



School Music Development Plan

Developing Music in our Primary School - A Self-Assessment Document



High-Quality School Music Education consists of three distinct, but interlinked areas of provision:

- Curriculum music, compulsory from key stages 1-3
- Instrumental and vocal lessons, and ensemble membership.
- Musical events and opportunities, such as singing in assembly, concerts and shows, and trips to professional concerts.

*[The power of music to change lives:
A National Plan for Music Education \(June 2022\)](#)*

Our Vision for Music

Music is a piece of art that goes straight into the heart...

Our music curriculum aims to provide all students with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement.

Modelled on the National Curriculum, we follow the SING UP scheme of work. We offer opportunities for students to develop their talents in all aspects of music including composition, singing and appreciation. We are members of the Cumbria Music Education Hub, who we are in regular contact with and who provide us with several inputs each year including, guest musicians, instruments, CPD and curriculum support amongst others.

Area	Category	Band	Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum (and Model Music Curriculum).	Yes
		2	Additional aspects (ie: whole class music, 1-1 / small group tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes. Composing and musical creativity is supported effectively at every level.	Yes
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local secondary schools. Music technology is used effectively to support musical learning.	Yes
	Assessment	1	We use teacher assessment through the year using at least one method (video, audio, written). Teachers can assess against end of year expectations.	Yes
		2	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress.	Yes
		3	We use a range of formative and summative assessment strategies confidently. There are numerous opportunities for pupils to receive feedback on their performance/progression, and for self and peer assessment.	Yes
	Timetabling	1	There is a dedicated curriculum music time on the school timetable each week for all year groups. The NPME recommends a minimum of 1 hour of music teaching a week. This may take the form of short sessions spread across the week.	Yes
		2	Additional activities such as whole class instrumental lessons or singing (e.g. in assemblies) are timetabled in addition to dedicated curriculum time.	Yes
		3	Continuation of whole class instrumental lessons via small group or 1-1 tuition is scheduled within the school day.	Yes
Tuition and Ensembles	Instrumental and vocal tuition	1	Every child has an opportunity to learn an instrument and to make progress with instruments. Schools engage with specialist music teacher to provide 1-1 and small group tuition on at least 1 instrument. Up to 10% of the school population engage in instrumental tuition.	Yes

Area	Category	Band	Descriptor	Achieved
		2	<p>Schools engage with a specialist teacher to provide 1-1 and small group tuition covering at least 2 different instruments.</p> <p>School engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional musical learning.</p>	Yes
		3	<p>Schools engage with a specialist teacher to provide 1-1 and small group tuition covering at least 2 instrumental families.</p> <p>Over 15% of the school population engage in instrumental tuition.</p> <p>Pupils perform in both formal and informal settings regularly (at least once per term).</p> <p>School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision.</p>	Yes
	Whole class activity	1	<p>Children in EYFS/KS1 have opportunities to explore simple class instruments such as hand or tuned percussion and recorders.</p> <p>Whole Class Instrumental Learning is delivered for at least one term for every child in one KS2 year group. This may be delivered in smaller groups or as a class.</p> <p>There is a clear instrumental progression route from Whole Class Instrumental Learning such as smaller group and/or ensemble tuition.</p> <p>The school ensures there is an appropriate adult always supervising the Whole Class Instrumental Learning class.</p>	Yes
		2	<p>Whole Class Instrumental Learning is delivered for at least a year for every child in one KS2 year group.</p> <p>The school has selected an instrument Whole Class Instrumental Learning that promotes musical progression for their pupils.</p> <p>The school communicates effectively with the Whole Class Instrumental Learning teacher (if external) to develop a shared understanding of purpose and progression.</p> <p>The school/teacher ensures there is an opportunity for performance to parents and peers at the end of the Whole Class Instrumental Learning year.</p> <p>10% of students choose to continue learning an instrument after Whole Class Instrumental Learning.</p>	Yes

Area	Category	Band	Descriptor	Achieved
		3	<p>Whole Class Instrumental Learning is planned to successfully integrate into the school's music curriculum.</p> <p>The class teacher participates fully in Whole Class Instrumental Learning lessons (if not delivering themselves).</p> <p>The school/teacher ensures there are opportunities throughout the year to showcase the Whole Class Instrumental Learning class to their peers.</p> <p>15% of students choose to continue learning an instrument after the Whole Class Instrumental Learning year.</p>	Yes
	Instrumental Ensemble Provision	1	<p>The school provides an opportunity for ensemble playing for at least a term.</p> <p>The ensemble is regularly attended by a minimum of 5 pupils.</p> <p>The ensemble is led by a competent musician.</p>	Yes
		2	<p>School provides ensemble opportunities throughout the year that cater for all instruments learnt by pupils at the school.</p> <p>The ensemble is regularly attended by a minimum of 10 pupils.</p> <p>It is planned that the ensemble rehearses and performs a range of styles and genres.</p> <p>There is an opportunity for the ensemble to perform to parents or peers.</p>	Yes
		3	<p>Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres.</p> <p>There are many opportunities for the ensemble to perform to parents or peers.</p>	Yes
Singing	Singing Provision	1	<p>There are termly opportunities for massed singing; these may be linked with calendar events or performance opportunities.</p> <p>Singing is a core part of the school's music curriculum and children's musicianship development.</p>	Yes
		2	<p>There are weekly singing assemblies for all pupils.</p>	Yes
		3	<p>There is 1 or more weekly singing assembly for all pupils lead by a specialist.</p> <p>All staff are upskilled and confident at leading singing in their classrooms.</p>	Yes

