WENSLEYDALE SCHOOL
LEYBURN

A VISION FOR MUSIC AT WENSLEYDALE SCHOOL



Our vision for Music

- To make music enjoyable and accessible for all.
- To bring music into our school community and foster links with the wider community.
- To encourage students to explore a diverse range of music from around the world and through time.
- To celebrate, showcase and strengthen our student's musical talents in a range of different platforms.
- Encouraging and promoting musical engagement for all students.
- Welcoming all musical abilities.
- Offer a range of different enriching opportunities to all our students.

MUSIC PROVISION SELF ASSESSMENT

Area	Category	Band	Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups across Key Stages as guided by the National Curriculum.	Yes
		2	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum.	Yes
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local primary schools.	In progress
	Singing	1	There are opportunities for singing throughout KS3 and 4 curriculums.	Yes
		2	Singing is embedded into KS3 schemes of work, including the teaching of healthy singing.	Yes
		3	The school is considered at 'singing school' as it plays an integral role to school life and serves the local community.	Yes
	Assessment	1	We use teacher assessment at planned points throughout the year using one method only (video, audio, written).	Yes
		2	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons.	In progress
		3	The department has a bespoke assessment policy that assesses musically and appropriately and is in alignment with school assessment strategy.	Yes
	Timetabling	1	All curriculum music lessons are timetabled for 60+ minutes.	Yes
		2	Curriculum music in your school has the minimum of one weekly session per year group throughout the year	Yes
		3	All curriculum music lessons take place in a specialised music environment.	Yes

Area	Category	Band	Descriptor	Achieved
Tuition and Ensembles	Instrumental and vocal tuition (1-1	1	Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engage in instrumental tuition. Opportunities for your pupils to perform in both formal and informal settings on an annual basis.	In progress
		2	Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families.	Yes

	and small group)		Opportunities for your pupils to perform in both formal and informal settings on a termly basis.	
		3	Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engage in instrumental tuition. Regular opportunities for your pupils to perform in both formal and informal settings, at ie: once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	In progress
	Instrumental vocal ensemble provision	1	The school provides an opportunity for both KS3 and KS4 pupils to sing/play in an ensemble. The instrumental ensemble is regularly attended by a minimum of 5 pupils. Vocal ensembles are inclusive. Ensembles are led by a competent musician. There is an annual showcase/concert which could be in collaboration with another department.	Yes
		2	The school has more than one instrumental ensemble. The instrumental ensembles are regularly attended by a minimum of 10 pupils. The vocal offer provides opportunities for progression eg: close harmony groups or senior choirs and practises healthy singing. It is planned that the ensembles rehearse and perform a range of styles and genres. There is an opportunity for the ensembles to perform to parents or peers.	No
		3	School provides ensemble opportunities that cater for all instruments taught in 1-1 lessons. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers. Non-departmental staff take part in rehearsals and concerts alongside pupils or could sing in a staff choir.	No

Area	Category	Band	Descriptor	Achieved
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff (head of department/lead music teacher) who holds qualifications for music at degree level, not a senior leader who has responsibility for music and advocates for the subject across the school	Yes
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life.	Yes

		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	No
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	Yes
		2	Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.	Yes
		3	Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.	Yes
	Value of Music	1	Music only plays a small role or no role at all in school life	Choose an item.
		2	Music occasionally plays a role in school life	Yes
		3	Music is an important part of everyday life	Click for option
	Inclusion	1	Schools signpost learners to KM bursary for 1-1 learning All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages.	Yes
		2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support though resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	Yes
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.	Yes
	Resources and equipment (physical)	1	There are limited instrumental resources within the school, possibly only a part set of class instruments. The department has access to a limited number of computers/Macs/iPads etc. which may be sourced from/be in another department.	Yes
		2	There are a range of instruments within the school, including whole class sets of instruments (owned or hired).	Yes

			The school has access to and uses teaching resources to support music teaching and learning (this could include online resources). The department has computers/Macs/iPads etc. solely for their use. There is relevant and up to date software that is accessible for whole classes to use simultaneously. There are resources to support the everyday running of the music department including upkeep of instruments. There is a dedicated space for 1-1/small group music tuition within the school.	
		3	The school has a wide range of instruments (owned or hired) which are used regularly during curriculum time and 1-1 instrumental provision. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning. The department has a technology suite/studio and if required the expertise for running this space is outsourced (music technician). There are dedicated spaces for 1-1/small group music tuition within the school.	Yes
	CPD	1	The lead member of staff for music undertakes music specific CPD every year	No
		2	The lead member of staff shares upskilling other staff members within their own department as a result of their CPD attendance.	No
		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	No
	Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	In progress
		2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings).	In progress
		3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.	In progress

PLAN OF ACTION

Area	Category	Actions *Meaningful tasks that contribute towards achieving the given objective*	Deadline	KPIs/Evaluation Criteria *Ways of monitoring progress/ achieving your objective*	RAG
Curriculum	**Curriculum Design**	- **Review the KS3 curriculum to ensure it provides the foundations for the new GCSE specification.** - **Evaluate and review after each unit of delivery throughout the next academic year.** - **To regularly challenge students to develop and stretch their vocabulary and knowledge of key terminology in music.**	**July 2026** **July 2027**	- **Students actively engaging in Music keywords homework as part of the school homework policy and teachers regularly encouraging and challenging the students to use the key terminology in lessons which will see an increase of key terminology being used by students and have a positive impact on progress across all key stages.**	
Tuition and Ensembles	**Instrumental Ensemble provision**	- **To get up and running at least 1 instrumental ensemble and 1 vocal ensemble.** - **To engage with the wider community to see if instrumental specialists would facilitate workshops to increase instrumental awareness and uptake.**	**July 2027** **July 2027**	- **At least 1 instrumental ensemble and 1 vocal ensemble with more than 10 participants actively engaging in a range of performances both internally and externally.** - **Facilitate at least workshop for each of the instrumental families by July 2025.**	
School Life and Opportunities	**Inclusion**	- **To facilitate at least 2 internal concerts (at the end of the term) where students across KS3 and GCSE Music students are invited at least once to participate in a performance using the skills developed through the music curriculum.**	**July 2027**	- **2 internal concerts facilitated with at least 50% engagement from students.**	
Curriculum	**Value of Music**	- **Increased engagement from students in music ensembles (currently 4%).** - **Increased engagement in school concerts (currently 0%).** - **Raising the profile of music by working alongside the school community and Governors increase musical opportunities for our students.**	**July 2027**	- **Increased engagement from students in music ensembles 8%.** - **Increased engagement in school concerts to 25%.** - **To establish a link with a school Governor to support in raising the profile of music with the Governing body and within the school.**	