

Music Marks: Self Evaluation and Audit for Music

1 = Embedded: highly effective in driving good or better outcomes for pupils, a real strength which our school would be willing to share with others.

2 = Established: 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.

3 = Emerging: not yet fully in place, further development required, not yet sure of impact on outcomes, needing some support

4 = Not in place at all: needs priority support and development

Section 1: Teaching, Learning and Achievement

Criteria	Rating	Commentary	Actions	Success Criteria
1. Music lessons are well planned to have a clear and simple musical focus in each.	Rating: 2	- The school follows the Charanga Creative Music Scheme, which provides a carefully sequenced curriculum with clear learning objectives and progression for every lesson. - Units are planned to develop pupils' musical knowledge and skills over time, ensuring each lesson has a clear musical focus while building on previous learning. - As this scheme has been recently introduced, the priority is to ensure that all staff implement the planned sequence consistently so that pupils experience the intended progression in musical learning.	- Continue to implement the Charanga Creative Music Scheme across all year groups, ensuring lessons are taught in the intended sequence. - Monitor planning and lesson delivery to ensure teachers maintain the musical focus identified within each lesson. - Develop a consistent approach to evidencing pupils' musical learning through teacher assessment, audio and video recordings, photographs and written outcomes where appropriate. - Support staff through monitoring and guidance to ensure consistency of curriculum delivery.	- All year groups deliver the Charanga Creative Music Scheme in the planned sequence, with clear progression evident across units. - Planning scrutiny and lesson observations demonstrate that each lesson has a clear musical focus and builds progressively on prior learning. - Teachers routinely gather evidence of pupils' musical development through ongoing assessment and a range of appropriate outcomes. - Monitoring demonstrates consistent implementation of the music curriculum across the school, with pupils making secure progress in their musical knowledge and skills.
2. Music lessons are musical; they start with musical sound; music is the predominant feature and language throughout with an emphasis on pupils' aural development.	Rating: 3	- Music is the central focus of every lesson. Pupils begin lessons by listening to, responding to or making music, ensuring that musical sound is at the heart of learning. - The Charanga Creative Music Scheme provides frequent opportunities for pupils to listen to high-quality musical examples, perform, compose and appraise music, supporting the development of their aural skills and musical understanding. - Musical vocabulary is embedded throughout lessons, enabling pupils to discuss, evaluate and	- Continue to deliver music lessons where musical sound remains the primary focus. - Monitor lessons to ensure opportunities for listening, performing and musical discussion remain central to teaching. - Continue to develop pupils' use of appropriate musical vocabulary when describing and evaluating music.	- Lesson observations demonstrate that music is the predominant feature of every lesson, with pupils actively listening to, performing and discussing music. - Pupils confidently use appropriate musical vocabulary and demonstrate increasingly secure aural awareness when responding to music. - Monitoring confirms that the Charanga scheme is being implemented consistently across the school.

