

AGENDA ITEM 3**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL****CABINET****12TH FEBRUARY 2015****MEDIUM TERM SERVICE PLANNING – SERVICE CHANGE PROPOSAL
MUSIC SERVICE****JOINT REPORT OF THE DIRECTOR, EDUCATION AND LIFELONG
LEARNING AND GROUP DIRECTOR, CORPORATE AND FRONTLINE
SERVICES****AUTHORS: Chris Bradshaw, Director, Education and Lifelong Learning
(01443 744001) and Chris Lee, Group Director, Corporate and Frontline
Services (01443 424026)****1. PURPOSE OF THE REPORT**

- 1.1 To report the results of the consultation exercise initiated by Cabinet together with additional information and an Equality Impact Assessment ('EIA') regarding the service change proposal in relation to the discontinuation of the Council's Music Service which, if implemented, would produce full year savings to the Council of £0.474M per year.

2. RECOMMENDATIONS

It is recommended that Cabinet: -

- 2.1 Considers the outcome of the Consultation and the potential impact on equalities issues in respect of the Proposal as outlined in the report (together with its appendices);
- 2.2 Decide on whether or not, and if so how, it wishes to proceed with the Proposal; and
- 2.3 Request the Group Director Corporate and Frontline Services to update the draft 2015/16 budget strategy to reflect the financial implications of the decision taken at paragraph 2.2 above, prior to Council on the 4th March 2015. As part of this update, if appropriate, any savings achievable in 2015/16 should be used to reduce the level of Transitional Funding (i.e. use of the Medium Term Financial Planning and Service Transformation Reserve) needed to deliver a balanced budget for that year.

3. BACKGROUND

- 3.1 On the 10th October 2014, Cabinet considered a proposal to discontinue the Council's Music Service and determined to initiate a consultation thereon.
- 3.2 At that time, the latest projected budget position for the Council indicated an estimated gap over the 3 years from 2015/16 to 2017/18 of £70.7M with an initial gap for 2015/16 totalling £31.2M.
- 3.3 On the 29th October 2014, Council received a report on the implications of the provisional local government settlement, as announced on the 8th October 2014. This confirmed that the Council was facing an initial budget gap for 2015/16 of £30.450M, which after taking into account decisions already made would reduce to £22.646M.
- 3.4 On the 22nd January 2015 the Cabinet agreed a draft budget strategy for 2015/16 which included the implications of the final settlement, a recommended 3.8% Council Tax increase, an increased tax base, plus a number of base budget updates. The resultant budget gap was £16.526M for 2015/16.
- 3.5 The draft budget strategy includes a number of proposals to deal with the budget gap, including the use of £6.592M from the Medium Term Financial Planning and Service Transformation Reserve, reducing the balance of this reserve to £0.5M.
- 3.6 In respect of the medium term forecast, the draft strategy indicated that a remaining projected budget gap to 2017/18 of £46M still needed to be addressed.
- 3.7 Given the size of the budget gap faced and the timescale requirements for any implementation of service changes, Cabinet agreed to receive reports on potential service change / cut proposals as soon as these become available.
- 3.8 The outcome of the 10th October 2014 meeting was that Cabinet agreed: -
 - To initiate consultation on the service change proposals in respect of the Music Service as outlined in the 10th October Cabinet report.
- 3.9 This report sets out details of the 10th October 2014 proposal together with the results of the consultation process and an EIA.

4. **THE SERVICE CHANGE PROPOSAL – DISCONTINUATION OF THE MUSIC SERVICE**

CURRENT ARRANGEMENTS

MUSIC SERVICE PROVISION – CURRICULUM TEACHING AND INSTRUMENTAL & VOCAL TUITION

- 4.1 The Music Service is a discretionary service within the Education and Lifelong Learning Group. It delivers Classroom Curriculum teaching and Instrumental and Vocal tuition to schools who are charged £33 and £26 per hour, per service, respectively. Schools then decide whether or not to recharge the cost of tuition to parents.
- 4.2 Some schools pass some or all of the costs on to parents and others do not. Where schools charge, some do not charge pupils entitled to free school meals, whereas others do not make that differentiation.
- 4.3 There is no Council policy on charging for this service – it is at the discretion of the school.
- 4.4 In 2013/14 the Music Service provided the following to schools:

School	Curriculum Teaching			Instrumental & Vocal Lessons		
	Schools using the service	Hours bought	Schools <u>not</u> using the service	Schools using the service	Hours bought	Schools <u>not</u> using the service
Nursery	0	0	1	0	0	1
Primary	38	2,922	72	70	6,203	40
Secondary	0	0	19	18	11,301	1
Special	0	0	4	1	69	3
Total	38	2,922	96	89	17,573	45

- 4.5 The following shows the usage of the service by schools in percentage terms:

School	Curriculum Teaching		Instrumental & Vocal Lessons	
	Schools using the service %	Schools <u>not</u> using the service %	Schools using the service %	Schools <u>not</u> using the service %
Nursery	0	100	0	100
Primary	35	65	64	36
Secondary	0	100	95	5
Special	0	100	25	75
Total	28	72	66	34

- 4.6 Increasingly, the Music Service has had difficulty in meeting the needs of schools, which has resulted in fewer schools using the service over the years. At Secondary level, with an ever increasing focus on educational performance, pupils are not allowed out of lessons to attend instrumental and vocal lessons. In Primary schools, there is in some cases, reluctance and in others refusal, to allow instrumental or vocal lessons in the mornings because of commitments to literacy and numeracy at this time.
- 4.7 Some schools source Curriculum Teaching and Instrumental/Vocal tuition from other providers.

OTHER PROVISION

- 4.8 The Music Service also organises various activities and events. These are as follows:
- Extra Curricular Activities – 15 groups throughout the week across Rhondda Cynon Taf engaging 425 children. Staff are paid additional hours to deliver this and it is offered free of charge to children;
 - 4 Counties' Youth Music – Partnership with Merthyr, Caerphilly and Bridgend Councils to offer advanced pupils workshop days and residential courses;
 - Welsh National Orchestra Wales – financially supporting Rhondda Cynon Taf students that are selected for the national orchestras;
 - Festivals – Various events such as the Festival of Christmas Music and the Schools' Music Festival and other smaller events throughout the year;
 - Collaborative Projects – Various projects as they arise, including working with Cultural Services, BBC National Orchestra of Wales, Welsh National Opera, Ty Cerdd (Music Centre Wales based in the Wales Millennium Centre) and the Royal Welsh College of Music & Drama;
 - Examination Centre Facilitation – the service has free use of Garth Olwg Lifelong Learning Centre to facilitate termly instrumental and vocal exams.

BUDGET & RESOURCES

- 4.9 The 2014/15 budget for the service is £0.474M which is analysed below:

Budget	£,000
Employees	1,093
Premises	1
Transport	10
Supplies & Services	3
Gross Expenditure	1,107
Income	(633)
Net Budget	474

- 4.10 The gross cost of the service is £1.107M with income of £0.633M (largely from schools) which results in a subsidy to the service of £0.474M.
- 4.11 The current instrument stock satisfies the current demand for instrumental lessons. Purchase of new instruments is minimal.

SERVICE REVIEW - INITIAL LONG LIST OF OPTIONS

- 4.12 The following options were considered in relation to changes to the Music Service:

Options for Change	
1a	<p>Discontinue the Music Service</p> <p>The Music Service is non statutory and the responsibility for music in the curriculum lies with individual schools. Currently, 104 schools buy into the RCT Music Service (38 for Curriculum Teaching and 89 for Instrumental/Vocal tuition but some schools buy both services). <u>If this service was discontinued these schools would need to make alternative arrangements.</u> Schools could source providers from alternative music tuition companies or use the skills/expertise of existing staff in schools/cluster.</p>
1b	<p>Discontinue the Music Service and centrally commission music tuition from other providers</p> <p>As per option 1a but a centrally administered contract could be tendered for rather than individual schools making their own arrangements. Resources could also be retained for extra curricular activities and projects. A further, consideration would be the introduction of a charge for these activities (see option 8) which could ultimately mean no additional cost to the Council. A management and administration review would be necessary to ensure the correct structure is in place to manage the remaining central services and contract management.</p>
2	<p>Employ all staff on Local Pay and Conditions excluding curriculum teachers</p> <p>Currently, staff are employed on either teachers or instructors terms and conditions. Changing to RCT terms and conditions would standardise terms and conditions. Curriculum teachers would be retained. The service would be more flexible and able to meet the changing needs of schools.</p>
3	<p>Employ all staff on Local Pay and Conditions & cease to offer curriculum teaching</p> <p>As per option 2 and discontinuing the Curriculum teaching service.</p>

4a	<p>Re-launch Music Service paying staff an hourly rate term time only</p> <p>Currently, staff are paid for school holidays which cannot be recharged to schools therefore the service is heavily subsidised. Paying staff an hourly rate will reduce the subsidy required assuming hours bought are sustained. Staff would only be paid for the hours they tutor, however they would retain RCT employment rights and benefits (pension, sickness scheme etc).</p>
4b	<p>Re-launch Music Service paying staff an hourly rate term time only plus travel expenses</p> <p>As per option 4a with the addition of travel expenses being paid in addition to the hourly rate.</p>
5	<p>Re-launch Music Service as an agency for Approved Music Tutors (self employed)</p> <p>Currently, staff are paid for school holidays which cannot be recharged to schools. Tutors would be engaged via procurement and contract process for the hours required thereby reducing the subsidy needed.</p>
6	<p>Reduce the subsidy of the Music Service</p> <p>Reduction in the subsidy would result in an increase charge to schools.</p>
7	<p>Independent management structure review</p> <p>This could be carried out as a stand alone review and combined with any other option.</p>
8	<p>Introduce a charge to parents for extra-curricular activities</p> <p>Extra-Curricular activities are currently free of charge. Introducing a charge to parents would reduce the subsidy required. A charging policy would need to be developed with potential discounts for siblings or multiple activities.</p>
9	<p>Cease to run extra-curricular activities</p> <p>Stop providing the 15 extra-curricular groups currently provided to 425 children per week. This would result in no longer incurring hourly overtime costs in addition to basic salary costs to provide the service.</p>
10	<p>Consideration of Partnership Working</p> <p>A Welsh Government report “Arts in Education in the schools of Wales”, March 2013, (which includes Music services) recommends that more partnership working is established across Wales in the form of Creative Learning Networks and Professional Learning Communities which reflect the four regional education consortia.</p>

- 4.13 Appendix 1 to this report provides an analysis of the advantages and disadvantages of each option.
- 4.14 The proposed preferred option is option 1a - Discontinue the Music Service.

THE SERVICE CHANGE PROPOSAL – DETAILS

- 4.15 The proposal is to discontinue the Music Service (the 'Proposal').
- 4.16 Schools could source provision from alternative music tuition companies or individuals (some schools already do this) or use the skills/expertise of existing staff in schools/clusters.
- 4.17 Currently 28% of all schools use the service for curriculum teaching, whilst 66% use the service for instrumental and vocal. The other schools secure advice, guidance and curriculum support from within the school, from other schools or from other arrangements with independent individuals or independent music service providers. No issue has been raised by Estyn in its inspection of our schools in respect of schools not meeting their statutory curriculum requirements for music.
- 4.18 In secondary schools, the majority have music departments that can meet the curriculum requirements. Where specialist music tuition is required, the opportunity exists for this to be secured through the 14-19 collaborative networks of local schools or through other arrangements with independent individuals or independent music service providers.
- 4.19 Schools could work together to facilitate any additional provision, including extra curricular activities on a cluster/regional basis.
- 4.20 The Proposal would deliver savings, in a full year, of **£0.474M**.

5. CONSULTATION EXERCISE

- 5.1 As previously reported to Cabinet it is important that the Council consults fully with the public, staff and other interested stakeholders on the Proposal. Consultation feedback will need to feed into any decision about the Proposal.
- 5.2 The financial pressures facing the Council are undoubtedly a very important part of the context. However, as part of the decision making process, Cabinet must take into account not only the Council's budgetary position, but also among other matters the Council's relevant statutory responsibilities and the responses received through consultation.

- 5.3 As noted at paragraph 3.8 of this report on the 10th October 2014 Cabinet considered the Proposal and agreed to initiate a public consultation on it.
- 5.4 The consultation in respect of the Proposal was originally scheduled to run during the period 21st October – 5 p.m. 16th December 2014 (the 'Consultation').
- 5.5 However on the 16th December 2014 Cabinet received a presentation in respect of the latest budget position. As part of that presentation Members were also given an update in respect of the Consultation process relating to the Proposal initiated by Cabinet and a statement was made by the Council's Monitoring Officer.
- 5.6 The statement was issued in response to the recent Supreme Court judgment in respect of Moseley v Haringey LBC ('Moseley'). Extracts from the statement are set out below: -

When the Council consults the Council's overriding duty is to consult fairly, given the audience it is consulting with and the requirement that adequate information is given on which consultees can respond.

The Moseley case gives guidance on what fairness requires when the Council is consulting on a 'preferred option'. Members will be aware that in relation to this Proposal the Consultation was based on a preferred option.

It was understood that the position prior to the Moseley decision was that [unless there was any statutory requirement to do so] there was generally no duty to provide information about an option that was not the Council's preferred option. Indeed, legal advice taken by the Council prior to initiating the Consultation confirmed this point. Cabinet therefore initiated the Consultation on this understanding.

However the Supreme Court took a much more robust approach to this principle than any Court had previously when asked to consider this particular issue. In overturning the original decision of the Administrative Court and the Court of Appeal where both Courts infact found Haringey Council's consultation to be lawful, the Supreme Court's decision has had the apparent result of imposing rigorous further requirements on the Council in terms of the information it may now be obliged to provide to consultees. The Moseley decision means that the law relating to consultation should have infact been interpreted differently in some respects to how it had been previously.

Essentially the effect of the Moseley decision means that when the Council undertakes a consultation it must now give careful consideration as to what details of rejected options and the reasons for the rejection of those options it should give to consultees as well as

why it has chosen a particular option – i.e. its preferred option over all others.

5.7 The decision in the Moseley case was given after the Consultation was launched but prior to the original Consultation period ending and clearly before any final decision is taken in respect of the Proposal.

5.8 Having regard to the importance and effect of the Moseley decision officers considered it prudent to extend the Consultation period in relation to the Proposal until 30th January 2015.

By extending the Consultation period by a further period of just over six weeks consultees were given an opportunity to review the options considered by Members prior to Cabinet launching the consultation on the preferred option in addition to being provided with an explanation as to why the preferred option is preferred based on the advantages and disadvantages of each option.

5.9 At the Cabinet on the 16th of December 2014, Members were provided with a copy of the additional information that it was proposed be provided to consultees to address the points raised in Moseley.

5.10 Following the presentation and Monitoring Officer statement Members resolved to: -

- (i) Note the implications of the Supreme Court decision in Moseley;
- (ii) In light of Moseley extend the Consultation period until 5 p.m. on 30th January 2015;
- (iii) note the additional information that would be provided to consultees should Cabinet resolve to extend the Consultation; and
- (iv) note copies of the additional information would be distributed in exactly the same way as the original Consultation materials.

5.11 Any response to the Consultation received by the Council during the extended period was treated in exactly the same way as a response received prior to the original deadline. The additional information produced was also distributed in the same way.

5.12 The Consultation in total therefore ran from 21st October 2014 – 5 p.m. 30th January 2015, a period of 14 weeks.

5.13 The Consultation was conducted in-house. The Consultation process and materials were agreed by the Council's Corporate Management Team. The Consultation materials (including questionnaire) were considered to provide clear information in an appropriate and understandable format.

5.14 The Consultation materials were printed in house and the distribution of materials was undertaken by Council couriers. A comprehensive distribution exercise of the Consultation materials was undertaken. In

excess of 45,000 copies of the materials were distributed to Schools to be forwarded onto parents/carers..Copies were also obtainable from Council libraries, leisure centres, Communities First offices and One4All centres. Following the Consultation extension copies were also placed at doctors' surgeries across the County Borough.The Consultation (including its extension) was widely promoted in the press and via social media, including the Council's Twitter account.

- 5.15 The Council also held nine local engagement sessions right across the County Borough affording the opportunity for consultees to discuss and share views on the Proposal. Representatives from the Council's Education Department were present at each session. A number of engagement sessions were also held with young people via School Councils as well as views sought on the Proposal from headteachers.
- 5.16 Consultees were able to respond to the Consultation through various channels, including a dedicated Consultation email address, a freepost postal address, via an online questionnaire and providing feedback at the local engagement sessions.
- 5.17 A detailed report outlining the methodology used in analysing the responses and the results of the extensive Consultation is attached at Appendix 2. Attached to Appendix 2 of this report is a copy of the Consultation materials produced and available to Consultees in respect of this Proposal.
- 5.18 During the Consultation, officers contacted a selection of 18 headteachers. They were asked them a series of questions relating to the Proposal. The results of this exercise are set out in full in an attachment to Appendix 2 and Members should review the responses.
- 5.19 Prior to this meeting a facility was made available for Cabinet Members to view all responses received through the various channels as a result of the Consultation. This was done to ensure Cabinet gives due regard and conscientious consideration to all elements of the Consultation feedback and responses received. This approach also ensures Cabinet gains a comprehensive and genuine understanding of the wide range of views and opinions expressed by the consultees prior to making its decision.
- 5.20 An EIA attached at Appendix 3 to this report has also been undertaken in respect of the Proposal. Its content is discussed further below.

6. DIVERSITY AND EQUALITY IMPLICATIONS

- 6.1 Cabinet Members will of course be fully aware and mindful of the general equality duty introduced by the Equality Act 2010 (the "Act") and the specific public sector equality duties applicable to the Council as a local authority in Wales.

- 6.2 In accordance with the Act, the Council (and consequently Cabinet) when exercising its functions has a general duty to have due regard to the need to:-
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
 - advance equality of opportunity between people who share a protected characteristic and those who do not; and
 - foster good relations between people who share a protected characteristic and those who do not.
- 6.3 The duty covers the following eight protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status.
- 6.4 The Act outlines that having due regard for advancing equality involves:
- removing or minimising disadvantages suffered by people due to their protected characteristics;
 - taking steps to meet the needs of people from protected groups where these are different from the needs of other people; or
 - encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- 6.5 In addition to the general duty the Council must:
- assess the likely impact of proposed policies and practices on its ability to comply with the general duty;
 - assess the impact of any policy which is being reviewed and of any proposed revision;
 - publish reports of the assessments where they show a substantial impact (or likely impact) on an authority's ability to meet the general duty; and
 - monitor the impact of policies and practices on its ability to meet that duty.
- 6.6 In accordance with the Council's duties the EIA as attached at Appendix 3 has been prepared alongside and supported by the Consultation for the Proposal.
- 6.7 The EIA considers the potential impact of the Proposal on the designated protected groups and identifies any potential mitigation either in place or which can be put in place.

- 6.8 The Council has also used as a basis for developing its priority of ensuring that the future generations of Rhondda Cynon Taf live in a safe, healthy and prosperous County Borough the shared set of rights for children and young people set out in the United Nations Convention on the Rights of a Child. A link to a summary of these rights is provided below: -

[Summary of United Nations Convention on the Rights of a Child](#)

- 6.9 In order to further assist Member's and ensure compliance with the Council's duty the rights of children have been specifically considered in respect of the Proposal and this assessment forms part of the EIA annexed at Appendix 3 to the report.

7. CONCLUSION

- 7.1 In order for a fully informed decision to be taken on the Proposal it is now for Cabinet to review all the available information in respect of it particularly that information contained in this report, its appendices and the Consultation itself, including the Consultation responses Members have reviewed and decide on whether or not, and if so how, it wishes to proceed with the Proposal.

- 7.2 It is also recommended that Cabinet reflect the decision taken within the overarching 2015/16 Budget Strategy due to be presented to Council on the 4th of March 2015. If appropriate, any savings achievable in 2015/16 should be used to reduce the level of Transitional Funding (i.e. use of the Medium Term Financial Planning and Service Transformation Reserve) needed to deliver a balanced budget for that year.

