Northamptonshire Music and Performing Arts Trust

School Music Development Plan
NMPAT Guidance
Primary School Audit

Please use the Audit below to self-assess your school music provision. For each category, decide if your school is beginning, developing, accomplished or exemplary. You can also complete this using our online form – which will result in NMPAT providing a draft School Music Development Plan document for you to use. **Link to online audit:** https://forms.office.com/e/v3U1QwEwpr

Leadership and partnership Audit: leadership, partnership, training, budget and resource

Beginning	Developing	Accomplished	Exemplary
There is no assigned person to lead music.	There is an assigned lead of music who has responsibility for music and advocates for the subject across the school. This could be a class teacher or TA.	There is a musically trained music lead who has responsibility for music and advocates for the subject across the school. The music lead works in collaboration with the senior leadership team and music hub to drive the development of music across the school.	There is a three-year strategic vision for music that is in line with the National Plan for Music Education
Training for staff delivering music has limited impact	The music lead attends specific CPD during the year. All staff delivering music receive annual training, addressing their CPD needs and has impact.	A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account. All staff receive annual training to maintain their confidence and build expertise	The music lead sources bespoke CPD for the school to enable high quality musical provision to become embedded in the school life. Staff deliver training beyond their own school setting, sharing their expertise more widely.
Engagement with the Music Hub is inconsistent Small-scale performance takes place in the community, building on existing school links.	The school takes up opportunities from the Music Hub and signposts opportunities for students. The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub.	The school is a leading school in the local community and with their Music Hub. The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.
There are a limited range of instrumental resources within the school.	There is adequate space and resources for teaching, including class sets of tuned and untuned instruments	Space and resources allow breadth of curriculum for all students, including access to some music technology.	Space and resources allow breadth of curriculum for all students, including access to a variety of music technology.

Music Curriculum Audit: curriculum timetabling, curriculum design and curriculum assessment

Beginning	Developing	Accomplished	Exemplary
Music is delivered 'ad hoc' and not in every year group. Some students are unable to access the music provision.	There are dedicated weekly curriculum music lessons on the school timetable for all year groups [or equivalent where leaders can effectively discuss the music timetabling]. Provision is between 45 and 60 minutes. All students are supported to access the music curriculum, including students with SEND.	Whole class instrumental lessons are timetabled in addition to curriculum music lessons for at least one year group.	First Access continuation instrumental lessons are timetabled within the school day and/or music projects such as Little Stars, Music and Wellbeing.
The music curriculum is planned for some year groups. Development of a sequential and progressive curriculum is in progress. Lessons may be delivered as part of a carousel.	The music curriculum is planned for all year groups and there is a sequential progressive curriculum map for all year groups and stages. The curriculum provides high challenge for all students, including SEND/EAL.	Additional aspects of the curriculum [First Access, NMPAT projects, ensembles, 1-1 tuition] align with the music curriculum planning to support musical learning and outcomes.	The curriculum is planned with consideration of transition between schools at key stages in collaboration with local schools [infant into junior and primary into secondary] and pathways for learners.
Progress over time is not measured or celebrated.	There is a range of formative and summative assessment strategies used within the lesson and teachers are able to assess against end of year expectations. Students are given the opportunity to perform to their peers and teachers.	Teachers are able to use a range of assessment methods to evidence progression of learning. Students are given the opportunity to perform at class assemblies and end of term/year concerts to parents/carers.	Moderation of assessment for learning takes place across the school. There are numerous opportunities for students to perform and receive feedback about their performance / progression.

Vocal strategy Audit: singing assemblies, choirs and staff singing

Beginning	Developing	Accomplished	Exemplary
Singing takes place infrequently and repertoire is not varied.	There are weekly singing assemblies for all students.	There are weekly singing assemblies or collective workshop opportunities for all students led by a music specialist.	There is a full, long term singing strategy in place that ensures progression for all students. Singing is embedded into the school ethos to support the music curriculum.

The school is developing singing and rebuilding singing opportunities for students.	There is a school choir that rehearses weekly, with opportunities to perform.	There is a school choir that rehearses weekly and is led by a specialist teacher or competent staff member who has expertise in leading promoting healthy singing.	There is an effective school choir which perform regularly.
There is a person responsible for leading singing in the school. This person leads all the singing activities.	There is an ethos in the school that encourages all teachers to sing with assemblies and curriculum music lessons.	All staff are offered training to support and enable them to be confident role models and to lead healthy singing practice.	There are singing opportunities for staff in the school, such as a choir.

Instrumental and Vocal Pathways Audit: instrumental & vocal tuition, First Access, ensembles

Beginning	Developing	Accomplished	Exemplary
Facilitation of one to one and small group tuition is limited and inconsistent	The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum..	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. Around 10% of the school population engage in tuition.	Students are able to take leadership roles in musical opportunities. More than 10% of the school population engage in tuition.
First Access is delivered for 10 weeks on one instrument to one year group.	First Access is delivered for 10 weeks on one instrument to one year group. The school ensures that a school member of staff engages with these lessons and accommodates performance opportunities for students.	First Access continuation is offered and timetabled. The school have planned all First Access delivery into a music curriculum that promotes progression.	First Access is timetabled for one hour per week in addition to the curriculum music lessons and integrates successfully with the music curriculum plans.
The school provide one opportunity for ensemble playing within the school day. The ensemble is attended regularly by a small group of students and is led by a class teacher.	The school provides more than one ensemble which are led by competent musicians. There are opportunities for planned performances to an audience [recorded/online or in person] within school	The school provides a range of ensembles which are led by competent musicians who explore a range of genres and styles with the students. The ensembles are well attended with regular planned opportunities to perform both in school and externally.	The school provides high challenges ensemble opportunities to cater for all instruments taught. There is effective planning for the ensemble in place to meet the needs and aspirations of students, and to support pathways [county groups].

Barriers to Inclusion Audit: Barriers to learning, student voice and value of music

Beginning	Developing	Accomplished	Exemplary
There are opportunities to perform for a small number of pupils. There may be barriers to participation.	The school provides an inclusive musical offer for all students with SENDco and external agencies when required. All music lessons are planned to use instruments/resources that are accessible and age appropriate. All members of teaching staff have an awareness of the needs of the students in the class. The school provides support for those who might face financial or other barriers. Students have an opportunity to listen to music that is reflective of diverse musical cultures and traditions in all key stages.	The school plans to target students eligible for PPG and supports these students and their families to engage in musical opportunities and tuition. The school provides additional support through resources to enhance accessibility. Staff scaffold work to meet the needs of all students. Students have the opportunities to actively learn and engage with music from a range of cultures and traditions in all key stages.	The proportion of PPG students partaking in music lessons and opportunities is high. Bespoke financial support is available so that all students can access musical opportunities. Pathways for learning are highlighted, along with financial support where needed. Access to adapted instruments is provided where necessary. Planning and support to remove barriers to learning and part of the department and school development plans.
Student voice is not taken into account when planning musical events or the curriculum.	Through informal conversations, student voice helps to inform planning of internal school events. Feedback is sought and acted.	Through informal discussion and/or student council student voice is taken into account when planning for participation in external musical activities.	Student voice is taken into account to develop and plan the school music curriculum, including choice of instruments used in classroom music lessons [such as KS 1 choice of selected untuned percussion instruments] or repertoire.
Music only plays a small role or no role in the school life	Music occasionally plays a role in the school life	Music plays an important role in the school life	Music is an integral part of the everyday life of the school with a variety of musical opportunities for students, their family and local community