



Phase One

Final Evaluation Report





This evaluation was carried out by Impact Consultancy & Research

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Photos show Early Hurly Burly sessions in Coventry, Herefordshire and Sandwell, and CPD sessions for practitioners and library staff at the Midlands Arts Centre, Birmingham



105 parent/carers responded to the survey



91% said that their child had 'loved' EHB sessions

76% said that their experience of EHB had been excellent
(and a further 21% that it had been good)

11 library staff responded to the survey
EVERYONE said that it had been
a positive experience (60% excellent, 40% good)



537 children and **449** parent/carers registered as attending

9% of those parent/carers responding to the survey
were from 'hard to reach' postcode areas



Partnership working is key to engagement



Contribution to Early Years development

Parent/carers reported significant improvement:

- Concentration had improved (71%)
- Social skills had improved (80%)
- Musical ability (90%)
- Co-ordination (77%)
- Concentration (69%)



Library staff said:

- Biggest change was self-confidence (70%)
- Musical ability had improved (50%)

In the future

- Encourage partnership working and share information about it
- Offer short taster sessions
- Maintain a flexible approach - use different venues



Increased take-up and awareness of library services

Of those that responded to the parent/carer survey:

- 11% had never used a library
- A further 11% had used it occasionally but didn't have a library card
- 23% used it occasionally but did have a library card
- 35% used it 'very often' and had a library card
- The majority of 'field visit' parents were regular users of the library

Increased confidence and ability....

- 78% of parent/carers increased in confidence
- Session logs and field visits support this
- 70% of library staff increased in confidence
- 90% of library staff increased in ability
- 80% of library staff are more likely to programme arts and music
- Anecdotally practitioners report benefits
- Ongoing training for practitioners and library staff, with a focus on Parent/carer engagement (via training etc)

1. Introduction

Early Hurly Burly (EHB) is a unique delivery partnership between 9 Local Authority Library Services and music education organisations¹ across the West Midlands. The aim of EHB is to work collaboratively to address the need to deliver Early Years music and arts engagement to hard-to-reach children and their families.

This evaluation report focuses on a first round of delivery which ran from September 2014 – September 2015. EHB used high quality music activity supported by other art forms in a variety of settings (but primarily in libraries) to engage children and contribute to their early years progression and development. The areas participating in the project were; Coventry, Dudley, Herefordshire, Sandwell, Staffordshire, Telford, Walsall, Warwickshire and Worcestershire. In total 23 libraries across these 9 areas participated by working in partnership with arts practitioners and partner organisations (for example children’s centres) and hosting or co-ordinating Early Hurly Burly sessions. Typically each library held approximately 10 sessions during each term (Autumn, Spring and Summer). Collectively, approximately 537 children and 449 parents are registered as attending these sessions. In addition each library had one visit per term from a range of professional performance companies, who performed theatre and puppetry shows designed for pre-school groups. Participant feedback from these performances highlights the popularity of these shows; however this feedback does not specifically form part of this evaluation.

Early Hurly Burly was funded by Arts Council England with the Elmley Foundation.



1. This term is used to cover any and all of Music Education Hubs, Music Services, community music organisations, and Performing Arts Services.

Project Outcomes

At the start of the project the following outcomes were set:



The project will make a positive contribution to the development of hard to reach children 0-5 through the delivery of music and arts-based activities in libraries and other settings



The project will increase confidence and ability amongst parents and carers, library staff, practitioners and partner organisations to use music and arts related activity to support the development of children 0-5



The project will increase confidence of library staff., practitioner and partner organisations to work collaboratively



The project will increase take-up and awareness of library services

This report outlines the extent to which the project achieved the outcomes.

2. Methodology

At the start of the project an Evaluation Framework was developed which clearly outlined the Project Outcomes and data which needed to be collected to evidence the extent to which each outcome was achieved.

Evaluation data was collected using both qualitative and quantitative techniques, as follows:



Parent/ carer surveys, circulated at the penultimate or final session



Library staff survey



Session logs completed by both library staff and arts practitioners



Field visits to one case study library in each of Staffordshire, Herefordshire and Dudley – which involved focus group discussions with library staff, arts practitioners and parents/ carers. An EHB session was also observed.



