

School Music Development Plan

Academic year 2026–2027 | Review date: July 2027

Our vision for music

As a Church of England primary school, we believe that music enriches children's lives, nurtures creativity and confidence, brings our community together and provides opportunities for spiritual reflection and expression. Music is an important part of our Christian vision, enabling children to celebrate, worship, collaborate and develop a sense of belonging.

Our aim is for every child, regardless of background, experience or ability, to enjoy a high-quality music education. Through singing, listening, composing, improvising, playing instruments and performing, children will develop their musical knowledge, skills and appreciation of a wide range of musical traditions and styles.

Our provision is informed by the Department for Education's The Power of Music to Change Lives: A National Plan for Music Education, the Model Music Curriculum and the renewed Ofsted Education Inspection Framework and school inspection toolkit in use from September 2026. These emphasise a coherent, ambitious and inclusive curriculum, cumulative learning, pupils' progress and opportunities to develop talents and interests.

Part A - Curriculum

Intent

Our music curriculum aims to develop confident, enthusiastic and increasingly independent musicians. We want children to understand how music works, appreciate its place in different cultures and communities, and develop the skills to perform, create and evaluate music.

Music is taught from EYFS to Year 6 using the Charanga scheme, providing a structured programme of learning. In Year 4, pupils receive Whole Class Instrumental Teaching (WCIT) delivered by a specialist music teacher from Suffolk County Music Service. This provides a valuable opportunity for children to develop practical instrumental skills and experience learning music with a specialist teacher.

Implementation

- EYFS: Children develop their early musical understanding through singing, rhymes, movement, rhythm, listening and exploration of sound, supporting communication, creativity and musical confidence.
- Key Stage 1: Children develop their singing, pulse, rhythm, listening and responding skills. They explore instruments, recognise differences in sound and begin to create and perform simple musical patterns.
- Key Stage 2: Children build on prior learning by developing greater control, accuracy and expression when singing and playing instruments. They explore musical structures, notation and composition, listen critically and learn about music from a range of historical periods, cultures and genres.
- Year 4 WCIT: Specialist instrumental teaching provides pupils with a focused opportunity to learn and perform using instruments, developing ensemble skills, musical understanding and confidence.
- Performance and reflection: Each term, children share the learning from their music lessons with parents and the wider school community. These performances allow pupils to celebrate their progress, practise performing to an audience and develop confidence.

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Teaching will build progressively on prior knowledge and skills, revisiting key musical concepts such as pulse, rhythm, pitch, tempo, dynamics, timbre and structure. Learning will include opportunities to sing, play, compose, improvise, listen and appraise music.

Inclusion and accessibility

Music is an entitlement for all pupils. Teachers adapt activities, resources and instruments to ensure that children with SEND, disadvantaged pupils and those who may face barriers to participation can engage meaningfully in lessons and performances. Children will be encouraged to contribute in different ways, whether through singing, instrumental performance, movement, composition or other appropriate forms of musical participation.

Intended impact

By the end of Year 6, pupils should have developed a secure foundation in musical skills and knowledge. They should be able to sing and perform with increasing confidence, maintain a sense of pulse and rhythm, explore and create musical ideas, listen attentively, use appropriate musical vocabulary and recognise that music reflects different cultures, experiences and traditions.

The music subject leader will monitor the quality and consistency of provision through curriculum discussions, lesson visits where appropriate, pupil voice, planning reviews and examples of pupils' musical work. Assessment will inform future teaching and identify gaps in learning.

Part B - Co-Curricular

Intent

We aim to ensure that music is a visible and valued part of school life beyond timetabled lessons. Co-curricular opportunities enable children to develop their interests, practise musical skills, work collaboratively and share their talents with others.

As a Church of England school, singing and music also play an important role in our collective worship, celebrations and community life.

Current provision

- Weekly singing assembly: All children have regular opportunities to sing together, learn new songs and develop their vocal confidence.
- Collective worship: Music supports reflection, prayer, celebration and worship. Children experience music as an important part of our Christian identity and school community.
- Special events and services: Children contribute musically to events such as the Harvest Service, seasonal celebrations and other occasions throughout the school year.
- Choir and group performances: Pupils have opportunities to participate in choir performances and develop their skills as members of a musical ensemble.
- Phase productions: Every child has the opportunity to sing and perform in an annual phase (EYFS & KS1, LKS2 & UKS2) production, such as a Nativity, spring production or summer performance.
- Rocksteady: Children can join a band, learn to sing or play instruments, rehearse collaboratively and perform to an audience. This provides an additional pathway for children to explore contemporary music and develop their musical interests.
- Musical role models: Our house groups were previously based on famous musicians. Pupils learned about significant musical figures and explored a range of musical styles, helping them recognise the diversity of musical achievement and influence.

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Intended impact

These opportunities will enable pupils to experience music as a shared activity, develop teamwork and resilience, build confidence and discover individual interests and talents. We want children to recognise that musical participation is not limited to formal lessons and that there are many ways to become involved.

Development priorities

Priority	Actions	Evidence of impact
Strengthen participation	Review participation in choir, Rocksteady and other musical opportunities, identifying barriers to access.	Participation records and pupil voice.
Develop singing	Continue weekly singing assemblies and broaden the repertoire across different genres, traditions and languages.	Confident singing, a varied repertoire and pupil feedback.
Celebrate musical achievement	Share information about performances and musical opportunities with families and the wider community.	Records of performances and family engagement.
Raise the profile of musicians	Introduce regular opportunities for pupils to learn about influential musicians and musical traditions.	Pupil discussions and examples of learning.