Criteria	Rating	Commentary	Actions	Success Criteria
		reflect on their musical learning with increasing confidence.		
3. Pupils get better at music because teaching always sets high expectations, challenges all pupils and gives constant attention to the quality of pupils' musical responses.	Rating: 3	- The recently introduced Charanga Creative Music Scheme is designed to provide progressive learning that builds pupils' musical knowledge and skills over time, with opportunities for performance, composition, listening and appraisal. - As the scheme is in its early stages of implementation, it is not yet possible to evaluate progression across the whole school. The current priority is to ensure that teaching is consistently delivered, maintains high expectations for all pupils and provides appropriate challenge and support within each lesson. - Teachers are encouraged to reference the interrelated dimensions of music throughout lessons, enabling pupils to develop a deeper understanding of musical concepts while improving the quality of their musical responses.	- Monitor teaching and assessment to ensure the Charanga curriculum is implemented consistently across all year groups. - Ensure teachers adapt lessons appropriately to provide both support and challenge so that all pupils can make strong musical progress. - Establish consistent assessment and evidence-gathering procedures to monitor pupils' musical development over time. - Monitor the explicit teaching and application of the interrelated dimensions of music throughout the curriculum.	- Monitoring demonstrates that lessons consistently provide high expectations, appropriate challenge and effective support for all pupils. - Teachers confidently adapt learning to meet the needs of different learners while maintaining high-quality musical outcomes. - Assessment information and evidence of learning begin to demonstrate clear progression in pupils' musical knowledge and skills across the curriculum. - Pupils increasingly apply and discuss the interrelated dimensions of music confidently within their learning.
4. Words and notations are used precisely and appropriately to support effective musical learning, rather than drive it.	Rating: 3	- The introduction of the Charanga Creative Music Scheme has provided a clear framework for the progressive teaching of musical vocabulary and notation. - As the scheme is still being embedded, ensuring that musical vocabulary and notation are used to support practical music-making, rather than becoming the primary focus of lessons, remains an important area for development. - The priority is to ensure that the scheme is implemented consistently so that pupils use musical language and notation to develop their understanding of the interrelated dimensions of music through listening, performing, composing and appraising.	- Monitor teaching to ensure the Charanga scheme is followed consistently across all year groups. - Ensure musical vocabulary is explicitly taught and revisited within meaningful musical contexts. - Monitor the use of notation so that it supports pupils' understanding of musical concepts and practical music-making rather than becoming an end in itself. - Provide guidance and support where necessary to ensure consistent implementation of the curriculum.	- Lesson observations show that vocabulary and notation are used purposefully to enhance musical understanding and practical music-making. - Pupils confidently apply musical vocabulary while listening, performing, composing and appraising. - Teachers consistently implement the Charanga scheme, using notation appropriately to support pupils' understanding of the interrelated dimensions of music.

Criteria	Rating	Commentary	Actions	Success Criteria
5. Pupils' voices are used constantly, for discrete singing work, and also to help them internalise and understand musical ideas.	Rating: 2	- Singing is an established part of musical life within the school through regular singing assemblies and the opportunities provided within the Charanga Creative Music Scheme. - As the new curriculum becomes embedded, the role of singing within music lessons will continue to develop beyond learning repertoire, ensuring pupils use their voices to explore, internalise and communicate musical ideas. For example, pupils may use echo singing, experiment with changes in dynamics or tempo, or improvise simple vocal patterns to deepen their understanding of musical concepts. - The priority is to ensure that singing supports pupils' understanding of the interrelated dimensions of music through practical exploration, experimentation and performance.	- Continue to provide regular opportunities for pupils to sing within assemblies and music lessons. - Monitor lessons to ensure pupils use their voices to explore musical concepts, not solely to rehearse songs. - Support teachers in using vocal activities, such as echo singing, vocal improvisation and experimenting with dynamics and tempo, to develop pupils' understanding of the interrelated dimensions of music.	- Pupils use their voices confidently to explore, internalise and communicate musical ideas throughout music lessons. - Lesson observations demonstrate that singing is used to deepen pupils' understanding of the interrelated dimensions of music as well as to develop repertoire. - Pupils demonstrate increasing confidence and musical understanding through a range of vocal activities alongside high-quality singing in assemblies and performances.
6. Musical tasks are adapted to meet different needs of pupils; additional support and provision is available to stretch those who are more able, those who may be having additional instrumental /vocal lessons and help those who need more assistance.	Rating: 2	- The Charanga Creative Music Scheme provides opportunities for teachers to adapt musical tasks to meet the needs of all learners. As the scheme continues to be embedded, monitoring will ensure that activities are appropriately scaffolded, while also providing suitable challenge for pupils who demonstrate higher levels of musical understanding or receive additional instrumental or vocal tuition. - The priority is to ensure that all pupils are supported to participate fully and make good musical progress.	- Monitor planning and lesson delivery to ensure musical tasks are appropriately adapted to meet the needs of all pupils. - Support teachers in providing appropriate scaffolds and additional challenge where required. - Use assessment and a range of evidence, including observations, performances and recordings, to monitor pupils' musical progress.	- Lesson observations demonstrate that musical tasks are appropriately adapted to meet the needs of all learners. - Pupils of all abilities participate successfully and make good progress within music lessons. - Assessment and monitoring provide evidence that pupils are appropriately supported and challenged throughout the music curriculum.
7. Discrete musical tasks are progressively and accumulatively linked to the simple musical focus	Rating: 2	- The Charanga Creative Music Scheme is carefully sequenced so that individual musical tasks build progressively towards a clear musical focus within each lesson. Learning is cumulative, allowing pupils to develop musical knowledge and skills in a logical progression. - As the scheme continues to be embedded, monitoring will ensure that lessons are delivered in the intended sequence and that pupils build securely on prior learning.	- Continue to implement the Charanga Creative Music Scheme as intended. - Monitor lesson sequencing and curriculum delivery to ensure pupils experience progressive musical learning.	- Lesson observations and planning scrutiny demonstrate that musical tasks are clearly linked to the intended learning focus. - Pupils build confidently on previous learning and demonstrate increasing musical understanding over time.

