



# Cumbria Music Hub

## LOCAL PLAN FOR MUSIC EDUCATION

1<sup>st</sup> September 2024 to 31<sup>st</sup> August 2025

**Hub Lead Organisation:** Westmorland and Furness Council

V1.0 Draft document for January submission: February 2025



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# 1. Executive Summary

## Introduction

Cumbria Music Hub is part of the network of 43 national Music Hub partnerships in England. This document has been updated to reflect the status of Westmorland and Furness Council as the newly appointed Hub Lead Organisation of the Cumbria Music Hub, following the Hub Investment programme and structural changes led by Arts Council England in 2023-24.

We are proud of the achievements of Cumbria Music Hub, and the impact of musical outcomes of our programmes of work on our young people. High-quality musical activity and opportunities have been maintained and built on for young people across Cumbria. We know that there is more to do. We must continue to consider how we best meet the needs and aspirations for children and young people. Ensuring inclusion of all young people, including children facing disadvantage whether through socio-economic indicators, SEND, or through rural and coastal geographic isolation is deeply important to us and is a common thread through our programmes. Children and young people are at the heart of everything we do. Our strategy, programme of activity, and every decision that we take, is taken with their best interests at heart and to ensure that every child in Cumbria is able to access music education and opportunity and progress their interests should they wish to.

Two significant change programmes have shaped our work over the past two years, the Local Government reorganisation in Cumbria, and the Arts Council's Music Hub Investment Programme with the subsequent bid process for Hub Lead status. The latter has brought the challenge and opportunity of reimagining our strategy and programmes. Alongside this, the disaggregation of the previous council's music service into two services requires time to allow these re-formed organisations to shape and develop their strategic directions. The enduring effects of slow economic growth over the past decade continues to place public services, schools and family budgets under considerable financial strain. These factors, underpinned by restricted funding, high levels of reporting associated with the new Hub structure, implementation of new programmes for Music Hubs, overstretched leadership capacity, and attracting new workforce to the industry area and geographical area all being significant factors that we must continue to address.

Within this landscape the Executive Management Group, Hub Board, and all of our partners have high aspirations and are excited for the future. We embrace what we can deliver and continue to offer to children and young people – each one of them has a right to access education, and music education that has the power to enhance their civic, economic, intellectual, spiritual, social and cultural outlook from now and into adulthood.

## Executive Summary

Cumbria Music Hub is a collaborative partnership of local, regional and national partners. We work together to deliver the vision and three goals of [The power of music to change lives: a National Plan for Music Education](#) (NPME - published June 2022), for the Children and Young People of the local authority areas of Cumberland and Westmorland and Furness.

Our core values are to Inspire, Enable, Support, and Excel. These values underpin our activity and interactions with young people, parents and carers, stakeholders and funders. They also inform our approach to Quality and Impact, and every lesson, rehearsal, performance, activity and interaction that we undertake.

‘The Power of Music to Change Lives’, the National Plan for Music Education, outlines the Vision, three Aims and five Strategic Functions that governs the work of the Hub. This structure has been used to create a Needs Analysis, SMART Targets, and Programme of Activity. This Local Plan for Music Education is based on the delivery of those activities.

Progress and outputs against the delivery of the National Plan are monitored through our SMART Targets, appended to this document as a separate document. These should be regarded as being a part of this document. Progress against these, and the dynamic analysis of the needs of young people and our schools and communities, are used as the basis of reporting to the Hub Executive, and Hub Board. The recent publication of an updated Performance Framework for Music Hubs, in February, sees first performance ratings now required in September 2025.

Most regular weekly activity delivered by the Hub in educational settings is driven by the two main partner Local Authority Music Services. Through annual Service Level Agreement with schools, schools request the delivery of services: vocal and instrumental teaching in school, whole class projects, curriculum music support, ensemble support, SEND music support, and Instrument Loan Services. Each Local Authority Music Service also offers progression activity through out-of-school-setting Music Centres. The Hub Lead Organisation works with our broader range of local, regional and national partners to broker and commission other music education opportunities. These enhance the offers of schools and other educational settings and provide and extend opportunities in music making outside of school. Local partner organisations enable the HLO to expand access to a range of musical opportunities such as: music centres; ensemble activity; online music production courses across the geographical footprint of Cumbria. Westmorland and Furness Music Service as the Hub Lead partner also manages the County Youth Ensemble programme and the Hub’s broader progression activities programme.

Due to the impact of the wider national financial climate, we have seen an anticipated fall in demand for services for this academic year. Sustained inflation, rising costs for service users and service deliverers (including a 5.5% pay award for employees), the restrictive funding and high-reporting requirements of the national Music Grant, and a reliance on a self-employed delivery model for most partners, have a substantial effect on capacity and ability to meet the aspirations of the National Plan for Music, and to realise this within our local geographic and socio-economic context. These points are identified in the DEMOS report [Facing the Music, Meeting the ambitions of the national plan for music education](#) (Published 04 February 2025, Billy Huband-Thompson and Alice Dawson [www.demos.co.uk](http://www.demos.co.uk))

A new Executive Management Group (EMG) delivers a focussed and strong Governance plan. Comprising senior officers, and the lead officer for Cumbria Music Hub, the Executive Management Group has oversight of the leadership of the Music Hub. They rigorously support the Music Hub grant programme and programme development and provide professional guidance, support and challenge. The EMG ensures that the Music Hub meets the compliance frameworks of Arts Council England, and the Local Authority's own internal compliance procedures. They also provide cross-functional knowledge and experience to support the work of the Hub.

The Executive Management Group is advised by an independent Hub Board led by an independent chair. The Hub Board continues to volunteer their time to support the Hub and its development fully and we are very grateful for their commitment and time.

The Hub Board meets quarterly to scrutinise the reporting of the Hub to ACE. In-year developments will see the Hub Board supported through a structure of sub-advisory groups led by Board members. The Hub Board monitors the programme of activity and progress against SMART targets; make recommendations and provide professional challenge; contribute to needs analysis development and monitor financial spend.

The Executive Management Group meets monthly and will move to a bi-monthly pattern once the Hub Programme settles nationally through this transition year. We are transitioning to a new Hub Board and will have this in place for May.

Our Hub partnerships are the foundation on which our response to the National Plan is constructed, and our Local Plan for Music Education is delivered. We have both Strategic and Delivery partners who work to provide a music education ecology for the young people of Cumberland and Westmorland and Furness, and to support all schools and educational settings in scope (local authority maintained, academy, and colleges) to deliver high-quality music education.

**Strategic Partners:** these organisations can act as a critical friend to the Hub and can offer support and advice to help respond to the National Plan for Music Education and the musical needs of all young people in the area. Strategic partners are expected to work with the Hub on planning, reviewing, and developing policies and strategies to further raise standards, broaden provision and strengthen progressive musical opportunities. Partners will feed into the various Hub Board working groups (Schools; Partnerships; Family; Finance; Impact; Youth Board).

**Delivery Partners:** these organisations contribute to the Hub's co-development and/or delivery of activity which responds to the aims and strategic functions as set out in the National Plan for Music Education.

Partner organisations include:

**Education Partners:** Cumberland and Westmorland and Furness Unitary Authorities and the Schools, Colleges, Early Years Centres, Pupil Referral Units, Virtual Schools, and Home Education teams within these areas; Lead Schools for Music (to be appointed by April); British Kodály Academy; Royal Northern College of Music.

**Commercial Partners:** Shops, suppliers, retailers and wholesalers with whom the Hub Lead Partner has had a particular relationship.

**Local Partners:** a range of place-based partners of recognised quality that are either geographically placed to address need in cold-spots, or who are selected because of their expertise to deliver specific musical styles, genres or programmes of work, e.g. Sunbeams Music Trust ‘Music for Life’ and ‘Music for Dignity’, including for children requiring end of life care; Local community and regional arts centres.

**National Partners:** a range of high-quality and providers of nationally recognised quality; Gabrieli ROAR; National Youth Music Ensembles, Music for Youth, Music Mark, Royal Liverpool Philharmonic Orchestra; Young Sounds etc.

**Regional Partners:** including Lake District Music Festival; Copeland Priority Places; Brilliant Barrow and all local and national NPOs operating in the county.

Regular partnership meetings are held with partners that deliver against the Local Plan. The Hub’s Communications Strategy ensures that appropriate communications are shared with different stakeholder groups, appropriate to their needs and interests. An important part of our Communication Strategy is the use of social media, website, and direct mailings to key stakeholder groups. Following Local Government Reorganisation, we are redeveloping the Westmorland and Furness Music Service website and will be exploring where a web presence for the Music Hub is best placed. We are committed to making sure that the Music Hub has a web presence that is accessible and reflects the Music Hub offer; it will be responsive to the audience it serves (Children, Young People and their families, and Schools and Educational establishments), with engaging design and intuitive navigation.

Inclusion and equity are central to our strategic delivery plan and our IDEA strategy will be updated for inclusion in this document in April 2025. We are working towards to developing a Music Hub Pledge for Children and Young People. This will ensure that high-quality music making, and music opportunity is not only offered to, but is targeted to and taken to Young People in Challenging Circumstances including those with SEND; Cared for Children; Pupil Premium and Service Children’s Pupil Premium cohorts; and those who are at risk of disengaging from the education system. In Cumbria we must also ensure that young people who suffer geographic isolation, and those from rural and coastal communities are enabled to access our offer. We are beginning to break the barriers down through innovative offers with partners at Sunbeams Music Centre, and through the Horizon Studios NW Online Music Production course.

Westmorland and Furness Council is delighted to have been awarded the opportunity to continue to operate as Hub Lead Organisation for Cumbria. With awareness of the national context and financial climate, and further strategic changes to local and national government programmes, we remain fully committed to taking forward this plan. We will be flexible and operate in an agile way with our partner organisations, customers and service beneficiaries to ensure the very best outcomes for young people through the musical opportunity they are offered in Cumbria.

February 2025

## 2. Understanding Needs and Objective Setting

### Local and Demographic Context

Cumbria Music Hub, led by Westmorland and Furness council, serves the ceremonial county of Cumbria. Cumbria is governed by two unitary authorities, Cumberland Council and Westmorland and Furness Council (formed in April 2023, following Local Government Reorganisation). The Cumberland unitary authority area covers the north and west of Cumbria, and Westmorland and Furness the south and east; they are named after the historic counties of Cumberland and Westmorland and Furness.

The most north-westerly ceremonial county of England, to the north Cumbria borders the Scottish council areas of Dumfries and Galloway, Northumberland and County Durham to the east, North Yorkshire to the south-east, Lancashire to the south, and the Irish Sea to the west. The county is predominantly rural, with an area of 6,769 km<sup>2</sup> (2,614 sq mi), it the third largest ceremonial county in England by area but is the eighth smallest by population (500,000).

- Cumberland: area of 3,012 km<sup>2</sup> (1,163 sq mi), population (274,000)
- Westmorland and Furness: area of 3,756 km<sup>2</sup> (1,450 sq mi), population (225,000).

Cumbria is mostly mountainous. Carlisle is the only city and is in Cumberland, it has the largest population density (74,281). The largest settlements of Barrow-in-Furness (55,000), and Kendal (29,593) both lie in Westmorland and Furness, and Whitehaven (23,986) in Cumberland. Our population is largely rural, and we have the second-lowest population density among English counties.

Many large companies and organisations are based in Cumbria. The two unitary authorities are large public service employers, while the largest private employer in Westmorland and Furness is BAE Systems in Barrow, and in Cumberland the Sellafield nuclear processing site. The largest and most widespread industry is tourism, attracting over 47 million visitors annually. Agriculture is a major industry in the rural parts of the county.

### Structure and Governance

The Hub Lead Organisation for the Cumbria Music Hub is Westmorland and Furness Council. The Hub is overseen by the Executive Management Group (EMG), comprised of senior officers, and the lead officer for Cumbria Music Hub and Manager of Westmorland and Furness Music Service. The Music Hub sits within the Children's Services directorate and is a function of the Quality, Resources and Transformation - Traded Services for Schools.

The Executive Management Group is advised by an independent Hub Board, led by an independent chair and formed of partners and local stakeholders.

## The path to Hub Lead Organisation Status

Since 1974 a Local Authority Music Education Service was operational across Cumbria to serve Children and Young People and schools. In 2012, Cumbria Music Service, became the lead partner of the new Cumbria Music Education Hub. Local Government Reorganisation in 2023 saw the development of two unitary authority music services for Cumberland and Westmorland and Furness.

With the publication of the new National Plan for Music Education in 2021 (The Power of Music to Change Lives), the plan for a reduced number of Hubs, now called “Music Hubs”, covering larger geographic areas was unveiled. The publication of intended Hub geographies, in June 2022, confirmed the footprint of the ceremonial county of Cumbria would be maintained to cover the unitary authority areas of Cumberland and Westmorland and Furness for the 2023-4 Hub Investment Process. This led to the implementation of the Cumbria Music Hub in September 2024. Westmorland and Furness council is proud to have been invited to continue in the Hub Lead Organisation (HLO) role.

Cumbria Music Hub, the Music Services and other partners have been well regarded for the breadth and scale of activity delivered across Cumbria. We are proud of this and will continue to provide high-quality music education to bring musical opportunity, and musical and cultural benefit to the children and young people of the Hub area we serve.

Schools, Children and Young People

**Table 1: Number of education establishments by phase of education and locality, with % of schools in each locality, and each phase of education.**  
(Nursery Schools are not in scope but are listed in this table)

**317 state funded educational establishments that are under the scope of the Music Education Hub.**

EDUCATION ESTABLISHMENTS IN SCOPE BY LOCALITY AND PHASE	Cumberland								Westmorland and Furness								CUMBRIA TOTAL	CUMBRIA TOTAL %
	Allerdale Area	Allerdale %	Carlisle Area	Carlisle %	Copeland Area	Copeland %	Total CBLD	CBLD %ages	Barrow Area	Barrow %	Eden Area	Eden %	South Lakeland Area	South Lakeland %	Total WAF	WAF %ages		
Nursery					3		3	1.76	1				1		2	1.36	5	1.58
All Through							0	0.00	1						1	0.68	1	0.32
Infant	8		3		4		15	8.82	5		1		1		7	4.76	22	6.94
Primary	50		45		35		130	76.47	26		38		50		114	77.55	244	76.97
Secondary	8		6		5		19	11.18	4		5		10		19	12.93	38	11.99
Special	1		1		1		3	1.76	1				2		3	2.04	6	1.89
AP	1		1				2	1.18	1						1	0.68	3	0.95
16+					1		1	0.59	1				1		2	1.36	3	0.95
<b>TOTALS</b>	<b>68</b>	<b>0.40</b>	<b>56</b>	<b>0.33</b>	<b>46</b>	<b>0.27</b>	<b>170</b>	<b>100.00</b>	<b>39</b>	<b>0.27</b>	<b>44</b>	<b>0.30</b>	<b>64</b>	<b>0.44</b>	<b>147</b>	<b>100.00</b>	<b>317</b>	<b>100.00</b>

**Table 2: Number of children and young people aged 4 to 16\* living in Westmorland and Furness and Cumberland (census data 2024)**

Total school population aged 4 – 16: 62,135 (Source DfE School census State Schools and AP 18 January 2024)

*Note\*: Number of young people aged 17 to 19 that are in scope are not counted here but are in scope of delivery.*

NCY	R	1	2	3	4	5	6	7	8	9	10	11	Total
<b>Cumberland</b>	<b>2550</b>	<b>2693</b>	<b>2684</b>	<b>2878</b>	<b>3014</b>	<b>2992</b>	<b>3018</b>	<b>3064</b>	<b>3020</b>	<b>3112</b>	<b>3083</b>	<b>2954</b>	<b>35062</b>
Allerdale	872	882	973	1007	1017	1010	1035	1159	1136	1222	1322	1239	12874
Carlisle	1056	1207	1052	1177	1254	1257	1286	1198	1204	1224	1192	1172	14279
Copeland	622	604	659	694	743	725	697	707	680	666	569	543	7909
<b>Total by Key Stage</b>	<b>R: 2550</b>	<b>KS1: 5377</b>		<b>LKS2: 5892</b>		<b>UKS2: 6010</b>		<b>KS3: 9196</b>			<b>KS4: 6037</b>		
<b>WAF</b>	<b>1856</b>	<b>2016</b>	<b>2032</b>	<b>2150</b>	<b>2182</b>	<b>2151</b>	<b>2191</b>	<b>2520</b>	<b>2481</b>	<b>2492</b>	<b>2473</b>	<b>2529</b>	<b>27073</b>
Eden	456	462	462	459	475	484	499	619	587	567	556	564	6190
Barrow	667	711	695	757	776	752	731	485	458	448	444	473	7397
South Lakeland	729	813	855	911	913	893	939	1153	1148	1201	1199	1229	11983
<b>Total by Key Stage</b>	<b>R: 1856</b>	<b>KS1: 4048</b>		<b>LKS2: 4332</b>		<b>UKS2: 4342</b>		<b>KS3: 7493</b>			<b>KS4: 5002</b>		
<b>ACE per pupil funding data (aged 5-19 and on roll in-scope schools), as of the 16 July 2023</b>													
<b>Cumberland</b>		39,139											
<b>Westmorland and Furness</b>		29,809											
<b>Cumbria Total</b>		<b>68,948</b>											

LSOA areas falling within the 10% most deprived areas in England

Cumberland: 8 Schools located within LSOA areas (Identified on our Needs Analysis).

