**Tri-borough Music Hub: Partnership working 2022-23**

****

**Contents**

(Click on the hyperlinks to go straight to the different sections)

* [Partnerships from April 2022 onwards](#_Partnerships_from_April)
* [How partners can support TBMH focus priority areas and strategic vision](#_How_partners_can)
* Named Partners
* Wider Network
* [Categories of Partner Organisations](#_Categories_of_Partner)
* [Criteria for Tri-borough Music Hub Partners and Providers](#_Criteria_for_Tri-borough)
	+ [Partners](#_PARTNERSHIP_WORKING_OVERVIEW)
	+ [Additional Providers](#_ADDITIONAL_PROVIDERS)
* [Process for prospective Tri-borough Music Hub Delivery Partners and Providers](#_Process_for_prospective)
* [Tri-Borough Music Hub Strategic Partners Steering Group:
Terms of Reference](#_Tri-Borough_Music_Hub)
* [APPENDIX A - TBMH Music Strategy Key Strands that support Key Priorities](#_APPENDIX_A_-)
	+ [How the Tri-borough Music Hub tracks and quantifies how its partners are meeting the strategic aims](#_Table_showing_how)
* [APPENDIX B - Service Review 2021](#_APPENDIX_B_-_1)
	+ [Combined Recommendations and Responses](#_Service_Review_-)

#

# 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.

# 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](https://www.equalityhumanrights.com/en/equality-act/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.

# Partnerships from April 2022 onwards

The Tri-borough Music Hub (TBMH) has clearly defined partnership working arrangements at Strategic and Delivery levels. At the core of all partnership work must be the notion that all partnerships bring added value to, and complement, the TBMH’s offer; and importantly that there is a reciprocal and collaborative relationship. It is essential that there are mutual benefits and a natural synergy for the TBMH and for each organisation or LA team.

From April 2022, the TBMH will be starting afresh with a revised, enhanced, and broader range of partnerships that all work towards the goal of improving outcomes primarily for children and young people, but also for schools, the workforce, and the community. We are committed to working with organisations that will allow us to have the most impact in music education outcomes for all children and young people, including those who may be disadvantaged or harder to reach.

Arts Council England (ACE) and the Department for Education (DfE) requires all MEHs to ensure that there are there strong strategic and delivery partnerships in place resulting in high-quality, inspiring, and engaging musical and progression opportunities for children and young people (see ACE Relationship Framework [HERE](https://www.artscouncil.org.uk/sites/default/files/download-file/Relationship%20Framework%202022-23_0.pdf)).

The role of all partnership working is integral to the future success of a joined-up and cohesive music education that makes genuine change and has positive impact for its key audience. These partnerships will add value to the strategic music education delivery within our three boroughs.

* In relation to the arts organisations which the TBMH will work with from April 2022, we are aiming for a breadth of musical styles and genres which are fully representative of our local communities, and which will bring about high-quality music education outcomes.
* In relation to working with different LA teams, we would like to pro-actively put ourselves front and centre as a fellow LA service that can actively contribute to wider inter-departmental education outcomes.

The TBMH will maintain a rigorous evaluation and quality-assurance process for all potential partnerships which checks that all organisations:

1. Offer clarity about how they meet the TBMH strategic priorities (see next page) and contribute to the holistic TBMH offer
2. Can tangibly demonstrate how they are proactively supporting and improving representation, equity, diversity, and inclusion across all protected characteristics within their work
3. Are committed to Child Protection/Safeguarding best-practice, with robust policies in place and regular training for all staff
4. Can demonstrate how they positively contribute funds (in-kind or cash) which could be used to provide opportunity for TBMH pupils/schools
5. Have in place their own reflective practice procedures through ensuring they engage in evaluations of their own activity

The TBMH will annually review how organisations meet the criteria of partners or additional providers, and bring in additional expertise, impacting on the people that we work with.

