



Subject Self Evaluation Form

Subject: Music

School Context

- The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster.
- The proportion of pupils eligible for a free school meal is slightly below average (although in Year 6 last year we had 30 per cent of children eligible for PPG which is above national average). In addition, many families are on low incomes.
- The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits.
- We have identified that 25% of our pupils have home lives that may negatively affect their school life and sometimes their ability to thrive (adverse childhood experiences). Significant work is completed to support these children through learning mentors and our school listening service as well as more recently employing a family engagement champion, who works with our most vulnerable children on improving attendance.
- A significant minority of our families live in the flats surrounding schools in overcrowded accommodation without access to a garden. We regularly support these families with food and clothes bank referrals as well as working with the local council to provide furniture or apply for more suitable housing.
- Unfortunately, we have had a high number of parents within our school community who have died or have been diagnosed with a life limiting condition. Within the last three years, we have had eleven children who have had a parent who has died. We have received support from charities like Winston's wish and our school educational psychologist.
- The largest ethnic groups are White British (75.98%) and any other white background (16%). Mixed White & Asian (1.44%), Mixed White & Black Caribbean (1.15%). Mixed White & Black African (0.92%), Mixed any other mixed background (2.07%). The percentage of children who are not white British has increased by 6.2% since last year. This school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is identified as 9 so we like to celebrate our cultural diversity.
- We are an inclusive school. In 2018, the school was in the top 20% of all schools for the proportion of SEN with EHC/statement (3.2%).
- Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened in a cycle where each subject has a deep dive on a rolling programme which has happened for the past 12 years so experienced subject leaders know their subject's strengths and areas for development well.
- School is part of a number of excellent partnerships including being a founder member of SAT so we benefit from excellent links to secondary education which has supported the development of our curriculum e.g. internship programme.

Baseline

Expressive Arts

Being Imaginative

Exploring and using Media and Materials

Both aspects, EXS + approx. 66% and 5% GDS

Listening 72% EXS+ Listening 29% GDS

Speaking 67% EXS+ Speaking 17% GDS

Understanding 74% EXS+ Understanding 25% GDS

School vision

School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



Intent

Purpose

Music is a universal language that embodies one of the highest forms of creativity. The high quality music education that pupils experience at Katherine Semar Schools, engages and inspires pupils to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement.

Aims

The National Curriculum for music aims to ensure that **all pupils**:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, texture, structure and appropriate musical notations.

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. Pupils who are disadvantaged or who have SEND can find that music is an invaluable way to express themselves.

High Expectations

Our curriculum is designed with the National Curriculum as a starting point but as we have extremely high expectations for our children so we have added additional challenge. These can be seen in the bold objectives in our INSPIRE curriculum.

Implementation

Music long term plan

- Each year group will experience the areas of music identified in the school's long-term plan to ensure coverage of statutory knowledge and skills.
- The school's music progression will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

Cross-curricular learning and real-world contexts.

- Wherever possible, a cross-curricular approach will be taken to the teaching of music. Lessons will often be linked to children's learning in History, Geography and RE.

Topic launch and land

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as 'knowledge harvest' allowing teachers to assess children's existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.
- Each half term will end with a land event which celebrates children's learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies e.g. class assemblies will often showcase their music learning, the Year 6 End of Year production, Christmas productions.

A whole school commitment to Music

- Music is a highly valued aspect of our school curriculum and permeates all aspects of our school community.
- Children widen their experience of a broad range of music from different genres and periods through an annual programme of sharing and discussing music in daily assemblies.
- Live musicians, including pupils, staff, members of the community and professionals are invited to play to the school community wherever opportunities arise.

Extra-Curricular activities

Total	8	11	7	10	10	16	Total	10	11
Foundation%							Foundation%		
Working Towards%		9	14	10			Working Towards%	5	6
Expected + %	100	91	86	90	100	100	Expected + %	95	94
Higher Standard%	25	18	43	10	60	13	Higher Standard%	22	31

Not EAL	-	-	-	-	-		Not EAL	-	
Total	51	49	53	50	51	63	Total	50	54
Foundation%							Foundation%		
Working Towards%	6	12	11	12	10	6	Working Towards%	9	10
Expected + %	94	88	89	88	90	94	Expected + %	91	90
Higher Standard%	29	27	51	42	43	38	Higher Standard%	28	44

Boys	-	-	-	-	-		Boys	-	
Total	29	32	20	29	28	41	Total	31	30
Foundation%							Foundation%		
Working Towards%	10	16	15	17	14	7	Working Towards%	13	13
Expected + %	90	84	85	83	86	93	Expected + %	87	87
Higher Standard%	21	19	45	28	32	24	Higher Standard%	20	32

