



# Y Music (York and North Yorkshire)

## Local Plan for Music Education

September 2024 - August 2025

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## Y Music Mission Statement

Y Music is an inclusive partnership of key providers of music education across York and North Yorkshire, working with Arts Council England (ACE) to support the delivery of The National Plan for Music Education (NPME) and to promote musical diversity and musical excellence. The Hub is committed to achieving the highest standards and the best possible opportunities for children and young people to achieve their musical potential.

Our vision, in line with the National Plan for Music Education, is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.

Through partnerships and with wider musical networks, Y Music aims to:

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

# Needs Analysis Summary

## First Term Outcomes from Needs Analysis (September – December 2024)

- Schools have been consulted about whole class instrumental delivery; all schools in both York and North Yorkshire have received details of our offer/SLA agreements and information surrounding the formation of the new hub. Schools have bought back and are continuing to contact us about instrumental delivery.
- CPD and network events attended by tutors, music leads, and partner music education organisations have provided feedback and evaluations which we will use to develop our CPD offer in the first term.
- NYC Music Service consulted pupils at the July 2024 residential as to the development of next years residential/tour activity. As a result, the orchestra will look to tour Europe.
- We consulted with head teachers across the region at two conferences where it was clear that schools needed support publishing their music plan on the schools' website. Meetings have been set up to support these schools.
- We have had evaluations back from the Schools Prom Activity for both York and North Yorkshire. The performance aspect of the tour was really well received. As a result of this we will look to build on our live performance offer for schools.
- We have analysed the Youth Voice reports from both Reach and Forge. We are looking at developing our DJ'ing offer by buying some equipment and appointing a teacher to teach it on a regular basis.

## Future Model for Needs Analysis Post December

The following methods will be used to update and continue our needs analysis:

- Lead Schools will gather information on subjects including Arts Mark; Arts Awards; Inclusion; CPD support required. This will help to focus on specific regional differences and needs.
- Questionnaire to pupils and parents attending ensembles covering cost; types of ensembles offered; concerts and VFM.
- Feedback from parents concerning fees and quality of delivery
- Feedback from staff at training days concerning CPD requirements; logistical issues and administrative processes
- Feedback from music coordinators taken" primary meet ups" and by instrumental lead teachers at demo and concert events and their subsequent follow up.
- Feedback/meetings with partners and collaborative organisations taken from network events.

- Information gathered by our administration team and teaching teams from conversations with parents.
- Data taken from school sign up from WCRT and instrumental tuition.
- Achievement and attainment data from teaching staff.
- Quality assurance through lesson and workshop observations.
- Quality assurance of approved tutors by implementing reflective practice.
- Data analysis of remission uptake.
- Analysis of the inclusion policy and uptake of pupils/schools to ensure the hub has a fully inclusive offer.

The information has been entered into the needs analysis template. However, this is an ongoing exercise, and we will not limit ourselves to this feedback if new data becomes available.

Please find below an overview of the Y Music SMART Objectives for the academic year 2024 – 2025. These consider the strategic priorities and ambitions for Y Music, capturing key priorities and success measures.

## SMART Objectives Overview 2024 - 2025

Objective	Outputs and success measures
Developing School Engagement	95% of schools across the whole hub are engaged with an aspect of the hub offer. This will include CPD, support with Schools Music Plan, school buy back activity, tuition, engaging with free resources, taking part in events/concerts, consultation with head teachers, bespoke support. The target is based on an increase in overall percentages from the combined hubs 2023/24. The outcomes will be measured as follows: 80% by December 2024, 87% by March 2025, 95% by end of academic year.
Develop hub wide policies and correspondence processes	Amalgamation of website and logo, joint newsletters to be established, merging of joint policies including inclusion policy, fundraising strategy, progression. We will take into account both LA and charitable trust reporting procedures, which we will still need to adhere to.
Develop some new ways to deliver WCET at a more affordable price for schools	We will develop plans to alleviate the financial pressures on both schools and services to be able to deliver WCET to the widest possible audience. This will involve research into digital delivery and/or the development of videod packages as well as training up school based staff. 5 new schools will be involved in new delivery methods by the end of the academic year.
Embedding and developing the role of lead schools	Agreeing the role and process of selection for lead schools. Supporting those successful schools to deliver to others in their region. Agreeing a support package from the hub to help the lead schools. We will analyse the need for lead schools in York area and decide if there is a more effective/efficient way of delivering the same outcomes.
Developing and all-encompassing CPD package	5 regional face to face sessions delivered in North Yorkshire; 3 face to face sessions delivered in York; Online CPD delivered every term across the whole hub; Lead Schools CPD packages agreed by January; 3 whole staff instrumental CPD days delivered through the academic year. Promotion of the AMP SEND and Early Years networks.
Ensuring that the distribution of instruments is targeted to need	Instrumental management policy is written and agreed. Management of the capital fund and procurement processes are agreed by NYC. Targeted purchasing of instruments based on need for WCET, Music Technology, parental hire and whole hub coverage. We will continue to seek new storage facilities- planned new storage facilities by December 2024.

Quality assurance processes are agreed for all organisations, partners and staff	NYC quality assurance of staff and recruitment policies are continued. York will introduce a reflective practice policy with integrated CPD to support improved teaching practices for approved tutors. All partners and activities will be evaluated at the end of project delivery as well as partnership agreements setting out expected outcomes and codes of conduct.
Widen the offer for instrumental tuition in schools	Identifying schools with no instrumental tuition and target demos for these schools to support the development of instrumental uptake. 5 new schools in York to be engaged with tuition by end of the year. 5 new schools in North Yorkshire to be engaged with tuition.

## Programme of Activity and Key Strategies

Y Music's programme of activity includes a combination of bespoke support provision offered directly to schools; continuing professional development activity for music educators of different levels of experience; and activity and tuition for children and young people, delivered by instrumental staff or Approved Tutors, both in and out of school. The activities listed below form the provision available under the whole Hub partnership for 2024/25 for schools and parents and pupils. Please also find the Y Music's Calendar of Events (2024 – 2025) in Appendix 2 for further information on Activity.

### Schools and Education settings

#### Support

- Support for SLT and Music Leads with the School Music Development Plan
- Support for Music Leads in planning a high-quality music curriculum, informed by the Model Music Curriculum
- CPD for specialist and non-specialist staff teaching curriculum music (see Workforce Plan below)
- Signposting to CPD opportunities and support offered by other Hub partners and school

#### Curriculum delivery (including WCET)

- Continue to offer delivery of curriculum music lessons (please find the charge below), Sing Education through Richard Shephard Music Foundation and National Schools Singing Programme.
- Funding to support instrument hire for schools which provide classroom / whole class instrumental lessons themselves.
- Free instrumental hire to schools buying back WCET in North Yorkshire

WCET – Y Music will continue to deliver WCET as part of a series of packages available to schools.

- ◇ Subsidised delivery equalling one term free.
- ◇ Schools will commit to buying back for the remainder of the year i.e. two terms.
- ◇ It will be free to all pupils at the point of delivery.
- ◇ Continued subsidised buy back option after Year 1, available to all primary and secondary schools, ensuring progression/continuation routes are available and that all pupils can access the offer. This is popular with small primary schools where there are mixed year groups.
- ◇ Instruments only model. This is an option for a small group of schools that run whole class tuition with an existing member of staff and therefore need access to instruments rather than tuition. Although not popular due to the small numbers of music specialists in our schools, we do offer support where required.



Year	Nos. of schools delivery WCET	Risk/Threats	Nos. of pupils receiving it free for first time	Continuation offer	Outcomes
2024 to December	50 schools across Y Music to be agreed by December	School drop out rate is higher than expected due to budget challenges and increase to the teachers' pay award.	1000	Teaching block buy back and continued buy back or normal tuition routes	Maintain a subsidised offer to schools so that all pupils still have access to free whole class lessons.
2025	4 pilot schools to run new delivery method	Time frames and resources	80	Teaching block buy back and continued buy back or normal tuition routes	A new delivery method, offering a cheaper alternative to face-to-face delivery is trialled.

How we will achieve this?

- ◇ Early buy back option for existing schools to maintain numbers
- ◇ Recruiting new staff to deliver whole class programmes
- ◇ Offering taster sessions for one term to those schools reluctant to buy back or are hard to engage
- ◇ Promoting whole class activity through CPD and communication channels
- ◇ Promoting WCET at Heads meetings

Co-curricular delivery

- Individual and small group instrumental / vocal lessons (peripatetic tutors), provided by North Yorkshire and Approved Tutors in York.
- Inclusive workshops in SEND units, provided by Accessible Arts & Media and AMP.
- Tuition Bursaries for those eligible for Pupil Premium (please see remissions policy below)
- Instrument hire service.

