



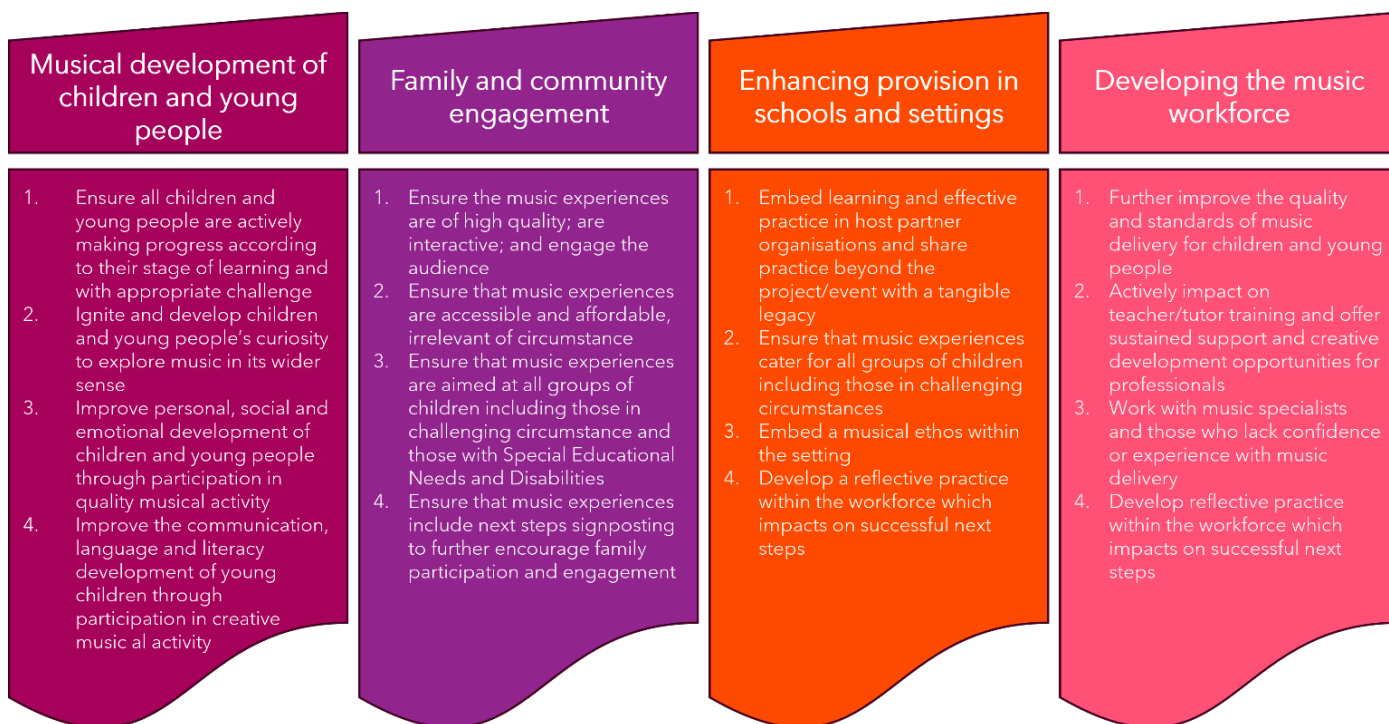
**South
East
London
Music
Hub**

Progression Strategy

Context

Our overarching strategy combines the progression strategies of six boroughs in the South East London Music Education Hub: Lambeth, Lewisham, Southwark, Bexley, Greenwich, and Bromley. It integrates their unique approaches, strengths, and shared goals to provide a comprehensive framework for music education progression across the consortium. The strategy aligns with the National Plan for Music Education 2022 and outlines pathways for diverse, inclusive, and sustainable musical growth for all children and young people.

A unified approach to music delivery in the South East London Music Hub underpins the progression strategy



Progression, in the context of this LPME, is the process of providing the right tuition to pupils from an early age to the ongoing support to young people to move them through the musical provision available, identifying musical direction, identifying and supporting career potential and fulfilling each child's potential – both musical and socio-economic potential. It integrates with the annual Needs Analysis, which identifies gaps in the Hub's offer and informs the search for new partnerships and opportunities.

Our progression strategy 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, the South East London Music Hub has set the following Objectives 2024/25:

Inclusive and Equitable Access

- Expand bursary schemes and instrument loan programmes to ensure financial barriers do not limit participation.
- Provide SEND-specific pathways, integrating assistive technologies and inclusive teaching practices
- Increase participation in under-represented groups, including (but not limited to) those identified as, SEND, Vulnerable or from areas of deprivation.

