

Berkshire Music Hub Self Evaluation Tool

This tool is designed to help you evaluate your school music provision and identify the next steps for your School Music Development Plan. Before completing this self-evaluation, we recommend you read the Berkshire Music Hub summary for schools which can be found [here](#).

After reading each descriptor, highlight those that best describe provision in your school and tick the column that best describes your current provision.

	Emerging	Developing	Secure	Enhancing
Leadership and Management	The school has a designated music lead	<p>The subject lead has appropriate time allocated to developing the subject across the school.</p> <p>This subject lead is supported by a named member of the Senior Leadership Team.</p> <p>All staff who are required to teach music receive CPD that addresses their training needs.</p>	<p>The subject lead has appropriate time allocated to developing the subject across the school, taking account of the wider responsibilities of the role.</p> <p>The music lead is enabled to attend music network meetings and appropriate CPD events provided by the music hub.</p> <p>The Music Lead and Senior Leaders are confident in observing music lessons and providing feedback that supports musical teaching and learning.</p> <p>Music is referred to in the School Improvement Plan, and a School Music Development Plan is in place.</p>	<p>The school music development plan feeds into Academy wide plans for music, enabling sharing of good practice across the trust.</p> <p>The Music Lead delivers training beyond the school, for example, for the academy chain, music hub, or teacher networks.</p>
Tick the appropriate column				

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	Emerging	Developing	Secure	Enhancing
Curriculum	<p>Music is delivered on an 'ad hoc' basis, or is not delivered as a distinct subject. Some pupils do not have access to the music curriculum.</p> <p>Progress over time is not assessed or celebrated, and as a result, not all pupils engage well.</p> <p>Singing is not embedded in the curriculum and is not a regular part of school life.</p> <p>Resources and space for teaching music are minimal and are not utilised by all teachers.</p>	<p>Music is a timetabled subject within the school for all pupils.</p> <p>Pupils engage with the music curriculum, and develop musical interests and skills over time.</p> <p>All aspects of the National Curriculum for Music are covered.</p> <p>Pupils sing a variety of repertoire as part of their curriculum music.</p> <p>There is adequate space and resources for teaching, including class sets of tuned and un-tuned instruments, and these are utilised during curriculum music lessons. All pupils receive at least 1 term of WCET provision at some point during KS2.</p>	<p>All pupils receive a minimum of 1 hour of curriculum music a week.</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>The music curriculum is carefully sequenced to build musical knowledge and skills, and is at least as ambitious as the National Curriculum.</p> <p>Singing is embedded in the curriculum and is celebrated and enjoyed in the school as a whole. All teachers feel confident in leading simple songs and singing games.</p> <p>Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted</p>	<p>The music curriculum goes beyond the demands of the National Curriculum, enabling all pupils, including SEND, PP and LAC children to achieve and overcome barriers to learning.</p> <p>All pupils leave primary school with secure knowledge of music, and well developed skills on at least one instrument and voice. They are able to utilise music technology when appropriate and pupils' interests are taken into account when planning the music curriculum.</p> <p>Excellent progress over time can be clearly demonstrated as is seen in observations and recordings of pupils' work.</p> <p>A full, long-term singing strategy is in place that</p>

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			instruments) Space and resources allow breadth of curriculum for all students, including music technology	ensures progression for all students.
Tick the appropriate column				

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<p>Extra - Curricular and Instrumental Provision</p>	<p>There are opportunities to perform for a small number of pupils.</p> <p>Whole Class Ensemble Tuition (WCET) provision is inconsistent and is not received by all pupils during KS2.</p> <p>Provision of one to one and small group instrumental tuition is limited and inconsistent, and is not available to all pupils.</p> <p>Musical skills and interests are not fully developed as the enrichment offer is limited and local opportunities are not signposted.</p>	<p>All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly.</p> <p>All students receive WCET provision during KS2.</p> <p>In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition during the school day, and supports students to catch up missed work.</p> <p>Pupils facing the largest barriers are given support to engage in music beyond the curriculum. This includes financial support, space to practice and mentoring where necessary.</p> <p>Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all pupils are</p>	<p>Music performance is an intrinsic part of school life from an early age; music is performed in assemblies and open evenings, concerts and productions.</p> <p>The school has considered how best to support instrumental learning beyond the WCET provision, and worked closely with the music hub to encourage and facilitate this.</p> <p>In addition to termly school performances, students also perform to the wider community in local/regional events (for example, Hub events and local festivals).</p> <p>A large proportion of students are involved in a diverse range of clubs, ensembles and instrumental tuition that value all musical styles, genres and traditions equally.</p> <p>The school monitors the percentage of SEND, PP, and LAC students participating in music, and</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>The percentage of SEND, PP, and LAC students participating in music mirrors the percentage in the school as a whole.</p> <p>Provision is targeted, demonstrating wider impact.</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>

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		given the opportunity to participate.	takes action to address any gap in participation and engagement.	
Tick the appropriate column				

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Community and Partnership	<p>Engagement with partners such as the local music hub are limited or inconsistent.</p> <p>Some opportunities for performance in the local community are facilitated.</p> <p>Some parents support participation in music by attending events.</p>	<p>The school takes some opportunities to participate with music hub events, facilitating both performance opportunities and opportunities to hear live music.</p> <p>Opportunities for participation in instrumental tuition and extra- curricular activities are clearly communicated and detailed on the school website.</p>	<p>The school works in partnership with the hub to provide a wide range of performance, live music and projects.</p> <p>Progression routes for children learning musical instruments are clearly signposted, including those with national portfolio</p>	<p>The school is a leading partner 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</p>

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		<p>Community links and links with parents are well established, and events take place throughout the year.</p> <p>Local opportunities such as Saturday music centre are signposted on the school website and communications.</p>	<p>organisations where appropriate.</p>	<p>involved in school music making</p>
<p>Tick the appropriate column</p>				