

Knights Enham School

Music Action Plan

(2025 - 2026)

Vision

At Knights Enham Schools we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



'Together We Achieve'

Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

Overall effectiveness Good

| | |
|--|----------------------|
| • Effectiveness of leadership and management | Requires Improvement |
| • Quality of teaching, learning and assessment | Requires Improvement |
| • Personal development, behaviour and welfare | Requires Improvement |
| • Outcomes for pupils | Requires Improvement |

What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

Junior Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2024)

- **The quality of education Requires improvement**
- **Behaviour and attitudes Good**
- **Personal development Good**
- **Leadership and management Good**

Ofsted Guidance for What the School should do to Improve Further?

1. Staff do not provide the precise support that some pupils need to quickly and effectively close gaps in their phonics knowledge. This means that these pupils do not rapidly learn to read and spell appropriately for their age. The school should ensure that all staff have the expertise to identify and rapidly close the gaps in pupils' knowledge, so they are able to read and spell with fluency and confidence.
2. Teachers do not ensure that all pupils access learning that enables them to apply mathematical knowledge, concepts and procedures appropriately for their age. This means a large number of pupils are not well prepared for key stage 3. The school must ensure that teachers have the expertise they need to swiftly close gaps in pupils' learning, enabling them to learn the age-appropriate knowledge they need.
3. Teachers do not always present new learning in a clear and precise way. This means some pupils struggle to understand new learning with sufficient depth. The school must ensure that all staff have the expertise that they need to help pupils develop and retain a secure understanding.
4. Assessment approaches in some subjects are not fully developed. This means that the school is not fully assured that all pupils are effectively learning the intended Inspection report: The Knights Enham Junior School 3 and 4 December 2024 4 curriculum. The school should continue to strengthen how they assure themselves that the curriculum is being learned successfully by all pupils.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Meeting the needs of all children to ensure good progress.

To develop robust **assessment for learning** strategies to accurately identify individual learning gaps and inform the planning of targeted adaptations and scaffolding. This will ensure all pupils receive the necessary support to make progress and retain information over time.

To ensure that every lesson includes high levels of appropriate **challenge** to promote deeper thinking and accelerate progress for all learners, so that more pupils achieve greater depth.

To strengthen the teaching of early **language** and **vocabulary** throughout the school and across all subjects to enable children to become confident, articulate, and competent communicators.

To improve the teaching of **mathematics** so that gaps in pupils learning continue to close.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

To strengthen **assessment** opportunities across foundation subjects to enable teachers to accurately identify gaps in learning and use this information to inform planning and teaching.

To develop **subject leaders** through effective monitoring, professional development, and opportunities to lead, so they become strong, confident leaders in their subjects and drive improvement across the school.

3. SEND

Meeting the needs of all children to ensure good progress.

To develop precise and personalised, **high-quality SEND provision** for pupils with high levels of need, ensuring that they receive the targeted support required to achieve their full potential.

To invest in the development of Learning Support Assistants, equipping them with the skills, knowledge, and confidence to become **experts** in supporting inclusive and effective provision for all learners.

Music development plan summary: Knights Enham Schools

| Detail | Information |
|--|--|
| Academic year that this summary covers | 2025-2026 |
| Date this summary was published | July 2024 updated July 2025 |
| Date this summary will be reviewed | December 2025 |
| Name of the school music lead | C. Bartley (Junior) D. Whitehouse (Infants) |
| Name of local music hub | Hampshire Music Service |

