

## Merton Music Foundation

### Self-Evaluation and Improvement Plan – Updated October 2023

April 2021 – July 2024

#### Our Vision

A borough where music resonates along the corridors of every school and echoes throughout the community. A place of aspiration where every child can find their first notes, make progress and flourish as a young musician.

##### ***We aim to be:***

- A centre of learning and a musical launchpad, unlocking talent both now and in the future
- An asset to our community and an ambitious supporter of every child's creativity
- An inclusive cultural organisation - not just in what we say, but also in what we do

*To achieve this, we must be:*

**Dynamic**

**Inquisitive**

**Values-Led**

**Effective**

**Resilient**

**Self-Accountable**

**Engaging**

#### **Commitment**

*We always aim for better. We encourage, challenge and support each other.*

#### **Courage**

*We will be brave, persevere and take risks together.*

#### **Joy**

*Music is for life - Music is life. Happiness should permeate everything we do.*

#### Our Charitable Object

The principal object of the Merton Music Foundation is to "advance musical education within the framework of the arts for the benefit of the public in the London Borough of Merton and elsewhere".

Our mission is to encourage participation, enjoyment and achievement by providing the highest quality learning opportunities in music and the performing arts.

## Where Are We Now? (March 2021 Self-Evaluation & Needs Analysis)

A centre of learning and a musical launchpad, unlocking talent both now and in the future.

Area of Business / Provision	What Can We See / Hear / Evidence?	What's Missing?
Music Centre Groups	<p>Pupil numbers for Music Centre groups circa 120 (50% of pre-covid)</p> <p>14 groups + 3 theory (vs. c.25 pre-covid)</p> <p>Staffing fluctuations during re-build due to register uncertainty.</p> <p>Standard of playing – unknown! Drop-off of older pupils with no recruitment of new players will have significant impact.</p> <p>Need for small group sizes and distancing will also impact on quality of performance.</p>	<p>Percussion strand stability – significant drop in lesson numbers and almost complete halt in all percussion groups.</p> <p>Range of offer – very traditional. Limited diversity in programming (more data required here). No music technology / production offer.</p>
Music Centre Tuition	<p>Spring Term – 129 lessons (Online). Pupil retention whilst online has been good.</p> <p>Summer Term – TBA – capacity implications at Merton Abbey may factor here.</p>	<p>Limited availability of teaching space 3:30pm – 6pm</p> <p>Range of offer – still very traditional. Increased focus on a electric / pop / non-formal strand desired and a discrete and authentic Music Technology offering.</p>
Tuition	<p>900+ lessons booked for Summer Term (1430 pre-COVID)</p> <p>Online learning programme – successful and will continue post-COVID</p> <p>c60 in tutor workforce (down from c. 80) – good quality of teaching and learning as evidenced by observations. Good knowledge of workforce strengths and areas of development.</p> <p>70% in-person teaching in Merton schools.</p>	<p>Lesson numbers must rise past 1200 to be sustainable long-term.</p> <p>In-person teaching in online-only schools is a priority, but realistically not achievable until distancing requirements are relaxed.</p> <p>Online additional lessons process – a new possible income stream, but currently very admin-heavy and 'clunky' booking process.</p>

Marketing & PR	<p>Twitter = 3236 followers. FB = 999 page followers. Instagram = 863 followers. MMF30 micro-site and projects – good publicity generated here.</p> <p>#Start campaign lined up to promote lessons ahead of September – improved flow on website and SEO tweaks underway. CRF support here.</p> <p>Local press – Wimb Guardian, Riverside Radio, Radio Jackie, My Merton</p>	<p>Target number for followers TBC - RC?</p> <p>Engagement should be a key focus, over follower numbers.</p> <p>Limited staffing capacity to manage / oversee – KickStart role to support here. Proper supervision, training, guidance etc. will be needed.</p>
Company / Finance	<p>Financially Solvent</p> <p>Reserves – c. £200k</p> <p>Staffing – down to 12 core staff (1 on furlough Jan – May).</p>	<p>Staffing structure moving forwards – increased clarity of roles, lines of management and individual areas of focus needed. Move away from 'Curriculum Leader' model to enable more efficient and effective working.</p> <p>Implications of Uber ruling – worker status of tutors?</p>
Quality Assurance – Teaching & Learning	<p>c. 30 observations in 2019/2020 – majority good/outstanding</p> <p>22 observations completed as of 16/4 in 2020/2021 – majority good/outstanding</p> <p>Reflective / developmental process established in lesson observations – how can we build on this?</p>	<p>Unable to observe lessons in-person currently!</p> <p>As lessons build and we take on more tutors – how do we continue to ensure high quality T+L and adherence to new protocols etc.?</p>
Schools / Provision	Limited engagement with secondary schools -	
Compliance	<p>Policies – we have new draft formats for:</p> <ul style="list-style-type: none"> <li>• Discipline, Capability &amp; Grievance</li> <li>• IT</li> <li>• Whistleblowing</li> </ul>	<p>Missing policies:</p> <p>Privacy / GDPR</p> <p>Health and Safety</p> <p>Parental Leave</p> <p>Equality, Diversity &amp; Inclusion – V. important!</p>
Performance Opportunities	Video performances: You're the Voice, Sing, WAF – view counts/engagement TBA.	<p>Access to suitable / affordable venues (rehearsal and performance)</p> <p>Funding</p> <p>COVID-Secure Performances?</p>

Instrument Hire	<p>No formal oversight at present.</p> <p>Income TBA Instrument hire data – TBA</p> <p>Instruments falling into disrepair after 1 year + of limited/no maintenance</p> <p>CRF funding to</p>	<p>Instrument data on Paritor – inaccurate / issues with reporting on this data.</p> <p>Streamline the hire / return / deposit process</p> <p>Process needed for ongoing maintenance and replenishment of instrument stock.</p>
Fundraising	<p>#DSTM campaign raised £10k – successful campaign with lessons learned about crowd funding. Follow up planned for Summer 2021</p> <p>Donate button on website and donate page – improvements here Gift Aid more prominent on website</p> <p>Text to donate feature bringing in a steady trickle of small donations via Spotlight concerts etc.</p>	<p>Regular giving scheme to be developed – build on recent interest in regular support from local film company.</p> <p>Follow up on #DSTM for Bursary.</p> <p>Jack Petchey?</p> <p>Formalise donor thanking, database, repeat giving tracking etc. processes.</p> <p>Contactless giving for return to in-person – sumup card readers not currently working effectively!</p>
Operations	<p>Paritor 4 – very outdated now, and limited functionality Manual tutor pay process is cumbersome and time consuming Sharing data with parents / tutors / schools – all manual at the moment.</p> <p>Website / shopfront / google profile / SEO / google adwords / phones &amp; customer service – how can we further develop and unify these outward facing areas of our business?</p>	<p>Look at Paritor 5 or SpeedAdmin implementation to address the above, improve CRM</p>

An asset to our community and an ambitious supporter of every child's creativity.

Area of Business / Provision	What Can We See / Hear / Evidence?	What's Missing?
In2Music	Project / pupil numbers: TBA Income: £120k Breadth of cover in the borough – data TBA Mostly non-wind/brass at the moment – percussion reliance Developing Uke and GM strands / PPA Staff capacity is stretched – need to recruit?	Additional GM trained staff Brass and woodwind provision post COVID. Limited string provision – area of development / The Ark @ Sherwood
Projects	COVID impact on provision has been severe. BeatFest – can this be run with support from CRF? Less access to funding due to COVID	
CPD for Schools	Regular meetings (formal / informal) attendance has been ok. One-off CPD: Spoons Fewer music-specialist coordinators in schools Model Music Curriculum release presents opportunities for engaging with school leadership	Availability of music coordinators to attend training – lack of a joined up approach with SIT.
SLA	Charanga subsidy ending New SLA offer – better value for schools Strain on school budgets – will music be prioritised?	Awaiting data on sign-up here..
Safeguarding	Online policy in place DBS / CP protocols – need refreshing.	Safeguarding / CP training for tutors going forward? Protocols around DBS data recording.
Singing Strategy	Restrictions on singing! Tales to Tell Songpack is live Sing Up account now closed It Takes a Village – song writing project (RAH? Or virtual song festival?)	
Partnerships	Polka LBM - School Improvement Team London Music Fund NWT Wimbledon Festival	More partnerships that enable us to address issues of inclusivity and diversity.
Trust Fund / Bursary Programme	12 Merton Scholars (1 year) 2 LMF (1 on hold)	Onward plan for Merton Scholars? Engagement with LMF in the future – we will submit an application this year.



An inclusive cultural organisation - not just in what we say, but also in what we do.

Area of Business / Provision	What Can We See / Hear / Evidence?	What's Missing?
Outreach Projects / Groups	Community Choir	
Programming and repertoire	Limited data here. Very traditional offer – concert bands etc.	Data on representation in repertoire! We need to audit this.
Recruitment / Equal Opportunities	Limited data here. Strong EO statement on 'Work With Us' and future job specs Limited diversity in core	EO monitoring isn't in place!  New D&I leadership as part of Youth Engagement Leader role, supported initially by CRF.
Leadership and Governance	Female-led organisation	Limited diversity in governance
Access	New site – access arrangements are improved, but can we do more?	Hearing loops? H+S arrangements, etc.
Demographics	On % for borough stats with White and Asian pupils Below % for other BME groups. 50/50 male/female split Limited engagement of pupils with a disability	
Inclusive Practice	Diversity audit tool - assessment	Enact the recommendations of the Diversity Audit.



## Self-Evaluation Score

Whole-team feedback

	April 2021 Self-Evaluation Score (out of 10)	May 2022 Self-Evaluation Score (out of 10)	April/May 2023 Self-Evaluation Score (out of 10)	Final: July 2024 Self-Evaluation Score (out of 10)
A centre of learning and a musical launchpad, unlocking talent both now and in the future	7	7	8	
An asset to our community and an ambitious supporter of every child's creativity	7	7	8	
An inclusive cultural organisation - not just in what we say, but also in what we do	4	6	7	
<b>Averaged Score</b>	<b>6</b>	<b>7</b>	<b>7</b>	

### Our 3 Year Goals

To be:

- A centre of learning and a musical launchpad, unlocking talent both now and in the future
- An asset to our community and an ambitious supporter of every child's creativity
- An inclusive cultural organisation - not just in what we say, but also in what we do

By the end of the 2023-2024 academic year, Merton Music Foundation will:

	Self-Evaluation May 2022 (BT/OT/AT)	Self-Evaluation April 2023 (BT/OT/AT)	Self-Evaluation April 2024 (BT/OT/AT)	Final Self-Evaluation (BT/OT/AT)
Be able to demonstrate its far-reaching impact on the musical opportunities for, and attainment of, children and young people in LBM with clear routes of progression from 'squeak to peak'.	OT	OT		
Deliver at least 1300 weekly instrumental lessons, have at least 250 members of its Music Centres and engage over 3000 pupils in weekly Whole-Class Ensemble Tuition.	OT	AT		
Have a minimum of £200k in reserves, an annual profit of £10k with a surplus to be reinvested in its charitable endeavours.	OT	AT		
Have a wide reaching and responsive Continuous Professional Learning strategy with regular development opportunities for schools and its workforce with demonstrable impact.	BT	BT*		

By the end of the 2023-2024 academic year, Merton Music Foundation will:	Self-Evaluation May 2022 (BT/OT/AT)	Self-Evaluation April 2023 (BT/OT/AT)	Self-Evaluation April 2024 (BT/OT/AT)	Final Self-Evaluation (BT/OT/AT)
Have established a thriving, self-sufficient, Music Centre at The Ark site with a localised needs-led approach to programming.	OT	OT		
Have a <b>sustained</b> meaningful presence in every maintained LBM school, including a significantly improved impact on provision at secondary level.	OT	AT		
Maintain fundraising & commercial programmes that actively support its offer to schools, the wider community and children and young people in Merton.	BT	OT		
Have established a broader range of meaningful local partnerships than at May21, developed from an in-depth understanding of the cultural organisations in LBM and have made significant process towards formalising these relationships, for example by establishing a Local Cultural Education Partnership.	BT	AT		

By the end of the 2023-2024 academic year, Merton Music Foundation will:	Self-Evaluation May 2022 (BT/OT/AT)	Self-Evaluation April 2023 (BT/OT/AT)	Self-Evaluation April 2024 (BT/OT/AT)	Final Self-Evaluation (BT/OT/AT)
Have achieved external recognition and/or accreditation for its inclusive practices.	AT	AT		
Have a well-established and thriving Youth Council that is actively and authentically involved in decision making.	OT	AT		
Have a governance panel that is representative of the diverse community it serves and a robust, clearly documented and embedded policy and set of procedures that actively aim to improve the diversity of the workforce.	OT	OT		
Have a consistent series of annual data relating to the demography of the young people it engages and have in operation an articulated strategy for addressing areas of under-representation.	BT	OT		



## 12 Priorities for Development / September 2021 – 2022

### ***'To be a centre of learning and a musical launchpad, unlocking talent both now and in the future;'***

1. Fully embed the new Vision & Values into the core team and ensure good awareness and buy-in from the wider teaching team and learning community. **Achieved - Sept22**
2. Develop a rigorous, outcomes-oriented programme of continuous professional development for the Core Team with a focus on individualised learning and self-accountability. **Ongoing – Sept22**
3. Re-establish a rigorous quality assurance and professional learning programme for the tutor team, ensuring that all tutors are observed at least once every 2 years, a data-led approach to support and intervention and high-levels of engagement from the tutor team (e.g. tutor working party). **Ongoing – Sept22**
4. Ensure consistently above 1100 termly lessons by regular reporting of lesson, waiting list & financial data to drive policy, planning and intervention. **Achieved**

### ***'(to be) an asset to our community and an ambitious supporter of every child's creativity;'***

5. Develop schools' support programme to ensure that this is effective and relevant to the new national landscape / curriculum developments, ensuring that every school receives significant support (e.g. a ½ day visit). **Achieved - Sept22**
6. Increase public awareness of MMF lessons, projects and Music Centres. Develop and implement a new Digital Content Strategy, revitalise MMF branding and create new digital assets / content. **Achieved - Sept22**
7. Establish new Music Centres at Wimbledon College and Soundwave, Mitcham with a strategic overview of ensemble provision across the borough. **Achieved - Sept22**
8. Develop a broader, modern Music Centre offering including music technology and popular music ensembles. **Ongoing – Sept22**

### ***'(to be) an inclusive cultural organisation - not just in what we say, but also in what we do.'***

9. Increase core and tutor team awareness of and confidence in the language and ideas surrounding best practice in diversity and inclusion. **Achieved - Sept22**
10. Write and ratify a formal Diversity & Inclusion Policy and Action Plan. **Achieved - Sept22**
11. Establish a Youth Voice panel ('Speak Up') and ensure meaningful youth contribution to planning and delivery. **Achieved - Sept22**
12. Clarify the current picture relating to D&I at all levels of the organisation, in line with ACE requirements via a comprehensive data audit. **Ongoing – Sept22**



## Action Plan – Reviewed 7/9/22

*A centre of learning and a musical launchpad, unlocking talent both now and in the future.*

### Priority 1:

Fully embed the new Vision & Values into the core team and ensure good awareness and buy-in from the wider teaching team and learning community.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Develop Vision graphics / digital assets and share these widely / <b>display in common areas (unachieved – roll forward to 22-23)</b>	DR/RC	Aut 1	LL	<b>Complete</b> <b>30.3.22</b>
Ensure consistent messaging to tutor team via training sessions and regular correspondence to reinforce the Vision and its practical application	DR	Sept – ongoing	-	<b>Standing Action</b>
Deliver Core Staff planning and development sessions to regularly review Vision wording including activities to consolidate understanding, monitoring of action planning / SEIP to ensure words are put into action!	DR	Sept – July	SLT	<b>Complete</b> <b>31/07/2022</b> <b>Standing Action</b>
Regularly present Vision / SEIP updates and consolidation exercises to Trustees to ensure high levels of engagement and executive monitoring	EW/DR	Termly	Chair of Trustees	<b>Complete</b> <b>30.3.22</b> <b>Standing Action</b>
Seek opportunities to incorporate pupil voice in the further development and implementation of the Vision / SEIP and to promote further awareness amongst Music Centre members.	DR	Aut2 & annual review of SEIP in Apr/May	HW	<b>Roll forward</b> <b>to 22-23</b>
Incorporate Vision wording on all documentation / online forums as appropriate.	DR	Aut 2 – Spring Term	DR + RC	<b>Complete</b> <b>31/07/2022</b>
Develop an abbreviated version of the vision statement – 1 sentence – to embed with tutors.	DR	Spring Term	All	<b>Complete</b> <b>31/07/2022</b>

**Priority 2:**

Develop a rigorous, outcomes-oriented programme of continuous professional development for the Core Team with a focus on individualised learning and self-accountability.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Agree and calendar a regular series of staff training sessions throughout the year – including informal ‘CPD buffet’ style sessions to increase staff capacities with MMF systems & processes. Draft training/development priorities and consider facilitation/practicalities.	DR	Aut1	EW	<b>Complete 30.3.22</b>
Develop and implement a formal appraisal process, with buy-in from staff and key stakeholders with a clear focus on Continuous Professional Learning (CPL) and self-accountability. <b>7.9.22 agreed that appraisal and CPL should be kept separate, and that CPL is the priority for 22-23</b>	EW	Autumn Term	DR	<b>Unachieved – roll forward to 22-23</b>
Survey Core Team to identify common areas for development (e.g. use of Paritor) and facilitate 1-1 or small group support & training sessions to address this.	DR	Jan 2022	-	<b>Unachieved – roll forward to 22-23</b>
Facilitate training and induction of Music Centre Steward teams to enable fluid and interchangeable allocation of tasks / locations and ensure robust lines of communication are in place.	LW	Autumn Term	DR	<b>Complete 30.3.22</b>

**Priority 3:**

Re-establish a rigorous quality assurance and professional learning programme for the tutor team, ensuring that all tutors are observed at least once every 2 years, a data-led approach to support and intervention and high-levels of engagement from the tutor team (e.g. tutor working party).

