

**REPORT TO:** EDUCATION COMMITTEE – 24 MARCH 2014  
**REPORT ON:** SISTEMA  
**REPORT BY:** CHIEF EXECUTIVE  
**REPORT NO:** 167-2014

**1. PURPOSE OF REPORT**

The purpose of this report is to provide the Education Committee with an update on the contact that there has been between the City Council and Sistema Scotland the organisation responsible for the Big Noise Sistema programme. In addition the report also provides a broad understanding of how culture is being used by the Education Department to raise the confidence, ambition and aspirations of children within some of our deprived areas.

**2. RECOMMENDATIONS**

The Committee are asked to note the contents of this report.

**3. FINANCIAL IMPLICATIONS**

None.

**4. BACKGROUND**

4.1 In 2012 the Chief Executive and other officers met on a number of occasions with Sistema Scotland, the organisation responsible for the development and operation of Big Noise Scotland. Sistema Scotland were interested in opening another Big Noise Scotland centre, based on the successful operation of the first Big Noise Centre at Raploch, Stirling.

4.2 At a meeting with Sistema Scotland held in November 2012 a greater level of information was received and the following are the key facts that were received during that meeting:

- Raploch had been operating for 4 years and a 2nd Big Noise Centre was to be opened at Govanhill, Glasgow
- The model uses intensive orchestral music tuition to change the lives of young people and adults in areas of multiple deprivation
- The orchestral music tuition is provided by professional musicians from orchestras such as the RSNO
- Sistema Scotland is now looking for a 3rd Big Noise Centre and Dundee is a possible site
- In Dundee the Big Noise Centre would operate across two primary schools, covering approximately 400 pupils when it was fully implemented
- The estimated cost of the Big Noise Centre over 5 years was estimated at a total cost of £2.57m, with Sistema Scotland providing funding of 25%, leaving an estimated cost to the City Council of £1.93m
- The City Council officers believed that the principles behind the Sistema/Big Noise are sound in terms of raising ambition and aspirations within young people however felt that the level of funding being sought from the City Council was not sustainable

4.3 In late 2012 and early 2013 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, and that the purpose of these monies was to bring the Sistema/Big Noise to Dundee.

The Chief Executive has attended four meetings with these stakeholders, with the most recent being 13 March 2014, and it was confirmed at that meeting that the group of stakeholders, which were now constituted as a charity called Optimistic Sounds, were indeed committed to bringing Sistema to the City. At the meeting on the 13 March 2014 Optimistic Sounds advised that they appreciated the scale of funding required, and were presently raising funding from non governmental bodies in order to accumulate the funding necessary to implement and sustain a Dundee Sistema project for an initial 5 year period. Optimistic Sounds were quite clear that they wished the Council to be a partner in this project, but they did not expect the City Council to provide any revenue funding.

- 4.4 In considering this matter it is important that members are aware of the rich variety of cultural offering available to young people within the City's schools. At present there are 2,200 pupils accessing musical tuition within our schools. There are 12 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. The Dundee Schools Music Theatre has a weekly programme for secondary children, and over 7000 pupils have taken part in this over the last 15 years. In 2013 the City Council scrapped musical tuition fees thus making it easier for young people to access music tuition.
- 4.5 In addition, the Committee is reminded of the Aspire Dundee project which was approved by the Policy & Resources Committee on the 24 June 2013. A copy of the report setting out the details of the Aspire Dundee Project is enclosed for members information. The Aspire Dundee project is using dance, drama and music to raise the ambitions and aspirations of primary children in some of our deprived areas within the City. The Aspire programme is being delivered by local professional musicians, dancers and actors/actresses to around 2000 pupils in 9 primary schools. The programme commenced in October 2013, and will cost approximately £198,000 per annum, with almost all of the funding being provided by external agencies such as Creative Scotland and Big Lottery. The programme will be evaluated by the University of Dundee.

## 5. **POLICY IMPLICATIONS**

This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality and Impact Assessment and Risk Management. There are no issues in this regard to report on.

## 6. **CONSULTATIONS**

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

## 7. **BACKGROUND PAPERS**

None.

