



## School Music Audit Tool Excellence in Music Provision Award Annual Data Return

Name of school:	
Headteacher:	
Lead for music:	
Preferred phone number:	
Preferred email address:	
Date:	
Music Hub manager email:	

Supported using public funding by



**ARTS COUNCIL  
ENGLAND**



# School Music Audit Tool

## 1. Teaching Music

Key:	Your current level 1,2,3,4	Comments and action points to strengthen teaching
1. not yet part of whole school practice. 2. evident in some lessons 3. developing throughout the school 4. well established throughout the school		
Those delivering curriculum music have good subject knowledge which enables lessons and schemes of work to be well planned and structured. A variety of differentiated activities and subject specific vocabulary are used		
Teacher/s have high expectations and share these with pupils through clear objectives and targets. Teaching engages and inspires the learner and is personalised so that all pupils are challenged and supported effectively		
Lessons and group work is purposeful, focused and well-paced for all pupils and routines are established which support independent learning. There are sufficient opportunities for all pupils to think analytically and creatively		
Assessment for learning is strong. This enables pupils to consolidate and deepen their knowledge and understanding. A variety of assessment strategies are utilised so all pupils understand how to improve their work		
Support staff are deployed effectively during whole-class and group work		
There are opportunities and a commitment to using ICT as part of the music offer		

### Resources every school should consider.

**Classical 100** – 100 Pieces of classical music for Primary schools with all the accompanying teaching resources  
[www.classical100.org](http://www.classical100.org)

**BBC 10 Pieces** – High quality resources for Primary and Secondary schools  
[www.bbc.co.uk/tenpieces](http://www.bbc.co.uk/tenpieces)

**Sing Up** – Vocal resources for your school (annual membership required)  
[www.singup.org](http://www.singup.org)

**Charanga** – Digital music teaching resource (annual membership required, discounted for all school in our region)  
[www.nwmmeh.co.uk](http://www.nwmmeh.co.uk)

## 2. Pupils' attitudes and behaviour towards Music

Key: 1. Little engagement 2. Some engagement 3. Good engagement 4. Excellent engagement	Your current level 1,2,3,4	Comments and action points to strengthen pupil engagement
Pupils show an interest in music and engage with a positive attitude towards learning		
Pupils listen attentively to their teachers and respect the ideas of others		
Pupils have clear self-confidence and self-esteem in their approach to performance		
Pupils can explain their ideas confidently using musical vocabulary		
Pupils can lead activities, make decisions and put forward their views on a regular basis		
Pupils respond positively to feedback and can contribute ideas for improving their work		
Pupils choose to further develop skills and knowledge in their own time		

## 3. Management of Music

Key: Planning and Processes 1. not yet part of school practice 2. some evidence of planning and process 3. some planning and processes established 4. all planning and processes in place	Level 1,2,3,4	Comments and action points to strengthen management of the subject
There is a school action plan for music based on national curriculum guidelines, a shared vision throughout the school and a collaboration with the Music Hub		
There is a school policy for music which includes clear descriptions of the offer, charging and remissions		
Senior managers stay updated with developments in the subject, monitor the action plan accordingly, and communicate developments and changes staff		
Opportunities are provided for staff to take part in regular discussions on quality of teaching and learning in music		
Subject specific observations take place and staff receive constructive feedback		
Evidence from monitoring is used to define a programme of continuing professional development and to update the school action plan for music		
Pupil progress in music is monitored and moderated regularly by senior managers		
Music features in reports to school governors and there is a dedicated governor linked to music or the arts		
Required resources, including ICT, for quality music education are reviewed regularly		

#### 4. Breadth of Music Provision

Key: 1. not yet in place 2. limited 3. developing 4. well established	Level 1,2,3,4	Comments and action points to strengthen the breadth of offer for all pupils
All pupils have access to quality instrumental learning		
Targets are set for continuation from first access in instrumental learning		
Instrumental progress is monitored regularly by the line manager for music, senior managers and the Music Education Hub		
Transition information from both curriculum and instrumental learning is shared between pyramids of schools and used to develop programmes of learning and support		
Regular opportunities are provided for young people to perform in instrumental and vocal ensembles in school, with the music hub and in the community		
Pupils sing regularly in lessons.		
Opportunities for visiting musicians and working with Hub partners are explored to inspire support pupils learning and experiences		

#### What could be done?

List up to three action points to improve the breadth of your music offer

- 1
- 2
- 3

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

## 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 Education Hub, 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 a 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 across 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 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"/>	A contemporary scheme of work for music is in place, making 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"/>	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 Hub Manager

### **Silver Award** Building on the elements displayed in bronze level;

<input type="checkbox"/>	Music actions features 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, learning and engagement
<input type="checkbox"/>	Regular instrumental / vocal lessons are available for all pupils as a whole class and / or in small groups and which offer progression to higher standards of achievement
<input type="checkbox"/>	Instrumental / vocal programmes impact on at least 8% (average) of all pupils on roll
<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"/>	Instrumental / vocal pupils make good progress individually and in ensembles
<input type="checkbox"/>	Elective instrumental / vocal programmes impact on at least 8% (average) of all pupils on roll
<input type="checkbox"/>	There is an established programme of ensembles, groups and choirs
<input type="checkbox"/>	Professional musicians and artists, in and out of school, inspire and support learning and pupils' experiences
<input type="checkbox"/>	The school plays a strong role in sharing good practice and CPD
<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 commitment to 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 instrumental / vocal programmes impact on more than 8% (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 takes a lead on transition and is focused on how music impacts upon, and involves, the wider community
<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 commitment to arts, culture and creativity
<input type="checkbox"/>	The school is a key partner of the local music education hub, exemplifying and sharing good practice

**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"/>
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**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 education hub 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 and 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:

<b>Instrument:</b>		<b>Number of Pupils:</b>	
<b>Instrument:</b>		<b>Number of Pupils:</b>	
<b>Instrument:</b>		<b>Number of Pupils:</b>	
<b>Instrument:</b>		<b>Number of Pupils:</b>	

- 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:

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