

LEICESTERSHIRE **MUSIC** HUB

**Leicester & Leicestershire's Local Plan for Music Education – (LPME)
2024-2025 (Transition year)**

Supported using public funding by



**ARTS COUNCIL
ENGLAND**

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...

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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 celebrated 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.

This is an exciting period for **Leicestershire Music** as we establish ourselves as the Hub Lead Organisation for Leicester and Leicestershire. As we implement the refreshed National Plan for Music Education through this Local Plan for Music Education (LPME) we are well placed and confident to continue our success as an organisation, working towards our objectives and engaging more pupils with our high-quality music education offers across the Hub area.

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.'

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 our 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 which 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 (including Lead Schools) 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 a range of diverse partners, professional musicians, and industry experts to provide guidance, mentorship and performance opportunities.

Inclusion

Leicestershire Music will continue to strengthen the ways of working within the IDEA (Inclusion, Diversity, Equity and Access) strategy. 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

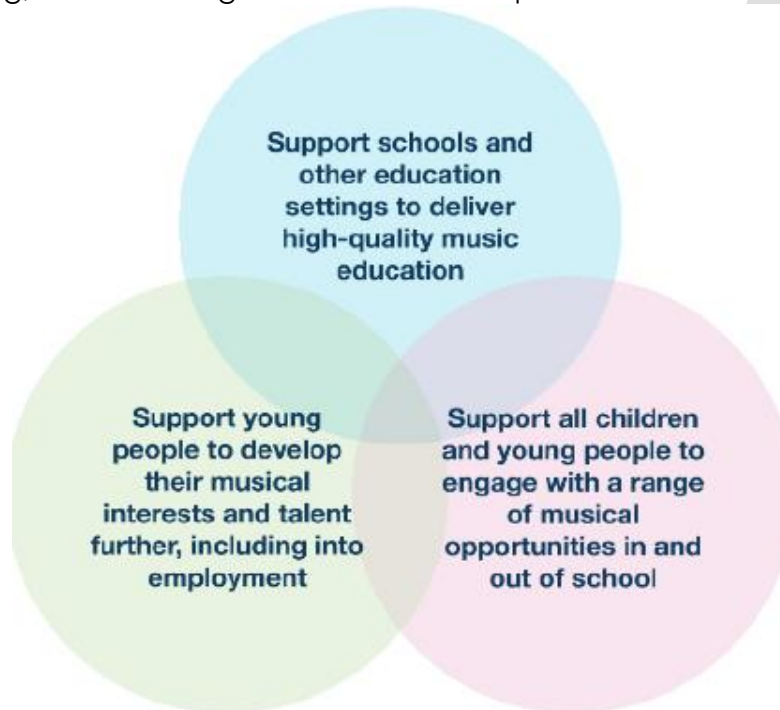
Leicestershire Music's approach to environmental and financial sustainability is under development. Our SMART targets outline how we intend to develop this area to reflect the needs and local context of Leicester and Leicestershire.

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

1

Partnership: Take a leading role in building a sustainable, local infrastructure for high-quality music education and music-making, in partnership with schools, early years and other education providers, community music organisations, and other regional and national youth music organisations and industry. Capture this offer in a Local Plan for Music Education.

2

Schools: Support all state-funded schools in their area through ongoing relationships to help them deliver high-quality music education, including a quality curriculum support offer, specialist tuition, instruments and ensembles; and a broad range of progression routes and musical experiences for all pupils.

5

Sustainability: Ensure the strategic, financial, and operational sustainability of the Music Hub by: (i) supporting a dynamic and well-trained workforce, (ii) leveraging DfE funding to develop wider investment into young people's music from a range of sources and revenue streams; (iii) being accountable and transparent by publishing plans, needs analysis and impact data; and (iv) considering and acting on the Hub's environmental responsibilities.



3

Progression and musical development: Support children and young people to develop and progress with music, including into national or specialist opportunities, higher education and employment, so that the chance to be involved in high-quality music-making is shared more widely in our society. Support children and young people to access the wider world of music, including live performance and community music.

4

Inclusion: Drive broad access to music education, so every child has the opportunity to participate irrespective of their circumstances, background, where they live or their SEND.

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 an independent chair.

It serves two local authority areas with a total government funded school population of 162,083 children aged 5-16 (see Table 1).

An additional 9,106 children aged 5-16 attend independent schools, 1,850 children aged 4-16 are home educated and an unknown number attend 16+ institutions.

Leicester City - As a diverse city, with high levels of deprivation, Leicester city presents a unique challenge. As shown in Table 1, children of White British origin make up 21.1% of pupils in schools. For more than half of 5–16-year-olds in schools in Leicester city (55.3%) 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 in the 2021 census). Leicester city makes up only 29% of schools covered by **Leicestershire** Music Hub, however it accounts for 37% of pupils and has a high rate of Free School Meals (FSM) at 26.8% (1.5% higher than last year). In line with the high FSM rate in Leicester city, the pupil premium rate is also high at 29.4%.

Leicestershire County – Leicestershire County has 284 schools with 100,943 pupils. Schools range in size from 6 to 629 pupils in state funded primary schools and 41 to 2178 in state funded secondary schools. In terms of ethnicity 75% are White-British with lower proportions of other ethnicities than in the city though the majority of the ethnic groups found in the city are also represented in the county. With a FSM rate of 16.5%, and a PP rate of 18.8%, 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 time intensive. Pupil number projections for Leicestershire predict a continuing increase in pupil numbers with a peak in 2026/27. One new secondary school is expected to open in Leicestershire in Autumn 2025 to deal with the increased pupil numbers.

Table 1.1: School and demographic information for Leicester and Leicestershire*			
Schools	Leicester City	Leicestershire	Total
Primary Schools	82	229	311
Secondary Schools	19	45	64
Special Schools	8	8	16
PRU's	2	1	3
16+ / Other	3	1	4
Total Education Establishments	114	284	398
Pupils on Roll	Leicester City	Leicestershire	Total
Primary School	34,869	54,670	89,539
Secondary School	21,743	44,035	65,778
Special	1,420	1,818	3,238
PRU's / 16 + / Other**	3,108	420	3,528
Total	61,140	100,943	162,083
Main Pupil Ethnicity Groups	61,140	100,943	162,083
White British	21.1%	75.3%	54.9%
Other White Background	7.6%	4.5%	5.6%
Indian	34.4%	6.5%	17.0%
Pakistani	4.5%	1.0%	2.3%
Bangladeshi	2.6%	0.7%	1.4%
Other Asian	6.2%	1.3%	3.1%
African	8.3%	1.7%	4.2%
White & Asian	2.0%	2.2%	2.1%
White & Black Caribbean	2.0%	0.7%	0.9%
Other Mixed Background	2.5%	1.6%	1.9%
Free School Meals	Leicester City	Leicestershire	Overall

