Music Development plan - PRIMARY

Developing Music in your school – a working document to support reflection on your current practice and to enable the opportunity to plan and develop the music vision for your school.

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The goals of the NPME are:

1. All children and young people receive a high-quality music education in the early years and in schools

2. All music educators work in partnership, with children and young people's needs and interests at their heart

3. All children and young people with musical interests and talents have the opportunity to progress, including professionally

(National Plan for Music Education, 2022 – DfE

What is a vision?

Our school vision for Music is that all children leave Woolavington Village Primary School having been inspired to be musically creative after experiencing a wide range of opportunities. Our hope is that this will prepare them to fully access and engage with music both in their wider lives and when they move on to secondary school. All children at Woolavington Primary School are given the best possible opportunity to find their musical talent by being immersed in singing, a range of instruments, appraising music and composing their own pieces. Each year we will give the chance for every child to perform in front of peers and adults to help build their confidence and pride in what they have achieved musically.

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The Self-Evaluation Tool - PRIMARY

The tool is split into the following sub-headings and should be seen as a formative, ongoing process:

In the classroom: This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.

Beyond the classroom: The focus of this section is the provision beyond curriculum music, including co-curricular activities, individual and small group teaching, and performance opportunities.

Leadership and management: The staffing and training of staff is included in this section, including subject leadership and strategic thinking. The School Music Development Plan is a key part of this section.

The community and partnerships: This section considers the role that music plays in the wider community, including how a music department can work in partnership with their Music hub and other stakeholders, including the wider music education sector.

The self-evaluation tool includes the following four levels that outline how schools could build their provision over time:

Focusing: The school is beginning to focus on this area. Action is taken to achieve this by the school, but it is either minimal, not successful, or in its early stages.

Developing: The school is actively trying to develop this area. Several different actions are being taken over a sustained period of time, which are beginning to show progress, even if in their early stages. The actions taken are more developed than in focusing.

Establishing: Over time, the school has established provision that shows successful implementation of this area within the school's music education offer.

Enhancing: Over time, the school has created nationally significant provision that is able to have impact at scale. Schools that identify themselves in this category could be considered for the 'Lead School' role with their Music Hub. The evaluation process places the improvement and enhancement of the school's music education provision at the heart of the school life. New and innovative ways to meet this sub-heading area are in place, or are being developed in the school.

	Focusing	Developing	Secure	Enhancing
In the classroom	Music is delivered ad hoc and not in every year group, it is not accessible to all.	Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum from EYFS to Year 6.	Music is timetabled for at least one hour per week and follows the NC/MMC.	Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)
	Discussions are in place to deliver WCET	A one/two term WCET project is delivered, by Somerset Music or in house, with a performance.	WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to develop skills through instrumental lessons.	WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to continue to learn the instrument. Additional WCET is delivered to other year groups/classes.
	Progress is not measured/limited.	Students engage with schemes of work and skills are developed. Teachers' assessment is evident.	Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.	Progress is measured and assessment informative. Planning takes into account KS3 expectations.
	Limited resources are available.	There is adequate space and resources for teaching, including class sets of tuned and untuned instruments.	Students with SEND are able to participate and progress well (supported by technology, tools and adapted instruments) Space	There is a designated music space within the school. Further opportunities to broaden resources through the

			and resources allow breadth of curriculum for all students, including music technology.	community/Sound Foundation Somerset (SFS)/external organisations.
Beyond the classroom	**Focusing**	**Developing**	**Secure**	**Enhancing**
	Singing takes place infrequently.	Singing and vocal work is frequent, varied and all students are engaged.	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.	A full, long-term singing strategy is in place that ensures progression for all students.
	Facilitation of one to one and small group tuition is limited and inconsistent.	The school facilitates one to one and group tuition. Students and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	The school facilitates a wide variety of instrumental lessons which can be accessed by all students and take place throughout the school day with no barriers. Performance opportunities are available for the students having lessons. Practice spaces are available for students. Students are signposted to musical groups e.g. Somerset Music county groups.	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.

	There is no music progression strategy in place.	A music progression strategy is in place.	The music progression strategy is fully inclusive and accessible for all students.	The music progression strategy includes links to the further music community/music profession and the pyramid of music progression for students.
	There is no regular choir.	There is a school choir who rehearse weekly and is accessible to all (no timetabling/financial barriers).	There is a school choir, led by a music specialist who rehearse weekly and practice healthy singing. The choir is accessible to all students and performs regularly in/out of school.	There are multiple singing groups led by a vocal expert. These are accessible to all students and perform regularly and in an area/national setting.
	There is no regular ensemble.	There is an ensemble who rehearse weekly and is accessible to all (no timetabling/financial barriers).	There is an ensemble, led by a music specialist who rehearse weekly and are aware of instrument specific issues. The ensemble is accessible to all students and performs regularly in/out of school.	There are ensembles led by instrumental experts. These are accessible to all students and perform regularly and in an area/national setting.
	Performance opportunities are ad hoc and not regular.	Access to co-curricular activities gives regular opportunities for performances for all pupils.	Musical performance is a prominent part of school life. Every student has the opportunity to perform regularly in school and in the wider community/SFS. In-school musical events take place at least twice a term.	Students are able to take leadership roles in musical opportunities.

