



## Warwickshire Music Hub Curriculum Audit and School Music Development Plan Tool Kit

The new National Plan for Music Education (NPME) – *The Power of Music to Change Lives* – requires all schools to have a Music Development Plan in place by September 2023 that sets out how they will deliver high-quality music provision in the three areas of curriculum, co-curriculum, and enrichment against the key requirements of the new national plan.

Provision of:

- Timetabled music lessons of at least one hour each week of the school year for key stages 1 to 3
- Access to lessons across a range of instruments and voice
- A school choir and/or vocal ensemble(s)
- School ensembles/bands/groups
- Space for rehearsals and individual practice to take place
- Termly performances to share and celebrate curricula and cocurricular success
- Opportunity to enjoy live music performances at least once each year

<b>Part 1: In the Classroom</b>	<i>Highlight the exemplar text that best meets your current provision and detail the evidence that support this assessment</i>		<b>Overall Current Rating</b>	
<b>Recommendation</b>	<b>1. Emerging</b>	<b>2. Developing</b>	<b>3. Secure</b>	<b>4. Enhancing</b>
<b>Timetabled curriculum music of at least one hour per week KS1 – KS2</b>	<i>Little or irregular music provision</i>	<i>Music is a timetabled subject with schemes of work in place.  All students access the curriculum from EYFS to year 6, or year 7 to 9</i>	<i>Music lessons are well planned and have a clear musical focus.  High expectations are set, and pupils are challenged each week to improve.  Musical tasks are adapted to meet the needs of each pupil</i>	<i>Curriculum goes beyond the level of the national curriculum and pupils are aware of how to improve their own practice.  Constant attention given to the quality of the music provision.  Each aspect of the National curriculum is addressed in each lesson</i>
<b>Deliver high quality curriculum music that displays progress and challenge</b>	<i>Music is delivered ad hoc and there is little progress and challenge shown</i>	<i>Model music curriculum is used as a basis for the curriculum and students engage in schemes of work and build on areas of musical interest</i>	<i>A progressive and balanced scheme of work is in place that mirrors the requirements of the Model Music Curriculum.  As a result of well-planned and effective teaching, pupils make progress good progress demonstrated by secure, incremental learning of the technical and expressive aspects of music being planned and taught</i>	<i>A progressive and balanced scheme of work is in place that exceeds the requirements of the Model Music Curriculum.  The curriculum involves critical listening to pupils' musical responses and regular feedback from staff and peers enabling accelerated incremental learning of the technical and expressive aspects of music being planned and taught.</i>
<b>Evidence</b> <i>Detail the key pieces of evidence that support your assessment of your curricula and co-curricular offer here</i>		Charanga model English Music Curriculum is used across the school. It is timetabled weekly and is supplemented by musical instrument teaching for year 4 and 5.		

<b>Next Steps</b>	<b>Required action?</b>	<b>Resources needed?</b>	<b>Who will be responsible?</b>	<b>Planned completion date?</b>
<i>Detail the actions you will take to develop your curricula and co-curricular provision in response to your audit here.</i>	-Develop staff subject knowledge and confidence in order to deliver the scheme in way that ensures progress for all children.	Music specialist CPD	Rachel Sage	July 2025
<b>Review Date:</b>	<b>Review Notes:</b>			
<i>Note the outcome of your review of progress made here to inform your next development steps here.</i>				

