

Local Plan for Music Education

CONTENTS

- **LBBD Quality & Impact Framework 2023/2024**
 1. Interests
 2. Experiences
 3. Learning
 4. Teaching
 5. Development
- **Approach to School Engagement plan**
 1. School Partnerships
 2. School Music Development Plans
 3. Curriculum Development
 4. Services for schools offered by Hub partners.
 5. Instruments & equipment's
 6. Information and Signposting
 7. Projects and Partnerships
 8. Monitoring & Tracking
 9. School Engagement Plan 2023-24 (Lead Group)
- **Instrument management and Stock Control**
 1. Instrument Management
 2. Stock Control
 3. Purchasing
 4. Instrument purchased with hub grant.
 5. Appendix A (Instrument Hire form & Agreement)
 6. Appendix B (Provision Remission Policy)
- **Sustainability Policy**
 1. Responsibility
 2. Policy Aims (Papers, Instrument, Energy & Water, Office supplies, Transportation, Maintenance & Cleaning, Monitoring & improving and Culture)
- **Communication & Engagement Plan**
 1. Feedback Process & opportunities
 2. Digital assets
 3. Linking partners
 4. Communication & Engagement objectives
 5. Audience analysis
 6. Timeline
- **Needs Analysis Strategy**

Local Plan for Music Education

Barking & Dagenham Music Education Hub (MEH) Quality and Impact Framework 2023/24

The LBBB MEH Quality and Standards sub-group has agreed a quality and impact framework based on five key elements (see below).

These key elements will be the basis for impact assessments, alongside e.g.

- pupil assessments.
- questionnaires.
- internal and external examination results.
- outcomes from the London Mayor's Scholars and participants in the London Symphony Orchestra's (LSO) outreach programmes.
- progression into higher education and the music profession.

In addition, starting in 2023, the Community Music Service (CMS) will, as lead organisation for the MEH, deliver a programme of Quality Assurance (QA) visits into all client schools and settings. The details of this programme to be agreed in October 2023.

1. Interests

- a. We provide an active participation model to develop interest and engagement for all Children and Young People (CYP).
- b. The model recognises and values existing diverse musical identities.
- c. The model will inspire musical growth to fulfil aspirations.
- d. The model will strive to help pupils develop as confident individuals.

2. Experiences:

- a. We will provide high standard and authentic music experiences across a variety of genres.
- b. We will enable CYP to interact with their peers, teaching staff and external partners.

- c. We will promote innovation, creativity and originality in musical and cultural activities which will produce inspiring and engaging educational outcomes.

3. Learning:

- a. We aim to ensure that all CYP are engaged and motivated.
- b. We will deliver positive and inclusive learning experiences.
- c. We will develop independent learning skills and enable CYP to flourish and progress.
- d. We will research and implement best practice in delivery models to maintain continuous improvement in delivery.
- e. We will ensure that Youth Voice is an essential element supported by all hub staff.

4. Teaching:

- a. We provide excellent teaching provision that is accessible and inspirational for the diverse communities of Barking & Dagenham.
- b. We will maintain a full programme of Continuing Professional Development (CPD) for all hub staff that will ensure: -
 - i. Staff are kept abreast of the latest developments in pedagogy eg assessment, planning, scaffolding learning etc;
 - ii. Staff are kept informed of the latest developments in repertoire and resources.
 - iii. Staff are fully supported in accessing and utilising up to date technologies to support and improve teaching.
 - iv. Staff are fully supported in continuing to develop their own musical skills to support excellence in modelling.
- c. We will continue to exercise the most robust techniques to ensure the recruitment of high-quality staff.

5. Development:

- a. We will develop strategies that build sustainable, diverse and progressive pathways, including into the music & creative industries where appropriate.
- b. We will encourage workforce development through focused CPD that supports continuous improvement in the quality and equity of provision and is reflective of good practice (see 4b).

Approach to School Engagement

Barking & Dagenham Music Education Hub

Barking & Dagenham MEH has set the following SMART Objectives for 2023/24:

1. Focus on a high-quality music education offer in schools and wider settings to ensure greater uptake by Children and Young People [CYP] in London Borough of Barking & Dagenham (LBBDD).
2. Develop the vocal strategy for all schools and settings in LBBDD in line with new feedback to keep the programme of activity relevant.

The Hub's targets for school engagement this year are:

- To work directly with 90% schools to develop their School Music Development Plans.
- To attract 95% non-specialist primary Music Leads to participate in at least one CPD session.

Barking & Dagenham MEH communicates with all state-funded schools, including special schools and alternative provision settings. Our plans for regular communications, in terms of both target audiences and scheduling, are laid out in our Communications and Engagement Plan.

The Communications and Engagement Plan outlines the formal options that schools have to feedback to the Hub throughout the year. In addition, the Hub is represented at a number of forums, groups and meetings convened by the local authority and CMS is in constant contact with 100% of schools in Barking & Dagenham, which enables frequent two-way contact.

Our CPD offer to the schools' workforce is aimed at both Music specialist and non-specialists and outlined in the Workforce Strategy and in our Activity Plan for the year. The Activity Plan is a live document. At the time of publishing, it is comprehensive for the autumn term 2023 but is in outline for spring and summer terms 2024.

School partnerships

Barking & Dagenham MEH has active and on-going partnerships with 92% of schools in LBB&D. These partnerships cover a range of activities, including:

- Joint provision of ensemble opportunities in secondary schools
- Music support services in special school settings
- Provision of CPD for teachers
- Project work across KS2, KS3 & 4 and Special schools and school refuser settings
- Provision of “live music performances” by external providers and CMS staff.

