



Annual Report  
2018/19



**“**MJ brought her closer to others, to herself and to music, it enhanced her sense of empathy and her feeling that much can be done with what might seem little. The personal and practical impact of the project is quite incredible, and I know it has opened her heart and her mind to many new concepts and perspectives about music and about life.**”**

*Parent, St Paul's Girls' School mentor*

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## Welcome



### Rosemary Warren-Green Music Junction Artistic Director

Welcome to our annual Music Junction report which reflects on our 2018/19 journey. Our aim is to introduce young people to an artistic experience, to share and encourage skills, and to unlock new-found freedom in this world of increasing cuts to education in the Arts.

This year we have so many heart-warming stories to tell: A selective mute who became a chatterbox; talented young musicians who honed their mentoring skills in such a sympathetic way and then performed alongside the LCO with complete assurance; children battling with life-threatening health issues who just beamed after the performance and said “that was so much fun!”; last, and certainly not least, our wonderful new junior school recruits who worked and performed like true professionals alongside their much taller colleagues.

Music Junction is always a surprising and exciting journey for us all. A huge thanks to everyone who made this year’s Music Junction possible, the incredible team, who always give above and beyond, and our 2019 composer, Tony Britten, whose *Scenes from a Movie* explored the film music genre and contained some hidden musical quotes to keep us amused.

## What is Music Junction?

Music Junction is the London Chamber Orchestra's education and outreach project. Since its conception in 2010, LCO Music Junction has repeatedly fulfilled its key aims: **to bring together children and young people from different social and economic backgrounds** - and to provide them with an opportunity to develop artistic and social skills through shared music making experiences.

The project also uses music as a catalyst to promote confidence, nurture self-esteem and encourage participants to develop empathy and respect for themselves and each other within their wider communities.

Music Junction (MJ) is inclusive of all school children, age 7-18, including those of varying musical and academic ability and those with and without special education, mental health and disability needs. It operates on the premise of a three-tier peer mentoring scheme between students who already play instruments and take on the role of mentors, and students learning new instruments who become mentees. Over the course of the academic year LCO's MJ team of musicians share their expertise with the participants and their teachers, and encourage and support the participants in a series of musical activities including flash mobs, creative workshops, focused instrumental learning sessions and concert performances.

**"It was fun being able to teach an instrument I enjoy playing and having two very positive and smart pupils willing to learn."** Mentor, St Paul's Girls' School, 17

**"I got to learn how to play a new instrument."** Mentee, High Close School, 12

One of the most exciting aspects of LCO's Music Junction is the opportunity it gives the orchestra and our young participants to work with different composers and performers. Each year, over 6 artistic workshops, participants work with LCO musicians to learn a piece of music that is written specifically for them and their individual abilities by the annual Composer-in-Residence. This year, Music Junction welcomed British film, television and theatre Composer Tony Britten as Music Junction Composer-in-Residence to work alongside participants on a new commission - *Scenes from a Movie*. The final piece was performance by the Music Junction participants alongside the LCO at showcase concerts in London's Cadogan Hall, as part of the LCO's 1819 season, and at venues within the local communities where Music Junction operates.



Music Junction Showcase Concert 2019: Harrow hub

## Music Junction – a three-tiered mentoring scheme

Music Junction is open to all; from those who may never have touched a musical instrument, through to those incredibly accomplished musicians at the highest student level - and everyone in-between! Whether students play one instrument at grade 2, or 4 instruments at grade 8, there is a role for everyone in the project.

These differences in abilities mean the pace and intensity of the project is different for each participant, yet the collaborative nature of the Music Junction journey allows everyone to share the learning experience in a way that creates an equal sense of participation and accomplishment regardless of previous musical experience. This is even more powerful when one considers the premise that all students feel an equal sense of achievement, irrespective of their background.

**“I enjoyed being able to improve my teaching and leadership skills by working with primary school children,” Mentor, St Paul’s School, 16**

Those learning a new instrument for the first time, or those developing early instrumental skills, become our mentee students and benefit from the expertise and knowledge of the mentor students. Mentor students are more experienced young musicians, typically from independent or grammar schools and music education hubs, who play a key role in supporting the beginner instrumentalists throughout the project. LCO musicians prepare the mentor students to teach the mentees in a variety of ways: verbal, kinaesthetic, aural, copying, diagrammatic, rhythm singing, hand shapes etc. to prepare the mentors for all learning styles.

**“I got to learn how to play a new instrument and I got to help Hayley learn (my teacher) to play too.” Mentee, High Close School, 12**

This peer-to-peer mentoring is a **crucial** element of the project. It helps to build communication skills and empathy amongst the participants and creates a sense of security, continuity, progression and accomplishment from one session to the next. Furthermore, outside the typical mentoring hierarchy, each year we notice that some mentee students’ progress at a faster pace and begin to mentor their peers, sharing their own methods of learning in turn. Some mentees also take pride in being able to mentor their teachers or support staff who learn alongside the student participants on the project. Each year, students demonstrate an increase in confidence as they develop their abilities to interact with others, learn to lead, and take ownership of their own learning experience throughout the project.

**“Seeing and helping the primary school children improve was very rewarding, especially those who had started from scratch.” Mentor, St Paul’s School, 17**

The mentors and mentees inspire one another in turn: either resulting from the mentors leading by example and giving the mentees a sense of aspiration; or from the mentees showcasing their talents to the mentors:

**“There were also lessons to be learnt from the students themselves. There was a kid from Year 8 who was my student on the violin. We progressed fine; but when he sat down on a grand piano in the auditorium, the kid burst into absolute flurry playing a full transcription of Bohemian Rhapsody. To appreciate the other talents of the kids was another thing to be learnt.” All Hallows Catholic School, 17**

**“She was a mentor that really helped me. I’d like to be a mentor in the future.” Mentee, High Close School, 15**



A three-tiered mentoring scheme: LCO musicians; mentor students and mentees

## Music Junction: Aims, Activities, Objectives

The Music Junction diagram outlines the project's overall objectives; defined for both the artistic and social strands of the project. These are further separated into the specific expected impacts and aims for each, as well as the activities we run to achieve these. Each year, we work closely with our partner schools and organisations to ensure the activities we deliver enable us to meet our aims and create the outcomes and legacy we aspire to achieve.

# IMPACT, AIMS AND ACTIVITIES

## ARTISTIC IMPACT

To nurture musical appreciation and understanding so that orchestral music becomes a familiar part of young people's lives.

