

**Kings Road Primary School**  
**Curriculum Coaches Memorandum of Understanding**  
**'Deep Dive'**



**ignite**

# Music

## Overall Judgement

### Judgement

<u>Inadequate</u>	<u>Requires Improvement</u>	<u>good</u> ✓	<u>outstanding</u>
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# Headlines

### 5 Key Strengths

- 📌 Opportunity for instrument lessons- as a class- glockenspiels/ recorders/ keyboards/ ukulele Individual/ small group- cello/ violin/ clarinet/ flute/ recorder/ keyboards/guitar Orchestra–involving the stringed and woodwind instrument children as well as percussion Kings Road selected to be the Trafford Primary School to be involved in the Trafford Music Singing Pilot Project
- 📌 Music Mark achieved
- 📌 2024-25- High Quality CPD through joint project with TMS- Singing Pilot Project

### 3 Areas for Development

- 📌 Continuing and developing live music performances for children
- 📌 Assessing music
- 📌 Music opportunities across the curriculum

### What is needed to move to outstanding?

Or

The key reasons behind an outstanding judgement

- 📌 Embedding a Music scheme which is appropriate for Kings Road
- 📌 Further embedding of intent and implementation
- 📌 Impact development
- 📌 Continued CPD for teaching staff
- 📌 Assessing musical skills
- 📌 Development of Cultural Capital- range of live performances from different cultural and musical backgrounds



Development of Cultural Capital- looking at links between attendance/ PP/ SEN/  
vulnerable children

# Quality of Education

## Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. **It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.**
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

## Good (2)

### Intent

- **Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.**
- **The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.**
- **The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence**
- **Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.**

### Implementation

- **Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.**
- **Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.**
- **Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.**
- **Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.**
- **Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.**
- **The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.**
- **Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.**

### Impact

- **Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.**
- **Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes.**
- **Pupils' work across the curriculum is of good quality.**

## Requires improvement (3)

- The quality of education provided by the school is not good.

## Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

- The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)

- The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.
- Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.
- Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.

## Delivery

What resources to teachers use to aid their planning?	National Curriculum Programmes of Study Sparkyard scheme of learning- based on the MMC TMS Singing Pilot Project resources and CPD delivered by Jill Henderson-Wils and Jenny Davies Range of resources including BBC Ten Pieces- regularly added ideas/ activities- linked to the NC Developing a wider set of resources available for teaching staff
How do teachers inform themselves about children's prior learning?	Sparkyard scheme, with strong links to the MMC, forms a progressive scheme of learning from R through to Y6 1:1 professional discussion during transition meetings Sparkyard Learning Ladders Assessment records –using the FITAS model to inform
Do teachers know why they are teaching their topics?	Sparkyard forms a progressive development of skills from R to Y6 so each step is important in that development
What process has been used to put together the planning this subject	We are starting to teach Music with Sparkyard during 2024-25, having been involved with the Singing Pilot Project in partnership with TMS during 2023-24 Long term plan of units and genre of music created Adaptation of teaching calendar to ensure coverage at Y4/Y6- music teachers given the Sparkyard skills for those year groups
How has Kings Road's 'Cultural Capital' been considered	Opportunities to learn an instrument Opportunities to learn a range of songs from different eras and cultures Opportunities to learn about the background and history of musical pieces Looking to develop opportunities for a range of live music from different cultural and musical backgrounds
What is learnt at the beginning of the children's journey? (Foundation Stage) and why?	R and N can use the Trafford Early Years Music Portal resources to support teaching of Music Written by Music specialists at Trafford, this programme can be used to cover the EYFS curriculum for Music skills Alongside this, EYFS have CPD delivered as part of the TMS SPP and R can teach Music using Sparkyard  In Nursery, music is an important part of daily learning and is seen as a way of delivering artistic, cultural, and creative experiences. The children are given opportunities to enjoy and explore music through a broad and balanced Early Years curriculum. The setting provides opportunities for spontaneous music making. The children participate in singing sessions and can sing simple songs from memory. Phase 1 phonics focuses on listening and communication skills including instrumental sounds/ body percussion/rhythm and rhyme/voice sounds. Vocabulary including loud/ quiet/ slow/ fast is used Instruments are used in outdoor games to support the children's identification of sounds
How is the subject coverage progressive throughout the school?	Sparkyard forms a progressive scheme of learning from R through to Y6
What are the strengths of this subject?	<b>Opportunities for instrument lessons-</b> both as a class and as individual/ small group sessions (outside music specialists)  <b>Music specialists brought into the school</b> Y6- Keyboards Y4- Ukulele Instrument lessons for individuals/ small groups  <b>Teachers building confidence with singing skills-</b> Involvement in the TMS SPP with high quality CPD from music professionals during 2023-24  <b>In-house music specialists-</b> Steve Bartram- singing and performing/ Helen Bettles- recorder and trumpet  <b>Sparkyard-</b> detailed learning scheme of work aimed at the non-music specialist with free monthly CPD opportunities
What are the weaknesses of this subject and what is being done to address these?	<b>Maintaining the experience of live music performances regularly throughout the children's time at King Road.</b> Although finding musicians is not an issue, the cost of the experience often makes it prohibitive  Regular 'showcasing' from the music specialist teachers who come in to teach individual lessons could be discussed in a more formal way  Further planning- to contact university music departments/ more local high schools which may also lead to some less expensive performance options.  <b>Observation and monitoring</b> AK to observe Music lessons during 2024-25 as part of the whole school monitoring process
How is the subject used to develop reading?	Rhythm patterns, rhythm games, rhyming games and songs and repetitive vocal sequences