Girls	-	-	-	-	-		Girls	-	
Total	30	28	40	31	33	38	Total	29	36
Foundation%							Foundation%		
Working Towards%		7	10	6	3	3	Working Towards%	4	6
Expected + %	100	93	90	94	97	97	Expected + %	96	94
Higher Standard%	37	32	53	45	58	42	Higher Standard%	34	49

Other commentary

All KS2 year groups have at least 30% of pupils working at a higher standard
 In KS1 this is slightly less with an average of 27% working at a Higher Standard.
 Music is assessed highly in all year groups and is a strength at KSS.

Significant developments in the subject

- The specialist Music curriculum leader teaches music across both Infant and Junior schools. This ensures that all pupils are receiving a consistently high- quality music education which builds on prior learning.
- The curriculum leader works closely with all year group teachers to ensure that there are cross- curricular links within the lessons where appropriate and that high- quality music is included within class assemblies and other productions.
- The school orchestra is growing in numbers and two new purpose -built music practice rooms have enhanced the instrumental provision.
- The Music room offers a dedicated teaching space with a wide range of musical instruments and resources.

Strengths

- Children love taking part in music at Katherine Semar Schools. Our teaching staff, the music leader and our peripatetic teachers, are very experienced and we have excellent resources in both tuned and untuned percussion, as well as many orchestral instruments which can be loaned out to pupils.

- We have a Qualified teacher and Music specialist planning and delivering consistently high-quality weekly music lessons to 6 year groups since September 2019. These build on prior learning and incorporate cross-curricular links where appropriate.
- Music progression has been updated and improved, developing further links to other subjects (e.g. Computing).
- Wide range of tuned and percussion instruments and a separate building for delivering music lessons.
- Two additional music practice rooms.
- We continue to upgrade our instruments including a new set of ukuleles, a new drum kit and brass instrument in the last year.
- Ukulele club delivered to Y5 pupils in 2021 and whole class ukulele teaching is now a feature of the Y6 curriculum.
- We engage in many opportunities to perform and combine the creative arts in many class and whole school projects.
- Weekly singing assemblies in each school .
- Termly assemblies and annual productions offer the children the opportunity to perform to an audience.
- The school orchestra (KS2) had grown to 20 children with three members of staff who also play in the orchestra alongside the children.
- KS2 school choir is well attended by 70 pupils (from years 3-6)
- Saffron Hall (concert venue) has provided incredible opportunities for children to develop their music skills e.g. Big Sing, Mozart concert. There is a commitment from Trust that every child will get at least four opportunities to perform or watch events at Saffron Hall.
- Children take part in the Spirit of Christmas annually.
- Music vocabulary progression developed (Summer 2021) establishing specific Tier 3 vocabulary to be taught in each year group
- Early years milestones incorporated into subject progression document.

Areas for development

- Continue to forge links with musicians at SWCHS.
- Continue to build the orchestra up and to ensure succession planning within the sections of the orchestra.
- To explore and develop further opportunities for musical performances.

Monitoring and evaluation systems

At Katherine Semar we believe that the most effective way to monitor the impact of our Music policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in music:

Lesson Observations and Learning Walks

Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

MAPP (Mapping attainment and progress for pupils)

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

Pupil Conferences

Every child from Year Two to Six has a learning mentor from the senior leadership team. They have individual pupil conferences each term which supports children to take ownership of their own learning, review their progress and set themselves development targets.

Governor Visits

As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan. Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies and subject leader reports.

Pupil interviews

Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of music at our school and their feedback actively informs subject development through our curriculum action plan.

SMSC

Spiritual

- Promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique.
- Appreciate that a religious impulse has often been present in the creation of great works of music.
- Exploring their feelings by listening to a wide variety of music.
- Appreciating the use of sound and silence.
- Experiencing joy, satisfaction, creativity, use of imagination in creating and performing music.
- Appreciating the power of music to take them beyond the commonplace.
- Appreciate the way that a person's spirit can be expressed in writing and performing music.

Moral

- Investigating the values placed on the different kinds of music.
- Considering the issue of noise-pollution how music is used.
- Looking at songs which have been written dealing with a variety of social and moral issues (gospel, blues, folk).
- Evaluating how music can influence (sub cultural, advertising).
- Looking at the notion of elitism in music.
- Learning about and from the lives of musicians.

