

LEICESTERSHIRE MUSIC HUB

Leicester & Leicestershire's Local Plan for Music Education – (LPME)

September 2023

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**ARTS COUNCIL
ENGLAND**

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LEICESTERSHIRE MUSIC

Enriching and connecting your world
through life changing musical experiences...

We nurture

We are passionate about valuing and developing the talents and skills of our whole community*

(*our colleagues, hub partners, parents/guardians, teachers and, most of all, young people).

We are inclusive

Giving a voice to all, recognising that music is a Universal language.

We inspire

It is a privilege to offer music services to Leicester/shire – we seek to inspire everyone we work with, creating life changing musical experiences.

We stay relevant

Constantly engaging with and listening to young people & the wider community to ensure that we and our partners meet the ever-changing musical needs of young people across Leicester/shire.

We innovate

We offer authentic, cutting edge musical experiences and dare to be different...

EXECUTIVE SUMMARY

Leicestershire Music, lead partner of the **Leicestershire** Music Hub, is thought to be the first music service of its kind in England and celebrates its 75th anniversary in 2023. In 1948, Eric Pinkett founded the first orchestra in Leicestershire specifically for children and young people. Since 1948 countless young people in Leicester and Leicestershire have had access to a high quality and inclusive music education, whilst over the years our name has changed, our values have not, and we continue to champion and inspire all young people to create music.

In more recent times, and as we continue to recover from the effects of the Pandemic, **Leicestershire** Music Hub has gone from strength to strength demonstrating resilience and determination in ensuring that young people can continue to access a high-quality music education into the future.

Through a developing workforce and dynamic partnerships (including schools) **Leicestershire** Music Hub enables children and young people from all backgrounds in Leicester and Leicestershire to 'Enrich and connect their world through life changing experiences.'

During this post-pandemic recovery period, **Leicestershire** Music's leadership has been strengthened and supported by the Hub Board and Leicestershire County Council (Children and Family Services) to ensure that the organisation continues to move forward, and continues to grow and develop in line with the ever changing needs of the communities it serves.

To help drive forward our ambitions, **Leicestershire** Music Hub has a carefully thought-out vision for the musical future of our children and young people in Leicester and Leicestershire and fully embraces the objectives and recommendations of the National Plan for Music Education, which it has set out here in its Local Plan for Music Education.

In particular, we are committed to:

- providing an inclusive, diverse, and engaging music education and recognise that music education plays a vital role in developing creativity, cognitive skills, social connections, and overall well-being.
- delivering high-quality music education programmes and this will be achieved by investing in the continuous professional development of music educators, fostering partnerships with local schools and cultural organisations, and regularly evaluating the impact and effectiveness of our work.

To align with the National Plan, **Leicestershire** Music Hub will develop programmes of activity that focus on:

Partnerships

Leicestershire Music has already developed strong partnerships with schools, local organisations, national organisations and community groups. These collaborative efforts will continue to be developed to share resources, expertise, and best practice that will enrich the overall music education landscape in Leicester and Leicestershire.

Schools

Leicestershire Music will continue to develop relationships with all state-funded schools in the area and support them to deliver high-quality music education, including a quality curriculum support offer, specialist tuition, instruments and group playing activities; and a broad range of progression routes and musical experiences for all pupils.

Progression and Musical Development

Leicestershire Music will continue to focus on the development of clear progression pathways for young musicians, enabling them to develop their skills and pursue music education at all levels. This will involve collaborations with partners, professional musicians, and industry experts to provide guidance, mentorship and performance opportunities.

Inclusion

Leicestershire Music will continue to develop ways of working within the IDEA (Inclusion, Diversity, Equity and Access) framework. This underpins the work by **Leicestershire** Music to ensure that all children and young people in the area, regardless of their background or circumstances, have access to quality music education.

Sustainability

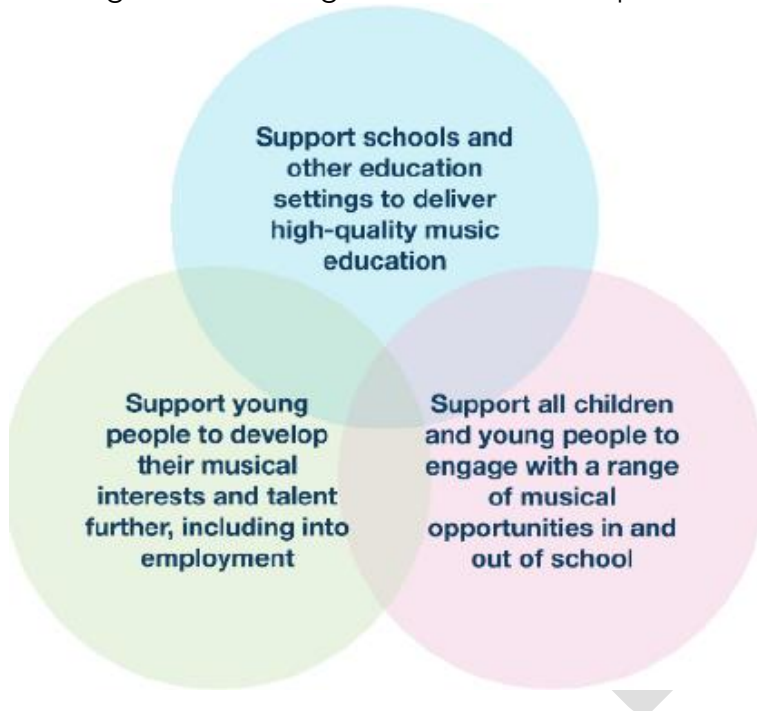
Leicestershire Music's approach to environmental and financial sustainability is currently under development and will be added to the LPME in 2024/25. Our SMART targets outline how we intend to develop this area to reflect the needs and local context of Leicester and Leicestershire.

NPME (National Plan for Music Education)

Vision - To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.

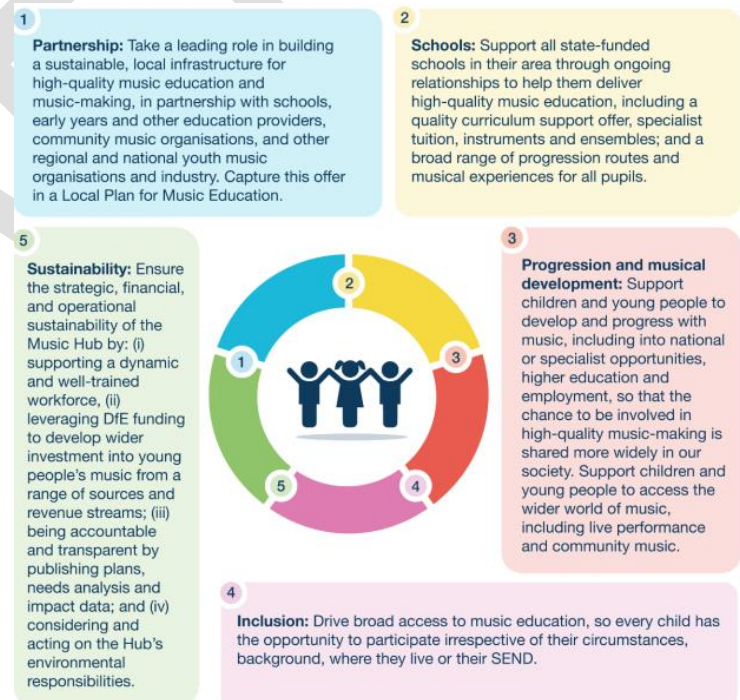
3 aims

These three areas, which should be accessible to all pupils, build on each other, starting from a foundation set in curriculum music time, supporting progression through co-curricular learning, playing and creating, and enriching this with musical experiences.



5 Strategic Functions

Leicestershire Music will deliver the five strategic functions, through partnerships



SECTION 1 - LEICESTERSHIRE MUSIC HUB CONTEXT

Leicestershire Music Hub is a partnership led by **Leicestershire Music**. **Leicestershire Music** is part of Leicestershire County Council and the Hub is overseen by the **Leicestershire Music Hub Board**, made up of partners and local stakeholders and chaired by an independent chair. It serves two local authority areas with a total government funded school population of 161,286 children aged 5-16 (see Table 1). An additional 9,055 children attend independent schools and an unknown number attend 16+ institutions.

Leicester City - As a diverse city, with high levels of deprivation in some areas, Leicester city presents a unique challenge. As shown in Table 1, children of White British origin make up 22.3% of pupils in schools. For 44.6% of children in Leicester, English is not their first language. Additionally, 9% of households in the city are unable to speak English well/at all (see Table 2). This is combined with high levels of deprivation (Leicester is ranked the 5th highest Lower Outcome Area on at least one dimension of deprivation). While Leicester city makes up only 29% of schools covered by **Leicestershire Music Hub**, it accounts for 37% of pupils and has a high rate of Free School Meals (FSM) at 25.3%. In line with the high FSM rate in Leicester city, the pupil premium rate is also high at 29.2%.