Youth Voice

- Establish Youth Voice groups to co-design programmes and contribute to decision-making.
- Integrate student feedback through structured surveys and participatory workshops.

Collaboration and Partnership

- Strengthen collaborations with regional and national organisations
- Expand local partnerships to include community groups, schools, and cultural organisations.

Workforce Excellence

- CPD programmes to equip workforce to deliver a range of music education projects and programmes in all settings, taking into account local context and need
- Equip workforce with resources to support both linear and non-linear progression pathways.

Maximising School Engagement

- Engage with 95% of all schools by end of academic year 2024/25, using ACE definition of reportable engagement.

School Music Development Plans/Curriculum Offer

- At least 50% of ACE-reportable schools have a published School Music Development Plan and quality curriculum offer by end of the academic year 2024/25

Needs Analysis

- Across the hub, we have a broad range of surveys which inform activity. Using our Lead Schools' expertise, we will expand on this from September 2025.

Quality Assurance

- Maintain the Quality Assurance of Hub activity, including the work of partner organisations and develop peer to peer QA sharing/opportunities.

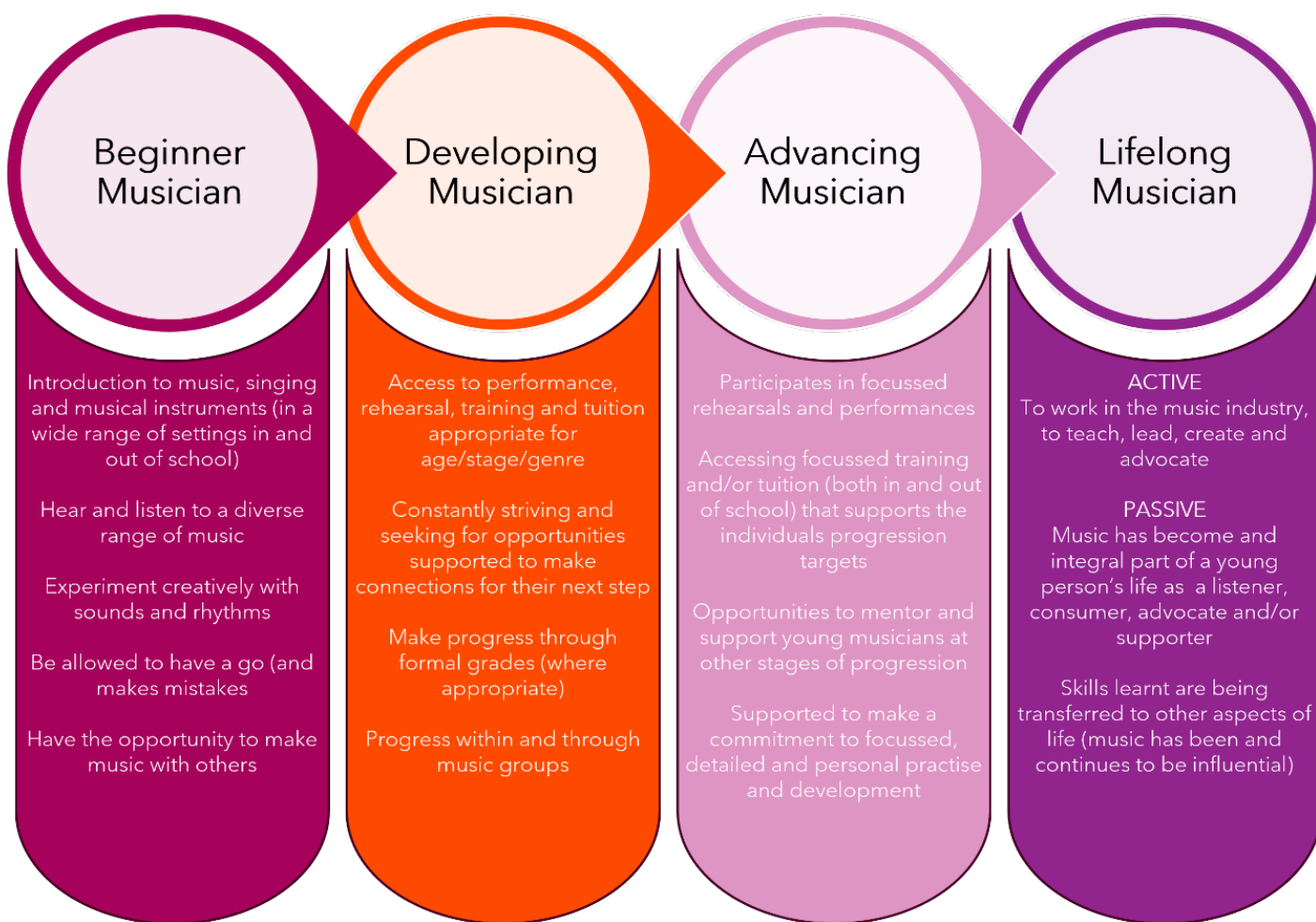
Progression

- Increase the number of pupils engaged, and making musical progress in school; and with the SELMH's out of school offer.

Barriers to Progression

- We acknowledge that inclusion and progression are influenced by numerous factors beyond financial constraints. Barriers such as the location and timing of activities across the hub and borough may impact accessibility. Through the analysis of demographic and membership data, a strategic approach will be developed to mitigate these challenges, including the potential establishment of satellite centres

What musical progression means to the South East London 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.

We agree with the principles identified by the Musical Progression Roundtables run by Awards for Young Musicians (source [HERE](#), 2014):

- 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.

Vision for progression

To support learners' musical progression across LWMH, 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:

Charging	<ul style="list-style-type: none">• Fees are subsidised across all services to reduce financial barriers. Additional support is provided for low-income families, children in care and those facing exceptional circumstances. The SELMH charging and remission policy promotes consistency, while allowing flexibility to address unique community needs.
Support for learners	<ul style="list-style-type: none">• Provision of serviceable instruments and equipment, matched to learners' needs (size, level of attainment, physical needs).• Providing facilities and equipment at our centres as well as our partner schools.• 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	<ul style="list-style-type: none">• Training for the workforce in diversifying resource choices sensitively and appropriately, to appeal to and motivate a wider range of students.• Training in adapting resources.
