

South Ayrshire Council Response

1. The drop-out rate of children having instrumental music tuition in the past two years

The overall context in South Ayrshire is one of a declining role. Between 2013 and 2018 the overall school roll has dropped by 2%. However, this is not evenly split between primary and secondary. Primary rolls have increased by 4% while secondary rolls are down by 8.5%. Since the service is only open to children from P4 onwards, the majority of service users will be secondary age. The numbers of children and young people taking instruction from the instrumental music service each year between 2012-13 to the present is set out in table 1 below. These numbers fluctuate throughout the year and it is only possible to give a definitive number for each whole school year at the end of each year. In addition, 2 full time equivalent posts were removed from the instrumental music service as a saving in 2015-16 which reduced the availability of lessons by the equivalent amount overall. At this point in time there are 1,022 children and young people taking lessons which is 171 fewer children and young people than the total figure for 2017-18.

Table 1: Children and young people using instrumental music service

Year	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
No of IMS pupils	1222	1319	1240	1126	1266	1,193

2. The projected drop-out rate for this year if charges for instrumental music tuition continue to increase as they have done in recent years

South Ayrshire Council has no figures relating to a “projected drop-out rate.”

3. Is there a particular reason that instrumental music tuition is not being regarded by education departments as a core subject?

South Ayrshire Council’s legal duties are met through the curriculum which is offered to all children and young people. In addition however, every child and young person who benefits from the instrumental music service is extracted from a time-tabled class or lesson in order to have a 25 minute lesson with the instructor. The service is delivered on top of the core curricular offer which is why it is treated differently from the normal time-tabled music lessons which all children and young people take part in. In addition, if more pupils are interested in receiving instruction than space available at the time, then a simple pitch and rhythm assessment is carried out which means it is not universally available. The curriculum offer related to expressive arts is universally available without any ability test being applied as a qualifying criterion.