**Tri-borough Music Hub: Partnership working 2023-24**

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# Vision

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

# Mission Statement

Our **mission** is to provide a broad range of progressive and inclusive musical pathways and opportunities for all Children and Young People to develop a life-long love of music and realise their musical potential whilst developing their personal and social identity. We aim to expose Children and Young People to a range of music that broaden horizons and provide holistic musical learning by making connections that support a sense of cultural identity and belonging in our community. We will work closely in partnership with outstanding music and education organisations that are committed to our ethos. Together we will strive to embed best-practice, and implement visionary and effective models of partnership work to ensure comprehensive routes of engagement, opportunity, and progression for learners.

# Music Education for All

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

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

All TBMH activity will be equitable and inclusive across all [protected characteristics](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics), to allow our participants (children, young people, workforce) to genuinely feel like they belong. We will create a space where everyone has equal access to opportunities and can be themselves without fear of discrimination, prejudice, harassment, or bullying. This will ensure that a fully rounded, progressive, and innovative music education will be representative of all children, young people, families, and communities who live or go to school within our three boroughs, regardless of their backgrounds or circumstances.

# Key Themes in the evolution of the TBMH

We continue to respond to the four common themes that emerged from our 2021 stakeholder ([HERE](https://www.triboroughmusichub.org/about-us/strategic-review-2021/)) consultation and research, which highlighted the challenges that need to be overcome in order to deliver the best possible service. We ask that all partners also work with these in mind.

* **Access, diversity, 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

# Partnerships September 2023 to August 2024

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

As of 1st September, the new National Plan for Music Education comes into effect and as such all Music Hubs will now be supporting its implementation. The DfE/ACE are approaching 2023-24 as a transition year for Music Hubs before the new reduced hub geographies come into effect from September 2024. The TBMH will maintain and expand its broad range of partnerships that all work towards the goal of improving outcomes primarily for children and young people, but also for schools, the workforce, and the community. We are committed to working with organisations that will allow us to have the most impact in music education outcomes for all children and young people, including those who may be disadvantaged or harder to reach.

Arts Council England (ACE) and the Department for Education (DfE) requires all MEHs to ensure that there are there strong strategic and delivery partnerships in place resulting in high-quality, inspiring, and engaging musical and progression opportunities for children and young people (see ‘2023-24 Music Education Hubs Arts Council Relationship Framework’ ([HERE](https://www.artscouncil.org.uk/media/21368/download?attachment)).

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

* In relation to the arts organisations which the TBMH will work with from September 2023, we are aiming for a breadth of musical styles and genres which are fully representative of our local communities, and which will bring about high-quality music education outcomes.
* In relation to working with different LA teams, we would like to pro-actively put ourselves front and centre as a fellow LA service that can actively contribute to wider inter-departmental education outcomes.

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

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

The TBMH will annually review how organisations meet the criteria of partners, and bring in additional expertise, impacting on the people that we work with. The TBMH will continue to work to identify new partners where there are gaps in provision or to respond to need. The TBMH is frequently approached by organisations wishing to become a partner. The essential question asked whenever a proposed new partnership is suggested, is whether that new organisation can offer something unique to our existing partnerships and if it will positively benefit all TBMH stakeholders in a meaningful way.

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

# Categories of Partner Organisations

**Overview of Partner Organisations:**

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

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

* *Host Venue Partner:*

Provides space for Music Hub activity at reduced rates.

* *LA Partner:*

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

* *Lead School Partner:*

Works with the TBMH to raise the quality of music provision and musical progression for pupils in their school. Lead Schools will be identified during 2023-24 and will have a specific role in the Hub’s support offer for schools which will be outlined in the Hub’s School Engagement Strategy for 2024 onwards.

NB: The TBMH aims to work with every school (state maintained, free, academy). They provide annual data to the TBMH about its music education delivery in our area.

**Overview of the Wider Network:**

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

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

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

Like all Music Hubs (MHs), the TBMH is expected to deliver against the DfE/ACE’s one vision, three aims, and five strategic functions as laid out in the National Plan for Music Education (source [HERE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1086619/The_Power_of_Music_to_Change_Lives.pdf)), all summarised in a Local Plan for Music Education (LPME).

**DfE/ACE Vision:**

All children and young people should be able to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talent, including into a professional creative career.