Criteria	Rating	Commentary	Actions	Success Criteria
8. Pupils get better at music because teaching sets out clear steps of progression	Rating: 3	- The Charanga Creative Music Scheme provides clear progression in musical knowledge and skills across year groups. As the scheme has only recently been introduced, the priority is now to implement assessment procedures consistently so that pupils' musical progression can be accurately monitored over time. - Establishing a clear picture of progression across classes and year groups is an emerging area of development.	- Implement assessment procedures consistently across all year groups. - Monitor assessment information to identify pupils' musical progress and inform future teaching. - Review progression regularly through subject monitoring and moderation.	- Assessment information is completed consistently across the school and accurately reflects pupils' musical development. - Subject monitoring demonstrates clear progression in pupils' musical knowledge and skills across year groups. - Assessment information is used to inform teaching and support pupils in making continued musical progress.
9. Pupils get better at music because teaching always involves critical listening to pupils' musical responses, spotting what needs to be improved, and seeing through the improvements, improving their skills and understanding	Rating: 3	- The Charanga Creative Music Scheme provides opportunities for ongoing teacher assessment through listening to pupils' musical responses during performing, composing, listening and appraising activities. As the scheme is embedded, the priority is to ensure that teaching consistently identifies pupils' next steps and supports improvements in musical skills and understanding. - Monitoring will focus on how pupils' musical responses develop within lessons and across each unit of learning, ensuring clear progression over time.	- Monitor lessons to ensure teachers use ongoing assessment to identify pupils' next steps in musical learning. - Support teachers in providing timely feedback that helps pupils refine and improve their musical responses. - Use pupil assessment, observations and performances to track musical development across each unit of work.	- Lesson observations demonstrate that teachers regularly assess pupils' musical responses and adapt teaching accordingly. - Pupils can reflect on their own musical learning and identify ways they have improved over the course of a unit. - Assessment and monitoring demonstrate clear development in pupils' musical skills and understanding over time.
10. Pupils' musical understanding is deepened because teaching often asks "why", not just "what" or "how"	Rating: 2	The Charanga Creative Music Scheme encourages pupils to think deeply about music by exploring why musical choices are made, as well as what and how they perform. As the scheme continues to be embedded, monitoring will ensure that this approach is implemented consistently across the school.	- Monitor lessons to ensure teachers use questioning that develops pupils' musical understanding. - Gather pupil voice to evaluate how confidently pupils can explain and justify their musical thinking.	- Lesson observations demonstrate that teachers use effective questioning to deepen pupils' musical understanding. - Pupil voice shows that pupils can explain and justify their musical ideas using appropriate musical vocabulary.
11. Pupils' creativity is supported and developed because teaching not only provides musical skill and understanding but it also instils confidence, risk-taking, questioning and initiative	Rating: 2	The Charanga Creative Music Scheme provides regular opportunities for pupils to develop their creativity through composing, improvising, performing, listening and appraising. Pupils are encouraged to experiment with musical ideas, take creative risks and develop confidence as musicians within a supportive learning environment.	- Continue to implement the Charanga Creative Music Scheme, ensuring pupils have regular opportunities for creative musical exploration. - Monitor lessons to ensure pupils are encouraged to contribute ideas, take creative risks and develop musical confidence.	- Lesson observations demonstrate that pupils are given regular opportunities to compose, improvise and explore their own musical ideas. - Pupils participate confidently in creative musical activities and demonstrate increasing independence as musicians.