To create opportunities for learning and developing musical skills, as well as creative expression.

To enable more people to experience high quality music making.

## SOCIAL IMPACT

To encourage greater empathy and connection between young people from different backgrounds and to build lasting relationships between schools and communities.

To encourage participants to learn from and support each other, creating opportunities for shared experience to bridge social divides.

To develop confidence, self-esteem and aspiration in all participants, alongside growing awareness of their existing skills and qualities.

To inspire more inclusive and higher-quality community collaboration in music.

## ACTIVITIES

- Creative workshops and group instrumental sessions, involving LCO musicians and a different composer-in-residence each year.
- Opportunities to hear, interact and perform with the London Chamber Orchestra
- Loaning of musical instruments to participants free of charge.
- Share and publish our learnings and project evaluations.

We evaluate Music Junction throughout and after each season with a focus on making the project as successful as possible in each geographical area we work in. We encourage our partners to be actively involved in the evolution and development of the project so that they too are invested in the outcomes.

In the short-medium term (6-12 months), our evaluation involves measuring how effectively we are delivering the project in relation to the above Aims, Activities and Impacts. We monitor the progress and opinions of our participants using questionnaires, and gather testimonials from parents, teachers and staff who are best placed to give feedback on the longer-term impacts Music Junction has on its participants and communities, especially where schools have taken part in Music Junction for multiple-years.

## Why Music Junction?

Alongside its musical goals, Music Junction has one specifically non-artistic aim which is: **to create greater empathy and connection between young people from different backgrounds.** Its artistic goal, **of ensuring that orchestral music becomes a familiar part of young people's lives**, is not only an important aim in itself, but is an essential tool for making this social goal achievable.

The importance of achieving these aims has undoubtedly grown as society becomes increasingly fragmented and governments continue to cut funding for the arts. We firmly believe that all young people - irrespective of socioeconomic situation or geographical location - have the right to experience, engage with and be enriched by the arts.

Music Junction is driven by the following factors:

- 1. The ever widening 'access gap' to the arts** - resulting from a lack of consistent, high-quality provision of arts education throughout schools within communities where Music Junction takes place.
- 2. The challenges posed by a fragmented society** - often schools and residents within communities have little reason to come together or interact. In today's diverse society, we want to help young people develop awareness, empathy and respect for their contemporaries.
- 3. The numerous benefits of music** - music improves cognitive abilities raises academic attainment, improves mental health and teaches children dedication, commitment and social skills.
- 4. Providing more varied opportunities for young people in their formative years** - to help shape their futures and encourage them to achieve their full potential in every aspect of their life. These are especially valuable for young people facing additional challenges such as behavioural problems or communication difficulties.
- 5. Accessibility and appreciation of orchestral music** - we want to increase the accessibility of and appreciation students have for orchestral music and encourage a new generation of audiences to be inspired by this art.

In some of our partner schools, Music Junction will be the only opportunity children have to learn an instrument. Furthermore, it is becoming increasingly challenging for students to take part in opportunities outside of the core curriculum and within school hours. Working with the range and number of schools we do, we understand these challenges. However, we also understand the fundamental benefits that a project such as Music Junction can have on all aspects of students' lives.

Music Junction cannot change the world overnight, nor is it aiming to. But, by increasing social awareness, togetherness and encouraging respect within pockets of society, it is taking small steps in the right direction.

**"There is a need for projects that expose students to Western orchestral instruments and composition in a fresh and exciting way: this is not something rooted in the community but needs to be: Children need to feel they have a right to hear it!" Harrow Music Service, July 2019**

**"They have had access to instruments not normally available to them, and a musical experience not otherwise available."**  
*Mentee teacher, Millbank Academy*

**"It's a great opportunity for children to learn an instrument who may not be able to afford private tuition."**  
*Mentee parent, Kenmore Park*

**"I think this project has offered my child experiences she would not have had before."**  
*Mentee Parent, Churchill Gardens*

## Music Junction 2018/19

This year, Music Junction took place in four geographical hubs: two existing hubs in Berkshire and N.E. London and two new hubs in Harrow and Westminster. Across all four hubs, we worked with a total of 239 participants from 20 partner schools and organisations. For the first time, Music Junction invited primary school students to join the project in Harrow, Westminster and N.E. London, increasing the age range of our participants to 7-18. The inclusion of younger children in the project accomplished a long-standing goal of the LCO MJ Musician team; with a desire to instil a passion for music into children at a much earlier age than we have before. Music Junction certainly captured the imagination and excitement of these younger participants, all of whom were mentees, alongside some secondary school age mentees in Berkshire and N.E. London.

**"Seeing and helping the primary school children improve was very rewarding, especially those who had started from scratch."** Mentor, St Paul's School, 17

**"I enjoyed the participation of our primary schools."** Teacher, Drapers Academy



Student mentee from Kenmore Park

This season's project began in Autumn 2018 with flash mob performances in all partner schools. More than 2,500 students were given the opportunity to try-out a range of instruments they may later choose to take up as part of the project, and to hear members of the London Chamber Orchestra and their future mentors perform side-by-side. A particular highlight was a performance in the playground of Churchill Gardens Primary School (Westminster hub), where the whole school, including parents, gathered to watch at the beginning of the school day. In our N.E. London hub, we performed an additional flash-mob at Haven House - a children's hospice in Redbridge, where the classical music performances positively impacted both on the children attending, and on the mentors themselves.

**"WOW! The session was wonderful! All (the children) really enjoyed it and it was wonderful to see them experiencing this amazing music! Overall a real "feel good" session!"**  
*Play Co-ordinator Haven House*

Between January and May 2019, all participants completed 6 workshops in their respective hubs, learning Tony Britten's composition and mastering their chosen instruments for the first time. Participants also contributed elements to the composition itself, this year helping create sounds of 'tension' and 'anxiety' as the music progressed into the 'Battle' movement.

**"I also found playing alongside the LCO members during the concert quite amazing, and was very inspired by all of the tutors."** Mentor, St Paul's Girls' School

2018/19 was the second year of our new concert model, meaning that Music Junction culminated in four showcase concerts: three in the local communities of our hubs and one at Cadogan Hall as part of the LCO's season. In Harrow, Westminster and

Berkshire, our partners hosted their community concerts at the Harrow Speech Room, and in performance spaces at St. Paul's Girls School and at All Hallows Catholic School respectively. These local concerts once again presented opportunities to bring together local communities, with a variety of ensembles and choirs from the partner schools taking to the stage in addition to the Music Junction participants. In each hub concert, mentors also performed three side-by-side pieces with the London Chamber Orchestra.

