

**MUSIC
PARTNERSHIP
NORTH**



Music Partnership North - School Music Education Plan Updated April 2017

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“Music Partnership North is committed to enriching the lives of all children and young people through engagement and participation in quality music activities; enabling progression to excellence through a variety of musical pathways.”

Music Partnership North is a network of organisations, including schools, which promotes and facilitates high quality music provision for all children and young people in Newcastle and Northumberland.

The School Music Education plan is based on the principle that the music hub and schools will work together and support each other in order to provide the best possible musical opportunities for children and young people in Northumberland and Newcastle. This plan is part of an ongoing process and will change and evolve over time.

There will be a six-monthly review to measure progress against targets. The plan will also be updated, along with the business plans submitted to Arts Council England on an annual basis.

The plan is organised into six key areas:

- A) Communication & Awareness**
- B) School Engagement with the Music Education Hub**
- C) Networking and CPD**
- D) Curriculum and Planning**
- E) Monitoring and Evaluation**
- F) The Joy of Music**

Ref:	What we are going to do?	How are we going to do it? (Action steps)	By when?	By whom?	Resources needed/Risk level	Related KPI
A	Communication & Awareness					
A.1	Ensure that all partners know of the existence of the MEH and understand its remit. Keep building relationships with each school and its leaders to show reluctant schools, or those lacking funds the value of engaging with the hub	<ul style="list-style-type: none"> one to one meetings newsletters, online provision cluster meetings Primary & Secondary Network days, including case studies from 'Champion Schools' 	Ongoing	JC, GB, DF, RJ, FJ, LS	Hub staff time Up to date email lists maintained Costs of venue hire for larger scale network days Time input from school HTs if acting as 'Champions'	<ul style="list-style-type: none"> All schools and partners receive termly newsletters. Websites are up to date and checked termly Partnership/cluster meetings take place in all partnerships at least annually All schools are invited to primary/secondary network days annually
A.2	Maintain system of Area Managers/Direct Link Officers assigned to each school in Newcastle and Northumberland.	<ul style="list-style-type: none"> Clarify who these people are now,- in light of hub changes and school staffing changes. Confirm at the start of each academic year 	March 2017 Sept 2017	JC, GB, DF, RJ	Hub staff time	<ul style="list-style-type: none"> The bulk of communication between the hub and schools will take place through these individuals
A.3	Track engagement of all schools with the hub	<ul style="list-style-type: none"> Create spreadsheets for Newcastle and Northumberland showing all schools and recording their 	April 2017	LS, FJ, CD, RR, GB?	Hub staff time, especially admin time during the setting up of this	<ul style="list-style-type: none"> Spreadsheet is created and kept up to date, including notes of conversations, self assessments, MIDAS meetings, First access,

		<p>engagement with the hub</p> <ul style="list-style-type: none"> Keep spreadsheet up to date 	Ongoing	JC, GB, DF, RJ	Lack of spreadsheet maintenance could lead to incomplete information	Data returned, instrumental tuition, CPD, attendance at partnership meetings, participation in partnership events etc.
A.4	Engage schools in core and extension roles from the NPME	<p>The offer we make to schools and any new developments will communicated to all schools annually, via the the SLA documentation and in person through partnership meetings/one-to-one meetings.</p> <p>Links with NPME and key Ofsted documents will be used to try and encourage schools to engage with the hub to provide the core and extension roles</p>	Spring and Summer term 2017	JC, FJ, DF, GB	Hub staff time and travel costs	<ul style="list-style-type: none"> A baseline figure will be established for this by April 2018, via the SMEP engagement spreadsheet, with the intention to increase year on year thereafter
B	School Engagement with the Music Education Hub					
B.1	Calculate current baseline figure of schools engaging with the MEH for the year 2016-2017	Analyse data/SLA spreadsheets/	Sept/Oct 2017	GB, FJ, JC, DF, RJ	Admin time, change of software leading to potential data issues	<ul style="list-style-type: none"> Baseline figure established by April 2017- use figure from spreadsheet
B.2	Fully update SMEP document	Create working draft	Feb 2017	DF, JC,	Staff time	<ul style="list-style-type: none"> Document is up to date

