

Hertfordshire Music Hub

Local Plan for
Music
Education
2024/25



Hub lead organisation
**Hertfordshire
Music Service**



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About Hertfordshire Music Hub

A Music Hub is a partnership coordinated by a Hub Lead Organisation (HLO), that is responsible for supporting, delivering, and enabling high quality music education for children and young people within a local area.

The Department for Education's (DfE) Music Hub programme funds a network of 43 Music Hubs which cover every area of England. [Arts Council England \(ACE\)](#) deliver the Hub programme on behalf of the Department for Education.

Hubs play a critical role in fulfilling the vision and goals as set out in the 2022 [National Plan for Music Education \(NPME\) *The power of music to change lives.*](#) To achieve this, HLOs are awarded two grants:

- the [revenue grant](#), which is core funding to co-ordinate and support the delivery of music education provision through a Hub partnership in line with the vision, aims and strategic functions for Hubs as set out in the NPME.
- the [capital grant](#), which is funding to increase the volume, range, relevance and accessibility of musical instruments, equipment, and technology in the Hub area.

More information about the Music Hub programme and the expectations for Hub Lead Organisations can be found on the ACE website: [Music Hubs | Arts Council England](#)

Hertfordshire Music Service – the Hub Lead Organisation

[Hertfordshire Music Service \(HMS\)](#) is the Hub Lead Organisation (HLO) for the county of Hertfordshire.

In Hertfordshire this means that HMS acts as a gateway for local areas to create music education provision that works in a local context, both in and out of school. They help drive the quality of service locally, with scope for improved partnership working, better value for money, local innovation, and greater accountability.

The HMS Vision is that all Hertfordshire’s children and young people, regardless of background or circumstances, have the opportunity to discover or develop their unique musical voice and express themselves through the language of music. HMS improves lives by creating musical learning opportunities of all kinds, nurturing and growing happiness and confidence.

HMS is proud to be the Hub Lead Organisation for Hertfordshire and to lead the creation and delivery of provision in partnership with other organisations that delivers great results for more children and young people. To learn more about the work of HMS the HMS 2023 - 2024 Annual Review is available on the HMS website here: [About Hertfordshire Music Service \(hertsmusicservice.org.uk\)](#).

The Hertfordshire Music Hub Board

The Hertfordshire Music Hub Board plays a pivotal role in guiding HMS to fully implement the National Plan for Music Education and to operate at the highest professional standards.

The primary role of the Board is to work constructively with Board members and HMS staff to support the good governance of the Hub Lead Organisation.

The Hertfordshire Music Hub Board is concerned with the activity and development of the Hertfordshire Music Hub. It is not empowered in matters which Hertfordshire Music Service (HMS) is legally responsible for, such as statutory duties, the financial management of the Hub grant, the content of partnership agreements, procurement policy and employees’ engagement (e.g., pay and conditions or performance review). It is noted that the role of all representatives is to contribute to strategic discussions and decisions about the role of the Hertfordshire Music Hub and not to act as representatives for themselves or others.

For more information about the Hub Board, including its members and role and responsibilities please visit: [Hertfordshire Music Hub](#)

Hub Vision, Purpose and Values

Hertfordshire Music Hub Vision	Hertfordshire Music Hub Purpose	Hertfordshire Music Hub Values
<p>Hertfordshire Music Hub Board believes all children and young people should have the opportunity to enjoy, achieve and celebrate through music.</p>	<p>Strong governance provided by support and challenge from a knowledgeable Board that represents the views of all stakeholders, particularly young people themselves.</p>	<p>Children First: We put children at the centre of our vision for Music in Hertfordshire, make them our priority, involve them in shaping our work. Listen to their voices.</p> <p>The Board agrees to conduct business using The Seven Principles of Public Life (www.gov.uk) – these are: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership.</p>

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Introduction to Local Plans for Music Education

All Hubs must develop a Local Plan for Music Education (LPME) during the 2024-25 funding period, which describes how the Hub will deliver against the three aims for Hubs as set out in the National Plan for Music Education (NPME) and ensure a consistently high-quality music education offer is available to all children and young people within the Hub area.

An LPME is expected to be a working document refreshed annually, in line with an ethos of continual improvement and review, which draws on the Hub's needs analysis and self-evaluation. An LPME will evolve and adapt over time and set out the journey a Hub is on, acknowledging what's been achieved to date, the areas to develop, how partners are involved and what the next steps will be to meet the Hub's vision.

The Hertfordshire Music Hub Board scrutinises, challenges, and supports the Hertfordshire Local Plan for Music Education and advocates at local, regional, and national level for the benefits of a strong musical offer in our schools and in the wider community.

The Hertfordshire Local Plan is extensive and includes activities run not only by HMS as the core provider of music education in the Hertfordshire Music Hub, but also a number of other partner organisations.

These activities include:

- Individual and small group instrumental and vocal tuition.
- Get Playing and Keep Playing Programme.
- First Access – whole class instrumental teaching.
- Ensemble provision in music centres and county groups.
- Singing activity.
- Flagship performances.
- SEND and music therapy.
- Digital music.

The Hertfordshire Local Plan for Music Education 24-25

1 September 2024 – 31 August 2025

The Hertfordshire Local Plan for Music Education describes how Hertfordshire Music Service will meet the aims, strategic functions and performance expectations as Hub Lead Organisation for the Hertfordshire Music Education Hub.

Last updated: November 2024

Key changes since last update:

- Introductory section about Music Hubs/Hertfordshire Music Hub added.
- Introduction to Local Plans for Music Education added.
- Financial Sustainability section updated.
- Hub Workforce section updated.
- Hub governance and management section updated with previously agreed information.
- Documents awaiting Hub board endorsement linked to the new Hub webpage.

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Programme of Activity

For each aspect of the Hertfordshire Music Hub programme of activity, information available online includes details of:

- Who will participate
- Who will deliver it
- When it will take place – in or out of school and weekends, after school or holidays
- Where it will take place
- Details of the provision

Unless otherwise stated, all activity will start in September 2024 and continue throughout the 2024-25 academic year.

The 2024-25 Services for Schools brochure that describes the full range of services available can be downloaded here: [herts-music-service-for-schools-2024-25.pdf](https://herts-music-service.org.uk/herts-music-service-for-schools-2024-25.pdf) (herts-music-service.org.uk).