Criteria	Rating	Commentary	Actions	Success Criteria
12. Pupils can relate their work to that of professional musicians and it draws on a wide range of historical, social and cultural traditions using a range of resources, including new technologies to support learning	Rating: 2	- The Charanga Creative Music Scheme exposes pupils to a wide range of musical genres, cultures, traditions and professional musicians, helping them develop an appreciation of music from different historical and cultural contexts. The scheme also incorporates music technology and provides flexibility for teachers to use a range of classroom instruments to enrich pupils' musical experiences. - The priority is to ensure that available resources and instruments are used purposefully to support pupils' musical learning throughout the curriculum.	- Continue to implement the Charanga Creative Music Scheme, ensuring pupils experience a broad and diverse range of musical styles, cultures and traditions. - Monitor planning to ensure teachers make effective use of the school's instruments and available music technology to support learning. - Encourage pupils to make links between their own musical learning and the work of professional musicians from a range of historical and cultural contexts.	- Pupils experience a broad and balanced music curriculum that reflects a diverse range of musical traditions and professional musicians. - Lesson observations and planning demonstrate purposeful use of instruments and music technology to enhance musical learning. - Pupils can discuss how their own musical learning relates to music from different cultures, historical periods and professional musicians.
13. Opportunities are provided to enable all pupils to show and develop their learning in different ways	Rating: 2	The Charanga Creative Music Scheme provides a range of opportunities for pupils to demonstrate their musical learning through listening, performing, composing, improvising and appraising. As the scheme continues to be embedded, monitoring will ensure these opportunities are implemented consistently across all year groups.	- Continue to implement the Charanga Creative Music Scheme as intended. - Monitor lessons to ensure pupils are given a range of opportunities to demonstrate their musical learning.	- Lesson observations and pupil voice demonstrate that pupils regularly show their musical understanding through a variety of practical musical activities. - Monitoring confirms that the Charanga Creative Music Scheme is being implemented consistently across the school.
14. Regular performances and performance opportunities in and out of the school are hallmarked by pupils demonstrating skill, appropriate accuracy, expression, feeling, sensitivity and sophistication individually and collectively	Rating: 2	- Pupils are provided with a wide range of performance opportunities throughout the year, including nativities, Christmas carol services, parent cafés, community performances and iRock concerts. These experiences enable pupils to develop confidence, musical expression and ensemble skills while performing for a variety of audiences. - The priority is to continue providing a broad range of high-quality performance opportunities and further develop opportunities to perform within the wider community.	- Continue to provide a varied programme of performances for pupils throughout the school year. - Explore additional opportunities for pupils to perform within the local community and for different audiences. - Monitor the quality of performances to ensure pupils continue to develop musical confidence, expression and ensemble skills.	- Pupils participate regularly in a wide range of performances both within school and the wider community. - Performances demonstrate increasing confidence, musical expression and ensemble skills across all year groups. - The range of performance opportunities continues to develop, providing meaningful experiences for all pupils.
15. All pupils make good musical progress through the key stages and achieve high musical standards	Rating: 3	The Charanga Creative Music Scheme provides a clear framework for pupils to make good musical progress. As the scheme is embedded, assessment and monitoring will be used to evaluate pupils' progress and attainment across the school.	- Continue to implement the Charanga Creative Music Scheme consistently. - Monitor assessment information to evaluate pupils' musical progress.	- Assessment demonstrates good musical progress across year groups. - Monitoring confirms that pupils are achieving increasingly high musical standards.
16. Assessment approaches are integral to musical learning; the distinction between assessment for learning and assessment for reporting is clear and understood	Rating: 3	The Charanga Creative Music Scheme supports both ongoing teacher assessment within lessons and the recording of pupils' musical progress over time. As the new curriculum becomes embedded, assessment procedures are continuing to be developed to ensure both assessment for learning and assessment for reporting are applied consistently across the school.	- Continue to embed consistent assessment practices within music lessons and across each unit of work. - Monitor teacher assessment and formal assessment procedures to ensure they are implemented consistently.	- Teachers use ongoing assessment effectively to inform teaching and support pupils' next steps. - Assessment for reporting is completed consistently and accurately across all year groups. - Monitoring demonstrates that assessment is used effectively to support pupils' musical progress.

