



West Lothian
Council

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

4 February 2015

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre**, on **Tuesday 10 February 2015** at **10:00 a.m.**

For Chief Executive

BUSINESS

1. Apologies for Absence
2. Order of Business, including notice of urgent business
3. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
4. Confirm Draft Minute of Meeting of the Education Executive held on Tuesday 16 December 2014 (herewith).

Public Items for Decision

5. Primary School Accommodation - Simpson Primary School, Bathgate - Report by Head of Schools with Education Support (herewith)
6. Youth Music Initiative Year 13 Proposed Programme - Report by Head of Area Services (herewith)

Public Items for Information

7. School Leaver Destinations - Report by Head of Education (Quality Assurance) (herewith)

DATA LABEL: Public

NOTE **For further information please contact Elaine Dow on 01506 281594
or email elaine.dow@westlothian.gov.uk**

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST Lothian COUNCIL held within COUNCIL CHAMBERS, WEST Lothian CIVIC CENTRE, on 16 DECEMBER 2014.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, Tony Boyle, Harry Cartmill, Tom Conn, Alexander Davidson, Carl John, Peter Johnston, Dave King, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, Angela Moohan, George Paul, Frank Toner and Jim Walker; Appointed Representatives Elsie Aitken, John Hendrie, Lynne McEwen and Eric Lumsden.

Apologies – Myra MacPherson, Appointed Representative

1. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

2. MINUTE

The Education Executive confirmed the minute of the meeting held on 11 November 2014 as being a correct record. The minute was thereafter signed by the Chair.

Matters arising

Re: Home Educated Children and Young People Policy

The Depute Chief Executive advised that it was recorded in the minute of the meeting held on 11 November 2014 that a report would be submitted to the next meeting of the Education Executive regarding the Home Educated Children and Young People Policy following consultation with Mrs Davidson. However, due to the senior officer dealing with this policy being on annual leave, a delay occurred contacting Mrs Davidson. The report would therefore be available for submission to the meeting of the Education Executive on 10 February 2015.

3. TOBACCO FREE GENERATION - CREATING A WORLD WHERE YOUNG PEOPLE CHOOSE NOT TO SMOKE

Pupils from Falla Hill Primary School were invited to attend the Education Executive to carry out a presentation on the positive work carried out in relation to the Tobacco Education Project.

The Public Health Nurse, Regeneration Team and the Depute Head Teacher (Acting) Windyknowe Primary School, introduced the presentation and provided details of how the project began. Fauldhouse was identified as an area where a large percentage of the population had smoking related illnesses. An event to raise awareness about the effects of tobacco on income, health and the environment was held around No Smoking Day. This led to Falla Hill Primary School and the Regeneration

Team working in partnership to deliver a project to raise awareness.

The pupils then advised that a number of workshops were held which allowed pupils to explore all aspects of smoking. Class debates, school assembly talks and community exhibitions were held. A DVD was then created, part of which was played to the Education Executive. Details of the history of tobacco were also provided looking at how people's views regarding tobacco had changed over the years. Pupils gained experience in engaging with members of the public during two tobacco exhibitions held for No Smoking Day, one in the local community and the other representing West Lothian at Livingston Centre.

The work carried out by the pupils had a positive impact on the wider community and their families. As well as meeting initial aims the team continued to support the children in their campaign to make their local play park smoke free.

In conclusion, the Education Executive was advised that Falla Hill Primary School won the following awards:

- Action Against Tobacco Award in the UK Community Education awards 2014;
- The Outstanding Achievement Award in the Youth Tobacco Action awards run by ASH Scotland;
- A West Lothian Stellar Award.

ASH Scotland has also endorsed the resource and intended to promote this on their website. The high level of national recognition for the resource would also be promoted across all schools in West Lothian.

Following the conclusion of the presentation the Education Executive considered a joint report (copies of which had been circulated) by the Head of Schools with Education Support and Head of Area Services. The Head of Schools with Education Support advised that the project demonstrated the power of the involvement of young people in tackling a significant public health issue. The next step would be to publicise and support schools. A resource pack funded by the Regeneration Team in Area Services was available for distribution across schools to support learning across West Lothian.

The Education Executive thanked the pupils and staff for attending the meeting and congratulated them for the worthwhile work carried out to raise awareness of the effects of smoking.

The Education Executive was asked to note the success of the project by Falla Hill Primary School and acknowledge the awards won by them in promoting the understanding of the use and misuse of tobacco. The Education Executive was also asked to note that ASH Scotland had endorsed the resource and would promote this on their website and note the high level of national recognition for the resource and to recommend that this was promoted across all schools in West Lothian.

Decision

Noted the contents of the report.

4. PRIMARY SCHOOL ACCOMMODATION - KIRKNEWTON PRIMARY SCHOOL

The Education Executive considered a report (copies of which had been circulated) by the Head of Schools with Education Support providing details of the proposals to decant the pupils at Kirknewton Primary School for the academic year 2015/16 to East Calder Primary School, in order to facilitate the refurbishment of the school building.

The report explained that the aim of the project was to refurbish the school building at Kirknewton Primary School to ensure that the building continued to meet with statutory requirements.

The Strategic Resource Manager advised that the scope of the works agreed within the project included upgrade to the heating system, full re-wiring, statutory compliance works and some internal re-configuration to the current accommodation. Given the age of the building and the extent of the works required, it would be necessary to decant the pupils from Kirknewton Primary School to East Calder Primary School for the academic year from August 2015 to enable the project to be completed.

Separate temporary accommodation for the nursery pupils would be provided at the local recreation park in Kirknewton, as it would not be feasible to provide transportation for such young children. The accommodation at the park could potentially be utilised in the future as a changing pavilion following completion of the project and vacation of the nursery. This would be subject to the necessary applications for statutory approvals.

Transportation would be provided to take pupils from Kirknewton to East Calder each day, escorted by school support staff. The pick-up and drop off points at each location would be agreed with both schools and transportation, along with a full risk assessment.

The Head of Schools with Education Support then advised that the Headteachers and Parent Councils of both Kirknewton Primary School and East Calder Primary School had been advised of the proposals. There would also be ongoing engagement with parents and parent forums to provide updates regarding decant arrangements.

In conclusion, the Education Executive was advised that in order to progress the refurbishment works required at Kirknewton Primary School building it was necessary to decant the pupils to East Calder Primary School for the academic year from August 2015.

The Education Executive was asked to:

- Approve the decant proposals for Kirknewton Primary to East Calder

Primary School whilst property planned improvements were undertaken at the school; and

- Approve the decant proposals for the Kirknewton Nursery School to accommodation to be located at the recreation park in Kirknewton.

Decision

Approved the terms of the report.

5. EARLY LEARNING AND CHILDCARE - PLAN TO INCREASE FLEXIBLE PROVISION

The Education Executive considered a report (copies of which had been circulated) by the Head of Schools with Education Support providing details of the proposed Plan to Increase the Flexibility of Pre-School Provision, made in terms of Section 50 of the Children and Young People (Scotland) Act 2014.

The report explained that the Education Executive, at its meeting held on 4 February 2014, considered the outcome of the first consultation undertaken under the terms of Section 50 of the Children and Young People (Scotland) Act 2014. The Act recognises that the introduction of flexibility and choice, following consultation, would require significant reconfiguration of services by education authorities which would be best achieved through year on year incremental change. It was expected that following the introduction of 600 hours of pre-school provision (early learning and childcare) in August 2014, further improvements to flexibility and choice were built up. The statutory guidance associated with the Act stated that appropriate choice was intended to be around models and not individual providers.

The Head of Schools with Education Support then advised that action had already been taken to extend availability of part-time places within available resources in the August 2014 and January 2015 pre-school intakes. It was planned to increase flexibility and choice following consultation in school year 2015/16 by the introduction of a pilot provision at Bonnytoun Nursery, Linlithgow; Linlithgow Primary School Nursery Class; Glenvue Nursery, Dedridge and Knightsridge Early Years Centre, based on providing 600 hours of early learning and childcare across two days with attached wraparound care. The provision would therefore be available from 8.00 a.m. to 6.00 p.m. Monday to Thursday. The provision of the 600 hours of early learning and childcare across two days avoided the reduction in capacity that would arise from providing it across 2.5 days. The report went on to outline the plans for the delivery of the planned provision, staffing and financial issues.

In conclusion, the proposed Plan to Increase Flexible Provision was in line with Statutory Guidance and addressed the issues raised in the consultation in terms of Section 50 of the Children and Young People (Scotland) Act 2014.

The Education Executive was asked to endorse the further development of the proposed Plan to Increase the Flexibility of Pre-school Provision.

Decision

Approved the terms of the report.

6. FORMAL CONSULTATION ON THE LOCATION OF A REPLACEMENT WEST CALDER HIGH SCHOOL

The Education Executive considered a report (copies of which had been circulated) by the Head of Planning and Economic Development providing details of the findings from a site search exercise for the location of the replacement school.

The Head of Planning and Economic Development highlighted a typographical error on page 3, point D3 of the report, which referred to the consultation document as being appendix 2 instead of appendix 1 to the report.

The report explained that at its meeting of 28 October 2014 the Council Executive agreed to take forward a revised investment project for a new build West Calder High School, subject to formal approval of the costs and funding package and that a report be brought forward to the Education Executive in order to commence formal consultation on the proposed location of the new school in line with statutory requirements. The funding agreement for the new school required the project to be complete by March 2018. In order to meet this timescale, consultation was required to commence in early 2015. A proposed location for the site needed to form part of that consultation.

The Head of Planning and Economic Development advised that the site of the proposed new school would require to be within the existing catchment area for West Calder High School. The site had to be free from infrastructure constraints and, given the short timescale for delivery, it had to be immediately available.. A number of sites, including some in private ownership, were considered and it was concluded that the proposed site for the new build school be land owned by the council immediately east of Parkhead Primary School in West Calder. A plan showing the extent of the preferred site was included in appendix 1 to the report.

The Educational Benefit Statement outlined on page 5 of the consultation document highlighted that the provision of a new school building for West Calder High School, rather than extension and refurbishment of the current school building, provided the opportunity to make available to pupils the most modern standard of school facilities and resources and support the delivery of the curriculum for excellence. The new facilities would offer flexible learning experiences and the condition of the new school building would be a significant improvement on the current establishment. The new school would be fully accessible and equipped

with modern Information Technology solutions to ensure the best learning opportunities were afforded to every child.

The changes outlined in the draft consultation document proposed a solution that would allow the building of a replacement West Calder High School. The draft consultation paper was put forward as the basis for formal consultation in terms of the requirements of the School (Consultation) (Scotland) Act 2010.

Decision

The Education Executive:

1. Noted the findings of the site search exercise; and
2. Agreed to commence the consultation process on the proposal to relocate the High School to a site at West Calder subject to delegated power being given to the Depute Chief Executive, Education Planning and Area Services, in consultation with the Chair, to add to the consultation document information concerning the educational benefit which would result from the proposed relocation of the school and the sites looked at in choosing the proposed site.

The Education Executive further agreed that the Depute Chief Executive, Education, Planning and Area Services, should keep the members of the Education Executive and local ward members up to date with the consultation process.



EDUCATION EXECUTIVE

PRIMARY SCHOOL ACCOMMODATION – SIMPSON PRIMARY SCHOOL, BATHGATE

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

To inform the Education Executive of proposals to address accommodation pressure in Simpson Primary School, Bathgate.

B. RECOMMENDATION

That the Education Executive agree that additional classroom accommodation be provided in Simpson Primary School, Bathgate and notes the provision for this in the General Services capital programme report to Council.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education Scotland Act 1980 Standard's in Scotland's Schools etc Act 2000
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	None
VI Resources - (Financial, Staffing and Property)	£1.85 million is included within the approved capital programme for 2015/16 to 2017/18 to increase capacity
VII Consideration at PDSP	Current
VIII Other consultations	Planning Services, Construction Services, Finance and Estates Services, Parent Council - Simpson Primary School

D. TERMS OF REPORT

D1 Background

Simpson Primary School was fully funded by the developers through a Section 75 Agreement to meet the non-denominational primary school population requirements of a major housing development at Wester Inch, Bathgate. This was an early Section 75 Agreement and Simpson Primary School was one of the first primary school to be fully funded by developers in Scotland. Lessons were learned through this project which was undertaken in a complex context of changes in school requirements, which initially resulted in insufficient developer funding to cover full school costs. The project was further complicated by a number of planning issues including approval of windfall planning applications. Further, it has been difficult to fully utilise all available non-denominational school capacity in the Bathgate area. The roll growth at Simpson Primary School is projected to continue to exceed available capacity in the medium term. It is therefore necessary to increase the capacity at the school in the medium term.

D2 Current Position

The current roll in Simpson Primary School is 458 with a design capacity of 462. The size of each year group requires 17 teaching spaces, and 16 class bases are currently available. The school has access to the community wing for general purpose activities to compensate for the loss of a general purpose classroom to accommodate the current class organisation. The maximum intake that can be sustained year on year in a two stream primary school is 66. The intakes over the past three years are well in excess of those that can be sustained at a two-stream primary school.

