



Music Makes Me: Final Evaluation Report (December 2023)

Context

Music Makes Me was a two-and-a-half-year project led by the Tri-borough Music Hub (TBMH) in collaboration with its strategic partners and selected delivery partners. It culminated in a performance at the Royal Albert Hall on 27 June 2023.

The event involved 906 children and young people and 1140 people in total, and was themed around Special Educational Needs and Disability (SEND), inclusion, the power music has to support us all, and how it might be particularly powerful for neurodivergent young people in helping to emotionally self-regulate and manage change. The Relaxed Performance mixed acting, singing, live music, video animations and Makaton signing.

The project had a wide range of intended aims and outcomes for children and young people, their families, their schools, the music workforce, and partner organisations. This report seeks to evaluate the impact of the project against these aims and outcomes.

The Evaluator

Narrowing the Gaps Ltd is a small, agile, independent education consultancy focused on helping schools and other educational organisations to address the inequalities that persist across the education system. We work flexibly with clients to deliver a wide range of high-quality services, from training and consultancy to evaluation, data reporting and system implementation.

This evaluation was carried out by Jake Mansell, Director of Narrowing the Gaps Ltd.

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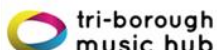


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Executive Summary

- Music Makes Me recorded a positive impact on teacher / parent perceptions of children and young people's skills and attitudes across all groups and sub-groups.
- The project was particularly successful at improving the singing of pupils in the massed choir who are taught in schools without specialist music teachers.
- For instrumental performers, there was a very significant positive impact on the musical skills of learners who were initially rated as less confident musicians.
- Understanding and recognising difference in others and the value of inclusion showed very strong improvements in schools, particularly at primary schools, SEND and Alternative Provision settings.
- Positive impacts were recorded on increased understanding of Structural Inclusion in schools.
- Teacher confidence in teaching aspects of the music curriculum showed very significant increases for teachers at schools without specialist music teachers.
- Strong agreement from stakeholders that the project was well led and managed, and that the event day was well organised.
- Partner organisations felt that the project was successful in enhancing awareness of and engagement with their school outreach work.
- Partners also indicated that the project was starting to have an impact on their approach to inclusive programming and structural inclusion.



Evaluation process

The evaluation brief was to provide a simple, robust evaluation of impact against the initial project aims and outcomes as stated in the document **Music Makes Me - Evaluation: Aims and Outcomes** (reproduced in [Appendix A](#)) and to capture any additional outcomes of the project outside the scope of the stated aims.

A breakdown of methods of gathering stakeholder views can be found in [Appendix B](#), and a summary of the scope of the online surveys used can be found in [Appendix C](#).

We also agreed to capture additional outcomes relating to impacts on Structural Inclusion in partner organisations and schools. We are grateful to Paul Morrow and Rachael Christophides of the Cultural Inclusion Manifesto for help in generating suitable questions on this topic, which are detailed in [Appendix D](#).

Reporting Findings

The findings were disseminated through two reports as detailed below.

Interim Evaluation Report (July 2023)

Data gathering was via online surveys of various stakeholders, namely lead teachers of schools participating in the massed choir; adult participants in ensembles and representatives of involved partner organisations; and parents of child participants in ensembles. The interim report is available [here](#).

This report: Final Evaluation Report (December 2023)

The final report updates the findings of the interim report with:-

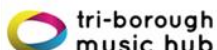
- Data from stakeholders supplied after the deadline for the interim report; and
- Data from Survey 4, which captured longer term impacts for project partners.

Interpreting findings

“Mean Delta” ratings

Assessments on a scale of 1 (not at all) to 10 (fully) of pupils' musical skills and attitudes were made before and after their involvement in the project. The numbers presented in the tables show the **mean delta** between the two figures, in other words the average (arithmetic mean) difference between the before and after values. A positive score represents an improvement over the school project period (January to June 2023), a zero score means no change, and a negative score would indicate a deterioration.

For each outcome, the participant contexts have been broken down into different categories including (for schools) educational phase, type of setting, deployment of specialist music teachers or non-specialists in delivering the music curriculum, and (for both school pupils and hub ensemble members) whether the pupils were confident or not in this outcome



already (i.e. assessed as 5 or below, or 6 or above respectively at the start of the project for that outcome).

The theoretical maximum mean delta for any outcome is +9, and this would occur if all participants in a group were assessed as 1 (not at all) before the project and 10 (fully) after the project.

