

# Progression Strategy 2024- 2025

Cumbria Music Education Hub (updated 04/25)

A Hub Advisory Board sub-working group will be formed to oversee the implementation of this strategy that is live from April 2025

## Context

This progression strategy sits at the centre of several strategies and policies aligned to the Cumbria Music Hub's Local Plan for Music Education:



It integrates with the annual Needs Analysis, which identifies gaps in the Hub's offer and informs the Hub Programme of Activity so that clear progression pathways are developed and that these influence our 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 of our progression strategy is to support children and young people to develop and 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 their age and stage of their engagement, or 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, and new ways of working.

In working towards this overarching objective Cumbria Music Hub has set the following SMART objective(s) for 2024-25 as contributing to supporting Progression and Musical Development. Specific actions are derived from these to enable us to achieve our objective:

Target No	Target Description
2	Increase engagement in music for CYP from underrepresented groups e.g. SEND, Children cared for or Children Looked After, FSM, and Armed Forces Covenant.
3	Hub partnerships meet the needs of Local Plan for Music Education & partners have a clear understanding of how they contribute to the LPME and how their activity will contribute to outcomes
5	HLO to increase the number of primary schools receiving support to deliver the CIL programme with a focus on geographically isolated areas and high levels of educational and social care need
6	We will ensure that CYP are enabled to progress musical learning through affordable music lessons, with a particular focus on increasing engagement for underrepresented Children and Young People
7	HLO will ensure out of school music provision reflects the demand for all children at all ages and stages of development
8	Strategically review engagement and progression using the Hub's quality framework and robust well defined quality processes for all partners.
9	Tailoring the Hub's programme to meet the needs of CYP including those engaged through Virtual Schools, Home Ed & CCC, and develop new delivery pathways
10	Broaden the relevance, and accessibility of stock for children and young people, improving the supply of instruments, equipment, and technology focussing on underrepresented groups.

Details of Outputs, Success measures, 2023-24 results for comparison and progress to date can be found on the SMART target excel sheet.

### What musical progression means to Cumbria Hub

A broad view of musical progression is taken across the Cumbria Music Hub partnership. While the typical pyramid model 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's](#) work and diagram). Adopting appropriate ways of working to support Leadership for Musical Progression, will require all Hub Partners to be facilitators to mobilise young people's agency in their own chosen progression pathways. We will develop our depth of practice into creating musical children and adults of the future through using Ben Sandbrook's thought points:

- **Leading where: futures in the creative economy**
- **Leading how: designing and structuring creative musical education**

The Music Hub progression framework is separate, but intrinsically linked to, curriculum music and the co-curricular offer which is offered by schools. The Hub provides: Early Years support for practitioners, school support for all key stages, in school activities for all key stages, out of school activity for all school ages, community music making partners associated with the Hub, a strong music making and musical experience programme for children with profound and multiple learning difficulties, support

for new and early career teachers, and continual professional development for teaching staff. In addition, the rich landscape of community-based music group ensures that there are pathways and opportunities beyond the formal education sector, closely associated with the Hub as Community Partners.

This progression framework is designed to enable children and young people to progress their interests and potential as far as they would like, across a range of genres and traditions. It sits alongside and is supplemental to the Equality, Diversity and Inclusion Strategy.

Whilst there are examples of musicians who have traversed this entire pyramidal structure and are now teaching in our schools and out of school activity, hold posts as school-based teachers and leaders, or are key figures in Hub Partner Community groups, most musicians will progress through a part of it, reflecting their opportunities and interests at the time. We also recognise that this does not work for all learners and, indeed, it is only part of the picture for most.

This vision of a progression framework sits separate to curriculum music delivery in school, but it must be acknowledged that co-curricular activity in education is an additional essential component in the rich tapestry of progression opportunities available to young musicians.

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.

It is important to acknowledge that student's technical mastery and all the recognised skills inherent in musicianship, and bringing musical components together into students' composite musical being are assumed to be integral to teaching programmes. Where teaching of these aspects is weaker, this should be addressed through line management processes (or self-diagnosis by the tutor), mentoring and CPD (see Workforce Plan).

In respect of Higher Education Training in Music, most students choosing to pursue their musical studies look to move away, and benefit from the active links that the Hub has with the leading conservatoires, universities and teacher training colleges in the Country. The Royal Northern College of Music operate some early entry career support for students and offer under graduate and post graduate bursaries specifically to Cumbrian young Musicians and established teachers under the Engage West Cumbria programme. Staff of each Local Authority Music Service, as well as those experienced within our community partnership groups, can give advice and guidance about suitable courses for individuals, and support preparation for application and auditions.

Routes into Further and Higher music education, as well as routes into the industry will be regularly featured as part of the Music Congress Career's Fairs offered in July.

