

Welcome to the Kent Music Schools Survey 2024/25

Please enter your Survey ID to start the survey:

Your survey ID is included in the email along with the link to the survey.

If you aren't sure what your survey ID is, or if you've been unable to log in to the survey, please contact Liv Edwards at Kent Music: oedwards@kent-music.com or schools@kent-music.com

Introduction

This survey relates to {Q5} only; please only answer this survey in respect of that school.

The purpose of this survey is to collect information about musical activities currently taking place at your school. When considering the answers, please answer with reference to the current academic year (2024-2025).

All state schools must complete this survey in order to be eligible to apply for a Funded Opportunity from Kent Music. The data collected will then be collated and submitted to Arts Council England as part of our funding agreement with Arts Council England and the Department for Education.

In line with data protection regulations, the data collected will also be used by Kent Music (as the lead partner of the music education hub) and our partners to inform our music education business plan for Kent and to enhance our services. Any contact details that you provide during this process will not be used for marketing purposes.

Your data will be stored and processed by The Audience Agency (www.theaudienceagency.org) on behalf of Kent Music Education Hub for the purposes of research and development. The Audience Agency operates within the Data Protection Act and Market Research Society guidelines.

The closing date for submitting this survey is **Friday 16th May 2025**.

Please note: Data received after this deadline will not be included in the Kent Music Annual Return to Arts Council England, and schools missing the deadline will not be eligible for funded opportunities during 2025-26 academic year.

Saving and submitting the survey

You may wish to save the survey part way through completing it, in order to come back and finish it at a later date, or to pass it onto a colleague to complete the later sections.

To do this, at any point during the survey, click the 'Save' button at the bottom of the page.



To continue, just follow the same link you did to enter the survey the first time. You will be asked to enter your Survey ID again, and then the survey will pick up where you left off, with your previously completed answers already entered.

You should click 'Save' every time you want to save your progress and return to the survey later.

At any point, in order to print the survey and all of the responses you have given so far, click the 'Print' button at the bottom of the page.

In order to finish the survey, you will need to click the 'Submit' button, which will only appear once you have reached the final page:

You've reached the end - thanks for taking part!

Once you've done this, you won't be able to return to the survey and amend your answers, so make sure you only do this once everyone who needs to contribute to the survey has done so.

Click 'Next' to start the survey.

Do not use the back button in your browser, or you will exit the survey and erase your progress so far. To return to a previous page of the survey at any point, please use the 'Back' button at the bottom of the page.

These questions (where relevant) should be answered by all schools.

Please tell us your name:

Please select the best description of your role at this school:

- Headteacher or Principal
- Head of Music
- Music Lead / Co-ordinator
- Class Teacher
- HTLA
- Non-teaching administrator or manager
- Other

How would you describe your role?

Does your school currently have a music lead / co-ordinator or head of music?

- Yes
- No

Please give the name of your current music lead / co-ordinator or head of music:

How long have you been in this post?

- Under 1 year
- 1 - 2 years
- 3 - 5 years
- 6 - 10 years
- More than 10 years

Please check if this is the correct full name of your school, and amend if incorrect:

Is this school an academy?

- Yes, a stand-alone trust
- Yes, part of a Multi Academy Trust
- No

Please specify the academy trust you are part of:

