

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 23 MAY 2016

REPORT ON: SISTEMA SCOTLAND - THE 'BIG NOISE' IN DOUGLAS

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 183-2016

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to provide the Children and Families Services Committee with an update on the progress being made to introduce the 'Big Noise' programme in Dundee. It sets out the ongoing engagement and timeline between the City Council, Optimistic Sound and Sistema Scotland, the organisation responsible for the Big Noise programme.

2.0 RECOMMENDATIONS

2.1 Committee members are asked to:

- i. note the contents of this report;
- ii. approve the implementation of the programme in the Douglas community subject to confirmation of funding; and
- iii. instruct the Executive Director to prepare an annual report on the 'Big Noise' programme and to bring back a report on the formal Partnership Agreement.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 BACKGROUND

4.1 In 2012 the former Chief Executive and other officers met on a number of occasions with Sistema Scotland, the organisation responsible for the development and operation of the Big Noise programmes. Sistema Scotland had expressed interest in opening another Big Noise centre in Scotland based on the successful operation of the first Big Noise Centre at Raploch, Stirling. The City Council officers believed that the principles behind the Big Noise programme were sound in terms of raising the ambition and aspirations of children, young people and the community. At the same time, Optimistic Sound (a group of local stakeholders) met with the Chief Executive and other officers to advise that monies were being raised in honour of the late Michael Marra with the purpose of bringing the Big Noise programme to Dundee. At the meeting in March 2014 Optimistic Sound advised that they were raising monies from non governmental bodies in order to accumulate the funding necessary to implement and sustain a Big Noise project for the initial five year period. Optimistic Sound were quite clear that they wished the Council to be a partner in this project, but that they did not expect the City Council to provide revenue funding in the initial five years.

4.2 In March 2014 the Education Committee "agreed to working with Sistema Scotland and Optimistic Sound to establish an operational scheme suitable for Dundee."

(Article II of the Minute of Meeting of the Education Committee of 24 March 2014, Report No 167-2014 refers). Since that point, there have been continued discussions between council officers, Sistema Scotland and Optimistic Sound. Sistema Scotland staff have worked with senior council officers to agree the key criteria for selecting a potential 'Big Noise' community based on the principle of prioritising areas of most need. The key criteria included community identity; population demographics; the number of children in the area from 0 to 15 years; pre-school and primary school provision; local geography and logistics; ongoing community interventions; community assets; community willingness to partner with Sistema Scotland; statistical data derived from the Scottish Index of Multiple Deprivation (SIMD) and data held by Dundee City Council.

4.3 A process of research, community visits, meetings with head teachers and statistical analysis took place over several months. From this process the Douglas community was identified as being ideally suited as the Dundee 'Big Noise' site. Claypotts Castle Primary School and St Pius Primary School have been identified as the site schools within the community and the local Community Centre is well used by the community. Initial meetings with school and community staff have been very positive. Staff have been involved at school level and the community has a strong sense of identity. The 'Big Noise' programme is intended to transform the local community over a period of time using access to musical tuition as a community engagement tool. The programme will be jointly funded over the first five year period by Optimistic Sound (75%) and Sistema Scotland (25%).

4.4 Although there will be no additional financial implications for Dundee City Council, during the initial five years although the Council will demonstrate its commitment to the programme through 'in kind' support, examples being provision of office space, free lets of delivery space during evenings and holiday periods, and storage space for instruments and programme materials. The timeline for implementation encompasses a carefully set out planning phase followed by a recruitment period with the initial school based activity commencing April 2017. Over time, the programme will involve an increasing number of pupils with a mixture of instrumental tuition in school, after school and during holiday periods.

4.5 There is sound evidence that the Big Noise programmes deliver positive outcomes for the children involved in the existing centres across Scotland. Since 2013, Sistema Scotland has been engaged in a strategic evaluation partnership with Glasgow Centre for Population Health (GCPH), focusing initially on the evaluation of Big Noise Raploch and Big Noise Govanhill, and now encompassing Big Noise Torry. GCPH is leading a long-term, longitudinal evaluation of the outcomes delivered for participants, families and the broader community. An Initial Findings Report was published in May 2015. Based on two years' work led by GCPH in partnership with Education Scotland, Audit Scotland and Glasgow Caledonian University, the evaluation findings strongly endorse Sistema Scotland's approach to delivery and predict that the Big Noise programme has the potential significantly to enhance participants' lives, prospects, health and wellbeing through a variety of identified pathways in the long term. Areas highlighted include:

- Better engagement with learning and education – improved language and other skills; higher levels of confidence and pride; higher school attendance rates.
- Developing and building life skills – developing creativity, adaptability, problem-solving and decision-making skills, team working, collaboration and co-operation skills, self-discipline and control.
- Securing emotional wellbeing – a sense of security and belonging, happiness and enjoyment derived from playing and being exposed to music in a safe, positive environment.
- Building social skills and networks – unique opportunities for children and families to mix socially with others from within and outside their communities.

- Respite and protection – protection of children and young people from stress in their home environment and offering diversion from activities such as drug use and alcohol and anti-social behaviour.
- Developing as a musician – developing knowledge, skills and abilities leading to increased cultural participation and improved outcomes from education and learning and enhanced employability and employment outcomes.
- Encouraging healthy behaviours – provision of healthy snacks and encouragement of exercise have the potential to mitigate against the uptake of damaging behaviours.

