

# Schools Music Education Self-Assessment

## About this self-assessment

Q1. About you - please enter information so that you have a record of who completed the self-assessment and background information and the Hub is aware of the main contact for any requested follow up discussion.

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**Your role** Headteacher

Q2. Are you completing this on behalf of a multi-academy trust or the local authority to cover a group of individual schools (e.g. a Trust/Authority level assessment)

No

Q4. About your school

**Name of school** Townley Primary School and Nursery  
**Phase of education establishment** 2-11  
**Local Authority District** Fenland

## Self Assessment of Music Education Provision Planning

Q5. Do you have an up to date and complete development plan specifically for Music in School (or Trust/LA level)? This is a detailed focused document on music, separate but probably informing an overall school development plan.

No

Q10. Overall assessment of music education development planning. Please enter the corresponding number from the following statements in the answer box. If you selected No as an answer for whether you have a Music Plan earlier, please enter 1 in the box below.

4 - Music education development plan exists, is detailed on all aspects of school music eco-system provision, including access, inclusion, SEND support and progression development in and beyond school, with full SLT/governance support and resourcing.

3 - Music education development plan exists with detail, covers some but not all of the music eco-system provision but gaps could be addressed and there may be support for this from SLT.

2 - Music education development focuses only on curriculum provision or does not exist or is low on detailed objectives but the music eco-system is strong in school and can be easily mapped and developed in a plan.

1 - Music development plan does not exist and/or there are many areas of the eco-system that will need support for improvement and/or other priorities in school are likely to be the focus of SLT and governance at this time.

<b>Self-assessment of music development planning</b>	1
<b>Total:</b>	1

## Self-assessment of Curriculum Music Provision

Q11. Please assess your curriculum mapping and implementation across the following questions - one answer per row. For Trust leads you may want to consider the guidance provided to your schools or support where these areas apply to one or more to assess the best fit of the statements.

	Yes	No	Not sure
<b>Is there a single curriculum plan/map for the class curriculum music provision where it is expected across Key Stages 1, 2 and 3?</b>		X	
<b>Depending on phase, are there similar integrated plans for either Foundation or Key Stage 4/5 as appropriate?</b>		X	
<b>Does your curriculum plan make use of or reference the Model Music Curriculum for its structure and minimum outcomes for pupils or a similar equivalent model of working?</b>		X	
<b>Do Leads of Music work with other staff to ensure delivery of lessons is structured within the plan?</b>		X	
<b>Does your music curriculum approach meet National expectations of a broad and balanced curriculum?</b>	X		

Q12. On the basis of your current curriculum planning please rate how sequential and progressive you believe your approach to be. National focus is that learning is built on previous knowledge as pupils continue to learn. Within music this will mean the extension of knowledge over time in core musical elements whilst new or more complex knowledge and skills is introduced to broaden understanding. Where topic approaches are used in school, this may require some help to ensure the sequential development is built in.

Planning has been designed to ensure sequential learning but delivery of this may not be secure for all staff

Q13. Based on your current knowledge of outcomes in music at the end of primary school phase or the start of secondary school (e.g. Year 6/7), for each row below, please give an indication by pupils of achievement of national plan outcomes.

	All	Most	Some	Few	Not known
<b>Sing with accurate pitch in unison or harmony with attention to phrase and dynamics.</b>					X
<b>Can play a simple melody on an instrument in an ensemble and learn it from, for example, staff notation</b>					X
<b>Can create short phrases of new melodic music.</b>					X
<b>Demonstrate knowledge of music from a range of musical traditions.</b>					X
<b>Increasingly enjoy their music lessons and take part in the wider musical life of the school.</b>					X

Q14. How is music curriculum provision timetabled for pupils in Key Stages 1-3? Please skip question if not applicable.

Music curriculum is structure in a carousel provision with other subject areas and is not weekly throughout the year

Q15. Other curriculum offer questions to consider - please enter for each row. If you would like to record particular important elements of your curriculum provision for your self-assessment (e.g. special provision or development), please use the comment box.

	Yes	No	Not sure
<b>Do all pupils take part in regular music curriculum from Foundation stage to Key Stage 3?</b>	X		
<b>Is singing built into curriculum music teaching throughout the school?</b>			X
<b>Is the curriculum designed by a specialist music lead either in school or with support from Hub or other specialist lead?</b>		X	
<b>Is singing incorporated into other parts of the school day as well as in the curriculum provision?</b>		X	
<b>Do pupils have the opportunity to use instruments in curriculum lessons appropriate for key stage? KS1 pupils should experience and explore how instruments produce sound (e.g. classroom instruments, recorders), KS2 pupils should be able to explore further instruments through large group or ensemble opportunities, KS3 students should be able to use appropriate instruments to develop creative and playing skills within class.)</b>	X		
<b>Are pupils able to explore using music technology creatively as part of curriculum provision?</b>			X
<b>Is active and critical listening a part of curriculum planning?</b>	X		
<b>Do the curriculum activities include creating music regularly as part of activities?</b>			X

Q16. How are pupils encouraged to develop their instrumental skills and knowledge within class based curriculum activities?