Extra-curricular delivery

- We will work with specific schools in the Selby area to boost brass and restore the Selby Music Centre brass band
- We will seek to engage school ensembles in large scale events
- York Schools Choral Festival
- Orchestra engagement project, provided by Orchestra for the Age of Enlightenment.
- Gabrieli ROAR programme, provided by Gabrieli Consort & Players.

- Make Music Day celebration event, in partnership with Richard Shephard Music Foundation.
- Celebration event for VE Day to include various school choirs and ensembles from the Y Music area.
- Financial support for projects and events, through the Partner Project Fund, provided by York Music Hub.
- There are six music centres, run by the Music Service, strategically placed around the county so that no pupil needs to travel more than 30 miles to attend. These are based in Selby, Harrogate, Skipton, Scarborough, Whitby and Northallerton. York Music Education also provides a music centre, supported by York Music Hub.
- Our aim is to continue to develop the range of ensembles available at Music Centres.
- The six music centres operate on Saturdays and weekday evenings providing children and young people with opportunities to perform in a range of regional, national and international events.
- The centres will continue to support their local communities with regular performances in community events and festivals as well as joint concerts with community groups.
- Our partners provide a range of workshops and other ensembles as part of their programmes. These include brass days, world music opportunities and other events.
- Working in close partnership with the supporting parents' associations we will ensure the widest possible access to these centres.
- Our partners also run workshops, festivals, residential and non-formal opportunities for young people to experience performance and ensemble opportunities outside of school.
- The Lead Organisation will also run county ensembles as part of a rolling weekend programme and residential.
- We will develop a new hub wide choir which will aim to perform in December.

## Delivery Strategy - Ensembles 2024 - 2025

Resources	Activities	Outputs	Outcomes	Impact
NYC staff at music centre, creative practitioners, professional musicians, partners	Saturday morning music centres; evening ensembles; county wide ensembles; workshops and placements in schools	40 music centre based ensembles; development of new partnerships by the Music Centres. Opportunities for beginners to learn an instrument at music centres.	Increased number of pupils involved in formal and non-formal ensembles. Increased range of activities and opportunities for children and young people	Stronger links between schools and ensembles available outside of school through better advocacy.
NYC and York based staff	New Hub Ensembles	Develop a new hub wide choir as our first hub ensemble.	New hub wide choir to perform during the year with 40 plus pupils.	Pupils are exposed to a range of high-quality experiences, furthering their own musical ability.
NYC staff; school based teachers	School based ensembles	To continue to offer buy back support and guidance to schools aimed at ensemble development	Increased range of ensembles available to children in schools	To inspire and challenge children and young people, helping them to achieve the highest possible musical output and enabling them to fully reach their potential.
YMH PPF	Continued support for the 5 senior ensembles run by YME, YOrchestra and York Symphony Orchestra.	Continued and clear progression	Continued and increased number of pupils attending ensembles in York.	Progression and challenge for for higher ability students
YMH	New ideas and pathways for early entry instrumentalists	Support given to increase numbers attending early entry ensembles in York.	Increase numbers attending early entry ensembles	Continued playing of musical instruments, possible continuation of instrumental lessons.

## Delivery Strategy - Instrumental Tuition 2024 - 2025

Resources	Activities	Outputs	Outcomes	Impact
NYCC teaching staff; management team,	Full range of tuition types with remissions available	Tuition in schools, at music centres and in clusters. Remissions are available for those who cannot afford it.	Pupils wishing to continue their instrumental tuition after their free experience have a range of options made available to them or are sign posted to alternative providers where the Music Service cannot provide it.	Increased numbers of pupils (3500) in a sustained effort to recover and surpass pre-pandemic levels
Increased Uptake	Using Lead Instrumental team to demo. Schools in York with no tuition to be offered a demo experience.	Large group teaching through teaching block and traditional tuition routes.	Increase number of pupils target by 2025 = 3500 taking small group or individual lessons.	Increased pupil numbers lead to better sustainability.
Continuation rates to increase	Numbers continuing to have tuition following first access remain above the national average.	Continue to offer a full range of options for schools. Capturing work of non-music service providers.	Continuation rates remain above national average	Increased pupil numbers make service sustainable.
Approved Tutors (York)	Continued employment through individual schools	Remissions are available for lower deprivation families.	Numbers of PP/LAC children having instrumental lessons to increase	Sustained / increase of instrumental lessons taking place in York.
NYCC teaching staff	To provide free instrumental workshops in York primary schools who currently do not have instrumental teaching taking place	Introduction of instrumental teaching in several primary schools	More children able to start instrumental lessons	Increased staffing in NY
NB: York schools can choose to either request Instrumental Tuition through NYCC or directly employ an Approved Tutor from extensive list of Approved Tutors available on the YMH website. They all have DBS clearance and have undergone safeguarding training. Approved Tutors also adhere to the York Music Hub Code of Conduct and are observed regularly to ensure quality. York schools can choose to either request Instrumental Tuition through NYCC or directly employ an Approved Tutor from the list.				

## Instrumental Hire, Management and Maintenance

### Instrument Hire Service

We will support pupils, schools and parents through access to instruments in the following ways.

- ◇ Hire Scheme – pupils can hire instruments for tuition. Hire fees are determined by the replacement value of the instrument:  
Up to £200 = £19  
£201 - £400 = £24  
£410 - £800 = £30  
£800+ = £34 per term
- ◇ We also run an Assisted Purchase scheme for parents wishing to buy instruments without paying VAT. The Music Service is able to arrange the VAT free purchase of an instrument by parents once lessons are confirmed through the County Music Service, as permitted under criteria laid down by the Revenue & Customs guidelines, the instrument will need to be used in school for Music Service tuition or at Music Centre each week). The purchase must be made via the Music Service as VAT cannot be reclaimed retrospectively.
- ◇ Schools can hire instruments at the following rate: £163.20 for a full class set.
- ◇ Whole Class Instrumental programmes (WCET) come with a free set of instruments. Pupils are able to take these home to practice and if the school buys in large group tuition or tuition blocks we are able to provide instruments for free (depending on availability)
- ◇ Details of options for parents and the agreements for hire are published on the website.

## Musical Instrument Management

- ◇ **Storage** The main storage facility is in Northallerton. This is an NYC property which is alarmed and checked regularly. Only Music Centre staff can access the building and the key is kept at County Hall. Staff must sign the key in and out and document what is replaced/taken in the signing in book. All the instruments are insured centrally by NYC, as are the premises.
- ◇ **Other Storage Areas** Each Music Centre has capability to store a few instruments for use on a Saturday morning. This space is limited as we rent storage space from each school we run a centre in. Harrogate Music Centre also has two metal storage containers at their school site.
- ◇ **Proposed Storage Sites** We are currently looking for storage facilities in the York area so we can distribute the instruments. This will mean we spend less time transporting instruments in the future.
- ◇ **Storage Costs** Currently our storage costs are embedded in the corporate overheads we pay for. There is no clear breakdown of these costs, but it is believed that the overheads are cheaper than renting space on a private basis as our storage facility is very big. We are in the process of seeking out new premises in the York area. At the moment there are no clear indications of what these costs will be.

## Maintenance

Instruments are maintained by our staff, where instrument repairs are minor e.g. stuck valves, missing pads etc. For all major repairs we consider the replacement value to see if its more cost effective to buy new or repair. We use “All Wind and Brass” in Leeds for our repairs. We do string repairs ourselves as they tend to be replacement bridges or strings.

Any instruments that cannot be repaired are used for parts. If they are no longer serviceable for parts we have discarded them in line with NYC policy concerning the disposal of assets.

Recording new and existing stock - we already have an asset register of our instruments. This will be put on to our new Oksidia Eepos system and any new purchases will be recorded in the new system. This system will be maintained and updated by our dedicated admin. team.

## Workforce Plan

We will support a range of professionals through hub activity which will include CPD based upon our needs analysis; workforce training; recruitment strategies and peer to peer support. The following table demonstrates how this will be achieved and topics have been identified through our needs analysis.

