



**Guildhall School
of Music & Drama**
in partnership with
Islington Council

Music at your School 2025-26

Supported by Music Education Islington

Service Level Agreements

School programmes, activities and progression

Instrument hire and purchase

Information and terms and conditions

How to access our services, programmes and activities



General

This document introduces services, programmes and activities for Islington's state-maintained primary and secondary schools.

In order to access reduced costs to services, programmes and activities listed in this brochure, schools will need to sign up for a Service Level Agreement (SLA).

SLA costs for independent schools vary on a case-by-case basis. Please contact:

MusicEducation.Islington@gsmd.ac.uk

Service Level Agreement

The SLA is made between the school (the client) and Guildhall School's provision for Music Education Islington (MEI) via Islington Council. The parties agree to act in good faith and in a reasonable and timely manner with regard to the operation of the agreement.

Please contact MusicEducation.Islington@gsmd.ac.uk to discuss the best fit for your setting.

Duration

The duration of this SLA is effective for three school terms between 1st September and 31st July unless agreed otherwise between MEI and the school.

The school must give at least one term's paid notice of any cancellation to instrumental teaching or engagement in partner activities.

Music in Secondary School Trust (MiSST) Partnership

MiSST partner schools sign a Memorandum of Understanding each academic year. This sets out the expectations and responsibilities of each partner with regard to the MiSST provision of services. MiSST partner schools can also sign up to the Music Education Islington SLA, which enables them to access the additional services listed below.

All information is correct at time of printing

Service Level Agreements

Standard Offer £160

- Termly CPD and network opportunities for all phases
- Access to highly trained peripatetic teachers at subsidised costs
- Performance opportunities
- Access to music therapy* at discounted daily rates
- Annual music workshop
- Access to instrument hire scheme
- Subsidised access to progression routes for your students
- Access to opportunities and activities delivered by partner organisations (e.g. London Sinfonietta or Voices Foundation) which encourage deeper engagement with music
- **Primary schools** have access to online music school 'Charanga' and mentoring schemes for EYFS, KS1 and KS2, with our Music Explorer programme (EYFS) or 'Jolly Music' to teach music through singing
- **Secondary schools** have access to Charanga Secondary including YuStudio.

Standard+ for Secondary Schools £280

Includes everything in the Standard Offer with access to MusicFirst provision e.g. Focus on Sound.

Targeted Offer £320

Includes everything in the Standard and Standard+ Offers. In addition:

- Equivalent of 3 hours per year of targeted advice and support on an area identified by the school, e.g. development of EYFS, instrumental access and progression, widening genres and styles

Bespoke Offer £588

Includes everything in the Standard Offer and Standard+ Offers. In addition:

- Equivalent of 8 hours per year of bespoke advice and support for schools on their music curriculum development including signing, EYFS, progression routes, curriculum development support, whole school improvement using music

*Music Therapy is a psychological therapy using established musical interventions to support people of all ages with their psychological, emotional, cognitive, physical, communicative and social needs

Self-Evaluation Tool

At the end of this brochure, you will find a Self-Evaluation Tool (SET) to support your school to embed and document high-quality provision in your school improvement plan. It takes into account the statutory National Music Curriculum as well as Ofsted criteria and will support your school 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 that support the school's provision of musical life.

What's on in 2025-26

Events and projects in 2025-26 will include:

- Mass singing opportunities like the Winter Sing
- Networking opportunities
- CPD sessions, including Charanga for primary and secondary teachers
- Performance opportunities such as the New Sounds Festival at Milton Court
- GCSE taster sessions, Instrumental Inspiration Week for primary schools, targeted singing support for secondary schools

Events and opportunities are usually completely free to schools signed up to the Service Level Agreement, but are subject to our terms and conditions on pages 16-18.

Throughout the year we develop projects with our partners such as Voices Foundation, The Worshipful Company of Musicians, London Symphony Orchestra and Live Music Now.

The programme of activities is always evolving so the best way to keep up to date with what's on at Music Education Islington in 2025-26 is to sign up to our newsletter. Once a month, we collate MEI and partners' upcoming events, courses and notices for schools, your pupils and their families.