We are actively pursuing new partnerships with KS2 schools to provide:

- WCET tech in mainstream schools
- The Beat Goes On
- Voices Foundation

School Music Development Plans

Barking & Dagenham MEH will run presentations to raise awareness of, and provide training in developing, School Music Development Plans at primary, secondary and special school music networks.

Schools will be encouraged to use the SMDP template developed by Music Mark and the SMDP template published by *Music Teacher Magazine*.

Barking & Dagenham MEH offers a bespoke service to every school to discuss the services and support that they need from the Hub, music service or other partners to deliver their SMDP. Some schools will need help developing their plan and they will be encouraged to approach the music service advisors in the first instance.

Where schools ask for 1:1 help, this is tailored to the needs and experience of the Music Lead or SLT member, taking account of whether they are a Music specialist.

Curriculum Development

Curriculum development is supported by the music service as part of its package of services to schools.

Schools can access either a bespoke or packaged service to help them to develop their Music curriculum in line with National Curriculum requirements, with reference to the Model Music Curriculum.

The consultancy and training offered is integrated with the Hub’s support for SMDPs and general CPD offers. It focuses on Ofsted’s three ‘I’s: Intent, Implementation and Impact and helps schools to be ready for the eventuality of a deep dive into Music.

Services for schools offered by Hub partners.

Barking & Dagenham Music Service (CMS) has a comprehensive offer to schools comprising:

- Whole Class Ensemble Tuition in 70% of primary schools
- Large or small group tuition as a follow on from WCET in 72% of primary schools
- Instrumental and vocal tuition in 80% of all schools
- Instrument hire and provision accessed by 95% of schools.

- Ensembles and choirs, provided by the music service or jointly in 15% of schools.
- Opportunities for pupils to perform at least 3 times per year, typically involving 90% of schools.

Ensemble and choir provision in schools is complemented by further progressive provision in central music centre, which are delivered in partnership with 95% schools.

Hub partners also provide services to local schools including:

- Music tech (Conductive Music)
- WCET Music tech (Education & Bass)
- Singing (Voices foundation)
- Drumming (The Beat Goes On)

Instruments and equipment

LBB&D CMS holds a stock of approximately 5,170 instruments orchestral and band instruments in addition specific Whole Class Ensemble Tuition instruments number 300 guitars, 350 ukuleles, 400 Toots, 350 Fifes, 90 plastic trumpets, 60 plastic trombones, 150 PBuzzes & 30 JSaxes.

The Hub also has access to a small number of adaptive instruments and adaptive devices to enable pupils with special educational needs or disabilities to be included in Whole Class Ensemble Tuition programmes to take instrumental lessons. These include left-handed guitars, left-handed brass, restrung violins/violas, Cmpser tech device. Specialist instrument stand for children with missing limbs. Where existing stocks are not suitable for any pupil we work with industry and music retail specialists to create a solution.

Information and signposting

The Communications and Engagement Plan provides more detail about the information available through the Hub's website and other online channels. Information aimed mainly at schools *includes:

- Services available for schools to purchase from the music service.
- Project and performance opportunities with Hub partners.
- How to initiate conversations with the Hub and its partners about SMDPs, curriculum and bespoke support, including both paid-for and fully subsidised support.
- Professional support including networks and CPD for school staff.
- How Pupil Premium may be used to support eligible pupils and enhance Music provision across the school.
- Progression routes available to pupils within each location in the Hub area, e.g., central music centre, Thames Reach Youth Orchestra, and opportunities with regional and national partners, including National Youth Music Organisations
- Resources related to all the above

In addition, each year we invite approximately 30% of our schools which show particular commitment to Music to become Music Mark schools, which gives them access to a further range of member-only resources and regular briefings from organisations including Ofsted.

Projects and partnerships

Partner	Project title	Dates	School(s)	Main Focus
The Beat Goes On	Drumming	September 23	CMS staff	e.g., teacher CPD, composing, performance etc
Voices Foundation	Singing in schools	September 23	CMS staff	CPD
Conductive Music	Inspire reboot	Dec, Jan, Feb	KS2	Music Tech & Science
Music in the Round	Chimpanzees in Happy Town	May, June	EYFS, KS1	Singing and Storytelling
Charanga	Music World	All year	All KS2 schools	Music Curriculum resources
LSO On Track	Activate	All year	KS3	Instrumental Improvisation
LSO On Track	East London Academy	All year	KS4 & KS5	Instrumental workshop
ROH	Youth Opera	All year	KS2	Staff CPD & resources

This captures the projects which are planned and confirmed at the time of writing. It will be updated as projects still in the planning stages and schools' participation are confirmed throughout the year.

Monitoring and tracking

A modified version of the schools' form (Excel) is used to track schools' engagement with the Hub. This enables us to see at a glance which schools are engaging and the depth of that engagement, so we can target offers effectively.

School Engagement Plan 2023-24

Lead Group: LBBD Community Music Service

	Objective and (Lead)	Providers and Enablers	Monitor	Activities/Targets Milestones 2023/24	Success Criteria
Sep 1	To work with all settings to improve the music education offer for Children and Young People in LBBD and ensure the provision of high-quality music programmes for all. (IHoS/PMA)	IHoS; PMA. MD; SLT; ELT; MEHB	PGB IHoS IHoS MEHB	<ol style="list-style-type: none"> School QA visits begin (ref. LPME Quality and Impact) Consult with headteachers and schools-based colleagues, by 30/11/23 to develop a Music Teachers' (online?) Conference for July 2024. Key staff to attend events, workshops, 	Evidence of increasing positive relationships with schools in the Borough and the provision of high-quality programmes and opportunities.