APPENDIX 1**ADVANTAGES & DISADVANTAGES OF OPTIONS**

Option		Advantages	Disadvantages	Recommended to be taken forward
1a	Discontinue the Music Service	<ul style="list-style-type: none"> • Independent providers are available to Schools. • £474k saving. 	<ul style="list-style-type: none"> • If schools do not utilise independent providers then the only access will be through private Music tuition. • Consistency of provision of instrumental and vocal teaching across areas of RCT may reduce. • Musical heritage and culture may be diminished. Although schools may buy in other independent providers and individuals, schools will be responsible for overseeing the quality of the provision. • The benefits of learning an instrument and singing or playing with others may be lost including the impact on learning and supporting numeracy and literacy, social cohesion, identity and mental health and well-being. 	Yes
1b	Discontinue the Music Service and centrally commission music tuition from other providers	<ul style="list-style-type: none"> • Greater flexibility of working hours to better meet the needs of schools e.g. offering more teaching outside the school day and provision in school holidays. • Employment issues would be the responsibility of the private provider 	<ul style="list-style-type: none"> • Potential loss of commitment and goodwill to the Service and schools from staff as they may not contribute to school concerts, examinations or shows for example if they are paid hourly. • Central management and administration of 	No

		<p>(clearances and safeguarding training, performance management, equality of pay, sickness/maternity cover, employments benefits, recruitment/retention etc).</p> <ul style="list-style-type: none"> • Schools could decide on the method of service provision tailored to their circumstances (e.g. parents deal directly with the provider and the provider charges parents the set rates, or schools pay the provider and set their own rates and policies regarding charging, including FSM subsidies). • Tendering for a Council wide contract could achieve a cheaper hourly rate than schools independently sourcing providers. • £271k saving 	<p>one contract for all schools would be at a cost to the Council or would need to be recovered from schools at an extra cost to them.</p>	
2	Employ all staff on Local Pay and Conditions excluding curriculum teachers	<ul style="list-style-type: none"> • No affect on service provided, instrumental and curriculum teaching still offered to all schools. • Standardisation of terms and conditions of all staff (excluding curriculum teachers who are still employed on the teaching grades for full classroom tuition). • Less expensive service provision whilst still maintaining positive working conditions for staff who can only work during term time. • Greater flexibility of working hours to better meet the needs of schools e.g. offering more teaching outside the school day and provision in school holidays. • £93k saving. 	<ul style="list-style-type: none"> • Some staff may not accept the new terms and conditions therefore some expertise may be lost. • If staff leave there may be some disruption or lack of continuity of tuition for pupils. 	No

3	Employ all staff on Local Pay and Conditions & cease to offer curriculum teaching	<ul style="list-style-type: none"> • As above, plus: • Equality of access to quality instrumental and vocal teaching and support for teachers. • £112k saving. 	<ul style="list-style-type: none"> • As above, plus: • Schools may seek curriculum teaching from lesser qualified organisations. • Schools and children may potentially not receive the level of music engagement that they currently benefit from. 	No
4a & b	Re-launch Music Service paying staff an hourly rate term time only	<ul style="list-style-type: none"> • Greater flexibility of working hours to better meet the needs of schools e.g. offering more teaching outside the school day and provision in school holidays. • Saving with no travelling expenses: £378k. • Saving with travelling expenses: £368k. 	<ul style="list-style-type: none"> • Potential loss of quality staff and provision as they may choose not to accept these terms and conditions. • Absence of Curriculum Music Teaching in schools may lead to an increase of poor music teaching in schools and fewer children accessing quality provision. • Potential loss of commitment and goodwill to the Service and schools from staff as they may not contribute to school concerts, examinations or shows for example if they are paid hourly. 	No
5	Re-launch Music Service as an agency for Approved Music Tutors	<ul style="list-style-type: none"> • Greater flexibility of working hours to better meet the needs of schools e.g. offering more teaching outside the school day and provision in school holidays. • Saving of approximately £200k. 	<ul style="list-style-type: none"> • Continuity of staff may not be retained which could impact on children's learning. • Administratively time consuming (both resources and financial) as schools may change their requirements from term to term. Staff have flexibility to move on from term to term, so new appointments and changes to provision can be made termly. • Potential loss of commitment and goodwill to the Service and schools from staff as 	No

			<p>they may not contribute to school concerts, examinations or shows for example if they are paid hourly. The Service will not be able to deliver CPD to staff as the cost of paying additional hours for training will not be covered. Staff will therefore not be kept up to date in current teaching trends and developments.</p> <ul style="list-style-type: none"> • Management/admin of agency including tax returns and other employment issues. • Procedures would have to be put in place to ensure that the self employed tutors have the appropriate checks and training to work with pupils individually and in groups. • Staff do not have the ability to work during the holidays as schools are closed. 	
6	Reduce the subsidy of the Music Service (thereby increasing charge to schools)	<ul style="list-style-type: none"> • Reduction in subsidy (savings amount dependent on the effect of price increase on demand). 	<ul style="list-style-type: none"> • Reduction in subsidy will result in an increased charge to schools potentially reducing the demand for the service. • Service needs to ensure it remains competitive with other private providers. 	No
7	Independent management structure review	<ul style="list-style-type: none"> • Ensures a management structure that is fit and able to run the service (subject to any service change to be implemented). • Saving dependent upon level of service (£115k current cost). 	<ul style="list-style-type: none"> • Management structure would need to reflect the level of service to be provided and in light of any service change to be implemented. 	No

8	Introduce a charge to parents for extra-curricular activities	<ul style="list-style-type: none"> Improved attendance and commitment from children. Other areas where a charge has been introduced have not experienced a drop in demand for the extra-curricular activities. Saving of up to £21k. 	<ul style="list-style-type: none"> Potentially reduced attendance to groups due to charge (although not the case with other areas). 	No
9	Cease to run extra-curricular activities	<ul style="list-style-type: none"> Schools could work together on a cluster/regional basis which might improve access opportunities for some children if they are held more locally. Saving of £21k. 	<ul style="list-style-type: none"> Children cease to have the range of opportunities offered for free or at an affordable rate. Standards of performance drop. Opportunities for pupils to access National Ensembles cease. Opportunities to pursue further study and employment in the arts and other forms of work through the skills obtained such as communication, self confidence, presentation and team work, are reduced. 	No
10	Consideration of Partnership working	<ul style="list-style-type: none"> Economies of scale due to shared management and administration. Wider scope of expertise. Shared physical resources (premises, instruments). 	<ul style="list-style-type: none"> Potentially a less personal and tailored service for schools. A much longer term consideration which will not deliver any savings in the short to medium term. 	No

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APPENDIX 2

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Council Funded Music Service Consultation Report

February 2015

Consultation Team

SIAL£NS 
CYLLID
 Rhondda Cynon Taf

Rhondda Cynon Taf 
BUDGET
CHALLENGE

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EXECUTIVE SUMMARY

- This section outlines a summary of the main issues and themes raised during the consultation process.
- This report sets out the key issues and themes that have arisen as part of the consultation process. This along with access to the full responses received will provide the Cabinet with the materials needed to assist in the final decision making process on the proposal. The consultation results will need to be considered in conjunction with the Equality Impact Assessment and any other information that is available on the proposed service changes.
- The Council is facing an unprecedented financial challenge over the next 3 years and all services and their delivery must be assessed. This consultation report relates to the Music Service Change Proposal that was put before Cabinet on 10th October, 2014. The proposal is outlined in more detail in section 4. If implemented, the proposal contained in this report would deliver £0.474M of savings per year for the Council.
- At the 10th October meeting, Cabinet agreed to proceed to a formal consultation on the proposal. The consultation began on the 21st October and was due to end on the 16th December, 2014. However, after the consultation had begun, a Supreme Court ruling in Haringey Council meant that the Council decided to issue further information on the alternative options which had been considered when putting the proposal together. As a result of this, the consultation was extended until the 30th January 2015.
- The consultation has been conducted in-house. Before beginning the consultation, discussions were held between officers on the most effective approach to take to ensure that everyone who was potentially affected by the service changes would be able to have their say. The consultation process and materials were agreed by the Council's Corporate Management Team. The consultation materials were considered to provide clear information in an appropriate and understandable format.
- This report attempts to provide a readable summary of the main responses received. No attempt at recommendations are made, the document has been put together impartially and will be presented to Cabinet to aid decision making.
- The following number of responses were received;
 - 241 online/paper questionnaires (questions and open comment)
 - 141 emails (including attachments, such as letters)
 - 11 letters
 - 1 petition
 - 2 pre-completed responses
 - 1 Other Materials (Drawing)
 - 561 Children's music forms
 - 4 comment cards

- Respondents recognised that there was a need for service change and a review of all existing services, when seen in the context of the budget savings that need to be made by the Council. 86.8% of respondents stated that they understand why the Council needs to reduce services. 71.1% of respondents agreed that the Council should be reviewing all services and the way in which they are provided, and that it was a reasonable approach to take.

Summary of Responses

- General open responses in relation to the proposal were received from 896 individuals. The number of views expressed totalled 2698.
- 302 responses in the open comments received in question 5 and the responses received via email, children's responses, other materials, comment cards and letters were against the proposal, with 5 in agreement.
- A number of themes emerged from the analysis of the proposal as follows;
 - Would result in a reduction in opportunities
 - Would have a negative impact on social and communication skills
 - Confidence Building/team work would be affected
 - Impact on less well off pupils
 - Would damage links to national development/further development
 - Would have a general impact on educational Benefits
 - General Learning and Development
 - Alternative providers are not at the same standard
 - Would increase the costs to parents
 - Enjoyment for young people
 - Would stop/reduce music lessons/development
- 241 questionnaires were received.
- 90.5% of respondents stated that they generally disagreed with the proposal for the Council funded Music Service.
- 88.4% stated that it was not reasonable to remove the Council funded Music Service, if alternative providers were able to provide music services to schools.
- 13.5% of respondents stated that they were pupils and 62.4% of respondents said that they were parents/carers.
- 96.7% of pupil respondents and 87.4% of parent/carer respondents said that they or their child(ren) take part or support activities provided by the Council funded music Service.
- The majority of respondents reported that they or their child(ren) attend Secondary school (62.9%).
- 97.7% of music service users disagreed with the proposal.

- 36.8% of music service users currently pay for school based music tuition provided by the Council and 24.6% currently pay to hire an instrument.
- 32.2% of respondent's child(ren) take part in musical activities from an alternative provider, with 52.2% satisfied with the quality of the provision.
- 65.2% of respondents said that they would not use a music service from an alternative provider.

Next Steps

- This report will be presented to Cabinet for consideration, Cabinet have also had the opportunity to review the filed responses which are available, before any final decisions on the Council Funded Music Service are made.
- The consultation results, although an important part of the decision making process, are not the only consideration to take into account. The Cabinet will also need to consider other information available alongside the consultation responses (for example the results of the Equality Impact Assessment).

1. INTRODUCTION

- 1.1 This report presents the consultation findings for the Council's service change proposal – Council Funded Music Service.
- 1.2 Section 2 provides some brief background information on the budget gap faced by the Council.
- 1.3 Section 3 provides detail of the methodology used.
- 1.4 Section 4 outlines the details of the proposed service change to the Council Funded Music Service.
- 1.5 Section 5 shows the respondents views on the need for service change.
- 1.6 Section 6 provides a summary of the general views received.
- 1.7 Section 7 outlines the view of the users of the Council funded music service.
- 1.8 Section 8 shows the results of a number of engagement sessions with School Councils.
- 1.9 Appendix 1 outlines a detailed summary of responses.
- 1.10 Appendix 2 provides the consultation materials used in the consultation
- 1.11 Appendix 3 outlines an analysis of headteacher views.

2. BACKGROUND

- 2.1 The Council is facing a significant financial challenge into the medium term and all services and their delivery must be assessed.
- 2.2 On the 29th October 2014, Council received a report on the implications of the provisional local government settlement for 2015/16, as announced on the 8th October 2014. This confirmed that the Council was facing an initial budget gap for 2015/16 of £30.450M, which after taking into account decisions already made during 2014/15 would reduce to £22.646M.
- 2.3 On the 22nd January 2015 the Cabinet agreed a draft budget strategy for 2015/16 which included the implications of the final settlement, a recommended 3.8% Council Tax increase, an increased tax base, plus a number of base budget updates. The resultant budget gap was £16.526M for 2015/16.
- 2.4 The draft budget strategy includes a number of proposals to deal with the budget gap, including the use of £6.592M from the Medium Term Financial Planning and Service Transformation Reserve, reducing the balance of this reserve to £0.5M.
- 2.5 In respect of the medium term forecast, the draft strategy indicated that a remaining projected budget gap to 2017/18 of £46M still needed to be addressed.
- 2.6 Given the size of the budget gap faced and the timescale requirements for any implementation of service changes, Cabinet agreed to receive reports on potential service change / cut proposals as soon as these become available.
- 2.7 This consultation report relates to the proposal that was put before Cabinet on 10th October, 2014 entitled Council Funded Music Service. The proposal is outlined in more detail in section 4. If implemented, the proposal contained in this report would deliver £0.474M of savings per year for the Council.
- 2.8 At the 10th October meeting, Cabinet agreed to proceed to a formal consultation on the proposal. The consultation began on the 21st October and was due to end on the 16th December, 2014. However, after the consultation had begun, a Supreme Court ruling in Haringey Council meant that the Council decided to issue further information on the alternative options which had been considered when putting the proposal together. As a result of this, the consultation was extended until the 30th January 2015.
- 2.9 The following section outlines the methodology used in the consultation

3. METHODOLOGY

- 3.1 The consultation has been conducted in-house. Before beginning the consultation, discussions were held between officers on the most effective approach to take to ensure that everyone who was potentially affected by the service changes would be able to have their say. The process was designed to be open and transparent.

Consultation Materials

- 3.2 The questionnaire and consultation materials were prepared working closely with the appropriate service managers and a working group met on a regular basis.
- 3.3 The consultation process and materials were agreed by the Council's Corporate Management Team. The consultation materials were considered to provide clear information in an appropriate and understandable format.
- 3.4 The questionnaire was piloted internally. The questionnaire allowed opportunity to provide free text for each of the proposals, allowing any comment/view to be expressed. The questionnaire is found in Appendix 2, along with the consultation booklets.
- 3.5 The questionnaire included a section on protected characteristics. The Council is required to consider people with these protected characteristics as part of their obligations under the Equality Act 2010 and the resultant Public Sector Equality Duties.

The Consultation

- 3.6 At the 10th October meeting, Cabinet agreed to proceed to a formal consultation on the proposal. The consultation began on the 21st October and was due to end on the 16th December, 2014. However, after the consultation had begun, a Supreme Court ruling in Haringey Council, meant that the Council decided to issue further information on the alternative options which had been considered when putting the proposal together. As a result of this, the consultation was extended until the 30th January 2015.

Distribution

- 3.7 The materials were printed in house and the distribution of materials was undertaken by Council couriers. The following lists the approximate number of booklets that were distributed;
- Schools (A copy for every parent/carer)
 - 94 Primaries including 3 Welsh Units – 18930
 - 14 Welsh Schools – 3910
 - Secondary Schools 13330
 - 4 Welsh Medium – 3030

- Special Schools/ PRU - 590
- 1 Nursery – 40
- Registered Childcare providers – 106 Flying Start – 3000
- Looked After Children (LAC) – 300
- School Governors – 1600
- Headteachers (email)

- 53 Doctor's Surgeries - 2650
- Libraries – 650
- Leisure Centres – 220
- Communities First Offices – 200
- Main Receptions – 200
- One4All Centres – 200
- Contact Centre on request – 200
- Spares held in Clydach – 200

- 3.8 This equates to over 45,000 copies in total.
- 3.9 Anyone, whether an individual or an organisation in Rhondda Cynon Taf, could take part in the consultation, including employees of the Council.
- 3.10 The consultation was promoted to the press via press releases and the coverage included Wales Online, the Rhondda Leader, Cynon Valley Leader, Pontypridd Observer, South Wales Echo and BBC website. There was also coverage on local radio station GTFM.
- 3.11 Welsh copies were made available, as well as the option for other formats on request.
- 3.12 An online web page was created along with the option of an online survey. A web logo box was placed on the front of the website for ease of access. The online survey was sent out to over 400 Citizens' Panel members with email addresses.
- 3.13 A link to the online page was placed on Social Media. Twitter advertised the consultation, to the Council's 6,400 followers. The Leader of the Council undertook a live session via twitter that allowed people to ask questions about the service change proposal.
- 3.14 A dedicated telephone number was set up in the Council's Contact Centre to deal with any queries on this proposal and the Funding for Nursery Education Proposal and to distribute materials as necessary. 61 calls were received and callers were issued with consultation packs where requested. In addition the One4aLL centres issued packs on request.
- 3.15 A dedicated email address and free post address were also provided.
- 3.16 All correspondence was dealt with as quickly and efficiently as possible, this included acknowledging comments when requested, passing on

questions to the relevant services and passing on and working with the complaints department to ensure a fast response and turnaround.

- 3.17 A number of Councillors provided verbal comments at the Cabinet meeting of the 10th October, 2014. These were noted at the meeting and have been included in the consultation process.
- 3.18 Local Engagement sessions were held across the County Borough to discuss and share views on the proposal as follows;
- Monday 10th November (4pm-7pm) Trerhondda Chapel, Ferndale
 - Monday 17th November (4pm-7pm) Sobell Leisure Centre, Aberdare
 - Thursday 20th November (4pm-7pm) Tonyrefail Leisure Centre
 - Wednesday 3rd December (4pm-7pm) Cynon Valley Indoor Bowls, Mountain Ash
 - Thursday 4th December (4pm-7pm) Training room 2, YMCA Pontypridd
 - Wednesday 10th December (4pm-7pm) Rehearsal room, Coleg y Cymoedd, Rhondda
 - Thursday 15th January (1-5pm) Abercynon Leisure Centre
 - Monday 26th January (1-7pm) Ystrad Sports Centre
 - Tuesday 27th January (1-7pm) Llantrisant Leisure Centre
- 3.19 Representatives from both the Council's Education and Early Years and Family Support Service ('EYFSS') Departments were present at each session, along with a Finance Officer.
- 3.20 The Leader of the Council, a Cabinet Member and the appropriate Chief Officers met the Friends of RCT Music Service, to discuss the proposals, as agreed at the Cabinet meeting of the 10th October, 2014.
- 3.21 A number of sessions were held with young people via School Councils. The young people were given the opportunity to complete the consultation during focus groups held within school times.
- 3.22 The 2015/16 Budget Challenge Consultation school sessions were held throughout November and December 2014 and included 6 focus groups of pupils with the School Councils at the following schools:
- Ysgol Llanhari;
 - Treorchy Comprehensive School;
 - Ysgol Gynradd Gymraeg Aberdar;
 - St John Baptist CIW High School;
 - Maesybryn Primary School;

- Cŵm Clydach Primary School.

- 3.23 Sessions were held during lesson time at each school. A total of **91** pupils took part, 17 from Llanhari and 19 from Treorchy, 11 from Ysgol Aberdar, 12 from St John Baptist, 17 from Maesybryn and 15 from Cwm Clydach. The pupils ranged from age 7-11 years old (**n=43**) and 12-18 years old (**n=48**). Pupils ranged from key stage 2 (Primary Juniors) up to and including key stage 5 (6th Form).
- 3.24 In order to engage with young people the consultation process was similar to the approach used as part of the main consultation, but tailored specifically for children and young people.
- 3.25 In addition to this main consultation report, a survey of a sample of Headteachers was undertaken, to consider their views on the service change proposals. The results are found in Appendix 3

Analysis and Report Writing

- 3.26 The analysis of the quantitative data (from the questionnaire) was undertaken using SNAP survey software.
- 3.27 The analysis of the qualitative data was undertaken by using a standardised coding template, which was developed in line with the main themes identified when reviewing responses as they were received.
- 3.28 All responses were allocated a unique reference number upon receipt. They were then read and coded against the template, using as many codes as necessary. Once coded they were input into a database to record and capture all responses against the coded themes. The hard copies were then ordered and filed.
- 3.29 Internal Audit has undertaken a walkthrough review of the consultation exercise and internal quality assurance processes.
- 3.30 This report attempts to provide a readable summary of the main issues identified in the responses received. No recommendations are made, the document has been put together impartially and is presented to Cabinet to aid decision making.

Note: Where % respondents are referred to in the tables in the report, it refers to the % of base respondents who answered that particular question.