The pupil numbers and capacities at other Bathgate primary schools are such that considerable theoretical capacity exists within the town of Bathgate. Not all of this space can be accessed, however, due to restrictions on class structures to accommodate the existing year groups, of varying sizes, admitted to these schools. There is however a capacity constraint at secondary level. Full access to primary school capacity would also require material school catchment adjustment beyond those undertaken in 2011 and the capacity constraint at Bathgate Academy resolved.

The large majority of admissions to Bathgate primary schools are from Bathgate town, or from Armadale (to Windyknowe Primary School) which in the recent past has also experienced capacity issues. This gives limited scope for managing total pupil numbers in Bathgate through refusal of placing requests or catchment adjustments.

There are significantly more children resident in the catchment area of Simpson Primary School who are currently in attendance at the Simpson PS Nursery Class and other pre-school establishments than could be accommodated within a double stream school. The P1 population of Simpson Primary School is highly likely to exceed the 66 that can be accommodated within a two stream school and additional capacity will be required for the medium term.

D3 Increased Capacity Proposals

It is proposed to increase accommodation in Simpson Primary School by eight additional classrooms for session 2015/16 to deal with medium term demographic pressure.

This would allow the existing oversized year groups to progress through the school without compromising the ability of the Council to admit similar sized year groups in future. The proposal reflects the existing and anticipated pattern of parental demand for Simpson Primary School. It will also allow the accommodation of existing pupil numbers and allow for the accommodation of similar numbers in future.

Officers from Construction, Education, Planning and Finance and Estates services are liaising on options to deliver the additional capacity early in school year 2015/16. It is likely that additional accommodation will be formed within the school through the conversion of existing wet changing rooms to provide general purpose spaces to free up classroom accommodation. This is proposed to be completed by August 2015 to ensure that the projected increase in pupil numbers can be accommodated.

The proposed permanent increased classroom provision is currently projected to be completed by October 2015. This is subject to normal timescale risks associated with statutory consents, construction and contractor performance. The impact on not being able to deliver by this date would be in the short term the school lacking any general purpose space other than the large school gym.

The costs for providing the additional accommodation and internal works have been estimated at approximately £1.85m by Construction Services. These costs are based on existing and previous school estate extension projects.

E CONCLUSION

The above proposal is desirable in order to achieve the education of all Bathgate children, whose parents make this choice, to be educated within the catchment school of their choice.

In conclusion, it is unlikely that a solution based on the selection of children from the Simpson Primary School for placement in other schools against the wishes of their parents will be sustainable in the face of appeals. The proposal presents a solution to meet the anticipated peak demand for places in Simpson Primary School.

Funding for this project is included in the revised capital programme for 2015/16 to 2017/18 being reported to Council.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Appendix 1 - Class Organisation
Appendix 2 - Indicative site plan

Contact Persons:

Andrew Sneddon, Customer and Performance Manager, Education Services

Tel: 01506 281678 e-mail: andrew.sneddon@westlothian.gov.uk

James Cameron, Head of Schools with Education Support

Date of meeting: 10 February 2015

APPENDIX 1

SIMPSON PS 2014/15

Class	P1	P2	P3	P4	P5	P6	P7	P1-P7
P1A	25							25
P1B	22							22
P1C	25							25
P1D	23							23
P2A		26						26
P2B		26						26
P2C		27						27
P3A			26					26
P3B			24					24
P3C			25					25
P4A				30				30
P4B				31				31
P5A					31			31
P5B					31			31
P6						31		31
P7							31	31
P7/6						17	7	24
TOTAL	95	79	75	61	62	48	38	458

Current class organisation - 17 teaching spaces required.

SIMPSON PS 2015/16

Class	P1	P2	P3	P4	P5	P6	P7	P1-P7
P1A	24							24
P1B	24							24
P1C	23							23
P1D	23							23
P2A		25						25
P2B		22						22
P2C		25						25
P2D		23						23
P3A			26					26
P3B			26					26
P3C			27					27
P4A				26				26
P4B				24				24
P4C				25				25
P5A					30			30
P5B					31			31
P6A						31		31
P6B						31		31
P7A							24	24
P7B							24	24
TOTAL	94	95	79	75	61	62	48	514

20 teaching spaces required.

SIMPSON PS 2016/17

Class	P1	P2	P3	P4	P5	P6	P7	P1-P7
P1A	21							21
P1B	21							21
P1C	21							21
P1D	20							20
P2A		24						24
P2B		24						24
P2C		23						23
P2D		23						23
P3A			25					25
P3B			22					22
P3C			25					25
P3D			23					23
P4A				26				26
P4B				26				26
P4C				27				27
P5A					26			26
P5B					24			24
P5C					25			25
P6A						30		30
P6B						31		31
P7A							31	31
P7B							31	31
TOTAL	83	94	95	79	75	61	62	549

22 teaching spaces required.





EDUCATION EXECUTIVE

YOUTH MUSIC INITIATIVE YEAR 13 PROPOSED PROGRAMME

REPORT BY HEAD OF AREA SERVICES

A. PURPOSE OF REPORT

This report advises the Education Executive of the Youth Music Initiative (YMI) Year 13 application to Creative Scotland who grant the funding for YMI.

B. RECOMMENDATION

It is recommended that the Education Executive approves the proposal for submission to Creative Scotland.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; and working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Enables West Lothian Council to meet the Scottish Government target that "all school children in Scotland should have access to 12 hours free music tuition by the time they reach Primary 6".
III Implications for Scheme of Delegations to Officers	None.
IV Impact on Performance and Performance Indicators	Enables West Lothian Council to meet the Scottish Government target of "all school children in Scotland should have access to one year's free music tuition by the time they reach Primary 6".
V Relevance to Single Outcome Agreement	SOA1: Our children have the best start in life and are ready to succeed SOA2: We are better educated and have access to increased and better quality learning and employment opportunities
VI Resources - (Financial, Staffing and Property)	External funding from Creative Scotland, Youth Music Initiative Formula Funding, £246,228.
VII Consideration at PDSP	Considered at Education PDSP on 3 February 2015 which noted the report and recommended

the proposal to Council Executive for approval.

VIII Other consultations

D. TERMS OF REPORT

YMI funding enables schools to meet the Scottish Government target that “all school children in Scotland should have access to 12 hours free music tuition by the time they reach Primary 6”. This target is met by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils in West Lothian.

The Community Arts service will make the application to Creative Scotland for Year 13 funding for the YMI programme for 2015-16. The programme will run from August 2015 to June 2016 and will include 18 projects plus investment in management, promotion and evaluation. West Lothian's allocation of YMI funding is £246,228. The outline cost for each project is as follows:

- Children's Classic Concerts - £14,400
- Software Training Scotland - £19,277
- Saturday Strings RCS - £25,000
- Record Breaking Grooves - £15,170
- Voice Rocks - £12,165
- ASN Music - £5,540
- Music in Action - £3,000
- NYCoS – Active Learning - £8,990
- NYCoS – P3 workshops - £6,135
- NCoS – P3 Evening Play and Sing - £11,760
- NYCoS – Go for Bronze - £51,415
- Bathgate Music Festival - £5,500
- Catapluf's Musical Journey - £13,640
- Paul N'jie DJ - £3,192
- Ocarina in the Classroom - £14,030
- Sound, Electronics and Music – £10,572
- Travelling by Tuba - £4,815
- Cajon & Happi Drum - £16,280
- Management, promotion and evaluation £5,347

All contracts were advertised through Quick Quote. Contracts for the delivery of the projects outlined in the application following confirmation of funding. Subject to Council Executive approval, the Year 13 application will be submitted to Creative Scotland by the deadline date of 4 March 2015.

The projects outlined in the YMI application will be extremely beneficial to the young people who will participate, providing opportunities for them to work closely with professional musicians, creating performance opportunities and developing their listening, creative and critical thinking skills, increased self confidence and self esteem as well as having an enjoyable experience. The projects will also make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence. The programme will also be of benefit to teachers as the associated Continuing Professional Development is designed to enhance teaching practice in the classroom and develop skills in using music as a tool for interdisciplinary learning across the curriculum.

The application to Creative Scotland for Youth Music Initiative funding was discussed at the Education PDSP on 3 February 2015 where it was agreed to forward the report to the Education Executive.

E. CONCLUSION

Community Arts will deliver and manage the 2015/2016 YMI programme which will make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence through a high quality programme of music making activities.

F. BACKGROUND REFERENCES

A copy of the YMI Year 12 application is available from Anne Marie Vance, Senior Arts Officer, Community Arts, Area Services.

Appendices/Attachments: Two

Appendix One - Year 13 YMI Application, Part A
Appendix Two - Year 13 YMI Application, Part B

Contact Person:

Anne Marie Vance, Senior Arts Officer, 01506 773869, anne-marie.vance@westlothian.gov.uk

Steve Field
Head of Area Services

Date: 10 February 2015



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Creative Scotland

Youth Music Initiative: Formula Fund (Year 13)

Application Form – Part A

Please read the Guidelines before completing this application form.

A: APPLICANT DETAILS

	Applicant and Contact Details
1.1 Name of Applicant / Applicant Organisation	West Lothian Council, Community Arts
1.2 Contact Name (if different from 1.1) and Position	Nancy Douglas, Arts Officer (Learning)
1.3 Contact Address	Howden Park Centre, Howden, Livingston, West Lothian
1.4 Postcode	EH54 6AE
1.5 Contact telephone numbers	Work: 01506 773875 Mobile:
1.6 Email address	Work: nancy.douglas@westlothian.gov.uk
1.7 Web address	www.howdenparkcentre.co.uk
1.8 If applicable, please give details of any special communication or physical access needs you may have.	N/A

B: PROGRAMME SYNOPSIS / DATE

Synopsis

Please give a brief synopsis of your YMI Formula Fund programme of activity (maximum of 30 words – see *Application Form Examples document for guidance*)

(We will use this verbatim on our website and in any communications about your programme including any publicity material)

West Lothian Council will deliver various bespoke projects plus string, drumming, wind, percussion and singing projects to engage children who normally don't participate in music, including teacher training opportunities.

Dates	Schedule/Delivery
2.1 When is the expected start date of your programme?	August 2015
2.2 When is the expected date of completion for your programme?	June 2016

C: YOUR YMI PROGRAMME OVERVIEW

The following questions should be answered in the context of your YMI programme as a whole. Individual project details and your budget should be submitted in "Application Form – Part B".

1. Please summarise how your YMI programme will sustain the P6 target.

This target will be sustained by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils. The programme will run from August 2015 to June 2016 and will include 18 projects for early years, primary, secondary and Additional Support Needs (ASN) schools. Projects will include a mixture of performance opportunities as well as instrumental and vocal workshops allowing young people to engage with professional musicians. This will be underpinned by a CPD programme for teachers involving skills development and the provision of the resources required to support the continuation and sustainability of the programme going forward.

2. Please describe how your YMI programme will provide an appropriate P6 target offer to all young people with additional support needs, disabilities and those in non mainstream schools (e.g. secure units, behavioural units etc).

The programme includes a number of bespoke projects which are designed to be adapted to work successfully with both mainstream and ASN schools. Pupils with additional support needs, learning and physical disabilities and social, emotional and behavioural difficulties will be given equal opportunity to participate in the programme. The specialist practitioners who will deliver these sessions are skilled and experienced in working with these client groups using, where appropriate, musical instrument designed for pupils with additional support needs music, music therapy and inclusive education and those unable to play traditional instruments. The schools that will be offered this work will include Cedarbank, Pinewood, Beatlie, Ogilvie School Campus and Burnhouse school.

3. Please describe any non YMI funded, free music provision, that your local authority will offer to young people that contributes to delivering the P6 target.¹

None

¹ Please only describe music provision your local authority offers that you would provide to evidence, if requested by the Scottish Government, how your local authority is sustaining the P6 Target. We don't need to know about any other provision the local authority offers.

4. Please describe the rationale for any non P6 target projects in your programme and how they meet *Purpose 2* (see guidelines) of this funding route.

Participation in and engagement with the arts can improve formal and informal learning, increase a sense of well-being, self-confidence and self-esteem for individuals and enhance the quality of life for communities. The non P6 target projects will include opportunities to engage with and participate in music making activities which are aimed at those individuals and communities which are at risk and hard to reach. The engagement programme will be designed to identify and remove the economic, geographic, social and attitudinal barriers to participation. Using the Scottish Index of Multiple Deprivation we have identified the 20% most disadvantage datazones in West Lothian and we are keen to find ways of engaging with these hard to reach communities through the arts. This will be achieved by:

- delivering a high quality programme which is supported by outreach and education work to increase engagement and participation
- identifying and tackling barriers to participation
- engaging practitioners who have an extensive knowledge and experience of working with young people who have encountered social and economic deprivation, have a disability or additional support needs or are from ethnic minorities.
- working with partners to target socially excluded communities/ individuals and find new ways to engage them.