- | | | |
|--|---|--|
| <input type="radio"/> ACE Learning | <input type="radio"/> Golden Thread Academies Trust | <input type="radio"/> REAch2 Academy Trust |
| <input type="radio"/> Aletheia Academies Trust | <input type="radio"/> Griffin Schools Trust | <input type="radio"/> Rivermead Inclusive Trust |
| <input type="radio"/> Aquila | <input type="radio"/> Hornchurch Academy Trust | <input type="radio"/> Samphire Star Education Trust |
| <input type="radio"/> Barton Court Academies Trust | <input type="radio"/> Howard Academy Trust | <input type="radio"/> Skinner's Kent Academy Trust |
| <input type="radio"/> Beyond Schools Trust | <input type="radio"/> Inspire Partnership Academy Trust | <input type="radio"/> Stour Academy Trust |
| <input type="radio"/> Bourne Alliance MAT | <input type="radio"/> KCSP - Kent Catholic Schools' Partnership | <input type="radio"/> Tenax |
| <input type="radio"/> Canterbury Academies Trust | <input type="radio"/> Leigh Academies Trust | <input type="radio"/> Tenterden Schools Trust |
| <input type="radio"/> Character Education Trust | <input type="radio"/> Maritime Academy Trust | <input type="radio"/> Thinking Schools Academy Trust |
| <input type="radio"/> Coastal Academies Trust | <input type="radio"/> Medway Anglican Schools Trust | <input type="radio"/> TILT - The Island Learning Trust |
| <input type="radio"/> Connect School Academy Trust | <input type="radio"/> NEST | <input type="radio"/> TKAT - The Kemnal Academies Trust |
| <input type="radio"/> Coppice Primary Partnership | <input type="radio"/> Oasis Community Learning | <input type="radio"/> Turner Schools |
| <input type="radio"/> Cygnus Academy Trust | <input type="radio"/> Orchard Academy Trust | <input type="radio"/> United Learning |
| <input type="radio"/> DEALT | <input type="radio"/> Our Community MAT | <input type="radio"/> University of Kent Academies Trust |
| <input type="radio"/> Decus Trust | <input type="radio"/> Parallel Learning Trust | <input type="radio"/> Valley Invicta Academies Trust |
| <input type="radio"/> E21C | <input type="radio"/> Peninsular Gateway Academy Trust | <input type="radio"/> Veritas MAT |
| <input type="radio"/> EKC Schools Trust | <input type="radio"/> Pilgrim Multi Academy Trust | <input type="radio"/> Viking Academy Trust |
| <input type="radio"/> Endeavour MAT | <input type="radio"/> Pioneer | <input type="radio"/> Westbrook Trust |
| <input type="radio"/> FMAT | <input type="radio"/> Primary First Trust | <input type="radio"/> Whinless Down Academy Trust |
| <input type="radio"/> Fortis Trust | <input type="radio"/> Rainham Mark Education Trust | <input type="radio"/> Woodland Academy Trust |
| <input type="radio"/> Future Schools Trust | | |

Please check if this is the correct DfE number of your school, and amend if incorrect:

Please check if your school type has been correctly selected below, and amend if incorrect. If no answer has been selected, please select your school type.

- Infant school
- Junior school
- Primary school (children of both infant and junior age)
- Secondary school
- Special educational needs
- All age academy

Please tell us what Key Stage(s) your particular school covers. If you are an all age academy, please select all key stages which your school covers.

- EYFS - Onsite nursery
- EYFS - Year R
- Key Stage 1
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Key Stage 5

How many pupils are currently on role at your school?

The National Plan for Music Education was published in June 2022. Published by the Department for Education the document sets out its vision for music education up to 2023. As part of the NPME schools are encouraged to have a School Music Development Plan that articulates their plan for delivering high-quality education and supporting pupils to progress musically.

At what stage of development is your school's School Music Development Plan?

- Established
- In development
- Pending
- Unknown

How embedded is the Model Music Curriculum in your school?

- Established
- In development
- Not in use
- Unknown

Music Activities in Your School - EYFS

Answer these questions only if your school covers EYFS nursery or reception, and you are not a special educational needs school.

How is music delivered in your EYFS setting? Please select all that apply

- It is taught as a subject
- It is used throughout the day to support a variety of learning in line with EYFS framework
- It is used for celebrations and events
- It is rarely or not used

How much music happens across the week?

- Less than 1 hour a week
- 1 hour a week
- More than 1 hour per week
- Other

How much music happens across the week?

Please provide more information here about how music is used in your EYFS setting. For example, is music used to support day-to-day learning and exploring, and if so, how? Do pupils sing or chant regularly / have access to a range of instruments?

Music Activities in Your School - Key Stage 1

Answer these questions only if your school covers Key Stage 1, and you are not a special educational needs school.

In KS1, are you providing music as a curriculum subject?

Yes

No

For which year group(s)? Please select all that apply

Year 1

Year 2

Please tell us who delivers your KS1 music curriculum lessons? Please select all that apply

Classroom teachers

Specialist music teacher hired by the school to deliver music

Teaching assistants or support staff

Other

Who else delivers your KS1 music curriculum lessons?

Do you use any of the following resources or approaches in your KS1 curriculum teaching? Please select all that apply

Charanga

Kapow

Sparkyard

Music Express

BBC 10 Pieces

SingUp

Jolly Music

Oak National Academy

Something else

No resources used

What other resources or approaches do you use?

Music Activities in Your School - Key Stage 2

Answer these questions only if your school covers Key Stage 2, and you are not a special educational needs school.

Tell us about your KS2 music provision during curriculum time.

For which of the following year groups are you providing music as a curriculum subject in KS2?