Intent

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

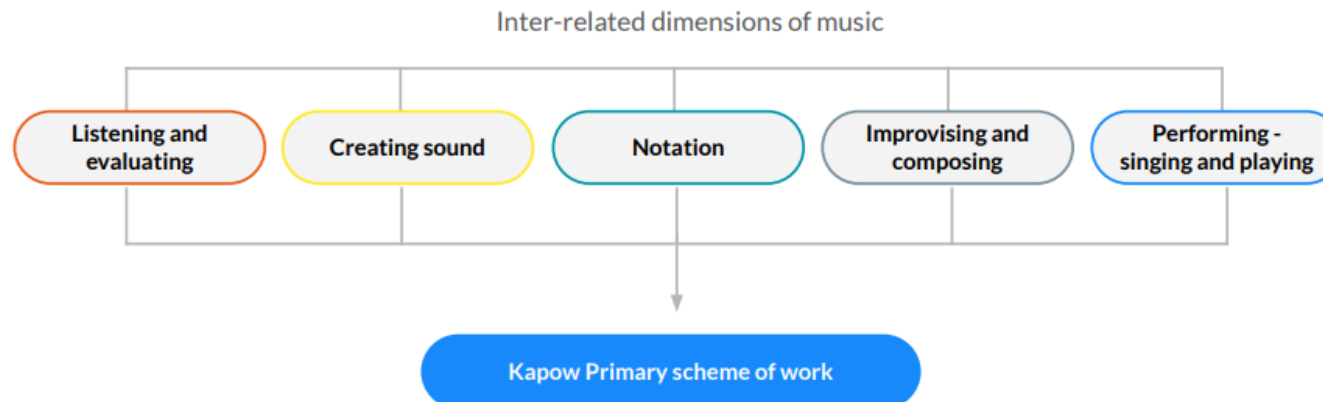
At Knights Enham Schools, we aim to provide a rich, progressive, creative and inclusive Musical Curriculum, which serves to ignite and strengthen a passion for Music in its many forms. In line with the Model Music Curriculum, we will ensure that the skills learned in each year group, from reception to Year six, are continuously built upon whilst also preparing our pupils for progressions to KS3. Through a wide range of activities, pupils will further develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills. They will encounter music by living composers and see composition as a current art form. Pupils will continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures to prepare for Key Stage 3.

We aim to ensure that all children are able to access and make progress on a musical instrument, which will further enhance their ability to read music, through knowledge and use of staff notation. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. Pupils will further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles and from different cultures. The history of music will be explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections whilst strengthening understanding of the inter-related dimensions of music.

Curriculum implementation (including co-curricular music and musical experiences)

At Knights Enham Schools we use **Kapow's Music Scheme** to implement part of the Music Curriculum at Knights Enham Schools, which will be delivered in 6 lessons each half term, each lasting an hour. The modules and learning have been selected carefully paying close attention to the New Model Music Curriculum to ensure that our teaching is as progressive as possible, whilst also giving the children the richest of opportunities to explore music as a performer, composer and listener. The Kapow Music Scheme is being used in combination with our instrumental tuition, choir, singing assemblies, musical experiences and Music and Art history day to form one part of an extensive and rich music curriculum at Knights Enham Schools. The inter-related dimension of music are the building blocks of music education and run throughout our curriculum as an overarching strand. Our curriculum is cyclical and key skills will be revisited and built upon each year – a comprehensive break down of skills taught in each year group can be found through of Progression of Skills Document. Glockenspiels are used as our key instrument, at both schools, outside of our outsourced lessons to support our curriculum. Children also have access to a range of tuned and untuned percussion instruments to complement their scheme of work. Below is a diagram highlighting how our music curriculum is organised (the creating sound strand is specific to Year R, Year 1 and Year 2).

How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration (including pulse and rhythm)
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the Progression of knowledge and skills document.

Instrumental tuition – Listen 2 ME and Kapow

Alongside Kapow, children in years 4-6 will take part in instrumental lessons outsourced to Hampshire Music Service, which will teach them a specific instrument through weekly lessons over the course of a term. This also gives the pupils an opportunity to perform to an audience. During their time at Knights Enham Junior School, children will learn to play four different instruments, whilst also becoming confident singers. In KS1 and Year 3, children focus on using Glockenspiels and untuned percussion as part of a their thorough and exciting collection of musical units, this sets strong foundations for the pupils to be able to progress and access the whole curriculum and future instrumental lessons.

Music History

This academic year children will enjoy our ‘**Art and Music History Day**’, which is set to be an annual day of project-based learning focused on each year groups assigned era of history. The aim of the day is to have fun exploring key artists and composers of the era, whilst helping children to make the cultural connection between art and music of the time. Further, our new Kapow music scheme successfully embeds learning of the History of Music throughout the units we will be teaching. In reception, year one and year two, the focus will be on providing lots of varied listening opportunities including a range of high-quality live and recorded music. This will set strong foundations for listening and appraisal, so that the children are able to develop opinions, understanding, enjoyment and to begin to use musical vocabulary to describe music. YR, Y1 and Y2 will also enjoy a ‘**Music and Art Day**’ to create projects which help them connect their love for both music and art and to further explore the cultural connection of the two subjects.