Activity with link to details	How it meets local need and/or accounts for recent Needs Analysis results
Instrumental and Vocal Lessons – School billed	Some schools continue to need control of billing and administration. This is enabled with this service.
Instrumental and Vocal Lessons – HMS billed	The different lesson types and funding options ensure inclusive access as requested by parents/carers.
First Access – Class instrumental lessons	Feedback from recent review of First Access incorporated into the revised offer detailed here.
Ensembles and Groups	Feedback from recent Ensembles review incorporated into this revised offer.
School based ensembles and choirs	Secondary schools in particular continue to demand this service.
Sing Up resource access and support	This resource is consistently accessed and forms a valued aspect of the Hub offer.
Creative Music Nurture Groups	Feedback continues to show the value and importance of this aspect of the Hub offer.
SEND music support	This service is a need from both Special schools and mainstream schools with SEN learners.
Funky Pie SEND Arts Award scheme	Feedback continues to show the value and importance of this Hub offer.
Music Therapy	Feedback continues to show the value and importance of this Hub offer.
School music curriculum support	Feedback continues to show the value and importance of this Hub offer.
Charanga resource access and support	This resource is consistently accessed and forms a valued aspect of the Hub offer.
Secondary digital music subsidy	This resource is consistently accessed and forms a valued aspect of the Hub offer.

Instrumental and Vocal Lessons

Lessons will continue to be offered across all the main instrumental disciplines, including voice in schools and music centres during the school day, in the evenings and at weekends.

Instruments vary at each venue depending on school choices or student demand for tuition.

Details available here: [Music Lessons \(hertsmusicservice.org.uk\)](https://hertsmusicservice.org.uk).

Planned activity:

1. Pilot the use of SpeedAdmin study planner as an alternative to the current paper practice book.
2. Investigate options for parents/carers to meet the instrumental teacher either in person or online, perhaps as an alternative to a written report.
3. Continue to develop an After School Club service as part of the HMS offer in 2024-25, building on the work initiated in the Dacorum area already.

Get Playing and Keep Playing

The strategy and implementation for Get Playing and Keep Playing is in progress and further updates will be added as the project develops.

Planned activity:

1. Ensure local community or school based 'Have a Go' sessions are included in the Get Playing strategy for 2024-25.
2. Prioritise work on implementing a wider and more affordable range of individual lessons including exploring a bi-weekly individual lesson as well as 15min introduction lessons.
3. Continue work on the 'Get Playing' project and prioritise the focus on an instrumental consultation service linking the parent/carer and student with a range of informed options for instruments to learn that are suitable and accessible.
4. Schedule more 'Have a Go' sessions and consider holding these in locations more convenient to a cluster of local schools. Ensure teachers are available to teach the lessons available to try.

First Access (Classroom Instrumental Learning)

The First Access programme in 2024-25 includes:

- Fully subsidised tuition available for 1 term.
- Flexible tuition options for large or small group learning, detailed online.
- A co-delivered option acting as school-based staff development.
- An instrument set hire fee in line with the NPME.

Planned activity:

- Majority of the sessions booked by schools start in September 2024.
- Plans for Farm Factory Studios and Apollo Audio to deliver First Access as delivery partners in 2024-25.

Ensembles

Individual ensemble fees from September 2024

Charges are based on the duration of the ensemble per week, except for “Chamber” ensembles (nine students or less) due to the type of coaching received in a chamber setting; typically being more focussed.

Ensemble duration	Cost, per term, from September 2023
Ensemble Membership Offer: Attend as many ensembles as you like for one fixed termly fee.	£109
40 minute “Chamber” ensemble	£59
1 hour ensemble	£59
1.5 hour ensemble	£79
2 hour ensemble	£99
30 min ensemble This shorter ensemble length only applies to ensembles where a shorter length is needed for specific educational purposes, such as early years or SEND.	£49

Our County Groups, such as the County Youth Orchestra, Hertfordshire School Symphony Orchestra, and the County Youth Choir, are not included in the HMS ensemble membership package due to the additional, advanced level of support from nationally recognised contributors.

Singing Activity

Further update with the revised Herts Sing strategy to be published online in due course.

Projects and Courses

The County Youth Music programme is a key part of the progression pathway available to children and young people to develop their musical skills and experiences. The courses available create a strong link to young people seeking a route to employment in the industry and are detailed online here: [County Youth Music \(hertsmusicservice.org.uk\)](https://hertsmusicservice.org.uk).

Further updates will be added during the 2024-25 academic year as required.

Performances

The flagship event of 2024-25 is the Hertfordshire Schools' Gala on Sunday 23 March 2025. Full details of the event, linked competitions and the youth focus group are available here: [Hertfordshire Schools' Gala \(hertsmusicservice.org.uk\)](https://hertsmusicservice.org.uk).

Further updates will be added during the 2024-25 academic year as required.

SEND and Music Therapy

The SEND/Music Therapy offer is included in the brochure/online listings. Further updates will be added during the 2024-25 academic year as required. Information about the Inclusion strategy is presented within this local plan.

Digital Music

Sing Up, Charanga and MusicFirst resources continue to be made available as part of a fully or part subsidised offer to schools. Partnerships with all these organisations have led to leveraging of ACE funding or, in the case of MusicFirst, both a subsidised offer and the advantage of an economy of scale which means the Hub can pass on savings to schools looking to use these resources.

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Financial Sustainability

The external economic climate remains challenging and despite local authorities receiving funding to cover recently announced employers National Insurance increases, we foresee input costs increasing over the next year as third parties seek to pass National Insurance costs increases on via price increases. Funding from HCC for the financial year commencing 1 April 2025 has not been determined yet but we envisage a material drop from the £408,000 in the current financial year.

Inflation is beginning to increase again and with inflation in the UK having increased 23% over the last three years whilst take home pay has remained relatively stagnant this will inevitably affect affordability of music lessons for some customers.

However, we continue to focus on our cost base, constantly reviewing our structure and working to get best value from our suppliers.

In addition, there is a renewed focus on our customer waiting list and awareness across the whole organisation that we need to do everything we can to improve the customer experience to positively influence retention.

This focus on the fundamental aspects of ensuring the Hertfordshire Music Hub continues to deliver great musical outcomes has continued throughout development meetings with the music team and wider HLO Leadership Team. In addition, new skills and capacity in fundraising have been added to the team to identify diverse sources of income to best meet the local needs of pupils' music education.

