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Music Development Plan

St Clement’s C of E Primary School | 2023/24

Date of adoption: June 2024

Review: June 2025

Lead for this plan: JP & SJN

# Links:

[The Power of Music to Change Lives](https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education) – the National Plan for Music Education in England 2022-2030

[Music Mark’s resource page](https://www.musicmark.org.uk/resources/national-plan-for-music-education-2022-the-power-of-music-to-change-lives/) for the English National Plan for Music Education

Hub Local Plan for Music Education

Trust Music Development Plan *if relevant*

School Improvement Plan

Music Policy

Charging policy for extra-curricular activities

Remissions policy (if separate to the charging policy)

# Music at St Clement’s

## Curriculum Music

| **area** | **what happens now** | **what we would like to see** | **link to actions** |
| --- | --- | --- | --- |
| **Overview** | Scheme (e.g. own curriculum, published schemes) and curriculum intent – Music Express Scheme rec-y6  If necessary, cover Early Years, KS1 and KS2 separately  Coverage of [National Curriculum requirements](https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study)  If you have a curriculum map for Music, link it here  How much curriculum time is given to Music  Who teaches it – JP, SJN, AT, CTL, ES, JA, SB, CG, KC  Digital resources – Scheme has access to digital  Physical resources including instruments – Well resourced in all classes.  How it is assessed (see [here](https://www.musicmark.org.uk/resources/ofsted-an-update-on-music-in-schools/) for the HMI speaking about assessment of Music) Sonar assessment tool, use of video evidence and pupil voice.  What impact it has (again, by KS separately as needed)  Inclusion of all pupils (including those with SEND). Allows pupils to express themselves, increases opportunities for pupils to build confidence and self esteem and feel a great sense of achievement. | MTPS, knowledge and skills progression documents completed (24-25)  Implementation of Garage band digital resource (resource from one education)  Use of HMI assessment in Music advice for staff CPD. | Ref number of relevant action(s) |
| **Whole Class Ensemble Tuition** | If provided, to which year group – Year 4 ensemble Recorders  Length of experience – 3 years  Instrument(s) - Recorders  Who leads it – JP Headteacher  How instruments are provided – School funded  How instruments are managed – pupils leave their instrument in school but can take it home at the end of y4.  How the learning is supported and extended during the programme, e.g. related lunchtime clubs – Lunctime club is available for a group of year 5 and 6 pupils who wanted to continue to play recorder.  Outcomes (impact), including continuation rate – Increased understanding of musical notation and the ability to read music for Year 4 pupils. 25% continuation rate.  How it is budgeted and paid for – School funded from budget.  Continuation options, e.g. small group or individual lessons on the same or related instruments - Small group recorder lessons. | New order of recorders for 24-25 (x30) |  |
| **Singing** | How often children sing in lessons – Every music lesson includes singing.  How often they hear adults (including men) sing – Daily  What standards are achieved and how measured – Use of the national curriculum statements to evaluate standards in singing, measured once a term through monitoring inc video evidence. |  |  |
| **Instrumental music** | How often children play instruments in lessons – Nurs – year 4 every lesson, however y5-6 lessons are heavily theory based e.g understanding notation, vocabulary and composition using notation. Playing instruments in y5-6 happens every half term in every unit.  What instruments are available for classroom use – A full trolley of percussion instruments (EYFS classes have their own music areas in continuous provision inc percussion instruments). X17 xylophones for tuned playing. Drum kit & class set of drumsticks.  What standards are achieved and how measured - Use of the national curriculum statements to evaluate standards in playing instruments, measured once a term through monitoring inc video evidence. |  |  |
| **Technology** | Music tech as a learning resource in class –  What curriculum/learning unit is used  What it achieves  How it is assessed  What resources are available in school | This is an area for improvement for 24-25. Garage band planning (One Ed) to be provided for use in Year 5 & 6.  June 25 -SJN to liase with One Ed on plans for Garage Band. |  |
| **Opportunities to experience live music performance** | How often children hear live music performed (e.g. by other children, teachers, amateur adults, professionals) Singing is heard daily in school. Instrumental tuition (weekly). Whole class ensemble recorders (weekly). 4/5 collective worship different styles genres of music are played.  Annual external pantomime performance (Dec)  Y5 & 6 visit to local High School to watch annual Musical. Feb 25  Drama Once a week (Sept- Dec/Jan - June) Culminating in two whole school performances  Termly Church Services (ensemble singing, recorder performance)  Annual Big sing event in Manchester (y6)  BBC philharmonic visit fro EYFS AND KS1 March 25  Visit to BBC studios for ukulele group June 25 to play along with the BBC philharmonic. June 25  Who provides this – Class staff, Music tutor, Manchester Music Hub.  Musical Mondays live performance (1 per half per term)  Where and how this is achieved – In school (classrooms and hall), church, Bridgewater hall, BBC studios, via live video link, performance of annual musical at our feeder High school auditorium.  How it is funded – School Budget & some contribution from F40 monies (a grant for disadvantaged pupils in schools with a high rate of FSM pupils.) | Increase the opportunities for pupils to experience live performance |  |

