

Summary of Annual Schools' Feedback Survey 2022-23



Wiltshire Music Connect's second annual feedback survey for schools was carried out in the autumn of 2023 and asked schools to consider the support we provided to them throughout academic year 2022-23. All schools in Wiltshire were invited to complete the survey which is designed to assess how schools feel about our offer in terms of impact, quality, and range.

1. Who responded?

The information below has been compared with the responses from the previous year's survey.

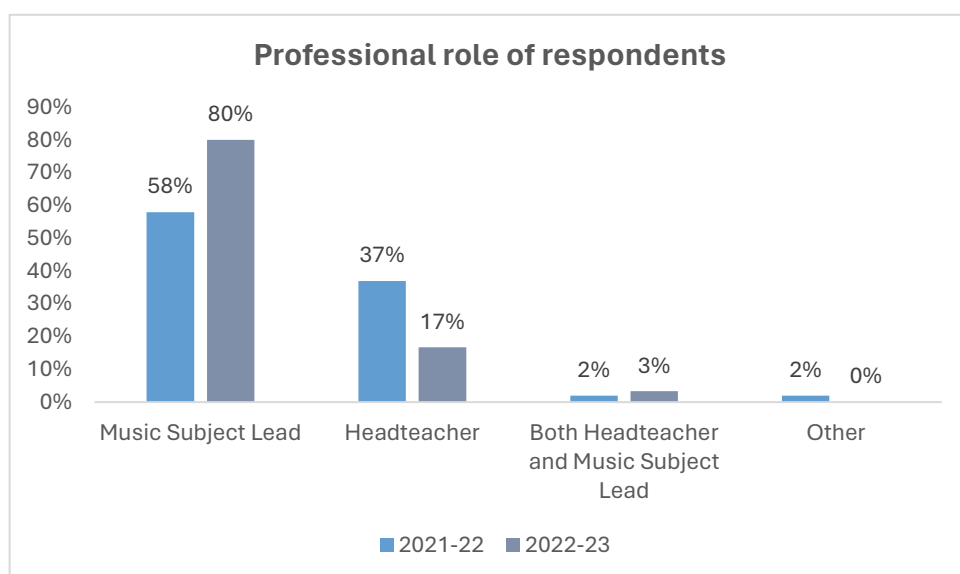
The survey wasn't anonymous – we asked respondents to select their school name and indicate their professional role (e.g. head teacher, music subject lead). We did this so we could see if there were differences in the kind of responses received from different types of school or from people in different roles.

Note: charts in this section compare percentages as there were different numbers of respondents in each year.

2021-22 academic year survey (completed in autumn 2022)	43 schools out of 237	18% response rate
2022-23 academic year survey (completed in autumn 2023)	90 schools out of 236	38% response rate

Professional role of respondents

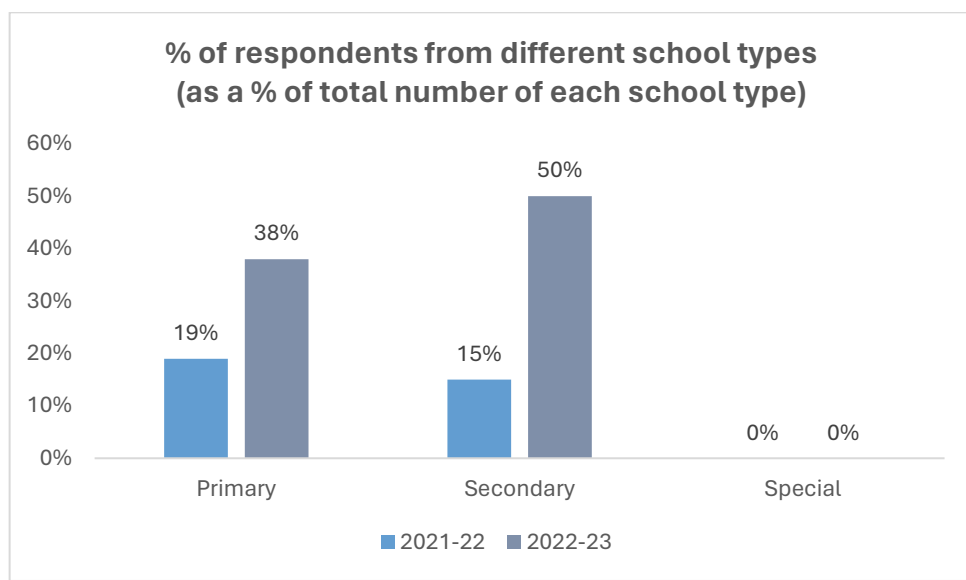
	2021-22		2022-23	
	Number	Percentage	Number	Percentage
Music Subject Lead	25	58%	72	80%
Headteacher	16	37%	15	17%
Both Headteacher and Music Subject Lead	1	2%	3	3%
Other	1	2%	0	0%



