

Self-Evaluation Tool: Music, Culture & Careers - Primary

All children and young people in Islington should have the skills and knowledge to thrive and shape fulfilling lives. The evidence shows that enrichment activities such as music, culture & arts and careers support children and young people to develop 'skills for life', such as communication, self-reliance and team working. These life skills support the wellbeing of children and young people and help them to become more resilient, think creatively and relate more positively to each other.

This Self-Evaluation Tool (SET) has been developed by Islington's three enrichment programmes, [100 hours World of Work](#), [11 by 11](#), and [Music Education Islington](#). It will support schools to both embed and document high quality provision in Music, Arts & Culture and Careers within their school improvement plans. Schools are invited to complete this evaluation tool in dialogue with staff from the Music, Culture and Careers teams. The process will ensure schools can get effective support in order to meet their development needs and also share their learning and successes through the borough.

'This is a hugely helpful tool, particularly for schools in more challenging circumstances',

Beacon High Secondary School

How it works

- The SET: Music, Culture and Careers (MCC) documents will be sent to the school's Head Teacher
- The documents will then be shared with school staff with responsibility for, or knowledge of music, culture and careers who will complete a 'score sheet' version of the SET
- A meeting will then take place between school staff and the Islington SET: MCC team to reflect on current provision and establish a priority list for next steps development
- The SET: MCC team will produce a report based on the meeting, including recommendations on relevant support we can offer in each area



The **SET: Music** takes into account the [statutory National Music Curriculum in England](#) as well as the '[Ofsted Research review series: music](#)' and supports schools to identify areas in need of development. Schools that are able to demonstrate Gold level will be awarded the status of a Music Mark school, which enables them to access training and resources supporting the school's provision of all musical life.



The **SET: Culture** will enable schools to demonstrate effective arts provision, clear evidence of a 'broad and balanced' curriculum and the access to cultural capital by all pupils through partnerships with local arts organisations. The SET: Culture criteria closely mirror the national Artsmark Accreditation so provide a good interim step to achieving this at no cost. The SET: Culture process will enable the 11 by 11 team to broker suitable partnerships with local arts organisations and programme appropriate CPD and networking.



The **SET: Careers** is designed to support your school in setting up or improving a programme of effective careers education. The self-assessment tool will help you to ensure all young people are exposed to a wide range of career learning opportunities and can develop key employability skills. Discussing results with the World of Work team will enable us to better target our careers support to help you achieve platinum in all areas.



Guildhall School of Music & Drama
 in partnership with
Islington Council

Primary Self-Evaluation Tool (SET): Music

The SET: Music is supporting schools' development of their music curriculum as well as their wider music provision. The SET: Music is taking the [statutory National Music Curriculum in England](#) as well as the '[Ofsted Research review series: music](#)' into account and supports schools to identify areas in need of development.

Schools that are able to demonstrate Gold level will be awarded the status of a Music Mark school, which enables them to access training and resources supporting the school's provision of all musical life.