Focus group discussion with Early Hurly Burly partners

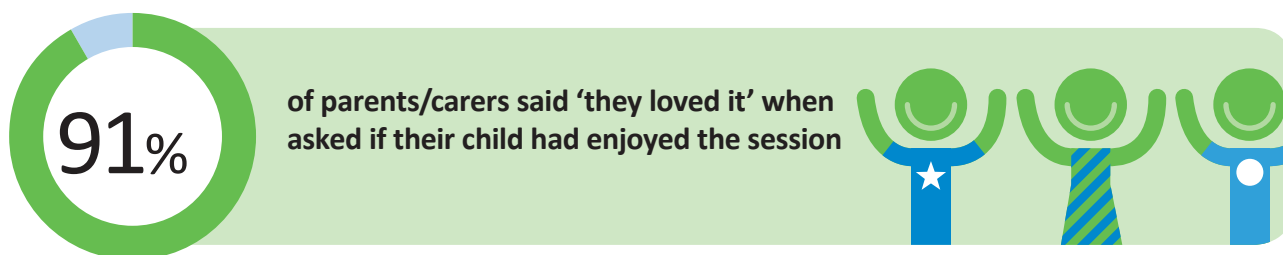


Focus group discussion with Early Hurly Burly arts and music practitioners



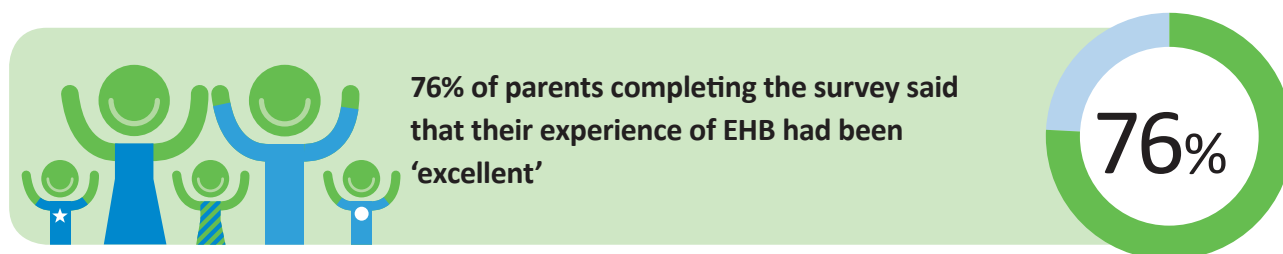
End of term monitoring forms, which required each library to log the number of sessions that they had held and the number of children and parents/carers that had attended each session

3. Evaluation Findings

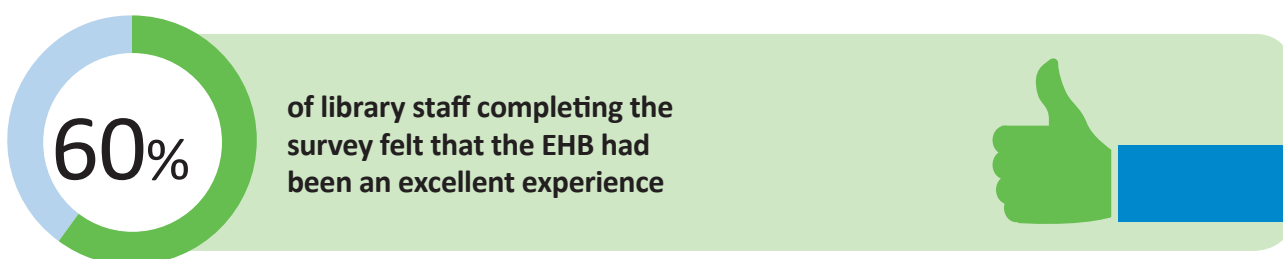


The children attending EHB sessions seemed to really enjoy the experience.

We asked parent/carers completing the feedback survey to let us know whether their child had enjoyed the session; 91% said that 'they loved it'. Similarly 76% of parents completing the survey said that their experience of EHB had been 'excellent' and a further 21% said that it had been 'good'.



The survey completed by library staff also shows that all of those completing the survey felt that EHB had been a very positive experience with 60% saying it had been excellent and 40% saying it had been good. Therefore overall the experience of EHB had been positive and enjoyable for children, parents/carers and library staff.





