

Wessex MAT Schools Music Audit and Music Development Plan

Name of School: The Purbeck School

| | Wessex MAT Aspiration (based on NPME2 guidance). | Where are we now? | Where do we want to be in 1 year? | Where do we want to be in 3 years? | SMART Targets for 2023-24 Specific, Measurable, achievable (it's possible), realistic (it's practical), time - bound |
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| In the classroom | <i>Curriculum Music is timetabled for at least one hour each week of the school year for Key Stages 1 to 3. Progression routes are available at KS4 and KS5 (at appropriate schools).</i> | <p>Music timetabled for 1hr per week on alternate half terms for Y7; 3hrs per fortnight for Y8/9 on alternate half terms. So approx. 50-75% of the NPME2 guidance allocation.</p> <p>KS4 GCSE course is offered and available; currently no KS5 provision</p> | Building on quality first teaching and maximising the impact of each lesson to mitigate the impact of slightly reduced contact hours. | With an additional member of staff in the music department to be able to offer KS5 music and potentially increase the KS3 offer to be in line with NPME2 guidance. | Have a discussion with the Headteacher about planning for the future and expanding the music department to be able to facilitate more lesson time. |
| | <i>The music curriculum is at least as ambitious as the MMC and is clearly sequenced with clear progression of incremental learning of the technical, constructive, and expressive aspects of music. It is taught using appropriate teaching methodology with a strong focus on making music.</i> | <p>In the majority of areas the music curriculum is at least as ambitious as the MMC with students engaging with a range of musical styles; students do a range of performing and composing activities with good access to music technology.</p> <p>The only area where we are not as ambitious is in the teaching of notation which we only do to a basic level at KS3; this is due to available curriculum time and the reality that the majority of</p> | Continue to hone and refine SOL and individual lessons to ensure good progression across the curriculum. | If there were to be an additional member of staff then we could teach a more full and thorough KS3 programme which would include a greater emphasis on notation and critical listening skills. | Continue to hone and refine SOL throughout the year. Complete a SOL review in summer of 2025 to ensure that curriculum is ambitious and well sequenced. |

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| | | students do not come to us in Y7 having had experience of using notation. | | | |
| | <i>There is adequate space and resources for teaching, including class sets of tuned and untuned instruments and access to technology.</i> | Class sets of tuned instruments (keyboards, half set of guitars, some ukuleles), some untuned (three acoustic drum kits and some djembes). Large main teaching classroom and a number of smaller practice rooms available. | Continue to update and replace equipment to maintain good quality equipment for student use. | Continue to update and replace equipment to maintain good quality equipment for student use. Look to update the ICT Facilities to be able to use a more advanced DAW (Eg. logic) rather than cloudbased Soundtrap – especially for KS4 | Have a meeting with the IT team to explore our options around a more advanced DAW. |
| | <i>Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)</i> | The curriculum is accessible and delivered with adaptive teaching methods that aim to support and include all students. Department specialist Learning Mentors have been introduced this year and this seems to be having a positive impact overall. | Increase funding for pupils with SEND to have lessons with peripatetic tutors. | Increase funding for pupils with SEND to have lessons with peripatetic tutors. | For students with SEND to be able to make at least expected levels of progress in line with the progress rates of peers. |
| | <i>First/Primary Schools: Whole-class tuition is delivered on an instrument for some of the curriculum</i> | N/A | N/A | N/A | N/A |
| Beyond the classroom | <i>First/Middle/Primary Schools: Singing and vocal work is embedded into the life of the school (daily singing and assemblies), drawing on a wide range of high-quality, age-appropriate repertoire and</i> | N/A | N/A | N/A | N/A |

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| | <p><i>developing musicianship. All staff in the school are able to support singing.</i></p> | | | | |
| | <p><i>Music is performed in assemblies and events (such as sports day and open evenings) and there is collaboration between music and other subjects (notably in performing arts). Pupils also perform to the wider community in local/regional events (for example, Hub events and local festivals). In-school musical events take place at least once a term.</i></p> | <p>Music is performed at a wide range of school events throughout the year; Carol Service, Open Evening, Leavers Assemblies, School Show, Spring Showcase.</p> <p>Performances in the local community eg. Hospice care Christmas event</p> <p>Collaboration between Music and Drama/Art departments for the School Show, held annually.</p> | <p>Continue to build a culture of performance where music is embedded in school life; continue to work on a culture of support and affirmation within the wider school community to help students feel confident performing in front of their peers.</p> | <p>More performances in front of the whole school; students feel more confident to perform in front of their peers.</p> | <p>Provide at least 5 musical performance opportunities across the year that engage a wide range of pupils across different year groups.</p> |
| | <p><i>There is an opportunity for all pupils to see live music performance at least once per year.</i></p> | <p>Opportunities currently are sporadic.</p> | <p>Ensure there is at least one live music opportunity this year.</p> | <p>Ensure there are at least two live music watching opportunities per year.</p> | <p>Research and book in an opportunity for a trip out to see a live music event in 2025.</p> |
| | <p><i>The school facilitates 1:1 and small group tuition (including providing space). Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</i></p> | <p>Peripatetic instrumental lessons happen in school with a reasonable uptake. GCSE students are given financial support towards these lessons. PP students are able to access up to £100 per year to go towards music lessons which is helpful but not quite sufficient to remove the barrier fully.</p> | <p>Look for opportunities to fundraise and attract more financial support to open up the opportunities to a wider range of students.</p> | <p>Every student who would like to learn an instrument can learn one; regardless of their families' financial situation.</p> | <p>Ensure that students who are eligible for financial support are aware of it and are making use of it. Increase the uptake of 1:1 tuition, particularly in Year 7 and Year 8 where students have the greatest amount of time available to invest in their musical development.</p> |
| | <p><i>Musical skills and interests are extended through diverse enrichment activities (first schools = at least one choir, middle/upper schools = at least</i></p> | <p>There is a large choir, an orchestra and a number of Rock/Pop bands that students can be involved in. There are</p> | <p>More students attending these clubs. Increased opportunities for students to watch</p> | <p>Increased numbers of disadvantaged students engaging with these clubs through additional external</p> | <p>Continue to run ensembles and provide at least one performance opportunity for students per term.</p> |