The TBMH will continue to work to identify new partners where there are gaps in provision or to respond to need. The TBMH is frequently approached by organisations wishing to become a partner and we have evolved a thorough process to establish the relevance, need and appropriateness of these potential relationships. The essential question asked whenever a proposed new partnership is suggested, is whether that new organisation can offer something unique to our existing partnerships and if it will positively benefit all TBMH stakeholders in a meaningful way.

The importance of partnership working cannot be underestimated, with significant investments of time and money made at senior levels of the organisations involved.

The TBMH engaged in an externally led strategic whole service review during the 2020-21 academic year. The summary findings of this needs analysis can be found [HERE](https://www.triboroughmusichub.org/about-us/strategic-review-2021/) and at the end of this document and may inform partner organisations about the key areas of focus for the TBMH now, and in the future.

# How partners can support TBMH focus priority areas and strategic vision

Like all Music Education Hubs (MEHs), the TBMH is held accountable to deliver against the core and extension roles as laid out in the National Plan for Music Education (source [HERE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf)).

**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**

1. Offer **CPD to school staff**, particularly in **supporting schools to deliver music in the curriculum.**
2. Provide an **instrument loan service**, with discounts or free provision for those on low incomes.
3. 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**:

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

The TBMH has its own locally agreed **focus priority areas**, which link to our overall music strategy ([click HERE](#_APPENDIX_B_-)), based on need, as laid out in the table below. Listed within each of the priorities below are the areas in which partners may contribute to and which also maps to the core/extension roles.

|  |  |
| --- | --- |
| **Musical development of children and young people**1. To support musical progression through a broad range of outstanding and fully inclusive musical pathways for children and young people withYouth Voiceembedded in our work
 | **Enhancing music provision in schools and settings**1. To engage with all schools to enhance the delivery of an effective music curriculum by supporting access to high-quality music education opportunities
 |
| 1. Access to learning instruments for all pupils
2. Whole Class Instrumental learning
3. Ensemble and Singing opportunities
4. Inclusive progression and pathway routes
5. Youth Voice is heard and embedded
6. Access to large-scale music experiences
 | 1. Support for curriculum delivery
2. CPD for school workforce
3. Ensemble and Singing opportunities
4. Whole Class Instrumental Learning
5. Youth Voice is heard and embedded
6. Access to large-scale music experiences
 |
| **Developing the music workforce**1. To provide a broad range of effective continuing professional development opportunities for the wider workforce that enhances the quality of music education delivery for young people
 | **Family and community engagement / Events**1. To support families in our community by ensuring that financial access is not a barrier to pupils’ engagement in music education opportunities led by ourselves and our diverse range of partner organisations
 |
| 1. CPD for wider workforce (tutors, HE students)
2. Involvement in music education opportunities
3. Representation across all protected characteristics
 | 1. Affordable access to music education for children
2. Instrument loan service
3. Families feel welcome, valued, and included
 |
| Everything above is underpinned by innovative music education which ensures all TBMH, and partner, activity is: **Inclusive — Exceptional — Inspiring— Progressive — Sustainable**with **representation**, **equity**, **diversity**, and **inclusion** at the core of our work |

Lastly, as we emerge from the pandemic the TBMH must ensure that:

1. The service is fit for purpose in delivering against its core purposes as a MEH and responding to need from all stakeholders
2. The service is financially secure from the 2022-23 Financial year

**With all this in mind, how can your organisation support the TBMH in a mutually beneficial partnership, as we move into the next chapter of music education evolution in the TB area?**