	Yes	No	Not sure
<b>Are pupils able to learn basic instrument skills on appropriate instruments for their Key Stage in class or large groups that support curriculum study?</b>			X
<b>Can pupils with an interest in developing their skills or on new instruments have the opportunity to do so in class, either through specific large group activities or whole class programmes?</b>		X	
<b>Are such programmes a part of the core curriculum provision, involve all pupils and not charged to families?</b>		X	
<b>Do such programmes run for at least a year?</b>			
<b>Are there transition mechanisms to support those who wish to continue in their further music study at the end of programmes?</b>		X	
<b>Does the school monitor instrumental progression and outcomes as part of these programmes?</b>		X	
<b>Do class teachers participate fully in the programme alongside any specialists?</b>			X
<b>Do class teachers or music leads identify pupils who might benefit from additional studies as part of their curriculum delivery?</b>		X	

Q17. Please self-assess your curriculum music provision overall based on the responses you have given to the questions by entering a score based on the following statements.

4 - There is a sequential and progressive music curriculum meeting national curriculum standards or equivalent, using appropriate outcomes models, that is specialist designed and delivered confidently across all year groups. It occurs weekly and generally to the time amounts expected for music nationally. Pupils have the ability to sing in and out of class regularly and expect to do so and are able to use instruments and music technology in class for participation, developing musical knowledge and creating music themselves. Critical listening skills are developed as part of the provision and performances are used to share achievements within the class and the school. Individual pupils are encouraged to take their music interests further outside of curriculum.

3 - There is a curriculum music plan across all relevant year groups which may not be fully developed for sequence and progression but does achieve national curriculum or equivalent and/or model music curriculum outcomes at end of phase and is supported by specialist music education knowledge in school or through Hub support. The majority of music learning elements are provided through curriculum provision but there may be some areas requiring more development.

2 - There is a full curriculum plan but sequence and progression needs to be developed within it. End of phase outcomes are partially or fully achieved and instrumental and singing development is not fully available or delivery is not consistent or in line with expected frequency or time for study.

1 - The curriculum plan has gaps or end of phase outcomes are not being achieved. Some elements of curriculum learning are missing or provision is not available across key stages on the expected basis of time or frequency. Delivery of the curriculum provision may not always secure across all classes.

**Please enter your self-assessment rating for curriculum provision** 2  
 Total: 2

## Co-curricular provision

Q18. About further opportunities for vocal and instrumental studies. Please enter an answer for each of the rows.

	Yes	No	Not sure
<b>Pupils and their families identified by class teachers that might benefit from further study on instrument or voice are approached by the school to explore this?</b>		X	
<b>Pupils who are already undertaking learning outside of school in instruments or voice are known to the school and their study/level?</b>		X	
<b>For pupils eligible for remission of costs support, there is a publicised and effective mechanism for parents and carers to request assistance whether using Pupil Premium support or other remission funding?</b>		X	
<b>Pupils are able to access small group or individual lessons during the school day?</b>		X	
<b>Spaces are available for practice and lessons?</b>		X	
<b>Pupils are supported by their class teachers to attend their music lessons with mechanisms to cover any catch up of learning required? (This may include the use of rotational timetables to minimise the impact on individual subjects)</b>		X	
<b>Support available from the Hub or other Providers is shared with pupils and families regularly to enable them to access further opportunities, instruments or events and projects?</b>		X	
<b>Instruments can be stored in school when needed?</b>	X		

Q19. Which of the following best describes the range of opportunities for vocal and instrumental learning in school?

There are no opportunities currently available through school.

Q20. In providing opportunities for vocal and instrumental studies - which of the following would you identify are barriers for some or all pupils or the school (Trust Leads may want to consider across all schools and indicate any barriers that exist in one or more). We've added a comment box so that you can add more barriers that are particularly a problem at this time.

Pupils have limited opportunities to "discover" different instruments and therefore may not know what could be possible.

The disposable income for the majority of pupil families means it is difficult to afford opportunities

There is a limited range of opportunities available due to the availability of suitable providers in the area

Limited financial resources mean the school cannot afford to develop projects or ensembles or remissions support for pupils

There is a need for better access to music instruments for pupils to start their learning

Q21. The school supports the provision of ensemble music-making in the following ways - please answer for each row

	Yes	No	Not sure
<b>A singing ensemble open to all pupils is available</b>		X	
<b>A singing ensemble open to a selection of pupils is available</b>		X	
<b>An instrumental or music technology ensemble is available</b>		X	
<b>Multiple ensembles across different instrumental styles are available</b>		X	
<b>Ensembles are scheduled to help as many pupils participate as possible</b>		X	
<b>School staff are properly supported and resourced if organising and leading ensembles in the same way as sport or drama</b>		X	

