

Music Development Plan 2026/27

National Plan for Music 7 Key Topics:

Topic	RAG	Comments
Timetabled curriculum of at least one hour each week of the school year for key stages 1-3		All year 7 and 8 students have an hour week music lessons
Access to lessons across a range of instruments, and voice		Available through our peri team. All KS3 students learn Piano and Ukulele as part of their lessons as well as regular singing opportunities. Music Production now introduced to this
A school choir and/or vocal ensemble		Vocalise –student choir meets once a week
A school ensemble/band/group		Performance opportunities at lunch times and small ensemble groups that happen as part of the year 7 instrumental scheme Joining the 'Choir in Every School' movement from Music Teachers Association and BBC Singing Campaign New groups launched for September 2026: Rock Academy (band mentorship programme), Fretworks (Guitar/Bass/Ukulele)
Space for rehearsals and individual practice		Plenty of varying space for students, open practice rooms on a Monday after school/Tuesday lunch and other times as booked by students
A termly school performance		Autumn T1: Yr7 Sing Up/Instrumental Scheme launch T2: Winter Showcase Spring T4 Young Musician Summer T6: Trust Local Showcase T6: Trust Artsfest Showcase T6: Summer Showcase
Opportunity to enjoy live performance at least once a year		All students have the opportunity to attend live performances at the winter and summer showcases, we often see students supporting their performing peers. Develop further through KS3 / KS4 trips to live performances at local theatres or further afield.

Self Evaluation Definitions

Focusing	The school is beginning to focus on this sub-heading area. Action is taken to achieve this by the school, but it is either minimal, not successful, or in its early stages.
Developing	The school is actively trying to develop this sub-heading area. Several different actions are being taken over a sustained period of time, which are beginning to show progress, even if in their early stages. The actions taken are more developed than in focusing.
Secure	Over time, the school has established provision that shows successful implementation of this sub-heading area within the school's music education offer.

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Enhancing	Over time, the school has created nationally significant provision that is able to have impact at scale. Schools that identify themselves in this category could be considered for the 'Lead School' role with their Music Hub
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The following self-assessment is taken from the 2022 Music Teachers Association/ Music Mark Self-Evaluation document following the publication of the National Plan for Music Education (NPME)

In the classroom

Topic	RAG	Comments	Target
Weekly lessons in place that follow the national curriculum and model music curriculum		SECURE Schemes are in place which follow a logical order and build upon skills	Some greater incorporation of Western Classical tradition needed
Clear signposting across key stages		DEVELOPING A sequenced curriculum that builds on prior knowledge. Units develop knowledge that has been previously taught and extend this into new genres.	Use of Faultley planning document, spiral curriculum and changing assessment to statements linked to core teaching
Good progress is demonstrated by secure and incremental learning of the technical, constructive and expressive aspects of music, developing musical understanding.		DEVELOPING A sequenced curriculum that builds on prior knowledge. As different areas are studied these aspects are covered	As above, development of spiral curriculum. Create a set of end points for each year, then each unit which are split into singing, playing improvising, composing, listening and broader aspects
Pupils with SEND are able to participate and progress well		SECURE Quality first teaching using Ferrers 5, Calm Classrooms. Includes scaffolding, Use of student passports to support learning where needed	Development of adaptive instruments as and when needed
Space and quality resources allow breadth of curriculum for all students		SECURE Music technology integral part of the curriculum at different levels. Taught from early in year 7 and developed throughout the five years. Department is well resourced with instruments, plenty of break out space which allows for small groups to work on class tasks.	Continued development making technology more accessible to students.

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Beyond the classroom

Topic	RAG	Comments	Target
Singing and vocal work is frequent in the curriculum and beyond, with varied repertoire.		DEVELOPING Regular singing in yr7 which leads to a vocal performance to parents. Singing used as starters throughout the year.	Continue to embed singing into the KS3 curriculum and recruit more numbers into the school choir Join the 'A Choir in Every School Movement' from MTA and BBC Singing campaign
Music performance opportunities are available to all students		DEVELOPING There are music performance opportunities throughout the year and students are actively invited to take part. Students have the opportunity to perform to their parents at school events, a wider audience at the Young Musician competition and a much wider audience at Trust showcases which are streamed online	Continue to develop a sense of pride in which students want to perform, and feel safe and secure when performing.
Collaboration with other subjects, notably the performing arts		DEVELOPING Music is firmly a part of Expressive Arts and there are regular opportunities when the departments work together particularly at showcases	Opportunities to work cross-curricular with other subjects could be looked into. Finding opportunities for students to collaborate in cross discipline performance eg pianist and dancer
The head of subject facilitates and manages one to one and small group tuition. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.		SECURE Peri lessons available to all students and funding (PP/LAC/EGMC) available for those who may not be able to afford tuition Provision is diverse and values all musical styles. Lessons are high quality and stretch students Yr7 instrumental scheme allows all students to access a term of starter lessons for a low cost (C.£20)	Peri students become advocates for the department and the school
School tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school		Secure A range of E/C being provided and developed: Open practice rooms, Choir, Music Tech, Peri lessons All registered either on Bromcom or in sign in book. Peri lessons closely monitored and registered. Impact of yr7/8 instrumental schemes has been	Targeted provision which demonstrates wider impact Supporting and nurturing more students to take part in Extra Curricular groups Development of a band which can then lead to performances / school show