Category	Silver	Gold	Platinum
Leadership:	<ul style="list-style-type: none"> Designated music lead appointed by SLT attending regular network meetings and training. Music features in the whole school's development plan and funds allocated to school's music provision All class teachers are aware of the designated music lead and music activities for their year groups Music lead engaging with a network of music educators Music curriculum and activities are shared on the school's website 	<ul style="list-style-type: none"> Music provision is planned and links to the school's overall curriculum All peripatetic instrumental staff know the school's music curriculum Governors are regularly updated on the school's music provision Class teachers join relevant training opportunities Engaging with a network of music educators seeking to support to improve Music activities are part of the school's communication activities e.g., newsletters and social media 	<ul style="list-style-type: none"> Music is fully embedded in the school's life – in school and after school All teaching staff take part in regular training to support delivery and engage in singing All peripatetic instrumental staff attend school core training Leading and supporting music educators in a network
Broad and Balanced curriculum:	<ul style="list-style-type: none"> Sufficient curriculum time and school funds are allocated to teach all year groups every week School's music curriculum is based on the statutory programmes of study and attainments targets for music at key stage 1 and 2, including listening, singing, performing & composing Visiting tutors are informed about the curriculum goals for the relevant year Music activities are assessed Weekly KS-appropriate singing assembly Regular school production/concert All Pupils have access to at least one term of weekly whole class instrumental tuition, embedded in the school's music curriculum 	<ul style="list-style-type: none"> Music curriculum develops different classes of knowledge acquisition: tacit, procedural, declarative Musical progression is based on the development of technical, constructive, expressive competencies Music technology is embedded in the music curriculum Partner organisations support projects to broaden students' musical experiences Music assessment system is shared with all relevant members of staff, including visiting tutors and informs all teaching and learning Weekly choir/ singing and instrumental ensemble opportunities including partner offers are part of extra-curricular activities for all year groups Music portfolio for every pupil which records all school activities by year 6 as part of their transition information to be communicated to their Secondary school. 	<ul style="list-style-type: none"> Music is embedded in the whole school; all teachers play a role in supporting music as part of a broad and balanced curriculum Clear progression paths are developed for singing, instrumental learning, school ensembles & practice support, and music technology Pupils engage and are active partners in learning and assessing their own musical journey and skill development Pupils are given a choice of instruments they can learn as part of whole class or small group offer (including partner activities) Members of the wider school community – families, governors, tutors - are included in extra-curricular offers Pupils participate in large, multi-school performance opportunities Musical learning summaries for Secondary school transition information for all Y6 students include out of school activities
Equalities:	<ul style="list-style-type: none"> Appropriate measures are taken to ensure that music curriculum activities are accessible to all Pupils, in particular for Pupils with special educational needs and disabilities Music celebrated at school reflects the cultural diversity of the wider community Pupils are able to share their thoughts about music at their school 	<ul style="list-style-type: none"> All Pupils have access to instrumental and vocal progression opportunities as part of their in-school or after-school provision, including support for Pupils from low-income families Musical activities for all Pupils include a diverse range of musical styles and genres, representing the cultural diversity of the global community Pupil voice informs effectiveness of music curriculum and helps to identify gaps in wider opportunities 	<ul style="list-style-type: none"> All Pupils have access progression opportunities outside school, including partner programmes (such as music centres) Instrumental provision takes into account all pupils' needs, reflecting their SEND needs by increasing adaptable instruments and technology Music activities in the local area are shared with the wider school community Pupil voice will lead to partner co-operations for targeted provision and experiences



Primary Self-Evaluation Tool (SET): Culture

The SET: Culture will enable schools to demonstrate effective arts provision, clear evidence of a 'broad and balanced' curriculum and the access to Cultural Capital by all pupils through partnerships with local arts organisations. The SET: Culture criteria closely mirror the national Artsmark Accreditation so provide a good interim step to achieving this at no cost. The SET: Culture process will enable the 11 by 11 team to broker suitable partnerships with local arts organisations and programme appropriate CPD and networking.