**DfE/ACE Three Aims (for Music Hubs):**

1. To support schools and other education settings to deliver high quality music education.
2. To support young people to further develop their musical interests and talent, including into employment.
3. To support all children and young people to engage with a range of musical opportunities in and out of school.

**DfE/ACE Five Strategic Functions:**

1. Partnerships
2. Schools
3. Progression and Musical Development
4. Inclusion
5. Sustainability

# TBMH focus priority areas and strategic vision

The TBMH has its own locally agreed **focus priority areas**, which link to our overall music strategy ([click HERE](https://www.triboroughmusichub.org/media/3191/tri-borough-music-strategy-feb-2017-update.pdf)), based on need, as laid out in the table below. Listed within each of the priorities below are the areas in which the TBMH and its partners contribute to, and which also map to our LPME.

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

**Partner Organisations**

|  |  |  |
| --- | --- | --- |
| **Name of Organisation** | **NPO?** | **Partner** |
| ABRSM | No | Yes |
| Aurora Orchestra | Yes | Yes |
| Bi-Borough (RBKC/WCC) Local Authorities | No | Yes |
| Charanga | No | Yes |
| Creative Futures (UK) Limited | No | Yes |
| English Folk Dance and Song Society | Yes | Yes |
| English National Ballet | Yes | Yes |
| English National Opera | No | Yes |
| Fulham Symphony Orchestra | No | Yes |
| Go Live Theatre Projects | No | Yes |
| Groove'n'Play | No | Yes |
| HarrisonParrott Foundation | No | Yes |
| Imperial School Of Medicine Music Society | No | Yes |
| In - Deep | No | Yes |
| Inspire-Works | No | Yes |
| Kensington and Chelsea Council Culture Service | No | Yes |
| Latymer Upper School | No | Yes |
| LBHF Local Authority | No | Yes |
| Live Music Now | No | Yes |
| Malombo Music Association | No | Yes |
| Music House for Children | No | Yes |
| Music Masters | No | Yes |
| Musical Boroughs Trust | No | Yes |
| Nucleo | No | Yes |
| Revere Arts | No | Yes |
| Royal Academy of Music | No | Yes |
| Royal Albert Hall | No | Yes |
| Royal College of Music | No | Yes |
| Royal Philharmonic Orchestra | Yes | Yes |
| Serious Events Ltd | Yes | Yes |
| Sound Connections | Yes | Yes |
| Southbank Sinfonia at St John's Smith Square | No | Yes |
| TEA films Ltd | No | Yes |
| The Bach Choir | No | Yes |
| The Rhythm Studio | No | Yes |
| Turtle Key Arts | No | Yes |
| Voices Foundation | No | Yes |
| Westminster Council | No | Yes |
| Wigmore Hall | Yes | Yes |

Wider Network **(Yellow indicates TBC or final details at time of submission)**

|  |  |  |
| --- | --- | --- |
| **Name of Organisation** | **NPO?** | **Partner Y/N** |
| Carnival Village Trust | Yes | Please keep us in the wider network |
| Inner Voices | No | Please keep us in the wider network |
| LBHF Culture | No | Please keep us in the wider network |
| LBHF Learning Partnership | No | Please keep us in the wider network |
| Lyric Hammersmith | Yes | Please keep us in the wider network |
| Opera Holland Park | No | Please keep us in the wider network |
| The Bhavan Institute | ? | Please keep us in the wider network |
| The Classical Roadshow | No | Please keep us in the wider network |
| Westminster City Lions | No | Please keep us in the wider network |

Areas of expertise that our partners and wider network organisations cover are summarised as:

|  |  |
| --- | --- |
| **Area** | **Total No.** |
| Early years | 25 |
| CPD / Training | 31 |
| Community Music Delivery | 24 |
| Music Production / Technology | 5 |
| Work in/with Schools | 37 |
| Live Music Performances | 30 |
| Youth Voice | 15 |
| Music Curriculum Development in Schools | 13 |
| Inclusion | 29 |
| SEND | 28 |
| Care Experienced Children and Young People | 13 |
| Mental Health & Wellbeing | 21 |
| Music Therapy | 7 |
| Musical Progression | 20 |
| Research, Data Analysis, Impact Assessments | 14 |
| Ensemble Development | 16 |
| Multi-Genre Music | 15 |
| Improvisation / Creative Music Making | 20 |
| Environmental Sustainability | 2 |
| Fundraising / Financial Support | 14 |
| other | 1 |
| Social Justice | 7 |
| Blind / Vision Impaired | 10 |
| Deaf / Hearing Impaired | 11 |
| Media / Communications | 4 |
| Venue / Space for activity | 10 |
| Local Authority team / department | 7 |

