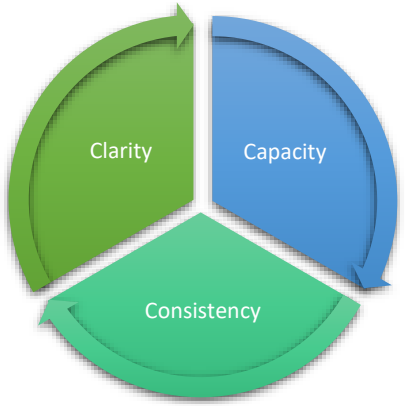
An Daras Trust
Igniting Curiosity Growing Capabilities

Visible Learning plus Partner School



An Daras Multi-Academy Trust

Academy Improvement Plan 23-24 (Sept 23 – Sept 24)

Element: Trust Music Development Plan

Trust Plan	
Trust Version:	v6 Template
Statutory:	Non – Non statutory- Recommended
Advisory Committee:	Trust Board of Directors Learning Committee
Linked Documents and Policies:	Trust Exception Reports, PPG Provision Map, PE Funding Map, SEF, Trust Consultant Reports, Trust SI Strategy. **DfE Trust Quality Descriptors 2023**

A. Improvement – Trust Model Synopsis

- **Our strategy model** is structured around establishing sustainable improvement "building blocks" of **capacity**, **consistency a**nd **clarity** in school operations delivered through interlinked improvement strategies informed by Trust, local and national school **contexts** including the **DFE Trust Quality Descriptors 2023.** We define these essential building blocks as;
  - ✓ **Capacity** – *the ability to design, deliver and lead change within an agreed strategic vision*
  - ✓ **Consistency** – *the ability to standardise systems, process, protocols and standards to*
  - ✓ **Clarity** – *the rigorous application of school improvement models, CPD programmes and*
  - ✓ **Context** – *the identification of Trust and local priorities which deliver gain and value added for stakeholders*

- This annual AIP document exemplifies the Trust's approach to delivery of school improvement "building blocks" which lead into five overall Trust prime improvement areas - *Vision and Culture, People and Leadership, Curriculum and Assessment, Teaching and Learning, Governance and Accountability*. These align with the **DFE Trust Quality Descriptor** 5 pillars *(1. High quality and inclusive education, 2. School improvement, 3. Workforce, 4. Finance and operations and 5. Governance and leadership)*

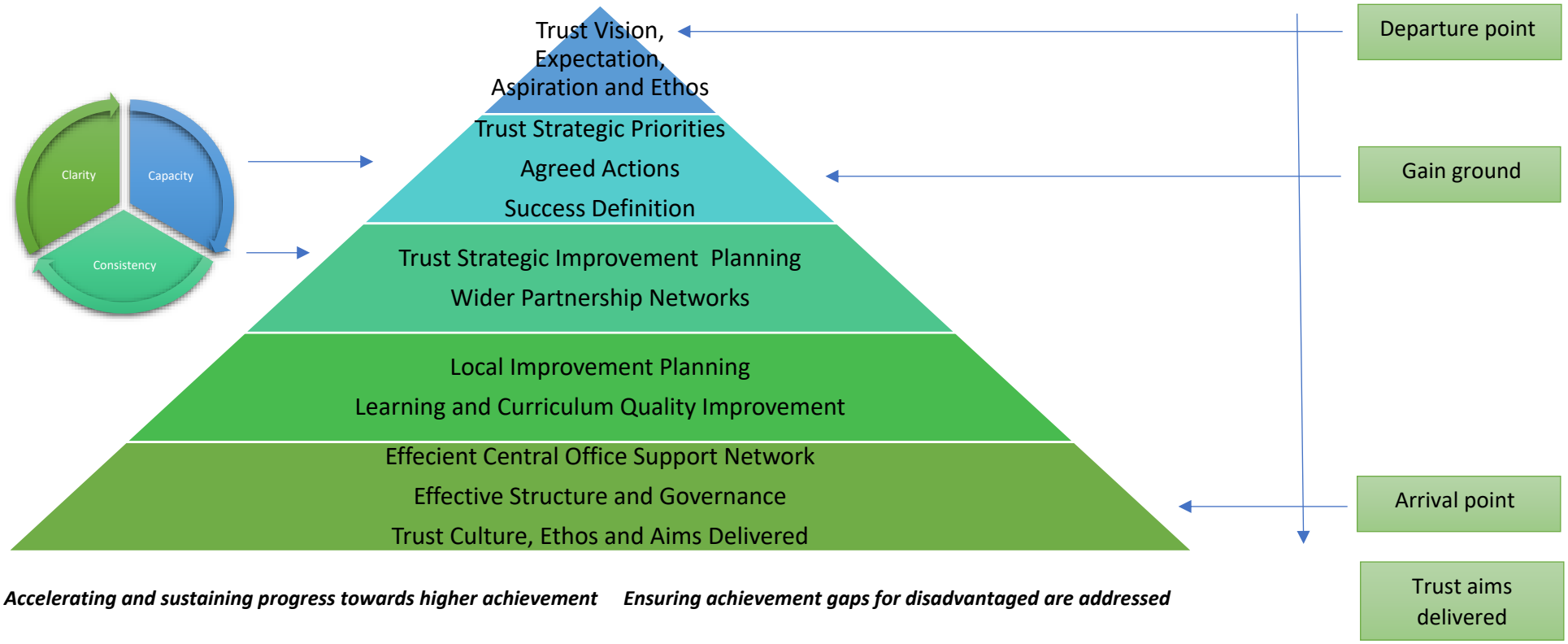
- **Trust self-assessment system** (see Trust Risk Register/Capacity framework Tool) used to risk manage the latest achievement/context of a Trust on an annual basis. Levels of support, resource deployment and challenge will then be decided by the Trust Board. Schools will continue to be reviewed against the following criteria;

