



# School Music Development Plan Template

## PRIMARY

### INTRODUCTION

In June 2022 the Department for Education published its new [National Plan for Music Education](#). This builds on the original 2011 plan *‘responding to the change of the past 11 years and recognising that more needs to be done to support teachers, leaders, schools, trusts and Hubs to deliver the best for children and young people’*. There is an updated vision: *‘To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests, including professionally’*.

One of the key new features is that all schools should write **‘a Music Development Plan that captures the curricular and co-curricular offer and set outs how it will be funded’** by September 2023.

This template provides Wiltshire Schools with a starting point for creating their own School Music Development Plan. While some schools may wish to use the template in its current format, others may want to lift sections into their own planning documents / templates. In many ways, the format is not important – it’s the content and prompt questions within the template that are key. We hope that this template can be used as a flexible and adaptable planning tool. Feel free to change it to suit your needs.

It’s important to note that a school music development plan:

- cannot be completed by one individual alone – it needs input and buy-in from a range of people including SLT, the School Business Manager, the SENDCO and teaching staff.
- is *not* a music curriculum plan (although your curriculum plan might be part of your school music development plan.) A curriculum plan will look at the intent, implementation and impact of the music curriculum, what key knowledge and skills children will acquire, when they will acquire them, and why. A school music development plan will be broader than this – it will look at the musical culture of the whole school both within and beyond the curriculum.
- is a long-term planning document. Schools do not have to have achieved everything within the plan by September 2023. Instead, by September 2023 they should aim to have a plan in place that sets out the timeline for things they want to achieve in the future.

Multi-Academy Trusts will be expected to develop trust-wide music development plans in addition to the individual school music development plans. The trust-wide plans will play an additional strategic role coordinating provision across all schools, drawing links and efficiencies and access to collective resources and expertise.

This template is in two parts:

Part A – Self Evaluation

Part B – Development Plan (created from actions identified within the self-evaluation)

<b>Name of School:</b>	Stanton St Quintin Primary	<b>Music Cluster:</b>	Chippenham	<b>Trust:</b>	-
<b>DfE Number:</b>	865-2086	<b>No. on roll:</b>	88	<b>Date completed:</b>	25/6/24
<b>Completed by:</b>	Sarah Matthews				

## PART A – SELF-EVALUATION

Notes on completing this self-evaluation:

- The statements in **bold** relate to things that schools MUST do. Those not in bold, relate to things that schools SHOULD do.
- **Red font** indicates that a particular statement relates to one of the 7 features of a high-quality music education set out in the [National Plan for Music Education](#).
- Read through the statements under each heading and then RAG rate that section based on how many of the statements you feel are an accurate description of the provision at your school.
- Use the yellow shaded section to record actions needed to improve the RAG rating for each section.

SECTION 1 – CURRICULUM	RAG rating
<b>1.1 There is a scheme of work / curriculum plan in place for music.</b> - Charanga	
<b>1.2 The scheme of work / curriculum plan is clear about what should be taught in each Year Group and thought has been given to sequencing of skills / progression map.</b> – Charanga and school’s own sequencing for mixed-age classes	
<b>1.3 Use of the curriculum plan above is monitored.</b> – SL tasks need formal timetabling	
<b>1.4 Music is taught by a subject specialist OR by classroom teachers who feel confident in teaching music. Teachers are not music specialists</b>	
<b>1.5 Music is taught for an hour per week for both KS1 and 2. National Plan Key Feature.</b> - Class timetables	
<b>1.6 There is a system in place, and being used effectively, to assess and track pupil progress in curriculum music.</b> – informal teacher assessments take place and end of year recorded. To develop	
<b>1.7 Our school is addressing the following key aims of the national curriculum for music:</b> <b>All pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</b> – Within Charanga units and through CW music listening	

- All pupils learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. – Within Charanga and weekly singing assemblies, learn ukulele in ks1 & 2.
- All pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. – Charanga skills and activities

### Actions Needed to Improve RAG Rating:

- Formalise monitoring actions
- Investigate assessment systems
- Investigate opportunities for all children to perform (modified) works of Great Composers

