

**Music Action Plan**  
**Reflection, Impact & Data**  
**(2023 - 2024)**



**Vision**

**At Knights Enham Junior School we provide...**

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

**'Together We Achieve'**



## ● Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

### Overall effectiveness Good

- |                                                |      |
|------------------------------------------------|------|
| ● Effectiveness of leadership and management   | Good |
| ● Quality of teaching, learning and assessment | Good |
| ● Personal development, behaviour and welfare  | Good |
| ● Outcomes for pupils                          | Good |

### Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

## Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

### 1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. To continue to raise the **standards of writing** across the school, aiming to improve progress of all children.
2. To continue to develop **assessment for learning** within the planning process, to allow more opportunity for challenge.
3. To continue embedding **early reading** and **phonics across** the school through the school's culture for rigorous reading interventions.

### 2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. To continue to embed the **school values** within the school curriculum to **support pupil well-being**.
2. To continue developing rich experiences through **cultural capital** by developing **pupil curriculum passports**.
3. To continue to **evolve the school curriculum** by adapting planning and skills based on last year's outcomes.

### 3. SEND

Meeting the needs of all children to ensure good progress.

1. To continue to develop assessment for learning by identifying gaps for pupils **working below the age-related** expectations.
2. To continue working on **quality first teaching** and **task design** to meet the needs with SEND.
3. To continue to embed the **online systems** to triangulate all the information we record on the progress made by pupils in areas of their learning.

## Successes

- Music is a continuously developing subject that is very important to our school, the subject helps to embed our school vision and values and compliments learning in other areas of the curriculum.
- Music teaching is happening more consistently at the school, enjoyment is evident through pupil voice and good attainment is shown through data for this year (*please see separate data exploration below for specific points relating to this*).
- Our curriculum has strengthened further this year, with clear final outcomes that have allowed children to confidently explore the key elements and skills in music. Our curriculum is cyclical and focuses on progression of skills, therefore pupil confidence is starting to become more layered and evident. We have been using Charanga's New Model Music Curriculum V2 this year, which has allowed children to be exposed to more varied types of music and to be involved in richer discussions around music. This has resulted in a richer curriculum.
- We now have a full class set of glockenspiels, which has given all children at the school better opportunities to improve their skills using an instrument. Children do not have to share glockenspiels now, so they experience twice the amount of playing time.
- Listen 2 Me outsourced music lessons have continued to span from Y4-Y6 with positive outcomes, strengthening progression of skills and developing the childrens understanding of notation.
- More opportunities for music learning and enjoyment have been provided at our school through trips and a number of singing performances and opportunities. Pupils have also enjoyed brass club and choir and have had an opportunity to write a song for a national song writing competition.
- School productions in Y3 and Y6 helped children to apply their learning in singing to a real performance context, which ultimately helped more children to achieve good outcomes in singing.
- We worked with Hampshire Music Service to train some children at our school to become vocal ambassadors, which is something we will be developing further in the next academic year.
- We have had a record number of boys auditioning for and joining the school choir this year. Boys seem to be accessing, enjoying and achieving well in music. It has, historically, been more challenging to engage boys in music. We are proud of the work we are doing here to ensure the music curriculum is inclusive.
- Themed singing assemblies have been a success and allowed children to explore more varied styles of music and different ways of enjoying singing.
- Our Music and Art history lessons have improved knowledge of music history, this will continue to be evident as each child moves up through the school and is able to experience each era of music chronologically. The children particularly enjoyed our singing assemblies during this half term, where we explored songs from the past. All classrooms now have a music history timeline.
- We implemented Music and Art History Day which was a success and we received positive feedback from children and staff. Pupils are beginning to understand how music and art of the era are interlinked and this knowledge will increase as they experience this day in each year group.