Workforce	Planned CPD	Recruitment/Retention	Further Support
Instrumental Teaching staff, including Approved Tutors in York	<ul style="list-style-type: none"> <li>• Eepos system</li> <li>• Trinity Laban</li> <li>• Teaching strategies</li> <li>• Policy guidance (both Music Service and NYC)</li> <li>• Induction</li> <li>• Continued safeguarding training</li> <li>• Composition for lessons</li> <li>• Understanding GCSE exam boards</li> <li>• SEND training</li> <li>• Differences in A Level exam boards</li> </ul>	<ul style="list-style-type: none"> <li>• Recruiting to new positions as required</li> <li>• Setting up partnership with York University to work with under-grads/new graduates</li> <li>• Approaching RNCM when positions become available</li> <li>• Updating conditions and code of conduct for approved tutors list</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for 1to1 meetings</li> <li>• Peer to peer support where requested and appropriate</li> <li>• First aid training where appropriate</li> <li>• Health and Wellbeing support through NYC services</li> <li>• YMH setting up a mentoring programme between instrumental staff.</li> </ul>
Music Service and YMH Management Training	<ul style="list-style-type: none"> <li>• RIAW</li> <li>• EVC training</li> <li>• Foundation stage management training for new managers (NYC)</li> <li>• Attendance management training</li> <li>• Attendance at Music Mark conference</li> <li>• Charity finance training for project and operations manager</li> <li>• DSL update training</li> </ul>	<ul style="list-style-type: none"> <li>• Developing opportunities for middle management to be involved in national conferences</li> <li>• Attendance at Music Mark events; developing experience for future leadership roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting development of Music Service plans</li> <li>• 1to1 support with Head of Service</li> <li>• Health and Wellbeing support through NYC services</li> <li>• YMH HR support services</li> </ul>

	<ul style="list-style-type: none"> <li>Arts Council drop in sessions</li> </ul>		
Head Teachers	<ul style="list-style-type: none"> <li>Updates for Head Teachers every half term, through emailed correspondence</li> <li>Updates at Head Teacher conferences</li> <li>Bespoke support for school SLT on request</li> </ul>	<ul style="list-style-type: none"> <li>Offer of interview support for schools</li> </ul>	<ul style="list-style-type: none"> <li>Regular presentations at Head Teachers Conferences</li> <li>Opportunities for 1 to 1 meeting with demo teams on visits</li> <li>Regular hub magazine and newsletter</li> <li>Resources on hub website</li> </ul>
School Based staff	<ul style="list-style-type: none"> <li>Regular CPD sessions (primary once per term, secondary in York two per year.</li> <li>Network event every year</li> <li>AMP SEND and Early Years conferences.</li> <li>AMP online resources and programmes</li> <li>Active Music free resource for NYC Primary schools</li> <li>Sing Up subsidised resource for schools in York</li> </ul>	<ul style="list-style-type: none"> <li>Supporting schools with provision of curriculum teachers where required</li> </ul>	<ul style="list-style-type: none"> <li>Bespoke workshops</li> <li>Sign posting of resources</li> </ul>
Practitioners	<ul style="list-style-type: none"> <li>SEND network</li> <li>Early Years network</li> <li>Observation support for Richard Shepherd Foundation</li> </ul>	<ul style="list-style-type: none"> <li>Project work with Forge and Reach (LCEP's)</li> <li>Early Years network</li> <li>SEND network</li> <li>Specialist recruited as required</li> </ul>	<ul style="list-style-type: none"> <li>Support form LCEPs</li> <li>Signposting to resources</li> </ul>



## Lead Schools

Y Music will aim for 8 Lead Schools (1 x Primary and 1 x Secondary) within the wider area by September 2025. Initially it will recruit just 1 x primary and 1 x Secondary from the East Coast of North Yorkshire due to the greater need.

### **What is the expected commitment of the Lead Schools?**

The NPME sets out that Lead Schools/Settings should exemplify high-quality music provision and teaching, championing best practice in their area, showing commitment to several key aspects including curriculum delivery with significant timetable time, co-curricular opportunities, inclusive provision and teacher development.

- will work with the Y Music Leadership Team to help curate/design/shape activity that will benefit fellow schools, including support with instruments
- will work with and support local schools in their delivery of music
- will be expected to with Y Music Leadership Team to support, plan and deliver 2 CPD music sessions a year
- will advocate and amplify the work of the Y Music Hub

### **What do the Lead Schools get in return?**

- Recognition as a Lead School with exemplary music education provision
- Lead Schools will sit as board members of the Y Music Oversight Board (meetings at least 3 times a year)
- 2 x ½ day of supply cover cost (maximum £150 each), plus 2 hours of planning (maximum £100 each session) and 2 hours of delivery (maximum £100 each session).
- Lead Schools may be invited to represent the Y Music Hub at local events, national events, conferences, or other hub-related activities.
- A memorandum of understanding will be prepared between the Lead School and Y Music

	Advertisement of Role	Application Deadline	Shortlist	School visits/meetings	Announced	Role commencement
East Coast North Yorkshire	6 <sup>th</sup> January 2025	31 <sup>st</sup> January 2025	14 <sup>th</sup> February 2025	Week of 17 <sup>th</sup> March 2025	2 <sup>nd</sup> April 2025	28 <sup>th</sup> April 2025
Central NY, Skipton and York	6 <sup>th</sup> January and 6 <sup>th</sup> May 2025	2 <sup>nd</sup> June 2025	13 <sup>th</sup> June 2025	30 <sup>th</sup> June 2025	11 <sup>th</sup> July 2025	September 2025

Please see Appendix 3 for further information and application forms

## Progression and Musical Development

### Aims

Y Music Hub is an inclusive partnership of key providers of music education across the region, working with Arts Council England (ACE) to support the delivery of The National Plan for Music Education (NPME) and to promote musical diversity and musical excellence in progressive music.

The Hub will adapt its offer according to pupil need and work with partners and schools, to ensure affordable access to music education for pupils whilst maintaining quality.

### Objectives

Y Music Hub aims to instil in students a lasting passion to advance as musicians, so that they can make independent and informed choices about the music they listen to, take part in and create throughout their lives.

We envisage a framework that supports and promotes progression, regardless of the genre(s) and tradition(s) that any individual student is working in.

Whilst we recognise that all musical journeys start at different points, our progression routes have created a natural pathway from early years to adulthood maintaining the focus is on the person rather than the genre of music.

Pupils' standards will be measured through continuous teacher assessment and by the collection of data detailing:

- ABRSM or equivalent external exams, standards at all key stages
- Numbers of pupils accessing small group and individual tuition.
- To capture numbers of children accessing instrumental lessons outside of the service but taught by service staff.
- To continue to offer access to remissions including LAC, Free School Meals and Working Tax Credit

Staff will be monitored regularly as part of the observation cycle employed by the Music Service.

## How we will achieve this

### 1) Support for Learners

- Small group tuition – ideal for beginners to intermediate or for those opting for a cheaper form of tuition. This will be free to Looked after Children and those on Free School Meals. There will also be a 30% rebate if on Universal credit. (See Inclusion Policy)
- Individual tuition – aimed at gifted and talented pupils but open to all. We also offer some online provision if we are unable to reach a school due to low numbers.
- Teaching Block- Schools able to purchase blocks of teaching time to manage as they see fit. This can be used to cover GCSE/A Level work and /or as a means of starting new beginners in a larger group.
- School buy back – a bespoke model for schools who would like us to teach a range of workshops or single events to boost their own music delivery.
- Online tuition for those that cannot access face to face work for a particular reason.
- Instrument hire is available for any parent wanting to start or for more advanced pupils wanting to hire a specialist instrument at a reasonable rate.
- Class sets of instruments are available for schools to hire if they can deliver instrumental sessions without the need for a music service member of staff.
- APS scheme. This is a way for parents to buy instruments VAT free through the Music Service. It is subject to HMRC guidelines.
- A range of ensembles available for all ages, from early years to adults. These will be delivered across 6 music centres and senior ensembles open to all York and North Yorkshire pupils.
- Pupil Premium and/or Looked After child are awarded a bursary for instrumental lessons from York Music Hub
- Free instrument loan to Pupil Premium and/or Looked After child and equipment, matched to learners' needs (size, level of attainment, physical needs)
- An ensemble bursary from York Music Hub is awarded for all Pupil Premium and/or Looked After child
- Learning Lead working with classroom teachers to ensure transition processes for children completing Whole Class Ensemble Tuition programmes and for Y6/7 transfer
- Merchant Taylors Bursary supports disadvantaged musicians for three years, including instrumental tuition, instrument hire and financial help where needed for exam or performance

## 2) Signposting

Open sharing of opportunities locally, regionally and nationally, including community provision, partners' offers, National Youth Music Organisations and local/regional opportunities.

## 3) Career Opportunities

Y Music Hub and its partners will support career development for children and young people through a range of events, workshops, seminars and signposting pathways. We will work with AMP, LCEP's, Waterbear College, York St. John University, RNCM and York University to develop these opportunities.