Part C - Musical Experiences

Intent

We want children to experience music as a live, social and cultural art form. Listening to and participating in music beyond the classroom helps pupils appreciate the power of music to communicate ideas and emotions, connect communities and reflect different cultures and traditions.

Current provision

Children have opportunities to experience music through:

- Live performances and events: Visits and experiences such as pantomimes, which introduce pupils to live music, singing, performance and musical storytelling.
- Church services: Musical experiences through church services and celebrations, developing an understanding of music's role in Christian worship and community life.
- School performances: Termly sharing of classroom learning, annual phase productions, choir performances and performances linked to special events.
- Rocksteady concerts: Opportunities for pupils to see and take part in band performances, developing an appreciation of ensemble playing and contemporary music.
- Musical exploration: Learning about significant musicians and a range of musical styles through curriculum activities and wider school initiatives.

These experiences complement classroom learning by allowing pupils to hear and see musical skills in practice and understand the relationship between listening, rehearsing and performing.

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Intended impact

Pupils will develop an appreciation of live music and a broader understanding of different musical genres, instruments, performers and performance settings. They will build confidence in performing to others and learn to respond respectfully and thoughtfully to music.

Development priorities

1. Broaden musical experiences: Continue to provide opportunities for pupils to experience different genres, traditions and forms of live music, including classical, folk, jazz, contemporary and music from around the world.
2. Ensure access for all: Monitor which pupils take part in trips and musical experiences, considering affordability, accessibility and other potential barriers.
3. Link experiences to learning: Where possible, connect performances and visits to current curriculum themes so that pupils can discuss, reflect on and build upon what they have experienced.
4. Capture pupil responses: Use pupil voice, class discussions, drawings, written reflections or musical responses to understand what children have learned from their experiences.

The Department for Education's National Plan for Music Education identifies regular performance, access to instruments and opportunities to experience live music as important features of a broad music education. We will use these expectations to review our offer and identify realistic opportunities for development.

Part D - In the Future

Our vision for development

We will continue to build on our existing music provision, ensuring that all pupils experience a rich, inclusive and progressive music education. Our development will focus on strengthening musical knowledge, broadening experiences, supporting staff and creating further opportunities for children to perform.

The renewed Ofsted inspection toolkit places emphasis on curriculum coherence, the development of knowledge and skills over time, inclusive access and leaders' understanding of the quality of education. We will use these principles to evaluate and improve our music provision rather than treating inspection as a checklist;

Music development action plan: 2026–2027

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| 1. Strengthen curriculum progression | <i>Autumn–Spring 2026–2027</i> |
| Review the Charanga curriculum from EYFS to Year 6 to ensure musical knowledge and skills build progressively. Check that singing, instrumental playing, listening, composition and improvisation are represented across the year groups, and that Year 4 WCIT complements the wider curriculum. | |

Success criteria

- Clear progression in musical knowledge and skills.
- Pupils can explain what they are learning and how it builds on previous learning.
- Assessment identifies strengths and gaps to inform future teaching.

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2. Broaden musical styles and traditions

Across the academic year

Continue to introduce pupils to musicians, composers, performers and musical traditions from a diverse range of backgrounds and cultures. Explore opportunities to link these to house-group activities, collective worship and curriculum learning.

Success criteria

- Pupils experience a wider range of musical genres and traditions.
- Pupils can identify musical features and discuss what they hear.
- Children develop curiosity and respect for different musical cultures.

3. Develop performance opportunities

Termly review

Maintain termly curriculum performances, annual phase productions, choir opportunities and Rocksteady concerts. Explore additional informal performance opportunities, such as music-sharing assemblies or pupil-led performances.

Success criteria

- Every pupil has opportunities to perform during the year.
- Pupils develop confidence and experience performing individually and collaboratively where appropriate.
- Families and the wider school community can celebrate musical achievement.

4. Improve access and participation

Spring–Summer 2027

Review access to Rocksteady, choir, instrumental learning and musical events. Work with families, staff and music-service partners to identify barriers and explore opportunities for further participation.

Success criteria

- Participation and barriers are reviewed.
- Reasonable adaptations are made where needed.
- Pupils are supported to discover and develop their musical interests.

5. Strengthen partnerships and staff confidence

Throughout 2026–2027

Continue to work with Suffolk County Music Service and explore further opportunities through the local music hub, visiting musicians, community groups and local churches. Identify relevant training and resources to support staff in delivering high-quality music lessons.

Success criteria

- Existing partnerships are maintained and developed.
- Staff have access to appropriate guidance and resources.
- Pupils benefit from additional musical expertise and experiences.

6. Evaluate and review impact

Summer 2027

The music subject leader will review curriculum coverage, pupil progress, pupil voice, performance opportunities and participation. Findings will inform the next annual Music Development Plan.

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Success criteria

- Clear evidence of curriculum strengths and areas for improvement.
- Pupils can talk confidently about their musical learning and experiences.
- Priorities for the following academic year are identified and shared with school leaders.

Monitoring and evaluation

The music subject leader will work with the senior leadership team to monitor the impact of this plan. Evaluation will focus on what pupils know, remember and can do, alongside the breadth of their musical experiences.

Evidence will include:

- Curriculum maps and Charanga planning.
- Pupil voice and discussions with teachers.
- Lesson visits and work scrutiny where appropriate.
- Records, photographs and recordings of performances, subject to school policies.
- Participation in choir, Rocksteady, WCIT and wider musical opportunities.
- Feedback from parents, staff and external music partners.

The plan will be reviewed annually, with priorities adapted in response to pupils' needs, staff feedback, available resources and changes to national guidance.