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| | <i>one choir and one instrumental group). Opportunities are accessible to all and all pupils are given the opportunity to participate. Local opportunities are signposted.</i> | no costs passed on to the students for these activities. | professional ensembles to inspire them. | funding for students to access instruments/tuition etc. | |
| | <i>The school tracks and monitors engagement in enrichment, ensuring there is a large proportion of Pupils able to engage in music in and out of school.</i> | Attendance at clubs is monitored. | Continue to track and monitor engagement. | Continue to track and monitor engagement. | Monitor attendance/engagement. |
| | <i>Middle/Upper/Secondary Schools: Pupils are leaders and advocates for music in their school.</i> | Students are involved in choosing repertoire for ensembles. Students are advocates for music at public school events such as Open Evening. | An increase in older students mentoring younger students and supporting them in their musical development. | A music prefect team who actively seek opportunities to engage the student body with music making activities. | |
| Leadership and Management | <i>There is a designated Music Lead (+ a lead at academy trust level)</i> | Yes, Head of Department is in place. | Continue as currently | Continue as currently | N/A |
| | <i>All staff delivering music receive annual training, addressing their CPD needs and this has impact ensuring all staff are confident at delivering the curriculum.</i> | CPD opportunities are sought out by the Head of Department to address specific areas of development. | As before plus better integration with other schools across the MAT to share good practice in the music departments. | Regular scheduled cross school CPD sessions. | Music teachers to attend at least one external music specific CPD in 2024/25 |
| | <i>The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education and a named member of the LGB takes a special interest in subject provision, supporting strategic</i> | SLT advocate is in place to support the department; no current named LGB member taking a special interest in music. | SLT advocate is in place to support the department; assign a named LGB member taking a special interest in music. | LGB could have a role with liaising with external agencies and local charities to help attract funding to support music development in the school. | Speak with SLT line manager about a Governing board member to ensure there is a named LGB engaged with Music. |

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| | <i>development and holding leaders to account.</i> | | | | |
| The Community and Partnerships | <i>First/Primary Schools: The school works with early year providers to build a culture where music is valued.</i> | N/A | N/A | N/A | |
| | <i>The school works in partnership with the local music hub and their providers and signposts students to progression opportunities</i> | Head of Music has regular contact with the Dorset Music Hub schools lead. HoM signposts students to relevant opportunities although there is not currently a strong uptake on these activities. | As before HoM signposts students to relevant opportunities – student uptake is increasing. | As before HoM signposts students to relevant opportunities – regular student engagement. | Put posters up of any relevant external events; point these out to students who may engage with them. |
| | <i>The school actively promotes and shares the value of music with parents and the wider school community</i> | Music is clearly valued by SLT and the Headteacher speaks well of the importance and value of music at relevant events. | Have a clear explanation of the benefits of music education shared with parents. | Have a clear explanation of the benefits of music education shared with parents. | Have a page on the website that explains the neuroscience research behind the benefits of learning a musical instrument. Link to this in a parent newsletter. |
| | <i>Parents and carers actively support music making/are involved in music making, through support at events and through home learning.</i> | Parents attend concerts and shows; reasonably good level of engagement. | Parents actively support development of their child through communication with the peripatetic tutors and the Productive Practice Log. | As before | Share the Productive Practice Log with parents of instrumental students. |
| | <i>Middle/Upper/Secondary Schools: The school has links to the wider music eco-system. Students benefit from interactions with those working in the profession through events and trips so that they can gain insight on careers</i> | Reasonably good engagement with Music Hub, local music charity Purbeck Youth Music, Purbeck Instrument Loan Scheme, Rotary Music, WillDoes charity etc. | Increase the effectiveness and impact of these links. | Have a clear MAT engagement plan in place. | Engage with at least one external wider music event in each academic year. |