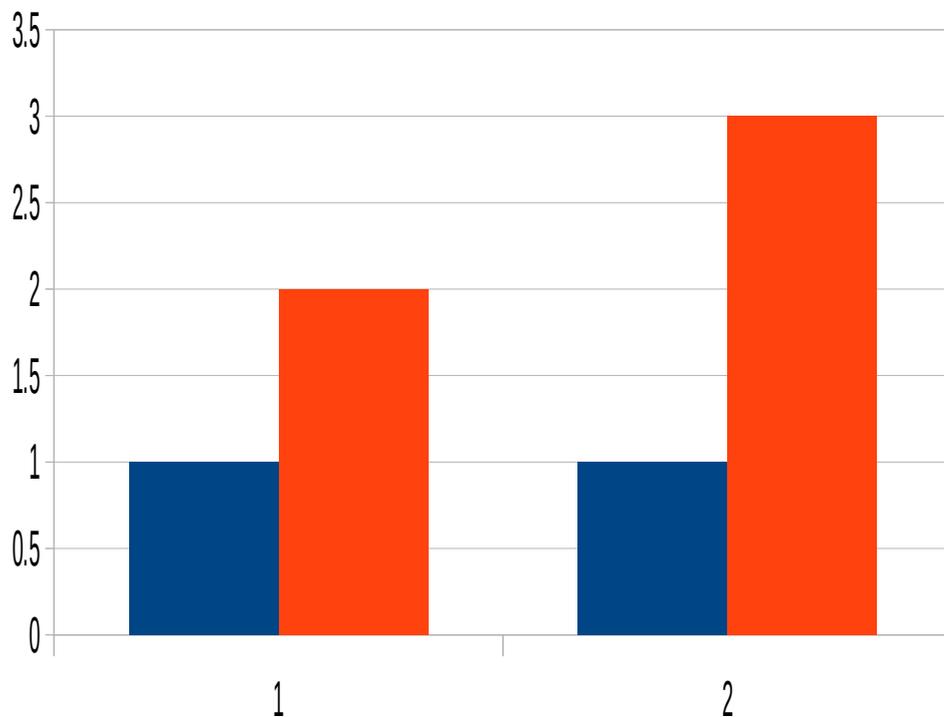


■ How would you rate your pupil's level of organisation in September?
■ How do you rate their level of organisation now?

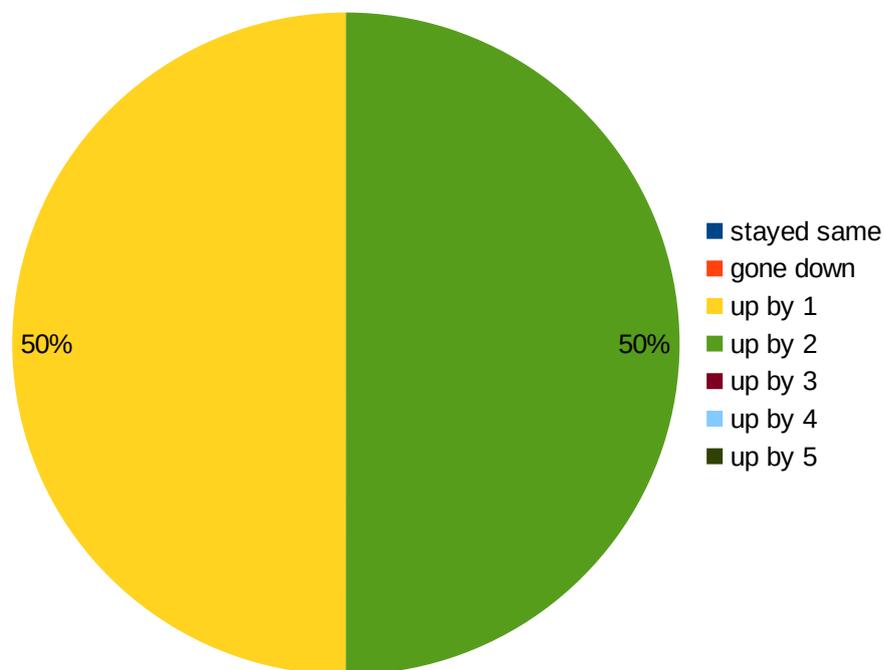


Both respondents noted a change of 2.

Engagement in lessons

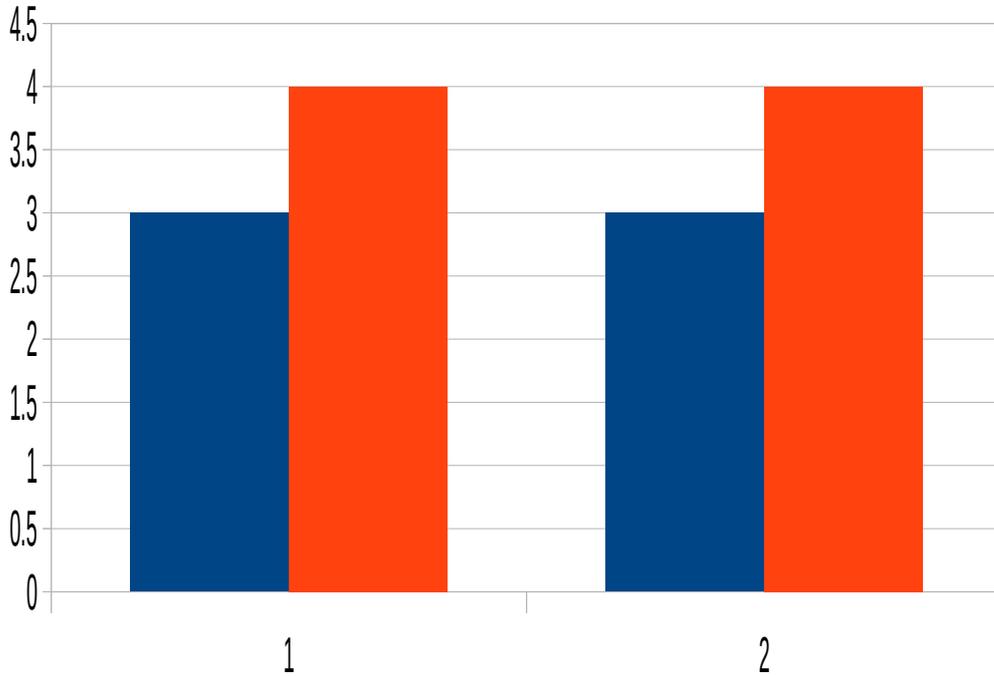


- How well did your pupil engage in lessons in September?
- How well does your pupil engage in lessons now?

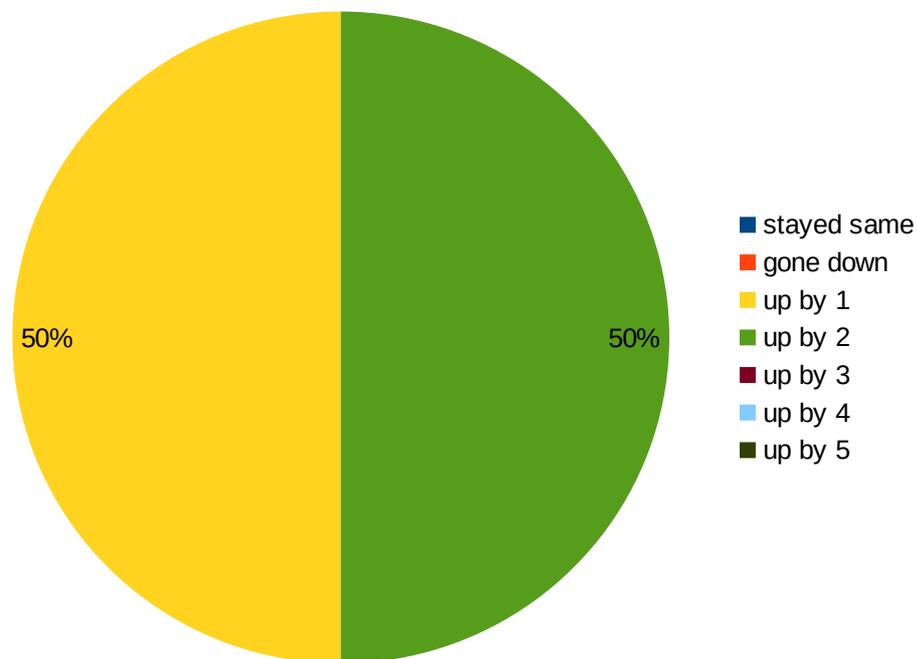


Responses show an increase of 1 or 2.

Relationships with adults

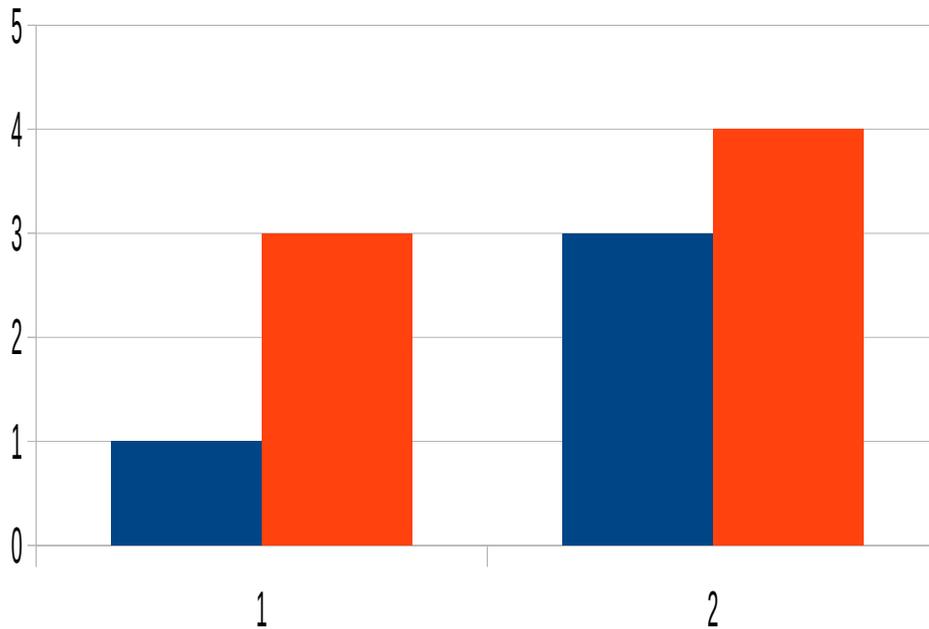


- How would you rate your pupil's relationships with other adults in school in September?
- How do you rate your pupil's relationships with other adults in school now?

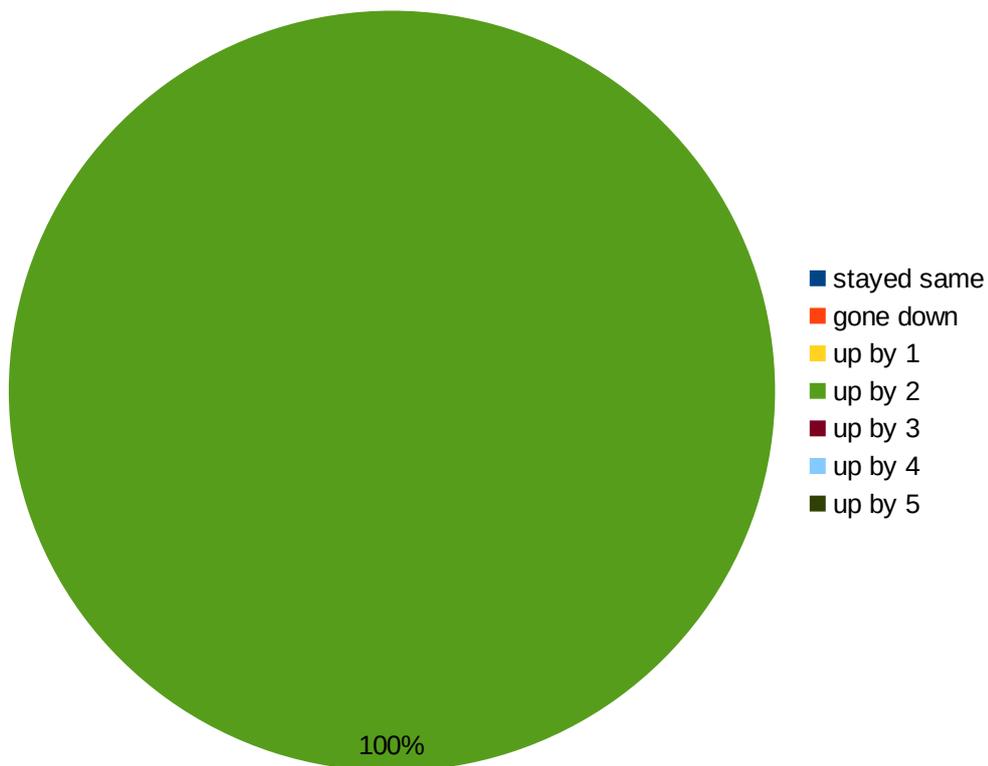


Responses show an increase of 1 or 2.

Relationships with peers

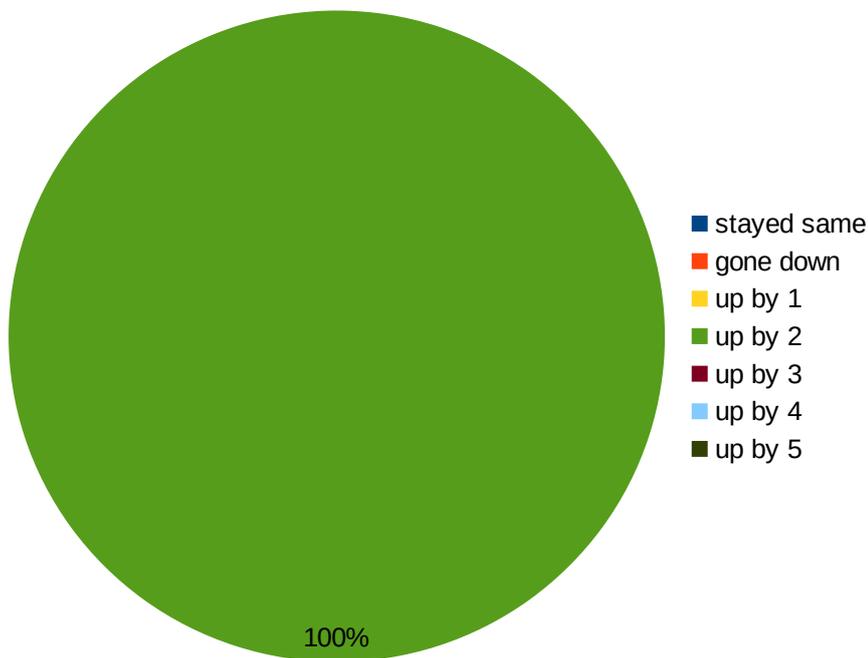
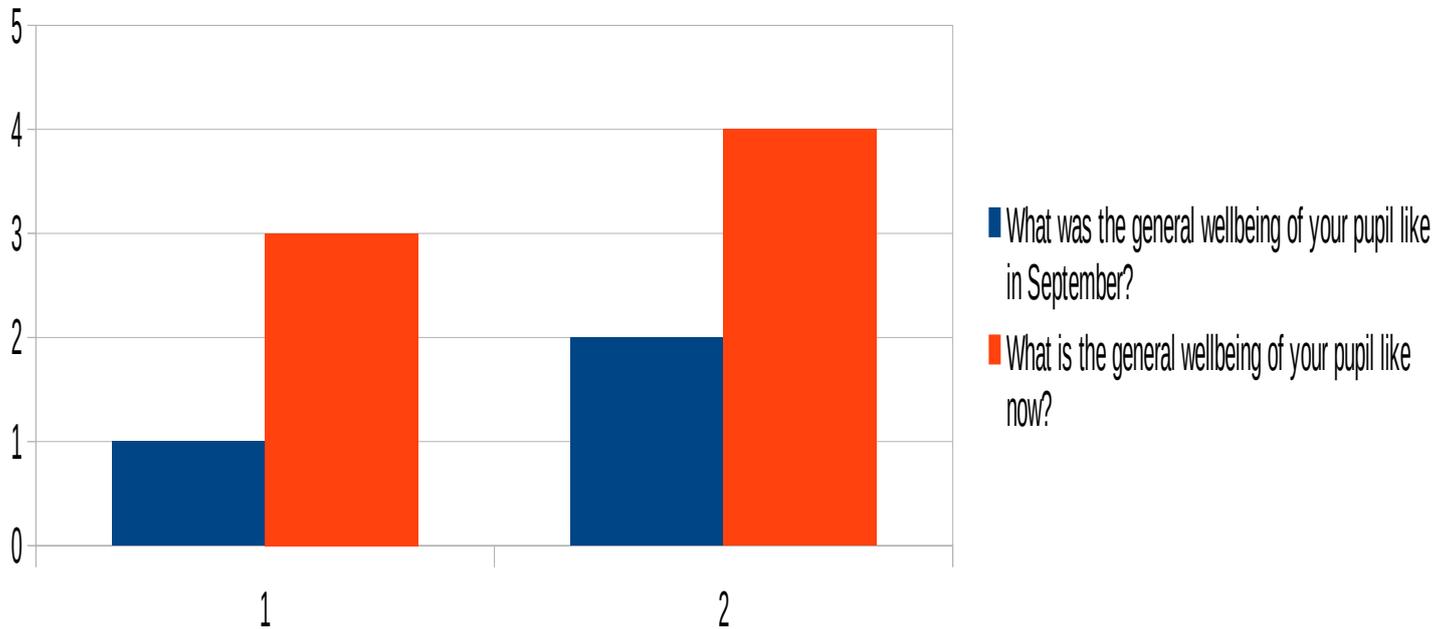


- How would you rate your pupil's relationships with their peers in school in September?
- How do you rate your pupil's relationships with their peers in school now?



