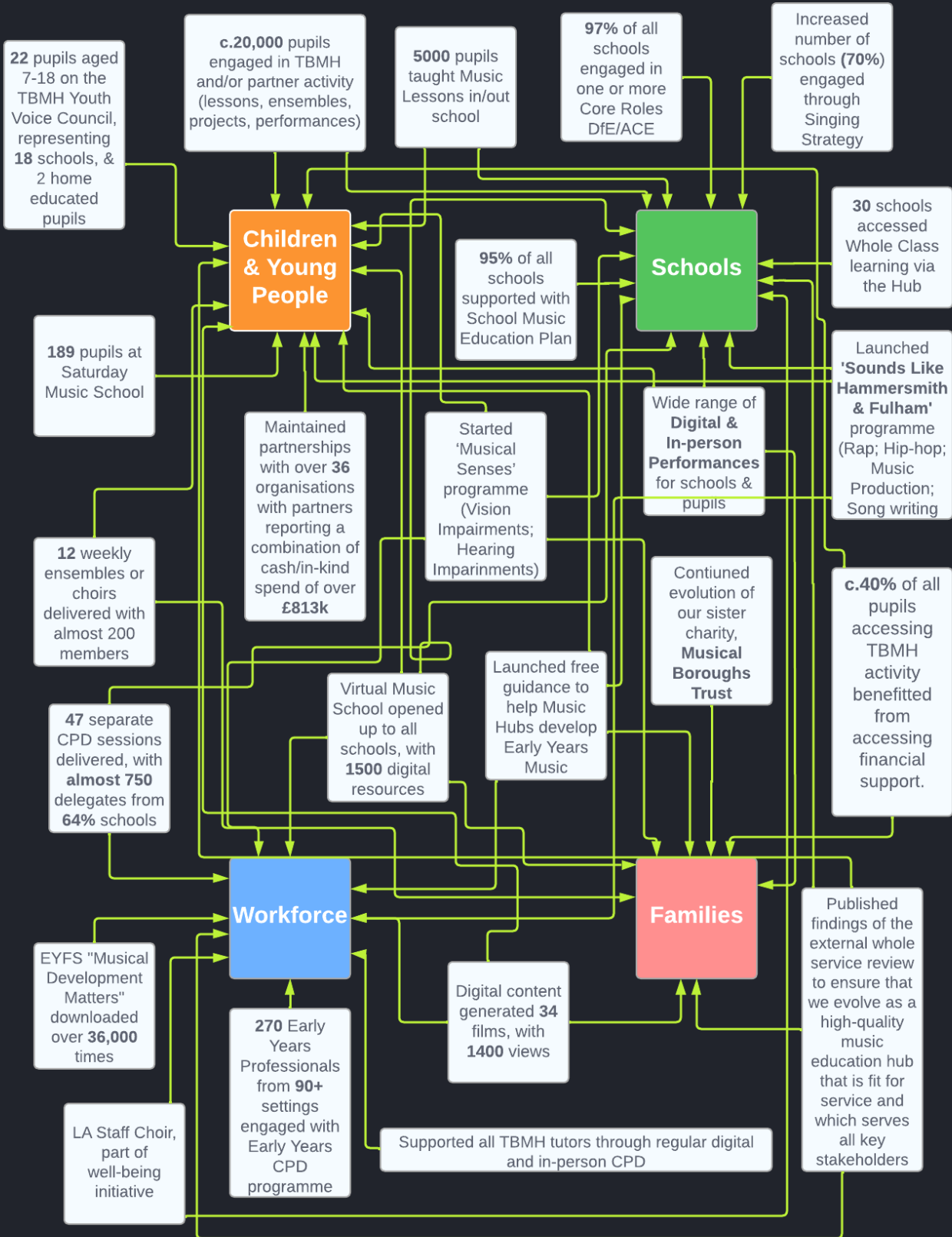


Key Headlines from 2021-22 academic year



Tri-borough Music Hub: Annual Report for 2021-22 Academic Year



- “I adore TBMH, you instil confidence in the children to reach their musical potential. I love how inclusive and understanding you are for all abilities. Learning music with you has helped my daughter in all aspects of learning. Learning to co-ordinate her body to play the instruments has had a direct impact on her dexterity which has helped with learning to write and perform other fine motor skills”.
- “A wonderful and caring team that nurtures the children's talents and their love for the music.”
- “I look forward to Mondays as it's nice to have a place to go and play music with others in a band. I go with my school friend and have made new ones.”
- “Inclusive, fun, professional.”

Compiled quotes from parents/carers/pupils

“I just wanted to say a massive thank you to you all for the Brass is Back project, it has been a really transformative experience for our 16 Year 5 children and the performance was a really pivotal moment for many of them, helping them to really think of themselves as musicians. The class teacher was very emotional when she came back, she said they were just so lit up, and confident, and proud of themselves. They had a real sense of achievement and teachers, parents and students could not speak highly enough of the teaching - it was noted by both teachers and parents that the Wendell students were really reading the music and seemed to have a real grounding in the notation and counting the bars of silence etc. Just an all-round amazing moment for these kids, who without this project would NEVER have had the chance to access these instruments, let alone perform at the Royal Albert Hall.”

School Teacher, Wendell Park Primary School

“It has been a pleasure to work with you and all the TBMH Team and Teachers. All your help, support, appreciation, and passion for music education is incredible and I appreciate it a lot.”

Tutor

"I just wanted to say a massive thank you for the opportunity you gave me last night, as compere for Future Sounds 2022. It was truly such an amazing night, and I am so grateful to have been a part of it yet again. It was fantastic to have the chance to work with Tri-Borough again, I honestly went home with the biggest smile on my face, and I felt so proud to have been a part of the event. Thank you so much for trusting me to be a compere, it really means a lot to me and I really appreciate everything you've done for me. I hope to work with you again in the near future, if you need any help with Tri-Borough or the Musical Boroughs Trust then please let me know as I would love to get involved and help you out wherever I can."

Chloe Armstrong, Compere, and Student for Future Sounds 2022

"Dear All, Thank you very much for your kind support in the past five/six months. After seven months living in the hotel, we are going to move to our permanent accommodation in Wokingham outside of London next week."

Parent of Afghan Refugees

"I'm going to be absolutely honest with you all, (daughter) has built her confidence around her experience at the Tri-borough. From the get-go at the age of 5 up to now at 11, all of her TBMH teachers have provided her with invaluable encouragement and recognition, and this has been the foundation of her love for music and her actual self-belief. With the Tri-borough (daughter) has not only been able to take the RSL exam, be the lead guitar, take part in the Youth Voice Council or even perform for such large crowds at the Gala shows but also started composing her own music, editing it, and even having the courage to come up to you and show you her work which you so kindly allowed her to play with the ensemble. I don't have the words to express how truly wonderful and life-altering this has been for our daughter."

Saturday Music School and mid-week ensemble parent

"I just wanted to let you know how much I enjoyed the Christmas Concert that was premiered earlier. This really did demonstrate the very high quality of the music education experiences that are made available to all children and young people through the Tri-borough Music Hub. I was also impressed by the high quality of the presentation and how we were able to see all the children performing from across the schools. World Class! Congratulations and well done to everyone involved."

Deputy Director of Education, Bi-Borough Education

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Executive Summary

The 2021-22 academic year was the first year of being able to deliver activity free from any Covid-19 restrictions around social distancing, deep cleaning, and limited participant numbers. Therefore, this marked the beginning of rebuilding all Music Hub activity, in and out of school, after the pandemic.

The TBMH aimed to provide schools, pupils and families stability, clarity, and a range of free/accessible opportunities for them to engage with. Our school engagement was considerably higher than the previous year clearly reflecting the quality offer that we gave to all schools and the value they place on our strategic function as the Lead Organisation for Music Education in our three boroughs.