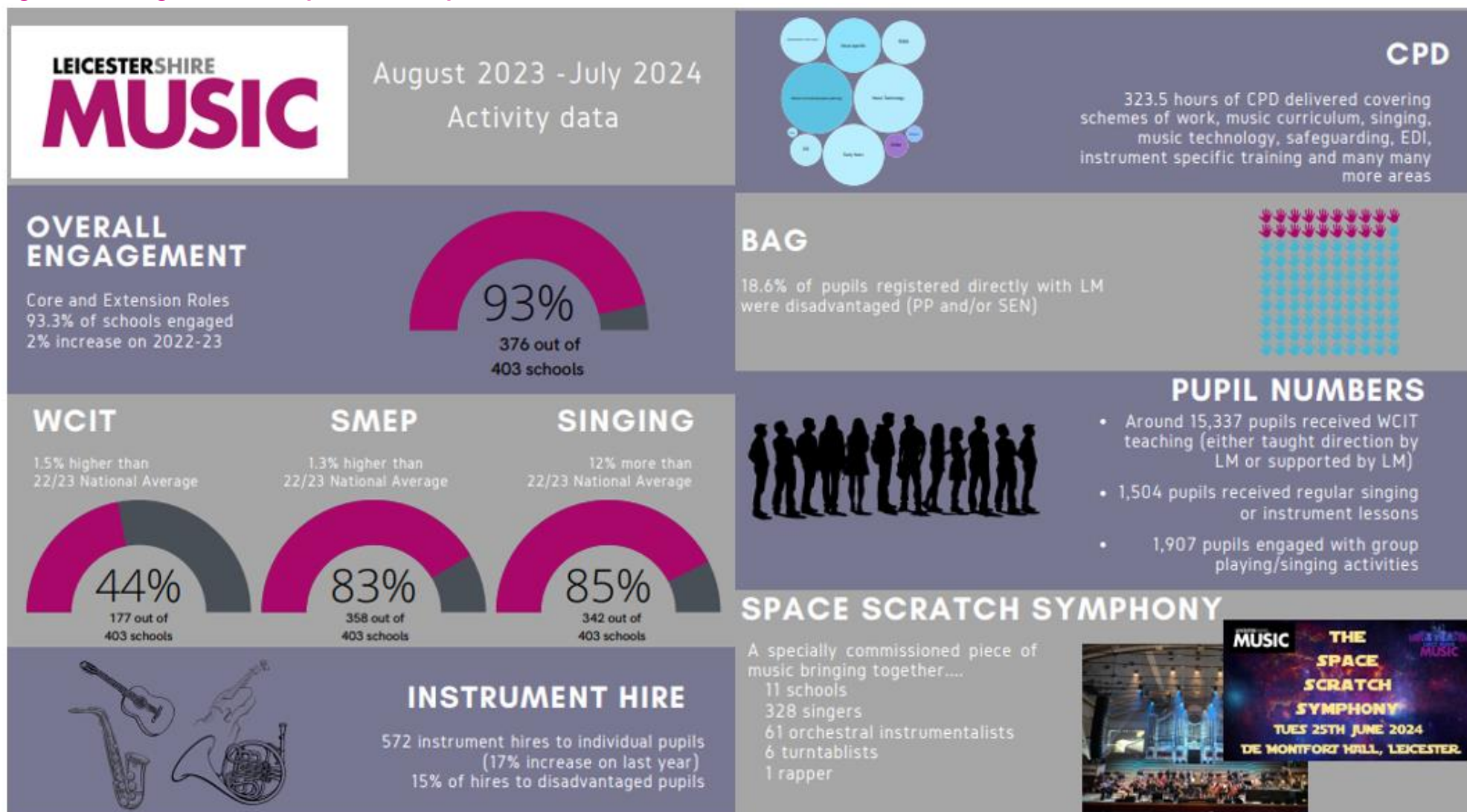
No. pupils eligible	16,391	16,644	33,035
Percentage of pupils eligible	26.8%	16.5%	20.4%
Pupil Premium Status***	Leicester City	Leicestershire	Overall
Number of pupils eligible	18,159	16,656	34,814
Percentage of pupils eligible	29.4%	18.8%	22.7%
<p>* using information from Schools Census Jan 2024 for 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-2024-to-2025</p>			

Table 1.2: Other facts about Leicester /Leicestershire (National census 2021)

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%

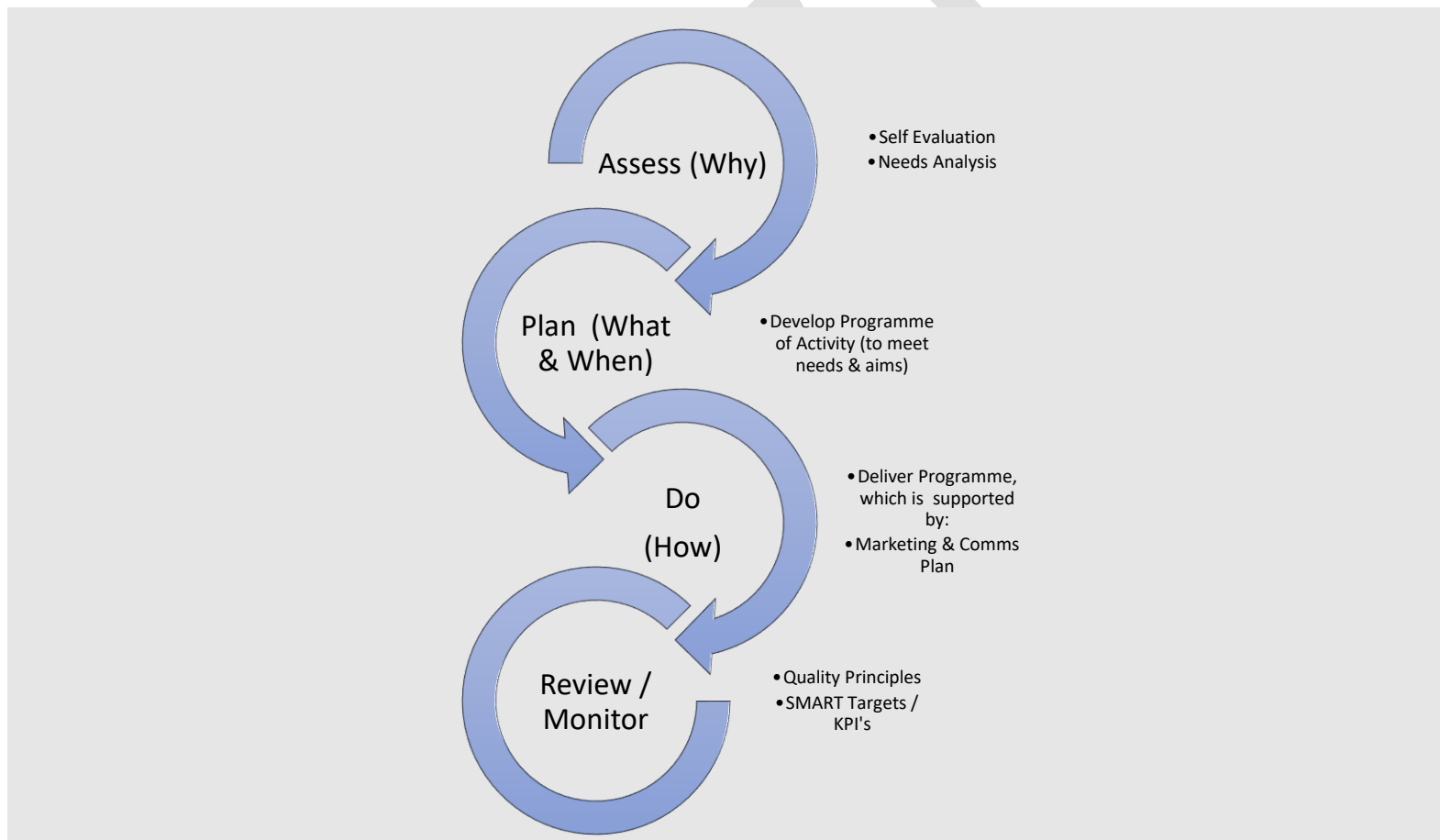
Leicestershire Music has continued to show continuous growth and development over the last academic year and positively delivered on its objectives (see Figure 1.1). This sets us in a positive position to continue to embrace the requirements of the NPME and develop our offer further during 2024/25.

