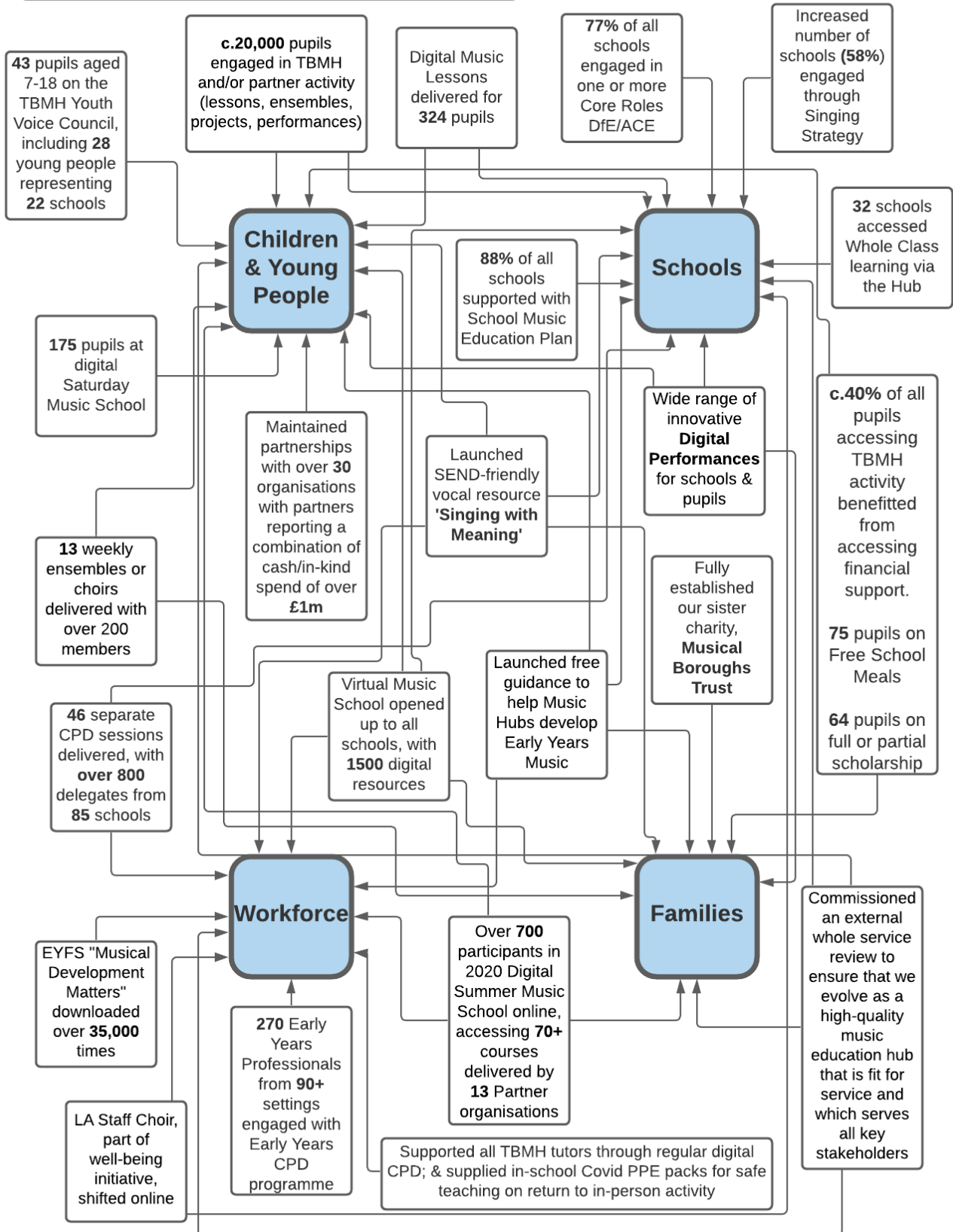


Key Headlines from 2020-21 academic year



Tri-borough Music Hub: Annual Report for 2020-21 Academic Year



“On behalf of our son and daughter and as their family, we would like to sincerely thank you for everything you have done this year to keep the children engaged with music and making such amazing progress. It’s been such a tough time for everybody and the music sessions with you all certainly brought some much-needed joy into our lives.”

Parents of First Sounds & Breakout Band Students (End of Term Sharing Sessions)

“Our son LOVED the session, and he was very reluctant to try choir online! You are doing a great job, Thank you!!!”

Parent of Digital Choir Member

“I can’t sing your praises high enough, I think all the staff are amazing and you’ve created a really great service for kids, and in this pandemic, the parents too.”

Parent of Digital Keyboard Centre pupil

“Thank you for the Primary Network Meeting this afternoon. You do such a wonderful job at making us all feel so valued. It was brilliant to see everyone and hear of their current situations. It is all so varied! Your calm approach and strong sense of certainty is highly valued at this current time, and I wanted to thank you once again.”

Music Teacher, Primary School

“Thank you for everything you have done over the last academic year- you have reacted very quickly to an ever-changing picture and ensured our children received music tuition all the way through in which ever form that took, we are very appreciative. We are all ready for September and really hope that 21/22 means we have face to face tuition throughout.

Deputy Head, Primary School

“I wanted to say just how brilliant the SEND Singing with Meaning vocal resource is. We’ve also used quite a few of the songs and ideas as part of our lock-down teaching and now recovery curriculum. If you ever get funding to do some more, please do as we’ve found it enormously helpful!”

Music Teacher, Primary School

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Executive Summary

After the onset of the coronavirus pandemic in the previous school year, the 2020-21 academic year continued to present significant barriers to musical learning and engagement for children and young people, the music workforce, schools, families, and our partner organisations. The Tri-borough Music Hub, along with its partner organisations, sitting at the centre of musical learning across the three local authority areas, innovated, adapted, and evolved to continue to support our stakeholders.

Over the course of this uniquely challenging 2020-21 academic year, we:-

- maintained the delivery of a high-quality and innovative service as summarised on the front page of this report, with c.20,000 pupils engaged in TBMH and/or partner activity (lessons, ensembles, projects, performances)
- supported all schools with briefing summaries of ever-changing DfE guidance about music education
- worked with 117 of our local state schools (and 44 other schools, e.g. independent or outside the LAs) in at least one way defined by Arts Council as a Core Role for music education hubs
- worked with 134 of our local state schools (and 47 others) in at least one way defined by Arts Council as a Core or Extension Role for music education hubs
- engaged 52 schools in a Traded Service of some nature - anything from pre-pandemic whole class ensemble teaching to post-lockdown online lessons
- worked with 311 pupils across our out of school music activity covering choirs, ensembles, and Saturday centres, including 19 vulnerable pupils
- opened up our growing Virtual Music School to all of our schools, pupils and families free of charge
- supported 88 of our core schools via our Singing Strategy
- provided the opportunity to take part in an ensemble for pupils from 40 of our core schools
- delivered 46 separate continuing professional development (CPD) sessions to over 800 delegates from 85 schools; and in addition, since January 2019, 270 Early Years Professionals from 90+ Early Years settings have taken part in CPD through the Early Years Consortium
- supported 139 pupils through targeted scholarships and remissions programmes
- delivered a digital summer music school (August 2020) for over 700 people, across 70 courses with 13 partner organisations
- wrote and released our free SEND-friendly vocal resource 'Singing with Meaning' ([HERE](#))
- launched our free guidance support document for Music Education Hubs, 'Developing Early Years Provision across Music Education Hubs: A Practical Guide' ([HERE](#))
- successfully applied and received Cultural Recovery Funding from Arts Council England (£56k)

As part of our ongoing development and evolution as a Music Education Hub, we commissioned an external service review ([HERE](#)) which took place during the academic year. This has helped us to ensure that we are serving our key stakeholders in the best possible way, and this will positively impact our future work.

I would like to thank everyone that has been involved with the Tri-borough Music Hub this past year, with a particular thanks to the full TBMH team; TBMH tutors; headteachers, teachers and schools; the Local Authorities; all partner organisations; the Arts Council; and Musical Boroughs Trust Trustees. Every single person has worked tirelessly and collegiately to make a positive difference for music education in our community. Without this committed group of people, we would not have been able to achieve what we did.

**Stuart Whatmore, Head,
Tri-borough Music Hub, November 2021**



Tri-borough Music Hub

Who we are

The [Tri-borough Music Hub](#) (TBMH) is the award-winning lead organisation that oversees the delivery of music education in the three West London boroughs of Hammersmith and Fulham, Kensington and Chelsea, and the City of Westminster. We work with schools, pupils, music educators and the community to provide engaging music activities for children and young people across the three boroughs. We are a centralised Local Authority service which receives core funding from the Department for Education via Arts Council England. We operate a shared-services model across three Local Authorities to deliver an expansive 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. For more information about the work of the TBMH see annual reports [HERE](#).

Vision

Our **vision** is for every child or young person to be able to access enriching and relatable musical experiences, whatever their age, ability, or life circumstances.

Mission Statement

Our **mission** is to provide a broad range of progressive musical pathways and opportunities for all to develop a life-long love of music and realise their musical potential whilst developing their personal / social identity. We will do this by working closely in partnership with outstanding music and education organisations that are committed to our ethos. Together we will embed best-practice and implement visionary and effective models of partnership work to ensure comprehensive routes of engagement, opportunity, and progression.

TBMH Priorities

We have four service priorities which are underpinned by 5 overarching themes of all of our provision:

Inclusive — Exceptional — Inspiring — Progressive — Sustainable

1. To support musical progression through a broad range of outstanding musical pathways for **children and young people**
2. To engage with all **schools** to enhance the delivery of an effective music curriculum by supporting access to high-quality music education opportunities
3. To provide a broad range of effective **workforce** development opportunities that enhance the quality of music education delivery
4. To support **family and community** engagement in music education through opportunities led by our diverse range of partner organisations

Music Education for All

The TBMH works hard to provide a fully inclusive service to ensure that our outputs are embedded in representation, equity, diversity, and inclusion - we aspire to be REDI. We champion the importance of Youth Voice, respond to need, and support all our learners, including our most vulnerable SEND learners. We strive to ensure that Children and young people's music is **HEARD**:

- **Holistic** - emphasis on personal, social and musical outcomes.
- **Equitable** - those facing the biggest barriers receive the most support.
- **Authentic** - developed with and informed by the people we do it for.
- **Representative** - participants and colleagues reflect our diverse society.
- **Diverse** - all musical genres, styles, practices are valued equally.

All TBMH activity will be equitable and inclusive across all [protected characteristics](#), to allow our participants (children, young people, workforce) to genuinely feel like they belong. We will create a space where everyone has equal access to opportunities and can be themselves without fear of discrimination, prejudice, harassment, or bullying. This will ensure that a fully rounded, progressive, and innovative

music education will be representative of all children, young people, families, and communities who live or go to school within our three boroughs, regardless of their backgrounds or circumstances. The TBMH is focused on 'Positive Action' and will actively challenge behaviour that threatens our values.