				external training, and conferences as available. 4. Review CMS brochure for 2024-25	
Sep 2	To work to provide support and resources to improve the achievement in music of CYP in LBBB (IHoS + PMA)	IHoS; PMA; CMS staff; Schools; Music Mark.	PGB PGB	<ol style="list-style-type: none"> 1. Maintain and develop school membership of Music Mark 2. Support schools in their development of a School Development Plan 3. Review areas of need for school CPD and develop strategy for delivery from CMS and HUB 4. Curriculum development is offered to schools in line with the National Curriculum requirements and MMC. 5. Charanga CPD continues in schools. 6. Regular Primary Music coordinators meetings 7. Develop and improve the hub website to ensure clear, effective and supportive communication with schools. 	Record of the development of the SMEP S Ev tool and increasing school membership of Music Mark.
Sep 3	To maintain the development of a high-quality music education, offer for the EYFS pupils in LBBB schools and settings. (PMA)	LBBB MEH partners; SLT/ELT; other hub leads who already offer EYFS work'	IHoS IHoS IHoS	<ol style="list-style-type: none"> 1. Implement programmes in line with outcomes from previous review. 2. Review requirements from NPME v2.0. and MMC 3. Create EYFS self-evaluation for schools. Develop online resource with links to Development matters 	Evidence of an increased range of opportunities meeting EYFS pupils' needs.
Sep 4	To work with all settings to ensure that pupils sing regularly in schools and have access to a diverse	PMA/IHOS ELT	IHoS PMA	1.Continue to develop a widening range of vocal CPD encompassing a broad range of genres reflecting local interest,	Increase of involvement and engagement of schools in the PMF and CPD opportunities

	and high-quality vocal experience.		IHoS	<p>working with Voices Foundation.</p> <p>2. Choir mentor schools to deliver two workshops and provide ongoing support to others.</p> <p>3. PMF takes place in March/April in 2024</p> <p>4. Vocal work continues to feature in LBBD inclusion strategy delivery.</p>	
Sep 5	Brokering partnership working for the benefit of schools by extending the range of the offer	IhoS/PMA/MD	IHoS	<p>1. The Hub has active and ongoing partnerships with:</p> <p>Charanga</p> <p>Conductive Music</p> <p>Music in the Round-WE compose.</p> <p>Yiddish development</p> <p>LSO</p> <p>Education and Bass</p> <p>Music Industry Day</p> <p>UD Collective</p> <p>Compsr</p> <p>Evergreen</p> <p>RHO</p>	Increase of involvement and engagement of schools in the range of offers from partners.

Local Plan for Music Education

Approach to instrument management

The instrument hire scheme in LBB&D is run by Community Music Service. Full details including range of instruments available see table below, Hire/Loan agreement see Appendix A, Charges & Remissions see Appendix B.

instrument	hire charge per term/annum	number (stock)	on hire approx. %	awaiting check or repair %	available approx. %
Flute	£45	383	77	15	8
Clarinet	£45	842	73	16	10
Trumpet	£45	840	52	23	25
Trombone	£45	202	46	35	19
Baritone	£45	51	35	25	40
Euphonium	£45	103	33	32	35
Saxophone	£45	58	78	15	7
Cello	£45	185	41	14	45
French Horn	£45	64	38	12	50
Guitar	£45	703	82	2	4
Tenor Horn	£45	42	0	10	90
Viola	£45	130	76	18	6
Violin	£45	1096	62	3	35

N.B. indicative only: numbers change daily.

Class sets are loaned to schools as part of Whole Class Ensemble Tuition at a cost of £1709 per term included in the charge for the programme. Other instrument loans to schools are managed by LBB&D CMS

Accessible instruments are available through the instrument hire scheme and sourced to meet individual needs in partnership with appropriate retailers.

Some schools offer their own instrument loans and local retailers offer hire and hire-to-buy schemes.

Stock control

Instruments are managed by LBB&D CMS which has storage at a partner school Sydney Russell School. Storage is secure and dry and sufficient in terms of space. Instruments are covered by the CMS insurance policy while in stock. Responsibility for insurance passes to any hirer as part of the hire agreement, irrespective of whether a hire fee is charged.

Instruments are checked and maintained by CMS teachers and suppliers instrument technician on an *ad hoc* basis. Maintenance and minor repairs are carried out in-house. There is some capability to repair woodwind/brass/string instruments in-house and other repairs and higher volume repairs are outsourced.

Records are kept on the CMS database and spreadsheets and cover type, location, and condition of instruments. New information about purchasing and repairs is added to this system. Historic records of the age, origin and repairs of stock are kept via online records.

There are not sufficient funds to replace aging instruments systematically, so the CMS does not routinely monitor deterioration of stocks or anticipate replacement requirements. The level of detail in instrument records would however enable this analysis if required.

There is no policy of selling or transferring hire instruments. Unavoidable disposal of instruments at end-of-life follows organisation's policy for disposal of capital assets. Where possible, parts and accessories are retained for spares. Instruments are scrapped as part of new for old exchange schemes or sold on for nominal amounts for interior and exterior decorations.

Purchasing

Barking & Dagenham Music Education Hub has had limited resources to purchase new stocks in the last five years. CMS has replaced a small number of damaged beyond repair and broken instruments from earned hire income and some instruments damaged while out on loan were replaced and the cost billed to the hirer.

The few *ad hoc* purchases made recently have been on a Request for Quote basis. Larger purchases valued up to £10,000 require three competitive quotes and above that limit, a full tender process is required in line with organisation's procurement policy. Preferred providers are in place to secure smaller purchases e.g., class sets of Toots.

In view of the serviceable life required of hire instruments, the CMS prioritises buying better quality, branded instruments with greater medium-term prospects of parts availability.