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Complete review and standardisation of current Lesson Observation procedures with CLT + SLT, ensuring that the process is fair, professionally developmental and supports the Foundation’s goal to be an inclusive cultural organisation.	FG	Aut 1	DR	<b>Complete 31/07/2022</b>
Draw up priority observation list for 2021-2022 and allocate observations equitably between the CLT + SLT, considering instrumental specialism and practicalities of observing (e.g. location).	FG	Aut 1	CLT	<b>Complete Oct21</b>
Ensure timely follow-up with tutors following unsatisfactory observations, picking up on areas of development and ensuring targeted support/intervention.	FG	Ongoing	SLT	<b>Standing Action</b>

Facilitate a meaningful consultation with tutors regarding the lesson observation process to help ensure this is beneficial to tutors – invite interested tutors to form a working party and meet to discuss LOs and agree hallmarks of an exemplary lesson for use in observations.	FG	Aut 2	SLT / £150 consultation fees.	<b>Complete</b> 30.3.22
Seek to establish a rota of twilight CPD drop-in sessions freely available to interested tutors to facilitate sharing of good practice.	FG	Ongoing	-	<b>Unachieved –</b> roll forward to 22-23

#### Priority 4:

Ensure consistently above 1100 termly lessons by regular reporting of lesson, waiting list & financial data to drive policy, planning and intervention.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Assess and plan implementation of upgrading databasing system in 2022-2023 (Paritor 5 / Speed Admin) and other products which may be able to provide improved solutions for the Foundation's needs.	LM/DR	Spring Term	Admin Team	<b>Complete</b> 30.3.22
Provide a regular (weekly and monthly basis) detailed analysis of lesson / group numbers, including pupil demography data, for interrogation by the wider team.	LM	Ongoing	-	<b>Complete</b> 5.1.22 Standing Action
Produce a policy regarding processing of waiting lists and management of pupil retention on the waiting list. <b>To be formalised in 22-23</b>	LM	Autumn Term	KD	<b>Unachieved –</b> roll forward to 22-23
Develop staff confidence/competence in using new Xero finance database and utilise the range of features available in order to streamline processes and ensure greater transparency across the organisation & stakeholders.	LM/JM	Autumn Term	External training?	<b>Complete</b> 30.3.22
Streamline tutor pay process, in consultation with the wider tutor team.	JM	Autumn Term	DR	<b>Roll forward to</b> 22-23 (SpeedAdmin)
Regular review of school lessons and planning of intervention with whole staff team during Team Meetings to ensure capacity is utilised and expanded in contexts in which we teach.	DR	Ongoing	CLT/Admin	<b>Complete</b> 30.3.22

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**Priority 5:**

Develop schools' support programme to ensure that this is effective and relevant to the new national landscape / curriculum developments, ensuring that every school receives significant support (e.g. a ½ day visit).

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Have an individual conversation with every Primary Music Coordinator / Head of Department to establish how MMF can best support in each context this academic year.	SB	Aut1	-	<b>Complete</b> <b>31/07/2022</b> (most schools visited) <b>Standing Action</b>
Programme a series of CPD sessions across 2021-2022 which directly address the main concerns raised by school Music Coordinators/staff.	SB	Ongoing	DR, AS, EW	<b>Complete</b> <b>31/07/2022</b> <b>Standing Action</b>
Facilitate opportunities for every school to participate in at least one appropriate singing performance during 21-22: Sound Solutions (Dec 2021); SingFest (March 2022); ITAV (Spr/Sum 2022); Sing Outside (Summer 2022).	SB	Dec 2021 – July 2022	AS?	<b>Complete 30.3.22</b> <b>Standing Action</b>
Plan and deliver programme of CPD and create new resources	SB	Spring/Summer 22	AS/DR	<b>Complete 30.3.22</b>
Promote and deliver the above projects	SB	Spring/Summer 22	AS/DR	<b>Complete</b> <b>31/07/2022</b>



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**Priority 6:**

Increase public awareness of MMF lessons, projects and Music Centres. Develop and implement a new Digital Content Strategy, revitalise MMF branding and create new digital assets / content.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Develop and agree new 'house style' for MMF digital content / media and ensure this is applied consistently across all platforms.	RC	Autumn Term	LL, AS	<b>Complete</b> 31/07/22
Regularly refresh website and social media images / banners to reflect the current cohort of pupils and the diversity of the communities that we serve.	RC	Ongoing	DR	<b>Complete</b> 30.3.22
Develop and increasingly library of high-quality digital content (flyers, images, booklets, videos, graphics, animations) and share widely via online platforms.	RC/AS/LL	Ongoing	DR	<b>Standing Action</b>
Design and order new Music Centre banners (South Wimbledon, Soundwave, Wimbledon College?, Crown Lane?).	RC	Autumn 1	-	<b>Complete</b> 30.3.22
Create new range of promotional flyers/materials and make available for use by CLT and Admin team when liaising with schools.	RC	Autumn 1	-	
Develop promotional materials for the launch of Soundwave and Wimbledon College Music Centres / the move of office/flagship centre to South Wimbledon and share widely via all platforms.	RC	Autumn 2	LL, DR	<b>Complete</b> 30.3.22
Improve website SEO	RC/AS	Autumn 2	DR	<b>Roll forward to</b> 22-23
Develop Digital Content Strategy / timeline and share with the wider team	RC/AS	Autumn 1	LL	<b>Complete</b> 5.1.22
Press release for Music Centres	RC/LL	Spring 21	DR	<b>Complete</b> 31/07/2022
Create more video content	RC/AS/	Spring/Summer		<b>Standing Action</b>



**Priority 7:**

Establish new Music Centres at Wimbledon College and Soundwave, Mitcham with a strategic overview of ensemble provision across the borough.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Complete necessary agreements with Wimbledon College and The Sherwood regarding rental arrangements.	DR	Autumn 1	SLT	<b>Complete Autumn 1</b>
Compile parent/guardian applications and devise initial teaching timetables for WC	LW	Autumn 1	-	<b>Complete 5.1.22</b>
Recruit new Steward to fulfil additional demand across South Wimbledon / Wimbledon College.	DR	Autumn 1	SLT	<b>Complete 5.1.22</b>
Recruit a new Steward to support delivery at Soundwave – advertise within the local / school community.	DR/HW	Autumn 1	SLT	<b>No Longer Required 5.1.22</b>

**Priority 8:**

Develop a broader, modern Music Centre offering including music technology and popular music ensembles.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Recruit Music Production / DJ / Turntablist tutor for Soundwave and establish availability in order to identify session day.	HW	Autumn 1	DR	<b>Complete 5.1.22</b>
IT infrastructure install: electrics, internet, switch, port etc.	DR	Autumn 1	Abbey IT	<b>Complete 5.1.22</b>
Decide upon and procure Music Tech equipment	DR	Autumn 1	HW/FDJ	<b>Complete 5.1.22</b>
Review all Music Centre activity and costings and facilitate Music Centre Working Party meetings to agree and action future development	EW	Autumn 2	MCWP	<b>Roll forward 22-23</b> (new MPL core team role appointed May22)
Build webpage for Soundwave and associated digital content	RC	Autumn 1	LL, DR	<b>Complete 5.1.22</b> (Webpage). (31/7/22 Content)
Promote sessions / create online sign up at new Large Group rate / monitor uptake and begin lessons in Autumn 2 or January (delivery must go ahead in Autumn 2 – liaise with The Sherwood regarding a pilot project for pupils if necessary).	DR/HW	Autumn Term	LW, RC	<b>Complete 30.3.22</b>



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**Priority 9:**

Increase core and tutor team awareness of and confidence in the language and ideas surrounding best practice in diversity and inclusion.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Core Team Inset Day, workshop covering the Language and ideas of EDI	HW	September 1	DR	<b>Complete (Sept 21)</b>
Tutor Conference, presentation on Inclusive teaching in the Instrumental or Singing Lesson	HW	September 17	DR	<b>Complete (Sept 21)</b>
Recruit cross organisation EDI Working Group	HW	October 2021	SLT	<b>Complete (Nov 21)</b>
Organise a continuing programme of CPD for core team including Allyship/ anti-racism training	HW	Ongoing	DR	<b>Standing Action</b>
Further developing and making meaningful the CPD programme. Focusing on individual needs and journeys.	HW	Spring / Summer	SLT	<b>Roll forward 22-23</b> (development of individualised CPL programme)



**Priority 10:**

Write and ratify a formal Diversity &amp; Inclusion Policy and Action Plan.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Finish writing the EDI Policy and Action Plan	HW	October 2021		<b>Complete</b> 30.3.22
Share with SLT and EDI Working Party for feedback	HW	Jan/Feb 2022	EW	<b>Complete</b> 30.3.22
Receive feedback from Changing Tracks and other external organisations leading in this area	HW	Jan/Feb 2022		<b>Complete</b> 30.3.22
Have policy approved and adopted by Trustees	HW/DR	Spring 2022	SLT	<b>Ongoing</b> 30.3.22
Communicate policy to team members at all levels of the workforce with organic buy in	HW/DR	Spring or Summer 2022	SLT	<b>Standing Action</b>

**Priority 11:**

Establish a Youth Voice panel ('Speak Up') and ensure meaningful youth contribution to planning and delivery.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Recruit Youth Council Members	HW	October 2021	LL, RC	<b>Complete (Oct 21)</b>
Attend Sound Connections, Essential Youth Voice Training Course	HW + GB	Autumn 2021	GB	<b>Complete (Nov 21)</b>
Run Youth Council Meetings and oversee the SpeakUp! Creative project delivery	HW + GB	Ongoing	GB, EW trained as Arts Award Assessor	<b>Complete</b> 30.3.22
Deliver SpeakUp! Youth Council Creative Project	HW	March 2022	SB, Other team members as necessary	<b>Complete</b> 30.3.22



Run a Youth Consultation targeting students we don't already engage with	HW	Summer 2022	DR, RC	Unachieved – roll forward to 22-23
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#### Priority 12:

Clarify the current picture relating to D&I at all levels of the organisation, in line with ACE requirements via a comprehensive data audit.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
Create and publicise the Workforce Survey clearly communicating why it is important to members at all levels of the organisation	HW / DR	September, October 2021	SLT	Complete (Sept21)
Analyse survey results and complete ACE workforce data return	HW	Oct 2021	DR	Complete (Oct21)
Review data capture capabilities and processes for participants	DR/HW	Spring Term		Complete 31/07/2022
Design and agree on a strategy for updating and capturing participant data	HW	Spring Term	SLT / Admin Team	Complete 31/07/2022



# Improvement Planning

## September 2022 – March 2023

NB: Following ACE request for Hub Lead Organisations (HLOs) to submit a Business Plan and SMART Objectives by the financial year, our Improvement Planning for the period April 2022 – March 2023 acts as a cross-over between our existing Organisational Priorities (which ran Sept21 – July22) and the new SMART Objectives (April22 – March23).



## April 2022 – March 2023 SMART Objectives

Activity	Owner	Due Date	Outputs	Success Measures	Priority	Review
<b>Courage</b>						
Fully embed the new Vision & Values into the core team and ensure good awareness and buy-in from the wider teaching team and learning community.	SLT	31/3/2023	Vision / Values documentation on website and regularly shared via social media channels. Vision / Values discussed and shared at Tutor Conference and all MMF events. Regular INSET time dedicated to interrogating Vision / Values in staff meetings and training.	Core staff can use the vision and values and understand how these are exemplified daily in the real world. Staff take ownership of vision / values and there is evidence of decision-making being influenced by organisational values (meeting minutes, staff surveys). Staff, tutor, and parent/pupil surveys demonstrate an increased awareness and exemplification of Vision / Values. Organisational culture develops in line with aims of V&V engagement is evident at governance level.	Medium	Complete March 23
Ensure consistently above 1300 termly lessons by regular reporting of lesson, waiting list & financial data to drive policy, planning and intervention.	All Core Staff	31/03/2023	Regular Team Meeting discussions led by and respond to lesson data. Interventions (recruitment, promotions, have-a-go days etc) are guided by waiting list and register data.	>1300 lessons per term with a target of 1400 lessons ahead of Summer Term 23-24	High	Complete March 23



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Upgrade databasing software.	Finance Director	31/07/2022	Comparison of available systems to be completed and shared with governance. New system to be implemented May/June 2022.	Core staff are confident in the use of new databasing system. Increased use of database by curriculum/leadership staff enables improved strategic planning. User-friendly UI encourages increased take up of instrumental / ensemble tuition and improved reporting on pupil attendance etc by tutors. Increased engagement with tuition via schools' access to online portal increases lesson participation and continuation.	Low	Complete 7/9/22
To produce a Merton Music Curriculum for Merton Primary schools, aimed at supporting non-specialist teachers deliver the objectives and outcomes of the NCM and MMC	Creative Director	22/07/2023	A comprehensive, progressive programme of study for use in the Primary classroom, freely available to all Merton Primary schools	To engage with a group of 4/5 'harder-to-reach' schools Music lead Staff from those schools attend CPD and introduce the PoS; evaluation of the programme by schools and pupils	Low	Complete March 23
<b>Commitment</b>						
Develop a formal Continuous Professional Learning process to enable core staff to be self-directed and self-accountable for their CPL with a method of tracking development.	CEO / Operations Director	31/12/2022	Termly programme of Core Staff training days / sessions. Development of individualised CPL target setting / monitoring system. Regular external input in training of staff	All core staff to engage proactively with new CPL process - to be assessed via staff survey and CPL documentation. Above 90% good+ evaluation of termly staff training sessions (≥3pa) with opportunities for wider staff team to contribute to the planning of these sessions. Productivity within the Core Team to be surveyed and numbers of staff with relevant in-service accreditations (e.g. First Aid, Manual Handling etc)	Medium	Ongoing March 2023

Re-establish a rigorous quality assurance and professional learning programme for the tutor team, ensuring that all tutors are observed at least once every 2 years, a data-led approach to support and intervention and high-levels of engagement from the tutor team (e.g. tutor working party).	Quality of Learning Leader	31/03/2023	All tutors are observed at least once every 2 years. High priority tutors (new staff, staff that have been identified as needing additional support, any staff not observed within 2 years) will be seen as a matter of priority and no later than Feb 2023. Tutor working party to have met at least once by Jan 2023 with onward plan for future meetings / development and minutes / actions to take forward.	A culture of continuous learning and development is established and maintained in the tutor team (which fluctuates), measured by lesson observation data and workforce survey. CPD and training for peripatetic staff is targeted and data-led. Tutor working party becomes embedded in wider organisational decision making and improvement planning, particularly in relation to teaching and learning.	Low	Ongoing March 2023
Review and revise instrumental stock management processes.	Operations Director / Finance Director / Operations Leader / Operations Assistant	31/07/2022	All instrumental stock is accounted for on database with a note regarding condition. All unaccounted-for stock has been written off. A clear process is in place for the re-sale of old / unwanted instrumental stock via the MMF website or other routes. A list of preferred suppliers and repairers is maintained on the server and regularly updated Complete comprehensive instrument stock audit and assessment of condition, identify stock to sell / donate and purchase new instruments as required. New system in place using new database. Stock management policy on website and in use	A completed audit report with sign off from FD and OD. Instrumental stock on hire is consistently in good playable quality and represents good value for money for parents/guardians. New stock is ordered / existing stock repaired in a timely fashion. The instrumental store is clean, tidy and organised. Engagement with ACE instrument apprenticeship initiative.	Low	Complete March 2023