Over the course of the 2021-22 academic year, we:

- worked with 20,000 (35%) children / young people (5k in schools, 500 out of school, 15k via partners)
- worked with 96% of all schools in some way across Hammersmith and Fulham, Kensington and Chelsea, and Westminster:
 - supported 144 schools (95%) through our holistic School Music Education Plan
 - engaged with 84% of all schools in a core Arts Council role (Primary 89%; Secondary 85%; 16 plus 40%; all others 67%).
 - supported 40% schools to access a large-scale high-quality musical performance event
 - supported 70% of schools through our Vocal Strategy and range of opportunities
 - offered 100% of all schools free musical opportunities including making the Virtual Music School available to every school and family; and giving every school free membership to Music Mark
- began our bespoke 'Musical Senses' programme of work focused on supporting young musicians who are either blind/visually impaired or deaf/hard of hearing with 6 bursary places.
- delivered 47 separate CPD training events with c.750 delegates, from almost 100 different schools (64% schools)
- presented 27 separate performance events, featuring c.3k performers and c.8k audience members
- taught over 420 hours of weekly in-school delivery in 45 schools, teaching c.5000 pupils; and in addition, delivered 120 workshops in Alternative Provision settings, SEND schools, and Secondary schools through our Sounds Like Hammersmith & Fulham Programme.
- delivered 11 weekly classes (choirs, ensembles, music production) running weekdays after-schools for over 200 pupils; and a Saturday Music School for 180 pupils, including 89 vulnerable pupils

- supported over 140 pupils who have been receiving financial support either through a scholarship, bursary, or remission
- worked in partnership with 27 Delivery Partners, 3 Additional Providers, and a further 26 organisations within the wider music education network; all with the benefit of bringing high-quality opportunities to pupils, schools, teachers, and families. These partners reported that they spent £633,886 hard cash on activity for Tri-borough schools, pupils, or teachers; and an in-kind spend of £179,382. This totals £813,268 of additional funding spent by the TBMH partners for the benefit of schools, pupils, and teachers in our area.
- delivered a digital Youth Voice conference led by our Youth Voice council with 22 members representing 18 schools and 2 home educated pupils, as well as TBMH Young Ensemble Leaders. A further 6 students made up the Young Music Producers Board from 6 different schools.
- were told that 96% families rated us 5 in response to “On a scale of 1-5 how much do you value having the Tri-borough Music Hub to provide music tuition for your child?” (5 being highest/happiest)

You can check out photos and videos from the past year at all the links below

Photos – all photos (going back to 2014) can be found [HERE](#).

- Weekday Sharings from December 2021 – [HERE](#)
- Weekday Sharings from March 2022 – [HERE](#)
- Playing Days from March 2022 – [HERE](#)
- Future Sounds from March 2022 at Bush Hall – [HERE](#)
- Lord Mayor of Westminster launch of Music Makes Me from May 2022 – [HERE](#)
- Infant Voices 2022 – June 2022 – [HERE](#)
- Brass is Back – whole year plus June 2022 performance – [HERE](#)
- TBMH Gala 2022 – July 2022 – [HERE](#)
- The Big Gig at Westfield – [HERE](#)

Videos/Films – all our films (going back to 2014) can be found [HERE](#):

- Last Christmas by Next Level Voices – [HERE](#)
- Digital Christmas festival – [HERE](#)
- Inclusion In School Music delivery – [HERE](#)
- Infant Voices festival – [HERE](#)

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 collaboratively 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 2022**

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. 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 the Royal Albert Hall and the Royal College of Music. In addition, a quality-assured group of delivery partner organisations 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.

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.

Key Themes in the evolution of the TBMH

Four common themes have emerged from our 2021 stakeholder ([HERE](#)) consultation and research, which highlight the challenges that need to be overcome in order to deliver the best possible service.

- **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.

TBMH focus priority areas and strategic vision

Everything we do is underpinned by innovative music education which ensures all TBMH, and partner, activity follows our values of: **Inclusive — Exceptional — Inspiring— Progressive — Sustainable** with **representation, equity, diversity, and inclusion** at the core of our work.

1. Musical development of children and young people

To support musical progression through a broad range of outstanding and fully inclusive musical pathways for children and young people with Youth Voice embedded in our work

2. Enhancing music provision in schools and settings

To engage with all schools to enhance the delivery of an effective music curriculum by supporting access to high-quality music education opportunities

3. Developing the music workforce

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

4. Family and community engagement / Events

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 & our diverse partner organisations

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 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**

2021-22: 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. 56,488 five to 18-year olds attended state-maintained education settings in the Tri-borough area in 2021-22.

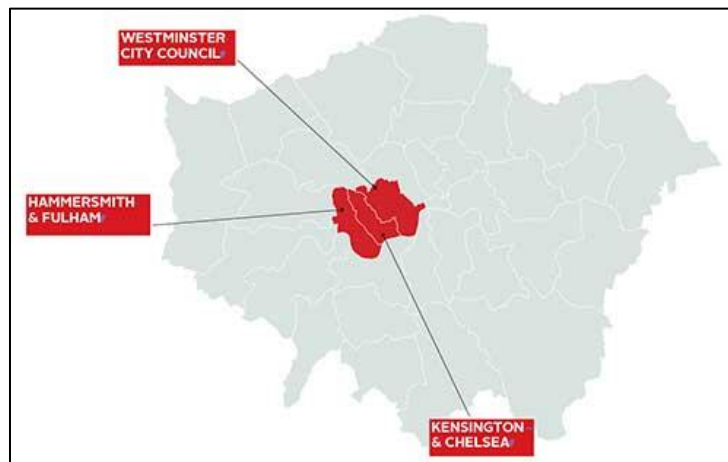


Image source: <http://www.kcwtoday.co.uk>

In 2021-22 there were:-

- 165 maintained schools and settings, including:-
 - 16 EYFS settings or maintained schools with EYFS provision
 - 104 mainstream primary schools and 26 mainstream secondary schools
 - 2 all-through schools with primary and secondary provision
 - 6 Sixth Forms or colleges
 - 5 Alternative Provision settings
 - 10 special schools and settings including 1 Non-Maintained Special School (NMSS)
- 56,488 children and young people on roll (Yr R0 to 13) at state schools in the Tri-borough
- 49% female and 51% male
- 620 Looked After Children

Census contextual data (Spring 2022)

Borough	Pupil Premium*	English as an Additional Language	Education Healthcare Plan	SEN Support
Hammersmith and Fulham	28%	40%	6%	10%
Kensington and Chelsea	41%	50%	5%	12%
Westminster	45%	56%	4%	12%

*NC Year R0 to 11

Our work with Schools and Pupils

Successes and challenges in delivering core and extension roles

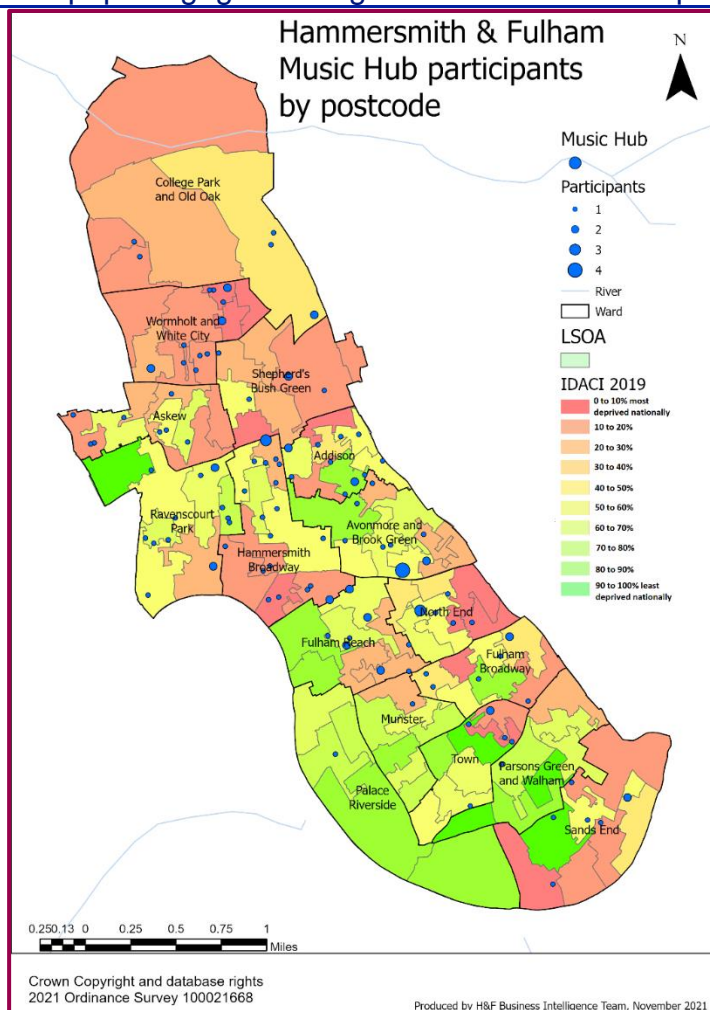
The Arts Council specifies four Core Roles for music hubs and an additional three Extension Roles. The degree to which we engaged schools in each role is specified in the table below. Every single school and setting was offered free music support of some kind. The main headline is that we engaged 128 of our Hub Schools (84.2%) in a Core Role, and 148 of our Hub Schools (97.4%) in a Core or Extension Role or via our School Music Engagement Plan (SMEP).