"It was a wonderful experience to just sing!"

Teacher, Primary School

3,000 young people took part in MEI events in 2024-25



Sign up for the newsletter by scanning the QR code or through the MEI website:

<https://www.gsmd.ac.uk/study-with-guildhall/children-and-young-people/music-education-islington/join-the-music-education-mailing-list>

Weekly after-school activities

Find out more about each course on pages 13-14

Monday

MEI Music Centre @ Elizabeth Garrett Anderson School

4-6.30pm

Introduction to Music **new**

Instrumental Course **new**

Jazz, Funk, Fusion, Afrobeat, Experimental and Beyond

MEI Music Centre @ Arts and Media School Islington

4-7pm

Introduction to Music

Instrumental Course

Tuesday

Music Explorers @ West Library

4.15-5pm

Wednesday

MEI Music Centre @ City of London Academy - Highbury Grove

4.15-7pm

Introduction to Music

Instrumental Course



School Programmes & Activities

Peripatetic Teaching

Music Education Islington works with a large range of peripatetic tutors who teach all ages of whole class ensemble (WCET), small groups, individual lessons and mixed ensembles covering the following areas:

- Musicianship, e.g. Jolly Music
- Singing, including singing assembly
- Bowed string instruments: violin, viola, cello
- Plucked string instruments: ukulele, guitar
- Woodwind and brass instruments: trumpet, trombone, clarinet, flute, recorder
- Ensembles
- Group percussion
- Music production e.g. YuStudio, GarageBand, Logic

In 2024-25, MEI taught 14 different instruments in 24 schools

MEI Tutors

Guildhall School and MEI ensures that safer recruitment practices are always followed and that safeguarding considerations are at the centre of each stage of the recruitment process.

All tutors working with MEI must pass the following safeguarding assessments:

- Enhanced DBS check, including children's barred list check. DBS checks are refreshed every two years, or checked against the DBS update service.
- Identity check
- Right to work in the UK check
- Two satisfactory references

All tutors work with MEI on a self-employed basis and are paid directly by us.

A copy of MEI's Safeguarding and Child Protection Policy can be provided on request.

"The professionals are very high quality teachers with expert knowledge and the ability to manage large groups of children."

Teacher, Primary School

Structure for in-school teaching

- 10 taught lessons per term; three terms per academic year.
- The school must have need for at least two consecutive hours' of teaching each week in order for MEI to engage a tutor.
- Changes to regular teaching must be discussed with MEI and confirmed in writing with a term's notice. This includes additional teaching weeks, additional weeks due to expected participation in school performances and training, and especially reductions in tutors' hours. Full MEI and school responsibilities can be found in the Terms and Conditions section of this document (page 17-18).
- Charges per hour reflect contact time and preparation time as shown in the table below. Additional preparation costs (e.g. pre-lesson tuning time for some instruments) will be discussed on a case-by-case basis.
- Schools must not engage MEI tutors in private arrangements.

Lesson Type	Contact Time	Prep. Time	Cost /hour	Cost /10 week term
Group lessons (5+ pupils)	45 minutes	15 minutes	£41	£410
Small group and individual lessons*	50 minutes	10 minutes	£41	£410

*Small group and individual lessons are best taught in 25 minute slots with 5 minutes preparation time.



First access to instrumental provision: what's best for your school?

According to the national curriculum, every child should have access to instrumental learning for at least one term; Islington encourages all schools to give each child this opportunity for at least one year.

The following options present three different ways of implementing instrumental provision. The more intense the instrumental lessons are during the first year, the faster pupils will progress; students will be more likely to feel encouraged to continue their instrumental journey in subsequent years according to your progression opportunities.

Option 1

45 minutes contact time and 15 minutes set up time per whole class.

Cost / week / class	Cost / term / class	Cost / year / class
£41	£410	£1,230

Option 2

45 minutes contact time and 15 minutes set up time per whole class.

Three additional 20 minute small group sessions to focus on specifics in smaller groups of 10.

Cost / week / class	Cost / term / class	Cost / year / class
£82	£820	£2,460

Option 3

45 minutes contact time and 15 minutes set up time per whole class.