- Year 3
- Year 4
- Year 5
- Year 6
- None of these

You will be asked about ensembles and instrument lessons in your school later on in the survey.

Do you use any of the following resources or approaches in your KS2 curriculum teaching? Please select all that apply

- Charanga
- Kapow
- Sparkyard
- Music Express
- BBC 10 Pieces
- SingUp
- Jolly Music
- Oak National Academy
- Something else
- No resources used

What other resources or approaches do you use?

Please tell us who delivers your KS2 music curriculum lessons? Please select all that apply

- Classroom teachers
- Specialist music teacher hired by the school to deliver music
- Teaching assistants or support staff
- Other

Who else delivers your KS2 music curriculum lessons?

What is MusicPlus?



Music Plus: This is when a whole class learns the same instrument together (other than voice), ideally for a year but for a minimum of a term, on a weekly basis and is funded by the Hub Lead Organisation - Kent Music.

Classroom Instrumental Learning (CIL): This is any other whole class instrumental teaching taking place in other primary years, not funded by Kent Music. This provision is paid for by the school (instruments, resources and teaching staff).

In this next section, we need to know a little more information about your MusicPlus year group.

Answer these questions only if your school covers Key Stage 2 (whether you are a junior school, primary school or SEND school).

You should answer these questions in relation to your MusicPlus year group only.

Who delivers your MusicPlus provision?

- Kent Music
- Another provider
- We did not deliver MusicPlus provision during 2024/25

Who is your MusicPlus provider(s)? Please tick all that apply

- Andrew Parry Music
- Red Rooster
- Make Time for Music
- Music for Schools
- Other provider (not Kent Music)
- Private individual peripatetic teacher
- Member of school staff (including TA or HLTA) who is a competent musician
- Member of school staff who is not a competent musician
- A salaried music specialist contracted and paid for by the school

Which other provider(s) do you use?

You will only be asked the remaining questions in this section (where relevant) if you have answered above that you did deliver MusicPlus during 2024/25.

Does your MusicPlus run in mixed year groups? Mixed year groups here refers to classes which include pupils from more than one year group e.g. a single class for all pupils in Year 3 and 4

- Yes
- No

In which year groups are you using the funding to provide MusicPlus? If your MusicPlus runs in mixed year groups, please select both year groups

- Year 3
- Year 4
- Year 5
- Year 6

In which year group are you using the funding to provide MusicPlus?

- Year 3
- Year 4
- Year 5
- Year 6

How many students are involved in MusicPlus tuition in each year group?

In Year 3:

In Year 4:

In Year 5:

In Year 6:

How many terms do you provide this MusicPlus provision for? Please respond with how many small terms in the academic year MusicPlus takes place; if your project takes place across a whole year, this would be 6 terms.

1

2

3

4

5

6

Which instrument(s) is being taught? If more than one instrument is being taught/has been taught at your school this year, please select all of these.

Cornet

Trombone

Trumpet

Brass mixed

Guitar

Electric Guitar

Ukulele

Violin

Strings Mixed

Clarinet

Flute

Recorder

Woodwind Mixed

Tuned Percussion

Other

What other instrument(s) is taught?

You will only be asked the following question if you have answered at the start of this section that you did not deliver MusicPlus during 2024/25.

If you do not deliver MusicPlus, please tell us why:

Music Activities in Your School - Key Stage 2 - Continuation and Progression

Answer these questions only if your school covers Key Stage 2 (whether you are a junior school, primary school or SEND school).

Whole class continuation

Did you provide MusicPlus using Kent Music Funded Opportunities in the previous academic year (2023/24)?

Yes

No

How many pupils received tuition through MusicPlus in the 2023/24 academic year using the Music Hub funding?

Did they continue with Classroom Instrumental Learning (CIL) as a whole class beyond the MusicPlus year? This does not include learning instruments as part of curriculum music lessons.

Yes

No

You will only be asked the following question if you answered above that you provided MusicPlus during the 2023/24 academic year.

Independent continuation

We need to know if any of the students who took part in last year's funded MusicPlus programme continued learning an instrument either in or out of school. The tuition could be on either the instrument they were taught as a whole class or another instrument in this current academic year.

Of the {Q38} children that undertook MusicPlus in 2023/24, how many continued to play an instrument or chose to learn a new instrument in the 2024/25 academic year, via 1-1, small group (2-10 pupils) or large group (10+ pupils but not whole class) lessons. This can be either in school or out of school if you are aware.

Answer these questions (where relevant) only if your school covers Key Stage 3.

