



**Sheffield Primary School's  
Music Subject Network**

**Creating a Music Development Plan for September 2024**

## STEP 1: Complete a Self-Evaluation

1. The self-evaluation framework consists of 4 pages – each focus on different aspects of a school's music life:

1) In the classroom
2) Beyond the classroom
3) Leadership and Management
4) Community and Partnerships

2. Each page also has 4 statement descriptors for you to make a professional judgement where your school is at:

<b>Focussing</b>	<b>Developing</b> (in addition to 'focussing')	<b>Secure</b> (in addition to 'developing')	<b>Enhancing</b> (in addition to 'secure')
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3. RAG rate (highlight in green, yellow, red) the statements that apply to your school's context to build up a picture of where you/your school are at currently (your highlighted statements will be across the columns - that's ok)

## STEP 2: Formulate your school's Music Development Plan

1. Your Music Development Plan is formulated from the yellow and red highlighted states of your self-assessment
2. Select and transfer these highlighted statements to your Music Development Action Plan (table at end of this document)
3. **Use your professional judgement and school context** to decide on the actions you need to put in place to achieve the aims
4. **Be realistic** – setting a 30-point action plan will result in failure – reviewing and updating your Music Development Plan will become part of your annual cycle as a primary Music Lead – so
5. Set realistic timescales for review dates – and use the document to keep you on track and as leverage in your school, e.g. for time, resources etc

## Primary Music Self-Evaluation 1 - In the classroom

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
<p>Music is delivered 'ad hoc' and not in every year group.</p> <p>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 timetabled subject, with schemes of work and assessment in place.</p> <p>All students are able to access this curriculum from EYFS to Year 6.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with SEND are able to participate and engage with music-making</p> <p>There is adequate space and resources for teaching, including class sets of tuned and untuned instruments</p>	<p>The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum.</p> <p>Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)</p> <p>Space and resources allow breadth of curriculum for all students, including music technology</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)</p>
<p>Notes/Context:</p> <p>Planning from each year group termly (excluding Y5 – Curriculum delivered through Brass Lessons)</p> <p>Timetabled each half term</p> <p>EYFS Through to Year 6</p> <p>Progressive with elements of music/ terminology and skills revisited throughout the year groups</p> <p>SEND children targeted in Pupil Voice and teacher interviews to ensure participation and progress</p>			

## Primary Music Self-Evaluation 2 - Beyond the classroom

Focussing	Developing	Secure (in place/addition to 'developing	Enhancing (in addition to 'secure')
<p>Singing takes place infrequently and repertoire is not varied.</p> <p>There are opportunities to perform for a small number of pupils.</p> <p>There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited and inconsistent.</p> <p>Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged</p> <p>All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly.</p> <p>In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition.</p> <p>Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p> <p>Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate.</p> <p>Local opportunities are signposted.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship.</p> <p>All staff in the school are able to support singing</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>Students also perform to the wider community in local/regional events (for example, Hub events and local festivals).</p> <p>In-school musical events take place at least twice a term.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.</p> <p>A large proportion of students are involved in music making</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school.</p> <p>Provision is targeted, demonstrating wider impact. Students are able to take leadership roles in musical opportunities</p> <p>The school is actively involved in national, largescale events</p>

**Notes/Context:**

Sparkyard – many teachers accessing songs and using throughout the wider curriculum, singing through singing assemblies exploring different genres and a diverse range of musical styles genres and traditions. Singing through assemblies/care home Young Voices/ One Voice / Halle/ Concerteenies/ Proms in the playground/ MOBO awards. School performances FS Christmas and concerteenies/ KS1 Concerteenies/Nativity. Year 3 – Carol concert. Y4 and 5 singing at care homes, proms in the playground, MOBO. Y6 Performance TBD. KS2 Young Voices and previously song writing competition. PP children – Halle (KS2) and Rocksteady (school funded KS1 AND 2). Whole school – parade and regular singing/music assemblies. Rocksteady (certain pupils – parent funded some PP). Individual music lessons (parent funded). Whole school SING UP DAY. Updates to parents and staff RE Music opportunities in and out of school.