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		analysed and shown an increase in KS4 numbers.	Incorporation of staff as musical role models into the extra-curricular life of the school
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Secondary Leadership and management

Topic	RAG	Comments	Target
Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement		Secure Explicitly mentioned under leadership 'all students will benefit from a rich programme of curricular and extra-curricular music' Clubs moved to form time SECURE Lead teacher for music and collaborates with other staff. Constant strive for development, takes advantage of CPD and looks for ways of implementing advice Lead BTEC across the trust and coordinate moderation.	Getting everyone singing, staff/student choir. Not timetabling KS3 and 4 music at the same time A continuous development plan the drives the department
The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education		Focussing Discussed ideas for future development with the head. Strong support from SLT to develop extra curricular.	
All music staff are active advocates for music, modelling musical behaviours		SECURE Music staff take part in music beyond the school and use these to input into everyday life at school	

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The community and partnerships

Topic	RAG	Comments	Target
The school makes the most of a wide range of opportunities from the hub, working as an active partner in the Music Hub		SECURE NMPAT deliver a diverse range of peripatetic instrumental lessons. This has included initiatives led by us which make use of NMPAT including the year 7 instrumental scheme and Music Tech teaching.	Development of music tech lessons with NMPAT Continue to try to engage NMPAT in discussion of this document
Community links are established with the music team; regular events take place throughout the school year		DEVELOPING Opportunities to perform outside the school are taken with focus on Young Musician of the Year competition, performances with Trust as well Strong link with teacher who delivers music lessons at local primary schools Wellness session offered as part of the local hub school outreach	A larger proportion of students engaging with community events, would like to take groups of students out to work at the primary schools.
Parents and carers actively support music making, through support at events and through home learning		DEVELOPING Increased presence on social media and more opportunities for parents to watch students perform Healthy numbers of parents attend school performances. Regular contact home with KS4 students who need extra support. Advice given to parents on what they can do to support their child.	More opportunities to interact with the 'Music Eco-System' (meeting working professionals, trips, gain insights into careers) Concerts generally well attended and parents enjoy being able to watch their children perform

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Targets for departmental development

- Development of music curriculum that uses the Faultley guide including spiral curriculum, clear end points for all year groups and then units. Then renewed assessment approach that uses statements that can be attained across the unit rather than just focus at end of unit.
- Linking Meridian end points and National Curriculum/National plan for Music/Model Music Curriculum
- Continued development of the year 7 instrumental scheme which aims to maximise the number of students accessing peri lessons. Focus on developing instruments in danger of extinction such as brass, strings and woodwind.
- Music Tech peri lessons have just been established for year 8 students from January of that year. This will now be repeated for future years
- Close work with the Elizabeth Groome Music Charity (EGMC) to develop music opportunities in our feeder primary schools. The aim behind this is to get more students playing instruments and accessing lessons earlier to increase their levels of proficiency when they arrive to us in year 7. The ultimate aim is to increase numbers for Yr9 take up of Music. A community set of ukuleles and boomwhackers have been bought so that CGA can work with the music teacher from NMPAT to deliver sessions in the schools.
- Find a way of offering live music opportunities to all students, focus on KS3. Ideas include watching a London musical (or local theatre) and finding ways of bring live musicians/orchestras into school to perform to students (funding/cost restrictions)
- Continue to build instrument resources and make these available to students to play
- Development of a school podcast to encourage more use of the studio and Music Technology amongst pupils
- To continue to develop resources for KS4 BTEC that scaffolds and helps students plan and use their time in open book exams.

Three Year Development Plan

Year 1	• Establish a strong instrumental scheme for year 7, focus on re-establishing brass instruments in the school. Offer year 8s accessing free music tech lessons to continue with these when the 10 weeks end. • Purchase and plan use of community instruments for the local primary schools.
Year 2	• Review KS3 curriculum so that it becomes a spiral curriculum and there are clear developments/links of previous knowledge. Use the Model Music Curriculum to help with this. • Develop a set of clear end points for each year split into singing, playing improvising, composing, listening and broader aspects. Then use this to create clear end points for each unit. • Develop assessment so that it becomes statements that students can achieve at any point across the unit (reducing pressure of final lesson assessment) • Edit booklets so they accompany the previous two bullet points • Request for whole school support in terms of singing • Establish a year 8 Music Technology lesson scheme that starts in January of year 8 and stretches towards the summer with the aim of increasing uptake of the subject in year 9. • Possible exploration of podcast making use of the studio space.

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	• Primary liaison established using the community instrument sets, students given the chance to interact with our students either during the school day, after school or at concerts • Development of a performance ensemble for students to participate in
Year 3	• Delivery of renewed KS3 curriculum and assessment strategies from year 2 • Renewed KS3 student booklets that reflect the curriculum plan changes that happened in year 2. • Establish more regular use of the music studio environment where students produce podcasts and other media that can be shared with the wider community. • Establish a regular live music performance opportunity for students • Have an increased uptake of year 9 students securing a class in all three years of KS4 • A range of resources for KS4 that allow students of different levels to access and achieve confidently in all three components • Students from primary school regularly involved in music making which is linked to TFS
Year 4	
Year 5	