Leicestershire County – Leicestershire County has 285 schools with 100,843 pupils. Schools range in size from 6 to 629 pupils in state funded primary schools and 79 to 2170 in state funded secondary schools. In terms of ethnicity 77% are White-British with lower proportions of other ethnicities than in the city, though there is still a representation of the majority of the ethnic groups found in the city. With a FSM rate of 15%, and a PP rate of 18.3%, this is significantly lower than in the city. The combination of a high number of small schools (98 schools, 43% of schools in the county have less than 150 pupils), combined with the large geographical area covered by the county means work in the county is resource intensive in terms of staff time.

Schools	Leicester City	Leicestershire	Total
Primary Schools	82	228	310
Secondary Schools	21	45	66
Special Schools	8	8	16
PRU's	2	1	3
16+ / Other	4	3	7
Total Education Establishments	117	285	402

Pupils on Roll	Leicester City	Leicestershire	Total
Primary School	34,912	54,862	89,774
Secondary School	23,251	43,838	67,089
Special / PRU's / 16 + / Other**	2,280	2,143	4,423
Total	60,443	100,843	161,286
Main Pupil Ethnicity Groups	Leicester City	Leicestershire	Overall
White British	22.3%	76.9%	56.4%
Indian	33.6%	6.2%	16.5%
Other White Background	7.8%	4.3%	5.6%
White & Asian	2.0%	2.1%	2.1%
African	7.7%	1.3%	3.7%
Other Asian	6.3%	1.1%	3.1%
Pakistani	4.3%	0.9%	2.2%
Bangladeshi	2.7%	0.8%	1.5%
White & Asian	2.0%	2.1%	2.1%
Free School Meals	Leicester City	Leicestershire	Overall
No. pupils eligible	15,288	15,228	30,516
Percentage of pupils eligible	25.3%	15.1%	18.9%
Pupil Premium Status***	Leicester City	Leicestershire	Overall
Number of pupils eligible	16,329	17,584	33,913
Percentage of pupils eligible	29.2%	18.3%	22.3%
<p>* using information from Schools Census Jan 2023 for government funded schools only</p> <p>**pupils in 5 16+ institutions not included in school census data</p> <p>*** using information from: https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024.</p>			

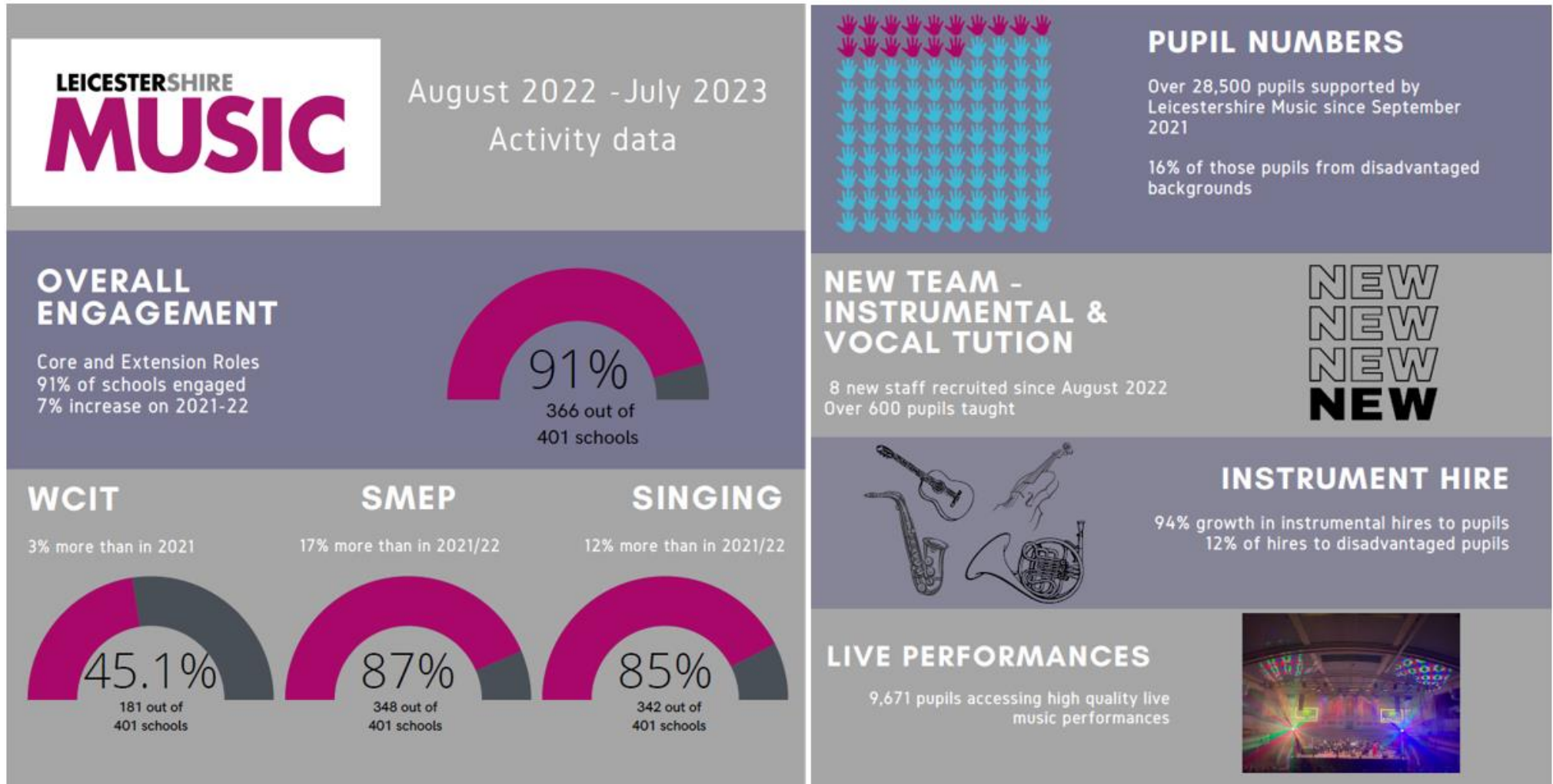
Measure	Leicester (rank in UK out of 174 LOA)	Leicestershire (rank in UK out of 174 LOA)	Overall	National Average
Can't speak English well/at all	9% (1st)	1% (115th)	3.5%	2%
Household deprived on at least one dimension	61% (5th)	47% (150th)	51%	52%
Only identify as other than UK identity	24% (12th)	4% (121st)	11%	9%
Born outside the UK	41% (18th)	10% (107th)	20%	17%

Since Music Education Hubs were first introduced schools and pupil numbers in Leicester and Leicestershire have seen significant growth. Compared to 2011, in 2023 there are an additional 13 schools (5 of which are primary schools) and an additional 20,518 pupils (an increase of 14.6%). The profile of these pupils had also changed:

- The number of pupils eligible for Free School Meals (FSM) has increased as an overall percentage from 14.2% of pupils in 2011 to 18.9% in 2023 (10,493 more pupils in receipt of FSM in 2023 compared to 2011, an increase of over 52%).
- The proportion of pupils eligible for Pupil Premium (PP) has shown a slight decrease in Leicester and Leicestershire since it was introduced in 2012/13 from 23.6% to 22.3% in 2023/24 (3,293 less pupils are eligible for PP now than in 2012).
- The proportion of children eligible for SEN support or with an EHC has reduced compared to the proportion of children with SEN in 2011 with 18.3% in 2011 and 16.4% eligible for SEN support/have a EHC in 2022/23. However, the overall number of pupils has risen slightly from 27,430 in 2011 to 27,942 in 2022/23.
- The student population has also become more diverse over this time, the percentage of pupils on roll across Leicester and Leicestershire recorded as White British has decreased from 68.4% of the pupil population in 2011 to 56.4% in 2023 with pupils from the global majority increasing.