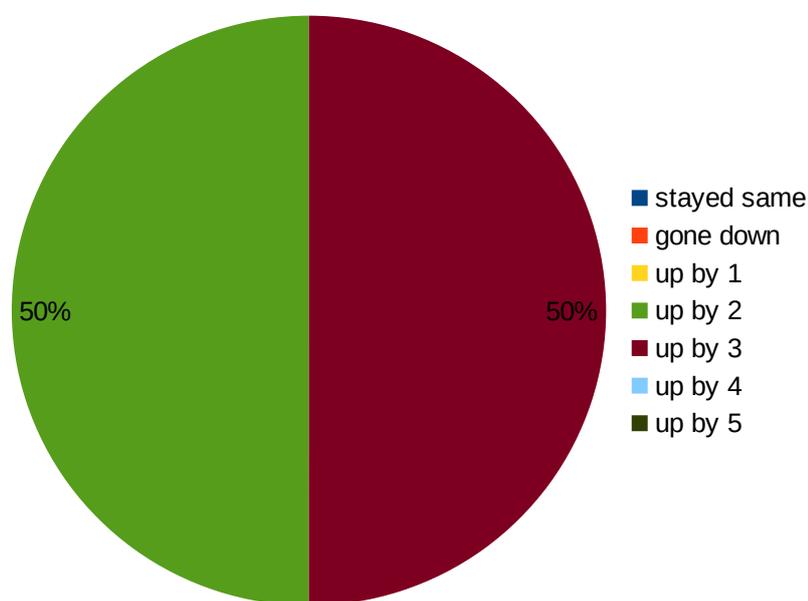
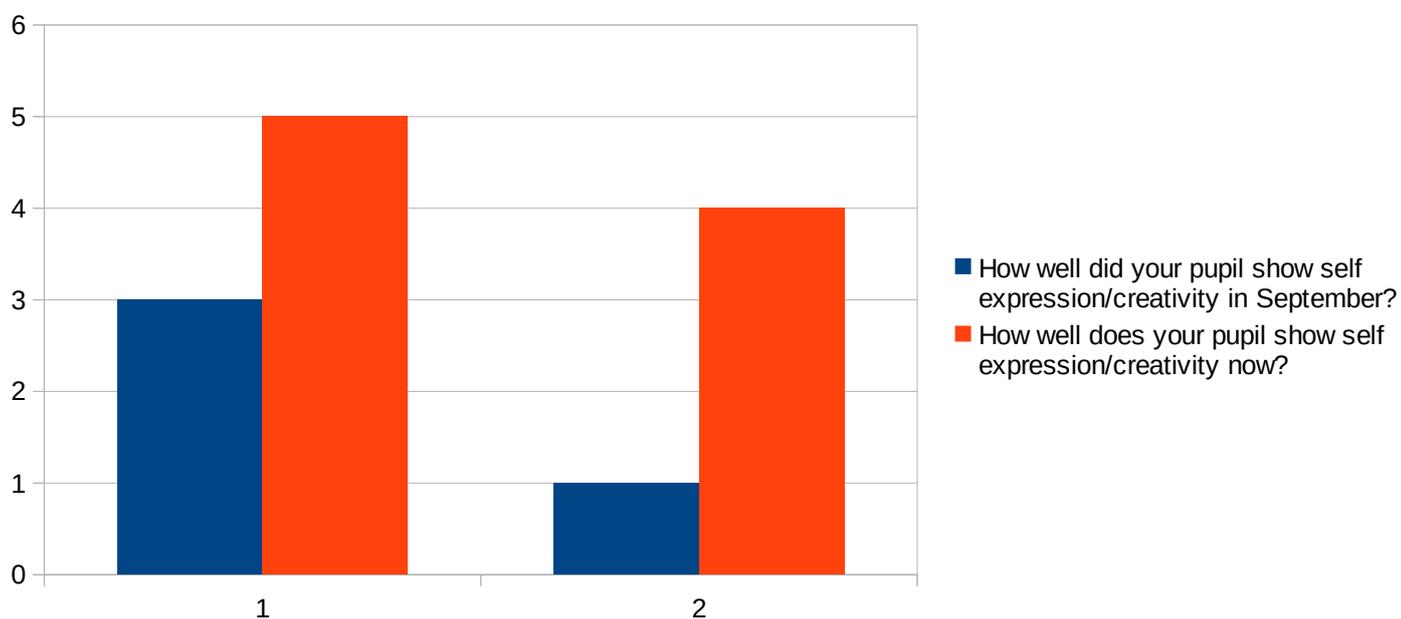
Both respondents noted a change of 2.

General well-being



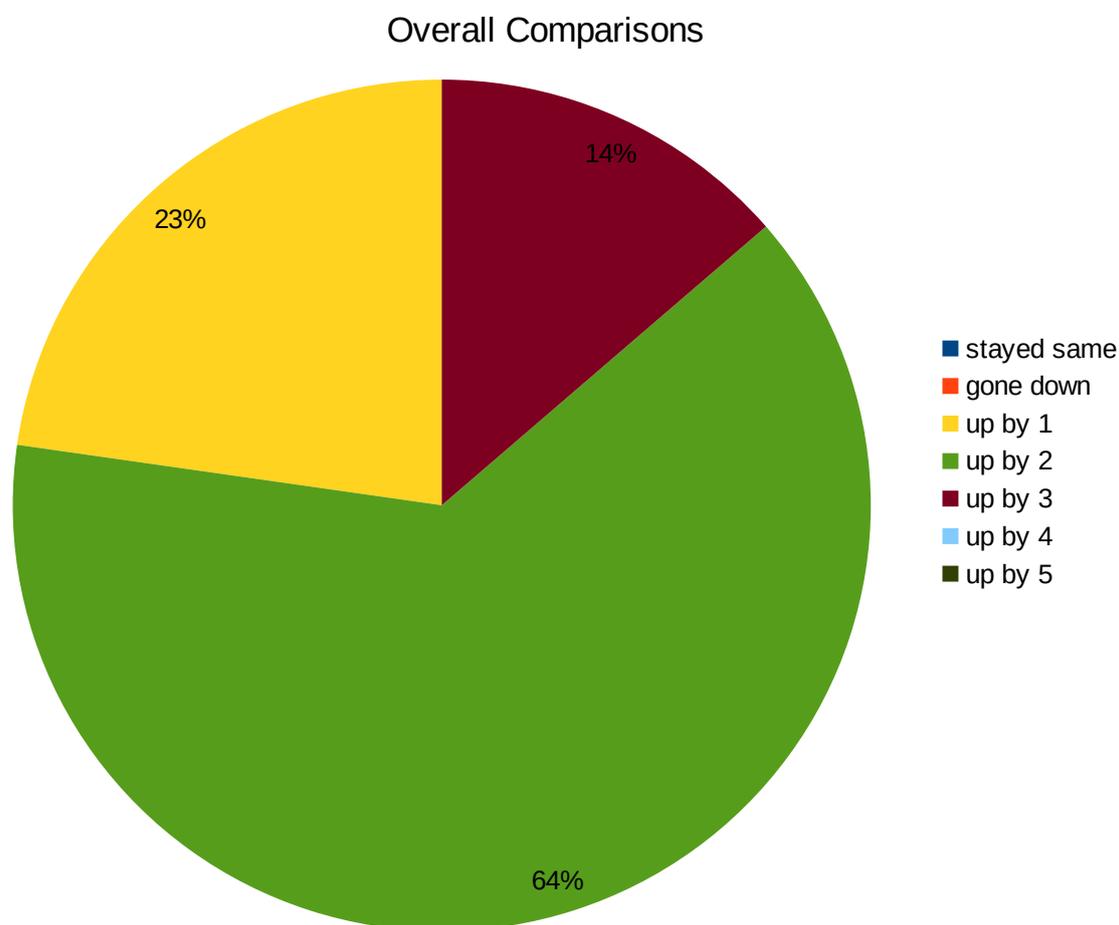
Both respondents noted a change of 2.

Self expression/creativity



Data shows increases of 2 and 3.

Overall Comparisons



All responses show improvements, with the majority being a change of 2.

3.2

Questions about the pupil in the school setting



Examples of improvements

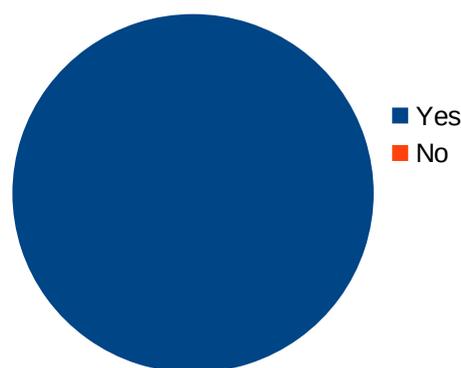
much more focused and shows confidence especially when playing the keyboard.

As he builds music skills he is a more willing student and can now play a short piece of music without becoming frustrated or stopping after a mistake.

In morning work, he is more organised (putting his things away in the correct place rather than leaving them around) and settles quickly too.

He is building better relationships with unfamiliar adults and having appropriate conversations.

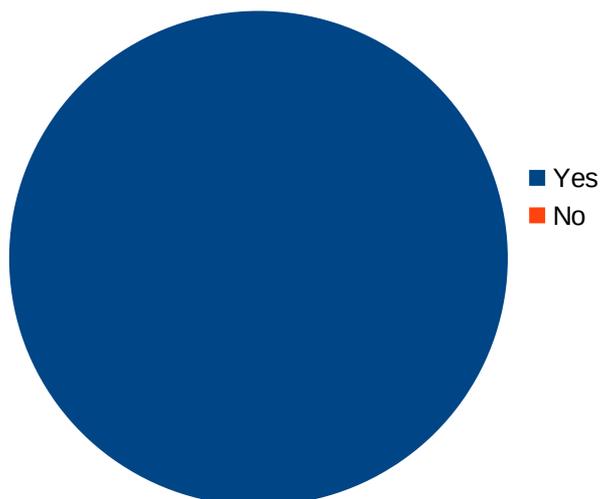
Improvements attributed
to other factors



Only one respondent answered this question but there are some very positive answers here for how the pupil has improved since starting music lessons. Both respondents noted that improvements could be due to other factors as well as the music lessons.

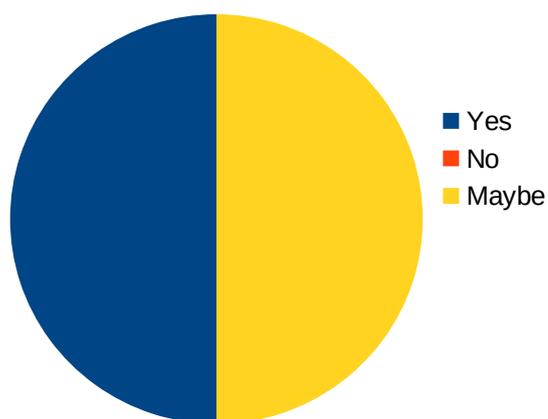
Mood Changes after a lesson

Happier after a music lesson on a bad day.

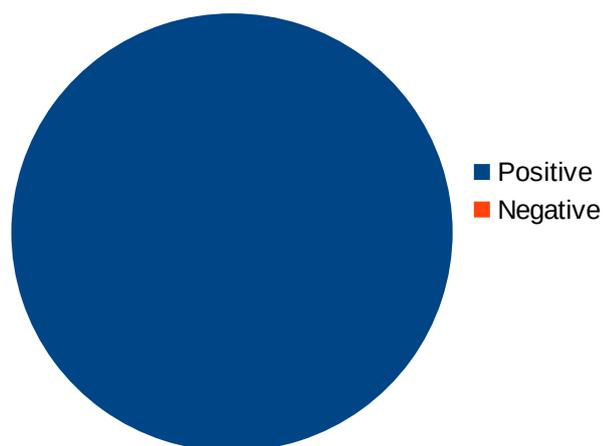


It is encouraging to see that both schools note that the music lessons have a short term positive impact on the pupil.

Mood change after a music lesson

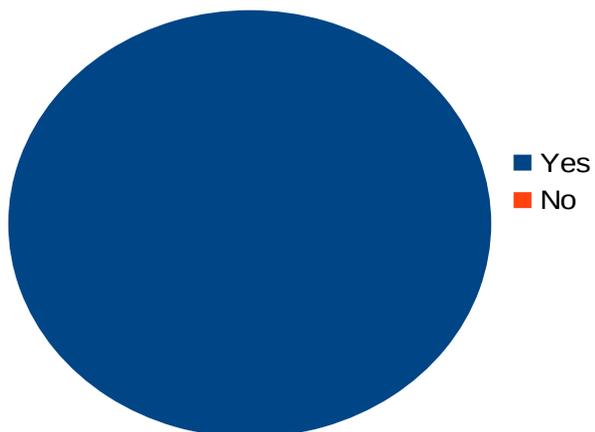


Positive or negative change

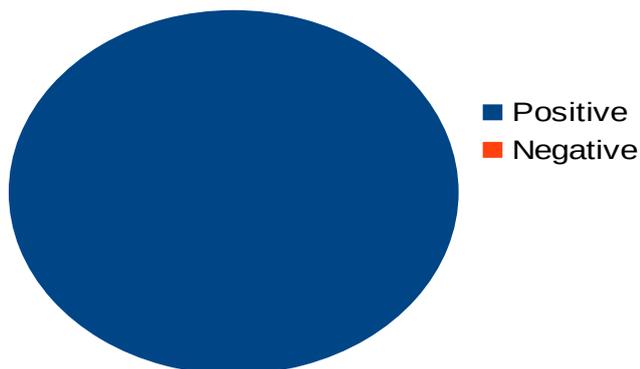


Other considerations

Talk about their lesson

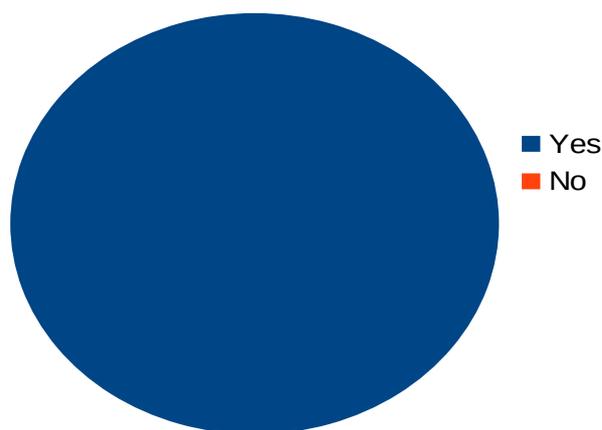


Talk about lesson in positive or negative way



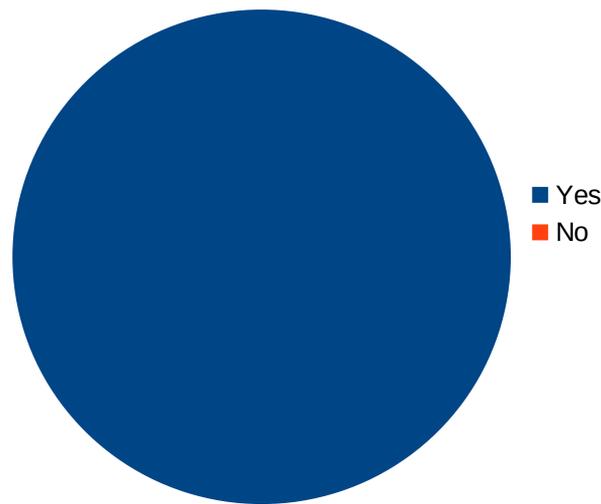
Both schools noted that their pupils talk about their music lessons in a positive way during the week. Both schools note that pupils have engaged well with their music teacher.