| Year Group | Era of focus for Music and Art History Day |
|------------|--|
| Year 3 | Renaissance 1400 – 1600 Baroque 1600 – 1750 |
| Year 4 | Classical 1750 – 1827 Romantic 1820 – 1900 |
| Year 5 | Modern 1890 – 1960 |
| Year 6 | Contemporary 1960 + |

Singing

Further to strengthening vocal and performance skills within lessons, children will be given further opportunities to develop their skills through weekly ***singing assemblies*** led by the school music lead at the Juniors and on staff rotation at the Infants. Singing assemblies are themed in a way to compliment and strengthen the curriculum, whilst embedding key vocal techniques and knowledge of musical vocabulary. The songs are chosen to compliment the theme and ultimately to embed the values of our school. Themes change slightly each year to reflect upon important events and to keep our assemblies fun and engaging.

| Year Group | Themes 2023-2024 |
|------------|----------------------------------|
| Autumn 1 | School Values |
| Autumn 2 | Christmas (vocal technique) |
| Spring 1 | Music from Film/TV |
| Spring 2 | Movement through Music (signing) |
| Summer 1 | Music History |
| Summer 2 | Pupils Choice |

We also have three **annual productions** in our school year, with year R performing a nativity and years two and three performing at a **Christmas Singing Concert** in December. At the end of the school year, year six take part in a **musical school production** at the end of summer term.

Choir

Children are given the opportunity to join and perform as part of the School **Pop Choir**. We have performed at The Anvil in Basingstoke, as part of ‘My Voice, Our Song’ and on a float at the Andover Carnival. We also performed at a Christmas Carol Concert at St Mary’s Church, which we helped to organise alongside the Mayor of Test Valley. Further, we performed at the Andover Vocal Festival and the Summer Knights Fair. We love to actively seek new opportunities to perform and the choir are often invited to perform and assist during our weekly singing assemblies – this year we even organised and performed a successful flash mob, which was lots of fun. We have also signed up to the new **Vocal Ambassadors** scheme organised by Hampshire Music Service, whereby a small group of students are empowered with the skills to lead and teach others to sing, this is something we will be developing in the next academic year.

Composition

As well as learning songs, we **compose** songs as part of the choir. In summer 2024, we composed an entry for a **national song-writing competition** for schools and placed in the top 50 out of more than 300 schools. This year we have ambitions to release a school song as part of the PTA’s fundraising plans.

Brass Club

Each Wednesday, afterschool, children in upper KS2 are given the opportunity to take part in Brass Club, which is led by our Hampshire Listen 2 Me teacher. Children are able to further develop the skills learned in their Listen 2 Me sessions to become confident musicians. We are also working with Test Valley Brass to provide opportunities for children to develop their skills whilst playing as part of a band outside of school.

Listening opportunities and musical experiences

Moving forward, we will also be focusing on providing further opportunities for the children to see music being played in the community, for example at Orchestra Unwrapped and the Primary Music Prom.

Federation

In the past couple of years, our schools have federated and we have been working together to achieve a consistent and high-quality music education at both schools. We have worked hard over the past three years to make big strides in our development of the music curriculum at the junior school and we are now looking forward to replicating our successes and continuing to develop the curriculum at the infants. The music lead at the juniors and infants will work together to ensure that all children have a chance to experience a rich curriculum and to make good progress.

Impact

Through the consistent teaching of Music we will see the impact of the subject in the following ways:

- **Increased proficiency in the key areas of Music:** including performance, listening and composition.
- **More developed language and reasoning:** Students who have early musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on young minds.
- **Emotional development:** Students of music can be more emotionally developed, with empathy towards other cultures. This can also lead to higher self-esteem and better emotional regulation.
- **Improved imagination and intellectual curiosity:** Introducing music in the early childhood years can help foster a positive attitude toward learning and curiosity. Artistic education develops the whole brain and develops a child's imagination.
- **Preparation for the creative economy:** Investing in creative education can prepare students for the 21st century workforce. The new economy has created more artistic careers, and these jobs may grow faster than others in the future.
- **Better self-confidence:** With encouragement from teachers and parents, students playing a musical instrument can build pride and confidence. Musical education is also likely to develop better communication for students.
- **Responsible risk-taking:** Performing a musical piece can bring fear and anxiety. Doing so teaches kids how to take risks and deal with fear, which will help them become successful and reach their potential.
- **Development of teamwork:** playing as part of an ensemble require teamwork. In these groups, students will learn how to work together and build camaraderie.
- **Improved creative thinking:** pupils who study the arts can learn to think creatively. This kind of education can help them solve problems by thinking outside the box and realizing that there may be more than one right answer.
- **More finely-tuned auditory skills:** Musicians can better detect meaningful, information-bearing elements in sounds, like the emotional meaning in a baby's cry. Students who practice music can have better auditory attention, and pick out predictable patterns from surrounding noise.
- **Better engagement and a more inclusive environment:** An enjoyable subject like music can keep pupils interested and engaged in school. It also often engages children who can find other areas of the curriculum tricky. Learning to play pieces of music on a new instrument can be a challenging, but achievable goal. Students who master even the smallest goal in music will be able to feel proud of their achievement.
- **Increased coordination:** Students who practice with musical instruments can improve their hand-eye coordination. Just like playing sports, children can develop motor skills when playing music.
- **Students learn to improve their work:** Learning music promotes craftsmanship, and students learn to want to create good work instead of mediocre work. This desire can be applied to all subjects of study.

- **A mastery of memorization:** Even when performing with sheet music, student musicians are constantly using their memory to perform. The skill of memorization can serve students well in education and beyond.

Further information

For more information about how you can get involved with music at home and in your local community – please follow the links below to Hampshire Music Hub’s webpage and to a guide published by the Department for Education to support parents and young people in their musical endeavours outside of school.

<https://hantsmusichub.org.uk/>

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>

| 1. Teaching & Learning Meeting the needs of all children to ensure good progress. | | | | | |
|---|---|------------|-----------|--------|--------|
| Intent | Implementation/ actions | Monitoring | Timescale | Budget | Impact |
| To develop robust assessment for learning strategies to accurately identify individual learning gaps and inform the planning of targeted adaptations and scaffolding. This will ensure all pupils receive the necessary support to make progress and retain information over time. To ensure that every lesson includes high levels of appropriate challenge to promote deeper thinking and accelerate progress for all learners, so that more pupils achieve greater depth. | Provide staff with a thorough guide for assessment, including providing a ‘Music Assessment Tool’ which explains how children can demonstrate secure understanding and a greater depth of knowledge. | Music Lead | Autumn 1 | | |
| | Lead staff training about assessment and helping teachers to understand how to help children who have gaps in their learning. | Music Lead | Autumn 1 | | |
| | Monitor digital evidence to ensure that assessments and next steps are robust and meaningful. | Music Lead | Ongoing | | |
| | Ensure all adults teaching music understand, through coaching, training and resources, how to support and challenge all children in music - including those showing a confidence in the subject. Signpost to Kapow resources and cover in staff training. | Music Lead | Ongoing | | |
| | To ensure all adults teaching music have the knowledge and resources to adapt the curriculum to | Music Lead | Ongoing | | |

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|--|---|--|--|--|--|
| | the needs of our children with SEND through skills training and highlighting key resources. | | | | |
|--|---|--|--|--|--|

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

| Intent | Implementation | Monitoring | Timescale | Budget | Impact |
|--|---|-------------------------------|-----------------------|--------|--------|
| <p>To strengthen assessment opportunities across foundation subjects to enable teachers to accurately identify gaps in learning and use this information to inform planning and teaching.</p> <p>To develop subject leaders through effective monitoring, professional development, and opportunities to lead, so they become strong, confident leaders in their subjects and drive improvement across the school.</p> | Upload all objectives for musical learning to Insights for more robust and accurate assessment, as opposed to just final objectives. | Music Lead | Autumn Term + Ongoing | | |
| | <p>Implement new way of assessing and evidencing. Create a guide for teachers and open lessons for observation of best practise.</p> <p>Next year's focus:</p> <ul style="list-style-type: none"> • Real-time assessment against all five objectives for each musical unit • Moving away from books and using 'digital floor books' with recordings and pictures. • Using comments on Insights to support assessments. | SLT, Music Lead and Teachers. | Autumn Term + Ongoing | | |
| | Children to have access to cover pages and knowledge organisers at the start of every lesson, to recap their learning and build skills when it comes to using musical vocabulary and retention of learning | SLT, Music Lead and Teachers. | ongoing | | |
| | Develop the 'Art and Music Day' at the Infant school, working with the music lead. | Music and Art Lead | Summer Term | | |