Instruments purchased with Hub grant.

No instruments or equipment have been purchased with Hub grant in the last five years and no purchases are anticipated in 2023/24. The CMS is able to record details of any purchases in its assets register in line with the Hub grant requirements.

Appendix

Appendix A

INSTRUMENTAL HIRE FORM & AGREEMENT

INSTRUMENTAL HIRE FORM & AGREEMENT

INSTRUMENT	issued by:	Date of issue:	<i>teacher</i>
Instrument loaned:		Serial No:	
Make:		Value:	
CMS Insurance: £45	Paid Today: Yes/No	Already Paid: from	to
Lessons: School / Private / WCET		Teacher:	
PUPIL	Name:		
Gender:	Male / Female	(please circle)	Date of Birth:
School attended:		School Year:	
Pupil's address:			
		Postcode:	

Ethnicity: *please tick the correct box below that applies to the pupil*

White		Asian or Asian British	
British	<input type="checkbox"/>	Indian	<input type="checkbox"/>
Irish	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>
Traveller of Irish Heritage	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>
Gypsy/Romany	<input type="checkbox"/>	Any other Asian background	<input type="checkbox"/>
Any other White background	<input type="checkbox"/>	Black or Black British	
Mixed		Caribbean	<input type="checkbox"/>
White and Black Caribbean	<input type="checkbox"/>	African	<input type="checkbox"/>
White and Black African	<input type="checkbox"/>	Any other Black background	<input type="checkbox"/>
White and Asian	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Any other mixed background	<input type="checkbox"/>	Any other ethnic background	<input type="checkbox"/>
I do not wish an ethnic background category to be recorded	<input type="checkbox"/>		

Here at the CMS, we hold weekly Ensembles...

and once your child reaches the required level they will be invited to join in a weekly musical activity after school on weekdays. This enables large numbers of young musicians to meet to extend and enhance their musical skills, knowledge and understanding.

AGREEMENT

- ⇒ I hereby certify that my son/daughter has received a musical instrument from the Community Music Service and this agreement transfers to any change in instrument made by the CMS.
- ⇒ I accept full responsibility for any CMS hired instrument and undertake to maintain it in good playing order.
- ⇒ In the unlikely event that the instrument be damaged through accident, negligence, loss, or theft – at home, school or other place, I will be required to pay a £55 excess fee. Excess for a guitar is £10.
- ⇒ I understand that this hire and insurance charge is made by the CMS yearly and I will continue to pay for the hire and insurance of the CMS instrument.
- ⇒ I understand that if the hire and insurance charge has not been paid:
 - I may be asked to return the instrument and the lessons may cease.
 - I will be invoiced for the full replacement cost if the instrument has been damaged, lost or stolen.
- ⇒ I undertake to return the instrument immediately if requested to do so or should my son/daughter cease to have instrumental lessons provided by the Community Music Service. This payment is non-refundable.

Community Music Service, The Music Centre, Fanshawe Crescent, Dagenham, Essex RM9 5QA
Tel: 020 8270 6690 Email: cmsoffice@lbbd.gov.uk Website: www.lbbd.gov.uk/music

Appendix B

REMISSION

Provision Remission Policy

After School Provision Remission Policy

Pupils who attend a Barking & Dagenham school and are in receipt of free school meals or their families receive Universal Credit will be entitled to free CMS instrument hire and ensemble membership, the remission applies to all family siblings. Looked After Children will be entitled to 50% lesson fee discount, free instrumental hire, and free ensemble membership.

Pupils in receipt of free school meals or their families receive Universal Credit, living in the borough but educated out of borough will be entitled to free CMS ensemble membership. Proof of remission eligibility will be required.

School instrumental Provision Remission Policy

Pupils who attend a Barking & Dagenham school and are in receipt of free school meals or their families receive Universal Credit will be entitled to free CMS instrument hire and ensemble membership, the remission applies to all family siblings. Looked After Children will be free entitled to free instrumental hire and free ensemble membership. Proof of remission eligibility will be required.

Charges for instrumental tuition if made will be levied by an individual school subject to its own charging policy and in line with the DfE guidance on charging and fee,

2007 No. 2239

EDUCATION, ENGLAND

The Charges for Music Tuition (England) Regulations 2007

Citation, commencement, and application

1. These Regulations may be cited as the Charges for Music Tuition (England) Regulations 2007 and come into force on 1st September 2007.

These Regulations apply only in relation to England.

Charges for music tuition

2. This regulation prescribes, for the purposes of section 451(3) of the Education Act 1996, the circumstances in which a charge may be made in relation to the provision of tuition in singing or in playing a musical instrument during school hours.

Subject to regulation 3, a charge may be made in respect of tuition (whether provided individually or to a group of two or more pupils) if it is provided at the request of the pupil's parent.

For the purposes of this regulation, tuition is not "provided at the request of the pupil's parent" if it is either—

(a) education provided in pursuance of a duty imposed by section 88 of the Education Act 2002(b) (implementation of National Curriculum for England), or

(b) education provided to a class of pupils in the second key stage

(c), pursuant to the Department for Education and Skills' policy 'Instrumental and Vocal Tuition at KS2'

(d) where the purpose of the education is to enable the pupils to decide whether they wish to receive further tuition in singing or playing any musical instrument (and if so which instrument).

3. No charge may be made in respect of a pupil who is looked after by a local authority (within the meaning of section 22(1) of the Children Act 1989(e)).

(a) 1996 c.56; subsection 451(3) is substituted by section 56 of the Education and Inspections Act 2006 (c.40) which came into force, with saving provisions, on 25th May 2007. See section 579(1) of the Education Act 1996 for the definitions of "prescribed" and "regulations".