SECTION 2 – STRATEGY & LEADERSHIP	RAG rating	
2.1 Music is linked /embedded appropriately to the School Development / Improvement Plan. – consider for next year		
2.2 There is an allocated budget available for music and a plan for spending it. – curriculum budget		
2.3 External funds for music are sourced when possible, including through Wiltshire Music Connect. – Subsidies obtained – Gwen		
2.4 There is a Music Subject Lead in place who clearly understands their leadership responsibilities and is given sufficient time for subject leadership. SM/KW		
2.5 The Music Subject Lead has a clear written role description. – From model template from Wiltshire Music Connect.		
2.6 Staff teaching music are appropriately skilled and knowledgeable.		
2.7 Staff who deliver music in school are regularly observed and provided with feedback (including peripatetic teachers*). – Need to plan into monitoring cycle		
2.8 CPD is provided for staff delivering music in school. – all staff have access to Charanga training		
2.9 The school has adequate and appropriate music resources, including musical instruments, to meet the ambitions of the curriculum.		
2.10 The school has adequate and appropriate spaces for teaching music, including the storage of musical instruments. –		
2.11 There is an assigned Governor with responsibility for music AND / OR the Governing Body monitors music effectively. – not currently		
2.12 Music contributes to or supports other areas of the curriculum (e.g. phonics, literacy, numeracy, languages etc.) – Charanga sometimes references places (Geog), history, pshe links, spiritual music (RE)		

2.13 Pupils are given opportunities to voice their views on music in school and their feedback is acted upon. – Need to plan into monitoring cycle.

2.14 There are arrangements in place to share information relating to music with other schools at the point of transition, and in particular, instrumental tuition. – transition meetings take place at the end of Y6 with secondary schools where pupil information is shared.

**Actions Needed to Improve RAG Rating:**

- Ensure all additional CPD is signposted for staff
- Observations of teaching and Pupil voice

*\* Schools are responsible for the activity and provision they allow to take place in their schools. Whilst Wiltshire Music Connect doesn't currently observe Associates' work, Associates working in schools should, in principle, be willing to have their teaching or project leading observed by a suitably qualified member of school staff (or designated representative) provided that adequate advance notice and parameters are defined. Please refer to Musicians Union Guidance [here](#).*

**SECTION 3 – FIRST ACCESS (Whole Class Instrumental Tuition)**

RAG rating

3.1 First Access tuition is offered to pupils for a minimum of one term during their time at the school. – Children receive all year First Access ukulele teaching in KS1 & KS2

3.2 Thought has been given to why children have First Access at this particular point in time, how it fits with the curriculum plan, and why particular instruments have been chosen.

3.3 The school has access to appropriate musical instruments in order to deliver First Access effectively. – Sch has own set of ukuleles

3.4 The First Access provision is fully inclusive and barriers have been removed for Disadvantaged Learners, PP and SEND children. – all chn participate in First Access

3.5 There is a system in place for encouraging and monitoring progression from First Access to further instrumental learning. – Regular reference to continuing from SL and FA teacher. Regular performance from First Access at School Concerts – Winter Dec 23 and May 24

3.6 The school accesses appropriate support from Wiltshire Music Connect for First Access. – regular comms to ensure provision and funding.

**Actions Needed to Improve RAG Rating:**

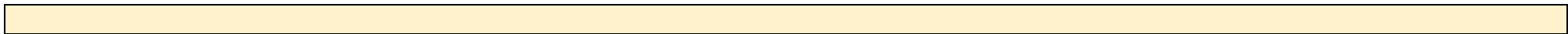
- Formal monitoring of pupils continuing with lessons after First Access

SECTION 4 – SINGING	RAG rating	
<p>4.1 All children regularly have opportunities to sing above and beyond curriculum music (e.g. assemblies, collective worship, playground singing, lining-up or tidying up songs etc.) – Weekly singing assembly. Songs in regular church services. EYFS incorporate some songs into their routines. Nativity production in KS1 and Summer production in KS2. Music cluster singing events each year. Choir sing at events in local community.</p> <p>4.2 There is a member of staff who can confidently lead singing activities with thought given to technique and progression of vocal skills. Singing assemblies lead by singing teacher</p> <p>4.3 A wide range of repertoire and singing resources are in use to reflect the needs and interests of the pupils. – mixture of traditional and popular songs</p>		
<p><b>Actions Needed to Improve RAG Rating:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		