3a. Progress against outcomes

To contribute positively to the development of hard to reach children 0-5 through the delivery of music- and arts-based activities in libraries and other settings

Engagement of 'hard to reach' children

Approximately 537 children and 449 parent/carers are registered as attending EHB sessions over the course of the project. However it is difficult to estimate the total number of children and parent/carers who took part in EHB as some of those attending were counted at multiple sessions. The total number of children and parent/carers that engaged with EHB is therefore likely to be lower than the collective number registered.

There were 105 responses to the parent/carer survey and each respondent was asked to give their postcode. Of the parent/carers who completed the feedback survey, 9 were from postcode areas which score within the 10% highest on the National Indices of Multiple Deprivation (IMD). These 9 responses equate to approximately 9% of parent/carer responses from areas that score highly on the IMD and therefore are more likely to be 'hard to reach' families. However 14 postcodes were not recognised and therefore this figure may be artificially low. As we do not know the total number of parent/carers

who engaged with the programme, it is therefore not possible to estimate the number that were likely to be from 'hard to reach' areas. However the number of 'hard to reach' respondents of the parent/carer survey suggests that approximately 9% of those that engaged with EHB may be considered 'hard to reach'.

Deeper analysis of the survey responses from those classified as 'hard to reach' show that there were no significant variations in the responses they gave in comparison to the other survey respondents.



'What's in the silvery music box?'



Musical instruments waiting to be chosen at a CPD day

The arts practitioners and library staff felt that engagement of 'hard to reach' families worked best when the library worked in partnership with others, for example the Children's Centre, and held sessions outside of the library setting. However even when parents had attended a session for a number of weeks at a non library setting, there was some reluctance to then transfer to sessions in the library. This was thought to be mainly due to perceptions of what is 'acceptable' within the library setting. For example parents voiced concerns about the behaviour of their child and whether it would be seen as acceptable by library users and library staff.

The flexible approach taken by Early Hurly Burly, in terms of being able to host sessions in different locations to increase engagement of the target group, is therefore seen as a real strength of the project. This approach should be replicated and encouraged if the project is to continue. It was also felt by some practitioners and library staff members that more 'hard to reach' families could have been engaged if they had been given the opportunity to experience a short taster session prior to full engagement. The feasibility of this should be considered alongside the planning of future delivery.

Anecdotally it was felt that EHB had mixed success at engaging 'hard to reach' families. For some libraries that are very obviously situated in areas of deprivation, for example Dudley, it was felt that there had been a good level of participation from 'hard to reach' families. The fact that sessions were free and that similar activity that had previously been run from Children's Centres was no longer running were also seen as reasons why there had been good uptake of EHB. Mostly it was felt, however, that engagement of 'hard to reach' families was piecemeal, although there are some positive examples of parents for whom English is not their first language engaging and benefiting from sessions. For example in Sandwell a Polish mother reported to library staff that the sessions were helping her to improve her English and that she enjoyed singing the songs at home with her child.



Contribution to Early Years Development

“A lovely group to come along to. Good for developing attention and listening skills, social skills and enjoyment of singing music.”

parent/carer

In the three case study libraries session logs were completed at the end of each session by both the art practitioner and a member of the library staff who was involved in the session. For all other areas the frequency of session logs was left to the discretion of individual staff members.

The session logs asked the practitioner or library staff member to make observations about the group and about the musical ability and social interaction of the children and complete a rating scale. People were asked to rate the following, on a scale of 1-5, after each session:

Observations about the group

- Doing their best
- Being excited and inspired
- Being engaged and actively involved
- Having a sense of ownership and belonging
- Increasing responsiveness to session leader



Observations about the children's musical ability

- Participation in action songs
- Increasing response to pitch
- Voluntarily using instruments
- Increasing grasp of pulse and rhythm
- Increasing awareness of dynamics (soft/loud, stop/start)
- Response to and experimentation of with sounds of all kinds

Although the rating was done for the whole group the session logs also allowed for observations for individual children and these provide powerful anecdotal evidence that EHB has positively contributed to Early Years Development. Across the majority of session logs progression was demonstrated either through the use of the rating scale or through written comments. The session logs therefore provide evidence that EHB has contributed to children's musical development and children's socialisation and learning to operate within a group context.