Note: Where totals do not add up to 100% this is due to rounding

Responses Received

- 3.31 There was a large response to the consultation, with the following number of responses received;
- 241 online/paper questionnaires (questions and open comment)
 - 141 emails (including attachments, such as letters)
 - 11 letters
 - 1 petition
 - 2 pre-completed responses
 - 1 Other Materials
 - 561 Children's music forms
 - 4 comment cards
- 3.32 The list below shows some of the stakeholder groups that submitted written submissions to the consultation;

Political Groups

- Osian Lewis, Plaid Cymru - The Party of Wales, Pontypridd
- Julie Williams, Chair (Rhondda Constituency, Plaid Cymru)

Voluntary/Community Groups/Special interest

- Mountain Ash District Choral Society
- Mountain Ash and District Music Society
- Head of Acting. Drama Centre, London
- Athrawon Cymru
- Chair, The UK Association for Music Education - Music Mark
- Deputy Principal, The Royal Academy of Music
- Director of Education, School of Music, Cardiff University
- Chief Executive, Urdd
- ARAM
- Chair of Friends of RCT Music Service
- Cory Band
- Professor, Faculty of Arts (The Open University)
- Head of Department Jazz and Welsh Folk Music, Royal Welsh College of Music & Drama
- Head of Cardiff County & Vale of Glamorgan Music Service

Assembly Members (AMs / MPs)

- Eluned Parrott - Plaid Cymru - South Wales Central Assembly Member
- Christine Chapman - Assembly Member for Cynon Valley - National Assembly for Wales
- Leanne Wood AC/AM Assembly Member for South Wales Central
- Owen Smith MP

Local Authority Councillors

- Cllr. Geraint R Davies
- Cllr. Joel Stephen James
- Cllr. Pauline Jarman

Town and Community Councils/Councillors

- Pontyclun Community Council

Trade Unions

- RCT NUT
- UCAC (National Union of Teachers of Wales)

3.33 The map on the following page shows the distribution of the respondents across Rhondda Cynon Taf by postcode (figure 1).

3.34 The Cabinet will be able to view all of the online and hard copy filed responses, as well as considering the report findings, before any final decisions are made. It is useful to note that the consultation results, although an important part of the decision making process, are not the only consideration to take into account. The Cabinet will also need to consider other information available alongside the consultation responses (for example, the results of the Equality Impact Assessment).

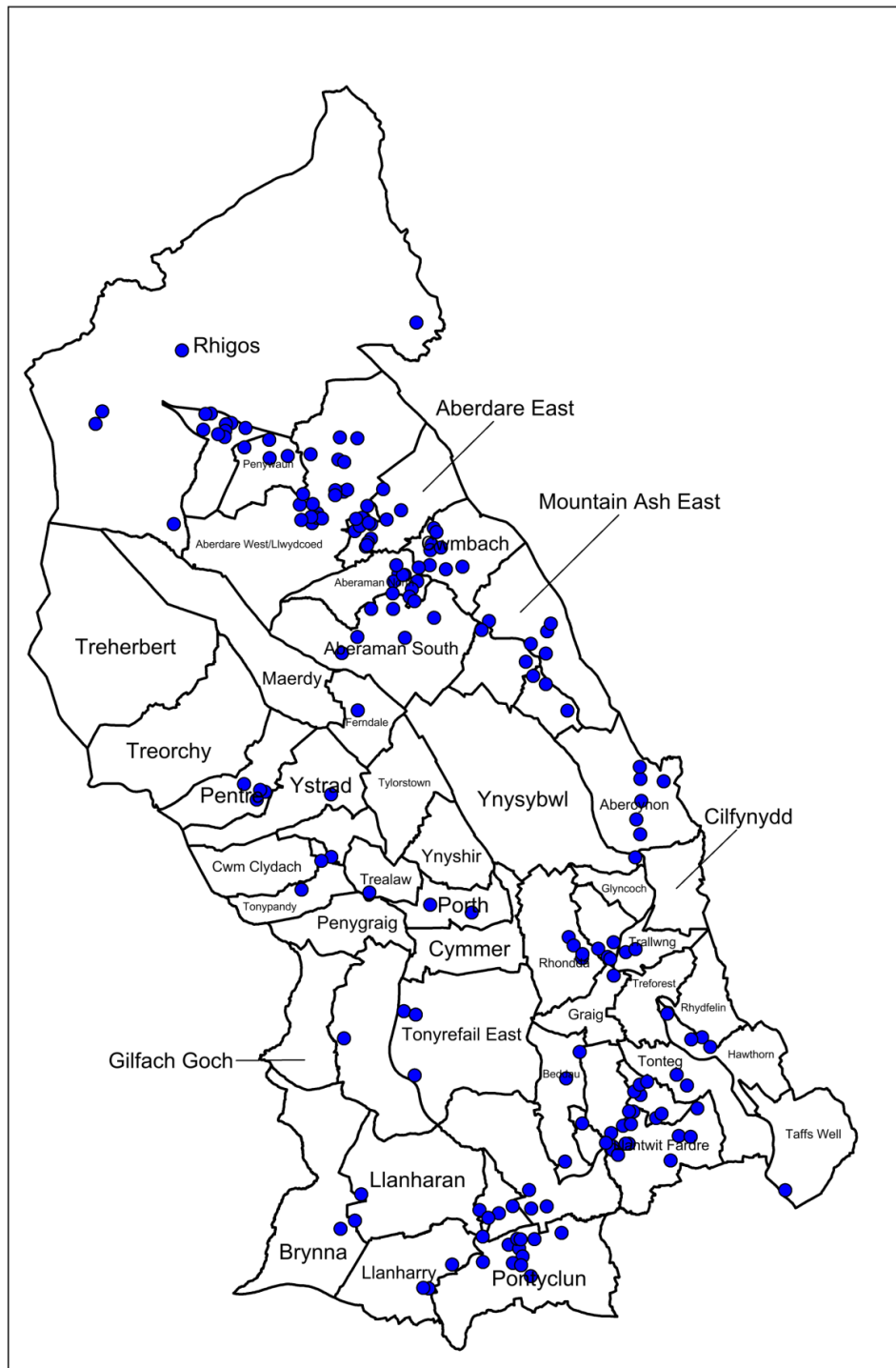


Figure 1 - Responses by Postcode where provided

4. Proposal – Council Funded Music Service

- 4.1 The proposed option is to discontinue the Music Service.
- 4.2 Schools could source provision from alternative music tuition companies or individuals (some schools already do this) or use the skills/expertise of existing staff in schools/clusters.
- 4.3 Currently, 28% of all schools use the service for curriculum teaching, whilst 66% use the service for Instrumental and Vocal Lessons. The other schools secure advice, guidance and curriculum support from within the school, from other schools or from other arrangements with independent individuals or independent music service providers. No issue has been raised by Estyn in its inspection of our schools in respect of schools not meeting their statutory curriculum requirements for music.
- 4.4 In secondary schools, the majority have music departments that can meet the curriculum requirements. Where specialist music tuition is required, the opportunity exists for this to be secured through the 14-19 collaborative networks of local schools or through other arrangements with independent individuals or independent music service providers.
- 4.5 Schools could work together to facilitate any additional provision, including extra-curricular activities on a cluster/regional basis.
- 4.6 The proposed option would deliver savings, in a full year, of **£0.474M**.

5. THE NEED FOR SERVICE CHANGE

- 5.1 As documented in the remainder of this report, there is some level of opposition to the changes proposed. However, most of the respondents recognised that there was a need for service change and a review of all existing services, when set against the context of the budget savings that need to be made by the Council.
- 5.2 A series of general questions on the service change proposals as a whole were included in the questionnaire.
- 5.3 86.8% of respondents who completed the questionnaire stated that they understand why the Council needs to reduce services.

Do you understand why the Council needs to reduce services?

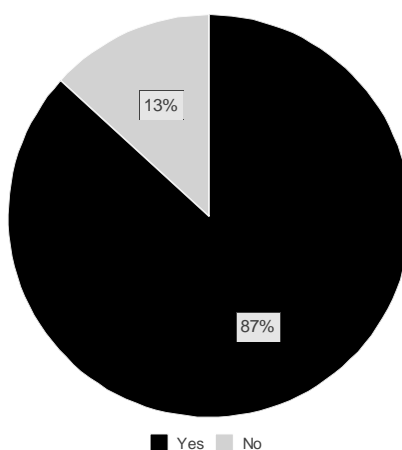


Figure 2 – Council need for reduction in services

- 5.4 71.1% of respondents who completed the questionnaire agreed that the Council should be reviewing all services and the way in which they are provided, and that it was a reasonable approach to take.

The Council is reviewing all of its services and the way in which they are provided. Do you agree this is a reasonable approach?

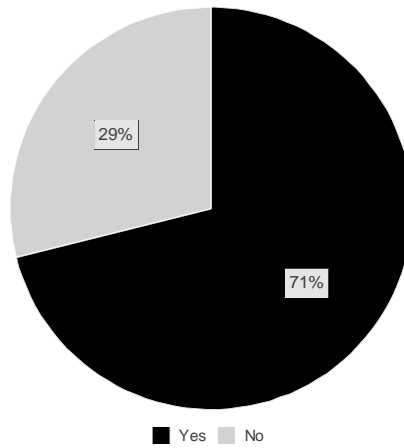


Figure 3 – Agreement with review of Council services

6 General Views

- 6.1 This section provides a summary of the feedback received on the proposal. It includes letters, emails and the responses submitted as part of the online survey and from the returned paper surveys.
- 6.2 As stated in the methodology, all responses were considered, coded, input and filed. All of the open responses received have been numbered and filed.
- 6.3 The responses have been reviewed under a number of key themes that were identified as part of the analysis. These key themes form the basis of this summary report and highlight the main issues and arguments put forward.
- 6.4 This approach will hopefully provide a document that is accessible to the reader, as a summary of the main points taken from a wide range of often extensive submissions.
- 6.5 **241 questionnaires were received.**
- 6.6 General open responses (from questionnaires, letters and emails) were received from 896 individuals. The number of views expressed totalled 2698.
- 6.7 231 people responded to question 3 and 90.5% stated that they generally disagreed with the proposal for the Council funded Music Service

Do you generally agree with the proposals for the Council funded Music Service?	
Base	231
Yes	9.5%
No	90.5%

Figure 4 – Agreement with Council Funded Music Service

- 6.8 Respondents were asked if it was reasonable to remove the Council funded Music Service, if alternative providers were able to provide music services to schools. 88.4% stated that it was not reasonable.

Do you think that if alternative providers are able to provide music services to schools then it is reasonable to remove the Council funded Music Service?	
Base	232
Yes	11.6%
No	88.4%

Figure 5 - Alternative Providers and removal of Music Service

- 6.9 In addition to the 90.5% who do not agree with the proposal in the questionnaire (see 6.7), the following shows a summary of the open comments received in question 5 and the responses received via email and letters.

	Agree	Disagree
Overall Proposal	5	302

Figure 6 – Open response Agreement

- 6.10 As shown above there were a small number of responses in support of the proposed changes;

“this is not a necessary service and no family / child are going to be disadvantaged by not receiving additional music lessons”

There was a level of awareness of the budget challenge the Council faces, even where the proposal was opposed. (number = 46)

“...I realise, however that these are tough economic times and that there are difficult choices to be made, but I would like you as a Council, to reconsider your recommendations with regards to this important service.”

“... I am writing in support of the motion to keep alive the musical education of the children of RCT. I realise that the Welsh Government has imposed intolerable restrictions on the Council’s purse and have very difficult decisions to make.”

- 6.11 However, the vast majority of respondents are against the proposal. The following are some of the comments received;

“The music service is invaluable. In the long term keeping this service will save you money.....”

“There is no justification for the cuts when there is evidence that music leads to success in every way.”

“I don't agree with the cut.”

6.12 The following are the main themes/concerns to emerge from the consultation on the proposal overall, based on the open responses, in letters, emails and question 5 in the questionnaire.

- Reduction in opportunities (number = 185)
- Social and communication skills (number = 126)
- Confidence Building/team work (number = 162)
- Impact on less well off pupils (number = 112)
- Links to national development/further development (number = 99)
- Educational Benefits (number = 160)
- General Learning and Development (number = 315)
- Alternative providers not at the same standard (number = 59)
- Cost to parents (number = 74)
- Enjoyment for young people (number = 224)
- Would stop/reduce music lessons/development (number = 85)

6.13 Further detail and some of the responses received are outlined below.

6.14 Reduction in opportunities (number = 185)

One of the main comments received from the consultation was that the removal of the Council funded music service would result in fewer opportunities for young people to take part in music

“It is all too easy to cut things like music but if they are cut they are never brought back. So many people in the past have benefitted from RCT music service - it's not morally right that young people in the future shouldn't have the same opportunity. Does this council really want to be remembered as the group that killed those opportunities for evermore?.....”

“If this proposal is approved and put into effect our county would be taking an opportunity away from us that the counties surrounding us are still providing their young people.”

If the Council go through with the cuts, even if our school hire teachers in to continue our education which may not happen as the schools budget is low, we will still lose many opportunities for instance orchestra.....”

It has come as a surprise to me just how enthusiastic my son is about these lessons, he really looks forward to these. He loves to come home and tell me all about the things he has learnt that week. Without this opportunity we as a family would not be able to afford to pay for him to have these lessons.

6.15 **Social and communication skills (number = 126)** **Confidence Building/team work (number = 162)**

Often reported together were the comments related to the positive social skills that had been seen in young people who had been involved in the music service, including confidence building, team work and communication skills.

“I have made tons of new and some old friends in the music service, it is the only chance to see my old friends because I don't see any more. when I play music I feel confident and not shy, there must be another way to solve this problem, not by closure.”

“Music is vital to the children in the area. It helps them respect others and play as a team.”

“Wales is the land of song!! My daughter receives guitar lessons at her school. Education is not all about facts and figures and league tables. My daughter struggles with confidence and learning the guitar has helped her enormously to the point where she recently played with other children in a guitar day concert organised by the Rct music service.....”

“The music service provides excellent tuition for both my children in and out school. I know most parents would agree and it will be disruptive to change this. Playing in an orchestra teaches them valuable lessons, helps them to work together as a team, helps with concentration in school in all subjects and makes them feel good about themselves.”

6.16 **Impact on less well off pupils (number = 112)**

A number of respondents were concerned about the impact of the service change on young people from low income households and the fact that they may be denied the opportunities currently provided by the music service.

If you disband the music service from council control, it would lead to a 'for profit' service and not for the children's benefit. It would make it elitist and for people who could afford the music lessons and not for everyone who has a talent. I am not against charging but at a low cost so everyone could benefit.

“Vital skills will be lost forever. Disadvantaged children will lose out greatly. Once this service goes it cannot be replaced.”

6.17 **Links to national development/further development (number = 99)**

A number of respondents reported that their involvement in the music service had led to further development opportunities, including national and regional development, such as entering events.

“Paid for services may not be accessible to all families, the benefit provided by a central service includes opportunities to meet other

students, perform music as a group, perform in four counties and National orchestra which will be inaccessible to non musical parents and thus their children.....”

“I would like to stress the importance of the Music Service’s work at the grass roots level. Without this work, many pupils like myself would not have had the chance to progress to the Four Counties Youth orchestra and further...”

“Many children from RCT have benefitted from a range of musical experience and pupils from RCT regularly progress from County ensembles to national ensembles...”

**6.18 Educational Benefits (number = 160)
General Learning and Development (number =315)**

475 respondents were concerned about the impact that the service change could have on education as a whole and the general learning and development of young people.

“Damage their education! They will lose the opportunity to perform with other like minded children within the county ensembles. Loss of the expert instrumental tuition to a second rate private service

“To lose music services would have such a negative effect on the educational, skill development, confidence and social interaction of my children. The impact is really unthinkable.”

“Music enables children to grow and develop and benefits the whole child. Other providers will be profit led and children will not come first.”

6.19 Alternative providers not at the same standard (number = 59)

There was some concern that alternative providers were not up to the standard of the Council funded Music Service and that they would not be trained to the same standards.

“Removal of the subsidy will end the music service. A service that is exceptional!! You should be proud of music within the county not looking to end it! Private music education providers do not, and are not bound to, observe and provide training to staff to ensure the highest standards of teaching. Unlike a county music service that does provide training and staff observations to ensure the child's best education and safety is paramount! This should not be ignored!!”

“The amount of voluntary groups run by the council music service will never be provided by private providers. You may replicate the lessons provided by current services, but not the commitment that comes with it.”

6.20 Cost to parents (number = 74)

The potential for increased costs for music provision was reported to be an issue by some respondents.

Cost is an important factor in my child studying flute. If costs rise he will have to discontinue his lessons

“My daughter currently receives instrumental tuition through the council funded music service. My fear is that if this service is lost then schools will no longer be able to afford music tuition. The service RCT provides is at a subsidised rate, therefore it seems to me that alternative providers will charge more, and schools with already squeezed budgets will find cutting music provision an easy option.....”

6.21 Enjoyment for young people (number = 224)

“.....would be very upset with having no lessons. I would not be able to do the grades I want to do. I would not to be able to play in concerts with ponty high orchestra which I enjoy doing”

“A huge impact. My child enjoys his lessons (violin) at school and works hard to practice at home. It is of great importance that this continues as music is a huge part of learning”

“I will not be able to continue with my musical skills. We will be at a great loss because Wales is the land of song. I would like a career in music because I enjoy it very much.”

6.22 Would stop/reduce music lessons/development (number = 85)

A number of respondents suggested that they would stop or reduce personal music development and/or music lessons.

“If the service was to cease or parents had to pay or contribute to the cost of these lessons, most parents would have to discontinue allowing their children to continue to learn an instrument which is a valuable part of their all round development.”

“.....However without being able to hire her flute or have subsidised lessons she would have to leave the orchestra which would be such a shame.”

6.23 The other themes emerging from the responses to the proposal were;

- Historical/musical heritage (Number = 48)
- Redundancies to staff (number = 27)
- Cuts should be made elsewhere (number = 36)
- Loss of culture (Number = 42)
- Negative impact on the local economy (number = 10)
- School unwilling/unable to fund lessons (number =12)
- Lack of consistency in provision (number = 5)

7 Council Funded Music Service Users

7.1 Section 7 provides a summary of responses received from parents and carers in section 2 of the questionnaire.

PART A – RESPONDENT PROFILE

7.2 13.5% of respondents stated that they were pupils and 62.4% of respondents said that they were parents/carers. 24.0% said other, which included.

- Teachers
- Residents
- Parents of former pupils
- Musicians
- Grandparents

7.3 96.7% of pupil respondents and 87.4% of parent/carer respondents said that they or their child(ren) take part or support activities provided by the Council funded music Service. *Note* – The table below does not include respondents who did not specify if their child takes part in any music service activities.

	Total	Do you or your child(ren) take part or support any activities provided by the Council funded Music Service?	
		Yes	No
Base	233	179	54
		76.8%	23.2%
Pupil	30	29	1
		96.7%	3.3%
Parent / Carer	143	125	18
		87.4%	12.6%
Other	55	22	33
No response	5	3	2

Figure 7- Participation in Council funded Music Service

- 7.4 The following table shows the type of school respondents reported that the child(ren) attend. The majority attended Secondary school (62.9%)

Type of school you or your children attend	
Base	170
Nursery	4.1%
Infant	2.4%
Junior	10.0%
Primary	20.6%
Secondary	62.9%

Figure 8 - Respondents School

**PART B – Council Funded Music Service Users Responses
(number = 179)**

- 7.5 Users of the music service, who filled in a questionnaire were asked if they or their child(ren) agreed with the proposal. 97.7% did not agree with the proposal.

As a user of the music service, do you / your child(ren) agree with the proposal?	
Base	173
Yes	2.3%
No	97.7%

Figure 9 - Questionnaire agreement

Current position

- 7.6 36.8% of respondents stated that they currently pay for school based music tuition provided by the Council funded Music Service.

Do you currently pay for school based music tuition provided by the Council funded Music Service?	
Base	174
Yes	36.8%
No	61.5%
Yes I pay but unsure if it's provided by the Council funded Music Service	1.7%

Figure 10 - Payment for school based tuition

- 7.7 75.4% of respondents do not currently pay to hire an instrument from the Council funded Music Service .