Type of school

For the 2022-23 survey, 38% of all primary schools in Wiltshire responded (19% the previous year) and 50% of all secondary schools in Wiltshire responded (15% the previous year). No special schools responded in either year.

	2021-22		2022-23	
	Number	Percentage of school type	Number	Percentage of school type
Primary	39	19%	77	38%
Secondary	4	15%	14	50%
Special	0	0%	0	0%



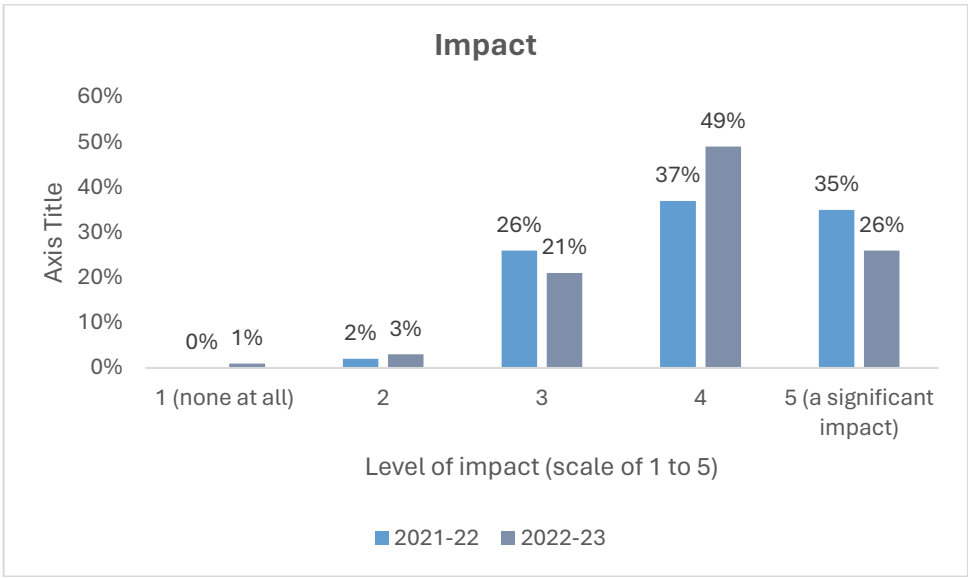
2. Rating-scale question responses

Respondents were asked to consider the range of music activities/support their school had benefited from in AY2022-23 as listed in their Annual Music Support Letter.

The information below has been compared with the responses from the previous year's survey.