5. Please describe what the intended outcomes are for young people participating in your YMI programme.

The intended outcome is that every school child in West Lothian gets the opportunity to participate in music making activity by P6, hitting the P6 Target. We also aim to increase access to and participation in music making enabling young people to experience the social, educational and creative benefits of this art form. Taking part in this programme will have a positive impact on children's personal and social development and the intended outcomes for young people include:

- improved listening, creative and critical thinking skills
- increased confidence and self esteem
- improved social and team working skills
- higher academic performance

For children with special educational needs and/or behaviour issues, particular benefits include:

- reduction in negative and health harming behaviours
- improved ability to concentrate and focus on a task
- a sense of responsibility
- positive behaviour change
- increased communication skills
- greater engagement in learning

6. Please describe how opportunities offered through your YMI programme will be communicated to young people and parents /

carers

We will communicate directly with schools, IMS staff and parents and pupils using a variety of communication channels including print, web-based media and social media. We will use the West Lothian “share the learning blog” to advertise and promote opportunities and also to share the good news on existing projects.

7. Please describe how your YMI programme addresses the priorities of this funding route.

a. Delivery of Training & CPD for YMI instructors and other stakeholders (e.g. class teachers / class assistants) that will help sustain music making

CPD and skills development for teachers and other school staff are an integral part of the YMI programme and underpins all the project work. The CPD programme is designed to enhance teaching practice in the classroom and develop skills in using music as a tool for interdisciplinary learning across the curriculum. CPD will be provided by the specialist tutors who are engaged to deliver the individual projects with the aim that every school participating in the programme will be left with the human and physical resources required to support the continuation and sustainability of the programme going forward.

b. Consultation with young people so their choices can be taken into account and, if appropriate, with local authority staff and external stakeholders in the planning of the YMI programme

Consultation with young people, head teachers, music teachers, primary and secondary teachers, instrumental music staff and education quality assurance colleagues was undertaken to seek their opinions, needs and preferences. Direct e-mail and evaluation forms to teachers were utilised as a means to gather feedback which was drawn on to design this year’s programme of work.

c. Development of partnerships with providers and stakeholders outwith the local authority

8. Please describe how you will monitor and evaluate your YMI programme. This could include, but is not limited to details of observations of programme delivery, end of project evaluations, feedback from participants.

We will continue to work with a range of local and national providers with whom we have developed a valuable and productive partnership. These partners are specialists in their field and will deliver an excellent programme of the highest quality while ensuring equality of access. New partners have also been identified for this year’s programme with individuals Paul Brooks and Paul N’jie and Travelling by Tuba and Serious Events Ltd.

9. Please describe how your YMI programme will be managed.

The lead arts officer will monitor the programme and conduct both quantitative and qualitative evaluation on each project. The lead officer will regularly visit projects and liaise closely with specialist providers to ensure projects are meeting expectations and outcomes.

We will also comply with any monitoring and evaluation stipulations requested by Creative Scotland's YMI.

10. Please use the space below to provide any further information that you feel will enhance your application.

Community Arts staff, who have many years experience of arts project management, will manage the programme in partnership with other council colleagues and the specialist providers. The day to day management of the programme will be the responsibility of the Arts Officer (Learning) and overall responsibility will lie with the Community Arts Co-ordinator.

D: ESSENTIAL SUPPORTING MATERIAL

Checklist

Please detail all of the supporting material you have submitted and where Creative Scotland can access this material (e.g. Dropbox or SoundCloud links)

Essential and Supporting Material Submitted	Please advise if the material has been attached to the application or where we can access it.
Application Form – Part B	Attached to e-mail
Remits/job descriptions for any new staff employed through YMI funding	N/A
CVs of artists and others if relevant	N/A
Excel Budget Sheet (Optional)	Attached to e-mail
Other – (please specify)	

E: YOUR LOCAL AUTHORITY STATEMENT AND ACCEPTANCE

Your statement (Please mark with an X in the relevant boxes)	X
I confirm that I have read and understood the guidelines which accompany this	X

form.	
I confirm that my local authority will sustain the P6 target in the 2015/16 academic year.	X
I confirm all activities funded by the Youth Music Initiative continue to be offered free of charge with no indirect costs.	X
I confirm that all the information in this application, and any e-documents provided to support it, is true and correct.	X
I confirm that I will inform you immediately if anything changes which could affect this application in any way.	X
I note that any grant awarded will be subject to standard and specific conditions and I confirm that I have the power to accept the grant under any conditions you set and to repay the grant if we do not meet them.	X

Statement of Acceptance

PLEASE STATE THE NAME OF THE PERSON WHO HAS DELEGATED AUTHORITY TO APPLY FOR THIS FUNDING. THIS PERSON MUST BE AN AUTHORISED SIGNATORY OF THE COMPANY OR ORGANISATION APPLYING OR, IN THE CASE OF AN INDIVIDUAL APPLICANT, BE THE PERSON NAMED IN SECTION A.

I hereby confirm that the information in this application submission including the supporting documents is true and correct and I acknowledge that it is my responsibility to inform you immediately of any changes which could affect the interpretation or context of the application, and I confirm I will undertake to do this.

I acknowledge that the [terms and conditions](#) of this application and any other information supplied and discussed regarding this application, the assessment and decision making process, or in connection with this transaction as a whole ("the Confidential Information") is and shall remain strictly confidential. I confirm that I shall not disclose to any third party or make public the Confidential Information without Creative Scotland's prior written approval.

I acknowledge that Creative Scotland will endeavour to keep all information provided securely, but as a Public Authority in terms of the Freedom of Information (Scotland) Act 2002, may be required to disclose certain information under the Act. Where I stipulate at the time of providing information to Creative Scotland that I believe the information should be considered exempt from disclosure under that Act, and a request to Creative Scotland is subsequently made for disclosure of same or all of that information, Creative Scotland will endeavour to discuss such disclosure with me prior to making its decision. I do, however, accept and acknowledge that the ultimate decision on disclosure rests solely with Creative Scotland regardless of any prior statements or requests I have issued.

If any of the information I provide is classed as Personal Data under the Data Protection Act 1998 Act (the "Data"), I hereby consent that Creative Scotland may disclose said Data, within and outside of the European Economic Area, for the purposes of producing and submitting the aforesaid statistical information and reports or as otherwise required by law or by any regulations and other rules to which we are subject.

I confirm that all cash and in-kind contributions from the company or my own personal resources stated in the funding plan section of this application form are correct and that I have the authorisation to allocate the sums stated and I am responsible for ensuring that

adequate resources will remain available to meet these requirements. In the event of any changes to the sums indicated I will provide a signed letter of confirmation.

I acknowledge that Creative Scotland is obliged to comply with Money Laundering Regulations 2007 and the Proceeds of Crime Act 2002 and I will, if requested, provide ID verification from any investor or myself, where appropriate, to meet compliance requirements.

I acknowledge that once Creative Scotland have confirmed the Offer of Funding in writing (via email) that Creative Scotland have the right to publicise their Offer of Funding on the Creative Scotland website and through other Creative Scotland information channels. I understand that Creative Scotland's Offer of Funding does not place Creative Scotland under any obligation to release funds until such time as all contractual negotiations are complete and Creative Scotland's Conditions Precedent have been met and their Funding Agreements signed off.

I confirm that I will not make any public statements (or allow others to do so on my behalf) regarding Creative Scotland's Offer of Funding until such time as Creative Scotland has authorised and approved the form and content of any public statement.

I confirm that I have the power to accept the award under the conditions set out in the Creative Scotland Guidelines and in this Application Form.

I declare that I have read and understood the Creative Scotland Guidelines, this Application Form and the Conditions of Funding of Creative Scotland.

I hereby confirm acceptance of the above Statement of Acceptance and all related documents. X



.....
Name of Authorised Person

Arts Officer (Learning).....
Position of Authorised Person

6th January, 2015.....
Date

**Please submit your completed application form, in MS Word.doc format to:
ymiformulafund@creativescotland.com**

Creative Scotland
 Funding Programme 10
**Youth Music Initiative: Formula Fund
 (Year 13)**

Application Form – Part B

	Applicant and Contact Details
Local Authority	West Lothian Council
Contact Name and Position	Nancy Douglas, Arts Officer
Date form completed/updated	January, 2015

B: INDIVIDUAL PROJECT DETAILS

If you have more than 1 project please duplicate the template as required.

PROJECT DETAILS	
1.1 Project Number / Name?	Project 1 / Children's Classic Concerts
1.2 Please describe the activity that will take place?	Children's Classic Concerts provide a fun-filled introduction to live orchestral music specially tailored to P4 to P7 pupils.

	<p>This project will provide schools with the opportunity to engage in 3 inclusive and interactive workshops in their school and access a high quality, professional performance in their local theatre, Howden Park Centre, avoiding the cost of transport to the major cities which schools often find prohibitive.</p> <p>Workshop 1 – Samba Band Pupils will work with 2 musicians to create their very own Brazilian Samba band. This type of music is very structured and is based on the principles of team work, listening and following cues.</p> <p>Workshop 2 – Soundscapes In this creative exploratory session pupils will work closely with the musicians with a range of percussion instruments to explore sounds to develop their very own themed piece of music. The story and ideas behind the music will be devised collaboratively.</p> <p>Performance - Toms Toms and Tooters – snare drums, saxophones, rattles and woodwind. The concert will feature a mixture of musical styles including classical music, jazz, traditional Celtic and world music. Children's Classic Concerts actively encourage audience participation and provide simple explanations of each piece making the music more accessible and creating a relaxed and inclusive experience for each audience member.</p> <p>Workshop 3 – Pupil Performances During this session the class will be given the opportunity to perform their Samba band and creative piece to another class. The performance is an important part of the programme as it provides conclusion to the children's work and an opportunity to showcase what they have been working on.</p>
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Delivery is by Children's Classic Concerts who have a vast experience of working in educational settings and with children who have various abilities and needs.</p>
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>Whole classes, 2 classes per school x 8 schools. Workshops - maximum capacity of 30. Performances - each with a potential maximum capacity of 300.</p>
<p>1.5 If this project has been timetabled outside of school</p>	<p>Opt Out</p>

hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)		
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
2 x Tom Toms and Tooters performances @ £2,225	£4,450	
48 workshops (8 schools, 2 classes in each) @ £150 each	£7,200	
Travel 12 days @ £62.50	£750	
Administration – contacting schools, scheduling in workshops, liaising and communication with musicians	£750	
Auditorium hire	£650	
Transport subsidy 12 buses @ £50	£600	
SUB TOTALS	£14,400	
TOTAL EXPENDITURE CASH + IN KIND	£14,400	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 2 / Software Training Scotland
1.2 Please describe the activity that will take place?	<p>Primary/Secondary School Music Technology Sessions</p> <p>This project provides an opportunity for young people to engage in music technology sessions in 6 primary and 2 secondary schools in West Lothian. The aim of these sessions is to introduce children to the creative use of technology in music making, using cutting edge but accessible equipment and software. The session will provide delivery of a dynamic, stimulating and fun 10 week course in creative music-making and sound production using iPad based recording technology. Pupils will participate in the performance recording of high standard, contemporary music recordings and be involved in both the technical process of recording and the musical performance with expert tuition that ensures smooth progress. The culmination of the project will see the</p>

finished product turned into an audio recording for the school to keep and use. The course will be an exciting and unique learning experience and will be an effective tool for achieving the aims of the four capacities of Curriculum for Excellence. The outcomes of the course in this respect will be numerous and include:

- An exciting and colourful learning experience which will develop enthusiasm for learning.
- Participation in, and feeling part of a project which attains very high standards.
- A learning experience which encourages openness to original thinking and new ideas and inspires creativity.
- Considerable use of cutting edge technology for learning.
- Emotional benefits from taking part in music in terms of sense of well-being.
- Encouragement to be ambitious and reach high standards.
- Respect for others in a working environment.
- Collaborative working skills.
- Building self-confidence and self-reliance through performance.
- Using the voice, musical instruments and technology to discover, enjoy and experiment with sounds, pitch, melody, rhythm, timbre and dynamics.

Content/Delivery Schedule

Lesson 1

Lesson 1 will contain an explanation of the project, a demonstration of the technology and listening to the original version of the 2 songs that will be produced. A stripped back version of the song with only the drum track will then be provided and used for the foundation for the project. Through class discussion and consultation with the class teacher, pupils will be organised into groups and allocated instruments and parts to perform using real and virtual instruments. There will be a job for everyone that is appropriate to playing levels and interests, whether or not they can play an instrument. The pupils will then be allocated time with the iPads to familiarise themselves with GarageBand and their virtual instrument.

Lesson 2

Lesson 2 will be a continuation of lesson 1 with the pupils getting familiar with the iPads and how to use GarageBand to play their part. They will also be introduced to using GarageBand as a multi-track recording platform, with the pupils themselves being directly involved in the production of the multi-track recording stage by stage.

Lesson 3

Lesson 3 will be a continuation of lesson 2, allowing the pupils to get comfortable with the iPads and how to use GarageBand to record and play their virtual instrument.

