



Sandwell Music Education Hub

Local Plan for Music Education (LPME)

1 September 2023 to 31 August 2024

This is a working document and will be updated quarterly.

Quarter 1 updates DECEMBER in blue



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SIPS Education: Sandwell Music Education Hub (SMEH)

SIPS Education is a not-for-profit, education support, service provider committed to supporting excellence in schools. A proud member of Co-operatives UK, our purpose is centred upon enriching children and young people's learning and well-being by providing, excellent, value for money, products, and services.

We are owned and governed by schools, and we operate an innovative, agile, stakeholder-led service.

SMEH sits as one of the 7 key areas of service provision for our schools and communities.

SIPS Education is the lead organisation in relation to SMEH and has responsibility for the funding and governance of the Hub.

SMEH with significant funding provided by Arts Council England (ACE) aligned to local authority pupil populations who developed a Relationship Framework to which activities link. The model for Sandwell's Music Hub is based on our unique local context and schools.

This local Music education plan will set how Sandwell Music Education Hub aims to deliver against the NPME2 three aims and how these aims connect to the five strategic functions for the hub to deliver against

SIPS Strategic Objectives

- **Gain** (Strategic Growth) SMEH will grow its client base by delivering more music education activities to schools and education settings that we are currently working with through relationship management activities and target schools that we are currently not yet working with.
- **Improve** (Service Offer) SMEH will continue to develop the offer to schools based on best practice.
- **Retain** (Client Retention) SMEH will continue to ensure that we meet with our clients to ensure we are offering what they want at a time when they want it. We will ensure that we use client and pupil voice at the heart of this activity.

National Plan for Music Education 2

Three Aims

1. Support schools and other education settings to deliver high quality music education.

SMEH will

- Support schools by offering free CPD sessions on a range of music courses, signposting staff to network/peer music events Eg Music conferences/Music Mark.
- Regularly consult with schools to review our provision, thereby ensuring it is meeting the school's current requirements.
- Work with schools to create bespoke CPD sessions for school-by-school basis.
- Support Music coordinators in planning and creating their SMEP by having a designated ex-school music coordinator visit settings.
- Designate key SLT to support the range of settings across Sandwell.
- Work closely with our partnerships to stay updated on best practice and utilising partnership skills when appropriate.

2. Support young people to develop their musical interests and talent further, including into employment.

SMEH will

- Offer a wide range of musical experiences and opportunities for CYP to nurture their musical interest.
- Work with partners to offer further chances for development and opportunities for performance.
- Use Youth Voice at our core to ensure a child centred authentic musical offer within Sandwell
- Support work experience, Conservatoire Open Days events/Sixth Forms and Colleges
- Signpost ex-students to work within the music service.
- Ensure students are aware of a variety of music paths available to them once they finish school.

3. Support all children and young people to engage with a range of musical opportunities in and out of school.

SMEH will

- Develop inclusive ensembles in and out of school hours in genres to meet the needs of CYP in Sandwell
- Work in partnership with Sandwell's Youth Service/HAF programme/Virtual School/Sandwell Creatives to ensure musical opportunities and experiences for CYP. We will also provide support for schools advising on how they can utilise Pupil Premium funding to support their students musically and explain the free offers we have for Pupil Premium and CIC (LAC) Students.
- Listen to YV to ensure we are a child led service.



SMART Objectives 2023- 2024

No.	Smart Objectives Set to achieve high quality, exciting and ambitious plans for 2023/24. Objectives have been approved by SIPS Music Hub board July 2023	7 Strategic Function
1	Establish strategic partnerships with a minimum of three new organizations in our hub and the wider Black Country region, with the aim of enhancing opportunities for children and young people	Partnerships
2	Within the next academic year, ensure a measurable shift in staff delivery practices to incorporate inclusive best practices during day-to-day sessions	Inclusion
3	By the end of the academic year, achieve a 20% increase in enrolment for small group instrumental tuition in endangered instruments	Progression and Development
4	Over the next academic year, track and analyse the transition dropout numbers for all instrumental pupils, including Children in Care (CIC), from Year 6 to Year 7	Schools & Progression
5	By the end of the academic year support 60% of Sandwell schools to have a School Music Development Plan	Schools
6	At the start of term, arrange a team meeting to refresh and update our policy on Quality and Impact, specifically focusing on aligning it with the Youth Music Quality Framework.	Quality
7	Within the next 12 months, establish meaningful engagement with 8 schools that currently are not part of our engagement network.	Schools
8	In 23/24, establish a comprehensive career guidance program in Sandwell to signpost and share diverse career opportunities in music and the arts specifically targeted at students aged 15-18	Progression & Development
9	Collaborate with all relevant stakeholders within our Hub to develop a comprehensive sustainability pledge and strategy.	Sustainability
10	Within the next six months, conduct a comprehensive scoping and investigation of EYFS music delivery in the Sandwell/Black Country area to explore future delivery options	Schools
11	Deliver free CPD sessions to support music education in schools, with a focus on all settings and age ranges from EYFS to Key Stage 3 (KS3)	Schools
12.	By the end of 23/24, create a diverse range of musical opportunities for CYP to actively engage in music making, listening, and exploring different musical cultures and venues.	Inclusion/ Opportunities
13	Throughout 23/24, produce reports on musical progression and assessment. These will following internal progression statements and follow Common approach strategies	Progression and development
14	By the end of 23/24 support an additional 12 schools' music technology.	Schools
15	In 2023/24 work in partnerships to develop and implement an offer for CYP who are Youth Carers or in a Youth Justice programme	Inclusion Partnerships

Needs Analysis

SMEH and its partners undertake regular research to analyse data and evidence to build a rationale for our business plan, programme of activity, allocation of resources and prioritisations. Our comprehensive approach to this work ensures we have an informed understanding of the local needs of Sandwell, we can then reflect and improve our offer to meet the needs of local communities and support a vibrant culture of musical participation by meeting the needs of all pupils regardless of race; gender; where they live; their levels of musical talent; parental income; whether they have SEND or disabilities and whether they are a child in care or home schooled.

Much consultation with stakeholders has taken place over this difficult period. Head teachers/ parents/schools/students have been grateful of the additional virtual resources and supportive, flexible offers we continue to provide.

About Sandwell

The Borough of Sandwell, located in the West Midlands region of the United Kingdom, is known for its rich diversity and multicultural environment. This section of the LMEP aims to provide an extensive overview of the borough's diversity, including its demographic composition, ethnicities, languages, religions, cultural heritage, socioeconomic impact, education, housing, healthcare, and social services. By exploring the statistical aspects of Sandwell, we can gain a comprehensive understanding of the vibrant and inclusive community that thrives within the borough. Sandwell is a metropolitan borough with a diverse population, covering an area of approximately 86 square kilometres. As of the last available data from the UK census in 2021, the borough's population was estimated to be 341,835 residents.

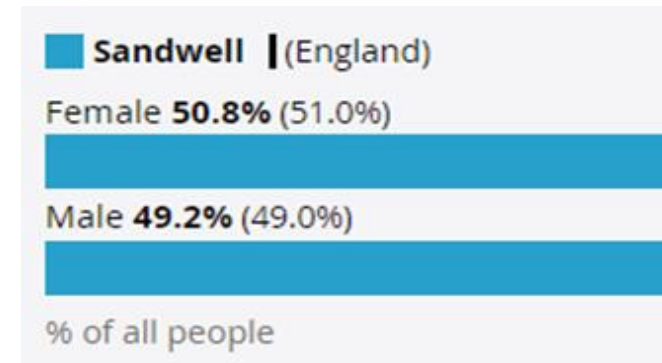
Demographic Composition:

Total Population: 341,835 residents.

The borough has a population density of around 3,974 residents per square kilometre.

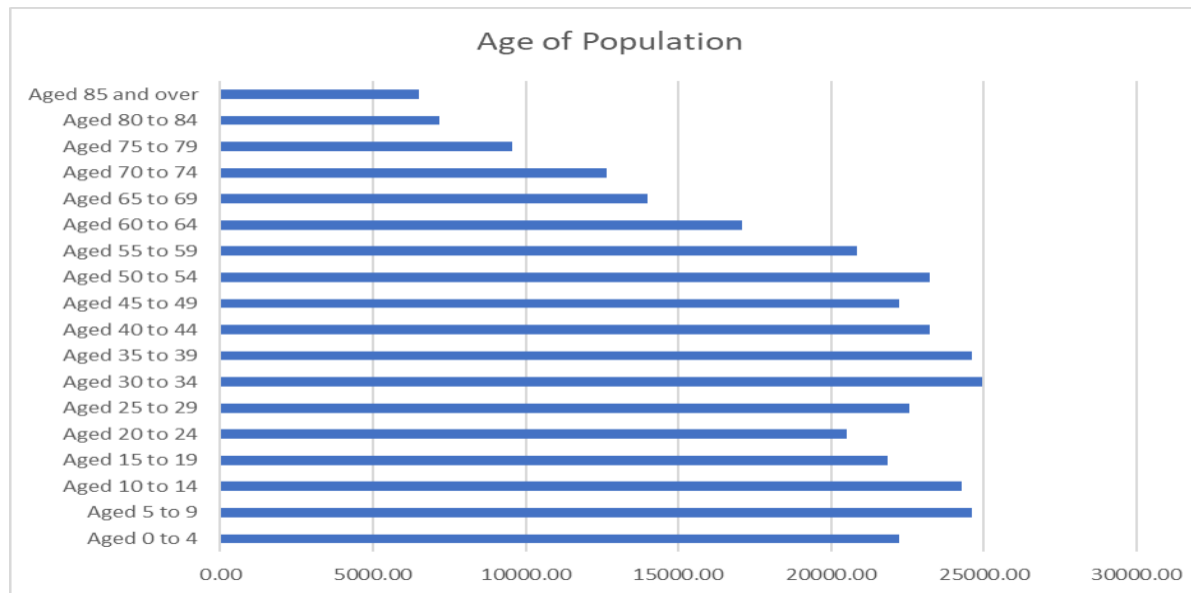
Male Population: 49.2% of the total population 168,255.

Female Population: 50.8% of the total population 173,577.

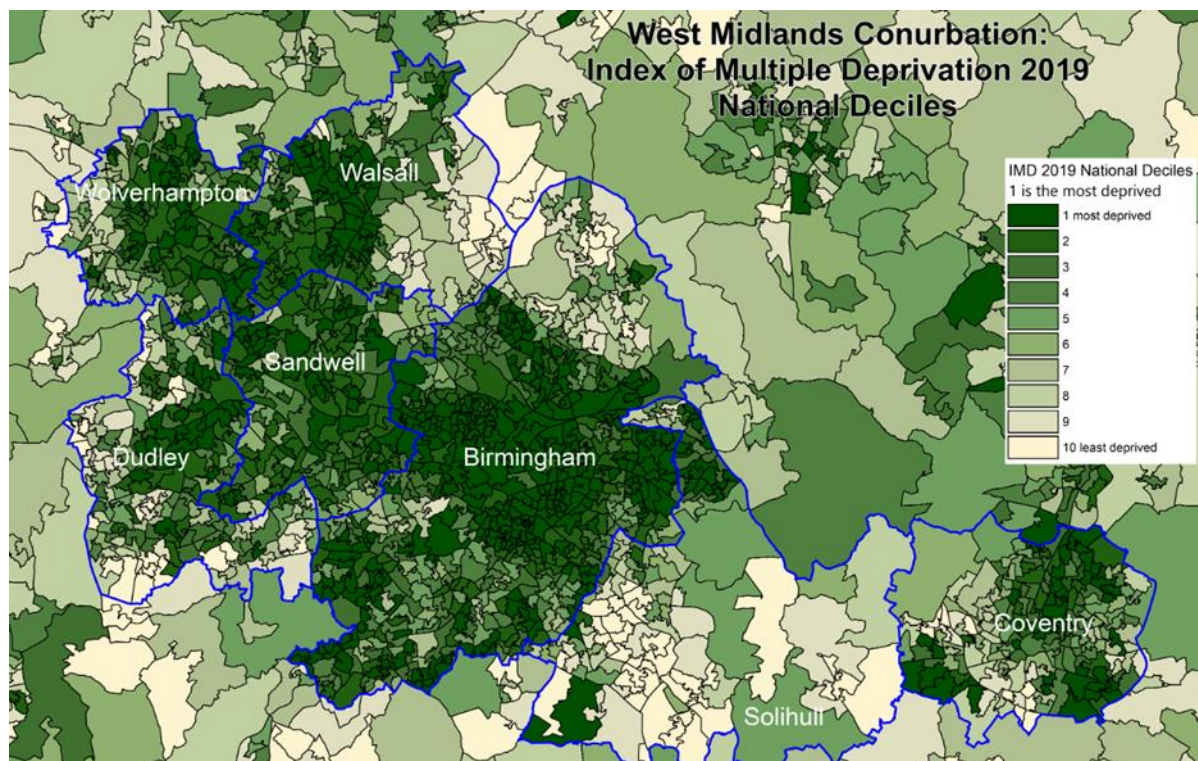


Age of population.

Median age: 35.5 years



Deprivation In Sandwell



England is made up of 32,844 Lower Super Output Areas (LSOAs) 186 of which are in Sandwell.

One in five of Sandwell's LSOAs fall into the most deprived 10% nationally in 2019.

A further two-fifths fall into the most deprived 10-20%, so overall 60% of Sandwell's LSOAs fall within the worst 20% nationally, and 97% within the worst 60% nationally, clearly displaying the high levels of deprivation prevalent in large parts of Sandwell.

As shown in the above image Sandwell continues to have some of the highest deprivation in the United Kingdom.

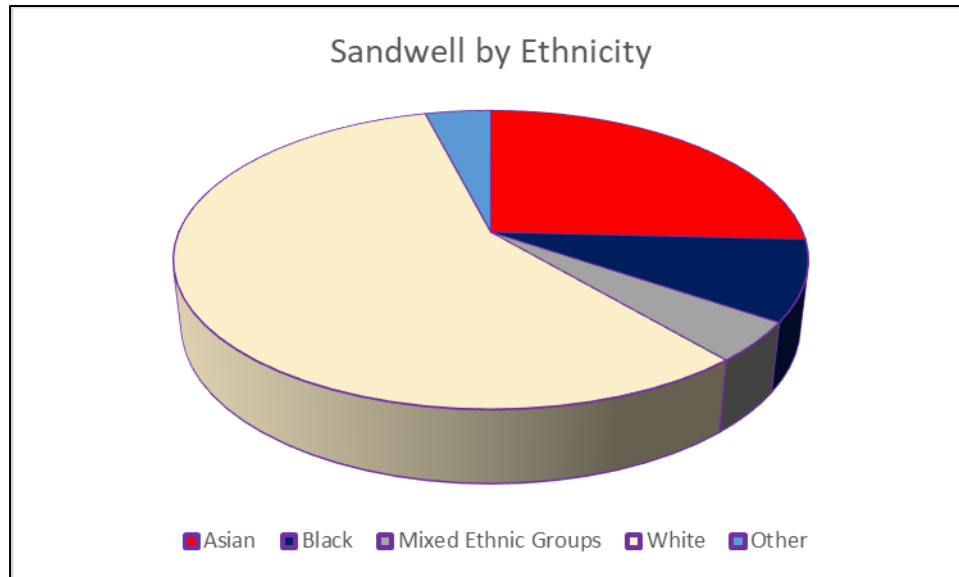
The Indices of Multiple Deprivation (IMD) 2019 shows Sandwell's average deprivation score as ranked 12th most deprived local authority in England, out of a total of 317. Previous IMD results for this measure show that Sandwell's position has declined slightly relative to other districts in England. Sandwell was 13th most deprived local authority in 2015.

