

# Merton Music Foundation

## Self-Evaluation and Improvement Plan

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.



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

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)            14 groups + 3 theory (vs. c.25 pre-covid)            Staffing fluctuations during re-build due to register uncertainty.            Standard of playing – unknown! Drop-off of older pupils with no recruitment of new players will have significant impact.            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	<p>Limited engagement with secondary schools -</p>	
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 Health and Safety Parental Leave Equality, Diversity &amp; Inclusion – V. important!</p>
Performance Opportunities	<p>Video performances: You’re the Voice, Sing, WAF – view counts/engagement TBA.</p>	<p>Access to suitable / affordable venues (rehearsal and performance) Funding COVID-Secure Performances?</p>



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<p>Instrument Hire</p>	<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>
<p>Fundraising</p>	<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>
<p>Operations</p>	<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>



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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 sever. Lili / 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.



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



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# 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 2021 (BT/OT/AT)	Self-Evaluation May 2022 (BT/OT/AT)	Self-Evaluation May 2023 (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’.				
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.				
Have a minimum of £200k in reserves, an annual profit of £10k with a surplus to be reinvested in its charitable endeavours.				
Have a wide reaching and responsive Continuous Professional Learning strategy with regular development opportunities for schools and its workforce with demonstrable impact.				





By the end of the 2023-2024 academic year, Merton Music Foundation will:	Self-Evaluation May 2021 (BT/OT/AT)	Self-Evaluation May 2022 (BT/OT/AT)	Self-Evaluation May 2023 (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.				
Have a meaningful presence in every maintained LBM school, including a significantly improved impact on provision at secondary level.				
Maintain fundraising & commercial programmes that actively support its offer to schools, the wider community and children and young people in Merton.				
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.				

By the end of the 2023-2024 academic year, Merton Music Foundation will:	Self-Evaluation May 2021 (BT/OT/AT)	Self-Evaluation May 2022 (BT/OT/AT)	Self-Evaluation May 2023 (BT/OT/AT)	Final Self-Evaluation (BT/OT/AT)
Have achieved external recognition and/or accreditation for its inclusive practices.				
Have a well-established and thriving Youth Council that is actively and authentically involved in decision making.				
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.				
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.				



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# 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.
2. Develop a rigorous, outcomes-oriented programme of continuous professional development for the Core Team with a focus on individualised learning and self-accountability.
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).
4. Ensure consistently above 1100 termly lessons by regular reporting of lesson, waiting list & financial data to drive policy, planning and intervention.

## ***'(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).
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.
7. Establish new Music Centres at Wimbledon College and Soundwave, Mitcham with a strategic overview of ensemble provision across the borough.
8. Develop a broader, modern Music Centre offering including music technology and popular music ensembles.

## ***'(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.
10. Write and ratify a formal Diversity & Inclusion Policy and Action Plan.
11. Establish a Youth Voice panel ('Speak Up') and ensure meaningful youth contribution to planning and delivery.
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 Plan

*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 / display in common areas	DR/RC	Aut 1	LL	
Ensure consistent messaging to tutor team via training sessions and regular correspondence to reinforce the Vision and its practical application	DR	Sept – ongoing	-	
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	
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	
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	
Incorporate Vision wording on all documentation / online forums as appropriate.	DR	Aut 2 – Spring Term	DR + RC	



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**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	
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.	EW	Autumn Term	DR	
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	-	
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	

**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	
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	
Ensure timely follow-up with tutors following unsatisfactory observations, picking up on areas of development and ensuring targeted support/intervention.	FG	Ongoing	SLT	



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.	
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>Priority 4:</b> Ensure consistently above 1100 termly lessons by regular reporting of lesson, waiting list & financial data to drive policy, planning and intervention.				
<b>Action</b>	<b>Lead</b>	<b>When</b>	<b>Resources / Support</b>	<b>Review Dates</b> 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	
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	-	
Produce a policy regarding processing of waiting lists and management of pupil retention on the waiting list.	LM	Autumn Term	KD	
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?	
Streamline tutor pay process, in consultation with the wider tutor team.	JM	Autumn Term	DR	
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	



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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	-	
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	
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?	

**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	
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	
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	



Design and order new Music Centre banners (South Wimbledon, Soundwave, Wimbledon College?, Crown Lane?).	RC	Autumn 1	-	
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	
Improve website SEO	RC/AS	Autumn 2	DR	
Develop Digital Content Strategy / timeline and share with the wider team	RC/AS	Autumn 1	LL	

### 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	
Compile parent/guardian applications and devise initial teaching timetables for WC	LW	Autumn 1	-	
Recruit new Steward to fulfil additional demand across South Wimbledon / Wimbledon College.	DR	Autumn 1	SLT	
Recruit a new Steward to support delivery at Soundwave – advertise within the local / school community.	DR/HW	Autumn 1	SLT	

### 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	
IT infrastructure install: electrics, internet, switch, port etc.	DR	Autumn 1	Abbey IT	
Decide upon and procure Music Tech equipment	DR	Autumn 1	HW/FDJ	
Review all Music Centre activity and costings and facilitate Music Centre Working Party meetings to agree and action future development	EW	Autumn 2	MCWP	



Build webpage for Soundwave and associated digital content	RC	Autumn 1	LL, DR	
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	

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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	
Tutor Conference, presentation on Inclusive teaching in the Instrumental or Singing Lesson	HW	September 17	DR	
Recruit cross organisation EDI Working Group	HW	September 2021	SLT	
Organise a continuing programme of CPD for core team including Allyship/ anti-racism training	HW	Ongoing	DR	

### Priority 10:

Write and ratify a formal Diversity & 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		
Share with SLT and EDI Working Party for feedback	HW	Autumn 2021	EW	
Receive feedback from Changing Tracks and other external organisations leading in this area	HW	Autumn 2021		
Have policy approved and adopted by Trustees	HW/DR	Autumn 2021	SLT	



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Communicate policy to team members at all levels of the workforce with organic buy in	HW/DR	January 2022	SLT	
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**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	
Attend Sound Connections, Essential Youth Voice Training Course	HW + GB	Autumn 2021	GB	
Run Youth Council Meetings and oversee the SpeakUp! Creative project delivery	HW + GB	Ongoing	GB, EW trained as Arts Award Assessor	
Deliver SpeakUp! Youth Council Creative Project	HW	March 2022	SB, Other team members as necessary	
Run a Youth Consultation targeting students we don't already engage with	HW	Summer 2022	DR, RC	

**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	
Analyse survey results and complete ACE workforce data return	HW	Oct 2021	DR	
Review data capture capabilities and processes for participants	DR/HW	Spring Term		
Design and agree on a strategy for updating and capturing participant data	HW	Spring Term	SLT / Admin Team	



**First Published: October 2021**

Review Date 1 (2021-2022 Action Plan): Dec 2022

Review Date 2 (2021-2022 Action Plan): Feb 2022

Review Date 3 (2021-2022 Action Plan & Self Evaluation): April/May 2022

Review Date 4 (2021-2022 Action Plan & Priorities for 2022-2023): May/June 2022

Review Date 5 (2021-2022 Action Plan Final Review / 2022-2023 Priorities & Action Planning): July 2022

Review Date 6 (2022-2023 Priorities & Action Planning – Final): September 2022

Ad infinitum.