**"I enjoyed playing at the concert and listening to others."** Mentee, Cedars Manor

**"Some of our children have never travelled into London before, let alone visited or taken part in a Classical concert with a world-class orchestra. This isn't to be underestimated."** Teacher, Drapers Academy

It was the turn of our N.E. London hub this year to perform in Cadogan Hall, as part of LCO's hugely successful Music Junction showcase concert. The concert featured Sergei Prokofiev's Peter and the Wolf, narrated by his grandson Gabriel, whose Concerto for Turntables and Orchestra was also in the programme, and six Music Junction participants were selected to play the Toys in Mozart's Toy Symphony with LCO under the baton of LCO'S Musical Director and Principal conductor – Christopher Warren-Green. The concert ended with the Music Junction performance of Scenes from a Movie. The experience of performing alongside a professional orchestra was very powerful for everyone involved - the participants, their parents, carers and teachers.

## Tony Britten: Composer-in-Residence 2018/19

I was delighted to be approached to write the 2019 Music Junction piece for the LCO by Rosemary Warren-Green, an old friend and colleague I have known and worked with for many years.

It is a proven fact that learning to play a musical instrument to any level helps to improve a child's cognitive skills, ability to be organised, self-worth... the list goes on – and there is no down side. I have long despised of governments who ignore these incontrovertible facts – which are continually referenced not only by music teachers, but class teachers of all subjects. So, I was doubly pleased to do something small to help address the situation by writing a piece that hopefully encouraged a large group of children to perform at whatever level they could achieve and enjoy.

I was particularly interested in the three-tiered method that Music Junction employs; LCO tutors taking overall responsibility, pupils with some instrumental skill mentoring children who have never played an instrument before – and everyone appearing to get something out of the process. I found it particularly moving to observe the patience and commitment shown by the student mentors with some of the mentee children from special needs backgrounds – this is developmental for all in far more ways than just musical. Having had conversations with as many of the music teachers at each hub as I could, it is clear that this facet of the project is of great significance.

The cross fertilisation between private and state sectors in this project seems to me to be a very positive thing: state music education in this country is underfunded and any help that private schools offer should, as in the case of MJ, be gratefully accepted as part of a genuine desire to make children's lives better. It goes without saying that parents, teachers and musicians want children to have a more rounded education and we should be actively encouraging projects like Music Junction – it's as simple as that.

**Scenes from a Movie:** My background in film and television, both as a composer and filmmaker, was the obvious link to the 2019 commission. We decided that it would be fun to imagine some broad generic scenes and put orchestral music to them. The piece could be called programmatic – there are four scenes, or episodes: The Journey, The Battle, Young Love and Victory! These were connected with interludes which I gave as a musical template for the Music Junctions participants to base their improvisatory ideas on. The musical style owes much to conventional Hollywood symphonic scores, John Williams being a particular inspiration for the 'Victory March' that concludes the suite.

I also found it very interesting to explore the notion of orchestrating to reflect the high level of execution that I expect from professional musicians, whilst at the same time attempting to blend this with sometimes very basic sounds produced with open strings, or a handful of notes on a trumpet or clarinet. What I learned was that, properly directed, young people with the minimum of musical proficiency can add cohesive layers to a 'conventional' orchestral work that gives it another dimension and cements the inclusivity that is at the heart of MJ.

I will conclude with a story that charmed and amused me in equal measure: When I accepted the commission, Rosie insisted that I attend some of the 2018 workshops with the composer Ollie Howell, to make sure that I understood what I was taking on! I observed a young participant at one of the special needs schools who was very keen on drumming, but when it came to the concert at Cadogan Hall was, quite understandably rather overwhelmed by the occasion. A year on, not only was he beating his drum with aplomb, he was playing the xylophone – confidently and tunefully, if not, perhaps with total adherence to the score. When I complimented him on his new skills he replied; 'Yeah Tony, I've added some stuff to the xylo part – improves it a bit, don't you think?!' It's my favourite memory of Music Junction 2019.

Tony Britten, August 2019



Tony Britten, with conductor Christopher Warren-Green.

## Partner schools and participants

This year 81 mentor students (age 12-17) and 158 mentee students (age 7-17) took part in Music Junction from four geographical hubs, outlined below:

Number in brackets denotes the number of participants from each school.

Schools with \* provide mentor students; others with mentees.

### Harrow

#### Cedars Manor School - 15

An inclusive, state primary school in the Harrow Weald, and the Local Authority's resource base for hearing impaired children.

#### Harrow Music Service - 2

The London Borough of Harrow's music service, providing music tuition, young people's choir and orchestral assemblies and out of school access to music education.

#### Helix Education Centre

The Harrow Local Authority's Education Other Than at School service, with a pupil referral unit that provides education for pupils age 5-16.

#### \*John Lyon School - 11

An academically selective independent boys' school for students aged 11-18 in Harrow-on-the-Hill.

#### Kenmore Park Junior School - 13

A state primary school, serving the diverse community of Kenton and for children aged 7-11: 83.1% of the school have English as their second language.

#### Red Balloon Centre - 7

A learner centre supporting young people who self-exclude or are isolated at school because of bullying or other trauma. All students from the Red Balloon Centre withdrew from the project after workshop 2 due to logistical difficulties.

### Westminster

#### Abingdon House School - 15

An independent day school for pupils aged from 5-17 with specific learning difficulties such as dyslexia, autistic spectrum condition, social communication difficulties and other associated needs in Marylebone.

#### Churchill Gardens School (Future Academies) - 18

#### Millbank Academy (Future Academies) - 16

#### Pimlico Primary School (Future Academies) - 6

Three mixed, state Primary School in Pimlico with a high percentage of pupils eligible for free school meals, pupil premium, whose first language is not English and a higher than national average percentage of SEND pupils.

Millbank Academy is a designated school for pupils with autism.

#### \*St. Pauls Girls School - 14

An independent and selective day school for girls aged 11-18 in Hammersmith.

#### \*St. Pauls School - 15

An independent and selective day school for boys aged 13-18 in Barnes.

### Berkshire

#### \*All Hallows Catholic School -10

A Roman Catholic, mixed, voluntary-aided and high achieving comprehensive secondary school in Farnham.

#### Ash Manor School - 13

A comprehensive, community secondary school in Ash with the highest number of Gypsy, Roma and Traveller families in Surrey and the highest number of settled Travellers in England.

