



What does good music provision in a specialist SEND school look like?

NB You may choose to use the following information as a self evaluation tool or to highlight areas that you may be developing in school as part of your school improvement.

Features of good music provision.	Examples of good provision.
Music and singing are fun and musical and have a high profile in school.	Children are positive about music and singing. Music is visible on newsletters / website / blogs / recordings / displays / individual learning programmes
Music provision is planned, reviewed and evaluated annually.	Co-ordinators / SLT review and evaluate music in school – this could include peripatetic staff / senior music teachers if required.
Curriculum music demonstrates progression throughout the school.	Staff are aware of the key musical skills and how they are developed. Staff use appropriate musical vocabulary.
High quality curriculum music lessons are delivered on a weekly or fortnightly basis. (There will also be evidence of music taking place in continuous provision in EYFS)	Lessons are practical, well paced and can be taught in a short slot. Listening, performing, composing and appraising are integrated into the curriculum. There are music areas in EYFS inside and outside. Lessons are inclusive and all pupils have the opportunity to participate e.g. including the use of accessible music technology and adapted instruments.
Schools have an agreed assessment process for music which is not necessarily linear.	Staff use the process consistently and also make use of tangible evidence such as audio/video recordings. Peer assessment is encouraged. Staff are aware of “Sounds of Intent” as a tool for planning and assessment of pupils from P1 onwards.
Music is incorporated into cross curricular planning.	Evidence of music in creative curriculum that still reflects a progression route that is understood by staff.
Evidence of a singing strategy where children sing regularly e.g part of daily routine or assemblies	There are regular planned singing sessions that are inclusive and differentiated for different key stages. Pupils of all ages participate with enthusiasm. The needs of non-verbal pupils are considered – e.g. signing / use of puppets/Sing Up Clicker resources / VOCAs (voice output communication aids) / using microphones for pupils to vocalise sounds
Musical resources are well maintained and stored accessibly. Appropriately sized /accessible instruments are used.	Labelled trolley / trays of instruments are used which children can organise. There may be adapted instruments or stand mounted options available. Eg adjustable height/slant djembe stands for wheel chair users. Planned upkeep / repair of instruments / consumables
Schools consider previous musical experiences and interests and build on this.	Pupils who play music out of school are encouraged to contribute within school.
All pupils are able to actively participate in music making.	Any pupil wishing to take part in additional music making is able to do so – inclusive music making opportunities are available.

Good music provision in Key Stage 2/3

Children have a free opportunity to learn an instrument for at least 2 full terms (First Access)	Examples of this may be – recorder / tin whistle /steel pan / drumming / ukulele taught with large groups of pupils (class or half class) . This may include a carousel programme using a different experience each term. Suitable teaching spaces are available for teaching.
Children can choose if they want to carry on playing an instrument – may be the same instrument as First Access or additional choices.	This should be pupil led, not by teacher selection. Continuation group teaching is most effective with smaller groups depending on the instrument to allow for maximum progression. Lessons are free/affordable – subsidies are available.
Instrumental lessons are part of a well planned, coherent music provision.	Schools should have a vision of what musical outcomes are desired and can be achieved. Eg. first access Steelband could lead to a school performance group.
Children experience singing with others eg cluster school singarounds. This reflects different styles of singing.	Schools may run in-house singing squares which may sometimes include cluster schools. Many schools also attend citywide sing-arounds and other singing events at prestigious venues in the city.
Children have the opportunity to see live musical performances – assemblies, workshops, projects, external concerts, visiting music teachers.	Evidenced in annual educational visit planning. School staff who play(ed) an instrument / visiting music teachers share skills and play informally for pupils / in a lesson or assembly. Schools regularly attend Live Music Now performances
(Y5/6) Music technology is part of the music curriculum / integrated into cross curricular planning.	Pupils experience the use of music technology applications to record or sequence sounds. They may (independently or with support) use this knowledge to create tracks / add music to film / photo sequences / visual art / poems / stories.
There may be ensembles / choirs in school who are confident to perform to others.	Extra -curricular music provision is available which children can choose to attend. Take up of musical activities is good.
Children have regularly opportunities to share their musical skills both in school and out of school – performance opportunities	Pupils regularly perform and visiting music staff should assist schools e.g. by suggesting schools for exchange or giving dates for termly opportunities.
Peripatetic music teachers contribute to the musical life in a school and provide register and progress information for all lessons.	Music teachers offer regular assemblies and other performance opportunities in addition to weekly teaching. Schools facilitate some time for visiting music teachers to plan with school staff and report on progress.
Schools help to enable practice sessions for pupils especially when instruments remain at school e.g. steel pans	Schools providing a practice session achieve higher quality outcomes – this may be pupil led or with school staff. Visiting music teachers can support this strategy.
Schools include music in transition data to high schools.	Schools ensure that relevant transition information is passed on to colleagues in key stage 3. This could include extra-curricular achievements in addition to pupils learning instruments / enjoying singing / external exam results.



Good music provision in Key Stage 3 / 4 / 5

There are several options to take relevant music courses / qualifications matched to the needs of pupils.

Exam options could include a range from the following:
Arts Awards
GCSE
BTEC
NCFE VCERT
ABRSM
Rockschool /Trinity

Clear progression routes are signposted to pupils.

Information about further and higher education, apprenticeships and careers is available to all pupils.