Key Stage 3

How often are music lessons delivered as part of your KS3 curriculum? Please give details for each year group.

In Year 7:

- There is no music on the curriculum for this year group
- Less than 1 hour a week
- 1 hour a week
- 1-2 hours a week
- More than 2 hours a week
- Music is delivered on a carousel system

In Year 8:

- There is no music on the curriculum for this year group
- Less than 1 hour a week
- 1 hour a week
- 1-2 hours a week
- More than 2 hours a week
- Music is delivered on a carousel system

In Year 9:

- There is no KS3 music lessons on the curriculum for this year group
- Less than 1 hour a week
- 1 hour a week
- 1-2 hours a week
- More than 2 hours a week
- Music is delivered on a carousel system

Please tell us more about your carousel system for music:

We are keen that pupils understand the routes they can take into a range of creative careers within the arts, but particularly in the music industry.

Do you provide information to your pupils on routes into music industry careers as part of your curriculum at KS3?

- Yes
- No, but I'd like some help with this
- No, I do not require support with this

Could you give details as to the information you provide about music industry careers and how you support pupils to learn more about this. *This could be in your curriculum teaching, extra-curricular provision, or as part of events, careers fayres or displays.*

Answer these questions (where relevant) only if your school covers Key Stage 3, 4 or 5, or any combination of these key stages.

Key Stage 3, 4 & 5 - Music qualifications

Which Music qualification(s) do you offer at your school? *Please select all that apply*

- GCSE Music
- A Level Music
- A Level: Music Technology
- BTEC
- IB Level 3
- Rockscool London (RSL) qualifications
- Other
- We don't offer any music qualifications

With which provider(s) do you offer GCSE Music? *Please select all providers which you use*

- Edexcel
- Eduqas
- AQA
- OCR

With which provider(s) do you offer A Level Music? Please select all providers which you use

- Edexcel
- Eduqas/WJEC
- AQA
- OCR

What level BTEC course(s) do you offer? Please select all that apply

- Level 2
- Level 3

Do you offer...? Please select all that apply

- Music BTEC course(s)
- Performing Arts BTEC course(s)

What other qualification(s) do you offer (including RSL, NCFE etc.), and with which provider(s)?

In the next question, you will only be asked to enter totals for the qualifications you have said you offer on the previous pages. (For example, if you only offer GCSE: Music, you will only be shown this answer box.)

How many students are taking this course / these courses?

GCSE Music:

A Level Music:

A Level Music Technology:

BTEC Level 2:

BTEC Level 3:

IB Level 3:

RSL qualifications:

Other:

Do you have an agreement with another school(s) where students can study music courses at an alternative venue?

Yes

No

Please could you tell us about this?

Music Activities in Your School - Special Schools

Answer these questions (where relevant) only if you are a special educational needs school.

How is music delivered in your school? Please select all that apply

- It is a curriculum subject
- It is used throughout the day to support a variety of learning
- It is used during assemblies and celebrations
- We have an extra-curricular offer
- It is rarely or not used

How much music is timetabled into your curriculum?

- Less than 1 hour a week
- 1 hour a week
- More than 1 hour a week
- Other

Please provide more information here:

Is any of your music delivery for an accreditation/qualification?

- Yes
- No

What type of course / level?

Instrumental lessons in your school - Part 1

These questions should be answered by all schools.

As part of our statutory requirement to pass information to both the Department for Education and Arts Council England, we need to collect information on the numbers of children receiving instrumental tuition during school hours in three distinct categories:

- individual singing or instrumental lessons;
- singing or instrumental lessons in small groups (2-10 students); and
- singing or instrumental lessons in large groups (10+ students but not whole classes or ensembles)

In this section, you will be asked to report on the number of pupils per key stage who have taken part in instrumental or singing lessons this year, according to the following characteristics: sex, ethnicity, Pupil Premium and SEND.

For any pupils taking part in lessons where you do not know their key stage, you can still record the number of pupils in under "KS N/A or Unknown".

Likewise, for any pupils where you do not know their sex, ethnicity or PP/SEND status, you can record the number of pupils in the relevant "Unknown or Prefer not to say" box.

In total, how many pupils took part in instrumental or singing lessons this year?

This should include all pupils taking part in **individual, small or large group lessons**, face-to-face or online, but not including whole class instrumental teaching or MusicPlus delivery.

