



Meeting: **Children and Families Overview and Scrutiny Committee**

Date/Time: **Monday, 9 June 2014 at 2.00 pm**

Location: **Sparkenhoe Committee Room, County Hall, Glenfield**

Contact: **Mrs. J. Twomey (0116 305 6462)**

Email: **joanne.twomey@leics.gov.uk**

Membership

Mr. K. Coles CC Mr. J. Perry
Mr. J. Kaufman CC Mrs. C. M. Radford CC
Ms. K. J. Knaggs CC Mr. E. D. Snartt CC
Mr. P. G. Lewis CC Mr. L. Spence CC
Mr B. Monaghan Mr. G. Welsh CC
Mr. T. J. Pendleton CC

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– Notices will be on display at the meeting explaining the arrangements.**

AGENDA

- | <u>Item</u> | <u>Report by</u> |
|--|------------------|
| 1. Appointment of Chairman.

To note that Mr L Spence CC was nominated as Chairman elect to the Children and Families Overview and Scrutiny Committee at the County Council meeting held on 21 May 2014. | |
| 2. Election of Deputy Chairman. | |
| 3. Minutes of the meeting held on 24 March 2014. | (Pages 5 - 16) |
| 4. Question Time. | |
| 5. Questions asked by members under Standing Order 7(3) and 7(5). | |



6. To advise of any other items which the Chairman has decided to take as urgent elsewhere on the agenda.
7. Declarations of interest in respect of items on the agenda.
8. Declarations of the Party Whip in accordance with Overview and Scrutiny Procedure Rule 16.
9. Presentation of Petition: Request to build a primary school in the Birstall area of Hallam Fields. (Pages 17 - 18)

A petition signed by 192 residents is to be presented by Cllr Simon Sansom, a member of Charnwood Borough Council, in the following terms:

“We the undersigned call upon Leicestershire County Council to build a primary school in the Birstall area of Hallam Fields. Currently children have to walk to Riverside Primary School crossing a busy dual carriageway twice a day placing children at risk.”

10. Local Safeguarding Children Board/Safeguarding Adult Board Business Plan 2014/15 and Performance Management Framework. (Pages 19 - 62)
11. The Leicester-Shire Music Education Hub - Further Developments in Music Education. (Pages 63 - 230)
12. Quarter 4 2013/14 Performance Report. (Pages 231 - 240)
13. Children Missing Education and Pupils Missing Out on Education. (Pages 241 - 252)
14. Date of next meeting.

The next meeting of the Commission is scheduled to take place on Monday, 1 September 2014 at 2.00pm.

15. Any other items which the Chairman has decided to take as urgent.

QUESTIONING BY MEMBERS OF OVERVIEW AND SCRUTINY

Members serving on Overview and Scrutiny have a key role in providing constructive yet robust challenge to proposals put forward by the Cabinet and Officers. One of the most important skills is the ability to extract information by means of questions so that it can help inform comments and recommendations from Overview and Scrutiny bodies.

Members clearly cannot be expected to be experts in every topic under scrutiny and nor is there an expectation that they so be. Asking questions of 'experts' can be difficult and intimidating but often posing questions from a lay perspective would allow members to obtain a better perspective and understanding of the issue at hand.

Set out below are some key questions members may consider asking when considering reports on particular issues. The list of questions is not intended as a comprehensive list but as a general guide. Depending on the issue under consideration there may be specific questions members may wish to ask.

Key Questions:

- Why are we doing this?
- Why do we have to offer this service?
- How does this fit in with the Council's priorities?
- Which of our key partners are involved? Do they share the objectives and is the service to be joined up?
- Who is providing this service and why have we chosen this approach? What other options were considered and why were these discarded?
- Who has been consulted and what has the response been? How, if at all, have their views been taken into account in this proposal?

If it is a new service:

- Who are the main beneficiaries of the service? (could be a particular group or an area)
- What difference will providing this service make to them – What will be different and how will we know if we have succeeded?
- How much will it cost and how is it to be funded?
- What are the risks to the successful delivery of the service?

If it is a reduction in an existing service:

- Which groups are affected? Is the impact greater on any particular group and, if so, which group and what plans do you have to help mitigate the impact?
- When are the proposals to be implemented and do you have any transitional arrangements for those who will no longer receive the service?
- What savings do you expect to generate and what was expected in the budget? Are there any redundancies?
- What are the risks of not delivering as intended? If this happens, what contingency measures have you in place?

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Minutes of a meeting of the Children and Families Overview and Scrutiny Committee held at County Hall, Glenfield on Monday, 24 March 2014.

PRESENT

Mr. L. Spence CC (in the Chair)

Mr. K. Coles CC	Mr. J. Perry
Mr. J. Kaufman CC	Mrs. C. M. Radford CC
Mr. P. G. Lewis CC	Mr. R. Sharp CC
Mr B. Monaghan	Mr. E. D. Snartt CC
Mr. T. J. Pendleton CC	Mr. G. Welsh CC

Also in attendance

Mr. G. Hart CC
Mr. I. Ould CC (for minute 48 to 51)

41. Minutes.

The minutes of the meeting held on 20 January 2014 were taken as read, confirmed and signed.

42. Question Time.

The Chief Executive reported that four questions had been received under Standing Order 35 from Mrs Sue Whiting and two questions had been received from Mr Richard Carter.

(A) Mrs Whiting, a member of the public, asked the following questions:

“Now that the Children and Families Act 2014 has received Royal Assent and the provisions within the Act are required to be active from September 2014 could the Chair please answer the following questions with regard to the provision available in Leicestershire?”

1. A report to the Children and Young People’s Service Overview and Scrutiny Committee in January 2011 stated that 8 children with Dyslexia were being educated ‘out of county’ at a cost of £118,602, yet in June 2013 Councillor Ould stated that “Leicestershire does not hold information about specific provision for dyslexia across the county.” In a separate letter dated 23rd May 2013 he stated that “Local offer will require schools and local authorities to produce information about the services available to children and young people with special needs, including Dyslexia”. Does Leicestershire now have information about the provision for children with Dyslexia both within the county and any further out of county provision that is still needed to cater for children with dyslexia “because the educational needs of the individual young person are highly specialised?”

2. In Leicestershire Criteria for Cognition and Learning: Specific Learning difficulties multi agency protocols include the Rose review on Dyslexia, Guidance on Dyslexia Friendly schools and Equality Act 2010.

Feature 3 for identification states low self esteem, anxiety, frustration, task avoidance. Speech and language difficulties may also be apparent.

(a) What are the current waiting times for a child to access the services of CAMHS [Child and Adolescent Mental Health Services], Educational Psychologists and Speech and Language Therapists?

(b) If a child is 'at risk' of becoming a young offender, are these waiting times in any way different?

(c) What will the impact of cuts to Educational Psychologists, CAMHS, Speech and Language and Young Offenders Service be on these waiting times?

3. On 28th October 2010 Councillor White wrote "We do not hold data on Leicestershire children that would allow us to provide an analysis of co-morbidity - the extent to which children with one area of difficulty (dyslexia) also experience another area of difficulty (mental health difficulties).

However, case work experience in our Educational Psychology Service suggests that there is a strong link.....

Children's anxiety provides the bridge from one area of difficulty to the other. Many young people with Dyslexia experience anxiety, and if this is not dealt with, it can lead to longer term mental health problems."

Does Leicestershire now have provision for gathering and monitoring this data so that early correct teaching and health provision can be provided?

4. In December 2013 Olivia Loder aged 11 wrote to Michael Gove, "The reason I'm writing is to tell about how state schools treat dyslexics and that we feel like we have no potential and feel like the thing you found on the bottom of your shoe and that's not nice."

The reason I am asking these questions is because I still get contacted by parents who are desperately trying to help their children to have the correct provision of education. By the time they contact me I usually have to tell them how to access CAMHS either via the school medical officer or their own GP. A recent contact had already gone to their GP and CAHMS, but the education provision was not there.

(a) Does Leicestershire now have any information on schools which have qualified staff, as set out in Leicestershire Criteria?

(b) Are there any primary schools that are dyslexia friendly or at least dyslexia effective in identifying and putting early provision in place so that children don't develop anxieties and need CAMHS referrals?"

Mr Spence replied as follows:

- “1. Mr Ould CC was correct to say that “Leicestershire does not hold information about specific provision for dyslexia across the county.” However, we do hold specific information about children educated out of county because we have a particular responsibility for them. The 2011 statement reflected our knowledge that of the children being educated out of county, 8 of them were dyslexic.

Under the Special Educational Needs (SEN) Code of Practice, schools and early years settings are expected to implement a range of observations and assessments and measure the child’s progress against interventions as part of a ‘graduated response’. Schools and early years settings can seek advice from a range of agencies/services e.g. Area SEN Co-ordinator (SENCO), Specialist Teaching Services, Early Help, Area Special School Outreach and Child and Adolescent Mental Health Services (CAMHS) as well as LPS. Schools and Parents can make a request for statutory assessment and access additional top up funding if necessary to contribute to a child’s support needs in school. Representation from parents for placements ‘out of county’, i.e. in independent or non maintained special schools, are infrequent, indicating that families, schools and professional are in agreement that children’s needs can and are being met by the graduated response as set out above.

2. (a) CAMHS services are commissioned by the Leicestershire Partnership Trust on behalf of the NHS. There has not been sufficient time between receiving this question and needing to provide the response to be informed of the waiting times – this will be provided as soon as the information is received.
- (b) CAMHS Community Teams provide specialist assessment and interventions for children and young people with significant mental health difficulties. Waiting time targets following referral are as follows: urgent referrals are assessed within 24 hours; routine referrals are assessed within 13 weeks. For emergencies there is a 24 hours ‘on call’ service which accepts telephone referrals from GPs or A&E. The risk assessment tool used through the referral process identifies the vulnerabilities present, including youth offending.
- (c) Educational psychologists continue to be accessible to schools through a twice yearly planning meeting with school SENCOs. For children too young to be in schools, referrals are allocated at Early Years Panel. Direct contact with concerned parents is always available from the LPS Advice Line: 0116 3055100. The Advice Line is available every working day during office hours.

As a result of the County Council’s budget pressures and the Medium Term Strategy agreed on 19th February 2014, a number of services will have their budgets reduced. For the Psychology Service the budget reduction is 18% and the service will be reorganised as part of the transformation of Children and Young Person’s Services as an outcome of reforms needed to address the demands of the Children and Families Act. Every effort will be made to minimise impact on early year’s settings, schools, children and families. These changes are unlikely to impact CAMHS waiting times because these services work at an earlier level of support than required for those children and young people with significant mental health difficulties. However, there is a need to review the current pathways for mental health support at all levels and at the meeting of the Health and Well Being Board on 13th March 2014, a proposal

was agreed to begin this review which will include all relevant stakeholders and will be led by Public Health.

In respect of the waiting times for SALT (speech and language therapy), the national target is 18 weeks from referral to treatment. This is contractually binding in the Leicestershire Partnership Trust contract with the CCG's. The provider will be expected to maintain these times despite any cuts to provision. These are monitored monthly through performance mechanisms.

3. As previously stated; 'We do not hold data on Leicestershire children that would allow us to provide an analysis of co-morbidity - the extent to which children with one area of difficulty (dyslexia) also experience another area of difficulty (mental health difficulties)' i.e. in this case anxiety. However, it should be noted and is recognised in the question, 'case work experience in our Educational Psychology Service suggests that there is a strong link' between dyslexia and anxiety, consequently, casework on individual specific cases, assessment and interventions are alerted to this, as are other professional e.g. Learning Support Service and it is also part of dyslexia training in schools.
4. (a)&
(b) Leicestershire does not keep a central record of staff in schools across Leicestershire who have undertaken additional training or qualifications for specific types of SEN. The Local Offer as part of the SEN and Disability Reform, as required by the Children and Families Act, will cover support available to all children and young people with SEN from universal services such as schools. Schools will be required to be part of this Local Offer. Leicestershire County Council's intention is to ensure this includes national and local expectations regarding the support that all schools could provide for all types of SEN and disability based on National guidance and research. The Local Offer will therefore require all schools to set out their specific expertise in areas of SEN and Disability. All children assessed will be provided with information about the Local Offer and the Parent Partnership will continue to play a key role in promoting this new approach."

Mrs Whiting asked the following supplementary question on the reply to Question 1:

"The 2011 statement reflected that 8 children that were dyslexic were being educated out of county; what were the figures for 2012 and 2013?"

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

Mrs Whiting asked the following supplementary question on the reply to Question 2(a):

"When will details of the waiting times be available?"

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

Mrs Whiting asked the following supplementary question on the reply to Question 4:

“Would the Local Offer include information about the Special Needs Teaching Service being an approved provider of training for dyslexia?”

The Director of Children and Family Services, on behalf of the Chairman, confirmed that the Local Offer would include information about any provider of any service that was relevant.

(B) Mr Carter, a member of the public, asked the following questions:

“Residents who live in close proximity to Cossington Church of England Primary School are increasingly confused and concerned about the mixed messages that are being given by the LEA [Local Education Authority] about the school, and the effects that the different proposals would have on their homes.

Contextual information.

1. In evidence to an appeal in March 2012 about insufficient capacity at Rothley Church of England Primary School (Land at Brookfield Farm March 2012 APP/X2410/A/11/2161715) the LEA stated that “there would be no spare capacity in 2015 at either Mountsorrel or Cossington primary schools.” It then went on - “It was the LEA’s view that because of physical site constraints at Rothley Primary School, the additional capacity was likely to be provided at Cossington, subject to a feasibility study.” The LEA clearly signaled that there were strong grounds to seriously consider increasing the capacity of Cossington school.
2. The Development Control and Regulatory Board at a meeting on 13th February 2014 refused an application for a further 5 year temporary permission for 3 mobile classrooms at Cossington Church of England Primary School. The Applicant informed the Board that it had “no plans” in place in the event of a refusal. Accordingly, the Board granted an 18 month extension with the recommendation that permanent classrooms be built instead of the temporary mobiles. They also indicated that they would “be minded” not to renew any subsequent applications for temporary classrooms.
3. Residents concerns about Cossington Church of England Primary School:
 - temporary mobile classrooms have been sited at the school for over 35 years
 - temporary mobile classrooms provide over 50% of the teaching space
 - 88% of the school intake comes from outside the school’s catchment area
 - 82% of the school intake comes from Sileby school catchments
 - high volumes of traffic are generated because of out-of-catchment journeys, which create a highway hazard
 - the mobiles are sited in a narrow corridor of land which is bounded on two sides by residential properties that are only 5 metres away at their narrowest point
 - indoor PE activities takes place in a Hall which is 5 metres away from the boundaries
 - the staff car park is sited in a narrow corridor of land that is bounded by residential properties
 - residents adjoining the school suffer considerable noise, light and traffic nuisance because of the close proximity of the school

Questions

1. Is there capacity at the two Sileby Primary Schools to enroll all the children in their catchment areas?
2. Cossington school has been left stranded by demographic change and significant constraints on its site render its suitability for further development problematic, so what plans does the Board have for the School?"

Mr Spence replied as follows:

- "1. There are currently 652 pupils that live in the catchment area of Sileby and there are 525 places available at the two schools in the village; Highgate Community Primary (210 places) and Sileby Redlands Community Primary School (315 places). The 84 remaining pupils choose to attend other schools. Historically Redlands retain 54% (238) of their catchment pupils and Highgate retain 61% (127) of their catchment pupils. There is crossover of pupils attending either Highgate or Redlands from each other's catchment area. However, of those not attending one of the two schools in the village, 88 are on roll at Cossington Primary School and 115 pupils choose to attend other schools nearby.

In order for Sileby Highgate and Sileby Redlands Primary Schools to take all of their in-catchment pupils both would need some extension. The Development Control and Regulatory Board was advised on 13th February 2014 that there are already phased proposals to increase Highgate Primary to 420 places in the future to address additional pupils from housing gains in the area. There are currently no plans to extend Redlands Primary, particularly as gaining access onto the site would need careful negotiations with third parties.

2. The planning of school places falls within the remit of the County Council's Children and Young People's Service. There are no significant constraints on development of the Cossington School site. However, it should be noted that parts of the site sit within a conservation area, and this would require careful consideration, but the temporary classrooms and hall are positioned just outside of the conservation area. All of the temporary accommodation on the site is of a good condition, hence there are currently no plans made for replacement.

In terms of demographics, there are 18 pupils that live in Cossington, 14 of which choose to go to their in-catchment school, the remaining 4 pupils choose to attend other schools. Cossington Primary school is made up of 13% in-catchment and 87% out-catchment (the majority of which come from Sileby). The school is designated as rural by the Department for Education. In accordance with the County Council's draft strategy for the future provision of school places, the Council is committed to maintaining a good network of provision in all parts of Leicestershire, particularly rural areas, with a presumption against closing schools unless absolutely necessary for educational reasons or should they become unsustainable. The future development of accommodation at the school is now under review by the Children and Young People's Service following the recent Development Control and Regulatory Board decision.

The attached catchment map shows the relationship and close proximity of Cossington Primary to the two primary schools in Sileby."

Mr Carter asked the following supplementary question:

“Could you please clarify whether the Local Authority will require additional planning permission if and when the temporary structure is removed?”

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

43. Questions asked by members under Standing Order 7(3) and 7(5).

The Chief Executive reported that no questions had been received under Standing Order 7(3) and 7(5).

44. To advise of any other items which the Chairman has decided to take as urgent elsewhere on the agenda.

There were no urgent items for consideration.

45. Declarations of interest.

The Chairman invited members who wished to do so to declare any interest in respect of items on the agenda for the meeting.

Mr D. Snartt CC, Mr L. Spence CC, Mr G. Welsh CC, Mr J. Perry and Mr B. Monaghan declared personal interests in matters relating to schools, as they had family members who taught in Leicestershire.

Mr L. Spence CC indicated that, whilst it did not amount to an interest to be declared at this meeting, he felt it relevant to report that he was employed by two academies within the County.

46. Declarations of the Party Whip in accordance with Overview and Scrutiny Procedure Rule 16.

There were no declarations of the party whip.

47. Presentation of Petitions under Standing Order 36.

The Chief Executive reported that no petitions had been received under Standing Order 36.

48. 'In the Right Place' - Draft Strategy for the Provision of School and Other Learning Places in Leicestershire 2014-18.

The Committee considered a report of the Director of Children and Family Services, the purpose of which was to present the draft strategy for the provision of school and other education places in Leicestershire for 2014/18, 'In the Right Place'. A copy of the report is filed with these minutes.

Arising from discussion, the following points were noted:

- (i) Whilst the Authority retained responsibility to ensure a sufficient supply of school places in Leicestershire, with the introduction of academies and free schools it no longer had direct control over a majority of Leicestershire schools;
- (ii) It would be important for the Authority to work closely with schools and other stakeholders to ensure there was a co-ordinated approach to school place planning. Its aim would be to promote educational excellence, retain the high standards within schools as currently existed in Leicestershire, and ensure the education system was not de-stabilised by schools working in isolation;
- (iii) The Authority, through the recently allocated Basic Needs Capital funding for additional school places, would look carefully at how this might be used to support the expansion of good and popular schools. Academies themselves could also apply for funding direct to the Education Funding Agency (EFA). Where possible, the Authority would hold discussions with schools and the EFA with a view to bringing these funding streams together to ensure there was a joint approach to school expansions and resources were utilised as effectively as possible;
- (iv) The issue of Home to School Transport whilst interlinked with school place planning, being a cross departmental issue, would be considered by the Scrutiny Commission on 26 March 2014. It was acknowledged that whilst transportation would be an important consideration for parents, parental preference was often the key driver of where children when to school;
- (v) Some members expressed the view that the 10+ system that operated in some areas across Leicestershire had been an anomaly which had not proved beneficial. It was suggested that as the structure of the education system across the County changed, now might be an appropriate time for these to be removed. Some considered that, if taken forward, such changes would need to be managed sensitively, noting that whilst the County Council could assist such changes, where they involved academies the decision would be made in agreement with the Department for Education;
- (vi) Housing developments across the County would have a significant impact on the future need of school places. The Strategy would therefore need to have regard to the County Council's policy on section 106 developer contributions which was currently being reviewed and the 2014/15 capital programme to be confirmed shortly. It was acknowledged that there would be significant reliance on district councils as the local planning authority to secure section 106 funding and thus ensure that the increasing demand for school places could be met;
- (vii) The Committee noted that, in light of the work now being undertaken by the Authority to update its policy relating to section 106 developer contributions, it would not currently be appropriate for a letter to be sent to district councils highlighting the concerns raised regarding the need for educational provision to be made in relation to new developments, as it had requested at its last meeting;
- (viii) The Committee noted that following its last meeting the Department for Education (DfE) had made a number of decisions which supported the progress of arrangements for schools in special measures to be converted into sponsored academies. The Committee had previously expressed concerns

about the impact delays at DfE level were having on such arrangements and had requested that a letter be sent to the DfE supporting the comments previously made by the Director and Lead Member on this issue. The Director had notified senior officers at the DfE of the concerns raised, but the Committee acknowledged that, in the circumstances, it was no longer necessary for the proposed letter to be sent;

- (ix) There was sometimes conflict between the availability of school places in a particular area and parental choice. The Strategy aimed to mitigate the negative impact that expanding popular schools could have on other schools holding a surplus. The Authority would work with those schools to ensure they remained viable in the short term, as in the long term the loss of any school would be a disadvantage to parents and pupils and reduce choice;
- (x) Surplus places impacted on the County Council's ability to seek section 106 planning contributions to support the expansion of popular schools or the construction of new schools. The Authority through the Strategy aimed to remove surplus capacity out of the system and ensure that school places were available in the right place at the right time;
- (xi) Age range changes made by schools would need to be well thought through and the Authority would seek to work with schools to provide a balanced view across the locality to ensure the impact of such changes did not adversely affect the long term sustainability of other schools in the area;
- (xii) It was highlighted that some successful schools did not always have the land capacity to allow them to be extended;
- (xiii) Some members expressed concern that some schools had extended through the use of mobile class rooms. These were not intended as a long term solution, but some remained in situ for considerable periods. The Committee noted that the Basic Needs Capital funding had been made available to support the creation of *additional* school places and could not therefore be used to replace pre-existing mobile classrooms;
- (xiv) The Authority's school maintenance fund (£4.2m) supported the work required to carry out priority 1 issues on maintained schools which, if not dealt with, might result in a school being closed. It was not the purpose of this funding to support any extension proposals;
- (xv) Although not a requirement, the Committee supported the need for a Strategy to ensure partners had a clear understanding of the County Council's position and priorities. The Committee also supported the key priorities which had been identified;
- (xvi) In relation to the wording of the Strategy document itself, the following specific points were made:
 - The document should be made shorter, avoiding duplication where possible;
 - Use of corporate language should be removed where possible to ensure it was easier for partners and the public to follow;

- The planning timescales set out in paragraph 35.2 should be made clearer by identifying the year in which this work would start;
- In paragraph 3.8 it should be made clearer that section 106 funding and the infrastructure levy were not two separate funding streams;
- The final sentence of paragraph 3.9 should state “We will ‘*continue to*’ ensure...”;
- Some of the figures contained in paragraph 44.8, in particular those identified for Blaby, should be re-checked to ensure they reflect the latest position. The Authority had worked closely with district councils which had provided the proposed housing growth details, but it was acknowledged these would need to be refreshed before the Strategy was finalised;
- It was suggested that, with reference to paragraph 44.8, through discussions with district councils consideration should be given to the overall impact of smaller developments which were not necessarily identified in their core strategies.

RESOLVED:

- (a) That the contents of the report be noted;
- (b) That the draft Strategy including the Key Priorities identified be supported, subject to the comments now made.

49. Ensuring Education Excellence In Leicestershire: Leicestershire Education Excellence Partnership - Internal Audit Report.

The Committee considered a report of the Director of Children and Family Services, the purpose of which was to present the outcomes of the internal audit of the Leicestershire Education Excellence Partnership (LEEP). A copy of the report is filed with these minutes.

Arising from discussion, the following points were noted:

- (i) The outcome of the report provided significant reassurance that the LEEP would provide the necessary framework through which educational excellence could be promoted and the Authority could fulfil its statutory duties as champion for children;
- (ii) Leicestershire still had over 80% of its schools rated as good or outstanding which was above the national average. 13 schools had recently been inspected; four were rated as requiring improvement, but the remaining nine continued to be rated good or outstanding;
- (iii) It would be important to ensure there was appropriate representation on the LEEP Strategic Group, in particular including governors from all sectors. Some members considered that representation from further education establishments might also be useful. It was suggested that those governors represented on the Funding Forum might be a useful source of knowledge and experience to provide support and advice on particular issues;
- (iv) It was no longer intended that the Strategic Group would establish three Local Excellence Networks. Schools had been clear that such an additional layer of networking was not necessary. It would be most beneficial for schools to continue

to develop their own lines of communication. The Authority would provide support and work to strengthen these links as necessary.

RESOLVED:

That the contents of the report and the outcome of the internal audit of the Leicestershire Education Excellence Partnership (LEEP) be noted.

50. Quarter 3 2013/14 Performance Report.

The Committee considered a report of the Director of Children and Family Services, the purpose of which was to provide an update on Children and Young People's performance as at the end of quarter 3 of 2013/14. A copy of the report is filed with these minutes.

Arising from discussion, the following points were noted:

- (i) The timeliness of placements of looked after children for adoption remained static and continued to be rated 'Amber'. The majority progressed to adoption quickly. However, for a small number of children it sometimes took longer for suitable adoptive parents to be found due to their specific care needs, therefore distorting the figures;
- (ii) The Committee agreed that priority should always be given to ensuring appropriate long term arrangements were made for children in care and expressed concern that national requirements to speed up the adoption process could result in an increase in unsuccessful adoptions. The Committee requested further information regarding adoption cases and the numbers of those that were successful and those which were not;
- (iii) The Committee noted that, following concerns raised at its last meeting, the Lead Member for Children and Young People and the Lead Member for Health had written a joint letter to the Leicestershire and Rutland clinical commissioning groups regarding the difficulties being experienced in securing input from community paediatricians into the Adoption process. A response had been received and they would hold a meeting shortly aimed at finding a resolution as quickly as possible;
- (iv) Concern was expressed that the number of children in care achieving 5 A* - C GCSEs (or equivalent) at Key Stage 4 (including maths and English) had fallen. The Committee noted that action was being taken and a long term strategy had been put in place. Work had already commenced at Key Stages 1 and 2 to ensure additional support was provided early, but the impact of this would not be seen until the next annual figures were available in unvalidated form in October. The Committee acknowledged that the current data did not provide a full picture and did not, for example, detail the level of progress being made which was often much higher. The Committee requested that more detailed reporting be provided on the overall educational achievements of children and young people in care;
- (v) The data suggested that an increasing number of initial assessments for children's social care were not being carried out within the required timescale (10 working days of referral). However, this had been as a result of a number of cases which had been opened, but subsequently identified as not requiring

an assessment, not having being closed down on the case management system. Such cases had been identified due to a 'housekeeping' exercise prior to a forthcoming move to a new case management system and action had been taken to close each file appropriately;

- (vi) There was a dedicated post within the Children and Young People's Service that worked to co-ordinate support for children and young people who were carers. Further work in this area would shortly be undertaken to meet new requirements within the Children and Families Act.
- (vii) Children eligible for free school meals continued to perform below the national average. The Leicestershire Education Excellence Partnership (LEEP) had been looking to address this and had been promoting the use of the Pupil Premium toolkit. Training and support had been provided to ensure this was being used effectively. Good practice would also be shared through the LEEP;
- (viii) Some raised concerns that knowledge of the LEEP and the work it undertook was not being widely communicated to school governors. Articles were being placed in the Governor Newsletter but it was unclear why this was not filtering through. The Committee requested that consideration be given to ways of improving links with school governors to ensure information was disseminated more extensively.

RESOLVED:

- (a) That the contents of the report be noted;
- (b) That the Director of Children and Family Services be requested to provide to the Committee further information regarding adoption cases and the numbers of those that are successful and those which are not
- (c) That the Director of Children and Family Services be requested to include in its performance report presented to a future meeting more detail on the overall educational achievements of children and young people in care, covering all levels of attainment and the level of progress being made.

51. Date of next meeting.

RESOLVED:

It was noted that the next meeting of the Committee would be held on 9 June 2014 at 2.00pm.

2.00 - 4.10 pm
24 March 2014

CHAIRMAN

CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE
9 JUNE 2014

PRESENTATION OF PETITION – BUILDING OF A PRIMARY SCHOOL
IN THE BIRSTALL AREA OF HALLAM FIELDS

BRIEFING PAPER

Introduction

1. Cllr Simon Sansom, a member of Charnwood Borough Council, will present a petition signed by 192 residents, in the following terms:

“We the undersigned call upon Leicestershire County Council to build a primary school in the Birstall area of Hallam Fields. Currently children have to walk to Riverside Primary School crossing a busy dual carriageway twice a day placing children at risk.”

The Petition

2. There are two issues raised through the Petition as set out below.

- (i) **Call to build a Primary School in the Birstall area of Hallam Fields.**

In 2003 the County Council entered into a S106 planning agreement for Jelsons Homes Limited to provide a site and pay for the construction of a 180 place Primary School. Commencement was delayed and by late 2008 there were surplus places available in other local schools which meant that a new school could not be justified. More recent projections show that by 2018/19 the capacity in other local schools will be at a maximum and there will be a need for 140 places. By early 2015 it is expected that the Lionhearts Multi Academy Trust will have control of all of the Primary and Secondary schools in Birstall and will be well placed to develop further Primary provision. The County Council’s Cabinet will consider a proposal regarding the development of a future Primary School to serve Hallam Fields children at its meeting on 17th June.

- (ii) **Children have to walk to Riverside Primary School crossing a busy dual carriageway twice a day placing children at risk.**

The routes were assessed by the Environment and Transportation Department’s Accident Investigation and Prevention Team in December 2012 and re-assessed by request in August 2013. Both routes passed. The accident data showed that there had been 27 reported injury accidents along one route in the past five years of which 3 involved pedestrians, but none were at locations where pedestrians are required to

cross the highway on the route to school. The accident data for the other route shows 16 reported injury accidents, nine of which involved pedestrians. In terms of any future developments the S106 planning agreement requires Jelson's to install a foot/cycle bridge across the A6 to link with the Park and Ride site.

National legislation currently assumes that Primary school age children are accompanied to school by an adult.

Circulation under the Local Issues Alert Procedure.

Mr I. Bentley CC

Officer to Contact

Lesley Hagger, Director of Children and Family Services

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Email: Lesley.hagger@leics.gov.uk



CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE
9 JUNE 2014

REPORT OF THE DIRECTOR OF CHILDREN AND
FAMILY SERVICES

LOCAL SAFEGUARDING CHILDREN BOARD/SAFEGUARDING
ADULT BOARD BUSINESS PLAN 2014/15 & PERFORMANCE
MANAGEMENT FRAMEWORK

Purpose of report

1. The purpose of this report is to bring to the Children and Families Overview and Scrutiny Committee's attention the Local Safeguarding Children Board/Safeguarding Adult Board (LSCB/SAB) Business Plan for 2014/15.
2. The report also brings forward the LSCB/SAB Performance Management Framework as requested by the Committee at its meeting on 11 November 2013.

Policy Framework and Previous Decisions

3. The LSCB is a partnership that is required by regulation. The main purpose of the LSCB is to ensure effective, co-ordinated multi-agency arrangements for the safeguarding of children and young people.
4. The SAB is not at present a partnership required by regulation. However it is likely to become a regulatory requirement shortly.

Background

5. Leicestershire and Rutland LSCB/SAB became a conjoined Board two years ago with the intention of ensuring that there are effective and efficient safeguarding services in an integrated manner. This has supported a focus on vulnerable children, adults and families.
6. The Independent Chair of the LSCB/SAB is required to complete an annual report and submit this to the Chief Executive, the Leader of the County Council and the Health and Wellbeing Board. This report was also presented to the Children and Families Overview and Scrutiny Committee in November 2013 and at that meeting the Committee requested that the Independent Chair of the Board bring forward to a future meeting a description of the LSCB Performance Management Framework (attached as Appendix A).
7. In support of the Performance Management Framework this report also brings forward the LSCB Business Plan 2014/15 (attached as Appendix B) which sets

out the intentions of the Board and further describes the performance management arrangements.

Proposals/Options

8. The committee is asked to note and comment on the content of the Performance Management Framework and the LSCB/SAB Business Plan 2014/15.

Consultation

9. The formulation of the Performance Management Framework and the Business Plan has been undertaken with the engagement of members of both the LSCB and SAB and other stakeholders.

Conclusions

10. The Children and Families Overview and Scrutiny Committee is asked to note and comment on the attached Performance Management Framework and Business Plan.

Circulation under the Local Issues Alert Procedure

None

Officer to Contact

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Telephone: 0116 305 6340
Email: Lesley.hagger@leics.gov.uk

Paul Burnett, Independent Chair, Leicestershire and Rutland LSCB/SAB
Telephone: 0116 305 6306
Email: Paul.burnett@leics.gov.uk

Relevant Impact Assessments

Equality and Human Rights Implications

11. Safeguarding vulnerable children, young people and vulnerable adults concerns individuals who are likely to be disadvantaged in a number of ways. The Business Plan sets out how the LSCB/SAB shall seek to ensure that a fair, effective and equitable service is discharged by the partnership. Likewise the Business Plan sets out how the partnership will seek to engage with all parts of the community in the coming year.

Partnership Working and associated issues

12. Safeguarding is dependent on the effective work of the partnership as set out in national regulation, Working Together 2013, published by the Department for Education.

List of Appendices

Appendix A - LSCB/SAB Performance Management Framework

Appendix B - LSCB/SAB Business Plan 2014/15

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Report to: LSCB and SAB Board

From: SEG and business office

Prepared by: Cathy Phillips

Date: 2nd May 2014

Subject: Performance Management Framework

Agenda Item No: 14

Business Plan priority:

Purpose: **Information*** **Decision#**

Please note

- * Information: no presentation or introduction but questions may be asked for clarification
- # Decision: background information and recommendations should be included

Recommendations:

The Boards note the 2013/14 quarter 3 performance information and data within the following report and seek assurance that the areas highlighted (for improvement) are being addressed.

Information Required by Decision-Makers (Summary/Key Points)

The full performance management framework for Quarter 3 of 2013/14 (which can be found in the members area of the website) went to the SEG for scrutiny on 5th March 2014, an overview of this information including highlights and risks went to the Executive group on 7th April. The following report shows this overview information together with scorecard information on key indicators.

The key areas for the Boards attention are as follows:

Outcome 1 - there are three agencies who did not complete the adult compliance audit and one who did not complete the section 11 audit. Action plans have been requested from all agencies who have rated themselves "partial" and these will be reported through SEG at the next meeting.

Outcome 2a - referrals rates - these are both lower than the national and regional averages.

The average rate for referrals per 10,000 children:

Leicestershire: 452 per 10,000 children

Rutland – 452.8 per 10,000 children

National average: 520 per 10,000 children

Regional (EMids) average: 585.6 per 10,000 children

Timeliness of assessments: Proportion of Initial Assessments for CSC carried out within 10

working days of referral

24

Leicestershire is the bottom quartile. Rutland is well above in first quartile.

As at end of March 2013:

Leicestershire: 57.2%

National average: 74%

SN average: 70.8%

Rutland – 94.1%

National average: 70.9%

SN average: 75%

From 1/4/2014 Leicestershire started to use the single assessment framework and expects performance to improve in relation to timeliness in 2014/15. Standards in relation to the management oversight of assessments has been defined in the LSCB assessment protocol.

priority 2b - The number of referrals to Leicestershire Adult Social Care has significantly reduced this year. An overall decrease by 30%. The decrease in referrals for residential – 40%.

Priority 3a proportion of LAC in Leicestershire is almost half of national average, and two thirds of statistical neighbours:

Leicestershire: 32 per 10,000 children

National average: 60 per 10,000 children

SN average: 48 per 10,000 children

The numbers of Privately Fostered children in Leicestershire and Rutland is low compared to the National and Statistical Neighbours. The figures need to be reported quarterly and action needs to be taken to increase the numbers.

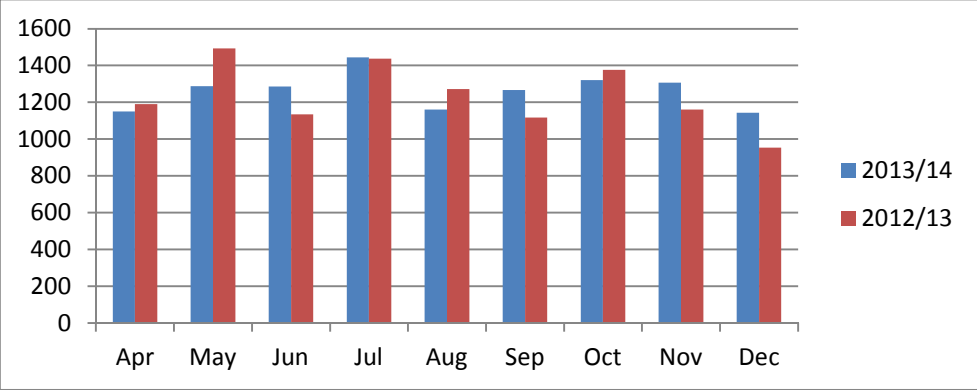
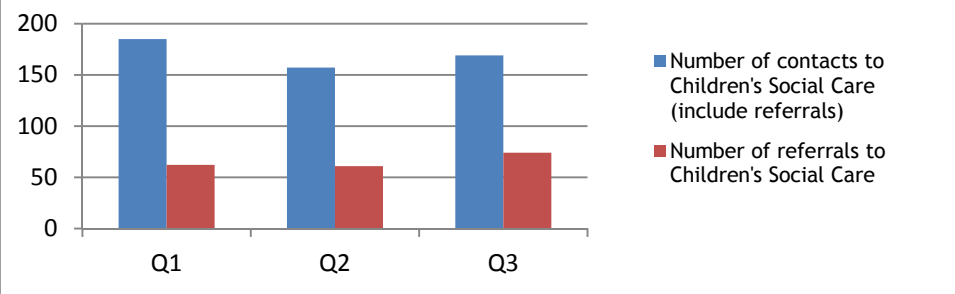
Implications: (Financial, Areas of Risk)

Performance Management Dashboard Report October - December 2013

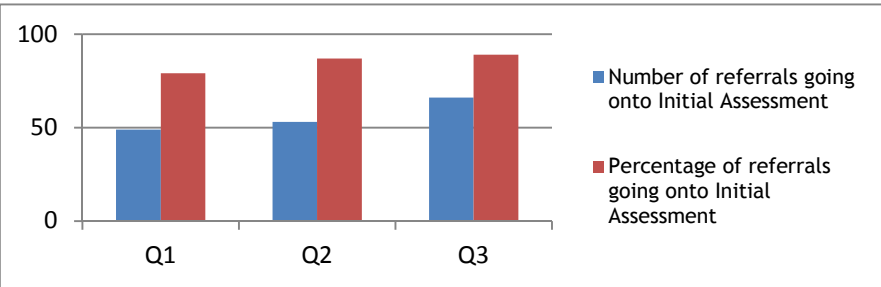
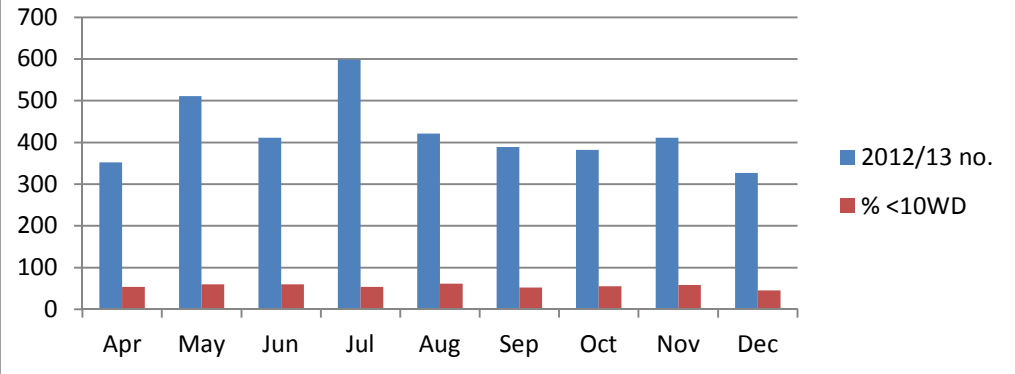
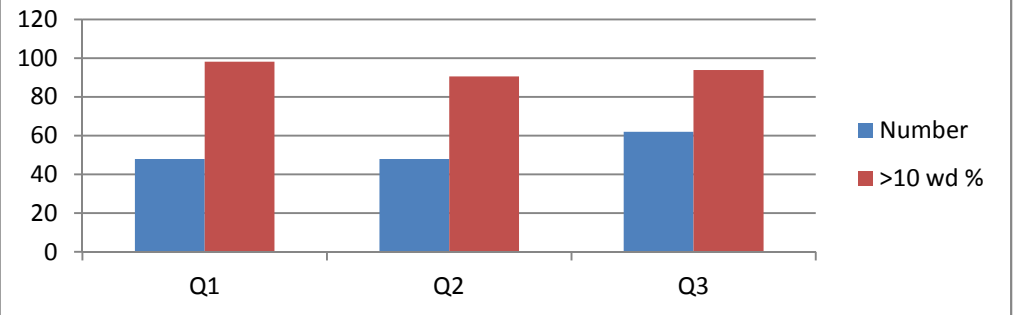
Priority	Comment
1: To be assured that 'Safeguarding is Everyone's Responsibility'	<p>LSCB & SAB: A system needs to be introduced to collect feedback from children, young people, adults in need of safeguarding and their families. This can be collected from partner agencies that already collect service user feedback. Engagement of young people and adults in need of safeguarding in business planning and the business of the boards needs to be further embedded. EMAS have produced information regarding the number of referrals to CSC and ASC not responded to by Leicestershire and Rutland. This will be followed up by the joint Leicester, Leicestershire and Rutland Executive Group. MARAC and MAPPA meetings will be reported on for agency attendance in the future.</p> <p>SAB: Leicestershire Adult Social Care conducted a Peer Review from 6th to 8th of November 2013 which included safeguarding. The report concluded there were Strengths (e.g. SAB well-resourced and effective in supporting the business; Serious incident learning process is good practice and were assured it was cascaded across all agencies) and issues for consideration (e.g. consolidating the shared understanding across all agencies and communities about what safeguarding is [thresholds], feedback from customers.</p> <p>SAB Compliance Audit was undertaken but not all agencies submitted a return and not all questions were completed by agencies who did submit a return. (an overview of the results are overleaf). A Survey to Test Leicestershire and Rutland Safeguarding Adults Board Performance against ADASS 'Top Ten Tips' was undertaken and suggested areas for improvement were identified</p> <p>LSCB: OFSTED Safeguarding Children Board Self-Assessment Inspection Readiness Audit was undertaken in November and areas were identified for improvement. These has been incorporated into an Ofsted Compliance report that is going to the Board in May. Section 11 audit was undertaken and areas for improvement were identified (views of children and families; embed a wider family approach; review information sharing protocols) Action plans produced by a number of agencies and outstanding ones are being requested. These will be reported to the next SEG</p>
2a: To be assured that children and young people are safe	<p>Information from CYPs and Rutland CSC show little movement in numbers for Q3. Main sources of referral continue to be Police, schools and Health. The data about children missing from home shows a downward trend which is likely to be linked to the implementation of the Missing Protocol and the activity of the CSE Subgroup but this needs further investigation. The CSE Subgroup has been particularly active and is working on ways to evaluate their impact. Feedback from children about the CP Conference Advocacy Service was positive.</p>
2b - To be assured that adults in need of safeguarding are safe	<p>The number of referrals to Leicestershire ASC significantly reduced this year, particularly for residential and is being investigated. Improvements have been made in the way referrals are recorded and the impact of the implementation of the threshold document is being audited. Anecdotally it has been noted that although the numbers have reduced the severity of the safeguarding concerns has increased. It is hoped as time goes by the reasons for this will become clearer.</p> <p>Following joint work with the CQC, Health and a provider concerned, safeguarding alerts in a residential care have reduced by approximately 70%: this figure has had an impact on the reduction noted of the overall referrals received by Rutland ASC.</p>
3a: To be assured of the quality of care for any child not living with a	<p>The LAC rate per 10,000 children children in Leicestershire and Rutland is lower than its statistical neighbours and the national average. The data from RCC/LCC about Private Fostering for Q3 shows low numbers compared to National comparators. Numbers of LAC in Rutland CSC have increased by 18% to 39 children; almost half are placed out of county but it seems these are appropriate placements. A case file audit including CiN and LAC cases was completed by Rutland CSC which showed effective practice and identified some areas for improvement.</p>

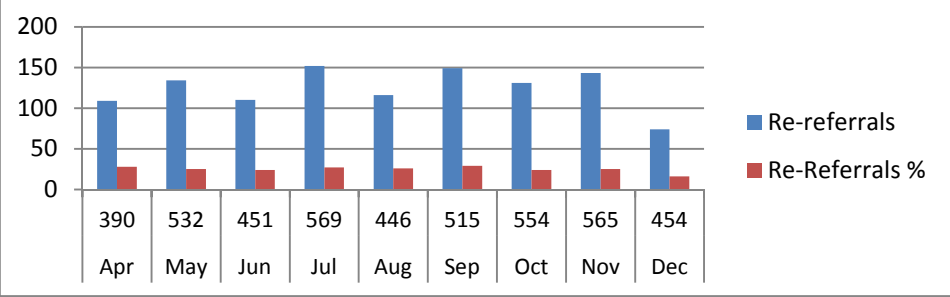
Priority	Comment
parent or someone with parental responsibility	There were 472 LAC in Leicestershire of which 72% are placed in foster care. LCCs two in-house children's homes received 'adequate' and 'good' in recent inspections.
3b: To be assured of the quality of care for any adult supported by registered providers	<p>LCC Adult Social Care Peer Challenge sought fresh ideas to increase the numbers of people receiving personal budgets; and improving a more sustainable outcomes-based approach to Home-based Support.</p> <p>In December the CQC published the findings from when they revisited the Bradgate Mental Health Unit in September 2013 and found improvements have been made in the care provided to patients since its earlier visit in July 2013. The Bradgate Unit has five CQC compliance actions following the September inspection. The inspection report has been formally published by the Care Quality Commission: http://www.cqc.org.uk/directory/rt5kf</p>
4: To be assured that our Learning and Improvement Framework is raising service quality and outcomes for children, young people and adults	<p>A learning improvement framework has been developed across Leicester, Leicestershire and Rutland and the impact of this will need to be evaluated. The SCR subgroup review recommendations from all National SCRs as well as the learning from all local reviews. There was one ongoing SCR in Q3. CDOP data needs further explanation.</p> <p>Full review of LSCB procedures, including the review of the thresholds and assessment protocol was undertaken in Q3. SAB procedures continue to be reviewed although still waiting for guidance with the implementation of the Care Bill. An implementation plan for the rollout of thresholds for LSCB is required.</p>
5: To be assured that the workforce is fit for purpose	<p>SAB Compliance Audit was not completed by all agencies and further work is required to ensure consistency for the future.</p> <p>For children's workforce development, feedback shows that for those people who attend multi agency training 75% rate this as good or above overall. Workforce profile from each agency, including training, caseloads, re-structuring and plan for delivery of training and development across the workforce is required.</p> <p>Competency framework is almost ready to be implemented and will require an evaluation plan.</p>