Q22. Please consider the opportunities for live performance for your pupils

	Yes	No	Not sure
<b>All children have the opportunity to take part in performances whether taking co-curricular studies or not</b>		X	
<b>There is at least one concert/performance per term involving music enabling pupils to perform and have their music heard</b>		X	
<b>There is an opportunity to experience live music at least once a year as an audience member</b>		X	
<b>The school works with the Hub and other settings to enable opportunities to be provided</b>		X	

Q23. Please self-assess the provision of co-curricular music in the school eco-system by entering the number that best matches from these statements:

4 - There are a large number of different instrumental or vocal study options available in school across contemporary and traditional studies with clear support systems to aid pupils who might otherwise not be able to take part and the right resources. There are at least one vocal and one instrumental ensemble available for pupils to join, regular performances termly by pupils and the opportunity to hear live music as audience multiple times in a year.

3 - There are a limited number of instrumental and vocal studies but across traditional and contemporary styles and approaches and remissions schemes are available and well publicised. There is at least one singing OR instrumental ensemble for pupils to join, more than one performance opportunity in year and at least one live music performance annually for pupils as an audience.

2 - The instrumental and vocal studies available may limit the stylistic focus to one area in the main and/or remissions schemes may be available but could be better communicated to families. A participatory ensemble may exist for learners but performance opportunities annually are infrequent. Live music performance for pupils as an audience may not always happen annually.

1 - There are no in-school instrument or vocal studies available, and/or limited or no regular ensembles and performances, either participatory or as audience.

**Please enter your self-assessment of co-curricular provision number** 1

**Total:** 1

## Understanding and supporting pupil progression, staff knowledge and those with additional needs.

Q24. How progression is encouraged and support - please enter for each row

	Yes	No	Not Sure
If asked, teachers can explain how the school, along with its own provision, encourages pupils to take advantage of the high quality opportunities available that will support their development.		X	
The school is confident in its understanding of what good individual musical progression looks like in curriculum and co-curricular activities		X	
The school requests support from the hub to help families with less experience of music opportunities develop their understanding		X	
There is a progression strategy within any current music development plan that covers how the school supports pupil progress through their classroom, group instrumental learning, individual opportunities and performances and access to wider provision, and the resources required.		X	

Q25. School staff are able to develop their knowledge and understanding - please answer for each row

	Yes	No	Not sure
Staff receive music CPD support as a whole or individually to support their personal development, confidence and skills in delivery of curriculum		X	
Music Leads are able to access specific support to help with their Lead role for music, music plan development and implementation and broadening and cascading knowledge to other staff		X	
Individual staff have the opportunity through school to develop their own vocal or instrumental skills		X	
Staff receive information via appropriate networks or newsletters on the opportunities available for themselves and their pupils		X	

Q26. About the support for pupils with additional needs or in challenging circumstances - please answer each row

	Yes	No	Not sure
SEND pupils are always included in curriculum and other school music activities	X		
Staff challenge preconceptions about music potential for SEND pupils if they occur	X		
Instrument adaptations are sought for pupils if these will enable their participation	X		
The school ensures that there is visibility of disabled musicians and their music to all pupils			X
Children in other challenging circumstances are encouraged to take part and supported where needed	X		
Targeted projects involving music to support health, wellbeing and engagement of pupils are used effectively	X		
When identified as beneficial, arts therapies including music are used to support the needs of pupils and are evaluated.		X	

Q27. Please self-assess the support for SEND and children in challenging circumstances, the understanding of progression and the availability of appropriate support to help staff develop their knowledge and understanding using the following statements and enter the appropriate number:

4 - Children with additional needs are always included in music opportunities and never diverted automatically to other activities with support and resources provided as needed. The school staff as a whole understand what progression looks like across different music activities and is provided with useful CPD and information to help expand and support their individual and school knowledge and skills and understanding of individual opportunities that might benefit pupils including access to support using music for health, wellbeing and when identified clinical therapy.

3 - Children with additional needs are always included in music opportunities. Sometimes resources are limited and this has an impact on what can be supported. Progression understanding of staff is supported but may not always be consistent but specialist music CPD is available annually to expand this.

2 - Children with additional needs are sometimes not provided with the opportunity to be involved in all music activities. The understanding of music progression across all aspects of learning and development is limited. CPD may not always be available to support staff development each year and intervention opportunities supporting health, wellbeing and engagement may not be available for targeted groups or individuals.

1 - Children with additional needs are frequently not encouraged or excluded from some music activities and/or curriculum and wider progression understanding in music is limited and/or CPD is not annually available to support or address the development needs of staff.

<b>Please enter the appropriate number for your self-assessment of workforce support and SEND overall</b>	0
<b>Total:</b>	0

## Thank you - last question

Q28. At this time (you can come back to us later) would you like further specialist support from the Music Education Hub to help translate self-assessment into a forward development plan? (We anticipate doing this work with schools during the summer term so if uncertain you can wait until the model plan that can be edited is circulated and advise us afterwards).

Yes