Please tick here if no pupils took part in instrumental or singing lessons this year

Number of pupils taking part in instrumental or singing lessons, by Key Stage and Sex

EYFS

Female

Male

Sex unknown or Prefer not to say

KS1

Female

Male

Sex unknown or Prefer not to say

KS2

Female

Male

Sex unknown or Prefer not to say

KS3

Female

Male

Sex unknown or Prefer not to say

KS4

Female

Male

Sex unknown or Prefer not to say

KS5

Female

Male

Sex unknown or Prefer not to say

KS N/A or Unknown

Female

Male

Sex unknown or Prefer not to say

Number of pupils taking part in instrumental or singing lessons, by Key Stage and Ethnic group

EYFS

Asian: Indian

Asian: Pakistani

Asian: Bangladeshi

Asian: Chinese

Asian: Other

Black: African

Black: Caribbean

Black: Other

Mixed: Black Caribbean & White

Mixed: Black African & White

Mixed: Asian & White

Mixed: Other

White: British

White: Irish

White: Gypsy/Roma

White: Traveller of Irish Heritage

White: Other

Any other ethnic group

Ethnicity unknown or Prefer not to say

KS1

Asian: Indian

Asian: Pakistani

Asian: Bangladeshi

Asian: Chinese

Asian: Other

Black: African

Black: Caribbean

Black: Other

Mixed: Black Caribbean & White

Mixed: Black African & White

Mixed: Asian & White

Mixed: Other

White: British

White: Irish

White: Gypsy/Roma

White: Traveller of Irish Heritage

White: Other

Any other ethnic group

Ethnicity unknown or Prefer not to say

KS2

Asian: Indian

Asian: Pakistani

Asian: Bangladeshi

Asian: Chinese

Asian: Other

Black: African

Black: Caribbean

Black: Other

Mixed: Black Caribbean & White

Mixed: Black African & White

Mixed: Asian & White

Mixed: Other

White: British

White: Irish

White: Gypsy/Roma

White: Traveller of Irish Heritage

White: Other

Any other ethnic group

Ethnicity unknown or Prefer not to say

KS3

Asian: Indian	<input type="text"/>
Asian: Pakistani	<input type="text"/>
Asian: Bangladeshi	<input type="text"/>
Asian: Chinese	<input type="text"/>
Asian: Other	<input type="text"/>
Black: African	<input type="text"/>
Black: Caribbean	<input type="text"/>
Black: Other	<input type="text"/>
Mixed: Black Caribbean & White	<input type="text"/>
Mixed: Black African & White	<input type="text"/>
Mixed: Asian & White	<input type="text"/>
Mixed: Other	<input type="text"/>
White: British	<input type="text"/>
White: Irish	<input type="text"/>
White: Gypsy/Roma	<input type="text"/>
White: Traveller of Irish Heritage	<input type="text"/>
White: Other	<input type="text"/>
Any other ethnic group	<input type="text"/>
Ethnicity unknown or Prefer not to say	<input type="text"/>

KS4

Asian: Indian	<input type="text"/>
Asian: Pakistani	<input type="text"/>
Asian: Bangladeshi	<input type="text"/>
Asian: Chinese	<input type="text"/>
Asian: Other	<input type="text"/>
Black: African	<input type="text"/>
Black: Caribbean	<input type="text"/>
Black: Other	<input type="text"/>
Mixed: Black Caribbean & White	<input type="text"/>
Mixed: Black African & White	<input type="text"/>
Mixed: Asian & White	<input type="text"/>
Mixed: Other	<input type="text"/>
White: British	<input type="text"/>
White: Irish	<input type="text"/>
White: Gypsy/Roma	<input type="text"/>
White: Traveller of Irish Heritage	<input type="text"/>
White: Other	<input type="text"/>
Any other ethnic group	<input type="text"/>
Ethnicity unknown or Prefer not to say	<input type="text"/>

KS5

Asian: Indian	<input type="text"/>
Asian: Pakistani	<input type="text"/>
Asian: Bangladeshi	<input type="text"/>
Asian: Chinese	<input type="text"/>
Asian: Other	<input type="text"/>
Black: African	<input type="text"/>
Black: Caribbean	<input type="text"/>
Black: Other	<input type="text"/>
Mixed: Black Caribbean & White	<input type="text"/>
Mixed: Black African & White	<input type="text"/>
Mixed: Asian & White	<input type="text"/>
Mixed: Other	<input type="text"/>
White: British	<input type="text"/>
White: Irish	<input type="text"/>
White: Gypsy/Roma	<input type="text"/>
White: Traveller of Irish Heritage	<input type="text"/>
White: Other	<input type="text"/>
Any other ethnic group	<input type="text"/>
Ethnicity unknown or Prefer not to say	<input type="text"/>