## Inclusion (Inclusion Lead)

The Music Hub's Inclusion Strategy for 2024 - 2025 will continue to track existing provision for children and young people facing challenging circumstances or barriers to accessing music, including: those with Special Educational Needs and/or disabilities (SEN/D), those not in mainstream education such as in Pupil Referral Units and home education, those with limited economic means, Looked After Children, and Children from Military Families.

Y Music is committed to finding the funding to ensure remissions for LAC, FSM and those on working tax credit continues.

AMP (Amazing Musical Projects) are our named Inclusion lead. AMP will provide specific SEND support to schools and settings via their network and through CPD and signposting. They will provide support to practitioners and link organisations through the SEND network meetings. AMP guides hub partners in the development of schemes to support inclusion.

AMP run both an Early Years and SEND network, open to schools and practitioners.

**Musical inclusion definition:** *'an approach to music learning that includes everyone and all types of music...a true diversity of styles, genres, and approaches to learning available to children and young people from all backgrounds'* (National Foundation for Youth Music)

Challenging circumstances / barriers to accessing provision	Inclusion initiatives 2024 - 2025					
	whole class instrumental tuition	ensemble opportunities	progression routes	singing	large scale / high quality music experiences with professional musicians / venues	CPD
Special Educational Needs and Disabilities	Suitable instruments are used, music/resources adapted			Adapted resources available where needed.	Live Music Outside the Mainstream: LMN interactive performances in  Special Schools: 2 performances for 6 schools (NYMAZ)	AMP SEND Music Network CPD opportunities such as annual SEND Network Gathering; Autism awareness training for Music Hub  AMP SEND Network Advocacy video disseminated highlighting benefits of participatory music within Special Schools
Economic – cost barriers	First Access sessions delivered to schools and free to all pupils at point of delivery.	Ensemble bursaries available for PP & LAC. 30% discount for those on universal credit or other benefits	Music Service instrumental lesson remissions  FEAST funded sessions available	Remissions available for senior ensembles.  Access to large scale singing events.	AMP opportunities offered either free of charge to participants or highly subsidised.	AMP singing and signing CPD for network members

	Free groups of 8 for brass players in Skipton area to boost uptake.		through AMP summer 2025	5 a Day singing resource free to schools.		
Excluded from mainstream school /attending Pupil Referral Unit	Whole class activity available for PRUs		Free instrumental provision for LAC	Voice tuition available to PRUs  CPD sessions on signing available to PRU staff.	AMP make projects available for pupils attending PRUs	All CPD open to PRU staff.
Rurally isolated, inc. transport  Barriers	First access offered to all schools regardless of location	Ensembles available at 7 music centres across the hub  AMP offering workshops in remote rural locations	Online provision as an alternative for rurally isolated pupils or where we are unable to attend schools due to lack of numbers or teacher availability.	Access to events put on by the hub in rural locations	AMP– free live streamed performances	
Looked After Children  Virtual School	Music Service instrumental lesson remissions	Ensembles open to all LAC.	Music Service working with virtual school to target LAC with free tuition	Voice lessons free to LAC	AMP Pupil Premium offer available for schools to buy-in	



			Free instrumental group tuition to children on FSM and LAC  AMP Pupil Premium offer available for schools to buy-in			
Children from Military families	Lessons available at all primary schools on the garrisons	Ensembles open to all garrison children	Lessons and remissions open to all children on the garrison schools		Opportunities for garrison schools to take part in large scale events through WCET or singing	All CPD made available to staff working in garrison schools.
Early years children at risk of developmental delay	Reception and Early Years sessions available to schools and settings	Early Years groups set up at Harrogate Music Centre	Teaching available where deemed appropriate	<p>"5 a Day" singing provision provided free to all primary schools 2024/25</p> <p>Musical Journeys free to settings.</p> <p>AMP Weekly Early years music sessions in and Harrogate Library</p>		<p>Early Years Music network and conference provided by AMP</p> <p>AMP Musical Journeys resources free to all settings.</p>

Lack of access to diverse music genres/styles/instruments	All instruments catered for in lessons, except harp.	Music Centres offer a range of ensembles including music production.	<p>Music Hub to provide effective signposting to regional and national progression opportunities across a range of genres</p> <p>DJing CPD and provision being set up in 2024/25.</p> <p>Steel Pan group being supported in York MAT.</p>		Samba and Djembe CPD available for schools.	<p>AMP delivering a CPD session lead by Friends , Families and Travellers introducing people to culture of the community.</p> <p>DJing CPD for secondary schools 2024</p>

## Organisational Policies and Structures

### Partnerships and Commissioning Policy 2024 - 2025

- It is a North Yorkshire Council (NYC) requirement that all work undertaken on behalf of the Council complies with statutory duties and the Council's own health and safety principles and standards. It is therefore essential to ensure that all contractors undertake work in compliance with NYC SMS requirements and relevant health and safety legislation and that Contractors are appropriately managed and monitored (where necessary) by NYC.
- All contractors are assessed for competence before a contract is awarded and the work commences.
- All commissioning will follow a six-step pattern:



- Clear partnership agreements will be drawn up and signed between all parties involved.
- The commissioning of partners to undertake work will first be agreed by the HLO to ensure budget integrity is maintained.
- YMH have clear partnership agreements drawn up for all York based organisations

## Governance

Appendix 4 shows the terms of reference have been submitted on Grantium

It is planned that the meeting cycle will be as follows:

- Oversight Board will meet once per term
- Lead Organisation SLT and YMH will meet once a week
- Lead Organisation meeting Education and Skills Leadership Team will meet once a month
- The Trustees of the Charity 'York Music Hub' will meet four times a year and will have two places on the Oversight Board.
- AMP Sub-Hub group (Harrogate International Festival, Live Music Now, Musicport, Accessible Arts & Media, Richmond Jazz Festival, Blue Box Productions, Dales Jam, SELFA, Army Welfare Service) will meet once a term

Other related meetings are governed by individual organisations as part of their own cycle of meetings.

- The Oversight Board will ensure that the lead organisation follows NYC policies on equal opportunities in relation to recruitment.
- The Oversight Board's relationship with the lead organisation is clearly defined in the Terms of Reference (please see appendix 2)
- Any conflict of interest will be brought to the attention of the Chair.

Make Up of Oversight Board

- The Oversight Board is made up from the following:
- Chair
- Head of Lead Organisation
- One member of SLT – Lead Organisation
- Two members from YMH
- Director of AMP
- Representative from Brass Bands England
- Representative from National Centre for Early Music
- Lead Schools representation TBC

Sub-Hubs and other meetings - Our partners own meeting schedules will feed into the Oversight Board via regional boards, AMP meetings and NYCC meetings. Due to the charity status, YMH board will continue to meet regularly to feed into the Oversight Board.

## Charging and Remissions Policies

Discount Offered	Financial Year 2024-2025
Working Tax Credit/Universal Credit eligibility	30% discount
<p>Eligibility for Free Schools Meals by receipt of</p> <ol style="list-style-type: none"> <li>1. Income Support</li> <li>2. Job Seekers' Allowance (Income Based)</li> <li>3. Child Tax Credit and annual income below threshold (£16,190 from April 2017) and not receiving working tax credit.</li> <li>4. Income related Employment and Support Allowance</li> <li>5. Guarantee Element of State Pension Credit</li> <li>6. Looked After Children (LAC)</li> </ol> <p>Support under Part VI of Immigration &amp; Asylum Act 1999</p> <p><b>* Benefit related discounts apply to group lessons only and to one instrument per child</b></p>	100% discount

## Communications and Engagement

Y Music Hub will develop a formal strategy for communication and engagement, considering the need to avoid any confusion with existing partnerships, processes and established communication pathways. The hub will roll out a plan in stages so as to make sure there is no break in delivery or current agreements.

### Autumn Term (Achieved)

- Agreeing new logo for the hub
- Launch event to introduce the hub partners
- Joint policy creating and equality of offer to pupils
- Joint CPD plan agreed
- Joint events in place for the academic year

### Spring Term (TBC)

- Agreeing the creation of a web presence for Y Music.
- Joint e magazine

### Summer Term

- Website launched

## Engagement

We will continue to engage with schools, partner and parents in the following ways:

- 1) Termly e-magazine to schools and key stakeholders
- 2) Existing websites of organisations will adopt links to partners websites
- 3) The North Yorkshire Music Service website will contain all the relevant policies including remissions information, inclusion policy and our privacy policy.
- 4) Parents signed up with lead organisation will receive a newsletter as part of existing practice.
- 5) Parents can contact the Music Service using the new parent portal through Eepos.
- 6) Pupil practice diaries will carry contact details of partners.
- 7) Hub promotion in concert programmes
- 8) Using existing NYC press office to support hub activity in local/national media
- 9) Use of NYC “Red Bag” to inform all schools of opportunities.
- 10) Social media via Music Centre and County Ensembles Face Book pages.