Review WCET offer in light of new NPME, MMC and Ofsted including a better understanding of school-led WCET framework given increased local demand for General Musicianship / PPA offer.	Operations Director	31/03/2023	Development a curriculum overview / SoW for General Musicianship teaching in line with offer for schools and supported by contributions from the In2Music teaching team. Adaptations to delivery made as necessary based on NPME2 guidance. Re-focussed approach to traditional WCET offer with increased take-up from schools, supported by investment in instruments.	Continued growth of GM / PPA programme with increased income and positive evaluation from schools. Increased number of pupils participating in traditional WCET offer. More than 50% of schools involved in First Access programme.	Low	Ongoing March 2023
<b>Joy</b>						
Develop a broader, modern Music Centre offering including music technology and popular music ensembles, large group tuition and early years provision	Musical Pathways Leader	31/03/2023	Increase tutor numbers at SMSWC - additional piano tutor + EY tutor. Recruit 2nd tutor for Soundwave (rock/pop). Weekly DJ/Music Production and Rock/Pop ensemble lessons at Soundwave with a growing register of pupils including 1-1 Establish early years and group keyboard classes at SMSWC. Formal review of ensemble provision completed by new MPL role and an action plan in place for developing new offer and legacy planning for retirement of long-standing members of staff.	>100 lessons per week at SMSWC. Increased engagement of CYP from East of borough schools via Soundwave. Full (2 x 8 pupils) classes for DJ/MP at Soundwave and at least 2 1-1 pupils. Continued engagement of Melrose in alternative provision during PMs on Fri. Development of new non-formal provision strand of teaching & learning. Minimum 2 hours of after school provision at Soundwave, aiming to grow to 2 x 3 hours on a Friday ahead of Summer Term 23-24. Clear action plan in place for MC ensemble development and legacy planning	Medium	Ongoing March 2023

Be an inclusive cultural organisation, not just in what we say but also in what we do.	SLT / Youth Engagement, Diversity & Inclusion Leader	31/03/2023	Increase core and tutor team awareness of and confidence in the language and ideas surrounding best practice in diversity and inclusion. Write and ratify a formal Diversity & Inclusion Policy and Action Plan with engagement and buy-in from all key stakeholders (including core team, tutors and young people). Ensure meaningful youth voice contribution to organisational planning and delivery via the newly formed youth voice panel. Clarify the current picture relating to D&I at all levels of the organisation via a comprehensive data audit.	MMF governance is more representative of the diverse community it serves, facilitated by the recruitment of two new trustees - ideally to include representatives of Asian, Black and/or Other White populations and people with disabilities and/or neurodivergence. Participation of historically under-represented groups is quantified and targets set around future engagement set. The Youth Council is established and authentically involved in strategy / organisational decision making. Core team staff demonstrate awareness and high levels of buy-in in matters relating to ED&I.	High	Ongoing March 2023
Appoint new Musical Pathways Leader role and induct new member of staff, ensuring high levels of agency and self-accountability	SLT	01/09/2022	New member of staff in place in Curriculum Team.	MPL is embedded into the organisation and reports high levels of confidence and understanding of their role. Impact of the new MPL is evident with new initiatives under development and increased productivity / support for Operations Director in management of staffing / tuition.	Medium	Complete 7/9/22
Increase vocal engagement across Hub Primary and Secondary schools	Creative Director	31/03/2023	Primary: Series of Sing Outside choral and photography workshops in 10 schools; CPD activity for school lead teachers. Secondary: Series of in-school choral workshops and final massed performance as part of the KISS project; CPD for Secondary school music leaders	6 schools receive the SC project, of which at least 4 are in disadvantaged wards Positive evaluation confirming new skills and increased confidence amongst staff and pupils.	Medium	Complete March 23

Increase number of borough schools engaging with creative music and arts projects, especially in the east of borough	Creative Director	22/07/2023	6 sets of 2 music and art workshops delivered in 6 Primary schools	6 schools receive the SC project, of which at least 4 are in disadvantaged wards Positive evaluation confirming new skills and increased confidence amongst staff and pupils.	High	
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## Action Plan

### Courage

#### Objective 1:

Fully embed the new Vision & Values into the core team and ensure good awareness and buy-in from the wider teaching team and learning community.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Seek opportunities to incorporate pupil voice in the further development and implementation of the Vision / SEIP and to promote further awareness amongst Music Centre members.	HW	Autumn 2 (22-23)	DR	Complete April 23
b) Ensure consistent messaging to tutor team via training sessions and regular correspondence to reinforce the Vision and its practical application	DR	Sept – ongoing	-	Standing Action
c) Deliver Core Staff planning and development sessions to regularly review Vision wording including activities to consolidate understanding, monitoring of action planning / SEIP to ensure words are put into action!	DR	Sept – July	SLT	Standing Action Complete April 23
d) Regularly present Vision / SEIP updates and consolidation exercises to Trustees to ensure high levels of engagement and executive monitoring	EW/DR	Termly	Chair of Trustees	Standing Action Roll forward to 23-24?
e) Create Youth Council webpage and member profiles	RC	Nov - Dec		Roll forward to 23-24
f) Reach the local community through school websites and forums and creating a stronger presence (Photography exhibition at Metronome provides a good model for community engagement). Also idea of having a stand at community events. <i>RutsFest have already said we are welcome to have a stand there on 28<sup>th</sup> May and will contact us again when they start planning.</i>	RC/LW	Nov/Dec	MLT/DR	Complete April 23

**Objective 2:**

Ensure consistently above 1300 (1450 – new 2023 target) termly lessons by regular reporting of lesson, waiting list & financial data to drive policy, planning and intervention.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Provide a regular (weekly and monthly basis) detailed analysis of lesson / group numbers, including pupil demography data, for interrogation by the wider team.	LM	Ongoing	-	Standing Action
b) Produce a policy regarding processing of waiting lists and management of pupil retention on the waiting list.	LM	Autumn Term	KD/DR/LW	Roll forward to 23-24
c) Streamline tutor pay process, utilising new database software	JM	Autumn Term	DR	Standing Action
d) Regular review of school lessons and planning of intervention with whole staff team during Team Meetings to ensure capacity is utilised and expanded in contexts in which we teach.	DR	Ongoing	CLT/Admin	Standing Action
e) Ensure curriculum and leadership team are trained in use of the new database and systems/processes for recruitment, onboarding tutors, starting pupils, instrument hire etc to enable more seamless recruitment of pupils to lessons.	DR/Operations Team	Ongoing		Roll forward to 23-24
f) Visiting and organising hands on parent meeting sessions at targeted schools.	SB	Autumn/Spring Term	HW/FG	Standing Action (success at SH school)
g) Develop a strategy for increasing lessons in schools where lesson numbers are relatively low	DR/MG	Ongoing	FG/HW/SB	Standing Action
h) Expand and plan provision for a timetable on Fridays at Soundwave.	LW	Autumn Term	RC/HW	Completed April 23
i) Appoint an additional tutors at South Wimbledon Music Centre and Wimbledon College.	LW	Spring Term	DR/MG	Completed April 23
j) Establish additional tutors for Monday evenings to generate more lessons at MC in available rooms	LW	Spring Term	DR/MG	Standing Action
k) Create new lesson target for the next academic year	LM	Summer Term	KD/DR/JB/LW	Roll forward to 23-24

<b>Objective 3:</b> Upgrade databasing software				
Action	Lead	When	Resources / Support	Review Dates <i>Complete / Ongoing / No Longer Required or Unachieved</i>
a) Implement new databasing software	DR	Summer 2	LM / Operations Team	Complete Sept22
b) Conduct staff training on software as appropriate for different roles / responsibilities	DR	Ongoing	LM / Operations Team	Complete April 23
c) On-board all tutors to the new system	DR	Summer 2 / Autumn 1	LM / Operations Team	Complete Sept22
d) On-board parents/guardians to the new system	DR	Summer 2 / Autumn 1	LM / Operations Team	Complete Sept22
e) On-board schools to the new schools' portal – request confirmation from schools, set up user accounts and provide ongoing support.	DR	Autumn 1 / Autumn 2	LM / Operations Team	Complete 16/11
f) Create training & support materials for staff, guardians, schools and tutors	DR	Ongoing	LM / Operations Team	Complete 18/1/23
g) Create process document to outline all processes in new database (e.g. starting lessons, waiting list, financial processes, comments)	DR	Autumn 2 / Spring 1	LM / Operations Team	Roll forward to 23-24

**Objective 4:**

Produce a Merton Music Curriculum for Merton Primary schools, aimed at supporting non-specialist teachers deliver the objectives and outcomes of the NCM and MMC

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Programme a series of CPD sessions across 2021-2022 which directly address the main concerns raised by school Music Coordinators/staff.	SB	Ongoing	DR, AS, EW	Standing Action
b) Phase one of Sound Ideas completed and published.	SB	Complete		Completed 16/11
c) Phase two of Sound Ideas, which adds activities and resources to phase one.	SB	Summer Term		Roll Forward to 23-24 (new Target 11)
d) Create 'Amplifying Change' resources, including example lesson plans for non-specialist teachers.	HW/MG	Spring and Summer Term	SB	Standing Action

## Commitment

**Objective 5:**

Develop a rigorous, outcomes-oriented programme of continuous professional development for the Core Team with a focus on individualised learning and self-accountability.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Develop and implement a formal Continuous Professional Learning process, with buy-in from staff and key stakeholders with a clear focus on self-accountability.	EW	Autumn Term	SLT/HW	Roll forward to 23-24
b) Survey Core Team to identify common areas for development (e.g. use of Speed Admin) and facilitate 1-1 or small group support & training sessions to address this.	DR	Jan 2022	-	Standing Action

c) Establish and embed minimum termly (ideally more) 1-1 support meetings for all staff – focus on coaching / CPL / wellbeing.	EW	Spring/Summer Term	SLT	Roll Forward to 23-24
d) Establish named link trustees for each area of responsibility	EW / EH	Spring Term	SLT / Trustees	Complete Jan 23

#### Objective 6:

Re-establish a rigorous quality assurance and professional learning programme for the tutor team, ensuring that all tutors are observed at least once every 2 years, **new tutors to be prioritised (22-23)** a data-led approach to support and intervention and high-levels of engagement from the tutor team (e.g. tutor working party).

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Ensure timely follow-up with tutors following unsatisfactory observations, picking up on areas of development and ensuring targeted support/intervention.	FG	Ongoing	SLT	Standing Action
b) Seek to establish a rota of twilight CPD drop-in sessions freely available to interested tutors to facilitate sharing of good practice.  Deliver early years and KS1 training for tutors  ASD Training – booked 4 <sup>th</sup> Jan  Record keeping on Speed Admin.	FG	Ongoing	-	Complete April 23 (standing action)
c) Trial tutor peer learning programme with targeted group of 'early adopters'	FG	Spring Term		Complete April 23
d) Develop Lesson Obs data List on Speed Admin to track priority observations based on date / grade	FG	Aut1	DR	Complete 31/11/22

#### Objective 7:

Review and revise instrumental stock management processes.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Get the MMF Shop up and running – Add shop as tab on the website.	JB/DR/RC	Aut2	DR/LW/LM	Ongoing 18/1/23



b) Identify and dispose of surplus stock	JB	Ongoing – Summer Term		Roll forward to 23-24
c) Identify, contact and create a list of local repairers	JB	Aut2		Roll forward to 23-24
d) Assess existing stock and update database	JB	Summer Term		Standing Action
e) Ensure for instrument type, we have ready the appropriate number of tested instruments.	JB	Ongoing		Standing Action New
f) Admin staff should know where all the instruments are stored.	JB	Summer Term		Completed April '23

#### Objective 8:

Review WCET offer in light of new NPME, MMC and Ofsted including a better understanding of school-led WCET framework, given increased local demand for General Musicianship / PPA offer.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Adapt the Merton Curriculum for use by specialists	DR/SB/HH	SPR23		Roll forward to 23-24
b) Increase the number of support visits for In2M tutors	DR/FG	Ongoing	CLT	Standing Action
c) Establish In2M working group to develop a resource bank for tutors to share activity ideas	DR/HH	Summer Term		Roll forward to 23-24
d) Create shared folder and populate with In2M teaching resources. Enable teaching staff to add / edit items. Create resource bank accessible by pupils via website.	DR	Ongoing		Unachieved
e) Review literature / support materials relating to MMC, NPME and Ofsted guidance and cross reference with MMF materials / SoW	DR	Spring Term	SB	Unachieved

# Joy

## Objective 9:

Develop a broader, modern Music Centre offering including music technology and popular music ensembles.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Review all Music Centre activity	MG/SLT	Summer Term		Roll Forward 23-24 (Target 6, 7)
b) Survey parents/guardians, students and Youth Council	MG	Autumn/Spring Term		Complete 16/11 Complete April 23.
c) Contemporise our drums and guitar offering – acoustic guitar, electric guitar and bass guitar (offer Trinity Rock and Pop lessons and exams)	FG/MG?	Spring/Summer		Roll Forward 23-24 (Target 6, 7)
d) Investigating funding and leading options for a new contemporary group incorporating music technology.	MG	Spring/Summer Term	DR	Roll forward to 23-24
e) Create a group beginner electric guitar/ukulele programme.	MG	Spring Term	RC/LW	Complete 18/01
f) Use of the MC screen promoting what's going on, use of stills rather video with whats happening/coming up. On powerpoint so it can be updated properly. Reception/Café?	RC/LW	Spring Term		Unachieved
g) Develop an early years programme at Wimbledon College.	MG	Spring Term		Complete April 23
h) Look into ways to increase communication directly between ensemble leaders and music centre members.	MC	Spring/Summer Term	DR/RC	Roll Forward 23-24 (Target 6 and 7)



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**Objective 10:**

Be an inclusive cultural organisation, not just in what we say but also in what we do.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Organise a continuing programme of CPD for core team including Allyship / anti-racism training	HW	Ongoing	DR	Standing Action
b) Further developing and making meaningful the CPL programme. Focusing on individual needs and journeys.	EW HW?	Spring / Summer	SLT	Roll Forward to 23-24
c) Have EDI policy formally adopted by Trustees	EW	Spring	SLT/HW	Complete 18/1/23
d) Run a Youth Consultation targeting students we don't already engage with	HW	Summer 2023	DR, RC	Roll Forward to 23-24 (Targets 5, 6, 7, 9)
e) Staff and tutor training for ASD.	FG	Jan 2023	DR	Complete 18/1/223
f) Develop a working group to focus on additional needs Web page Admin team training session Training via Perseid	EW	Nov/Dec	DR/FG	Complete April 23 Phase 2 Standing Action
g) Consultation with visitors / guardians / pupils with access needs	RC/HW	Spring	DR/MG	Roll Forward 23-24 (Target 9)

**Objective 11:**

Appoint new Musical Pathways Leader role and induct new member of staff, ensuring high levels of agency and self-accountability

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Advertise and interview for the post, ensuring the highest standards of inclusive practice.	EW	Summer 2	DR/HW	Complete – June 22
b) Ensure new member of staff is fully inducted and provided with all relevant staff handbooks and resources	EW/DR	Summer 2	HW	Complete – June 22
c) Set up 'buddy' system to support new staff induction	HW	Summer 2		Complete – June 22



d) Complete initial and mid-term reviews with the new member of staff to ensure that they feel supported and able to raise concerns/questions. Focus on risk of 'scope creep' of the newly created job description.	DR	Summer 2, Autumn 1	EW	Complete – April 23
e) Handover internal MC concerts/events to Musical Pathways Leader	SB	Aut2 / Spr	MG	Roll Forward 23-24

### Objective 12:

Increase vocal engagement across Hub Primary and Secondary schools.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Consult with Secondary colleagues to organise a dedicated SingFest day in March 2023 and a cross-schools workshop event with JALC in June 2023	SB	Autumn 2		Complete April 23
b) Plan and deliver Music Box, new pre-school singing and GM sessions, in partnership with Clarion Housing	MG	Spring/Summer	SB	Complete April 23
c) Encourage schools to participate in Singfest 2023, with a particular focus on those who have not been before	SB	Spring		Complete April 23
d) Plan for delivery of new round of Sing Outside in Summer 2023 and possible RAH 'Change is coming' song composition project.	SB	Summer		Unachieved, will evolve format
e) Explore possibility of Phipps Bridge song writing / beats project with hard- to- reach teenage students	MG; SB	Autumn 2	DR	Unachieved

### Objective 13:

Increase number of borough schools engaging with creative music and arts projects, especially in the east of the borough.

Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Have an individual conversation with every Primary Music Coordinator / Head of Department to establish how MMF can best support in each context this academic year.	SB	Spring	-	Standing Action
b) Facilitate opportunities for every school to participate in at least one appropriate singing performance during 21-22: Sound Solutions (Dec 2021); SingFest (March 2022); ITAV (Spr/Sum 2022); Sing Outside (Summer 2022).	SB	Dec 2021 – July 2022	AS?	Complete 18/01



c) Liaise with East Mitcham Cluster schools, HAM & St Marks CofE regarding targeted free ukulele and music production classes at Soundwave, funded via The Jack Lonergan Foundation.  Establish provision and review impact.	DR	Aut2  Jan23 / Spring 2	MG/HW/LW	Complete 18/01
d) Establish New Provision at Melbury / Whatley Campus	DR	Jan 2023	-	Complete Jan23
e) Investigate how to use remaining Jack Lonergan foundation funding to provide further activity at soundwave.	HW/DR	Spring/Summer 2023		Complete April 23



## **‘Extension Period’**

### **April 2023 – July 2023**

NB: The following six objectives were distilled from an already agreed list of 12 Organisational Priorities for April 2023 – March 2024, following ACE decision to move SMART Objective planning to be in line with the academic year, rather than the financial year and subsequent requirement for HLOs to submit SMART Objectives for the ‘Extension Period’ April – July 2023. MMF’s Organisational Priorities from September 2023 will be adjusted accordingly.



# SMART Objectives

April 2023 – July 2023

SMART	Activity	Owner	Outputs	Success Measures	Priority	Review
1	Submit bid for new SW London Music Hub Lead Organisation.	Lis / Lawrie	Partnership agreement signed by all 10 organisations and meeting rota established.	Initial structure for governance, accountability and finance across SWL partnership agreed once the relevant parameters have been announced by ACE. MMF to have equal and significant stake in the new HLO partnership and to be represented at all strategic meetings.	High	
2	Establish a 'Merton Arts Partnership' group of 10 local arts organisations.	Soo	Partnership established and project parameters for 23-24 agreed.	Inaugural meeting to have taken place with minutes available and initial sharing of practice / focus completed. DoNM planned and agenda prepared in order to agree scope and focus of the group.	Low	
3	Pursue possible 23-24 partnership project with London Borough of Merton.	David	MC ensemble membership increased to 200 pupils. Instrumental lesson numbers at MCSW increased by c. 25 pupils.	Project planning completed and associated recruitment underway. Named project lead nominated and parameters / KPIs agreed with LBM. Publicity material released in line with LBM comms.	High	
4	Continue development of broader, modern music centre offer across all four sites and increase participation in lessons / ensembles at Music Centre South Wimbledon.	Martha / Louisa	MC ensemble membership increased to 200 pupils. Instrumental lesson numbers at MCSW increased by c. 25 pupils.	Targeted comms out to 1-1 lesson pupils not currently in an ensemble by age / ability. Come and Play event in April engagement and new pupil retention tracked. 'Strictly' trombones / clarinets and new trombone In2Music project delivered in Summer Term. New piano, percussion and guitar/violin/voice tutors to Wed PM and Saturdays New registers created & engagement monitored. Soundwave bid for new equipment submitted with Jack Longeran Foundation and emerging relationship with 'Unique Talent' to be explored with view to establishing a joined up approach to provision and opps for mutual support.	Medium	
5	Signpost the Foundation's offer	Hailey / Rebecca	Additional needs page live on website with	Accessibility video created and published. FAQs and parent/guardian quotes collected and published.	Medium	



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	and support for people with additional needs.		accessibility, SEND and current offer sub-pages and content published.	Signposting of current SEN/D and inclusive projects and accessible groups / ensembles.		
6	Develop a new procedure around the management of the Waiting List to increase participation with the Foundation's activities.	Admin Team	Draft waiting list process document created with input from administrative and operations team.	Initial process for staff training and standardization of systems/processes agreed. All waiting list applications categorized and summary data compiled to enable better strategic planning to increase capacity. 'Quick wins' identified and action plan created in order to address staffing / logistical considerations. Initial medium-term plan in relation to increasing capacity and improving communication to parents/guardians at all stages of application discussed and minutes of this meeting recorded with agreed actions.	Low	

## Action Plan

April 2023 – July 2023 (Reviewed 7/6/23)

Objective 1: Submit bid for new SW London Music Hub Lead Organisation.				
Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Meet regularly with the leads from SWLMEP and current HLOs to discuss way forward and understand wider context	EW	Ongoing	SLT	Ongoing 07/06
b) Monitor communications from ACE / DfE regarding HLO process to understand the requirements / expectations of the emerging process	EW	Ongoing	SLT	Ongoing 07/06
c) Agree terms of new HLO structure, particularly the financial and accountability arrangements, with existing SWL hub groups and gain governance support from all 7 organisations	EW	Summer 1	SLT	Ongoing 07/06
d) Support the completion of the ACE application, once the details of this process have been announced	EW	?	SLT	Ongoing 07/06
e) Create network groups across all 7 services for the various different common roles (e.g. admin / marketing / CLT etc)	EW/DR	Summer 2	SLT	Ongoing 07/06

Objective 2: Establish a 'Merton Arts Partnership' group of 10 local arts organisations.				
Action	Lead	When	Resources / Support	Review Dates Complete / Ongoing / No Longer Required or Unachieved
a) Compile signed Partnership Letters from all 10 local organisations	SB	Summer 1	EW	Ongoing 07/06
b) Timetable, agenda and deliver Meeting 1 and agree common objectives	SB	Summer 1	-	Complete 07/06
c) Gain agreement for principles of strategic working going forward	SB	Summer 1	MAP	Ongoing 07/06
d) Investigate possibility of MAP supporting a LBM bid for Borough of Culture	SB/EW	Summer 2	LBM / MAP	Ongoing 07/06

<b>Objective 3: Pursue possible 23-24 partnership project with London Borough of Merton.</b>				
<b>Action</b>	<b>Lead</b>	<b>When</b>	<b>Resources / Support</b>	<b>Review Dates</b> Complete / Ongoing / No Longer Required or Unachieved
a) Draw up comparison costing for the two proposed models of delivery	DR	w/c 24 April	SLT	Complete 07/06
b) Arrange and plan for meeting with the Leader to agree vision and intended outcomes / impact	EW	ASAP	DR	Complete 07/06
c) Agree project details, including a finalised budget, and develop a document of intent outlining requirements of school / LBM / MMF	DR	w/c 1 May	SLT	Ongoing 07/06
d) Plan project delivery and recruitment needs – list adverts and begin recruitment process	DR	w/c 8 May	SLT / MG	Ongoing 07/06
e) Identify participating schools and liaise with SLT regarding timetabling and staff training / buy-in	DR	Summer 1 / 2	SB	Ongoing 07/06
f) Plan and implement procurement strategy with suppliers and plan/implement instrument set up, tagging and delivery	DR	Summer 2	JB	Ongoing 07/06
g) Allocate staffing alongside regular MMF activity ahead of agreed project start date (Sept? Nov? Jan?)	DR	Summer 2	MG / MLT	Ongoing 07/06

<b>Objective 4: Continue development of broader, modern music centre offer across all four sites and increase participation in lessons / ensembles at Music Centre South Wimbledon.</b>				
<b>Action</b>	<b>Lead</b>	<b>When</b>	<b>Resources / Support</b>	<b>Review Dates</b> Complete / Ongoing / No Longer Required or Unachieved
a) Run Come and Play day – April 2023	LW, MG	April 22 <sup>nd</sup> / 24 <sup>th</sup>	Music Centre Team	Complete 07/06
b) Direct follow up with Come and Play Participants – offer MC ensemble space	MG	Summer 1	LW	Complete 07/06
c) Direct follow up with Spotlight Concert Participants – offer MC ensemble space	MG	Summer 1		Complete 07/06
d) Develop and send out Ensemble Invitations, prioritising instruments that are low in numbers	RC	Summer 2	Middle Leadership Team	Ongoing 07/06
e) Promote MC ensembles at RutsFest Sax Ensemble Performance	JB	May	LW, Zoe	Complete 07/06



<b>Objective 5: Signpost the Foundation's offer and support for people with additional needs.</b>				
<b>Action</b>	<b>Lead</b>	<b>When</b>	<b>Resources / Support</b>	<b>Review Dates</b> Complete / Ongoing / No Longer Required or Unachieved
a) Middle Leaders who teach to visit Adam Ockelford to observe teaching practice	HH/MG	Summer 2	MG, FG, HH,	Ongoing 07/06
b) Develop webpage to include updated pictures and quotes	RC	Summer 2		Ongoing 07/06
c) Visit Open Orchestra Project	FG	Summer 2	RC	Ongoing 07/06
d) Identify case study student for ACMD	MG	Summer 2	EW	Ongoing 07/06
e) Investigate possible links and future offer with all schools with additional needs units (e.g. West Wimbledon Pri)	SB	Summer 2	EW	Complete 07/06

<b>Objective 6: Develop a new procedure around the management of the Waiting List to increase participation with the Foundation's activities.</b>				
<b>Action</b>	<b>Lead</b>	<b>When</b>	<b>Resources / Support</b>	<b>Review Dates</b> Complete / Ongoing / No Longer Required or Unachieved
a) Create a Speed Admin List of waiting list by type, for increased analysis.	DR	Summer 1	LM	No longer required 07/06
a) All waiting list applications to be given a waiting list type on receipt of application by admin team.	Admin Team	Ongoing	LW	Ongoing 07/06
b) Staffing capacity to be agreed for 5 day per week management of school waiting list applications	LM	w/c 24 April	Admin Team	Complete 07/06
c) All 'New' waiting list types to be updated and then ongoing end of month waiting list type updates to be initiated.	LM	w/c 24 April / Ongoing	Admin Team	Complete 07/06
d) Investigate visibility of waiting list comment for parents/guardians on Speed Admin. Alternatively, investigate possibility of communicating number of applications ahead of a given applicant based on date of application data.	DR	Summer 1	LW / MG	Ongoing 07/06
e) Create email templates for waiting list correspondence, signposting to parents/guardians how to find their waiting list comment on SA.	DR	Summer 1	LW	Ongoing 07/06

f) Year 6 leavers analysis ahead of September lessons start	LM	Summer 1	DR	Ongoing 07/06
g) Increase tutor awareness of access to Speed Admin waiting list	DR	w/c 24 April	Admin Team	Ongoing 07/06
h) Develop half-termly email template and process for contacting parents/guardians of pupils on waiting list for an extended period of time to confirm ongoing interest in lessons.	LM	Summer 1	JB	Ongoing 07/06
i) Analyse waiting list – look at pupil ages, waiting times etc to identify hotspots.	LM	Summer 1	DR	Ongoing 07/06
j) Process new starters from waiting list to fill Y6 transition gaps.	KD, LW, JB	Summer 2	LM, JM	New 07/06

# **Self-Evaluation and Improvement Plan**

## **September 2023 – July 2024**



Supported using public funding by



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ENGLAND**



## Needs Analysis

### Moving Music Forward

July 2023

### Our Vision

A borough where music resonates along the corridors of every school and echoes throughout the community. A place of aspiration where every child can find their first notes, make progress and flourish as a young musician.

### London Borough of Merton

Merton is a South West London borough with a population of 215,200 people (Census 2021). Merton Music Foundation serves all of the local state schools (46 primary, 9 secondary and 3 specials) as well as having meaningful relationships with other local independent schools.

### Merton Primary Schools' Music

As of March 2023, music provision in Merton schools is inconsistent. Staff expertise and space for music, both in terms of the school timetable and teaching room, vary greatly from school to school and many schools do not have access to suitable instruments. Most Merton schools rely on non-specialist teachers to deliver the music curriculum to pupils, often without adequate space, training or resources to do so effectively.

In 2022-23, 27% of Merton primaries had a music specialist delivering school-led music provision. A further 16% of primaries have a music specialist coordinating and/or part-delivering school-led music provision. 64% of Merton primaries do not have a music specialist lead teacher / coordinator. 57% of Merton primaries offered Whole Class Ensemble Tuition in at least one year group for a period of at least one term through a combination of MMF-led delivery (41%) and school-led lessons (16%).

70% of Merton primaries and 33% of Merton Special Schools in 2022-23 offered one-to-one and small group, parent-funded instrumental tuition via Merton Music Foundation. c. 1600 pupils participated in parent-funded instrumental tuition with MMF across the borough, with over 100 pupils benefiting from MMF's financial assistance programme. Engagement in instrumental learning was higher in the West of the borough than the East.



## **Merton Secondary Schools' Music**

Merton has 9 Secondary schools, and currently all have a music specialist leading and /or delivering music in Y7+. Harris Academy Wimbledon, (one of three Harris Academies in the borough), is about to take in its first cohort of Y7 students on the basis of 'musical potential'. Music provision across the schools remains inconsistent, with low numbers of students progressing to a high standard (grade 6+) on traditional instruments. This is partly because a significant number of students with instrumental talent leave the borough at the end of Y6, to attend Grammar or selective schools in the surrounding boroughs of Kingston, Wandsworth and Sutton. Eight of the nine secondaries facilitate MMF tutors to deliver some or all of their individual instrumental lesson provision. We currently provide curriculum support at Raynes Park High School and school-funded GCSE & PP instrumental provision at Harris Academy Wimbledon, Harris Academy Merton, St Marks Academy and Wimbledon College.

The low standard of choral work is of particular concern, with some music leaders lacking in confidence and the relevant skills and experience to deliver choral work effectively and progressively.

## **Merton Special Schools' Music**

Merton has 3 dedicated special schools: Cricket Green; Perseid and Melbury College. It also has a number of units attached to Primary schools (e.g. Treetops at West Wimbledon and Lavender Class at Liberty). MMF has ongoing positive and active relationships with all 3 schools, who are regularly included in project and performance opportunities, including high-profile events like SingFest and the Royal Albert Hall concerts. MMF works closely with the schools and professional groups like Open Orchestras and the Orchestra of the Age of Enlightenment, to devise, plan and deliver projects which enable access for SEND pupils.

## **Instrumental Learning**

Financial and other barriers to participation mean that access to instrumental lessons is inequitable across the borough. 42% of MMF's parent-funded instrumental pupils live in SW19 and 22% of instrumental pupils live in SW20, meaning 64% of pupils reside in the West of the borough. 11% of MMF's parent-funded instrumental pupils live in CR4, 10% in SM4, 1% in SW17 and 15% unknown or out-of-borough. MMF works to address this imbalance via its



Special Projects and In2Music First-Access programme, however the practical, social and financial challenges of instrumental learning prohibit participation for many of the borough's most vulnerable children.

## Programmes of Activity

MMF reached over 9,000 local children and young people in 2022-23 through its instrumental and whole class teaching programmes, Music Centres and special projects. Despite only 27% of Merton primaries having an in-house music specialist, 64% of schools provided music specialist teaching in at least one year group in 2022-23 due to support from MMF's 'In2Music' programme, which was accessed by 27 schools locally, including 22 primaries and 2 Special Schools. Over 4,000 local young people participated in this programme during this academic year.

Schools have reported increased budgetary pressures going into the 2023-24 academic year and music/the arts are often first hit when money is tight. MMF has received four notices of withdrawal from its In2Music provision from two East-of-borough schools ahead of September 2024.

## Equity, Diversity & Inclusion

MMF has fewer participants that identify as having additional needs and/or SEND (c. 5%) than the national averages for the population of England and Wales and UK music higher education students, which both stand at around 18%. Where targeted provision and additional funding has been made available, for example at Soundwave Music Centre and via MMF's partnership with The Jack Lonergan Foundation, the proportion of pupils with additional needs or SEND is significantly higher: 30% of participants in DJ and Music Production classes at Soundwave have SEND.