Lesson 4

	<p>Lesson 4 will be dedicated to the pupils practicing and familiarising themselves with their individual allocated performance parts in preparation for the recording stages.</p> <p>Lesson 5 Lesson 5 will about performance and the recording of the bass parts, with pupils not involved in the bass performance now being involved in using GarageBand to record.</p> <p>Lesson 6 Lesson 6 will continue to work on performance and recording of the guitar parts, with pupils not involved in the guitar performance now being involved in using GarageBand to record.</p> <p>Lesson 7 Lesson 7 will continue to work on performance and recording of the keyboard parts, with pupils not involved in the keyboard performance now being involved in using GarageBand to record.</p> <p>Lesson 8 Lesson 8 will be dedicated to the performance and the recording of the percussion parts. The tutors and the class will record various real percussion instruments and iPad virtual instruments, with pupils not involved in the keyboard performance now being involved in using GarageBand to record.</p> <p>Lesson 9 Lesson 9 will be finalising the performance and the recording of the vocal parts. Depending on the level of ability and confidence amongst the group, pupils will be involved in doing the backing vocals and perhaps the main vocal if the interest to do so is there. Pupils not involved in the performance now being involved in using GarageBand to record.</p> <p>Lesson 10 Lesson 10 will see the finished track unveiled. This lesson plan is indicative and subject to change depending on circumstances and consultation with teachers.</p> <p>Equipment All equipment for the project will be provided by Software Training Scotland and is detailed below. iPads with GarageBand and Auria software Roland Audio I/O Interfaces Selection of mics suitable for purpose AKG Headphone and splitters KRK Rokit speaker system All stand leads and cables</p>
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Software Training Scotland</p>
<p>1.4 What will be the method of</p>	<p>Whole classes in 6 primary schools, 1 class per school x 2</p>

delivery? (e.g. whole class; group; one to one; residential)	hour sessions x 10 weeks. 2 secondary after school clubs for 2 hour sessions x 10 weeks.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	Opt out – the primary workshops will be in school time. Opt in – the secondaries will be after school who have been consulted and have expressed an interest	
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Tutor fee, including equipment set-up and take down (3 hours x 8 schools x 10 weeks.) 240 hours @ £28.00	£6,720	
Assistant/technician fee, including equipment set-up and take down (3 hours x 8 schools x 10 weeks.) 240 hours @ £18.00	£4,320	
Equipment hire 240 hours @ £15	£3,600	
2 CPD sessions @ £250	£500	
Travel 42 days @ £58.50	£2,457	
Program design/management 60 hours @ £28	£1,680	
SUB TOTALS	£19,277	£
TOTAL EXPENDITURE CASH + IN KIND	£19,277	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 3 / Saturday Strings
1.2 Please describe the activity that will take place?	The Armadale and Livingston String Centres programme is an open access project giving children from P4 and P5 the opportunity to begin classical string tuition. There is no formal selection or testing procedure, but staff does advise parents and students if they feel a student is suited to a particular instrument and schools are encouraged to

identify young people who are not engaging in music provision. The Armadale and Inveralmond clusters have been chosen as there is no string provision provided by the Instrumental Music Service. The IMS staff also actively encourages any pupils from these areas, who are interested in music, to attend this programme.

The project is promoted through the local primary schools in the Armadale and Inveralmond clusters through a letter to parents to engage pupils who have not been involved in music provision previously. All primary children entering P4 receive enrolment information which is distributed after the mini “kick-start” concerts which are led by a professional string quartet and are held in each school after the Easter break each year. These workshops are solely for encouraging new starts to the programme and are designed to be fun, informative and interactive with an element of audience participation and act as an introduction to the stringed instruments on offer at Saturday Strings.

“Kick-start” concerts will take place in the following 5 primary schools throughout the Armadale district of West Lothian:

- Armadale Primary School
- Blackridge Primary School
- Eastertoun Primary School
- Windyknowe Primary School
- Westfield Primary School

“Kick-start” concerts will also take place in the following 6 primary schools situated in the Inveralmond cluster of West Lothian:

- Letham Primary School
- Harrysmuir Primary School
- Livingston Village Primary School
- Peel Primary School
- Riverside Primary School
- Toronto Primary School

Students enrolling in one of the String Centres can take lessons on one of the following instruments:

- Violin
- Viola
- Cello
- Mini Bass / Double Bass

Each Centre runs for 30 weeks per year based around local authority school holidays and during this time each student receives the following tuition:

- 30 minute Instrumental lessons (delivered in groups of up to 5)
- 30 minute musicianship/theory lessons (given in group lessons of up to 15)
- 30 minutes orchestral activity

	The Armadale Centre currently operates from Armadale Primary school and the Livingston Centre currently operates from Letham Primary school.	
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Delivery is by staff employed by the Royal Conservatoire of Scotland's Musicworks department, all of whom are string and early year's specialists.	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	String lessons are delivered in group situations of up to 5 per group. For those larger instruments such as cellos groups of 4 are preferable and groups of 3 for those learning double bass. Musicianship/Theory classes are delivered in classes of up to 15, with 1 staff member. Orchestra/Ensembles are delivered in groups of up to 30 with a minimum of 2 teachers present at a time.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	<p>Opt in</p> <p>This project runs out with school time due to the nature of the model which has been proven by the Royal Conservatoire of Scotland to be extremely successful in its other Music Centres. The Centres use a large number of different spaces within each school and each student is required to attend for 1.5 hours in order to receive all elements of the Centre's curriculum - something which would not be possible within school time. Pupils are engaged in tuition activity during their timetabled 90 minute session. This ensures that pupils attend for the shortest possible time whilst meeting all curriculum requirements. This therefore means that pupils have plenty of time to take part in other sport or social activities they may have planned on Saturday.</p> <p>Armadale and Letham primaries have been chosen as they are situated in highly populated areas, so most participants will be within walking distance.</p>	
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
Tutor fees	£16,000	
Resources	£400	
Instruments	£4,000	
Accommodation	£1,800	
Admin and Management, £800 for each string centre	£1,600	
Telephone - £130 for each string centre	£260	
Postage - £220 for each string centre,	£440	

Stationary - £250 for each string centre	£500	
SUB TOTALS	£25,000	
TOTAL EXPENDITURE CASH + IN KIND	£25,000	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 4 / Record Breaking Grooves
1.2 Please describe the activity that will take place?	<p>The aim of this project is to set the world record for the largest African Drum Ensemble in the world. It will include:-</p> <ul style="list-style-type: none"> • Workshops for Children. • Training for Staff. • Record Breaking Drum Performance. <p>This project would raise the profile of West Lothian Council, West Lothian Community Arts and Creative Scotland. This would be a great fun and educational project for all students and teachers involved. Currently, West Lothian have 27 African Percussion Packs, combined with Infectious Grooves percussion giving over 800 students the opportunity to participate in this record breaking event.</p> <p>One teacher from each school would lead their school ensemble in an original piece of African percussion music written by Daniel Duggan. The Guinness World Records have been consulted and will be contacted to formally recognise this attempt as a record breaker.</p> <p>Workshops There are 2 workshops with the teacher and their class, each lasts 2 hours, delivered on different days. The workshop will teach an original African Drum Ensemble Score using techniques & rhythms based on the DfE programme. All 27 schools would be involved, including the ASN schools.</p> <p>1st Workshop – This is a demonstrative workshop, led by an Infectious Grooves facilitator. This workshop demonstrates and begins the process of teaching the Original African Drum Ensemble Score.</p> <p>2nd Workshop - This is a shared coaching workshop where the Infectious Grooves facilitator coaches and supports class teacher to lead their school African drum ensemble.</p> <p>Twilight Training There is 1 twilight training session. This training session lasts 1 ½ hours from 1600hrs until 1730 hrs. The twilight training session will be a hands-on, interactive forum for practicing the original African Drum</p>

	Ensemble Score. The twilight sessions are geographical and tie in geographically with the location of the workshops.	
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Daniel Duggan from Infectious Grooves	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	27 whole classes from 27 primary and ASN schools.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	<p>Opt out – project during school time.</p> <p>Opt in – CPD twilight sessions to ensure as many teachers as possible can attend.</p>	
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
2 workshops per school @ £175 each x 27 schools	£9,450	
1 x Twilight Training in 2 clusters @ £325 each	£650	
1 x Performance Day Organising & Facilitating	£425	
Performance Day set-up (drums to venue, PA Set-up etc...)	£500	
Travel @ £15 per day x 27 days	£405	
Administration	£500	
Livingston Football Stadium	£200	
27 coaches @ £120	£3,240	
SUB TOTALS	£15,170	£
TOTAL EXPENDITURE CASH + IN KIND	£15,170	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 5 / Voice Rocks
1.2 Please describe the activity that will take place?	<p>It has been recognised that there are many talented singers amongst West Lothian’s young people who have little, if any, outlet for their interest. They enjoy singing pop and rock songs but do not want to participate in the more formal classically orientated choirs that are available. We aim to offer a group singing experience which is based on a “Rock Choir” approach – singing songs chosen by the young people, taught in an easy to learn style which does not require the ability to read music, formal training, sight singing, music theory, etc. It is a more musical theatre-style approach, instilling confidence, team building, and helping the young people to develop their voices and learn some vocal techniques along the way. Voice Rocks is open to all P5 to S6 pupils who are not already receiving formal lessons.</p> <p>Children of varying ages come together once a week (in their relevant classes, determined by their age) to learn vocal techniques, development of their musical ear through aural skills and to learn pieces, incorporating part singing within these songs. No formal training or previous experience is required – just a desire to sing. At the end of each term the children have the opportunity to perform in a showcase supported by live musicians for family and friends.</p> <p>Taster sessions were delivered in Year 12 which increased attendance. To ensure that pupils are aware of the Voice Rocks project and to encourage new participants, taster sessions will be delivered again in a selection of primary and secondary schools geographically spread around West Lothian.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Tuition will be delivered by vocal coach Jennifer Baird with music accompanists for the end of term showcases.
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	There will be 3 classes with 15 to 20 pupils per class giving a total of approximately 60 young people. There will be 2 terms of 14 weekly Saturday classes running from August 2015 to June 2016 in Howden Park Centre. The project culminates in a showcase in Howden Park Centre’s auditorium. Junior classes will last for 1.5 hours and

	senior classes will last for 2 hours. Tasters will be delivered to whole classes in a selection of interested schools.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	Opt in – to increase collaboration between pupils from different areas/schools the classes are free of charge and delivered in an accessible, central venue close to the town centre which has good public transport links. Opt out – taster sessions will be delivered in school time.	
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
Workshops, 5 hrs @ £25 x 28 workshops (tutor)	£3,500	
Travel (tutor) 28 days @ £5	£140	
3 musicians, 22 hrs each @ £25 (5.5 hrs x 2 rehearsals x 2 terms)	£1,650	
Travel (3 musicians) 4 days each @ £5	£60	
1 musician (includes extra rehearsal) 33 hrs @ £25 (5.5 hrs x 3 rehearsals x 2 terms)	£825	
Travel (1 musician) 6 days @ £5	£30	
Admin, marketing, co-ordination	£445	
Printing of song booklets	£300	
Taster sessions (16 schools, 2 per day x 4 sessions per day @ £25 per hour plus £20 travel = £120) x 8 days	£960	
Auditorium hire package, 2 x £480 (showcase events)	£960	
Room hire, 26 rehearsal sessions space 3, 5.5 hours @ £25 x 10 sessions = £1,375 space 2, 5.5 hours @ £20 x 16 sessions = £1,760 space 2, holding space showcases 8 hours @ £20 = £160	£3,295	
SUB TOTALS	£12,165	
TOTAL EXPENDITURE CASH + IN KIND	£12,165	