Enthralled by a live performance

EHB contribution to social development

Some examples of EHB's contribution to social development are given below:

Example 1

One set of session logs for one library provides information about a little girl whose behaviour was disruptive and who did not interact well with the other children. However as the child attended more sessions improvements were observed in her behaviour which became less disruptive and more participative.

Example 2

"Child A' Shy at first session but grew in confidence throughout and actually volunteered to be the train driver in the 'train driver' song. Second session joined in happily straight away and throughout". In a future session and for the same child: 'Child A' asked if we could do the train song and if he could be the leader – this made other children want to be the leader so we took turns."

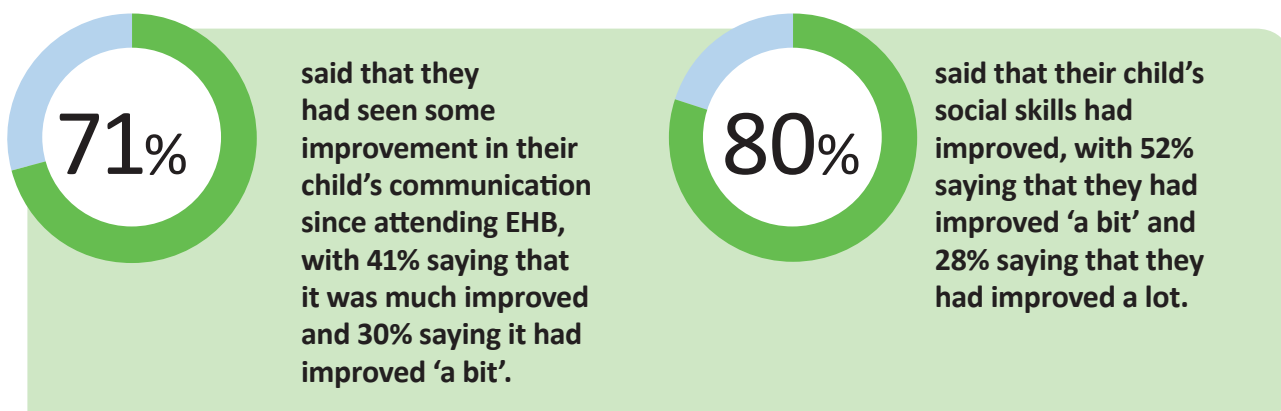
Example 3

"Child B" used to be quite shy and reserved but today when he arrived, he walked straight to the front of the group and joined in with the drumming straight away."

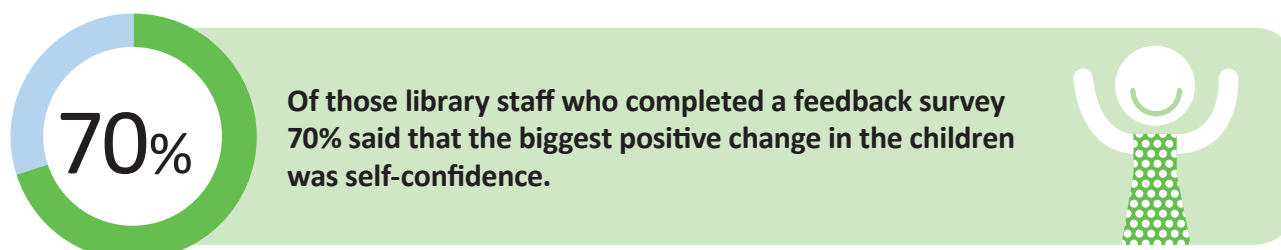


The progression observed and noted in the session logs is also corroborated by the parent/carer feedback survey and library staff feedback survey.

Of those parents who completed a feedback survey:



In addition the comments made by parent/carers and library staff on the feedback surveys also demonstrate how EHB contributed to children's social development:



“Early Hurly Burly has improved my daughter’s confidence and her interaction with other children. I think it is a fantastic service which has been really beneficial to us as a family.”

Parent / Carer

“EHB is always great fun for my child and is always varied and exciting. It has helped with his development and concentration span.”

Parent / Carer

“My child has enjoyed the classes a lot. Her language/social skills/ concentration have improved...which must in some part be due to these classes.”

