NMPAT
Northamptonshire Music and Performing Arts Trust

School Music Development Plan
NMPAT Guidance
Secondary 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/0zZZGE1cE9

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

Beginning	Developing	Accomplished	Exemplary
A named subject lead is in post.	There is a named, trained subject lead who has responsibility for music and advocates for the subject across the school.	Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement. A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account.	There is a three-year strategic vision for music that is in line with the National Plan for Music Education
There are limited instrumental resources within the school, possibly only a part set of class instruments, and space for teaching.	There is adequate space and resources for teaching, including class sets of tuned and untuned instruments, and music technology.	Space and quality resources allow breadth of curriculum for all students.	Space and quality resources allow breadth of curriculum for all students. The department has a technology suite/studio, and if required the expertise for running this space is outsourced [music technician].
There is limited budget for music provision that is used to resource the department to deliver curriculum music only	The budget is planned to support the delivery of the music curriculum and supports resourcing the school	The budget [including fund raising] is planned to support the delivery of the music curriculum and supports resourcing the school.	There is a significant budget that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.

Training for staff delivering music has limited impact.	The lead member of staff for music undertakes music specific CPD every year. 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. All staff delivering music receive annual training, addressing CPD needs, having impact on outcomes.	The school is engaged with their local Music Education Hub training and cluster events. The lead member of staff shares upskilling other staff members within their own department as a result of their CPD attendance. All staff invest in their development and share this learning with their wider team.	Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through subject associations or NMPAT cluster meetings).
Engagement with the Music hub is limited.	The school takes up opportunities from the Music Hub and signposts opportunities for students.	The school is working in partnership with the hub and other settings, sharing resources and good practice.	The school leads musically in the local community and with their Music Hub, and is able to influence and support beyond their immediate setting.
Community links are ineffective and concerts and events are not planned in advance.	Community links are established with the music team; regular events take place throughout the school year.	Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education). The views of pupils, parents and carers have been considered when developing music provision.	There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering. Parents/carers and the wider community are actively involved in school music making.
Small-scale performance takes place in the community, building on existing school links Some parents and carers support musicmaking in the school by attending events.	Parents and carers actively support music making, through support at events and through home learning.	The school has links to the wider music eco-system. Students benefit from interactions with those working in the profession through events and trips so that they can gain insight on careers.	The school has established connections with further and higher education so that progression routes can be signposted meaningfully.

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

Beginning	2. Developing	3. Accomplished	4. Exemplary
The full national curriculum is not being delivered and few students progress to academic or vocational courses at Level 2 and / or Level 3	The music curriculum is planned for in all year groups across Key Stages as guided by the National Curriculum. All students are able to access the full curriculum in KS3, and progressions routes are in place at KS3 and/or KS5 for students who choose to continue the subject. Students with SEND are able to participate and engage with music making.	The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum with weekly lessons in place. Curriculum sequencing is clear, from KS3 to KS4 courses (both academic and vocational) and KS5 where appropriate. Where schools do not have a sixth form, they are fully aware of the local offer and signpost this to their students Students with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)	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)
Progress over time is not measured or celebrated	Students engage with schemes of work and build areas of musical interest and growing skill. They have an awareness of progression routes.	Good progress is demonstrated by secure and incremental learning of the technical, constructive and expressive aspects of music, developing musical understanding. Students also have an understanding of their progression routes, including careers in the wider music profession	Student progress that exceeds expectations is demonstrated by secure and incremental learning of the technical, constructive and expressive aspects of music, developing musical understanding.

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

Beginning	Developing	Accomplished	Exemplary
Singing takes place infrequently and repertoire is not varied.	Singing and vocal work is frequent in the curriculum and beyond, with varied repertoire	Singing and vocal work is embedded into the life of the school and into every student's experience, drawing on a wide range of high-quality, ageappropriate repertoire and developing musicianship.	A full, long-term singing strategy is in place that ensures progression for all students.

Facilitation of one to one and small group tuition is limited and inconsistent.	The head of subject facilitates and manages one to one and small 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 provision is diverse, valuing all musical styles, genres and traditions equally. Music making is high quality and stretching, reflected in the enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders. Up to 10% of the school population engage in instrumental tuition.	Students are leaders and advocates for music in their school. Over 10% of the school population engage in instrumental tuition.
Musical skills and interests cannot be extended as the clubs programme is limited and local opportunities are not signposted.	Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted	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. Provision is targeted, demonstrating wider impact. Students are nurtured and supported as they join county ensembles.	Students are nurtured and supported as they join national ensembles.

Barriers to Inclusion Audit: Barriers to learning and bursaries

Beginning	Developing	Accomplished	Exemplary
There are opportunities to perform for a limited number of pupils. There may be barriers to participation.	All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform during regularly. In-school musical events take place at least termly.	Music performance is a prominent component of school life in all key stages; music is performed in assemblies and events, and there is collaboration with other subjects, notably in performing arts. Students also perform beyond school in local/regional events (for example, Music Hub events and local festivals). In-school musical events take place at least twice a term.	The school is actively involved in national, largescale projects and events.