## Extra-curricular and Co-curricular Music

| **area** | **what happens now** | **what we would like to see** | **link to actions** |
| --- | --- | --- | --- |
| **Overview** | Policy (if any) School Music policy in place.  Who leads activity and how that is funded – SJN, HA & SF school staff, Ukulele tutor (ext music company), JP – weekly Year 5/6 recorder club.  How it links to the school’s Music curriculum – Provides additional opportunities to implement singing, playing and performance skills from music lessons into extra curricular activities.  Charging practices – No cost for activities provided by school staff. School fully fund the cost of ukulele tuition. | Music policy to be reviewed Annually (check the implementation of the policy) OCT 24  A possible school choir group place.  For this provision to continue into 25-26. |  |
| **Singing** | What singing happens in the school day (e.g. singing assemblies) Singing daily in class worship. EYFS singing rhymes/songs daily in continuous provision.  Who leads these – SLT, Teachers, Teaching assistants and class staff., external visitors.  How they are accompanied (piano, backing tracks) – Use of backing tracks with lyrics during whole school singing.  What choirs are offered (include any staff/parent choirs)  Where/when they take place  Who leads them  How are children encouraged to participate  How are they assessed and developed  Performance opportunities in-school and out | More opportunities for live instrument playing -possibly by staff?  A possible school choir group place. |  |
| **Ensembles** | List ensembles provided –Recorder (y5) groups. Drama club (y 5 & 6)  Who leads them – External music provider and HT.  Where/when they take place – In school, after school and lunchtime (x1 session per week)  How are children encouraged to participate – Pupils are informed about the clubs and HT encouraging pupils who showed particular aptitude. Pupils were also asked which instrument they would be interested in learning to play through a questionnaire.  How are they assessed and developed – Through learning the positioning and technique and progressing through the instrument. Pupils are developed by given the opportunity to perform, compose their own pieces and teaching each other how to play.  Performance opportunities in-school and out – Ukulele and recorder performances to parent/carers on a termly basis, plus the addition of performing in Church and in class assemblies and at BBC studios. | To see a music worship once a year to give pupils he opportunity to perform to their peers. Possibility of a school concert. |  |
| **Tuition** | Instruments (including voice) taught in school – Ukulele club.  Who teaches them – External Tutor  How they are engaged – School provides each pupil with a ukulele, removing the need to buy an instrument. Pupils are given sheet music taught to practise at home and encouraged to perform to peers/parent & carers.  Take-up: numbers 8 girls attend 24-25. 4 boys/11 girls (23-34)  Outcomes: progression, drop-out/retention – The “drop-out” was quite high this year 23/24  Retention has been excellent in 24/25.  ‘Soft’ outcomes e.g. improved behaviour or academic  How tuition is promoted - Pupils are informed about the clubs and HT encouraging pupils who showed particular aptitude. Pupils were also asked which instrument they would be interested in learning to play through a questionnaire. Other pupils from other year groups seeing pupils taking part.  How it is assessed by the school and developed  Completion of the annual music return to our music hub. Using the findings to inform our provision for the subsequent academic year. | Continue provision for the same group of 8 for 25/26 |  |