Parent / Carer

“Seeing a couple of the children who used to be very shy and would not move off their parents’ knees, now leave their parents and join in with activities etc, not only was really pleased to see this but the parents were as well.

Library staff

The field visits also support the view that EHB has contributed positively to the children’s social development. Parents/carers at the Leominster Library commented that their children’s ability to interact as part of a group had definitely improved and some parents felt that their children had grown in confidence and were more willing to participate independently of them. Again this is something which is often observed in the session logs.

EHB contribution to musical ability, concentration and co-ordination

Similarly, the session logs demonstrate a contribution to the development of children's musical ability, concentration and co-ordination.

Example

"Rose - this little cracker just couldn't sit still - whenever she heard the beat of the drum she just had to get up and dance. I was so taken with her energy, she was drawing and dancing, dancing and drawing and at one point had her bottom wriggling in the air as she drew on the paper with her head and hands close to the paper - it was like her legs and bottom were working independently of her hands as she just could not stop moving to the music!"

A progression in the children's musical ability was also noted by parents. Of those who responded to the parent/carer survey:

- **90%** said that their child's musical ability had improved, with 45% saying it had improved a lot and 45% saying that it had improved a bit
- **77%** said that their child's co-ordination had improved, with 38% saying it was a bit better and 39% saying it was a lot better
- **69%** said that their child's concentration had improved, with 36% saying it was a bit better and 33% saying it was much better
- Also **50%** of library staff completing the feedback survey said that they felt that children's musical ability had improved.



Factors which limited a positive contribution to Early Years development

There is substantial evidence to suggest that EHB made a significant contribution to the children attending sessions. However there are two factors which may have limited this contribution:

- Families tended to 'dip in and out' of sessions and fewer than expected completed a block of 10 sessions. Anecdotally the most significant changes were observed in children who were regular attenders.
- 10 sessions may not be sufficient in terms of making a lasting contribution to early years development. The number of sessions would need to be increased if the contribution to the child's development was also to be increased.

For future delivery it is therefore recommended that parents/carers are strongly encouraged to attend the 'block' of sessions and encouraged to attend more than 1 block. However funding would obviously need to support this.

In addition the fact that sessions were often attended by very young babies to pre-school children sometimes meant that a focus on development for a particular age group may have been compromised by the need for the sessions to have a wide appeal across a wide age range. The challenge that this sometimes presented to arts practitioners is also outlined in the session logs. Although for some practitioners the wide spectrum of ages was seen to have a positive impact on their confidence to deliver Early Years sessions (please see page 18).



Detail of an Early Hurly Burly Garden collage

Increase confidence and ability amongst parents and carers, library staff, practitioners and partner organisations to use music and arts related activity to support the development of children 0-5

Impact on parents and carers

An important element of EHB was to increase the skills and confidence of parents/carers, library staff, practitioners and partner organisations to use music and the arts to support the development of children 0-5. There is strong evidence which demonstrates that skills and confidence of parents have been increased. For example, when parent/carers who completed the feedback survey were asked whether their confidence in using the music and arts at home to support their child's development had increased, 46% said that it had 'increased a lot' and a further 32% said that it had 'increased a bit'. 71% of parent/carers completing the survey also said that they would be more likely to go to other music/arts related sessions as a result of attending EHB sessions. Comments given by parents on the survey also support this:

"Both myself and Harry have so enjoyed the Early Hurly Burly session. The songs we have learnt will stick with us and are sung most days and we have gained lots of ideas for making up songs at home. We have done other music sessions but EHB is by far the most original."

One art practitioner, during a field visit, also said that a parent had reported to her that she had used the techniques that she had learnt during the EHB session to keep children entertained at her child's birthday party. Without attending EHB she would not have had the confidence to do this.

Session logs provide further evidence that parents increased in confidence as a result of attending sessions. Many of the logs show a gradual increase in participation of parents, although this needed to be positively encouraged in some cases. However in one library in particular it seemed to be very difficult to encourage parents to participate and as a result these sessions also possibly seemed to be less beneficial to the children, particularly in terms of replicating EHB activities in the home. Discussions with parents during the field visits suggest that parents may have benefited from more guidance and gentle encouragement to participate. For future EHB sessions it is recommended that EHB practitioners are given guidance and 'tips' for encouraging the participation of parents. However it is recognised that the willingness to participate is very much dependent on the individual responses of parents/carers.