<b>Progress</b>	
How are children that struggle or lack confidence supported?	Awareness that it won't necessarily be SEN children identified in other areas of the curriculum that may struggle or lack confidence. Opportunities for teacher/ pupil discussion Opportunities for peer support- mixed ability learning Opportunities for improvising Opportunities to perform as part of a group
How is this subject assessed and how are next steps identified?	Pupil voice- children across all year groups- particularly linked with the TMS SPP during 2023-24 Pupil voice- children across all year groups- particularly linked to new scheme- Sparkyard Use of FITAS format to record information and next steps for children for support and challenge
What transition arrangements are in place to support teacher to teacher communication?	Sparkyard forms a progressive scheme of learning from R through to Y6. 1:1 professional discussion during transition meetings FITAS assessment format
How are end of term summative assessments used to aid future progress?	FITAS assessment format Stretch and Challenge Lead to have list of those children who are identified and Stretch and Challenge

<b>Intervention</b>	
What is in place for pupil premium children?	PP children will have the opportunity to visit and experience musical performances PP children are offered funding for their individual musical instrument lessons
What is in place for SEN children?	Awareness that it won't necessarily be SEN children identified in other areas of the curriculum that may struggle or lack confidence Opportunities for mixed ability learning Opportunities for improvising
What interventions are in place across the school?	PP children have opportunity to take up individual/ small group instrument lessons that are funded through school Develop a wider range of children who will benefit from instrument lessons- Look at the links between attendance/ PP/ SEN/ vulnerable children
Who delivers the intervention?	School staff and Music specialist teachers
What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	Several children having individual/ small group lessons have taken instrument exams
How are EAL pupils catered for?	'Music is a universal language that embodies one of the highest forms of creativity.' DfE NC 2014 Gives opportunities for EAL/INA children to express themselves in ways other than using language Singing supports the learning of English- repetitive and patterned Can be incorporated with actions and objects to make it a multi-sensory approach

<b>Continuous Professional Development</b>	
What CPD have leaders been given?	Termly TMS subject leader meetings TMS SPP CPD 2023-24 Sparkyard free monthly CPD opportunities
What CPD is in place for all staff?	EYFS Music Portal- Feb 2023 Y6 Transition Project- Spring 2023 TMS SPP- 2023-24 Sparkyard free monthly CPD opportunities
How are new staff supported?	Developing format for meeting with new teaching staff to go through Music
How is teacher and teacher assistant subject knowledge supported?	Sparkyard has extensive planning and support Sparkyard free monthly CPD opportunities AK will work hard to answer any queries Excellent working relationship with Ruth O'Keefe- head of TMS. Available to answer questions TMS SPP CPD- 2023-24

