



Music Development Audit & Evaluation

Music Self-Evaluation

1 - In the classroom

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
Music is delivered 'ad hoc' and not in every class. Some groups of students are unable to access the music curriculum. Monitoring of pupil progress is irregular and there are limited opportunities to celebrate progress. There are limited resources for teaching	We are aware of the Model Music Curriculum and/or Sounds of Intent Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum at an appropriate level. Students engage with schemes of work and build areas of musical interest whilst growing skill and/or confidence, and making personalised progression. There is adequate space and resources for teaching, including class sets of tuned/untuned instruments or adapted instruments	The music curriculum is ambitious, drawing on insights from the Model Music Curriculum and/or Sounds of Intent Curriculum sequencing is clear Good progress is demonstrated in an age/stage appropriate way developing technical, constructive, and expressive aspects of music' Pupils 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	Curriculum goes beyond the level of the Model Music Curriculum/Sounds of Intent, seeking to address barriers to access by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events)
Notes/Context: DEVELOPING • Kapow! Music scheme purchased with Cycle A and B options. 2026/27 Academic year will be Cycle A. • Bespoke singing lessons are delivered to Year 3/4 by Sheffield Cathedral. These children then perform at Sheffield Cathedral as part of their Christmas Eucharist. Resources/instruments in music cupboard: • Glockenspiels (class set); Variety of sized drums (7-10), Several wooden Xylophones (Large/oversized), Recorders (150+), Tambourines (8-10), Tub of other percussion instruments (maracas, triangles, beaters, shakers etc.) • All pupils attend a concert at Christmas to have the opportunity to enjoy a live performance.			

Music Self-Evaluation 2 - Beyond the classroom

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
Singing, where appropriate, takes place infrequently and repertoire is not varied. There are opportunities to perform for a small number of pupils. Facilitation of one to one and small group tuition for those who want it is limited and inconsistent. There may be barriers to participation. Musical skills/interests cannot be extended as there is a limited enrichment offer and we don't have enough knowledge of what there is available in our local area.	Singing and vocal work is frequent, varied and all students are engaged in an appropriate way (i.e. signing, pre-recorded sounds) All pupils, including those with the most barriers to access, have opportunities to perform regularly. In-school musical events take place at least once a year. The school facilitates specialist tuition. Pupils facing the largest barriers are supported in this. Musical skills/interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.	Singing and vocal work (including alternative methods of access) is embedded into the life of the school, drawing on a wide range of high quality, age/stage-appropriate repertoire and developing musicianship. Music performance is a prominent part of school life from an early age; music is performed in assemblies and events both during and after school. In-school musical events take place at least once a term. Students perform to the wider community in local/regional events (i.e. Hub events, links with local care homes, links with other school). In-school musical events take place, where possible and appropriate, termly. Provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved in music making beyond the classroom.	A long-term singing strategy is in place that ensures access and progression for all students. 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. Students are able to take leadership roles in musical opportunities. The school is actively involved in national/large scale events that are accessible to their pupils, including digitally where that is more appropriate.

Notes/Context: **Developing with some secure areas.**

- **Kapow! Scheme of work allows and provides a diversity through different musical genres and traditions from other cultures around the world.**
- **Year 3/4 perform at Sheffield Cathedral following their singing lessons with Mr Pinto (Sheffield Cathedral Singing Programme).**
- Singing assembly on Wednesdays – starting with warm ups
- **Several pupils attend Rock Steady! Lessons on Wednesday afternoons.**
- **Mr Pinto (music specialist working with Y3/4 this academic year) and Rock Steady! Lessons for several pupils.**
- **Following Mr Pinto's singing lessons. Information is shared with parents/carers about how this can be continued beyond school – through weekly sessions at the Cathedral.**

Music Self-Evaluation 3 - Leadership and Management

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
A named subject lead is in post Training for staff delivering music has limited impact	A named, trained subject lead is in post. The subject lead is supported by a senior leader advocate in school, who understands the Model Music Curriculum and Sounds of Intent framework (where appropriate) and is aware of the National Plan for Music Education. All staff delivering music receive annual training, addressing their CPD needs and has impact.	Music is explicitly referred to in the school improvement plan and the subject development plan drives continuous improvement A named member of the governing board takes a special interest in subject provision, supporting strategic development and holding leaders to account All staff receive annual training to maintain their confidence and build expertise	There is a five-year strategic vision for music that is in line with the National Plan for Music Education Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks)

Notes/Context: Focussing

- New to subject lead role
- Music lead lacks knowledge of Model Music Curriculum
- No training for staff has taken place during new subject leads time in school (January 2026) but new scheme of work was explained briefly.
- New Music scheme introduced through Kapow! – Subject lead has worked with Kapow! Curriculums previously.
- **Targets for forthcoming year. Supporting staff through use of new scheme and subject lead to actively seek CPD opportunities for primary music curriculum**