Named Delivery Partners and Additional Providers-
(based on support letters submitted for ACE Paperwork 2022-23)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Organisation** | **Description (Please edit this in your own words)** | **Relationship** |
| 1 | ABRSM | Exam Board | Delivery Partner |
| 2 | Aurora Orchestra | Professional Ensemble | Delivery Partner |
| 3 | Bi-borough (RBKC/WCC) Local Authorities | LA Children's Services | Strategic Partners |
| 4 | Charanga | Multi-award-winning music teaching and learning support with complete curricula, teaching resources, music technology, online learning, CPD and training. | Delivery Partner |
| 5 | Chickenshed Kensington & Chelsea | Inclusive Theatre Arts and EY | Delivery Partner |
| 6 | Creative Futures | Multi arts in EY, SEND, LAC & Schools | Delivery Partner |
| 7 | English Folk Dance and Song Society | Cultural education | Additional Provider |
| 8 | English National Opera Engagement | Vocal | Delivery Partner |
| 9 | Fulham Symphony Orchestra | Community Amateur Orchestra | Delivery Partner |
| 10 | Groove'n'Play | Whole Class Instrumental Learning Resource Provider | Delivery Partner |
| 11 | Harrison Parrott | Music Industry / Artists | Delivery Partner |
| 12 | In-deep | Music Therapy | Delivery Partner |
| 13 | Inner Voices | Vocal provider | Additional Provider |
| 14 | Inspire-works | Global arts workshops | Delivery Partner |
| 15 | Latymer Upper School  | Saturday Music School host | Host venue partner |
| 16 | LBHF Culture | Arts and culture in LBHF | LA Partner |
| 17 | LBHF Learning Partnership | School link in LBHF | LA Partner |
| 18 | LBHF Local Authority | LA Children's Services | Strategic Partners |
| 19 | Live Music Now | Inclusive Music | Delivery Partner |
| 20 | Lyric Hammersmith | TBMH office and activity host | Host venue partner |
| 21 | Nucleo | Ensemble-based ‘music for social action’ project | Delivery Partner |
| 22 | Pimlico Musical Foundation | Education providers | Additional Provider |
| 23 | RBKC Arts Service | Arts and culture in RBKC | LA Partner |
| 24 | Royal Academy of Music – Open Academy | Conservatoire | Delivery Partner |
| 25 | Royal Albert Hall  | Venue, with Engagement team | Strategic Partners |
| 26 | Royal College of Music - Sparks | Conservatoire | Strategic Partners |
| 27 | Royal Philharmonic Orchestra | Professional Ensemble | Delivery Partner |
| 28 | Serious | London Jazz festival | Delivery Partner |
| 29 | Sound Connections | Strategic EY / Inclusion work | Delivery Partner |
| 30 | The Bach Choir | Professional Ensemble | Delivery Partner |
| 31 | The Music House for Children | SEND / EY provider | Delivery Partner |
| 32 | The Rhythm Studio | Contemporary and industry | Delivery Partner |
| 33 | The Voices Foundation | Music & Choral CPD Charity  | Delivery Partner |
| 34 | Westminster Arts and Cultural Services | Arts and culture in WCC | LA Partner |
| 35 | Westminster City Lions | wider community work in WCC | LA Partner |
| 36 | Wigmore Hall | Venue & participatory music programme | Delivery Partner |

Wider Network of Organisations(not submitted support letter for ACE paperwork 2022-23)

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Organisation** | **Description (Please edit this in your own words)** | **Relationship** |
| 1 | Abbey Road | Music Industry / Studio | Wider Network |
| 2 | British Youth Music Theatre | Music Theatre | Wider Network |
| 3 | Carnival Village Trust | Carnival Arts | Wider Network |
| 4 | Chinese Arts Now | Chinese Arts | Wider Network |
| 5 | English National Ballet | Instrumental Ensemble | Wider Network |
| 6 | Grenfell Foundation | Community | Wider Network |
| 7 | Handel and Hendrix House | Venue, with Engagement team | Wider Network |
| 8 | Imperial School of Medicine Music Society  | Financial support | Wider Network |
| 9 | Key 4 Life | Anti-violence charity | Wider Network |
| 10 | La Nuova Musica | Early Music Live ensemble | Wider Network |
| 11 | Musical Boroughs Trust | Charitable Arm of TBMH | Wider Network |
| 12 | National Youth Jazz Orchestra | Jazz education | Wider Network |
| 13 | Nova New | Community engagement | Wider Network |
| 14 | Opera Holland Park | Opera company and outreach | Wider Network |
| 15 | Ronnie Scott's | Jazz provider and education | Wider Network |
| 16 | Sound and Music | Composition | Wider Network |
| 17 | Southbank Sinfonia at St John's Smith Square’  | Venue and outreach | Wider Network |
| 18 | The Bhavan Institute | Indian classical music | Wider Network |
| 19 | The Classical Road Show | events and education | Wider Network |
| 20 | Together With Music | Community intergenerational work | Wider Network |
| 21 | Turtle Key Arts | Community inclusive arts work | Wider Network |
| 22 | UK Music Masters | Inclusion and education | Wider Network |
| 23 | West London Zone  | community outreach organisation | Wider Network |