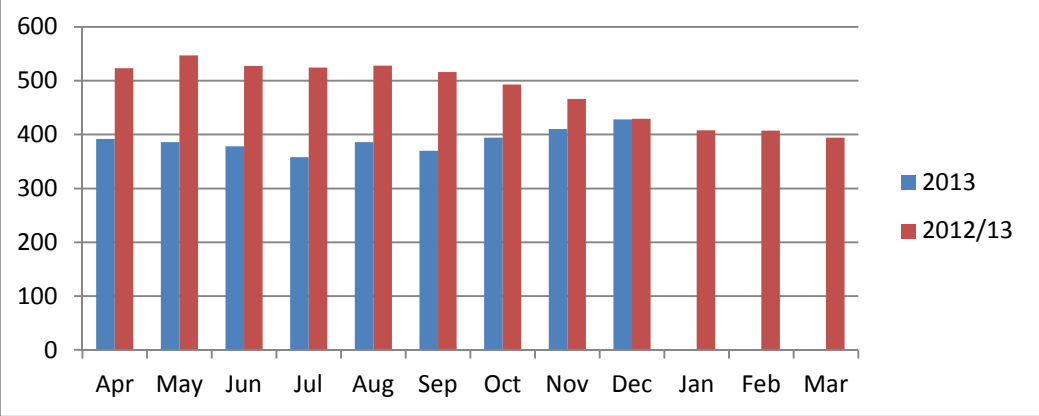
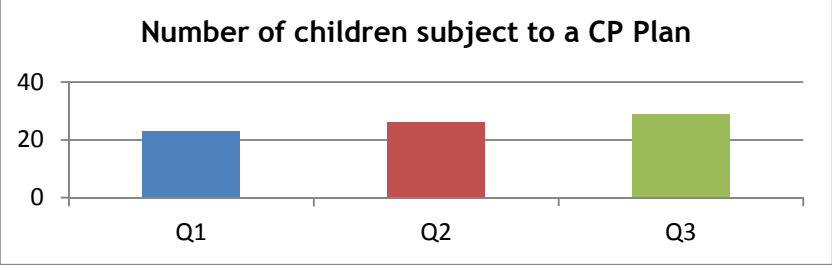
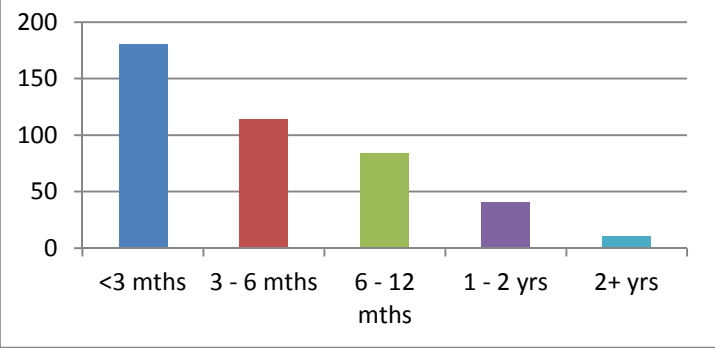
Supporting Indicators	Q3 data	Table /chart																																														
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<p>N and % of agencies who completed S11 Audit</p> <p>N and % of agencies fully compliant in S11 Audit</p>	<p>Each agency was asked to provide a rating of themselves against the eight S.11 standards, identify evidence and create an action plan. The previous S.11 undertaken in 2011/12 applied a different methodology and therefore direct comparisons should be treated with caution, however the table to the right shows the level of compliance with S.11 in each of the audits against each agency. The rating provided is a self-analysis from each agency. Action plans have been requested from all agencies who have rated themselves "partial" and these will be reported through SEG at the next meeting.</p>	<table border="1"> <thead> <tr> <th data-bbox="1256 225 1462 260">AGENCY</th> <th data-bbox="1462 225 1653 260">2011-2012</th> <th data-bbox="1653 225 1879 260">2013-2014</th> </tr> </thead> <tbody> <tr><td data-bbox="1256 260 1462 295">LEICS CYPS</td><td data-bbox="1462 260 1653 295">FULL</td><td data-bbox="1653 260 1879 295">PARTIAL</td></tr> <tr><td data-bbox="1256 295 1462 330">RUTLAND CSC</td><td data-bbox="1462 295 1653 330">PARTIAL</td><td data-bbox="1653 295 1879 330">PARTIAL</td></tr> <tr><td data-bbox="1256 330 1462 365">SLF</td><td data-bbox="1462 330 1653 365">NEW ORG</td><td data-bbox="1653 330 1879 365">PARTIAL</td></tr> <tr><td data-bbox="1256 365 1462 400">DISTRICTS</td><td data-bbox="1462 365 1653 400">PARTIAL</td><td data-bbox="1653 365 1879 400">PARTIAL</td></tr> <tr><td data-bbox="1256 400 1462 435">POLICE</td><td data-bbox="1462 400 1653 435">PARTIAL</td><td data-bbox="1653 400 1879 435">FULL</td></tr> <tr><td data-bbox="1256 435 1462 470">FIRE & RESCUE</td><td data-bbox="1462 435 1653 470">PARTIAL</td><td data-bbox="1653 435 1879 470">PARTIAL</td></tr> <tr><td data-bbox="1256 470 1462 505">PROBATION</td><td data-bbox="1462 470 1653 505">PARTIAL</td><td data-bbox="1653 470 1879 505">PARTIAL</td></tr> <tr><td data-bbox="1256 505 1462 541">NHS DIRECT</td><td data-bbox="1462 505 1653 541">NEW ORG</td><td data-bbox="1653 505 1879 541">PARTIAL</td></tr> <tr><td data-bbox="1256 541 1462 576">CCG</td><td data-bbox="1462 541 1653 576">NEW ORG</td><td data-bbox="1653 541 1879 576">PARTIAL</td></tr> <tr><td data-bbox="1256 576 1462 611">EMAS</td><td data-bbox="1462 576 1653 611">PARTIAL</td><td data-bbox="1653 576 1879 611">NO RESPONSE</td></tr> <tr><td data-bbox="1256 611 1462 646">LPT</td><td data-bbox="1462 611 1653 646">PARTIAL</td><td data-bbox="1653 611 1879 646">PARTIAL</td></tr> <tr><td data-bbox="1256 646 1462 681">UHL</td><td data-bbox="1462 646 1653 681">PARTIAL</td><td data-bbox="1653 646 1879 681">FULL</td></tr> <tr><td data-bbox="1256 681 1462 716">CAFCASS</td><td data-bbox="1462 681 1653 716">FULL</td><td data-bbox="1653 681 1879 716">NO ASSESS</td></tr> <tr><td data-bbox="1256 716 1462 751">NHS ENGLAND</td><td data-bbox="1462 716 1653 751">NEW ORG</td><td data-bbox="1653 716 1879 751">PARTIAL</td></tr> </tbody> </table>		AGENCY	2011-2012	2013-2014	LEICS CYPS	FULL	PARTIAL	RUTLAND CSC	PARTIAL	PARTIAL	SLF	NEW ORG	PARTIAL	DISTRICTS	PARTIAL	PARTIAL	POLICE	PARTIAL	FULL	FIRE & RESCUE	PARTIAL	PARTIAL	PROBATION	PARTIAL	PARTIAL	NHS DIRECT	NEW ORG	PARTIAL	CCG	NEW ORG	PARTIAL	EMAS	PARTIAL	NO RESPONSE	LPT	PARTIAL	PARTIAL	UHL	PARTIAL	FULL	CAFCASS	FULL	NO ASSESS	NHS ENGLAND	NEW ORG	PARTIAL
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<p>N and % of agencies who completed SAB Compliance Audit</p> <p>N and % of agencies fully compliant in SAB Compliance Audit</p>	<p>This was the first strategic SAB Compliance Audit conducted so there is no comparison.</p> <p>Overall partners are scoring themselves effective in their safeguarding activities. Areas identified common themes as working towards included:</p> <ul style="list-style-type: none"> • PREVENT • Taking into account patient, service user and carer experiences <p>No real concerns were highlighted as a result of analysing the responses apart from some agencies not completing.</p> <p>Recommendations from the audit</p> <ul style="list-style-type: none"> • Request the agencies who have not submitted to provide a return • Those agencies who submitted with gaps complete a full return • SAB office to clarify some responses and questions to partners regarding its evidence • Clarify how much detail the SABs are expecting in each response • Creation of an LLR case file audit schedule against evidence • Thematic LLR joint work considered on those areas identified as "working towards" 	<table border="1"> <thead> <tr> <th data-bbox="1397 898 1659 933">AGENCY</th> <th data-bbox="1659 898 1906 933">DECEMBER 2013</th> </tr> </thead> <tbody> <tr><td data-bbox="1397 933 1659 968">LEICS ASC</td><td data-bbox="1659 933 1906 968">FULL</td></tr> <tr><td data-bbox="1397 968 1659 1003">RUTLAND ASC</td><td data-bbox="1659 968 1906 1003">FULL</td></tr> <tr><td data-bbox="1397 1003 1659 1038">DISTRICTS</td><td data-bbox="1659 1003 1906 1038">PARTIAL</td></tr> <tr><td data-bbox="1397 1038 1659 1074">POLICE</td><td data-bbox="1659 1038 1906 1074">FULL</td></tr> <tr><td data-bbox="1397 1074 1659 1109">FIRE & RESCUE</td><td data-bbox="1659 1074 1906 1109">PARTIAL</td></tr> <tr><td data-bbox="1397 1109 1659 1144">PROBATION</td><td data-bbox="1659 1109 1906 1144">NO RESPONSE</td></tr> <tr><td data-bbox="1397 1144 1659 1179">NHS DIRECT</td><td data-bbox="1659 1144 1906 1179">FULL</td></tr> <tr><td data-bbox="1397 1179 1659 1214">CCG</td><td data-bbox="1659 1179 1906 1214">FULL</td></tr> <tr><td data-bbox="1397 1214 1659 1249">EMAS</td><td data-bbox="1659 1214 1906 1249">NO RESPONSE</td></tr> <tr><td data-bbox="1397 1249 1659 1284">LPT</td><td data-bbox="1659 1249 1906 1284">FULL</td></tr> <tr><td data-bbox="1397 1284 1659 1319">UHL</td><td data-bbox="1659 1284 1906 1319">PARTIAL</td></tr> <tr><td data-bbox="1397 1319 1659 1355">NHS ENGLAND</td><td data-bbox="1659 1319 1906 1355">NO RESPONSE</td></tr> </tbody> </table>		AGENCY	DECEMBER 2013	LEICS ASC	FULL	RUTLAND ASC	FULL	DISTRICTS	PARTIAL	POLICE	FULL	FIRE & RESCUE	PARTIAL	PROBATION	NO RESPONSE	NHS DIRECT	FULL	CCG	FULL	EMAS	NO RESPONSE	LPT	FULL	UHL	PARTIAL	NHS ENGLAND	NO RESPONSE																			
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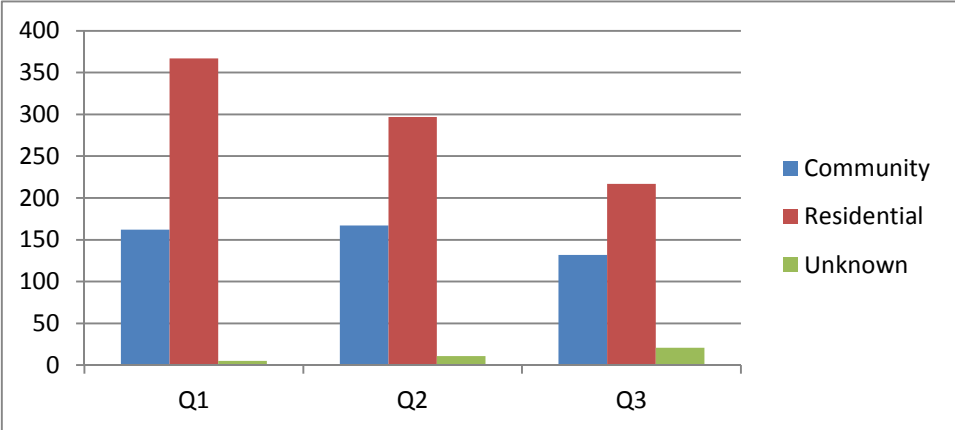
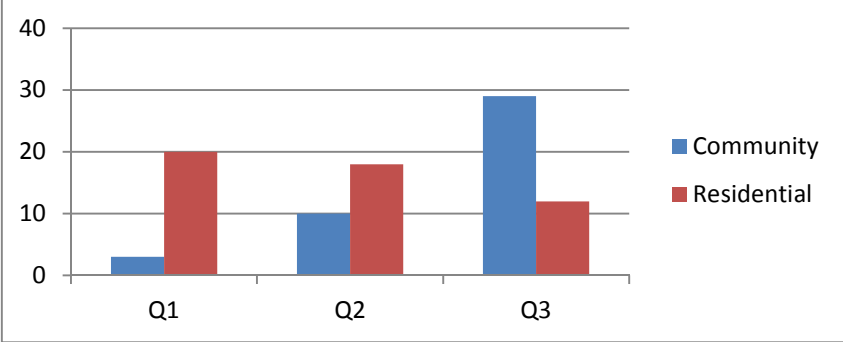
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<p>N of contacts and referrals to Leics First Response</p>	<p>For the period between April 2013 and August 2013 approximately 6200 contacts were recorded by First Response</p> <ul style="list-style-type: none"> • where 776 (13%) were directed to the Early Help Offer • where 2411 (39%) were directed to Social Care • The remaining 48% who do not require the services of social care or the Early Help offer, are signposted to access the appropriate service within their community. <p>In Q3, there were 3770 contacts recorded by First Response - this equates to 1148 Contacts per 10,000 children. This number has remained fairly constant over time. The largest referring agencies are the Police, health and schools.</p> <p>Of the 3770 contacts, 1573 (41.7%) went on to become referrals to Social Care (Oct - 554; Nov - 565; Dec - 454).</p> <p>The average rate for referrals per 10,000 children: Leicestershire: 452 per 10,000 children National average: 520 per 10,000 children Regional (EMids) average: 585.6 per 10,000 children</p>	 <p style="text-align: center;">N of referrals to First Response for past 2 years</p>																																																						
<p>N of contacts and referrals to Rutland CSC Duty Team</p>	<p>Contact referral and assessment: There was an 8% increase in contacts this quarter (169 as opposed to 157 in quarter 2) but still less than Q1.</p> <p>N of contacts that became referrals to Rutland CSC: 74 (43.7%) which equates to 243 per 10,000 children</p> <p>The average rate for referrals per 10,000 children: Rutland - 452.8 per 10,000 children National average: 520 per 10,000 children Regional average: 585.6 per 10,000 children - EMids</p>	 <p style="text-align: center;">N of contacts and referrals to Rutland CSC Duty Team</p>																																																						
<p>N of Early Help services by Leics CYPS</p>	<p>Supporting Leicestershire Families</p> <ul style="list-style-type: none"> • Supported 252 families covering approximately 1000 individuals (Supported 1208 children and young people in Q3) <p>Children's Centres (data April - August 2013)</p> <ul style="list-style-type: none"> • Supported 3,644 children; Top 5 reasons for involvement: Isolated parent (1,355); Development concerns (964); Concern about communication of an under five (943); Support to home learning environment (848); Child health/family lifestyle (825) <p>Family Steps Service</p> <ul style="list-style-type: none"> • Supported 278 children and young people 	<table border="1" data-bbox="1122 1094 2181 1404"> <thead> <tr> <th></th> <th>Blaby</th> <th>Charn wood</th> <th>Harbo rough</th> <th>Hinck & Bos</th> <th>Melton</th> <th>NW Leics</th> <th>Oadby & Wigston</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of SLF families working with</td> <td>37</td> <td>89</td> <td>23</td> <td>62</td> <td>12</td> <td>60</td> <td>24</td> <td>307</td> </tr> <tr> <td>Number of families monitored / assessed</td> <td>30</td> <td>82</td> <td>17</td> <td>44</td> <td>19</td> <td>49</td> <td>9</td> <td>250</td> </tr> <tr> <td>Number of complex families</td> <td>26</td> <td>74</td> <td>16</td> <td>38</td> <td>19</td> <td>47</td> <td>9</td> <td>229</td> </tr> <tr> <td>Number of fam'at risk'</td> <td>4</td> <td>8</td> <td>1</td> <td>3</td> <td>0</td> <td>1</td> <td>0</td> <td>17</td> </tr> <tr> <td>Assessment not comp</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>0</td> <td>1</td> <td>0</td> <td>4</td> </tr> </tbody> </table>		Blaby	Charn wood	Harbo rough	Hinck & Bos	Melton	NW Leics	Oadby & Wigston	Total	Number of SLF families working with	37	89	23	62	12	60	24	307	Number of families monitored / assessed	30	82	17	44	19	49	9	250	Number of complex families	26	74	16	38	19	47	9	229	Number of fam'at risk'	4	8	1	3	0	1	0	17	Assessment not comp	0	0	0	3	0	1	0	4
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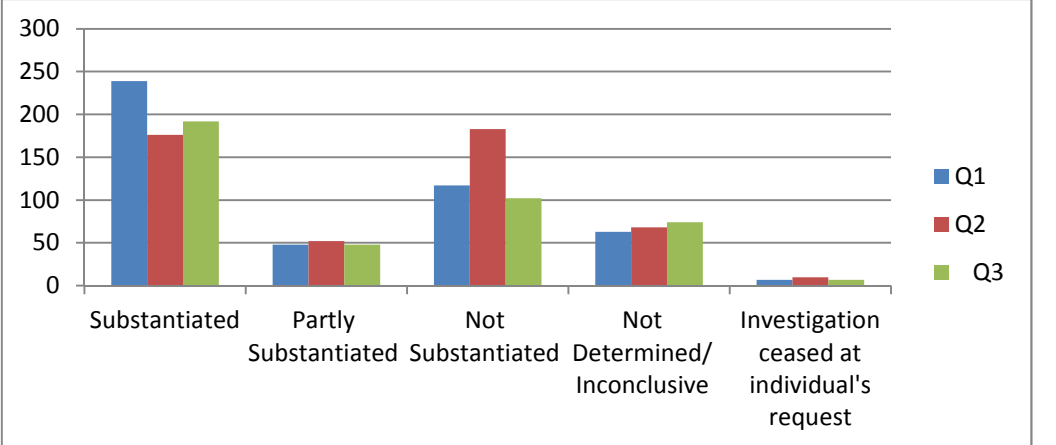
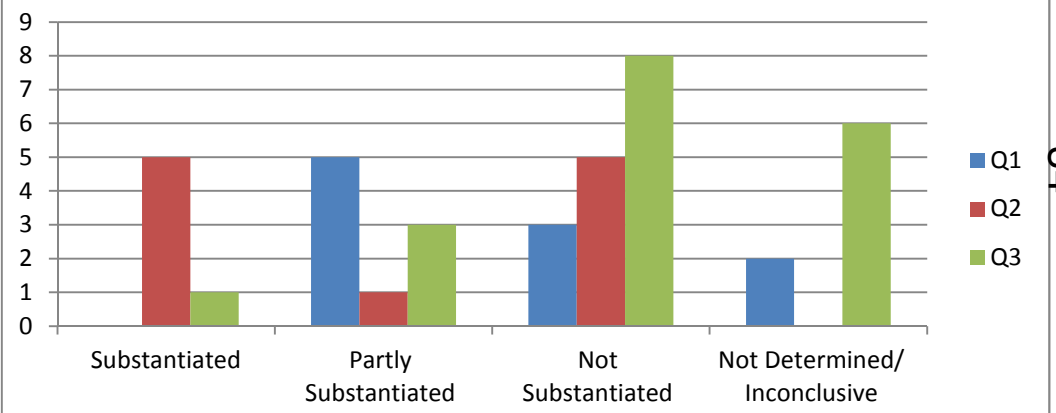
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	<p>The Youth Service</p> <ul style="list-style-type: none"> Supported 559 young people 	<table border="1" data-bbox="1122 154 2184 188"> <tr> <td>Total</td> <td>97</td> <td>253</td> <td>57</td> <td>150</td> <td>50</td> <td>158</td> <td>42</td> <td>807</td> </tr> </table> <p>Numbers of families working with Supporting Leicestershire Families for Q3 - by district</p>	Total	97	253	57	150	50	158	42	807																																			
Total	97	253	57	150	50	158	42	807																																						
<p>N of CAFs in Rutland and families supported by Changing Lives Rutland (CLR)</p>	<p>Changing Lives Rutland has a target to work with 30 families over the course of the programme. Since March 2012 they have identified 33 families that meet the criteria for the programme. The number of new families that have been added to the programme between October 2013 and December 2013 is 6. CLR are working with 23 families and have claimed positive results for 10 of these families.</p> <p>There were 17 new Common Assessment Frameworks (CAF's) opened in quarter 3, 7 of which were referred by Social Care, representing 41.2% of the total number of CAF for the quarter. The diagram to the right shows the results of an audit of closed CAF cases conducted in Q3.</p> <div data-bbox="241 528 1077 778" style="border: 1px solid purple; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Feedback from service user of CLR:</p> <p>“Changing lives has helped us a lot more than other help as the help and support given is a lot more useful and helped us as a family a lot more. ... All that changing lives has offered has been amazing and I don't think that there is anything else that they can offer as everything done so far has been brilliant and helped us significantly”</p> </div>	<h3 style="text-align: center;">Quality Assurance and Performance</h3> <p style="text-align: center;">CAF Audit – 100% closed cases in the last 6 months (4) completed Oct 13</p> <table border="1" data-bbox="1137 331 2029 611"> <thead> <tr> <th>Section/Description</th> <th colspan="4">Grade awarded for each case</th> </tr> </thead> <tbody> <tr> <td>Judgement grade on CAF assessment</td> <td>1</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Judgement grade on effectiveness of work</td> <td>3</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Judgement grade on monitoring, evaluation and review</td> <td>2</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Judgement grade on recording</td> <td>2</td> <td>3</td> <td>3</td> <td>2</td> </tr> <tr> <td>Overall judgement grade</td> <td>2</td> <td>2</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p style="margin-top: 10px;"> Outstanding = 1 Scrutinised by QA and Performance group with action plan reviewed and progress update requested in 3 months Good = 2 Adequate = 3 Inadequate = 4 </p>	Section/Description	Grade awarded for each case				Judgement grade on CAF assessment	1	2	3	2	Judgement grade on effectiveness of work	3	2	2	2	Judgement grade on monitoring, evaluation and review	2	2	3	2	Judgement grade on recording	2	3	3	2	Overall judgement grade	2	2	3	2														
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<p>N of referrals go on to assessment - Leics CYPS</p>	<p>In the last three quarters, 4109 referrals have gone on to initial assessment. The number of referrals to go on to initial assessment is 80% compared to the Quarter 2 figure of 79.3% which is similar to statistical neighbours. Right is a diagram which shows the trend over the past decade.</p> <p>Approximately 1900 initial assessments were completed April - August 2013 with 937 (49%) becoming core assessments and 152 (8%) resulting in a Child in Need plan</p> <ul style="list-style-type: none"> The top three factors identified at initial assessment were <ul style="list-style-type: none"> Abuse or neglect - Child Domestic Violence - Parent/Carer Mental Health - Parent/Carer <p>Referrals to CSC going on to initial assessment: Leicestershire: 80% National average: 74% SN average: 80%</p>	<h4 style="text-align: center;">Referrals to children's social care going on to initial assessment</h4> <table border="1" style="display: none;"> <caption>Referrals to CSC going on to initial assessment - Leicestershire</caption> <thead> <tr> <th>Year</th> <th>Leicestershire (%)</th> <th>Statistical Neighbours (%)</th> <th>England (%)</th> </tr> </thead> <tbody> <tr><td>2004</td><td>16</td><td>60</td><td>50</td></tr> <tr><td>2005</td><td>23</td><td>70</td><td>53</td></tr> <tr><td>2006</td><td>18</td><td>66</td><td>53</td></tr> <tr><td>2007</td><td>14</td><td>68</td><td>56</td></tr> <tr><td>2008</td><td>22</td><td>68</td><td>59</td></tr> <tr><td>2009</td><td>48</td><td>66</td><td>64</td></tr> <tr><td>2010</td><td>30</td><td>69</td><td>66</td></tr> <tr><td>2011</td><td>62</td><td>74</td><td>71</td></tr> <tr><td>2012</td><td>72</td><td>80</td><td>75</td></tr> <tr><td>2013</td><td>85</td><td>80</td><td>75</td></tr> </tbody> </table> <p style="text-align: center;">Referrals to CSC going on to initial assessment - Leicestershire</p>	Year	Leicestershire (%)	Statistical Neighbours (%)	England (%)	2004	16	60	50	2005	23	70	53	2006	18	66	53	2007	14	68	56	2008	22	68	59	2009	48	66	64	2010	30	69	66	2011	62	74	71	2012	72	80	75	2013	85	80	75
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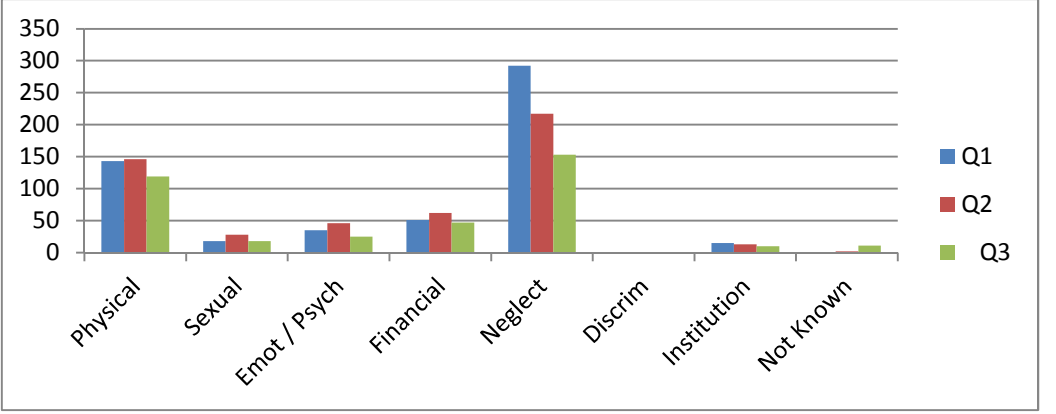
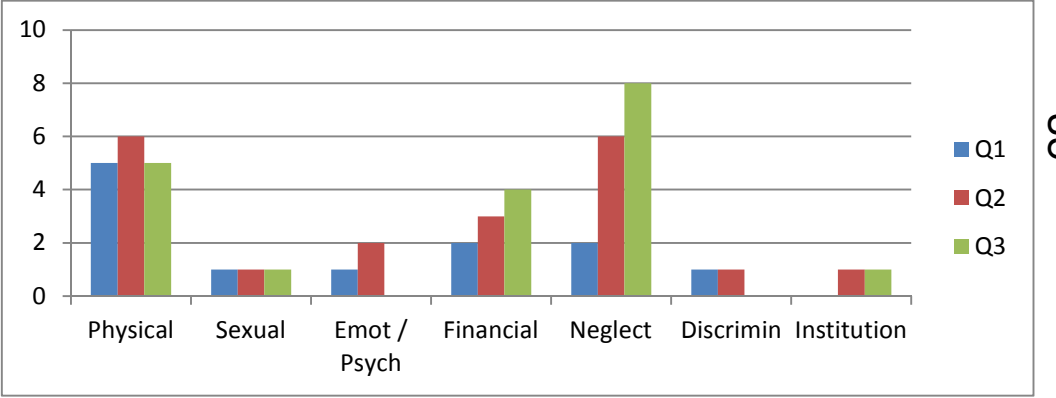
Supporting Indicators	Q3 data	Table /chart
N of referrals go on to assessment - Rutland CSC	<p>The number of referrals going on to assessment in Q3 is 66 (89.2%). The implementation of a more effective screening process within the Duty Team has ensured families are receiving the right help from the most appropriate service.</p> <p>Referrals to CSC going on to initial assessment: Rutland - 85.3% National average: 74% SN average: 75.5%</p>	 <p>Referrals to CSC going on to initial assessment - Rutland</p>
Timeliness of initial assessments - Leics CYPS	<p>Over the past year, the average for the amount of initial assessments to be conducted within 10 days was 55%. This is well below the averages nationally and for statistical neighbours</p> <p>Proportion of Initial Assessments for CSC carried out within 10 working days of referral As at end of March 2013: (for comparator data for Q3 we used 2012/13 figures) Leicestershire: 57.2% National average: 74% SN average: 70.8%</p>	 <p>Number and Proportion of Initial Assessments for CSC carried out within 10 working days of referral - Leicestershire</p>
Timeliness of initial assessments - Rutland	<p>The timeliness of initial assessments continues to be good at 94% within 10 days.</p> <p>Proportion of Initial Assessments for CSC carried out within 10 working days of referral Rutland - 94.1% National average: 70.9% SN average: 75%</p>	 <p>Proportion of Initial Assessments for CSC carried out within 10 working days of referral</p>

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N of referrals that are re-referrals within 12 months - Leicestershire	<p>This table shows that the rate of re-referrals is averaging at about 25%.</p> <p>Leicestershire: 28.9% National average: 24.9% SN average: 24.3%</p>	 <p>N of referrals that are re-referrals within 12 months - Leicestershire</p> <table border="1" data-bbox="1122 161 2069 459"> <thead> <tr> <th>Month</th> <th>Re-referrals</th> <th>Re-Referrals %</th> </tr> </thead> <tbody> <tr><td>Apr</td><td>390</td><td>14.1</td></tr> <tr><td>May</td><td>532</td><td>17.8</td></tr> <tr><td>Jun</td><td>451</td><td>15.0</td></tr> <tr><td>Jul</td><td>569</td><td>18.3</td></tr> <tr><td>Aug</td><td>446</td><td>19.8</td></tr> <tr><td>Sep</td><td>515</td><td>21.1</td></tr> <tr><td>Oct</td><td>554</td><td>22.0</td></tr> <tr><td>Nov</td><td>565</td><td>23.7</td></tr> <tr><td>Dec</td><td>454</td><td>25.9</td></tr> </tbody> </table>	Month	Re-referrals	Re-Referrals %	Apr	390	14.1	May	532	17.8	Jun	451	15.0	Jul	569	18.3	Aug	446	19.8	Sep	515	21.1	Oct	554	22.0	Nov	565	23.7	Dec	454	25.9																										
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N of referrals that are re-referrals within 12 months - Rutland	<p>Rutland continues to be within average for the rate of re-referrals,</p> <p>Rutland - 23.7% National average: 24.9% SN average: 21.6%</p>	<p>Percentage of re-referrals to children's social care within 12 months of the previous referral</p> <table border="1" data-bbox="1122 501 2069 1112"> <thead> <tr> <th>Statistical Neighbours</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr><td>East Riding of Yorkshire</td><td>11.2</td><td>11.9</td><td>14.1</td></tr> <tr><td>Worcestershire</td><td>17.8</td><td>14.1</td><td>15.0</td></tr> <tr><td>West Berkshire</td><td>23.6</td><td>17.7</td><td>18.3</td></tr> <tr><td>Central Bedfordshire</td><td>26.1</td><td>26.0</td><td>19.8</td></tr> <tr><td>Wiltshire</td><td>31.8</td><td>27.5</td><td>21.1</td></tr> <tr><td>Cambridgeshire</td><td>-</td><td>-</td><td>22.0</td></tr> <tr><td>Rutland</td><td>33.1</td><td>20.4</td><td>23.7</td></tr> <tr><td>Oxfordshire</td><td>24.2</td><td>24.0</td><td>25.9</td></tr> <tr><td>Buckinghamshire</td><td>24.9</td><td>23.1</td><td>26.0</td></tr> <tr><td>North Yorkshire</td><td>30.0</td><td>24.9</td><td>26.3</td></tr> <tr><td>Cheshire East</td><td>30.2</td><td>24.6</td><td>27.7</td></tr> <tr><td>Statistical Neighbours</td><td>24.4</td><td>21.5</td><td>21.6</td></tr> <tr><td>England</td><td>25.6</td><td>26.1</td><td>24.9</td></tr> </tbody> </table>	Statistical Neighbours	2011	2012	2013	East Riding of Yorkshire	11.2	11.9	14.1	Worcestershire	17.8	14.1	15.0	West Berkshire	23.6	17.7	18.3	Central Bedfordshire	26.1	26.0	19.8	Wiltshire	31.8	27.5	21.1	Cambridgeshire	-	-	22.0	Rutland	33.1	20.4	23.7	Oxfordshire	24.2	24.0	25.9	Buckinghamshire	24.9	23.1	26.0	North Yorkshire	30.0	24.9	26.3	Cheshire East	30.2	24.6	27.7	Statistical Neighbours	24.4	21.5	21.6	England	25.6	26.1	24.9
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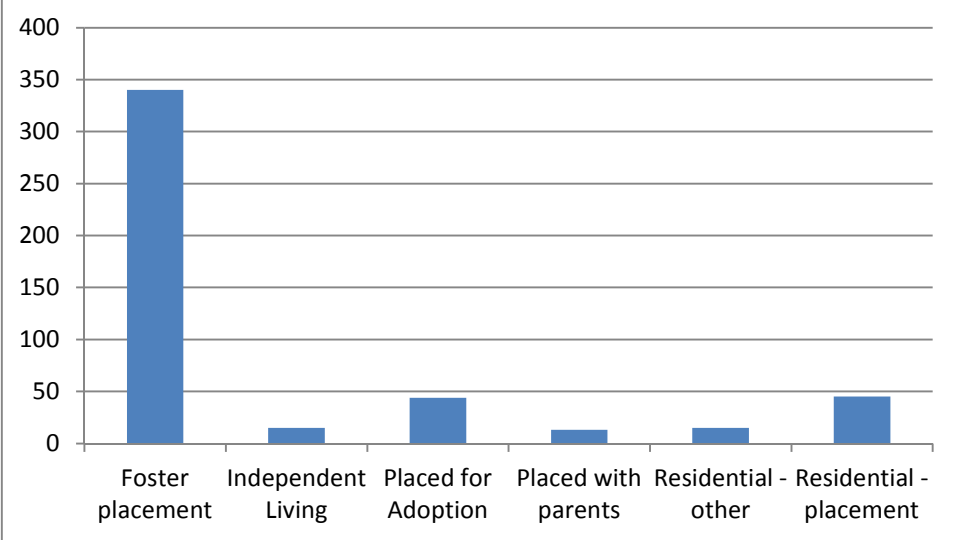
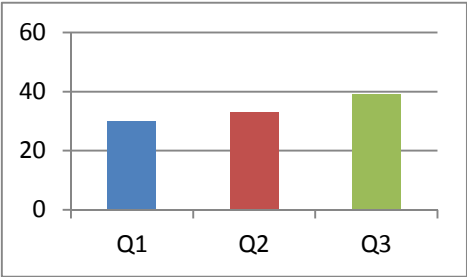
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N of children subject to Child Protection Plan - CYPS	<p>The numbers of Children Subject to Child Protection Plans had reduced to 358 in July but there has been a steady increase to this time, with 429 at December</p> <p>Children Subject to Child Protection Plans - Rate per 10,000 children Leicestershire: 29.3 National average: 32.6 SN average: 37.9</p>	 <p>N of Children Subject to Child Protection Plans - Leicestershire</p> <table border="1"> <thead> <tr> <th>Month</th> <th>2013</th> <th>2012/13</th> </tr> </thead> <tbody> <tr><td>Apr</td><td>390</td><td>520</td></tr> <tr><td>May</td><td>380</td><td>540</td></tr> <tr><td>Jun</td><td>370</td><td>520</td></tr> <tr><td>Jul</td><td>350</td><td>520</td></tr> <tr><td>Aug</td><td>380</td><td>520</td></tr> <tr><td>Sep</td><td>360</td><td>510</td></tr> <tr><td>Oct</td><td>390</td><td>490</td></tr> <tr><td>Nov</td><td>410</td><td>460</td></tr> <tr><td>Dec</td><td>430</td><td>430</td></tr> <tr><td>Jan</td><td></td><td>410</td></tr> <tr><td>Feb</td><td></td><td>410</td></tr> <tr><td>Mar</td><td></td><td>390</td></tr> </tbody> </table>	Month	2013	2012/13	Apr	390	520	May	380	540	Jun	370	520	Jul	350	520	Aug	380	520	Sep	360	510	Oct	390	490	Nov	410	460	Dec	430	430	Jan		410	Feb		410	Mar		390
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N of children subject to Child Protection Plan - Rutland	<p>The number of Children Subject to Child Protection Plans has increased each quarter this year and remains above the national and statistical neighbour averages.</p> <p>Children Subject to Child Protection Plans - Rate per 10,000 children Rutland - 42.6 National average: 32.6 SN average: 37.9</p>	 <p>Number of children subject to a CP Plan</p> <table border="1"> <thead> <tr> <th>Quarter</th> <th>Number of children</th> </tr> </thead> <tbody> <tr><td>Q1</td><td>22</td></tr> <tr><td>Q2</td><td>26</td></tr> <tr><td>Q3</td><td>29</td></tr> </tbody> </table> <p>N of Children Subject to Child Protection Plans - Rutland</p>	Quarter	Number of children	Q1	22	Q2	26	Q3	29																															
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Child protection plans lasting 2 years or more - CYPS and Rutland	<p>There were 10 children still subject to Child Protection Plans after 2 years - 2.3% of all children subject to plans. This is down from 4.3% at the end of March 2013.</p> <p>Children Subject to Child Protection Plans for more than 2 years Leicestershire: 2.3% National average: 3.2% SN average: 3.0% Rutland has no plans lasting two years or more. This compares to: National average: 3.2% SN average: 4.8%</p>	 <p>Length of time subject to CP Plans - Leicestershire</p> <table border="1"> <thead> <tr> <th>Duration</th> <th>Number of children</th> </tr> </thead> <tbody> <tr><td><3 mths</td><td>180</td></tr> <tr><td>3 - 6 mths</td><td>110</td></tr> <tr><td>6 - 12 mths</td><td>80</td></tr> <tr><td>1 - 2 yrs</td><td>40</td></tr> <tr><td>2+ yrs</td><td>10</td></tr> </tbody> </table>	Duration	Number of children	<3 mths	180	3 - 6 mths	110	6 - 12 mths	80	1 - 2 yrs	40	2+ yrs	10																											
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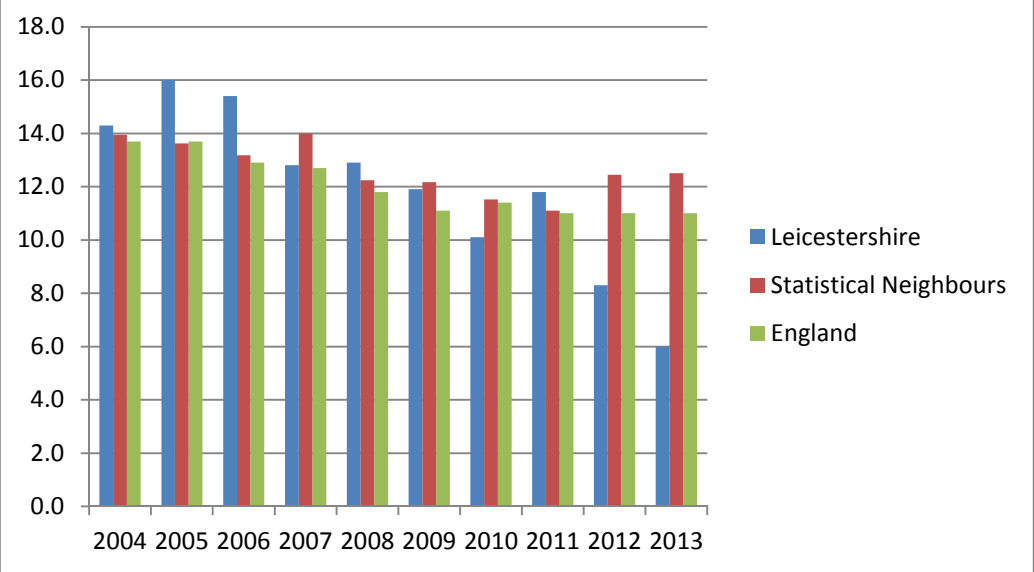
Supporting Indicators	Q3 data	Table /chart																
Outcome 2b - To be assured that adults in need of safeguarding are safe																		
<p>N of referrals / alerts - Leics ASC</p>	<p>The number of referrals to Leicestershire Adult Social Care has significantly reduced this year, as illustrated in the chart to the right. The chart illustrates the overall decrease by 30%. The chart to the right shows the particular decrease in referrals for residential - 40%. The reason for the decrease is not known, although the new thresholds were implemented in Q3 with concurrent training. Improvements were also made in the way referrals were recorded. Anecdotal it has been noted that although the numbers have reduced, the severity of the safeguarding concern has increased. YTD number of referrals is 1,379.</p>	 <p>N of referrals to Leicestershire ASC</p> <table border="1"> <thead> <tr> <th>Quarter</th> <th>Community</th> <th>Residential</th> <th>Unknown</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>160</td> <td>370</td> <td>5</td> </tr> <tr> <td>Q2</td> <td>165</td> <td>300</td> <td>10</td> </tr> <tr> <td>Q3</td> <td>130</td> <td>220</td> <td>20</td> </tr> </tbody> </table>	Quarter	Community	Residential	Unknown	Q1	160	370	5	Q2	165	300	10	Q3	130	220	20
Quarter	Community	Residential	Unknown															
Q1	160	370	5															
Q2	165	300	10															
Q3	130	220	20															
<p>N of alerts - Rutland ASC</p>	<p>41 alerts were received in Q3. 19 of this number resulted in the implementation of the Safeguarding Adults Procedures. Of these 11 were about people based in the community and 8 in residential care which is different to the past two quarters: community numbers are rising while residential numbers are falling.</p>	 <p>N of referrals to Rutland ASC</p> <table border="1"> <thead> <tr> <th>Quarter</th> <th>Community</th> <th>Residential</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>3</td> <td>20</td> </tr> <tr> <td>Q2</td> <td>10</td> <td>18</td> </tr> <tr> <td>Q3</td> <td>29</td> <td>12</td> </tr> </tbody> </table>	Quarter	Community	Residential	Q1	3	20	Q2	10	18	Q3	29	12				
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Supporting Indicators	Q3 data	Table /chart																								
N and % of referrals substantiated - Leics ASC	<p>In Q3, 192 of the 370 referrals were substantiated (45%) compared to 51% in Q1 and 37% in Q2. 13% were partially substantiated in Q3 compared to 20% in Q1 and 30% in Q2. In Q3, 28% were not substantiated compared to 22% in Q1 and 38% in Q2. In 38% of the cases the findings were inconclusive, compared to 12% in Q1 and 14% in Q2.</p>	 <p>N and % of referrals substantiated - Leics ASC</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> </tr> </thead> <tbody> <tr> <td>Substantiated</td> <td>240</td> <td>180</td> <td>190</td> </tr> <tr> <td>Partly Substantiated</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td>Not Substantiated</td> <td>120</td> <td>180</td> <td>100</td> </tr> <tr> <td>Not Determined/Inconclusive</td> <td>60</td> <td>70</td> <td>70</td> </tr> <tr> <td>Investigation ceased at individual's request</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	Category	Q1	Q2	Q3	Substantiated	240	180	190	Partly Substantiated	50	50	50	Not Substantiated	120	180	100	Not Determined/Inconclusive	60	70	70	Investigation ceased at individual's request	10	10	10
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N of referrals substantiated - Rutland ASC	<p>Safeguarding Adults performance data is obtained when a case is closed at the end of the Safeguarding Adults process. 19 cases were closed in Quarter 3. Of these, 1 was substantiated and resulted in a protection plan, 3 were partially substantiated, 8 were not substantiated and 7 were inconclusive. As in Q2, there were 4 repeat referrals.</p> <p>People with physical disabilities/sensory impairment/ frailty continue to be the client group most prevalent in safeguarding investigations, reflecting the fact that this is the largest client group within adult services. There was 1 case concerning a person with learning disabilities and 1 concerning a person with mental health issues. Like Q2 figures, neglect as well as physical abuse was the most prevalent form of abuse. There is a higher representation of those in need of Adult safeguarding in the primary age group 75+.</p>	 <p>N of referrals substantiated - Rutland ASC</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> </tr> </thead> <tbody> <tr> <td>Substantiated</td> <td>0</td> <td>5</td> <td>1</td> </tr> <tr> <td>Partly Substantiated</td> <td>5</td> <td>1</td> <td>3</td> </tr> <tr> <td>Not Substantiated</td> <td>3</td> <td>5</td> <td>8</td> </tr> <tr> <td>Not Determined/Inconclusive</td> <td>2</td> <td>0</td> <td>6</td> </tr> </tbody> </table>	Category	Q1	Q2	Q3	Substantiated	0	5	1	Partly Substantiated	5	1	3	Not Substantiated	3	5	8	Not Determined/Inconclusive	2	0	6				
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Type of abuse by category as part of referral - Leics	<p>The chart shows the types of abuse. Figures include incidents where multiple abuse has occurred. Neglect remains the largest category with physical abuse as the second most common type.</p>	 <p>Type of abuse by category as part of referral - Leics</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> </tr> </thead> <tbody> <tr> <td>Physical</td> <td>140</td> <td>150</td> <td>120</td> </tr> <tr> <td>Sexual</td> <td>20</td> <td>30</td> <td>20</td> </tr> <tr> <td>Emot / Psych</td> <td>40</td> <td>50</td> <td>30</td> </tr> <tr> <td>Financial</td> <td>50</td> <td>60</td> <td>40</td> </tr> <tr> <td>Neglect</td> <td>290</td> <td>220</td> <td>150</td> </tr> <tr> <td>Discrim</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Institution</td> <td>15</td> <td>10</td> <td>10</td> </tr> <tr> <td>Not Known</td> <td>0</td> <td>0</td> <td>10</td> </tr> </tbody> </table>	Category	Q1	Q2	Q3	Physical	140	150	120	Sexual	20	30	20	Emot / Psych	40	50	30	Financial	50	60	40	Neglect	290	220	150	Discrim	0	0	0	Institution	15	10	10	Not Known	0	0	10
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Type of abuse by category as part of referral - Rutland ASC	<p>The chart to the right shows the types of abuse. Figures include incidents where multiple abuse has occurred. Physical abuse and neglect were present in 16 cases each.</p>	 <p>Type of abuse by category as part of referral - Rutland</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> </tr> </thead> <tbody> <tr> <td>Physical</td> <td>5</td> <td>6</td> <td>5</td> </tr> <tr> <td>Sexual</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Emot / Psych</td> <td>1</td> <td>2</td> <td>0</td> </tr> <tr> <td>Financial</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Neglect</td> <td>2</td> <td>6</td> <td>8</td> </tr> <tr> <td>Discrimin</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>Institution</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	Category	Q1	Q2	Q3	Physical	5	6	5	Sexual	1	1	1	Emot / Psych	1	2	0	Financial	2	3	4	Neglect	2	6	8	Discrimin	1	1	0	Institution	0	1	1				
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Supporting Indicators	Q3 data	Table /chart																										
N of cases discussed at MARAC meetings	<p>In Leicestershire and Rutland there were 6 MARACs held in Q3 where 64 cases were discussed, of which 21 were repeat cases. 74 children were identified as also being in the household. 41 of the cases were referred by the police, 17 by IDVAs, 1 by Children's Social Care and 5 by other agencies. 4 of the cases involved people who were victims from black and minority ethnic (BME) backgrounds; 1 who is Lesbian, Gay, Bi-Sexual or Transgender (LGBT) and 1 victim who was identified as disabled. 2 were male victims.</p>	<p style="text-align: center;">N of cases discussed at MARAC meetings in 2013</p> <table border="1"> <caption>N of cases discussed at MARAC meetings</caption> <thead> <tr> <th>Month</th> <th>N of cases</th> </tr> </thead> <tbody> <tr><td>January 2013</td><td>20</td></tr> <tr><td>February 2013</td><td>20</td></tr> <tr><td>March 2013</td><td>22</td></tr> <tr><td>April 2013</td><td>14</td></tr> <tr><td>May 2013</td><td>17</td></tr> <tr><td>June 2013</td><td>20</td></tr> <tr><td>July 2013</td><td>14</td></tr> <tr><td>August 2013</td><td>16</td></tr> <tr><td>September 2013</td><td>14</td></tr> <tr><td>October 2013</td><td>10</td></tr> <tr><td>November 2013</td><td>14</td></tr> <tr><td>December 2013</td><td>7</td></tr> </tbody> </table>	Month	N of cases	January 2013	20	February 2013	20	March 2013	22	April 2013	14	May 2013	17	June 2013	20	July 2013	14	August 2013	16	September 2013	14	October 2013	10	November 2013	14	December 2013	7
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N of cases discussed at MAPPA	<p>Full information from MAPPA is generally provided on an annual basis. However in quarter 3 MAPPA received 6 referrals - 5 were accepted at level 2 and 1 was rejected. To provide a baseline for future comparison, the following table shows than overview of at the end of March 2013 of</p>	<table border="1"> <thead> <tr> <th></th> <th>Category 1: Registered sex offenders</th> <th>Category 2: Violent offenders</th> <th>Category 3: Other dangerous offenders</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>740</td> <td>200</td> <td>N/A</td> <td>940</td> </tr> <tr> <td>Level 2</td> <td>2</td> <td>2</td> <td>1</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>Total</td> <td>744</td> <td>202</td> <td>1</td> <td>947</td> </tr> </tbody> </table> <p style="text-align: center;">N of people registered as posing "risk" at MAPPA</p>		Category 1: Registered sex offenders	Category 2: Violent offenders	Category 3: Other dangerous offenders	Total	Level 1	740	200	N/A	940	Level 2	2	2	1	5	Level 3	2	0	0	2	Total	744	202	1	947	
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Supporting Indicators	Q3 data	Table /chart														
Outcome 3a - The quality of care for any child not living with a parent or someone with parental responsibility																
<p>N of Looked After Children - CYPS</p>	<p>At the end of Q3, there were 472 Looked After Children in Leicestershire in placements, shown in the table to the right. This is similar to previous quarters but still significantly lower than the national average. The overwhelming placement type is with foster carers - 72%.</p> <p>Leicestershire: 32 per 10,000 children National average: 60 per 10,000 children SN average: 48 per 10,000 children</p> <p>Of the 472 children, 272 were male and 200 were female.</p>	 <p>N of LAC in Leicestershire by placement type</p> <table border="1"> <thead> <tr> <th>Placement Type</th> <th>Number of LAC</th> </tr> </thead> <tbody> <tr> <td>Foster placement</td> <td>340</td> </tr> <tr> <td>Independent Living</td> <td>15</td> </tr> <tr> <td>Placed for Adoption</td> <td>45</td> </tr> <tr> <td>Placed with parents</td> <td>15</td> </tr> <tr> <td>Residential - other</td> <td>15</td> </tr> <tr> <td>Residential - placement</td> <td>45</td> </tr> </tbody> </table>	Placement Type	Number of LAC	Foster placement	340	Independent Living	15	Placed for Adoption	45	Placed with parents	15	Residential - other	15	Residential - placement	45
Placement Type	Number of LAC															
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<p>N of Looked After Children - Rutland</p>	<p>The number of LAC in Rutland remains stable with a slight increase in Q3. They had 39 children at the end of Q3 which equates to 48 per 10,000 children which is about where they would expect to be.</p> <p>Rutland: 48 per 10,000 children National average: 60 per 10,000 children SN average: 42.5 per 10,000 children</p>	 <p>N of LAC in Rutland</p> <table border="1"> <thead> <tr> <th>Quarter</th> <th>Number of LAC</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>30</td> </tr> <tr> <td>Q2</td> <td>33</td> </tr> <tr> <td>Q3</td> <td>39</td> </tr> </tbody> </table>	Quarter	Number of LAC	Q1	30	Q2	33	Q3	39						
Quarter	Number of LAC															
Q1	30															
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<p>Private Fostering Leicestershire</p>	<p>There are 5 privately fostered Children recorded in Leicestershire.</p>	<p>See page 18 for a comparator table of Leicestershire and Rutland and there respective statistical Neighbours.</p>														
<p>Private Fostering Rutland</p>	<p>There were no children who were privately fostered in Rutland and no new assessments conducted.</p>	<p>See page 18 for a comparator table of Leicestershire and Rutland and there respective statistical Neighbours.</p>														

Supporting Indicators	Q3 data	Table /chart																								
<p>Placement stability (N and % of children who have been LAC for more than 2.5 years and of those, have been in the same placement for at least 2 years or placed for adoption) - Leics</p>	<p>As at 31 December 2013 the number of looked after children was 472. During the past 12 months 33 of these children experienced 3 moves or more. This provides an indicator (NI 62) value of 6.99%.</p> <p>Out of the 156 children who experienced 2 moves or more during the past 12 months:</p> <table border="1" data-bbox="300 357 819 552"> <tr> <td>123</td> <td>2 moves -</td> <td>this accounts for</td> <td>26.06%</td> </tr> <tr> <td>21</td> <td>3 moves -</td> <td>this accounts for</td> <td>4.45%</td> </tr> <tr> <td>6</td> <td>4 moves -</td> <td>this accounts for</td> <td>1.27%</td> </tr> <tr> <td>3</td> <td>5 moves -</td> <td>this accounts for</td> <td>0.64%</td> </tr> <tr> <td>1</td> <td>7 moves -</td> <td>this accounts for</td> <td>0.21%</td> </tr> <tr> <td>2</td> <td>8 moves -</td> <td>this accounts for</td> <td>0.42%</td> </tr> </table> <p>Leicestershire: 65 per 10,000 children National average: 67 per 10,000 children SN average: 64.3 per 10,000 children</p>	123	2 moves -	this accounts for	26.06%	21	3 moves -	this accounts for	4.45%	6	4 moves -	this accounts for	1.27%	3	5 moves -	this accounts for	0.64%	1	7 moves -	this accounts for	0.21%	2	8 moves -	this accounts for	0.42%	 <p>Placement stability for Leicestershire LAC</p>
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<p>Placement stability (as above) - Rutland</p>	<p>Rutland remains with high stability of placement with no children who had 3 or more placements at end of 2 years.</p> <p>% of children who have been LAC for more than 2.5 years and of those, have been in the same placement for at least 2 years or placed for adoption:</p> <p>Rutland : 100% National average: 67% SN average: 65.2%</p>	<p style="text-align: right; font-size: 2em;">38</p>																								
<p>Outcome 3b: To be assured of the quality of care for any adult supported by registered providers</p>																										
<p>N of Deprivation of Liberty (DoLs) Referrals and Authorisations</p>	<p>In Q3 there were 163 DoLs referrals for Leicestershire, and 5 for Rutland.</p> <p>In terms of authorisations, there were 112 for Leicestershire and 3 for Rutland.</p>																									

Supporting Indicators	Q3 data	Table /chart
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Outcome 4: To be assured that our Learning and Improvement Framework is raising service quality and outcomes for children, young people and adults

N of CDOP meetings convened and child deaths discussed

During Q3 9 notifications were referred from Leicestershire & Rutland. The ages of the children at death are illustrated in the table to the right. Two CDOP meetings were held during Q3 - 1 was a development panel and no cases were reviewed. Three cases were considered at the other meeting.

CDOPs are asked to identify modifiable factors in the child’s direct care by any agency, including parents, latent, organisational, systemic or other indirect failure(s) within one or more agency. One of the deaths discussed at LR CDOP was as a result of “Malignancy” and the two others were because of “Chromosomal, genetic and congenital anomalies”. Nationally these are two of the least common factors.

Age category (as defined by DfE)	Number of child deaths reported
0-27 days	3
28-364 days	3
1-4 years	2
5-9 years	0
10-14 years	0
15-17 years	1
Total	9

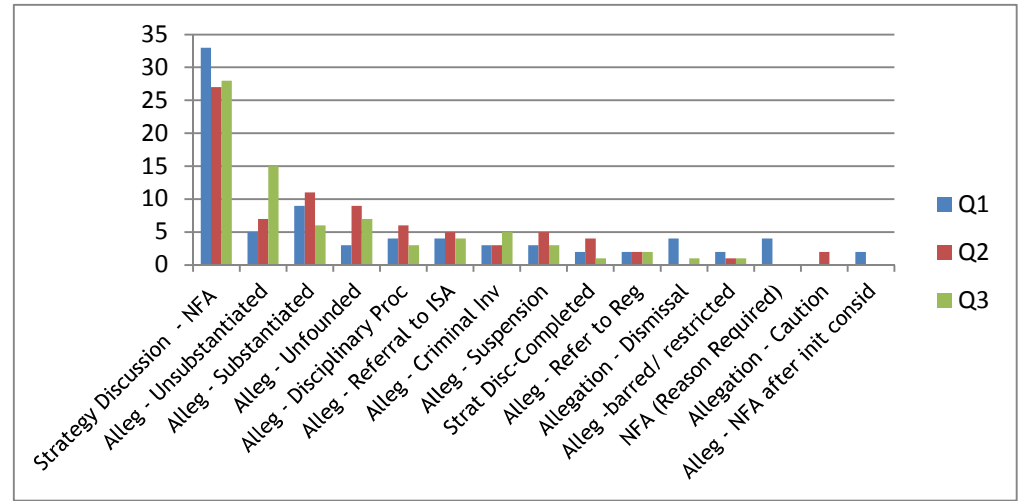
Cases considered at CDOP in Q3

Outcome 5: To be assured that the workforce is fit for purpose

N of allegations dealt with by LADO - Leicestershire

This table to the right details how many times final outcomes were used per quarter. One allegations process may have more than one outcome.

The most frequent profession of the alleged perpetrator continues to be teacher, followed by child minder, foster carer and school support staff. The numbers remain constant, with a slight decrease in Q3.



Allegations dealt with by LADO by outcome

Private Fostering arrangements – comparisons with statistical neighbours

	New Notifications for year ending March 2013	New Private fostering arrangements for year ending March 2013	Arrangements which were reported to have ended during the year March 2013	Children reported as cared for and accommodated in private fostering arrangements as at 31 March 2013
England	3020	2500	2590	1500
East Midlands	150	120	140	90
Leicestershire and Statistical neighbours				
Leicestershire	x	5	x	x
North Somerset	x	x	x	x
South Gloucestershire	11	11	11	x
Central Bedfordshire	11	11	10	x
Hampshire	12	x	8	18
Staffordshire	10	x	10	13
Essex	73	43	43	27
Worcestershire	49	48	57	12
Kent	66	58	71	28
Warwickshire	12	11	11	x
West Sussex	52	39	40	18
Rutland and Statistical neighbours				
Rutland	x	0	x	0
East Riding of Yorkshire	x	x	x	0
North Yorkshire	53	52	48	19
Central Bedfordshire	11	11	10	x
Buckinghamshire	x	0	x	0
Wiltshire	32	28	20	10
West Berkshire	x	x	6	x
Cambridgeshire	53	53	44	28
Worcestershire	49	48	57	12
Cheshire East	x	x	x	x
Oxfordshire	69	66	55	37



Leicestershire and Rutland
Local Safeguarding Children and Safeguarding Adults Boards
Business Plan 2014-15

Effective from: April 7th 2014
Review dates: Quarterly Review: July, October, January 2015 April 2015

Introduction

I am pleased to present the LRLSCB and SAB Business Plan for 2014/15. The Plan is intended primarily to set out the key outcomes and impact that the Boards wish to achieve across the next year, to ensure that children, young people and adults in Leicestershire and Rutland are safe. It does not show business as usual items unless they are addressing an issue that has been highlighted for specific or remedial work within 2013/14.

This is the third Business Plan that we have presented since agreement to better align the two Safeguarding Boards in 2012. This year we present an integrated Business Plan since there is a number of priority issues that are common to both Boards. Where strands of activity are specific to one or other Board this is made clear.

The formulation of this Business Plan has been undertaken with the engagement of members of both Boards and other stakeholders. It aims to articulate the key improvement objectives that will underpin our work in the period 2014/15 and, most importantly, to set out the actions that will be taken to address these priorities. This increased emphasis on specific actions is also intended to ensure that we are more explicit about the outputs, outcomes and impact that the Boards intend to achieve. This we believe will strengthen our ability better to quality assure, performance monitor and risk manage the work of the Boards and their impact on safeguarding service delivery and on safeguarding outcomes for children, young people and adults.

The priorities in this Business Plan have been identified against a range of national and local drivers including:

- National policy drives to strengthen safeguarding arrangements and the roles of LSCBs and SABs
- Recommendations from regulatory inspections;
- The outcomes of Serious Case Reviews and Serious Incident Learning Processes (SILPs) – emerging from both national and local reports;
- Evaluations of the impact of previous Business Plans and analysis of need in Leicestershire and Rutland;
- Priorities for action emerging from Quality Assurance and Performance Management arrangements operated by both Boards;
- Responses to the views of stakeholders including the outcomes of engagement activities;
- Best practice reports issued by Ofsted, ADCS and ADASS

Having considered these matters members of the Boards have agreed to reflect the five priorities within our performance management framework within this plan. These priorities are:

Priority 1: To be assured that 'Safeguarding is Everyone's Responsibility'

Priority 2a: To be assured that children and young people are safe

Priority 2b - To be assured that adults in need of safeguarding are safe

Priority 2c – To be assured that services for children, services for adults and services for families are effectively coordinated to ensure children and adults are safe

Priority 3a: To be assured of the quality of care for any child not living with a parent or someone with parental responsibility

Priority 3b: To be assured of the quality of care for any adult supported by registered providers

Priority 4: To be assured that our Learning and Improvement Framework is raising service quality and outcomes for children, young people and adults

Priority 5: To be assured that the workforce is fit for purpose

This Business Plan sets out the key actions proposed to support work in support of these objectives with a view to further enhancing the impact of the two Boards in supporting improved outcomes in safeguarding the children, adults and communities of Leicestershire and Rutland. Safeguarding is everyone's business. Never has it been more critical for LSCBs and SABs to show strong, robust and effective leadership in securing the safeguarding and well-being of our communities. This Business Plan is intended to set a clear framework within which this leadership can be delivered. The collaborative support of all agencies is essential to securing the impact this Business Plan seeks.

I commend the Plan to all partners and look forward to your support in achieving our goals.