Six additional 20 minute small group sessions to focus on specifics in smaller groups of 5.

Cost / week / class	Cost / term / class	Cost / year / class
£123	£1,230	£3,690

All options require one member of school staff learning alongside the pupils and supporting the instrumental tutor; where that isn't possible, schools can access additional instrumental assistance for £20 per hour. Additional school support staff for SEND pupils must also be present in the lessons.

Progression opportunities for subsequent years

- Continuation of the whole class offer based on any of the options above.
- Group provision for students with an interest in continuing their music provision during curriculum time or an after school club.

Curriculum Support Packages

Charanga for Primary and SEND

Charanga is a world-leading music teaching and learning platform with a vast library of resources, songs, instrumental courses and creative apps.

Teaching units cover a wide range of topics and each student can have their own account set up to create and complete projects.

Access to YuStudio is included in all Charanga licences; read more on the next page.

Cost: all schools signed up to the Service Level Agreement have free access and free training and CPD sessions are provided throughout the year.

'Music Explorers' mentoring scheme for EYFS

Early years practitioners are invited to join our regular Music Explorers activities on Tuesday afternoons (more information on page 11). Following a minimum of 5 sessions, one of our Music Explorers leads will join your school to support you setting up the right music environment in your school.

Costs: observation of Music Explorers is free of charge. Following this, one one-hour consultation visit is free of charge. Additional visits are £73 per hour per visit.

Music Therapy

Music therapy is a psychological therapy using established music interventions to support people of all ages with their psychological, emotional, cognitive, physical, communicative and social needs. It supports children and young people with:

- Communication/learning disorders in individual or group lessons
- Special needs/emotional needs in special or mainstream schools

Sessions are offered through Guildhal School of Music & Drama's Music Therapy department with highly skilled therapists and instrumental teachers.

Costs: to be discussed on a case-by-case basis

Setting up new music therapy provision will take up to 12 weeks, with the school being part of the recruitment process to find the most suitable therapist for the setting.

"Music therapy has been very successful and made an excellent impact on supporting children to express themselves through music and manage their emotions more effectively."

Teacher, Pupil Referral Unit

The complete music suite for secondary schools



Imagine a classroom where students are fully immersed in music, experimenting with sound, exploring instruments, composing tracks, and building their listening and theory skills through interactive tools that make learning fun and accessible.

Charanga's partnership with MusicFirst allows us to offer you The Secondary Music Suite – five of the most popular secondary music programmes in one comprehensive package with no seat limits. You can now support every student in years 7–11 in your area and access real-time, live data on what you're helping them achieve through music-making.

The complete music suite for secondary schools

Charanga Secondary with YuStudio: Includes YuStudio, a world-class DAW with expert video tutorials used by 150,000+ students in the UK, with hundreds more starting daily.

Focus on Sound: Includes the world's most comprehensive multimedia music encyclopedia, already enjoyed by 1000+ UK secondary schools.

Auralia: The leading aural and listening platform. Curriculum-linked with instant student feedback.

Ogen+: Creativity and composition on core music concepts with video-guided lessons.

Musition: Interactive and engaging music fundamentals and theory, perfect for KS3 and GCSE.

Cost: Secondary schools signed up to the Standard+, Targeted or Bespoke SLA can request access to the Secondary Music Suite without any additional costs.

Music Centre Courses for Music Centre Schools

Music Explorers, Reception and Year 1

Music Explorers offers an exciting musical journey, tailored for children aged 4-6. In each 45-minute session, children are invited to explore, setting out on an adventure. At the heart of the programme is a child-led ethos.

Sessions foster independence and different ways of participating; explore a rich variety of songs, rhymes and music games; encourage self-initiated musical play with a wide range of music of different backgrounds and traditions.

Introduction to Music Course, Years 2&3

This 60-minute course develops children's musicianship skills through a range of activities, games and songs over the course two years.

Students will learn to feel a strong sense of pulse, moving to music, pitching notes and hearing the music in their heads. As well as musical skills, children will also develop social interaction, coordination, memory and language skills. This engaging, playful and supportive learning environment allows each child to express themselves in a creative and safe space, helping them to grow as a person and musician.