## Leadership

| **area** | **what happens now** | **what we would like to see** | **link to actions** |
| --- | --- | --- | --- |
| **Governing body** | Lead Governor for Music – Wider curriculum Governor (but not specifically for Music)  How they fulfil their leadership role | Wider Curriculum Governor to attend More Music reviews/monitoring sessions. |  |
| **Senior Leadership Team** | How SLT project the place/role of Music in school  Understanding of Music as a curriculum area  Understanding of extra- and co-curricular music  Assessment frameworks   * The headteacher Co-leads Music in school so is fully aware of our policy, scheme and aspects of music teaching. Also, she delivers WCET to Year 4 via recorder and arranges extra curricular music provision. As the co- music lead, she is also involved in monitoring music across the school and regularly evaluating the impact through reviews of the action plan and completion of the annual audit. * -Other members of SLT regularly lead whole school singing and some deliver Music to their classes. |  |  |
| **Subject leadership** | Who leads the subject (link to their role description)  How the curriculum is set or chosen  How it is communicated  How delivery is monitored  How training needs are identified and met   * The head teacher and SJN (TA) co-lead Music in school. * They chose “Music Express” scheme of work due to how all aspects are addressed throughout a unit and also due to how the scheme is progressive. * September 2023, staff inset focussed on showing staff how to implement the scheme in their classes. * -SJN has provided team teaching opportunities in four year groups, to support staff’s understanding and implementation of the scheme. * Delivery is monitored through termly reviews of evidence from music lessons and pupil voice activities. | Staff skills audit to be completed in 25-26 to address CPD needs.  Staff training/team teaching to follow up from the skills audit. |  |

## Budget

| **area** | **what happens now** | **what we would like to see** | **link to actions** |
| --- | --- | --- | --- |
| **Budget for Music** | If known £300 |  |  |
| **Music income** | Refer to charging and remissions policies (linked above)   * We do not currently charge for music tuition provision.   Income the school collects for music (lesson fees, instrument hire charges, parental donations, concert ticket income, sale of refreshments at concerts)  - £150 approx rasied from sale of tickets for the drama club performance (March 24)  £92 Approx raised for Christmas production 24  Whether income from concerts etc comes into the Music budget – the income goes back into the drama club to provide monies for costumes/lighting etc.  Charitable and other funding received (local  charities, UK Music Sound Foundation, Parents’ Association)   * School receives money from the F40 foundation and some of this is allocated to the development of Musical opportunities in school. £500 allocated the drama club and £2500 was allocated to pay for after-school music tuition. (23/24) * Payment for after school tuition was via our delegated budget 24-25 & 25-26   Governors/SLT involvement in fundraising bids and identifying income sources   * SBM applies for any relevant bids and in SEPT 23, was successful in gaining £1500to enable us to purchase more instruments. | Identification of further relevant grants that school could utilise  Free opportunities for pupils to hear/see live music being preformed/take part in musical performances or activities. |  |