Figure 1.1 – August 2023 – July 2024 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 Leicester City Music Network, Leicester Music Board and with the Leicester City Cultural and Creative Industries Strategy.

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.

As per the table below, **Leicestershire** Music (LM) have developed a variety of embedded evaluation and needs analysis tools which give a broad overview of where we are at and what the needs are of our partners, schools and ultimately young people. These have informed our current 24-25 priorities and are linked to our 24-25 SMART targets.

A proportion of our need analysis data comes from our School Engagement team as they regularly visit, consult and support schools via 1:1 and network meetings. This data is rich and helps create a good picture of the needs of schools. Currently these include supporting with the creation and resourcing of in school ensembles, high quality CPD offers, support with curriculum schemes of work and resources and access to live music performance. All of which has fed into our SMART targets and Activities Plan for 2024-25. This feedback, coupled with our position in the local authority '*Children and Families*' department, means we have a good picture of what the landscape looks like for schools currently – helping to inform what our school support offer will look like, how it is costed and what it focuses on.

The implementation of Hub partner surveys and LM staff being present on Hub partner community Boards and working parties, has been really useful in helping to embed strategic Hub working and allow LM to have a broader knowledge base of the needs of certain communities, smaller specialist music education organisations and individuals across the City and County. For example, the Philharmonia Community Board brings together Hub based partnership working with a wider audience and allows members of the Board to learn about what opportunities are out there and how we can maximise impact collectively.

Our Youth Voice work has grown in strength over the past 12 months and feedback from a group of youth ambassadors has enabled us to design performance opportunities, a career support strategy and be successful in getting Sound Connections funding to grow this work and deliver more opportunities in line with their needs to learn more about forging a career in music and how to begin this under 18.

To see the 2024-25 Needs Analysis in full please see:



Needs Analysis
2024-25.pdf

NEEDS ANALYSIS TOOLS & SMART TARGET LINKS:

Key area of evaluation	Status	Target group	Aim (link to SMART target)
Review of publicly available statistics relating to our area	In development	All LMH activity	ALL
Ongoing activity data gathering - LM activities	Established	All LM parent, pupils and school activities	ST2,3,4,5&6
Parent and pupil survey - LM activities	Established	All registered LM parents and pupils	ST3,4&6
Parent and pupil Needs analysis survey	In development	All parents and pupils in LMH area	ST3,4&6
Parent focus groups	In development	All parents and pupils in LMH area	ST3,4&6
CPD evaluation - LM activities	Established	All participants in CPD - school teachers, music teachers etc.	ST2 & 5
Network meetings	Established	School teachers, music teachers	ST2 & 5
School curriculum support/Quality Mark Visits	Established	School teachers	ST2 & 5
Case studies	Established	Pupils, schools, partners	ST2,3,4,5&6
Partnership projects - snap survey	In development	Partners	ST1 & 7
Fundraising network meetings	In development		ST7

Membership of partnerships boards and attending partner events	Established		ST1 & 7
Youth Voice feedback	Established	All young people involved in our youth voice network - open to pupils and non-pupils	ALL
Marketing activity report - inc. web data and social media		Parents, schools, partners, pupils	ALL
WCIT evaluation (1 term/pilot WCITs, inc tech)	Established	Schools	ST2 & 6
WCIT evaluation (3 term WCIT)	Established	Schools	ST2 & 6
DfE Schools survey	Established	Schools	ST2,3,4,5&6
Staff teaching quality visits	Established	Schools & LM staff	ST2&3
Staff survey to include skills audit	Established	LM staff	ALL
Capital grant - Instrument need consultations - meetings and surveys to consult all partners (inc. schools, specialist delivery, 121 teaching etc.)		Schools, specialist delivery, 121 teaching staff, partners etc.	ST2&3
Diversity review staff, partners, exec	Needs improvement	LM staff, partners	ST10
Performance review	Established	All LMH activity	ALL

Key

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


SECTION 3 – SMART OBJECTIVES AND PERFORMANCE RATINGS

Table 3.1

Target	Description	Strategic Function(s)	23/24 Outturn	24/25 Target
1	By the end of the 24-25 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	4	Min of 5
2	By the end of the 24-25 Academic Year a minimum of 95% of schools have engaged meaningfully the Leicestershire Music Hub	1,2,4	93.3%	95%
3	By the end of the 24-25 Academic Year over 1,100 pupils will have received weekly instrumental or vocal lessons	1,4,5,6,7	1001	1100
4	By the end of 24-25 Academic Year increase the number of pupils engaging with the out of school ensemble offer to 450	1,3,5,7	402	450
5	By the end of 24-25 Academic Year increase the number of in school music groups by 10% (YoY data comparison)	4,5	392	434
6	By the end of the 24-25 Academic Year have increased the number of disadvantaged pupils engaging with LMH to 20%	1,3,4,6	18.6%	20.0%
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	68/32	50/50
8	By the end of 24-25 Academic Year, the self-evaluation framework has all areas moved into 'engaging'	ALL	4	7
9	By the end of Apr 25 Lead schools in both Leicester City and Leicestershire County Council will have been appointed	3,4,6	4	6
10	By the end of Apr 25 the Hub Board will have full representation including recruitment in key areas such as Business sustainability, Inclusion and musical development	ALL	12	20


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	Engaging
Quality	Emerging
Partnerships	Stretching
Schools	Emerging
Progression and Musical Development	Engaging
Inclusion	Engaging
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 (linked to Fundraising Strategy)
- 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 and case studies
- Embed the role of 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](#) and updated regularly.

