

School Music Engagement Plan 2014 - 2016

“Wakefield Music Education Hub aims to promote and provide inclusive, quality, enjoyable and diverse progressive music education and opportunities.

This will be achieved through effective partnerships that join up delivery, tackle gaps in provision and ensure strong progression routes that raise the standards and well-being of all young people”

Principle Objective

What is the overall priority we are trying to achieve?

To ensure that Wakefield Schools and Academies actively engage with the music hub as a means of improving the breadth and quality of music provision within their partnerships and as support for improving the quality of National Curriculum teaching.

- Effective support undertaken with 60% of schools by July 2015
- Effective support undertaken with 100% of schools by July 2016

Intended Impact & Outcomes

So what?
The difference it makes/the changes
- What aspects of
a) knowledge or skills
b) behaviour or
c) attitudes - do we want to change through the programme?

a) Knowledge or Skills	b) Behaviour	c) Attitudes
Schools will have a greater understanding of national standards and expectations including the NPME and NC. Schools develop a greater understanding of what good music looks like and how they can achieve this.	The musical journey of all children is understood and supported. Increased attendance at events, networks and CPD. Musical activity within the school and pyramid become increasingly joined up and effective	Music is valued by all as an important inclusive activity that develops well rounded, confident and creative young people.

- Assign pyramids to Area Leaders
- School engagement spreadsheet with needs analysis for schools that informs cycle of school visits, targeted support and review
- Provide CPD and resources for schools and Hub staff with responsibilities
- Audit of, and joining up of provision within school pyramids and partnerships

Outputs/Activity

What our target group and audience will experience or do as part of the programme.

- Regular dialogue between school leaders and hub area leaders and analysis of needs
- Increased dialogue between hub staff and school teachers
- Increased access to CPD and use of effective music resources
- Greater ownership and linking of musical activity that their pupils engage with including increased pyramid and transition projects
- A greater understanding, awareness and engagement with the NPME, NC and Ofsted findings
- Increased bespoke school training and support

- Meetings in schools with Area Leaders
- Feedback from schools through various means
- Data collection and needs analysis
- Recorded in pyramid action plans and school engagement spreadsheet

Input

What are the key things we will do to enable the activity to happen?

- Initial letter/survey/audit by HTs and school Music Leaders.
- Assign school pyramids to hub liaison area leaders
- Working parties to develop a common approach to NC assessment/progression/transition
- New school engagement spreadsheet with RAG rating for schools
- Cycle of school CPD courses and network meetings including New Music NC courses
- Music resources to aid the effective delivery and transitions of NC music.
- Introduce free MOT (Musical Opportunities Test) package to schools
- Develop a NC support team of current school teachers and identify Music Champions
- Joint QA observations with HTs and Music Leaders
- Wider forms of digital communication and school support

- High engagement with schools
- Increased uptake and continuation of opportunities by young people
- Increased uptake of courses at KS4
- Continued high engagement with First Access
- Positive feedback from school leaders and their young people
- Identification of training needs and increased uptake of CPD

Milestones/Steps

Ref:	What we are going to do	Timescale	Lead & Team	Related Business Plan KPIs	Resources needed / Dependencies	Risk Level/Review Notes
1	Initial letter with short survey, audit and needs analysis by HTs and school Music Leaders. Followed up in presentation at HT networks	September 2014	PN	Strengthening of needs analysis and data collection from schools	Attendance at HT networks and input into SILT and Governor briefings. Development of easily accessible online survey	Low – strong relationships with schools
2	Assign school pyramids to hub area leaders	September 2014	PN, VJ & Area Leaders	Joining up delivery, strengthening progression & transitions and broadening opportunities	Staff time & costs	Low – a team of experienced instrumental teacher leaders already in place
3	Set up primary and secondary working parties to develop a common approach to NC assessment, progression and transition	Summer 2014	PN	Developing a consistent approach and improving NC standards	Staff time and resources	Low – a lot of interested school HoDs and Coordinators
4	Produce, maintain and update a new school engagement spreadsheet with needs analysis for schools that informs cycle of school visits and targeted support	Autumn 2014 to Summer 2016	KM, PN, VJ & Area Leaders	Improving NC standards and musical opportunities through intelligence, filling gaps and targeting support	Additional responsibility and time for office staff Adding current information into a new format	Medium – reliant on strong data submission from across the hub
5	Continue to plan and provide annual cycle of school CPD courses and network meetings including New Music NC courses & Arts Award. Additional training for staff with SMEP responsibilities.	Summer 2014 to Summer 2016	PN and relevant course leaders	Developing a consistent approach across the music teaching profession and improving NC standards	Usual resources and cycle of CPD. Area leaders to attend additional school support training including new NC & Arts Award so as to broaden knowledge and expertise	Low – already well established for many years
6	Promotion of current music resources and development of further to aid the effective delivery and transitions of NC music.	Summer 2014 to Summer 2016	PN and all staff	Removing an important barrier and promoting a consistent approach	Area leaders to attend additional school support training including new NC & Arts Award so as to broaden knowledge and expertise. Revision of WMS music Scheme. Development of transition scheme.	Low – already well established for many years
7	Include initial free MOT (Musical Opportunities Test) package of support in SLAs and First Access offering with clear self-evaluation/award tool	Autumn 2014	PN, VJ & Area Leaders	Strengthening of needs analysis and data collection from schools	Additional time and additions to First Access review/evaluation meetings	Medium – relies on the school engaging with the initiative

8	Develop a NC support team of current practitioners with primary/secondary lead teachers and HT/Student Music Ambassadors and Champions	Autumn 2014	PN	Strengthening credibility of support and promoting initiatives and available opportunities	Time to identify and meet with teachers Liaison with Teaching Schools	Medium – Is it possible to find, coordinate and fund a full team
9	Include joint observations within current Quality Assurance cycle with HTs and Music Leaders that closely tie into national teaching standards and Ofsted findings	Autumn 2014 to Summer 2016	PN, VJ & Area Leaders	Increasing awareness of what good music looks like with school leaders and strengthening quality of teaching and learning	Smarter timetabling of QA visits	Medium – Often relies on tight timetabling constrictions
10	Improve wider forms of communication and digital school support through new website, Charanga e-bulletin and regular personal celebration emails to HTs	Summer 2014 onwards	PN, KM, JB, VJ	Communicating the vision and opportunities and support available	Time and additional responsibility for several members of the team	Low