## Next steps

- Although our curriculum is improving, there is still work to be done to improve confidence in teaching. After receiving feedback from teaching staff, it has been consistently noted that Charanga can be too open and needs lots of scaffolding in order to be able to deliver it well. For this reason, we have made the decision to move to a different scheme called 'Kapow'. Lessons and units on Kapow are structured well, more inclusive and allow for better CPD opportunities for staff. We are confident that this is the right move for pupils to experience a more enjoyable, consistent, progressive, culturally rich and inclusive curriculum that is delivered well.
- Implement Kapow's scheme of work in both the Junior and Infant school to ensure that the curriculum is consistent from YR-Y6. The music lead at the juniors will also be replicating our curriculum and providing CPD for the staff at the infants. This will improve short-term attainment at the Infant School and long-term attainment at the Junior School.
- Tailor assessment to reflect the new scheme and to support teachers in their assessments. Deliver training on new scheme and assessment.
- Ensure that there are enough music resources at the Infants for them to access their scheme of work.
- Move away from system where music is always taught by cover staff during PPA, although this was helpful in ensuring consistency, we need to ensure that quality in delivery is not compromised to ensure our curriculum is delivered in a way that helps all children to make progress. This will also ensure that evidence and evaluation of music is consistent. A mixed approach to the timetable will be considered to ensure quality.
- To implement new ways of evidencing and evaluating our music learning consistently. A floor book, evidencing app and folder will be discussed and considered.
- There is more work to be done to ensure that our curriculum is fully inclusive, especially for children with SEND. We also need to ensure we are identifying children who show potential for greater depth and to provide a good level of challenge for all.
- We have given children lots of opportunities to experiencing singing performances outside of school, however, we would now like to increase our opportunities for experiencing music in different contexts. For example, trips to see an orchestra. We have already booked a Brass Demo for Autumn Term.
- Last year a key focus was to strengthen the Music History element of our curriculum, which we have done well, this year we wish to focus on composition. I will be delivering training on this to staff and will also be planning a 'battle of the bands' event in school, where each year group will have the opportunity to compose a song. This is further to each year group experiencing a composition unit as part of their scheme of work.
- Implement a Vocal Ambassador scheme within our school to empower children in signing assemblies and choir.
- Take on feedback that children would like to chose some singing assembly songs and to give them opportunities to do so.
- Musical vocabulary is still not always being used confidently to describe music, we will be ensuring that this language sits at the heart of our teaching and curriculum and will make space in each classroom for some vocabulary prompts to encourage retainment and use.
- To implement whole-class instrumental lessons in Y3 taught by the music lead, using the Kapow scheme, this will prepare children for better attainment and understanding of notation in the first year at the Junior School.

Music Data – 2023-2024

Attainment:		2023-2024
Whole School	GDS	0%
	ARE	78%
	BARE	20%
Year 3	GDS	0%
	ARE	62%
	BARE	36%
Year 4	GDS	0%
	ARE	94%
	BARE	6%
Year 5	GDS	0%
	ARE	90%
	BARE	5%
Year 6	GDS	0%
	ARE	71%
	BARE	29%

% of chn. at ARE	Whole School	Year 3	Year 4	Year 5	Year 6
Boys	75%	61%	88%	87%	68%
Girls	82%	64%	100%	94%	72%
PP	74%	59%	89%	88%	70%
Non PP	85%	71%	100%	93%	72%
EAL	87%	67%	100%	86%	100%
Non EAL	77%	61%	93%	91%	68%
SEND	51%	30%	75%	75%	36%
Non SEND	89%	79%	100%	96%	81%

## Data Analysis:

### Points to consider for next year:

- Data is complimentary when considering attainment in core subjects. This shows us that all children can be successful in music given the right conditions for success.
- Although children are achieving well in music, the data highlights a need for a focus on more specific learning objectives to assess against and support with forming assessments, which will be a key focus for 2024-2025.
- We have worked hard to ensure that our music curriculum appeals to both girls and boys, the gap in attainment between girls and boys is closing but there are still areas to work on.
- Children with EAL are achieving well in music. Inclusivity in this area of the subject is strong.
- 51% of children with SEND have achieved ARE in Music for the academic year of 2023-2024, a key focus in the next academic year will be raising attainment for pupils with SEND through a new scheme and training.
- Children with Pupil Premium are achieving well in Music at Knights Enham, however, there is work to be done to close the gap in attainment in Year 4 (current Y3).
- We currently have no children achieving greater depth at our school, this is something we need to work towards understanding better. In Y6 (current Y5) we have children showing potential who have excelled in L2M and have had access to brass club.



