

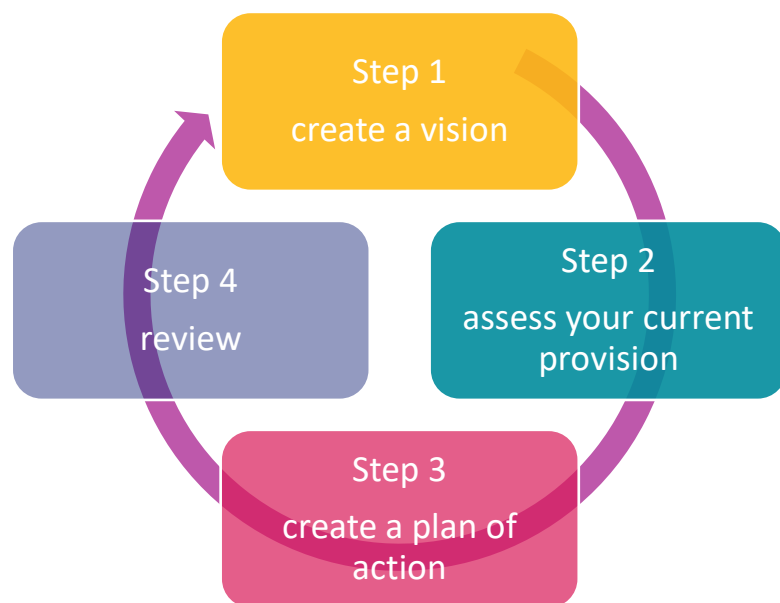
School Music Development Plan

Developing Music in your Primary School - A Self-Assessment Document

About this self-assessment document

Our thanks to Kent Music who have kindly allowed us to use and adapt this document. The document helps you to assess your current music provision and to plan and develop your school music vision moving forwards. The refreshed [National Plan for Music Education](#), published in June 2022 recommends all schools, and MATs have a Music Development Plan in place to show their ongoing commitment to the development of music in their school or Academy Trust.

Intended audience: Headteachers, Senior Leadership Teams and School Music Leads.



How to use this document

Step 1: In collaboration with your school/department establish your vision for music

Step 2: Using the music provision self-assessment table, assess your current provision thinking about your newly created vision. Source evidence to back up your findings.

Step 3: Write a plan of action to identify how you will achieve your vision from your current position. How will you address the gaps in your provision?

Step 4: Review the impact the strategy has had on music in school and adjust your vision when necessary.

STEP ONE – CREATING A VISION FOR MUSIC IN YOUR SCHOOL

What is a vision

In the busy day-to-day life of a School, it can be difficult to see beyond the demands of teaching your classes, dealing with students and colleagues, and managing administrative tasks. However, it is essential that you find time to step back and look at the bigger picture and spend some time reflecting on your current position and thinking about where you see music in your school in the future.

The decision that you make will become the vision for your school.

Why is it important

A vision allows everyone to work towards the same goal. This can often be a challenge as there are often so many areas of focus. If you lead a team, or are part of a MAT, it's beneficial to complete this process together because it not only provides you with different opinions and ideas but also creates a more supportive environment where staff are invested in the long-term vision. If you have sole responsibility for music, you may benefit from collaborating or linking with another school. Cumbria Music Hub can help you with this if you don't know where to start. If that is not possible or you prefer to work independently then a vision will help you to keep track of your goals and progress towards them.

It's important to consider your school's ethos and vision when completing your plans so that your vision aligns with the school's overall aims.

Things to consider when creating your vision

What do you think the purpose of studying music is?

How do you want your pupils to be changed by music?

What is your ultimate goal?

How does music contribute to the school ethos?

How do you see all elements of music provision working together: 1-1 and small group tuition, whole class instrumental learning, curriculum music and music groups and ensembles.

High-Quality School Music Education consists of three distinct, but interlinked areas of provision:

- Curriculum music, compulsory from key stages 1-3
- Instrumental and vocal lessons, and ensemble membership.
- Musical events and opportunities, such as singing in assembly, concerts and shows, and trips to professional concerts.