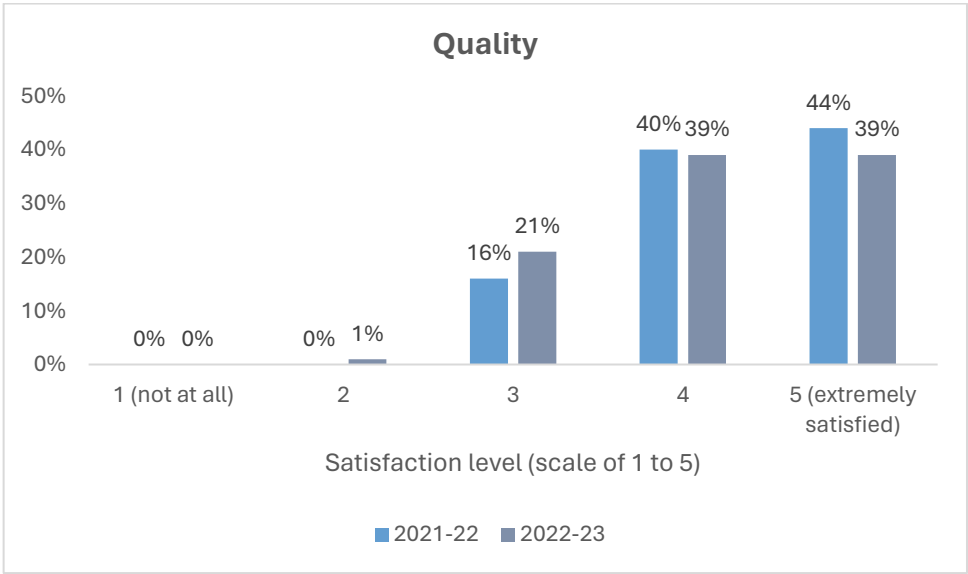
Impact: On a scale of 1 to 5, how much **impact** do you feel these activities/support have had on the overall music provision in your school? Rating scale of 1 (none at all) to 5 (a significant impact)

	2021-22		2022-23	
	Number	Percentage	Number	Percentage
1 (none at all)	0	0%	1	1%
2	1	2%	3	3%
3	11	26%	19	21%
4	16	37%	44	49%
5 (a significant impact)	15	35%	23	26%



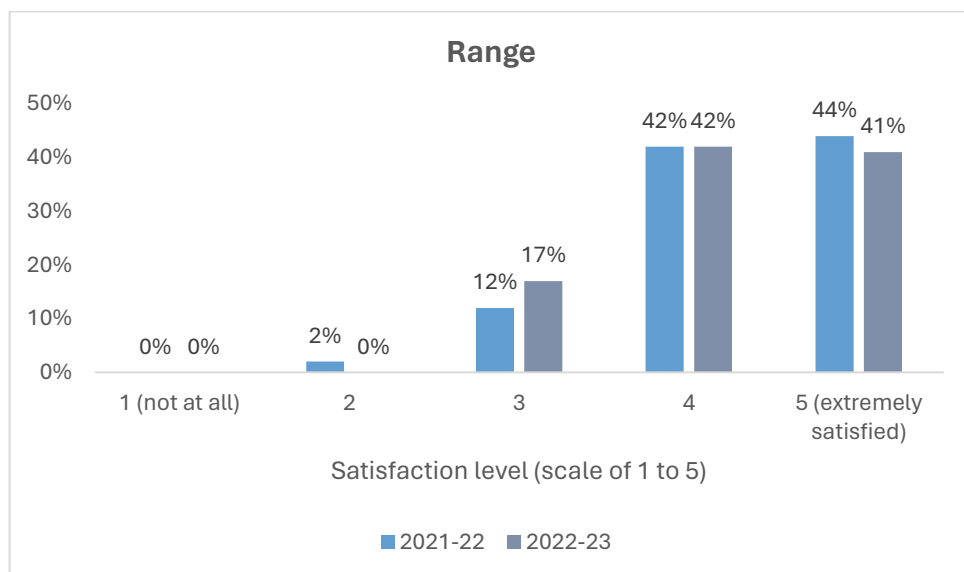
Quality: On a scale of 1 to 5, how satisfied are you with the **quality** of the activities/support your school benefited from in academic year 2022-23? Rating scale of 1 (not at all satisfied) to 5 (extremely satisfied)

	2021-22		2022-23	
	Number	Percentage	Number	Percentage
1 (not at all)	0	0%	0	0%
2	0	0%	1	1%
3	7	16%	19	21%
4	17	40%	35	39%
5 (extremely satisfied)	19	44%	35	39%



Range: On a scale of 1 to 5, how satisfied are you with the **range** of activities/support on offer to your school from Wiltshire Music Connect (including things on offer which you have not taken up)? Rating scale of 1 (not at all satisfied) to 5 (extremely satisfied)

	2021-22		2022-23	
	Number	Percentage	Number	Percentage
1 (not at all)	0	0%	0	0%
2	1	2%	0	0%
3	5	12%	15	17%
4	18	42%	38	42%
5 (extremely satisfied)	19	44%	37	41%



Possible patterns regarding instances of lower satisfaction levels in 2022-23:

One respondent out of 90 selected a 1 for impact – they gave a comment “We have not accessed any of the activities listed”. 4 others had selected a 2 with only one of those commenting, “The support that we receive is good, but the trouble is having the time to implement music strategies and ideas alongside other school development priorities”.