Area	Category	Band	Descriptor	Achieved
	Choirs	1	There is a school choir and/or vocal ensemble that rehearses weekly.	Yes
		2	The school choir/vocal ensemble is led by either a specialist teacher or a competent member of staff who has expertise of leading vocal work and practices healthy singing.	Yes
		3	The school has multiple choirs/vocal ensembles (supporting different stages of vocal development).	Yes
	Staff Singing	1	There is a person responsible for singing in the school.	Yes
		2	There are singing opportunities for staff such as a choir/vocal group	Yes
		3	All staff are upskilled and confident to lead healthy singing in their classes.	Yes
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff, not a senior leader (where staff numbers allow), who has responsibility for music and advocates for the subject across the school.	Yes
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life. The time designated for music leadership reflects not only responsibility for curriculum music, but co-curricular provision, experiences, and performances.	Yes
		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	Yes
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	Yes
		2	Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.	Yes
		3	Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.	Yes
	Value of Music	1	Music occasionally plays a role in school life.	Yes
		2	Music is an important part of school life.	Yes
		3	Music is an integral part of the everyday life of the school and wider community.	Yes
Inclusion	1	Every child is included and supported in accessing musical learning and experiences	Yes	

Area	Category	Band	Descriptor	Achieved
			<p>All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students.</p> <p>All members of staff and external providers teaching music have an awareness of the pupil needs in the class</p> <p>Students have opportunities to listen to music from a range of cultures and traditions in all key stages</p>	
		2	<p>The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school signposts learners to music bursary and funding schemes.</p> <p>The school provides additional support though resources to enhance accessibility.</p> <p>All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively.</p> <p>Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.</p>	Yes
		3	<p>Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities.</p> <p>School provides access to alternative/adaptive instruments where necessary.</p> <p>Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.</p> <p>Schools signpost opportunities for students and make families aware of the benefits of supporting musical learning.</p> <p>Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages. Students experience a range of musical role models including disabled musicians and a range of backgrounds and ethnicities.</p>	Yes
	Resources and equipment (physical)	1	There are limited instrumental resources within the school, possibly only untuned percussion or a part set of class instruments.	No
		2	There are a range of instruments within the school, including whole class sets of instruments (owned or hired).	Yes

Area	Category	Band	Descriptor	Achieved
			<p>The school has access to and uses teaching resources to support music teaching and learning (this could include online resources).</p> <p>The school works with the Music Hub to facilitate access to high-quality instruments and equipment where needed.</p>	
		3	<p>There is a dedicated space for music within the school. This is equipped with a range of tuned and un-tuned instruments and technology is available for use.</p> <p>The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.</p>	Yes
	Budget	1	There is limited budget for music provision.	Yes
		2	The budget is planned to support the delivery of the music curriculum and supports resourcing the school.	Yes
		3	There is a significant budget that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.	Yes
	CPD	1	The lead member of staff for music undertakes music specific CPD every year.	Yes
		2	The lead member of staff is given opportunities by the school to share and upskill other staff members as a result of their CPD attendance.	Yes
		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	Yes
	Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	Yes
		2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings).	Yes
		3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.	Yes

Area	Category	Band	Descriptor	Achieved
			The school is aware of local and national progression routes and signposts these to pupils effectively	
	Live performances	1	There is an opportunity for every child to enjoy live performance at least once a year.	Yes
		2	Opportunities to enjoy live music as an audience member include large-scale performances, small-scale workshops, professional, amateur, within school and between schools.	Yes
		3	Live music performances provide links to curriculum learning and progression routes, such as local secondary schools or ensembles. Pupils enjoy a range of music that reflects their interests and passions.	Yes

All Saints' CE Primary School

Yvonne S Dykes

Music Subject Leader

Music Action Plan 2024-25

Leader name: Yvonne S Dykes

Associates: Sarah J Cooke, Brian Melville & Bob Daghish

1. To ensure 'quality first teaching' is achieved throughout the school through consistent delivery approaches and adherence to the sequential learning provided by All Saints' Curriculum.
2. To ensure all pupils have secure Maths and English basic skills that are applied in lessons and can be evidenced through improved assessment outcomes
5. To ensure that the vision, the ethos and the curriculum at All Saints' (**Hebrews 12.1.3**) **Let us throw everything that hinders and let us run with perseverance the race marked out for us fixing our eyes on Jesus** - enables pupils and staff to talk confidently about the schools Christian ethos and unique feature.