Pupil engaged well with WMEHS staff



Academic Achievement

Academic improvement



More work completed in assessed writing tasks to demonstrate his abilities.

Both schools noted academic improvement. Only one gave any examples of this. Academic achievement could of course be due to others factors alongside the music lessons.

3.3 Final Thoughts

The findings from this Impact Study have been positive.

It is unfortunate that only 2 schools responded as it would have been useful to have more data to analyse.

Both respondents noted improvements in attributes. Neither noted a decline.

One school gave good examples for how these attributes have improved in a school setting, mentioning the pupil being more focussed, willing and organised; not getting frustrated, settling well and fostering good relationships with adults.

The short term impact of the lesson can be seen, as both teachers noted improvement in mood when a pupil was having a bad day. Any other general mood changes after a lesson were also positive.

Pupils talk about their lesson in a positive way during the week and have engaged well with their music teacher.

4.0 Carer Responses

The Young Person's carers were asked to complete the comparison questions and further questions about how the music lesson impacts the YP in their care setting.

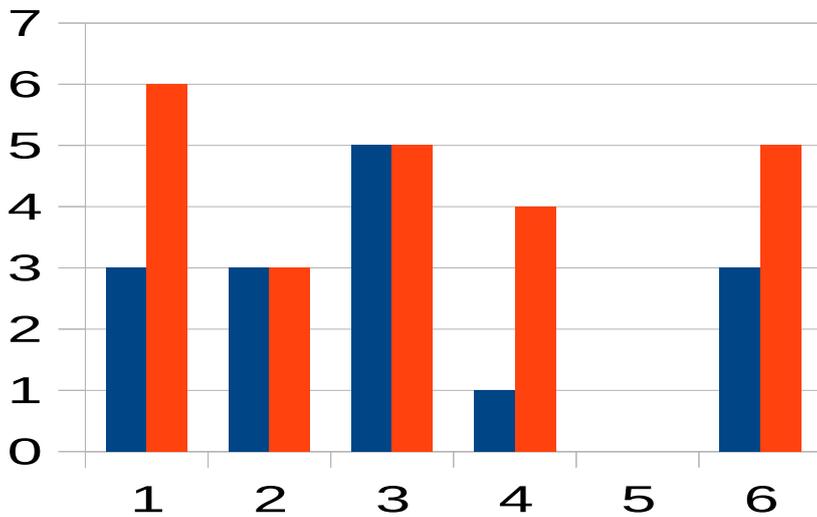
One respondent did not answer the comparison questions.

4.1

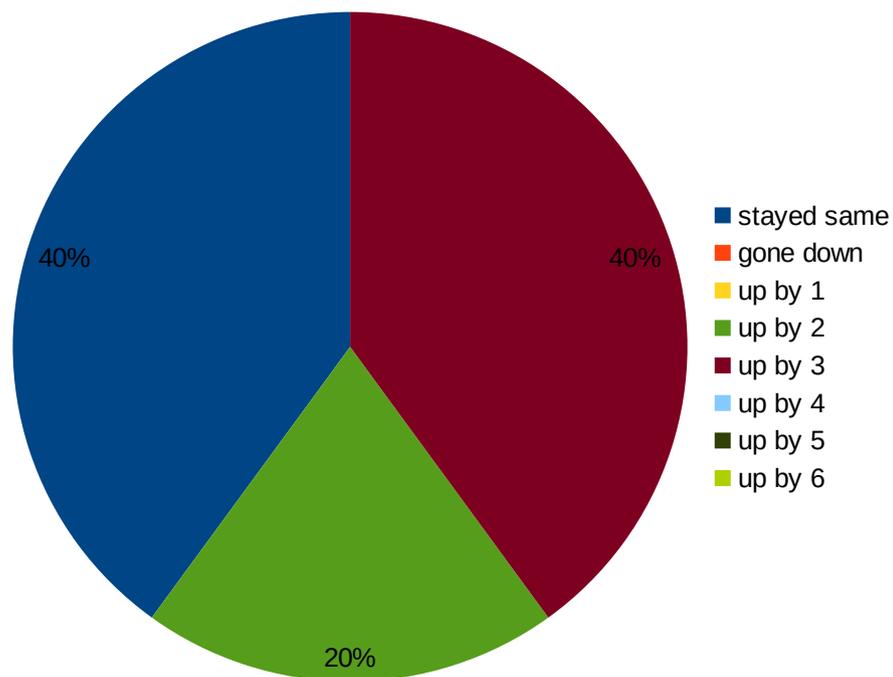
Comparison questions



Confidence

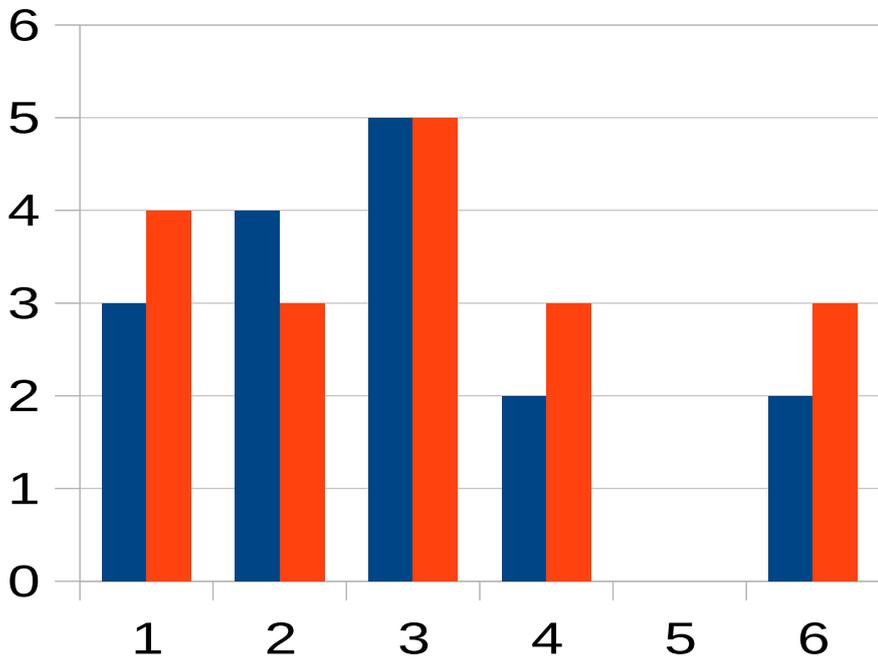


- How confident was the young person in September?
- How confident is the young person now?

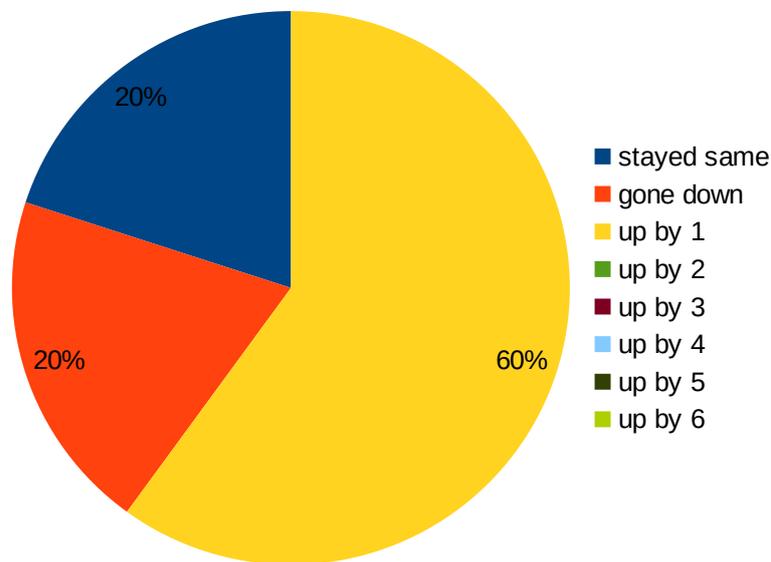


All responses staying the same or improving. One respondent noted a change of 3

Manage Distractions

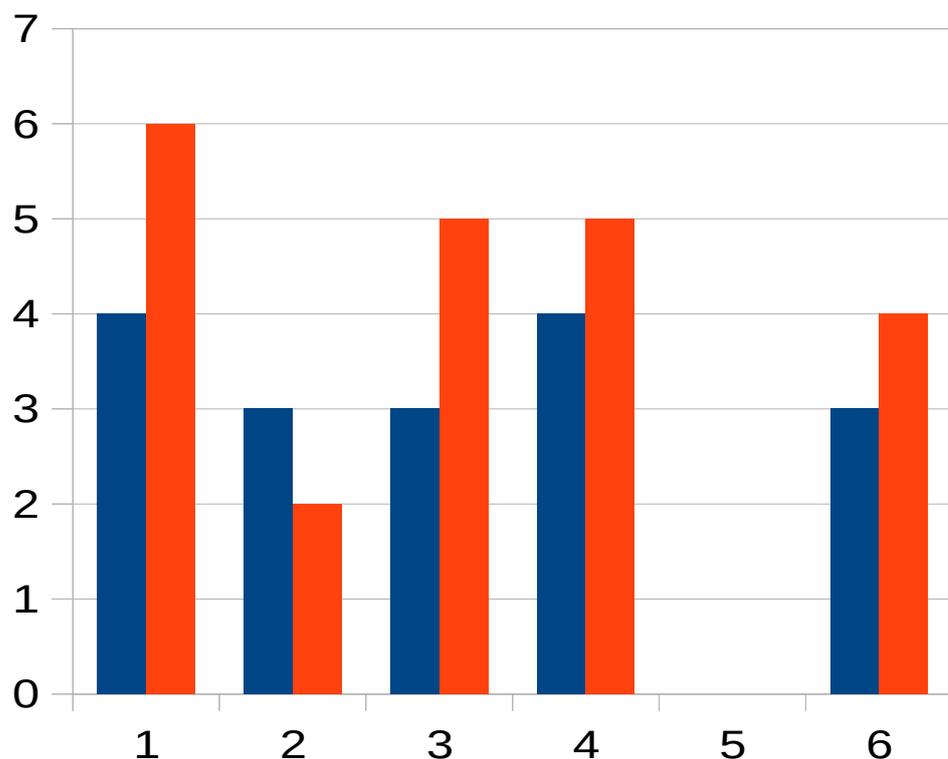


- How well was the young person able to manage distractions in September?
- How well is the young person able to manage distractions now?

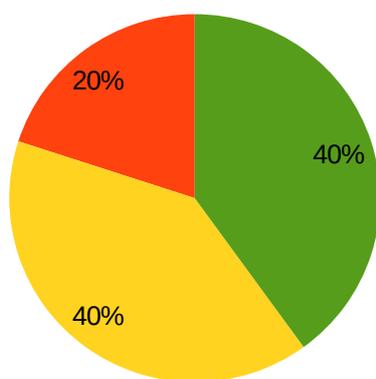


Majority of responses noted an increase of 1. One respondent noted a decline.

Attitude to learning



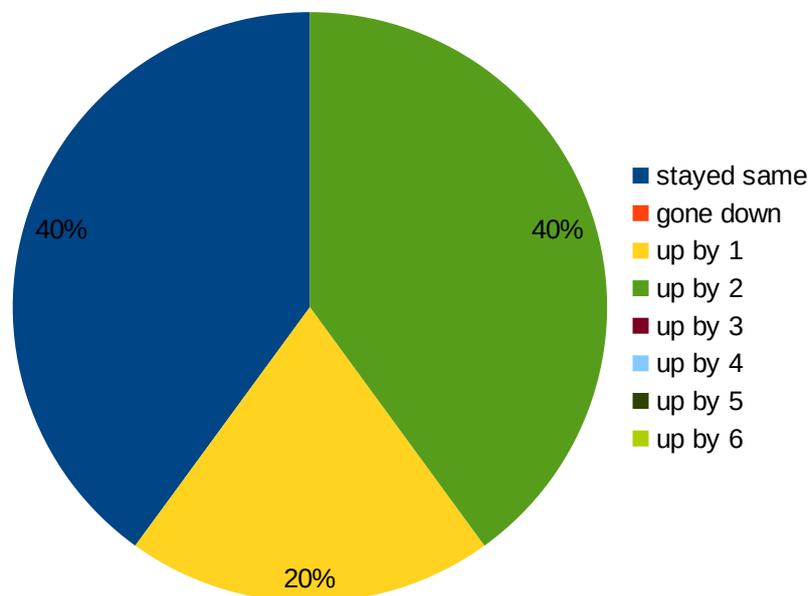
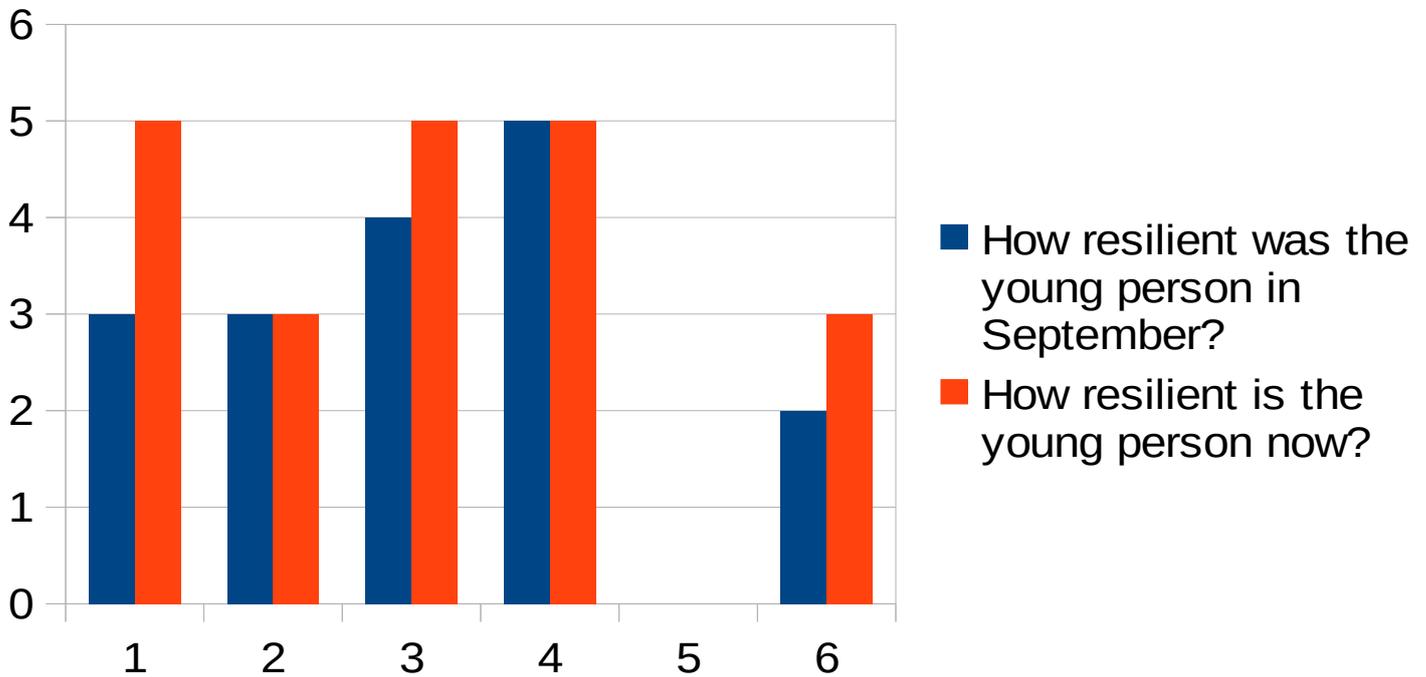
- In your opinion, how would you rate the young person's attitude to learning in September?
- How do you rate their attitude to learning now?