“Agreement” ratings

For outcomes assessed via rating scales (Strongly Disagree to Strongly Agree), a numerical value was assigned to each response as follows:-

Response	Value
Strongly Agree	+10
Agree	+5
Neither agree nor disagree	0
Disagree	-5
Strongly Disagree	-10

The Average Agreement Ratings shown in the following pages are the average (arithmetic mean) of the relevant values submitted by question respondents. The maximum theoretical value for any Agreement Rating is +10 (every respondent strongly agrees), and the minimum theoretical value is -10 (every respondent strongly disagrees).

“Interim” and “Final” ratings

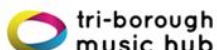
The ratings used for the Interim Report and Final Report are recorded separately where appropriate for ease of reference.



Response Coverage

Responses from the following stakeholder groups met the interim survey deadline and were included in the interim report (July 2023). Additional respondents' data and data from Partner Organisations is included in this final report (December 2023)

Stakeholder Group	Response Coverage (Interim Report)	Response Coverage (Final Report)
Primary schools	8 of 20 (40%)	9 of 20 (45%)
Secondary schools	6 of 9 (67%)	6 of 9 (67%)
Resource provision units, SEND schools and alternative provision settings	6 of 10 (60%)	7 of 10 (70%)
Schools with specialist music staff	17 of 35 (49%)	19 of 35 (54%)
Schools without specialist music staff	3 of 5 (60%)	3 of 5 (60%)
All schools	20 of 40 (50%)	22 of 40 (55%)
Adult on-the-day partners	34 of 76 (45%)	34 of 76 (45%)
Parents of TBMH Chorus members	28 of 67 (42%)	30 of 67 (45%)
Parents of TBMH Orchestra members	31 of 72 (43%)	34 of 72 (47%)
Partner Organisations	N/A	6 of 12 (50%)



Evaluation against project aims in detail

Aim 1: To increase the musical skills and knowledge of the pupil choir performers through their improvement in vocal technique, breath control, singing in parts, and following a conductor.

Outcome 1a: Confidence in vocal technique

Children and young people...	Interim Mean delta*	Final Mean delta*
...in primary schools	0.88	1.22
...in secondary schools	0.83	0.83
...in resource provision units, SEND and alternative provision settings	1.17	0.43
...taught in schools with specialist music staff	0.76	0.68
...taught in schools without specialist music staff	2.00	2.00
...assessed at 5 or below at start of project	1.20	1.20
...assessed at 6 or above at start	0.70	0.58
...from all responding schools (massed choir)	0.95	0.86
...in the TBMH Chorus (hub choirs)	1.68	1.64

* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

For all groups, the project had a positive impact on vocal technique. The project had the biggest impact on the vocal technique of children taught in schools without specialist music teachers, those in the TBMH Chorus, and primary school pupils.



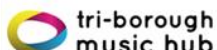
Outcome 1b: Confidence in breath control

Children and young people...	Interim Mean delta*	Final Mean delta*
...in primary schools	0.63	1.00
...in secondary schools	1.67	1.67
...in resource provision units, SEND and alternative provision settings	0.67	0.43
...taught in schools with specialist music staff	0.82	0.74
...taught in schools without specialist music staff	1.67	1.67
...assessed at 5 or below at start of project	1.80	1.80
...assessed at 6 or above at start	0.10	0.08
...from all responding schools	0.95	0.86
...in the TBMH Chorus	1.89	1.82

* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

For all groups, the project had a positive impact on participating singers' breath control. The project had the biggest impact on the breath control of children in hub choirs, those taught in schools without specialist music teachers, those in secondary schools, and those who were less confident initially.



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Outcome 1c: Confidence at singing in parts

Children and young people...	Interim Mean delta*	Final Mean delta*
...in primary schools	1.25	1.44
...in secondary schools	1.50	1.50
...in resource provision units, SEND and alternative provision settings	2.00	1.43
...taught in schools with specialist music staff	1.12	1.05
...taught in schools without specialist music staff	4.00	4.00
...assessed at 5 or below at start of project	2.30	1.91
...assessed at 6 or above at start	0.80	1.00
...from all responding schools	1.55	1.45
...in the TBMH Chorus	1.79	1.76

* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

In all contexts, the project had a positive impact on participating singers' confidence at singing in parts. The project had the biggest impact on the part-singing of children taught in schools without specialist music teachers, those in the TBMH Chorus, and those who were less confident initially.



Outcome 1d: Confidence at following a conductor

Children and young people...	Interim Mean delta*	Final Mean delta*
...in primary schools	0.63	0.89
...in secondary schools	1.67	1.67
...in resource provision units, SEND and alternative provision settings	2.00	1.29
...taught in schools with specialist music staff	1.00	0.89
...taught in schools without specialist music staff	3.33	3.33
...assessed at 5 or below at start of project	2.60	2.60
...assessed at 6 or above at start	0.10	0.08
...from all responding schools	1.35	1.23
...in the TBMH Chorus	2.21	2.06

* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

In all contexts, the project had a positive impact on participating singers' confidence at following a conductor. The project had the biggest impact on children taught in schools without specialist music teachers, those in the TBMH Chorus, and those who were less confident initially.