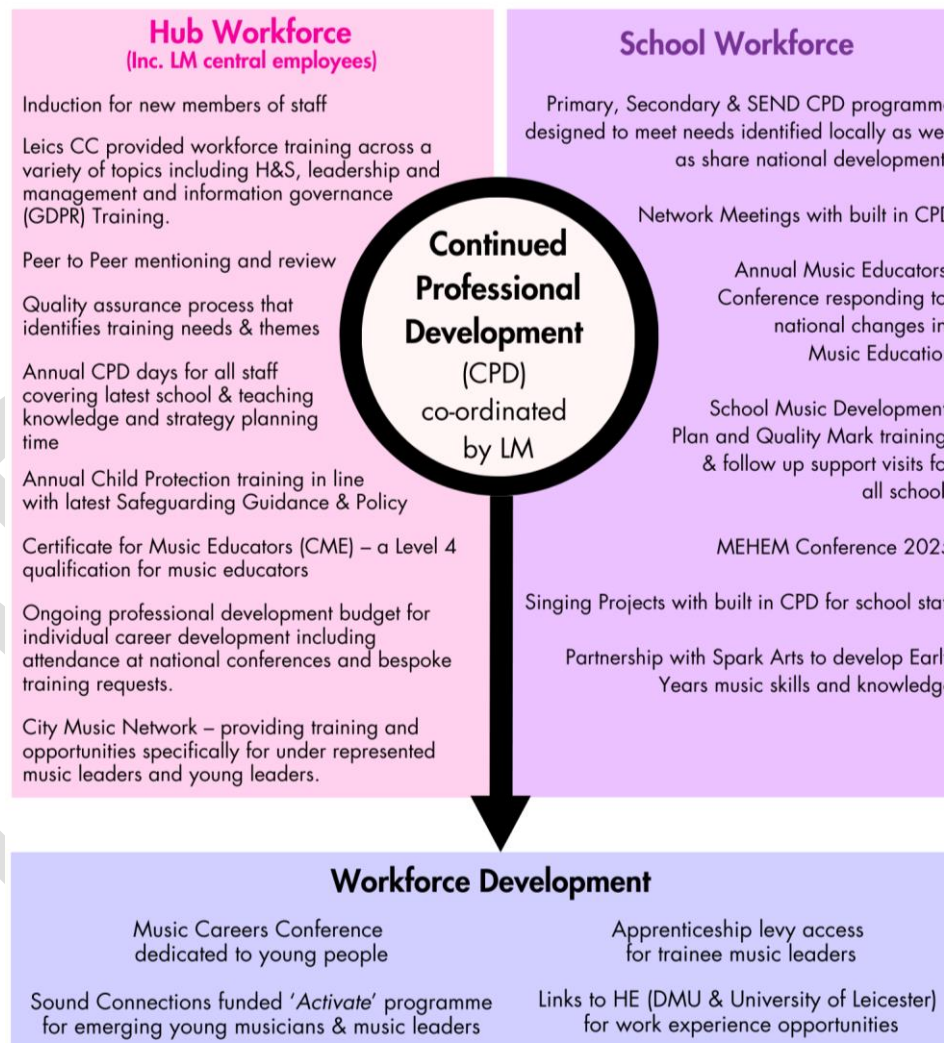
At the time of writing, the latest version of the LMH Activities Plan is below:



LM Activities plan
2024-25.pdf

SECTION 5 – WORKFORCE PLAN

The Music Education Workforce in Leicester City and Leicestershire comprises of a **Hub Workforce** consisting of instrumental / vocal tutors and music leaders who are either self-employed private tutors or employed by Leicestershire Music and a **School Workforce** made up of teachers and / or teaching assistants in maintained and academy schools, The wider Hub workforce also consists of music leaders and freelance practitioners working for and with Hub Partners.



SECTION 6 – 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.

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 Arts, Pedestrian, Cosmopolitan Arts, Bullfrog Arts, Colab2, Drum & Brass, National Youth Jazz Orchestra, Beacon Voices, Carrot Productions, Spark Arts and Royal Birmingham Conservatoire**. 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 (please see table below for details on funded delivery partner activity planned for 23-24).
- **Strategic Partners** – Strategic partnerships exist within Local Authorities, **Leicestershire County Council** and **Leicester City Council**, and with **Orchestras Live, Music Mark, Music Education Hubs East Midlands, Curve Theatre** and **The Leicestershire-Music & Cultural Trust**.
- **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, Bardi Symphony Orchestra** and **individual self-employed 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, Youth Education Partnership** and have worked with **Libraries and museum services** of both local authorities 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 also sit on the Leicester Music Board, which is funded as part of the 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 **Paneliquette**. 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 **Jon1st**. 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**. We are also one of 4 Music Hubs to be awarded the Sound Connections 'Activate' youth voice funding which we are using to help young people learn more about careers in the music industry.
- **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, Gabrielli ROAR** 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 **The 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, De Montfort Hall, 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. New partners include PRS/PPL and record label HQ Familia (including involvement in their Music Conference in Feb 2025)) 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 member 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 2024-25 DfE Funding will go directly to the following partners to allow them to leverage funding, continue delivery to harder to reach young people and provide training and development for music staff in schools:

Delivery Partner	Funding NPME Focus
CoLab2	Delivery of a Singing, Songwriting & Spoken Word community based weekly music offer focussing on home educated and young people with EBD.
Cosmopolitan Arts	Co-delivery of contemporary music opportunities including recording, rehearsing and industry knowledge. Focus on rock, pop and Jazz genres. Use of an exclusive young person music making space with apprenticeship opportunity built in.