MMF's participant ethnicity data is broadly comparable to that of London Borough of Merton, however there is an overrepresentation of 'Any Other Background including Arab' (9% MMF / 3% LBM) and 'Mixed/Multiple Ethnicities' (15% MMF to 5% LBM) with an underrepresentation of Black/Black British pupils (5% MMF / 10% LBM). MMF's workforce is less representative of the local area, with overrepresentation of 'White / White British' (74% MMF / 56% LBM) and underrepresentation of Asian/Asian British (7% MMF / 18% LBM) and 'Black / Black British' (1% MMF / 10% LBM). Increasing MMF's workforce and participant representation, particularly of Black / Black British communities, is a priority – one we have begun to address through our partnership with Black Lives in Music and our EDI Strategy.



Gender representation of MMF participants is representative of LB Merton populations, however – as is seen in many areas of education, particularly at primary levels - the workforce is female-heavy (59% MMF / 51% LBM). 3% of MMF's workforce identifies as non-binary, comparable data isn't currently available for LBM. Music Technology participation is skewed towards male identifying participants (c. 60/40 split), a trend that is also seen at HE level. For further analysis, please see '[MMF Onboard](#)' – MMF's response to 'A Slow Train Coming' EDIMS report on participation at HE level.

## Financial Assistance

MMF's Financial Assistance programme was accessed by 117 pupils in 2022-23. These pupils weight more heavily as male-identifying than the broader MMF population (57% vs 49%) and there is overrepresentation of 'Black / Black British' participants in this group compared to the wider MMF population (17% vs 5%). A significantly higher proportion of pupils in receipt of financial assistance from MMF 'Prefer Not to Say' or have not provided ethnicity data than the wider MMF population (46% vs 25%).



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***‘A centre of learning and a musical launchpad, unlocking talent both now and in the future.’***

Focus	Area of Business / Provision	What should be?	What can we currently see / hear / evidence?	Challenges / What’s missing?	Possible next steps
Quality	Improving Quality of Provision & Lesson Observations	<ul style="list-style-type: none"> <li>All tutors observed at least <b>once every two years</b>, but ideally every year with additional monitoring where need arises.</li> <li><b>High levels of tutor engagement</b> with professional learning programme and reflective practice.</li> <li>Regular opportunities for <b>sharing of good practice</b> and peer learning through formalized CPD/CPL programme.</li> <li><b>Evidence of high- quality provision</b> with at least 90% Good and above teaching provision across all activity.</li> <li>Best teaching practice learned from and adopted through <b>national and local partnerships</b>, review of publications and shared practice.</li> </ul>	<ul style="list-style-type: none"> <li><b>27</b> observations completed as of June 2023 with only 8% observations raising a concern.</li> <li><b>Peer Learning pilot programme</b> launched with 8 tutors participating and positive feedback.</li> <li><b>Middle Leader role</b> in place with responsibility for QA.</li> </ul>	<ul style="list-style-type: none"> <li><b>More core staff capacity</b> to carry out observations.</li> <li>Further development of and <b>reporting on the impact</b> of peer learning programme.</li> <li><b>Follow up for unsatisfactory lesson observations</b> – how consistent is this and how are we tracking impact?</li> </ul>	<ul style="list-style-type: none"> <li><b>New middle Leader appointment</b> - September 23</li> <li><b>Integration of CPL</b> across organization – Embed termly twilight sessions, deliver tutor conference in Sept, further expansion of Peer Learning programme.</li> <li>Develop <b>sharing teaching ideas</b> website page for instrumental tutor team with content created by tutors and core staff (e.g. monthly new idea)</li> <li><b>Produce a report on Peer Learning</b></li> </ul>

					<p><b>trial programme</b> looking at methodology and impact to share with hub peers.</p> <ul style="list-style-type: none"> <li>Create field for <b>recording follow up lesson obs / intervention data</b> after unsatisfactory obs.</li> </ul>
Quality	Interview Process	<ul style="list-style-type: none"> <li><b>Thorough, fair and consistent process</b> that accurately ascertains candidate suitability and ensures equity and removal of bias.</li> <li>Questions / activities designed to <b>support applicants to evidence criteria</b> set out in JD.</li> <li>Transparent and equitable <b>Recruitment Policy</b> in place and available via hub website.</li> <li><b>Inclusive process</b>, as evidenced by candidate feedback and independent review.</li> <li><b>Best practice is shared</b> with local and national partners, championing an</li> </ul>	<ul style="list-style-type: none"> <li>Interview and observation process <b>reviewed and updated</b> in 2023.</li> <li>Inclusive job description researched and adopted with <b>support from Changing Tracks</b>.</li> <li><b>Recruitment policy implemented</b> and published on hub website.</li> </ul>	<ul style="list-style-type: none"> <li><b>Further interrogate data</b> to understand ED&amp;I impact and widening representation – particularly Asian, Asian/British, Black, Black/British to reflect local LA demographics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Embedding new processes and evaluating impact</b> across MMF – staff input and feedback from candidates.</li> <li><b>Sharing of best practice</b>, research, learning and resources across wider partners.</li> </ul>

		inclusive approach recruitment in the sector.			
Quality	Quality Framework	<ul style="list-style-type: none"> <li>• <b>Clear, robust quality framework</b> is accessible on hub website and shared with stakeholders</li> <li>• <b>Quality is defined</b>, in line with ACE Quality Principles and all stakeholders subscribe to this</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MMF Exemplary Lesson Guidance</b></li> <li>• <b>Interview Matrix</b> and Person Spec</li> <li>• <b>Project planning evaluation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dedicated signposting</b> for Quality Principles / Framework, linked to MMF Vision &amp; Values</li> </ul>	<ul style="list-style-type: none"> <li>• Develop <b>Quality Framework webpage</b> using MMF's DIVERSE characteristics mapped against ACE Principles</li> </ul>

Quality	Continuous Professional Development and Learning Programme	<ul style="list-style-type: none"> <li>• <b>Rigorous and wide reaching professional learning programmes</b> in place for core and wider workforce, with opportunities to set self-guided targets and frameworks for professional challenge.</li> <li>• <b>High levels of staff engagement</b> in professional learning programmes.</li> <li>• <b>Regular opportunities for professional development</b> and training through a published programme of activity.</li> <li>• <b>Learning from and sharing best practice</b> with the wider sector and local / national partners, including joint delivery, sharing or learnings/outcomes and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regular staff INSET and training sessions</b> held at least termly with focus on organizational priorities and identified areas of development.</li> <li>• <b>Emerging system of professional supervision and challenge</b> through lines of management with a focus on increasing staff self-accountability and agency.</li> <li>• <b>Regular programme of termly CPD</b> for instrumental tutor workforce, including peer-led sessions and sharing of practice.</li> <li>• <b>Active engagement with industry partners</b> such as Music Mark, AYM, Charanga, Sing Up, A.N.D. to support and deliver professional learning schemes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Capacity issues</b> to support the wider workforce in CPL programme particularly when many are self-employed. New ML appointment will support in this area.</li> <li>• <b>Lack of consistency</b> of approach across Core Team in relation professional supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the MMF community to <b>share and celebrate learning opportunities</b> and embrace new professional challenge by including as an agenda item in team meetings and trustee meetings.</li> <li>• <b>Embed formalized self-led professional learning programme</b>, including target setting and regular review via 1-1s, in Core Team.</li> <li>• <b>Trial online tutor networking / training session(s)</b> in order to increase engagement</li> </ul>
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## Progression and Musical Development

### Progression Routes

- **Clear routes of progression** for all instrumentation and musical styles from 'squeak to peak'.
- **High level of continuation** and progression from First Access.
- Appropriate provision in place to support **progression and continuation of pupils who face barriers** such as finance to participation, including via strong local and national partnerships and funding opportunities.
- **Wide range of ensembles** (17) from entry level (playing 6 notes) to advanced standard (Grade 8+).
- **Support for pupils from a range of funders** – Jack Lonergan Foundation, London Music Fund, MMF Trust Fund, London Music Fund, Donations and bid writing for funding applications.
- **Support and advice to parents/pupils** for further lessons and ensemble opportunities and applications to national organisations/centres of excellence – NYJO, NCO, LSSO, LYC, NYC etc.
- **Inclusive music-making group/ensemble** to support increased engagement of pupils with additional needs and/or SEND.
- **Needs-led expansion of ensemble offer** to include: SEND; youth choir; percussion marching band; rock and pop strand; senior string ensemble; EY groups.



Progression and Musical Development	Early Years Provision	<ul style="list-style-type: none"> <li>• <b>EY provision in place</b> and accessible to wider community</li> <li>• <b>Strong EY teaching framework and exemplars</b> of best practice shared amongst hub partners and wider sector</li> <li>• <b>Opportunities for progression</b> into more formalized general musicianship and instrumental learning for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EY groups</b> (0-7 years) in place at Saturday Music School, Wimbledon College</li> <li>• <b>Free pilot parent/guardian and baby classes</b> at Music Centre South Wimbledon delivered in partnership with Clarion Housing</li> <li>• <b>Progression opportunities into General Musicianship</b> classes and beginner keyboard groups at SMSWC</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evaluating pilot projects</b> to understand impact/users experience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Establish regular low-cost parent/guardian and baby sessions</b> at MCSW from Sept 2023</li> <li>• Develop an <b>early years progression framework</b>.</li> </ul>
	First Access and Continuation	<ul style="list-style-type: none"> <li>• <b>High levels of school engagement in First Access</b> (ideally all schools, whilst recognizing the changing needs of schools year on year).</li> <li>• <b>Strong and consistent levels of continuation</b> into large and small group and 1-1 lessons (c. 25%)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>27 Merton schools</b> participating in In2Music programme reaching 4,200 pupils in 2022-23 and ensuring <b>specialist music provision in 64%</b> of maintained primaries.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuation is inconsistent</b> across the borough due to local barriers to participation</li> <li>• Overall, <b>continuation from WCET is lower</b> than desired in Merton</li> </ul>	<ul style="list-style-type: none"> <li>• <b>New Programmes Leader role</b> to oversee development of new processes to support / encourage continuation and development of satellite large group teaching</li> <li>• <b>Participation of historically non-engaging schools</b> where school-led provision is below expectation</li> </ul>

					<ul style="list-style-type: none"> <li>• <b>Signpost progression routes</b> to parents/guardians of children receiving WCET.</li> <li>• <b>Create a variety of group lesson options</b> at music centre for continuers, including large group and pairs/threes.</li> </ul>
Sustainability	Company / Finance	<ul style="list-style-type: none"> <li>• <b>Financially solvent</b>, with appropriate levels of reserves</li> <li>• <b>Suitable staffing levels</b> to ensure quality and consistency of provision and operations</li> <li>• <b>Appropriate organizational structure</b> to support the aims of the organization</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Small deficit budgets</b> set in 22-23 and 23-24 in recognition of impact wider contextual financial challenges and re-growth of org following pandemic</li> <li>• <b>Suitable levels of staffing in place</b>, outgoing 0.8 MLT role at May 23 to be replaced</li> <li>• Appropriate organizational structure with <b>clear lines of management and support</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ability to make a c. £10k profit</b> pa to be re-invested in the Foundation's charitable programmes</li> <li>• <b>0.8 MLT role currently vacant</b> following departure of YEDI Leader in May 2023</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appoint new Programmes Leader</b> role ahead of Sept 2023 and ensure thorough induction process</li> <li>• Continue to <b>carefully manage budget</b> in order to move towards a small net margin, whilst managing risks of HLO bidding process</li> <li>• Develop <b>regular giving</b> income</li> </ul>

Sustainability	Environmental Impact	<ul style="list-style-type: none"> <li>• <b>Published and embedded strategy</b> for mitigating the hub's environmental impact</li> <li>• <b>Action-led approach</b> to environmental sustainability</li> <li>• <b>Clear data</b> regarding the hub's environmental impact and areas for improvement</li> <li>• <b>High levels of buy-in</b> from all stakeholders in enacting the strategy</li> <li>• <b>Sharing with and learning from national and local partners</b> in regard to best practice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Initial draft outline strategy</b> has been created in consultation with the Youth Council</li> <li>• <b>Recycling schemes in place</b> for coffee pods / paper etc</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Published strategy</b></li> <li>• <b>Data</b> regarding hub's environmental impact</li> <li>• <b>Capacity issues</b> around reporting on environmental data</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Finalise and publish environmental sustainability strategy</b>, in consultation with the Youth Council and wider partners</li> </ul>
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Sustainability	Instrument Storage, Purchase and Maintenance	<ul style="list-style-type: none"> <li>• <b>Dedicated staffing</b> for the management and maintenance of instrumental stock</li> <li>• <b>Appropriate safe, clean, dry instrument storage</b> with well organized and accessible instrument stock</li> <li>• <b>Robust instrument management system</b> in place with instrument condition, location and value tracking and identification of areas of need</li> <li>• <b>Register of vetted preferred suppliers and repairers</b> with strong, preferably local partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instrument and resources assistant in place</b> with appropriate support and training</li> <li>• <b>Good dedicated and accessible instrument storage systems</b> in place with a robust approach to organization</li> <li>• <b>Instrument data is accurate</b> and accessible via the Foundation's databasing system</li> <li>• <b>Excellent local relationships with preferred suppliers</b> and repairers such as Sutton Music Centre and Bradley Woodwind</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategic overview of upcoming demand</b> for new instrumental stock</li> <li>• <b>Range of accessible and adaptive instruments</b></li> <li>• <b>Aging instrumental stock</b> with many instruments in poor condition following use for WCET</li> <li>• <b>Specialized training / certification</b> for instrument and resources assistant</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop training / accreditation route</b> for instrument and resources assistant</li> <li>• <b>Explore and purchase range of adaptive instruments</b> as required</li> </ul>
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Sustainability	Policies / Compliance	<ul style="list-style-type: none"> <li>• <b>A robust suite of policies published and embedded</b> amongst staff and stakeholders which enable consistent and fair processes and organizational effectiveness</li> <li>• <b>Policies and other documentation</b>, such as Risk Assessment, demonstrate <b>compliance with all relevant legislature</b> including but not limited to; Health &amp; Safety regulations, GDPR, employers' responsibilities etc</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Policies in place and emerging / embedded adoption</b> across staff and stakeholders covering: data, H&amp;S, T&amp;Cs, safeguarding, Safer Recruitment, Code of Conduct, Online Learning, Complaints, Privacy, Visitors, EDI, IT, Discipline and Grievance, Whistleblowing, Bullying &amp; Harassment, Family Friendly Policies</li> <li>• <b>Risk Assessments in place</b> and regularly reviewed for all regular and one-off activity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dedicated absence &amp; cancellations policies</b> (staff and pupils)</li> <li>• <b>Pupil-friendly policies</b> (e.g. safeguarding)</li> <li>• <b>Family friendly policies</b> currently unpublished, but accessible on staff drive</li> <li>• <b>Staff wellbeing policy</b></li> <li>• <b>Pupil behavior policy</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review and update all policies</b> as required</li> <li>• Develop <b>staff Code of Conduct / Behaviour policy</b> to include more detailed social media and use of phones information</li> <li>• Draft and publish <b>absence and cancellation policies</b>, in line with T&amp;Cs</li> </ul>
Sustainability	Fundraising	<ul style="list-style-type: none"> <li>• Wide range of funding streams from individual, corporate and charitable donors</li> <li>• Total transparency and clear signposting around allocation of funds and charitable programmes</li> <li>• Track record of successful grant bids / applications</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strong track record of successful grant bids / applications</b> to support project work</li> <li>• <b>Increasing financial transparency</b> around cost of Financial Assistance support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regular giving programme</b></li> <li>• Clear <b>signposting</b> around charitable programmes and financing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop <b>regular giving</b> strategy and mechanisms</li> <li>• Create dedicated <b>'Programmes / Projects' page</b> to signpost charitable activity, including increased transparency around costs of</li> <li>• <b>Financial assistance programme</b></li> </ul>

Sustainability	Safeguarding	<ul style="list-style-type: none"> <li>• <b>Robust policy and processes in place</b>, in line with all relevant legislation including the most updated version of <b>Keeping Children Safe in Education</b></li> <li>• A ‘<b>culture of safeguarding</b>’ is evident throughout the organization – all staff are confident to report concerns and understand the procedures to do this</li> <li>• <b>Rigorous record keeping is in place</b>, in line with relevant data and schools’ legislation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safeguarding policy in place</b> in line with LA documentation</li> <li>• <b>Processes in place for Safer Recruitment</b>, ongoing safeguarding training, sharing of relevant data with schools</li> <li>• Safeguarding policies and processes communicated to all staff via <b>training and staff handbooks</b></li> <li>• <b>Secure storage mechanism</b> for safeguarding concerns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pupil-friendly Safeguarding Policy</b></li> <li>• External evidence / signposting of <b>culture of safeguarding</b></li> <li>• <b>Assessment of impact / effectiveness</b> of safeguarding processes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a <b>pupil-friendly Safeguarding Policy</b></li> <li>• <b>Update policy</b> and process in line with KCSiE</li> <li>• <b>Create safeguarding webpage</b> to increase culture of safeguarding at MMF</li> </ul>
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***‘An asset to our community and an ambitious supporter of every child’s creativity.’***

