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Instrumental Music Services

Results from the IMS Survey 2022



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Key Messages

- ▶ The Covid-19 pandemic has continued to impact service delivery, often making holding lessons face to face more difficult. In some cases, there have been positive examples where service provision has improved as a result of new digital technologies.
- ▶ Pupil numbers rebounded to pre-pandemic levels. There were some very large increases in certain local authorities, but it is too early to assess the impact of the removal of tuition fees on pupil numbers.
- ▶ Despite new Scottish Government funding there are still large financial pressures on instrumental music services with operational costs rising.
- ▶ Pupils claiming free school meals remain under-represented within those participating in IMS.
- ▶ Instructor FTEs increased very slightly but remain historically low. There was a large increase in part-time and fall in full-time instructors.
- ▶ There still appears to be a lot of unmet demand, with only four local authorities able to provide lessons to all interested pupils.



Introduction

This 2022 Instrumental Music Survey Report details the results from the 10th annual iteration of this survey. The survey is completed each year by Instrumental Music leads within all 32 of Scotland's local authorities and includes multiple aspects related to the delivery of these services within Scotland's schools including tuition fees, concessionary rates, instrument hire and loan policies, pupil numbers, cost of services, instructor numbers and additional activities. Each year the survey is carried out by the Improvement Service on behalf of Heads of Instrumental Tuition Scotland (HITS) as a means of sharing a national picture of instrumental music services (IMS) and best practice within these services.

The 2022 survey was issued to HITS colleagues in June 2022 and presents results related to the 2021/22 academic year, unless otherwise stated. Results for previous years are included where appropriate, however caution should be taken in comparing with previous years. Both 2020/21 and 2021/22 had seen disruption as a result of the Covid-19 pandemic and resulting restrictions imposed within schools, so the impact of restrictions on pupils should be borne in mind when considering all of these results. 2021/22 was also the first year where tuition fees were completely removed through agreement of COSLA and the Scottish Government. Consideration of the impact of Covid-19 and other factors should also be taken into account before evaluating the impact this has had.

Once again, all 32 local authorities responded to the survey. Not all local authorities were able to provide responses for all sections of the survey, so care should also be taken when comparing results with previous years. In addition, some figures are estimates and subject to change. Further detail for all data presented in the report is available in the [Summary Tables](#) published on the Improvement Service website.

Instrumental music is a discretionary service provided by all local authorities in Scotland and is separate to the music curriculum taught within the classroom. This survey concentrates solely on these discretionary services, outwith Youth Music Initiative (YMI) funded tuition, and the music curriculum.



The Impact of Covid-19

The 2020/21 academic year was heavily disrupted by the global Covid-19 pandemic and the associated restrictions placed upon schools and local authorities. Many lessons were moved online offering some flexibility. As restrictions eased, pressures on instructor time and capacity were exacerbated by social distancing, deep cleaning and limited lesson numbers. The most obvious impact of the restrictions was a large decrease in pupil numbers in 2020/21. Although numbers have now recovered to pre-Pandemic levels. Despite the easing of restrictions, the impact of Covid-19 continued to be seen in the 2021/22 academic year.

Many councils continued online learning and delivery and adopted a hybrid model for service delivery. Use of online learning platforms such as Google Classroom, Microsoft Teams, SeaSaw and Class Dojo has grown, meaning lessons could continue to be delivered where they may have otherwise been missed. Some examples of the continued impact of Covid-19 and how services have changed their ways of working as a result are shown below. Further details of best practice can be found in the [Summary Tables](#).

In **Aberdeenshire**, Covid-19 brought about a significant increase in online learning and delivery, which will continue as a hybrid model where appropriate and advantageous to pupils. Online staff meetings/training will continue to feature as a more efficient way of working, while still recognising that face to face will play an important role in the day to day running of the service. The use of Google Classrooms and MS Teams will continue where lessons would otherwise have been missed for a variety of reasons. Increased use of online external examinations for pupils and engagement with more external examination boards such as the Music Teacher Board to explore more pathways to attainment. Policies for staff have been updated to aim for a more efficient and cost-effective service.

In **Angus**, greater use of technology has created an opportunity to offer greater provision to more rural primary schools. IMS staff meetings (and in-service training where possible) will continue to be held online, helping staff overcome challenges such as travel, work/life balance, childcare, and timetabling while working in a rural authority.

In **East Renfrewshire**, the virtual string orchestras took place weekly, allowing pupils from other schools to meet up regularly. Both pupils and staff really looked forward to these meetings for both musical and social reasons, helping with their all-round health and well-being.

In **Fife**, the IMS has developed its use of digital platforms, such as Teams to provide quality musical experiences for young people. All applications for local authority ensembles are now made and received digitally on MS Forms, allowing all information to be instantly collated.

In **Glasgow**, CREATE IMI are now equipped with connected learning iPads which is enhancing all areas of IMS delivery. The creation of the CREATE website is also affording new and better ways to communicate and share.

In **Highland**, the workforce is now equipped with digital skills allowing them to make the most of the positive benefits of online delivery and the storage of materials on Google Workplace, ensuring that pupils have access to these whenever they need them. Digital delivery can be used in a positive way, either for blended delivery, or as a resource for absence or bad weather cover, thereby minimising disruption to service delivery.



Charging Policies

In July 2021, COSLA and the Scottish Government announced a one year funding agreement to provide more than £7 million of funding to local authorities to remove tuition fees for academic session 2021/22. Fees charged in previous years are available in the [Summary Tables](#) published on the Improvement Service website.



Scottish Government Plans

In May 2021, the First Minister set out in the Priorities of Government Statement the intention to remove charges for instrumental music tuition within the first 100 days of government.¹ In July 2021, COSLA and the Scottish Government announced that they had reached agreement to provide more than £7 million of funding to local authorities to remove tuition fees for academic session 2021/22. Therefore, local authorities removed all charges for the 2021/22 and subsequent academic sessions. The Scottish Budget 2022-23 has confirmed an investment of £12m to remove music tuition charges in schools for the 2022/23 academic session.

A future settlement has yet to be agreed for the years beyond 2022/23. It will be important to ensure that this will adequately provide for any potential increases in demand for services due to either a return to greater levels of “normality” as Covid-19 restrictions ease or from the removal of fees. As the introduction of charges is no longer an option for local authorities, it is important that any future levels of funding do not create an expectation on local authority budgets to meet any shortfalls between demand and provision. If an adequate level of funding is not provided it is possible that music service capacity and provision will have to be cut back and access to services will be reduced, rather than improved.

As instrumental music services are discretionary and, unlike a number of local authority service areas, do not have ringfenced minimum spending requirements, they have often been required to make financial savings through reduction in service levels or by introducing charges. Many local authorities have introduced fees in the years that this survey has run and indeed, prior to 2020/21 only seven local authorities did not charge any fees for instrumental tuition. Decisions to introduce fees were motivated almost

¹ www.gov.scot/publications/priorities-government-statement-26-2021/

entirely by the severe financial strain that local authorities have been under for several years. These pressures still exist and could become more severe if there is a tightening of public finances to offset last year's increased spending in response to pandemic and the cost of living crisis. This means local authorities have continued to explore where savings can be made in IMS provision.