Social

- Learning to compose and perform together.
- Looking at how music can be a powerful tool to bind groups together e.g. School Production.
- Investigating what musical groups exist in their locality e.g. Jazz band, brass bands, church choir.
- Exploring how various societies use music e.g. for national occasions.

- Develop sensitivity and responsiveness to others, a sense of shared commitment and group identity through the experience of live music, making and participation in performances e.g. class/school concert.

Cultural

- Listening to music from a wide variety of cultures.
- Exploring how music 'belongs' to a particular cultures or sub-culture e.g. opera, bhangra, heavy metal...
- Exploring what music is on offer in their own locality.
- Considering different notions of 'tuneful' in different cultures.
- Listening to and using instruments from other cultures.

Training

All music teachers (including peripatetic teachers) have up to date Safeguarding Training.

Much of the on-going training offered by the school is relevant to the music curriculum:

The Music leader has attended the following training:

29.1.19--AET—Autism Training

19.3.19—AET

24.10.19---AET

30.4.20---AET

10.9.19--Zones of Regulation

17.10.19--Vocabulary Development

4.6.19---P4C

15.1.19-----P4C

5.3.19---P4C

4.2.20---P4C

14.11.17---Writing across the Curriculum

1,5,18—Ipad Training

13.9.18—Memory

25.10.19---Memory

26.3.19---SEMH

11.6.19---SEMH

14.1.20---Subject Leadership

14.2.20---Subject Leadership

28.1.20--Sing Big CPD

9.3.20--Magic of Mozart CPD

11.3.20--Royal Opera House Create and Sing Training

23.10.20—Chris Quigley

24.2.21-Online Mentor Conference (Essex AB)

11.3.21—Royal Opera House-Create and Sing Hansel and Gretel

20.4.21—ROH create and Sing Hansel and Gretel

29.4.21—ECF Summer Term local group (mentors)

29.4.21- Subject Leadership (Ian Gunn

6.5.21--Saffron Sounds CPD (Saffron Hall)

26.5.21—Understanding our Brain and how it affects learning (Allan Willis—EP)

9.6.21---ADHD update and training

10.6.21—Subject Leadership and OFSTED (staff meeting)

14.6.21—Safeguarding audit

22.6.21—ECF-- Facilitator Briefing

28.6.21—online Induction Tutor meeting—Essex AB

29.6.21---Royal Opera House teacher Forum group---The Magic Flute

1.7.21—Facilitator induction Webinar---SaffronTeaching Hub

5.7.21—Essex ECT mentor training pt 2
 6.7.21---ECT to Experienced teacher---Sam Twisleton
 7.7.21---Instructional Coaching (NCE)
 7.7.21---Organising Thoughts as Objects—Oliver Caviglionli
 8.7.21—Leading on Race and Identity—Viv Grant
 13.7.21—ROH Teacher Forum Pt 2
 14.7.21—ITE Mentor meeting—CTSN
 3.8.21—ROH Teacher Forum—Pt 3
 9.9.21—Vocabulary/Kagan Models
 16.9.21—Safeguarding (Pam Langmead)
 4.11.21---TPP
 2.12.21---P4C
 9.12.21 TPP
 1.9.22---Lead KSS staff training—Music
 8.9.22—Safeguarding
 22.9.22---Deliver Music conference at KSS alongside SIP
 10.10.22—Oracy conference
 13.10.22---TPP
 1.12.22---TPP
 12.1.23---Music Training
 19.1.23---Subject leader staff meeting---Year group specific focus
 15.3.23—Yustudio Training

Enrichment

Our curriculum is enhanced with the help of local composer and conductor Janet Wheeler who runs our Junior Choir and Orchestra. Her expertise and knowledge of repertoire gives the pupils further opportunities to develop their musicianship. Our choir and orchestra have the opportunity to share their music making with the whole school at events including Christmas Carol concerts, Christmas and summer fetes. Each year the choir takes part in The Spirit of Christmas---a festival of Christmas music for local schools and for the last eight years we have entered the Carol writing competition.

We are fortunate to have the world class venue, Saffron Hall, on our doorstep and we engage with many of the learning opportunities that are offered, such as:

- Sing Big! (Y4)
- The Magic of Mozart (Y2)
- Snappy Opera (Y4)
- The Glass Knight (Y6)
- The Empty Chair (Y4)

Extra- curricular clubs are offered to further challenge and enhance creativity and musicianship for our children:

- Performing arts (KS1 and 2)
- Choir
- Orchestra
- Recorders

Our programme of assembly music focuses on a range of musical genres and is enhanced by Visiting musicians.

We run a Creative Arts week every 4th year in which pupils experience a range of arts with a multicultural theme.