		Seek feedback within hub, with strategic board and from some schools.	Feb 2017	GB, RJ		and issued by April 2017
		Put updated SMEP document on website	April 2017			
B.3	Undertake dialogue with all schools about the quality of their music curriculum/offer and provide guidance and support where improvement is needed.	Design a self-evaluation document, for schools including guidance notes on writing/updating a school music policy.	Feb 2017	DF, RJ, JC, GB	Staff time	<ul style="list-style-type: none"> • First draft complete
		Consult with headteachers etc. on the plan (via strategic board)	Feb 2017	Strategic Board	Strategic Board meeting time	<ul style="list-style-type: none"> • Document approved
		Ask all schools: What is the school's vision for its pupils, musically? and : When will the school be addressing music as part of its development plan?	March 2017	DLOs/ Area Managers	Potential for lack of response from some schools	<ul style="list-style-type: none"> • All schools emailed with these questions, responses recorded on spreadsheet
		Ask all schools to grade themselves bronze, silver or gold.	By July 2017	Schools	Potential for lack of response from some schools	<ul style="list-style-type: none"> • All schools will have been given the self evaluation document
		Hold discussions with HT in a sample of pilot schools with differing levels of engagement with the hub	By August 2018	Schools/D LOs/ Area Managers	Potential risk as this requires time from schools. Some may be too busy/unwilling to take part	<ul style="list-style-type: none"> • Conversations will have taken place in 95 schools by April 2018

		<p>and from different tiers - first/primary/middle/high/SEN</p> <p>Work with schools needing assistance to create and implement their music policy.</p> <p>Follow this by working with schools to identify what they need to do in order to progress to the next level (bronze/silver/gold)</p> <p>Identify school 'Music Champions' across the hub to act as advocates and also to support schools needing further development. Ideally at least one in each partnership.</p>		<p>Schools/D LOs/ Area Managers</p> <p>DLOs/ Area Managers</p> <p>Schools/D LOs/ Area Managers</p>	<p>Lack of time/low priority for some schools</p> <p>Time/scheduling may be an issue for some school staff</p>	<ul style="list-style-type: none"> All schools who have responded will have a bronze/silver/gold rating. They will have clear guidance on how to develop their music provision School music champions will have been identified, to act as advocates for the hub, and for music education by April 2018
B.4	<p>Actively seek some level of SMEP engagement with 100% of schools. (using a variety of means/approaches)</p>	<p>Track attempts at engagement with non-engaging schools.</p> <p>Expand our offer to increase scope for CPD/support, instrument hire, ensembles, high quality/large scale experiences, live performances/ masterclasses</p>	<p>February 2018</p> <p>April 2018</p>	<p>JC, GB, DF, RJ,</p>	<p>Some schools may be unwilling to engage in this process</p> <p>Some schools may not see the value of engaging with the hub, or may not have the budget available to buy in to the SLA</p>	<ul style="list-style-type: none"> Multiple attempts have been made to engage 100% of schools with the SMEP School engagement increased year on year from the current level- 63% as of April 2017
B.5	<p>Review our SLA offer to ensure that we provide</p>	<p>Annual review</p>	<p>Ongoing - annually</p>	<p>JC, GB, DF, RJ,</p>	<p>Changes in funding/grant allocation</p>	<ul style="list-style-type: none"> SLA is reviewed annually to ensure it

	<p>enough of a variety in our offer to have something of benefit to all schools .</p> <p>In Northumberland - Adjust SLA offer to incentivise progression as a bolt on, to ensure that this is made accessible to more schools.</p>		Feb 2017	FJ JC, FJ,	<p>may make this more difficult in the future</p> <p>Staff availability/timetabling could be an issue</p>	<p>makes the core and extension roles available to as many schools as possible</p> <ul style="list-style-type: none"> • Increase in the number of children accessing progression activities - FJ to calculate current figure by Dec 2017
C	Networking and CPD					
C.1	En-masse CPD events:	Deliver annual Primary and Secondary CPD days, accessible to all schools across the hub. (include case studies and/or presentations from 'champion schools')	Summer 2017 and annually	JC, GB, DF, RJ, FJ	<p>Venue cost, cost of external presenters, travel time/cost, MPN planning and delivery time.</p> <p>Some schools may not be willing/able to release staff to attend a daytime event.</p>	<ul style="list-style-type: none"> • Events will take place annually
C.2	Individual/Clusters	Designated staff to deliver CPD to schools on an individual/cluster basis on various subjects - Charanga training, Curriculum support, singing strategy/vocal leadership.	Ongoing	Various MPN tutors and/or appropriate others	<p>Venue cost, travel time/cost, MPN planning and delivery time.</p> <p>Some schools may not be willing/able to release staff to attend a daytime event.</p>	<ul style="list-style-type: none"> • Schools will have attended events and this will be tracked on the SMEP engagement spreadsheet
C.3	Deliver "Music for the non-musical teacher" twilight	Investigate interest/need from schools	Ongoing	Various MPN	Venue cost, travel time/cost, MPN	<ul style="list-style-type: none"> • First event will take place by Dec 2017