8 Primary

We must also consider Alternative Provision, Special Schools, and the receiving Secondary Schools for pupils, and settings working with CYP Not in Education, Employment, or Training (NEETS).

Westmorland and Furness: 12 Schools with CYP in Most Deprived Deciles (Identified on our Needs Analysis)

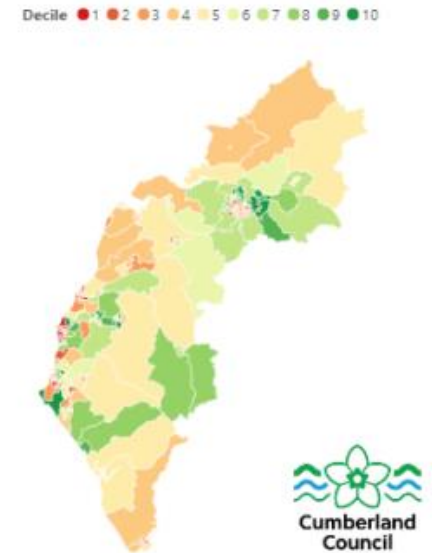
01 Nursery School; 4 Primary Schools; 5 Secondary  
01 PRU  
01 Further Education

We must also consider Alternative Provision, Special Schools, the receiving Secondary Schools for pupils, and settings working with CYP Not in Education, Employment, or Training (NEETS).

Cumberland LSOAs by Overall Deprivation Decile

Geography	LSOA Local Name	Decile (1 is 10% most deprived in England)
Allerdale 005A	Ellenborough: South	1
Allerdale 005B	Ewanrigg: North	1
Allerdale 010C	Moorclose: East	1
Allerdale 009B	Moss Bay: South	1
Allerdale 009C	Moss Bay: North	1
Allerdale 009E	St. Michael's: Central	1
Allerdale 008C	St. Michael's: North & East	1
Carlisle 009A	Belle Vue: South East	1
Carlisle 011A	Botcherby: Central	1
Carlisle 009D	Morton: South	1
Carlisle 011F	Upperby: East	1
Copeland 002B	Harbour: North	1
Copeland 005D	Mirehouse: Central	1
Copeland 005F	Sandwith: North East	1

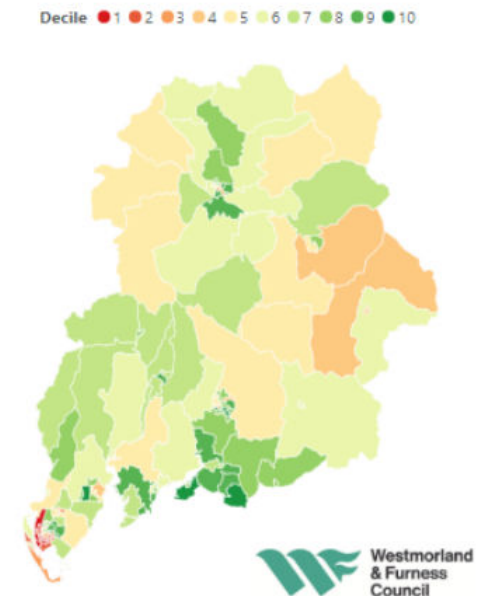
LSOAs by Overall Deprivation Decile (1 is % Most Deprived)



Westmorland and Furness LSOAs by Overall Deprivation Decile

Geography	LSOA Local Name	Decile (1 is 10% most deprived in England)
Barrow-in-Furness 010B	Barrow Island: West	1
Barrow-in-Furness 007A	Central: East	1
Barrow-in-Furness 008A	Central: North West	1
Barrow-in-Furness 008B	Central: Central	1
Barrow-in-Furness 008C	Central: South West	1
Barrow-in-Furness 004A	Hindpool: West Central	1
Barrow-in-Furness 008D	Hindpool: South East	1
Barrow-in-Furness 008E	Hindpool: Central	1
Barrow-in-Furness 007B	Newbarns: South West	1
Barrow-in-Furness 004C	Ormsgill: North	1
Barrow-in-Furness 004D	Ormsgill: Central	1
Barrow-in-Furness 007E	Risedale: West	1

LSOAs by Overall Deprivation Decile (1 is % Most Deprived)



## Building a vibrant culture of musical participation

We recognise that some young people continue to miss out on high quality opportunities to engage in music-making. Through the continuous application of our planning, performance, and evaluation cycle we will maintain focus on how all children and young people are accessing broad and inclusive, high quality musical opportunities. We use a data and evidence led approach to identify where:

- current areas of best practice and provision are for the communities we serve,
- gaps in provision exist and what the barriers are to engagement and participation,
- the hub partnership will prioritise and allocate its resources to attract new engagements and to inspire and enable our communities to become more involved and progress.

The music hub partnership collectively seeks to address the findings outlined in our Needs Analysis. We are committed to ensure that there are affordable options for children and young people of all ages to participate, sustain their engagement, and develop their skills and interests in music. We support schools and other education settings to deliver high-quality music education and meet the objectives of the National Plan for Music Education.

We have a shared understanding, underpinned by data and evidence, of the factors that are barriers to engagement and participation in Cumbria, and that might affect children and young people's participation including:

- where they live and if they face rural and transport deprivation,
- their socio-economic status,
- if they are from a disadvantaged background,
- with special educational needs or disabilities,
- their cultural diversity,
- their access to instruments or equipment such as assistive technology.

### 3. Vision, Aims and Strategic Functions

The Cumbria Music Hub partnership is committed to supporting the rights of every child to engage and take part in musical and cultural activity.

The publication of the new National Plan for Music Education outlines three goals, a Vision, three Aims, and five Strategic Functions for Music Education in England. Activity for 2023-24 onwards will be expressed in these terms:

The Cumbria Music Hub partnership works to support achievement of the **three goals of the NPME** in Cumbria:

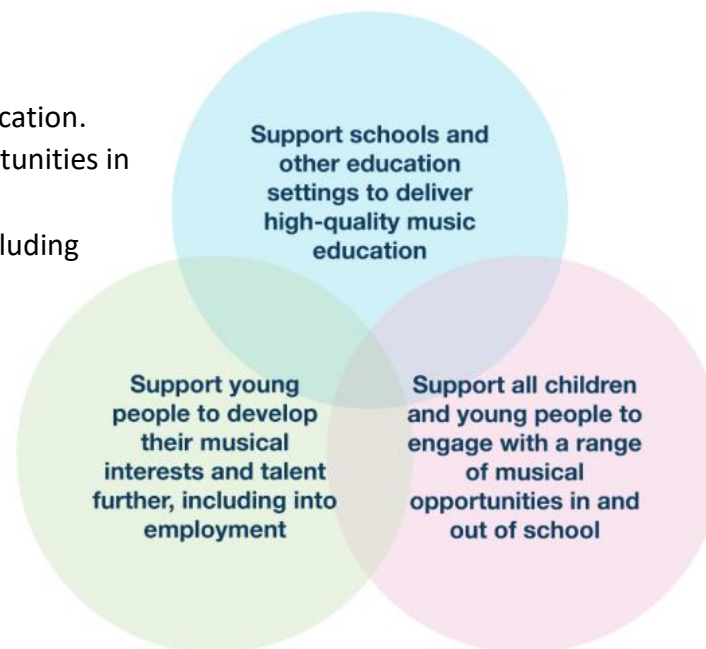
1. All children and young people receive a high-quality music education in the early years and in schools.
2. All music educators work in partnership, with children and young people's needs and interests at their heart.
3. All children and young people with musical interests and talents have the opportunity to progress, including professionally.

**Our vision:** Cumbria Music Hub is committed to **enabling all children and young people in Cumbria to access high-quality music education so that they learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.**

Underpinning this vision is **three aims** around which our work is focussed:

1. To support schools and other education settings to deliver high-quality music education.
2. To support all children and young people to engage with a range of musical opportunities in and out of school.
3. To support young people to develop their musical interests and talent further, including into employment.

[The power of music to change Lives: A National Plan for Music Education, page 48](#)



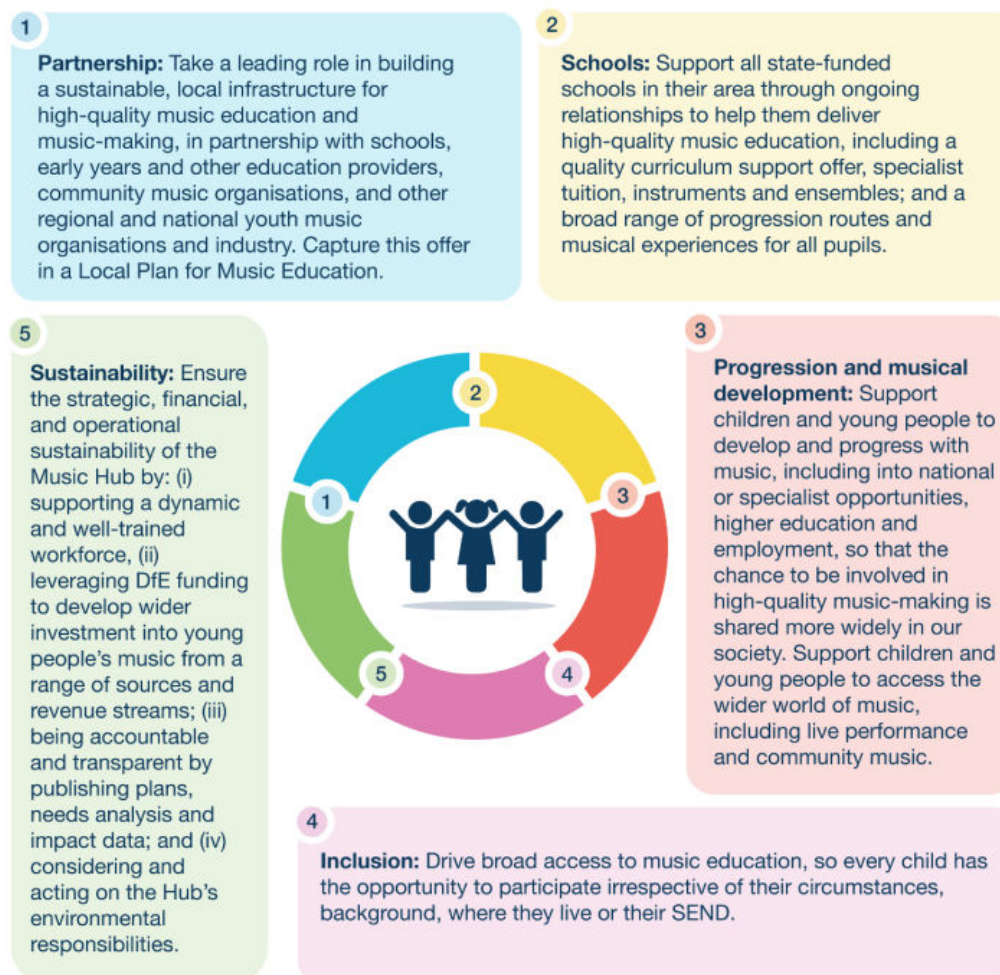
## Strategic functions

To achieve these aims, **Music Hub lead organisations, which receive and are accountable for government's funding, will have responsibility for five strategic functions**, to be delivered through the partnership, set out in the following diagram

- **Partnerships:** build a sustainable local infrastructure for high-quality music education
- **Schools:** offer curriculum music support, specialist tuition, instruments and ensembles
- **Progression and Musical Development:** support access to the wider world of music
- **Inclusion:** broad access to music education
- **Sustainability:** workforce, funding, accountability. Environmental responsibility

Note: The National Plan for Music was a policy document of the previous Conservative government and is not the policy of the current administration. The NPME was used to formulate our response to the ACE Hub Investment Programme and, as such is integral to our plans for 2024-25.

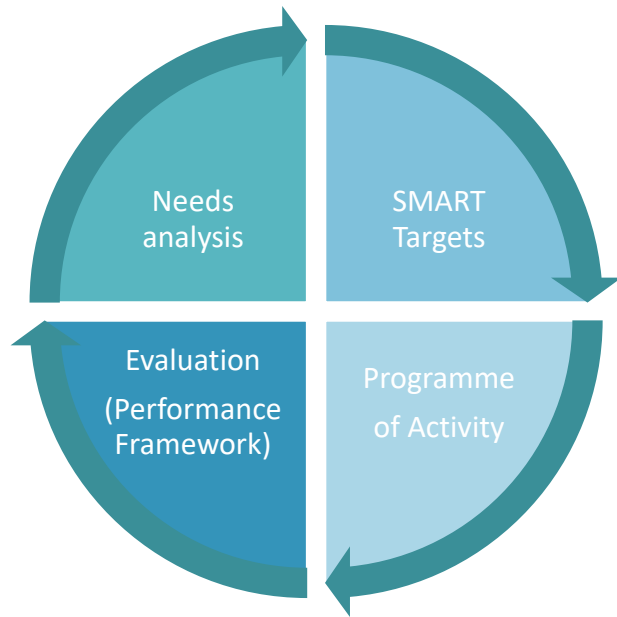
We await government and DfE guidance on the retention of, and execution of any changes to the plan.



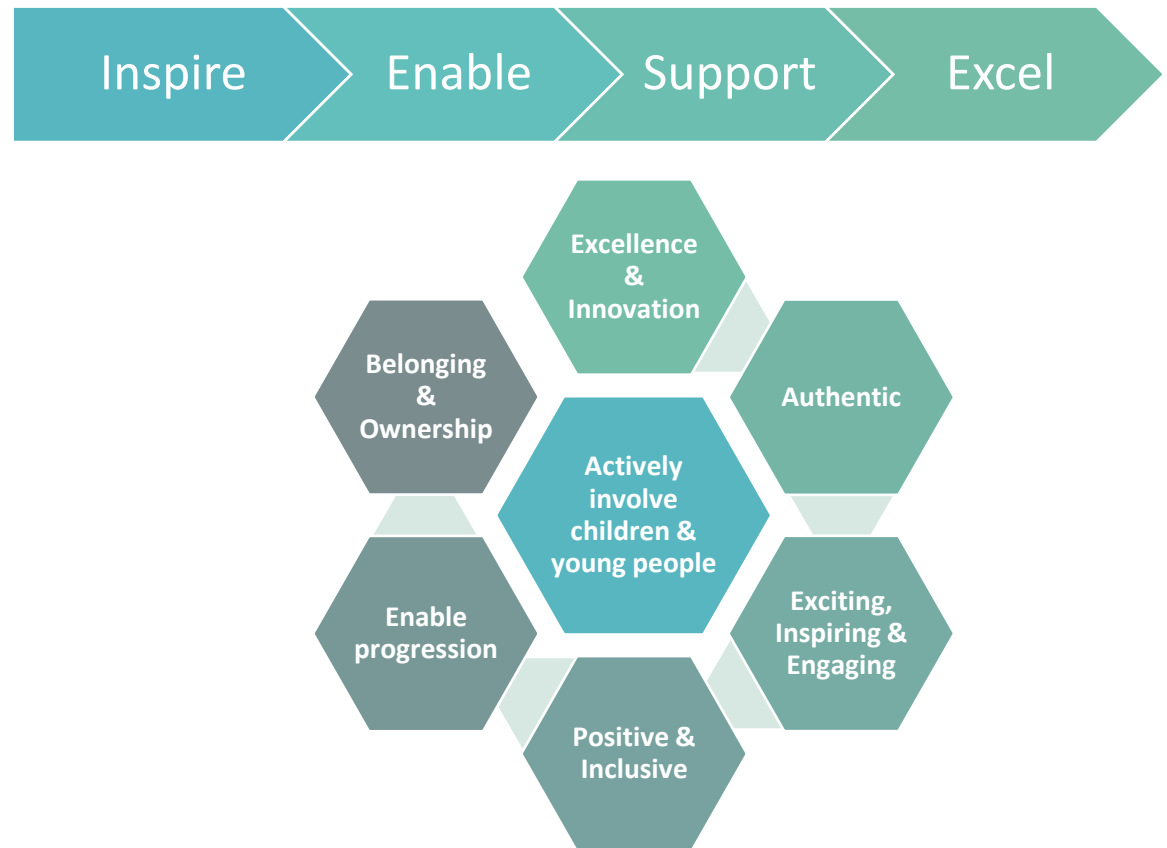
[The power of music to change Lives: A National Plan for Music Education, page 49](#)

## 4. Planning, performance and evaluation cycle

The strategic functions underpin our area needs analysis. Our SMART targets are set according to the needs analysis, and in turn these inform the development of our programme of activity and subsequent quality assurance, including evaluation against the ACE performance framework and achievement against our SMART targets.