*[The power of music to change lives:](#)
[A National Plan for Music Education \(June 2022\)](#)*

Our Vision for Music

At Rosley School, our music curriculum aims to provide all children with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. Based on the Model Music Curriculum, we aim to offer all children the opportunity to develop their talents across all aspects of music including composition, singing, performance and music appreciation.

Our curriculum allows children to listen to and respond to a range of musical styles from different periods and cultures. We encourage children to respond using movement and dance, through the use of expressive language and through their own musical compositions using both tuned and untuned instruments.

At Rosley School we believe that all children deserve to have the opportunity to learn to play a tuned instrument, and have built small group instrumental lessons into our curriculum for lower Key Stage 2. We also provide the opportunity to continue these lessons in Upper Key Stage 2. As a school, we value children's extra-curricular musical experiences and provide opportunities for children to showcase their skills.

Children at Rosley School benefit from taking part in class and whole school musical performances from a very young age. Throughout their time at Rosley School, we enable all children to access to and develop an enjoyment of music which we hope will continue throughout their lives.

STEP TWO: MUSIC PROVISION SELF ASSESSMENT

Please use the following checklist to self-assess your school or MAT music provision.

For each category decide if your school has achieved Band 1, 2 or 3. The descriptors have been designed to work cumulatively. To meet the requirements for band three you must also meet all those for bands one and two. Additionally, you need to meet all the criteria in a band before you can say it is achieved.

The descriptors in Band 1 generally indicate that the arrangements you have in place provide the right level of entitlement and engagement for children in music, or a sufficient level of support from your school leadership for music in school. The additional Bands are ways to extend this when you are ready to do so – consider them as starting points for reflection on what would be appropriate for your setting.

Area	Category	Band	Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum (and Model Music Curriculum).	In progress
		2	Additional aspects (ie: whole class music, 1-1 / small group tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes. Whole year group recorder teaching with music specialist in Yrs 3&4, optional in 5&6. Guitar tuition available in 5 &6 Composing and musical creativity is supported effectively at every level. Composition aspects of Kapow units across all primary classes. Nursery encourage singing new versions of familiar songs and have percussion instruments inside and outside for children to explore Take part in annual World Nursery Rhyme Week – Nursery and Class 1	Yes
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local secondary schools. Music technology is used effectively to support musical learning.	No
	Assessment	1	We use teacher assessment through the year using at least one method (video, audio, written). Teachers can assess against end of year expectations. Use of start and end of unit quizzes / assessments Currently consulting regarding intro of Kapow assessment tracker and trialling use of video. Use of class feedback sheets in line with other subjects	In progress
		2	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. Introducing assessments at start & end of units or at start & end of composition / playing aspects of units. Use of class feedback sheets	In progress
		3	We use a range of formative and summative assessment strategies confidently. There are numerous opportunities for pupils to receive feedback on their performance/progression, and for self and peer assessment. Verbal feedback during sessions, class feedback sheets, peer verbal feedback when performing to class at end of units	Yes

	Timetabling	1	There is a dedicated curriculum music time on the school timetable each week for all year groups. The NPME recommends a minimum of 1 hour of music teaching a week. This may take the form of short sessions spread across the week. Music is taught at class level 3 ½ terms per year. In addition, Yrs 3&4 receive short instrument and notation lessons throughout the year, Yrs 5 & 6 have the option to do these and all KS2 have the opportunity for additional singing in the choir. KS1 and EYFS have cross-curricular singing planned in throughout the week. All classes take part in planned singing and performance opportunities across the year which include singing sessions led by a music specialist for Primary aged children. Nursery and Class one sing on a daily basis. Nursery also join in with performances in collaboration with Class 1.	Click for option
		2	Additional activities such as whole class instrumental lessons or singing (e.g. in assemblies) are timetabled in addition to dedicated curriculum time. Year 3 &4 weekly recorder lessons, Yr 5&6 optional recorder and guitar lessons. Daily singing in collective worship with a dedicated weekly session for practising new hymns and songs.	Yes
		3	Continuation of whole class instrumental lessons via small group or 1-1 tuition is scheduled within the school day. Year groups are small, therefore the whole year group is effectively receiving small group tuition.	No