Instrumental Course, Year 4+

Young instrumentalists can join the Instrumental Course which develops a good foundation of musical understanding. The weekly two hour course includes:

- Instrumental group lesson
- Choir
- Ensemble

Instruments Taught*

Strings: violin, viola, cello, double bass, ukulele, guitar

Woodwind: flute, oboe, clarinet, bassoon, recorder, saxophone

Brass: trumpet, cornet, French horn, tenor horn, trombone, euphonium, tuba

Keyboard

Percussion

*subject to availability. If an instrument is not listed, please get in touch to discuss options.



Jazz, Funk, Fusion, Afrobeat, Experimental and Beyond Band Practice, Year 7+*

Instrumentalists and vocalists aged 11-19* with some prior knowledge and experience of playing are welcome to join this course. Here, young musicians will develop a greater understanding of rhythm and harmony through a Jazz lens alongside learning to play, collaborate and improvise with musicians from a wide variety of disciplines. The weekly two hour course includes:

- A focussed group workshop, tailored to instrumental families
- An ensemble session, streamed by ability

Students who want to join this course need to be able to play all 12 notes on their instrument but do not necessarily need to be able to read music. Guitarists and pianists: some rudimentary understanding of chords would be beneficial, but if not they can ask about them in the workshops!

*Generally, pupils on the course are in secondary school, but younger pupils that are musically ready are able to join on a case-by-case basis.



Time and Place

Music Explorers: West Library (Tuesdays)w. New venues can be arranged with a minimum of 15 children

Introduction to Music and Intrumental Course: Arts and Media School Islington, Elizabeth Garrett Anderson School (Mondays); City of London Academy Highbury Grove (Wednesdays)

Jazz, Funk, Fusion, Afrobeat, Experimental and Beyond Band Practice: Elizabeth Garrett Anderson School (Mondays)

“We are witnessing a fundamental development in their attitude towards life, music, education and friendship”

Music Centre student parent

Become an MEI Music Centre School

Becoming a Music Centre School secures progression opportunities for all students who would like to start or continue learning music and an instrument, independently of their individual circumstances.

There are a range of benefits of being an MEI Music Centre School:

- Free tuition for children eligible for Free School Meals or Pupil Premium who show musical interest and potential.
- Significantly reduced term fees for fee-paying students (£110/term reduced from £198), with additional discounts available for pupils that are not FSM or PP but whose families still struggle to pay the cost of tuition.*
- Free or subsidised access to instruments schools can't provide.
- Invitation to attend appropriate concerts and participate in events organised by Guildhall School of Music and Drama, or any other MEI partner, either free of charge or for reduced fees.
- One year Satellite Music Centre for year 2 & 3 students at your school.

*to be discussed with MEI on a case-by-case basis.

Full information on these schemes can be found on the Fees and Funding page on our website.

Music Centre schools will:

- Encourage and support pupils that show interest and potential to regularly attend the Music Centre after school (30 sessions per academic year).
- Dedicate one member of school staff to:
 - sign a Memorandum of Understanding at the beginning of each academic year to secure the smooth running of operations.
 - stay in communication with the Music Centre Admin Team.
 - liaise and provide help and support to pupils/parents & carers, including help to accommodate regular practice.
 - Receive MEI invoices and invoice parents in line with the fee structure.
 - Provide MEI Music Centres' Designated Safeguarding Lead (Mirjam James) with relevant safeguarding/child protection information which will ensure appropriate safe management at the Centre for the pupil(s) and/or staff concerned.
 - Provide MEI Music Centre staff with relevant SEND information.
- Ensure the safe arrival of all students at the Centre, undertake pastoral care including supporting your SEND pupils during the two hours of activities and ensure safe handover to parents. MEI can support (subject to availability) school staff in students' commute and pastoral care with Student Support Assistants (SSAs) during the Centres at an additional cost.