Aim 2: To increase the musical skills and knowledge of the pupil instrumental performers through their improvement in instrumental playing within an ensemble, and following a conductor

Outcome 2a: Confidence at playing their instrument

Children and young people in TBMH ensembles...	Interim Mean delta*	Final Mean delta*
...overall	1.13	1.08
...who were less confident initially (5 or below 'before' score)	3.60	3.67
...who were more confident initially (6 or above 'before' score)	0.65	0.61

Commentary

As expected, those who were less confident initially had more headroom to improve against this Outcome and made significant progress.

Outcome 2b: Confidence at playing as part of an ensemble

Children and young people in TBMH ensembles...	Interim Mean delta	Final Mean Delta
...overall	1.68	1.78
...who were less confident initially (5 or below 'before' score)	5.80	5.86
...who were more confident initially (6 or above 'before' score)	0.88	0.85

Commentary

This Outcome yielded the greatest improvement within Aim 2 overall. There was a greater impact on ability to play as part of an ensemble than on individual playing skill. Those who were less confident initially had more headroom to improve in the Outcome, and made very significant progress.



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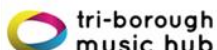
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Outcome 2c: Confidence at following a conductor

Children and young people in TBMH ensembles...	Interim Mean delta	Final Mean Delta
...overall	1.74	1.75
...who were less confident initially (5 or below 'before' score)	4.13	4.33
...who were more confident initially (6 or above 'before' score)	0.91	0.96

Commentary

Those who were less confident at following a conductor initially had more headroom to improve in this outcome, and made very significant progress.



Aim 3: To increase all pupils’ understanding about mental health and wellbeing, and the positive impact that inclusive music making has in supporting and welcoming all pupils so that they can meaningfully participate

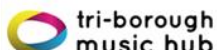
Outcome 3a: “Children and young people recognise that all people are individuals who may face different experiences to their own.”

Children and young people...	Interim Mean Delta*	Final Mean Delta*
...in primary schools	1.50	1.56
...in secondary schools	0.83	0.83
...in resource provision units, SEND and alternative provision settings	2.83	1.43
...taught in schools with specialist music staff	1.82	1.37
...taught in schools without specialist music staff	1.00	1.00
...assessed at 5 or below at start of project	2.86	2.86
...assessed at 6 or above at start	1.08	0.60
...from all responding schools	1.70	1.32
...in the TBMH Chorus	1.21	1.21
...in the TBMH Orchestra	0.61	0.69

* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

Teacher and parental assessments of children’s ability to acknowledge difference in others showed improvement across all groups. Pupils in primary schools, SEND and AP settings, and those who were initially reported as less confident in this Outcome showed the most marked improvement.



Outcome 3b: “Children and young people recognise that being inclusive helps everyone (self and others) to improve their mental health and well being.”

Children and young people...	Interim Mean delta*	Final Mean Delta*
...in primary schools	1.38	1.44
...in secondary schools	1.00	1.00
...in resource provision units, SEND and alternative provision settings	2.83	1.29
...taught in schools with specialist music staff	1.59	1.11
...taught in schools without specialist music staff	2.33	2.33
...assessed at 5 or below at start of project	3.29	3.29
...assessed at 6 or above at start	0.85	0.33
...from all responding schools	1.70	1.27
...in the TBMH Chorus	1.11	1.12
...in the TBMH Orchestra	0.61	0.67

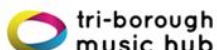
* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

Teacher and parental assessments of children’s ability to recognise the benefits of being inclusive show improvement across all groups, with the greatest improvement noted for those less able to recognise the benefits initially, those in schools without specialist music staff, and those in primary schools.

Illustrative quote

“I wanted to share with you that my daughter was diagnosed with mild autism while rehearsing for Music Makes Me. The experience at TBMH helped her process and accept her being different and gave her confidence both in singing and performing and as a person. The performance at the RAH was a very emotional experience for us as a family and we’d like to thank you for giving our daughters this amazing opportunity and young people a voice.” **Parent of performer in TBMH Chorus**



Aim 4: To increase young people’s confidence through an inspirational and positive experience that they will remember for the rest of their lives, and which celebrates teamwork and transferable skills in other aspects of their lives

Outcome 4a: “Children and young people are confident in themselves as individuals and in their ability to approach their lives.”

