**Music Self-Evaluation Tool for Primary Schools**

The **Overview** section is a series of statements relating to your Music provision as a whole.

A “no” to any of these statements suggests a priority area to address.

The subsequent sections enable you to assess your current provision in more detail and can highlight areas of potential improvement from any starting point. These sections are: **Music Leadership, Music Curriculum, Singing, Whole Class Ensemble Tuition and Extra Curricular Music Opportunities**.

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| **Overview** | **YES/NO** | **Notes** |
| There is an assigned lead person with responsibility for music in the school. |  |  |
| There is whole school documentation regarding Music – eg. Music Policy, Action Plan, curriculum intent/implementation etc. |  |  |
| Every class has dedicated time for class music delivering the requirements of the National Curriculum (or EYFS Framework).  |  |  |
| There are regular whole school, key stage or phase singing assemblies (or elements of singing within assemblies) which all children can access. |  |  |
| Music content at KS1/2 is in line with the National Curriculum for Music.  |  |  |
| All children are given the opportunity to learn an instrument through Whole Class Ensemble Tuition. |  |  |
| Children are offered further opportunities to learn an instrument through individual or small group teaching offered in school  |  |  |
| There are regular extra-curricular music opportunities available eg. choirs or instrumental ensembles.  |  |  |
| All children have access to music performance opportunities in and out of school. |  |  |
| All children have access to high quality musical performance, either with visiting musicians or through trips. |  |  |

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| **Music Leadership** | **Current position** | **Desired development** | **Actions** |
| Who is the Music Leader and what are their responsibilities relating to Music provision? |  |  |  |
| How is the Music Leader supported to lead Music? Are they given any time out of class? Access to suitable training? |  |  |  |
| Who delivers class Music teaching? If this is not the Music Leader, is it a visiting music specialist or class teachers?  |  |  |  |
| How is music teaching monitored and by whom? Are there strategies for monitoring music provision in EYFS as well as KS1 and KS2? |  |  |  |
| Is there regular audit of music training needs? How are training needs addressed?  |  |  |  |
| Is music adequately resourced? Are there suitable age-appropriate instruments in EYFS? Are both tuned and untuned instruments available for KS1 and KS2?  |  |  |  |
| Where is music taught? Is there a dedicated space? If so, does it have a whiteboard, suitable audio equipment etc? If not, how are children given access to practical resources for music lessons?  |  |  |  |
| *Any other comments or thoughts about Music leadership in your school?* |  |  |  |

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| **Music Curriculum** | **Current position** | **Desired development** | **Actions** |
| How long are weekly music lessons? Does each class receive a minimum total of 1 hour of music per week? (class music + collective singing)? |  |  |  |
| What scheme of work is used? If commercial (eg. Charanga, Kapow) how is this adapted and contextualised to meet the needs of and be relevant to your students? |  |  |  |
| What has influenced your music curriculum content choices?  |  |  |  |
| Does the school’s music curriculum progress from EYFS to Year 6?  |  |  |  |
| Is there overview documentation of whole school musical progression?  |  |  |  |
| How is musical achievement and progress assessed and evidenced? Is that assessment and evidence musical? Does assessment inform planning? |  |  |  |
| Is music provision ambitious and relevant for pupils with SEND? How do you ensure this? |  |  |  |
| Are children withdrawn from music for interventions or other activities? Is music taught to all children? |  |  |  |
| Do children perform for each other? For parents? Do all children take part in performances? Are there opportunities to perform outside of school?  |  |  |  |
| Do children have the opportunity to see high quality musical performance, in our out of school. How often? Will every child access this in their school career? |  |  |  |
| *Any other comments or thoughts on your Music Curriculum?* |  |  |  |
| **Singing** | **Current position** | **Desired development** | **Actions** |
| Do all children have access to singing opportunities in school? Does every child take part in collective singing?  |  |  |  |
| Does singing play a part in whole school community events? |  |  |  |
| Do adults join in with collective singing? |  |  |  |
| Do children sing in class – not necessarily just in music lessons, but also at other times eg. as part of classroom routines? Is spontaneous or child-led singing encouraged? |  |  |  |
| Are children engaged in high quality singing? How do you ensure this?  |  |  |  |
| Do children have the opportunity to sing in a range of musical genres and traditions? |  |  |  |
| Does singing progress from EYFS to Y6?  |  |  |  |
| Are children given opportunities in school to perform and to sing solos or in small groups? |  |  |  |
| Does the school have a choir? Who has access to it? Are barriers to participation considered (boys/girls, clashes with other activities, cost etc.)? |  |  |  |
| Are children signposted to singing opportunities outside of school? |  |  |  |
| *Any other thoughts or comments on singing in your school?* |  |  |  |
| **Whole Class Ensemble Tuition** | **Current position** | **Desired development** | **Actions** |
| In which year group or groups do WCET projects take place, and with what instrument(s)? How many terms? |  |  |  |
| Do visiting tutors have access to overview documentation of whole school musical progression? Do they know the likely starting point and prior learning of the children?  |  |  |  |
| Are visiting tutors briefed about SEND within the class and given useful information informing appropriate management and support of students? |  |  |  |
| Which school staff support the WCET sessions? Do they learn alongside the children?  |  |  |  |
| Do the children doing WCET perform for parents? When? How does this support progress and/or continuation beyond the project? |  |  |  |
| What is the exit strategy for WCET in the school? Are children who enjoy / show aptitude for the instrument supported to continue? Are children who might benefit from further opportunities on a different instrument supported? Are barriers to continuation considered and addressed? |  |  |  |
| *Any other thoughts or comments about WCET projects in your school.* |  |  |  |