## Partnerships

| **area** | **what happens now** | **what we would like to see** | **link to actions** |
| --- | --- | --- | --- |
| **Partnerships with schools** | Participation in local networks (e.g. primary music network or cluster groups)   * SJN has attened all Music lead hub meeting 23-24 & in 24-25   Schools you work with on any aspect of music  What you do together  What you and your school gain  What you contribute | Build links with our feeder High School around Musical opportunities. (Email from Jo Bucklr @ One Ed to be sent) |  |
| **Partnership or relationship with local music service or Music Education Hub** | Relationship you have with the music service   * Strong relationship with our Music service.   How they enhance music in your school   * Provide us with links to access other musical activities that our pupils can engage with e.g Musical Mondays, Big sing. Also development of subject lead through hub meetings and briefing emails. * -Addition of Annual support meeting to review our SMEP.   Understanding of the Music Education Hub’s offer   * Strong understanding through the above communication.   Opportunities you are able to take up   * See above, also annual meeting with the hub lead to complete and update our School Music evaluation plan as part of our 1hr free entitlement.   How you and the Hub communicate   * Communication via email between SJN/JP and Jo Bucklr @ One Ed. * Attendance at termly Music hub meetings in person and online video link. | Continue to attend termly hub lead meetings.  Continue to attend Termly (x3) Music Hub meetings in 2025-26. |  |
| **Cultural partners for music** | Partners you work with (e.g. musicians, groups, music charities, national organisations)   * Musicians from our link church e.g Henry and guitar. * Live performance given by Rocksteady Music * Musical Mondays online sessions provided by One Education. * Annual pantomime performance in December. * BBC philharmonic orchestra   What they do and the value they bring   * To accompany songs in worship, performing their own music to entertain and educate about different musical styles. * Shows pupils that music can be a career path and deliver workshops and link music to stories.   How activity is funded  No cost. | * To look at further organisations to provide further cultural opportunities for 2025-26. |  |

## Accommodation and resources

| **area** | **what happens now** | **what we would like to see** | **link to actions** |
| --- | --- | --- | --- |
| **Spaces for Music** | Where Music is taught (specialist classroom, in class) Classrooms, shared areas and the hall.   * All specified areas above   Where choirs/ensembles take place (hall, classrooms) classroom, hall   * Ensemble in the classroom (year 4) * Whole school singing in the hall.   Where instrumental/vocal tuition happens (practice rooms, dedicated space, library, corridors or worse!) –  - Shared area and the office. (Ukulele) |  |  |
| **Resources available for Music** | Refer to other sections if mentioned elsewhere | Refer to section about Music resourcing and provision. |  |

## Inclusion

| **area** | **what happens now** | **what we would like to see** | **link to actions** |
| --- | --- | --- | --- |
| **Overview** | How the curriculum is made accessible for all learners, including those with SEND   * All pupil participate in music lessons.   How the music studied takes account of sensibilities of all sections of the school community   * Careful consideration of the music scheme selected.   Whether songs are sung in languages spoken by families in the school community   * Some aspects of our scheme adapt well to this.   Whether tuition is offered in non-Western instruments and genres, which reflect the heritage and traditions of pupils at the school  – Not currently offered  How learners are exposed to music from cultures other than their own and/or not represented in the school   * Our music scheme offers a high range of music from other cultures.   Whether interventions for other subjects routinely take place during Music lessons (particularly if the same child/ren are frequently taken out of Music)   * School is making a conscious effort to reduce the number of interventions taking place. If pupils do need to attend an intvn during music, then a conscious effort is made to make sure pupils are rotated and the same pupils do not miss out. | Could be provided through Manchester Music centre links. |  |
| **Special Educational Needs and Disabilities** | How the needs of children with SEND are assessed to enable them to participate in music-making.   * All pupils are included in music lessons despite SEND.   What adjustments are made for children with SEND   * Pairing SEND pupils with a peer who has good empathy skills. * Ear defenders provided when playing instruments * Time out provided for regulation time if becoming overwhelmed. * Adaptation of timing and the task provided.   Any partners you work with for this (Music Hub, OHMI)  Special provision such as Open Orchestras, Modulo  Music Therapy or similar  Relaxed concerts, nurture groups   * Partnership with Music Hub, SALT, Ed physc and take on board their advice.   Special or separate facilities for SEND Music, if any   * None as music in our school is fully inclusive. |  |  |
| **Religion** | How families’ religious beliefs and wishes are met in respect of Music   * If a parent/carer raised concerns around the content of music sessions, this will be noted and acted upon. However, no parent has ever asked for their child to be withdrawn and staff are sensitive to the type of music they provide. * Subject lead acquired further information on including Islamic Pupils to engage in music by being taught the “nasheeds”. Allows pupils to engage and share culturally with other pupils. * A range of music from different backgrounds and cultures is weaved throughout our Music scheme. |  |  |
| **Financial hardship** | Remissions policies for extension and enrichment activities (such as concert trips, Young Voices etc)   * We have been fortunate to receive funding from the “F40 Organisation” to pay for all Musical enrichment activities e.g pantomime, big sing.   Remissions policy for choirs, ensembles and instrumental/vocal tuition   * Use of F40 funds.   How Pupil Premium is used for Music   * Currently Music is not one of our spending priorities on our pupil PPG statement.   How children who are just outside the remissions policy are supported   * All children and their families are included in not being expected to pay for provision provided.   Any support provided to help parents with the cost of living crisis  Nothing in relation to music as this is fully funded e.g trips, tuition and purchasing of instruments. | Add link remissions |  |