Criteria	Rating	Commentary	Actions	Success Criteria
			Use assessment information to inform teaching and accurately report pupils' musical progress.	
17. Assessment of pupils' learning and progress focuses on the quality and depth of pupils' musical understanding and involves them in peer and self-assessment	Rating: 3	The Charanga Creative Music Scheme provides opportunities for teachers to assess pupils' musical understanding throughout each unit. As assessment procedures continue to be embedded, greater emphasis will be placed on ensuring pupils reflect on their own musical learning and progress, alongside ongoing teacher assessment.	- Continue to implement the assessment procedures within the Charanga Creative Music Scheme. - Develop opportunities for pupils to complete self- and peer-assessment throughout lessons and at the end of each unit. - Monitor how pupil reflection is used to support musical understanding and future learning.	- Pupils regularly reflect on their own musical learning and identify their next steps for improvement. - Self- and peer-assessment become an embedded part of music lessons and end-of-unit assessment. - Monitoring demonstrates that assessment reflects the depth of pupils' musical understanding as well as their musical progress.
18. Assessment of pupils' learning and progress identifies accurately how their musical responses could be improved further, and consistently realises these improvements; it makes extensive use of audio and video recordings to appraise their work	Rating: 3	Ongoing teacher assessment is used to identify how pupils' musical responses can be developed within lessons, with opportunities for pupils to reflect on and improve their own work. As assessment procedures continue to be embedded, greater use of audio and video recordings will strengthen evidence of pupils' musical progress alongside existing written work and photographs.	- Continue to use ongoing teacher assessment to identify and support pupils' next steps in musical learning. - Develop the use of audio and video recordings as part of the school's music assessment portfolio. - Encourage pupils to reflect on feedback and apply improvements to their musical work.	- Teachers routinely identify and support improvements in pupils' musical responses during lessons. - Audio and video recordings are used alongside photographs and written evidence to demonstrate pupils' musical development over time. - Pupils respond to feedback and demonstrate clear improvement in their musical skills and understanding.
19. Assessment encourages and responds to pupils' creative and sometimes unexpected responses	Rating: 3	The Charanga Creative Music Scheme provides regular opportunities for pupils to make creative musical choices through composing, improvising and performing. As assessment procedures continue to be embedded, the focus will be on ensuring teachers recognise and respond to pupils' individual musical ideas, while supporting them to develop these further.	- Encourage teachers to respond to pupils' creative musical ideas through ongoing feedback during lessons. - Embed pupil reflection at the end of each unit, supported by an appropriate teacher assessment or summary where appropriate. - Monitor assessment to ensure pupils' creativity and musical understanding are recognised alongside technical musical skills.	- Pupils are encouraged to explore and develop their own musical ideas with confidence. - Teachers provide feedback that supports pupils in refining and extending their creative musical responses. - End-of-unit assessment reflects both pupils' musical progress and their creative development.
20. Records of pupils' progress and attainment are simple, manageable and, above all, useful so that teachers and pupils know strengths and key areas for improvement.	Rating: 3	The Charanga Creative Music Scheme provides clear assessment materials to support the recording of pupils' progress and attainment. As these systems are newly introduced, the priority is to embed their consistent use across the school so that assessment records effectively inform teaching and pupils' next steps.	- Continue to implement the Charanga assessment procedures across all year groups. - Monitor the consistency and accuracy of assessment records. - Ensure assessment information is used to identify pupils' strengths and areas for development.	- Assessment records are completed consistently and are manageable for teachers to maintain. - Teachers use assessment information to inform future planning and support pupils' next steps. - Monitoring demonstrates that assessment records provide an accurate picture of pupils' musical progress and attainment.