#### \*Blundell's School - 4

A mixed independent boarding and day school in Tiverton, Devon for children aged 3-18. Mentor students travel to Berkshire for workshops.

#### High Close School -12

A non-maintained day and residential school in Wokingham for young people with social, emotional and mental health difficulties; speech, language, communication and interaction needs and young people on the autism spectrum.

### North East London

#### \*Bancroft's School - 21

A mixed co-educational independent day school for 7-18-year-olds in the London Borough of Redbridge.

#### Drapers Academy - 15

A mixed secondary school in Harold Hill, Romford. The school became an academy in 2010, sponsored by The Drapers' Company and Queen Mary University of London, and was totally rebuilt in 2013.

#### Haven House Hospice

A hospice based in Redbridge for young people from 0-19 with life-limiting and life-threatening conditions.

#### \*Havering Music Service - 6

The London Borough of Havering's music service. Organises school music tuition as well as young people's ensembles, and offers the opportunity to take GCSE Music outside school.

#### Mead- 11 and Broadford Primary Schools - 9

Two comprehensive primary schools part of the Learning Federation, Romford with a higher proportion of children receiving free school meals than the national average.

#### St. Paul's Way Trust School - 8

A mixed Foundation Trust primary and secondary school in Tower Hamlets with links to QMUL and other universities. It is a Faraday Science Specialist School, also specialising in Visual and Performing Arts.

What did you most enjoy about Music Junction?



*Word cloud formed from participant responses to the question ‘what did you most enjoy about Music Junction?’*

# Music Junction Activities

## Mentor training

Shared experience is at the heart of Music Junction and the student mentors play a key role in communicating the project's inclusive nature. All mentor students receive two training sessions during Music Junction: The first occurs before the flash mobs, where mentors work on the flash mob music with members of the LCO MJ team, and start developing mentor skills. The second takes place prior to the workshop stage, and focuses more specifically on developing the ability of the students to teach, communicate with and nurture the skills of their future mentees.

**"I would like to learn how to teach others how to play my instrument and meet professional players."** Mentor student, All Hallows Catholic School



Mentor training at John Lyon School



Instrument taster session at John Lyon School

## Flash mobs, with instrumental try-outs

This year approximately 2,500 students were reached during the flash mob performances and the instrumental taster sessions that followed. Held in all partner schools, the flash mobs aim to inspire students to participate in Music Junction and to help them decide which instruments they may select to learn. This year, the mentors performed three side-by-side pieces with members of the LCO: *Pirates of the Caribbean*, a *Peter and the Wolf Medley*, both arranged by Bernard Hughes, as well as an original composition by Bernard himself, *Heroes of Mine* which showcased all of the instruments the students could try-out. Even for those who do not participate in the full Music Junction project, the flash mobs are a key opportunity for children to hear a live orchestra perform classical music, often for the first time!

## Workshops: Instrumental and creative sessions

Each hub completes six, 2-hour long Music Junction Workshops during which participants learn their respective parts of the Music Junction composition.

This year, the workshops were lengthened by 30 minutes which was hugely beneficial for the students in providing them with more time for learning and for developing their creative contributions to this year's composition. It also allowed for a break where participants from all schools could interact socially.

**"Workshops were well structured and led by enthusiastic members of LCO."** Teacher, All Hallows Catholic School

**"Workshop content was excellent."** Teacher, St Paul's School



Flash mob at Kenmore Park School

As in previous years, all partner schools within each hub take a turn to host the workshops. This necessitates students entering each other's spaces and experiencing different environments to those they are usually accustomed to, helping foster mutual respect and understanding between young people who might not normally cross paths. This experience is especially powerful for pupils from SEND schools and education referral centres who struggle with being in an unfamiliar environment and meeting new people: it gives these students the opportunity to overcome these challenges and learn alongside mainstream students.

Workshop sessions are led by the LCO MJ Musician team and had a consistent format each week. The first hour focussed on instrumental skills and techniques in smaller groups, led by LCO musicians with the aim of providing new, or developing existing instrumental skills for all participants. After a break, sometimes with tea and biscuits, all participants came together for a full group session to demonstrate what they had learnt to one other and to share thoughts on how the different musical elements of the composition fitted together.



*Viola mentees and LCO musician at Cedars Manor School*



*Showcase concert, Harrow Speech Room*

**"I was bowled over by this evening's concert. All the students from KPJS, CMS, and JLS did so well - it was such a privilege to be part of it."** Teacher, Cedars Manor

**"What was fascinating, also, was the considerable technical skill shown by the youngsters playing alongside the professionals. A sense that everyone here was engaged in something new and special was unmistakable."**

*Merion Bowen*

**"The last concert, as ever, was superb, uplifting and inspiring! I love the general atmosphere, the dedication of the Music Junction mentors and the children, and the**

#### **Concerts:**

The culmination of Music Junction - concerts give students the opportunity to showcase what they have learnt throughout the project. Whether in Cadogan Hall as part of the LCO season or in the local community venue, concerts give the participants something to aim for, and for many, this will be the very first time they have performed in front of their friends and family, let alone a larger audience. The performance of the participants' own contributions, as part of the composition, validate their ideas and creations, giving them a real sense of pride and ownership over the piece they perform. Perhaps the most powerful element of the concert is the opportunity to perform alongside the London Chamber Orchestra and the sense of pride all students feel afterwards having completed the project.

**sheer joie de vivre, exuberance and enthusiasm."**  
Supporter, LCO

**100%** of teachers responded positively to the concerts in their respective hubs; with **44%** of teachers referring to the concerts being a particularly successful element of Music Junction this year.