Area	Category	Band	Descriptor	Achieved
Tuition and Ensembles	Instrumental and vocal tuition	1	Every child has an opportunity to learn an instrument and to make progress with instruments. Schools engage with specialist music teacher to provide 1-1 and small group tuition on at least 1 instrument. Small group rather than 1-1 Up to 10% of the school population engage in instrumental tuition.	Yes
		2	Schools engage with a specialist teacher to provide 1-1 and small group tuition covering at least 2 different instruments. We do not offer 1-1 tuition, but Yrs 5&6 have the opportunity to choose from a range of recorders and also guitar School engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional musical learning.	In progress

			Limited opportunities due to travelling costs to attend live music performances, so seek opportunities to combine: Celidiah dancing sessions for all classes (fiddle and keyboard performed live), KS2 theatre trip – try to find an option that incorporates musical elements	
		3	Schools engage with a specialist teacher to provide 1-1 and small group tuition covering at least 2 instrumental families. Small group - Woodwind (recorder) Strings (guitar) Over 15% of the school population engage in instrumental tuition. Pupils perform in both formal and informal settings regularly (at least once per term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision. Good planning regarding whole school singing and choir, developing more collaborative approach for the content of instrument and notation lessons.	In progress
	Whole class activity	1	Children in EYFS/KS1 have opportunities to explore simple class instruments such as hand or tuned percussion and recorders. Wide range of untuned percussion, some tuned percussion, full class set of glockenspiels used in music lessons. Selection of percussion instruments available in continuous provision for explorative play. Nursery has its own sets of indoor and outdoor instruments and can access more from the main school store if needed. Whole Class Instrumental Learning is delivered for at least one term for every child in one KS2 year group. This may be delivered in smaller groups or as a class. Year 3 and 4 have recorder lessons every week There is a clear instrumental progression route from Whole Class Instrumental Learning such as smaller group and/or ensemble tuition. Progression – increased difficulty of pieces, range of recorders available, taught in small groups with parts given to suit ability The school ensures there is an appropriate adult always supervising the Whole Class Instrumental Learning class. Delivered by a qualified music specialist teacher (PGCE)	Yes
		2	Whole Class Instrumental Learning is delivered for at least a year for every child in one KS2 year group. Years 3&4 The school has selected an instrument Whole Class Instrumental Learning that promotes musical progression for their pupils. Recorder – progression through complexity of parts to play and option to change to different member recorder family	Yes

			The school communicates effectively with the Whole Class Instrumental Learning teacher (if external) to develop a shared understanding of purpose and progression. The school/teacher ensures there is an opportunity for performance to parents and peers at the end of the Whole Class Instrumental Learning year. Some opportunities for Year 3 (depending on cohort) and multiple opportunities for Year 4 10% of students choose to continue learning an instrument after Whole Class Instrumental Learning. 66% of Year 5 and Year 6 pupils currently choose to continue	
		3	Whole Class Instrumental Learning is planned to successfully integrate into the school's music curriculum. The class teacher participates fully in Whole Class Instrumental Learning lessons (if not delivering themselves). The school/teacher ensures there are opportunities throughout the year to showcase the Whole Class Instrumental Learning class to their peers. 15% of students choose to continue learning an instrument after the Whole Class Instrumental Learning year. (66% Yr 5 and Yr 6)	Yes
	Instrumental Ensemble Provision	1	The school provides an opportunity for ensemble playing for at least a term. The ensemble is regularly attended by a minimum of 5 pupils. The ensemble is led by a competent musician. Mixed year upper KS2 recorder group led by the peripatetic music teacher (PGCE) – perform at Harvest, Christmas and Easter events.	Yes
		2	School provides ensemble opportunities throughout the year that cater for all instruments learnt by pupils at the school. The ensemble is regularly attended by a minimum of 10 pupils. No It is planned that the ensemble rehearses and performs a range of styles and genres. There is an opportunity for the ensemble to perform to parents or peers. Due to being a small school, the group is not always this size, but it does rehearse and perform a variety of styles and perform to parents at key events such as Harvest, Christmas and Easter	In progress
		3	Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres.	No