Our Values and the seven quality principles of Arts Council England



## 5. Needs Analysis

This Needs Analysis has been developed, based on the Three Aims and Five Strategic Functions of the 2022 National Plan for Music Education. Our Hub area's contextual information: socio-demographic data; indices of multiple deprivation; geographic data; and schools' census data is analysed against our partnership coverage and activity engagements for provision in and out of school.

Cumbria Music Hub Needs Analysis is informed by the following, each responding to local need:

1. Demand from schools and parents for traded services
2. Feedback from children and young people, parents / carers, and music practitioners working in the Hub areas
3. Identified areas of activity for fully funded, or intervention work

Statistical analysis is maintained quarterly throughout the period of funding to coincide and feed into the ACE reporting structure. The accuracy of statistical reporting is dependent on robustness and quality of data provided by Hub partners.

This analysis has set the evidence-based decisions and direction for Cumbria Music Hub Local Plan for Music Education 2024-25. It is what our SMART targets, and Hub Activity Plan for the same period are derived from.

Principal outcomes of our Needs Analysis are tabled below. This seeks to provide the reader with a robust overview of areas for focus under each of the Hub Performance Framework (PF) expectations and standards for Music Education Hubs, across the five strategic NPME areas:

Services requested by schools and parents are identified through a process of Service Level Agreements, which are issued to schools in late April / May each year, for an annual Service Level Agreement running from September to July the following Academic Year. These include support for the Vision and each of the three aims of the National Plan. In addition to being a booking process for purchased delivery services from the HLO, the SLA invites:

- feedback from schools on the quality of its provision (Customer Satisfaction Data)
- suggestions of other products, services and areas of support that the HLO could provide.

This process provides important Needs Analysis feedback from schools on an annual basis. The following tables are our Local Plan Needs Analysis reflected against the Strategic Functions and governance requirements for Music Hubs.

		Part A: What Should be	Part B: What is	Part C: What are the gaps?	Next Steps: Action
<b>1. Partnerships</b>	<b>Local Hub Partners</b>	A sustainable local infrastructure for high-quality music education and music-making is built and nurtured. Local music education organisations are supported and encouraged to become self-sufficient in their offer and delivery in locality areas.	A strong network of local partners and commercial organisations operate a broad range of activity to schools, and children and young people out of schools across Cumbria. The development of inclusion pathways for children facing disadvantage, and also through the development of broader music making opportunities is a strong focus for our development work this year.	Gaps remain in terms of geographic cold spot areas, and also in ensuring an equitable spread of the different types of activity around the county to support and engage Young People facing deprivation, and small and rural schools that are geographically isolated are supported.	Place based partnerships are being developed initially through the Eden Locality board and will be developed through other Locality Boards and partners to place activity in geographically isolated communities of: Millom, Maryport, Appleby in Westmorland, Kirby Lonsdale, Alston
	<b>National Hub Partners</b>	Strong partnerships and development pathways are formed with national partners to ensure a broad range of high-quality music provision is available within Cumbria that also includes new routes into music making.	The Hub has curated a programme of activity with National partners that supports music education, and which is broadening the offer of music activity both in and out of school to children and young people.	Strengthen links with National Youth Music Organisations and enhance our work to raise awareness, promote and support young musicians into these organisations, including through links with our Young Sounds Connector.	Make links with National youth Music Orgs and develop relationship for 2025-26 to embed activity in county with these groups.
	<b>Delivery Partners</b>	Our delivery partners broaden the range of offers made to Young People and their schools. Through co-designed and targeted resources, we will meet the needs of Local Plan for Music Education.	The LPME and Programme of Activity has been co-designed with specialist partners who bring clearly defined skills and knowledge across a broad spectrum of music making and training opportunities.	Geographical and equitable spread of range and breadth of music making	To understand and evaluate success of trial programmes to see if decisions taken are appropriate and if programme of activity remains appropriate and right for children and young people through service user feedback. To consider how to make sure young people are getting the social interaction and connections to benefit health and well-being in our hard-to-reach areas.

		Part A: What Should be	Part B: What is	Part C: What are the gaps?	Next Steps: Action
<b>2. Schools</b>	<b>School Music Development Plans</b>	Schools are supported by the Music Hub to deliver their curriculum responsibilities according to the National Plan for Music guidance.	Schools deliver a high-quality music curriculum to all pupils, up to y9, of not less than 1 hour per week, enhanced by meaningful co-curricular and enrichment music.	Not all schools engage with the Hub offer.  The HLO has not had capacity to develop this strand as far as we would like this year, but we are recruiting Lead Schools and continue to build and nurture relationships with schools.	Strengthen the SMDP and Network meeting support. Monitor schools' engagement in SMPD development.
	<b>Classroom Instrumental learning programmes</b>	All primary schools who choose to engage through the Hub Partnership receive support to deliver Whole Class Ensemble Programmes either through Hub partner delivered specialist tuition, or through a self-sufficiency model with financial support.	Primary Schools across the Cumbrian school's footprint will receive either: a Classroom Instrumental Learning (CIL) programme delivered by one of the LA Music Services, or through a Hub financial support package direct to the school.	Ascertain school's own delivery programmes through data collection and CIL supported offer for schools. Focus on geographically isolated areas and high levels of educational and social care need	HLO to increase the number of primary schools receiving or delivering Whole Class Ensemble Tuition.
	<b>EYFS &amp; KS1</b>	Every establishment with Nursery, EYFS, and KS1 provision offers a high-quality music offer underpinned by strong musical skill and knowledge of the delivery practitioners.	Sing Up and British Kodaly Academy. Each to deliver 10 x Music Curriculum and vocal CPD development sessions. Attended by teachers and practitioners, parents/carers) across Cumbria. To support development of musicianship skills and to improve the teaching of Musicianship in settings (e.g. schools, nurseries, libraries, or other community settings as appropriate) and to enable settings to develop their own choirs and vocal groups.	Practitioners may not be able to be released to undertake music CPD. A time outside of the taught school day may need to be found as an alternative to course attendance during the taught school day.	Advertise the Sing Up and Kodaly Musicianship CPD course to all Cumbria schools, libraries, Nurseries
	<b>Progression Routes</b>	Progression routes available to all children, through instrumental lessons in schools on a wide range of instruments, ensembles and signposting to a broad range of progression routes outside of school.	Through SLAs CYP are enabled to progress musical learning through affordable music lessons, with a particular focus on increasing engagement for underrepresented Children and Young People	Not all school buy back Instrumental or Vocal lessons. There is a notable decrease in % of Young People accessing this activity.	Develop plan with VS to ensure that YP from under-represented groups participate in lessons  Work with schools in LSOA 1 areas, those with over 40% FSM, Pupil Premium (incl. Service Children's PP), and SEN to develop strategy for inclusion and progression for these children.

	<p><b>High-Quality Music Experiences/Events: Live; Large Scale; Singing Strategy</b></p>	<p>Every School will be offered the opportunity to engage in the Hub's programme of live performances, working with professional arts organisations, &amp; take part in at least one large-scale performance.</p>	<p>Schools participate in:  Cumbria Connect large-scale Primary Vocal Events (4 locations - Carlisle, Barrow, Kendal, Egremont) and one on-line event.  Playground Proms Dalcroze Music and Movement and Performance (targeted to geographically hard to reach areas)  Musical Mondays Primary Series (6 concert series) with Live Music Now  Musical Mondays SEND Series with Live Music Now (Special School / Unit focus)  Orchestras Live Energy creative / composition and vocal workshop  Energy Live Stream  Conductive Music STEAM Workshops (targeted to high level FSM and Special Schools)  Sing Out with Carlisle Cathedral  Brass Bands England &amp; Bones Apart workshops  Youth Music Congress x 2: with Young Sounds Connect, CACN and Brewery Arts Kendal  Gabrieli ROAR (included progression vocal programme from Cathedral).</p>	<p>Not all schools will choose to participate in one of these events.</p> <p>Some schools may be constrained by lack of budget allocated for such activities.</p>	<p>Programmes advertised and delivered on time and within budget. Schools' engagement is in line with planned numbers as identified in SMART Targets.</p> <p>School engagement is targeted to schools, especially to development relationships with schools that have not traditionally engaged with the Hub.</p>
	<p><b>Peer-to-Peer &amp; CPD Support</b></p>	<p>The HLO will implement and support the Lead School programme ensuring representation from primary, secondary and special needs settings across Cumbria.</p>	<p>EOI for Lead Schools is ready to be published to engage Lead Schools to this programme in March.</p> <p>Lead Schools will co-curate and Co-deliver the Hub CPD strategy run network meetings and using and evidence-based approach they will feed into the 2025-26 Needs analysis and help to format programmes to the next academic year.</p>	<p>The Lead Schools programme may not attract applications from the full range of schools in county.</p> <p>School SLT teams may decide that the school does not have capacity to allow strong music leads to be part of the Lead Schools programme.</p>	<p>Lead School appointments made and implemented by April.</p> <p>Design and implement an induction programme to welcome and provide role knowledge for Lead School partners.</p> <p>Lead Schools first meeting in March/April 2025, and pattern of quarterly Network meetings published.</p> <p>Clear plan in place to develop Lead Schools for Music strategic development. All participate in Training the Trainer course in Summer 2025.</p>

	<p><b>Provision of Instruments</b></p>	<p>Through the Instrument Loan Scheme Instruments are available for all children who need them to access WCET sessions or progression route lessons.</p>	<p>Both Music Services hold a large stock of instruments which exceeds current need to supply Whole Class sessions and progression routes. These are provided as part of the offer to schools for projects delivered by the HLO, or to parents with the provision of lessons</p>	<p>Much of our combined stock – particularly WCET stock - is aging and was cheap when purchased. Some of this, and the cases in which it is supplied, could be described as a disincentive to playing.</p> <p>The Capital Grant will be used to make an effective plan to refresh supply of instrument stock and to provide Adaptive Instruments for Special Schools and SEN units.</p>	<p>The Capital grant will be used to address identified issues with the WCET stock, and the general stock, to ensure that instruments remain available and are never a disincentive to participation.</p> <p>Continue programme of disaggregation of instrument stock and library across two unitary authority music services.</p>
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		Part A: What Should be	Part B: What is	Part C: What are the gaps?	Next Steps: Action
<b>3. Progression and Musical Development</b>	<b>Progression Routes</b>	<p>A clear map of progression identifies musical engagement and progression routes to support all Children and Young People throughout the county and beyond to advanced musical learning.</p> <p>Specialist and highly trained tutors are available to teach advanced pupils.</p> <p>Music Colleges within 2.5hrs offer advanced skills training.</p>	<p>Partners offer opportunities covering the whole county in a broad and diverse range of musical opportunity to suit all ages, and stages of musical learning.</p> <p>A Direct Tuition out of school hours offer for instrumental lessons is available in some areas.</p>	<p>Progress data is not yet used to measure and inform progression for CYP either at a broad or individual level. We cannot therefore identify areas of weakness in progression routes to enable strategies and actions to be implemented to address these.</p> <p>Rural and geographic locations will always cause disadvantage for engagement for some children.</p> <p>Ensemble activity costs are passed to service users excluding those who cannot pay.</p>	<p>Produce visual map of musical progression to support teachers and parents to identify routes for children across all Hub partner offers.</p> <p>Develop and implement systems to map and use progress data to track CYP across progression routes.</p> <p>Use data to plan type and location of progression activity to maximise participation.</p> <p>Promote programmes and fee remission schemes and bursaries and encourage schools to use Pupil Premium funding.</p>
	<b>Regional Music Making Offers</b>	<p>A network of music centres, ensembles, and contemporary music making opportunities are offered in all areas of the county.</p>	<p>Six regional music centres and the Cathedral Sing Out Choir operate across some of the major population areas in Cumbria. New ways of music making are offered through partnership programmes offering new delivery pathway.</p> <p>Plan to offer summer term Place Based Music Centres or Activity through Lead Schools Partnership in isolated areas without provision e.g. West Lakes, Millom, Mary Port, Eden, (Kirby Lonsdale, Kirby Stephen, Alston).</p>	<p>Children living in locality areas that are geographically isolated are not able to access the regional centres.</p> <p>Without increased funding it will not be possible to increase or expand the number of regional music centres. Current numbers on roll do not provide full cost recovery of music centres.</p>	<p>Review and evaluate the reach and impact of music centre activity against financial input.</p> <p>Audit CYP needs and wants for music making activity.</p> <p>Use the above to plan subsequent year's ensemble activity plans and grow programmes that meet need.</p>
	<b>County Ensembles</b>	<p>Support children and young people to develop and progress into advanced level ensembles and music making and into national or specialist opportunities.</p>	<p>The County Youth Orchestra is operating but with small membership. A strategic plan to increase reach and engagement through partnering with other local and national offers will provide musical opportunities to perform with professional musicians and in high profile events.</p> <p>The Brass Academy offer two Holiday courses in Easter and Summer (led by top professional players).</p>	<p>Pupil, staff and Hub Board voice requests that the Cumbria Youth Orchestra programme changes from monthly rehearsals to a holiday residential course once or twice per year.</p>	<p>Plan the CYO programme well in advance for 25/26 and plan recruitment campaign to coincide with final events this season.</p> <p>Re-establish links and engagement programmes with National Youth Organisations and signpost activity on website for schools, CYP and other practitioners.</p>

<b>New pathways to support individuals.</b>	The Hub's programme of progression activity should be tailored to meet the needs of CYP including those engaged through Virtual Schools, those at risk of disengaging from education, & Children in Challenging Circumstances, and develop new delivery pathways.	36% (8) of Hub partner organisations are specifically engaged to expand programme of activity including offering new delivery pathways (e.g. The Lab with Horizon studios) designed specifically to increase engagement with CYP from underrepresented cohorts (as identified in SMART target 2), and for those who find engagement in formal education difficult.  Bursary scheme for up to 12 CYP to access specialist tuition or to attend a summer school following the Gabrieli ROAR vocal programme in Autumn.	Understand the needs of underrepresented cohorts of children and develop music opportunities to suit their needs.  Develop strategy and framework to identify barriers, track progress, and bridge gaps into activity and progression routes.	Agree how Bursary scheme will be implemented and link to Young Sounds programme as well as other strands of work.  Develop a pledge for Cared for Children so that they can benefit from an equitable offer that supports their engagement and progression through programmes.
<b>Ensembles for students with SEND</b>	Children with profound and multiple SEND will be empowered to engage in regular music making activity	Sunbeams Music Trust work with 108 CYP, ages 4 - 25 with PMLD and SEND (weekly monthly and holiday activity scheduled throughout year).	The activity delivered by Sunbeams cannot cater for all SEND children within Cumbria. Again, some children who do not have parents willing to take them to Sunbeams will not be catered for.	Make consideration for how activity can be expanded through Special and Schools with on-site SEN Unit provision.
<b>Concerts, Performance and Large-Scale events or Musical Experiences</b>	High quality performance events are provided throughout the year enabling children to engage with professional musicians, and key venues.	High quality events are planned with Orchestras Live and with through a professional DISCO Orchestra event. This will provide musicians the opportunity to engage with professional musicians and perform in key events and venues.	A concert schedule needs to be formed for the progressive range of ensembles and be more high profile for the Hub through promotion.	Seek music offers and opportunities that continue to inspire CYP and enhance the Hub offer for children and schools.
<b>Workshops and One-Off Events</b>	A range of 'Play Days' and short courses are provided to allow likeminded musicians to work together on a particular discipline or instrument.	A programme of Progression days for young String, Woodwind, Brass Music Production short courses, and Jazz Workshops is in place.	Activity should also be provided for CYP with no experience of playing an instrument, a vocal offer should also be developed, as well as guitar and other instrument families to suit need.	Develop activity and events in rural areas to extend opportunities for children in isolated areas.
<b>Young Sounds Youth Congress</b>	Support children and young people into further and higher education, and employment	Two Young Sounds Connector Youth Congress events - provide opportunity to meet industry professionals, learn about and discuss career routes into industry.	First event run so no expectation from stakeholders of what it will offer.  Geography and potential barriers to school engagement might restrict numbers to smaller than we can provide for.	2 x Youth Congress events delivered with key partner in July 2025. Promotion needs to be engaging and timely and encourage schools to engage with event to promote to Young People.