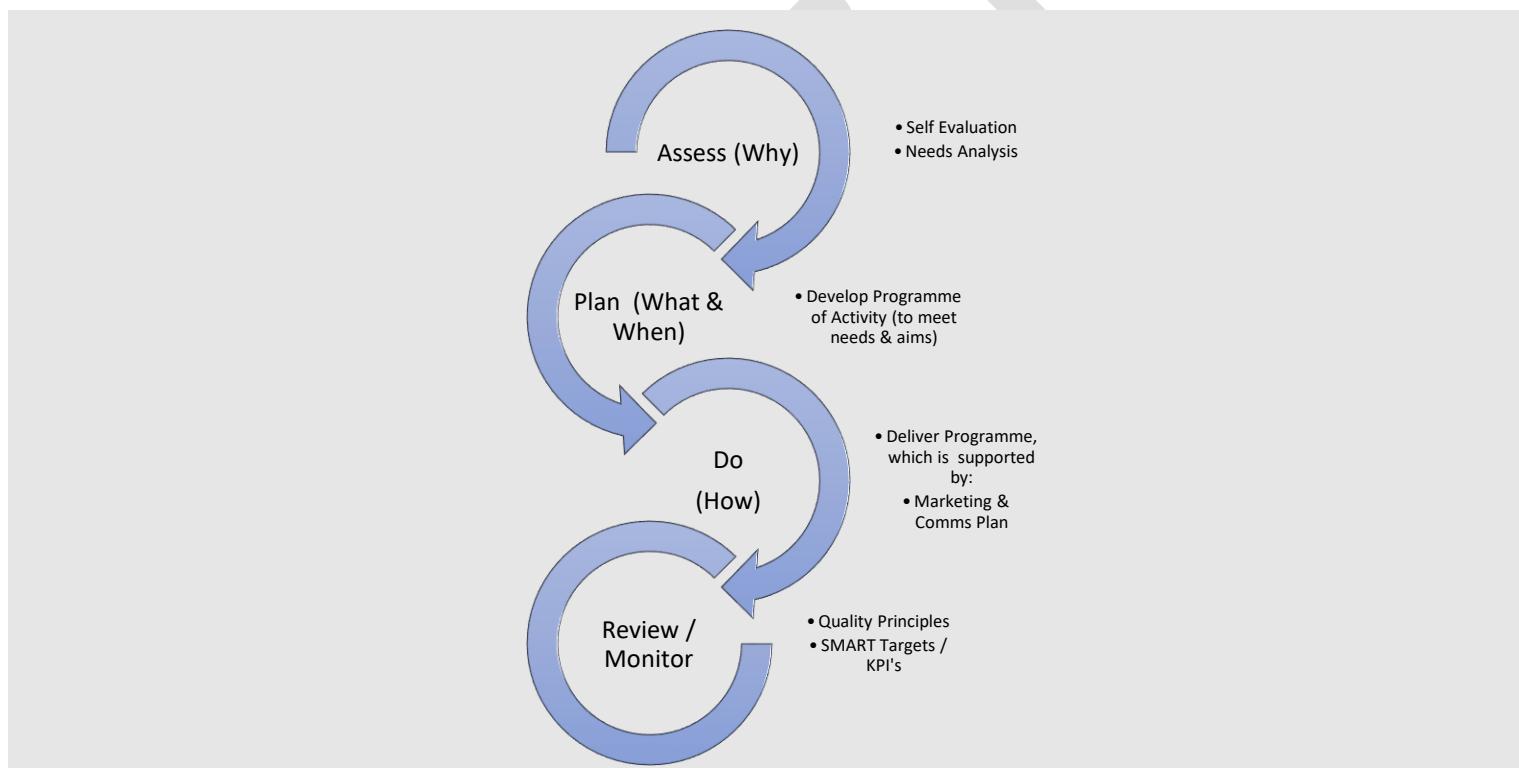
Over the past Academic Year **Leicestershire** Music has shown continuous growth and development and has positively delivered on its objectives (see Figure 1.1). This sets us in a positive position to embrace the requirements of the NPME and develop our offer further during 2023/24.

Figure 1.1 – August 2022 – July 2023 Activity Data



Our Approach to delivering the Local Plan for Music Education:

Leicestershire Music Hub's approach to delivering the Local Plan for Music Education is summarised from Section 2 onwards. Supporting policies and documents are published on our website and are regularly monitored by the Hub Board. Leicestershire Music Hub is a learning organisation and is constantly seeking out ways to improve the music education that children and young people in Leicester and Leicestershire can access and follow the principles of Assess, Plan, Do & Review, as set out in the diagram below.



SECTION 2 - NEEDS ANALYSIS

Leicestershire Music Hub continually gathers, analyses and evaluates both informal and formal data to inform our [Needs Analysis](#), which in turn feeds into our annual strategic planning and monitoring cycle. LMH also looks at the wider cultural landscape of Leicester and Leicestershire to inform its strategies, which is achieved through links with organisations such as the City Classroom and with the Leicester Cultural and Creative Industries Strategy which consultants, The Fifth Sector are currently developing.

Leicestershire Music's SMART objectives for the year are derived from the Needs Analysis and, in turn, inform the activity plan. The **Leicestershire** Music Hub monitors delivery to ensure that the Hub is performing against its SMART objectives and is, therefore, meeting the identified needs.

Table 2.1: Our Top priorities in line with the Needs Analysis

Strategic Function	Priorities
Partnerships	Review Partnerships to ensure that the Hub has sufficient strategic or deliver partnerships in place supporting all 5 Strategic functions as well as the programme of activity and are adhering to the Hub Quality Principles.
Schools	Increase number of schools engaging with LM delivered services (Singing, CPD, Class Instrumental Lessons (CIT), Music Tech, instrumental lessons etc.) Support & challenge at least 95% of schools to raise their quality of music education on offer to their pupils.
Progression and musical development	Increase number of pupils participating in instrumental & vocal learning (and feed these into the ensemble groups at an appropriate time) Increase number of pupils participating in group playing activities outside of schools, particularly from beginner levels Support Schools to develop and enhance their in-school Ensemble delivery Standardise approaches to instrumental delivery within instrumental families (shared resources, stronger links to the curriculum, workforce development etc.)
Inclusion	Reduce and remove barriers to engagement so that all children have equitable access to provision Review Hub Governance to ensure that the Hub is inclusive & representative of the Children & Young People we are funded to serve (and can actively contribute to removing barriers to access)
Sustainability	Financial: Utilise Partnerships and expertise to increase the level of income generated across the Hub, (through a range of funding streams to reduce reliance on the grant) Generate greater income through a range of funding sources to reduce reliance on the grant Environmental: Ensure that an Environmental Sustainability Policy and action plan is developed for 2024/25 in line with Leicestershire County Council Climate and Nature Pact (based on the principles of the Glasgow Climate pact)

SECTION 3 - SMART OBJECTIVES AND PERFORMANCE RATINGS

Table 3.1

Key	
Strategic Functions	
1	Programme of Activity
2	Quality
3	Partnerships
4	Schools
5	Progression & Musical Development
6	Inclusion
7	Sustainability

Target	Description	Strategic Function(s)	22/23 Outturn	23/24 Target
1	By the end of the 23-24 Academic Year a minimum of one Partnership Agreement has been signed by a Partner organisation to support each of the 5 Strategic Functions moving forward.	3,6	N/A	min of 5
2	By the end of the 23-24 Academic Year a minimum of 95% of schools have engaged meaningfully the Leicestershire Music Hub	1,2,4	91%	95%
3	By the end of the 23-24 Academic Year over 1,000 pupils will have received weekly instrumental or vocal lessons	1,4,5,6,7	635	1000
4	By the end of 23-24 Academic Year increase the number of pupils engaging with the out of school ensemble offer from 394 to 450	1,3,5,7	394	450
5	By the end of the 23-24 Academic Year have supported schools to develop and increase the number of group playing activities taking place within schools by 10% compared to 22-23 AY levels.	4,5	TBC	TBC
6	By the end of the 23-24 Academic Year have increased the number of disadvantaged pupils engaging with LMH to 17.5%	1,3,4,6	16%	17.50%
7	By the end of 2024/25 Academic Year a minimum of 50% of Income generated across the Hub Geographic area is derived from financial sources other than the Hub Grant	3,7	73/27	50/50
8	A Quality framework is published on the website and shared with partners – mechanisms for capturing and reporting quality is developed and progress is made year on year.	2,3	N/A	N/A

Performance Rating

Performance Framework

Partnerships

- Varied, diverse and representative strategic and delivery partnerships at local, regional and national level
- Partnerships support the Hub's work across all strategic functions
- Shared ambitions, policy, programmes, communications and fundraising

Schools

- Clear, well-considered approach to engaging all schools, with ambitious targets
- Diverse offer of activity and support for all schools based on need, including support with School Music Development Plans, CPD, curriculum (including Model Music Curriculum), provision of music lessons and ensembles, and links between in and out of school provision

Progression and musical development

- Clear, well-considered, holistic approach to progression, demonstrating a range of opportunities and activities to progress and advance musical learning
- Bespoke and individualised opportunities or interventions are used to support progression
- Actions are taken to identify and address barriers

Quality

- Quality framework and robust, well-defined quality assurance processes
- Continuous improvement, feedback and self-evaluation support a consistently high-quality approach
- Strong understanding of Hub policy and quality definitions across the Hub partnership and workforce

Inclusion

- Inclusion strategy embeds inclusion across all activity, plans and policies, leadership, workforce, and governance, supported by inclusion lead
- Initiatives in place to address and remove barriers to access and participation, including through remissions/bursary scheme
- Increasing participating with children and young people from disadvantaged backgrounds

Programme of activity

- Vision, needs analysis and self-evaluation inform programme design and development
- Diversity of genres and range of activity respond to need
- Access to a range of affordable musical instruments and equipment
- Communications and engagement with children and young people, parents/carers, schools and local stakeholders

Sustainability

- Effective governance, leadership and management ensuring clear accountability, visibility and efficiency, and support for the wider workforce
- Well-considered fundraising strategy that is successfully leveraging other sources of income beyond the Hub grant
- Environmental sustainability policy and action plan in place or in development

Self-Evaluation

Performance Areas	Rating
Programme of Activity	Emerging
Quality	Emerging
Partnerships	Stretching
Schools	Emerging
Progression and Musical Development	Emerging
Inclusion	Emerging
Sustainability	Emerging

Areas for Development:

- Develop and deliver a responsive and engaging Programme of Activity which is led by local needs
- Quality framework for the **Leicestershire** Music Hub is developed and clearly communicated with all stakeholders, with Hub partners adhering to it
- Develop Partnerships beyond Music Education
- Develop mechanisms for schools to actively contribute towards development of strategies and increase engagement with non-engaged schools
- Develop a holistic approach to progression utilising pupil voice as well as develop mechanisms for sharing good practice
- Identify an Inclusion Lead and create buy-in for the Inclusion strategy from across the Hub
- Develop traded income and support more leveraging of funds within the wider Hub

SECTION 4 - PROGRAMME OF ACTIVITY

Leicestershire Music Hub has a comprehensive programme of activity in place to support Schools, Teachers and Young People across Leicester and Leicestershire. The Programme of Activity is delivered by both the lead partner of the Hub, **Leicestershire** Music, as well as partner organisations across the hub area. Whilst the programme of activity is comprehensive it is constantly under review to ensure that where needs analysis identifies gaps in provision then additional provision is designed and implemented to meet the needs. Full details of activities taking place can be found across the website via the newly designed 'Music Inside Schools' and 'Music Outside School' menus.