REVISED 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 and Pathways:**
 - to ensure progression of all learners and raise instrumental/vocal standards
 - to ensure the quality and success of all TBMH instrumental/vocal ensembles
3. **Representation, Equality, Diversity, Inclusion and Access for all children, incl. Youth Voice:**
 - to ensure embedded SEN/D engagement and support in our work
 - to serve all children in challenging circumstances, Alternative Provision and Looked After Children
 - to widen representation, equality, diversity, and inclusion across the service
 - to provide financial support for access to music education for those with the most need
 - to embed Youth Voice in our work and to influence all activity.
4. **Financial security of the TBMH:**
 - to ensure that all TBMH finances are robust, affording financial sustainability
 - to maximise the fundraising capacity of our sister Charity, Musical Boroughs Trust, to support the running of the TBMH and increase opportunities for children and young people
 - to explore all potential future models of operation as a Music Education Hub within the context of national music education policy
5. **Building service capacity to meet future needs:**
 - to streamline the existing service and ensure increased income generation of core team members
 - to implement additional roles to fulfil and implement areas of need in the service
6. **Raising the profile of the TBMH through Marketing, Comms., Evidence and Evaluation:**
 - to better use communications and marketing in our work to raise the profile of the TBMH
 - to streamline evidence collection, analysis, and evaluation of all aspects of service and partner delivery to inform future planning

Key Themes in the evolution of the TBMH

Four common themes have emerged from our 2021 stakeholder consultation and research which reinforce the necessary direction of travel for the hub, and which highlight the challenges that need to be overcome in order to deliver the best possible service. The themes are:

- **Access, diversity, and inclusion:**
Ensuring all children and young people who wish to access our services, can do so
- **Children's enjoyment and wellbeing:**
Providing enjoyable activities for children and young people and supporting their health and wellbeing as we emerge from the challenges of the pandemic
- **Youth voice:**
Ensuring that young voices are at the heart of our offers and the decisions we make as a service
- **Relationships and communication:**
The importance of listening to and communicating clearly with our audiences, partners, service users and workforce.

Music Strategy Key Strands

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 underpinned by mutually beneficial partnerships which contribute to and support the music education within the three boroughs. This agreed and unified approach to music delivery in the Tri-borough area has four key strands, each with four objectives, mapped to outcomes for shared responsibility across all partnerships.

Strand 1: 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

Stand 2: 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

Strand 3: 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 & 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

Strand 4: 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

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 ([HERE](#)).

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.

In addition, each MEH must have a School Music Education Plan:

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

2020-21: The Year in Numbers

Who we serve

Our main client group is children and young people attending state-funded schools or settings (Year Groups Nursery to Year 13) in the Tri-borough area comprising the Royal Borough of Kensington and Chelsea, the London Borough of Hammersmith and Fulham, and the City of Westminster.

Other children who benefit from hub provision include those who are resident in the Tri-borough area but attend school elsewhere and those that are elective home educated or schooled independently. We also have a large programme of Early Years work for birth to 5 year olds. 56,511 five to 18-year olds attended state-maintained education settings in the Tri-borough area in 2020-21.

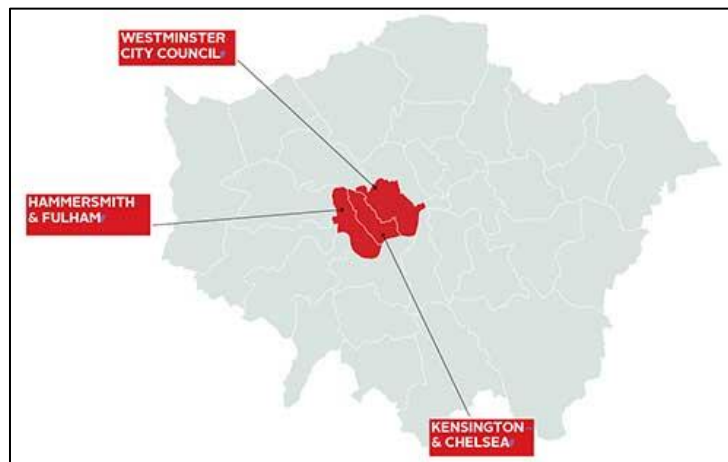


Image source: <http://www.kcwtoday.co.uk>

In 2020-21 there were:-

- 165 maintained schools and settings, including:-
 - 14 EYFS settings or maintained schools with EYFS provision
 - 102 primary schools and 2 special settings with primary provision
 - 2 all-through schools with primary and secondary provision
 - 26 secondary schools, six special settings with secondary provision and five Alternative Provision settings with secondary provision
 - 6 Sixth Forms or colleges
 - 6 Alternative Provision settings
 - 10 special schools and settings including 1 Non-Maintained Special School (NMSS)
- 56,511 children and young people on roll (Yr R0 to 13) at state schools in the Tri-borough
- 49.3% female and 50.7% male
- 515 Looked After Children

Census contextual data (Spring 2020)

Borough	Pupil Premium*	English as an Additional Language	Education Healthcare Plan	SEN Support
Hammersmith and Fulham	28%	40%	6%	10%
Kensington and Chelsea	30%	50%	5%	11%
Westminster	34%	56%	4%	11%

*NC Year R0 to 11

Our work with Schools and Pupils

Successes and challenges in delivering core and extension roles

The Arts Council specifies four Core Roles for music hubs and an additional three Extension Roles. The degree to which we engaged schools in each role is specified in the table below. Every single school and setting was offered free music support of some kind. The main headline is that we engaged **117 of our Hub Schools (77.0%)** in a Core Role, and **134 of our Hub Schools (88.2%)** in a Core or Extension Role or via our School Music Engagement Plan.

Clearly the 2020-21 academic year was incredibly challenging for schools in myriad ways. The TBMH aimed to provide stability, clarity, and a range of free/accessible opportunities for them to engage with. The best example was launching our totally free Virtual Music School ([HERE](#)) and making this available to every school. However, some schools had to take hard decisions regarding music provision, and we know that in some schools, music was removed from the curriculum due to concerns over the science issues of Covid-19. We also gave every school free membership to Music Mark, but whether they took advantage of this we cannot comment on. Our school engagement stats are considerably lower than previous years; however, in the context of a pandemic the figures are remarkable.

	Any Core role	Whole class instrumental music	Ensembles	Lessons	Singing Strategy	School Music Education Plan	Meaningful Engagement	Professional development (CPD)	Instrument Hire	Large Scale projects / events
Hub Schools engaged	117	35	40	77	88	133	127	86	3	31
Hub Schools not engaged	35	117	112	75	64	19	0	66	149	121
Total Hub Schools	152	152	152	152	152	152	152	152	152	152
Other schools engaged [‡]	44	0	13	28	21	4	0	3	0	0
Hub Schools engagement %	77.0%	21.1%	26.3%	50.7%	57.9%	87.5%	83.6%	56.6%	2.0%	20.4%
Breakdown of engagement by school type										
Mainstream Primary [‡] engagement	85/104 (82%)	33/104 (32%)	28/104 (27%)	58/104 (56%)	67/104 (64%)	95/104 (91%)	91/104 (88%)	62/104 (60%)	3/104 (3%)	25/104 (24%)
Mainstream Secondary [‡] engagement	25/28 (%)	1/28 (4%)	13/28 (47%)	18/28 (64%)	18/28 (64%)	27/28 (96%)	27/28 (96%)	19/28 (68%)	0/28 (0%)	5/28 (18%)
Sixth Forms / colleges engagement	1/6 (17%)	0/6 (0%)	0/6 (0%)	1/6 (17%)	0/6 (0%)	1/6 (17%)	1/6 (17%)	0/6 (0%)	0/6 (0%)	0/6 (0%)
Special Schools engagement	5/10 (50%)	1/10 (10%)	0/10 (0%)	1/10 (10%)	4/10 (40%)	8/10 (80%)	6/10 (60%)	5/10 (50%)	0/10 (0%)	1/10 (10%)
Alternative Provision engagement	2/6 (33%)	0/6 (0%)	0/6 (0%)	0/6 (0%)	0/6 (0%)	3/6 (50%)	3/6 (50%)	0/6 (0%)	0/6 (0%)	0/6 (0%)

[‡] Includes schools outside of the Tri-borough area and independent schools.

[‡] There are two all-through schools, which are included in both the Mainstream Primary and Mainstream Secondary totals.

Whole Class Ensemble Teaching (WCET)

Whole Class Ensemble Teaching took a significant hit with many schools not running it at all. Of the 35 schools (23%) who did run this, it was either in-person, digital, or hybrid; or they accepted our ongoing FREE support for schools to access high-quality resources by receiving a free license of one of our Groove'n'Play programme ([HERE](#)) to deliver themselves.

In addition to Rastamouse Rocksteady Reggae School, devised by Sally Greaves, the TBMH delivered our specially commissioned 'groove 'n' play' programmes, written and devised by Sally Greaves. The *groove'n'play* series, available under licence to other music hubs, includes:

- KS1 *Rastamouse Rocksteady Reggae School*
- KS1 *groove'n'play Ukuleles, Sticks and Songs*
- KS1 *groove'n'play Fiddle, Sticks and Songs*
- KS1 *groove'n'play Recorders, Sticks and Songs*
- KS2/3 *groove'n'play FIFTHS (multi-instrumental)*
- KS2/3 *groove'n'play FIFTHS 2 (multi-instrumental)*
- KS2/3 *groove'n'play Strings (violin, viola, cello, double bass)*
- KS2/3 *groove'n'play Woodwind (flutes and clarinets in C)*
- KS2/3 *groove'n'play Brass (trumpets and trombones)*
- KS2/3 *groove'n'play Guitar and Mini Bass (guitars and mini-basses)*

The programmes are varied and progressive across KS1-KS3 which can be delivered in three ways. The school buys in either:

- Lead & Support TBMH tutors to deliver WCET in partnership with the class teacher; or
- Lead TBMH tutor to deliver WCET in partnership with the class teacher; or
- the TBMH resources and they deliver it themselves.

3,062 pupils engaged in the Rastamouse or *groove'n'play* programmes in 2020-21, up from 2,685 in 2019-20. Overall, 21.1% (previously 20.9%) of all hub schools were engaged in hub-supported WCET. As a result of not gathering the school's data this year due to Covid, we are only able to present data of our own delivery of whole class instrumental learning. We delivered WCET in 32% (previous year 31%) of primary Hub Schools.

Core roles delivered via out of school activities

Outside of school the TBMH offered an equally massive programme of opportunity in areas that cover the core roles - Playing in ensembles and performing; Musical Progression; and Singing. This was all digital for the Autumn term 2020 and Spring term 2021; and then a mix of in-person for some Summer term 2021 activity and some still as digital.

The full programme involved c.190 pupils in after-school weekday activity; and c.175 at Saturday Music School; and covered ensembles, singing, and musical progression and pathways. The programme included:-

- *First Sounds*: Ensemble for instrumentalists up to Grade 1
- *Breakout Band*: Ensemble for instrumentalists from Grade 2-4
- *Cello Maestros*: 1:1/paired lessons
- *First Voices*: Choir for Pupils in R0, Yr 1, Yr 2
- *Next Level Voices*: Choir for Pupils in Yr7-Yr13
- *Percussion Ensemble*: Open access percussion ensemble for pupils in Yr4-Yr9
- *Symphonic Band*: Ensemble for instrumentalists from Grade 5-8+
- *Junior Voices*: Choir for Pupils in Yr3-Yr6
- *Keyboard Beginner Class 1*: Open access keyboard for pupils in Yr4-Yr9
- *Keyboard Beginner Class 2*: Open access keyboard ensemble for pupils in Yr4-Yr9
- *BandLab Music Technology*: For pupils in Yr4-Yr7
- *Garage Band Music Technology*: For pupils in Yr 5-Yr13
- *Keyboard Lessons*: continuers to intermediate

The number of different ensembles, bands and choirs available via our hub and those of our partners who submitted a data return decreased from 114 to 59.

Progression, in all guises, remains integral to our approach and ethos. In relation to Graded Performance exams, we had 36 pupils successfully achieve their ABRSM exams. Our tutor workforce was digitally monitored by members of the core TBMH team through a daily rota to ensure quality remained high, and to support with any digital delivery issues. Formal tutor observations were not carried out as there was no capacity to do so.

Singing Strategy in schools

Considering the massive impact that Covid-19 had on singing, we are proud that we supported 88 schools (58%) through our Vocal Strategy and range of opportunities – 65% primary; 63% Secondary; 29% SEND/other. Again, we offered every school free access to our brand new SEND-Friendly Vocal Resource, 'Singing with Meaning', with 20 original songs focused on emotional regulation and anxiety on school return (link [HERE](#)).

The numbers of schools taking part in our massed singing events was, unsurprisingly, down (from 49 to 31). However, the engagement of schools with our overall singing strategy increased from 53% to 57.9%, reflecting a broadening of our vocal team's reach in schools.

