



**Music Audit Tool
Excellence in Music Provision Award
Annual Data Return**

Name of school:	
Date:	

Supported using public funding by



**ARTS COUNCIL
ENGLAND**



The School Context

Headteacher:	
Lead for music:	
Number of FTE music teachers / specialists:	
Phase of education:	
Number on roll:	
% Free school meals:	
Current Ofsted rating:	
Date of last inspection:	
Preferred phone number:	
Preferred email address:	
Music Hub Manager email:	
Date:	

Other contextual information and points of note:

Overview of Music Teaching

Early Years / Reception Provision:

Key Stage 1 Provision:				
	Weekly (No of mins)	Fortnightly (No of mins)	Carousel Length/ frequency	None
Year 1				
Year 2				

Key Stage 2 Provision:				
	Weekly (No of mins)	Fortnightly (No of mins)	Carousel Length/ frequency	None
Year 3				
Year 4				
Year 5				
Year 6				

Key Stage 3 Provision:				
	Weekly (No of mins)	Fortnightly (No of mins)	Carousel Length/ frequency	None
Year 7				
Year 8				
Year 9				

Key Stage 4 Provision:		Exam Boards Used:		
	Hours per week	Numbers in Year 9 (If 3-year KS4)	Numbers in Year 10	Numbers in Year 11
GCSE				
BTEC				
Other				

Key Stage 5 Provision:		Exam Boards Used:	
	Hours per week	Numbers in Year 12	Numbers in Year 13
AS Level			
A Level			
Other			

School Music Audit Tool

1. Leadership and Management of Music

Levels: 1. not yet in place 2. limited 3. developing 4. well established	Level 1,2,3,4	Comments to support the level:
Music has a defined place within the school curriculum, based on National Curriculum guidelines, and links where possible with other subjects.		
The school ensures all pupils can benefit from the 'National Plan for Music Education' by engaging regularly with the Music Education Hub.		
There is a Music Policy which provides breadth, clear descriptions of the offer and available remissions.		
All staff are aware of the Music Policy and school practice reflects its statement and aims.		
The School Leadership Team (SLT) allocate resource for music in the School's Action Plan.		
Senior leaders and / or the Music Leader stay updated with developments in the subject, monitor the action plan, and communicate developments to staff.		
Senior leaders can recognise the characteristics of quality music teaching, ensuring that the curriculum is being delivered effectively and as planned.		
Pupil progress in music is monitored and moderated regularly by the SLT and the Music Leader.		
Staff are enabled to deliver the curriculum effectively (e.g. through discussions, subject specific observations, networking, CPD).		
Music features in reports to school governors and there is a link governor for music or the arts.		
Teachers and school leaders regularly discuss music lessons, provision and interests with pupils.		
'Youth Voice' is used by school leaders to design an offer that is informed by the interests of pupils.		
Transition information about curriculum and instrumental progress is shared between schools.		
The school identifies those partners best placed to provide support and guidance for ensuring a broad curriculum, instrumental and vocal offer.		
The school has overall responsibility for its music provision and there is a designated leader at the school who oversees all provision (including visiting teachers).		

2. Planning and Assessment for Music

Levels: 1. not yet in place 2. limited 3. developing 4. well established	Your current level 1,2,3,4	Comments to support the level:
The Music Curriculum matches or exceeds the breadth of the National Curriculum.		
Planning of the Music Curriculum is built on knowledge of the learning from previous years and Key Stages.		
Musical activities in lessons are planned systematically to build and consolidate new knowledge, skills and understanding in a logically sequenced way.		
Planning enables the progression of key musical skills including: Playing, Performing and Singing, Listening and Evaluating, Improvising and Composing, Notation and Experience of Genres, Traditions, Cultures, Styles and related History.		
The work of external partners is integrated into the curriculum so that it forms part of the learning sequence.		
Planning embraces the needs of all learners (e.g. SEND, Disadvantaged, Gifted and Talented).		
Lessons are designed to promote the skills which allow for creativity and to encourage pupils to think and learn independently.		
Planning explores opportunities for Music to support development of Personal, Social, Health and Economic (PSHE), Spiritual, Moral, Social and Cultural (SMSC), Fundamental British Values and Cultural Capital.		
Teachers know and understand what they would like pupils to achieve in the short, medium and long-term and have devised a suitable assessment framework.		
A variety of assessment strategies are utilised to both identify progress and to support teachers and pupils in identifying and actioning the next steps in their development of musical skills, knowledge and understanding.		
Teachers build relevant evidence to demonstrate progress and attainment. (e.g. recordings, pictorial / notated evidence, discussion, external exam results).		

