



# Lead School Application Spring 2025

<b>Name of School</b>		<b>Maintained or MAT</b>	
<b>Telephone No</b>		<b>Website</b>	
<b>Name of Music Lead</b>		<b>Email address</b>	
<b>Headteacher / SLT</b>		<b>Email address</b>	

Please submit to: [WYMH@bradford.gov.uk](mailto:WYMH@bradford.gov.uk)

**Deadline for application: 26<sup>th</sup> February 2025**

Please take time to read through the necessary requirements and criteria as set out in the second part of this document. The application is designed to help you to evaluate your own strengths and indicate how they might support the West Yorkshire Music Hub in the newly appointed Lead Schools role to begin in April 2025. The first part of this document gives further information about the Lead School programme, including a timeline, remuneration and rationale.

# Part A – About Lead Schools

## Rationale

WYMH seek to recruit and appoint Lead Schools for our music hub area in response to the National Plan for Music Education (NPME) and our ongoing Needs Analysis. The core purpose of a Lead School, as set out within the MPME, is to champion music education, developing and nurturing local school relationships and networks as part of and on behalf of the Hub. Lead Schools are expected to supplement, not replace, the role of the Hub.

Lead Schools should act as an ambassador for music education, and model behaviour and practice expected from schools in relation to music. Lead Schools are a key partner within the Hub and help with engaging schools within the Hub area, demonstrating and advocating for the vital role schools will play in ensuring the success of the MPME.

The National Plan for Music Education emphasises schools' central roles in providing high-quality music education for children and young people. It expects schools to deliver provision across three interlinked areas:

- Curriculum music: compulsory from Key Stages 1-3 then optional for examination classes (e.g. GCSE, vocational and technical qualifications and A-level)
- Instrumental and vocal lessons, and ensemble opportunities (music making with others)
- Musical events and opportunities, such as singing in assembly, concerts, shows, celebrations and trips to professional / inspiring performances

## Timeline

By 8 <sup>th</sup> January 2025:	Recruitment plan submitted as part of the draft LPME
W/C 20 January 2025:	Recruitment plan launched with schools
26 <sup>th</sup> February 2025 (4pm):	Deadline for school submissions
28 <sup>th</sup> February 2025:	Shortlisting followed by conversations with schools if needed
March 2025:	Decisions discussed with Music Hub Advisory Group
By 2 April 2025:	Confirmation of the appointed Lead Schools, via signed partnership agreements

## What type of schools are we looking for and for how long?

We are initially seeking to appoint one primary school and one secondary school for each geographical LA area across WYMH (Bradford, Calderdale, Kirklees, Leeds and Wakefield).

We are also wanting to appoint at least one special school, one pupil referral unit setting and a post-16 representation to act as lead schools across West Yorkshire.

To ensure continuity we would like to appoint Lead Schools for a period of 3 years. Lead Schools will take up their roles at the beginning of Summer Term 2025 and will support other schools initially until the end of the Summer Term 2026. On confirmation of future funding from the DfE these roles will be extended for an additional 2 years. Once appointed, we will collectively review the impact and performance of Lead Schools on an annual basis. We will also use our needs analysis to assess whether the needs of young people and other schools in the area have changed. This will help us to assess how the role of Lead Schools can be

adapted in the future and help us to set future objectives. After a review of impact and future funding in 2026, it is anticipated that more lead schools will be added to the programme in the second year.

## Aims and Objectives of Lead Schools

We want our lead schools to:

- Be a champion for music education and an open door to other schools and settings across the region
- Help all schools in the LA area to improve the quality of music (curricular, co-curricular and extra-curricular) and be a champion for Music Education
- Facilitate new and better ways for teachers to support each other and work together
- Help the WYMH Advisory Group to understand what schools need and how to work better with them to improve musical outcomes for children and young people
- Support the WYMH Advisory Group to understand what musical opportunities young people want and need and be a 2-way conduit for the voice of young people
- Be an additional beacon for an area that they believe to be strong e.g. Music Technology, Vocal Work, GCSE, Musical Futures, Extra-Curricular, Assessment & Recording etc.

## Our ambition for Lead Schools

In partnership with the music hub, our ambition is that the role of lead schools will:

- Have a musical open door and visits from other school leads to share good practice across West Yorkshire
- Support local networks for the LA area that they represent
- Arrange/host CPD opportunities and events and commit to a minimum of a termly network and 2 half days face to face, video, online or digital supporting training/CPD
- Foster and develop a culture of sharing curricula/resources
- Support KS4/5 accreditation (Lead Secondary Schools/Post-16)
- Collaborate with the Music Hub on its annual CPD Offer and help schools to develop their School Music Development Plan (SMDP)
- Share expertise & intelligence on provision gaps, feed into the hubs Needs Analysis and help shape the Lead School Programme as it develops.

*Lead Schools will be represented on the WYMH Advisory Group and contribute strategically to future plans.*

## Remuneration and Support in Kind

In-kind support will be available through existing lead strategic delivery partners and their networks. Remuneration will be given for aspects such as travel and any additional negotiated work above the core offer. Lead schools will also be able to access the music hub capital grant and submit a spending plan for up to £2,000 for resources to support their work.

## Benefits of becoming a Lead School

In addition to playing a key role in improving music education and opportunities across our Music Hub area, we also hope that Lead Schools will find the role to be beneficial for their own school.