		Part A: What Should be	Part B: What is	Part C: What are the gaps?	Next Steps: Action
<b>4. Inclusion</b>	<b>Inclusion, Diversity, Equity, and Access</b>	Every child has the opportunity and is supported to participate in music experiences, or music-making opportunities irrespective of their circumstances, background, where they live, any needs or disabilities, or any protected characteristic.	<p>Eight Hub partners specifically delivering programmes to support CYP in challenging circumstances, including those that might face financial or other barriers and children from under-represented groups including: Cared for Children; FSM; PP; SEND; Military Covenant.</p> <p>Hub IDEA policy runs until 2026.</p>	<p>EDI Lead covered by Hub Lead Officer following resignation of previous lead.</p> <p>IDEA to be a considered component of planning for all projects and activities to ensure inclusion is at the heart of programme implementation.</p> <p>Will for inclusion is strong but strategy and action to achieve may not always mitigate barriers to participation.</p> <p>Traded service nature of most activity and requirement to income generate provides barrier to CYP facing deprivation.</p>	<p>Increase engagement with schools with greater than 25% FSM. In 2024-25 this is to be delivered through CIL programme and offers from partners targeted to this strand such as Sunbeams, Horizon Studios, Young Sounds, and the two LA Music Services.</p> <p>Bursary scheme in place and signposted.</p>
	<b>SEND</b>	Specific programmes for music making and development are co-curated and developed with specialist centres and practitioners to address interests and ensure access for high needs SEND young people.	In schools and out of school programmes are in place through Local and National strategic SEND partners	<p>Staff skills to run weekly programmes in Special schools.</p> <p>High cost associated with much more specifically targeted work and staff ratios and specialist resources required to deliver programmes.</p>	Develop capacity in Music Service work force to deliver SEND focused musical intervention and music making experiences. Evaluate programmes delivered in 24/25 for impact and decide on future delivery.
	<b>Children and Young People in Challenging Circumstances</b>	The HLO can accurately report engagement, and sees engagements in music making consistently increasing for CYP from underrepresented groups e.g. SEND, Cared for Children, FSM, and PP and Armed Forces PP.	<p>Increase provision to all children attached to the Virtual School so that they can access instrumental and vocal lessons tuition if they wish to.</p> <p>Young Sounds Connector is building a strong presence and meeting colleagues specifically engaged in supporting CYP facing deprivations.</p>	<p>SEND programmes focus on certain geographic localities and may not be appropriately located to engage all high needs SEND pupils.</p> <p>We need to analyse benchmark data for CYP from underrepresented groups and to ensure that CYP are tracked across all partners specifically delivering activity for the groups.</p>	<p>Work with the Virtual School (VS) in WAF to develop an engagement strategy and a Pledge for CYP that every Cared for Child who wishes to can access instrumental, vocal or music technology lessons in a financially supported model. Intent to share good practice following evaluation of pilot activity.</p> <p>Develop statement to encourage use of Pupil Premium Plus to aid musical progression for applicable CYP.</p>

		Part A: What Should be	Part B: What is	Part C: What are the gaps?	Next Steps: Action
<b>5. Sustainability</b>	<b>Workforce</b>	High-quality music education is delivered by a skilled and supported workforce. Training opportunities are extended to settings such as nurseries, libraries, or other community settings as appropriate.	<p>A programme of workforce and career development opportunities is in place to grow the skill base and ecology for music delivery across the county for all providers of music education. This includes development of music technology applications and Adaptive Instruments for SEND and Inclusion.</p> <p>Young Sounds Connector Networking meetings x 3 in Spring &amp; Autumn terms.</p>	<p>Advertise support programmes earlier and within an annual Hub offer to fit with schools' annual CPD planning cycle. The stabilisation of the Hub Programme and associated reporting and funding timeframes should aid this.</p> <p>Experienced workforce is hard to replace as they leave posts. A sparse professional music educator base locally and nationally, and lack of affordable training courses for quality music practitioners is exacerbated in region by distance from major city conurbations with thriving music training and employment opportunities.</p> <p>Develop strategy and plan to cover geographic areas and areas of work without staff coverage.</p>	<p>Implementation of workforce development opportunities through Conference and access to local and national training courses across all academic terms.</p> <p>Courses support and develop musicianship for Primary practitioners and Music Curriculum delivery.</p> <p>Work with Lead Schools during summer term 2025, to identify and plan for workforce development and Network meetings in 2025/26</p> <p>Review and redevelop induction, training and networking for self-employed workforce.</p>
	<b>Funding</b>	Hub funding is leveraged where possible to develop wider investment into young people's music from a range of sources and revenue streams: Traded Services; Hub Membership packages; grants from Trusts and Foundations; and from co-developed funding strategies with partners.	The HLO is working towards developing a statement on Hub approach to sustainability for Board consideration and review.	<p>Capacity to source and apply for funding and income strands to enhance the Hub grant for pupils' music education.</p> <p>Attract and appoint Hub Board members with knowledge and experience in fundraising and financial sustainability models (e.g. from CLEP; Sellafield; BAE.</p>	<p>To develop a statement on approach to sustainability by June 2025.</p> <p>2024-25 work on our aspirations as part of the financial resilience programme to identify what is possible and the resource and organisations in the local and national ecology that can assist in this strategy. In Year 2 we will capitalise on findings in Yr 1.</p> <p>Develop a R&amp;D programme to identify financial / funding Partners to work with in AY 25-26. This will help to develop capacity with partners to resource fundraising and develop sustainability strategy.</p> <p>Traded Services cost increase will be set by Councils for each Authority Music Service. The % increase is not yet known.</p>
	<b>Environmental</b>	The HLO and both unitary authority partners and delivery and commercial partners are aware of their environmental responsibilities. We each consider and act on those environmental responsibilities.	Activity and delivery of services seeks to make minimum impact on and make the most efficient use of resources on environmental impact.	Develop a Music Hub Environmental Policy designed to raise awareness of our environmental impact and begin to seek ways to mitigate against.	Environmental sustainability policy and action plan in place or in development for Autumn term 2025

		Part A: What Should be	Part B: What is	Part C: What are the gaps?	Next Steps: Action
<b>6. Governance &amp; Accountability</b>	<b>Governance</b>	Effective and transparent governance provides a clear structure for accountability and enables robust leadership and monitoring of Hub activity.	<p>The Executive Management Group ensures that the Hub Lead Organisation operates legally and transparently in line with Arts Council's objectives, and makes effective use of the National Music Grant to deliver the aspirations of the Local Plan for Music Education (LPME).</p> <p>The Hub Board meets quarterly, provides challenge, support and advice to the HLO and partners to ensure the LPME and programme of activity is on target to meet the Hub's annual targets.</p>	<p>It may be necessary to identify and ask for volunteers to sit on the Hub Board to ensure that the Hub Board represents fully the demographic communities, service beneficiaries, schools, and the unitary authority areas that it serves.</p> <p>Encourage representation from e.g. public health, finance, culture and heritage, children and young people - including those in challenging circumstances, all school phases, Academy Trusts, and the broader arts community both locally, regionally and nationally, and includes representation from protected characteristic groups.</p> <p>New Board members will need induction and support to act with knowledge and provide a meaningful input to the board.</p>	<p>New Hub Board appointments made and implemented in Spring term.</p> <p>Design and implement an induction programme to welcome and provide security for new Board members.</p> <p>Transition to new board by March, first new board held in May 2025, and pattern of quarterly meetings published.</p> <p>Consider and effect any required revisions to the instruments of governance.</p> <p>Clear plan in place to develop Hub Sub-groups in summer term. Board Members appointed to sub-group roles to advise on and monitor strategic areas.</p>
	<b>Strategic and Operational Plans</b>	The Hub Leadership is dynamic and responsive in developing and adjusting strategy to ensure the Local Plan for Music is relevant to, and addresses the needs of children and young people and schools, and that strategic plans are delivered with financial security.	The following are developed and adopted and published. They underpin the Hub's compliance to the aspirations of the National and Local plans for Music: Local Plan for Music, SMART Targets updated with impact data, and strategic plans.	Develop and agree feedback cycles to ensure that the Needs Analysis seeks input from all beneficiaries of the Hub and from those who do not use the Hub.	<p>Feedback cycle developed and implemented to seek the views of stakeholders and use these to inform needs analysis and future activity and programme development.</p> <p>Hub Leadership provides quality focussed feedback to enable EMG and Hub Board to make informed, evidence-based decisions on strategic direction and programme development for subsequent years.</p>
	<b>Quality Assurance</b>	A robust well defined quality processes is in place and used by all delivery partners. The Youth Music industry standard 'Do, Review, Improve' Quality Assurance model is adopted and used by delivery partners, and by the HLO for monitoring programmes and performance outcomes. The ACE annual survey framework is used to moderate and review Hub partnership's engagement and outputs.	The QA frameworks 'Do, Review, Improve' and ACE annual survey is shared with all partners and in use for monitoring programmes of activity.	<p>We have not achieved the level of Partnership Monitoring and relationship building this year. This is due to high level and volume of development activity to produce and implement the LPME activity and reporting through Hub programme frameworks. This will be addressed through spring and summer terms.</p> <p>HLO Lead Officer needs to work with partners and Hub management group to ensure that Quality Frameworks are understood and are helpful to review activity and outputs.</p>	<p>The HLO and Hub Board understand, measure and evaluate quality and effectiveness of Partnerships in line with outputs adopted by each partner.</p> <p>Twenty-one partnership meetings carried out in each of Spring and Summer Term 2025 to monitor KPIs and high-quality delivery as outlined in partnership agreements.</p>

## 6. SMART targets for the Academic Year 2024 – 2025

This highlight of the SMART OBJECTIVES for Cumbria Music Hub is included here to provide an overview. SMART Targets are contained in their fullest in the prescribed ACE excel template. Progress against these, and the outcome of last year’s activity, are used as the basis of reporting to the Hub Executive Management Group and Hub Board.

These are based on the Needs Analysis process and drive the Programme of Activity. The process of monitoring the performance of the Hub against the SMART Target has defined the meeting pattern for the Hub Board, which will meet four times annually:

- September - to agree and approve SMART Targets and Programme of Activity for the Year
- December - to review Term 1 and plans for Term 2
- March - to review Term 2 and plans for Term 3
- May - to review outcome for the year, and set priorities for the next academic year

	SMART Target	Outputs, deliverables and success measures
1	The Hub Lead Organisation (HLO) will develop a governance strategy to ensure that partners are accountable for meeting the Local Plan for Music Education (LPME) and its associated policies	<ol style="list-style-type: none"> <li>1) Executive Board have Terms of Reference (ToR's) in place.</li> <li>2) Hub Board have ToR's in place and will meet quarterly</li> <li>3) EOI for New Hub Advisory Board to be distributed in Autumn term. Applications close 10 Feb, appointments made Feb/March, transition to new board by end March. First new board meeting May 2025. Clear plan in place to develop Hub Sub-groups in summer term to advise and guide strategic improvements.</li> </ol>
2	Increase engagement in music for CYP from underrepresented groups e.g. SEND, Cared for Children, FSM, Pupil Premium (PP), and PP-Armed Forces Covenant.	<ol style="list-style-type: none"> <li>1) Increase engagement with schools with greater than 25% FSM to work with 40 schools (+81%) This target equates to 65% of the schools in this range of %FSM. 2023-24 CIL data: 22 schools of these (17 CBLD) 5 (WaF). This is to be delivered through CIL programme and offers from partners targeted to this strand such as Sunbeams, Horizon Studios, Young Sounds, and the two LA Music Services.</li> <li>2) Work with the Virtual School (VS) in WAF to develop an engagement strategy and a Pledge for CYP that every Cared for Child who wishes to can access instrumental, vocal or music technology lessons in a financially supported model. This work will include: <ul style="list-style-type: none"> <li>• Analyse benchmarking data for CYP from underrepresented groups and to ensure that CYP are tracked across all partners specifically delivering activity for the groups.</li> <li>• Increase provision to all children attached to the VS so that they can access instrumental and vocal lessons tuition if they wish to (149 CYP in scope and 75 post 16 (224 total) at Sept 2023 data) and make use of Pupil Premium Plus to aid progression.</li> </ul> </li> </ol>

		3) Success measure is an ability to accurately report, and for areas where we can access data to see an increase in engagement.
3	Hub partnerships meet the needs of Local Plan for Music Education & partners have a clear understanding of how they contribute to the LPME and how their activity will contribute to outcomes	<p>There are 22 funded Hub partners. Partnership Agreements, Partnership Meetings and Data expectations clearly define Partners' roles in realising our LPME. Please note that some partners contribute to more than one area of our LPME.</p> <p>Place based partnerships are being developed to be in place by March 2025 through the Eden Locality board and will be developed through other partners to place activity in geographically isolated communities of: Millom, Maryport, Appleby in Westmorland, Kirby Lonsdale, Alston</p>
4	The Cumbria Music Hub partnership will engage with 95% of the schools in our area in line with ACE Data strands	<p>2024-25: Target to achieve 95% engagement across all schools in the LA, Academy and Free maintained schools in Cumbria.</p> <p>We recognise that this target was difficult to achieve last year and will be similarly difficult to make engagements with all schools this year. Other non-funded partners are running their own funded programmes e.g. RLPO and RNCM and have their own engagement targets to achieve (the HLO needs to clarify if engagement data from non-funded can be included to mitigate against the risk of high-profile partners operating within the same cold spot areas.</p> <p>Base line data for this target does not currently exist via the Hub Data Dashboard as the Aims and Strategic objectives of the national Hub Programme changed in 23/24 and data is only currently available for 22/23.</p>
5	HLO to increase the number of primary schools receiving support to deliver the Classroom Instrumental Learning (CIL) programme with a focus on geographically isolated areas and high levels of educational and social care need	2024-25: At least 50% of Primary Schools across the Cumbrian school's footprint will receive either: a Classroom Instrumental Learning (CIL) programme delivered by one of the LA Music Services, or through a Hub financial support package direct to the school.
6	We will ensure that CYP are enabled to progress musical learning through affordable music lessons, with a particular focus on increasing	<p><b>2024-25 outputs and success measures: 288 CYP from under-represented groups participate in lessons</b></p> <p>1) CYP from underrepresented groups engaged in instrumental / vocal / composition lessons via a Hub partner increases by 10% (i.e. 288 CYP).</p> <p>2) To work with the Virtual Schools and schools in LSOA 1 areas, those with over 40% FSM, Pupil Premium (incl. Service Children's PP), and SEN to develop strategy for inclusion and progression for these children.</p>

	engagement for underrepresented Children and Young People	<p>3) The lab with Horizon Studios - direct recruitment for CYP receiving FSM / PP from schools with over 50% FSM, and from the Virtual Schools.</p> <p>4) To ensure that the Young Sounds Connector programme is also engaged in working to achieve these engagements.</p>
7	HLO will ensure out of school music provision reflects the demand for all children at all ages and stages of development	<p>Increase engagement by 20% to raise CYP engaged in ensembles to 755 CYP (126 additional CYP). In 2023-24, 549 CYP (of these 139 KS1; 259 KS2; 64 KS3; 55 KS4; 18 KS5 &amp; 14 KS N/A) engaged in group playing activities, and 80 in Choirs/Vocal Groups (40 KS2; 22 KS3; 10 KS4; 8 KS5). Through:</p> <p>1) Continued delivery of annual progression routes through music centres and activity to provide opportunity in locality areas for CYP in Barrow-in-Furness; Carlisle; Dalton-in-Furness; Kendal; Workington. Increase number in Barrow Music Centre by 30CYP, increase other centres by 10% each.</p> <p>2) Expanded programme covered in row 20. Through partnerships with BlueJam Arts (45 CYP); Horizon Studios NW (60 CYP); and Sunbeams Music Trust (increase by 19 CYP) there will be increased engagement with CYP from underrepresented cohorts, and for those who find engagement in formal education difficult. SEND provision for ages 4 - 25 will be provided by Sunbeams Music For Life Projects and will build on the 89 CYP engaged in 2023-24.</p> <p>3) Develop a strategic programme for continued growth programme and progression to more advanced ensembles through Cumbria and Westmorland Youth Orchestras, Carlisle Cathedral Choirs, The Brass Academy and through a programme of Progression days for young String, Woodwind and Jazz Instrumentalists.</p>
8	Strategically review engagement and progression using the Hub's quality framework and robust well defined quality processes for all partners.	<p>1) Using the QA framework in use 'Do, Review, Improve' and ACE Music Hub Survey questions for 2024-25 understand, measure and evaluate quality and effectiveness of Partnerships in line with outputs adopted by each partner. 21 partnership meetings in each of Spring and Summer Term 2025 to monitor KPIs and high-quality delivery as outlined in partnership agreements.</p> <p>2) Review of partnership meetings identify programmed activity, outputs and KPIs are on track. Where outputs are off-track, renegotiate / adjust targets if appropriate.</p>
9	Tailoring the Hub's programme to meet the needs of CYP including those engaged through Virtual Schools, Home Ed & CCC, and develop new delivery pathways	<p>The Hub's expanded programme of activity includes partnership programmes offering new delivery pathways and designed specifically to increase engagement with CYP from under-represented cohorts (as identified in target 2), and for those who find engagement in formal education difficult.</p> <p>1) BlueJam Arts work with 45 CYP weekly. Young people are from underrepresented cohorts, those who find engagement in formal education difficult, and Home Educated.</p> <p>2) Sunbeams Music Trust work with 108 CYP, ages 4 - 25 with PMLD and SEND (weekly monthly and holiday activity scheduled throughout year).</p> <p>3) Horizon Studios NW work with 60 CYP through on-line music production and composition course. Programme focus is inclusion. Work with Virtual Schools and schools to ensure that students in challenging circumstances, e.g. facing high-deprivation factors, and those in geographically isolated areas of Cumbria can access activity.</p>