In 2024-25,
8 Music Centre
Schools enabled 112
young people to join
a Music Centre

Costs

	Cost
Music Explorers	£60 / term
Music Centre group lesson package	£110 / term
Individual lessons package (in addition to Music Centre attendance, 9 sessions / term)	£280 / term
SSA pastoral care while at the Music Centre (pupils are dropped off by school staff)*	£360 / term
SSA support for commute and pastoral care while at the Music Centre*	£18 / hour /SSA

*the number of SSAs needed will depend on the size and age of the group. This will be discussed with MEI on a case-by-case basis.

** Schools are asked to invoice ALL students for the standard Music Centre rate (group lessons), while MEI will invoice for all additional costs, such as individual lessons or exams taken.



Instrument Hire & Purchase

Instruments can be hired as class sets, small sets or even individual instruments, all subject to availability.

Unless agreed otherwise, all class sets are 31 instruments; this allows the school's supporting staff member to join in with all instrumental lessons.

Instrument hiring conditions

- Schools will be responsible for the replacement of strings for stringed instruments, without the necessity of consulting the MEI Office. MEI can assist with this and arrange for the school to be invoiced.
- Schools will be responsible for obtaining reeds on appropriate woodwind instruments. MEI can assist with this and arrange for the school to be invoiced.
- MEI will be responsible for the regular maintenance of instruments loaned to schools; if maintenance is needed the school will contact MEI as soon as possible to arrange a repair or replacement for the instrument. Damage to instruments due to improper care or storage, or instruments that are lost, will be paid for by the school.
- The instrument will be returned to MEI on request. MEI will require to see the instruments annually at the end of the Summer Term.
- Instruments loaned to schools through MEI can be sub-loaned to pupils at each school's discretion, however, schools are responsible for any loss/damage/theft of MEI resources and will be invoiced accordingly.

Hire charges to support class and group lessons

	With SLA, state maintained	All other schools
Class set ukulele or glockenspiel	£61 per year	£95 per year
Class set other instrument*	£135 per year	£370 per year

Hire charges to support individual lessons

	With SLA, state maintained	All other schools
Individual instrument**	£17 per term	£30 per term

Instruments to purchase

	Cost
Class set (31) recorder	£5 per instrument
Individual recorder	£6.50 per instrument
Individual glockenspiel	£25 per instrument

* violin, viola, cello, guitar, trumpet, ptrumpet, pbone, flute, clarinet

** all of the above and trombone, truba, bassoon, double bass, saxophone, euphonium, oboe, French horn

Information and Terms and Conditions

When your school signs up to a Service Level Agreement package (page 3) with Music Education Islington, the school understands that peripatetic tutors will be booked based on their requests, and must agree to honour the commitment. If the school wishes to alter the booking request submitted, they must undertake a conversation with MEI to establish the feasibility, next steps and timeline. If no agreement can be reached, schools will be charged for any cancelled lessons. The school must give at least a term's notice of any changes and cancellation to teaching, otherwise the school will be charged according to this agreement.

Lessons may be delivered in person or online, depending on government restrictions or prior agreements.

When MEI receives requests from schools, MEI will undertake recruitment of tutors. If MEI is in a situation where they are unable to honour the SLA with available tutors, they will engage in conversation with the school to find a resolution.

Intent

The purpose of this arrangement is to provide schools with the opportunity to purchase high quality instrumental/vocal tuition, support and training and/or advice on all aspects of music provision. MEI will work collaboratively with schools to support the selection of instrumental tuition programmes that best meet the needs of the individual school.

Services offered to the client

Your agreed offer of all services will be sent and signed by the two parties prior to the start of the provision.

The programme of tuition selected will be agreed between the school and the service. Provision may be dependent on the availability of tutors with the appropriate lead or support skills necessary for the specific roles and instrument stock. Your agreed services will be confirmed via email and at this point the terms and conditions and responsibilities in the following pages will apply.