<b>Part 2: Beyond the classroom</b>	<i>Highlight the exemplar text that best meets your current provision and detail the evidence that support this assessment</i>		<b>Overall Current Rating:</b>	<b>Developing</b>
<b>Recommendation</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Enhancing</b>
<b>Access to instrumental and vocal lessons</b>	<i>There are no instrumental or vocal lesson opportunities in school</i>	<i>The school facilitates some small group and/or 121 instrumental/vocal tuition on a limited range of instruments.  Pupils and families facing barriers are offered support to engage in musical learning beyond the curriculum</i>	<i>A growing range of instrumental/vocal lessons opportunities are available.  Pupils who play instruments in school have regular opportunities to share their skill within curriculum lessons and the school works with peripatetic teachers to provide regular performance opportunities for pupils</i>	<i>A wide range of instruments are taught in school, and the school works with the music hub to sign post learners to an even wider range of instrumental/learning opportunities.  Pupils utilise their instrumental and vocal skills to contribute to instrumental and vocal ensembles in school and beyond school, and their achievements because of their lessons are regularly celebrated.</i>
<b>A co-curricular offer including ensembles and vocal group</b>	<i>There is a school choir or instrumental group that are held irregularly.</i>	<i>There is a vocal ensemble(s) in school and the school signposts pupils to local instrumental ensemble opportunities or organises instrumental groups on an ad hoc basis.</i>	<i>There is an established vocal and instrumental ensemble offer at school and pupils are actively participating in these groups and those provided by the Music Hub</i>	<i>There are progressive pathways through ensembles and choirs with beginner and more advanced offers for pupils within and beyond school through the Music Hub and its partners</i>
<b>Space for learning and making music</b>	<i>There is limited or no dedicated space for music teaching to rehearsals, but the hall or similar space is available sometimes for music making activity</i>	<i>There is a space that is shared for music making with another subject areas, but it can be available when needed.</i>	<i>There are some dedicated areas for music teaching and learning activities and other shared space is/can be timetabled for lessons, rehearsals and performances as required</i>	<i>A range of dedicated facilities for music in including classroom(s), practice rooms, rehearsal and performance space are available to support and enhance curricula and cocurricular delivery through the year.</i>
<b>Live Music performances</b>	<i>Live music performances are organised on an ad hoc basis.</i>	<i>The school delivers an annual performance in assembly for pupils to showcase their musical development and skills learned in their instrumental or whole class lessons.</i>	<i>Termly performances are held in school assemblies and/or concerts to share and celebrate students' musical achievements in their curricular and co-curricular lessons.</i>	<i>The school organises performance opportunities as a cluster or MAT and invites other schools to perform alongside their students. School performances are diverse and musically challenging,</i>

		Some Live Music is provided by visiting groups or professionals on an ad hoc basis	All pupils experience a live music performance provided by artists in or outside of school at least once each year  Pupils are signposted to performances organised by the local Music Hub either as a soloist or as part of an ensemble	displaying a range of musical styles and genres.  A planned programme that enables pupils with experience a range of live performance within and beyond schools by artists from a variety of musical genres.  Large numbers of pupils participate in performances organised by the Music hub and its partners through the year.
<b>Evidence</b> <i>Detail the key pieces of evidence that support your assessment of your curricula and co-curricular offer here</i>		Annual music concert for children having instrumental lessons. Lessons are available in piano, toot and singing through the choir. Performances are held for 2 year groups following 6 months of instrumental teaching in clarinet. The whole school nativity and end of year performance require all children to be a member of the choir.		
<b>Next Steps</b>	<b>Required action</b>			<b>Planned completion date</b>
<i>Detail the actions you will take to develop your curricula and co-curricular provision in response to your audit here.</i>		Expand the range of 1:1 musical tuition that can be provided.		
<b>Review Date:</b>	<b>Review Notes:</b>	<b>Review Date:</b>	<b>Review Notes:</b>	<b>Review Date:</b>

*Note the outcome of your review of progress made here to inform your next development steps here.*

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<b>Part 3: Leadership and Management</b>	<i>Highlight the exemplar text that best meets your current provision and detail the evidence that support this assessment</i>		<b>Overall Current Rating</b>	<b>Developing / Secure (Develop policy)</b>
<b>Recommendation</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Enhancing</b>
<b>Strategic vision for music that aligns with school vision</b>	<i>There is no clear strategy for music in school at present</i>	<i>There is an idea /developing idea of how to move forward and develop music provision in school that is being embraced by staff</i>	<i>There is an up-to-date school policy for music which sets out its vision and how it supports and contributes to the school's values and ethos</i>	<i>Music is at the heart of the strategic vision for the school and the vision sees the arts at the heart of the school ethos.  Music is used as a subject to express the ethos and values of the school through its curricula and cocurricular design and implementation</i>
<b>Subject leadership</b>	<i>There is no designated person to lead music in school, but music is under the purview of several members of staff</i>	<i>There is a subject lead responsible for music.  The school's senior leaders monitor the quality of teaching and learning in music and provide feedback to teachers</i>	<i>Music features regularly in the school's improvement plan; it shows ambition, articulates targets for all children and young people to achieve good musical standards and identifies strategies and resources to enable them to develop and progress musically.  The subject lead regularly attends networking meetings provided by the HUB and networks on a regular basis with their counterparts in local primary and /or secondary school feeder/recipient schools</i>	<i>The place of music in the school, and its relationship with other areas of learning in and out of the curriculum, is prioritised, clear and well-articulated.  Clear and appropriate development actions form an integrated part of the school/academies SEF and Improvement plans  The subject lead has autonomy to govern the music budget and to organise events and organise music provision from the Music Hub and other organisations</i>
<b>Training for staff delivering music (CPD)</b>	<i>There is little or planned no CPD provided for staff in school, but opportunities available from the</i>	<i>The school takes advantage of CPD opportunities from the HUB and other providers to ensure that their teachers are aware of the latest innovations in music education</i>	<i>There is a commitment to providing CPD opportunities for staff that have a positive impact on the quality of pupils' learning and achievements.</i>	<i>CPD training is provided on a regular basis for all staff who deliver music and there is a consistent approach to observation and feedback is regularly provided and taken on board.</i>