	ACE Core role	ACE Core or Extension role	Whole Class Instrumental learning	Ensembles	Lessons	Singing	CPD	Instrument Hire	Large Scale Events	School Music Education Plan	Meaningful Engagement
Core schools supported	128	148	30	65	85	106	98	12	60	144	127
Core schools not supported	24	4	122	87	67	46	54	140	92	8	25
Core schools total	152	152	152	152	152	152	152	152	152	152	152
Other schools supported [†]	48	52	0	21	35	11	0	0	1	6	1
Percentage of Core schools supported	84%	97%	20%	43%	56%	70%	65%	8%	40%	95%	84%
<i>Breakdown of engagement by school type</i>											
Mainstream Primary [♪] engagement	92/104 = 88%	103/104 = 99%	30/104 = 29%	48/104 = 46%	62/104 = 60%	78/104 = 75%	65/104 = 63%	12/104 = 12%	38/104 = 37%	100/104 = 96%	90/104 = 87%
Mainstream Secondary [♪] engagement	24/28 = 86%	28/28 = 100%	0/28 = 0%	15/28 = 54%	21/28 = 75%	19/28 = 68%	23/28 = 82%	0/28 = 0%	13/28 = 46%	28/28 = 100%	27/28 = 96%
Sixth Forms / colleges engagement	2/6 = 33%	4/6 = 67%	0/6 = 0%	1/6 = 17%	1/6 = 17%	1/6 = 17%	0/6 = 0%	0/6 = 0%	2/6 = 33%	3/6 = 50%	2/6 = 33%
Special Schools engagement	7/11 = 64%	10/11 = 91%	0/11 = 0%	0/11 = 0%	2/11 = 18%	6/11 = 55%	8/11 = 73%	0/11 = 0%	6/11 = 55%	10/11 = 91%	8/11 = 73%
Alternative Provision engagement	4/5 = 80%	5/5 = 100%	0/5 = 0%	1/5 = 20%	0/5 = 0%	3/5 = 60%	3/5 = 60%	0/5 = 0%	2/5 = 40%	5/5 = 100%	2/5 = 40%

[†] 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.

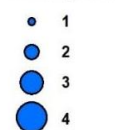
Heat map of out of school pupil engagement against the indices of deprivation



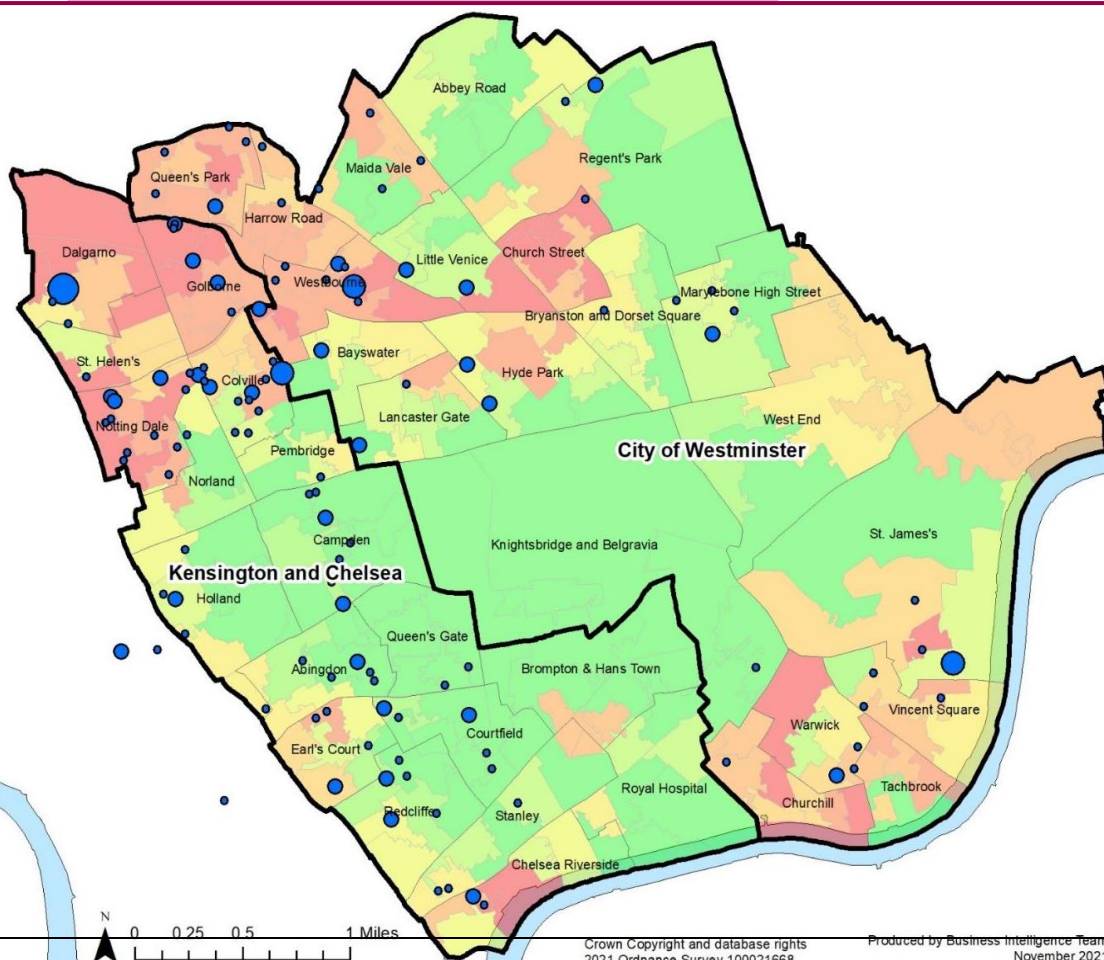
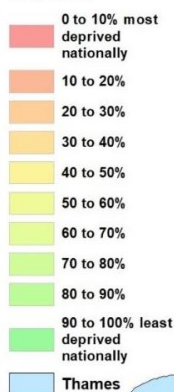
Bi-Borough Music Hub participants by postcode

Music Hub

Participants



IDACI 2019



Whole Class Ensemble Teaching (WCET)

We understand and recognise that Whole Class Instrumental Learning stats remain low (20%); however, this is due to many schools still feeling the effects of rebuilding their own curriculums and not being ready to re-engage with this particular strand. Of the 30 schools who did run this, 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. 3,402 pupils engaged in the Rastamouse or *groove'n'play* programmes in 2021-22, up from 3,062 in 2020-21.

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.

Many schools deliver their own programme, using TBMH historic resources, but have not reported this to us.

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.

The full programme involved 187 pupils in after-school weekday activity; and 189 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 increased to 179 (up from 114 in the previous year).

Progression, in all guises, remains integral to our approach and ethos.. 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 106 schools (70%) through our Vocal Strategy and range of opportunities – this represented 75% of primary, 68% of secondary and 55% of special schools. 60% of Alternative Provision settings were also engaged. Again, we offered every school free access to our 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 rebounded positively to 60, up from 31 in the previous year. The 70% engagement of schools with our overall singing strategy marked an increase from 58%, 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 was 55.9% (up from 50.7%). The total number of pupils learning with TBMH tutors at school was 617 (previous year 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 144 schools (94.7%) (previously 133 or 88%) through our holistic School Music Education Plan (SMEP)
- 64.5% (previously 56%) of schools engaged in our CPD programme
- 7.9% (previously 2%) of schools hired an instrument through a charged SLA; however, multiple schools retained TBMH Instruments during the pandemic that we did not charge for
- 150 pupils hired an instrument outside of school
- 39.5% (previously 20%) of 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 144 (prev. 133) schools we supported through SMEP, this was 96.2% (prev. 92%) of all Primary schools, 100% (prev. 96%) of all Secondary schools, 50% (prev. 33%) of 16 plus, and 93.8% (prev. 65%) of SEND/other.

Our support in 2021-22 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 2021-22 was broadly programmed under the following strands:

- Safeguarding
- Phase-specific Network meetings
- Curriculum training opportunities
- Early Years Programme (NB programme came to its funding end in Dec 2021 meaning that this strand of CPD stopped at end Autumn term.)
- Whole Hub staff meetings including open discussion platform
- The Head and Deputy Head also delivered content as part of the Undergrad and postgrad courses for RCM students, supporting the links between HR and the industry and helping to shape the next generation of music teachers.

During 2021-2022 the TBMH hosted 46 different CPD training workshops and events online with almost 750 attendees representative of our workforce including tutors, core team, partners, school teachers and other music educators, including over 98 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. Barnardo's fundraiser at RAH with Junior Voices choir, Nov 2021). Hub-led performances throughout the year included:

- Digital Christmas Festival featuring 23 schools and 600 pupils (video [HERE](#))
- Future Sounds featuring 7 selected contemporary artists agreed 11-18 at Bush Hall (March 2022)
- End term informal sharings for all classes and ensembles/choirs/SMS (throughout the year)
- Gala Showcase (July 2022)

Sounds Like Hammersmith & Fulham

A major partnership programme (started Jan 2022 and running to Dec 2022) has been realised in the 'Sounds Like Hammersmith and Fulham' project which the TBMH is the lead partner in the LBHF GLA Cultural Impact Award (details [HERE](#)). This delivery is focused on 14-18 music working with every 14-18 setting in LBHF. This has brought in £180k of funding in – c.£40k management fee, and £140k on delivery.