## 1. Teaching & Learning

### Improve the consistency and quality of Music teaching

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure pupils are exposed to a rich and progressive Musical curriculum.	Introduce V2 Model Music Curriculum via Charanga and reassign Listen 2 Me sessions to span across different year groups (4-6). Deliver Charanga training and pinpoint to key resources to ensure expectations for Music are clear and teachers are supported.	Subject Lead	Autumn Term training/ongoing		Music Curriculum has strengthened this year, children have greater access to a wider range of music from different styles and cultures. Progression of skills is reflected in the curriculum.
To ensure that Music is taught regularly and confidently throughout the school.	Discuss timetabling, implement medium and long term plans – Music being taught in PPA time to provide consistency. Provide clear scheme and direction for Music curriculum. Promote the importance and positive impact of Music teaching.	Subject Lead Book reviews – Charanga account information. Teacher feedback.	Ongoing		Music lessons have been clear and consistent, children know what skill they are focusing on and have been able to talk about their learning.
To Implement a method for ongoing assessment of musical skills.	Final outcome to be evidenced through pictures/videos or writing depending on task. Outcomes uploaded to school system.	Subject lead, teacher and pupil feedback.	Autumn term training/Ongoing		Learning walks have shown that music is happening consistently and good quality lessons are being delivered, however, photo and video evidence remains inconsistent. This remains an ongoing target – we need to work on how we show progress.
To help teachers to gain an understanding of the positive impact of Music for children with SEND and supporting teachers with differentiation.	Training and resource pinpoints to be given with reference to supporting children with SEND in Music.	Subject lead. Teacher feedback. Charanga Assessment Checkpoints and grids.	Autumn term training/ongoing		Discussions around how to make the most of 'low floor high ceiling' tasks have helped staff to scaffold learning. A new scheme will support us with this further in the next academic year.

## 2. Curriculum and Outcomes

### Create progressive and engaging scheme

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure children are challenged appropriately and that progression is made.	Final outcomes to be designed and delivered according to the progression skills document to ensure progression is seen across the year groups.	Subject lead	Autumn term training/ Ongoing		Final outcomes have worked well and helped children to build excitement in their learning as they have something to work towards. Final outcomes have also helped with strengthening each music skill and has supported assessment.
To provide high quality singing assemblies which improve vocal and performance skills and feed into progression in Music, PSHE and literacy.	Music lead to take Music assemblies each week – carefully choosing half-termly themes and activities to align with school values, insert more cultural and historical understanding and progress vocal and performance ability.	Subject lead and teachers	Ongoing		Themed assemblies have worked well to build up knowledge and excitement around the music at our school, they have also complimented units of work. Thee children enjoyed our signing and music history themes.
To give children more opportunities to explore the cultural and historical significance of Music from the renaissance until the current day.	Plan and implement 'Music and Art History Day' alongside Art lead in Spring Term.	Subject lead and teachers	Spring Term		Children worked on projects which complimented their era of music history and helped them to understand the links between music and art in their era. Children gave very positive feedback about the day and produced some wonderful work.
To give children more opportunities to experience music outside a school setting.	Reach out to the community and find opportunities for experiencing music and performing outside of school. Try to plan a consistent schedule for music opportunities – taking inspiration from other local schools.	Subject lead	Ongoing		Children have accessed more opportunities, particularly in singing performances, this year – which has complimented the learning and improved outcomes and confidence in singing. Brass club has also been a success and allowed a group of children to become confident, particularly with notation.

### 3. SEND Task design

Intent	Implementation	Monitoring	Timescale	Budget	Impact
<p>To ensure that appropriate differentiation is provided for children with SEND to support with progress.</p>	<p>To take advantage of 'low floor, high ceiling' task design to cater to the strengths of each individual child.</p> <p>To enlighten staff on the wide-reaching benefits of Music education for children with SEND.</p>	<p>Subject lead Teachers</p>	<p>Staff training/ Ongoing</p>		<p>Children with SEND are able to enjoy, access and achieve in music. Outcomes are particularly strong in Y4 and Y5.</p>