Sandwell's location at the centre of this deprived urban area means that the borough does not benefit from having a semi-rural fringe. The likely impact of a largely deprived hinterland should not be underestimated as a significant limiting factor on the potential to address some of Sandwell's deprivation characteristics.

Ethnicity:

Sandwell continues to be ethnically diverse with White British ethnicity decreasing by 24,893 in the last 10 years.

Category	Sandwell %	Sandwell Residents	United Kingdom %
Asian	25.80%	88184.40	9.60%
Black	8.70%	29736.60	4.20%
Mixed Ethnic Groups	4.30%	14697.40	3.00%
White	57.20%	195509.60	81.00%
Other	4.00%	13672.00	2.20%



Socioeconomic

Category	Sandwell	Residents
Economically active: In employment	53.00%	181154.00
Economically active: Unemployed	5.30%	18115.40
Economically inactive	41.70%	142530.60

Languages

English: The primary language spoken by the majority of residents.
Other Languages: Sandwell is a multilingual borough, with various languages spoken by different communities, including Punjabi, Gujarati, Urdu, Bengali, Hindi, Polish, Romanian, Lithuanian, Mandarin and a large number of African languages which includes speaking French.

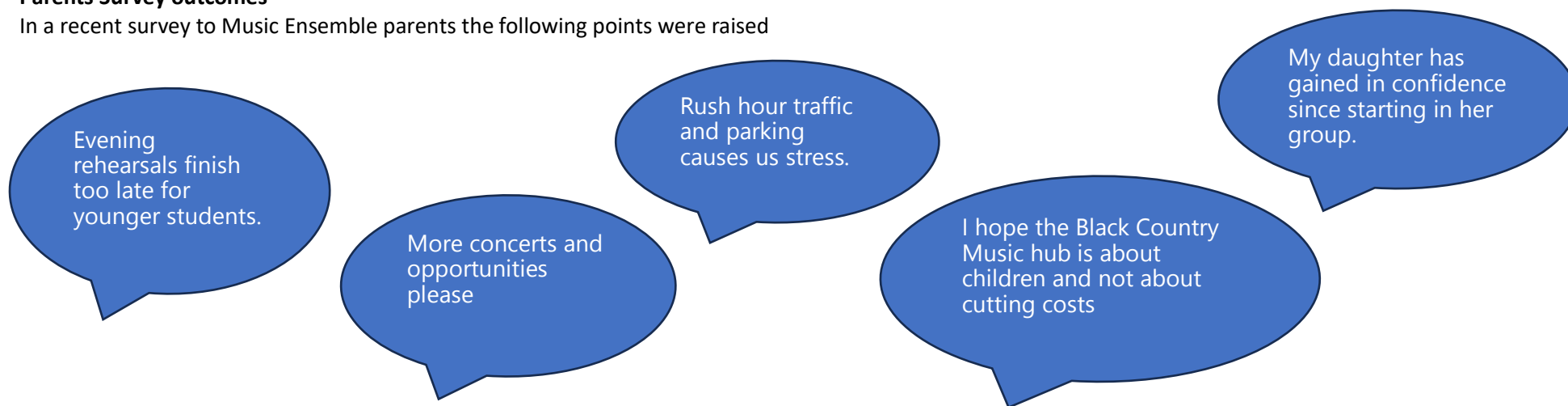
Religion

Religion	Sandwell
No religion	26.10%
Christian	39.90%
Buddhist	0.30%
Hindu	2.80%
Jewish	0.00%
Muslim	13.40%
Sikh	11.50%
Other religion	0.70%
Not answered	5.40%

Research

Parents Survey outcomes

In a recent survey to Music Ensemble parents the following points were raised



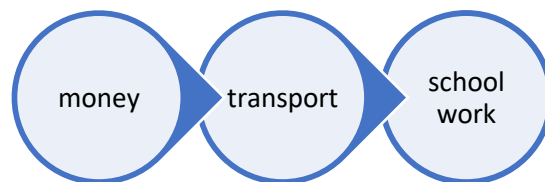
Youth Voice Research

Music Makers of the Future Final Report 2022.pdf (bcu.ac.uk)

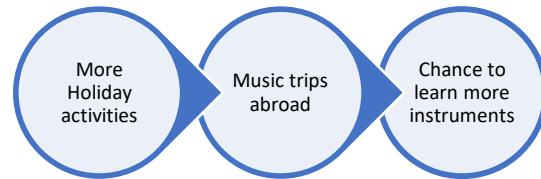
In 2022, the Music Hub took part in “Music Makers of the Future”, a research project in partnership with Birmingham City University and West Midlands Music – the consortium of 14 other local Music Services. This project, co-designed and evaluated professionally outlined a number of key recommendations from p91/92 that we will be exploring as a Music Hub in 23/24.

In June 2023 SEMH conducted a Youth Voice Survey, below are some of the key findings.

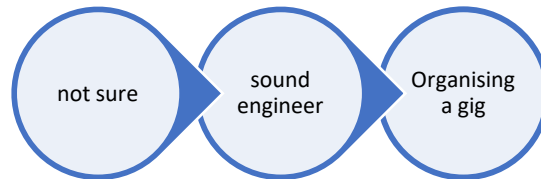
The top three barriers for CYP in experiencing high quality music education were.



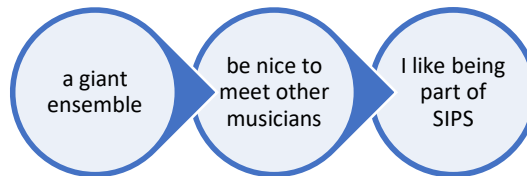
New opportunities CYP would like to see in the new Black Country Music Hub are:



Music careers, support we could offer or design.



Other ideas about being part of the new Black Country Music Hub



Further Evidence and Information

The Hub annual return: despite some complexity in gathering school data, this is a meaningful annual exercise which engages the strategic partners in annual reflection and data sharing. It forces the Hub to look at data by key stage which also signposts to interesting trends and changes in the engagement with schools.

Annual feedback letter and H/T Conversations: As part of SEMH renewal process, feedback and needs analysis is gathered from head teachers and schools. This is a helpful external view on the development needs of the hub which is considered in the planning process for the following year. All schools have at least one annual personal contact with senior managers from the Music Service which provides good evaluation of school provision and upcoming needs on education and financial requirements.

SIPS Education ELT: SIPS Service Managers meet regularly and share inside knowledge on schools, finance and local needs.

Microsoft FORMs Surveys This is viewed as one major vehicle to ensure our delivery is meeting the needs of pupils and schools. School teachers will often use this route to offer ideas for development and feedback on the experiences they have had through the SMEH.

Primary and secondary network meetings: Organised by the Music Service, these events are arranged to meet the needs identified by schools or within Sandwell. There is an ongoing need to provide knowledgeable CPD for primary practitioners, many of whom are not music specialists and more information regarding musical events and Opportunities.

Strategic partners: Hub meetings are a conduit for information gathering and analysis. The strategic partners provide helpful insight and discussion. School representatives in particular, give realistic critique on activity and strategy.

Relevant reports/ commissions: National and local reports/ research is considered when planning for our future MEH activity. The ISM's 'Music: A subject in peril' report (2022), Youth Music's 'Sound of the Next Generation' report and the ABRSM's Music Commission all signpost changes in the educational landscape. More recently the Child poverty action Group released its [The Cost of the School Day in England: Pupils' Perspectives | CPAG](#) which is pertinent to aforementioned affordability issues in Sandwell . This broad base of research in addition to a refreshed NPME will be assimilated into the Music Education Activity going forward.

Youth Voice

As part of developing our Youth Voice programme, we have set a three-stage plan of action for this year to promote pupil voice. A Feedback tent has been purchased for students to record their views and feedback of events/projects.

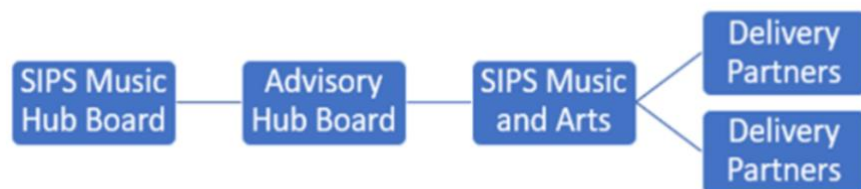
Music Mark Membership: The Music Service is an active member of Music Mark who provide information, training, support, and challenge to the sector. On reflection of our needs analysis, we plan in 23/24 to

- Explore ways of working with CYP who currently do not engage with SMEH.
- Design more musical opportunities for CYP during holiday periods. ([New partnership with Splinter/Sandwell College](#))
- Consider how parents/carers and teachers can learn about all our offers and opportunities. ([Head teachers bulletin/Newsletters](#))
- Consider new opportunities that introduce young people to music and SIPS with less “music-making” emphasis that could encourage their first engagement e.g., listening groups / non-musical roles/music technology.
- Be more transparent with our families, sharing charges and remissions, translating key documents, our inclusion pledges.
- Celebrate how music impacts on wellbeing and mental health, and social engagement.

Governance and Strategic Partners

Terms of reference [and Governance Overview can](#) be found in Appendix 5

Governance Overview



Accountability to the SIPS Hub Board

The Hub Governing Board will:

- ensure that Arts Council England requirements are met.
- endorse and oversee the vision.
- ensure that the work of the Hub is enterprising, inspiring and leading to positive musical outcomes for young people.
- ensure that activities and interventions are fully effective.
- call the Hub to account for:
 - Target setting, progress and outcomes for children and young people, including all minority groups.
 - Business management, use of resources, budgeting and Value for Money
 - Fair and transparent decisions
 - To receive, discuss and analyse reports on all the above issues, giving appropriate challenge, advice, support and encouragement.

The Governing Group will meet four times per year and the agenda will include: scrutiny of the business plan, financial performance etc. [These members represent the learning communities \(schools\) of Sandwell's six towns.](#)

Roles and Responsibilities - The Advisory Hub Board

The purpose of the Advisory Hub Board shall be to formulate the vision of music delivery of the Hub, to bring expertise, to represent the views of all stakeholders and to reflect local needs in order to ensure the most appropriate delivery of music education delivery.

The Advisory Group will delegate the specific organisation, development, and delivery of Hub activities to:

- Sandwell Music and Arts Service, the Lead Partner for Sandwell Music Education Hub

- Working and Reference Groups with a range of school, professional and voluntary representatives to develop detailed strategies for specialist areas being covered by Hub activities.

Workforce Outline

Outline of SEMH Workforce Plan

See Appendix 4 for SMEH organisational chart.

School Support

To view our courses on offer please visit <https://sandwellmusic.org/events/cpd/>

As a Music Hub, we provide support to schools, music subject leads and **all** teaching staff involved in supporting the development and delivery of musical skills for students through the National Music Curriculum.

Additionally, there are musicians providing independent music education activity to mother-and-baby groups, in early years settings, at youth centres and community groups in Sandwell, CPD offers are open to all these stakeholders. These can be noted in our communications and engagement plan. Courses have been designed and developed from feedback from music coordinators/peer network meetings and consultation across the West Midlands on school based CPD needs.

Our offers include music consultancy for music subject leads bespoke in-house training packages for schools, a range of free CPD sessions held our main office at Guardian House and a brand-new offer for curriculum design to support your staff to gain confidence with leading musical activities. We are planning to review each school's SMDP with the Music Lead, to understand the level of Hub support needed and to plan capacity.

For 2023/24 we will support Primary music curriculum leads with a key member of staff to visit school setting and support them in their role and development of their School Music Plan. This member of staff is an ex-music lead and carries out these visits one day per week across the academic year.

In Spring 2024 we will host another **Music Curriculum Conference** in partnership with ~~MES (Music Education Solutions)~~ at Guardian House. West Bromwich. This is open to all music educators across the region.

We actively encourage school-based teachers to participate in **networking** and TeachMeet events offered by SCEP (Sandwell Cultural Education Partnership) SEMH and other Black Country Music Hubs. We also publicise Music Mark's regular Ofsted updates and Training webinars and events. SEMH Board is represented by head teachers from the 6 wards of Sandwell. We regularly present at these regional network meetings, sharing aims, developments and CPD offers for school-based staff.

SIPS Education are a Strategic Partner for our local **Teaching School Hub** – Haybridge. Supporting Early Career Teachers across the Black Country. We plan to engage with the local Teaching School Hub to explore linking our training for teachers with TSH provision.

Music Hub Workforce

<https://sandwellmusic.org/meet-the-team/>

SMEH employs 46 staff. 42% of which are ex Sandwell music students. We are proud of this percentage and often recruit music teacher and office/admin staff vacancies through these channels. We have been lucky enough not to have many recruitment issues.

SMEH has an extensive programme of CPD planned for its tutors, which is outlined in the Programme of Activity.

This is complemented by SIPS comprehensive induction programme 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 teachers are assigned a buddy from the established team and are invited to observe, and team teach with colleagues.

EDI of Workforce – to be updated with new staff details

Analysis of our workforce data demonstrates the following.