Sounds like Hammersmith & Fulham is the springboard for the delivery of a ten-year programme of cultural development in the borough. The focus is young people, creating the opportunity for long-term change through social integration and by countering knife crime through innovative arts and cultural provision, using music as a medium. The programme will be a catalyst for change, providing opportunities to foster and facilitate collaboration between music professionals and lay people of all ages, backgrounds and abilities. It will be delivered in two phases – the first for 14-18 year olds, the second for 18-25 year olds, which will be delivered by HQI. **Sounds like Hammersmith & Fulham** is funded by a cultural Impact Award as part of the Mayor's **London Borough of Culture programme**.

Phase One is an ambitious music programme throughout 2022 available for all 14-18 year olds who live or go to school in LBHF focussing on 3 genres: Music Production & Technology; Hip-hop & Rap; & Song-writing. 6 students made up the Young Music Producers Board from 6 different schools.

The programme will focus on the following areas:

- Youth Voice & empowerment
- Educational settings provision
- Musical opportunities & mentoring for young people out of school time
- Provision, mentoring, accreditation & pathways for young people not in education, employment, or training
- Performance opportunities and celebration of talent

Using technology to deliver for our stakeholders

From the Autumn Term 2021, 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 bespoke digital resources, PDFs and videos from aural practice and instrumental tutorials to music technology and composition courses, suitable for all ages.

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 2021-22:

- 37 schools regularly accessed our Charanga Platform, using its musical digital technology in 5,387 hours of teaching. Also, through the Charanga digital platform, 8 of the hub's instrumental teachers amassed over 377 hours of usage of digital technology in live teaching.
- engagement with Yumu, the children's online learning part of the Charanga Platform, has been strong with an additional 63 children having been provided with individual online access over the academic year.
- 1 special school also accessed the Charanga platform and used it to provide access for young people to a range of core music learning activities.
- There were 3,261 teacher login days in the last 12 Months

For music technology, we continued to deliver weekly BandLab and Logic classes outside of school time with limited take-up. This has been a really positive development for the TBMH and is now part of the regular offer of music production.

The TBMH has seen benefits from digital developments and embraced this progressive approach to engagement (social media, digital delivery, teaching and learning resources). We continued to embrace the challenge of digital performances and editing/creating/producing digital content. The team led this through gaining new skills, 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 1.4k views, of which 900 were unique viewers, and our Digital Christmas Festival being the most watched film of the year.

We also used (and continue to use) Vimeo to host all the teaching and learning resources for the Sounds Like Hammersmith & Fulham programme with 34 videos made and shared, so far.

Social media platforms have continued to be a useful communication tool – Twitter and Instagram being the main vehicle, with Facebook, and also using our website; MailChimp for e-newsletters. In order to make the VMS happen we also set-up an unlisted YouTube channel to help host the content.

Supporting Access, Inclusion, Representation, Equity and Diversity

The TBMH commissioned Sound Connections to run a Stakeholder consultation in the Spring/Summer of 2021, with all information publicly shared in September 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 22 members representing 18 schools and 2 home educated pupils, as well as TBMH Young Ensemble Leaders. A further 6 students made up the Young Music Producers Board from 6 different schools. 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) with the delivery of a national Youth Voice conference in July 2022.

Our Tutor Diversity Ambassador helped lead and steer work related around equity, diversity, inclusion, and representation. We have refreshed our statement regarding ‘music for all’; and all team members have either been on the RBKC Unconscious Bias training, plus engaging in ongoing dialogue as a team about improvements to be made.

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 further developed the Musical Senses programme 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

Before, during and since the pandemic, the TBMH continues to use core DfE funds to enable remissions for the families of our pupils. On top of our already heavily subsidised prices for outside of school activity, both in-person and online, in 2021-22 we applied a further **£21,978** of concessions (up from £14,493 in 2020-21) to parents/carers of pupils in receipt of free school meals, and/or with siblings attending the same activity. There were **104** individual pupils (up from 75) accessing TBMH remissions (**25%**, up from 23%). A further **44** pupils (up from 36) benefitted from full scholarship fees (**11%**). Collectively over **36%** of the **414** (up from 333) pupils engaging in TBMH-led programmes of activity benefitted from accessing financial support.

- The total cost of running this activity was **£199,865** (up from £131,458)
- The total income from parents was **£110,038** (up from £66,951):
 - Autumn **£35,399** (up from £22,916)
 - Spring **£38,231** (up from £22,381)
 - Summer **£36,408** (up from £21,654)
- We spent **£89,827** (up from £47,865) subsidising these activities to ensure that costs were accessible. This equates to 45% of the cost (up from 36%). This was an average spend of **£217** on each pupil outside of school over the course of the year.

Hub Workforce Diversity survey, comparison with national data, and trends over time

This year we again 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. With two consecutive years of data we are able to indicate whether the hub is becoming more or less representative of the broader population over time (by comparison to national averages garnered from a range of sources).

Becoming more representative	Green means that, relative to the previous year's figure, this year's figure is converging with the national average used as a comparator. In these categories the survey indicates that the hub is becoming more representative.
Becoming less representative	Pink means that, relative to the previous year's figure, this year's figure is diverging from the national average used as a comparator. In these categories the survey indicates that the hub is becoming less representative.
Neither more nor less representative	Orange means that the figure for this year is neither moving towards nor away from being representative of the national population.

Please note that no value judgement is intended to be attached to these colours, they simply indicate whether the difference between the hub workforce and the population in terms of representation has closed or widened statistically.

Gender identity

	TBMH		England & Wales (2021 census)
	2020-21	2021-22	
Female	68.2%	68.8%	51.0%
Male	31.8%	31.3%	49.0%

Men are under-represented, and women over-represented within the hub, compared to the national picture in the 2021 census. No one in the hub identified as other than Male or Female. PNTS are excluded in these figures.

Sexual Orientation

	TBMH		ONS data 2019
	2020-21	2021-22	
Heterosexual / Straight	74.5%	84.8%	93.7%
Lesbian or Gay	10.6%	4.4%	1.6%
Bisexual	6.4%	4.3%	1.1%
Queer / Other	2.1%	6.5%	0.7%

Gay Men and Women, Bisexual and Queer people are over-represented in the hub compared to 2019 ONS data, whereas Heterosexual people are under-represented.

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)		England and Wales working age population (2011 Census)
	2020-21	2021-22	
White ethnic groups	84.7%	87%	85.6%
Asian ethnic groups	6.5%	6.5%	8.1%
Black ethnic groups	2.1%	2.2%	3.4%
Mixed ethnic groups	2.1%	4.3%	1.8%
Other ethnic groups	4.3%	0%	1.1%

Asian, Black and Other ethnic groups are all under-represented, whereas White and Mixed ethnic groups are over-represented.

Disability

	TBMH (excluding PNTS)		Working age population in Britain (data from St Andrews University)
	2020-21	2021-22	
Deaf / Disabled	7.1%	8.5%	18%

Deaf and Disabled people are under-represented in the hub compared to the working age population.

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 2021-22 academic year allowed for re-engagement with between the Grenfell Team and the TBMH, and Strategic Partners.

School Music Context

Performance in Public Exams data

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 EY 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 36,000 times with over 900 hard 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 all unique challenges that we had to navigate our way through. Families, children, organisations and EY services were 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 the 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 ended in Dec 2021 with full evaluation report available [HERE](#).

Partners in the consortium:

- | | |
|--|----------------------------------|
| 1. Bi-borough LA School Standards, Children's Services | 9. Sound Connections |
| 2. Chickenshed Kensington & Chelsea | 10. The Voices Foundation |
| 3. Creative Futures | 11. Tri-borough Music Hub |
| 4. LBHF LA Children's Services | 12. Wigmore Hall |
| 5. Inspire-works | 13. WCC Children's Centres |
| 6. Music House for Children | 14. LBHF Children's Centres |
| 7. Royal Albert Hall | 15. RBKC Children's Centres |
| 8. Royal College of Music | 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
2021-22	£502,902	£1,635,123	£1,132,221	70%	£179,382	£633,886	£813,268

The 2021-22 Financial Year remained challenging for all the reasons connected to the pandemic, however, we were able to bring in the most money ever in the history of the TBMH with a turnover of c.£1.6m, mainly due to the award of the LBHF 'Sounds Like Hammersmith & Fulham' commission. We have worked incredibly hard to maintain a strong financial resilience in a very difficult situation that again was not helped by a lack of known information regarding the future of core funding.

The 2021-22 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 (e.g. John Lyon's Charity and the Ingles Charitable Trust) further developed, and new ones (with Three Monkeys Trust) established.