Children and young people...	Interim Mean delta*	Final Mean Delta*
...in primary schools	1.00	1.22
...in secondary schools	0.17	0.17
...in resource provision units, SEND and alternative provision settings	2.67	1.71
...taught in schools with specialist music staff	1.24	1.05
...taught in schools without specialist music staff	1.33	1.33
...assessed at 5 or below at start of project	2.83	2.83
...assessed at 6 or above at start	0.57	0.44
...from all responding schools	1.25	1.09
...in the TBMH Chorus	1.54	1.58
...in the TBMH Orchestra	0.84	0.89

* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

Teacher and parental assessments of children’s confidence increased across all groups. The project was reported to be particularly powerful for children who were less confident at the start of the project and for pupils in SEND and AP settings. There was a more marked impact on the confidence of primary school pupils than those in secondary schools.

Illustrative Quote

“We are absolutely blown away by the tremendous impact that this journey and performance has had on our daughter. She is a young person with significant mental health needs, undiagnosed autism, and other needs. Her experiences of school and life in general have been very challenging as a result of her needs. Thank you for giving her this platform. For giving her the bursary. Thank you for believing in her. Thank you for encouraging her.



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Giving a girl like her a platform in this majestic world stage has been life changing. We are beyond grateful. The staff at the TBMH are beyond amazing and supportive. Thanks for everything. Please keep doing what you are doing. We are 100 percent supporting you. This is changing the lives of sooo many people in such a positive way. We are completely blown away by this experience. It gave so many people a chance to visit the Royal Albert Hall. People who would've never been able to access it. Thank you for embracing inclusion, diversity, and celebrating neurodiversity. The play was also phenomenal. I work as an educational psychologist and the experiences of Aisha really resonated with me and reminded me of the pupils I work with. Thanks for raising this profile and helping us to think of us. One family member reflected on his interaction with his autistic son as a result of this. It's all those little things which equate to a massive, massive impact. Congratulations, it was phenomenal. Blew our minds." ***Parent of performer in TBMH Chorus***



Aim 5: To increase the profile of music in schools through its place in the curriculum and in its extra-curricular programme

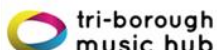
Outcome 5a: “Music is clearly and demonstrably integrated into the curriculum and school life.”

School type	Interim Mean delta*	Final Mean Delta*
Primary schools	0.25	0.33
Secondary schools	0.17	0.17
Resource provision units, SEND schools and alternative provision settings	1.83	1.29
Schools with specialist music staff	0.18	0.11
Schools without specialist music staff	3.67	3.67
Schools assessed at 5 or below at start of project	3.25	3.25
Schools assessed at 6 or above at start	0.06	0.00
All responding schools	0.70	0.59

* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

Teacher assessments of the degree to which music is integrated into the curriculum and school life improved for all types of settings, but most significantly for schools without specialist music teaching staff, and those where integration of music into the curriculum and school life was deemed to be weaker at the start of the project.



Aim 6: To demonstrate the value of inclusive music making that supports and welcomes all pupils so that they can meaningfully participate in the school

Outcome 6a: “All pupils are able to access musical learning opportunities irrespective of their circumstances.”

School type	Interim Mean delta*	Final Mean Delta*
Primary schools	0.00	0.11
Secondary schools	0.33	0.33
Resource provision units, SEND schools and alternative provision settings	1.33	1.29
Schools with specialist music staff	0.12	0.21
Schools without specialist music staff	2.67	2.67
Schools assessed at 5 or below at start of project	3.33	3.33
Schools assessed at 6 or above at start	0.00	0.11
All responding schools	0.50	0.55

* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

Teacher assessments of the degree to which pupils are able to equitably access musical learning showed the greatest increase for schools where this was the case to a lesser extent before the project, and also for schools without specialist music staff.



Aim 7: To increase the confidence and skills of their school music teachers by preparing pupils for a live large-scale event

Outcome 7a: “Teachers are confident in their own ability to teach music and help learners to make musical progress.”

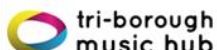
School type	Interim Mean delta*	Final Mean Delta*
Primary schools	-0.13	0.33
Secondary schools	0.83	0.83
Resource provision units, SEND schools and alternative provision settings	1.17	0.71
Schools with specialist music staff	-0.06	0.05
Schools without specialist music staff	4.00	4.00
Schools assessed at 5 or below at start of project	5.00	4.75
Schools assessed at 6 or above at start	-0.24	-0.33
All responding schools	0.55	0.59

* see [Interpreting Findings](#) for an explanation of Mean Delta ratings.

Commentary

These results showed variable impact, with the strongest positive impact at schools without specialist staff, and those initially deemed low on confidence among teachers of music.