Gender

46% Male
51% Female
1% Non-Binary

Ethnic Origin

2 Asian/British Asian
3 White European
29 White British
2 Mixed Ethnic

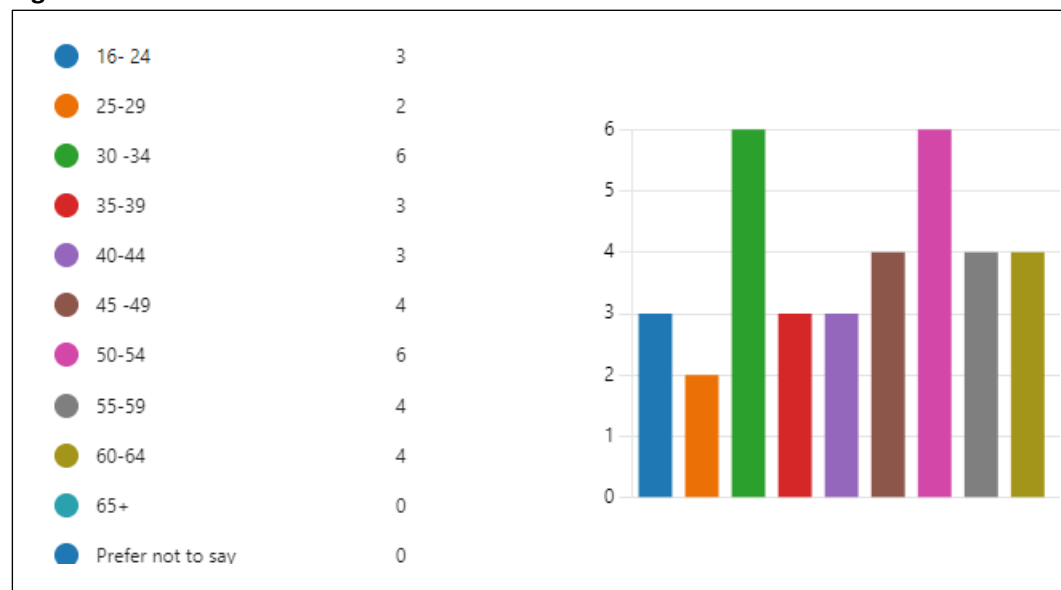
Disabilities

8% have a disability.
48% shared that they have a caring responsibility of a child/older person/person with a disability.

Sexual Orientation

30 Heterosexual

Age



1 bisexual

3 Prefer not to say.

According to the national statistic of Sandwell from the 2021 census, and analysis of our workforce, we underrepresent the communities from South Asia, Middle East, Afro-Caribbean in our workforce. This is also the case for teachers and partners who have a physical disability.

As 2023/24 progresses we aim to work with existing and new partnership to develop our workforce Eg MAC Makes Music /Creative.

Academies/CBSO/Birmingham Commonwealth Orchestra/Laulau working with Beat Makers/Music Production/Double Bass/Steel Pan/EYFS Music teachers.

Pay Policy

Our workforce is paid on SIPS Teachers scale. Teachers have access to Teachers Pensions scheme and conditions of service with the exception of pay mirror the School Teachers Pay and Conditions document.

SMEH prefers to partner with reputable organisations which demonstrate a similar commitment to fair pay for musicians. Where appropriate, we work with our smaller partners to educate them and encourage best practices in engaging and paying project staff.

Yearly Essentials for SEMH Teaching Staff

All employed and engaged teachers are required to undertake child protection and safeguarding training at least every two years with briefings at least annually to refresh their knowledge. At SEMH we ensure all staff have undertaken this training annually. SIPS HR ensures that all staff read and acknowledge part 1 of Keeping Children Safe in Education.

SEMH teachers follow DfE Teachers Conditions and are part of an annual Teachers Appraisal system. Regular observations of all teachers form 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. MAC Makes Music provide a wide range of CPD opportunities for inclusive music practice along with other National providers Eg Music Mark/ Charanga /Sing Up/Royal Birmingham Conservatoire throughout the academic year.

SEMH Service Appraisal Objective for 2023/24

To improve inclusive practice by our staff

- Positive inclusive language, i.e., using gender neutral terms.
- Providing a varied music curriculum which incorporates a wide range of musicians diverse in race, culture, gender and
- Positive behaviour strategies following the school's own behaviour system wherever possible. Or using the music teachers own positive strategy if a school policy is unavailable.

- Understand and use the strategies of trauma informed teaching.

Specific. At least 90% staff to be using inclusive practices in their lessons.

Measurable. We will share the best practice information as outlined above and monitor sessions to see if it is being used. We will observe a cross section of lessons delivered by staff and monitor progress.

Attainable. Staff will be offered training as a whole teaching staff, and offered support on a bespoke one to one level should they need more support.

Realistic. Hurdles and obstacles may include staff's individual mindsets and stubbornness / close mindedness. The parts of the sessions outside of our control including general school approach and / or ethos.

Timebound. Training will be delivered in September 23. Support will be ongoing and available whenever requested. Monitoring will have taken place by the end of Spring 2 (April 2024)

Communication and Engagement

SMEH sits within SIPS Education. We have a clear communications strategy to keep all our stakeholders fully informed. We communicate through a variety of channels and many of these are open and public, so reach multiple audiences. The principal communication channels are:

- Hub website: <https://sandwellmusic.org/>
- SIPS Education website: <https://www.sips.co.uk/>
- YouTube channel: <https://www.youtube.com/channel/UCYvVhlayJxzzOXQ58P5vRoQ/videos>
- Twitter: @SIPS_music
- Instagram: @sipsmusicarts
- Facebook: www.facebook.com/SIPSmusicarts/
- Press and media release.
- Sandwell Council's headteachers' bulletins
- SIPS Governor Services communications
- SMEH schools' termly newsletter
- SMEH parents/carers' termly newsletter
- SEMH CIC termly updates.
- Salesforce CRM Annual renewals /notifications
- Direct e-mailing to target audiences
- Primary Head Teachers school services exhibition in October/June
- Secondary Head Teachers school services exhibition in October/June
- Inclusion Head Teachers school services partnership meetings invited twice each year.

SMEH's 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 signposts all events for students/parents and cares. It has a designated area for schools and for Music Hub Staff.

The following documents are available to view or download: www.sandwellmusic.org

- Service Brochure
- What's On
- Needs analysis summary
- Programme of activity
- Inclusion strategy
- Charging and remissions policy
- Environmental sustainability statement coming by December 2023

Feedback processes and opportunities

SMEH gather views from stakeholders formally through:

- Microsoft surveys throughout the year to our stakeholders (Students/Music Coordinators/Head Teachers/Parents/Carers etc)
- Consultations feeding into our needs analysis at every opportunity.
- Our complaints and compliments process
- Project and event evaluations on an ongoing basis, at both Hub and partner levels

Sharing Digital News

We gather evidence of SIPS Music Hub work in the form of photographs, sound clips and videos. These may be generated by participants; staff and partners we work with, they are uploaded to the most suitable of our social media channels. We link to these in media releases, posts, newsletters, reports 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.

Communications and Engagement Objectives for 23/24

1. Engage and develop SIPS Salesforce CRM system, to create professional and up to date communication channels with key and relevant stakeholders.
2. Identify online tools which will enable us to understand the impact of our communications through social media (Facebook/Website/Instagram/TikTok/Twitter/QR codes/SIPS Connect)
3. Continue with Music Hub Newsletters celebrating termly dates/activities/interviews with Music centre members and governance.
4. Extend the reach of our communications with primary teachers to include unengaged Music Co-ordinators and non-specialists teaching Music in the classroom, through our SMEP/CPD Training offers.

5. Improve understanding of the breadth of SMAS's work, in particular among school leaders, learning communities, Local council leaders and Business Managers.
6. Highlight projects and opportunities to children and young people who we have not been reaching to date.
7. Share this strategy with key partners to promote and sign post their projects and activities to a wider audience.
8. Ensure inclusive language in all communications, easy read (Widgets) versions of newsletters/fliers and identify more accessible channels for priority target groups.
9. Meet regularly with staff in person and via TEAMS and continue to communicate through emails/WhatsApp/text/Fanfare.
10. Promote SEMH work/music pedagogy through Governor School training via SIPS Governance team.

Stakeholders	Audience	Obj	Key Messages	Channels/Tools	Frequency/Dates	Success Measures	Who
#1 Schools	Headteachers/ Senior Leaders	1,5,6,7,10	CPD Offer Events Opportunities for schools Provision	H/T Bulletin Email Newsletter	Half termly Ad hoc	Responses	TD/Admin
	Secondary Heads of Music	1,2,5,6,6,	CPD offers /new developments in Music Ed Provision Partner Offers Networks	Email Newsletter	Termly Ad hoc	Responses Uptake	RH/Admin
	Primary Leads	1,2,4,6,7	CPD offers Info on latest guidance; Ofsted/deep dives/MMC Opportunities Partners/Events Networks	Email newsletter	Termly Ad hoc	Responses Uptake	TS/Admin /BS SBK
	SEND Schools /Leads	1,2,4,6,7,8	CPD offers partnership support Provision Networks	Email Termly Newsletter	Termly Ad hoc	Responses Uptake	IB/Admin
	Learning Communities (6 learning	4,5,6,7,10	Workforce Development Provision Partner Offers Opportunities	Team/in person presentations to meetings	Termly Ad hoc	Invitations to meet	TD

Sandwell Music Education Hub; Local Plan for Music Education 2023- 2024

	communities in Sandwell)						
#2 CYP		2,3,6,7,8	Opportunities/Projects Celebrations/Sharing Youth Voice/Leadership	Social Media Newsletter Fliers	Termly Ad hoc	Responses/Hits Sign Up Attendance	RH Team leaders
#3 Parents/ Carers		2,3,6,7,8,	Concerts/Events/Tickets Newsletter Charging remissions Music Centre membership sign up Pupil Registration	Hub website Newsletter Twitter Facebook page	Termly Ad hoc	Responses	TD RH
#4 Partners	Delivery	2,4,5,6,7,	Events Hub Information Reports	Email Hub website	Ad Hoc Board Meetings	Responses	TD
	Advisory	2,5,6,7,10	Opportunities Hub Information	Email Hub website	Ad Hoc Board Meetings Individual 1:1 's	Responses	TD
#5 Workforce	Teaching staff	2,,4,6,7,8,9	School news Updates Information	Email WhatsApp /Text	Half termly 'Fanfare' Online update continually updated	Responses	SLT + admin
	Other SIPS Staff	1,2,4,5,7,10	Events/Successes/ERG	SIPS Connect	Ad Hoc	Responses	SLT + admin
#6 Schools and Families		2,3,5,6,7,8,	Charging remissions Music Centre membership sign up Hub Activity Plan Pupil Registration Concerts/Tickets	Hub website Newsletter Twitter Facebook page	Termly Ad Hoc	Attendance to events	SLT Admin
#7 Governance	All boards	1,2,3,4,5,6, 7, 10	Events Hub Information Reports Policies /Strategies	Email Newsletter	Termly Ad hoc	Responses Attendance to events /meetings	TD/SLT

			Business Plans/ SMART Objectives				
	School Governors via SIPS Governance Services	2,3,4,5,6,7, 8, 10	CPD/Presentations, Sharing events/Opportunities via Clerks Assess to newsletter/websites etc				

Quality and Impact

SMEH is committed to providing music education of the highest possible quality. To assure this, we undertake regular and rigorous checks on delivery from teaching staff and delivery by partners.

Teaching staff work on the Youth Music Framework of Do, Review and Improve supporting a fully reflective workforce.

Hub smart objectives are related to the NPME three aims and our 5 strategic functions. These are monitored regularly to report to SIPS Music board against the service specification and to Arts Council England as part of the conditions of the funding agreement.

Quality of teaching and learning delivery is assessed through the teacher's appraisal policy and through monitoring visits and observations from the leadership team. Quality assurance is also gained in joint observations of staff with other managers; music leads in schools; head teachers; ensuring quality assurance of delivery.

As a cultural organisation we adhere to ACE quality principles. Ensuring all areas of music education delivery and opportunities are enriching and diversifying cultural expertise and experiences.

The seven quality principles are:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

Quality Assurance of Delivery Partners

All delivery partners share their own quality assurance statement as part of their partnership agreement. This can be found [here](#)

SMAS will undertake the same Quality Assurance strategy as stated above, in partnership with delivery partners internal quality assurance.

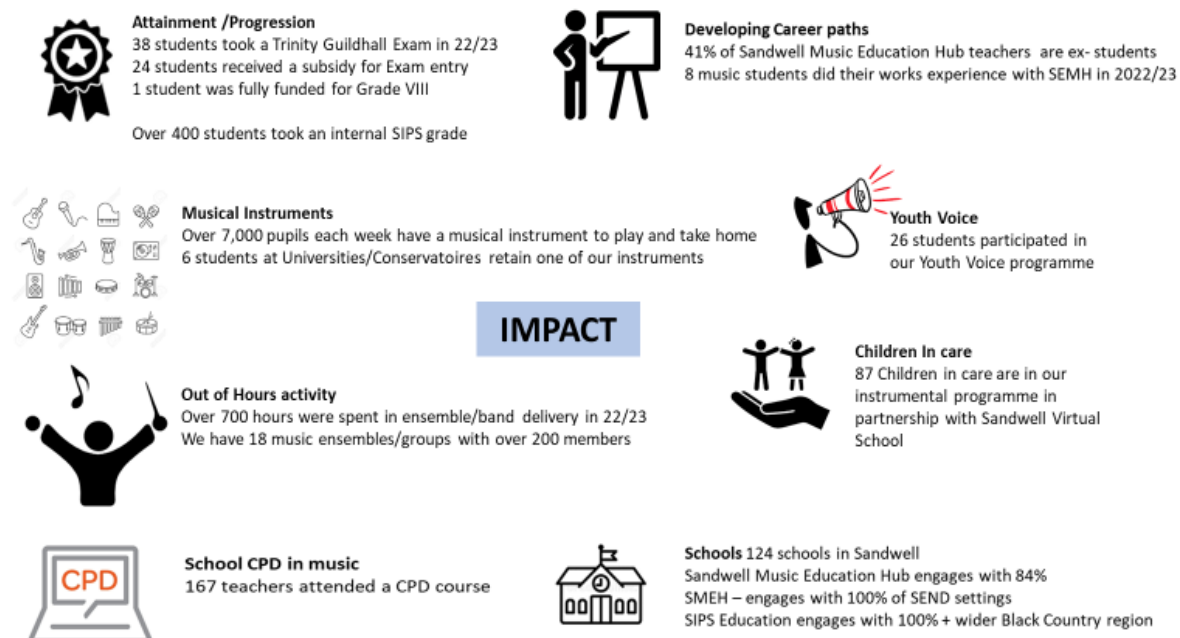
Quality Assurance /Accountability to the Lead Partner/SIPS Education and SIPS Music Hub Board

SIPS Education – internal quality assurance






The Music Hub Lead officer is SIPS Service Manager – Music and Arts. They manage a team of staff with specific responsibilities related to the key actions from the Hub Business plan, with colleagues focused on DfE/ACE requirements. They are provided with management time allocations to lead on these areas. The Service Manager reports directly to the Strategic Director for People and Product who is a member of the SIPS Senior Team.

All appraisal objectives are linked directly to the Music Hub business plan annually and monthly 121 meetings include a discussion in relation to these objectives as well as a review of any activity detailed in the plan. Any actions resulting from these discussions are followed through and additional support/resources allocated where appropriate.

Programme Of Activity – see appendix 1.