Paul Burnett

Independent Chair, Leicestershire and Rutland LSCB and SAB

Business Plan Priorities 2014/15

Priority 1: To be assured that ‘Safeguarding is Everyone’s Responsibility’

Priority 2: To be assured that children and young people are safe

Priority 2b: To be assured that adults in need of safeguarding are safe

Priority 2C: To be assured that services for children, services for adults and services for families are effectively coordinated to ensure children and adults are safe

Priority 3a: To be assured of the quality of care for any child not living with a parent or someone with parental responsibility

Priority 3b: To be assured of the quality of care for any adult supported by registered providers

Priority 4: To be assured that our Learning and Improvement Framework is raising service quality and outcomes for children, young people and adults

Priority 5: To be assured that the workforce is fit for purpose

CROSS CUTTING

- Safeguarding services are co-ordinated
- The voices of children and adults are heard
- The voices of staff are heard
- Sub-regional and regional co-ordination will be maximised
- Effective communication must underpin all Board activity

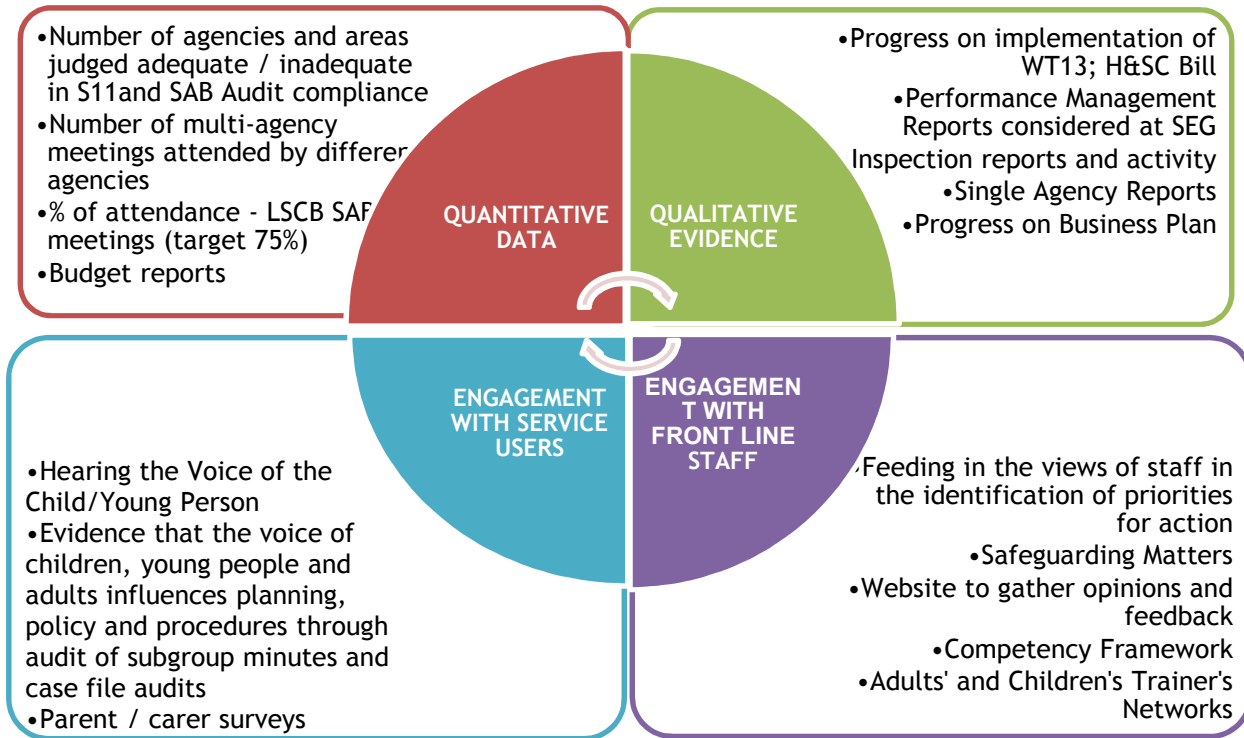
For each Priority this will be completed:

Action Log		Date
Comments from SEG:		
Recommendations from SEG:		
Identified Risks and Mitigation:		
RAG Rating proposal by SEG:		
Comments by Executive Group:		
Identified Risks and Mitigation:		
RAG Rating decision by Exec:		

Priority 1: To be assured that ‘Safeguarding is Everyone’s Responsibility’

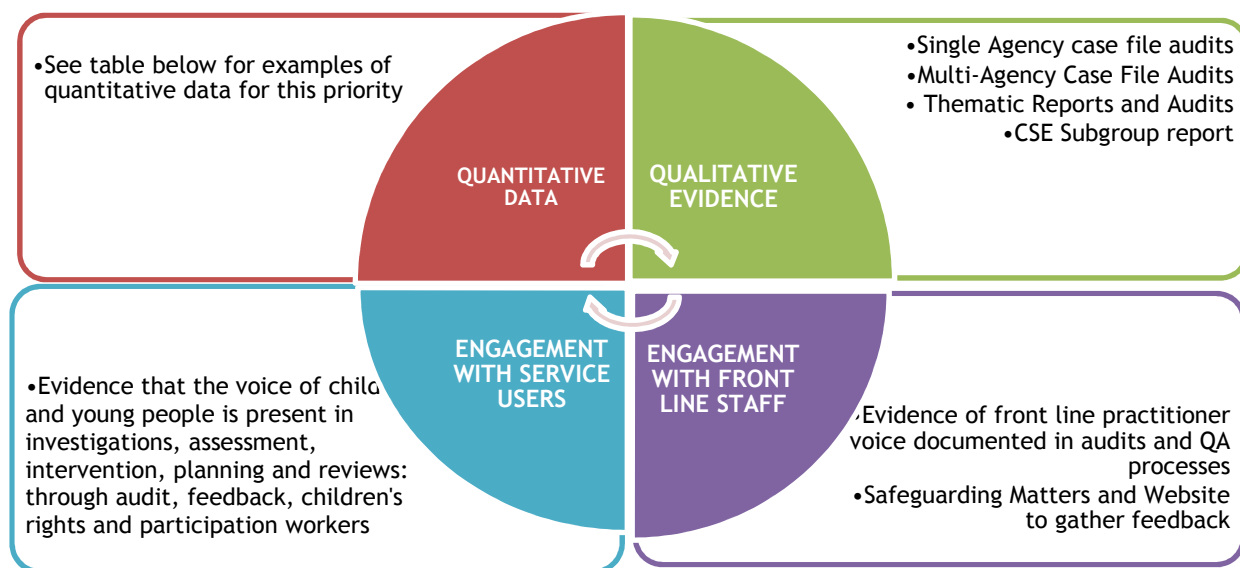
- Ensure all agencies fulfil their responsibilities as set out in Working Together 2013 (WT13)
- Increase in compliance across Section 11(CA2004) and SAB Compliance Audits
- Ensure that the Board, Executive and Subgroups have appropriate agency representation and high levels of attendance/participation to fulfil the objectives of the Business Plan and meet the requirements of WT13 and Health & Social Care Bill (H&SC Bill)
- Ensure SAB and partner agencies readiness for implementation of H&SC Bill

- Ensure that the Board knows the safeguarding strengths and weaknesses of agencies, both individually and collectively, through challenge, scrutiny and performance management
- The Board drives partnerships and partner agencies to own, prioritise, resource, improve and positively impact on safeguarding and receives management information to scrutinise and challenge performance
- To be assured that the ‘voice’ of children, young people and adults is heard and acted on
- To ensure partner agency contributions secure ‘value for money’
- To secure inspection readiness across the partnerships



Priority 2a: To be assured that children and young people are safe

- To be assured of the quality and impact/effectiveness of services across the ‘child’s journey’
- To be assured that thresholds for safeguarding children are clear, understood and consistently applied
- To be assured that the impact of universal and early help intervention reduces the numbers of children requiring protection and care
- To be assured that the quality and impact of single and multi-agency children protection practice is effective
- To be assured that children at high risk/vulnerable are being identified (e.g. Child Sexual Exploitation, Children Missing from home and care, bullying) and risks managed to secure a positive outcome

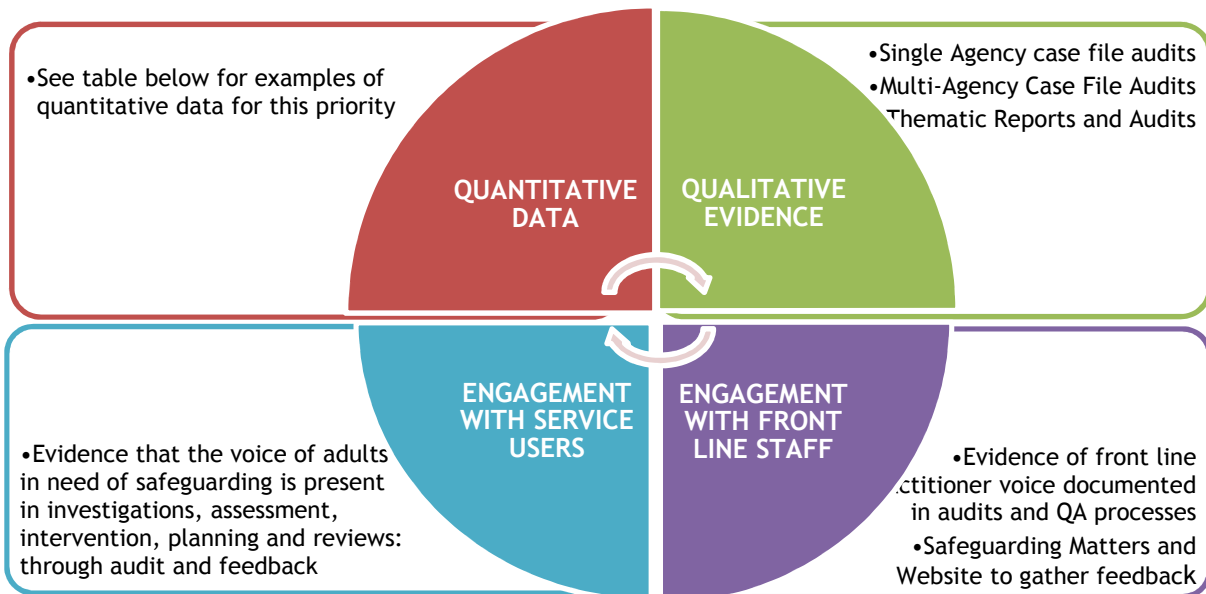


- Contacts recorded by Duty/ First Response
- Number of Early Help / CAF referrals made by different agencies
- Number of referrals to Supporting Leicestershire Families / Changing Lives Rutland
- Referrals recorded by Duty/ First Response
- Sources and outcomes of referrals
- Re-referrals
- Number of referrals and assessments where [domestic abuse] [CSE] [children missing] [bullying] [FGM] [priority] is a factor
- Factors identified at referral and assessment
- Number of children reported to police as missing from home (>24 hours)
- Number of offences recorded by police where a parent or carer wilfully assaults, ill-treats, neglects, abandons or exposes a child <16 in a manner likely to cause the unnecessary suffering or injury to health
- Number of internet safety incidents where the police were involved

- Sexual offences recorded by the police including rape, sexual assault, child grooming and offences related to indecent images of children
- Number of first time entrants into the youth justice system
- The rate of A&E attendance caused by unintentional and deliberate injuries to children and young people aged 0-17 (N6)
- Timeliness of assessments
- Strategy Discussions
- Number of Child protection enquiries
- Child protection conferences
- Number /% of children who have been subject of a child protection plan for more than 2 years or for a 2nd or subsequent time
- Child protection plans by category of abuse
- Children who are subject of a child protection plan per 10,000 population aged under 18

Priority 2b - To be assured that adults in need of safeguarding are safe

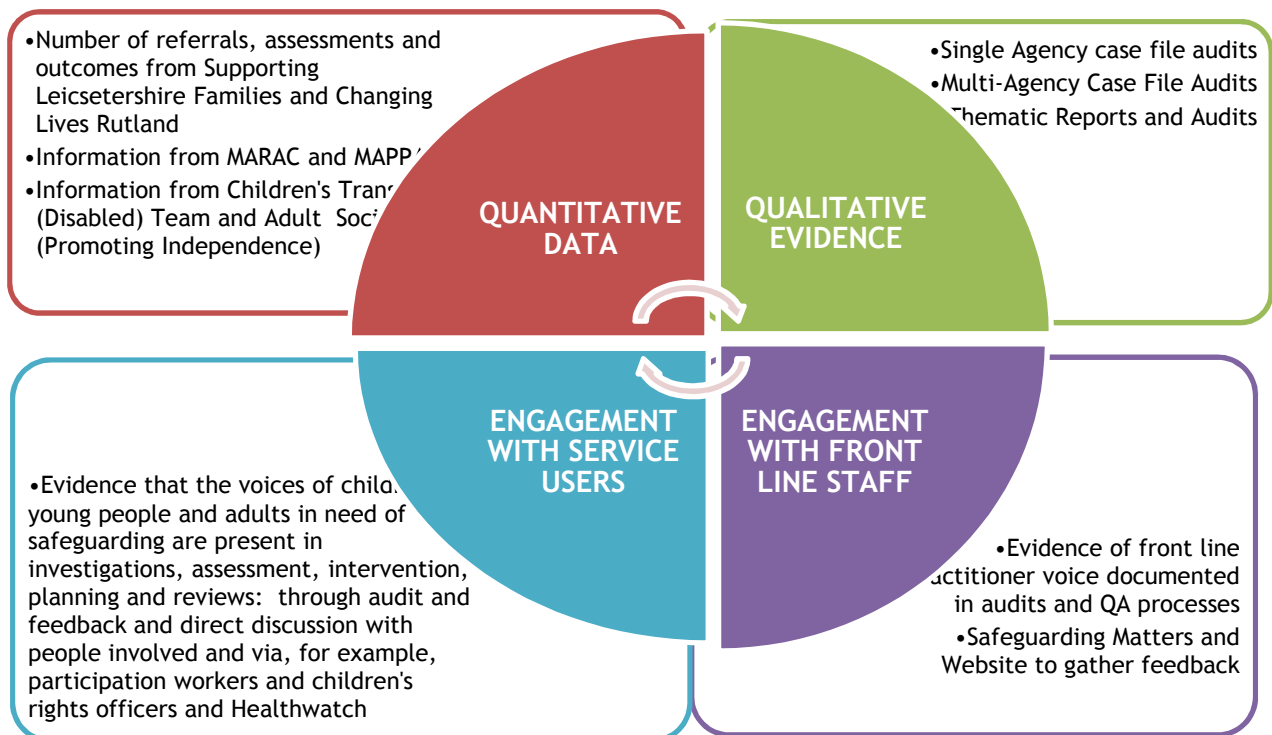
- To be assured of the quality and impact/effectiveness of services to adults in need of safeguarding
- To be assured that thresholds for safeguarding adults are clear, understood and consistently applied.
- To be assured that the impact of universal and early help intervention reduces the numbers of adults requiring protection and care.
- To be assured that the quality and impact of single and multi-agency adult protection practice is effective.
- To be assured that adults at high risk/vulnerable are being identified (e.g. mental health, domestic violence) and risks managed to secure a positive outcome



- Number of Referrals to Social Care
- Primary Client Type
- Outcome of referrals
- Repeat Referrals
- Primary Age Group
- Source of Referral
- Type of Abuse
- Offenders discussed at MAPPAs that have an assessed learning disability or allocated CPN
- Protection Plans
- Deprivation of Liberty (DoLs) information
- Numbers of vulnerable adult referrals that do not have a crime report attached
- Numbers of adult referrals that do have a crime attached
- Multi-agency investigations in the community
- Total number of referrals processed by the police
- Multi-agency investigations in registered settings

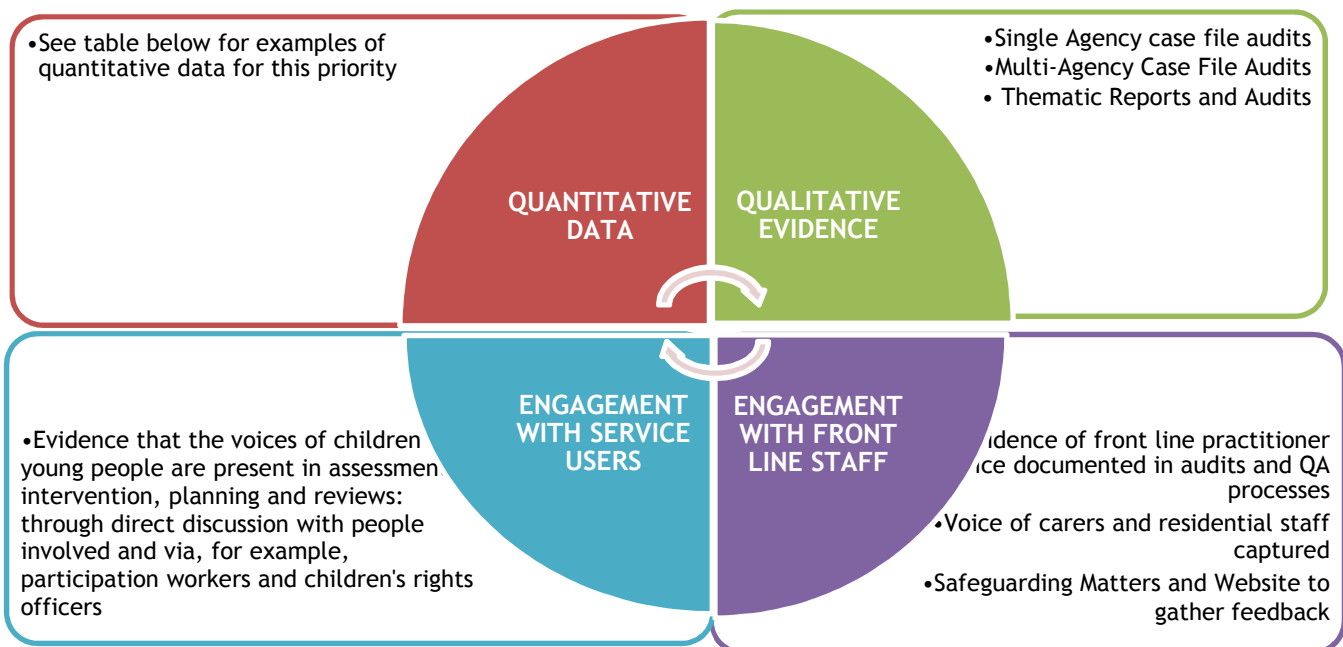
Priority 2C - To be assured that services for children, services for adults and services for families are effectively coordinated to ensure children and adults are safe

- To be assured that young people who are receiving services from children’s services successfully transition to adult services where necessary
- That adults who are assessed as posing risk to children, young people and adults in need of safeguarding (such as MAPPA and MARAC) are effectively managed and that risk to others is mitigated
- To be assured that services that work with “whole” families are effectively coordinated - e.g. Supporting Leicestershire Families and Changing Lives Rutland and secure added value in ensuring and co-ordinating effective safeguarding.



Priority 3a: To be assured of the quality of care for any child not living with a parent or someone with parental responsibility

- To be assured that partner agencies are fulfilling their responsibilities as corporate parents (e.g. sufficient local accommodation)
- To be assured that children/young people who are privately fostered are identified and supported
- To ensure awareness is raised of the notification requirements for private fostering, and the effectiveness of this is monitored
- To be assured that children and young people placed in L&R from other areas are safe
- To establish and maintain robust interface with other LAC bodies (charity, respective roles and responsibilities)



- Number of referrals re Private Fostering
- Number of children supported in Private Fostering
- The number of Looked after Children
- Number of children referred as moving into Leicestershire or Rutland from another LA
- The number of Looked after Children by placement type
- Stability of placements of LAC: length of placement
- The number of Looked after Children who are placed out of county
- LAC cases which were reviewed within required timescales
- Number and proportion of LAC with three or more placements
- Number of Looked after Children missing from care
- The number of Looked after Children achieving health and education outcomes
- Care leaver information

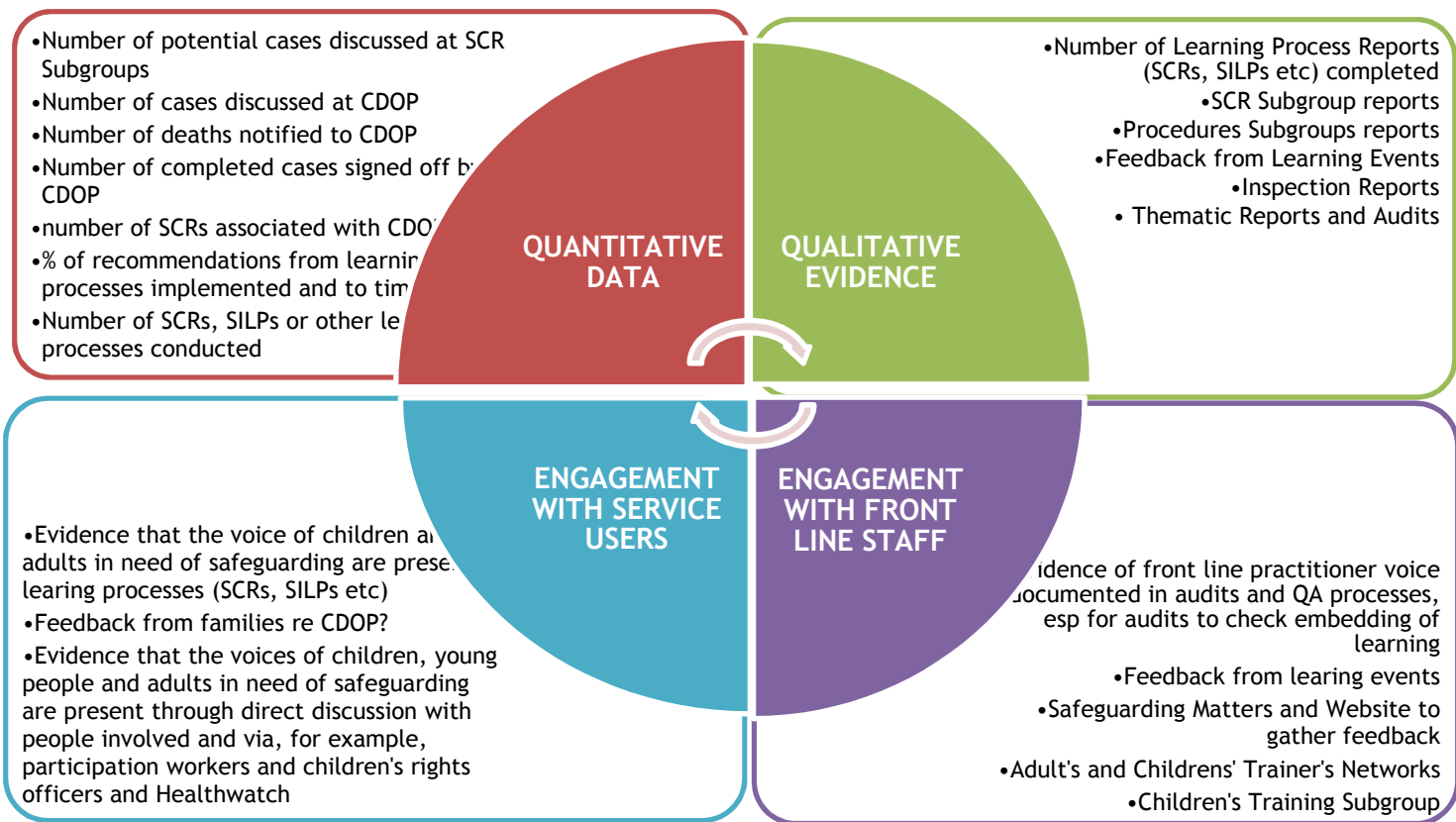
Priority 3b: To be assured of the quality of care for any adult supported by registered providers

- To be assured that adults living with or receiving services from registered providers are safe
- To be assured that providers are effective in carrying out their safeguarding responsibilities and that as a result service users are safe.
- To be assured that safeguarding roles and responsibilities and outcomes are explicit in commissioning, contracting, monitoring and review of services



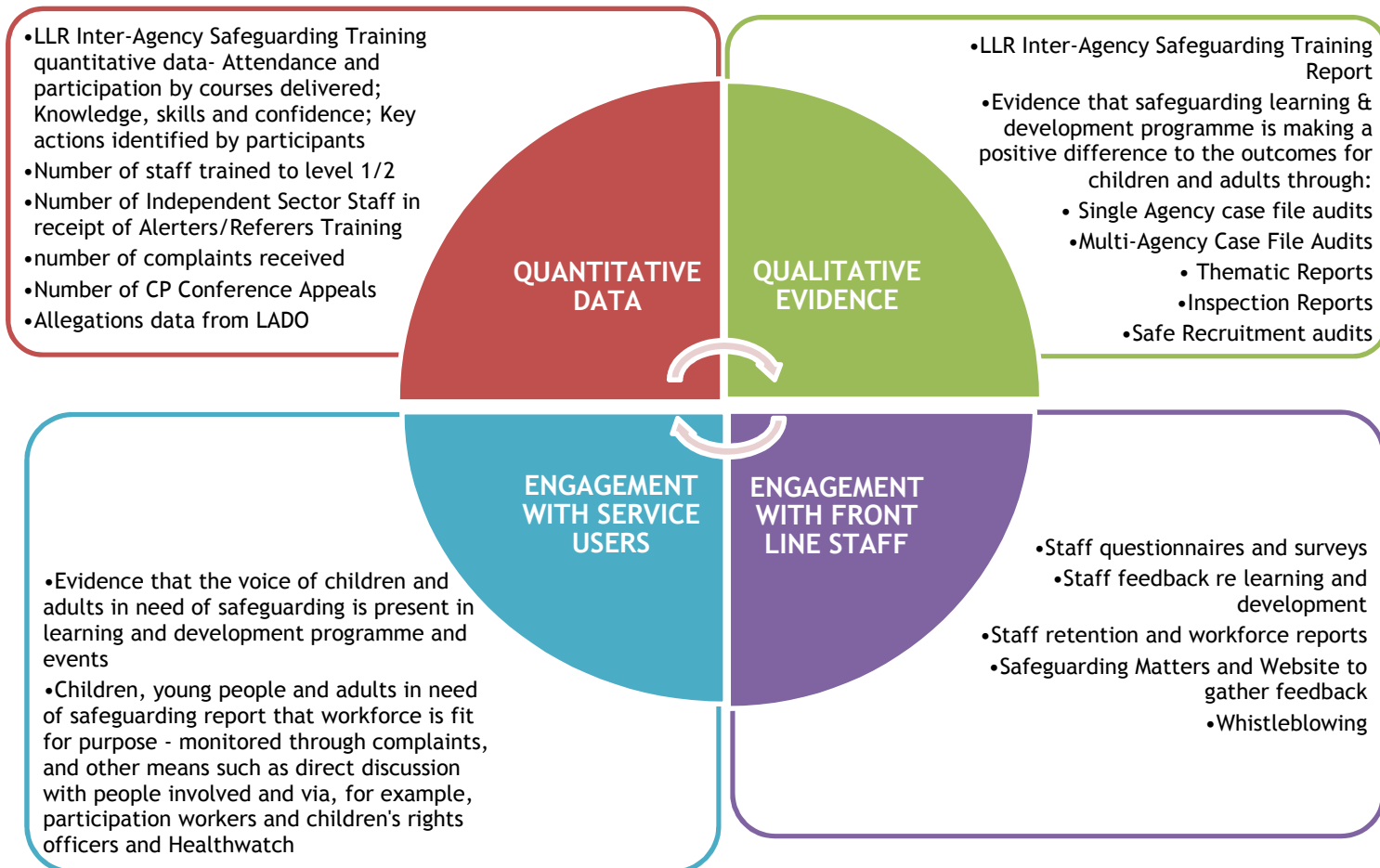
Priority 4: To be assured that our Learning and Improvement Framework is raising service quality and outcomes for children, young people and adults

- Apply the Learning & Development Framework and ensure its effectiveness (including national SCRs)
- Ensure learning from national and regional SCRs and other learning processes is incorporated into the practice of partner agencies and the partnership
- Ensure the effectiveness of CDOP for L&R and that lessons from child deaths in L&R are understood and consistently acted upon
- Implement the PMF and ensure its effectiveness
- To ensure that policies and procedures are ‘fit for purpose’



Priority 5: To be assured that the workforce is fit for purpose

- To be assured that the workforce is competent as measured by the Competency Frameworks through quality assurance
- To monitor and evaluate the effectiveness of training and development in terms of the impact on the quality of safeguarding practice and outcomes for service users
- To be assured that the workforce is safely recruited
- To be assured that allegations made against people who work with children and adults are dealt with effectively
- To hear the voice of practitioners



Priority 1: To be assured that 'Safeguarding is Everyone's Responsibility'					
Ref. no.	In 2014/5 we will	Outcome/Evidence Measure	Who will lead?	Timescale	Progress
1.1	Conduct strategic self-assessment audits for both Boards for consideration at the Board development day. (section 11 audit and Adult compliance audit)	Both Boards understand the strengths and weaknesses across the partnership. All partners demonstrate improved compliance. The Board understands the current risks to safeguarding. An action plan is developed to address the weaknesses.	SEG / Executive	Audit Plan developed by June 2014 Implemented from October 2014 Presentations in January 2015	
1.2	Produce and implement a plan to ensure the Safeguarding Adults Board meets the requirements of the Health and Social Care bill. This will include training where necessary. Audit multi agency understanding of the new legislation.	The Board will be compliant with the new legislation. Board members will understand the changes the new legislation brings.	Executive and Board	Audit current understanding in June 2014 Plan in place by December 2014 Implementation in 2015	
1.3	Significantly increase the engagement activity of the Boards. This will include direct engagement by the Boards with young people and Adults in need of Safeguarding. Create a task and finish group on Engagement, made up of engagement leads/staff from across the partnership. Undertake Children and Young People safeguarding survey to inform next year's business plan.	The new group will have multi agency representation. Feedback from Children, young people and adults in need of safeguarding will be presented at the Development day. A safeguarding matters edition will focus on engagement. Survey results will be published in Safeguarding matters Priorities will be included in the business plan.	New Task and finish group	Task and finish group created by June 2014 Engagement activity reported to each Board meeting. Safeguarding matter edition to be published by December 2014	

1.4	Increase community understanding and involvement within the safeguarding referral process	Direct feedback from Adults, young people and children	Engagement task and finish group	March 2015	
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Priority 2a: To be assured that children and young people are safe					
Ref. no.	In 2014/5 we will	Outcome/Evidence Measure	Who will lead?	Timescale	Progress
2a. 1	Develop a multi-agency audit programme for 2014/15 to measure the effectiveness of frontline practice, with a particular focus on the application of thresholds and effectiveness and impact of the new single assessment.	The multi-agency audits identify areas of good practice and areas in need of improvement. SMART action is taken to address areas in need of improvement. Follow up audits will measure the impact of the action	SEG	Audit Plan developed by June 2014 Implemented from August 2014 Evaluation of the impact of audit activity Feb 2015	
2a. 2	Introduce a new co-located multi-agency team to respond to children who go missing and/or are at risk of CSE	Co-located team operational Performance demonstrates, improved identification and effective reduction of risk	CSE Sub group	To go live in August 2014 Quarterly monitoring of performance	

2a. 3	Respond to feedback from young people (just over 1,000 completed surveys in 2013/14 and discussions from the youth councils) and consider how the issues of self harm and stranger danger are effecting young people and involve them in developing action by the Board	Young People are involved in developing action Follow up surveys with young people show that stranger danger and self harm are less of an issue for them.	Engagement subgroup	Consultation with young people June 2014 Action implemented From September 2014 Young peoples survey Feb 2015.	
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Priority 2b: To be assured that adults in need of safeguarding are safe					
Ref. no.	In 2014/5 we will	Outcome/Evidence Measure	Who will lead?	Timescale	Progress
2b. 1	Gain feedback from Adults and carers on the referral process via engagement activity including the use of surveys	Adults and carers feel referrals were made at the right time, for the right reasons, by the right agencies Survey's conducted and reported to the Board. Key highlights and messages published via safeguarding matters.	Engagement group	December 2014	
2b. 2	Ensure that the policies, procedures, thresholds and pathways are compliant with new expectations of the Health and Social Care Bill	New policies and procedures are developed and introduced Audit universal and preventative services to evidence understanding of thresholds and pathways to safeguarding.	Procedures and development subgroup SEG	October 2014 January 2015	

2b.3	Evaluate the effectiveness of the application of thresholds across the partnership	Through the Performance management framework (audits, data, feedback) Evidence of action to address performance issues as they occur	SEG	Quarterly monitoring of PMF	
2b.4	Understand why referrals to Leicestershire Adult Social Care have increased. We will work with a university to help us scrutinise why the increase has happened.	A report detailing the outcomes of the research.	Executive group	December 2014	

Priority 2c: To be assured that services for children, adults and families are effectively coordinated to ensure children and adults are safe					
Ref. no	In 2014/5 we will	Outcome/Evidence Measure	Who will lead?	Timescale	Progress
2c.1	Evaluate the impact of 'whole family' initiatives on safeguarding children and adults, this to include; Domestic Abuse, Prevent and Vulnerability of Adults with	The performance management framework will increase the Boards understanding of whole family issues and identify areas for improvement	SEG and Executive group	October Board meeting	

	Learning Disabilities.				
2c. 2	Review the effectiveness of the existing transition pathways for young people transitioning to adulthood which will include the voice of children and adults	The Board will be assured that existing transition arrangements are effective and appropriate action plans are in place. The performance management framework will provide evidence for scrutiny by the Board.	Executive group	October Board meeting Action plan agreed February 2015	
2c. 3	Establish the extent of Female Genital Mutilation across Leicestershire and Rutland, evaluate the effectiveness of existing policies, procedures and practices. Develop and implement an action plan	Multi-agency FGM task and finish group formed Action plan developed and agreed	SEG	May 2014 September 2014	

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Priority 3: To be assured of the quality of care for any child not living with a parent or someone with parental responsibility					
Ref. no.	In 2014/5 we will	Outcome/Evidence Measure	Who will lead?	Timescale	Progress
3a. 1	Improve the identification of children and young people in Private Fostering arrangements. A private fostering communication plan will be developed and the performance will be monitored through the PMF. All agencies will be asked	The numbers of Children identified in private fostering will be comparable to statistical neighbours Communication plan in place (publications, website, media) Written reports from all agencies.	Executive group	Private Fostering communication plan agreed June 2014 Quarterly monitoring of performance	

	for evidence of what they are doing to improve performance			All agencies provide a written account of what they have done to improve the identification of Privately Fostered Children. February 2015	
3a. 2	<p>Improve the identification of children placed in Leicestershire and Rutland by other Local Authorities</p> <p>Ensure the new legislation is implemented. (children and young people placed more than 20 miles from home)</p> <p>Create a new task and finish group to implement changes required.</p>	<p>Referral and communication systems are in place and effective.</p> <p>New legislation on Children placed is implemented and monitored.</p> <p>Safe commissioning and contracting arrangements are in place</p> <p>Performance information on children placed is collected dynamically via the performance management framework. Appropriate scrutiny and relevant action is implemented.</p> <p>The performance management framework to report the profile of children referred as moving into Leicestershire or Rutland from another LA by risk factors and originating authorities.</p>	Executive group and Task and finish group	Task and finish group established May 2014, New legislation embedded Data received on a quarterly basis.	

Priority 3b To be assured of the quality of care for any adults supported by registered provider					
Ref. no.	In 2014/5 we will	Outcome/Evidence Measure	Who will lead?	Timescale	Progress
3b. 1	Seek assurances that Safeguarding is explicit in	The board will know that adults living with or receiving services from registered providers are	Executive group	September 2014	

	commissioning, contracting, monitoring and reviewing of services	safe.			
3b.2	Conduct a multi -agency case file audit to evidence the following: a) care and treatment must reflect service users' needs and preferences; b) care and treatment must only be provided with consent; c) all care and treatment provided must be appropriate and safe; d) service users' nutritional needs must be met;	Providers are effective at carrying out their safeguarding responsibilities. Outcomes of audit to be presented to the SAB. Highlights to be published in Safeguarding matters.	Safeguarding effectiveness group.	December 2014	
3b.3	Feedback will be sought from service users to evidence That they are treated with dignity and respect and are not subject to abuse.	The voice of the service user will be heard. The outcomes to be presented to the board. Highlights to be published in Safeguarding matters.	Engagement task and finish group	March 2015	

	Priority 4: To be assured that our Learning and Improvement Framework is raising Service quality and outcomes for children, young people and adults				
Ref. no.	In 2014/5 we will	Outcome/Evidence Measure	Who will lead?	Timescale	Progress
4.1	Capture learning and recommendations from National SCRs and present the relevant information for Leicestershire	learning from SCRs and other national processes are embedded within the practice of professionals from partner agencies. The learning identified and corresponding actions	SCR sub group Training and Learning group	March 2015	

	<p>and Rutland to the SCR sub group. Key themes and learning points will be disseminated in the following ways:</p> <ul style="list-style-type: none"> • Safeguarding matters special edition • SCR learning event • Incorporated within relevant training sessions. <p>We will evaluate the effectiveness of the above via a multi-agency staff survey</p>	<p>from 2013/4 includes:</p> <ul style="list-style-type: none"> • Private fostering awareness • The voice of 'invisible' children • Addressing disguised compliance • The importance of information sharing to enable individual agencies to carry out their safeguarding activity <p>The board will request evidence that the multi agency training programme and the safeguarding adult training programme includes key messages from published serious case reviews.</p>			
4.2	<p>Ensure that CDOP reports in the format that the Board requires</p> <p>Test to see that the lessons learnt from child deaths in the area are translated into multi agency or single agency learning activities such as training, workshops, publications etc.</p>	<p>The CDOP annual report is received by the Board</p> <p>Ensure the effectiveness of CDOP for L&R and that lessons from child deaths in L&R are understood and consistently applied.</p> <p>The lessons learnt will be summarised and reported to the Board. This will include:</p> <ul style="list-style-type: none"> • Disaggregating LLR data • Auditing CDOP case/process 	<p>CDOP</p> <p>Executive group</p>	<p>July 2014</p> <p>January 2015</p>	

Priority 5: To be assured that the workforce is fit for purpose					
Ref. no.	In 2014/5 we will	Outcome/Evidence Measure	Who will lead?	Timescale	Progress
5.1	Evaluate and act on the findings of the new training Quality Assurance process that is currently being implemented.	The effectiveness of training and development is monitored and evaluated in terms of the impact on the quality of safeguarding practice for children, young people and adults in need of safeguarding. Feedback from practitioners undertaken multi agency training has had a positive impact on outcomes for children, young people and adults in need of safeguarding.	Safeguarding effectiveness group	February 2015	

5.2	Roll out the competency framework for the children's workforce: Deliver multi agency training sessions, Survey staff understanding of the framework and managers understanding – including it's use within supervision.	The survey results should show that the competency framework is being used within supervision to evidence understanding and competency.	Childrens Training group	December 2014	
5.3	Roll out the revised competency framework for the safeguarding adult workforce Deliver multi agency training sessions, Survey staff understanding of the framework and managers understanding – including it's use within supervision.	Reconvene a LLR safeguarding Adults Training group The survey results should show that the competency framework is being used within supervision to evidence understanding and competency.	Adults Training group	February 2015	
5.4	Using the performance management framework we will collect, analyse and report staff caseloads across the partnership, quality and frequency of supervision.	The board is assured that the partnership workforce has capacity to discharge it's safeguarding responsibilities	Safeguarding effectiveness group	June, September and December 2014	
5.5	Finalise and publish the LLR Adult procedures. Roll out training to accompany the procedures.	Procedures published. Training delivered.	Adult Procedures group	March 2015.	

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CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE
9th JUNE 2014

REPORT OF THE DIRECTOR OF CHILDREN AND FAMILY SERVICES

THE LEICESTER-SHIRE MUSIC EDUCATION HUB - FURTHER DEVELOPMENTS IN MUSIC EDUCATION

Purpose of Report

1. To inform the Committee with regards to :-
 - (a) National developments in music education. Leicester-Shire Schools Music Service, since August 2012, leads one of 123 new Music Education Hubs in the country, following a successful bid to the Arts Council England (ACE);
 - (b) The reshaping and refocusing of the Service to enable it to deliver its new roles, embed its new identity and move in a new direction in order to respond to a rapidly changing music educational landscape;
 - (c) The offer of a rich and varied tapestry of music education opportunities for the children and young people of the county and city, in response to the National Plan for Music Education.

Policy Framework

2. An independent review of Music Education in England for 5 -19 year olds was commissioned from Darren Henley by the Government in September 2010. The report, Music Education in England (the Henley Review), was published in February 2011. The Government response to the review was largely positive and led to the publishing of '**The Importance of Music – A National Plan for Music Education (NPME)**' in November 2011. Funding to support the delivery of the NPME is routed through ACE.
3. The NPME states that hubs must ensure that:
 - (a) every child has the opportunity to learn an instrument through whole class ensemble teaching (WCET) programmes in a whole class setting;
 - (b) there are clear progression routes;
 - (c) there are ensemble opportunities;
 - (d) there is a singing strategy.
4. The NPME defines three extension roles, which could have a traded element. There could be:
 - (a) access to large- scale events and professional musicians;

- (b) access to low cost instrument hire;
 - (c) CPD available for school based music teachers.
5. The NPME recognised that schools cannot be expected to do all that is required for music education on their own; therefore a music infrastructure that transcends schools is necessary. The NPME sets out a framework that builds on the work of local authority music services by developing an infrastructure through the newly created Music Education Hubs launched in August 2012.
 6. **The Leicester–Shire Music Education Hub (LMEH)**, led by Leicester–Shire Schools Music Service (LSMS) is working with over 40 local, regional and national partner organisations (see Appendix D) and 91% of county primary and 82% of county secondary schools. It continues to develop the ethos of partnership working which lies at the heart of hubs and involves the combining of resources, opportunities for leveraging additional funding through joint funding bids, and more joined up provision to ensure the best possible music education for children and young people in and outside of schools. The first round of ring-fenced funding, based on a national funding formula, is in place until March 2015 and is enabling the delivery of the NPME (2012 -2020), with a further bidding process to be announced shortly. The Business Plan for LMEH 2012 - 15 (see Appendix A) was produced for ACE on 1 August 2012 and has been updated annually.
 7. A substantial new role for Music Education Hubs was launched in November 2013, following the Ofsted Report: ‘Music in Schools – what hubs must do’. This report outlined concerns about the standard of music education in schools across the country, and as a result of this recent and two previous Ofsted reports, LSMS, as the lead organisation of the hub, is required to submit a draft **School Music Education Plan (SMEP)** by 1 April 2014 (Appendix B). This is initially for a two year period (2014 - 2016) to support the delivery of all music in schools, including the curriculum and at all key stages, to ensure that standards are raised. The previous Ofsted report, ‘Music in Schools: sound partnerships’ highlighted the benefits and pitfalls of partnership working in music education. In referring to the musical activities provided for by music services it states “at their best, music partnerships (and local authority music services in particular) play a considerable part in providing these opportunities and setting high standards”, but at the same time the report found that “the standard of music teaching in schools was far too often inadequate”.
 8. The creation of an independent ‘**Trust for Music and Culture in Leicester–Shire**’ is in process and due to be taken to the Cabinet in July 2014 for approval. The proposal outlines a trust that will run alongside LSMS, offering an independent trading arm. This would have the ability of generating income as gift aid from the ensembles and performances, to apply and bid for external sources of funding not available to local authorities and to also work outside of the parameters of ACE funded activities, in areas such as music and health, adult education and other cultural art forms.

Background

9. **Historical Funding:** Leicester-Shire Arts in Education, currently known as LSMS, was previously funded by the Standards Fund from 2000, together with additional local authority funding. This was followed by The Music Education Grant from April 2011 - August 2012, in addition to the remaining local authority subsidy which continued up until March 2012, plus fees charged to parents and schools. In 2010 - 2011,

Leicestershire County Council's funding contribution was £455,940 and Leicester City Council's was £98,000. In 2011-12 this reduced to £105,980 and £59,000 respectively. Since August 2012, the LMEH with LSMS, as the lead organisation, has been funded solely by the Department for Education (DfE) through ACE to deliver on the core roles with the NPME, and it continues to trade with schools and parents to support the extension roles (within the NPME) and additional opportunities for children and young people. The DfE grant to Leicestershire and Leicester City is £2.9m over the 3 year period from 2012-15. The Leicestershire allocation of the DfE funding amounts to £2,238, 495 – 66% of the total external grant funding received. The LMEH is accountable to ACE and funding is released quarterly on the provision of the appropriate papers and accounts.

10. **The National Plan for Music Education:** 'The Importance of Music' was released as a joint DfE/Department for Culture, Media and Sport (DCMS) publication in November 2011 setting out a new road map for music education from 2012 – 2020. Its main theme is that of equality; music education of high quality must be available to as many children as possible, it must not become the preserve of these children whose families can afford to pay for music tuition.
11. The paper proposed the creation of new **Music Education Hubs** to take forward the work of local authority music services so that "more children will experience a combination of classroom teaching, instrumental and vocal tuition, opportunities to play in ensembles and the chance to learn from professional musicians. Hubs will provide opportunities that reach beyond school boundaries and draw in the expertise of a range of education and arts partners. Funds for Music Education Hubs will be awarded following an open application process run by Arts Council England, which will focus on outcomes for pupils, partnership working and economies of scale ("The Importance of Music").
12. The four core roles of the NPME are to:
 - (i) Ensure every child aged 5 – 18 has the opportunity to learn a musical instrument (other than voice) through whole class ensemble teaching programmes for ideally a year (but for a minimum of a term);
 - (ii) Provide opportunities for children to play in ensembles and perform from an early stage;
 - (iii) Ensure that clear progression routes are available and affordable to young people;
 - (iv) Develop a singing strategy to ensure every pupil sings regularly and that choirs and other vocal ensembles are available in their area.
13. The three extension roles of the LMEH are:
 - (i) Offer CPD (Continuing Professional Development) to school staff, particularly in supporting schools to deliver music in the curriculum;
 - (ii) Provide an instrument loan service with discounts and free provision for those on low incomes;
 - (iii) Provide access to large scale and/or high quality music experiences for pupils, working with professional musicians and/or venues.
14. **Partnership Development:** By 17th February 2012, LSMS had co-ordinated the partner organisations and submitted the Arts Council application for Leicester and

Leicestershire in partnership with schools and a wide range of other music and arts organisations.

15. The 4 strategic partners are ACE National Portfolio Organisations that sit on the Executive Group of the LMEH. At the local level, Soft Touch Arts, at the regional level, Sinfonia VIVA and Darbar Arts Cultural Heritage Trust and, at the national level, The Philharmonia Orchestra.
16. Signed statements setting out their support for the Hub (in kind and in financial terms) were forwarded by 29 organisations to ACE as part of the bid supported by both County and City Councils and schools. There are now 43 partners engaging with the hub. Prior to 2012 there was just one partner engaged with LSMS.
17. **Redesigning Roles:** By September 2012, LSMS had reduced its infrastructure spending in order to fulfil its core roles within the resources available. This included a reduction to a smaller team from 58 FTE posts to its current position of 26 FTE posts, re-designing posts to focus on partnership working with schools and developing the whole class music teaching model and singing offer, staff taking on new flexible roles, the formation of a Hub Associate Teacher Scheme (currently 35 staff), quality assurance by the hub for continuation of small group and individual tuition by freelance/self employed tutors and 17 contracts for services for conductors of central ensembles.
18. Throughout 2012-14 staff have been appointed to specialist new roles - Music Leaders (10 FTE, to increase to 12FTE in 2014-15) to deliver the Whole Class Ensembles Teaching(WCET) Programme and continuation through Large Group Tuition; Area Music leaders (4FTE) to develop activities within distinct localities including Area Music Centres with schools and partners; a Singing Development Leader(1.0 FTE) to lead on the Singing Strategy; Strategy Development Managers (1.4FTE) for developing the core and extension roles within the NPME and partnership development; a Deputy Service Manager (0.8FTE) to lead on the Schools Music Education Plan(SMEP); and a Specialist Leader in Education – Music (0.6FTE) to support the SMEP and a Marketing and Communications Officer (0.4FTE). The current Service Manager was appointed in January 2012 to lead the way in shaping the service and to access funding as a music education hub.
19. **Governance:** The governance structure for the LMEH consists of a Board which includes an elected member from both County and City Councils, senior officers from each Council, Headteachers, parents and students as members of the Governing Group. This is supported by an Executive Group which consists of Head teachers, Heads of Music, and four strategic partners; representation from LSMS, the Bridge Organisation (The Mighty Creatives), a community arts organisation (Bullfrog Arts), an Area Centre and from the Associate Teachers.
20. **The School Music Education Plan (April 2014):** This requires LMEH to engage in 'challenging conversations' (Ofsted, 2013) with all of its schools in the county and city - a total of 415 schools - initially over a 2 year period. The Plan has been developed with a small group of Head teachers and Heads of Music, who sit on the governing and executive groups of LMEH together with a School Improvement Advisor. This Plan has been submitted to ACE (in May 2014) and is awaiting feedback. Its main purpose is to support schools in raising standards in music education.

21. **The LMEH Business Plan (2012 -15):** This details how partners will work together on the hub's core and extension roles. Within this, LSMS has a key role in delivering most of the initial first access, Whole Class Ensemble Teaching (WCET) programmes, currently engaging 78% of county schools and just over 5,000 pupils in the county. Information on those county schools involved in the initial first access programme, aimed at Year 4, can be found in Appendix E. There are currently a total of 9,175 pupils accessing music opportunities from LMEH in the county.
22. The plan also sees more local opportunities for children and young people to play together on a range of instruments and genres through the further development of beginner and intermediate ensembles, bands and orchestras in local areas through partnership with other organisations (e.g. Great Bowden Music Recital Trust), and schools, as well as through the further development of LSMS Area Music Centres in North West Leicestershire, the Melton area for 2014 -15 and through City Music Networks.
23. Pro-active strategies to engage children who do not participate in instrumental learning have been developed using partners (e.g. Soft Touch Arts, Pedestrian UK, Bullfrog Arts, SoundLincs) who have experience in working with children from disadvantaged communities and those with disability or health issues, Children in Care, Traveller, Roma and Gypsy groups and in Pupil Referral Units.
24. National partnerships such as with Yamaha UK have established three Yr 7 Class Band Projects delivered during curriculum time, at Castle Rock, Humphrey Perkins and Crownhill Schools. Special Schools, such as Ashmount Primary, are engaging in a project with regional partner Sinfonia ViVa and specialist support and CPD has been offered to all special schools from externally funded expert providers. The number of special schools and PRUs engaged with the LMEH is currently 13 and one autism unit compared to only one pre 2012. A new national partnership with the BBC has been accepted as a Champion hub to roll out its '10 pieces' initiative with schools.
25. Clear progression routes leading to central, high-level ensembles in a range of genres are being further developed with local partners through Area Centres and networks, including a gospel choir with Kaine and an Indian music ensemble with Darbar Arts. There are currently 30 LSMS/LMEH central and area ensembles, a further 21 in partnership with other providers and 462 school ensembles.
26. Local and central performances are a platform for celebrating and promoting the work of the Hub. These engage thousands of children and young people offering greater diversity and access to professional musicians with partners such as East Midlands Jazz, Orchestras Live, Kagamusha Taiko (Japanese drumming), The Philharmonia Orchestra, Sinfonia ViVa and Darbar Arts.
27. Collaboration extends to specific projects with a broader range of partners and schools, with the ability to leverage additional funding, such as with Orchestras Live, NW Leicestershire District Council, The National Forest, Sinfonia ViVa, impacting on an identified cultural 'cold spot'. Collaboration also supports increasing diversity through new jazz partnerships with The Y Theatre, The Sparks Festival, East Midlands Jazz and De Montfort University.
28. Engagement from schools in the core roles of the NPME stands at 91% of primary schools and 82% of secondary schools. This compares to 65% engagement with

schools pre 2012 when delivery was predominantly through individual and small group tuition, with some Whole Class Ensemble Teaching.

Resource Implications

29. The LMEH is funded externally by the DfE, totalling £2.9m over 3 years for the City and the County (up to March 2015), accessed from ACE to fund the core roles delivered through LSMS with its partners. The Leicestershire allocation of the DfE funding amounts to £2,238,495, which is 66% of the total external funding received. The LMEH also needs to draw in resources from schools, parents and other organisations. This amounts to £544,000 in 2013 – 2014, forecasted to be £673,000 for 2014 -15 and £768,000 for 2015 -16 from both City and County sources.
30. The announcement in May 2014 has confirmed no bidding process for the period 2015-16 and funding for this period has yet to be confirmed. Future funding will be announced after the next general election for the period 2016 onwards.
31. To plan for any decrease in DfE funding and the coming to an end of the County and City Council's subsidy, thereby mitigating this risk, an 'Income Generation Plan' for the period 2014 -2016 (Appendix C) has been drawn up that will work to ensure that the LMEH can continue to sustain its activities in light of a reduction in future government funding from the next funding period of April 2015 onwards.
32. If income generation does not increase at projected levels the following actions would be taken:-
 - (i) Initially ,costs would be reduced through cutting activities that are not funded by ACE, for example, regarding transport for pupils to ensembles;
 - (ii) Appointments will only be made based on demand through trading;
 - (iii) 3 FTE ACE funded posts are on hold and are acting as a contingency and can be redirected to instrument purchase and CPD as required (classed as front line delivery) releasing funding from these budget lines;
 - (iv) Utilising resources allocated within the budget to invest in areas where there is more likelihood of an increase in revenue, without impacting on the budget.
33. If all these measures fail and traded packages to schools do not realise their predicted growth pattern, and staff are therefore not working their full contractual hours as a result of this, there could be a case for redundancy as posts are wholly funded by ACE and /or traded income. In light of current trends for trading this would be considered as low risk. Leicestershire County Council carries all liabilities for redundancy.
34. A review of the business including reviewing its practices, processes and identifying potential areas for commercial development and trading is being carried out, working alongside a Business Advisor, to support the vision of the current Service Manager for future financial sustainability.
35. The Director of Corporate Resources has been consulted on the contents of this report.

Equal Opportunity Implications

36. The changes since September 2012 and the advent of the LMEH have had a positive effect on equality, as all children in a Year 4 class have the opportunity, free of charge

(to the pupil), to participate in a minimum of one term's instrumental learning in a Whole Class Ensemble Teaching (WCET) setting, as stated in the NPME. For the 2013 -14 academic year this represents 77% of county schools engaging in a one year project and 1% in a one term project, therefore a total of just over 5,000 pupils. It also offers the opportunity for them to participate in subsidised continuation supported by free instrument hire for a further year and ensemble provision with fee remission. The current focus is on the 22% of county primary schools not engaging in the WCET programme outlined in the NPME, and these are largely located in the North East of the county (Loughborough and Melton area) and within the South West (Oadby and Lutterworth).

37. For children on free school meals the fee remission scheme ensures they can participate in continuation through large group tuition and ensembles that are affordable and accessible, if they wish. Children in Care (CiC) are largely supported through the Pupil Premium with free instrumental hire from LMEH for continuation following the WCET period. CiC in the county accessing instrumental learning and ensembles during 2013 -14 is 15% of the total CiC within the county. Subsidised instrument hire remains at £6000 for children accessing free school meals.
38. The development of area music centres and city networks offers more localised provision and greater access for all children and young people. The increase in ensembles has grown from 19 in 2011-12 (pre the LMEH) to 38 in 2014-15, with further growth in 2014-15 with expansion into Coalville (North West) and Melton Mowbray (North East) of the County.
39. Strategies that focus and target funding to Children in Challenging Circumstances, those children from deprived communities, with health or disability issues, Traveller, Roma and Gypsy communities, as well as CiC, are central to the work of the LMEH and are planned over the current 3 year funding period. Partners such as Soft Touch Arts, Pedestrian Ltd, Bullfrog Arts are enabled through the hub to offer specifically tailored projects to meet the needs of these children and young people. £200,000 and 7% of ACE funding is targeted towards this group of children and young people. Joint bids to Youth Music with BullFrog Arts and SoundLincs have enhanced this offer.

Circulation under Local Issues Alert Procedure

None

Background Papers

The Henley Report into Music Education (February 2011)

'The Importance of Music' – A National Plan for Music Education (DfE/DCMS November 2011)

Music in Schools: Sound Partnerships (Ofsted, October 2012)

Music in Schools – What Hubs Must Do, the challenging conversation with schools (Ofsted Nov 2013)

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List of Appendices

- Appendix A - The LMEH Business Plan (September 2012 -March 2015)
- Appendix B - The LMEH Schools Music Education Plan - Draft (April 2014 – 16)
- Appendix C - The LMEH Income Generation Plan (2014 -16).
- Appendix D - The LMEH List of Partners (2014-2015)
- Appendix E - List of County Primary Schools engaging in the Whole Class Ensemble Teaching Programme(Core Role 1 in the NPME)



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Leicester-Shire Music Education Hub

Business Plan

2012- 2015

August 2012 –April 2015 DfE funded , monitored by ACE

www.leicestershiremusic.org

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1. Executive Summary

The Leicester-Shire Music Education Hub will deliver the National Plan for Music to all young people throughout Leicester and Leicestershire. The Hub will also act as an advocate for music education, encouraging participation in music and providing innovations in delivery locally to improve music making for and by children and young people.

The Leicester-Shire Music Education Hub is a partnership of over 30 organisations as well as all schools, both Local Authorities and the Leicester-Shire Schools Music Service. National and regional partners include The Philharmonia Orchestra, The Darbar Arts Culture and Heritage Trust, Sinfonia ViVA and Soft Touch Arts Ltd. Other partners range from charitable trusts, community arts organisations, small businesses, national providers of music equipment and technology, colleges and choral groups.

Just some of our key goals for children across Leicester and Leicestershire over the next three years include:

- Ensuring that all children have a chance to learn to play a musical instrument during class tuition in their primary schools
- Ensuring that all young people are able to continue to learn and take part in performances and ensembles
- Ensuring that all children learn to sing and take part in concerts and shows
- Enabling full access to musical progression routes right up to KS5
- Developing an innovative network of Area Centres and satellite provision
- Supporting a range of community and family musical activities through a large networked group of professional and voluntary Delivery Partners
- Increasing the range of genres of music for young people to be involved in to include Asian, African, digital approaches, rock and pop and world music (and more, determined by demand)

The Hub has a clear structure of leadership, accountability and participative approaches, including:

- A Governing Body
- An Executive Group
- A professionally well regarded team at the Leicester-Shire Schools Music Service
- Working and Reference Groups with a range of school, professional and voluntary representatives to develop detailed strategies for all specialist areas being covered by Hub Activities

2. Mission, Aims and Objectives

The Leicester-Shire Music Education Hub is an innovative and enterprising body with a Vision to inspire and lead all children and young people towards exciting, rewarding, varied high quality and progressive musical experiences, individually and with others, that embrace and celebrate the broad and diverse cultures of the region.

We have an ambitious Vision to successfully deliver the National Plan for Music to all young people throughout Leicester and Leicestershire, allowing all young people to participate fully in quality music-making activity, that is delivered in new and innovative ways.

We will realise this Vision by:

- Building on existing strengths
- Working in Area Centres and Localities and engaging with all communities
- Creating strong relationships with each partner and with parents, children and young people
- Ensuring maximum participation by children and young people in Hub and associated activities

- Responding to need and generating new ideas, approaches and activities
- Providing, commissioning and ensuring high quality musical learning and activities are available and well publicised to schools, families and communities

3. Structure and Roles

The Hub is made of a number of parts, each with its own specific range of tasks, responsibilities and interests, which link with each other to make the whole more effective than the sum of its parts. In this section, the structure is outlined and the details of each component part will be explained. The structure of the Hub is shown in Appendix 1.

3.1 Strategic Hub Partners

Led by the Leicester-Shire Schools Music Service, the Strategic Hub Partners are the local and national institutions that have a key role in designing, delivering and monitoring our music education objectives and working with young people. The Hub's Strategic Partners will bring additional experience of music education, change and strategic planning and effective targeting of resources. Currently the partners, all of whom are national portfolio organisations, are:

- Darbar Arts Culture & Heritage Trust: specialists in Indian Classical Music, reflecting the cultural diversity of our city.
- Philharmonia Orchestra: with a residency in Leicester, The Philharmonia has more than 15 years' experience in running an extensive and diverse programme of musical activity in collaboration with schools, colleges, local authorities and other arts organisations, providing repertoire focused workshops, rehearsal visits and performances. The Philharmonia education department provides a diverse range of activity including instrumental coaching, creative composition and repertoire-based learning.
- Sinfonia ViVA: a participant in one of the five Department for Education Music Partnership Projects
- Soft Touch Arts Ltd: highly experienced in working with vulnerable groups of young people, such as those with emotional, behavioural and social issues and have substantial expertise in working in partnership with local agencies and schools to deliver music education. For example, Soft Touch have run seven developmental music projects since 1999 with a current programme engaging 'hard to reach' and excluded young people in street-based music work in Beaumont Leys. Soft-Touch also have extensive experience of strategic planning around key target groups such as the Gypsy and Traveller Community and young offenders.

Key responsibilities for Hub delivery can be seen in the Appended document ('A User's Guide to Leicester-Shire Music Hub').

These Strategic Hub Partners above will work together to manage the day-to-day activities through an Executive Group (see section 6).

3.2 Leicester-Shire Schools Music Service

As the Hub's Lead Partner, the Leicester-Shire Schools Music Service (LSMS) will provide the organisational back up to the Hub to ensure that activities are well-coordinated and managed. This work will include:

- Business and financial support – working closely with Area Centres and satellites
- Support for needs analysis, auditing and collecting data
- Support to organise timetables of events and activities

- Support for Ensemble development
- Oversight and development of monitoring and evaluation/quality control
- Commissioning, planning and delivering activities
- Supporting Continuing Professional Development activities
- Ensuring progression routes are available and communicated to young people

The LSMS has a strong history and experience of leading and delivering music education opportunities for young people. The service has delivered core experiences for young people aged 5-19, through a wider opportunities policy aimed at engaging key target groups (for example, through whole class teaching to engage *all* young people) and through the wide ranging development of ensemble activities for all children and young people within both local authorities.

3.3 Transition

Prior to the Hub launch, the Lead Partner, LSMS had completed a significant restructuring exercise to reduce its operating and delivery costs, which included:

- moving premises to a smaller base saving £110,000 p.a.
- reduced administrative support costs by a reduction from 8.6 FTE to 5 FTE,
- reduced the number of music teachers by 24 FTE with those remaining in the Service transferred to local government terms & conditions to enable opportunities for Children & Young People outside of school hours, to reduce salary costs and to improve flexibility of working patterns.

The actions above are a pre-requisite to establishing the Hub in its intended form. This restructure provided a springboard for outlining the operational plans linked to the business plan, including a careful analysis of the tasks to be carried out and production of a critical activities plan for delivery of the Hub and all its relationships, during the period September to December 2012. These actions are detailed in Appendix 2.

3.4 Delivery Partners

Delivery Partners are local organisations who will carry out Hub tasks and support music making in a range of ways in the area. There are currently 21 Delivery Partners, but it is anticipated that more will join the Hub or will wish to be associated with it. These Partners will be available as a Directory at the LSMS and are listed on the website.

Amongst these, the following will have key roles in delivery:

<i>Delivery partners</i>	<i>Responsible for:</i>
Area centres	See 3.5 below
2Funky Arts Ltd	Singing (core role); soulful, hip hop, indie, pop and urban
Bullfrog Arts	Singing (core role). As a result of a successful Youth Music bid with Looked After Children and foster carers
Gigajam	Specialists in Rock & Pop music targeted at continuation from KS3 through on-line learning
Talking Rhythms	Specialist provider of African Drumming, Djembe and Dhol Drumming as part of a workshop menu for schools
Pedestrian Ltd	Music workshops with hard to reach groups offering music technology and Dj-ing

3.5 Area centres

As at March 2014 new approaches are seen in the structure of Area Centres or now, more commonly, 'Networks', with the Hub catalysing and supporting groups of schools in network groups, rather than leading individual Centres.

The Area Centres at Limehurst High School and Lutterworth College are no longer in place as strategic approach has meant the development of new networks in NW Leicestershire; Newcroft and Melton Mowbray in the NW, Greenfield School in the South and two in the City: East City and West City. A new Appended Document 3 shows how these new Networks are working.

Area Centres are considered to be critical to ensuring outreach of the Hub to all young people. Currently, the Area Centres are located at New College in Leicester City, Stonehill High School, Birstall (NE Leicestershire), John Cleveland College, Hinckley (SW Leicestershire) and Guthlaxton College in Wigston (SE Leicestershire)

An Area Music Leader, who will work closely with the Headteacher and Music Staff in the Centre and other schools in the area will coordinate each Area Centre, through the LSMS. The Area Centre will be a mutual partnership cementing relationships with Hub members/staff and local school staff and organisations, children and young people and communities for the benefit of learning and taking part in all forms of music activity, including those identified in the National Plan for Music Education. A team of Hub staff will work with the Centre to build strong relationships with children, young people and families over time to enable high quality progression.

Centres will be responsive to the needs of children, young people, their families and other community members regarding participation in the National Music Plan for Music Education and other relevant musical and cultural activities. Centres will be a base for both centre and outreach opportunities including initial access programmes, ensembles, performances (including instrumental and/or singing), progression classes, music CPD, instrumental loans and visiting artist performances. Some Centres will run programmes from satellite centres in schools further afield to ensure full geographic reach across the two Local Authorities.