Activities that are available for pupils, schools, teachers and educators to get involved with are published on the website and promoted through our social media channels and through other marketing and communication routes. A summary of the programme of activities is available on the [website](#)

SECTION 5 – HUB PARTNERSHIPS

Leicestershire Music regularly review and develop Hub partnerships to ensure that they are varied, diverse and representative and crucially, support and enable the successful development and delivery of the NPME and our LPME. We have many long-standing relationships that have been built up over time as well as some exciting developing partnerships that have been identified following our needs analysis.

In order to strengthen the way in which partnerships are created, maintained, monitored and evaluated, we have updated our partnership agreements to make them more robust and include more detailed information about evaluation requirements, expected outcomes and data collection and sharing. To support this process we now also have a dedicated [web page](#) for Hub partners to access key supporting documents including Brand Guidelines, Commissioning Policy, Partnership Principles and Evaluation Tools.

Here are some examples of the varied, diverse and representative partnerships that **Leicestershire** Music Hub is made up of:

- Music education delivery organisations – we have developed long standing relationships with delivery partners such as Soft Touch, Pedestrian, Cosmopolitan Arts, Bullfrog Arts and Education & Bass. These partnerships allow us to be able to deliver the NPME in a bespoke way which suits the diverse population of both Leicester and Leicestershire. By working together, we are able to reach more young people and have also seen these organisations grow in strength.

- Supporting Practitioners – we have engaged with supporting practitioners in a variety of ways to help deliver in school CPD with lead practitioners from schools having helped to both write resources and deliver training as part of our schools development strategy.
- Private music tuition providers organisations who deliver music tuition - growing progression opportunities and increasing the number of young people accessing music tuition has been, and continues to be, a key target for **Leicestershire** Music and partners such as Drum & Brass, Totally Strings, Leicester Music Tuition and individual private tutors are all engaged in helping to collectively reach and teach as many young musicians as possible. We also work together to develop progression routes and signposting opportunities.
- CPD deliverers, education training organisations, and initial teacher training providers - as part of our ongoing commitment to raising the quality of music education we have delivered Music sessions on the University of Leicester PGCE, worked with delivery partners to share best practise and expertise (e.g. Bullfrog Arts sharing information on trauma informed practise), SEND training for staff from specialists such as Transformance Music and using lead teachers and practitioners to deliver CPD to **Leicestershire** Music and school staff. These partnerships have also been crucial in helping us to grow areas of development including SEND and Early Years (our work with Nicola Burke and Spark Arts Children's Festival is a great example of this).
- Youth and community organisations and services – as a lead organisation that is attached to a Local Authority (Leicestershire County Council) we work very closely with Children and Family Services to communicate with schools, look at key population data and get support from the wider education sector. We also work with localised community centres to help create an offer that is fully accessible and location driven. Examples include the Marlene Reid Centre in Coalville and Wesley Hall in Highfields – both areas identified as 'cold spots' for music education engagement – particularly outside of school provision. We also have a strong partnership with Culture Leicestershire and have used Libraries and museums to promote music education and make it more accessible.
- Local cultural organisations – serving both Leicester City and County we are fortunate to have multiple local cultural organisations and partnerships that allow us to get a broader view on the cultural landscape that we are working within and widen our reach and impact. These partners include The City Classroom (led by The University of Leicester), Culture Leicestershire (NPO), EAVA FM (multi-lingual community radio station). We have also recently completed a consultation and asked to be part of a new Leicester City cultural strategy.
- Specialists in certain genres, traditions, or instruments – this past year in particular has seen a growth in demand and delivery of Indian Classical music including 1:1 tuition and community projects with Cross Corner Arts centre. Steel pan progression routes have also grown – with the development of a new Junior group and links with professional groups such as Contrast and Panetiquette. Music technology continues to be a successful growth area and we have strong links with TiME, Beat Connect, and local and international Music Tech artists such as Mr Shay and Jon 1st. Other specialist tradition partnerships include Kagamusha Taiko, professional Musical Theatre Directors, Bullfrog Looked After and Foster Carers choirs, the Home Educated Community, and Brass composer Alan Fernie.
- National providers and/or touring organisations – Leicestershire are proud to work strategically with a number of national partners including The Philharmonia Orchestra, Royal Birmingham Conservatoire, Sinfonia Viva, National Youth Jazz Orchestra, Mark de Lisser and Sons of Pitches, Voces8 and Transformance Music. Partnership activity has included not only delivery projects, but community board presence and fundraising for research and delivery.

- We also work with partners on a number of place-based Culture initiatives including the aforementioned City Classroom (Leicester's Local Cultural Education Partnership), Culture Leicestershire (NPO) using libraries for music in the Oadby and Wigston area and focussed projects in areas such as Highfields (working with Highfields Community Centre and Wesley Hall), The Afro Caribbean Centre, Highcross Shopping Centre, The National Space Centre, Curve Theatre, University of Leicester and De Montfort University, Leicester Cathedral, Leicester College, Studio79, Leicester Grammar School and Loughborough Endowed Schools.

Our KPIs for Partnership working are focussed on 2 main areas:

- Developing new partnerships in the music industry (including employers). As part of our Needs Analysis we identified (through Youth Voice and a review of our current partners in line with the new NPME) that we need to develop partnerships that can enhance Progression routes through to further education and into employment. Avenues to explore include PRS/PPL, record labels and live music venues.
- Sustainability - strategic development of further income generation with partners to enable work to continue past initial Hub grant investment. This will include joint funding bids and investing in Fundraising expertise to help develop this with partners. A big part of this strategy will include the continuing development of The City Music Network. The City Music Network was formed back in 2020 in response to ACE feedback that **Leicestershire** Music Hub needed to have governance and engagement that better reflected the diversity of Leicester City. This has developed well since 2020 with 1 members of the city network now sitting on **Leicestershire** Music's Hub Board. The city network now has its own steering group, and working strategically as a group, they have set out the following key aims to help raise improve the impact and infrastructure of diverse music education in Leicester City:
 - Facilitate affective progression routes for young people to participate in music and music education in Leicester City
 - Develop and promote under-represented communities, organisations and individuals within music education and participation
 - Promote opportunities for cultural integration within music education & participation across all communities in Leicester

In 2023-24 **Leicestershire** Music Hub will look into seed funding this network with a view to them using this money to fundraise and become a self-sufficient entity, generating income for the wider Hub and providing opportunities for young people in the city to shape the future of music education and allow equity of access to ALL young people

SECTION 6 – APPROACH TO SCHOOL ENGAGEMENT

Meaningful engagement with Schools is engagement that involves at least one of the following:

- Lessons - including one-to-one, small, and large group instrumental, vocal, and composition tuition programmes delivered or supported by the Hub.
- Classroom instrumental lessons, including Class instrumental Teaching (CIT) delivered or supported by the Hub.
- Group playing activity – including ensembles, choirs and other creative activity supported or delivered by the Hub.
- Curriculum support, including CPD (see definition under A2 below), which incorporates support for schools on School Music Development Plans and Model Music Curriculum.

Performing and creative opportunities or projects with the Hub, such as:

- Digital and live platforms and performance opportunities
- Composition, song writing and production
- Careers programmes, mentoring programmes, and connection with professional musicians, artists, practitioners in the creative industries
- Large and small-scale activities, potentially through short-term or regular engagement (for example festivals, workshops, and masterclasses)
- Joint research projects.
- Expert music leadership, including for school-programmed activity, projects and assemblies. Connection to instruments, equipment, or venue/space hire through the Hub.

Non-Engaged Schools

Details of how schools engaged with **Leicestershire** Music on Core and Extension Roles in 2022/23 is shown in the table below. In 2022-23 Academic Year there were 35 non-engaged schools with the **Leicestershire** Music Hub (for at least one Core or Extension Role). This included 13 Primaries, 16 Secondaries and 6 16 Plus establishments.