KS N/A or Unknown

Asian: Indian	<input type="text"/>
Asian: Pakistani	<input type="text"/>
Asian: Bangladeshi	<input type="text"/>
Asian: Chinese	<input type="text"/>
Asian: Other	<input type="text"/>
Black: African	<input type="text"/>
Black: Caribbean	<input type="text"/>
Black: Other	<input type="text"/>
Mixed: Black Caribbean & White	<input type="text"/>
Mixed: Black African & White	<input type="text"/>
Mixed: Asian & White	<input type="text"/>
Mixed: Other	<input type="text"/>
White: British	<input type="text"/>
White: Irish	<input type="text"/>
White: Gypsy/Roma	<input type="text"/>
White: Traveller of Irish Heritage	<input type="text"/>
White: Other	<input type="text"/>
Any other ethnic group	<input type="text"/>
Ethnicity unknown or Prefer not to say	<input type="text"/>

Number of pupils taking part in instrumental or singing lessons, by Key Stage and Pupil Premium/SEND status

If both the SEND and Pupil Premium categories apply to a pupil, please count them in the row for 'Pupil Premium AND SEND' (i.e. do not double count by counting them under 'SEND' and 'Pupil Premium').

EYFS

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS1

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS2

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS3

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS4

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS5

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS N/A or Unknown

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

Instrumental lessons in your school - Part 2

These questions should be answered by all schools (other than those who have answered previously that they did not offer any instrumental or singing lessons in their school this year).

In this section, record separately the figures for pupils taking part in individual, small group or large group lessons. If a pupil attends more than one lesson type (e.g. both individual lessons and small group lessons), please count them in both categories.

For any pupils taking part in lessons where you do not know their key stage, you can still record the number of pupils in under "KS N/A or Unknown".

Likewise, for any pupils where you do not know their PP/SEND status, you can record the number of pupils in the relevant "Unknown or Prefer not to say" box.

*Number of pupils taking part in **individual** instrumental or singing lessons, by Key Stage and Pupil Premium/SEND status*

EYFS

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS1

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS2

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS3

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS4

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS5

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS N/A or Unknown

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

Number of pupils taking part in instrumental or singing lessons in small groups (2-10 pupils), by Key Stage and Pupil Premium/SEND status

EYFS

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS1

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS2

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS3

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS4

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS5

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS N/A or Unknown

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

Number of pupils taking part in instrumental or singing lessons in large groups (10+ pupils, but not whole class or ensembles), by Key Stage and Pupil Premium/SEND status

EYFS

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS1

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS2

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS3

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS4

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS5

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS N/A or Unknown

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

Instrumental lessons in your school - Part 3

These questions should be answered by all schools (other than those who have answered previously that they did not offer any instrumental or singing lessons in their school this year).

In this section, please record the number of peripatetic teachers who taught instrumental or singing lessons at your school; the number of pupils who learned with them; and the instruments pupils were learning.

In total, how many peripatetic teachers taught instrumental or singing lessons at your school this year?

In total, how many pupils received instrumental or singing tuition from these peripatetic teachers?

Peripatetic teachers supplied by this provider

Kent Music

All Sorts of Music

Integra Music

Make Time for Music

Music For All

Andrew Parry Music

Self-employed/Private individuals

Other

Number of pupils learning with this provider

Kent Music

All Sorts of Music

Integra Music

Make Time for Music

Music For All

Andrew Parry Music

Self-employed/Private individuals

Other

How many pupils learnt this instrument with a peripatetic teacher this year?

Bassoon

Cello

Clarinet

Cornet

Drum Kit

Flute

French Horn

Guitar

Oboe

Piano/Keyboard

Recorder

Saxophone

Trombone

Trumpet

Tuned Percussion

Ukulele

Violin

Viola

Voice

Other

Ensembles & groups in your school

These questions should be answered by all schools.

In this section, you will be asked to report on the number of ensembles running in your school; and the number of pupils taking part in these ensembles, according to the following characteristics: sex, ethnicity, Pupil Premium and SEND.

How many of these types of ensembles are delivered or supported in your school this year? This should include groups with instruments and choirs; groups which happen during or after school hours (that are organised by the school); as well as group activities funded by Kent Music.

Instrumental groups

Choir/vocal group - upper voices

Choir/vocal group - mixed voices

Mixed ensembles (including jazz bands, rock bands etc.)