# Categories of Partner Organisations

**Overview of Partner Organisations:**

* *Strategic Partner:*
Provides strategic input and leadership at governance level and helps drive change. They provide annual data to the TBMH about its music education delivery in our area. The Strategic Partners are fixed organisations who are significantly and very actively involved in TBMH governance.
* *Delivery Partner*:

Works with the TBMH to develop and deliver provision to address the gaps and needs identified in the Tri-borough area. They provide annual data to the TBMH about its music education delivery in our area.

* *Host Venue Partner:*

Provides space for Music Hub activity at reduced rates.

* *LA Partner:*

Each Local Authority has a range of education teams, and an Arts team, which the TBMH links with to provide further opportunities based on local need

* *School Partner:*

Works with the TBMH in order to raise the quality of music provision and musical progression for pupils in their school. The TBMH aims to work with every school (state maintained, free, academy). They provide annual data to the TBMH about its music education delivery in our area.

**Overview of Additional Providers:**

The TBMH recognises that there are other high-quality music providers in the local area who engage with schools and children/young people. The TBMH can provide an umbilical link to a wider audience. Therefore, the TBMH has an *Additional Providers* category.

* *Additional Provider:*
Individuals or organisations that are working in the TBMH area and which reflect the TBMH aims and fulfil specific identified elements of the TBMH remit. The TBMH will signpost high-quality activity to schools via its various communication channels and website, and in return the provider will promote TBMH activity to their learners. There is a reciprocal and ongoing relationship. They do not have to provide annual data to the TBMH about its music education delivery in our area but are encouraged to do so.

# Criteria for Tri-borough Music Hub Partners and Providers

# PARTNERS

**Tri-borough Music Hub Strategic Partners** will: -

1. be an exemplary Delivery Partner, having significant impact in the Tri-borough area
2. routinely provide strategic input and leadership into the work of the Tri-borough Music Hub
3. provide challenge and support to the Head of the Tri-borough Music Hub, maintaining oversight of the running of the organisation and the extent to which it is meeting strategic aims, supporting quality assurance, and impacting evaluation processes
4. take an active lead on a mutually agreed area of Hub workload (e.g. authoring funding applications or other documentation; supporting quality assurance of provision)
5. make a significant contribution to the success of flagship Tri-borough Music Hub events
6. provide exemplar models of delivery to other Delivery Partners in order to enhance and sustain the impact of all partner provision
7. be represented at all Strategic Partner Governance meetings, at decision maker level, to help drive change

**Tri-borough Music Hub Delivery Partner organisations** will: -

1. deliver provision that meets strategic aims of the Tri-borough Music Hub and supports its mission
2. deliver provision that adds value to schools and the wider community in terms of legacy, CPD, etc. beyond the end of the project/programme and beyond what might be expected of a purely bought / commissioned service
3. work with the TBMH to develop and deliver provision to address the gaps and needs identified in the Tri-borough area
4. proactively demonstrate actions related to improving representation, equity, diversity and inclusion within their work
5. routinely and rigorously be evaluated to ensure sustained high quality
6. have been actively engaged in educational outreach work in the Tri-borough area in the previous academic year
7. have established or be seeking relevant funding, some of which is to be used to subsidise work in Tri-borough schools
8. have a track record of reliability and the capacity to work effectively with Tri-borough schools
9. show commitment to the Hub by offering an element of subsidised or free provision
10. demonstrate willingness to work creatively with other Delivery Partners (and pro-actively seek opportunities to do so) in order to provide opportunities for the schools, teachers, young people and families in the Tri-borough area (“greater than the sum of their parts”)
11. provide annual data and summaries of projects / programmes which contain evaluative information and feedback including - where appropriate - contextual data
12. routinely be appropriately represented at termly Delivery Partner meetings

