Music Development Plan 2024-25

Current position Focusing, Developing, Established or Enhancing	**Target position** What is the next development step?	**Resources** What do you need to achieve this?	**Responsibility & Timeframes** Who will lead this? How long will it take?	**Success Criteria** How will you know you have succeeded?
Leadership				
Focusing: There is a named subject lead for music.	Developing: The subject lead will work in partnership with the new specialist teacher from the Wandsworth Music Service to know precisely how the Progression Map and Scheme of work implement the guidance from the National Plan for Music Education.	Time to meet with the Specialist Music Teacher.	Music Subject Lead	The Music Subject Leader will be able to fully articulate the vision and progression map for music and how it is informed by the National Plan for Music Education.
Timetabling				
Established: Weekly music lessons are timetabled for every year group, with additional supporting activities (e.g. singing assembly)	Enhancing: All pupils have a weekly music lesson of at least 1 hour per week, in addition to other music activities (e.g. singing assembly or choir)	The school currently purchase 2 days of specialist curriculum music provision which allows for all Year groups from Reception to Year 6 to have at least a 45 minute lesson per week. Additional funding would be required to purchase additional days in order to provide all year groups with 60-minute sessions.	Music Subject Lead	All year groups have lessons of 60 minutes duration.

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Curriculum Planning				
Established: The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum. Curriculum sequencing is clear and pupils are able to perform expressively and develop musicianship. Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.	Enhancing: There is a high-quality and ambitious music curriculum in place that builds on prior learning. The curriculum clearly reflects the intent, implementation and impact for music education. Curriculum planning reflects the cultural diversity of the school community.	Time for the Subject Lead to liaise and plan with the Specialist Music Teacher in order to ensure: - The music curriculum reflects the school community. - Links with the wider curriculum map are made.	Music Subject Lead in liaison with the Specialist Music teacher.	- The music curriculum reflects the school community. - The music curriculum includes meaningful and appropriate links with the wider curriculum map.
Inclusion				
Developing: Pupils with SEND are able to participate and build on their abilities. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.	Established: Differentiation for all abilities is built into planning. Pupils with SEND are supported by technology, tools and adapted instruments.	Time for the Subject Lead and/or Inclusion Lead to liaise with the Specialist Music Teacher regarding the needs of SEND pupils. Funding for: technology, tools and adapted instruments.	Music Subject Lead Inclusion Lead	- All pupils with SEND are able to fully access music provision.

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Classroom Instrumental Learning (CIL)				
Established: Pupils in KS2 have the opportunity to learn an instrument as part of curriculum time. Progression matches the ambition of the Model Music Curriculum.	Enhancing: Instrumental learning is embedded across KS2 and pupils are encouraged and supported to continue with progression pathways (e.g. peripatetic instrumental lessons, music academy, ensembles)	Specialist Music teacher to flag up and sign-post children to instrument learning opportunities with the Wandsworth Music Service.	Specialist Music teacher (in liaison with Subject Lead)	Pupils have taken up instrument learning opportunities with the Wandsworth Music Service.
Instrumental / Vocal Tuition (1-1 & small group)				
Established: The school encourages choice by facilitating lessons on different instruments at school. Pupils facing barriers are given support to engage (e.g. use of Pupil Premium funding).	Enhancing: Ensuring PP & SEND pupils are proportionally represented. 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.	Time for the Subject Lead and/or Inclusion Lead to liaise with the Choir Leader, Rock band tutors and singing tutor to establish the proportion of SEND and PP children engaged in lessons. Time to liaise re. the number of bursary places on offer.	Music Subject Lead Inclusion Lead	Proportion of SEND and PP pupils engaged in instrumental and vocal tuition is in line with the school population.

