Music Development plan - PRIMARY

Developing Music in your school – a working document to support reflection on your current practice and to enable the opportunity to plan and develop the music vision for your school.

School:	Beech Grove Primary	**Music lead:**	Kathryn Blake
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The goals of the NPME are:

1. All children and young people receive a high-quality music education in the early years and in schools

2. All music educators work in partnership, with children and young people's needs and interests at their heart

3. All children and young people with musical interests and talents have the opportunity to progress, including professionally

(National Plan for Music Education, 2022 – DfE

Our Vision

At Beech Grove Primary School, our vision is to enable all children to learn, sing, play an instrument and create music together.
To have the opportunity to progress their musical interests and talents through performances and musical experiences, to develop resilience, confidence, and, above all, to enjoy music in all its forms. To appreciate and experience music from a range of cultures, to respect differences, express opinions and emotions.

	Focusing	Developing	Secure	Enhancing
In the classroom	Music is delivered ad hoc and not in every year group, it is not accessible to all.	Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum from EYFS to Year 6.	Music is timetabled for at least one hour per week and follows the NC/MMC.	Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)
	Discussions are in place to deliver WCET	A one/two term WCET project is delivered, by Somerset Music or in house, with a performance.	WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to develop skills through instrumental lessons.	WCET is delivered for the academic year, by Somerset Music or in house, with regular performances and the opportunity to continue to learn the instrument. Additional WCET is delivered to other year groups/classes.
	Progress is not measured/limited.	Students engage with schemes of work and skills are developed. Teachers' assessment is evident (floor books/evidence recordings).	Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.	Progress is measured and assessment informative. Planning takes into account KS3 expectations. (will address – Courtfields liaison)
	Limited resources are available.	There is adequate space and resources for teaching, including class sets of tuned and untuned instruments.(mostly)	Students with SEND are able to participate and progress well (supported by technology, tools and adapted instruments) Space and resources allow breadth of	There is a designated music space within the school. Further opportunities to broaden

			curriculum for all students, including music technology.(still to be addressed re timetabling)	resources through the community/Sound Foundation Somerset (SFS)/external organisations.
Beyond the classroom	**Focusing**	**Developing**	**Secure**	**Enhancing**
	Singing takes place infrequently.	Singing and vocal work is frequent, varied and all students are engaged.	Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.	A full, long-term singing strategy is in place that ensures progression for all students.
	Facilitation of one to one and small group tuition is limited and inconsistent.	The school facilitates one to one and group tuition. Students and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	The school facilitates a wide variety of instrumental lessons which can be accessed by all students and take place throughout the school day with no barriers. Performance opportunities are available for the students having lessons. Practice spaces are available for students. Students are signposted to musical groups e.g. Somerset Music county groups.	The 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. Provision is targeted, demonstrating wider impact.

	There is no music progression strategy in place.	A music progression strategy is in place.	The music progression strategy is fully inclusive and accessible for all students.	The music progression strategy includes links to the further music community/music profession and the pyramid of music progression for students.
	There is no regular choir.	There is a school choir who rehearse weekly and is accessible to all (no timetabling/financial barriers).	There is a school choir, led by a music specialist who rehearse weekly and practice healthy singing. The choir is accessible to all students and performs regularly in/out of school.	There are multiple singing groups led by a vocal expert. These are accessible to all students and perform regularly and in an area/national setting.
	There is no regular ensemble.	There is an ensemble who rehearse weekly and is accessible to all (no timetabling/financial barriers).	There is an ensemble, led by a music specialist who rehearse weekly and are aware of instrument specific issues. The ensemble is accessible to all students and performs regularly in/out of school.(Rocksteady)	There are ensembles led by instrumental experts. These are accessible to all students and perform regularly and in an area/national setting.
	Performance opportunities are ad hoc and not regular.	Access to co-curricular activities gives regular opportunities for performances for all pupils.	Musical performance is a prominent part of school life. Every student has the opportunity to perform regularly in school and in the wider community/SFS. In-school musical events take place at least twice a term.	Students are able to take leadership roles in musical opportunities.

	There is no regular access to live music performances.	Some live performances are catered for at school/school visits. These are available to all students.	External musicians visit school to perform (K Blake has made contact with Head of Music at Courtfields Jan and Sept '26). Students are given opportunities to see live performances outside school. All students are able to access these opportunities.	The school is actively involved in national, large scale events
	Focusing	**Developing**	**Secure**	**Enhancing**
Leadership and management	Quality assurance takes place, not by a music specialist.	Monitoring of the curriculum delivery by a music specialist informs training needs and curriculum planning.	Consistent monitoring by a music specialist informs planning and training needs. Schemes of work are adapted accordingly.	Teachers are highlighted as best practice and work in schools across the area.
	There is a limited budget for music.	The music budget is planned to support the delivery of the music curriculum and resourcing the school.	There is a significant music budget that is planned to support the delivery of music curriculum and to broaden the students musical experiences.	There is a significant music budget that links to the five year strategic plan for expanding the music department.
	A named subject lead is in post.	A named, trained subject lead is in post, who is supported by a senior leader advocate in school, who understands the national	Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement. A	There is a five-year strategic vision for music that is in line with the NPME.

		curriculum and is aware of the NPME.	named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account.	
	Training for staff has limited impact.	All staff delivering music receive annual training, addressing CPD needs and has impact.	All staff receive annual training to maintain their confidence and build expertise (where necessary)	Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks).
Community partnerships	**Focusing**	**Developing**	**Secure**	**Enhancing**
	Engagement with SFS (the Music Hub) is inconsistent.	The school takes up opportunities from SFS (the Music Hub) and signposts opportunities for students.	The school makes the most of a wide range of opportunities from the SFS (the Music Hub).	The school is a leading school in the local community and with SFS (the Music Hub).
	Small-scale performance takes place in the community, building on existing school links.	Community links with music are established, and regular events take place throughout the school year.	Meaningful partnerships are established with the community where a large proportion of students engage with this and there are clear civic and moral benefits.	There is a co-ordinated programme of community events, planned in partnership.
	Some parents and carers support music-making in the school by attending events.	Parents and carers actively support music making, through support at events and through home learning.	The views of pupils and parents have been considered when developing music provision.	Parents/carers and the wider community are actively involved in school music making.

	Limited signposting to music opportunities within the wider community/SFS takes place.	Students are signposted to music opportunities within the wider community/SFS.	The school actively signposts all students to music opportunities within the wider community/SFS and funds opportunities for them.	The school actively signposts all students to music opportunities within the wider community/SFS and facilities opportunities for students from other schools within their own school setting.

Music Development plan – Action plan

Action	Who	How	Resources/cost	Somerset Music/SFS support	Complete by
Review and update school rolling programme re Music schemes	KB	Continue to explore SingUp units and intersperse with Charanga scheme	Time to review and update the 2 year rolling programme and website	N/A	Ongoing
Review YUMU (charanga online for pupils)	KB	Review login details	Covered by Charanga membership	N/A	Spring term 2027
Assessment Review	KB/CJ	Learning walks – Somerset Music and teaching staff (music) Pupil Voice	Extra half day for KB to implement	N/A	Spring Term 2026 and 2027
Live performance opportunities	KB	Courtfields/Wellington school/Hub	Free bands/pupils from schools	Access to live performances via hub	Ongoing
Music Technology	School/ KB	Use of laptops/iPads for whole class–YUMU etc.	Free resources	N/A	Spring Term 2027