

School Music Evaluation & Development Plan 2024 – 2025

School Name: St Marys Chiddingfold

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This template supports the DfE vision set out in the refreshed [National Plan for Music Education](#) 2022 for all schools to have a published School Music Development Plan.

Components of each section:

Evaluation: You should make a “best fit” evaluation of the school’s current musical outcomes and practices against the four focus areas we have identified: leadership; curriculum; instrumental, vocal lessons & ensembles; and musical events and opportunities. You may highlight directly on the grid for each area to help determine this best fit. There is also space for you to detail further how you determine this best fit. You can choose from the following options, which are roughly defined, as follows:

Emerging	Developing	Secure (in addition to developing)	Enhanced
Needs priority support and development. Not yet consistent or impactful	Further development required, not yet sure of impact on outcomes, needing some support.	Effective in driving good outcomes for pupils, a strength of music in our school; some development may be required to maintain momentum or make further improvement	Highly effective in driving good or better outcomes for pupils (with a focus on key groups of pupils). A real strength which our school is able to share with others.

Setting Actions: You can detail actions towards the end of the document, utilising your evaluation and assessing this against progress towards your vision. These should be SMART and focus on what you gave achieve realistically within a certain timeframe.

Focus Area	Overarching Aim <i>(this could link to the national plan for music education)</i>	Action <i>(meaningful tasks that contribute towards achieving your vision)</i>	Review Date	Evaluation Criteria <i>(Ways of monitoring progress & achieving your aims)</i>	Achieved?
Leadership	Make contact with feeder secondary schools	Set up meetings to create working partnerships	31/3/25	Do the secondary schools know about our musical offer and are our children prepared for music in secondary school	In progress
Curriculum	Music for staff to play to their children	Distribute ‘a year of listening’ so that all staff have access to it	31/12/24	Get pupil feedback from staff	Yes
Instrumental, vocal & ensembles	Explore funding for Ukulele for WCT in year 4	Contact Humphrey Richardson Taylor trust and PTA for financial support	13/3/25	Ukulele purchase and lessons started	In progress

Review: You should review the actions you have set out, ideally with your SLT, at least once in-year (ideally termly). Following the review, you can choose from the drop-down menu which will RAG rate your progress (as above). Note: the colour-coding is formulated by manually ‘shading’ the cell.

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Focus Area 1: Leadership

Leadership Reflective Prompts:

- Is there a designated member of school staff (head of department/subject leader) who holds suitable qualifications/ experience for leading music in school?
- In collaboration with the designated music leader, do senior leaders drive the development of music across the school and advocate for the importance of music in school life?
- Does the music development plan work in line with the school priorities and link to the school vision and values?
- Is there a named local committee member who takes responsibility for monitoring music (arts)? Is music (arts) featured on the LC work plan?
- Is pupil voice taken into consideration when planning the school music curriculum, events and opportunities?
- Is CPD meeting the needs of staff and pupils...and how do you know?
- Does the lead member of staff for music undertake music specific CPD regularly and access the offer of CPD from the Music Hub and GST network?
- Does the lead member of staff share their learning to upskill staff members within their own subject/across the school as a result of their CPD attendance?

Leadership Evaluation:

Emerging	Developing	Secure (in addition to developing)	Enhanced
<p>There is no assigned lead person with responsibility for music within the school or the lead person does not yet have suitable training or experience.</p> <p>Training for staff delivering music has limited impact</p>	<p>A named, trained subject lead is in post.</p> <p>The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education.</p> <p>All staff delivering music receive appropriate professional learning opportunities, addressing their CPD needs and impacts their confidence and builds expertise.</p>	<p>Music is explicitly referred to in the school improvement plan with clear targets tied to whole school priorities.</p> <p>The music development plan is closely aligned with the National Plan for Music Education and drives continuous improvement.</p> <p>A named member of the local committee takes a special interest in subject provision, supporting strategic development and holding leaders to account.</p> <p>All staff engage in appropriate subject specific training to maintain their confidence and build expertise.</p> <p>Musical progression and opportunities are well developed with careful consideration for pupil voice, with a clear awareness of what pupils want from the school's music offer, as well as what they need.</p>	<p>There is a long-term strategic vision for music that is in line with the National Plan for Music Education and tied to whole school priorities.</p> <p>Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association, hub or GST networks)</p> <p>Subject specific professional learning is impactful across the curriculum and wider school offer. The impact on specific focus groups of pupils is measured and clear.</p> <p>Musical progression and opportunities are well embedded at key transition points with clear evidence of sustained musical engagement from many pupils.</p>