Seriously underperforming school	The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, injection of systems and staff, critical decisions sand modelling what is needed
School that requires improvement to be judged good	A school requiring reinforcements: building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations, designing and implementing a strategy for creating a school that is good or better
Good to outstanding	The need for refinement: ensuring that all teaching and learning is good and that an increasingly high proportion is outstanding, refining monitoring and evaluation, ensuring the needs of every pupil are met, growing leaders, reducing achievement gaps and maximising progress and outcomes
Sustaining excellence	A school requiring renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the schools influence more widely

B. Creating Shared Vision, Aspiration and Expectation

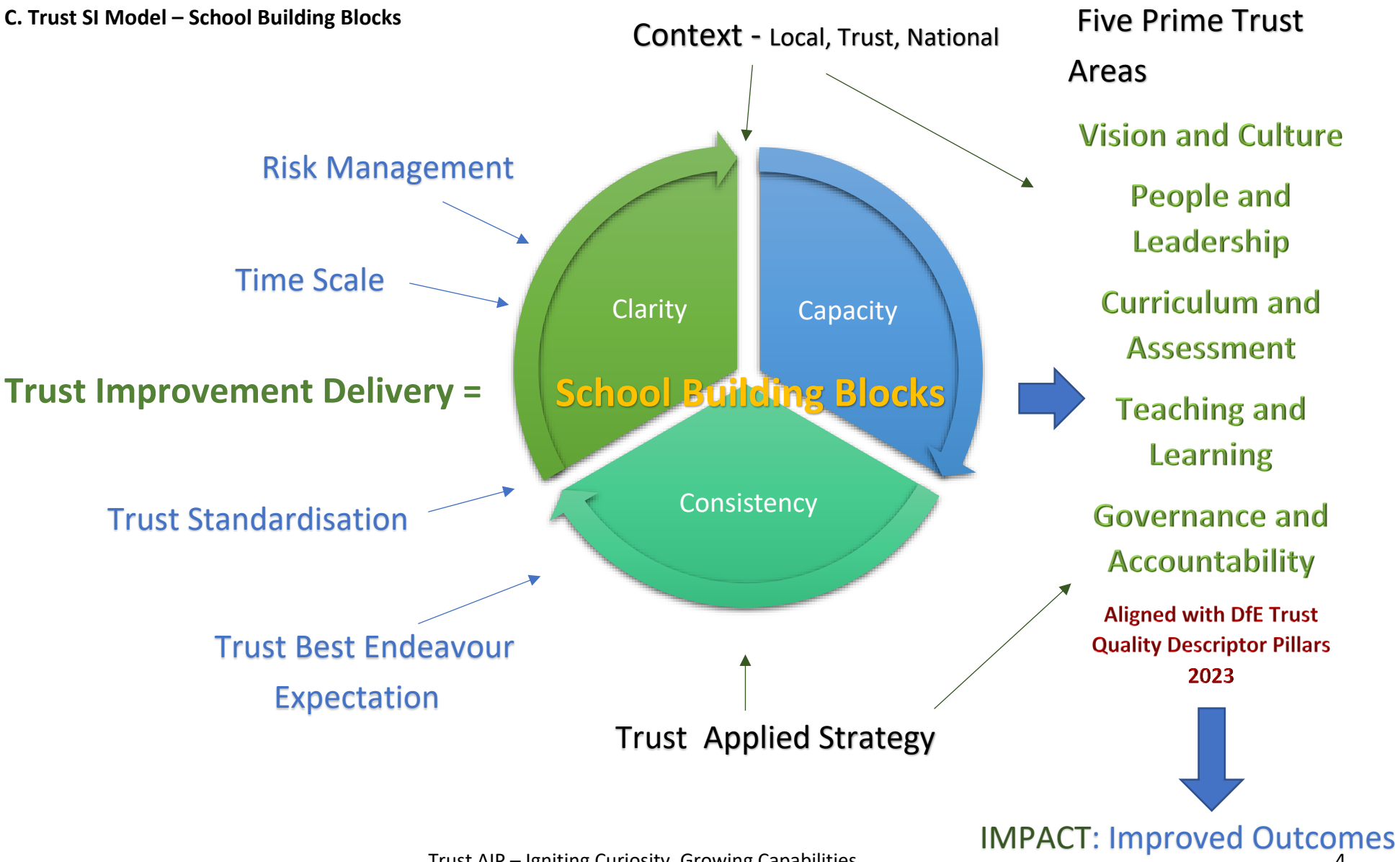
- Trust Vision and Mission Statement– *Igniting Curiosity, Growing Capabilities* - ***"To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it"***