MBT maintained public fundraising campaigns using the charity's 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. The HMRC Gift Aid status on top of donations from individual donors has enhanced income received. Trustees continued networking with local high-net-worth-individuals as potential future donors and advocates.

Trustees continued networking with local high-net-worth-individuals as potential future donors and advocates.

In 2021-22 the TBMH received the following additional income:

- £42,000 towards building costs / room hire from the Tri-borough LAs
- £10,562 from Youth Music towards the TBEYMC project
- £30,000 from RBKC (use of Gifted & Talented fund)
- £21,600 for John Lyon's Charity for scholarships (£10,800 a late payment for 2020-21)
- £13,029 from LMF for scholarships
- £12,553 from LMF for our Brass is Back project
- £9,956 from Thomas' Foundation for scholarships
- £7,591 from Musical Boroughs Trust towards Musical Senses project
- £6,348 from Thomas' Foundation for scholarships (late payment for 2020-21)
- £500 x from The Wrightson Trust
- £264 from The Amber Trust
- £165 from Lyric Hammersmith

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 2021-22

Source	Amount
Music Hub Core Grant	£502,902
Income from Schools	£454,247
LA Grants and Contributions	£147,720
Income from Parents and Families	£88,387
Youth Music Grant	£10,562
Sponsorship	£511
Charitable Foundations and Trusts	£93,557
Other income	£284,581
Total Income	£1,635,123

Tri-borough Music Hub Expenditure detail 2021-22

Item	Amount
Delivery costs for Core Roles	£1,030,340
Delivery Costs for Extension Roles	£ 106,308
Administrative Costs	£ 216,961
Instrument Costs (repairs, renewals, storage)	£ 6,438
Other expenditure	£ 270,060
Total	£1,630,107

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 30% 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 CBE, Chair | • Catherine Marris |
| • Ian Adams | • Claire Goddard |
| • Fatine Boumaaz | • Tim Garrard |
| • Eva Morrison | • Stuart Whatmore |
| • Linlin Jin | • Jas Viridi (Secretary) |
| • Ed McGovern | |

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.triboroughmusichub.org/support-us/> and watch this film <https://vimeo.com/489353538> to hear from Chloe, Chair of the Youth Voice Council.

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 three 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 2021-22 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	2021-22	Change
Percentage of schools engaged in a DFE / ACE Core Role capacity	82.6%	84.2%	+1.6%
Number of pupils taking part in hub-led or supported WCET	3,989	3,402	-14.7%
Number of pupils taking part in small group or individual hub lessons, face to face	1815	872	-52%
Percentage of hub schools engaged with Singing Strategy	50.3%	69.7%	+19.4%
Percentage of hub schools sending teachers to any hub CPD	30.1%	64.5%	+34.4%
Total number of vulnerable pupils accessing TBMH's out of school provision	55	89	+61.8%
Total number of Youth Voice Council members	13	22	+69%
Percentage of hub schools buying in to SLA	67.3%	31%	36.3-%
Total number of followers across all social platforms, newsletter, etc	2,453	4,362	+77.8%
Turnover excluding Core Grant from ACE / DfE	£759,636	£1,132,221	49+%
Total number of scholarships + pupils accessing hub with remissions	213	149	-30%
Total Strategic Aim 'impacts' from partner organization analysis	462,781	212,666	-54%

Our Partner Organisations (2021-22)

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	Aurora Orchestra	Professional Ensemble
3	The Bach Choir	Professional Ensemble
4	Charanga	e-Learning music & technology
5	Chickenshed Kensington & Chelsea	Immersive musical theatre and education outreach
6	Creative Futures	Multi-arts provider with SEN and EYFS focus
7	English National Opera Engagement	Professional opera and education outreach
8	Fulham Symphony Orchestra	Amateur orchestra
9	Groove'n'Play	Whole Class Instrumental learning provider
10	Harrison Parrott	Artist agency and supporter of education outreach
11	In-Deep	Music Therapy for families and children
12	Inspire-works	World-music specialists and education outreach
13	Live Music Now	Inclusive Music
14	Nucleo	Sistema Music education
15	The Music House for Children	EYFS specialists
16	The Rhythm Studio	Contemporary & ICT music specialists
17	Royal Academy of Music – Open Academy	Education outreach with schools
18	Royal Philharmonic Orchestra	Professional ensemble and education outreach
19	Serious	Jazz music specialists
20	Sound Connections	EYFS/SEN/CCC specialists
21	The Voices Foundation	Vocal music specialists and education outreach
22	Wigmore Hall	Professional venue and EYFS and education outreach

HOST VENUE PARTNERS

No.	Organisation Name	Summary
1	Latymer Upper School	Hosts Saturday Music School
2	Lyric Hammersmith	TBMH office and weekday activities host

LOCAL AUTHORITY PARTNERS

No.	Organisation Name	Summary
1	LBHF 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
4	Westminster City Lions	Wider community work in WCC
5	LBHF Learning Partnership	School link in LBHF

ADDITIONAL PROVIDERS

No.	Organisation Name	Summary
1	Inner Voices	Vocal provider
2	Pimlico Musical Foundation	Education Providers
3	English Folk Dance and Song Society	Cultural Education

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, the 36 named partners during 2021-22, there was a significant drop-off of engagement for some; and only 56% of partners respond to our annual data survey to report their activity. This is likely due to impacts of Covid-19 and capacity issues. Therefore, we can only present a partial picture of what happened in 2021-22.

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.

Other headlines to share:

- We formally started working with Nucleo after many years of development
- We made Groove'n'Play a formal partner
- Through our partnership with In-Deep we helped programme two schools that benefitted from free in-school music therapy.
- 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 developed links with Carnival Village Trust re steel pans provision (these are yet to be fully realised but continue in discussion)

The partners that did respond, reported in the 2021-22 academic year they spent **£633,886** hard cash on activity for Tri-borough schools, pupils, or teachers; and an in-kind spend of **£179,382**. This totals **£813,268** 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 continue to develop partnerships to ensure they are fit for all TBMH needs.

How well are our partners meeting our Strategic Aims?

In 2021-22 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> <i>Strategic Aim</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>	<i>Year-on-year change</i>
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	12,866	-1%
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	16,088	+10%
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	16,058	+16%
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	15,838	+17%
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	15,968	+16%
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	14,817	+14%
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	16,088	+27%
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	12,106	+7%
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	8,416	-29%
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	14,667	+15%
To embed a musical ethos within the setting	16,504	29,501	27,301	44,865	27,566	18,497	4,497	12,392	+176%
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	14,327	+34%
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	16,058	+40%
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	7,862	-27%
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	10,933	-5%
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	8,182	-31%

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 Partners: Royal Albert Hall

royalalberthall.com

Working with the hub

The Royal Albert Hall continues to be a proud Strategic Partner of the Tri-borough Music Hub. After being completely shut for 18 months due to the pandemic, we have been delighted to have been able to get most of our Engagement programme for schools, teachers and families in the Tri-borough area up to the the same pre-pandemic levels.

Projects

Classical Spectacular School Workshops & Matinee Six professional musicians in school settings, introducing students to repertoire they will hear at the Classical Spectacular Schools' Matinee.

Family Programme Regular family concerts and sessions, including 'Jazz for Kids' and 'Albert's Band Presents' and 'Storytelling and Music' taking place at the Hall.

Maestros Award Concert and Lessons Families of selected children invited to the Hall with family members for a concert to inspire them to take up musical instruments with lessons paid by the Hall for a year.

Artist Workshops Famous artists (This is the Kit and John Legend) working with students from the Tri-borough Music Hub.

A Circle of Sound - SEND Careers Programme Careers programme for SEND schools connected to the Royal Albert Hall's 150th Anniversary performance of David Arnold's A Circle of Sound.

Discover Music & Maths/Science Cross curricular sessions introducing using maths and science to create music.

Benefits of partnership work...

...for Royal Albert Hall

The working relationship that we have with the Tri-borough Music Hub is totally invaluable to the Royal Albert Hall, ensuring that the work we do is delivered in the right way to the right participants and that we maximise the outcomes for the young people, teachers and families involved.

...for the Tri-borough Music Hub

Like the Tri-borough Music Hub, The Royal Albert Hall is a leader in it's field and as such we are able to draw on the wide range of expertise in the organisation to offer advice and guidance on aspects of the musical landscape which compliments and enhances the incredible work the Hub is doing in our local schools and wider community.