## Data and information

Cumbria 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 from Music Service tutors (and from schools and partners who contribute this) – used for Data Return
- Music Group (instrumental and vocal ensemble memberships) – used for Data Return
- Grade exam data
- School ensemble provision – used for Data Return
- Whole Class Ensemble Tuition provision (hub-led, school-led and other where data is shared) – used for Data Return
- Whole Class Ensemble Tuition continuation rates (where available)
- Provision via SLAs with schools – used for Data Return
- Financial records – used for Data Return
- Student longevity – where available (e.g. through CAPITA database records)
- Student destination data (e.g. into further musical study)
- Ad hoc intelligence
- Formal customer feedback (complaints and compliments)
- Partners' project data
- Case studies

We will undertake annual satisfaction surveys with students, parents, and schools. These will be run in the Spring and Summer terms to inform our progress against areas of the current LPME, and to inform the annual needs analysis.

Youth and learner voice are a central influence on our progression strategy. We wish to consult children and young people constantly and systematically. We would like to develop our activity through the formation of a youth board, as well as through teacher / student discussion, evaluation, and satisfaction surveys, as well as through informal feedback and social media feedback.

## Existing approach to progression

Our annual Programme of Activity seeks to support all students to progress through the various stages of music making as a performer and creator of music, either individually or through small to large group music making experiences.

Aims of the National Plan, supported by the Progression Strategy:

**Support young people to develop their musical interests and talent further, including into employment.**

**Support all young people to engage with a range of musical opportunities in and out of school.**

Young people can engage with the various activities on offer at any point in their school and musical careers, and beyond. This strategy identifies how the various activities contribute to the overall progression map as students move to, through, and beyond each of these strands. All these opportunities are in addition to the opportunities provided within schools own co-curricular activities.

The opportunities described in the Progression Strategy, and outlined in the Programme of Activity are publicised as part of the Hub Communication Strategy.

### **Classroom Instrumental Lessons (Whole Class Ensemble Tuition):**

Whole class instrumental lesson delivery is supported in 45% of Hub Primary schools and we continue to engage with schools to support the delivery of this programme in the remaining primary schools. Programmes are in the main led by the Local Authority Music Services or supported by the Music

Services but run by teachers in school. Eight programmes are run in conjunction with the Royal Northern College of Music and Furness Music Centre are also offering some Whole Class Programmes in schools in their locality. For most children, this will be the first encounter with a musical instrument. The projects are usually one-year long (when delivered by each of the Music Services), in some they are taught in one academic term, delivered to a single year group, or multiple year groups in small schools. Opportunities for continuation are offered to the school on orchestral instruments, guitar, and keyboard. The opportunity to attend Music Centres is promoted, to offer pathways to different types of music making. Pupils learning in Whole Class programmes and those in their first stages of learning in small groups are sign-posted to follow on projects, small group and individual lessons in and out of school, and via weekend and after school Music Centres that operate throughout Cumbria.

#### **Instrumental and vocal lessons:**

Teaching is provided in schools in response to SLA requests (demand led Needs Analysis), meeting the requirements of schools and parents that specific children should have access to vocal and instrumental music lessons hosted with in school. Staff from each local authority music service work in partnership with the schools to advertise and promote these lessons, which are often the first formal, choice driven, engagement with Music education outside of the child's curriculum entitlement. Remissions of fees are available for those in financial need. Lessons are offered through some of our partner Music Centres, and outside of the school day, meeting the aspirations of students and parents to progress their musical learning further through longer, or specialist lessons, or where lessons are not available in schools.

#### **Regional Music Centres:**

Music Centres operate in six main communities of the Hub area (Barrow, Carlisle, Kendal, Penrith, Workington, Dalton/Ulverston) enabling young musicians and aspirant musicians from across the whole Hub area to come together to make music. Some Centres have provision for mini-music makers, enabling children from age 6 to attend. All have a range of activities which are genre and standard specific. Most Centres have activities for those with no previous experience. In addition, Sunbeams Music Trust offer weekly, monthly, and holiday activity specifically for children and young people with high level Special Needs. Membership of the Local Authority led Music Centres is very low cost at approx. £60 per annum. Remissions of fees are available for those in financial need.

'The Lab', our short course programmes for Music Production and Song Writing offer opportunities for music making in face-to-face and online courses.

#### **Ensembles Opportunities:**

Ensembles are provided by a range of Hub Partners and meet weekly in the evenings or on Saturday mornings to provide differentiated opportunities for young musicians from across the whole Hub, to sing and play in ensembles. Membership of groups is un-auditioned and achieved through merit of progression. Young musicians progress through groups of their chosen genre and can be involved in different ensembles. A County Level and high-level progression programme is offered through weekend and holiday courses, and we are delighted to have re launched Cumbria Youth Brass Ensemble this year. Composition, creative music making, and Instrument specific Play Days are also offered throughout the year. Remissions of fees are available for those in financial need. Whilst progress through Central Ensembles e.g.: Junior Orchestra to Training Orchestra to the Youth Orchestra, there is also the opportunity to diversify and extend experiences through membership of Community Partner Ensembles, Junior Conservatoire departments, and National Youth Music Organisations. Signposting to opportunities beyond the Hub is part of the Communication Strategy.

