

Bolton Music Service is here to support you in improving the quality of music education in your school. To help you work out the support you might need you can use the following 7 key questions to help you evaluate how well music is delivered in your school, whether all pupils benefit whatever their circumstances, and to what extent your pupils enjoy their musical experiences and make good progress.

Emerging	Established	Embedded
<p>Leadership <i>Is there a clear vision and leadership for music in your school? Does your ambition match the national expectation for music in schools?</i></p>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="background-color: red; width: 30px; height: 30px;"></div> <div style="background-color: yellow; width: 30px; height: 30px;"></div> <div style="background-color: lightgreen; width: 30px; height: 30px; text-align: center; font-size: 2em;">✗</div> </div>
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Head teacher and Governors champion music - Music Coordinator has a clear vision for music and is supported in her/his role - Curriculum documents clearly linked to National Curriculum and MMC - There are high expectations for all pupils 		<p>Self-review notes:</p> <p>School champions music with singing in particular playing a huge role in collective worship, weekly singing assemblies and special occasions. Lots of opportunities for children to perform musically are provided throughout the year both within school and within the wider community. We have recently switched to the Kapow! Scheme of work to help us deliver the national curriculum and subject leader has documents and medium term plans in place in subject leader folder. There are high expectations for all pupils.</p>
<p>Supporting the Workforce <i>Who delivers music in your school? How do you know whether this is being delivered well? Are there any teachers in need of support? What is provided in terms of CPD?</i></p>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="background-color: red; width: 30px; height: 30px; text-align: center; font-size: 2em;">✗</div> <div style="background-color: yellow; width: 30px; height: 30px; text-align: center; font-size: 2em;">✗</div> <div style="background-color: lightgreen; width: 30px; height: 30px;"></div> </div>
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Music is given adequate time in the timetable - All teachers who deliver music are confident to deliver the music curriculum - Pupils enjoy music lessons - Effective monitoring of teaching and learning - Staff CPD needs are identified and support is provided 		<p>Self-review notes:</p> <p>Music is given adequate time in the timetable in KS1 with most lessons timetabled for an hour. In KS2 music is split with French and often 'blocked'. During 3 weeks of December KS1 and 2 are emerged in music whilst rehearsing for the Christmas performances. Pupil voice shows that pupils enjoy music sessions and singing assemblies. Due to a change in scheme, subject leader will be delivering 2x staff meetings on music and providing any further support required by staff.</p> <p>(Put at emerging/established whilst new scheme is embedded throughout school and subject least has delivered staff meetings)</p>
<p>Promoting Progression in Music <i>Are your schemes of work reviewed regularly? Do they promote year-on-year progression? And how is pupil progress measured?</i></p>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="background-color: red; width: 30px; height: 30px;"></div> <div style="background-color: yellow; width: 30px; height: 30px; text-align: center; font-size: 2em;">✗</div> <div style="background-color: lightgreen; width: 30px; height: 30px;"></div> </div>
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Music curriculum is sequenced to allow progressive development of learning, skills and knowledge - Learning objectives are clear and simple and focus on the musical skills, knowledge, and understanding, rather than the activity to be completed. - Planning considers the needs, experiences and interests of pupils - All pupils are included - Assessment procedures help to maintain a clear focus on pupils' musical progression - Whole class instrumental projects delivered by specialist teachers 		<p>Self-review notes:</p> <p>Kapow! is a progressive scheme. Subject leader has taken the Kapow! planning and put into own medium term plans with clear and simple learning objectives. Children with additional needs are considered.</p> <p>Subject leader has created assessment grids to ensure the focus is on pupils' musical progressions.</p> <p>Year 3 all access WOPS brass throughout the year (with the year being split between the two classes)</p>

	Kapow! Encourages the use of whole class instrumental projects such as percussion, keyboards and even electronic mixing.			
Music Beyond the National Curriculum <i>How do you broaden your pupils' experience of music beyond the National Curriculum e.g. performances, specialist tuition and talent development, live music in school, music clubs/ensembles</i>				✗
Quality Characteristics: - Weekly whole school or Key Stage singing - Regular opportunities for pupils to experience live music - Regular performance opportunities (formal and informal) - Involvement in local and national projects and events - Musical pathways are open to all pupils e.g. instrumental tuition, extra-curricular clubs e.g. choirs and ensembles	Self-review notes: <ul style="list-style-type: none"> • Weekly key stage singing • Recently hosted a 'Rock Kidz day' linked to PSHE • Opportunities for ALL ch to perform musically from EYFS-Year 6 with children participating in a Nativity, Christmas performance and end of Year 6 performance • School offers violin, guitar, drumming and piano lesson – huge uptake. These children perform to the school and their families during music assemblies • KS2 choir established and regularly performs in the community • Sing Together/Young Voices • WOPs – Brass for all Year 3 pupils • Yearly talent show 			
Resources/Investment <i>Do you provide suitable spaces for musical activity to take place? Is the quality of the musical instruments used reviewed regularly?</i>				✗
Quality Characteristics: - Music is taught in a suitable space - Instruments are good quality and meet the needs of the curriculum - Resources to support teachers (e.g. published schemes) match the needs of the curriculum	Self-review notes: <ul style="list-style-type: none"> • Use of Kapow! to support teachers • High quality instruments such as piano, drum set and plenty of guitars both acoustic and electric • Music tuition in the gym (timetabled) • Wops in the gym (timetabled) • Plenty of spaces in classrooms to deliver sessions 			
Partnerships <i>Do you have a productive relationship with your local Music Education Hub (MEH)? Do you draw in musical expertise from outside of school which has a positive impact on your pupils?</i>				✗
Quality Characteristics: - Good relationship with the local Music Education Hub; school accesses support and advice - Music coordinator attends termly network meetings - Involvement in MEH events and projects - Specialist teachers from MEH support musical learning	Self-review notes: <ul style="list-style-type: none"> • We work closely with Bolton Music Service • Leader regularly attends courses etc • Music lead attends network meetings • Specialist teachers from MEH support musical learning in music tuition 			
Demonstrating Impact <i>What evidence do you have of the quality of music in your school? Recordings, videos, schemes of work, assessments, programmes of activity, lists of pupils involved etc</i>				✗
Quality Characteristics: - Music activity is recorded (audio and visual recordings) regularly and evidences skills and progress - Assessment data reflects pupil progress and areas for development - Children with SEN/D are identified and supported (musical pathways) - Children showing potential for musical expertise are supported with additional activities	Self-review notes: Recording of musical activity is a priority for development and will be a focus of music leads staff meetings in order to evidence progress. Assessment data reflects pupil progress although with the change of scheme will also be looked at during staff meetings.			

	Children that show potential are supported with additional activities such as choir and/or music tuition. We have some children in school learning multiple instruments.
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