	events. Share uke, djembe, recorder, vocal class strategies.	Design and deliver training to empower 'non-musical' school staff to deliver WCET.		tutors	planning and delivery time. Some schools may not be willing/able to release staff to attend a daytime event.	
C.4	Use other hubs/external advice & support to help build up expertise in the hub- Connect with other regional hubs to share best practice/Music Mark/Bridge organisations/LCEPs etc.	Regularly attend regional hub meetings, conferences, bridge organisation events etc.	Ongoing	JC, GB, DF, FJ, RJ	MPN time, travel time/costs	<ul style="list-style-type: none"> MPN will continue to be represented at local/regional/national meetings/events
C.5	Encourage schools' membership of Music Mark eg. give this to all schools buying into the Music SLA	Write this into the Music SLA from 2017	Feb 2017	JC, GB, FJ	Low risk, Some cost to the hub	<ul style="list-style-type: none"> 100% of schools will become Music Mark members by April 2018
C.6	Plan CPD support programmes for First Access, curriculum delivery and SLT development.	For First Access - Hold a pre-project meeting in each partnership to outline expectations and begin the 'training' of school staff for their involvement. Summer term For curriculum - This will be delivered en-masse at Primary or Secondary Network days & some peer support will be provided via partnership/cluster meetings	Summer term 2017 August 2017 and annually	JC, GB, DF, RJ	MPN staff time/school staff time. Scheduling could be a problem for some school staff MPN staff time/school staff time. Scheduling could be a problem for some school staff	<ul style="list-style-type: none"> Pre - First Access meetings will take place in all partnerships by September 2017 Network days will take place, including content on curriculum - planning and assessment.

		SLT development - joint lesson observations offered to schools.	August 2017 and ongoing	JC, GB, DF, RJ	MPN staff time/school staff time. Scheduling could be a problem for some school staff	<ul style="list-style-type: none"> • Joint observations of tutors will take place between MPN Newcastle and Northumberland • MPN will conduct joint observations of school staff, in conjunction with school SLT
D	Curriculum & Planning					
D.1	Encourage all schools to create/share their school music education policy, give guidance on how to do this.	School Music Policy guidance issued to all schools, along with an example	April 2017	JC, GB, DF, RJ	Some schools may be unwilling to engage in this process	<ul style="list-style-type: none"> • School Music Policies are in place in at least 50 % of schools by April 2018, with an annual increase thereafter
D.2	Work with SLT's and music staff in schools to highlight various aspects of music provision in school in order to identify good practice and individual needs.	Self-assessment document will be issued to all schools. The resulting conversations will help MPN to identify a 'grade' for each school, along with developmental suggestions	August 2017	JC, GB, DF, RJ	Some schools may be unwilling to engage in this process. MPN staff time	<ul style="list-style-type: none"> • All (participating) schools will be rated by August 2017, and given guidance on how to further develop their music provision
D.3	Maintain a teaching & learning offer within the SLA	Identify needs of schools and match the teaching and learning offer to this	February 2017 and ongoing	JC, GB, DF, RJ and some MPN tutors	Availability of appropriate staff	<ul style="list-style-type: none"> • Teaching & Learning support is offered in Music SLA
D.4	Encourage all clusters/partnerships to form a partnership document,	Work with schools in partnership meetings, provide examples/templates	Ongoing	JC, GB, RJ, DF, School	School staff time/availability	<ul style="list-style-type: none"> • 50 % of partnerships have a document in place by April 2018, with

	identifying desired learning outcomes for each year group.			staff	There may be a lack of cooperation/ engagement from some school staff who choose to work in isolation	an annual increase thereafter
E	Monitoring and Evaluation					
E.1	Develop a robust monitoring and evaluation program for all hub activities	<p>MPN analyse evaluations/data returns in order to plan future CPD and provision</p> <p>Conduct annual lesson observations with all tutors, more frequently for those needing further support.</p> <p>Carry out curriculum lesson observations alongside senior leaders in a sample of schools across the hub</p> <p>Introduce some level of evaluation for students, tutors and school staff in all First Access projects, across the hub.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>April 2018</p> <p>Feb 2018</p>	<p>JC, GB, RJ, DF,</p> <p>JC, GB, RJ, DF,</p> <p>JC, GB, RJ, DF,</p> <p>JC, GB, DF, RJ, FJ, MPN tutors</p>	<p>MPN staff time, availability of school leadership</p> <p>Implementing this in a way that is practical for all tutors/schools</p>	<ul style="list-style-type: none"> • CPD is delivered in response to needs identified through evaluations and lesson observations • Some tutors receive more frequent visits and further coaching from line managers • A curriculum lesson will be jointly observed by school and MPN leadership in each school partnership by April 2018 • Student evaluations system is in place by August 2017
F	The Joy of Music					