Music lessons (small group and individual) in schools

The percentage of hub schools with pupils taking hub-led individual or small group lessons reduced from 56.1% to 50.7% in this coronavirus impacted year. The total number of pupils learning face to face with TBMH tutors at school in the summer term was 248. This figure excludes whole-class teaching.

Delivering on the Music Education Hub Extension Roles

The Extension roles have continued to be an important part of our work. In summary:

- We supported 133 schools (88%) through our holistic School Music Education Plan (SMEP)
- 56% of schools engaged in our CPD programme
- 2% schools hired an instrument through a charged SLA; however, multiple schools retained TBMH Instruments during the pandemic that we did not charge for
- 79 pupils hired an instrument outside of school
- 20% schools accessed or engaged with a large-scale high-quality musical performance event

School engagement is one of our main priorities for the single reason that this is where the majority of children and young people will engage in educational learning, and as such have a statutory right to music education within the curriculum. We have high levels of engagement with our schools and positive relationships with both music teachers and senior leaders. By engaging schools, we can influence the music education that pupils receive through the curriculum. This is where an equitable music education progression starts. A genuine joined-up music education progression is a shared and equal responsibility between schools and a MEH. This is why schools and MEHs must work together.

Our School Music Engagement Plan (SMEP)

Our SMEP consists of multiple elements of strategic support available to every school – it is up to them if they choose not to engage. Of the total 133 schools we supported through SMEP, this was 92% of all Primary schools, 96% of all Secondary schools, 33% of 16 plus, and 65% SEND/other.

Our support in 2021-21 was focused on ensuring that all schools could deliver music in the curriculum in a way that worked for them:

- regular summaries of key DfE updates regarding music/science and Covid-19
- up to date Risk Assessment documentation and industry guidance
- regular digital music teacher networks across all phases
- regular and varied CPD opportunities
- providing resources to schools to enable the delivery of whole class instrumental learning programmes
- free recovery curriculum guidance
- free access to SEND-friendly vocal resource
- free access to our Community Songs written by Charlotte Harding for the TBMH
- all schools able to nominate a Pupil Music Rep to join the TBMH Youth Voice Council
- offering musical opportunities through our partners/ourselves
- identifying pupils for additional musical support through scholarships or opportunities to join TBMH ensembles

Continuing Professional Development (CPD)

CPD is a large part of our work – schools; tutors; early years; partners; Higher Education – and we believe in the importance of professional development. It supports individuals and brings increased opportunities for children and young people. The overall CPD programme was developed in response to emerging needs caused by the pandemic and supported many different stakeholders.

Workforce training & CPD for 2020-21 was broadly programmed under the following strands:

- Safeguarding & Statutory requirement training
- Staff and Student well-being including mental health training
- Phase-specific Network meetings
- Curriculum training opportunities
- Specialist training opportunities
- Early Years Programme
- Whole Hub staff meetings including open discussion platform

During 2020-2021 the TBMH hosted 46 different CPD training workshops and events online with over 800 attendees representative of our workforce including tutors, core team, partners, school teachers and other music educators, including over 85 different schools. A connected statistic is that since January 2019, the Early Years consortium has engaged with more than 270 early years professionals and early years music leaders, and at least 90 EY settings.

Large-scale, high-quality performance events

Access to high-quality and large-scale performance events happened through our own events and also through our partner events (e.g. 35 pupils from TBMH Choir, and 2 Secondary schools performing in the Royal Albert Hall's 150th Birthday concert on 19th July 2021).

Hub-led digital performances throughout the year included:

- Digital Gala (Dec 2020) featuring 6 digital ensembles, all produced by the TBMH team through editing tracks that were recorded and sent in by all the pupils (see TBMH [Vimeo](#) for all films)
- Digital Christmas Gala featuring 20 schools and 600 pupils (video [HERE](#))
- Digital Future Sounds featuring 7 selected contemporary artists agreed 11-18 (link [HERE](#))
- Plus, end of term informal Zoom sharing sessions for pupils and their families. It was remarkable that pupils who had never had a lesson in real life or event met their teacher, were giving confident and assured performances over Zoom.

Using technology to deliver for our stakeholders

From the Autumn Term 2020, we opened up free access to our Virtual Music School meaning that in theory 152 schools (c.56k pupils) could have free access to the site. The VMS has over 1500 (and growing) bespoke digital resources, PDFs and videos from aural practice and instrumental tutorials to music technology and composition courses, suitable for all ages. Referring back to an earlier point, the TBMH provides masses amount of free support to schools (the VMS being just one) as part of our core-funding, yet we cannot instruct a school do something they do not wish to do.

Through the hub's continued partnership with Charanga, take up of the hub's digital learning support for core and extension roles continues to grow. Charanga is a multi-hub online learning platform through which schools, instrumental teachers, and children and young people access a variety of online musical digital technology support programmes, as well as training and CPD. In 20-21:

- 34 schools were provided with access to the Charanga Musical School programme where its musical digital technology was used in 4,533 hours of teaching. Charanga's Music Professional programme has been used by 8 TBMH instrumental teachers who amassed over 421 hours of usage of its musical digital technology in their teaching.
- Engagement with Yumu, the children's online learning part of the Charanga Learning Platform, has been strong with an additional 1,740 children having been provided with access over the academic year.
- 121 school teachers used Charanga's online SEND resources in their teaching over the course of the year.

For music technology, we delivered weekly BandLab and Logic classes outside of school time with great take-up; although we feel there should have been more pupils engaged. This has been a really positive development for the TBMH and is something that shall remain onwards.

As mentioned earlier, we also massively embraced the challenge of digital performances and editing/creating/producing digital content. This was a huge learning curve for the team that took multiple hours to make happen, but it was definitely worth it with incredible feedback from a range of people. According to our Vimeo analytics for the last year, our TBMH Vimeo account had 3k views, of which 2k were unique viewers, and our Digital Christmas Festival being the most watched film of the year.

Social media platforms have continued to be a useful communication tool – Twitter and Instagram being the main vehicle, with Facebook introduced in Summer term, and also using our website; MailChimp for e-newsletters.

Supporting Access, Inclusion, Representation, Equity and Diversity

The TBMH commissioned Sound Connections to run a Stakeholder consultation in the Spring/Summer of 2021 – see all details [HERE](#). The purpose of this review was to explore the service outputs and priorities ensuring that our service is fit for purpose as we move forward in the next few years and will result in a refreshed strategy for music education in our area. Four common themes emerged - Access, diversity, & inclusion: Children's enjoyment & wellbeing: Youth voice: Relationships & communication.

These following commitments build upon our already high-quality service which is highly respected by schools, teachers, families, partnership organisations, and pupils.

- We fully commit to continue increasing representation, improving access, ensuring equity, promoting greater diversity, and fostering inclusion across all our activities. We will set out a five-year plan with short, medium, and long-term targets across all aspects of service development.
- We will continue to focus on providing enjoyable, and high-quality, activities for children and young people which foster their wellbeing. This will be of paramount importance as we emerge from the pandemic and moving forward.
- We will continue to build on our successful work to date in developing and listening to young people and we will strive to embed this meaningfully across all our work.
- We recognise that our success relies on building and maintaining meaningful relationships with all our stakeholders and service users. We will ensure that clarity of communication and messaging is a central factor across all our operations.

During the year, we continued to develop our Youth Voice Council which had 50 members including school music reps as well as TBMH Young Ensemble Leaders. See our YVC film [“What does music mean to me?”](#) to hear directly from them. We also continued our cross-country work with the Youth Voice Council groups from other MEHs (Kingston, Lancashire, Cornwall, Sheffield).

We assigned considerable time to representation, equity, diversity, and inclusion over the year. We took part in the I'M IN programme in Autumn 2020/Spring 2021 and this kick-started changes, actions, and discussions about future direction. We have two EDI Champions, and appointed a Tutor Diversity Ambassador in July 2021. We have refreshed our statement regarding 'music for all'; and all team members have either been on, or are going on, the RBKC Unconscious Bias training.

We also designed and implemented a new programme titled 'Musical Senses' aimed at supporting students who receive sensory support because they have either a vision impairment/blindness, multi-sensory impairment or who are deaf or hard of hearing. The whole team participated in training from the Bi-Borough Sensory team and rolled this out to tutors, partners and schools in Summer term.

Before, during and since the pandemic, the TBMH continues to use core government funds to enable remissions for the families of our pupils. On top of our already heavily subsidised prices for outside of school activity, online or in-person, in 2020-21 we applied a further **£14,493** of concessions to parents/carers of pupils in receipt of free school meals. There were **75** individual pupils accessing TBMH remissions (**23%**). A further **64** pupils benefitted from partial (**28**) or full (**36**) scholarship fees (**19%**). Collectively over **42%** of the **333** pupils engaging in TBMH-led programmes of activity benefitted from accessing financial support.

- The total cost of running this activity was **£131,458**
- The total income from parents was **£66,951**:
- We spent **£47,865 (36%** of the cost) subsidising these activities to ensure that costs were accessible.

Hub Workforce Diversity survey and comparison with national data

This year we carried out a diversity survey of our core hub team, tutors and governance and oversight stakeholders. Not every member submitted a response to this anonymous survey, so this summary necessarily only compares respondents to the TBMH survey rather than the whole workforce.

- ¹ PNTS = Prefer Not to Say
- ² This is the latest available census data at time of writing, as data from the 2021 UK Census is not released until March 2022.

Gender identity

	TBMH (excluding PNTS ¹)	England & Wales (2011 census) ²
Women	68.2%	51%
Men	31.8%	49%

Men are thus under-represented, and women over-represented within the hub, compared to the national picture in the 2011 census.

Sexual Orientation

	TBMH	ONS data 2019
Heterosexual / Straight	74.5%	93.7%
Lesbian or Gay	10.6%	1.6%
Bisexual	6.4%	1.1%
Other	2.1%	0.7%
PNTS	12.8%	3.0%

Of note here is the relatively high number of people who did not wish to share sexual orientation information in this survey, when compared to Office for National Statistics (ONS) surveys. This is possibly a reflection of trust in the confidentiality of personal information within a small team data collection process.

Gender identity different to that assumed at birth

No survey respondent identified as such, compared to a 1% estimate by Stonewall of people identifying as transgender.

Ethnicity

	TBMH (excluding PNTS ¹)	England & Wales working age population (2011 Census)
White ethnic groups	84.7%	85.6%
Asian ethnic groups	6.5%	8.1%
Black ethnic groups	2.1%	3.4%
Mixed ethnic groups	2.1%	1.8%
Other ethnic groups	4.3%	1.1%

White ethnic groups are broadly in line with the national picture, Asian and Black ethnic groups are all under-represented, mixed and other ethnic groups are over-represented.

Disability

	TBMH (excluding PNTS ¹)	Working age population in Britain (data from St Andrews University)
Disabled	7.1%	18%

Supporting Grenfell

In the years following the Grenfell tower tragedy, the TBMH has supported the most affected schools and pupils in a number of ways – directing targeted work delivered by partners to North Kensington; providing additional support to schools; training and advice to TBMH tutors re: working with affected schools and pupils; linking with the Children’s Services support network to focus the most appropriate response. The 2020-21 academic year was not as involved; however, the TBMH, and Strategic Partners, are committed to exploring options for supporting further work with the Grenfell United team.

School Music Context

Performance in Public Exams data

Unlike all previous years, we are unable to provide data and statistics about school examinations as the subject data has yet to be published by DfE.

However, we maintain our absolute commitment to engaging all secondary schools to support the teachers and their pupils through CPD, performance events, and partner opportunities to enrich the curriculum. The TBMH is committed to working with the secondary schools to ensure that KS 4 and 5 provision is maintained and developed. This has included running a Music Good Practice Network and brokering support for small music departments with Specialist Leader of Education (SLE) expertise.