Drum & Brass	Funding towards supporting a bid to continue to deliver weekly instrumental lessons to City based young people including the 'No Bars Orchestra' where young beginner musicians can explore playing in an ensemble that is accessible and uses both notated and non-notated repertoire and creative approaches.
Royal Birmingham Conservatoire	Performance by the Leap Ensemble at the annual Leics Make Music annual festival, exposing 1000's of young people to live music played by professional musicians.
National Youth Jazz Orchestra	An in-school ensemble development project with built in CPD for school music teachers and Hub music leaders. Exposing more young people to the genre of Jazz, giving them unique ensemble and performance opportunities with a focus of increasing ensemble membership numbers (and type of ensemble) on offer at a local level.
Philharmonia Orchestra	Access to live music for Primary and SEND schools via the Orchestra Unwrapped project, side by side playing opportunities for more advanced young musicians and in-school ensemble development project.
Bullfrog Arts	Work with Looked After children using singing and instrumental lessons to manage emotions and raise self-efficacy and aspirations
Soft Touch Arts	Hospital Schools work – taking music to children who are educated whilst staying in hospital for long periods of time
Spark Arts	Work with Early Years – upskilling and training practitioners to deliver music education in Early Years settings
Gabrielli Consort	Working with professional singers to deliver a massed classical singing experience to Secondary and Primary schools which will feed into ongoing choirs

SECTION 7 – APPROACH TO SCHOOL ENGAGEMENT

Table 7.1 – School Engagement in 2023-24 Academic Year									
All schools	Total no. of schools	Overall engagement		Curriculum support		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	311	297	95.5%	269	86.5%	158	50.8%	280	90.3%
Secondary	64	58	90.6%	52	81.3%	13	20.3%	49	76.6%
16 plus	7	2	28.6%	1	14.3%	0	0.0%	1	14.3%
Other	21	19	90.5%	13	61.9%	6	28.6%	12	57.1%
Total	403	376	93.3%	335	83.1%	177	43.9%	342	85.1%
National Average 22-23			87.6%		81.8%		42.4%		72.6%

Leicestershire Music Hub's approach to school engagement is outlined in the table below and responds to each of the 3 aims of the NPME.

Objective	Actions/Resources	Lead/s	2023-24 Smart Targets	By When	Monitor	Budget	
1. To support schools to have high quality provision with curriculum music, compulsory from key stages 1-3, then optional for examination classes (eg GCSE, vocational and technical qualifications)	Targeted approach to engaging with schools through the use of data	SL STL	Up-to-date database of 95% schools	July 2025	AH	Staff costs	
		SL STL	10 monthly data meetings with AH & TL for schools	July 2025	AH	Staff costs	
		SL STL					
		SL STL	6 data meetings with Inclusion Lead to monitor SEND in school provision	July 2025	AH	Staff costs	
		SL	6 School TL meetings, led by the Schools TL to target music tech, singing, WCIT to monitor non-engaged schools and review opportunities to engage any particularly hard to engage schools,	July 2025	AH	Staff costs	
			A targeted approach to engagement with Post 16 to reach 50% of settings & Music teacher listed on databased & engaged with through communications & face to face	July 2025	AH	Staff costs	

Primary Scheme of work, in line with the MMC, provided for schools to use, supported by training and online resources SEND Curriculum resources available to all schools	STL	10 new Primary schools engage with the LM Scheme of Work and training & 10 school reengage with the scheme and access the training	July 2025	STL	Income to cover costs
	STL	2 Case studies shared on the website	July 2025	STL	Income to cover costs
	SL STL	95% Special Schools access Uprising curriculum support	July 2025	STL	Staffing costs
Targeted approach to every school to tailor an offer of support and engagement to their needs. These conversations and resulting programmes of work will align to the school's SMDP	SL STL	95% of Primary schools, Secondary and Special Schools will have meaningful engagement STL for Special, Secondary or Primary Schools 10% of Primary, Secondary and Special schools receive a LM Quality Mark visit to support the SMDP and to encourage schools to improve their provision	July 2025	STL	Staff time (and built into consultancy costs)
	SL STL	100% of school engagement staff have raised understanding and knowledge of standards of T&L in Schools through training programme	January 2025	STL	Staff time (and built into consultancy costs)
	H & WCITTL	WCIT curriculum framework shared with 100% primary schools who buy in WCIT	October 2024	WCITTL	Staff time (and built into

					consultancy costs)
Audit and map need and quality for Lead Schools through two-way discussions with schools, considering what the school could offer its wider community, through and in partnership with the Hub.	SL	Attend and present at 1 City & County maintained schools Headteacher briefing	July 2025	SL	Staffing costs
	SL	Attend 8 MAT Headteacher briefings	July 2025	SL	Staffing costs
	SL	Active membership at the Teaching School Hub Steering group (LRTSH)	July 2025	SL	Staffing costs
	SL	Keep informed of school music quality through active conversations and updates with partners organisations who visit schools	July 2025	SL STL	Staffing costs
	STL	Developing the Lead Practitioner through targeted meetings over the year lead to 1 high quality resources to support all Primary Schools	July 2025	STL	Staffing costs
	STL	Develop the Phase 1 Lead Schools offer to develop training offer & implement support for schools Develop Phase 2 Lead schools, with a target to City area	July 2025 July 2025	STL	Staffing costs built into traded to schools external to Hub area

					Staffing costs Cost of conference, possibly supply cover
Senior leadership to support schools to use training and development to empower staff to deliver music effectively, and to conceive of this broadly. Schools to buy in CPD support to schools to include bespoke and pre-planned INSET	SL STL	Engagement with 20 schools buying in INSET to cover curriculum, singing & Music Tech	July 2025	STL	Staffing costs covered by traded
	SL STL	50 schools represented at the online training offered through WCIT	July 2025	STL	
	SL STL	Create and produce an annual high quality CPD programme for Primary, Secondary and SEND practitioners available on the website	September 2024	STL	
	SL STL	20% increase in attendance at CPD	July 2025	STL & singing, music tech WCIT TL	
	SL STL	Positive feedback received on evaluation of CPD programme	July 2025	AH SAI	

	Hub to work with independent schools, including specialists in music education such as Cathedral music foundations and Cathedral schools, as well as further and higher education institutions	SL STL SL STL	Continue to collate 100% settings & 95% contacts for independent schools, Cathedral Music foundation & Higher Education Institutions as new independent schools open Develop partnership with 3 Independent schools with in kind support	July 2025 July 2025	DA SL STL	Staffing time Staffing time
Targeted offers of support and guidance in place that reflect these findings with evaluation reports to follow them. The website resource the Music Coordinator Toolkit is kept up to date with current initiatives and curriculum support	Ongoing	SL STL	Staff time	April 2025	SL & H	Staff time
	July 2025	STL	Staff time			
	Ongoing	Singing TL	Staff time			
	July 2025	STL	Staff time	July 2025	DA	Staff time
	July 2025	STL	Staff time	July 2025	SL	Staff time
	July 2025	STL	Staff time	July 2025	SL STL	Staff time
	July 2025	STL	Staff time			

<p>The singing toolkit has a monthly update for new resources</p> <p>3 Primary mainstream networks</p> <p>3 SEND network meetings support through Uprising</p> <p>3 Secondary mainstream networks</p> <p>Attend MAT network meetings</p>	<p>Use national and local research to inform priorities for development within schools, to include the NPME and the MMC</p>	<p>H</p> <p>SL</p> <p>SL & Singing TL</p>				
	<p>Termly Music teacher networks to provide free CPD and support to all schools. The need is audited and agenda set through discussion of previous network.</p>	<p>STL</p> <p>STL</p> <p>STL</p> <p>STL</p>				