- Trust schools will focus on delivering school improvement programmes closely linked to their local need and the Trust priorities – providing a "departure" point and "arrival" point to measure success and gain. School improvement is always identified with raising the quality of learning and standards. SI needs will be identified by using the full range of Trust self-evaluation tools. The pyramid shows SI implementation strategy;



Accelerating and sustaining progress towards higher achievement ***Ensuring achievement gaps for disadvantaged are addressed***

C. Trust SI Model – School Building Blocks



D. Academy Improvement Plan 23-24 – Improving Outcomes for Children	
Trust Over-arching Vision: *Igniting Curiosity, Growing Capabilities - "To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it"*	
Context – Key School Factors from Latest Evidence – Internal School Data- itrack/ SEF ***(Key = Green/no issue, Amber/minor issue, Red/major issue)***	
Attainment Benchmark KS2:	**Attainment Benchmark KS1:**
Key Staff and Roles: ▪ Will Hermon (WH) CEO ▪ Jo Callow (JCA) Deputy CEO ▪ Deborah Saunders (DS) Trust improvement Officer ▪ Oli Stephens (TSL) Trust Music Leader ▪ School Based Music Leaders	**Board Leadership:** ▪ Learning Staffing, Safeguarding Committee (LSS)
Context – Music Trust Level Action Plan Factors 23-24 from Latest Evidence	
Trust Action – 1a: To provide music tuition opportunities for all schools within their primary education **2a:** Continue to ensure that all pupils have regular access to play a range of instruments. **2b:** Fully embed music technology into school music curriculum ensuring staff have expertise to deliver high quality learning sessions **3a:** To ensure that pupils have regular access to live musical performances	

DfE Trust Quality Descriptor: *Pillar 1- High Quality and Inclusive Education*				
Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)
1a- To provide music tuition opportunities for all schools within their primary education 'A primary school's music curriculum should	All schools have access to a specialist music teacher. Training is provided for non-music-specialists to ensure music teaching is consistently good.	▪ Where schools do not have their own specialist music teachers, buy in music teachers to deliver lessons and CPD for staff ▪ Trust schools to utilise Music specialism in An Daras Trust staff members across the year.	▪ Cornwall schools use First Access to pay for music specialist teacher to deliver high quality music teaching and deliver CPD via lesson observations by class teachers. ▪ Devon schools use MEG funding to pay music specialist teacher to deliver high quality music teaching and deliver CPD via lesson observations by class teachers.	▪ Music teaching becomes more effective due to CPD provided for non-music specialists ▪ Quality of education increases due to visiting specialist music teachers. ▪ Music Attainment data per school shows that the vast majority of pupils achieve ARE.

be developed and ideally delivered by a music specialist wherever possible' **A National Plan for Music Education, 2022**			▪ Annually Trust/ Schools Together Year 4 pupils attend music enrichment event at local venue delivered by music specialists.	
Impact Monitoring Priority A (quality check/key questions)	LSS Termly monitoring at Board level, School or Trust Leadership Exception Reporting, Trust Improvement Officer/ Trust Subject Leader monitoring and Exceptions Reporting			

Priority B: *Curriculum and Assessment*

Trust Action – 2a: Continue to ensure that all pupils have regular access to play a range of instruments.
2b Fully embed music technology into school music curriculum ensuring staff have expertise to deliver high quality learning sessions