Partner Opportunities

In addition to our centrally organised provision, the children and young people of the Tri-borough area benefitted from a wide range of tuition, ensemble, and performance opportunities via our delivery partner organisations. These opportunities, with a breakdown of pupils and staff benefits, are detailed in the appendix to this document. We are fortunate to have this support through partnerships with several organisations, working with professionals, allowing pupils to develop their skills, repertoire and help raise standards.

Leading the way with Early Childhood Music Development

The Tri-borough Early Years Music Consortium (TBEYMC) was initiated by the Tri-borough Music Hub in 2015 and consists of 16 partner organisations, all invested in, and committed to supporting and developing EY music practice and provision. The [Tri-Music Together](#) (TMT) project was created by the consortium and with funding from Youth Music, we were able to offer a range of CPD opportunities for EY educators and musicians across the Tri-borough area.

We have further developed the Early Years consortium and steered it through a challenging financial period. Connected to this, ‘Musical Development Matters’ ([HERE](#)) continues to gain traction around the globe having been downloaded 35,000 times with over 900 physical copies sold.

Project Overall Aim:

To develop a sustainable network of outstanding Early Years music practice between Early Years settings and Music Leaders built upon solid partnerships from a committed consortium of Tri-borough Music Hub partner organisations; in order to support children’s creative and musical entitlement through workforce development, targeted activity, and evaluation.

Changes to TMT programme

Covid-19 has brought us all unique challenges that we have had to, and continue to, navigate our way through. Families, children, organisations and EY services have been impacted in a myriad of ways and as a result the music partner organisations in the TBEYMC were no longer in a position to financially contribute to the project and raise the match funding that we originally set out and committed to do. As a result of this and due to the need, and our commitment to support the EY and music leader workforce through this time and beyond, we amended TMT project activity and therefore the project outcomes are set out below.

Outcomes:

1. The consortium's early years' music-making programmes are responsive and flexible to meet the needs of EY educators and families due to the rapidly changing landscape caused by Covid 19.
2. Early Years Practitioners (EYPs) and Music Leaders (MLs) early years' music practice is improved.
3. OUTCOME PAUSED: School-based music teachers working across EYFS and/or KS1 improve their understanding of the Characteristics of Effective Learning (CoEL).
4. OUTCOME PAUSED: 5 Music Education Hubs demonstrate an increased commitment to Early Years music provision.
5. To increase the sustainability of the *Tri-Music Together* consortium

The programme formally ends in Dec 2021 with full report coming out in 2022.

Partners in the consortium:

1. Bi-borough LA School Standards, Children's Services
2. Chickenshed Kensington & Chelsea
3. Creative Futures
4. LBHF LA Children's Services
5. Inspire-works
6. Music House for Children
7. Royal Albert Hall
8. Royal College of Music
9. Sound Connections
10. The Voices Foundation
11. Tri-borough Music Hub
12. Wigmore Hall
13. WCC Children's Centres
14. LBHF Children's Centres
15. RBKC Children's Centres
16. Tri-borough Library Services

Hub Finances

Tri-borough Music Hub Turnover: Historic and Projected

Financial Year	DfE / ACE Core Grant	Turnover History	Non-Core Grant Turnover	Income Generation percentage	Partners Reported Spend (For information only)		
					In-kind Spend	Cash Spend	Total Spend
2012-13	£411,982	£436,164	£24,182	6%			
2013-14	£511,488	£692,943	£181,455	26%		£605,938	£605,938
2014-15	£419,967	£824,644	£404,677	49%	£250,539	£764,295	£1,014,834
2015-16	£527,054	£1,069,452	£542,398	51%	£240,576	£1,263,856	£1,504,432
2016-17	£527,761	£1,165,755	£637,994	55%	£369,191	£1,200,555	£1,569,746
2017-18	£525,350	£1,293,622	£768,272	59%	£223,750	£1,208,793	£1,432,543
2018-19	£519,212	£1,278,848	£759,636	59%	£173,920	£969,658	£1,143,578
2019-20	£518,377	£1,504,150	£985,773	66%	£336,287	£688,765	£1,025,052
2020-21	£511,450	£1,258,333	£746,883	59%	£174,771	£875,356	£1,050,127

The 2020-21 Financial Year was incredibly challenging for all the reasons connected to the pandemic (lost traded income; having to reimburse schools who challenged invoices; honouring and paying all tutor contracts) and also with LA imposed core staffing cost increases.

The key thing to report is that despite it being an horrendous year to financially navigate, we were incredibly resilient and at year end we reported a tiny overspend of £1,718. This was a remarkable achievement in the context of a pandemic and was down to hard work, coupled with accessing financial support from the LAs and ACE CRF. Without the support of the LAs (£34k Covid related costs; £1,718 overspend); and ACE through the Cultural Recovery Fund 2 (£52,656), the TBMH would have been in a perilous position.

The 2020-21 Financial Year brought challenges for fundraising activities but both Tri-borough Music Hub and its sister charity, Musical Boroughs Trust (“MBT”, established in May 2019) were able to make progress. Several grant applications were made to Trusts and Foundations, with existing relationships (for example with John Lyon’s Charity and the Ingles Charitable Trust) further developed, and new ones (with Three Monkeys Trust) established.

MBT launched its first public fundraising campaigns which were digital due to pandemic restrictions, using Just Giving, the charity’s new website, text donations, a tailored DonorBox platform on MBT and TBMH internet sites; and utilising video footage of young musicians performing during virtual Christmas Festivals and the “Future Sounds” event. TBMH continued to receive generous support from several student Scholars and Bursary schemes to help disadvantaged young musicians gain access to our music education programmes. During the year MBT registered with HMRC to obtain Gift Aid on top of donations from individual donors to enhance income received. Trustees continued networking with local high-net-worth-individuals as potential future donors and advocates.

In 2020-21 the TBMH received the following additional income:

- £42,000 (Building Costs / Room Hire) Tri-borough LAs, towards accommodation/activity costs
- £31,691 (Youth Music) EYFS project
- £30,000 (RBKC Gifted & Talented Fund)
- £6,576 (London Music Fund) Scholarships
- £6,348 from Thomas' Foundation for scholarships
- £10,800 John Lyon's Charity scholarships
- £6,000 John Lyon's Charity Summer Music School Online (Aug 2020)
- £3,698 Get Set Play support from RCM/RAH (x 2 FY)
- £2,450 (Royal Albert Hall Maestros) scholarships
- £480 from The Wrightson Trust

Generating other income was very hard within the context of the pandemic and the fact that there was such financial need in the whole country. Having said that, we can say with absolute certainty that the TBMH Team – every one of them – all did their bit to meet the challenges we faced. It was a team effort. Our Business Manager and Deputy Head deserve a huge amount of credit for the work done specifically regarding finance. We were operating in a constantly shifting situation and never knowing if the decisions we were making, were the correct ones.

Tri-borough Music Hub Income detail 2020-21

Source	Amount
Music Hub Core Grant	£511,450
Income from Schools	£309,536
LA Grants and Contributions	£168,126
Income from Parents and Families	£60,298
Youth Music Grant	£31,691
Sponsorship	£480
Charitable Foundations and Trusts	£27,162
Other income	£149,590
Total Income	1,258,333

Tri-borough Music Hub Expenditure detail 2020-21

Item	Amount
Delivery costs for Core Roles	£844,203
Delivery Costs for Extension Roles	£106,883
Administrative Costs	£254,032
Instrument Costs (repairs, renewals, storage)	£5,733
Other expenditure	£49,199
Total	£1,260,050

Musical Boroughs Trust

Musical Boroughs Trust (MBT) was conceived by the Tri-borough Music Hub (TBMH) and registered as a charity in 2019, as the TBMH's sister charitable arm. Working alongside the TBMH, MBT exists to ensure that musical opportunities at every level are available to all children and young people in our area, regardless of their financial circumstances. With 49,823 children ([source](#)) in our three boroughs living below the poverty line (41.4% of the total of 120,292 children living in our boroughs – among the worst figures in London), this is a real problem which MBT and TBMH are committed to addressing.

TBMH is a shared Local Authority service receiving core funding from the Department for Education via Arts Council England (ACE) to deliver an extensive programme of musical learning in and out of school. The ACE grant represents around 35% of the hub's income, the rest coming from schools, parents/carers and other sources.

Together, MBT and TBMH have taken on responsibilities in coordinating the ways in which we support local music education, to avoid a duplication of effort. Supported by its 10 Trustees who have a wide range of professional expertise, MBT has begun a new phase of its existence. We are raising funds for activities to provide high-quality music making opportunities for around 20,000 children and young people each year. The local authorities have always generously supported our excellent Music Hub. But recent cuts to central government grants mean that we urgently need the help of parents, trusts, foundations, businesses, and individual donors, to sustain the hugely valued inclusive work which has been pioneered in our three boroughs in offering opportunities to disadvantaged young people.

Our target is to raise c.£50k per year to help fund music programmes across our boroughs. We aim to achieve this through grant applications to charitable trusts and foundations, such as Three Monkeys Trust and The Casey Trust, and the generosity of our donor community and corporate supporters. However, more support is urgently needed. We are raising funds for:

- Bursaries and music scholarships to cover the costs of music lessons for highly talented children living below the poverty line.
- Inclusive music programmes that fully reflect the diversity of our three boroughs.
- Musical instruments of all types to support young musicians.
- Running costs of TBMH's Saturday music school, weekday youth ensembles and choirs (covering multiple genres), and holiday courses, which build confidence, develop skills and consolidate learning].
- Salaries of specialist music staff who work with disadvantaged children and enable them to access new opportunities and develop life chances they wouldn't otherwise have.
- Performance events that inspire children and encourage them to aim really high, such as [Convo](#) at the Royal Albert Hall.

We want every child in our area to be able to access and enjoy music making - because we know it's more than music. Music helps educational development and wellbeing. Through music, the foundations of learning are strengthened, helping to build confidence and sociability as well as academic achievement and creativity. In this way, aspirations are raised, and children's life chances open up.

MBT with TBMH provides inclusivity in music education in its three London boroughs. We believe that music is an essential part of the school curriculum to reach and engage all children equally, regardless of challenging circumstances. In our area, where almost half of children live in poverty, we help enable access for all by funding a broad range of inclusive music programmes delivered by TBMH.

Our trustees are:

- Susan Whiddington, Chair
- Ian Adams
- Fatine Boumaaz
- Eva Morrison
- Linlin Jin
- Ed McGovern

- Catherine Marris
- Claire Goddard
- Tim Garrard
- Stuart Whatmore
- Jas Virdi (Secretary)

The Musical Boroughs Trust will open up doors to different possible future collaborators and connections for extending the scope and impact of our work. Additionally, by gaining access to new sources of funding via the charity, the income that TBMH can devote to partnership working can increase moving forward. This is a long-term approach.

To find out more, see the website <https://www.triboroughmusic hub.org/support-us/> and watch this film <https://vimeo.com/489353538> to hear from Chloe, Chair of the Youth Voice Council. More details are also at the MBT website <https://www.musicalboroughstrust.org.uk/donate>.

Quantifying the impact of Covid-19

The SARS-CoV-2 pandemic is referenced many times in this report, but its effects have been felt, so far, across two academic years. This means that many of the facts and figures herein, which have been compared – as is customary – to the previous academic year, do not show the full impact of Covid-19 on musical learning and teaching for our stakeholders.

To address this, we present the following table comparing data in 2020-21 to the most recent pre-pandemic reporting year, 2018-19. Our intention is to highlight, using previously reported data, the impact, positive or negative, of the pandemic and the changes in behaviour that have followed.