PROJECT DETAILS

1.1 Project Number / Name?	Project 6 / Music for Pupils with additional support needs
1.2 Please describe the activity that will take place?	<p>These workshops have been running in 5 schools each year in East Lothian since 2011.</p> <p>Each course comprises a series of eight weekly 90 minute workshops lasting over a school term. The work is targeted at “hard to reach” pupils – ranging from shy or quiet pupils with low self-confidence to those with behavioural issues. Head teachers select up to 10 pupils from the middle to upper Primary who they consider will benefit most from the intervention. The work aims to engage pupils in music making by encouraging them to explore their emotional responses to music.</p> <p>The sessions involve working as a group to devise and perform our own music, providing great opportunities to learn and develop skills in collaboration, turn taking, active listening, sharing, self-expression and self-confidence. We will explore the use of music in film and television, learn how music helps to communicate ideas and tell stories, and over the 8 week period, create our own story with musical accompaniment which is finally performed to another class.</p> <p>Both staff and pupils have commented on the positive impact of the sessions on self-esteem, confidence and emotional well-being.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	David Trouton, professional musician and composer
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Group of 10 pupils per school x 4 schools x 8 weeks.
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect	Opt-out – Project during school hours

barriers)		
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
Initial meeting with head teachers £100 x 4	£ 400	
8 x half day sessions @ £125 = £1,000 per school x 4	£4,000	
Travel @ £20 per day = £160 per school x 4	£ 640	
Admin	£ 500	
SUB TOTALS	£5,540	
TOTAL EXPENDITURE CASH + IN KIND	£5,540	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 7 / Music in Action – active music making for Early Primary Classes
1.2 Please describe the activity that will take place?	<p>The Music in Action workshops have been available in various local authority schools for 6 years. The full day workshop has previously been devised for upper primary classes, introducing pupils to the functional role of music in Theatre, Film and Television; the science of sound; the psychology of music and combining this with an active “hands on” experience of composition and performance. Evidence from the recent experience of devising Early Years music programmes suggests that there is much in this approach that would benefit pupils in the junior primary years. The format of the full day workshop will be adapted and developed to engage younger pupils.</p> <p>We will set out to explain how and why music has such an effect on our feelings and how it is used in theatre, film, television and in songs to do the job of communicating ideas and telling stories.</p> <p>We will listen to music from theatre, film and television, discussing how it makes us feel and what pictures it brings to mind.</p> <p>Then, we will take apart some musical instruments to find out some of the science of how music works – How is sound made? How do our ears work? What happens when different sounds get mixed up?</p> <p>We will explore some of the techniques that composers can use to affect the way we feel.</p> <p>Finally, bringing together all that we have learned, we will use our voices and instruments to compose our own</p>

	sound underscore for a chosen story, culminating in a performance of the finished piece.	
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	David Trouton, professional musician and composer	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole day workshop with 1 class x 10 schools	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	Opt-out – Workshops: during school hours	
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
1 Full day workshop per school @ £250 x 10 schools	£2,500	
Travel @ £20 per day x 10	£ 200	
Admin	£ 300	
SUB TOTALS	£3,000	£
TOTAL EXPENDITURE CASH + IN KIND	£3,000	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 8 / Curriculum for Excellence, Active Learning

<p>1.2 Please describe the activity that will take place?</p>	<p>The previously delivered Active Learning Through Music project will be rolled out to another 10 schools who have not previously engaged with the programme. This year the programme will be developed and extended to working with the speech therapists in nursery classes. This approach will focus on fostering musical development in the early years to enhance language skills. Learning singing games and rhymes can enhance skills in a whole range of areas but particularly by raising awareness of the rhythm of language. Timing the intervention at Curriculum for Excellence Early Level will have maximum impact and the aim is to adapt and develop the Active Learning programme by incorporating an emphasis on oral development, language and pre-literacy skills in collaboration with the speech therapists. We are already convinced of the musical benefits accrued by the children, but this represents an exciting opportunity to further develop cross-curricular links intrinsic to Curriculum for Excellence.</p> <p>Three half days of staff training will be offered and this will be supported by resource packs which include lesson aims and outcomes and support material. The ready-to-deliver material include activities and teaching guidelines which all clearly link to Curriculum for Excellence.</p>		
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>National Youth Choir of Scotland (NYCoS)</p>		
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>NYCoS will deliver the staff training, provide the resources and provide continuing support for the classroom teachers who will deliver the ALtM project.</p>		
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>	<p>Opt-out – during school hours plus 3 x half days of teacher training out of school hours</p>		
<p>1.6 Project Budget</p>	<p>CASH</p>	<p>IN KIND</p>	

<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
Teacher training 3 x 0.5 days	£405	
Monitoring/Team teaching	£1,050	
Resource Packs 10@early level £2750 10@First level £2250	£5,000	
Writing of Literacy additions	£450	
Management Fee – contacting schools, scheduling sessions, co-ordinating, postage, preparation, handouts	£2,085	
SUB TOTALS	£8,990	
TOTAL EXPENDITURE CASH + IN KIND	£8,990	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 9 / NYCoS P3 workshops
1.2 Please describe the activity that will take place?	This is a programme of singing workshops delivered to P3 classes in all primary schools, including 3 special needs schools. Each workshop is a 45-minute session consisting of singing games and rhymes which include and involve the whole class. Class teachers are also encouraged to join in. All children are given the opportunity to join one of the Play and Sing evening or daytime workshops – see Project 10, below.
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	NYCoS
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Delivered to whole classes All Primary 3 classes in every West Lothian primary school including the Special Educational Needs Schools
1.5 If this project has been timetabled outside of school	Opt-out – during school hours

<p>hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>		
<p>1.6 Project Budget</p> <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
1 staff 24 days of visits to 69 schools	£3,600	
Flyers	£200	
Mileage	£250	
Management Fee - contacting schools, scheduling sessions, co-ordinating, postage, preparation, handouts	£2,085	
SUB TOTALS	£6,135	
TOTAL EXPENDITURE CASH + IN KIND	£6,135	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 10 / P3 Evening Play & Sing Groups / Play & Sing Days
1.2 Please describe the activity that will take place?	<p>There are three 'Play and Sing' evening classes which take place in Riverside PS in Livingston, Low Port PS in Linlithgow and Murrayfield PS in Blackburn over a sixteen week period. Children who are not able to commit to the 16 week programme can join one of the 3 Play and Sing days which are offered in addition to the evening groups. Each one hour class is structured to deliver 30 minutes of choral work and 30 minutes of musicianship games based on the principles of Zoltan Kodály. This programme provides an opportunity for all Primary 3 pupils to continue with a singing activity. This is a continuation of the programme established in Year One and supports the</p>

	work undertaken by music specialists in the primary sector. It also provides an important link for pupils who wish to continue singing as members of the children's choir	
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	NYCoS	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Group	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	<p>Opt in</p> <p>Evening sessions - Weekly evening for one hour over 16 weeks</p> <p>Daytime sessions - Weekend day from 10am to 3pm x 3 days</p> <p>Children who are keen to further develop their skills are given the opportunity to take part in additional sessions out with school time.</p> <p>Riverside PS in Livingston, Low Port PS in Linlithgow and Murrayfield PS in Blackburn are geographically spread and situated in densely populated areas of West Lothian with good bus links.</p>	
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
Evening groups - Staff Leaders	£1,440	
Assistants	£2,560	
Coordinators	£960	
Lets	£740	
Performances	£1,200	
Resources	£200	
Play and Sing days – 1 days Music staff	£1,350	
Admin	£300	
Flyers	£125	
Venue Hire	£800	
Management Fee - contacting schools, scheduling sessions, co-ordinating, postage, preparation, handouts	£2,085	

SUB TOTALS	£11,760	
TOTAL EXPENDITURE CASH + IN KIND	£11,760	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 11 / Go for Bronze
1.2 Please describe the activity that will take place?	<p>Go for Bronze is a Kodály-based music programme which has been developed by NYCoS focussing on developing musicianship skills through pitch and rhythm games as well as singing-based activities. It is used in schools and choirs by children from as young as 7 years. It is recommended by many instrumental teachers as a resource for pupils beginning the music reading process. Traditional folk songs and games are used to introduce concepts and the children are involved in practical activities throughout. With very little adaptation, the programme can be used in settings with additional support needs.</p> <p>The programme provides the link between the Active Learning through Music programme already running in many of the nursery and primary schools in the authority at Early and First Levels and music education further up the primary school, whether class-based or instrumental lessons. All children in P4 will be offered a block of 12 weeks input. This will be delivered initially by a specialist team of NYCoS instructors. Instructors will team teach with classroom staff who will receive on-going training in delivering the Go for Bronze programme. We would aim to build on the investment in skills and resources already in place. Initial training for appropriate staff would be offered early in the session. Lesson plans will be provided for the teachers to follow.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Specialist team of NYCoS instructors
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole class
1.5 If this project has been	Opt out - during school hours.

<p>timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>		
<p>1.6 Project Budget</p> <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
<p>Staff fees to deliver to 66 primaries & 3 SEN schools - salaries & travel</p>	£45,684	
<p>Travel</p>	£1,620	
<p>Training for P3/P4 teachers</p>	£300	
<p>Resource pack for teachers</p>	£1,725	
<p>Management Fee - contacting schools, scheduling sessions, co-ordinating, postage, preparation, handouts</p>	£2,086	
SUB TOTALS	£51,415	
TOTAL EXPENDITURE CASH + IN KIND	£51,415	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 12 / Bathgate Music Festival
1.2 Please describe the activity that will take place?	<p>Bathgate music Festival is a community led festival which is now in its 8th year. The Festival celebrates different styles of music such as jazz, soul, traditional, classic and rock music and features a range of professional musicians, bands and local performers. Alongside the performance programme a number of educational opportunities for nursery, primary and secondary pupils will be offered, providing a range of musical performances and workshops giving young people a chance to engage with professional musicians, get close to instruments, discover new musical styles and be inspired by live music. The programme will enthuse and inspire young people from nursery to secondary level with the workshops specifically tailored to engage and develop musicianship in all ages and skill</p>

level, from musicians to non-musicians alike.

Nursery

Live Music Now Scotland has a number of musicians specifically trained to deliver interactive performances in nursery settings. Musicians will deliver 2 x 40 minute performances in either a morning or an afternoon session

Traditional Tunes for Tiny People

Led by two of Scotland's top traditional musicians, Traditional Tunes for Tiny People explores Scotland's rich diversity of traditional music through this interactive and fun performance specially designed for early years' children.

StringSound

United by a passion to engage new audiences with classical music, StringSound (violin, cello and double bass) combine their expertise and creativity to devise concerts that will excite, delight, and ignite the imagination of listeners through their specially designed early year's performance.

Champagne Flutes

Specially trained in performance for early years audiences, Champagne Flutes will introduce their audience to the flute family in a fun and interactive way performing music from many genres.

Primary

(45 minute performance suitable for the whole school followed by a one hour creative music making workshop for one class-sized group of pupils)

Granny Green

Granny Green combines tuba, trumpet and accordion in a rare opportunity to hear world folk fusion at it's very best. Expect everything from Scottish traditional to Lady GaGa in this participatory performance!

StringSound

Join StringSound (violin, cello, double bass) for an interactive performance as the string family demonstrate the science behind 'pitch' in music covering music from Mozart to Madonna.

Sirroco Winds

Bursting with talent and energy and three outstanding musicians in their own right, Sirroco winds are a young vibrant trio of flute, clarinet and bassoon who will perform a variety of classical music in a fun, informative and interactive way.

Aonach Mòr

Aonach Mòr combines the talents of Grant McFarlane (accordion), Marianne Fraser(guitar/vocals) & Ron Jappy

	<p>(fiddle/piano) to create an exciting blend of songs and tunes. They draw on a wealth of traditional material whilst adding contemporary melodies in this interactive performance.</p> <p>Secondary (45 minute performance suitable for mixed year groups followed by a specialist interactive workshop for groups of approximately 16.)</p> <p>Randolph's Leap Glasgow based melody outfit Randolph's Leap are a four piece pop band famed for their clever and witty songs led by songwriter Adam Ross and featuring trumpet, trombone and keyboards. The group will perform their own compositions and lead a workshop for those interested in songwriting.</p> <p>Scottish Traditional Quartet (Information will be supplied in January after two new groups have auditioned.)</p> <p>Pure Brass This energetic brass quintet will have the audience on the edge of their seats with their own unique mix of music from classical to pop and everything in between during their lively interactive performances.</p> <p>As the strings, brass and traditional Scottish workshops are more specialised, and to ensure inclusiveness, the music teacher will be asked to encourage 8 music pupils to bring a friend, who has an interest in but has not felt confident to try an instrument or participate in a music workshop (16 participants in total). It is hoped that this model will inspire both the young musicians to continue playing and the non-musicians to have a go. All the professional groups will ensure the workshops are delivered in an informal, interactive fun style to inspire and engage all pupils.</p> <p>Two additional performances/workshops The festival programme will not be confirmed until June 2015, this portion of funding will be used to engage some of the bands who are scheduled to play in the festival, in particular the head line act that performs at the Steelyard in Bathgate on a Saturday afternoon. This will provide an exciting opportunity for young people to see a special sneak pre-view in their school from bands who are delivering performances in the festival which the pupils can also attend.</p>
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external</p>	<p>Live Music Now – various bands</p>

specialist organisation)		
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Nursery – half classes Primary – performances to whole school, workshops to groups of 20-30 pupils Secondary - performances to a hall of pupils, workshops to groups of 16-20 pupils	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	Opt-out – during school hours	
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Trad Tunes for Tiny People 2 sessions @ £295	£590	
String Sound 2 sessions @ £295	£780	
Champagne Flutes	£390	
Granny Green	£390	
Sirroco Winds	£390	
Aonach Mor	£390	
Randolph's Leap	£495	
Scottish Traditional Quartet	£495	
Pure Brass	£585	
2 performances/workshops by bands programmed in BMF	£995	
SUB TOTALS	£5,500	
TOTAL EXPENDITURE CASH + IN KIND	£5,500	