Do you currently pay to hire an instrument from the Council funded Music Service?	
Base	175
Yes	24.6%
No	75.4%

Figure 11 - Payment for hire of instruments

Alternative Providers

- 7.8 67.8% of respondents stated that they or their child(ren) do not take part in any music activities from an alternative provider.

Do you / does your child(ren) take part in any music activities from an alternative provider?	
Base	174
Yes	32.2%
No	67.8%

Figure 12 - Participation with alternative provider

- 7.9 Of those who used an alternative provider 52.2% suggested that they were satisfied with the quality of provision.

If you / your child(ren) take part in music activities from an alternative provider, are you / your child(ren) satisfied with the quality of the provision?	
Base	92
Yes	52.2%
No	47.8%

Figure 13 - Satisfaction with alternative providers

7.10 34.8% said that they would use an alternative provider.

Would you use a music service from an alternative provider for your child?	
Base	161
Yes	34.8%
No	65.2%

Figure 14 - Would you use an alternative provider?

Impact of Proposal

7.11 A number of comments were received for the question on what impact the proposal could have on you / your child(ren) (162 respondents expressed 397 views). A summary of the main comments received are shown below.

Impact/Theme	Number stated as impact
Would stop/reduce music lessons/development	75
Negative Impact on opportunities	38
Social and Communication skills	21
Links to national development/progression	19
Confidence building/teamwork	17
Cost to parents	15
Enjoyment for young people	14
Educational benefit	13
Learning and development	13
Alternative suppliers not up to standard	10
Impact on less well off pupils	7
Loss of culture	4
Find cuts elsewhere	2
Negative impact on the economy	1
No Impact	1
History / musical heritage	1
Impact of redundancies to staff	1

Figure 15 - Impact on you/your child(ren)

- 7.12 As can be seen in the table above, the most common impact reported was the potential reduction or even stopping of music lessons and musical development.

“I will not be able to continue with my musical skills. We will be at a great loss because Wales is the land of song. I would like a career in music because I enjoy it very much.”

“I could not afford to pay for an instrument and private music tuition, so if this service is withdrawn my daughter will have to give up learning to play”

“We will have to stop his lessons as I cannot afford yet another bill when I am already on a low wage.”

- 7.13 A number of “other” comments were received (103 respondents expressed 201 views). A summary of the main comments received are shown below.

Impact/Theme	Number stated as impact
Alternative suppliers not up to standard	26
Cost to parents	12
Impact on less well off pupils	9
Would stop/reduce music lessons	8
Impact on opportunities	7
Links to national development/progression	7
Find cuts elsewhere	7
Learning and development	6
History / musical heritage	5
Social and Communication skills	4
Confidence building/teamwork	3
Loss of culture	3
Educational benefit	2
Aware of the budget challenge faced	2
Lack of consistency in provision	1
Negative impact on the economy	1
Redundancies to staff	1
Not a necessary service	1

Figure 16 - Other comments

7.14 In addition the following other comments were noted;

- Affects child's future career – need a certain standard of music (usually the ability to play 2 instruments up to a certain standard) in order to stand a chance at getting into a university to further their education
- A lot of people mentioned they would rather pay towards lessons than have the RCT service cut
- Some people mentioned they didn't mind the alternative provider as long as that was free to parents
- Mentions of disabled children / learning difficulties – how music has helped them dramatically – to take it away would be damaging

Petitions

7.15 1 petition was received for this proposal as follows;

- Petition – via post and online (3000 signatures) "Cllr Andrew Morgan, Rhondda Cynon Taff County Borough Council: Call to action: Keep RCT Music Service

Pre Completed Responses

7.16 The Council received a number of pre completed surveys in response to this proposal. The responses were identical in terms of their comments. The following were received;

- Pre-completed 1 Parents of children who will be affected by the proposed discontinuation of the Music Service (8)
- Pre-completed 2 Response to the consultation on proposed cuts to Music Service support (23)

Impact by Protected Characteristic

7.17 Respondents were asked if they felt that the proposals would have more of an impact upon them, because of a number of factors. These factors are protected characteristics and the Council is required to consider people with these characteristics as part of their obligations under the Equality Act 2010 and the resultant Public Sector Equality Duties.

7.18 The following table shows the number of responses that considered the proposal would have an impact on the protected characteristics. Further detail is set out in the Equality Impact Assessment.

Protected Characteristics

You are male/female	5
Your age	28
Your ethnicity	0
Your are disabled	6
Your sexuality	0
Your religion or belief	1
Your gender identity	0
You are single/married/cohabiting/in a civil partnership/divorced	5
You are pregnant	1
The language you prefer to communicate in	3

Figure 17 - Protected Characteristics

7.19 The questionnaire gave parents, carers and young people the opportunity to provide reasons, as to how the proposal could impact upon them, due to a protected characteristic. The table below summarises the main comments received.

Equality Comments	Count
Other comments	6
As women generally deal with childcare/ take break from career for maternity leave	6
Financial implications / expense	4
Change to routine / purpose in life	4
Accessibility of services / provision	3
Have no support / single parent	2
Psychological / socialising	1
Discrimination	1
Vulnerability	1
Affect on employment / further education / college (e.g. having to leave halfway through a course)	1

Figure 18 - Equality Responses

7.20 The following are a selection of the comments received;

"Affect my child -yet another service / facility used by children that has been identified withdrawal"

It will most affect the most deprived and the poorest who cannot afford to pay for private tuition

I am a single mother , I can't afford to pay for my daughters lessons

It will impact on us because we are poor and our children are talented.

I am young and want to be able to play an instrument .

I am young and cutting the music service will affect me

I am 9 and I wouldn't get a chance to play an instrument.

It will affect the quality of education of my children.

I am a single parent and the total money in my household is lower.

8 School Council Consultations

- 8.1 This section outlines the findings of a number of youth engagement events with School Councils.
- 8.2 A number of sessions were held with young people via School Councils. The young people were given the opportunity to complete the consultation during focus groups held within school times.
- 8.3 The Budget Challenge Consultation school sessions were held throughout November and December 2014 and included 6 focus groups of pupils with the School Councils at the following schools:
- Ysgol Llanhari;
 - Treorchy Comprehensive School;
 - Ysgol Gynradd Gymraeg Aberdar;
 - St John Baptist CIW High School;
 - Maesybryn Primary School;
 - Cŵm Clydach Primary School.
- 8.4 Sessions were held during lesson time at each school. A total of **91** pupils took part, 17 from Llanhari and 19 from Treorchy, 11 from Ysgol Aberdar, 12 from St John Baptist, 17 from Maesybryn and 15 from Cwm Clydach. The pupils ranged from age 7-11 years old (**n=43**) and 12-18 years old (**n=48**). Pupils ranged from key stage 2 (Primary Juniors) up to and including key stage 5 (6th Form). *Note:* where figures do not add up to 91, it is due to young people not taking part in that specific question.
- 8.5 In order to engage with young people the consultation process was similar to the approach used as part of the main consultation, but tailored specifically for children and young people.

Results

8.6 What services do the Council provide?

In order for the participants to get an understanding of what the Council does, they were asked to write on post it notes, what services they think the Council provide. Results were varied, however, encompassed many different services that the participants would see on a daily basis, such as:

Transport, schools, street lighting, refuse and recycling, community buildings, libraries, grass cutting, leisure centres, social care etc.

A total of **283** responses were received.

8.7 Music Services Proposal Agreement.

The participants were given an introduction to the proposal and asked to stand on a continuum to display how much they agreed with the proposal.

The results were as below:

Agree	Unsure	Disagree
----- ----- -----		
21	22	48

As we can see from the diagram above, there was a much stronger disagreement against this proposal with only 21 responses in agreement (**23%**), 22 respondents were unsure (**24%**) and 48 responses in disagreement (**53%**).

8.8 Effect on participants and family.

Participants were asked if they thought these proposed changes to music provision would have an effect on either themselves or their families.

The results were as below:

Effect	Unsure	No Effect
----- ----- -----		
46	6	39

From the results we can see that the just over half of the respondents thought that these changes would have an effect on themselves or their families with 46 responses (**51%**), 6 responses were unsure (**7%**) and the remaining 39 responses (**43%**) thought they would not be affected. Doesn't come to 100%

8.9 Comments on Music Service

Agreement:

"Schools should have enough money to support this"

"It will save more money for the council and means my friends won't miss school lessons"

"Music lessons are a distraction from school lessons anyway"

"Music lessons should be outside school not in lesson times"

Disagreement:

"Provides us with both life skills and transferable skills"

“If it costs money it means people won’t have lessons”

“A career in music could be impossible and stop me getting a GCSE in music”

“Negative affect on the musical culture of Wales”

“Performing arts is a big part of this school, it’s part of the reason I go here”

8.10 What services would you change?

The participants were then asked “what would they change or cut if they were making decisions on the Council’s budget?”

Responses included:

- Less grass cutting
 - Reduce councillor expenses
 - Turn street lights off at night
 - Less free parking
 - Less libraries
 - Cutting benefits to unemployed
 - Less road maintenance
 - Spend less on redoing buildings
-

APPENDIX 1 – Summary of Responses

Themes	Total of General (Q5), Letters, E-mails, Children's Responses, Other Material & Comment Cards	Question 14 - What Impact on Children?	Question 16 - Any Other Comments?
Agree.	5	0	3
Disagree / do not support the proposal	302	92	42
Opportunities	185	38	7
History/musical heritage	48	1	5
Social and communication skills	126	21	4
School unable /unwilling to fund lessons	12	0	0
Impact on less well off pupils	112	7	9
Redundancies to staff	27	1	1
Loss of culture	42	4	3
Links to national/further development / progression e.g. National Orchestra	99	19	7
Educational benefits	160	13	2
Confidence Building/team work	162	17	3
Learning and Development	315	13	6
Aware of the budget challenge the Council faces	46	0	2
Lack of consistency in provision	5	0	1
Cost to parents	74	15	12
Will have a negative impact on overall economy e.g. Less money spent on cultural events	10	1	1
Alternative providers would not be of the same/required standard	59	10	26
No impact	1	1	0
Not a necessary service / Other services need funding more	2	0	1
Other comments	561	53	50
Find cuts elsewhere / look for other solutions	36	2	7
Would stop / reduce (personal) musical development	34	28	4
Would stop / Could not continue with music lessons	51	47	4
Enjoyment for young people	224	14	1

APPENDIX 2 – Consultation Materials

See Separate attachment

APPENDIX 3 - School Headteacher Consultation Feedback

1. Methodology

18 schools were selected as a sample.

Note: totals may not equal 100% exactly due to rounding.

2. Key Messages

- 44.4% use the Council funded music service for instrument lessons only and 38.8% for curriculum and instrument
- 72.2% would seek alternative providers if the proposal went ahead

3. Results

(a) Does your school use the RCT Music Service for:

- Classroom curriculum teaching
- Instrument / vocal lessons

Music service usage	Number	%
Base	18	100%
Instrument lessons only.	8	44.4
Curriculum and instrument	7	38.9
No music provision in 14/15 due to budget	1	5.6
Does not use CAVAMS.	1	5.6
Uses both RCT and CAVAMS.	1	5.6

Other comments (included / counted in table):

Instrument in Glynhafod Junior school – the schools are federated (n=1)

(b) If the Council's Cabinet agreed to discontinue the RCT Music Service:

- What would be your proposed arrangements for:
 - Classroom curriculum teaching
 - Instrument / vocal lessons
 - Would you consider working on a cluster or collaborative basis to source classroom curriculum teaching and instrument / vocal lessons?

Proposed arrangements	Number	%
Base	18	100%
Seek alternative providers (see other comments below)	13	72.2
Would seek to use CAVAMS. / Continue with CAVAMS.	4	22.2
Not offer music.	1	5.6

Other comments (included / counted in table):

Seek alternative providers as would like to continue to provide music lessons to the children. (n=7)

Seek alternative providers as would like to continue to provide music lessons to the children – would start to charge the children. Would also consider working on a cluster basis (n=3)

Seek alternative providers as would like to continue to provide music lessons to the children, but not on a cluster basis. (n=1)

Seek alternative providers as would like to continue to provide music lessons to the children, would not use CAVAMS. (n=1)

Seek alternative providers as would like to continue to provide music lessons to the children. Yes on a cluster basis. (n=1)

(c) If your school does not use the RCT Music Service: :

- **Do you use an external provider?**
- **If so, how do you rate the quality of the service provided?**

Music service provider and quality	Number	%
Base	18	100%
N/A.	14	77.8
Both RCT & CAVAMS and happy with CAVAMS.	2	11.1
CAVAMS and very happy with the service received.	1	5.6
Yes the school has an artist on site who provides a very good service.	1	5.6

APPENDIX 2 (2)



Service Change Consultation - Council Funded Music Service

Proposal: Council Funded Music Service

Schools are responsible for the provision of music tuition in respect of both curriculum and instrumental / vocal lessons from within their allocated resources. Currently some schools use the RCT Council funded Music Service to meet this responsibility and some schools use alternative independent music tuition companies or individuals.

28% of all schools use the RCT Music Service for curriculum teaching whilst 66% use the service for instrumental / vocal lessons.

The proposal is to discontinue the Council run and subsidised Music Service and it will be for schools to source alternative music teachers and instructors to cover curriculum teaching and instrumental / vocal lessons.

The current service also runs extra-curricular activities on a county borough wide basis and at no cost to parents / carers.

The proposal does not seek to cut the funding which is provided to schools.

It will remain for individual schools to decide whether they wish to pass some or all of the costs of lessons on to parents / carers.

Overall Saving £0.474 million per year

The Council would like your views on the proposed changes.

Section 1 - General

Q1 Do you understand why the Council needs to reduce services?

- Yes
 No

Q2 The Council is reviewing all of its services and the way in which they are provided.

Do you agree this is a reasonable approach?

- Yes
 No

- Q3 Do you generally agree with the proposals for the Council funded Music Service?
- Yes
- No
- Q4 Do you think that if alternative providers are able to provide music services to schools then it is reasonable to remove the Council funded Music Service?
- Yes
- No
- Q5 Please make any other general comments you would like to make with regard to the proposals for the Council funded Music Service.

Section 2 - Council Funded Music Service Users

- Q6 Please tick the box that best describes you.
- Pupil
- Parent / Carer
- Other
- Please state 'Other'
-
- Q7 Do you or your child(ren) take part or support any activities provided by the Council funded Music Service?
- Yes (please go to question 8)
- No (please see below)

This survey is aimed at users of the Council funded Music Service. If you do not use the service your views are still important to us. Please email musicconsultation@rctcbc.gov.uk

Or write to us with your views:
 Freepost RSBU-HJUK-LSSS
 Research & Consultation
 Public Relations & Strategy
 The Pavilions
 Cambrian Industrial Park
 Clydach Vale
 Tonypandy
 CF40 2XX

Visit www.rctcbc.gov.uk/budgetchallenge for details of local engagement events

Q8 Please tick the type of school you or your child(ren) attends.

- Nursery
 Infant
 Junior
 Primary
 Secondary
 Special

Q9 Do you currently pay for school based music tuition (instrument / vocal lessons) provided by the Council funded Music Service?

- Yes
 No
 Yes I Pay but don't know if provided by council funded Music Service

Q10 Do you currently pay to hire an instrument from the Council funded Music Service?

- Yes
 No

Q11 Do you / does your child(ren) take part in any music activities from an alternative provider?

- Yes
 No

Q12 If you / your child(ren) take part in music activities from an alternative provider, are you / your child(ren) satisfied with the quality of the provision?

- Yes
 No

Q13 As a user of the music service, do you / your child(ren) agree with the proposal?

- Yes
 No

Q14 What impact do you think the proposal would have on you / your child(ren)?

Q15 Would you use a music service from an alternative provider for your child?

- Yes
 No

Q16 Do you have any other comments to make?

About You

Q17 Under the Equality Act 2010 and the Public Sector Equality Duties, the Council has a legal duty to look at how its decisions impact on people because they may have particular characteristics.

Please tell us if you think these proposals will affect you specifically because of any of the following:

- You are male / female
- Your age
- Your ethnicity
- You are disabled
- Your sexuality
- Your religion or belief
- Your gender identity
- You are single / married / cohabiting / in a civil partnership / divorced
- You are pregnant
- The language you prefer to communicate in

Please provide your reason/s:

The contact details section is optional, but we are interested in how the proposal could impact upon people in different areas.

We would be grateful if you could provide your post code as a minimum.

Q18 Postcode

Q19 Name

Q20 Email

Q21 Telephone number

Q22 Address

Q23 If you are happy to be contacted further to discuss your response to this survey and are happy for us to contact you with future surveys regarding this topic, please tick the box:

- I am happy to be contacted

Thank you for taking part in this consultation. The deadline is Tuesday 16th December 2014 at 5pm.

Please send your completed survey to:
Freepost RSBU-HJUK-LSSS
Research & Consultation
Public Relations & Strategy
The Pavilions
Cambrian Industrial Park
Clydach Vale
Tonypandy
CF40 2XX

Visit www.rctcbc.gov.uk/budgetchallenge for details of local engagement events.

Rhondda Cynon Taf County Borough Council will process the information you have provided in accordance with the Data Protection Act 1998. The information may be used for statistical purposes but all personal details will be anonymous.



Ymgynghoriad ar Newid Gwasanaethau - Gwasanaeth Cerdd dan nawdd y Cyngor

Cynnig:

Gwasanaeth Cerdd dan nawdd y Cyngor

Ysgolion sy'n gyfrifol am ddarparu gwersi cerdd mewn perthynas â'r cwricwlwm a gwersi offerynnol/lleisiol o fewn eu hadnoddau wedi eu dyrannu. Ar hyn o bryd mae rhai ysgolion yn defnyddio'r Gwasanaeth Cerdd sy'n cael ei ariannu gan Gyngor Rhondda Cynon Taf i fodloni'r cyfrifoldeb hwn, ac mae rhai ysgolion yn defnyddio cwmnïau cerdd neu unigolion annibynnol eraill.

Mae 28% o'r holl ysgolion yn defnyddio Gwasanaeth Cerdd Rhondda Cynon Taf ar gyfer addysgu cwricwlwm tra bod 66% yn defnyddio'r gwasanaeth ar gyfer gwersi offerynnol/lleisiol.

Y cynnig yw peidio cynnal Gwasanaeth Cerdd y Cyngor sy'n cael cymhorthdal, a rhoi'r cyfrifoldeb i'r ysgolion i drefnu athrawon/darpariaeth amgen ar gyfer addysgu'r cwricwlwm a gwersi offerynnol/lleisiol.

Mae'r gwasanaeth hefyd yn cynnal gweithgareddau allgyrsiol eraill ar sail Bwrdeistref Sirol gyfan a heb unrhyw gost i'r rhieni/cynhalwyr/gofalwyr.

Dydy'r cynnig ddim yn bwriadu torri'r cyllid sy'n cael ei ddarparu i ysgolion.

Mater i'r ysgolion unigol fydd penderfynu a ydyn nhw eisiau gofyn i'r rhieni/cynhalwyr ysgwyddo rhai neu'r cyfan o'r costau am wersi.

Arbedion cyfan o £0.474 miliwn y flwyddyn

Hoffai'r Cyngor gael gwybod eich barn ar y newidiadau arfaethedig.

Adran 1 - Cyffredinol

Q1 A ydych chi'n deall pam mae angen i'r Cyngor gwtogi ar wasanaethau?

Ydw

Nac ydw

Q2 *Mae'r Cyngor yn adolygu ei wasanaethau i gyd, a'r ffordd maen nhw'n cael eu darparu.*

A ydych chi'n cytuno bod hwn yn ddull rhesymol?