## Primary Music Self-Evaluation 3 - Leadership and Management

Focussing	Developing	Secure (in place/addition to 'developing	Enhancing (in addition to 'secure')
<p>A named subject lead is in post Training for staff delivering music has limited impact</p>	<p>A named, trained subject lead is in post.</p> <p>The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education.</p> <p>All staff delivering music receive annual training, addressing their CPD needs and has impact</p>	<p>Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement</p> <p>A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account</p> <p>All staff receive annual training to maintain their confidence and build expertise</p>	<p>There is a five-year strategic vision for music that is in line with the National Plan for Music Education</p> <p>Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks)</p>

**Notes/Context:**

Termly meetings with the LGB Paul Hirst. School development plan, website updated and plans made for the year all subject to change and feedback on opportunities that may arise from the Music hub/other external opportunities.

CPD planned in each year dependent on staff need and with a focus on the curriculum. Staff updated regularly with singing/music opportunities. Subject leader regularly attending CPD sessions to upskill and gain confidence in their own subject knowledge.

**Primary Music Self-Evaluation  
4 - Community & Partnerships**

<b>Focussing</b>	<b>Developing</b>	<b>Secure (in place/addition to 'developing</b>	<b>Enhancing (in addition to 'secure')</b>
<p>Engagement with the Music Hub is inconsistent</p> <p>Small-scale performance takes place in the community, building on existing school links</p> <p>Some parents and carers support music-making in the school by attending events</p>	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students</p> <p>Community links with music are established, and regular events take place throughout the school year</p> <p>Parents and carers actively support music making, through support at events and through home learning</p>	<p>The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner</p> <p>Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits</p> <p>The views of pupils and parents have been considered when developing music provision.</p>	<p>The school is a leading school in the local community and with their Music Hub</p> <p>There is a co-ordinated programme of community events, planned in partnership</p> <p>Parents/carers and the wider community are actively involved in school music making</p>

**Notes/Context:**

Music featuring on school website to keep parents informed and updated at least annually. Music referenced in Homework grids with at least one music piece of learning per term. for parents to work on at home with their children should they choose. RS signposts staff and parents to Music opportunities Via email or MME. Community links with 4 care homes we regularly visit. Music Mark achieved – evidence of making the most of the Hub’s opportunities, active partner regular emails sent to Gillian and Matthew regarding Mundella and opportunities offered. Links with the church FS and Y1 – sing there.

# Music Development Plan 2023-2024

<b>Name of School:</b>	Mundella Primary School
<b>Date:</b>	Jan 2024
<b>Next Annual Review Date:</b>	September 2024
<b>School Context:</b>	<b>Maintained Primary</b>

Priority Area	Music Development Aims (copy/paste statements from self-evaluation here)	Action (what you need to 'do' to achieve aims)	Review
In the Classroom	Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.	Bespoke CPD to address this and assist teachers with subject knowledge to check their planning accurately reflects the objectives on the Mundella Curriculum Document. Cost TBD. RS to check curriculum coverage with pupil interviews and staff interviews and review planning to see how the CPD needs to be tailored.	September 2024
Beyond the Classroom	The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.	To check planning covers a diverse range of musical styles genres and traditions. Staff and Parents skills audit Specialist tuition – talk to music tutors and make regular slots for them to play for children in music assemblies Letter to parents regarding specialist talents interests and music they could help with in school.	September 2024
Leadership and Management	All staff receive annual training to maintain their confidence and build expertise	Bespoke CPD to address this and assist teachers with subject knowledge to check their planning accurately reflects the objectives on the Mundella Curriculum Document. Cost TBD. RS to check curriculum coverage with pupil interviews and staff interviews and review planning to see how the CPD needs to be tailored.	September 2024
Community and Partnerships	The views of pupils and parents have been considered when developing music provision.	Letter to parents to request support in Music and if anyone has skills we can use in school. Meet with individual instrumentalists who deliver lesson in school to plan in regular opportunities for showcasing their music in assemblies. Staff and parent skills audit. Pupil Voice as part of curriculum monitoring but also wider opportunities in school.	September 2024

These are the targets we suggested last year; it may well be that you feel your curriculum area has moved on and needs slightly different targets, so these are here for suggestion purposes only:

- ▶ To systematically review the Music curriculum and ensure the one we offer children is aspirational, well sequenced and develops children's skills and knowledge.
- ▶ To lead staff meetings developing the Music curriculum and provide CPD for staff where necessary. In addition, monitor the implementation and impact of the Music curriculum by: looking at planning, visiting lessons, looking at books, holding discussions with children.

To report to SLT and governors on a termly basis on the progression and development of the Music curriculum