(b) 2002 c. 32.

(c) The second key stage is defined in section 82(1)(b) of the Education Act 2002(c.32).

(d) ISBN1-84478-681-1.

(e) 1989c.41.

Andrew Adonis

Parliamentary Under Secretary of State for Schools 27 July 2007 Department for Children, Schools, and Families

EXPLANATORY NOTE

(This note is not part of the Regulations)

These Regulations, which come into force on 1st September 2007, prescribe the circumstances in which a charge may be made for tuition in singing or in playing a musical instrument given during school hours.

They are made under section 451(3) of the Education Act 1996 (substituted by the Education and Inspections Act 2006) which provides that Regulations may prescribe circumstances in which the general prohibition on charging for education provided to a registered pupil at a maintained school during school hours does not apply.

Regulation 2 provides that a charge may be made where the tuition is provided at the request of the pupil's parent and is provided to individual pupils or to groups of pupils. This excludes tuition provided as part of the National Curriculum, or as part of the initial period of tuition provided to a whole class of pupils pursuant to the Department for Education and Skills' policy 'Instrumental and Vocal Tuition at KS2' (DfES Ref. no. 0184-2006DOC-EN), copies of which are available on www.teachernet.gov.uk/publications.

Regulation 3 provides that no charge may be made in respect of looked after children (within the meaning of section 22(1) of the Children Act 1989).

Sustainability Policy

Barking & Dagenham Community Music Service recognise that it has a responsibility to the environment beyond legal and regulatory requirements. We are committed to reducing our environmental impact and continually improving our environmental performance as an integral part of our business strategy and operating methods. We will encourage customers, suppliers, and other stakeholders to do the same.

Responsibility

The CMS is responsible for ensuring that this environment policy is implemented, however, all employees have a responsibility in their area to ensure that the aims and objectives of this policy are met.

Policy aims.

We endeavour to:

- Comply with all relevant regulatory requirements.
- Continually improve and monitor environmental performance.
- Continually improve and reduce environmental impacts.
- Incorporate environmental factors into business decisions.
- Increase employee awareness and training.

Paper

We will:

- Minimise the use of paper in the office.
- Reduce packaging as much as possible.
- Seek to buy recycled and recyclable paper documents.
- Reuse and recycle all paper where possible.
- Reduce music photocopying across the CMS.
- Reduce the need for document printing.

Instruments

We will seek to:

- Purchase instruments that are produced or assembled in the UK as far is economically viable.
- Ensure instrumental repairs are made sustainably, including batch repairs with neighbouring services and schools.
- Use sustainable options for lubricants and other disposable resources.
- Recycle and reuse instrument parts where possible.
- Recycle and pass on instruments to nonprofit organisations following the end of use of an instrument by the CMS.
- Maintain additional external partners for the recycling of used instruments, eg garden centres, room decorations etc.

Energy and water

We will seek to:

- Reduce the amount of energy used as much as possible.
- Switch off lights and electrical equipment when not in use.
- Adjust heating with energy consumption in mind.
- Take energy consumption and efficiency of new products into account when purchasing them.

Office Supplies

We will:

- Evaluate if the need can be met in another way.
- Evaluate if renting or sharing is an option before purchasing equipment.
- Evaluate the environmental impact of any new products we intend to purchase.
- Reuse and recycle everything we are able to.

Transportation

We will:

- Reduce the need to travel, restricting to necessary trips only.
- Reduce the number of journeys required between schools where possible.
- Promote the use of travel alternatives such as email or video/phone conferencing.

Maintenance and cleaning

We will:

- Use cleaning materials that are as environmentally friendly as possible.

- Use materials in any office refurbishment that are as environmentally friendly as possible.
- Only use licensed and appropriate organisations to dispose of waste.

Monitoring and improvement

We will:

- Comply with all relevant regulatory requirements.
- Continually improve and monitor environmental performance.
- Continually improve and reduce environmental impacts.
- Incorporate environmental factors into business decisions.
- Increase employee awareness through training.
- Review this policy and any related business issues at ELT meetings.

Culture

We will:

- Update this policy at least once annually in consultation with staff and other stakeholders where necessary.
- Involve staff in the implementation of this policy, for greater commitment and improved performance.
- Provide staff with relevant environmental training.
- Work with suppliers, contractors, and subcontractors to improve their environmental performance.
- Use local labour and materials where available to reduce CO2 and help the community.

DRAFT

Signed _____ *DS Hunt* _____

Reviewed _____

Communications and Engagement Plan

Barking & Dagenham Music Education Hub

Aim:

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.

Barking & Dagenham MEH communicates through a variety of channels and many of these are open and public, so reach multiple audiences. The principal communication channels are:

- Hub website: www.bandmusicclub.co.uk
- Press and media releases
- Barking & Dagenham Council's school services portal: www.lbbd.gov.uk

Barking & Dagenham Council's headteachers' bulletins

- Barking & Dagenham Council's Governor Services communications
- Hub schools' termly newsletter
- Hub partners' termly newsletter
- Annual SLA contracting process with schools (Feb-May)
- Regular emailed bulletins to all Primary Music Coordinators.
- Staff emailed information using staff@bdmusicclub.co.uk
- Direct e-mailing to target audiences

The Hub website is the main source for key information about the Hub and its activities. It details the Hub's vision, aims and priorities and the following documents are available to view or download:

- Needs analysis summary.
- Programme of activity
- Inclusion strategy
- Charging and remissions policy
- Environmental sustainability statement (draft)
- Progression strategy (from early 2024)

The website for CMS allows parents and carers to carry out several transactions including applying for lessons or ensemble membership and hiring an instrument. The website also signposts ensembles and projects offered by partners and opportunities locally and nationally, for example the National Youth Music Organisations.