**"The concert venue was particularly inspiring, the composition for the students and repertoire of the evening was balanced and well chosen."** Teacher, St. Pauls Way Trust

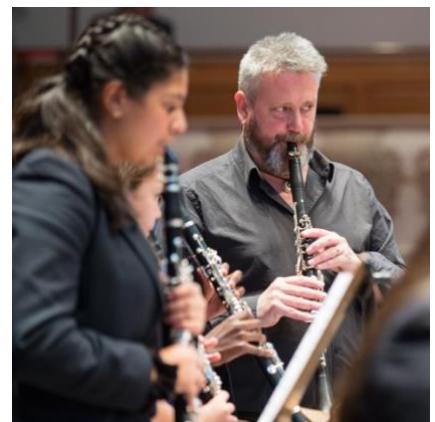
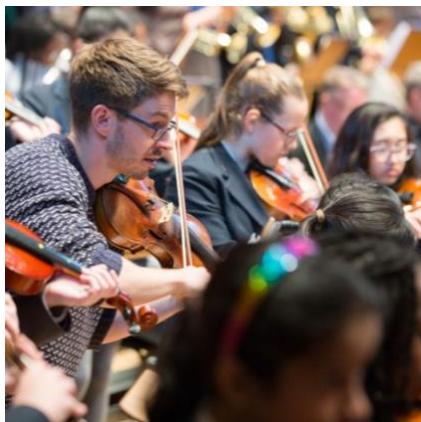
**"I felt good when the concert was finished because I was really nervous. But it went really well!"** Mentee, High Close School, 12

**"I also found playing alongside the LCO members during the concert quite amazing, and was very inspired by all of the tutors."** Mentor, St Paul's Girls' School

## The LCO Music Junction Musician Team

Each year we are extremely fortunate to have a team of 11 LCO Musicians who regularly work with our Music Junction participants. These musicians help prepare the mentor students for their teaching roles, lead instrumental and group workshops, and become role models for all participants: from those who are just beginning their musical journeys, to those who are already accomplished mentors – all participants value the expertise and encouragement from the LCO.

The musicians also have a vital artistic role to play, due to the challenge for the Composer-in-Residence to create a piece that meets the requirements of all participants. The musicians help solve any immediate, local issues with the composition throughout the workshops and often write additional music, to ensure every participant has a suitable part to play.



**“Working with attentive primary school children was quite a joy!” LCO Cellist**

**“John Lyons school boys have grown in confidence over the last year, I noticed, with increased understanding about the scope of the project.” LCO Cellist**

**94%** of participants felt supported by the LCO musicians throughout Music Junction

**50%** of participants mentioned LCO musicians when asked who had made an impact on them during the project.

**“The professional trumpeter from LCO. He was a patient and fun teacher for the young kids, an amazing trumpet player who played all the hard solos effortlessly, and a real inspiration who constantly encourage and listened to me.” Mentor, St Paul’s Girls’ School, 14**

**“The professional musicians we got to play alongside with made a massive impact on me. Their attitude towards music, professionalism, and generosity helped learn a lot from them.” Mentor, All Hallows Catholic School, 17**

**“I am always taken aback by the qualities of your staff. Chris (flute), Alex (trumpet) and Shaun (clarinet) are especially wonderful, and it is joyful to watch them in action with our children.” Teacher, Drapers Academy**

**“The young people were amazing. We had a little girl undergoing chemotherapy who played her violin with gusto. Two exceptionally talented boys from All Hallows’ School, who had been wonderful mentors at our workshops, played side by side with the LCO and blew the LCO violin section away with their professionalism. That’s what Music Junction is about for me. So many different levels of engagement.” LCO Violinist**

**“The leadership skills shown by the LCO musicians provided strong role models for our students in working with young children.” Teacher, John Lyon School**

**“The flute teacher was a really friendly and skilled person. She helped encourage me to challenge my ability on the flute.” Mentor, John Lyon School, 17**

**“I enjoyed being able to take those who didn’t know anything about an instrument, to playing in a group with everyone else. I personally also loved the opportunity as a mentor to be able to play alongside the professional musicians. As a first-time experience, it really opened my eyes to how their professional demeanour looks like when they play, to even the minute details of how they make notes on the music with maximum efficiency.” Mentor, All Hallows Catholic School, 17**

## Inside the Orchestra

As in previous years, LCO has continued to send regular invites to Music Junction partner schools to visit LCO during their annual concert season. Students and staff are welcome to attend both LCO orchestral rehearsals on the afternoon of concerts as well as the evening concert itself. Often, students are able to meet LCO musicians during the orchestral break and sit amongst the orchestra on stage during the second half of the rehearsal. Next year, we are hoping to increase the excitement surrounding student visits to LCO rehearsals. This will include supplying instruments during the orchestra's break for the participants to try out alongside the LCO musicians.

### Case Study: Inside the Orchestra 30<sup>th</sup> October 2019, Cadogan Hall

35 primary school children (29 from Churchill Gardens and 4 from Kenmore Park School; age 7-11), attended the LCO's afternoon rehearsal for the *Triple Mozart Concert*. For the first half, the children sat in the balcony of Cadogan Hall, observing the rehearsal of Mozart's *Concerto for 2 pianos No. 7*, take place under the baton of Christopher Warren-Green with soloists Lucas and Arthur Jussen. During the break the children were invited to meet various members of the orchestra, especially those who were also part of the LCO Music Junction Musician Team and subsequently in the second half, invited 10 at a time, to sit on the stage amongst the LCO during their concert rehearsal – a true *Inside the Orchestra* experience.

**"I've learnt how you play very soft and beautiful."**  
*Student, Churchill Gardens, 9*

**"I learnt that not everyone gets the music right on the first time."** *Student, Churchill Gardens, 11*

**"I learn how to play and listen carefully and seeing the two people play the piano. And timpani."** *Student, Churchill Gardens, 9*

Of the 35 children attending *Inside the Orchestra*, 5 said they had not been to see a 'live orchestra or concert' before. However, the examples given from those that had seen a live orchestra before mostly included West End stage shows and thus we envisage that this was, for many, the first time they had seen a classical orchestra in a central London concert hall.

At the end of the rehearsal, 91% of the children said that the experience had made them want to play a musical instrument: 44% of these expressed a wish to play the piano – possibly due to having observed the Jussen Brothers rehearse during that afternoon!

**"I thought it was amazing. I really enjoyed it and the music was very nice."** *Student, Churchill Gardens, 10*

**"They were the best. I wish I was with them."** *Student, Churchill Gardens, 10*

**"I enjoyed listening to the piano because it was like a beautiful bird fluttering over a rainbow."** *Student, Churchill Gardens, 9*

**"I enjoyed the different varieties of sounds combined together."** *Student, Kenmore Park, 9*



*LCO musician and trumpet mentees from Drapers Academy.*

## Review and Feedback

Each year, Music Junction aims to improve, develop and be even more successful than the year before! We work closely with our partner schools and organisations to ensure Music Junction is tailored to the specific needs of each hub and gather a range of feedback from participants, before and after Music Junction, and from their teachers and parents. These pages present a summary of our evaluation of Music Junction for 2018/19. Please refer to our Music Junction evaluation report for full details.

