| **Criterion area** | **Evidence required** | **Criteria met** | **Comments** |
| --- | --- | --- | --- |
| Capacity to take on a Lead School role | This can be evidenced through a planning document, which identifies:   * how the school intends to dedicate time to undertake this role and the level of resource it will be able to dedicate * evidence that the school has an appropriate team with a range of skills and experience to effectively undertake the role * 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 |  |  |
| 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, ensembles, and musical events and opportunities (such as singing in assembly, concerts, shows and trips to professional concerts/events). | This can be evidenced through the school’s curriculum, co-curricular and extra-curricular activity.  Schools should also be able to evidence how their curricular, co-curricular and extra-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 | HLOs 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. |  |  |
| Ofsted Inspection | The proposed Lead School should have an Ofsted rating of ‘good’ or ‘outstanding’ for overall effectiveness in their most recent inspection.  Where a school has been inspected recently without an overall rating, the Lead School should be rated at least ‘good’ under leadership and management and under quality of education, and not ‘inadequate’ in other sub-categories. Within these parameters, HLOs should use their own assessment, alongside the school’s own assessment, to consider how well-placed the school is to take on the role of Lead School. This should also take the strength of the school's music provision into account, along with the capacity of the wider school team to focus on, and advocate for, their role as a Lead School. |  |  |
| 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. |  |  |
| Historic track record of engaging with a Hub or supporting the delivery of music education on a local level | The HLO should confirm that the school has worked with a Hub in the past or has provided evidence of their ability to support local delivery. |  |  |
| School Music Development Plan | The school should either have a School Music Development Plan in place, with a published summary, or be working towards designing and implementing one. |  |  |
| 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. Whilst not mandatory, a school’s ability to evidence use of the Model Music Curriculum is preferred. |  |  |
| 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:   * those eligible for Pupil Premium * looked-after children and/or those with care experience * those identified with SEND * individuals from diverse ethnic, cultural, religious, gender and sexual orientation backgrounds   Schools could also include evidence of leading on inclusion across a Trust/Federation/cluster of schools. |  |  |