#### **Activities for students with SEN/D:**

**Sunbeams Music Trust** Music For Life Project delivers structured interactive workshops with specially trained professional musicians who use music as a tool for therapeutic and developmental benefit for aged 4-25 years and with profound disabilities. This year's Music Hub programme includes:

- Weekend/Holiday Provision: 9 x Holiday Family Days p/a across Summer, Christmas, half-term, and easter Holidays
- Weekend/Holiday Provision: 12 x monthly Saturday sessions

- Sunbeams Music Centre Provision: 12 x monthly Sandgate Special School Community Hub sessions
- Sunbeams Music Centre Provision: 20 x bi-weekly Wednesday SEND sessions
- Sunbeams Music Centre Provision: 38 weekly Tune Tuesday sessions

**Concerts and performance events:**

Performance is built in as part of each ensemble activity and is often provided as a Sharing or Concert event at the end of term or a holiday course. We would like to expand the scope of our performance programme but geographical distance and the lack of sufficient performance spaces available at reasonable costs limit our activity for out of school provision in this area at present.

**Large Scale and / or High-Quality Music Experiences with partners:**

In addition to the programme of concerts, a range of projects with partner organisations allow young people to experience work with professional musicians, perform in professional venues, or collaborate with other young artists, perhaps from different geographical locations, or genres. In 2024-5, this has, or will include: Gabrieli ROAR, The Brass Academy, Sinfonia Viva, Royal Northern Sinfonia, Royal Liverpool Philharmonic Orchestra, Royal Northern College of Music student ensembles, Cumbria Connect Big Sings with AmaSing, Playground Proms with Graffiti Classics, Live Music Now Concert Series, and various Play Days with professional musicians.

**Youth Congress (Routes in to Further/Higher Education and Careers Fair)**

Through our partnership with Young Sounds our Connector is leading on the development and delivery of two music industry and careers fair offers. These events will provide opportunities for young musicians to meet with industry experts, from partner organisations, national organisations, or alumni to discuss opportunities and pathways for careers in music. This includes progress to and through Higher Education, at: Conservatoires, Music courses at University, non-music courses at University, but benefitting from Ensemble opportunities. This event is co-designed with young people and is open to all young musicians in the Hub area.

**Hub Lead Organisation Continual Professional Development:**

A comprehensive range of CPD is designed for school staff and teachers delivering instrumental and vocal lessons across Cumbria: including five days per year to ensure continual professional development for all staff. This includes revision of policies and procedures, statutory training, eg: safeguarding, department specific pedagogy, development of resources, personal health and wellbeing. The HLO also works with providers of high-quality and who are trail blazers in their field such as British Kodaly Academy, Sing Up and Conductive Music to develop and embed skills in scaffolding and developing mastery in musicianship, use of the voice and music making for video games and technology. Our lead schools will also contribute to this programme through the to co-design and construction of support programmes for networking, developing and sharing good practice and expanding curriculum delivery skill through CPD.

## Vision for progression in Westmorland and Furness, and Cumberland

To support learners' musical progression across Cumbria, regardless of how they are learning, whose activity they are members of (if any) and what types of music they favour, we will consider the following strands and begin to work towards achieving the following outcomes:

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| <b>Charging</b>                            | 1. The HLO will seek to encourage partners charging for provision within local areas to apply an affordable pricing model. There must be consideration to also ensuring that remuneration is in line with national guidance as evidenced through the ISM. All partners should offer a remission scheme for students. We will seek to equalise ensemble membership fees where we can influence this.   |
| <b>Support for learners</b>                | 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 Looked After Children. Availability of Assisted Instrument Purchase Scheme via schools and the Council led Music Services.<br>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.<br>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.<br>5. Moderated social media groups for learners and tutors, along with specific posts for members of ensembles. |
| <b>Resources</b>                           | 6. Training for the workforce in diversifying resource choices sensitively and appropriately, to appeal to and motivate a wider range of students.<br>7. Training in adapting resources, e.g. that students suggest, to support learning objectives (see Workforce Plan).   |
| <b>Teaching &amp; Learning</b>             | 8. CPD to raise tutor and teacher expectations of progression.<br>9. CPD and mentoring to foster more student involvement in planning their tuition and progression (co-directed learning).   |
| <b>Music making</b>                        | 10. 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.  |
| <b>Furthering progression for Students</b> | 11. Forward-looking information about careers in music and the music industry.<br>12. Information and advice about studying music after A level (further and higher education options). Audition support for students preparing for conservatoire applications.<br>13. 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.  |

## Monitoring and review

This Progression Strategy will be recommended to the Hub board for approval.

The Hub's lead officer will provide an update to quarterly board meetings and Executive Board meetings throughout the year.

The strategy will be reviewed at the board meeting in September 2025.