

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

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 developing their careers education programme in line with Ofsted expectations and Gatsby Benchmarks. The self-assessment tool will help you pinpoint areas for improvement in your programme and 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

Secondary 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"> • Qualified music teacher appointed as Head of Department (HoD) by SLT • Music features in the whole school development plan and funds allocated to school music department • School engages with a network of music educators to support and improve provision • Music curriculum and activities are shared on the school's website | <ul style="list-style-type: none"> • HoD teacher attends regular network meetings and training • All peripatetic instrumental staff know the school music curriculum • External partnerships support projects to cover all areas of the music curriculum • Governors are aware of the school music provision • Music activities are part of the school's communication activities using e.g. newsletters and social media | <ul style="list-style-type: none"> • HoD lead and SLT working together to fully embed music in the school's life – in school and after school • All peripatetic instrumental staff attend school core training • School leads and supports music educators in a network • All teachers are aware of the key music activities throughout the year |
| Broad and Balanced curriculum: | <ul style="list-style-type: none"> • HoD develops the school music curriculum and extra-curricular activities • National Curriculum music is taught every week at KS3 • Music activities are assessed, and assessment system is shared with all relevant internal and external staff • At least one weekly singing assembly • Additional external projects take place • All KS3 students have access to at least one term of weekly instrumental learning- whole class or small group • Students are offered performance opportunities in school concerts and productions • Musical achievements of all Y7 students are collected from feeder primaries | <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 • Weekly choir/ singing and instrumental ensemble opportunities including partner offers are part of extra-curricular activities for all year groups • All KS3 students have access to at least one year of weekly instrumental learning, either as whole class or small group offer, • Music portfolio for every pupil which records all in-school activities by Y9 | <ul style="list-style-type: none"> • Students take an active part in advocating singing • Students are supported to learn their choice of instrument, either though in school or partner provision throughout their school career • Students have opportunities to engage with performances outside school by partner organisations • Music Portfolio for every Y9 pupil includes achievements outside school • Students from all backgrounds and demographics take music at KS4 • Members of the wider school community – families, governors, tutors, teachers are involved in extra-curricular offer (delivery and participation) |
| Equalities: | <ul style="list-style-type: none"> • Appropriate measures are taken to ensure that music curriculum activities are accessible to all students, particularly students 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 students have access to instrumental and vocal progression opportunities as part of their in-school or after-school provision, including support for students from low-income families • Musical activities for all students 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 students have access to instrumental vocal and music-production/music tech progression opportunities as part of their in-, after and out of school provision, including partner programmes • Instrumental provision takes into account all student needs, reflecting SEND by increasing access to adaptable instruments and technology • Music activities in the local area are shared with the wider school community • Pupil voice will lead to partner collaborations for targeted provision |



Secondary 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 – Participation in 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 • CPD – Schools offer 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 through 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 to establish and maintain +good practice. Leadership makes sure key staff take responsibility for the planning of 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, or other programmes and can see the positive impact on outcomes for 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 young people and staff. Larger-scale partnerships have been established with other settings, sharing expertise in support of schools with more emergent cultural provision |
| Broad and Balanced curriculum: | <ul style="list-style-type: none"> • Values and Ethos – Schools demonstrate that they value and promote arts and culture. This will include appropriate timetabling, with young people having the opportunity to develop their skills over the longer term • Curriculum Design - Schemes of work and programmes of study show an increase of knowledge, skills and understanding for arts and cultural subjects. Schools use arts and culture to help young people explore or make connections in other subjects and the world around them • Range of Offer – Schools offer consistent arts and cultural experiences through 11 by 11 or other programmes for as many young people as possible | <ul style="list-style-type: none"> • Values and Ethos - Schools link arts and culture to wider learning opportunities for young people so that they can apply their learning in a wider context • Curriculum Design - School curriculum demonstrates an understanding of, and a commitment to establishing, high-quality arts and cultural provision that connects subjects and learning outcomes. Transition of knowledge and skills of Yr7 students from feeder primary schools is considered and being developed • Range of Offer - Schools have established arts and cultural provision that makes sure all young people take part in arts and cultural opportunities, through 11 by 11 or other programmes, even if they are not taking a creative subject. | <ul style="list-style-type: none"> • Values and Ethos – Schools demonstrate over time that they actively promote arts and cultural industries as genuine career choices and promote opportunities to learn and work alongside industry professionals • Curriculum Design – School curriculum offers an extended and wide variety of learning opportunities in more alternative arts and cultural subjects. The school has taken a leadership role in supporting other settings with designing their arts and cultural curriculum. Transition for Yr7 is embedded, ensuring transfer of knowledge and skills from feeder Primary schools • Range of Offer - All young people have continuous access to a wider range of challenging arts and cultural experiences that are stretching their knowledge, skills and understanding through 11 by 11 or other programmes |
| Equalities: | <ul style="list-style-type: none"> • CYP - All young people take part in at least one arts and cultural activity per year, delivered by an external cultural professionals or organisation • Equalities & Diversity - A diverse range of arts and cultural activities and resources, that truly represent the diversity of the borough, are made available to all young people | <ul style="list-style-type: none"> • CYP - All 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 & Diversity - The whole setting shows an understanding of, and commitment to diversifying their approach to arts and culture and makes a diverse range of arts and cultural experiences available. Activity meets all young people's needs, including those with special educational needs or disabilities, or other factors that may be a barrier to engagement | <ul style="list-style-type: none"> • CYP - All 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 & Diversity - The school undertakes significant changes to diversify its approach to arts and culture, with involvement from the whole school's community, from Governor's to parents and young people. The school shares good practice and supports other settings starting out on this journey. All activity is universally accessible meeting all young people's needs, including those with special educational needs or disabilities, or other factors that may be a barrier to engagement |



