



National plan for music education monitoring board terms of reference

Principles and approach

Building on the Model Music Curriculum, the Department for Education with the Department for Digital, Culture, Media and Sport published the National Plan for Music Education – [The Power of Music to Change Lives, a national plan for music education](#) – on 25 June 2022. This set out the Government’s strategy for music education for early years, schools, and colleges through to 2030.

The vision is to *enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally.*

This is underpinned by three goals that provide the structure to the Plan:

- All children and young people receive a high-quality music education in the early years and in schools (Chapter 1)
- All music teachers work in partnership, with children and young people’s needs and interests at their heart (Chapter 2)
- All music teachers, including in further and higher education, help young people to understand routes into careers in the music and wider creative industries (Chapter 3).

Central to the plan is building on and supporting the implementation of the [Model Music Curriculum](#) published in March 2021. This means seeing more schools deliver high-quality music curriculum for at least one hour a week in key stages 1 to 3, supported by co-curricular activities and musical experiences. This will take time to realise through to 2030 and the infrastructure provided by Music Hubs will be central to supporting schools and pupils. This will help ensure all pupils receive a high-quality music education, strengthen the creative pipeline, and help create the musicians, composers, music technicians and knowledgeable audiences of the future.

The specific commitments in the Plan include:

- a. music should be represented in every school’s leadership structure, with a designated music lead or head of department at school and/or academy trust level, for primary and secondary phases

- b. in partnership with their Music Hub, every school (including multi-academy trusts) to have a Music Development Plan that introduces the Model Music Curriculum into the school as well as extra-curricula activities and sets out how it will be staffed and funded
- c. pilot a Music Progression Fund to support disadvantaged pupils with significant musical potential, enthusiasm, and commitment. It will be delivered through schools and Music Hubs from Autumn 2023, with match-funded government investment over four years
- d. compete the Music Hub programme with a reduced number of Hub lead organisations working across wider geographical areas, so they become more strategic with a wider range of strong partnerships with schools, academy trusts, local authorities, and music charities
- e. all Music Hubs to identify and partner with a small number of Lead Schools (including academies) with high-quality music provision to work with the Music Hub on design and delivery of CPD by Spring 2024
- f. establish national Music Hub centres of excellence for inclusion, CPD, music technology and pathways to industry. The centres will be appointed by Autumn 2024 and based in four Music Hubs, with additional funding to provide specialist support to all Music Hubs across England.

We will monitor progress of the refreshed Plan and drive improvement through a newly established Monitoring Board. Its work will be evidence and needs-led and will support the implementation of the Model Music Curriculum in schools as well as introducing co-curricular and extracurricular music in schools.

A progress report will be published by the Department of Education, on behalf of the board, in 2025.

Monitoring Board

The board will comprise an appropriate range of expertise in music, school music teaching and curriculum design, music education beyond schools, music charities and support organisations and the music industry. The board membership will be credible with schools, teachers and the wider music sector and community. The board will support a knowledge-rich approach to the curriculum, in line with the Model Music Curriculum. All board members agree to the vision and strategy in the Plan and will act as champions for both the Model Music Curriculum and the Plan.

The Department will have the final decision on appointments to the Monitoring Board. Appointments will be expected to commit to attend and contribute to all meetings of the group where possible.

Membership

The monitoring board will be chaired by Veronica Wadley CBE (Baroness Fleet) – Former Chair of the Advisory Panel for the National Plan for Music Education and the Model Music Curriculum, Council Member of Royal College of Music, Co-Founder and Chair of the London Music Fund and National Council Member for Arts Council England. Other board members are:

- Catherine Barker – Head of Music and Performing Arts United Learning and President of the Music Teachers' Association
- Carolyn Baxendale MBE – Head of Bolton Music Service (Greater Manchester Music Education Hub Lead)
- Rachael Coulthard – Chief Executive Officer, The Wings' CE Trust
- Richard Gill CBE – Chief Executive Officer, The Arthur Terry Learning Partnership and Chair, Teaching School Hubs Council
- Anne Heavey – Director of Insights, Ambition Institute
- Jamie Njoku-Goodwin – Chief Executive, UK Music and National Council Member for Arts Council England
- Gill Jones – Group Chief Quality Officer and Safeguarding Lead for Busy Bees Nurseries Limited
- Simon Toyne – Executive Director of Music, David Ross Education Trust
- Ed Watkins – Director of Music, West London Free School
- Bridget Whyte – Chief Executive Officer, The UK Association for Music Education: Music Mark
- Cassie Young – Executive Inclusion Officer, Our Community Multi-Academy Trust

- Hannah Fouracre – Director, Music Education, Arts Council England (observer)
- Christopher Stevens – HMI Specialist Advisor and Subject Lead for Music, Ofsted (observer)

All board members will operate on an unpaid basis.

All board members will be expected to conform to the standards of conduct and to abide by the Conflicts of Interest policy. All board members are expected to adhere to these Terms of Reference.

Reasonable travel expenses will be provided to board members for the attendance of any face-to-face meetings.

Scope and remit of the board

Government will work with the monitoring board to establish an impact framework for this plan, setting out how to monitor and measure its success, quantitatively and qualitatively, championing the implementation of the Model Music Curriculum and learning from the monitoring arrangements for the original plan so that we ensure quality is central.

The board's primary role will then be to monitor that those things outlined in this plan happen and are delivered well, using this impact framework, and to support and challenge the implementation of the Plan and Model Music Curriculum to ensure we continue to make progress towards our overarching ambitions for all children to have access to a high-quality music education.

The Department will retain ultimate responsibility for decisions on policy and implementation of Music Education.

Meetings and methods of working

The board will comprise of a range of expert practitioners in music and/or education. The board Chair may also extend invitations to experts to draw on specialist expertise, or to delve deeper into specific programmes set out in the Plan, as required. Board members will be able to recommend additional experts that they wish the Chair to invite to meetings.

The board will consider evidence and practice from the UK. Analytical support, where appropriate, will be provided by the Department.

It is expected that a board will be in place until 2030 with individual members attending for two years (subject to an interim review after 12 months).

Meetings will be held as needed and may include remote/virtual participation, at the discretion of the Chair. There will be a minimum of two to three meetings per academic year.

All correspondence for meetings will be sent via email. The Department will provide the Secretariat to the group. The Secretariat will make the necessary arrangements for each meeting, including providing relevant supporting papers. The Secretariat will take notes of meetings and circulate to group members in a timely fashion.

Board members will be expected to attend agreed meetings and contribute to interim updates as and when required, though the Department recognises there may be pressures on availability due to unforeseen circumstances. The Chair will be responsible for leading the meeting discussion and assigning actions. The Chair will have the casting vote, should the board be unable to reach a consensus and/or where it may be necessary to refocus the board on specific aims.

The board will not produce a binding set of recommendations, as the board will operate in an advisory capacity only. The Chair will be responsible for updating Ministers on progress.

Public Sector Equality Duty

The board will be expected to approach work in a way that meets the principles of the Public Sector Equality Duty, where appropriate, thus having due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 to:

- eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010

- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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