Additional offers will be communicated to schools throughout the academic year through our newsletter <https://www.gsmd.ac.uk/study-with-guildhall/children-and-young-people/music-education-islington#sign-up-to-our-newsletter>

Music Education Islington Responsibilities

- Ensure that all programmes are planned and monitored.
- Ensure that the agreement between the school and the service provider with regard to the programme required is fully understood.
- Ensure that the school is kept fully informed of any changes or concerns that may arise in order for action to be taken as soon as possible. This is particularly important if it is perceived that additional support is needed.
- Provide the schools with high quality instrumental tuition, support, advice and training through the provision of a well-trained, well informed and professional team.
- Commission additional services/providers if required to meet the needs of the school, always subject to availability.
- Promote high-quality teaching and learning through CPD and observation of tutors.
- Ensure that all staff have satisfied the required safeguarding checks for work with children and young people.
- Ensure the school is notified when a tutor/workshop leader is ill and unable to attend by 9am on the named day. MEI will endeavour, where possible, to send a deputy in place of the regular tutor.

Delivering the Service

The services will be delivered by instrumental/vocal/musicianship tutors from the MEI tutor pool, teachers or managers. All tutors have gone through MEI's recruitment process to assure quality teaching.

School Responsibilities

To enable the service provider to deliver a service of the highest quality, the Client shall:

- Ensure that the exact requirements of the service purchased are agreed in advance with MEI, but at least, the end of the term prior to the commencement of the provision.
- Agree all teaching/workshop dates and times in advance with MEI administration and tutors. Changes to regular teaching must be discussed with MEI and confirmed in writing with a term's notice. This includes additional teaching weeks, additional weeks due to expected participation in school performances and training, and especially reductions in tutors' hours.
- Ensure that agreed dates and times of regular teaching and additional workshops are honoured and that notification of essential cancellations is reported at least one week in advance via email to MEI and affected tutors. Schools will be charged for late cancellation (less than 7 calendar days).
- Ensure that all tutors/workshop leaders receive a list of names of all pupils to be taught, including SEND to best adapt teaching, but also - where necessary - instruments.
- Ensure that all tutors are familiar with the school's music curriculum, as well as the school's termly themes and other school related information to assure that all music provision is linked up with wider school topics, if possible.
- Comply with any requests for information to enable the monitoring and evaluation of the service. This is for the submission of data required for the purposes of monitoring and self-evaluation of the service, and for Arts Council returns on which continued central funding depends.

- Ensure that the requirements of tutor/workshop leaders are met so that the service can be delivered effectively and efficiently. These requirements are as follows:
 - A designated school adult (preferably the class teacher) is present at all times during the delivery of whole class sessions and actively involved with the learning (i.e. also learning the instrument) and will support instrumental tutors with behaviour aspects when asked by the tutor.
 - Learning support assistants remain in the class during the sessions to support the learning of their pupils.
 - A suitable room for the delivery of the tuition/workshops that is of adequate size for the activity, free from distraction and any obstacles (e.g. people walking through or in and out), where it is appropriate to play music without disturbing other activities in school. A consistent room each week with prior notice of any room changes, and suitable alternatives provided if absolutely necessary.
 - Agreed equipment and resources for the efficient delivery of the tuition are in place at the beginning of each session e.g. interactive whiteboard, overhead projector, speakers, instruments, sheet music and accessories.
 - Provision of suitable, well-maintained instruments.
 - When hired instruments are used, a suitable space where instruments can be stored safely away from any risk of damage through heat, damp and obstruction (schools will be expected to reimburse the cost of repairing or replacing loaned instruments or instrument parts that are either lost or damaged due to wilful neglect or poor handling by pupils, or inadequate storage arrangements).
 - Reasonable follow-up tasks are performed by the school staff before the start of the next session and are completed on time to allow the smooth running of the next session e.g. labelling instruments, providing name stickers, copying written resources.
 - The school will undertake to meet the cost of replacement accessories e.g. clarinet reeds, violin strings, incurred during the course of tuition.
 - Use of school wifi/internet to access online teaching resources.
 - Agree additional time for instrument set-up, tuning and repair where necessary; additional charges will be discussed prior to the start of the service.
- Honour the agreement between the school and MEI for the provision of rigorously selected, skilled tutors.
- Not inappropriately seek to employ the same MEI tutors by private agreement to work directly for the school within an 18 month period of the tutor(s) working in the school.
- Undertake necessary risk assessments relating to the activity.
- Induct MEI tutors to the school's safeguarding/behaviour management/reward systems, procedures and protocols.
- Allow MEI staff to access staff room and drink making facilities and toilets.