Feedback processes and opportunities

- Termly audience and pupil survey in December, March & July.

- consultations feeding into our needs analysis.
- project and event evaluations on an ongoing basis, at both Hub and partner levels
- Complaints & Compliments feedback direct email to cmsoffice@lbbd.gov.uk

We also monitor informal feedback received throughout the year and we encourage our partners to share informal feedback they receive when working with Barking & Dagenham MEH participants.

Digital assets which enrich communications

We gather evidence of the Hub’s work in the form of photographs, sound clips and videos. These may be generated by participants, partners we work with, and Hub officers and they are uploaded to the most suitable of our social media channels. These are released or shared as appropriate to external and internal partners.

Publication and use of digital assets by the Hub comply with our safeguarding policies and respect the rights of the Intellectual Property holder. All required permissions are gained prior to publication or circulation.

Linking this plan with those of partners’

Details of the plan are shared widely with Key partners, to inform of timelines and events. Plans to date have not been linked with partners, ongoing planning includes wider consideration of ELMA activities and planning.

Communications and Engagement Objectives

The Hub’s communications objectives this year are:

1. To communicate more consistently with Performance Opportunity and Wellbeing, ensuring Hub information is included in schools’ information & community bulletins.
2. To focus headteacher/senior leadership communications more effectively through the school’s forum, using the CMS Advisory Group headteachers as points of contact.
3. Communicate with CMS Advisory Group
4. To communicate through email to parents/carers the CMS offer.
5. To develop a digital CMS newsletter for parents/carers & pupils.
6. To communicate more consistently with Special School HoMs, Secondary HoMs, Primary Music Coordinators, EYFS Coordinators, Non-Specialist teachers
7. Half termly staff information email from HOS
8. Communicate with ELMA and other key Hub partners.

These objectives are linked in the audience table and timeline below.

Audience analysis

Audience	Obj	Key messages	Channels and tools	Frequency or dates	Success measures	Owner
Headteachers and senior leaders	2	Opportunities for partnership within the Hub Advice on using Pupil Premium for Music	Council’s headteacher Schools Forum	Termly Ad hoc	Responses Impressions	SLT
Advisory Group	3	Operational issues, development	Meetings	Termly	Responses, feedback,	HOS

Secondary Heads of Music	6	Curriculum development, operational details	Email, Meetings	Termly	Feedback engagement	HOS
Primary Music Leads	6	Curriculum development, operational details	Email, Meetings	Termly	Feedback engagement	PMA
Music teachers in special schools,	6	Curriculum development, operational details	Email, Meetings	Termly	Feedback engagement	HOS
Non-specialist teachers	6	Curriculum development, operational details	Email, Meetings	Termly	Feedback engagement	HOS
Hub partners	8	Strategy, operational requirements, development	Meetings, email	Ad hoc	Feedback, engagement	SLT
LCEP partners	1	Strategy, operational requirements, development	Meetings, email	Ad hoc	Feedback, engagement	SLT
MPs and Councillors		Awareness, good news, advocacy				
Council Education Services	1	Strategy, operational requirements, development	Meetings, email	Ad hoc	Feedback, engagement	SLT
Council Cultural Services	1	Strategy, operational requirements, development	Meetings, email	Ad hoc	Feedback, engagement	SLT
Parents	4/5	Hub information	Email newsletter	Termly	Engagement, feedback	SLT
Children and young people	5	Hub information	Newsletter	Termly	Engagement	SLT
Staff	7	Information, CPD, events, timelines, planning	Meetings, email, newsletter	½ termly	Engagement, communication, ownership	HOS

Timeline (live and subject to change)

Date	Title or Type	Obj	Channel	Subject	Owner / Contributor
01/09/23					
04/09/23	Staff CPD	n/a	INSET	Training and information	SLT
05/09/23	Staff CPD	n/a	INSET	Training and information	SLT
06/09/23	KS2 Schools	6	email	CMS live concerts booking 23/24	Office
06/09/23	KS2 Schools Music coordinators	6	email	Information re WCET start dates and instrument loan forms	PMA
25/09/23	Advisory Group report	3	Email	Strategic & Operational reporting	
28/09/23	Primary coordinator meeting	6	Online meeting	CPD. Introduction to partners. Information	PMA
09/10/23	CMS newsletter	5	Website, email	News, events, information	SLT, ELT, office
16/10/23	Staff information email	7	Email	½ termly information report	HOS
16/10/23	Staff information	7	Email	Instrumental pupil numbers	MD
23/10/23	**half-term				
30/10/23	Update POW for newsletter	1	Email	Information on activities and achievements of CMS and pupils	SLT
06/11/23	Primary music coordinators	6	Email	Information and invitation to Primary Music Festival PMF	PMA
11/12/23	Christmas performances		Website, newsletter	Celebration of end-of-term performances and Christmas events	Office, SLT
18/12/23	Staff information email	7	email	½ termly information report	HOS
19/12/23	Celebrate news	1,4,5	Website, Email	Concerts, exams, events, performances in schools	SLT, ELT
25/12/23	**Christmas				
01/01/24	**New Year				
04/01/24	Staff CPD	n/a	INSET	Training and information	SLT
18/01/24	Primary coordinator meeting	6	Online meeting	Training and Information	PMA
19/01/24	EYFS /KS1	6	Email	Music in the Round training and event information	PMA
22/01/24	Advisory Group report	3	Email	Strategic & Operational reporting	HOS
05/02/24	CMS newsletter	5	Website, email	News, events, information	SLT, ELT, office