SECTION 5 – INSTRUMENTAL & VOCAL TUITION	RAG rating	
<p>5.1 Children can access instrumental/vocal tuition in a <i>range</i> of instruments in school. <b>National Plan Key Feature.</b> – recorder, choir, piano, guitar, flute, ukulele and drums</p> <p>5.2 Instrumental / vocal tuition is delivered by Wiltshire Music Connect Associates (quality assured). - Yes</p> <p>5.3 Instrumental / vocal tuition is planned effectively into the school day so that children don't always miss the same lessons. - yes</p> <p>5.4 Monitoring of the percentage of NOR accessing tuition takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND. – music report with pupil groups and numbers</p> <p>5.5 There are appropriate spaces available for instrumental / tuition. <b>National Plan Key Feature.</b> – places for instrumental lessons made available</p> <p>5.6 Pupils have access to instruments for their instrumental lessons either through school or Wiltshire Music Connect's Instrument Hire Scheme. - Yes</p> <p>5.7 Pupils who need it access financial support with the cost of instrumental / vocal tuition (either from the school itself, or through Wiltshire Music Connect, or both). – funding made available for supporting families as needed</p>		
<p><b>Actions Needed to Improve RAG Rating:</b></p> <ul style="list-style-type: none"> <li>• Fill places of children who play instruments in year 6 who are leaving at the end of the year</li> </ul>		

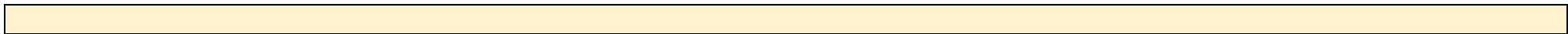
SECTION 6 – CLUBS, GROUPS & ENSEMBLES	RAG rating	
<p>6.1 Children can access at least one choir / singing club / singing group at school. <b>National Plan Key Feature</b></p> <p>6.2 Children can access at least one instrumental club / group / ensemble at school. <b>National Plan Key Feature.</b></p> <p>6.3 The repertoire used in the clubs, groups and ensembles above reflects the needs and interests of pupils and is diverse.</p> <p>6.4 Monitoring of the percentage of NOR accessing clubs, groups and ensembles takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND.</p> <p>6.5 Consideration is given to the timetabling of the clubs, groups and ensembles above to avoid clashes and support good engagement.</p>		
<p><b>Actions Needed to Improve RAG Rating:</b></p> <ul style="list-style-type: none"> <li>Historically, school has run a choir and recorder clubs. Not currently possible. Look into ways to enable school to provide.</li> </ul>		

SECTION 7 – INCLUSION / EDI	RAG rating	
<p>7.1 Our school has systems in place to ensure that Disadvantaged Learners, PP and SEND children access the music provision appropriately and equitably. – informally recorded. CTs provide access through QFT. SLT makes arrangements for supporting families where appropriate for music-related trips and visitors.</p> <p>7.2 Our school has systems in place to ensure that children from diverse backgrounds access the music provision appropriately and equitably. - Charanga provides a range of music styles and backgrounds. Informal record of range of music listening in CW.</p> <p>7.3 The music curriculum, and repertoire within it, is regularly reviewed to ensure that it is diverse, relevant, and inclusive. – Charanga features diverse range of music exposure.</p> <p>7.4 Thought is given to the content of music displays to ensure that they are inclusive and diverse. – Display features key elements of music and famous composers</p> <p>7.5 Music is used to support the SEMH needs of pupils – Charanga scheme provides materials/songs that promote positive choices and outlook</p> <p>7.6 Gifted and talented pupils are appropriately supported and signposted to progression opportunities. – Chn are given opportunities to perform in sch music concert. Peripatetic teachers enable chn to take exams.</p>		
<p><b>Actions Needed to Improve RAG Rating:</b></p> <ul style="list-style-type: none"> <li>Update music display with greater diversity of composers</li> </ul>		