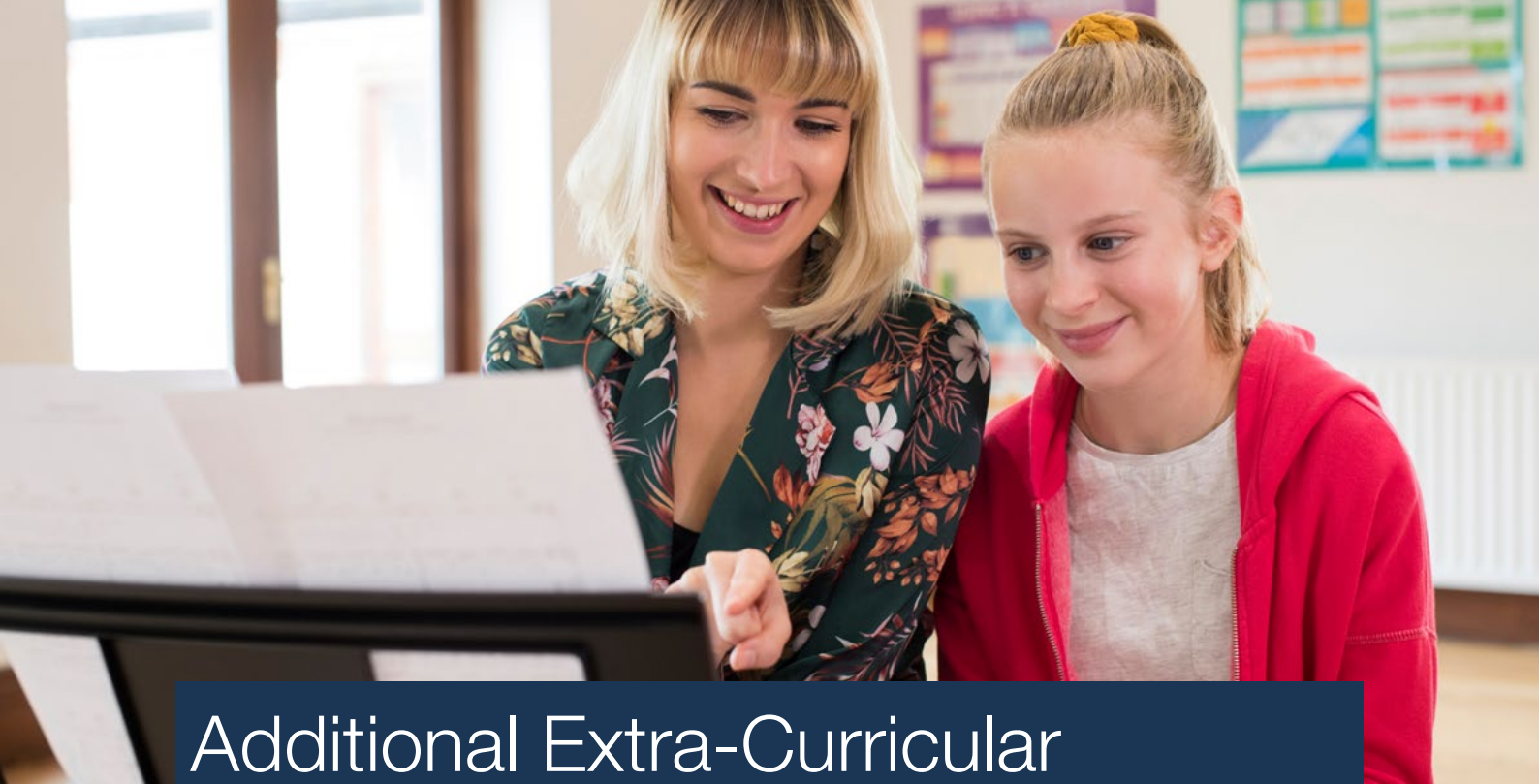


Instrument Hiring Policies

Instrumental Music Services often provide instruments to students for hire or loan, with larger instruments such as drum kits available within schools. The Scottish Government has committed to removing all costs associated with instrumental music lessons for parents and carers. All local authorities therefore provide at least some instruments for loan at no additional cost. The instruments available and length of time these can be loaned vary by local authority. For example, in East Dunbartonshire, after an initial assessment, successful candidates are offered a 4-week trial period. In many cases, instrument hire is available to pupils free of charge for the duration of their time with the instrumental music service.

Pupils are encouraged to purchase an instrument after a set period if they are financially able or if no alternative hire option is available through the local authority. In East Dunbartonshire following the free trial period parents/carers are encouraged to hire from local stockists. Dumfries & Galloway offer guitar, percussion and drum kit lessons but do not hire or loan these instruments. If a pupil would like to learn one of these instruments and is not able to source one, the music service works with the school and family to ensure the pupil has an instrument to learn on.

Perth & Kinross also offer an instrument purchase scheme where pupils can purchase an instrument excluding VAT.



Additional Extra-Curricular Activities

In most years local authorities also offer some additional activities outwith regular tuition. These activities include groups, bands and ensembles which offer pupils the opportunity to play their instruments in a group setting, often with the opportunity to participate in concerts. In some cases, these additional activities come with an additional charge, but are often provided without charge and are run through subsidy from the local authority, with IMS staff often volunteering or working overtime to run these activities.

In 2021/22, Covid-19 continued to affect extra-curricular activities throughout the year with varying school restrictions in place. For example, East Ayrshire were unable to run any ensembles or choirs due to restrictions. Some additional activities were not run as usual, often delivered remotely. In Renfrewshire, delivery of additional activities was limited and only took place during the summer term. In East Ayrshire, two virtual string orchestras ran all year with face to face rehearsals only resuming in April 2022.

The number of pupils participating in these additional activities has been lower than normal for many local authorities. Covid-19 restrictions have had an impact on recruitment of new pupils to replace pupils who had left school. Many saw a large uptake across most instruments after the restrictions eased and they were able to return to a normal delivery of lessons. For example, in Orkney, Covid-19 has actually boosted uptake from brass and woodwind players, perhaps because they were unable to play in school for so long.

It is not yet clear how the Scottish Government decision to remove fees for instrumental music tuition will impact on charges and costs for these Additional Extra-Curricular Activities. While most are provided free of charge and are subsidised via the council's

core music budget, some local authorities charge for membership.

Aberdeenshire charge £70 for unlimited Music Centre membership.

Eilean Siar ensembles have parent committees who organise fundraising events to enable the groups to participate in competitions and festivals on the mainland. Additional funding is also sought from external bodies as and when required.

Fife pupils were charged £5 per rehearsal as these activities were self-funded.

Moray regional enables cost £4.85/week or £101.85 for 21 weeks.

More detailed information is available in the [Summary Tables](#) published on the Improvement Service website.