		<p>4) Develop a Hub Pledge for CYP that every Cared for Child who wishes to can access instrumental, vocal or music technology lessons in a financially supported model and work with the Virtual Schools and CYP to develop a delivery method or methods to suit the children involved for this activity.</p> <p>5) Bursary scheme for up to 12 CYP to access specialist tuition or to attend a summer school following the Gabrieli ROAR vocal programme in Autumn.</p> <p>6) To develop summer term Place Based Music Centres or Activity in e.g. West Lakes, Millom, Maryport, Eden, (Kirby Lonsdale, Kirby Stephen, Alston).</p>
10	Broaden the relevance, and accessibility of stock for children and young people, improving the supply of instruments, equipment, and technology focussing on underrepresented groups.	<p>1) By 30 November 2024, submission of the Hub Purchasing Strategy for the period 1 September 2024 to 31 August 2026. To include the Hub Needs Analysis for Capital Grant spend and the Hub Instrument Management and Maintenance policy, and the Hub current stock register. Success measure: Funding Agreement for the Capital Grant offer issued to HLO.</p> <p>2) Implement plan for priority spend of Capital Grant to meet Needs Analysis. Negotiations with SEND leads / developed progs / music services.</p> <p><b>Aligned to Capital Grant timescales.</b></p> <p>3) By 31 January 2025 to submit purchase plan, payment conditions, and first payment request for 30% grant.</p> <p>4) 31 March 2025 - July 2025, Submit purchase plan, payment conditions, interim activity report, and payment request for 2nd payment 30%, and 3rd payment 30%.</p> <p>5) Between 1 April 2025 and 30 September 2026, final 10% of the capital grant (payment 4) can be requested or drawn down. Submit payment conditions and final activity report.</p>
11	To develop our Hub strategy around Financial Resilience and Sustainability of the Hub and its programmes	<p>This will be a longer-term development plan for the HLO.</p> <p>1) The HLO Executive Board will develop a statement on sustainability. This will be developed by June 2025.</p> <p>2) During Year 1 we will work on our aspirations as a Hub. As part of the financial resilience programme we will identify what is possible and the resource and organisations in the local and national ecology that can assist in this strategy.</p> <p>In Year 2 we will capitalise on finding in Yr 1. Research and development programme around fundraising capacity with partners will be implemented.</p>
12	Every School will be offered the opportunity to engage in the Hub's programme of live performances, working with professional arts organisations, & take part in at least one large-scale performance.	<p><b>Outputs for 2024-25: 217 schools participate</b></p> <p>50 schools - Cumbria Connect Primary Vocal Events (4 locations - Carlisle, Barrow, Kendal, Egremont) and one on-line event.</p> <p>20 schools - Playground Proms Dalcroze Music and Movement and Performance (targeted to geographically hard to reach areas)</p> <p>23 Musical Mondays Primary Series (6 concert series) with Live Music Now</p> <p>05 Schools - Musical Mondays SEND Series with Live Music Now (Special School / Unit focus)</p> <p>4 schools - Orchestras Live Energy creative / composition and vocal workshop</p> <p>50 schools - Energy Live Stream</p> <p>18 Schools - Conductive Music (targeted to high level FSM and Special Schools)</p> <p>30 Schools - Sing Out with Carlisle Cathedral</p>

		<p>03 Schools - Brass Bands England (changed to Bones Apart)</p> <p>08 Youth Music Congress x 2: with Young Sounds Connect, CACN and Brewery Arts Kendal</p> <p>06 Secondary Schools - Gabrieli ROAR (included progression vocal programme from Cathedral).</p> <p><b>Deliverable and Success measures:</b> all programmes advertised and delivered on time and within budget. Schools' engagement is in line with planned numbers above.</p>
13	<p>Initiate and support a programme of workforce and career development to grow the skill base and ecology for music delivery across the county for all providers of music education</p>	<ol style="list-style-type: none"> <li>1) Cumbria Music Hub conference 'Enacting Change' 27 February 2025 for all Music Practitioners working with CYP across Cumbria.</li> <li>2) Sing Up and British Kodaly Academy. Each to deliver 10 x Music Curriculum and vocal CPD development sessions. Attended by teachers and practitioners, parents/carers) across Cumbria. To support development of musicianship skills and to improve the teaching of Musicianship in settings (e.g. schools, nurseries, libraries, or other community settings as appropriate) and to enable settings to develop their own choirs and vocal groups.</li> <li>3) Charanga to deliver annual CPD programme to support Model Music Curriculum or similar. To include programme delivered locally, and access to open National Programme for Cumberland and Westmorland and Furness schools. To include: Preparing for Ofsted with Charanga resources; EYFS Music Programme; Using the MMC scheme; YuStudio and the DAW</li> <li>4) Young Sounds Connector Networking meetings x 3 (Spring &amp; Autumn term) and Youth Congress (promoting routes into industry) x 2 in summer term.</li> </ol> <p><b>Success measure:</b> to be number of practitioners attending, number of schools engaged and feedback from participants.</p>
14	<p>The HLO will implement and support the Lead School programme ensuring representation from primary, secondary and special needs settings across Cumbria</p>	<ol style="list-style-type: none"> <li>1) Lead Schools recruitment strategy and pack developed and agreed by Board.</li> <li>2) Call for EOI and recruitment to be completed by 2 April 2025.</li> <li>3) Summer term CPD Training the Trainer course with Lucinda Geoghegan for all Lead School Lead Teachers.</li> </ol>

## 7. Programme of activity 2024 - 2025

Our Programme of Activity (PoA) links to the outcomes of the *NPME: The power of music to change lives*: of high-quality music education for all; working in partnership through hubs; and supporting progression and furthering musical development. The PoA for this academic year sustains programmes that celebrate our Hubs current successes, whilst addressing the gaps in provision identified in our Needs Analysis, building towards further engagement and success.

Through local and national partnership agreements we are enabled to source expertise in numerous musical areas which strengthen the diversity of music education across Cumbria. Working with partners who specialise in teaching children who have SEND needs, or those who are at risk of disengagement or exclusion from the mainstream education settings, we have built specific, child centred, opportunities for children with additional needs, to ensure that they experience the joy of engaging with music.

We have a balance of key opportunities and interventions for all children including SEND and those in challenging circumstances, breaking down barriers to participation with other students.

We will form links with National organisations, who demonstrate through their values and actions, a commitment to children and young people, and who are committed to delivering the promises of the National Plan through our Local Plan for Music for the children and young people of Cumbria.

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)		Delivery Partners	Links (SMART & Policy)
<b>Governance and Strategy</b>			
AF	Hub Executive Management Group meetings are held monthly. Hub Board meetings are held quarterly, usually September, December, March and July to fit with quarterly returns and key programme points for developing Needs Analysis and associated Activity Plan. Transition to new board by March 2025, induction schedule March – May with first new board held in May 2025, and pattern of quarterly meetings resumed from here.	HLO Executive Management Group / Hub Board	1

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)		Delivery Partners	Links (SMART & Policy)
	Hub Sub-groups developed in summer term to monitor strategic areas of Local Plan delivery.		
<b>Support for Schools: The School Music Curriculum - Classroom instrumental Lessons (CIL) including Whole Class Ensemble Teaching (WCET)</b>			
	<p>CIL programmes are for CYP aged 5-18. These are delivered either by the Local Authority Music Services or independently by schools.</p> <ol style="list-style-type: none"> <li>Cumberland and Westmorland and Furness Music Services deliver a programme of CIL (including WCET) delivered as <b>weekly sessions for at least one term, and ideally as a yearlong programme.</b> <ul style="list-style-type: none"> <li>Furness Music Centre intend to deliver a small number of CIL sessions in Ulverston and Barrow, RNCM deliver a number of sessions in West Cumbria.</li> </ul> </li> <li>The HLO will extend a supported CIL offer via the Music Services to all schools not delivering a Hub subsidised programme. Programmes will be delivered for a duration of at least one term (Autumn , Spring or Summer) <b>12</b></li> </ol> <p><b>Frequency and Duration:</b> Term led lessons throughout the academic year, at least one term preferable A/Year</p>	Cumberland and Westmorland and Furness Council Music Services (CMS & WAFMS) Hub Partners, ext. orgs , or side-by-side delivery to support schools not engaged.	2, 3, 4, 5
<b>Support for Schools / Pupils: Co and Extra Curricular Lessons and Ensembles for Instrument / Voice / Composition / IT / Ensembles</b>			
Delivery method: In person 1-2-1; small; or large group; online where required			
	<ol style="list-style-type: none"> <li>Weekly programme of lessons in a wide and diverse range of instruments, voice, and in Music Technology and Composition, taught during school day, or as extra-curricular offer in schools.</li> <li>Music technology sessions are being offered in on West Cumbrian school and also as out-of-school activity</li> <li>Weekly <b>Direct Tuition</b> offered in schools and within <b>Council Music Service led Music Centers</b></li> <li>Furness Music Centre also offers lessons to children via FMC Juniors in the Ulverston area.</li> <li>Some schools also buy-back Ensemble sessions from the Council Music Services to support extra-curricular group music making (choirs, bands etc)</li> </ol>	Cumberland and Westmorland and Furness Council Music Services (CMS & WAFMS), Hub Partners (RNCM and FMC) delivering in	2, 3, 4, 6

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)	Delivery Partners	Links (SMART & Policy)
<p><b>Frequency and Duration:</b> Term led lessons weekly, during the academic year. Programmes may be for a term or whole academic year.</p>	small geographic areas	
<p><b>Vocal development and Progression programme</b> Delivered in Secondary schools and to the Cathedral Consort. The programme offers resources, workshops, rehearsals and a final high-profile performance event to enable young singers to perform side-by-side with Gabrieli’s professional musicians; to immerse them in the renowned energy of Gabrieli’s performances; to connect them with young choirs across the county and up and down the country, and to participate in a professional concert at an inspirational venue.</p> <p><b>Target Recipients:</b> Secondary Schools and Cathedral Choir Cantate</p> <p><b>Frequency, Duration, and Delivery Model:</b> Autumn Term</p>	Gabrieli ROAR	2, 3, 4, 12
<p><b>Big Sing Events</b> accompanied by <b>Live Band</b> supporting schools to provide CYP with opportunity to enjoy live performance</p> <p><b>Frequency and Duration:</b></p> <ul style="list-style-type: none"> <li>• Online composition and singing session 6 delivered through spring and summer terms.</li> <li>• 4 live in-person events (Barrow, Kendal, Carlisle and St Bees and one online live event held in Summer Term)</li> </ul>	HLO with AmaSing	4, 12
<p><b>Singing Out - Vocal development and Progression programme</b></p> <p>Delivered in Primary schools professional music staff from the Cathedral work with children from 9 schools minimum (3 per term) to develop singing within their own communities. The programme ensures that good quality singing training is available to primary school children throughout north Cumbria, with a high-profile performance opportunity in the Cathedral.</p> <p><b>Frequency and Duration:</b> Term led lessons 10 sessions weekly, term-time during the academic year.</p>	Carlisle Cathedral	3, 4, 6, 12
<p><b>Place Based Music activity led by Lead Schools</b></p> <p>To deliver a term of activity for schools in various Geographically Isolated communities across Cumberland and Westmorland and Furness e.g. West Lakes, Millom, MaryPort, Eden in Kirby Lonsdale Kirby Stephen, Alston</p> <p><b>Frequency and Duration:</b> Summer Term</p>	Lead Schools	3, 7, 9
<p><b>Support for Schools / Pupils, The School Music Curriculum:</b> Live Music Performance</p>		

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)		Delivery Partners	Links (SMART & Policy)
	<p><b>Playground Proms concerts with CPD package</b> 20 CPD and Performance sessions led by the professional string quartet Graffiti Classics. Targeted to schools in Cold Spot / Geographically underserved areas (building on previous programmes in Barrow, West Lakes, Carlisle, North Eden areas).</p> <p><b>Frequency, and Delivery Model:</b> Spring Term to 10 x WAF schools, Summer Term to 10 x Cumberland Schools</p>	Playground Proms	3, 4, 12, 13
	<p><b>Performance and workshop events to encourage development of instrumental tuition in schools.</b> <b>Bones Apart:</b> Live Performances to 3 schools with <b>Brass Band England:</b> Live Brass Taster Day ‘ Brass Foundations’ workshops in 2 schools <b>Frequency, Duration, and Delivery Model:</b> Individual sessions delivered in Autumn Term</p>	Brass Bands England / Bones Apart	12
	<p><b>Live Music Now</b> - two concert series will be delivered:</p> <ol style="list-style-type: none"> <li>1. ‘Musical Mondays – North’ for partners in the NW and NE regions. Consisting of 6 concerts (2 per term) throughout the academic year</li> <li>2. Termly concerts (1 per term) for SEN schools adapted for pupils to allow maximum engagement <ul style="list-style-type: none"> <li>• The series offers a range of musicians and experiences for pupils, level of interactions with children and use of the live chat function.</li> </ul> </li> </ol> <p><b>Frequency, and Delivery Model:</b> Live, on-line performances. 9 x Musical Mondays and 3 x Musical Mondays SEN performance.</p>	Live Music Now	3, 4, 12
<b>Support for Schools / Pupils, The School Music Curriculum: Digital / STEAM Creative Sessions</b>			
	<p><b>Conductive Music</b> Resonant Horizons project: a groundbreaking venture to empower marginalised students in mainstream, special, and PRU units from Years 1 - 8. STEAM creative workshops comprise composition, instrumental performance, and sound design. Facilitated through coding, design thinking, and collaborative teamwork and the utilisation of the DROP methodology. Targeted to SEN, PRU and Marginalised Students.</p>	Conductive Music	3, 4, 9

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)		Delivery Partners	Links (SMART & Policy)
	<b>Frequency, Duration and Delivery Model:</b> 36 workshop days - 2 days each x 18 schools, delivered Spring and Summer 2025 Terms. 9 schools per local authority		
<b>Support for Schools / Pupils, The School Music Curriculum:</b> Creative Composition and Song Writing			
	<b>ENERGY Workshops:</b> Creative composition and vocal workshops (4 schools receive 2 half day workshops each <b>Frequency and Duration:</b> Spring and Summer term.	Orchestras Live	4,
<b>Workforce Development:</b> CPD & The Model Music Curriculum (Links to Workforce Development Plan)			
	<b>Annual Music Education Conference:</b> Music Educators working across Cumbria join with experts from across the UK and Nationally to share best practice in Curriculum, Progression and Development. Delegates are encouraged to debate the issues to make curriculum music relevant and engaging for pupils. An additional day for Secondary examination courses may also be delivered in Summer term. <b>Frequency and Duration:</b> Day Conference in Spring Term	HLO with Lead Music Educators from across UK	4, 13
	<b>ENERGY!</b> Access to online training course for KS2 teachers, resources to explore the science and music curriculum at KS2; a live-streamed music performance with Sinfonia Viva. <b>Frequency and Duration:</b> Autumn and Spring Terms	Orchestras Live	3, 4, 12, 13
	<b>Sing-Up:</b> Delivery of 10 x CPD for Vocal Development and Curriculum resources to support development of MMC in Primary Schools, and Sing-Up licenses to schools. <b>Frequency and Duration:</b> 10 Day Sessions delivered during Spring and Summer terms	Sing Up	3, 4, 13
	<b>Training the Trainer:</b> Train at least 10 practitioners (including some from the Lead Schools, music practitioners, and parents/carers) to deliver BKA Level 1 Musicianship to settings (e.g. schools, nurseries, libraries, or other community settings as appropriate) across the county.	BKA	3, 13

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)		Delivery Partners	Links (SMART & Policy)
	CPD will then be rolled out with BKA Learning Director (or a suitably qualified delegate) to mentor and support each Trainer to deliver one programme of training in a Cumbria setting from Autumn 2025. <b>Frequency and Duration:</b> 15 hours of learning delivered in late Spring and Summer terms		
	Delivery of CPD and Curriculum resources to support development of MMC in Primary Schools and Music resource license for every school engaged in CIL tuition programmes. <b>Frequency and Duration:</b> Across year	Charanga	3, 4, 13
<b>Workforce Support: Network Meetings &amp; School Music Development Plans</b>			
	<p><b>HLO / Lead Schools:</b> Deliver Network group meetings termly face-to-face and online to discuss and plan for:</p> <ul style="list-style-type: none"> <li>• Support to deliver the MMC, other curricula as delivered by schools (e.g. for public examination)</li> <li>• Bespoke advice to expand and improve your school's music offer</li> <li>• Planning conferences and events to support curriculum provision</li> <li>• Access and review Hub recommended resources</li> <li>• Opportunities for teacher shadowing or side-by-side class delivery/training</li> <li>• Peer to peer learning, mentoring or coaching for classroom teachers</li> </ul> <p><b>Young Sounds: a series of Teacher Forum Network Meetings</b></p> <p><b>Frequency and Duration:</b> Usually termly in-person and online sessions, at least 3 per year, delivered as half-day or twilight sessions.</p>	HLO and Young Sounds / Lead Schools	3, 4, 13, 14
	<b>School Music development Plans:</b> Each Local Authority Music Service will run sessions to offer Support and Advice to develop and implement SMDPs. The HLO will also offer session at the Music Hub Conference.	Cumberland and Westmorland and Furness Council Music Services (CMS & WAFMS),	
<b>Out-of-School, Weekend and School Holiday:</b> Area Based Group playing activity: choirs/vocal groups; ensembles; Music Production, and creative activity and projects			