The 5 respondents described above selected and 1 or 2 for only 1 question – their low satisfaction was not across the board for other questions.

3. Comparison of the responses from Primary and Secondary schools

In addition to comparing responses from 2 different academic years, we also compared the 2022-23 responses from primary and secondaries to see if there were differences in the satisfaction with quality, range and impact between the 2 types of schools.

Responses were received from 76 primary schools and 14 secondary schools.

Out of the secondaries, one response was from a headteacher (7%) – all other responses from the music subject leads.

Amongst the primaries, 22% (n=17) of responses were from a headteacher or a headteacher who was also the music subject lead.

We compared the responses between the two groups to look for patterns and differences:

For **quality**, the patterns of satisfaction appear very similar between primary and secondary respondents.

For **impact**, there is slightly less of the highest level of impact for secondary teachers than primary teachers.

For **range**, there is less satisfaction from secondary teachers compared to primary teachers.

4. Qualitative comments – grouped into themes

The qualitative comments were considered together with a ‘content analysis’ approach to thematic analysis – grouping the main ideas in the comments into themes. Where comments concerned more than one topic, they were divided up into the relevant theme.

A sample of the comments that illustrate each theme can be found below. The headings in bold text have been created to categorise the comments into broad themes.

General comments on impact
Music in our school has become a stronger subject. It is being implemented across the school in many areas and we are providing the children with a variety of experiences and skills.
Fantastic support for action planning and other enrichment opportunities.
Provides a wider range of opportunity than pupils can otherwise receive in a very small school setting; provides free CPD for the music lead which is vital as a non-specialist teacher.
Your support is enriching music at the school and is helping pupils who are Disadvantaged, Looked after of who have SEND to access tuition which they may not otherwise be able to access. On a local level this is making a huge impact on some pupils' lives.

Things that affect impact or engagement
The support that we receive is good, but the trouble is having the time to implement music strategies and ideas alongside other school development priorities.
There is lots available and not enough time for me to engage with it all!
The hardest aspect is organising and getting time agreed to participate in.
The children have really enjoyed the opportunities to perform with other local schools. Y6 have had good quality 1st access. The whole school has benefited from a more consistent approach to music teaching through the reduction in cost of Charanga.

Comments about high quality
The level and quality of support and CPD is appropriate and easy to access.
As a music lead I have really appreciated the level of support offered, and the opportunities to engage in my own subject development through training and also talk to other music leads have been great. The activities the children have participated in have been well organised and have definitely enhanced our music provision.
All resources and provision required are of very high quality and easily navigated.
The quality of the activities and support is always excellent.

Not-so-good comments on quality
The music cluster project last year was not up to the same standard as in the past.

General comments on range
A good range and well suited to our School Music Development Plan.
Huge range in Offer. We need to access more.
I think we need to access more of the range of activities and support available in the future.
Good range, plenty to choose from and easy to sign up to those that you want to!

Comments about limitation of range
Not always age appropriate for our school. [secondary]

For the past two years we have kept to the same range of activities in school.
A lot is primary based so not useful to me, and after school commitments impact on my attendance at cluster meetings. But the ones that do apply to me have offered choice and a nice range to choose from.
More targeted towards Secondary would be good please.

Support for music subject lead
Our subject lead has benefitted from experienced leaders and support.
We have recently changed to using KAPOW! and I am a new leader to music so the bulletins and ongoing CPD will help.
Our Music Lead attends all of the cluster events but through the Melksham Cluster as she also works at Bowerhill.
Supported Subject Leader well.

Instrument hire
Musical instrument hire through first access has allowed children to participate in music tuition.