Data point	2018-19	2020-21	Change
Percentage of schools engaged in a DFE / ACE Core Role capacity	82.6%	77.0%	-7%
Number of pupils taking part in hub-led or supported WCET	3,989	3,062	-23%
Number of pupils taking part in small group or individual hub lessons, face to face	1815	252	-86%
Percentage of hub schools engaged with Singing Strategy	50.3%	57.9%	+15%
Percentage of hub schools sending teachers to any hub CPD	30.1%	56.6%	+88%
Total number of vulnerable pupils accessing TBMH's out of school provision	55	22	-60%
Total number of Youth Voice Council members	13	28	+115%
Percentage of hub schools buying in to SLA	67.3%	38.2%	-43%
Total number of followers across all social platforms, newsletter, etc	2,453	3,676	+50%
Turnover excluding Core Grant from ACE / DfE	£759,636	£746,883	-2%
Total number of scholarships + pupils accessing hub with remissions	213	125	-41%
Total Strategic Aim 'impacts' from partner organization analysis	462,781	191,290	-59%

Our Partner Organisations (2020-21)

STRATEGIC PARTNERS

(These organisations are also Delivery Partners)

No.	Organisation Name	Summary
1	Royal Albert Hall	Professional Venue and Education outreach with schools
2	Royal College of Music - Sparks	Conservatoire and Education outreach with schools
3	Bi-borough (RBKC/WCC) Local Authorities	Local Authority Children's Services
4	LBHF Local Authority	Local Authority Children's Services

DELIVERY PARTNERS

No.	Organisation Name	Summary
1	ABRSM	Examination board and CPD
2	The Bach Choir	Amateur choir, education outreach and ensemble partner
3	The Bhavan Institute	Indian cultural centre and education outreach
4	British Youth Music Theatre	Youth theatre orchestra partner and ensemble partner
5	Charanga	e-Learning music & technology
6	Chickenshed Kensington & Chelsea	Immersive musical theatre and education outreach
7	Creative Futures	Multi-arts provider with SEN and EYFS focus
8	English Folk Dance and Song Society	Leading folk music organisation and education outreach
9	English National Ballet	Professional dance and music and education outreach
10	English National Opera Baylis	Professional opera and education outreach
11	Fulham Symphony Orchestra	Amateur orchestra
12	Harrison Parrott	Artist agency and supporter of education outreach
13	In-Deep	Music Therapy for families and children
14	Inspire-works	World-music specialists and education outreach
15	Lyric Hammersmith	Home of TBMH, education outreach delivery and venue
16	The Music House for Children	EYFS specialists
17	Music Masters	KS1/2 strings programme
18	National Youth Jazz Orchestra	Jazz specialists and education outreach
19	Opera Holland Park	Education outreach
20	Royal Academy of Music – Open Academy	Education outreach with schools
21	The Rhythm Studio	Contemporary & ICT music specialists
22	Royal Philharmonic Orchestra	Professional ensemble and education outreach
23	Serious	Jazz music specialists
24	Sound Connections	EYFS/SEN/CCC specialists
25	Sound and Music	Music composition specialists
26	The Voices Foundation	Vocal music specialists and education outreach
27	Wigmore Hall	Professional venue and EYFS and education outreach

HOST VENUE PARTNERS

No.	Organisation Name	Summary
1	Latymer Upper School	Hosts Saturday Music School

LOCAL AUTHORITY PARTNERS

No.	Organisation Name	Summary
1	London LBHF Head of Culture	Links with LA Culture/Arts
2	RBKC Arts Service	Links with LA Culture/Arts
3	Westminster Arts and Cultural Services	Links with LA Culture/Arts

ADDITIONAL PROVIDERS

No.	Organisation Name	Summary
1	The Classical Road Show	Primary vocal concert outreach with RPO
2	Inner Voices	More Able state-school choir
3	Making Music	Represents all UK amateur groups
4	Pimlico Musical Foundation	Local Music Provider for choral, instrumental and scholarship
5	Southbank Sinfonia	Semi-professional orchestra and education outreach

The essence of the Tri-borough Music Hub: Working in Partnership

Partnerships remain a core component to the wider programme of activity that the TBMH can co-ordinate and maintain. However, we noticed that due to C-19 of the 40 named partners during 2020-21, there was a significant drop-off of engagement for some; and we have only had just over 50% of partners respond to our annual data survey to report their activity. Therefore, we can only present a partial picture of what happened pre and during lockdown.

Termly meetings were scheduled with a specific focus for each one. In addition to the wider partner meetings, we also continued to run the Musically Inclusive Forum with RCM (focused on disabled young musicians); and we developed a programme during the Autumn/Spring terms with a specific focus on supporting young people who may have a sensory difference - vision impairment/blindness, or who are deaf or hard of hearing. This falls under the title of Musical Senses and is rolling out in 21-22 academic year.

Other headlines to share:

- Through our partnership with In-Deep we helped programme two schools that benefitted from free in-school music therapy during the summer term.
- We are worked more closely with the Bhavan and arranged for them to deliver a CPD session in June titled 'Exploring Indian Classical Music'.
- We continued our work with Harrison Parrott on an online programme of 'Artists for Inclusivity' bringing their world-class musicians to our TB musicians.
- We have developed links with Carnival Village Trust re steel pans provision and hope to formalise their involvement in 2021-22.
- Funding permitting, we will be working with Black Oxford and their Trailblazers programme in Spring & Summer 2022, reaching 3 secondary schools and a performance at the QE2 Hall with Chineke! This was all organised in the 2020-21 year.

New partnerships have been investigated with Turtle Key Arts (Autism); Nova New (social change and Ted X); Chinese Arts Now; Carnival Arts Trust (steel pans and Notting Hill Carnival links); and Royal Brompton and Harefield Hospital Arts Trust (linking our Youth Voice Council with their YVC, we worked together for an online Youth festival in May). We have also helped direct the WCC Virtual School and Shortbreaks teams with the Handle and Hendrix house so they can access some cultural activity for their families.

The partners that did respond, reported in the 2020-21 academic year they spent **£875,356** hard cash on activity for Tri-borough schools, pupils, or teachers; and an in-kind spend of **£174,771**. This totals **£1,050,127** of additional funding spent by the TBMH partners for the benefit of schools, pupils and teachers in our area. These figures are accounted for through each partner's own accounts.

The Sound Connections Stakeholder consultation (Spring/Summer 2021) has identified key themes and priorities, one of which is widening our named partnerships to ensure representation. We will be developing partnerships to ensure they are fit for all TBMH needs.

How well are our partners meeting our Strategic Aims?

In 2020-21 we continued to measure our partners' success against 16 strategic aims in four strands, namely:

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.**

By gathering provision data from our partners, demonstrating how the provision met each of the strategic aims, and combining this with the numbers of service users, it was possible to estimate the number of children and young people who had quality experiences aligned with our strategic aims. For details of this, please see the table on the next page.

Through analysis and reviewing the partner organisations' reach in the Tri-borough, we are able to focus and target future partner work. Whilst the figures below are estimates (as they don't take into account, for example, overlapping service user groups) we are able to make year-on-year comparisons as we have maintained the same strategic aims for a number of consecutive years.

The work of each of our Partner Organisations is described in detail in the appendix to this document.

Table showing how many service users benefit from our partners' work under each of our Strategic Aims

<i>Number of service users benefitting</i>	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Year-on-year change
Strategic Aim								
	Strand 1: 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	20,571	17,439	21,539	28,191	29,325	20,276	13,052	-36%
To ignite and develop children and young people's musical curiosity to explore music in its wider sense	25,316	40,944	28,830	54,091	50,152	54,246	14,647	-73%
To improve the personal, social and emotional development of children and young people through participation in quality musical activity	22,283	22,570	23,388	51,072	35,118	37,778	13,908	-63%
To improve the communication, language and literacy development of young children through participation in creative musical activity	19,194	18,520	24,665	33,182	33,446	31,967	13,511	-58%
	Strand 2: Family and community engagement / Events							
To ensure that music experiences are of high quality; are interactive; and engage the audience	31,983	36,748	25,435	53,629	43,038	48,978	13,772	-72%
To ensure that music experiences are accessible and affordable, irrelevant of circumstance	28,325	34,998	25,436	43,209	32,760	43,859	12,962	-70%
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	24,199	25,780	24,001	46,454	34,520	29,882	12,685	-58%
To ensure that music experiences include next steps signposting to further encourage family participation and engagement	17,353	20,544	23,439	46,358	40,270	25,990	11,354	-56%
	Strand 3: 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	17,441	10,826	20,684	11,075	15,444	10,295	11,789	+15%
To ensure that music experiences cater for all groups of children including those in challenging circumstances	20,080	31,386	28,735	53,680	28,287	24,191	12,793	-47%
To embed a musical ethos within the setting	16,504	29,501	27,301	44,865	27,566	18,497	4,497	-76%
To develop a reflective practice within the workforce which impacts on successful next steps	13,883	16,167	21,010	48,084	23,315	15,241	10,664	-30%
	Strand 4: Developing the music workforce							
To further improve the quality and standards of music delivery for children and young people	17,698	26,522	21,821	43,455	21,710	18,632	11,508	-38%
To actively impact on teacher / tutor training and offer sustained support and creative development opportunities for professionals	8,806	11,819	21,425	19,850	12,350	14,951	10,799	-28%
To work with music specialists and those who lack confidence or experience with music delivery	11,890	8,328	19,788	15,239	14,394	20,050	11,512	-43%
To develop reflective practice within the workforce which impacts on successful next steps	10,184	19,490	19,683	27,144	21,086	16,719	11,837	-29%

Appendix: The work of our Partner Organisations

The following pages detail the work carried out by our partner organisations in the Tri-borough area and how they benefitted our key client groups: children and young people and their families and the music workforce. Our key Strategic Partners are listed first, followed by our other partner organisations listed alphabetically.

Strategic & Delivery Partner: Royal Albert Hall

www.royalalberthall.com/about-the-hall/education/

Working with the hub

Obviously the 2020/2021 academic year has been incredibly challenging because of the pandemic leading to the Hall being closed for most of that time. Due to our close links with the Hub, our communication lines have remained open and strong and we managed to fulfil as much activity as possible. The involvement of the TBMH students in the Hall's 150th Anniversary concert was really special and would have been a highlight in any year so we are delighted that we managed to achieve that.

Work with children and families (261 children and families benefitted)

Get Set Play Community first access instrumental programme using Groove & Play

Albert's Band: Back with a Band Family concerts featuring Hall's resident mini-orchestra

Storytelling & Music Early years music & storytelling programme

Work with schools (744 pupils benefitted)

A Circle of Sound Hall's 150th Anniversary project working with a variety of ages and settings

WLIF Sensory Tour Interactive sensory tour of the Hall for SEND students as part of the West London Inclusive Arts Festival

Benefits of partnership work...

...for Royal Albert Hall

Our close relationship with the Tri-borough Music Hub is invaluable – it is great to have the ability to discuss ideas with the Tri-borough Music Hub team, and use their expertise and knowledge to ensure that our projects are developed to have maximum impact and are delivered to the schools that will gain the most benefit.

...for the Tri-borough Music Hub

The Royal Albert Hall is able to provide specialist advice through our role as strategic partner and as a TBMH delivery partner can offer unforgettable and unique experiences which the Tri-borough Music Hub might not otherwise be able to provide.

Quotes from service users

“Having been stuck at home for so long, our residents were absolutely thrilled to be at the Hall and part of such a momentous occasion. They haven't stopped talking about the dazzling performances and seeing themselves on the big screen was the icing on the cake. They absolutely loved it and so did we! Thank you once again for inviting us to be part of your special birthday, you made a lot of people very happy.”

“Just a quick email to send an enormous thank you for an unforgettable experience last night. The whole show was magnificent and for our students the opportunity to be a part of it will be a memory they will treasure for their entire lives. For myself I was beyond proud to see them up there and so happy for you all for pulling off such a brilliant event.”

“All of the children and young people in the choirs and band have had an experience that will live with them for many years to come. To link such a milestone event with the community as you have done speaks volumes of your values about community engagement. So in summary, thank you!”