- Ydw*
 Nac ydw

Q3 *Yn gyffredinol, a ydych chi'n cytuno â'r cynigion ar gyfer y Gwasanaeth Cerdd dan nawdd y Cyngor?*

- Ydw*
 Nac ydw

Q4 *Os oes modd i ddarparwyr eraill ddarparu'r gwasanaethau cerdd i ysgolion, a ydych chi'n credu ei bod hi'n rhesymol i gael gwared ar y Gwasanaeth Cerdd dan nawdd y Cyngor?*

- Ydw*
 Nac ydw

Q5 *Nodwch unrhyw sylwadau cyffredinol eraill yr hoffech chi eu gwneud o ran y cynigion ar gyfer y Gwasanaeth Cerdd dan nawdd y Cyngor.*

Adran 2 - Defnyddwyr y Gwasanaeth Cerdd dan nawdd y Cyngor

Q6 *Ticiwch y blwch sy'n eich disgrifio chi orau.*

- Disgybl*
 Rhiant/Cynhaliwr/Gofalwr
 Arall

Nodwch eich ateb 'Arall'

Q7 *A ydych chi, neu'ch plentyn/plant, yn cefnogi neu'n cymryd rhan mewn unrhyw weithgareddau sy'n cael eu darparu gan y Gwasanaeth Cerdd dan nawdd y Cyngor?*

- Ydw (ewch i gwestiwn 8)
- Nac ydw (gweler isod)

Mae'r arolwg yma ar gyfer defnyddwyr y Gwasanaeth Cerdd dan nawdd y Cyngor. Os dydych chi ddim yn defnyddio'r gwasanaeth, mae eich barn yn dal i fod yn bwysig i ni.

*Anfonwch neges e-bost i
YmgynghoriadGwasanaethCerdd@rhondda-cynon-taf.gov.uk*

*neu anfonwch eich sylwadau i:
Rhadbost RSBU-HJUK-LSSS
Ymchwil ac Ymgynghori
Strategaethau a Chysylltiadau
Cyhoeddus Y Pafiliynau
Parc Hen Lofa'r Cambrian
Cwm Clydach
Tonypandy
CF40 2XX*

I gael gwybod am achlysuron ymgysylltu lleol, ewch i www.rctcbc.gov.uk/sialenscyllid

Q8 *Ticiwch y math o ysgol rydych chi, neu eich plentyn/plant, yn ei mynychu.*

- Ysgol feithrin
- Ysgol fabanod
- Ysgol iau
- Ysgol gynradd
- Ysgol uwchradd
- Ysgol arbennig

Q9 *A ydych chi, ar hyn o bryd, yn talu am wersi cerdd (offerynnol/lleisiol) yn yr ysgol sy'n cael eu darparu gan y Gwasanaeth Cerdd dan nawdd y Cyngor?*

- Ydw
- Nac ydw
- Ydw, rydw i'n talu, ond dydw i ddim yn gwybod a yw'r gwersi'n cael eu darparu gan y Gwasanaeth Cerdd dan nawdd y Cyngor

Q10 *Ar hyn o bryd, a ydych chi'n talu'r Gwasanaeth Cerdd dan nawdd y Cyngor i logi offeryn i chi?*

- Ydw
- Nac ydw

Q11 *A ydych chi, neu eich plentyn/plant, yn cymryd rhan mewn unrhyw weithgaredd cerdd gan ddarparwr arall?*

- Ydw
- Nac ydw

- Q12** *Os ydych chi, neu eich plentyn/plant, yn cymryd rhan mewn gweithgareddau cerdd gan ddarparwr arall, a ydych chi, neu eich plentyn/plant, yn fodlon ar safon y ddarpariaeth?*
- Ydw
- Nac ydw
- Q13** *A chithau'n ddefnyddiwr y gwasanaeth cerdd, a ydych chi, neu eich plentyn/plant, yn cytuno â'r cynnig?*
- Ydw
- Nac ydw
- Q14** *Yn eich barn chi, pa effaith byddai'r cynnig yn ei chael arnoch chi / ar eich plentyn/plant?*
-
- Q15** *A fydddech chi'n defnyddio gwasanaeth cerdd gan ddarparwr arall ar gyfer eich plentyn?*
- Byddwn
- Na fyddwn

- Q16** *Unrhyw sylwadau eraill?*
-

About You

- Q17** *Dan Ddeddf Cydraddoldeb 2010 a Dyletswyddau Cydraddoldeb y Sector Cyhoeddus, mae gan y Cyngor ddyletswydd gyfreithiol i ystyried sut mae ei benderfyniadau yn effeithio ar bobl oherwydd gall nodweddion penodol fod ganddyn nhw.*

Rhowch wybod i ni a ydych chi o'r farn y bydd y cynigion hyn yn effeithio arnoch chi yn benodol oherwydd unrhyw un o'r canlynol:

- Eich bod chi'n wryw / yn fenyw*
- Eich oedran*
- Eich ethnigrwydd*
- Eich bod chi'n anabl*
- Eich rhywioldeb*
- Eich crefydd neu'ch cred*
- Eich hunaniaeth o ran rhywedd*
- Eich bod chi yn sengl / yn briod / yn cyd-fyw / mewn partneriaeth sifil / wedi ysgaru*
- Eich bod chi'n feichiog*
- Eich dewis iaith*

Nodwch eich rheswm/rhesymau:

Mae'r adran manylion cyswllt yn ddewisol, ond mae diddordeb gennym ni o ran sut gallai'r cynnig effeithio ar bobl mewn ardaloedd gwahanol.

Byddem ni'n ddiolchgar pe baech chi, o leiaf, yn nodi eich côd post.

Q18 *Côd post*

Q19 *Enw*

Q20 *E-bost*

Q21 *Ffôn*

Q22 *Cyfeiriad*

Q23 *Os ydych chi'n fodlon i ni gysylltu â chi er mwyn trafod eich ymateb i'r arolwg yma, a'ch bod chi'n fodlon i ni gysylltu â chi er mwyn i chi gael llenwi arolygon yn y dyfodol ynglŷn â'r pwnc yma, ticiwch y blwch:*

Rydw i'n fodlon i chi gysylltu â mi

*Diolch i chi am gymryd rhan yn yr ymgynghoriad.
Y dyddiad cau yw dydd Mawrth, 16eg Rhagfyr am 5 pm.*

*Anfonwch eich arolwg i:
Rhadbost RSBU-HJUK-LSSS
Ymchwil ac Ymgynghori
Strategaethau a Chysylltiadau
Cyhoeddus Y Pafiliynau
Parc Hen Lofa'r Cambrian
Cwm Clydach
Tonypandy
CF40 2XX*

Bydd Cyngor Bwrdeistref Sirol Rhondda Cynon Taf yn prosesu'r wybodaeth rydych chi wedi ei nodi yn unol â Deddf Diogelu Data 1998. Mae'n bosibl y bydd yr wybodaeth yn cael ei defnyddio i ddibenion ystadegau, ond fydd neb yn cael ei enwi.



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 SAY EICH
 DWEUD

Ymgynghoriad ar Newid Gwasanaethau **DWEUD EICH DWEUD!** Service Change Consultation **HAVE YOUR SAY!**

Mae'r ymgynghoriad yn dechrau:

The **consultation starts** on:

**21 HYDREF
 OCTOBER**

Ac yn **dod i ben am 5pm** ar:
 and will **close at 5pm** on:

**16 RHAGFYR
 DECEMBER**

Bydd Achlysuron Ymgysylltu Lleol yn cael eu cynnal yn y gymuned. Bydd manylion ar y wefan o'u cadarnhau.

Local Engagement Events will be held in the community. Details will be placed on the website when confirmed.

I gael rhagor o wybodaeth:

www.rctcbc.gov.uk/sialenscyllideb

bydd modd i chi gael manylion am y cynigion a llenwi arolwg.

For further information please visit:

www.rctcbc.gov.uk/budgetchallenge

where you can find out the detail of the proposals and fill in a survey.

☎ **01443 425014**

✉ ymgyngoriadgwasanaethcerdd@rctcbc.gov.uk
ymgyngoriadmeithrin@rctcbc.gov.uk
musicconsultation@rctcbc.gov.uk
nurseryconsultation@rctcbc.gov.uk

📄 **RHADBOST RSBU-HJUK-LSSS**
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 Research & Consultation, The Pavilions,
 Clydach Vale, CF40 2XX

2014



Mae pob Cyngor yng Nghymru'n parhau i wynebu gostyngiadau sylweddol yn eu cyllidebau o ganlyniad i lymder Llywodraeth San Steffan.

Mae Cyngor Rhondda Cynon Taf yn wynebu diffyg yn ei adnoddau (bwlch yn ei gyllideb) o dros £70.7miliwn dros y 3 blynedd nesaf, sy'n cynnwys blwch o £31.2miliwn y flwyddyn nesaf (2015/16).

Er mwyn mynd i'r afael â'r bwlch yma, mae rhaid i'r Cyngor ystyried opsiynau i gwtogi ar wariant trwy aildrefnu, torri neu ostwng lefel y gwasanaethau rydyn ni'n eu darparu.

Rhan bwysig o'r broses hon ydy clywed barn ein preswylwyr, staff a rhanddeiliaid allweddol ar ein cynigion.

Manteisiwch ar y cyfle hwn i ddweud eich dweud, da chi.

All councils in Wales continue to be affected by significant reductions to their funding as a result of the austerity measures put in place by the UK Government.

Rhondda Cynon Taf CBC is facing an estimated shortfall in resources (budget gap) over the next 3 years of £70.7M, with a gap next year (2015/16) of £31.2M.

To deal with this budget gap the Council is reviewing all services and considering options to reduce expenditure by reconfiguring, cutting or reducing the services we provide.

An important part of this process is to gauge the views of our residents, staff and key stakeholders on our proposals.

Please take this opportunity to have your say.

Cynnig:

Cyllid ar gyfer addysg feithrin

Byddai'r cynnig hwn yn diwygio'r ffordd y mae trefniadau mynediad/derbyn disgyblion i ysgolion (yn amodol ar gapasiti) yn cael eu hariannu ar draws pob un o'n hysgolion.

Byddai'r trefniant ariannu arfaethedig yn seiliedig ar:

- Darpariaeth ran-amser (hanner diwrnod) (15 awr yr wythnos) o'r tymor ar ôl pen-blwydd y plentyn yn 3 oed (cyn-feithrin a meithrin); a
- Darpariaeth amser llawn (30 awr yr wythnos) o'r tymor ar ôl pen-blwydd y plentyn yn 4 oed (meithrin a derbyn); a
- Hyd at 15 awr yr wythnos (yn amodol ar gapasiti) o ddarpariaeth feithrin gyda darparwyr addysg cofrestredig preifat, gwirfoddol neu annibynnol o'r tymor ar ôl i'r plentyn droi'n 3 oed lle nad oes argaeledd addas mewn ysgol.

Byddai'r cynnig yn gweld dileu'r trefniadau cludiant ysgol a darpariaeth prydau ysgol ar gyfer disgyblion meithrin rhan-amser.

Byddai plant sydd eisoes yn derbyn addysg feithrin amser llawn yn ystod y flwyddyn academaidd 2014/15 yn parhau i gael eu hariannu ar gyfer darpariaeth amser llawn, h.y. **fydd y cynnig dan sylw ddim yn effeithio ar y plant hynny.** Byddai'r cynnig yn effeithio ar drefniadau derbyn disgyblion newydd o fis Medi 2015 ac ymlaen.

Tra byddai'r Cyngor yn ariannu ysgolion yn unol â'r cynnig, mae trefniadau mynediad cychwynnol i ysgol, i bob diben, yn fater ar gyfer penaethiaid a llywodraethu cyrff unigol. Hwyrach byddai rhai ysgolion yn penderfynu parhau i gynnig ac ariannu darpariaeth feithrin amser llawn o'u cyllideb (fel eoedd yn wir pan gafodd y penderfyniad ei wneud yn flaenorol).

Arbedion cyfan o

£2.166 miliwn y flwyddyn

Proposal:

Funding for Nursery Education

This proposal would amend the way in which school entry arrangements (subject to capacity) are funded across all of our schools.

The proposed funding arrangement would be based on:

- Part-time (half day, 15 hours per week) provision from the term after a child's 3rd birthday (pre nursery and nursery);
- Full-time (30 hours per week) provision from the term after a child's 4th birthday (nursery and reception); and
- Up to 15 hours per week (subject to capacity) of nursery provision in private, voluntary or independent registered education providers from the term after a child's 3rd birthday where there is no suitable availability within a school.

The proposal would see the removal of home to school transport and school meal provision for part-time nursery pupils.

Children already in receipt of full-time nursery provision during the 2014/15 academic year would continue to be funded for full-time provision, ie **they will not be affected by the proposal.** The proposal would impact on new admissions from September 2015 and onwards.

Whilst the Council would fund schools in line with the proposal, initial school entry arrangements are effectively a matter for individual headteachers and governing bodies and some schools may decide to continue to offer and fund full-time nursery provision from within their allocated budget (as was the case when the decision was taken previously).

Overall Saving

£2.166 million per year

Cynnig: Gwasanaeth Cerdd dan nawdd y Cyngor

Ysgolion sy'n gyfrifol am ddarparu gwersi cerdd mewn perthynas â'r cwricwlwm a gwersi offerynnol / lleisiol o fewn eu hadnoddau presennol. Ar hyn o bryd mae rhai ysgolion yn defnyddio gwasanaeth cerdd sy'n cael ei ariannu gan RhCT i fodloni'r cyfrifoldeb hwn, ac mae rhai ysgolion yn defnyddio cwmnïau cerdd neu unigolion annibynnol eraill.

Mae 28% o'r holl ysgolion yn defnyddio gwasanaeth cerdd Rhondda Cynon Taf ar gyfer addysgu cwricwlwm tra bod 66% yn defnyddio'r gwasanaeth ar gyfer gwersi offerynnol / lleisiol.

Y cynnig yw peidio cynnal gwasanaeth cerdd y Cyngor sy'n cael cymhorthdal, a rhoi'r cyfrifoldeb i'r ysgolion i drefnu athrawon /darpariaeth amgen ar gyfer addysgu'r cwricwlwm a gwersi offerynnol / lleisiol.

Mae'r gwasanaeth hefyd yn cynnal gweithgareddau allgyrsiol eraill ar sail Bwrdeistref Sirol gyfan a heb unrhyw gost i'r rhieni / cynhalwyr (gofalwyr).

Dyw'r cynnig ddim yn bwriadu diwygio'r cyllid sy'n cael ei ddarparu i ysgolion.

Mater i'r ysgolion unigol fydd penderfynu a ydyn nhw eisiau gofyn i'r rhieni / cynhalwyr i ysgwyddo rhai neu'r cyfan o'r costau am wersi.

**Arbedion cyfan o
£0.474 miliwn y flwyddyn**

Proposal: Council Funded Music Service

Schools are responsible for the provision of music tuition in respect of both curriculum and instrumental / vocal lessons from within their allocated resources. Currently some schools use the RCT Council funded Music Service to meet this responsibility and some schools use alternative independent music tuition companies or individuals.

28% of all schools use the RCT Music Service for curriculum teaching whilst 66% use the service for instrumental / vocal lessons.

The proposal is to discontinue the Council run and subsidised Music Service and it will be for schools to source alternative music teachers and instructors to cover curriculum teaching and instrumental / vocal lessons.

The current service also runs extra-curricular activities on a county borough wide basis and at no cost to parents / carers.

The proposal does not seek to cut the funding which is provided to schools.

It will remain for individual schools to decide whether they wish to pass some or all of the costs of lessons on to parents / carers.

**Overall Saving
£0.474 million per year**

I gael rhagor o wybodaeth ar y cynigion, cysylltwch â:
For more information on these proposals contact:

 www.rctcbc.gov.uk/sialenscyllid

 ymgynggori@rctcbc.gov.uk

 www.rctcbc.gov.uk/budgetchallenge

 consultation@rctcbc.gov.uk

Ariannu Addysg Feithrin - Y ffeithiau moel

Funding for Nursery Education - What you need to know

C. Beth sy'n cael ei gynnig?

Gwneud newidiadau i'r ffordd mae'r Cyngor yn darparu cyllid ar gyfer Addysg Feithrin i'r graddau lle bydd modd i blant fanteisio ar ddarpariaeth ran amser (hanner diwrnod, 15 awr yr wythnos), o'r tymor ar ôl pen-blwydd yn 3 oed, a darpariaeth amser llawn yn y tymor nesaf ar ôl iddyn nhw droi'n 4 oed.

Q. What is being proposed?

To make changes to the way in which the Council provides funding for Nursery Education to a level which supports children accessing part time (half day, 15 hours per week) provision from the term after their 3rd birthday and full time provision from the term after their 4th birthday.

C. Pam ydych chi'n ystyried hyn eto pan mae'r cynnig wedi'i wrthdroi unwaith yn barod?

I osgoi dryswch, nodwyd yn y dyfarniad barnwrol y dylai gwybodaeth ychwanegol fod wedi cael ei chyflwyno i'r Cabinet fel rhan o'r broses dod i benderfyniad. Doedd y cynnig ynglŷn â darparu addysg feithrin ran-amser ar gyfer plant 3 blwydd oed ddim yn cael ei ystyried yn anghyfreithlon ynddo'i hun, ond yn hytrach y broses ar gyfer dod i'r penderfyniad hwn oedd yn cael ei hystyried yn anghyfreithlon. Mae'r Cyngor yn wynebu bwlch o £31 miliwn yn ei gyllideb ar gyfer y flwyddyn nesaf, gan gynyddu i dros £70 miliwn dros y 3 blynedd nesaf, ac felly mae rhaid iddo edrych ar yr holl wasanaethau er mwyn dod o hyd i arbedion. Yn anffodus, mae'n anochel y bydd gostyngiad yn y gwasanaethau dewisol megis darpariaeth feithrin amser llawn yn gorfod cael eu hystyried os ydyn ni i gau'r bwlch hwn yn ein cyllideb a phennu cyllideb fanteoledig – rhywbeth sy'n rhwymedigaeth gyfreithiol arnom ni i'w wneud.

Q. Why are you considering this again when it has already been overturned once?

To be clear, the judicial review judgment identified that additional information should have been presented to Cabinet as part of the

decision making process. The provision of part time nursery education for 3 year olds was not in itself deemed unlawful, it was the process which was followed in making this decision which was ruled unlawful. The Council faces a £31m budget gap for next year, rising to over £70m over the next 3 years and therefore must look at all services to find savings.

Unfortunately, reductions to discretionary services such as full time nursery provision will inevitably have to be considered if we are to be able to close this budget gap and set a balanced budget – something which we are legally obliged to do.

C. Beth mae darpariaeth ran-amser yn ei olygu?

Y cynnig yw bydd plant yn cael cynnig darpariaeth hanner diwrnod (15 awr yr wythnos).

Q. What does part time provision mean?

It is proposed that children will be offered half day (15 hours per week) provision.

C. Fydd darpariaeth ran-amser yn cael ei darparu Llun-Gwener 9am-12pm?

Yr ysgolion unigol fydd yn penderfynu sut byddan nhw'n trefnu darpariaeth ran-amser.

Q. Will part time provision be delivered Monday-Friday 9am-12pm?

It will be up to individual schools to determine how they will deliver part time provision.

C. Fydd rhai ysgolion yn gallu cynnig darpariaeth amser llawn neu ofal cofleidiol?

Bydd hyn yn benderfyniad i'r ysgolion unigol. Os caiff hyn ei gymeradwyo, bydd yr arian a gaiff yr ysgolion yn lleihau yn unol â'r cynnig. Serch hynny, efallai bydd ysgolion yn penderfynu defnyddio arian yn eu cyllideb i barhau i ddarparu addysg feithrin amser llawn. Pan gafodd hyn ei benderfynu'r tro diwethaf, nododd tua 60% o ysgolion y bydden nhw'n ceisio gwneud hyn. Caiff ysgolion hefyd ystyried darpariaeth gofal cofleidiol.

Q. Will some schools be able to offer full time provision or wrap around care?

This will be up to individual schools to decide. If approved the amount of funding schools receive will be reduced in line with the proposal.

Schools may however decide to use money from elsewhere in their budget to continue to provide full time nursery education and when this decision was taken previously approximately 60% of schools indicated they would look to do so. Schools may also consider wrap around care provision.

C. Dw i'n gweithio amser llawn a fydda i ddim yn gallu nôl fy mhleintyn yn ystod y dydd, pa gymorth fydd ar gael i mi?

Mae Archwiliad o Ddigonolrwydd Gofal Plant y Cyngor yn awgrymu bod digon o ddarpariaeth i ateb y galw o ran gofal plant. Mae'r archwiliad hwn yn cael ei gynnal bob blwyddyn i sicrhau bod darpariaeth yn parhau'n ddigonol a bydd gwaith adolygu ychwanegol yn cael ei gynnal yn ystod y cyfnod ymgynghori.