David K Dorward  
Chief Executive

..... 17/03/2014

**REPORT TO: EDUCATION COMMITTEE – 24 JUNE 2013  
POLICY AND RESOURCES COMMITTEE – 24 JUNE 2013**

**REPORT ON: ASPIRE DUNDEE PROJECT**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 297-2013**

## **1.0 PURPOSE OF REPORT**

1.1 This report seeks approval to introduce a 2 year collaborative and local partnership Arts Education Programme across primary schools.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that the Committee:

- i. notes the contents of the report;
- ii. approves the project, subject to satisfactory external funding being secured; and
- iii. requests an annual progress update from the Director of Education.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 The estimated cost from August 2013 would be £140,000 and for full year in 2014/2015, £210,000 as detailed in Appendix 1.

3.2 The Education Department is currently confirming external funding from a number of organisations:

Creative Scotland	£40,000
Legacy 2014	£75,000
Youth Music Initiative	£25,000
Scottish Government	£40,000

3.3 Dundee City Council would make a contribution of £20,000 in year 2013/2014 and £30,000 in 2014/2015 towards this programme of intervention from the Early Years Collaborative.

3.4 The funding portfolio will be secured for the initial 2 year pilot programme (Year 1 - 2013/2014 and Year 2 - 2014/2015) to include all project, partnership and evaluation costs.

3.5 The Education Department is in discussion with Big Lottery 21<sup>st</sup> Century Life funding to extend the initial programme into years 2015/2016 and 2016/2017 and provide funding to meet the full cost of the programme

#### 4.0 MAIN TEXT

- 4.1 In order to address Dundee's local priorities, we seek to develop and implement a collaborative and local partnership programme that will meet the real present day needs of our young people and help to address the large scale impact of inequalities in Dundee. Importantly, we will utilise existing local expertise and resources.
- 4.2 Extensive research has been undertaken into the 'Transformative Power of the Arts'. Arts learning experiences play a vital role in developing pupils' capacities for critical thinking, creativity, imagination and innovation. These capacities are increasingly recognised as core skills and competences that all pupils need as part of a high quality and complete 21st century education.

Arts programmes help to develop high levels of motivation, enthusiasm and self confidence. They instil self esteem, develop team working, encourage social integration, raise attainment and drive achievement. Skills acquired are transferrable and have proved, in many cases, to be a pathway to the workplace. Also demonstrated is a high level of respect for the contributions of others as well as a strong commitment to the cultural life of the city. Participants are successful in achieving short, medium and long-term goals, they have significantly raised aspirations and they become skilled in self evaluation.

- 4.2.1 Our overall aim is to achieve long term social transformation for children in areas of Dundee experiencing economic and social deprivation. This is an essential component of the City Council's Fairness Strategy.

Three arts schools will be created.

<b>School of Dance – 2 schools involved</b>	
<b>School of Drama – 3 schools involved</b>	
<b>School of Music – 4 schools involved</b>	<b>Total = 9 Schools</b>
	<b>Total pupil numbers = 1,976</b>

All three projects will:

- Provide high quality immersive dance, music and drama/theatre arts experiences using a flexible and individual approach with participants
- Be delivered in school, out of school and in the community
- Be a long-term intervention working with children from P1 to P7 and through to secondary school
- Champion the arts as a powerful tool for learning and social development
- Utilise the varied skills of staff and volunteers to employ effective strategies, encouraging young people to participate
- Give opportunities for young people to work and perform alongside professional artists and attend professional performances
- Identify senior pupil young ambassadors offering opportunities for leadership and training
- Build strong relationships with parents/carers and wider community providing direct access to local skills development opportunities.

Nine primary schools have been identified to take part in the programme. The schools were selected using data on free school meal and clothing grant entitlements.

Estimated numbers of pupils participating in ASPIRE Dundee projects.