All Key Decisions concerning the Music Service, as Lead Organisation, are public documents and published by North Yorkshire Council, including information on fee decisions and reports to Exec. Members

## Environmental Sustainability

NYMS will comply with all NYC policies concerning environmental sustainability. These include environmental impact assessment reports for all key decisions. A copy of the LA environmental policy and practice has been added as appendix 4 in this document.

York Music Hub is striving to improve 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.

## Transport

We will:

- Promote the use of travel alternatives such as e-mail or video/phone conferencing
- Encourage staff, partners and suppliers to travel by public transport wherever practical
- When meetings are due to take place in person, colleagues are encouraged to walk (city centre office enables this)
- 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

### Purchasing office supplies and musical equipment

We will:

- Evaluate whether a need can be met without purchasing new equipment
- Endeavour to reduce waste and to order only what we need
- Favour more environmentally friendly and efficient products wherever possible
- Reuse and recycle everything we are able to

### Paper and plastic

We will, as far as possible:

- Minimise the use of paper in the office
- Reuse and recycle all paper
- Seek to buy recycled and recyclable paper products
- Avoid single-use plastics and excessive packaging

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. The Hub will engage with their support to further develop thinking and practices during the 2024 year.

## Quality and Impact

The following table details how we will assess quality and impact of the programmes we deliver.

Activity	How Monitored	Expected Impact
Instrumental, whole class and ensemble teaching/instruction	Through regular lesson observations of teaching staff; discussions with school-based staff; feedback from parents	High quality lessons are offered across all aspects of delivery from the HLO. Parental and school-based feedback shows a high level of satisfaction with teaching.  Aim 90% of lessons judged good or outstanding. Lessons judged satisfactory or below will instigate follow up sessions with teaching staff.
Progression	Analysis of data to determine drop out rates, pinch points, successful programmes and the reasons for them.	Pupils will progress through the system with the minimum dropout rate possible. Where dropout rates occur e.g. Year 6 to Year 7 we will engage with schools to identify issues.
CPD	Analysis of feedback to make sure CPD is relevant and as expected	We will be flexible to schools' requirements. Targeted CPD will lead to more successful curriculum delivery.
Partnerships	We will continue to assess partnerships to make sure they are of value; seeking new ones where it is deemed necessary. WE will maintain our MOU's as a way of defining partnerships and holding each other to account.	Ongoing assessment of needs will lead to better cooperation between partners.
Data Returns/request for Research	We will continue to monitor data using the systems available to us. We will comply with any DfE request for data and undertake research with partners as required.	To maintain and develop data gathering exercises so that we continue to understand patterns of change/sustainability.

Finances	We will undergo monthly budget forecasts in line with NYC policy, as well as producing quarterly reports to all relevant bodies.	Budget monitoring will help us to identify patterns/challenges and trading opportunities
Projects	Projects run by partners are monitored with feedback from participants	Feedback will determine future project requirements
HLO Improvement Plan	As routine the Music Service runs an improvement plan every year that targets specific areas for development. This is monitored and updated at SLT meetings	The Improvement Plan determines areas for development and shows the impact of work covered.

## Appendix 1: Calendar of Confirmed Events 2024 - 2025

ORGANISATION	DATE	DESCRIPTION OF EVENT	NUMBER OF STAFF/PUPILS INVOLVED
<b>Autumn Term</b>			
NYMS	2 <sup>nd</sup> September 2024	Staff Training Day. Induction and staff training on new billing system as well as Trinity Laban training	60+
NYMS	All term	Weekly demo concerts in schools across North Yorkshire	3 schools per week
YMH	2 <sup>nd</sup> September 2024	Staff training day – Approved Tutors	14 staff
YMH	25 <sup>th</sup> September 2024	Update Meeting (Virtual). Aimed at Secondary Music Leads to discuss Compositional Briefs for GCSE exam boards	15 staff (to include NY secondary staff)
NYMS	26 <sup>th</sup> September 2024	Head Teachers conference	120 Head Teachers
YMH, plus NYMS	3 <sup>rd</sup> October 2024	Primary Music Twilight ‘Self-delivery of WCET’	20 staff
Music Service	Sundays in October/November 2024	Rehearsals for Hub Symphony Orchestra and Big Band	50 pupils

YHM & NYMS	9 <sup>th</sup> November 2024	Brass Day with Ian Bousfield (Our Patron) - All things brass, including workshops, masterclass, discussions and recital.	60 pupils
YHM & NYMS	24 <sup>th</sup> October 2024	Music Hub Gala Night - Official launch night of Y Music and fundraising for future growth	100 approximately
YMH	24 <sup>th</sup> November 2024	Workshop and masterclass in Partnership with YGO (Vocal)	15 pupils
YMH	6 <sup>th</sup> December 2024	A Grand Georgian Christmas with Gabrieli Roar - 300 children from across the wider Hub area, to perform and work with Gabrieli's dozen singers and traditional orchestra	300 pupils
NYMS	December 2024	Christmas Music Centre Concerts and events across the county. 14 Christmas events are taking place, ranging from Christmas light switch on's to Christmas concerts and performances in shopping centres.	400 pupils
<b>Spring Term</b>			
NYMS	6 <sup>th</sup> January 2025	Staff training day covering safeguarding and composition	60/70 staff
NYMS	All term	Weekly demo concerts in schools across North Yorkshire	3 schools per week
YHM & NYMS	14 <sup>th</sup> January 2025	Primary Music Twilight	20 staff
YHM & NYMS	30 <sup>th</sup> January 2025	Secondary Music Teachers CPD	Capped at 16
YMH	9 <sup>th</sup> March 2025	Workshop and masterclass in Partnership with YGO (Flute)	15 pupils
NYMS	Easter Concerts	Easter concerts at all Music Centres	400 pupils

YHM & NYMS	3 <sup>rd</sup> April 2025	80 <sup>th</sup> Anniversary of VE Day in partnership with the Grenadier Guards. Working with numerous ensembles and school choirs from Y Music. 9 primary schools from across the hub and two senior choirs.	400 pupils
<b>Summer Term</b>			
NYMS	22 <sup>nd</sup> April 2025	Staff training day	60/70 staff
NYMS	All term	Weekly demo concerts in schools across North Yorkshire	3 schools per week
YMH	April 22 <sup>nd</sup> 2025	Approved Tutors (online workshop)	20 staff
YHM & NYMS	30 <sup>th</sup> April 2025	Primary Music Twilight	20 staff
YMH	1 <sup>st</sup> June 2025	Workshop and masterclass in Partnership with YGO (Piano)	15 pupils
NYMS	July 2025	Music Centre Summer concerts. 6 concerts across the area.	400 pupils
YMH	18 <sup>th</sup> , 19 <sup>th</sup> , 20 <sup>th</sup> June 2025	Choral Festival	700 pupils
NYMS	July TBC	Training orchestra and Youth Choir weekend residential	50 pupils
NYMS	18 <sup>th</sup> - 22 <sup>nd</sup> July 2025	Summer tour for orchestra and big band	60 students
YMH	10 <sup>th</sup> July 2025	Network Event	50 staff
YMH	5 <sup>th</sup> July 2025	Everything Brass Day	80/100 pupils

## Appendix 2: Terms of Reference

**1.Purpose:** Y Music Oversight Board will act as a local music education hub, with North Yorkshire Music Service as the Hub Lead Organisation, deciding the content of the Music Hub Business Plan and the priorities for development.

Y Music Oversight Board is responsible for:

- Making strategic decisions on the Hub offer and commissioning priorities relating to music in North Yorkshire and York.
- Promoting the role of the Hub within the wider education and arts community.
- Making recommendations to North Yorkshire Music Service and York Music Hub for financial decisions where the local authority and/or charitable trust has final responsibility.
- Working with the Lead Organisation to make sure the National Plan for Music is being delivered across the whole hub is to:
  - ❖ Support schools and other education settings to deliver high-quality music education.
  - ❖ Support all children and young people to engage with a range of musical opportunities in and out of school.
  - ❖ Support young people to develop their musical interests and talent further, including into employment
  - ❖ Enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.
- Seeking additional funding streams to support the work of Y Music and all joint ventures.
- Monitoring of Arts Council SMART objectives

2.1 **Members** of the Y Music oversight Board will comprise of:

Stakeholder Group	Method of appointment
Representations for all Lead Schools (on a rotation throughout the year)	Appointed by the Board
2 x Music Hub lead (NYC Music Service) representatives	By the Lead Organisation
2x Representations from York Music Hub	By YMH
Inclusion Lead	Invited by the Board
Local / National organisation representative	Invited by the Board
Local / National organisation representative	Invited by the Board
Independent Chair	Appointed by the Board

2.2. All members of the Y Music Oversight Board will have full voting rights.

2.3 Members of the Y Music Oversight Board can be removed at any time by agreement of the rest of the Board.

2.4 Where a representative cannot attend a meeting, they may send a nominated substitute to represent their constituency.



