

**Music development plan summary:  
William Stockton Primary School**



## Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	14th June, 2024
Date this summary will be reviewed	14th September, 2024
Name of the school music lead	Connor Millington
Name of school leadership team member with responsibility for music (if different)	n/a
Name of local music hub	Love Music Trust
Name of other music education organisation(s) (if partnership in place)	Little Voices

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

### Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Here at William Stockton, we have created a Music curriculum with a vision to equip children with a wide range of knowledge, experiences and skills. To achieve these aims and 'get better at' Music we implement 'CLAP' throughout the curriculum.

C - Compose L - Listen A - Appraise P - Perform

As keen musicians, we appreciate the value of effective Music teaching. We have developed a curriculum with 'Little Voices' - Music specialists - who deliver the high quality Music lessons in school. Together we monitor, assess and provide the children with rich content and experience in Music. We have bought into Little Voices to ensure that our children receive a high quality Music curriculum delivered by experts.

Our bespoke Music curriculum for each year group can be found online.

[https://www.williamstockton.com/serve\\_file/9252186](https://www.williamstockton.com/serve_file/9252186)

Music lessons are taught by a Music specialist teacher from Year 1 to Year 6 (1 hour across two weeks). In Nursery and Reception music is taught through discrete lessons, enhanced provision and encouraged through continuous provision; songs and music are used regularly throughout the curriculum.

We need to include how we are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). We use adaptive teaching to make sure that all children can access and progress through music. Through personalised support and Practical lessons support can be given through:

- Composition time during the lessons allow children to explore the musical instrument/technique and improve the skill at their own pace.
- Kagan in an ensemble. - mixed ability groups.

We will look at and use the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

## Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

We know that we need to offer music tuition outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

We currently offer a school choir children can join and we plan to continue this next academic year.

We will set out how pupils can make progress in music outside of lesson time, including things like: instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Children are given the opportunity to Listen to and Appraise a different style of music regularly with our 'Musical Genre of the Month'. Listening and Appraising is part of our CLAP approach to delivering Music education.

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Our school is dedicated to providing enriching musical experiences for all children throughout the academic year. Here is an outline of the planned musical activities, including regular events, performances, and external trips, along with details on student participation and any associated costs.

**Whole Class Ensemble Teaching:** We provide whole class ensemble teaching as part of our curriculum, providing every child with the experience of learning and performing together.

**Singing Assemblies:** Held weekly, these assemblies involve the entire school and are a key part of our music in school and provides a sense of community spirit and musical engagement.

**Musical Visitors:** We invite professional musicians to the school to work with the children. For example, this year we hosted a beatboxer who performed in an assembly for the whole school and conducted workshops with Key Stage 2.

**Concerts and Performances:** We organise trips for children to attend concerts and musical performances outside of school. For instance, last year, Year 3 and Year 4 students had the opportunity to see an orchestra.

**Pantomime:** The whole school attended a pantomime this year, which was a delightful experience for all which had a focus on the songs in the performance.

**Year 5 Singing Event:** Each summer, pupils are invited to sing in concert at a local high school. This year, our school choir represented us.

**Event Costs:** All events and trips are subsidised by school. We strive to ensure all children have access to these opportunities regardless of financial circumstances. Any financial contributions would likely be towards covering the cost of transportation if required.

**Trust Song** - As a Multiacademy Trust, the children learnt a song to sing together as one. This was shared in a performance video - The Festival of Harmony. Further opportunities in the academy are going to be sought moving forward.

By continuing to provide these diverse musical opportunities, we aim to inspire a love of music and promote and develop musical skills in all our children.

## In the future

This is about what the school is planning for subsequent years.

William Stockton is committed to continuously enhancing our music education we offer in the coming years. Building on our current strengths and addressing areas for improvement, we have outlined several key initiatives to enrich music in our school.

**Weekly Music Lessons:** We plan to ensure that all pupils continue to receive at least one hour of timetabled curriculum music each week (every other in KS1), following the CLAP framework (Compose, Listen, Appraise, Perform).

**Individual and Small Group Instrument Tuition:** Starting from the next academic year, we will plan to offer individual/small group instrument tuition. We have sent home a survey to assess initial interest and determine the most popular instruments so we can gain an understanding of what our community wants.

