

**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  |
|------------------------------------|---|--|---|--|
| <b>Leadership and Management</b>   | The school has a designated head of music | <p>The head of music has appropriate time allocated to developing the subject across the school.</p> <p>This head of music is supported by a designated member of the Senior Leadership Team.</p> <p>All staff who teach music are appropriately experienced and/ or qualified in the subject and receive CPD that addresses their training needs.</p> | <p>The head of music has appropriate time allocated to developing the subject across the school, taking account of the wider responsibilities of the role.</p> <p>The head of music is enabled to attend music network meetings and appropriate CPD events provided by the music hub.</p> <p>The head of music 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 chain 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> |
| <b>Tick the appropriate column</b> |   |  |   |  |

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|                   | Emerging   | Developing  | Secure   | Enhancing   |
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| <b>Curriculum</b> | <p>The full National Curriculum for Music is not being delivered, and very few /no pupils progress to study music at KS4 or 5.</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 limit the effectiveness of the curriculum.</p> | <p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access the full curriculum National Curriculum in KS3, and progression routes are in place at KS4 and/or KS5 for students who choose to continue the subject.</p> <p>Pupils engage with the music curriculum, building skills over time and developing their own musical interests.</p> <p>Pupils sing a variety of age appropriate repertoire and build musicianship skills as part of their curriculum music.</p> <p>There is adequate space and resources for teaching, including instruments and music technology.</p> | <p>All pupils receive a minimum of 1 hour of curriculum music a week.</p> <p>The music curriculum is carefully sequenced to build musical knowledge and skills, and is at least as ambitious as the National Curriculum. The KS3 curriculum builds the skills required for all students to access music options at KS4 and 5, should they wish to do so. Where schools do not have a sixth form, they are fully aware of the local offer and signpost this to their students.</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 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>Pupils finish KS3 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. Pupils' interests are taken into account when planning the music curriculum.</p> <p>Excellent progress over time can be clearly demonstrated for all groups of learners, 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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|   |  |  | <p>Singing and vocal work is embedded into the curriculum and the life of the school, drawing on a wide range of high-quality, age appropriate repertoire and developing musicianship.</p> <p>Pupils with SEND are able to participate and progress well (supported by technology and adapted instruments)</p> <p>Space and resources allow breadth of curriculum for all students, including music technology</p> | <p>ensures progression for all students.</p> |
| <p><b>Tick the appropriate column</b></p> |  |  |  |  |

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| <p><b>Extra -<br/>Curricular<br/>and<br/>Instrumental<br/>Provision</b></p> | <p>There are opportunities to perform for a small number of pupils.</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>In-school musical events take place at least termly.</p> <p>The head of subject facilitates and manages one to one and small group tuition during the school day.</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 given the opportunity to participate.</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. Collaboration with other subjects eg. Performing arts is well established</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. Provision is targeted, demonstrating wider impact.</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 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.</p> <p>The percentage of SEND, PP, and LAC students participating in music mirrors the percentage in the school as a whole.</p> <p>Students are leaders and advocates for music in their school.</p> <p>The school is actively involved in national, largescale events.</p> <p>Students are nurtured and supported as they join local, regional and national ensembles where appropriate.</p> |

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| <b>Tick the appropriate column</b> |  |  |  |  |

|                                  | Emerging   | Developing  | Secure   | Enhancing  |
|----------------------------------|--|---|--|--|
| <b>Community and Partnership</b> | <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 and other partners to provide a wide range of performance opportunities, experiences of 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>Links with those working in the music industry are utilised, allowing students to gain insight on careers through trips and events.</p> | <p>involved in school music making.</p> |
| <p><b>Tick the appropriate column</b></p> |  |  |  |   |