

Tri-borough Music Hub

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. The TBMH is a music-specific service focused on high quality outcomes inclusive of all learners. It recognises the numerous benefits that music can bring to everyone from all backgrounds and in all circumstances.

Mission Statement

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

Vision

The vision for the TBMH is to build on the successes of the previous years of the TBMH partnership, ethos and approach to music engagement and progression. This includes embedding best-practice and implementing visionary and effective models of partnership work to effect comprehensive routes of engagement, opportunity and progression. This will support children, young people, families, schools, workforce and the wider community of Hammersmith & Fulham, Kensington & Chelsea, and Westminster.

TBMH Priorities

No.	Focus	Priority
1	Children	to support musical progression through a broad range of outstanding musical pathways for children and young people
2	Schools	to engage with all schools to enhance the delivery of an effective music curriculum by supporting access to high-quality music education opportunities
3	Workforce	to provide a broad range of effective workforce development opportunities that enhance the quality of music education delivery
4	Families	to support family and community engagement in music education through opportunities led by our diverse range of partner organisations

These service priorities are underpinned by 5 overarching themes of all provision:

Inclusive — Exceptional — Inspiring — Progressive — Sustainable

Core and Extension Roles (ACE/DfE)

Every Music Education Hub in England must deliver against the core and extension roles as laid out in the National Plan for Music Education.

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.

School Music Education Plan:

8. Every school is supported to deliver and monitor a **high-quality music curriculum**

Music Strategy Key Strands that support Key Priorities

A unified approach to music delivery in the Tri-borough area: four key strands, each with four objectives, mapped to outcomes for shared responsibility. The TBMH has devised a top-level music strategy which summarises the approach taken to meet all service priorities. 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 the music education within the three boroughs.

Musical development of children and young people

- To ensure all children and young people are actively making progress according to their stage of learning and with appropriate challenge
- To ignite and develop children and young people's musical curiosity to explore music in its wider sense
- To improve the personal, social and emotional development of children and young people through participation in quality musical activity
- To improve the communication, language and literacy development of young children through participation in creative musical activity

Enhancing music provision in schools and settings

- To embed learning and effective practice in host and partner organisations and share practice beyond the project/event/piece of work with a tangible legacy
- To ensure that music experiences cater for all groups of children including those in challenging circumstances
- To embed a musical ethos within the setting
- To develop a reflective practice within the workforce which impacts on successful next steps

Developing the music workforce

- To further improve the quality and standards of music delivery for children and young people
- To actively impact on teacher / tutor training and offer sustained support and creative development opportunities for professionals
- To work with music specialists and those who lack confidence or experience with music delivery
- To develop reflective practice within the workforce which impacts on successful next steps

Family and community engagement / Events

- To ensure that music experiences are of high quality; are interactive; and engage the audience
- To ensure that music experiences are accessible and affordable, irrelevant of circumstance
- To ensure that music experiences are aimed at all groups of children including those in challenging circumstances and those with Special Education Needs and Disabilities
- To ensure that music experiences include next-steps signposting to further encourage family participation and engagement

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.

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).