- stayed same
- gone down
- up by 1
- up by 2
- up by 3
- up by 4
- up by 5
- up by 6

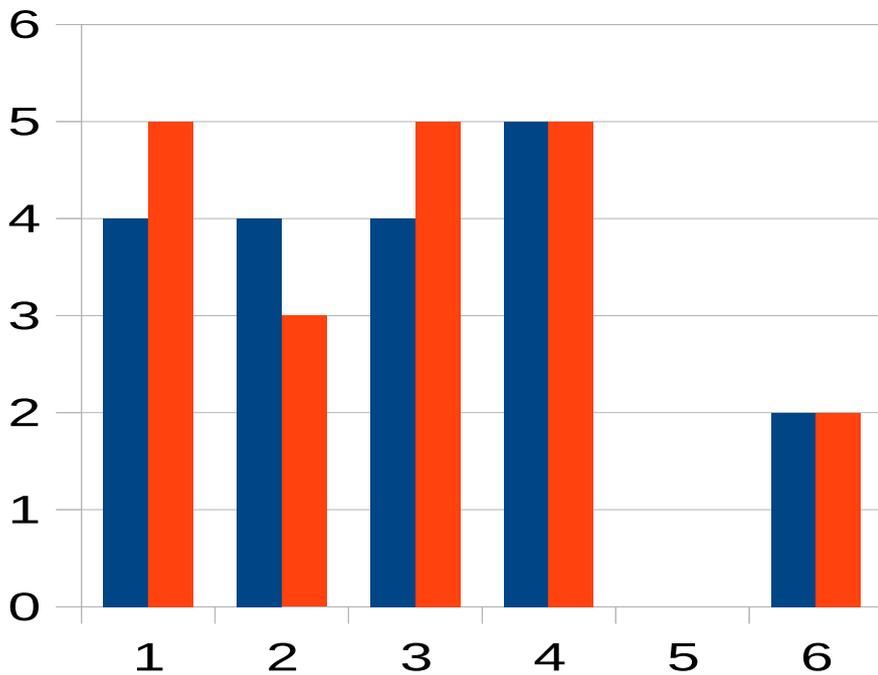
Majority of responses noted an increase of 1 or 2. One respondent noted a decline.

Resilience

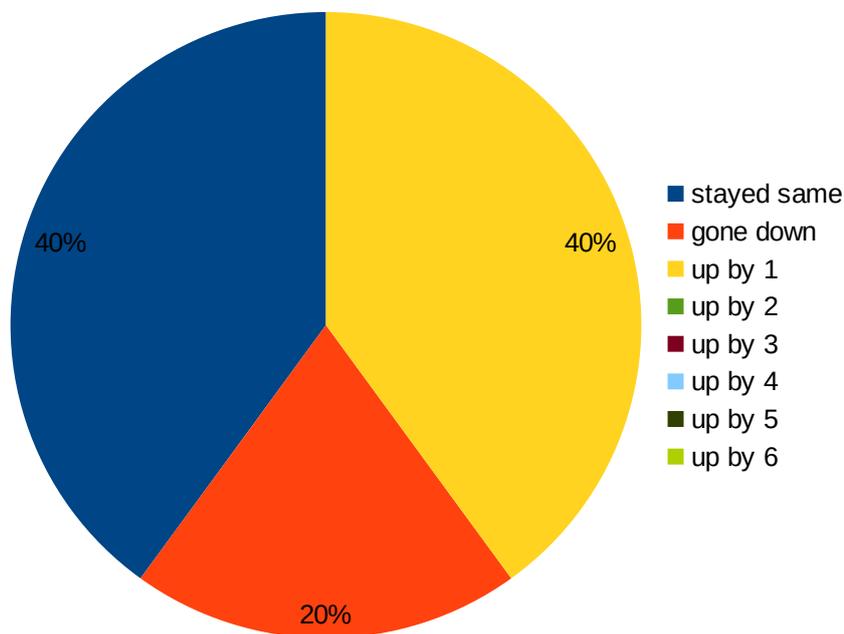


Data shows all YP staying the same or improving by 1 and 2.

Taking on new tasks

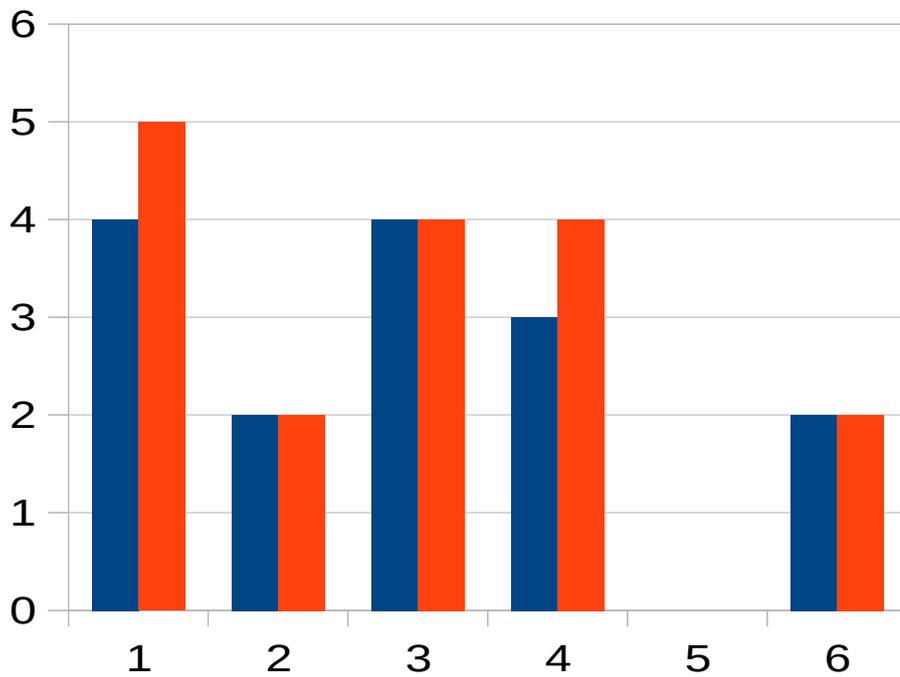


- How well did the young person handle new or tricky tasks in September?
- How well does the young person handle taking on new or tricky tasks now?

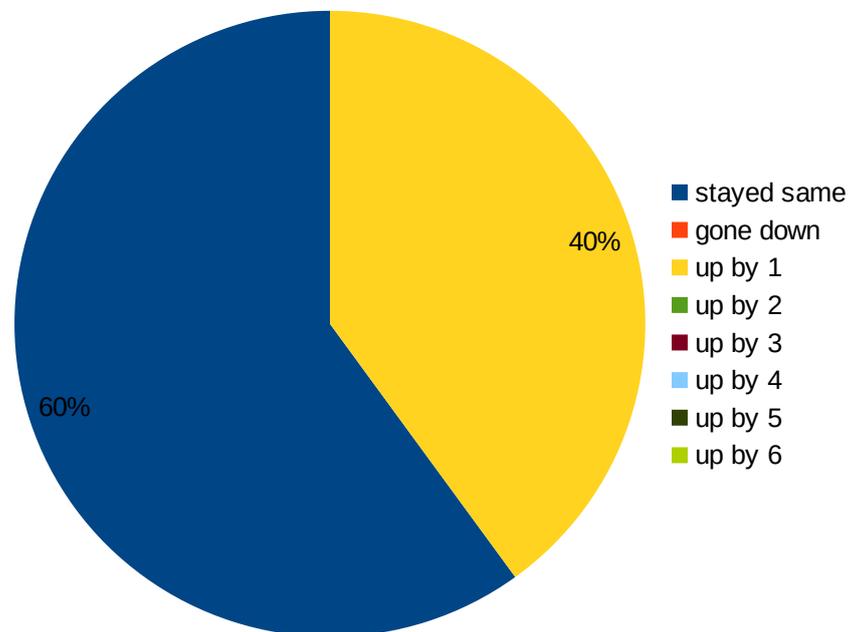


Majority of responses showed YP staying the same or improving by 1. One respondent noted a decline.

Organisation

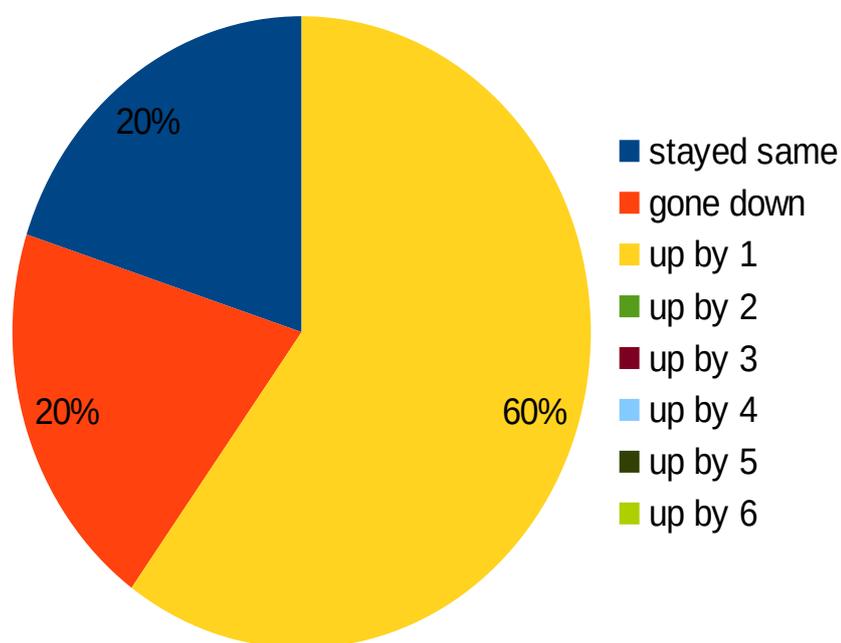
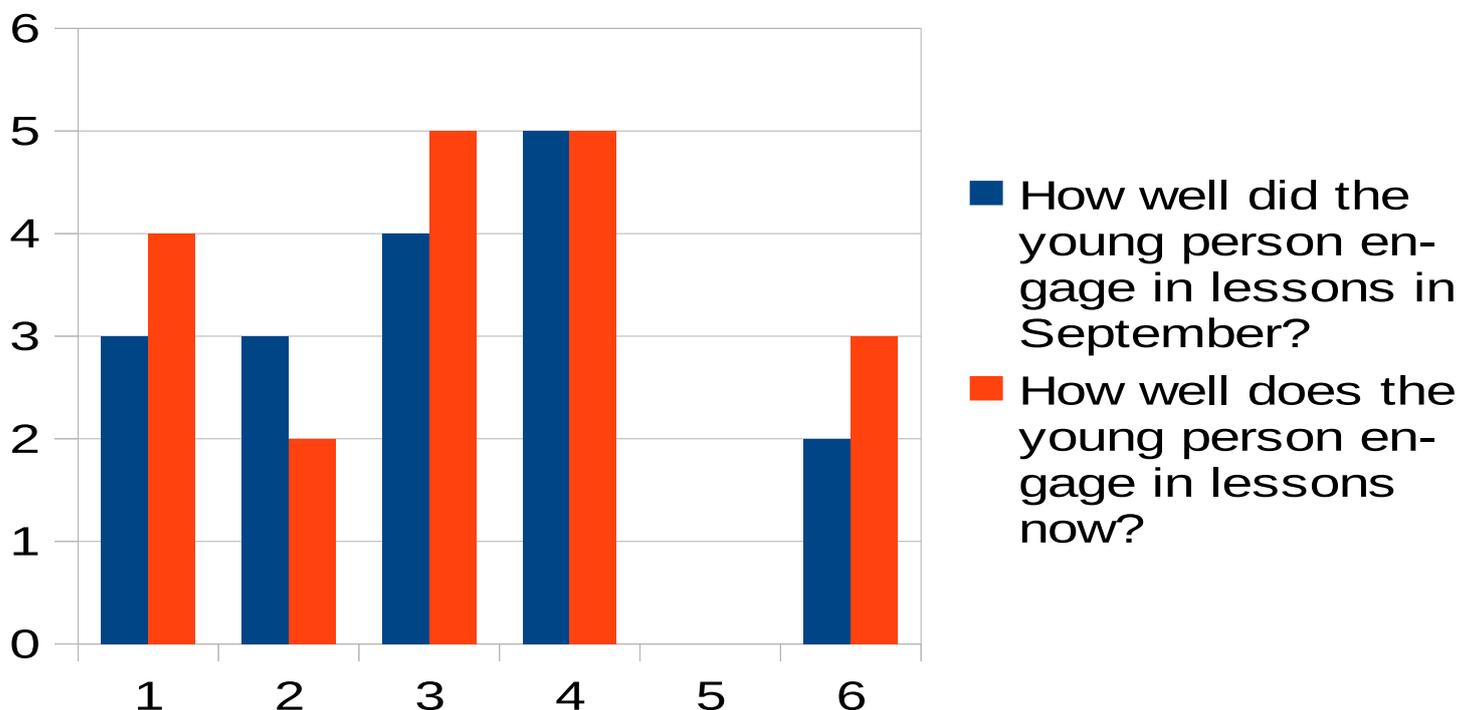


- How would you rate the young person's level of organisation back in September?
- How would you rate their level of organisation now?



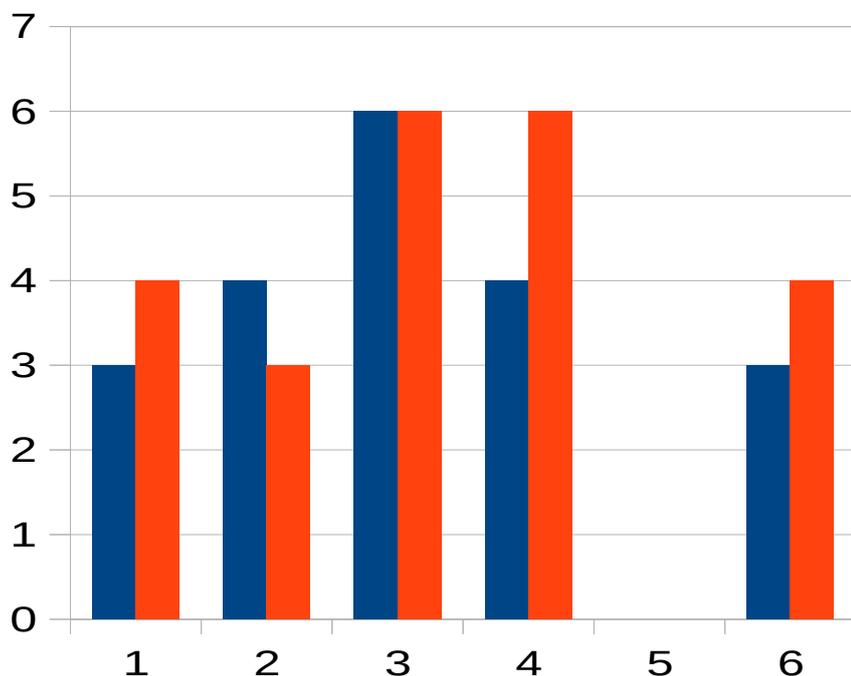
Data shows all YP staying the same or improving by 1.