4.6 For the programme to result in the desired change in the Douglas area, it is essential that there is a shared vision and a commitment to the programme. The preparation of a Memorandum of Understanding is a useful starting point and will be followed by a formal Partnership Agreement. A copy of the Memorandum of Understanding has been circulated Group Leaders, Bailie Borthwick, Bailie Scott and Councillor Macpherson.

4.7 Committee members will be well aware of the rich variety of cultural offerings already available to young people within the City's schools. A total of 26 specialist instructors offer lessons in all band and orchestra instruments as well as guitar, piano and bagpipe tuition. At present there are 2,950 pupils accessing musical tuition within our schools. There are 14 city wide musical ensembles ranging from Wind Band, to Symphony Orchestra, Rock Bands and a Piping Group to name a few. All of the music tuition provided by the City Council is delivered through music teachers and instrumental tutors of the highest musical academic background. Dundee Schools Music Theatre provides weekly, residential and holiday programmes for secondary children, and over 7000 pupils have taken part in this over the last 17 years. In addition, the Youth Music Initiative provides musical tuition for 3,500 children and young people across the city. In 2013 the City Council scrapped musical tuition fees thus making it easier for young people to access music tuition.

4.8 The Committee is also reminded of the Aspire Dundee project which was approved by the Policy & Resources Committee on the 24 June 2013. (Article X of the Minute of Meeting of the Policy and Resources Committee of 24 March 2013, Report No 297-2013 refers). The Aspire project is part of the Attainment Challenge in Dundee. The project uses dance, drama and music to raise the ambitions and aspirations of primary children in some of our most deprived areas within the City. The Aspire programme is being delivered by local professional musicians, dancers and performers to around 2250 pupils in 13 primary schools. The aim of the programme is to strengthen families and transform communities. The programme commenced in October 2013 with almost all of the initial funding being provided by external agencies such as Creative Scotland, Legacy 2014, Early Years Change and Scottish Government. The programme is being evaluated by the University of Dundee. The Big Noise programme will be delivered in a way which is complimentary to the ASPIRE project in the provision of quality opportunities for our children and young people.

5.0 POLICY IMPLICATIONS

5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An EQIA is attached to this report.

6.0 CONSULTATIONS

6.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

7.1 None.

Michael Wood
Executive Director of Children and Families Service

May 2016

EQUALITY IMPACT ASSESSMENT TOOL Part 1: Description/Consultation

Is this a Rapid Equality Impact Assessment (RIAT)? Yes	
Is this a Full Equality Impact Assessment (EQIA)? No	
Date of Assessment: May 2016	Committee Report Number: 183-2016
Title of document being assessed: Sistema Scotland – The Big Noise in Douglas	
1. This is a new policy, procedure, strategy or practice being assessed (If yes please check box) YES	This is an existing policy, procedure, strategy or practice being assessed?
2. Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report seeks approval to implement the Big Noise programme in the Douglas community in Dundee.
3. What is the intended outcome of this policy, procedure, strategy or practice?	Positive impact on children's personal and social development; Improved self-confidence, social skills, concentration and team working Increase in achievement and attainment; Increase in strategic partnership working Community engagement activities
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Scottish index of Multiple Deprivation Analysis
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	Sistema Scotland staff have visited the Douglas area and met with school staff, community workers and members of the community.
6. Please give details of council officer involvement in this assessment. (e.g. names of officers consulted, dates of meetings etc.)	Michael Wood, Executive Director of Education
7. Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	Ongoing communication and consultation with involved communities will be central to the Big Noise programme.

Part 2: Protected Characteristics

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

	Positively	Negatively	No Impact	Not Known
Ethnic Minority Communities including Gypsies and Travellers			X	
Gender			X	
Gender Reassignment			X	
Religion or Belief			X	
People with a disability			X	
Age			X	
Lesbian, Gay and Bisexual			X	
Socio-economic	X			
Pregnancy & Maternity			X	
Other (please state)				

<p>1. Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>This programme will operate in two primary schools with the highest level of deprivation. The Big Noise programme has been evaluated thoroughly and proven to be successful.</p>
<p>2. Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>No</p>
<p>3. What action is proposed to overcome any negative impacts? (e.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. See Good Practice on DCC equalities web page)</p>	<p>N/A</p>
<p>4. Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome? (If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>N/A</p>
<p>5. Has a 'Full' Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required. Seek advice from your departmental Equality lead.)</p>	<p>No</p>
<p>6. How will the policy be monitored? (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.)</p>	<p>Ongoing evaluation and monitoring. External evaluation to be carried out.</p>

Part 3: Impacts/Monitoring

Name of Service or Partnership	Children and Families Service
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Type of Document	
Human Resource Policy	
General Policy	
Strategy/Service	X
Change Papers/Local Procedure	
Guidelines and Protocols	
Other	

Part 4: Contact Information

Signature of author of the policy:		Date: 7/5/16
Signature of Executive Director/Head of Service:		Date: 7/5/16
Name of Executive Director/Head of Service:	Michael Wood	
Date of Next Policy Review:	May 2017	