We pledge to Five Strategic Functions

<p>Partnership</p> 	<p>Schools</p> 	<p>Progression and Musical development</p> 	<p>Inclusion</p> 	<p>Sustainability</p> 
<p><i>To be an organisation that embeds partnership and collaboration to every aspect of our work.</i></p> <p><i>Work with partners that ignite creativity and opportunities for CYP and our workforce.</i></p> <p><i>To continue to explore new partnerships which will benefit our CYP.</i></p>	<p><i>To support all school settings with high quality music tuition.</i></p> <p><i>To embed music in every school as a key curriculum subject.</i></p> <p><i>Upskill and ignite Sandwell teachers in their confidence and understanding of music education and delivery.</i></p> <p><i>To provide support for schools related to students who are SEND, Pupil Premium, or CIC (LAC)</i></p>	<p><i>To provide progression and musical pathways for CYP to embrace their music making alone or in an ensemble.</i></p> <p><i>To Provide opportunities for ensembles to perform in a wide variety of settings.</i></p> <p><i>To provide opportunities for students to follow a career in music.</i></p> <p><i>To be guided by our Student Voice group ensuring that they have a leading say in how the service moves forward.</i></p>	<p><i>To embed EDI into all aspects of our offer to schools and CYP</i></p> <p><i>To provide opportunities for all students, regardless of ability or any other characteristic, to join ensembles and perform with other CYP.</i></p> <p><i>To provide reduced fees or free provision in situations where finance could be a barrier to engagement.</i></p> <p><i>To regularly undergo training across our service making sure staff are up to date with latest best practices.</i></p> <p><i>To provide staff with resources which help them.</i></p>	<p><i>To create a sustainable provision for schools by reviewing our offer on a regular basis while constantly investing in the long term sustainability of our service. This includes recruiting and training staff, and, looking for ways to make our provision cost effective.</i></p> <p><i>To reducing our running costs where possible and pass these savings onto our schools.</i></p> <p><i>To minimise our impact on the planet and environment by following best practices.</i></p>



Five Strategic Functions

1. Partnerships

SEMH has expanded its partnerships to meet the changing and growing needs of Sandwell. We see partnership as a key role to developing opportunities and experiences for Sandwell and Black Country Children. We also see partnerships working to develop and mould SMEH, its workforce and its creative future. This plan has outlined partners in 4 categories.

a) Established Partnerships b) Delivery Partnerships c) Project Partnerships d) Emerging Partnerships

Partnerships Outline

MAC Makes Music continues to be a strong partnership working on all matters EDI. We meet once a month with 4 other Music hubs (Birmingham/Coventry/Solihull/Worcester) we discuss, discover and learn about Inclusive Music practice.

Big Top Musical Adventures have worked with us for around 3 years delivery specialist sensory music sessions to children with additional needs. Big Top also delivers two of our music ensembles: Big Top Band and Big Top Sensory Choir

SEMH has a strong partnership with **Sandwell Virtual School**. This began in 2017 we continue to improve the offer and impact of the programme for CIC.

SMEH is leading on **CIC/Artslink** Project, working in partnership with **WMM** and **West Midlands Virtual Schools** to ensure equity for children in care, receiving a weekly instrumental/vocal lesson across the region. Sharing musical opportunities, good practice/resources, developing an inclusive workforce fully understanding attachment theories, SEMH and its benefits. There are currently approx. 92 CIC receiving a weekly instrumental lesson in Sandwell. Many other of our partners support this programme (CBSO/TPO/Coneygry)

Our partnership with **West Midlands Music Services** continues to be strong. These strong links will allow **the Black Country Music Hub** to continue working towards the same key principals.

Working together to further improve lives of our communities through music by:

- Ensuring we prioritise 'quality' in the delivery of music education.
- Creating new and inclusive opportunities for our diverse communities
- Communicating effectively across the West Midlands region and Black Country
- Creating performance experiences that cross boundaries.
- Learning from each other to continually improve
- Supporting each other through emerging challenges
- Enhancing relationships between all Music Service staff across the region
- Building structures to develop the workforce at all levels.
- Evidencing our collective impact

We will be working with **Conductive Music** on their programme of Music Beyond Imagination in November 2023, after the huge success and feedback from Spring 2023 project. Our DJ Decks continue to be hugely popular with schools thanks to the partnership work with **Leicester Music Service. (MES) Music Education Solutions** support our CPD offer across the region with plans for another Music Conference in 2024. Our three-year partnership with **Orchestra's For All** continues to be explored and developed enriching our workforce and schools with resources for CYP. **The Peoples Orchestra , Splinter Studios, Coneygry Arts Centre** continue to support SMEH music ensembles with performance spaces, ticket sales and school enrichment opportunities.

The **CBSO** continues to support SEMH in offers to schools and guiding the new Shireland CBSO school to understand the key principals of Music education. We have partnerships with **Charanga, Sing Up** and **Out of the Ark : Sparkyard** proving and enabling many music teachers in the hub and in schools to access excellent digital music resources.

SMEH are members of **Music Mark** and invite all our schools to become members. Music Mark work in partnership with their members supporting and networking at a national level, through regional and national meetings, they are aware of the emerging issues and of people and organisations who are working to address these.

SMEH and SIPS Education work closely with our **Sandwell CEP** and **Cultural Compact** meeting monthly <https://www.sandwellcep.co.uk/>

We support this group.

- Head of service sits on the Management Team, leading on Creative Schools Opportunities and Developments
<https://www.sandwellcep.co.uk/about>
- HAF Programme: Music Offers
- Place Partnership Funding – Application
- Music CPD opportunities for Sandwell LCEP members
- Teach Meet Events - CPD/ArtsAward/ArtsMark

SMEH is represented on the LCEP board by as part of their management team, advising on creative opportunities/CPD events for Sandwell LCEP members. SMEH is an ArtsMark Partner and advises schools on their ArtsMark Journey.

Project Partnerships

We have an ongoing project partnership with **Welsh National Opera** and **Scottish National Opera** working on vocal projects across the region through delivery/performance/CPD. We engage regularly with **The Birmingham Royal Conservatoire** on projects as we do with **National Youth Orchestra** and the **National Youth Open Orchestra** based at MAC in Birmingham. **Stringcredibles** continue to work with our young musicians and workforce to develop ensemble and performance playing with Sandwell students and teachers.

Emerging Partnerships

Since 2020 we have been in conversation with Sandwell council, CBSO and Shireland Trust to develop their musical offer for the new Shireland CBSO school. We have had many meetings and supported their SLT to engage in partnership with SEMH. **Shireland CBSO Academy** opens in September 2024, we are committed to making this school a great success for Sandwell.

In 2023/24 we hope to develop our partnership with **Kapow** to support school music delivery and **Powered by Can -Creative Academies** supporting and developing young talent in Sandwell and the Black Country as future creatives of the region.

Conversations have begun with Pritam Singh and his **Birmingham Commonwealth Orchestra** (BCO) producing and developing new education resource material, working with youth orchestras and Secondary Schools GCSE music students through SIPS education music services.

EYFS partner- [Lau Lau is a multi-sensory activity in which singing and drawing movement and story telling are combined in a holistic and interactive process and drawings are conjured up by joyful drawing songs](#)

Sandwell Music Education Hub; Local Plan for Music Education 2023- 2024

In 2023/24 key principals and aims of a Black Country Music Hub will emerge for the benefit of children CYP/ Workforce and partnerships in preparation to 2024/25

		Location	Impact on	Function in the hub	Financial relationship
Lead partners	SIPS Education	Guardian House West Bromwich	Sandwell schools /Wider Black Country	Governance /Function	n/a
	SCEP	Sandwell	Arts across Sandwell	Networks	Funding
Strategic partners	MAC Makes Music *	MAC Birmingham	SEND PRU's	EDI – Inclusion	In kind Youth Music Funding
	West Midlands Music Services *	West Midlands	Workforce Opportunities	Advisory	In kind Arts Connect funding
	Peoples Orchestra	West Bromwich/Sandwell	CYP Career Opps	Advisory 18-25 year olds	Collection of Music Centre Membership Box Office Performance Opportunities
	Leicester Music Service *	Leicestershire	KS2/3	Music Technology	Purchasing of resources
	Orchestra for All	NPO	Community Bands in Sandwell	Progression Routes/Live music experiences Ensembles	£3k for 3 years
	CBSO †	Birmingham NPO	All schools + CBSO School	Progression Routes/Live music experiences	n/a
	Splinter Studios	Wednesbury Sandwell	Out of hours music making Rock Bands	Progression Routes/Live music experiences	Room Hire
	Coneygry Art Centre	Tipton Sandwell	Out of hours Music making Rock Bands	Progression Routes/Live music experiences	Room Hire In kind tutor sharing
	Assess to Music	Birmingham	HE	FE education /Advise Careers	n/a
	Sandwell College	West Brom Sandwell	FE	FE Educational	Performance/studio spaces Works experience
Delivery partners	Big Top Music*	Birmingham	SEND settings	SEND	Invoiced sessions

Sandwell Music Education Hub; Local Plan for Music Education 2023- 2024

	Conductive Music	Birmingham	EYFS – KS3	Music Tech & Composition	Subsidised charge to schools
Project Partners	MusicShare*	Lichfield	KS2	Vocal Support	Invoice to schools
	National Open Orchestra	MAC at Birmingham	KS2-5	Progression Routes/Live music experiences	n/a
	National Youth Orchestra	NPO	KS3-5	Progression Routes/Live music experiences	n/a
	Scottish Opera House	NPO	Sandwell Teachers	Vocal CPD	n/a
	Welsh National Opera *	NPO Birmingham	SEND KS2-3	Vocal	n/a
	Stringcredibles*	Birmingham	Workforce	String Quartets	£TBC
Schools/FE settings	Sandwell Virtual School *	Sandwell	CIC	Children in care	VS £90,000 supporting CIC instrumental tuition from Y4-8
	Shireland CBSO Academy	Sandwell	Y7	KS3	Contract to deliver tuition + In-kind
	Sandwell MBC	Sandwell	All settings	Advice /Support	None
Digital Resources	Charanga	Brighton	All settings	School membership to online	Digital Teaching resource
	Sing Up	National	Music teachers	Hub Music Teacher Membership	Digital teaching resource
Emerging Partners	Laulau	Preston	0-5	Teachers	TBD
	Powered by Can - Creative Academies	West Bromwich Sandwell	Excluded and hard to reach students Youth Justice	Beat making Composition	TBD
	Kapow	National	All settings	Digital Music resource	Discounted membership
	Birmingham commonwealth Orchestra	Sandwell	KS4/5	Community Musicians	TBD

2.Schools

Our school offer:

SIPS Music and Arts service delivers 7 distinct service lines:

- Instrumental music tuition – small groups, individuals, and progression
- Instrumental music tuition – whole class ensemble teaching
- Music Curriculum teaching EYFS- KS4
- Extended activities – before and after school music
- Ensemble Groups - direction and accompanying
- Bespoke workshops
- Specialist curriculum advice and CPD



School Types	Total Number of schools	SEMH engagement	Engagement of
Primary & Infants	95	80	83%
Secondary	24	19	
Special Schools	8	7	
Alternate Provisions	2	1	
16+	1	1	
Other	5	3	
TOTAL	134	111	
Schools involved in CPD/Conference attendance		124	CPD engagement + Tuition 93%

SMEH has a comprehensive offer to schools comprising:

- Whole Class Ensemble Tuition in 35% of primary schools
- Instrumental and vocal tuition in 63% of all schools
- Instrument hire and provision accessed by 72% of schools.
- Special school delivery in 87% of schools

Hub partners also provide services to local schools including:

- Conductive Music provided STEAM Music Technology workshops to 5% of schools.

- Big Top Music provide music delivery in 87% of our special school settings.

We currently **do not** work with or delivery to 23 schools.

Our communications and engagement strategy will endeavour to engage with these schools by:

- Sharing musical opportunities offered by SMEH and National partners.
- Inviting them to CPD/Network meeting
- Discussing and developing their School Music Develop Plans

School leaders understand that the ethos of the Music Service and the Music Hub is based on strong educational outcomes for children. They will always want to support services that aspire to do this and are less likely to fund short term projects with no legacy. Focusing schools support into weekly delivery means that securities are embedded into the overall system/budget which allows us to provide a wraparound offer of support for schools in other ways at no cost. A group teaching model is offered as the best value model to schools.

Where schools demonstrate this commitment to meaningful Music Education, the Hub offers Music Mark School Membership. This nomination system allows schools to access a range of support and training provided by this national subject association. The Hub was able to nominate 59 schools in the 22/23 academic year and will nominate a similar number in 23/24 given the high levels of weekly engagement.

See Appendix 2: Instrumental Hire and Stock Management

Offer to Schools										
Activity	EYFS	KS1	KS2	KS3	KS4	KS5	SEND	AP/ Youth	CIC	SEMH
WCIT Academic Year One Term Only*		Recorder Violin Steel Pans Ukulele Tuned Perc	As KS1 + Brass Trumpets/TenorHorns /PBones/PCornets Clarinets Violin Recorder Ukulele Djembe World Music Guitar Keyboard Turntablism	*String *Brass *Woodwind			*Free Taster sessions with Big Top Music Fully Funded for Half term Open Orchestra	*Turntablism *Drumming MAC Makes Music Delivery		
Instrumental/Vocal Lessons										
Curriculum Support /BTEC/GCSE	NC MMC	NPfM Progression and Knowledge Skills			Music Tech	Music Tech				
Charanga – Subsidized										
Ensembles /Progression <i>for all children to access</i>			School/Community Bands				Big Top Inclusive Choir			
Vocal <i>for all children to access</i>	Vocal CPD EYFS	Big Spring Sings	New small groups vocal in KS2	Beat Maker workshops			CPD workshops for staff by Soundabout	HAF Prog Beat Makers		

CPD Support for Schools See https://sandwellmusic.org/events/cpd/		Fully funded for Sandwell schools Charges for individual schools Bespoke CPD							
School Music Plan – free to all schools	Newly appointed member of staff to support Sandwell schools								
Instrumental Loan – free to all pupils									
Large Scale Events /opportunities	See Programme of Activity								

Key Hub Objectives to support Schools in Sandwell for 2023/24

This plan outlines 8 key areas for schools.

