

The Hayling College

Music Development – SLT & Governor Monitoring Plan 2026–27

How to use this document

At each checkpoint, update the RAG judgement using evidence rather than task completion. A green judgement should mean leaders can demonstrate impact on pupils. Amber means provision/action exists but impact is incomplete or uneven. Red means a material gap, weak evidence or a missed milestone.

Area	Key question for leaders	Baseline / target	Evidence to review	Autumn	Spring	Summer	Next action / owner
Curriculum time	Is there enough protected KS3 music time for pupils to learn the intended statutory curriculum securely?	Baseline: quantify actual hours. Target: explicit SLT/governor assurance and improvement route where needed.	Timetable; cancelled lessons; curriculum coverage; pupil outcomes.	RED			
Statutory curriculum	Can leaders show where every KS3 National Curriculum music requirement is taught and revisited?	Target: 100% mapped by Oct 2026.	Compliance map; schemes; pupil evidence.	RED			
Progression	Does musical learning become demonstrably more complex from Y7 to Y9?	Target: published internal endpoints across 5 threads.	Progression map; exemplar recordings; assessment.	AMBER			
Teaching & practice	Are pupils given sufficient guided and independent practice, with gaps identified and retaught?	Target: learning walk shows secure practice/reteach routines.	Lesson visits; pupil work; recordings; pupil voice.	AMBER			
Assessment	Does assessment tell teachers what pupils know/can do and alter subsequent teaching?	Target: concise authentic assessment model in use by Autumn 2.	Moderated samples; checks; planning response.	AMBER			
SEND	Are adaptations ambitious, appropriate and evaluated for impact?	Target: termly SEND music review; no unexplained participation/outcome gap.	SEND profiles; recordings; visits; dashboard.	RED			
Disadvantage	Are financial/logistical barriers to tuition and enrichment identified and reduced?	Target: PP participation gap narrows term on term.	Participation dashboard; subsidy/loan records; pupil voice.	RED			
Singing	Is singing/vocal work a planned and progressive element of KS3 music?	Target: explicit vocal experience in every year group + open-access route.	Curriculum map; recordings; club register.	AMBER			

Area	Key question for leaders	Baseline / target	Evidence to review	Autumn	Spring	Summer	Next action / owner
Instrumental fluency	Do pupils improve on instruments over time rather than repeatedly starting again?	Target: longitudinal evidence of technique/fluency.	Recordings; assessment; curriculum map.	AMBER			
Composition	Does composing progress from taught musical knowledge to increasingly independent creativity?	Target: Y7–9 composition progression model.	Composition portfolio; DAW files.	AMBER			
Music technology	Is technology a distinctive strength that supports musical understanding and KS4 progression?	Target: coherent KS3→KS4 technology sequence.	Curriculum map; projects; KS4 transition evidence.	GREEN			
Enrichment	Is the offer broad, regular and accessible, and do leaders know who is not participating?	Target: participation tracked by group; barriers followed up.	Registers; dashboard; pupil survey.	AMBER			
Performance	Do pupils have regular opportunities for their music to be heard?	Target: at least termly public performance opportunity.	Programmes; recordings; participation data.	AMBER			
Live music	Does each KS3 cohort encounter high-quality live music annually?	Target: one meaningful live encounter per year group.	Visits/visitor records; pupil reflection.	AMBER			
Hub partnership	Is Hampshire Music Education Hub used strategically?	Target: annual development meeting and reviewed actions.	Hub action note; CPD; ensemble/tuition opportunities.	AMBER			
KS4 progression & careers	Do leaders understand uptake/outcomes and connect music to post-16/creative careers?	Target: 3-year analysis and careers actions by Spring 2.	Options/outcomes data; destinations; careers programme.	AMBER			
Published MDP	Is the website summary current and reviewed annually?	Target: current before/at start of academic year.	Website check; review date.	RED			
Leadership impact	Can leaders say precisely what improved, for whom, and what remains to do?	Target: termly evidence-led review, not activity reporting.	Dashboard; pupil evidence; minutes; revised actions.	RED			

Termly evidence pack – keep it lean

- One-page music dashboard with curriculum outcomes and enrichment/tuition participation by key pupil group.
- One annotated curriculum/progression map showing what changed since the previous review.
- A small, representative set of pupil recordings/work from Years 7–9, including SEND and disadvantaged pupils.
- A short pupil voice sample: what pupils remember, can do now, how they practise, and how they can participate beyond lessons.
- A brief subject-lead evaluation: what has improved, where evidence is mixed, and the next two actions.
- Minutes/notes showing SLT and governor challenge and any resulting decisions.

Suggested governor challenge questions

- What can pupils do musically at the end of Year 9 that they could not do at the end of Year 7?
- How do we know pupils with SEND and disadvantaged pupils are accessing and achieving in music, rather than merely being offered provision?
- What has the curriculum-time audit shown, and is the current allocation enough to secure the intended curriculum?
- Where have assessment findings caused teachers to reteach or change the curriculum?
- Which pupils are not participating in enrichment or tuition, and what barriers have we identified?
- What evidence shows that singing, instrumental fluency and composition are improving over time?
- How is music technology strengthening musicianship and progression rather than narrowing the subject?
- What has the Music Hub partnership changed for pupils or staff?
- What is the strongest evidence that music provision is better this term than it was last term?
- What remains the greatest risk, and what decision or resource is needed from governors/SLT?

RAG decision rule

RAG	Meaning	Decision rule
GREEN	Secure / on track	Implemented and there is credible evidence of positive pupil impact; remaining actions are routine refinement.
AMBER	Partial / risk	Action has begun or provision exists, but impact is not yet secure, consistent or sufficiently evidenced.
RED	Priority	Material gap, missed milestone, weak assurance or evidence suggesting pupils may not receive the intended entitlement.

Reference framework: DfE National Plan for Music Education; DfE School Music Development Plan summary template; KS3 National Curriculum for Music; Ofsted school inspection toolkit/operating guidance in force from September 2026; current government music/enrichment policy.