PROJECT DETAILS

1.1 Project Number / Name?	Project 13 / Catapluf's Musical Journey
1.2 Please describe the activity that will take place?	<p>Catapluf's Musical Journey is a work that has been created by London-based percussionist and composer Adriano Adewale, and is a show for children (either in school or family groups) that is packed full of music from every corner of the globe.</p> <p>Catapluf, played by Adriano Adewale, is a character who's fascinated by sounds. His imagination travels to places where everything makes music: saucepans, water, drums and even the body!</p> <p>The performance features Jenny Adejayan on cello, Marcelo Andrade and Giuliano Pereira both on saxophone, flute and guitar, Andres Ticino on percussion and Adriano on... drainpipes and everything else!</p> <p>A versatile musician, performer, composer and respected educator, Adriano Adewale is known for his unconventional and exploratory approach to music and his ability to create magical soundscapes from the ordinary and everyday. He is the leader of Umpatacum Afro-Brazilian band and the Adriano Adewale Group and has over a decade of experience creating bespoke musical projects for children and community audiences.</p> <p>Each workshop will be delivered in school for children (aged 5-7 and 8–10) in preparation for attending a performance of Catapluf's Musical Journey – a 50 minute musical performance for children, in Howden Park Centre's auditorium.</p> <p>www.adrianoadewale.co.uk</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Specialist organisation Serious Events Ltd
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	2 classes x 8 schools
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect	Opt-out – Workshops in-school and performances in Howden Park Centre's auditorium during school hours

barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)		
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Delivering workshops in 8 schools with 2 classes in each over 4 days (30 pupils per class = 480 pupils) - 2 tutors @ £450 per day each x 4 days	£3,600	
Engineer/driver/road manager 5 days @ £200	£1,000	
2 performances (5 musicians) @ £1,800	£3,600	
Preparation	£1,000	
Administration	£800	
Accommodation 2 performers – 2 rooms for 5 nights (Sunday – Thursday) Driver/engineer/stage manager – 1 room for 5 nights (Sunday – Thursday) 3 band members – 3 rooms for 1 night (Thursday) 18 nights @ £70	£1,260	
Van hire £500 for 6 days plus £300 petrol	£800	
Flights – 3 performers @ £100 each	£300	
Auditorium hire	£480	
Transport subsidy 8 buses @ £50	£800	
SUB TOTALS	£13,640	£
TOTAL EXPENDITURE CASH + IN KIND	£13,640	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 14 / DJ School Scotland
1.2 Please describe the activity that will take place?	Delivered by professional DJ Paul N'jie these workshops will be an introduction to DJ'ing conveyed in a creative, fun and educational way engaging primary and secondary pupils in learning about the industry through discussion and practical tuition. Pupils will listen to different genres of music, learn about the technology and skills needed and look at ways to manipulate sounds which in turn will develop listening skills, build confidence and self-esteem through creative, expressive performance and presentation.

	<p>Following a decade of under-18 club promotion and mentoring young people in this field, Paul N'jie came up with the idea of setting up his own DJ School. In 2012 he ran a number of DJ workshops for Young Scot for their Pathways to music program, teaching young people how to DJ and giving them an insight into the music Industry. Paul has DJ'd in some of the biggest clubs in Scotland and at the prestigious MOBO Awards in Glasgow twice, held at the SECC. He has supported major artists like Kanye West, Rihanna and most recently Alicia Keys & Emeli Sande at the MTV EMA'S in the Carling Academy Glasgow and Enrique Iglesias in the hydro Glasgow 2014.</p> <p>Course Introduction The project will begin with an overview of the work Paul has delivered engaging pupils in discussions about the industry, his experiences over the years and an outline of the course objectives.</p> <p>Equipment Introduction Pupils will learn the tools of the trade, the equipment needed, how to source material – vinyl, CDs or MP3s, the player and speakers.</p> <p>Music Discussion Pupils will discuss and listen to various genres and different tastes in music. Each pupil will be asked to choose 2 songs from a selection which will lead on to a demonstration of genre and taste.</p> <p>Skills and Technique Pupils will explore beat-matching, identify pitch and BPM, pitch control, cutting, scratching and spin backs.</p> <p>In the second and final workshop the class will be split into groups where they will learn to mix their tracks chosen at the previous session before sharing a selection of their work to their peers.</p>
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Paul N'jie, professional DJ</p>
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>Whole classes in 4 primary schools Small groups as after school clubs in 5 secondary schools who have been consulted and have expressed an interest.</p>
<p>1.5 If this project has been</p>	<p>Opt-out – Workshops in primaries during school hours</p>

<p>timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)</p>	<p>Opt-in – After school workshops in secondary schools</p>	
<p>1.6 Project Budget</p> <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	<p>CASH</p>	<p>IN KIND</p>
<p>Primary schools – 2 x (3 hour) workshops @ £105 x 4 schools</p>	<p>£840</p>	
<p>Secondary schools 2 x (2 hour) workshops @ £70 x 5 schools</p>	<p>£700</p>	
<p>Hire of 3 DJ stations @ £49 = £147 x 10 days</p>	<p>£1,470</p>	
<p>Travel 70 miles @ 0.26p = £18.20 x 10 days</p>	<p>£182</p>	
<p>SUB TOTALS</p>	<p>£3,192</p>	<p>£</p>
<p>TOTAL EXPENDITURE CASH + IN KIND</p>	<p>£3,192</p>	

PROJECT DETAILS	
<p>1.1 Project Number / Name?</p>	<p>Project 15 / Ocarina in the Classroom</p>
<p>1.2 Please describe the activity that will take place?</p>	<p>This project will introduce the Ocarina to primary pupils and is suitable for children P3-P7. The ocarina is a small wind instrument with a sweet tone and only four finger holes. The ocarina belongs to a very old family of instruments, believed to date back over 12,000 years. Although originally made from clay the modern version used in school is plastic and brightly coloured with an instant appeal to children. These instruments are tuned to concert pitch and are always ready to play without adjustment. The ocarina is especially suited to class tuition because of its simplicity. Although this project will use 4-hole ocarinas, as pupils become proficient and interested there is the option of progressing to the 6-hole which offers extra notes including the full chromatic range. Through this project the pupils will learn techniques and skills which are relevant and transferrable to learning to play other</p>

	<p>instruments and also experience the joy and satisfaction of ensemble playing.</p> <p>CPD session 1 To ensure teachers are fully on board a CPD session will be delivered to introduce the project and give an over view of the classroom sessions and to show how easily the instrument can be played and handled.</p> <p>In-school workshops During the 6 workshops pupils will be introduced to the instrument and learn a little about the history and development of the ocarina. They will learn how to play this melodic instrument using simple tablature to play known songs so the sense of achievement is immediate. They will quickly progress to reading standard rhythmic notation to allow them to play melodies which they do not already know. Singing is used in the teaching to reinforce melody recognition. Part playing is easily achievable with this method. They will develop ensemble playing skills, co-ordination and performance skills and learn to read music notation. At the final session pupils will showcase their new skills in a performance to their peers and other teachers.</p> <p>CPD session 2 A final CPD session will be delivered to firm up the skills developed with teachers and to discuss the next steps they can take back to the classroom with their pupils.</p>
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Music Specialist Judith England</p>
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>Whole classes, 2 classes per school x 9 schools x 6 weeks.</p>
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes)</p>	<p>Opt-out – Workshops during school hours Opt-in – CPD twilight sessions</p>

for guidance on indirect barriers)		
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
17 packs @ £450 (36 Ocarinas per pack plus tuition book and CD rom)	£7,650	
Workshops – 4.5 days x 6 sessions @ £200 x 6 weeks	£5,400	
CPD sessions – 2 @ £200	£400	
Travel – 36 days plus 2 days CPD = 38 days @ £10	£380	
Preparation & Administration	£200	
SUB TOTALS	£14,030	£
TOTAL EXPENDITURE CASH + IN KIND	£14,030	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 16 / Sound, Electronics & Music
1.2 Please describe the activity that will take place?	<p>Sound, Electronics and Music is a 5 week innovative project using technology to inspire and engage all pupils, especially those who do not play traditional instruments or read music. Any pupils who have experience of playing instruments can be utilised to augment the creation of sounds. All young people today are completely comfortable and familiar with technology albeit mostly in a passive way. Sound, Electronics and Music will place the pupil at the helm, as innovator, and take them on a journey of creation and discovery by making music from everyday found sounds or by creating sounds they wouldn't have thought of. Pupils will have an opportunity to make music by means other than the traditional curriculum routes. Pupils will be guided by professional tutors to interact and manipulate technology and discover the importance of creativity and improvisation in addition to other taught skills such as sight reading by developing their own graphic sound scores. All of the sounds and music created will build up a lasting library as each piece will be uploaded to an education approved site, so all 16 classes, 2 classes from 8 schools, can share their musical outcomes and pieces.</p> <p>Teachers will be encouraged to commit to 2 CPD sessions. The sessions will engage and introduce the</p>

project and discuss the future use of the skills developed and equipment provided as a lasting legacy. To facilitate the continued use of the equipment the CPD sessions will be offered to the wider learning communities in which the participating schools sit. This will raise awareness of resources available and open up the potential for collaboration and partnership working and create opportunities for sharing skills between teachers from associated primaries and secondary schools. This project will be a follow up to the highly successful version run for 10 weeks in 2014. Many of the staff commented on how the musical practices taught could not have been covered by in-school staff. The project engaged pupils in musical creativity in ways that would not have been possible with traditional music lessons, and the hugely positive was observed in all classes. This project will offer many of the same skills, but will also help to engage the teachers by enabling them to lead future lessons on similar topics.

CPD session – Introduction

The project is kick-started by a teacher training session to get staff fully on board and answer any questions. During this session teachers will get an overview of the whole project and an opportunity to familiarise themselves with the technology and equipment.

Week 1 – Introduction and Deep Listening

Pupils will be given an overview of the project and shown an informative and interesting presentation of a snapshot of the history of electronic music. Pupils will be encouraged to 'deep listen' - "There's more to listening than meets the ear. Pauline Oliveros herself describes Deep Listening as "listening in every possible way to everything possible to hear no matter what one is doing." Basically Deep Listening, as developed by Oliveros, explores the difference between the involuntary nature of hearing and the voluntary, selective nature – exclusive and inclusive -- of listening. It cultivates a heightened awareness of the sonic environment, both external and internal, and promotes experimentation, improvisation, collaboration, playfulness and other creative skills vital to personal and community growth. The listening exercise will be followed by a short performance by the tutor using various electronic pieces of equipment, with an opportunity for the pupils to explore these new sounds and instruments.

Week 2 – Recording & Arranging Sounds

Collecting different sounds from around the school and grounds, recording them on handheld portable recorders and utilising technology they have to hand such as their own mobile phones. Listening back to what has been recorded and discussing how these sounds might be transformed into music. Reviewing the collected sounds. Transferring into bespoke software packages on the laptop to create a piece of music as a class.

Week 3– Making

	<p>Using 'MaKey-MaKey' (an invention kit to turn everyday objects into touchpads, for example bananas into a keyboard). Pupils will be encouraged to be innovative in exploring different objects as interfaces to play sounds and music.</p> <p>Week 4 – Hardware Hacking Building tone generators from basic electronics using crocodile clips, batteries, speakers and simple synth kits. Pupils will explore touch and light sensors as a way to perform these handheld DIY electronic instruments. They will also get a chance to work with the magnetic Little Bits Korg synth kit, designed for young people to explore sound and electronics.</p> <p>Week 5 – Extending Instruments - Final Performance Students who play acoustic instruments can bring these while other pupils will work with found objects, percussion, or instruments that have been built together during the course of the project. This is a collaborative session between instrument playing and non-instrument playing pupils to work together at manipulating sounds by using computers to extend or shorten the pitch and pulse, and work with delays, distortion. This is also an opportunity for pupils to discuss and comment on their own and each others work. Class discussion of which elements they would like to explore further in school or their own time. Encouraging pupils and teachers to continue to investigate more opportunities to use technology and to use the skills developed during this project to carry on making music. To inspire pupils and teachers to look at the potential use of the software and how innovative sound creation could be used to elucidate stories and other curriculum topics - a winter/summer garden, a happy/angry dinosaur etc. or explore what sounds inanimate objects would make if they could, like their favourite toy, but most of all, to be innovative, creative and have fun with technology, sound and music.</p> <p>CPD session – Conclusion This teacher training session will inspire teachers about the intended outcomes and future legacy of the equipment and the cross over to other curricular areas. The session will ensure that the guidance notes on all the activities, software and equipment are user friendly and easily transferable to other staff members. This is also an opportunity to ask questions, discuss the project content and gather feed-back and share future ideas with their colleagues from other schools.</p>
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external</p>	<p>Lauren Hayes – a composer, performer, improviser who earned her PhD from the University of Edinburgh. She has extensive experience working with new technologies within public engagement and workshop</p>

specialist organisation)	settings. Lauren will bring various experts to assist with the different sessions accordingly, e.g. professional classical musicians, as well as technology specialists	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Primary - Whole classes, 2 classes per school x 6 schools for 5 weeks Secondary – 2 after school clubs in secondary schools who have been consulted and expressed an interest.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	Opt out – the primary workshops will be in school time. Opt in – the secondary workshops will be after school. Opt in – the CPD session will be delivered on a Friday afternoon in Howden Park Centre, Livingston.	
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
Main tutor fee, £250 per day x 4 days x 5 weeks	£5,000	
Travel, £20 per day x 20 days	£400	
Additional tutor, £250 per day x 4 days x 3 weeks	£3,000	
Travel, £20 per day x 12 days	£240	
DIY Synth Kits, 12 @ £5 x 8 schools	£480	
CPD - Teacher training, 1 tutor @ £125 x 2 sessions	£250	
Electronic equipment (wires, clips, batteries)	£108	
Managment, co-ordination, contacting schools	£1,000	
CPD room hire, Howden Park Centre 2 days @ £47	£94	
SUB TOTALS	£10,572	£
TOTAL EXPENDITURE CASH + IN KIND	£10,572	

PROJECT DETAILS

1.1 Project Number / Name?	Project 17 / Travelling by Tuba
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1.2 Please describe the activity that will take place?