The negative (interim and final) values shown require further context: in two cases, one at a SEND school and one at a primary school, Survey 1 (before the project) was completed by a specialist music teacher, and Survey 2 (after the project) by a class teacher, perhaps explaining the difference in perceptions of teacher confidence to teach music.



Aim 8: To increase the profile and reach of the Music Hub within the community

Outcome 8a: More pupils become involved with the Music Hub’s classes outside of school in the following 2023-24 academic year

Number of pupils engaging with hub out-of-school activity (based on unique ‘Active Student’ figures in the TBMH database)

Academic Year	Number of pupils engaging with hub out-of-school activity
2022-23 (over whole year)	380
2023-24 (to December 2023 only)	414

Commentary

This Outcome has been met as pupil numbers have increased by 34 in the 2023-24 academic year, a 9% increase over the previous year.

Outcome 8b: More families actively engage with the Tri-borough Music Hub

Number of families engaging with hub out-of-school activity (based on unique ‘Guardian ID’ figures pertaining to Active Students in TBMH database)

Academic Year	Number of families engaging with hub out-of-school activity
2022-23 (over whole year)	332
2023-24 (to December 2023 only)	369

Commentary

This outcome has been met as family numbers have increased by 37 in the 2023-24 academic year, an 11% increase over the previous year.

Outcome 8c: “Music Makes Me has enhanced the profile of the Tri-borough Music Hub”

Average agreement rating** by parents of TBMH ensemble / choir pupils:

Interim 8.7 indicating **Strong Agreement**
 Final 8.7 indicating **Strong Agreement**



Outcome 8d: “This event will enable the music hub to enhance its reach by engaging with more families”

Average agreement rating** by parents of TBMH ensemble / choir pupils

Interim 8.3 indicating **Strong Agreement**

Final 8.3 indicating **Strong Agreement**

** see [Interpreting Findings](#) for an explanation of Average Agreement Ratings.



Aim 9: To increase the engagement between schools and the full range of Music Makes Me partner organisations; and to raise awareness of the partner organisations' education, engagement, and outreach work

Outcome 9a (responses from Partner Organisations): "Following our engagement in Music Makes Me, more schools are aware of our outreach work."

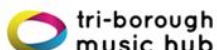
Average agreement rating** by partner organisation respondents
5.0 indicating **Agreement**

Outcome 9b (responses from Partner Organisations): "Following our engagement in Music Makes Me, more schools are actively engaged with our programmes."

Average agreement rating** by partner organisation respondents
3.3 indicating **Agreement**

Commentary

Partner organisations agreed that the project was successful in enhancing awareness of and engagement with their outreach work.

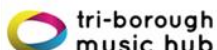


Aim 10: To increase partners’ organisational knowledge of inclusive music education practice for all pupils demonstrated by active organisational learning

Outcome 10a: Partners can demonstrate changes they have made, or are making, within their organisation’s approach to structural inclusion

Our organisation’s involvement in Music Makes Me...	Average Agreement Rating**	Indicative of...
...has increased opportunities for dialogue within the organisation around D/deaf, disabled and neurodiverse people.	5.8	Agreement
...has increased staff confidence in discussing considerations around D/deaf, disabled and neurodiverse people.	6.7	Agreement
...has increased the extent to which we listen to and consult D/deaf, disabled and neurodiverse people when planning events or other organisational activity.	5.0	Agreement
...has led to an enhanced understanding of how music can be used to support a range of needs (e.g. for emotional regulation, or to support transitions) for our audiences / clients / members of the public	6.7	Agreement
...has led to an enhanced understanding of how music can be used to support a range of needs (e.g. for emotional regulation, or to support transitions) for our own staff	6.7	Agreement

** see [Interpreting Findings](#) for an explanation of Average Agreement Ratings.



Outcome 10b: Schools can demonstrate changes they have made, or are making, within their organisation’s approach to structural inclusion

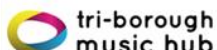
Our school’s involvement in Music Makes Me...	Average Agreement Rating**	Indicative of...
...has increased opportunities for dialogue within the school around D/deaf, disabled and neurodiverse people.	5.7 (interim) 6.1 (final)	Agreement Agreement
...has increased staff confidence in discussing considerations around D/deaf, disabled and neurodiverse people.	5.2 (interim) 5.4 (final)	Agreement Agreement
...has increased the extent to which we listen to and consult D/deaf, disabled and neurodiverse people when planning events or other school activity.	4.3 (interim) 4.3 (final)	Agreement Agreement
...has increased understanding of how music can be used to support a range of needs (e.g. for emotional regulation, or to support transitions) for our pupils	7.4 (interim) 7.6 (final)	Agreement Strong agreement
...has increased understanding of how music can be used to support a range of needs for our staff	4.5 (interim) 4.8 (final)	Agreement Agreement