Engagement in lessons

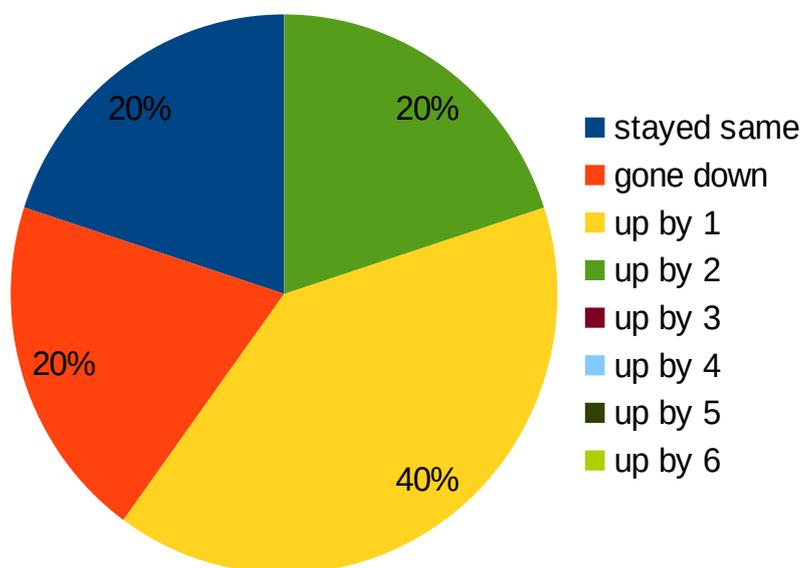


Majority of responses showed YP improving by 1. One respondent noted a decline.

Relationships with adults

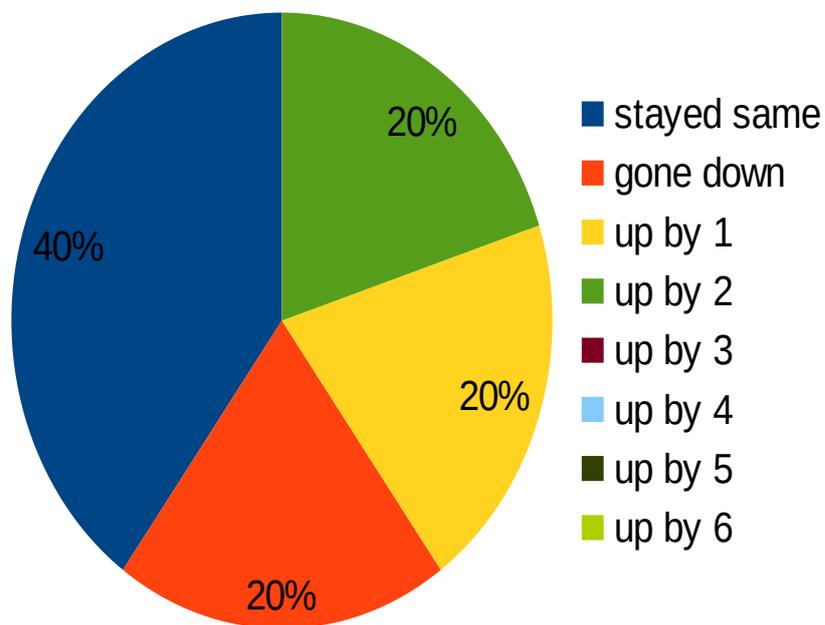
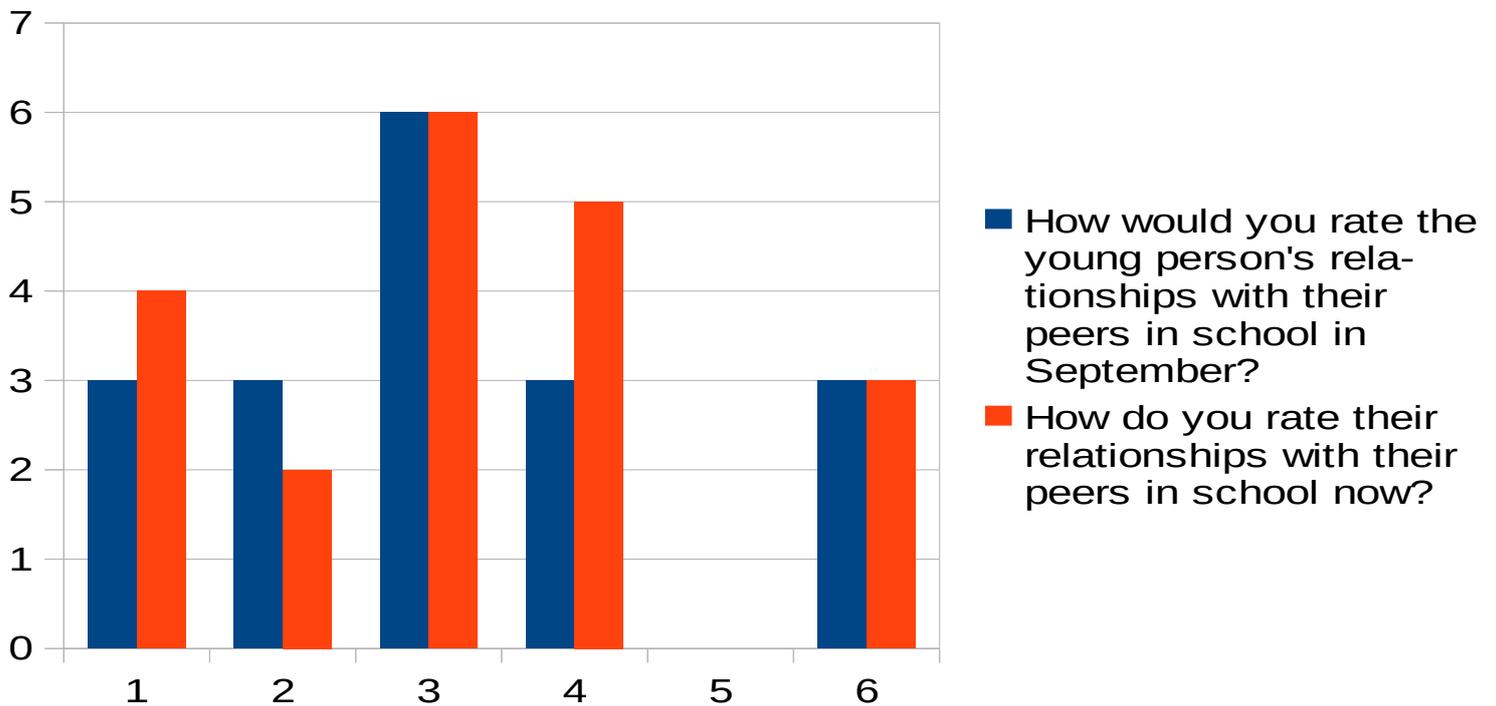


- How would you rate the young person's relationships with other adults in school in September?
- How do you rate their relationships with other adults in school now?



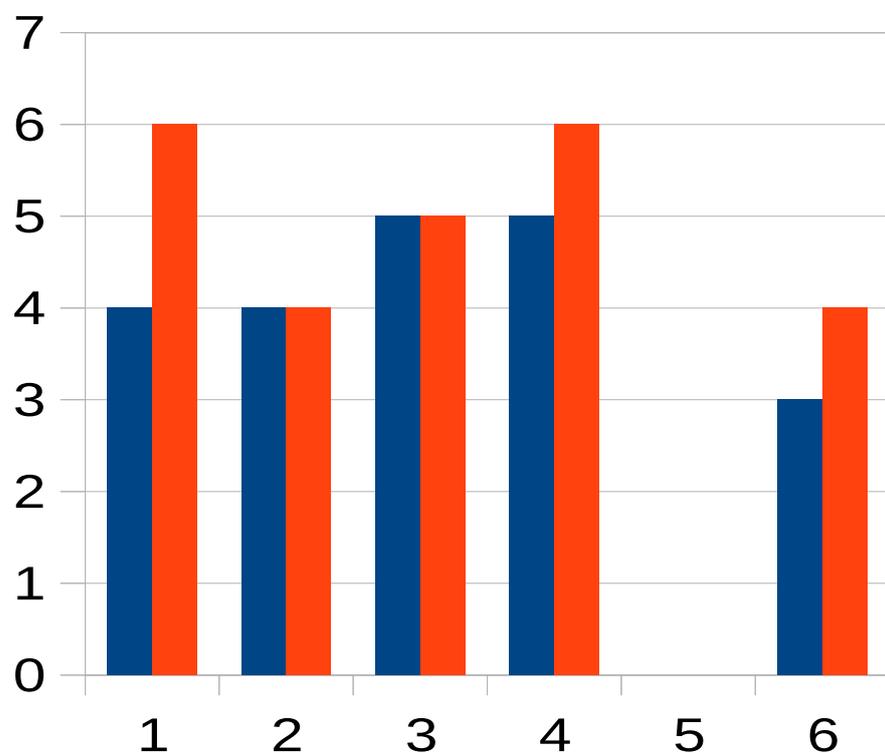
Majority of responses noted the YP improving by 1 or 2. One respondent noted a decline.

Relationships with peers

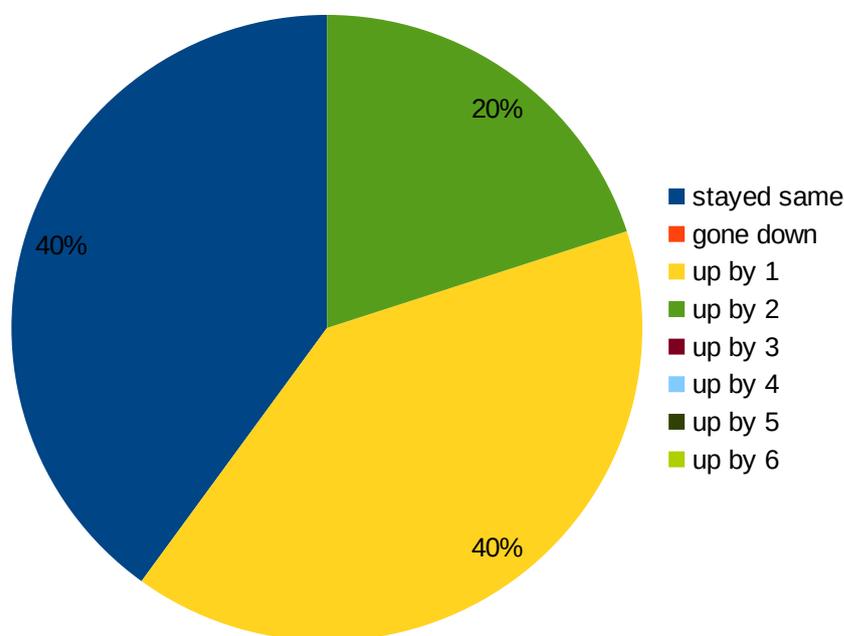


Majority of responses noted the YP staying the same or improving by 1 or 2. One respondent noted a decline.

General well-being

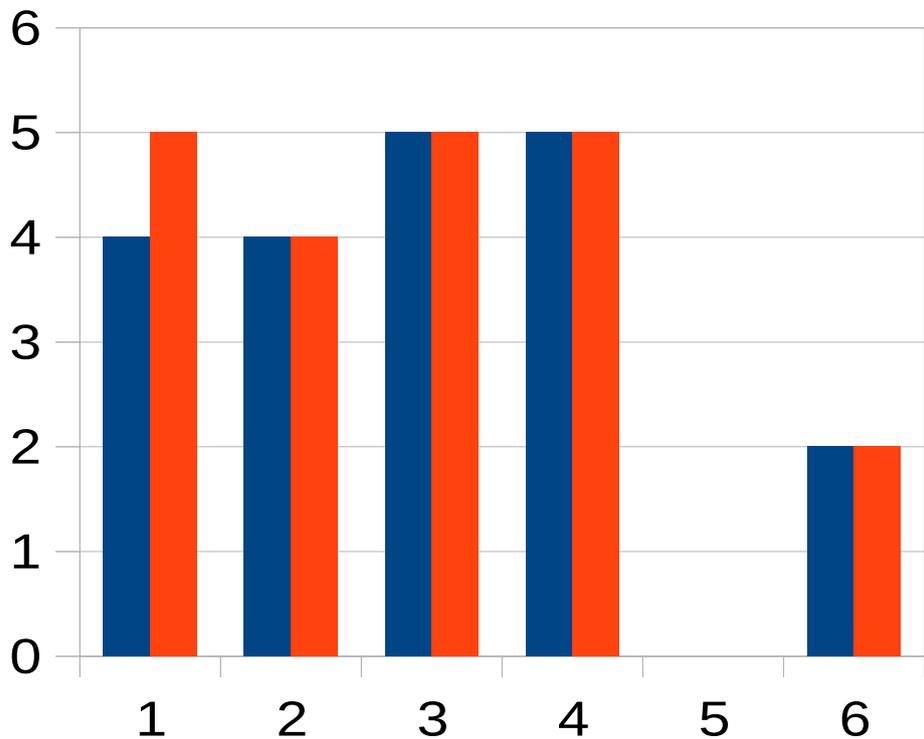


- What was the general wellbeing of the young person like in September?
- What is the general wellbeing of the young person like now?

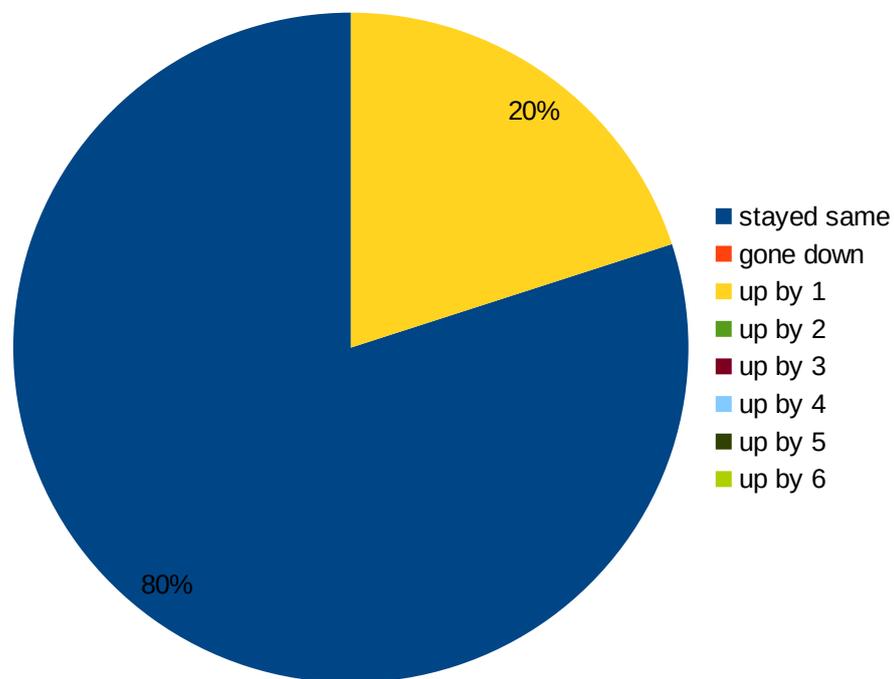


Data shows all YP staying the same or improving by 1 and 2.