Chris Cranham (*Tuba*) and **Stewart Death** (*Piano*) are a unique duo who perform stunning innovative programmes. With an innumerable array of wind and brass instruments, their success is not only due to their virtuosic performance but their ability as irrepressible entertainers to communicate and relate to audiences of all ages. All presentations are cross curricular covering areas of the National Curriculum in Music, History, Geography and Science. There is a strong emphasis on audience participation.

Travelling by Tuba's educational work has been recognised for its "quality, clarity of presentation and relevance to the National Curriculum" in a major award from the Arts Council of Great Britain. In 1998 the duo received an award from EMI in recognition of its contribution to music in the community. In 2003 they were featured on Channel 4's Okey Kokey Karaoke programme as part of their music in schools series and also toured in America. In 2004/05 they secured awards from Arts Council England, Youth Music and Manchester Airport. They have been featured in the Times Educational Supplement, Classical Music and Music Teacher Magazines and in the last year have travelled 80,000 miles to give over 200 performances in schools.

Travelling by Tuba

Tracing the history of brass instruments the journey begins with a Viking and his horn, the ancient aboriginal didjeridu and the Fijian conch shell. Travel through time and hear the music of the medieval courts played on a band of fourteenth century instruments. Hear the Postman's posthorn played 400 years ago on the Royal Mail Coach. Meet the first tuba, the weird and wonderful serpent. Watch as it grows valves and becomes the tuba as we know it today. Discover how the tuba works as we assemble and play our amazing homemade hoseophones. Can you make them work? Cross the Atlantic and meet the swingin' American cousin of the tuba, the sousaphone - straight from the heart of New Orleans. Finally, watch out for the exploding tuba!

Travelling by Tuba II - The Sequel

Framed within a journey around the world, our show begins with the Egyptians and their ocarinas, the Chinese priests and their dragon headed trumpets. March with us down the Appian Way of Rome accompanied by the sound of the Roman cornu. Watch out for its blaring Turkish counterpart, the schnib. A quick stopover in the Swiss Alps reveals the first mobile phone, a 1000 year old 3.6 metre alpine horn. Next door, see how Salzburg's most famous citizen, Wolfgang Amadeus Mozart would have dressed 300 years ago. Our quietest moment features the South American panpipes. Find out how they work. Compare this with the angular sounds of our contemporary train journey

	<p>as we move to a rapturous finale in the world of rock and roll.</p> <p>Travelling by Tuba III – The Return Our show begins with two animal horns, a Bavarian shepherd with his gems horn and a Zulu Warrior with his spiralling, warlike kudu horn. Hear the orchestral cousins, the trumpet and trombone. Why are they different? Be amazed by the big bass drum. Pretend to make some thunder and join in with our very own trumpet tune. Travel to the far East; see the two and a half metre high Tibetan Bhudist Dung encrusted in jewels to thank the Gods for their music. Watch out for Larry the Llama! Imagine the tuba as the STAR of the opera Carmen. Meet the characters and see the action in four and a half minutes. Our valve machine - a clear demonstration of how the valve works - shows how the modern day tuba developed. See the valves put to the test in Rimsky Korsakov's 'Flight of the Bumble Bee' and follow us as we head for the stars in our intergalactic finale.</p> <p>CPD opportunity Staff from the Instrumental Music Service will be invited to attend the performances programmed in the primary schools as an opportunity to see other professional musicians delivering music in a fun and informal style. This would be a unique opportunity for them to see fellow professional musicians working with large groups of children. It will provide an insight into other teaching pedagogies, group teaching approaches and motivational techniques which would in turn enhance their own teaching and learning programmes and the experience of the learner.</p>
<p>1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)</p>	<p>Chris Cranham and Stewart Death of Travelling by Tuba.</p>
<p>1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)</p>	<p>9 primary schools. Each day will begin with a 60 min introductory concert to full school from P1 to P7 altogether. Whole class - Workshops (45 mins) delivered to 3 groups of 45 children working on different pieces of music from around the world. The day culminates with a 30 min performance in which each workshop performs the piece of music they have prepared to their peers.</p>
<p>1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason</p>	<p>Opt-out – Workshops and performances during school hours</p>

for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)		
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Introductory concert and workshops for 9 schools @ £535	£4,815	
SUB TOTALS	£4,815	£
TOTAL EXPENDITURE CASH + IN KIND	£4,815	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 18 / Cajon and Hapi Drum
1.2 Please describe the activity that will take place?	<p>The aim of the West Lothian Cajon and HAPI Drum project is to pioneer the use of untuned Afro-Peruvian percussion with tuned steel tongue hand pans in a fun accessible way by exposing 4 schools to a hand on experience of creative fusion music making from around the world.</p> <p>The “Cajon” is a versatile Afro-Peruvian percussion instrument, originating in Peru, often referred to as ‘A drum kit in a box’. This instrument is becoming more widely used in many musical settings from Flamenco and Rumba to Pop and Folk music. However, the Cajon is still widely undiscovered and many people have never seen or heard this inspirational Afro-Peruvian instrument.</p> <p>The “HAPI Drum”, is a steel tongue hand drum, inspired by the Swiss “Hang” drum. These type of drums are inspired and similar in sound to Steel Pans (steel drums) from the Caribbean, therefore the family name for these drums is “Hand Pans”. They are accessible, melodic instruments that create a pure sound either played solo or in an ensemble.</p> <p>These two percussive instruments fuse beautifully together. The staccato rhythm of the Cajon and the pure ringing tone of the HAPI drum create an awe inspiring sound.</p>

Each Workshop will include:-

- Introduction to the Cajon.
- Different techniques for playing the Cajon.
- Ostinato rhythms played by the Cajon.
- Introduction to the HAPI drum.
- Different techniques for playing the HAPI drum.
- Ostinato rhythms played by the HAPI drum.
- Additional hand percussion.
- Percussion Fusion Finale.

Workshops & Training

- There are 4 workshops with the class teacher and their class.
- Each workshop lasts 1 hour with 4 workshops per day.
- Each workshop uses techniques & rhythms based on the 'Drumming for Excellence' programme using Afro-Peruvian percussion instruments and Hand Pans.
- Each workshop is on a different day. Therefore 3 cycles of workshops.
- Each workshop and twilight training is consecutive and builds on each other.

1st Workshop - This is a demonstrative workshop, led by an Infectious Grooves facilitator. This workshop introduces all of the instruments and fundamental playing techniques and demonstrates the 'Drumming for Excellence' concepts. These techniques are universal to all ages, but will be demonstrated using material that is applicable to the age of the class.

2nd Workshop - This is a demonstrative workshop, led by an Infectious Grooves facilitator. This workshop builds on the first workshop and develops the playing techniques and 'Drumming for Excellence' concepts already introduced. This session also develops the melodic use of the hand pans and their integration with the Cajon.

3rd Workshop - This is a shared coaching workshop. The first 30mins are led by the class teacher, supported by an Infectious Grooves facilitator. The teacher will use skills and techniques observed in the first two workshops and taught and practiced at the first twilight training session. The second 30mins are led by an Infectious Grooves facilitator demonstrating further techniques that can be used to add variety to the workshops.

Twilight Training

- There are 2 twilight training sessions.
- Each training session last 1 ½ hours from 1600hrs until 1730 hrs.
- The training sessions are consecutive, building on each other. Therefore teachers are encouraged to come to both sessions.
- The twilight training session will be a hands-on, interactive forum for practicing 'Drumming for Excellence' techniques.

	<ul style="list-style-type: none"> The twilight sessions tie in geographically with the location of the workshops. <p>These workshops would allow schools to enjoy a totally new and pioneering percussive experience. The interweaving melodies of the Hand Pans and pulsating rhythms of the Cajon will inspire everyone involved.</p>	
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Daniel Duggan, Infectious Grooves	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole class - 4 x One hour workshops throughout the day. Each workshop is with a whole class & their teacher.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed? (Please see footnote 4 in guideline notes for guidance on indirect barriers)	Opt-out – Workshops during school hours Opt in – CPD is after school	
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
3 days workshops @ £350 x 4 schools	£4,200	
Amin	£250	
2 CPD @ £325	£650	
Travel 12 days @ £15	£180	
4 instrument packs @ £2,700 (RRP £3,200) (5 x Hapi Drum mini Hand Pan + Bag + Beaters 9 x Ltd Edition Zoco Cajon + Bag 6 x Ltd Edition Cajito Cajon + Bag 6 x Claves 12 x Caxixi Shaker 1 x Box for small percussion)	£10,800	

SUB TOTALS	£16,280	£
TOTAL EXPENDITURE CASH + IN KIND	£16,280	

C: BUDGET

WHOLE PROGRAMME BUDGET			
<ul style="list-style-type: none"> For an example of a completed budget please see the <i>Application Form Examples</i> document provided. 			
INCOME	Cash	In Kind	Notes
Creative Scotland Funding	£246,228		
		£	As detailed in Project budget
		£	As detailed in Project budget
		£	As detailed in Project budget
		£	As detailed in Project budget
		£	As detailed in Project budget
Arts Officer's time FTE		£27,500	(100% of Arts Officer's salary)
SUB TOTALS	£246,228	£27,500	
TOTAL INCOME CASH + IN KIND	£273,728		
EXPENDITURE	Cash	In Kind	Notes
Project 1 – Children's Classic Concerts	£14,400		Breakdown in Project 1 details
Project 2 – Software Training Scotland	£19,277		Breakdown in Project 2 details
Project 3 – Saturday Strings	£25,000		Breakdown in Project 3 details
Project 4 – Record Breaking Grooves	£15,170		Breakdown in Project 4 details
Project 5 – Voice Rocks	£12,165		Breakdown in Project 5 details
Project 6 – ASN Music	£5,540		Breakdown in Project 6 details
Project 7 – Music in Action	£3,000		Breakdown in Project 7 details
Project 8 - Curriculum for Excellence, Active Learning	£8,990		Breakdown in Project 8 details
Project 9 - NYCoS P3 Workshops	£6,135		Breakdown in Project 9 details
Project 10 - P3 Evening Play & Sings Groups / Play and Sing Days	£11,760		Breakdown in Project 10 details
Project 11- NYCoS Go for Bronze	£51,415		Breakdown in Project 11 details

Project 12 - Bathgate Music Festival	£5,500		Breakdown in Project 12 details
Project 13 – Catapluf’s Musical Journey	£13,640		Breakdown in Project 13 details
Project 14 – DJ School Scotland	£3,192		Breakdown in Project 14 details
Project 15 – Ocarina in the Classroom	£14,030		Breakdown in Project 15 details
Project 16 – Sound, Electronics & Music	£10,572		Breakdown in Project 16 details
Project 17 – Travelling by Tuba	£4,815		Breakdown in Project 17 details
Project 18 – Cajon and Hapi Drum	£16,280		Breakdown in Project 18 details
Management, co-ordination, phone calls, photocopying,	£4,000		
Promotion – branding, t-shirts	£500		
Contingency	£847		
Arts Officer’s time FTE		£27,500	
SUB TOTALS	£246,228	£27,500	
TOTAL EXPENDITURE CASH + IN KIND	£273,728		
Please describe how you have calculated any in kind income/expenditure?			
As described in individual project detail templates.			



EDUCATION EXECUTIVE

SCHOOL LEAVER DESTINATIONS REPORT

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform the Education Executive about the School Leaver Destination Results (SLDR) for 2013/14 based on the School Leavers' Destinations Review carried out by Skills Development Scotland in September and October 2014.

B. RECOMMENDATION

The Education Executive is recommended to note the continuing improvement in the proportion of young people achieving a positive destination on leaving school.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	School leavers positive destinations statistics
V Relevance to Single Outcome Agreement	The increasing number of young people entering a positive destination on leaving school
VI Resources - (Financial, Staffing and Property)	The Council's More Choices More Chances and Education core and time limited funding budgets.
VII Consideration at PDSP	3 February 2015
VIII Other consultations	None

D. TERMS OF REPORT

D.1 The SLDR are published annually by Skills Development Scotland, with results of a follow up survey published around six months later. The 2013-14 survey was undertaken during September 2014 and October 2014 and produced a snap shot of destinations as at 6 November 2014.