Subject Leader Impact Statement

| How have you used your subject release time? | What has the impact been? | Next Steps: |
|---|--|--|
| <p>To implement new music scheme, Kapow, which supports those teaching music to deliver more structured and higher quality music lessons.</p> <p>To improve quality of music teaching by providing modelling and coaching to all PPA/HLTA staff teaching music.</p> <p>Tailor assessment to reflect new objectives and progression of skills document, whilst giving teachers the correct tools and knowledge to make accurate assessment.</p> <p>To introduce more effective opportunities for children to evaluate their own performances and learning in the subject.</p> <p>To improve use of musical vocabulary and notation across the schools by using</p> | <p>Consistent learning happening across both schools, more pupil enjoyment is evident. Teachers have also reported an increase in confidence for music teaching.</p> <p>HLTAs feedback expressed that this was a helpful exercise – resulting in improved teaching and confidence.</p> <p>Assessment is less generic and more reflective of the specific objective, however more needs to be done to encourage consistent assessment.</p> <p>Children talk more confidently about their learning using more specific vocabulary.</p> | <p>To implement scheme in YR and adapt the program of learning so that it is tailored to each individual year group. Continue to provide training for Kapow to signpost teachers to the wealth of resources and CPD opportunities.</p> <p>Offer more opportunities for those teaching music to observe lessons and focus on specific areas for development.</p> <p>Upload all the objectives, as opposed to just the final outcome, provide a guide, Assessment Tool and training on how to use these successfully to make real-time assessments with comments.</p> <p>To encourage pit stops for self or peer reflection after every performance opportunity.</p> |

| | | |
|--|---|---|
| <p>classroom posters and using a scheme that helps to develop this particular skill.</p> <p>To develop and increase the musical experiences available at our schools by researching new opportunities in our local community and beyond.</p> | <p>Musical vocabulary is more evident in observed lessons and singing assemblies.</p> <p>Children enjoyed new opportunities this year, including a brass demo, pantomime and flash mob.</p> | <p>Cover pages and knowledge organisers to be provided and used at the start of every single lesson to recap and embed vocabulary, with specific instructions to use Insight comments to record knowledge.</p> <p>We will be working with the chair of the PTA next year to develop this further. Musical experienced has been agreed as a fund-raising priority.</p> |
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DATA

| Attainment: | | Autumn | Spring | Summer |
|-------------|------|--------|--------|--------|
| Year 3 | GDS | 3% | 3% | 3% |
| | ARE | 72% | 75% | 75% |
| | BARE | 22% | 22% | 22% |
| Year 4 | GDS | 0% | 0% | 0% |
| | ARE | 84% | 95% | 79% |
| | BARE | 16% | 5% | 20% |
| Year 5 | GDS | 2% | 2% | 0% |
| | ARE | 90% | 94% | 92% |
| | BARE | 8% | 4% | 8% |
| Year 6 | GDS | 0% | 0% | 0% |
| | ARE | 95% | 74% | 86% |
| | BARE | 5% | 26% | 14% |

Groups

| % of chn. at ARE | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|--------|--------|--------|--------|
| Boys | 73% | 77% | 83% | 88% |
| Girls | 76% | 80% | 100% | 82% |
| PP | 65% | 78% | 86% | 81% |
| Non PP | 92% | 81% | 100% | 93% |
| EAL | 80% | 78% | 100% | 100% |
| SEND | 14% | 58% | 64% | 69% |
| Non SEND | 92% | 89% | 100% | 93% |

Data Analysis:

Points to consider for next year:

- Attainment now shows a more accurate picture due to specific learning objectives. This is being improved further this year by assessing against all learning objectives as opposed to just the final outcome.
- Children achieving ARE across the board is a complimentary and improving picture.
- More needs to be done to identify children achieving Greater Depth. An Assessment Tool is being introduced for the next academic year to guide teachers on what GD learning looks like for each outcome.
- More needs to be done to bridge the attainment gap between SEND and Non-SEND pupils, especially in year 3.
- Children with EAL are achieving well in music – highlighting the universality of the musical language.