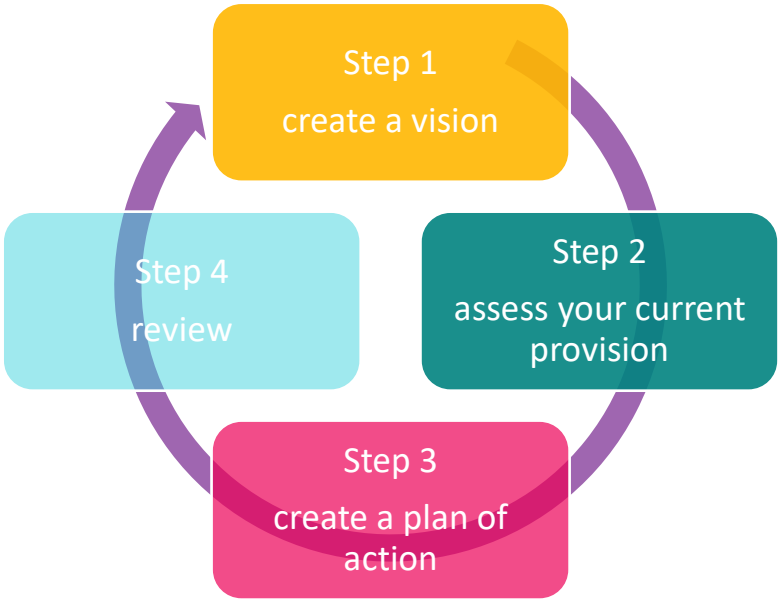
Music Development Plan

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

About this self-assessment document

This resource has been written by Kent Music to support Kent schools as part of our Curriculum Support offer. The aim of this document is to provide an opportunity for reflection of your current music provision and an opportunity to plan and develop your school music vision. The refreshed National Plan for Music Education, published in June 2022 recommends all schools have a Music Development Plan in place to show their ongoing commitment to the development of music in their school.
Its intended audience is 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 Music department, 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 your department in the future.
The decision that you make will become the vision for your department.

Why is it important

A vision allows your department to work towards the same goal. This can often be a challenge in a music department as there are often so many areas of focus. If you lead a team, 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. Your Music Education Hub can help you to facilitate 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 departmental 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 your department contribute to the school ethos?
How do you envisage all elements of musical provision working together: 1-1 tuition, small group tuition whole class and curriculum music.

Our vision for Music:

Our vision is to learn music through playing, singing, listening, composing and performing. It has been scientifically proven that Music is key to brain development; therefore, at Wickhambreaux Primary School, music is embedded at the very heart of the school where the children experience music on a daily basis. Our aspiration is that every child at Wickhambreaux adopts a lifelong love of music.

Through music, children will develop confidence, communication, thinking and creative skills and improve their emotional well-being. The skills involved in playing and listening to a wide variety of musical styles will help develop the children's self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. Children will find that music is enjoyable and relaxing which will help reduce stress. Through performing and composing music children will reach a sense of achievement and pride.

STEP TWO: MUSIC PROVISION SELF ASSESSMENT

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

For each category decide if your school has achieved Band One, Two or Three. The descriptors have been designed to work in a cumulative way. 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.

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.	Yes
		2	Additional aspects (ie: whole class music, 1-1 tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes.	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.	Yes
	Assessment	1	We have limited opportunities to assess pupil progress and have limited resources to monitor progress.	Yes
		2	We use teacher assessment at planned points throughout the year using one method only (video, audio, written).	Yes
		3	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons.	Yes
	Timetabling	1	There is a dedicated curriculum music lesson on the school timetable each week for all year groups for a minimum of: KS1 30+ minutes, KS2 45+ minutes.	Yes
		2	Whole class instrumental lessons are timetabled in addition to curriculum music lessons in at least one year group.	Yes
		3	Continuation of whole class instrumental lessons via small group or 1-1 tuition is scheduled for within the school day.	Yes

Area	Category	Band	Descriptor	Achieved
Tuition and Ensembles	Instrumental and vocal tuition	1	Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engage in instrumental tuition.	Yes
		2	Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. School engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional musical learning.	Yes
		3	Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engage in instrumental tuition. Opportunities for your pupils to perform in both formal and informal settings regularly (by regular we mean at least once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	Yes
	Whole class activity	1	MusicPlus (whole class instrumental tuition) or MusicPlus Digital is delivered for 30 weeks on one instrument to one KS2 year group. MusicPlus is timetabled for an hour per week in KS2 and lead by a competent musician. 10% of students choose to continue learning an instrument after the MusicPlus year. MusicPlus and/or MusicPlus digital delivery adheres to the aims and objectives of the MusicPlus framework. The school ensures there is an appropriate adult always supervising the MusicPlus class.	Yes
		2	The school has selected an instrument for MusicPlus that promotes musical progression for their pupils. The school communicates effectively with the MusicPlus teacher (if external). The school/teacher ensures there is an opportunity for performance to parents and peers at the end of the MusicPlus year.	Yes
		3	MusicPlus is timetabled for an hour per week in addition to an hour per week for curriculum music delivery. MusicPlus is planned to successfully integrate into the school's music curriculum. The school/teacher ensures there are opportunities throughout the year to showcase the MusicPlus class to their peers. 15% of students choose to continue learning an instrument after the MusicPlus year.	Yes