A MUSIC CURRICULUM								
	EYFS	KS1	KS2	KS3	KS4	KS5	PRU /AP	Special School
Instrumental/ Vocal		✓	✓	✓	✓	✓	✓	✓
Whole Class Instrumental		✓	✓	✓	✓	✓	✓	✓
Music Curriculum Classroom Delivery	✓	✓	✓	✓	✓	✓	✓	✓
Charanga Online Music Support	✓	✓	✓	✓	✓	✓	✓	✓
School Ensembles/ Bands			✓	✓	✓	✓	✓	✓
Workshops	✓	✓	✓	✓	✓	✓	✓	✓
Big Top Music	✓	✓	✓				✓	✓
Open Orchestra							✓	✓

#1. School Music Development Plan	#5. Specialist Tuition
#2. Curriculum Support	#6. Access to Instruments/ Equipment
#3. Workforce Development /CPD	#7. Ensembles/Choirs
#4. Whole Class	#8. Musical Opportunities

#1 School Music Development Plan					
What are we doing?	How?	Who	When	Impact (finance/PR)	Comments
Supporting 25 Primary schools on their SMDP with a face-to-face meeting in this academic year	Member of staff will have one day a week in their schedule to meet with schools and develop their SMDP	SBK (Recent primary sch lead)	Sept23-Aug 24	Free to schools Approx. £6000 cost to SEMH	15 schools in 2022/23 had this support with very good feedback
Sharing a SMPD template with all schools	Via website Email	Admin	Each term	Good PR – promoting support	Board members sit on SIPS Hub board and enable invites to these meetings
Promoting this offer at Primary Partnership Meetings	Invites to teacher's conference Learning Community meetings	TD	Oct2023 June 2024	Promotion	
Free CPD course Writing A Plan	In training offer Advertised by SIPS	Admin TS	October 9 th 2023	Free to schools Subsidised by Hub	Great network of Primary attendance
#2 Curriculum Support					
What are we doing?	How?	Who	When	Impact	Comments
Offering a bespoke course on curriculum design and support	Including, learning walks/ consultation/overviews and plans /advice on resources	TS/TD	On request	Cost to school £530	NEW
Continue offering curriculum support tuition based on NC and MMC guidance	Existing service from EYFS to GCSE support in all settings	Specialist staff X6	Scheduled For year	£59 per hour	
Immersive Music teaching/Reflection	Existing service	Specialist staff X6	On request	£350 per day	Good response
Music Teaching EYFS- KS2 yearly course	Half termly course on practical activities in music making	TS	Each half term	Free to schools	EYFS- KS1 2022/23 excellent reviews Added KS2 to offer

Curriculum Teaching Tuition	We have 8 QTS teachers who deliver curriculum tuition on a carousel basis in schools	Workforce	Scheduled For year	MMC = NC delivered in these sessions	
#3 CPD					
What are we doing?	How?	Who	When	Impact	Comments
Full CPD programme on Offer See Section 4.2	https://sandwellmusic.org/events/cpd/	TS + Guests	Annual	Free CPD	Established
Music Curriculum Conference	Music Education Solutions	Dr LS	Spring 2024	Subsidised for Sandwell teachers to £25	2023 conference great success
Immersive /Reflective teaching in school	Teach music alongside non specialist teachers	Specialist Primary staff	On request	£59. Per hour	
#4 Whole Class					
What are we doing?	How?	Who	When	Impact	Comments
We offer up to 17 different whole class instruments	Existing Offer One hour per week and variety of instruments	SMEH	Academic year/one term	£55.50 per hour	See brochure
Service Offer	Calendar of EDI events /EDI resources/MMC resources	SMEH			
Whole Class Turntables	10-week programme School staff after training deliver lessons	School staff	All year	£630 per term	Excellent feedback
Support school staff delivering whole class (recorder/Ukulele/Djembe/Ocarina)	We promote Charanga as a WC scheme		On Request	Loss of revenue	We signpost school staff to resources they could purchase

#5 Specialist Tuition					
What are we doing?	How?	Who	When	Impact	Comments
Offer 50 – 100% subsidy to endangered instrument lessons Eg French Horn /Double Bass/L Brass /Oboe/Bassoon/Tuned Per/Viola	Promote with CBSO school + other schools to start this subsidised tuition. Re-evaluate stock Employ specialist staff	SLT	All year	50-100 % off £46	NEW
Work in Partnership with Big Top Music to deliver SEND to all special schools in Sandwell	Continue existing provision in all Sandwell SEND schools with Big top	Big Top	All year	Invoiced to schools	This partnership has grown and thanks to high quality grown to every SEND setting
SEMH Composition /Music Production	Tuition for SEMH at risk of exclusion students	JT	All year	£46 per hour	Existing offer Expanding to KS3 in 23/24
Provide specialist tuition to students taking higher level examination/Auditions for Conservatoires	Continue to offer bespoke instrumental lessons to higher ability students	Staff	Ongoing	Remissions applied	This happens as and when required. Refugee violist Gr 8 has fully funded lessons
#6 Access to Inst. Equipment					
What are we doing?	How?	Who	When	Impact	Comments
Using Adaptive instruments when required/ requested Eg Big Top Band	On request Adapt musical instruments where possible. Continue links with OHMI Resources lead to adapt where necessary	DE	On request		

SEMH provides a free instrumental loan service for students having an instrumental lesson	Continue with our online registration form registering loan of instrument. For 23/24 purchase folding keyboard /drum pads for students to practice at home	SLT DS	Ongoing July 2023	Folding Piano £80 each Drum pads + sticks £20	CBSO school requested their piano/drum kit students had an instrument to practice at home
Provide instruments to schools on request where possible	Spare keyboards/guitars Tuned percussion /Djembe's	DS DE	Ongoing	In kind	We have a number of schools where we loan out instruments to support music at their school
Several students currently studying music at degree level have instruments	Tuba/Bassoon/Bass Trom	DS	Ongoing		
Endangered inst. Stored and used at CBSO Academy	Tuned Percussion /Double Basses	TD DS	Sept 2023	Value of £45K	Instr. Currently stored in basement to be housed at CBSO school
# 7. Ensembles & Choirs					
What are we doing?	How	Who	When	Impact	Comments
All staff are encouraged to set up instrumental ensembles in schools	Staff differentiate resources for ability for ensemble work = use Modulo/Ten pieces arrangements	SEMH staff	Ongoing		
Schools can purchase after school sessions for music ensembles	See service offer	SEMH Staff	On request	£55 per hour	
A band in A Day	Service offer	Hub Staff	On request	£651	Kick start school bands Rock/Instrumental
Courses on Vocal encourage and support school staff to create a choir	KS2 course KS3 course	TS	25.9/23 2/10/23	Free to schools	A key focus in this vocal training is setting up a choir
Orchestra For All Modula programme supports school ensembles	Signpost KS2/3/4 settings to this partnership and use resource /advice from this org.	RH	Once a term	More school ensembles	Have a partnership until 2025

#8 Musical Opportunities					
What are we doing?	How	Who	When	Impact	Comments
Signpost school to musical opportunities (National/Local)	SIPS CRM – message HT bulletin/Email	Admin	As and when	Inspiring PR	These opportunities are signposted to SEMH throughout the year
Invite schools to SEMH events	See Programme of activity SIPS CRM	Admin	See activity plan	Free Finance cost to service (staffing/venues)	Noticing increasing cost of coaches is impacting on travel to venues
Community Bands for mixed ability and mixed instrument's	In Sandwell 6 Towns we run a band/group for children of any ability to support ensemble playing	Hub Staff	Weekly Wednes day's) each term	12 staff employed to deliver this.	This started in October 2022. Attendance has been steady. Changed two venues due to parking issues

In 2023, SEMH awarded a John Thomson* Music School of the Year Award to:

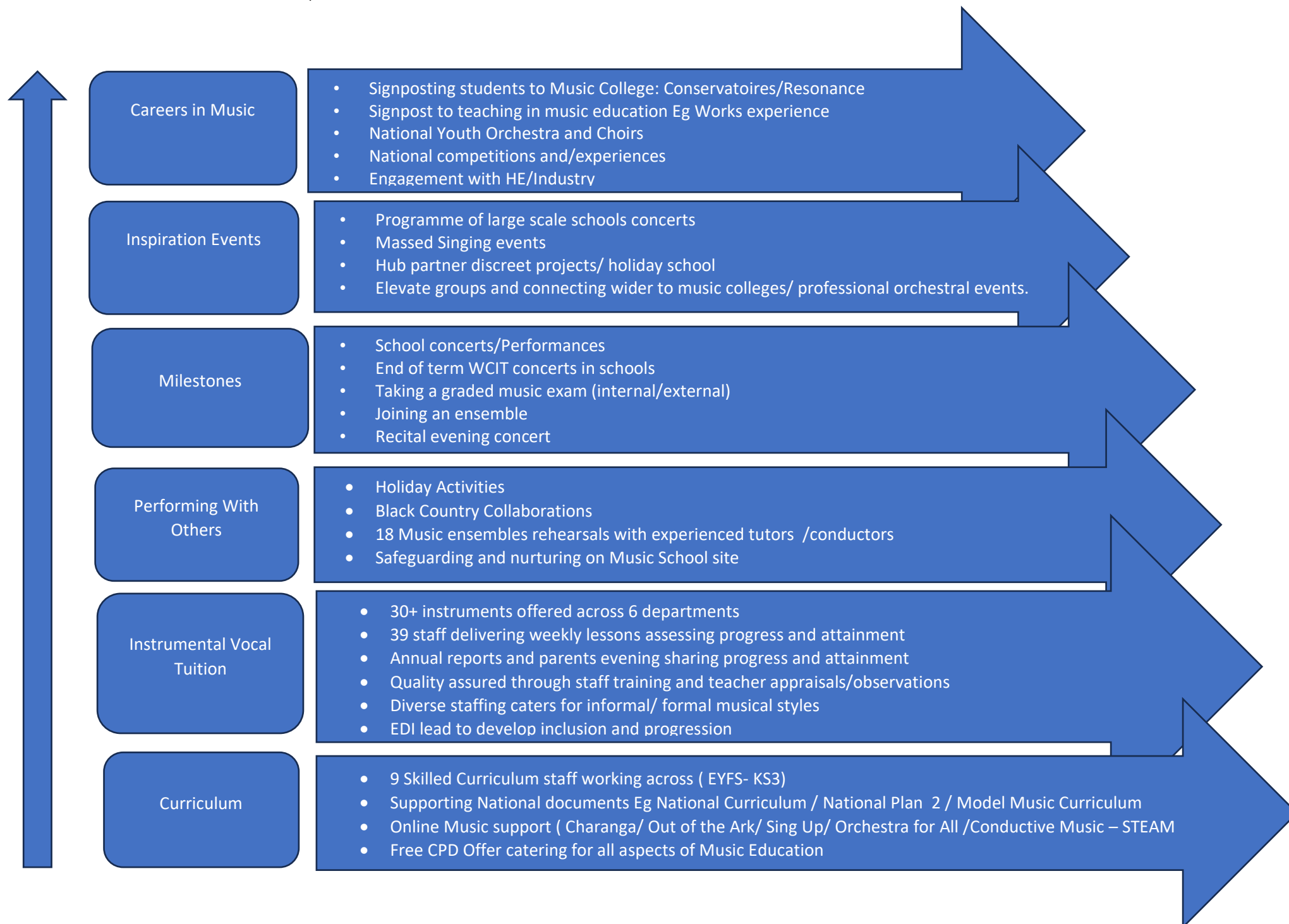
- Primary School: Ryders Green Primary School West Bromwich
- Secondary School: Q3 Academy Great Barr

*John Thomson was the previous head of service he sadly died in 2022: Aged 54



3.Progression and Musical Development – [See Progression Strategy here](#)

The work of the Music Service is underpinned by sound educational philosophy and progression. We understand what excellence looks like in the provision of Music Education. Our activity is diverse, to meet the various 'levels' of education. Musical progress happens over time and through breadth of educational experience. We are a child led service continually developing our holistic approach to progression and attainment.



Progression in Music Education has been well researched and there is some nuanced terminology to be understood. Our effective progression strategy understands and responds to these nuances and research.

Continuation –We have affordable and attractive offers for schools to encourage pupils and families to ensure children continue to learn. We offer pricing models for schools who choose to charge offering advice on subsidy to pupils.

We encourage schools to continue with instrumental tuition after WCIT. Structuring provision for larger groups making charges more reasonable where schools are seeking to implement a full cost recovery model.

We are addressing high dropout rates in Y6-7 transition (See Smart Objective 4)

We continue to inform secondary schools of those young musicians intending to transfer to Year 7 and work with them to ensure the appropriate provision is made. This has been streamlined in recent years so that schools receive the Y6 pupil information alongside the annual brochure of support which articulates the offer for schools. Parents of pupils in Year 6 are always encouraged to enquire about music provision at secondary school open days and to make certain that schools will provide the necessary opportunities.

Progression Environments/ routes – Ben Sandbrook [A skeleton strategy for progression v4 \(bensandbrook.com\)](https://bensandbrook.com) has done some excellent research in this area from 2012. Routes to progression can be understood as a complex 3-dimensional model and not a linear experience. We have considered this diverse set of activities and opportunities that allow children and young people to experience a plethora of musical experiences.

Progress – We have created a holistic approach to reporting progress that all our staff report on at the end of each term. This includes social, emotional developments, musical skills, and aptitude to learning.

Youth Voice- Our Youth /Pupil group consult and on our out of hours provision. Currently 46 % of students play in more than one ensemble.

Ofsted – The Ofsted music subject review in 2022 landed on a similar set of ‘Pillars’ to describe musical learning: Technical (skills acquisition), Constructive (knowing how music works) and Expressive (musical meaning and provenance) alongside an outline of the types of ‘knowledges’ demonstrated as children develop through these pillars. Staff have had training on this model and the importance of sharing learning goals in every lesson.

Achievement – SMEH has structures and/or processes in place to recognise and motivate achievement, through our performances, internal assessments, diaries, stickers, parent’s evenings, postcards and Award Celebrations.

Understanding of Progression –SEMH staff understand the strategies of progression at every level and the importance it has on pupil development and musical journey. Progression and attainment are also a key component for **schools** to understand the importance and value of music in their school. Celebrating achievements at every key stage.

Progress in Attainment

SIPS Internal Assessments

SEMH offers an initial departmental assessment route in all instruments at the early stages of learning an instrument. These have been designed to offer an assessment route for parents and students at no cost. Once completed, children receive a certificate from SIPS Music and Arts Service which is often presented to the child at their school assembly. It is a positive way to nurture children and can add focus to their first years of learning to play or sing. We see initial internal assessment as a critical stage in the child's learning.

It has the following attributes:

- Preparing for an internal assessment is in itself, a meaningful target for children to work towards.
- Initial assessment can happen in school or at our base in Guardian House, which in turn brings children/ parents into the building.
- Internal assessment removes the needs for paid external assessment. Affordability is addressed.

Supporting attainment: intermediate to advanced musicians

We are a Trinity examination centre. Students wishing to take a Trinity Grade exam can do so via our Trinity Music Centre Music Centre. Music centre members are offered a high subsidy towards the costs of Trinity examinations by SEMH. Friends of Sandwell Music service pay for full cost of the piano accompanist.



Sandwell Education Music Hub's - Out of school Music Activities (see Appendix 6)

The following information can be found on our website with Easy Read/Translation options available to parents and carers.

<https://sandwellmusic.org/ensembles/ensembles-list/>

Our '*Meet the Team*' section ensures that students with SEMH needs, or new starters are aware of their music director leads.

Our '*Terms and Conditions/Code Of Conduct/Remissions & Charging Policy*' are all easily accessible to all members along with a registration form for registration.

