



Leicester-Shire Schools
Music Service

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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

Supported using public funding by



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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.

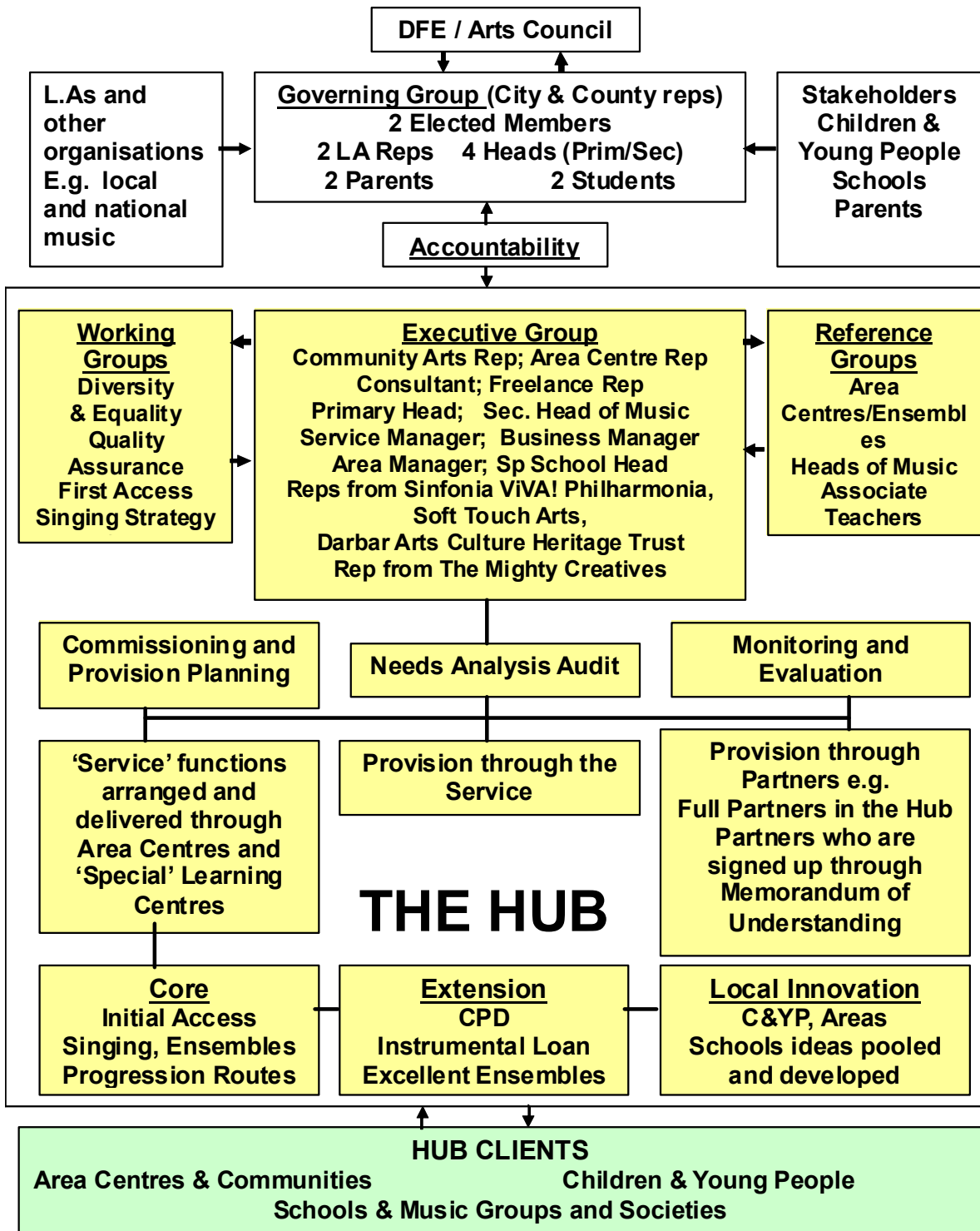
Movement to a smaller administrative base and using school premises for ensemble delivery and some localised performances provide access to Leicester–Shire ensembles, area centres, large scale performances and instrument hire will maximise savings across the Hub area.

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 <p>Dependent on success of bid to Paul Hamlyn and/or other funders - research commences Sept 2014.</p> <p>Resources - Head of Service (HoS), <i>Darbar Arts</i> (from LMEH)</p> <p>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.</p> <p>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</p> <p>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)</p> <p>Resources - Time for HoS, SDM</p> <p>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 2014, 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: The Affinity School Alliance	<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>

<i>Orchestras Live Partnership</i>	<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>
<i>Open Doors Project</i>	<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>
<i>Our Forest Futures, with The National Forest Company</i>	<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>
<i>Soundbeam Project</i>	<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>
<i>Soundlincs Regional SEN Breakthrough Project</i>	<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>
<i>Taiko Project</i>	<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 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

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 CMM	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		DHO S BM	To create an activity linking with partner organisation to host holiday/weekend clubs to support progression. 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 CYPES 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 iv. Plans driven through regional stakeholder meetings in City and County.	Mar 2014 Apr 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.	May2014			Review and develop. Apr 2015 remaining 50% include in SDP.
		MLs/AMLs		May-June Apr 2014	SDMs/ DHoS 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	Use trends and Disseminate. 90% First Access Review tracking.
		Admin role	iii. LA performance teams stats integrated into database Interrogation of data- producing RAG rated schools	Apr 2014	HoS		
		BM/DHoS	iv. Current baseline for known First Access determined; engagement with National Plan and hub -80%	May2014	HoS		
		BM	v. Reporting progress at Strategy and Exec meetings	Feb 2014 May2014	DHoS 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

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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