	Annual Music Educators Conference to allow music teachers to get together and increase their knowledge	SL STL SL STL	10% increase in delegates attending Music Conference from last year Evaluation feedback is positive and builds on 2023 results.	January 2025 June 2025	STL DA	Cost covered through income
	Increase the use of social media channels to share best practice and news stories across schools and via the Hub	H	15% Increase of likes and followers reported in Marketing and Comms activity report	July 2025	SMPM	Staff time
	Provide up to date information to all schools	SL SL	1 newsletter published per term for Primary, Secondary, Special School & Singing Share each newsletter with Headteacher briefing, LRTSH, Learning Alliances, MATs	July 2025 July 2025	STL SL	Staffing costs
	Share Hub activity on national level via Educational journal publications and national conferences (like Music Mark)	H SL	1 published article 1 sharing of best practice at a national conference	July 2025 July 2025	SL SL	Staff time

	Develop Secondary Peer to Peer training programmes – identified through needs emerging from school visits	SL	3 peer to peer partnerships take place during the academic year	July 2024	STL	Staffing costs
2. To support schools to have high quality provision with instrumental and vocal lessons, and ensemble membership	Clear singing offer mapped for Primary, Secondary & Special Schools available to all schools planned based on last year's evaluation	AH SAI	10% increase traded income from singing workshops, performances, & CPD from last year 4 singing non-engaged secondary schools engaged Target income £25,000	July 2025	TL	Income to cover costs
	Schools have access to 121 instrumental tuition	L for PP	1000 pupils by the end of the year	July 2024	TLI	Income to cover costs
	Schools support instrumental tuition through	H & SL	45% school engage with WCIT	July 2025	WCITTL	Income to cover costs
	A focus on transition for pupils moving from KS2 – KS3	L for PP	25% of Year 6 pupils transition and continue learning their instrument into Year 7 with 121 lessons	September 2025	TLI	Income to cover costs

	Develop and support vocal & instrumental ensembles in schools	SL	10% increase in number of schools with vocal & instrumental ensembles.	July 2025	TL for school, WCIT & singing	Staffing costs
		SL	Evaluate School data to plan vocal & instrumental ensemble support	June 2025	SL	Staffing costs
		L for PP	2 Hu partner projects to support ensemble development in Secondary	July 2025	L for PP	
3. To support schools to have high quality provision with musical events and opportunities, such as singing in assembly, concerts and shows, and trips to professional concerts	Schools buy in instrumental performances	SL	180 instrumental performances purchased	July 2025	WCIT TL	Income to cover costs
	Large scale professional concert performance available to all schools	EM	4 performances by Royal Birmingham Conservatoire performed at De Montfort Hall as part of Leics Festival	April 2025	EM & TL	£13000
		L for PP		May 2025	EM	£5000
		SL	10 inschool performances from a Hub Partner (Playground Proms)	May 2025	SL STL	£27,000

			80% Special Schools for MLD, SLD, PMLD pupils have 1 full day of performances from partner organisation			
	Partnership organisations lead performances with schools	L for PP	20 school performances led by partners to include Spark and Soft Touch Arts, Carrot Productions	July 2025	L for PP	School to cover costs to partners

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SECTION 8 – 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.

The Hubs approach to Inclusion is to foster an environment where all pupils (including pupils with protected characteristics and from underrepresented groups) can enrich and connect their worlds together. The hub fully promotes inclusion, diversity, equity and access by further developing the offer of genre, instruments and events and we actively seek youth voice and involvement from people from all backgrounds to shape our work moving forward. This approach underpins our entire offer and is also the responsibility of all partners and individual team members. This is made explicit in partner meetings and agreements and is monitored throughout all partnership work. **Leicestershire** Music Hub has recruited and appointed an Inclusion Lead as part of the HLO team. We currently have 2 members working on various aspects of inclusion; Craig Thurlow as Inclusion Lead (Youth Voice and Engagement), Robin Grace as Inclusion Lead (Pedagogy and Practise) with overall vision led by Sarah Barton-Wales as Head of **Leicestershire** Music.

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 (this will be updated in January 2025).

As part of MEHEM (Music Education Hubs East Midlands) the Uprising! project develops equitable music provision for pupils who are disabled and/or have additional learning needs. MEHEM offers a range of training and events for those delivering music education including instrumental teachers, schoolteachers and teaching assistants. This programme ensures equity of access to all pupils across the East Midlands.

At the time of writing, the latest version of the LMH Strategic Plan for IDEA is below:



IDEA Strategic Plan
V.2.pdf



SECTION 9 - 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](#)

At the time of writing, the latest version of the LMH Charging & Remissions Policy is below:



Charging &
Remissions Policy V.2

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SECTION 10 – APPROACH TO QUALITY & IMPACT

The **Leicestershire** Music Education Hub aims to create a vibrant and inclusive musical education ecosystem that nurtures creativity, skill development, and lifelong musical engagement for all young people in Leicester and Leicestershire. The guiding principle for all work under **Leicestershire** Music Hub, is that it should exemplify the core vision of the organisation of **Empowerment and Inspiration for all young people**. We aim that this vision should be exemplified in every lesson, rehearsal, activity, performance and interaction undertaken in the name of the Hub.

To do this we have developed our own Quality Principles, against which we measure ourselves. These are:

- Inclusive
- Collaborative
- Supportive
- Innovative
- Sustainable

This vision and accompanying Quality Principles are so ingrained in all the work of **Leicestershire** Music Hub, colleagues feel free to challenge each other if they are not being exemplified.

This process of continual evaluation of the purpose of all activities, underpins our approach to Quality and Impact.

Our approach to Quality is designed to ensure the highest standards of music education for young people, both within and outside of school settings. This framework provides an overview of a range of quality assurance methods, quality frameworks, and mechanisms to track engagement, monitor quality, and assess the progression of students participating in music education. Its primary goal is to facilitate a holistic approach to music education, fostering musical interests and development, creativity, and inclusivity for all young people in Leicester and Leicestershire.

The standards expected, intended impacts and methods of monitoring and reviewing the quality of **Leicestershire** Music Hub are outlined in the following documents:



Evaluation
framework timetable :



Leicestershire Music
quality framework dra

Internal Quality Assurance Process

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 provide 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 externally	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 11 – SUSTAINABILITY & FINANCE

Leicestershire Music Hub currently received £1.4m in grant funding from the Department for Education via Arts Council England and will therefore be required to raise a further £1.4m across the Hub and its partnerships by the end of the current Academic Year.

This will be achieved through a range of traded activities with income received recorded directly in the Hub Lead Organisations' accounts.

We will also be working with Hub partners to record income raised across the Hub Area via their own income generating and fundraising activities that support the delivery of the National Plan for Music Education across Leicester and Leicestershire. Through this partnership approach the **Leicestershire** Music Hub will meet the fundraising target of £1.4m by the end of the 2024-25 Academic Year.