Free School Meals

Free School Meals (FSM) are offered to all pupils in Primary 1-4 and to Primary 5s since January 2022. The planned extension of the offer to all P6 and P7s in August 2022 has been delayed and the roll out to all primary school children will be complete later in this parliamentary term, which runs until May 2026. Pupils in P6 and P7 and in secondary school where parents or guardians are in receipt of a range of qualifying benefits also receive FSM. In previous years pupils in receipt of FSM had been exempt from tuition fees, however, as all tuition fees have now been removed these changes will not affect the data collected in this survey.

In session 2021/22 only 16 local authorities were able to provide data for the number of pupils receiving free school meals. It should be noted that not all instrumental music services hold accurate records of the number of FSM pupils participating in tuition, and due to the removal of fees, several do not record this data at all. A total of 89,465² pupils in Primary 5 and above received FSM, 18.7% of the P5+ school roll. Where data was available, 2,799 pupils were in receipt of FSM within instrumental music services in 2021/22. This was 11% of the 24,698 IMS pupils in all local authorities. These figures would suggest that pupils registered for FSM are under-represented within instrumental music services in comparison to the overall school population.

At an individual local authority IMS level, where figures for FSM registered and eligible pupils were provided, the proportion registered for FSM ranged from 2.1% to 24.5%. Again, care should be taken in using these figures, as not all local authorities were able to provide accurate figures for the reasons outlined above.

2 Pupil census: supplementary statistics, March 2022: www.gov.scot/publications/pupil-census-supplementary-statistics/

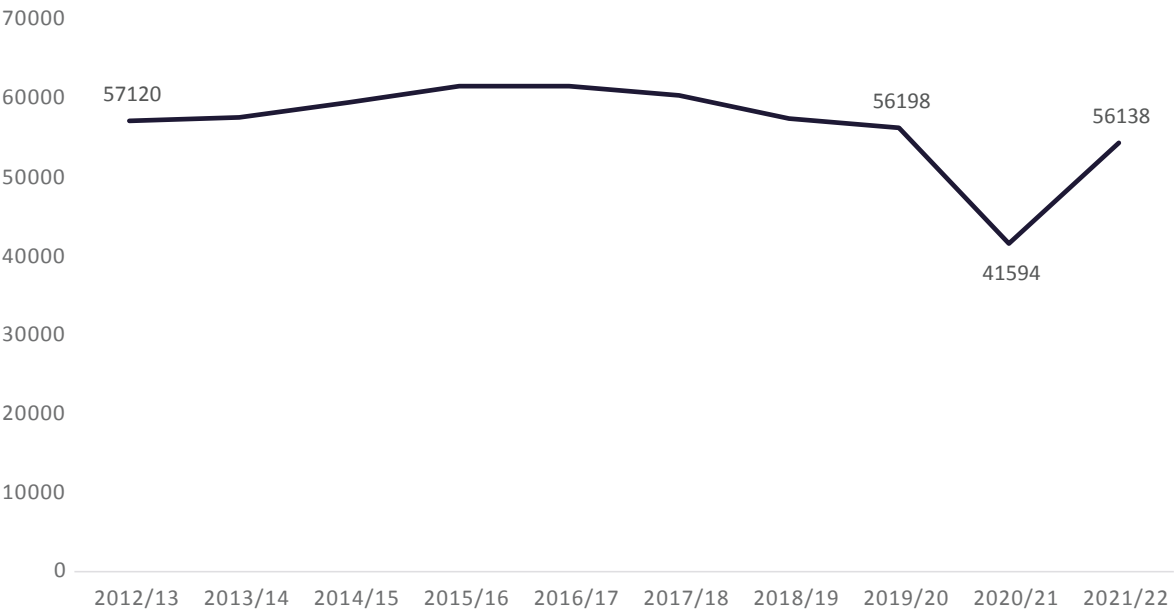
For the third consecutive year, local authorities were asked to estimate the proportion of pupils undertaking instrumental music tuition and claiming FSM as a proportion of all pupils eligible for instrumental music tuition. Proportions ranged from 0.03% to 5.1%, however care should be taken in using these figures as only 10 local authorities were able to provide data. Full details including previous years' data are included within the [Summary Tables](#).



Number of IMS Pupils

In 2021/22 56,138 pupils participated in instrumental music tuition provided by local authorities. This represents a very large increase of 14,544 pupils (35%) from the total number in 2020/21, almost recovering to pre-pandemic numbers, and demonstrates the hugely disruptive impact that Covid-19 restrictions have had on these services.

Figure 1: Number of pupils that participated in instrumental music lessons 2012/13 – 2021/22