			There are many opportunities for the ensemble to perform to parents or peers.	
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Area	Category	Band	Descriptor	Achieved
Singing	Singing Provision	1	There are termly opportunities for massed singing; these may be linked with calendar events or performance opportunities. Singing is a core part of the school's music curriculum and children's musicianship development. Harvest, Christmas, Easter and Leavers' church services, Christmas school production, selection of other events where children sing to entertain those present	Yes
		2	There are weekly singing assemblies for all pupils. Whole school celebration collective worship with a focus on singing new hymns and sharing songs sung in class. Nursery children are encouraged to join the rest of the school for this from the Spring term of their pre-school year	Yes
		3	There is 1 or more weekly singing assembly for all pupils lead by a specialist. Weekly celebration collective worship with focus on singing is led by the Music Lead All staff are upskilled and confident at leading singing in their classrooms. EYFS and KS1 team are confident and skilled, KS2 will deliver as appropriate, but further support may help	In progress
	Choirs	1	There is a school choir and/or vocal ensemble that rehearses weekly. KS2 choir	Yes
		2	The school choir/vocal ensemble is led by either a specialist teacher or a competent member of staff who has expertise of leading vocal work and practices healthy singing.	Yes
		3	The school has multiple choirs/vocal ensembles (supporting different stages of vocal development). Not appropriate due to the small size of the school	No
	Staff Singing	1	There is a person responsible for singing in the school. Specialist music teacher and music lead liaise and share this responsibility	Yes
		2	There are singing opportunities for staff such as a choir/vocal group	No

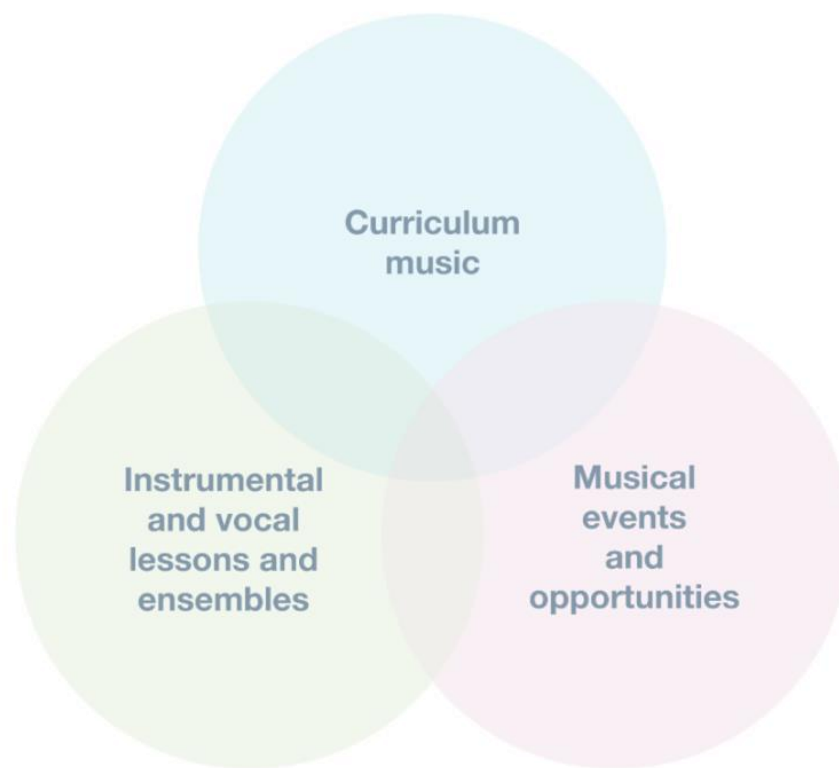
		3	All staff are upskilled and confident to lead healthy singing in their classes.	No
Area	Category	Band	Descriptor	Achieved
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff, not a senior leader (where staff numbers allow), who has responsibility for music and advocates for the subject across the school.	Yes
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life. The time designated for music leadership reflects not only responsibility for curriculum music, but co-curricular provision, experiences, and performances.	Yes
		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	Click for option
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	Yes
		2	Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.	No
		3	Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest. Pupil feedback groups meet annually with Music Lead to share their experience and suggestions	Yes
	Value of Music	1	Music occasionally plays a role in school life.	Yes
		2	Music is an important part of school life.	Yes
		3	Music is an integral part of the everyday life of the school and wider community.	Yes
	Inclusion	1	Every child is included and supported in accessing musical learning and experiences All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff and external providers teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages Recently reviewed and updated range of instruments available in school. Now have colour coded bell and glockenspiel options for pupils who may struggle to read music / letters.	Yes
		2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school signposts learners to music bursary and funding schemes.	Yes