...for stakeholders

An estimated 4344 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Quotes from service users

"Thank you once again for amazing workshops and concert. I was in the audience during the school performance and it was so great to see how many children couldn't stop smiling during the whole performance enjoying so much this experience." (Primary school music co-ordinator, Classical Spectacular workshops)

"As you might imagine... Friday was AMAZING - the kids LOVED it and I really enjoyed seeing them working with other practitioners! Kevin was incredible as always. They're super excited about coming to the Hall in a few weeks." (Primary school music co-ordinator, Classical Spectacular workshops)



Royal Albert Hall



City of Westminster



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ROYAL
COLLEGE
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for Education



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"I liked it because I was able to play an instrument as part of a band" and "I used a big drum" (Year 3 participant, Classical Spectacular Workshops)

"I liked the workshop because it was a whole music lesson taking over the whole morning" (Year 3 participant, Classical Spectacular Workshops)

"I liked the workshop because there was so much music and I was a part of it" (Year 3 participant, Classical Spectacular Workshops)

Strategic Partners: Royal College of Music - RCM Sparks

rcm.ac.uk/sparks

Working with the hub

During 2021-22 RCM Sparks has been pleased to return to in-person activity with TBMH. This has included supporting the weekly out-of-school provision with RCM choir and ensemble mentors as well as assisting at the Saturday School. It has been wonderful to be working with our three partner primary and secondary schools - providing RCM students with important training, as well meeting the local needs of those settings. We are pleased to continue our strategic links with TBMH and value the opportunity to share best practice and support the re-engagement of music in schools post-pandemic.

Projects

RCM Sparks in Schools A schools offer to support high quality of music activity and raise music engagement with local primary and secondary schools with higher-than-average free school meals/pupil premium data, to offer a practical response to the decline of music education within the state sector.

RCM Sparks in the Community An accessible pathway of musical learning designed to engage families and children from early years to age 18.

RCM Sparks Juniors A free, specialist programme of music learning for children age 5

Benefits of partnership work...

...for Royal College of Music - RCM Sparks

As a strategic and delivery partner with the TBMH we have continued our long-standing and mutual rewarding relationship. In particular this year training the next generation of music educators within TBMH setting has been hugely valuable for the RCM within the context of Sparks and the curriculum. Students and staff learn first hand about current practice, learning a great deal from the young people and teachers they work with.

...for the Tri-borough Music Hub

Placing RCM musicians with TBMH ensembles and choirs provides an important (essential!) training ground for young music leaders. Following two years of lockdowns and restricted activity there is an even greater need to not only support our school musicians but also the young music leaders who, we know, can inspire them in ways that are so important. We hope that our RCM musicians have offered something inspirational to the TBMH young people during this academic year.

...for stakeholders

An estimated 1202 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Quotes from service users

"Our kids loved the lunchtime concert, thank you so much! And the teachers were really impressed with how interactive it was and how engaged the kids were too." (School teacher, Wendell Park)

"We have just had the first session with Marie and Beth this morning. I just wanted to feed back that they were both amazing. Their flexibility and enthusiasm made them a great asset to the school. There were wholly unphased by so many small children with plastic flutes." (St Mary's Bryanston Square)

"Safira and Tom have been absolutely brilliant all term and are so crucial to the running of everything on Saturday. We are very grateful for all of their hard work, energy and musical skills which they bring each week. I really can't imagine running the music school without them!" (TBMH Instrumental Manager)

"We just finished the concert! It was lovely! I really liked doing this! Please let me know if you ever have any other opportunities!" (RCM student support, TBMH playing days)

Delivery Partner: Chickenshed

chickenshed.org.uk

Working with the hub

A year working accross community projects from pre-school to children's and youth theatre activity with music embedded in it's core. Live performances both participatory and to community audiences showcased these projects.

Projects

Monday Children's Theatre Workshops Weekly evening multi-discipline workshops for children aged 7-11. Based in Oxford Gardens Primary School in north Kensington

Tuesday Children's Theatre Workshops Weekly evening multi-discipline workshops for children aged 7-11. Based in Ashburnam Primary School in the Worlds End Estate, Chelsea

Tuesday Youth Theatre Workshops Weekly evening multi-discipline workshops for young people aged 11-18. Based in Ashburnam Primary School in the Worlds End Estate, Chelsea

Box Full of Tales Fun, vibrant, inclusive children's performance incorporating music, movement and puppetry. No edge of the stage and shows are powered by children's imaginations

Benefits of partnership work...

...for Chickenshed

Through the support we can take on when needed.

...for the Tri-borough Music Hub

It's a good connection to have.

...for stakeholders

An estimated 3072 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Quotes from service users

"We've been attending Chickenshed since she was 3 months old, and she just celebrated her 1 year birthday. For 9 months straight, it was the one thing in the week that I do not schedule over and it is the one activity I do not miss, come rain or shine."

"Thank you so much, you guys are the highlight of our week, my child has grown up with your music. We have loved Chickenshed so much and will miss you so much and always remember it fondly as a large part of my daughters first 15 months. She knows all the songs and all the actions which is remarkable!"

"Thank you very much for the fantastic session, we have fun every time."

"We've been coming for 2 years not to the Chickenshed shows. We will miss the team. Thanks a lot for your happiness, energy and kindness."

Delivery Partner: Creative Futures (UK) Ltd

creativefuturesuk.com

Working with the hub

Creative Futures has continued to deliver "lifeline" support for families with pre-school children in north Westminster through its Community Families programme, and this has now expanded to include more targeted musical care provision for families experiencing significant challenges. We have also continued to deliver programmes for West London Zone in numerous schools.

Projects

WLZ programmes Supporting West London Zone as a delivery partner, providing a range of music (and other arts) through in-school (for EY) and after-school activities.

Community Families Providing free music drop-in sessions for families in north Westminster with children under 4 years.

Music at Heart Providing specialist singing programme for mums with infants referred by the perinatal mental health service for Westminster & K&C to improve mental health well-being and mother-child bonding.

Benefits of partnership work...

...for Creative Futures (UK) Ltd

The Tri-borough Hub is a sector-leading Hub of which we are proud to be a Delivery Partner. We are particularly pleased to have been involved in the now completed Tri-Music Together initiative, which is having a lasting impact on Hubs' early years music strategies.

...for the Tri-borough Music Hub

Creative Futures provides expertise in the field of Early Years in particular, as well as delivering a number of much-needed programmes in parts of the Triborough. We also support the Hub with other strategic and delivery aspects.

...for stakeholders

An estimated 1126 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Quotes from service users

"It was a genuine life saver, mental health saver" (parent in Community Families project)

"The music sessions help friendships flourish. Parents reflected on moving from initial shyness to feeling able to strike up a conversation in the session to recognizing and connecting with each other when out and about. These connections and friendships with a diverse community help parents feel like they are part of a real community, often for the first time". (Independent evaluator)

"I've seen the impact in my son. He's turning 3 and has been singing all these songs. That's leading his speech development as he's quite delayed in his speech but he loves music." (Parent, Community Families project)

Delivery Partner: English National Opera

eno.org

Working with the hub

We worked closely with schools across the Tri-borough area this past year; whether bringing them on to the stage of the Coliseum to perform professionally in The Cunning Little Vixen, composing in their classroom with Finish This. We are delighted to be able to work in this hyper-local way with the schools and with the Tri-borough Music Hub.

Projects

Finish This Composition / music making project across several weeks for primary schools

Cunning Little Vixen Y4-Y6 pupils were cast in childrens' chorus roles in the main stage ENO Production of The Cunning Little Vixen

Vixen Classmates of the children cast in Cunning Little Vixen were offered free tickets to come and watch the opera

Dress rehearsals Schools are offered free tickets to come and watch any ENO dress rehearsal

Benefits of partnership work...

...for English National Opera

It really allows us to build and strengthen connections with the schools right on our doorstep; making us feel more in line with their community and bringing them into ours.

...for the Tri-borough Music Hub

We are able to give world-class educational and musical experiences to children in the area.

...for stakeholders

An estimated 372 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Delivery Partner: Fulham Symphony Orchestra

fso.org.uk

Working with the hub

During this period, we performed only one local concert. We asked TBMH pupils and their parents/carers to apply for free tickets and around 30 took up the offer. They were able to listen to a full size symphony orchestra play in a local venue.

Projects

Free Tickets For TBMH Students We gave free tickets to TBMH pupils for our orchestral concert at St Paul's Church Hammersmith

Benefits of partnership work...

...for Fulham Symphony Orchestra

We are keen to encourage music participation in young people and this is attractive to our members.

...for the Tri-borough Music Hub

Inspiring the pupils by hearing a symphony orchestra play in their local environment.

...for stakeholders

An estimated 30 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Delivery Partner: HarrisonParrott Foundation

harrisonparrott.com

Working with the hub

The HarrisonParrott Foundation, represented by Lissy Kelleher-Clarke, is committed to working with the Tri-borough Music Hub as a delivery partner, and will enter into collaborative partnership arrangements as appropriate. At the time of writing, we anticipate that our future work with the TBMH will involve the following:

- Workshops with HarrisonParrott artists – with medium-to-large group sizes, working with individuals, ensembles and full orchestra, where appropriate. These workshops will be delivered in-person with online access available.
- Masterclasses with HarrisonParrott artists – with small-to-medium group sizes, focussing on a particular instrument. These workshops will be delivered in-person with online access available.
- Online music access awareness week showcasing the work of the TBMH.

