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| Description: http://intranet.bradford.gov.uk/docs/Documents/CBMDC-Greyscale.jpg |
| **SCHOOL NAME:**  **DATE: Music & Arts Service,** 21 Market Street, Shipley, West Yorkshire, BD18 3QD  Tel: 01274 434970 |
| **When completing this form, please refer to your previous audit.** |

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| **Audit of Music Provision in Bradford – Primary** |

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| **When completing this form, please detail what your provision currently looks like during the pandemic restrictions, NOT what it usually looks like. The focus of this year’s audit is to assess what additional support can be put in place to support schools returning to their broad and balanced curriculum** | | | | | |
| **(Basic Provision but an expectation for ALL schools)** | | | | | |
|  | **Provision remains the same/different.** | | **How is it the same/different?** | | **Any further information** |
| **National Curriculum music is taught regularly every week across KS1 (minimum 30mins) and KS2 (min 40mins)** |  | |  | |  |
| **Lessons would be delivered either by class-teachers and/or Specialist Music Teachers (Music & Arts or in-house)** |  | |  | |  |
| **Regular weekly Whole Class Instrumental Teaching ( 1st Access)** |  | |  | |  |
| **At least one whole school, key stage or phase weekly singing assembly, (or elements of singing within an assembly)** |  | |  | |  |
| **An assigned music co-ordinator linking with the local Music Education Hub activities** |  | |  | |  |
| **Some additional external projects which support the National Curriculum ( i.e. Ten Pieces)** |  | |  | |  |
| **A school music policy** |  | |  | |  |
| **A Scheme of Work** |  | |  | |  |
| **In Addition (Enhanced Provision)** | | | | | |
| **A regular weekly choir and/or ensemble(s)** |  |  | |  | |
| **Are you aware of and encourage participation in out of school ensemble activities?** |  |  | |  | |
| **Regular weekly small group or individual instrumental/vocal lessons offered to pupils.** |  |  | |  | |
| **School engagement with internal and external CPD opportunities** |  |  | |  | |
| **All musical activities are progressive and have clear outcomes** |  |  | |  | |
| **The quality of music-making is good** |  |  | |  | |
| **Performance opportunities for all pupils in/out of school** |  |  | |  | |
| **In Addition (Excellent provision)** | | | | | |
| **Music has status and is embedded in the whole school curriculum** |  |  | |  | |
| **The school is actively involved with the local Music Education Hub and regularly welcomes enhanced opportunities to engage with music making at all levels (i.e school prom/large scale events)** |  |  | |  | |
| **The school engages with and/or leads CPD opportunities in/out of school and supports other schools peer to peer** |  |  | |  | |
| **Additional external projects are linked to Schemes of Work and the NC** |  |  | |  | |
| **All musical activities are progressive and have clear outcomes with tangible evidence of their impact** |  |  | |  | |
| **The quality of music-making is very high** |  |  | |  | |
| **Looks to link with secondary schools for transition. (list secondary schools)** |  |  | |  | |
| **Summary**  **Compare today’s audit against your previous audits. Has your music provision:**  **Reduced Remained the Same Improved (please circle)**  **Please detail any requests for support:** | | | | | |
| ***For office use only***  ***Charanga (if required)***  ***Recommended for Music Mark***  ***Contact name:***  ***GDPR Form completed:*** | ***Please complete:***   |  | | --- | | **If your school works with schools within a cluster or as part of a wider multi academy trust please detail these schools below:**  **Does the school promote music tuition/ensemble opportunities via the school website YES/NO**  **Could we send you a link to the Music Education Hub website for your schools website? YES/NO** | | **Print Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Position in school : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**    **School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |