



Wessex MAT Schools Music Audit and Music Development Plan

Name of School: St Mary's Catholic

Music Lead: Eric Kay

Completed 23/2/25

	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 2024-25 Specific, Measurable, achievable (it's possible), realistic (it's practical), time - bound
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>	Most classes teach it weekly. Year 2 currently teach it on half term rotation with art.			
	<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>	Wessex Music program being used in every year group	Assessment processes in place in every year group	Firmly embedded weekly music curriculum delivered to all years.	Embed Wessex curriculum Attend all Music leads' meetings
	<i>There is adequate space and resources for teaching,</i>	2 x class sets of glocks Percussion trolley	To invest in some more untuned percussion to		Invest in some more untuned percussion to allow easier

	<i>including class sets of tuned and untuned instruments and access to technology.</i>	Easy access for KS2, less easy for KS1	allow easier access for KS1 (focus on claves and shakey eggs)		access for KS1 (focus on claves and shakey eggs)
	<i>Pupils with SEND are able to participate and progress well (supported by technology, tools and adapted instruments)</i>	Yes			
	<i>First/Primary Schools: Whole-class tuition is delivered on an instrument for some of the curriculum</i>	Have Samba scheduled for Year 4 summer 2025	Fully trained teacher in school to lead Samba (EK)		
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 developing musicianship. All staff in the school are able to support singing.</i>	Singing assembly every week. Accompanied by live guitar or backing tracks	Aim to upskill staff over the next year to be more confident with leading singing	Staff more confident in leading singing	
	<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>	Christmas performance Carol service Singing at Care Home Children learning instruments regularly perform in assemblies Year 4 singing festival			
	<i>There is an opportunity for all pupils to see live music performance at least once per</i>	Live guitar in assemblies often. Instrumental roadshow	Ask parents if anyone is willing to share their musical skill with the		

	<i>year.</i>	visiting summer term	school		
	<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>	Yes – many instruments! Rock Steady – music tuition in small groups once a week. Termly performance	Rocksteady part of the wider school curriculum – high turn out.		
	<i>Musical skills and interests are extended through diverse enrichment activities (first schools = at least one choir, middle/upper schools = at least 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>	Choir for all at lunchtime			
	<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>				
	<i>Middle/Upper/Secondary Schools: Pupils are leaders and advocates for music in their school.</i>				
Leadership and Management	<i>There is a designated Music Lead (+ a lead at academy trust level)</i>	Yes			
	<i>All staff delivering music receive annual training, addressing their CPD needs and this has impact ensuring all staff are</i>		Would like to have training to generally upskill those teachers who are less confident in	Staff feel more confident to deliver music	Facilitate staff to access training to give them more confidence in delivering the music curriculum

	<i>confident at delivering the curriculum.</i>		teaching music		
	<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 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>				
	<i>The school works in partnership with the local music hub and their providers and signposts students to progression opportunities</i>	Yes			
	<i>The school actively promotes and shares the value of music with parents and the wider school community</i>	Yes			
	<i>Parents and carers actively support music making/are involved in music making, through support at events and through home learning.</i>	Yes			
	<i>Middle/Upper/Secondary Schools: The school has links to the wider music eco-system. Students benefit from interactions with those working</i>				

	<i>in the profession through events and trips so that they can gain insight on careers</i>				
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Priority action points for Subject Lead to implement 2024-25:

Embed the Wessex Curriculum in 2024-25 with timetabled weekly sessions for all years.

Wider curriculum opportunities for music via Rock Steady

Facilitate staff to access training to give them more confidence in delivering the music curriculum