Section 2: Music Provision

Criteria	Rating	Commentary	Actions	Success Criteria
21. A broad and balanced curriculum for music (National Curriculum in maintained schools) is in place and taught regularly to all pupils across the key stages	Rating: 1	The Charanga Creative Music Scheme provides a broad and balanced curriculum that meets the requirements of the National Curriculum. The curriculum is taught regularly across all year groups and provides clear progression in musical knowledge and skills.	- Continue to implement the Charanga Creative Music Scheme consistently across the school. - Monitor curriculum coverage to ensure all pupils receive their full entitlement to music.	- All pupils receive a broad and balanced music curriculum in line with the National Curriculum. - Monitoring confirms consistent delivery of the Charanga Creative Music Scheme across all year groups.
22. Listening, performing, composing, improvising and appraising are fully integrated in the curriculum, for example, instrumental playing and singing are an integral part of the creative process of composing and improvising	Rating: 1	The Charanga Creative Music Scheme fully integrates listening, performing, composing, improvising and appraising within each unit of work. As the scheme continues to be embedded, monitoring will ensure these elements are implemented consistently across all year groups.	- Continue to implement the Charanga Creative Music Scheme as intended. - Monitor lessons to ensure all aspects of musical learning are represented within the curriculum.	- Pupils experience listening, performing, composing, improvising and appraising as an integrated part of every unit of work. - Monitoring confirms consistent implementation of the Charanga Creative Music Scheme across the school.
23. Singing and vocal work is embedded into the life of the school and into every child's experience	Rating: 1	Singing is an established part of school life. Pupils take part in fortnightly Key Stage 1 and Key Stage 2 singing assemblies, singing within music lessons, choir activities and a range of performances throughout the year, ensuring that all pupils experience singing as part of the music curriculum.	- Continue to provide regular opportunities for all pupils to sing within lessons, assemblies and performances. - Continue to develop and celebrate singing across the school through a varied programme of musical events.	- All pupils participate regularly in singing as part of school life. - Singing continues to be a valued and well-established feature of the school's music provision.
24. Additional instrumental and vocal learning is available to all pupils	Rating: 1	All pupils experience instrumental learning through the whole-class music curriculum, using a range of instruments as part of their music lessons. In addition, optional instrumental and vocal tuition is available through peripatetic music lessons and the iRock programme, providing opportunities for pupils to further develop their musical skills.	- Continue to promote additional instrumental and vocal learning opportunities to pupils and families. - Monitor participation to encourage as many pupils as possible to access enrichment opportunities alongside the whole-class curriculum.	- All pupils receive regular instrumental experiences through the music curriculum. - Additional instrumental and vocal opportunities continue to be available and well promoted across the school. - Participation in enrichment opportunities is maintained or increased over time.
25. The school works in partnership with other key organisations locally and even further afield to share knowledge, good	Rating: 3	The school works in partnership with the Norfolk & Suffolk Music Hub to access professional development, resources and musical opportunities for pupils. As the music curriculum continues to develop, there is scope to strengthen collaboration with other schools and organisations to share good practice, resources and subject leadership.	- Continue to work in partnership with the Norfolk & Suffolk Music Hub. - Explore opportunities to collaborate with other schools through moderation, peer review and the sharing of effective practice.	- The school maintains links with the Norfolk & Suffolk Music Hub. - Collaborative opportunities with other schools or organisations are established and contribute to the continued development of music provision.