Target (what to achieve)	Success Criteria	Actions (How to achieve it)	Resources needed
<p>(linked to curriculum design)</p> <p>To continue to ensure the SING UP Music curriculum is followed throughout the school.</p> <p>To attend Cumbria Music Seminars and complete the School Music Development Plan (SMDP)– Self Assessment Document</p>	<ul style="list-style-type: none"> ➤ Monitoring ➤ Checking curriculum coverage/planning ➤ Pupil voice ➤ Staff Questionnaire <p>SMDP completed and on website</p> <p>Vision on Website</p>	<ul style="list-style-type: none"> ➤ Monitoring – using the updated curriculum as a basis for drop-in observations and big book looks. ➤ Planning/Curriculum coverage – overseeing planning and curriculum overviews on server. ➤ Lead to support planning where needed. ➤ Carry out pupil voice surveys throughout the year. <ul style="list-style-type: none"> ➤ Complete the SMDP, ➤ Devise a Vision for Music 	<p>YSD</p> <p>Sing up subscription</p>

Target (what to achieve)	Success Criteria	Actions (How to achieve it)	Resources needed
<p><i>(linked to teaching quality)</i></p> <p>To ensure 'quality first teaching' is achieved throughout the school in Music through consistent delivery approaches and adherence to the sequential learning provided by Sing Up Curriculum.</p> <p>Assess confidence levels after implementing the Sing Up Curriculum.</p>	<ul style="list-style-type: none"> ➤ Monitoring ➤ Improvement of staff understanding ➤ Increase in confidence ➤ Improved assessment results in data analysis ➤ Staff Questionnaire 	<ul style="list-style-type: none"> ➤ Monitoring – using the Sing Up curriculum as a basis for drop-in observations and big book looks. ➤ Planning/Curriculum coverage – overseeing planning and curriculum overviews on server. ➤ Ensure staff are confident in using Sing Up to teach Music. ➤ Provide support and guidance for staff on using Sing Up and adapting the learning to meet the needs of their class. ➤ Check for local CPD opportunities which staff can attend. ➤ Offer support in planning/teaching. ➤ Deliver snapshots and provide a Music Handbook for staff ➤ Liaise with other music experts in school to best support the music provision eg Sarah Cooke, Mr Daghish & Mr Kelly. ➤ Year 3 teacher to accompany all Year 3 Class to drumming with Mr Kelly on Mondays 1:00pm – 1:30pm 	<p>YSD</p> <p>Sing Up subscription</p>
<p><i>(linked to the celebration & promoting of music)</i></p> <p>➤ To ensure that music is at the forefront of All Saints' and that this inspires our pupils to want to participate in playing and composing their own instruments and singing.</p>	<ul style="list-style-type: none"> ➤ Monitoring ➤ Music Concerts in School and Talent show ➤ Live musicians invited to school to play ➤ Music played in Collective worship eg Piano / music to enter and leave 	<ul style="list-style-type: none"> ➤ Ensure we have a Music Concert that celebrates all that is music at All Saints' ➤ Music Talent Show in the Summer for singers and musicians ➤ Invite musicians from Cockermouth to perform to children 1x every half term to perform and inspire them to play (contact Philip Wood) ➤ Music trail in school using QR codes and tablets ➤ Music part of the website updated to show all our music in school ➤ Invite parents and carers to come and perform and share their passion for music. 	<p>YSD</p>

Target (what to achieve)	Success Criteria	Actions (How to achieve it)	Resources needed
<p>(linked to outcomes)</p> <p>➤ To ensure that EYFS, KS1 and KS2 outcomes for Music are in line with national average. To ensure that an effective assessment system is in place for assessing Music.</p>	<ul style="list-style-type: none"> ➤ Monitoring ➤ Assessment information from each year group. ➤ Teachers are using the SIMs 	<ul style="list-style-type: none"> ➤ Ensure staff are confident in assessing children against the Sing Up curriculum. ➤ That SIMs is updated. 	<p>All YSD</p>

How do these targets link to our Christian vision?

A vibrant school environment – singing, as a form of worship, can provide peace and a chance to reflect. **Together we flourish** – effective teaching and learning of Music provides fun and happy Music lessons where children are free to explore Music. Children making good progress and sharing a sense of pride. Worship through singing **Inclusive education which meets the needs of all its pupils, in a truly inclusive culture**¹ – having a passion for music, all children working together sharing their passion in learning to play and create music, supporting children/children supporting each other through music. **A sharing and caring school community ...** – staff sharing expertise to ensure effective teaching and learning of Music, pupil voice having an impact on the Music curriculum. Visiting musicians from the community share their talents. Invite parents/carers of pupils to come and share their interest in music.