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Choirs & Singing				
Developing: Singing and vocal work is frequent, varied and all students are engaging. There is a school choir that rehearses weekly. Repertoire is engaging and diverse, but mostly simple and sung in unison.	Established: All pupils can access a choir. Vocal skills are developed through diverse, challenging repertoire with harmony and part singing.	Funding to be able to purchase an additional weekly hour of specialist music teaching provision to also offer an Infant Choir.	Music Subject Lead	We have an Infant choir in addition to the junior choir.
Instrumental Ensembles/ Groups				
Developing: Musical skills and interests are extended through regular extra-curricular activities, such as open-access music clubs. Local opportunities are signposted.	Established: The school provides weekly ensemble opportunities that cater for pupils who play an instrument. Ensemble skills are developed through challenging repertoire which is engaging and diverse. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.	Time for the Clubs Lead to research possible providers who can run extra-curricular ensembles.	Clubs Lead in liaison with Subject Lead.	Our clubs offer includes ensemble groups.

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Progress, Assessment and Celebration				
Developing: Teacher assessment occurs at planned points during the academic year, using a single method (e.g. video, written, audio) and can demonstrate progress. Established: Schemes of work allow for clear progression	Established: There is consistent, recorded evidence that pupils make progress in music. Pupils are given the opportunity for self-assessment and peer-assessment.	Time for subject Leader to liaise with music specialist teacher over method to record evidence of progress, and for how self and peer assessment can be built into lessons.	Subject Lead in liaison with Specialist music teacher	- Google Drive folders containing a variety of evidence for all year groups is established. - self and peer assessment is built into lessons.
Performances				
Established: Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as achievement assemblies, Summer and Winter Fairs. Students also have opportunities to perform to the wider community in local events such as Christmas Tree Lights Switching-on occasions; the Wandsworth Mayor Carol Concerts and the Wandsworth Music Service termly concerts. Enhancing: The school regularly engages in prestigious external performance opportunities, for example at Massed Hub events.	Enhancing: Continue to offer all pupils regular opportunities to perform to an audience, in and out of school.	Time for Subject Lead to organise school events and also to conduct the necessary admin required for pupils to engage in prestigious external performance opportunities (e.g. the requirement for all pupils to have a performing licence)	Subject Lead and Curriculum Admin Assistant	- A range of performances in school - A range of performance opportunities outside of school.

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Resources				
Developing: The school has a classroom set of tuned and untuned percussion instruments. Computers or tablets are used to explore musical apps, play recordings, and support teaching software. Pupils have the resources to notate their work and can capture musical compositions through technology. Established: A range of instruments is available, including a whole-class set of instruments for KS2 (recorders & ukuleles). Teachers have access to equipment and technology required to fulfil the MMC. There is adequate space for playing instruments,	Enhanced: There is a screen and speakers for high-quality recordings and demonstrating technology. There are displays related to the music curriculum such as terminology and diverse role models, and examples of pupils' work.	Funding for technology to produce high-quality recordings. Time and space to create music displays.	Subject Lead and Music Specialist teacher.	- Music displays created - High quality recordings of children's work and performances made.
CPD				
Established: All staff delivering music receive regular training and support to embed the learning from their CPD, building expertise.	Enhanced: Music Lead/appropriate year group staff attend Wandsworth Music CPD sessions (e.g. vocal project, network meetings).	Time to attend CPD	Music Lead/appropriate year group staff	- Year 3 teachers attend Autumn term vocal project CPD - Year 5 teachers attend Spring term vocal project CPD

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Community and Partnerships				
Established: The school takes up opportunities from the Music Hub and signposts opportunities for students. Community links with music are established, and regular events take place throughout the school year. Parents and carers actively support music making, through support at events and through home learning	Enhanced: The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner. The views of pupils and parents have been considered when developing music provision.	Time for Subject Lead	Subject Lead	- Participation in an increased range of opportunities. - Survey of parent views conducted. - Pupil voice conducted.

DfE Survey Data 2023/4

No. of vocal groups/ choirs in the school: One choir.

No. of instrumental ensembles in the school (no voices): We have 12 rock band instrumental/vocal ensemble groups.

No. of instrumental ensembles in the school (including voices): We have 12 rock band instrumental/vocal ensemble groups.