Category	Silver	Gold	Platinum
Leadership:	<ul style="list-style-type: none"> ● Leadership - The arts and culture and/or 11 by 11 is clearly outlined in school improvement plans, and all teaching staff understand the ambitions for arts and culture and are engaged in developing these across the whole setting ● CPD – Schools have regular in-house opportunities for sharing and developing good practice in staff and teacher's knowledge, skills and understanding of arts and cultural education ● Partnerships - Schools work with arts and cultural professionals and organisations to support the delivery of enrichment provision, either through 11 by 11 or other partnerships. Schools are exploring opportunities to work in partnership with other settings 	<ul style="list-style-type: none"> ● Leadership - A senior leader drives and develops arts, cultural and/or 11 by 11 provision across all phases to establish and maintain good practice. Leadership makes sure all staff take responsibility for this and can provide evidence of the whole setting's planning for arts and culture. Culture and the arts are embedded in school improvement plans ● CPD - Schools work with professional artists and organisations to develop staff and teacher's knowledge, skills and understanding of delivering high-quality arts and cultural education, collaborating to produce quality teaching resources, either through 11 by 11 Cultural Leads Network, Culture Bank CPD or other programmes ● Partnerships - Schools have developed partnerships with a range of arts and cultural organisations through 11 by 11, other programmes or independently and can see the positive impact on outcomes for children, young people and staff. Schools work in partnership with other settings, sharing resources and good practice 	<ul style="list-style-type: none"> ● Leadership - A named governor takes responsibility for monitoring arts and culture and/or 11 by 11. Senior leaders advocate for the impact of arts and culture and share good practice across a wider range of settings. Culture and the arts are embedded in school improvement plan ● CPD - Schools showcase high-quality teaching of arts and culture by collaborating on CPD opportunities to other settings and sharing resources over time. Key staff support, develop and lead CPD beyond the setting, and can see the difference this is making ● Partnerships - Over time, schools have established long-lasting partnerships with arts and cultural organisations through 11 by 11 or other relationships, and they are having a positive impact on outcomes for a wide group of children, young people and staff. Schools will have established larger scale partnerships with other settings with whom they share expertise
Broad and Balanced curriculum:	<ul style="list-style-type: none"> ● Values and Ethos - Schools value each enrichment subject and promote arts and culture for the value they have, including appropriate timetabling. Children and young people have the opportunity to develop their skills over a longer period of time ● Curriculum Design – Schools have clear schemes of work and programmes of study to show an increase of knowledge, skills and understanding for arts and cultural subjects, across all phases. Schools use an arts and cultural curriculum to help children and young people develop skills for life and explore or make connections in other subjects and the world around them ● Range of Offer - Schools have consistent arts and cultural experiences through 11 by 11 or other programmes for all children and young people 	<ul style="list-style-type: none"> ● Values and Ethos - Schools link arts and culture to wider learning opportunities for children and young people so that they can apply their learning in a wider context ● Curriculum Design –The curriculum demonstrates an understanding of, and a commitment to establishing, high-quality arts and cultural provision that develops skills for life and connects subjects and learning outcomes across all phases and links to the whole setting's pedagogy. Transition of knowledge and skills for Yr6 to feeder secondary school is considered and being developed ● Range of Offer - Schools have established arts and cultural provision that makes sure all children and young people have opportunities to perform, see live performances, and to create and evaluate artworks in a range of media through 11 by 11 or other programmes 	<ul style="list-style-type: none"> ● Values and Ethos - Schools demonstrate over time that, from an early age, they actively promote, arts and cultural industries as genuine career choices, and promote opportunities with industry professionals ● Curriculum Design – The curriculum offers an extended and wide variety of learning opportunities in more alternative arts and cultural subjects. Schools have taken a leadership role in supporting other settings with designing their arts and cultural curriculum. Transition for Yr6 is embedded ensuring transfer of knowledge and skills to feeder secondary schools ● Range of Offer - Children and young people have continuous access to a wider range of challenging arts and cultural experiences that are stretching their knowledge, life skills and understanding through 11 by 11 or other programmes