**Tri-borough Music Hub Local Authority Partners** will: -

1. provide joined up inter-departmental support across all facets of improving the lives of children and young people, and actively work with the TBMH in a reciprocal manner
2. provide further arts opportunities facilitated by the Local Authority Arts Teams, based on local need, which will be signposted by TBMH

**Tri-borough Music Hub Host Venue Partners** will: -

1. provide space for Music Hub activity and help to promote these activities, for free (in-kind) or at heavily subsidised rates

**Tri-borough Music Hub School Partners** will: -

1. work with the TBMH in order to raise the quality of music provision and musical progression for pupils in their school (N.B. The TBMH considers every school (state maintained, free, academy) to be a Partner of the TBMH)
2. provide annual data regarding their in-school music education provision to help contribute to the wider LA music education impact

In return the **Tri-borough Music Hub** will: -

1. promote the work of partners via TBMH networks and all relevant communication channels
2. include the work of all partners in an Annual Report (see [HERE](https://www.triboroughmusichub.org/about-us/annual-reports/))
3. advertise the work of the partners on the Tri-borough Music website
4. actively encourage schools to engage in partner programmes
5. provide networking opportunities for partners
6. provide Quality Assurance visits and feedback, by arrangement
7. highlight the work of partners to the Arts Council and other relevant bodies
8. provide partners with information regarding the mission, aims and development of the Tri-borough Music Hub
9. provide guidance on safeguarding and working with young people in schools
10. provide national and local updates related to developments in music education
11. support partners in funding applications to support delivery of programmes with Tri-borough schools
12. disseminate best practice models of delivery to all partners to inform future programming
13. hold a termly all-partners meeting containing updates and relevant information

**PARTNER REVIEW**

The TBMH partners list will be reviewed on an annual basis. Any partners not successfully fulfilling the terms of the partnership agreement may be removed, following a review discussion with the Head of TBMH and Strategic Partners.

# ADDITIONAL PROVIDERS

**Additional Providers:**

The TBMH also acknowledges that there are other high-quality music providers in the local area who engage with schools and children/young people, and recognises that the TBMH can provide an umbilical link to a wider audience. Therefore, the TBMH has an *Additional Providers* category.

**Tri-borough Music Hub Additional providers** will: -

1. be individuals or organisations that are working in the TBMH area, and which reflect the TBMH aims and fulfil specific identified elements of the TBMH remit. The TBMH will signpost high-quality activity to schools via its various communication channels and website, and in return the provider will promote TBMH activity to their learners. There is a reciprocal and ongoing conversation.

In return the **Tri-borough Music Hub** will: -

1. invite Additional Providers to at least one annual meeting led by TBMH to ensure providers are kept informed of the TBMH strategy and key music education developments, provide networking opportunities

Additional Providers are not required to provide annual data, but they are invited to do so.

# Process for prospective Tri-borough Music Hub Delivery Partners and Providers

**New partner and provider application process**

It is always good to hear from potentially interested new organisations. The TBMH always considers what is best for our key stakeholders (pupils, schools, workforce, community) and how any partnership can positively impact on any of these. However, we have well-established processes for working in partnership with robust procedures in place in order to best manage the many approaches we receive. To apply to engage with the Tri-borough Music Hub as a Tri-borough Music Hub Delivery Partner or Additional Provider the following process will apply:

1. An initial approach in writing to the Head Tri-borough Music Hub outlining the work of the organisation; its track record of working with children and young people, evidence of high quality provision delivery including positive feedback from staff and young people, and evidence of positive impact of the organisation’s work.
2. If appropriate, an informal conversation with a member of the Tri-borough Music Hub or Strategic Partner to discuss in person the proposal;
3. If appropriate, for those fulfilling the partner organisation criteria, a follow-up meeting with representatives of the organisation (the TBMH, a Strategic Partner, or an independent consultant) will take place to develop a deeper understanding of how potential partnership work could be developed. This meeting will establish the formal paperwork which we require for all partners:
	* Offer clarity about how they meet the TBMH strategic priorities and contribute to the holistic TBMH offer
	* Can tangibly demonstrate how they are proactively supporting and improving representation, equity, diversity, and inclusion across all protected characteristics within their work
	* Are committed to Child Protection/Safeguarding best-practice, with robust policies in place and regular training for all staff
	* Can demonstrate how they positively contribute funds (in-kind or cash) which could be used to provide opportunity for TBMH pupils/schools
	* Have in place their own reflective practice procedures through ensuring they engage in evaluations of their own activity
4. If the organisation meets the required criteria and if by working with the Hub there will be no direct duplication of existing partner provision, they will be asked if they wish to continue the application process. If the organisation wishes to continue, the application will be taken to the next Strategic Partners meeting for agreement. Please note that where organisations have similar offerings to existing partners, there will be a review system in place to ensure new partners will not be overlooked on this basis.
5. The outcome of the Strategic Partner group will be shared with the organisation with relevant feedback.
6. If the partner organisation is to become a partner, the partner letter will be sent to the organisation. The completed letter will include information related to the organisation’s past activity as well as proposed future Tri-borough engagement activities. The completed letter will be returned to the Tri-borough Music Hub for inclusion in Arts Council partner/provider information returns.
7. The Tri-borough Music Hub’s new partners and new Tri-borough Music Hub additional providers will be added to the approved list of organisations working with the Tri-borough Music Hub, and will then receive the support as stated in *Criteria for Tri-borough Music Hub Partners and Providers.*

**All enquiries to be in writing and sent to** **info@triboroughmusichub.org**

# Tri-Borough Music Hub Strategic Partners Governance Group: TOR

**Decision making responsibilities:**

Advisory and Scrutiny committee

**Terms of reference**

On behalf of the Tri-borough Music Hub and in accordance with the Arts Council England conditions of being a Music Education Hub, the Royal College of Music, the Royal Albert Hall, and representation from the three Local Authority Children’s Services School Standards teams, will work collaboratively as the governance Group:

1. To be an exemplary Delivery Partner, having significant impact in the Tri-borough area
2. To routinely provide strategic input and leadership into the work of the Tri-borough Music Hub
3. To provide challenge and support to the Head of the Tri-borough Music Hub, maintaining oversight of the running of the organisation and the extent to which it is meeting strategic aims, supporting quality assurance and impact evaluation processes
4. To take an active lead on a mutually agreed area of Hub workload (e.g. authoring funding applications or other documentation, supporting quality assurance of provision)
5. To make a significant contribution to the success of flagship Tri-borough Music Hub performance and training events
6. To provide exemplar models of delivery to other Delivery Partners in order to enhance and sustain the impact of all partner provision
7. To be represented at all Strategic Partner meetings, at decision maker level, to help drive change
8. To keep under review and make recommendations to the TBMH regarding developments or change in the facilitation or provision of musical opportunities for young people
9. To monitor the provision of services for all young people including Early Years, SEND and mainstream pupils
10. To monitor the effectiveness of practice through the consideration of statistics and surveys
11. To support the implementation of progressive practice in the TBMH
12. To consider regular reports on national developments in music and arts provision, including but not limited to changes in legislation, regulations and guidance
13. To monitor the delivery of the TBMH business plan and its associated initiatives and projects
14. To consider annual reports on the provision of TBMH activity and make recommendations for development/change as required
15. To view end of year financial accounts on an annual basis

**Membership**

* TBC, External Chair
* TBMH Head, Stuart Whatmore (Chair);
* TBMH Deputy Head, Jane Da Costa;
* TBMH Administrator, (Secretary);
* Royal Albert Hall, Education & Outreach Manger, Flo Schroeder;
* Royal Albert Hall, Paul Munday, Education & Outreach Executive;
* Royal College of Music, Head of Learning & Participation, Hayley Clements;
* Bi-Borough School Standards Team, Principal Lead Advisor, Shelley Duffy
* LBHF School Effectiveness Team, Principal Lead Advisor, Keith Tysoe

