

Tri-borough Music Hub: About Us Who we are and Strategic Priorities Summary

Who we are

The award-winning [Tri-borough Music Hub](#) (TBMH) is the lead organisation that oversees the delivery of music education in three West London boroughs - the London Borough of Hammersmith and Fulham; the Royal Borough of Kensington and Chelsea; and City of Westminster - working with schools, pupils, the workforce and the community. Through an agreed shared-services model, it is a centralised Local Authority service which receives core funding from the Department for Education via the Arts Council England delivering an extensive programme of musical learning in and out of school.

Alongside the three Local Authorities, the TBMH Strategic Partners are two internationally renowned organisations - the Royal Albert Hall and the Royal College of Music. In addition, a dedicated and quality-assured group of delivery partner organisations, with evidence of a successful track record, work to meet the TBMH's strategic aims and positively contribute to our stakeholders.

Mission Statement

The Tri-borough Music Hub aims to provide opportunities for all to develop a life-long love of music and realise their musical potential whilst developing their personal and social identity. A broad range of progressive musical pathways will be provided in partnership with outstanding music organisations that are committed to our ethos.

Our Inclusive Ethos

We are a music-specific service focused on high quality outcomes inclusive of all learners. We recognise the numerous benefits that music can bring to everyone from all backgrounds and in all circumstances. We are proud partners of the emerging Cultural Inclusion Manifesto with a specific SEN/D offer to pupils participating in all of our activity. We are committed to realising the United Nations Convention on the Rights of the Child (UNCRC).

Development rights: include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

Protection rights: ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.

Participation rights: encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their capacities develop, children should have increasing opportunity to participate in the activities of society, in preparation for adulthood.

Our Aims

The overriding [strategic](#) purpose of the TBMH is three-fold:

- (1) to **engage with all schools** in the Tri-borough area, in order to reach all pupils and provide them with access to high-quality music education opportunities.
- (2) to **raise standards** and **support musical progression** for all pupils.
- (3) to ensure a **broad range** of **outstanding musical opportunities** for pupils, parents and the community.



Royal Albert Hall



City of Westminster

THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

hammersmith & fulham

ROYAL
COLLEGE
OF MUSIC

London

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Music Strategy Themes and Key Strands

The overarching themes of all TBMH provision, as stated in our Music Strategy are: **Inclusive - Exceptional - Inspiring - Progressive - Sustainable**. The **four key strands** in the strategy are:

1. Musical development of children and young people
2. Family and community engagement / events
3. Enhancing music provision in schools and settings
4. Developing the music workforce

To achieve this, the TBMH is committed to high-quality learning at all levels under-pinned by mutually beneficial partnerships which contribute to and support music education within the three boroughs.

Key Areas for Development (TBMH)

The Key Areas for Development (KAfD) of the TBMH have been agreed at governance level by the Strategic Partners and are essential to the continued growth and success of all TBMH delivery. It also reflects the level of complexity of the structural role of the TBMH in delivering a very large remit with a small core team. The Key Areas for Development of the TBMH are:

- 1. School engagement:**
 - to secure and develop relationships at all levels within schools;
- 2. Progression:**
 - to ensure progression of all learners and raise instrumental/vocal standards;
 - to ensure the quality and success of all instrumental/vocal ensembles;
- 3. Access and Inclusion for all children:**
 - to ensure embedded SEN/D engagement and support;
 - to serve all children in challenging circumstances, Alternative Provision and Looked After Children;
- 4. Securing additional funding streams:**
 - to further develop the funding strategy to ensure financial sustainability
- 5. Building service capacity to meet future needs:**
 - to streamline the existing service and ensure increased income generation;
 - to implement additional roles to fulfil and implement new growth areas of the service;
 - to diversify our offer and client base by introducing Adult education/life-long learning; and expanding Early Years Foundation Stage (EYFS) learning programmes;
- 6. Evidence and Evaluation:**
 - to streamline evidence collection, analysis and evaluation of all aspects of service and partner delivery to inform future planning; including developing our Youth Voice Council to influence all activity.

To support the KAfD there will also be an additional focus on the role of TBMH in wider cultural learning (e.g. Cultural Education Partnerships); and improvement in Information Technology usage, (e.g. music technology, social media, website etc).

Core and Extension Roles (ACE/DfE)

National Plan for Music Education – Core Roles

1. Ensure that every child aged 5-18 has the opportunity to **learn a musical instrument** (other than voice) through whole-class ensemble teaching programme for ideally one year (but a minimum of one term) of weekly tuition on the same instrument.
2. Provide opportunities to **play in ensembles and to perform** from an early stage.
3. Ensure that clear **progression routes are available and affordable** to all young people.
4. Develop a **singing strategy** to ensure that every pupil sings regularly and that choirs and other vocal ensembles are available in the area.

National Plan for Music Education – Extension Roles

5. Offer **CPD to school staff**, particularly in **supporting schools to deliver music in the curriculum**.
6. Provide an **instrument loan service**, with discounts or free provision for those on low incomes.
7. Provide access to **large scale and/or high quality music experiences** for pupils, working with professional musicians and/or venues. This may include undertaking work to publicise the opportunities available to schools, parents/carers and students.

Summary

The TBMH strives to ensure that all activity and delivery makes a positive impact on all learners. All TBMH Partners contribute to one or more of the above areas in some capacity offering additional value to the schools, pupils, workforce and community of the Tri-borough area.

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