Projects

Planning for Series of Workshops / Masterclasses in 22/23 Workshops and Masterclasses for school-age children at TBMH Saturday School

Benefits of partnership work...

...for HarrisonParrott Foundation

The HarrisonParrott Foundation is incredibly proud to be partnered with an organisation as inspiring and committed as the Tri-Borough Music Hub.

...for the Tri-borough Music Hub

The Tri-Borough Music Hub gains access to internationally-acclaimed musicians from the HarrisonParrott roster, who elevate the caliber of music teaching and music-making when participating in workshops or masterclasses.

Delivery Partner: In - Deep Community Task Force

in-deep.org.uk

Working with the hub

We have worked with the tri borough music hub in a number of ways. These include our face to face music therapy sessions where we also have a partnership with the Royal college of music. Students do a placement with us to learn about music therapy. We work with schools who promote our music therapy provision. We also offer online music therapy provision where families from the tri borough attend. One large project we did this year for the Queen's platinum jubilee was in partnership with queensmill school. we recruited an art therapist and over 6x 1 hour sessions with 10 autistic 12 - 14 year olds created a mural themed around the platinum jubilee. This was displayed at a tea dance for elderly people and then at the Joy festival in Hammersmith.

Projects

In - Deep Face to Face Music Therapy for Children with SEND Monthly face to face music therapy sessions in age appropriate groups run by qualified, experienced music therapist and RCM students supporting

In - Deep Online Music Therapy for Children with SEND Monthly online music therapy sessions in age appropriate groups run by qualified, experienced music therapist and RCM students supporting
Platinum jubilee Art therapy project with Queensmill School For the Platinum jubilee In - Deep recruited an art therapist in partnership with Queensmill school created a mural which was displayed at a tea dance and then at the Joy festival.

Benefits of partnership work...

...for In - Deep Community Task Force

It has enabled us to work with different organisations which we probably wouldn't have got to work with otherwise. People have also found out more easily about our work and it has helped in funding applications.

...for the Tri-borough Music Hub

There is a lack of music therapy provision in the tri borough as well as across the whole of London and we have people travelling a long way to access our face to face sessions. Our experience and the provision we provide enhances what the Tri-borough Music Hub does.

...for stakeholders

An estimated 320 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Quotes from service users

"I really enjoy the music therapy and am always looking forward to it"

"This group has improved my child's music ability. He loves the sessions."

"I think the tutors are excellent, very patient and engaging. They create a safe class that leaves us feeling uplifted."

"It is very inclusive."

Delivery Partner: Inspire-Works

inspire-works.co.uk

Working with the hub

This past year has been much quieter than previous years, mostly due to schools not getting back into inviting visitors into school due to Covid. We have facilitated West African drumming and Brazilian samba drumming one-off workshops with just 2 schools within TBMH area. We also facilitated an online body percussion workshop for the Youth Conference, and some HealthRHYTHMS community workshops for West London Zone's outreach day at Phoenix Farm in White City.

Projects

West African drumming workshops One-off workshop experience in West African drumming for classes

Brazilian samba drumming workshops One-off workshop experience in Brazilian samba drumming for classes

HealthRHYTHMS Community drumming workshops focusing on improving wellbeing and mental health

Body Percussion Zoom workshop A body percussion workshop incorporating activities to improve wellbeing.

Benefits of partnership work...

...for Inspire-Works

Although we have received very little work this past year, it is always a benefit to attend the Hub meetings and receive the newsletters/information emails to keep a pulse on what is being provided/needed in the current education climate.

...for the Tri-borough Music Hub

We hope our expertise in facilitating global arts workshops and drumming/body percussion workshops to improve wellbeing has benefited the Hub and helped tutors/students gain an insight to music led by a practitioner from another culture and know how they can use these activities to improve their wellbeing.

...for stakeholders

An estimated 460 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Host venue partner: Latymer Upper School

latymer-upper.org/

Working with the hub

Latymer Upper School is proud to continue our partnership with the Tri-Borough Music Hub. By offering the use of our facilities, our aim is to support the TBMH in meeting its strategic goals and in supporting all of the attending children to thrive in their musical and personal development.

Projects

Hosting Tri-Borough Music Hub Provision of Latymer Upper School site for Saturday term-time music school.

Benefits of partnership work...

...for Latymer Upper School

Maximising the use of our site on a weekly term-time basis so that these facilities are used for a positive, enriching purpose for the community.

...for the Tri-borough Music Hub

We hope that the TBMH has been able to achieve its strategic aims over the course of the year, in part through having a stable base for its Saturday Music School that can provide an excellent experience to children and families from all walks of life.

Host venue partner: Lyric Hammersmith Theatre

lyric.co.uk/

Projects

Young Lyric classes Creative after school classes

Benefits of partnership work...

...for stakeholders

An estimated 700 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Delivery Partner: Music House for Children

musichouseforchildren.com

Working with the hub

We worked with Tri-borough families, teachers (living and teaching in the three boroughs) and 1 school (the other being in Ealing) with term time music lessons as outlined, and holiday musical activities as outlined.

Projects

Little Birdsong Concerts Early years concerts with live instruments

Musical workshops Stories using live music and movement and resources with young children

Holiday musical workshops Stories using music and movement and resources with young children

Lessons in Music House for Children's school instrumental tuition in small groups

Music Appreciation music lessons for 3 - 5 year olds in groups at Music House's school

Music and movement Music lessons for babies, toddlers, 2 year olds and their families

Home instrumental tuition across London benefitting individual children.

Schools group tuition benefitting children in their school.

Nursery group music provision benefitting young children and babies in nursery settings.

Benefits of partnership work...

...for Music House for Children

Being a member of a collective group of like-minded specialists.

...for the Tri-borough Music Hub

From being supported through newsletters, extending our offer to stake-holders and understanding other activities taking place across the three boroughs.

...for stakeholders

An estimated 1149 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Quotes from service users

"Emma is passionate about supporting everyone to nurture musicality"

"Thanks to you I have taken up the ukulele."

"It's always a good time to play the violin!"

"My daughter could not say boo to a goose and now she is performing (on a stage)."

Delivery Partner: Nucleo

thenucleoproject.org

Working with the hub

Today we continue to support young people with free music-making sessions and ensemble rehearsals six days a week. We offer for ages 0-2: weekly baby and parent/carer classes help children develop musicality from birth; for ages 3-4: children can begin to learn an instrument in a group class, alongside their weekly musicianship sessions; for ages 7+: students become part of an orchestra, accessing a full programme of weekly instrumental classes, musicianship sessions and ensemble rehearsals, and as they grow and progress, can advance through the ensembles and opportunities we offer at every level. Most students join Nucleo as complete beginners (although young musicians with prior experience are also welcome), and our immersive programme aims to quickly forge their relationship with their instrument and introduce them to the world of opportunity, community, personal growth, friendship and enjoyment that music has to offer.

Projects

Nucleo Nucleo is a "music for social action" project offering free, ensemble-based music-making opportunities to children and young people through our immersive programme in North Kensington (formerly known as The Nucleo Project).

Benefits of partnership work...

...for Nucleo

Partnership is positive for Nucleo because it allows us to

- raise our profile in the local area
- share problems, seek support and support others
- learn from how other organisations operate in the local area
- collaborate rather than compete with local organisations
- become more involved in the local network of music education organisations
- encounter training opportunities that arise through the Tri-borough Music Hub or through other partners

...for the Tri-borough Music Hub

We support the hub to provide music education to as many children and young people in the Tri-borough as possible, reaching children that might otherwise face barriers to access due to fees/funds, as our programme is offered at no cost.

...for stakeholders

An estimated 444 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Quotes from service users

"The teachers were very joyful. They listen to you when you wanted to talk. [This made me] feel very happy because I could express my feelings to them" - Age 9

What are you most proud of having achieved at Nucleo this year? "being able to have the confidence to perform a concerto in front of many people, and also have the confidence to willingly invite people to watch me play" How have we helped you achieve that? "helping me learn that perfection isn't always achievable and that's completely okay, it's all about the effort you put in that counts" How have you helped yourself to achieve that? "changing my mindset in terms of my goals to make them more realistic but simultaneously help me to grow as a person - Age 16

What are you most proud of having achieved this year at Nucleo? "That I didn't know I was capable of playing and reading notes just in less than one year". How have we helped you achieve that? "Teaching me and giving me motivation when I'm not confident" How have you helped yourself to achieve that?