Change Controls

This SLA will be reviewed on an annual basis to ensure it remains appropriate for the service it provides and the requirements it places on the wider organisation.

Further activities may be incorporated into the SLA as the needs of both parties develop, and the service adapts to accommodate changes in need or take on additional roles.

Billing and payment

The core sum of the agreed SLA will be deducted from Islington Council's payment, or invoiced if direct payment from Islington Council is not in place.

The school will be invoiced on a termly basis for other provisions, courses and activities. Hiring fees will be added on an annual or termly basis, depending on hiring arrangements.

Invoices for additional services bought during the year will be sent separately.

Resolving Disagreements

Any concerns or complaints about the level of quality of the services should be made to:

Mirjam James (Manager of Music Education Islington): Mirjam.James@gsm.d.ac.uk

If the school wishes to take the matter further, they should appeal in writing to:

Sean Gregory (Director of Innovation & Engagement at Guildhall School of Music and Drama).

Any concerns or complaints by school staff or children and young people about treatment by MEI staff should be made in the first instance to the head teacher of the school. If mutual confidence in the continuation of the SLA cannot be restored, either party may terminate it by giving three months' notice (or have given notice by the half-term break).

How to access MEI services, programmes and activities

For general enquiries and information about the Music Centres:

MusicEducation.Islington@gsm.d.ac.uk

To confirm your current provision or if you have questions about school courses and activities:

MusicEducation.Islington@gsm.d.ac.uk

In need of more advice: Mirjam.James@gsm.d.ac.uk

Primary Self-Ev

Leadership

Broad and balanced curriculum

Equalities

Silver	achieved	Gold
Designated music lead appointed by SLT attending regular network meetings and training		Music provision is planned and curriculum
Music features in the whole school's development plan and funds allocated to school's music provision		All peripatetic instrumental sta curriculum
All class teachers are aware of the designated music lead and music activities for their year groups		Governors are regularly update
Music lead engaging with a network of music educators		Class teachers join relevant trai
Music curriculum and activities are shared on the school's website		Engaging with a network of mu to improve
		Music activities are part of the e.g. newsletters and social meo
Sufficient curriculum time and school funds are allocated to teach all year groups every week		Music curriculum develops diff acquisition: tacit, procedural, d
School's music curriculum is based on the statutory programmes of study and attainment targets for music at KS1, including listening, singing, performing & composing		Musical progression is based o constructive, expressive comp
Visiting tutors are informed about the curriculum goals for the relevant year		Music technology is embedde
Music activities are assessed		Partner organisations support musical experiences
Weekly KS-appropriate singing assembly		Music assesment system is sh of staff, including visiting tutor learning
Regular school production/concert		Weekly choir/singing and instr including partner offers are par all year groups
All pupils have access to at least one term of weekly whole class instrumental tuition, embedded in the school's curriculum		Music portfolio for every pupils activities by year 6 as part of th communicated to their Second
Appropriate measures are taken to ensure that music curriculum activities are accessible to all students, in particular with regard to students with special educational needs and disabilities		All students have access to inst opportunities as part of their in including support for students
Music celebrated at school reflects the cultural diversity of the wider community		Musical activities for all studen musical styles and genres, repr the global community
Pupils are able to share their thoughts about music at their school		Pupil voice informs effectiveness to identify gaps in wider oppor
Totals	/15	