Teaching & Learning	<ul style="list-style-type: none">• CPD to raise tutor and teacher expectations of progression.• CPD and mentoring to foster more student involvement in planning their tuition and progression (co-directed learning).
Music making	<ul style="list-style-type: none">• 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.
Students	<ul style="list-style-type: none">• Provide opportunities for a 'buddy' system to provide peer advice and inspiration for younger learners and help them to build personal resilience e.g., side by side performing and open access groups.
Signposting	<ul style="list-style-type: none">• Open sharing of opportunities across the SELMH as well as locally, regionally and nationally, including community provision, partners' offers, National Youth Music Organisations.
Furthering progression	<ul style="list-style-type: none">• Information, preparation and support for further study and careers in music and the music industry.

Data Collection and Monitoring Activities

Data collection and monitoring activities are undertaken by the six boroughs in the South East London Music Education Hub—Lambeth, Lewisham, Southwark, Bexley, Greenwich, and Bromley. These activities align with the National Plan for Music Education (NPME) 2022, particularly with the following aims and strategic functions:

Access

Ensuring that all children and young people, regardless of their background, can progress through equitable access to high-quality music education.

Sustainability

Establishing robust data-driven mechanisms to measure and improve the effectiveness of provision.

Partnerships

Utilising data to foster collaboration between schools, local authorities, and external partners.

Progression

Monitoring progression pathways to ensure children are supported at each stage of their musical journey.

Quantitative Data

- Tracking pupil-level teaching and assessment data (e.g., individual and group tuition).
- Monitoring ensemble participation, including memberships by age, gender, and ethnicity.
- Recording examination entries and results (e.g., ABRSM, Trinity).
- Collecting financial data, including bursary uptake and remissions.
- Measuring Whole Class Ensemble Tuition (WCET) continuation rates and participation levels.

Qualitative Data

- Gathering feedback from stakeholders, including children and young people, parents/carers and schools via a range of methods.
- Analysing tutor observations and session evaluations.
- Documenting case studies to showcase progression journeys using the SELMH peer to peer development programme to support quality assurance.

Mixed Methods Data

- Using CRMs to aggregate attendance, progression, and demographic data.
- Leveraging Youth Voice initiatives to integrate student perspectives into evaluation frameworks.
- Tracking alumni outcomes and destination data to assess long-term impact.

Monitoring and review

This Progression Strategy was recommended to both the Board of Directors (27.02.25) and Advisory Group (19.03.25) as part of the LPME.

Following recommendations from the SELMH Relationship Development Manager this strategy was updated on Thursday 20th March 2025.

This strategy will be reviewed at board and advisory group meetings in September 2025.