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"Practicing and trying my best everyday". Anything else you would like to share? "I like the way the teachers explain and give you confidence when you're learning or playing. - Age 12

It was really fun because I got the opportunity to make new friends and meet new people, and at the same time I got the opportunity to learn an instrument. The main difference I've noticed since coming to Nucleo is being less shy, and in school for example, when they ask you to read something out, before I used to be really shy to do it and go red, but now I'm less embarrassed and shy." - Age 12

You might have struggled to learn the music but then you're finally there and you can feel really proud of yourself. It makes me feel like you can do anything - Age 12

Delivery Partner: Open Academy, Royal Academy of Music

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

Working with the hub

This year, all our projects in the Tri-Borough area were run with partner organisations. Most have returned to in-person delivery, although we have retained online elements on certain projects to continue to engage with participants who would otherwise be hard to reach. We have worked on two concert series in the Tri-Borough area - For Crying Out Loud! for babies, and Music for the Moment for adults living with dementia. We also organised an ensemble performance at an Age UK Westminster coffee morning. Open Academy elective students and Fellows regularly took part in the Wigmore Hall's Music for Life series on projects including Singing with Friends, Music for Thought, Out of the Ordinary and Silver Sunday. Our Fellows have also worked on projects with Academy of St Martin in the Fields, City of London Sinfonia and CW+ in the Tri-Borough area this year.

Projects

For Crying Out Loud! Informal concerts for parents and / or carers and their babies under 1 at the Wigmore Hall, featuring performances by musicians from the Royal Academy of Music.

Benefits of partnership work...

...for Open Academy, Royal Academy of Music

Being able to attend the termly meetings throughout the year has had a positive impact on our team. It's been great to stay up to date with what the Hub and other partners were up to, as well as having the opportunity to share best practice between us. The online format has also enabled remote members of our team to attend meetings too. The newsletter has also been positive for us, as it's useful to have the opportunity to advertise projects and find out about related activities happening in the Tri-Borough area.

...for the Tri-borough Music Hub

Our projects provide a range of free provision for a variety of different communities in the Tri-Borough area, particularly families and adults living with dementia. Through our projects, we provide access to a high-quality music offer, as well as access to research-based programmes and projects benefiting from reflective practice.

...for stakeholders

An estimated 1271 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Delivery Partner: Serious Events Ltd

serious.org.uk

Working with the hub

This year we have been unable to deliver projects in partnership with TBMH due to our own COVID-related capacity issues. However we have been able to continue our strong relationship and have made plans to work together in the coming year as we return to more normal delivery. We hope to invite young musicians from the TBMH service to perform at the EFG London Jazz Festival's London Lineup event at

the Southbank Centre. We will continue to offer our subsidised ticketing scheme to TBMH, where groups of young people can attend our MainStage concerts for £5.

Benefits of partnership work...

...for Serious Events Ltd

We really appreciate being a partner of TBMH. We have a strong working relationship. It is important for Serious to be able to recruit participants for our Creative Engagement projects through the TBMH network. It is important for us to showcase the budding young talent in London on our stages, which we achieve by featuring TBMH groups on our freestages.

...for the Tri-borough Music Hub

We feel TBMH benefit from our partnership by being given opportunities to perform as part of the EFG London Jazz Festival as part of our prestigious showcase event - the London Lineup. We are also able to bring experts and artists to TBMH sessions when we deliver collaborative projects.

Delivery Partner: Sound Connections

sound-connections.org.uk

Working with the hub

Sound Connections continues to support young people and the music education workforce across Tri-borough Music Hub through training, events and other opportunities.

Projects

Strategic support Providing ongoing advice and guidance, and training opportunities in relation to youth voice, EDI, inclusive practice and social justice.

Wired4Music Supporting young people from TBMH through Wired4Music events, funding and mentoring

Benefits of partnership work...

...for Sound Connections

Tri-borough is an important strategic partner, especially with our work in early years and youth voice.

...for the Tri-borough Music Hub

Advice and guidance on EDI, youth voice, early years and workforce development

...for stakeholders

An estimated 120 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Delivery Partner: The Rhythm Studio

therhythmstudio.co.uk/

Working with the hub

We have continued our teaching tri-borough whilst moving to a new location (from RBKC - H&F) throughout 2021-22. Including over 200 after school and weekend sessions students, 60 full time sixth form students and 8 primary schools for weekly workshops. Highlights include being able to have the Futures Sounds competition back in person and celebrating 10 years of our charity The Rhythm Studio Foundation.

Projects

After School and Weekend Lessons Weekly one to one lessons, band sessions and music production courses.

Primary School Workshops 10 week courses for band workshops and music production sessions.

West London Welcome Choir Weekly 1 hour choir for refugees at West London Welcome

West London Welcome Referral Programme One to one lessons for refugees accessing help from West London Welcome

CPD Termly CPD for all staff

Music Production and Band Workshop - Moat School Students from Moat School visited weekly for 1 hour music production sessions.

Sounds Like Hammersmith & Fulham The Rhythm Studio teachers wrote two 10 week courses for key stage 3, 4 & 5 on Hip Hop and Songwriting. These courses were demonstrated in secondary schools by the teachers.

Future Sounds Competition

Benefits of partnership work...

...for The Rhythm Studio

Being a partner organisation of the Tri-borough music hub benefits us greatly, being able to create more opportunities for access to music with their support is invaluable.

...for the Tri-borough Music Hub

We able to support the Tri-borough with our experienced team of musicians, equipment, studio spaces and work with our charity The Rhythm Studio Foundation.

...for stakeholders

An estimated 1107 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Quotes from service users

"I love the diversity of what the programme and staff have to offer. It's refreshing for our children to have the expertise of visiting professional and inspiring young musicians." (Teacher)

"I have gained various skills and opportunities whilst at The Rhythm studio, many of them being gaining confidence in networking whilst attending the weekly masterclasses, or even gaining new friendships within the industry with peers and at other events that have been put on during my time at The Rhythm Studio." (RSF Scholarship Holder)

"I learnt how to use Garageband properly and learnt more about beats and dynamics. I got better at my tempo, teamwork and my beats. The best thing about the RS is that it's fun, the teachers are really good and they helped me to learn more." (Year 6 pupil)

"I liked The Rhythm Studio because I learnt how to improve my musical ear and learnt to make more friends." (Year 5 pupil)

Delivery Partner: Voices Foundation

voices.org.uk

Working with the hub

Voices Foundation has worked in partnership with Paddington Academy, delivering our Choral Excellence programme for the academic year 2021-22.

Projects

Choral Programme in Paddington Academy Paddington Academy received delivery from two practitioners at Voices Foundation.

Benefits of partnership work...

...for the Tri-borough Music Hub

Provided staff CPD training in a TBMH school.

...for stakeholders

An estimated 100 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.



Royal Albert Hall



City of Westminster



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA



h&f
hammersmith & fulham



ROYAL
COLLEGE
OF MUSIC
London



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Delivery Partner: Wigmore Hall

wigmore-hall.org.uk

Working with the hub

We continue to lead creative music making events and projects with schools, families, young people and people living with dementia, including concerts and workshops at Wigmore Hall itself, as well as projects at partner settings including care homes (The Kensington Care Home, The Butterworth Centre, and Beachcroft House) and Cardinal Hume Centre.

Projects

Music for Life A range of events and projects for people living with dementia and their friends, families and carers

Schools Concerts Series of key-stage specific, interactive concerts for school groups

Family Concerts and Family Workshops Series of interactive concerts and workshops for families with children aged 5-11

Early Years Workshops and concerts Creative workshops and concerts for under 5s and 5-11s

Cardinal Hume Centre Partnership Creative workshops with the families services at Cardinal Hume Centre

Come and Create Creative ensemble for young autistic people

NB all projects are also workforce projects, in that they include CPD as a core aspect.

Benefits of partnership work...

...for Wigmore Hall

We really value our partnership with the Tri-borough Music Hub. Although we've worked with fewer state schools this year than we would have liked we look forward to working with more as we launch our local schools programme, and continue our schools concerts. Working with Stuart and the team is an important part of our connection to the local area, other arts organisations and of course schools.

...for the Tri-borough Music Hub

We offer high quality concerts, opportunities for schools, training, and community projects and events.

...for stakeholders

An estimated 971 stakeholders in the Tri-borough area (children, family members, pupils, or members of the musical workforce) benefitted.

Quotes from service users

"The nice thing about singing is it can't be destroyed. You can always sing a song" (Music for Life participant)

"The session helps me to relax and think of happy things. Great fun, and wonderful to meet up with people again." (Music for Life participant)

"My favourite thing about Come and Create is the inspiration that comes from the music we make each session" (Come and Create Member)

"I learnt how much [my child] loved making music" (Cardinal Hume Centre Parent)

"The workshops made me feel happy, calm and strong!" (Cardinal Hume Centre participant)