Primary School Music Audit and Action Planning

2024/25

School Name/role

|  |  |  |
| --- | --- | --- |
|  | Who delivers curriculum music in your school? (e.g. class teacher, visiting teacher, hub) | How much curriculum music is delivered in your school? (frequency/time) |
| **N-R** |  |  |
| **KS1** |  |  |
| **KS2** |  |  |

**Judgements (see below): 1. Not in place at all 2. Emerging 3. Established 4. An area of strength**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Judgement** | | | | **Commentary** |
| **1. Access and opportunity** | | | | | |
| All pupils have the opportunity to sing on a daily basis (a  culture of singing is embedded in the school) | 1 | 2 | 3 | 4 |  |
| All pupils in all year groups have regular (weekly) access to curriculum music lessons | 1 | 2 | 3 | 4 |  |
| All pupils have the opportunity to learn to play an  instrument for at least one term as part of their curriculum learning (for free). | 1 | 2 | 3 | 4 |  |
| Additional/optional instrumental learning opportunities are available to all pupils (individually or in small groups) | 1 | 2 | 3 | 4 |  |
| Pupils have the opportunity to join a school choir | 1 | 2 | 3 | 4 |  |
| Pupils have the opportunity to join other musical enrichment groups/activities | 1 | 2 | 3 | 4 |  |
| There are regular (termly) opportunities for pupils to perform inside/outside of school | 1 | 2 | 3 | 4 |  |
| Pupils have the opportunity to work with visiting professional musicians | 1 | 2 | 3 | 4 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pupils have the opportunity to participate in musical opportunities beyond the school | 1 | 2 | 3 | 4 |  |
| The school is connected to the local Music Hub/service and  signposts additional opportunities to pupils | 1 | 2 | 3 | 4 |  |
| Music provision is adequately resourced and takes place in appropriate accommodation | 1 | 2 | 3 | 4 |  |
| **2. Curriculum intent** | | | | | |
| The school music curriculum is ambitious and designed to give all learners, the most disadvantaged, those with SEND, and the more able, the skills, knowledge and cultural capital  they need to succeed. | 1 | 2 | 3 | 4 |  |
| The school music curriculum provides pupils with a progressive learning journey from EYFS to Y6, enabling them  to systematically acquire key knowledge and skills to develop and build on | 1 | 2 | 3 | 4 |  |
| It is clear how the school music curriculum supports the  delivery of Early Learning Goals in years N and R | 1 | 2 | 3 | 4 |  |
| It is clear how the school music curriculum delivers the  NC and NMM at KS1 and KS2 | 1 | 2 | 3 | 4 |  |
| Termly schemes of work are in place for all year groups. | 1 | 2 | 3 | 4 |  |
| **3. Curriculum implementation** | | | | | |
| Teachers delivering the music curriculum have an appropriate level of subject knowledge and musical skill | 1 | 2 | 3 | 4 |  |
| Teachers delivering the music curriculum choose appropriate supporting resources and employ a range of  appropriate teaching strategies | 1 | 2 | 3 | 4 |  |
| Teachers delivering the music curriculum use assessment well, for example to help learners embed knowledge and  skills, or to check understanding and inform teaching. | 1 | 2 | 3 | 4 |  |
| Teachers delivering the music curriculum are able to create a safe and stable environment that allows the learner to  focus on learning. | 1 | 2 | 3 | 4 |  |
| Effective support is in place for those teaching outside of  their main area of expertise | 1 | 2 | 3 | 4 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4. Curriculum impact** | | | | | |
| Progress and attainment are captured within a clear and simple assessment framework. Learners develop knowledge and skills throughout the curriculum and achieve well. | 1 | 2 | 3 | 4 |  |
| Learners are able to communicate their musical experiences  and achievements to others at key transition points (e.g. when moving to a different school). | 1 | 2 | 3 | 4 |  |
| **5. Leadership and management** | | | | | |
| There is an assigned subject leader who is responsible for  music in the school | 1 | 2 | 3 | 4 |  |
| There is an up-to-date school music policy that is inclusive  of all children. | 1 | 2 | 3 | 4 |  |
| Music features in the school’s improvement/development plan | 1 | 2 | 3 | 4 |  |
| The school principal, senior leaders and subject leader are  able to talk knowledgeably and consistently about music provision in the school | 1 | 2 | 3 | 4 |  |
| There is a commitment to providing CPD opportunities for  staff teaching music | 1 | 2 | 3 | 4 |  |
| Pupils’ musical progress and attainment is celebrated regularly within the school and school community. | 1 | 2 | 3 | 4 |  |
| There is an assigned school governor with responsibility for  music. | 1 | 2 | 3 | 4 |  |
| The Headteacher promotes value of musical learning to staff,  pupils and parents. | 1 | 2 | 3 | 4 |  |

Reflections

|  |  |
| --- | --- |
| **What are we doing well?** | **What could we do better?** |

Music Action Plan 2024/25

School

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority/objective** | **Actions to be taken (and by whom)** | **Support1/resources required** | **Target date for completion** | **Status** |
| **1.** |  |  |  |  |
| **2.** |  |  |  |  |
| **3** |  |  |  |  |
| **4.** |  |  |  |  |

1 How might EMS be able to support