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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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Date written:	25 th September 2026	Review date:	September 2027

Music purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Source: National Curriculum, 2014

Intent

Our music curriculum aims to develop confident, creative and enthusiastic young musicians. Through singing, playing instruments, composing, improvising and listening, pupils develop the knowledge and skills to perform, create and respond to music. Pupils experience music from a diverse range of cultures, traditions and communities, developing respect and appreciation for different musical styles and contexts. They build their understanding of musical vocabulary, notation and the elements of music as they progress through the curriculum. Music also supports pupils' wider development, building confidence, creativity, teamwork, leadership, communication and resilience through individual and collaborative music-making. Our aim is for every pupil to develop a lifelong love and appreciation of music and the confidence to participate, perform and express themselves 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.



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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.



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	Focusing	Developing	Secure	Enhancing
In the classroom	Music is delivered ad hoc and not in every year group, it is not accessible to all. Discussions are in place to deliver CIL subject to budget Progress is not measured/limited.	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. A one/two term WCET project is delivered, by Somerset Music or in house, with a performance. Students engage with schemes of work and skills are developed. Teachers' assessment is evident. There is adequate space and resources for teaching, including	Music is timetabled for at least one hour per week and follows the NC/MMC. <i>Alongside singing assembly regularly every week!</i> 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. Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.	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) 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 measured and assessment informative. Planning takes into account KS3 expectations.



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	Limited resources are available.	class sets of tuned and untuned instruments. Glockenspiels/keyboards/percussion sets	Students with SEND are able to participate and progress well (supported by technology, tools and adapted instruments) Space and resources allow breadth of curriculum for all students, including music technology.	There is a designated music space within the school. Further opportunities to broaden resources through the community/Sound Foundation Somerset (SFS)/external organisations.
Beyond the classroom	Focusing	Developing	Secure	Enhancing
	Singing takes place infrequently. Facilitation of one to one and small group tuition is limited and inconsistent.	Singing and vocal work is frequent, varied and all students are engaged. 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.	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. 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.	A full, long-term singing strategy is in place that ensures progression for all students. 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.



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	There is no music progression strategy in place. There is no regular choir. There is no regular ensemble.	A music progression strategy is in place. There is a school choir who rehearse weekly and is accessible to all (no timetabling/financial barriers). There is an ensemble who rehearse weekly and is accessible to all (no timetabling/financial barriers).	Practice spaces are available for students. Students are signposted to musical groups e.g. Somerset Music county groups. The music progression strategy is fully inclusive and accessible for all students. 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 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.	The music progression strategy includes links to the further music community/music profession and the pyramid of music progression for students. 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 are ensembles led by instrumental experts. These are accessible to all students and perform regularly and in an area/national setting.
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	Performance opportunities are ad hoc and not regular. There is no regular access to live music performances. <i>Cost implications/ look at BSO concerts Westlands through Octagon Hub</i>	Access to co-curricular activities gives regular opportunities for performances for all pupils. Some live performances are catered for at school/school visits. These are available to all students.	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. External musicians visit school to perform. Students are given opportunities to see live performances outside school. All students are able to access these opportunities.	Students are able to take leadership roles in musical opportunities. The school is actively involved in national, large scale events
	Focusing	Developing	Secure	Enhancing



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Leadership and management	Quality assurance takes place, not by a music specialist.	Monitoring of the curriculum delivery by a music specialist informs training needs and curriculum planning.	Consistent monitoring by a music specialist informs planning and training needs. Schemes of work are adapted accordingly.	Teachers are highlighted as best practice and work in schools across the area.
	There is a limited budget for music.	The music budget is planned to support the delivery of the music curriculum and resourcing the school.	There is a significant music budget that is planned to support the delivery of music curriculum and to broaden the students musical experiences.	There is a significant music budget that links to the five year strategic plan for expanding the music department.
	A named subject lead is in post.	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.	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.	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



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				example, through their subject association or local networks).
Community partnerships	Focusing Engagement with The Octagon Music Hub is inconsistent. <i>Jackdaws year of brass project in Feb</i> Small-scale performance takes place in the community, building on existing school links. Some parents and carers support music-making in the school by attending events.	Developing The school takes up opportunities from The Octagon Music Hub and signposts opportunities for students. Community links with music are established, and regular events take place throughout the school year. Parents and carers actively support music making, through support at events and through home learning. Students are signposted to music opportunities within the wider	Secure The school makes the most of a wide range of opportunities from The Octagon Music Hub. Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits. The views of pupils and parents have been considered when developing music provision.	Enhancing The school is a leading school in the local community and with The Octagon Music Hub There is a co-ordinated programme of community events, planned in partnership. Parents/carers and the wider community are actively involved in school music making.



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	Limited signposting to music opportunities within the wider community/The Octagon Music Hub takes place.	community/The Octagon Music Hub.	The school actively signposts all students to music opportunities within the wider community/The Octagon Music Hub and funds opportunities for them.	The school actively signposts all students to music opportunities within the wider community/The Octagon Music Hub and facilities opportunities for students from other schools within their own school setting.
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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
To increase teacher confidence in delivering the music curriculum and enrichment	AB	AB to organise CPD session via Somerset music hub subscription	N/A	Music Hub membership with effect from September	Spring Term
To increase music enrichment for our pupils	AB	AB to email other PPAT school to see what opportunities they provide for their children. Somerset Music Hub new subscription this year. Enquire about free workshops / performance opportunities	Subscription paid	PPAT schools Somerset Music Hub	Summer Term
To establish music lessons as part of the school music offer /CIL Discussion regarding PP funding 50% /25%	SM support	Parent survey to gauge interest in whether there would be an uptake including instrument offer	Cost of lessons to parents Currently £7.50 shared/£15 individual	To provide paperwork to school if there is an interest for lessons To be supported by our tutors	Summer Term



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			CIL currently £550 a term		
Increase music budget	AB	Apply for music funding	Grants4Schools		