Leicestershire Music Hub's plan for engaging these non-engaged schools during the 2023-24 Academic Year is:

- Monthly School Development Group throughout the academic year to monitor non-engaged schools and review opportunities to engage any particularly hard to engage schools,
- A focus on transition for pupils moving from KS2 – KS3
- A focus on target area of post 16
- A focus on non-engaged schools in Leicester city

Engagement across the four constituency areas of Leicester and Leicestershire

88% in Bosworth and North-West Leicestershire

88% in Charnwood, Loughborough and Melton

90% in Harborough and South Leicestershire

80% in Leicester (focus area identified for 2023 – 24)

All schools	Total no. of schools	Engaged with core/extension roles		SMEP		Total WCIT engagement		Singing	
		No. of schools	% of schools	No. of schools	% of schools	No. of schools	% of schools	No. of schools	% of schools
Primary	309	296	95.8%	280	90.6%	162	52%	281	90.9%
Secondary	64	48	75.0%	46	71.9%	9	14%	46	71.9%
16 plus	7	1	14.3%	1	14.3%	0	0%	1	14.3%
Other	21	21	100%	21	100.0%	10	48%	14	66.7%
Total	401	366	91.3%	348	86.8%	181	45.1%	342	85.3%
National Average 21-22			87%		78%		42%		71%

SECTION 7 – INCLUSION, DIVERSITY, EQUITY & ACCESS (IDEA)

Here at Leicestershire Music Hub, we believe that a high quality, diverse and innovative musical offer gives children and young people the greatest opportunity to find a pathway through music education which is right for them. We want to create connections between so-called formal, non-formal, and informal approaches to learning. Our responsibility is not just to deliver work, but through partnerships, to also connect the music education and cultural landscape across Leicester, Leicestershire and beyond.

Over the last year **Leicestershire** Music Hub has been collaborating with Youth Music and seven other Music Hubs to research, support and test the new Inclusion, Diversity, Equality & Access (IDEA) Framework.

To ensure that the principles of inclusion, diversity, equity and access are considered across all areas of strategy, culture and operations the IDEA Framework is broken down into eight pillars:



Image taken from: <https://network.youthmusic.org.uk/idea>

Leicestershire Music Hub aim to remove the barriers that all young people face throughout their musical journey. We will transform progression pathways and build a more diverse staff to create inclusive working cultures that provide sustainable music making for all. We are committed to make a complete shift in music education.

Leicestershire Music Hub pledge to:

- 1) Work in partnership with schools, partner organisations and parents to drive sustainable change
- 2) Examine our staff and pupil diversity addressing gaps for under-represented demographics and work towards equalities and diversity at all levels of our organisation.
- 3) Confront the assumptions made about whose voices are most valued in music education while involving those from under-represented groups
- 4) Empower and support staff to be positive role models for equality and diversity.
- 5) Understand the impact of our work on all members of our communities and for our work to reflect the equality and diversity within these communities.

Leicestershire Music Hub have been working with Jenetta Hurst (EDI consultant) to develop and write a [Strategic Plan for Inclusion, Diversity, Equity & Access](#), which is published on the [IDEA Page](#) of the **Leicestershire** Music website.

CHARGING & REMISSION POLICY

Leicestershire Music Hub has ambitious aims for engaging more young people with music education and for reducing as many barriers as possible to engagement, including financial barriers. The **Leicestershire** Music Hub Charging and Remission Policy has been developed with this in mind and has 3 approaches to charging which include, loss leading, subsidised and fully costed with a remission policy in place to prevent barriers to access. Our Charging and Remission Policy is published and available on our [website](#)

SECTION 8 – APPROACH TO QUALITY & IMPACT

It is the responsibility of all Hub Partners working within the Hub to ensure that all children and young people participating in music education activities in Leicester and Leicestershire are included, inspired, experience enjoyment and take meaningful value from the music education they participate in, so that they are motivated and supported to continue along their chosen progression pathway. This is only successfully achieved where expectations around inclusion, quality and impact are high.

The standards expected, intended impacts and methods of monitoring and reviewing the quality of music education being delivered across the Hub area are outlined through three key **Leicestershire Music Hub (LMH)** frameworks and principles, which are available on the website:

- [LMH Inclusion & Quality Principles](#)
- [LMH Evaluation & Impact Framework](#)
- [LMH Inclusion, Diversity, Equity & Access \(IDEA\) Framework](#)

Leicestershire Music Hub:

- identifies and works to break down any barriers to music-making that young people face.
- puts the voices of children and young people at the heart of the work, which is relevant to their needs and interests.
- supports a diversity of high-quality music-making across a wide range of genres and musical activities.
- actively works to create understanding, among all those involved in music education, of the different approaches to teaching and learning.
- makes inclusion a central factor in funding and resource allocation; strategy and planning; programming/curriculum; and staffing and professional development.

Leicestershire Music Hub will embed the following principles in all our work

The Arts Council England seven quality principles:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people

6. Enabling personal progression
7. Developing belonging and ownership

Leicestershire Music Hub will take positive action to:

- promote diversity and full access to opportunity in all areas of its work and structures.
- prioritise working with people and communities whose full participation in society is limited by disadvantage and discrimination
- promote social justice and full access to opportunities through all its activities and programmes
- ensure all activities and programmes are fully accessible and promote awareness of the rights and needs of diverse groups of people
- challenge disadvantage and discrimination
- challenge practices, legislation and institutions that deny the rights of individuals or groups
- experiencing disadvantage and discrimination
- have a positive and inclusive workplace culture and environment with a workforce that reflects the area in which it operates
- share its experiences and promote good practice around equality and diversity throughout its members and beyond
- identify and find ways of tackling new and emerging problems affecting groups facing disadvantage and discrimination
- increase its involvement and collaboration with other organisations that promote equality and diversity.

Leicestershire Music Hub Equality Objectives

Objectives for ensuring that our services are responsive and accessible:

- Make special or separate service provision where appropriate
- Ensure our services are delivered in buildings that are accessible to all
- Provide clear, meaningful information about our services in ways that are accessible and
- Meet the community's needs
- Work together and consult with all sections of the community on needs and provision
- Monitor take-up and evaluate services to ensure they do not discriminate or exclude.
- Objectives for equal and appropriate treatment in employment:
- Implement recruitment and selection processes which are non-discriminatory and
- encourage applications from all groups in the community
- Ensure that all members of staff have fair access to learning and development opportunities

- Provide a safe and accessible working environment that values and respects everyone.
- Ensure that access to information and data is as open and transparent as possible
- Ensure a culture and working environment free from discrimination, harassment and violence
- Ensure effective communication with and involvement of all members of staff
- Apply a transparent way of evaluating jobs that aims to ensure equal pay for equal work
- Encourage and support staff to reach their full potential.

Objectives for effective partnership with the community:

- Encourage and support people from city and county communities to be active in hub and service delivery and decision making
- Work with others to provide an environment that is free from discrimination, harassment and violence
- Ensure our partners adopt this policy, including those who provide goods and services on our behalf
- Actively seek out, listen and respond to the views of our communities through appropriate consultation and participation within a safe environment.

Internal Quality Assurance Process

Leicestershire Music Hub aim to work collaboratively with Partners; focussing on delivering and supporting high quality activities, being fully inclusive in everything that we do and by using innovative technologies to help remove barriers to participation.

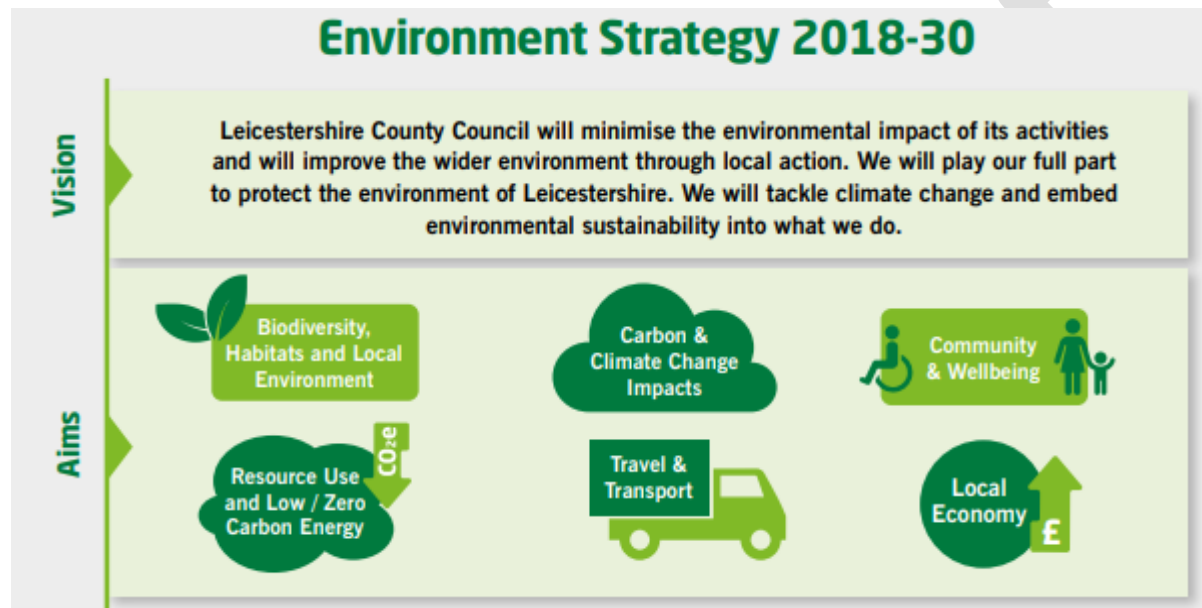
Action	Outcome
Developing marketing to reach more disadvantaged CYP and more schools, partners etc	To provide authentic musical services that are inclusive of all children and young people and that recognise the diversity of their musical and social needs, and therefore their personal outcomes
Continue to review and update evaluation tools	To inform Leicestershire Music Hub's needs analysis to provide a high-quality service
Develop new youth voice activities within and across the Hub	To give voice and agency to children and young people to provide new and sustained opportunities through which these voices can inform and shape our provision and be involved in the learning, adaptation and evolution of the Leicestershire Music Hub
Continue to review and update internal quality standards	To inform Leicestershire Music Hub's needs analysis to provide a high-quality service that meets the needs of children and young people in Leicester and Leicestershire
Continue to review and develop training package for staff and wider workforce	To provide authentic musical support and development that is inclusive of all staff delivering Music Education and that recognise the diversity of their musical and needs, and their personal outcomes
Develop new progression paths	To provides musical pathways that foster progression – working with schools, communities, formal and informal routes – to provide children and young people a music education which is right for them and meets their needs
Continue to review and develop new quality standards external	To inform Leicestershire Music Hub's needs analysis to provide a high-quality service that meets the needs of children and young people in Leicester and Leicestershire
Develop new partnerships	To provide high quality and impactful partnerships to best serve the needs of Leicester and Leicestershire children and young people