2.5 The Independent Chair position should be reviewed every three years, at the first meeting of the Y Music Oversight Board in the Autumn term. Re-election of existing chair or election of a new chair to take place.

2.6 The membership and terms of reference of the Y Music Oversight Board should be reviewed every 3 years.

2.7 If a member of the Y Music Oversight Board is absent for 2 consecutive meetings then s/he will be contacted and if there was no satisfactory response by the 3rd meeting s/he would be deemed to have resigned and a replacement sought.

2.8 Meetings of the Board require 40% of the members to be quorate.

The Clerk to the Y Music Oversight Board will be fulfilled by the North Yorkshire Music Service where possible. The role of the Clerk shall be to convene meetings of the Board on the instruction of the Chair or the Y Music Oversight Board as a whole, to co-ordinate and distribute agenda papers for all meetings of the Board, accurately record the discussions and decisions of the Board and to take any such other action as required on behalf of the Board.

### **3. MEETINGS**

3.1 Y Music Oversight Board should meet three times a year.

3.2 In the event of a serious, urgent issue arising, the Hub Lead and the Chair of the Y Music Oversight Board in consultation with the LA line manager may call any additional meetings that are necessary.

- 3.3 The Hub Lead should propose an annual update to the LMEP, Schools Music Education Plan (SMEP), Inclusion Strategy and an annual summary of achievements and next developments. Once amended / approved the annual summary should be widely disseminated.
- 3.4 The Hub Lead should provide termly evaluative reports on music provision, based on the termly and annual reports required by the Arts Council.
- 3.5 The Hub Lead should provide at each meeting an update on music education issues nationally and locally, progress on the actions for development from the Business Plan and SMEP, and a report on Music Hub issues.
- 3.6 The Hub Lead should provide a termly update on financial matters relating to the provision and any central government and local funding for music activities.
- 3.7 The Hub Lead should bring forward specific proposals for the Y Music Oversight Board to consider which have arisen through District level / Headteacher meetings or other external meetings.
- 3.8 Any member of the Y Music Oversight Board may raise issues prior to a meeting for inclusion in the agenda for the meeting.
- 3.9 Y Music Oversight Board may raise issues and make recommendations to the LA, or any other relevant body about education generally and in particular.

**Specific terms of reference:**

- 1. To operate on the basis of a shared understanding of the music services provided by the partnership established between the Music Hub lead organisation (North Yorkshire Music Service), York Music Hub, Local Authority, North Yorkshire and York schools, key strategic partners and wider partners with a view to ensuring that the needs of schools and young people across the region are fully and appropriately met.
- 2. To consider and approve policies, procedures and practices in respect of music provision.
- 3. To ensure effective use of available Music Education Hub resources.
- 4. To develop an appropriate system of quality assurance for music provision in North Yorkshire and York.

5. To act as a consultative forum for matters relating to music provision in North Yorkshire and York.
6. To keep the membership of the Y Music Oversight Board under review to ensure appropriate representation and participation.

#### **Expectations upon members of the Hub Board**

1. To attend meetings regularly.
2. Objectively assess matters brought before the Y Music Oversight Board.
3. Always declare openly and immediately any direct or indirect conflict of interest arising from a matter under consideration by the Y Music Oversight Board or from any other aspect of being a member of the Group. If a conflict of interest is declared, the board should resolve issues through a vote.
4. Respect the confidentiality of any item deemed to be so by the Y Music Oversight Board.
5. To communicate concerns/issues to the Y Music Oversight Board.
6. To communicate discussions and decisions of the Y Music Oversight Board to the constituency that they represent and draw colleagues' attention to significant issues in relation to music provision.

## **Appendix 3: Lead School Information and Application Form**

#### **Does your school:**

- exemplify high-quality music provision and teaching?
- champion best practice music education in the area?
- show commitment to curriculum delivery with significant timetable time and co-curriculum
- give opportunities, inclusive provision, and teacher development?
- contribute to the development of a strategic approach to inclusion?
- advocate for music education and the work of the Music Hub to colleagues

#### **What is the role for?**

The Lead Schools/Settings will play a distinct role supporting other schools / settings to improve their music provision. In collaboration with Y Music, they will be expected to support and develop other schools / settings through the following:

- learning networks
- CPD courses
- mentoring
- peer support activity
- collaborative music projects
- practice and resource sharing

### **How many Lead Schools/Settings?**

By September 2025, we aim to have Lead Schools in East Coast North Yorkshire, Central North Yorkshire, Skipton and York. In the first instance, we require 1 x Primary and 1 x Secondary School to be appointed by April 2025 from the East Coast of North Yorkshire.

### **The process for schools on the East Coast North Yorkshire:**

- Application for Leads Schools advertised on 6<sup>th</sup> January 2025
- Interested schools from East Coast of North Yorkshire to submit online [application](#) by 5.00pm 31<sup>st</sup> January 2025
- Schools shortlisted by 14<sup>th</sup> February 2025
- Shortlisted schools meeting and / or school visit week commencing 17<sup>th</sup> March 2025.
- Lead Schools announced by 2nd April
- Attend Oversight Board on 28th April 2025
- 

### **The process for all other schools: (Central NY, Skipton & York)**

- Application for Leads Schools advertised on 6<sup>th</sup> January 2025, again 6<sup>th</sup> May 2025
- Interested schools to submit online [application](#) by 5.00pm 2<sup>nd</sup> June 2025
- Schools shortlisted by 13<sup>th</sup> June 2025
- Shortlisted schools meeting and / or school visit week commencing 30<sup>th</sup> June 2025.
- Lead Schools announced by Friday 11<sup>th</sup> July 2025
- Role to commence September 2025

Please note: Lead schools will be appointed for the academic year and for a maximum of 3 years. If any staffing or changes are made to the Music Department or school, Lead Schools will have to reapply.

### **What is the expected commitment of the Lead Schools?**

The NPME sets out that Lead Schools/Settings should exemplify high-quality music provision and teaching, championing best practice in their area, showing commitment to several key aspects including curriculum delivery with significant timetable time, co-curricular opportunities, inclusive provision and teacher development.

- will work with the Y Music Leadership Team to help curate/design/shape activity that will benefit fellow schools, including support with instruments
- will work with and support local schools in their delivery of music
- will be expected to with Y Music Leadership Team to support, plan and deliver 2 CPD music sessions a year
- will advocate and amplify the work of the Y Music Hub

### **What do the Lead Schools get in return?**

- Recognition as a Lead School with exemplary music education provision
- Lead Schools will sit as board members of the Y Music Oversight Board (meetings at least 3 times a year)
- 2 x ½ day of supply cover cost (maximum £150 each), plus 2 hours of planning (maximum £100 each session) and 2 hours of delivery (maximum £100 each session).
- Lead Schools may be invited to represent the Y Music Hub at local events, national events, conferences, or other hub-related activities.
- A memorandum of understanding will be prepared between the Lead School and Y Music

### **Terms and Conditions of the Lead School/Setting Status:**

It is important that Lead Schools/Settings continue to exemplify excellence in music education beyond the acceptance to Lead School status.

As partners within Y Music, Lead Schools/Settings will continue to bring school-based expertise and experience of school-to-school support to wider Y Music partnership discussions and strategies. By doing so, they should help to ensure Y Music understand and are able to respond to the present challenges and opportunities within local schools and can adapt their offers and ways of working to achieve maximum impact in these settings.

Lead Schools/Settings will contribute to the development of a strategic approach to inclusion. Within these parameters, the specific role of Lead Schools in a Hub, the approach to identifying and appointing them, and the work they are commissioned to undertake, should be driven by the needs of pupils, teachers, and schools within York and North Yorkshire area.

We look forward to welcoming applications and to working with wonderful schools and music departments from York and North Yorkshire.

