

## School Music Development Plan

<b>Curriculum music</b>	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
	<p>Music is delivered ‘ad’ hoc’ and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from EYFS to Year 6.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with SEND can participate and engage in music-making.</p> <p>There is adequate space and resources for teaching, including class sets of tuned and untuned instruments.</p>	<p>The music curriculum is at least as ambitious as the National Curriculum and draws on insights from the model music curriculum. Curriculum sequencing is clear.</p> <p>Good progression is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with SEND can participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond the level of the National Curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills, and experiences.</p>

<b>Co-Curricular</b>	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
	<p>Singing takes place infrequently and repertoire is not varied.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited and inconsistent.</p> <p>Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged. All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p> <p>Musical skills and interests are extended through extra-curricular activities, such as the music clubs, and all pupils are given the opportunity to participate. Local opportunities are signposted.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as open evenings alongside in-school events. Students also perform to the wider community in local/regional events. In school musical events take place at least twice a term.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Students can take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>

<b>Leadership and Management</b>	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
	<p>A named subject lead is in post.</p> <p>Training for staff delivering music has limited impact.</p>	<p>A named, trained subject lead is in post.</p> <p>The subject lead is supported by a senior leader advocate in school, who understands the National Curriculum and is aware of the National Plan for Music Education.</p> <p>All staff delivering music receive annual training, addressing their CPD needs and has impact.</p>	<p>Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement.</p> <p>A named member of the governor board takes a special interest in subject provision, supporting strategic development and holding leaders to account.</p> <p>All staff receive annual training to maintain their confidence and build expertise.</p>	<p>There is a five-year strategic vision for music that is in line with the National Plan for Music Education.</p> <p>Staff deliver training beyond their own school setting, sharing expertise more widely.</p>

<b>Community and partnerships</b>	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
	<p>Engagement with the Music Hub is inconsistent. Small scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students.</p> <p>Community links with music are established, and regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner.</p> <p>Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits.</p> <p>The views of pupils and parents have been considered when developing music provision.</p>	<p>The school is a leading school in the local community and with their Music Hub.</p> <p>There is a co-ordinated programme of community events, planned in partnership.</p> <p>Parents/carers and the wider community are actively involved in school music making.</p>

<b>What do you want to change or develop?</b>	<b>Why do you want to change it? (Where are you now)</b>	<b>Where do you want to be and by when?</b>	<b>How will you get there? What are the steps you will take?</b>	<b>What will you need to do this? (Resources, guidance, time, etc)</b>
Give children more opportunities to perform – assemblies.	Previously, SPS provided more opportunities to perform. These opportunities have lessened over the years, and we want to get back to where we were before.	Children being given the opportunity to perform in assembly by July 2026. Invite peripatetic teachers to perform with their students in front of the whole school and to ‘show off’/explain their instruments.  Re-introduction of class assemblies by July 2027.	<ol style="list-style-type: none"> <li>1. Invite children to play their instruments (when they feel ready) when rest of school come into and leave assembly.</li> <li>2. Invite peripatetic teachers to come in and do a short assembly (with their students) to showcase their instruments.</li> <li>3. Discuss the idea of class assemblies with class teachers. Re-introduce class assemblies in academic year 2026-2027 where parents are invited to come and watch. One assembly per year.</li> </ol>	<p>Make children and staff aware that they can play their instrument in assembly as/when they feel ready (use Dojo).</p> <p>Get to know peripatetic teachers and invite them in to do a short assembly. Get dates for this in the diary.</p> <p>Discuss whole class assemblies with teachers and work out logistics.</p>
Embed regular music lessons within every classroom and improve the quality of music teaching across the school.	Music teaching has become sporadic in some classes. Not all teachers are using ‘Charanga’. Some staff lack confidence in their ability to teach music.	By April 2026 all children are receiving weekly music lessons in class using Charanga or a suitable alternative.  Staff have received training to increase their confidence.	<ol style="list-style-type: none"> <li>1. Complete monitoring (including looking at planning and pupil voice) to find out how/when music is being taught and children’s views on the subject.</li> <li>2. Book training for teachers to increase levels of confidence.</li> </ol>	<p>Time needed for monitoring.</p> <p>Training to be researched to find the best option and then booked for staff meeting time.</p>

<p>Improve opportunities for pupils to share and experience music and performances with the wider community.</p>	<p>There are already some opportunities for children to share music with the wider community (e.g. the school choir) but this could be extended.</p>	<p>Children have been provided with the opportunity to engage with musical opportunities within the wider community by July 2026. For example, the PAW concert in the summer term.</p>	<ol style="list-style-type: none"> <li>1. Actively seek out opportunities for community involvement, for example re-establishing links with local residential homes/ the day centre.</li> <li>2. Sign up for opportunities (where possible) provided by DMS/ PYM etc (like PAW and BSO).</li> <li>3. Ensure opportunities involve instruments as well as singing.</li> </ol>	<p>Reach out to places in the local community to see if they would like to establish links with SPS.</p> <p>Ensure communications from DSM/PYM are considered carefully and deadlines are met in terms of signing up for opportunities.</p>
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