Focus	Area of Business / Provision	What should be?	What can we currently see / hear / evidence?	Challenges / What’s missing?	Possible next steps
Partnerships	Strategic Partners	<ul style="list-style-type: none"> <li><b>A wide range of partners</b> with skills, musical excellence, a strong track record of educational impact supporting areas of development itemized in the local needs analysis, avoiding duplication and enhancing the local offer.</li> </ul>	<ul style="list-style-type: none"> <li>MMF has a <b>history of excellent partnership work</b>.</li> <li><b>Partners are selected on the basis of identified need</b> via discussion, grant applications, framework protocols for working together and agreed monitored objectives and outcomes.</li> <li><b>Current partnerships with:</b> SouthWest London Music, MusicMark Merton Arts Partnership, LA Officers, Merton Abbey School</li> <li>MMF works with <b>local and national organisations</b> as the need arises including:</li> </ul>	<ul style="list-style-type: none"> <li><b>Formal SWLMS HLO structure</b> – very complex with 5 charities and 2 LA services and timescale is very challenging</li> </ul>	<ul style="list-style-type: none"> <li><b>Development of Merton Arts Partnership</b> to strengthen and embed the local offer.</li> <li><b>Formalising a SWLMS HLO structure</b> and submitting a bid for consideration as part of HLO process</li> </ul>

Partnerships	Delivery Partners	<ul style="list-style-type: none"> <li>• <b>A wide range of partners</b> with skills, musical excellence, a strong track record of educational impact supporting areas of development itemized in the local needs analysis, avoiding duplication and enhancing the local offer.</li> </ul>	<ul style="list-style-type: none"> <li>• Sonoro chamber choir Wimbledon Community Chorus, Wimbledon Choral Society, Open Orchestra, Merton Abbey Primary School, The Sherwood, Wimbledon College, Crown Lane Studio, OAE, Roland, Polka Theatre, New Wimbledon Theatre, Wimbledon International Music Festival, Black Lives in Music Blues And Roots Ensemble Pete Churchill + London Vocal Project</li> </ul>	<ul style="list-style-type: none"> <li>• New partners delivering in <b>under-represented areas of MMF's current offer</b> e.g. folk, rock and pop, music production</li> </ul>	<ul style="list-style-type: none"> <li>• New partnership with <b>London Accordion Orchestra</b> to teach accordion</li> <li>• New <b>Sound production</b> online course through CLS</li> <li>• Meaningful engagement with <b>LBM youth services</b></li> <li>• Jazz development programme with <b>Morley College</b></li> </ul>
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Partnerships	Funding Partners	<ul style="list-style-type: none"> <li>• <b>A wide range of partners with skills</b>, musical excellence, a strong track record of educational impact supporting areas of development itemized in the local needs analysis, avoiding duplication and enhancing the local offer.</li> </ul>	<ul style="list-style-type: none"> <li>• London Music Fund Jack Lonergan Foundation FMYM Ursula Alldiss Clarion Housing ACE National Lottery The Taylor Family Foundation Individual Donors AELTC</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regular Giving</b> programme not yet established</li> </ul>	<ul style="list-style-type: none"> <li>• New Middle Leader appointment September '23 to lead on 'Be More Charity' initiative, including <b>development of Regular Giving</b></li> </ul>
Partnerships	Commercial Partners	<ul style="list-style-type: none"> <li>• <b>A wide range of partners with skills</b>, musical excellence, a strong track record of educational impact supporting areas of development itemized in the local needs analysis, avoiding duplication and enhancing the local offer.</li> </ul>	<ul style="list-style-type: none"> <li>• Sutton Music Centre (Independent local music retailer) SpeedAdmin Merton Abbey School</li> </ul>		

Schools	CPD	<ul style="list-style-type: none"> <li>• <b>Regular opportunities</b> for all school music leaders and delivery staff to come together to <b>share good practice and learn / develop new skills</b></li> <li>• <b>Strong peer-to-peer network</b>, which offers needs-led targeted support</li> <li>• <b>SLT support</b> to facilitate CPD opportunities for staff to develop their individual skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Termly meetings</b> for all Primary Music Coords</li> <li>• <b>Bespoke, needs-led CPD</b> planned and delivered in consultation with school leaders and SLTs</li> <li>• <b>Regular (at least weekly) email digest</b> of CPD opportunities and signposting of recommended resources through website links and Facebook group</li> <li>• <b>School cluster group CPD sessions</b> e.g. through Morden cluster</li> <li>• <b>Delivery of CPD</b> to student teachers on behalf of Wandsworth SCITT</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges related to timetabling <b>school release and cover costs</b></li> <li>• <b>Inconsistent levels of appropriate Primary school staff skills and experience</b> to lead and / or deliver music</li> <li>• <b>Very low % of music specialists</b> working in Primary schools</li> <li>• <b>Wide variation</b> across schools <b>re timetabling, availability of good quality music equipment and facilities</b> including</li> </ul>	<ul style="list-style-type: none"> <li>• Continued dialogue with SLTs to promote and support delivery of <b>updated NPME and the aims of the MMC</b></li> <li>•</li> </ul>
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				teaching spaces	
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Schools	Projects	<ul style="list-style-type: none"> <li>• <b>A range of dynamic music and arts projects</b> that support the ACE Let's Create and its <b>4 Investment Principals</b></li> <li>• <b>Innovative and ground-breaking partnership work</b> with high-quality national and local organisations</li> <li>• <b>All schools engaged annually</b> with at least one project and / or creative resource and / or performance opportunity</li> <li>• <b>Strong, inclusive local and national strategic arts partner network</b> ( LCEP)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Very high percentage of schools actively and regularly engaging</b> in project activity and /or using project resources</li> <li>• <b>Consistently positive feedback</b> from schools and professional partners about the value and impact of high-quality programmes and projects on CYP</li> <li>• <b>2022-2023 Project engagement</b> includes: Blues &amp; Roots Ensemble at New Wimbledon Theatre (1570 pupils); BARE North Meets South (120 pupils); Friday Afternoon Blues (30 pupils); Jazz at Lincoln Centre (998 pupils); SingFest 2023 (579 pupils); Sound Construction at St Marks (60 pupils); 1000 pupils and staff ( 19 schools) participating in first stage of CiC performance project; students from 2 secondary schools engaged on R and D stage of 'Singers Assemble' choral project with NYC.</li> <li>• <b>New MMF-led strategic network - Merton Arts Partnership</b> (MAP)– 2</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consistent and sustainable project funding</b> for specific project and programmes (both directly for MMF work and its delivery partners e.g. MAP members)</li> <li>• Creative solutions to resolve ongoing and <b>significant practical challenges around school timetabling and lack of suitable spaces in</b> which to deliver project work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued expansion of 'trusted partners' group</b> ( including MAP members) to develop new ambitious, inclusive, relevant and dynamic opportunities, e.g. secondary choral development with NYC</li> <li>• <b>Continued discussions with</b> LA officers, school Heads, SLTs and music leaders to ensure that creative opportunities remain part of every child's entitlement</li> <li>• <b>Imbedding of the Merton Arts Partnership</b> (MAP), to help inform pan-borough activity and facilitate new partnership work</li> </ul>
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			<p>inaugural meetings held in May and July 2023</p>		
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Schools	Singing Strategy	<ul style="list-style-type: none"> <li>• <b>Provide a broad range of curriculum and project –based events and performances</b> often using a multi arts and cross curricular approach</li> <li>• <b>Provide a range of local performance and sharing opportunities</b> within individual schools and clusters of schools</li> <li>• Work with and alongside <b>expert professional musicians</b> in a variety of performance settings</li> <li>• <b>Perform in high quality venues</b> and at high profile events</li> <li>• <b>Provide pathways</b> into adult and lifelong learning</li> </ul>	<ul style="list-style-type: none"> <li>• Regular <b>termly Primary Music Coordinator meetings</b> (1 x 2hr twilight per term)</li> <li>• Continued promotion and delivery of high quality <b>vocal and choral courses to Merton teachers</b> through MMF specialist practitioners, including MMF's Creative Director and other professional expert providers</li> <li>• <b>Training programme</b> offered to MMF tutor workforce (In2Music and MMF Tutor panel members)</li> <li>• Regular opportunities to <b>share songs</b> and choral material through Music Coordinator meetings and specific song share sessions</li> <li>• <b>Strong partnership links</b> with MAP partners and other professional individuals and organisations, including: NYC; Sonoro chamber choir; Sing Up; Polka Theatre; Pete Churchill; Blues and Roots Ensemble; Wimbledon Choral Society; Wimbledon Community</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Steep decline in number of music specialists</b> employed to lead music and singing in Primary schools</li> <li>• <b>Lack of singing skills and experience</b> amongst Primary teachers, who are delivering classroom music and assemblies in Primary schools</li> <li>• <b>Lack of choral leadership skills and experience amongst local Secondary schools</b>, with standard of choral singing very low in some schools</li> <li>• <b>Challenges re timetabling</b>, with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Re-introduction of a <b>Secondary Music Leader meeting</b> (1- day, Spring 2023)</li> <li>• Build on the previous success of the 'Sing Out' team to form a new '<b>Singers Assemble</b>' team of local Primary and Secondary Music Leaders, for peer to peer support, especially in developing new in-school youth choirs (partnership with NYC)</li> <li>• <b>Regular concert opportunities</b> as part of planned MMF Music Centre events and concerts</li> <li>• Ongoing support of and partnership with the <b>Wimbledon Community Chorus</b></li> </ul>
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			<p>Chorus; Jazz at Lincoln Center</p> <ul style="list-style-type: none"> <li>• Promotion of recommended books and schemes through which to deliver singing in the core curriculum, including MMF Sound Ideas and Song Pack resources</li> <li>• Updating of MMF's '<b>Sound Ideas</b>' Primary programme, with particular emphasis on progression of vocal skills across Y1 – 6.</li> <li>• Development of a new '<b>Sound Ideas</b>' area on MMF's updated website to promote and disseminate 'Sound Ideas' curriculum delivery resources, general singing resources and supporting material</li> <li>• <b>Production of song packs</b>, to link with specific topics or focus areas and provide appropriate, original choral material to support a range of vocal and choral activities and performance opportunities</li> <li>• A range of <b>ongoing CPD</b> to support the above</li> </ul>	<p>unable to gain release to attend sustained or in-depth CPD sessions</p> <ul style="list-style-type: none"> <li>• <b>Lack of sustained funding</b> to help facilitate large-scale performances, initiate new commissioned works and provide the necessary degree of staff training</li> <li>• <b>Difficulties engaging with youth population</b> to provide regular youth choral activity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing partnerships</b> with other local choral groups e.g. Sonoro Chamber Choir; Wimbledon Choral Society; ReSound Intergenerational choir; local church and community choirs; Lantern Arts Youth Choir;</li> </ul>
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Schools	School engagement	<ul style="list-style-type: none"> <li>• <b>100% engagement</b> with local state maintained schools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>95%</b> engagement in 2021-22 with primaries and <b>100%</b> engagement with secondaries and <b>75%</b> engagement with the 4 'other' schools - similar levels expected in current 22-23 academic year</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges engaging with 'hard to reach' school(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how possible <b>LBM partnership</b> project might address engagement in 'hard to reach' school(s).</li> <li>• <b>Initiate discussion</b> with Canterbury Campus re: offer of support</li> </ul>
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***‘An inclusive cultural organisation – not just in what we say, but also in what we do.’***

Focus	Area of Business / Provision	What should be?	What can we currently see / hear / evidence?	Challenges / What’s missing?	Possible next steps
Programme of Activity	Tuition in Schools and Music Centres	<ul style="list-style-type: none"> <li>• <b>Wide range of instrumental learning available to all pupils</b> across hub geography via in-school and outside-of-school provision</li> <li>• <b>High levels of pupil engagement</b> with instrumental learning</li> <li>• <b>Good uptake of rare / endangered instruments</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>c. 1500 active pupils</b> in individual, paired or small group lessons</li> <li>• <b>Wide range of instruments available</b> to pupils via schools and music centres</li> <li>• <b>DJ and Music Production offer</b></li> <li>• Mon / Wed / Sat AM space at MCSW and SMSWC almost fully utilized</li> <li>• <b>Small cohort of 1-1 pupils at Soundwave</b> including a growing waiting list</li> <li>• <b>Growing demand for school-funded teaching for GCSE support and PP intervention</b>, which has been leveraged to develop new parent-funded teaching registers in many settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take up of lower brass and clarinet</b> is very low</li> <li>• <b>Violin provision</b> at Soundwave has paused</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strictly clarinets / Strictly trombones</b> – taster classes</li> <li>• <b>Develop WCET clarinet / trombone projects</b> with continuation routes</li> <li>• <b>Expand teaching provision at MCSW</b> via Tuesday evening teaching and explore extended Saturday teaching</li> <li>• <b>Appoint violin tutor to Soundwave</b> and extend teaching register</li> </ul>