Singing
Singing workshops helped boost singing in the school and gave some HLTAs more confidence with leading and teaching singing.
Taking part in the whole school opera workshop was excellent and really inspired the children.

Performance opps
The children always love taking part in large group events and it boosts their confidence to be with other children and leads them to want to perform.

Live experiences
The children enjoyed the opportunity to watch the performance of Hairy Maclary Concert.
The provision of the live performance of the Shelbourne Ensemble was notably the biggest impact and one that our older children still talk about as being a highlight of their year.
As a small school it is great to benefit from musical visitors to enhance our curriculum.

Music tech
The workshop last year and borrowing the I-pads had the most impact.

First Access
Most impact has been the first access so all children get the opportunity to play an instrument.
Our school have brass tuition for all of the Year 5 children and so the opportunity for every child to experience learning an instrument and playing together is fantastic.
The first access music tuition provided to our school is brilliant and our children very much enjoy this.

Networking and collaboration
The opportunity to network with other Music SL and to share ideas is invaluable.
Being part of the cluster has allowed us to collaborate and network with local schools which is less likely to happen independently.
Knowing that the support is there from WMC is invaluable, the structure with clusters is helpful for networking with feeder primaries.

CPD
We would like school specific CPD training to improve staff subject knowledge.
The Ofsted music leads CPD session was incredibly useful and enabled the department to reflect on what they were doing well and helped to highlight key areas Ofsted would focus on if conducting a deep dive.
I was pleased with the inset training on the music development plan.
CPD well planned and well organised cluster meetings. clear funding opportunities.

Communications
Keep doing what you are doing and keep promoting all the different ways/things you can offer as it can get lost in email trails.
When I first started I didn't know exactly what was what and what was on offer. As a school we want to get involved with everything we possibly can... to enable our students to experience music which they would not normally get at home.
As a new head of department and having dealings with Wiltshire Music Connect since February 2023 (Roughly) quality of what I have seen has been good. But as I may have missed things through communications I didn't see a huge amount, but what I have seen we have taken every opportunity and I look forward to getting more involved with the activities on offer.

Tuition
Our associate teaching has been fantastic.
It has made a massive impact in the uptake of one to one music lessons. It has enabled a huge amount of students that could not afford full priced lessons to take up instruments or continue them from primary school.
For the pupils that it has supported, a good deal of impact as it has allowed them to access music lessons where they otherwise would not be able to. For the wider school, no impact.
Huge in terms of per lesson. Slowly making progress with our provision.

Info about schools' circumstances
Music was only available to KS4 and Y7 in 22-23 and I was part-time then. I am focusing on what I can offer in school this year to help increase engagement so that students are more willing to take part in wider opportunities. Within our cohort, the majority of students who do have instrumental/vocal tuition are at beginner level (pre-Grade 1) so do not feel confident taking part in group activities, especially if others are younger.

Money / finance
Reduced Charanga rates [had most impact].
The instrumental tuition funding is invaluable and makes learning an instrument possible for many of our students.
The funding we have received through the SMDF, First Access and Tuition Subsidies have meant that we have been able to widen access to tuition and extra-curricular activities, and to develop Music technology...
Funding can be complicated to access/complete the application.

Other things people would like
A quick read report explaining the benefits of Wiltshire music connect for new heads to the area may be useful?
Further opportunities to loan large instrument sets would be wonderful eg. samba set, Class steel pans set, class djembe set etc.
We would love a project on inspiring boys into the arts!
I'd like to get a little more guidance on how to use ukuleles in key stage 3 .
Wiltshire Music connect always aim to provide a variety of musical opportunities for schools to engage with. A lot of these projects are vocal - perhaps more live instrumentalists might be possible?

Thanks/gratitude/general enthusiasm
I am new to the role and I have found the support absolutely fantastic.
I feel very well supported by the Wiltshire Music Connect provisions.
The most impact is Wiltshire Music Connect's drive to assist schools to provide high quality music education... It's often a subject that has low priority on school development plans and it's important to keep giving time, attention and funding to music in schools.
Cluster Coordinator very good at listening to schools' needs and issues and adapting activities available.
The support has been invaluable.
We wouldn't be able to do it without Wiltshire Music Connect.