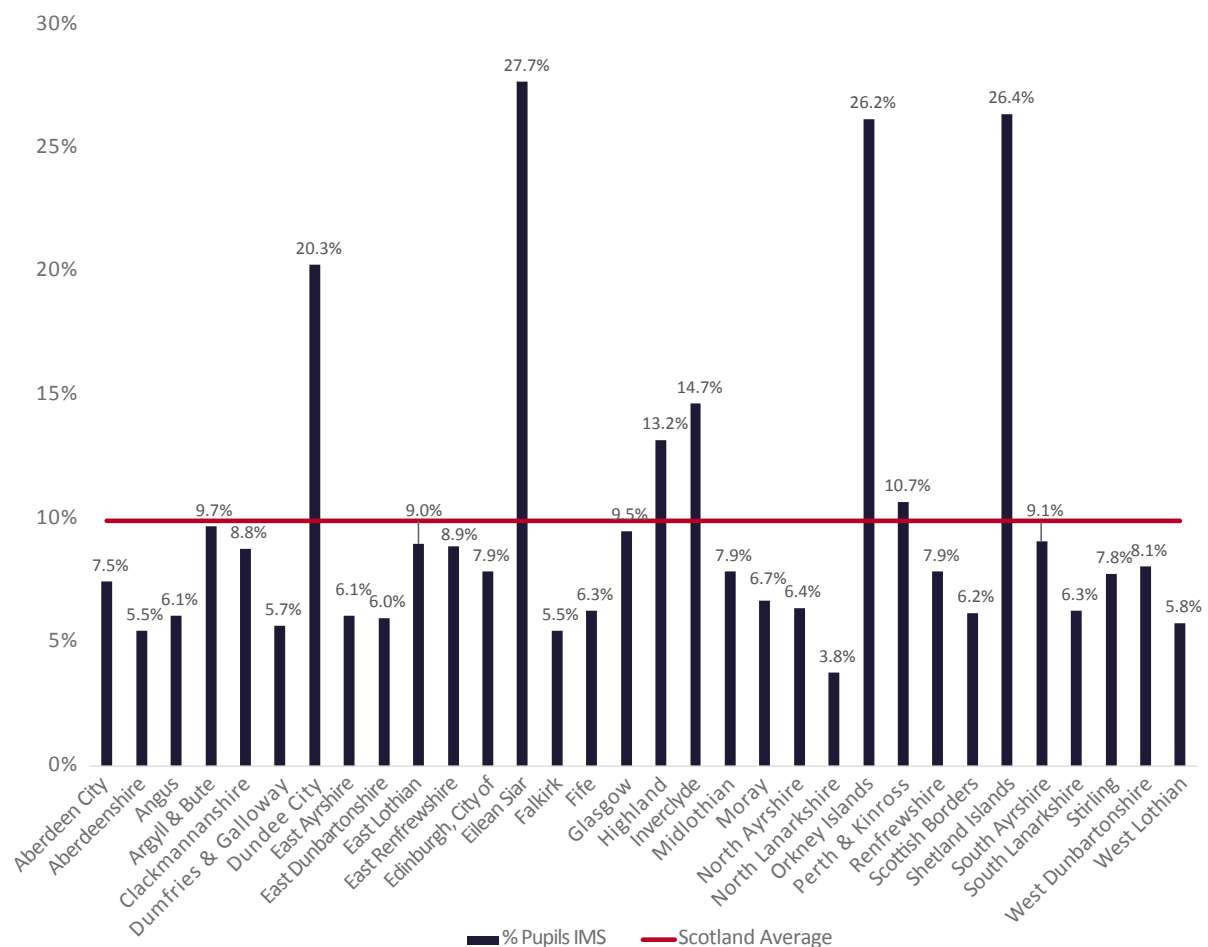


Despite the increase in numbers, local authorities highlighted the impact Covid-19 had on the 2021/22 academic year. Covid-19 restrictions in some schools continued

until after the Easter holiday limiting the number of pupils that could be taught. Digital delivery was used to help adhere to the guidelines in schools, however some pupils did stop attending classes during online delivery, especially beginners. Since the return to face-to-face teaching numbers have increased in most Councils, and some have been actively recruiting. There has also been an increase in tutor time in several areas. Some local authorities noted that their pupil numbers were largely maintained due to effective online delivery policies during the pandemic. The impact also varied by instrument with wind and brass lessons not permitted in many schools until a later date. It is anticipated by some Councils that pupil numbers will continue to increase due to reduced restrictions and be aided by the restructure of delivery to adopt hybrid approaches.

On an individual local authority level, the proportion of pupils participating in instrumental music tuition varies widely, from 3.8% up to 27.7% of all Primary and Secondary School pupils. These figures are shown in Figure 2. In only two local authorities, Dundee and South Lanarkshire, did the proportion of pupils participating in instrumental music tuition decrease between 2020/21 and 2021/22 however both have increased since 2019/20. On average 9.9% of pupils in each local authority participate in instrumental music services.

Figure 2: Proportion of pupils taking instrumental music lessons, 2021/22



The number of participating pupils per local authority from 2012/13 to 2021/22 is shown below in Table 1. Almost all local authorities saw an increase in pupil numbers between 2020/21 and 2021/22, with only 2 decreasing, as noted above. In 14 local authorities pupils numbers remain lower than pre-pandemic 2019/20 numbers. Nationwide, due to the ongoing impact of Covid-19 on numbers in 2021/22, pupil numbers have not yet seen any impact of the removal of fees. Future surveys will be a more useful indicator of the impact of this policy.

Table 1: Number of Instrumental Music Pupils

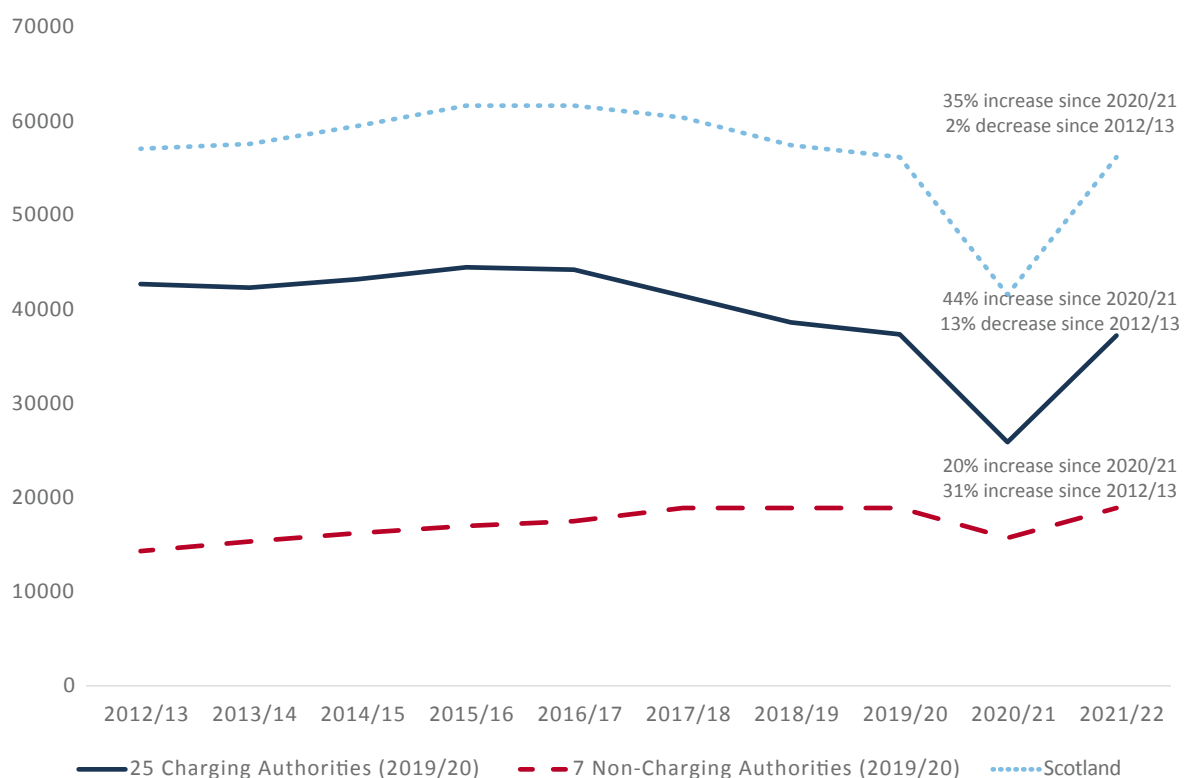
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Aberdeen City	2760	2642	2255	2500	3371	3300	1700	2224	1431	1821
Aberdeenshire	3389	3025	2955	2576	3060	3171	2965	2888	1636	2001
Angus	1500	1200	1434	1146	932	954	Approx. 950	1052	696	920
Argyll & Bute	1258	1435	1334	1226	1141	1056	1185	1017	534	976
Clackmannanshire	432	448	345	444	392	432	309	299	303	586
Dumfries & Galloway	1210	1317	1552	1294	1166	809	750	735	537	1070
Dundee City	2200	2669	2938	3538	3677	3793	3987	3619	4181	3674
East Ayrshire	1147	783	823	1002	1242	1194	1214	976	738	961
East Dunbartonshire	1301	1600	1410	1586	1382	1191	1226	1147	691	1032
East Lothian	1284	1318	1327	1331	1341	1245	1119	1022	857	1358
East Renfrewshire	1942	1938	1904	2010	1732	1596	1705	1648	904	1553
Edinburgh, City of	4758	4912	5215	5100	5089	5084	5089	5071	3245	4116
Eilean Siar	360	500	500	766	2323 (inc. Gaelic Singing) 540 (excl. Gaelic Singing)	1898 (inc. Gaelic singing) 868 (excl. Gaelic singing)	496	400	210	912
Falkirk	1142	965	1376	1950	2057	1854	1925	1852	892	1180
Fife	3494	3161	3332	4415	4434	3365	3645	3232	2431	3134
Glasgow	4538	4551	4573	4597	4919	5448	5876	6300	5225	6567
Highland	3100	3200	3400	3450	3100	2900	3600	3700	2530	4050
Inverclyde	1015	1350	1677	1388	958	1298 (inc. 161 withdrawn)	1297	1326	1104	1412
Midlothian	1100	1100	1221	1312	1302	1321 (426 received instruction in 2 instruments)	994	924	633	1088