Ballumbie Primary School	323
Camperdown Primary School	214
Rowantree Primary School	258
St Vincent's RC Primary School	186
Longhaugh Primary School	275
St Luke's and St Matthew's RC Primary School	259
St Clement's RC Primary School	174
Sidlaw View Primary School	156
Rosebank Primary School	131
<b>TOTAL</b>	<b>1,976</b>

The common feature of each project is that in all cases children will work with and learn alongside professional performers. All 3 projects will work with children from an early age to achieve long term social transformation. Sessions will be delivered during curriculum time, after school sessions and breakfast clubs. This early intervention approach is aligned to the Scottish Government's Early Years Framework. In addition all projects will be in line with Curriculum for Excellence and GIRFEC.

This approach will help ensure that our children have the best start in life and are ready to succeed. Immersive school based programmes will be developed along with increasing access to participation by establishing community hubs which will become local centres of achievement and ambition. The hubs will provide out of school activities including programmes in holiday periods and at weekends. This will be achieved by extending the reach of our partner organisations and delivery teams.

The key aims of the programme are to:

- Improve Health and Wellbeing
- Increase Learning and Skills
- Challenge Social Inequalities
- To build self confidence and self esteem

<b>DELIVERY – FRAMEWORK</b>		
<p><b>TERM 1</b> – Intensive 10 week programme in 9 schools</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Music</li> </ul>	<p>CPD for all teaching staff</p> <p>In Dance, Drama and Music</p>	<p>Parental presentation</p> <p>Training for Dundee College students</p>
<p><b>TERM 2</b> – 3 weeks in school</p>	<p>Teachers support delivery of project in class</p> <p>Dundee College students placements in Schools</p>	<p>Recruitment and training of Young Ambassadors and Senior pupil volunteers</p> <p>Community Hubs established</p>
<p><b>Term 3</b> – 2 weeks in school</p>	<p>In class delivery by teachers</p>	<p>Community Hub operational</p>

**TOTAL = 15 weeks professional engagement directly in school**

4.2.2 Each of the three projects in dance, drama and music will be continually monitored by the project teams delivering them in consultation with the relevant Head Teachers. An ASPIRE Project Co-ordinator will retain overall responsibility for tracking the impact of the wider project against the local and national outcomes. The Project Co-ordinator will regularly update the representatives of the wider Project Management Group at regular progress meetings and review the project where necessary. In addition, an external evaluator will be engaged to act as a critical friend during the life of the project. An evaluation matrix for the project will be designed to measure the quantitative and qualitative impact of the programme in line with the principles of Curriculum for Excellence and GIRFEC.

4.3 Features of the Dundee ASPIRE Project:

1. It will be totally inclusive so that it reaches and sustains the engagement of the hardest to reach families. Our projects will be based in the nine primary schools facing the highest levels of deprivation in our city. These are identified through free school meal and clothing grant entitlement statistics.
2. It will be a long-term intervention working with children from P1 to P7 and through to secondary school.
3. This will permeate into nursery and early years settings, including out of school clubs and holiday provision.
4. It is delivered in school, out of school, and on a community wide basis.

4.3.1 The ASPIRE Dundee programme will be delivered in partnership with the renowned Dundee Rep Theatre and Smallpetitklein Dance Company. In addition ASPIRE Dundee Music Co-ordinators will be seconded from the existing Dundee Instrumental Music Service to create new and innovative musical experiences.

4.4 Central to ASPIRE Dundee is a desire to bring together professional artists working with schools and communities in a positive and ambitious programme of work which will explore new contexts of creating and delivering high quality arts and cultural experiences whilst developing a further sense of local and national pride and identity.

ASPIRE Dundee will provide opportunities for almost 2,000 primary pupils to engage with the arts.

It will promote a culture change in delivering high quality arts and cultural experiences in schools and will demonstrate that lifelong participation in the arts can bring about transformational change within families and communities.

Enrichment activities will help enhance and stimulate the excellence offered to pupils. These will include field trips to local cultural establishments and performances, the use of artists in residence and planned opportunities to share with other after school programmes.

4.4.1 The ASPIRE Dundee proposal seeks to increase levels of physical activity in schools and communities aiming to combat access and health inequalities. Through a diverse range of experiences, particularly in the schools and community hubs focusing on dance, the programme will provide opportunities for children and young people to participate in regular, fun physical activity. The dance opportunities will range in styles from contemporary – street and also feature regular performances by professional visiting companies along with showcase events for participants.

