

School Music Development Plan

School Name: Victoria Road Primary School	Status (Academy / LA /Free /Other) Academy
MAT Name (as appropriate) The Aspire Educational Trust	Name of Music Lead / Specialist: Kathy Nichol

The school music development plan should set out how the school will deliver high quality music provision for all pupils in the three areas of curricular, co-curricular (extra-curricular) and enrichment against the key features of high-quality provision outlined in the National Plan for Music Education.

Your vision for music in your school	<i>The overall vision for music provision in your school</i>	VISION: (as stated on vision and self-assessment document)						
Area	Category	Where we are now?	Where we want to be?	How				RAG
	Categories below listed as shown in 'Vision and Self-assessment' document	1,2, 3 or working towards 1 (WT) plus narrative as required	Enter either a numeric target (from vision doc.) or text	Actions	Timeline and deadline	KPI's	Action supported (or to be) by the music education hub? If yes how?	

Curriculum	<i>Curriculum design – we have reviewed our curriculum and now need to ensure it is embedded in practice across the school. We are using the new Charanga curriculum.</i>	2	3	<i>Ensure that music teaching is consistent and progressive across the school.</i>	July 2025	<i>Visits to lessons and pupil voice demonstrates that pupils are learning the curriculum.</i>		
	<i>Assessment – we have developed a new assessment system.</i>	1	2	<i>Support colleagues to use assessment effectively in music</i>	<i>Start October 2024 and ongoing.</i>	<i>Assessments are used as intended to support pupils' progress in music.</i>		
	<i>Timetabling - whole year group instrumental lessons (string) are timetabled regularly.</i>	1	2	<i>Work with colleagues to ensure that music is consistently taught to all pupils across the year.</i>	November 2024	<i>Pupils talk about their learning in music. Lesson visits support colleagues in the teaching of music.</i>		
Tuition and Ensembles	<i>Instrumental and vocal tuition</i>							
	<i>Whole Class Instrumental Teaching – Currently, Edsential Music Service teach brass to Y4. Recorders and glockenspiels are taught in other KS2 classes.</i>	2	3	<i>Support staff to feel more confident with teaching instruments – CPD in house.</i>	June 2025	<i>All KS2 classes are consistently receiving instrumental tuition.</i>		
	<i>Instrumental Ensemble Provisions – there aren't currently any. The school will try to source support for this.</i>	WT1	1	<i>Look to find external support to set up an instrumental ensemble.</i>	July 2025	<i>The school has a plan to introduce an instrumental ensemble for 2025/26</i>		

Singing	<i>Singing assemblies Reinstate the singing element of music assemblies</i>	<i>WT 1</i>	<i>2</i>	<i>Introduce the songs for assembly as part of the music assembly from November. CPD for staff where needed.</i>	<i>November 2024</i>	<i>Music is a consistent part of music assemblies and introduced to others.</i>		
	<i>Choirs / Vocal Ensembles Choir as a club happens some years but not consistently</i>	<i>1</i>	<i>2</i>	<i>Ensure that choir is part of the clubs offer annually at the school. Work with staff to secure engagements to sing in the community.</i>	<i>January 2025</i>	<i>Pupils see the choir as having purpose and enjoy singing together. It is well attended.</i>		
Leadership - role of music in school life and other opportunities	<i>Leadership and advocacy The designated Music Lead is musical, as are other staff members who advocate the importance of Music across the school.</i>	<i>2</i>	<i>2</i>	<i>Continue to promote music and expose pupils to music in a range of ways. Playing a range of music as pupils walk into assemblies.</i>	<i>On going</i>			
	<i>Value of Music Most pupils value music. They are eager to take part, although in some classes Music can be removed from curriculum time if a project</i>	<i>2</i>	<i>2</i>	<i>An even greater appreciation of Music across the school.</i>	<i>On going</i>	<i>Staff meetings Increasing the profile to allow staff to see the impact of music across the school.</i>		

	in a core subject needs completing.							
	<i>Inclusion - All pupils play a brass instrument and are supported to access music opportunities when they arrive. We have limited resources to make extra opportunities at this time.</i>	1	1					
	<i>Resources and equipment There is limited budget in the school at this time.</i>	1	2	Purchase a range of untuned and tuned percussion	May 2026	All pupils have access to the selected tuned or untuned percussion for a particular lesson.		
	<i>Budget - Annual fee for the music scheme we use (Charanga). We pay for the brass tuition for Y4.</i>			Purchase a range of untuned and tuned percussion	Continue with the current subscriptions			
	<i>CPD - What are the development needs of staff? Plans for CPD</i>	1	2	Training in using the new Charanga scheme. Musical instrument tuition.	March 2025 onwards	All staff confidently teach using the scheme.		
	<i>Partnerships -The school is engaged with Edsential. The first access funding helps with the costing of the Year 4 brass tuition.</i>	1	2	Look at the wider offer of the music hub through Edsential and	October 2025	The school engages with the wider offer for music in at least one way.		

				<i>engage where able.</i>				
Additional to vision document								
Communication:	Effective updating of the Music page on the school's website to ensure up to date information, esp. re. performances. Events and performances are included on the newsletter and on social media. Termly curriculum overviews also share what the children are learning in music.	2	2	Make sure information re. instrumental tuition is sent early on Sept. via newsletter and twitter.	September 2025	Parents know more about the wider opportunities for music in school.		
Music progression strategy:	A clear instrumental progression exists with untuned and then tuned instruments. This is not consistently embedded in all classes.	1	2	CPD to support teachers in the effective implementation of all aspects of music.	July 2025	Pupils consistently build on their prior knowledge and can make links in their learning due to the clear and progressive teaching.		
	<i>Progression is tracked using pre assessments to identify what the pupils already know. Post assessments are in the form of performances and are completed against the end points.</i>	1	2	CPD and monitoring to support staff in assessing effectively.	October 2025	Teaching starts from what the pupils know and builds sequentially.		

Document created on (date) September 2024

Document / school music progress review date: 18/07/25

The school uses the Charanga Musical School Platform curriculum from Reception to Year 6 (excluding year 4 which accesses the Wider Opportunities delivered by Edsential). Using the Charanga musical school platform, a steady progression plan has been built into our music curriculum across the school, ensuring consistent musical development. Our curriculum includes examples of musical styles and genres from different times and places. Our approach is, participatory and inclusive. Children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play instruments effectively to create and express their own and others' music. Through a range of whole class and group activities children have opportunities to explore sounds, actively listen, compose and perform.

Our curriculum ensures children have the opportunities to play a range of instruments, both tuned and untuned, with our Year 4 children learning to play a brass instrument.

To build upon the pupil's cultural capital and to inspire our children to want to become composers and musicians themselves, the children explore different composers. These were specifically chosen to show diversity, from both modern day and the past. Weekly music assemblies enable the children to listen and reflect upon the impact that music has on them and helps them to build a body of knowledge about their composers through recall activities.