



# **MUSIC**

## **SELF-EVALUATION FORM**

# Subject Self Evaluation Form

Subject: **Music**



## School Context

- We are a one form entry school with eleven classes. In some years we have been asked to take two classes (current Years R, 2, 3 and 5). Traditionally these have been classes of 20, but most are now closer to 30, meaning we are well above our PAN. This has a number of implications, for example we are very short on space and staff have to be flexible in which year groups they teach (a number have taught in both Key Stages)
- The proportion of pupils eligible for a free school meal is below the national average.
- The percentage of English Additional Language (EAL) pupils is well below the national average. However, since May 2022 the school has had a significant increase in EAL pupils, with a number of Ukrainian children moving into the local area.
- 82% of children started at the school in Reception.
- We have identified a number of pupils who are disadvantaged (14%). The categories we use are: Cultural, Spoken Language, Reading, Parental Engagement, Time or Fuel poor, Emotional needs or Other.
- Our school attendance is in line with the national average, however our persistent absentees is significantly higher than the national average
- We are an inclusive school. Currently 2% of the school have an EHCP which is in line with the national average. However the number of children with an EHCP or SEN support is below the national average.
- Staff retention is very high. Staff are clear on the routines and vision of the school.
- In our recent wellbeing survey of staff we came out in the top 1% of schools nationally for many of the areas.
- The school has formed strong partnership links with a number of local and national organisations. We are part of the Dunmow Excellence in Education Partnership and were one of the trial schools for the Peer Review approach of school based quality assurance.

## School Vision

### School Vision

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

WE ARE COMMITTED TO ACADEMIC EXCELLENCE  
WE ARE PASSIONATE ABOUT CREATIVITY  
WE NURTURE SOCIAL INTELLIGENCE  
WE WORK WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for creativity and the creative arts, and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead.

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Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

## School Values

The phrase we use to sum up our school ethos is:

*Learning together, caring for each other*

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour. After a year of consultation with children, parents, staff and governors the following Core Values were adopted in January 2016.

Respect  
Enjoyment  
Care  
Confidence  
Challenge

These Core Values are at the heart of every decision at Rodings Primary School.

## Curriculum Aims

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings Primary School. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child.

## Intent

### Curriculum Intent

Rodings Primary School is committed to providing a place of excellence and ambition, where children's personal development and academic success are nurtured through fun and engaging learning. The school aims to provide inspirational experiences through the curriculum so that children's curiosity and individuality grows. At Rodings, children love learning and are happy and kind. Working in partnership with the whole school community, all at Rodings feel safe and empowered to succeed.

### National Curriculum

#### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils

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progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## Aims

The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Implementation

### Music long term plan

Each year group will teach the units from the Kapow 20-week condensed long-term plan focusing on the essential skills and knowledge of Music, in a shorter timescale.

### End of unit outcomes

Each half term topic will begin with an event to engage and motivate the children. This will also allow teachers to assess children's existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children. Each half term will end with an outcome that the learning has been working towards and where possible, this will be recorded.

### Challenge and Support for all Learners

We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### Extra-Curricular activities

Children have the opportunity to work with peripatetic music teachers. There are also opportunities for children to participate in a variety of singing clubs from year 2 to 6. Children also have the opportunity to perform both within school (assemblies, productions) and in the wider community.

### Assessment

We use teacher assessment based on the learning. We assess children against the requirements and standards of the National Curriculum and record this on Insight.

## Impact

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Across the school the data shows:

0% of children are working below  
17% of children are just below  
79% of children are on track  
2% of children are greater depth

## Local Context/Local Content

Our school is part of the DEEP group and previously this has enabled the children, usually year 4, to take part in an annual singing event with other local schools.

## Significant developments in the subject

Introduction of Kapow as a planning resource available to support teachers who feel less confident in teaching this subject.

Introduction of 5 pieces that...across the school.

A decision to write a new music curriculum and to train teachers up on the delivery of this curriculum so that they feel confident in this.

## Strengths

Variety of planning resources available which have lots of practical ideas including charanga and kapow.

We recently became a Music Mark school to celebrate the value we place on music in our school.

5 pieces throughout the school to increase children's exposure to a wider range of music is going well so far.

We have access to a wide range of whole class instruments including recorders, glockenspiels, ukuleles and samba.

Very strong singing group in school who are provided with amazing opportunities like singing at the O2 and recording their own CD.

Children have the opportunity to sing in key stage assemblies weekly and work together to perform regularly.

Children who have 1:1 music tuition have started performing to an audience in assemblies.

## Areas for development

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Previous monitoring has shown that music teaching is inconsistent across the school with some year groups not teaching it often enough.

We have a whole class set of ukuleles but these are not being used due to lack of CPD. We had a music tutor organised to work with us from Essex Music Services but they cancelled at the last minute so we are still waiting for a tutor to be found.

There are children on the waiting list for 1:1 music tuition.

Is there enough provision for SEND children?

National curriculum says that children should end KS2 being able to use and understand staff and other musical notations - this is not happening yet.

## Monitoring and evaluation systems

Lesson observations and learning walks

Pupil interviews

Teacher assessment uploaded to Insight termly.

## Cultural - Diversity

Opportunities are taken to make links to a wide range of musicians throughout history including people from a range of cultures and backgrounds.

Music included in lessons is planned to ensure children are exposed to music from a range of cultures.

## Training

Access is provided to training from the Essex Music Education Hub.

Music coordinator attends yearly conference organised by Essex Music Services.

## Enrichment

Opportunity for children in Years 4 to 6 to perform at the Young Voices concert at the O2 arena each year.

Singing squad enter the annual singing competition and regularly get through to the final.

Annual performances in all year groups - Key Stage 1 perform a nativity, Lower Key stage 2 perform

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a production at the end of Spring term and Years 5 and 6 perform an end of summer term concert.