To ensure Hub financial sustainability we will continue to

- Identify and pursue potential income sources
- Continuously review opportunities and challenges to inform decision making and resource allocation
- Include actions in our plans and projects to develop the financial resilience of the Hub

Get Playing & Keep Playing

The Get Playing & Keep Playing programme is an HMS internal name for all the music team initiatives, development and projects that will help HMS as HLO to achieve its purpose – improving lives by making music.

A key assumption made is that the customer is a parent/carer (referred to as parent throughout the programme documentation), whereas the child is the student/learner. The child benefits from our services first and foremost, however the parent is the customer and decision maker in almost all cases.

The music team will continue working with partners to propose and develop a range of accessible musical activities, building from one-off events to short courses that engage learners in a progressive series of activities, ultimately leading to instrumental lessons.

The Get Playing & Keep Playing programme will utilise learning from business practices and research to underpin any recommended development and delivery options as part of the programme.

More details of this work will be shared with the Hub board at the spring term meeting.

Plans for the 2025-26 offer to schools

To ensure any requests for provision funded using ACE revenue grant funding are available in September 2025, the process to request services should open in January 2025 and close at the end of the spring term in early April 2025.

The HMS music team met in November 2024 to discuss how certain aspects of the current offer have developed and a set of recommendations was put forward for the Hub board to discuss and endorse.

Changes to First Access options and subsidy

The NPME describes a range of options for instrumental learning in school but focuses on the Whole Class Ensemble Tuition (WCET) programme, now called Classroom Instrumental Learning by ACE. HMS already delivers a range of versions of WCET at schools across the county with a simple offer – one year group at each primary phase school can access a term of fully funded tuition, delivered by an HMS teacher or Hub delivery partner.

The NPME states:

In addition to singing, ensuring every child has an opportunity to learn an instrument and to make progress with instruments is also essential.

To support children with learning an instrument, primary schools should offer group instrumental teaching programmes in class time – either WCET or large/small-group tuition.

Schools or their trusts may have the capacity to deliver such programmes in house, but where they do not, Music Hubs will identify specialist teachers to do so, working closely with the school. We expect schools to pay for WCET/large/small-group and instrument hire, as part of delivering the music curriculum. Music Hubs should set charges locally and transparently that achieve the widest possible engagement and demonstrate value for schools. This may include some level of subsidy. Whichever model is chosen, it is important that all children in the class take part, and that parents and carers are not charged for it.

WCET or large/small-group programmes should not be viewed as a bolt-on activity, or external to the music curriculum, but as a key part of the school's curricular music offer. Ideally any such programme should run for at least one academic year.

The options below seek to better align the Hertfordshire Music Hub WCET offer to schools with the NPME intentions.

1. Remove the fully funded term option in favour of a subsidy that increases with the duration of the project. The rationale is that more value is given to a year-long project which will encourage schools to give their students more opportunity to make musical progress. Schools report more commitment to provision they've made a financial commitment towards, and many schools have confirmed that First Access acts as PPA which would otherwise require additional funding to cover. The approach outlined below means that any school buying 3 terms will effectively get 1 term fully funded. Those schools that choose a shorter project still get a subsidy, but the longer the project, the better value they receive. Options to consider:

Option A (See grey boxes for proposed funding approach. All costs are based on 2024-25 costs)

Project duration	ACE subsidy total: 1 term funded (Current)	1 st term 20% subsidy	2 nd term 30% subsidy	3 rd term 50% subsidy	Total subsidy from ACE grant 2025-26
1 term: 163 classes	£93.2k	£18.6k	N/A	N/A	£18.6k
2 term: 12 classes	£6.8k	£1.4k	£2k	N/A	£3.4k
3 term: 143 classes	£81.9k	£16.4k	£24.5k	£40.9k	£81.9k
Totals	£181.9k	£36.4k	£26.5k	£40.9k	£103.9k

Option A: Total saving from this approach to the current ACE revenue grant allocation is £78k which could be allocated to supporting continuation projects for example. The equivalent hourly cost to schools for a 1 term project would be £41.60 p/h for 11 weeks.

Option B: Another option to consider is to swap the 20% and 30% subsidy so more schools (those taking the 1 term option) get the slightly higher subsidy of 30% for a 1 term project. This would push the total cost had it been delivered this academic year to £113.3k but still save £68.6k of ACE revenue grant to be allocated to other projects. The equivalent hourly cost to schools for a 1 term project would be £36.40 p/h for 11 weeks.

This will be discussed as Item 8 at the December Hub board meeting.

2. Remove the 'co-delivered' model from the main offer and instead have this option available on a case-by-case basis, subject to the needs of specific schools. The benefits could be most suitable for KS1 settings rather than part of a generic offer to all schools and examples of the approach delivered in 2023-24 found that it worked best if the teacher was already confident, otherwise they became overly reliant on the HMS teacher.
3. Improve the awareness of the First Access project, where it fits into a wider SMDP with an emphasis on the benefits the course can deliver to a child's overall development – not just music or a specific instrument. A comms plan to develop engaging content for parents is now required to

increase commitment from families to the First Access provision. Example: Successful engagement with families was achieved by a teacher who informed parents via the school that their child was now ready to perform a song to them at home.

4. Offer more flexibility in the range of instruments used across each project and the group sizes. The Small Group model was successful in 2023-24 where different instruments (flute, clarinet and sax) were used for each group of c. 8 students over a 5-week course. This could also be adapted into a First Access rock band experience to increase engagement in drums, guitar, keyboard and singing lessons.
5. Offer 'bolt-on' options to the First Access offer as traded activity. Additional small group lessons or short courses paid for by the school (can be billed to parents as needed by the school) or even whole school workshops were found to be beneficial additional services by some schools. This was also easily delivered by HMS as the teacher was already in the school to deliver First Access.

Workshop Packages

Community based or local school cluster workshops have been organised based on local interest, fully funded using ACE grant funding via Development Lead time. Schools confirm attendance in advance, however several schools have dropped out last minute at a number of these events where either a school teacher hasn't fully organised it, or the weather hasn't complied to allow groups to walk to a venue.

Feedback from schools when asked about missing sessions shows that workshops in their own school, paid for in advance are far more relevant to school needs. Schools requested to be able to purchase either 1 or a package of 2-3 workshops to be organised during the academic year with a menu of options available for either a whole school event, or sessions for specific key stages.

