

## Guidance for LAMPs 2010 to 2013

Draft LAMPs are requested no later than September 30<sup>th</sup> 2010 to feed into planning for the 2011 to 2014 spending review

**NB These are Local Authority Music Plans, NOT Music Service Plans.** That is, LAMPs are intended to be strategic and operational plans that, over time, help the power of music to transform the lives of ***all*** young people in a LA area<sup>1</sup>. Different children and young people have different musical needs. Music Services will be best placed to help some of these young people, but other people and organisations will be best placed to help other young people to make and benefit from music.

New style Children and Young People's Plans will be produced in all LAs for 1<sup>st</sup> April 2011 at the latest. LAMPs offer a thematic approach to using the power of music to support these plans, improving young people's well being and transforming their lives. Over time, as LAs develop the capacity, information collection and partnership working, LAMPs will

- Provide a strategy for all young people in the LA who wish to engage in or might benefit from music regardless of their background or particular interest in music;
- Clarify initial access and pathways for progression in and through music;
- Cover, as a minimum, all activity that involves music education and public funding affecting the 0 to 19 age range in the formal, informal and voluntary sectors.

For further information see also Aspirations, Support and Delivery (DCSF 2007, pp4-7)).

[www.musicmanifesto.co.uk/assets/x/51079](http://www.musicmanifesto.co.uk/assets/x/51079)

By September 2010, all LAMPs should identify plans that, by 2013, will have

- Mapped the current provision;
- Identified need and gaps in provision;
- Identified the steps, including capacity building and professional development that should be taken to meet those needs and to fill those gaps in provision, according to local priorities and available resources.

Further information and statutory guidance on Children's Trust Boards is available at:

<http://www.dcsf.gov.uk/everychildmatters/about/aims/childrenstrusts/childrenstrusts/>

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<sup>1</sup> See [http://www.ioe.ac.uk/Year\\_of\\_Music.pdf](http://www.ioe.ac.uk/Year_of_Music.pdf) for research on the Power of Music

## Local Authority Music Plans – a possible structure

**NB These are Local Authority Music Plans, NOT Music Service Plans.** Nevertheless, most LAMPs are written by heads of Music Services. It is therefore essential that steps are taken to ensure that LAMPs cover the whole LA area and all children over the lifetime of the plan. LAMPs should not be constrained by the capacity or the remit of the Music Service. Rather, capacity issues and remit should be addressed as part of the plan.

Many LAs have their own reporting processes, timescales and formats covering most if not all areas dealt with by the LAMP. The following guidance is provided to assist those LAs that do not have such processes and to assist in identifying gaps in planning and provision.

Birmingham, Devon, Durham and Darlington, Hackney and Hampshire have agreed to work with the National Music Participation Director and the Stronger Frameworks group from the Music Manifesto Partnership and Advocacy Group to develop further guidance for 2011.

The new guidance should be available to assist in the production of LAMPs 2011 to 2014. In the meantime, draft LAMPs (2010 to 2013) using this current guidance are requested no later than September 30<sup>th</sup> 2010 to feed into planning for the 2011 to 2014 spending review.

### 1. Introductory section

This section sets out the context.

Basic demographic, geographic and social information about the makeup of the LA area should be provided. This will be crucial to the reader's understanding of the LAMP.

Not everyone will be aware of this information but if scarce resources are to be used effectively to meet the needs of all young people the local context must be taken fully into account.

### 2. Local Authority links

This section should outline the links between musical activity and other LA policies as applicable/relevant – Children and Young People's Plans; Every Child Matters; extended schools programmes; Gifted and Talented provision across all styles; Youth Service; youth offending team; culture; lifelong learning; community development; health etc. This section is crucial as much funding for musical activity locally may need to come from other policy areas where music is an effective and efficient way of achieving the desired priority outcomes.

Comment should be made in respect of the Building Schools for the Future programme as the LAMP should inform the Cultural Stakeholder Group to ensure capital spending is fit for purpose.