16/02/24	Staff information email	7	Email	½ termly information report	HOS
19/02/24	**half-term				
26/02/24	Update POW for newsletter	1	Email	Information on activities and achievements of CMS and pupils	SLT
01/03/24	Staff information	7	Email	Transfers Y 6-7	MD
04/03/24	EYFS KS1 & 2	6	Email	Primary Music Festival information	PMA
11/03/24	All schools	6	Email	Brochure and SLA information	SLT
18/03/24	Staff information email	7	Email	½ termly information report	HOS
25/03/24	**Holy week				
26/03/24	Celebrate news	1,4,5	Website, Email	Concerts, exams, events, performances in schools	SLT, ELT
01/04/24	**Easter week				
15/04/24	Staff CPD	n/a	INSET	Training and information	SLT
22/04/24	Staff information	7	Email	Reports	MD
29/04/24	Advisory Group report	3	Email	Strategic & Operational reporting	HOS
02/05/24	Primary coordinator meeting	6	online	CPD and information	PMA
06/05/24	**May Day BH				
13/05/24	CMS newsletter	5	Website, email	News, events, information	SLT, ELT, office
24/05/24	Staff information email	7	email	½ termly information report	HOS
27/05/24	**half-term				
03/06/24	Update POW for newsletter	1	Email	Information on activities and achievements of CMS and pupils	SLT
17/06/24	Staff information	7	Email	Check continuation Y 6-7	MD
24/06/24	Information	5/6	Website Email	WCET performances	ELT
01/07/24	Information	5/6	Website, Email	WCET performances	ELT
08/07/24					
15/07/24	Celebrate news	1,4,5	Website, Email	Concerts, exams, events, performances in schools	SLT, ELT
23/07/24	Staff information email	7	Email	½ termly information report	HOS
29/07/24	**summer hols				
26/08/24	**summer BH				

Needs Analysis Strategy

The CMS, as the lead organisation for the MEH has a range of needs analysis processes in place. These include the annual service level agreements with schools, the returns achieved from the annual CMS Brochure (revised for 2023/24), parent and student representation on the CMS Advisory group (which meets termly), and annual customer satisfaction surveys. There are 5 key strands to the strategy going forward:

1. Youth Voice Music Collective

Background

- a. The MEH recognised that current customer satisfaction returns were limited in reach survey and wider consultation was undertaken with CYP and to empower the 'Youth Voice' in partnership with Sound Connections.
- b. A substantial report was produced in 2019 which included recommendations for future actions.
- c. A successful bid to Youth Music in 2020 established a fund of £20,000.
 - i. A consortium met online to discuss the setting up of a LBBD Youth Voice Music Forum.
 - ii. The bid also set out plans to develop open Rap/Urban Music workshops to take place after school in response to some of the genre preferences that emerged from the research, online questionnaires, and focus groups.
 - iii. This will allow the hub to progress by 'actively involving children and young people' and 'developing belonging and ownership' in line with the ACE Quality Principles 5 and 7.

Current position

- d. Since 2021 CMS have had a freelance music forum lead in place and work is underway.
 - i. The freelance contract has been extended until 2024¹

¹ London Borough of Barking and Dagenham (LBBD)
Music Education Hub
Freelance Youth Voice Music Facilitator (YVMF).

Contract for services

Description

Contract: freelance, fixed term contract for services

Timescale: 70 weeks. This contract for services may be extended for a further term with the agreement of all parties.

Working: variable, according to agreed activity plan.

Project Fee: £21k.

Phase 1 Timeline: 15/05/23 – 31/08/23

Phase 1 delivery days: 40 days x 7hrs (*delivered flexibly*).

Phase 1 Project fee: £7k inclusive (*includes expenses*).

Payment schedule: (*following production of invoices*).

- 25% on commencement from 15/05/23.
- 25% on 16/06/23.
- 25% on 21/07/23.
- 25% on 31/08/23.

Phase 2 Timeline: 01/09/23 – 31/08/24

Phase 2 delivery days: 80 days x 7hrs (*delivered flexibly*).

Phase 2 Project fee: £14k inclusive (*includes expenses*).

Payment schedule: (*following production of invoices*).

- 12.5% 6 weekly in arrears: (*8 payments in total*).

Location: On location in Barking and Dagenham when, where and if possible, and also from home
LBB Music Education Hub (MEH) The contract is for an experienced creative facilitator for our Youth Music funded YVM project.

LBB MEH is an Arts Council England funded music education hub aiming, as a partnership, to support schools, academies, free schools, and other settings in providing opportunities for every young person in the Borough to benefit from high quality musical experiences, no matter the background, ethnicity, skillset, or level of experience. The facilitator will have regard for these overarching aims and objectives.

There is a large range of partners in place, strong and committed interest from schools and the local community, and a lead organisation in the LBB Community Music Service (CMS) committed to increased opportunities for the Youth Voice of LBB to be heard.

The facilitator will be.

- passionate about the value of a strong, diverse, inclusive and independent Music Voice Initiative working with both school and community settings.
- an excellent communicator and social networker.
- have current experience in music making, music teaching or producing.
- function well independently and be able to engage excellently with young people aged 14 – 25.
- able to report accurately to a small and dynamic team.
- covered by an enhanced DBS certificate.

Services Brief

The service provider will deliver an action research and development project which will develop and establish a ‘music collective’¹ (the LBB MC) for young people to enable them to have improved access, in a variety of settings, and a greater influence on the music education and participation offer available to them in Barking and Dagenham. The facilitator will explore, broker and enable a diverse range of music creation, performance and publishing options and ensure that members of the LBB MC have access to, and are listened to by the senior leadership team (SLT) of the CMS, the CMS Advisory Group and the MEH Board.

The facilitator will ensure that the diversity of voices, interests and needs of the youngest borough in London will be represented through the LBB MC.