A Service Level Agreement between the Centre and the Hub will clarify the contributions from the Centre and the Hub, including all schools in the Area (see Appendix 3). For instance, the Centre may provide facilities for activities after school and at weekends, storage for instruments, and payment for some of the tuition provided (though this may be through contributions from parents). Area Centres will encourage young people who may not be able to afford activity costs to access opportunities through a fee remission system agreed with the Hub.

The position of Area Centres in the delivery of core and extension roles is described in section 4.

3.6 and 3.7 Working Groups and Reference Groups

These groups have the task of overseeing specific hub activities or representing key organisations to support music making within the Hub.

The distinction between these groups has become blurred, with some being time limited until a task is completed and others working continuously. Other areas of work have been tackled by LSMS Strategy Group. In all cases regular reports go to the Executive to see what actions and policies are required.

Working/Reference Groups include Diversity and Equality, First Access Programmes, Singing Strategy, Area Centres and Ensembles, Secondary School Heads of Music, Business & Finance, Associate Teachers .

More detail regarding the remit and composition of the Reference Groups is given in the Appended document ('A User's Guide to Leicester-Shire Music Hub')

3.7 Supporting Organisations

The Hub's Supporting Organisations will include The Mighty Creatives (our regional Bridge Organisation), Associate Delivery Partners (who will work with the Hub through a Memorandum of Understanding) and Associate Teachers. Initial discussions have taken place with The Mighty Creatives regarding their input and further explorations will take place next term. Currently, the sharing of information regarding arts activities between the Hub and The Mighty Creatives takes place. Associate Delivery Partners will support the Initial Access Programmes, particularly for hard- to- reach children and young people, run activities at Area Centres, support progression activities and, with their range of specialisms, will broaden the spectrum of genres available. The Associate Teacher Scheme will provide staff who will teach individual, small and large group lessons in schools and Area Centres, to enable instrumental and vocal progression.

4. Service Delivery

The Hub will develop children's musical experiences through a rich and diverse provision of musical genres, approaches and ensemble opportunities as follows:

- Providing a breadth of ensemble opportunities in western classical music
- Expanding partnerships with a range of organisations, to ensure that a variety of genres are offered (see Delivery Partners above)
- Providing substantial opportunities in modern genres, such as rock and pop, through the creation of multiple contemporary ensembles made up of pupils of a mixture of ages, standards and social backgrounds through the Hub's Rock and Pop Centre. This work will target pupils in KS3, 4 and 5 in all secondary schools culminating in an annual Summer Rock school festival.
- Providing a range of opportunities especially in South Asian, African and Caribbean Music that will reflect the cultural diversity of Leicester
- Working closely with Hub partners that offer specialisms in Music Technology

4.1 Needs Analysis

An initial Needs Analysis exercise has been undertaken with a sample of schools, including:

- A City working class large ethnic minority city secondary with three of its feeder primaries.
- A very mixed ethnicity City secondary school.
- A City secondary with a larger range of economic backgrounds, but primarily with a high ethnic mix with its feeder primaries.
- A County mixed economic background mainly white secondary school with its feeder primaries and high schools.
- A County primarily white rural secondary school.

This led to conclusions that a greater proportion of white and black Children and Young People (rather than Asian) access current music activities which, in many places, have a greater focus on the western tradition. However, a significant minority of Asian and black Children and Young people access musical activities out of school in clubs, temples and with other religious groups. Girls are disproportionately represented, compared with boys, especially in choirs and singing, except in the areas of music technology and rock and pop, where slightly more boys are involved. Disabled/SEN/Looked after children participate in proportion to their numbers in the population, compared with others. Even in the small sample considered here, there was only one school that broke the trend and had equal numbers of boys and girls engaged. The 'new' needs analysis, detailed later, will engage all Area Centres and schools and will provide a greater level of depth in terms of the assessment of need.

Additional development requirements from schools are indicated below:

1. Continue with the lessons and ensembles based on western tradition, but raise standards and support for young people
2. Provide better opportunities for young people with special needs (particularly those with behaviour problems)
3. Increase the opportunities for percussion steel pans and Indian genres
4. Increase access to rock schools
5. Increase provision for and access to music technology
6. Link schools and out of school activities more closely together
7. Enable more cross-school working in order to run choirs and ensembles

These initial conclusions have been taken into account in the various sections of the core activities of this plan. The Area Centre Strategy and the involvement of many more Community Music Organisations, including those with a non-western approach will enable progress to be made on points 2-7 above.

The Executive Group will undertake a complete needs analysis across the entire local area in the first year by:

- Setting up a number of working groups, such as SEN and Inclusion and Diversity to clearly analyse needs in key areas.
- Undertaking a detailed annual mapping exercise, include surveys of parents, teachers and arts organisations, to audit existing local provision and identify areas where delivery is lacking.
- Working across both local authorities to build and demonstrate a clear understanding of demographic make-up and needs that can be met through music education.
- Undertaking an in-depth survey of all school provision, through School Heads of Music and Music Co-ordinators to identify existing school provision, informal school activity and levels of instrumental and vocal tuition.
- Undertaking an examination of key hard-to-reach groups, such as Looked After Children, Pupils with SEN, those with disabilities and those from an ethnic minority background, to effectively tailor Hub activity to meet the specific needs of these groups.

Analysis of the results will be undertaken by both the Executive Group and Governing Group and will inform the production of a detailed three-year plan for music education for the Hub. An annual audit will take place to ensure that this plan remains relevant and supports the Hub to meet its intended outcomes.

Update March 2014

Since our first sampling process and feedback from schools, the Hub has used a range of approaches to collecting data and identifying needs.

- An IT approach through which produced a 20% response from schools (not atypical for this type of survey), detailed, but insufficiently representative of some school types.
- Through meetings in areas held by Area Music Leaders. Often in these meetings, Music Coordinators represented views of other colleagues and detailed information has been obtained, particularly from the geographically smaller city area. However, many small rural schools and county secondaries were under represented.
- Through LSMS staff contacting individual schools.
- Through visits by Area Music Leaders to individual schools.
- The latter two approaches have resulted in more data, greater coverage but are time consuming.
- Further methods are being trialled using simple electronic surveys now the Hub website is fully working. Analyses and needs are reported to LSMS Strategy Group, Executive and Governors, resulting in agreed activities as required.

4.2 Local Context

In addition to the needs analysis undertaken above, a number of local contextual factors regarding the socio economic background of pupils within schools has been taken into account when planning the activities of the hub (for example, increasing the accessibility of Asian and ethnic music due to a significant number of pupils from Asian backgrounds). According to the 2011 Census:

- There are 390 state funded schools across the two local authorities (including 305 primaries, 3 PRUs and 71 secondaries, the remainder being special schools with 1 nursery), together with an additional 44 independent schools;
- There are 140,768 children and young people within the local authority areas attending school (both at primary and secondary level). 76,989 of these children currently attend primary schools;
- 14.2% of all pupils are eligible to receive free school meals (19,921);
- 18.3% of all pupils have special educational needs (27,430);
- 30.7% of all pupils within the two local authorities are of a minority ethnic background (with 18.2% of pupils from an Asian background). 68.4% of pupils are of a White British background (with 3.3% of pupils of white ethnic origin such as Irish, Gypsy/Roma or Traveller of Irish Heritage)

4.3 Service Delivery

Primary, special and secondary Headteachers will play a crucial role in both the Governing and Executive groups, ensuring that they are at the heart of strategic delivery. The Hub will be managed by four Area Music Leaders and a Strategy Development Manager, employed by LSMS to oversee the delivery of the core and extension roles to schools and to ensure activity is tailored towards local needs. Key activities include:

- Development of a communications strategy to ensure that schools are aware of changes taking place for music education delivery and the availability of new opportunities through a combination of regular website updates, e-newsletters and social networking.
- A Primary School Headteacher Steering Group contributing to the delivery of initial access programmes and securing on-going progression routes.
- Meeting directly with all Headteachers through termly meetings organised by the Hub to ensure a clear understanding of new opportunities for schools to engage.
- Focus group meetings taking place on a termly basis within primary and secondary schools to ensure that the Hub can adapt activities in line with local needs.
- Ensuring that all Hub strategic and delivery partners are communicating clear, accurate and agreed information to schools surrounding the activities of the Hub.
- Engagement with 100% of primary and special schools (317) through the whole class ensemble programme at KS2.
- Ensuring that progression opportunities are available in all secondary schools through the Associate Teachers Scheme of self-employed tutors, who will be monitored by the Hub working party and will engage with 100% of secondary schools (70).

4.4 Core roles

4.4.1 First Access – ‘Whole Class Ensemble Teaching’ (WCET)

The Hub has developed a significant first-access programme at Key Stage 2, to ensure 100% of children (c.10,493) have the chance to undertake whole class ensemble activity. This will be managed through Area Centres and Networks which will co-ordinate the delivery of the programme at a local level and ensure that the programme meets the needs of every pupil and school. The Hub will deliver this programme by:

- Developing a traded programme available and affordable for all 317 schools within the two local authorities and encompassing 437 Year 4 classes with activities made available free to all children.
- Offering a flexible programme that combines whole year projects (33%); two term projects (33%) and one term projects (33%) in year 1 to ensure that the programme is accessible and responds to the needs of pupils and all schools (including smaller schools and special schools). The programme will offer a range of instruments including steel pans, tabla and traditional instrument groups. This will increase to 60% of 12 month projects and 40%, of one or two term projects in year 2 as indicated below.
- Rolling out the programme through vertically organized mixed age classes, which will reach:
 - 100% (229) of County schools involving 304 NCY4 classes and 6,843 of pupils. The proposal to head teachers will be that 60% of schools will be in receipt of a 12 month whole class ensemble teaching programme and 40% will be involved in a one or two term project
 - 100% (88) of City schools involving 133 NCY4 classes and 3,650 of pupils. The proposal to head teachers will be that 60 % of schools will be in receipt of a 12 month whole class ensemble teaching programme and 20% will be involved in a one term project
- Developing a specific participation project for 13 special schools and 3 Pupil Referral Units to maximise the accessibility of the programme. This will include:
 - Individual meetings with heads of schools and units by October 2012
 - Identifying the skills required to achieve delivery of the programme by November 2012
 - Commissioning partners, as appropriate, to undertake delivery within schools by January 2013 - March 2013 for 3 Pupil Referral Units and 13 Special Schools.
- Working with the established steering group of primary head teachers to advise, support and promote the programme to all schools within the local authority. This will be backed up by appropriate and accessible marketing and communications material to ensure maximum engagement.
- Working through the six Area Centres to promote the programme within schools in the locality and provide on-going support to maximise effective delivery.
- Ensuring all classroom teachers engaged within the programme are fully involved in delivery by participating and through planning weeks and assessment processes from September 2012.
- Developing and utilising innovative methods of delivery, resources and materials that address children with specific learning difficulties such as dyslexia and allow them to fully engage with the programme. For example, there will be an emphasis on aural memory, psycho-motor skills and muscular memory as primary routes to learning. This will ensure every child aged 5-18 has the opportunity to learn a musical instrument.
- Offering a school performance in December, a cluster schools performance in March and a medium - large scale event opportunity (such as the De Montfort Hall) for all pupils each year.

The objectives, milestones and KPIs for First Access delivery are shown in Appendix 5.

In addition to specific delivery of the programme, the Hub will review and revise the management and allocation of instrument stock to ensure that every child within the first access programme has access to appropriate instruments and can participate within the programme on a regular basis. This will include the opportunity to change instruments at the end of the first year/term, with 'new' instrument lessons in Area Centres.

4.4.2 Progression

The Hub will provide a range of affordable progression routes for all children and young people:

- A large group tuition programme, both in and out of school hours, ensuring progression for all pupils from the initial first access programme at KS2. Free instruments will be provided to all pupils engaged in

the programme and those pupils accessing free school meals will gain free access to all out of school activities. It is envisaged that this programme will reach 6,000 children and young people annually.

- Liaison with the associate scheme of teachers, to deliver clear progression routes for those at KS3, KS4 and post 16. Activities will include:
 - Brass Bands, Village Amateur Shows and Musical Groups for KS3 pupils.
 - Evening and weekend groups and sectional, instrumental and singing workshops run through Area Centres.
 - Tailored activities, such as ensembles, individual and paired tuition, orchestras, bands and choirs for pupils at KS4 and 5, run through both schools and Area Centres.
 - Festivals and competitions (at both individual and group levels) including the Battle of the Bands run annually at the O2 Academy available for all children and young people at KS3 and above.
- Ensuring all children and young people are signposted to additional activities with partner organisations, such as the Great Bowden Music Society, local Choral societies and rock groups.
- A fast-track for c.1500 talented children and young people through Area Groups to access additional opportunities with partner organisations. In order to facilitate this the Hub will:
 - Work with the Philharmonia Orchestra to participate in concerts at De Montfort Hall. e.g. Leicestershire Schools' Symphony Orchestra rehearsing (including sectionals) and performing with the Philharmonia.
 - Work with Sinfonia ViVA to provide access to workshops and masterclasses for talented children and young people. These will take place in Area Centres.
 - Engage with the National Children's Orchestra and the National Youth Orchestra to support exceptionally talented young people to progress to a national level. The Hub will encourage particularly gifted and talented young people to apply and audition.
- Specific activities for those with SEN, minority groups and vulnerable young people. These include:
 - Working with Darbar Arts Culture Heritage Trust to deliver progression routes for those from an Asian ethnic background through their festival and concert programme and shaping a first access programme during the Autumn Term 2013.
 - Working with Soft Touch Arts to provide progression routes for those with SEN including those with mental health issues, the gypsies and traveller community, and those with emotional, behavioural and social difficulties.
- In addition, all hard-to-reach pupils will be accepted openly into all activity run through Area Centres. These will engage with teachers and youth workers specifically trained to work with vulnerable young people to help deliver activity.

The objectives, milestones and KPIs for Progression delivery are shown on Appendix 6.

4.4.3 Ensembles

The Hub will deliver a coherent programme of ensemble activity through schools, Area Centres, and performance opportunities as follows:

School-based ensembles:

- Crown Hills School will offer peripatetic lessons in 13 different instruments each week.

- Guthlaxton College (a specialist arts college) is a long-standing rehearsal venue for LSMS ensembles and will provide rehearsal and concert facilities for Hub youth ensembles on weekends and evenings.
- John Cleveland School will offer an Orchestra, Big Band, Flute Choir, & Clarinet Choir for students aged 14-19 in the Hinckley & Bosworth area.
- The Shepshed Family of Schools will prepare at least 10 students annually for senior ensemble performances, in ensembles such as The Shepshed High School Choir, St. Botolph's School Choir and Shepshed High School Wind Band.
- The Birstall Centre will support a range of wind bands, at different ability levels, together with advanced tuition covering a wider geographical area.

Area centres will facilitate the following activities:

- Weekly music ensembles will engage over 200 Key Stage 2, 3 & 4 pupils.
- Junior ensembles for those at NQF level B-2, intermediate for those at level 1-2, and senior for those 2 and above, including string, brass, percussion ensembles, big bands and flute and youth choirs.
- Saturday activity to ensure maximum engagement for young people at NQF levels 1-2, to include a training orchestra and training band.
- Saturday activity for those at NQF 3-4, which will include access to Leicester-Shire Schools Symphony Orchestra and the Leicester-Shire Schools Concert Orchestra.

Through a range of delivery partners the Hub will:

- Offer a more diverse range of ensemble activities to pupils at NQF level B-1 in Indian Music, African Drumming, Steel Pans, Recorder and Music Technology. This will be provided through the diverse activities of the Delivery Partners and Darbar Arts.
- Build on partnerships with the Afro-Caribbean Centre to develop first access Steel Pan ensembles to reach significant numbers of pupils from an Afro-Caribbean background (10.6%, 5044 pupils).

The objectives, milestones and KPIs for Ensemble delivery are shown on Appendix 7.

4.4.4 Singing

The Hub has identified key local, regional and national partners to ensure that:

- Singing will take place in every school.
- There will be accessible continuation pathways.
- Vulnerable children and young people will be offered specialist support.

This will build on the foundations of LSMS's current signing strategy which envisions:

- Supporting all primary schools to incorporate singing into every school by working with non-specialist teachers to increase their confidence and skills in teaching young people to sing.
- The delivery of collaborative choral projects for development groups and families of schools, bringing together large-scale massed choirs.
- Providing pathways for children and young people who want to sing outside of school through junior and youth choirs.

Hub partners will offer schools a menu of singing opportunities in a range of genres to support them to deliver singing in every school. These partners will include:

- 2Funky Arts Ltd to deliver singing workshops in genres such as Hip-Hop, Soul, Indie, Pop and Urban. Children and young people will have the opportunity to work on skills including lyric writing, MCing, group and lead vocals and use of digital music.
- Darbar Arts Culture Heritage Trust to deliver an Indian classical singing project to enable children and young people to appreciate that Indian classical vocal is the bedrock of Indian popular, religious and folk music. Through step-by-step learning using proven teaching methods and pathways children and young people will develop skills to help lead healthy creative lives and raise cultural understanding.
- Kaine Management to deliver a one-year programme of gospel singing and song writing workshops to children and young people.
- DioSing to deliver a four-year project ensuring cathedral singing is accessible to the wider diocese. Through building partnerships between the cathedral, parish churches and schools, cluster groups of 10 schools will work with a vocal specialist for an hour a week in school time.

Additional activities will include:

- A partnership with national organisation Sing Up, to enable schools within the Hub to have the opportunity to access all Sing Up resources including website, downloaded songs and unlimited video tutorials and webinars.
- The Hub will deliver a three year programme for development groups of schools designed to build capacity by increasing confidence in leading singing by non-specialist teaching staff. The programme includes staff training sessions, modelling through school singing days, team-teaching for collaborative choral projects and inspirational large scale centralised singing events.

There will also be the following accessible continuation pathways:

- In localities where another Hub partner isn't already running a choir, The Hub will work to set up choirs at Area Music Centres or Network Centres. Gifted and talented pupils who attend Area Music Centre or Network Centre choirs will be identified by set criteria drawn up in partnership with South West Music School and invited to central weekends or holiday courses culminating in performance opportunities.
- Work with additional partners will deliver continuation activity including:
 - The Great Bowden Recital Trust to deliver a youth choir for young people aged 8-18 yrs with grants for vocal young musicians who are financially struggling.
 - Guthlaxton College to deliver a collaborative school projects feeding into an extra-curricular choir. Additional opportunities for singers with Leicester Philharmonic Choir, Phoenix Youth Chorale
 - John Cleveland College to deliver choir, music theatre production and a collaborative project involving singing pop songs with the Rock school pupils
 - Humphrey Perkins to run an International Voices Programme in partnership with the Bulgarian School of Music in Sofia.

The objectives, milestones and KPIs for singing delivery are shown on Appendix 8.

Update March 2014

Following the appointment of a Singing Development Leader and her initial research, a more focused Singing Development Plan has been produced. Progress on this and future activities are attached in the Review of Activities 2013/14 Appendix 4.

4.5 Extension roles

4.5.1 Continuing Professional Development (CPD)

To deliver CPD opportunities, the Hub will:

- Conduct an audit of teacher training requirements to ensure CPD delivery is tailored to needs. Existing experiences of delivering teacher training has identified three areas of support that are likely to arise:
 - Support for non-specialist teachers in KS1 & 2
 - Networking and support for isolated KS3 & KS4 music teachers
 - Support for teachers delivering music with children with Special Educational Needs

CPD will be planned to address these and any additional needs through:

- Maintaining well-established training events that are popular with schools, which are happy to co-fund them.
- Developing a CPD menu for school based music education professionals delivered by Hub partners to support a range of CPD e.g. Music Technology
- Providing Musical Futures training through the Musical Futures champion school – Rawlings Community College – who will offer regular CPD opportunities to teachers (primary and secondary).
- Offering professional development opportunities through Charanga for ICT at KS2 and ABRSM Music Medals for Wider Opportunities and progression

The objectives, milestones and KPIs for CPD delivery are shown on Appendix 9.

4.5.2 Instrument hire

The Hub will offer an instrument Hire Service that will be administered by LSMS (see the Appended document 'Instrument Hire Business Plan'):

- Utilising LSMS's existing stock of over 6,000 instruments ranged from tuned percussion, strings, tabla, woodwind, steel pans and brass suitable from beginners to advanced pupils. Of the numbers loaned - 46% are on loan to pupils and 54% are loaned to schools.
- Providing instruments free of charge to enable continuation of music lessons through large group tuition in the year following the initial access programme.
- Publicising the availability of the instrument hire service, as part of the marketing and communications strategy, to offer an affordable hire scheme with a remissions policy to enable those pupils in receipt of free school meals to receive a free loan.
- Generating revenue, through the development of the instrument hire service, to create a maintenance programme to ensure that instruments are available for the initial access and continuation programmes.
- Providing instruments free of charge for looked after children, to also provide accessories (i.e. reed and associated resources). A budget has been included for these resources, proportionate to the number of Looked after Children in the City and County.

4.5.3 Concerts and Performances

Access will be provided to large scale, and or high quality musical experiences for pupils, working with professional musicians and/or venues. In order to facilitate access to professional musicians and venues the Hub will:

- Provide opportunities for all groups and ensembles at every level to participate in large-scale quality performances at prestigious venues such as De Montfort Hall, the Curve Theatre and Bedworth Civic Hall. Specific examples include:
 - Joint performances involving different genres of music (including endangered species instruments, world music groups, rock and pop) groups showcasing their work to different groups of children.
 - Intermediate and advanced level ensembles participating in National Competitions and working with professional organisations from within the Hub and beyond.

- Area performances involving families of schools.
- Annual national and international Ensemble Performances;
 - Leicester-Shire Symphony Orchestra residential tour to Europe
 - Leicester-Shire Schools Wind Orchestra residential tour to Europe
 - Participation in National Competitions and Festivals including Music for Youth, National Concert Band Festival.
- Provide Fusion projects involving orchestral instrumentalists and Rock & Pop performers such as Jimmy James taking part at prestigious venues within the local authority to ensure a unique and enriching experience is available for all children and young people.
- Master classes with rock and pop musicians such as Andrew Small, Guthrie Govan, Pete Riley, Derick Nash, Ed Sheeran.
- Work with Darbar Arts Culture Heritage Trust to enable talented children and young people to participate fully in their programme of activity, including the UK's largest Indian Classical Music Festival, and access workshop opportunities with leading Indian classical musicians based in the UK.

The objectives, milestones and KPIs for Access to professional musicians and venues are shown on Appendix 11.

4.6 Specialist support

The Hub will work with Bullfrog Arts provide participatory arts experiences for looked after and vulnerable children and young people. LSMS is currently through to stage 2 of a Youth Music bid in the Elevated Risk strand and if successful will also work with Bullfrog Arts and Leicester City Council to deliver a singing project for children in foster care and foster carers.

4.7 Monitoring and Evaluation

The Hub has developed a comprehensive evaluation framework to monitor and measure its impact against the outcomes above and to inform future project development. Robust methodologies of monitoring and evaluation are already in place across partner organisations and the Hub will bring that expertise and experience together to create an effective, streamlined and manageable evaluation tool.

The Hub's evaluation strategy will build on existing practices to widen and deepen reach across all schools and partners by:

- Undertaking online surveying of service users, parents, teachers, carers and other stakeholders to fully improve understanding of the depth and breadth of engagement.
- Undertaking an annual audit of provision, including analysing attendance rates, lesson observations and progression data, to inform the Hub of the uptake of musical opportunities and the range and success of progression routes.
- Initiating a customer care/communication strategy through extended sample questionnaires for learners, parents/carers and partners and putting an effective complaints policy and process into place. Annual online surveying of service users, parents, teachers, carers and other stakeholders will also take place to improve understanding of the depth and breadth of engagement and to inform service delivery.
- Organising round-tables for young people to develop the Hub offer and ensure it effectively meets the needs of all children and young people across the two boroughs.
- Conducting before and after interviews with programme participants, observing increased access to music education and key indicators such as confidence, self-esteem and creativity;
- At a school level, undertaking progression-led reviews to assess improvement in participants' skills;

- Collecting anecdotal views on the value of the programme with all young people through focus groups and teacher's observations.

The results of monitoring and evaluation will be analysed annually by both the Governing Group and Executive Group who will shift the strategic vision and tailor the music Hub offering in line with the outcomes of the monitoring and evaluation exercise.

To support this activity, the Hub has identified The University of Leicester as a monitoring and evaluation partner. The Hub is in the process of undertaking initial discussions with the University who it is hoped will undertake annual independent evaluation of the Hub's activities.

Update March 2014

Two specific developments are having an impact on the improvement of the quality of music tuition undertaken by the Hub;

Detailed standards for evaluation of instrumental and vocal tuition have been written (by expert external music practitioners) and used with all current members of the Associate Teachers Scheme to assess the quality of their work.

A clear programme of monitoring the work of LSMS staff connected to their CPD is conducted annually.

5. Strategic Development

The Hub will build upon current procedures to ensure the quality of music service delivery by:

- Performance Management for teachers and delivery partners - Area Music Leaders and our monitoring and evaluation partners will set achievable targets for all team members who are monitored on a regular basis to ensure that targets are met. The Schools Improvement team will moderate judgement and feedback to ensure consistency of lesson observation process.
- Performance Data Management - Students' performance data is collected and analysed on a regular basis to provide an accurate picture of our core provision and to ensure the high quality of music provision. Performance indicators include progress, attainment, ensemble membership, and length of study.
- Monitoring access, inclusion and participation of all activities, both in and out of school, to ensure that equality of opportunity is offered to all children and young people across the city.
- Measuring data against national statistics and through discussion with colleagues from other music services at regional and national conferences (FMS and NAME), including returns to the DfE.
- An annual needs/provision audit which will be analysed by The Executive Group and Governing Group to ensure quality assurance across the Hub.
- An annual independent monitoring and evaluation exercise to ensure that the Hub is reaching all desired outcomes.

6. Management and Resources

6.1 Management

Management of the Hub's activities will be carried out by the Executive Group which will oversee the strategic development and the delivery of the major activity areas. The Executive Group will work closely with the Leadership Team of the Leicester-Shire Music Service who will run the day to day operations of the Hub's service delivery.

6.1.1 Executive Group membership

The membership will include:

- LSMS Service and Business Managers (Hub Lead Partner)
- An Area Centre Head and Area Centre Manager
- Secondary Head of Music
- A Special School Head
- Reps from all Hub Strategic Partners: Darbar Arts Culture & Heritage Trust, The Philharmonia, Sinfonia ViVA and Soft Touch Arts
- Primary and Secondary Heads
- Reps from Community Arts, Freelance & Consultancy fields
- An Associate Teacher Rep
- Rep from The Mighty Creatives

Non-voting co-opted members (up to 4) whom the Group believes can assist the work.

Members will be expected to give general opinions about all aspects of policy, advise on strategy, innovation and activities, contribute their areas of expertise and participate in the activity of the Hub. This might be by:

- Joining a reference or working group
- Supporting a member of LSMS in their responsibilities
- Contributing to a particular activity, e.g. Improvement Plan, Commissioning, supporting CPD etc.
- Acting as a conduit to other organisations
- Linking to an Area Centre or Network Centre
- Taking part in some work through a personal skill or interest, eg SEN, Disabilities
- Observing the quality of Hub activities as an act of quality control

6.1.2 Executive Group processes

Meetings will be held termly, but more frequently in the first year of operation. The time commitment of an Executive Member is difficult to quantify and it is accepted that, unless on the staff of LSMS, members will have roles in their own organisations. However, attendance at the Executive, attendance at half termly working group meetings and thinking/emailing time will be expected as a minimum. Members are expected to have a genuine interest and expertise in music education and the achievement/progression of young people.

The Agenda for the Group's work is to:

- develop the vision/mission for the Hub and decide upon strategy to achieve it and sustain growth
- ensure that all activities are well led and managed, including audit, needs analysis, reporting, commissioning, core and extension functions
- direct and act upon a full and effective approach to Quality Assurance, monitoring and evaluation, including complaints
- oversee Improvement and Business Planning and progress made by children and young people, as well as by the Hub as a whole
- oversee the deployment of staff and the running of area centres with the schools involved
- ensure the Hub runs on a strong financial footing, giving VfM
- encourage initiative and enterprising approaches

Some key objectives, milestones and KPIs for the Executive Group's responsibility to ensure high standards of the delivery of the National Plan for Music are shown on Appendix 13.

6.1.3 Executive Group constitution

The Group's terms of office and operational details include:

- Members will have a term of office of at least two years, with agreed extension to three
- Staff of LSMS will remain as members whilst in post
- Each constituent group will elect/choose its representative. The LSMS may support this process by emailing ballot information or convening meetings if required, e.g. Heads of Music, Delivery Partners.
- A Reserve member should be chosen in the event of a likely absence
- Meetings will be minuted by a Clerk to Governors
- Email copies of minutes will be available and information will be published on the Hub website

Support for the Executive Group and the teaching resources will be provided by the LSMS team.

Teaching Resources

The planned level of teaching resource through the period is also shown in Appendix 14.

6.3 Hub Human Resources

Key Roles within the Hub are as follows:

Service Manager for LSMS

The LSMS appointed (Jan 2012) a service manager, Diane Rivaud, who was previously the Interim Director of Somerset Music – the Local Authority Music Service. Diane brings extensive experience in music service work and music education, including many years of leadership and management in the field. Specifically:

- Deputy director over a 15 year period, and, since May 2011, as Interim Director for Somerset Music, judged as 'outstanding' in 2010 and 2011 (MSEP);
- Strategic development and management of change;
- Commitment to her own professional development, most recently gaining a PG Cert (Leadership) and PG Dip (Managing Change/Learning Organisations) as part of her work towards a MEd;
- Qualified teacher and professional musician

Strategy Development Manager

The Strategy Development Manager will oversee the implementation of service wide strategies. In the first instance this will mean:

- Working with staff to develop the quality of teaching and learning in all service activities
- Working with Hub partners and schools to develop strategies for engagement, inclusion, breadth and diversity across all Hub activities
- Working with Hub partners and schools to develop the singing strategy

Area Music Leaders

There will be four FTE Area Music Leader posts with a responsibility for a geographical area of the county or city. They will:

- Develop their relationships with the schools in their area and work with them to ensure that there is a high quality and stimulating initial access programme available for all children.
- Provide extra-curricular continuation and ensemble opportunities at Area Centres
- Deliver some of the initial access, continuation and local ensemble programmes across the Area
- Be responsible for operational management and resource management in their Area
- Line manage Music Leaders who are delivering initial access programmes in their Area

Music Leaders

Music Leaders will deliver the initial access programme. They will:

- Work collaboratively with class teachers to plan and implement high quality initial access programmes
- Take the lead on the instrumental tuition element of the programmes
- Lead ensembles and continuation opportunities through the area centres

Singing Development Leader

The Singing Development Leader will take the lead role in developing and embedding a new and innovative singing strategy across the county and city. To do this they will:

- Work with groups of schools and area music centres to set up central and local choirs
- Work with hub partners and organise festivals and events
- Train school staff to be more confident in leading singing
- Line manage the singing leader

Singing Leader

The Singing Leader will embed the singing strategy across the county and city by:

- Working with groups of schools and partner organisations
- Training school staff to be confident in leading singing
- Setting up local and central choirs
- Leading performances, festivals and events

Associate Teachers

There are 39 approved, self-employed Associate Teachers that schools can use to deliver individual and small group instrumental and vocal lessons. In this way the Hub can assure quality through CPD opportunities and an annual observation. Schools will also know that associates have a current DBS and are up-to-date on safeguarding practice.

6.2 Instrument Resources

LSMS has a large inventory of musical instruments available for hire, for lessons and for the use by ensembles (as detailed in section 4.4.2) with a preferential rate for Associate Teachers and free for the First Access 'Whole Class Ensemble Teaching' programme.

7. Governance

The governance of the operation of the Hub will be provided by a Governing Group, which will represent the clients who are served by the Hub. This Group will sit outside the Hub and no Hub members will be on this group, although they will attend meetings to report and discuss progress and strategy.

Hub clients are children and young people in the first instance, but will include those with responsibility for them: parents, schools, area centres, music groups, societies and communities.

7.1 Governing Group membership

The Governing Group will ensure that the Hub carries out its mission/vision and aims for children and young people through its various groups and delivery partners.

Membership will consist of representatives of both City and County from the following – Member, Officer, Primary and Secondary Head, Parent, Student.

7.2 Governing process

The Group will meet once per school term. Members of the Executive and other Hub staff or associates will be required to attend to discuss agenda items. Members will be expected to keep in touch with their 'constituents' as regards their needs and opinions, reporting back information and progress as appropriate. The Agenda for the Group's work is:

- To ensure that Arts Council England requirements are met
- To endorse and oversee the vision
- To ensure that the work of the Hub is enterprising, inspiring and leading to positive musical outcomes for young people
- To ensure that activities and interventions are fully effective
- To call the Hub to account for:
 1. Target setting, progress and outcomes for children and young people, including all minority groups
 2. Business management, use of resources, budgeting and Value for Money
 3. To receive, discuss and analyse reports from the Executive and other groups on all the above issues, giving appropriate criticism, advice, support and encouragement

7.3 Governing Group constitution

The Group's terms of office and operational details will include:

- The Group may co-opt up to four additional non-voting members who have relevant experience to assist in carrying out its responsibilities.
- Members may hold office for up to three years and will be put forward by their constituent groups.
- A member may serve a further term, if their constituent group re-appoints them.
- A Chair and Vice-Chair will be elected annually.
- Members should nominate an agreed deputy to attend a meeting should they be unable to attend.
- Meetings will be minuted by an experienced Clerk to Governors.

8. Communications

LSMS has identified the following key stakeholder groups that will need to be communicated effectively with if the Hub is to be successful:

- Children and young people
- Parents/Carers
- Schools
- Children and Young Peoples' Services
- Local Communities
- Partner organisations
- Other music leaders/organisations (including neighbouring boroughs, Local Authority, Music Mark, ACE, National Government).

The principal medium for communications will be an updated and further developed LSMS website and social networks (Twitter, Facebook, Youtube) which will keep all stakeholders informed about activities and delivery. This will include:

- Secure areas for Working Groups
- A children and young people's area including writing by children and young people
- Advice for parents/carers
- News and forthcoming events
- Programmes of activities
- Full sign-posting activities
- Directory of partners

A close working relationship with the Local Authority communications department will also secure maximum access to their print/online and media channels.

Other plans include the following:

Audience	Activity
Children and young people	<ul style="list-style-type: none"> • Activity newsletter • Celebration at concerts and in concert programmes
Parents/Carers	<ul style="list-style-type: none"> • Regular media releases for regional media • Case studies and articles written by young people • Termly E-newsletters • Hub publicity materials • Content in Local Authority Communications channels • Celebration at concerts and in concert programmes
Schools	<ul style="list-style-type: none"> • Regular meetings and working party communications • Regular briefings with Headteacher Development Groups • Regular briefings with Governors • Regular media releases for regional media • Hub publicity materials • Case studies and articles written by young people • Quarterly E-newsletters • Content in Local Authority Communications channels
Children and Young People's Services	<ul style="list-style-type: none"> • Regular meetings and development of Case Studies of successes • Quarterly E-newsletters • Hub publicity materials • Content in Local Authority Communications channels
Local Communities	<ul style="list-style-type: none"> • Regular media releases for regional media • Content in Local Authority Communications channels
Partner organisations	<ul style="list-style-type: none"> • Regular media releases for regional media • Working party communication • Quarterly E-newsletters • Hub publicity materials • Yearly Hub conference to share learning • Content in Local Authority Communications channels
Advocacy – other music leader organisations	<ul style="list-style-type: none"> • Yearly dissemination of evaluation information • Attendance and presentations at key conferences e.g. Music Mark • Attendance and presentations at authority-wide meetings • Yearly Hub conference to share learning

LSMS will also undertake training with administrative staff to act as the focal point and filter for the Hub website, generating ideas to improve it and managing 'the voice' of children and young people.

Evaluating communications

The Hub will monitor monthly web usage and media coverage and will review strategy quarterly to maximise impact against spend.

Stakeholder communications will also be regularly monitored to ensure that the Hub is achieving objectives and is taking on board feedback and ideas for improvements.

A Communications and Marketing Strategy was commissioned during 2012-13 and an Executive Summary is attached as Appendix 17. This work has led to clear requirements for the Website specification and the appointment of a Marketing and Communications Manager.

9. Funding and Fundraising

There is no private sector funding gap shown in the budget and additional income generation activity will be a new activity for the new team running LSMS.

In the first year, the intended focus was on generating new income from a range of sources including Youth Music and via joined up bids with partners.

These bids will focus on generating specific new activities within the Hub, for example, LSMS is currently through to stage 2 of a Youth Music bid in the Elevated Risk strand and if successful will also work with Bullfrog Arts and Leicester City Council to deliver a singing project for children in foster care and foster carers.

An Income Generation Plan is attached (Appendix 18).

We have also identified the following Leicester-based trusts to which meetings will be scheduled over the next year and applications submitted:

Trust Name	Synergy
African Childrens Educational Trust	African Childrens Educational Trust is a charity which works towards helping and raising money for charitable causes.
Blaby - Early Help 11 - 19/24 Grant	Funding is available for high quality youth work for young people aged 11 to 19 years and up to 24 years for young people with learning difficulties in Blaby that improves young people's well-being and leads to a reduction in demand for more specialist services.
Charnwood - '515' CYCLE Grants	Funding is available to increase the availability of positive activities for young people in Charnwood aged between 8 to 19 years (or up to 25 years with a learning difficulty or disability), particularly those who are the most disadvantaged or at risk of poor outcomes.
Charnwood - Community Development Grants	Funding is intended to support projects with set-up costs and on-going activities of voluntary or community organisations that further the Council's aims and that actively assist the community to enjoy a better quality of life
Charnwood - Early Help 11-19/24 Grants	Funding is available for high quality youth work for young people aged 11 to 19 years and up to 24 years for young people with learning difficulties in Charnwood that improves young people's well-being and leads to a reduction in demand for more specialist services.
East Midlands Airport Community Fund	Funding is intended to support eligible projects that have a community and/or environmental benefit that is long lasting. Established not-for-profit voluntary and community organisations and registered charities are eligible to apply.
East Midlands ESF Community Grants Fund	Funding is available for third sector organisations in the East Midlands to support people from the hardest to reach communities and individuals experiencing multiple disadvantages to access opportunities to engage and progress in learning.

The Edith Murphy Foundation	Causes supported include children – with £64,000 given to children’s charities in 2010.
The Everard Foundation	This trust has general charitable purposes in Leicestershire, supporting local organisations of all sizes. Grants are only given to UK charities for work of direct benefit to the beneficial area, and totalled £328,000 in 2010.
The Florence Turner Trust	The Florence Turner Trust gives grants for general charitable purposes, with a large preference for Leicestershire. Grants in 2010 totalled £182,000 – including £1,500 to New Parks for Young People. The Trust prefers to support smaller, local organisations.
George Ernest Ellis Foundation	Grants are available to small local charitable organisations based and working in Leicester and Leicestershire for projects and activities that benefit the local community.
The George Ward Charitable Trust	General charitable purposes up to £1,000. Area covered by Hinckley & Bosworth Borough Council.
Hinckley and Bosworth - 515 Grant	Funding is available for projects and support for a wide range of young people in Hinckley and Bosworth from 8 to 19 years, or up to 24 years old with additional needs.
IGas Energy Community Fund	The aim of the fund is to support initiatives that originate from within individual parishes and that have clear social benefits for the people living in those areas. EG A broad span of the community – demonstrating support from a wide cross-section of people. Children and young people – especially projects focused on improving access to activities and services, and where young people play a key role in the decision-making.
J Reginald Corah Foundation Fund	Grants for general charitable purposes in the city of Leicester, Leicestershire and Rutland, including support for a range of charitable purposes, from medical initiatives to general welfare, youth initiatives, education and training.
Leicestershire and Rutland Masonic Charity Association	This Charity has a history of supporting children and arts/music through its non-masonic grants, which totalled £62,000 in 2010.
Leicestershire, Leicester and Rutland Community Foundation	This foundation focuses its activity on purposes in the vicinity of Leicester, including Arts organisations. It distributes around £200,000 per annum in grants.
Market Harborough Building Society Charitable Foundation	Grants are available to local charitable and voluntary organisations in Leicestershire, Northamptonshire and Rutland for capital costs associated with acquiring or upgrading physical assets such as buildings and equipment.
MARS in the Community	Grant is available to local community groups that are located within a 10 mile

- Leicestershire	radius of Melton or 15 miles of Birstall.
The Maud Elkington Charitable Trust	This Trust distributes a number of grants for social welfare and general charitable purposes, and focuses its grant giving on the Leicestershire area. In 2010, the Maud Elkington Charitable Trust distributed just under £500,000 in grants.
Melton - Early Help 11 - 19/24 Grant	Funding is focussed towards Early Help projects and support for young people aged 11 to 19 years. Primarily grants will be used to fund appropriately skilled staff time and associated costs in order to engage children and young people. Some funding is available for capital expenses (up to £2,500 per bid).
The Nicholson Memorial Fund	The Nicholson Memorial Fund makes grants to both individuals and projects in Leicester, Leicestershire and Rutland. The Trustees are only able to help organisations which operate wholly or largely in Leicestershire and Rutland.
Oadby and Wigston - Community and Youth Grants	Financial assistance is available to local groups and youth groups for one-off projects taking place within Oadby and Wigston that directly benefit local communities. Grants can be used for travel, equipment or costs of setting up a one-off project that benefits the local community.
The Shoe Zone Trust	The Shoe Zone Trust prefers to support organisations in Leicester, including welfare, education and youth. Annual expenditure is just under £200,000.
The Sir Andrew Martin Trust for Young People	Grants are available to local groups for projects that directly benefit young people living in Leicestershire, Leicester and Rutland.

The strategic partners bring extensive experience in fundraising and managing resources by publically funded bodies and have developed strong replicable models. For example, The Darbar Arts Culture and Heritage Trust generated £136,884 in the financial year 2010/2011 whilst Sinfonia Viva generated £509,792 from charitable grants.

Other in-kind income is detailed in section 12.4.

We also believe that there is good potential to explore sponsorship for the Hub with local Leicester-based corporates. Our initial prospecting in this area is as follows:

Corporate	Synergy
Admiral Sportswear	Admiral Sportswear was founded in Leicester and is now a major sportswear

	provider – selling sportswear around the world.
Brantano (UK) Limited	Registered office is in Coalville, Leicestershire. They are a growing business in shoe supplier -Brantano's main aim is to provide our customers with a unique shopping experience. We offer a fantastic range of ladies shoes, mens shoes , kids shoes, sportswear and bags and accessories to leave you spoilt for choice.
Centrebus	Centrebus is a privately owned bus company based in Leicester and operating across the Midlands. Although it has no corporate responsibility strategy, it regularly engages with companies wishing to advertise. Good synergy comes from similar target markets (children and young people are regular users of public transport), and geographical proximity.
David Wilson Homes is a trading name of BDW TRADING LIMITED	Registered office is at Barratt House, Coalville, Leicestershire. Property selling and letting company.
Dunelm Mill	Dunelm Mill is a company based in Leicestershire, which regularly engages with charity – through its charity of the year programme.
ESPO	Head Office in Leicester
Next	Next has a dedicated policy of corporate sponsorship – including community in its local area – Leicestershire – where the company is based. Its sponsorship is generally focussed on sport, although charitable giving is largely concentrated on organisations working with children – making it a solid prospect.
Shoezone	Shoezone is a Leicester-based company which undertakes extensive charitable giving. Charity projects it supports often involve children and young people, particularly local to Leicester.
Showsec	The UK's most trusted crowd management, venue and event security specialist, with an international reputation for excellence. Head office is Regent House,16 West Walk, Leicester. LE1 7NA
Walkers	Walkers is a Leicester-based company with a strong history of supporting corporate responsibility in its local community, including education, reading and health initiatives for children.

10. Risk management

An assessment of the risks faced and the measures to be taken to mitigate them are shown in Appendices 15 and 15a. This risk matrix will be kept under quarterly review by the Executive Group.

11. Budgets and Financial Plans

11.1 Financial overview

The budgets for the three year period are summarised in Appendix 16 and in the separate budget worksheet that has been submitted together with this business plan. On a full year basis, income and expenditure is around £2m for each period. The plan is based on achieving a break-even financial result in each year and across the whole period.

Income and expenditure for the first period covering August 2012 – March 2013 is at a slightly higher rate, on a 12 month basis, than in the two following years, both of which are impacted by the decline in central funding compared to 2012/13. As a consequence, the first period of the three year plan includes some investment expenditure of a ‘one-off’ type, particularly relating to launching programmes, professional development and marketing that is designed to generate benefits across the whole period.

11.2 Sources of funding

As described in section 9, funding for LSMS, as Lead Partner for the Hub comes from three main sources:

- i. Department of Education Funding (via ACE)
- ii. Fees from schools and parents/carers for tuition, loan hire, membership of ensembles and from performance
- iii. Local Authority in-kind support from Leicester City and Leicestershire County councils

The relative decline in central funding is planned to be compensated for, through increases in fee income for activities offered, particularly from First Access activities where greater take-up by schools of full year ensemble teaching is targeted.

Source	2012/13		2013/14		2014/15		Total	
	£	%	£	%	£	%	£	%
DfE/ACE	825,223	67	1,066,206	56	1,084,352	56	2,975,781	59
Fees	262,900	21	605,234	32	633,000	33	1,501,134	30
LA	140,000	11	199,000	11	203,000	11	542,000	11
Other	0		10,000	1	10,000		20,000	
Total	1,228,123		1,880,440		1,930,352		5,038,915	

A small voluntary donation from the Friends of Leicester–Shire Schools Music Service is also included, based on the previous year’s experience.

In addition, there will be contributions from Hub Strategic Partners recorded as part of the Hub’s income and expenditure that have been provided from the partners’ own sources of funding.

As described earlier, the development of a broader funding base is intended to be developed at a later stage during the first year of the Hub’s operations. Neither this income, nor the additional activity thereby funded, is included in the financial plans shown in this document.

The assignment of DfE/ACE funding to front-line delivery and back-office (support) costs has been determined as follows:

- i. In period 1, funding 100% of front-line delivery costs (net of income receipts for concerts and performances).

- ii. In years 2 and 3, the majority of front-line delivery costs, being 94% in both years (net of income from concerts and performances).
- iii. Funding the cost of Area Music Leaders allocated to Back-office costs (these are then fully supported by the DfE/ACE funding)
- iv. Funding governance costs, with the remaining funding being a contribution to the costs of the management and support team

Across the three periods DfE/ACE funds are expected to be utilised to support front-line delivery costs, 86% of funding, and back office, 14% of funding.

Fee income covers the remaining front-line delivery and back-office costs.

11.3 Key assumptions

The budgets for each period have been based on the following key assumptions:

- No new activities or sources of funding have been anticipated other than those described in this plan.
- Resources are according to the schedule in Appendix 14.
- Known occupants of staff positions have been budgeted at the appropriate grade and salary, prudent assumptions having been made for those yet to be appointed.
- Successive pay awards of 1% for employed staff have been included for 2014/15.

11.4 Income

Income from delivering the core roles has been based on a detailed forecast of the levels of school participation and take-up of the programmes on offer (see Appendix 16 - Projected Income budget).

In-kind income shown from the local authorities represents the estimated cost of support services provided that includes office accommodation, HR, payroll, etc. for LSMS. Additional support for the transition period from Leicestershire County Council is estimated at about £50k through external consultants.

Other in-kind income is as follows:

- In-kind income from the successful supported Youth Music Grant (Bullfrog Arts) for Looked After Children;
- In-kind income from the successful supported Youth Music grant (SoundLincs) for Inclusion project
- In-kind income from Area Centres including rooms, halls, administrative support, and out of hours time from music teachers.

11.5 Expenditure

Expenditure is detailed in the budget worksheet and summarised by core, extension role and back-office functions on the summary in Appendix 16. As noted above, expenditure in the first period is at a slightly higher annual rate than in years 2 and 3 where expenditure on some programmes is tapered. Otherwise, expenditure is broadly consistent, subject to the assumption on inflation and other minor changes.

Costs of LSMS staff are based on the employee numbers/FTE shown in Appendix 14. These costs have been allocated across delivery in the core and extension roles on a best estimate basis.

The costs of minor repairs and on-going parts replacements for instruments have been included as part of the cost of delivering the relevant services in the core and extension roles. The staff travel remains outlined

in the total within back-office costs, although a significant proportion could be regarded as being part of the cost of delivering the front-line services.

Small contingencies of 2% on front-line delivery costs and 1% on back-office costs have been provided in these budgets, partly to allow for the uncertainty in spend on some new activity and other new developments.

11.6 Reporting and Control

LSMS has a strong track record of managing a significant budget. Building on this, the Hub has procedures in place for monitoring income and expenditure and for controlling budgets. It will liaise closely with the Local Authority Audit department to ensure that the service finances are well regulated and financial regulations are met. Procedures and systems are reviewed on an on-going basis to meet the needs of a changing service.

Service budgets will be set by the Governing Group who will meet annually to set yearly budgets, in line with Department for Education's 80/20 split for ensuring funding is spent on front line delivery. The Governing Group will also meet quarterly to discuss the current budget position and provide financial oversight of Hub activities. The Executive Group will manage the financial activities of the Hub on a day-to-day basis.

11.7 Value for Money

By covering both the City and County local authority areas, the Hub will provide better value for money as a single service through its geographic scale of operations and from the breadth of opportunities that can be offered from its wide range of its delivery partners.

Additional cost savings will be made by the adoption of one management structure with supporting administration working within one base with one governance model. A similar model can be used to support programmes for SEN, Travellers etc., and thereby minimising costs for strategic development.

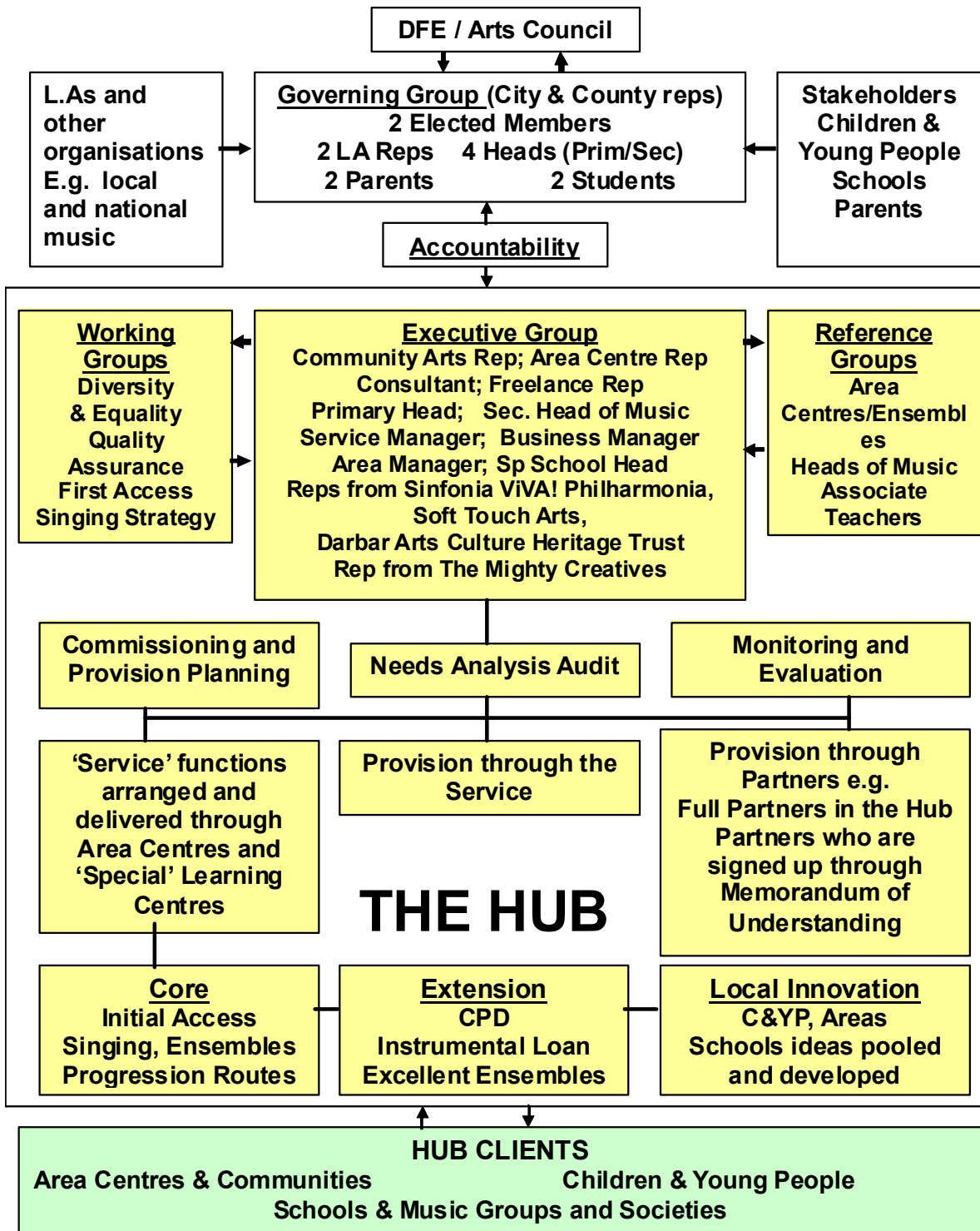
Movement to a smaller administrative base and using school premises for ensemble delivery and some localised performances provide access to Leicester–Shire ensembles, area centres, large scale performances and instrument hire will maximise savings across the Hub area.

12. Appendices

1. Hub Structure
2. Transition Plan
3. Area Centre Service Level Agreement
4. Review of Activities 2013/14
5. First Access Delivery 2014/15
6. Progression Delivery 2014/15
7. Ensemble Delivery 2014/15
8. Singing Delivery 2014/15
9. CPD Delivery 2014/15
10. New partnership Developments and Intended Outcomes
11. Access to Professionals and Venues 2014/15
12. Instrument Hire 2014/15
13. Executive Group Key Objectives 2014/15
14. Schedule of Human Resources
15. Risk Assessment
- 15a. Risk Assessment – updated March 2014
16. Summary Budgets
17. Communications and Marketing Strategy
18. Leicester – Shire Music Education Hub – Proposals for a Charitable Arm
19. 'A User's Guide to the Leicester-Shire Music Hub' (July 2012)
20. Leicester-Shire Schools Music Instrument Business Plan (Draft)
21. 'Area Music Centre/Network Principles'
22. Income Generation Plan 2014/16
23. Schools Music Education Plan 2014/16

APPENDIX 1 – HUB STRUCTURE

The Leicester-Shire Music Hub & Partnership
 Hub Lead: The Leicester-Shire Schools Music Service
 Enterprise, Inspiration and Vision for Music Education & Performance



Appendix 2 – TRANSITION PLAN

This Transition Plan indicates how the Leicester-Shire Music Hub is able to move confidently from its current position, with the Music Service in the midst of a re-organisation, to a firm basis for a successful future fulfilling our mission 2012-15 during the Autumn Term 2012.

Activity Area	Target and outcomes	Responsibility	Achieve by (all dates 2012)
Governance and Leadership of Hub	1. All appointments made to Governors 2. Training and Leadership Conference for Govs, Exec and leadership of LSMS – all members understand Bid, roles, responsibilities, Mission 3. Governance & Leadership running smoothly	Service Manager and Consultant. As above. As above	Sept 30 Oct 31 Dec 01
Full reorganisation of LSMS LSMS takes up full responsibilities to support Hub	1. All appointments completed 2. LSMS Conference to embed team ethos and understand mutual roles and responsibilities 3. LSMS fully operational and supporting all hub activities 4. Area Music Leaders to develop Area Centres, with progression, music clubs, ensembles and other outreach services operating 5. Area Centre & Ensembles Working Group developing integrated approaches across area 6. Full needs analysis around each Area Centre completed and rationale for activities developed 7. Finalise locations of all Area Centres and their SLAs	LA HR Dept. Service Manager and Consultant. Service Manager. Area Music Leaders. Head of Ensembles & Area Music Leaders. Consultant + Area Music Leaders. Head of Service.	Oct 10 Oct 20 Oct 31 Dec 20 Dec 20 and ongoing Nov 30 Nov 30

Hub Groups operating to full potential	<p>1. Community Music Group and Delivery Partners working as full group and clear in their contributions to Hub activities – there is a mutual understanding of facilities and programmes available to clients.</p> <p>2. LSMS and Executive puts needs into VfM and musical priority order and then provides or commissions all core and extension activities together with other requirements of the Needs Analysis from Area Centres above</p> <p>3. All Hub Groups operating to full potential and putting forward their initiatives and approaches to the Executive to ensure the Hub mission statement is fulfilled.</p>	<p>Head of Service.</p> <p>Head of Service & Executive.</p> <p>Chairs of Groups.</p>	<p>Oct 20</p> <p>Nov 30</p> <p>Oct 20</p>
Final aspects of the Business Plan completed and operations in all areas of work in hand	<p>1. Complete Communications Strategy, including construction of Hub Website, initially consulting with all Hub partners and clients in first meetings of Hub Groups in September meetings</p> <p>2. Complete Fundraising and Development Plan, including consultation with The Friends of LSMS</p> <p>3. Complete all further details within the Business Plan and finalise all KPIs in the light of Hub Group feedback and Needs Analysis</p> <p>4. Complete the HR section of the Business Plan to reflect final appointments to the LSMS</p> <p>5. Finalise all aspects of the Risk Register in the light of the above</p>	<p>Head of Service with back office support plus all Hub Groups.</p> <p>Head of Service and Business Manager</p> <p>Head of Service and business Manager</p> <p>Head of Service and Business Manager.</p> <p>Consultant</p>	<p>Oct 31</p> <p>Nov30</p> <p>Nov 30</p> <p>Oct 31</p> <p>Nov 30</p>

Appendix 3 – AREA CENTRE SERVICE LEVEL AGREEMENT**Leicester-Shire Music Hub - Draft Service Level Agreement between The Hub and Area Centres****Name of Area Centre:****Names of any satellite Centres involved in delivery:****Representative of the Centre and position:****Representative of the Hub:****Introduction**

The sections of this agreement will drawn up by Area Music Leaders of the LSMS and will be confirmed with the LSMS Business Manager on behalf of the Hub.