Secondary Self-Evaluation Tool (SET): Careers

The **SET: Careers** is designed to support your school in developing their careers education programme in line with Ofsted expectations and Gatsby Benchmarks. The self-assessment tool will help you pinpoint areas for improvement in your programme and 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"> • Careers teams (Leads and Advisers) attend termly careers network meetings and engage in CPD offered • Schools utilise external careers programmes to engage employers (e.g., 100hrs WoW, Inspire the Future, STEM Ambassadors, Young Careers, Careers Hubs) • Careers activities are celebrated and showcased to other students in school | <ul style="list-style-type: none"> • Careers teams present successes/ challenges to the careers network meeting minimum once per year • Schools actively form independent partnerships with employers to support careers activities • Careers activities are celebrated and showcased online to students, parents/carers and the public, e.g., through the school's website, newsletters and relevant social media • A whole school careers strategy is in place and implemented by staff | <ul style="list-style-type: none"> • Careers teams deliver and share careers CPD offers with teachers and other relevant school staff • Schools develop, track and evaluate a network of employer partners in a variety of sectors to support careers activities • Employers are engaged to offer CPD to relevant subject teachers • Careers Leads and Advisers seek external review of careers provision (e.g., through the Quality in Careers Standard or equivalent) • Student careers leadership is established through an active student voice component to the careers programme (e.g., careers ambassadors, school councillors with a careers focus) |
| Broad and Balanced curriculum: | <ul style="list-style-type: none"> • Careers activities and encounters with employers take place minimum once per year for each year group • Careers programmes are tracked using Compass+ or a comparable tracking tool • Careers teams support teaching staff to embed careers in the curriculum | <ul style="list-style-type: none"> • Careers activities and encounters with employers take place minimum once per term for each year group • Students are offered experiences of a variety of workplaces through visits and tours • Students are regularly signposted towards a range of external careers events including careers fairs, progression events or work tasters • Parents/carers are sent information regarding careers learning and post-16 options | <ul style="list-style-type: none"> • Careers activities and encounters with employers take place regularly each term for each year group • Careers provision is informed by labour market information • Students are offered at least one work experience placement in a workplace or project based equivalent in school • Bespoke careers and progression events for parents/carers take place |
| Equalities: | <ul style="list-style-type: none"> • Students in year 11 have been introduced to a range of potential post-16 progression routes including sixth forms, further education and apprenticeship providers • Employment myths and stereotypes are actively refuted and careers activities feature a diverse range of volunteers and employers | <ul style="list-style-type: none"> • Students can articulate the pros and cons of different post-16 progression routes • Diversity of volunteers and employers is tracked, and future provision targeted to fill any gaps • Students can access careers provision based on their aspirations and interests | <ul style="list-style-type: none"> • Students consistently report feeling confident about their post-16 options and knowledge of the job market • Job sectors and roles with underrepresented groups are given particular focus in careers provision • Every student has received a minimum of 80hrs careers provision (e.g. encounters with the world of work, employability skills and progression events) in secondary school by the end of year 11 |