<p>Programme of Activity</p>	<p>Ensembles, Classes &amp; Groups</p>	<ul style="list-style-type: none"> <li>• <b>Wide range of ensembles</b> with routes of access and progression, representing a diversity of styles / genres / approaches and instrumentation</li> <li>• <b>Affordable group learning / playing opportunities</b></li> </ul>	<ul style="list-style-type: none"> <li>• 196 pupils in Music Centre ensembles</li> <li>• 107 pupils participating in Large Group Class provision across all schools / centres</li> <li>• Music tech offer via Soundwave Music Centre</li> <li>• EY offer at SMSWC</li> <li>• New electric guitar group classes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lack of rock and pop offer</b></li> <li>• <b>No youth choir</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop or support rock and pop offer</b>, explore possibility of doing so in coordination with new HAWI Saturday rock school via commissioning arrangement</li> <li>• <b>Implement VoiceBox senior choir</b> on Saturdays (linked to NYCGB project)</li> </ul>
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<p>Programme of Activity</p>	<p>Project Work</p>	<ul style="list-style-type: none"> <li>• <b>A wide range of music and arts projects</b> that support the ACE Let's Create and its 4 Investment Principals</li> <li>• <b>Innovative and ground-breaking partnership work</b> with high-quality national and local organisations</li> <li>• <b>All schools engaged annually with at least one project</b> and / or creative resource and / or performance opportunity</li> <li>• Strong, inclusive local and national strategic <b>arts partner network</b> (LCEP)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Very high percentage of schools actively and regularly engaging in core and project activity</b> and /or using project resources <ul style="list-style-type: none"> <li>- <b>95% core activity</b></li> <li>- <b>51% on WCET</b></li> </ul> </li> <li>• <b>Consistently positive feedback from schools and professional partners</b> about the value and impact of high-quality, dynamic and ambitious creative programmes and projects on young people</li> <li>• <b>2022-2023 Project engagement includes:</b> Blues &amp; Roots Ensemble at New Wimbledon Theatre (1570 pupils); BARE North Meets South (120 pupils); Friday Afternoon Blues (30 pupils); Jazz at Lincoln Centre (998 pupils); SingFest</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consistent and sustainable project funding for specific project and programmes</b> (both directly for MMF work and its delivery partners e.g. MAP members)</li> <li>• Creative solutions to resolve ongoing and significant practical <b>challenges around school timetabling and lack of suitable spaces</b> in which to deliver project work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continued expansion of 'trusted partners' group</b> ( including MAP members) to develop new ambitious, inclusive, relevant and dynamic opportunities, e.g. secondary choral development with NYC</li> <li>• <b>Continued discussions with LA officers, school Heads, SLTs and music leaders</b> to ensure that creative opportunities remain part of every child's entitlement</li> <li>• <b>Embedding of the Merton Arts Partnership group</b>, to help inform pan-borough activity</li> </ul>
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			<p>2023 (579 pupils); Sound Construction at St Marks (60 pupils); 1000 pupils and staff ( 19 schools) participating in first stage of Change is Coming performance project; students from 2 secondary schools engaged on R and D stage of 'Singers Assemble' choral project with NYC.</p> <ul style="list-style-type: none"> <li>• <b>New MMF-led strategic arts partner network - Merton Arts Partnership ( MAP)– 2 inaugural meetings held in May and July 20</b></li> </ul>		and facilitate new partnership work
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Programme of Activity	Instrumental Hire	<ul style="list-style-type: none"> <li>• <b>Affordable instrumental hire</b> service available to all pupils in local area</li> <li>• <b>Wide range</b> of instruments available</li> <li>• <b>Good quality of instruments</b> and appropriate storage / management processes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Affordable hire service</b> with a wide range of instruments available</li> <li>• Instrument quality is variable, but <b>significant strides have been made to repair / replace</b> as need arises</li> <li>• Storage is adequate and suitable for current needs</li> <li>• Strong commercial partnership with local music shop has been vital to ongoing stock development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Staff training and development of specific repair skills</b> (support for this needed?)</li> <li>• <b>Older instrumental stock requires maintenance</b> – capacity implications</li> <li>• Storage space is nearly at capacity – implications here for new stock</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and engage with staff <b>training opportunities</b> – particularly for <b>instrument manager and MC staff</b></li> <li>• Ongoing analysis of <b>stock levels</b> and need</li> </ul>
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<p>Programme of Activity</p>	<p>Communications and Engagement</p>	<ul style="list-style-type: none"> <li>• <b>Clear communication</b> of all hub activity via an accessible and engaging website</li> <li>• <b>Multiple comms channels</b> including appropriate range of social media with good levels of engagement / followers</li> <li>• Clear <b>documentation outlining hub offer</b> to range of stakeholders: schools, parents, community groups, partners – including pupil friendly wording</li> <li>• Clear <b>signposting of relevant national publications</b> and resources (eg MMC / NPME)</li> <li>• Contact details clear and available, with <b>accessibility information shared</b> and a range of contact</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hub website is clear</b> and provides a good user experience with minimum number of click throughs to get to key information / sign up</li> <li>• News section of website <b>supports signposting of hub activity</b></li> <li>• <b>Dedicated pages</b> for Inclusion, Additional Needs, Vision, Schools, Music Centres, Meet the Team, Contact etc allow for high level of accessibility / clarity</li> <li>• Efforts are ongoing to <b>ensuring the website is fully accessible</b> (e.g. alt text for images, use of headers etc)</li> <li>• Active Twitter (3,372 followers), Instagram (1,110 followers) and Facebook (1,100 followers) as of July 2023 with <b>good engagement and regular high quality content</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clearer signposting of project work</b> and school support needed via development of dedicated website pages</li> <li>• <b>Access to catalogue of digital content</b> (esp. photos) is tricky due to large amounts of files / data (organizing / tagging etc).</li> <li>• <b>Website not fully accessible</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improve file management and access arrangements</b> for growing catalogue of digital content to enable wider use in promotional and other materials across the org.</li> <li>• <b>Ensure website is fully accessible</b>, beyond the basic requirements of approved accessibility schemes – invite feedback and paid reviewing of website from local community with access issues</li> <li>• <b>Increase use of Instagram</b>, following parent/pupil survey data that shows this is</li> </ul>
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		<p>channels (e.g. contact us form, phone, twitter etc).</p> <ul style="list-style-type: none"> <li>Rich catalogue of digital content – videos, photos, audio – showcasing hub activity</li> </ul>	<ul style="list-style-type: none"> <li><b>Range of contact points</b> for customers, including Contact Us form, phone / email (inc. dedicated address e.g. <a href="mailto:finance@mmf.org.uk">finance@mmf.org.uk</a> etc)</li> <li>Continuously updating catalogue of digital content provided by on staff professional photographer / comms leader with good sharing of these images via website and other media</li> </ul>		where both groups engage
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Focus	Area of Business / Provision	What should be?	What can we currently see / hear / evidence?	Challenges / What's missing?	Possible next steps
Inclusion	Financial Assistance	<ul style="list-style-type: none"> <li><b>Transparent and fully funded remissions</b> scheme with a fair and wide ranging eligibility criteria and robust monitoring processes in place to ensure maximum impact</li> <li><b>Access to a range of external bursary schemes</b></li> </ul>	<ul style="list-style-type: none"> <li>Financial Assistance programme in place with <b>50% remission</b> on cost of individual lessons for pupils entitled to FSM and a further reduction of costs of instrument hire to £15 per term</li> <li>Engagement with <b>London Music Fund</b> and <b>ABRSM</b> discount scheme</li> </ul>	<ul style="list-style-type: none"> <li>Challenges around <b>monitoring impact</b> (pupil attendance and progress data)</li> <li>High levels of <b>non-payment</b> amongst recipients of financial assistance</li> <li><b>Increased capacity implications</b> around management of payment plans</li> <li>Challenges around <b>ensuring</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Agree Financial Assistance Policy</b> / New T&amp;Cs relating to pupil attendance and progress and repeated missed payments.</li> <li><b>Develop clearer reporting / signposting</b> on actual costs of assistance and celebrate this as</li> </ul>

		<p>facilitated for eligible pupils, enabled through strong partnerships and clear signposting</p>	<ul style="list-style-type: none"> <li>• Management of individual funds: <b>Dorothy Taylor Bequest</b> and <b>Peter Woodings Fund</b></li> <li>• Previous success with <b>COVID Bursary Scheme</b> (crowd funded scheme)</li> <li>• <b>High levels of take up (c. 120 pupils)</b>, which is having a financial impact</li> <li>• <b>Payment plans</b> offered to spread costs for those that need this</li> </ul>	<p><b>transparency of full costs</b> of financial assistance</p>	<p>part of the Foundation's charitable offer</p> <ul style="list-style-type: none"> <li>• Agree annual <b>maximum number of pupils to be supported</b> to ensure financial resilience and work to increase this year on year via fundraising</li> </ul>
Inclusion	Programming and Repertoire	<ul style="list-style-type: none"> <li>• Regular CPD with MMF tutors, ensemble leaders, school music leaders to <b>update repertoire and ensure it is appropriate for age and stage</b></li> <li>• Repertoire is selected from a <b>wide range of genres and styles</b></li> <li>• Music is presented by <b>composers from a variety of cultures and backgrounds</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regular CPD and ongoing advice on selecting and using appropriate repertoire provided</b> through meetings and conversations with tutors, school music leaders, ensemble leaders</li> <li>• <b>Clear sign-posting to recommended resources</b> (lessons, ensembles, curriculum)</li> <li>• <b>Termly review and analysis by EDI lead</b> of material selected</li> </ul>	<ul style="list-style-type: none"> <li>• Widening the use of music <b>written or arranged by musicians from the Global Majority</b> presents challenges in some traditional ensemble areas e.g. concert band repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Commissioning of pieces</b> by composers from less conventional and / or Global Majority backgrounds to help expand and deepen repertoire e.g. for concert bands</li> </ul>

		<ul style="list-style-type: none"> <li>Positive steps are taken to <b>decolonize the curriculum</b>, e.g. use of pieces in exam contexts like <b>ABRSM</b></li> </ul>	for use across Music Centre ensembles		
Inclusion	Recruitment and Equal Opportunities	<ul style="list-style-type: none"> <li>Robust and clear <b>inclusive recruitment policy</b> that ensures an unbiased and equitable process is followed</li> <li>Strict <b>Safer Recruitment</b> protocols in place to ensure all checks are made</li> <li><b>Rigorous EO monitoring</b> is in place and informs recruitment strategy</li> <li>Range of partnerships enable wide reaching advertisement of roles and <b>diverse candidate pools</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Recruitment Policy in place</b> with inclusion at core, a range of mechanisms exist to ensure equity and reduce bias in selection process</li> <li><b>Safer Recruitment protocols</b> in place with clear guidance and mechanisms</li> <li><b>EO monitoring in place</b>, however more time is needed to develop an informative data set</li> <li>Partnership with <b>Black Lives in Music</b> has helped to extend reach of advertisement and <b>act as a critical friend</b> in reviewing recruitment processes</li> </ul>	<ul style="list-style-type: none"> <li><b>Capacity challenges</b> around rigorous recruitment and safer recruitment processes given high levels of staff intake</li> <li><b>Staff training and development</b> needs to keep in line with updates to national / regional policy and practice</li> <li><b>Some early signs</b> of an increasingly wide diversity of applicants to core roles, however more time is needed to measure impact of current policy</li> </ul>	<ul style="list-style-type: none"> <li>Continue EO monitoring and development of recruitment policies / <b>embedding of procedures</b> amongst staff</li> <li>Increase administrative capacity to complete rigorous recruitment checks (e.g. including new requirement to undertake online searches) and ensure all <b>mechanisms for tracking this data are robust</b></li> </ul>
Inclusion	Leadership and Governance	<ul style="list-style-type: none"> <li><b>Strong leadership in place with clear vision</b> and</li> </ul>	<ul style="list-style-type: none"> <li><b>Leadership structures</b> are clear and staff are</li> </ul>	<ul style="list-style-type: none"> <li>Improved clarity around <b>lines of management</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Increase autonomy of the Middle</b></li> </ul>

		<p>consistent communication</p> <ul style="list-style-type: none"> <li>• <b>Rigorous oversight</b> via an appropriate governance structure and processes for assessing organizational risk and managing conflicts of interest</li> </ul>	<p>engaging in ongoing professional learning and development</p> <ul style="list-style-type: none"> <li>• <b>A diverse and representative governance structure</b> is in place with regular monitoring and oversight</li> </ul>	<p>needed to support increased staff agency</p> <ul style="list-style-type: none"> <li>• Inconsistent approach to <b>professional supervision</b></li> </ul>	<p><b>Leadership Team</b> through staff support and training and development of mechanisms (e.g. budget pots)</p> <ul style="list-style-type: none"> <li>• Develop a consistent <b>professional supervision and learning structure</b> and embed this across the organization</li> </ul>
Inclusion	Access	<ul style="list-style-type: none"> <li>• <b>Fully accessible physical locations</b> with clear signposting</li> <li>• Fully accessible <b>digital provision / website</b> with regular improvement driven by user feedback</li> <li>• Signposting via <b>digital media to support participants and potential participants</b> with access requirements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All Music Centre sites are accessible</b> inc. entrances, parking and toilets and access lifts for activity on the first floor</li> <li>• <b>Website is mostly accessible</b>, with alt text being rolled out across all images and improved use of headers / layout</li> <li>• <b>Accessibility page and video live on website</b> to support potential participants before their first visit</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure website is fully accessible and has been <b>tested by users with access needs</b></li> <li>• Develop accessibility page further to make it <b>more user friendly and clearer.</b></li> <li>• <b>Capacity / expertise</b> to deliver staff training is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Fund <b>user testing of website</b> accessibility, in coordination with</li> <li>• <b>Develop staff training programme in relation to accessibility</b> and deliver whole team training</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Mechanisms in place to identify access needs</b> and support as required</li> <li>• <b>Staff are trained and compassionate</b> in supporting participants with access requirements</li> </ul>	<p>to Music Centre South Wimbledon</p> <ul style="list-style-type: none"> <li>• <b>Ongoing staff training</b> and awareness in access needs and support</li> </ul>		
Inclusion	Participants	<ul style="list-style-type: none"> <li>• <b>No young person should be excluded from participating</b> in any activity appropriate for their age and stage.</li> <li>• High level of engagement, <b>representative of local population</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>High levels of engagement of Global Majority and Black / Black British participants</b> through school-based MMF project work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lower than LBM average of Black and Black British participants</b> engaging in Music Centre and tuition activity.</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategies to <b>increase engagement of Black / Black British CYP</b> in partnership with Black Lives in Music</li> </ul>
Inclusion	Youth Voice	<ul style="list-style-type: none"> <li>• <b>Active youth involvement</b> in helping to shape and drive programme of activity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Youth Council established in 2021</b>, now embedded into the structure and delivery of MMF Music Centre activity</li> <li>• Youth Councilors have attended a trustees meeting ( now planned at least once annually)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scheduling challenges</b> and capacity implications of managing YC</li> <li>• Recruitment on to YC and <b>ensuring a representative group</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recruit new YC members</b> from September 2023</li> <li>• Continue to <b>engage YC in organizational strategic planning</b>, including meeting with SLT and Trustees</li> </ul>

			<ul style="list-style-type: none"> <li>• Music Centre <b>events planned and delivered by Youth Council</b> e.g. PlayFest</li> </ul>		<ul style="list-style-type: none"> <li>• Develop <b>YC-led Environmental Sustainability Strategy</b></li> </ul>
Inclusion	Workforce	<ul style="list-style-type: none"> <li>• A <b>diverse and representative</b> workforce</li> <li>• High levels of <b>staff skill and knowledge</b></li> <li>• Active and <b>impactful staff development and training</b> strategy</li> <li>• High levels of staff engagement in <b>Continuous Professional Learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• c. <b>100 tutors</b> engaged by MMF</li> <li>• Tutor <b>CPD and professional learning programmes</b> (twilight sessions, peer sharing, signposting of events / training)</li> <li>• <b>Core Staff training and development</b> programme (INSET, 7-minute CPD, regular sharing of practice)</li> <li>• <b>MMF workforce is diverse</b> and broadly representative of local area, however White populations are over representative and Black / Black British are under-represented compared to LA</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing challenges round <b>representation of the workforce</b>, particularly in relation to low numbers of Black / Black British representation.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to embed Recruitment Policy / Strategy and partnership working (BLiM) to <b>increase diversity and representation in the workforce</b></li> <li>• Develop a formal individualized <b>Professional Learning Programme for Core Staff</b>, linked to new 1-1 meetings structure and wider organizational objectives</li> <li>• Embed <b>Peer Learning Programme</b> and produce a report on methodology and impact to share with other Hubs.</li> </ul>

## SMART Objectives September 2023 – July 2024

### Merton Music Foundation

### SMART Objectives

Sept 2023 – July 2024

	SMART Objective (Activity)	Owner	Due Date	Outputs (Deliverables)	Success Measures	2022-23 Comparison	Priority	Performance Area(s)
<b>A centre of learning and a musical launchpad, unlocking talent both now and in the future.</b>								
1	Secure MMF's position within the new 'South West London Music' Hub-Lead Organisation structure including governance, accountability and financial considerations in order to ensure the best possible musical outcomes of the HLO restructure for children and young people in Merton	EW / DR	July 2024	HLO bid submitted and successful, delivery plan in place for Sept 2024 onwards.	New HLO bid successfully made with an agreed initial structure for governance, accountability and finance across SWL partnership. MMF to have equal and significant stake in the new HLO partnership and to be represented at all strategic meetings. Financial impact of new arrangement to have been assessed and a draft budget set for 24-25 with impact on Merton Children & Young People mitigated as much as possible.	Regular meetings and discussion with Strategic Partners. Digesting of ACE documentation and attending webinars / meetings. Initial agreement on possible route forward and implications reached by 7 SWL services.	High	ALL



2	Establish mechanisms for regular charitable giving as part of 'Be More Charity' initiative.	RC / LB	March 2024	Regular giving scheme in place and information widely available via website.	Establish an initial regular giving structure whereby local people, former staff, pupils and tutors can donate a small regular amount via Direct Debit or similar. Initial regular donor list of c. 15 people and a modest monthly income established.	Appointment of Programmes Leader role to support 'Be More Charity' initiative.	Medium	Sustainability
3	Articulate and expand the Foundation's formal Continuous Professional Learning strategy across the core team, ensuring individualised learning and self-accountability.	DR	July 2024	CPL programme to be published on MMF's website and updated regularly	All staff to maintain a CPL record, including articulated areas for development which is to be reviewed in line management meetings. Termly core staff INSET sessions to be delivered.	Development of INSET training, CPD events, SLT leadership training programme, initial professional supervision structure developed. Meeting structures / working groups inc. MLT.	Medium	Quality Sustainability
4	Embed new Peer Learning and Tutor-led CPD programmes	FG	July 2024	3 x 'Tutor Sharing Sessions' delivered. Key findings from Peer Learning programme to	Tutor sharing sessions evaluations and attendance registers to demonstrate high levels of engagement and impact of these	2022 Tutor Conference well attended with positive anecdotal feedback. Development of pilot peer	Low	Quality Sustainability

	amongst teaching staff and share this good practice with peers.			be summarised and shared within local networks and further afield.	sessions. Key areas of development / best practice to be highlighted from peer learning programme and shared more widely via website. Tutor Conference attendance records and feedback to demonstrate high levels of engagement / impact.	learning programme amongst a small cohort of good/outstanding tutors. 2 x Tutor Sharing Sessions delivered in 22-23.		Partnerships
<b>An asset to our community and an ambitious supporter of every child's creativity.</b>								
5	Deliver a large-scale choral and ensembles project, culminating in 2 performances at New Wimbledon Theatre on 11 October at the Royal Albert Hall on 11 March.	SB	April 2024	18 Primary schools recruited for RAH ( 1000 singers) ; 1500 children to attend BARE concert at NWT; new resources commissioned and completed; extensive series of rehearsals delivered; 2 performances successfully produced	High level of school participation for both concerts; raised numbers in music centre ensembles (instrumental and choral); higher standard of in -school singing and choral work in schools (Primary and Secondary); rise in confidence of school staff to deliver choral work ( within curriculum and enrichment activities)	Data review: number of participants compared to previous massed project (2019); Participant feedback to inform future large-scale events (2026 tbc); thriving junior and youth choirs as part of Music centre offer	High	Schools  Programme of Activity  Progression & Musical Development  Partnerships