Self expression/creativity



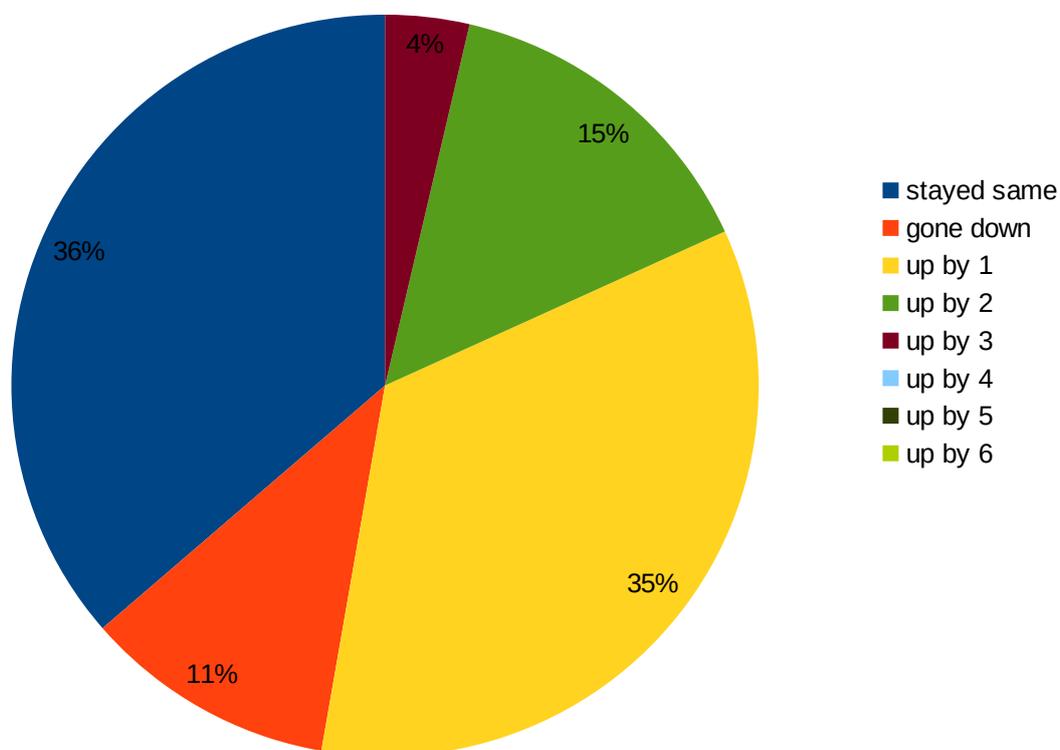
- How well did the young person show self expression/creativity in September?
- How well does the young person show self expression/creativity now?



Data shows all YP staying the same or improving by 1.

Overall Comparisons

Overall Comparisons



The majority of carers said their YP stayed at the same level or improved by 1 across all attributes.

Where the level went down it was from the same respondent each time.

4.2

Questions about the impact of the music lesson on the Young Person in their care setting



Reasons for improvements

Myself & school have worked together with YP to help him be the best he can in school

No improvement

Since coming into care he has gone through life changes his home life was quite hectic the stability and routine he has now is having an impact on his school life also he has received a lot of support from school and this is also impacting on his well-being.

She was at a new school in September

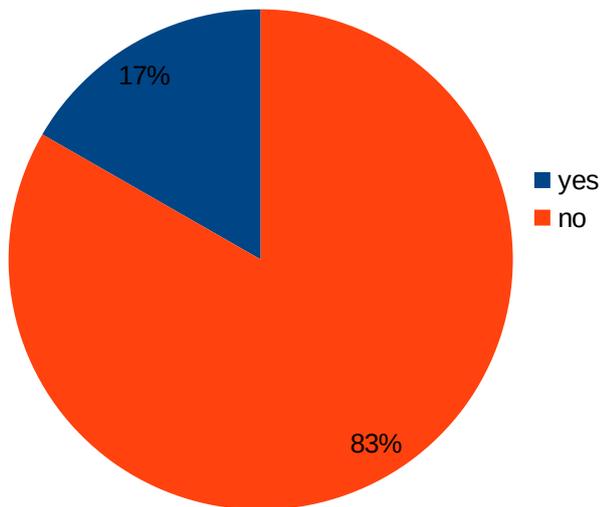
I feel she is more confident because of continuity

Music lessons contribute to providing stability and continuity in school.



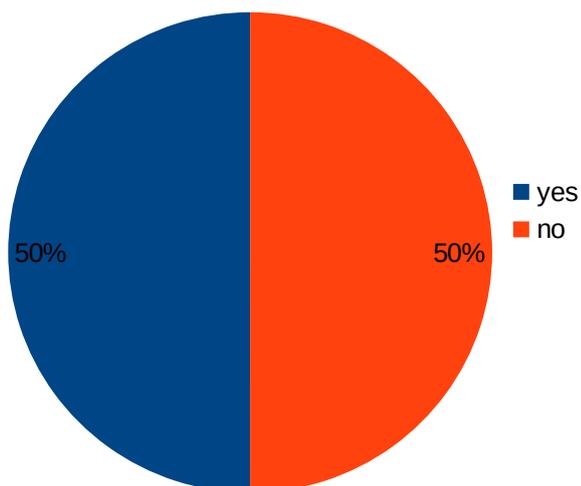
Music at home

Take part in other music activities

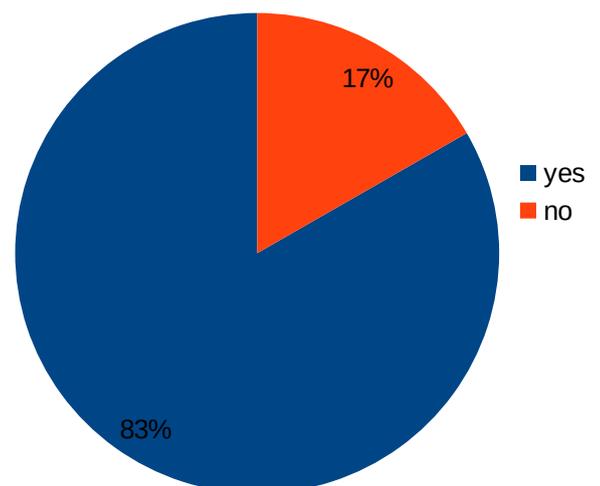


It is good to see half the YP playing their instruments at home. There are positive results for carer involvement at home.

Instrument played at home?

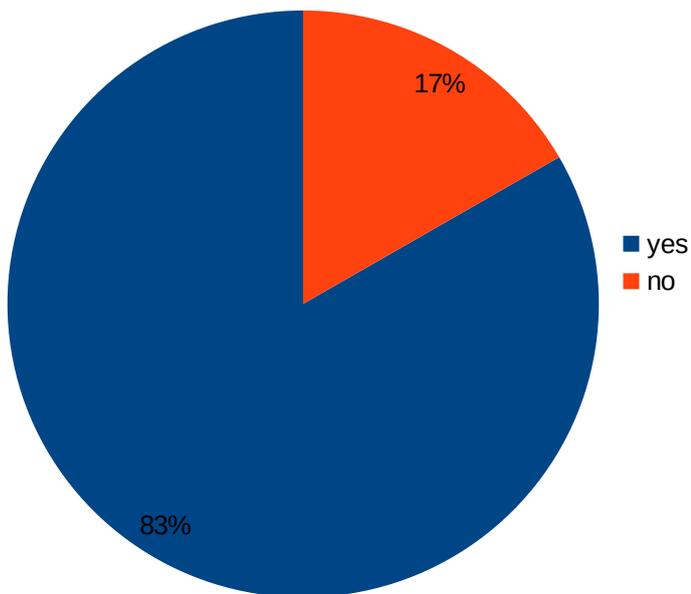


Carer involvement with practice



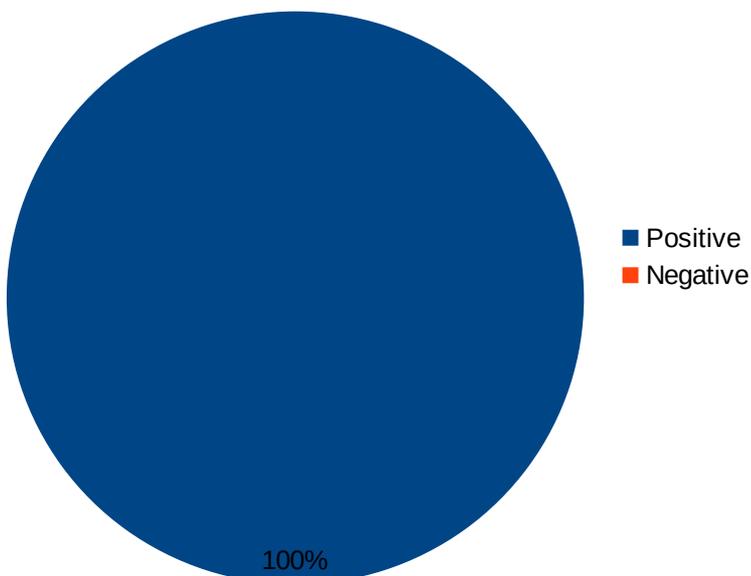
Music at home

Talk about music lesson at home



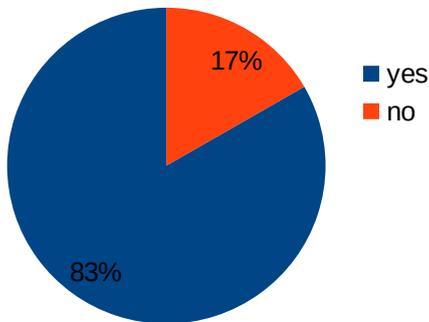
There are positive results for how the YP talks about their lessons when at home.

Spoken about in a positive way?



Worthwhile for YP

Worthwhile experience?



The majority of respondents see the project as worthwhile.

Has really enjoyed playing an instrument

Uninterested and unable to process musical notes

He sings and will attempt to make his own songs on his keyboard it gives him a sense of achievement.

She loves to play to us

We try to encourage the YP to practice at home with her guitar, but she is not interested in doing so.

I feel any music is beneficial for her, she loves music !!



Ways to connect with WMEHS

*I would access anything that YP
wished to do or try*

Yes open to suggestions.

Not at the minute



4.3 Final Thoughts

The findings from this Impact Study have been largely positive.

The YP have shown improvements in attributes since starting their music lessons, although there are other factors which could have contributed to this.

Carers see the project as worthwhile, with most taking an active role in the music making at home. Carers have given a number of positive comments on how the project has impacted the YP.

Things to investigate – responses from one specific school not positive.

Consider opportunities for ATM pupils at WMEHS.

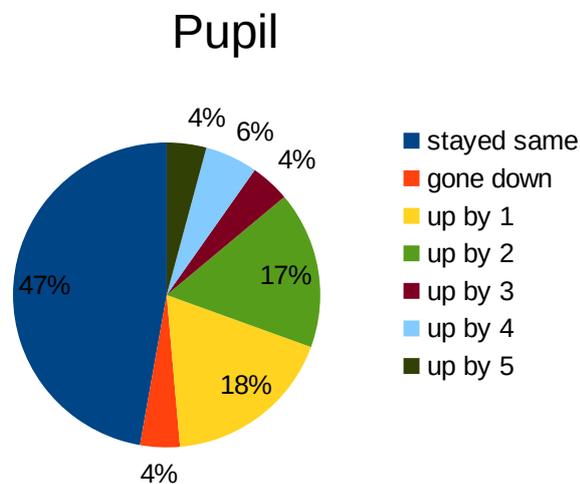
5.0

Comparison questions across all respondents

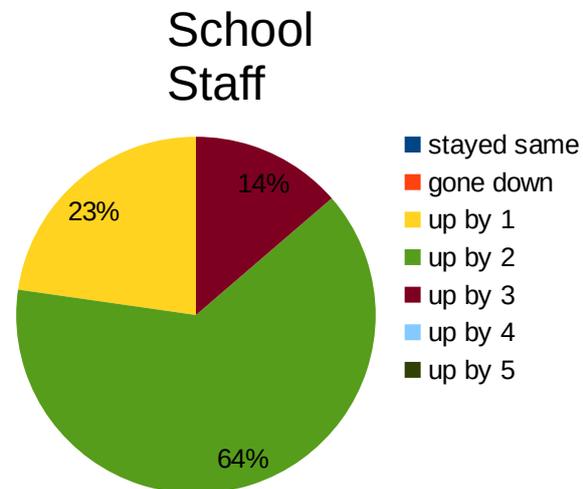
Comparison question responses

Pupil responses show most variety in amount of increase. School staff note only increases.

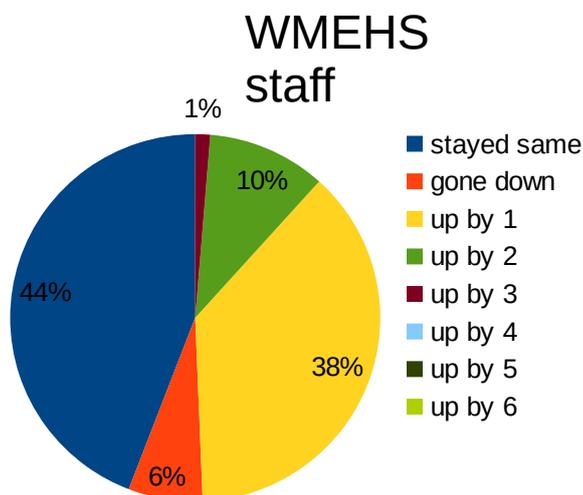
Overall Comparisons



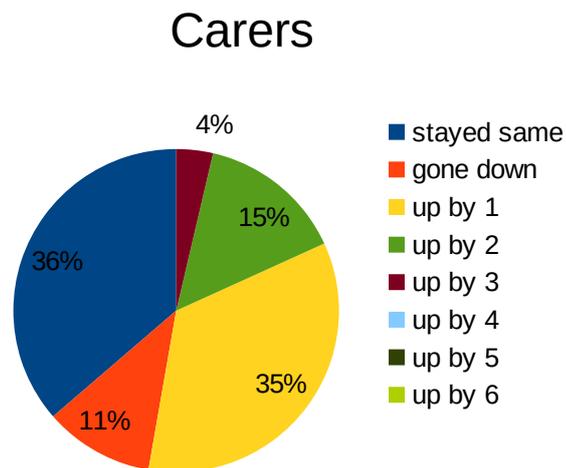
Overall Comparisons



Overall Comparisons



Overall Comparisons



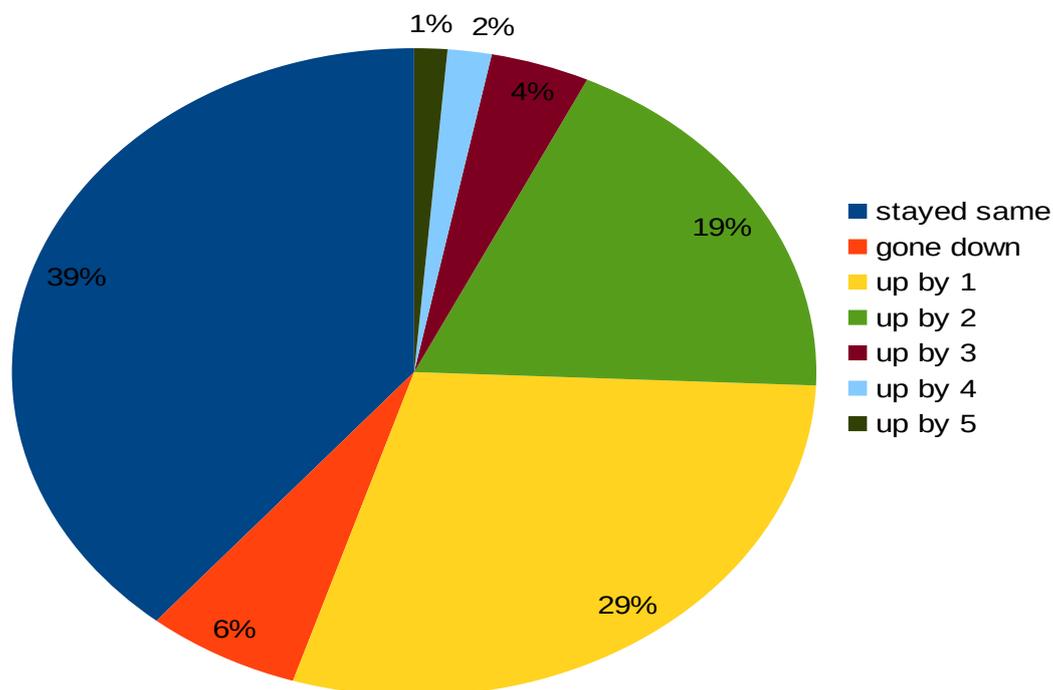
Comparison responses across all respondents

39% of all comparison answers showed levels staying the same.