	<i>HUB are accessed on an ad hoc basis</i>			<i>The school works with other schools in their MAT or learning consortia and through Hub organised activities to share good practice and ensure consistently high standards of music delivery in every aspect of the school</i>
<b>Evidence</b> <i>Detail the key pieces of evidence that support your assessment of your curricula and co-curricular offer here</i>		School will provide subject knowledge CPD for staff over the next year. We have a passionate music lead who can be relied on for input and guidance.		
<b>Next Steps</b> <i>Detail the actions you will take to develop your curricula and co-curricular provision in response to your audit here.</i>	<b>Required action</b>	<b>Resources needed</b>	<b>Who will be responsible?</b>	<b>Planned completion date</b>
		Provide more CPD for music by music hub.		
<b>Review Date:</b> <i>Note the outcome of your review of progress made here to inform your next development steps here.</i>	<b>Review Notes:</b>	<b>Review Date:</b>	<b>Review Notes:</b>	<b>Review Date:</b>

<b>Part 4: The community and partnerships</b>	<i>Highlight the exemplar text that best meets your current provision and detail the evidence that support this assessment</i>		<b>Overall Current Rating</b>	
<b>Recommendation</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Enhancing</b>
<b>Involving the community in providing opportunities for pupils to enjoy a live performance opportunity</b>	<i>There are no established community links in place, but the school aspires to provide performance and live music opportunities for their students.</i>	<i>The school offers opportunities for pupils to play to one another and is working to access live music opportunities through the music hub and its partners.  Pupils are signposted to groups that would directly benefit them outside of school.</i>	<i>The school is well connected to the local music education hub / music service and accesses live performance events from hub partners and regularly attends hub events.  The school take advantage of local festivals, and community music events and signpost pupils to additional activities and opportunities provided by the Music Hub and its partners</i>	<i>The school works alongside with, and supports the music hub in activities throughout the year.  Pupils are exposed to live performances regularly in school. The school is a leader in the local community in offering musical opportunities for their pupils.  The school drives partnerships with other schools and organisations that offer live music opportunities once a term.</i>
<b>Engage in community events to allow pupils to perform and work with outside providers and the Music Hub</b>	<i>The school is aware of music hub events but has yet to engage.</i>	<i>The school is aware of event opportunities provided by the Hub and its partners and attends or participates on an ad hoc basis</i>	<i>The school is actively engaged in their musical community throughout the year and ensures that their pupils, music groups and ensembles regularly participate and feature in events organised by the Music Hub and other local/community organisations.</i>	<i>The school works regularly with the music hub and several partners to deliver regular community performances at special events and concerts throughout the year.  The school is a leader in creating and supporting musical opportunities in their local area and works with arts and cultural organisations to provide rich and diverse performance opportunities for pupils.</i>
<b>Evidence</b> <i>Detail the key pieces of evidence that support your assessment of your curricula and co-curricular offer here</i>				

Next Steps	Required action	Resources needed	Who will be responsible?	Planned completion date
<i>Detail the actions you will take to develop your curricula and co-curricular provision in response to your audit here.</i>	School will take part in young voices this year. School perform to members of the community including choir performing for local village events.			
Review Date:	Review Notes:	Review Date:	Review Notes:	Review Date:
<i>Note the outcome of your review of progress made here to inform your next development steps here.</i>				