6	Establish and deliver new Secondary Networking / Training sessions	SB	July 2024	At least 2 joint meetings and 1 individual session arranged and delivered to all 9 Secondary schools by members of MMF SLT and CLT and Music Leaders	Improved communication between school music leaders; new peer partnerships offering informal support	High turnover of music lead staff between 2019-23 has hindered the reestablishment of meetings post Covid 19. Whilst MMF has communicated individually with all music leaders over 2022-23 on a number of matters ( including new projects and programmes) no joint meetings took place.	Medium	Schools  Quality  Progression & Musical Development
7	Plan, project manage and co-deliver 'Singers Assemble', a new youth choral programme in partnership with the National Youth Choirs.	SB	July 2024	3 Secondary schools recruited for Cohort 1; series of workshops planned and delivered between October 2023-July 2024; new repertoire written introduced; performances, including at RAH in March 2024	New choirs established and embedded at 3 Secondary schools (St Mark's Academy, Rutlish. Harris Academy Wimbledon; school staff empowered to lead choral work confidently and successfully; 2 <sup>nd</sup> cohort in place for 2024-25 (subject to funding)	Data review – in depth assessment of programme undertaken by NYC ( a new project, so no comparable date from 2022-23)	Low	Schools  Programme of Activity  Progression & Musical Development  Partnerships
8	Deliver Year 1 of 'Mini Musicians' project in partnership with London Borough of Merton.	DR	July 2024	Session delivery established in 10 pilot schools. Creation of new Scheme of Learning and acquisition of necessary instruments/resources.	10 pilot schools engaged with programme and all necessary workforce arrangements in place. Project evaluation parameters agreed with LBM, Sing Up and Roehampton and delivery model devised based on this. Scheme of Learning developed and published (Autumn Term) and all participating staff to have attended training sessions. Initial project feedback to be positive and Year 2 planning underway.	Initial discussions with LB Merton, Sing Up and Roehampton University regarding the development of a £250k schools music project.	Medium	Schools  Programme of Activity  Partnerships  Inclusion

## An inclusive cultural organisation – not just in what we say, but also in what we do.

9	Complete a root-and-branch review of the Foundation's Financial Assistance programme ensuring increased transparency, wide reach and maximum impact.	LM / EW	Dec 2023	New financial assistance programme operational and published on website.	New financial assistance programme in place, with defined eligibility criteria and transparency around costs and funding. Currently c. 100 pupils in receipt of 50% remission via MMF's Trust Fund (March 2023); greater analysis of this data will enable impact / reach comparison. Financial Assistance pupil number target to be agreed as part of the review process.	Data review – pupil numbers / attendance. Added capacity of Finance Officer. Recruitment for PL role.	High	Inclusion  Sustainability  Progression & Musical Development
10	Increase membership of Music Centre ensembles to 230 pupils including Increased participation of 'endangered' instruments whilst continuing to review and diversify our offer.	MG/ LW /RC	July 2024	230 pupils in MC ensembles.	Increased numbers of trombone and clarinet players in concert bands (7 clarinets and 4 trombones across all ensembles – March 2023) target 70% increase of clarinet / trombone pupils in ensembles. Development of technology-based and contemporary ensemble strand with establishment of at least 1 new ensemble/group.	Development of Voice Box Youth Choir and Senior String Ensemble for Sept 23. EY provision and Music Tech development	High	Programme of Activity  Progression and Musical Development  Sustainability  Inclusion
11	Expand provision at Soundwave and secure the long-term future of the site.	MG	July 2024	Tuesday piano and violin teaching registers established. Music Production / DJ classes and lessons embedded and Jack Lonergan Foundation bursary scheme to have	Staffing arrangements in place for Tuesday violin and piano lessons and Friday DJ/Music Production classes. Site supervision and maintenance considerations to be addressed. Further development of provision to be investigated, in consultation with local	Friday DJ/MP classes established, but loss of staffing at end of Summer 2023 has put this at risk. No current staffing for violin / piano in place. Ukulele classes and 1-1 guitar, voice & piano established on Fridays.	Medium	Programme of Activity  Progression and Musical Development

				accepted 2 <sup>nd</sup> cohort of local pupils.	stakeholders and in response to local demand.			Inclusion
12	Draft a Sustainability Strategy in consultation with the Youth Council to mitigate the Foundation's impact on the environment.	MG	March 2024	Draft sustainability strategy to be created and shared with Trustees and other hub partners by March 2024.	Evidence of authentic and meaningful involvement / leadership of Youth Council in creation of new strategy. MMF's financial impact quantified as much as is practicable and targets set for reducing emissions etc.	YC initial planning meetings and discussion	Low	Sustainability  Inclusion  Programme of Activity

***A centre of learning and a musical launchpad, unlocking talent both now and in the future.***

**Objective 1:**

Secure MMF's position within the new 'South West London Music' Hub-Lead Organisation structure including governance, accountability and financial considerations in order to ensure the best possible musical outcomes of the HLO restructure for children and young people in Merton

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) Continue to liaise with SWL Heads of Service to agree structure and governance of new HLO	EW	Ongoing	EH + SLT	
b) Draft and submit HLO bid (via WMS) by 12 Oct	EW	By 12 Oct	EH + SLT	
c) Ongoing meeting and liaison with SWL services to agree practicalities of delivering on a new Local Plan for Music Education across all of SW London.	EW	Sept 2024	SLT	

## Objective 2

Establish mechanisms for regular charitable giving as part of 'Be More Charity' initiative.

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) All staff and trustees to use 'easy fundraising', also for it to be added to our staff signature and make the charity text on our signatures a larger font	LW - DR to update signature	Half term	EW to support	
b) Increase transparency and signposting around financial donations – how much do we get and where does it go.	LM	Summer Term	SLT/MLT	
c) Formal logging of instrumental donations – take name and address to send a thank you card. Establish a donor recognition register to support this.	JB	Spring Term	LB	
d) Re-brand 'Trust Fund' to be more positive and inclusive and reduce stigma attached to it	LB	Autumn Term	SLT/MLT	

### Objective 3

Articulate and expand the Foundation's formal Continuous Professional Learning strategy across the core team, ensuring individualised learning and self-accountability.

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) Establish regular 1-1 Professional Conversation across the lines of management with a clear focus on displaying 'coach-like' & Deep Listening behaviours to support development.	DR	Autumn 1	SLT	
b) Continue SLT professional learning programme and timetable a shared reflection session with a view to sharing learnings with wider staff team.	DR/EW	Autumn 1	SLT	
c) Consult staff team to agree priorities for CPL programme and budget this year	DR/EW	Autumn Term	SLT + MLT	
d) Plan and deliver 3 x termly staff INSET days.	DR	Ongoing	SLT + MLT	

#### Objective 4

Embed new Peer Learning and Tutor-led CPD programmes amongst teaching staff and share this good practice with peers.

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) Deliver one day conference to tutor work force: Sharing good practice; digital resources; ensembles resources and progression	FG	September 2023	All core staff	
b) Produce online resources from tutor sharing sessions on website tutor page	FG	December 2023	RC	
c) Support newer and less confident teachers by co-teaching, reflective conversations with more experienced teachers.	FG	December 2023	MC/ HH/ FG	
d) Continue building on peer learning project – including sharing findings with music ed network (e.g. Music Mark / pocket guide).	FG	December 2023	FG	
e) Conduct Lesson Observations, including priority list of new tutors and those that haven't been observed for more than 1 year.	FG	Ongoing	SLT/MLT	
f) Plan and deliver termly tutor-led sharing sessions	FG	Ongoing	MLT	

## ***An asset to our community and an ambitious supporter of every child's creativity.***

### **Objective 5**

Deliver a large-scale choral and ensembles project, culminating in 2 performances at New Wimbledon Theatre on 11 October at the Royal Albert Hall on 11 March.

<b>Action</b>	<b>Lead</b>	<b>When</b>	<b>Resources / Support</b>	<b>Review</b> Complete / Ongoing / No Longer Required or Unachieved
a) Recruit schools to attend the concert (through Primary MuCoords group)	SB	01/10/2023	-	
b) Produce and publish 2 interactive videos on the theme of change, in partnership with Blues And Roots Ensemble	SE, BARE	11/09/2023	RC	
c) Deliver 2 concerts (AM and PM) at NWT on 11/10/2023	SB WL from NWT	11/10/2023	MMF team members NWT team	



## Objective 6

Establish and deliver new Secondary Networking / Training sessions.

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) Set up informal meetings (online or F2F) with all 9 HoM	SB	Autumn 1	-	
B) Deliver a meeting attended by 3 Harris Academy HoM	SB	Autumn 2	DR/LB	
b) Deliver a meeting attended by 5 state-maintained HoM	SB	Autumn 2	DR/LB	
c) Organise and deliver a peer-led HoM conference day	SB	Summer 2	DR/EW/LB	

## Objective 7

Plan, project manage and co-deliver 'Singers Assemble', a new youth choral programme in partnership with the National Youth Choirs.

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) Finalise timetable of rehearsals with HoM at St Mark's Academy; Harris Wimbledon; Rutlish	SB	September	HoM NYC	
b) Fix meeting with HoM and SLTs at each school	SB	September	-	
c) Finalise NYC choral leadership and agree draft repertoire	SB	September	-	
d) Co-deliver series of rehearsals in each school	SB	Autumn 1 and 2	NYV - Repertoire	
e) Prepare and deliver rehearsals to prepare Singers Assemble choirs to perform together at the RAH on 11 March	SB + NYC leaders	Spring 2	-	
f) Consolidate learning and recruit 2 <sup>nd</sup> cohort of SA schools (subject to funding)	SB	Summer 2	-	

## Objective 8

Deliver Year 1 of 'Mini Musicians' project in partnership with London Borough of Merton.

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) Create JD/PS and advert for tutor roles	DR	Autumn 1	-	
b) Draft RU ethics form for approval	LB	Autumn 1	DR	
c) Develop GDPR and consent documents, including DSAs, DPAs and DPIA.	DR	Autumn 2	LB	
d) Develop schools' proposal document and begin onboarding pilot schools via 'Introductory Conversations'	DR	Autumn 1	LBM	
e) Agree scheme of learning priorities and assessment methods	JL/AO (RU)	Autumn Term	DR	
f) Develop SoL and resources	JL	Autumn Term	DR	
g) Record 'The Power of My Voice' massed KS1 anthem	DR	Autumn 2	SB	
h) Recruit project tutors	DR	Autumn 2	LBM	
i) Plan and deliver CPD sessions	DR	Ongoing	SB/JL/Sing Up/AO	
j) Procure necessary resources, including video/audio recording equipment, classroom resources etc	DR	Autumn 2	LB/JL	
k) Manage ongoing liaison between LBM, MMF, RU and Sing Up	DR	Ongoing	EW	
l) Quality assure project delivery and report to steering group	DR	Spring / Summer	LB	
m) Ongoing data collection and observations for research project	LB	Spring /Summer	DR	
n) Secure ACMD exam entry costing and process ahead of Year 2	DR	Spring Term	MG	
o) Begin initial planning of 'Sing Out Your Story' KS1 music festival for Summer 2025.	DR	Spring Term	SB/LB	



## ***An inclusive cultural organisation - not just in what we say, but also in what we do.***

### **Objective 9**

Complete a root-and-branch review of the Foundation's Financial Assistance programme ensuring increased transparency, wide reach and maximum impact.

<b>Action</b>	<b>Lead</b>	<b>When</b>	<b>Resources / Support</b>	<b>Review</b> Complete / Ongoing / No Longer Required or Unachieved
a) Arrange a meeting for relevant staff to review Financial Assistance / Trust Fund eligibility / capping of pupil numbers / amount of financial support. Big questions: Should we cap numbers per household? How long should eligibility last? Issues around 2 <sup>nd</sup> lesson for TF pupils.	LB	Autumn 2	SLT	
b) Agree a new name for 'Trust Fund' – embedding this on documentation and within team	LB (All to agree)	Autumn 2	SLT/MLT	
c) Increased signposting of MMF's Financial Assistance support (tracking of number of pupils / amount of money spent etc).	RC	Spring Term	-	
d) Improve mechanisms for reviewing eligibility documentation	JM	Autumn Term	LM	
e) Improve mechanisms for tracking pupil attendance and ensure follow up for pupils with 2 or more consecutive absences, including clear messaging for parents/guardians.	DR/LB/LM	Spring Term		
f) Develop a proposal for a data-point system to track engagement of pupils' in receipt of Financial Assistance – feasibility check for this?	LB	Autumn 2	DR	

## Objective 10

Increase membership of Music Centre ensembles to **230** (new target as of Oct 2023= **250**) pupils including Increased participation of ‘endangered’ instruments whilst continuing to review and diversify our offer.

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) Run ‘Hands On’ event on 8 Oct – including QR code expression of interest	SB	Autumn 1	MLT	
b) Termly ‘Come and Play’ events with follow up	MG	Ongoing	MLT	
c) Develop new senior choir on Saturdays, Senior Strings, Senior Percussion ensemble	LW/MG	Autumn Term	MLT	
d) Promote ‘Jump Into’ series to support take up of endangered instruments (e.g. Clarinets, Trombones etc)	LW/MG	Autumn 2	RC	
e) Look into viability of supporting continuation at St Marks Pri	MG	Autumn 2	DR	
f) Organise accordion trial event with Julie L.	LW	Autumn 1	-	
g) Develop ‘have a go’ or ‘meet the..’ type events for endangered instruments. (e.g. Wed PMs and Sats at 9am)	LW	Autumn Term	MLT	
h) Look into feasibility of establishing a trial rock band format – possibly targeted at MAPS pupils and those in the local areas.	MG	Spring Term	MLT	
i) Re-brand ‘Music Centre Membership’ to ‘Ensemble Membership’, including establishing this within the Core Team	MG	Spring Term	SLT/MLT	

## Objective 11

Expand provision at Soundwave and secure the long-term future of the site.

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) New Music Production / DJ tutor to be appointed	MG	September	-	
b) Continue liaison with Jack Lonergan Foundation, including adapting offer to increase participation in lower attended groups.	MG	Ongoing	DR	
c) Monitor JLF pupil attendance closely and ensure follow up for non-attendance	MG	Ongoing	DR/LB	
d) Appoint a new piano tutor on Tuesdays and develop a new register.	MG	Autumn 1	-	
e) Re-establish Tuesday violin teaching, following departure of HW.	MG	Autumn 1	-	
f) Explore option of 3 <sup>rd</sup> tutor on Tuesdays, dependent on demand - including looking at waiting lists locally.	MG	Autumn 2 / Spring Term	DR	
g) Recruit a steward to support the smooth running and cleaning of the site	MG	Autumn/Spring	EW	
h) Arrange termly / half-termly cleaning of site.	MG/DR	Autumn Term	-	
i) Explore funding opportunities for developing the site and improving resources	MG/DR/LB	Ongoing	SB	
j) Music Production pupils to edit RAH vox-pops	MG/LB	Spring 1	SB	

## Objective 12

Draft a Sustainability Strategy in consultation with the Youth Council to mitigate the Foundation's impact on the environment.

Action	Lead	When	Resources / Support	Review Complete / Ongoing / No Longer Required or Unachieved
a) Establish regular meetings of the Youth Council for 2023-24	MG	Autumn / Ongoing	JB	
b) Collate ideas / suggestions from YC members and present these at first meeting for YC input	MG	Autumn 1	JB	
c) Develop draft strategy document and share with Core Team / FMYM and wider stakeholders for comment / input	MG / YC	Spring Term	JB/DR	
d) YC to sign off document and then publish Sustainability Strategy on website	MG/YC	Spring/Summer	DR	