55% showed levels increasing.

6% noted declines.

Overall comparisons across all respondents



5.1

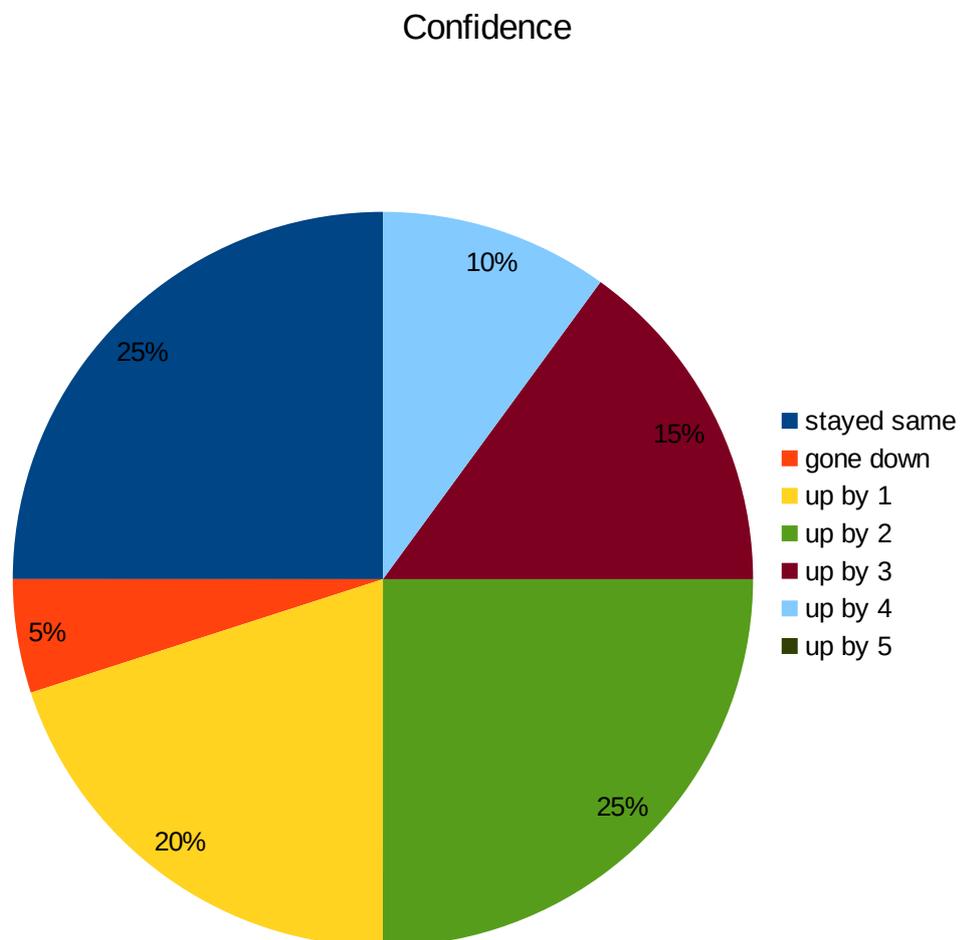
Individual attribute changes across all respondents



Confidence

5% gone down
25% stayed the same
70% increased

Improvements of 1, 2, 3, and 4

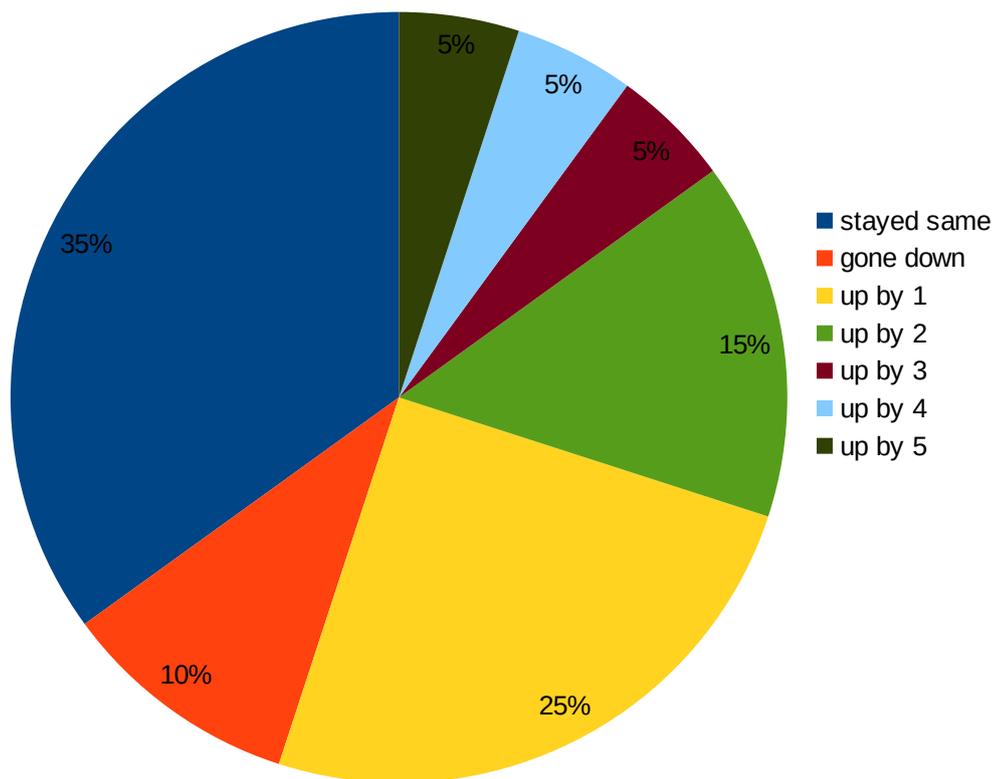


Manage distractions

10% gone down
35% stayed the same
55% increased

Improvements of 1, 2, 3, 4 and 5.

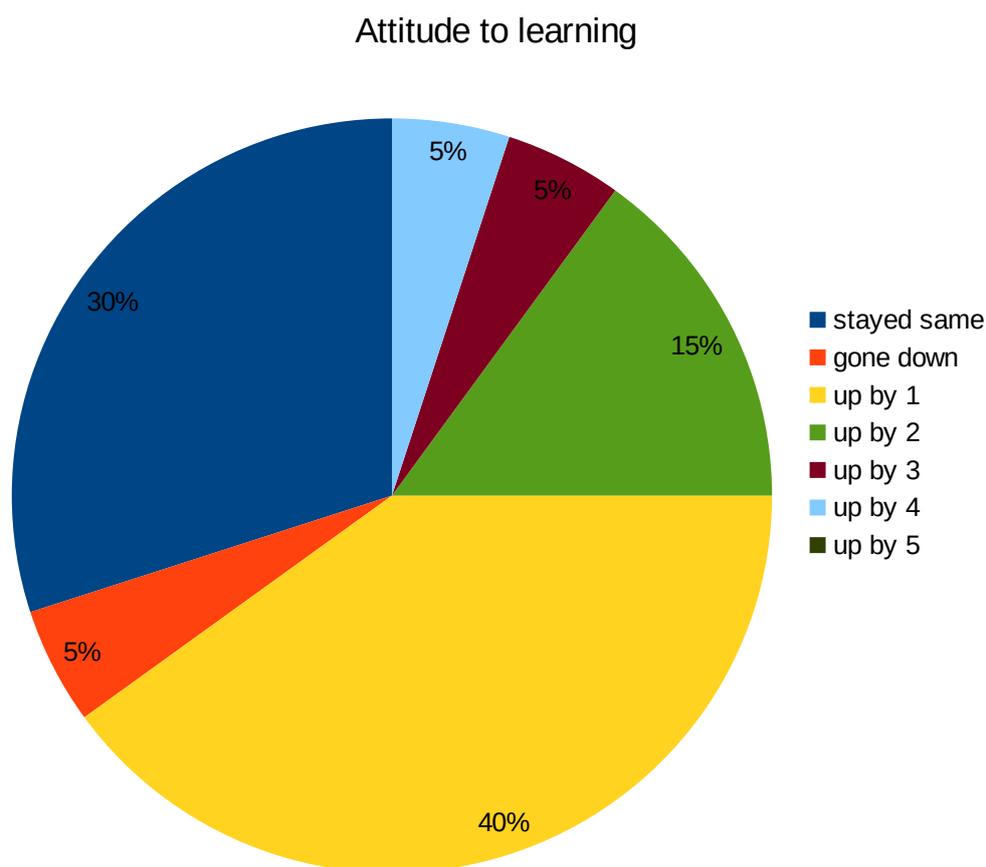
Manage distractions



Attitude to Learning

5% gone down
30% stayed the same
65% increased

Improvements of 1, 2, 3, and 4

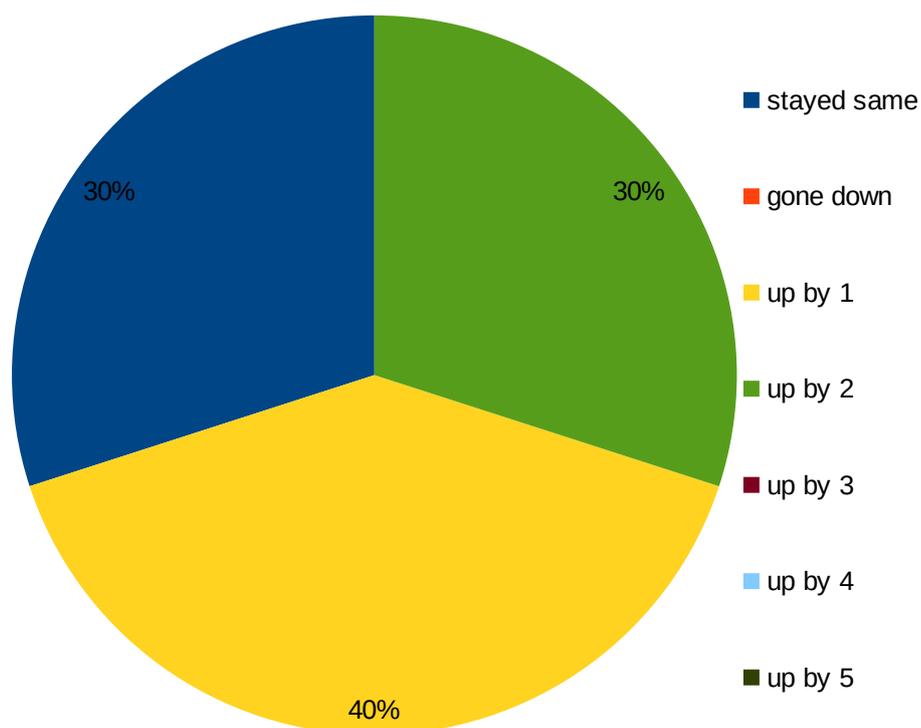


Resilience

30% stayed the same
70% increased

Improvements of 1, and 2.