|  |  |
| --- | --- |
| **How delivery partners work with the TBMH** | |
| **Name of Organisation** | **Summary of work with TBMH** |
| **ABRSM** | We work collaboratively to provide high quality, inclusive and accessible music education and experiences for young musicians across the Tri-Borough area. Over the last year we have supported TBMH's Music Makes Me and Musical Senses programme. |
| **Aurora Orchestra** | To date, Aurora and TBMH have worked together to bring children to our Far, Far Away concerts at Kings Place. Going forwards we would like to continue this arrangement, but also look to embed our online platform into schools across the boroughs to further enrich music education in primary and SEND settings. |
| **Bi-Borough (RBKC/WCC) Local Authorities** | Strategic Partner, links with all schools, Headteachers, CPD and other LA activity in Children's Services |
| **Charanga** | Schools across the Tri-borough purchase the Charanga learning platform, and we work with the hub to co-ordinate CPD and support for the teachers delivering music with Charanga. |
| **Creative Futures (UK) Limited** | Creative Futures is based in north Westminster, and delivers programmes in that locality as well as across the Tri-borough and wider London. We work with a number of other third sector partners and health organisations, particularly through our Community Families programme which reaches 500 families with pre-school children in north Westminster every year. We also support the early years workforce, and have delivered programmes with early years settings across the Tri-borough area. Creative Futures was a lead partner in the Tri-Music Together initiative, and continues to collaborate with many of that programme's partners in order to continue to support and promote the value of music in the early years. |
| **English Folk Dance and Song Society** | This has varied over the years - focussing on folk music and young people. In recent years, we have developed our Inclusive Folk programme for learning disabled young people, many of whom have complex needs, which works in schools and SEND settings in various North London boroughs including Westminster. We are part of the Tri-borough's Musically Inclusive Forum. |
| **English National Ballet** | # supporting music education in schools - all ENB Engagement workshops incorporate live music; regular artist training for associate musicians.  # flagship programmes incorporating RCM young musicians e.g. Dance Journeys |
| **English National Opera** | ENO works with the Tri-borough Music Hub on a range of schools projects including Music Makes Me and our national composition schools programme, Finish This...   We run a schools membership programme, offering opportunities for teachers and students from local schools to visit the London Coliseum to attend performances and dress rehearsals and take part in our Discover Opera Days. |
| **Fulham Symphony Orchestra** | When performing in Borough, we offer free tickets to TBMH students and their parents/carers to experience a live concert of a large symphony orchestra. |
| **Go Live Theatre** | Our ethos of opening opportunities for young people through theatre and drama is exactly the same as the Tri-Borough Music Hub's mission to open opportunities through music making - just using two different media. |
| **Groove'n'Play** | Groove’n’Play works with the Tri-borough Music Hub to meet their identified needs in relation to music curriculum provision in schools; with a focus on instrumental and vocal whole class ensemble delivery.   Groove’n’Play provides all programme resources and the necessary professional development for hub tutors and schools to engender high-quality teaching and learning.  GnP also provides technical and additional support to the Hub Team as and when required. |
| **HarrisonParrott Foundation** | The HarrisonParrott Foundation works in partnership with the Tri-borough Music Hub in a number of ways:  1. Artists for Inclusivity Programme - A series of masterclasses and workshops with HP Artists for the TBMH-run Saturday Music School, taking place at Latymer Upper School.  2. Symposia - Speaking events organised to bring together key stakeholders to listen, discuss, advocate and lobby for improvements in the delivery of quality music education. |
| **Imperial School Of Medicine Music Society** | ICSM Music Society has recently started its' relationship with TBMH and we are excited to explore ways to improve access to musical education with you over the coming years. So far, we've been able to raise and donate money to TBMH through donations from our concerts, and have advertised TBMH events to our members and promoted your cause! We hope to have more collaboration in coming years - charity and volunteering work is close to many of our hearts! |
| **In - Deep** | We are a delivery partner for the tri borough music hub. we have spoken at their meetings on music therapy and the work we do. As one of the few organisations that deliver free music therapy for children and young people aged 3 - 25 year olds we play a key role in SEND provision across the tri borough. |
| **Inspire-Works** | * Facilitating global arts workshops in schools. * Facilitating Beat the Odds programmes with selected children in schools * Facilitating HealthRHYTHMS workshops with teachers * Delivering CPD workshops on a variety of global arts and percussion areas Developing music practitioner and teaching practise via participation in groups such as the EYFS Consortium. |
| **Kensington and Chelsea Council Culture Service** | The partnership will involve sign-posting relevant opportunities created by the TBMH and the Culture service, to increase their visibility to children and families.   The current Kensington and Chelsea Culture Plan sets out areas of work which deliver under the Council’s priority of becoming the best council for a borough that is greener, safer and fairer. Of particular relevance to this partnership are: Access to Culture, Children and Young People, and Health and Wellbeing. The work delivered by TBMH is of great importance to all these areas, as it demonstrably seeks to remove barriers to musical education for children and families, direct children and young people to progress in their continued learning.   While the Culture Service does not directly deliver resident-facing activity, we require all third parties awarded commissions, contracts or funds via our creative grant schemes to adhere to statutory requirements relating to working with children and vulnerable adults, including securing the necessary Disclosure and Barring Service (DBS) checks before appointing staff to work with children under the age of 18 years and vulnerable adults.   Lastly we look forward to supporting the strategic objectives of the TBMH to engage as widely as possible with schools and residents can be supported further through the development of our Schools Arts Network, and implementation of our revised culture communications strategy. |