Other types of ensemble

Please tick here if you did not deliver any ensembles or groups in your school this year

These questions should be answered by all schools (other than those who have answered previously that they did not deliver any ensembles in their school this year).

In total, how many pupils regularly took part in ensembles this year?

By regularly, we mean at least once a week for a minimum of half a term; and/or several times a year for a more intensive experience, such as a holiday residential or weekend course.

This should include pupils taking part in choirs.

Number of pupils taking part in ensembles and groups (including choirs), by Key Stage and Sex

EYFS

Female

Male

Sex unknown or Prefer not to say

KS1

Female

Male

Sex unknown or Prefer not to say

KS2

Female

Male

Sex unknown or Prefer not to say

KS3

Female

Male

Sex unknown or Prefer not to say

KS4

Female

Male

Sex unknown or Prefer not to say

KS5

Female

Male

Sex unknown or Prefer not to say

KS N/A or Unknown

Female

Male

Sex unknown or Prefer not to say

EYFS

Asian: Indian

Asian: Pakistani

Asian: Bangladeshi

Asian: Chinese

Asian: Other

Black: African

Black: Caribbean

Black: Other

Mixed: Black Caribbean & White

Mixed: Black African & White

Mixed: Asian & White

Mixed: Other

White: British

White: Irish

White: Gypsy/Roma

White: Traveller of Irish Heritage

White: Other

Any other ethnic group

Ethnicity unknown or Prefer not to say

KS1

Asian: Indian

Asian: Pakistani

Asian: Bangladeshi

Asian: Chinese

Asian: Other

Black: African

Black: Caribbean

Black: Other

Mixed: Black Caribbean & White

Mixed: Black African & White

Mixed: Asian & White

Mixed: Other

White: British

White: Irish

White: Gypsy/Roma

White: Traveller of Irish Heritage

White: Other

Any other ethnic group

Ethnicity unknown or Prefer not to say

KS2

Asian: Indian

Asian: Pakistani

Asian: Bangladeshi

Asian: Chinese

Asian: Other

Black: African

Black: Caribbean

Black: Other

Mixed: Black Caribbean & White

Mixed: Black African & White

Mixed: Asian & White

Mixed: Other

White: British

White: Irish

White: Gypsy/Roma

White: Traveller of Irish Heritage

White: Other

Any other ethnic group

Ethnicity unknown or Prefer not to say

KS3

Asian: Indian	<input type="text"/>
Asian: Pakistani	<input type="text"/>
Asian: Bangladeshi	<input type="text"/>
Asian: Chinese	<input type="text"/>
Asian: Other	<input type="text"/>
Black: African	<input type="text"/>
Black: Caribbean	<input type="text"/>
Black: Other	<input type="text"/>
Mixed: Black Caribbean & White	<input type="text"/>
Mixed: Black African & White	<input type="text"/>
Mixed: Asian & White	<input type="text"/>
Mixed: Other	<input type="text"/>
White: British	<input type="text"/>
White: Irish	<input type="text"/>
White: Gypsy/Roma	<input type="text"/>
White: Traveller of Irish Heritage	<input type="text"/>
White: Other	<input type="text"/>
Any other ethnic group	<input type="text"/>
Ethnicity unknown or Prefer not to say	<input type="text"/>

KS4

Asian: Indian	<input type="text"/>
Asian: Pakistani	<input type="text"/>
Asian: Bangladeshi	<input type="text"/>
Asian: Chinese	<input type="text"/>
Asian: Other	<input type="text"/>
Black: African	<input type="text"/>
Black: Caribbean	<input type="text"/>
Black: Other	<input type="text"/>
Mixed: Black Caribbean & White	<input type="text"/>
Mixed: Black African & White	<input type="text"/>
Mixed: Asian & White	<input type="text"/>
Mixed: Other	<input type="text"/>
White: British	<input type="text"/>
White: Irish	<input type="text"/>
White: Gypsy/Roma	<input type="text"/>
White: Traveller of Irish Heritage	<input type="text"/>
White: Other	<input type="text"/>
Any other ethnic group	<input type="text"/>
Ethnicity unknown or Prefer not to say	<input type="text"/>