### **What are your expectations for the project?**

**57%** of mentor students expressed an interest in helping others e.g. 'To teach music to young children who are not as privileged.' *St Paul's Girls' School, 14*

**72%** of mentees wanted to gain general musical, or more specific instrumental skills e.g. 'Improve in the violin'. *Churchill Gardens, 11*

The key aim for each participant group was achieved during Music Junction.

### **Artistic aim 1: Enable people to experience high-quality music making**

The access gap to the arts is highlighted by the contrast of mentor and mentee students who have experienced arts opportunities prior to Music Junction:

**82%** of mentors had created a piece of music & **72%** had worked with professional musicians.

Only **44%** of mentee students had created a piece of music & **42%** had worked with professional musicians.

Music Junction enabled **100%** of participants to experience working with professional musicians (LCO) and (help to) create a piece of music.

**"They have had access to instruments not normally available to them, and a musical experience not otherwise available."** *Teacher, Millbank Academy*

**93% of participants said they had benefitted from Music Junction**

### **Artistic aim 2: Nurture musical appreciation and understanding**

**25%** of teachers said that students had gained a greater appreciation for music during Music Junction:

**"A wider appreciation of orchestral music and increased confidence and aspirations were seen in all participants."** *Teacher, Drapers Academy*

**"Definitely nurtured musical appreciation and was excellent cultural capital."** *Teacher, Drapers Academy*

Parents also noted an increased appreciation for education in their children:

**"My child appreciated his teachers of all subjects much more, now that he had to step partially in their shoes."** *Mentor Parent, John Lyon School*

### **Artistic aim 3: Create opportunities for learning and developing musical skills and creative expression**

**76%** mentee students felt they had gained musical skills

**60%** of students' parents and teachers felt that their children / students had gained musical skills

**38%** of mentor students reported that they learnt from, were inspired by and enjoyed working with the LCO:

**"The professional musicians we got to play alongside with made a massive impact on me. Their attitude towards music, professionalism, and generosity helped me learn a lot from them."** *Mentor, All Hallows Catholic School, 17*

**"I got to learn how to play a new instrument."** *Mentee, High Close School*

All participants contributed actively to the final composition:

**"We worked together to make a song."** *Mentee, Cedars Manor*

## **Social aim 1: to encourage personal development of individual skills and qualities**

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**70%** of participants gained confidence.

**88%** of mentor students gained communication skills; and **80%** leadership skills.

**66%** of mentee students thought they had improved concentration skills.

85% of parents and teachers felt that their children had gained confidence: 60%, musical skills; 59%, empathy; 57%, communication skills; 52%, respect for themselves and their wider communities 46%; concentration skills and 36%, leadership skills.

**"I find that my child is more confident."** *Mentee Parent, Cedars Manor*

**"It had a big impact on my child's confidence, self-esteem and the things mentioned above. I've seen how she's keen on improving more and learning her instrument."** *Mentee Parent, Churchill Gardens*

**"Through being a mentor, my child has learnt to communicate with and have a better understanding of many different people."** *Mentor Parent, John Lyon School*

**"Improved self-confidence and willingness to help others."** *Teacher, All Hallows Catholic School*

## **Social aim 2: encourage greater empathy and connection between young people from different backgrounds**

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**50%** of participants felt they had developed greater respect for themselves and for others within their communities; and **35%** said that they had gained or improved empathy

**38%** of teachers referenced this aim as a successful element of Music Junction:

**"Our son benefitted hugely from the experience, learning to work with younger children and developing patience and an understanding of people less fortunate than him and how he is able to make a valuable contribution to the community."** *Mentor Parent, St Paul's School*

**"To give children from different backgrounds & abilities the same opportunities is hugely important. Every child looked so proud taking part in the concert a fabulous experience for them."** *Mentee Parent, Drapers Academy*

## **Social aim 3: inspire more collaboration**

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Because of Music Junction:

**"Support staff from our school mixing with pupils from our school they would not otherwise have worked with."** *Teacher, High Close School*

**"The opportunity to work with pupils from different backgrounds, including those from the Helix and Red Balloon opened our students' eyes to children and young people from very different circumstances to their own."** *Teacher, John Lyon School*

*Students enjoyed:*

**"Working with other people."** *Mentee, High Close School*

**"That I got to work with the LCO and Kenmore Park."** *Mentee, Cedars Manor*

**89% of parents & carers felt their child had benefitted from Music Junction**

## **Social aim 4: encourage participants to learn from and support each other and develop relationships**

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**42%** mentors mentioned that they particularly enjoyed the mentoring process and had fun teaching the younger or less-able students: 30% referenced enjoying seeing their mentee students improve over the course of the project.

**17%** mentors enjoyed introducing less fortunate students to their own passions.

**90%** of mentors and mentees felt supported by LCO Music Junction musicians during the project.

**63%** of mentors and **78%** mentees felt supported by their teachers.



*LCO musician and mentee violinists from Bradford Primary*

## Case Study: Mentee Students, High Close School

Students from High Close School have taken part in the project as mentees since Music Junction first began in 2010. For the first time this year, High Close students participated in two additional workshops with an LCO musician to create their own piece of music, *Playing Outside the Box*, that opened their local hub concert at All Hallows Catholic School. Sam Nosal, Senior Teacher at High Close, discusses the Impact that Music Junction has had within the school and on its participants this year:

**"Our pupils benefit enormously from this project every year.** For some, Music Junction is the first time they have experienced classical music. Playing alongside the orchestra is such a special privilege and they really get to appreciate the music for what it is, widening their field of musical experience as the project goes on. All students commented on how much they enjoyed the actual music at the end.

The students have to commit to extra rehearsals at school when they are part of Music Junction and this gives them a sense of greater ownership of the project, as well as making them see that hard work pays off. They can't just turn up for rehearsals and expect to be able to play!

Towards the end of the project, all the young people were more respectful of the other people around them in the workshops and mindful that they were representing the school so they needed to behave appropriately. They learned to listen as part of a group - something we try to do on a daily basis, but in this setting is often harder, surrounded by people they don't know, in a different location, having to concentrate for longer periods of time than they are used to. It is wonderfully stretching and challenging for them and they are rightly proud of themselves when we point out their accomplishments.

The young people were very proud of their progress on their individual instruments and all, without fail, felt that they had made significant progress through the project. A particularly successful element of this year's project was giving our Young People the chance to play their own piece in the concert. They were very proud! They also get a chance to perform and be proud in front of their parents and carers: they know that the final piece is incredibly impressive and it is so great for them to see their parents and carers so blown away by the final concert - often the first time our parents and carers have seen their child perform in anything like this!