	There is no regular access to live music performances.	Some live performances are catered for at school/school visits. These are available to all students.	External musicians visit school to perform. Students are given opportunities to see live performances outside school. All students are able to access these opportunities.	The school is actively involved in national, large scale events
	Focusing	**Developing**	**Secure**	**Enhancing**
Leadership and management	Quality assurance takes place, not by a music specialist. There is a limited budget for music. A named subject lead is in post.	Monitoring of the curriculum delivery by a music specialist informs training needs and curriculum planning. The music budget is planned to support the delivery of the music curriculum and resourcing the school. A named, trained subject lead is in post, who is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the NPME.	Consistent monitoring by a music specialist informs planning and training needs. Schemes of work are adapted accordingly. There is a significant music budget that is planned to support the delivery of music curriculum and to broaden the students musical experiences. Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement. A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account.	Teachers are highlighted as best practice and work in schools across the area. There is a significant music budget that links to the five year strategic plan for expanding the music department. There is a five-year strategic vision for music that is in line with the NPME.

	Training for staff has limited impact.	All staff delivering music receive annual training, addressing CPD needs and has impact.	All staff receive annual training to maintain their confidence and build expertise	Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks).
Community partnerships	**Focusing**	**Developing**	**Secure**	**Enhancing**
	Engagement with SFS (the Music Hub) is inconsistent.	The school takes up opportunities from SFS (the Music Hub) and signposts opportunities for students.	The school makes the most of a wide range of opportunities from the SFS (the Music Hub).	The school is a leading school in the local community and with SFS (the Music Hub).
	Small-scale performance takes place in the community, building on existing school links.	Community links with music are established, and regular events take place throughout the school year.	Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits.	There is a co-ordinated programme of community events, planned in partnership.
	Some parents and carers support music-making in the school by attending events.	Parents and carers actively support music making, through support at events and through home learning.	The views of pupils and parents have been considered when developing music provision.	Parents/carers and the wider community are actively involved in school music making.
	Limited signposting to music opportunities within the wider community/SFS takes place.	Students are signposted to music opportunities within the wider community/SFS.	The school actively signposts all students to music opportunities within the wider community/SFS and funds opportunities for them.	The school actively signposts all students to music opportunities within the wider community/SFS and facilities opportunities for students from other schools within their own school setting.

Music Development plan – Action plan

From the self-evaluation tool you should now have areas for development to highlight in the action plan below.

Action	Who	How	Resources/cost	Somerset Music/SFS support	Complete by
Provide group and 1-1 tuition for children across all year groups.	NT	- Somerset Music Partnership to provide these lessons during lunch times, after school and during some school time. - Create an ensemble	- Some use of PPG payments, some parent payments. - Instruments available in school.	Nicola Thompson and another SMP teacher to provide these opportunities.	Begin from September 2023 and continue
More training opportunities to support staff confidence and quality subject knowledge/delivery.	All teaching staff	- CPD aimed at primary schools and teachers from SMP. - Training for the Futura Curriculum	- Futura Curriculum Scheme. - Music specialists	NT provide training through a demo lesson for teachers to use as support.	July 2024
Use of assessment in order to progress the children further.	All teaching staff	- Use progression document to assess year groups and smaller groups of children. - Seeing an overall perspective and journey – not individually. - Teachers' ability to identify the children needing more support and, alternatively, G&T children. - Class lessons to then perform at the end of the term – creating an ensemble for the UKS2 children – this can inform assessments also.	- Instruments for lessons, - Charanga - No cost	NT support with progression document to inform the basis of assessment.	July 2024 – continue yearly.

More opportunities to experience and see live performances.	SE, NT, SLT support	- Panto, County groups, Somerset Youth Singers? - Singing Festival - Somerset Music Festival Networking with other schools to perform to each other.	- Contact local supermarkets for funding and organising activities - Tesco/ Sainsburys tokens scheme - Summer fair, etc – inform parents money plans and outcomes	NT to demo lessons for teachers at school to upload to seesaw and for training for teachers.	July 2024.
Incorporate singing regularly into school life.	SE, NT, SLT support	- Sing up registration? – 90minute introductory workshop, then go through SMP to get a discounted membership £140? – assembly plans and curriculum learning links available. Lesson plans.		-	July 2024 – continue.

It may help to review your actions termly

	Autumn Term	Spring Term	Summer Term
Action 1 – choir, ensemble, tuition and performances	Tuition groups to be available and children to progress throughout.	Create an ensemble based around the children who are participating in further tuition opportunities? Tuition groups readvertised and children given opportunity to choose a new instrument or join if not already involved.	End of the year, children to perform with their instruments to the school or single year groups in order to inspire further tuition for the following year. Performances can be individually and through group ensemble. Choir also to perform to school.

Action 2 – staff training and assessment.	HD to provide staff with training on how to use Sing Up resources and Futura Scheme resources (Active Music) throughout the lessons and music development.	NT to provide a demonstration lesson for teachers to use and follow.	HD to provide training on how to assess the children using the progression document that we have been following.