A subsection should include whether or not the **LA funds** music education and what outcomes are intended as a result of this funding.

### **3. Partnership working**

Separate comment should be included regarding any **Youth Music** funded work (Youth Music Action Zone, MusicLeader or project activity); **Arts Council England Regularly Funded Organisation** activity; or activity by other **community music** organisations or any freelance musicians who contribute to music education in the LA area. (See also section 4 'consultation' and section 6 'professional development' below). Opportunities should exist to link with other providers from the informal and voluntary sectors – even if they do not feature largely in the more detailed data in the LAMP. By mapping the nature of the activity and the schools that engage with a range of providers both in and out of school, it will be possible to identify need and gaps in provision. It is particularly important in economically challenging times that any publicly funded activity provides value for money, is of high quality, fit for purpose and meets identified need for all young people or particularly targeted groups. The expectation is that, by 2011, LAMPs will inform what is offered, by whom and for whom, to ensure maximum impact, relevance and sustainability.

### **4. Consultation**

Evidence of and plans for **consultation** with all stakeholders and particularly with **young people** themselves should be included. Plans need to indicate how the outcomes of the consultation process inform future planning and delivery in order to meet priorities.

### **5. School links**

Links to **School Development Plans** – especially Academies and schools and colleges with 'Specialist' status – are vital so that the overall strategy for the LA takes account of schools' outreach into their communities. (See also information on designation and re-designation: [http://www.standards.dcsf.gov.uk/specialistschools/what\\_are/](http://www.standards.dcsf.gov.uk/specialistschools/what_are/))

Any **support** for curriculum delivery in the school should also be included here, including Special, Primary and Secondary schools, PRUs and any other educational establishment.

Schools currently have funding for **Gifted and Talented** (see also point 7 below). Who benefits from this funding and the criteria for determining who is gifted and talented should inform plans and actions.

### **6. Professional development**

This should be linked to partnership working and the priorities of the plan, to ensure the provision is as comprehensive and relevant as possible. Any plans regarding **continuing professional development** for those who contribute, or could contribute more to music education in the LA should be included here - how need is identified and subsequently met.

Reference should also be made here if the LA engages with national programmes such as the **OU/Trinity CPD** programme and **MusicLeader**.

## **7. Student development**

This section should include **Wider Opportunities** provision and the **data** provided each October setting out **coverage, standards** and **ensemble** opportunities. Particular reference should be made to specific provision for **Gifted and Talented; Special Educational Needs; Looked After Children** and **Traveller** children. Consideration should be given to those young people who might benefit directly or indirectly from musical experiences but who might not yet know that! In collaboration with schools, LAs should develop mechanisms for capturing data regarding ethnicity, gender, free school meals and any other relevant local categories so that the progress of particular groups of children, especially those who are most vulnerable, can be monitored to ensure their specific needs are being met.

Arrangements for **transition** should be referred to. See Musical Bridges: Transforming Transition <http://www.phf.org.uk/news.asp?id=664&year=2010&pageno=>

## **8. Vocal strategy**

Reference should be made to **Sing Up** its longer term legacy and the various strands of activity within Sing Up (Vocal Force / Chorister Outreach) and how the local **vocal strategy** will embed these, make them sustainable and develop and build upon the national strategy.

## **9. Milestones and timescales**

There should be some indication of what is planned to be accomplished and by when – **milestones** and **timescales**. Many LAs find it helpful to include who is responsible for particular areas of work and success criteria. Regular monitoring enables adjustments to be made to plans.

LAMPS should ultimately be public documents that are shareable with local and regional providers and partners in order to better inform and support them in their own planning and development.

## **10. Three year rolling plans**

The intention is that LAMPS are **three year rolling plans** that are updated annually. Year 1 will be in greater detail with years 2 and 3 more in outline and subject to refinement and adjustment the following year in the light of changing priorities and available resources. A separate annual report, celebrating the actual achievements of the previous year, is a useful additional document. Information regarding both of these documents should be in the public domain.