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)	Delivery Partners	Links (SMART & Policy)
<p>Area-based <b>beginner – intermediate level</b> group music making activities offered through the Council Music Services out-of-school Music Centres in <a href="#">Barrow</a>, <a href="#">Carlisle</a> and <a href="#">Kendal</a>, offering a varied and diverse programme ranging from Music Minis; Music Makers; Carnival Band; to Guitar, Strings, Percussion, and Wind Bands, and String groups</p> <p><b>Frequency and Duration:</b> Weekly, during term time, across academic year</p>	<p>Cumberland and Westmorland and Furness Council Music Services (CMS &amp; WAFMS),</p>	<p>6, 7</p>
<p>Area-based group music making run by Partner Organisations in:</p> <ul style="list-style-type: none"> <li>• Kendal <a href="#">WYO</a>: Training Strings, and Wind Band</li> <li>• Penrith <a href="#">BlueJam Arts CIC</a>: Saturday Music Club, Intergenerational, and with offer of combined arts. Music aspect includes exploration of instruments (Drumkit, Violin, Recorder, Guitars and Vocal). The group play a mixture of music: Ska, Folk, and Orchestral with differentiated and arranged music to accommodate beginners through to more advanced.</li> <li>• Workington (Allerdale): The <a href="#">Carnegie Theatre Trust</a>: Steel Drums; Samba; Guitar/Ukulele group; Handbells; Choir; Woodwind Ensemble; Folk Group; and Music Theatre group</li> <li>• Dalton-in-Furness: <a href="#">Furness Music Centre</a> offers a range of inter-generational music making groups including Community Choir, Junior Training Orchestra, Community Orchestra. <a href="#">FMC Juniors</a> provides children at primary school to learn to play a musical instrument outside of school.</li> </ul> <p><b>Frequency and Duration:</b> Weekly, during term time, usually 30 sessions across academic year</p>	<p>Westmorland Youth Orchestra; Blue Jam Arts; Carnegie Theatre Trust; Furness Music Centre</p>	<p>3, 6, 7</p>
<p><b>The Lab Music Production and singer/songwriter course:</b> delivered as out-of-school activity, with one course delivered in school during the taught school day. Focus of delivery is inclusion, to engage students in challenging circumstances, and facing deprivation factors, and those in geographically isolated areas of Cumbria can access activity. Activity sessions are being offered through the Virtual Schools to provide equity to access. Students to access via - 6 cohorts (10 different pupils per cohort, 60 children in total).</p>	<p>Horizon Studios NW and RNCM and Horizon Studios in Whitehaven, West Cumbria</p>	<p>2, 3, 6, 7, 9</p>

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)		Delivery Partners	Links (SMART & Policy)
	<b>Frequency, Duration, and Delivery Model:</b> 6 courses, 1 x Face to Face in Barrow; 1 x Face to Face in Whitehaven, with others delivered online to mitigate against rural isolation. Courses are 6 weeks duration each and run through Spring, Summer and August holiday.		
	<b>Friday Jam with Blue Jam Arts:</b> For children with their adult who don't attend school or who find engagement in formal education difficult. The children are any age and are mixed ability, e.g. some may bring an instrument with them, and some are new to instrument playing. Based around creative music and include songwriting, improvisation and composing. <b>Frequency and Duration:</b> Weekly music sessions during school term time	Blue Jam Arts	3, 7, 9
<b>Out-of-School, Weekend and School Holiday: For SEND</b>			
	<a href="#">Sunbeams Music Trust</a> Music For Life Project will deliver structured interactive workshops with specially trained professional musicians who will use music as a tool for therapeutic and developmental benefit for aged 4-25 years and with profound disabilities. <ul style="list-style-type: none"> <li>• <b>Weekend/Holiday Provision: 9 x Holiday Family Days p/a</b> across Summer, Christmas, half-term, and easter Holidays.</li> <li>• <b>Weekend/Holiday Provision: 12 x monthly Saturday sessions</b></li> <li>• <b>Sunbeams Music Centre Provision: 12 x monthly Sandgate Special School Community Hub sessions</b> <i>To provide ease of geographical access to enable CYP and families from Barrow and Ulverston to attend a more local venue.</i></li> <li>• <b>Sunbeams Music Centre Provision: 20 x bi-weekly Wednesday SEND sessions</b></li> <li>• <b>Sunbeams Music Centre Provision: 38 weekly Tune Tuesday sessions.</b></li> </ul> <b>Frequency and Duration:</b> Various, please see each strand for frequency and delivery details.	Sunbeams Music Trust	2, 3, 4, 6, 7, 9
<b>Out-of-School, Weekend and School Holiday:</b> County Based Group playing activity: choirs/vocal groups; ensembles; Music Production, other			

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)	Delivery Partners	Links (SMART & Policy)
<p>Progression into <b>County Youth groups working at Intermediate – Advanced level</b> include:</p> <p><a href="#">Cumbria Youth Orchestra</a> Rehearsal days (10), including and day course in Autumn term and Easter and Summer holiday course (leading to high profile concert and performance events, this year including Space and Time, and DISCO Classics events).</p> <p><a href="#">Westmorland Youth Orchestra</a> 30 x Weekly rehearsals for Jazz Infusion and Youth Orchestra groups</p> <p><a href="#">Carlisle Cathedral Cantate Children’s Choir</a> Weekly out-of-school-hours Children’s Choir provides a progression route for Singing Out participants to continue with the development of their singing in a weekly rehearsal</p> <p><b>Cumbria Calling:</b> Weekend workshop day of side-by-side orchestral coaching with <b>Royal Northern Sinfonia</b>, including creative workshops sessions.</p> <p>Summer Term for County / area ensembles to support young instrumentalists into ensemble playing. Members of partner organisations (e.g. CYO / WYO / FMC) will be invited as well as young instrumentalists new to Music Hub ensembles. Participants will be invited to CYO sessions (on 5/6 April and in July 2025).</p> <p><b>Inspiring Music Events</b> with <b>professional artists</b> are being held in different locations around the county to aid children and young people from every area to participate. With relatively easy geographical access to at least one activity, ideally young musicians will find ways to attend more and venture out of their home-based localities.</p> <ul style="list-style-type: none"> <li>• <b>Jazz Camp for Girls</b> with Ella Jarman Pinto and Jazz North, 2 days Spring Term</li> <li>• <b>String Playing Days</b> led by HLO in collaboration with Pick n Mix Strings in North and South Cumbria 1 day each in Summer term</li> <li>• <b>Woodwind Playing Days</b> led by HLO in collaboration with Pick n Mix Strings in North and South Cumbria 1 day each in Summer term</li> </ul> <p><b>Frequency and Duration:</b> Various, see each activity for details.</p>	<p>WAF Music Service / Westmorland Youth Orchestra / Orchestras Live / Royal Northern Sinfonia / Pick n Mix Strings / Carlisle Cathedral</p>	<p>6, 7</p>
<p><b>The Brass Academy</b> co-design with the HLO and deliver on behalf of the HLO outstanding music courses for brass players aged 8-18 of Grade 1 to Grade 8/Diploma standard. Working with high-quality professional musicians working within professional ensembles including orchestral, West End, with Stadium Bands and Artists from</p>	<p>The Brass Academy / WAF Music Service</p>	<p>3, 7</p>

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)		Delivery Partners	Links (SMART & Policy)
	<p>across the world. Additional to weekend and Holiday courses will be CPD for Instrumental Tutors in developing, managing and Leading ensembles.</p> <p><b>Frequency and Duration:</b> 2 day Easter Course and 1 x 5 day Summer Holiday / Residential course (August 2025)</p>		
<b>Creative Careers initiatives, mentoring, signposting and other opportunities</b>			
	<p><b>Youth Music Congress:</b> Day events to support interest, talent, and progression through further musical development. Each day will be co-created with Young Sounds Connect and will develop Youth Voice led activity, leadership &amp; conference sessions enabling young people to connect with professional musicians, artists, practitioners in the creative industries and focus on routes into FE/HE and industry for.</p> <p><b>Young Sounds Connector</b> also delivers connection programme across year for children and families to sign post to musical opportunities.</p> <p><b>Frequency and Duration:</b> 2 x One day Youth Congress events. Delivered in South and West Cumbria in Summer term</p>	<p>Young Sounds Connect / Brewery Arts Kendal / Cumbria Arts and Culture Network</p>	2, 3
<b>Musical instruments, equipment and technology: access to affordable resources for schools and young people</b>			
	<p>Both Council Music Services and Furness Music Centre offer an <u>Instrument Loan Service</u> with remissions, consisting of:</p> <ul style="list-style-type: none"> <li>○ Free instruments loan per pupil for duration of WCET programs.</li> <li>○ Class set of instruments – loan scheme for those delivering their own WCET programs.</li> <li>○ <u>Lease scheme</u> (with remissions) for any CYP in county (or free hire for any CLA)</li> <li>○ AIPS scheme offered to pupils accessing lessons with Hub partners.</li> <li>○ Gamelan (West Cumbria Music Centre) available for loan to schools and community groups.</li> </ul> <p>We signpost schools and families to Accessible and Adapted Instruments through the <u>OHMI Trust Instrument Hire Scheme</u>. This enables those with a physical impairment to make music without the heightened expense of buying an adapted instrument.</p>	<p>Cumberland and Westmorland and Furness Council Music Services (CMS &amp; WAFMS)</p>	10

2024-25 Programme of Activity with details of Activity Frequency (AF) or Delivery Date(s) (DD)	Delivery Partners	Links (SMART & Policy)
<b>Frequency and Duration:</b> Term led lessons weekly, term-time during the academic year. <b>See also Capital grant Timeline for purchase of Musical instruments, equipment and technology by July 2025</b>		

## 8. Local Authority Instrument Hire Scheme Overview

Cumbria has an instrument hire scheme which is run by Cumberland and Westmorland and Furness Music Services. Full details including range of instruments available, charges, remissions, hire agreement and process are available on the Music Services Websites

Schools and groups can hire class sets from Cumberland and Westmorland and Furness Music Services, and a class set of instruments is also included as part of Whole Class Ensemble Tuition. Individual loans to children are also available.

There is a joint stock of approximately 7,381 instruments, which includes:

- Class sets for e.g., CIL, and other sets loaned to schools.
- General hire instruments
- Premium (better quality, higher value) hire/loan instruments
- Accessible and adapted instruments
- Large percussion and specialist instruments (A clarinets, cor anglais, contrabassoon, D Trumpet, Flugel Horn etc) for the county ensembles
- Electrical equipment (PA systems, mixing and recording equipment) and some music technology instruments.

Accessible instruments are available through the instrument hire scheme, or students are signposted to OHMI.

### Other Instrument Hire in Cumbria

Hub Partner Furness Music Centre (FMC) provides all pupils learning an instrument with FMC with an instrument on loan free of charge. Some schools offer their own instrument loans and local retailers offer hire and hire-to-buy schemes.

## 9. Stock Control

Music Service Managers in both unitary authorities in Cumbria maintain a clear view of the instrument stock available to schools and how it is being used and ensure that instrument stock use is planned as part of the SLA to service users.

A Stock Management system provides Management Analysis records of stock held by each Music Service This system facilitates accurate and timely record keeping and automation of instrument loans and stock availability providing: accurate records of: type and level of stock, location; condition; purchasing and repairs record; loans; sales (when available); transfers; and disposals). Currently it lists the aggregated stock held across both Cumberland and Westmorland and Furness Music Services. Historic records of the age, origin and repairs of stock are kept in archived paper and online records. During the first 6 months of 2025 the disaggregation of these instruments will conclude which will allow both Music Services to Stock Manage their respective stock

We are in a process of disposing of instruments beyond economic value and the table will be updated accordingly reducing stock across both council music services.

### Storage

Instruments managed by Cumberland and Westmorland and Furness Music Services are currently stored at our previous Cumbria Music Service office location in Workington.

Storage is secure, and uses commercial racking systems, but is insufficient in terms of space. The premises are a Victoria era school building which is need of repair in areas. The ground floor of the main building is dry with larger percussion equipment and stock used to support County Groups and music centres, including pianos, are based in a School in Carlisle which is where a weekly music centre and monthly Orchestra/Choir meet.

Following the formation of the two new councils each Music Service continues to review new storage space that will be more suitable in terms of space, conditions, and locations for the council areas.

### Insurance

Instruments are covered by each council's 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.

### Maintenance, Repair and Replacement

Instruments are checked and maintained by an administrator, and tutors on an *ad hoc* basis. Maintenance and minor repairs are carried out in-house when possible (particularly for brass, strings, wind). Other repairs are outsourced to reputable repairers.

There are not sufficient funds to replace aging instruments systematically, consequently neither music service routinely monitors deterioration of stocks or anticipate replacement requirements. The level of detail in instrument records would however enable this analysis if required. A small annual budget is set aside for maintenance and repair which has been exceeded in previous years. The majority of instruments are loaned as part of WCET packages, and therefore generate no additional income. The lease scheme to individuals (which has a remission scheme) and schools / other organisations generates some income to cover new purchases and replacements.

There is no policy of selling or transferring hire instruments. Unavoidable disposal of instruments at end-of-life follows Council policy for disposal of assets. Where possible, parts and accessories are retained for spares.

### Purchasing

Cumbria Music Education Hub has had limited resources to purchase new stocks in the last five years. The Music Services have replaced a small number of dilapidated instruments from earned hire income and some instruments damaged while out on loan were replaced and the cost billed to the hirer.

Replacements above £10,000 are sourced through the council's procurement process and are dependent upon the value of stock being purchased at any one time.

In view of the serviceable life required of hire instruments, the Music Hub advocates that each music service 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 funds in the last five years. Under the 2025 Capital Grant new stock purchases are anticipated. Cumbria Music Hub is able to record details of any purchases in its assets register in line with the Hub grant requirements.

The HLO is close to completing a strategic review which will drive the purchasing plan for new instruments.

## 10. Remissions Policy

Cumbria Music Hub is a collective of partner organisations working together to realise the aspirations of the National Plan for Music Education across the county of Cumbria. As the Hub Lead Organisation (HLO) Westmorland and Furness Music Service requires our partner organisations to have a remission policy for their activities with Children and Young People. Each delivery partner will have developed their own policy which will be independent of Westmorland and Furness Council's policies. Parents/carers should request details from each individual organisation.

### Cumbria Music Hub Ethos

Cumbria Music Hub partners commit to the ethos that cost should never be a barrier to a child who wants to learn music or take part in musical activities. Our remission policy offers subsidies for those who are eligible. Payment plans can be provided upon request to families engaging in services from the HLO.

Schools have a statutory responsibility to ensure no child is disadvantaged and will have their own remission policy for music lessons in school.

Remissions can be applied to the following Cumbria Music Hub services:

- **Music Centres and County Ensembles:** 50% reduction, for Looked After Children 100%
- **Instrument Hire Scheme (ILS):** 3-month initial hire for £13 followed by a one off one off annual payment of £39

### Remissions Criteria

For children applying to hire an instrument or to join a music centre, managed by the Lead Organisation of Cumbria Music Hub, 50% remissions can be applied to the fees if you meet one of the following criteria:

- Evidence of child in receipt of Free School Meals
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- You are supported under Part VI of the Immigration and Asylum Act 1999
- Guaranteed element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income, as assessed by HM Revenues & Customs, of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Please Note: You do not qualify for fee remission if you are in receipt of working tax credit.

- Cared for Children will receive remissions for all CMH activities led by the HLO at 100%.

### How to apply for remissions

For activities managed through Westmorland and Furness Council Music Service:

- Please check the remissions box on the relevant online form. If you are not able to complete our online form we can send you a paper application form. Please phone 01900 706089 to request this.
- you will need to provide documentary evidence to support how you meet the remission criteria.
- A list of acceptable evidence documents can be provided to you upon request (see separate document)
- On receipt of appropriate evidence CMH will confirm remissions

### How often do I need to apply?

- All remission applications are valid for the current academic year.
- A new application will be required every new academic year (September to August)
- Please let us know if you cease to be eligible for remissions

During the academic year 2024-25 the HLO will work with both Local Authority Music Services and lead partners to review its remissions policy in line with good practice and aligning with the poverty proofing the school day initiative. This will help us to ensure that children and young people have access to a policy that is as inclusive and sensitive as possible.

## 11. Workforce Plan

Cumbria Music Education Hub

### The local music education workforce

The music education workforce in Cumberland and Westmorland and Furness comprises teachers and/or teaching assistants in maintained and academy schools and instrumental/vocal tutors employed or engaged by Westmorland and Furness or schools and those working privately.