Appendix 1 gives the SLDR figures for each mainstream secondary school in West Lothian. Appendix 2 gives Scottish local authority SLDR figures. These are based on returns from 100.0 % of leavers. The total number of leavers in West Lothian was 1,986 which is a decrease of 39 leavers from the 2,025 leavers in session 2012/2013.

The survey gives the number and proportion of young people in positive destinations (higher education, further education, training, employment, voluntary work and activity agreements) plus those unemployed or whose destination is not known.

D.2 Key points to note in the December 2014 results are:

- In 2013/14, 93.0% of West Lothian's school leavers progressed into positive destinations, an increase of 1% on the 2012/13 level. This is the highest ever level of positive destinations for West Lothian.
- West Lothian's performance overall is above the Scottish average of positive destinations for school leavers.
- Over the last seven years, West Lothian has seen year on year improvements in the numbers of school leavers achieving a positive destination.
- Since 2007/08, the proportion of school leavers entering a positive destination (higher education, further education, training, volunteering or employment) has increased by 12.2%.
- Analysis of individual schools no longer shows a distinct east to west split, with schools in the west of West Lothian achieving lower positive destinations than other schools.
- The percentage of leavers entering higher education is 41.1% which is 2.5% higher than the national average of 38.6%. In comparison to 2012/2013 this is a rise of 3.9% within West Lothian.
- Out of 32 local authorities, West Lothian is in 14th position, an increase of two places on the position in 2012/13.

A more detailed analysis of the 2013-14 SLDR across the authority are given in Appendix 1.

E. Conclusion

A full analysis of our positive results has been carried out. This demonstrates that the key strategies which have been put in place over the past seven years are proving to be effective and successful in targeting key groups of young people in West Lothian, in raising their aspirations for the future and in supporting them to attain positive destinations.

Strategies have included:

- Key Worker allocation has been targeted to provide increased support to secondary schools with the largest number of pupils identified as being most at risk of a negative post school destination.
- More robust data is being used to allocate resources efficiently across the authority. School staff also use this data to track, monitor and support pupils well in advance of their statutory leaving date.
- Improving the choice and number of options available to young people through the provision of additional funding to enable schools to expand the availability of vocational experiences for young people.
- The partnership with West Lothian College provides a wide range of high quality options for school pupils and helps support successful transitions from school to Higher Education and Further Education.
- The allocation of time limited funding to enable each school to appoint a Development Post with responsibility for improving links between the school and local businesses.
- Providing an Opportunities for All Development Officer to co-ordinate across partners to improve and sustain positive destinations.
- Targeted visits to schools which did not contribute positively to West Lothian's SLDR performance to identify areas for improvement and support. For the second consecutive year the percentage of leavers reported as unknown is 0.0 %
- There is a wider range of short life vocational programmes available to all pupils approaching their leaving date. These programmes are designed to develop personal and employability skills and enhance their opportunity for a positive destination.

In seeking to meet the challenges of the ever changing education and economic landscapes, schools are continuing to develop further programmes, ensuring that young people will be equipped with the necessary Skills for Learning, Life and Work and are also extending the provision of vocational experiences for young people as part of the 16+ Senior Phase West Lothian Campus.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

Appendix 1 – SLDR 2013-14 Initial destinations by school

Appendix 2 – SLDR 2013-14 By local authority

Contact Person: Paul Durkin, West Lothian Civic Centre, Howden South Road, Livingston EH54 6FF

Email: paul.durkin@westlothian.gov.uk Tel: 01506 282626

Elaine Cook, Head of Education (Quality Assurance)

Date : 10 February 2014

West Lothian Council SLDR 2013/14 (Initial Destination Percentages)												
School	Total Leavers	Higher Education %	Further Education %	Training %	Employment %	Voluntary Work %	Activity Agreements %	Unemployed Seeking %	Unemployed Not Seeking %	Not Known %	% Pos	% Other
Armadale Academy	155	26.5	32.3	8.4	21.9	0.6	1.9	7.7	0.6		91.6	8.4
Bathgate Academy	188	41.5	21.3	6.4	22.3		1.1	5.9	1.6		92.6	7.4
Broxburn Academy	152	36.8	29.6	2.0	17.8	0.7	1.3	8.6	2.6	0.7	88.2	11.8
Deans Community High School	119	38.7	27.7	4.2	21.8		0.8	5.9		0.8	93.3	6.7
Inveralmond Community High School	204	35.3	29.4	5.4	23.0		0.5	6.4			93.6	6.4
Linlithgow Academy	237	54.4	19.4	1.3	18.1	0.8	0.8	4.2	0.8		94.9	5.1
St Kentigern's Academy	193	39.9	27.5	3.6	21.2		2.1	5.2		0.5	94.3	5.7
St Margaret's Academy	205	53.7	21.5	3.4	15.1	0.5	0.5	3.4	2.0		94.6	5.4
The James Young High School	182	40.1	26.9	4.4	18.7		2.7	5.5	1.6		92.9	7.1
West Calder High School	179	43.0	32.4	2.8	13.4		1.1	6.7	0.6		92.7	7.3
Whitburn Academy	172	33.1	26.7	9.3	21.5		1.7	7.6			92.4	7.6
West Lothian Council	1,986	41.1	26.4	4.5	19.4	0.3	1.3	5.9	0.9	0.2	93.0	7.0

Totals may not equal 100% due to rounding

Unknown: Includes leavers whose destination is not known to either SDS or their partners. The term is used where a programme of direct phone calls has not been returned or responded to, and covers a number of circumstances including those who simply do not wish to engage or who may have gone abroad for an extended period after leaving school. Partnership working aims to minimise the number of young people in this category, with professionals working together to identify and provide support to young people who need help to move into learning or work.

West Lothian Council SLDR 2013/14 (Initial Destination Figures)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Positive	Total Other
Armadale Academy	155	41	50	13	34	1	3	12	1		142	13
Bathgate Academy	188	78	40	12	42		2	11	3		174	14
Broxburn Academy	152	56	45	3	27	1	2	13	4	1	134	18
Deans Community High School	119	46	33	5	26		1	7		1	111	8
Inveralmond Community High School	204	72	60	11	47		1	13			191	13
Linlithgow Academy	237	129	46	3	43	2	2	10	2		225	12
St Kentigern's Academy	193	77	53	7	41		4	10		1	182	11
St Margaret's Academy	205	110	44	7	31	1	1	7	4		194	11
The James Young High School	182	73	49	8	34		5	10	3		169	13
West Calder High School	179	77	58	5	24		2	12	1		166	13
Whitburn Academy	172	57	46	16	37		3	13			159	13
West Lothian Council	1,986	816	524	90	386	5	26	118	18	3	1,847	139

Unknown: Includes leavers whose destination is not known to either SDS or their partners. The term is used where a programme of direct phone calls has not been returned or responded to, and covers a number of circumstances including those who simply do not wish to engage or who may have gone abroad for an extended period after leaving school. Partnership working aims to minimise the number of young people in this category, with professionals working together to identify and provide support to young people who need help to move into learning or work.

Skills Development Scotland (SDS) supplies information about the destinations of school leavers from publicly funded Secondary Schools, at an individual level, to the Scottish Government's Education Analytical Services Division. The return is based on a follow up of young people who left school between the 1st August 2013 and the 31st July 2014. The exercise was undertaken during September/October 2014 and produced a snapshot of destinations as at Monday 6th October 2014. These statuses are reported on the school of leaving.

The Scottish Government will be publishing the results of the initial return in June 2015, therefore SDS has agreed to provide a National overview in advance of that.

Scotland SLDR 2013/14 (Initial Destination Percentages)												
Local Authority (School)	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	% Pos	Comparison to National
Aberdeen City Council	1,633	35.4	25.5	2.9	26.1	0.3	0.8	6.9	1.4	0.7	91.1	-1.2
Aberdeenshire Council	2,619	37.6	26.0	1.4	28.0	0.3	0.5	5.0	1.0	0.3	93.7	1.4
Angus Council	1,026	36.4	28.4	2.2	22.5	0.6	1.0	7.5	1.1	0.4	91.0	-1.3
Argyll & Bute Council	947	40.3	19.1	3.5	26.9	0.5	0.6	7.2	1.7	0.1	91.0	-1.3
City of Edinburgh Council	3,206	40.9	23.4	5.1	19.2	1.0	1.6	7.2	1.0	0.6	91.2	-1.1
Clackmannanshire Council	502	29.9	27.7	6.0	23.9	1.0	4.4	6.6	0.6	0.0	92.8	0.5
Comhairle nan Eilean Siar	289	37.7	27.0	3.5	28.7	0.0	0.0	2.8	0.3	0.0	96.9	4.6
Dumfries & Galloway Council	1,584	36.4	25.4	3.5	24.7	0.5	0.4	7.1	1.5	0.4	91.0	-1.3
Dundee City Council	1,331	32.2	36.7	5.1	16.5	0.5	0.3	6.5	1.9	0.3	91.3	-1.0
East Ayrshire Council	1,169	36.2	37.6	2.7	14.8	0.3	1.5	5.6	1.3	0.0	93.1	0.8
East Dunbartonshire Council	1,302	58.5	16.2	1.8	21.2	0.5	0.8	2.2	0.6	0.0	97.2	4.9
East Lothian Council	1,049	38.5	19.4	4.8	27.6	0.8	1.1	6.6	1.0	0.2	92.2	-0.1
East Renfrewshire Council	1,350	66.7	14.4	1.6	12.4	0.6	0.3	3.6	0.4	0.0	96.0	3.7
Falkirk Council	1,576	34.2	20.9	10.2	25.9	0.4	0.9	5.6	1.8	0.1	92.4	0.1
Fife Council	3,679	36.5	34.6	3.8	16.1	0.1	1.3	6.0	1.4	0.2	92.4	0.1
Glasgow City Council	4,725	32.8	26.5	7.2	20.6	0.7	2.1	8.8	1.1	0.3	89.7	-2.6
Highland Council	2,601	32.3	23.8	2.3	31.9	0.8	1.5	4.8	1.3	1.2	92.7	0.4
Inverclyde Council	796	36.9	30.7	3.6	21.1	0.5	1.0	5.4	0.6	0.0	94.0	1.7
Midlothian Council	889	28.8	25.2	6.4	30.3	0.9	2.4	5.2	0.9	0.0	93.9	1.6
Moray Council	989	38.2	28.7	1.0	25.4	0.3	0.3	4.1	1.3	0.6	93.9	1.6
North Ayrshire Council	1,481	35.5	35.4	3.5	18.8	0.3	0.7	4.6	1.4	0.0	94.1	1.8
North Lanarkshire Council	3,824	37.7	26.0	5.4	21.2	0.2	0.8	7.7	0.7	0.2	91.3	-1.0
Orkney Islands Council	208	39.4	20.2	2.9	29.8	0.0	1.4	2.9	2.4	1.0	93.8	1.5
Perth & Kinross Council	1,296	40.9	28.2	1.7	21.8	0.4	0.8	5.2	0.6	0.5	93.8	1.5
Renfrewshire Council	1,853	44.0	25.5	3.7	18.7	0.1	0.1	7.0	0.5	0.5	92.0	-0.3
Scottish Borders Council	1,059	41.6	28.7	2.3	20.8	0.5	0.4	4.2	1.4	0.1	94.2	1.9
Shetland Islands Council	271	29.9	18.1	0.7	41.7	0.0	3.0	4.4	2.2	0.0	93.4	1.1
South Ayrshire Council	1,256	41.6	32.2	2.4	14.3	0.3	1.4	6.9	1.0	0.0	92.1	-0.2
South Lanarkshire Council	3,359	40.2	24.2	5.4	20.4	0.4	1.7	6.5	1.0	0.1	92.3	0.0
Stirling Council	992	45.4	19.6	3.5	22.4	0.5	0.2	7.2	1.1	0.2	91.5	-0.8
West Dunbartonshire Council	931	36.9	28.5	3.2	20.0	0.2	1.3	8.8	1.1	0.0	90.1	-2.2
West Lothian Council	1,986	41.1	26.4	4.5	19.4	0.3	1.3	5.9	0.9	0.2	93.0	0.7
Jordanhill School	96	78.6	6.1	0.0	14.3	0.0	0.0	1.0	0.0	0.0	99.0	6.7
Scotland	51,876	38.6	25.3	4.1	21.7	0.4	1.1	6.3	1.1	0.3	92.3	

Totals may not equal 100% due to rounding

Unknown: Includes leavers whose destination is not known to either SDS or their partners. The term is used where a programme of direct phone calls has not been returned or responded to, and covers a number of circumstances including those who simply do not wish to engage or who may have gone abroad for an extended period after leaving school. Partnership working aims to minimise the number of young people in this category, with professionals working together to identify and provide support to young people who need help to move into learning or work.