

Progression Strategy

Context

Leicestershire Music Hub (LMH) aims to enrich and connect the world of young people through life-changing musical experiences.

This Progression strategy is built on the principles of leadership for musical progression (which came from The Music Progressions roundtable work led by [Ben Sandbrook](#)):

LMH commits to:

- Enrich musical progressions, not prescribe musical destinations
- Connect, empower and support young musicians to find their individual progression pathway
- Both mobilise and collaborate with others to make this happen
- Nurture and support young leadership
- Ensure creativity is at the heart

Individual progression journeys need to be the primary and guiding focus, rather than the systems and organisations that might support some of those journeys.

The whole environment, comprising of people, places, spaces, objects, experiences and interactions (see **Image 1**), through which those journeys take place, needs to be considered holistically. There are many ingredients in an environment for progression, and they are often complex. These ingredients can only be provided in full by many different stakeholders (including schools, music organisations, music leaders, parents and young people individually and collectively) and therefore informed collaboration is essential.

Image 1:



Leicestershire Music Hub's progression strategy sits at the centre of a number of our strategies and policies (see Image 2):

Image 2:



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 curriculum.

Objective

The overarching objective is to develop lifelong musicians that can make independent and informed choices about the music they listen to, take part in and create throughout their lives.

We aim to guide and support young musicians through the stages of progression, enabling them to access inclusive progression pathways that are suited to their individual needs and passions, leading to a lifelong engagement with music. To help facilitate this, we have developed a framework that supports and promotes progression (see Image 3), regardless of the genre(s) and tradition(s) that any individual student is working in and this links to our [IDEA strategic plan](#).

To embed progression, we are guided by our Inclusion, Diversity, Equity and Inclusion plan where we aim to:

- Ensure that musical content is more diverse, including ethnically, but also in terms of musical genre.
- Ensure that there are a range of ways to take part in and perform music.
- Create a Youth Council which is more diverse with regard to all protected characteristics.
- Ensure that opportunities are available to all students regardless of identity and socioeconomic background.
- Increase representation of student participants from poorly represented groups including: Black heritages, Students on Free School Meals, Rural students, in line with regional data. Monitor engagement of protected characteristics for all activities on offer through Leicestershire Music Hub including individual instrumental lessons and other school-based activities.

Image 3:

Beginner Musician

Introduction to music, singing & musical instruments (in a wide range of settings in & out of school)

Hear & listen to a diverse range of music

Experiment creatively with sounds & rhythms

Be allowed to have a go (& make mistakes)

Have the opportunity to make music with others

Developing Musician

Access to performance / rehearsal / training / tuition appropriate for age / stage / genre

Constantly striving & seeking for opportunities, supported to make connections for their next step

Make progress through formal grades (where appropriate)

Progress/promotion within and through music groups

Advancing Musician

Participates in focussed rehearsals & performances

Accessing focussed training / tuition (both in & out of school) that supports the individuals progression targets

Opportunities to mentor & support young musicians at other stages of progression

Supported to make a commitment to focussed, detailed personal practise & development

Lifelong Musician

Active

To work in the music industry, to teach, lead, create, perform & advocate

Passive

Music has become an integral part of a young person's life – as a listener, consumer, advocate, supporter

Skills learnt are being transferred to other aspects of life (music has been and continues to be influential)

In working towards this overarching objective **Leicestershire** Music Hub has set the following SMART objectives for 2024/25:

- By the end of the 24-25 Academic Year, over 1100 pupils will have received weekly instrumental or vocal lessons
- By the end of the 24-25 Academic Year, increase the number of pupils engaging with an out of school music group to 450
- By the end of the 24-25 Academic Year, have supported schools to develop and increase the number of group playing activities taking place within schools by 10% compared to 23-24 levels
- By the end of the 24-25 Academic Year, have increased the number of disadvantaged pupils engaging with **Leicestershire** Music Hub to 20%
- By the end of the 24-25 Academic Year, a minimum of 1 partnership agreement has been signed by partners who will support the 5 strategic functions of the NPME.

Data and Information

As outlined in our Needs Analysis and Impact Framework, **Leicestershire** Music Hub collects and uses a wide range of data to inform, evaluate and monitor this Progression Strategy. We aim to achieve a balance of hard/soft and qualitative/quantitative data.

