Progression Strategy

Local Plan for Music Education

# Context

Tri-borough Music Hub’s progression strategy sits at the centre of several strands and other connected aspects of our work:

It integrates with the annual Needs Analysis, which identifies gaps in the Hub’s offer and informs the search for new partnerships and opportunities.

It further connects with schools’ own progression strategies as part of their School Music Development Plans, which will have a greater focus on progression through their own Music curricula.

# Objective

The overarching objective is to instil in students a lasting drive to advance as musicians, so that they can make independent and informed choices about the music they listen to, take part in, and create throughout their lives.

We envisage a framework that supports and promotes progression, regardless of the genre(s) and tradition(s) that any individual student is working in. We recognise that we are developing this within the limits of our own collective musical education, experience and understanding and therefore the framework must be able to adapt over time to take account of new influences.

In working towards this overarching objective Tri-borough Music Hub has set the following SMART objective(s) for 2023/24:

1. To increase the number of schools engaged in TBMH events, performances, and partner-linked opportunities
2. To increase engagement in our full CPD programme
3. To develop the quality of teaching and learning offered by the TBMH tutors
4. To embed and deepen the relationships with partners so that all stakeholders benefit from a varied programme
5. To increase school engagement in their delivery of Whole Class Instrumental Learning and in reporting this to us
6. To increase engagement of schools with the TBMH and to have a meaningful relationship with 100% of all state-maintained schools
7. To increase traded service engagement with schools and the number of pupils learning instruments/singing in small group, paired or individual lessons via the TBMH (excl. WCIL)
8. To increase the number of pupils engaged with the TBMH’s out of school offer (ensembles, choirs, Saturday Music School, music production etc)
9. To increase the number of pupils learning with the TBMH who have any kind of self-reported SEND
10. To increase the number of pupils/families being supported through financial remissions to access quality music education (scholars, bursary, pupil premium etc)
11. To increase involvement of vulnerable learners (Looked After Children, those from Alternative Provision settings, at risk of youth offending)
12. To ensure the financial sustainability of the TBMH is secure with a plan in place for future structures including working with our charitable arm
13. To develop an Environmental Sustainability policy, and to identify and make changes where possible
14. To review the entire service’s approach to instrument storage and maintenance; and to introduce a workable logging system

# What musical progression means to Tri-borough Music Hub

We take a broad view of musical progression. While the typical traditional pyramid model of progression remains as a centrepiece of much provision, we recognise that it does not work for some learners and, indeed, it is only part of the picture for most (see [Ben Sandbrook](https://www.bensandbrook.com/leadership-musical-progression)’s work and diagram).

We agree with the principles identified by the Musical Progression Roundtables run by Awards for Young Musicians:

* Young people must be given the agency to lead their own, individual, musical journeys.
* A holistic music education environment is crucial to support these journeys, with many organisations and individuals together providing the key ingredients for children to progress: no one can do this on their own.
* There are many ‘excellences’ and ‘progressions’ in music: we must not get stuck on singular or narrow definitions of either.
* Inspiring and enriching the journeys of today’s young musicians should be our focus: we should not determine their destinations for them.
* Musical adults take many forms: not just performers.

While we acknowledge its close links with children’s progression in education and in their personal and social development, we also advocate for musical progression’s own intrinsic value.

Data and information

Tri-borough Music Hub collects and uses a wide range of data to inform and monitor this Progression Strategy. We aim to achieve a balance of hard/soft and qualitative/quantitative data. Sources include:

* Pupil-level teaching and assessment data
* Ensemble and choir memberships
* Grade exam data
* School ensemble provision
* Whole Class Ensemble Tuition provision (hub-led, school-led and other)
* Whole Class Ensemble Tuition continuation rates
* Provision via SLAs with schools
* Financial records
* Youth Voice contributions
* Student longevity
* Student destination data (e.g. into further musical study)
* Ad hoc intelligence
* Formal customer feedback (complaints and compliments)
* Partners’ project data
* Case studies

**Stakeholder consultation**

In September 2021, the TBMH published the outcomes from its whole service review undertaken through 2021 (this can be found [HERE](https://www.triboroughmusichub.org/about-us/strategic-review-2021/)). 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 in summary 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.