| **Latymer Upper School** | Latymer Upper School provides space for TBMH on Saturdays throughout the year |
| **LBHF Local Authority** | Strategic Partner, links with all schools, Headteachers, CPD and other LA activity in Children's Services |
| **Live Music Now** | Provision of live performances, workshops, creative projects and CPD in SEND and mainstream settings |
| **Malombo Music Association** | Malombo Music Association has not previously worked with Tri-borough Music Hub. We are expressing an interest to be included as a delivery partner. |
| **Music House for Children** | Endorsement of TMH's activities. Mutual collaboration with work opportunities for workforce. Recommendation for activities available to families and children, and work opportunities for educators. |
| **Music Masters** | Sharing expertise and training opportunities. |
| **Musical Boroughs Trust** | Sister Charity of the TBMH, supporting fundraising to amplify all activity and advocate for their work. |
| **Nucleo** | Nucleo is delighted to be a TBMH partner organisation! |
| **Revere Arts** | Revere Arts works with some of UK’s finest cultural institutions, from conservatoires to orchestras. Our goal is to open the Tri-borough to these networks, giving their students life changing opportunities and experiences. With a world class roster of some of Classical and Jazz's leading artists, we will support the Tri-borough with access to these artists as well as our roster of education specialists. |
| **Royal Academy of Music** | Open Academy We work in partnership with organisations based in the Tri-borough to deliver projects to provide placement opportunities for our students. These include Wigmore Hall, The Choir with No Name, 60 Penfold Street care home and Age UK Westminster. We also submit data as part of the end of year collection for the TBMH, and members of the Open Academy team attend the termly partner meetings.  Widening Participation TBMH supports our efforts through recommending young musicians to the Your Academy programme, and circulating our offers to schools within the boroughs. TBMH provides feedback on Your Academy projects, advocates for us and gives us an understanding of the current challenges local authority music hubs, schools and young musicians are facing. |
| **Royal Albert Hall** | The Royal Albert Hall has been a proud Strategic Partner of the Tri-borough Music Hub since it's inception in 2012. During that time we have established a fantastic relationship which combines the expertise of both organisations to create incredible opportunities for the young people and schools in the Tri-brough area. |
| **Royal College of Music** | The RCM is a strategic partner with TBMH supporting decision making and governance. RCM Sparks, engages practically with TBMH, working with schools, hubs ensembles and supporting community links. |
| **Royal Philharmonic Orchestra** | • Periodically working with early years families through local partnerships with Pimlico Toy Library and Westminster Music Library.  • Providing open rehearsal and ‘Meet the Musician’ opportunities to TBMH young people interested in attending concert rehearsals at Royal Albert Hall and/or Cadogan Hall   • Signposting of TBMH young people to open recruitment RPO projects, including creative music-making projects for young people with vision impairments  • Further opportunities to develop relevant work, particularly around working with young people with special educational needs and/or disabilities   • Potential to develop work around our residency at Royal Albert Hall. |
| **Serious Events Ltd** | We partner with Tri-borough Music Hub through our annual showcase of youth jazz ensembles, The London Lineup, held each year as part of the EFG London Jazz Festival. Last year, the Tri-borough Music Hub choral ensemble, Next Level Voices, performed on the day and we hope to bring other Tri-borough ensembles back in the coming years. |
| **Sound Connections** | Support with Youth Voice; Training and professional development; Early Years Music network; Youth network (Wired4Music). |
| **Southbank Sinfonia at St John's Smith Square** | We are in the process of expanding our work with the Tri-borough Music Hub.  Currently we work with the Primary School St Mary's Bryanston Square, which is one of the schools within the Tri-borough. The 2022 - 23 academic year was our first year working with SMB and we are continuing our partnership in the 23-24 academic year.  SJSS is also hosting the Tri-borough' s annual massed schools Strings playing day on Monday 25th March 2024, with side by side playing from the SBS musicians. This will include around 150 young string players from multiple schools experiencing the venue and the musicians.   Our players support local schools with workshops, coaching and side-by-side rehearsal and performance opportunities either on site or at St John's Smith Square. We would like to with with Tri-borough Music Hub to extend and formalise this working through its member organisations and schools links. We also provide workshop and performance space for Tri-borough Music Hub major events for free. |
| **TEA films Ltd** | We provide video and photography assets to help advertise and publicise TBMH events. |
| **The Bach Choir** | The Bach Choir works with TBMH, and other partner organisations, to develop better practice and our offer to young people as well as identify suitable schools and workshop facilitators. |
| **The Rhythm Studio** | The Rhythm Studio supports the Tri-Borough Music Hub's contemporary music offer via support and co-delivery of events and workshops. Examples of these events include the annual Future Sounds competition, Music Makes Me and Sounds Like Hammersmith & Fulham. |
| **Turtle Key Arts** | We are both partners at Lyric Hammersmith and as such we communicate about our ongoing projects and find ways to collaborate when possible. We work with a number of the same young musicians and organisations and we highlight their work to all those we come into contact with. We use their networks to communicate some of our offers and they are very generous with last minute equipment requests. We value the network that they create immensely. |
| **Voices Foundation** | Providing teacher training in choral leadership. |
| **Westminster Council** | In the past the Culture Library Services Manager has had more involvement with the Tri-borough Music Hub than my post. My main role is in drawing upon data for research and policy briefings, where needed. |
| **Wigmore Hall** | We lead a Local Schools Programme, which aims to connect Wigmore Hall to our local school community in Westminster and build a network of schools which collaborate with us and each other to inspire children and young people to connect with music, engaging with their imagination and creativity, and to build teacher skills and confidence in leading classroom music making.  We also lead Schools Concerts at Wigmore Hall: BSL-interpreted interactive performances designed to support the National Curriculum for music at EYFS, Key Stage 1 and Key Stage |