The agreement sets out the services, costs and benefits in kind which will be provided by the Hub and the Centre in order to support the mission and purposes of the Hub in its duty to deliver the National Plan for Music and generally improve participation by young people in all forms of music activity.

This agreement will be reviewed at least annually, but also if new requirements are needed by either partner to the agreement.

Activities to be provided at the Centre (and at named satellites) for which groups of children and young people, by whom and at what cost

The core, extension and any additional activities will be listed, with their locations, client groups (with potential numbers), providers and agreed costs. Activities may include a range of group lessons, different genres, ensembles, Festivals, Performances etc

Expectations of both parties in this agreement

- Regular needs analyses and data collections shall take place, with records kept and data returned to the Hub as required to fulfil ACE data returns
- Regular meetings will take place between staff from both parties to ensure efficiency of operations

Resources, costs and benefits in kind provided by the Centre and its satellites

These will be listed with weekly costs included where appropriate. Such resources etc may include some or all of:

- Rooms and times available, including weekends if appropriate
- Administration provided
- Teaching and support staff available
- Premises support
- Pastoral support
- Collection of subs and fees from parents/young people, plus banking facility
- Musical Resources available for use or stored on premises on behalf of Hub
- Use of Pupil Premium and other funds to support full range of minority groups

Resources, costs and benefits in kind provided by the Hub

These will be listed with weekly costs included where appropriate. Such resources etc may include some or all of:

- Services of an Area Music Leader or other LSMS Staff
- Services of a Delivery Partner
- Services of Associate Teacher
- CPD support and other forms of advice
- Instrument Loans
- Advice on progression routes and signposting

Conclusions and final requirements

- The SLA will be signed and dated by the representatives of both parties
- The next review date will be agreed
- A monitoring and evaluation process with termly requirements and dates will be set to include data collection and analysis, 'lesson/activity' observations with feedback, student and parent feedback, with an annual feedback meeting (this could be part of the annual review meeting)
- Any urgent concerns will be tackled immediately and sympathetically by either party without waiting for the annual review

Appendix 4 – Review of Activities 2013 – 14

	Objective - FIRST ACCESS	Provider	2012/13 Activities as SMART Target/milestone	Interim Review March 2013	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
1.1	Through a traded first access programme, (targeted at yr 4) increase the number of schools accessing a quality WCET programme from LSMS	LSMS; Music Leaders; Area Music Leaders; Steering group of Primary Head teachers; LA School Improvement	By September 2012: 85 schools buying into a 1 year WCET programme using Charanga as a support resource	All schools offered the programme by September 2012March 2013.	SDM	Further targeted support for schools not accessing a WCET programme by dedicating strategic leadership through LSMS and through the LA School Improvement team	PARTIALLY MET - WCET programme has increased in all Areas, with some over 80%. Development of a strategic approach for engaging more Area 1 North / North East schools in the programme. The South of the County has a planned systematic approach involving the Area Music Leader and the Strategy Development Manager to engage more schools with LSMS to increase income.
			By April 2013 a further 100 schools engaged	Target not met. Difficulty recruiting, so by March 2013 not all Area Music Leaders and Music Leaders posts are appointed		Capture good and outstanding practice to disseminate throughout the city and county :provide video evidence of good and outstanding models from 6 schools by July 2013	PARTIALLY MET - some shadow teaching taking place, plus sharing of good practise at peer to peer and training sessions. Some team teaching also taking place. No Video evidence as yet. All staff have been observed teaching and appropriate action plans put into place where necessary
			By July 2013 a further 50 schools buying into a 1 term project	Target outstanding. New strategies to engage schools e.g.			PARTIALLY MET - increase Of WCET numbers to 80% in City and County. Specific plans are in place to increase the level of engagement in each area.
				Funding HoM outreach with feeder primaries April -May 2013; WCET class demonstrations of good practice March -July 2013; Area Music leader to be appointed for North and NE Leics April 2013		By Sept 2013 develop further partnership links within the established LA 'development groups' of schools - ensuring the strategic plan for each area includes WCET provision	PARTIALLY MET - City area has developed a music specific network of schools to provide opportunities for schools to share experiences and promote WCET, progression and performance opportunities. County - Area Music Centres are making use of existing schools development groups and including WCET schools in activities.

	Objective - FIRST ACCESS	Provider	2012/13 Activities as SMART Target/milestone	Interim Review March 2013	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
1.2	To develop flexible WCET models with a range of delivery partners to provide a programme that reflects the cultural diversity of the region	Darbar Arts; LSMS; Shruti Arts; Afro Caribbean organisations; other identified providers; faith schools	To plan and develop an Indian WCET project throughout Sept - Dec 2012	Target met, but extended into spring term	SDM	Offer an Indian music project in 10 schools by Sept 2013;	PARTIALLY MET - change to strategic plan due to late appointment of posts. Taster sessions have been accepted in 13 schools
			Pilot 5 projects in Jan 2012	Target met. Extended to 10 projects and moved to April - July 2013. Darbar Arts commissioned to deliver South Asian WCET (see attached project summary)		Increase number of steel pan projects to 25 by Sept 2013	PARTIALLY MET - 22 steel pan projects now operating. Recruitment has not been successful for steel pans so capacity has been reached
			Review and evaluate by April 2013	Target moved to June 2013		Pilot a secondary school WCET project with Crownhills Community School by April 2014	NOT MET - Though Yamaha class band in place since January 2014.
1.3	To increase number of WCET programmes in a range of style and genre, including rock and pop	2 x teaching schools; Accredited teachers; Delivery partners - to be identified	Undertake individual meetings and QA by Jan 2013;	Target met: Links made with Gigajam, Yamaha, Pedestrian, 2Funky and one teaching school.	SDM /ROCK +POP PRIMAR Y HEADS	Pilot 3 specific programmes with Gigajam/Yamaha to disseminate by April 2014;	PARTIALLY MET - 3 schools engaged with Yamaha - Crownhills, Castle Rock & Humphrey Perkins. Gigajam was offered for training / pilot projects but no take up
			Commission 50 projects by April 2013	Target partially met. WCET programme using Music Technology commissioned. Working with Darbar on Asian WCET programme			PARTIALLY MET- Working with Darbar Arts to deliver WCET projects. Music Technology has been referred to strategic level
				Urban Music day to promote rock and pop March 2013. Rock festival planned summer term 2013			MET-Rock festival took place in June 13 with a subsequent one being organised for June 14.

	Objective - FIRST ACCESS	Provider	2012/13 Activities as SMART Target/milestone	Interim Review March 2013	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
1.4	Develop a specific tailor made WCET project for Special Schools to maximise accessibility	Special Schools, PRU's, providers to be identified	Pilot Autumn and spring term 2013/14	Special School Target outstanding. Action research project commissioned with Sinfonia Viva and orchestras live: creative composition using assistive technologies. Pilot to take place in one county and one city school leading to installation and large scale event.	SDM	Develop links with hub neighbouring LA special schools to develop a CPPD programme	Stage 1 County school target met - externally evaluated project - city school to take place Spring 2015 Visits to each school to establish strengths, areas for development and needs in music provision in each setting. The audit started with KS2 schools linked to the NPME core priority 1 WCET. Notes of visit and data base of contacts set up. Four key areas for development identified through the audit 1) Develop the use of assistive technologies to support music in special school settings 2) Develop access to professional musicians and live music 3) Professional development for class teachers 4) Opportunities for pupils in special schools to perform alongside mainstream schools at large scale events.Next steps identified - see detail attached
				PRU Target met. Needs analysis Jan 2103. Pedestrian delivering tailor made taster sessions for all KS2 pupils Feb and March 2013 in County and City Schools			PRU target met - evaluation of taster workshops to be completed by May 20 - all PRUs have had regular weekly sessions in Urban Music led by partners - Pedestrian. Next steps to work with partners to devise project for 2014-15
1.5	To ensure all excluded, those with disabilities, gypsies and travellers (see2.2) and those not in formal education can access WCET provision through specific support programmes	Soft Touch Arts; LA targeted services/SEN teams in both LA's; other identified providers; Bullfrog Arts; ARC	Advice and CPD from Soft Touch Arts by December 2012; commission and deliver by April 2013; report to executive group by July 2013	Target ongoing.		Ongoing	

	Objective - FIRST ACCESS	Provider	2012/13 Activities as SMART Target/milestone	Interim Review March 2013	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
1.6	To offer targeted support for Looked After Children in all of the 4 core roles	LSMS; Bullfrog Arts; Area Music Leaders; school based staff; LAC team within both LA's	Identification of support reviewed termly through Strategic Development Group within LSMS	Target ongoing. Singing Strategy project in partnership with Bullfrog Arts and Leicester City Council Looked After Children's Service, delivering singing for foster children, children in residential care and foster carers April 2012 - March 2013. New proj	SM/ SDM	Ongoing	MET - Singing Strategy Bullfrog Arts/Leicester City Council partnership project still ongoing, with Bullfrog chorus performing at DMH Easter Gala with the Foster Carers Choir.

	Objective - PROGRESSION	Provider	2012/13 Activities as SMART Target/milestone	Interim Review March 2013	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
2.1	Increase participation by young people after they have taken part in a WCET programme	LSMS and delivery partners	50% of children who took part in Wider Opps in 2011-12 continue in large group tuition 2012-13	2013-2014 Progression strategy and charging policy devised March 2013.	SDM /AML	75% of this group continue in Yr 7	Progression and Continuation strategy being developed ready for September 14. No 3rd Year continuation into year 7 until September 15
2.2	Improve progression of children through KS3, even if they have not been involved in WCET or Wider Opps	Area Centres & Associate Staff	15% KS2 and 12% KS3 participation in Area Centre activities - singing/instrumental clubs, lessons and ensembles including projects using digital resources e.g.Gigajam/Yamaha	Target on-going. Transition cluster project pilots - djembe 2 projects with training for teachers Spring 2013; Yamaha Class bands 4 projects, Musical Bridges Transition Project training with schools and LSMS staff; Taiko cluster project with training sum	SDM/ AML	Increase participation by 2.5% year on year	PARTIALLY MET - Participation increased marginally by activities such as Wind and String workshop at Hinckley Area Centre (4 WCET projects invited, 55 participants - plans to repeat), Cluster concerts arranged for Spring 2014 in Area 2, Taster workshop evening Spring 2014 for Coalville area, Area 3 centre network at Greenfield School in initial stages to include primary schools within the area and KS3 students, City West Area network running with a Djembe and Vocal ensemble. City East network under development. Yamaha projects running in 3 schools. Taiko project and training taking place within PRUs
2.3	Improve opportunities for young people to perform in area centre performances	As above	Each centre to run 3 ensembles during the year	Target on-going. Area centre development meetings and cluster concerts April 2013	AML	Increase range of ensemble genres across area by 2	PARTIALLY MET - Djembe and Indian Classical ensembles now offered at City Network East
2.4	All young people signposted to Hub and associated activities across area	LSMS through Comms strategy	Feedback shows all young people who wish to be engaged are doing so	Target on-going. Website due to be launched April/May 2013.	AML	Feedback shows further improvements on 12-13	MET - Website launched June 2013 with interactive maps showing activities and ensembles that YP can join. News and events section signposts YP to other activities. Targeted signposting taking place with participants of performances to recommend them for next steps.

	Objective - PROGRESSION	Provider	2012/13 Activities as SMART Target/milestone	Interim Review March 2013	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
2.5	Area centres respond to all needs of their young people including all minority groups	Area Music Leaders	All young people are placed in musical provision according to their needs and interests	Target on-going. City AMLs making contact with local community centres e.g. Highfields Centre	AML		MET Area Networks in the City are offering a menu of musical genres. Hinckley and Birstall Centre offering traditional instrumental groups. Hinckley will have a targeted survey sent in MAY 14 to address and drive forward new genre takeup
2.6	Please also see Hub User Guide, Section 3.5 for details of practical strategies						

	Objective - ENSEMBLE DELIVERY	Provider	2012/13 Activities as SMART Targets/Milestones	Interim Review March 2013	Monitor	2013/14 SMART Target	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
3.1	To increase levels of engagement in ensembles and performances from all cultural groups in order to match the demographic of the region	LSMS, Darbar Arts and representations from the Afro Caribbean and Indian communities; Soft Touch Arts; Manager Ensembles and Performances (MEP); Area Music Leaders (AML); Associate Teachers. Resources: low cost instrument hire with fee	To undertake a targeted needs analysis of these groups by Dec 2012	Target not met due to full needs analysis completed in March 2013. Moved to Sept 2013	SDM / AML LEAD ROLES	Inclusion in a large scale event by July 2013(9 planned per year) and participation in a specific cultural day by July 2014.	PARTIALLY MET - Schools offered opportunities to perform at large scale events through WCET programme. Darbar Arts participating in De Montfort Hall concert March 2014. Lead roles given to each Area Music Leader will address the lack of culturally diverse groups.
			To develop a pilot marketing project to attract 25 new members from the identified groups by November 2012	As above	AS ABOVE	Opportunity to perform as part of a wider group - in either areas or central large scale opportunities within the 34 ensembles provided by LSMS and offer additional partner ensembles by July 2014	PARTIALLY MET - Schools offered opportunities to perform at large scale events through WCET programme. LSMS ensembles provided with at least 1 large scale performance every year
			To review and revise the ensemble and performance offer in light of the results of a targeted needs analysis	As above			NOT MET. Audit of Ensembles currently being carried out (March 2014)

	Objective - ENSEMBLE DELIVERY	Provider	2012/13 Activities as SMART Targets/Milestones	Interim Review March 2013	Monitor	2013/14 SMART Target	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
3.2	To give all students the opportunity to perform from an early stage	LSMS and Hub partners. AML's and ML's. Associate teachers	Performance in schools at the end of term 1 - Dec 2012 x 85 schools	Target partially met. 50 schools took part in an end of term performance, 35 schools carried forward	PDM	ongoing	MET - All schools encouraged to take part in an end of first term performance.
Performances for WCET pupils involving clusters of schools - March 2013			Target ongoing. Cluster performances April 2014	AML		MET - All schools encouraged and invited to take part in Cluster performances by AMLs.	
Undertake evaluation to feedback into future work by July 2013			Target ongoing.	PDM		MET - Evaluation form completed by all WCET schools in January 2014 which will influence the offer and instruments / curriculum next year	
Opportunities to perform as part of a wider group, either in area centres or large scale performances such as at the 5 x De Montfort concerts; 1 x Countesthorpe; 1 x Cathedral and 1 x Rock&Pop fest each			Target met. Performances as part of a wider group - all achieved	PDM		MET. Performances as part of a wider group - all achieved	
Raise aspirations with ensemble support from members of the Philharmonia Orchestra; planning Autumn term 2012; fundraising 2012-			Target ongoing. Conversations in progress for G&T opportunities with the Philharmonia	SDM		PARTIALLY MET. Conversations in progress for G&T opportunities with the Philharmonia; to include a brass day planned for November 14 and have already worked with the string sections of the LSMS symphony Orchestra. Plans to offer the same to the younger groups.	

	Objective - ENSEMBLE DELIVERY	Provider	2012/13 Activities as SMART Targets/Milestones	Interim Review March 2013	Monitor	2013/14 SMART Target	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
3.3	Offer aspirational and motivational opportunities to gifted and talented C&YP	LSMS & Hub partners	G&T to participate in a selection of rehearsals with Viva Sinfonia by July 2013 leading to performances.	Target changed - see attached project summery.	SDM	Ongoing	MET 7 string players attended rehearsals with the Philharmonia to practice pieces that were part of their Orchestra unwrapped concert which culminated in them performing in the concert alongside the Philharmonia players. Scott Stroman will be working with pupils from John Cleveland College's Jazz Band in an improvisation and creative session spanning two afternoons.
			1 workshop with Loughborough Endowed Schools by April 2013	Target ongoing. G&T project with LES & central Senior Percussion planned for April			
3.4	Give all students an opportunity to have an ensemble experience from an early stage	LSMS, Hub partners, MEP, AML, ML	Parents and schools signposted towards an area ensemble or satellite centre by December 2012 (see COMMS). Target excluded and hard to reach young people through an on-line survey by Dec 2012. Use hub partners to deliver CPD on engagement strategies	Target partially met. Comms plan completed in December 2012. Fee remission publicised.	AML	Review and evaluate to develop yr 2 strategy Sept 2013	PARTIALLY MET; WCET schools invited to attend 'Workshops' in the North. These are organised to engage primary pupils in ensemble playing and to support and encourage transition with the high schools. They are primarily organised in cluster groups with 95 children expected at the next one in Hinckley -April 2014
3.5	Create multiple and diverse contemporary ensembles for all ages and standards	LSMS and Hub partners. AML's	Increase provision of Rock and Pop, Steel Pans and Indian music by Dec 2012 after needs analysis e.g. working with Crown Hills Secondary Schools, Stonehill High School and New College (rock&pop)	Target ongoing. To date: Rock and Pop participation supported through technology, specifically installing a Jampod New College. Rock and Pop All Stars project, G&T focus, with 6 schools with performance in July 2013. Family of city schools working together	AML LEAD ROLE		PARTIALLY MET - Inclusion of Darbar Arts delivering Indian Classical WCET projects in schools. Set up of African based ensembles at city area networks. Provision of Rock and Pop has remained limited to New College.

	Objective - ENSEMBLE DELIVERY	Provider	2012/13 Activities as SMART Targets/Milestones	Interim Review March 2013	Monitor	2013/14 SMART Target	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
3.6	Facilitate a range of festivals to reflect cultural diversity	LSMS; Darbar Arts; Hub partners	Steel Pan festival in June 2013 using experience already within LSMS (bi-annual); c/f to large scale events	Target ongoing. Steel Pan event planned for June 2013	PDM	Indian Music Festival in June 2014 (bi-annual) -c/f to large scale event	NOT MET - Steel Pan festival (Pan Jam) being organised for June 2014, but Indian Music festival carried forward to 2015
3.7	Facilitate workshops and master classes with Hub partners	Sinfonia Viva and the Philharmonia		Target ongoing. Orchestras Live and Sinfonia Viva working with WCET projects for massed performance in July - see attached project update doc	SDM		TARGET MET; The first project featuring 175 children working creatively with John Miles was performed in July 2013. Sinfonia Viva are currently working with 150 pupils in the ACE identified cold spot of North West Leicestershire. The partnership includes LSMS, North west District Council and the National Forest. An inspiration day was held at Conkers to give some creative ideas for the project entitled 'our forest futures'. the project included children taking part who are currently enjoying their first year of WCET tuition, to some G and T students from Castle Rock High School.

	Objective - SINGING DELIVERY	Provider	2012/13 SMART Target	Interim Review March 2013	Monitor	2013/14 SMART Target	Interim Review March 2014; MET,PARTIALLY MET,NOT MET	
4.1	That every school sings	LSMS (Singing Development Leader & Singing Leader), Leicester Cathedral, Darbar, Kaine Gospel, 2Funky, Sing Up	All schools will be offered a menu of support via the 6 hub partners	Target ongoing. Leaflet with menu of support to be completed and sent out by end of May	SDL	Cross-advertising will be targeted at schools who have not yet engaged	MET - taster sessions given to schools who haven't engaged and targeted calls made. Marketing emails and information on website updated recently with full breadth of singing offer highlighted frequently. Attendance at cross Hub events to promote singing strategy has resulted in some engagement (e.g. Orchestra's Unwrapped)	
			At least 110 schools will engage with a programme of support in the 1st year	Target exceeded. 154 schools engaged in singing activity with a hub partner so far		An additional 70 schools will engage with a programme of support	MET - 103 schools engaged for 2013/14 with singing strategy via Hub singing partners.	
4.2	That area choirs are available for all children who want to undertake extra-curricular singing	Lead - LSMS with delivery from other hub partners	A map of current hub partner area choirs will be produced & published	Target ongoing. Map in production to be shared on the website in May		The map will be updated and republished	MET - Map published on website July 2013 with Hub partner choirs identified by genre. News and events part of website updated regularly by SDL to promote other singing opportunities across and beyond the City and County as and when they occur.	
			A new area choir will be formed in an identified cold spot	Target exceeded. Choir being set up in identified cold spot of North West Leicestershire by hub partner Sinfonia Viva		2 additional area choirs will be formed in identified cold spots	PARTIALLY MET - North West Voices being run by partner school in North West Leicestershire Cold Spot in early 2013. City West Voices set up as part of City Area Network in January 2014. Plans to create a KS3/4 choir in East City via the Area Network to be launched Summer 2014, led by a partner in an Urban style.	
				Choir starting this week in a cold spot in the city, run by hub partner 2Funky Arts				MET - Singing partner 2Funky Arts awarded Youth Music bid to deliver a 9 month series of free singing workshops '2Sing' at Curve Theatre.
			Area choirs will be given a centralised performance opportunity	Target moved to next academic year. Annual performance programmes already set before SDL was in post		Area choirs will be offer another centralised performance opportunity	MET - Bullfrog Arts Looked After Children's Choir the 'Bullfrog Chorus' are to perform at Easter DMH 2014 and LSMS Junior Choir to perform at Summer DMH Gala 2014	

	Objective - SINGING DELIVERY	Provider	2012/13 SMART Target	Interim Review March 2013	Monitor	2013/14 SMART Target	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
4.3	Gifted and talented pupils can sing together	All hub delivery partners who run choir + newly formed are choirs	G+T pupils from area hub partner choirs will be identified	Target not met. Singing Development Leader not appointed till Feb 2013.Weekend/Summer Schools not yet organised due to ongoing choir mapping. Music being commissioned for use at G&T events.			MET - marketing campaign carried out and currently 35 G&T singers have been identified to form a choir to perform the commissioned work. Marketing ongoing as well as Grants for Arts funding bid result to be announced to support this.
			We will run a weekend or holiday course for the identified G+T pupils	Target not met due to ongoing mapping.		There will be 3 weekend or holiday courses this year	PARTIALLY MET- Residential weekend organised for June 2014 to rehearse commissioned work in preparation for performance in July 2014.
			The newly formed G+T group will perform	Target not met. New choral work commissioned, to be performed by G+T group		The G+T choir will perform 3 times during the year	PARTIALLY MET - G&T choir to perform at the Cathedral in June 2014 following the residential weekend and then again later in 2014 as part of Leicester City Council's wider Richard III discovery celebrations.
4.4	That schools engage with the culturally diverse range of singing partners to reflect their school population	Schools will engage with singing programmes that reflect their cultural population	An audit of schools that currently use hub partners singing programmes will be <u>produced and shared</u>	Target met. Audit complete and shared with singing Hub Partners.		The audit will be updated and re- shared with hub partners	MET - Regular singing strategy updates are produced that include a breakdown of number of schools engaged with each singing Hub partner and whether they are City or County. This is monitored regularly.
			Advertising will be targeted at schools with culturally diverse populations	Target not met. Promotional material currently being produced. Targeted marketing to schools in May inline with website launch.			PARTIALLY MET - Area network strategy included taster assemblies to schools to market the diverse range of singing and instrumental activity available. Darbar Arts promotional material handed out to all schools to raise awareness. Website used to promote a culturally diverse range of singing opportunities.
			At least 30 schools will engage with hub partners who are offering diverse genres in singing	Target partially met. To date there are 5 projects targeted in schools with culturally diverse populations. SDL working with some Hub partners to develop their offer in order to increase number of schools engaging.		An additional 30 schools will engage with hub partners who are offering diverse genres in singing	NOT MET - promotion of Darbar arts singing offer is quite recent and as yet we have had no sign ups. Kaine are awaiting a decision on a Youth Music funding bid to support a Gospel primary schools singing programme which aims to engage 30+ primary schools in 2014/15.

	Objective - SINGING DELIVERY	Provider	2012/13 SMART Target	Interim Review March 2013	Monitor	2013/14 SMART Target	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
4.5	There will be support for looked after children	Bullfrog Arts, LSMS & Leicester City Council Looked After Children's Service	30 Foster children (7-11) years old will participate in a singing project with performance at Curve	Target met. Successful performance by Foster Children choir at Curve.		The hub will apply for additional funding to continue to work with this partnership	MET - Project continuing until July 2014 with further funding bids being developed. Choir will perform at March 2014 DMH performance
			5 young people (11-19 years old) in residential care will sing a play in a band	Target partially met. Project had very successful outcomes, but numbers reduced to 3 due to very challenging circumstances. Residential care band recorded composition in studio and accompanied foster carers choir in performance			
			20 Foster carers (indirectly 20+ foster children in their care) will undertake training in order to become more confident in singing with children in the home	Target met.		Funding permitting, foster carers will form a choir who sing regularly together	MET - Further foster carers singing training also taking place March 2014 with a view to increasing the numbers in the Foster Carers Choir.
				Successful funding bid for new project to set up a foster children's choir. April 2013-March 2014			PARTIALLY MET - Funding bids being written, but not yet submitted for continuation of the foster children's choir.

	Activities - CPD DELIVERY	Provider	2012/13 SMART Target	Interim Review	Monitor	2013/14 SMART Target	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
5.1	We will run an annual conference for classroom music teachers and instrumental teachers from all phases of education	LSMS in partnership with Beauchamp College	At least 80 teachers will attend the conference	Target ongoing. Conference booked for June 25 to include pathways for special schools, primary and secondary schools, hub partners. No partnership with Beauchamp College due to changes in AST funding	SDM	At least 100 teachers will attend the conference. Ann additional 3 hub partners will deliver workshops at the conference	Met in full Over 100 teachers attended conference. Conference extended to work with hub partners. 6 hub partners delivered workshops
5.2	We will set up and lead area networks for school music teachers to meet and share	LSMS Area Leaders & Strategy Manager		<p>Target ongoing. Secondary networking launch on Feb 28th attended by 18 teachers. Road shows in 4 areas of county and city by July 2013. Target audience -HoM/music coordinators, Music Leaders, Associate Teachers, partners. Followed through with Development Meetings by area termly.</p> <p>Charanga training excellent evaluations (see attached summary) 28 schools</p> <p>Transition training musical bridges launched with 2 clusters and 30 teachers - primary and secondary</p> <p>Needs of primary school teachers identified including new national curriculum, integrating and developing the work of first access through the music curriculum, support for non-specialists, preparing for Ofsted. Work commissioned to integrate WCET.</p>	SDM	<p>At least 40 teachers will attend network meetings</p> <p>The area networks will meet 3 times this year</p>	<p>PARTIALLY MET; Area development meeting took place in the North East of the County in June 13.the next will be in June 14 which will start the process of the School Education Plan and challenging conversations. The city have had a meeting each term.</p> <p>Charanga training has been delivered on 3 separate occasions and LSMS staff are now championing the programme and can deliver external training to schools</p> <p>Partially met. Transition project training delivered. Two cluster projects set up (jazz and Taiko) training in spring term 2014 . Projects to be delivered Summer 2014.</p> <p>Partially met. New National Curriculum training session 1 delivered. Needs identified. Course planned for June 20th. Training focused on activities for new national curriculum oversubscribed. Delivered in January 2014. Ofsted preparation training and support materials presented at leadership courses November 2013.</p>

	Activities - CPD DELIVERY	Provider	2012/13 SMART Target	Interim Review	Monitor	2013/14 SMART Target	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
5.3	We will offer CPD through the Singing Strategy	LSMS, Sing Up, Leicester Cathedral, Darbar, Kaine Gospel, 2Funky	Teachers from 70 schools will attend singing CPD courses	Target partially met. Vocal-Ease training programme devised and resource pack produced. Training delivered for schools buying phase 1. Sing Up training delivered by LSMS staff.	SDL	An additional 30 schools will attend singing CPD courses	MET - 25 schools attended singing training session as part of the 2013 annual music educators conference, Phase 1 of Vocal-Ease was bought by 2 schools and 31 school teachers attended Sue Nicholls CPD training session, which developed singing ideas for the new music curriculum.
			5 teachers who have participated in a singing programme will gain enough confidence to lead part of a massed rehearsal or performance	Target on-going. Working towards the end of the academic year		Another 5 teachers will lead part of a massed rehearsal or performance	PARTIALLY MET - Teachers from 3 schools (Stafford Leys, Eyres Monsell and Worthington) received Vocal-Ease singing CPD and were able to lead performances at their schools.
5.4	Offer a menu of CPD opportunities for schools available through hub partners on a traded basis	Hub partners; website		Target Re-defined and broadened to include development of CPD/workforce development strategy to secure the workforce and ensure all staff have sufficient and appropriate knowledge, skills and behaviours to enable successful implementation of the LMEH strategy.	HUB EXEC	On going	

	Objective; ACCESS TO PROFESSIONAL MUSICIANS AND LARGE SCALE VENUES	Provider ' Resource	2012/13 SMART Target/milestone	Interim Review March 2013	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
6.1	Create opportunities working with partner organisations for pupils to attend and be involved in a range of events within the western classical tradition	Philharmonia orchestra;	1500 Pupils attend Orchestra Unwrapped concerts at De Montfort Hall for 7 -11 year olds.	Target met. Next Orchestra Unwrapped concert in April 2013	PDM / SDM	Impact of event and training monitored. Continued access if appropriate.	PARTIALLY MET- Orchestra Unwrapped concert 22nd Jan 2014 attended by approx 1500 pupils.
6.2	Create opportunities for pupils to participate in a range of events with a variety of cultural groups.	Darbar Arts; LSMS staff; Afro Caribbean centre; Curve Theatre	Activities engaging pupils in wide range of non-European instruments and genres including Steel pan festival for June 2013 ; planning from Oct 2012.	Target ongoing. Steel Pan festival planned June 2013. Annual concert programme has modified to include groups that perform in more diverse genre. Kaine Management developing a schools project with a view to a gospel choir appearing in Curve Festival Choir	PDM / SDM	Planning from Jan 2013 with Darbar Arts for Indian Music Festival June 2014;	NOT MET - "Pan Jam" steel pan festival planned for June 2014, but Indian Music Festival postponed until 2015
6.3	Pupils given opps. to participate in large scale events organised by LSMS.	LSMS;	5 performances at De Montfort Hall 3,000 pupils; 1 cathedral Christmas concert, 100 pupils; 2x Bedworth Festivals, 600 pupils; Countesthorpe 2 big bands 120 pupils; Rock and Pop festival at 02 academy July 150 pupils in yr1 increasing to 200 in yr2 ; 25	Target ongoing. Successful concerts in term 1 & 2 complete, planning for term 3 underway	PDM / SDM	Ongoing including four partner organisations;	MET - Concerts held Sept - Feb featured 1400 children. Planning for March to July concerts underway -3600 children will take part in the Summer Festivals held at De Montfort Hall in June 14 Partner organisations have or will include Sinfonia Viva, Great Bowden Recital Trust, Bullfrog Arts and Darbar Arts.

	Objective; ACCESS TO PROFESSIONAL MUSICIANS AND LARGE SCALE VENUES	Provider ' Resource	2012/13 SMART Target/milestone	Interim Review March 2013	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
6.4	Create opportunities for G&T pupils to attend a range of events with a variety of cultural groups.	Sinfonia Viva; LES; LSMS	Attendance at concerts and events throughout year (see App.6) encouraged - April 2013 e.g. at Assembly Rooms Derby. Attendance at performance of SV ; participation from G&T students to be planned with SV from Jan 2013,including from Loughborough Endow	Target not met. Planning with Sinfonia Viva and Philharmonia underway	PDM / SDM	Attendance at concerts and events throughout year (see App.6) encouraged.	Shoemaker & the King' G&T choral project taking place in June 2014 with a residential and performance at Leicester Cathedral with Q&A and workshops with composer and lyricist and taught and conducted by Adrian Partington.

	Objective; INSTRUMENT HIRE	Provider ' Resource	2012/13 SMART Target/milestone	Interim Review	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET,PARTIALLY MET,NOT MET
7.1	Marketing hire of instruments	LSMS and delivery partners	10 % increase in the number of hirers		BM	The number of instruments hired to schools as part of a First Access project has increased	PARTIALLY MET; Increase in growth of First Access Projects has prevented marketing of this objective. A review of the terms is currently being undertaken and a marketing strategy is being devised
7.2	Increase income from additional hire from WCET in year 2	LSMS		The instrument is provided free of charge to follow on Year 2 WCET pupils to encourage continuation.	BM	The number of instruments loaned to pupils has increased in this area	PARTIALLY MET; the instruments are now part of the package for continuation.
7.3	Development of commercial hire	LSMS	Increased commercial hire awareness	Two of the three major Arts centres have worked with LSMS to hire instruments for their productions	SM	To broaden the awareness of commercial hire but restricted due to needs of LSMS and delivery partners to meet the core roles.	PARTIALLY MET; Through creative partnerships broadening the awareness and recognising the limited availability due to fulfilling existing demands for performances & rehearsals with partners and LSMS

	Activities	Provider	2012/13 SMART Target/milestone	Interim Review	Monitor	2013/14 SMART Target/milestone	Interim Review March 2014; MET, PARTIALLY MET, NOT MET
8.1	To ensure year on year improvement in teaching learning and provision	LSMS and delivery partners supported by Quality & Standards group	Autumn term standards monitored to set base line. Standards then reassessed each autumn term by representatives from the Q&A Group, with some paired observations to agree judgements. Use of external assessor. Min 10% improvement in excellent/good yr on yr	Target on-going. CPD strategy for LSMS and all delivery partners being developed. Training, QA and peer review process for Music leaders to begin Summer term 2013. QA of Associate Teachers May 2013. Standards and protocols devised. External assessors c	EXEC	Autumn term standards monitored to set base line. Standards then reassessed each autumn term by representatives from the Q&A Group, with some paired observations to agree judgements. Use of external assessor. Min 10% improvement in excellent/good yr on yr	PARTIALLY MET. CPD strategy for LSMS and all delivery partners being developed. Training, QA and peer review process for Music leaders to begin Summer term 2014. QA of Associate Teachers May 2014. Standards and protocols devised. External assessors used as appropriate.
8.2	To improve access, participation and standards in all musical activities for all minority groups	LSMS and delivery partners supported by Access and Equality group			EXEC	Activities or plans in place for work in special schools, PRUs, cold spots and greater variety of instruments	PARTIALLY MET. Offer from Darbar Arts and Djembe drumming increasing range of WCET. Greater Uptake of WCET in all schools engaging over 80% of ALL students. Special school programmes arranged with new partners (see Partnerships).
8.3	To support minority and isolated communities in their access to and participation in music	As above in association with Area Centres	Identify needy areas through Area Centres - e.g. ex-mining communities, inner city housing, economically poor white working class. LSMS to work with schools and clubs to set up relevant activities	Target partially met. Areas identified. Partners commissioned to work in these areas	EXEC	2 Centres/Networks started in cold spots. Partners to support projects in these areas.	PARTIALLY MET. A NW Network has started to tackle cold spot in NW. Sinfonia ViVa and Orchestras Live engaged with NW Leics District Council.
8.4	To develop the opportunities and provision at Area Centres and their satellites	Area Music Leaders + Area Centre group	See the vision for Area Centres in the Hub User Guide section 3.5.1	Target partially met. New Centres and Networks need to develop further activities	EXEC	All Area Centres operating and increasing activities	PARTIALLY MET-all area centres running but more diverse groups need starting. The new lead roles will see rapid progress in this area. New City Networks have started this term and are allowing primary and secondary pupils to engage in greater range of opportunities.
8.5	To introduce and develop efficient and effective reporting, auditing and needs analysis procedures	Business Manager + Executive	Arts Council Data Collection form linked to School / Area Data return form	See Business Plan Update - Section 4.1Needs Analysis	Head of Service and Exec Group	At least 80% of schools have returned needs information	TARGET MET, but a more efficient approach is needed in the next round of needs analyses.

Appendix 5 – First Access Delivery 2014/15

Core 1 - First Access Programme						
Lead Group: Executive Group of Music Education Hub						
	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
1.1	Through a traded first access programme, (targeted at Yr4)increase number of schools accessing a quality Whole Class Ensemble Tuition (WCET) programme from LSMS	AML (Area Music Leader)	Develop the 2015 -18 primary school package to include WCET (working with steering group)	Concentrate on a targeted approach to schools in North and North East Leicestershire, who are not engaged and South Leicestershire, who are making their own provision. Area Music Leader (AML)/ Singing Development Leader (SDL) peer to peer support in this area to be carried out over March/April 2014. Using the Schools Music Education Plan and plan formulated by the Strategy team, schools in these identified areas will be contacted by June 2014. Look at recruitment issues to deal with supply and demand for these additional schools. Develop a rural schools engagement strategy that balances income generation vs engagement. There are approximately 10,700 pupils in year 4.	SDM (Strategy Development Manager)	90% of schools engaged with the National Plan.
		AML	Evaluation report of WCET provision from all providers by February 2015 submitted to Executive Board	Initial evaluation taken place with feedback from schools and students. Analysis to take place before report compiled. Begin analysis in March 2014 - led by Deputy Service Manager and Evaluation lead (SDL). Internal evaluation to take place alongside these to lead into curriculum development. A full and comprehensive review of the schemes of work for first access to be undertaken and areas for improvement to be identified with a timescale ready for the new academic year; these will be based around the National Curriculum for Music requirements. Resources are also being reviewed with pilot projects being run using Music Marvels, Trinity Guildhall Music Tracks and Associate Board Music Medals. Full training for all teachers will be delivered in September 14. The School Music Education Plan identifies the need for embedding WCET into the whole school curriculum with the LSMS music leaders being engaged in 2 planning and assessment meetings per year.	SDM	100% of Music Leaders and Area Music Leaders trained. New first access curriculum in place.
		AML	Identify the Emergent talent from the Whole Class Programme	East Midlands Hub Partnership will work to identify talented pupils using the toolkit form the EM (East Midlands) Talented Musicians report c/f New Partnerships and suggested pathways for future development.	SDM	
1.2	To develop flexible WCET models working with a range of delivery partners to provide a programme that reflects the cultural diversity of the region	AML	Enhance WCET provision engaging professional Indian musicians by Sept 2014	Continue with taster Darbar workshops - develop a lead on this to follow up calls and increase engagement. Continue to promote Indian Classical WCET via ML (Music Leader) and AML network as part of WCET promotion generally. Pilot a Taiko project with partners and Yamaha Primary Wind Band project.	SDM	10 schools accessing an Asian music programme. 1 x Yamaha primary wind band project 2 x Taiko project

Core 1 - First Access Programme						
Lead Group: Executive Group of Music Education Hub						
	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
1.3	To increase no of WCET programmes in a range of style and genre including rock and pop	AML / Rock and Pop lead	Pilot a project by January 15	Recruitment difficulties have meant no offer of rock and pop projects. Pilot a rock and pop primary WCET project in January 15. Research good practice in neighbouring Hubs September 14	SDM	1 x project
1.4	Develop a specific tailor made WCET project for Special Schools to maximise accessibility	SDM	Develop digital resources to use with special schools by December 2014	Visits to each school to establish strengths, areas for development and needs in music provision in each setting. The audit started with KS2 schools linked to the National Plan for Music Education (NPME) core priority 1 WCET. Notes of visit and data base of contacts set up. Four key areas for development identified through the audit 1) Develop the use of assistive technologies to support music in special school settings 2) Develop access to professional musicians and live music 3) Professional development for class teachers 4) Opportunities for pupils in special schools to perform alongside mainstream schools at large scale events. Working with partners to set up pilots in each school. 4 pilots will be completed by March - Taiko with Bullfrog and Kagemusha, Soundbeam with Mat Andasun, Open Doors composition with Sinfonia Viva, Soundlincs project. Evaluations of all project to be completed by May 2014.	Head of Service (H of S)	16 Special schools and 1 PRU
1.5	To ensure all excluded , those with disabilities, gypsies and travellers(see 2.2) and those not in formal education can access WCET provision through specific support programmes	SDM	Ongoing	Bullfrog Arts are carrying out some research into this area. March 2014 trial Taiko session taken place at Curve. LSMS to work in partnership with Bullfrog to develop a specific Gypsy, Roma & Traveller children.	H of S	% of C&YP from identified groups
1.6	To offer targeted support for Looked After Children (LAC) in all of the 4 core roles	SDM	Ongoing	Continue with Bullfrog Arts partnership for Looked After Children - SDL to coordinate with Bullfrog for performance opportunities De Montfort Hall (DMH) March 2014 and further funding applications Summer 2014). Expand this to work with Leicestershire County Council Looked After service (Beacon Voices are the County LAC choir and recently performed at Wembley). Expand the offer beyond singing to cover instrumental tuition. Work with Bullfrog Arts to develop a plan for transitioning LAC into mainstream groups - SDL to work with Bullfrog Arts to set up a transition session so some children can join Leicestershire Schools Music Service (LSMS) Junior Choir April 2014.	Hof S	All LAC

Appendix 6 – Progression Delivery 2014/15

Core 2 - Progression routes						
Lead Group: Executive Group of Hub						
	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
2.1	Increase participation by young people after they have taken part in WCET programme and singing strategy	AML	Develop 3 whole WCET ensemble continuation groups developed by September 14. Signpost to partner organisations by September 14.	AML's to continue with planning and setting up of Area Centres and Area Networks. Signpost YP (young people) to these and partner organisations via WCET projects and website. AML/SDL to increase the offer of these so the progression routes are broadened.	SDM	3 x whole class progression ensembles
		AML	Last tranche of schools engage in 2nd year of programme in September 14	The strategy team are looking at different continuation / progression strategies to meet this target. Specific reviews of other neighbouring authorities and more detailed information being sent to schools to raise the importance of continuation and ensemble playing. c/f school music education plan and initial visits Regarding challenging conversations	SDM	50% of children take part in year after WCET.
2.2	Improve progression of children through KS3, even if they have not been involved in WCET or Wider Opps	AML	Increase participation by 2.5% by July 15	Liaise with Heads of Music at KS3 via Area Network meetings to communicate the offer for this age group via Area Networks and Centres. Communicate with schools any special projects or Gifted and Talented activity that is aimed at KS3 students using meetings, emails and the website. Raise awareness of News and Events section on website - using expertise of Marketing and Comms Manager. AML and SDL team to discuss ways of approaching KS3 Heads of Music to discuss the offer and how it could be improved to increase participation. Pilot various models including Yamaha Class Band and Extended Schools Creative Curriculum offer.	SDM	4 x Yamaha year 7 and 1 x extended school for 200 pupils. Continuation lessons (shared and individual) into 2 area centres
2.3	Improve opportunities for young people to perform in area centre performances	AML	Increase range of ensemble genres across area by 2 by September 14	Area Centre and Area Network groups launched in response to school based research. New groups planned include Brass Band, City Orchestra, Urban Vocal Group, Percussion Ensemble to be ready to launch September 2014.	SDM	All Centres offer 4 ensembles (may be in satellite centres) and all genre needs identified available

Core 2 - Progression routes
Lead Group: Executive Group of Hub

	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
2.4	All young people signposted to Hub and associated activities across area	AML	Feedback and evaluation shows further improvements on 13-14 takeup by March 15	Marketing & Comms Manager to develop a marketing strategy to communicate the Hub and Service and website address. Ideas include instrument branding (stickers/stencil logo on case), all communication has web address on, success stories communicated by press release to raise awareness in public domain. Increase use of social media (Twitter Facebook).	HUB EXEC	Increasing % of all young people engaged in full range of musical activities in and out of schools and across area centres
2.5	Area Centres respond to all needs of their young people including all minority groups	AML	Questionnaire devised and sent to 300 students by April 14. PDM and other providers offering 3 sessions of training	LSMS to carry out some research into the needs and wants of young people to make sure that Area Centres and partnerships are tailored to this - questionnaire going out to help determine instrument and ensemble planning by the Performance Development Manager (PDM) April 2014. Training given to support Area Centre conductors to develop a broader range of repertoire.	SDM	80% of minority groups involved in musical progression and 65% of all other young people

Appendix 7 – Ensemble Delivery 2014/15

Core 3 - Ensembles and perform from an early stage						
Lead Group: Executive Group of Hub						
Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI	
3.1 To increase levels of engagement in ensembles and performances from all cultural groups in order to match the demographic of the region.	PDM	Inclusion in a large scale event by July 2014 (9 planned per year) and participation in a specific cultural day by July 2015	PDM to programme in performances by Hub partners and others to reflect the cultural diversity of the region. Lead on specific cultural day to be decided and planning to begin by end of 2014.	SDM	Participation representative according to diversity figures	
	PDM	Opportunity to perform as part of a wider group - in either areas or central large scale opportunities within the 34 ensembles provided by LSMS and offer additional partner ensembles by July 2014	Develop strategy to increase participation in LSMS ensembles. Review and revise the LSMS ensemble offer. Target date; by end of April 2014	SDM	34 performances per year. Impact statement from participants after a survey of what was achieved.	
	PDM	Targeted needs analysis to be carried out in April 14.	To review and revise the ensemble and performance offer in light of the results from the targeted needs analysis	SDM		
3.2 To give all students the opportunity to perform from an early stage.	AML	Performance in schools at the end of Autumn term 14	Survey WCET schools to analyse how many offered performance opportunities in Dec 2013. (March 2014). Following this, develop strategy to increase uptake.	SDM		
	AML	Performances for WCET pupils involving clusters of schools - March 2013 Undertake evaluation to feedback into future work by July 2014	Survey WCET schools to analyse how many have taken part in Cluster concerts. (March 2014) Following this, develop strategy to increase uptake.	SDM	185 schools by 2014-15	
	PDM / AML	Opportunities to perform as part of a wider group , either in area centres or large scale performances such as at the 5 x De Montfort concert, 2 x Bedworth concerts; 1 x Countesthorpe; 1 x Cathedral and 1 x Rock and Pop Festival each year	Review large scale performance plan for 2014-15 by end May 2014.	SDM	10 in 2014 -15.	

Core 3 - Ensembles and perform from an early stage

Lead Group: Executive Group of Hub

	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI
3.2		SDM	Raise aspirations with ensemble support from members of the Philharmonia Orchestra - July 14	Philharmonia to work with LSMS ensemble members providing sectional support	SDM	3 x sessions in 2014-15
3.3	Offer aspirational and motivational opportunities to gifted and talented C&YP.	SDM	Workshops in a range of style and genre by July 14	Run master class type sessions with professional inspirational named artists on contemporary instruments to support the growth and development of 'modern music'. Offer an audition experience to young singers with a west end musical director. The Philharmonia will work again with a specific section of the County Symphony Orchestra in the unwrapped concert and discussions are taking place into how we can facilitate WCET performers taking part in this concert whilst being the audience.	SDM	15 C&YP apply to national schemes. 5 C&YP successful applications in yr 1
3.4	Give all students the opportunity to have an ensemble experience from an early stage.	PDM / AML	Parents and schools signposted towards an area ensemble or satellite centre by December 2014 (see COMMS). Target excluded and hard to reach young through an on - line survey by Dec 2014. Use hub partners to deliver Continual Professional Development (CPD) on engagement strategies by March 2014; Implement COMMS by Jan 2013.Publicise fee remission for ensembles .Target WCET pupils to participate in ensembles through delivery partners	Develop traffic on website. Update and improve offer of area centres and networks. Marketing and awareness of opportunities. Plans for a pilot Area Band to be set up in September ; this will invite all WCET continuers to attend a residential Band Camp as a precluder to joining the area band. This is a model similar to a neighbouring authority so training will be in conjunction with them.	SDM	20% increase in area centre ensembles in yr1; 30% in yrs2 ; 40% in yr3 . Increase by 20% each year of hard to reach children.

Core 3 - Ensembles and perform from an early stage

Lead Group: Executive Group of Hub

	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI
3.5	Create multiple and diverse contemporary ensembles for all ages and standards.	PDM / AML	Increase provision of Rock and Pop, Steel Pans and Indian music by June 2014 after needs analysis.e.g. Working with Crown Hills Secondary School, Stonehill High School and New College (Rock and Pop)	Develop alternative Rock and pop projects at Area Networks. 1 more in City and 1 in county. New lead role to develop diversity. Audit needs. Pilot new primary rock and pop project and report outcomes to Governing body. Work with partner schools to develop new ensembles e.g. Taiko - 1 county group, 1 City group. Develop city area centre for world music to include Dhol drumming, djembe, taiko.	SDM	3x rock school.
3.6	Facilitate a range of festivals to reflect the cultural diversity.	PDM	Indian Music Festival in June 2014(bi -annual) -c/f to large scale event	Plan Indian Music Festival to take place in June 2015. In addition, investigate potential for West Indian Music Festival or Multi Cultural Festival to take place in 2016.	SDM	2 festivals over 3 years; 5 partner organisations
3.7	Create multiple contemporary ensembles for all ages, standards and diversity.	PDM /AML	Increase provision of rock and pop, steel pans and Indian music by June 2014 after needs analysis.	Needs analysis to be undertaken by the AML lead role. May 14.	SDM	number of ensembles offered. Broken down by key stage and ethnicity.
3.8	Facilitate a steel pan festival to reflect cultural diversity.	PDM	June 2015	Plan and organise Pan Jam to take place in June 2015 using experience already within LSMS.	SDM	
3.9	Facilitate workshops and master classes with Hub partners.	SDM	Between September 14 and July 15. Partnership meetings to commence in May / June 2014.	Workshops and Masterclasses to be facilitated with Scott Stroman, the Jazz Partnership,the Philharmonia and Sinfonia Viva. Plans are developing to work with the National Children's Orchestra with some of our younger LSMS ensembles.	SDM	3 projects in the County and 1 in the City.

Appendix 8 – Singing Delivery 2014/15

Core 4 - Singing Strategy						
Lead Group: Executive Group of Hub						
	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
4.1	That every school sings.	SDL (Singing Develop ment Leader)	An additional 70 schools will engage with a programme of support by July 2015.	<p>*SDL to monitor take up of Vocal-Ease (VE) and target hard to reach schools - in particular City schools by keeping a record of engaged schools and reviewing this regularly with support from Singing Leader (SL).</p> <p>*Offer (Free of Charge) FOC Vocal-Ease taster workshops in City schools with a view to sign up - Spring/Summer term 2014.</p> <p>*SDL and SL to attend Orchestra's Unwrapped concerts to make contact with unengaged schools and promote VE Spring Summer 2014.</p> <p>*Promote VE through Area network meetings and HT briefings - SDL to attend and promote singing support available. First one March 2014</p> <p>*Develop 'Hub Singing School' strategy to engage good practise schools in disseminating ideas for singing in schools and develop transition projects to encourage more KS3 singing progression.</p> <p>*Summer 2014 - work with partners to develop funding bids to offer alternative singing programmes - especially those tailored to hard to reach or culturally diverse schools (Gospel and Urban music - Kaine 'Oh Happy Day' singing project (KS2) and 2Funky '2Sing' Urban Music programme (KS3/4).</p>	SDM	A total of 250 schools will engage with a singing programme over the life of the grant (60% of all City & County Schools to engage with a % of these to be Secondary)
4.2	That area choirs are available for all children who want to undertake extra-curricular singing.	SDL	The map will be updated and republished	<p>*Summer 2014 - set up and begin work with 'Singing Working Party' to develop a Quality framework for assessing the teaching and learning of singing in line with new Curriculum for both Secondary and Primary singing (based on Youth Music's Quality Framework).</p> <p>*Voces8 cross-hub CPD project to develop into young leader training to develop KS3/4 singing</p> <p>*Philharmonia partner project Community Opera to engage primary and secondary singers with working with professional musicians (see Ext 2 6.1)</p> <p>*Provide high quality CPD for secondary school music teachers. (Voces8 Nov 2014)</p>	SDM	There will be at least 8 area choirs
		SDL	A networking opportunity will be provided for choir leaders	<p>*SDL to work with AML's to develop singing in Area Centres and Networks with a view to having one choir/singing group in each area - visit schools and host assemblies to promote area centre/network activity. Ongoing activity beginning Spring 2014. Choir leaders will be given the opportunity to meet, share resources and receive CPD via the 'Singing Hub Schools' programme and Area Development meetings.</p>	SDM	

Core 4 - Singing Strategy

Lead Group: Executive Group of Hub

	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
4.2		SDL	Area choirs will sing to each other and together	*Work with singing partners to develop area choirs that follow on from in-school programmes (e.g. Kaine 'Curve Youth Gospel Choir). Summer and Autumn term 2014 develop 'Singing Hub Schools' programme to produce opportunities to perform with others and programme in choirs to perform at Cluster concerts.	SDM	
4.3	That gifted and talented pupils can sing together.	SDL		*Spring 2014 recruit singers for 'Shoemaker & the King' (G&T) choral piece for residential and performance July 2014. *July 2014 carry out evaluation of Gifted and Talented (G&T pupils involvement in residential and performance and look at ways of developing them into a central G&T choir for further specialist courses or weekends throughout 2014/15. *Sep/Oct 2014 Voces8 cross Hub CPD to be followed up with Young Choir Leader training and plan for Summer 2015 residential to be regional.	SDM	At least 40 students will participate in a G+T choir.
		SDL	There will be another 3 weekend or holiday courses this year - 1 per term.	*Identification of talented singers for progression routes (see Talented Musicians Identification Tool research document). Signposting to opportunities such as the National Youth Choir built into all partnership singing projects.	SDM	
		SDL	We will work with other music hubs to provide a regional singing opportunity for G+T pupils by July 2015.		SDM	

Core 4 - Singing Strategy

Lead Group: Executive Group of Hub

	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
4.4	That schools engage with the culturally diverse range of singing partners to reflect their school population.	SDL	The audit will be updated and re-shared with hub partners	*Work with singing partners to develop singing programmes that cover a range of singing styles - Summer 2014 result of Kaine primary gospel project funding bid to be announced. *Break down report to Executive Group and Governing Body to show the genres of singing on offer and being engaged with. One report per term to monitor this (produced by the SDL)	SDM	60 schools will engage with a programme.
		SDL	The hub will work with another provider who offers a new delivery genre.	*Work with Darbar Arts to promote the Indian Choral singing that they offer to schools who are wanting to engage in an alternative singing genre. *Work with Strategy Team to embed singing into the Jazz genre development. Action to include KS3/4 schools working with professional Jazz partners. (See Jazz	SDM	
4.5	There will be support for Looked After Children through singing activity.	SDM		*Once a term carry out observations of 'Every Song Matters' sessions by Bullfrog as part of their evaluation programme for Youth Music funding. Feedback to Bullfrog Music Leaders for CPD. *Continue to sit on the Partnership Board for Bullfrog and co-write a further funding bid for LAC singing activity Autumn 2014 (children from City and County LAC services access this opportunity). *Work with PDM to assist Bullfrog Arts to perform at large scale events. Begin with DMH March 2014. *SDL to work with Strategic Lead at Bullfrog to arrange a transition session to allow for identified LAC to progress into mainstream Area Choirs.	H of S	30 foster children, 5 young people in residential care and 20 foster carers will participate in a singing programme.

Appendix 9 – CPD Delivery 2014/15

Extension 1 - CPD to school staff						
Lead Group: Executive Group of Hub						
	Priorities	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
5.1	We will run an annual conference for classroom music teachers and instrumental teachers from all phases of education	SDM	At least 100 teachers will attend the conference -November 14	Review annual conference/symposium to reflect broader needs of schools and partners and to involve student Ambassadors. Devise menu of CPD to support schools including planning and assessment for new national curriculum, improving the quality of curriculum and teaching and skills based activities linked to partnership projects (e.g. Taiko) - see School Music Education Plan (SMEP) for detail. Menu of consultancy including validated self- evaluation peer review process for school leaders.	Hof S	280 teachers attend conference over 3 year period, 5 Hub partners deliver at conference each year.
5.2	We will set up and lead area networks for school music teachers to meet and share good practice	SDM	At least 60 teachers will attend network meetings including special school network	See school music education plan for detail. Networks, case studies of good practice and peer review process for schools	Hof S	80 Primary and 30 Secondary music teachers regularly attend networking meetings.
5.3	Offer a menu of CPD opportunities for schools available through hub partners on a traded basis	SDM	Traded CPD offer to all primary secondary and specials schools	*Extend singing CPD via 'Singing Hub Schools' programme where successful singing schools share good practise with other schools in their area. Peer to Peer support (See point 3 of SMEP for more details) *Work cross hub to offer high quality, desirable CPD on a traded basis. *Work with Singing Working Party and Curriculum Leads to develop singing resources/Schemes of Work that can be made available for trade. Including assessment and observation tools (Quality Framework).	Hof S	60 % of schools engaged with the CPD offer.