The specific options would reflect local expertise as well as the skills of Development Leads countywide. A number of benefits would be clarified, e.g. instruments would be delivered and collected (factored into the cost), workshop focus would reflect the most popular topics commonly delivered (e.g. Romans, Egyptians, Space or more specific music focused sessions for KS3+) and the package would be booked and charged for well in advance to ensure full commitment from the school.

Digital Resources

In order to provide more flexibility to the options schools wish to select from for digital resources (Charanga, SingUp etc.) at the primary phase, the recommendation is to create a subsidy similar to the secondary school version for primary schools, based on the size of the school.

As the popularity of the offer of a fully subsidised resource at primary level has grown, so has the pressure on the ACE revenue grant. The initial vision for this service was to taper off and for schools to share some of the cost, having become familiar with the resources with no financial commitment.

Alongside implementing a primary digital subsidy is the recommendation to reduce the value of the subsidy to 75% (meaning schools will be asked to pay for 25% of the cost) to reflect both the increased demand for digital services and the cost of these services increasing that now requires a contribution from

schools to enable continued access. This would save c. £17,500 of revenue grant that could be either reallocated to other activities or projects or used to expand access to digital resources for more schools.

This will be discussed as Item 8 at the December Hub board meeting.

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Inclusion Strategy

The most recent inclusion strategy is available online here: [Equality, Diversity and Inclusion Strategy \(2022 - 2025\) \(hertsmusicservice.org.uk\)](https://hertsmusicservice.org.uk/equality-diversity-and-inclusion-strategy-2022-2025)

We are committed to embedding fully inclusive music practice as highlighted in the National Plan for Music Education (2022).

Hertfordshire Music Service is committed to promoting Diversity and Inclusion across all services and procedures making it reflective and supportive of the diverse needs of the HMS workforce, young people, and families, aligning to the [Equality Act 2010](#).

In practice this means working to ensure an inclusive musical experience free from discrimination in all forms, but also doing what we can to positively promote diverse and inclusive services and having a representative and culturally aware workforce. We are committed to ensuring we demonstrate equality and diversity in everything we do; making our services accessible for everyone, and ensuring our policies and practices are anti-discriminatory and inclusive.

As part of Hertfordshire County Council (HCC), HMS is committed to making inclusion part of our DNA, achieving diversity and equality of inclusive opportunity both as an employer of people and as a provider of music services. You can read the [HCC Diversity and Inclusion policy here](#).

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Musical Progression Strategy

The Hertfordshire Music Hub progression strategy will be published online in due course, however, below are the key sections of the strategy.

Introduction

As the Hub Lead Organisation for the Hertfordshire Music Hub, HMS is responsible for supporting and delivering music education activities, aligned with the updated National Plan for Music Education (NPME) , which includes developing and implementing a Progression Strategy.

Context and Progress vs. Progression

Progress: Movement from one state to another, influenced by internal factors like mindset, goals, and preparation.

Progression: Availability of opportunities that facilitate progress, influenced by external factors like diversity of pathways, quality of opportunities, and resources.

Progression in Music-Making:

- Greater musical opportunities lead to more effective musical progress.
- Specialist music environments, like the Purcell School, provide extensive opportunities, resulting in high standards of musicianship and academic achievements.

Progression Aims of the Hub

- Support high-quality music education: Ensure consistent quality of opportunities across various settings.
- Support musical interests and talent development: Help young people see the value of their musical participation in achieving future goals.
- Engage all children and young people: Ensure accessibility and availability of musical opportunities both in and out of school.

Current Approach to Progression in Hertfordshire

- Examples of successful progression pathways: Suzuki approach at St Albans Music School, regional and county youth orchestras.
- Data and feedback: Use of exams, progress reports, and feedback to understand the impact of progression pathways.

Gaps in Musical Opportunity

Challenges include geographical disparities, lack of diversity in musical styles, expertise shortages, limited resources, inconsistent signposting, and data sharing issues.

Strategic Summary

HMS aims to:

- Demonstrate the power of regular participation in diverse musical opportunities.
- Empower people with knowledge to support long-term goals and progress.
- Strengthen the culture of participation and signposting of musical opportunities.

Strategic Delivery

- Facilitate Participation: Develop a tool for signposting musical opportunities.
- Define and Track Progress: Establish an approach to measure and track progress.
- Broaden Opportunities: Address gaps in opportunity and avoid duplication.
- Recognize Progress and Best Practice: Regularly recognize and reward positive outcomes.
- Share Results: Establish mechanisms for sharing data with relevant parties.

Action Plan

- An action plan will be developed to detail specific steps, timescales, and Key Performance Indicators (KPIs) to assess the strategy's impact.

Interdependencies

- The strategy aligns with other strategic areas like the HMS ED&I and Vocal strategies, aiming to diversify the workforce and broaden musical opportunities.

Timescale

- Regular reviews of the strategy's outcomes will be conducted, with an Interim Progression Review scheduled for April 2027.
- This strategy aims to create a more equitable landscape for musical progress in Hertfordshire, ensuring all children and young people have access to high-quality musical opportunities.

School Engagement Strategy

Once approved by the Hub board, this policy will be available to view on the Hub webpage here: [Hertfordshire Music Hub](#).

Regional School Engagement Plans

Further updates will be added during the 2024-25 academic year as required.

Planned activity

For each region, a strategy for engaging, identifying needs and meeting challenges will be developed. How Regional Managers and their teams are facilitating engagement with schools and music centres, as well as external partners will be considered. All current and potential Hub partners will be factored into this plan, including local private, specialist and Cathedral music schools.

Music Curriculum

Full details of the Hertfordshire Music Hub music curriculum support offer, in partnership with HFL Education and Alban Teaching School Hub available here: [Music Curriculum \(hertsmusicservice.org.uk\)](#).

HMS School Music Development Toolkit

HMS now offers every school access to the School Music Development Toolkit, available online here: [School Music Development Toolkit \(hertsmusicservice.org.uk\)](#).

At the heart of our HMS local school support plan for music education sits our Hertfordshire School Music Development Toolkit. It is designed to support schools to produce a School Music Development Plans (SMDP) and prepare the summary to be published on the school's website from September 2024.

The SMDP should set out the expectations of the national plan for music education for a high-quality music provision in curriculum music, co-curricular music and musical experiences.

This publication includes a step-by-step process that anyone in the school can pick-up and use, with practical resources to accompany the delivery of the process to ensure a high-quality music education is embedded into your school.