[Please find application form here. This is a Google Form and will automatically be sent to use on completion.](#)

[Please find application form here in a word document. This will need sending to this address once completed:](#)

[schools@outreach@yorkmusichub.org.uk](mailto:schools@outreach@yorkmusichub.org.uk)

## **Appendix 4: NYC Environmental Impact Guidance**

## Introduction

### Purpose

This guidance and the impact assessment document should be used at the outset of the development of your proposal. The process will help you understand the potential environmental effects of your options and demonstrate how your proposal minimises or mitigates climate change impacts and maximises any potential environmental opportunities.

**Please note: You may not need to undertake this assessment if your proposal will be subject to any of the following:**

Planning Permission

Environmental Impact Assessment

Strategic Environmental Assessment

However, you will still need to summarise your findings in the summary section of the form below.

Please contact [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk) for advice.

### Why carry out an impact assessment?

North Yorkshire is England's largest county, and one of its most rural, containing a diverse range of landscapes and historic assets including two National Parks and three Areas of Outstanding Natural Beauty. Our natural environment makes a considerable contribution to the county's economy and it is in our interest to protect it for a number of reasons.

Concern about climate change and the need to reduce carbon emissions has also led the Council to pass the following motion on 24 July 2019:

*'This Council now commits to produce its own carbon reduction plan. As part of this plan, the Council will invite the relevant representatives from the district councils to discuss how working together, we can aspire to achieve net carbon neutrality by, or as close to, 2030.'*

In order to meet this aspiration we need to ensure that we consider the effect that all proposals are likely to have on carbon emissions and other environmental factors, and work hard to mitigate any detrimental effects.

Our climate is already changing – for example flood events in North Yorkshire are increasingly a fact of life – and an important part of the assessment highlights the need to improve the resilience of the county and its communities.

### How to use this guidance

The impact assessment document lists a number of areas which may be impacted by your proposal. These are listed below.

The impact assessment document asks you to consider whether your proposal will have no impact, make things better or make things worse.

Click on each heading to find out more and for help filling in that section of the form, including hints and tips to help reduce these impacts.

The climate change impact assessment also asks you about timescale. Please think about impact over the lifetime of the project. The intention is to enable decision makers to understand the full impact of a project over time, particularly where there will be positive impacts in the longer term. For example, a project might be very expensive in the short term if capital investment is required but this could pay back over time in energy savings, and reductions of emissions, over a longer period. Please provide details where this is the case.

For further support and advice on taking account of environmental effects please contact [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk)

### **Impact areas**

[Greenhouse gas emissions](#)

[Reduce, reuse, recycle and compost](#)

[Water consumption](#)

[Pollution \(including air, land, water, light and noise\)](#)

[Resilience to the effects of climate change \(e.g. increased flood events, drier and hotter summers, rising sea levels\).](#)

[Conservation and enhancement of wildlife](#)

[Safeguarding the distinctive characteristics, features and special qualities of North Yorkshire's landscape](#)



### Greenhouse gas emissions

The UK Government has committed to a target net carbon neutrality by 2050 levels and NYCC has an aspiration of net carbon neutrality by 2030, or as near as possible to that date.

### Will your proposal affect the consumption of fossil fuels or electricity in buildings, vehicles or through data storage?

The burning of fossil fuel directly or to produce electricity emits greenhouse gases. Examples of how your proposal could affect fossil fuel or electricity consumption include:

- Constructing or demolishing a building, or changing the occupancy or opening hours
- Changing the technology (e.g. heating, ventilation, lighting, IT) in a building
- Altering the amount of travel required by staff or service users
- Changing the mode of travel or vehicle type
- Increasing or changing data storage – storage of data on ‘the cloud’ emits more carbon than storage of data locally due to the cooling requirements of large data storage units.

You can use the energy hierarchy to help identify opportunities to minimise consumption:

1. **Reduce demand for energy.** Is there a way of doing less of these things? e.g. schedule heating to match building occupancy; redesign a process to need less travel; make use of flexible working; enable residents to access services digitally.
2. **Improve energy efficiency.** Could the proposal achieve the same outcome with less energy input? e.g. Add insulation; use more efficient vehicles; buy low-energy appliances. Could you use different models of ownership, for example rental or sharing models? e.g. Philips’ new model of selling [light as a service](#)
3. **Use renewable sources of energy.** Could the proposal use or promote the development of wind, solar, biomass and hydro energy?

### Will your proposal produce waste?

Waste of any type contributes to greenhouse gas emissions due to its ‘embodied energy’ – the energy that has been used to produce the item. Specifying recycled materials when making purchasing decisions, not over-ordering and ensuring unwanted resources are reused and recycled will minimise wasted energy. Biodegradable waste, such as food, garden waste, paper, and wood, produces methane (a greenhouse gas 21 times more powerful than carbon dioxide at causing global warming) if it is allowed to degrade in a landfill site.

For further guidance see the [Reduce, Reuse, Recycle and Compost](#) section.

### Will your proposal contribute to land-use change?

Generally, permanently removing vegetation such as trees and hedgerows and replacing them with grass or hard surfaces is treated as an emission of greenhouse gases because the carbon stored in the vegetation is released to the air when it is burned or biodegrades. This emission can be avoided by designing your proposal not to remove the vegetation or ensure that replanting takes place.

If you answered 'no' to the above questions then your proposal will not significantly affect greenhouse gas emissions.

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## **Reduce, reuse, recycle and compost**

### **Does your proposal affect waste management?**

Your proposal will affect waste management if it:

- ☐ Needs new materials or supplies
- ☐ Generates waste materials

### **How you can minimise waste**

#### **Reduce, for example:**

- Could the quantity of waste produced by your proposal be minimised?
- Could perishable materials be stored or transported more intelligently to minimise the potential for them to become unfit for purpose before they're required?
- Has the proposal been designed to minimise the quantity of any packaging materials?

**Reuse**

- Is the proposal going to cause items or materials to be disposed of before the end of their useful life? Could the proposal be altered to ensure these are used again before disposal or could they be sold on for use elsewhere?
- Could items or materials that have been initially thought of as waste be given a new life as something else?
- Can you use a rental or sharing model for items?

**Recycle and Compost**

- Can the waste be recycled?
- If the waste products are not currently recyclable, can the process that produces the waste products be altered to use materials that are recyclable?
- Items such as food waste and garden/arboriculture waste should be composted.

**Can you buy recycled products?**

If your proposal needs new materials or supplies, before purchasing those from virgin sources, consider whether there is an alternative available that contains recycled material. All sorts of materials and products are available with recycled content, from office stationery to construction materials. Ask your suppliers whether they can provide a similar product with recycled content.

**Can you specify alternatives to single-use plastics?**

Could you specify reusable products instead or use paper or bioplastic alternatives? Note that biodegradable alternatives, such as paper or bioplastic, need to be recycled or sent to an energy-from-waste facility rather than landfill.


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## **Water consumption**

Parts of the UK already suffer from water stress. The expected impacts of climate change, as well as population and household growth, will make this an increasing problem for the UK. The Water Act (2003) requires local authorities to “take into account the desirability of conserving water”.

### **Does your proposal affect water consumption?**

Will your proposal...

 Make use of water directly?

 Change the way the county council, households or businesses use water?

If you can answer ‘yes’ to either of the above questions, then your proposal does have implications for water consumption.

### **How can your proposal minimise water consumption?**

There are three ways to reduce water consumption:

#### **1. Reduce demand for water**

- Is any of the water to be used by the proposal unnecessary? Examples to help reduce water include:
  - Install a water meter to help change behaviour.
  - Use push-taps, low-flow shower fittings and put a Hippo in single-flush toilet cisterns.
  - Specify drought tolerant plants for landscaping.

#### **2. Improve water-use efficiency**

- Could the proposal achieve the same outcome with less water? Examples include:
  - Specify appliances that use less water – the EU Energy Label includes water consumption for dishwashers and washing machines
  - Use dishwashers (full) rather than hand-washing.
  - Specify dual-flush toilet cisterns

#### **3. Reuse and recycle water**

- Could the proposal reuse water? Examples include:
  - Harvest rainwater in water butts for irrigation and outdoor cleaning (e.g. vehicles, hard standing).
  - Use greywater (e.g. water from basins, baths, showers, vehicle cleaning processes) for irrigation and toilet flushing.

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### **Pollution (including air, land, water, light and noise)**

Pollution has negative environmental impacts which in turn affect our health.

#### **Air Pollution**

**Transport** - Your proposal could affect air quality if it will make significant changes to transport patterns or vehicle types. If so, you should check whether your proposal will affect an Air Quality Management Area – find out [here](#)

If your proposal will affect one of these areas, you need to contact the relevant highway area team to discuss your proposal.