Regularity of meeting: every 4-8 weeks

# APPENDIX A - TBMH Music Strategy Key Strands that support Key Priorities

**The TBMH has devised a top-level music strategy (**[image HERE](https://www.triboroughmusichub.org/media/3191/tri-borough-music-strategy-feb-2017-update.pdf)**) which summarises the approach taken to meet all service priorities.** To achieve this, the TBMH is committed to high-quality learning at all levels under-pinned by mutually beneficial partnerships which contribute to and support the music education within the three boroughs. **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

# How the Tri-borough Music Hub tracks and quantifies how its partners are meeting the strategic aims

We continue to measure our partners’ success against 16 strategic aims in four strands. 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.

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of service users benefittingStrategic Aim | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | Year-on-year change |
|  |  | 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 B - Service Review 2021

As part of an externally led strategic whole service review during the 2020-21 academic year, the Tri-borough Music Hub (TBMH) has clear information from key stakeholders (TBMH Tutors; TBMH Partner Organisations; Teachers in schools; Parents & Carers; Young people) regarding local need. It is clear that given the breadth and scale of the people who the Tri-borough Music Hub serves, each stakeholder group has their own specific needs and desired outcomes. Nonetheless, four common themes have emerged from the 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.

# Service Review - Combined Recommendations and Responses

**Responding to your feedback**

We have listened to your feedback, questions and recommendations raised during the stakeholder consultations. Together, as a team, we have considered what we can do and what we will be able to change as a result. The following areas will become key priorities for us going forward, with key links to partnership working, highlighted:

**Theme One: Access, diversity, and inclusion**

How could the hub engage with a more diverse range of partners, communities, and families?

We will review our existing partnerships in order to ensure we engage with an *even wider* range of arts organisations and education agencies, to ensure that we bring about the best outcomes for our local communities. We will re-focus all partnership work towards directly meeting our strategic aims, diversifying partnerships as needed to ensure greater representation across all protected characteristics.

What needs to happen to build a staff team and workforce that are more diverse and representative of the three boroughs?
The TBMH will actively look at employment pathways to widen our pool of tutors and entire workforce to improve representation. This is a long-term change. We are also committed to working towards a more family-oriented approach for our whole workforce, with all voices being heard, valued and able to contribute to meaningful change.

What does *excellence in access and inclusion* look like for the hub?
We would like to support a cultural shift that all pupils can access music without having to limit their expectations or choices. It is essential that all TBMH activity is equitable and inclusive across all protected characteristics, to allow our participants (children, young people, workforce) to genuinely feel like they belong. We will promote the idea of ‘see it, be it’ by having role models in place, and we will ensure the voices of young people are heard.

How can significant barriers to access be reduced (e.g. financial barriers, practical barriers)?

* This is a challenging area. We remain committed to providing financial support to those with the most need through our remissions funding (50%), sibling discounts (50%), and our numerous scholarship places which are supported through external funders. We need to investigate how those that can afford to pay more are charged more, and how this may balance how we then support those in the most need. We also need to maximise fundraising potential via our sister charitable arm, the [Musical Boroughs Trust](https://www.musicalboroughstrust.org.uk/), and attract high-profile advocates for our work who will help bring new money into the TBMH.
* With 49,823 children ([source](https://directory.londoncouncils.gov.uk/demographics/)) in our 3 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.
* Practical barriers around access are mainly to do with the geography/location of where we deliver activity and with reducing funds, it is hard to run multi-site activity. By the nature of serving three boroughs, wherever we choose to run an activity this will automatically not be on the doorstep of two of the boroughs.

**Theme Two: Children’s enjoyment and wellbeing**

What do children and young people need *most* post-COVID to be able to learn, enjoy themselves and flourish?