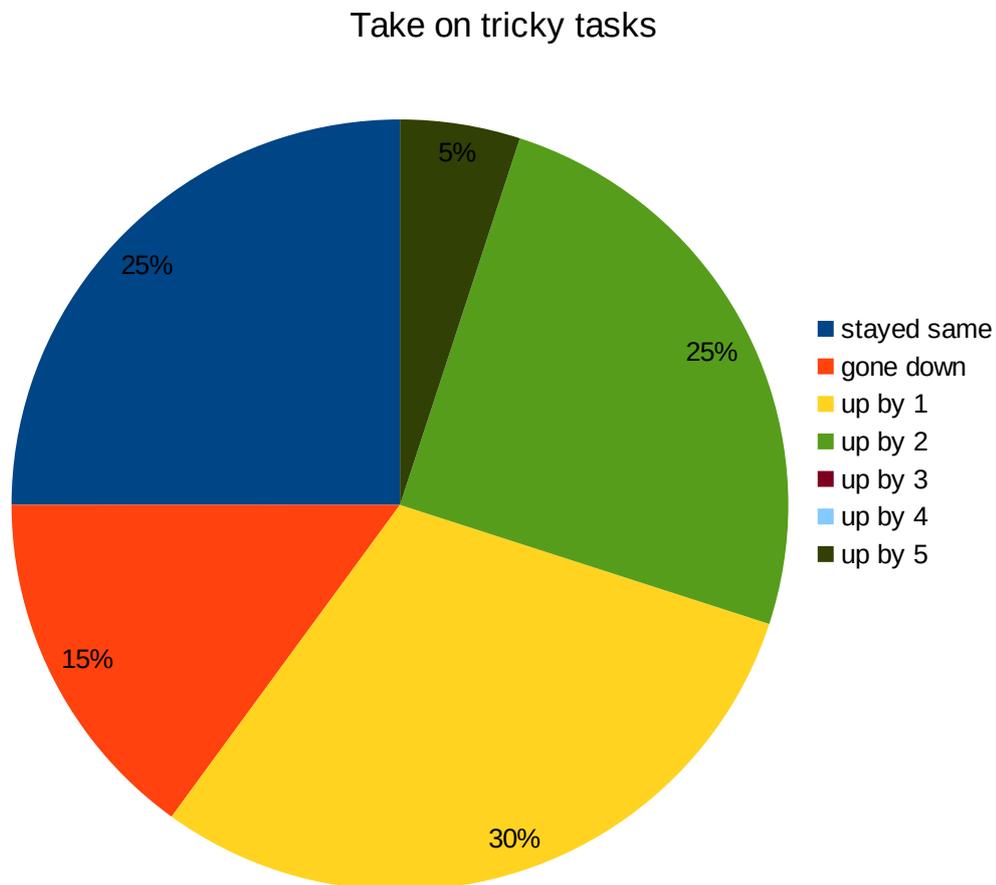
Resilience



Take on tricky tasks

15% gone down
25% stayed the same
60% increased

Improvements of 1, 2, and 5

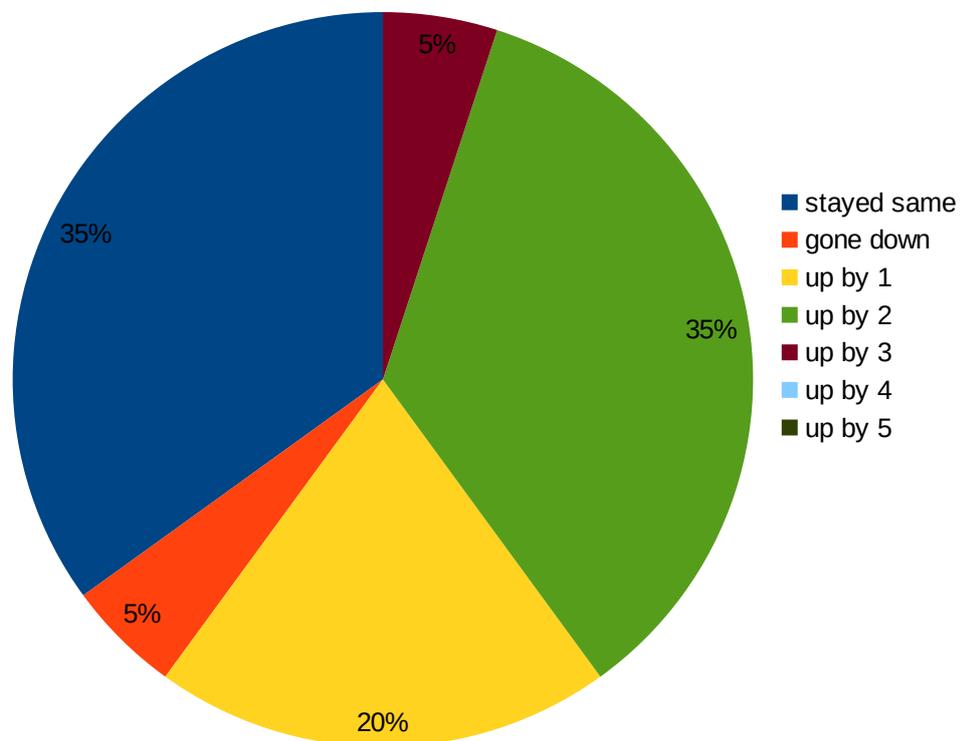


Organisation

5% gone down
35% stayed the same
60% increased

Improvements of 1, 2, and 3

Organisation

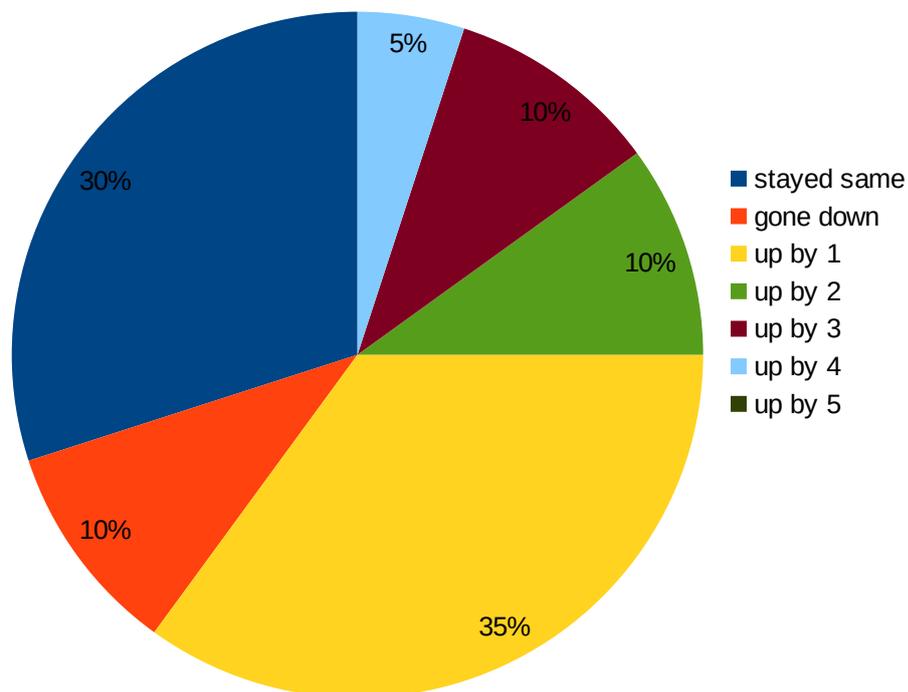


Lesson engagement

10% gone down
30% stayed the same
60% increased

Improvements of 1, 2, 3, and 4

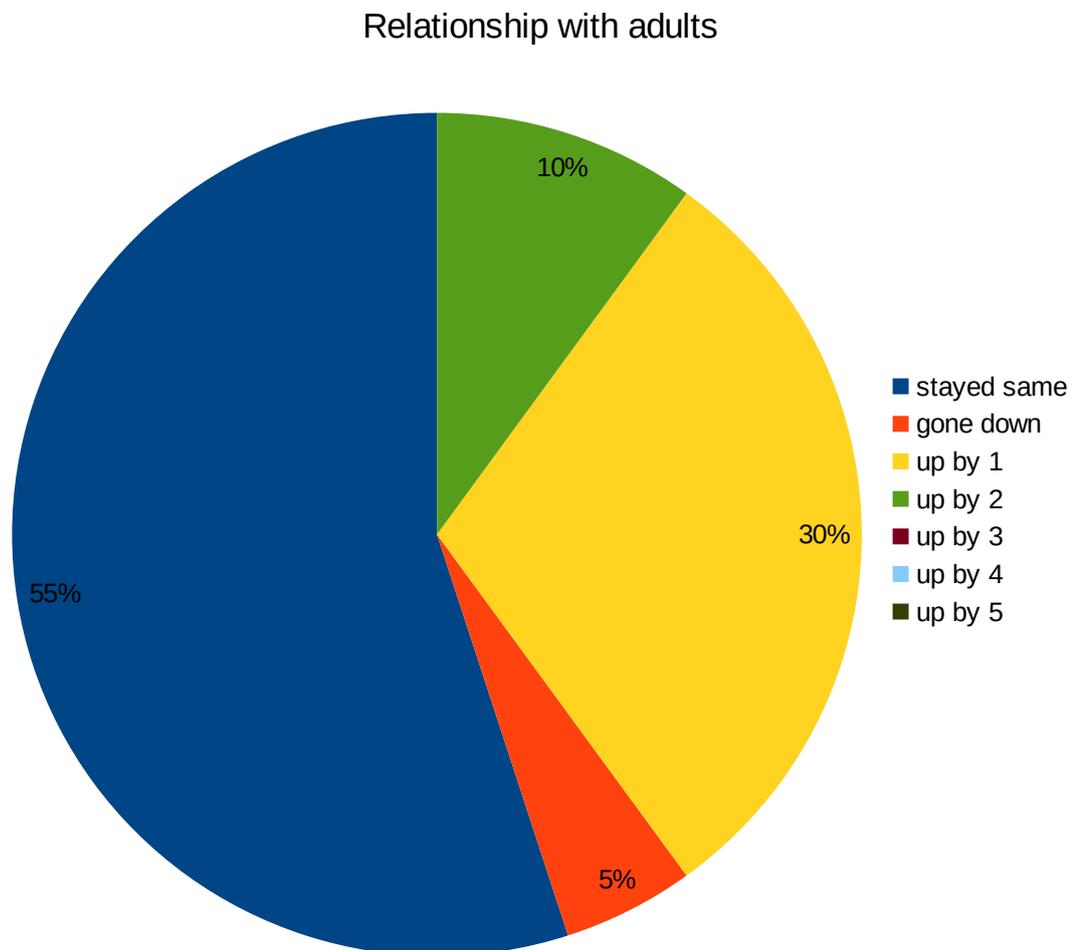
Lesson engagement



Relationship with adults

5% gone down
55% stayed the same
40% increased

Improvements of 1 and 2.

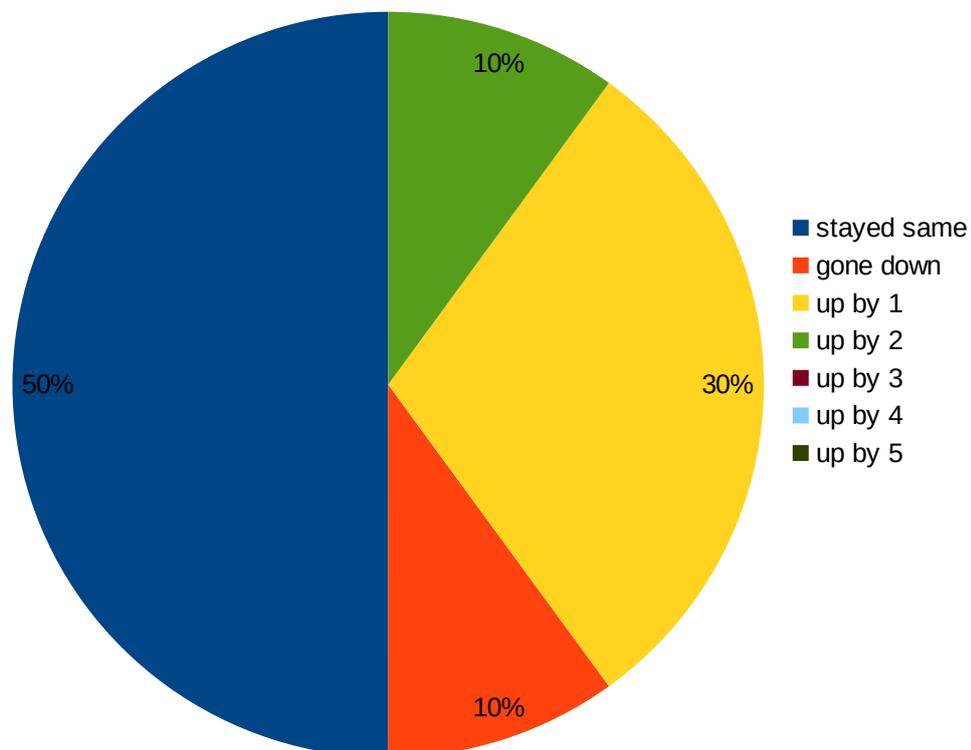


Relationship with peers

10% gone down
50% stayed the same
40% increased

Improvements of 1 and 2.

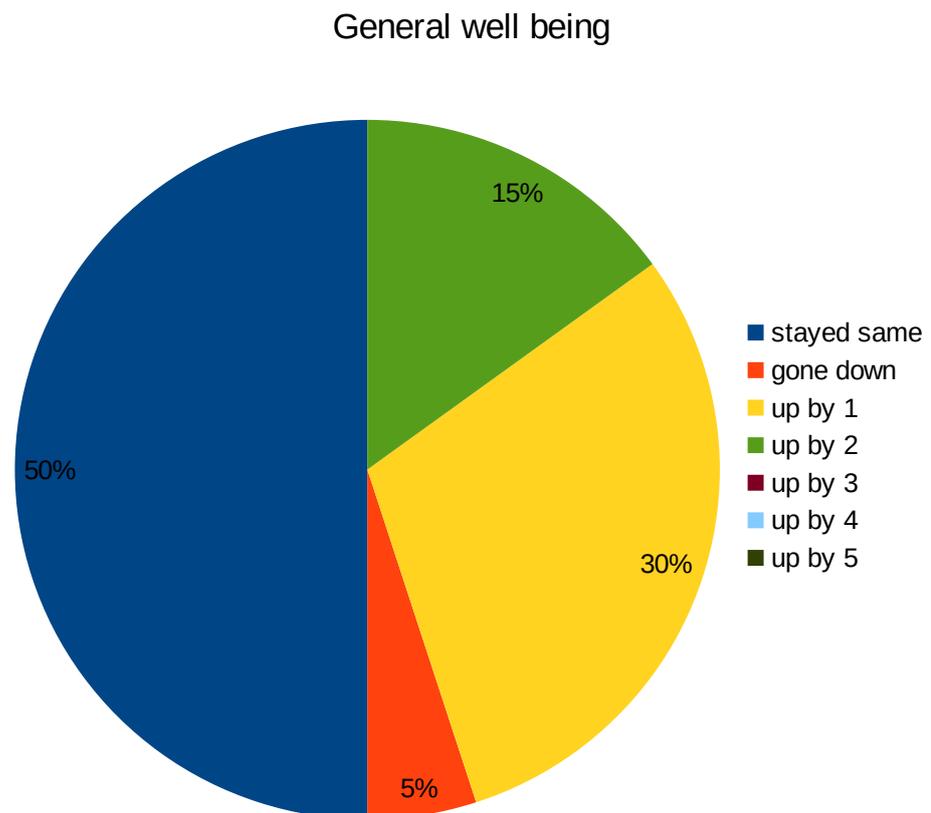
Relationship with peers



General well-being

5% gone down
50% stayed the same
45% increased

Improvements of 1 and 2.

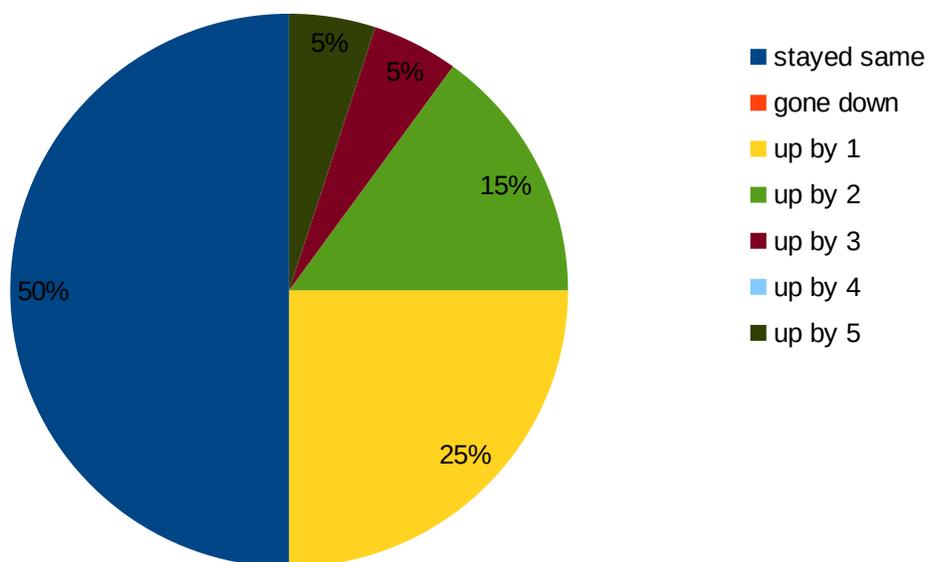


Self expression/creativity

50% stayed the same
50% increased

Improvements of 1, 2, 3, and 5.

Self Expression/Creativity



Increases

50% or more of respondents noted improvements in the following attributes.

- Self expression (50%)
- Managing distractions (55%)
- Lesson engagement (60%)
- Organisation (60%)
- Taking on tricky tasks (60%)
- Attitude to learning (65%)
- Resilience (70%)
- Confidence (70%)

6.0 Conclusion

The results from this impact study have shown that the Access to Music project is having a positive impact on the pupils taking part.

Data has shown that the majority of personal attributes for each pupil have improved since starting the project. Although other factors influence these changes, it is evident that the music lessons play a part in this. The lessons provide stability and continuity and a safe space for the pupil to express themselves. Furthermore they allow the pupils to build resilience and accomplish tasks as well as giving them something to do for themselves.

In addition to showing longer term impact since the start of the project, the study has also highlighted the positive short term impact the music lessons have on the pupil, with 100% of WMEHS staff, school staff and pupils noting that the music lessons help improve mood on the day of the lesson, especially if the pupil was struggling on that particular day.

The majority of pupils enjoy their lessons and find that they bring them happiness and are fun to take part in. Making music is important for the pupils, with many pupils expressing enjoyment from performing to school staff or carers. Pupils were able to note their musical achievements and these are in line with students at this stage in their learning.

The report highlighted areas for discussion: one pupil does not look forward to their lessons and finds them 'boring'. Project managers are in discussions with the WMEHS teacher to try and move forward with these issues. Another WMEHS teacher and the corresponding carer, noted that a change of school has had a negative impact on the pupil, again this is being discussed to find a way forward.

This study has provided valuable insight into how the pupils view their lessons, as well as gaining opinions of WMEHS teachers, school staff and carers. What has resulted is a comprehensive review of the musical needs of LAC children in Walsall, highlighting the benefit of these experiences for the children.

Authors

This report has been written by

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and
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Walsall Music Education Hub and Service.

22nd March 2022