# Criteria for Tri-borough Music Hub Partners

# PARTNERS

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

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

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

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

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

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

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

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

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

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

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

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

**PARTNER REVIEW**

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

# WIDER NETWORK OF ORGANISATIONS

**Wider Network:**

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

**Tri-borough Music Hub Wider Network providers** will: -

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

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

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

Organisations in the Wider Network are not required to provide annual data, but they are invited to do so.

# Process for prospective Tri-borough Music Hub Delivery Partners and Organisations in the Wider Network

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

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

**All enquiries to be in writing and sent to** [musichub@rbkc.gov.uk](mailto:musichub@rbkc.gov.uk)

# Template letter from a Partner confirming how they will work with TBMH

From:

Organisation’s name and address details

To:

Stuart Whatmore

Tri-borough Music Hub

Lyric Hammersmith

Lyric Square

King Street

London

W6 0QL

DATE

**R.E. TRI-BOROUGH MUSIC HUB DELIVERY PARTNER**

This is to verify that NAME, POSITION, ORGANISATION, confirms that the proposal to work in partnership has been discussed with the Tri-borough Music Hub represented by Stuart Whatmore, Head of the Tri-borough Music Hub. The discussions have been in connection with activities which will support the Tri-borough Music Hub in fulfilling its strategic remit, as outlined in the Arts Council England music education hub relationship framework ([HERE](https://www.artscouncil.org.uk/media/21368/download?attachment)).