Appendix 10 – Access to Large Scale Events and Venues

Extension 2- Access to large scale events and venues						
Lead Group: Executive Group of Hub						
	Activities	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
6.1	Create opportunities working with partner organisations for pupils to attend and be involved in a range of events within the western classical tradition.	PDM	Impact of event and training monitored. Continued access if appropriate.	June/July 2014 G&T singers to attend residential and work with composer Philip Wilby, lyricist Ian McMillan and conductor Adrian Partington to rehearse and perform a commissioned traditional choral work. Brass Day being planned for up to 100 players November 2014 to be led by members of The Philharmonia Orchestra. Organise further projects with Sinfonia Viva for schools (approx 180 pupils per project) accessing the WCET Project for inclusion in the series of concerts to take place in June 2015. Philharmonia Community Opera taking place in 2015 with a chance for singers and musicians to work with professional musicians, conductors, singers and composers to perform a large scale community opera.	SDM	50% increase in minority group engagement based on 2011/12 baseline; 100 classroom staff receive CPD (c/f ext 1)
6.2	Create opportunities for pupils to participate in a range of events with a variety of cultural groups.	PDM	Repeat cycle over 2 years -bi-annual.	Plan Indian Music Festival to take place in June 2015. In addition, investigate potential for West Indian Music Festival or Multi Cultural Festival to take place in 2016.	SDM	1500 pupils involved; 30% increase in number of students participating from ethnic minority backgrounds.
6.3	Pupils given opps. to participate in large scale events organised by LSMS.	PDM	10% increase in participation by March 2015	Review Concert Calendar by the end of June 2014 with a view to amending or adapting current offer to better serve the needs of The Service and pupils in the future.	SDM	4000 pupils involved in first year; greater access to pupils from low income families increased by 10% from 2011/2012 baseline.
6.4	Create opportunities for G&T pupils to attend a range of events with a variety of cultural groups.	PDM	4 new events by March 2015	Work in partnership with Darbar Arts, Kagamusha Taiko, the Afro Caribbean Centre, Sinfonia Viva, The Philharmonia Orchestra and other Hub Partners to create performance pieces for inclusion in the LSMS Concert Programme for 2014/15, including an Indian Music Festival in June 2015. In April 2015, a cross partnership project is booked with the Philharmonia, Leicestershire Schools Music Service (LSSO) Darbar and Indian musicians to celebrate the life of Richard 111. In July 2014, 108 gifted and talented musicians have been invited to play at the Czech Museum of Music in Prague. The LSMS Symphony Orchestra has entered Music For Youth and are waiting to find out if they've been successful in playing in the final which will take place in July.	SDM	10% of school population involved; 30% increase in no of pupils accessing a CAT or Music for Dance Scheme, national music organisations

Appendix 11 – Instrument Hire 2014/15

Extension 3 - Instrument Hire Service						
Lead Group: Executive Group of Hub						
	Activities	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
7.1	To increase number of instruments hired.	BM/ Technician	A minimum 20% increase to raise additional income by March 2015.	Redesign hire scheme and market accordingly; amend terms and conditions; promote through website.	H of S	A further 20% instruments hired in comparison to 2013/14.
7.2	To create a replenishment programme.	BM / Technician	To generate income sufficient to subsidise a replenishment programme - as defined in standard depreciation formula by March 2015.	To assess excess stock, that has not been funded through Arts Council England (ACE), Federation of Music Services (FMS) which is not currently used for core roles.	H of S	Report submitted of excess stock with recommendations; to release income to replenish instruments.
7.3	To consider alternative insurers.	BM / Technician	To review insurance arrangements, reducing the annual insurance fee by 10% by December 14	To review the insurance arrangements; consider reducing instruments insured below external hirer minimum excess. To consider alternative providers.	Hof S	Achieve 10% of annual insurance fee

Appendix 12 – Executive Group Key Objectives 2014/15

Supporting Strategies to deliver National Plan to High Standards						
Lead Group: Executive Group of Hub						
	Objective	Lead	2014/15 SMART Target	Activity	Monitor	KPI Ref
8.1	To ensure year on year improvement in teaching, learning and provision	SDM	Min 10% improvement in excellent/good by March 2015	Summer 2014 -All WCET programmes will be quality assured by a Quality Assurance (QA) Review Team. The reviewers will monitor and evaluate the quality of provision by gathering information that will include Lesson observations. Feedback from scrutiny of documentation (schemes of work, policies etc) Feedback from Leadership Team, music leaders, class teachers and pupils Data analysis –learner outcomes, retention, attendance. Outcomes of QA reported annually to Executive and Governing body. Support plans in place for identified staff. All existing and new Centres/Networks add new ensembles/activities to their provision. KS 3 schools to be supported in improving their curriculum and extra-curricular offer to increase opportunities, breadth and standards.	Hub Executive	10% improvement in teaching, 10% improvement in learning outcomes including music exams and increased participation, ensembles and genres available. (see 'Ensembles') (yr on yr)
8.2	To support minority and isolated communities in their access to and participation in music	SDM	Two projects identified to meet needs by March 2015	*Continue research work with Bullfrog Arts and Soft Touch Arts to develop a music project to reach Gypsy, Roma & Traveller communities. *Identify areas through Area Centres e.g. ex-mining communities and areas of deprivation. LSMS will work with the schools and clubs to set up relevant activities.	EXEC	Min 25% improvement in participation by 2015
8.3	To develop the opportunities and provision at Area Centres and their satellites	SDM	All Area Centres operating and increasing activities by March 2015	Area Music Leaders to hold and action an Area Development meeting and development plan to ensure that opportunities are being provided for all young people based around area centres. Satellite transition projects being developed in Area 2 (North) with primary and secondary schools.	EXEC	Area Centres are thriving musical enterprises with 20% of young people in an area taking part in activities each year
8.4	To introduce and develop efficient and effective reporting, auditing and needs analysis procedures	SDM	Arts Council Data Collection form linked to School / Area data return form completed by November 14	See objective 2 on the Schools Music Education Plan	EXEC	All data regularly updated, returned and analysed with feedback to modify business plan. At least 90% of schools return data.

Appendix 13 – New partnerships Developments and Intended outcomes

New Partnerships	Developments to date and Intended Outcomes
<p>Jazz Initiative</p>	<p>A new partnership has been set up with Leicestershire Music Education Hub (LMEH) and will be delivering two projects spring and summer term 2014</p> <ul style="list-style-type: none"> • Objective 3.1 To increase levels of engagement in ensembles and performances from all cultural groups in order to match the demographics of the region • Objective 3.10 Facilitate workshops and master classes with Hub partners • Extension Role 3 Access to Professional Musicians and large Venues • Objective 3.3 Pupils given opportunities to participate in large scale events organised by LSMS <p>Jazz Project Leicester City The project is supported by a partnership involving: <i>Leicester Jazz House, EMJAZZ, The Spark Festival, The Y Theatre, The Leicester-Shire Music Education Hub (LMEH) and Miles Ahead</i> Miles Ahead is a Youth Music funded development programme for young people. Using the medium of jazz, this wide reaching regional programme of workshops, small & large ensembles, improvisation sessions and performances will be key to establishing new and lasting musical routes across East Midlands music education. Its aim is to explore jazz improvisation through workshops led by a professional practitioner in a cluster of 3 primary schools in the city culminating in a performance at the Y Theatre as part of the Spark Festival.</p> <p>Jazz Partnership Project Leicestershire County The project is supported by a partnership involving: <i>Leicester Jazz House, EMJAZZ, The Y Theatre, The Leicester-Shire Music Education Hub (LMEH) and Miles Ahead</i> The workshops in schools will be led by Dave O’Higgins. Its aim is to explore jazz through workshops led by a professional practitioner culminating in a performance on stage at the Y Theatre to open the performance by Dave O’ Higgins on 7th May 2014</p>
<p>Student Council</p>	<p>The student council will consist of 15 students aged 11-19 (including sixth form colleges). Representatives from county and city schools, colleges and central ensembles (50% from central ensembles). Responsibilities will be to:</p> <ul style="list-style-type: none"> • Attend meetings (4 per year) 4.30pm-6pm and sub groups if appropriate and represent views of schools/colleges/ensembles • Select a chair person • Select an administrator and treasurer • Work with LMEH to create a student space on the website • Gather views of young people, represent them and feedback student and pupil views to Governors • Work with LSMS performance development team to develop programming and support the running of large scale performances • Report to LMEH Executive and Governor meetings once a year • Manage a budget • Support the work of LMEH and act as music ambassadors

<p>Cross Hub Diversity Partnership - Diversity and Reach</p>	<p>Aims <i>Leicester, Luton and Slough Diversity and Reach Project</i> (cross hub) three plural cities outside of London to address the complex issues of diverse cultures and music education. Tackle the barriers that BME young musicians face in engaging with music making and reaching excellence in all genres. Develop practices to overcome these barriers and nurturing excellence in diverse communities. Discover different ways of engaging with diverse groups Pull together expertise and knowledge from hub leads and key partners</p> <p>Targets</p> <ul style="list-style-type: none"> • Briefing paper to be written - April 2014 • Work alongside and attend The Advance Network meetings (<i>Kuumba Youth Music</i>) • Appointment of project manager to secure funding for Research project May 2014 Dependent on success of bid to Paul Hamlyn and/or other funders - research commences Sept 2014. <p>Resources - Head of Service (HoS), <i>Darbar Arts</i> (from LMEH) Budget - initially £500 per hub Lead HoS (DR) Monitor CYPs (MN)</p>
<p>EM Cross Hub - Talented & Potential</p>	<p>The working group of East Midlands Music Hubs and <i>The Mighty Creatives</i> are in the process of developing a new regional framework and programme for musicians aged 13-18 who are showing talent and potentials. <i>Hands on Heart Arts</i> are currently project managing this programme development with a particular focus on providing routes for talented young musicians from challenging circumstances. They have devised a toolkit for teachers / community leaders to use to identify the students. Some of the aims of the programme are to prepare talented young musicians for rewarding lives and careers, draw attention to existing live music and music education provision in the region through collaborative working, and to generate a high quality programme by consulting with a range of local, regional and national partners. East Midlands Talented Young Musicians cross partnership Initiative to develop regional provision , that will assist in the social, cultural and personal development of the most talented of young people in the East Midlands Resources : time from hub leads, <i>The Mighty Creatives</i></p> <p>Targets</p> <ul style="list-style-type: none"> • Working group (HoS for LMEH, Notts City and Notts County) to devise an action plan from the Report written Feb 2014, by May 2014. Lead: DR/IB • To feedback to hub leads - July 2014 Lead : DR/IB • To pilot a minimum of two programmes within the report, starting October 2014. Lead: SDM • To pilot the identification tool in the report lead: SDM (Oct 2014) • To report findings April 2015. Lead SDM <p>Monitored by HoS (DR) Resources - Time for HoS, SDM Budget for pilots - £3000</p>

CME East Midlands	<p>(CME) Certificate for Music Educators Level 4 course, Trinity</p> <p>LSMS to identify and support 3 members of staff (Music Leaders/Area Music Leaders) to join East Midlands consortium of providers to attend the first round of training. Resources - hub lead; 2 x CME leads (Deputy, Strategy Development Manager (SDM) from LMEH), time to work on planning and assessment. 5 x face to face training sessions, 6 x 2 hr mentor sessions over 2 years.</p> <p>Targets</p> <p>Year 1 - to roll out to 3 x Music Leaders/Area Music Leaders within the LMEH</p> <p>Review progress and establish year 2 roll out to hub members from Sept 201, by March 2015</p> <p>Trainees to feed back through Leadership, service meetings and to share best practice of the programme.</p> <p>Budget - £100 per registration to Trinity = £300. Lead DR, SB</p>
Hospital Schools	<p>Links have been made with <i>Opus</i>, who work in Hospital Schools (Leicester Royal Infirmary). Initial meeting spring 2014. Partner identified- <i>Soft Touch Arts</i> to deliver programme of work with Hospital Schools 2014 onwards</p>
EM Voces 8	<p>November 2014</p> <p>To offer high quality CPD to schools across the East Midlands with the aim of:</p> <ul style="list-style-type: none"> • Providing music teachers with a new singing teaching technique ('The Voces8 Method'). • To increase the quality and engagement of singing in secondary schools. <p>Outcomes (to be developed cross-hub) might include a percentage increase in the number of school based choirs, a cross-hub singing performance following the training, increased positive attitudes of KS3/4 students towards singing, evaluated using qualitative methods such as focus groups and questionnaires.</p> <p>Project Management to be delivered by SDL in conjunction with Singing Leads from EM Hubs.</p>
First Time Live young Producers Project	<p>Project planned for autumn term 2014. First Time Live Youth is unique in that it puts young people in the production role of a major orchestral concert for their peers. Young people, drawn from schools, will have the opportunity to work with the team and a professional orchestra, selecting the music that is performed, scriptwriting, and working on sound and lighting design with experts at a local venue as well as filming, stage managing and presenting the concert.</p>
Media Partnership	<p>A new informal link has been made with <i>BBC Radio Leicester</i> to provide us with high quality, professional Comperes for large scale events. The first collaboration took place at The Lord Mayor's Christmas Concert at De Montfort Hall in December 2013, with Dave Andrews acting as MC. This new partnership will both raise the quality and the profile of our Concert Programme.</p>
Teaching Schools: <i>The Affinity School Alliance</i>	<p>LSMS/LMEH will be working with the teaching schools to support learning for young and experienced teachers and to commission agreed specific projects</p>

Orchestras Live Partnership	<p>Orchestras Live is a national music charity passionate about bringing world-class orchestral music to thousands of people every year, particularly to those living in areas where the opportunity to experience excellent orchestral music is limited. This is a long term partnership, which has already resulted in 2 projects for North West Leicestershire Schools in association with North West Leicestershire District Council.</p> <p>The Hub receives not only the advisory support of Orchestras Live staff to help facilitate plans, but also has access to financial benefits, as detailed in a Partnership Agreement. Through this combination of expert advisory services and financial support, we will gain added value to create a vibrant and innovative orchestral programme in Leicestershire.</p>
Open Doors Project	<p>This is a large scale partnership project with Sinfonia Viva, LMEH and Orchestras Live. During the spring/summer term 2013 there was intensive work with 2 special schools. One county school will be added in spring and summer 2014 and one city school autumn/spring 2014-5. LSMS music leaders and class teachers support young people with special needs in their own creativity in music-making, with the aim of working towards creating a performance piece, which will include a variety of styles and methods, including the use of assistive technologies. The outcome of the project will be a set of principles that can be applied to SEN settings and inform the future development of music for children with special needs, including encouraging young people to visit/and or perform at professional arts venues along with their peers in mainstream schools.</p>
Our Forest Futures, with The National Forest Company	<p>Our Forest Futures' was a musical initiative with composer/ animator and professional musicians inspirationally led for a day at 'Conkers', followed by workshops and performance at De Montfort Hall. The entire piece, lasting 30 minutes was composed by and played by the young people themselves and involved 150 young people.</p>
Soundbeam Project	<p>A core group of teachers from special schools are involved in this and other projects have been established. The aim is to meet termly and work on collaborative activities such as developing a scheme of work for Soundbeam.</p> <p>Mat Andasun a regional Soundbeam expert will give light touch support and update sessions for this group of teachers.</p> <p>LSMS Music Leaders have supported the project and will be involved in the evaluation and consideration of next steps.</p> <p>All schools involved in the Soundbeam project were invited to attend Soundlincs SEN training in January 2014 with Shirley Novak.</p>
Soundlincs Regional SEN Breakthrough Project	<p>LSMS working with Soundlincs to identify 2 schools one county, one city with different needs (one SEBD, one physical, MLD, autism). Soundlincs will undertake a research project evaluated by Trent University to develop a toolkit for delivering WCET in special schools. The project will involve 12 weekly 1 hour sessions in the two identified schools.</p>
Taiko Project	<p>Partners: Kagemusha Taiko, LMEH, Bullfrog Arts</p> <p>This project is with special schools for young people with social, emotional and behavioural difficulties (SEBD) and one 11-16 mainstream school as a transition project to build relationships between a special school and high school. Taiko is highly accessible with a focus on doing simple things well. The physical nature of Taiko makes it utterly absorbing and exciting, while the discipline provides a structured framework for creativity.</p>

<i>PRUs</i>	Pedestrian have been commissioned to deliver Urban Music taster workshops to both city and county PRUs as there has been little systematic musical activity in PRUs.
<i>Home Educated Children</i>	Bullfrog Arts and Soft Touch are working as part of the Singing Development Strategy with the City Head of Virtual Schools to produce approaches and materials to support children educated at home with musical experiences.

CPD Opportunities	<ul style="list-style-type: none"> • In partnership with <i>Northampton Music Education Hub</i>, a programme of moderating lesson observations is being developed, in order to help build a common understanding of quality in music learning and teaching. This has grown from common needs in devising our School Music Education Plans. • Leadership Skills within LSMS are continuously being developed through a member of the Leadership Team attending the 'Rising with the Tide' Programme each year run through <i>Music Mark</i>.
<i>The Leicester Afro-Caribbean Centre</i>	The Centre provides musical tuition and activities rooted in the Afro-Caribbean tradition within the city area and has also joined the City West Schools Network.
<i>Paritor</i>	LSMS and the Hub have spent time and effort investigating IT systems which will provide an effective database for all the musical and educational information we need to collect, interrogate, and extract information in a useable form. A partnership with <i>Paritor</i> is developing successfully to overcome this problem and to provide CPD for appropriate staff within this area of work.
<i>BBC</i>	Ten classical pieces of music are to be developed to embed into the school curriculum within the Hub's own WCET and Singing Strategy, so that young people appreciate their musical heritage through their musical experiences.
<i>Rugby Football Union (RFU)</i>	<p>Summer Term 2015</p> <p>To form a partnership between Sport and Music.</p> <p>KS2/3 schools will be invited to submit lyrics based on the 5 core values of the Rugby World Cup 2015 (TEAMWORK - RESPECT - ENJOYMENT - DISCIPLINE – SPORTSMANSHIP). The chosen lyrics will be used by a composer (tbc) to write a World Cup 'anthem' style song that Leicester-Shire Schools will perform during the Leicester based games of the Rugby World Cup 2015.</p> <ul style="list-style-type: none"> • Ext Role working with professional musicians (composer) and large scale performances • Singing strategy – engagement of KS3 schools. <p>The <i>Rugby Football Union</i> is funding the project and will commission LSMS to design and deliver it.</p>

Appendix 14 – SCHEDULE OF HUMAN RESOURCES

**Leicester-Shire Schools Music Service
Lead organisation of Leicester and Leicestershire Music Education Hub**

	2013.14				2014.15	
	Appointed		Current Vacancies		FTE	No of Employees
	FTE	No of Employees	FTE	No of Employees (estimate)		
Service Manager	1	1			1	1
Strategy Manager (*)	1	3			1.6	3
Business Manager	1	1			1	1
Area Music Leader (#)	4	6			4	5
Singing Development Leader	1	1			1	1
Singing Leader	1	1			1	1
Music Leader	8.25	14	2.75	5	12	20
Business Support Officer	2	2			2	2
Business Support Assistant	2	3			2	3
Resources Technician	1	1			1	1
Youth Arts Group supervisors	0.57	7			0.57	7
TOTAL	22.82	40	2.75	5	27.17	45

* One post on maternity leave July 2013 - April 2014

One post acting up to AML on a job share basis

Appendix 15 – RISK ASSESSMENT July 2012

This schedule outlines the risks forecast by Leicester-Shire Music Service as agreed with the Hub, and our provisions for managing these risks. The likelihood and severity of the risks are graded on a scale from 1 to 5 (where 1 = lowest, 5 = highest), and these are multiplied to give an overall risk rating.

- **Risk in the delivery of Hub Activity**

Risk	Risks Identified	Likelihood 1 to 5	Potential severity 1 to 5	Risk rating	Risk Management
1.1	The project is not developed in a way that ensures a geographical spread and equal access for all	2	5	10	The development of the programme will be informed by careful research on service provision, areas of deprivation, and meeting special needs. Equal access will be monitored by the Inclusion & Diversity Working Group. The Executive & Governing groups will pay careful attention to these issues with standing items on agendas
1.2	Children who are engaged at Key Stage 1 fail to progress through the stages of music education to become fully developed musicians and performers	2.5	5	10	These children will be registered at their Area Centres. Their situation will be monitored on transfer to KS3. Some will go on the G&T register for specific programmes. Others may require further opportunity through Initial Access at KS2.
1.3	The partners involved in the Hub will not communicate effectively in delivery, leading to duplication of services or missed opportunities	2	4	8	The Executive Group and Governing Group will oversee provision to remove duplication and prevent gaps. Partners will collaborate to deliver and evaluate separate areas of Hub services.
1.4	Teachers involved in delivering the programme through schools do not perform professionally or to the required standard.	1	5	5	Monitoring & Evaluation Gp and Policies will pick these issues up promptly. CPD service will strengthen schools' capacity for music education.

1.5	Monitoring and Evaluation is insufficiently robust and fails to demonstrate impact.	2	4	8	Monitoring and evaluation will be led by LSMS senior leader, who will implement robust evaluation techniques. The specialist Working Groups will make the best possible use of the information gathered in evaluation to improve the Hub's impact in future.
1.6	Hub partners do not implement robust child protection policies.	2	5	10	Child protection policies are required to be held by all hub partners. Monitoring process to ensure all activities delivered by hub partner organisations meet expected standards and guidelines for child protection.
1.7	The Hub business plan is not fully deliverable due to the change of culture regarding introducing traded services.	3	4	12	Ongoing consultation with schools. Area Centres will ensure robust dialogue. LSMS will ensure continuity of services and has developed its new instrument hire programme. Plan regularly monitored by M&E Gp and Executive.
1.8	Reduced support from present and future users and a perceived lack of identity and vision of the newly formed hub.	2	3	6	Create a hub identity that builds on (rather than isolates or replaces) existing positive following of partner organisations. Clear communication of vision and brand identity through publications (link to communication strategy).
1.9	Lack of clarity regarding the Hub offer due to an uncoordinated communications strategy.	2	3	6	Communication strategy to be written and agreed with partners. Evaluate impact of communication and seek feedback from users in year 1. Robust discussions in Area Centres
1.10	Not all schools engage in run in period	2	3	6	Focussed 'extending participation' programme clarifying requirements of NPME and benefits to schools. Offer of more flexible routes. Working with different partners, eg in Faith Schools. Use of music technology
1.11	Insufficient musical instruments for delivery	2	3	6	Implement process to reclaim 'lost' instruments from schools, including identifying stock instruments in schools. Work through music industry partners to offer economic

					access schemes to Hub/students.
1.12	Governance Model fails to fulfil potential	1	2	4	Expect enthusiastic response from interested supporters. Opportunity for community involvement. Would expect to find replacement organisations if necessary, but expect new service will be resilient to cope.
1.13	One or other LAs withdraws support	1	3	3	LAs committed at Officer and Member level through governance at present. LAs primarily give in kind benefits. Anticipate new governance structure will engage LAs more closely, but Hub would be able to run without LA.. Hub investigating potential Social Enterprise Model for future.
1.14	One or more sections of the Transition Plan fails to come to fruition	1	4	4	All steps in the transition plan are essential. However, the foundation members of staff at LSMS are in place and the LA has agreed to support the employment of the experienced external consultant for the duration of the transition plan till Dec 12. The Executive Group has been fully involved in discussions about all aspects of the Hub development and the Guide to its workings. The steps in the plan are clear and, although they involve significant consultation, current staff are confident that all is manageable in the timescales.

- **Risks to value for money**

Risk	Risks Identified	Likelihood 1 to 5	Potential severity 1 to 5	Risk rating	Risk Management
2.1	Resources are not pooled effectively within Leicester City and Leicestershire, leading to duplication in service provision and unnecessary expenditure	1.5	5	7.5	Working Groups are designed to ensure efficient service delivery. Careful co-ordination between delivery partners will facilitate planning and monitoring of use of organisation's various resources. Regular oversight by LSMS Management Group.
2.2	Unnecessary expense and duplication of service in the East Midlands region is caused by lack of co-ordination between hubs.	2	4	8	LSMS will work with the designated Bridge organisation for East Midlands, The Mighty Creatives, which will have an observing role in the governing body and act as Hub partner. The Hub has plans to work in tandem with Northants, Nottinghamshire and City to streamline specialist opportunities and avoid this.
2.3	Revenue streams from parents, schools, charity or the government are not secured because the services offered to schools students or parents are not attractive or good value	2	5	10	The Hub will offer an attractive instrument hire service to all schools, which will be informed by LSMS's long experience of working with schools. Services are discussed and agreed in Area Centres. M&E Gp ensures high quality. Other streams will be built as partnerships and Area Centres mature. More services in kind developed. More contracting with students and parents directly. A clearer fundraising strategy will be drawn up as part of the transition plan in the autumn.
2.4	Arts Council withdraws funding before 3 years is up or funding not renewed after 3 years	1	5	5	Will build other income streams from 2012 onwards. May need to cut goals or staffing. Hub to realign itself to local and regional enterprises.

- **Risks in Hub management**

Risk	Risks Identified	Likelihood 1 to 5	Potential severity 1 to 5	Risk rating	Risk Management
3.1	Resources are not pooled effectively within Leicestershire, leading to duplication in service provision and unnecessary expenditure	1.5	5	7.5	The Working Groups are designed to ensure efficient service delivery. Careful co-ordination between delivery partners will facilitate planning and monitoring of use of organisation's various resources. Services are discussed and agreed in Area Centres. M&E Gp ensures high quality.
3.2	As Hub lead, LSMS will not work closely with schools to understand and meet their needs	2	5	10	Primary and secondary head teachers will be represented on Working Groups to contribute their views; Secondary Heads will be consulted termly; a Primary Schools Steering Group will allow primary school teachers to contribute their views. On-going robust discussions take place in groups in Area Centres and report to the Area Centre Working Group.
3.3	Delivery partners are not co-ordinated effectively by the Hub lead.	1.5	3	4.5	The Working Groups are designed to establish a structure for continuous communication between partners, reducing the need for the lead organisation to manage their day-to-day activity.
3.5	LSMS fails to recruit appropriate skilled staff to carry out its functions effectively	1.5	3	4.5	Although there are key vacancies, these arise from the fact that previous staff have chosen not to apply as they feel they have not the skills to work in the new environment. Anecdotal conversations in the local music community suggest the appropriately skilled staff do exist and will be interested into applying after local redeployment measures are completed.

- **Quality assurance**

Risk	Risks Identified	Likelihood 1 to 5	Potential severity 1 to 5	Risk rating	Risk Management
4.1	The Hub focuses on the quantitative outputs of service provision, devoting less attention to the quality of service.	2	4	8	As other Working Groups monitor the reach and the nature of services offered by the Hub, the Working Group on M&E (Excellence for Everyone) will be tasked with ensuring the quality of the service as a route for the most talented young musicians to achieve excellence.
4.2	Delivery partners' expertise are not recognised and used to best effect, with a subsequent loss in quality for the service	2	4	8	LSMS, as lead partner, has collated information on the expertise and skills offered by each partner, by requesting CVs and detailed skill sets for the management of each organisation. These skills will be carefully directed to where they are most needed in the Hub, to improve quality in separate areas of activity.
4.3	The Hub does not keep up with developments in education provision, meaning that young people in Leicester are not educated to the level of other areas	2	5	10	The Executive & Governing Groups will focus on vision and enterprise and will demand that the Hub is at the 'Cutting Edge' of developing music. The Service Manager, through the Service Leadership will be expected to report at least yearly on this issue.

Appendix 15a – RISK ASSESSMENT Updated March 2014

This document outlines the updated risks forecast by Leicester-Shire Music Service and the Hub, together with our provisions for managing these risks. The likelihood and severity of the risks are graded on a scale from 1 to 5 (1 = lowest, 5 = highest), and these are multiplied to give an overall risk rating. Thus the highest risk would be '25'. Risks at 10 and above are given the highest priority, whereas those below 10 are managed as part of routine procedures, with examination by Strategy Group when the risk item is discussed as part of their normal agenda.

A number of risks identified in 2012 have decreased in value significantly, but are maintained in this 'register', with indication of successful actions that have overcome the risks.

Those risks specifically mentioned in Arts Council feedback (December 2013), together with related issues, are shown in italics.

1. Risk in the delivery of Hub Activity

Risk	Risks Identified	Likelihood ex 5	Potential severity ex 5	Risk rating	Risk Management
1.1	<i>The project is not developed in a way that ensures a geographical spread and equal access for all. Cold spots in NW/NE and other parts of rural Leicestershire plus parts of the city are areas of concern.</i>	1	5	5	<i>With Area Music Leaders in all areas, there is a large increase in engagement, including NE Leics. Termly reporting indicates 'cold' areas. AMLs and Strategy group agree strategies and actions to invigorate such areas. New area networks are about to start in east & west of City and in NW Leics, where there is also a new Hub Champion Headteacher/Governor</i>
1.2	<i>Children who are engaged at Key Stages 1&2 fail to progress through the stages of music education to become fully developed musicians and performers</i>	2	5	10	<i>These children are now identified during KS2 in schools. Where possible they are invited to join a continuation project or a network. Transition and KS3 engagement is a key strategy for 2014-15</i>
1.3	<i>The partners involved in the Hub will not communicate effectively in delivery, leading to duplication of services or missed opportunities</i>	1	3	3	<i>Regular monitoring and then reporting indicate a large spread of activity from schools, LSMS and partners. See termly reports to Governors and Executive.</i>
1.4	<i>Teachers involved in delivering the programme through schools do not perform professionally or to the required standard.</i>	1	5	5	<i>Monitoring & Evaluation Policy/Activity picks these issues up promptly. Reports indicate high quality of associate & Hub teaching and also actions in place for further improvement</i>
1.5	<i>Monitoring and Evaluation is insufficiently robust and fails to demonstrate impact.</i>	2	4	8	<i>Monitoring and evaluation is led by LSMS senior leader, implementing robust evaluation techniques. 89% of Hub delivered WCET programmes were seen to be good or better during the last year. See also 1.4 above.</i>

1.6	Hub partners do not implement robust child protection policies.	2	5	10	Child protection policies are required to be held by all hub partners. Monitoring process to ensure all activities delivered by hub partner organisations meet expected standards and guidelines for child protection. On-going.
1.7	The Hub business plan is not fully deliverable due to the change of culture regarding introducing traded services.	2	4	8	LSMS has completed majority of restructure and feedback from users via AMLs indicates improved understanding of service provision. More work required on data collection
1.8	Reduced support from present and future users and a perceived lack of identity and vision of the newly formed hub.	2	3	6	Hub identity has been built through area meetings and new brand website. Increased WCET uptake, City Group and new Networks have engaged more schools and staff within them.
1.9	Lack of clarity regarding the Hub offer due to an uncoordinated communications strategy.	1	3	3	Communication strategy has been written and comms post appointed. Primary school engagement is now at 81% City, 76% County. Secondary engagement needs improvement through 2014-15.
1.10	Not all schools engage in run in period	2	3	6	See all the boxes above indicating much increased buy-in. A working group is now devising the Hub's Music Education Plan - thus, we have a new 'run in' period in terms of supporting school standards. This is expected to lead to increased secondary school engagement.
1.11	Insufficient musical instruments for delivery	3	4	12	Instrument investment based on WCET needs analysis. New instruments are being purchased regularly from front line costs, at economic prices, following savings on appointments
1.12	Governance Model fails to fulfil potential	1	2	2	Enthusiastic and engaged governing body in place - see minutes and directory of interests of governors.
1.13	One or other LAs withdraws support	1	3	3	LAs primarily give in kind benefits. No loss of commitment from LAs by March 14. Hub investigating potential Charity Model for future, if this support is lost.
1.14	One or more sections of the Transition Plan fails to come to fruition	1	4	4	All Sections of the Transition Plan have been completed. However, inevitably, some are on-going requirements of a good organisation. eg the Business Plan needs regular updating in the light of current requirements.

2. Risks to value for money

Risk	Risks Identified	Likelihood ex 5	Potential severity ex 5	Risk rating	Risk Management
2.1	Resources are not pooled effectively within Leicester City and Leicestershire, leading to duplication of service provision and unnecessary expenditure	1	5	5	Careful co-ordination between all Hub groups facilitates planning and monitoring of use of organisations' various resources. No problems have been noted under this heading.
2.2	Unnecessary expense and duplication of service in the East Midlands region is caused by lack of co-ordination between hubs.	1	4	4	LSMS works with the designated Bridge organisation for East Midlands, The Mighty Creatives, giving us a good overview. There is regular communication between Hub/Service leaders as required.
2.3	Revenue streams from parents, schools or the government are not secured because the services offered to schools students or parents are not attractive or good value	2	5	10	The Hub offers an attractive instrument hire service to all schools/parents, which has been revised. Services are discussed and agreed with AMLs. M&E Gp ensures high quality. A clearer fundraising strategy has been drawn up. Comms Consultant has supported development of a Comms Strategy, now in place. Celebrate successes more effectively.
	Failure to gain Charity Status and improve fundraising	3	4	12	Full advice taken about Charitable Status and in hand. At least one trustee to go on Fundraising course and report back. Implement new fundraising strategy
2.5	Arts Council withdraws funding before 3 years is up or funding not renewed after 3 years	1	5	5	An income generation plan has been developed; see Appendix 18. Hub could realign itself to local and regional enterprises. Improved comms and fundraising strategies in place.

3. Risks in Hub management

Risk	Risks Identified	Likelihood ex 5	Potential severity ex 5	Risk rating	Risk Management
3.1	Failure to manage new structures	1	5	5	New structures have been well planned and discussed. Appointment processes are clear as are required roles.
3.2	As Hub lead, LSMS will not work closely with schools to understand and meet their needs	1	5	5	Primary and secondary head teachers are represented on Working Groups to contribute their views. AMLs are visiting schools regularly. Data collection techniques need to improve. Increased participation and WCET and performance activity indicate improving understanding.
3.3	Delivery partners are not co-ordinated effectively by the Hub lead.	1	3	3	There are close links between all partners developed through all Hub groups and their activities. Improved comms through website and audit of partners' activities/skills in hand to improve this further. Recruitment to some posts has been slow, but most are now in place apart from a group of associate teachers, who are not employed directly by LSMS.
3.4	LSMS fails to recruit appropriate skilled staff to carry out its functions effectively	1.5	3	4.5	

4. Quality Assurance

Risk	Risks Identified	Likelihood ex 5	Potential severity ex 5	Risk rating	Risk Management
4.1	The Hub focuses on the quantitative outputs of service provision, devoting less attention to the quality of service.	2	4	8	Both aspects of provision have been considered with care by LSMS and the Hub. QA reports and data collection of participation are undertaken, reported and acted upon, as is shown in this analysis and in documents presented to Executive and Governors.
4.2	Delivery partners' expertise are not recognised and used to best effect, with a subsequent loss in quality for the service	2	4	8	QA of delivery partners' activities has been positive with some outstanding pieces of work, eg Bullfrog Chorus, Sinfonia ViVa, Great Bowden Recital Trust, Darbar Arts. Hub benefits from involvement of Partners.
4.3	The Hub does not keep up with developments in education provision, meaning that young people in Leicester and Leicestershire are not educated to the level of other areas	1	5	5	The Executive & Governing Gps focus on vision and enterprise and demand that the Hub is at the 'Cutting Edge' of developing music. The Service Manager reports regularly on this issue.

Appendix 16 – SUMMARY BUDGETS

	2012/13 £'000	2013/14 £'000	2014/15 £'000
Income			
Department for Education allocation	825	1066	1084
Earned Income (Generated by Activities)	282	563	633
Local Authority Funding (in-kind)	140	199	203
Partners			
Other Funding	10	52	10
Total Income	<u>1257</u>	<u>1880</u>	<u>1930</u>
Expenditure			
Front-line Delivery Core:			
First Access	284	455	513
Progression/Ensembles	259	411	376
Singing	54	112	70
Extension: CPD	25	23	21
Instruments	11	18	12
Concerts	101	128	156
Contingency	15	22	21
	<u>749</u>	<u>1169</u>	<u>1169</u>
Back-office costs	368	512	558
LA Support costs	140	199	203
Total Expenditure	<u>1257</u>	<u>1880</u>	<u>1930</u>
Surplus/(Deficit)	<u>0</u>	<u>0</u>	<u>0</u>

APPENDIX 17 – Communication and Marketing Strategy

We live in a new world: schools/young people won't automatically come to us.

We need to audit needs, and market/signpost 'products', both to reach educational goals and to attract income.

We need to know:

- Where we are now? – How we move forward? – Where we want to be?
- What are the products we are selling/signposting?
 - A new way of working and to high standards
 - The National Plan, with an innovative approach
 - Our own and signposted services via a 'one stop shop'
- Our strengths & weaknesses (emphasising strengths and minimising weaknesses)
- The musical needs of 'Leicester-Shire'

We need to be Organised and Strategic in our communication..... eg.

When communicating all Hub partners need to:

- understand the needs of schools, children and young people
- have a shared strategic plan for comms; clarifying and understanding our roles and responsibilities
- develop an agreed 'house style' for all documentation to include leaflets and newsletters
- gain confidence in promoting the work of the Hub and its partners
- produce an appropriate approach (including PR docs) to advertising in workshops, meetings that are wholly or partly devoted to music
- ensure we provide information and awareness to all parents, young people & schools

Mechanisms

- Appoint a fixed term part time Comms Manager to support and lead on these issues
- Develop a simple timetable and editorial process/responsibilities for production of newsletters, updating website and colleagues.
- Promote services to enable purchasing of products eg through the website and directly at an event.
- Develop a new Charitable fund-raising 'Arm' to the Hub
- Develop an active Fund-raising Strategy
- Develop local champions in schools, centres and the community as advocates of the Hub.

Other Issues

- Need to be 'high profile' in approach
- We and our customers need to know the broader benefits of a musical experience, eg Attainment, personal/social development, creative/thinking skills, inclusion, behaviour, school culture.
- Use positive Alumni Role Models
- Investigate and publicise effective progression routes, especially at transition.
- Complete a Benefits Matrix in a strategy meeting
- Good Comms and Marketing will enable us to reach our key demanding performance indicators

Appendix 18 - Leicester-Shire Music Education Hub - Proposals for a Charitable Arm

A. Introduction

It is clear that the amount of local and national government funds available for the future are not certain and that for music education to continue to survive at high quality in Leicester and Leicestershire requires more adaptable approaches. Having the flexibility to survive for the benefit of young people is key - which requires an increase in other income and the ability to work flexibly so the service could contract with other Hubs and Organisations to deliver music and perhaps other cultural services. One way of increasing income could be through charitable approaches.

We are aware that a number of LA Music Services had either left their LA altogether or formed Charitable offshoots to increase income through gift aid on some items and to access grants not available to local authorities so the strategy group decided to investigate the issue further. The issue of Charitable status has been discussed at both Executive and Governing Body Meetings and both groups have been positive about following this up.

This paper explains what has been done so far, what could happen next and a discussion of the relationship of the new Charity with the two LAs.

B. Outline of Measures taken so far

- Initial Advice has been taken from a firm of solicitors, based in London, who are experts in charity law and have supported about 5 music services in this type of work
- The Charity Commission Guidance has been fully consulted and requirements researched.
- Recommendations have been discussed and broadly approved by Executive and Governing Groups
- As all employment and line management matters work through Leicestershire LA, the issue has been discussed with their Director of CYPS and the Leicestershire Legal Department.
- The County Solicitors recommended a local independent firm of Solicitors to work with, who could give advice without conflicts of interest who we are currently working with. They have indicated that there are no legal reasons why the Service should not have a Charitable Arm, whilst remaining linked to the LA.
- We are looking at forming a CIO (Charitable Incorporated Organisation) which gives us all the advantages of a Charitable 'Company' without requiring registration at Companies House.
- A proposed Constitution of the CIO has been submitted to the solicitors for their advice and has their 'approval' for submission to the Charity Commission. We are using a specific template, already legally approved, and provided by the Charity Commission for this. Deviation from it will make the application longer and harder to carry out. There are no aspects of the constitution, to our knowledge, that would prevent LSMS carrying out its business or change its relationship with the LAs.

C. Outline Constitution

The areas where some 'choice' is available are the charitable objects and the number of trustees. The objects still need to follow guidelines regarding 'public benefit' etc. It is suggested that the Charity would start with just 3 trustees, as the Hub will still have an Executive and Governing Body, overseeing services and tuition, which cannot be gift aided. The Trustees will oversee the Fundraising and other relevant issues (see below - Areas of Charity Activity) in partnership with service employees.

Should it be necessary to grow the Charity further, we suggest a maximum of 7 trustees. A quorum for decisions is a minimum of two or one third of the total number of trustees. A larger quorum is required for changes to the constitution and a few other key decisions.

There is a provision for nominated trustees in the constitution. There could be a memorandum outside the constitution indicating the sharing of responsibility between the LAs.

Potentially the outline sections of the constitution are:

Name: The Leicester-Shire Music and Cultural Service

Objects

1. To advance education, particularly within the framework of Music and the Arts, for the benefit of the Public of Leicester City, Leicestershire and elsewhere.
2. To advance the Arts and Culture particularly, but not wholly, by promoting and facilitating access to and performance of music and other art forms.
3. To provide for the recreation of children, young people and adults through music, for the benefit of the public, by providing opportunities, services and facilities to them, in the interest of improving their capacities, capabilities, health and well-being.

Powers available as a CIO (all legally expressed)

- borrow
- buy, lease etc
- sell
- employ and pay
- deposit, invest

Benefits and Controls etc (all legally expressed)

- income & property has to be used for the charity
- No preferential treatments to trustees and employees
- Expenses can be claimed by trustees
- appropriate controls on supply of goods
- declare conflicts of interest
- No liabilities if charity is wound up

Trustees

- Min 3, Max 7
- First have terms of office of 2, 3, 4 years so they don't all leave together
- Subsequently, all trustees have a 3 year term of office, they can be re-elected
- Existing trustees appoint any others
- Non-voting members can be appointed
- There are clear rules for the conduct of trustees
- Trustees can delegate decision making to committees with 1 trustee on the committee
- Electronic meetings can take place if procedures are agreed

Records

- Register of members
- Minutes
- Accounts, annual reports/returns according to Charity Commission
- Trustees can make rules/bye laws
- Constitution can be amended

D. Areas of Charity Activity in the Initial Phase

The following will all become *membership subscriptions and concert subscriptions*:

- Evening and Weekend Ensembles
- Network Ensembles
- Concert Promotions
- Performances
- Musical Activities that are privately funded rather than Arts Council funded
- Fundraising (for the above activities)

LSMS/LMEH will continue to work on the core roles of the NPME.

E. Expectations of Trustees

- in full agreement with the above Objects and activities.
- interested in the experience of music
- able to commit time and experience to running/managing the Charity

- able to make strategic decisions giving value for money, using appropriate evidence
- experienced in a range of skills which complement each other (see below) across the 'Board'
- DBS checked
- able to undertake the primary responsibilities in managing the Charity... eg...
 - carrying out proper and legal administration
 - taking ultimate responsibility for what the charity does
 - acting reasonably and prudently in all matters
 - safeguarding and protecting the Charity's assets
 - acting collectively in decision making
 - acting in the best interests of the Charity
 - avoiding any conflicts of interest

NB All the above are detailed clearly in the Charity Commission Document 'The Essential Trustee'

F. How will the charitable arm link with LA Service Work?

Currently, all LSMS and LMEH Activity is administered by LSMS. Assuming the Charity is approved, certain activities (as mentioned in section D above) will be run through the charitable arm. There are a number of implications of this that the LAs and LSMS must be aware of and agreed about:

- The business of LSMS will be split into 2 sections with separate financial accounts.
- LSMS/LMEH may commission the CIO to provide some sort of activity on its behalf, in which case a contract will be drawn up and costs agreed and invoiced as appropriate. Similarly, the CIO may require the services of a teacher employed by LSMS. This will be agreed and payments invoiced.
- The Governors will consider reports from the LMEH, LSMS and Trustees, for the sake of completeness, but the Trustees are legally responsible for Charity affairs.
- LSMS employees will carry out 'charity' work on the computers used by LSMS and in LSMS Buildings, both of which are LA resources
- It is unlikely that the Charity will need to use any additional, particularly financial, resources of the LA.
- The CIO has the potential to run other aspects of LSMS and LMEH could be commissioned by other Hubs to do work on their behalf. Should this occur a more complex legal approach may be required to transfer assets from LA to CIO. However it is not envisaged that this will occur at present.

Appendix 19 - A USER'S GUIDE TO THE LEICESTER-SHIRE MUSIC HUB –JULY 2012

Please note that this a fluid document that will change as the hub evolves. All editions will be dated.

1. What is the Music Hub?

In broad terms (for detail, see later):

Every part of the country is required to have a Hub covering one or more Local Authority areas. Our area covers both the city and the county.

The Hub is a partnership between the Music Service and local and national music organisations of all kinds, which will deliver the National Plan for Music, act as an advocate for music education, encourage participation in music and provide local innovations to improve music making for and by children and young people.

The breadth of partnerships within and through the Hub should enable a far wider experience of music to be available to even more children and young people both in and out of school than ever before.

2. Mission and Purpose of Our Hub

The Leicester-Shire Music Education Hub is an innovative and enterprising body with a Vision to inspire and lead all children and young people towards exciting, rewarding, varied high quality and progressive musical experiences, individually and with others, that embrace and celebrate the broad and diverse cultures of the region.

We will do this by:

- Building on existing strengths
- Working in Area Centres and Localities and engaging with all communities
- Creating strong relationships with each partner and with parents, children and young people
- Ensuring maximum participation by children and young people in Hub and associated activities
- Responding to need and generating new ideas, approaches and activities
- Providing, commissioning and ensuring high quality musical learning and activities are available and well publicised to schools, families and communities

3. The Structure of the Leicester-Shire Hub

The Hub is made of a number of parts, each with its own specific range of tasks, responsibilities and interests, which link with each other to make the whole more effective than the sum of its parts. In this section, the structure is outlined and then the details of each part will be explained.

A. The Executive Group. This Group has the task of overseeing all Hub functions and includes a range of representatives (See attached Structure Diagram).

B. Hub Lead Partners are local and national institutions who have a key role in delivering Hub objectives and or working with young people. Currently these partners are:

- The Leicester-Shire Schools Music Service
- All Secondary Schools and Primary Schools in the two LA areas, whether they be LA, academy, free, or independent in any way
- Darbar Arts Culture & Heritage Trust
- Philharmonia Orchestra
- Sinfonia VIVA
- Soft Touch Arts Ltd

C. Delivery Partners are local organisations who will carry out Hub tasks and support music making in a range of ways in the area. There are currently 21 Delivery Partners, but it is anticipated that more will join the Hub or will wish to be associated with it. These Partners will be available as a Directory at the LSMS and will be listed on the website when it is completed

D. Working Groups have the task of overseeing very specific Hub Activities. They will report, make recommendations to and act on any directives from the Executive. Current Groups are Diversity and Equality, Quality Assurance, First Access Programmes, the Singing Strategy and CPD.

E. Reference Groups consist of representatives of key organisations who will carry out Hub tasks or who have other responsibilities in delivering hub activities or supporting music making. They will report to the Executive in the same way that Working Groups do. Current Groups are Area Centres and Ensembles, Secondary School Heads of Music, Business & Finance, Associate Teachers and Community Music.

F. Leicester-Shire Schools Music Service will initially provide the organisational back up to the Hub to ensure activities are coordinated and managed. This work will include

- Supporting and providing some members to the Groups above
- Business and financial support
- Support for needs analysis, auditing and collecting data
- Support to organise some timetables of events and activities
- Support for some Ensembles
- Oversight of monitoring and evaluation/Quality Control
- Working in hand with Area Centres
- Commissioning, planning and delivering (some) activities
- Supporting some CPD
- Ensuring progression routes are available

Alternative ways of carrying out the above may evolve with time.

G. Supporting Organisations will include The Mighty Creatives (Our regional Bridge Organisation), Associate Delivery Partners (who will work with the Hub through a Memorandum of Understanding), and the Associate Instructor Scheme.

H. Accountability Group – the operation of the Hub will be accountable to a Governing Group, which will represent the clients who are served by the Hub. This Group will sit outside the Hub and no Hub members will be on this group, though they will attend meetings to report and discuss progress and strategy.

Hub clients are children and young people in the first instance, but will include those with responsibility for them: parents, schools, area centres, music groups, societies and communities.

All the above, A-H, are explained in more detail in sections 3.1 - 3.8, below

3.1 The Governing/Accountability Group will ensure that the Hub carries out its mission/vision and aims for children and young people through its various groups and delivery partners.

3.1.1. Membership will consist of representatives of both City and County from the following – Member, Officer, Primary and Secondary Head, Parent, Student. The Mighty Creatives will attend as observers.

3.1.2. Meetings will be termly

3.1.3. The Group will require members of the Executive and other Hub staff or associates to attend to discuss agenda items

3.1.4 The Agenda for the Group's work shall be:

- To ensure that Arts Council requirements are met
- To endorse and oversee the vision
- To ensure that the work of the Hub is enterprising, inspiring and leading to positive musical outcomes for young people
- To ensure that activities and interventions are fully effective
- To call the Hub to account for
 - Target setting, progress and outcomes for children and young people, including all minority groups
 - Business management, use of resources, budgeting and Value for Money
 - To receive, discuss and analyse reports from the Executive and other groups on all the above issues, giving appropriate criticism, advice, support and encouragement

3.1.5 Members will be expected to keep in touch with their 'constituents' as regards their needs and opinions, reporting back information and progress as appropriate.

3.1.6 Terms of Office and operational details shall include:

- The group may co-opt up to 4 additional non-voting members who have relevant experience to assist in carrying out its responsibilities
- Members may hold office for up to 3 years and will be put forward by their constituent groups
- A member may serve a further term, if their constituent group re appoints them
- A Chair and Vice-Chair will be elected annually
- Members should nominate an agreed deputy to attend a meeting should they be unable to attend
- Meetings will be will be minuted by a member of the LSMS Staff

3.2 **The Executive Group** will oversee the strategic development, the major activity areas and work closely with the Leadership Team of the Leicester-Shire Music Service who will run the day to day management of the Hub and its operations.

3.2.1 The membership will include:

- LSMS Service and Business Managers
- An Area Centre Head and Area Centre Manager
- Secondary Head of Music
- A Special School Head
- Reps from all Hub Lead Partners: Primary and Secondary Heads, Darbar Arts Culture & Heritage Trust, The Philharmonia, Sinfonia ViVa and Soft Touch Arts
- Reps from Community Arts, Freelance & Consultancy fields
- An Associate Teacher Rep
- (Rep from The Mighty Creatives)

Non-voting co-opted members (up to 4) whom the Group believes can assist the work

3.2.2 Members will be expected to give general opinions about all aspects of policy, advise on strategy, innovation and activities, contribute their areas of expertise and participate in the activity of the Hub. This might be by:

- Joining a reference or working group
- Supporting a member of LSMS in their responsibilities by meeting them/emailing
- Contributing to a particular activity, eg Improvement Plan, Finance, Commissioning, Auditing, Supporting CPD, a Core responsibility etc

- Acting as a conduit to other organisations
- Linking to an Area Centre
- Providing email/telephone support to a particular aspect of work
- Taking part in some work through a personal skill or interest, eg SEN, Disabilities
- Observing the quality of Hub activities as an act of quality control
- The time commitment of an Executive Member is difficult to quantify and it is accepted that, unless on the staff of LSMS, members will have roles in their own organisations. However, attendance at the Executive, attendance at half termly working group meetings and thinking/emailing time might be expected as a minimum. Members are expected to have a genuine interest and expertise in music education and the achievement/progression of young people.

3.2.3. Meetings will be termly, but more frequent in the first year of operation.

3.2.4. The Agenda for the Group's work shall be:

- develop the vision/mission and decide upon the strategic intent to reach it
- ensure that all activities are well led and managed, including audit, needs analysis, reporting, commissioning, core and extension functions
- direct and act upon a full and effective approach to Quality Assurance, monitoring and evaluation, including complaints
- oversee Improvement and Business Planning and progress made by children and young people, as well as by the Hub as a whole
- oversee the deployment of staff and the running of area centres with the schools involved
- ensure the Hub runs a strong financial footing, giving VfM
- encourage initiative and enterprising approaches
- Sustaining Growth

3.2.5. Terms of Office and operational details include:

- Members will have a term of office of at least 2 years, with possible extension to 3
- Staff of LSMS will remain as members whilst in post
- Each constituent group will elect/choose its representative. The LSMS may support this process by emailing ballot information or convening meetings if required, e.g. Heads of Music, Delivery Partners.
- A Reserve member should be chosen in the event of a likely absence
- Meetings will be minuted by a member of LSMS staff
- Email copies of minutes will be available and information will be published on a website

3.3. Reference and Working Groups will oversee particular areas of Hub activity, developing relevant sections of the Hub Improvement Plan, driving their area of work forward and reporting to the Executive on progress. It will be up to the Groups to develop their own plans, agendas, priorities and innovations within the parameters of Hub provision, core and extension activities, keeping the needs of children and young people and Arts Council objectives in mind. This document will not go into further detail on these tasks.

The minutes and activities of all groups will be available to all other groups so that connections can be seen and the Executive and Leadership Team of LSMS will ensure that work streams are coordinated and that there is no unnecessary duplication.

Anyone with a genuine interest in and commitment to the work of a group is welcome to join and contribute, but the minimum expected/anticipated membership of confirmed groups is shown below. Each group will have a named convenor, usually a member of LSMS. *(the membership lists below are incomplete)*

Ideally, Groups will need to meet half termly to ensure their work is on track.

3.3.1. Diversity & Equality

3.3.1.1 Key elements of work/issues:

The Hub area includes a great variety of families and socio-economic/ethnic groups. Leicester City has one of the largest proportions of ethnic minorities in a city in the country, with a large British Asian presence. The school population is approximately 40% Asian, 20% Black and 40% White. There are also wards with families in the most deprived 10% in the country, including large groups of white working class. Unemployment within the city area is above the national average, but below in the more prosperous county areas, where the proportion of ethnic minorities is significantly lower. However, there are also major pockets of deprivation in the county, particularly in former mining communities and in isolated rural communities. In City primary schools, nearly 50% of children speak a language other than English at home. The Diversity and Equality Working Group will be ensuring that the Needs Audit reaches the full range of communities to ensure there are opportunities for C&YP in these areas and the opportunities to integrate through music making.

The Diversity and Equality Working Group will act as champions for the cause of all 'minority' groups, including 'looked after children' and SEN (in addition to the above), monitoring quality of provision, participation and achievement. It will provide prompt feedback to the Executive about successes and failures and ensure that this information is acted upon. It will actively seek out representatives of minority groups and talk to parents and young people about their needs and experiences.

The LA policies of Equal Opportunities will provide a yardstick against which success is measured.

Specialist Partners, with particular expertise, will work with specific groups of young people and a partnership is growing with Darbar Arts to support Asian Music. It is anticipated that a range of partners will support Asian and Caribbean young people to develop their talent.

The Hub will ensure that the Executive Group includes at least one 'Champion' for SEN, eg one of the LA elected members, who will particularly take an interest in this aspect of work. The Equality and Diversity Group will also contain interested practitioners with an understanding of SEN and minority groups to ensure these groups have full access to appropriate activities and progression routes.

3.3.1.2. Membership

LSMS Leadership Member

Head of Music – Robert Allison

Music Organisations with Focus on minority students – Chris Wigmore (Soft Touch), Juliet Whitfield (Bullfrog), Primary School City Rep, Special School Rep

3.3.2. Quality Assurance

3.3.2.1. Key elements of work/issues

The Key steps in QA will be:

Annual Audit of all aspects of Hub provision including, overall participation in all activities, numbers from all minority groups, and then in each of these... attendance...success rates (achievement in exams and rates of movement to higher levels of lessons and 'bands'). This will include participation in signposted activities, financial progress and reports from all partner organisations. Audit to work from records at Area Centres as well as central base.

Benchmarks and goals will be set in the annual Improvement Plan, with accountabilities and responsibilities, all of which will need to be monitored for progress during the year and achievement at the year end. The QA group will delegate who is responsible for checking each benchmark and will require a termly report on progress.

Robust Performance Management system of all staff employed through or associated with the Hub, including lesson observations, outcomes, target setting and linked professional development. To improve practice.

Termly meetings at Area Centres to check progress and standards to ensure C&YP are on track to achieve their own goals in participation and skill development.

Music specialists in all schools to act as 'music tutors', (taking a genuine interest in musical progression of each individual) to all C&YP connected to Hub and other activities to support progression.

All staff to be trained in Ofsted expectations of teaching and learning so all lesson and activity observations and feedback are made to same standards. Lead for QA to oversee programme of observations and paired standardising observations to be made each year.

Sample of young people engaged in each activity to feedback through questionnaire and focus group discussions each year to review their experiences and level of satisfaction with support for progression

Local University to be commissioned to externally assess the standards set by the Hub, sampling activities and all internal data and feedback annually, reporting to the Executive and Governing Groups.

The QA Group to commission 'Champions' for minority groups who will spend a minimum of a day per year looking at provision, standards and enthusiasm amongst the groups.

The QA group will receive all feedback documentation and take prompt action to rectify any faults or problems and build further on successes, including actions into the annual improvement plan.

The QA group will also ensure there is a regularly monitored section of the Hub Website which allows C&YP to post ideas and views.

QA will be efficient, open and a means of continuous improvement and job satisfaction – all participants should feel proud to belong to the Hub and to contribute to the achievement of C&YP.

Process of commissioning services

3.3.2.2. Membership

- LSMS Strategic Development Manager
- Executive Member
- Area Centre Manager
- Rep(s) from Delivery Partners
- Rep(s) from Schools

3.3.3. First Access Programmes

3.3.3.1. Key elements of work

- Delivery of First Access Programme
- Programmes of work
- Evaluation
- CPD in this area

- First steps to progression

3.3.3.2. Membership

- Head of LSMS
- LSMS Strategic Development Manager
- Executive Member
- Reps of Primary Heads

3.3.4. The Singing Strategy

3.3.4.1. Key elements of work

- Singing Policy
- Delivery
- Programmes of work
- Evaluation
- CPD
- Progression

3.3.4.2. Membership

- LSMS Singing Development Leader
- Executive Member
- Leicester Cathedral Choral Group
- 2Funky Arts
- Darbar Arts
- Kaine Management
- School rep(s)

3.3.5. Area Centre & Ensembles

3.3.5.1. Key elements of work

The Area Centre will be a Mutual Partnership cementing relationships with Hub members/staff and local school staff and organisations, children and young people and communities for the benefit of learning and taking part in all forms of music activity, including those identified in the National Plan.

A team of Hub staff will work with the Centre to build strong relationships with children, young people and families over time to enable high quality progression.

Centres will be responsive to the needs of children, young people, their families and other community members regarding participation in National Music Plan and other musical and cultural activities.

Centres will be a base for both centre and outreach opportunities including initial access programmes, ensembles, performances (including instrumental and/or singing), progression classes, music CPD, instrumental loans and visiting artist performances can run and take place.

A Service Level Agreement between the Centre and the Hub will clarify the contributions from the Centre and the Hub (including all schools in the Area). For instance, the Centre may provide facilities for activities after school and at weekends, storage for instruments, and payment for some of the tuition provided (though this may be through contributions from parents).

Area Centres will encourage young people who may not be able to afford activity costs to access opportunities through a fee remission system agreed with the Hub.

Some Centres may provide a specialism for a wider area of Leicester-Shire, for instance, music technology, world music from a range of genres, rock school, etc.

Centres are likely to run activities in conjunction with the Hub and independently, to ensure a broad range of experiences and activities in music and culture. In addition to those National Music Plan Core and Extension activities mentioned in a bullet point above, such opportunities may include bands and ensembles with a range of instruments, choirs and rehearsals for shows leading to performances, music instrument and theory exam preparation, Arts Awards, range of workshops. These activities can include participants of all ages working together and need not be solely aimed at children and young people.

‘Benefits in kind’ provided by a Centre will contribute to the musical and cultural heritage and inheritance of children, young people and the wider community.