Leicestershire Music commissioned local consultants, Art Reach during the 2023-24 Academic Year, to support the Hub to develop a Fundraising Strategy and within the restructuring process have created a new post to support and provide additional capacity in this area. The new post is titled Business Development Manager and together with the Lead for Sustainability, Fundraising & Operations will have oversight for fundraising and monitoring income generation, working across the Hub area with key partners and stakeholders to increase the amount of income generated through fundraising activities. This includes working with The **Leicester**-Shire Music & Cultural Trust to support other bids with match-funding as well as developing cases for support around issues such as improving the mental health of young people through engaging with music.

The fundraising strategy encompasses partners from across the Hub working collaboratively to harness the skills and expertise and it is hoped that by working together in partnership we stand a better chance of success, than if all partners were working independently and competitively against one another. Fundraising steering group meetings have been held already with partners and the fundraising board will meet regularly throughout the funding period, reporting back to the Hub Board.

Leicestershire Music with its innovative approach to working has been successful in becoming an approved supplier for the DfE capital grant and is keen to support colleagues around the country to develop their Music Technology offerings by supplying our schemes of work and accompanying resources. Music Technology showcases will take place throughout the year and colleagues from across the Hub network will be invited to attend to find out more about our offerings and to have a go first-hand. The first of these showcases took place in December 2024.

Established in 1948, **Leicestershire** Music has a rich history of music making across the city of Leicester and county of Leicestershire and we will be looking to set up an Alumni of past members and young people who benefited from participating in Music over the years, it is anticipated that this relationship development with past members will eventually encourage donations to be given that will be used to support the future generations of young musicians, through things such as bursary schemes and helping to pay for concerts and tours etc.

After a 10-year hiatus, **Leicestershire** Music has started delivering instrumental and vocal lessons on a 1:1 and small group basis again and has a team of tutors in place delivering this vital work. Whilst still in its infancy we are anticipating swift growth across this team over the next 12 to 24

months, which will contribute significant revenue streams in the long run and it is anticipated that this will eventually become the major income stream for **Leicestershire Music**.

The new structure that is to be adopted by **Leicestershire Music** from December 2024 has been designed to redistribute its resources to support income generating activities across all areas and the post of Business Development Manager will support colleagues to meet their income generation targets.

Leicestershire Music faces many challenges with income generation activities, for example, Leicestershire Schools are amongst the lowest funding in the country. Leicester City is ranked the 5th highest Lower Outcome Area on at least one dimension of deprivation in the 2021 census and 26.8% of pupils attending schools within Leicester City are eligible for free school meals. This means that our main income sources of schools and families are incredibly challenging. However, **Leicestershire Music** has a strong reputation for innovation and finding creative solutions to problems and remain confident that it will meet its targets across the year.

Financial Arrangements

2024-25 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 existing and recruit new 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 2024-25 Budget there have been assumptions on income and expenditure lines within the budget. At the time of writing the economy and inflation hang in a balance and local government pay awards from April 2024 remain unknown, as well as the impact of the recent increase in employer national insurance contributions and the effect that the rise in national living wage will have on local government pay negotiations. 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 will be completed once robust 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 1,100 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 music groups
- Recent restructuring of centrally employed staff to reduce outgoings
- Reviewing the current music group 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 and via the DfE Capital Grant Supplier Framework.
- Promote the Leicestershire Primary and SEND scheme of work around the Country.

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.



SECTION 12 – PROGRESSION STRATEGY

Leicestershire Music Hub (LMH) aims to enrich and connect the world of young people through life-changing musical experiences.

This Progression strategy is built on the principles of leadership for musical progression (which came from The Music Progressions roundtable work led by Ben Sandbrook):

LMH commits to:

- Enrich musical progressions, not prescribe musical destinations
- Connect, empower and support young musicians to find their individual progression pathway
- Both mobilise and collaborate with others to make this happen
- Nurture and support young leadership
- Ensure creativity is at the heart

Individual progression journeys need to be the primary and guiding focus, rather than the systems and organisations that might support some of those journeys.

Leicestershire Music's full Progression Strategy can be viewed [here](#).



Progression Strategy
updated Jan 25.pdf

SECTION 13 - STRATEGIC & OPERATIONAL ARRANGEMENTS

Instrument Hire

Leicestershire Music has a strong and comprehensive instrument hire scheme covering both Leicester City and Leicestershire. Our partnership with the library service in Leicester City has enabled service users to access their instruments and return them through a network of libraries across the geographic location of Leicester City. Leicestershire Music has seen an increase in both individual and school hires across a range of instruments. In 2024/25 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](#) .

Fee/Charge for Instrument Hire	£ (Per Year)
Band 1 Instruments - (Guitar, Viola, Violin, Clarinet, Flute, Trumpet/Cornet, French Horn, Trombone, Percussion Pack, Turntable Pack)	£33
Band 2 Instruments - (Cello, Double Bass, Oboe, Alto Saxophone, Baritone Horn, Euphonium, Tuba, Tabla)	£66
Band 3 Instruments – (Bassoon, Harp)	£99

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

School Hire

Fee/Charge for Instrument Hire	£
1-15 instruments (cost per instrument)	£19
16-30 instruments (cost per instrument)	£14
31+ instruments (cost per instrument)	£11.5
Specialist instruments (cost per instrument) (e.g. Harp, Bass Clarinet, Timpani)	£50
Soundbeam	£400
Skoogs	£75
Whole Class set Ukulele	£150
Whole Class set Taiko	£375
Whole class set of instruments (brass, guitar, flute, clarinet, djembe) (32 instruments)	£350

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.

SECTION 14 - INSTRUMENT MANAGEMENT & MAINTENANCE POLICY

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

At the time of writing, the latest version of the LMH Stock & Management Policy is attached for reference here:



instrument-stock-man
agement-policy.pdf

SECTION 15 - HUB GOVERNANCE & MANAGEMENT ARRANGEMENTS

For the 2024-25 Academic Year the **Leicestershire** Music Hub will continue to be led by **Leicestershire** Music as the Lead Partner. 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 2024-25 Academic Year to recruit a full Board 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 onwards as the newly appointed HLO.

The Hub's current Governance and Management Structure is as follows:



Department for Education

Supported using public funding by



ARTS COUNCIL ENGLAND

National Plan for Music Education

HUB Board

LA's Business/Finance Parental Partnerships Music Industry EDI Education/Schools Arts/Culture



Strategic responsibility to ensure effective delivery of the NMPE & LPME using



Smart Targets



Finance



Impact Data



Resources



Progress

Schools
Youth Voice
Hub Partners
City Music Network
Fundraising Network

Hub Reference Groups



C & YP

Needs Analysis

LPME

HLO Leadership

LM Leadership

Head of LM / Strategic Hub Lead
Lead for Schools Curriculum
Lead for Finance & Ops
Lead for Partnerships / Progression
Hub Data Analyst

Accountable Bodies



The Hub Board is strategically responsible for overseeing the implementation of the NPME and LPME for Leicester and Leicestershire. The Board has representatives on it from a range of Hub reference groups including schools, community music practitioners, Hub partners, parents and young people. They help to feed into the Needs Analysis and ensure that the LPME remains aligned with our aims of being inclusive, innovative, relevant and high quality. **Leicestershire Music**, as HLO, is held accountable by Leicestershire County Council and has a senior leadership team who implement the LPME and report to funders and the Board.