It does not matter if the person using this publication is a music specialist or has never delivered a music plan, all the information is straightforward to follow and support is available from HMS.

Further updates will be added during the 2024-25 academic year as required.

Planned activity:

1. Prioritise school engagement visits to explore expanding in school instrumental lesson options as nearly 80% of parents/carers see this as the most viable option for learning.
2. Increase the links and connections with KS3 music programmes in schools and the HMS Get Playing strategy that includes the 'Have a Go' opportunity to try instruments out by adding responsibility for this activity to the Regional Engagement Plans for 2024-25.

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Workforce Plan

The information below outlines how HMS ensures the Hub workforce as a whole is well supported to deliver outstanding musical learning.

Hertfordshire Music Service Workforce

Hertfordshire Music Service has a growth ambition of delivering 149,000 teaching hours during the 2025-26 academic year. This growth ambition is set against a backdrop of unprecedented challenges in teacher recruitment ([Teacher Labour Market in England Annual Report 2024 - NFER](#)), government funding uncertainty, Local Authority financial challenge (HCC's need for cost reduction) and economic pressure (inflationary and cost of living pressures). Nonetheless, HMS views this growth target as realistic, supported by workforce planning.

Achieving our growth ambition will require scaling up our workforce, which in turn will take time and resource. Based on current staffing numbers, staff capacity to engage in more working time and current staff voluntary turnover, HMS need to recruit 90-100 more Instrumental / Vocal Teachers in each of academic years 2024/25 and 2025/26.

The significant challenges in the teacher recruitment market tell us that the talent pool is decreasing, and therefore, recruitment is becoming more competitive. As such, a more flexible and dynamic approach to reward and the new starter salary offer is required, though any such approach must remain objectively fair. As a strategic approach, we will move to an objectively assessed experience and skills based new starter salary offer.

The significant challenges in the teacher recruitment market tell us that retaining existing talent is more important than ever. Through gaining better insight into existing staff skills via an audit, better clarifying the HMS team value proposition and improving our ability to flex the workforce strategy to adapt to external factors, we will seek to increase staff retention by at least 4% over the two academic years 2024 to 2026.

Safeguarding

Safeguarding and essential training, including Safeguarding & Child Protection is delivered and recorded through the HCC cloud-based training and learning platform, iLearn. This process is monitored by the Hertfordshire Music Service local HR team to ensure full compliance, with ongoing reviews of training and renewal dates taking place between colleagues and the People Managers in regular Performance Management check-in meetings.

HMS annually reviews the updates to Keeping Children Safe in Education, creating a colleague update document and an associated 'read and understood' process. This ensures the workforce remains up to date and compliant with KCSIE training. Furthermore, HMS ensures any of the workforce that are non-compliant will be temporarily removed from delivery of provision until such time as compliance requirements are met.

A safeguarding session is included as part of the induction of all new teachers where music education specific circumstances and situations are reviewed to ensure a deeper understanding of how the overall safeguarding and child protection training links to instrumental teacher activity. All staff are able to access a staff area with full details on how to effectively manage pupil disclosures and concerns that relate to any HMS activities, if required.

Quality Assurance

HMS teachers are quality assured via a supportive performance management process against the HMS Teaching & Learning Standards framework that was developed in collaboration with a range of stakeholders. Target setting for teachers is based on the quality principles outlined in the framework which provides clear expectations for musical, personal, social and emotional outcomes for children and young people without being overly prescriptive about exactly what and how tuition is delivered.

HMS developed a thorough and robust framework with a set of objectives to:

1. Focus more on the perspective of students.
2. Create a quality framework that recognises the importance of engaging with youth voice.
3. Provide a common framework for music education standards and Hub partner activities across Hertfordshire.

A set of 9 HMS quality principles has been created based on the input of HMS teachers, the HMS music and wider leadership teams, the Arts Council England quality principles and feedback from schools, children and young people.

This allows HMS to quality assure music education provision that takes place across Hertfordshire against a set of clear guidelines and clarifies the expectations HMS has on delivery partners as the HLO. This standards framework can also be referred to by schools and partner organisations to assist them in ensuring the quality of third-party provision.

This document is included as Appendix B and covers all aspects of knowledge, skills and understanding that are required for the consistent, successful delivery of HMS services, and provide HMS and Instrumental / Vocal Teachers with benchmarks that apply across the county in schools, music centres and other settings.

HMS Career Accelerator Pathway

The HMS Career Accelerator Pathway offers a route for musicians with little to no teaching experience the opportunity to develop the initial core skills required to be an effective instrumental / vocal teacher over a one-year training programme. The aim of offering this programme is to strengthen opportunities to bolster the instrumental / vocal teacher workforce across Hertfordshire.

The pathway is designed to appeal particularly to music college graduates and will actively support participants to engage in effective teaching either as an intended career focus, or as part of a portfolio music career.

The training programme balances regular training with time spent delivering teaching to provide participants with a balance between theoretical learning, and the opportunity to put the learning into practice. Over the course of the training year, participants will engage in;

- Regular in-person training sessions covering a variety of topics from effective lesson planning and differentiation to behaviour management.
- One to one sessions with a dedicated mentor
- Supported time for shadowing
- Supported time spent on recruiting new students

In addition, participants will either receive specialist training in areas such as whole class delivery, or in balancing freelance performing work effectively with teaching commitments, depending on where they see teaching fitting as part of their career ambitions.

Applications for the HMS Career Accelerator Pathway will be open from January 2025.

Delivery Partner Workforce

In its role as HLO, HMS will continue to share the HMS Teaching & Learning Standards framework with partners who deliver, or co-deliver Arts Council England / Department for Education funded activities. Whilst they will not replace existing standards developed by partner organisations, they will enable partners to be clear as to the expectations of HMS as a commissioner of services.

The Hertfordshire Music Hub Teaching & Learning Standards framework provides:

- A benchmark for the initial training of HMS instrumental/vocal teachers, workshop leaders and third-party practitioners.
- A benchmark for the monitoring and observation of provision delivered that is unique to instrumental teaching.
- A framework for Hub partners against which activities can be quality assured as part of the Hub Partnership Agreement.
- A framework for teachers to use in their ongoing self-reflection.
- A tool to promote and exemplify high and consistent standards of teaching and learning.
- A set of standards that is informed by children and young people so the expectations of our staff accounts for youth voice.