Children and Young people need secure, safe, and consistent music education opportunities that will allow them to rebuild their confidence - personally, musically, and socially. We will support this through our programmed activity, ensuring that all partners understand and subscribe to the importance of wellbeing through music education. We will also ensure that our workforce of musical practitioners and educators respects and understands their commitment to providing consistency for learners when accepting regular teaching and learning work.

How could the TBMH create time and space for young people to be creative and re-socialise as we emerge from the pandemic?

Through our existing Youth Voice Council, we will continue to identify and clarify the needs of young people. Within our planned weekly activities, we already ensure that each class or ensemble has built in ‘social’ time. This is something for us to further develop with all ensemble and activity leaders. We must balance musical learning and progression, with the importance of children and young people engaging in social mixing and meeting new people.

How can music help reduce the challenges that young people face, such as pressure on attainment, mental health issues and so on?

We know that music can play a major part in positively contributing to the lives of children and young people. We are committed to ensuring our music practitioner workforce attend ongoing Mental Health First Aid training to reinforce staff awareness of the pressures facing young people. No pupils will be forced to take on anything that they do not wish to do, for example graded exams or public performances, and we will focus on nurturing a secure and safe holistic learning environment.

**Theme Three: Youth voice**

Youth voice is greatly appreciated by the young council members. How could you make sure that more young people can benefit from this opportunity?

At present, every Tri-borough school can nominate a young person to represent their school on our Youth Voice Council. There is scope for more schools to engage with this opportunity and we will aim to secure this by building on our school relationships and refining our messaging. We would like to rekindle pre-pandemic discussions with non-formal settings such as youth centres in order to further diversify the range of voices that come forward.

How can you capture more voices across your activities and communities?

We will be instigating a new Youth Board for 14–25-year-olds in the coming academic year which will complement the existing youth voice work and provide progression opportunities for young people in getting their voices heard.

Who are you not currently reaching and what might they say?

Our Youth Voice Council engagement is primarily with students in our own out-of-school activity and those from schools where we have strong relationships. We would benefit from hearing from students engaging with music in informal ways; those via partner organisations; and those from non-formal organisations, such as youth clubs. We want to hear what young people have to say, and we are not afraid of being challenged.

**Theme Four: Relationships and communication**

How can already strong partnerships be further developed?

We will refocus on, and be explicit about, the purpose of all existing partnerships and what outcomes are being achieved by working together. This will lead to better understanding of each other’s goals through an equal and reciprocal relationship, centred on honesty and openness. Some existing partnerships may need to come to an end if clarity of mutual purpose is not there, or if there is a lack of tangible benefit to our local young people from their current work.

How can new partnerships, especially with organisations representing diverse communities, be established?

We are open to new opportunities and actively seeking gaps in our network of partner organisations, not just those based in the arts, but also those from wider education agencies, for example the Virtual School for Looked After Children, or Youth Offending Services. We will continue our current work with the Local Authority SEND and Inclusion teams to ensure we make our work as accessible as possible to young people who receive sensory support, for example young people with a vision impairment, multi-sensory impairment, or young people who are deaf or hard of hearing. We will take a more joined up, holistic approach to partnership working to ensure that pupils from all backgrounds are included and actively encouraged to get involved.

How can dialogue with parents/carers be developed and expanded?
We will review our overall approach to communications and whether having a dedicated communication channel for parents, carers and families is useful or feasible. This might include a regular newsletter, blog, or meeting forum. Our priority is establishing what information is needed, who we should be targeting and how they might engage. Our ultimate ambition is to have more direct interactions with parents and carers.

How should the hub best communicate its reach and impact?

We will build upon our existing channels of communication and will enhance these through infographics, and more targeted use of social media channels. We are committed to improving our overall promotion and celebration of our achievements. Tri-borough Music Hub delivers a great amount of high-quality music education activity that positively impacts thousands of children and young people, but we need to get better at letting people know what we do and how they can get involved.

**Our commitments**

These following commitments build upon an 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.

**Head, TBMH, March 2022**