Impact on library staff

Overall the impact that EHB has had on library staff appears to have been very beneficial. Of those library staff from across participating libraries who completed the feedback survey, 70% said that their confidence to use music and the arts to support the development of under 5s had increased. Also 90% said that their ability to use music and the arts with under 5s had increased. This suggests that EHB was also successful at providing useful tools and ideas for library staff who were already familiar with holding sessions for the under 5s. This is supported by comments made by library staff:

“EHB has inspired and refreshed my own practice in terms of both Storytime and Bounce and Rhyme delivery. I now use a greater range of props to bring alive the stories and songs.”

Library staff

The interviews with library staff during the field visits also revealed that staff have valued EHB:

“It’s brought something fresh and new here and the team has gained additional experience. They’ve not had the opportunity to interact with anything like this before.”

Library staff

It was also felt that it had encouraged library staff members to interact more directly with parents. This was thought to be key to changing perceptions of parents about using the library.

The training which was delivered to both arts practitioners and library staff was also seen as valuable. Some library staff said that they had changed their practice in running sessions since attending the training. However it was felt that the training would have had greater impact if it had been held at the start of EHB, so that people could apply the learning to the sessions at an earlier stage of delivery.

However despite the many positive comments about EHB there was a feeling amongst some library staff that although EHB had been a positive project, there was still the need for separate ‘Bounce and Rhyme’ sessions, which the libraries have traditionally delivered. Interestingly this view was supported by parents who were interviewed on one of the field visits, who felt that EHB sessions and Bounce and Rhyme sessions were so different that there was definitely a place for both.

Of those library staff responding to the survey 80% said that they would be more likely to programme music/arts activity in the future. The main reason given as to why this may not happen was lack of available resources. This suggests that if resources are secured to support future delivery then library staff member will be very willing to participate, and may also feel more confident to do so than at the start of the project.

Impact on practitioners and partner organisations

Overall the impact on practitioners seems to have been very positive. Practitioners seem to have enjoyed the experience of EHB. Those interviewed as part of the field visits said that they felt that EHB had increased their confidence in terms of working with children 0-5. The varying ages of children attending the sessions, whilst challenging, also meant that the practitioners had to constantly come up with new and innovative ideas for ensuring the group remained engaged.

“It’s [the varying age range] pushed me to think about how I can make the session inclusive for the entire age range – it’s been an interesting mind-set for me” (practitioner)

The training received by practitioners seems to have been valued and was useful in terms of pooling different ideas and techniques. However although overall practitioners were successful at engaging the children, the extent to which they were successful at encouraging the participation of parent/carers was more variable. The session logs demonstrate different approaches to parent/carer involvement which appear to have had mixed success. One practitioner says that he asked parents for requests for songs and adopted one of the suggestions which was “Leominster Library had a band ee ii ee ii oo” as his new instrument song for Early Years. The session logs from another library, however, repeatedly comment on the difficulty of engaging parents who preferred to sit at the edge of the room and chat, etc. Overall practitioners’ confidence and ability to engage parents/carers were therefore variable and possibly increased in some cases during the delivery of EHB. As mentioned above it is recommended that parent/carer engagement is the focus of EHB training in the future.



Increased confidence of library staff, practitioners and partner organisations to work collaboratively.

Although the focus on collaboration between the practitioners and library staff and partner organisations was strong across the delivery of EHB, there seems to have been mixed responses to this approach. In some libraries there was some resistance to using external practitioners:

“We do have a lot of resistance from library staff about external practitioners coming in because they feel like they are stealing their thunder. Projects like this are good because they push that. It’s given me the leverage to say isn’t this fantastic...”

Library staff

However, even where this resistance was evident, on the whole library staff seem to have benefited from the experience of EHB, as reported above. This is further supported by those library staff members who completed the feedback survey, as 90% said that their ability to work collaboratively with arts practitioners had increased as a result of their experience of EHB.