<b>Workload and Well-being</b>	
Do you feel supported by senior leaders?	Yes. Opportunities to develop subject knowledge
Have you been given the tools to complete the role of subject leader?	Yes. Time away from the classroom to focus on the development of Music at Kings Road
How do you support the teachers?	Make staff aware of any available CPD Any questions directed to AK are answered as soon as possible- anything that cannot be answered straight away, AK will go and research to find an answer Excellent working relationship with Ruth O'Keefe- head of TMS and Jill Henderson-Wild- TMS singing specialist. Available to answer questions Regular checks on Music storage and instruments to try to maintain a working set of labelled instruments

## Monitoring

<p>If a lesson was to be observed what would be seen?</p>	<p>Music lessons are based around the national curriculum, and the progressive development of musical skills, knowledge and understanding  The skills are developed and built on, session by session  Focused, clear learning objective  Linked to prior learning  Lessons are MUSICAL. Children are involved in real music-making activities.  They listen to, sing, perform and compose real music from a range of genres, cultures and styles.  Music is the main language of the lesson, and pupils spend the majority of the session making music.  Wherever possible, pupils demonstrate understanding through music-making rather than through verbal or written response.  The lesson may link to other areas of the curriculum, but the lesson's sole purpose is not to support other subjects but to develop music skills and knowledge.  Pupils sing, move, play and create to internalise musical concepts.  Theory and practice go hand in hand so that music is both felt and understood.  Pupils are supported and challenged as listeners, composers and performers, and demonstrate high levels of enjoyment and engagement.  The teacher also demonstrates a high level of enjoyment!</p>
<p>If a lesson was to be observed how will that lesson fit in with the overview of the subject?</p>	<p>EYFS  3 &amp; 4 year olds will be learning to:  Communication &amp; Language  Pay attention to more than one thing at a time, which can be difficult.  Use a wider range of vocabulary.  Sing a large repertoire of songs.</p> <p>Physical Development  Use large-muscle movements to wave flags and streamers (or, in our case, scarves and musical props).  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Maths  Extend and create ABAB patterns, by engaging children in following and inventing movement and music patterns, such as clap, clap, stamp.</p> <p>Expressive Arts &amp; Design  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person ('pitch match').  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas.</p> <p>Children in Reception will be learning to:  Communication &amp; Language  Understand how to listen carefully and why listening is important.  Learn new vocabulary (e.g. in music: 'percussion', 'tambourine').  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.</p> <p>Physical Development  Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (At Boogie Mites, we would consider small instruments within this category).</p> <p>Maths  Count objects, actions and sounds, (through) singing counting songs and number rhymes.  Understand the 'one more than/one less than' relationship between consecutive numbers, (by) making predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away.</p> <p>Understanding The World  Compare and contrast characters from stories, including figures from the past (including) introducing characters, including those from the past using songs.  Explore the natural world around them (by) offering opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p>Expressive Arts &amp; Design  Listen attentively, move to, and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups.</p> <p>Y1-Y6  The lesson will include the MMC strands of Singing, Listening, Composing, Performing and Musicianship</p>
<p>What would a teaching assistant be expected to be doing during a lesson?</p>	<p>Being active/proactive throughout the lesson  Know what is expected of them through prior discussion with teacher  High quality support and intervention of individuals and groups as planned by the teacher</p>

	Not solely working with SEN/ LA children- working with a range of abilities
Will the teacher's questioning encourage learning and enquiry?	Yes- MMC Sparkyard encourages improvisation and open-ended questioning
Are the children learning new knowledge/skills? How do you know?	Through discussion- can the children use musical vocabulary, describing and explaining meanings? Through performance- are the children demonstrating the skill worked on during the session? Pupil feedback

<b><u>Any other factors</u></b>
<p>School choir developing- both in school and out of school performances including:  Winter Fair  Trafford Town Hall  Cosgrove Hall Court</p> <p>School orchestra developing- in school performances including:  End of term performances</p>

Updated August 2024

*Excellence without compromise*