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Moray	850	850	893	910	815	800	594	643	536	815
North Ayrshire	1570	1627	1554	1487	1555	1432	1304	1184	750	1137
North Lanarkshire	3853	3670	3685	3599	3409	2941	2646	2437	1048	1809
Orkney Islands	498	500	531	581	646	663	695	646	668	731
Perth & Kinross	1590	1605	1690	1711	1762	1716	1564	1359	804	1933
Renfrewshire	1050	1280	1534	1546	1532	1949	1981	1945	1369	1865
Scottish Borders	716	862	895	995	906	907	878	848	686	892
Shetland Islands	662	561	570	724	721	722	779	712	646	877
South Ayrshire	1222	1319	1240	1126	1266	1197	1133	1125	899	1287
South Lanarkshire	2957	3029	3035	3050	2990	2900	2850	2850	2850	2815
Stirling	810	844	844	898	950	940	1030	989	648	1000
West Dunbartonshire	964	891	941	926	1034	1102	813	897	844	994
West Lothian	2448	2395	2468	2397	2194	2178	1197	1131	1068	1572
Scotland	57120	57547	59451	61581	61615	60326	57496	56198	41594	56138

Prior to the removal of fees in the last academic year, there were differing trends in participation of pupils in IMS between those who charged in 2019/20 and those who did not. Non-charging authorities had seen a sustained increase in pupil numbers, while charging local authorities had seen a decrease. Despite recovery from the huge disruption seen in 2020/21 and 2021/22 and the decision to remove fees this has not yet seen a reversal in those trends.

For the seven local authorities who had not charged prior to Covid-19 there has been a 31% increase in pupil numbers since 2012/13, while the remaining twenty-five local authorities saw a 13% decrease over the same period. Across all thirty-two local authorities pupil numbers were 2% lower than in 2012/13. The last year has seen a very large increase for almost all local authorities, recovering to pre-pandemic levels. As with the longer time period, those authorities with charges in place pre-Covid saw a greater decline in pupil numbers in 2020/21. The change between 2019/20 and 2020/21 was 26% across all local authorities, around 31% in charging authorities, and “only” 17% in authorities where there were no charges. The greater rate of increase in previously charging authorities over the last year may therefore be a result of the greater Covid-related decline, rather than an indication of the impact of the removal of fees. Future surveys will give a stronger indication of whether the decision to remove fees plays a role in increasing pupil numbers back to the levels seen in 2016/17. It should be noted that the local authorities in each of these groups have changed over time and that 9 of the 25 local authorities with charges prior to the pandemic did not charge fees in 2020/21. These changes are displayed in Figure 3 below.

Figure 3: IMS Pupil Number Changes - 2012/13 to 2021/22 (local authorities grouped by charging status in 2019/20, that is pre-Covid)



Participation rates have also differed since the beginning of the Instrumental Music Survey, with higher rates of participation in those authorities without charges prior to Covid-19. Even with the very large drop over 2020/21, these local authorities have slightly higher participation rates than they did in 2012/13. On the other hand, those local authorities with charges in 2019/20 have a lower participation rate, possibly due to the fact that several had no, or far lower, fees in place in 2012/13. Across Scotland, participation fell from 8.6% in 2012/13 down to 6% in 2020/21, recovering to 8.1% in 2021/22, equivalent to pre-pandemic levels. The last year has seen sharp declines in participation rates for both pre-Covid non-charging and charging local authorities, but the decline was slightly higher in those with fees prior to the pandemic at 2.3 percentage points compared to 1.8. These figures are displayed in Figure 4 below.

Although nationwide there is not yet a relationship between the removal of tuition fees and increased participation or pupil numbers there are some examples where especially large increases, often to levels higher than pre-pandemic, indicate that free tuition may have had an impact on pupil numbers.

After introducing charges in 2018/19 **West Lothian** pupil numbers decreased by 45% (from 2,178 to 1,197). Pupil numbers continued to decrease every year until 2021/22 when tuition fees were again abolished, increasing by 47% to 1,572 pupils, substantially higher than in 2018/19.

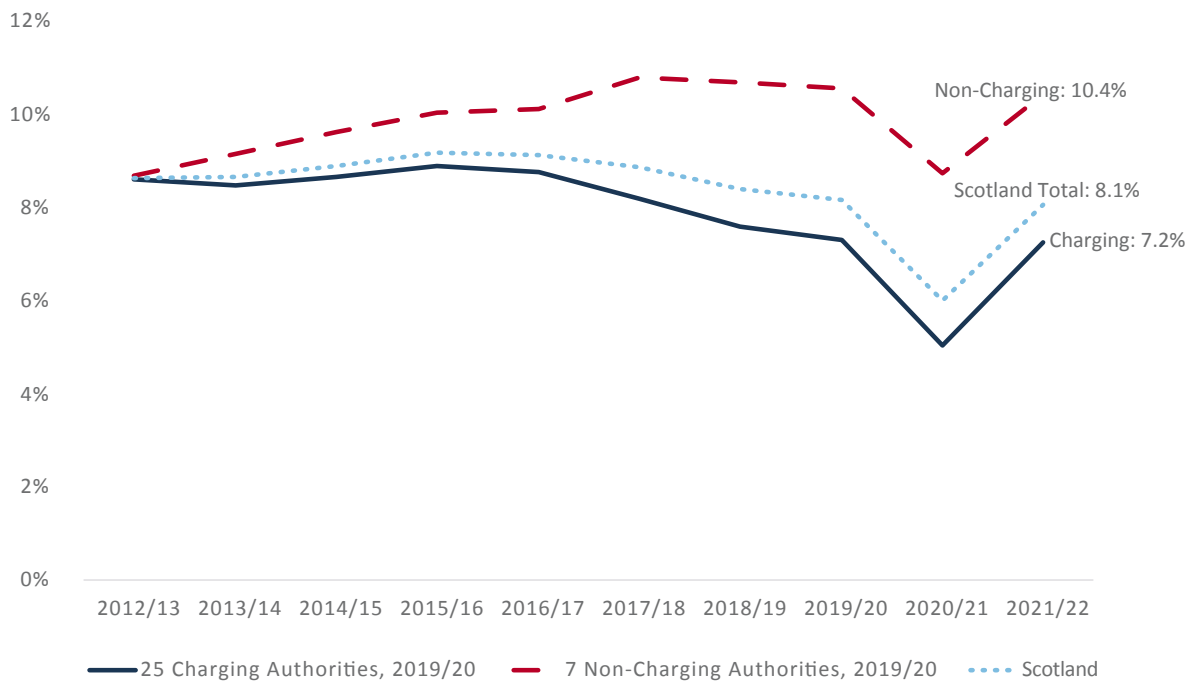
In 2019/20, pre-pandemic, **Clackmannanshire** charged the highest amount for instrumental music lessons per pupil (£524). Since fees have been abolished in 2021/22, pupil numbers have increased by 93% to their highest ever levels.

