

Name of School	
Name of Contact Teacher	
Contact Email	

SOUNDSTORM MUSIC EDUCATION HUB: SECONDARY SCHOOL MUSIC SELF-ASSESSMENT FORM

This School Music Self-Assessment Form should be completed as the first stage in your SoundStorm/Wave membership for 2017/18, along with the Terms and Conditions and School Music Audit.

Please return all documents to us as soon as possible and no later than 29 September 2017. All schools are asked to complete this form.

Please assess your music provision as honestly as possible. Once returned, the completed form will enable the Hub to devise a programme (or School Music Education Plan) that ensures resources are appropriately targeted through a mixed programme of CPD, appropriate classroom provision, project inputs and expert support. The assessment is confidential and will not be published or shared.

Bronze (standard expectation for all schools)		Silver (builds upon bronze)		Gold (builds upon bronze and silver)	
	Y/N		Y/N		Y/N
1. There is an assigned lead person who is responsible for music		1. There is an assigned lead member of staff who actively engages with the local Music Education Hub		1. Music is embedded in the whole school (e.g. students are released from other curriculum lessons to attend instrumental/vocal lessons)	
2. There is a school music policy that is inclusive of all children		2. Every child is sustained in meaningful musical activities		2. The school is actively involved with the local Music Education Hub and helps drive change	
3. Appropriate measures are taken to ensure that all music activities are accessible to all children		3. There is a sustainable take up of GCSE/BTEC, (and A Level, if appropriate) courses		3. The school engages and/or leads CPD opportunities in/out of school and supports other schools	
4. The KS3 National Curriculum (or other suitable curriculum) music teaching builds on KS2 experience and attainment using appropriate Schemes of Work		4. There are regular weekly instrumental lessons open to all pupils in small groups, pairs or individually		4. There are regular performance opportunities in/out of school	
5. Lessons are progressive, challenging and developmental across a range of genres		5. There is a range of regular weekly school-based choirs/ensembles; or an accessible extra-curricular music opportunity		5. All additional external projects are linked to the curriculum and provision map	
6. Music activities are assessed (the school has accessible Assessment and Accreditation opportunities for SEND)		6. The School engages with the Music Hub and School CPD opportunities		6. All musical activities have clear outcomes with tangible evidence of their impact	
7. There is at least one weekly school choir or ensemble which is run by a member of music department staff		7. There are performance opportunities in/out of school		7. Music making across the school is of a high quality with formal monitoring systems in place to support good practice.	
8. Some additional external projects may take place		8. External projects help support National Curriculum music and the arts		8. Pupils can communicate about music using appropriate vocabulary in a meaningful way; and/or can share and express their feelings through music	
9. There is a post-KS3 offer for music (e.g. GCSE/BTEC) where appropriate		9. There is an assigned Governor with responsibility for Music		9. It is evident that music plays an important role in the life and ethos of the school	
<i>Music Provision should be progressive and sustainable with a clear focus on the development of skills, knowledge and understanding</i>					



WHAT YOU CONSIDER TO BE YOUR PRIORITIES

Reflecting on the self-assessment, **what areas do you believe are the priorities for Hub investment for your school?** Please consider prioritising developments which would have a sustainable impact i.e. building legacy or skills within the school community. Please provide as much information as possible e.g.

- Activity for a specific year group (KS3 enrichment is a Hub priority for 17/18)
- Activity delivered within a specific term
- Specific curricular support for KS4 or KS5

PRIORITY 1	
PRIORITY 2	
PRIORITY 3	

Refer to the partners' menu: what activities are you interested in accessing which would address the priorities above?

PRIORITY 1	
PRIORITY 2	
PRIORITY 3	

HELP FOR YOU

What support do you need to develop in your role? For example, support with:

- Developing schemes of work
- Developing an assessment process
- Advocating for music with your SLT
- Engaging and empowering peers to use/teach music
- Interpreting the National Curriculum
- Other

Thank you for completing this form