The facilitator will ensure, through attendance at CMS SLT and advisory group meetings and at MEH Board meetings that the project remains aligned with the overall brand, mission, vision and values of the MEH and its strategic direction as agreed by Hub leaders.

Specific deliverables

1. The facilitator will submit, by 26/05/23 a detailed action plan, using the template provided, to the CMS SLT for signing off. The plan to detail the planning and research phase from 29/05/23 – 31/08/23 and the delivery phase during the 2023/24 Academic Year.
2. The continued development of the LBB MC offer for the creation, recording, performance, and publishing of original music by the young people of LBB:
 - a. Through a range of regular, free ‘drop in’ experiences across the Borough.
 - b. Through a specific development of a music facility at ‘The Vibe’ including advising on and bidding for the necessary investment to ensure the provision of a suitable environment.

2. The East London Music Alliance (ELMA).

- a. recently commissioned Phil Mullen to undertake significant research in order to develop an inclusion strategy for ELMA. For full strategy click [here](#) (The partners are Waltham Forest, Havering, Hackney, Newham, Tower Hamlets, Redbridge, Bexley and Barking and Dagenham.)
- b. The strategic aim of this development is to engage ELMA in medium term partnership work to identify and reach under-represented and disadvantaged groups of CYP, to gain a deeper understanding of their music education needs and to deliver opportunities to meet these needs.
- c. This research and careful gap analysis has identified further needs to be met over the next 4 academic years.
- d. Plans have been agreed for 2023/24 and implementation is underway.

3. The Primary Youth Voice Strategy

- a. To establish a School's Music Council by December 2023.
 - i. To explore what music, they would like to be engaging with.

-
- c. By developing and delivering a strategy to attract a broader age range (14 – 25) and an improved gender balance.
 - d. By developing and delivering a specific 'inclusion' element in the strategy.
 - e. Through maintaining and developing the relationship with UD to ensure that opportunities have a clear progression route for those young people who wish to take advantage of a route into the world of work in Urban Music.
 - f. To explore other possible venues e.g., 'Make it London'.
3. To look to develop a tradition of performance/open mike events in particular with Studio 3 Arts (S3A) in their new setting, the Broadway Theatre and Make it London.
 4. To plan and prepare for a 30-minute Youth Voice presentation at the MEH Symposium on 14/09/23. (This is a twilight event taking place between 14.30 and 19.00. There will be opportunity for a performance element).
 5. To be available to secondary schools (on request) with regard to matters related to the LBBB MC and contemporary music making and recording.
 6. By developing a relationship with Becontree Radio and the Dagenham Film Studios to further support and extend the creation of the LBBB MC 'label'.
 7. To contribute content as required for the revised MEH website and ensure the LBBB MC is well represented.
 8. To continue to develop high level communications through appropriate social network channels.

General requirements.

You will be available for the duration of the project to attend (online) meetings of the CMS SLT, the MEH Board and the CMS advisory group to update on progress. Such meetings to be scheduled in line with availability.

You will report to the Head of the CMS as required regarding strategy, fundraising and progress.

You will communicate with the Deputy Head of the CMS with regard to finances, invoicing, resourcing and website developments.

Periodic Review

This Agreement is valid from 15/05/23 and is valid until 31/08/2023.

This agreement is not a contract of employment.

This Agreement may be reviewed during the delivery period; however, in lieu of a review during any period specified, the current Agreement will remain in effect. This agreement is for services to the value of £7,000.00 in phase 1 and £14,000 in phase 2, payable upon receipt of invoices. The schedule of payments is as detailed above. Any resources developed will remain the property of the LBBB hub.

- ii. To offer routes to explore music they currently don't know.
 - iii. To ensure cultural breadth, relevance, and respect.
- b. Initial meeting with key staff by 02/10/23 to draft initial questionnaire for head teachers.
- c. J Bell to give a 'heads up' to primary heads meeting.
 - i. Aim to establish a pilot group by targeting 6 schools (including SEND setting and ARP).
 - ii. Initial meeting via 'Teams' by 11/012/23 to plan for launch of pilot on 12/01/24.
- d. Longer term thinking:
 - i. Establish a LBBB central primary/junior music youth voice council meeting regularly online.
 - ii. Establish links with CEP and Inspiring Futures.

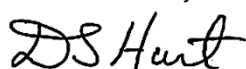
4. The MEH LBBB music inclusion strategy (see also Performance Framework)

- a. This strategy will run concurrently with the ELMA strategy and the MEH will, through the CMS, work to identify and reach under-represented and disadvantaged groups of CYP, to gain a deeper understanding of their music education needs and to deliver opportunities to meet these needs.
- b. An inclusion champion was appointed to the CMS in September 2021 and work will continue in 2023/24.
- c. An extensive staff survey was undertaken, achieving very encouraging and positive results.
- d. A programme of CPD has been initiated, focussing initially on diversity.
- e. Extensive work in special needs settings is underway and will continue during 2023/24.

5. The CMS annual brochure to schools.

- a. This is the MEH lead organisation's key communication regarding provision to all schools in LBBB.
- b. Some revisions to the current brochure to develop a more commercial approach were made in February of 2022.
- c. This process was further developed for the 2023/24 brochure to ensure that:
 - i. Schools are clearly identified as 'service users' and the MEH is clearly identified as a 'service provider'.
 - ii. The benefits of working with the MEH are made clearer than they have been previously.
 - iii. Schools will be offered an increasingly broad and more diverse set of packages to support a 'mix and match' approach to service purchasing to closer meet the needs of individual schools.

Yours sincerely,



Digby S Hunt

Deputy Head, Community Music Service