** see [Interpreting Findings](#) for an explanation of Average Agreement Ratings.

Illustrative quotes

“The children are now more aware of different types of neuro-diversity as more conversations have been had regarding this.” *Teacher, Primary School*

“Pupils loved being part of MMM and being at the Royal Albert Hall. It was an amazing event and privilege to be part of it and make a difference to our children and young people. The discussions it has led to on twitter have been fantastic and creating the awareness of inclusion was hugely successful. It was also amazing to see so many important people attend and be aware of inclusion and the difference we can make. *Head Teacher, SEND School*



Aim 11: To influence and positively impact the inclusive programming of all partner organisations; and the partnership links, with a focus on the strategic importance of joined-up working as highlighted in the refreshed National Plan for Music Education.

Outcome 11a: Partners are actively strengthening their organisation’s inclusive programming.

Our organisation’s involvement in Music Makes Me...	Average Agreement Rating**	Indicative of...
...has enhanced dialogue at an organisational level about how performances can be adapted or relaxed to ensure that they can be accessed by all.	6.0	Agreement
...has contributed to a clear and appropriate shared understanding across the organisation of what ‘Relaxed Performance’ means in our specific organisational context.	3.8	Agreement
...has led to a planned increase in the number and/or reach of Relaxed Performances on our calendar of events.	2.5	Agreement

** see [Interpreting Findings](#) for an explanation of Average Agreement Ratings.

Commentary

Respondents indicate that there is more progress in dialogue about inclusion than impact on event calendars.

Outcome 11b: The partnerships and partnership working are improved and actively contributing to the legacy/sustainability of the programme, through stronger networks.

Our organisation’s involvement in Music Makes Me...	Average Agreement Rating**	Indicative of...
...has increased opportunities for dialogue around partnership working.	5.8	Agreement
...has increased the breadth or scope of our partnership working.	5.0	Agreement
...has enhanced the strength of our networks of partners.	6.7	Agreement

** see [Interpreting Findings](#) for an explanation of Average Agreement Ratings.



Commentary

Respondents agree that the project has had a positive impact on partnership working with respect to increased inter-partner dialogue, breadth and scope of partnership working, and network strength.

Additional impact and outcomes of the project

In addition to the project aims and outcomes identified in advance of the project launch, there are two areas of consideration evaluated below:-

- Additional outcomes relating to perceptions by participating partners about impact on their own practice, the leadership and management of the project, and event organisation;
- Additional outcomes captured from surveys and stakeholder quotes not included elsewhere.

Aim 12: Impact on participating members of partner organisations

Additional Outcome 12a: “Participating in this project alongside a diverse cohort of young people has had a positive impact on my practice.”

Average Agreement Rating by partners involved in event day

8.1 indicating **Strong Agreement**.

Additional Outcome 12b: “Involvement in this project has expanded my perceptions of what is possible through music education.”

Average Agreement Rating by partners involved in event day

8.1 indicating **Strong Agreement**.

Additional Outcome 12c: “The project (i.e. leading up to event day) was well led and managed.”

Average Agreement Rating by partners involved in event day

7.9 indicating **Strong Agreement**.

Illustrative quote

“Events such as these, we know, are much more than the night itself - and it was so clear to see that the whole Music Makes Me experience will remain with the young people, families and RCM students for a long time to come. *Hayley Clements, Head of RCM Sparks*

Additional Outcome 12d: “The event was well organised.”

Average Agreement Rating by partners involved in event day

8.7 indicating **Strong Agreement**.



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Illustrative quote

“I just wanted to send a quick email to say how brilliant yesterday was. The organisation of the event was beyond impressive and the concert was such a wonderful experience for the students. Please send my thanks to everyone involved. You all deserve a well earned rest.
Head of Music, Secondary School

Aim 13: Outcomes and impact not captured elsewhere

Selected quotes from project stakeholders

Just a note to say congratulations on yesterday’s Music Makes Me. It was a real joy to watch and hear the young people sing and also sign. You must all be very proud of your hard work and perseverance and to have both your music performed in such an iconic venue must be quite an experience! I was thinking of the legacy that MMM will have and for mainstream schools this could be their first experience of disability and it was such a positive message of inclusion that will inform their perception of disability going forward. To have all the young people signing was wonderful. To have our young people seen and celebrated on the stage and on the screen will go a long way in breaking down both perceptual and attitudinal barriers - well done, great work! **Lead Practitioner of the Creative Arts, Westminster Special Schools**

Yesterday I had a day of meetings and I think I managed to bring up an example of how amazing MMM was in each. I’m so glad I could be there and it was truly brilliant. Of course I was moved by so many aspects, but I was also really impressed by the musical level. The orchestra was very strong and the diction of the singing is something that many professional choirs could do well to match. The different songs showcased a range of levels and skills, and the joy and commitment from the choirs was a joy to watch. The ongoing (and incredibly frustrating) preconception that high quality and inclusive music making are not compatible was well and truly busted! **Ex-Trustee of Tri-borough Music Trust**

Since my child has been part of this project, he has learnt to value community, commitment to attending rehearsals and the importance of seeing something through to its end even when he has not wanted to at times during the project. During this project as a family we have been able to teach our son valuable lessons about life choices, seeing things through, committing to set goals and to value and seize opportunities that are presented to him.
Parent of member of TBMH Orchestra

MMM has impacted my students' understanding of what being a part of something much bigger than themselves can feel like. It's given them a shared experience and thus, a sense of community. **Teacher, Primary School**

Our students thoroughly enjoyed the opportunity to perform at the Royal Albert Hall - an experience that many of them won't have access to. Several of our students had never visited the hall. They won't have performed alongside a live orchestra or such a large choir and that was really special for so many of them. It has helped boost the status of the choir as one of our premium ensembles. **Teacher, Secondary School**



Staff who have been involved in the project have taken the songs to heart. They report having learnt new makaton and are using the songs in class outside of the rehearsal times. Pupils have really engaged with the music and makaton and are continually bursting into songs that relate to what is happening in the school day (but will also randomly start singing the Sushi Song). The class that took part has two children with additional needs and the children voluntarily use more makaton with their friends as a result. This has been a truly wonderful aspect of the project. Parents were particularly proud to see their children perform at RAH and the excitement has been palpable for weeks now. Every child involved had at least one family member attend. **Teacher, Primary School**

“This performance of Music Makes Me was a chance for staff to realise that the songs they had been teaching had had a greater impact on the children than previously thought. Although a few of the children were not singing along during lesson times, when it came to the performance at The Royal Albert Hall, along with the amazing sound of the orchestra, a few of our children sang along for the first time. It was very special to witness. It felt incredibly special for me to be able to aid the children in an opportunity like this. Thank you for creating a space for them that encouraged them to dance and sing as themselves.”
Teacher, Primary Resource Provision Unit



Appendix A: Music Makes Me – Evaluation: Aims and Outcomes

Performers – School Pupils; Vocal Ensemble Members; Instrumental Ensemble Members

Aims	Outcomes
1. To increase the musical skills and knowledge of the pupil choir performers through their improvement in vocal technique, breath control, singing in parts, and following a conductor	<ul style="list-style-type: none"> Choir pupils have improved their vocal technique, breath control, part singing, and their understanding of how to follow a conductor
2. To increase the musical skills and knowledge of the pupil instrumental performers through their improvement in instrumental playing within an ensemble, and following a conductor	<ul style="list-style-type: none"> Instrumental pupils have improved and made progress with their own playing skills, and their understanding of how to follow a conductor
3. To increase all pupils' understanding about mental health and wellbeing, and the positive impact that inclusive music making has in supporting and welcoming all pupils so that they can meaningfully participate	<ul style="list-style-type: none"> Pupils have more knowledge about how all people are individual, may face different experiences to their own, and that being inclusive will help each person to improve their mental health and wellbeing
4. To increase young people's confidence through an inspirational and positive experience that they will remember for the rest of their lives, and which celebrates teamwork and transferable skills in other aspects of their lives	<ul style="list-style-type: none"> Pupils are more confident as individuals, and feel more confident in their ability to approach their lives.

Schools/Settings and Teachers

Aims	Outcomes
5. To increase the profile of music in schools through its place in the curriculum and in its extra-curricular programme	<ul style="list-style-type: none"> Music is clearly and demonstrably integrated further into the curriculum and school life
6. To demonstrate the value of inclusive music making that supports and welcomes all pupils so that they can meaningfully participate in the school	<ul style="list-style-type: none"> All pupils are able to access equitable musical learning opportunities irrelevant of their circumstance
7. To increase the confidence and skills of their school music teachers by preparing pupils for a live large-scale event.	<ul style="list-style-type: none"> Teachers are more confident in their own ability to teach music and help students to make musical progress

Partnerships and Reach

Aims	Outcomes
8. To increase the profile and reach of the Music Hub within the community	<ul style="list-style-type: none"> More pupils become involved with the Music Hub's classes outside of school in the following 2023-24 academic year More families actively engage with the TBMH
9. To increase the engagement between schools and the full range of <i>Music Makes Me</i> partner organisations; and to raise awareness of the partner organisations' education, engagement, and outreach work	<ul style="list-style-type: none"> More schools are actively engaged with the partner organisations' and their outreach work
10. To increase the partner's organisational knowledge of inclusive music education practice for all pupils demonstrated by active organisational learning	<ul style="list-style-type: none"> Partners can demonstrate changes they have made, or are making, within their organisation's approach to structural inclusion
11. To influence and positively impact the inclusive programming of all partner organisations; and the partnership links, with a focus on the strategic importance of joined-up working as highlighted in the refreshed National Plan for Music Education.	<ul style="list-style-type: none"> Partners are actively strengthening their organisation's inclusive programming The partnerships and partnership working are improved and actively contributing to the legacy/sustainability of the programme, through stronger networks.