SECTION 8 – TECHNOLOGY / DIGITAL	RAG rating	
<p>8.1 There are appropriate music technology resources in place to support both the music curriculum and music enrichment. – iPads are used in Computing to compose on GarageBand</p>		
<p>8.2 Staff are appropriately skilled and confident in using technology to support the music curriculum and music enrichment.</p>		
<p>8.3 The school is able to access outside expertise to support with music technology when needed. – Oakford Technology (IT support provider)</p>		
<p><b>Actions Needed to Improve RAG Rating:</b></p> <ul style="list-style-type: none"> <li>• Investigate further links with music technology (Yumu?)</li> <li>• SL to conduct teacher questionnaire on confidence with music tech</li> </ul>		

SECTION 9 – OPPORTUNITIES TO PERFORM & SEE LIVE PERFORMANCE	RAG rating	
<p>9.1 There is a termly opportunity for children to take part in a music performance in / through school e.g. assemblies, concerts. <b>National Plan Key Feature</b> – KS1 prepare a Nativity, KS2 perform a Summer production, Involvement in music hub projects, local community performances, school concerts</p>		
<p>9.2 Performance opportunities are available for all children (e.g. whole classes), not just those involved in clubs, groups and ensembles. – see above</p>		
<p>9.3 Monitoring of the percentage of NOR accessing performance opportunities takes place to ensure good take-up, especially by Disadvantaged Learners / PP / SEND. – performance opportunities are enabled for all children</p>		
<p>9.4 Children have an opportunity to see a live music performance (either in person or online) at least once per year. <b>National Plan Key Feature</b> – LF has visits by musicians often more than once a year: Olympiad cluster event with professional musicians, assemblies from music teachers</p>		
<p>9.5 When selecting music enrichment opportunities (including trips, visits, performances) consideration is given to the quality. –</p>		
<p>9.6 Thought is given to the diversity and variety of performance opportunities available to children.</p>		
<p><b>Actions Needed to Improve RAG Rating:</b></p> <ul style="list-style-type: none"> <li>• Plan for greater diversity in visits and visitors</li> </ul>		



SECTION 10 – COMMUNICATIONS	RAG rating	
<p>10.1 The school website contains information about the music curriculum and the wider music opportunities available to pupils. <a href="https://www.stanton-st-quintin.wilts.sch.uk/curriculum/music">https://www.stanton-st-quintin.wilts.sch.uk/curriculum/music</a></p> <p>10.2 Parents are provided with information about the wider music opportunities available to their children. – we forward to parents information on: secondary school music events, concerts, other choirs to join (St Mary’s, Calne)</p> <p>10.3 Regular updates on music in the school are provided through ongoing communication channels (e.g. newsletters, social media.) – Sch reminds parents termly about available instrumental lessons and how to enquire.</p>		
<p><b>Actions Needed to Improve RAG Rating:</b></p> <ul style="list-style-type: none"><li>• Introduce termly music newsletter</li></ul>		

SECTION 11 - LINKS WITH WIDER COMMUNITY	RAG rating	
<p>11.1 The school participates in the local music cluster. - yes</p> <p>11.2 The school takes part in the local music cluster collaborative project each year, or an alternative project / activity that enables collaboration across schools. - yes</p> <p>11.3 Children are provided with opportunities to work with external music facilitators / performers. – Malmesbury abbey</p> <p>11.4 The school contributes music performances / music activity to community events. – village fete, local care home</p> <p>11.5 The school receives news and updates from Wiltshire Music Connect (either through the fortnightly email bulletin, or through Right Choice.) - yes</p>		
<p><b>Actions Needed to Improve RAG Rating:</b></p> <ul style="list-style-type: none"><li>• Investigate opportunities for community singing</li></ul>		