Q. I work full time and would not be able to pick my child up during the day, what support will be available to me?

The Council's Childcare Sufficiency Audit suggests there is sufficient provision to meet childcare demands. This audit is refreshed annually to ensure provision remains sufficient and additional review work will be carried out during the consultation period.

C. Mae fy mhleintyn yn cael addysg amser llawn yn barod, fydd y cynnig hwn yn effeithio arno fe?

Na fydd. Os caiff ei gymeradwyo, bydd y cynnig yn dod i rym o fis Medi 2015 a bydd yr holl blant sy'n cael darpariaeth amser llawn ar hyn o bryd yn parhau i'w chael.

Q. My child is already in full time education, will this proposal affect them?

No, if approved this will come into effect from September 2015 and all children already in full time provision will remain so.

C. Fydd y gostyngiad mewn oriau yn cael effaith ar gyrhaeddiad addysgol fy mhleintyn yn y dyfodol?

Mae tystiolaeth yn awgrymu mai ansawdd nid maint yr addysg sy'n cael yr effaith fwyaf ar gyrhaeddiad ac mae hyn yn faes rydyn ni'n llwyddo'i wella o'r Cyfnod Sylfaen hyd at Gyfnod Allweddol 5. Yn ogystal â hyn, mae nifer o'n hawdurdodau lleol cyfagos ni sydd â lefelau tebyg o amddifadedd yn cynnig darpariaeth feithrin ran-amser, ac maen nhw'n cyflawni'n well na RhCT ar hyn o bryd yn nhermau cyrhaeddiad, sy'n cadarnhau'r angen am ddarpariaeth o'r safon orau.

Q. Will the reduction in hours have an impact on the future educational attainment of my child?

Evidence suggests it is the quality not quantity of education that has the biggest impact on attainment and this is an area we are successfully improving from the Foundation Phase through to Key Stage 5. Also many of our neighbouring local authorities with similar levels of deprivation as RCT offer part time nursery provision and currently perform better than RCT in terms of attainment reinforcing the need for high quality provision.

C. Fydd cludiant ysgol a chinio ysgol yn cael eu heffeithio yn sgîl plant 3 oed yn mynd yn rhan-amser?

Bydd - os bydd y cynnig yn cael ei gymeradwyo. Fydd cludiant i'r ysgol ac yn ôl a phrydau ysgol ddim yn cael eu darparu ar gyfer disgyblion rhan-amser.

Q. Will home to school transport and school meal provision be affected by 3 year olds becoming part time?

Yes, if approved, home to school transport and school meals will not be provided for part time pupils.

C. Mae fy mhlentyn yn troi'n 3 oed ym mis Medi 2015. Pryd bydden nhw'n dechrau yn yr ysgol, a phryd bydden nhw'n mynd i'r ysgol yn llawn amser?

Byddai plentyn sy'n troi'n 3 oed ym mis Medi 2015 yn dechrau'r ysgol ar sail ran-amser y tymor canlynol (h.y. Ionawr 2016) ac wedyn byddai e/hi'n cael addysg amser llawn y tymor nesaf ar ôl troi'n 4 oed, sef ym mis Ionawr 2017. Mae'r tabl isod yn rhoi manylion ynglŷn â phryd byddai plant yn dechrau darpariaeth rhan amser ac amser llawn, gan ddiwyddu ar ddyddiad eu pen-blwydd:

Q. My child turns 3 in September 2015 when would they start school and when would they go to school full time?

A child who becomes 3 in September 2015 would start school on a part time basis the following term (ie January 2016) and would then become full time the term following their 4th birthday which would be January 2017. The table below details when children would access part and full time provision dependent on when their birthday is:

Troi'n 3 oed erbyn:	Cyn-feithrin			Meithrin			Derbyn		
	3 oed yn:			4 oed yn:			5 oed yn:		
	Medi	Ionawr	Ebrill	Medi	Ionawr	Ebrill	Medi	Ionawr	Ebrill
Rhagfyr	Dim	Rh.Ams	Rh.Ams	Rh.Ams	Llawn	Llawn	Llawn	Llawn	Llawn
Mawrth	Dim	Dim	Rh.Ams	Rh.Ams	Rh.Ams	Llawn	Llawn	Llawn	Llawn
Awst	Dim	Dim	Dim	Rh.Ams	Rh.Ams	Rh.Ams	Llawn	Llawn	Llawn

DIM = Dim darpariaeth. Rh Ams = Rhan amser. Llawn = Amser llawn

3rd Birthday by:	Pre Nursery			Nursery			Reception		
	Age 3 in Year			Age 4 in Year			Age 5 in Year		
	Sept	Jan	April	Sept	Jan	April	Sept	Jan	April
December	NO	PT	PT	PT	FT	FT	FT	FT	FT
March	NO	NO	PT	PT	PT	FT	FT	FT	FT
August	NO	NO	NO	PT	PT	PT	FT	FT	FT

NO = No Admission. PT = Part Time. FT = Full Time.

Gwasanaeth Cerdd dan nawdd y Cyngor - Y ffeithiau moel

Council Funded Music Service - What you need to know

Cabinet - 12th February 2015

Agenda Item 3

C. Beth sy'n cael ei gynnig?

Y cynnig ydy tynnu'r cymhorthdal o £0.474m sy'n cael ei roi i'r Gwasanaeth Cerdd ar hyn o bryd, a chau'r gwasanaeth.

Q. What is being proposed?

The proposal is to remove the subsidy currently being given to the Music Service of £0.474m and discontinue the service.

C. Ydy hyn yn golygu na fydd modd i blant a phobl ifainc fanteisio ar wersi cerdd yn y cwricwlwm a gwersi offerynnol / lleisiol?

Nac ydy, fydd y cynnig ddim yn effeithio ar gyllidebau'r ysgolion, felly byddan nhw'n parhau i gael yr un faint o arian ar gyfer trefnu darparwyr ar gyfer yr hyfforddiant yn y cwricwlwm a'r gwersi offerynnol / lleisiol. Mae'r cynnig hwn yn golygu y bydd raid i'r ysgolion sy'n gwneud hyn drwy'r Gwasanaeth Cerdd ar hyn o bryd i wneud trefniadau eraill.

Q. Does this mean children and young people will no longer be able to access music curriculum tuition and instrumental / vocal lessons?

No, school budgets will not be affected by this proposal so they will still have the same amount of money to hire in providers for curriculum tuition and instrumental / vocal lessons. This proposal means that schools who currently do this via the RCT Music Service will have to make alternative arrangements.

C. Ydy'r holl ysgolion yn prynu'r gwasanaeth trwy Wasanaeth Cerdd RhCT?

Nac ydyn, ac mewn gwirionedd mae llawer o ysgolion eisoes yn prynu'u gwasanaeth oddi wrth ddarparwyr allanol.

Q. Do all schools currently buy in from the RCT Music Service?

No, in fact many schools in RCT already hire in from external providers.

C. Fydd hyn dan sylw yn golygu rhagor o gostau i'r rhieni/cynhalwyr (gofalwyr)?

Na fydd, ddim o reidrwydd – does dim polisi gan y Cyngor ynglŷn â ph'un ai codi tâl ar rieni neu beidio. Mae rhai ysgolion ar hyn o bryd yn gofyn i rieni i dalu rhai neu'r cyfan o'r costau. Dyw rhai ysgolion eraill ddim yn gwneud hynny o gwbl, a bydd hynny'n parhau. Bydd pob ysgol yn unigol yn penderfynu ar y dull y maen nhw eisiau'i ddilyn.

Q. Will what is being proposed cost more for parents/carers?

Not necessarily – there is no Council policy on whether or not parents should be charged. Some schools currently pass some or all of the costs onto parents whereas some do not and this will continue to be the case and will be for each individual school to decide on the approach they wish to take.

C. Beth am offerynnau gan fy mod i'n llogi un oddi wrth y Gwasanaeth Cerdd ar hyn o bryd?

Bydd cyfle o hyd i logi'r offerynnau sydd o eiddo'r Cyngor.

Q. What about instruments as I currently hire one from the Music Service?

The Council owned instruments will continue to be made available to hire.

C. Sut gallwch chi fod yn siŵr y bydd darparwyr allanol o'r un ansawdd â'r rheini a gyflogir ar hyn o bryd drwy Rondda Cynon Taf?

Mae rhai awdurdodau lleol yng Nghymru yn gweithredu modelau eraill, ac mae ysgolion ledled Cymru yn prynu gwasanaethau gan amrywiaeth o ddarparwyr annibynnol, nid dim ond y rhai o du'r awdurdod lleol.

Q. How can you be sure that external providers will be of the same quality as those currently employed through RCT?

Some local authorities in Wales operate alternative models, and schools across Wales buy services from a range of independent music providers, not just those provided by the local authority.

C. Fyddai'r Cyngor yn cefnogi datblygu menter gymdeithasol i ddarparu gwasanaeth cerdd yn ysgolion RhCT?

Yn bendant – rydyn ni wedi bod yn glir iawn y byddwn ni'n cefnogi unigolion a/neu grwpiau sy'n mynegi diddordeb mewn cynnal cyfleuster neu wasanaeth na all y Cyngor fforddio'i gynnal mwyach. Dyma rywbeth y bydden ni'n awyddus i'w ystyried drwy'r broses ymgynghori.

Q. Would the Council support a social enterprise being developed to provide music services to schools in RCT?

Absolutely – we have made clear that we will support individuals and/or groups of individuals who express an interest in operating a facility or service which the Council can no longer afford to sustain and this is something we would be keen to explore via the consultation process.



HAVE YOUR SAY
DWEUD EICH DWEUD

Service Change Consultation HAVE YOUR SAY!

Supplementary Information for Funding for Nursery Education and Council Funded Music Service Extended Consultation

The **Consultation started** on: **21 OCTOBER 2014**
and will **close at 5pm** on: **30 JANUARY 2015**

Local Engagement Events will be held in the community.
Details will be placed on the website when confirmed.

For further information please visit:
www.rctcbc.gov.uk/budgetchallenge
where you can find out the detail of the
proposals and fill in a survey.

- ☎ 01443 425014
- ✉ musicconsultation@rctcbc.gov.uk
nurseryconsultation@rctcbc.gov.uk
- ✉ FREEPOST RSBU-HJUK-LSSS,
Research & Consultation, The Pavilions,
Clydach Vale, CF40 2XX



On the 21st October 2014, the Council began a Consultation on proposed changes to Funding for Nursery Education and to the Council Funded Music Service. The Consultation process was due to close on the 16th December.

Since the commencement of the Consultation process, a Supreme Court ruling has meant that the Council has decided to issue further information on the alternative options which were considered.

This supplementary information is now being made available to consultees as part of the overall Consultation process. The Consultation period is also being extended and will now end on the **30th January 2015 (at 5.00pm)**. **This supplementary information should be read in conjunction with the Consultation materials already available.**

To deal with a budget gap the Council is reviewing all services and considering options to reduce expenditure and / or increase income by reconfiguring, cutting or reducing the services we provide. An important part of this process is to gauge the views of our residents, staff and key stakeholders on our proposals.

Please take this opportunity to have your say.

Supplementary Information

Funding for Nursery Education

As part of developing the preferred option for Consultation, a number of alternative options were considered and commentary on these alternatives is now provided below. This supplementary information is now being made available to consultees as part of the overall Consultation process. The Consultation period is also being extended and will now end on the **30th January 2015 (at 5.00pm)**. **This supplementary information should be read in conjunction with the Consultation materials already available.**

Option Number 1

Status Quo i.e. retain the current level of provision.

Not proposed because this option would continue to fund a historic level of provision, which is above the level provided by most Councils in Wales and considered to be unaffordable going forward. There is no evidence to substantiate the educational and attainment benefits from the current full time (nursery) education provision as opposed to part-time provision.

No financial savings delivered from this option.

Option Number 2

Full time provision from the term after the child's 3rd birthday.

Not proposed because this option would continue to fund a historic level of provision, which is above the level provided by most Councils in Wales and considered to be unaffordable going forward. There is no evidence to substantiate the educational and attainment benefits from full time (nursery) education provision from the term after a child's 3rd birthday as opposed to part-time provision.

If implemented, this option would deliver savings of £0.093M per year.

Option Number 3

Part time (half day) provision from the term after the child's 3rd birthday and full time nursery from the following September.

Not proposed because this option would continue to fund a historic level of provision, which is above the level provided by most Councils in Wales and considered to be unaffordable going forward. There is no evidence to substantiate the educational and attainment benefits from full time (nursery) education provision from the September following a Child's 3rd Birthday.

If implemented, this option would deliver savings of £0.313M per year.

Option Number 4

Part time (half day) provision from the term after the child's 3rd birthday and part time (half day) nursery from the following September and then full time reception.

Not proposed because this option would result in inequitable provision across the County Borough in that children born in Autumn term will not be funded for full time until the September following, as opposed to children born in the summer term who would be funded for full time from the following term.

If implemented, this option would deliver savings of £3.292M per year.

Option Number 4A

Part time (half day) provision from the term after the child's 3rd birthday and part time (half day) nursery from the following September and then full time reception. Plus half day play funded by Council.

Not proposed because the funding and direct 'wraparound' childcare provision is not wholly the responsibility of the School/Council although the Council has a duty to secure sufficient childcare for its area, so far as reasonably practicable ('it's childcare sufficiency duty').

If implemented, this option would deliver savings of £1.125M per year

Option Number 4B

Part time (half day) provision from the term after the child's 3rd birthday and part time (half day) nursery from the following September and then full time Reception. Plus half day play charged to the parent.

Not proposed because the option of providing chargeable 'wraparound' childcare provision would be available as a local decision which would be best made based on local knowledge of supply and demand issues and which the Council can support through its Early Years and Family Support Service. Parents may already have childcare arrangements in place which would impact on the viability of any particular facility offering 'wraparound' provision.

If implemented, this option would deliver savings of £3.136M per year.

Option Number 5

Part time (half-day) provision the term after the child's 3rd birthday and full time provision from the term after the child's 4th birthday.

PROPOSED PREFERRED OPTION

This option provides an equitable funding basis (subject to capacity) and does not

disadvantage children based on where their birthday falls in an academic year (i.e. which term) with all children being funded for 3 terms part time.

It provides an effective phased introduction to full time education and has been deemed by Council officers to be “sufficient” nursery education provision to meet the needs of nursery aged children in Rhondda Cynon Taf.

Children already in receipt of full time nursery provision during 2014/15 academic year would continue to be funded for full time provision (i.e. they would not be affected). The option would impact on new admissions from September 2015 and onwards.

If implemented, this option would deliver savings of £2.166M per year.

Option Number 6

Part time (half day) provision from the term after the child’s 3rd birthday, and part time (half day) nursery and part time (half day) reception until the term after the child’s 5th birthday.

Not proposed because this option would result in funding for a phased introduction at reception year which is not considered to be in the best interests of children at that stage of education.

If implemented, this option would deliver savings of £4.862M per year.

Option Number 7

Single point admission in September - Full time nursery.

Not proposed because this option would remove funding for pre-nursery provision in LEA maintained schools and would involve providing funding to other registered education providers.

No savings due to cost of providing funding to other registered education providers.

Option Number 8

Single point admission in September - Part time nursery.

Not proposed because this option would remove funding for pre-nursery provision in LEA maintained schools and would involve providing funding to other registered education providers.

If implemented, this option would deliver savings of £2.377M per year.

Option Number 9**Single point admission in September - Part time (half day) nursery and reception with phased full-time reception the term after children turn 5.**

Not proposed because this option would remove funding for pre-nursery provision in LEA maintained schools and would involve providing funding to other registered education providers.

This option would also result in funding for a phased introduction at reception year which is not considered to be in the best interests of children at that stage of education.

If implemented, this option would deliver savings of £3.888M per year.

Note. Savings figures quoted for each option are based on a reduction in the funding provided to schools which is linked to the estimated number of pupils and the amount of time which they would be in school (full time or part time) for each option adjusted for ancillary proposals, such as charges to parents, removal of free school meals etc.

Supplementary Information Council Funded Music Service

As part of developing the preferred option for Consultation, a number of alternative options were considered and commentary on these alternatives is now provided below.

This supplementary information is now being made available to consultees as part of the overall Consultation process. The Consultation period is also being extended and will now end on the **30th January 2015 (at 5.00pm)**. **This supplementary information should be read in conjunction with the Consultation materials already available.**

Option Number 1A**Discontinue the Music Service****PROPOSED PREFERRED OPTION**

The discontinuation of the Council run and subsidised Music service would still leave individual schools with the same level of resources to engage independent providers.

This option would deliver savings of £0.474M per year.

Option Number 1B

Discontinue the Music Service and centrally commission music tuition from other providers.

Not proposed because this option would introduce administration costs with little evidence to demonstrate the value added that such an arrangement could provide and at a cost of £0.203M.

This option would deliver savings of £0.271M per year.

Option Number 2

Employ all staff on Local Pay and Conditions excluding curriculum teachers.

Not proposed because this option would potentially introduce significant staff turnover with lack of continuity issues.

This option would deliver savings of £0.093M per year.

Option Number 3

Employ all staff on Local Pay and Conditions & cease to offer curriculum teaching.

Not proposed because this option would potentially introduce significant staff turnover with lack of continuity issues as option 2 plus a mix of providers (where schools seek curriculum teaching from other providers) could introduce greater inconsistencies.

This option would deliver savings of £0.112M per year.

Option Number 4A & B

Re-launch Music Service paying staff an hourly rate term time only.

Not proposed because this option would increase the risk of staff turnover and the ability to engage sufficient resources to provide the service would present a significant risk to the Council which option 1 removes.

This option would deliver savings of £0.368M per year (with payment of travelling expenses) or £0.378M per year (with no payment of travelling expenses).

Option Number 5

Re-launch Music Service as an agency for Approved Music Tutors.

Not proposed because this option requires management of an agency arrangement with additional cost implications and would not represent good value for money for the Council.

This option would deliver savings of £0.200M per year.

Option Number 6**Reduce the subsidy of the Music Service (thereby increasing charge to schools).**

Not proposed because the increased charge to schools would result in an uncompetitive service which schools could obtain at a lower cost from other providers.

The savings from this option would be dependent upon the level of increased charge.

Option Number 7**Independent management structure review.**

Not proposed because with this option there would still be a required management role for the Council and savings achievable (against a current management cost of £0.115M) would be likely to be marginal as compared to option 1.

Option Number 8**Introduce a charge to parents for extra-curricular activities.**

Not proposed because this option would only deliver savings of £0.021M per year.

Option Number 9**Cease to run extra-curricular activities.**

Not proposed because this option would only deliver savings of £0.021M per year.

Option Number 10**Consideration of Partnership working.**

Not proposed because this option would require a longer lead-in time to deliver the savings and most likely be outside of the current financial planning timeframes.

Savings would need to be determined.

Note. Savings figures quoted for each option are based on reduced employee costs and / or additional income as appropriate.



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Ymgynghoriad ar Newid Gwasanaethau **DWEUD EICH DWEUD!**

Gwybodaeth ychwanegol ar gyfer
Cyllid ar gyfer Addysg Feithrin a'r Gwasanaeth Cerdd dan nawdd y Cyngor

Ymgynghoriad Estynedig

Dechreuodd yr Ymgynghoriad: 21 HYDREF 2014
Bydd yn **dod i ben am 5pm ar: 30 IONAWR 2015**

Bydd Achlysuron Ymgysylltu Lleol yn cael eu cynnal yn y gymuned.
Bydd manylion ar y wefan o'u cadarnhau.

I gael rhagor o wybodaeth:

www.rctcbc.gov.uk/sialenscyllideb
bydd modd i chi gael manylion am y
cynigion a llenwi arolwg.

☎ 01443 425014

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✉ RHADBOST RSBU-HJUK-LSSS,
Ymchwil ac Ymgynghori, Y Pafiliynau,
Cwm Clydach, CF40 2XX



Ar 21 Hydref 2014, dechreuodd y Cyngor ymgynghoriad ar gynigion i newid Cyllid ar gyfer Addysg Feithrin a'r Gwasanaeth Cerdd dan nawdd y Cyngor. Roedd disgwyl i'r broses ymgynghori ddod i ben ar 16 Rhagfyr.

Ers dechrau'r broses ymgynghori, mae dyfarniad gan y Goruchaf Lys wedi golygu bod y Cyngor wedi penderfynu cyhoeddi rhagor o wybodaeth am yr opsiynau eraill a gafodd eu hystyried.