Evaluation Tool

Gold	achieved	Platinum	achieved
links to the school's overall		Music is fully embedded in the school's life - in-school and after-school	
ff know the school's music		All teaching staff take part in regular training to support delivery and engage in singing	
ed on the school's music provision		All peripatetic instrumental staff attend school core training	
ining opportunities		Leading and supporting music educators in a network	
usic educators seeking to support			
school's communication activities lia			
erent classes of knowledge eclarative		Music is embedded in the whole school; all teachers play a role in supporting music as part of a broad and balanced curriculum	
n the development of technical, enencies		Clear progression paths are developed for singing, instrumental learning, school ensembles & practice support, and music technology	
d in the curriculum		Pupils engage and are active partners in learning and assessing their own musical journey and skill development	
projects to broaden students'		Pupils are given a choice of instruments they can learn as part of whole class or small group offer (including partner activities)	
hared with all relevant members s and informs all the teaching and		Members of the wider school community - families, governors, tutors - are included in extra-curricular offers	
umental ensemble opportunities rt of extra-curricular activities for		Pupils participate in large, multi-school performance opportunities	
s which records all school eir transition information to be ary school		Musical learning summaries for Secondary school transition information for all Year 6 students include out of school activities	
trumental and vocal progression n-school or after-school provision, from low-income families		All pupils have access to progression opportunities outside school, including partner programmes (such as Music Centres)	
ts include a diverse range of esenting the cultural diversity of		Instrumental provision takes into account all pupils' needs, reflecting their SEND needs by increasing adaptable instruments and technology	
ss of music curriculum and helps rtunities		Music activities in the local area are shared with the wider school community	
		Pupil voice will lead to partner co-operations for targeted provision and experiences	
	/16		/15

Secondary Self-

Leadership

Broad and balanced curriculum

Equalities

Silver	achieved	Gold
Qualified music teacher appointed as Head of Department (HoD) by SLT		HoD teacher attends regular ne
Music features in the whole school's development plan and funds allocated to school's music department		All peripatetic instrumental staff curriculum
Engaging with a network of music educators to support and improve provision		External partnerships support p music curriculum
Music curriculum and activities are shared on the school's website		Governors are aware of the scho
		Music activities are part of the s e.g. newsletters and social medi
HoD develops the school music curriculum and extra-curricular activities		Music curriculum develops differ acquisition: tacit, procedural, de
National Curriculum music is taught every week at KS3		Musical progression is based on constructive, expressive compe
Music activities are assessed, assessment system is shared with all relevant internal and external staff		Music technology is embedded
At least one weekly singing assembly		Weekly choir/singing and instru including partner offers are part all year groups
Additional external projects take place		All KS3 students have access to instrumental learning - whole cl
All KS3 students have access to at least one term of weekly instrumental learning - whole class or small group		Music portfolio for every pupil v by Year 9
Students are offered performance opportunities in school concerts and productions		
Musical achievements of all Y7 students are collected from feeder Primaries		
Appropriate measures are taken to ensure that music curriculum activities are accessible to all students, in particular with regard to students with special educational needs and disabilities		All students have access to instr opportunities as part of their in including support for students f
Music celebrated at school reflects the cultural diversity of the wider community		Musical activities for all student musical styles and genres, repre the global community
Pupils are able to share their thoughts about music at their school		Pupil voice informs effectiveness to identify gaps in wider opport
Totals	/15	

Evaluation Tool

Gold	achieved	Platinum	achieved
network meetings and training		HoD and SLT working together to fully embed music in the school's life - in-school and after-school	
of know the school's music		All peripatetic instrumental staff attend core training	
projects to cover all areas of the		Leading and supporting music educators in a network	
school's music provision		All teachers are aware of the key music activities throughout the year	
school's communication activities a			
erent classes of knowledge eclarative		Students take an active part in advocating singing	
the development of technical, tencies		Students are supported to learn their choice of instrument, either through in-school or partner provision throughout their school career	
in the music curriculum		Students have opportunities to engage with performances outside school by partner organisations	
strumental ensemble opportunities t of extra-curricular activities for		Music portfolio for every Y9 pupil includes achievements outside school	
at least one year of weekly lass or small group		Students from all backgrounds and demographics take music at KS4	
which records all school activities		Members of the wider school community - families, governors, tutors, teachers - are included in extra-curricular offer (delivery and participation)	
strumental and vocal progression -school or after-school provision, from low-income families		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	
s include a diverse range of esenting the cultural diversity of		Instrumental provision takes into account all students' needs, reflecting SEND by increasing adaptable instruments and technology	
s of music curriculum and helps unities		Music activities in the local area are shared with the wider school community	
		Pupil voice will lead to partner co-operations for targeted provision and experiences	
	/14		/14



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