



Action Plan –Music – 2024 - 2025

Subject Intent - At Three Bridges we want to engage, inspire and challenge pupils, equipping them with the knowledge, vocabulary and skills to develop a life-long love of music, increasing their self-confidence, creativity and imagination alongside providing opportunities for self-expression and a sense of personal achievement. They will value the work of musicians and composers, recognising the contribution this has to the world around us. We want children to enjoy music through imagination and creative expression in a nurturing, respectful environment where we celebrate differences and appreciate different cultures.

Whole School Priorities -

Quality of Education – Requires Improvement

1: Pupils, including disadvantaged, are ready for the next stage and achieve the best outcomes in EYFS, phonics, writing and maths.

Behaviour and Attitudes – Good

2: High expectations for pupils' behaviour, which are commonly understood and applied consistently.

Personal Development – Good

Leadership and Management – Good

4: Leaders engage effectively with pupils and others in their community. Engagement opportunities are focused and have purpose.

Early Years Provision – Requires Improvement

Quality of Education

A school's curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the school to evaluate pupils' knowledge and skills against those expectations.

Intent	Implementation	Responsibility	Impact
1: Pupils, including disadvantaged, are ready for the next stage and achieve the best outcomes: by adopting a curriculum that is ambitious and designed to give	Autumn <ol style="list-style-type: none"> Use outdoor learning to support EYFS and KS1. Kapow condensed curriculum is being used across the school. Planning is adapted to include scaffold and challenge. Vocabulary is supported by the use of Widgit 	Autumn <ol style="list-style-type: none"> KS1 subject leads, EYFS & KS1 teachers. All subject leads and all staff. All subject leads and all staff. 	Autumn <ol style="list-style-type: none"> Environment used actively, evidence on Tapestry and in floor books. Evidence in floor books and evidenced in planning Evidence in floor books and evidenced in planning

all pupils, (including pupils with SEND), the knowledge and cultural capital they need to succeed in life.	4. All children are actively engaged in a range of music activities.	4. All staff.	4) Pupil voice and floor books.
	<p>Autumn review: 2. Kapow condensed curriculum is being taught across the school. Scaffold and challenge are on timetables and on slides in some year groups. 3. Widgeits are being used by some year groups. 4. Floor books with photos show engagement.</p> <p>Impact: Skills are being taught in the correct sequence and scaffold enables all children to take part in the learning.</p> <p>Next steps: 2. Scaffold and challenge to be on all slides as well as timetables. 3. Widgeits to be used by all year groups. Capture pupil voice next term.</p>		
	Spring	Spring	Spring
	<p>Spring review: 2. Kapow condensed curriculum being used across the school. Some adaptations are being made e.g. a choice of instruments. Scaffold and challenge are on timetables and more slides. 3. Widgeits are still not used consistently. 4. Floor books with photos show engagement. Pupil voice shows children are engaged in and enjoying music lessons. From pupil voice in KS1 – children are able to say what they are learning but they are not using musical vocabulary.</p> <p>Impact: Most children questioned enjoy music lessons and would like to spend more time on music.</p> <p>Next steps: 2. Scaffold and challenge to be on all slides as well as timetables. 3. Widgeits to be used by all year groups. Capture staff voice to identify support needed. Vocabulary checks before and after a unit has been covered. Music vocabulary to be displayed in class.</p>		
	Summer	Summer	Summer
<p>Summer review:</p> <p>Impact:</p> <p>Next steps:</p>			
<p>Personal Development</p> <p><i>The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement is used by inspectors to evaluate leaders' (including trust leaders') intent to provide for the personal development of all pupils, and the quality with which the school implements this work.</i></p>			
Develop a singing school so that pupils can develop the artistic, expressive and creative experiences of music making	<p>Autumn</p> <ol style="list-style-type: none"> 1. Provide a range of singing opportunities in the classroom and as a key stage. 2. KS2 choir club to start in September for the whole term. 	<p>Autumn</p> <ol style="list-style-type: none"> 1. All staff. 2. Wendy and Gill 3. All staff. 4. Wendy and Gill 	<p>Autumn</p> <ol style="list-style-type: none"> 1. Children know a range of songs and can explain their preferences. 2. Children are developing their singing skills e.g. to sing in parts.