Appendix B: Breakdown of method of gathering stakeholder views

Aims 1 to 4: Choir and instrumental pupils

The intended outcomes against these aims were measured through:-

- **Massed School Choir pupils:** Baseline (**Survey 1, Jan 2023**) and post-event (**Survey 2, July 2023**) survey of teachers to assess and compare the pre- and post-project skills and attitudes of the 950+ choir members from schools; and
- **Instrumental and hub choir pupils (Junior Voices / Next Level Voices):** A similar post-event survey (**Survey 3, July 2023**) to ensemble members' families, to be completed by parents, assessing pre-and post-event skills and attitudes

Aims 5-7: Schools, settings and teachers

The profile of music in each school and teacher skills was assessed via questions in **Survey 1** and **Survey 2** as above.

Aim 8: Tri-borough Music Hub reach (Final Evaluation only)

This will be evaluated via hub data (notably ACE return data) and parental input into **Survey 3** as above.

We will also record numbers of social media followers at the start and end of the project.

Aims 9-11: Partner reach and inclusion (Final Evaluation only)

Evaluated via survey (**Survey 4, Dec 2023**) with the project partners.



Appendix C: Summary of scope of surveys

Survey 1, January 2023 - massed choir schools baseline

- Rating scales for teachers to assess **pre-event** pupil musical skills, confidence and attitudes; and
- Questions on how confidently and inclusively music is delivered in each school or setting

Survey 2, 28 June 2023 - massed choir schools post event

- As per Survey 1 above, but for **post-event**; and
- Questions to capture any additional outcomes from a school or pupil perspective

Survey 3, 28 June 2023 - Music hub pupils and their families plus adults from partner organisations who performed / supported on the day

- Rating scales (both pre- and post-event) of pupil musical skills, confidence and attitudes. There may need to be two slightly different versions of this survey (one for instrumental, one for vocal pupils); and
- (All, Parents and adult partners) Questions on hub profile and reach.
- N.B. Separate evaluation questions for the 8 ENO singers (and other partners) as per Stuart's email of 27 Jan 23 has now been incorporated into this survey.

Survey 4, December 2023 - Project partners

- Questions on any changes in school engagement with each partner organisation and their outreach work;
- Questions on each organisation's changing approach to Structural Inclusion (see [Appendix D](#));
- Questions on each organisation's changing approach to inclusive programming; and
- Questions on partnership working and network strength.



Appendix D: Structural Inclusion questions

We are grateful to Paul Morrow and Rachael Christophides of the Cultural Inclusion Manifesto for help in generating suitable questions on this topic.

Responses to be captured on a **strongly disagree** to **strongly agree** scale

Attitudinal impact

Our organisation's [or school's] involvement in Music Makes Me...

- 1) ...has increased opportunities for dialogue within the organisation [or school] around D/deaf, disabled and neurodiverse people.
- 2) ...has increased staff confidence in discussing considerations around D/deaf, disabled and neurodiverse people.
- 3) ...has increased the extent to which we listen to and consult D/deaf, disabled and neurodiverse people when planning events or other organisational activity.

Understanding and implementation of Relaxed Performances

Following our organisation's involvement in Music Makes Me...

- 4) ...there has been increased dialogue at an organisational level about how performances can be adapted or relaxed to ensure that they can be accessed by all.
- 5) ...we have a clear and appropriate shared understanding across the organisation of what 'Relaxed Performance' means in our specific organisational context.
- 6) ...we have planned to increase the number and/or reach of Relaxed Performances on our calendar of events.

Using music to support a range of needs

“Following our organisation's involvement in Music Makes Me...

- 7) ...there is an increased understanding of how music can be used to support a range of needs (e.g. for emotional regulation, or to support transitions) for our audiences / clients / members of the public [or pupils in the school version of the questionnaire]
- 8) ...there is an increased understanding of how music can be used to support a range of needs for our own staff

Other impacts and outcomes of the project

Please detail any other impacts or outcomes that involvement in Music Makes Me has had on your organisation. If possible, please share any direct quotes from colleagues in your organisation who were involved in this event.