Strategic & Delivery Partner: Royal College of Music, RCM Sparks

www.rcm.ac.uk/sparks/

Working with the hub

RCM Sparks continued its work with TBMH during 2020-21 via digital engagement with schools - creating bespoke resources for use in the classroom as well as teacher training sessions and live zoom sessions into settings. We were pleased to be able to continue regular mentor support of the weekly ensembles both online (Autumn/Spring) and in-person (Summer term) providing RCM students with vital training and experience in this important area. Sparks has also continued to led, in partnership with TBMH, the Musically Inclusive forum which has proved informative and engaging - working well in a digital format.

Work with children and families (98 children and families benefitted)

Get, Set, Play Get, Set, Play is a first-access family programme which aims to break down financial and other barriers to increase the proportion of participants from under-represented and disadvantaged groups who engage with the RCM, RAH & Tri-Borough Music Hub on a continuing basis.

Family Pop-Ups Fun, one-off online music workshops for families

Explorers Sparks Explorers programme includes after-school, weekend and school holiday events online and in-person for children aged 8-11

Springboard Sparks Springboard programme includes after-school, weekend and school holiday events online and in-person for young people aged 12-18

Sparks Juniors Sparks Juniors is the RCM's access pathway for children and young people starting from age 4.

Work with schools (198 pupils benefitted)

Listening Journeys An online resource for Early Years focusing on listening and mindfulness

Digital Composer in schools An online series of composition workshops for partner secondary schools

Pop-up performances A live series of performance delivered in TBMH schools in Summer 2021

Work with the Music Workforce (7 members of the workforce benefitted)

Listening Journeys Bespoke teacher training sessions delivered ahead of the Listening Journeys workshops in partner primary schools

Digital Composer training Bespoke teacher training sessions delivered ahead of the Digital Composer workshop in partner secondary schools

Benefits of partnership work...

...for Royal College of Music, RCM Sparks

Being an active partner of TBMH has, in particular during this challenging period of time, been essential in keeping Sparks up to date with the needs of the local school community. We have been able to respond directly to school request via the Primary and Secondary networks and have stayed digitally connected to all our settings in the TBMH. As the RCM's new undergraduate programme is intergrated more closely with RCM partnership activity it has been hugely beneficial to place students within TBMH settings either digitally or in-person, providing a meaningful offer in longterm workforce development for emerging music leaders.

...for the Tri-borough Music Hub

The TBMH have benefitted from weekly ensemble mentors, school access to online and live projects to support the profile of music in schools, strategic input at governance meetings, co-ordination of the Musically Inclusive forum.

Quotes from service users

"My favourite thing about Get Set Play Online was how brilliantly the lesson was facilitated and presented. It is by far the best Zoom course we've taken part in. I was worried at first because I'm not very tech savvy but I learnt how to make a video and work as a team with my daughter. We managed to join in easily and were kept entertained and engaged throughout. Most importantly, we had fun!"

Get Set Play Participant

"I think the encouragement he got there, fundamentally changed something for him. He had never heard any of his pieces performed before, this was a first. He was a bit self-conscious about being 12, but after this week he feels more like a composer!" *Springboard participant parent*

"All teachers made an unbelievable effort to keep the kids engaged and focused and my son enjoyed it very much. It kept him not only busy but he developed and learned quite a lot. The way the lessons are made to be fun and playful was also brilliant as it kept him think this is fun and not "serious" while learning a lot." *Sparks Juniors parent*

Strategic & Delivery Partner: Hammersmith and Fulham

www.lbhf.gov.uk/children-and-young-people

Working with the hub

Hammersmith and Fulham Council works strategically with the Tri-borough Music Hub in delivering music education across the borough. The council provides funding to support the delivery of this service to schools.

Benefits of partnership work...

...for Hammersmith and Fulham

This has enabled us to influence the direction of the Tri-borough Music Hub's work and meet the strategic priorities for Hammersmith and Fulham.

...for the Tri-borough Music Hub

It has supported the Tri-borough Music Hub in delivering high quality music education to the children and young people and their families in Hammersmith and Fulham.

Delivery Partner: ABRSM

<https://gb.abrsm.org/en/about-us/our-reinvestment-in-music-education/>

Working with the hub

ABRSM delivered two sessions in partnership with TBMH during the period. We presented a session at the Musically Inclusive Forum in January 2021, exploring the current cultural landscape for young people with sensory impairments, delivered by a colleague with lived experience, and in April 2021 we presented a session exploring ABRSM's new, digital Performance Grades to TBMH tutors. We regularly attend the TBMH partner meetings and the Musically Inclusive Forum sessions, which have been really helpful in keeping partners updated with the work that TBMH does across its locality, as well as strengthening the sense of togetherness during what has been a very challenging year for children and young people, families, teachers and organisations alike.

[Work with the Music Workforce \(36 members of the workforce benefitted\)](#)

Musically Inclusive Forum Session exploring the current cultural landscape for young people with sensory impairments

Introduction to ABRSM Performance Grades Session exploring ABRSM's digital Performance Grades, how they are assessed and an open forum discussion with TBMH tutors

Benefits of partnership work...

...for ABRSM

ABRSM supports music education in many ways, including through a significant programme of sponsorship, scholarships and donations each year. As a global organisation, ABRSM is excited to be able to work with many partners around the world, many of which are global or national organisations themselves. Working with TBMH provides us with a local perspective, helping us to engage directly with children and young people in the early stages of their musical journeys, and to support teachers in their work.

...for the Tri-borough Music Hub

ABRSM is a community of musicians - staff, examiners, presenters and our own partner organisations, as well as the teachers and learners that engage with our exams - and TBMH is able to tap into this resource through our partnership. We are able to support TBMH in a variety of ways, including CPD for tutors, events and activities for students, and through cross-organisational promotion (social media, blogs, etc.).

Quotes from service users

"Thank you so much for your time today, it was a really useful session." (TBMH staff, ABRSM Performance Grades session)

Delivery Partner: Bharatiya Vidya Bhavan

www.bhavan.net/courses

Work with the Music Workforce (16 members of the workforce benefitted)

CPD Session entitled Exploring Indian Classical Music

Delivery Partner: Creative Futures (UK) Limited

www.creativefuturesuk.com/what-we-do

Working with the hub

Creative Futures has continued to focus its Tri-borough activity on the Early Years, providing support to the Tri-Music Together consortium programme and its community project Building Strong Community Families. This programme runs in partnership with Paddington Development Trust in north Westminster, and provides free music drop-in sessions for families with children aged 0-4 years throughout the year across the wards of Queen's Park, Harrow Road, Westbourne, Bayswater and Church Street.

Work with children and families (800 children and families benefitted)

Building Strong Community Families Free music drop-in sessions for families with children 0-4yrs

Work with schools (116 pupils benefitted)

West London Zone Term-long after-school clubs for target groups of EY & primary children

Creative Club Half-term holiday club for Year7 pupils

Work with the Music Workforce (50 members of the workforce benefitted)

Tri-Music Together Consortium project supporting the early years music & educator workforce
Benefits of partnership work...

...for Creative Futures (UK) Limited

It has been a privilege to be part of such a professional, pro-active and child-centred Hub. It has been valuable in funding bids and the perception of our organisation.

...for the Tri-borough Music Hub

From Early Years expertise and strategic input to the TMT project in particular.

Quotes from service users

"Thank you so much for all the fun sessions during lockdown 1,2,3.. It was a genuine life saver, mental health saver, and the girls and I will never forget that. It was so important to have positive, live kid-focused events to look forward to every day" (Community Families parent)

Delivery Partner: English National Opera

www.eno.org/learn

Working with the hub

Unfortunately apart from providing a workshop leader for the online session last summer we haven't worked with TBMH as we had hoped. We have launched an adult social prescribing programme this year which has taken the attention of the whole team to sustain. We have very much appreciated the partner meet ups however and find them informative and useful. As we resume school and youth activity this autumn we will be engaging much more with Tri-borough schools and communities.

Work with schools (328 pupils benefitted)

I am Here Photography project for Year 7, designing seat covers for ENO

Working in theatre talk Bringing technical staff to do zoom chats about their job roles at the ENO

Benefits of partnership work...

...for English National Opera

We greatly appreciate being a partner organisation. We find the meeting informative and useful. As we rebuild our schools programme we hope to do so with recommendations from the tri-borough. We appreciate the links triborough have within the community and the advice on which schools to cast our Vixen children too.

...for the Tri-borough Music Hub

It has allowed us to have an informed impact on the schools in the three boroughs. As we begin to grow the programme we hope to have the support of the tri-borough to promote workshops and opportunities.

Delivery Partner: Fulham Symphony Orchestra

www.fso.org.uk

Working with the hub

We have been unable to complete any activities owing to government restrictions on rehearsals and performances for amateur orchestras.

Delivery Partner: In-deep community task force

www.in-deep.org.uk

Working with the hub

We have worked with the tri borough music hub in a number of ways. Much of our music therapy sessions were done via zoom however through advertising more families knew about us. We also began a placement experience and provided training in music therapy for students from the Royal College of Music which they enjoyed. Lastly through the Triborough we provided a set of free music therapy sessions for a group of children in Queensmill Special School

Work with children and families (550 children and families benefitted)

Free face to face music therapy session for 3 - 10 year olds Monthly music therapy sessions for children aged 3 - 10 year olds with SEND

Free face to face music therapy session for 11 - 19 year olds Monthly music therapy session for 11 - 19 year olds with SEND

Free music therapy sessions via zoom for 3 - 10 year olds Online music therapy sessions for 3 - 10 year olds for children with SEND

Free music therapy sessions via zoom for 11 - 19 year olds Online music therapy session for 11 - 19 year olds for children with SEND

Work with schools (5 pupils benefitted)

Free Music therapy sessions at Queensmill school Set of 4 free 1 hour music therapy sessions for children with SEND

Work with the Music Workforce (10 members of the workforce benefitted)

Training of Royal college of music students Placement experience for Royal college of music students training in music therapy

Benefits of partnership work...

...for In-deep community task force

It has enabled us to reach more families, schools and expand our work even further . It has also enabled us to partner with world class institutions

...for the Tri-borough Music Hub

Although compared to some of the organisations in the Tri-borough music hub we are small our experience of delivering high quality music therapy with experienced music therapists has benefitted both the tri-borough larger organisations such as the RCM as we have provided training and placement experience allowing students to decide if they want to follow this career path. Schools in the Tri Borough have also benefitted from the music therapy we offer.

Quotes from service users

"I have found the music therapy sessions invaluable in terms of having an inclusive group focused for my two young but quite differently aged children's additional needs"

"It has helped with their concentration, co-ordination and improved their confidence"

"I am so happy music therapy is back in person I love seeing everyone"

Delivery Partner: Inspire-works

www.inspire-works.co.uk

Working with the hub

This past year we have (understandably) led primarily online activities for TMBH which included the Summer School and Recovery Curriculum workshops.

Work with children and families (84 children and families benefitted)

TBMH Summer School 2020 YouTube junk percussion workshops & Zoom HealthRHYTHMS workshops

Work with schools (360 pupils benefitted)

West African Djembe Drumming Whole-class djembe workshops

Work with the Music Workforce (40 members of the workforce benefitted)

#BodyPercussion #RecoveryCurriculum CPD training

HealthRHYTHMS CPD training and well-being workshops

Benefits of partnership work...

...for Inspire-works

TBMH is always forward thinking and it is a privilege to be able to provide opportunities for their schools and staff.

...for the Tri-borough Music Hub

The HealthRHYTHMS and #BodyPercussion #RecoveryCurriculum workshops were particularly impactful to both staff and children.

Delivery Partner: Lyric Hammersmith

www.lyric.co.uk/whats-on/classes/

Working with the hub

The Lyric and TBMH have worked together to promote and advocate for music learning classes as part of the reopening of COVID. this includes after school classes and music exams

Work with children and families (50 children and families benefitted)

Heart of Hammersmith community production

Work with the Music Workforce (50 members of the workforce benefitted)

Good Arts Practice Network Teachers CPD

LCEP Local Cultural Education Partnership

Benefits of partnership work...