Category	Silver	Gold	Platinum
Equalities	<ul style="list-style-type: none"> ● CYP - All Children and young people take part in at least one art and cultural activity per year, delivered by an external cultural professionals or organisation ● Equalities and Diversity - A diverse range of arts and cultural activities and resources, that truly represent the diversity of the borough, are made available to all children and young people 	<ul style="list-style-type: none"> ● CYP - All Children and young people take part in number of diverse arts and cultural opportunities delivered by external cultural professionals or organisations throughout the year and provide feedback on their experiences ● Equalities and Diversity - The whole setting shows an understanding of, and commitment to diversifying the schools' approach to arts and culture and makes a diverse range of arts and cultural experiences available. Activity meets all children's needs, including children with special educational needs or disabilities, or other factors that may be a barrier to engagement 	<ul style="list-style-type: none"> ● CYP - All Children and young people regularly take part in a diverse range of arts and cultural opportunities delivered by external cultural professionals or organisations and have the opportunity to influence the activities on offer and provide regular feedback on their experiences ● Equalities and Diversity - Schools are undergoing significant changes to diversifying their approach to arts and culture, with involvement from the whole school's community, from Governor's to parents, and children and young people. Schools share good practice and supports other settings starting out on this journey. All activity is universally accessible meeting all children's needs, including those with special educational needs or disabilities, or other factors that may be a barrier to engagement
Early Years 0-5 EYFS	<ul style="list-style-type: none"> ● There is an identified 11 by 11 Cultural Lead within the setting ● The continuous provision of arts and culture provides opportunities for all children to see themselves within the environment ● Children have accessed 1 cultural experience, across the academic year, for all children transitioning to primary school settings 	<ul style="list-style-type: none"> ● Arts and Cultural activities are embedded within the settings development plans ● The setting has identified partners providing regular Arts and Cultural opportunities both on site and off site ● Children have accessed 2 cultural experiences, across the academic year, for all children transitioning to primary school settings ● Children's creativity is encouraged and explored through providing a varied range of materials and media 	<ul style="list-style-type: none"> ● The setting commits to providing 3 cultural experiences, across the academic year, for all children transitioning to primary school settings ● Art and Cultural projects take place regularly within the settings throughout the year



Primary Self-Evaluation Tool (SET): Careers

The SET: Careers is designed to support your school in setting up or improving a programme of effective careers education. The self-assessment tool will help you to ensure all young people are exposed to a wide range of career learning opportunities and can develop key employability skills. Discussing results with the World of Work team will enable us to better target our careers support to help you achieve platinum in all areas.

Category	Silver	Gold	Platinum
Leadership:	<ul style="list-style-type: none"> Schools use external careers programmes to engage employers in offering careers activities (e.g., 100hrs WoW, Inspire the Future, STEM Ambassadors, Young Careers, Careers Hubs) 	<ul style="list-style-type: none"> Schools actively form independent partnerships with employers to support careers activities At least one staff member has responsibility for careers education (can be as part of enrichment lead role) 	<ul style="list-style-type: none"> A whole school careers strategy is in place and implemented by staff Schools develop, track and evaluate a network of employer partners in a variety of sectors to support careers activities The staff member responsible for careers education offers CPD and support to other staff members in embedding careers across the curriculum
Broad and Balanced curriculum:	<ul style="list-style-type: none"> Early year's role play activities provides opportunities for children to participate in a variety of job roles Careers activities and encounters with employers take place minimum once per year for each year group The environment, including early years settings, displays a range of images and resources used in various job roles 	<ul style="list-style-type: none"> Careers activities and encounters with employers take place minimum once per term for each year group Students have visited a minimum of one workplace by the end of year 6 Subject lessons include reference to relevant careers links All employer-supported careers activities are tracked 	<ul style="list-style-type: none"> Careers activities and encounters take place regularly more than once per term for each year group Students will have visited multiple workplaces across different sectors by the end of year 6 Subject lessons regularly include relevant careers provision such as employer-led activities, workshops and workplace visits All employer-supported careers activities are tracked and evaluated with student and staff feedback, which then informs future provision
Equalities:	<ul style="list-style-type: none"> Careers activities feature a diverse range of volunteers and employers Employment myths and stereotypes are refuted 	<ul style="list-style-type: none"> Diversity of volunteers and employers is tracked, and future provision targeted to fill any gaps Students use a careers diary to keep track of job roles and sectors they have learned about at school Books support children to see themselves in a wide range of roles – e.g., the 'Little Leaders' series 	<ul style="list-style-type: none"> Each student has received a minimum of 20 hours careers provision the end of year 6 Job sectors and roles with underrepresented groups are given particular focus in careers provision The setting supports careers education of secondary age students through offering work experience placements