### Working with the LCO:

The young people held the musicians in high esteem, acknowledging the efforts they were putting in to make it all work, as well as respecting their skills and abilities. They remember the musicians they work with and feel that they have developed great relationships with them, as they are all so wonderfully warm and understanding with our pupils. It makes our students feel so special when the musicians remember them the following year.

### The legacy of Music Junction in High Close School:

Our young people will never forget the project they took part in and hold it as a badge of honour. They truly feel that they have achieved something amazing when they take part and we never stop reminding them of how far they came from the start of a project through to the end, and from one project to another if they take part in more than one. We refer to overcoming fears and nerves by participating – if they can do that, they can do anything!

## **"If they can do that, they can do anything!"**

Many of our young people continue with their instrumental learning after the project and look forward to participating again, knowing that they will be even more capable the following year. The young people feel valued for their ideas and efforts made in workshops, leading to a greater confidence in other areas of their life. They may be more confident about sharing their ideas in a classroom setting after feeling supported enough to share their ideas in the workshop setting.

Without Music Junction, our students would not have developed friendships with other young people in schools that they wouldn't otherwise have had contact with, and likewise, relationships with staff involved. I feel that our pupils get a sense that they are taking part in something really special: All of our students feel a sense of belonging and for some, this can be a turning point for relationships with school staff taking part and even their feelings about being part of our school, as they feel like everyone acknowledges the success of the project."

Sam Nosal

## Case Studies: Mentor Students

Mentor students from both the John Lyon School (Harrow hub) and St. Pauls Girls School (Westminster hub) this year took part in Music Junction for the first time. Here, parents of a mentor student from each hub report on the impact the project has had on their children:

### John Lyon School

"My child's experience of music was always as a student both in the choir and when learning his instrument. Being part of this project gave him the chance to recognise and appreciate the skills he already had and use them for the benefit of others. In the process he needed to appraise the needs of a younger audience and create a session in which he could both teach and instil a sense of excitement about his instrument and the collaborations possible when brought together with other musicians and their instruments. After a naive start, these skills slowly developed and as each week passed it was evident that both he and his students were as motivated and excited by what they were achieving as each other.

It was extremely inspiring to see what can be achieved when older children or young adults have the opportunity to teach young children directly. I felt that both groups benefitted from the project. This was a brilliant initiative and I am truly grateful that my son had the opportunity to be part of it."

*Mentor Parent, John Lyon School*

### St. Paul's Girls' School

"I think one of the most unique features of Music Junction is the sense of what a tremendous change a simple human gesture can make to individual lives and to the wider social community. MJ became a cherished part of our lives, through the stories [our daughter] brought back, her sense of commitment, and her understanding of the special meaningfulness of the project.

I think mentor she cherished the opportunity of sharing her love and understanding of music with younger children, of developing the skills to transmit both knowledge and passion, and of having the opportunity to understand the complexities of our society at a much more mature level. MJ brought her closer to others, to herself and to music, it enhanced her sense of empathy and her feeling that much can be done with what might seem little. The personal and practical impact of the project is quite incredible, and I know it has opened her heart and her mind to many new concepts and perspectives about music and about life.

Thank you for offering my daughter the opportunity to be part of this, I know she has greatly cherished it, and would love to continue being involved. Also, thanks to the sense of close collaboration fostered by Mr O'Hara, Robert Max and all the members of the MJ team. As a parent, I am very grateful that St Paul's Girls' School has joined forces with MJ and the LCO."

*Mentor Parent, St. Paul's Girls' School*

## Legacy

Each year, we hear from parents and teachers of participants that Music Junction contributes to a change in attitudes not only to music in schools, with more students motivated to take up instrumental lessons and taking their performance more seriously, but also to their general learning attitudes around the school as a result of their participation in Music Junction.

In response to being asked what they felt the impact and legacy of Music Junction might be in 6-12 month's time, **38%** of teachers referred to students continuing to play their instruments. Other comments included:

**"The children will continue their involvement in music in any way they can."** Teacher, Millbank Academy

One school referenced how they are already building on the relationships they have created with other schools within their community, meeting our social aim to build lasting relationships between schools and communities:

**"Schools (and parents) having more awareness of the value of music. We hope that MJ will be a catalyst to more music projects in school." Teacher, St Paul's Girls' School**

One very positive comment came from a school that now, after a few years of providing mentees to Music Junction, want their students to become mentors - fully showcasing the positive impacts Music Junction has on personal development:

**"We would love to include both beginner students and mentors. Then we would have a larger number of students involved in the project which would be amazing. Our young instrumentalists are of equal ability to the schools who currently provide mentors." Teachers, St. Pauls Way Trust**

## Case Study: MJ alumni Kent hub

A long-term aim of Music Junction is to ensure that the relationships Music Junction cultivates within communities are sustained for years to come. Our alumni hub in Kent provided a perfect demonstration of this sustainability this year. At the end of 2017/18, we sadly said goodbye to our Kent hub. However, whilst no longer under LCO management, the Kent hub organised their own mini-project. Led by Tonbridge Grammar School for Girls, students from fellow partner school Meadows (a Barnardo's run school), joined TGS students in a series of African drumming workshops led by professional percussionist John Rockcliffe. These students all performed their creation together in the Tonbridge Grammar School Easter Concert on 1 April 2019 in the Tonbridge School Chapel.

Teacher Clive Stott, from Meadows School explained:

*"Meadows school students were recently invited to take part in a number of Djembe drumming workshops being facilitated by Tonbridge Grammar School. The invite arose from the relationship that had been built between the schools during their participation in the Music Junction project over a number of years. The students involved all hugely enjoyed the experience and got a particular buzz from taking part in the resultant Spring concert at Tonbridge Chapel.*

*This represents in many ways, a once in a lifetime opportunity for the Meadows students as it is far away from their everyday environment. It also demonstrates the real benefits to SEN students of working collaboratively in the wider community to help them build their confidence and social awareness."*

This example of project sustainability is exactly what MJ aims to achieve and we hope that this kind of activity will continue between schools long into the future!



## Music Junction & QMUL Community Links

In January 2019 LCO moved offices to the People's Palace at Queen Mary University of London, enabling us to strengthen our existing relationship with the university and form new relationships with their Music and Social Research departments, under the guidance of Paul Edlin, Director of Music at QMUL.