Erbyn hyn, mae'r wybodaeth ychwanegol hon ar gael i ymgynghoreion yn rhan o'r broses ymgynghori gyffredinol. Mae cyfnod yr ymgynghoriad hefyd yn cael ei estyn, a bydd hwn yn dod i ben ar **30 Ionawr 2015 (5.00pm)**. **Dylai'r wybodaeth ychwanegol hon gael ei darllen ar y cyd â'r deunyddiau ymgynghori eraill sydd eisoes ar gael.**

Er mwyn mynd i'r afael â bwloch yn y gyllideb, mae'r Cyngor yn adolygu pob gwasanaeth ac yn ystyried opsiynau i gwtogi ar wariant ac/neu i gynyddu incwm trwy aildrefnu, torri neu ostwng lefel y gwasanaethau rydyn ni'n eu darparu. Rhan bwysig o'r broses hon ydy clywed barn ein preswylwyr, staff a rhanddeiliaid allweddol ar ein cynigion.

Manteisiwch ar y cyfle hwn i ddweud eich dweud.

Gwybodaeth ychwanegol Cyllid ar gyfer Addysg Feithrin

Wrth ddatblygu'r opsiwn mwyaf ffafriol ar gyfer yr ymgynghoriad, cafodd nifer o opsiynau eraill eu hystyried. Mae esboniad o'r opsiynau eraill hyn wedi ei nodi isod. Erbyn hyn, mae'r wybodaeth ychwanegol hon ar gael i ymgynghoreion yn rhan o'r broses ymgynghori gyffredinol. Mae cyfnod yr ymgynghoriad hefyd yn cael ei estyn, a bydd hwn yn dod i ben ar **30 Ionawr 2015 (5.00pm)**. **Dylai'r wybodaeth ychwanegol hon gael ei darllen ar y cyd â'r deunyddiau ymgynghori eraill sydd eisoes ar gael.**

Opsiwn 1

Y sefyllfa bresennol, sef cynnal lefel y gwasanaeth fel mae ar hyn o bryd.

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn parhau i ariannu lefel hanesyddol o ddarpariaeth. Mae'r lefel hon yn uwch na'r hyn mae'r rhan fwyaf o Gynghorau eraill Cymru yn ei darparu ac yn cael ei ystyried yn anfforddiadwy yn y dyfodol. Does dim tystiolaeth i gadarnhau bod darpariaeth addysg feithrin amser llawn yn cynnig manteision o ran addysg a chyrhaeddiad, o'i chymharu â darpariaeth ran-amser.

Fyddai'r opsiwn hwn ddim yn sicrhau unrhyw arbedion ariannol.

Opsiwn 2

Darpariaeth amser llawn o'r tymor ar ôl pen-blwydd y plentyn yn 3 oed.

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn parhau i ariannu lefel hanesyddol o ddarpariaeth. Mae'r lefel hon yn uwch na'r hyn mae'r rhan fwyaf o Gynghorau eraill Cymru yn ei darparu ac yn cael ei ystyried yn anfforddiadwy yn y dyfodol. Does dim tystiolaeth i gadarnhau bod darpariaeth addysg feithrin amser llawn yn cynnig manteision o ran addysg a chyrhaeddiad, o'i chymharu â darpariaeth ran-amser.

Byddai'r opsiwn hwn yn arbed £0.093m y flwyddyn.

Opsiwn 3

Darpariaeth ran-amser (hanner diwrnod) o'r tymor ar ôl pen-blwydd y plentyn yn 3 oed a darpariaeth amser llawn o'r mis Medi dilynol.

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn parhau i ariannu lefel hanesyddol o ddarpariaeth. Mae'r lefel hon yn uwch na'r hyn mae'r rhan fwyaf o Gynghorau eraill Cymru yn ei darparu ac yn cael ei ystyried yn anfforddiadwy yn y dyfodol. Does dim tystiolaeth i gadarnhau bod darpariaeth addysg feithrin amser llawn o'r mis Medi ar ôl pen-blwydd y plentyn yn 3 oed yn cynnig manteision o ran addysg a chyrhaeddiad.

Byddai'r opsiwn hwn yn arbed £0.313m y flwyddyn.

Opsiwn 4

Darpariaeth ran-amser (hanner diwrnod) o'r tymor ar ôl pen-blwydd y plentyn yn 3 oed a darpariaeth feithrin ran-amser (hanner diwrnod) o'r mis Medi dilynol, yna amser llawn mewn dosbarth derbyn.

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn arwain at ddarpariaeth annheg ar draws y Fwrdeistref Sirol; fyddai plant wedi eu geni yn ystod tymor yr Hydref ddim yn cael eu hariannu ar gyfer darpariaeth amser llawn tan y mis Medi dilynol, ond byddai plant wedi eu geni yn ystod tymor yr haf yn cael eu hariannu ar gyfer darpariaeth amser llawn o'r tymor dilynol.

Byddai'r opsiwn hwn yn arbed £3.292m y flwyddyn.

Opsiwn 4A

Darpariaeth ran-amser (hanner diwrnod) o'r tymor ar ôl pen-blwydd y plentyn yn 3 oed a darpariaeth feithrin ran-amser (hanner diwrnod) o'r mis Medi dilynol, yna amser llawn mewn dosbarth derbyn. Yn ogystal â hanner diwrnod o chwarae wedi ei ariannu gan y Cyngor.

Heb ei gynnig oherwydd dydy ariannu a darpariaeth gofal plant 'gofleidiol' uniongyrchol ddim yn gyfrifoldeb yr Ysgol / y Cyngor yn llwyr, ond mae dyletswydd ar y Cyngor i sicrhau darpariaeth gofal plant ddigonol ar gyfer ei ardal, cyn belled ag y bo'n rhesymol ymarferol ('ei ddyletswydd digonolrwydd gofal plant').

Byddai'r opsiwn hwn yn arbed £1.125m y flwyddyn.

Opsiwn 4B

Darpariaeth ran-amser (hanner diwrnod) o'r tymor ar ôl pen-blwydd y plentyn yn 3 oed a darpariaeth feithrin ran-amser (hanner diwrnod) o'r mis Medi dilynol, yna amser llawn mewn dosbarth derbyn. Yn ogystal â hanner diwrnod o chwarae i'w dalu gan y rhiant.

Heb ei gynnig oherwydd byddai'r opsiwn i ddarparu darpariaeth gofal plant 'gofleidiol' daladwy ar gael ar sail penderfyniad lleol a fyddai'n well ei wneud ar sail gwybodaeth leol ynglŷn â materion cyflenwad a galw a gall y Cyngor ei gefnogi trwy ei Wasanaeth y Blynyddoedd Cynnar a Chymorth i Deuluoedd. Mae'n bosibl bod trefniadau gofal plant gan rieni yn barod, a byddai hynny'n effeithio ar hyfywedd unrhyw gyfleuster penodol sy'n cynnig darpariaeth 'gofleidiol'.

Byddai'r opsiwn hwn yn arbed £3.136m y flwyddyn.

Opsiwn 5

Darpariaeth ran-amser (hanner diwrnod) o'r tymor ar ôl pen-blwydd y plentyn yn 3 oed a darpariaeth amser llawn o'r tymor ar ôl pen-blwydd y plentyn yn 4 oed.

Y CYNNIG MWYAF FFAFRIOL

Mae'r opsiwn hwn yn cynnig sail ariannu teg (yn amodol ar gapasiti) ac nid yw'n rhoi plant dan anfantais ar sail pryd mae eu pen-blwydd yn ystod y flwyddyn academaidd (hynny yw, ym mha dymor) – byddai'r plant i gyd yn cael eu hariannu ar gyfer tri thymor, rhan-amser.

Mae'n cynnig cyflwyno plant yn raddol, mewn modd effeithiol, i addysg amser llawn. Mae swyddogion y Cyngor o'r farn bod yr opsiwn hwn yn cynnig darpariaeth addysg feithrin “ddigonol” o ran diwallu anghenion plant oed meithrin yn Rhondda Cynon Taf.

Byddai plant sydd eisoes yn derbyn addysg feithrin amser llawn yn ystod y flwyddyn academaidd 2014/15 yn parhau i gael eu hariannu ar gyfer darpariaeth amser llawn (hynny yw, fyddai'r cynnig dan sylw ddim yn effeithio ar y plant hynny). Byddai'r opsiwn yn effeithio ar drefniadau derbyn disgyblion newydd o fis Medi 2015 ac ymlaen.

Byddai'r opsiwn hwn yn arbed £2.166m y flwyddyn.

Opsiwn 6

Darpariaeth ran-amser (hanner diwrnod) o'r tymor ar ôl pen-blwydd y plentyn yn 3 oed, a darpariaeth feithrin ran-amser (hanner diwrnod) a darpariaeth ran-amser (hanner diwrnod) mewn dosbarth derbyn hyd at y tymor ar ôl pen-blwydd y plentyn yn 5 oed.

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn arwain at ariannu cyflwyno plant yn raddol i'r dosbarth derbyn, a dydy hynny ddim yn cael ei ystyried o fudd i blant ar y cam hwnnw yn eu haddysg.

Byddai'r opsiwn hwn yn arbed £4.862m y flwyddyn.

Opsiwn 7

Derbyn y disgyblion i gyd ym mis Medi – addysg feithrin amser llawn.

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn dileu ariannu darpariaeth cyn-feithrin mewn ysgolion sy'n cael eu cynnal gan yr Awdurdod Addysg Lleol ac yn golygu darparu cyllid i ddarparwyr addysg cofrestredig eraill.

Dim arbedion oherwydd cost darparu cyllid i ddarparwyr addysg cofrestredig eraill.

Opsiwn 8**Derbyn y disgyblion i gyd ym mis Medi – addysg feithrin ran-amser.**

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn dileu ariannu darpariaeth cyn-feithrin mewn ysgolion sy'n cael eu cynnal gan yr Awdurdod Addysg Lleol ac yn golygu darparu cyllid i ddarparwyr addysg cofrestredig eraill.

Byddai'r opsiwn hwn yn arbed £2.377m y flwyddyn.

Opsiwn 9**Derbyn y disgyblion i gyd ym mis Medi – addysg feithrin a derbyn ran-amser (hanner diwrnod) a chyflwyno plant yn raddol i'r dosbarth derbyn amser llawn y tymor ar ôl pen-blwydd y plentyn yn 5 oed.**

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn dileu ariannu darpariaeth cyn-feithrin mewn ysgolion sy'n cael eu cynnal gan yr Awdurdod Addysg Lleol ac yn golygu darparu cyllid i ddarparwyr addysg cofrestredig eraill.

Byddai'r opsiwn hwn hefyd yn arwain at ariannu cyflwyno plant yn raddol i'r dosbarth derbyn, a dydy hynny ddim yn cael ei ystyried o fudd i blant ar y cam hwnnw yn eu haddysg.

Byddai'r opsiwn hwn yn arbed £3.888m y flwyddyn.

Noder: Mae'r arbedion sydd wedi eu nodi ar gyfer pob opsiwn yn seiliedig ar ostyngiad o ran y cyllid a fyddai'n cael ei ddarparu i ysgolion, sy'n gysylltiedig ag amcan nifer y disgyblion a faint o amser y bydden nhw'n ei dreulio yn yr ysgol (amser llawn neu ran-amser), ac wedi eu haddasu ar gyfer cynigion ategol, megis codi tâl ar rieni, dileu prydau ysgol am ddim ac ati.

Gwybodaeth ychwanegol**Gwasanaeth Cerdd dan nawdd y Cyngor**

Wrth ddatblygu'r opsiwn mwyaf ffafriol ar gyfer yr ymgynghoriad, cafodd nifer o opsiynau eraill eu hystyried. Mae esboniad o'r opsiynau eraill hyn wedi ei nodi isod.

Erbyn hyn, mae'r wybodaeth ychwanegol hon ar gael i ymgynghoreion yn rhan o'r broses ymgynghori gyffredinol. Mae cyfnod yr ymgynghoriad hefyd yn cael ei estyn, a bydd hwn yn dod i ben ar **30 Ionawr 2015 (5.00pm)**. **Dylai'r wybodaeth ychwanegol hon gael ei darllen ar y cyd â'r deunyddiau ymgynghori eraill sydd eisoes ar gael.**

Opsiwn 1A**Dod â'r Gwasanaeth Cerdd i ben****Y CYNNIG MWYAF FFAFRIOL**

Byddai peidio â chynnal y Gwasanaeth Cerdd, sy'n cael ei gynnal a'i ariannu gan y Cyngor, yn golygu y byddai gan ysgolion unigol yr un lefel o adnoddau er mwyn manteisio ar ddarparwyr annibynnol.

Byddai'r opsiwn hwn yn arbed £0.474m y flwyddyn.

Opsiwn 1B**Dod â'r Gwasanaeth Cerdd i ben a chomisiynu hyfforddiant cerdd yn ganolog gan ddarparwyr eraill.**

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn cyflwyno costau gweinyddu a phrin yw'r dystiolaeth i ddangos y gwerth y gallai trefniant o'r fath ei gynnig, a hynny am gost o £0.203m.

Byddai'r opsiwn hwn yn arbed £0.271m y flwyddyn.

Opsiwn 2**Cyflogi'r holl staff ar Gyflogau ac Amodau Lleol ac eithrio athrawon cwricwlwm.**

Heb ei gynnig oherwydd byddai'r opsiwn hwn, o bosibl, yn cyflwyno trosiant sylweddol o staff a materion diffyg parhad.

Byddai'r opsiwn hwn yn arbed £0.093m y flwyddyn.

Opsiwn 3**Cyflogi'r holl staff ar Gyflogau ac Amodau Lleol a rhoi'r gorau i gynnig addysgu cwricwlwm.**

Heb ei gynnig oherwydd byddai'r opsiwn hwn, o bosibl, yn cyflwyno trosiant sylweddol o staff a materion diffyg parhad, fel Opsiwn 2, a gallai cymysgedd o ddarparwyr (pan fyddai ysgolion yn ceisio darparwyr eraill i addysgu'r cwricwlwm) gyflwyno rhagor o anghysonderau.

Byddai'r opsiwn hwn yn arbed £0.112m y flwyddyn.

Opsiwn 4A a B**Ail-lansio'r Gwasanaeth Cerdd a thalu staff fesul awr yn ystod y tymor yn unig.**

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn cynyddu risg trosiant staff a byddai'r gallu i sicrhau digon o adnoddau i ddarparu'r gwasanaeth yn cyflwyno risg sylweddol i'r Cyngor sy'n cael ei ddileu gan Opsiwn 1.

Byddai'r opsiwn hwn yn arbed £0.368m y flwyddyn (gan gynnwys talu costau teithio) neu £0.378m y flwyddyn (heb dalu costau teithio).

Opsiwn 5

Ail-lansio'r Gwasanaeth Cerdd fel asiantaeth ar gyfer tiwtoriaid cerddoriaeth wedi'u cymeradwyo.

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn golygu bod angen rheoli trefniant asiantaeth â goblygiadau ychwanegol o ran cost, ac ni fyddai'n cynrychioli gwerth da am arian y Cyngor.

Byddai'r opsiwn hwn yn arbed £0.200m y flwyddyn.

Opsiwn 6

Lleihau cymhorthdal y Gwasanaeth Cerdd (a thrwy hynny, godi tâl uwch ar ysgolion).

Heb ei gynnig oherwydd byddai codi tâl uwch ar ysgolion yn arwain at gynnig gwasanaeth anghystadleuol a byddai modd i'r ysgolion ei gael gan ddarparwyr eraill am gost is.

Byddai'r arbedion a ddaw yn sgil yr opsiwn hwn yn dibynnu ar lefel y tâl uwch.

Opsiwn 7

Adolygiad o'r strwythur rheoli annibynnol.

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn gosod dyletswydd reoli ofynnol ar y Cyngor a byddai'r arbedion posibl (yn erbyn cost reoli o £0.115m ar hyn o bryd) yn debygol o fod yn isel iawn o'u cymharu ag Opsiwn 1.

Opsiwn 8

Cyflwyno tâl i'r rhieni ar gyfer gweithgareddau allgyrsiol.

Heb ei gynnig oherwydd fyddai'r opsiwn hwn yn arbed dim ond £0.021m y flwyddyn.

Opsiwn 9

Peidio â chynnal gweithgareddau allgyrsiol.

Heb ei gynnig oherwydd fyddai'r opsiwn hwn yn arbed dim ond £0.021m y flwyddyn.

Opsiwn 10

Ystyried gweithio mewn partneriaeth.

Heb ei gynnig oherwydd byddai'r opsiwn hwn yn cymryd rhagor o amser i sicrhau arbedion ac mae'n debygol iawn y byddai tu allan i'r amserlenni cyfredol o ran cynllunio ariannol.

Byddai angen pennu'r arbedion.

Noder: Mae'r arbedion sydd wedi eu nodi ar gyfer pob opsiwn yn seiliedig ar ostyngiad o ran costau cyflogaion ac/neu incwm ychwanegol, fel y bo'n briodol.



RHONDDA CYNON TAF COUNCIL

EQUALITY IMPACT ASSESSMENT

Medium Term Service Planning:
Service Change Proposals

Proposal: Music Service

Equality Impact Assessment

Proposal: Music Service

1. Background and Purpose of the Initiative

- 1.1 The Council is facing a significant financial challenge into the medium term and all services and their delivery must be assessed.
- 1.2 On the 29th October 2014, Council received a report on the implications of the provisional local government settlement for 2015/16, as announced on the 8th October 2014. This confirmed that the Council was facing an initial budget gap for 2015/16 of £30.450M, which after taking into account decisions already made during 2014/15 would reduce to £22.646M.
- 1.3 On the 22nd January 2015 the Cabinet agreed a draft budget strategy for 2015/16 which included the implications of the final settlement, a recommended 3.8% Council Tax increase, an increased tax base, plus a number of base budget updates. The resultant budget gap was £16.526M for 2015/16.
- 1.4 The draft budget strategy includes a number of proposals to deal with the budget gap, including the use of £6.592M from the Medium Term Financial Planning and Service Transformation Reserve, reducing the balance of this reserve to £0.5M.
- 1.5 In respect of the medium term forecast, the draft strategy indicated that a remaining projected budget gap to 2017/18 of £46M still needed to be addressed.
- 1.6 The changes outlined in this proposal are required as part of the Council's Medium Term Service Planning arrangements (specifically to reduce spend and enable the Council to fulfil its statutory responsibility and set a balanced budget into the medium term).

2. The General Duty

- 2.1 Under the Equality Duty (section 149 of the Equality Act 2010), public authorities must, in the exercise of their functions, have due regard to the need to:
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.

3. Introduction: Proposal to discontinue the Music Service

- 3.1 The proposed option agreed by Cabinet on the 10th October 2014 for consultation was option 1a within the report: discontinue the Music Service.

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- 3.2 Details relating to the operation and cost of the service can be found in the Cabinet report, dated 10th October 2014.
- 3.3 This equality impact assessment considers any potential impact on protected groups, with regards to the proposal to discontinue the Music Service.
- 3.4 In addition, and in line with good practice, a separate Child's Rights Impact Assessment has been carried out, attached at Appendix I.

4. What evidence is there to suggest the potential impact of the proposal on protected groups?**4.1 Consultation & Engagement**

4.1.1 Following Cabinet approval, a public consultation was launched on the 21st October 2014, which was initially to be closed on the 16th December 2014. This consultation period was subsequently extended to the 30th January 2015.

4.1.2 A separate consultation report on the methodology and outcomes of the consultation has been produced and is attached with these papers.

4.1.3 The main themes arising from the consultation were:

- impact on opportunities;
- impact on social and communication skills;
- impact on confidence building / team work;
- impact on pupils from low income households ('less well off pupils');
- impact on links to national practice / further development / progression;
- impact on educational benefits;
- impact on learning and development;
- alternative providers not of the same standard;
- cost to parents;
- impact on enjoyment for young people.

4.1.4 Where themes relate to groups of the population potentially being disproportionately affected by the proposal, the theme has been considered in preparing this Equality Impact Assessment to meet the duty (as set out in Section 2).