## PART B – DEVELOPMENT PLAN

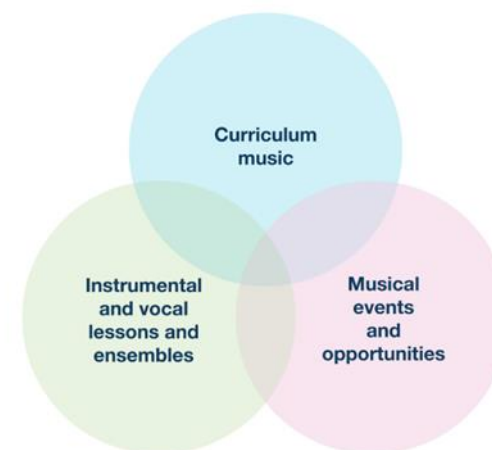
### Use this space to outline your school's over-arching Vision for Music.

Prompts:

- What do pupils, their adults and staff want for music in the school?
- What do we think is the entitlement for every child?
- What do we want our pupils to be able to do, understand and feel about music by the time they leave us?
- What are our guiding principles?
- What does quality / success look like for us?

We want all children:

- To have access to high quality music teaching;
- To appreciate the wide range of musical styles and traditions of our world; to see the school staff be enthusiastic and positive role models when experiencing music listening
- To be taught to play an instrument and learn musical notation;
- To experience quality musical performances;
- To see music as an enabler of positive feelings and interactions.
- To have the chance to perform in front of an audience
- To enjoy singing and recognise that this can also improve our reading, understanding of rhyme, diction, and that songs can tell stories that we can learn from.



Model of music education originally created by Hampshire County Council's Music Service, 2013.  
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Notes on completing this development plan:

- You should copy and paste the actions for improving your RAG ratings from the yellow sections in Part A into the table below, under the correct heading.
- You can add rows if you have more actions for a particular section than the template allows.
- You do not need to have actions under every heading – if your RAG rating is good for a particular heading then you may want to leave it blank / delete a row.
- Once complete, you may wish to reorder the actions to reflect the timeline.

- If you feel you have too many actions, then we would advise that you prioritise those actions that will have the most impact (i.e. those actions that may create improvement in more than one area at a time) and those that contribute to wider school aims (e.g. Inclusion).

	<b>ACTIONS (lifted from Part A above)</b>	<b>Staff involved</b>	<b>Timescale</b>	<b>Resources and support needed</b>	<b>Support available from Wiltshire Music Connect</b> <i>See the separate 'Our Support' document to find out what's available.</i>	<b>Review / Comment / Complete Date</b>
<b>1. CURRICULUM</b>	Formalise monitoring actions	CTs	24-25	-	-	
	Investigate assessment systems	SL	24-25	Time to share system with CTs <a href="https://wiltshiremusicconnect.org.uk/wp-content/uploads/2023/11/Tracking-and-Assessing-Leaflet-Jul-23.pdf">https://wiltshiremusicconnect.org.uk/wp-content/uploads/2023/11/Tracking-and-Assessing-Leaflet-Jul-23.pdf</a>	-	
				-	-	
<b>2. STRATEGY &amp; LEADERSHIP</b>	Observations of teaching and Pupil voice	SM/CTs	24-25	-	Pupil Voice Template	
	Ensure all additional CPD is signposted for staff	SM/CTs	From Sep 24	-	CPD info through network meetings	
				-		
<b>3. FIRST ACCESS</b>	Formal monitoring of pupils continuing with lessons after First Access	SM/HE	Sep 24	-	-	
<b>4. SINGING</b>						
<b>5. INSTRUMENTAL &amp; VOCAL TUITION</b>						
<b>6. CLUBS, GROUPS &amp; ENSEMBLES</b>						

<b>7. INCLUSION / EDI</b>	Update music display with greater diversity of composers	SM	24-25	-	-	
<b>8. TECHNOLOGY</b>	SL to conduct teacher questionnaire on confidence with music tech	SM	24-25	-		
				-	-	
<b>9. OPPORTUNITIES TO PERFORM &amp; SEE PERFORMANCE</b>						
<b>10. COMMUNICATIONS</b>				-	-	
<b>11. LINKS WITH THE WIDER COMMUNITY</b>				-	-	