Benefits will include:

- Professional development opportunity for school colleagues
- Higher level professional development for music leaders and the opportunity to work with a wider range of music professionals and leaders
- Opportunity to encourage excellence in local music education and influence policies
- Contribute to music hub advisory board meetings and shape future strategic plans
- Opportunity to collaborate with partner schools and share best practice
- Opportunity to play a key role in WYMH CPD
- Use of WYMH branding and links to positive communications
- Recognised as an advocate for music and the arts and youth voice

## Part B – Lead School Application

**Criteria – Please read and add your response in the following table indicating how you can evidence the criteria as required by the DFE. Please feel free to add any additional links you feel would support your application.**

Criteria area	Evidence required	Your response & how you can evidence this
Capacity to take on a Lead School role	<p>This can be evidenced through a planning document, which identifies:</p> <ul style="list-style-type: none"> <li>• how the school intends to dedicate time to undertake this role and the level of resource it will be able to dedicate</li> <li>• evidence that the school has an appropriate team with a range of skills and experience to effectively undertake the role</li> <li>• evidence of how the school will continue to perform their role as a Lead School in the event a music lead leaves the school or is unable to support this role due to other factors such as illness</li> </ul>	
At primary and/or secondary level: An established rich musical culture, curriculum, co-curricular and extra-curricular offer in the school. This should include vocal/ instrumental lessons,	<p>This can be evidenced through the school's curriculum, co-curricular and extra-curricular activity.</p> <p>Schools should also be able to evidence how their curricular, co-curricular and extra-</p>	



ensembles, and musical events and opportunities (such as singing in assembly, concerts, shows and trips to professional concerts/events).	curricular programme supports a pathway for pupils to continue musical study at Key Stage 3 (if primary) and at Key Stage 4 and beyond (if secondary)	
School Type: Maintained or Academy	Hubs should appoint at least one Primary School and one Secondary School for each Local Authority area in the Hub.  The Hub should also seek to appoint a special school and an alternative provision (or a school(s) with suitable experience of working with and supporting pupils with SEND), where appropriate.	<i>*We will aim to appoint three Lead Schools from any one of these areas: Please indicate which area or areas your school supports:</i>
Ofsted Inspection	The proposed Lead School should have an Ofsted rating of 'good' or 'outstanding' for overall effectiveness in their most recent inspection	<i>*Please give outcome and dates of your most recent inspection with appropriate link</i>
Offer of GCSE/vocational music qualification (if applicable)	Secondary schools/ All through schools should offer music as a GCSE (or equivalent music qualification) and be able to provide support to pupils to take music qualifications outside of school, where necessary.	
Offer of A-level/ vocational music qualification (if applicable)	Secondary Schools/ All through schools with a sixth form should offer music to all students who wish to take it in the school (A- level or another music qualification) or provide support to enable students to take qualifications outside of school, where necessary	
Historic track record of investing in music CPD for teachers and/or other school staff	This can be evidenced by the school and may include evidence of what the school's CPD	



	offer is and any feedback from those who have benefited from this.	
School Music Development Plan	The school should have a School Music Development Plan in place, with a published summary on the school website	<i>*Please give the website link</i>
Have a proven track record of introducing and fully embedding music on the school curriculum, with at least 1 timetabled hour per week at Key Stage 1-3, either using the Model Music Curriculum or a curriculum of comparable breadth and ambition	This can be evidenced through a School Music Development Plan or the frequency of music being taught during school time.	
Commitment to supporting pupil progression across the whole school community. This includes understanding available opportunities and enabling pupil access.	Proposed Lead Schools can provide detail of what the school does to support progression, awareness of what is available in the local area and approaches to support pupil access. Evidence might include how schools support ongoing pupil engagement in areas such as musical tuition.	
Has a track record of, or potential to, promote the teaching of music with schools locally and/or regionally and leading / supporting CPD for music teachers or any other relevant subjects.	Proposed Lead School can provide examples to evidence support and/or plans for improving outcomes in music that go beyond the school itself. This should include evidence of reach and impact.	
Strong focus on inclusion within the school and/ or links to other organisations that have a strong inclusion focus	This can be evidenced by demonstrating how the school promotes, champions and embeds inclusive music making for all pupils with a range of needs. This should include: <ul style="list-style-type: none"> <li>• those eligible for Pupil Premium</li> <li>• looked-after children and/or those with care experience</li> <li>• those identified with SEND</li> </ul>	

	<ul style="list-style-type: none"> <li>• individuals from diverse ethnic, cultural, religious, gender and sexual orientation backgrounds</li> </ul> <p>Schools could also include evidence of leading on inclusion across a Trust/Federation/cluster of schools.</p>	
<p>Has an established and effective student council/student voice system</p>	<p>Please give an outline of your student voice system and how you ascertain the views, opinions and ideas of young people. Please give any examples of how young people have influenced aspects of school life, including any musical initiatives.</p>	

Please email your completed form to [wymh@bradford.gov.uk](mailto:wymh@bradford.gov.uk) by Wednesday 26<sup>th</sup> February 4pm.

Please direct any specific questions or queries to Phil Needham [pneedham@wakefield.gov.uk](mailto:pneedham@wakefield.gov.uk)