F.1	Partnership events to take place in all partnerships annually. These can be supported/facilitated by the hub as required.	Organise events where required, support others where appropriate	Ongoing	JC, GB, DF, RJ, MPN tutors	MPN staff time, willingness of schools to engage	<ul style="list-style-type: none"> Events take place annually in all school partnerships
F.2	Encourage schools and hub partners to take part in larger scale events/performance showcases including children from across the hub area and beyond	Publicise these opportunities to schools, where organised by others Organise our own events	Next event - August 2018	JC, GB, DF, RJ,FJ MPN tutors	MPN staff time, admin time, school staff time	<ul style="list-style-type: none"> Events will take place by April 2018
F.3	Provide opportunities for students to experience live musical performances - HUB or visiting musicians/external, both in and out of school context.	Continue to offer live music performances to schools across the hub. Offer workshops with visiting artists	August 2018	JC, GB, DF, RJ,FJ MPN tutors JC, GB, DF, RJ,FJ MPN tutors	Availability of MPN staff to perform Lack of interest from participants, availability of suitable tutors/guest artists	<ul style="list-style-type: none"> Performances in schools will take place in both Northumberland and Newcastle Workshops will be offered to children and young people across the hub and the first of these will be scheduled for the academic year 2017-2018
F.4	Workshops for secure units, deaf etc etc.	Publicise these workshops to all schools, including special schools, secure children's homes, PRUs, etc	Ongoing - some of these have already taken place	DLOs/ Area Managers and MPN tutors	Tutor availability may restrict the availability of dates.	<ul style="list-style-type: none"> Number of workshops will continue to take place, as required
F.5	Ensemble opportunities available to children at all schools and all schools	Annually review ensemble provision across the hub, in order to best meet the needs	Ongoing and annually	JC, GB, DF, RJ,FJ MPN	Lack of interest from children and young people, ensembles	<ul style="list-style-type: none"> High quality ensemble opportunities are available across the hub

	<p>aware of what these are.</p>	<p>of children and young people.</p> <p>Relentlessly publicise these opportunities to schools, parents and children</p> <p>Provide regular performance opportunities for all ensembles</p> <p>Seek joint performances with other local youth & adult groups.</p>		tutors	<p>being provided in and out of the hub could potentially be 'competing' for members, rather than working together.</p>	<p>area, accessible to all children and young people, regardless of instrument, skill level, economic background or geographical location</p>
F.6	<p>Identify clear progression routes and continually remind schools of what these are.</p>	<p>Include a clear model for progression in the Music SLA</p> <p>Communicate progression routes regularly to all schools, parents and children through face to face meetings, progress reports, letters to parents following First Access, ensemble literature, website, open rehearsals, workshops etc.</p>	<p>Ongoing and annually</p>	<p>JC, GB, DF, RJ,F, LS, MPN tutors</p>	<p>Buying into this in addition to a WCET project may be financially challenging for some schools.</p> <p>The fact that not all primaries/first schools provide WCET means that children reaching secondaries/middle schools have different levels of previous experience - some of these children require progression routes, while others may be beginners</p>	<p>Progression figure increases year on year. Increase from current level (24%) by October 2017</p>

Key:

MEH = Music Education Hub
SLA = Service Level Agreement
NPME = National Plan for Music Education
SMEP = School Music Education Plan
HT = Headteacher
LCEP = Local Cultural Education Partnership
SLT = Senior Leadership Team
WCET = Whole Class Ensemble Tuition

JC = Jacqueline Craig, Lead Officer, MPN Northumberland
GB = Georgina Biddle, Acting Head of Service, MPN Newcastle
DF = David Francis, Deputy Lead Officer, MPN Northumberland
RJ = Richard Johnstone, Music Coordinator, MPN Northumberland
FJ = Fiona Johnstone, Business Development Officer, MPN Northumberland
LS = Lesley Scott, Senior Administration Officer, MPN Northumberland
CD = Charlotte Dyson, Administration Assistant, MPN Northumberland
RR = Rachel Robbins, Administration Assistant, MPN Northumberland