Mitigation options include:

- Is the transport necessary? Could technology be used to avoid the need to travel?
- Transport mode – buses, coaches and heavy goods vehicles are less clean than trains but are cleaner than cars and vans on a per tonne of freight or per passenger basis.
- Could you use an electric vehicle?

**Other sources** – Your proposal could affect air quality if it includes a significant use of combustion of any kind, or increases agricultural emissions. See the section on [greenhouse gas emissions](#).


### **Water pollution**

Water pollution arises from a variety of sources. These examples may apply to your proposal:

- Soil erosion will wash sediment and soil pollutants into watercourses. Maintaining ground cover (i.e. vegetation) will help reduce soil erosion.
- Substance spills – oil, fuel, chemicals, paint etc. Store and use hazardous substances appropriately and have a clean-up plan in place to deal with spills immediately.
- Cleaning products contain chemicals that can harm the environment, such as phosphoric acid and bleach. Could you reduce the frequency of cleaning? Or could you use natural/ecological cleaning products instead?
- Use of pesticides and herbicides. Could the use of these products be minimised or natural/ecological products be used instead?

### **Noise pollution**

Will your proposal significantly affect noise associated with these activities, or ones like them?

 Road, air and rail transport

 Construction work

 Events

 Entertainment venues

### **Light Pollution**

Will your proposal increase night-time, external lighting?

- Is the lighting necessary?
- Could it be timed to switch off part-way during the night?
- Could you specify a light fitting that shines downwards and therefore minimises the amount of light that leaks away into the night sky?

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**Resilience to the effects of climate change (e.g. increased flood events, drier and hotter summers, rising sea levels).**

Enhancing the resilience of your proposal to extreme weather and climate change will save time and money by avoiding future impacts, such as service interruptions or damage to property. It's useful to think of weather as what is going on outside right now, whereas climate is weather averaged over 30 years.

**Is your proposal sensitive to weather or climate change? Does it:**

- Include aspects that are affected by the current weather and climate? For example:
  - Buildings, structures, roads
  - Green spaces and landscaping
  - The **need** to travel
  - A location vulnerable to flooding. Check the vulnerability of the location [here](#) and long term flood risk information [here](#)
  - Vulnerable groups – e.g. the elderly or people with sensory impairment
- Have a lifetime or legacy that extends beyond a few years?
- Provide or support critical infrastructure? For example:
  - Highways, bridges, drainage
  - Waste management
  - Health and community support
  - Education
  - Utilities
  - Digital / communications
- Provide contingency planning or business continuity needs?

**What are the potential impacts of climate change on the proposal?**

Consider how climate change effects could impact the business aspects of your proposal.

Ask yourself what the effects would be on your proposal if a heat wave, flood or extreme tide became the 'normal weather'. To help you, an example proposal is provided in Table 1.

Positive or negative impact on ...	Change in climate						
		Hotter summers	Drier summers	Wetter winters	Warmer winters	Intense storms (rain, wind and snow)	Higher sea level
	Logistics/travel			Staff and other care professionals travel affected by potential flooding.		Staff and other care professionals travel affected by potential snow or storms.	
	People	Older people adversely affected by high temperatures					



	<b>Premises/location</b>	Maintenance of garden areas will require more water.	Maintenance of garden areas will require more water.	May be affected by flooding, dependent upon siting		Higher maintenance costs of building.	May be vulnerable to coastal flooding.
	<b>Commercial opportunity</b>						
	<b>Financial</b>	More costly if air conditioning is run during hot summers			Reduction in heating bills over winter.		
	<b>Infrastructure</b>			Food medicines			
	<b>Environment</b>			Avoid siting of new facility in flood risk areas			

Table 1: Example climate impacts for a hypothetical project to build an extra care facility in a coastal area.

**How can you adapt your proposal to minimise the impacts and maximise any opportunities from climate change?**

Think about how you could mitigate each impact you have identified. Mitigating measures should increase the resilience of your proposal so that it can tolerate a wider range of extreme weather before serious impacts occur. They should also be flexible so that adjustments can be made easily in the future as new information about climate change and its effects emerges.

Consider low cost measures that could be incorporated now and also higher cost measures, needing more research.

To help you, examples have been provided in Table 2 based on the same hypothetical project.

Make sure you incorporate the appropriate mitigating measures into your proposal.

Impact	Low cost, no regret measures	Higher cost measures needing research
Older people adversely affected by high temperatures due to hotter, drier summers	Design building to ensure it can be kept cool in the summer and warm in the winter.	
Maintenance of garden areas will require more water in hotter, drier summers	Specific plant species that withstand summer drought and winter deluges	Investigate the cost and practicality of installing rainwater harvesting equipment.
Staff and other care professionals' travel affected by potential flooding, snow or other extreme weather.	Doctors' appointments by skype to avoid inclement weather	Provide some staff accommodation within the premises to allow staff to stay overnight if necessary.

Table 2 – Example mitigating measures for some of the climate impacts identified for a hypothetical project to build an extra care facility in a coastal area.

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### Conservation and enhancement of wildlife

Our outstanding environment underpins our wellbeing and economic prosperity. It provides products such as fuel, water and timber; services such as pollination, flood control, water purification and climate regulation; and with recreational and cultural opportunities.

NYCC has a duty to have regard to the conservation of biodiversity in exercising its functions. This duty was introduced by the Natural Environment and Rural Communities Act in 2006.

### **Will your proposal affect wildlife?**

Your proposal will affect wildlife if it is likely to cause the following types of changes:

- Gains or losses in the amount of area covered by habitat
- Gains or losses in the connections between habitats – e.g. hedgerows and lanes
- Gains or losses in the variety of species
- Gains or losses in the abundance of species
- Change land and/or water management
- Alter wildlife management
- Introduce or remove elements from habitats, such as pesticides, water supply or forestry activities
- Cause disturbance to ecosystems through infrastructure, tourism or recreation

These changes are important to consider even if they occur in environments which are already managed, such as farms, parks and greenspace within urban areas.

If your proposal has a specific location, you should check if it is in or near a site designated for its wildlife or geological value. You can check [here](#)

### **How to maximise the opportunity:**

Redesign your proposal to:

- Increase the area of habitat
- Provide additional connections between habitats
- Avoid disturbing species but provide additional shelter
- Avoid affecting a site designated for its wildlife or geological value

If you think that your proposal could have significant implications for wildlife, contact [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk)

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### **Safeguarding the distinctive characteristics, features and special qualities of North Yorkshire's landscape**

North Yorkshire's landscape underpins our economy, offering superb natural and cultural resources that sustain agriculture, attract inward investment and support a vibrant tourism industry. It improves our health and wellbeing by encouraging physical outdoor activity and is an antidote to stress.

#### **What are 'distinctive characteristics, features and special qualities'?**

Landscape characteristics are the distinct, recognisable and consistent patterns of features that make one landscape different from another, rather than better or worse. In many parts of North Yorkshire valued characteristics include tranquillity and the darkness of night skies.

Features are the elements that appear in the landscape, such as hills, dry stone walls, trees, woodlands, hedgerows, fields, buildings, valleys, archaeology etc.

Special qualities are characteristics that might be highly valued, individually rare, outstanding, extraordinary or dramatic.

#### **Will your proposal affect North Yorkshire's landscape?**

Your proposal will have the potential to affect landscape if it results in changes to the landscape's distinctive characteristics, features and special qualities. These would include:

- New structures or features, such as buildings, signage, transport infrastructure, drainage systems, overhead cables, masts, kiosks or landscaping

- Removal or repair of an existing feature
- Changes in land use
- Changes to the management of land. This includes proposals not to carry out maintenance operations that have been done in the past.
- Changes in noise, lighting levels or odour

You should also check whether your proposal is in or near a World Heritage Site, National Park, or Area of Outstanding Natural Beauty using this [link](#) . These areas are designated for their cultural heritage, natural beauty and wildlife.

If your proposal results in any of the above changes, particularly in a designated area, then it is likely that your proposal will affect landscape.

**Will your proposal result in visual impacts for people?**

Could residents or walkers enjoying the scenery from viewpoints, public rights of way, picnic sites or parks be negatively affected by your proposal?

If so, what could you do to reduce these impacts to acceptable levels? Could you...

- Alter the location?
- Select materials or colours that blend into the landscape?
- Plant indigenous shrubs and trees to act as screening?

If you think your proposal could harm one or more of the distinctive characteristics, features and special qualities of the landscape, or cause adverse visual impacts, contact [climatechange@northyorks.gov.uk](mailto:climatechange@northyorks.gov.uk)

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