**Singing Lessons and Choir:** We will plan to introduce singing lessons and aim to continue a school choir. Rehearsals will be scheduled, and choir members would have the opportunity to perform in termly school performances or in assemblies as well as events in the community.

**Instrumental Music Group:** An instrumental ensemble or band will be planned to be established, offering children the chance to learn and perform as part of a group.

**Live Performances:** We will continue to organise opportunities for children to enjoy live performances, both within the school and on external trips.

**Visiting Musicians:** We will continue to look to invite professional musicians to conduct workshops and performances at the school, enriching the children's musical experiences.

**Enhanced SEND Provision:** We are committed to further developing more effective strategies to support children with Special Educational Needs and Disabilities (SEND) in our music lessons. This includes tailored teaching approaches and professional development for teachers.

**Improved Assessment Practices:** We will implement a new assessment framework to better capture and track pupil progress in music and achievements.

**Performance Spaces:** Should we be successful in providing extra music tuition for small groups/individuals, we will ensure that adequate spaces are available for rehearsals and individual practice.



# Subject Development Plan: 2024/25



Subject: MUSIC

Subject Lead: CONNOR MILLINGTON

## Context

Our school's music education programme is committed to nurturing a lifelong love and appreciation of music in all pupils. Our vision is to provide children with the skills, knowledge, and opportunities to explore their musical potential within an inclusive, supportive, and stimulating environment.

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This development plan takes into account the key features in the national plan for music education:

- *timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3\**
- *access to lessons across a range of instruments, and voice*
- *a school choir or vocal ensemble*
- *a school ensemble, band or group*
- *space for rehearsals and individual practice*
- *a termly school performance*
- *opportunity to enjoy live performance at least once a year*

*'The Power of Music to Change Lives: A National Plan for Music Education' - DfE - June, 2022*

**\*KS3 does not apply to William Stockton Primary School**

**(What we feel we do successfully already)**

Using self assessment tools and reflecting upon our current: Curriculum Music, Co-Curricular Music and Musical Experiences provision, we have highlighted key areas of strengths and areas to improve to help prioritise and create plans on a longer term.

**Strengths**

- Whole School Singing Assemblies:
  - These assemblies are part of our school culture, promoting musical enjoyment and appreciation linking to our 'Genre of the Months'.
- Bespoke Curriculum:
  - In collaboration with 'Little Voices,' we have developed a curriculum tailored to the needs of our children, covering Year 1 to Year 6. Our curriculum follows the CLAP framework: Compose, Listen, Appraise, and Perform.
- Music Focus Months:
  - This initiative allows children to explore and appreciate different music genres each month, broadening the range of music genres and deepening their understanding of diverse musical styles.
- Opportunities to enjoy live performances:
  - Children have experienced performers coming into school at least once a year for the last two years.

**Areas to improve**

- Assessment:
  - Current assessment practices need improvement to better capture a child's musical progress and achievements.
- Instrumental Tuition:
  - The lack of instrumental tuition limits opportunities for children to learn how to play musical instruments.
- SEND Provision in Music Lessons:
  - We need to develop more effective strategies to support children with Special Educational Needs and Disabilities (SEND) in our music lessons.

**Subject Priorities (1-Year Timescale):**

- Write a Music Policy
- Display the Music Policy on the school's website
- Offer individual/small group instrument tuition
- Identify and continue to develop effective strategies to support children with individual Special Educational Needs and Disabilities (SEND)

**Subject Long-Term Plan (2 to 3-Year Timescale):**

- Offer singing lessons
- Form a school choir
- Form an instrumental music group
- Provide opportunities for children in a choir or instrumental group to perform for others.
- Offer Whole Class Ensemble Teaching as part of our curriculum
- Increase the confidence of teachers in teaching music