Additionally there are musicians providing independent music education activity to baby and toddler groups, in early years settings, children's centres, and through private enterprise, at youth centres and community groups, these groups are limited in geographical spread. There are a limited number of registered Music Therapists in Cumbria (one is linked directly to our partner BlueJam Arts), and much work in therapeutic activity with music is through Sunbeams Music Trust 'Music for Life and Music for Dignity and their Family Learning Music sessions in Carlisle, Barrow, and Kendal.

Some musicians may fall into more than one category: for example, music service tutors may also work with community groups and/or practise as music therapists.

## Professional Development

### Instrumental/vocal tutors

Cumbria MEH has an extensive programme of CPD planned for Music Service tutors from Cumberland and Westmorland and Furness Music Services, which is outlined in the Programme of Activity.

This is complemented by a comprehensive induction programme ([Cumberland Staff Induction New Employees](#), and [Westmorland and Furness Employee Induction pack](#)) to settle new team members into the role and ensure that they are fully aware of expectations of quality and the required administrative procedures. New tutors are assigned a buddy from the established team and are invited to observe colleagues, wherever possible either teaching the same discipline, delivery area, or different if useful for cross-transference of skills.

Currently, neither Cumberland or Westmorland and Furness is a provider of the Certificate for Music Educators. This is an area that we would like to develop, especially for working with tutors with limited educational experience, and to those without a formal music education background.

### Essential training for all tutors

All employed and engaged tutors are required to undertake child protection and safeguarding training at least every two years with briefings at least annually to refresh their knowledge. This enhances the requirement to read and act on part 1 of Keeping Children Safe in Education. Where an issue arises, tutors may be required to undertake this training sooner than two years.

Regular (at least annual) observations of all tutors forms the backbone of quality assurance and one-to-one conversations following observations ensure they remain aware of quality expectations. This process also enables ongoing training needs to be assessed for all staff, regardless of their qualifications, experience or the outcomes from observations. Training needs may be met through the regular CPD programme, mentoring, peer support or training as appropriate.

### Teachers and teaching assistants in schools

Training and CPD are offered to teachers by Cumbria Music Hub, working in partnership with British Kodály Academy, and The University of Cumbria. The full programme is available in our [Programme of Activity](#) and at [CPD – Cumberland and Westmorland & Furness Music Services \(cumbriamusicsservice.co.uk\)](#). CPD is available both for specialist musicians and teachers without previous specific musical training. All sessions can be adapted to take account of the confidence of trainees.

We actively encourage school-based teachers to participate in networking and TeachMeet events offered by Music Mark, which usually take place termly. We also publicise Music Mark's regular Ofsted updates, which are valued highly by schools. CPD is also provided as part of several projects, some ongoing and some planned for this year:

We are supporting schools to create their School Music Development Plans through a series of free-to-attend CPDs, with tailored training and resources for primary, secondary and special schools. We will also offer bespoke support on a paid basis for schools which need additional input. We are planning to review each school's SMDP with the Music Lead and/or a senior leader, in order to understand the level of Hub support needed and to plan capacity.

Cumbria MEH offers curriculum development support through our termly in-person network group meetings, with twice termly online sessions providing opportunity for peer-to-peer support and a chance to hear from partners offering schemes of work to support the Model Music Curriculum. We have an extensive programme planned and we will also include continuing support for the Model Music Curriculum through training sessions (Music Conference), briefings and one-to-one conversations with schools.

### Wider music education workforce

Cumbria MEH's training programme is open to all members of the local music education workforce (except for bespoke Council Compliance training). Training programmes are offered either free of charge, at a subsidised cost, or on a full-cost-recovery basis – depending on the requirement for the delivery partner's need to recover cost to enable the activity to happen.

Training is generally well-supported, especially the music hub conference, however take-up is steady rather than high and we are addressing this in the Hub's Communications and Engagement Plan.

We have been disappointed with engagement from music educators who are not already engaged in some way with the Hub and are looking into creating a more compelling offer and promoting it more effectively. Most self-employed practitioners express difficulty in attending training set during a day where they will lose income from cancelling teaching, even if training is provided 'free at point of delivery'.

We will continue to use feedback from participants to ensure that the offer meets the needs and ambitions of musicians in the area.

## Networking

Cumbria MEH is reinvigorating our termly in-person (with two termly on-line catch-up music network sessions) for primary music network. These are led by Hub appointed Network Leads who are specialists in the area. We also convene a special schools music network led by our Inclusion Lead. Termly secondary music network for Heads of Music are organised by Hub appointed secondary leads.

We publicise networking through our social media and newsletter communications channels. The schedule can be viewed in the Hub's Communications and Engagement Plan.

The board are appraising the Hub's approach to Early Years and one option under consideration is a network for Early Years music providers.

## Workforce development

Cumbria MEH recognises recruitment challenges in the following areas of the workforce:

- recruitment has been difficult or locally in the following disciplines and roles: brass, double reeds, multi-cultural music leaders, and secondary music teachers (qualified and non-qualified).
- Some secondary schools are without a Curriculum Music Teacher and in other schools' retention is an issue.
- In our many small primary schools there appears to be an issue of being able to continue financial support for retention of music provision outside of the classroom.

Cumbria MEH aims to address these through:

- Broadening the job profiles and advertisements to improve the appeal of teaching for the Hub and open opportunities to a wider range of people, for example musicians without formal qualifications.
- Changing our recruitment practices by working in partnership more broadly with private providers around the county, cross adjoining county borders, and nationally
- Through our R&D work with the RNCM to look at building, developing job roles to welcome back to the County musicians who have previously moved away to train.

Westmorland and Furness Music Service has begun to introduce a trainee scheme for tutors, offering a range of on-the-job training alongside paid work, for which trainees are engaged on a training wage / our full tutor rate. We will work alongside Cumberland Music Service to promote this model throughout the county.

As a major development partner in the Music Educator apprenticeship standard, we have indicated that we would be interested in using the standard when it becomes available.

## Diversity

Analysis of our employed/engaged workforce data demonstrates that our workforce broadly reflects the diversity of the school population in Cumberland and Westmorland and Furness. An imbalance persists in the age, disability and ethnicity. There is a current national shortage of qualified and quality music teachers and tutors. We will strive to ensure that employment outcomes demonstrate the benefits of a proactive approach to Equalities and will seek to address these characteristics in recruitment during the year by working with partners through multi-cultural Cumbria, RNCM, and through rewriting job profiles and job advertisement texts to encourage a more diverse range of applicants to apply to us. We are also addressing this issue strategically through the development of our outline Progression Strategy, in particular in respect of career pathways for learners within the Hub.

## Pay policy

Pay and benefits for Musicians, Teachers/Tutors and Organisational Support Roles employed or engaged by the unitary council music services are managed within either of:

- [School Teacher's Pay and Conditions](#) Pay Policy for Centrally Employed Teachers modelled on [Implementing your school's approach to pay](#)
  - [Centrally Employed Teachers Model Pay Policy](#) (available on council intranet)
- Employee Pay and benefits for [Cumberland](#) or [Westmorland and Furness](#)
- Contracts for commissioned (self-employed) tutors (available from each council music service)

Cumbria MEH insists that all partners share a similar commitment to fair pay for musicians and we will decline to work with partners who are unwilling to sign up to this commitment. Where appropriate, we work with our smaller partners to educate them and encourage best practices in engaging and paying project staff.

Cumbria MEH makes all partners aware of our pay policy and commitment to fair pay for musicians and strongly encourages them to treat the musicians they engage fairly.

Partnership agreements specify that musicians engaged on projects – both partners' staff and freelances – should be paid in line with the ISM's annual research on fees for musicians working in state-funded schools.

*For those instrumental teachers working part-time in schools, there are differences in the hourly one-to-one rates depending on the type of school or establishment that they are working for. The median hourly fee for those employed in an independent school is £35.99 compared to £31 in state-*

*funded schools and £28 in music services, hubs or music schools. Comparatively, for the self-employed, the median is £42 per hour for those teaching in independent schools, £34 in state-funded schools and £30 in music services, hubs or music schools.*

[ISM's annual survey, teaching, examining, accompanying rates](#)

## 12. School Engagement Strategy

### School Communication

Cumbria MEH aims to engage with all state-funded schools, including special schools and alternative provision settings. Our plans for regular communications, including target audiences, channels and timings are detailed in our Communications and Engagement Plan.

- Schools can give feedback to the Hub throughout the year via [cumbriamusichub.com](http://cumbriamusichub.com), which publishes the contact email and telephone number and has a feedback form, or through our social media profiles.
- Each school is assigned a named contact who they can contact directly by email.
- Schools are invited to provide feedback and information each term:
  - Music Mark Membership Autumn Term
  - Annual online feedback and needs analysis survey Spring Term
  - Data Survey (ACE / DfE) request and offer Summer Term
- The Hub is working with partners in Childrens' Service (including Governor Services) in both LAs to improve School engagement.
- The Hub is represented at a number of forums, groups and meetings convened by the local authority and Cumbria and Westmorland & Furness Music Services is in regular contact schools in Cumbria, which enables frequent two-way contact.

### Workforce Development and CPD

Our CPD offer to the schools' workforce is aimed at both music specialists and non-specialists. Details of this are outlined in our Workforce Development Plan and Strategy, and in our Activity Plan for the year. The Activity Plan is a live document and includes:

- Range of CPD programmes that support high-quality music provision and the MMC are published on our website and include:
  - Primary Musicianship foundation certificate with BKA
  - Range of online and in person CPD with partners Charanga and Sing Up
  - SMDP Network meetings and programme to support colleagues in schools to write and develop their SMDP

- Side by side delivery training for MMC in schools, and bespoke support for Secondary practitioners
  - CPD for teachers in leading singing using quality vocal resources as part of Big Sing Events
  - Grafitti Classics CPD to teachers in Dalcroze methods
- Developing music skills in the future workforce through delivery of music module for BA Hons Primary and Early Years Education course at The University of Cumbria

### School Partnerships

We are actively developing new creative approaches for partnership opportunities with schools. A programme of consultation with schools in 'cold spot' areas to deliver new opportunities is underway including:

- Joint delivery of music ensembles
- Joint delivery and support for Classroom Instrumental Learning through a new supported programme of Intercultural Music Workshops
- Delivery of CPD

### School Music Development Plans

Cumbria Music Hub has developed a holistic programme to support schools with their SMDPs which will be rolled out in 24/25:

- SMDP framework is available on the Hub website.
- Hub school support and development officers will be trained to deliver SMDP sessions (for consistency and moderation)
- SMDP & MMC sessions for Primary and Secondary colleagues at Conference
- Local Area peer-to-peer support groups facilitated by SMDP development officers.

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 Cumberland and Westmorland & Furness Music Services as part of their package of services to schools as published on the music service websites and e-brochure and is integrated into the programme of SMPD Support for schools which is being rolled out.

- The Hub will proactively identify schools that would benefit from Curriculum Support (e.g. where specialist music teaching staff are not in place) through data analysis and conversations with named SMPD Leads

- Schools can access either bespoke or packaged services, from the most appropriate Hub Partners, to help them develop their Music curriculum in line with National Curriculum requirements, with reference to the Model Music Curriculum.
- Curriculum advice and training is an integral part of the Hub's programme of support for SMDPs and calendar of CPD offers, including the 24/25 Music Conference. There is a focus on Ofsted's three 'I's: Intent, Implementation and Impact and help for schools to be ready for a deep dive into Music.

Hub partners also provide services to local schools including:

- DJ-ing and contemporary music tuition \*\* (Horizon Music Studios)
- Music for Life programmes for SEND children with PMLD and those facing end of life care (Sunbeams Music)
- Bespoke specialist Cathedral Singing programme (Singing Out with Carlisle Cathedral)

### School Delivery Development

There is a programme of ongoing promotion to increase school engagement throughout the year including targeted emails, Schools' Newsletter, and SMDP support programme. Offers to schools are being developed and rolled out to increase engagement throughout the year:

- An additional low cost supported CIL delivery model is being developed and offered to targeted non-engaging schools, especially (but not exclusively) in most deprived and rurally isolated areas. The scheme of work includes an Intercultural Music focus.
- Increasing take up of one term subsequent orchestral instrumental programme
- CIL programmes in schools support large group lessons accessed by whole classes in cold spot / deprived / isolated areas
- Co-created Vocal delivery partnership with RLPO in Barrow combining funds to deliver progression programme
- IT & technology ensembles and composition led activity with strategic national (OL) and local (Horizon Studios) delivery partners
- Explore application of PP funds with other rural / local Hubs

Ensemble and choir provision in schools is complemented by further progressive provision in 7 area Music Centres.

### Instruments and equipment

The details for this section of the School Engagement plan are available within our Instrument Management Plan.

The Hub has access to a small number of adaptive instruments to enable pupils with special educational needs or disabilities to be included in Whole Class Ensemble Tuition programmes and/or to take instrumental lessons. Where existing stocks are not suitable for any pupil, we work with neighbouring areas, or signpost to One-Handed Musical Instrument Trust to enable them to participate.

### Information and signposting

The Communications and Engagement Plan provides 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 Cumberland and Westmorland & Furness Music Services and other Hub partners
- Links to information available to all schools through Music Mark
- Project and performance opportunities with Hub partners
- How to engage in conversations with the Hub and its partners about SMDPs, curriculum and bespoke support
- Professional support including networks and CPD for school staff
- Progression routes available to pupils within each location in the Hub area including area music centres, county ensembles and opportunities with regional and national partners, including National Youth Music Organisations
- Resources related to all the above

In addition, each year we invite those of our schools, showing 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.

### Monitoring and tracking

We track schools' engagement with the Hub using Excel spreadsheets, which enable us to see at a glance which schools are engaging and the depth of that engagement, so we can target offers effectively. These are updated quarterly.

We will explore the procurement of a Management Information System / Customer Relationship Management tool to monitor pupil progress in a more live data environment than we currently run with eh Council's CAPITA ONE system.

## 13. Lead Schools

Cumbria Music Hub seeks to support stronger links between local schools and academy trusts, and broker opportunities for peer-to-peer learning.

Our Lead Schools programme will be designed to drive this by embedding schools within the Music Hub, not only as customers of the Hub, but as co-creators and delivery partners for elements of our workforce development work.

The HLO and our range of partners will continue to build connections with all schools within the Hub area. Lead Schools will play a distinct and additional role in supporting other schools to improve their music provision as part of our broad programme.

Lead Schools will have a specific role in the Hub's support offer for schools, as outlined in the Hub's School Engagement Strategy. Through the Lead

Schools we will seek new and stronger ways for teachers to support and learn from each other and we will build these into the Hub's programme of activity.

This support and programme of activity will be collaboratively created and designed. It will be responsive to, and driven by the needs of pupils, teachers, and schools within the Hub area, place-based local areas, and to specific phases of learning.

Programmes and initiatives that connect schools could include (but is not limited to) learning networks, CPD courses, mentoring and peer support activity, collaborative music projects, and practice and resource sharing. All our Hub programmes are expected to contribute to the development of a strategic approach to inclusion.

As partners within the Hub, Lead Schools will bring school-based expertise and experience of school-to-school support to our wider Hub partnership discussions and strategies. By doing so, Lead Schools will help to ensure Cumbria Music Hub understands and is able to respond to the present challenges and opportunities within local schools, and that we can adapt our offers and ways of working to achieve maximum impact in these settings.

#### What will Lead Schools do?

The Lead School's programme responds to the Hub Needs Analysis and Local Plan for Music Education (LPME) Strategy. The Local Plan for Music Education is constructed to meet the needs of children and young people, teachers, schools, and the geographical locations where children live within the Hub area. The LPME is expected to address 'cold spots' of provision and to enable children and young people to engage with music, and progress their musical interests and talent within a well-constructed and well-supported ecology of musical provision

The commitment and expectations of the representative(s) from the Lead School are:

- Attend termly Lead School planning meetings to help shape and design activity that will benefit the schools in the Hub Lead Organisation (HLO) area
- To work with Hub and Lead School colleagues to promote, lead and present at network meetings (usually termly).
- Lead and support CPD training events, including attendance at the annual Music Hub Conference (Free of Charge)
- Maintain an impact record that meets the requirements of and feeds into the Hub's reporting procedures.
- Support collaborative music projects.
- Contribute at least one case study each year to share and demonstrate the impact of the Lead School's programme and that helps to build further programmes of work.