All delivery partners are required to share all relevant policies with the HLO to complete the agreement for delivering musical activity in Hertfordshire. This includes a safeguarding and child protection policy.

School-based Music Workforce

At the heart of our Hub local school support plan for music education sits our Hertfordshire School Music Development Toolkit. It is designed to support schools to produce a School Music Development Plans (SMDP) and prepare the summary to be published on the school's website. The toolkit can be accessed here: [School Music Development Toolkit](#)

This publication includes a step-by-step process that anyone in the school can pick-up and use, with practical resources to accompany the delivery of the process to ensure a high-quality music education is embedded into your school.

It does not matter if the person using this publication is a music specialist or has never delivered a music plan, all the information is straightforward to follow, and support is available from HMS.

HMS also provides a wide range of support to schools detailed in the School Engagement Plan section of this LPME, including access to the Music Mark school award as part of the membership HMS maintains with Music Mark. The DfE/ACE Lead School programme is also detailed separately.

Continuing Professional Development Plan

The Hub Board recognises that as the Hub Lead Organisation it is essential that HMS has a cadre of well-trained and high performing staff. Hertfordshire Music Hub has an extensive programme of CPD planned for Hertfordshire Music Service teachers. We offer a modular approach to CPD, which aims to provide a level of choice to colleagues which best supports the individual development needs they may have. Through this approach, we are able to offer a range of specialist training sessions each year which cater for a variety of needs within the workforce. Despite the ever-evolving variety of sessions available, there are some which regularly appear on the CPD yearly calendar including;

- Awareness in teaching approaches for Neurodiverse students
- Conducting and ensemble rehearsal management
- Effective delivery of First Access

With the full CPD calendar being published to Hertfordshire Music Service teachers in advance of each academic year, teachers have suitable opportunity to plan attendance for sessions. The availability of hybrid, and online only sessions as part of the CPD calendar is effective in supporting teachers with access to CPD regardless of their placement in the county. Where relevant, recordings of sessions are made available via the Hertfordshire Music Service intranet.

Partnerships with Trinity College London and Young Sounds UK bolster the CPD offer available to colleagues within the service, whilst opportunities for colleagues to use up to 3 hours of their CPD allocation to participate in external CPD opportunities offers another route for colleagues to develop their professional practice.

At Hertfordshire Music Service, we believe that music education is a vital part of every child's development. Our Continuing Professional Development (CPD) programmes are designed to empower school-based teachers with the skills, knowledge, and confidence to deliver outstanding music education in schools. Further details can be found online here: [School CPD](#)

Next Steps

- Review how Hub partners and schoolteachers can also access the training provided by HMS.

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Instruments

The Hertfordshire Music Hub instrument management and maintenance policy will be made available online in due course on the Hub webpage here: [Hertfordshire Music Hub](#).

Planned activity:

1. Prioritise the purchase of digital pianos or keyboards and the recruitment of piano teachers to meet the potential demand with a focus on learning currently popular songs.
2. Create the opportunity for young people to use digital resources, e.g. iPads at home to create music via the Access to Instruments scheme. Linked to this, create a short course or mentoring programme for young people to learn informally, rather than attending specific classes or groups before sharing work at a celebration event or similar.
3. Develop a clearer class instrument set hire service and advertise with schools more regularly, particularly via school visits by regional teams.

Communications Plan

The communication and engagement plan will have a heavy focus on digital and non-printed communication materials to support our commitment to environmental sustainability.

By focussing on digital formats for documents, reports, and communications, we aim to decrease paper consumption and minimise waste. This initiative not only conserves natural resources but also aligns with our broader goals of reducing our carbon footprint and promoting eco-friendly practices.

The plan will embrace digital tools and platforms, ensuring that our communication remains efficient and environmentally responsible so that, we can make a positive impact on the planet by adopting more sustainable habits.

Audience segmentation

To achieve our communication goals, the plan will focus on audience segmentation, tailoring our strategies to meet the unique needs and preferences of distinct audience groups.

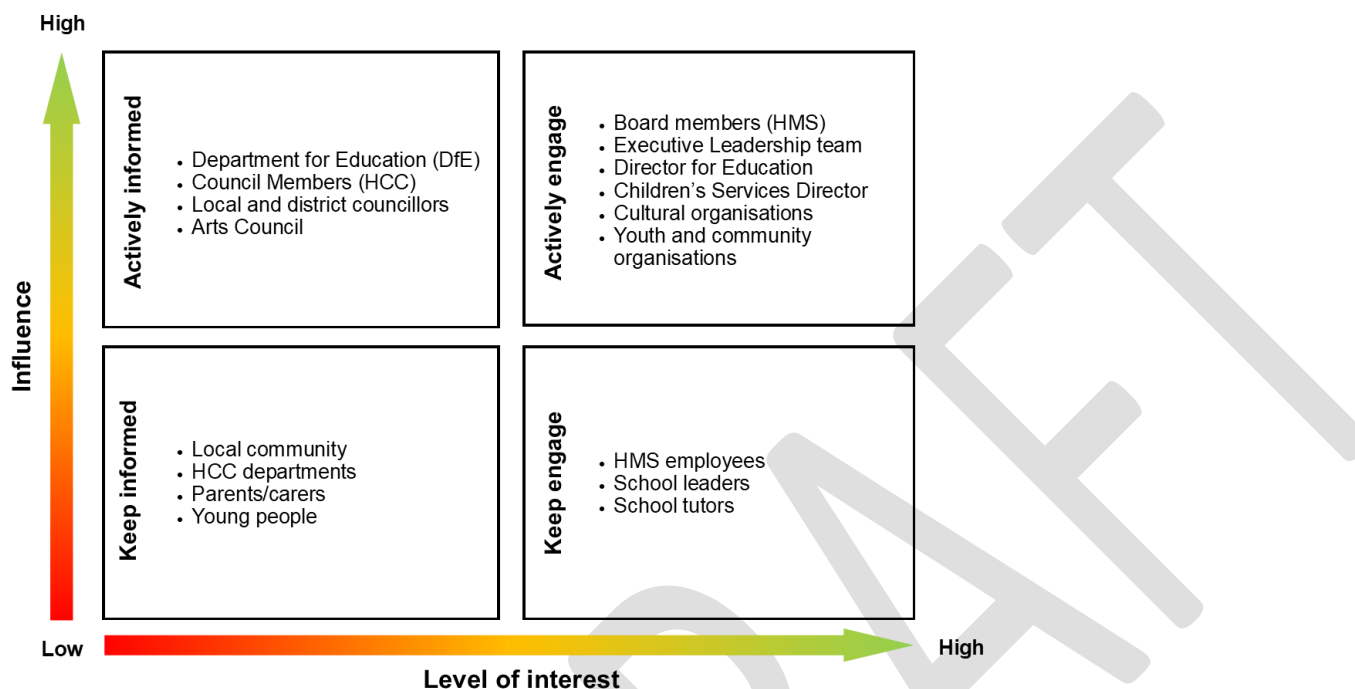
By analysing demographic, behavioural, attitudes, habits and interests' data, we can create relevant communication campaigns and personalised experiences for each audience segment. This approach will enable us to allocate resources more efficiently, enhance audience satisfaction, and drive higher engagement.