	Instrumental Ensemble Provision	1	The school provides an opportunity for ensemble playing. The ensemble is regularly attended by a minimum of 5 pupils. The ensemble is led by a competent musician.	Yes
		2	The school has more than one instrumental ensemble. The ensemble is regularly attended by a minimum of 10 pupils. 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.	Yes
		3	School provides ensemble opportunities that cater for all instruments taught. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers.	Yes

Area	Category	Band	Descriptor	Achieved
Singing	Singing Assemblies	1	There are termly opportunities for massed singing, these could be linked with calendar events or performance opportunities.	Yes
		2	There are weekly singing assemblies for all pupils.	Yes
		3	There is 1 or more weekly singing assembly for all pupils lead by a specialist. Singing is used frequently in music lessons to support curriculum learning. All staff are upskilled and confident at leading singing in their classrooms.	Yes
	Choirs	1	There is a school choir that rehearses weekly.	Yes
		2	The school choir is led by either a specialist teacher or a competent member of staff who has expertise of leading a choir and practices healthy singing.	Yes
		3	The school has multiple choirs.	Yes
	Staff Singing	1	There is a person responsible for singing in the school.	Yes
		2	There are singing opportunities for staff such as a choir	Yes
		3	All staff are upskilled and confident to lead healthy singing in their classes.	Yes

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 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.	Yes
		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	Yes
	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.	In progress
		3	Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.	Yes
	Value of Music	1	Music only plays a small role or no role at all in school life	No
		2	Music occasionally plays a role in school life	No
		3	Music is an important part of everyday life	Yes
	Inclusion	1	Schools signpost learners to KM bursary for 1-1 learning All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff 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.	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 provides additional support though 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.	Yes
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities.	Yes

			School provides access to alternative 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. Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.	
	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) for MusicPlus. The school has access to and uses teaching resources to support music teaching and learning (this could include online resources).	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. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.	Yes
	Budget	1	There is limited budget for music provision outside of funding from Kent Music.	No
		2	The budget (including Kent Music funding) is planned to support the delivery of the music curriculum and supports resourcing the school.	Yes
		3	There is a significant budget (including Kent Music funding) that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.	Yes
	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.	Yes
		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	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.	Yes
		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).	Yes
		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.	Yes

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 your Area Manager. Kent Music also offers a range of free CPD opportunities for music teachers across Kent. Please do visit our website for more information on what courses are on offer.

Area	**Category**	**Actions** *Meaningful tasks that contribute towards achieving the given objective*	**Deadline**	**KPIs/Evaluation Criteria** *Ways of monitoring progress/ achieving your objective*	**RAG**
School Life and Opportunities	**Staff Singing**	**Staff are invited to sing at an after-school Christmas event on the 18th December 2024.**	**18th December 2024**	**Record or take pictures of the event.**	**G**
Tuition and Ensembles	**Instrumental and Vocal tuition**	**Continue providing a range of instrument/vocal lesson externally for all children. Also continue providing a range of ensembles for all the children across the school.**	**22nd July 2025**	**Monitor number of children attending instrumental/vocal lessons as well as ensembles.**	**G**
Curriculum	**Assessment**	**Create assessment statements for all year groups.**	**20th December 2024**	**Share statements on the school website so parents can access them. Also monitor children using them and highlight children who are not meeting certain assessment statements.**	**G**
Singing	**Singing Assemblies**	**Ensure the children listen to a wide variety of genres during worship and sing a range of songs.**	**22nd July 2025**	**Note down pieces of music listened to and sung.**	**G**
Singing	**Choirs**	**Provide a wide range of opportunities for children to perform in a choir.**	**22nd July 2025**	**Book opportunities for the children to sing in Canterbury Cathedral, The Gulbenkian, the local church and the O2 Arena.**	**G**

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.

Area	**Category**	**Actions** *Meaningful tasks that contribute towards achieving the given objective*	**Deadline**	**KPIs/Evaluation Criteria** *Ways of monitoring progress/ achieving your objective*	**RAG**
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