We currently offer a range of free ensembles as well as a range of paid ensembles. There is financial support available for families who might need it and for groups of individuals such as Children In Care and Pupil Premium Students. ALL our ensembles are heavily subsidised.

We have groups for every ability level including complete beginners. A vast variety of instrument types are covered. We deliver ensembles across a wide range of different areas in Sandwell. We have an inclusive choir (Sensory Singing) and bands for those with additional SEND needs. Rehearsal dates start from the third week in September and continue, term time, all year.

There is a yearly programme of performances with each group being able to perform individually as well as alongside the others at a wide variety of events. These events take place in a wide variety of locations including town halls, school theatres, our offices, and specialist venues. The performances include Recital Evenings; A Big Spring Sing; Carols in the Carpark; Awards evenings for SIPS; Awards evenings for the Virtual School; outdoor festivals with partner agencies; our Oak House Summer Event; and many more.

We have a clear and welcoming ethos to all our music centre groups promoting: -

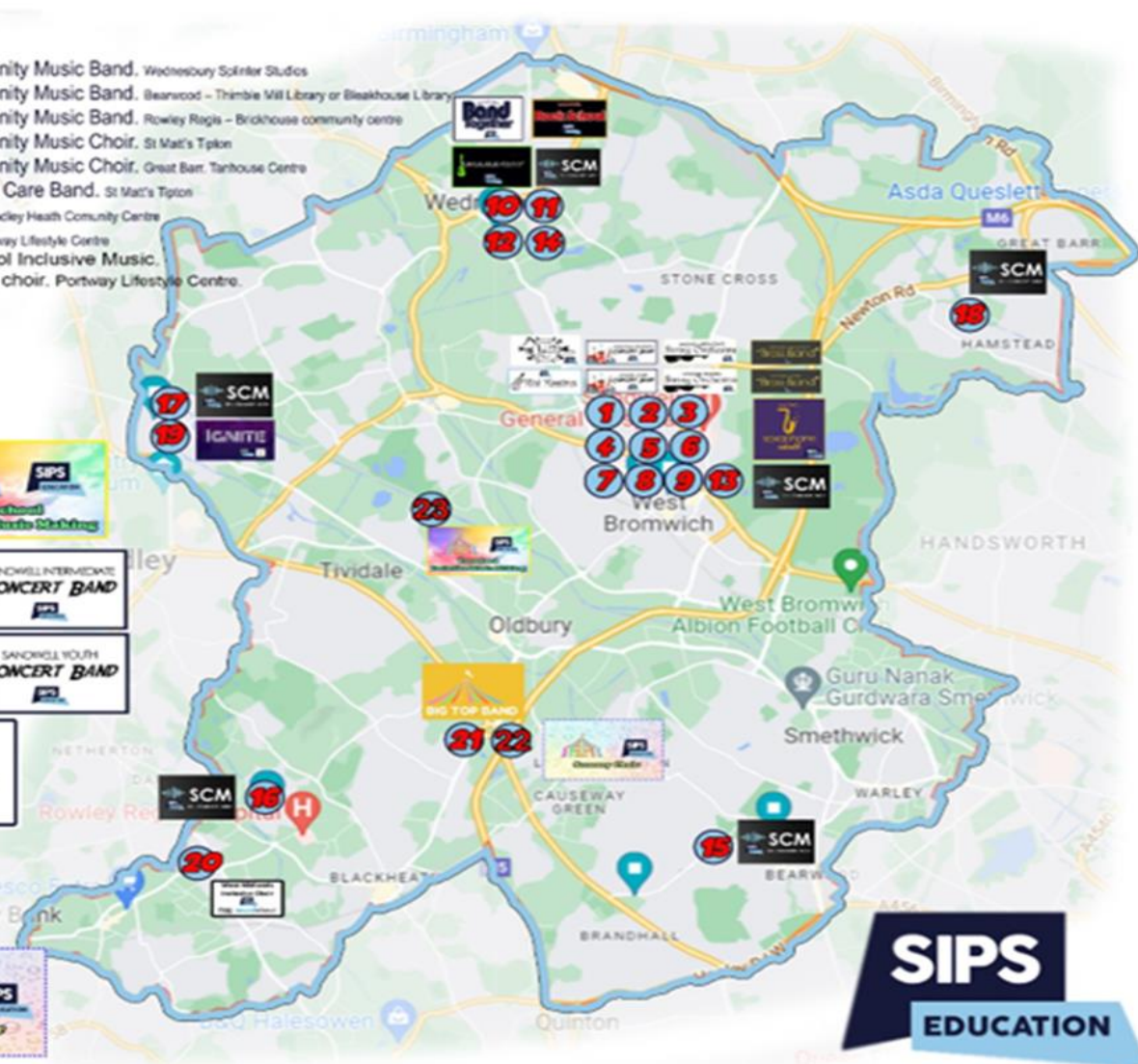
- An ethos that promotes fun, friendship and belonging.
- Youth Voice
- Preparing pupils successfully for performance.
- Always striving to make progress in musical skills.
- Being mindful of the well-being of the members of the ensembles. “knowing” the members of your group to promote inclusion and safeguarding.
- Understanding that the ensembles are linked in a ‘system’ and knowing their purpose at each level.

The graphic on the next page shares the different locations of our 18 different music groups /ensembles across Sandwell’s six towns.

Sandwell Music Education Hub; Local Plan for Music Education 2023- 2024

Key:

1. Mini Maestros, West Bromwich
2. Intermediate String Orchestra, West Bromwich
3. Training String Orchestra, West Bromwich
4. Intermediate Concert Band, West Bromwich
5. Youth Concert Band, West Bromwich
6. Intermediate Brass Band, West Bromwich
7. Youth Brass Band, West Bromwich
8. Saxophone Ensemble, West Bromwich
9. Jazz Orchestra, West Bromwich
10. Ukulele Rocks, Spintar Studios, Wednesbury
11. Band Together Spintar Studios, wednesbury
12. Rock School, Spintar Studios, Wednesbury
13. Sandwell Community Music Band, West Bromwich West Brom Town Hall / Library
14. Sandwell Community Music Band, Wednesbury Spintar Studios
15. Sandwell Community Music Band, Bearwood – Thimble Mill Library or Bleakhouse Library
16. Sandwell Community Music Band, Rowley Regis – Brickhouse community centre
17. Sandwell Community Music Choir, St Matt's Tipton
18. Sandwell Community Music Choir, Great Barr, Tanhouse Centre
19. Ignite, Children in Care Band, St Matt's Tipton
20. Inclusive choir, Cradley Heath Community Centre
21. Big Top Band, Portway Lifestyle Centre
22. Big Top Preschool Inclusive Music,
23. Big Top Sensory choir, Portway Lifestyle Centre.



Partnerships for Out of Hours Activities /Non-Term time

We work with Coneygry Arts Youth Centre (Tipton) Splinter Studios (Wednesbury) and Sandwell HAF programme supporting delivery of out of hours music groups and activities. For 23/24 we aim to develop our offer further for CiC across the Black Country and Sandwell Young Carers.



Progress in Performance Skills

From the elementary phases of learning to play in school, the hub further nurtures children through performance events and instrument days. These milestones are publicised through the newsletter to staff in schools and through our Facebook and Twitter pages. Online signup for all events is now routine which is proving to be an efficient way of engaging young people and their families. These events are well subscribed and are provided at no cost to musicians.

Our young and more advanced musicians have the opportunity to performance in our “Shining Stars” recital evenings concerts. These take place in our local libraries /museums and happen in the Spring and Summer terms. The mix of standards inspires both students and parents in a warm supportive way. These opportunities are designed to offer a ladder of opportunity that meets the needs of performers as they make. musical progress on their instrument/ voice.



4.Inclusion

SMEH EDI LEAD is Ian Brennan. Ian has been in post since 2019.

SMAS's Equity, Diversity and Inclusion strategy was developed by Dr Phil Mullen in partnership with MAC Makes Music. This strategy was approved by the SIPS Hub board in July 2022 and published on our website in Dec 2022. This document continues to be reviewed in partnership with MAC Makes Music /Advisory Board and includes priorities on equity, diversity, SEMH and trauma, creative communities, levels of disability, LGBT+, Socio – economic levels of deprivation and its impact and CIC. In September 2021 a new team leader for EDI was appointed. The EDI Strategy can be found here at [EDI-Policy-November-2022-from-KW.pdf \(sandwellmusic.org\)](#)

We continue to aspire to be an Inclusive service and are immensely proud of the work we have achieved to date.

- Out of hours Big Top Music band /Big Top Sensory Singers weekly sessions
- CiC Ignite band meeting once a term
- CPD on EDI resources, social-economic and ethnicity of Sandwell
- CPD on gender neutral language + Rainbow pin badges for all staff
- 100% delivery and engagement with Sandwell PMLD/MLD schools
- Support of newly arrived students to Sandwell at STEPS (Sandwell Transition Education Partnership Service) Offering free instrumental /fully funded Grade 8 to a young musician from the Ukraine
- An excellent CiC programme supporting over 85 students in their instrumental/ensemble journey's.

New areas of focus for 2023/24:

In partnership with MAC Makes Music we will be developing and supporting CYP as Young Carers/ Youth Justice

In partnership with Big Top Music developing an offer for Big Top Babies – delivering music sessions for 0-5 with additional needs.

Governance, Equality, Diversity, and Inclusion

Audit Findings Summary from Survey 2023

- Good Professional and working knowledge on many key areas of Hub development work education/ Business planning.
- Strong safeguarding competency
- Little expertise in Charity/Company and legal law
- Commissioning and procurement some proficiency
- Good regional and local knowledge of Sandwell and its schools
- Good partnership connections, understanding and knowledge.

Diversity and Protected Characteristics

- The gender split across both boards is (10 men/7 women) and has an age range from 30 -55
- There is some ethnic diversity, however this could be improved further.
- There are two board members with disabilities.
- The location and timings of meetings would adequately cater for inclusion of disabled/ impaired board members. Online meetings are possible, but we can further improve our approaches to hybrid meetings.
- The majority of the board are heterosexual however there is representation from other groups.

Audit Actions

- *Seek any law and charity advice from SIPS Lawyers: Higgs LLP*
- *For HR/IT/Finance support seek advice from within SIPS Education*
- *Seek more representation from underrepresented groups.*
- *Seek to have Youth Voice representation.*
- *Seek to have community musician representation.*

For 23/24 our equality, diversity and inclusion strategic priorities are

	Strategic Priorities
1	To develop cultures, policies and procedures to support equality, diversity and inclusion and to ensure that appropriate and continuing resources (human and otherwise) are put in place to enable the EDI strategy to succeed.
2	To develop existing and future workforce, governance and management present and future partnerships to musical equality, inclusion and diversity both its importance and its implementation.
3	To develop and expand our partnership with Big Top Music to promote Big Top Babies as a Sandwell group for EYFS SEND
4	To work with both Hub staff, Schools and particularly Sencos to make first access whole class music more inclusive.
5	To expand and embed the offer for Children with SEND building on current good practice.
6	To develop over time a workforce that reflects both the makeup of the region more closely and that has the skills necessary to engage all the children of the region.
7	To increase and sustain engagement with children with SEMH particularly those in PRUs and also CIC.
8	To provide more opportunities for children from all backgrounds and with different levels of ability to be part of performing ensembles
9	To increase engagement for children experiencing socio-economic challenges.
10	To increase understanding and partnerships with Sandwell's ethnically diverse communities

11	To monitor and evaluate the level and quality of inclusion across the Hub region/ broader region and based on this to adapt our strategy to provide constantly increasing equality of opportunity.
12	To develop Sandwell offers in partnership with MAC Makes Music to support Young Carers, Youth Justice students

Strategy

Progress

- Help CYP develop musically, personally, and socially.
- Offer every child a music education that is designed to meet their needs, interests, and abilities.
- Value all styles and forms of making and learning music equally.
- Frequently involve nurturing creative expression and shared ownership with the young people.
- Foster a relational way of working where young people's voices are heard, respected, and acted on while also acknowledging the teacher's expertise and overview in relation to areas such as progression and attainment.
- Create strong links with specialist services who provide inclusive choirs and ensembles to ensure best progress possible in these areas.
- With partners create opportunities for joint performances and opportunities for sharing best practice.
- Monitor progress both formally and informally with schools and tutors. Share this progress formally in reports and informally through conversations throughout the year.

Workforce

- Value the input of SENCOs, TAs, class teachers in Primary, Secondary and Special Schools as well as delivery partners specialising in SEND, social workers, carers etc.
- Encourage both music leaders and, over time, participants to become reflective practitioners.
- Use EDI tools on strategies to work with children with additional needs in the classroom.
- Providing staff with training to create inclusive, diverse, and equitable lessons.
- Provide staff with a variety of resources to make equitable, diverse, and inclusive sessions easier to deliver.
- Seek support from experts when appropriate.

Barriers

- Reduce barriers to participation, engagement and learning for all students, not only those with impairments or those who are categorised as having SEN/D or are in care.
- Use adaptive instruments where possible.
- Support students who may have barriers to access due to financial difficulty including pupil premium / Free School Meals / CIC students.
- Support those with difficulty linked to travelling to events.

Opportunities

- Work towards equality of educational opportunity for all students, including opportunities to perform and record.
- Be important and beneficial for all children and young people but particularly for children and young people at risk of low attainment, disengagement, or educational exclusion.
- Identify and respond to areas of need or particular groups.
- At times be transformational, particularly with some children in challenging circumstances, notably in terms of their sense of self, intrinsic motivation, sense of empowerment and the building of resilience.
- View the difference between students as resources to support learning, rather than problems to be overcome.
- Be vigilant and open to new opportunities both in school, outside school hours, and working with our partners.

Partnerships

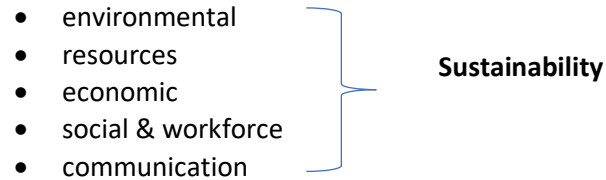
- Continue to work strategically with MAC Makes Music, & Big Top consulting, sharing, and reflecting on equity, diversity and inclusion work within our hub
- Embed and establish partnerships to enable expertise and understanding in delivery, CPD and knowledge of EDI.
- Use of partnerships to support in specialist areas including inclusive bands, sensory choirs, and musical preschool groups for SEND pupils.

5.Sustainability

See Smart Objective no. 9

Collaborate with all relevant stakeholders within our Hub to develop a comprehensive sustainability pledge and strategy.

In 2023/24 develop with our all our stakeholders, a pledge and strategy for future sustainability which considers.