and singing that make the extrinsic benefits so powerful.	<ol style="list-style-type: none"> All children to have the opportunity to perform at Christmas. KS2 choir club to have the opportunity to perform in the community. 		<ol style="list-style-type: none"> Children perform to parents. Parents attend and support singing in the community.
	<p>Autumn review: More opportunities for singing have been provided in some classes. Impact: Children enjoy singing assemblies in KS2 but would like to be able to choose the songs. KS2 Choir Club performed in the community and at our Christmas Performance. Next steps: To ensure all classes have more opportunities for singing.</p>		
	Spring	Spring	Spring
	<p>Spring review: KS2 singing assemblies have been challenging with behavior. We have used pupil voice to choose some songs and try to spend more time singing rather than learning the songs to re-engage the children. Songs with signing and or videos increase engagement. KS1 singing assemblies – when confident with a song we have had Year 1 then Year 2 singing verses, this has encouraged more participation. Use of calm music to walk into assembly and lower school caterpillar has encouraged walking into assembly. KS2 Choir Club have attended Young Voices at the O2 and have performed in the community. Choir club continued up to the end of Spring 1. Impact: Enthusiasm of KS2 Choir club. Pupil voice shows children enjoy singing. Pupil voice in Reception said they enjoyed the Christmas songs and Y1 said they would like to sing more of their favourite songs. Next steps: More adult involvement in KS2 singing assemblies to re-establish expected behavior. Re-start KS2 Choir Club after the Easter break.</p>		
	Summer	Summer	Summer
<p>Summer review: Impact: Next steps:</p>			
Behaviour and Attitudes <i>The behaviour and attitudes judgement considers how leaders and other staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.</i>			
To ensure that pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to	Autumn <ol style="list-style-type: none"> Children know what they are learning and what they can do to achieve this. Children are able to identify their next steps. 	Autumn All staff and pupils.	Autumn <ol style="list-style-type: none"> Pupil voice, floor books, responses during lessons. Metacognition statements are being used.
	<p>Autumn review: Pupil voice is floor books shows evidence of understanding what they are learning. Impact: More children are able to articulate what they are learning and are beginning to see what they need to do to understand further. Next steps: Work on children being able to identify their next steps.</p>		
	Spring	Spring	Spring

setbacks and take pride in their achievements and understand their next steps.	<p>Spring review: Challenges used on SMARTs to suggest next step for children. Impact: Children working at all levels make progress. Next steps: children to reflect on their own learning and suggest an EBI. KS1 to do this with TP or in a group for support.</p>		
	Summer	Summer	Summer
	<p>Summer review: Impact: Next steps:</p>		

Leadership and Management
The leadership and management judgement is about how leaders and governors or trustees ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders can have the strongest effect on the quality of the education provided by the school.

Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible.	Autumn	Autumn	Autumn
	<ol style="list-style-type: none"> 1. Skill progression is taught from year to year. 2. Floor books are being used in all year groups. 	<ol style="list-style-type: none"> 1. Subject Leaders. 2. All teachers. 	<ol style="list-style-type: none"> 1. Planning/floor book audit shows skill progression. 2. Floor book audit.
	<p>Autumn review: KS1 and KS2 walk around by WS to explore floor books. See separate notes. All floor books showed the journey of music skills, pupil voice and photographs used as good evidence. Impact: Next steps: Use of QR codes – Music team to discuss how best to incorporate QR codes for evidence and impact.</p>		
	Spring	Spring	Spring
	<p>Spring review: Impact: Next steps:</p>		
Summer	Summer	Summer	
<p>Summer review: Impact: Next steps:</p>			