3.3.5.2. Membership

- LSMS Business Manager
- LSMS Area Music Leader Rep
- LSMS Head of Ensembles
- Area Centre Head – Alan Monks
- Primary Rep
- School Head of Music

- Delivery Partner/Provider Rep(s)

3.3.6. Secondary School Heads of Music

3.3.6.1. Issues to be decided by the group but to include transition, progression, links to Area Centres, and support for primary schools

3.3.7. Business & Finance

3.3.7.1. Regular monitoring of the Business Plan and Accounts, particularly monitoring Arts Council requirements

3.3.7.2. Membership

- LSMS Head of Service
- LSMS Business Manager
- Delivery Partner
- Executive Member
- Area Centre Rep

3.3.8. CPD

3.3.8.1. Oversight of all CPD in music throughout the LA areas, both in and where appropriate, out of school. Sharing good practice, organisation of conferences and specific training sessions in groups of or individual schools, showcases

3.3.8.2 Membership

- LSMS Strategy Manager
- Area Music Leader
- Delivery Partners x 2
- Primary and secondary school reps

3.4. How the Hub functions

The Hub is responsible for

- Delivering the requirements of the National Plan for Music, including the 4 Core Roles (First Access, Singing, Progression and Ensembles) and 3 Extension Roles (CPD, Instrumental loans and High Quality Ensemble opportunities)
- Reporting to the Arts Council about this
- Enabling local innovation in Music Education and Experience
- Bringing together all partners to make music making and enjoyment a stimulating experience in our area.

The Executive will expect evidential reports on all Hub responsibilities from all members of the Leadership Team, including an annual Needs Analysis Report to ensure Hub members and partners are focusing on the National Plan and the Local needs each year

Strategic Decisions will be taken by the Executive by consultation with the Governing Group, or with the Chair if a key decision is required before a meeting is timetabled or convened.

Day to day decisions will be taken by the Head of Service and the Service Leadership Team, which will meet at least fortnightly

The Reference and working groups will develop the areas for which they have responsibility, with the LSMS member taking responsibility for day to day issues and putting plans into operation

The Hub will keep in close contact with all clients, through its day to day activities, its staff, Area Centres and its Website.

It is envisaged that a significant number of Hub Partners will be full members, by committing some of their resources each year to National Plan priorities and delivering Core Activities, particularly to key minority groups. Other Partners may join the Hub by signing a Memo of Understanding and being commissioned by the Hub to deliver specific core or extension activities.

Partnerships with Area Centres, schools, Delivery Partners, Associate organisations etc. will be cemented together through Service Level Agreements, Commissioning Agreements and Memoranda of Understanding, as appropriate. Details of these documents will be available separately

3.5. Area Centres/Network Centres

Area Centres are considered key in the outreach of the Hub to all young people.

3.5.1. Area Centres will operate as below:

The Area Centre, through the Leicester-Shire Music Service, will be coordinated by an Area Music Leader, who will work closely with the Headteacher and Music Staff in the Centre and other schools in the area.

The Area Centre will be a Mutual Partnership cementing relationships with Hub members/staff and local school staff and organisations, children and young people and communities for the benefit of learning and taking part in all forms of music activity, including those identified in the National Plan.

A team of Hub staff will work with the Centre to build strong relationships with children, young people and families over time to enable high quality progression.

Centres will be responsive to the needs of children, young people, their families and other community members regarding participation in National Music Plan and other musical and cultural activities.

Centres will be a base for both centre and outreach opportunities including initial access programmes, ensembles, performances (including instrumental and/or singing), progression classes, music CPD, instrumental loans and visiting artist performances can run and take place. Some Centres will run programmes from satellite centres in schools further afield.

A Service Level Agreement between the Centre and the Hub will clarify the contributions from the Centre and the Hub (including all schools in the Area). For instance, the Centre may provide facilities for activities after school and at weekends, storage for instruments, and payment for some of the tuition provided (though this may be through contributions from parents).

Area Centres will encourage young people who may not be able to afford activity costs to access opportunities through a fee remission system agreed with the Hub.

Some Centres may provide a specialism for a wider area of Leicester-Shire, for instance, music technology, world music from a range of genres, rock school, etc.

Centres are likely to run activities in conjunction with the Hub and independently, to ensure a broad range of experiences and activities in music and culture. In addition to those National Music Plan Core and Extension activities mentioned in a bullet point above, such opportunities may include bands and ensembles with a range of instruments, choirs and rehearsals for shows leading to performances, music instrument and theory exam preparation, Arts Awards, range of workshops. These activities can include participants of all ages working together and need not be solely aimed at children and young people.

‘Benefits in kind’ provided by a Centre will contribute to the musical and cultural heritage and inheritance of children, young people and the wider community.

3.5.2. Progression

Area Centre will be expected to contribute to the progression of children and young people by:

All Children in KS2 will take part in the initial access instrumental and singing strategies. It is anticipated that, with enthusiastic well organised staff, a significant proportion (55%) of children will be keen to move on in a variety of ways.

Individual schools and the Hub will provide next steps by running linked class continuation sessions, in (sometimes in PPA time) and out of school time, depending on demand in each school. Schools will pay a fixed contribution for a first access year followed by the second continuation year. Continuation sessions through Large Group Tuition will be provided by LSMS and further continuation will be provided by associate staff of the Hub .

Financial and other resources of premises, time, staffing etc. from schools will be pooled so Area Teams work efficiently. Centres will be funded through these contributions, parental contributions, subs for music centre activities and pupil premium/SEN funds, depending children's needs.

Hub/School Partnerships, based around the Area Centres, will take responsibility for providing the majority of opportunities for C&YP to progress beyond the initial/second year access programmes according to needs of children, allowing them to progress in their skills and participation in instrumental, singing and ensembles leading to examination and performance opportunities.

School/Area Centres will keep records of progress of participation, exams passed and general experience and competence of each child.

Centres will run evening and weekend group, sectional, instrumental and singing workshops and rehearsals. Standards and enthusiasm will be raised through mixed age sessions, with support from more experienced young people as well as staff. We aim for 12-15% of primary population to access Area Centres

Centres will also signpost C&YP to opportunities in the locality, the Hub are and the region, provided by both Hub partners and other groups on the local provider network e.g. Great Bowden Music Society in south of County, local Choral Societies, rock groups and Asian Music run by Darbar Arts in the central area. (see also progression through singing, ensembles)

Schools grouped around each Area Centre will provide all C&YP chances to participate in rehearsals leading to concerts, shows, musicals etc. We expect 60% of primary children to participate in this way.

At KS3, we expect at least 50% of young people to participate in musical activities in and out of schools (see transition notes below), with all children continuing their lesson and ensemble commitments. Outside school activities will include brass bands, village amateur show or musical groups etc.

At KS4 & 5, young people will continue in their group lessons and activities in their Centres, with increasing numbers having paired or individual tuition (goal at least 80% progress with activities in KS4 and similarly into KS5). There will be further opportunities to take part in school shows, musicals and choirs with KS4 & 5 students taking leading desk roles in bands and orchestras.

Area Centres will run Festivals and Competitions (groups and individual categories) in all genres and all levels of competence to challenge C&YP to move their skills to higher levels. E.g. Battle of the Bands held annually at the Birstall Centre.

Quality assured Associate Hub staff will work in areas and will run small group and individual singing/instrumental lessons with their time coordinated across the area. These lessons will be financed by parental (with means test), school, and SEN and Talented Programme support as appropriate.

SEN, minority groups and vulnerable young people will be accepted openly into Area Centre activities in order to develop skills not always prevalent in the mainstream National Curriculum e.g. some dance to accompany music, music technology, World Music instruments, drumming skills etc., which will help raise self esteem. Other C&YP will be signposted to activities run by Hub Partners and specialist providers such as Soft Touch Arts, who have developed specific programmes for vulnerable groups.

Talented children (10% after second year access programme) will be given the opportunity to be fast tracked through Area groups and individual lessons, so they can progress through exams more quickly and move into Hub Ensembles. Opportunities will be available to play at the De Montfort Hall with the Phiharmonia Orchestra (for one or two as soloists) and participate in workshops and master classes with them or Sinfonia Viva. Other talented young people will be supported to enter the National Children's Orchestra or the National Youth Orchestra or Band.

Both primary and secondary schools will be closely involved in Area Centres and Primary staff will work with Secondary music staff in the primary to secondary transition years to ensure musical interests and talents and passed on, secondary staff meet, greet and work with primary young people in their last year at primary so the musical transition is seamless. The same instrumental/singing staff will take lessons in the primary and secondary schools. Primary children will have worked with secondary young people at Area Centre activities. C&YP and staff will also be supported through transition using e-learning tools. Each area will have its own learning platform that will enable staff to access CPD and to link in with thinking happening in primary and secondary sectors in an Area. C&YP and staff will be able to access resources available, e.g. from 'Gigajam' and the Paul Hamlyn Foundation Music Bridges Units to support their skill progression through the transition period. We anticipate no loss of young people from musical activity at this point

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Information for Schools: Associate Teacher Scheme

The current staff of Leicester-Shire Schools Music Service (LSMS) who are intending to become self-employed may choose to register as an Associate of the Leicester and Leicestershire Music Education Hub. This is a method by which the Hub can assure the quality of music instruction that is available to children and young people in the county and city.

Teachers who have been approved as Associates will be placed on a register, which will be sent to all schools who may wish to arrange music tuition for pupils.

The scheme is based on the fact that Associates, as self-employed instructors, will contract with parents directly (as advised by the school) and will invoice parents directly, and will NOT be employed by the school or LSMS.

What are the benefits of the Associate scheme for schools?

Schools get a register of instructors and their contact details, categorized by instruments and level.

Schools get the reassurance that Associates have been through an annual observation which assessed their instruction as satisfactory or better, have a current CRB, are up-to-date on safeguarding practice, and have opportunities to develop their professional practice.

Schools get the benefit of their pupils accessing the instrument loan scheme.

Schools are linked to the Hub and their pupils are able to participate in Hub projects, ensembles and performances.

Schools do not have to undertake any collection of fees as Associates invoice parents directly.

Associates may be able to respond flexibly and creatively to the requirements of schools

When will schools be able to use the Associate Scheme?

The Associate Teacher Register is published on the website. Associates can enter into agreements with schools and can then contact parents directly or through the school (as advised by each school).

The Associate Teacher Register will be updated regularly. Associates will be subject to the quality checks described above annually.

If schools wish to employ Associates directly, are they able to do this?

If a school wishes to employ a self-employed Teacher directly they need to be mindful of the HMRC guidance on employment/self-employment, which is attached for your information (*not appended here*).

Appendix 20 - LEICESTER-SHIRE SCHOOLS MUSIC INSTRUMENT BUSINESS PLAN (DRAFT)

Diane Rivaud - June 2012

1. Background Information

- 1.1. Leicester –Shire Schools Music Services (LSMS) manage the Local Authority (LA) instrument stock of instruments and resources. This impacts on provision for the Whole Class Ensemble Teaching Programme (WCET), progression routes and ensemble provision through affordable instrument hire.
- 1.2. In maximising this impact, LSMS are developing a new pricing structure to expand the current hire service to new markets. This will include, offering instruments to pupils learning with Associate Teachers working in schools and academies.
- 1.3. There is a pricing structure in place for hire to pupils and schools. Hire is currently subsidised to support the take-up of music tuition. This includes a reduced hire rate for pupils entitled to free school meals and is free to all Looked After Children.
- 1.4. There are currently 6,000 instruments which include specialist orchestral, percussion and MuTek instruments.
- 1.5. Savings have been made where possible within the instrument budget. However, the income generated through the hire service is not currently covering all resource management, repair, storage and delivery costs.
- 1.6. The Federation of Music Services (FMS) Instrument Fund has provided funding to purchase instruments to support Wider Opportunities, continuation and transition. An increase in spend on instruments over the last three years has placed additional pressure on the budget, within increased storage and delivery costs.
- 1.7. The Friends of LSMS provided funding to purchase instruments specifically for the WCET programme

2. Development of the Instrument Business Plan

- 2.1. To fully utilise resources for the benefit of children and young people in Leicestershire and Leicester City, to impact further on the core and extension roles within the National Plan for Music and to maximise income potential of the LA instrument stock, LSMS is developing an instrument hire pricing structure based on the following criteria:
 - hire to parents/carers of pupils receiving tuition as ‘continuation’ through Large Group Tuition (LGT) following the Whole Class Ensemble Teaching (WCET) programme through LSMS and commissioned providers at the advertised **subsidised** rates of hire;
 - hire to parents/carers of pupils in Leicestershire and Leicester City local authority schools maintained schools, academies and faith schools receiving tuition through Associate Teachers, where available at the agreed **standard** rates of hire;
 - hire to private schools, non-Associate teachers in Leicestershire and Leicester City or other local authorities through other providers at the agreed **premium** rate of hire where available ;
 - large instruments to be made available on a **commercial** basis to any appropriate hirer.

NB : All pupils through the WCET programme will receive instruments free of charge

All pupils on FSM /Looked After Children in a Large Group (in the one year following a WCET programme) will receive a free instrument.

All 'Looked After Children' will be supported throughout their musical journey with instruments free of charge.

All pupils on FSM will receive free instrument hire.

- 2.2. Research is being carried out to determine the feasibility of expanding the current hire service and to inform the development and implementation of the instrument hire pricing structure. Research indicates that LSMS are in the median bracket of charges for hire in comparison to other music services in the country.
- 2.3. The charging arrangements have been in place for some time with prices increasing in relation to inflation and any additional overhead or management costs (tbc). It is proposed that the new pricing structure follows the established hire charges and a charge per day for commercial hire. Proposed hire charges for 2012/13 academic year:

Subsidised Rate	£19.95 per term
Standard Rate	£28.13 per term
Premium Rate	£39.75 per term
Commercial hire	£45 per day

LSMS is developing a three year business plan to establish a stand-alone budget to operate and manage the instrument hire service and fully utilise the LA instrument stock. This work is based on a set of income targets for hire to new and existing markets.

- 2.4. Work has also been carried out to look at the full cost recovery rate for instrument hire. The current subsidised rate of £19.95 per term does not cover all operational costs. A proposed increase of £3.75 would cover additional costs, increasing the termly rate to £23.70.
- 2.5. Approximately 65% of instruments in stock are suitable for hire to schools and pupils.
- 2.6. Potential areas of growth include hire of class sets to Large Group Tuition /additional years of WCET as well as the new markets with other providers within the Music Education Hub
- 2.7. Further work is required to explore potential growth in the new markets, including commercial hire. Initial research carried out found few businesses offering commercial hire of orchestral instruments in the East Midlands. There are companies offering similar resources on a national basis. As the potential level of hire in these markets is unknown income targets can only be based on estimates at present.
- 2.8. Marketing activities for instrument hire during the last two years have been limited. To successfully implement a new hire service will require investment in marketing and the development of new strategies.
- 2.9. One of the objectives is to maximise income generating potential to provide a more diverse stock of instruments and to offer low cost and targeted free instrument hire as a result of this strategy.

3. Assumptions & Risks

- 3.1. The development of the business plan and potential growth of the service are based on a number of hire assumptions:
- an annual 3% increase in hire charges;
 - 20 % increase in the number of pupils hiring at the subsidised rate in 2013/14 as a result of increased marketing and continuation from LGT;
 - additional hire from WCET in year 2 (following free year) - 2013/14
 - an increase in hire to external clients including hire on a commercial basis;
 - income from new standard and premium hire based on target figures in 2013/14 , utilising 15% of stock for individual hire and a further 10% increase in the number of pupils hiring in 2013/14;
 - a further increase in subsidised and standard hire in 2014/15 based on an increase of WCET uptake by September 2013 and consequently an increase in LGT continuers by 2014/15
- 3.2. As the sales forecast is based on assumptions and estimates there is a risk that the service will not meet proposed income targets. The income targets will be monitored on a regular basis to minimise the impact of this and revise targets are required.
- 3.3. Income targets not being met could affect generated income to supply instruments for WCET and LGT continuers.

4. Areas for Consideration

- 4.1. The Leicester-Shire Music Education Hub Executive Group (LMEHG) parents, schools and providers will be made advised of the following :-
- That the new extended hire service follows the proposed rates of hire;
 - An increase in the subsidised hire rate to ensure full cost recovery is marketed to take effect from September 2013.

5. Timescale for Implementation

- 5.1. This business plan and income targets are to be presented to the Arts Council on 1 August 2012. It is planned that the new hire service and charges will be implemented in Autumn Term 2012.

Appendix 21 - AREA MUSIC CENTRE/NETWORK PRINCIPLES

Centre Principles

1. The Hub should enable all young people to access opportunities to progress through playing/singing/learning together, through a network of easily accessible Centres throughout the city and county.
2. There will be no formula for the number of centres, but the Hub may particularly support one or two key Centres in each county/city area.
3. There needs to be a mixed economy in relation to Centres: there is no single model – different areas have different needs/geography/priorities/and expertise. Some centres may be completely self-supporting and others will need high levels of support from the Hub especially in the start up phase. Thus, the Hub will not necessarily support all Centres equally.
4. Opportunities in Centres need to be broad in genre, style, culture etc.
5. Young people should be able to attend any Centre. The Hub will not support Centres which do not open doors to all children and young people.
6. Centres will work most effectively when there is a sense of ownership for all involved: young people, parents, school staff, Associate teachers, LSMS/Hub staff. Parents can join in activities, pre-activities, assistance with tuck shop and fund-raising
7. Centres need to be run as cooperative partnerships with all partners agreeing expectations and commitments from/of each other
8. Where possible, there should be continuity of opportunity for pupils from WCET programmes to Centres and from primary to secondary schools. Centres ought to target year 4/5 pupils each summer, who are moving into years 5/6, so they can join ensembles etc.
9. Engage older students to support younger ones through the Arts Award system and/or user FE students/Creative Apprentices
10. Centres should operate free tasters for potential new pupils each year
11. There should be common basic financial, business and record keeping procedures at all Centres for ease of reporting to the Arts Council. (See later section).

Satellite or Network Centres

- A number of schools in an area could improve provision and efficiency by working together and pooling resources under one umbrella with a lead school/co-operative structure; all schools might each use their own facilities, but these would be open to all children and young people
- Natural growth of after school clubs could lead to such a model
- Other 'independent' providers/partners could join, eg the Highfields Centre and the Afro-Caribbean Centre

Business Principles

Each Centre should:

- have a business plan, partnership agreement and publish an annual report for the benefit of its partners, participants and the Hub. The documents should be concise and linked to aid development
- publish a payment and fees structure
- be encouraged to use the pupil premium where appropriate to support pupils
- reinvest any 'profit' into the Centre/Hub/music provision
- work towards being financially viable
- subsidise smaller specialist groups through income from larger ones
- quality assure their own provision, as they would other activities

Business Plans, covering a 1-3 year period, will contain

- Market Research indicating Centre needs and provision
- Activities to be provided and targets for young people
- Resources to be pooled from schools and other partners
- Expected income and expenditure, including staffing
- Expected outcomes
- Assistance required from the Hub

Partnership Agreements for Area Centre/Network operation should contain

- Vision of the Centre
- Expectations of the team of Heads
- Expectations of Music Coordinators
- Expectations from the Hub
- Expectations of all staff working at the Centre
- Support and tasks from parents
- Prospectus and programme of activities
- Quality assurance processes
- Business Plan, including targets, costs, income, targets, future growth

Role of the Hub

The Hub should:

- be the source of creative inspiration and not just a business machine
- be an advocate for the NPME
- enable organic growth of Centres and their total number with efficient business/leadership support
- plant seeds for growth in an area where there is an identified need whilst allowing other Centres to run in a relatively independent manner.
- invite development group Heads/Music Coordinators to discuss network centres in their area and also run area cluster workshop days to attract young people and staff to potential Centres
- run training to support heads and music coordinators assess standards in Centre activities
- support 'Champion' Heads and others to promote the benefits of music education and the Centre network with colleagues in schools, keeping musical issues on the agendas of appropriate meetings
- provide directories of staff and organisations for schools and Centres and maps of available facilities and Centres, together with marketing and other information on each centre, signposting all young people to all activities
- use grant funds to enable children in receipt of free school meals and children in care to access subsidised or free transportation to Centres
- To underwrite new developments, taking into account risk analyses
- promote Festivals and Competitions across Centres

Note that:

- the Executive will oversee the expenditure of all new investment in Centres.
- The Exec/Strategy Group need to agree the business plan for all Centres that the Hub supports

Appendix 22 – INCOME GENERATION PLAN

Objective	Project	Project Lead	Target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by	
Core Role 1: First Access; maximise income through market penetration	Whole Class Ensemble Teaching (WCET)	SDM	By June 2014: 90% schools buying into a two term or 1 year WCET programme.	£260,000	£325,000 2014/15 £400,000 2015/16	M	Within budget 14/15; 12 FTE 1 FTE commissioned to Darbar. 3 vacancies		SM		
		AML (1)							SDM	Area 1: To increase engagement by 15% (13 schools) by May 2014	
		AML (2)							SM	Area 2: To engage with 4 schools by May 2014	
		AML (3)							SDM	Area 3: To increase engagement by 15% by May 2014	
		AML (4)							SDM	Area 4: To work with City working party to increase engagement to 90% with city schools.	
		Darbar							SDM	To book 9 Indian Classical Music projects commencing in the autumn term 2014	
		SDM							SM	To develop opportunities for home schooled pupils to access a tailored First Access programme working with partners.	
		SDM		By April 2014; 40% increase in first response (early bird) bookings.			L	NA	£1500		Efficiency savings applied to timetabling through processes; 40% increase in first responses (early bird) enabling further efficiencies to be applied to <ul style="list-style-type: none"> Recording of bookings Logistical arrangements Confirmation package including SLA Improvement of business system to analyse data, monitor bookings and improved customer management System (CMS).
		BM		By August 2014; efficiency savings applied to admin.			L	Time of Business Manager	£3,000	SM	
		Working group		By December 2014; efficiencies applied to business systems.			M	Upgrade of Ensemble – est £4K plus training est £4K	£15,000 for admin/management	SDM	
		AML (all)	By September 2014: 95% schools booked a LSMS First Access project			M	Capacity-SDM/BM		SDM	To work with partners, including Darbar, Associate Teachers to increase engagement with LSMS in the First Access Programme from 90% to 95%.	

Objective	Project	Project Lead	Target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
	Special School	SDM	To develop LSMS staff to deliver first access sessions leading to a contribution based chargeable activity by December 2014	£0	£2000 2015/16 £4000 2016/17 £3000 2015/16	M	N Within staff development plan (14/15)		DHOS	To devise a programme that can be traded to special schools through specialist providers. A programme has to be tailored to meet the needs of each school. To promote and share resources created including evaluation with other Hubs.
	PRUs	SDM	To devise a contribution based plan by September 2014 to implement from January 2015	£0	£1000 2014/15 £3000 2015/16	L	Y Capacity of DHOS		SM	Through the creation of a contribution based plan to offer a package to the 2 PRUs.

Objective	Project	Project Lead	Target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Core Role 2: Ensembles; market penetration and product development.	Bands & Orchestras	PDM	To increase participation in B&O 15% by Sep 2014 20% by January 2015 25% by Sep 2015	£87,000	£96,000 2014/15 £106,000 2015/16	M	Y Promotion, venue, beginner band; Est £6k		SDM	Analysis of membership March 2014 Survey of current members March 2014 Marketing strategy for implementation in the summer term 2014 and continuation in 2014/15 academic year.
		PDM	Consultation of transport for Saturday rehearsals by April 2014	£18,000	£19,000 2014/15	L	N Price increase		SDM	Survey of current users
		PDM/ BM	Implementation of revised transportation routes by September 2014.			L-M	Y Time to invest and contractual changes with companies- otherwise efficiencies not achieved; est £2-3K possibly delegated work to BST involving additional time poss £2K	£8,000 2014/15	SDM/ SM	Review current transportation routes for efficiency savings to be implemented.
		PDM/ BM	Review of transport for Saturday rehearsals by February 2015.					£14,000 2015/16	SDM/ SM	Review of provision of transportation following consultation. Consideration given for limiting routes, withdrawal of services with provision made for Children in Care and support for C&YP in receipt of FSM.
		BM	Development of Charity to access gift aid and other sponsorship by July 2014	£0	£5,000 2014/15 £10,000 2015/16	L	Y Initial fundraising achieved via former Friends Funding to support plans to charities' commission, recruitment of trustee EST £6K		SM	Charity created

Objective	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
	Evening ensembles	PDM BM/ HoME BM/ HoME	To increase participation in ensembles 10% by September 2014 20% by September 2015 Review of evening ensemble venues by July 2014 Identify partnership agreements for hosting ensembles by September 2015	£20,000	£22,000 2014/15 £25,000 2015/16	M	Y Investment of time and promotion materials-comms role, trade stands at DMH, promotion	£2,000 2014/15 £3,000 2015/16	SDM SDM SDM	Survey of current users Identify alternative venues for hosting ensembles Efficiency savings identified through provision of First Aider on site by host school, rehearsal times, and shared resources where applicable to offset venue hire fees.
	Area Centres (AC)/ Area Music Networks (AMN)	AML (all) AML (1) AML (3) AML (2) AML (4)	To increase participation in existing area centres 25% January 2015 40% September 2015 To increase the number of AMN in each area by September 2014 for ; Areas 1 & 3 by the creation of one additional centre. To extend the opportunities in Areas 2& 4 through extending current provision or expansion of Area Centre to AMN.	£4,000 £0	£5000 2014/15 £2000 2014/15 £5000 2015/16 £2000 for 2014/15 £5,000 2015/16	M M	Y Investment of time and promotion materials-comms role, trade stands at DMH, promotion Y Investment of time and promotion materials-comms role, trade stands at DMH, promotion		SDM SDM SDM SDM	Marketing strategy Marketing strategy and partnership agreements within Area 1 Marketing strategy and partnership agreement with Area 3 schools. Marketing strategy and partnership agreement with Area 2 schools. Marketing strategy and partnership agreement with Area 4 schools.

Objective	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Core Role 3: Progression; market penetration & product development	2 nd year of learning beyond WCET	SDM	To provide access, opportunities and signpost 5000 C&YP to continuation beyond First Access Projects. Increasing continuation by Sep 14 to 42% Apr 15 to 45% Sep15 to 50%	£30,000	£45,000 2014/15	M	Y Promotion, marketing, working with AT, schools, signposting. Creating 'package' for schools Investment of time/staff capacity Guesstimate £3-5k	£9,000 2014/15	SM	To devise a pathway for continuation beyond First Access projects including continuation routes for small groups. To work with partners, associate teachers, signposting schools and pupils to alternatives.
		SDM							SM	To engage with Associate Teacher to feed back data required for monitoring continuation.
		SDM							DHOS	To review charges for minority instruments.
Core Role 3: Progression; Market diversification	GTR	SDM	To create a strategic plan to engage with hard to reach children to include home schooled, excluded, young mothers by September 2014.	£0		L	N Within existing staff capacity (new project)		SM	To draw on funding for specialist areas i.e. virtual schools to support opportunities for hard to reach C&YP within the LA and to contribute to their educational development plan.
			To devise and implement a strategy for engaging with GTR C&YP to support progression.			L	N Continued engagement with Bullfrog/Soft Touch			Collaborative working with partner organisations
Core Role 3: Progression; Product development	Talented pupils	SDM	To devise a talented pupil activity programme hosted by LMEH by October 2014.	£0	£1500	L	N Staff capacity		SDM	To devise a strategy for identifying musical gifted and talent. To include identifying young people with exceptional musical ability and/or talent and providing students the opportunity to witness best practice through exposure to musicians in specialist fields wherever possible.
	School holiday clubs	SDM	To devise progression pathways outside of SLE to provide opportunities for sandwich courses	£0	£8,000 2015/16	M	Y Venue costs, staff, musicians, marketing etc. Estimate £6-8K Net zero		DHOS	To create an activity linking with partner organisation to host holiday/weekend clubs to support progression.
		CMM							BM	To attract funding and sponsorship to offset costs and to support C&YP in receipt of FSM.

Objective	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Core Role 4: Singing; maximise income through market penetration	Vocal- Ease	SDL BM	Review of Vocal-Ease programme to be undertaken by May 2014	£6,000	£12,000	M	Y Without review work continues to be undervalued/priced	£3000 2014/15	SDM SM	Review of pricing structure.
		SDL BM	Efficiency savings by 09/14			L	N Effective marketing, timetabling enables efficient booking/procurement of resources		SDM SM	Marketing strategy. Business Mileage reduction based on implementation of changes and efficient timetabling
Core Role 4: Singing; maximise income through market penetration	Progression	SDL	To use the audit analysis of choral/vocal opportunities to create a strategic plan for partnership development for effective progression opportunities by 06/14	£0	£7,000 2014/15	M	Y To obtain & manage data within updated database Possible commission of choir leaders i.e. youth choir Est £4-5K		SDM	Expansion of AT to increase continuation and signposting C&YP to partner organisations.
					£8,000 2015/16					Using Vocal-Ease programme to expand choir development in Areas or within AMN
Core Role 4: Singing; market development			To devise a Young Mothers programme by 03/15	£0	£3000 2014/15	H	Y Action research – linking with other providers, creation of new SLA/MoU/ partnership agreements Est £2-3K		SDM	To work in partnership with Darbar to offer diverse singing opportunities.

Objective	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Core Role 4: Singing; product development	Diversity	SDL	To identify and assess the need for cultural and diverse singing opportunities by 12/14	£0	£4000 2014/15	L	Y (in part) Staff capacity – planned project drawing in partnership funding for additional musicians Est £4-7K		SDM	To work with partner organisations to offer opportunities that reflects the cultural diversity of Leicester City engaging with community leaders.
		MCM	To host an event reflective of the diversity of Leicester City by 06/15	£0	£8000 2015/16				SDL BM	In addition to activity based or entrance fees to source funding or attract sponsorship and/or donations
Core Role 4: Singing; market development		SDL	To work with Soft Touch and Bullfrog to offer pathways for community based groups i.e. GTR	£0	£2500	M	N Staff capacity to develop partnership – utilising ACE funding for action research		SDM	To assess need and to seek funding.
Core Role 4: Singing; product development	Training	SDL	To host singing events for schools with focus to support transition of KS2 to KS3 and beyond KS3	£0	£4,000 by 01/15 £12,000 2015/16	M	Y Staff capacity – may require additional choral leaders/pianist /music Est £3K 14/15, £10 K 15/16		SDM	Development of school based activities beyond KS2.
Extension role – CPD; Market penetration & product development	CPD	DHOS	Offer a menu of CPD opportunities for schools available through hub partners on a traded basis by September 2014 addressing SMEP and providing network opportunities	£9000	£12000 by 04/15 £18,000 by 05/16	H	Y Affecting ACE funding if targets not met; funding of CPD events, awareness/ Promotion free for SMEP; others charged. Potential cost of £4-6K		SM	Extend singing CPD via 'Singing Hub Schools' programme where successful singing schools share good practice with other schools in their area. Extend opportunities for schools to network, provide appropriate training and support to improve music curriculum within the area.

Objectives	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Extension Role – Instrument Hire; Market penetration & product development	Instrument Hire	TSM	Marketing of new conditions and pricing structure including non-associate teachers by May 2014. Transfer of renewal process as part of Business System development by December 2014. Partnership development with instrument suppliers by 2015/16	£19,000	£34,000 2014/15	M	Y e-promotion, e-forms & e-payment development. Capacity of BM/TSM and support from BST Est £4K	£3,000 2014/15	BM	A review of the pricing structure has been completed. Review of terms & conditions of instrument hire including excess insurance fee. Marketing and streamlining of scheme including promotion through website, associate teachers and schools. Transfer of requests, renewals and payments to e-form
	Instrument Stock	TSM	To create a replenishment programme to meet future needs.	£0	£3000 2014/15	L	Y Capacity of BM/TSM to review stock. Est £2K (based on time involved)		BM	To assess surplus instruments to create revenue by December 2014. To develop partnerships to include signposting to other suppliers for specialist instruments including commission based endorsement programmes as offered by Normans, for example.
Extension role – large scale and / or high quality music experiences.	Large scale events	PDM SDM CMM	To increase opportunities for pupils working with professional musicians and/or venues by 2015/16	£20,000	£30,000 2014/15	M	Y Partnership development, staff capacity, SLA/MoU etc. Redirection of existing workloads possibly ML to work with projects. Est £8K based on Forest Futures & Sinfonia Viva		DHO S SDM	To expand opportunities for C&YP to participate in large scale events, working with partners. In 2013/14 partnership development has generated additional funding of £20,000 through Forest Futures in conjunction with NW Leicestershire, Philharmonia Orchestra, Viva Sinfonia and Orchestras Live. To include promotional materials, recognising that initial investment of resources will be required.

Objectives	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Back Office savings; efficiency savings	Development of e-forms	BST	To develop e-forms for registration of pupils within ensembles, ticket sales through development of database using Ensemble Live and linking with website	NA		M	Y Time to invest in the development of e-forms, processes; risk of maintaining inefficient processes and not addressing a work/life balance. Frontloading to reduce BST time to enable other projects to move forward. Est £5-6K including website links	£10,000 2014/15	BM	Avoidance of duplication of entry to produce automated registers, CSM data for ticket sales. Improve payment of fees through online booking system. E-ticket allocation for performances for venues where the box office is not managed by LSMS.
	Income through programmes for performances	CMM	To develop advertisement area and to market to partner and external organisations by November 2014. To expand the programme to have an advertisement area with scaled charges dependant on space by November 2014.	NA		M	Y Capacity of CMM to explore this area to sustain CMM role; CMM 0.6 FTE (Jan-Mar) £1.6 K	£2,000 2014/15	BM	To work with performance development manager to expand the programme to include space for advertising. To contact organisations and publicise the availability of advertisements, primarily within music based retail organisations.

Objectives	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
	Staff Handbook	SDM	To produce a staff handbook for all staff with key areas for clarification regarding roles & responsibilities, policies & procedures. To be distributed (e-form) by September 2014	NA		L	N Handbook in final draft stages to launch in the summer term 2014	£2000 2014/15	DHOS	To consult with Strategy Team and Leadership team for articles to be included. To refer to local conditions published on CIS. To address FAQs including travel, and annualised hours contracts for improved clarification. Savings calculated on an estimate of management time.
	Travel Claims	BST	To enable all staff to access on-line i-expenses for submission of claims by April 2014. To improve estimate of travel mileage through timely submission of records by April 2014.	NA		M	N Work already in hand – managed within existing capacity. Commitments not recorded efficiently leading to inaccurate reports of management accounts.	£600 2014/15	BM	To create system access for all employees of LSMS and to access CYPs communication. To transfer all staff onto i-expenses for manager authorisation to be immediately recorded as commitment within Oracle.

Summary of Target for increasing income from 2013/14 – 2016/17

	Traded Income	Efficiency Savings	
2013/14	£473,000 *		
2014/15	£673,000	£61,000	
2015/16	£768,000	£ 3,000	

1. In 2013/14 for areas of growth due to market penetration, market development, product development, excluding tours, competitions and performances that are planned for the summer term 2014.
2. In 2014/15 to achieve growth of income development work and research needs to be undertaken for some areas, requiring an investment of resources.
3. In 2014/15 there is a commitment of 12 FTEs for music leaders to achieve the target as defined by the Arts Council. These employees will deliver the core role 1 for whole class ensemble teaching (WCET), work within Core role 2 for Area Centres and Area Music Networks (AMN) and Core role 3 for progression to achieve the income target.
4. Efficiency savings are based on planned development of business systems including the development of the website. The savings in 2014/15 are to release resources to develop products or market projects in other areas.

Appendix 23 – SCHOOLS MUSIC EDUCATION PLAN 2014 - 16

Objective	Actions/ Resources	Lead/s	2014/15 SMART Targets And milestones	By when	Monitor	Budget	2015/16 Targets
1. Develop communication /engagement with schools i. Consultation with key stakeholder groups (City and County); ii. Develop School COMMS iii. Meetings with School HT & governors groups, Music Networks, Teaching Schools, academy chains; iv. School area development group meetings; v. Music Leader curriculum planning meetings with schools	Time from hub/service; schools, school improvement, partner reps	HoS/DHOS	i. All key representatives of schools/academies/ colleges / educational settings consulted with a buy into the vision	Apr 2014	Gov	Within roles	Repeat for 2 nd cohort of schools. Rev
	On agenda for LHT/ Leicester Leaders, LA Gov dev service etc.	C&MM DHoS/SDM/SLE	ii. Feedback collated from schools iii. 100% schools communicated with regarding process through HT groups A road map produced for schools	Mar 2014 Apr 2014	BM HoS/Exec HoS/Exec		Repeat Comms Repeat process
	Primary/Sec. School Primary music coordinators	AMLs/SDL	iv. Plans driven through regional stakeholder meetings in City and County.	May2014			Review and develop. Apr 2015
		MLs/AMLs	v. 50% of SDPs that don't or have not featured music in their plans during their own school /cluster cycle will now include this.	May-June Apr 2014	SDMs/ DHoS SDMs		remaining 50% include in SDP.
2. Develop in house systems and business practices i. Review and develop 'Ensemble' database ii. Create a data base of all schools; iii. Collate, gather analyse data – GCSE, B Tech and identify trends; iv. Aggregate data for First Access and Singing Strategy; v. Develop tracking and reporting systems	Training from Paritor; Visit Staffordshire – systems; Liaise with both LA Performance data teams; Business Support Team - time; School dependent; Use own intelligence	BM	i. Reviewed business practices Upgrade database to 'Paritor Live'	Sep 2014 Aug 2014	Exec/CYPS/ HoS	Business Advisor costs.	Further updates to database as required.
		BM	ii. All schools listed	Mar/Apr	HoS	Within roles	Review and report new data.
		Admin role	iii. LA performance teams stats integrated into database	Apr 2014	HoS		
		BM/DHoS	Interrogation of data- producing RAG rated schools	May2014	HoS		Use trends and Disseminate.
		BM	iv. Current baseline for known First Access determined; engagement with National Plan and hub -80%	Feb 2014	DHoS		90% First Access Review tracking.
	BM	v. Reporting progress at Strategy and Exec meetings	May2014	DHoS			

3. Build capacity and develop knowledge i. Identify/appoint Specialist Leads within hub & schools; ii. Identify strengths and key roles -governors, partners; iii. Identify Champion Headteachers and role; iv. Engage school Improvement Advisors - city and county; v. Identify SLEs from Teaching Schools; vi. Link with National Leaders in Ed (NLEs) vii. Engage with Sports Strategy Leaders; viii. Build capacity for traded support element	Capacity created within team; Realignment of funding to new posts; Time for planning meetings; Training and defining roles; NLE HTs -John Cleveland College(NLE) South Wigston King Edwards – sports.	HoS/DHoS/SLE Exec. HoS/DHoS. HoS/DHoS/ Exec. DHoS/SLE. HoS/SLE. DHoS. DHoS DHos DHoS/BM/SLE	i. 1x Deputy role (0.8) appointed/seconded as the key Specialist Lead in Education 1x New Specialist Lead in Education (0.6) appointed/seconded ii. 5x Exec and Gov reps with strategic key roles iii. 5 x Champion Head Teachers engaged in strategy iv. 3 x SI staff from County and 2 from City v. 3x Teaching School (TS) Alliances providing capacity and support through SLE (including 1 x Special TS alliance) vi. 2x NLEs driving the plan vii. 2 x Headteachers -share knowledge viii. 1xfte curriculum support (traded) and 1x admin support role (0.4) appointed /seconded	Mar 2014 Jun 2014 May2014 May2014 July 2014 July 2014 July 2014 Sep 2014 Apr 2014	CYPS SM/Gov CYPS SM CYPS SM Gov CYPS SM/Gov HoS HoS HoS HoS	ACE budget. In kind 	Review capacity needs against trading -Jan 2015 Review roles - Jan 2015 Develop to 4 TSs Review Recruit curriculum staff - April 2015 (3fte?)
4. Train and Initiate Peer Learning i. Provide appropriate training for leadership team and exec; ii. Establish Peer to peer leadership support -School HTs, H of Music.	Time to moderate, ensure consistency of approach; Time within new roles, HoM time.	DHoS/SLE DHoS/SLE/SDM	i. 2x Training sessions ii. 3x Peer to peer support training sessions/workshops	Apr 2014 May/June 2014	HoS/Gov HoS		Review practice and outcomes – April 2015
5. Manage school, roll out i. Assign named SLE from hub to each school ii. Utilise RAG rating (c/ ref 2iii)- with criteria; iii. Produce initial audit template prior to 1st visit; iv. Devise short reports from each school visit and track	Admin support; Time to chase schools; Meet with target group; Time within roles; Feedback to all stakeholders;	DHoS/SLE DHoS/SDM/SLE	i 100% schools/academies/colleges/settings visited over 2 yrs. Year 1 =60% . Various methods of engagement tested. Training implemented 1 st group of school visited and follow ups 2 nd and 3 rd iii. iv. Reports piloted (April 2014), rolled out (May2014.) Reports recorded and updated on database;	Mar 2015 Apr-Oct Oct2014 Mar 2015 Apr/May 2014	HoS HoS		40% schools visited+ repeat 10% requiring targeted support in yr1. March 2016 Repeat and revise reports. Use feedback

progress; v. Feedback to schools	Improvements monitored		v. Offer expert informative advice, guidance and support as linked to outcomes in SE.	Mar 2015			mechanisms.
6.Support schools in Raising Standards i. Integrate first access, continuation, Singing and partnership work into each school SDP; ii. Track and record outcomes (evidence of music in school SDP); qualitative judgments; participation levels; iii. Pilot framework for self-evaluation; iv. Develop effective systems for rigorous SE.	i. ML/SDM meetings with schools; Incentives - Bronze, silver, gold, platinum Music Awards devised- quality standards; ii. SDM/AML iii. Produce support packages for primary, sec, special schools;	AMLs, SDM,SDL MLs, SLE/ Champion Heads/partners Exec SLE iii. DHoS/SLE iv. DHoS	i. Included in schools SEF ii. Evidence from visits tracked. ii. Videos, case studies shared and on website. ii. School Music Awards -30% of 1 st cohort apply. iii. 1x pilot framework for SE completed, resulting in the SLT in 2 pilot schools/clusters confident about assessing and robustly evaluating the quality of provision, T&L and leadership and management of music Can also identify next steps. iv. Good practice shared with 50% schools	July 2014 Sep2014 Oct 2014 Dec 2014 Sep 2014 Oct 2014	HoS/Gov	LSMS SMEP dev group time 10 days HT briefings; Training of SEF team	RAG rate schools following yr. 1 visit; code for targeted support visit April 2015; Monitor and evaluate impact. Share best practice
7. Develop traded packages for schools i. Assessment and curriculum framework ii. SLT support iii. Moderation of lesson observation iv. SEF v. SEF/ Peer review process	i. Identify, train specialists, working group; Lead, provide framework and model; Develop partnerships, ICT, DSEN.	DHoS/SLE/ 6 school based staff	i. 3 working groups and 6 specialist leads devise frameworks for EYFS, KS1, KS2, KS3, DSEN with integrated First Access. i. On –line interactive resource created and piloted in 6 schools ii, SLT support trialed in 10 schools iii. Moderations completed in pilot group iv. Scrutiny of data, interviews and paired observations evidenced.	March 2015 Oct 2014 Oct 2014	HoS/Exec	Supply cover for 6 school based staff = £7000	Various traded school support packages as result of pilots.e.g.SE Framework; SLT support; Apr 2015.
8. Review progress against objectives i. Report cycle of continuous improvement with schools;	Use evidence and data collated from year 1.	All LSMS team, exec of hub groups-Review, Reflect and Revise.	Revised objectives for Yr2. Evidence and Learning shared through network meetings, HT, and HoM briefings.	Oct 2014 and Feb 2015	Gov group		Continuous cycle –Feb 2015 review

Glossary of terms

AML

Ar
ea Music Leader
BM

Bu
siness Manager
C&MM

Co
mmunicatio ns and Marketing Manager
COMMS

Co
mmunicatio ns and Marketing Strategy
CYPs

197

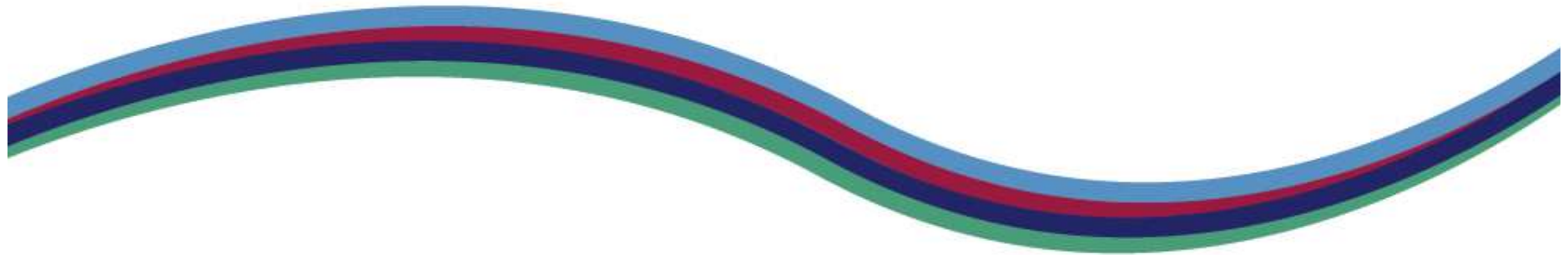
Children and Young People’s Service (Leicestershire LA)

- DSEN Disabilities, Special Educational Needs
- DHoS Deputy Head of Service
- Exec Executive Group of the Leicester –Shire Music Education Hub
- EYFS Early Years Foundation Stage

FTE	Full Time Equivalent
Gov	Governing Group of the Leicester –Shire Music Education Hub
HoM	Head of Music (School)
HT	Headteacher
HoS	Head of Service
LHT	Leicestershire Head Teachers Group
LSMS	Leicester –Shire Schools Music Service
ML	Music Leader
NLE	National Leader in Education
RAG	Red Amber Green
SDL	Singing Development Leader
SDM	Strategy Development Manager
SDP	School Development Plan
SE	Self Evaluation
SEF	Self Evaluation Framework
SI	School Improvement
SLE	Specialist Leader in Education
SLT	Senior Leadership Team
SM	Strategy Manager (CYPS Leicestershire)
SMEP	School Music Education Plan
T&L	Teaching and Learning
TS	Teaching School



LEICESTER-SHIRE MUSIC EDUCATION HUB
SCHOOLS MUSIC EDUCATION PLAN
2014 - 2016



Supported using public funding by



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**Music
Education Hub**



Leicester-Shire Schools
Music Service



**Leicestershire
County Council**



Leicester
City Council



Lead Group: The Governing and Executive Groups of the Leicester – Shire Music Education Hub

Objective	Actions/ Resources	Lead/s	2014/15 SMART Targets And milestones	By when	Monitor	Budget	2015/16 Targets
1. Develop communication /engagement with schools i. Consultation with key stakeholder groups (City and County); ii. Develop School COMMS iii. Meetings with School HT & governors groups, Music Networks, Teaching Schools, academy chains; iv. School area development group meetings; v. Music Leader curriculum planning meetings with schools	Time from hub/service; schools, school improvement, partner reps	HoS/DHOS	i. All key representatives of schools/academies/ colleges / educational settings consulted with a buy into the vision	Apr 2014	Gov	Within roles	Repeat for 2 nd cohort of schools. Rev
	On agenda for LHT/ Leicester Leaders, LA Gov dev service etc.	C&MM DHoS/SDM/SLE	ii. Feedback collated from schools iii. 100% schools communicated with regarding process through HT groups A road map produced for schools iv. Plans driven through regional stakeholder meetings in City and County.	Mar 2014 Apr 2014 May 2014	BM HoS/Exec HoS/Exec		Repeat Comms Repeat process
	Primary/Sec. School Primary music coordinators	AMLs/SDL	v. 50% of SDPs that don't or have not featured music in their plans during their own school /cluster cycle will now include this.	May-June	SDMs/ DHoS		Review and develop. Apr 2015 remaining 50% include in SDP.
		MLs/AMLs		Apr 2014	SDMs		
2. Develop in house systems and business practices i. Review and develop 'Ensemble' database ii. Create a data base of all schools; iii. Collate, gather analyse data – GCSE, B Tech and identify trends; iv. Aggregate data for First Access and Singing Strategy; v. Develop tracking and reporting systems	Training from Paritor; Visit Staffordshire – systems; Liaise with both LA Performance data teams; Business Support Team - time; School dependent; Use own intelligence	BM	i. Reviewed business practices Upgrade database to 'Paritor Live'	Sep 2014 Aug 2014	Exec/CYPS/ HoS	Business Advisor costs.	Further updates to database as required. Review and report new data.
		BM	ii. All schools listed	Mar/Apr	HoS	Within roles	
		Admin role	iii. LA performance teams stats integrated into database	Apr 2014	HoS		
		BM/DHoS	iv. Current baseline for known First Access determined; engagement with National Plan and hub -80%	May 2014	HoS		Use trends and Disseminate. 90% First Access Review tracking.
		BM	v. Reporting progress at Strategy and Exec meetings	Feb 2014	DHoS		
			May 2014	DHoS			

Continuous Cycle – Review, Reflect and Revise

3. Build capacity and develop knowledge i. Identify/appoint Specialist Leads within hub & schools; ii. Identify strengths and key roles -governors, partners; iii. Identify Champion Headteachers and role; iv. Engage school Improvement Advisors - city and county; v. Identify SLEs from Teaching Schools; vi. Link with National Leaders in Ed (NLEs) vii. Engage with Sports Strategy Leaders; viii. Build capacity for traded support element	Capacity created within team; Realignment of funding to new posts;	HoS/DHoS/SLE Exec.	i. 1x Deputy role (0.8) appointed/seconded as the key Specialist Lead in Education 1x New Specialist Lead in Education (0.6) appointed/seconded	Mar 2014 Jun 2014	CYPS SM/Gov CYPS SM	ACE budget.	Review capacity needs against trading -Jan 2015	
		HoS/DHoS.	ii. 5x Exec and Gov reps with strategic key roles	May 2014	CYPS SM	In kind	Review roles - Jan 2015	
		HoS/DHoS/ Exec. DHoS/SLE.	iii. 5 x Champion Head Teachers engaged in strategy iv. 3 x SI staff from County and 2 from City	May 2014 July 2014	Gov CYPS SM/Gov		Develop to 4 TSs	
		HoS/SLE. DHoS.	v. 3x Teaching School (TS) Alliances providing capacity and support through SLE (including 1 x Special TS alliance)	July 2014	HoS		Review	
		DHoS	vi. 2x NLEs driving the plan	July 2014	HoS		Recruit curriculum staff - April 2015 (3fte?)	
		DHos	vii. 2 x Headteachers -share knowledge viii. 1xfte curriculum support (traded) and 1x admin support role (0.4) appointed /seconded	Sep 2014 Apr 2014	HoS HoS			
		DHoS/BM/SLE						
	4. Train and Initiate Peer Learning i. Provide appropriate training for leadership team and exec; ii. Establish Peer to peer leadership support - School HTs, H of Music.	Time to moderate, ensure consistency of approach; Time within new roles, HoM time.	DHoS/SLE	i. 2x Training sessions	Apr 2014	HoS/Gov		Review practice and outcomes – April 2015
DHoS/SLE/SDM			ii. 3x Peer to peer support training sessions/workshops	May/June 2014	HoS			
5. Manage school, roll out i. Assign named SLE from hub to each school ii. Utilise RAG rating (c/ ref 2iii)- with criteria; iii. Produce initial audit template prior to 1st visit; iv. Devise short reports from each school visit and track progress; v. Feedback to schools	Admin support; Time to chase schools; Meet with target group; Time within roles; Feedback to all stakeholders; Improvements monitored	DHoS/SLE	i 100% schools/academies/colleges/settings visited over 2 yrs. Year 1 =60% . Various methods of engagement tested. Training implemented 1 st group of school visited and follow ups 2 nd and 3 rd	Mar 2015 Apr-Oct	HoS		40% schools visited+ repeat 10% requiring targeted support in yr1. March 2016	
		DHoS/SDM/SLE	iii. iv. Reports piloted (April 2014), rolled out (May 2014.) Reports recorded and updated on database; v. Offer expert informative advice, guidance and support as linked to outcomes in SE.	Oct 2014 Mar 2015 Apr/May 2014 Mar 2015	HoS		Repeat and revise reports. Use feedback mechanisms.	

Continuous Cycle – Review, Reflect and Revise

<p>6.Support schools in Raising Standards</p> <p>i. Integrate first access, continuation, Singing and partnership work into each school SDP;</p> <p>ii. Track and record outcomes (evidence of music in school SDP); qualitative judgments; participation levels;</p> <p>iii. Pilot framework for self-evaluation;</p> <p>iv. Develop effective systems for rigorous SE.</p>	<p>i. ML/SDM meetings with schools; Incentives - Bronze, silver, gold, platinum Music Awards devised- quality standards;</p> <p>ii. SDM/AML</p> <p>iii. Produce support packages for primary, sec, special schools;</p>	<p>AMLs, SDM,SDL MLs, SLE/ Champion Heads/partners Exec</p> <p>SLE</p> <p>iii. DHoS/SLE</p> <p>iv. DHoS</p>	<p>i. Included in schools SEF</p> <p>ii. Evidence from visits tracked.</p> <p>ii Videos, case studies shared and on website.</p> <p>ii. School Music Awards -30% of 1st cohort apply.</p> <p>iii. 1x pilot framework for SE completed, resulting in the SLT in 2 pilot schools/clusters confident about assessing and robustly evaluating the quality of provision, T&L and leadership and management of music Can also identify next steps.</p> <p>iv. Good practice shared with 50% schools</p>	<p>July 2014 Sep2014 Oct 2014</p> <p>Dec 2014</p> <p>Sep 2014</p> <p>Oct 2014</p>	<p>HoS/Gov</p>	<p>LSMS SMEP dev group time 10 days</p> <p>HT briefings; Training of SEF team</p>	<p>RAG rate schools following yr. 1 visit; code for targeted support visit April 2015;</p> <p>Monitor and evaluate impact.</p> <p>Share best practice</p>
<p>7. Develop traded packages for schools</p> <p>i. Assessment and curriculum framework</p> <p>ii. SLT support</p> <p>iii. Moderation of lesson observation</p> <p>iv. SEF</p> <p>v. SEF/ Peer review process</p>	<p>i. Identify, train specialists, working group; Lead, provide framework and model;</p> <p>Develop partnerships, ICT, DSEN.</p>	<p>DHoS/SLE/ 6 school based staff</p>	<p>i. 3 working groups and 6 specialist leads devise frameworks for EYFS, KS1, KS2, KS3, DSEN with integrated First Access.</p> <p>i. On -line interactive resource created and piloted in 6 schools</p> <p>ii, SLT support trialed in 10 schools</p> <p>iii. Moderations completed in pilot group</p> <p>iv. Scrutiny of data, interviews and paired observations evidenced.</p>	<p>March 2015</p> <p>Oct 2014</p> <p>Oct 2014</p>	<p>HoS/Exec</p>	<p>Supply cover for 6 school based staff = £7000</p>	<p>Various traded school support packages as result of pilots.e.g.SE Framework; SLT support; Apr 2015.</p>
<p>8. Review progress against objectives</p> <p>i. Report cycle of continuous improvement with schools;</p>	<p>Use evidence and data collated from year 1.</p>	<p>All LSMS team, exec of hub groups-Review, Reflect and Revise.</p>	<p>Revised objectives for Yr2. Evidence and Learning shared through network meetings, HT, and HoM briefings.</p>	<p>Oct 2014 and Feb 2015</p>	<p>Gov group</p>		<p>Continuous cycle -Feb 2015 review</p>

Glossary of terms

		LSMS	Leicester –Shire Schools Music Service
AML	Area Music Leader	ML	Music Leader
BM	Business Manager	NLE	National Leader in Education
C&MM	Communications and Marketing Manager	RAG	Red Amber Green
		SDL	Singing Development Leader
COMMS	Communications and Marketing Strategy	SDM	Strategy Development Manager
CYPS LA)	Children and Young People’s Service (Leicestershire LA)	SDP	School Development Plan
DSEN	Disabilities, Special Educational Needs	SE	Self Evaluation
DHoS	Deputy Head of Service	SEF	Self Evaluation Framework
Exec Education Hub	Executive Group of the Leicester –Shire Music	SI	School Improvement
EYFS	Early Years Foundation Stage	SLE	Specialist Leader in Education
FTE	Full Time Equivalent	SLT	Senior Leadership Team
Gov Education Hub	Governing Group of the Leicester –Shire Music	SM	Strategy Manager (CYPS Leicestershire)
HoM	Head of Music (School)	SMEP	School Music Education Plan
HT	Headteacher	T&L	Teaching and Learning
HoS	Head of Service	TS	Teaching School
LHT	Leicestershire Head Teachers Group		

Continuous Cycle – Review, Reflect and Revise

List of Partners for Leicester-Shire Music Education Hub

<p>2 Funky Arts</p> 	<p>Leicester Jazz House</p> 	<p>ABRSM</p> 	 <p>Alderman Richard Hallam School (*)</p>
<p>Live Music Now</p> 	<p>Active Arts</p> 	<p>Loughborough Endowed Music School (#)</p> 	<p>Normans (Burton on Trent)</p> 
<p>Affinity Teaching Alliance</p> 		<p>All Saints Church (+)</p> 	<p>Beaumont Lodge Primary (*)</p> 
<p>National Children's Orchestra</p> 	<p>New College, Leicester (*)</p> 	<p>BBC Music – Ten Pieces</p> 	<p>Sinfonia ViVA</p> 

Continuous Cycle – Review, Reflect and Revise

<p>North West Leicestershire District Council</p> 	<p>BBIS</p> 	<p>O2 Academy (+)</p> 	<p>Sing Up</p>  <p>Help kids find their voice</p>
<p>Bosworth Academy (*)</p> 	<p>Opus</p>  <p>'new opportunities in music'</p>	<p>Bullfrog Arts</p> 	<p>Glebelands Primary School (*)</p>  <p>Stimulating Young Minds</p>
<p>Orchestras Live</p> 	<p>Castle Rock</p> 	<p>paritor</p>  <p>Paritor</p>	<p>Slough Music Education Hub (1)</p> 
<p>Charanga Ltd</p> 	<p>Pedestrian Ltd</p> 	<p>the civic hall bedworth</p>  <p>"Art with a Heart"</p> <p>Civic Hall, Bedworth (+)</p>	<p>Great Bowden Recital Trust</p> 
<p>Philharmonia Orchestra</p> 	<p>Countesthorpe Community College (+)</p> 	<p>Radio Leicester</p> 	<p>Soft Touch Arts Ltd</p> 

Continuous Cycle – Review, Reflect and Revise

<p>Creative Leicestershire</p> 		 <p>CROWN HILLS COMMUNITY COLLEGE Crown Hills Community College</p>	<p>Guthlaxton College (*+)</p>  <p>GUTHLAXTON COLLEGE</p>
<p>Darbar Arts Cultural Heritage</p> 	<p>Rutland Council</p>  <p>Rutland County Council</p>	<p>Sheehans Music Services Ltd</p> 	 <p>SoundLINCS <small>soundLINCS</small></p>
 <p>De Montfort Hall (+)</p>	<p>Embrace Arts</p> 	<p>EMJAZZ</p> 	<p>Hastings High School</p> 
<p>Spark Children's Festival</p> 	<p>Holy Trinity Church (+)</p>  <p>Holy Trinity, Leicester Regent Road, Leicester, LE1 6WY</p>	<p>Stonehill High School (*+)</p> 	<p>Hospital School</p> 
 <p>The Mighty Creatives</p>	<p>Humphrey Perkins High School (*)</p>  <p>Humphrey Perkins High School Specialist Arts College</p>	<p>The Mix Music Education Consultancy Ltd</p> 	<p>John Cleveland College (*)</p> 

Continuous Cycle – Review, Reflect and Revise

 <p>THE NATIONAL FOREST The National Forest Company</p>	<p>John Packer</p> 	<p>TRINITY COLLEGE LONDON Trinity College London</p>	<p>Kagemusha Taiko  Kagemusha Taiko</p>
<p>Kainé Management</p> 	<p>Y Theatre</p> 	<p>Leicester Cathedral (+)</p> 	<p>Yamaha</p> 
<p>Leicester Grammar School (+)</p> 	<p>Shepshed Family of Schools (*)</p>	<p>Voces 8</p>	

Guide to partners

*included as Area Centre, School Music Network Centre working in partnership with LMEH and/or supporting ensembles managed by LSMS at the school.