In readiness for the delivery of the updated LPME in this transition year, 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](#)

At the time of writing, the latest version of the LMH Terms of Reference, Recruitment and Conflict of Interest Policies are attached for reference here:

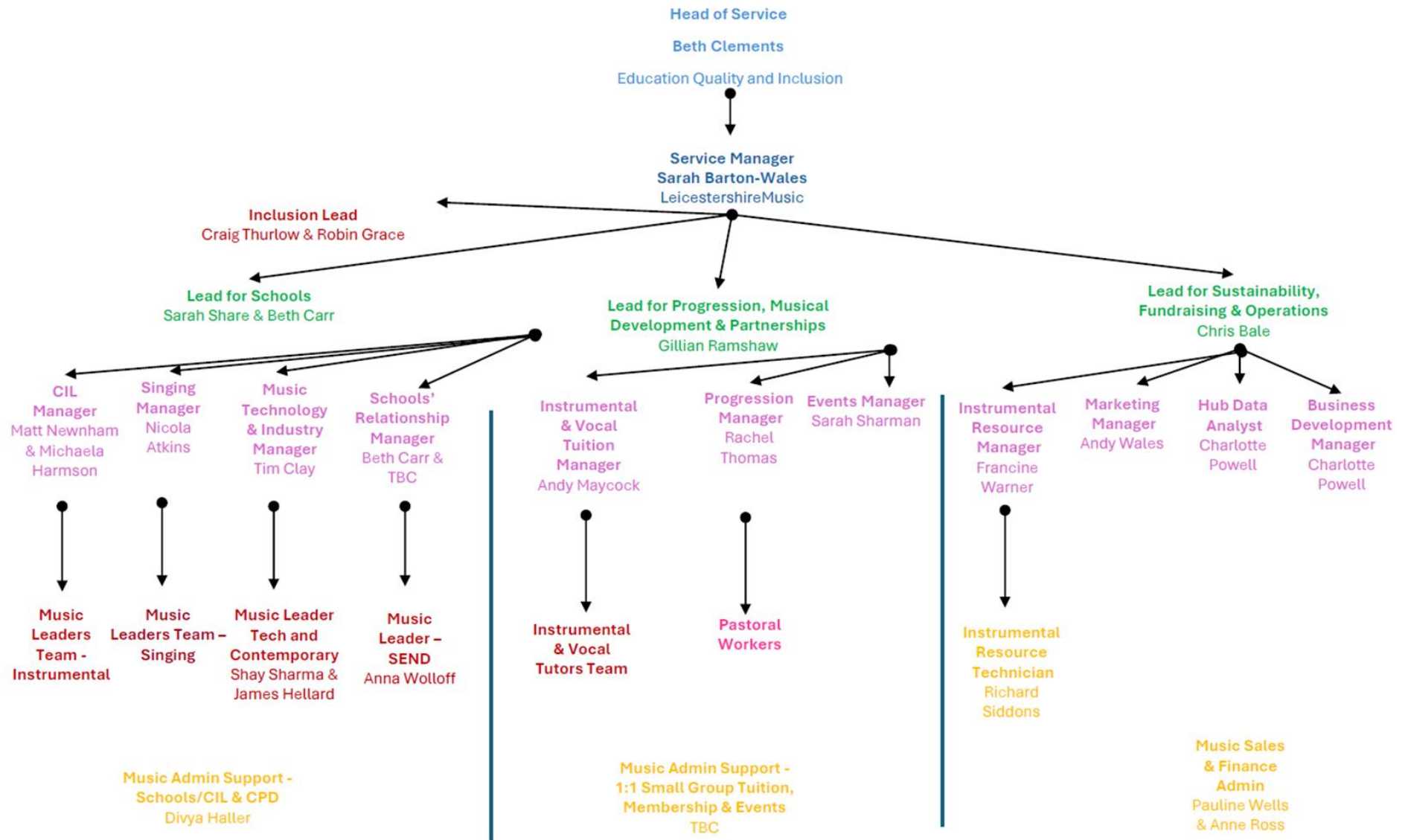


Hub Board Terms of
Reference updated De



LMH Board Conflicts
of Interest Policy.pdf

The **Leicestershire** Music Management and Structure chart as at January 2025, 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.

SECTION 16 - RISK REGISTER

The latest updated risk register for **Leicestershire Music** can be seen [here](#):



updated draft risk
register - Nov24.pdf

SECTION 17 - SAFEGUARDING

The **Leicestershire Music** Safeguarding Policy and Procedures are updated at least annually and can be found on the website at <https://leicestershiremusichub.org/safeguarding> and also embedded here for reference:



Sept 2024 -
Safeguarding Policy 2

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.

SECTION 18: COMMUNICATIONS & ENGAGEMENT PLAN

The **Leicestershire** Music Hub Communications and Engagement Plan has been developed by the Marketing 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.

At the time of writing, the latest version of the LMH Communications & Engagement Plan is attached for reference here:



Communications &
Engagement Plan Jan

The working Communications and Engagement plan for Academic Year 2024-25 can be [downloaded from the website.](#)

Key
N/A
Met
Partially met
Not Met
Working towards

APPENDIX A - SELF-EVALUATION DOCUMENT (As of December 2024)

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		
Not all schools receive an offer of support.	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.	Hub is successful in engaging all schools in area including those that have historically not engaged with the Hub.

There is no clear strategy or plan in place to address school engagement, with no consideration of how to engage those historically disengaged.	There are plans to engage with every school, targeting those who have been historically disengaged with the Hub.	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.
Hub lacks understanding of school needs.	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.	Feedback shows the curriculum support provided by the Hub is valued locally.
Offer to schools is narrow and/or inflexible to needs of individual schools.	Hub responds to all requests for support from Schools on their School Music Development Plans.	Hub shares good practice with peers on how to engage with, and support, schools.
Take-up of support or engagement in Hub activities by schools is limited.	School engagement is meeting or exceeding the Hub's expected targets and/or increasing year on year.	Hub shares best practice across wider cultural or other sectors.
	Schools take an active role in Hub governance as well as feeding into consultation and/or development of Hub strategy where appropriate.	Hub builds appropriate connections and/or collaborations with local Teaching School Hubs.
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.

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