Collaboration between arts practitioners was also valued. Many of the EHB sessions combined arts and music, often with two different practitioners present at the same time. This approach seems to have been valued by the practitioners; one of the session logs describes this process:

“Working with a visual artist brings a massive and beneficial dimension to the sessions. Kids are able to exercise more choice – choice of activity and creative expression. Mark-making proving to be a direct response to music-making. Not yet done it the other way around – this will take some leadership and organisation. I look forward to a chance to do that”

Art practitioner

The focus group with practitioners also provides evidence that this collaboration was valued:

“Cross artform collaboration has been welcomed. It helped me get out of a routine and made me think differently about my session and it was a different process.”

Art practitioner

EHB also encouraged collaboration with partner organisations and there were some strong examples of the library working in partnership with, for example, the local Children’s Centre. However this collaboration appears to work best when the library is able to do outreach work in the Children’s Centre. It may be interesting to explore ways in which the Children’s Centre could use the library for outreach sessions in the future delivery of EHB. This may also encourage a greater level of participation of hard to reach families and help to break down barriers that these families perceive to be in place which prevents them from using the library. For example could the Children’s Centre use the library as a venue for a ‘mums and tots group’?

Across the 23 participating libraries there were different starting points in terms of the extent to which library staff had experience of working with partner organisations. For example, Staffordshire library has an established culture of working in the community and with other organisations, whereas

others have not had much experience of partnership working. Therefore for some EHB was an opportunity to focus more on partnership working whereas for others it was very much already part of their daily work. The library staff feedback survey shows that 60% of those responding felt that their confidence with working with Early Years partners had increased.

It is recommended that library staff members are given the opportunity to share information about different approaches to partnership working, to encourage more sustained and meaningful collaboration between the library and Early Years providers



Practitioners from all over the West Midlands come together for CPD

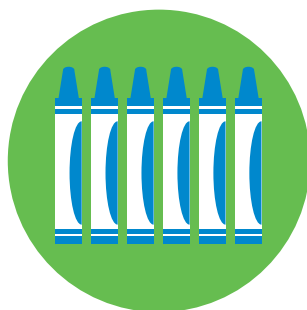
To increase take-up and awareness of library services.

The extent to which EHB increased take up and awareness of library services is difficult to assess. Anecdotally library staff felt that EHB had definitely brought people into the library who wouldn't usually use it. This is supported by the parent/carer feedback survey which shows that 11% of respondents had never used the library before attending the EHB session and a further 11% had only used it occasionally and didn't have a library card (a further 23% had previously used the library only occasionally but did have a library card). Interestingly however, 35% of respondents said that they used the library 'very often' (ie more than once a month), which supports the feeling that EHB was more commonly accessed by people who were used to using the library and therefore are probably less likely to be from 'hard to reach' families.

Further analysis of the parent / carer survey responses shows that there was no direct correlation between those that stated they had 'never' visited the library in the previous year and families that were classified as 'hard to reach'.

Comments received from parents who were interviewed as part of the field visits support the view that many parents were used to using the library, particularly as many of the parents had previously attended 'Bounce and Rhyme' sessions. However even these parents were pleased that the library was able to accommodate an EHB session which was noisier and more participative. The fact that in some cases the session was held in a separate room and not in the main library space where they may feel inhibited by regular library users was preferred.

Some libraries were also very successful at maximising opportunities to further engage parent/carers attending EHB sessions. For example, Staffordshire set up a Facebook page for the EHB group to promote other activities that were happening in the library.



3b. Other Outcomes achieved

From the session logs and focus groups held with practitioners, library staff and parents, it is clear that EHB also provided a valuable opportunity for parents to socialise. Although this sometimes meant that it was more difficult to encourage parent/carer participation, the opportunity to socialise was valued by parents:

“I have enjoyed meeting other parents and feel that a real social network has been formed.”

Parent / carer

The value of mums having an opportunity to socialise was also noted by practitioners:

“The Mums sing along beautifully and one really feels a strong sense of community and unity is being nurtured. This is echoed by Mums not exclusively looking after their own children. For example if a toddler goes exploring too far from the circle/mat other adults will grab them or their attention just before their Mum feels she should get up and chase them.”

Practitioner

4. Conclusion

Overall EHB was successful at delivering high quality music activity supported by other art forms to engage children and contribute to their early years progression and development. The evaluation data collected demonstrates that project outcomes were met and that library staff, EHB practitioners and ultimately children and parent/carers all benefited greatly from the delivery of EHB. The impact on individual children is significant in terms of social development, musical ability, co-ordination and concentration.