Criteria	Rating	Commentary	Actions	Success Criteria
practice, resources and learning opportunities			Develop links with local organisations to further enrich pupils' musical experiences.	Good practice and resources are shared to further strengthen the quality of music teaching and learning.
26. There is an up-to-date scheme of work and assessment for music in place	Rating: 2	An up-to-date scheme of work is in place through the Charanga Creative Music Scheme. Assessment materials have also been introduced and are now being embedded to ensure consistent assessment of pupils' musical progress across the school.	- Continue to implement the Charanga Creative Music Scheme and associated assessment procedures. - Monitor the consistent use of assessment across all year groups.	- The Charanga Creative Music Scheme and assessment procedures are implemented consistently across the school. - Assessment information is used effectively to monitor pupils' musical progress and inform teaching.
27. ICT provision is available and well used to support good learning and progress in music	Rating: 2	ICT is used effectively to support music teaching and learning. Pupils have regular access to laptops and music-making software through the Charanga Creative Music Scheme, enabling them to compose, perform and explore musical ideas using technology.	- Continue to provide regular opportunities for pupils to use music technology within the curriculum. - Monitor the effective use of ICT to support pupils' musical learning and creativity.	- Pupils use music technology confidently to support composing, performing and exploring musical ideas. - Monitoring demonstrates that ICT is used consistently to enhance music teaching and learning across the school.
28. Pupils are encouraged to take external assessments and examinations in music and in instrumental playing and singing where appropriate	Rating: 2	While the school does not routinely enter pupils for external music examinations, pupils are supported to access additional instrumental tuition where appropriate through a visiting music teacher. Families seeking further musical opportunities are encouraged and supported by the Music Lead, with external examinations available where appropriate through individual instrumental tuition.	- Continue to promote additional instrumental tuition for pupils who wish to develop their musical skills further. - Support pupils and families by signposting appropriate opportunities for external music qualifications where relevant.	- Pupils wishing to pursue additional instrumental learning are supported to access appropriate opportunities. - Families are informed of opportunities for external music tuition and qualifications where appropriate.
29. There is an enrichment programme of ensembles, groups, choirs and activities	Rating: 3	Pupils have access to a range of musical enrichment opportunities, including choir, iRock and lunchtime music clubs. Additional opportunities are also provided through school performances and productions throughout the year. While these opportunities are valued by pupils, the frequency and range of extra-curricular provision varies across the school year. Developing a more regular programme of musical enrichment is a future priority.	- Continue to provide choir, iRock and other musical enrichment opportunities throughout the year. - Explore ways to increase the regularity of extra-curricular music activities, taking into account staffing, pupil interest and available facilities. - Promote enrichment opportunities to encourage participation from pupils across the school.	- Pupils continue to have access to a range of musical enrichment opportunities beyond the curriculum. - Extra-curricular music provision becomes more consistent across the school year where possible. - Participation in musical enrichment activities is maintained or increased over time.
30. There are regular performances a	Rating: 2	Pupils participate in a range of regular performances throughout the year, including singing, instrumental performances, ensembles, school productions, parent events and community performances. These opportunities allow pupils to develop confidence, musicianship and performance skills in a variety of contexts.	- Continue to provide a broad range of performance opportunities both within school and, where possible, in the wider community. - Monitor the range of performance opportunities to ensure all pupils have opportunities to perform during their time at school.	- Pupils continue to participate in a variety of performances throughout the school year. - Performance opportunities remain an established and valued part of the school's music provision.
31. The school makes good use of visiting professional musicians	Rating: 3	Pupils benefit from a range of experiences with professional musicians and performers, including visits to high-quality performances and workshops	Continue to access opportunities provided by professional musicians and visiting organisations.	Pupils continue to experience a range of high-quality live musical performances and workshops.

Criteria	Rating	Commentary	Actions	Success Criteria
and artists to inspire and support learning and pupils' experiences		led by visiting organisations and musicians. These opportunities enrich the music curriculum and inspire pupils by exposing them to live music-making. The school will continue to explore opportunities to invite additional professional musicians into school to further enhance pupils' musical experiences.	- Explore opportunities to invite local musicians and performers into school to lead workshops, performances or demonstrations. - Continue to provide opportunities for pupils to attend high-quality live musical performances.	- Opportunities to work with visiting professional musicians are maintained and further developed where possible. - Pupils demonstrate increased enthusiasm and engagement through exposure to professional musicians and live music.
32. The school is well connected to the local music education hub / music service and pupils are signposted to additional activities	Rating: 3	The school has established links with the Norfolk & Suffolk Music Hub and accesses professional development, resources and musical opportunities through the hub. Families interested in further instrumental learning are signposted to appropriate opportunities where relevant.	- Continue to work in partnership with the Norfolk & Suffolk Music Hub. - Continue to signpost pupils and families to additional musical opportunities where appropriate.	- Strong links with the Norfolk & Suffolk Music Hub are maintained. - Pupils and families continue to be informed about appropriate opportunities to extend their musical learning.