We are and continually improving our environmental performance as an integral part of our business strategy and operating methods. We endeavour to:

- Comply with all relevant regulatory requirements.
- Continually monitor our environmental performance.
- Continually reduce our environmental impacts.
- Increase employee awareness.

1. Environment

We will

Transport and Travel

- Reduce the need to travel (for example in planning teaching timetables) -Reducing carbon emissions.
- Promote the use of travel alternatives such as e-mail or video/phone conferencing.
- Encourage staff, partners, and suppliers to travel by public transport or car share wherever practical.
- Make additional efforts to accommodate the needs of those using public transport or bicycles.



Energy and water

We will seek to:

- Reduce the amount of energy we use as much we can.
- Switch off lights and electrical equipment when not in use.
- Adjust heating with energy consumption in mind.
- Consider energy consumption and efficiency of new products in purchasing decisions.

Resources

We will

Purchasing office supplies and musical equipment

- Evaluate whether a need can be met without purchasing new equipment.
- Endeavour to reduce waste and to order only what we need.
- Offer the sale of old laptops to staff when updates are made.
- Favour more environmentally friendly and efficient products wherever possible.
- Use sustainable suppliers, to reduce our carbon footprint.
- Reuse and recycle everything we can. Eg re-purpose broken/scrap instruments where possible.
- Work with local artists to re-purpose disposed of instruments.

Paper and plastic

We will, as far as possible:

- Minimise the use of paper in the office.
- Reuse and recycle all paper.
- Avoid printing unnecessary documents.
- Seek to buy recycled and recyclable paper products.
- Avoid single-use plastics and excessive packaging.
- Use QR codes for concert programmes.
- Reduce the number of tutor books by having these accessible to students online.

Economic

We will:

- Consider economic sustainability financial planning and decision making.
- Identify opportunities for cost savings through resources efficiency, waste reduction and operational improvements.
- Explore new revenue schemes and market opportunities associated with sustainable products and services.
- Apply for additional funding/grants to promote music education and financial sustainability.
- Continue to work with our Friends Of Sandwell Music Service ' to financially support young musicians eg Trinity Music Grades/Tee- Shirts/Awards and Scholarships/Tour subsidies



Workforce

We will:

- Evaluate travel time and down time of workforce and how that impacts on our staff, finance and the environment.
- Promote well-being and fairness across the workforce and SIPS's BHFS Rise scheme.
- Invest in our workforce by providing training opportunities, mentoring and career advancements.
- Encourage innovation and adaptability fostering a culture of creativity and problem solving.
- Recruit a sustainability champion within the team to pioneer new thinking and initiatives on sustainability.

Communication

We will:

- Create agreed pledges to all our stakeholders.
- Create a strategy and share with all stakeholders.
- Report regularly on our sustainability performance towards goals and any challenges encountered.

We are working to align our goals and practices with the DfE's sustainability and climate change strategy and the resources that Arts Council England provide on the Environmental Responsibility Resource Hub.

Finance Reporting

2023/24 Budget

The budget for SMEH is provided separately on the Mandatory ACE Finance Template. It allows for reductions in the Hub's traded income, due to schools reduced budgets, although we have seen strong growth since the start of the year and income budgets assume that this will continue. We have included a 3% price increase from September 2023 to go some way to covering increased overheads whilst ensuring that we remain competitive within the market.

SIPS Education has recently submitted an EOI as the lead organisation for a Place Partnership Fund. If successful, this will enhance SMEH offer in EYFS/Out of Hours Delivery/Equality in delivery/development of the Arts and culture as a hub.

We are able to confirm that our back-office spending funded by the DfE Grant is less than 20%, in line with the funding agreement.

See Appendix 3 for Risk Register **Updated**

Resilience

SIPS Education is working to ensure the ongoing financial resilience both of itself and Sandwell Music Education Hub. The priorities to address financial resilience are:

- Securing existing and new school settings with music provision
- Promote workshops and ad hoc music activities.
- securing existing contract with the Virtual School
- increasing numbers taking instrumental/vocal lessons
- increasing numbers of students taking exams to show progress.
- addressing ongoing low numbers returning to music centres, ensembles, and choirs
- reviewing partnership agreements for all new partners and, where possible, existing ones, to ensure that they at least match fund.
- contributions towards their activity
- **addressing under hour deployment of workforce. Offered reduced tuition to schools not buying in service. Improved by 28%**
- we will be continuing to seek external funding for projects.
- we continue to seek Orchestral tax relief.

SMAS's fundraising and income generation plan for the 2023/24 financial year is:

	Project/Activity	Strategic Function	Partners	Timeline/dates	Who?
1	Increase some tuition products for 23/24 academic year by 3%	Schools	Sandwell schools	Publish April 2023 Increase starts September 2023	SIPS Finance Strategy
2	Increase income by generating new school income Eg Workshops/Half term projects	Prog of Activity	Sandwell Schools	On going	SLT/Workforce
3	Maintain Virtual School contract to deliver instrumental lessons/progression to Y4-7	Partnership	Sandwell VS	March 2023- April 2024	TD/IB
4	Continue to work with Delivery and Strategic partners to part/fully fund offer in-kind contributions to a variety of projects.	Partnership	MAC Makes Music Coneygry Arts Centre SEMH delivery Creative Sounds – Sandwell Big Top Music WNO CBSO NYO	See programme of activity	TD/SLT
5	Develop and promote new programmes to schools Eg Immersive Teaching/EYFS/ SEMH /Preparing for Ofsted Deep Dive	Schools	Sandwell LA		TD SLT
6	Promote CPD offer to individual schools	Schools	Sandwell Schools	Ongoing	TD/SLT
7	Promote School workshops	Schools	Sandwell schools	Ongoing	SLT
8	Investigate fund raising applications to pilot projects in EYFS Holiday/0-5 music workshops	Inclusion	Place Partnership ACE funding Black Country Music Hubs Splinter Studios CAN- Creative academies	Emerge plans Summer 2023 EOI submitted September 2023	TD KW MN

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	Splinter Studio's – Holiday activities/sessions in Music production/Bands Music Production/Beat Making				
9.	Collate In kind services to share with schools when required. -concerts/fetes -instrumental hire in £ Grades/Certificate	Quality	Sandwell Schools	On going	RH DS

Appendix 1: Programme of Activity

Autumn 2023 Week Beginning (WB) Date	Details	Where? Guardian House (GH)	Participants	Lead
September	Staff CPD Appraisal Objectives / Safeguarding/ Culture Change/Hub Objectives/Multi Hub Working /Trauma Informed Practise /Sharing LMEP	At GH	All Staff	Various
Teaching starts 7 September.	Staff to make contact with their school check resources/Plans	In Sandwell Schools	All Staff	SLT
WB Music Centres start wb 11 Sept	All 18 music groups various days of the week	Around Sandwell	Music students	Various RH lead
6 October	CIC Awards Night	Albion Foundation School	CIC musicians	IB TD
12 October	Staff Meeting 1	Teams 4pm -5pm	Teaching Staff	TD
1 November	SIPS Music Board Meeting 1	Teams	SIPS Music Board	CW
8 November	Advisory Board Meeting 1	Teams	Advisory Board	JA /TD
13-21 November	Conductive Music Project Beyond Imagination	10 Sandwell schools TBC	School settings from KS1- KS4 /Special	Conductive Music
WB 13 November Rescheduled for March 2024	KS3-5 Acoustic Vocal Event	West Bromwich Library	Schools /Community Choirs SMEH Choirs	TS/RH
Nov/ Dec TBC	Trinity Exams (external)	Oldbury Salvation Army Community Centre	All students	JB/RH

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6/7 December	Music Centre Concerts	Halesowen Town Hall Mayors Concert	Music centre students	RH
2 Dec	Schools Hub Concert with Peoples Orchestra	Birmingham Town Hall	Sandwell Schools	TS/
13 December	Staff Meeting 2	GH	Teaching Staff	TD
21 Dec	Carols in the Carpark	GH carpark	Parents/SIPS Team	RH /JB
Spring 2024 Date	Details	Where?	Participants	Lead
8 January	Term starts	Sandwell schools	All Staff	
10 January	Staff CPD Inclusion MAC makes Music	TBC	Inclusion lead across West Midlands	MAC Makes Music
January/February	Stringcredibles Project	Sandwell Schools	Students/Staff	RH
23rd/24th January	Online Parents evening	Teams	Staff/Parents/Students	JB
22nd January	Lau Lau EYFS workshops	GH	EYFS school practitioners	TS
31 January	SIPS Hub Board 2	Teams	Board Members	CW
7 February	Advisory Board Meeting2	Teams	Advisory Board Members	JA
12 February	Staff Meeting 3	Teams	Teaching Staff	TD
Feb/March	WNO Opera Tutti Performance	Westminster Special school (TBC)	SEND students	TD/IB
March	Acoustic Recital Evening	WB Central Library	All Students	MT
14th March	Teachers Conference	GH/ SCBSO	Teachers in Black Country	TS
March	Trinity Exams (External)	Oldbury Salvation Army Community Centre	All Students	JB/RH
7 March	SIPS Hub Board 3	Teams	Board Members	JA
21 March	Advisory Board Meeting 3	Teams	Board Representatives	TD
WB 11 March	Spring Term Concerts	CBSO School Library/Comm Halls	Music centre students	RH
March	Big Spring Sing kS1	TBC	Sandwell Schools (EYFS-KS1)	TS
March	Internal Exam Assessments	GH	All Students	JB

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March	Sandwell Sounds	WestMinster MLD special School	Big Top Young Musicians	RB MT
Summer Term 2024	Details	Where?	Participants	Lead
May	Sandwell Six Town Singers	Outside spaces 6 towns of Sandwell	Sandwell schools (Ks2/3)	TS/MT
June /July	Youth Music Bus	Around Sandwell Schools	Sandwell Schools	TD SLT
6 July	Oak house Summer Festival Celebrating 50 years of Sandwell	Oak house	Community Sandwell Schools	RH SLT
July	Splinter Gig Night	Splinter Studios	Community Sandwell Schools	RH JC
July	SHAPE festival	Sandwell Valley park	Youth Voice Group	IB
July	Awards Night	West Brom Central library	Music centre Students	MT RH
August	HAF programme Activities	Various	Sandwell Pupils	DE
August	Splinter Studio Holiday Music clubs	Splinter Studios	Sandwell Pupil	DE

Appendix 2: Instrumental Hire and Stock management

Find Policy [here](#)

One major potential barrier to participation in music for those with restricted means is access to a suitable instrument. To overcome this in Sandwell, with its many areas of real deprivation, Sandwell Music Education Hub provides a good quality instrument on long-term **free** loan to all pupils learning with the service. Using funding from its own income generation and ACE grant funding, the service has accumulated a very large stock of instruments. SMEH intends to continue to utilise this stock in order to continue with long term free loans. We will continue to increase the numbers of instruments available to meet demand.

Stock Management

SEMH maintains an up-to-date inventory of all musical instrument stock including historical instrument purchase still in use. Our Resources lead (new to post in 2022) is currently working on a programme of asset tagging instruments and carries out general maintenance and repair of instrumental stock.

SIPS Education holds stocks of approximately 8500 instruments in various categories:

- Whole Class Ensemble Tuition instrument sets
- DJ-jing Turntables whole class set /AP/Workshop set
- Instruments and sets loaned to schools free of charge
- Premium (better quality, higher value) instruments
- Accessible and adapted instruments
- Large percussion and specialist instruments, for the county/borough ensembles
- Electrical equipment (PA systems, mixing and recording equipment) and music technology instruments, including iPads and computers

Storage and Premises

It has been our policy to buy good quality instruments during the last ten years. This has ensured that children are playing high quality instruments and that the instruments themselves have long useable life. All instruments are stored on site currently and accounted for annually in the annual survey. As we progress our disposals policy mentioned in the 'Climate Conscious' section, we will free up additional space to manage storage more effectively on site.

- Approx 1,300 instruments are held at Guardian House.
- In September 2023, Shireland CBSO school will store orchestral percussion instruments, Steel pan Set, 8-10 Double Basses

Maintenance and repairs

- In 2022/2023 £3,323 has been spent on instrumental maintenance and repairs

Plans are in place for two of our local repairers to deliver CPD on good maintenance to teaching staff.

Disposal and replacement

Some instruments will no longer be able to be repaired following assessment by specialists. For those instruments that have a scrap value this will be assessed and reported to the finance team.

Impairment

Following an impairment review in January 2022, it was found that SIPS do not have any instruments to be impaired. All instrument stock is evaluated annually and is still in full use/usable (planned to be used)/part of stock rotation or unusable and as such will be disposed of.

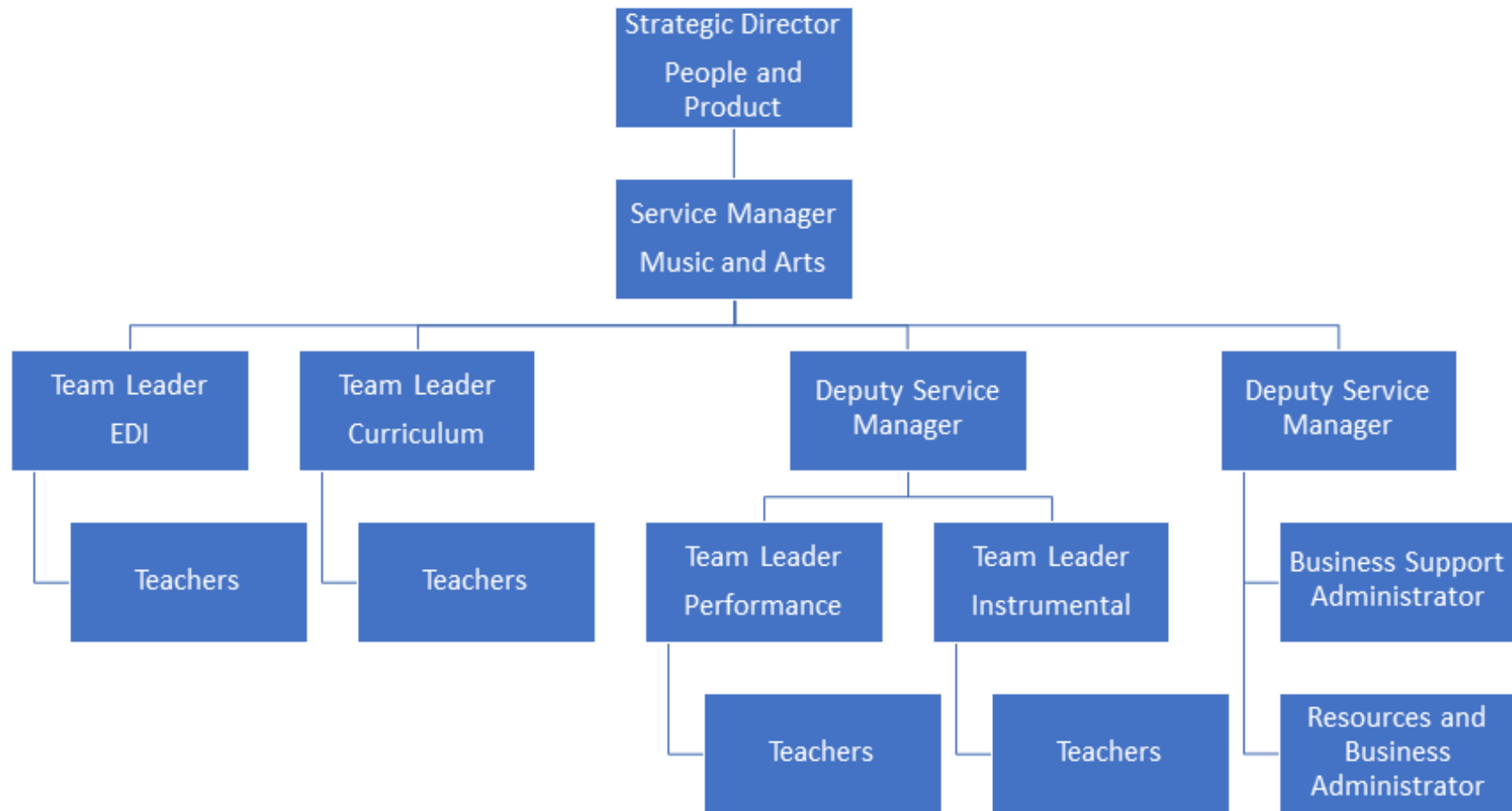
Appendix 3: Risk Register 2023/2024 **CURRENT RISK RATING =4**

