NMPAT

Northamptonshire Music and Performing Arts Trust

School Music Development Plan – NMPAT Guidance

Step 1: Creating an Intent Statement or Vision for music in your school

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- **Intent Statement**
- Establish the Vision for your department

"Our vision is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally". - National Plan for Music Education 2022

Intent, Implementation and Impact:

You may be required to use the term 'Intent', but we also need to be clear on the 'why, what and how' of your curriculum. Being clear about your curriculum intent will help us to have a clear, coherent, well sequenced and high quality music curriculum that our students deserve. Having a vision allows your schools to work towards the same goal. This is often called an Intent Statement.

- **Intent:** What you want students to learn and why? What are we trying to achieve? What are the outcomes by the end of school? **What? Why?**
- **Implementation:** How effectively are objectives of the curriculum delivered? How do we organise learning? **What? How?**
- **Impact:** What is the impact? How well are we doing? Are we making a difference? How do we know? **How? So what?**

Creating your department Intent / Vision:

Consider the following questions and make a note of what your intent statement or vision is for music in your school. If you lead as a team, it is beneficial to complete this process together to discuss different viewpoints as well as to ensure everyone is invested in the vision.

NMPAT can help you if you do not know where to start. Do consider your school's ethos and vision when completing your departmental vision.

- What is the purpose of your school Music Curriculum?
- What do you want your students to learn / achieve from your curriculum?
- Are the whole staff clear and secure about the purpose of the music curriculum?
- Why is the music curriculum the best fit to support your students?
- How do you support an inclusive curriculum. How do you support SEND?
- What do we believe is right for our children and local community?
- How does your vision contribute to the culture capital of the school?
- How does your musical provision support curriculum, co-curricular and enrichment activities?
- What does this look like?
- What learning experiences do you want for your pupils?

Step 2: School Music Development Plan – NMPAT Audit

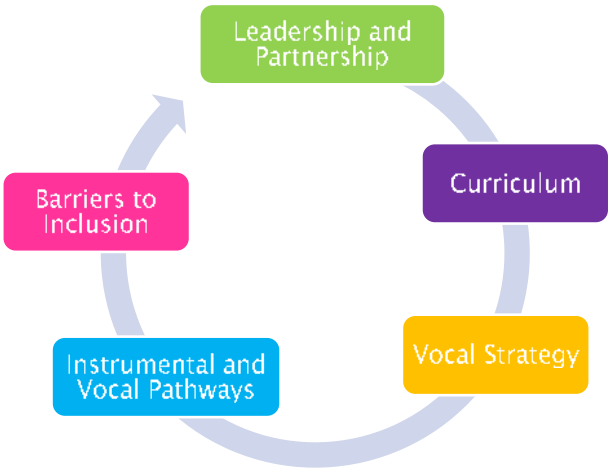
2

- **Audit**
- Using the NMPAT Planner, identify the strengths and areas for development

The full NMPAT Audit (Appendices 1 and 2) can support you to self-assess the current musical provision in your school.

Alternatively, complete the online Music Development Planner and NMPAT will send you a draft Music Development Plan, based on your responses.

There are 5 strands to consider:



The self-assessment audit includes four levels that outline how your school could build their music provision over time: Do contact NMPAT, at any time, for support with developing music in your school.

1. Beginning → **2. Developing** → **3. Accomplished** → **4. Exemplary**

If you are within the "beginning" level, you may not yet be meeting the required expectations to satisfy an inspection visit.

View Primary School Audit – Appendix 1 Go to online Primary Audit

View Secondary School Audit – Appendix 2 Go to online Secondary Audit

On completion of an online Audit, NMPAT will provide you with a draft School Music Development Plan and support you in implementing this within school.

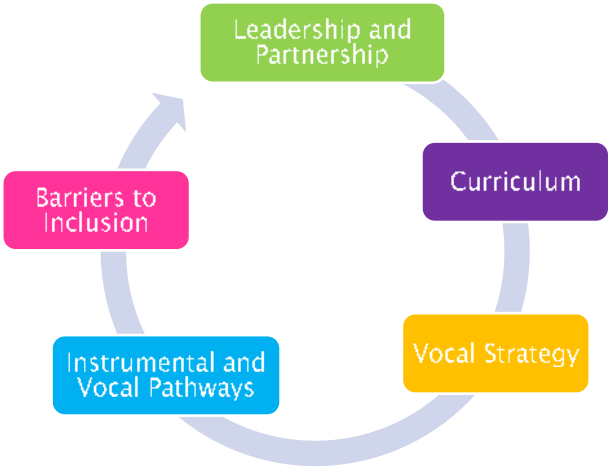
Step 3: Create a School Music Development Plan

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- **School Music Development Plan**
- You may already have an Action Plan. Identify actions, timelines and criteria for success.

NMPAT have created a School Music Development Plan template for you to use, should you wish (Appendix 3)

The template provides five priority areas to consider:



Review the answers you submitted to each category of the NMPAT Audit:

- Which categories are strengths?
- Which categories are areas for development?
- Where would you like your department to be in one year, three years, five years?
- What steps need to be put in place to help you get there?

Now select two or three areas to develop – you do not need to complete every section.

- What areas will be priority focus areas?
- What actions / tasks will you need to do to achieve your objective?
- What will success look like and how will you know?
- Who will lead this and what is the timeframe?
- Which resources / training will you need to support?
- When will you review and evaluate progress for each action?

Go to School Music Development Plan template

Step 4: Review and evaluate

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- **Evaluate**
- Evaluate the impact your School Music Development Plan has had on music in your school. Review and refine.

It is worth taking time to evaluate your music development plan at agreed points in the year. This could be within department meetings and / or at agreed times with your link music governor.

Having a reflective process encourages you to:

- Check that you have actually followed your development plan
- Ensure that your planned development has helped make progress towards your goals

When reviewing and evaluating your school music development plan you should:

- Be clear about the differences between attainment, progress and achievement
- Be concise and evaluative, not purely descriptive
- Describe the **impact** of actions taken
    - E.g. how the school has changed, what pupils / staff do differently now, what success looks like, etc.

Your governor body may review your School Music Development Plan. Questions they may ask are:

- Does each objective include SMART actions?
- Are there timescales and do they appear realistic?
- Are the cost / resource implications clear?
- Are success criteria set out for each objective?
- Are there milestones identified that work towards the success criteria?
- Is there a plan in place for regularly assessing those milestones?

Consider:

- How quickly you can show this plan is working?
- What do you expect success to look like and why?
- What contingency plans do you have if problems arise?
- What other options did you consider and why did you choose this way?
- What evidence do you have that this is the best option for the school?
- What support do you need from the local music education hub?
- What support do you need form the governing board?
- Have staff got the right skillset to deliver on this plan?
- How does this plan contribute to help us achieve our vision for the school?

A possible review process:

1. Set aside time for your review when you are not in a rush and the environment is conductive to quiet reflection
2. Review your original plan – what were your planned goals and activities?
3. For each planned activity, assess how your planned activity has been in line with your intentions:
    - How much did it achieve?
    - Was it as much as you were expecting to achieve?
    - Did you do something different and how did this effect the outcome?
4. Consider how successful you feel your development has been in getting you to your goals?
    - Have you made progress towards your goals?
    - Have you identified more activities that you will need doing that might slow your progress?
    - Are your goals and timings realistic?
5. Decide what you need to do next
    - Do you continue with the same approach or alter this?
    - Do you need more time, or external support?
6. Revise your plan and set out new activities and timelines