...for Lyric Hammersmith

the partnership with TBMH had allowed us to gain first hand sector knowledge from the sector of music education and feed into our thinking for reopening

...for the Tri-borough Music Hub

TBMH have returned to office space and run low cost activity for young people as part of our longstanding partnership agreement

Delivery Partner: Music House for Children

www.musichouseforchildren.com

Working with the hub

We have provided information on all our provision to extend to all children, students and families, the early years and SEND workforce across London and the UK. Our offering is not restricted by post code or site.

Work with children and families

Once upon a Song podcast Digital listening of stories told in musical ways for young children and families

This is the way the babies play! interactive musical activities for babies and their parents struggling with health issues

Industry music days One day collaborative taster music event with two companies

Little Birdsong Concerts Online and live concerts for children and SEND children

Musical storytelling workshops Online and live events for young children and SEND children

Work with schools (35 pupils benefitted)

Moat School music industry days Develop confidence and ability through an introduction to all areas of the industry for young people

Music workshops for SEND primary/secondary ages Giving groups a rich, immersive experience of musical play and learning through storytelling and composition

Work with the Music Workforce

Developing early communication and language through music making Sharing skills on how to nurture language through musical play

Delivering music to the early years including SEND children CPD on immersing musical activities in the context of a SEND child's day

Moving with musical play in young children and SEND groups Sharing ideas and skills in music making and movement

Developing communication, social and learning skills in toddlers up to 2 years Using music to nurture communication and vocalising in very young children

Using effective resources for musical play in early childhood An introduction to untuned and tuned instruments for musical play

Benefits of partnership work...

...for Music House for Children

Being a partner organisation of the TBMH for the 5 - 19 year olds has not had a particular impact on our organisation except being mutually aware of our work.

...for the Tri-borough Music Hub

In the settings and specialists musical skills and extended workforce that we provide.

Quotes from service users

"I didn't think week 1 could be topped but it last week was described by my colleague as like being in Disneyland with one amazing experience after another after another. It is also the highlight of my week and most definitely the students highlight. If they could have their way all of week 1 and 2 would be with you every day!"

Delivery Partner: Music Masters

www.musicmasters.org.uk

Working with the hub

Over the course of the 2020-21, whilst balancing the challenges of lockdowns and safety guidelines, Music Masters were able to deliver continuous music education to our schools including St Barnabas' CE

Primary School. As well as our violin teaching and musicianship, our events and projects took place to celebrate the students' musical achievements online, bringing families into these showcases in new ways. We were able to continue our teacher training and ethos of challenging what a great music education means through online training, new CPD projects and online observations.

Work with children and families (169 children and families benefitted)

Friday Live Online creative workshops via Zoom for all ages/abilities/families.

Work with schools (171 pupils benefitted)

At Once We Train A composition project for Year 4 whole-classes in partnership with BFI and composer Daniel Kidane

Randall Goosby's Studio Class A series of online group, small group and individual masterclasses led by Randall Goosby for 13 students, followed by a Studio Recital at Wigmore Hall

Creative Composition Workshops A series of whole-class workshops led by external workshop leaders/musicians with recorded musical performances shared with parents online

Winter Concerts A series of whole-school concerts recorded and celebrated online for parents and families at the end of the Autumn term in 2020

Summer Concerts A series of whole-school concerts recorded and celebrated online for parents and families at the end of the Summer term in 2021

Our Music, Our Choice A 5-week long project for Year 5 instrumentalists creating and designing their own unique musical performance from scratch, delivered by Hugh Nankivell with training and project support

Work with the Music Workforce (14 members of the workforce benefitted)

Termly Teacher Training - Sep 2020 Teacher training session for upwards of 25 violin/cello/musicianship teachers covering Youth & Child Voice

Termly Teacher Training - Jan 2021 Teacher training session for upwards of 25 violin/cello/musicianship teachers covering Diversifying Teaching Repertoire, Race and Music Education

Termly Teacher Training - Apr 2021 Teacher training session for upwards of 25 violin/cello/musicianship teachers covering Diversifying Teaching Repertoire, Class and Inequality in Music Education

Musicianship Training - Samba Teacher training session led by Kinetica Bloco on Samba for 5 Musicianship teachers

Our Music, Our Choice A 5-week long project for Year 5 instrumentalists creating and designing their own unique musical performance from scratch, delivered by Hugh Nankivell with training and project support

Benefits of partnership work...

...for Music Masters

Being a partner organisation means that we're always connected with what is going on in the sector, and signposting to training courses and opportunities for our teachers are especially helpful and always forwarded on in our fortnightly update to our teachers. It is always useful to share best practice with fellow colleagues in the area, who understand our communities like we do.

...for the Tri-borough Music Hub

I feel there is probably more connecting to be done in this area, although our schools are always open to observation and learning. They have been through our initial I'M IN process and we often share ideas on practitioners and royal experts we have been working with.

Quotes from service users

"Despite the lockdown restrictions this academic year, Music Masters have delivered quality teaching. It was very beneficial for my child to have some continuity to normal life while schools were closed."

Parent

“Playing the violin has been very therapeutic and has increased her focus (this was especially crucial during lockdown). Her confidence has improved enormously and she is now willing to perform on her own and enjoys this experience.” *Parent*

“I learned how to make pieces of your own and that you really have to listen to other people” *Student, after Creative Composition Workshop*

“My daughter came home buzzing and has proudly shown the video to friends and family. I’ve noticed she’s also started doing a bit of improvising on the piano at home since!” *Parent, after Creative Composition Workshop*

Delivery Partner: Royal Academy of Music

www.ram.ac.uk/study/departments/open-academy

Working with the hub

All of the Open Academy projects run in the Tri-borough this year have been delivered remotely. We worked on projects with people with dementia throughout the year in partnership with Wigmore Hall and Resonate Arts which were delivered using Zoom. The digital format enabled us to reach people who are socially isolated in a different way and give them a focus to their week. Our OA Fellows ran fortnightly public Zoom sessions for children aged 2 – 4 and their families. These sessions provided a training opportunity for our Fellows, while also providing a public-facing musical opportunity for families during lockdown. Two Fellows also completed virtual sessions with City & Westminster Hospital and Resonate Arts. Running our talks and CPD sessions virtually has enabled us to reach much wider audiences, both across the UK and internationally.

Work with children and families (342 children and families benefitted)

Academy Tots Fortnightly music sessions for 2 - 4 year olds, led by the OA Fellows over Zoom.

Singing with Friends A weekly choir for people living with dementia, their families and carers facilitated by Wigmore Learning, Resonate Arts and guest RAM musicians provided by OA.

Out of the Ordinary An online project for people living with dementia run in partnership by OA and Wigmore Learning with the aim of nurturing wellbeing through art forms including music, words, images and storytelling.

Music for Thought Led by Wigmore Hall's Music for Life musicians in partnership with Resonate Arts, Open Academy students worked creatively with a regular group of people who have been recently diagnosed as living with dementia and their carers through music.

Open Academy Fellowship Residency with Resonate Arts An OA Fellow worked with Resonate Arts throughout the year on a variety of projects with people with dementia in different settings.

Open Academy Fellowship Residency with CW+ An OA Fellow worked briefly on music sessions with Chelsea & Westminster Hospital.

Open Academy & Wigmore Hall Learning Ensemble Fellowships Two recent RAM graduate ensembles worked with Wigmore Learning on their programme for a variety of audiences throughout the year.

Silver Sunday An afternoon of art and music exploration for people living with dementia and their families, friends and carers facilitated by Music for Life musicians, RAM students and Resonate Arts.

Work with the Music Workforce (185 members of the workforce benefitted)

Open Academy Talks (Chiltern Music Therapy, Cascade Music & With All) A series of online talks hosted by Chiltern Music Therapy, Cascade Music and With All.

Open Academy Symposium - Music Leading An online discussion about innovations in music leading practice.

Open Academy Fellowship Development Sessions A series of development and training sessions for this year's OA Fellows.

Benefits of partnership work...

...for Royal Academy of Music

It's been very positive to have regular meetings with other organisations, discuss developments in the

sector and share best practice. Having the opportunity to discover and advertise projects via the newsletter has also been helpful for us.

...for the Tri-borough Music Hub

Open Academy provides access to a range of high-quality free provision in the Tri-borough area. We also provide access to research-based programmes and projects benefiting from reflective practice.

Quotes from service users

"I thought it was a great mix of entertainment and education. All the group leaders were so enthusiastic." (*Parent, Academy Tots*)

"Talking and creating music together with everyone has been so wonderfully inspiring for me and it always brightened my week." (*OA Fellow, Music for Thought*)

"This zoom meet up with you all folks from RAM is the most exciting, creative, inclusive inspirational of all zooms I have been involved in during our various confinements in the last year." (*Participant, Out of the Ordinary*)

"It has helped me through a difficult time, personally, enabling me to forget my troubles when listening to the enthusiasm and improvisation of the players from RAM." (*Participant, Out of the Ordinary*)

"This has been the most helpful intervention I have had since my diagnosis" (*Participant, Out of the Ordinary*)

Delivery Partner: Royal Philharmonic Orchestra

www.rpo.co.uk/resound

Working with the hub

In response to the COVID-19 restrictions of summer 2020, the RPO developed an online offering of interactive music workshops for early years (ages 0-4) and lower primary (ages 5-9) children and their families to take part in from the safety of their own homes. Opened to families across the tri-borough area, a series of 14 workshops introduced families to the musicians of the orchestra, their instruments and gave participants the opportunity to compose musical stories about animals and other themes. Participants were also encouraged to use household items to play or sing along with the stories they developed. During Easter holidays, further workshops aimed to engage isolated older people with families in Pimlico during intergenerational workshops exploring music inspired by springtime. A prior resource pack encouraged families to explore springtime themes through arts and craft and create homemade musical instruments which were then used during the workshops as participants worked in small groups with RPO musicians and each other to devise spring-inspired pieces of music and song.

Work with children and families (118 children and families benefitted)

Musical Adventures with the RPO - Online Family Workshops Online creative music workshops for families during COVID-19.

Summertime: Intergenerational Workshops Intergenerational online music workshops for Pimlico residents.

Benefits of partnership work...

...for Royal Philharmonic Orchestra

It has helped us reach families in the local area, and provided information on best practice in terms of disability and inclusive working.

...for the Tri-borough Music Hub

I hope we provide support for communities and links with grassroots organisations, particularly in early years families through Pimlico Toy Library.

Quotes from service users

"We loved the use of a story to incorporate the different instruments. Introducing my baby to the different instruments, what they look and sound like was invaluable. Having a structured session to entertain my baby, especially through lockdown has been a godsend to us." (*Parent of Musical Adventures with the RPO Early Years participant*)

"Introductions to the individual instruments were very captivating for my toddler." (*Musical Adventures with the RPO parent*)

Delivery Partner: Serious

www.serious.org.uk

Work with children and families

She Is Jazz Mass participation project for women and gender minorities of all ages and abilities

The London Lineup A special showcase of youth music ensembles in EFG London Jazz Festival

Jazz For Toddlers A touring family show which introduces children and their families to jazz

Work with the Music Workforce

Young & Serious A professional development scheme for young people looking for a career in music production

Take Five A professional development scheme for artists wanted to further their experience and knowledge

Delivery Partner: Sound Connections

www.sound-connections.org.uk/

Working with the hub

Sound Connections has supported the music education workforce across London, including Tri-borough Music Hub, through a series of CPD events and funding opportunities. It also works directly with young people through Wired4Music, it's network of young Londoners who are passionate about making music. It has also supported the music hub in developing its new strategy through consulting with a wide range of stakeholders.

Work with the Music Workforce

Sound Connections workforce development programme

Benefits of partnership work...

