



Subject Self Evaluation Form

Subject: Music

School Context

Katherine Semar Infant and Junior Schools serve an established and settled residential area in Saffron Walden. 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 many families are on low incomes and need support through regular food banks and uniform referrals. 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 20% 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, damp accommodation without access to a garden.

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 five 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. Currently we have two children who are supporting a parent cope with multiple sclerosis and we have ten children in last two years whose parent has been diagnosed with cancer. In the infant school, we also have a child whose father is receiving specialist care and hoping that may prolong his life for six months. We have used our school play therapist to support these children and we have two trained learning mentors who have received additional training on grief and bereavement. We have looked at our PSHE curriculum and worked on the zones of regulation as well as work on grief and bereavement to support the children in our school. We have re-designed our curriculum and changed the books in Year Three as we felt 'The Wild Way home' was triggering for the two children whose Mothers have recently died. In Year Two, three of the children can be dysregulated for sustained periods of time and we are continually looking for the best ways to support them with their grief.

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. 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.

The school currently holds:
The Healthy Schools' Enhanced Award
Sports Mark – Platinum Award
Music Mark
Philosophy for children Silver Award

Katherine Semar Infant and Junior Schools are not faith schools but our ethos is broadly Christian. We have close links with St Mary's Church, which is the nearest Anglican Church, as well as the community church and the Baptist church regularly having assemblies from the Saffron Walden assemblies team. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school. The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority.

Saffron Walden and the local surrounding area does not have any specialist provision locally and consequently we have a number of children with severe and complex needs who are seeking specialist provision. The LA have placed them in our school whilst looking for a specialist setting. In response to this the Trust are looking at providing specialist provision but this is in an early stage of planning.

The infant and junior schools work extremely closely to further enhance the continuity for children and cohesive community provision. The infant and junior school operate as one school, which has been developing since 2011 when Julie Puxley became the headteacher. This has been further enhanced by Julie Puxley becoming executive headteacher in 2017 of the Junior school and infant school as well as the rest of Senior Leadership Team working across both schools. The children have a smooth transition from Year 2 to Year 3 and beyond. There is now a single governing body, policies, procedures and governor training is aligned. We continue to have a joint website and joint weekly newsletter for parents. We have shared co-ordinator posts, enriching subject leadership. Planned, shared staff meetings and training are of a high quality and create continuous professional development for staff. There is a deeper understanding of the progression of learning between key stages and shared assessment methods. The SLT work together daily to enhance provision in classrooms, using staff specialisms. Due to high staff retention the shared vision and ethos is well-developed as staff have built this vision with key stakeholders over a number of years.

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.
- A bespoke time-line and a bespoke musical culture map have been developed to maximise musical experiences across the wide range of British cultural influences (eg Bhangra, Calypso) and world music, as well as historical periods of music.

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.
- We take advantage of the opportunity for opportunities for whole class workshops through Essex Music, enabled through funding for vulnerable children eg post-adoptive, children with a social worker.
- Where appropriate, children who have PPG funding may have a generous contribution to peripatetic instrumental tuition.

Extra-Curricular activities

- In KS2 children are offered the opportunity to study a musical instrument with Peripatetic teachers.
- There are also opportunities for children to participate in a variety of music clubs including choir, orchestra, guitar, carol writing and recorder.

- Children also have the opportunity to perform both within school (assemblies, productions) and in the wider community.

Impact

Music	Y1	Y2	Y3	Y4	Y5	Y6	Updated July 2023	KS1 Average	KS2 Average
Total	59	60	60	60	61	79	Total	60	65
Foundation%							Foundation%		
Working Towards%	5	12	12	12	8	5	Working Towards%	8	9
Expected + %	95	88	88	88	92	95	Expected + %	92	91
Higher Standard%	29	25	50	37	46	33	Higher Standard%	27	41

<u>Disadvantaged</u>	-	-	-	-	-	-	<u>Disadvantaged</u>	-	-
Total	5	8	9	6	9	5	Total	7	7
Foundation%							Foundation%		
Working Towards%	20	38	33	33	11	40	Working Towards%	29	29
Expected + %	80	63	67	67	89	60	Expected + %	71	71
Higher Standard%		13	11		33	20	Higher Standard%	6	16

<u>Not Disadvantaged</u>	-	-	-	-	-	-	<u>Not Disadvantaged</u>	-	-
Total	54	52	51	54	52	74	Total	53	58
Foundation%							Foundation%		
Working Towards%	4	8	8	9	8	3	Working Towards%	6	7
Expected + %	96	92	92	91	92	97	Expected + %	94	93
Higher Standard%	31	27	57	41	48	34	Higher Standard%	29	45

<u>SEN</u>	-	-	-	-	-	-	<u>SEN</u>	-	-
Total	4	4	5	7	9	6	Total	4	7
Foundation%							Foundation%		
Working Towards%	50	50	40	43	22		Working Towards%	50	26
Expected + %	50	50	60	57	78	100	Expected + %	50	74
Higher Standard%					11		Higher Standard%		3

<u>Not SEN</u>	-	-	-	-	-	-	<u>Not SEN</u>	-	-
Total	55	56	55	53	52	73	Total	56	58
Foundation%							Foundation%		
Working Towards%	2	9	9	8	6	5	Working Towards%	5	7
Expected + %	98	91	91	92	94	95	Expected + %	95	93
Higher Standard%	31	27	55	42	52	36	Higher Standard%	29	46

EAL	-	-	-	-	-	-	EAL	-	-
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 and monitors 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.
- A new clarinet and singing teacher have been engaged.
- Music lead attended Essex Music Conference in 2024 to explore developments in music teaching and opportunities, and another member of staff took part in the Royal Opera House teaching singing training in Spring 2025.

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 through electronic music).
- Wide range of tuned and percussion instruments, two dedicated music practice rooms 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 over 20 children with two 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. Year 5 pupils took part in a project based around climate change and a new opera entitled Uprising, composed by Jonathan Dove
- 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.
- Upper KS2 choir is offered the opportunity to attend the Young Voices concert every two years, from Jan 24 (following a break due to lockdown).

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.
- Launch an instrument hire system.
- To begin to showcase year group learning in assemblies to the rest of the school.

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.

Please see Training Folder.

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)
- Uprising (Y5)

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

- Music and Drama (KS1)
- Show Choir (KS2)
- Choir (Y4,5,6)
- Young Voices Choir (Y5 and 6)
- Orchestra

Our programme of assembly music focuses on a range of musical genres and is enhanced by visiting musicians, and instrument focii.

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