			In-school music is all currently free of charge. School has a supply of guitars and recorders for children who may not be able to provide their own for whatever reason The school provides additional support through resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. In-school music is all currently free of charge. School has a supply of guitars and recorders for children who may not be able to provide their own for whatever reason School provides access to alternative/adaptive instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Schools signpost opportunities for students and make families aware of the benefits of supporting musical learning. Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages. Students experience a range of musical role models including disabled musicians and a range of backgrounds and ethnicities. Where opportunities are available, role models are invited into school (Celidah band members, visitors from our link school in the Caribbean, celebration music from Tullie House team, parents who play at school events)	Yes
	Resources and equipment (physical)	1	There are limited instrumental resources within the school, possibly only untuned percussion or a part set of class instruments.	No
		2	There are a range of instruments within the school, including whole class sets of instruments (owned or hired). The school has access to and uses teaching resources to support music teaching and learning (this could include online resources). The school works with the Music Hub to facilitate access to high-quality instruments and equipment where needed.	Yes
		3	There is a dedicated space for music within the school. This is equipped with a range of tuned and un-tuned instruments and technology is available for use.	In progress

			There is no space that can be dedicated solely to music. Designated storage for instruments and equipment, school hall is always reserved for music when peripatetic teacher is in, village hall and church are booked for larger events and some whole class music lessons when space is needed The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning. Successfully combining Kapow music units and resources with instrument lessons and singing opportunities	
	Budget	1	There is limited budget for music provision.	No
		2	The budget is planned to support the delivery of the music curriculum and supports resourcing the school.	Yes
		3	There is a significant budget that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.	No
	CPD	1	The lead member of staff for music undertakes music specific CPD every year.	Yes
		2	The lead member of staff is given opportunities by the school to share and upskill other staff members as a result of their CPD attendance. Peer observations and 1-1 discussions. Consultation with other staff who teach music when making changes to curriculum or assessment processes	In progress
		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life. Have raised the need for accessible CPD for class teachers with limited musical knowledge who are delivering curriculum music Changed to use Kapow music as part of our curriculum music as it offers relevant focused CPD for most units.	Yes
	Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	No
		2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings). Complete the annual survey, attend Music lead CPD, take part in online Music Hub meetings	In progress
		3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.	In progress

			Have achieved Music Mark Accreditation	
			The school is aware of local and national progression routes and signposts these to pupils effectively	
	Live performances	1	There is an opportunity for every child to enjoy live performance at least once a year. KS1 attend pantomime with musical content, KS2 attend theatre production with musical content Children listen to each other during concerts / church services	In progress
		2	Opportunities to enjoy live music as an audience member include large-scale performances, small-scale workshops, professional, amateur, within school and between schools. Celidah musicians perform live for dance lessons, Yr5 &6 attending local schools musical events	In progress
		3	Live music performances provide links to curriculum learning and progression routes, such as local secondary schools or ensembles. Pupils enjoy a range of music that reflects their interests and passions.	No

Notes



STEP THREE: PLAN OF ACTION

Reflect on your findings from the self-assessment process. Take some time to select between one and four areas for development and however many categories you need to develop which you can detail in the drop-down boxes below.

Create a plan using the table which will support you as you develop your selected areas. This plan could be linked with the School Improvement Plan (SIP) or could be part of your own departmental plans.

If you would like additional support with creating your plan you are welcome to contact Cumbria Music Hub. We also offer a range of CPD opportunities for music teachers across Cumbria. Please do visit our [website](#) for more information on what courses are on offer.