Data sources include:

- Music and singing group membership numbers
- Grade exam data (to be developed with new 1:1/small group workforce)
- School ensemble provision
- Classroom Instrumental Tuition provision (hub-led, school-led and other)
- Classroom Instrumental Tuition continuation rates
- Provision via Service Level Agreements with schools
- School Music Development Plans and Quality Mark meetings
- Financial records

- Student longevity (we are developing a system of tracking a cross section of students to help monitor differing progression journeys)
- Student destination data (e.g. into further musical study)
- Data and information sharing with our National partners – including NPO and NYMO organisations (example – as part of the Philharmonia Community Board)
- Feedback from creative and cultural networks on wider data (The City Classroom and Leicester and Leicestershire Cultural Strategies)
- Formal customer feedback (complaints and compliments)
- Partners’ project data and evaluation
- Case studies (with input from across stakeholders)

Youth and learner voice are a central influence on our progression strategy. We consult children and young people constantly and systematically through our youth voice programme which allows young people to evaluate provision that they have accessed as well as feedback on where need is.

Existing approach to progression

Leicestershire Music Hub:

- works with schools and Multi-Academy Trusts across Leicester and Leicestershire 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 (known as The City Classroom) 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.

Broadly, young people’s progression is reflected by:

- wider local measures such as take-up following Classroom Instrumental Tuition– taking up 1:1 lessons or joining beginner music groups for example
- progression rates to higher levels of attainment, including into careers
- progression data for significant disadvantaged groups such as FSM, pupil premium, SEND, CLA;
- progression data for underrepresented or targeted groups or localities (specifically led by The Leicester City Music Network which was set up with this focus).

We are also very proud of, and share through our case studies, our learners who have progressed in other areas because of their musical participation in areas such as improved behaviour/attention, school attendance, or developmental outcomes or socialisation as a result of musical participation and learning.

Vision for progression in Leicester & Leicestershire

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

- Charging** 1. Strive towards a consistent charging and fee remission policy in local areas and across the Hub geography to ensure equity of access where finance is a barrier.
- Support for Learners** 2. Provision of serviceable instruments and equipment, matched to learners' needs (size, level of attainment, physical needs) and at reasonable cost; free of charge to Children Looked After. Availability of Assisted Instrument Purchase Scheme and also available via schools and Hub partners.
3. 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 (Music Tech centre model).
4. 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.
- Resources** 5. Training for the workforce in diversifying resource choices sensitively and appropriately, to appeal to and motivate a wider range of students.
6. Training in adapting resources, e.g. that students suggest, to support learning objectives (see Workforce Plan).
- Teaching & Learning** 7. CPD to raise tutor and teacher expectations of progression.
8. CPD and mentoring to foster more students involvement in planning their tuition and progression (co-directed learning) and how to enable progression for young people with additional needs or those facing additional barriers to progression.
- Music Making** 9. 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 (e.g. samba school). Some levels are offered by Hub partners – locally, regionally and nationally.
- Students** 10. 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 and form part of the workforce development of the Hub infrastructure and careers options.
- Signposting** 11. 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. Closely aligned with the Marketing & Communications Strategy to maximise exposure to all stakeholders
- Furthering Progression** 12. Forward-looking information about careers in music and the music industry, including FE and HE support to study music.

Tracking Progression

Children and young people taught within the Hub are monitored by their instrumental/vocal tutor. Progression data is entered directly into the Hub's CRM system (Speedadmin) 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. This is reflected in the records of the partner running the ensemble.

Progression to further study and into traineeships or employment are tracked in partnership with schools through network meetings, Quality Mark meetings and School Development Plan discussions and support sessions and via annual data surveys.

LMH is developing a process to understand how young people progress their musical learning and participation immediately following their involvement with the Hub in partnership with Hub partners. This is being developed as a cross section case study project from across the Hub partnership portfolio to represent various ages and stages in any one individual's progression pathway.

Hub collects data from young people as they move on from Hub activity (e.g. at age 18) on an opt-in basis (for data privacy reasons). This includes working closely with Leicestershire Music Alumni.

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 updated and recommended to the Hub board in September 2025 for review.

The strategy will be reviewed on an annual basis

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