Section 3: Leadership and Management

Criteria	Rating	Commentary	Actions	Success Criteria
33. There is an up to date school policy for music which sets out its vision and how it supports and contributes to the school's values and ethos	Rating: 1	The school has an up-to-date music policy that clearly sets out the vision for music and its contribution to the school's values and ethos. This is supported by an annual music action plan, which identifies priorities for development and is shared with staff and parents.	- Review and update the music policy and action plan annually. - Ensure the vision for music continues to be reflected in curriculum delivery and school practice.	- The music policy and action plan remain current and reflect the school's vision for music. - Monitoring demonstrates that music provision continues to align with the school's values and curriculum intent.
34. There is a subject leader who is responsible for music in the school	Rating: 1	The school has a designated subject leader for music who is responsible for leading and developing music across the school.	Continue to ensure that music subject leadership is maintained and supports the ongoing development of music provision.	The school continues to have a designated music subject leader who oversees the development of the subject.
35. The school's senior leaders routinely monitor the quality of teaching and learning in music and feed back to teachers	Rating: 1	Senior leaders routinely monitor the quality of music teaching and learning through lesson observations, subject monitoring and professional dialogue. Music is monitored alongside other curriculum subjects to ensure high-quality teaching and continual improvement.	- Continue to monitor the quality of teaching and learning in music through the school's monitoring cycle. - Provide feedback and support to ensure the continued development of music provision.	- Music continues to be monitored regularly as part of the school's quality assurance processes. - Monitoring and feedback support the continued improvement of teaching and learning in music.

Criteria	Rating	Commentary	Actions	Success Criteria
36. Music features in reports to governors to highlight achievements and areas for development		•	•	•
37. The place of music in the school, and its relationship with other areas of learning in and out of the curriculum, is well articulated	Rating: 1	Music is a valued part of the curriculum and wider school life. Pupils receive regular weekly music lessons, and music is incorporated into assemblies, performances and seasonal celebrations. Where appropriate, music makes meaningful links with other areas of the curriculum, enriching pupils' wider learning and experiences.	- Continue to promote the importance of music within the curriculum and wider school life. - Continue to develop meaningful cross-curricular links where appropriate.	- Music remains a valued and visible part of school life. - Pupils continue to experience regular music lessons alongside a range of cross-curricular and whole-school musical opportunities.
38. Music features regularly in the school's improvement plan; it shows ambition, articulates targets for all children and young people to achieve good musical standards and identifies strategies and resources to enable them to develop and progress musically	Rating: 2	Music is supported through a clear curriculum map, an annual subject action plan and ongoing subject evaluation. These documents identify priorities for development, promote high musical standards and ensure that music continues to develop as part of the wider curriculum.	- Review and update the music action plan annually in response to monitoring and evaluation. - Continue to identify priorities that support pupils' musical development and high-quality music provision.	- Music development priorities are clearly identified and reviewed regularly. - Monitoring demonstrates that planned actions continue to strengthen music provision and pupils' musical outcomes.
39. There is a commitment for providing CPD opportunities and programmes in music that have a positive impact on the quality of pupils' learning and achievements	Rating: 1	Music staff have access to high-quality CPD to support the delivery of the music curriculum and further develop subject knowledge and pedagogy.	- Continue to provide and promote high-quality CPD opportunities for staff teaching music. - Ensure professional development continues to inform and strengthen classroom practice.	- Staff continue to access relevant music CPD. - Monitoring demonstrates that professional development has a positive impact on the quality of music teaching and learning.
40. There is a governor linked to music		•	•	•
41. Pupils' musical progress and attainments are celebrated regularly amongst the school and its communities	Rating: 2	Pupils' musical achievements are celebrated regularly through school performances, parent cafés, curriculum events, productions and other musical showcases. These opportunities enable pupils to share their musical learning with families and the wider school community. The school has also begun to strengthen links with the local	- Continue to celebrate pupils' musical achievements through performances, curriculum events and whole-school celebrations. - Explore additional opportunities for pupils to perform within the local community and share their musical learning with a wider audience.	- Pupils' musical achievements continue to be celebrated regularly within school and with families. - Community performance opportunities are maintained and further developed where appropriate.

Criteria	Rating	Commentary	Actions	Success Criteria
		community through performances, and there is scope to develop these opportunities further.		Pupils demonstrate increasing confidence and pride in sharing their musical learning with a range of audiences.