

NPME – Music Self-Evaluation Tools

Schools are at the heart of the National Plan.

Schools are encouraged to aim high with their provision through interlinked areas of:

- Curriculum music
- Instrumental lessons and ensembles
- Musical events and opportunities

The self evaluation tool is designed for schools to review provision, identify areas of development, celebrate excellent work and support school music leads in ensuring that children get the best possible music education.

- Should be seen as formative, ongoing process
- Will form part of your School Music Development Plan
- NB – Ofsted want to see **acknowledgement** of areas to develop and focus on and planning in place

NPME – The Self-Evaluation Tool

In the classroom:

- statutory requirements
- taught curriculum and curriculum progression
- consideration of space and resources required

Leadership and management:

- Staffing and training of staff
- School Music Development Plan

Beyond the classroom:

- Beyond the curriculum
- Co-curricular activities
- individual and small group teaching and
- performance opportunities

The community and partnerships:

- Music hub
- Other stakeholders

How to use the Self-Evaluation Tool

There are four levels that outline how schools can build their provision over time:

Focusing:

- School is beginning to focus on
- Action is taken to achieve
- Is in early stages

Developing:

- School is actively trying to develop
- Several actions being taken
- Beginning to show progress

Establishing:

- School has established provision
- Successful implementation

Enhancing:

- School has created nationally significant provision
- The improvement and enhancement of music education is at the heart of school life



Example assessment

	Focusing	Developing	Secure	Enhancing
Primary: In the classroom	<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated</p> <p>There are limited resources for teaching</p>	<p>Music is a time-tabled subject, with schemes of work and assessment in place. All students are able to access the curriculum from EYFS to Year 6</p> <p>Students engage with sow and build areas of musical interest and growing skill Pupils with SEND are able to participate</p>	<p>Music curriculum is at least as ambitious as the NC, draws on MMC</p> <p>Good progress is demonstrated by secure and incremental learning of technical, constructive and expressive aspects of music.</p> <p>Pupils with SEND participate and progress well</p> <p>Space and resources allow for breadth for all students, including technology</p>	<p>Curriculum goes beyond level of NC, seeking to address social disadvantage by addressing gaps in knowledge, skills and experience (ie. concerts, live events)</p>

NPME – what now?

By September 2023 schools to have developed a School Music Development Plan

- Using the self-evaluation tool, start by reflecting on and giving an honest appraisal of the schools music provision
- Use the indicators to consider what you are doing well, what needs developing and how your music provision can move forwards
- As the music lead for your school you will be responsible for the SMDP.
- It will however, be most successful if owned by the school
- Involve input from the whole school community
- Arrange a meeting with your SLT
- Seek advice and support from EMS