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| **Extra-curricular music opportunities** | **Current position** | **Desired development** | **Actions** |
| Are there opportunities to learn an instrument through small group or individual specialist tuition in school? What instruments? Who provides tuition? How is it organised? |  |  |  |
| What support is given to families for whom tuition or the cost of an instrument might be financially out of reach? |  |  |  |
| Are instrumental learners given performance opportunities in school? Do these include the wider school community? |  |  |  |
| Can instrumental learners participate on their instrument in class music lessons? Is this supported by communication between the teacher delivering music and the tutor? |  |  |  |
| Are visiting tutors in touch with key members of staff? Are they briefed about SEND or other relevant information? Are they welcomed and visible in the wider school community? |  |  |  |
| What extra-curricular music groups, clubs or other opportunities are in place? Is there a range of opportunities available? |  |  |  |
| Is attendance monitored? Is regular commitment rewarded (including with praise and appreciation)? |  |  |  |
| Are barriers to participation considered and addressed? |  |  |  |
| Are groups celebrated in the school community – eg. perform in assembly, at the Summer Fair etc? |  |  |  |
| Are there opportunities to take part in BEAT events (eg Barnet Schools Music Festivals), local festivals or other performance events? |  |  |  |
| *Any other thoughts or comments about extra-curricular music opportunities in your school?* |  |  |  |

**What to do next:**

Contact BEAT for a free one-hour School Music Development Plan (SMDP) meeting to discuss ways that you can develop and improve your music provision.

* **Music Networking** – with music practitioners in schools across the borough
* **Training Opportunities** – CPD run by BEAT, and signposting to other good quality CPD
* **Curriculum Support** – advice is always available; extended and tailored support is also available as a purchased service (via the Barnet Partnership for School Improvement)
* **Infant Music Festivals** (KS1), **Barnet Schools Music Festivals** (KS2), **Celebration of Singing** (KS3) – support singing access, quality and progression, promote ambitious curriculum content, and provide a performance opportunity for children and a development opportunity for teachers.
* **Whole Class Ensemble Projects** – we can provide instruments and expert tutors to teach instruments to whole classes, giving inclusive access to the experience of learning an instrument and supporting both your curriculum offer and take-up of instrumental tuition
* **Instrumental and Vocal Tuition** – we can provide visiting tutors in a range of instruments. These are offered as IITs (Individual Instrumental Tuition - parents deal directly with BEAT and tutors visit your school) or Buyback (the school deals with parents and purchases teaching hours directly from BEAT)
* **Extra-curricular Music Activities** – we can provide tutors to run clubs and groups, or to work alongside and train school-based staff
* **Signposting** – to lessons, groups and ensembles at BEAT’s three Music Academies