Risk Ref. No.	Risk	Impact	Risk Perspective	Brief Description (include the project reference if applicable)	Update comments	Value of Risk	Actions to mitigate risk
SMH1			Financial	<p>Loss in Revenue/Reduction in Client Base/Increase in costs</p> <ul style="list-style-type: none"> Significant reduction in school buy-back Music Hub ACE funding reduce or cease *Teachers pension Grant £42K Reduction in numbers attending music centers Virtual School Contract reduced /Cancelled 	<p>Buyback underway looking stable</p> <p>Music centre numbers increased</p> <p>VS contract stable</p>	£1.5 million	<ul style="list-style-type: none"> High quality service offer Review service offer based on customer feedback Staff training and development to ensure a high level of expertise is maintained and adds value to customer music strategy. Share CIC data impact and pupil progress with Virtual School & Schools on termly basis Good financial monitoring in place including cash flow forecasting, ensuring procurement processes deliver on value for money and key colleagues are involved in financial management. Continue to meet requirements of hub funding ensure all data and financial returns are completed within deadlines Source other external funding opportunities and apply where appropriate Ensure we seek external expertise to support bid process for ACE
SMH2			Financial	Alternative providers in borough offering services to schools			<ul style="list-style-type: none"> High quality service offer Review service offer based on customer feedback

							<ul style="list-style-type: none"> Staff training and development to ensure a high level of expertise is maintained and adds value to customer music strategy
SMH3			Customer	Breach of safeguarding procedures by member of staff			<ul style="list-style-type: none"> Safeguarding policy and procedures. Regular safeguarding training specifically in relation to music education Safeguarding team in place
SMH4			Financial	Instruments are not returned to the Music Hub			<ul style="list-style-type: none"> Instrument checking procedures are being followed. Loss/late returns are reduced.
SMH5			Customer	Staff absence/teaching dates	Using under deployed teaching staff to cover short term teaching		<ul style="list-style-type: none"> Delegation of timetabling responsibility to deputy service manager Monitor absence and communications with schools. Follow management of absence policy and seek HR advice when required
SMH6			Customer	Risks at concerts – losing children/risk from strangers – medical emergency			<ul style="list-style-type: none"> Risk assessment required for all events (All)
SMH7			Internal Business	Reliance on external database Paritor – difficulty influencing development			<ul style="list-style-type: none"> Develop system through SIPS One (CRM) to ensure less reliance on external companies
SMH8			Protecting data	Data loss			<ul style="list-style-type: none"> All staff training in data protection Policy in place

SMH9			Strategic Management	<p>Strategic management capacity/challenge and support</p> <ul style="list-style-type: none"> Continuity of Board level representation Diversity 			<ul style="list-style-type: none"> Process to ensure board director roles are filled in a timely manner Review board roles and responsibilities including oversight Ensure senior leadership roles support development of SIPS Music and Arts Further development of structure within Music Service – TLRs focused on strategic roles
SMH10			Funding /management	<p>Multi hub working. New governance /management % top slice of ACE grant</p>		<p>Financial loss of (2%= £11K) (5%=-£29K)</p>	<ul style="list-style-type: none"> Continue with strategic communications with all necessary parties <i>*Teachers' Pension Grant from DfE (£42K) has been confirmed it will stop from August 2024</i>
SMH11			Workforce	<p>Retirements/Reduction of staffing hours /skill set /range of protected characteristic</p>			<ul style="list-style-type: none"> Ensure skill set/ diversity of workforce meets the needs of service growth Eg Beat making/EYFS/ school advisers. Ensure legacy of staffing is in place/ set for change in new multi hub working
SMH12			Finance /Customer	<p>Increased Strike days/Snow days/Kings Coronation</p> <p><i>Increase in new charges from September 2024</i></p>	<p>Alternate teaching days have mitigated many of these days</p>		<ul style="list-style-type: none"> Currently deliver for 38 weeks of academic year /guarantee 36 weeks Resentment for non teaching days may incur bad feeling/credits to schools <i>Confirm to schools new September 2024 prices for tuition in preparation for budget meetings.</i> <i>Reduce hours of flexible contracted staff if provision is reduced</i>

Appendix 4: Organisational Chart for Sandwell Music Education Hub



Appendix 5: Terms of reference

1. Name

- 1.1 The name of the partnership shall be Sandwell Music Education Hub (the Hub)

2. Purpose

The purposes of the Advisory Group include:

To:

- Be an advocate for music education in Sandwell.
- Promote and support the widest possible access and inclusion for all to musical education, drawing on the cultural diversity of Sandwell.
- Assist in needs analysis for music education.
- Work in partnership to create a cohesive music education provision.
- Support the development of local regional, and national initiatives.
- Develop and review a shared vision for SMEH which can be communicated easily and widely.
- Assist professionals and companies in the delivery of quality music education.
- Support the development of a wider coherent narrative on music education and engagement in Sandwell.
- Ensure consultation with young people, parents/carers, staff and delivery partners on a regular basis through student forums, 'voice of the learner/parent/school' and other consultation means where necessary.
- To capitalise on the longstanding and existing wealth of support from elected members, schools, parents and the community.
- Contribute to any auditing and evaluation processes, helping to pull together robust pictures of the local provision and need within Sandwell.
- Support accessing and locating of additional sources of funding for SMEH such as grants, sponsorship and charitable giving.
- Assist in developing and monitoring the SMEH Business Plan
- Establish and develop partnerships with similar hubs regionally.
- Identify, develop, share and celebrate good practice.

3. Terms of Reference

The Hub, directed by the Governing Group (SIPS Music Hub Board) and with oversight of the Advisory Group may exercise the powers to:

- 3.1 Work in partnership with the Hub Partners as necessary to conduct activities to deliver the core and extension roles of the Hub.

- 3.2 Bring together a range of providers, supporters and stakeholders committed to the provision and delivery of high-quality music for all learners.
- 3.3 Monitor and evaluate the quality of provision and levels of attainment and performance achieved by all through reports from Hub Partners and quality assurance procedures.
- 3.4 Ensure inclusion of all children and young people including the gifted and talented, those with special educational needs and disabilities and young people at risk including looked after young people, regardless of social, ethnic and cultural background.
- 3.5 Invite and receive contributions and raise funds in partnership with Hub Partners to support the work of the Hub, harnessing local resources, maximising access and provision and working to expand the capacity and diversity of music in Sandwell, gathering information on and co-ordinating funding and bidding processes in the area.
- 3.6 Publicise and promote the work of the Hub and organise meetings, workshops, concerts and other appropriate events including providing information about musical opportunities in the area.
- 3.7 Work with other agencies in order to exchange information, advice and knowledge with them. This will include cooperation with other voluntary bodies, charities, statutory and non-statutory.
- 3.8 Take any form of action that is lawful, which is deemed appropriate by the Governing Group and is necessary to help achieve the objects of the Hub.
- 3.9 The Hub shall work within key Sandwell MBC and SIPS policies and procedures.

4. Membership

- 4.1 Membership through the Advisory Hub Board and any Working Groups shall be open to organisations and individuals with a commitment to assisting the Hub to achieve its aims and who are willing to adhere to the rules of the Hub and to make a significant contribution to its work.

- 4.2 The Governing Group and Advisory Hub Boards retain the right to terminate or refuse membership where it is considered that membership would be detrimental to the aims and activities of the Hub. Any individual or organisation so refused membership shall have the right to be heard at the meeting of the group at which membership is to be discussed.

5. Roles and Responsibilities - The Hub Governing Group (Subsidiary of SIPS Board of Directors)

- 5.1 The purpose of the Hub Governing Group shall be:
- To ensure that Arts Council England requirements are met.
 - To endorse and oversee the vision.
 - To ensure that the work of the Hub is enterprising, inspiring and leading to positive musical outcomes for young people
 - To ensure that activities and interventions are fully effective.
 - To call the Hub to account for:
 - Target setting, progress and outcomes for children and young people, including all minority groups
 - Business management, use of resources, budgeting and Value for Money Fair and transparent decisions
 - To receive, discuss and analyse reports on all the above issues, giving appropriate challenge, advice, support and encouragement.
- 5.2 The Governing Group will meet four times per year. Members of the Advisory Hub Board, Sandwell Music and Arts Service and other Hub partners or associates may be required to attend to discuss agenda items as necessary.
- 5.3 Governing Group members will undertake the role for the duration of the Music Hub funding.
- 5.4 Composition of the Governing Board shall be appointed by the SIPS Board and be a subsidiary of the SIPS Board
- 5.5 In the case of an equality of votes, the Chair will exercise the casting vote.

6. Roles and Responsibilities - The Advisory Hub Board

- 6.1 The purpose of the Advisory Hub Board shall be to formulate the vision of music delivery of the Hub, to bring expertise, to represent the views of all stakeholders and to reflect local needs in order to ensure the most appropriate delivery of the core and extension roles of the Hub

- 6.2 The Advisory Group will delegate the specific organisation, development, and delivery of Hub activities to:
- Sandwell Music and Arts Service, the Lead Partner for Sandwell Music Education Hub
 - Working and Reference Groups with a range of school, professional and voluntary representatives to develop detailed strategies for specialist areas being covered by Hub activities
- 6.3 Advisory Group members will undertake the role for the duration of the Music Hub funding.
- 6.4 The composition of the Advisory Group shall include:
- The Chair will be elected from the membership and will be a representative of either schools or the Local Authority
 - At least one Sandwell Primary School representative
 - At least one Sandwell Secondary School representative
 - An officer of Sandwell MBC (Local Authority)
 - Invited representatives from delivery and advisory partners of the Hub
 - Student
 - Parent
- 6.5 The Advisory Group shall meet at least 3 times per year to discuss actions, monitor progress to date and consider future developments.
- 6.6 It will be the responsibility of the Chair to chair all meetings or a designated deputy in his/her absence. All meetings will be minuted.
- 6.7 Notice of meetings must be given in writing or by email at least 10 days in advance.

Sandwell Music Education Hub – Governance Overview

	Arrangements	Responsibilities
SIPS Music Hub Board	<p>Board Members</p> <ul style="list-style-type: none"> • Independent chair • Clerk (non-voting) • Representatives of SIPS Board x 3 (all representatives are elected from Sandwell school-based Learning Communities) • SIPS CEO (non-voting) • Attendance by key officer of SIPS – Service Manager Music and Arts, Strategic Directors – Finance and Service Delivery (non-voting) 	<p>Oversight, scrutiny and sign off:</p> <ul style="list-style-type: none"> • Business plan • Finance • Data • EDI • Needs Analysis • Core Roles <p>Reporting to Art Council England</p>
Advisory Hub Board	<p>Representatives of key stakeholders:</p> <ul style="list-style-type: none"> • Schools • Local Authority (current Chair – Head of School Improvement) • Parent • Pupil • NPOs • Music Industry • Local Music organisations <p>Chair appointed from either school members or LA</p>	<p>Advice and support on delivery aspects of the Music Hub</p> <p>Scrutiny of plans</p>
SIPS Music and Arts	<p>Lead Hub Partner</p> <p>Lead by Service Manager Music and Arts under the direction of Strategic Director - People and Operations</p>	<p>Day to day management and decision making in relation to Sandwell Music Hub activity.</p> <ul style="list-style-type: none"> • Business planning • Teaching • Delivery • Deliver and signpost CPD opportunities

		<ul style="list-style-type: none"> • Financial management (including management accounts) • Continuous needs analysis and self-evaluation • Delivery of core and extension roles with and through partners • Quality Assurance of delivery activities • Embed equality, diversity and inclusion in everything the Hub does
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Appendix 6: Out of hours Music Offer for 2023/24

	Beginner/Elementary		Grades 1- 4		Advanced Grades 5- 8
Brass	Wednesbury /Thimblemill COMMUNITY BANDS		Intermediate Concert Band Intermediate Brass Band		Jazz Orchestra Youth Brass Band Youth Concert Band Youth Orchestra
Woodwind	Wednesbury /Thimblemill COMMUNITY BANDS		Intermediate Concert Band		Jazz Orchestra Youth Concert Band Youth Orchestra Jazz Sax Group
Strings	Wednesbury /Thimblemill COMMUNITY BANDS	Mini Maestros	Intermediate Strings	Youth String Orchestra	Youth Orchestra
				Chamber Groups	
Percussion /Drums	Wednesbury /Thimblemill COMMUNITY BANDS	Band Together Intermediate Concert Band Coneygry Arts Centre Intermediate Brass Band			Jazz Orchestra Tuesday Coffee Social Youth Brass Band Youth Concert Band Youth Orchestra
		World Drumming			
Keyboard	Wednesbury /Thimblemill COMMUNITY BANDS		Band Together		Jazz Orchestra Tuesday Coffee Social
SEND Music Provision	Wednesbury /Thimblemill COMMUNITY BANDS Big Top Band Sensory choir Big Top Babies				
Guitar /Ukulele	Wednesbury /Thimblemill	Band Together	Band Together Jazz Orchestra		Jazz Orchestra Tuesday Coffee Social

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	COMMUNITY BANDS			
Vocal	Wednesbury /Thimblemill COMMUNITY BANDS	Band Together	Youth Choir Tuesday Coffee Social Jazz orchestra	
Music Production		Band Together	Band Together Coneygry Arts Centre	
Music Theory	Open to all abilities			