SECTION 9 – SUSTAINABILITY & FINANCE

- Approach to sustainability (to be added for deadline of 2024/25)

Environmental policies

Leicestershire Music Hub is in the developmental stages of writing and implementing its environmental policies. This will link with Leicestershire County Council's [Environment Strategy 2018 – 2030: delivering a better future](#):



Leicestershire Music's initial work in this area is based around the areas of **reducing**, **educating** and **innovating**:

Reducing - Reducing our environmental impact through recycling where we can, reusing what we are able to and reducing our carbon footprint by printing and travelling less.

Educating - Promoting and raising awareness of environmental issues through our work and the resources that we use to teach our young people about the environment and being environmentally aware and responsible. Working with Partners to ensure a Hub wide approach to environmental sustainability.

Innovating - Taking a digital approach to our work and having a solutions-based approach to problem solving.

Initial successes in reducing the environmental impact of **Leicestershire** Music to date, including:

- Reducing an estimated 26,000 annual commuter miles by implementing remote working, equivalent to around 5,750kg of CO2
- Reducing printed A4 papers for Leadership meetings by 91% through meeting online and working collaboratively on SharePoint
- Developing and implementing teaching resources that raise awareness of the environment such as 'Environment 23'
- Going digital with concert programmes at the Leics Make Music Festival

Leicestershire Music will continue to develop a hub wide approach to environmental sustainability with all Hub Partners across the hub area.

Financial Arrangements

2023-24 Academic Year Budget

The budget for **Leicestershire** Music Hub is provided separately as a Microsoft Excel spreadsheet using the updated Arts Council England financial reporting template. **Leicestershire** Music has seen growth and continued recovery since the pandemic and income budgets assume that this will continue. Income predicted for 1-2-1 and group instrumental tuition is forecast to grow over the year, although this is heavily dependent on being able to retain the newly recruited workforce and successfully recruit pupils onto this scheme. Our back-office spending funded by the DfE Grant will be no more than 20% of our overall grant income, in line with the funding agreement.

When constructing the 2023-24 Budget there have been assumptions have been made with regard to income and expenditure lines within the budget. At the time of writing inflation is 6.4% (CPI Jul 23), Trade Unions are in the process of balloting their members with regards to industrial action regarding the Local Authority Pay Award, the cost-of-living crisis continues for many families and the School Funding Formula has changed the funding available for many schools. As a result, the budget will be monitored monthly and forecasts updated accordingly. Reserves will be used where required to balance the budget.

Partnership Income

The Partnership Income section of the financial reporting template has not been completed whilst processes are put in place to accurately capture this information from Partner Organisations delivering the NPME within Leicester and Leicestershire. This will be updated during the year once this information is captured from Partners.

Resilience

Leicestershire Music is working to ensure the ongoing financial resilience **both** of itself **and** for **Leicestershire** Music Hub more widely. The priorities to address financial resilience are:

- Growing the number of pupils participating in paid instrumental / vocal lessons to 1,000 by the end of the year.
- Grow the number of schools engaging with **Leicestershire** Music in a traded capacity.
- Actively recruiting more young people to join our existing ensembles.
- Reviewing the current ensemble offer to ensure that the running of the groups is as cost effective as possible, including reviewing venue hire costs.
- Reviewing partnership agreements for all partners to encourage additional fundraising being brought into the Hub
- Use non-grant funding to seed fund the City Network to commission a fundraiser to raise funds for additional projects within Leicester City.
- Promote Music Technology offers further to other Music Hubs around the Country.
- Promote the Leicestershire Primary scheme of work around the Country.

To support our drive to increase non-Hub-grant income further the services of skilled fundraisers will be sought during the year to support the development and enhancement of a fundraising strategy.

SECTION 10 – OUTLINE PROGRESSION STRATEGY

- (To be added for deadline of December 2023)

SECTION 11 - STRATEGIC & OPERATIONAL ARRANGEMENTS

- INSTRUMENT HIRE SERVICE OVERVIEW

Leicestershire Music has a strong and comprehensive instrument hire scheme covering both Leicester City and Leicestershire. 2022/23 academic year saw the reopening of our individuals hires, expansion into using libraries as venues for instrument collections and continued growth with an increase in both individual and school hires across a range of instruments. In 2023/24 we plan to build on our existing strong systems, increasing hires to both individuals and schools and streamlining our existing processes where required to improve access to instruments for all.

We have a range of instruments available to hire to both individual pupils and schools.

Individual hire

Information about our hire offer for pupils is available to all via our [website](#) .

Our hire agreement is part of our terms and conditions which are also available on the [website](#) .

School hire

Key Stage 1 and 2 - Class sets of 32 instruments are available for schools to loan (depending on stock levels) to Primary Schools at a cost of £300 per annum. If a school buys in a **Leicestershire** Music Whole Class Instrumental Tuition Project, instruments are loaned to the school free of charge for the duration of the project.

Key Stage 3 and 4 – Class sets are also available to secondary schools if requested but in practice requests for this are rare. Rather, secondary schools tend to hire a range of instruments for their group playing activities. Therefore, a sliding scale of costs is in place dependent on the number of instruments required:

- £20 per year per instrument for up to 5 instruments
- £17.50 per year per instrument for up to 10 instruments
- £15 per year per instrument for up to 20 instruments
- £10 per year per instrument for up to 30 instruments

Processes

Maintenance and repair - All hires include free maintenance and repair (where this is due to general wear and tear, not misuse of the instrument). Full details of our repair processes are included in our [Instrument stock and management policy](#). In practice, any damaged instruments out on hire are swapped with a replacement instrument as soon as possible to avoid disruption to learning.

Delivery/collection of instruments – In order to make instruments accessible to all across the large geographic area covered by **Leicestershire Music**, we have a variety of options for collecting instruments once hire has been agreed.

- School hires – instruments are delivered direct to school and collected at the end of the hire period.
- Individual hires alongside our instrumental lessons – instruments are delivered direct to the pupil at their first lesson and collected at their last lesson
- Individual hires not alongside lessons – these are available for collection and return at our two instrument storage units (1 in Leicester City, 1 in Leicestershire), our main rehearsal venue (City) and community libraries across the city.

Accessible Instruments

Accessible instruments are available through the instrument hire scheme as well as being sourced to meet individual needs on a case-by-case basis. These are available both to individuals and schools. We are in contact with different organisations are approached for advice for specific needs, where required, such as Drake Music, OHMI.

- STOCK & MANAGEMENT POLICY

Our Stock and Management Policy is [published and available on our website](#)

- GOVERNANCE & MANAGEMENT ARRANGEMENTS

For the 2023-24 Academic Year the **Leicestershire Music Hub** will continue to be led by **Leicestershire Music** as the Lead Partner of the Hub. The existing Hub Board will continue in its format with additional board members recruited during the year in line with the updated Terms of Reference.

