

Music Self-Evaluation & Action Plan 2025-2026

Name of School:	Carr Lodge Academy
Date:	Summer 2025-Summer 2026
Music Lead:	Tricia Lownes
School Context:	Exceed Learning Partnership Trust Academy

Priority Area	Music Development Aims	Action	Timescale	Review
In the Classroom	Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.	<ul style="list-style-type: none"> • Monitor teaching and learning of curriculum lessons with scheme now embedded • Use recording of pupil skills to compare progress with and across year groups • Deliver staff training around up-skilling at least 1 person in each year group. • Introduce floor books to evidence engagement in KS1 • Introduce music books to evidence engagement in KS2 • Produce advice on what should be included in KS2 music books. • Produce a model of the expectations of the KS1 floorbook. • Organise the shared resources for performing rhythms- sets of cards for KS1 and KS2. 	<p>3 times per year Autumn, spring summer end of half terms</p> <p>January 2026</p>	

		<ul style="list-style-type: none"> • Upper Key Sage Two to use set of keyboards for tuned instrumentation. • Staff training on the use of keyboards for targeted UKS2 teachers. Setting up the instruments safely for use by both classes. Developing staff knowledge in the scheme for teaching music using keyboards. • TL to research around charging keyboards to make set up easier. 		
	Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)	<ul style="list-style-type: none"> • Monitor progress of SEND pupils across all year groups • Ensure access and adaptive teaching is strong across school • Ensure that appropriate resources are available in lessons 	November 2025 Within T&L reviews	
Beyond the Classroom	Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship.	<ul style="list-style-type: none"> • Singing assemblies to be led by a confident singer consistently for 30 minutes per week. • Continue to develop after-school singing provision choir and linked to specific events like sing out and Opera North • Raise the profile of studying a musical instrument through taster sessions, assemblies and personal recommendations in conjunction with 	From W2 September 2025 From Spring 2026 Sept 2025 onwards	

		<p>Rock Steady and Doncaster Music Service.</p> <ul style="list-style-type: none"> ● Meet with Doncaster Music Service to audit current musical offer for learning instruments and to plan what the 2025-26 music tuition offer will be. ● Liaise with Office Manager on booking and setting up the tuition groups for 2025-26. ● Monitor the ongoing attendance attitudes and progress of instrument tuition – pupil voice. ● Continue to provide opportunities for larger scale productions and performances including: Reception Nativity and KS1 Christmas play KS2 Carol Concert Y6 Summer production Termly Rock Steady band performances 	<p>July 2025</p> <p>July 2025</p> <p>3 points each term</p> <p>In school calendar</p>	
	<p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p>	<ul style="list-style-type: none"> ● Ensure Rock Steady performances are developed into performance for a wider variety of instruments. ● Ensure Hub teachers are booked a term in advance to secure their support ● Develop after school musical evenings which may be tagged into another event 	<p>X3 per year</p> <p>Ensure this is organised Sept, Jan, April.</p>	
	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p>		<p>Nov/Dec. 2025</p>	

		<ul style="list-style-type: none"> • To be written Nov/Dec. 2025 and implemented from Spring 2026 • 		
Leadership and Management	There is a five-year strategic vision for music that is in line with the National Plan for Music Education	<ul style="list-style-type: none"> • Plan to be drafted in January 2025 • Implemented in February 2026 • Continue to support staff in developing knowledge of music pedagogy and skills. 	Jan 2025 Focus each term x 3	
Community and Partnerships	Community links with music are established, and regular events take place throughout the school year	<ul style="list-style-type: none"> • Develop links with local secondary schools that may look for performance opportunities within the community • Ensure Doncaster Hub teachers perform within the school • Invite Session Player musicians to perform to the school. 	September 25 Spring 2026 Invite from Sept	
	Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits	<ul style="list-style-type: none"> • Engage with local performers who may showcase their talents around careers development • Develop choir performances within the community for charity raising funds 	Survey parents Jan 25 December 25	
	The views of pupils and parents have been considered when developing music provision.	<ul style="list-style-type: none"> • Survey pupils and parents around current offer, acting on feedback 	December 2025	

Primary Music Self-Evaluation – Carr Lodge Academy – Summer 2025

(Based on Sheffield Music Hub's recommended Self-Evaluation and Development Plan)

1 - In the Classroom			
Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
<p>Music is delivered 'ad hoc' and not in every year group.</p> <p>Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place.</p> <p>All students are able to access this curriculum from EYFS to Year 6.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with SEND are able to participate and engage with music-making</p> <p>There is adequate space and resources for teaching, including class sets of tuned and untuned instruments</p>	<p>The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum.</p> <p>Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)</p> <p>Space and resources allow breadth of curriculum for all students, including music technology</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)</p>

Notes/Context:

Primary Music Self-Evaluation 2 - Beyond the classroom

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
<p>Singing takes place infrequently and repertoire is not varied.</p> <p>There are opportunities to perform for a small number of pupils.</p> <p>There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited and inconsistent.</p> <p>Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged</p> <p>All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly.</p> <p>In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition.</p> <p>Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p> <p>Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate.</p> <p>Local opportunities are signposted.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship.</p> <p>All staff in the school are able to support singing</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>Students also perform to the wider community in local/regional events (for example, Hub events and local festivals).</p> <p>In-school musical events take place at least twice a term.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.</p> <p>A large proportion of students are involved in music making</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>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.</p> <p>Provision is targeted, demonstrating wider impact. Students are able to take leadership roles in musical opportunities</p> <p>The school is actively involved in national, largescale events</p>

Notes/Context:

**Primary Music Self-Evaluation
3 - Leadership and Management**

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
<p>A named subject lead is in post Training for staff delivering music has limited impact</p>	<p>A named, trained subject lead is in post.</p> <p>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.</p> <p>All staff delivering music receive annual training, addressing their CPD needs and has impact</p>	<p>Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement</p> <p>A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account</p> <p>All staff receive annual training to maintain their confidence and build expertise</p>	<p>There is a five-year strategic vision for music that is in line with the National Plan for Music Education</p> <p>Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks)</p>

Notes/Context:

Primary Music Self-Evaluation
4 - Community & Partnerships

Focussing	Developing	Secure (in place/addition to 'developing	Enhancing (in addition to 'secure')
<p>Engagement with the Music Hub is inconsistent</p> <p>Small-scale performance takes place in the community, building on existing school links</p> <p>Some parents and carers support music-making in the school by attending events</p>	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students</p> <p>Community links with music are established, and regular events take place throughout the school year</p> <p>Parents and carers actively support music making, through support at events and through home learning</p>	<p>The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner</p> <p>Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits</p> <p>The views of pupils and parents have been considered when developing music provision.</p>	<p>The school is a leading school in the local community and with their Music Hub</p> <p>There is a co-ordinated programme of community events, planned in partnership</p> <p>Parents/carers and the wider community are actively involved in school music making</p>
<p>Notes/Context:</p>			