In collaboration with the Hub Lead Organisation or a specified Lead Partner, representatives from Lead Schools will contribute to, and will be expected to support and develop other schools through the following (although not limited to):

- School-based needs audit. To provide an informed understanding of the local needs of teachers and schools.
- A young person's engagement audit. To help support and champion inclusion, with e.g. special schools, alternative provision settings, and for children suffering deprivation so that equity of access and diversity of genres and provision is promoted.
- Keep the HLO informed about issues or challenges facing teachers, schools, and young people, enabling the Hub to provide targeted support in response.
- Encouraging a culture of data and information sharing to enable more effective music education provision. Lead Schools should help local schools to better understand their data and the importance of sharing this with the HLO/Hub
- Work collaboratively with the HLO and other Lead School Representatives and Hub partners to develop/commission CPD delivery and peer-to-peer support.
- Work with the Hub and other Lead Schools to agree an approach with the Hub to recruit teachers to the planned CPD that is realistic and timely.
- Connect with other schools in the local area (including other Lead Schools) to provide:
  - School-to-school peer support including for music curriculum, and co-curricular activities.
  - Support for professional development.
  - Sharing of best practice.
  - Professional challenge and be a critical friend.
- Resource bank creation / sharing and promotion of high-quality resources to networks.
- Promoting shared messaging, explaining the importance of collaboration to schools and helping them to recognise their role in inclusion and progression.

Lead Schools must be locally visible and promote their own and other school's good practice. To achieve this, they will share information via the Lead School's website, social media or other relevant platforms, and will link to the Music Hub's communication platforms and communication strategy.

#### What do Lead Schools receive in return?

- An in-kind model of flexible/negotiated remuneration with additional partial paid cover release as appropriate and based on need and available budget (e.g. for network meetings, and events)

- Where appropriate, one-off financial support for bespoke projects may happen.
- Lead Schools may be invited to represent the Music Hub at local events, national events, conferences, or other hub-related activities.
- A Partnership Agreement will be prepared between the Lead School and Cumbria Music Hub
- A complimentary ticket to the Music Hub Conference (one per Lead School).
- Recognition as a Lead School with exemplary music education provision, to include exposure on Cumbria Music Hub social media and web platforms.

#### How does a school apply?

Application process and key dates for Lead Schools recruitment for the Hub area will be published by 31 January. Appointment of Lead Schools will be complete via signed partnership agreements which will be in place by 2 April 2025. Lead Schools will usually offer their services for a minimum of two years.

#### **Recruitment Timeline:**

- by 24 February – Packs sent out
- Friday 8 March – Final date for receipt of applications.
- Week beginning 11 March - Panel of representatives from Cumbria Music Hub will meet to consider applications and appoint Lead Schools
- March/April 2024 – First meeting of Lead Schools group/Partnership Agreements sent to Lead Schools for discussion and sign-off/Partnership Agreements to be signed and returned for funds to be released to each school.
- Summer Term – Training the Trainer course (circa 15 hours of learning). Dates to be collectively agreed.  
(planning for summer term Hub funded activity)

Before making an application, prospective Lead Schools will need to appoint a primary contact who will regularly engage with the Music Hub.

The Lead Schools programme is subject to the Arts Council England Terms and Conditions of the Music Hub Investment Programme.  
Hub funded Activity.

## 14. Governance and management

Two unitary County Councils formed in April 2023 provide public services for Cumberland and Westmorland and Furness. In March 2023 the former Cumbria County Council and the two new (shadow) councils agreed the transfer of grant funds, terms and conditions of the original funding agreement, and the Management of the Music Hub (under the ACE Novation process) to Westmorland and Furness Council - acting at the lead partner from 1 April 2023.

Westmorland and Furness Council is the legal entity (and lead organisation) responsible for the governance and management of the Cumbria Music Hub and accountable to ACE. As Lead Organisation WAF manage the DfE/ACE Music Hub grant across the whole of Cumbria, working with the new Cumberland Music Service as a partner organisation.

A Memorandum of Understanding (MoU) formalises the relationship between the two councils. The MoU establishes working relationship and expectations relating to the annual DfE / ACE Music Education Hub grant fund, its governance and dispersion of funds amongst local and national delivery partner organisations, to ensure this is in accordance with the Governments National Plan for Music Education (June 2022).

The Hub Lead Organisation employs a Manager of Westmorland and Furness Music Service who is also the Head of Music Education Hub. They have responsibility to disperse the grant funds across the Cumbria region. They work in collaboration with the Music Service manager for Cumberland to maintain partnerships to meet the needs for CYP in Cumbria.

Westmorland and Furness devolve guidance and governance to oversee the strategic and operational development and implementation of the Local Plan for Music Education to a Hub Advisory Board. The Board has an independent chair, and has specific requirements for a broad and diverse representation, attendance is extended to the Education and Inclusion Assistant Directors for each authority, and the Cumberland Music Service manager to ensure equitable dispersion of funds and local needs are provided for across each council footprint. The advisory Board ensures that the Hub uses impartial, evidence-based decision-making to allocate resources and oversee activities in a transparent manner.

The Hub Advisory Board is accountable for ensuring the Hub operates with:

- objective, consistent evidence-based decision-making
- strong insight that will help the Hub in its efficient strategic delivery
- independence and impartiality for appropriate accountability
- breadth of perspectives to help the Hub be responsive and participatory
- robust and transparent quality assurance processes

## PROPOSED GOVERNANCE ARRANGEMENTS 2024/25

### Executive Management Group, HUB Board and Advisory Groups

- Terms of reference
- Transparency
- Representation (Westmorland and Furness, Cumberland, National, International)
- Roles and responsibilities
- Advisory Structure
- \* THE EXECUTIVE MANAGEMENT GROUP WILL WORK WITH CURRENT ADVISORY BOARD TO AGREE PROCESS FOR TRANSITIONING TO NEW GOVERNANCE ARRANGEMENTS DURING AUTUMN 2024/25 AND REVISIONS TO INSTRUMENTS OF GOVERNANCE.

DfE

Arts Council England

Executive Management Group

Hub Board

School

Partner

Family

Finance

Impact

Youth Board



### Executive Management Group comprises:

*Strategic Lead – School Organisation, Admissions and Traded Services*  
*Assistant Director - Community Infrastructure | Thriving Communities*  
*Assistant Director, Quality, Assurance and Transformation*  
*Group Accountant - Childrens – Education & Inclusion Resources Directorate*  
*Senior Manager - Learning Improvement Service, Education and Inclusion,*  
*Cumbria Music Hub Manager*



### The Hub Board Comprises:

*Independent Chair*  
*Public Health Representation*  
*Independent Finance Representation*  
*Culture & Heritage Representation*  
*NPO Representative*  
*Children's Social Care Representation*  
*Primary Headteacher*  
*Secondary Headteacher*  
*Inclusion Specialist*  
*FE Principle*  
*Freelance Sector Representation*  
*Representation*  
*Youth Voice Representation*  
*Communities & Partnerships Representation*  
*Lead Organisation*  
*3x Co-Opted Place Based Representatives*  
*Arts Council England (observer)*

## 15. Developing Financial Stability

Financial, environmental and workforce sustainability are vital to the Hub's ability to deliver the best music education to CYP in the long-term. We are ambitious about working together to achieve this. The principle of financial sustainability is a theme that underpins our policies, including our Charging and Remissions policy.

As set out in our Executive Summary and Understanding Needs and Objective Setting sections, and given the socio economic and demographic challenges within both local authority areas we are conscious of the challenges related to achieving financial stability and sustainability from a grant funded programme. However, as a Hub we are committed to working towards financial stability and sustainability, currently our Partnership Agreements clearly set out requirements for Hub partners to contribute to financial, environmental and workforce sustainability.

Most partners raise income to support their work which they will be required to report to us. We will continue to work with Partners to identify sources of funding and income strands to best meet the needs of pupils' music education. We will develop work with established partners to bring additional funding into the Hub area including RLPO, RNCM, Barrow and Copeland Levelling Up Boards.

We have a clear, well publicised CHARGING AND REMISSIONS policy which gives the minimum expectations for reduced charges (Free School Meals, Cared for Children). We encourage dialogue where affordability is a major barrier and support payment by instalment. We will require Partners to have a policy in place. We will collect data to MONITOR AND EVALUATE metrics against the IMPACT FRAMEWORK (in place by early 2025) and SMART objectives. The Needs Analysis prepared for the 24/25 LPME will be a live document that guides our priorities and resource allocation. The Hub Board will scrutinise quarterly reports and challenge on impact and outcomes of the LPME using data from partner submissions, participant records, questionnaires and formal and informal sources.

We see financial stability and sustainability as being a key area of focus for both the Executive Group and the Hub Board during this year of governance transition. As such we will be looking to work with key partners to develop a financial stability and sustainability strategy. This will include options around additional income generation and a fundraising strategy as appropriate.

### Charging and Remissions

The [Hub remissions policy](#) is published on website and publicised with every activity that requires payment.

As the Hub Lead Organisation (HLO) Westmorland and Furness Music Service requires our partner organisations to have a remission policy in place for their activities with children and young people. Hub partners should commit to the ethos that cost should never be a barrier to a child who wants to learn music or take part in musical activities. We recommend the use of the Hub policy but recognise that each delivery partner will have developed their own policy which will be independent of Westmorland and Furness Council's policies. Parents/carers should request details from each individual organisation.

The HLO remission policy outlines the minimum expectations for reduced charges (Free School Meals and Cared for Children Children) and we arrange payment plans upon request. Schools have a statutory responsibility to ensure no child is disadvantaged and will have their own remission policy for music lessons in school. Remissions are applied to Music Centres and County Ensembles, Direct Tuition, Instrument Lease Scheme.

#### Data Management

- A new 'live' data collection system for internal HLO Music Services staff is available via SharePoint.
- The Management Information system used by both councils - Capita One - is now disaggregated and each Music Service is responsible for its own council data. Partner Agreements are in place for 24-25.
- ACE Data return request goes out to schools in June/July with reminder in September.

This enables HLO to work with partners to improve data collection, particularly from Cumberland Council Music Service and schools

1. Resource allocation - appoint team member/s
2. Quality internal data management (SharePoint & Live-in-time).
3. Manage Capita One and Data sharing between councils - timely in line with ACE reporting
4. Thorough and time lined use of live data throughout year
5. Schools data attained via SMDP and rewards systems supporting NPME area of access to live music, and Professional Associations e.g. MM Sch Membership

#### Monitoring and Evaluating

The Needs Analysis prepared for the 2024-2025 LPME remains a live document that guides our priorities and resource allocation throughout the funding period. The Hub Board will scrutinise quarterly reports and provide challenge on impact and outcomes of the LPME using data from partner submissions, participant records, questionnaires and formal and informal sources.

We will embed continuous improvement, feedback and self-evaluation to support a consistently high-quality approach. Smaller local Partners will be supported through Local Area Network Meetings.

## 16. Communications & Engagement Plan

### Communication and Engagement Objectives

The Communications and Engagement plan identifies how Hub partners will support, promote and celebrate our Hub's offer to schools, children, young people, parents/carers and other relevant stakeholders, across four goals. These goals are linked in the audience table and timeline below.

<b>1.</b>	<b>Increase engagement of CYP in musical activities across Cumbria</b>
Strategies	<ul style="list-style-type: none"> <li>I. Encourage take up of musical learning and opportunities through communication with parents and students</li> <li>II. Promote and signpost progression paths and opportunities</li> <li>III. Engage with schools to promote and signpost opportunities and benefits of music</li> <li>IV. Identify and target Communication and Engagement activity on 'cold spot' areas</li> </ul>
<b>2.</b>	<b>Increase Schools' engagement with the Music Hub through communications supporting the Approach to School Engagement</b>
Strategies	<ul style="list-style-type: none"> <li>I. Establish and reinforce the positive image of Cumbria Music Hub Partners as providers of quality music experiences and provide support in all communications</li> <li>II. Planned Support Programme to develop each 'School's Music Development Plan'</li> <li>III. Extend opportunities for two-way communication and feedback</li> <li>IV. Use new communication opportunities through increased partnership working and networking within Cumberland and Westmorland and Furness Councils</li> </ul>
<b>3.</b>	<b>Increase awareness and understanding of the NPME including the role of Cumbria Music Education Hub, SMDPs and the importance of Music for CYP across partners, schools and other stakeholders</b>
Strategies	<ul style="list-style-type: none"> <li>I. Planned 'School Music Development Plan' Support Programme</li> <li>II. Network Group Meetings</li> <li>III. Information and signposting on music hub website and programme of advocacy and education messages on social media</li> <li>IV. Termly newsletter</li> </ul>
<b>4.</b>	<b>Highlighting and celebrating the Music Hub strengths and achievements to a range of stakeholders.</b>

Strategies	I. Sharing stories, photos, videos, feedback and results on hub website and social media, and via newsletters, press releases and partner communications
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### Communication Channels

Cumbria Music Hub communicates through a full range of channels including targeted and mass communications as appropriate to reach all our target audiences. The principle communication channels are:

- **Hub website:** <https://cumbriamusic hub.com>
- **Music Services website:** <https://cumbriamusic service.co.uk>
- **YouTube channel:** [https://www.youtube.com/channel/UCKXJ1P5dMwLjk\\_tb\\_W0Vs6g](https://www.youtube.com/channel/UCKXJ1P5dMwLjk_tb_W0Vs6g)
- **X (formerly Twitter):** @CumbriaMusicHub
- **Instagram:** @CumbriaMusicHub
- **Facebook:** @CumbriaMusicHub
- Press and media releases
- Cumberland and Westmorland and Furness Council school services portals
- Council headteachers' bulletins
- Council Governor Services communications
- Termly Newsletters: schools; parents; and partners
- Annual SLA contracting process with schools (Feb-June)
- Direct e-mailing to target audiences
- Exhibitions and conferences

### Websites

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:

- Inclusion strategy – to be updated at April 2025
- Charging and remissions policy
- Environmental sustainability statement (to be updated to WAF statement)
- Progression strategy (from April 2025)
- Commissioning Policy for the Hub Lead Organisation

The websites for Cumberland and Westmorland and Furness Music Services enable parents and carers to carry out transactions including applying for direct tuition lessons, group memberships, instrument hire, and assisted instrument purchase.

The Hub website signposts ensembles and projects offered by partners and opportunities locally and nationally, for example the National Youth Music Organisations.

### Feedback processes and opportunities

We gather views and information from stakeholders formally through:

- Programme of termly consultation and data gathering with stakeholders through surveys and data collection forms.
- Programme of Consultation which feeds into our needs analysis with schools in May – July and with Hub partners throughout the year and with Council Services through the Local Council plans.
- A complaints and compliments process: <https://cumbriamusichub.com/get-in-touch/>
- Project and event evaluations on an ongoing basis, at both Hub and partner levels
- Youth Voice project – which will commence in Spring term 2024

We monitor informal feedback received throughout the year and we encourage our partners to share informal feedback they receive when working with Cumbria Music Hub participants.

### Digital assets which enrich communications

We gather evidence of the Hub's work in the form of photographs, sound clips and videos which form a library of digital assets to be used across our communications. This includes material from our Partners, Hub officers and commissioned photography and video. Communication channels include:

- Social media
- Website project pages
- Targeted emails
- Media releases
- Newsletters
- Reports, presentations and text documents

Publication and use of digital assets by the Hub comply with our safeguarding policies and respect the rights of the Intellectual Property holder.

## Partnership approach to Communications

This plan is shared with key partners.

Opportunities for joint communications are identified as part of activity and project planning with partners and exploited throughout the year.

## 17. Quality and Impact

*Our approach to quality and impact.*

The Hub Board will implement a quality framework which is a robust and well-defined quality assurance processes, shared with and adopted by all Hub Partners. This will guide the HLO, Hub Board, and Partners to take responsibility for ensuring their provision meets its intended quality outcomes and inspires young people to enjoy, value and continue their music education. It will measure and assess the impact of the Hub programme against the key Hub aims and will track how our Hub programme meets the overall aims and objectives as set out in the NPME, and to inform how to improve delivery over the life of the programme.

The Music Hub will use the Youth Music quality framework using the Do, Review, Improve cycle. This will be underpinned by the Art's Councils Quality Principles Framework.

Hub Partner's performance will be monitored using a variety of methods including (but not limited to) lesson / session observation and monitoring, and review and feedback from stakeholders such as schools, settings, children and young people and their families, and staff. Partners will be supported to track engagement, quality and progression in line with ACE's annual survey methodology. This will inform regular partnership review meetings, supported by objective and subjective data. Review meetings will be conducted in line with the ACE Relationship Management and managing partnerships framework and used to guide future activity at a partner level and to inform the Hub Needs Analysis and the SMART objective outcomes.

The HLO acknowledges the need to comply with requests made by either the DfE or a third party designated on behalf of the DfE to support evaluation. The quality and impact data collected will be used to support such requests.

In meeting these expectations, we will be using the following:

[Youth Music's quality framework Do, Review, Improve](#)

[Working with young people on line](#)

[Working with Young Disabled Musicians](#)

[Early Years Quality Framework](#)

The [Arts Council's Quality Principles framework](#), Self-Evaluation Toolkit, and [Impact & Insight Toolkit](#).

We understand that Hub Partners will also have their own Quality Assurance processes. Both Cumberland and Westmorland and Furness Music Services apply the School Teachers' pay and conditions guidance for Centrally Employed Teachers. Performance Management is through the Teacher Appraisal and capability model and is linked to teacher's standards.

## Version control

This version		
Previous versions		
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For and on behalf of  
The Cumbria Music Hub Partnership**

**Local Plan for Music Education 2024 - 2025  
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