

CSM Music SEF and Development Plan based on Somerset Music's Evaluation Tool 2024 – 2025

	Focusing	Developing	Secure	Enhancing
IN THE CLASSROOM	Music is delivered ad hoc and not in every year group, it is not accessible to all.	Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum from EYFS to Year 6.	Music is timetabled for at least one hour per week and follows the NC/MMC.	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)
	Discussions are in place to deliver WCET	A one/two term WCET project is delivered, by Somerset Music or in house, with a performance.	WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to develop skills through instrumental lessons.	WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to continue to learn the instrument. Additional WCET is delivered to other year groups/classes.
	Progress is not measured/limited.	Students engage with schemes of work and skills are developed. Teachers' assessment is evident.	Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.	Progress is measured and assessment informative. Planning takes into account KS3 expectations.
	Limited resources are available.	There is adequate space and resources for teaching, including class sets of tuned and untuned instruments.	Students with SEND are able to participate and progress well (supported by technology, tools and adapted instruments) Space and resources allow breadth of curriculum for all students, including music technology.	There is a designated music space within the school. Further opportunities to broaden resources through the community/Sound Foundation Somerset (SFS)/external organisations.

BEYOND THE CLASSROOM	Focusing	Developing	Secure	Enhancing
	Singing takes place infrequently.	Singing and vocal work is frequent, varied and all students are engaged.	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.	A full, long-term singing strategy is in place that ensures progression for all students.
	Facilitation of one to one and small group tuition is limited and inconsistent.	The school facilitates one to one and group tuition. Students and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	The school facilitates a wide variety of instrumental lessons which can be accessed by all students and take place throughout the school day with no barriers. Performance opportunities are available for the students having lessons. Practice spaces are available for students. Students are signposted to musical groups e.g. Somerset Music county groups.	The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.
	There is no music progression strategy in place.	A music progression strategy is in place.	The music progression strategy is fully inclusive and accessible for all students.	The music progression strategy includes links to the further music community/music profession and the pyramid of music progression for students.
	There is no regular choir.	There is a school choir who rehearse weekly and is accessible to all (no timetabling/financial barriers).	There is a school choir, led by a music specialist who rehearse weekly and practice healthy singing. The choir is accessible to all students and performs regularly in/out of school.	There are multiple singing groups led by a vocal expert. These are accessible to all students and perform regularly and in an area/national setting.

	There is no regular ensemble. Performance opportunities are ad hoc and not regular. There is no regular access to live music performances.	There is an ensemble who rehearse weekly and is accessible to all (no timetabling/financial barriers). Access to co-curricular activities gives regular opportunities for performances for all pupils. Some live performances are catered for at school/school visits. These are available to all students.	There is an ensemble, led by a music specialist who rehearse weekly and are aware of instrument specific issues. The ensemble is accessible to all students and performs regularly in/out of school. Musical performance is a prominent part of school life. Every student has the opportunity to perform regularly in school and in the wider community/SFS. In-school musical events take place at least twice a term. External musicians visit school to perform. Students are given opportunities to see live performances outside school. All students are able to access these opportunities.	There are ensembles led by instrumental experts. These are accessible to all students and perform regularly and in an area/national setting. Students are able to take leadership roles in musical opportunities. The school is actively involved in national, large-scale events
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LEADERSHIP AND MANAGEMENT	Quality assurance takes place, not by a music specialist.	Monitoring of the curriculum delivery by a music specialist informs training needs and curriculum planning.	Consistent monitoring by a music specialist informs planning and training needs. Schemes of work are adapted accordingly.	Teachers are highlighted as best practice and work in schools across the area.
	There is a limited budget for music.	The music budget is planned to support the delivery of the music curriculum and resourcing the school.	There is a significant music budget that is planned to support the delivery of music curriculum and to broaden the students' musical experiences.	There is a significant music budget that links to the five-year strategic plan for expanding the music department.
	A named subject lead is in post.	A named, trained subject lead is in post, who is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the NPME.	Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement. A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account.	There is a five-year strategic vision for music that is in line with the NPME.
	Training for staff has limited impact.	All staff delivering music receive annual training, addressing CPD needs and has impact.	All staff receive annual training to maintain their confidence and build expertise	Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks).

COMMUNITY PARTNERSHIPS	Focusing	Developing	Secure	Enhancing
	Engagement with SFS (the Music Hub) is inconsistent.	The school takes up opportunities from SFS (the Music Hub) and signposts opportunities for students.	The school makes the most of a wide range of opportunities from the SFS (the Music Hub).	The school is a leading school in the local community and with SFS (the Music Hub).
	Small-scale performance takes place in the community, building on existing school links.	Community links with music are established, and regular events take place throughout the school year.	Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits.	There is a co-ordinated programme of community events, planned in partnership.
	Some parents and carers support music-making in the school by attending events.	Parents and carers actively support music making, through support at events and through home learning.	The views of pupils and parents have been considered when developing music provision.	Parents/carers and the wider community are actively involved in school music making.
	Limited signposting to music opportunities within the wider community/SFS takes place.	Students are signposted to music opportunities within the wider community/SFS.	The school actively signposts all students to music opportunities within the wider community/SFS and funds opportunities for them.	The school actively signposts all students to music opportunities within the wider community/SFS and facilities opportunities for students from other schools within their own school setting.

Music Development Plan 2024 - 2025

From the self-evaluation tool you should now have areas for development to highlight in the action plan below.

ACTION	WHO	HOW	RESOURCES / COST	ADDITIONAL SUPPORT NEEDED	COMPLETE BY	EVALUATION
Current CSM Music Curriculum reviewed to reflect the Model Music Curriculum	SS+ staff delivering music	Change from Charanga older scheme to newer MMC scheme – introduce gradually from Year 1 until all year groups use it as a basis	Charanga subscription	No	January 2025	Completed
Establish a clear Rolling Programme to accommodate our mixed year groups.	SS	Adapt the Charanga Mixed year Planning to meet our school structure	None	No	January 2025	Completed
Assessment opportunities in music	SS+ staff delivering music	Trial making termly assessment “snapshots”, e.g. filming class’s first performance of a new song, or ideally also final performance to compare	None	No	July 2025	Not completed – SS left school April 2025 Add to 2025 – 2026
Music CPD offered for staff delivering music on regular basis	SS, CM+ staff delivering music	Investigate using a staff meeting slot or part of an INSET day as music CPD – could be delivered by SS or online Charanga CPD suggested if more appropriate	Charanga subscription	No	July 2025	Not completed – SS left school April 2025 Also schedule for INSET and PDMs had already been drawn up – add to 2025 - 2026

OVERALL SELF-EVALUATION STATEMENT FOR MUSIC DEVELOPMENT PLAN 2024 – 2025

- New Music Lead appointed in September 2024, then left April 2025.
- Only two actions completed
- Headteacher, who is a Music Specialist overseeing Music for Summer Term 2025
- Headteacher leaving July 2025 – a new Music Lead will need to be identified, and the SEF and Development Plan will need a complete review in the light of this.