In 2019/20 **Perth & Kinross** charged £295 per pupil for instrumental music lessons. The number of pupils has increased by 42% between 2019/20 and 2021/22. This was the highest number of pupils on record for Perth & Kinross.

In **Moray** pupil numbers also increased by 27% since 2019/20, when they were charged £291 for group and £416 for individual instrumental music lessons.

As all tuition fees have now been removed, it remains to be seen what the impact on pupil numbers and demand for instrumental music services will be. Evidence from past years, and even in this most recent Covid-disrupted year, suggests that pupil numbers are very likely to increase, and indeed it seems likely that pupil numbers will rebound strongly to pre-Covid levels in any case. This means that the Scottish Government will need to ensure that services receive an adequate level of finance to meet any additional demand.

Figure 4: Percentage of Pupils Participating in IMS, 2012/13 to 2021/22 (local authorities grouped by charging status in 2019/20, that is pre-Covid)



All local authorities do their best to encourage participation in lessons for all pupils, including those from more deprived areas. This includes:

In **Aberdeenshire** the online registration system is available for everyone to be placed on a waiting list. The IMS and schools, in partnership, assist those that struggle with technology or do not have access to the internet.

Angus pay close attention to the allocation of Instructors that we have visiting schools in SIMD locations, always trying to make sure that a balanced provision is offered and supported in these areas.

In **Dundee** four members of the IMS team have gone through minibus training to enable them to transport pupils to central activities where transport is a barrier.

In **East Lothian** targeted recruitment events took place in all schools to encourage all pupils to express an interest in music lessons and to ensure access to the service was equitable. The Council also ran 'Musician in Residence' programmes in a range of schools, including in several more deprived areas, which increased pupil engagement.

Edinburgh received £60,000 of funding from Edinburgh International Festival which was spent on instruments for pupils who had no access to their own instruments during Covid restrictions. Schools in areas of economic disadvantage were specifically targeted.

In **Midlothian** a letter is sent to every parent of pupils in Primary 6 (via their schools) every year to invite children to apply for music lessons. All Primary School Headteachers are encouraged to promote the music service in their respective schools, with extra effort made to include children from deprived areas.

In this 2021/22 survey local authorities were also asked to provide pupil numbers per instrument. All 32 local authorities were able to provide this information. String instruments were by far the most commonly played, accounting for almost a third of all pupils (29%). This was followed by woodwind (16%), brass (15%), and guitar (12%). At a local authority level, strings were the most commonly taught instrument in 20 areas, with some variation in numbers. In Argyll & Bute, for example, bagpipes/chanter were the most commonly played. Full details of the number of pupils by instrument within each local authority are included within the [Summary Tables](#).



Selection Procedures

As in previous years, and despite limits on recruitment of pupils in 2021/22, demand for instrumental music services is higher than the number of available places. Only four local authorities were able to provide places for all pupils in 2021/22. The number of spaces available was restricted by Covid-19 regulations, instructor timetables, staffing constraints and limited instrument availability. Some Councils noted that they were heavily over-subscribed since the removal of tuition fees, with most local authorities using a waiting list. In **Aberdeen**, there has been an increase in interest due to free music education. While waiting lists are in place, large group and class instrumental teaching for some instruments is being trialled to help with demand.

Regardless of the impact of the pandemic, very few local authorities are able to provide for all interested pupils and therefore have to operate waiting lists. In Renfrewshire, for example, it is estimated that around one in three interested pupils can be offered tuition. Limited teaching capacity is the main factor behind this, with a significant fall in FTE instructors from 652 FTE in 2013/14 to around 620 in 2021/22. As discussed in more detail below, the number of full-time instructors has seen a sustained fall nationally over this period and is now around 13% lower than in 2013/14, while part-time instructor numbers have increased by 7%. While instructor FTE numbers have fallen, the number of pupils in primary and secondary schools between 2013 and 2021 has risen by 4.6%³ which demonstrates the difficulty in providing for the increase in demand this has caused as capacity is reducing. The trend in instructor numbers is shown in Figure 5 and is discussed below.

3 Pupil census: supplementary statistics, March 2022: www.gov.scot/publications/pupil-census-supplementary-statistics/

In previous years, introduction of charges for instrumental music tuition has both served to somewhat reduce demand, but has also been required to allow these services to be sustainable in the face of reducing local authority budgets. Previously, local authorities without fees for lessons had higher participation rates, and it seems likely that demand for these services will rise as a result of the decision to remove tuition fees now that we are in the recovery phase of Covid-19. What is also clear, however, is that local authorities were unable to meet demand even where fees were in place. Consideration will need to be given as to the level of funding required to not only meet existing capacity but work towards building capacity back to historic levels.

As a result of this over-subscription, several local authorities operate some form of selection procedure, at least for their most popular instruments. Selection procedures tend to include some form of aptitude test to assess the pupil's ability to learn a new instrument, alongside consultations with staff and parents. Following these tests some pupils are then placed on a waiting list. In areas without selection procedures, waiting lists are often compiled on a first-come-first-served basis. These types of tests are also used in other local authorities not as a means of selecting which pupils will receive lessons, but in order to ensure pupils are best placed with the correct instrument and to make sure that both pupils and families are happy with their choices. In some local authority areas, a trial period is offered for new pupils, which helps pupils to self-assess their own interest and desire to continue with lessons.



Other Variations in IMS Policies

In most local authorities, instrumental tuition is first offered to pupils when they reach Primary 4, although in some areas lessons may begin in Primary 1 or 2. In most local authorities only certain instruments are offered in primary school and tuition in other instruments is generally not offered until later stages in the pupil's school career. String instruments are most commonly offered at the earliest age, whilst tuition in percussion instruments is generally offered later.

The vast majority of local authorities do allow pupils to apply for instrumental music tuition in more than one instrument, however 24 local authorities only allow lessons in a second instrument in special circumstances. Permitting circumstances often include pupils who need tuition in a second instrument as part of their SQA Music course, or pupils who plan to continue further education in music. In most cases, however, tuition in a second instrument tends to only take place where resources permit, and not at the expense of another pupil receiving tuition in their first instrument.