The ORGANISATIONrepresented by NAME is committed to working with the Tri-borough Music Hub as a \*Delivery Partner / Host venue Partner / LA Partner / School Lead Partner (\*delete as appropriate) 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:

**TEMPLATE**



We confirm that we will provide annual data to the TBMH as part of the annual reporting cycle to DfE/ACE; that we will aim to attend the termly partner network meetings; and they will advocate for the work of the TBMH within our own communication channels.

The support from ORGANISATIONis subject to continued discussion and agreement with the Tri-borough Music Hub regarding the details.

NAME

POSITION

ORGANISATION

# TBMH Strategic Partners Governance Board

# Terms of Reference (September 2023 update)

**Purpose of the Strategic Partners Governance Board**

* To provide governance for the Music Education Hub for LBHF, RBKC, WCC.
* To provide critical and constructive challenge to Royal Borough of Kensington and Chelsea as the lead partner in the TBMH.

**Relationships of the Strategic Partners Governance Group to TBMH as Lead Partner**

The Strategic Partners are concerned with the activity and development of the TBMH. It is not empowered in matters which RBKC is legally responsible for, in particular the proper management of the Music Education Hub grant, the content of partnership agreements, procurement policy and employees’ engagement, terms and conditions or performance review.

**Roles of the Strategic Partners Group**

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

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

**Membership (correct as of September 2023)**

* External Chair, Soumya Basu
* TBMH Head, Stuart Whatmore
* RBKC Administrator, (Secretary), Natalija Sorokina
* Royal Albert Hall, Engagement Manager, Paul Munday
* Royal College of Music, Head of Learning & Participation, Hayley Clements
* Bi-Borough School Standards Team, Principal Lead Advisor, Shelley Duffy
* LBHF School Effectiveness Team, Principal Lead Advisor, Keith Tysoe
* Bi-Borough Senior School Governance Adviser, Jackie Saddington
* Chair of Tri-borough Music Trust (charity arm of TBMH), Susan Whiddington

Members are primarily representatives for their sector. Deputies may attend on behalf of the regular member but must still be able to represent the sector, not just their organisation. The group may agree to co-opt further members and to invite guests to attend from time-to-time as it determines will enhance its work.

**Powers**

* To review and scrutinise SMART Targets; approve key decisions about the delivery of activity in the Hub area; and to review the annual data survey submitted to Arts Council England and formal feedback from Arts Council England, including information about TBMH’s risk rating.
* To receive reports, including requesting sight of materials and resources, from any Tri-borough Music Hub partner on Hub projects, services, and activities.
* To observe projects and activities and attend public events which are promoted as part of Tri-borough Music Hub activity.
* To appoint sub-groups (task and finish groups), which will be subject to these Terms of Reference and to a role description which this group will determine.

**Frequency of meetings**

The Strategic Partner Group will meet at least 4 times per year in advance of quarterly submissions to Arts Council England and occasionally and exceptionally at other times if there is pressing need.

**Format of meetings**

Dates of meetings will be set in advance and agendas circulated at least seven days prior to meetings. Meetings may take place face-to-face in any reasonable place or by video-conference. Meeting notes (minutes) will be recorded and circulated to all group members.

**Conflict of interest**

* Any conflicts of interest must be signalled to the Chair, no later than the start of the meeting in question. This includes conflicts of interest which arise because of payments to the individual or their organisation by Tri-borough Music Hub or because of other possible impacts on them or their organisation of the TBMH’s decisions.
* The conflicted member must leave the meeting when the item is being discussed and must not take part in any decision relating to it and this must be noted in the minutes. These provisions also apply should an unforeseen conflict of interest become apparent during the meeting. Any report or advice the member gives in the matter must be noted in full in the minutes.
* In the event that the matter is likely to recur at regular intervals, or that member is frequently conflicted by different matters, the member should resign (or be asked to resign) from the Strategic Partners to preserve its independence.

