**The Music Subject Leader File a checklist**

*This list is not exhaustive, you can anything else that you feel is useful the music provision of your school*

**Inspectors will expect you to demonstrate knowledge of the design (Intent), delivery (Implementation) and assessment (Impact) of music in your school. Be prepared to discuss:**

**Intent: What is your vision for music in your school**

* **Music Vision**

**Implementation: The Music curriculum**

**Section 1: Overview: Music curriculum**

* Music policy – yearly review/action plan/update
* Curriculum Map (long-term planning)
* Schemes of work (Medium-term planning)
* Music Development plan
* Progression strategy (skills and progression map)
* Extracts from the latest OfSTED report re music in your school
* Register of SEN, Gifted, Talented and Able pupils; ‘Looked After Children, FSM, Pupil Premium
* School brochure highlighted where music is mentioned
* Service level agreement for instrumental tuition

**Section 2: Instrumental and vocal lessons, clubs, ensembles**

* Information regarding pupil’s instrumental provision IN and OUT of school
* Music clubs and extracurricular activities

**Section 3: Musical events, performances, opportunities**

* Calendar of year’s planned musical events: singing days, concerts, Arts weeks
* Events showing involvement in community music-making

**Section 4: Day-to-day implementation**

* Examples of lesson plans
* Hall/music room timetable
* Class timetables showing music sessions
* Timetables of ‘First Access’/peripatetic instrumental teachers and pupils
* Letters/circulars/newsletters from Music Hub relating to musical issues e.g. courses, meetings, CPD

**Impact:**

**Section 1: Assessment and monitoring**

* Learning walks
* Lesson observations
* Book scrutinises
* Recordings
* Photographs
* Teacher assessments
* Examples of pupils’ work: scores, photographs, recordings, iPad videos on school server
* Peripatetic teachers’ reports on pupils’ progress
* Y6 profiles sent to secondary schools

**Section 2: Celebration of music**

* Diary of school performances:
* Newspaper articles, photographs, programmes
* Congratulatory letters/cards from parents & governors
* Certificates of pupils’ achievements

**Section 3: Audits and questionnaires**

* Copy of subject leader self-audit
* Copies of staff self-audits
* Record of liaison with local secondary/other primary colleagues
* Annual report to governors: dates of meetings with subject governor
* Audit of instruments and published resources
* List of ‘would like/blue skies’ resources
* Music budget and expenditure

**Section 4: CPD (Staff Training and Support)**

* INSET courses attended by subject leader [with any notes]
* List of music courses attended by staff [with any notes]
* List of ‘Twilight’ or whole school staff training led by subject leader or visiting practitioner
* Lesson observation reports or planning notes for supported lesson
* Performance Management reviews re music leadership
* attendance at festivals, exams passed, competitions entered, including past pupils

**Section 8: Appendix**

* Key points/summaries/ findings from research/reports conducted by HMI, Ofsted, Government (NMP)
* Copies of CPD materials, hand-out notes
* Bulletins from music associations, suppliers’ catalogues, flyers about new publications