3. Teaching of Music

Levels: 1. not yet in place 2. limited 3. developing 4. well established	4	3	2	1	Comments to support the level:
Above all, lessons are musical, with musical sound the target language.					
Pupils are engaged in high quality music-making throughout lessons.					
Pupils' musical progress is very strong.					
Lessons are structured carefully to maximise student engagement.					
Lesson tasks are varied, challenging and match all pupils' needs accurately.					
New concepts are explained and modelled accurately and concisely.					
Differentiation in group settings is strong.					
Understanding is checked effectively throughout lessons and is used to adapt delivery.					
A positive climate for learning is achieved through high expectations and excellent behaviour management.					
Quality vocal work is developed in music lessons and used to support a range of activities.					
Learning is supported using age appropriate high-quality resources.					
Pupils have self-confidence and self-esteem in their approach to musical performance.					
Pupils can explain their ideas confidently using musical vocabulary.					
Pupils lead activities, make decisions and put forward their views on a regular basis.					
Pupils choose to further develop skills and knowledge in their own time.					
Additional support is deployed effectively to support learning.					
Teachers have excellent subject knowledge and understand examination, curriculum, and assessment criteria.					
Opportunities to develop numeracy, literacy, and ICT are built into lessons as tools to develop musical understanding.					
There is effective use of homework to support the learning.					

4. Breadth of Music Provision

Levels: 1. not yet in place 2. limited 3. developing 4. well established	Level 1,2,3,4	Comments to support the level:
All pupils have access to quality instrumental learning. Through curriculum, whole class and elective teaching.		
Pupils sing regularly in lessons.		
Targets are set by the school for the numbers of pupils engaging with elective instrumental / vocal learning.		
Where 'first access' programmes are provided, targets are set by the school for the numbers of children continuing following this first experience of instrumental / vocal learning.		
Instrumental / vocal progress is monitored regularly by the school and the Music Education Hub.		
Visiting music teachers have a clear line of communication with the school.		
Regular opportunities are provided for young people to perform in instrumental and vocal ensembles in school, with the Music Education Hub and in the community.		
Opportunities for visiting musicians and project work are explored to inspire and support pupil learning and to help the school grow musically.		
Data on the engagement of groups (including by gender, ability and disadvantage) is analysed and acted upon.		

What could be done?

List up to three action points to improve your music offer:

- 1:
- 2:
- 3:

Please comment on any additional activities or features you feel may have been missed:

A selection of resources every school should consider:

Classical 100 – 100 Pieces of classical music for Primary schools with all the accompanying teaching resources
www.classical100.org

BBC 10 Pieces – High quality resources for Primary and Secondary schools
www.bbc.co.uk/tenpieces

Sing Up – Vocal resources for your school (annual membership required)
www.singup.org

Charanga – Digital music teaching resource (annual membership required, discounted for all school in our region)
www.themusicpartnership.org.uk

Out of the Ark – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.
www.outoftheark.co.uk

TES Collection – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2
www.tes.com/articles/tes-collection-music-top-20

Music Express – An online resource for EYFS and Primary teachers
<https://subscriptions.collins.co.uk>

Musical Futures – A wide collection of resources to help deliver music in the classroom
www.musicalfutures.org

Garage Band – Apple's leading digital music-making tool
www.apple.com/mac/garageband

Music Mark – The National Association for Music Education
www.musicmark.org.uk

The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music
www.ism.org

Musical Contexts – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom.
www.musicalcontexts.co.uk

Google Classroom, Music First, Edmodo, Showbie – A selection of resources for managing assessment.

Excellence in Music Provision Award

‘Excellence in Music Provision Awards’ are available to all schools in Staffordshire, Stoke-on-Trent and Telford & Wrekin, are endorsed by the Music Partnership, its partners and Music Mark, the National Association for Music Education. Every school is entitled to a visit, audit and review of the award level.

The criteria for each award can be found below. Levels are assessed and agreed through dialogue between the school and the music education hub. The criteria are not exhaustive but are used to agree the award level.

Copper Award

<input type="checkbox"/>	National Curriculum Music (or an equivalent broad and balanced music curriculum in academies and free schools) is taught regularly to all pupils across the key stages
<input type="checkbox"/>	Regular singing features at the school
<input type="checkbox"/>	Completion of the ‘School Music Audit Tool’
<input type="checkbox"/>	The school has identified key areas for wider music development and pupil engagement
<input type="checkbox"/>	Music Education Hub visit and ongoing communication and support from your Music Hub Manager

Bronze Award Building on the elements displayed in copper level;

<input type="checkbox"/>	There is a school policy / statement / ethos for music
<input type="checkbox"/>	The curriculum is planned for the progression of key musical skills and makes use of the latest support technology and resources
<input type="checkbox"/>	Additional financial commitment is made to widening music provision across the school
<input type="checkbox"/>	There is a subject leader who takes responsibility for developing music in the school
<input type="checkbox"/>	Regular singing features in music lessons
<input type="checkbox"/>	Specialist instrumental / vocal teaching and learning is available to all pupils in some form
<input type="checkbox"/>	There is a commitment to providing CPD opportunities for those who deliver music
<input type="checkbox"/>	Music Education Hub visit and ongoing communication and support from your Music Hub Manager

Silver Award Building on the elements displayed in bronze level;