### We have achieved a lot in the 8 months we have been at QMUL:

On 26 March 2019 LCO and QMUL put on a collaborative concert: *Side-by-Side, A Celebration*. The orchestra, composed of 50 % LCO musicians and 50 % QMUL students, performed Copland's *Appalachian Spring*, Mozart's Symphony No. 40 and *A Peter and the Wolf Medley* (arr. by Bernard Hughes) in which Music Junction mentors from Bancroft's school also performed. Dr. Maria Turri (Lecturer and Co-director of the MSc Creative Arts and Mental Health) opened the concert with a presentation on mental health and the Arts.

We have been working with Dr. Maria Turri and Dr. Bridget Escolme (Senior Lecturer in Theatre and Performance in the Department of Drama) to expand our knowledge of the advantages of music on health and wellbeing. We are aware of many of these benefits from observing Music Junction participants each year, however working with these scientists will enable us to develop a more academic approach to our evaluation and monitoring, whilst providing opportunities for QMUL researchers to make new discoveries in their fields.



Mentee and mentor cellists from St. Paul's Way Trust and Bancroft's School

On 17 May 2019, the LCO MJ team presented at the QMUL Mad Hearts (Mental Health and the Arts) conference aiming to promote music education. Chaired by Paul Edlin, a panel with guests Zoe Lattimer (ex-Headteacher of High Close School), Ian Pressland and Rosemary Warren-Green discussed music education and Music Junction, and the positive impact the Arts have on society. Two LCO MJ Musicians, together with two QMUL Music Scholars and six students from St. Pauls Way Trust School then gave a practical demonstration of Music Junction Learning Techniques.

From a Music Junction perspective, our QMUL scholarship program selects QMUL students each year to act as Senior Mentors for the project. These accomplished musicians work alongside the LCO MJ Musician Team to lead workshops and support the student mentors on the project. We are excited to hand more leadership responsibility for Music Junction over to these scholars next year. As we move into the 2019/20 season, we are looking forward to further strengthening our links within QMUL and with the local communities surrounding the university.



Mentee from Mead Primary School

## Looking ahead

Next year (2019/20) our Composer-in-Residence will be acclaimed British composer, Roxanna Panufnik, Panufnik is a long-standing friend of the LCO who performed the UK premiere of her composition, *Two Composers, Four Hands* in our 2018/19 recent concert season. We are also excited to be collaborating with the vocal ensemble Apollo5 from the VCM Foundation (also known for their pioneering music education work) to include a vocal element and body percussion in next year's final piece.

Panufnik will be adapting the score of her acclaimed piece, *Orchestra Paeaedia* (described as "a light-hearted response to Britten's *Young Person's Guide to the Orchestra*") for Music Junction participants, adding in vocal elements as part of the score. Together, Apollo5, Panufnik and LCO will work together to include 'voice' as an instrument for Music Junction, with body percussion taking the place of percussion to make the most of working with Apollo5.

Music Junction's Showcase Concert for 2019/20 will take place at St. John Smiths' Square on 6th May 2020.



For 2019/20 we are also excited to announce that Shaftsbury High School will be joining Music Junction in our Harrow hub, allowing us to expand on the success of last year's project as well as the participant numbers we impact with it.

We are saddened to say goodbye to All Hallows Catholic School and due to funding restrictions, we will be restructuring our Berkshire hub in the near future.

We are also looking to expand the opportunities we provide our partner schools by giving them short performance slots before the beginning of each of our season concerts. These 'bite-size' Music Junction performances will allow mentor students to really showcase their musical abilities, as well as giving our beginner mentees the opportunity to show-off their progress throughout the project.

Finally, with support for scoping from the Taylor Family Foundation, LCO Music Junction has been exploring the possibility of developing an additional Music Junction hub in Merton, to start in September 2020. We have been working with the Merton Music Service to investigate potential schools for the project so that we can bring the ethos of Music Junction to even more students and communities in the coming years as we move towards the orchestra's centenary in 2021.

# Acknowledgements

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John Lyon's Charity  
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The Taylor Family Foundation  
Momiji Trust  
The Childhood Trust  
Bancroft's School  
The Behrens Foundation  
The Drapers' Charitable Fund

## QMUL Partnership

We're proud this year to further develop our partnership with Queen Mary University of London. We had two key QMUL LCO scholars assisting during workshops and concerts this year and even Paul Edlin, once our Composer in Residence, brought his trumpet along to play alongside MJ participants in the Cadogan Hall concert.

Clare Bartholomew, violin  
Sakshi Dasgupta, flute

## LCO Music Junction Musicians

Guy Button, violin  
Alexandra Caldon, violin  
Rosemary Warren-Green, violin

Robert Max, cello  
Hannah Sloane, cello

Chris Hankin, flute  
Shaun Thompson, clarinet

Alex Caldon, trumpet  
Alex Cromwell, trumpet

Beth Higham-Edwards, percussion  
Julian Poole, percussion

## Volunteers

Pamela Conger  
Helen Cockcroft

## LCO Team

Christopher Warren-Green – LCO Music Director and Principal Conductor  
Rosemary Warren-Green – LCO Education and Outreach Artistic Director and Music Junction  
Step Parikian – General Manager  
Ian Pressland – Music Junction Consultant  
Emi Husband - Music Junction administrator  
Charles Lewis – Marketing Manager  
Francesca McGeorge - Development Manager

## Photographer

Marc Gascoigne

## Teachers and Music Services:

Sam Nosal, High Close  
Oliver Leaman, Blundells  
Joe Carter, Ash Manor  
Richard Fisher, All Hallows  
Chris Butler, Bancroft's  
Julia Whitbread, Bancroft's  
Paul Harris, Havering Music School  
Russel Hayward, Drapers Academy  
Scott Richardson, Drapers Academy  
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Jonny Hoyle, St. Pauls Way Trust  
Mark Gowers, Mead Junior

Lois Nicholls, Broadford Primary  
Huw Jones, John Lyon  
Lynne Plummer, John Lyon  
Monika Clifford Varley, Harrow Music Service  
Siobhan Nagle, Kenmore Park  
Tim Smith, Cedars Manor  
Leigh O'Hara, St. Pauls Girls  
Mark Wilderspin, St. Pauls Boys  
Janella Ajeigbe, Churchill Gardens  
Fred Appleby, Millbank Academy  
Kate Jefferson, Pimlico Primary  
Dan Gillingwater, Abingdon House