The length of instrumental music lessons also varies amongst local authorities. On average, most pupils receive a minimum of 25 minutes tuition per instrument per week, but lessons range from a minimum of 20 minutes to a maximum of 50 minutes. Generally, lessons last half of a school period for secondary school pupils, which can vary between schools. Longer lessons are most common in larger group lessons or for secondary pupils who are more likely to be sitting exams. Covid-19 restrictions have had some impact here and have often reduced the length of lessons, especially as more lessons were moved online

Local authorities also vary in the size of their group lessons. Most local authorities allow individual lessons and lessons are sometimes taught in small groups. Covid-19

restrictions have meant that many local authorities were only able to offer individual lessons or could only offer group lessons for certain instruments and to pupils from within the same class bubbles. In many cases, larger groups, such as class bands, could not run at all. On average, the maximum group size amongst local authorities is 6 pupils, a reduction from 2020/21. Pupils on average receive as a minimum 32 weeks of lessons per year, but the service guaranteed minimum varies across local authorities. Many local authorities offer more lessons than their service minimum, depending on resources.

Notwithstanding the impact of Covid-19, these policies have not changed substantially from previous years. Further details of these policies can be found in the [Summary Tables](#).



Revenue and Budget Allocations

In 2021/22 30 local authorities were able to provide figures for the costs of running their services.

The total running cost of these services was £31,749,893. Including only the 30 local authorities that provided figures for the past 3 academic years, this was an increase of 1.6% since 2020/21 and 6.1% since 2019/20. Of the 30 local authorities that provided data, 20 reported an increase in operating costs in cash terms. The range of changes was relatively wide with the highest increase at 24% and the largest fall 27%.

It should be noted that no local authority in 2020/21 or in previous years came close to covering the full running cost of their service through tuition fees. Therefore, future models for funding IMS based on simply replacing existing revenue streams from tuition fees will see services continue to receive the vast majority of their resources from strained local authority budgets.

In some local authorities, part of the running cost of instrumental music services is covered by private sponsorship. In others, private sponsorship arrangements are in place to help provide additional activities outside the core instrumental music tuition. Many local authorities reported that private sponsorship income was also much lower than in previous years, due to Covid-19. Details of these arrangements are available in the [Summary Tables](#).



Instrumental Music Instructors

Local authority instrumental music services provide a wide range of instrumental instruction including tuition in strings, woodwind, brass, guitar, percussion and traditional instruments, such as bagpipes. Tuition in strings has continually taken the greatest resource with the largest number of Full Time Equivalent (FTE) instructors hired in this discipline across Scotland. This number has declined each year since 2013/14. This can be seen in Table 2 which displays the number of FTE instructors hired in each discipline across Scotland between 2013/14 and 2021/22. A breakdown of FTE instructors within each local authority in 2021/22 is available in the [Summary Tables](#).

Table 2 - Instructor FTE by discipline, 2013/14 - 2021/22

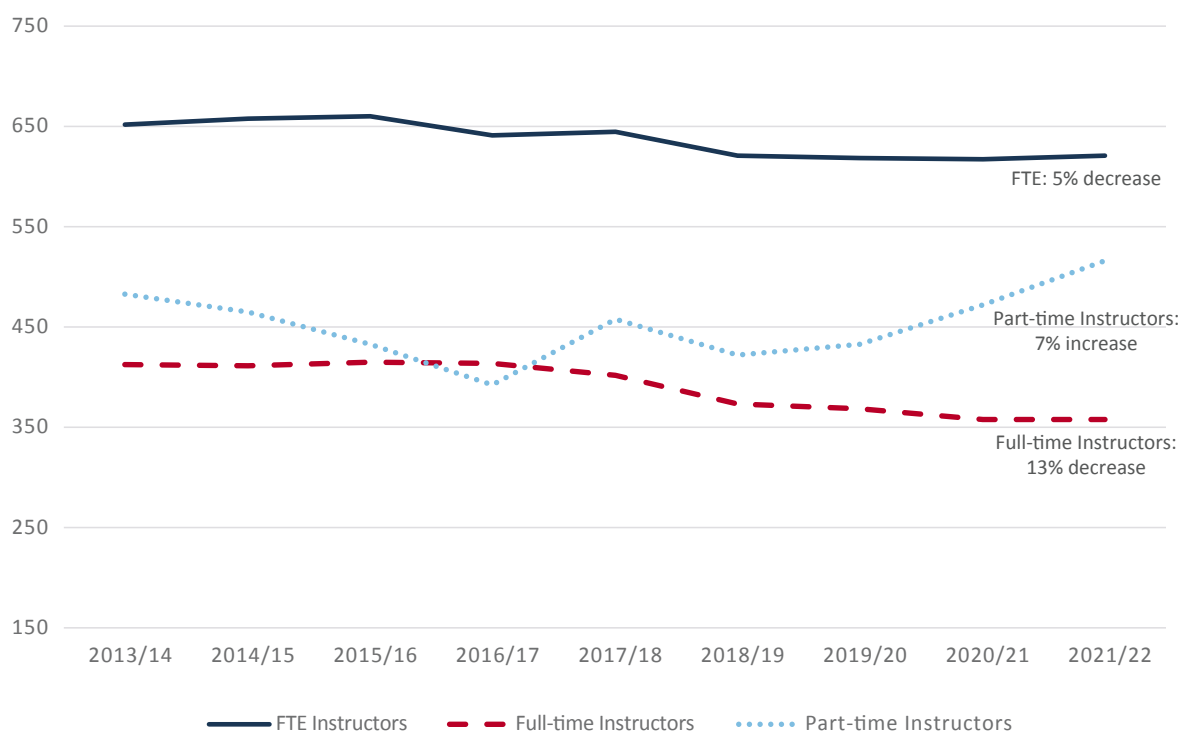
	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21 ⁴	2021/ 22
Strings	180.3	175.3	174	168.2	166.46	162.0	159.6	156.4	152.4
Woodwind	124.5	123.3	123.5	119.6	122.2	114.6	112.6	107.6	112.0
Brass	120.8	125.2	123.1	119.8	118.1	111.8	111.5	104.7	106.3
Percussion/ Drum Kit	64.4	62.2	64.4	64.7	64.9	64.6	65.2	57.6	63.6
Guitar	56.8	60.6	61.1	58.9	58.9	59.6	58.6	56.5	63.8
Traditional Instruments (exc. Piping & Highland Drumming)			9.3	7.5	6.51	7.07	8.07	7.7	2.2

⁴ Please note – not all local authorities could provide this data in 2020/21, and missing values have been filled forward from 2019/20

	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21 ⁴	2021/ 22
Bagpipes/ Chanter			33.1	34.8	37.1	38	37.3	38.2	37.9
Highland Drumming			4.6	5.1	4.7	8.6	8.6	9.5	11.3
Traditional Instruments (inc. Piping & Highland Drumming)	37.5	46.5	47.0	47.4	48.3	53.7	54.0	55.4	51.4
Voice	17.8	19.3	21.5	27.4	20.4	21.3	21.9	24.3	20.9
Piano/ Keyboard	43.6	41.8	43.7	41.3	42.6	35.9	34.2	34.7	36.8
Other	4.8	2.4	7.3	6.0	6.6	8.9	8.4	6.8	11.9

Local authority teaching capacity for instrumental music tuition has been under pressure for several years. FTE numbers saw a large decrease in 2018/19 and have continued to slowly decline since then, with 2020/21 showing the lowest recorded FTE numbers in any iteration of this survey. In 2021/22, FTE numbers saw a small increase to return to pre-pandemic levels.