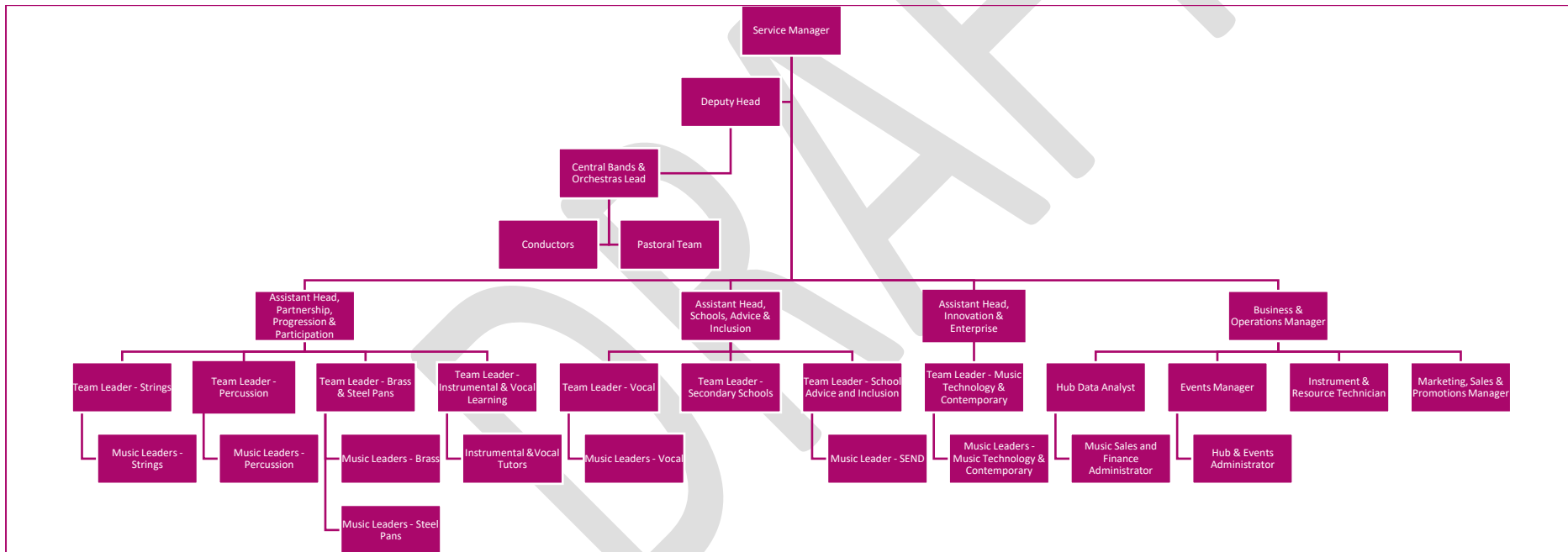
Leicestershire Music recognises and acknowledges the changes outlined by the Department for Education and Arts Council England to Hub Lead Organisations moving forward. The responsibilities as a Hub Lead Organisation (HLO) will require the HLO to have far more strategic oversight of the Hub geographic area of Leicester and Leicestershire. In response to this LM will use the 2023-24 Academic Year as a transition

year to test and establish the appropriate structure, strategic roles, responsibilities and oversight required to successfully lead and deliver the National Plan for Music Education across the Hub area from September 2024, should it be successful in its bid to be HLO.

In readiness for these changes, various Governance policies and procedures have been updated and can be found published on the **Leicestershire Music** website using the following links.

- [Hub Governance Terms of Reference & Recruitment Policy](#)
- [Hub Board Conflicts of Interest Policy](#)

The **Leicestershire Music** Management and Structure chart as at August 2023, is as follows:



We are committed to having a diverse workforce and board in line with the community we serve. As part of Leicestershire County Council we are a [Stonewall Top 100](#), [Disability Confident](#), [Menopause Friendly](#), [Mindful Employer](#), and [Forces Friendly](#) organisation and are signed up to the [Race at Work Charter](#).

An audit of the Hub workforce and Hub Board is conducted annually to assess the current representation and diversity of our members. This is compared with up-to-date diversity data in our registered pupil body and also schools in our area (provided via the DfE Schools survey). This audit enables us to identify any opportunities to become more representative of the community in Leicester and Leicestershire.

DRAFT

- RISK REGISTER

Area	Identified Risk	Impact Rating	Likelihood Rating	Risk Rating		Mitigating Actions
Governance & Management	Board papers are insufficient to meet the quarterly funding conditions.	2	2	4	Minor	Agenda items to be updated alongside the ToR and timelines are outlined in updated Hub Board ToR
Governance & Management	Ongoing recruitment for independent Hub Board Chair ahead of the 2023/24 Academic Year	3	4	7	Moderate	Vacancy has been advertised amongst networks and online. Vice Chair currently assuming role of Hub Chair
Governance & Management	Key personnel from the Leadership Team resign or are on long term absence	3	4	7	Moderate	Close working relationship with Children & Family Service department within Leicestershire County Council is maintained to work through any issues that arise and put in place mitigating actions
Governance & Management	Data breach occurs resulting in non-compliance with GDPR	5	2	7	Moderate	All staff receive regular training on Data Protection and GDPR. Privacy and Data Protection policies regularly reviewed. Work closely with the Data team within Leicestershire County Council. Any breaches fully investigated, and lessons learnt applied to future work
Governance & Management	Leicestershire Music is unsuccessful in its bid to be HLO from September 2024 and there is uncertainty and lack of continuity for schools, pupils, staff in the transition period.	5	3	8	Moderate	Leicestershire Music (LM) will thoroughly review all guidance documents to submit a thorough bid and ensure that timescales are adhered to. Should LM be unsuccessful in its bid it will work with the successful organisation as soon as announcements are made to ensure that relevant legal and operational transfers are put into place as soon as possible to ensure that schools, teachers, pupils, parents and other stakeholders have continuity of provision.
Financial Resilience	The profile and brand of Leicestershire Music amongst stakeholders is not sufficiently well known; key information and messages are not known or understood, and customers are hesitant to engage	4	2	6	Minor	Data driven monitoring at key intervals during the year with mitigating actions and decisions taken early. SMART targets set for key personnel and the Marketing and communications strategy to be regularly reviewed and updated where necessary. Marketing campaigns to be monitored for effectiveness with lessons learned applied to future campaigns.
Financial Resilience	Rising inflation causes the cost of goods and services required to deliver our aims and objectives increase beyond those costs budgeted for	3	5	8	Moderate	Monthly monitoring and forecasting of budgets. Procurement rules always followed with e.g., minimum of 3 quotes obtained. Best value for money principles followed. Negotiations with suppliers / partners had. Plans to be reviewed where costs have changed. A contingency reserve pot held and used to offset the impact of increased expenditure.
Financial Resilience	Cost of Living Crisis reduces the number of pupils engaging with our traded offers. School engagement is less than predicted.	4	3	7	Moderate	Monthly monitoring and forecasting of budgets. A contingency reserve pot held and used to offset the impact of reduced income. Fee remission support widely promoted to reduce barriers to engagement. Costs to be reduced where possible to mitigate and/or help reduce our charges. Positive promotion and communication with schools around the benefits of music.
Financial Resilience	Local Government Pay Award for 23-24 awarded at above levels budgeted for	5	4	9	Major	Monthly monitoring and forecasting of budgets. A contingency reserve pot held and used to offset the impact of increased wages bill. Mid-year price increases passed on to customers. Review of activity that no longer meets the aims and objectives of the Hub or meets the needs of young people with view to identifying savings.
Financial Resilience	Income generation is not sufficient to cover expenditure costs	5	4	9	Major	Robust budgetary controls put in place. Regular budgetary monitoring and reporting. Development and implementation of new traded offers. Working with Partners to develop fundraising opportunities. Income generation targets set for each team.
Core & Extension Roles	Significant number of schools in each sector fail to engage with hub in one or more of its core roles.	3	3	6	Minor	Data driven monitoring at key intervals during the year with mitigating actions and decisions taken early. Targeted marketing and communications plan. Use of contacts within Children and Family Services to engage with more schools. Offer adapted based on needs analysis and feedback. Pilot of new offers to schools. Accountability for all staff involved through SMART targets set and regular monitoring to report back on progress.
Core & Extension Roles	Insufficient number of pupils engaging with progression pathways	3	4	7	Moderate	New team of Instrumental & Vocal Tutors recruited. Live demonstrations booked with schools. Marketing and promotion material available with clear links to registration. Follow-up meetings with schools planned and database used to support timetabling and comms with parents/carers.

- SAFEGUARDING

The **Leicestershire** Music Safeguarding Policy and Procedures are updated at least annually and can be found on the website at <https://leicestershiremusicshub.org/safeguarding>

Keeping Children Safe in Education as well as other key safeguarding documents are read and understood by all staff with any updates sent out to staff through staff bulletins.

Mandatory safeguarding training is provided annually to all staff and DBS checks are carried out for all new starters and updated every 3 years. Freelance staff and partners are invited to attend this training where they have not been able to access the training elsewhere. Schools within Leicester and Leicestershire have stringent measures in place to ensure that any practitioners working within schools have the relevant checks and training in place.

Partnership agreements have conditions that stipulate that they must have appropriate safeguarding policies, procedures and practices in place which are routinely monitored.

- OUTLINE WORKFORCE PLAN

- (To be added for deadline of December 2023)

- COMMUNICATIONS & ENGAGEMENT PLAN

The **Leicestershire** Music Hub Communications and Engagement Plan has been developed by the Hub Marketing, Promotions and Sales Manager in conjunction with key stakeholders, drawing down on their experience of engaging and promoting Hub activities to Hub audiences.

Website, Social Media channels and email are key communication and marketing tools and are strategically utilised depending on the intended audience and the messages being conveyed.

Leicestershire Music Hub has seen year on year growth across its different platforms with more stakeholders engaging each year. Facebook has seen growth of 18% in followers, Instagram 39%, LinkedIn 97% and the number of visitors to the website has grown 82% year on year. Twitter seems to have saturated with modest growth of 3.15% over the year.