<input type="checkbox"/>	Music actions feature in the school improvement plan / school action plan and in reports to governors
<input type="checkbox"/>	Senior leaders routinely monitor the quality and depth of music teaching, progression, learning and engagement
<input type="checkbox"/>	Specialist instrumental / vocal programmes, including specialist WCET (first access), impact on at least 16% (average) of all pupils on roll
<input type="checkbox"/>	Opportunities for further progression are made available for those pupils wishing to continue their learning to higher standards of achievement
<input type="checkbox"/>	Singing is embedded into the life of the school
<input type="checkbox"/>	Opportunities for extracurricular ensembles and choirs are made available
<input type="checkbox"/>	Performance opportunities are made available, both in and out of school
<input type="checkbox"/>	The school shows ambition for continual improvement; it identifies sufficient resource to enable all children to develop and progress musically and articulates targets for individuals to achieve good musical standards
<input type="checkbox"/>	The school has a strong engagement with the local Music Education Hub

Gold Award Building on the elements displayed in silver level;

<input type="checkbox"/>	There is a dedicated governor linked to music, the arts and / or the community
<input type="checkbox"/>	There is a rich and comprehensive music curriculum in place to enable all pupils to make consistently good progress throughout the key stages and to develop as musicians
<input type="checkbox"/>	Singing is of the highest quality and meets the needs of all pupils and key stages
<input type="checkbox"/>	Elective specialist instrumental / vocal programmes impact on at least 8% (average) of all pupils on roll
<input type="checkbox"/>	Instrumental / vocal pupils make good progress individually and in ensembles
<input type="checkbox"/>	There is an established programme of ensembles, groups and choirs that perform to a high level
<input type="checkbox"/>	Professional musicians and artists, in and out of school, inspire and support learning and pupils' experiences
<input type="checkbox"/>	The school takes a lead on transition and is focused on how music impacts upon, and involves, the wider community
<input type="checkbox"/>	Transition information from both curriculum and instrumental / vocal learning is shared between pyramids of schools and used to develop programmes of learning and support
<input type="checkbox"/>	The school is working towards achieving an 'Artsmark' award from Arts Council England, demonstrating a wider commitment to the arts, culture and creativity
<input type="checkbox"/>	The school has a strong engagement with the local Music Education Hub

Platinum Award Building on the elements displayed in gold level;

<input type="checkbox"/>	This is reserved for schools achieving well beyond the Gold level, who demonstrate the highest possible quality of musical progress and achievement of all pupils. Demonstrated through; curriculum delivery, singing, instrumental / vocal provision and performance.
<input type="checkbox"/>	Elective specialist instrumental / vocal programmes impact on more than 10% (average) of all pupils on roll
<input type="checkbox"/>	There is a vibrant enrichment programme of ensembles, groups and choirs supported by professional guidance where required
<input type="checkbox"/>	A significant proportion of pupils are engaged in ensemble provision, and regular performing opportunities, both in and out of school
<input type="checkbox"/>	The school exemplifies good practice, sharing, promoting and leading CPD widely within the local area, community and across groups of schools
<input type="checkbox"/>	All pupils are developed as individual musicians and given the opportunity to develop as music leaders
<input type="checkbox"/>	The school has achieved a Silver, Gold or Platinum 'Artsmark' award from Arts Council England, demonstrating a wider commitment to arts, culture and creativity
<input type="checkbox"/>	The school is a key partner of the local music education hub

Please indicate level of music provision award you are applying for:				
Copper <input type="checkbox"/>	Bronze <input type="checkbox"/>	Silver <input type="checkbox"/>	Gold <input type="checkbox"/>	Platinum <input type="checkbox"/>

Date for review:	
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Signed by School:		Signed by Hub:	
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Annual Data Return for the Department of Education

The Music Partnership is required to submit an annual data return to Arts Council England to report on all music education activities in Staffordshire, Stoke-on-Trent and Telford & Wrekin that took place in the academic year. This data is an annual requirement of the Department for Education and all Music Education Hubs have the responsibility for reporting on their area.

We can collect most of the data independently however, some questions require input from schools which is collected in July via email. Alternatively, please complete the below and ignore the email if the data has not changed within the year.

- 1) The first question relates to any pupils having lessons not provided by the local music service (Entrust Music Service Staffordshire, the City Music Service Stoke-on-Trent or Telford & Wrekin Music). Please provide the number of pupils that received singing or instrumental lessons from external providers:

Instrument:		Number of Pupils:	
Instrument:		Number of Pupils:	
Instrument:		Number of Pupils:	
Instrument:		Number of Pupils:	

- 2) The second question relates to any school ensembles or choirs that your school ran this year, by yourself – i.e. with no outside assistance from the music education hub, music service or partners. Please specify the number of children participating regularly in each group:

Orchestra (Large):	Orchestra (Chamber/Mixed):	String Ensemble:	Jazz Band:	Band (Rock/Pop/Electronic):
Band (World/Diverse):	Group Acoustic or Classical Guitar:	Wind Band/Military Band:	Brass Ensemble:	Woodwind Ensemble:
Percussion Ensemble:	Keyboard Ensemble:	Choir/Vocal Group Upper Voices:	Choir/Vocal Group Mixed Voices:	Accessible Music Technology (SEND):
Folk/Mixed Ensemble:	Digital Music Technology Ensemble:	Unknown Instrumentation:	Other Mixed Ensemble (please specify):	