Our leadership 'best fit' is:

Secure

Further evaluation detail:

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Focus Area 2: Curriculum

Curriculum Reflective Prompts:

- Is the music curriculum planned for in all year groups across key stages as guided by the national curriculum?
- Are knowledge and skills sequenced progressively across key stages as guided by the national curriculum?
- Is the curriculum planned with consideration for transition, for example: taking into account the expectations of the KS1 / KS2 / KS3 / KS4 curriculum, and beyond?
- Are there opportunities for singing, including an understanding of how to develop singing healthily and musically?
- Is teacher assessment musical? Do you know how to use assessment to drive 'getting better at' music?
- Do teachers know how to assess music appropriately and in alignment with school assessment strategies?
- Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan?
- Do all curriculum music lessons take place in a suitable space or specialised music environment?

Curriculum Evaluation:

Emerging	Developing	Secure (in addition to developing)	Enhanced
<p>Music is delivered 'ad hoc' and not in every year group.</p> <p>Some groups of pupils are unable to access the music curriculum.</p> <p>Musical progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p> <p>There is limited space for teaching music.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All pupils are able to access this curriculum in all year groups.</p> <p>Music is delivered on a weekly basis for 60+ minutes.</p> <p>All children have regular opportunities to sing, develop instrumental skills, listen, compose, and think and act musically.</p> <p>Appropriate schemes of work and assessment are in place. Pupils engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with SEND are able to participate and engage with music-making.</p> <p>There is adequate teaching space and access to resources, including tuned and untuned instruments.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Insights are drawn from the model music curriculum.</p> <p>Curriculum sequencing is clear.</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>Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all pupils, including music technology.</p> <p>Curriculum sequencing is clear, appropriate and well-articulated. Staff can clearly articulate musical learning to others.</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p> <p>Children can communicate about music using appropriate vocabulary in a meaningful way and it is evident that music plays an important role in the life and ethos of the school.</p> <p>Play-based musical learning forms an important part of EYFS provision.</p>

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	<p>Children have opportunities to engage with tuition on a variety of instruments.</p> <p>Musical progression over time is measured and celebrated.</p>		
<p>Our curriculum 'best fit' is:</p>			
<p>Enhanced</p>			
<p>Further Evaluation detail:</p>			

Focus Area 3: Instrumental and Vocal Lessons & Ensembles

Instrumental/Vocal Lessons & Ensemble Reflective Prompts:

- Does the school provide 1-1 and small group tuition on a variety of different instruments?
- Do you know what % of the school population engages in instrumental tuition? What is this % for pupil premium?
- Do you know the average % for other schools in the county?
- Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis?
- Does the school provide an opportunity for both KS3 and KS4 pupils to sing/play in an ensemble in school? Is time given for staff to run co-curricular musical ensembles?
- What are the barriers to running, rehearsing and curating ensembles in your school? How can they be overcome?
- Are ensembles led by a competent musician?
- Is there an annual/ termly concert event?
- Is there an opportunity for the school ensembles to perform to parents or peers?
- Do the ensembles in school enable children to perform a wide range of styles and genres?

Instrumental/Vocal Lessons & Ensembles Evaluation:

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Emerging	Developing	Secure (in addition to developing)	Enhanced
<p>Singing takes place infrequently in school. repertoire is not varied or appropriately challenging.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is not offered, limited or inconsistent.</p> <p>Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.</p>	<p>Singing and vocal work is frequent, varied and all pupils are engaged. Repertoire is varied, relevant and appropriately challenging.</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 school facilitates one to one and group tuition.</p> <p>Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p> <p>Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all children are given the opportunity to participate.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age, music is performed in assemblies and events such as sports day and open evenings alongside in-school events and to the wider community, such as Hub events and local festivals.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally, this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of pupils are involved.</p> <p>The school actively pursues external funding sources to support further musicmaking opportunities.</p> <p>Opportunities to continue learning an instrument beyond First Access/Whole Class Ensemble Tuition are clearly signposted.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all pupils.</p> <p>Staff across the school support singing.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of pupils able to engage in music in and out of school.</p> <p>Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully.</p> <p>Pupils are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>