Youth and learner voice are a central influence on our progression strategy. We consult children and young people constantly and systematically through the youth voice council, evaluation and satisfaction surveys, informal feedback.

# Existing approach to progression

This strategy builds on many years of practice and development in the arena of progression. Since 2012, Tri-borough Music Hub has supported learners’ progression in many different ways. We offer progressive opportunities in varied ways as outlined below:

* Many TBMH partners deliver Early Years work (pre-natal/birth to 5 years old). They help signpost learners to other provisions at appropriate ages and based on need/interests.
	+ The RCM have a long-standing community music focused programme of work called ‘Get, Set, Play!’ in partnership with Groove’N’Play. This gives families from targeted groups the chance to engage with and experience music-making. Following the programme of work students are offered scholarships to TBMH activity at Saturday Music School and from this we support their musical progression.
	+ RCM Sparks Juniors is another access point leading to signposted progression.
	+ Pimlico Music Foundation offer instrumental and vocal learning for the community in South Westminster.
	+ Nucleo offers instrumental and vocal learning for the community in North RBKC and Westminster.
	+ Music House For Children offers instrumental and vocal learning for the community in Hammersmith and Fulham, with SEND provision.
	+ Creative Futures offers targeted work in the community for families in challenging circumstances for the community in North Westminster.
* The Many different scholarship funds support progression through financial support and access. Total scholars = 139
	+ London Music Fund Scholars: (4 year scholars) = 34
	+ Royal Albert Hall Maestros: 64
		- Cohort 9: = 43
			* 2 – Trombone
			* 3 – Trumpet
			* 6 – flute
			* 4 – clarinet
			* 4 – Alto Saxophone
			* 2 – Oboe
			* 9 – violin
			* 4 – viola
			* 5 – cello
			* 4 – guitar
		- Cohort 8: (continuing at SMS from 2022-23) = 12
		- Cohort 7: (continuing since 2019-20) = 3
		- Cohort 6: (still continuing since 2018-19) = 5
		- Cohort 5: (continuing since 2017-18) = 2
	+ Thomas Foundation Scholars: (4 year scholars) = 14
	+ John Lyon’s Charity Scholars: (4 year scholars) = 8
	+ Get Set Play (RCM) Support: = 15
	+ Musical Senses Bursaries: = 4
* Within our own activity we run all mid-week after-school classes at the Lyric, and our large Saturday Music School.
* *First Voices*: Choir for Pupils in Yr 1, Yr 2 (23 pupils) + 1 RCM Mentor
* *Junior Voices*: Choir for Pupils in Yr3-Yr6 (40 pupils) + 1 RCM Mentor
* *Next Level Voices*: Choir for Pupils in Yr7-Yr13 (30 pupils) + 1 RCM Mentor
* *First Sounds*: Ensemble for instrumentalists up to Grade 1 (10 pupils) + 2 RCM Mentors
* *Breakout Band*: Ensemble for instrumentalists from Grade 2-4 (23 pupils) + 3 RCM Mentors
* *Large Group Guitar Class*: Guitarists from beginner to Grade 3 (10 pupils) + 1 RCM Mentor
* *Cello Maestros*: 1:1/paired lessons (7 pupils)
* *Symphonic Band*: Ensemble for instrumentalists from Grade 5-8+ (33 pupils) + 3 RCM Mentors
* *Beginners Keyboard Class: 1*: Open access keyboard for pupils in Yr4-Yr9 (16 pupils)
* *Continuers Keyboard Class 2*: Open access keyboard ensemble for pupils in Yr4-Yr9 (11 pupils)
* *Music Production GarageBand*: Open to learners aged 7-11 (4 pupils) + 1 RCM Mentor
* *Music Production Logic Pro X*: Open to learners aged 12-18 (9 pupils) + 1 RCM Mentor
* *Saturday Music School*: lesson, theory, choir/ensemble (250 pupils) + 2 RCM Mentors

Digital delivery includes:

* *Cello Maestro online: Years 4-13 (2 pupils)*
* *Online Lesson Bundles:: Years 3-13 (18 pupils)*

The Tri-borough Music Hub:

* works with all schools and Multi-Academy Trusts across and an expanding range of other partners to offer opportunities in a wide variety of musical genres
* aims to provide locally for learners at different levels of attainment in all the genres it works in
* signposts opportunities for other genres and higher levels of attainment locally, regionally and nationally, such as national youth music organisations and the Music and Dance Scheme, through its website, regular communications and one-to-one advice
* recognises that learners do not belong to their teachers or to the Hub, and encourages them to consider learning activities offered by organisations outside the Hub partnership
* provides chances to learn about and take part in music other than as performers (e.g. programming, production and concert management)
* provides information about further study including FE and HE through partners in those sectors
* provides information about careers in music and the creative arts through its website, its own and other events and one-to-one advice
* signposts musical opportunities outside of music education and provides advice to families on how children can participate safely in the community and voluntary arts sectors
* connects with providers of other artforms including via the Local Cultural Education Partnership to further expand the range of opportunities available
* offers professional development to the Hub workforce and to music teachers in the area to drive up standards of teaching and learning so that learners’ progression is maximised.

# Vision for progression in Tri-borough Music Hub

To support learners’ musical progression across TBMH, regardless of how they are learning, whose activity they are members of (if any) and what types of music they favour, we will work towards achieving the following outcomes*:*

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| **Charging** | 1. Consistent charging within local areas, including eliminating differential charging between primary and secondary schools and seeking to equalise ensemble membership fees.
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| **Support for learners** | 1. Provision of serviceable instruments and equipment, matched to learners’ needs (size, level of attainment, physical needs) and at reasonable cost; free of charge to Looked After Children.
2. Liaison with schools to provide practice facilities, particularly where the home environment makes practice difficult. This will include access to equipment such as pianos, drum kits, amps, double basses or music tech as required.
3. Managed transition processes for children completing Whole Class Ensemble Tuition programmes and for Y6/7 transfer which ensures learners and families are confident about their options and how continuation will work in practice.
4. Moderated social media groups for learners and tutors, along with sub-groups for members of particular ensembles and players of rare instruments.
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| **Resources** | 1. Training for the workforce in diversifying resource choices sensitively and appropriately, to appeal to and motivate a wider range of students.
2. Training in adapting resources, e.g. that students suggest, to support learning objectives (see Workforce Plan).
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| **Teaching & Learning** | 1. CPD to raise tutor and teacher expectations of progression.
2. CPD and mentoring to foster more student involvement in planning their tuition and progression (co-directed learning).
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| **Music making** | 1. Provision to high levels in all genres offered through the Hub, either in differentiated groups (beginner, intermediate and advanced) or in larger, mixed ability groups.
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| **Students** | 1. A mentor or buddy system to provide peer advice and inspiration for younger learners and help them to build personal resilience. It will provide leadership experience for the older and in time, may be linked with Arts Award or accreditation outside music or the arts.
2. Medium-term partnerships with music tech companies for provision of software tools to support students exploring their creativity.
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| **Signposting** | 1. Open sharing of opportunities locally, regionally and nationally, including community provision, partners’ offers, National Youth Music Organisations, independent school bursaries and the Music and Dance Scheme.
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| **Furthering progression** | 1. Forward-looking information about careers in music and the music industry.
2. Information and advice about studying music after A level (further and higher education options). Audition support for students preparing for conservatoire applications.
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# Tracking progression

Children and young people taught within the Hub are monitored by their instrumental/vocal tutor. Progression data is reported via the Hub’s CRM system (Speed Admin) in real time/reported to the Hub at the end of each school year.

Progression in ensembles is monitored by ensemble leaders and tutors and learners. Learners will be progressed (e.g. given solos, offered section lead chairs, recommended for the next level of ensemble) as they are ready.

Tri-borough Music Hub is developing a process to understand how young people progress their musical learning and participation immediately following their involvement with the Hub.

Over time, data from this tracking will enable us to refine the Hub’s offer, information and support to children and young people to enable and inspire more of them to follow these routes.

# Monitoring and review

This Progression Strategy will be recommended to the Hub board on 22nd November 2023.

The Hub’s lead officer will provide an update to quarterly board meetings throughout the year.