DfE Trust Quality Descriptor: *Pillar 1- High Quality and Inclusive Education*

Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)
2a Continue to ensure that all pupils have regular access to play a range of instruments. 'every child has an opportunity to learn an instrument and to make progress with instruments is also essential. To support children	All pupils have access to a range of instruments across their primary education All schools have planned opportunities for their pupils to learn to play the available instruments. All schools have access to music technology. Staff have training on how to teach music technology.	▪ A list of instruments and a loan agreement is created across schools.	▪ Trust music leader collate a list of resources and when they are available across schools (School based leaders to provide information) ▪ Costs to schools to replace damaged or broken equipment as per An Daras loan agreement. ▪ Cost of instrumental music teachers from Cornwall Music Service Trust or ASONE Hub, First Access ▪ Devon schools access 'We Set' for free class sets of instruments.	▪ Schools scheme of learning to indicate when instruments are progressively learnt ▪ Growing numbers of pupils accessing instruments beyond the core Music curriculum (School records) ▪ School Curriculum indicates a range of instruments accessible to pupils across the Trust (opportunity to learn something new)

with learning an instrument, primary schools should offer group instrumental teaching programmes in class time' **A National Plan for Music Education, 2022**				
Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)
2b Fully embed music technology into school music curriculum ensuring staff have expertise to deliver high quality learning sessions 'As in early years settings, music technology can also play an important role in teaching and developing musical concepts for primary school	All schools have a music technology unit planned into their scheme of learning. All schools have access to resources to teach music technology.	▪ Staff access training on how to deliver effective and aspirational music technology.	▪ Training for staff to use music technology in the classroom. ▪ Some opportunities for a music technology teacher to deliver sessions to the class. ▪ Teachers should be part of any music technology lessons delivered by visiting music teachers as part of professional development. For example: ▪ YuStudio ▪ BandLab ▪ Garageband ▪ Charanga CPD	▪ Schools will demonstrate in their scheme of learning when music technology is being taught ▪ Schools will have accurate and robust assessment of music technology demonstrating progress across a unit and cross year groups.

children. Technology can be an exciting way to introduce children to more complex musical concepts in a format they are increasingly familiar with from a young age.' **A National Plan for Music Education, 2022**			▪ Inclusive music academy	
Impact Monitoring Priority B (quality check/key questions)	LSS Termly monitoring at Board level, School or Trust Leadership Exception Reporting, Trust Improvement Officer/ Trust Subject Leader monitoring and Exceptions Reporting			
Priority C: *Vision and Culture* **Trust Action – 3a:** To ensure that pupils have regular access to live musical performances				
DfE Trust Quality Descriptor: *Pillars 3 and 4 – Workforce, Finance and Operations*				
Explaining Context (rationale/evidence)	**Achieving Clarity** (defining priority and time frame)	**Achieving Consistency** (actions delivering consistency)	**Achieving Capacity** (tasks/costs/resources/training/personnel delivering capacity)	**Expected Outcome/Impact** (define success/KPIs/pupil achievement)
3a To ensure that pupils have regular access to live musical performances 'all primary school pupils should experience live music as an	▪ Pupils are given opportunities to witness live musical performances.	▪ Throughout their primary education, pupils have annual opportunities to witness live music performances.	▪ Cornish schools participate in annual Songfest event. ▪ Classes perform 'end piece' performances to another class within school. ▪ Local and touring ensembles invited into school to perform to pupils. ▪ Pupils experience video recordings of high quality live musical performances in music lessons.	▪ Raised aspirations for pupils to perform music in and out of school. ▪ Pupils/ class confidence and application of capabilities framework improves.

audience member at least once a year' **A National Plan for Music Education, 2022**			▪ Pupils have opportunities to perform their music from musical tuition in assemblies on a regular basis. ▪ Class assemblies have a musical element within the performances. ▪ Pupils have access to weekly singing assemblies. ▪ Schools host group musical events each year e.g. Christmas/ Easter/ Summer etc within the school venue and other locations- making good Church Links.	
Impact Monitoring Priority C (quality check/key questions)	LSS Termly monitoring at Board level, School or Trust Leadership Exception Reporting, Trust Improvement Officer/ Trust Subject Leader monitoring and Exceptions Reporting			

E. AIP Progress Review Summary – Key Performance Indicators f *(full details of progress against each overall priority to be regularly reported to LGB using the Trust Exceptions Report template)*	
Priority	**Key Performance Indicators (KPI) from AIP Expected Outcome Column – Rolling RAG Review Summary**
A. *Teaching and Learning Standards*	▪ Music teaching becomes more effective due to CPD provided for non-music specialists and quality of education increases due to visiting specialist music teachers. ▪ Music Attainment data per school shows that the vast majority of pupils achieve ARE.
B. *Curriculum and Assessment*	▪ Schools scheme of learning to indicate when instruments are progressively learnt ▪ Growing numbers of pupils accessing instruments beyond the core Music curriculum (School records) ▪ School Curriculum indicates a range of instruments accessible to pupils across the Trust (opportunity to learn something new)
	▪ Schools will demonstrate in their scheme of learning when music technology is being taught ▪ Schools will have accurate and robust assessment of music technology demonstrating progress across a unit and cross year groups.
C. *Vision and Culture*	▪ Raised aspirations for pupils to perform music in and out of school. ▪ Pupils/ class confidence and applications of capabilities framework improves.