## Subject Priority (1-Year Timescale)

Targets	Actions to be taken	By whom	By when Not Started Started but not complete Completed	Resources needed	Budget	IMPACT
Offer Individual/Small Group Instrument Tuition	<p>Assess Initial Interest:</p> <ul style="list-style-type: none"> <li>CM write a letter to send home to parents and carers outlining the music tuition plans.</li> </ul> <p>Analyse Responses and Determine Instruments to Offer</p> <ul style="list-style-type: none"> <li>Look at the responses given back in and determine the next details (instrument type, initial year group to offer, etc.).</li> </ul> <p>Open discussions with music tuition providers.</p> <ul style="list-style-type: none"> <li>Ask about costings, availability and discuss potential timetabling.</li> </ul>	<p>CM to write a letter.</p> <p>SLT to check and approve.</p> <p>CM to print letters.</p> <p>Class teachers to send letters home.</p> <p>CM to look at the letter responses and analyse.</p> <p>CM to speak to music tuition providers - Do Little Voices, who deliver music lessons in our school, know of any?</p> <p>CM and the music tutors to discuss and agree on a timetable.</p> <p>SLT to check and approve.</p>	<p>Send letter during Summer Term, 2024 before the Summer Holidays.</p> <p>Before Summer Holidays 2024</p> <p>(If responses are poor, write a letter again in September 2024)</p> <p>As soon as possible after the responses have been analysed. Subject to tutor's availability to hold discussions.</p> <p>Ready for November, 2024</p>	<p>Time for CM to write a letter</p> <p>Time for SLT to check letter.</p> <p>Paper for letters to be printed.</p> <p>Time for CM to analyse the responses.</p> <p>Time to plan to speak to and speak to potential music tutors to work with.</p> <p>Cost tbc - depending on the outcomes following the initial talks.</p> <p>Time for CM to construct timetables and plans.</p>	<p>Cost of paper and ink for letters.</p> <p>n/a</p> <p>Hourly rate of music tutor(s) - tbc. To be discussed and approved by Headteacher and School Business Manager.</p> <p>n/a</p>	<p>Provides students with opportunities to develop instrumental skills.</p> <p>We would achieve the DfE target of having "access to lessons across a range of instruments, and voice" from 'The Power of Music to Change Lives: A National Plan for Music Education' - DfE - June, 2022</p>

	<p>Schedule and Organise Lessons</p> <ul style="list-style-type: none"> <li>Once a tuition provider has been found, create a timetable for teaching and learning a musical instrument.</li> </ul> <p>Inform Parents and Children</p> <ul style="list-style-type: none"> <li>Let parents know there will be the opportunity for their child(ren) to learn a musical instrument in school.</li> </ul> <p>Launch a programme for individual/small group musical instrument tuition.</p> <p>Monitor and Evaluate the Programme</p> <ul style="list-style-type: none"> <li>Evaluation questions would need to answer: How engaged are the children? Is there clear progression in skill? Is any additional support or resources needed? What is the overall</li> </ul>	<p>CM to write to/inform parents/carers of the children able to access the music tuition.</p> <p>CM and music tutors to launch.</p> <p>CM evaluate</p> <p>Children to provide 'Pupil Voice'</p>	<p>September, 2024</p> <p>By November, 2024</p> <p>By the end of second Half-Term 2024/25</p>	<p>Time for CM to inform parents/carers via text/school spider/letter.</p> <p>Instruments - depending on what we decide to offer.</p> <p>Pupil Voice questions.</p> <p>Questions for the Music tutor(s).</p> <p>Time to evaluate and amend if required.</p>	<p>Cost of paper and ink - if letters being sent home is decided.</p> <p>Cost of instruments we would potentially need.</p> <p>n/a</p>	
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	satisfaction of the sessions? etc.					
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Evaluation	
<p><b>Review (December 2024)</b></p> <p><b>Actions required</b> - list additional actions required to address the improvement priority</p> <p><b>Review (April 24)</b></p>	<p><b>Impact (July 2025)</b> <i>Write evaluative statements about the impact of the actions taken and the achievement of the success criteria.</i></p> <p><i>Colour rag rate the actions – green (completed); amber (actions not complete) and red (actions not started)</i></p> <p><b>Actions required – list any future actions required</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Evidence</b> <i>List sources of evidence / documentation.</i></p>	<p><b>Evidence</b> <i>List sources of evidence / documentation.</i></p>