However, although we know that some 'hard to reach' families did engage with EHB, in the future more needs to be done to ensure that EHB delivery is appealing to 'hard to reach' families and successfully engaging them. This is most likely to be achieved through partnership working with other Early Years providers. The evaluation has shown, however, that libraries' experience of partnership working varies widely. EHB, in the future, therefore could offer an opportunity to create more of a level playing field in terms of partnership working and engender a culture of partnership working and information sharing and exchange across the library services in the West Midlands. However, future delivery will take place against a backdrop of 'austerity' which is likely to have a negative impact on library services. Any future activity therefore needs to be adequately funded to ensure that all libraries are able to fully participate and reach their potential both as significant providers of Early Years development and as hubs for local community and cultural activity.



'Put your hands in the air' - music practitioners, library and children's centre staff train together

5. Recommendations

The following recommendations have emerged from analysis of EHB Phase One evaluation data. The recommendations are intended to build on the strengths of EHB and offer suggestions for how delivery may be further improved in the future.

Recommendation 1

Maintain and grow more collaboration between music education organisations, libraries and other early years partners, for example Children's Centres (to encourage engagement of hard to reach families)

- Encourage library staff members to share information about different approaches to partnership working
- Encourage a culture of partnership working that goes beyond the delivery of EHB. For example offer the library as a venue for the delivery of sessions run by the Children's Centre.
- Ensure that 'partnership working' is adequately funded in any future project budget.

Recommendation 2

Ensure delivery is most likely to attract those families considered 'hard to reach' by maintaining a flexible approach to delivery

- Encourage the use of other venues, for example Children's Centres, when delivering sessions
- Deliver short taster sessions to entice parents who may have reservations about attending the sessions

Recommendation 3

Aim to engage children and parent/carers over a longer time period, to ensure that the project has maximum impact on each child

- Encourage attendance at the 'block' of sessions if possible
- Encourage attendance at more than one block of sessions

Recommendation 4

Ensure that practitioners are adequately equipped to encourage participation of parents

- Give tips to practitioners as to how participation may be encouraged
- Ensure that parent participation is a focus for CPD sessions

Recommendation 5

Continue CPD sessions for practitioners and library staff to ensure knowledge and experience is being pooled.

Recommendation 6

Review monitoring procedures and ensure all libraries understand the procedures and are committed to following them.

- Review the use of session logs and maybe carry out observations retrospectively at the end of each block of sessions
- Ensure that monitoring information is sent to a central point of contact



Being flowers in the Early Hurly Burly Garden





Concentrating on making a clay owl at a mixed artforms session

Early Hurly Burly was initiated by the members of a consortium who were invited by Arts Council England's West Midlands bridging organisation, **Arts Connect**, to discuss the possibility of making partnership applications, specifically to support programmes of early years music-based provision throughout the West Midlands.

This unprecedented gathering included representatives from Library and Cultural Services, Music Education and Performing Arts Services and Music Education Hubs in Coventry, Dudley, Herefordshire, Sandwell, Stafford, Telford, Walsall, Warwickshire and Worcestershire, together with independent community music charities **Make Some Noise** in Stafford and **The Music Pool** in Herefordshire, and was supported by **Arts Connect**.

Lead Applicant: Herefordshire Libraries

Project Management: The Music Pool

Project Manager: Jo Henshaw, for The Music Pool

Evaluation: Impact Consultancy & Research

Report design: Matt Willis for sclef.co.uk

Coventry Libraries
Coventry Performing Arts Service
Dudley Libraries
Dudley Performing Arts
Herefordshire Libraries
The Music Pool
Sandwell Libraries
Sandwell Music & Arts Service
Staffordshire Libraries
Make Some Noise
Telford & Wrekin Libraries
Telford & Wrekin Music
Walsall Libraries
Forest Arts Walsall
Warwickshire Libraries
Warwickshire Music Service
Worcestershire Libraries
Worcestershire Youth Music

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Arts Council England
The Elmley Foundation
Encore Enterprises
Arts Connect

For enquiries about the arts practitioners who took part,
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For information about libraries, please contact Herefordshire Libraries
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