#providing outreach workshops for schools in Charnwood

+ Performance Venue

1. Cross Hub partnership with Luton Music Education Hub and Slough Music Education Hub to address the complex issues of diverse cultures and music education.

Continuous Cycle – Review, Reflect and Revise

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Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objective	Project	Project Lead	Target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by	
Core Role 1: First Access; maximise income through market penetration	Whole Class Ensemble Teaching (WCET)	SDM	By June 2014: 90% schools buying into a two term or 1 year WCET programme.	£260,000	£325,000 2014/15 £400,000 2015/16	M	Within budget 14/15; 12 FTE 1 FTE commissioned to Darbar. 3 vacancies		SM		
		AML (1)							SDM	Area 1: To increase engagement by 15% (13 schools) by May 2014	
		AML (2)							SM	Area 2: To engage with 4 schools by May 2014	
		AML (3)							SDM	Area 3: To increase engagement by 15% by May 2014	
		AML (4)							SDM	Area 4: To work with City working party to increase engagement to 90% with city schools.	
		Darbar							SDM	To book 9 Indian Classical Music projects commencing in the autumn term 2014	
		SDM							SM	To develop opportunities for home schooled pupils to access a tailored First Access programme working with partners.	
		SDM	By April 2014; 40% increase in first response (early bird) bookings.				L	NA	£1500		Efficiency savings applied to timetabling through processes; 40% increase in first responses (early bird) enabling further efficiencies to be applied to <ul style="list-style-type: none"> • Recording of bookings • Logistical arrangements • Confirmation package including SLA Improvement of business system to analyse data, monitor bookings and improved customer management System (CMS).
		BM	By August 2014; efficiency savings applied to admin.			L	Time of Business Manager	£3,000	SM		
		Working group	By December 2014; efficiencies applied to business systems.			M	Upgrade of Ensemble – est £4K plus training est £4K	£15,000 for admin/management	SDM		
		AML (all)	By September 2014: 95% schools booked a LSMS First Access project			M	Capacity-SDM/BM		SDM	To work with partners, including Darbar, Associate Teachers to increase engagement with LSMS in the First Access Programme from 90% to 95%.	

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objective	Project	Project Lead	Target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
	Special School	SDM	To develop LSMS staff to deliver first access sessions leading to a contribution based chargeable activity by December 2014	£0	£2000 2015/16 £4000 2016/17 £3000 2015/16	M	N Within staff development plan (14/15)		DHOS	To devise a programme that can be traded to special schools through specialist providers. A programme has to be tailored to meet the needs of each school. To promote and share resources created including evaluation with other Hubs.
	PRUs	SDM	To devise a contribution based plan by September 2014 to implement from January 2015	£0	£1000 2014/15 £3000 2015/16	L	Y Capacity of DHOS		SM	Through the creation of a contribution based plan to offer a package to the 2 PRUs.

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objective	Project	Project Lead	Target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Core Role 2: Ensembles; market penetration and product development.	Bands & Orchestras	PDM	To increase participation in B&O 15% by Sep 2014 20% by January 2015 25% by Sep 2015	£87,000	£96,000 2014/15 £106,000 2015/16	M	Y Promotion, venue, beginner band; Est £6k		SDM	Analysis of membership March 2014 Survey of current members March 2014 Marketing strategy for implementation in the summer term 2014 and continuation in 2014/15 academic year.
		PDM	Consultation of transport for Saturday rehearsals by April 2014	£18,000	£19,000 2014/15	L	N Price increase		SDM	Survey of current users
		PDM/ BM PDM/ BM	Implementation of revised transportation routes by September 2014. Review of transport for Saturday rehearsals by February 2015.			L-M	Y Time to invest and contractual changes with companies- otherwise efficiencies not achieved; est £2-3K possibly delegated work to BST involving additional time poss £2K	£8,000 2014/15 £14,000 2015/16	SDM/ SM SDM/ SM	Review current transportation routes for efficiency savings to be implemented. Review of provision of transportation following consultation. Consideration given for limiting routes, withdrawal of services with provision made for Children in Care and support for C&YP in receipt of FSM.
		BM	Development of Charity to access gift aid and other sponsorship by July 2014	£0	£5,000 2014/15 £10,000 2015/16	L	Y Initial fundraising achieved via former Friends Funding to support plans to charities' commission, recruitment of trustee EST £6K		SM	Charity created

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objective	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
	Evening ensembles	PDM BM/ HoME BM/ HoME	To increase participation in ensembles 10% by September 2014 20% by September 2015 Review of evening ensemble venues by July 2014 Identify partnership agreements for hosting ensembles by September 2015	£20,000	£22,000 2014/15 £25,000 2015/16	M	Y Investment of time and promotion materials- comms role, trade stands at DMH, promotion	 £2,000 2014/15 £3,000 2015/16	SDM SDM SDM	Survey of current users Identify alternative venues for hosting ensembles Efficiency savings identified through provision of First Aider on site by host school, rehearsal times, and shared resources where applicable to offset venue hire fees.
	Area Centres (AC)/ Area Music Networks (AMN)	AML (all) AML (1) AML (3) AML (2) AML (4)	To increase participation in existing area centres 25% January 2015 40% September 2015 To increase the number of AMN in each area by September 2014 for ; Areas 1 & 3 by the creation of one additional centre. To extend the opportunities in Areas 2& 4 through extending current provision or expansion	£4,000 £0	£5000 2014/15 £2000 2014/15 £5000 2015/16 £2000 for 2014/15 £5,000 2015/16	M M	Y Investment of time and promotion materials- comms role, trade stands at DMH, promotion Y Investment of time and promotion materials- comms role, trade stands at DMH, promotion		SDM SDM SDM SDM	Marketing strategy Marketing strategy and partnership agreements within Area 1 Marketing strategy and partnership agreement with Area 3 schools. Marketing strategy and partnership agreement with Area 2 schools. Marketing strategy and partnership agreement with Area 4 schools.

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objective	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Core Role 3: Progression; market penetration & product development	2 nd year of learning beyond WCET	SDM	To provide access, opportunities and signpost 5000 C&YP to continuation beyond First Access Projects. Increasing continuation by Sep 14 to 42% Apr 15 to 45% Sep15 to 50%	£30,000	£45,000 2014/15	M	Y Promotion, marketing, working with AT, schools, signposting. Creating 'package' for schools Investment of time/staff capacity Guesstimate £3-5k	£9,000 2014/15	SM	To devise a pathway for continuation beyond First Access projects including continuation routes for small groups. To work with partners, associate teachers, signposting schools and pupils to alternatives.
		SDM							SM	To engage with Associate Teacher to feed back data required for monitoring continuation.
		SDM							DHOS	To review charges for minority instruments.
Core Role 3: Progression; Market diversification	GTR	SDM	To create a strategic plan to engage with hard to reach children to include home schooled, excluded, young mothers by September 2014.	£0		L	N Within existing staff capacity (new project)		SM	To draw on funding for specialist areas i.e. virtual schools to support opportunities for hard to reach C&YP within the LA and to contribute to their educational development plan.
			To devise and implement a strategy for engaging with GTR C&YP to support progression.			L	N Continued engagement with Bullfrog/Soft Touch			Collaborative working with partner organisations
Core Role 3: Progression; Product development	Talented pupils	SDM	To devise a talented pupil activity programme hosted by LMEH by October 2014.	£0	£1500	L	N Staff capacity		SDM	To devise a strategy for identifying musical gifted and talent. To include identifying young people with exceptional musical ability and/or talent and providing students the opportunity to witness best practice through exposure to musicians in specialist fields wherever possible.
	School holiday clubs	SDM	To devise progression pathways outside of SLE to provide opportunities for sandwich courses	£0	£8,000 2015/16	M	Y Venue costs, staff, musicians,		DHOS	To create an activity linking with partner organisation to host holiday/weekend clubs to support progression.

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objective	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
		CMM					marketing etc. Estimate £6-8K Net zero		BM	To attract funding and sponsorship to offset costs and to support C&YP in receipt of FSM.
Core Role 4: Singing; maximise income through market penetration	Vocal- Ease	SDL BM	Review of Vocal-Ease programme to be undertaken by May 2014	£6,000	£12,000	M	Y Without review work continues to be undervalued/priced	£3000 2014/15	SDM SM	Review of pricing structure.
		SDL BM	Efficiency savings by 09/14			L	N Effective marketing, timetabling enables efficient booking/procurement of resources	£2000 by 04/15	SDM SM BM	Marketing strategy. Business Mileage reduction based on implementation of changes and efficient timetabling Efficiency savings though business processes and procurement of resources achieved through medium term planning.
Core Role 4: Singing; maximise income through market penetration	Progression	SDL	To use the audit analysis of choral/vocal opportunities to create a strategic plan for partnership development for effective progression opportunities by 06/14	£0	£7,000 2014/15 £8,000 2015/16	M	Y To obtain & manage data within updated database Possible commission of choir leaders i.e. youth choir Est £4-5K		SDM	Expansion of AT to increase continuation and signposting C&YP to partner organisations. Using Vocal-Ease programme to expand choir development in Areas or within AMN To work in partnership with Darbar to offer diverse singing opportunities.
Core Role 4: Singing; market development			To devise a Young Mothers programme by 03/15	£0	£3000 2014/15	H	Y Action research – linking with other providers, creation of new SLA/MoU/ partnership agreements Est £2-3K		SDM	To work with in collaboration with Health and Educational providers to analyse and implement training programme for young mothers that would aide their development and provide confidence.

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objective	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Core Role 4: Singing; product development	Diversity	SDL	To identify and assess the need for cultural and diverse singing opportunities by 12/14	£0	£4000 2014/15	L	Y (in part) Staff capacity – planned project drawing in partnership funding for additional musicians Est £4-7K		SDM	To work with partner organisations to offer opportunities that reflects the cultural diversity of Leicester City engaging with community leaders.
		MCM	To host an event reflective of the diversity of Leicester City by 06/15	£0	£8000 2015/16			SDM BM	In addition to activity based or entrance fees to source funding or attract sponsorship and/or donations	
Core Role 4: Singing; market development		SDL	To work with Soft Touch and Bullfrog to offer pathways for community based groups i.e. GTR	£0	£2500	M	N Staff capacity to develop partnership – utilising ACE funding for action research		SDM	To assess need and to seek funding.
Core Role 4: Singing; product development	Training	SDL	To host singing events for schools with focus to support transition of KS2 to KS3 and beyond KS3	£0	£4,000 by 01/15 £12,000 2015/16	M	Y Staff capacity – may require additional choral leaders/pianist /music Est £3K 14/15, £10 K 15/16		SDM	Development of school based activities beyond KS2.
Extension role – CPD; Market penetration & product development	CPD	DHOS	Offer a menu of CPD opportunities for schools available through hub partners on a traded basis by September 2014	£9000	£12000 by 04/15 £18,000 by 05/16	H	Y Affecting ACE funding if targets not met; funding of CPD events, awareness/		SM	Extend singing CPD via 'Singing Hub Schools' programme where successful singing schools share good practice with other schools in their area. Extend opportunities for schools to network, provide appropriate training

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objectives	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
			addressing SMEP and providing network opportunities				Promotion free for SMEP; others charged. Potential cost of £4-6K			and support to improve music curriculum within the area.
Extension Role – Instrument Hire; Market penetration & product development	Instrument Hire	TSM	Marketing of new conditions and pricing structure including non-associate teachers by May 2014. Transfer of renewal process as part of Business System development by December 2014. Partnership development with instrument suppliers by 2015/16	£19,000	£34,000 2014/15	M	Y e-promotion, e-forms & e-payment development. Capacity of BM/TSM and support from BST Est £4K	£3,000 2014/15	BM	A review of the pricing structure has been completed. Review of terms & conditions of instrument hire including excess insurance fee. Marketing and streamlining of scheme including promotion through website, associate teachers and schools. Transfer of requests, renewals and payments to e-form
	Instrument Stock	TSM	To create a replenishment programme to meet future needs.	£0	£3000 2014/15	L	Y Capacity of BM/TSM to review stock. Est £2K (based on time involved)		BM	To assess surplus instruments to create revenue by December 2014. To develop partnerships to include signposting to other suppliers for specialist instruments including commission based endorsement programmes as offered by Normans, for example.
Extension role – large scale and / or high quality music experiences.	Large scale events	PDM SDM CMM	To increase opportunities for pupils working with professional musicians and/or venues by 2015/16	£20,000	£30,000 2014/15	M	Y Partnership development, staff capacity, SLA/MoU etc. Redirection of existing workloads possibly ML to work with projects.		DHO S SDM	To expand opportunities for C&YP to participate in large scale events, working with partners. In 2013/14 partnership development has generated additional funding of £20,000 through Forest Futures in conjunction with NW Leicestershire, Philharmonia Orchestra, Viva Sinfonia and Orchestras Live.

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

							Est £8K based on Forest Futures & Sinfonia Viva			To include promotional materials, recognising that initial investment of resources will be required.
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Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objectives	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
Back Office savings; efficiency savings	Development of e-forms	BST	To develop e-forms for registration of pupils within ensembles, ticket sales through development of database using Ensemble Live and linking with website	NA		M	Y Time to invest in the development of e-forms, processes; risk of maintaining inefficient processes and not addressing a work/life balance. Frontloading to reduce BST time to enable other projects to move forward. Est £5-6K including website links	£10,000 2014/15	BM	Avoidance of duplication of entry to produce automated registers, CSM data for ticket sales. Improve payment of fees through online booking system. E-ticket allocation for performances for venues where the box office is not managed by LSMS.
	Income through programmes for performances	CMM	To develop advertisement area and to market to partner and external organisations by November 2014. To expand the programme to have an advertisement area with scaled charges dependant on space by November 2014.	NA		M	Y Capacity of CMM to explore this area to sustain CMM role; CMM 0.6 FTE (Jan-Mar) £1.6 K	£2,000 2014/15	BM	To work with performance development manager to expand the programme to include space for advertising. To contact organisations and publicise the availability of advertisements, primarily within music based retail organisations.

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Objectives	Project	Project Lead	SMART target/milestone	Current income	Target income	Risk	Resources	Efficiency savings	Monitor	Achieved by
	Staff Handbook	SDM	To produce a staff handbook for all staff with key areas for clarification regarding roles & responsibilities, policies & procedures. To be distributed (e-form) by September 2014	NA		L	N Handbook in final draft stages to launch in the summer term 2014	£2000 2014/15	DHOS	To consult with Strategy Team and Leadership team for articles to be included. To refer to local conditions published on CIS. To address FAQs including travel, and annualised hours contracts for improved clarification. Savings calculated on an estimate of management time.
	Travel Claims	BST	To enable all staff to access on-line i-expenses for submission of claims by April 2014. To improve estimate of travel mileage through timely submission of records by April 2014.	NA		M	N Work already in hand – managed within existing capacity. Commitments not recorded efficiently leading to inaccurate reports of management accounts.	£600 2014/15	BM	To create system access for all employees of LSMS and to access CYPS communication. To transfer all staff onto i-expenses for manager authorisation to be immediately recorded as commitment within Oracle.

Appendix C - Leicester-Shire Schools Music Service – Income Generation Plan 2014 – 16

Summary of Target for increasing income from 2013/14 – 2016/17

	Traded Income	Efficiency Savings	
2013/14	£473,000 *		
2014/15	£673,000	£61,000	
2015/16	£768,000	£ 3,000	

1. In 2013/14 for areas of growth due to market penetration, market development, product development, excluding tours, competitions and performances that are planned for the summer term 2014.
2. In 2014/15 to achieve growth of income development work and research needs to be undertaken for some areas, requiring an investment of resources.
3. In 2014/15 there is a commitment of 12 FTEs for music leaders to achieve the target as defined by the Arts Council. These employees will deliver the core role 1 for whole class ensemble teaching (WCET), work within Core role 2 for Area Centres and Area Music Networks (AMN) and Core role 3 for progression to achieve the income target.
4. Efficiency savings are based on planned development of business systems including the development of the website. The savings in 2014/15 are to release resources to develop products or market projects in other areas.









Leicester-Shire Schools
Music Service

Abington House, 85 Station Road, Wigston, Leicestershire, LE18 2DP

Tel: 0116 305 0400 • Email: lsms@leics.gov.uk

APPENDIX D

List of Partners for Leicester-Shire Music Education Hub

 <p>2 Funky Arts Ltd</p>	 <p>Leicester Jazz House</p>
 <p>ABRSM</p>	 <p>Live Music Now</p>
 <p>Active Arts</p>	<p>Loughborough Endowed Music School (#)</p> 
<p>Affinity Teaching Alliance</p> 	<p>Luton Music Education Hub (1)</p> 
<p>All Saints Church (+)</p> 	<p>National Children's Orchestra</p> 

www.leicestershiremusic hub.org

Supported using public funding by



**ARTS COUNCIL
ENGLAND**



Leicester-Shire
Music
Education Hub



**Leicestershire
County Council**



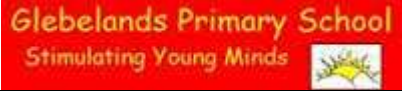























**Leicester
City Council**



<p>Alderman Richard Hallam School (*)</p> 	 <p>New College, Leicester (*)</p>
<p>BBC Music – Ten Pieces</p> 	<p>Normans (Burton on Trent)</p> 
<p>Beaumont Lodge Primary (*)</p> 	<p>North West Leicestershire District Council</p> 
<p>BBIS</p> 	<p>O2 Academy (+)</p> 
<p>Bosworth Academy (*)</p> 	<p>Opus 'new opportunities in music'</p> 
<p>Bullfrog Arts</p> 	<p>Orchestras Live</p> 
<p>Castle Rock</p> 	<p>Paritor</p> 
<p>Charanga Ltd</p> 	<p>Pedestrian Ltd</p> 

<p>Civic Hall, Bedworth (+)</p> 	<p>Philharmonia Orchestra</p> 
<p>Countesthorpe Community College (+)</p> 	<p>Radio Leicester</p>  
<p>Creative Leicestershire</p> 	<p>Rawlins Community College</p> 
<p>Crown Hills Community College (*)</p> 	<p>Rugby Football Union (RFU) – pending</p> 
<p>Darbar Arts Cultural Heritage</p> 	<p>Rutland Council</p> 
<p>De Montfort Hall (+)</p> 	<p>Sheehans Music Services Ltd</p> 
<p>Embrace Arts</p> 	<p>Shepshed Family of Schools (*)</p>
<p>EMJAZZ</p> 	<p>Sinfonia Viva</p> 

 <p>Gigajam</p>	 <p>Sing Up <i>Help kids find their voice</i></p>
<p>Glebelands Primary School (*)</p> 	<p>Slough Music Education Hub (1)</p> 
<p>Great Bowden Recital Trust</p> 	 <p>Soft Touch Arts Ltd</p>
<p>Guthlaxton College (*+)</p> 	 <p>SoundLincs <i>soundLincs</i></p>
<p>Hastings High School</p> 	<p>Spark Children's Festival</p> 
<p>Holy Trinity Church (+)</p> 	<p>Stonehill High School (*+)</p> 
<p>Hospital School</p> 	<p>The Mighty Creatives</p> 
<p>Humphrey Perkins High School (*)</p> 	<p>The Mix Music Education Consultancy Ltd</p> 
<p>John Cleveland College (*)</p> 	<p>The National Forest Company</p> 

 John Packer	Trinity College London 
Kagemusha Taiko 	Voces 8
Kainé Management 	 Y Theatre
Leicester Cathedral (+) 	 YAMAHA Yamaha
Leicester Grammar School (+) 	

*included as Area Centre, School Music Network Centre working in partnership with LMEH and/or supporting ensembles managed by LSMS at the school.

#providing outreach workshops for schools in Charnwood

+ Performance Venue

1. Cross Hub partnership with Luton Music Education Hub and Slough Music Education Hub to address the complex issues of diverse cultures and music education.

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Appendix E

**List of County Schools engaged with the
Whole Class Ensemble Teaching Programme 2013/14**

Area	Name of School
1	Ab Kettleby Community Primary School
1	Asfordby Hill Primary School
3	All Saints Church of England Primary School, Wigston
2	All Saints Church of England Primary School, Coalville
2	All Saints Church of England Primary School, Sapcote
2	Ashby Hill Top Primary School
2	Ashby Willesley Primary School
2	Ashby-de-la-Zouch Church of England Primary School
1	Barrow Hall Orchard Church of England Primary School
2	Barwell Church of England Junior School
2	Battling Brook Community Primary School
1	Beacon Academy
2	Belvoirdale Community Primary School
3	Billesdon Parochial Primary School
1	Bishop Ellis Catholic Primary School, Thurmaston
3	Blaby Stokes Church of England Primary School
3	Blaby Thistly Meadow Primary School
2	Blackfordby St Margaret's Church of England (Aided) Primary School
1	Bottesford Church of England Primary School
3	Bringham Primary School
2	Broom Leys School
1	Buckminster Primary School
2	Burbage Junior School
1	Burton-on-the-Wolds Primary School
1	Captains Close Primary School
3	Claybrooke Primary School
2	Congerstone Primary School
3	Cosby Primary School
1	Cossington Church of England Primary School
3	Croft Church of England Primary School
1	Croxton Kerrial Church of England Primary School
2	Desford Community Primary School
2	Donisthorpe Primary School
2	Dove Bank Primary School
3	Dunton Bassett Primary School
2	Elizabeth Woodville Primary School
2	Ellistown Community Primary School
3	Enderby Danemill Primary School
3	Fairfield Community Primary School
3	Farndon Fields Primary School
3	Fernvale Primary School
3	Fleckney Church of England Primary School

3	Foxtton Primary School
1	Frisby Church of England Primary School
1	Gaddesby Primary School
3	Gilmorton Chandler Church of England Primary School
3	Glen Hills Primary School Academy
3	Glenmere Community Primary School
3	Great Bowden Church of England Primary School
1	Great Dalby School
3	Great Glen St Cuthbert's Church of England Primary School
3	Greenfield Primary School
3	Greystoke Primary School Narborough
3	Hallaton Church of England Primary School
1	Harby CE Primary School
2	Heather Primary School
1	Hemington Primary School
2	Higham On The Hill Church of England Primary School
1	Highcliffe Primary School and Community Centre
1	Highgate Community Primary School
2	Holliers Walk Primary School
1	Hose Church of England Primary School
3	Houghton-on-the-Hill Church of England Primary School
2	Hugglescote Community Primary School
3	Huncote Community Primary School Academy Trust
3	Husbands Bosworth Church of England Primary School
2	Ibstock Junior School
3	Kibworth Church of England Primary School
3	Kilby St Mary's Church of England Primary School
2	Kirby Muxloe Primary School
2	Lady Jane Grey Primary School
3	Launde Primary School
3	Little Bowden School
1	Long Clawson Church of England Primary School
1	Long Whatton Church of England Primary School and Community Centre
1	Loughborough Church of England Primary School
3	Lubenham All Saints Church of England Primary School
2	Manorfield Church of England Primary School Stoney Stanton
3	Market Harborough Church of England Primary School
2	Martinshaw Primary School
3	Meadowdale Primary Academy
2	Measham Church of England Primary School
2	Mercenfeld Primary School
1	Mountfields Lodge School
3	Narborough The Pastures Primary School
2	New Swannington Primary School
2	Newbold Church of England Primary School
2	Newbold Verdon Primary School
1	Newcroft Primary School
2	Newlands Community Primary School
2	Newton Burgoland Primary School
2	Newtown Linford Primary School

2	Oakthorpe Primary School
3	Old Mill Primary School Broughton Astley
3	Orchard Church of England Primary School, Broughton Astley
1	Orchard Community Primary School
1	Outwoods Edge Community Primary School
1	Oxley Primary School Shepshed
2	Packington Church of England Primary School
3	Parkland Primary School South Wigston
1	Queniborough Church of England Primary School
2	Ratby Primary School
3	Ravenhurst Primary School
3	Red Hill Field Primary School
1	Redmile Church of England Primary School
1	Rendell Primary School
1	Richard Hill Church of England Primary School
2	Richmond Primary School
1	Riverside Community Primary School Birstall
1	Rothley Church of England Primary School
2	Saint Charles' Catholic Primary School, Measham
1	Saint Francis Catholic Primary School, Melton Mowbray
3	Saint John Fisher Catholic Voluntary Academy, Wigston
3	Saint Joseph's Catholic Primary School Market Harborough
2	Saint Peters Catholic Primary School, Earl Shilton
2	Saint Peter's Catholic Primary School, Hinckley, Leicestershire
1	Scalford Church of England Primary School
1	Seagrave Village Primary School
2	Sharnford Church of England Primary School
2	Sheepy Magna Church of England Primary School
1	Sherard Primary School and Community Centre
3	Sherrier Church of England Primary School
2	Sir John Moore Church of England Primary School
2	Sketchley Hill Primary School Burbage
2	Snarestone Church of England Primary School
1	Somerby Primary School
3	South Kilworth Church of England Primary School
3	St Andrew's Church of England Primary School, North Kilworth
1	St Bartholomew's Church of England Primary School
1	St Botolph's Church of England Primary School
2	St Margaret's Church of England Primary School
1	St Mary's (Melton Mowbray) Church of England Primary School
3	St Mary's Church of England Primary School Bitteswell
2	St Mary's Church of England Primary School, Hinckley
1	St Michael & All Angels Church of England Primary School
1	St Peter and St Paul Church of England Primary School
2	St Peter's Church of England Primary Academy
3	St Peter's Church of England Primary School Whetstone
1	St Peter's Church of England Primary School Wymondham
2	Stafford Leys Community Primary School
2	Stanton Under Bardon Community Primary School
1	Stathern Primary School

1	Swallowdale Primary School and Community Centre
2	Swannington Church of England Primary School
3	Swinford Church of England Primary School
1	The Grove Primary School
1	The Hall School
1	The Latimer Primary School, Anstey
3	The Meadow Community Primary School
1	The Merton Primary School
2	Thornton Primary School
2	Thringstone Primary School
1	Thrussington Church of England Primary School
3	Thurlaston Church of England Primary School
3	Thythorn Field Community Primary School
2	Townlands Church of England Primary School
3	Tugby Church of England Primary School
3	Ullesthorpe Church of England Primary School
2	Viscount Beaumont's Church of England Primary School
1	Waltham on the Wolds Church of England Primary School
2	Warren Hills Community Primary School
3	Water Leys Primary School
2	Weavers Close Church of England Primary School
2	Westfield Junior School
2	Whitwick St John The Baptist Church of England Primary School
1	Woodhouse Eaves St Paul's Church of England Primary School
2	Woodstone Community Primary School
1	Wymeswold Church of England Primary School
3	Woodland Grange Primary School, Oadby

KEY

- 1 Area 1: Melton Mowbray & Charnwood
- 2 Area 2: NW Leicestershire, Hinckley & Bosworth
- 3 Area 3: Blaby, Harborough District, Oadby & Wigston



CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE
9 JUNE 2014

REPORT OF THE CHIEF EXECUTIVE AND DIRECTOR OF CHILDREN
AND FAMILY SERVICES

QUARTER 4 2013/14 PERFORMANCE REPORT

Purpose of Report

1. The purpose of this report is to present the Overview and Scrutiny Committee with an update of Children and Families performance at the end of quarter 4 of 2013/14.

Policy Framework and Previous Decisions

2. Children and Families performance is reported on a quarterly basis to the Children and Families Overview and Scrutiny Committee. The previous report covered performance to quarter 3 of 2013/14.

Background

3. The report is based on the set of performance measures aligned with the current Enhancing Children's Lives outcome area of the Sustainable Community Strategy. There is a need to refresh this in the light of the new Medium Term Financial Strategy 2014/15 – 2017/18 (MTFS) and work on a new Council Corporate Strategy to 2017/18. It may also usefully include the Supporting Leicestershire Families and Youth Offending Services and priorities.

Report Changes

4. The figure for Care Leavers in Employment, Education or Training (EET) is an in-year figure provided by Prospects. The Prospects figure is always likely to be higher than the end-of-year Social Care figure due to different counting criteria and should be viewed only as a guide.
5. New statistical neighbour and quartile data has been released for several Social Care indicators. This may change Leicestershire's relative position in some cases.
6. An additional school measure has been included – the percentage of Leicestershire pupils in a school rated as Good or Outstanding.
7. Notes have been added to highlight significant changes in performance between the end of Q4 2013 and end of Q4 2014.

8. A report has been added to consider the educational performance of Children in Care (Appendix B)

Overview

9. From 11 measures that have updated figures, 5 have an upward trend, 2 have a downward trend and 4 have no significant change.
10. From 20 measures that have a national benchmark, 2 are in the top quartile, 7 are in the second quartile, 4 are in the third quartile and 7 are in the bottom quartile.
11. From 21 measures that have a statistical neighbour benchmark, 8 are above the statistical neighbour average, 11 are below and 2 are equal. The most recent Statistical Neighbour data has been used in all cases.

Children in Leicestershire are Safe

12. 'Core assessments for children's social care carried out within 35 working days...' fell from 71% to 68%. This would place Leicestershire in the fourth quartile of all local authorities.
13. 'Child protection plans lasting 2 years or more' decreased (improved) to 4.8%. This places Leicestershire in the second quartile of local authorities.
14. 'Children becoming subject of a Child Protection Plan for a second or subsequent time' decreased (improved) for the third consecutive quarter. This places Leicestershire in the second quartile of local authorities and better than the statistical neighbour average according to newly updated figures.

Children in Leicestershire Achieve (vulnerable children)

15. 'Stability of Placements – number of moves' rose again from 7% to 9%. However, this remains better than statistical neighbours and national averages and Leicestershire would remain in the top quartile.
16. The number of Care Leavers in Employment, Education or Training according to the Prospects criteria is 70.7%. This is a decrease compared to Q3 (75%). However, the figure remains high and the change represents only 2 young people due to the small cohort size.
17. The number of referrals to Children's Social Care going on to initial assessment is a significantly higher figure of 94% compared to the Q3 figure of 80%.

Children in Leicestershire Achieve (all children)

18. The percentage of Leicestershire schools rated as Good or Outstanding is currently 82%, which is above both national and statistical neighbour comparisons.
19. The percentage of Leicestershire pupils attending a Good or Outstanding school is currently 75%. This is below both the national and statistical

neighbour averages. This figure is heavily affected by three all-through secondary schools that are not rated as Good or Outstanding and contain approximately 3,000 pupils in total.

20. 'Achievement of a Level 2 qualification by the age of 19' has risen to 85% in Leicestershire compared to 83.7% the previous year. This places Leicestershire in the second quartile of local authorities and above the national average.

Young People in Leicestershire enjoy high morale and self esteem

21. A well-being survey of 2,500 Leicestershire school children was conducted by the Children's Society. It concluded that the majority of Leicestershire children are satisfied with their lives, proportionally similar to England as a whole.
22. Data has been gathered from the Leicester-Shire and Rutland Sport 'Me and My Lifestyle' survey. 25 Leicestershire schools have registered for the survey (3 Secondary and 22 Primary). A total of 712 young people responded across Leicester, Leicestershire and Rutland, but there is no further breakdown of location or age.
23. The three questions selected and responses for Leicestershire young people were:
- Do you consider yourself to eat a healthy diet?
Yes = 86% / No = 14%
 - On a typical night, do you get at least 8 hours of sleep a night?
Yes = 67% / No = 33%
 - Are you stressed with your school life?
Yes = 67% / No = 33%

Significant changes from Q4 2013 to Q4 2014

24. Changes greater than 2% between the years have been noted below.
25. 'Child Protection cases reviewed within timescales' fell from 100% to 97.9%. This was due to a recording error in calculating timescales and not an operational practice issue.
26. 'Initial assessments for children's social care carried out within 10 working days of referral' was 55% compared to 58% the previous year. This figure has been affected by technology issues during the year, as well as rising demand. The work included Frameworki preparation for the new Single Assessment where 850 assessments were completed during Q4. Audits have shown that children and young people were safe and received a timely service.
27. 'Stability of placements' both in terms of number of moves and length of placement, show a negative change from 2013. This is due in part to

improved data quality and accuracy of recording. 'Number of moves' remains in the top quartile of local authorities, whilst 'length of placement' has moved from first to third quartile.

28. Achievement of 5 GCSEs A*-C (inc. Maths and English) increased by 2.5% and moved Leicestershire closer to the national average.
29. Performance of pupils eligible for Free School Meals at Key Stage 2 fell by 5% and is an area currently being addressed by the Leicestershire Education Excellence Partnership (LEEP).

Education of Children in Care

30. Appendix B is a summary of the 'Education of Children in Care - Self Evaluation 2013'. The report includes the progress and attainment at each of the main Key Stages used for Department for Education reporting.

Conclusion

31. This report provides an update on Children and Families performance at the end of quarter 4, 2013/14. Progress will continue to be monitored with particular focus on statutory social care indicators.

Recommendation

32. That the Committee note performance at quarter 4 and comment on any significant performance issues.

Equal Opportunities Implications

33. There are no specific equal opportunities implications to note as part of this performance report.

Background papers

None

Circulation under Local Issues Alert Procedure

None

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Appendices

- Appendix A - Children and Families Department performance dashboard for quarter 4, 2013/14
- Appendix B - Education of Children in Care 2013 report

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Children and Young People Performance FY2013/14 Q4

Outcome	Supporting Indicators	Latest Data	Current Direction of Travel	Trend from 2013 to date	Status RAG	National Benchmark (Quartile)	SN Benchmark
Children in Leicestershire are Safe	Core assessments for children's social care that were carried out within 35 working days of their commencement	68.0% FY2013/14 Q4	↓		R	4	73.1
	Child protection plans lasting 2 years or more	4.8% FY2013/14 Q4	↑		G	2	4.9
	Child protection cases which were reviewed within required timescales	97.9% FY2013/14 Q4	→				98.2
	Children becoming the subject of a Child Protection Plan for a second or subsequent time	12.6% FY2013/14 Q4	↑		G	2	16.8
Children in Leicestershire achieve (Improved Outcomes for Vulnerable Children)	Stability of placements of looked after children: number of moves	9.0% FY2013/14 Q4	↓		G	1	12.5
	Stability of placements of looked after children: length of placement	67.6% FY2013/14 Q4	→		A	3	66
	Children in care reaching level 4 in Reading, Writing and Maths at Key Stage 2	6/13 (46.1%) Summer '13					
	Children in care reaching level 4 in Maths at Key Stage 2	67% Summer '13	↓		G	2	55.86
	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	3/33 (9.1%) Summer '13	↓		R	4	15.45
	Care leavers in employment, education or training (Prospects in year figure)	71% February '14	↓		G		
	Care leavers in suitable accommodation	87% 2012/3			A	3	85.46
	Timeliness of placement of looked after children for adoption	74% 2012/13			A	2	78.2
	Initial assessments for children's social care carried out within 10 working days of referral	55% FY2013/14 Q4	→		R	4	70.8
	Referrals to children social care going on to initial assessment	94.0% FY2013/14 Q4	↑				80
	Good Level of Development	46.00% Summer '13			R	4	55.5
	16 to 18 year olds who are not in education employment or training (NEET)	3.3% Jan-14	↑		G	1	4.9
	Participation of 17 year-olds in education or training	94.8% Nov-13					

Outcome	Supporting Indicators	Latest Data		Current Direction of Travel	Trend from 2013 to date	Status RAG	National Benchmark (Quartile)	SN Benchmark
Children in Leicestershire achieve (Improved outcomes for All Children - Context Reporting)	Achievement of a Level 2 qualification by the age of 19	85.0%	2012/13	↑		G	2	85
	FSM Achievement of 5 or more GCSE A*-C (inc Eng and Maths)	32.70%	Summer '13	↓		R	4	31.5
	FSM KS2 Achievement of L4 Reading, Writing and Maths	52.0%	Summer '13	↓		R	4	53.2
	KS2 Achievement of L4 Reading, Writing and Maths	74%	Summer '13	↓		R	4	74.8
	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths	59.3%	Summer '13	↑		A	3	60.08
	Leicestershire schools rated Good or Outstanding (All)	82.0%	February '14	→		G	2	78.8
	% of Leicestershire pupils in a school rated as Good or Outstanding	75.0%	February '14			A	3	76.4
	Secondary school persistent absence rate	7.3%	Summer '13	↑		A	2	7.3

Education of Children in Care in Leicestershire

2013 Summary Self Evaluation Performance – Headline report

- All figures relating to Children in Care (CiC) to Leics are for those in care continually for at least 12 months as at March 31 2013; figures relating to Leicestershire CLA relate to CiC continuously for at least 6 months and latter data is from Raise Online (DfE reporting tool).
- CiC to Leics = Leicestershire CC children only - who may be educated in or out of Leicestershire (the Virtual School cohort)
- Leics CLA = all looked after children in Leicestershire schools (may include children looked after by other authorities).

Overall:

- Reporting for the Virtual School cohort is based on those children and young people in care continuously for at least 12 months by March 31 in the year of their exams: cohort numbers are small (KS1 6; KS2 12; KS4 33) and this skews results expressed as percentages.

For example, results are down against 2012 on the key measure of 5A*-C including English and Maths as one young person (1/33) predicted to achieve both did not achieve a C grade in English. It is helpful also to look at the Leicestershire CLA figures to gain a broader view of how all children in care being educated in Leicestershire schools are generally performing and this data is also included as part of this analysis.

Key Stage 1

- The achievement of CiC to Leicestershire at KS1 is below national data for Reading, Writing and Maths. However, the cohort is very small, containing only 6 pupils and the difference between Leicestershire and other comparisons is often 1 child. Due to this, it is difficult to draw meaningful conclusions.

Key Stage 2

- At Key Stage 2 the achievement of CiC to Leicestershire is above national CLA data on all measures except Reading and compares favourably with our regional and statistical neighbours on most measures. The cohort is larger than KS1 but still relatively small, containing 12 pupils.
- Progress in Key Stage 2 is generally better than national averages and the gap between CLA and all pupils in Leicestershire is narrower than national gaps. However, progress needs to be accelerated in order for Leicestershire CLA to reach age-related expectations at the end of KS2.

Key Stage 4

- At Key Stage 4 the achievement of CiC to Leicestershire (cohort of 33 students) is significantly below national CLA data against the key measure of 5A*-C as many of the 2013 cohort were not working at this level. The final figure was also affected by one student who

did not achieve the predicted C+ in English – this exemplifies how small margins can impact headline figures with a small cohort.

However, several students achieved Grade D GCSEs which is a solid foundation to build on post-16. For example, in terms of 5A*-D including English and maths, 15% or 7/33 students achieved this measure. Extending this to 5A*-G, 70% of CLA achieved this, showing that the majority of children do leave school with some qualifications (82% achieved at least 1 A*-G).

- Following our focus on gaining qualifications in both English and Maths, out of the whole cohort of 45 students, **35/45 young people achieved qualifications in both English and maths**. That means 77.7% of our total Virtual School cohort have a good grounding on which to build at Key Stage 5 (post 16 education).

Conclusion

- The gap between CiC and 'all' children widens as children move from Early Years to Primary and from Primary to Middle/Secondary schools. This pattern is also reflected nationally. The priorities for the Virtual School remain: improving progress over time in relation to the often low starting points of CiC; raising end of key stage attainment levels; and narrowing the achievement gap between CiC and 'all' pupils.



CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

9 JUNE 2014

REPORT OF THE DIRECTOR OF CHILDREN AND FAMILY SERVICES

CHILDREN MISSING EDUCATION AND PUPILS MISSING OUT ON EDUCATION

Purpose of Report

1. The purpose of this report is to inform the Children and Families Overview and Scrutiny Committee about:
 - a) the new statutory guidance issued by the Department for Education in November 2013 on 'Children Missing Education';
 - b) the Ofsted report also issued in November 2013 on 'Pupils Missing Out on Education';

and the subsequent implications for and actions taken by the Authority.

Policy Framework and Previous Decisions

2. The Education Act 1996 sets out the statutory duty for local authorities to arrange suitable full-time education for all children of compulsory school age at school, or otherwise for children and young people who do not attend school in the usual way.¹
3. Related legislation for local authorities and for schools regarding the safeguarding of children not being educated in school is set out in the Children Act 1989, the Education Act 2002 and the Children Act 2004.
4. Local authorities can use a range of other duties and powers to support their work on children missing education (CME) and pupils missing out on education (PME) such as providing full-time education for permanently excluded pupils, serving notices on parents requiring them to satisfy the local authority that their child is receiving suitable education, issuing school attendance orders and prosecuting or fining parents who take their children out of school without permission.

¹ 'Usual way' refers to the provision attended by the vast majority of children and young people of compulsory school age in England. Typically they attend school for between 21 and 25 hours a week, as appropriate for their age, for 38 weeks a year.

5. In November 2013 the Department for Education (DfE) issued new statutory guidance about CME, replacing the 2009 guidance.
6. Also in November 2013, Ofsted issued its report about PME, examining the experiences of children and young people who are not in full-time education in school. This national report found poor quality and insufficient provision for many of these young people and incomplete information at a local level in the 15 local authorities, 37 schools and 97 case records that it scrutinised.
7. The new single Ofsted inspection of children's services also came into force in 2013. PME is a theme contained within the single inspection framework and cases will be identified and scrutinised by inspectors.
8. In 2012 the County Council's Attendance Improvement Service was disestablished and the responsibility fully delegated to schools in line with the Education Act 2011. However, all schools, including academies, free schools and independent schools, have a responsibility to share information with the Authority about any pupil who is out of school for 15 days or more. Local authorities are expected to hold comprehensive and accurate information about all children and young people who are not in receipt of full time education and a list of individual pupil level data.
9. In 2013 the County Council's Cabinet agreed to delegate funding to the 5 Leicestershire Behaviour Partnerships to support alternative education provision for young people in receipt of fixed term exclusions or at risk of permanent exclusion at Key Stage (KS) 4 and to devolve funding to the same Behaviour Partnerships for KS3 provision. The County Council continues to maintain a Pupil Referral Unit for KS2.

Background

10. Children and young people who are not being educated can quickly become at risk of failing academically and socially. If their whereabouts then becomes unknown, they may be particularly at risk of physical, emotional and psychological harm.
11. The groups of children and young people who are identified as being at particular risk of missing education (CME) in the DfE guidance are:
 - a) Pupils suffering abuse or neglect;
 - b) Children of Gypsy, Roma and Traveller families;
 - c) Families of Armed Forces;
 - d) Missing children/runaways;
 - e) Children and young people supervised by the Youth Justice System;
 - f) Children who cease to attend a school.
12. The new guidance places greater emphasis on the role of the Authority to check with other local authorities when a child has moved and share information to ascertain where they have moved to, and to raise awareness of their procedures with local schools and other agencies working with children and families.

13. The groups of children and young people who are the focus of the Ofsted report on PME are those who:
- a) Have been permanently excluded;
 - b) Have particular social and behavioural difficulties and have personalised learning plans. This means that, by arrangement, they do not attend their usual school full time;
 - c) Have mental health needs and access Child and Adolescent Mental Health Services (CAMHS), either as an in-patient or through services provided in the community;
 - d) Have medical needs other than mental health needs;
 - e) Rarely attend school and have personalised learning plans as part of attempts to reintegrate them into full-time education;
 - f) Are pregnant or are young mothers of compulsory school age;
 - g) Have complex needs and no suitable place is available;
 - h) Are returning from custody and a school place has not been found for them;
 - i) Are new to the country and awaiting a school place;
 - j) Are from a Gypsy, Roma or Traveller background and alternative provision has been made.

14. The PME report identified key recommendations for schools, local authorities and Ofsted.

i. The recommendations for local authorities are:

- a) To establish a central record of all children not accessing full time education in the usual way, including those who are accessing alternative provision full time away from mainstream school, regardless of where they are on the roll, and to maintain good information about the achievement and safety of any child or young person not accessing education in the usual way;
- b) Identify clear lines of accountability for the quality and amount of provision, as well as the educational and social outcomes, for all children and young people of compulsory school age who do not access education in the usual way; taking note of the survey's findings that it was most effective when a *named person* at a senior level was held to account for this statutory duty;
- c) Share information across local authority boundaries in a timely and appropriate way to minimise interruption to a child or young person's educational provision;
- d) Ensure that every child is on the roll of a school, regardless of circumstances, unless parents have elected to educate their child at home.

ii. The recommendations for schools, including academies and free schools are:

- a) with immediate effect, stop unlawful exclusions and provide suitable support for children and young people with behavioural difficulties;
- b) establish clear accountability for the achievement, safety and personal development of all children and young people who are on the school roll but not accessing school in the usual way, and for the quality and amount of provision made for them;
- c) inform the local authority of any part-time education arrangements, regardless of the type of school ²;
- d) keep children and young people on the school roll during periods of illness or custody (or for as long as it is relevant), in line with Government policy and guidance;
- e) respond quickly to any early signs of children and young people's raised anxiety or dips in their progress, attendance or engagement in learning;
- f) give governors sufficient information about children and young people who are not accessing school in the usual way, so that governors can challenge the amount of provision being made and evaluate its effectiveness.

iii. The recommendations for Ofsted are:

- a) as part of its Integrated Looked After Children and Safeguarding inspections of local authorities, ask for a report on children for whom the local authority is responsible who are of school age and **who are not in receipt of full-time school education** at the time of the inspection;
- b) this report should include for each child: the child's unique ID; date of birth; Unique Pupil Number (UPN); type of educational provision being received, including home tuition; number of hours provision each week (in particular whether the child is receiving more or fewer than 25 hours); if the child has been excluded, the type of exclusion and the date when the alternative provision began. This information will inform the selection of cases for further examination, including in relation to any safeguarding concerns, and may affect the overall inspection judgements;
- c) regard any failure by local authorities to comply with their statutory duty as a matter likely to affect the overall judgement on safeguarding;
- d) continue to ensure that all school inspections evaluate the effectiveness of arrangements for children and young people who are not able to access education in the usual way;
- e) ensure that meetings between local authority officers, Ofsted's Regional Directors and Ofsted's Senior Her Majesty's Inspector (HMI) include a focus on the amount and quality of education, as well as the

² This includes schools maintained by the local authority, academies, free schools and independent schools.

progress, attainment and safeguarding of children and young people who are not accessing education in the usual way;

- f) review the findings from the local authority inspections at regular intervals and use these to inform future actions;
- g) ensure that enhanced training for inspectors of special schools and pupil referral units includes updated guidance for evaluating the quality of provision for children and young people who are not accessing full-time education, using the good practice found during this survey.

Current position in Leicestershire

15. Following publication of the new Statutory Guidance, the Ofsted report and the Single Inspection Framework, the Director of Children and Family Services and the Assistant Director for Children's Social Care undertook an unannounced audit of PME/CME and found that whilst teams across the Department were focusing on all of the groups of pupils identified as CME and/or PME, there was no centralised approach and there was not a consistent cross-checking of case records between education services and social care services. As a result, this area of work was been prioritised for improvement and specific improvement activities were identified. The Departmental Management Team has received a monthly progress report and there is an improving picture in relation to the recommendations outlined in the Ofsted report as set out in Appendix 'A'. As at 16th May 2014 there were 84 children who are not on a school roll or electively educated suitably at home. A comparison between the Leicestershire position and our comparator local authorities is at Appendix 'B'.
16. The initial focus has been on the CME group of children and young people. Some case study examples of actions taken are set out in Appendix 'C'.
17. Following four months of improvement activity the improved joint work between Pupil Services (who deal with PME/CME) and the First Response Children's Duty Service has resulted in enquiries about individual children and young people always including analysis across all information departmental databases, e.g. Capita One and Framework-I. In turn, where it has become apparent that there may be a safeguarding concern a concurrent safeguarding assessment has been carried out. At the end of April the strengths and development areas in the system were re-visited and identified as follows:

STRENGTHS

- Good systems and procedures to track CME;
- Established links to other services and agencies, particularly First Response;
- Good relationship with schools, Behaviour Partnerships, other local authorities and commissioned providers;
- Clear understanding of responsibilities;
- Strong sense of moral purpose to do the right thing;
- Good training practices;
- Continually improving position in terms of open case;

- Low incidence of safeguarding issues and a speedy response when issues were identified.

DEVELOPMENT AREAS

- Need for focus on PME cohorts in addition to CME;
 - Need to establish clear lines of leadership, governance and accountability across the Authority for all children and young people designated as PME, including reporting arrangements for Departmental Management Team and to the Lead Member;
 - Further develop current systems for data management (through Capita One/Framework-I) to enable a central record of PME and a more co-ordinated centralised approach;
 - Develop clear and consistent procedures/ protocols for the management and review of any open cases. This will also focus on the benefit of accessing other data sources, for example Facebook;
 - Undertake further baseline work in relation to all areas of PME and data management, to enable the development of a set of performance indicators, using the Ofsted exemplar data tracking sheet as a starting point;
 - Strengthen the relationship with schools (including independent providers) and Behaviour Partnerships so as to ensure effective reporting, stronger accountability and the production of timely and accurate data;
 - Ensure that appropriate systems and procedures are in place to validate the quality of education provision for PME;
 - Ensure that every child designated is on the roll of a school unless the child is Electively Home Educated.
18. A PME project is now being developed alongside the CME improvement work and this area has also been identified as a focus for the Peer Review³ of Children and Family Services which will take place on 10th, 11th and 12th June 2014.
19. The PME project includes the following key areas:
- a) Developing a co-ordinated pupils missing out on education policy;
 - b) Developing the relationship with schools and Behaviour Partnerships, to ensure the fulfilment of each party's obligations in relation to the data exchange required by the Authority;
 - c) Developing relationships with independent/private schools in relation to information sharing regarding pupils missing out on education;
 - d) Improving the data quality within the Authority with which to report on pupils missing out on education;
 - e) Establishing a central system for collating information about all pupils not accessing full-time education;

³ Local Authorities in the East Midlands region are part of a programme of peer reviews where each local authority identifies key areas for in depth scrutiny. A team of colleagues from across the region will visit Leicestershire in June. Leicestershire led the peer review of Derby City earlier in the academic year.

- f) Identifying clear lines of accountability for the provision in terms of quality, quantity, educational and social outcomes;
- g) Ensuring that every pupil is on the roll of a school unless the child is Electively Home Educated;
- h) Determining the frequency of reporting to the Departmental Management Team and the Lead Member throughout the lifespan of the project;
- i) Ensuring the incorporation of performance reporting into the regular Departmental arrangements through the Children and Families Overview and Scrutiny Committee.

Resource Implications

20. Departmental resources have been re-directed in order to respond to the needs of this new work area and additional resource has been secured in order to provide the analysis required to support the PME project. As the project develops, this will help to inform changes to current working practice and service structures.

Conclusion

21. It is appropriate that this area of work is being highlighted nationally. Our evaluation has shown that there are improvements to be made in our current practice to ensure that we have a more coherent approach. This is also likely to be an area of investigation during the single inspection of children's services. There has been good progress since January in bringing together the information that we hold for CME and PME. The PME project will help to accelerate progress further, particularly with regard to sharing information between partners and keeping a central record.

Equal Opportunities Implications

22. The work highlighted in this paper is a positive addition to Leicestershire County Council's existing policies, as it brings together the scrutiny of educational provision and outcomes and safeguarding for the most vulnerable children and young people at a strategic level, identifies immediate actions that have been taken in support of vulnerable children and young people, and makes improvements to our current systems and practice.

Safeguarding Implications

23. There are clear links between being assured that pupils are in education and knowing that they are safe.

Background Papers

24. None

Circulation under the Local Issues Alert Procedure

25. None.

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Appendices

Appendix A	Current Leicestershire position with regard to the recommendations from the Ofsted PME Report
Appendix B	Comparator data
Appendix C	Case Studies

APPENDIX A

**Current Leicestershire position with regard to the recommendations from
the Ofsted PME Report**

Recommendation:	Where Leicestershire is now:
<p>Establish a central record of all children not accessing full-time education in the usual way, including those who are accessing alternative provision full time away from mainstream school, regardless of where they are on roll; and maintain good information about the achievement & safety of any child or young person not accessing education in the usual way</p>	<p>CME Capita One data entry guide completed and in use. Feasibility study started to determine how to bring together information that exists in different operating systems (Capita One/Framework I, Careworks). Arrangement in place with Behaviour Partnerships to ensure that information is routinely shared with the LA and that the LA acts on information given. Developing quality assurance process for alternative provision. Workforce training in place. Liaison with CAMHS in place. FE sector to be added to stakeholder group.</p>
<p>Identify clear lines of accountability for the quality and amount of provision, as well as the educational and social outcomes, for all children and young people of compulsory school age who do not access education in the usual way; taking note of the survey's finding that this was most effective when a <i>named person</i> at a senior level was held to account for this statutory duty</p>	<p>Assistant Director for Education, Learning and Skills identified as accountable for the statutory duty. Monthly reporting to Departmental Management Team and Lead Member to continue to end of PME project. Performance reporting to be included in departmental dashboard and quarterly reports to Children and Families Overview and Scrutiny Committee. Location of departmental resource to support CME/PME be reviewed as part of the remodelling of early help, social care and education services.</p>
<p>Share information across LA boundaries in a timely and appropriate way to minimise interruption to a child or young person's educational provision</p>	<p>Individual services already share information across local authority boundaries – protocol will be refreshed. Private Facebook page in place for searching for children whose whereabouts are unknown.</p>

<p>Ensure that every child is on the roll of a school, regardless of circumstances, unless parents have elected to educate their child at home</p>	<p>Some of these children are captured as children 'at risk' of missing education as part of 'business as usual' CME work but will be extended to PME as part of PME project.</p> <p>New report developed to identify all children who have had an admissions request refused in the main round of admissions (first time admissions, mid-term admissions and transfers).</p>
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APPENDIX B

Comparison with other LAs (Data from CME Regional Meetings)

LA	<i>Not on roll & whereabouts known</i>	<i>Not on roll & whereabouts unknown</i>	<i>Not on roll & whereabouts known</i>	<i>Not on roll & whereabouts unknown</i>
	30 th September 2013		January 2014	
Birmingham	132	500	27	327
Derby City	122		30	123
Derbyshire	<i>No data available</i>		14	44
Dudley	84	25	54	
Gloucestershire	13	12	7	2 (35 closed)
Herefordshire	<i>No data available</i>		2	8
Leicester City	26	249	46	485
Leicestershire	25	132	9	84
Northamptonshire				182 (115 old)
Nottingham City	205			
Nottinghamshire	<i>No data available</i>		175	
Rutland	<i>No data available</i>		1	1
Solihull	<i>No data available</i>		1	5
Staffordshire	10	149	4	287
Stoke on Trent	13	3		
Telford & Wrekin	3	19	29	6
Walsall	43	285	54	
Warwickshire	50	4	8	
Wolverhampton	84		<i>No data available</i>	
Worcestershire	36	40	46	26

APPENDIX C

Case Study 1:Background:

- Sep 2011 child left school. Panel update, open to Elective Home Education.
- Social care check completed – known, no safeguarding concerns.
- Oct 2011 – applied for school, place not taken up.
- 2013 – health check, believed to have moved to Devon to an address on travellers site provided by mother. Devon local authority checks completed. No trace.

2014 Safeguarding work completed:

- Google satellite images completed – no traveller site on address provided by mother.
- Names nurse check – child believed to have moved to Seaton in August 2013.
- Framework-I check – mother's details identified.
- Named nurse check done on mother's details. GP identified and confirmed mother still registered and attending appointments recently. Agreed to pass on a message to her.
- CME receive contact from mother threatening to sue the NHS. Confirmed child still in Leicestershire.
- CME home visit – refused access to child.
- Missing child report to police – refused to do safe and well check.
- CME First Response discussion – agreed that letter be sent to mother advising that if the child is not presented during the next CME home visit, case will be allocated under S47ⁱ.

Outcome: Child seen, established to be safe and well. No safeguarding concerns and deemed to be suitably home educated. Follow up contact with parents arranged.

Case study 2:Background:

- Referred to PME October 2012 by the school.
- Home property is empty, believed to have moved to Burton upon Trent, or mention of them moving to Canada. Mother has a history of multiple housing moves.
- Neither Staffordshire nor Stoke authorities had any record of the children.
- 2013 - no trace of children in Darlington or surrounding area.

Safeguarding work completed in 2014:

- First Response - children's background systems checks initiated.
- Mother known to suffer from depression. Adults background check – nil return.
- Patient Records check – trace to Durham/Darlington area.
- Facebook trace to Canada.
- Contact with Canadian Embassy. Canadian database check – nil return.

Outcome: Canadian school admissions database check – located in Beaumont, Alberta. Children deemed well, no safeguarding concerns.

ⁱ This means that a further investigation is needed after the initial assessment following an inquiry about a child's safety and well being. The power for social services to carry out this enquiry comes from section 47 of the Children Act 1989 and the process may be referred to simply as a 'section 47 enquiry'.