4.1.5 With specific reference to the potential negative impacts on protected groups, the consultation asked respondents if they felt that the proposals would have more of an impact upon them because of a protected characteristic and their reasons for this. The majority of respondents that replied to this question stated that they felt the proposal would impact upon them disproportionately due to their age:

Characteristic	No. of responses
You are male / female	5 responses
Your age	28 responses
Your ethnicity	0 responses
You are disabled	6 responses
Your sexuality	0 responses
Your religion or belief	1 response
You are single / married / cohabiting / in a civil partnership / divorced	5 responses
You are pregnant	1 response
The language you prefer to communicate in	3 responses

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4.1.6 Some respondents stated that they felt the proposal could impact upon them because of their gender, disability, religion / belief, marital status, pregnancy and language. When asked why they felt the proposal would have more of an impact on them because of a protected characteristic, the majority of comments were not clearly relevant protected characteristics, but rather conveyed respondents' general disagreement with the proposal (see attached Consultation Report).

4.1.7 However, a small number (4 responses) stated that they felt they would be impacted upon because of a change to routine / purpose to their life. Others commented that they felt they would be impacted upon due to:

- Accessibility of services / provision (3 responses);
- Financial implications and expense (4 responses);
- Have no support / single parent (2 responses), referring to the possible cost of private tuition.

No comments were made relating specifically to the other protected characteristics.

4.2 **Other evidence gathered**

4.2.1 Evidence has been gathered from a number of sources, including academic research papers, Government policies, statistical bulletins and local data.

4.2.2 The evidence has been used to, firstly, determine the level of relevance the proposal has to the protected groups covered by the equality duty and, secondly, explore the potential impacts of the proposal further, having due regard to the need to promote equality and minimise any possible adverse impacts.

4.2.3 In line with feedback from consultation, and other evidence gathered, the following assessment has been taken:

4.3 **Could the proposal impact on protected groups covered by the general duty?**¹

Protected Group	Could this proposal impact on this group differently from others in RCT?	Could this proposal promote equal opportunities for this group?
<i>Age</i>	Yes	Yes
<i>Disability</i>	No	No
<i>Gender assignment</i>	No	No
<i>Marriage / civil partnership</i>	No	No
<i>Pregnancy / maternity</i>	No	No

¹ (Section 149 of the Equality Act 2010)

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<i>Race</i>	No	No
<i>Religion / belief</i>	No	No
<i>Sexual orientation</i>	No	No
<i>Sex (gender)</i>	No	No

4.3.1 Although some consultation respondents stated that the proposal could impact on them due to a protected characteristic, the comments suggested that they were referring to the affect on their child/ren or the financial implications of the proposal and how this could affect their child/ren (with regards to being a single parent, for example). Given the nature of the proposal and the comments received by the majority of respondents, the assessment concludes that children and young people are the group that could be impacted upon by the proposal.

4.3.2 The next sections consider the potential impacts the proposal could have on this group, using evidence gathered through engagement, consultation and research.

What potential impacts could the proposal have on protected groups covered by the general duty?

5. Protected Group: Age

5.1 POTENTIAL IMPACT ON CHILDREN & YOUNG PEOPLE

- 5.1.1 The equality duty covers the protected characteristic of age, which refers to a person having a particular age (for example, 32 year olds) or being within an age group (for example, 18-30 year olds). This includes all ages, including children and young people.
- 5.1.2 This proposal could impact disproportionately on children and young people, up to the age of 18 years old, because the current Music Service delivers Classroom Curriculum teaching and Instrumental and Vocal tuition to schools.
- 5.1.3 As such, the main themes arising from the public consultation all related to the potential impact that the proposal could have on children and young people.
- 5.1.4 A sample of School Councils were also consulted on the proposals. 51% of the children and young people said that the proposal would affect them or their family. 43% thought they would not be affected. There was disagreement to the proposal among the children and young people consulted, with 53% of children and young people asked disagreeing (24% were unsure and 23% agreed.)
- 5.1.5 Using the evidence provided, the following sections explore some of the main themes arising from the consultation and the potential impact of the proposal on children and young people.

a) Potential impact on learning and development / educational benefits / social and communication skills.

- 5.1.6 In 2013/14, 38 schools bought into the Council Music Service for curriculum teaching, all of which were primary schools.
- 5.1.7 As set out in the Cabinet report, schools are required to continue curriculum teaching of music up to the end of Key Stage 3 (up to age 14, year 9). Therefore, should the proposal to discontinue the Council Music Service be agreed, the schools that use the service for this purpose will need to make alternative arrangements for teaching music as part of the curriculum. This mitigates against some of the concerns raised in the consultation process around the impact of the proposal on learning, development and educational benefit.
- 5.1.8 However, there is no requirement for schools to provide opportunities for instrumental and vocal tuition. A higher number of pupils would be impacted by the proposal with regards to this element of the service: in 2013/14, 89 schools used the service for instrumental and vocal tuition (64% of primary schools (70 schools) and 95% of secondary schools (18 schools)). There were no special

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schools using the service for curriculum teaching, but 1 special school did procure instrumental or vocal lessons.

- 5.1.9 As recognised by the consultation respondents, there is evidence to suggest that learning a musical instrument or receiving vocal tuition can lead to educational benefits and better social skills. The recent evidence is mixed regarding this theory, with some studies finding links between improved memory and problem-solving in children that play an instrument.² Conversely, other studies argue that children who learn a musical instrument demonstrate these cognitive abilities because they are more likely to come from privileged backgrounds where parents place higher value on academic achievement and extra curricular activities.³
- 5.1.10 The true impact is difficult to measure for these reasons and because pupils may still be able to access music and vocal tuition. This is because schools will continue to receive funding that could be utilised to purchase music lessons from an alternative provider.
- 5.1.11 During the public consultation period, schools were consulted on whether they would continue to provide the opportunity for pupils and the majority responded that they would like to continue the service, either through seeking alternative providers or working with other schools in the cluster. However, some schools also said that they would need to begin charging for pupils for the service.
- 5.1.12 Some respondents to the consultation (including children and young people) felt that the proposals could have a positive impact on learning and development, because, if the school changes its arrangements, pupils will be taking less time away from mainstream lessons to attend music or vocal tuition.

b) Potential impact on opportunities.

- 5.1.13 Consultation respondents also saw that the proposals would lead to a decrease in opportunities for children and young people to learn an instrument or receive vocal tuition.
- 5.1.14 In 2013/14, the Music Service provided tuition in 89 schools and opportunities for children and young people outside of school to engage in music practice and performance. Respondents to the consultation felt that these opportunities would be lost if the proposal is agreed.
- 5.1.15 However, the opportunities and extent of instrumental or vocal tuition provided at a school has always been part of the school's discretion. Schools will continue to be provided with funding to continue this service. If the Music Service is discontinued, schools have the option of either sourcing providers from an alternative music tuition company or using the skills of existing staff in the school or in the school cluster area.
- 5.1.16 Therefore, should this proposal be agreed, opportunities to learn an instrument or receive vocal training could still be provided in schools. Use of alternative

² See, for example, [Boston Children's Hospital Neuroscientists](#)

³ [University of Toronto; Schellenberg, G. \(2013\)](#)

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providers would minimise many of the concerns raised through consultation, as many children and young people will continue to have access to opportunities.

5.1.17 However, it would be the case that extra curricular opportunities that the Council Music Service has engaged children and young people in would cease. In the absence of any other opportunities, this would have a negative impact on children and young people for the reasons raised by consultation.

c) Potential impact on pupils from low income households / cost to parents.

5.1.18 Similarly, some respondents commented that the Music Service provides a lower cost option to schools and, therefore, to parents / carers, than private tuition or alternative providers. Concerns have been raised that, if the proposal is agreed, young people from low income households would have less opportunity to access music and vocal tuition.

5.1.19 Currently, any school that provides opportunities for pupils to learn an instrument or receive vocal tuition outside of the national curriculum can choose to charge for this service for groups of not more than four learners.⁴

5.1.20 Under the current arrangements, some schools that use the Council Music Service do recharge parents for instrumental or vocal tuition, whereas others do not. Likewise for those schools that use independent providers. Some schools do not charge those pupils that are eligible for Free School Meals, whereas others do not make that distinction. Therefore, although the Music Service is subsidised, there is little consistency across the schools, as charging is at the school's discretion.

5.1.21 During the period of public consultation, a sample of schools were asked what arrangements they were considering should the proposal be agreed. Some schools stated that, should they seek an alternative provider, they would charge pupils for the service.

5.1.22 As recognised by the consultation respondents, Rhondda Cynon Taf is an area of high deprivation,⁵ which could suggest that many parents and families would struggle to afford extra charges for music tuition. This could represent a loss of opportunity for these children and young people and this would have a negative impact.

5.1.23 Conversely, under the proposals, charging arrangements will remain at the discretion of the school and should they need to make alternative arrangements, schools may take the opportunity to review charging. This could introduce consistency across schools, a school cluster or across the County Borough, which would promote equality of opportunity for children and young people in accessing tuition.

d) Potential impact on links to national practice / further development / progression and confidence / team work.

⁴ See Welsh Government: [School Charges Policy](#)

⁵ Overall, 27 of Rhondda Cynon Taf's Lower Super Output Areas are ranked in the top 10% of deprivation in Wales. 48 are ranked in the top 20%. (Welsh Index of Multiple Deprivation 2014)

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- 5.1.24 Should schools completely cease to offer instrumental and / or vocal tuition, this could have a negative impact on children and young people, as it would reduce their access to progression in music practice. When asked how the proposal could impact on their child or children, respondents mainly said that they could not continue with music lessons privately. The consultation also asked parents whether they would use an alternative provider for music lessons; 65.2% (105 respondents) said they would not.
- 5.1.25 Respondents were concerned that the proposal could impact on links to national events and progression for young musicians. As set out in the Cabinet report, the Music Service organises various activities and events for this purpose. Should the proposal be agreed, the Music Service would no longer provide these opportunities. However, should proposals be agreed, there may be opportunities for independent music providers used by the school to link in with collaborative projects.
- 5.1.26 Some respondents also felt that the Council Music Service has provided social opportunities in this way, through the extra curricular activities and events, which has had a positive impact on children and young people's confidence and team work. As set out in paragraph 5.1.17, a loss of these opportunities could have a negative impact on children and young people's future progression in music and their social skills learnt through working with others.
- 5.1.27 Again, the mitigation to this issue would depend on the school's future arrangements for providing opportunities outside of the curriculum. The Council could encourage that schools do continue to offer affordable lessons, linked to extra curricular activities, but it is ultimately the school's decision.
- 5.1.28 The Council will continue to facilitate collaborative networks between local schools, which could help schools to work together on additional provision, including extra curricular activities or specialist tuition.
- 5.1.29 Children and young people will also continue to have opportunities to socialise and learn new skills through a number of other Council funded initiatives, including those children aged 11-25 years old who can access the Youth Engagement and Participation Service.

6. Conclusion

- 6.1 In line with the General Equality Duty (section 149 of the Equality Act 2010), this Equality Impact Assessment has:
- Assessed specific differential impacts that have been identified for each of the protected characteristics;
 - Stated where actions can be considered to minimise or remove any potential negative impacts relating to the proposals;
 - Provided opportunities, where applicable, to advance equality and good relations between different groups.

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- 6.2 As such, this Equality Impact Assessment has provided sufficient evidence to demonstrate that due regard has been given to the 'duty' placed on the Council in this respect and set out any grounds based on equality considerations that should be considered as part of the decision on service change proposals in respect of the Music Service.

- 6.3 If a decision is taken to implement some or all of the options put forward within the proposal, implementation arrangements will need to have full regard to equality planning requirements, thus ensuring efforts is made to mitigate any negative impacts and promote equality, where possible.

Appendix I**Child's Rights Impact Assessment**

This assessment uses "The SCCYP Model" Copyright ©
 SCCYP, 85 Holyrood Road, Edinburgh. EH8 8AU <http://www.sccyp.org.uk/>

1. IDENTIFY <i>Name of proposal</i>
Music Service - service change proposals.
2. MAP <i>Describing what is being proposed, its consequences and goals.</i>
2.1 What is being proposed? The Council is considering a proposal to discontinue its music service. The service is non-statutory and responsibility for music in the curriculum lies with individual schools.
2.2 What is the aim of the proposal? The aim of the proposal is to reduce spend and enable the Council to meet its statutory duties with regards to setting a balanced budget.
2.3 Who initiated the proposal? The Director, Education & Lifelong Learning and the Group Director, Corporate and Frontline Services. Cabinet have agreed to public consultation on the proposal.
2.4 Who will be responsible for implementing the proposal? Council officers across the directorates named above.
2.5 What is the legal, police and practice context of the proposal? <ul style="list-style-type: none"> • The Council has no statutory obligations to provide a music service. • Within the National Curriculum for Wales, schools must provide music education to Key Stages 2 (ages 7-11) and Key Stage 3 (11-14).
2.6 Which articles of the UN Convention on the Rights of the Child (UNCRC) are relevant? <p>- Article 3: All organisations concerned with children should work towards what is best for them.</p> <p>- Article 12: Children have the right to say what they think should happen when adults are making decision that affect them, and to have their opinions taken into account.</p> <p>- Article 29: Children have a right to an education that develops their personalities and talents</p>

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to the full. It should encourage children to respect their parents, their culture and other cultures.

2.7 Has a UNCRC analysis been undertaken when developing the proposal?

The rights of children and young people, particularly the UN seven core aims, have been taken into account.

2.8 What are the resource implications of the proposal?

Should the proposal be agreed, the Council would deliver savings of £0.474M in a full year.

3. GATHER

Pulling together relevant information and evidence.

3.1 What relevant information or evidence is available internally?

As set out in the Equality Impact Assessment, in 2013/14, the Council's music service provided curriculum teaching to 38 primary schools (out of 110) and no secondary schools (out of 19). Instrumental and vocal lessons were provided to 70 primary schools and 18 secondary schools. Some schools source curriculum teaching and instrumental / vocal tuition from other providers.

The music service also organises activities and events, such as:

- extra curricular activities, engaging 425 children;
- 4 Counties' Youth Music: a partnership with neighbouring Local Authorities to provide advanced workshop days and residential courses;
- Festivals e.g. Festival of Christmas Music, Schools' Music Festival;
- Collaborative Projects (as they arise); and
- Examination Centre Facilitation.

3.2 What relevant information or evidence is available externally?

Consultation and research has been used to make a judgement on the potential impact of the proposal on protected groups.

3.3 Is further information or evidence required?

No.

4. CONSULT

Asking children and young people their views.

4.1 Have children and young people or any other stakeholders been consulted in the development of the proposal?

Due to the sensitivity of the proposal, its development was undertaken by officers, using background knowledge of the service, prior to Cabinet approval of the consultation process in

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October 2014.

4.2 Is consultation necessary or appropriate?

Yes, consultation is both necessary and appropriate.

4.3 If yes to the above, who should be consulted?

A separate consultation report with this detail included has been produced, attached with these papers.

4.4 Should particular groups of children and young people be consulted for their views?

A separate consultation report with this detail included has been produced, attached with these papers.

4.5 What format should the consultation take?

A separate consultation report with this detail included has been produced, attached with these papers.

4.6 What questions should be asked?

A separate consultation report with this detail included has been produced, attached with these papers.

5. ANALYSE

Assessing the proposal for its impact on children and young people's rights.

5.1 What impact might the proposal have on the rights of children and young people? (positive or negative)

The articles identified as relevant to this proposal are:

- Article 3: All organisations concerned with children should work towards what is best for them.
- Article 12: Children have the right to say what they think should happen when adults are making decision that affect them, and to have their opinions taken into account.
- Article 29: Children have a right to an education that develops their personalities and talents to the full. It should encourage children to respect their parents, their culture and other cultures.

Although this proposal represents a change in Council services, schools will still be required to meet the statutory criteria of the [National Curriculum for Wales](#). With regards to Article 12, children and young people will be consulted on this proposal and their views will be taken into

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account.

5.2 Will the rights of one group in particular of children be affected?

The children affected will be of school age in particular, but their rights are not affected.

5.3 Are there competing interests between groups of children, or between children and other groups?

No.

5.4 How does the proposal relate to, promote or inhibit the provisions of the UNCRC, other relevant international treaties and standards or domestic law? (please refer to section 2.6)

Please see response to 5.1.

5.5 How does the proposal relate to the Concluding Observations of the UN Committee on the Rights of the Child on the implementation of the UNCRC?

The UN Committee's Concluding Observations and their implementation are applicable to the Welsh Government (further information is available here:

<http://www.childcomwales.org.uk/en/uncrcconcludingobservations/>)

5.6 How does the proposal contribute to the achievement of national goals for children and young people?

The Welsh Government have adopted the seven core aims of the UNCRC as the national goals for children and young people. These are:

1. have a flying start in life
2. have a comprehensive range of education and learning opportunities
3. enjoy the best possible health and are free from abuse, victimisation and exploitation
4. have access to play, leisure, sporting and cultural activities
5. are listened to, treated with respect, and have their race and cultural identity recognised
6. have a safe home and a community which supports physical and emotional wellbeing
7. are not disadvantaged by poverty.

These aims are adopted locally in Local Authority decision-making processes and the proposal does relate to Aims 2 and 4.

5.7 Is there disagreement as to the likely impact of the proposal on the rights of

children and young people?

No.

5.8 Is the proposal the best way of achieving its aims, taking into account children's rights?

In order to meet its statutory duty of setting a balanced budget, the Council must bridge a budget gap. Given the scale of this, every service area (that is not statutory) is being reviewed for potential service changes or cuts.

5.9 Can alternatives to the proposal be suggested?

Alternatives to the proposals can be suggested through consultation processes and any viable alternatives will be considered by Cabinet when they come to their decision.

5.10 What compensatory measures may be needed to avoid / mitigate a negative impact?

Schools will be required to continue to provide music education, but there is no requirement to provide or even allow instrumental and vocal lessons to take place during school time. This is at the discretion of the school. Some schools could mitigate the loss of the music service by sourcing providers from alternative music tuition companies or use the skills of existing staff in the school, or within the school cluster.

5.11 What overall impact will the proposal entail for other policy areas or agendas, or other professionals or groups in their work with children?

Schools and providers of music education will also be affected by this proposal. The discontinuation of the Council's music service can be seen as a positive to private providers, as schools may now need to procure their services.

6. RECOMMEND

Drawing together conclusions and making recommendations.

6.1 What overall conclusions have been reached?

- This proposal relates predominantly to 3 Articles of the UNCRC.
- This proposal relates predominantly to Aims 2 and 4 of the national seven core aims.
- Academic research and internal evidence and information has been used to make a judgement on what impact this proposal could have on children and young people and other protected groups (see Cabinet report and Equality Impact Assessment).
- No impact on children's rights has been identified.

6.2 What recommendations should be made?

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Recommendations include:

- Cabinet members should consider this assessment in making their decision on the proposal.
- Cabinet members should consider the consultation carried out with children and young people on the proposal.
- Should the proposal be implemented, educational achievement should be monitored through Cabinet and Scrutiny processes, given the views expressed by some members of the public in consultation.

6.3 Who should be informed of the recommendations?

Elected members and officers have been informed of these recommendations.

6.4 Does the assessment have any gaps in information, data collection or expertise?

No.

6.5 Is further research or consultation required?

No.

6.6 Are there any other relevant issues?

No, these are included in the Equality Impact Assessment.

7. PUBLICISE

Making the results of the impact assessment known.

7.1 Should the assessment be made available publicly?

Yes, the assessment will be made available publicly as part of papers provided to Cabinet when they come to make their decision on the proposal.

7.2 Should particular individuals or groups be made aware of the assessment?

Yes, both Elected members and officers will be made aware of the assessment. The papers will be made available to the public, also.

7.3 Has the assessment and feedback been provided to those who were consulted with?

Yes, the feedback is provided on the Council's website and publicised to those who took part in the consultation.

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8. MONITOR*Monitoring and evaluation of the proposal.***8.1 Is follow-up evaluation and monitoring of the proposal required?**

Yes. As part of regular monitoring processes within the Local Authority, educational achievement should be monitored. Estyn inspections will also continue to ensure that schools are meeting statutory curriculum requirements for music.

8.2 Have the recommendations made as a result of the assessment been considered or acted upon?

The recommendations will be considered by Elected members when they come to make their decision.

8.3 Is research required to assess the proposal's impact on children and young people, once implemented?

See 8.1.