Figure 5: Instructor numbers and FTE, 2012/13 to 2021/22



In addition, the number of instructors employed full-time has continued to drop, which has been accompanied in this year's results by a large increase in instructors working part-time. This trend may have been driven in part by shifting work and service delivery patterns as a result of Covid-19. If pupil numbers rise in 2021/22, particularly as fees are removed and Covid restrictions removed, an increase in instructor FTEs may be required to meet this. The full breakdown is displayed in Table 3.

Table 3 - Total instructor numbers 2013/14 - 2021/22

	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21 ⁵	2021/ 22
FTE	651.9	657.2	660.3	640.6	644.1	620.0	617.8	617.5	620.1
Full-Time	412	411	415	413	401	373	368	357	358
Part-Time	483	465	433	392	457.4	422.1	432.6	471.4	516

5 Please note – not all local authorities could provide this data in 2020/21, and missing values have been filled forward from 2019/20



Reviewing Practices

There are a variety of procedures and policies for reviewing, engaging, and sharing information across instrumental music services in Scotland. Examples of these procedures are available in the [Summary Tables](#).

In the past, local authorities have had a range of policies and procedures for reviewing and changing charges and fees for tuition. Currently this will not be required, as the Scottish Government has agreed to remove fees. There are, however, ongoing reviews in how services operate and are delivered going forward. These seek to ensure that services operate effectively and provide an inclusive service for all. Some examples of reviewing policies and activities include:

- ▶ All local authorities' fees were suspended in 2021/22 as a response to the Scottish Government decision to remove all fees
- ▶ In **Aberdeenshire**, the Music Development Manager, Service Manager and Head of Service for Communities, Wellbeing and Partnerships regularly meet and report on budgetary matters in liaison with the Finance Team and Head of Finance. An aim for continued improvement for equal access is an important part of discussion and development plans.
- ▶ In **North Lanarkshire**, the Instrumental Music Service is reviewed on an annual basis to ensure there is an equitable access to the service throughout the authority.
- ▶ **South Ayrshire** is continually developing processes to gather appropriate data/information across instrumental instruction, giving a clear picture of opportunity and informs of any trends or patterns that may develop. This information may be

used to monitor uptake, particularly across SIMD areas, allowing to plan ahead and provide appropriate opportunities to support equity.

Other examples of reviewing policies and activities can be found in the [Summary Tables](#).



Future Plans

The 2021/22 academic year was disrupted by the global Covid-19 pandemic and the associated restrictions placed upon schools and local authorities. Local authorities are continuing their recovery from the pandemic, building on pupil numbers, and restarting extra-curricular activities. This has been a challenging period both socially and financially for staff, schools, pupils and households, so structure review and development is necessary for continued effective delivery. Future planning is around modern and new approaches of service delivery,

Aberdeen aims to engage with communities and neighbouring councils to provide further opportunities in music education. The Council is targeting an increase in number of pupils playing instruments in all schools, including deprived areas, and developing individual school ensembles.

Aberdeenshire are keeping a keen eye on the Scottish Government's pledge to support the growth in the Instrumental Music sector, with the hope that additional funding will be made available allowing for more staff to help meet huge demand.

In **Argyll & Bute** the IMS is under significant financial strain, incurring a short-fall of £50,000 each year. It may be necessary for the service to move to a 'blended' approach to tuition whereby students have in-person lessons and online lessons rotationally.

In **Dundee** a newly established IMS online registration system has provided a database of parent/carers contact details allowing for clear lines of communication. The service plans to establish a parent and pupil council to ensure that provision meets demands of all stakeholders.

East Ayrshire are looking to use online resources to remove any cost to pupils in line with Scottish Government guidelines. There is also an ongoing review of the service to identify areas where the service could be expanded should funding permit this.

In **Edinburgh** a review of school allocation of IMS is planned due to the increasing school rolls and increasing demand for Music Instruction from schools and parents. A review of city wide Bands, Orchestras and Ensembles is planned in order to increase participation and accessibility for pupils. Ongoing discussions are taking place with Senior Management regarding the best use of Scottish Government Funding to develop the service.

Further information on future plans can be found in the [Summary Tables](#).



Summary

2021/22 has seen ongoing disruption as a result of the Covid-19 pandemic and resulting restrictions imposed within schools. It was also the first year where tuition fees were completely removed through agreement of COSLA and the Scottish Government. The results of this year's survey show the continued impact that Covid-19 has had for instrumental music services, as well as how effectively local authorities have responded in 2021/22. As restrictions eased, pressures on instructor time and capacity were exacerbated by social distancing, deep cleaning and limited lesson numbers. Many lessons were moved online offering some flexibility. Local authorities are continuing their recovery from the pandemic, building on pupil numbers, and restarting extra-curricular activities. This has been a challenging period both socially and financially for staff, schools, pupils and households, so structure review and development are necessary for continued effective delivery. Future planning for these services will continue to build on the changes begun during the pandemic and introduce modern and new approaches of service delivery.

Despite this challenge, it remains clear that instrumental music services remain popular and widely accessed with approximately 56,138 pupils, more than 8% of the whole school roll and almost 11% of all pupils in Primary 5 and above, receiving lessons at some point in 2021/22. In addition, at least 10,329 pupils also participated in additional activities run by these services. This demonstrates the continued popularity of these services, with pupil numbers rebounding strongly from 2020/21. At a time when young people have faced unprecedented upheaval in their lives and a crisis in mental health outcomes, the invaluable role these services play for young people's personal wellbeing and development should not be forgotten. The results also demonstrate the enormous levels of commitment, hard-work, and willingness to adapt to the new circumstances amongst IMS staff members, without whom these services could not operate at all.

Finally, much attention in previous iterations of this survey has been paid to the levels of fees charged by each local authority. This is no longer the case, as the Scottish Government has taken the decision, and reached agreement with COSLA, for the removal of all fees in 2021/22. Consideration of the impact of Covid-19 and other factors should also be taken into account before evaluating the impact this has had, and it is too early to draw any conclusions about whether this has broadened participation. As demonstrated in this report and in previous years, services have been under financial pressure as local authorities have been required to find cost savings within the shrinking number of discretionary services available to them, such as instrumental music. Future funding provided by the Scottish Government will need to meet existing service and expenditure requirements but may also need to meet rising demand as a result of the removal of fees. In addition, as this decision has removed the option for local authorities to raise income to subsidise services through fees, funding will need to be such that continued financial pressures do not necessitate the achievement of equivalent savings through reduction in service levels. This is particularly the case as capacity to deliver instrumental music tuition has already been in decline for several years. Lastly, any future funding model has to take care not to simply transfer financial pressures to other service areas. The impact of these changes will be recorded in future Instrumental Music Surveys and will provide an important source of information against which to assess how these services are affected.

iHub
Quarrywood Court
Livingston
EH54 6AX

Tel: 01506 282012
Email: info@improvementservice.org.uk
www.improvementservice.org.uk

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