Our Instrumental/Vocal Lessons & Ensembles 'best fit' is:

Enhanced

Further Evaluation detail:

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Focus Area 4: Musical Events and Opportunities

Musical Events and Opportunities Reflective Prompts:

- Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests?
- Is music an everyday or occasional part of school life?
- Does the school actively engage and seek out opportunities to work with the music hub, local schools and the wider community?
- What does the school do to actively involve parents?
- How are the experiences and opportunities preparing pupils for the next stage of their education?

Musical Events and Opportunities Evaluation:

Emerging	Developing	Secure (in addition to developing)	Enhanced
<p>Engagement with the Music hub is limited or inconsistent.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school is aware of and takes up opportunities from the Music Hub and signposts opportunities for pupils.</p> <p>Community links with music are established: regular events take place throughout the school year.</p> <p>External providers regularly lead projects in the school that enhance music provision.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting the Music Hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of pupils engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>Projects led by external providers are linked to the school improvement plan and music development plan.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events give pupils the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making.</p> <p>The school has established connections with the next stages of musical education so that progression routes can be signposted meaningfully.</p>

Our Musical Events and Opportunities 'best fit' is:

Secure

Further Evaluation detail:

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Music Development Action Plan

Focus Area	Overarching Aim <i>could link to the national plan for music education</i>	Action <i>meaningful tasks that contribute towards achieving your aims</i>	Review Date	Evaluation <i>how you will monitor progress & know you have achieved your aims?</i>	Achieved? <i>RAG rating</i>
Choose a focus area	Funding for Ukulele	Obtain grants and purchase Ukuleles.	31.3.25	Teaching Ukulele to year 4 in the summer term.	In progress
Choose a focus area	Contact with feeder secondary schools	Contact Head of music at Rodborough and Woolmer Hill. Establish working links where they are aware of the musical opportunities and learning year 6 have undertaken. Establish a ‘musical visit’ from each school	30.6.25	Meetings and programme of events are in the diary for 2025.2026	In progress
Choose a focus area	Meet with EYFS staff	Ensure EYFS have access to resources for music opportunities to be embedded in all aspect of early years learning	On going	Use Music Development Matters in Early Years as a benchmark for music being embedded in EYFS	In progress
Choose a focus area					Click for option
Choose a focus area					Click for option

Future Plans beyond this year (relating to the four focus areas & the 7 features of effective music provision)

- Audit of all Musical instruments in school with a view to funding additional and replacement instruments as required

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Budget, CPD & Partnerships

Budget, CPD & Partnerships Reflective Prompts:

- Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their pupils?
- Do pupils have to share instruments to participate or is there enough equipment for each pupil to have their own?
- Do pupils in all key stages have opportunities to listen to and interact with music from a range of cultures and traditions, including Western Classical Music, Popular contemporary Music and Traditional Music from around the world?
- Does the school ensure that pupils eligible for pupil premium can engage in musical opportunities and tuition through funding?
- Does the school provide any additional support through resources to enhance accessibility for children with SEND?
- Do pupils have access to technology/devices that can support the music curriculum & provision?
- Is there are a range of instruments within the school, including whole class sets of instruments?
- Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school?
- Is there a designated budget to support music making in school?
- Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision?
- Does the school explore opportunities to work in partnership with other schools/ settings?
- Does the school have any accreditation for its arts and cultural activity? E.g Music mark membership or artsmark?

Area	Detail
What budget and/or resources do you need to achieve your action plan?	See above re: Ukulele. Ensure enough iPads are in working order for digital composition. Replace music whiteboards as needed.
What CPD might be required to achieve your action plan?	Continue to attend GST Music network meeting Continue to attend Surrey arts primary music network meeting
What partnerships will you put in place to achieve your action plan?	Partnerships with local secondary schools. Ensure Music Mark accreditation is up to date
Supporting Documents: This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium.	Music LTP School SDP Music Skills and knowledge mapping EYFS Music development matters Skills and