The working Communications and Engagement plan for Academic Year 2023-24 can be found at Can be [downloaded from the website](#)

APPENDIX

- APPENDIX A - SELF-EVALUATION DOCUMENT

As of June 2023

Key
N/A
Met
Partially met
Not Met
Working towards

Developing & emerging	Engaging	Stretching
Programme of activity		
Needs analysis and vision for the Hub is unclear or limited and does not respond to the guidance	There is a clear vision with needs analysis and self-evaluation based on a comprehensive and strong evidence base and a broad range of views, including youth voice.	An impact framework helps support the Hub's understanding of its work.
Diversity of genres and range of activity are limited and do not respond to needs of children and young people and stakeholders	Needs analysis clearly informs programme design and development. –	Hub shows strong understanding of the wider arts, culture, education and music ecology and leverages its position to influence, support and encourage a strong eco-system of support for children and young people
Range of activity does not incorporate in and out of school activity as well as workforce development.	Diversity of genres and range of activity fully reflect and respond to need	Hub innovates and develops new successful approaches and types of activity, based on need, which have demonstrable impact and local, regional or national significance –
There is limited access to a range of instruments and equipment.	Range of activity includes in and out of school provision, workforce development opportunities (including CPD), and weekend, after school and holiday provision where appropriate.	Hub incorporates consideration of early years as part of its work –
Take-up of opportunities is limited	Children and young people can access a range of affordable musical instruments and equipment, including through an instrument hire service.	Hub shares its best practice, research, learning and/or resources with peers.
.There is limited local visibility of the offer through the Hub's communications and engagement strategy.	Take-up of opportunities is meeting or exceeding the Hub's expected targets and/or increasing year on year.	Hub shares its best practice, research, learning and/or resources across wider cultural or other sectors
	Activities and key policies are clearly visible and accessible to children and young people and their parents/carers, schools, teachers and local stakeholders via a range of communications and engagement activity, including via the Hub's website –	Communications and engagement activity is enabling advocacy and community ownership and support which strengthens the Hub.

Quality		
Quality assurance processes are not in place or are being developed	A quality framework is in place as well as robust, well defined quality assurance processes, ensuring activity is regularly reviewed.	Research and development activities support improving quality of provision and understanding of quality.
Quality assurance processes and wider workforce understanding of quality are not actively maintained.	Quality frameworks show learning from sector (e.g. links to the Arts Council's Quality principles) and beyond (international, other sectors.), and are regularly reviewed.	Leverages its position to influence, support and encourage high quality provision across wider non-Hub music and music education activity in the area.
Quality framework is not in place. No comparison has taken place with other approaches from within or outside the sector in order to learn from others	•Evidence of continuous improvement, feedback and self-evaluation support a consistently high-quality approach and enable the Hub to continually learn and improve. Partners and the wider workforce have a strong understanding of the Hub's policy and quality definitions.	Shares best practice, research, learning and/or resources with peers.
		Hub shares best practice, research, learning and/or resources across wider cultural or other sectors.
Partnerships		
Partnership is limited in its diversity or representation.	Hubs have varied, diverse and representative strategic and delivery partnerships at local, regional and national level that meet the needs of children and young people locally.	Partnering with other Hubs to share staff, policies, provision or enabling other efficiencies and greater alignment and consistency for children and young people.
Partners are not sufficiently engaged with the Hub aims, policy and ambition to adopt as their own.	Evidence of buy-in from partners, through shared ambitions, policy, programmes, communications and joint income generation and fundraising	Hub develops partnerships on behalf of several Hubs, the region or nationally.
Partnerships are not supporting efficiencies, shared learning and/or greater range of activity or reach.	Effective collaborations, including with other Hubs, ensure efficiencies, shared learning and/or greater range of activity or reach.	Partnerships look beyond music/education to other sectors where there might be alignment of ambition (cultural sector, youth, health, justice, etc).
	Partnerships enable ambitious, effective and innovative opportunities for children and young people.	Strong buy-in across partnership sees partners take a proactive role both in delivery of activity and across the strategic functions where appropriate.
		Partnerships enable innovation in ways of working or provision

Schools

<p>Not all schools receive an offer of support.</p>	<p>A clear, well-considered approach to engaging schools, with ambitious targets, that demonstrates a diverse offer based on a thorough understanding of the needs of all schools.</p>	<p>Hub is successful in engaging all schools in area including those that have historically not engaged with the Hub.</p>
<p>There is no clear strategy or plan in place to address school engagement, with no consideration of how to engage those historically disengaged.</p>	<p>There are plans to engage with every school, targeting those who have been historically disengaged with the Hub.</p>	<p>Hub innovates and develops new successful approaches and types of activity in partnership with schools, which go beyond the expected types of activity and have demonstrable impact and local, regional or national significance.</p>
<p>Hub lacks understanding of school needs.</p>	<p>A strong, in-depth offer of support is made to all schools including supporting schools with their School Music Development Plans, CPD, curriculum support (including Model Music Curriculum), provision of music lessons and group playing activities, and links between in and out of school provision.</p>	<p>Feedback shows the curriculum support provided by the Hub is valued locally.</p>
<p>Offer to schools is narrow and/or inflexible to needs of individual schools.</p>	<p>Hub responds to all requests for support from Schools on their School Music Development Plans.</p>	<p>Hub shares good practice with peers on how to engage with, and support, schools.</p>
<p>Take-up of support or engagement in Hub activities by schools is limited.</p>	<p>School engagement is meeting or exceeding the Hub's expected targets and/or increasing year on year.</p>	<p>Hub shares best practice across wider cultural or other sectors.</p>
<p></p>	<p>Schools take an active role in Hub governance as well as feeding into consultation and/or development of Hub strategy where appropriate.</p>	<p>Hub builds appropriate connections and/or collaborations with local Teaching School Hubs.</p>

Progression and Musical Development		
Range of activity is limited, which limits progression routes.	A clear, well-considered approach to progression that demonstrates a range of mechanisms, opportunities and activities that support children and young people to progress and advance their musical learning, i.e. progression routes.	Hub shares good practice with peers on how to support progression.
Opportunities show little consideration or mapping of progression (i.e. too much focus on first access) and no targeted work on pathways to industry or progression/talent development activity.	Consultation and feedback with children and young people enable a good understanding of local progression journeys.	Hub shares good practice across wider cultural or other sectors.
Barriers to progression facing some children and young people are not considered or addressed	Bespoke and individualised opportunities or interventions are used to support progression	Hub supports research and exploration of progression to support wider sector.
	Actions are taken to identify and address barriers.	
	Clear join up between progression, CPD, communications and inclusion strategies enables a holistic approach to progression.	
Inclusion		
Limited consideration of inclusion, or strategy in development.	There is an inclusion strategy in place which clearly evidences how inclusion is embedded across all activity, plans and policies, leadership, workforce and governance.	Inclusion strategy is firmly embedded and builds on previous learning, with the Hub then sharing good practice with peers on how to support and embed inclusion.
No inclusion lead has been identified.	An inclusion lead has been identified and is supporting delivery of the inclusion strategy	The Hub seeks out specialist partners to support inclusive provision as needed.
Charging and remissions policy is not affordable for users.	There are initiatives in place to address and remove barriers to access and participation, including through an affordable, transparent and fair remissions/bursary scheme	Hub shares good practice across wider cultural or other sectors
	The Hub is meeting or exceeding targets for increasing participation with children and young people from disadvantaged backgrounds (including Pupil Premium and those who have an identified special educational need or disability (SEND) at least proportionally supported).	Hub is engaged in regionally or nationally significant research and/or activities.
	There is strong buy-in and support across the Hub partnership for the inclusion strategy.	The Hub board and workforce is representative of the Hub area.
		The bursary/remissions scheme meets demand.
		Reach and engagement data shows take-up from a diverse group of children and young people and stakeholders.

Sustainability		
Governance and management structures do not ensure necessary capacity or oversight at all levels of the Hub.	Strong, effective and representative governance ensures clear local accountability, visibility, efficiency and encourages a sense of ownership from the community and stakeholders	Hub shares good practice with peers
Mismanagement leads to ineffective delivery.	Leadership and management of the Hub is effective, providing clear direction and ensuring buy-in from partners.	Hub shares good practice across wider cultural or other sectors
Workforce does not feel adequately informed or supported.	Hub uses risk and self-evaluation to proactively problem solve and consider new ways of working and solutions.	Hub is engaged in regionally or nationally significant research and/or activities.
Hub demonstrates limited income from other sources and fails to make the case for investment.	The Hub supports a dynamic and well-trained workforce	Hub governance, leadership and/or management demonstrate innovative, inspiring and ambitious ways of working and/or approaches that have demonstrable impact and local, regional or national significance
Environmental sustainability has not been considered in any way.	There is a well-considered fundraising strategy in place and the Hub partnership is successfully leveraging other sources of income beyond the Hub grant	The workforce are strong and advocates for the Hub and feel consulted and respected.
	There is an appropriate environmental sustainability policy and action plan in place, or in development.	Other sources of income are diverse and provide a reliable and sustainable income stream.
		Hub activities are helping raise awareness of environmental issues.

- APPENDIX B - NEEDS ANALYSIS

Can be downloaded from the website at <https://leicestershiremusic hub.org/lpme>

- APPENDIX C - PROGRAMME OF ACTIVITY

Can be downloaded from the website at <https://leicestershiremusic hub.org/lpme>

- APPENDIX D - COMMS & ENGAGEMENT PLAN

Can be downloaded from the website at <https://leicestershiremusic hub.org/lpme>