We will use the information and insights available to us to determine the interactions, ensuring that our communication is relevant, impactful, and aligned with our audiences' expectations.

To ensure we make the best use of our resources, and allocate our resources to gain maximum engagement, the audience segments have been allocated to four engagement types based on their influence and level of interest:

- Actively informed – this audience is kept up-to-date with relevant, strategic and essential communications at key milestones throughout the academic year.
- Actively engaged – this audience is critical in the success of the Music Education Hub and will have a larger focus on communication to ensure a continuous engagement loop.
- Keep engaged – this audience has vested interest in the Music Education Hub and therefore is kept actively informed of key information through regular communications.
- Keep informed – this audience has a passive interest in the Music Education Hub itself, however, is interested in the way the Hub interacts and works with Hertfordshire Music Service and other partners. Mainly focussed on what benefits and opportunities they can receive keeping them informed of this will enhance their understanding.

Audience segmentation matrix.



Building awareness

We will enhance awareness of our offerings through a multi-channel communication strategy. This includes engaging social media campaigns, informative newsletters, and interactive workshops tailored for each audience including, young people, schools, and teachers.

To ensure clarity, we will provide detailed, accessible resources and publish advice on effectively utilising Pupil Premium funds, in line with current government guidelines, through our Building a High-Quality Music Education resource. By offering tailored support and clear guidance, we aim to make our programs easily understandable and accessible, fostering a vibrant musical community across Hertfordshire.

Audience segment	Annually	Termly	Monthly	Weekly	As needed	Direct email	Reports	Social media	Hub website	HMS website	Members bulletin	HCC internal website	In person meetings	Events	Newsletters	Training	Bulletin	HMS internal website	CRM platform	School dashboard	School tutor platform	Press releases	HCC internal comms	Parent portal
Department for Education (DfE)																								
Council Members (HCC)																								
Local and district councillors																								
Arts Council																								
Board members (HMS)																								
Executive Leadership Team (HMS)																								
Director for Education (HCC)																								
Childrens Services' Director (HCC)																								
Cultural organisations																								
Youth and community organisations																								
HMS employees																								
School leaders																								
School tutors																								
Local community																								
HCC departments																								
Parents/carers																								
Young people																								

Information publishing and feedback

Publishing clear and accessible information about the Hub's local plan for music education is essential for transparency and community engagement. This will be actioned through the Hubs website and includes providing detailed insights into the Hub's commissioning policy, inclusion strategy, and charging and remissions policies.

By making these documents readily available and easily navigable, stakeholders can better understand the strategic direction and operational frameworks guiding music education in Hertfordshire. Where appropriate, links to these strategies and policies will be prominently displayed on the HMS website, ensuring that all interested parties can access the information they need.

Additionally, maintaining up-to-date contact details and communication channels for HMS and other relevant Hub partners is crucial. This ensures that enquiries are handled efficiently and that feedback on provision can be easily submitted and addressed. Clear communication pathways not only enhance service delivery but also foster a collaborative environment where stakeholders feel heard and valued. Regular updates and checks on contact information and communication methods will help maintain this standard of responsiveness and engagement.

Furthermore, HMS has a robust system for collecting and responding to feedback from the community. This includes online forms, surveys, and dedicated contact points for specific queries. By actively seeking and addressing feedback, HMS can continuously improve its services and ensure that the needs of the community are met. This proactive approach not only builds trust but also demonstrates a commitment to excellence in music education provision.

The Hub plays a pivotal role in connecting young people, schools, organisations and educators with a wide array of local, regional, and national opportunities. By actively signposting, through its website, to various music programs, workshops, competitions, and opportunities, the Hub ensures that individuals can access resources that enhance their musical journey.

This includes partnerships with local music schools, regional orchestras, and national organisations like the Associated Board of the Royal Schools of Music (ABRSM), MusicMark and Music for Youth. Providing clear information and links to these opportunities on the Hub's website and through regular communications helps to broaden the horizons of young musicians and educators, fostering a vibrant and connected musical community.

Achievements and celebrations

The Hub will celebrate its achievements through a variety of initiatives designed to build local connections and engagement. By hosting digital showcases and celebration events, the Hub can highlight the successes of its young people, partners, community members and teachers, developing a sense of pride and community. These events also serve as excellent opportunities for fundraising, engaging local businesses and those who are keen to support the arts. Additionally, the Hub will engage in local advocacy by partnering with schools, community centers, and local government to promote the importance of music education.

Recruitment efforts will be enhanced through outreach programs and open days, inviting those not yet involved with the Hub to experience its offerings. Conducting regular feedback and needs analyses will ensure that the Hub remains responsive to evolving needs, making it a vital and inclusive resource for all.

Delivery and support

This plan will be delivered and supported by the HMS marketing and communications team. The team has already established processes and procedures that align to communications and marketing best practice, GDPR guidance, and safeguarding. The team also has access to support and guidance from Hertfordshire County Council teams, national organisations (Chartered Institute for Marketing and MusicMark).

This support is in addition to the work for Hertfordshire Music Service.

Planned activity:

1. Establish a minimum communication standard for HMS teachers, with longer term links to the HMS Teaching & Learning Standards framework.
2. Develop the use of YouTube and TikTok to share options for learning musical instruments directly with young people as part of the HMS communications strategy.

Quality and Impact

Further updates will be added during the 2024-25 academic year as required.

Partnerships

The HMS Partnership Agreement has been revised for 2024-25 and is included as Appendix A.

Partners are confirmed on a separate partners table with further information about status and specific plans.