Music Self-Evaluation

4 - Community & Partnerships

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
Engagement with the Music Hub is inconsistent 1 Small-scale performance takes place in the community, building on existing school links 2 Some families support music-making in the school by attending events	The school takes up opportunities from the Music Hub and signposts opportunities for students Community links with music are established, and regular events take place throughout the school year Families actively support music making, through support at events and through home learning 3	The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits The views of families have been considered when developing music provision.	The school is a leading school in the local community and with their Music Hub There is a co-ordinated programme of community events, planned in partnership Families and the wider community are actively involved in school music making
Notes/Context: Focussin - 1. Music lead has had limited contact with Music Hub since taking over role in Spring term - 2. Easter and Christmas singing performances shared with families of school either in school hall or adjoining church hall. Parents invited to share celebration. - 3. Rock Steady performance at end of each term – parents of pupils involved invited in to watch alongside whole school. - More community links and opportunities from Music hub (in addition to other music external providers) to be signposted to families.			



Emmanuel Junior Academy Music Development Plan 2025-2026



'Be Respectful, Be Courageous, Be Safe'

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

Name of School:	Emmanuel Junior Anglican/Methodist Academy
Date:	September 2025 – reviewed on 30th June 2026
Next Annual Review Date:	July 2027
School Context:	Junior school – 6 classes (Y3/4 x 3, Y5 x 2, Y6 x 1) <200 pupils on roll.

Priority Area	Music Development Aims (copy/paste statements from self-evaluation here)	Action (what you need to 'do' to achieve aims)	Review
In the Classroom	1) Music is a timetabled subject, but not in every class, with schemes of work and assessment opportunities available. 2) Most students are able to access this curriculum at an appropriate level. 3) Monitoring of pupil progress is irregular and there are limited opportunities to celebrate progress.	1) Staff to be made aware of importance of music being timetabled each week. All classes receive at least one hour of curriculum music per week across the academic year. Kapow! Music scheme to be re-introduced to staff during INSET days of 26-27 academic year showing where resources can be found in addition to what resources we have in school for use within lessons. Sheffield Cathedral Partnership will deliver singing lessons to all pupils every week for 15 minutes. 2) Kapow! Scheme to be used to allow all pupils access to music curriculum at appropriate level. 3) Assessments within scheme to be used to show progress within pupils. Offer music assemblies for each class where classes can show what they've learnt in music over the term (Music Celebration assembly).	
Beyond the Classroom	1) Students perform to the wider community in local/regional events (i.e. South Yorkshire Hub events, links with local care homes, links with other school).	1) Discuss with local care homes opportunity to perform songs and hymns around specific areas of academic calendar, such as Christmas. In addition, building relationship up with infant school close by to enter school and perform for their younger classes, as there are siblings across both schools – parents also invited for these events.	

	2) Musical skills/interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate. 3) Local opportunities are signposted.	2) Rock Steady to continue with opportunities for pupils to perform in music during school time. Music Leader to establish a school choir or vocal ensemble and consider them performing at national events (e.g. Young Voices). Music Leader to contact South Yorkshire Music Hub to enquire about other music teachers who can offer 1:1 peripatetic music lessons 1:1 in school. 3) Subject lead to find, make links and advertise local music opportunities for students.	
Leadership and Management	1) A named, trained subject lead is in post. 2) The subject lead is supported by a senior leader advocate in school, who understands the Model Music Curriculum and Sounds of Intent framework (where appropriate) and is aware of the National Plan for Music Education. 3) All staff delivering music receive annual training, addressing their CPD needs and has impact.	1) Subject lead to access additional music training through South Yorkshire Music hub and school trust opportunities. 2) Support from Headteacher with music and providing support when appropriate. In addition, subject lead make links with other school music leads within the trust to build additional support. 3) Subject lead to book CPD opportunities for additional training addressing gaps in knowledge and build confidence to support staff delivering music curriculum.	
Community and Partnerships	1) The school takes up opportunities from South Yorkshire Music Hub and signposts opportunities for students 2) Community links with music are established, and regular events take place throughout the school year with some families supporting music-making by attending events	1) Subject lead to monitor and signpost incoming information from South Yorkshire Music Hub regarding opportunities for students. 2) Links with families and friends of Emmanuel to be invited to events, such as Christmas Carol Singing and Easter Celebrations. In addition, invites to continue for Rock Steady parents, whose children attend lessons.	

Future priorities following review on June 2026 (2026-2028):

- Establish school choir.
- Increase South Yorkshire Music Hub engagement.
- Develop live music experiences.
- Improve staff confidence through CPD.