...for Sound Connections

Tri-borough Music Hub is an important partner for Sound Connections enabling the organisation to broaden its reach and impact with the music education workforce as well as young people directly.

...for the Tri-borough Music Hub

Tri-borough Music Hub has benefitted by partnering with Sound Connections through accessing its workforce development programme and through help with developing its new strategy.

Delivery Partner: The Bach Choir

www.thebachchoir.org.uk/outreach/

Working with the hub

We were unable to visit schools for singing workshops during this period due to the pandemic, so we undertook a Virtual Choir Project over summer and autumn 2020. 46 children took part from home by using the resources we provided to learn the song 'Love' by Will Todd and Michael Rosen and send us their video recordings. We combined them all into a celebratory choral collage, feeling that the message of the piece was very pertinent throughout the challenging context of Covid-19. The video received over 1,400 views on YouTube.

Work with children and families (46 children and families benefitted)

Vocalise! Virtual Choir Project Online choir project for children of any age to take part in from home during the pandemic

Benefits of partnership work...

...for The Bach Choir

The Tri-Borough Music Hub has been supportive of our work, given us guidance about future directions for the programme, helped us identify suitable schools to work with, and shared information about our Virtual Choir Project through the E-Newsletter.

...for the Tri-borough Music Hub

We have provided a Virtual Choir Project for children at no cost.

Delivery Partner: The Rhythm Studio

www.therhythmstudio.co.uk/

Working with the hub

The Rhythm Studio and The Rhythm Studio Foundation has worked with over 300 students on a weekly basis teaching one to one lessons, band sessions and music production. Our sixth form has taught 45 students in the past year with 10 moving on to university in September 2021. Our holiday courses have been in person band sessions and online songwriting courses, each a week long in half terms and summer holidays. We've partnered with local primary schools to provide 10 week workshops of band and GarageBand workshops. Our partnership with Chelsea & Westminster and St Marys hospitals has continued with referrals for online lessons and providing video content for patients. Highlights include sixth formers performing at The Royal Albert Hall for the 150th Anniversary concert and our online Future Sounds competition.

Work with children and families (663 children and families benefitted)

Sixth Form (Full time course) Full time music production, performance and business - diploma equivalent to 3 A-levels

Certificate Course (GCSE Equivalent) Part time music production and business course

Certificate Course (A-Level Equivalent) Part time music production and business course

One-to-one lessons Weekly instrumental lessons

Band Sessions Weekly band sessions

Holiday Course - Rock & Roll Boot Camp 5 day band and production sessions in holidays

Holiday Course - Online Songwriting 4 day online songwriting course

One-to-one lessons online Weekly online instrumental lessons

Scholarship Scheme 50% or 100% funded weekly lessons or band sessions

Hospital Referral Scheme 100% online lessons for vulnerable/shielding students referred by our hospital partners

Work with schools (235 pupils benefitted)

Band Workshops School class visiting for a 10 week band session course at our studios

iPad Workshops School class visiting for a 10 week GarageBand on iPad course at our studios

Bandcamp Workshops School class visiting for 4 BandCamp sessions at our studios

Tri-Borough Future Sounds Competition Online performance competition for students living or studying in the tri-borough

Beatboxing Video Lessons Video series sent to schools with beginner beatboxing lessons

Work with the Music Workforce (25 members of the workforce benefitted)

Weekly Band Sessions 1 hour meeting review, feedback and planning

Holiday Courses: Beat Camp (Music Production) 1 hour meeting review, feedback and planning

Holiday Courses: Band Camp 1 hour meeting review, feedback and planning

Standardisation of assessments (sixth form)

Benefits of partnership work...

...for The Rhythm Studio

Being involved in the yearly Future Sounds competition is always a highlight of our year. Having the support from the Tri-Borough is fantastic.

...for the Tri-borough Music Hub

We have a large and supportive community, who the Tri-Borough music hub benefit from having access to and might not have exposure to them without us.

Quotes from service users

"May I commend you and the team again for such a seamless transition to online lessons. They have been excellent and kept my son fully engaged with his guitar."

"Amazing input from the tutors. They take a strong interest in their students, going above and beyond what could be expected."

“RS Encourages students to believe in their dream and provides them with practical, theoretical and emotional tools to pursue the dream. Not all teaching facilities skill-fully provide all 3 elements to students, so well done.”

“I love The Rhythm Studio. Wonderful people, wonderful community. It's a treasure and I'm grateful to be able to send my child there.”

“A real sense of individual attention for each student.”

Delivery Partner: Wigmore Hall

www.wigmore-hall.org.uk/learning

Working with the hub

Whilst our schools activity during the pandemic has been very limited, we led a substantial amount of online workshops and training for families and young people, as well as a range of in-person events when it was safe to do so

Work with children and families (1179 children and families benefitted)

Singing with Friends Choir for people living with dementia and their families

Chamber Tots at Home Creative music workshops for children under 5 and their families

Come and Create Creative music making ensemble for young people with Autism Spectrum Conditions

Music for Thought Creative music workshops for people living with dementia and their families

Out of the Ordinary Creative music workshops for people living with a rare dementia and their families

Silver Sunday Event for families living with dementia with Wallace Collection

Music for Life Care home projects using improvisation with people living with dementia and their care staff (3 in Tri-borough)

Family Workshop at Home Creative music workshops for children 5+ and their families

Musical Connections Creative music workshops for people living with dementia and their families

Family Concerts Interactive concerts for families of all ages, including concerts for parents/carers and their babies under 1

Work with schools (6735 pupils benefitted)

Music at Home A free resource hub for teachers, learners and families

Hospital School Project Creative music project with Chelsea Community Hospital School

Work with the Music Workforce (100 members of the workforce benefitted)

Music for Life Training Training on our work with people living with dementia in care homes

Pathways Training Training scheme for early career musicians working in participatory music

Singing with Friends Training Training on singing with people living with dementia

Music for Thought Training Training on our work with people living with dementia who are living at home/independently

Chamber Tots Training Training on early years practice

Benefits of partnership work...

...for Wigmore Hall

Although we've had limited opportunities to work together directly in this extra-ordinary year, we have really valued the opportunities we have had!

...for the Tri-borough Music Hub

I think we bring expertise in creative music making practice, particularly early years practice, and offer extensive training opportunities, events for families/schools, and a venue.

Additional Provider: Pimlico Musical Foundation

www.pimlicomusicalfoundation.org.uk

Working with the hub

We launched our first ever PMF Summer School in July 2020, following the additional need for summer activities during COVID. We provided 8 hours of free classes per week for 6 weeks. Our Adult Chorus

ran until December 2020, taking part in an online workshop series and two virtual concerts. Our Children's Choir continued until December 2020, with dwindling numbers. We therefore decided to offer in-school choir support instead and set up four school choirs which took place during lunchtime. As nativities could not go ahead we offered to conduct and film them to share with family and friends. Our Foundation Scholars continued for the majority of the year, offering Evensong services every Wednesday evening. We ran a free Christmas concert with lay clerks from Magdalen College and the Ben Comeau jazz trio. We will finish the year with taster singing workshops at the SouthWestFest for families.

Work with children and families (238 children and families benefitted)

Singalong with PMF at SouthWestFest Family-friendly, taster singing workshops

Christmas Singalong Family-friendly, accessible community singing event

'Sofa to Songster' Songwriting series Online songwriting series for children

Messiah Reimagined Large-scale creative writing and music project for 100 local people

PMF Summer School 6 week free music summer school for local children

Work with schools (440 pupils benefitted)

In-Schools Programme Singing assemblies and musicianship classes in partner schools

Nativity Films Professionally filmed/recorded nativity plays in partner schools

Work with the Music Workforce (10 members of the workforce benefitted)

Twilight Sessions x 3 Termly CPD workshops for our teachers

Benefits of partnership work...

...for Pimlico Musical Foundation

It has offered us a sort of quality mark recognised by external partners. They know the work the hub does is of a very high standard and therefore are more likely to engage with us. Stuart has also met with us and suggested other organisations we can link with.

...for the Tri-borough Music Hub

We are able to offer very in-depth programmes in this geographical area, and work with all of the primary schools to improve their musical offering. We proactively engage more disadvantaged students and all of our programmes are free.

Quotes from service users

"The PMF has been such a great thing for Samuel. The zoom sessions over the lock down are the highlight of his week. Especially as there are limited options for music involvement at school for keyworker children during the lockdown."

"As parents we cannot thank you guys enough for the hours and effort you put in with our children who continue to learn so much from you"

"It's been absolutely fantastic and all the teachers have been superb. Thanks to you all for making such speedy adjustments to your practices. My son is loving everything!"

Additional Provider: Southbank Sinfonia at St John's Smith Square

www.southbanksinfonia.co.uk/fellowship / <https://www.sjss.org.uk/whats-on>

Working with the hub

This academic year we presented a Family Concert with Southbank Sinfonia musicians for local families. We also provided a space for a local primary school to hold their carol concert. Due to the pandemic other opportunities for working with schools and local communities has been limited.

Work with children and families (45 children and families benefitted)

Family Concert June 2021 One concert aimed at children and their families, facilitated by an amateur who also worked with our musicians on the delivery.

Work with the Music Workforce (60 members of the workforce benefitted)

Coin Street Family Centre workshops Workshops for families based around a theme.

Coin Street Nursery workshops Workshops for babies and toddlers based around a theme.

Benefits of partnership work...

...for Southbank Sinfonia at St John's Smith Square

The Tri-borough has been great as a point of access to the local network of partner organisations. E.g. the online partner meeting.

Additional Provider: The Classical Road Show

www.classicalroadshow.org

Working with the hub

Working with musicians from Royal Philharmonic Orchestra and London Mozart Players 2 films were produced by The Classical Road Show. One highlighted the sights and sounds of the instruments of the orchestra using specially written music (by Richard Brown) taken from the Classical Road Show repertoire. The second of a new piece by Ben Pope called *Wisdom of the Animals* that brings together folk tales from across the world. Narrated by Clive Rowe and illustrated with engaging images by Alice Pope. Both films aimed at primary school children for use in school or at home and provided at no cost. The films could be viewed as a whole piece or used in parts. Song lyrics provided as subtitles in *Wisdom of the Animals* so that pupils could also learn the songs to join in and sing providing an opportunity for in school performances. Feedback from teachers suggested some were using the *Wisdom* films as a catalyst for other teaching e.g. story telling, music from other cultures, artwork (inspired by the images), listening to the individual instrument sounds, making musical instruments.

Work with schools (900 pupils benefitted)

Film - Meet the Orchestra Film for primary pupils of sights and sounds of orchestral instruments

Film - Wisdom of the Animals Film for primary pupils of folk stories set to music to listen and sing along to

Benefits of partnership work...

...for The Classical Road Show

Provided us the the opportunity to promote our activities through the hub channels. Helpful advice provided to us about the situation in schools during the pandemic. Delivery partner meetings gave us a useful insight into the activities of other creative organisations working in education sector.

...for the Tri-borough Music Hub

Unique musical resource offered to Tri-borough schools from Classical Road Show. Increased the offerings through music hub.

Quotes from service users

"I downloaded the attached resources and watched the videos as soon as they arrived and have used them in my teaching ever since. Our school was in the midst of lockdown at the time so I was able to use your resources with our small classes of vulnerable children and those of essential workers." (*Music teacher*)

"These films are fantastic and I know that the children are going to really enjoy them. The production is great and the stories are appealing to the children. So much thought, time and effort has gone into the making of these, thank you so much. It is wonderful to see and hear a live orchestra albeit via Youtube" (*Music teacher about Wisdom of the Animals*)

"Meet the Orchestra' is a very informative video and very creative! It was fascinating to watch. Hilary gives an in-depth explanation of the instruments will high-quality excerpts to match the narration. Really impressed - thank you!" (*Music specialist about Meet the Orchestra*)

"They are informative, age appropriate and enjoyable (and also perfectly link with our topics!)." (*Music lead and Yr 5 teacher*)