**Decisions other than at meetings**

If necessary, and by exception, the group may be consulted, make recommendations, and take decisions about any matter within its power outside of formal meetings, provided that all members of the group receive the same information and have similar opportunities to feedback, that any decision is communicated in writing to all members of the group AND that the decision is recorded in the notes of the next meeting.

**Dissolution**

The group will dissolve if:

* Royal Borough of Kensington and Chelsea ceases to be the lead partner in the TBMH;
* The structure and/or funding of Music Education Hubs changes substantially;
* The group agrees that its role is no longer required;
* The group, Royal Borough of Kensington and Chelsea and Arts Council England agree on alternative arrangements for the governance of TBMH.

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

**The TBMH has devised a top-level music strategy (**[image HERE](https://www.triboroughmusichub.org/media/3191/tri-borough-music-strategy-feb-2017-update.pdf)**) which summarises the approach taken to meet all service priorities.** To achieve this, the TBMH is committed to high-quality learning at all levels under-pinned by mutually beneficial partnerships which contribute to and support the music education within the three boroughs. **This agreed and unified approach to music delivery in the Tri-borough area has four key strands, each with four objectives, mapped to outcomes for shared responsibility across all partnerships.**

**Strand 1: Musical development of children and young people**

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

**Stand 2: Enhancing music provision in schools and settings**

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

**Strand 3: Developing the music workforce**

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

**Strand 4: Family and community engagement / Events**

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

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

We continue to measure our partners’ success against 16 strategic aims in four strands. By gathering provision data from our partners, demonstrating how the provision met each of the strategic aims, and combining this with the numbers of service users, it was possible to estimate the number of children and young people who had quality experiences aligned with our strategic aims. For details of this, please see the table on the next page.

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

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of service users benefitting  Strategic Aim | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Year-on-year change |
|  |  |  | | Strand 1: Musical development of children and young people | | | | | |
| To ensure all children and young people are actively making progress according to their stage of learning and with appropriate challenge | 20,571 | 17,439 | 21,539 | 28,191 | 29,325 | 20,276 | 13,052 | **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 B - Service Review 2021

As part of an externally led strategic whole service review during the 2020-21 academic year, the Tri-borough Music Hub (TBMH) has clear information from key stakeholders (TBMH Tutors; TBMH Partner Organisations; Teachers in schools; Parents & Carers; Young people) regarding local need. It is clear that given the breadth and scale of the people who the Tri-borough Music Hub serves, each stakeholder group has their own specific needs and desired outcomes. Nonetheless, four common themes emerged from the research which reinforced the necessary direction of travel for the hub, and which highlight the challenges needed to deliver the best possible service. The themes are:

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

# Service Review - Combined Recommendations and Responses

**Responding to your feedback**

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

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

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

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

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

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

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

* This is a challenging area. We remain committed to providing financial support to those with the most need through our remissions funding (50%), sibling discounts (50%), and our numerous scholarship places which are supported through external funders. We need to investigate how those that can afford to pay more are charged more, and how this may balance how we then support those in the most need. We also need to maximise fundraising potential via our sister charitable arm, the [Musical Boroughs Trust](https://www.musicalboroughstrust.org.uk/), and attract high-profile advocates for our work who will help bring new money into the TBMH.
* With 49,823 children ([source](https://directory.londoncouncils.gov.uk/demographics/)) in our 3 boroughs living below the poverty line (41.4% of the total of 120,292 children living in our boroughs – among the worst figures in London), this is a real problem which MBT and TBMH are committed to addressing.
* Practical barriers around access are mainly to do with the geography/location of where we deliver activity and with reducing funds, it is hard to run multi-site activity. By the nature of serving three boroughs, wherever we choose to run an activity this will automatically not be on the doorstep of two of the boroughs.

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

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

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

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

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

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

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

**Theme Three: Youth voice**

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

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

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

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

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

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

**Theme Four: Relationships and communication**

How can already strong partnerships be further developed?

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

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

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

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

How should the hub best communicate its reach and impact?

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

**Our commitments**

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

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

**Head, TBMH, September 2023**

## Version control

|  |  |
| --- | --- |
| Created | 01.09.2012 |
| This version | 01.09.2023 |