## Progression

*Music Education Hubs are only required to write an outline Progression Strategy for 2023/24. A Progression Strategy is also part of the School Music Development Plan but developing an outline for 23/24 seems reasonable, so that they can be refined in line with Music Hubs’ full strategies next year.*

| **area** | **what happens now** | **what we would like to see** | **link to actions** |
| --- | --- | --- | --- |
| **Overview** | How pupils are encouraged to learn music beyond the classroom   * Extra curricular in tuition in ukulele and recorder * Advertised the local music hubs for our pupils to attend outside of school hours. * Pupils attending Drama club performances.   How the school understands and responds to their musical interests   * We encourage them to attend extra curricular activities and promote the hub for pupils who show a particular interest/talent.   How pupils and their families understand and learn about opportunities for musical progression   * Staff approaching and informing them. * Advertising via class dojo platform   How the school responds to the needs and ambitions of pupils identified as more able in Music  See above.   * Encouraging a pupil to attend CHETAMs during the school day. * Sharing information on transition to high school about pupils who have a talent in Music.   How the school supports the needs of pupils who benefit from music, e.g. socially and emotionally  How gaps in teachers’ and other staff’s knowledge are identified to better help them support pupils’ musical ambitions   * Staff who currently teach music to pupils are aware of those pupils who have musical ambition and encourage them to attend extra curricular provision and other sources of musical tuition. | * Consider setting up a music group where music would promote their social and emotional development 2025-26. |  |
| **Progression opportunities** | Opportunities the school offers for musical learning  Opportunities locally the school signposts to its pupils (e.g. ensembles run by the music service or Hub)   * Extra curricular in tuition in ukulele and recorder * Advertised the local music hubs for our pupils to attend outside of school hours. * Pupils attending Drama club performances.   How the two complement each other  How the school supports musical learning through Y6/7  transition, e.g. supporting applications for scholarships and to the Music and Dance Scheme   * Sharing information on transition to high school about pupils who have a talent in Music.   Partnerships which help pupils’ musical progression  Dialogue with feeder and destination schools   * See above point. |  |  |
| **Pupil tracking** | How the school tracks musical progression in and out of the classroom (consider progression in its widest sense, not just increasing technical fluency)   * School uses formative assessment plus Sonar assessment system to track pupils progress throughout the year in all aspects of music e.g performance, singing, enjoyment, listening, playing, as well as technical fluency. * Monitoring e.g use of video evidence and pupil interviews.   Which pupils, and how many, attend take part in musical activity outside of school, e.g. ensembles provided by the Music Hub  How this information is used to benefit pupils  How these pupils use their skills in school to inspire other learners   * Year 4 pupil performing with her cello in class worship. * Pupils bringing their own instruments to perform to their peers. | To ascertain the number of pupils who attend Musical activities outside of school. Set up a survey to find out information for 2025-26.   * More opportunities for pupils to bring in their own instruments to play for peers – possible school concert? |  |
| **Strategy development** | How this strategy is monitored and by whom   * Headteacher and Subject lead during the academic year.   How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?)   * As above. Full review June 2026   How you will look in future to align the school’s strategy to the Hub’s and/or MAT’s Progression Strategy | . |  |