4.5 We will engage with the University of Dundee to undertake a research project evaluating the impact of the ASPIRE Dundee Programme in the following areas:

- The socio-economic impact of culture within the community using an intensive model of delivery
- Investigate the cost value for money aspect of ASPIRE Dundee in terms of preventative spend using early intervention as the medium

The University of Dundee are currently being funded by Creative Scotland to undertake a study into the assessment of creativity and how the outcomes of key arts and cultural experiences can be measured. ASPIRE Dundee would become part of this research study

4.6 ASPIRE Dundee will be monitored by Creative Scotland and Scottish Government as a model of practice in arts partnership working and the programme has the potential to be cascaded to local authorities nationally.

## 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 Equality Impact Assessment has been carried out and is attached to this report.

## **6.0 CONSULTATIONS**

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

## **7.0 BACKGROUND PAPERS**

7.1 None.

Michael Wood  
Director of Education

7 May 2013



## Appendix 1

### Estimated annual cost of the Aspire Dundee Project is as follows:

Project Coordinator	£34,000
Dance Project	£32,000
Drama Project	£62,000
Music Project	£64,000
Volunteers	£2,000
Contingency	<u>£16,000</u>
Total	<u>£210,000</u>

The above costs cover resources and staff costs to support each of the projects. The Dance and Drama projects will be delivered in partnership with Dundee Rep and Smallpetitklein Dance Company. The Music project will be delivered by appointed ASPIRE Dundee Music Co-ordinators.

## 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 2013	Committee Report Number: 297-2013
Title of document being assessed: ASPIRE Dundee	
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 outlines Aspire Dundee Collaborative Arts Partnership and seeks approval to implement 2 year pilot
3. What is the intended outcome of this policy, procedure, strategy or practice?	<ul style="list-style-type: none"> <li>• positive impact on children's personal and social development ie. Improved self-confidence, social skills, concentration and team working</li> <li>• increase in achievement and attainment</li> <li>• increase in strategic partnership working providing services responsive to local needs</li> <li>• increased skills for teaching and support staff</li> </ul>
4. Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Scottish index of Multiple Deprivation 2012 Analysis
5. Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	Presentation of the proposal was made to Scottish Government representatives, Dundee Rep, Smallpetitklein, Creative Scotland
6. <b>Please give details of council officer involvement in this assessment.</b>  (e.g. names of officers consulted, dates of meetings etc)	Michael Wood, Director of Education Lina Waghorn, Head of Education (Pre-school, Primary, Culture and Communication) Kenny Christie, Education Support Officer (Culture)
7. <b>Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?</b>  (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 ASPIRE Dundee

## 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.**

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

### Part 3: Impacts/Monitoring



<p><b>1. Have any positive impacts been identified?</b></p> <p>(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 within the primary schools with the highest level of deprivation.</p>
<p><b>2. Have any negative impacts been identified?</b></p> <p>(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><b>3. What action is proposed to overcome any negative impacts?</b></p> <p>(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><b>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?</b></p> <p>(If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</p>	<p>N/A</p>
<p><b>5. Has a 'Full' Equality Impact Assessment been recommended?</b></p> <p>(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><b>6. How will the policy be monitored?</b></p> <p>(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.</p> <p>External evaluation to be carried out Dundee University.</p>

Part 4: Contact Information

Name of Department or Partnership	Education Department
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Type of Document	
Human Resource Policy	<input type="checkbox"/>
General Policy	<input type="checkbox"/>
Strategy/Service	<input checked="" type="checkbox"/>
Change Papers/Local Procedure	<input type="checkbox"/>
Guidelines and Protocols	<input type="checkbox"/>
Other	<input type="checkbox"/>

<b>Manager Responsible</b>	<b>Author Responsible</b>
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Signature of author of the policy:		Date: 31/5/13
Signature of Director/Head of Service:		Date: 31/5/13
Name of Director/Head of Service:	Michael Wood	
Date of Next Policy Review:	May 2016	