Commissioning Policy

Once approved by the Hub board, this policy will be available to view on the Hub webpage here: [Hertfordshire Music Hub](#).

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Charging, Financial Support and Subsidy Policy

The current HMS financial support scheme is detailed on the HMS website here: [Help with music fees \(hertsmusicservice.org.uk\)](https://hertsmusicservice.org.uk)

The current school subsidy form which schools can use to subsidise lessons is available in the 'Schools Area' online here: [Schools' area \(hertsmusicservice.org.uk\)](https://hertsmusicservice.org.uk)

Instrument Hire Scheme

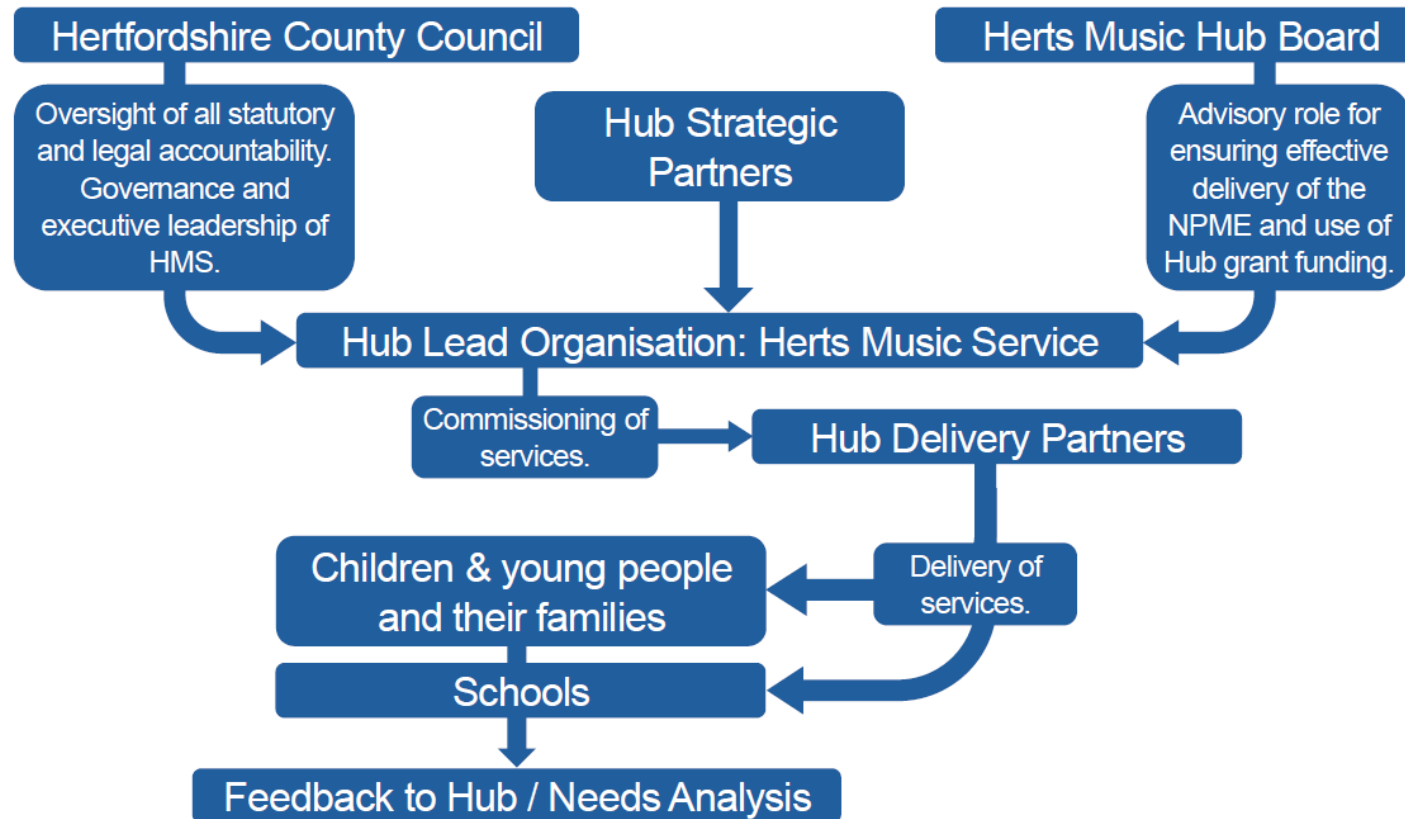
Details on the instrument hire/loan service available from HMS is available online here: [Access to instruments \(hertsmusicservice.org.uk\)](https://hertsmusicservice.org.uk).

Environmental Sustainability Plan

Further updates will be added during the 2024-25 academic year as required.

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Governance and Management



The Hertfordshire Music Hub board is an advisory board that works strategically to hold Hertfordshire Music Service to account as Hub Lead Organisation (HLO). The board has a Terms of Reference that outlines its role and responsibilities in scrutinising the HLO/Hub in working in the best interests of the communities it represents, making fair and transparent decisions, and delivering funded activity in line with the Hub funding agreement.

The Senior Leadership of HMS (as HLO) is delivered via its Executive Leadership Team which is comprised of its Chief Executive, Director of Music, Director of People, Culture and Business Development, and Head of Operations and Finance. As a Department of Hertfordshire County Council (HCC) the HMS Executive Leadership Team is accountable to the HCC Children's Services Board via its Director of Education.

The HMS music leadership team directly complements the 3 aims for Music Hubs with Participation, Instrumental Learning and Progression the key roles in this team. Each 'Head of' role supports a team of leaders, managers and teachers to deliver on the aims of the NPME in different ways but also work in a matrix style approach to ensure strong connections across the service offer – especially important when working with partners.

HMS is extremely well placed to support and manage colleagues and the wider Hub workforce and remains committed to a fair and equitable salary offer for all staff, whilst achieving financial sustainability to ensure a legacy of musical outcomes and impact.

Instrument Management Strategy

This policy will be available to view on the Hub webpage here: [Hertfordshire Music Hub](#).

SMART Objectives and Performance Ratings

The SMART objectives and performance ratings are managed separately to this document.

Appendices

Appendix A – Hub Partnership Agreement

This policy will be available to view on the Hub webpage here: [Hertfordshire Music Hub](#).

Appendix B – HMS Teaching & Learning Standards Framework

This policy will be available to view on the Hub webpage here: [Hertfordshire Music Hub](#).

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