Area	Category	Actions <i>Meaningful tasks that contribute towards achieving the given objective</i>	Deadline	KPIs/Evaluation Criteria <i>Ways of monitoring progress/ achieving your objective</i>	RAG
Curriculum	Curriculum Design	Complete review of Kapow units we intend to use in each mixed age class to ensure progression and curriculum coverage.	July 2025	Production and implementation of updated LTPs and progression maps	
Curriculum	Assessment	Complete consultation with other class teachers who deliver curriculum music and the music specialist who delivers KS2 musical instrument lessons to ensure a consistent and informative approach to assessment. Set up assessment resources for use by class teachers and music specialist	March 2025 July 2025	Use of agreed assessment approach for Summer term 2025 Review effectiveness of the assessment process ready for the next academic year	
Singing	Singing Provision	Incorporate singing delivered by music specialist and class teachers into the main music LTP and progression plan. Review variety of styles and genres children are singing in school Introduce more non-worship songs into singing collective worship	July 2025 May 2025 Summer Term 2025	Specific inclusion of whole school / choral singing into the LTP Collate genres and styles covered in chosen Kapow units and then identify gaps / potential for improvement Select 1 new song to introduce per half term	
Tuition and Ensembles	Instrumental Ensemble provision	Introduce LTP for ensemble tuition and performance pieces to increase range of styles and genres covered.	July 2025	Ask specialist for list of pieces covered in KS2 instrument lessons and for pieces used each year in performances. List school / class 3 productions with dates	

STEP FOUR: REVIEW

Once you have had time to work on some of your focus areas, review your original self-assessment and alter bands accordingly based on the improvements you have made over the year.

It is at this point where you can choose to create yourself new targets to support the development of music provision in other areas or continue working towards your current targets if there is still work needed.

[illegible]

As part of the Music Hub's funding agreement with Arts Council England (ACE), the Hub Lead Organisation is required to monitor schools' engagement and the effectiveness of our programmes. In return for the provision of this School Music Development Plan template and guidance, please support our reporting by answering the two questions below and [submitting through our online form](#).

1. In what stage of development is your School Music Development Plan?

Please note that if you have completed this template document and it has been adopted by your school, then your SMDP is Established. This question also applies where you have used your own SMDP format.

Established	The SMDP has been written/created and is being delivered in this establishment, and mechanisms may be in place for ongoing review and improvement. This also includes establishments within a Multi Academy Trust which are delivering a plan that is in place for the whole trust.
In Development	The SMDP is in the process of being created. It is not yet being delivered in this establishment but aims to be delivered within the current or following academic year. This also includes establishments within a Multi Academy Trust where a plan for the whole trust is in development.
Development Pending	The establishment has not yet begun to create a SMDP but has indicated intent to create an SMDP within the following academic year. This also includes establishments within a Multi Academy Trust where a plan for the whole trust is pending development.
No intent around SMDP	The establishment does not have a SMDP in development or pending. It has been confirmed that the establishment does not currently intend to create a SMDP.
Not Known	Stage of development for the SMDP in this establishment is not known.

2. How embedded is the Model Music Curriculum (or equivalent) in your school/establishment?

(N.B. – 'Equivalent' refers to a curriculum that is at least comparable in breadth and ambition.)

Established	The MMC (or equivalent) has been adopted and is being delivered in this establishment in all relevant year groups/Key Stages. Mechanisms may be in place for ongoing review and refinement. This also includes establishments within a Multi Academy Trust which are delivering a music curriculum that is in place for the whole trust.
Partially Established	The MMC (or equivalent) has been adopted and is being delivered in this establishment in some but not all relevant year groups/Key Stages. Plans may be in place to expand across all year groups/Key Stages. This also includes establishments within a Multi Academy Trust which are delivering a music curriculum that is in place for some but not all year groups/Key Stages for the whole trust.
In Development	The MMC (or equivalent) is in the process of being adopted. It is not yet being delivered in this establishment but there is an intention to implement it this or next academic year. This also includes establishments within a Multi Academy Trust where a music curriculum for the whole trust is in development.
No intent around MMC (or equivalent)	The establishment has not adopted the MMC (or equivalent). It has been confirmed that the establishment does not currently intend to do so.
Not Known	How embedded the MMC (or equivalent) is in this establishment is not known