KS5

Asian: Indian	<input type="text"/>
Asian: Pakistani	<input type="text"/>
Asian: Bangladeshi	<input type="text"/>
Asian: Chinese	<input type="text"/>
Asian: Other	<input type="text"/>
Black: African	<input type="text"/>
Black: Caribbean	<input type="text"/>
Black: Other	<input type="text"/>
Mixed: Black Caribbean & White	<input type="text"/>
Mixed: Black African & White	<input type="text"/>
Mixed: Asian & White	<input type="text"/>
Mixed: Other	<input type="text"/>
White: British	<input type="text"/>
White: Irish	<input type="text"/>
White: Gypsy/Roma	<input type="text"/>
White: Traveller of Irish Heritage	<input type="text"/>
White: Other	<input type="text"/>
Any other ethnic group	<input type="text"/>
Ethnicity unknown or Prefer not to say	<input type="text"/>

KS N/A or Unknown

Asian: Indian	<input type="text"/>
Asian: Pakistani	<input type="text"/>
Asian: Bangladeshi	<input type="text"/>
Asian: Chinese	<input type="text"/>
Asian: Other	<input type="text"/>
Black: African	<input type="text"/>
Black: Caribbean	<input type="text"/>
Black: Other	<input type="text"/>
Mixed: Black Caribbean & White	<input type="text"/>
Mixed: Black African & White	<input type="text"/>
Mixed: Asian & White	<input type="text"/>
Mixed: Other	<input type="text"/>
White: British	<input type="text"/>
White: Irish	<input type="text"/>
White: Gypsy/Roma	<input type="text"/>
White: Traveller of Irish Heritage	<input type="text"/>
White: Other	<input type="text"/>
Any other ethnic group	<input type="text"/>
Ethnicity unknown or Prefer not to say	<input type="text"/>

Number of pupils taking part in ensembles and groups (including choirs), by Key Stage and Pupil Premium/SEND status

If both the SEND and Pupil Premium categories apply to a pupil, please count them in the row for 'Pupil Premium AND SEND' (i.e. do not double count by counting them under 'SEND' and 'Pupil Premium').

EYFS

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS1

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS2

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS3

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS4

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS5

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS N/A or Unknown

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

Choirs in your school

These questions should be answered by all schools (other than those who have answered previously that they did not deliver any ensembles in their school this year).

In this section, record the number of pupils **taking part in choirs** in your school, according to their key stage and Pupil Premium and SEND status.

These pupils should have already been counted on the previous page (under pupils taking part in any ensembles, including choirs); however, Arts Council England also asks for the number of pupils taking part in choirs to be reported on separately.

EYFS

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS1

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS2

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS3

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS4

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS5

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

KS N/A or Unknown

Pupil Premium AND SEND

Pupil Premium

SEND

NOT eligible for Pupil Premium or SEND

Unknown or Prefer not to say

Contact and feedback

These questions should be answered by all schools (where relevant).

How would you describe the contact that your school has had with Kent Music this year? (Please select all which apply)

- Informative
- Useful
- Valuable
- Frequent
- Frustrating
- Unclear
- In another way
- Not applicable, the school has had no contact with Kent Music this year

How else would you describe the contact your school has had with Kent Music this year?

How would you describe the content on the Kent Music website? (Please select all which apply)

- Informative
- Useful
- Valuable
- Frustrating
- Unclear
- In another way
- Not applicable, I have not visited the Kent Music website this year

How else would you describe the content on the Kent Music website?

What website content have you engaged with? (Please select all which apply)

- National guidance and Music Development Plans
- Funded opportunities and annual survey information
- CPD and training opportunities
- Educational resources and video library
- Instrumental tuition
- Instrument hire
- Something else

What other website content have you engaged with?

Thinking about our different channels of communication, including the Kent Music websites, network meetings and newsletter, are there any ways you feel these could be improved?

If Kent Music could provide access to printed materials to promote lessons, ensembles, music centres, our summer school and more - would you be interested in receiving printed materials from us to share with students in your school?

- Yes
- No
- We do not have a dedicated space to signpost music activities

Are there any other comments you would like to make about Kent Music?

You've reached the end - thanks for taking part!

Thank you for taking part in our survey. Your responses are very important and will be submitted to the Arts Council England to help improve music services in the UK. The data collected will also be used by Kent Music to inform and utilise our business strategy and enhance our services to stakeholders in line with data protection regulations.

If you have not applied for your Funded Opportunity for academic year 2025/26, visit the [Kent Music website](#) after completing the survey to make your application. Deadlines for funded opportunities for 2025/26 close on Friday 16th May 2025.

Once you are sure that you have completed all the questions you need to, please click **Submit** below to record your responses and end the survey.

You will not be able to return to the survey once you have pressed **Submit**.

If you would like to keep a record of your answers, you can click the **Print** button below. This will open your fully completed form in a new window.