# Objectives 2025/26

*These are the headlines for things you want to do and achieve this year which will move Music at your school towards your vision. Examples are shaded grey. Do not even* think *of including an objective for every ‘what we would like to see’ comment. Perhaps 3-5 impactful objectives would be plenty. The vision should be something you work towards over several years and you* must *be fair to yourself when creating these objectives. What can you really achieve in a year on top of everything else you have to do? Of course, ideally the objectives in this plan would align with your performance management objectives.*

1. All Staff teaching music are confident in their ability to Teach music lessons and assess pupils’ learning in Music.
2. To increase access to live musical performance.
3. To further increase the inclusion of pupils with SEND in extra curricular Music.

# Action Plan

*Actions here should mostly contribute to your objectives for the year and, of course, there may be more than one action needed to achieve one objective (or one action may contribute to several objectives). If there are actions to do with ongoing running of curricular or co-curricular Music that you want to capture here, even if they do not contribute to objectives, then do so of course.*

|  | **action** | **link to objective** | **who** | **resources or cost** | **source** | **music hub support sought** | **complete by** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | Use of HMI assessment in Music advice for staff CPD. | 1 | Music Subject leads | Staff Meeting time | video resource from HMI. | n/a | June 26 |
| **2** | Source groups/charities/performers who would perform to our pupils | 2 | Music Subject leads | Potential cost for performers . | Music hub support | Yes – to identify relevant performers. | June 26 |
| **3** | Staff skills audit to be completed in 25-26 to address CPD needs.  Staff training/team teaching to follow up from the skills audit. | 1 | Music Subject leads | Subject Lead release time to create the audit and provide team teaching follow up. | Google survey used to create audit by subject lead. | Access further training for Music teaching. | June 26 |
| **4** | Setting up a music group where music would promote their social and emotional development 2025-26. | 3 | Music Subject leads | Release in directed hours  Musical instruments. | Looking at best practice around Music therapy and activities for pupils with SEND. | Use of Music hub expertise |  |

# CPD Plan

*See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.*

| **requirement** | **who** | **link to objective or action plan** | **how provided** | **Provider**  **(if relevant)** | **cost** | **when** |
| --- | --- | --- | --- | --- | --- | --- |
| Leading singing in the classroom | Music Co-ordinator | Objective 2 | After-school online training and two in-school mentoring sessions | Voices Foundation | £350 | Spring term 2024 |
| Attending Termly hub meetings and feeding back to staff/relevant persons. | Music Lead | Objectives 1-3 | In person meetings and 1 online session per academic year | One Education | £0 | Autumn, Spring and Summer terms 24-25 |
| HT to feedback about subject reviews once completed. | SLT | Objective 1 | Feedback at SLT meetings throughout the year where relevant. | n/a | £0 | 2024-25 |
| Link governor to attend Music review/monitoring to see provision in Music | Governors | Objectives 1-3 | Governor invited in during directed hours to work with subject leaders. | n/a | £0 | June 2025 |
| To complete skills audit in Music  To complete training video on assessment in Music. | Teachers & TAs |  | Subject lead to provide a survey link for teachers to complete.  Video provided by Subject leaders. | Subject leader  HMI video clip. | £0 | Autumn 24  Spring 25 |

# Evaluation and progress tracking

We will know that this plan is working if Our staffs’ confidence in teaching and assessing music increases; if the number of live musical performances increases in school and an increase in pupils with SEND participating in musical opportunities outside the classroom.

## Progress updates

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| Action 1 |  |  |  |  |  |  |
| Action 2 |  |  |  |  |  |  |
| Action 3 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

## Year-end report to Governors

*Capture any unanticipated outcomes here and celebrate your pupils’ and colleagues’ musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year’s plan.*