**EXAMPLE OF AN ACTION PLAN: 2018/2019**

**Action plan to be implemented by subject leader, Head Teacher and staff: to be reviewed in July 2019**

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| **Action to be taken 2019/20** | **Reviewed July 2020** |
| **Focus 1: Review school scheme of work for music**   * The newly appointed music subject leader has inherited an out-of-date scheme and wishes to trial a more modern online resource. * ‘Charanga’ is offered by the Hub as part of a partnership package: SL will attend ‘Charanga’ training and cascade to staff.   **Success criteria:**   * *Music scheme used effectively to teach music* * *Staff levels of confidence are raised* * *Pupils respond positively to the activities and demonstrate progress through increased skills, knowledge and understanding* * *Progress evidenced through lesson observations, filmed lessons and assessment* | **Focus 1: Review school scheme of work for music**   * SLT, staff and subject leader are very pleased with the scheme ‘Charanga’ and report that the pupils have responded enthusiastically and musically. * Generalist colleagues have felt supported by the scheme and feel that their confidence has been boosted by the introduction of this material. * Pupils’ progress has been evidencedthrough lesson observations, filmed lessons and assessment   **Success criteria met** |
| **Focus 2: Audit of instrumental resources; better storage arrangements to be made**   * Percussion stock is inadequate and needs a serious refresh. An audit is to be conducted and new stock ordered. * Instruments are currently stored on a trolley in a cupboard: this limits access for staff and pupils. * Percussion to be divided and kept in large labelled boxes in classrooms.   **Success criteria**   * *Additional percussion stock enhances musical provision* * *New storage arrangements improve access to percssions music delivery* | **Focus 2: : Audit of instrumental resources; better storage arrangements to be made**   * Staff and pupils have been enthused by the new percussion. * Instruments are used more frequently to support delivery and storage arrangements have proved to be effective.   **Success criteria met** |
| **Focus 3: Audit of staff skills/ knowledge to inform**  **in-house training & support**   * The subject leader plans to provide in-house ‘Twilights’ each half term to support colleagues. * The SL recognises that many colleagues are non**-**specialists and wishes to establish individual strengths/weaknesses in subject knowledge, including use of technology. * The staff have agreed to complete an audit to inform the content of the in-house training * Later in the year the SL will conduct ‘drop-in’ lesson observations   **Success criteria**   * *The audit establishes colleagues’ musical skills and informs future CPD for the staff* * *Training enhances colleagues’ confidence to teach music and supports children’s learning* * *Standards of music delivery are raised and evidenced as above* | **Focus 3: Audit of staff skills/ knowledge to inform**  **in-house training & support**   * The staff audit was completed and collated: teaching composition was the NC strand that created the most fear! * Five in-house training sessions took place: staff reported increased confidence from advice re teaching composition. * ‘Drop-in’ lesson observations and follow-up from SL were regarded favourably as a useful source of support and show that the standard of music provision had been raised. * Teachers felt that confidence and skills had improved greatly since training began and that pupils’ benefited from teachers’ renewed confidence and increased musical competence.   **Success criteria met** |
| **This action plan will be deemed to have been successful if each success criteria has been met** | **Next year’s music Action Plan will focus on approaches to assessment across the school** |